

2018年6月·第1套 英语六级长篇阅读（信息匹配） 第1篇·36-45 题 答案与解析

STATEMENTS & ANALYSIS · 信息匹配题和解析

信息匹配题和解析 · 36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2018年6月·第1套 英语六级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 12 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第1套(2018-06) · 六级

Part III Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Peer Pressure Has a Positive Side

A) Parents of teenagers often view their children's friends with something like suspicion. They worry that the adolescent peer group has the power to push its members into behavior that is foolish and even dangerous. Such wariness is well founded: statistics show, for example, that a teenage driver with a same-age passenger in the car is at higher risk of a fatal crash than an adolescent driving alone or with an adult.

青少年的父母常常带着某种怀疑的态度看待孩子的朋友。他们担心青少年同龄群体有能力迫使其成员做出愚蠢甚至危险的行为。这种警惕是有充分根据的:例如,统计数据显示,车内有同龄乘客的青少年驾驶员发生致命车祸的风险高于独自驾驶或与成年人同行的青少年。

B) In a 2005 study, psychologist Laurence Steinberg of Temple University and his co-author, psychologist Margo Gardner, then at Temple, divided 306 people into three age groups: young adolescents, with a mean age of 14; older adolescents, with a mean age of 19; and adults, aged 24 and older. Subjects played a computerized driving game in which the player must avoid crashing into a wall that materializes, without warning, on the roadway. Steinberg and Gardner randomly assigned some participants to play alone or with two same-age peers looking on.

在2005年的一项研究中, Temple University的心理学家Laurence Steinberg和他的合著者、当时也在 Temple的心理学家Margo Gardner将306人分为三个年龄组:平均年龄14岁的年轻青少年;平均年龄19岁的年长青少年;以及24岁及以上的成年人。受试者玩一个电脑驾驶游戏,游戏中玩家必须避免撞上突然出现在路上的墙,没有任何预警。Steinberg和Gardner随机分配一些参与者单独玩游戏或在两名同龄同伴的注视下玩游戏。

- C) Older adolescents scored about 50 percent higher on an index of risky driving when their peers were in the room—and the driving of early adolescents was fully twice as reckless when other young teens were around. In contrast, adults behaved in similar ways regardless of whether they were on their own or observed by others. "The presence of peers makes adolescents and youth, but not adults, more likely to take risks," Steinberg and Gardner concluded.

当同伴在场时,年长青少年在危险驾驶指数上的得分高出约50%,而当其他年轻青少年在旁边时,早期青少年的驾驶鲁莽程度完全是两倍。相比之下,成年人无论是独自一人还是被他人观察,行为方式都相似。Steinberg和Gardner总结道:"同伴的存在使青少年和年轻人更有可能冒险,但成年人不会。"

- D) Yet in the years following the publication of this study, Steinberg began to believe that this interpretation did not capture the whole picture. As he and other researchers examined the question of why teens were more apt to take risks in the company of other teenagers, they came to suspect that a crowd's influence need not always be negative. Now some experts are proposing that we should take advantage of the teen brain's keen sensitivity to the presence of friends and leverage it to improve education.

然而在这项研究发表后的几年里,Steinberg开始相信这种解释并未捕捉到全貌。当和其他研究人员审视为什么青少年在其他青少年陪伴下更容易冒险这一问题时,他们开始怀疑群体的影响不一定总是负面的。现在一些专家提议,我们应该利用青少年大脑对朋友在场的敏锐敏感性,并将其用于改善教育。

- E) In a 2011 study, Steinberg and his colleagues turned to functional MRI(磁共振) to investigate how the presence of peers affects the activity in the adolescent brain. They scanned the brains of 40 teens and adults who were playing a virtual driving game designed to test whether players would brake at a yellow light or speed on through the crossroad.

在2011年的一项研究中,Steinberg和他的同事转向功能性磁共振来调查同伴的存在如何影响青少年大脑的活动。他们扫描了40名青少年和成年人的大脑,这些人正在玩一个虚拟驾驶游戏,该游戏旨在测试玩家是否会在黄灯时刹车或加速通过路口。

- F) The brains of teenagers, but not adults, showed greater activity in two regions associated with rewards when they were being observed by same-age peers than when alone. In other words, rewards are more intense for teens when they are with peers, which motivates them to pursue higher-risk experiences that might bring a big payoff (such as the thrill of just making the light before it turns red). But Steinberg suspected this tendency could also have its advantages. In his latest experiment, published online in August, Steinberg and his colleagues used a computerized version of a card game called the Iowa Gambling Task to investigate how the presence of peers affects the way young people gather and apply information.

青少年的大脑(而非成年人)在被同龄同伴观察时,与奖赏相关的两个区域显示出比单独时更大的活动。换句话说,当青少年与同伴在一起时,奖赏对他们来说更强烈,这促使他们追求可能带来巨大回报的更高风险体验(例如在红灯前刚好通过的刺激)。但Steinberg怀疑这种倾向也可能有其优势。在他8月份在线发表的最新实验中,Steinberg和他的同事使用了一个名为Iowa Gambling Task的纸牌游戏的电脑版本,来调查同伴的存在如何影响年轻人收集和应用信息的方式。

- G) The results: Teens who played the Iowa Gambling Task under the eyes of fellow adolescents engaged in more exploratory behavior, learned faster from both positive and negative outcomes, and achieved better performance on the task than those who played in solitude. "What our study suggests is that teenagers learn more quickly and more effectively when their peers are present than when they're on

their own," Steinberg says. And this finding could have important implications for how we think about educating adolescents.

结果显示:在同龄青少年注视下玩Iowa Gambling Task的青少年参与了更多探索性行为,从积极和消极结果中学习得更快,并且在任务中取得了比单独玩的人更好的表现。Steinberg说:"我们的研究表明,当同伴在场时,青少年比独自一人时学习得更快、更有效。"这一发现可能对我们思考如何教育青少年具有重要意义。

- H) Matthew D. Lieberman, a social cognitive neuroscientist at the University of California, Los Angeles, and author of the 2013 book *Social: Why Our Brains Are Wired to Connect*, suspects that the human brain is especially skillful at learning socially significant information. He points to a classic 2004 study in which psychologists at Dartmouth College and Harvard University used functional MRI to track brain activity in 17 young men as they listened to descriptions of people while concentrating on either socially relevant cues (for example, trying to form an impression of a person based on the description) or more socially neutral information (such as noting the order of details in the description). The descriptions were the same in each condition, but people could better remember these statements when given a social motivation.

加州大学洛杉矶分校的社会认知神经科学家Matthew D. Lieberman,2013年著作《社交:为什么我们的大脑天生要连接》的作者,怀疑人类大脑在学习社会意义重大的信息方面特别擅长。他指出2004年的一项经典研究,其中Dartmouth College和Harvard University的心理学家使用功能性磁共振追踪17名年轻男性在听人物描述时的大脑活动,他们专注于社会相关线索(例如,试图根据描述形成对一个人的印象)或更加社会中性的信息(例如,注意描述中细节的顺序)。每种情况下的描述都是相同的,但当给予社会动机时,人们能更好地记住这些陈述。

- I) The study also found that when subjects thought about and later recalled descriptions in terms of their informational content, regions associated with factual memory, such as the medial temporal lobe, became active. But thinking about or remembering descriptions in terms of their social meaning activated the dorsomedial prefrontal cortex—part of the brain's social network—even as traditional memory regions registered low levels of activity. More recently, as he reported in a 2012 review, Lieberman has discovered that this region may be part of a distinct network involved in socially motivated learning and memory. Such findings, he says, suggest that "this network can be called on to process and store the kind of information taught in school—potentially giving students access to a range of untapped mental powers."

该研究还发现,当受试者从信息内容的角度思考并随后回忆描述时,与事实记忆相关的区域,如内侧颞叶,变得活跃。但从社会意义的角度思考或回忆描述时,激活了背内侧前额叶皮层——大脑社交网络的一部分——即使传统记忆区域显示出低水平的活动。最近,正如他在2012年的一篇综述中报告的那样,Lieberman发现这个区域可能是参与社会动机学习和记忆的一个独特网络的一部分。他说,这些发现表明"这个网络可以被调用来处理和存储学校教授的那种信息——可能使学生获得一系列未开发的心理力量。"

- J) If humans are generally geared to recall details about one another, this pattern is probably even more powerful among teenagers who are very attentive to social details: who is in, who is out, who likes whom, who is mad at whom. Their desire for social drama is not—or not only—a way of distracting themselves from their schoolwork or of driving adults crazy. It is actually a neurological(神经的) sensitivity, initiated by hormonal changes. Evolutionarily speaking, people in this age group are at a stage in which they can prepare to find a mate and start their own family while separating from

parents and striking out on their own. To do this successfully, their brain prompts them to think and even obsess about others.

如果人类通常倾向于回忆彼此的细节,这种模式在非常关注社交细节的青少年中可能更加强大:谁受欢迎,谁被排斥,谁喜欢谁,谁对谁生气。他们对社交戏剧的渴望不是——或不仅仅是——一种让自己从功课中分心或把成年人逼疯的方式。这实际上是一种由荷尔蒙变化引发的神经敏感性。从进化的角度来说,这个年龄段的人处于一个阶段,他们可以准备寻找配偶并建立自己的家庭,同时从父母那里分离并独立闯荡。要成功做到这一点,他们的大脑促使他们思考甚至痴迷于他人。

- K) Yet our schools focus primarily on students as individual entities. What would happen if educators instead took advantage of the fact that teens are powerfully compelled to think in social terms? In *Social*, Lieberman lays out a number of ways to do so. History and English could be presented through the lens of the psychological drives of the people involved. One could therefore present Napoleon in terms of his desire to impress or Churchill in terms of his lonely gloom. Less inherently interpersonal subjects, such as math, could acquire a social aspect through team problem solving and peer tutoring. Research shows that when we absorb information in order to teach it to someone else, we learn it more accurately and deeply, perhaps in part because we are engaging our social cognition.

然而我们的学校主要关注作为独立个体的学生。如果教育工作者转而利用青少年被强烈驱使以社会角度思考这一事实,会发生什么?在《社交》一书中,Lieberman列出了许多这样做的方法。历史和英语可以通过相关人物的心理驱动力的视角来呈现。因此可以从Napoleon渴望给人留下深刻印象的角度来呈现他,或从Churchill孤独忧郁的角度来呈现他。不太具有人际性质的学科,如数学,可以通过团队解题和同伴辅导获得社交方面。研究表明,当我们为了教给别人而吸收信息时,我们学得更准确、更深入,这或许部分是因为我们正在运用我们的社会认知。

- L) And although anxious parents may not welcome the notion, educators could turn adolescent recklessness to academic ends. "Risk taking in an educational context is a vital skill that enables progress and creativity," wrote Sarah-Jayne Blakemore, a cognitive neuroscientist at University College London, in a review published last year. Yet, she noted, many young people are especially unwilling to take risks at school—afraid that one low test score or poor grade could cost them a spot at a selective university. We should assure such students that risk, and even peer pressure, can be a good thing—as long as it happens in the classroom and not in the car.

尽管焦虑的父母可能不欢迎这个想法,但教育工作者可以将青少年的鲁莽转化为学术目的。伦敦大学学院的认知神经科学家Sarah-Jayne Blakemore在去年发表的一篇综述中写道:"在教育环境中冒险是一项促进进步和创造力的重要技能。"然而,她指出,许多年轻人在学校特别不愿意冒险——担心一次低分测验或差成绩可能让他们失去进入一所精英大学的机会。我们应该向这些学生保证,冒险甚至同伴压力可以是一件好事——只要它发生在教室里而不是在车里。

陈述句与逐句解析

36. It is thought probable that the human brain is particularly good at picking up socially important information.

人们认为人类大脑可能特别擅长捕捉具有社会重要性的信息。

【答案】 H 段 (强锚点)

【锚点】核心命题——人脑擅长接收具有社会重要性的信息

【定位】Matthew D. Lieberman, a social cognitive neuroscientist at the University of California, Los Angeles, and author of the 2013 book *Social: Why Our Brains Are Wired to Connect*, suspects that the human brain is especially skillful at learning socially significant information. 加州大学洛杉矶分校的社会认知神经科学家、2013 年《社交：为何我们的大脑天生需要连接》一书作者 Matthew D. Lieberman 怀疑，人脑特别擅长学习具有社会意义的信息。

【改写】It is thought probable that the human brain is particularly good at picking up socially important information

↔

suspects that the human brain is especially skillful at learning socially significant information
同义副词 + 同义形容词 + 同义动词短语 + 同义宾语逐一替换

【辨邻】I I 段聚焦于 this network can be called on to process and store the kind of information taught in school 这一应用层主张，并未陈述「人脑特别擅长学习社会重要信息」这一上位命题，命题层次不同。

this network can be called on to process and store the kind of information taught in school—
potentially giving students access to a range of untapped mental powers

37. It can be concluded from experiments that the presence of peers increases risk-taking by adolescents and youth.

从实验中可以得出结论，同伴的在场会增加青少年的冒险行为。

【答案】C 段（强锚点）

【锚点】实验结论——同伴在场增加青少年与年轻人冒险

【定位】"The presence of peers makes adolescents and youth, but not adults, more likely to take risks," Steinberg and Gardner concluded.

Steinberg 与 Gardner 总结道：「同伴在场让青少年和年轻人——但不让成年人——更可能去冒险。」

【改写】the presence of peers increases risk-taking by adolescents and youth ↔

The presence of peers makes adolescents and youth, but not adults, more likely to take risks
主语原话保留 + 谓语动词同义 + 宾语名词化

【辨邻】F F 段聚焦 greater activity in two regions associated with rewards 与 rewards are more intense for teens when they are with peers，讲的是奖赏感强化，并未陈述「同伴在场让青少年和年轻人更愿冒险」这一驾驶实验结论。

rewards are more intense for teens when they are with peers, which motivates them to pursue
higher-risk experiences

38. Students should be told that risk-taking in the classroom can be something positive.

应该告诉学生，课堂上的冒险行为可能是积极的事情。

【答案】 L 段（强锚点）

【锚点】 应告诉学生课堂中的冒险是积极的

【定位】 We should assure such students that risk, and even peer pressure, can be a good thing—as long as it happens in the classroom and not in the car.

我们应该让这些学生确信：冒险——甚至同伴压力——可以是好事，只要它发生在教室里而不是车里。

【改写】 Students should be told that risk-taking in the classroom can be something positive ↔

We should assure such students that risk, and even peer pressure, can be a good thing—as long as it happens in the classroom and not in the car

建议主体同义 + 正面评价同义 + 教室情境同义

【辨邻】 G G 段聚焦 teenagers learn more quickly and more effectively when their peers are present，是关于学习效率的实验结论；虽然结尾提到 this finding could have important implications for how we think about educating adolescents，但并未提出「应告诉学生冒险是积极的」这一具体建议。

this finding could have important implications for how we think about educating adolescents

39. The urge of finding a mate and getting married accounts for adolescents' greater attention to social interactions.

寻找伴侣和结婚的冲动解释了青少年对社会互动的更多关注。

【答案】 J 段（强锚点）

【锚点】 找伴侣与结婚的冲动解释青少年更关注社交

【定位】 Evolutionarily speaking, people in this age group are at a stage in which they can prepare to find a mate and start their own family while separating from parents and striking out on their own.

从进化角度讲，这一年龄段的人正处在一个阶段：他们可以准备寻找伴侣、组建自己的家庭，同时脱离父母、独立生活。

【改写】 The urge of finding a mate and getting married ↔

they can prepare to find a mate and start their own family

find a mate 原样复现 + getting married 概括 start their own family

accounts for adolescents' greater attention to social interactions ↔

their brain prompts them to think and even obsess about others

因果关系的同义

40. According to Steinberg, the presence of peers increases the speed and effectiveness of teenagers' learning.

根据Steinberg的说法,同伴的在场会提高青少年学习的速度和效果。

【答案】 **G** 段 (强锚点)

【锚点】 Steinberg 所说——同伴在场提升青少年学习的速度与效率

【定位】 "What our study suggests is that teenagers learn more quickly and more effectively when their peers are present than when they're on their own," Steinberg says.

Steinberg 说:「我们的研究表明,青少年在同伴在场时比独自一人时学得更快、更有效。」

【改写】 the presence of peers increases the speed and effectiveness of teenagers' learning ↔

teenagers learn more quickly and more effectively when their peers are present

条件状语转主语 + 副词转名词

【辨邻】 **F** F 段聚焦 rewards are more intense for teens when they are with peers, which motivates them to pursue higher-risk experiences, 讲的是动机层面而不是学习效率。

rewards are more intense for teens when they are with peers, which motivates them to pursue higher-risk experiences that might bring a big payoff

41. Teenagers' parents are often concerned about negative peer influence.

青少年的父母经常担心负面的同伴影响。

【答案】 **A** 段 (弱锚点)

【锚点】 家长担忧负面同伴影响

【定位】 Parents of teenagers often view their children's friends with something like suspicion. They worry that the adolescent peer group has the power to push its members into behavior that is foolish and even dangerous.

青少年的父母常常以类似怀疑的眼光看待孩子的朋友。他们担心青少年同伴群体有力量把成员推向愚蠢甚至危险的行为。

【改写】 Teenagers' parents are often concerned ↔

Parents of teenagers often view their children's friends with something like suspicion

concerned 与 view ... with suspicion 同义

negative peer influence ↔

the adolescent peer group has the power to push its members into behavior that is foolish and even dangerous

概括上位——negative 概括 foolish and dangerous

【辨邻】 D 段聚焦 a crowd's influence need not always be negative——讨论者是研究者，目的是反思「是否总是负面」，并非陈述「父母担忧负面同伴影响」。

they came to suspect that a crowd's influence need not always be negative

42. Activating the brain's social network involved in socially motivated learning and memory may allow students to tap unused mental powers.

激活大脑中参与社会动机学习和记忆的社交网络可能让学生利用未被使用的心智力量。

【答案】 I 段（强锚点）

【锚点】 激活与社会动机学习相关的大脑社会网络可调用未开发的心智能力

【定位】 Such findings, he says, suggest that "this network can be called on to process and store the kind of information taught in school—potentially giving students access to a range of untapped mental powers."

Lieberman 说，这些发现表明：「这一网络可被调来处理与存储学校所教的那类信息，从而有可能让学生用上一系列未被开发的心智能力。」

【改写】 the brain's social network ↔ **part of the brain's social network**

原话保留

socially motivated learning and memory ↔

a distinct network involved in socially motivated learning and memory

原话保留

allow students to tap unused mental powers ↔

potentially giving students access to a range of untapped mental powers

动词同义 + 形容词转动词搭配

【辨邻】 H 段聚焦 the human brain is especially skillful at learning socially significant information 这一总命题，未提 untapped mental powers 这一应用层主张。

people could better remember these statements when given a social motivation

43. The presence of peers intensifies the feeling of rewards in teens' brains.

同伴的在场会增强青少年大脑中的奖励感。

【答案】 F 段（强锚点）

【锚点】 同伴在场强化青少年大脑里的奖赏感

【定位】 The brains of teenagers, but not adults, showed greater activity in two regions associated with rewards when they were being observed by same-age peers than when alone. In other words, rewards are more intense for teens when they are with peers, which motivates them to pursue higher-risk experiences that might bring a big payoff.

在被同龄同伴注视时，青少年（而非成年人）的大脑在两个与奖赏相关的区域显示出更强的活动。换句话说，同伴在场时奖赏感对青少年来说更强烈，这促使他们去追求可能带来重大回报的更高风险体验。

【改写】 The presence of peers intensifies the feeling of rewards in teens' brains ↔

rewards are more intense for teens when they are with peers

条件状语与主语互换 + 动词与形容词比较级互换

【辨邻】 C C 段聚焦 50 percent higher on an index of risky driving，是行为表现层面；F 段才陈述 rewards are more intense for teens when they are with peers 这一脑机制层面命题。

Older adolescents scored about 50 percent higher on an index of risky driving when their peers were in the room

44. When we absorb information for the purpose of imparting it to others, we do so with greater accuracy and depth.

当我们为了向他人传授而吸收信息时，我们会以更高的准确性和深度来这样做。

【答案】 K 段（强锚点）

【锚点】 为教别人而吸收信息会更准更深

【定位】 Research shows that when we absorb information in order to teach it to someone else, we learn it more accurately and deeply, perhaps in part because we are engaging our social cognition.

研究表明，当我们为教别人而吸收信息时，我们学得更准确、更深入，这或许部分是因为我们调动了自己的社会认知。

【改写】 absorb information for the purpose of imparting it to others ↔

absorb information in order to teach it to someone else

目的状语同义 + 动词同义

we do so with greater accuracy and depth ↔ **we learn it more accurately and deeply**

副词转名词化短语

【辨邻】 G G 段聚焦 teenagers learn more quickly and more effectively when their peers are present，条件是「同伴在场」；K 段才陈述「为教别人而学习」这一条件。

teenagers learn more quickly and more effectively when their peers are present than when they're on their own

45. Some experts are suggesting that we turn peer influence to good use in education.

一些专家建议我们在教育中将同伴影响转为有益的用途。

【答案】 **D** 段（强锚点）

【锚点】 专家建议把同伴影响为教育所用

【定位】 Now some experts are proposing that we should take advantage of the teen brain's keen sensitivity to the presence of friends and leverage it to improve education.

现在一些专家提议，我们应该利用青少年大脑对朋友在场的高度敏感性，并将其用于改进教育。

【改写】 Some experts are suggesting ↔ **some experts are proposing**

动词同义

turn peer influence to good use in education ↔

take advantage of the teen brain's keen sensitivity to the presence of friends and leverage it to improve education

动词短语同义 + 抽象命题等价

【辨邻】 **K** K 段聚焦 In Social, Lieberman lays out a number of ways to do so，讲的是具体怎么做（如把拿破仑、丘吉尔放到心理动机视角下讲）；D 段才是「一些专家提议要利用同伴影响改进教育」这一上位命题的源头。

In Social, Lieberman lays out a number of ways to do so

PARAGRAPH MAP • 段落主旨图

12 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

A 家长往往警惕青少年同伴群体的影响，担心同伴会把孩子推向愚蠢甚至危险的行为，并以统计数据为证：有同龄乘客的青少年司机比独自或与成年人同车时更易致命碰撞。

信息指纹 家长担忧 + 同龄乘客致命车祸统计

B 介绍 Steinberg 与 Gardner 在 2005 年的一项实验设置：把 306 人分成早期青少年、晚期青少年与成人三组，让他们玩电脑驾驶游戏，并随机安排单独玩或在两位同龄同伴注视下玩。

信息指纹 2005 年实验设置——三组共 306 人的驾驶游戏

C 公布 B 段实验结果：晚期青少年在有同伴在场时冒险驾驶分数高约 50%、早期青少年冒险程度翻倍；成人则不受同伴在场影响，由此得出同伴在场使青少年和年轻人更愿意冒险的结论。

信息指纹 同伴在场使青少年和年轻人更愿意冒险的结论

D Steinberg 在后续研究中开始怀疑前面的解读并不完整：同伴的影响未必总是负面的；一些专家进而提出可以利用青少年大脑对同伴在场的高度敏感性来改进教育。

信息指纹 专家提议利用同伴影响改进教育

E 介绍 Steinberg 团队 2011 年的功能性磁共振研究设置：扫描 40 名青少年与成人的大脑，让他们玩一款虚拟驾驶游戏，测试黄灯时是踩刹车还是闯过去。

信息指纹 2011 年 fMRI 黄灯刹车实验设置

F 公布 E 段 fMRI 实验结果：在同龄同伴注视下，青少年大脑两个与奖赏相关的区域活动增强，意味着同伴在场让奖赏感更强烈；随后引入用 Iowa Gambling Task 的最新实验。

信息指纹 同伴在场强化青少年大脑奖赏区活动

G 公布 Iowa Gambling Task 结果：在同伴注视下玩牌的青少年探索行为更多、从正负结果学习更快、成绩更好；Steinberg 由此得出青少年在同伴在场时学得更快更有效的结论。

信息指纹 同伴在场使青少年学得更快更有效

H 引入 UCLA 的社会认知神经科学家 Lieberman，他怀疑人脑特别擅长学习具有社会意义的信息，并以 Dartmouth 与 Harvard 2004 年的一项 fMRI 研究为证：被赋予社会动机时，受试者对相同描述记得更好。

信息指纹 Lieberman 假设人脑特别擅长学习社会性信息

I 继续 2004 研究的发现：以信息内容回忆时事实性记忆区活跃；而以社会意义思考或回忆时大脑社会网络中的背内侧前额叶皮层被激活；Lieberman 据此提出该网络可用来处理学校所教内容，让学生用上未被开发的心智能力。

信息指纹 社会网络被激活可调用未开发的心智能力

J 把青少年对社会细节的高度敏感归因为荷尔蒙引发的神经敏感：从进化角度看，他们正处在准备找伴侣、组建家庭并脱离父母独立的阶段，因而大脑驱使他们去关注他人。

信息指纹 进化角度解释——为找伴侣组建家庭而高度关注他人

K 面对学校仍以学生为单独个体的现状，提出若教育者利用青少年偏好社会化思维的特点会怎样：Lieberman 列举把历史、英语放到心理动机视角讲，把数学等通过团队解题和同伴互教社会化；研究显示为教别人而学习会学得更准更深。

信息指纹 为教别人而学习更准更深

L 提出教育者可把青少年的冒险倾向引向学业用途；Blakemore 指出在教育情境下冒险是促进进步与创造力的关键技能，但许多年轻人在学校反而不敢冒险；应告诉学生冒险与同伴压力只要发生在教室而非车里就可以是好事。

信息指纹 课堂中的冒险与同伴压力可以是好事

SENTENCE INSIGHTS • 句子精讲

12 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

In contrast, adults behaved in similar ways regardless of whether they were on their own or observed by others.

C段，第2句

主句加介词短语、介词后接由引导词带出的内容，这类写法在考试阅读里很常见。掌握这种读法后，处理类似的让步范围说明句会很有迁移性。

Yet in the years following the publication of this study, Steinberg began to believe that this interpretation did not capture the whole picture.

D段，第1句

主句加宾语从句的结构是四六级和考研阅读中的高频句式，“believe/think/say + that 从句”的模式极为常见；句首状语和从句否定式也是典型考点，学习价值较高

Matthew D. Lieberman, a social cognitive neuroscientist at the University of California, Los Angeles, and author of the 2013 book Social: Why Our Brains Are Wired to Connect, suspects that the human brain is especially skillful at learning socially significant information.

H段，第1句

主句主语后插入长同位语、谓语后接that宾语从句,这是四六级和考研阅读中非常常见的句式,长同位语分隔主谓的现象在学术文本和新闻报道中频繁出现,掌握后可大量复用。

He points to a classic 2004 study in which psychologists at Dartmouth College and Harvard University used functional MRI to track brain activity in 17 young men as they listened to descriptions of people while concentrating on either socially relevant cues (for example, trying to form an impression of a person based on the description) or more socially neutral information (such as noting the order of details in the description).

H段，第2句

定语从句修饰研究类名词、时间状语从句说明实验条件、并列结构列举对比项，这些都是学术文本和考试阅读中的高频句式。整句结构代表了科研论文描述实验设计的典型方式，掌握后可直接迁移到大量类似语境

Such findings, he says, suggest that "this network can be called on to process and store the kind of information taught in school—potentially giving students access to a range of untapped mental powers."

I段，第4句

宾语从句嵌套定语从句的结构在四六级和考研阅读中极为常见,且涉及情态动词被动结构和定语从句关系代词省略,这两种都是真题中高频出现的句式。掌握本句结构后,学生可以迁移到大量类似的长难句中,具有很高的典型性和复用价值。

What would happen if educators instead took advantage of the fact that teens are powerfully compelled to think in social terms?

K段，第2句

本句在主干识别、嵌套层次、时态语态上有一定难度，同时成分种类丰富、结构典型性强，非常适合作为中等偏上难度的句子结构和时态综合训练材料。虽然不是极难句型，但涵盖的知识点密集且实用，训练价值较高，建议优先用于系统练习。

One could therefore present Napoleon in terms of his desire to impress or Churchill in terms of his lonely gloom.

K段，第5句

本句包含主语、谓语、并列宾语、状语(副词和介词短语),成分较为丰富。并列宾语 Napoleon or Churchill 以及两个并列的方式状语 in terms of... 可以训练学生识别并列结构和状语修饰关系,有一定练习价值。

We should assure such students that risk, and even peer pressure, can be a good thing—as long as it happens in the classroom and not in the car.

L段，第4句

主句涉及双宾语结构(间接宾语 + 直接宾语从句),宾语从句包含并列主语、系表结构及嵌套状语从句,条件从句包含并列地点状语。成分种类丰富,涵盖双宾语、宾语从句、并列主语、状语从句、地点状语等多个考点,适合作为成分划分综合练习。

It is thought probable that the human brain is particularly good at picking up socially important information.

第36题题干

"It is + 过去分词/形容词 + that从句" 是四六级和考研阅读中的高频句式,常用于表达观点、判断或客观事实。这种形式主语结构在学术写作和正式文体中非常常见,掌握后可广泛迁移到其他类似句子的理解和写作。

The urge of finding a mate and getting married accounts for adolescents' greater attention to social interactions.

第39题题干

主谓宾结构配合介词短语修饰是四六级和考研阅读中的常见句式, "account for" 作为表示因果关系的短语动词也经常出现,句式具有一定代表性,但因为是简单句、缺少从句嵌套,典型性不如包含定语从句或状语从句的复杂句式。

When we absorb information for the purpose of imparting it to others, we do so with greater accuracy and depth.

第44题题干

"When 从句 + 主句" 的时间状语从句前置结构,以及主句中中介词短语作方式状语的模式,都是四六级和考研真题中的常见句式。从句中 "for the purpose of + 动名词" 表目的也是典型表达。整体结构代表性较强,掌握后可迁移到大量同类句子。

Some experts are suggesting that we turn peer influence to good use in education.

第45题 题干

"suggest + that 宾语从句(虚拟语气)" 是四六级和考研真题中的高频句式,suggest/recommend/insist 等动词后的虚拟语气用法是常考点。本句结构典型,掌握后可直接迁移到其他类似句子,实用性强。

HIGH-FREQUENCY • 真题高频词

本篇出现的 154 个英语六级真题高频词

下列单词既在本篇真题中出现, 又是 **英语六级** 历年真题的高频词 (在该考试真题中出现的句子数均不少于 8)。每个词标注本篇 出现次数与该考试真题句频, 点击可查看该词的释义、音标、词形与真题例句。

peer

B2

n. 同龄人

本篇17次 · 真题 62 句

adolescent

B2

n. 青少年

本篇13次 · 真题 35 句

teen

A2

n. 青少年

本篇8次 · 真题 41 句

presence

B2

n. 在场

本篇7次 · 真题 31 句

risk

A2

n. 风险

本篇6次 · 真题 167 句

socially

B1

adv. 在社交方面

本篇6次 · 真题 29 句

description

B1

n. 描述

本篇6次 · 真题 26 句

region

B1

n. 地区

本篇4次 · 真题 78 句

network

B1

n. 网络

本篇4次 · 真题 53 句

driving

A2

n. 驾驶

本篇4次 · 真题 25 句

positive B1

adj. 积极的

本篇3次·真题 144 句

negative B1

adj. 否定的

本篇3次·真题 132 句

learning A1

n. 学习

本篇3次·真题 128 句

power A2

n. 权力

本篇3次·真题 128 句

involve B1

v. 包含

本篇3次·真题 82 句

psychologist B2

n. 心理学家

本篇3次·真题 54 句

detail B1

n. 细节

本篇3次·真题 46 句

reward B1

n. 报酬

本篇3次·真题 43 句

suspect B1

v. 怀疑

本篇3次·真题 12 句

would A1

aux. (will 的过去式) 将要, 会

本篇2次·真题 568 句

behavior B1

n. 行为

本篇2次·真题 171 句

finding B2

n. 调查结果

本篇2次·真题 121 句

mental B1

adj. 精神的

本篇2次·真题 120 句

affect B1

v. 影响

本篇2次·真题 116 句

expert B1

n. 专家

本篇2次·真题 114 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本篇2次·真题 94 句

cognitive C1

adj. 认知的

本篇2次·真题 85 句

colleague B1

n. 同事

本篇2次·真题 84 句

engage B2

v. 参与;从事

本篇2次·真题 68 句

pressure B1

n. 心理压力

本篇2次·真题 57 句

associate B2

v. 联系

本篇2次·真题 54 句

observe B2

v. 观察;注意到

本篇2次·真题 48 句

desire B2

n. 愿望

本篇2次·真题 44 句

player A2

n. 运动员

本篇2次·真题 41 句

motivate B2

v. 激励

本篇2次·真题 33 句

conclude B2

v. 断定;推断出

本篇2次·真题 30 句

educator B2

n. 教育工作者

本篇2次·真题 23 句

activate B2

v. 使运作

本篇2次·真题 18 句

investigate B2

v. 调查

本篇2次·真题 18 句

recall B2

v. 回忆起, 记起

本篇2次·真题 18 句

absorb B2

v. 吸收 (液体、气体等)

本篇2次·真题 15 句

youth A2

n. 青年时期

本篇2次·真题 15 句

crash B1

v. (车辆) 猛撞, 碰撞

本篇2次 · 真题 11 句

neuroscientist C1

n. 神经科学家

本篇2次 · 真题 10 句

functional B2

adj. 实用的

本篇2次 · 真题 9 句

researcher B2

n. 研究人员

本篇1次 · 真题 363 句

less A1

det. 较少的

本篇1次 · 真题 273 句

author A2

n. 作者

本篇1次 · 真题 264 句

likely A2

adj. 很可能的

本篇1次 · 真题 228 句

better A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 205 句

focus B1

n. 重点

本篇1次 · 真题 200 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次 · 真题 182 句

accord C1

n. (国家、团体间的) 协议

本篇1次 · 真题 167 句

individual B2

adj. 单独的

本篇1次 · 真题 142 句

online A2

adj. 在线的

本篇1次 · 真题 139 句

view A2

n. 观点, 看法

本篇1次 · 真题 134 句

base A2

n. 基础

本篇1次 · 真题 126 句

process B1

n. 过程

本篇1次 · 真题 126 句

design B1

n. 设计

本篇1次·真题 119 句

academic B2

adj. 学术的

本篇1次·真题 104 句

access B1

n. 进入

本篇1次·真题 101 句

performance B1

n. 表演

本篇1次·真题 98 句

account A2

n. 账户

本篇1次·真题 93 句

participant B2

n. 参与者

本篇1次·真题 91 句

later A1

adv. 以后, later

本篇1次·真题 87 句

traditional B1

adj. 传统的

本篇1次·真题 84 句

recently A2

adv. 最近

本篇1次·真题 76 句

enable B1

v. 使能够

本篇1次·真题 68 句

significant B2

adj. 重要的

本篇1次·真题 65 句

apply A2

v. 申请

本篇1次·真题 63 句

quickly A2

adv. 快速地

本篇1次·真题 63 句

generally B1

adv. 通常, 一般地

本篇1次·真题 60 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本篇1次·真题 57 句

interaction B2

n. 相互作用

本篇1次·真题 53 句

aspect B2

n. 方面

本篇1次·真题 50 句

powerful B1

adj. 强大的

本篇1次·真题 50 句

range B1

n. 范围

本篇1次·真题 50 句

track A2

n. 小路

本篇1次·真题 48 句

pattern B1

n. 模式

本篇1次·真题 46 句

creativity B2

n. 创造力

本篇1次·真题 45 句

educational B1

adj. 教育的

本篇1次·真题 44 句

concerned B1

adj. 担心的

本篇1次·真题 43 句

effectively B2

adv. 有效地

本篇1次·真题 43 句

fully B1

adv. 完全地

本篇1次·真题 43 句

pursue B2

v. 追求

本篇1次·真题 43 句

outcome B2

n. 结果

本篇1次·真题 40 句

psychological B2

adj. 心理的

本篇1次·真题 39 句

relevant B2

adj. 相关的

本篇1次·真题 38 句

context B2

n. (事情发生的) 背景、环境

本篇1次·真题 32 句

acquire B2

v. 获得

本篇1次·真题 31 句

content B1

n. 内容

本篇1次·真题 31 句

gather B1

v. 聚集, 集合

本篇1次·真题 31 句

solitude C1

n. 独处

本篇1次·真题 31 句

stage A2

n. 阶段

本篇1次·真题 31 句

spot A2

n. 地点

本篇1次·真题 30 句

statement B1

n. 声明

本篇1次·真题 30 句

vital B2

adj. 极其重要的, 必不可少的

本篇1次·真题 29 句

propose B1

v. 提议

本篇1次·真题 28 句

therefore B1

adv. 因此, 所以

本篇1次·真题 28 句

regardless B2

adv. 不管

本篇1次·真题 27 句

urge B2

v. 敦促

本篇1次·真题 27 句

behave B1

v. 表现, 举止

本篇1次·真题 25 句

statistic B2

n. 统计数字

本篇1次·真题 25 句

strike B1

v. 打击

本篇1次·真题 25 句

contrast B2

n. 对比

本篇1次·真题 24 句

successfully B1

adv. 成功地

本篇1次·真题 24 句

tendency B2

n. 倾向

本篇1次·真题 24 句

crowd A2

n. 人群

本篇1次·真题 23 句

motivation B2

n. 动力

本篇1次·真题 23 句

potentially B2

adv. 可能地

本篇1次·真题 23 句

assign B1

v. 分配 (任务、工作)

本篇1次·真题 22 句

fellow B2

n. 家伙

本篇1次·真题 22 句

tap B1

v. 轻敲、轻拍

本篇1次·真题 22 句

version B1

n. 版本

本篇1次·真题 22 句

primarily B2

adv. 主要地

本篇1次·真题 21 句

impression B1

n. 印象

本篇1次·真题 20 句

latest B1

adj. 最新的

本篇1次·真题 20 句

capture B1

v. 捕获

本篇1次·真题 19 句

deeply B1

adv. 深深地

本篇1次·真题 19 句

prompt B2

v. 促使

本篇1次·真题 19 句

virtual B2

adj. 虚拟的 (计算机生成的)

本篇1次·真题 19 句

intense B2

adj. 强烈的

本篇1次·真题 18 句

found A1

v. find 的过去式和过去分词

本篇1次 · 真题 17 句

compel B2

v. 强迫;迫使

本篇1次 · 真题 15 句

distinct B2

adj. 清晰的

本篇1次 · 真题 15 句

interpersonal B2

adj. 人际的

本篇1次 · 真题 15 句

cognition C1

n. 认知

本篇1次 · 真题 14 句

concentrate B1

v. 集中注意力

本篇1次 · 真题 14 句

interpretation B2

n. 解释

本篇1次 · 真题 14 句

keen B2

adj. 热衷的

本篇1次 · 真题 14 句

publication B2

n. 出版物

本篇1次 · 真题 14 句

risky B2

adj. 有风险的

本篇1次 · 真题 14 句

warning A2

n. 警告

本篇1次 · 真题 14 句

classic B1

adj. 典型的

本篇1次 · 真题 13 句

educate B2

v. 教育

本篇1次 · 真题 13 句

implication C1

n. 可能的影响或结果

本篇1次 · 真题 13 句

cue B2

n. 提示

本篇1次 · 真题 12 句

notion B2

n. 观念

本篇1次 · 真题 12 句

accuracy B2

n. 准确 (性)

本篇1次 · 真题 11 句

accurately B2

adv. 准确地

本篇1次 · 真题 11 句

impress B1

v. 使印象深刻

本篇1次 · 真题 11 句

initiate C1

v. 开始

本篇1次 · 真题 11 句

motivated B1

adj. 有积极性的

本篇1次 · 真题 11 句

selective B2

adj. 有选择性的

本篇1次 · 真题 11 句

anxious B1

adj. 焦虑的

本篇1次 · 真题 10 句

inherently C1

adv. 内在地

本篇1次 · 真题 10 句

neutral B2

adj. 中立的

本篇1次 · 真题 10 句

randomly B2

adv. 随机地

本篇1次 · 真题 10 句

register B1

v. 登记, 注册

本篇1次 · 真题 9 句

scan B1

v. 仔细查看、审视

本篇1次 · 真题 9 句

entity C1

n. 实体

本篇1次 · 真题 8 句

factual B2

adj. 基于事实的

本篇1次 · 真题 8 句

fatal B2

adj. 致命的, 致死的

本篇1次 · 真题 8 句

leverage C1

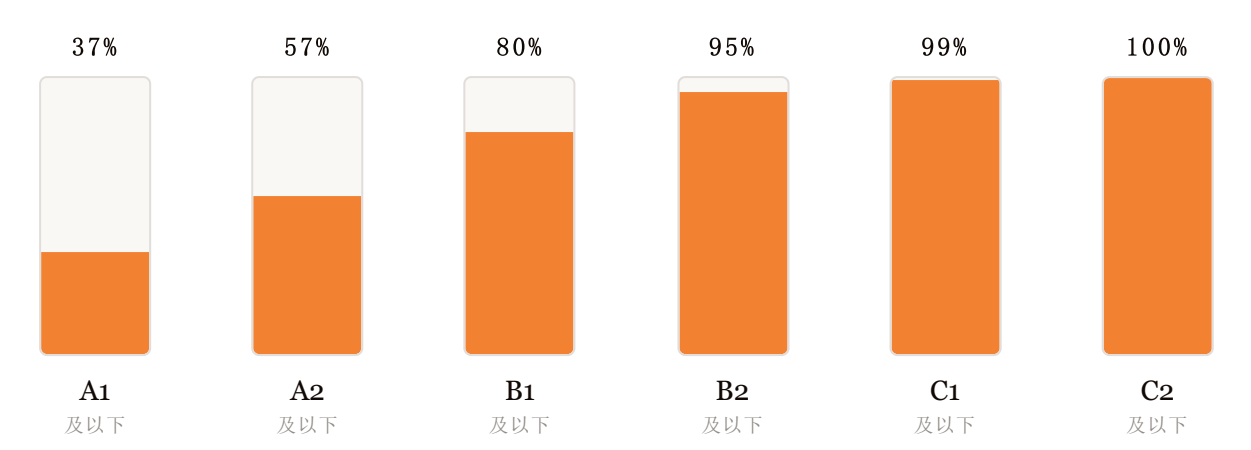
n. 影响力

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 427 词按 CEFR 难度累积覆盖

全文去重后共 **427** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 21 个·约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全文去重词 427 个·末柱为 100%

去重总词数

427

B2 以上难词

5%

B1 及以下覆盖

80%

英语六级 2018年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	本题
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →