

2018年6月·第2套 英语六级阅读理解（四选一） 第2篇·51-55 题答案与解析

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析 · 51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2018年6月·第2套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 9 段原文（段首标 P1-P9 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第2套(2018-06) · 六级

Part III Section C (2)

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

Passage Two

Questions 51 to 55 are based on the following passage.

P1 There are currently 21.5 million students in America, and many will be funding their college on borrowed money. Given that there's now over \$1.3 trillion in student loans on the books, it's pretty clear that many students are far from sensible. The average student's debt upon graduation now approaches \$40,000, and as college becomes ever more expensive, calls to make it "free" are multiplying. Even Hillary Clinton says that when it comes to college, "Costs won't be a barrier."

美国目前有2150万名学生，其中许多人将用借来的钱来支付大学学费。鉴于目前学生贷款账面金额已超过1.3万亿美元，很明显许多学生远非理性。毕业时学生的平均债务现已接近4万美元，而且随着大学变得越来越昂贵，要求让大学“免费”的呼声不断增多。甚至Hillary Clinton也表示，谈到大学时，“费用不会成为障碍。”

P2 But the only way college could be free is if the faculty and staff donated their time, the buildings required no maintenance, and campuses required no utilities. As long as it's impossible to produce something from nothing, costs are absolutely a barrier.

但大学免费的唯一途径是教职员工无偿奉献时间，建筑物无需维护，校园无需水电等公用事业。只要无法无中生有，费用绝对就是一道障碍。

P3 The actual question we debate is who should pay for people to go to college. If taxpayers are to bear the cost of forgiving student loans, shouldn't they have a say in how their money is used?

我们争论的实际问题是谁应该为人们上大学买单。如果要由纳税人承担免除学生贷款的成本,他们难道不应该对自己的钱如何使用有发言权吗?

P4 At least taxpayers should be able to decide what students will study on the public dime. If we're going to force taxpayers to foot the bill for college degrees, students should only study those subjects that're of greatest benefit to taxpayers. After all, students making their own choices in this respect is what caused the problem in the first place. We simply don't need more poetry, gender studies, or sociology majors. How do we know which subjects benefit society? Easy.

至少纳税人应该能够决定学生将用公共资金学习什么。如果我们要强制纳税人为大学学位买单,学生就应该只学习那些对纳税人最有益的科目。毕竟,学生在这方面自己做选择正是首先导致问题的原因。我们根本不需要更多的诗歌、性别研究或社会学专业的毕业生。我们如何知道哪些科目有益于社会?很简单。

P5 Average starting salaries give a clear indication of what type of training society needs its new workers to have. Certainly, there are benefits to a college major beyond the job a student can perform. But if we're talking about the benefits to society, the only thing that matters is what the major enables the student to produce for society. And the value of what the student can produce is reflected in the wage employers are willing to pay the student to produce it.

平均起薪清楚地表明社会需要其新员工接受何种类型的培训。当然,大学专业除了学生能胜任的工作之外还有其他益处。但如果我们谈论的是对社会的益处,唯一重要的是该专业使学生能够为社会生产什么。而学生所能生产的东西的价值反映在雇主愿意付给学生生产它的工资上。

P6 A low wage for elementary school teachers, however, doesn't mean elementary education isn't important. It simply means there are too many elementary school teachers already.

然而,小学教师的低工资并不意味着小学教育不重要。它只是意味着小学教师已经太多了。

P7 Meanwhile, there are few who are willing and able to perform jobs requiring a petroleum engineering major, so the value of one more of those people is very high.

与此同时,愿意并能够从事需要石油工程专业的工作的人很少,因此再多一个这样的人的价值就非常高。

P8 So we can have taxpayers pick up students' tuition in exchange for dictating what those students will study. Or we can allow students both to choose their majors and pay for their education themselves. But in the end, one of two things is true:

所以我们可以让纳税人支付学生的学费,作为交换来规定这些学生将学习什么。或者我们可以允许学生既选择自己的专业又自己支付教育费用。但归根结底,以下两件事中有一件是真的:

P9 Either a college major is worth its cost or it isn't. If yes, taxpayer financing isn't needed. If not, taxpayer financing isn't desirable. Either way, taxpayers have no business paying for students' college education.

要么一个大学专业值得它的成本,要么不值得。如果值得,就不需要纳税人资助。如果不值得,纳税人资助就不可取。无论哪种方式,纳税人都没有理由为学生的大学教育买单。

题目与逐题解析

51. What does the author think of college students funding their education through loans?

- A) They only expect to get huge returns.
- B) They are acting in an irrational way.
- C) They benefit at taxpayers' expense.
- D) They will regret doing so someday.

作者对大学生通过贷款资助其教育有何看法？

- A) 他们只期望获得巨额回报。
- B) 他们的行为不理性。
- C) 他们从纳税人那里获益。
- D) 他们总有一天会后悔这样做。

【答案】 **B** (细节题)

【判型】 What does the author think of college students funding their education through loans? 问的是作者对一个具体行为的看法，定位明确、不要求跨段整合，按细节题处理。

【拆句】 主干 What does the author think of college students, 后面 funding their education through loans 是现在分词作 students 的后置定语，相当于 "who are funding...", 理解为 "用借款交学费的大学生"，分词结构不是另一句话，别把 funding 当主句动词读。

【定位】 Given that there's now over \$1.3 trillion in student loans on the books, it's pretty clear that many students are far from sensible.

鉴于目前学生贷款账面上已经超过 1.3 万亿美元，相当明显，许多学生远谈不上理性。

【选项】 A) **无中生有**

They only expect to get huge returns. 把作者只谈到的 "贷款行为不理智" 偷换为 "指望高回报"，原文从头到尾没出现 returns / profit 之类表述。

B) **✓ 正确**

far from sensible ↔ **acting in an irrational way**

预判要的是 "不理智"，irrational 正是 far from sensible 的字面同义，没有其他选项能在定位句里找到落点。

C) **张冠李戴**

They benefit at taxpayers' expense. 把后面 P3 才出现的 "纳税人买单" 提前塞进 51 题；但 P1 仅说学生 far from sensible，并未说他们正在占纳税人便宜。

D) **过度推断**

They will regret doing so someday. 把 "不理智" 推到 "将来会后悔"，多走了一步因果，P1 既没说 regret，也没说 someday。

52. In the author's opinion, free college education is _____.

- A) impractical
- B) unsustainable
- C) a goal to strive for
- D) a way to social equality

在作者看来,免费大学教育是_____。

A) 不切实际的 B) 不可持续的 C) 一个值得追求的目标 D) 一种通向社会平等的途径

【答案】 A (细节题)

【判型】 In the author's opinion, free college education is _____. 是一个待补全的判断句, 问作者对一个具体概念的判定, 仍属细节题。

【拆句】 标准的 "主语 + 系动词 + 表语空位" 结构, 空位填一个形容词或名词性短语充当表语; In the author's opinion 是插入语, 去掉不影响主干。

【定位】 But the only way college could be free is if the faculty and staff donated their time, the buildings required no maintenance, and campuses required no utilities. As long as it's impossible to produce something from nothing, costs are absolutely a barrier.

但大学要 "免费" 的唯一可能是教职工无偿付出时间、楼宇不需维护、校园不耗水电。只要无中生有不可能, 成本就绝对是一道门槛。

【选项】 A) ✓ 正确

it's impossible to produce something from nothing, costs are absolutely a barrier ↔

impractical

预判要的是 "做不到", 而 impractical 字面就是 "不切实际 / 行不通", 与作者反事实条件 + impossible 的判定——对位。

B) 偷换概念

unsustainable 暗示 "先能办、后维持不下去", 原文是 impossible to produce something from nothing, 从一开始就办不到, 不是维持问题。

C) 与原文相反

a goal to strive for 把作者否定的 "免费" 包装成值得奋斗的目标, 与 costs are absolutely a barrier 的彻底否定背道而驰。

D) 无中生有

a way to social equality 把 free college 与 social equality 强行挂钩, 但 P2 通篇只论可行性、不谈平等; 此话题在文中始终缺席。

53. What should students do if taxpayers are to bear their college costs?

- A) Work even harder to repay society.
- B) Choose their subjects more carefully.
- C) Choose majors that will serve society's practical needs.
- D) Allow taxpayers to participate in college administration.

如果纳税人要承担大学生的大学费用,学生应该做什么?

- A) 更加努力工作以回报社会。 B) 更谨慎地选择他们的科目。
C) 选择能够服务于社会实际需求的专业。 D) 允许纳税人参与大学管理。

【答案】 C (细节题)

【判型】 What should students do if taxpayers are to bear their college costs? 问的是一个条件下的具体行为建议, 作者已在文中给出明确答复, 属细节题。

【拆句】 主干 What should students do; if taxpayers are to bear their college costs 是 if 引导的条件状语从句, be to do 表 "被安排 / 注定要", 意为 "假如让纳税人来承担学费"。

【定位】 If we're going to force taxpayers to foot the bill for college degrees, students should only study those subjects that're of greatest benefit to taxpayers.

假如我们要让纳税人为大学学位买单, 学生就只应学那些对纳税人最有利的科目。

【选项】 A) 偷换概念

Work even harder to repay society. 把 "选什么专业" 偷换为 "更努力工作"; P4 谈的是 "study what", 根本不是 "how hard to work"。

B) 以偏概全

Choose their subjects more carefully. 只说 "更谨慎选择", 没说选择标准是 "对社会有用"; 和 only study those subjects that're of greatest benefit to taxpayers 的硬约束比, 缺少 "为纳税人 / 为社会" 这一关键限定。

C) ✓ 正确

students should only study those subjects that're of greatest benefit to taxpayers ↔

Choose majors that will serve society's practical needs

预判核心是 "挑对社会有用的专业"。Choose majors 对应 study those subjects, serve society's practical needs 对应 of greatest benefit to taxpayers, 无遗漏。

D) 偷换概念

Allow taxpayers to participate in college administration. 把纳税人的发言权由 taxpayers should be able to decide what students will study 偷换为 college administration, 越过了原文限定的范围。

54. What does the author say about the value of a student's college education?

- A) It is underestimated by profit-seeking employers.
- B) It is to be proved by what they can do on the job.
- C) It is well reflected in their average starting salary.
- D) It is embodied in how they remove social barriers.

作者如何评价学生大学教育的价值？

- A) 它被追逐利润的雇主低估了。
- B) 它需要通过他们在工作中的表现来证明。
- C) 它在他们的平均起薪中得到了很好的体现。
- D) 它体现在他们如何消除社会障碍上。

【答案】 C (细节题)

【判型】 What does the author say about the value of a student's college education? 问作者就 value 给出的具体表述，定位单点、属细节题。

【拆句】 主干 What does the author say about the value; of a student's college education 是介词短语作 value 的后置定语，整体翻成 "学生大学教育的价值"。

【定位】 And the value of what the student can produce is reflected in the wage employers are willing to pay the student to produce it.

而学生能产出之物的价值，正反映在雇主愿意支付给学生让其去产出的那份工资里。

【选项】 A) 无中生有

It is underestimated by profit-seeking employers. 把 the wage employers are willing to pay 中性事实表述偷换为带贬义的 "被逐利雇主低估"，原文未出现 underestimate 或 profit-seeking 的负面定性。

B) 偷换概念

It is to be proved by what they can do on the job. 把 reflected in the wage 偷换为 proved by what they can do on the job，焦点从 "工资多少" 转成 "工作表现"，两者并不等同。

C) ✓ 正确

Average starting salaries give a clear indication of what type of training society needs its new workers to have

↔ **It is well reflected in their average starting salary**

the value of what the student can produce is reflected in the wage employers are willing to pay

↔ **It is well reflected in their average starting salary**

P5 一上来谈 Average starting salaries，结尾再以 reflected in the wage 收束，reflected in ... average starting salary 同时承接两处，是唯一全覆盖的选项。

D) 无中生有

It is embodied in how they remove social barriers. 借用 Costs won't be a barrier 中的 barrier 一词制造熟悉感，但 P5 既未谈 social barriers，也未谈 remove。

55. What message does the author want to convey in the passage?

- A) Students should think carefully whether to go to college.
- B) Taxpayers should only finance the most gifted students.
- C) The worth of a college education is open to debate.
- D) College students should fund their own education.

作者想在文章中传达什么信息？

- A) 学生应该仔细考虑是否上大学。 B) 纳税人应该只资助最有天赋的学生。
- C) 大学教育的价值有待商榷。 D) 大学生应该自己资助自己的教育。

【答案】 **D** (主旨题)

【判型】 What message does the author want to convey in the passage? 既有 message 又有 in the passage, 两个主旨信号叠加, 必走主线串联。

【拆句】 主干 What message does the author want to convey, in the passage 是地点状语限定范围; want to convey = 想要传达, 无任何陷阱。

【选项】 A) **偷换概念**

Students should think carefully whether to go to college. 把全文焦点 "谁付钱" 偷换为 "是否上大学"; P1 至 P9 从未质疑 "上不上" 这件事。

B) **无中生有**

Taxpayers should only finance the most gifted students. 凭空加进 most gifted students 的资助标准; P4 谈的是 "选有用的专业", 不是 "挑天才学生"。

C) **与原文相反**

The worth of a college education is open to debate. 借用 The actual question we debate 的 debate 一词制造熟悉感, 但作者在 P9 里其实给出了**明确**结论 Either way, taxpayers have no business paying, 态度毫不含糊, 不是 "open to debate"。

D) **✓ 正确**

Either way, taxpayers have no business paying for students' college education. ↔

College students should fund their own education.

Or we can allow students both to choose their majors and pay for their education themselves ↔

College students should fund their own education

P8 的 Or 分支正面说 "学生自选自付", P9 用 Either way 反向说 "纳税人不该付", 两句一正一反共同指向 College students should fund their own education, 是唯一覆盖全篇主线的选项。

SENTENCE INSIGHTS • 句子精讲

9 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。

There are currently 21.5 million students in America, and many will be funding their college on borrowed money.

第1段，第1句

并列句是四六级和考研阅读中的常见句式,本句的 there be 存在句 + 主谓宾结构 的组合也较为典型。第二分句中 fund something on borrowed money 这种 动词 + 宾语 + 介词短语状语 的搭配在真题中常见。但本句整体较短且结构直白,不如那些含有从句嵌套或复杂修饰的长难句更具代表性,因此典型性为中等水平。

Given that there's now over \$1.3 trillion in student loans on the books, it's pretty clear that many students are far from sensible.

第1段，第2句

形式主语结构 ("It is + 表语 + that 从句") 和 "Given that" 引导的原因状语从句都是四六级和考研阅读中的高频句式。这类结构在学术写作和正式语体中极为常见，掌握后可直接迁移到大量真题和实际阅读材料。典型性很高。

But the only way college could be free is if the faculty and staff donated their time, the buildings required no maintenance, and campuses required no utilities.

第2段，第1句

覆盖主系表结构、同位语从句、条件状语从句作表语、并列宾语等多种成分，同位语从句省略 that 和条件从句作表语都是易错点，作为成分划分练习句收益较高。

As long as it's impossible to produce something from nothing, costs are absolutely a barrier.

第2段，第2句

As long as 引导的条件状语从句 加 主句 是考试中常见的句式结构。形式主语 it is + 形容词 + to do 也是高频考点结构。这种 条件从句陈述前提 + 主句陈述结论 的逻辑组合在阅读和写作中都很典型，掌握后可迁移到大量类似句子。

After all, students making their own choices in this respect is what caused the problem in the first place.

第4段，第3句

句子结构典型,成分丰富,包含表语从句、动名词复合结构、关系代词等多个训练要点,且时态搭配清晰,适合作为中等难度的结构训练材料。主干识别有一定难度但不至于过分复杂,嵌套层级适中,整体训练价值较高,值得优先学习。

A low wage for elementary school teachers, however, doesn't mean elementary education isn't important.

第6段，第1句

"主句 + 省略 that 的宾语从句" 是四六级和考研英语阅读中的高频句式，主句带较长主语和插入语也很常见。本句结构具有较强的代表性，掌握后可迁移到大量类似句子的分析中。

So we can have taxpayers pick up students' tuition in exchange for dictating what those students will study.

第8段，第1句

涵盖使役动词的宾语和宾补、介词短语作目的状语、动名词作介词宾语、宾语从句嵌套等多种成分，结构较丰富。特别是使役动词 "have" 的宾补结构和 "what" 在从句中既作引导词又作宾语，都是值得练习的易错点，训练价值较高。

If not, taxpayer financing isn't desirable.

第9段，第3句

条件状语从句加主句是四六级和考研常见句式，且条件从句的省略用法 ("If not""If so"等) 在书面语中频繁出现，具有一定的典型性和实用性。

Either way, taxpayers have no business paying for students' college education.

第9段，第4句

"have no business doing sth" 是四六级和考研英语阅读中常见的固定表达，句式结构(简单句 + 状语 + 动名词宾语)具有一定代表性，掌握后可迁移到类似表达(如 have trouble doing、have difficulty doing)。但作为简单句，结构变化空间有限，典型性中等。

HIGH-FREQUENCY • 真题高频词

本篇出现的 57 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。

taxpayer B2

n. 纳税人

本篇12次 · 真题 15 句

major B1

adj. 主要的

本篇7次 · 真题 108 句

benefit B1

n. 好处

本篇5次 · 真题 244 句

author A2

n. 作者

本篇4次 · 真题 264 句

average A2

adj. 平均的

本篇3次 · 真题 112 句

loan B1

n. 贷款

本篇3次 · 真题 37 句

fund B2

n. 资金

本篇3次 · 真题 30 句

barrier B2

n. 障碍物

本篇3次 · 真题 12 句

simply B1

adv. 仅仅, 只不过

本篇2次 · 真题 119 句

reflect B1

v. 反映, 显示

本篇2次 · 真题 71 句

wage B1

n. 工资

本篇2次 · 真题 63 句

perform B1

v. 执行

本篇2次 · 真题 61 句

employer B1

n. 雇主

本篇2次 · 真题 56 句

debate B2

n. 辩论

本篇2次 · 真题 52 句

carefully A2

adv. 仔细地

本篇2次 · 真题 32 句

salary B1

n. 薪水, 工资 (通常指按月发放的固定报酬)

本篇2次 · 真题 27 句

willing B1

adj. 愿意的, 乐意的

本篇2次·真题 26 句

million A2

num. 一百万

本篇1次·真题 126 句

least A2

det. 最少的

本篇1次·真题 98 句

type A2

n. 类型

本篇1次·真题 84 句

enable B1

v. 使能够

本篇1次·真题 68 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 59 句

expense B1

n. 花费

本篇1次·真题 46 句

debt B1

n. 欠款

本篇1次·真题 44 句

staff B1

n. 全体员工

本篇1次·真题 44 句

certainly A2

adv. 当然

本篇1次·真题 43 句

currently B1

adv. 目前, 当前

本篇1次·真题 42 句

practical B1

adj. 实际的

本篇1次·真题 42 句

campus B1

n. (大学或学院的) 校园

本篇1次·真题 40 句

opinion A2

n. 观点

本篇1次·真题 37 句

remove A2

v. 移开

本篇1次·真题 34 句

participate B1

v. 参加

本篇1次·真题 31 句

meanwhile

B1

adv. 与此同时

本篇1次·真题 29 句

gender

B1

n. 性别 (社会文化意义上的)

本篇1次·真题 28 句

strive

B2

v. 努力, 奋斗, 力求

本篇1次·真题 27 句

finance

B2

n. 财政

本篇1次·真题 23 句

graduation

B1

n. 毕业

本篇1次·真题 22 句

exchange

B1

n. 交换

本篇1次·真题 21 句

actual

B1

adj. 真实的

本篇1次·真题 20 句

engineering

B1

n. 工程学

本篇1次·真题 18 句

underestimate

B2

v. 低估

本篇1次·真题 18 句

convey

B2

v. 传达、表达 (信息、思想、感情等)

本篇1次·真题 15 句

faculty

B2

n. (大学的) 系, 院

本篇1次·真题 14 句

maintenance

B2

n. 维护

本篇1次·真题 14 句

tuition

B2

n. 学费

本篇1次·真题 14 句

absolutely

B1

adv. 完全地

本篇1次·真题 13 句

forgive

B1

v. 原谅

本篇1次·真题 13 句

administration

B2

n. 管理

本篇1次·真题 12 句

sensible B1

adj. 明智的

本篇1次·真题 12 句

irrational C1

adj. 不合理的

本篇1次·真题 11 句

multiply B1

v. 乘

本篇1次·真题 11 句

utility B2

n. 实用性

本篇1次·真题 11 句

desirable B2

adj. 令人向往的

本篇1次·真题 10 句

equality B2

n. 平等

本篇1次·真题 9 句

indication B2

n. 迹象

本篇1次·真题 9 句

petroleum B2

n. 石油

本篇1次·真题 9 句

donate B2

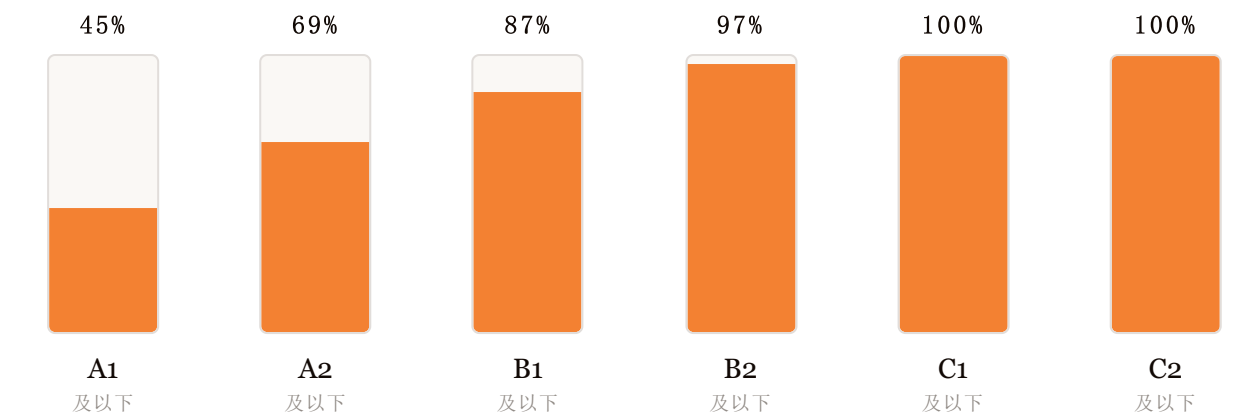
v. 捐赠, 捐献 (金钱、物品等)

本篇1次·真题 8 句

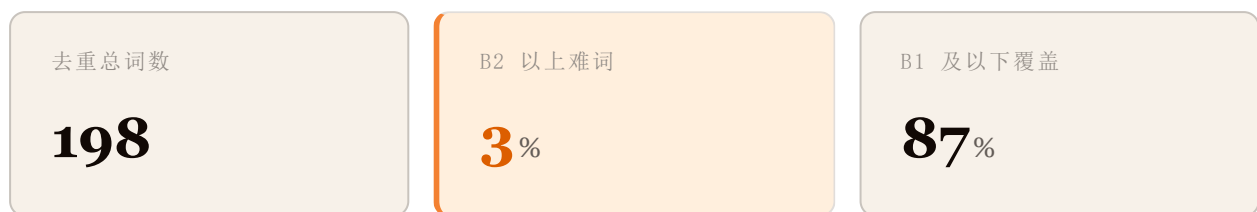
VOCABULARY • 词汇难度分布

全文 198 词按 CEFR 难度累积覆盖

全文去重后共 **198** 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 5 个·约 3%。



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 198 个 · 末柱为 100%



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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）	题目解析 →
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）	本题
Part IV	汉译英（段落翻译）	题目解析 →