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六级·真题卷第2套·2018年12月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay on *how to balance job responsibilities and personal interests*. You should write at least 150 words but no more than 200 words.

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on *Answer Sheet 1* with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) Stop worrying about him.
B) Keep away from the statue.
C) Take a picture of him.
D) Put on a smile for the photo.
2. A) Gaining great fame on the Internet.
B) Publishing a collection of his photos.
C) Collecting the best photos in the world.
D) Becoming a professional photographer.
3. A) Surfing various websites and collecting photos.
B) Editing his pictures and posting them online.
C) Following similar accounts to compare notes.
D) Studying the pictures in popular social media.
4. A) They are far from satisfactory.
B) They are mostly taken by her mom.
C) They make an impressive album.
D) They record her fond memories.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) A journal reporting the latest progress in physics.
B) An introductory course of modern physics.
C) An occasion for physicists to exchange ideas.
D) A series of interviews with outstanding physicists.
6. A) The future of the physical world.
B) The origin of the universe.
C) Sources of radiation.
D) Particle theory.
7. A) How matter collides with anti-matter.
B) Whether the universe will turn barren.
C) Why there exists anti-matter.
D) Why there is a universe at all.
8. A) Matter and anti-matter are opposites of each other.
B) Anti-matter allowed humans to come into existence.
C) The universe formed due to a sufficient amount of matter.
D) Anti-matter exists in very high-temperature environments.

Section B

Directions: *In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

Questions 9 to 11 are based on the passage you have just heard.

9. A) She found herself speaking a foreign language.
B) She woke up speaking with a different accent.
C) She found some symptoms of her illness gone.
D) She woke up finding herself in another country.
10. A) It is usually caused by a stroke or brain injury.
B) It has not yet found any effective treatment.
C) It leaves the patient with a distorted memory.
D) It often happens to people with speech defects.
11. A) British.
B) Irish.
C) Russian.
D) Australian.

Questions 12 to 15 are based on the passage you have just heard.

12. A) Water sports.
B) Racing in rivers.
C) Stories about women swimmers.
D) Books about swimming.
13. A) She succeeded in swimming across the English Channel.
B) She published a guide to London's best swimming spots.
C) She told her story of adventures to some young swimmers.
D) She wrote a book about the history of swimwear in the UK.
14. A) They loved vacationing on the seashore.
B) They had a unique notion of modesty.
C) They were prohibited from swimming.
D) They were fully dressed when swimming.
15. A) She designed lots of appropriate swimwear for women.
B) She once successfully competed against men in swimming.
C) She was the first woman to swim across the English Channel.
D) She was an advocate of women's right to swim in public pools.

Section C

Directions: *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet I** with a single line through the centre.*

Questions 16 to 18 are based on the recording you have just heard.

16. A) Build a machine that can detect lies.
B) Develop a magnetic brain scanner.
C) Test the credibility of court evidence.
D) Win people's complete trust in them.
17. A) They are optimistic about its potential.
B) They are sceptical of its reliability.
C) They think it is but business promotion.
D) They celebrate it with great enthusiasm.
18. A) It is not to be trusted at all.
B) It does not sound economical.
C) It may intrude into people's privacy.
D) It may lead to overuse in court trials.

Questions 19 to 21 are based on the recording you have just heard.

19. A) Most of its residents speak several languages.
B) Some of its indigenous languages are dying out.
C) Each village there speaks a totally different language.
D) Its languages have interested researchers the world over.
20. A) They are spread randomly across the world.
B) Some are more difficult to learn than others.
C) More are found in tropical regions than in the mild zones.
D) They enrich and impact each other in more ways than one.
21. A) They used different methods to collect and analyze data.
B) They identified distinct patterns of language distribution.
C) Their conclusions do not correspond to their original hypotheses.
D) There is no conclusive account for the cause of language diversity.

Questions 22 to 25 are based on the recording you have just heard.

22. A) Its middle-class is disappearing.
B) Its wealth is rationally distributed.
C) Its population is rapidly growing.
D) Its cherished dream is coming true.
23. A) Success was but a dream without conscientious effort.
B) They could realize their dreams through hard work.
C) A few dollars could go a long way.
D) Wealth was shared by all citizens.
24. A) Better working conditions.
B) Better-paying jobs.
C) High social status.
D) Full employment.
25. A) Reduce the administrative costs.
B) Adopt effective business models.
C) Hire part-time employees only.
D) Make use of the latest technology.

Part III

Reading Comprehension

(40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding*

letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Surfing the Internet during class doesn't just steal focus from the educator; it also hurts students who're already struggling to 26 the material. A new study from Michigan State University, though, argues that all students—including high achievers—see a decline in performance when they browse the Internet during class for non-academic purposes.

To measure the effects of Internet-based distractions during class, researchers 27 500 students taking an introductory psychology class at Michigan State University. Researchers used ACT scores as a measure of intellectual 28 . Because previous research has shown that people with high intellectual abilities are better at 29 out distractions, researchers believed students with high ACT scores would not show a 30 decrease in performance due to their use of digital devices. But students who surfed the web during class did worse on their exams regardless of their ACT scores, suggesting that even the academically smartest students are harmed when they're distracted in class.

College professors are increasingly 31 alarm bells about the effects smartphones, laptops, and tablets have on academic performance. One 2013 study of college students found that 80% of students use their phones or laptops during class, with the average student checking their digital device 11 times in a 32 class. A quarter of students report that their use of digital devices during class causes their grades to 33 .

Professors sometimes implement policies designed to 34 students' use of digital devices, and some instructors even confiscate(没收) tablets and phones. In a world where people are increasingly dependent on their phones, though, such strategies often fail. One international study found that 84% of people say they couldn't go a day without their smartphones. Until students are able to 35 the pull of social networking, texting, and endlessly surfing the web, they may continue to struggle in their classes.

- | | |
|----------------|----------------|
| A) aptitude | I) obscure |
| B) eradication | J) obsess |
| C) evaluated | K) raising |
| D) evaporated | L) resist |
| E) filtering | M) significant |
| F) grasp | N) suffer |
| G) legacy | O) typical |
| H) minimize | |

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**.

A Pioneering Woman of Science Re-Emerges after 300 Years

A) Maria Sibylla Merian, like many European women of the 17th century, stayed busy managing a household and rearing children. But on top of that, Merian, a German-born woman who lived in the Netherlands, also managed a successful career as an artist, botanist, naturalist and entomologist(昆虫学家).

- B) "She was a scientist on the level with a lot of people we spend a lot of time talking about," said Kay Etheridge, a biologist at Gettysburg College in Pennsylvania who has been studying the scientific history of Merian's work. "She didn't do as much to change biology as Charles Darwin, but she was significant."
- C) At a time when natural history was a valuable tool for discovery, Merian discovered facts about plants and insects that were not previously known. Her observations helped dismiss the popular belief that insects spontaneously emerged from mud. The knowledge she collected over decades didn't just satisfy those curious about nature, but also provided valuable insights into medicine and science. She was the first to bring together insects and their habitats, including food they ate, into a single ecological composition.
- D) After years of pleasing a fascinated audience across Europe with books of detailed descriptions and life-size paintings of familiar insects, in 1699 she sailed with her daughter nearly 5,000 miles from the Netherlands to South America to study insects in the jungles of what is now known as Suriname. She was 52 years old. The result was her masterpiece, *Metamorphosis Insectorum Surinamensium*.
- E) In her work, she revealed a side of nature so exotic, dramatic and valuable to Europeans of the time that she received much acclaim. But a century later, her findings came under scientific criticism. Shoddy(粗糙的) reproductions of her work along with setbacks to women's roles in 18th- and 19th-century Europe resulted in her efforts being largely forgotten. "It was kind of stunning when she sort of dropped off into oblivion(遗忘)," said Dr. Etheridge. "Victorians started putting women in a box, and they're still trying to crawl out of it."
- F) Today, the pioneering woman of the sciences has re-emerged. In recent years, feminists, historians and artists have all praised Merian's tenacity(坚韧), talent and inspirational artistic compositions. And now biologists like Dr. Etheridge are digging into the scientific texts that accompanied her art. Three hundred years after her death, Merian will be celebrated at an international symposium in Amsterdam this June.
- G) And last month, *Metamorphosis Insectorum Surinamensium* was republished. It contains 60 plates(插图) and original descriptions, along with stories about Merian's life and updated scientific descriptions. Before writing *Metamorphosis*, Merian spent decades documenting European plants and insects that she published in a series of books. She began in her 20s, making textless, decorative paintings of flowers with insects. "Then she got really serious," Dr. Etheridge said. Merian started raising insects at home, mostly butterflies and caterpillars. "She would sit up all night until they came out of the pupa(蛹) so she could draw them," she said.
- H) The results of her decades' worth of careful observations were detailed paintings and descriptions of European insects, followed by unconventional visuals and stories of insects and animals from a land that most at the time could only imagine. It's possible Merian used a magnifying glass to capture the detail of the split tongues of sphinx moths(斯芬克斯飞蛾) depicted in the painting. She wrote that the two tongues combine to form one tube for drinking nectar(花蜜). Some criticized this detail later, saying there was just one tongue, but Merian wasn't wrong. She may have observed the adult moth just as it emerged from its pupa. For a brief moment during that stage of its life cycle, the tongue consists of two tiny half-tubes before merging into one.
- I) It may not have been ladylike to depict a giant spider devouring a hummingbird, but when Merian did it at the turn of the 18th century, surprisingly, nobody objected. Dr. Etheridge called it revolutionary. The image, which also contained novel descriptions of ants, fascinated a European audience that was more concerned with the exotic story unfolding before them than the gender of the person who painted it.

- J) "All of these things shook up their nice, neat little view," Dr. Etheridge said. But later, people of the Victorian era thought differently. Her work had been reproduced, sometimes incorrectly. A few observations were deemed impossible. "She'd been called a silly woman for saying that a spider could eat a bird," Dr. Etheridge said. But Henry Walter Bates, a friend of Charles Darwin, observed it and put it in a book in 1863, proving Merian was correct.
- K) In the same plate, Merian depicted and described leaf-cutter ants for the first time. "In America there are large ants which can eat whole trees bare as a broom handle in a single night," she wrote in the description. Merian noted how the ants took the leaves below ground to their young. And she wouldn't have known this at the time, but the ants use the leaves to farm fungi(菌类) underground to feed their developing babies.
- L) Merian was correct about the giant bird-eating spiders, ants building bridges with their bodies and other details. But in the same drawing, she incorrectly lumped together army and leaf-cutter ants. And instead of showing just the typical pair of eggs in a hummingbird nest, she painted four. She made other mistakes in *Metamorphosis Insectorum Surinamensium* as well: not every caterpillar and butterfly matched.
- M) Perhaps one explanation for her mistakes is that she cut short her Suriname trip after getting sick, and completed the book at home in Amsterdam. And errors are common among some of history's most-celebrated scientific minds, too. "These errors no more invalidate Ms. Merian's work than do well-known misconceptions published by Charles Darwin or Isaac Newton," Dr. Etheridge wrote in a paper that argued that too many have wrongly focused on the mistakes of her work.
- N) Merian's paintings inspired artists and ecologists. In an 1801 drawing from his book, *General Zoology Amphibia*, George Shaw, an English botanist and zoologist, credited Merian for describing a frog in the account of her South American expedition, and named the young tree frog after her in his portrayal of it. It wouldn't be fair to give Merian all the credit. She received assistance naming plants, making sketches and referencing the work of others. Her daughters helped her color her drawings.
- O) Merian also made note of the help she received from the natives of Suriname, as well as slaves or servants that assisted her. In some instances she wrote moving passages that included her helpers in descriptions. As she wrote in her description of the peacock flower, "The Indians, who are not treated well by their Dutch masters, use the seeds to abort their children, so that they will not become slaves like themselves. The black slaves from Guinea and Angola have demanded to be well treated, threatening to refuse to have children. In fact, they sometimes take their own lives because they are treated so badly, and because they believe they will be born again, free and living in their own land. They told me this themselves."
- P) Londa Schiebinger, a professor of the history of science at Stanford University, called this passage rather astonishing. It's particularly striking centuries later when these issues are still prominent in public discussions about social justice and women's rights. "She was ahead of her time," Dr. Etheridge said.
36. Merian was the first scientist to study a type of American ant.
37. The European audience was more interested in Merian's drawings than her gender.
38. Merian's masterpiece came under attack a century after its publication.
39. Merian's mistakes in her drawings may be attributed to her shortened stay in South America.
40. Merian often sat up the whole night through to observe and draw insects.
41. Merian acknowledged the help she got from natives of South America.

42. Merian contributed greatly to people's better understanding of medicine and science.
43. Merian occasionally made mistakes in her drawings of insects and birds.
44. Now, Merian's role as a female forerunner in sciences has been re-established.
45. Merian made a long voyage to South America to study jungle insects over three centuries ago.

Section C

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 One

Questions 46 to 50 are based on the following passage.

While human achievements in mathematics continue to reach new levels of complexity, many of us who aren't mathematicians at heart (or engineers by trade) may struggle to remember the last time we used calculus(微积分).

It's a fact not lost on American educators, who amid rising math failure rates are debating how math can better meet the real-life needs of students. Should we change the way math is taught in schools, or eliminate some courses entirely?

Andrew Hacker, Queens College political science professor, thinks that advanced algebra and other higher-level math should be cut from curricula in favor of courses with more routine usefulness, like statistics.

"We hear on all sides that we're not teaching enough mathematics, and the Chinese are running rings around us," Hacker says. "I'm suggesting we're teaching too much mathematics to too many people...not everybody has to know calculus. If you're going to become an aeronautical(航空的) engineer, fine. But most of us aren't."

Instead, Hacker is pushing for more courses like the one he teaches at Queens College: Numeracy 101. There, his students of "citizen statistics" learn to analyze public information like the federal budget and corporate reports. Such courses, Hacker argues, are a remedy for the numerical illiteracy of adults who have completed high-level math like algebra but are unable to calculate the price of, say, a carpet by area.

Hacker's argument has met with opposition from other math educators who say what's needed is to help students develop a better relationship with math earlier, rather than teaching them less math altogether.

Maria Droujkova is a founder of Natural Math, and has taught basic calculus concepts to 5-year-olds. For Droujkova, high-level math is important, and what it could use in American classrooms is an injection of childlike wonder.

"Make mathematics more available," Droujkova says. "Redesign it so it's more accessible to more kinds of people: young children, adults who worry about it, adults who may have had bad experiences."

Pamela Harris, a lecturer at the University of Texas at Austin, has a similar perspective. Harris says that American education is suffering from an epidemic of "fake math"—an emphasis on rote memorization(死记硬背) of formulas and steps, rather than an understanding of how math can influence the ways we see the world.

Andrew Hacker, for the record, remains skeptical.

"I'm going to leave it to those who are in mathematics to work out the ways to make their subject interesting and exciting so students want to take it," Hacker says. "All that I ask is that alternatives be offered instead of putting all of us on the road to calculus."

46. What does the author say about ordinary Americans?
- A) They struggle to solve math problems.
 - B) They think math is a complex subject.
 - C) They find high-level math of little use.
 - D) They work hard to learn high-level math.
47. What is the general complaint about America's math education according to Hacker?
- A) America is not doing as well as China.
 - B) Math professors are not doing a good job.
 - C) It doesn't help students develop their literacy.
 - D) There has hardly been any innovation for years.
48. What does Andrew Hacker's Numeracy 101 aim to do?
- A) Allow students to learn high-level math step by step.
 - B) Enable students to make practical use of basic math.
 - C) Lay a solid foundation for advanced math studies.
 - D) Help students to develop their analytical abilities.
49. What does Maria Droujkova suggest math teachers do in class?
- A) Make complex concepts easy to understand.
 - B) Start teaching children math at an early age.
 - C) Help children work wonders with calculus.
 - D) Try to arouse students' curiosity in math.
50. What does Pamela Harris think should be the goal of math education?
- A) To enable learners to understand the world better.
 - B) To help learners to tell fake math from real math.
 - C) To broaden Americans' perspectives on math.
 - D) To exert influence on world development.

Passage Two

Questions 51 to 55 are based on the following passage

For years, the U.S. has experienced a shortage of registered nurses. The Bureau of Labor Statistics projects that while the number of nurses will increase by 19 percent by 2022, demand will grow faster than supply, and that there will be over one million unfilled nursing jobs by then.

So what's the solution? Robots.

Japan is ahead of the curve when it comes to this trend. Toyohashi University of Technology has developed Terapio, a robotic medical cart that can make hospital rounds, deliver medications and other items, and retrieve records. It follows a specific individual, such as a doctor or nurse, who can use it to record and access patient

data. This type of robot will likely be one of the first to be implemented in hospitals because it has fairly minimal patient contact.

Robots capable of social engagement help with loneliness as well as cognitive functioning, but the robot itself doesn't have to engage directly—it can serve as an intermediary for human communication. Telepresence robots such as MantaroBot, Vgo, and Giraff can be controlled through a computer, smartphone, or tablet, allowing family members or doctors to remotely monitor patients or Skype them, often via a screen where the robot's 'face' would be. If you can't get to the nursing home to visit grandma, you can use a telepresence robot to hang out with her. A 2016 study found that users had a "consistently positive attitude" about the Giraff robot's ability to enhance communication and decrease feelings of loneliness.

A robot's appearance affects its ability to successfully interact with humans, which is why the RIKEN-TRI Collaboration Center for Human-Interactive Robot Research decided to develop a robotic nurse that looks like a huge teddy bear. RIBA (Robot for Interactive Body Assistance), also known as "Robear," can help patients into and out of wheelchairs and beds with its strong arms.

On the less cute and more scary side there is Actroid F, which is so human-like that some patients may not know the difference. This conversational robot companion has cameras in its eyes, which allow it to track patients and use appropriate facial expressions and body language in its interactions. During a month-long hospital trial, researchers asked 70 patients how they felt being around the robot and "only three or four said they didn't like having it around."

It's important to note that robotic nurses don't decide courses of treatment or make diagnoses (though robot doctors and surgeons may not be far off). Instead, they perform routine and laborious tasks, freeing nurses up to attend to patients with immediate needs. This is one industry where it seems the integration of robots will lead to collaboration, not replacement.

51. What does the author say about Japan?

- A) It delivers the best medications for the elderly.
- B) It takes the lead in providing robotic care.
- C) It provides retraining for registered nurses.
- D) It sets the trend in future robotics technology.

52. What do we learn about the robot Terapio?

- A) It has been put to use in many Japanese hospitals.
- B) It provides specific individualized care to patients.
- C) It does not have much direct contact with patients.
- D) It has not revolutionized medical service in Japan.

53. What are telepresence robots designed to do?

- A) Directly interact with patients to prevent them from feeling lonely.
- B) Cater to the needs of patients for recovering their cognitive capacity.
- C) Closely monitor the patients' movements and conditions around the clock.
- D) Facilitate communication between patients and doctors or family members.

54. What is one special feature of the robot Actroid F?
- A) It interacts with patients just like a human companion.
 - B) It operates quietly without patients realizing its presence.
 - C) It likes to engage in everyday conversations with patients.
 - D) It uses body language even more effectively than words.

55. What can we infer from the last paragraph?
- A) Doctors and surgeons will soon be laid off.
 - B) The robotics industry will soon take off.
 - C) Robots will not make nurses redundant.
 - D) Collaboration will not replace competition.

Part IV

Translation

(30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

中国越来越重视公共图书馆，并鼓励人们充分加以利用。新近公布的统计数字表明，中国的公共图书馆数量在逐年增长。许多图书馆通过翻新和扩建，为读者创造了更为安静、舒适的环境。大型公共图书馆不仅提供种类繁多的参考资料，而且定期举办讲座、展览等活动。近年来，也出现了许多数字图书馆，从而节省了存放图书所需的空間。一些图书馆还推出了自助服务系统，使读者借书还书更加方便，进一步满足了读者的需求。

2018年12月·第2套英语六级写作·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2018年12月·第2套 英语六级写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

真题卷第2套(2018-12) • 六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay on *how to balance job responsibilities and personal interests*. You should write at least 150 words but no more than 200 words.

【参考范文·176 词】 写作无唯一标准答案，以下为达标示范

Many people feel torn between the demands of their jobs and the hobbies they love, believing the two can never coexist. In my view, however, work responsibilities and personal interests are not enemies; with a few practical habits, we can honor both.

The key lies in deliberate action rather than good intentions. First, I plan my week in advance, blocking out fixed hours for work tasks and reserving evenings for painting, so neither slips into the other's territory. Second, I set clear boundaries by switching off work messages once I leave the office; in this way, my leisure time stays truly mine. Finally, working efficiently during office hours frees up energy for what I enjoy, and as a result I return to my desk refreshed rather than drained.

Balance, therefore, is not a matter of choosing one over the other but of managing time and energy wisely. By treating both duties and passions as parts of a full life, we can perform well at work and still grow the interests that make us who we are.

【参考译文】

许多人在工作的种种要求与自己热爱的爱好之间感到两难，认为二者永远无法共存。但在我看来，工作职责与个人兴趣并非敌人；只要有几个实用的习惯，我们完全可以兼顾两者。

关键在于切实的行动，而非良好的愿望。第一，我提前规划一周，为工作任务划出固定时段，并把晚上留给画画，这样两者互不侵占彼此的领地。第二，我通过一离开办公室就关掉工作消息来设定清晰的边界；如此一来，我的闲暇时间才真正属于自己。最后，在办公时间内高效工作能腾出精力去做我喜欢的事，结果我回到工位时是精神焕发而非疲惫不堪。

因此，平衡并不是在二者之间取此舍彼，而是明智地管理时间与精力。把职责与热爱都当作完整人生的一部分，我们就能既在工作中表现出色，又能继续培育那些让我们成为自己的兴趣。

【第1段】先破误解再亮兼顾。首段用 Many people feel torn... believing the two can never coexist 先立起‘不能共存’的误解，再用 In my view, however 转折亮出‘可以兼顾’的立场，落实了 outline 第一段‘点题亮兼顾立场’的功能，并嵌入话题关键词点题。

【第2段】主题句加三做法。主体段以 The key lies in deliberate action 立总纲，再用 First / Second / Finally 排出规划时间、设定边界、提升效率三条做法，每条都带一句理由或小例子（如 reserving evenings for painting），并用 in this way / as a result 收效果，兑现了‘一法一句加一例’的方法。

【第3段】取舍变经营收尾。尾段用 Balance, therefore, is not a matter of choosing one over the other but of managing time and energy wisely 重申中心，再以 By treating both duties and passions as parts of a full life 升华收束，未引入新做法，完成‘重申立场并升华’的功能。

ANALYSIS • 审题与立意

这道题到底要写什么、立意是什么

动笔前先钉死本题的核心写作任务与读者语域，再定中心立意与要展开的要点——这些是本题特有的内容判断，不是通用套路。

核心任务

教平衡两者的方法

题目钉死的核心任务是 how to balance job responsibilities and personal interests。注意开头的 how to——这是‘怎么做’型论说，重心必须落在‘用什么具体办法把工作和兴趣同时照顾好’，而不是空谈平衡有多重要，更不是二选一比高下。一句话锁定：全文围绕‘平衡两者的可操作做法’展开。

读者 • 语域

面向阅卷人的正式书面语

要求是 write an essay，属于纯议论短文，没有具体收信人，因此不需要称呼和署名。语域按‘面向阅卷人的正式书面语’即可：可以用 I / we 的第一人称把观点和做法讲活，但要避免缩写口语（如 gonna、kids）和网络用语，保持书面、克制。

中心立意

两者可兼顾非二选一

中心立场：工作职责与个人兴趣并非对立、可以兼顾，关键在于用几个具体做法去经营——正面回应 how to balance job responsibilities and personal interests 里的兼顾视角，而不是评判哪个更重要。

要展开的要点

1. 提前规划时间

第一条做法：提前规划一周，给工作任务和兴趣爱好各自划出固定时段，让两者互不挤占。这是把 balance 落成‘时间怎么分’的最直接动作。

2. 设定工作边界

第二条做法：设定清晰边界，比如下班后关掉工作消息，让休息时间真正属于自己，避免工作无限蔓延吞掉兴趣。

3. 提升在岗效率

第三条做法：在工作时间内高效完成任务，腾出精力去做喜欢的事，反过来兴趣带来的放松又让人以更好状态回到工作——形成正循环。

STRUCTURE • 谋篇与逐段

怎么分段、每段写什么、能套哪些句架

按写作家族给出现成的段落框架（每段承担什么功能），并为每段配可直接套用的 功能句架（留出填本题内容的空位）。段序与上方参考范文——对应。

第 1 段 点题亮兼顾立场

先点出很多人觉得工作和兴趣难两全的普遍困惑，再转折亮出本文立场：两者可以兼顾，扣住 balance job responsibilities and personal interests。

第 2 段 分点给可操作做法

主体段并列展开三条具体做法（规划时间、设定边界、提升效率），每条一句理由或一个小例子，用衔接词串成连贯段落。

第 3 段 重申立场并升华

简短收束：平衡不是取舍而是明智经营时间与精力，呼应开头立场并略作升华。

第 1 段 困惑转折成兼顾

内容落点：写人们常在工作压力和喜爱的爱好之间感到两难、以为二者不可共存，然后转折点明——只要有几个实用习惯，工作职责与个人兴趣完全可以同时照顾好，正面回应 how to balance job responsibilities and personal interests。

铺垫大众误解 · Many people feel torn between ____ and ____, believing the two can never coexist. (在空位填入本题的‘工作’与‘兴趣’对立面)

转折亮出立场 · In my view, however, ____ and ____ are not enemies; with a few practical habits, we can honor both. (however 完成态度反转，后半句给出本文中心)

第 2 段 三做法各配理由

内容落点：①提前规划一周，给工作和兴趣各划固定时段，互不挤占；②下班后关掉工作消息、设定边界，让休息时间真正属于自己；③在岗高效完成任务腾出精力，兴趣的放松又让人以更好状态回到工作。三条都服务于 balance job responsibilities and personal interests。

主题句领起做法 · The key lies in deliberate action rather than good intentions. (先立‘靠具体行动’的总纲，再往下分点)

分点并列衔接 · First, I ____; Second, I ____ by doing ____; Finally, _____. (用序数词把三条做法排开，保证并列清晰)

因果收束效果 · In this way, ____; and as a result, _____. (用 in this way / as a result 把做法和它带来的好处扣起来，体现方法—效果的逻辑)

第3段 取舍变经营升华

内容落点：总结‘平衡不是二选一，而是明智地管理时间与精力’，呼应开头的兼顾立场；再升华一句——把职责与热爱都当作完整人生的一部分，就能既工作出色又养护让自己成为自己的兴趣。收束不引入新做法。

总结提示重申 · ____, therefore, is not a matter of choosing one over the other but of _____. (therefore 提示收尾，用‘不是A而是B’句式重申中心)

升华收束 · By treating both ____ and ____ as parts of a full life, we can _____. (by doing 引出做法，后半句给出兼顾带来的美好结果，轻轻拔高)

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

按阅卷四维（内容切题 / 结构连贯 / 语言准确 / 字数格式）给出本题达标要点，并把最容易踩的低分写法摆出来 + 给改法 —— 这是写作版的「狠拆诱人错项」。

内容切题

紧扣balance而非二选一

本题必须紧扣 how to balance job responsibilities and personal interests 的‘how to 兼顾’，达标要点是主体段给出真正可执行的做法；最易失分处是写成工作与兴趣孰轻孰重的二选一论说。

结构连贯

序数加因果串做法

达标要点是用 First / Second / Finally 排列做法、用 in this way / as a result 扣出效果，让三条做法连成一段而非并排的要点；最易失分处是做法之间无衔接、像列提纲。

语言准确

方法落到动词短语

达标要点是把抽象的 balance 落到 blocking out fixed hours、set clear boundaries 等具体动词短语上；最易失分处是中式英语逐字直译和形容词空转。

字数格式

守住上下限双闸

本题要求 You should write at least 150 words but no more than 200 words, 是双向硬闸——低于 150 或高于 200 都扣分；格式上保持三段、不写称呼署名即可。

典型低分写法 • 反面示例与改法

空谈平衡很重要

反面示例：Balance between work and hobbies is very important. It is good for us. We should keep balance because it makes our life better. (三句都在喊重要、无一条做法)。改法：换成具体动作——I plan my week in advance, reserving evenings for my hobby, so work never crowds it out.

比孰轻孰重

反面示例：Job is more important than personal interests, so we should put work first and give up hobbies when busy. (在比高下、且主张放弃兴趣，完全偏离兼顾)。改法：Work and hobbies need not compete; by managing my time wisely, I can give each its own place.

万能大帽子开场

反面示例：With the rapid development of society and economy, more and more problems have appeared in our modern life. (空转、与平衡工作和兴趣无关)。改法：直接切题——Many people feel torn between their jobs and the hobbies they love.

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

2018年12月·第2套 英语六级听力真题原文与答案解析

PAPER & KEY • 听力题和解析

听力题和解析

本卷全部 25 题的标准答案与完整录音文字稿由懒笔记基于2018年12月·第2套 英语六级听力原卷逐题核对整理。与试卷排版同一卷面层级：Part/Section 标题与各节 Directions 照原卷排印——真实听力考卷只印选项，题干由录音念出。其下按录音篇目逐篇排印：每篇先给完整录音文字稿（逐段中译），再逐题给出卷面题目与该题解析（题目、翻译、答案、定位、信号、替换与排除）。

真题卷第2套(2018-12) • 六级

以下按录音篇目排印：每篇先给录音原文与逐段中译（考卷上没有，考试时录音只播一遍、卷面只印选项），再逐题给出卷面题目与解析。

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1 M: Do you mind taking my photo with the statue over there? I think it will make a great shot.

M: 你介意帮我和那边的雕像拍张照吗？我觉得会很不错。

2 W: Sure, no worries. You're always taking photos. What do you do with all the photos you take?

W: 当然，没问题。你总是在拍照。你拍的这些照片都用来干什么？

3 M: Well, don't laugh. My dream is to become an online celebrity of sorts.

M: 嗯，别笑我。我的梦想是成为某种网络红人。

4 W: You are not serious, are you?

W: 你不是认真的吧？

5 M: I am, completely. I just got the idea a few months ago after posting some holiday photos on my social media accounts. A lot of people liked my photos and started asking me for travel tips. So I figured I'd give it a go. I post a lot on social media anyway. So I've got nothing to lose.

M: 我是认真的，完全认真。几个月前我在社交媒体账号上发了一些度假照片后就有了这个想法。很多人喜欢我的照片，开始向我询问旅行建议。所以我想不妨试试看。反正我本来就经常在社交媒体上发东西，

所以我也没什么损失。

6 W: I guess that's true. So what do you have to do to become Internet famous?

W: 我想也是。那你要怎么做才能在网上出名呢?

7 M: Surprisingly a lot more than I did as a hobby. Recently, I've been spending a lot more time editing photos, posting online and clearing storage on my phone. It's always full now.

M: 出乎意料的是, 比我作为爱好做的要多得多。最近, 我花了更多时间编辑照片、在网上发帖, 还有清理手机存储空间。现在总是满的。

8 W: That doesn't sound like too much work.

W: 听起来工作量不算太大。

9 M: Well, there's more to it. I spent all last weekend researching what topics are popular, what words to use in captions and similar accounts to follow. It really was a lot to take in. And I was up well past midnight. I'd say it's paying off though. I increased the number of people following my accounts by 15% already.

M: 嗯, 还有更多呢。上周末我花了整个周末研究什么话题受欢迎、标题该用什么词、还有该关注哪些类似的账号。真的有很多要消化的东西。而且我熬到半夜过后才睡。不过我觉得是有回报的。我账号的关注人数已经增加了15%。

10 W: That is impressive. I guess I never thought much about all the effort behind the scenes. Now that I think about it, there's always something wrong with my photos as it is—half smiles, closed eyes, messy hair. I hope you have better luck than I do. Then again, I think the only person interested in my photos is my mom.

W: 那确实很厉害。我想我从来没怎么想过幕后的所有努力。现在想想, 我的照片总是有问题——半笑、闭眼、头发乱糟糟的。希望你比我运气好。不过话说回来, 我觉得唯一对我照片感兴趣的人只有我妈。

1. A) Stop worrying about him.

B) Keep away from the statue.

C) Take a picture of him.

D) Put on a smile for the photo.

【题目】 What does the man ask the woman to do?

【翻译】 男士请女士做什么?

A) 别为他担心。 B) 远离雕像。 C) 给他拍张照片。 D) 拍照时面带微笑。

【答案】 C (细节题) Take a picture of him.

【定位】 M: Do you mind taking my photo with the statue over there? I think it will make a great shot.

男: 你介意帮我跟那边的雕像拍张照吗? 我觉得会拍出很棒的一张。

【信号】 礼貌请求句 Do you mind. 答案信号是请求句式 Do you mind taking my photo——Do you mind doing 是典型的「麻烦你做某事」, 男方开口要对方做的动作就藏在 mind 后面的 taking my photo 里。

【替换】 taking my photo ↔ Take a picture of him

同义替换 photo=picture

【排除】 A) 原词陷阱

女方回答里有 no worries (没问题)，选项 Stop worrying about him. 盗用了 worry 这个词，但「别担心他」根本不是男方提出的请求，属听到原词就想选的陷阱。

借用原文：no worries

B) 原词陷阱

录音确实提到 with the statue over there，选项 Keep away from the statue. 借了 statue 这个词，但男方是想「和雕像合影」，绝非「远离雕像」，方向恰好相反。

借用原文：with the statue over there

D) 未提及

Put on a smile for the photo. 是「拍照要笑一笑」的常识联想，但录音里男方只请求拍照、从未要求对方微笑，属凭生活经验脑补、原文未提及。

-
2. A) Gaining great fame on the Internet.
B) Publishing a collection of his photos.
C) Collecting the best photos in the world.
D) Becoming a professional photographer.

【题目】 What does the man dream of?

【翻译】 男士梦想做什么？

- A) 在互联网上获得巨大名气。 B) 出版自己的摄影作品集。 C) 收集世界上最好的照片。
D) 成为一名职业摄影师。

【答案】 A (细节题) Gaining great fame on the Internet.

【定位】 M: Well, don't laugh. My dream is to become an online celebrity of sorts.

男：嗯，别笑啊。我的梦想是成为某种意义上的网络名人。

【信号】 表愿望句 My dream is. 答案信号是直接的表愿望句 My dream is to become an online celebrity——My dream is 后面紧跟的就是梦想本体，是最显眼的落点信号。

【替换】 an online celebrity ↔ Gaining great fame on the Internet

概念改写 celebrity=fame

【排除】 B) 原词陷阱

录音反复提到 photos, 选项 Publishing a collection of his photos. 借了 photos 并升级成「出一本影集」, 但男方从没说要出版, 属把原词嫁接到未提及的目标上。

借用原文: posting some holiday photos

C) 原词陷阱

Collecting the best photos in the world. 同样借 photos 一词, 编成「收集全世界最好的照片」, 录音里男方是想自己出名、不是收藏照片, 方向被偷换。

借用原文: posting some holiday photos

D) 过度推断

Becoming a professional photographer. 是「爱拍照→当职业摄影师」的顺理成章联想, 但男方明确说梦想是当网络名人、不是职业摄影师, 属过度推断。

借用原文: My dream is to become an online celebrity of sorts

-
3. A) Surfing various websites and collecting photos.
B) Editing his pictures and posting them online.
C) Following similar accounts to compare notes.
D) Studying the pictures in popular social media.

【题目】 What has the man been busy doing recently?

【翻译】 男士最近一直忙着做什么?

- A) 浏览各种网站并收集照片。 B) 编辑自己的照片并发布到网上。
C) 关注类似账号以交流心得。 D) 研究热门社交媒体上的照片。

【答案】 B (细节题) Editing his pictures and posting them online.

【定位】 M: Surprisingly a lot more than I did as a hobby. Recently, I've been spending a lot more time editing photos, posting online and clearing storage on my phone.

男: 出乎意料地比当业余爱好时多得多。最近我花了多得多的时间修图、发到网上、清理手机存储空间。

【信号】 时间状语 Recently 引出近期动作。 答案信号是时间词 Recently, I've been spending a lot more time editing photos, posting online——Recently 加现在完成进行时, 正面回应「最近在忙什么」, 其后列举的动作就是答案。

【替换】 editing photos ↔ **Editing his pictures**

近义 photos=pictures

posting online ↔ **posting them online**

几乎原句对应

【排除】 A) 答非所问

Surfing various websites and collecting photos. 里 collecting photos 像在呼应拍照话题，但「最近」男方做的是修图+发帖，不是浏览网站收集照片；这是把别处或想象的动作安到「最近」上。

借用原文：Recently, I've been spending a lot more time editing photos, posting online

C) 原词陷阱

录音第9段确有 similar accounts to follow，选项 Following similar accounts to compare notes. 盗了 similar accounts，但那是男方上周末研究热门话题时做的事、且并无 compare notes 之意，与「最近在忙」的修图发帖不是同一动作。

借用原文：similar accounts to follow

D) 偷换概念

录音第9段提到 researching what topics are popular，选项 Studying the pictures in popular social media. 借了 popular 与 social media，但男方研究的是「热门话题」而非「研究社媒上的图片」，动作对象被偷换。

借用原文：researching what topics are popular

-
4. A) They are far from satisfactory.
B) They are mostly taken by her mom.
C) They make an impressive album.
D) They record her fond memories.

【题目】 What does the woman say about her photos?

【翻译】 女士如何评价自己的照片？

- A) 它们远不令人满意。 B) 它们大多由她妈妈拍摄。
C) 它们构成了一本令人印象深刻的相册。 D) 它们记录了她美好的回忆。

【答案】 A (态度观点题) They are far from satisfactory.

【定位】 W: Now that I think about it, there's always something wrong with my photos as it is—half smiles, closed eyes, messy hair.

女：这么一想，我的照片总是有点毛病——笑得不自然、闭着眼、头发乱糟糟。

【信号】 含蓄否定 something wrong. 答案信号是负面评价词 there's always something wrong with my photos——something wrong 直接给出「总有毛病」的差评，后面 half smiles、closed eyes、messy hair 是具体吐槽，态度是明确的不满意。

【替换】 there's always something wrong with my photos ↔ **They are far from satisfactory**
差评互译 wrong=far from satisfactory

【排除】 B) 张冠李戴

录音末尾确有 the only person interested in my photos is my mom, 选项 They are mostly taken by her mom. 盗用 mom 一词, 但原文是「只有妈妈对我的照片感兴趣」, 并非「照片大多是妈妈拍的」, 把「感兴趣」偷换成「拍摄者」。

借用原文: the only person interested in my photos is my mom

C) 与原文相反

They make an impressive album. 是正面评价, 而女方明说照片总有毛病, 态度恰好相反; impressive 一词录音里出现过, 但那是女方夸男方努力 That is impressive, 与她自己的照片无关。

借用原文: That is impressive

D) 未提及

They record her fond memories. (记录美好回忆) 是对照片的常见正面联想, 但女方通篇在吐槽照片毛病, 从未说它们承载美好回忆, 属凭印象脑补、原文未提及。

Questions 5 to 8 are based on the conversation you have just heard.

1 M: Good evening and welcome to Physics Today. Here we interview some of the greatest minds in physics as they help us to understand some of the most complicated theories. Today, I'm very pleased to welcome Dr. Melissa Phillips, professor of theoretical physics. She's here to tell us a little about what it is she studies. Dr. Phillips, you seem to study everything.

M: 晚上好, 欢迎收看《今日物理》。在这里我们采访一些物理学界最伟大的头脑, 他们帮助我们理解一些最复杂的理论。今天, 我非常高兴地欢迎理论物理学教授 Melissa Phillips 博士。她来给我们讲讲她研究的内容。Phillips 博士, 您似乎研究所有东西。

2 W: I guess that would be fair to say I spend most of my time studying the Big Bang theory and where our universe came from.

W: 我想这么说是公平的, 我大部分时间都在研究大爆炸理论以及我们的宇宙从何而来。

3 M: Can you tell us a little about that?

M: 您能给我们讲讲这方面的内容吗?

4 W: Well, I'm very interested in why the universe exists at all. That may sound odd, but the fact is at the moment of the Big Bang, both matter and anti-matter were created for a short time, and I mean just a fraction of a second. The whole universe was a super-hot soup of radiation filled with these particles. So What's baffled scientists for so long is "why is there a universe at all?"

W: 嗯, 我对宇宙为什么存在非常感兴趣。这听起来可能有点奇怪, 但事实是在大爆炸的那一刻, 物质和反物质在很短的时间内被创造出来, 我是说只是一秒钟的一小部分。整个宇宙是一个超高温的辐射汤, 充满了这些粒子。所以长期以来困扰科学家的是"为什么宇宙会存在?"

5 M: That's because matter and anti-matter are basically opposites of each other. They are exactly alike, except that they have opposite electrical charges. So when they collide, they destroy each other?

M: 那是因为物质和反物质基本上是彼此相反的。它们完全一样, 只是电荷相反。所以当它们碰撞时, 它们会互相毁灭?

6 W: Exactly. So during the first few moments of the Big Bang, the universe was extremely hot and very small. Matter and the now more exotic anti-matter would have had little space to avoid each other. This means that they should have totally wiped each other out, leaving the universe completely barren.

W: 完全正确。所以在爆炸的最初几个瞬间,宇宙极其炽热而且非常小。物质和现在更奇特的反物质几乎没有空间来避开彼此。这意味着它们本应该完全互相抵消,让宇宙完全荒芜。

7 M: But a recent study seems to point to the fact that when matter and anti-matter were first created, there were slightly more particles of matter, which allowed the universe we all live in to form?

M: 但最近的一项研究似乎指出,当物质和反物质最初被创造时,物质粒子略多一些,这使得我们所生活的宇宙得以形成?

8 W: Exactly. Because there was slightly more matter, the collisions quickly depleted all the anti-matter and left just enough matter to create stars, planets, and eventually us.

W: 完全正确。因为物质略多一些,碰撞迅速耗尽了所有反物质,留下了刚好足够的物质来创造恒星、行星,最终创造了我们。

5. A) A journal reporting the latest progress in physics.

B) An introductory course of modern physics.

C) An occasion for physicists to exchange ideas.

D) A series of interviews with outstanding physicists.

【题目】 What does the man say is Physics Today?

【翻译】 男士说 Physics Today 是什么?

A) 一份报道物理学最新进展的期刊。 B) 一门现代物理学入门课程。

C) 一个供物理学家交流思想的场合。 D) 一系列对杰出物理学家的访谈。

【答案】 D (细节题) A series of interviews with outstanding physicists.

【定位】 Here we interview some of the greatest minds in physics as they help us to understand some of the most complicated theories.

在这里我们采访物理学界一些最杰出的大脑,请他们帮助我们理解一些最复杂的理论。

【信号】 开场白的定性句。 信号是节目最开头的自我介绍 Here we interview some of the greatest minds in physics——主持人 welcome 之后第一句就给节目下定义, '是什么'的答案几乎总落在开场白这种介绍句里。

【替换】 we interview some of the greatest minds in physics ↔

A series of interviews with outstanding physicists.

同义改写: 采访杰出物理学家

【排除】 A) 原词陷阱

A journal reporting the latest progress in physics. 借了 physics 一词，但把节目说成'期刊'，而录音是口头 interview 节目，体裁不符。

借用原文：welcome to Physics Today

B) 未提及

An introductory course of modern physics. 把节目说成'现代物理入门课程'，录音通篇无'course/课程'之意，属凭空捏造。

C) 偷换概念

An occasion for physicists to exchange ideas. 听着像，但录音是主持人单向 interview 嘉宾，并非物理学家彼此 exchange ideas，把'采访'偷换成了'同行交流'。

借用原文：Here we interview some of the greatest minds in physics

6. A) The future of the physical world.

B) The origin of the universe.

C) Sources of radiation.

D) Particle theory.

【题目】 What is the woman physicist's main research area?

【翻译】 女物理学家的主要研究领域是什么？

A) 物质世界的未来。 B) 宇宙的起源。 C) 辐射源。 D) 粒子理论。

【答案】 B (细节题) The origin of the universe.

【定位】 I spend most of my time studying the Big Bang theory and where our universe came from.

我大部分时间都在研究大爆炸理论，以及我们的宇宙从何而来。

【信号】 most of my time 标主次。 信号词 I spend most of my time studying 明确限定'花最多时间'，把主攻方向与顺带话题区分开，是定位'main research'的关键标志。

【替换】 where our universe came from ↔ **The origin of the universe.**

同义改写：宇宙从何而来=起源

【排除】 A) 与原文相反

The future of the physical world. 与正解方向相反，录音问的是 where our universe came from (来处/起源)，不是 future (去向/未来)。

C) 原词陷阱

Sources of radiation. 里 radiation 后文确被念到 a super-hot soup of radiation，但那只是描述大爆炸瞬间的状态，并非她的'主要研究领域'，是听到熟词就想选的陷阱。

借用原文：The whole universe was a super-hot soup of radiation

D) 原词陷阱

Particle theory. 与录音 filled with these particles 形近，但'particle theory'是另一个理论名，录音并未说这是她的主研究方向，属原词诱导。

借用原文：filled with these particles

-
7. A) How matter collides with anti-matter.
B) Whether the universe will turn barren.
C) Why there exists anti-matter.
D) Why there is a universe at all.

【题目】 What is the woman interested in?

【翻译】 女士对什么感兴趣？

- A) 物质如何与反物质碰撞。 B) 宇宙是否会变得荒芜。 C) 为什么存在反物质。
D) 为什么宇宙会存在。

【答案】 D (细节题) Why there is a universe at all.

【定位】 Well, I'm very interested in why the universe exists at all.

嗯，我非常感兴趣的是：为什么宇宙竟然会存在。

【信号】 interested in 后的宾语。 信号是兴趣标志短语 I'm very interested in why the universe exists at all——'interested in' 与题干 interested in 同形，其后从句即兴趣对象，直接锁定。

【替换】 why the universe exists at all ↔ Why there is a universe at all.

近乎逐词对应

【排除】 A) 原词陷阱

How matter collides with anti-matter. 借了后文 when they collide, they destroy each other 的 collide, 但'相撞过程'是主持人解释的科普背景, 不是她自陈的兴趣点。

借用原文: when they collide, they destroy each other

B) 原词陷阱

Whether the universe will turn barren. 中 barren 来自后文 leaving the universe completely barren, 但那是推演反物质对撞的后果, 并非她'感兴趣'的问题, 是熟词错位。

借用原文: leaving the universe completely barren

C) 偷换概念

Why there exists anti-matter. 与正解只差宾语 (anti-matter vs universe), 录音她说的是 the universe exists, 把'宇宙'偷换成'反物质', 正中孪生陷阱。

借用原文: why the universe exists at all

-
8. A) Matter and anti-matter are opposites of each other.
B) Anti-matter allowed humans to come into existence.
C) The universe formed due to a sufficient amount of matter.
D) Anti-matter exists in very high-temperature environments.

【题目】 What seems to be the finding of the recent study?

【翻译】 最近的研究似乎有什么发现?

- A) 物质和反物质彼此相反。 B) 反物质使人类得以存在。
C) 宇宙的形成是由于足够数量的物质。 D) 反物质存在于极高温环境中。

【答案】 C (细节题) The universe formed due to a sufficient amount of matter.

【定位】 But a recent study seems to point to the fact that when matter and anti-matter were first created, there were slightly more particles of matter, which allowed the universe we all live in to form?

但最近一项研究似乎表明: 当物质和反物质最初被创造出来时, 物质的粒子稍微多一些, 正是这一点让我们所生活的宇宙得以形成。

【信号】 study + point to the fact. 信号是 a recent study seems to point to the fact that ——'recent study'与题干 recent study 对应、'point to the fact'引出研究结论, 结论句随即给出'物质稍多'这一发现。

【替换】 there were slightly more particles of matter, which allowed the universe we all live in to form ↔

The universe formed due to a sufficient amount of matter.

因果同义: 物质够多→宇宙形成

【排除】 A) 原词陷阱

Matter and anti-matter are opposites of each other. 直接抄自 matter and anti-matter are basically opposites of each other, 但那是第 5 段对二者关系的解释, 不是'最新研究的发现', 原词原句却答非所问。

借用原文: matter and anti-matter are basically opposites of each other

B) 与原文相反

Anti-matter allowed humans to come into existence. 把'使人类出现'归功于 anti-matter, 但录音说是 matter 稍多才 left just enough matter to create stars, planets, and eventually us, 功劳应归 matter, 归因主体被反转。

借用原文: left just enough matter to create stars, planets, and eventually us

D) 原词陷阱

Anti-matter exists in very high-temperature environments. 用 high-temperature 勾连录音 the universe was extremely hot, 但录音只说大爆炸初期宇宙极热, 从未说'反物质存在于高温环境'是研究发现, 属熟词拼凑的无据陈述。

借用原文: the universe was extremely hot and very small

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

¹ In this week's edition of special series on Bizarre Medical Conditions, there is a report of the case of Michelle Myers. Myers is an American woman who woke up one day speaking with a British accent, even though she's lived in the United States all her life. In 2015, Myers went to bed with a terrible headache. She woke up sounding like someone from England. Her British accent has remained for the past two years. Previously, Myers had woken up speaking in Irish and Australian accents. However, on both of those occasions, the accents lasted for only a week.

在本周关于奇异医学病症的特别系列节目中,报道了Michelle Myers的病例。Myers是一位美国女性,她某天醒来后说话带有英国口音,尽管她一生都生活在美国。2015年,Myers带着剧烈的头痛上床睡觉。她醒来时听起来像一个来自英格兰的人。她的英国口音在过去两年中一直保持着。此前,Myers曾醒来时说话带有爱尔兰口音和澳大利亚口音。然而,在那两次情况中,口音只持续了一周。

² Myers has been diagnosed with Foreign Accent Syndrome. It's a disorder in which a person experiences a sudden change to their speech so that they sound like they are speaking in a foreign accent. The condition is most often caused by a stroke or traumatic brain injury. Although people with the syndrome have intelligible speech, their manner of speaking is altered in terms of timing and tongue placement, which may distort their pronunciation. The result is that they may sound foreign when speaking their native language. It's not clear whether Myers has experienced a stroke or other brain

damage, but she also has a separate medical condition, which can result in loose joints, easily bruised skin and other problems.

Myers被诊断患有外国口音综合征。这是一种障碍,患者的言语突然发生变化,使他们听起来像是在用外国口音说话。这种病症最常由中风或创伤性脑损伤引起。尽管患有该综合征的人说话清晰易懂,但他们的说话方式在时间控制和舌头位置方面发生了改变,这可能扭曲他们的发音。结果是,他们在说母语时可能听起来像外国人。目前尚不清楚Myers是否经历过中风或其他脑损伤,但她还患有另一种疾病,这种疾病可能导致关节松弛、皮肤容易擦伤以及其他问题。

3 Foreign Accent Syndrome is rare, with only about 60 cases reported within the past century. However, a different American woman reportedly spoke with a Russian accent in 2010 after she fell down the stairs and hit her head.

外国口音综合征很罕见,在过去一个世纪中仅报告了约60个病例。然而,据报道,另一位美国女性在2010年从楼梯上摔下来并撞到头部后,说话带有俄罗斯口音。

9. A) She found herself speaking a foreign language.
B) She woke up speaking with a different accent.
C) She found some symptoms of her illness gone.
D) She woke up finding herself in another country.

【题目】 What happened to Michelle Myers one day?

【翻译】 Michelle Myers有一天发生了什么事?

- A) 她发现自己在说一门外语。 B) 她醒来时说话带着不同的口音。
C) 她发现自己疾病的一些症状消失了。 D) 她醒来时发现自己在另一个国家。

【答案】 B (细节题) She woke up speaking with a different accent.

【定位】 Myers is an American woman who woke up one day speaking with a British accent, even though she's lived in the United States all her life.

迈尔斯是一名美国女性,某天醒来后说话带上了英国口音,尽管她一辈子都住在美国。

【信号】 题干同款词 woke up one day 直接对位。原文 woke up one day speaking with a British accent 与题干的 one day 用词高度对应,这就是承载答案的那一句;后半 even though she's lived in the United States all her life 用让步强调“明明是美国人却带英国腔”,进一步坐实这是关键异常。

【替换】 speaking with a British accent ↔ **speaking with a different accent**

具体口音→上位概括

woke up one day ↔ **woke up**

时间状语原样保留

【排除】 A) 偷换概念

A 说她 speaking a foreign language, 但原文是 speaking with a British accent——只是口音变了, 英语还是英语, 并没有改说外语; 这是把"口音"偷换成"语言"。

借用原文: speaking with a British accent

C) 未提及

C 说她 found some symptoms of her illness gone"发现症状消失了", 但原文只讲她醒来了多了英国口音, 从没说任何症状消失; 属凭空添加。

D) 过度推断

D 说她 finding herself in another country, 借的是原文 a British accent 里的"英国"联想; 但原文明说她 lived in the United States all her life, 人没去任何国家, 只是口音像英国人。

借用原文: a British accent

-
10. A) It is usually caused by a stroke or brain injury.
B) It has not yet found any effective treatment.
C) It leaves the patient with a distorted memory.
D) It often happens to people with speech defects.

【题目】 What does the passage say about Foreign Accent Syndrome?

【翻译】 文章关于外国口音综合征说了什么?

- A) 它通常由中风或脑损伤引起。 B) 它尚未找到任何有效的治疗方法。
C) 它使患者的记忆出现扭曲。 D) 它经常发生在有语言缺陷的人身上。

【答案】 A (细节题) It is usually caused by a stroke or brain injury.

【定位】 The condition is most often caused by a stroke or traumatic brain injury.

这种病症最常见的成因是中风或外伤性脑损伤。

【信号】 因果信号 caused by 标出病因句。 原文 most often caused by a stroke or traumatic brain injury 用 caused by 这一明确的因果信号, 直接交代病因, 正是承载答案的那句; most often 又点出"最常见", 与选项的"usually"对应。

【替换】 most often caused by a stroke or traumatic brain injury ↔

usually caused by a stroke or brain injury

most often=usually, 删修饰词

【排除】 B) 未提及

B 说 has not yet found any effective treatment"尚无有效疗法", 原文通篇讲成因、表现、罕见度, 从没谈治疗有没有效; 属凭空添加。

C) 原词陷阱

C 说留下 a distorted memory"扭曲的记忆", 借的是原文 distort their pronunciation 的 distort; 但原文 distort 修饰的是"发音 pronunciation", 不是"记忆 memory", 被偷换了对象。

借用原文: distort their pronunciation

D) 答非所问

D 说它 happens to people with speech defects"常发生在有言语缺陷的人身上", 把言语问题当成"易发人群"的前提; 但原文说的是患病后 may distort their pronunciation——言语异常是病的"结果", 原文也没说有言语缺陷的人更易患病。

借用原文: may distort their pronunciation

11. A) British.

B) Irish.

C) Russian.

D) Australian.

【题目】 What accent did another American woman speak with after a head injury?

【翻译】 另一位美国女性在头部受伤后说话带有什么口音?

A) 英国口音。 B) 爱尔兰口音。 C) 俄罗斯口音。 D) 澳大利亚口音。

【答案】 C (细节题) Russian.

【定位】 However, a different American woman reportedly spoke with a Russian accent in 2010 after she fell down the stairs and hit her head.

然而, 另一名美国女性据报道在 2010 年摔下楼梯、撞到头之后, 说话带上了俄罗斯口音。

【信号】 转折 However 引出"另一个人"的新例。原文 However, a different American woman 用 However 把话题从主角迈尔斯转到"另一名美国女性", 正对应题干的 another American woman; 其后 after she fell down the stairs and hit her head 对应题干的 after a head injury, 限定语全部吻合, 这就是答案句。

【替换】 spoke with a Russian accent ↔ **Russian.**

口音名原词直取

after she fell down the stairs and hit her head ↔ **Russian.**

限定语对齐保证抓对人

【排除】 A) 张冠李戴

A British 是主角迈尔斯醒来后带的口音 a British accent, 但题干问的是"另一名女性", 把主角的口音安到了别人头上, 抓错了人。

借用原文: a British accent

B) 张冠李戴

B Irish 来自原文说迈尔斯 Previously, Myers had woken up speaking in Irish and Australian accents——那是主角先前的口音, 依旧不是题干问的"另一名女性", 张冠李戴。

借用原文: speaking in Irish and Australian accents

D) 张冠李戴

D Australian 同样出自迈尔斯先前的口音 Irish and Australian accents, 是主角的旧情况, 并非"另一名头部受伤女性"的口音。

借用原文: Irish and Australian accents

Questions 12 to 15 are based on the passage you have just heard.

1 There is something about water that makes it a good metaphor for life. That may be one reason why so many people find relief in swimming when life's seas get rough? And it goes some way towards explaining why books about swimming, in which people tackle icy lakes, race in rivers and overcome oceans while reflecting on their lives, have recently become so popular.

水有某种特质使其成为生活的绝佳隐喻。这或许是许多人在生活的海洋变得波涛汹涌时能从游泳中获得慰藉的原因之一。这也在一定程度上解释了为什么关于游泳的书籍近来如此流行——在这些书中,人们挑战冰冷的湖泊、在河流中竞赛、征服海洋,同时反思自己的人生。

2 These books reflect a trend, particularly strong in Britain, where swimming in pools is declining, but more and more folks are opting for open water. "Wild swimming" seems to be especially popular among women. Jenny Landreth recently published a guide to the best swimming spots in London. Her new book, Swell, interweaves her own story with a history of female pioneers who accomplished remarkable feats and paved the way for future generations.

这些书籍反映了一种趋势,这种趋势在英国尤为强烈:泳池游泳正在减少,但越来越多的人选择开放水域。"野外游泳"似乎在女性中特别受欢迎。Jenny Landreth最近出版了一本伦敦最佳游泳地点指南。她的新书《Swell》将她自己的故事与女性先驱者的历史交织在一起,这些先驱者完成了非凡的壮举,为后代铺平了道路。

3 Notions of modesty restricted women in the Victorian era, but they still swam. A "bathing machine" was rolled down to the seashore so women would not be seen in swimwear. In 1892, The Gentlewoman's Book of Sport described a woman swimming in a heavy dress, boots, hat, gloves and carrying an umbrella.

维多利亚时代的端庄观念限制了女性,但她们仍然游泳。人们会将"更衣车"推到海边,这样女性就不会被人看到穿着泳装的样子。1892年,《淑女运动手册》描述了一位女性穿着厚重的连衣裙、靴子、帽子、手套并撑着一把伞游泳。

4 Eventually, swimming became freer. Mixed bathing was permitted on British beaches in 1901. Women won the right to swim in public pools, learned to swim properly, created appropriate swimwear and, in time, even competed against men. The first woman to cross the English Channel was Gertrude Ederle in 1926. She beat the record by almost two hours and her father rewarded her with a red sports car.

最终,游泳变得更加自由。1901年,英国海滩允许男女混合游泳。女性赢得了在公共泳池游泳的权利,学会了正确游泳,创造了合适的泳装,并且最终甚至与男性竞争。1926年, Gertrude Ederle成为第一位横渡英吉利海峡的女性。她将纪录缩短了近两个小时,她的父亲奖励了她一辆红色跑车。

12. A) Water sports.

B) Racing in rivers.

C) Stories about women swimmers.

D) Books about swimming.

【题目】 What has become so popular recently?

【翻译】 最近什么变得如此流行?

A) 水上运动。 B) 河流竞速。 C) 关于女性游泳者的故事。 D) 关于游泳的书籍。

【答案】 D (细节题) Books about swimming.

【定位】 And it goes some way towards explaining why books about swimming, in which people tackle icy lakes, race in rivers and overcome oceans while reflecting on their lives, have recently become so popular.

这也在一定程度上解释了,为什么那些关于游泳的书——书里人们挑战冰冷的湖泊、在河中竞速、征服大海,同时反思自己的人生——最近会变得如此受欢迎。

【信号】 popular 信号词直接点名。这句出现了和题干完全对上的信号词组 have recently become so popular,而被它修饰的主语正是 books about swimming,信号词正前方的那个名词就是答案对象。

【替换】 books about swimming ↔ **Books about swimming.**

几乎原样对应

【排除】 A) 未提及

录音通篇没有把 water sports (水上运动) 当成最近流行的对象来说, A 是把游泳这个话题擅自拔高成水上运动,属于原文没说的概括。

B) 原词陷阱

录音里 race in rivers 确实念到了,但那是在描述书中内容(书里写人们在河中竞速),并不是说在河中竞速这件事最近流行。B 盗用了 race in rivers 这个原词来诱你听到就选。

借用原文: race in rivers

C) 答非所问

录音第二段才提到女性 wild swimming 及女性先驱,但 C Stories about women swimmers. 不是第 12 题问的最近流行的东西;它把后文话题挪到了本题,属答非所问。

借用原文: swimming" seems to be especially popular among women

13. A) She succeeded in swimming across the English Channel.
B) She published a guide to London's best swimming spots.
C) She told her story of adventures to some young swimmers.
D) She wrote a book about the history of swimwear in the UK.

【题目】 What did Jenny Landreth do recently?

【翻译】 Jenny Landreth 最近做了什么？

- A) 她成功横渡了英吉利海峡。 B) 她出版了一本伦敦最佳游泳地点指南。
C) 她向一些年轻游泳者讲述了自己的冒险故事。 D) 她写了一本关于英国泳装史的书。

【答案】 B (细节题) She published a guide to London's best swimming spots.

【定位】 Jenny Landreth recently published a guide to the best swimming spots in London.

珍妮·兰德雷思最近出版了一本伦敦最佳游泳地点指南。

【信号】 人名后紧跟的动作句。 信号是专有人名 Jenny Landreth recently published 出现后紧跟的那个动词 published，加上时间词 recently 与题干呼应，这句就是承载答案的动作句。

【替换】 published a guide to the best swimming spots in London ↔

published a guide to London's best swimming spots

语序调整的同义改写

【排除】 A) 张冠李戴

横渡英吉利海峡的是第四段的 Gertrude Ederle，不是 Jenny Landreth。A 盗用了录音里 cross the English Channel 这件事，安到了 Jenny 头上。

借用原文：The first woman to cross the English Channel was Gertrude Ederle

C) 未提及

录音从未说 Jenny 向年轻泳者讲述自己的冒险故事，C She told her story of adventures to some young swimmers. 是凭空捏造的动作。

D) 偷换概念

录音里 swimwear 出现在第三、四段讲历史的语境，并非说 Jenny 写了一本英国泳衣史。

D 盗用了 swimwear、history 这类原词，把她出的指南偷换成泳衣史的书。

借用原文：a history of female pioneers

14. A) They loved vacationing on the seashore.
B) They had a unique notion of modesty.
C) They were prohibited from swimming.
D) They were fully dressed when swimming.

【题目】 What do we learn about women in the Victorian era?

【翻译】 关于维多利亚时代的女性,我们了解到什么？

- A) 她们喜欢在海边度假。 B) 她们对端庄有独特的理解。 C) 她们被禁止游泳。
D) 她们游泳时全身穿着衣服。

【答案】 **D** (细节题) They were fully dressed when swimming.

【定位】 In 1892, The Gentlewoman's Book of Sport described a woman swimming in a heavy dress, boots, hat, gloves and carrying an umbrella.

1892 年,《淑女运动手册》描述了一位女性穿着厚重的连衣裙、靴子、帽子、手套,还撑着伞游泳。

【信号】 **细节罗列即具象描述**。信号是录音对这位女性着装的一长串具体罗列 swimming in a heavy dress, boots, hat, gloves, 这种把穿着一件件数出来的细节描述,正是在刻画当时女性是穿戴整齐地下水的,承载着答案。

【替换】 swimming in a heavy dress, boots, hat, gloves ↔ **They were fully dressed when swimming.**

具体罗列概括为整体

【排除】 A) **原词陷阱**

录音提到 seashore (rolled down to the seashore) 只是说沐浴机被推到海边,从未说她们热爱去海边度假。A 盗用了 seashore 相关语境,编出一个原文没有的喜好。

借用原文: rolled down to the seashore

B) **偷换概念**

录音确有 Notions of modesty restricted women, 说端庄观念限制了女性,但并没有说她们有一种独特的端庄观念。B 盗用 modesty 一词,把限制她们的观念偷换成她们自己独有的观念,意思被拔高了。

借用原文: Notions of modesty restricted women in the Victorian era

C) **与原文相反**

录音明确说 but they still swam, 即虽受限制但她们仍然游泳; C They were prohibited from swimming. 说她们被禁止游泳,正好相反。

借用原文: but they still swam

15. A) She designed lots of appropriate swimwear for women.

B) She once successfully competed against men in swimming.

C) She was the first woman to swim across the English Channel.

D) She was an advocate of women's right to swim in public pools.

【题目】 **What does the passage say about Gertrude Ederle?**

【翻译】 文章关于 Gertrude Ederle 说了什么?

- A) 她为女性设计了许多合适的泳装。 B) 她曾在游泳比赛中成功地与男性竞争。
C) 她是第一位横渡英吉利海峡的女性。 D) 她是女性在公共泳池游泳权利的倡导者。

【答案】 **C** (细节题) She was the first woman to swim across the English Channel.

【定位】 The first woman to cross the English Channel was Gertrude Ederle in 1926.

第一个横渡英吉利海峡的女性是格特鲁德·埃德尔,时间是 1926 年。

【信号】 **the first 唯一性表述**。信号是 The first woman to cross the English Channel 里的 the first, 这种表示第一 / 唯一的最高级式表述是听力的高频考点, 它正前方的成就就是这位人物的标志事迹。

【替换】 The first woman to cross the English Channel was Gertrude Ederle ↔

She was the first woman to swim across the English Channel.

cross 与 swim across 同义

【排除】 A) **张冠李戴**

设计合适泳衣是录音泛指女性群体做过的事 (created appropriate swimwear), 并非专说 Gertrude Ederle。A 盗用 appropriate swimwear 原词, 把群体行为安到她一人头上。

借用原文: created appropriate swimwear

B) **原词陷阱**

录音说女性群体后来 even competed against men, 但没说 Gertrude Ederle 战胜过男选手。B 盗用 competed against men 原词, 又加了 successfully 制造她赢了男人的假象。

借用原文: even competed against men

D) **偷换概念**

录音说女性 won the right to swim in public pools, 是讲群体争得权利, 并非说 Gertrude Ederle 是公共泳池游泳权的倡导者。D 盗用 right to swim in public pools 原词, 张冠李戴又拔高成倡导者。

借用原文: Women won the right to swim in public pools

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

1 Today I'm going to talk about a very special kind of person. Psychologists call them "masters of deception", those rare individuals with a natural ability to tell with complete confidence when someone is telling a lie. For decades, researchers and law enforcement agencies have tried to build a machine that will do the same thing.

今天我要谈论一种非常特殊的人。心理学家称他们为"欺骗大师", 这些罕见的个体拥有一种天生的能力, 能够完全自信地判断某人是否在说谎。数十年来, 研究人员和执法机构一直试图制造一台能做同样事情的机器。

2 Now a company in Massachusetts says that by using magnetic brain scans they can determine with 97% accuracy whether someone is telling the truth. They hope that the technology will be cleared for

use in American courts by early next year. But is this really the ultimate tool for you, the lawyers of tomorrow?

现在马萨诸塞州的一家公司表示，通过使用磁性脑部扫描，他们能够以97%的准确率判断某人是否在说真话。他们希望这项技术能在明年初获准在美国法庭使用。但这真的是为你们这些未来的律师准备的终极工具吗？

3 You'll not find many brain scientists celebrating this breakthrough. The company might be very optimistic, but the ability of their machine to detect deception has not provided credible proof. That's because the technology has not been properly tested in real-world situations. In life, there are different kinds of lies and diverse contexts in which they're told. These differences may elicit different brain responses. Does their hypothesis behind the test apply in every case? We don't know the answer, because studies done on how reliable this machine is have not yet been duplicated. Much more research is badly needed.

你不会发现有多少脑科学家在庆祝这一突破。该公司可能非常乐观，但他们的机器检测欺骗的能力尚未提供可信的证据。这是因为该技术尚未在现实世界情境中得到适当测试。在生活中，存在不同类型的谎言以及讲述这些谎言的不同情境。这些差异可能引发不同的大脑反应。测试背后的假设是否适用于每一种情况？我们不知道答案，因为关于这台机器可靠性的研究尚未得到重复验证。迫切需要更多的研究。

4 Whether the technology is eventually deemed reliable enough for the courts will ultimately be decided by the judges. Let's hope they're wise enough not to be fooled by a machine that claims to determine truthfulness at the flick of a switch. They should also be sceptical of the growing tendency to try to reduce all human traits and actions to the level of brain activity. Often, they do not map that easily.

该技术最终是否被认为足够可靠以用于法庭将由法官决定。希望他们足够明智，不会被一台声称能够按下开关就能判断真实性的机器所愚弄。他们也应该对试图将所有人类特征和行为简化为大脑活动层面的日益增长的趋势持怀疑态度。通常，它们并不能那么容易地对应。

5 Moreover, understanding the brain is not the same as understanding the mind. Some researchers have suggested that thoughts cannot properly be seen as purely "internal". Instead, thoughts make sense only in reference to the individual's external world. So while there may be insights to be gained from matching behavior to brain activity, those insights will not necessarily lead to justice in a court of law. Problems surround the use of machines to spot deception, at least until it has been rigorously tested.

此外，理解大脑并不等同于理解心智。一些研究人员提出，思想不能被恰当地视为纯粹“内在”的。相反，思想只有在参照个体的外部世界时才有意义。因此，尽管将行为与大脑活动相匹配可能会获得一些洞见，但这些洞见不一定会在法庭上带来公正。使用机器来发现欺骗存在诸多问题，至少在它经过严格测试之前是这样。

6 A high-tech test that can tell when a person is not telling the truth sounds too good to be true. And when something sounds too good to be true, it usually is.

一项能够判断一个人是否在说谎的高科技测试听起来好得令人难以置信。而当某件事听起来好得令人难以置信时，它通常就是如此。

16. A) Build a machine that can detect lies.
B) Develop a magnetic brain scanner.
C) Test the credibility of court evidence.
D) Win people's complete trust in them.

【题目】 What have researchers and law enforcement agencies tried to do?

【翻译】 研究人员和执法机构试图做什么？

- A) 制造一台能够检测谎言的机器。 B) 开发一种磁性脑部扫描仪。
C) 测试法庭证据的可信度。 D) 赢得人们对他们的完全信任。

【答案】 A (细节题) Build a machine that can detect lies.

【定位】 For decades, researchers and law enforcement agencies have tried to build a machine that will do the same thing.

几十年来，研究人员和执法机构一直试图制造一台能做到同样事情的机器。

【信号】 题干主语原样出现。这一句把题干里的主语 researchers and law enforcement agencies 与动词 have tried to build a machine 原样念出，主语与"tried to"同时落地，是答案句最硬的定位信号；其中 do the same thing 回指上文"识破谎言"，说明这台机器就是用来测谎的。

【替换】 build a machine that will do the same thing ↔ Build a machine that can detect lies.

代词回指还原成本义

【排除】 B) 原词陷阱

选项 Develop a magnetic brain scanner. 借用了录音第二段 magnetic brain scans 这个原词，听到"磁性脑扫描"就想选；但开发脑扫描仪的是马萨诸塞那家"公司"，不是题干问的"研究人员和执法机构"，主体张冠李戴。

借用原文：by using magnetic brain scans

C) 原词陷阱

选项 Test the credibility of court evidence. 把录音里 credible proof 的 credible 和后文 the courts 这两个原词拼到一起，制造"听过"的熟悉感；但录音从未说研究人员去"检验法庭证据的可信度"，是用原词凑出的无中生有。

借用原文：has not provided credible proof

D)

选项 Win people's complete trust in them. 蹭了"trust"这一全段反复出现的主题词，但研究人员和执法机构的尝试是"造测谎机器"，不是"赢得人们的完全信任"，把动作偷换成了一个录音没提的目的。

借用原文：machines to spot deception

17. A) They are optimistic about its potential.
B) They are sceptical of its reliability.
C) They think it is but business promotion.
D) They celebrate it with great enthusiasm.

【题目】 How do many brain scientists respond to the Massachusetts company's so-called technological breakthrough?

【翻译】 许多脑科学家如何回应Massachusetts公司所谓的技术突破?

- A) 他们对其潜力持乐观态度。 B) 他们对其可靠性持怀疑态度。
C) 他们认为这只是商业推广。 D) 他们以极大的热情庆祝它。

【答案】 B (态度观点题) They are sceptical of its reliability.

【定位】 You'll not find many brain scientists celebrating this breakthrough. The company might be very optimistic, but the ability of their machine to detect deception has not provided credible proof.

你不会看到多少脑科学家为这一突破欢呼。那家公司也许非常乐观，但他们的机器识破谎言的能力并没有提供可信的证据。

【信号】 否定+转折but点出真态度。前半 not find many brain scientists celebrating 用否定先排除"庆祝"，紧接 The company might be very optimistic, but... 的转折 but 把乐观归给公司、把"没有可信证据"留给科学家——转折之后才是科学家的真实态度：怀疑其可靠性。

【替换】 has not provided credible proof ↔ **They are sceptical of its reliability.**

否定式陈述=怀疑态度

not find many brain scientists celebrating this breakthrough ↔

They are sceptical of its reliability.

不庆祝=不看好

【排除】 A) 张冠李戴

选项 They are optimistic about its potential. 直接搬用录音原词 optimistic, 听到就想选; 但原文是 The company might be very optimistic——乐观的是"公司", 不是题干问的"脑科学家", 态度被安错了主体。

借用原文: The company might be very optimistic

C)

选项 They think it is but business promotion. 把科学家的态度拔高成"不过是商业炒作"; 录音只说"未提供可信证据、需更多研究", 是"存疑"而非断定其为商业骗局, 程度被推过头。

借用原文: Much more research is badly needed.

D) 原词陷阱

选项 They celebrate it with great enthusiasm. 蹭了原词 celebrating, 但录音是 not find many...celebrating——加了否定, 意思正好相反, 听到 celebrate 就选会掉进"漏听否定"的反向陷阱。

借用原文: You'll not find many brain scientists celebrating this breakthrough.

-
18. A) It is not to be trusted at all.
B) It does not sound economical.
C) It may intrude into people's privacy.
D) It may lead to overuse in court trials.

【题目】 What does the speaker think of using a high-tech test to determine whether a person is telling the truth?

【翻译】 说话者对使用高科技测试来确定一个人是否说真话有何看法?

- A) 它完全不可信。 B) 它听起来不经济。 C) 它可能侵犯人们的隐私。
D) 它可能导致在法庭审判中被过度使用。

【答案】 A (态度观点题) It is not to be trusted at all.

【定位】 A high-tech test that can tell when a person is not telling the truth sounds too good to be true. And when something sounds too good to be true, it usually is.

一项能识破谎言的高科技测试听上去好得不像真的。而当某样东西听上去好得不像真的时候, 它通常就真的不是真的。

【信号】 结尾收束的总评句。 全文最后一段是说话人的收束总评, 习语 too good to be true 加上 it usually is (言下之意"它通常就是假的、不可信") 直接给出说话人对这项技术的最终判断——不可信, 是典型"结尾下结论"的答案信号。

【替换】 when something sounds too good to be true, it usually is ↔ **It is not to be trusted at all.**

习语弦外之意=完全不可信

Problems surround the use of machines to spot deception ↔ **It is not to be trusted at all.**

问题缠身=不可信

【排除】 B) 未提及

选项 It does not sound economical. 谈"不划算/不经济", 录音通篇讨论的是可靠性、隐私与司法, 从未提及成本或经济性, 属无中生有。

C)

选项 It may intrude into people's privacy. 听上去很像测谎技术的常见担忧, 但录音批的是"可靠性未经检验、问题缠身", 并未谈"侵犯隐私", 是用常识脑补出的岔题。

D) 原词陷阱

选项 It may lead to overuse in court trials. 蹭了录音里 the courts 这一原词, 但说话人担心的是"法官别被机器骗", 并非"会在法庭被过度使用", 用原词拼出了录音没下的结论。

借用原文: Let's hope they're wise enough not to be fooled by a machine

Questions 19 to 21 are based on the recording you have just heard.

1 Last week I attended a research workshop on an island in the South Pacific. Thirty people were present and all except me came from the island, called Makelua, in the nation of Vanuatu. They live in 16 different communities and speak 16 distinct languages. In many cases, you could stand at the edge of one village and see the outskirts of the next community. Yet the residents of each village speak a completely different language. According to recent work by my colleagues at the Max Planck Institute for the Science of Human History, this island, just 100 kilometers long and 20 kilometers wide, is home to speakers of perhaps 40 different indigenous languages.

上周我参加了南太平洋一个岛屿上的研究研讨会。与会者共三十人,除我之外全部来自这个名为Makelua的岛屿,该岛属于Vanuatu国。他们生活在16个不同的社区,说16种不同的语言。在许多情况下,你站在一个村庄的边缘就能看到下一个社区的外围。然而每个村庄的居民说的是完全不同的语言。根据我在马克斯·普朗克人类历史科学研究所的同事们最近的研究,这个仅100公里长、20公里宽的岛屿,是大约40种不同土著语言使用者的家园。

2 Why so many? We could ask the same question of the entire globe. People don't speak one universal language, or even a handful. Instead, today our species collectively speaks over 7,000 distinct languages. And these languages are not spread randomly across the planet. For example, far more languages are found in tropical regions than in the mild zones. The tropical island of New Guinea is home to over 900 languages. Russia, 20 times larger, has 105 indigenous languages. Even within the tropics, language diversity varies widely. For example, the 250,000 people who live on Vanuatu's 80 islands speak 110 different languages, but in Bangladesh, a population 600 times greater speaks only 41 languages.

为什么会有这么多语言?我们可以对整个地球提出同样的问题。人们并不说一种通用语言,甚至也不是说少数几种语言。相反,今天我们人类collectively说着超过7000种不同的语言。而且这些语言在地球上的分布并非随机的。例如,热带地区的语言远多于温带地区。热带岛屿New Guinea拥有900多种语言。而俄罗斯面积是其20倍,却只有105种土著语言。即使在热带地区内部,语言多样性也存在很大差异。例如,生活在Vanuatu 80个岛屿上的25万人说110种不同的语言,但在孟加拉国,人口是其600倍,却只说41种语言。

3 How come humans speak so many languages? And why are they so unevenly spread across the planet? As it turns out, we have few clear answers to these fundamental questions about how humanity

communicates. Most people can easily brainstorm possible answers to these intriguing questions. They hypothesize that language diversity must be about history, cultural differences, mountains or oceans dividing populations. But when our diverse team of researchers from six different disciplines and eight different countries began to review what was known, we were shocked that only a dozen previous studies had been done, including one we ourselves completed on language diversity in the Pacific. These prior efforts all examined the degree to which different environmental, social, and geographic variables correlated with the number of languages found in a given location. The results varied a lot from one study to another, and no clear patterns emerged. The studies also ran up against many methodological challenges, the biggest of which centered on the old statistical saying—correlation does not equal causation.

为什么人类会说这么多语言?为什么它们在地球上的分布如此不均?事实证明,对于这些关于人类如何交流的基本问题,我们几乎没有明确的答案。大多数人可以轻易地对这些有趣的问题进行头脑风暴并给出可能的答案。他们假设语言多样性一定与历史、文化差异、分隔人群的山脉或海洋有关。但当我们这个由来自六个不同学科、八个不同国家的研究人员组成的多元团队开始回顾已知研究时,我们震惊地发现此前只做过十几项研究,其中包括我们自己在太平洋地区完成的一项关于语言多样性的研究。这些先前的研究都考察了不同的环境、社会和地理变量与特定地点语言数量之间的相关程度。不同研究的结果差异很大,没有出现明确的模式。这些研究还遇到了许多方法论上的挑战,其中最大的挑战集中在那句古老的统计学格言上——相关性不等于因果关系。

19. A) Most of its residents speak several languages.
B) Some of its indigenous languages are dying out.
C) Each village there speaks a totally different language.
D) Its languages have interested researchers the world over.

【题目】 What does the speaker say about the island of Makelua?

【翻译】 说话者关于Makelua岛说了什么?

- A) 该岛大多数居民会说多种语言。 B) 该岛的一些土著语言正在消亡。
C) 那里的每个村庄都说完全不同的语言。 D) 该岛的语言引起了全世界研究者的兴趣。

【答案】 C (细节题) Each village there speaks a totally different language.

【定位】 Yet the residents of each village speak a completely different language.

然而,每个村庄的居民说的都是一种完全不同的语言。

【信号】 转折词 Yet 后才是落点。前一句说“站在一个村边就能看到下一个村”, Yet 一转,强调“即便挨得这么近,每村语言却完全不同”——转折之后的这句才是说话人真正要讲的事实,正是答案句。

【替换】 the residents of each village speak a completely different language ↔

Each village there speaks a totally different language
completely=totally 的同义替换

【排除】 A) 原词陷阱

Most of its residents speak several languages. 借用了原文反复出现的 residents 和 languages, 但原文说的是“各村各说一种不同语言”, 不是“一个人会说好几种语言”, 听到原词就选会中招。

借用原文: the residents of each village speak a completely different language

B) 未提及

Some of its indigenous languages are dying out. 里 indigenous languages 确在原文出现 (40 different indigenous languages), 但全段只说岛上语言“多”, 根本没提任何语言“正在消亡”, 属凭空添加。

借用原文: 40 different indigenous languages

D) 过度推断

Its languages have interested researchers the world over. 用了 researchers (原文确有 my colleagues at the Max Planck Institute), 但原文只是引用同事的研究数据, 并未说“全世界研究者都对这岛的语言感兴趣”, 是过度推断。

借用原文: my colleagues at the Max Planck Institute for the Science of Human History

20. A) They are spread randomly across the world.

B) Some are more difficult to learn than others.

C) More are found in tropical regions than in the mild zones.

D) They enrich and impact each other in more ways than one.

【题目】 What do we learn from the talk about languages in the world?

【翻译】 从讲话中我们了解到世界上的语言有什么特点?

A) 它们在世界各地随机分布。 B) 有些语言比其他语言更难学。

C) 热带地区比温和地带发现的语言更多。 D) 它们以不止一种方式相互丰富和影响。

【答案】 C (细节题) More are found in tropical regions than in the mild zones.

【定位】 And these languages are not spread randomly across the planet. For example, far more languages are found in tropical regions than in the mild zones.

而且这些语言并非随机地分布在地球上。例如, 热带地区的语言远多于温带地区。

【信号】 否定句后接 For example 的举例。 not spread randomly 先给出否定性结论——分布并非随机, 紧接着 For example 用“热带远多于温带”来佐证; 结论句加举例句正是答案落点。

【替换】 far more languages are found in tropical regions than in the mild zones ↔

More are found in tropical regions than in the mild zones

近乎原句保留的比较结构

【排除】 A) 与原文相反

They are spread randomly across the world. 几乎照搬原文的 spread randomly, 但原文是 not spread randomly——带否定。漏听 not 就会选成与原文相反的 A。

借用原文: these languages are not spread randomly across the planet

B) 未提及

Some are more difficult to learn than others. 讲“有的语言更难学”, 原文通篇讲的是数量与分布, 从未涉及语言的学习难易, 属凭空添加。

D) 答非所问

They enrich and impact each other in more ways than one. 借了 languages 这个高频主语, 但原文谈的是“语言分布不均”, 没说语言之间“相互丰富、相互影响”, 是另起话题的过度推断。

借用原文: these languages are not spread randomly across the planet

-
21. A) They used different methods to collect and analyze data.
B) They identified distinct patterns of language distribution.
C) Their conclusions do not correspond to their original hypotheses.
D) There is no conclusive account for the cause of language diversity.

【题目】 What has the diverse team of researchers found about the previous studies on language diversity?

【翻译】 多元化的研究团队对之前关于语言多样性的研究有何发现?

- A) 它们使用了不同的方法来收集和分析数据。 B) 它们识别出了语言分布的不同模式。
C) 它们的结论与最初的假设不相符。 D) 对于语言多样性的成因没有确定性的解释。

【答案】 D (细节题) There is no conclusive account for the cause of language diversity.

【定位】 The results varied a lot from one study to another, and no clear patterns emerged.

各项研究的结果差异很大, 没有出现清晰的规律。

【信号】 否定结论句 no clear patterns. no clear patterns emerged 是对以往研究的总结性否定——结果各异、没有规律, 再加上前文 we have few clear answers, 共同点明“成因至今没有定论”, 是答案落点。

【替换】 no clear patterns emerged ↔ There is no conclusive account for the cause of language diversity
no clear patterns 概括为 no conclusive account
correlation does not equal causation ↔ the cause of language diversity
由“相关不等于因果”落到“成因未明”

【排除】 A) 原词陷阱

They used different methods to collect and analyze data. 借了原文 methodological 的词根，但原文说的是这些研究遇到“方法学难题”（methodological challenges），不是“用了不同方法收集分析数据”，听到 method 类词就选会中招。

借用原文：methodological challenges

B) 与原文相反

They identified distinct patterns of language distribution. 说“找到了清晰的分布规律”，恰与原文 no clear patterns emerged“没有清晰规律”相反，盗用 patterns 一词却反了结论。

借用原文：no clear patterns emerged

C) 过度推断

Their conclusions do not correspond to their original hypotheses. 里 hypotheses 确在原文出现（They hypothesize），但那是说“普通人会去假设成因”，原文并未说“研究结论与原假设不符”，是借原词的过度推断。

借用原文：They hypothesize that language diversity must be about history

Questions 22 to 25 are based on the recording you have just heard.

1 We often hear people say that America is a land of opportunity, a country built on hope to inspire the greatness of the American dream. But is the dream as we once knew it dying? Today's demographics show that the middle-class is disappearing and now the richest 1% of the population has amassed more wealth than the bottom 90%. Once upon a time, Americans thought that if they worked hard enough, even in the face of adversity, they would be rewarded with success. These days, though, the divide between rich and poor is greater than it has ever been.

我们经常听到人们说美国是一片充满机会的土地，一个建立在希望之上、激励美国梦伟大的国家。但我们曾经熟知的梦想正在消亡吗？今天的人口统计数据显示，中产阶级正在消失，现在最富有的1%人口积累的财富已经超过了最底层90%人口的财富总和。曾几何时，美国人认为如果他们足够努力工作，即使面对逆境，也会获得成功的回报。然而如今，贫富差距比以往任何时候都要大。

2 The question is, What is it going to take to change things? Maybe one day soon real change will actually be made in our nation and the gap will be eradicated. But what happens in the meantime? Is there something that we can do to help close the gap? Is there something that we can do to prove that a little compassion goes a long way? If we want to fix the problem of the income gap, first, we have to understand it. It is a grim reality that you can have one person who only makes around \$13,000 a year, or across town, another is making millions. For me, it is kind of astonishing. And if you ask low-income people what's the one thing that will change their life, they'll say a "full-time job." That's all they aspire to. So why is it so difficult for so many people to find employment? It partly comes down to profit-driven business models that are built around low-wage work and part-time jobs that don't provide benefits. Businesses, in order to boost profits, hire employees as part-time workers only. This means

they are paid the lowest legal wage and receive no health care or other benefits provided to full-time employees.

问题是,需要什么才能改变现状?也许在不久的将来,我们的国家真的会实现真正的变革,这种差距会被消除。但在此期间会发生什么?我们能做些什么来帮助缩小差距吗?我们能做些什么来证明一点同情心会产生深远影响吗?如果我们想解决收入差距问题,首先我们必须理解它。这是一个严峻的现实:你可能看到一个人一年只赚大约13000美元,而在城市的另一边,另一个人却在赚数百万美元。对我来说,这有点令人震惊。如果你问低收入人群什么是能改变他们生活的一件事,他们会说是一份"全职工作"。这就是他们全部的渴望。那么为什么这么多人找到工作如此困难?这部分归结于以低工资工作和不提供福利的兼职工作为基础的利润驱动型商业模式。企业为了提高利润,只雇佣员工做兼职工作。这意味着他们只能拿到法定最低工资,也得不到全职员工享有的医疗保健或其他福利。

3 Simultaneously, technological advancement and a global economy have reduced the demand for well-paying blue-collar jobs here in the United States. The cumulative effect of these two factors is that many Americans are forced to take two or more part-time jobs, just to make ends meet. What has become obvious to me when it comes to the income gap is that there needs to be an opportunity for the people at the bottom to push them back up and push them into the middle-class to give them hope in their lives.

与此同时,技术进步和全球经济降低了美国这里对高薪蓝领工作的需求。这两个因素的累积效应是,许多美国人被迫从事两份或更多兼职工作,只是为了维持生计。对我来说,在收入差距问题上已经变得显而易见的是,需要为处于底层的人们提供机会,把他们推回上层,推入中产阶级,给他们的生活带来希望。

22. A) Its middle-class is disappearing.
B) Its wealth is rationally distributed.
C) Its population is rapidly growing.
D) Its cherished dream is coming true.

【题目】 What do the surveys show about America according to the speaker?

【翻译】 根据讲话者所说,关于美国的调查显示了什么?

- A) 中产阶级正在消失。 B) 财富分配合理。 C) 人口正在快速增长。
D) 珍视的梦想正在实现。

【答案】 A (细节题) Its middle-class is disappearing.

【定位】 Today's demographics show that the middle-class is disappearing and now the richest 1% of the population has amassed more wealth than the bottom 90%.

当今的人口数据显示,中产阶级正在消失,如今最富有的百分之一人口所积累的财富已超过最底层百分之九十的人。

【信号】 show that 引出结论。Today's demographics show that the middle-class is disappearing 中的 demographics show that 与题干 surveys show 对应,是直接亮出调查结论的信号句,show that 后面跟的就是答案。

【替换】 the middle-class is disappearing ↔ Its middle-class is disappearing.

几乎原句对应

【排除】 B) 与原文相反

选项说 Its wealth is rationally distributed. (财富合理分配) , 但录音说 the richest 1% of the population has amassed more wealth than the bottom 90%, 是财富高度集中、极不合理, 方向正相反。

借用原文: the richest 1% of the population has amassed more wealth than the bottom 90%

C) 原词陷阱

选项 Its population is rapidly growing. 谈人口快速增长, 录音虽出现 population 一词, 但只说财富在 1% 与底层 90% 间的分布, 从未说人口在快速增长, 是借 population 制造的原词陷阱。

借用原文: the richest 1% of the population

D) 与原文相反

选项说 Its cherished dream is coming true. (美国梦正在实现) , 但录音开篇就问 is the dream as we once knew it dying? (这梦是否正在死去) , 全篇基调是梦在褪色, 与梦想成真正相反。

借用原文: is the dream as we once knew it dying?

23. A) Success was but a dream without conscientious effort.

B) They could realize their dreams through hard work.

C) A few dollars could go a long way.

D) Wealth was shared by all citizens.

【题目】 What did Americans use to believe?

【翻译】 美国人过去相信什么?

A) 没有认真努力,成功只是一个梦想。 B) 他们可以通过努力工作实现梦想。

C) 几美元可以维持很长时间。 D) 财富由全体公民共享。

【答案】 B (细节题) They could realize their dreams through hard work.

【定位】 Once upon a time, Americans thought that if they worked hard enough, even in the face of adversity, they would be rewarded with success.

曾几何时, 美国人认为只要足够努力, 哪怕身处逆境, 也终将被回报以成功。

【信号】 Once upon a time 标过去。 Once upon a time, Americans thought that 中 Once upon a time + thought 是典型的过去信念信号, 与题干 used to believe 对应, 其后从句即答案。

【替换】 if they worked hard enough ↔ **through hard work**

句式换说法

they would be rewarded with success ↔ **realize their dreams**

成功=实现梦想

【排除】 A) 偷换概念

选项 Success was but a dream without conscientious effort. 用 but a dream (不过是空想)、without effort 把句子绕成成功没努力就只是空想, 盗用了 success、dream、effort 等原词, 但录音讲的是努力会得到回报的正面信念, A 的绕法改了原意。

借用原文: if they worked hard enough

C) 张冠李戴

选项 A few dollars could go a long way. (一点钱也能顶大用) 盗用了录音后文 a little compassion goes a long way 的 go a long way 句式, 但原文说的是一点同情心顶用、且属第二段讲现状, 与本题问的过去信念不是一回事。

借用原文: a little compassion goes a long way

D) 原词陷阱

选项 Wealth was shared by all citizens. 说财富人人共享, 录音 wealth 出现过, 但只讲财富被极少数人占有, 从未说过去人人共享, 是 all 绝对化加原词 wealth 拼出的陷阱。

借用原文: the richest 1% of the population has amassed more wealth than the bottom 90%

24. A) Better working conditions.

B) Better-paying jobs.

C) High social status.

D) Full employment.

【题目】 What do low-income people aspire to?

【翻译】 低收入人群渴望什么?

A) 更好的工作条件。 B) 薪酬更高的工作。 C) 较高的社会地位。 D) 充分就业。

【答案】 D (细节题) Full employment.

【定位】 And if you ask low-income people what's the one thing that will change their life, they'll say a "full-time job." That's all they aspire to.

如果你问低收入者什么东西能改变他们的生活, 他们会说是一份全职工作。那就是他们全部的渴望。

【信号】 aspire to 原词直答。 they'll say a "full-time job." That's all they aspire to 中 aspire to 与题干完全同词, 前面紧跟的 full-time job 就是他们渴望的东西, 是直接应答信号。

【替换】 full-time job ↔ Full employment.

全职=充分就业

【排除】 A) 未提及

选项 Better working conditions. (更好的工作条件) 听来合理, 但录音里低收入者明确只说想要 full-time job, 从未提到改善工作条件, 属凭常识脑补的未提及项。

B) 张冠李戴

选项 Better-paying jobs. (高薪工作) 盗用了第三段 well-paying blue-collar jobs 的字眼, 但那是讲技术与全球化减少了高薪蓝领岗, 属客观背景, 不是低收入者本题所表达的渴望对象。

借用原文: well-paying blue-collar jobs

C) 未提及

选项 High social status. (高社会地位) 录音通篇未涉及社会地位这一维度, 是话题外的无中生有。

-
25. A) Reduce the administrative costs.
B) Adopt effective business models.
C) Hire part-time employees only.
D) Make use of the latest technology.

【题目】 What do businesses do to increase their revenues?

【翻译】 企业如何增加收入?

- A) 减少行政成本。 B) 采用有效的商业模式。 C) 只雇用兼职员工。
D) 利用最新技术。

【答案】 C (细节题) Hire part-time employees only.

【定位】 Businesses, in order to boost profits, hire employees as part-time workers only.

企业为了提升利润, 只把员工当作兼职工来雇用。

【信号】 in order to boost profits. in order to boost profits, hire employees as part-time workers only 中 in order to boost profits 是与题干 increase revenues 对应的目的信号, 其后的动作 hire...part-time workers only 即答案。

【替换】 hire employees as part-time workers only ↔ Hire part-time employees only.

近乎原句

【排除】A) 未提及

选项 Reduce the administrative costs. (降低管理成本) 是企业增利的常见手段, 但录音从未提到削减管理成本, 属常识脑补的未提及项。

B) 偷换概念

选项 Adopt effective business models. 用了 business models, 呼应录音 profit-driven business models, 但录音是把这种逐利模式当作问题成因来批评, 并非说企业靠采用有效模式增利, B 把批评对象偷换成正面手段。

借用原文: profit-driven business models

D) 原词陷阱

选项 Make use of the latest technology. 盗用第三段 technological advancement 的 technology, 但那句讲的是技术进步减少了高薪蓝领岗这一背景, 并非企业为增利主动采用技术的做法, 与本题问的手段不符。

借用原文: technological advancement and a global economy have reduced the demand for well-paying blue-collar jobs

SENTENCE INSIGHTS • 句子精讲

40 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。

M: Do you mind taking my photo with the statue over there?

第1段, 第1句

Do you mind doing 是口语中常见的礼貌请求句式,在听力对话场景中较典型,但作为书面阅读或长难句训练材料代表性不高,迁移价值中等。

I post a lot on social media anyway.

第5段, 第5句

本句覆盖了主语、谓语、宾语、地点状语、一般状语五种成分, 成分种类有一定丰富度。但宾语 "a lot" 的判定 (它是名词性短语作宾语还是副词修饰动词) 可能对初学者有轻微辨析价值; 其余成分位置典型、无易错点, 整体训练收益一般。

It really was a lot to take in.

第9段，第3句

"It + be + 名词短语 + 不定式" 是英语中较常见的表达模式，形式主语结构在考试中也常出现。但本句过于简短，从句、修饰成分较少，代表性中等。

Now that I think about it, there's always something wrong with my photos as it is —half smiles, closed eyes, messy hair.

第10段，第3句

there be 句型和 "Now that" 引导的状语从句都是四六级和考研阅读中的高频结构。there be 句型后接复杂主语的用法，以及状语从句前置的句式安排，都是真题常见模式，具有较强的代表性和迁移价值。

Then again, I think the only person interested in my photos is my mom.

第10段，第5句

"I think + 宾语从句(省略 that)" 是口语和书面语中非常常见的结构,从句中主语带后置定语也是典型句式,掌握后可在阅读和写作中大量复用。

Stop worrying about him.

第1题，A

祈使句 "动词原形 + 动名词宾语" 是四六级和考研真题中常见的句式，尤其在建议、命令、劝告类表达中频繁出现，掌握后可直接迁移到大量类似结构（如 Stop thinking、Keep working 等）。

They are far from satisfactory.

第4题，A

主系表结构是英语基本句型之一，"far from" 表达 "远非" 的用法在考试中偶有出现，具有一定代表性，但整体句式过于简单，难以迁移到复杂长难句的分析中。

M: But a recent study seems to point to the fact that when matter and anti-matter were first created, there were slightly more particles of matter, which allowed the universe we all live in to form?

第7段，第1句

这句话结构层次丰富、时态分布清楚但不算过分偏怪，既能训练主干识别，也能训练从属关系和时态归属。对句子结构与时态综合练习来说，优先度很高。

Because there was slightly more matter, the collisions quickly depleted all the anti-matter and left just enough matter to create stars, planets, and eventually us.

第8段，第2句

"Because 从句 + 主句" 的因果结构和主句内并列谓语是四六级和考研阅读中的高频句式，且目的状语（不定式）也是常见考点，结构具有较强的典型性和复用价值

The universe formed due to a sufficient amount of matter.

第8题，C

涵盖主语、谓语、原因状语三种成分，结构简单但完整，适合初学者熟悉基本句型和状语的识别，但成分种类不够丰富，缺乏宾语、表语等其他核心成分练习机会。

Myers is an American woman who woke up one day speaking with a British accent, even though she's lived in the United States all her life.

第1段，第2句

本句结构高度典型:主系表 + 限制性定语从句 + 让步状语从句的组合,是四六级和考研阅读中的常见句式。定语从句用 who 引导并在从句中作主语、状语从句用 even though 引导表让步,都是高频考点结构。两层嵌套的复杂度也符合考试真题的常见难度。掌握本句的分析方法可以直接迁移到大量类似长难句,实用性强。

It's a disorder in which a person experiences a sudden change to their speech so that they sound like they are speaking in a foreign accent.

第2段，第2句

本句成分丰富且包含多个值得练习的点:主系表结构、定语从句中 in which 的状语用法、宾语带介词短语修饰、so that 引导结果状语从句、like 引导方式状语从句。尤其是 in which 和 like 的判定,以及多层嵌套中各层成分的归属,都是常见易错点,训练价值较高。

It's not clear whether Myers has experienced a stroke or other brain damage, but she also has a separate medical condition, which can result in loose joints, easily bruised skin and other problems.

第2段，第6句

本句包含形式主语 + 主语从句、并列主句（but 转折）、非限制性定语从句、情态动词等多个四六级和考研常考句式。形式主语结构（It is ... that/whether ...）在真题中高频出现，非限制性定语从句也是阅读理解常见难点，并列主句的转折逻辑符合真题段落展开方式。整体结构具有很强的代表性，掌握后可迁移到大量类似句子。

Foreign Accent Syndrome is rare, with only about 60 cases reported within the past century.

第3段，第1句

句子提供了主语、系动词、表语这一基础主系表结构的练习机会，同时句末的 with 独立结构是学生常见的混淆点（容易误判为定语从句或被动结构），具有一定辨析价值，但整体成分种类不算丰富。

That may be one reason why so many people find relief in swimming when life's seas get rough?

第1段，第2句

主句包含主系表结构、表语后置定语从句；why 从句包含主谓宾结构、地点状语（介词短语）、时间状语从句；when 从句包含主系表结构。成分种类较丰富，且定语从句修饰表语、状语从句嵌套在定语从句中，这些都是常见易错点，训练价值较高。

And it goes some way towards explaining why books about swimming, in which people tackle icy lakes, race in rivers and overcome oceans while reflecting on their lives, have recently become so popular.

第1段，第3句

主句嵌套宾语从句、宾语从句主语被非限制性定语从句修饰、定语从句插在主谓之间，这是四六级和考研阅读中的高频难句结构。现在完成时表达“最近的变化”，也是考试常见的时态用法。掌握本句的分析方法可直接迁移到大量真题句式。

These books reflect a trend, particularly strong in Britain, where swimming in pools is declining, but more and more folks are opting for open water.

第2段，第1句

主句 + 非限制性定语从句的结构在四六级和考研阅读中频繁出现，"where" 修饰抽象地点名词以及从句内部的并列对比也是典型句式，掌握后可迁移到大量类似句子。

Notions of modesty restricted women in the Victorian era, but they still swam.

第3段，第1句

并列转折句在考试中较为常见，"but" 连接两个对比分句的结构具有一定代表性。第一个主句的"名词短语 + 及物动词 + 宾语 + 状语"也是标准句式。但句子整体偏简单，缺少从句嵌套等更高频的复杂句式，典型性中等。

Eventually, swimming became freer.

第4段，第1句

主系表结构配时间状语是常见句式，但过于简单，不具备四六级或考研真题中常考的复杂句式特征（如多重修饰、从句嵌套等），代表性一般。

She beat the record by almost two hours and her father rewarded her with a red sports car.

第4段，第5句

覆盖了主语、谓语、宾语、方式状语等常见成分，第二分句还涉及 "reward sb with sth" 的介词短语搭配，有一定练习价值，但没有复杂修饰语或易混成分，训练密度中等偏低。

She succeeded in swimming across the English Channel.

第13题，A

"succeed in doing" 是四六级高频固定搭配，句式本身较为典型，但简单句结构在真题中占比不高，复杂句式才是考查重点，因此代表性中等。

They were prohibited from swimming.

第14题，C

被动语态的简单句在四六级和考研真题中较常见，"be + 过去分词 + from doing" 结构具有一定代表性，学习后可迁移到同类句式。

Whether the technology is eventually deemed reliable enough for the courts will ultimately be decided by the judges.

第4段，第1句

主语从句充当主句主语、且主句使用被动语态，这是四六级和考研阅读中的高频句式。"Whether"引导的名词性从句和被动结构都是考试常考点，本句结构具有很强的代表性，掌握后可以迁移到大量类似句子的分析中。

Moreover, understanding the brain is not the same as understanding the mind.

第5段，第1句

"动名词短语作主语 + 系动词 + 表语(含比较结构)"是四六级及考研阅读中常见句式,尤其在议论文中频繁用于表达概念对比或判断。掌握后可迁移至大量类似句型,具有较高代表性。

So while there may be insights to be gained from matching behavior to brain activity, those insights will not necessarily lead to justice in a court of law.

第5段，第4句

while 引导的让步状语从句加主句是四六级和考研阅读中的高频结构;there be 存在句、情态动词表可能性、一般将来时表预测,以及不定式被动结构作定语,都是考试常见句式;整句体现了学术写作中常用的 "承认某种可能但提出反驳" 的论证模式,具有很强的代表性

Problems surround the use of machines to spot deception, at least until it has been rigorously tested.

第5段，第5句

主句采用主谓宾结构配合定语修饰，附加时间状语从句，这是四六级和考研阅读中非常常见的句式组合。"until"引导的时间状语从句、现在完成时被动语态、不定式作定语等都是典型考点结构，具有较高的代表性和迁移价值。

A high-tech test that can tell when a person is not telling the truth sounds too good to be true.

第6段，第1句

全句覆盖主语、谓语、表语、宾语、定语从句、宾语从句等多种成分,且主语被定语从句修饰,定语从句内部又包含宾语从句,结构层次丰富。练习时可训练识别被修饰语拉长的主语、区分限制性定语从句与其他从句、判断嵌套从句的归属等关键技能,对划分成分的训练价值较高。

And when something sounds too good to be true, it usually is.

第6段，第2句

when引导的条件或时间状语从句加主句是四六级和考研阅读中的高频结构;表语省略在口语和书面语中也常见;整体句式实用性强,掌握后可广泛迁移到同类句型

They are optimistic about its potential.

第17题，A

主系表加介词短语状语是英语基础句型之一，在考试中常见，但本句过于简短且无任何变式或扩展，作为句式代表性不足，学习后可迁移但范例价值一般。

Instead, today our species collectively speaks over 7,000 distinct languages.

第2段，第4句

本句覆盖主谓宾基本句型，且包含多个状语（转折状语 "Instead"、时间状语 "today"、方式状语 "collectively"）和定语（"our"、"over 7,000"、"distinct"），成分种类较丰富。但都是常规位置的修饰语，无特殊结构（如形式主语、分隔、倒装）或易混淆点，训练价值中等偏下。

For example, the 250,000 people who live on Vanuatu's 80 islands speak 110 different languages, but in Bangladesh, a population 600 times greater speaks only 41 languages.

第2段，第10句

but 连接的并列转折句式、限制性定语从句修饰主语、后置定语修饰名词，都是四六级和考研阅读中的高频结构。这种对比论证句型（人口少语言多 vs 人口多语言少）也是议论文常见的逻辑框架。掌握后可在类似语境中复用，典型性较高。

As it turns out, we have few clear answers to these fundamental questions about how humanity communicates.

第3段，第3句

主句为典型的主谓宾结构，宾语后接多层介词短语后置定语是学术写作和考试阅读中的高频句式；状语从句 "As it turns out" 作为插入性说明也常见于正式语境；宾语从句由疑问词引导嵌套在介词后，符合四六级和考研阅读的常考句型，代表性强。

These prior efforts all examined the degree to which different environmental, social, and geographic variables correlated with the number of languages found in a given location.

第3段，第7句

"主句 + 定语从句修饰宾语"以及"介词 + 关系代词引导定语从句"都是四六级和考研阅读中的高频句式。本句还展示了学术语境中常见的复杂名词短语（并列形容词 + 中心名词 + 多重后置定语）以及不及物动词搭配介词的用法。这些结构具有很强的代表性和可迁移性。

The studies also ran up against many methodological challenges, the biggest of which centered on the old statistical saying—correlation does not equal causation.

第3段，第9句

非限制性定语从句在四六级和考研阅读中极为常见，"介词 + which" 结构更是高频考点，破折号引出同位语补充说明也是学术文本的典型写法，整体句式具有很强的代表性和可迁移性。

But is the dream as we once knew it dying?

第1段，第2句

句中同时出现倒装疑问句主干、插入状语从句、系表结构、时间状语等多种成分，且状语从句的插入位置容易被误判为定语。通过本句可练习识别疑问句倒装、区分插入状语与定语、以及分析主从句成分归属，是较好的综合练习材料。

The question is, What is it going to take to change things?

第2段，第1句

本句涵盖主系表结构、表语从句、形式主语 it、疑问词作宾语、不定式作目的状语等多个成分，且表语从句保持疑问语序这一特殊用法是易错点，训练价值较高。

It partly comes down to profit-driven business models that are built around low-wage work and part-time jobs that don't provide benefits.

第2段，第12句

本句采用主句加定语从句修饰的结构，且出现定语从句嵌套，这是四六级和考研阅读中极为常见的句式。掌握这种层层修饰的长难句结构对于理解学术文章和新闻报道具有很强的迁移价值，代表性很高。

The cumulative effect of these two factors is that many Americans are forced to take two or more part-time jobs, just to make ends meet.

第3段，第2句

主系表结构加表语从句是四六级和考研阅读中的高频句式，本句结构完整、层次清晰，既有名词性从句又有被动语态，非常具有代表性，掌握后可迁移到大量类似句型的分析中。

What has become obvious to me when it comes to the income gap is that there needs to be an opportunity for the people at the bottom to push them back up and push them into the middle-class to give them hope in their lives.

第3段，第3句

本句覆盖了主语从句、表语从句、时间状语从句等多种从句作为句子成分的情况，主语从句内部嵌套状语从句，表语从句采用 "there needs to be" 存在句结构且包含复杂定语和状语。成分种类丰富，层次清晰，适合训练学生识别从句成分、区分不定式作定语与状语、理解嵌套结构的能力。

Make use of the latest technology.

第25题，D

祈使句在四六级和考研写作、翻译中偶有出现（尤其是建议类、说明类文本），但不如陈述句或复合句常见；"make use of" 是高频固定搭配，学习此句可迁移到识别其他祈使句和固定搭配的场景，有一定代表性。

HIGH-FREQUENCY • 真题高频词

本卷出现的 242 个英语六级真题高频词

下列单词既在本卷录音原文中出现，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）。每个词标注本卷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。

universe

B2

n. 宇宙

本卷11次 · 真题 20 句

would

A1

aux. (will 的过去式) 将要，会

本卷6次 · 真题 568 句

researcher B2

n. 研究人员

本卷6次·真题 363 句

recently A2

adv. 最近

本卷6次·真题 76 句

account A2

n. 账户

本卷5次·真题 93 句

diversity B2

n. 多样性

本卷5次·真题 46 句

court A2

n. 法院

本卷5次·真题 31 句

case A2

n. 情况

本卷4次·真题 97 句

gap B1

n. 间隙

本卷4次·真题 54 句

syndrome C1

n. 综合征

本卷4次·真题 14 句

employee A2

n. 雇员, 员工

本卷3次·真题 190 句

online A2

adj. 在线的

本卷3次·真题 139 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本卷3次·真题 138 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本卷3次·真题 94 句

exist A2

v. 存在;实际上有

本卷3次·真题 77 句

easily A2

adv. 容易地

本卷3次·真题 65 句

determine B2

v. 决定

本卷3次·真题 62 句

interested A1

adj. 感兴趣的

本卷3次·真题 41 句

eventually B1

adv. 最终

本卷3次·真题 32 句

spot A2

n. 地点

本卷3次·真题 30 句

diverse B2

adj. 多种多样的

本卷3次·真题 24 句

properly B1

adv. 正确地

本卷3次·真题 22 句

injury B1

n. (身体) 伤害, 损伤

本卷3次·真题 21 句

distinct B2

adj. 清晰的

本卷3次·真题 15 句

tropical B1

adj. 热带的

本卷3次·真题 14 句

physicist B2

n. 物理学家

本卷3次·真题 12 句

channel B1

n. 电视频道

本卷3次·真题 11 句

indigenous C1

adj. 本地的

本卷3次·真题 11 句

stroke B1

n. 中风

本卷3次·真题 9 句

benefit B1

n. 好处

本卷2次·真题 244 句

community B1

n. 社区

本卷2次·真题 163 句

individual B2

adj. 单独的

本卷2次·真题 142 句

opportunity B1

n. 机会

本卷2次·真题 115 句

united B1

adj. 联合的

本卷2次·真题 97 句

gain B1

v. 获得;赢得

本卷2次·真题 96 句

effective B1

adj. 有效的, 起作用的

本卷2次·真题 94 句

income B1

n. 收入

本卷2次·真题 94 句

understanding B1

n. 理解;领悟

本卷2次·真题 84 句

states A1

n. 国家

本卷2次·真题 80 句

region B1

n. 地区

本卷2次·真题 78 句

nation B1

n. 国家

本卷2次·真题 76 句

reflect B1

v. 反映, 显示

本卷2次·真题 71 句

internet A2

n. 互联网

本卷2次·真题 63 句

media B1

n. 大众传播媒介(报刊、电视、广播、互联...

本卷2次·真题 58 句

theory B1

n. 理论

本卷2次·真题 55 句

resident B2

n. 居民

本卷2次·真题 50 句

pattern B1

n. 模式

本卷2次·真题 46 句

technological B2

adj. 技术的

本卷2次·真题 45 句

previous B1

adj. 先前的

本卷2次·真题 44 句

completely B1

adv. 完全地

本卷2次·真题 43 句

reward B1

n. 报酬

本卷2次·真题 43 句

agency B2

n. 代理机构

本卷2次·真题 42 句

compete B1

v. 竞争

本卷2次·真题 36 句

series B1

n. 系列

本卷2次·真题 33 句

era B2

n. 时代

本卷2次·真题 31 句

appropriate B2

adj. 合适的

本卷2次·真题 30 句

vary B1

v. 不同

本卷2次·真题 30 句

hire A2

v. 雇用

本卷2次·真题 29 句

rare B1

adj. 稀有的

本卷2次·真题 25 句

disappear A2

v. 消失; 不见

本卷2次·真题 23 句

detect B2

v. 发现, 察觉 (难以察觉的事物)

本卷2次·真题 21 句

slightly B1

adv. 稍微, 略微, 轻微地

本卷2次·真题 21 句

reliable B1

adj. 可靠的

本卷2次·真题 20 句

insight B2

n. 洞察力

本卷2次·真题 19 句

zone B1

n. 区域

本卷2次·真题 19 句

hypothesis C1

n. 假设

本卷2次·真题 18 句

mom A1

n. 妈妈

本卷2次·真题 18句

guide A2

n. 指南;手册

本卷2次·真题 16句

occasion B1

n. 场合

本卷2次·真题 16句

totally B1

adv. 完全地

本卷2次·真题 15句

particle B2

n. 微粒, 颗粒

本卷2次·真题 14句

breakthrough B2

n. 重大进展

本卷2次·真题 12句

kilometer A2

n. 千米, 公里

本卷2次·真题 12句

notion B2

n. 观念

本卷2次·真题 12句

optimistic B2

adj. 乐观的;抱乐观态度的

本卷2次·真题 12句

edit B1

v. 编辑

本卷2次·真题 11句

randomly B2

adv. 随机地

本卷2次·真题 10句

effect A2

n. 影响

本卷1次·真题 191句

impact B2

n. 影响

本卷1次·真题 185句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷1次·真题 182句

data B1

n. 数据

本卷1次·真题 181句

behavior B1

n. 行为

本卷1次·真题 171句

accord C1

n. (国家、团体间的) 协议

本卷1次 · 真题 167 句

global B2

adj. 全球的

本卷1次 · 真题 140 句

species B2

n. 物种

本卷1次 · 真题 136 句

million A2

num. 一百万

本卷1次 · 真题 126 句

finding B2

n. 调查结果

本卷1次 · 真题 121 句

decade B1

n. 十年

本卷1次 · 真题 120 句

challenge B1

n. 挑战

本卷1次 · 真题 119 句

design B1

n. 设计

本卷1次 · 真题 119 句

environmental B1

adj. 环境的

本卷1次 · 真题 112 句

professor B1

n. 教授 (大学教师的最高职称)

本卷1次 · 真题 112 句

claim B1

v. 声称

本卷1次 · 真题 111 句

factor B1

n. 因素

本卷1次 · 真题 108 句

economy B1

n. 经济

本卷1次 · 真题 102 句

least A2

det. 最少的

本卷1次 · 真题 98 句

medium B1

adj. 中等的

本卷1次 · 真题 98 句

according B1

prep. 根据

本卷1次 · 真题 96 句

demand B1

v. 坚决要求

本卷1次·真题 92 句

potential B2

adj. 潜在的

本卷1次·真题 92 句

physical B1

adj. 身体的

本卷1次·真题 91 句

decline B2

v. 下降

本卷1次·真题 88 句

evidence B1

n. 证据

本卷1次·真题 87 句

amount A2

n. 数量

本卷1次·真题 84 句

colleague B1

n. 同事

本卷1次·真题 84 句

professional B1

adj. 专业的

本卷1次·真题 82 句

identify B1

v. 识别

本卷1次·真题 75 句

due B1

adj. 预期的

本卷1次·真题 70 句

cultural B1

adj. 文化的

本卷1次·真题 68 句

journal B1

n. 杂志

本卷1次·真题 66 句

wrong A2

adj. 错误的

本卷1次·真题 66 句

realize B1

v. 意识到, 认识到

本卷1次·真题 64 句

apply A2

v. 申请

本卷1次·真题 63 句

quickly A2

adv. 快速地

本卷1次·真题 63 句

trend B1

n. 趋势

本卷1次·真题 63 句

various B1

adj. 各种各样的

本卷1次·真题 63 句

wage B1

n. 工资

本卷1次·真题 63 句

generation B2

n. 一代人

本卷1次·真题 60 句

mostly B1

adv. 主要地

本卷1次·真题 59 句

figure A2

n. 数字

本卷1次·真题 58 句

particularly B2

adv. 尤其，特别（强调某事物）

本卷1次·真题 57 句

reality B1

n. 现实

本卷1次·真题 57 句

advocate B2

v. 拥护

本卷1次·真题 55 句

boost B2

v. 提高

本卷1次·真题 55 句

psychologist B2

n. 心理学家

本卷1次·真题 54 句

unique B2

adj. 独特的

本卷1次·真题 54 句

respond B1

v. 回答，答复

本卷1次·真题 52 句

response B1

n. 回答

本卷1次·真题 52 句

growing A2

adj. 增长的

本卷1次·真题 47 句

adopt B1

v. 采纳

本卷1次·真题 46 句

attend B1 A2

v. 出席, 参加 (会议、活动等)

本卷1次 · 真题 46 句

damage B1

n. 损害

本卷1次 · 真题 46 句

exactly B1

adv. 精确地

本卷1次 · 真题 46 句

native B1

adj. 本国的

本卷1次 · 真题 45 句

charge B1

v. 收费

本卷1次 · 真题 44 句

fully B1

adv. 完全地

本卷1次 · 真题 43 句

female A2

adj. 女性的

本卷1次 · 真题 42 句

citizen B1

n. 公民

本卷1次 · 真题 41 句

trait B2

n. 特征

本卷1次 · 真题 39 句

celebrity B2

n. 名人, 名流

本卷1次 · 真题 35 句

institute B2

n. 学院

本卷1次 · 真题 35 句

entire B1

adj. 整个的

本卷1次 · 真题 34 句

ultimately B2

adv. 最终; 终归

本卷1次 · 真题 34 句

original B1

adj. 最初的, 原始的

本卷1次 · 真题 33 句

profit B1

n. 利润, 盈利

本卷1次 · 真题 33 句

context B2

n. (事情发生的) 背景、环境

本卷1次 · 真题 32 句

emerge B2

v. 出现;浮现

本卷1次·真题 32 句

humanity B2

n. 人类 (总称)

本卷1次·真题 32 句

obvious B1

adj. 明显的

本卷1次·真题 31 句

previously B1

adv. 以前, 先前 (指过去某个时间)

本卷1次·真题 31 句

switch A2

v. 转换

本卷1次·真题 31 句

wild A2

adj. 野生的

本卷1次·真题 31 句

necessarily B2

adv. 必然地

本卷1次·真题 30 句

sufficient B2

adj. 足够的

本卷1次·真题 30 句

extremely B1

adv. 极其

本卷1次·真题 29 句

promotion B2

n. 晋升, 升职

本卷1次·真题 29 句

skin A2

n. 皮肤

本卷1次·真题 29 句

widely B1

adv. 广泛地

本卷1次·真题 29 句

collection B1

n. 收集物

本卷1次·真题 28 句

confidence B1

n. 信心

本卷1次·真题 28 句

discipline B2

n. 纪律

本卷1次·真题 28 句

rapidly B1

adv. 迅速地

本卷1次·真题 28 句

analyze B2

v. 分析

本卷1次·真题 27 句

employment B1

n. 工作

本卷1次·真题 27 句

judge B1

v. 判断, 评判

本卷1次·真题 26 句

manner B1

n. 方式

本卷1次·真题 25 句

revenue B2

n. (公司、组织的) 收入, 收益

本卷1次·真题 25 句

scene A2

n. 场景

本卷1次·真题 25 句

alter B2

v. 改变, 更改 (使某物与之前不同)

本卷1次·真题 24 句

successfully B1

adv. 成功地

本卷1次·真题 24 句

tendency B2

n. 倾向

本卷1次·真题 24 句

equal A2

adj. 相等的

本卷1次·真题 23 句

legal B1

adj. 法律的

本卷1次·真题 23 句

location B1

n. 地点, 位置

本卷1次·真题 22 句

prior B2

adj. 先前的, 之前的

本卷1次·真题 22 句

correlation C1

n. 相关性

本卷1次·真题 21 句

exchange B1

n. 交换

本卷1次·真题 21 句

mix A2

v. 混合

本卷1次·真题 21 句

trial B2

n. 审判, 审讯

本卷1次·真题 21 句

universal B2

adj. 普遍的

本卷1次·真题 21 句

basically B1

adv. 基本上

本卷1次·真题 20 句

exotic B2

adj. 异国情调的;外来的

本卷1次·真题 20 句

inspire B2

v. 激励

本卷1次·真题 20 句

overcome B2

v. 克服

本卷1次·真题 20 句

ultimate B2

adj. 最终的

本卷1次·真题 19 句

accomplish B2

v. 完成, 实现 (任务、目标)

本卷1次·真题 18 句

advancement B2

n. 进步

本卷1次·真题 18 句

correlate C1

v. 相关联

本卷1次·真题 18 句

external B2

adj. 外部的;外面的

本卷1次·真题 18 句

globe B1

n. 地球

本卷1次·真题 18 句

lawyer B1

n. 律师

本卷1次·真题 18 句

opt B2

v. 选择

本卷1次·真题 18 句

partly B1

adv. 部分地

本卷1次·真题 18 句

privacy B2

n. 隐私

本卷1次·真题 18 句

tackle B2

v. 处理

本卷1次·真题 18 句

adventure B1

n. 冒险经历

本卷1次·真题 17 句

internal B2

adj. 内部的

本卷1次·真题 17 句

variable B2

adj. 易变的

本卷1次·真题 17 句

deem C1

v. 认为, 视为 (正式用语)

本卷1次·真题 16 句

surround B1

v. 围绕

本卷1次·真题 16 句

tip A2

n. 小费

本卷1次·真题 16 句

alike B1

adj. 相似的

本卷1次·真题 15 句

existence B2

n. 存在;生存

本卷1次·真题 15 句

fundamental B2

adj. 基本的

本卷1次·真题 15 句

symptom B2

n. 症状

本卷1次·真题 15 句

origin B2

n. 起源

本卷1次·真题 14 句

remarkable B2

adj. 非凡的

本卷1次·真题 14 句

bizarre C1

adj. 古怪的

本卷1次·真题 13 句

deplete C1

v. 大量减少

本卷1次·真题 13 句

odd B1

adj. 奇怪的

本卷1次·真题 13 句

pave B2

v. 铺(路面)

本卷1次·真题 13 句

roll A2

v. 滚动

本卷1次·真题 12 句

saying B1

n. 谚语

本卷1次·真题 12 句

accuracy B2

n. 准确 (性)

本卷1次·真题 11 句

handful B1

n. 一把;少量

本卷1次·真题 11 句

justice B2

n. 公正;正义

本卷1次·真题 11 句

outstanding B2

adj. 杰出的, 出色的

本卷1次·真题 11 句

storage B1

n. 存储

本卷1次·真题 11 句

enthusiasm B2

n. 热情

本卷1次·真题 10 句

fame B2

n. 名声

本卷1次·真题 10 句

folk B1

n. 人们

本卷1次·真题 10 句

impressive B2

adj. 令人印象深刻的

本卷1次·真题 10 句

prohibit B2

v. 禁止, 不允许

本卷1次·真题 10 句

purely B2

adv. 纯粹地

本卷1次·真题 10 句

relief B1

n. 宽慰

本卷1次·真题 10 句

simultaneously B2

adv. 同时地

本卷1次·真题 10 句

statistical B2

adj. 统计的

本卷1次·真题 10 句

surprisingly B1

adv. 令人惊讶地

本卷1次·真题 10 句

wipe A2

v. 擦, 抹

本卷1次·真题 10 句

compassion B2

n. 同情

本卷1次·真题 9 句

diagnose B2

v. 诊断 (疾病)

本卷1次·真题 9 句

disorder B2

n. 疾病

本卷1次·真题 9 句

distribute B2

v. 分发

本卷1次·真题 9 句

enrich B2

v. 丰富

本卷1次·真题 9 句

feat B2

n. 功绩

本卷1次·真题 9 句

joint B1

adj. 共同的

本卷1次·真题 9 句

scan B1

v. 仔细查看、审视

本卷1次·真题 9 句

proof B2

n. 证据

本卷1次·真题 8 句

reference B1

n. 提及

本卷1次·真题 8 句

restrict B2

v. 限制

本卷1次·真题 8 句

rough B1

adj. 粗糙的

本卷1次·真题 8 句

theoretical B2

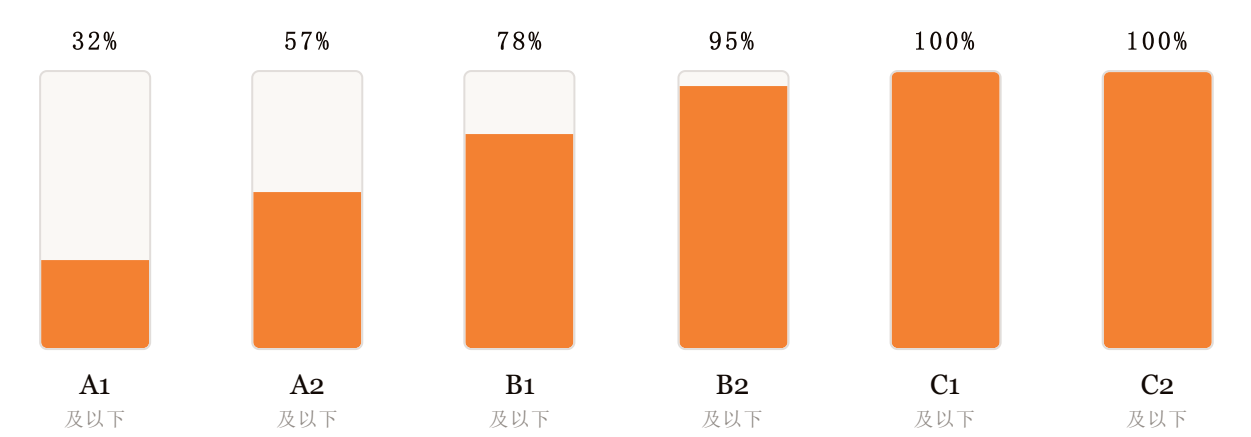
adj. 理论上的

本卷1次·真题 8 句

VOCABULARY · 词汇难度分布

全卷录音原文 749 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **749** 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，本卷共 35 个·约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全卷录音原文去重词 749 个·末柱为 100%

去重总词数

749

B2 以上难词

5%

B1 及以下覆盖

78%

英语六级 2018年12月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	本页
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）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2018年12月·第2套 英语六级完形填空（选词填空）·26–35 题答案与解析

BLANKS & ANALYSIS • 选词填空题和解析

选词填空题和解析 · 26–35 题

本页 26–35 题的正确答案词与逐空解析由懒笔记按2018年12月·第2套 英语六级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、4 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第2套(2018-12) • 六级

Part III Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Surfing the Internet during class doesn't just steal focus from the educator; it also hurts students who're already struggling to 26 the material. A new study from Michigan State University, though, argues that all students—including high achievers—see a decline in performance when they browse the Internet during class for non-academic purposes.

上课时浏览互联网不仅会分散学生对教育者的注意力，还会伤害那些已经在努力理解教材的学生。然而，密歇根州立大学的一项新研究表明，所有学生——包括成绩优异者——当他们在课堂上出于非学术目的浏览互联网时，学业表现都会下降。

To measure the effects of Internet-based distractions during class, researchers 27 500 students taking an introductory psychology class at Michigan State University. Researchers used ACT scores as a measure of intellectual 28 . Because previous research has shown that people with high intellectual abilities are better at 29 out distractions, researchers believed students with high ACT scores would not show a 30 decrease in performance due to their use of digital devices. But students who surfed the web during class did worse on their exams regardless of their ACT scores, suggesting that even the academically smartest students are harmed when they're distracted in class.

为了衡量课堂上基于互联网的干扰所产生的影响，研究人员对密歇根州立大学500名修读心理学入门课程的学生进行了评估。研究人员使用ACT成绩作为智力能力的衡量标准。由于先前的研究表明，智力水平高的人更善于过滤干扰，研究人员认为ACT分数高的学生不会因使用数字设备而表现出显著的成绩下降。但是，在课堂上浏览网页的学生，无论其ACT分数如何，考试成绩都更差，这表明即使是学业上最聪明的学生，当他们在课堂上分心时也会受到伤害。

College professors are increasingly 31 alarm bells about the effects smartphones, laptops, and tablets have on academic performance. One 2013 study of college students found that 80% of students use their phones or laptops during class, with the average student checking their digital device 11 times in a 32 class. A quarter of students report that their use of digital devices during class causes their grades to 33 .

大学教授们越来越多地对智能手机、笔记本电脑和平板电脑对学业表现的影响发出警报。2013年一项针对大学生的研究发现,80%的学生在课堂上使用手机或笔记本电脑,普通学生在一节典型的课堂上查看数字设备11次。四分之一的学生报告称,他们在课堂上使用数字设备导致成绩下降。

Professors sometimes implement policies designed to 34 students' use of digital devices, and some instructors even confiscate(没收) tablets and phones. In a world where people are increasingly dependent on their phones, though, such strategies often fail. One international study found that 84% of people say they couldn't go a day without their smartphones. Until students are able to 35 the pull of social networking, texting, and endlessly surfing the web, they may continue to struggle in their classes.

教授们有时会实施旨在减少学生使用数字设备的政策,一些教师甚至会没收平板电脑和手机。然而,在一个人们越来越依赖手机的世界里,这样的策略往往会失败。一项国际研究发现,84%的人表示他们一天都离不开智能手机。除非学生能够抵制社交网络、发短信和无休止地浏览网页的诱惑,否则他们可能会继续在课堂上挣扎。

- | | |
|----------------|----------------|
| A) aptitude | I) obscure |
| B) eradication | J) obsess |
| C) evaluated | K) raising |
| D) evaporated | L) resist |
| E) filtering | M) significant |
| F) grasp | N) suffer |
| G) legacy | O) typical |
| H) minimize | |

26. hurts students who're already struggling to __(26)__ the material.

【答案】 **F) grasp** (动词)

【词性槽】 不定式 to 之后、宾语 the material 之前的动词原形

【依据】 **grasp the material = 掌握课程内容，是地道学习搭配**

上文 hurts students who're already struggling to __(26)__ the material. 在讲那些 "本就吃力的学生"，他们费力做的事正是 "理解、掌握教学内容"。grasp 本义 "抓住"，引申为 "理解"，与 the material (课程材料) 形成英语写作中最常见的搭配之一。

【竞争词】 J) **obsess** 搭配不成立: **obsess** 不直接接 the material

obsess 常用结构是 be obsessed with sth，不会用作 struggle to obsess the material；也不符合 "学生想搞懂内容" 的语义指向。

L) **resist** 义不对路: **抵抗教材不通**

resist 指 "抵抗、抵制"，struggle to resist the material 字面意为 "努力抵制教学内容"，与 "本就吃力的学生需要帮助" 的语境完全反向。

N) **suffer** 搭配/义双不合: **suffer** 一般不带 the material 这种宾语

suffer 作 "遭受" 多接苦难/损失，suffer the material 在英语中不成话；且本段聚焦 "理解吃力"，而非 "遭受" 之意。

27. To measure the effects of Internet-based distractions during class, researchers __(27)__ 500 students taking an introductory psychology class at Michigan State University.

【答案】 **C) evaluated** (动词)

【词性槽】 主语 researchers 后缺谓语，要过去式及物动词

【依据】 **evaluate students = 评估/考察学生，是研究行为的标配动词**

句首 To measure the effects 已经把研究意图点出来——要 "衡量上网走神的影响"，研究者自然 "对 500 名学生进行评估/考察"。evaluate 在研究语境中专指 "评估、考察、做研究意义上的评定"，与 measure / study 同义场。

【竞争词】 D) **evaporated** 义反人话: **让 500 个学生 "蒸发" 不成立**

evaporate 本义 "蒸发"，引申为 " (希望/计划) 消失"，作及物用时也只接 liquid 等具体对象，不能以 500 students 作宾语。这是典型的 "形近 + 形态对、但语义不对" 干扰。

28. Researchers used ACT scores as a measure of intellectual __ (28) __.

【答案】 **A) aptitude** (名词)

【词性槽】 形容词 intellectual 后的中心词位

【依据】 **intellectual aptitude = 智力水平，正是 ACT 衡量的对象**

ACT 是美国大学入学考试，被研究者拿来当 "智力高低" 的代理指标，intellectual aptitude (智力天赋/能力) 是英文里描述这一概念的高频搭配。下文 people with high intellectual abilities are better at __ (29) __ out distractions 紧跟着用 intellectual abilities 复述，几乎等同于把答案明牌。

【竞争词】 **B) eradication 词义南辕北辙：根除与智力无搭配**

eradication 指 "根除 (疾病、贫困等)"，intellectual eradication 在英语里不存在，硬填会让整句失语义。

G) legacy 词义偏向遗产/遗留，与衡量智力无关

legacy 强调 "前人遗留之物"，intellectual legacy 偶见，但指 "思想遗产" (如某位思想家的影响)，不是 ACT 这种 "测智力高低" 的测量对象。

29. people with high intellectual abilities are better at __ (29) __ out distractions

【答案】 **E) filtering** (动词)

【词性槽】 介词 at 之后的动名词位

【依据】 **filter out distractions = 过滤掉干扰，与全篇 "抗走神" 主旨严丝合缝**

filter out 是英语里描述 "把干扰、噪音筛掉" 的固定动词短语；本句要解释 "高智力者更擅长什么"，对应正是 "过滤掉外界干扰"，与全文反复出现的 distractions 主题词形成同框。

【竞争词】 **K) raising raise out 不存在，且义反向**

raise 不与 out 构成固定短语；语义上 "提起干扰" 与 "高智力者擅长应对干扰" 相反——本句要的是 "消除/屏蔽"，不是 "提起"。

30. students with high ACT scores would not show a __(30)__ decrease in performance due to their use of digital devices.

【答案】 **M) significant** (形容词)

【词性槽】冠词 a 与名词 decrease 之间，必填形容词

【依据】与 "不显示出明显的下滑" 的研究预期完全合拍

上文 people with high intellectual abilities are better at __(29)__ out distractions 是研究人员的前提假设，他们由此推断高 ACT 分学生 "不会出现明显下滑"。significant decrease (显著下滑) 正是学术研究里描述效应是否值得在意的标准搭配，扣住 "would not show a ... decrease" 这条逻辑。

【竞争词】I) obscure 义不对路：晦涩的下滑不成立

obscure 多指 "晦涩难懂的"，用来形容数据/趋势下滑在搭配上和语义上都不通，研究者关心的是 "幅度大不大"，不是 "看不看得懂"。

O) typical 逻辑反向：典型的下滑等于承认会下滑

若填 typical decrease，意思变成 "会出现一次典型的下滑"，恰好与研究者的 "高分学生不会下滑" 的假设相反；而原句用了 would not show，需要的是一个 "程度" 形容词来削弱、不是 "种类" 形容词来确认。

【易错】最具迷惑性的错误词是 O) —— typical decrease 看似自然，实则把研究假设说反。考生很容易因为 typical 读起来 "顺口" 就填进 would not show a __(30)__ decrease in performance；但研究者的假设是 "高智力者不会出现明显下滑"，需要的是程度副形 significant，而非种类形 typical。防坑口诀：would not show a ___ decrease，要的是 "明不明显"，不是 "是哪种"。

31. College professors are increasingly __(31)__ alarm bells about the effects smartphones, laptops, and tablets have on academic performance.

【答案】 **K) raising** (动词)

【词性槽】are 后缺谓语补足，要现在分词构成进行时

【依据】raise alarm bells = 敲响警钟，是英语高频习语

raise the alarm / raise alarm bells 表示 "对某种危险/问题发出警告"，正合本段 "教授们越来越多地对手机/笔电/平板的影响敲响警钟" 之意，与后文 80% 学生上课用手机、25% 承认成绩受损的数据形成 "警告 → 实证" 的内部呼应。

32. the average student checking their digital device 11 times in a __(32)__ class.

【答案】 **O) typical** (形容词)

【词性槽】 冠词 a 与名词 class 之间的形容词位

【依据】 **average student 与 typical class 互为呼应**

上文用 the average student (一般的学生) 做主语, 要的是与之相呼应的 "一节常规课"——typical class 是地道搭配, 意为 "平均每节课一般会查 11 次手机", 把 "普通学生" 与 "普通课堂" 的统计抽象配齐。

【竞争词】 I) obscure 晦涩的课与统计语境不搭

obscure class 字面是 "晦涩难懂的课", 与 "average student ... 11 times" 这种统计陈述完全脱节; 本句要描述 "普遍/典型现象", 不是给某节难懂的课贴标签。

33. their use of digital devices during class causes their grades to __(33)__.

【答案】 **N) suffer** (动词)

【词性槽】 cause sb/sth to do 结构里的不定式动词原形

【依据】 **grades suffer = 成绩下滑, 是英语里描述 "成绩受损" 的地道说法**

本段 A quarter of students report that their use of digital devices during class causes their grades to __(33)__. 在讲 "四分之一学生承认数字设备拖累了成绩", suffer 的不及物用法可以直接以 grades/health/business 为主语, 意为 "受损/变差", 正中靶心。

【竞争词】 H) minimize 及物动词且语义反向

minimize 是及物动词 (minimize sth), 不能以 grades 作主语自动 "被最小化"; 即使硬解, 语义也是 "使最小化", 与 "被拖累而下滑" 不对。

J) obsess 义不对: 成绩不会 "着迷"

obsess 指 "使着迷", 与 grades 搭配在语义上不成立——成绩不是有意识的主体, 不能 obsess。

L) resist 义反向: 成绩 "抵抗" 没在说人话

resist 要的是有意志的主体; 让 grades 去 "抵抗" 既不通搭配又与 "成绩因走神而下滑" 的因果反着来。

34. Professors sometimes implement policies designed to __(34)__ students' use of digital devices

【答案】 **H) minimize** (动词)

【词性槽】 不定式 to designed to do 中的动词原形

【依据】 **minimize students' use = 把学生的使用降到最低，正是政策意图**

后文 some instructors even confiscate(没收) tablets and phones. 把 "老师没收设备" 当成例子，说明前面那个动词应当表达 "减少、抑制" 学生用设备——minimize 完全对得上 "政策旨在最小化设备使用" 的句意。

【竞争词】 J) **obsess** 义反人话：让政策 "使学生着迷于用设备"

obsess 表 "使着迷"，policies designed to obsess students' use 在逻辑上让 "政策反过来鼓励沉迷"，与原意彻底相反。

L) **resist** 搭配错位：抵制 "学生的使用" 不是政策本身的动作

resist 指 "抵制/抵抗"，但政策本身并不会去 "抵抗" 某种行为——它更可能 "减少/限制/规范" 该行为。此外，下文 Until students are able to __(35)__ the pull of social networking... 才是真正的 resist 出场位置，留给它更合适。

【易错】 最具迷惑性的错误词是 L) —— designed to resist students' use 看着也通其实搭配错位。考生看到 "对抗手机依赖" 的全段主旨，容易把 resist 提前用到 34 题；但政策本身去 "抵制" 学生的使用搭配不自然，且会挤掉 35 题最契合的 resist the pull。防坑口诀：resist 留给 the pull / temptation 这种 "诱惑" 类宾语，policies 的目的动词更适合 minimize/reduce/limit。

35. Until students are able to __(35)__ the pull of social networking, texting, and endlessly surfing the web

【答案】 **L) resist** (动词)

【词性槽】 be able to + 动词原形

【依据】 **resist the pull of ... = 抵御.....的诱惑/拉力，是地道固定搭配**

the pull of social networking, texting, and endlessly surfing the web 把 "社交、短信、无尽刷网" 比作一股 "拉力/诱惑"，与 resist 形成 "抵制诱惑" 的经典搭配。全段在讲 "人们对手机越来越依赖，要靠学生自己顶住"，resist 恰好回应这条主线。

【竞争词】 J) **obsess** 义反向：让学生 "沉迷于这股拉力" 与全段相反

obsess 强调 "沉迷"，若填入则成 "直到学生能沉迷于社交/短信的拉力"，与紧接着的 "否则他们将继续在课业中挣扎" 因果倒置，整段逻辑崩塌。

WORD BANK · 词库分类表

15 个候选词 · 词性与词义

选词填空文后的共享词库共 **15** 个词 (A–O) , 为 10 个空各选一个、每词最多用一次。
下面给出每个词的词性与中文词义; 标注「用于第 N 空」的 10 个为答案, 其余 5 个为干扰词。

A) **aptitude** 名词

天资、才能、能力倾向

用于第 28 空

B) **eradication** 名词

根除、消灭

干扰词 · 未选用

C) **evaluated** 动词

评估、评价 (evaluate 的过去式/过去分词)

用于第 27 空

D) **evaporated** 动词

蒸发、(希望等) 消失 (evaporate 的过去式/过去分词)

干扰词 · 未选用

E) **filtering** 动词 名词

过滤、筛选 (filter 的动名词/现在分词)

用于第 29 空

F) **grasp** 动词 名词

理解、把握; 抓住

用于第 26 空

G) **legacy** 名词

遗产、遗留之物

干扰词 · 未选用

H) **minimize** 动词

使最小化、尽量减少

用于第 34 空

I) **obscure** 形容词 动词

晦涩的、不为人知的; 使模糊

干扰词 · 未选用

J) **obsess** 动词

使着迷、使念念不忘

干扰词 · 未选用

K) **raising** 动词 名词

提起、举起、引发 (raise 的动名词/现在分词)

用于第 31 空

L) **resist** 动词

抵抗、抵制、抵御 (诱惑等)

用于第 35 空

M) **significant** 形容词

显著的、重大的

用于第 30 空

N) **suffer** 动词

(成绩等) 变差、受损; 遭受

用于第 33 空

0) **typical** 形容词

典型的、一般的

用于第 32 空

全文主旨

上网走神拖累所有学生的课堂表现

全文围绕一项密歇根州立大学的研究展开：课上为非学术目的浏览网页，会让包括高分学生在内的所有学生成绩下滑，并由此延伸到教授对手机/笔电/平板冲击学业的警觉。开篇即定调——Surfing the Internet during class doesn't just steal focus from the educator; it also hurts students who're already struggling to __(26)__ the material. 与 all students—including high achievers—see a decline in performance when they browse the Internet during class for non-academic purposes. 这两句话直接锁死整篇的话题与态度。

DISTRACTORS • 干扰词复盘

这 5 个词始终没被任何空选用

词库 15 词里有 5 个是命题人埋的干扰词——它们词性看着也对、词义也沾点边，却不该填进任何一个空。下面逐个剖析它们最像哪个空的答案、为什么是陷阱。

B) **eradication** 最像 28 题答案的名词诱饵

在 as a measure of intellectual __(28)__ 的名词槽里，eradication 的 -tion 后缀让它形态看着“很学术”，但 intellectual eradication 在英文里不存在，且语义指“根除”与“衡量智力”完全无关——靠词义而非形态可一击识破。

D) **evaporated** 最像 27 题答案的过去式诱饵

27 题形态卡死要过去式，词库里 -ed 只剩 C/D 两个，evaporated 形态完美却语义反人话——researchers evaporated 500 students 让学生“蒸发”，不符任何研究语境；这是典型的“形态对、语义不对”陷阱。

G) **legacy** 最像 28 题答案的另一名词诱饵

intellectual legacy (思想遗产) 这个搭配在英文里确实存在, 能勾起考生的眼熟感; 但本句要的是 "ACT 衡量的东西", 必须是 "智力水平/天资", legacy 偏 "前人留下的影响", 与 measure 这个动词不搭。

I) **obscure** 最像 30/32 题答案的形容词诱饵

形容词阵营里 obscure 形态对、词性也对, 能同时混进 30、32 两题的候选; 但 obscure decrease (晦涩的下滑) 与 obscure class (晦涩的课) 在语境中均不通顺——靠 "形容词修饰的名词到底是不是描述对象" 一问即破。

J) **obsess** 横跨 26/33/34/35 的动词万金油诱饵

obsess 是本卷动词诱饵之王: 26 题想冒充 "理解"、33 题想冒充 "成绩出问题"、34 题想冒充 "政策意图"、35 题想冒充 "对手机的态度"。但它要么搭配不成立 (不能直接接 the material/grades)、要么语义反向 (与抵制/抑制相反), 稍一回到搭配语义即可识破。

SENTENCE INSIGHTS • 句子精讲

6 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。

Surfing the Internet during class doesn't just steal focus from the educator; it also hurts students who're already struggling to grasp the material.

第1段, 第1句

"主句并列 + 名词后接限制性定语从句"是考试阅读里非常常见的句式;"动名词短语作主语"也很有代表性。掌握这种读法后, 迁移性较强。

A new study from Michigan State University, though, argues that all students—including high achievers—see a decline in performance when they browse the Internet during class for non-academic purposes.

第1段，第2句

本句结构有层次但不过分绕，时态又很整齐，特别适合把注意力集中在主干识别和从句层级判断上。对于句子结构与时态训练来说，属于应优先掌握的典型材料。

Because previous research has shown that people with high intellectual abilities are better at filtering out distractions, researchers believed students with high ACT scores would not show a significant decrease in performance due to their use of digital devices.

第2段，第3句

本句结构典型、训练点集中，而且时态层次丰富，适合作为结构和时态综合练习材料。难度不至于失控，但足够覆盖多个核心考点，因此推荐优先训练。

One 2013 study of college students found that 80% of students use their phones or laptops during class, with the average student checking their digital device 11 times in a typical class.

第3段，第2句

"研究表明/发现 + that 从句"是考试阅读中非常常见的报告类句式，后面再跟一个补充说明结构也很常见。掌握这种读法后，迁移到学术说明句和数据报告句都很有帮助。

One international study found that 84% of people say they couldn't go a day without their smartphones.

第4段，第3句

"动词后接 that 引导的内容从句，再在其中嵌入 say 后面的内容从句"是阅读里非常常见的报道类句式。掌握这种结构后，迁移到新闻、说明文和考试阅读都很有帮助。

Until students are able to resist the pull of social networking, texting, and endlessly surfing the web, they may continue to struggle in their classes.

第4段，第4句

"Until" 引导的时间或条件状语从句前置主句，这是四六级和考研英语阅读中常见的句式结构。主句使用情态动词表达推测或可能性，也是高频考点。整体结构具有较强的代表性，掌握后可迁移到大量类似句子，典型性较高。

HIGH-FREQUENCY · 真题高频词

本篇出现的 45 个英语六级真题高频词

下列单词既在本篇英文短文中出现，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。

digital B1

adj. 数字的

本篇4次 · 真题 72 句

device B1

n. 设备

本篇4次 · 真题 54 句

researcher B2

n. 研究人员

本篇3次 · 真题 363 句

performance B1

n. 表演

本篇3次 · 真题 98 句

effect A2

n. 影响

本篇2次 · 真题 191 句

professor B1

n. 教授（大学教师的最高职称）

本篇2次 · 真题 112 句

measure B1

v. 测量

本篇2次 · 真题 100 句

increasingly B2

adv. 越来越；日益；不断增加地

本篇2次 · 真题 78 句

internet A2

n. 互联网

本篇2次 · 真题 63 句

struggle B1

v. 奋斗

本篇2次 · 真题 54 句

smartphone

B1

n. 智能手机

本篇2次 · 真题 44 句

web

A2

n. 网站

本篇2次 · 真题 26 句

intellectual

C1

adj. 智力的

本篇2次 · 真题 22 句

distraction

B2

n. 分心

本篇2次 · 真题 21 句

laptop

A2

n. 笔记本电脑

本篇2次 · 真题 15 句

tablet

B1

n. 药片

本篇2次 · 真题 12 句

would

A1

aux. (will 的过去式) 将要, 会

本篇1次 · 真题 568 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

design

B1

n. 设计

本篇1次 · 真题 119 句

average

A2

adj. 平均的

本篇1次 · 真题 112 句

argue

B1

v. 争论

本篇1次 · 真题 106 句

academic

B2

adj. 学术的

本篇1次 · 真题 104 句

policy

B1

n. 政策

本篇1次 · 真题 103 句

decline

B2

v. 下降

本篇1次 · 真题 88 句

due

B1

adj. 预期的

本篇1次 · 真题 70 句

material B1

n. 材料

本篇1次·真题 66 句

significant B2

adj. 重要的

本篇1次·真题 65 句

strategy B2

n. 策略

本篇1次·真题 63 句

suffer B1

v. 遭受（痛苦、疾病、损失等）

本篇1次·真题 59 句

psychology B2

n. 心理学

本篇1次·真题 52 句

harm B1

n. 伤害

本篇1次·真题 46 句

previous B1

adj. 先前的

本篇1次·真题 44 句

decrease B1

v. 减少，降低

本篇1次·真题 28 句

implement B2

v. 实施

本篇1次·真题 28 句

regardless B2

adv. 不管

本篇1次·真题 27 句

educator B2

n. 教育工作者

本篇1次·真题 23 句

dependent B2

adj. 依靠的

本篇1次·真题 22 句

typical B1

adj. 典型的

本篇1次·真题 19 句

resist B2

v. 抵抗

本篇1次·真题 18 句

minimize B2

v. 使减少到最低限度

本篇1次·真题 15 句

filter B1

n. 过滤器

本篇1次·真题 13 句

alarm A2

n. 警报器

本篇1次 · 真题 12 句

worse A2

adj. 更糟的

本篇1次 · 真题 12 句

academically B2

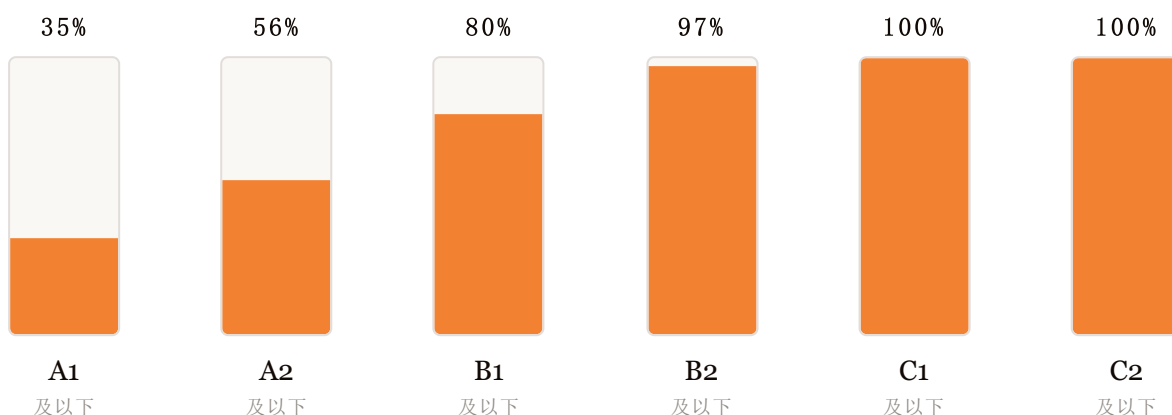
adv. 在学业上

本篇1次 · 真题 11 句

VOCABULARY · 词汇难度分布

全文 121 词按 CEFR 难度累积覆盖

带空短文去重后共 **121** 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 4 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 121 个 · 末柱为 100%

去重总词数

121

B2 以上难词

3%

B1 及以下覆盖

80%

英语六级 2018年12月·第2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）	本题
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）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2018年12月·第2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12月·第2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 16 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2套(2018-12)·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**.

A Pioneering Woman of Science Re-Emerges after 300 Years

A) Maria Sibylla Merian, like many European women of the 17th century, stayed busy managing a household and rearing children. But on top of that, Merian, a German-born woman who lived in the Netherlands, also managed a successful career as an artist, botanist, naturalist and entomologist(昆虫学家).

Maria Sibylla Merian与17世纪许多欧洲女性一样,忙于操持家务和抚养子女。但除此之外,这位出生于德国、生活在荷兰的女性还成功地从事着艺术家、植物学家、博物学家和昆虫学家的职业。

B) "She was a scientist on the level with a lot of people we spend a lot of time talking about," said Kay Etheridge, a biologist at Gettysburg College in Pennsylvania who has been studying the scientific history of Merian's work. "She didn't do as much to change biology as Charles Darwin, but she was significant."

"她是一位科学家,其水平可与许多我们花大量时间讨论的人物相媲美,"宾夕法尼亚州葛底斯堡学院的生物学家Kay Etheridge说,她一直在研究Merian工作的科学史。"她对生物学的改变不及Charles Darwin那么大,但她的贡献是重要的。"

C) At a time when natural history was a valuable tool for discovery, Merian discovered facts about plants and insects that were not previously known. Her observations helped dismiss the popular belief that insects spontaneously emerged from mud. The knowledge she collected over decades didn't just satisfy those curious about nature, but also provided valuable insights into medicine and science. She

was the first to bring together insects and their habitats, including food they ate, into a single ecological composition.

在自然史是一种宝贵的发现工具的时代,Merian发现了关于植物和昆虫的前所未知的事实。她的观察帮助驳斥了昆虫从泥土中自然产生这一流行观念。她数十年间收集的知识不仅满足了那些对自然好奇的人,还为医学和科学提供了宝贵的见解。她是第一个将昆虫及其栖息地(包括它们的食物)整合到单一生态构图中的的人。

- D) After years of pleasing a fascinated audience across Europe with books of detailed descriptions and life-size paintings of familiar insects, in 1699 she sailed with her daughter nearly 5,000 miles from the Netherlands to South America to study insects in the jungles of what is now known as Suriname. She was 52 years old. The result was her masterpiece, *Metamorphosis Insectorum Surinamensium*.

在用详细描述和真实尺寸的常见昆虫绘画取悦欧洲各地着迷的观众多年之后,1699年她与女儿从荷兰航行近5000英里到达南美洲,研究现今称为苏里南的丛林中的昆虫。当时她52岁。其成果是她的杰作《苏里南昆虫变态》。

- E) In her work, she revealed a side of nature so exotic, dramatic and valuable to Europeans of the time that she received much acclaim. But a century later, her findings came under scientific criticism. Shoddy(粗糙的) reproductions of her work along with setbacks to women's roles in 18th- and 19th-century Europe resulted in her efforts being largely forgotten. "It was kind of stunning when she sort of dropped off into oblivion(遗忘)," said Dr. Etheridge. "Victorians started putting women in a box, and they're still trying to crawl out of it."

在她的作品中,她揭示了自然界如此奇异、戏剧性且对当时欧洲人如此宝贵的一面,因而获得了广泛赞誉。但一个世纪后,她的发现受到了科学批评。她作品的粗糙复制品,加上18、19世纪欧洲女性角色的倒退,导致她的努力在很大程度上被遗忘。"当她逐渐被遗忘时,这有点令人震惊,"Etheridge博士说。"维多利亚时代的人开始把女性限制在一个框架里,而她们至今仍在努力挣脱出来。"

- F) Today, the pioneering woman of the sciences has re-emerged. In recent years, feminists, historians and artists have all praised Merian's tenacity(坚韧), talent and inspirational artistic compositions. And now biologists like Dr. Etheridge are digging into the scientific texts that accompanied her art. Three hundred years after her death, Merian will be celebrated at an international symposium in Amsterdam this June.

今天,这位科学界的先驱女性重新出现。近年来,女权主义者、历史学家和艺术家都赞扬了Merian的坚韧、才华和富有启发性的艺术构图。现在像Etheridge博士这样的生物学家正在深入研究伴随她艺术作品的科学文本。在她去世300年后,今年6月Merian将在阿姆斯特丹的一场国际研讨会上受到纪念。

- G) And last month, *Metamorphosis Insectorum Surinamensium* was republished. It contains 60 plates(插图) and original descriptions, along with stories about Merian's life and updated scientific descriptions. Before writing *Metamorphosis*, Merian spent decades documenting European plants and insects that she published in a series of books. She began in her 20s, making textless, decorative paintings of flowers with insects. "Then she got really serious," Dr. Etheridge said. Merian started raising insects at home, mostly butterflies and caterpillars. "She would sit up all night until they came out of the pupa(蛹) so she could draw them," she said.

上个月,《苏里南昆虫变态》再版了。它包含60幅插图和原始描述,以及关于Merian生平的故事和更新的科学描述。在撰写《变态》之前,Merian花了数十年记录欧洲植物和昆虫,并以一系列书籍出版。她从20多岁开始,绘制无文字的、装饰性的花卉与昆虫画作。"然后她变得真正认真起来,"Etheridge博士

说。Merian开始在家饲养昆虫,主要是蝴蝶和毛虫。"她会整夜不睡,直到它们从蛹中出来,这样她就能画下它们,"她说。

- H) The results of her decades' worth of careful observations were detailed paintings and descriptions of European insects, followed by unconventional visuals and stories of insects and animals from a land that most at the time could only imagine. It's possible Merian used a magnifying glass to capture the detail of the split tongues of sphinx moths(斯芬克斯飞蛾) depicted in the painting. She wrote that the two tongues combine to form one tube for drinking nectar(花蜜). Some criticized this detail later, saying there was just one tongue, but Merian wasn't wrong. She may have observed the adult moth just as it emerged from its pupa. For a brief moment during that stage of its life cycle, the tongue consists of two tiny half-tubes before merging into one.

她数十年细致观察的成果是对欧洲昆虫的详细绘画和描述,随后是关于一片大多数当时人只能想象的土地上的昆虫和动物的非传统视觉作品和故事。Merian可能使用了放大镜来捕捉画作中描绘的斯芬克斯飞蛾分叉舌头的细节。她写道,两条舌头结合形成一根管子来吸食花蜜。一些人后来批评这一细节,说只有一条舌头,但Merian并没有错。她可能观察到了成年飞蛾刚从蛹中羽化的时刻。在其生命周期的那个短暂阶段,舌头由两条微小的半管组成,之后才合并成一条。

- I) It may not have been ladylike to depict a giant spider devouring a hummingbird, but when Merian did it at the turn of the 18th century, surprisingly, nobody objected. Dr. Etheridge called it revolutionary. The image, which also contained novel descriptions of ants, fascinated a European audience that was more concerned with the exotic story unfolding before them than the gender of the person who painted it.

描绘一只巨型蜘蛛吞食蜂鸟可能不符合淑女风范,但当Merian在18世纪之交这样做时,令人惊讶的是,没有人反对。Etheridge博士称其具有革命性。这幅图像还包含了关于蚂蚁的新颖描述,令欧洲观众着迷,他们更关心在他们面前展开的异国故事,而不是绘制它的人的性别。

- J) "All of these things shook up their nice, neat little view," Dr. Etheridge said. But later, people of the Victorian era thought differently. Her work had been reproduced, sometimes incorrectly. A few observations were deemed impossible. "She'd been called a silly woman for saying that a spider could eat a bird," Dr. Etheridge said. But Henry Walter Bates, a friend of Charles Darwin, observed it and put it in a book in 1863, proving Merian was correct.

"所有这些事情动摇了他们美好、整洁的小世界观,"Etheridge博士说。但后来,维多利亚时代的人有不同的看法。她的作品被复制,有时不准确。一些观察被认为是不可能的。"她因说蜘蛛可以吃鸟而被称为愚蠢的女人,"Etheridge博士说。但Charles Darwin的朋友Henry Walter Bates观察到了这一现象,并在1863年将其写入一本书中,证明Merian是正确的。

- K) In the same plate, Merian depicted and described leaf-cutter ants for the first time. "In America there are large ants which can eat whole trees bare as a broom handle in a single night," she wrote in the description. Merian noted how the ants took the leaves below ground to their young. And she wouldn't have known this at the time, but the ants use the leaves to farm fungi(菌类) underground to feed their developing babies.

在同一幅插图中,Merian首次描绘和描述了切叶蚁。"在美洲有大型蚂蚁,它们能在一夜之间把整棵树啃得像扫帚把一样光秃,"她在描述中写道。Merian注意到蚂蚁如何将叶子带到地下给它们的幼虫。她当时不可能知道这一点,但蚂蚁用叶子在地下培育菌类来喂养它们发育中的幼体。

- L) Merian was correct about the giant bird-eating spiders, ants building bridges with their bodies and other details. But in the same drawing, she incorrectly lumped together army and leaf-cutter ants. And instead of showing just the typical pair of eggs in a hummingbird nest, she painted four. She made other mistakes in *Metamorphosis Insectorum Surinamensium* as well: not every caterpillar and butterfly matched.

Merian关于巨型食鸟蜘蛛、用身体搭桥的蚂蚁和其他细节的描述是正确的。但在同一幅画中,她错误地将行军蚁和切叶蚁混为一谈。她没有只画蜂鸟巢中典型的一对卵,而是画了四个。她在《苏里南昆虫变态》中还犯了其他错误:并非每只毛虫和蝴蝶都匹配。

- M) Perhaps one explanation for her mistakes is that she cut short her Suriname trip after getting sick, and completed the book at home in Amsterdam. And errors are common among some of history's most-celebrated scientific minds, too. "These errors no more invalidate Ms. Merian's work than do well-known misconceptions published by Charles Darwin or Isaac Newton," Dr. Etheridge wrote in a paper that argued that too many have wrongly focused on the mistakes of her work.

也许对她错误的一个解释是,她因生病而缩短了苏里南之行,并在阿姆斯特丹的家中完成了这本书。而且错误在一些历史上最著名的科学头脑中也很常见。"这些错误并不比Charles Darwin或Isaac Newton发表的众所周知的错误概念更能使Merian女士的工作失效,"Etheridge博士在一篇论文中写道,该论文认为太多人错误地关注了她作品中的错误。

- N) Merian's paintings inspired artists and ecologists. In an 1801 drawing from his book, *General Zoology Amphibia*, George Shaw, an English botanist and zoologist, credited Merian for describing a frog in the account of her South American expedition, and named the young tree frog after her in his portrayal of it. It wouldn't be fair to give Merian all the credit. She received assistance naming plants, making sketches and referencing the work of others. Her daughters helped her color her drawings.

Merian的绘画启发了艺术家和生态学家。在他的著作《两栖类总动物学》的1801年绘图中,英国植物学家和动物学家George Shaw称赞Merian在她的南美探险记录中描述了一种青蛙,并在他对它的描绘中以她的名字命名了这种幼年树蛙。将所有功劳归于Merian是不公平的。她在命名植物、绘制草图和参考他人的工作方面得到了帮助。她的女儿们帮助她给画作上色。

- O) Merian also made note of the help she received from the natives of Suriname, as well as slaves or servants that assisted her. In some instances she wrote moving passages that included her helpers in descriptions. As she wrote in her description of the peacock flower, "The Indians, who are not treated well by their Dutch masters, use the seeds to abort their children, so that they will not become slaves like themselves. The black slaves from Guinea and Angola have demanded to be well treated, threatening to refuse to have children. In fact, they sometimes take their own lives because they are treated so badly, and because they believe they will be born again, free and living in their own land. They told me this themselves."

Merian还记录了她从苏里南当地人以及协助她的奴隶或仆人那里获得的帮助。在某些情况下,她写下了动人的段落,在描述中包括了她的助手。正如她在对孔雀花的描述中所写:"印第安人没有得到荷兰主人的善待,他们用这种种子堕掉自己的孩子,这样他们就不会像自己一样成为奴隶。来自几内亚和安哥拉的黑奴要求得到善待,威胁拒绝生育。事实上,他们有时会自杀,因为他们受到如此恶劣的对待,并且因为他们相信自己会重生,自由地生活在自己的土地上。他们亲口告诉我这些。"

P) Londa Schiebinger, a professor of the history of science at Stanford University, called this passage rather astonishing. It's particularly striking centuries later when these issues are still prominent in public discussions about social justice and women's rights. "She was ahead of her time," Dr. Etheridge said.

斯坦福大学科学史教授Londa Schiebinger称这段话相当令人震惊。几个世纪后,当这些问题在关于社会正义和妇女权利的公共讨论中仍然突出时,这段话尤其引人注目。"她超越了她的时代,"Etheridge博士说。

陈述句与逐句解析

36. Merian was the first scientist to study a type of American ant.

Merian是第一位研究某种美洲蚂蚁的科学家。

【答案】 **K** 段 (强锚点)

【锚点】 首次研究某种美洲蚂蚁

【定位】 In the same plate, Merian depicted and described leaf-cutter ants for the first time. "In America there are large ants which can eat whole trees bare as a broom handle in a single night," she wrote in the description.

在同一张插图里, Merian 首次描绘并描述了切叶蚁。她在描述中写道:“在美洲, 有一种大蚂蚁能在一夜之间把整棵树啃得像扫帚柄一样光秃。”

【改写】 the first scientist to study ↔ **depicted and described leaf-cutter ants for the first time**
first 同义还原

a type of American ant ↔ **In America there are large ants 与 leaf-cutter ants**
上位 → 下位 + 地点同义

【辨邻】 **L** 段确实出现 army and leaf-cutter ants, 但说的是“她错把行军蚁和切叶蚁混在一起”, 对应的是题干 Q43“偶有错误”, 不是 Q36“首次研究”。

incorrectly lumped together army and leaf-cutter ants

37. The European audience was more interested in Merian's drawings than her gender.

欧洲观众对Merian的绘画作品比对她的性别更感兴趣。

【答案】 **I** 段 (强锚点)

【锚点】 更关心画作而非性别

【定位】 The image, which also contained novel descriptions of ants, fascinated a European audience that was more concerned with the exotic story unfolding before them than the gender of the person who painted it.

这幅画还附有对蚂蚁的新颖描述, 让欧洲读者深为着迷——他们更关心眼前展开的异域故事, 而不是画家本人的性别。

【改写】 more interested in ↔ **more concerned with**

情感动词同义替换

Merian's drawings ↔ **the exotic story unfolding before them**

指代同一对象

her gender ↔ **the gender of the person who painted it**

代词 her 还原成定语从句

38. Merian's masterpiece came under attack a century after its publication.

Merian的杰作在出版一个世纪后遭到了批评。

【答案】 **E** 段 (强锚点)

【锚点】 出版一个世纪后遭攻击

【定位】 In her work, she revealed a side of nature so exotic, dramatic and valuable to Europeans of the time that she received much acclaim. But a century later, her findings came under scientific criticism.

在她的作品中，她揭示了大自然如此奇异、戏剧化且对当时欧洲人极有价值的一面，使她广受赞誉。但一个世纪后，她的研究发现遭到了科学界的批评。

【改写】 came under attack ↔ **came under scientific criticism**

attack ↔ criticism 同义替换

a century after its publication ↔ **a century later**

时间状语同义替换

Merian's masterpiece ↔ **her findings**

代表作 ↔ 研究发现

【辨邻】 **J** J 段确实写到她被骂 silly woman 以及 Henry Walter Bates...in a book in 1863 翻案，但它是 E 段“百年后受攻击”这件事的延伸细节，不是“作品受攻击”这一事件的首次陈述句；题干问的是“何时遭攻击”的首次表述，所以源头段在 E。

She'd been called a silly woman for saying that a spider could eat a bird

39. Merian's mistakes in her drawings may be attributed to her shortened stay in South America.

Merian绘画中的错误可能归因于她在南美洲停留时间缩短。

【答案】 **M** 段 (强锚点)

【锚点】 缩短南美停留导致出错

【定位】 Perhaps one explanation for her mistakes is that she cut short her Suriname trip after getting sick, and completed the book at home in Amsterdam.

也许她出错的一个解释是：她因病提前结束了苏里南之行，并回到阿姆斯特丹家中完成了这本书。

【改写】 may be attributed to ↔ **one explanation for her mistakes is that**

归因表达同义

her shortened stay in South America ↔ **she cut short her Suriname trip**

动 ↔ 名 + 地名上下位

Merian's mistakes in her drawings ↔ **her mistakes**

范围一致

【辨邻】 **L** L 段把 incorrectly lumped together army and leaf-cutter ants、she painted four、not every caterpillar and butterfly matched ——列出，但完全没解释“为什么”，归因解释在下一段 M 才出现。

Merian was correct about the giant bird-eating spiders, ants building bridges with their bodies and other details. But in the same drawing, she incorrectly lumped together army and leaf-cutter ants.

40. Merian often sat up the whole night through to observe and draw insects.

Merian 经常彻夜不眠地观察和绘制昆虫。

【答案】 **G** 段（强锚点）

【锚点】 通宵观察绘画

【定位】 She would sit up all night until they came out of the pupa so she could draw them.

她常常彻夜守候，直到蝴蝶、毛毛虫破蛹而出，好趁机把它们画下来。

【改写】 sat up the whole night through ↔ **sit up all night**

短语同义

to observe and draw insects ↔ **until they came out of the pupa so she could draw them**

动作流程映射

【辨邻】 **H** H 段写 The results of her decades' worth of careful observations were detailed paintings and descriptions，强调成果与可能借助 a magnifying glass 的细节，未提“通宵守候”这一工作方式，不承担 Q40 的“通宵 + 画”。

The results of her decades' worth of careful observations were detailed paintings and descriptions of European insects

41. Merian acknowledged the help she got from natives of South America.

Merian 对她从南美洲当地人那里得到的帮助表示了感谢。

【答案】 **O** 段（强锚点）

【锚点】 致谢南美原住民

【定位】 Merian also made note of the help she received from the natives of Suriname, as well as slaves or servants that assisted her.

Merian 还专门记下了她从苏里南原住民那里得到的帮助，以及奴隶或仆人对她的协助。

【改写】 acknowledged the help ↔ **made note of the help**

短语同义

natives of South America ↔ **the natives of Suriname**

地名上下位

【辨邻】 **N** N 段写 She received assistance naming plants, making sketches and referencing the work of others. Her daughters helped her color her drawings, 致谢对象是合作者与女儿, 不是 natives; 题干指明“原住民”, 源头段必须在 O。

She received assistance naming plants, making sketches and referencing the work of others. Her daughters helped her color her drawings.

42. Merian contributed greatly to people's better understanding of medicine and science.

Merian 为人们更好地理解医学和科学做出了巨大贡献。

【答案】 **C** 段 (强锚点)

【锚点】 促进对医学与科学理解

【定位】 The knowledge she collected over decades didn't just satisfy those curious about nature, but also provided valuable insights into medicine and science.

她数十年间收集的知识不仅满足了那些对自然好奇的人, 还为医学和科学提供了有价值的洞见。

【改写】 contributed greatly to ↔ **provided valuable insights into**

贡献动词同义

people's better understanding of medicine and science ↔

valuable insights into medicine and science

名词化等值

【辨邻】 **B** B 段 She didn't do as much to change biology as Charles Darwin, but she was significant 是把她放进科学家序列做对标评价, 未提“医学与科学”的具体贡献, 无法承担 Q42 的“促进医学与科学理解”。

She didn't do as much to change biology as Charles Darwin, but she was significant

43. Merian occasionally made mistakes in her drawings of insects and birds.

Merian 在绘制昆虫和鸟类时偶尔会犯错误。

【答案】 **L** 段 (强锚点)

【锚点】 昆虫与鸟的绘画偶有错

【定位】 But in the same drawing, she incorrectly lumped together army and leaf-cutter ants. And instead of showing just the typical pair of eggs in a hummingbird nest, she painted four. She made other mistakes in *Metamorphosis Insectorum Surinamensium* as well: not every caterpillar and butterfly matched.

但是在同一张画里，她错误地把行军蚁和切叶蚁混在一起。她没有画一窝两枚的典型蜂鸟蛋数量，而是画了四枚。她在《苏里南昆虫变态》里还犯过其他错误：并不是每条毛毛虫都和对应的蝴蝶相配。

【改写】 occasionally made mistakes in her drawings ↔

she incorrectly lumped together army and leaf-cutter ants 与 She made other mistakes in *Metamorphosis Insectorum Surinamensium* as well

副词 ↔ 错误清单

insects and birds ↔ ants 与 in a hummingbird nest

上位 ↔ 下位双指代

【辨邻】 M M 段 she cut short her Suriname trip after getting sick, and completed the book at home in Amsterdam 解释错的成因，并把她错误与达尔文、牛顿做比较，但具体错处罗列在 L 段；问“哪儿画错”必须落在 L。

These errors no more invalidate Ms. Merian's work than do well-known misconceptions published by Charles Darwin or Isaac Newton

H H 段 Some criticized this detail later, saying there was just one tongue, but Merian wasn't wrong 是被误批但其实正确的故事，与“偶有犯错”方向相反。

Some criticized this detail later, saying there was just one tongue, but Merian wasn't wrong.

44. Now, Merian's role as a female forerunner in sciences has been re-established.

现在,Merian作为科学界女性先驱的角色已经得到重新确立。

【答案】 F 段 (强锚点)

【锚点】 女性先驱地位被重新确立

【定位】 Today, the pioneering woman of the sciences has re-emerged.

今天，这位科学领域的女性先驱已经重新浮现。

【改写】 Now ↔ Today

时间副词同义

a female forerunner in sciences ↔ the pioneering woman of the sciences

同义短语

has been re-established ↔ has re-emerged

前缀 re- 共享

【辨邻】 B 段 She was a scientist on the level with a lot of people we spend a lot of time talking about 是肯定她的地位评价，缺少“先被遗忘 → 现在被重新确立”的时间转折。

She was a scientist on the level with a lot of people we spend a lot of time talking about

45. Merian made a long voyage to South America to study jungle insects over three centuries ago.

三个多世纪以前,Merian进行了一次前往南美洲的长途航行以研究丛林昆虫。

【答案】 D 段 (强锚点)

【锚点】 三百多年前远航南美研究昆虫

【定位】 After years of pleasing a fascinated audience across Europe with books of detailed descriptions and life-size paintings of familiar insects, in 1699 she sailed with her daughter nearly 5,000 miles from the Netherlands to South America to study insects in the jungles of what is now known as Suriname.

在多年以详尽描述与等大昆虫画作取悦痴迷的欧洲读者之后，1699 年她带着女儿从荷兰航行近 5000 英里来到南美，在今天被称为苏里南的丛林里研究昆虫。

【改写】 made a long voyage to South America ↔

she sailed with her daughter nearly 5,000 miles from the Netherlands to South America

名 ↔ 动 + 量级

to study jungle insects ↔ to study insects in the jungles

定语前后置等值

over three centuries ago ↔ in 1699

年份反算成相对时间

【辨邻】 M 段 she cut short her Suriname trip after getting sick 讲的是这次远航被缩短，不是“启程远航”的事件本体；远航这一动作本身的源头在 D。

she cut short her Suriname trip after getting sick, and completed the book at home in Amsterdam

PARAGRAPH MAP • 段落主旨图

16 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 介绍 Merian 的身份与多重角色：17 世纪德国出生、生活在荷兰的女性，既要操持家务育儿，又以艺术家、植物学家、博物学家、昆虫学家身份建立成功事业。

信息指纹 身份多重

B 借 Gettysburg College 生物学家 Etheridge 之口给 Merian 定位科学史地位：与 Darwin 相比她改写生物学的力度小一些，但同属值得被反复谈论的科学家。

信息指纹 对标达尔文

C 总述 Merian 的科学贡献：她发现了此前未知的植物与昆虫事实，帮助破除昆虫自泥土自发产生的旧说，知识还为医学和科学提供了有价值的洞见，并首次把昆虫与其栖息地（含食物）合到一张生态图里。

信息指纹 医学科学贡献

D 讲她 1699 年携女儿从荷兰航行近 5000 英里到南美（今苏里南）丛林研究昆虫，时年 52 岁；这次远航成就了她的代表作 *Metamorphosis Insectorum Surinamensium*。

信息指纹 远航南美

E 她的作品起初在欧洲被高度赞誉，但一个世纪后遭到科学界批评；粗糙翻印加上 18-19 世纪欧洲女性地位倒退，使她长期被遗忘。

信息指纹 百年后遭批评

F 讲今天 Merian 作为科学先驱被重新发现：女性主义者、历史学家、艺术家都称赞她，生物学家在重新挖掘她随作品配套的科学文本，逝世三百年之际将于阿姆斯特丹召开国际研讨会。

信息指纹 当下被重新承认

G 讲她代表作上月被再版，并回顾她从 20 多岁起的工作：先画无文字的花卉昆虫装饰画，后来在家饲养蝴蝶、毛毛虫，常常通宵守着等它们破蛹以便绘制。

信息指纹 通宵守蛹绘图

H 讲她数十年观察的成果——欧洲昆虫的详细绘画与描述，以及非常规的远方昆虫与动物图景；以斯芬克斯飞蛾“两根舌头”为例，说明她可能用放大镜捕捉到刚破蛹瞬间的半管舌结构，后被误批实则无误。

信息指纹 飞蛾双舌

I 讲她在 18 世纪初描绘巨型蜘蛛吞食蜂鸟却未遭非议；那幅画还附有对蚂蚁的新颖描述，让欧洲读者更关心异域故事本身而非画家性别。

信息指纹 蜘蛛吞蜂鸟

J 维多利亚时代对她的态度反转：作品被错误翻印，部分观察被斥不可能，她甚至被骂“傻女人”；后来达尔文之友 Henry Walter Bates 于 1863 年实地观察并著书，证明她对蜘蛛能吃鸟一事是对的。

信息指纹 Bates 平反

K 在同一张图里她首次描绘并描述切叶蚁，称美洲存在能一夜吃光整棵树叶的大蚂蚁；她还注意到这些蚂蚁把叶子带到地下喂幼蚁，虽未知它们其实是用叶子培养真菌喂幼。

信息指纹 首记切叶蚁

L 讲她虽在多项观察上正确，但在同一张图里把行军蚁与切叶蚁错混；蜂鸟巢里画了四枚蛋而非两枚；代表作里也有毛毛虫与蝴蝶不匹配等其他错误。

信息指纹 图中具体错误

M 为这些错误提供一种解释：她在苏里南因病提前结束行程、回阿姆斯特丹补完书；并以达尔文、牛顿亦有名错为参照，认为不应放大她的错误。

信息指纹 因病提前回国

N 说明她的绘画启发了后世艺术家与生态学家：1801 年英国博物学家 George Shaw 在其著作里把一种树蛙以她命名；并提醒不应把功劳全归她，她也得到过命名植物、绘草图、参考他人著作以及女儿上色等帮助。

信息指纹 树蛙以她命名

O 讲她在书里记下苏里南原住民、奴隶或仆人对她的帮助，并写下感人段落引述他们关于孔雀花种子用于堕胎、不愿生孩为奴、宁可自杀以求来世自由等控诉。

信息指纹 致谢原住民与奴隶

P

斯坦福科学史教授 Londa Schiebinger 评价 O 段那段话相当令人惊讶；Etheridge 称她“超越她那个时代”。

信息指纹 超前于时代

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。

But on top of that, Merian, a German-born woman who lived in the Netherlands, also managed a successful career as an artist, botanist, naturalist and entomologist(昆虫学家).

A段，第2句

主语后接同位语、同位语中嵌套定语从句的结构在四六级和考研阅读中较为常见,尤其是介绍人物背景时经常使用这种模式。掌握这种结构对理解传记类、说明类文章有较高的迁移价值。

"She was a scientist on the level with a lot of people we spend a lot of time talking about," said Kay Etheridge, a biologist at Gettysburg College in Pennsylvania who has been studying the scientific history of Merian's work.

B段，第1句

本句成分丰富且含多个易错点。主句倒装结构可练习主谓宾识别,宾语从句包含主系表结构和复杂表语,限制性定语从句省略关系代词且包含宾语补足语结构,非限制性定语从句中关系代词作主语。此外,同位语的识别、定语从句边界的判断、宾语补足语与谓语的区分等都是典型考点。句子覆盖主语、谓语、宾语、表语、宾语补足语、同位语、定语从句主语等多种成分,练习价值高

At a time when natural history was a valuable tool for discovery, Merian discovered facts about plants and insects that were not previously known.

C段，第1句

句子覆盖了主谓宾、主系表、时间状语、定语从句（含关系副词 when 和关系代词 that）、被动语态等多种成分和结构，且两个定语从句分别修饰不同位置的名词（状语中的名词和宾语中的名词），适合练习识别不同位置的定语从句和区分主动被动语态，训练价值较高。

For a brief moment during that stage of its life cycle, the tongue consists of two tiny half-tubes before merging into one.

H段，第6句

句中涵盖主语、谓语、时间状语、定语(介词短语作定语)等多种成分,且有两个时间状语形成层次,适合练习状语识别和介词短语的功能判断,训练价值中等。

"In America there are large ants which can eat whole trees bare as a broom handle in a single night," she wrote in the description.

K段，第2句

本句成分丰富：外层主句包含主语、谓语、宾语、地点状语；宾语从句是存现句，包含主语、谓语、地点状语；定语从句包含主语、谓语、宾语、宾语补足语、方式状语、时间状语。特别是宾语补足语 bare 和方式状语 as a broom handle 的组合，以及存现句主语位置的识别，都是值得练习的易错点。引语作宾语和定语从句修饰也是常考结构。

She made other mistakes in Metamorphosis Insectorum Surinamensium as well: not every caterpillar and butterfly matched.

L段，第4句

“主句 + 冒号 + 具体说明”是阅读中常见的展开方式，第二分句里的“并非每一个都.....”也很典型。掌握这种通过标点判断后文作用的方法，迁移性较强。

"These errors no more invalidate Ms. Merian's work than do well-known misconceptions published by Charles Darwin or Isaac Newton," Dr. Etheridge wrote in a paper that argued that too many have wrongly focused on the mistakes of her work.

M段，第3句

这句在结构辨认上非常有代表性，且包含多个常见但容易出错的层级点，适合作为重点训练材料。虽然时态本身不算最难，但与结构分析结合后，整体训练收益很高。

As she wrote in her description of the peacock flower, "The Indians, who are not treated well by their Dutch masters, use the seeds to abort their children, so that they will not become slaves like themselves. The black slaves from Guinea and Angola have demanded to be well treated, threatening to refuse to have children. In fact, they sometimes take their own lives because they are treated so badly, and because they believe they will be born again, free and living in their own land. They told me this themselves."

0段，第3句

本句是极佳的划成分练习材料。不仅涵盖了双宾语（told me this）、反身代词作同位语（themselves）、现在分词作伴随状语（threatening...）等常见考点，还涉及被动语态下的多重状语划分，训练价值极高。

The European audience was more interested in Merian's drawings than her gender.

第37题题干

主系表结构配合比较级是常见句式，"be interested in" 搭配和 "more...than" 比较结构在考试中频繁出现，具有一定代表性，但句子整体过于简单，缺少从句等复杂结构。

HIGH-FREQUENCY • 真题高频词

本篇出现的 103 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。

insect A2

n. 昆虫

本篇13次 · 真题 38 句

description B1

n. 描述

本篇8次 · 真题 26 句

drawing A2

n. 图画

本篇6次 · 真题 20 句

scientific B1

adj. 科学的

本篇5次 · 真题 103 句

later A1

adv. 以后, later

本篇4次·真题 87 句

would A1

aux. (will 的过去式) 将要, 会

本篇3次·真题 568 句

decade B1

n. 十年

本篇3次·真题 120 句

audience A2

n. 观众

本篇3次·真题 52 句

observe B2

v. 观察;注意到

本篇3次·真题 48 句

detail B1

n. 细节

本篇3次·真题 46 句

valuable B1

adj. 贵重的

本篇3次·真题 32 句

spider A2

n. 蜘蛛

本篇3次·真题 29 句

observation B2

n. 观察

本篇3次·真题 24 句

depict B2

v. 描绘

本篇3次·真题 17 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本篇2次·真题 94 句

credit B1

n. 赊购, 赊账

本篇2次·真题 54 句

contain B1

v. 包含, 含有

本篇2次·真题 52 句

native B1

adj. 本国的

本篇2次·真题 45 句

giant B1

adj. 巨大的

本篇2次·真题 34 句

emerge B2

v. 出现;浮现

本篇2次·真题 32 句

gender B1

n. 性别 (社会文化意义上的)

本篇2次 · 真题 28 句

exotic B2

adj. 异国情调的;外来的

本篇2次 · 真题 20 句

detailed B2

adj. 详细的, 细致的

本篇2次 · 真题 10 句

biologist B2

n. 生物学家

本篇2次 · 真题 9 句

error A2

n. 错误

本篇2次 · 真题 8 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

issue B1

n. 问题

本篇1次 · 真题 158 句

view A2

n. 观点, 看法

本篇1次 · 真题 134 句

finding B2

n. 调查结果

本篇1次 · 真题 121 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次 · 真题 112 句

argue B1

v. 争论

本篇1次 · 真题 106 句

career B1

n. 职业

本篇1次 · 真题 106 句

account A2

n. 账户

本篇1次 · 真题 93 句

demand B1

v. 坚决要求

本篇1次 · 真题 92 句

belief B1

n. 相信

本篇1次 · 真题 85 句

type A2

n. 类型

本篇1次·真题 84 句

understanding B1

n. 理解;领悟

本篇1次·真题 84 句

contribute B1

v. 捐献

本篇1次·真题 79 句

wrong A2

adj. 错误的

本篇1次·真题 66 句

significant B2

adj. 重要的

本篇1次·真题 65 句

mostly B1

adv. 主要地

本篇1次·真题 59 句

image A2

n. 形象, 印象

本篇1次·真题 57 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本篇1次·真题 57 句

reveal B2

v. 揭示

本篇1次·真题 54 句

concerned B1

adj. 担心的

本篇1次·真题 43 句

novel B1

n. 小说

本篇1次·真题 43 句

female A2

adj. 女性的

本篇1次·真题 42 句

interested A1

adj. 感兴趣的

本篇1次·真题 41 句

instance B2

n. 例子

本篇1次·真题 35 句

talent B1

n. 天赋

本篇1次·真题 35 句

habitat B2

n. (动植物的) 栖息地, 生长环境

本篇1次·真题 34 句

combine B1

v. (使) 结合、组合

本篇1次·真题 33 句

ecological B2

adj. 生态的

本篇1次·真题 33 句

original B1

adj. 最初的, 原始的

本篇1次·真题 33 句

series B1

n. 系列

本篇1次·真题 33 句

handle A2

v. 处理

本篇1次·真题 32 句

era B2

n. 时代

本篇1次·真题 31 句

explanation B1

n. 解释

本篇1次·真题 31 句

previously B1

adv. 以前, 先前 (指过去某个时间)

本篇1次·真题 31 句

stage A2

n. 阶段

本篇1次·真题 31 句

household B1

n. 家庭

本篇1次·真题 30 句

ahead A2

adv. 在前面

本篇1次·真题 29 句

attack A2

v. 攻击

本篇1次·真题 28 句

familiar B1

adj. 熟悉的

本篇1次·真题 28 句

largely B2

adv. 主要地

本篇1次·真题 28 句

greatly B1

adv. 非常

本篇1次·真题 27 句

visual B2

adj. 视觉的

本篇1次·真题 26 句

attribute B2

n. 属性

本篇1次 · 真题 23 句

differently A2

adv. 不同地

本篇1次 · 真题 23 句

acknowledge B2

v. 承认 (事实、错误等)

本篇1次 · 真题 20 句

inspire B2

v. 激励

本篇1次 · 真题 20 句

threaten B1

v. 威胁;恐吓

本篇1次 · 真题 20 句

capture B1

v. 捕获

本篇1次 · 真题 19 句

insight B2

n. 洞察力

本篇1次 · 真题 19 句

typical B1

adj. 典型的

本篇1次 · 真题 19 句

assistance B1

n. 帮助

本篇1次 · 真题 16 句

brief B1

adj. 简短的;短暂的

本篇1次 · 真题 16 句

consist B2

v. 由...组成

本篇1次 · 真题 16 句

cycle B1

n. 循环

本篇1次 · 真题 16 句

deem C1

v. 认为, 视为 (正式用语)

本篇1次 · 真题 16 句

criticism B2

n. 批评

本篇1次 · 真题 15 句

occasionally B1

adv. 偶尔

本篇1次 · 真题 15 句

artistic B2

adj. 艺术的

本篇1次 · 真题 14 句

criticize B2

v. 批评

本篇1次·真题 14 句

document B1

n. 文件

本篇1次·真题 14 句

dramatic B2

adj. 巨大的

本篇1次·真题 14 句

publication B2

n. 出版物

本篇1次·真题 14 句

reproduce B2

v. 复制

本篇1次·真题 12 句

accompany B2

v. 陪同;陪伴

本篇1次·真题 11 句

curious B1

adj. 好奇的

本篇1次·真题 11 句

justice B2

n. 公正;正义

本篇1次·真题 11 句

setback B2

n. 挫折

本篇1次·真题 11 句

historian B2

n. 历史学家

本篇1次·真题 10 句

misconception C1

n. 错误的看法

本篇1次·真题 10 句

surprisingly B1

adv. 令人惊讶地

本篇1次·真题 10 句

biology B1

n. 生物学

本篇1次·真题 9 句

nest B1

n. 鸟巢

本篇1次·真题 9 句

stunning B2

adj. 极美的

本篇1次·真题 9 句

moving A2

adj. 令人感动的

本篇1次·真题 8 句

prominent C1

adj. 著名的
本篇1次·真题8句

reference B1

n. 提及
本篇1次·真题8句

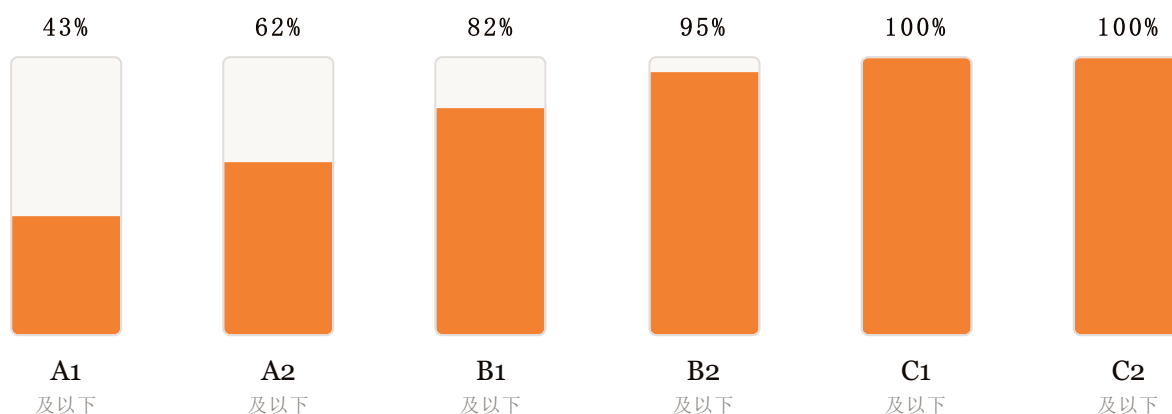
striking B2

adj. 引人注目的
本篇1次·真题8句

VOCABULARY · 词汇难度分布

全文 404 词按 CEFR 难度累积覆盖

全文去重后共 **404** 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 19 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 404 个·末柱为 100%

去重总词数

404

B2 以上难词

5%

B1 及以下覆盖

82%

英语六级 2018年12月·第2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 →

2018年12月·第2套 英语六级阅读理解（四选一） 第1篇·46-50 题 答案与解析

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析·46-50 题

本页 46-50 题的答案与逐题解析由懒笔记基于2018年12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 11 段原文（段首标 P1-P11 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(2018-12) · 六级

Part III Section C (1)

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 One

Questions 46 to 50 are based on the following passage.

P1 While human achievements in mathematics continue to reach new levels of complexity, many of us who aren't mathematicians at heart (or engineers by trade) may struggle to remember the last time we used calculus(微积分).

尽管人类在数学方面的成就不断达到新的复杂程度，但我们当中许多本质上不是数学家（或职业上不是工程师）的人可能很难记起上一次使用微积分是什么时候。

P2 It's a fact not lost on American educators, who amid rising math failure rates are debating how math can better meet the real-life needs of students. Should we change the way math is taught in schools, or eliminate some courses entirely?

美国教育工作者对这一事实并非不知情，他们在数学不及格率不断上升的情况下，正在讨论如何让数学更好地满足学生的现实生活需求。我们应该改变学校数学的教学方式，还是完全取消某些课程？

P3 Andrew Hacker, Queens College political science professor, thinks that advanced algebra and other higher-level math should be cut from curricula in favor of courses with more routine usefulness, like statistics.

Queens College政治学教授Andrew Hacker认为，应该从课程中削减高等代数和其他更高级别的数学，转而开设更具日常实用性的课程，比如统计学。

P4 "We hear on all sides that we're not teaching enough mathematics, and the Chinese are running rings around us," Hacker says. "I'm suggesting we're teaching too much mathematics to too many

people...not everybody has to know calculus. If you're going to become an aeronautical(航空的) engineer, fine. But most of us aren't."

"我们从各方面听到我们的数学教得不够，中国人把我们远远甩在后面，"Hacker说。"我的建议是，我们向太多人教授了太多数学.....不是每个人都必须懂微积分。如果你要成为一名航空工程师，那很好。但我们大多数人不会成为航空工程师。"

P5 Instead, Hacker is pushing for more courses like the one he teaches at Queens College: Numeracy 101. There, his students of "citizen statistics" learn to analyze public information like the federal budget and corporate reports. Such courses, Hacker argues, are a remedy for the numerical illiteracy of adults who have completed high-level math like algebra but are unable to calculate the price of, say, a carpet by area.

相反，Hacker正在推动开设更多像他在Queens College教授的那种课程：数字素养101。在那里，他的"公民统计学"学生学习分析联邦预算和企业报告等公共信息。Hacker认为，这类课程是那些已经完成代数等高级数学但却无法计算比如按面积计算地毯价格的成年人数字文盲问题的补救措施。

P6 Hacker's argument has met with opposition from other math educators who say what's needed is to help students develop a better relationship with math earlier, rather than teaching them less math altogether.

Hacker的观点遭到了其他数学教育工作者的反对，他们表示需要做的是帮助学生更早地与数学建立更好的关系，而不是完全少教他们数学。

P7 Maria Droujkova is a founder of Natural Math, and has taught basic calculus concepts to 5-year-olds. For Droujkova, high-level math is important, and what it could use in American classrooms is an injection of childlike wonder.

Maria Droujkova是Natural Math的创始人，曾向5岁儿童教授基础微积分概念。对Droujkova来说，高级数学很重要，而美国课堂需要注入的是孩童般的好奇心。

P8 "Make mathematics more available," Droujkova says. "Redesign it so it's more accessible to more kinds of people: young children, adults who worry about it, adults who may have had bad experiences."

"让数学更易获得，"Droujkova说。"重新设计它，使其更容易为更多类型的人所接受：幼儿、对数学感到担忧的成年人、可能有过不愉快经历的成年人。"

P9 Pamela Harris, a lecturer at the University of Texas at Austin, has a similar perspective. Harris says that American education is suffering from an epidemic of "fake math"—an emphasis on rote memorization(死记硬背) of formulas and steps, rather than an understanding of how math can influence the ways we see the world.

德克萨斯大学奥斯汀分校讲师Pamela Harris持有相似的观点。Harris说，美国教育正遭受"假数学"的流行病之苦——强调死记硬背公式和步骤，而不是理解数学如何影响我们看待世界的方式。

P10 Andrew Hacker, for the record, remains skeptical.
需要说明的是，Andrew Hacker仍持怀疑态度。

P11 "I'm going to leave it to those who are in mathematics to work out the ways to make their subject interesting and exciting so students want to take it," Hacker says. "All that I ask is that

alternatives be offered instead of putting all of us on the road to calculus."

"我会把如何让数学这门学科变得有趣和令人兴奋以便学生愿意学习它的工作留给那些从事数学工作的人，"Hacker说。"我要求的只是提供替代选择，而不是让我们所有人都走上通往微积分的道路。"

题目与逐题解析

46. What does the author say about ordinary Americans?

- A) They struggle to solve math problems.
- B) They think math is a complex subject.
- C) They find high-level math of little use.
- D) They work hard to learn high-level math.

作者对普通美国人有何看法？

- A) 他们在解决数学问题方面很吃力。 B) 他们认为数学是一门复杂的学科。
- C) 他们发现高等数学没什么用处。 D) 他们努力学习高等数学。

【答案】 C (细节题)

【判型】 题干 What does the author say about ordinary Americans? 是典型的"作者就 X 说了什么"问法，答案必须由原文一句具体表述支撑。

【拆句】 Q46 主干 What does the author say, 介词短语 about ordinary Americans 限定 say 的话题范围，结构平铺直叙，无陷阱。

【定位】 While human achievements in mathematics continue to reach new levels of complexity, many of us who aren't mathematicians at heart (or engineers by trade) may struggle to remember the last time we used calculus(微积分).

尽管人类在数学上的成就不断攀至新的复杂高度，我们中间那些天生不是数学家（也不是工程师出身）的大多数人，可能很难想起来上一次用微积分是什么时候了。

【选项】 A) 无中生有

They struggle to solve math problems. 把原文 struggle to remember 中的 struggle 直接挪用过来，但宾语换成 solve math problems，原文从未说普通人"做题困难"。

B) 偷换概念

原文 new levels of complexity 指"数学这门学科本身"在攀向新的复杂高度，They think math is a complex subject. 偷把这个客观属性偷换成"普通美国人主观觉得数学复杂"。

C) ✓ 正确

many of us who aren't mathematicians at heart (or engineers by trade) may struggle to remember the last time we used calculus

↔ They find high-level math of little use.

预判"普通人很少用到高等数学"与 They find high-level math of little use. 在语义上完全等值。

D) 与原文相反

They work hard to learn high-level math. 说普通人努力学高等数学，但原文 struggle to remember the last time we used calculus 表达的是"几乎用不上"，逻辑方向相反。

47. What is the general complaint about America's math education according to Hacker?

- A) America is not doing as well as China.
- B) Math professors are not doing a good job.
- C) It doesn't help students develop their literacy.
- D) There has hardly been any innovation for years.

根据Hacker的说法,人们对美国数学教育的普遍抱怨是什么?

- A) 美国做得不如中国好。
- B) 数学教授们没有做好工作。
- C) 它无助于学生培养读写能力。
- D) 多年来几乎没有任何创新。

【答案】 A (细节题)

【判型】 题干 according to Hacker 限定信息来源为 Hacker，要求回到 Hacker 的具体话语中找答案。

【拆句】 Q47 主干 What is the general complaint, 介词短语 about America's math education 限定话题，状语 according to Hacker 限定信息来源，三层修饰但语序自然。

【定位】 We hear on all sides that we're not teaching enough mathematics, and the Chinese are running rings around us.

我们四面八方都听到这样的声音：我们教的数学不够多，中国人正把我们远远甩在后面。

【选项】 A) ✓ 正确

the Chinese are running rings around us ↔ **America is not doing as well as China.**

预判"中国正在领先"的核心命题，与 America is not doing as well as China. 完全等值。

B) 无中生有

Math professors are not doing a good job. 把抱怨对象偷换成 Math professors，但原文众人抱怨的是"数学教得不够多"，没有指责具体教师。

C) 张冠李戴

literacy (识字/素养) 与本题无关，把 Hacker 在 numerical illiteracy 的 Q48 区域的论点搬来当 Q47 抱怨的内容；Q47 问的是众人抱怨的现状，不是 Hacker 自己的论点。

D) 无中生有

There has hardly been any innovation for years. 编造了一个"多年没创新"的抱怨，全文 P3-P11 都未提及"创新/innovation"这一话题。

48. What does Andrew Hacker's Numeracy 101 aim to do?

- A) Allow students to learn high-level math step by step.
- B) Enable students to make practical use of basic math.
- C) Lay a solid foundation for advanced math studies.
- D) Help students to develop their analytical abilities.

Andrew Hacker的Numeracy 101旨在做什么？

- A) 让学生循序渐进地学习高等数学。
- B) 使学生能够实际运用基础数学。
- C) 为高等数学学习打下坚实基础。
- D) 帮助学生培养分析能力。

【答案】 B (细节题)

【判型】 题干 What does Andrew Hacker's Numeracy 101 aim to do? 指向一处具体客观信息，由原文一句直接支撑。

【拆句】 Q48 主干 What does Andrew Hacker's Numeracy 101 aim to do, 所有格 Andrew Hacker's 修饰 Numeracy 101, 结构无陷阱。

【定位】 Such courses, Hacker argues, are a remedy for the numerical illiteracy of adults who have completed high-level math like algebra but are unable to calculate the price of, say, a carpet by area.

Hacker 认为，这类课程是给数字盲成年人的一剂良方——这些人学过代数等高等数学，却连按面积算地毯价格这种事都不会。

【选项】 A) 与原文相反

Allow students to learn high-level math step by step. 让学生循序渐进学高等数学；但 Hacker 在 advanced algebra and other higher-level math should be cut 主张删高等数学，Numeracy 101 是高等数学之外的 alternative，不可能 step by step 学高等数学。

B) ✓ 正确

are a remedy for the numerical illiteracy of adults who have completed high-level math like algebra but are unable to calculate the price of, say, a carpet by area

↔ **Enable students to make practical use of basic math.**

预判"让人会用基本数学做日常实事"与 Enable students to make practical use of basic math. 一致。

C) 与原文相反

Lay a solid foundation for advanced math studies. 说为"高等数学打基础"；但 Numeracy 101 教的是分析联邦预算、公司财报这类"公民统计"，目的就是替代高等数学之路，而不是为之打基础。

D) 偷换概念

Help students to develop their analytical abilities. 把 learn to analyze public information like the federal budget 里的 analyze 直接抓出做成"培养分析能力"，但课程的真正目的是 a remedy for the numerical illiteracy——治数字盲、让人会用基本数学，分析公共信息只是手段而非目的本身。

49. What does Maria Droujkova suggest math teachers do in class?

- A) Make complex concepts easy to understand.
- B) Start teaching children math at an early age.
- C) Help children work wonders with calculus.
- D) Try to arouse students' curiosity in math.

Maria Droujkova建议数学教师在课堂上做什么？

- A) 使复杂概念易于理解。 B) 尽早开始教儿童数学。 C) 帮助儿童用微积分创造奇迹。
- D) 努力激发学生对数学的好奇心。

【答案】 **A** (细节题)

【判型】 题干 What does Maria Droujkova suggest math teachers do 指向具体人物的具体建议，由原文一句直接承载。

【拆句】 Q49 主干 What does Maria Droujkova suggest, 宾语从句 math teachers do in class 省略了从属连词 that, math teachers 是宾从主语、do 是谓语；考生若没看出这是宾语从句，可能把 in class 错挂到 suggest 上。

【定位】 Make mathematics more available. Redesign it so it's more accessible to more kinds of people: young children, adults who worry about it, adults who may have had bad experiences.
"让数学更易接近,"Droujkova 说,"重新设计它, 让它对更多种人都更易于亲近: 小孩、对数学有畏惧的成人、有过糟糕经历的成人。"

【选项】 A) ✓ 正确

Redesign it so it's more accessible to more kinds of people: young children, adults who worry about it, adults who may have had bad experiences

↔ **Make complex concepts easy to understand.**

预判"让数学(包括复杂概念)变得易被各类人理解", 与 Make complex concepts easy to understand. 一致; Droujkova 立场是"高等数学要保留 + 重设计得让人易亲近", 正对应"把复杂概念变易懂"。

B) 以偏概全

Start teaching children math at an early age. 只抓住 taught basic calculus concepts to 5-year-olds 这一例证细节, 但那只是介绍 Droujkova 个人经历, 不是她给教师的建议; 她的建议是 Redesign it ... more accessible to more kinds of people, 对象包括儿童和各种成人, 不限于"早教孩子"。

C) 偷换概念

Help children work wonders with calculus. 中的 work wonders (创造奇迹) 原文无对应; 它把 P7 介绍 Droujkova 教 5 岁孩子微积分这一事实, 偷换成"让孩子用微积分创造奇迹", 含义被夸张了。

D) 张冠李戴

Try to arouse students' curiosity in math. 用的是 an injection of childlike wonder 中"孩童般的好奇"这层意思——但那是 Droujkova 对"美国课堂"的总体期望(行文走向), 不是她给教师的 in class 具体可执行建议; P8 才是"在课上该做什么"的祈使句段, 问题里 in class 把答案锚定到 P8。

50. What does Pamela Harris think should be the goal of math education?

- A) To enable learners to understand the world better.
- B) To help learners to tell fake math from real math.
- C) To broaden Americans' perspectives on math.
- D) To exert influence on world development.

Pamela Harris认为数学教育的目标应该是什么?

- A) 使学习者能够更好地理解世界。 B) 帮助学习者辨别虚假数学和真实数学。
- C) 拓宽美国人对数学的视野。 D) 对世界发展施加影响。

【答案】 C (细节题)

【判型】 题干 What does Pamela Harris think should be the goal of math education? 指向 Harris 的具体看法, 由原文一句直接支撑。

【拆句】 Q50 主干 What does Pamela Harris think, think 后嵌套主语从句 should be the goal of math education, what 同时充当从句的表语；句式有点绕，但语义指向明确——找 Harris 认为数学教育的目标。

【定位】 Harris says that American education is suffering from an epidemic of "fake math"—an emphasis on rote memorization(死记硬背) of formulas and steps, rather than an understanding of how math can influence the ways we see the world.

Harris 说，美国教育正在遭受一种“假数学”的流行病——强调对公式和步骤的死记硬背，而不是去理解数学如何影响我们看世界的方式。

【选项】 A) 偷换概念

To enable learners to understand the world better. 把宾语从 perspectives on math 偷换成 the world——Harris 强调的是数学对“看世界方式”的影响（让人对“数学如何影响视角”有理解），不是让人去“更好地理解世界”本身；目标的关注点是 math/perspectives on math, 不是 the world。

B) 无中生有

To help learners to tell fake math from real math. 把 fake math 这个 Harris 用来批评现状的词，偷做成“教育目标=让人区分假数学与真数学”；但 Harris 从未把“区分真假数学”当成教育目标，fake math 只是她给现状贴的诊断标签。

C) ✓ 正确

an understanding of how math can influence the ways we see the world ↔

To broaden Americans' perspectives on math.

预判“让人懂数学如何影响我们看世界”与 To broaden Americans' perspectives on math. 在语义上一致：对数学的视角被拓宽=理解数学如何影响我们看世界。注：标准答案为 C。

D) 过度推断

To exert influence on world development. 把 influence the ways we see the world（影响“看世界的方式”）夸张成“影响世界发展”——influence 的宾语由 ways we see the world（认知层面）被偷换成 world development（现实层面），推过了头。

SENTENCE INSIGHTS • 句子精讲

4 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。

It's a fact not lost on American educators, who amid rising math failure rates are debating how math can better meet the real-life needs of students.

第2段，第1句

这句结构有代表性，成分类型丰富，时态形式也足够让学习者练习辨认，但又没有复杂到难以下手。作为“句子结构 + 时态”训练材料，优先度较高。

Should we change the way math is taught in schools, or eliminate some courses entirely?

第2段，第2句

情态动词加并列谓语的疑问句、限制性定语从句修饰先行词（关系词省略）、被动语态表达，都是四六级和考研阅读中的高频句式。这种结构在议论文和学术类文本中反复出现，掌握后可广泛迁移。

"I'm going to leave it to those who are in mathematics to work out the ways to make their subject interesting and exciting so students want to take it," Hacker says.

第11段，第1句

引述句套宾语从句、定语从句修饰先行词、结果状语从句表达因果关系，都是四六级和考研真题中的高频句式。句子结构具有很强的典型性和可迁移性。

"All that I ask is that alternatives be offered instead of putting all of us on the road to calculus."

第11段，第2句

主句采用主系表结构，表语由 that 引导的表语从句充当，主语被定语从句修饰，这是四六级和考研阅读中常见的句式。表语从句中使用虚拟语气也是考试中频繁出现的考点，具有较高的代表性和复用价值。

HIGH-FREQUENCY · 真题高频词

本篇出现的 63 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。

hacker B2

n. 黑客 (非法入侵计算机系统者)

本篇9次 · 真题 17 句

better A1

adj. 更好的 (good 的比较级)

本篇3次 · 真题 205 句

professor B1

n. 教授 (大学教师的最高职称)

本篇2次 · 真题 112 句

enable B1

v. 使能够

本篇2次 · 真题 68 句

complex B2

adj. 复杂的, 难懂的

本篇2次 · 真题 61 句

concept B2

n. 概念

本篇2次 · 真题 59 句

struggle B1

v. 奋斗

本篇2次 · 真题 54 句

perspective B2

n. 观点

本篇2次 · 真题 38 句

advanced B2

adj. 先进的

本篇2次 · 真题 31 句

educator B2

n. 教育工作者

本篇2次 · 真题 23 句

learner A2

n. 学习者

本篇2次 · 真题 23 句

statistics B2

n. 统计数字

本篇2次 · 真题 9 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

relationship B1

n. 关系

本篇1次 · 真题 168 句

accord C1

n. (国家、团体间的) 协议

本篇1次 · 真题 167 句

rate A2

n. 速度

本篇1次·真题 121 句

argue B1

v. 争论

本篇1次·真题 106 句

understanding B1

n. 理解;领悟

本篇1次·真题 84 句

available A2

adj. 可获得的

本篇1次·真题 63 句

political B1

adj. 政治的

本篇1次·真题 59 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本篇1次·真题 59 句

aim B1

v. 瞄准

本篇1次·真题 57 句

solve A2

v. 解决 (问题、困难)

本篇1次·真题 54 句

innovation B2

n. 创新;革新(指行为或过程)

本篇1次·真题 53 句

debate B2

n. 辩论

本篇1次·真题 52 句

argument B1

n. 争论

本篇1次·真题 51 句

failure B1

n. 失败

本篇1次·真题 47 句

achievement B1

n. 成就

本篇1次·真题 44 句

practical B1

adj. 实际的

本篇1次·真题 42 句

alternative B2

n. 可供选择的事物

本篇1次·真题 41 句

citizen B1

n. 公民

本篇1次·真题 41 句

budget B1

n. 预算

本篇1次·真题 37 句

eliminate B2

v. 消除

本篇1次·真题 30 句

entirely B1

adv. 完全地

本篇1次·真题 29 句

federal B2

adj. 联邦（制）的

本篇1次·真题 29 句

analyze B2

v. 分析

本篇1次·真题 27 句

curriculum B2

n. 课程

本篇1次·真题 27 句

accessible B2

adj. 可到达的

本篇1次·真题 25 句

favor B1

n. 帮忙

本篇1次·真题 25 句

foundation B2

n. 基础;根基

本篇1次·真题 25 句

ordinary B1

adj. 普通的

本篇1次·真题 24 句

unable A2

adj. 不能的

本篇1次·真题 24 句

complaint B1

n. 抱怨

本篇1次·真题 23 句

routine B1

n. 常规

本篇1次·真题 23 句

earlier A2

adv. 较早地

本篇1次·真题 22 句

exciting A2

adj. 令人兴奋的

本篇1次·真题 22 句

emphasis B2

n. 强调

本篇1次·真题 18 句

founder B2

n. 创始人

本篇1次·真题 18 句

arouse C1

v. 激起, 引起 (情感、反应)

本篇1次·真题 17 句

curiosity B2

n. 好奇心

本篇1次·真题 17 句

corporate B2

adj. 公司的

本篇1次·真题 16 句

remedy B2

n. 治疗方法

本篇1次·真题 15 句

epidemic C1

n. 流行病

本篇1次·真题 14 句

literacy B2

n. 读写能力

本篇1次·真题 14 句

calculate B1

v. 计算

本篇1次·真题 13 句

formula B2

n. 公式

本篇1次·真题 13 句

altogether B2

adv. 完全地

本篇1次·真题 12 句

exert B2

v. 施加(力量、影响等)

本篇1次·真题 12 句

opposition B2

n. 反对

本篇1次·真题 12 句

broaden B2

v. 扩大

本篇1次·真题 9 句

complexity B2

n. 复杂性

本篇1次·真题 9 句

skeptical B2

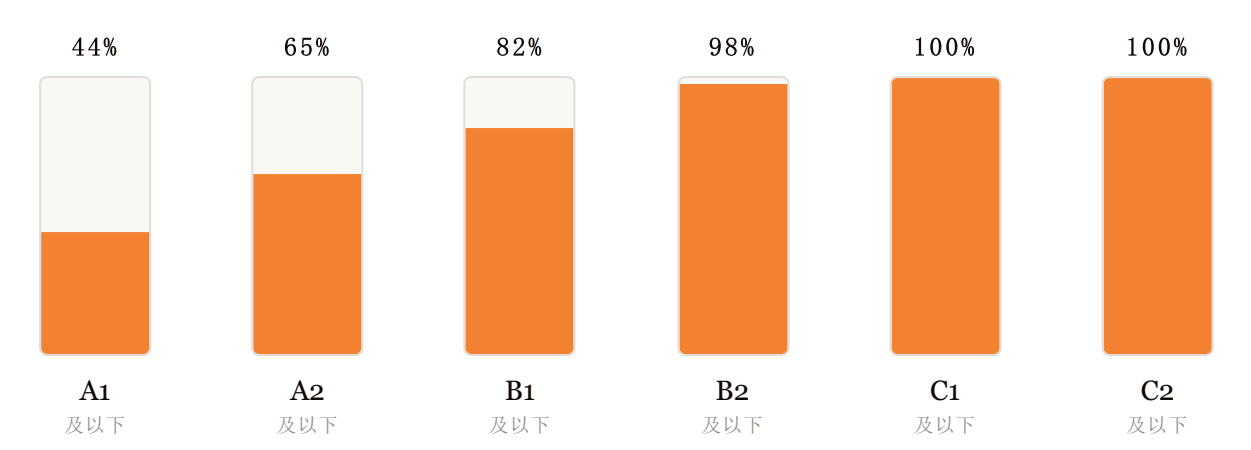
adj. 怀疑的

本篇1次·真题 9 句

VOCABULARY · 词汇难度分布

全文 216 词按 CEFR 难度累积覆盖

全文去重后共 **216** 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 4 个·约 2%。



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 216 个·末柱为 100%

去重总词数

216

B2 以上难词

2%

B1 及以下覆盖

82%

英语六级 2018年12月·第2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）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	本题
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 →

2018年12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12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 7 段原文（段首标 P1-P7 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(2018-12) · 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 For years, the U.S. has experienced a shortage of registered nurses. The Bureau of Labor Statistics projects that while the number of nurses will increase by 19 percent by 2022, demand will grow faster than supply, and that there will be over one million unfilled nursing jobs by then.

多年来,美国一直经历着注册护士短缺的问题。美国劳工统计局预测,到2022年护士数量将增加19%,但需求的增长速度将快于供给,届时将有超过一百万个护理职位空缺。

P2 So what's the solution? Robots.

那么解决方案是什么呢?机器人。

P3 Japan is ahead of the curve when it comes to this trend. Toyohashi University of Technology has developed Terapio, a robotic medical cart that can make hospital rounds, deliver medications and other items, and retrieve records. It follows a specific individual, such as a doctor or nurse, who can use it to record and access patient data. This type of robot will likely be one of the first to be implemented in hospitals because it has fairly minimal patient contact.

在这一趋势方面,日本走在了前列。丰桥技术科学大学开发了Terapio,这是一种机器人医疗推车,可以进行查房、递送药物和其他物品以及检索病历。它跟随特定的人,比如医生或护士,该人可以使用它来记录和访问患者数据。这类机器人可能会是最先在医院实施的机器人之一,因为它与患者的接触相当少。

P4 Robots capable of social engagement help with loneliness as well as cognitive functioning, but the robot itself doesn't have to engage directly—it can serve as an intermediary for human

communication. Telepresence robots such as MantaroBot, Vgo, and Giraff can be controlled through a computer, smartphone, or tablet, allowing family members or doctors to remotely monitor patients or Skype them, often via a screen where the robot's 'face' would be. If you can't get to the nursing home to visit grandma, you can use a telepresence robot to hang out with her. A 2016 study found that users had a "consistently positive attitude" about the Giraff robot's ability to enhance communication and decrease feelings of loneliness.

具有社交互动能力的机器人有助于缓解孤独感和改善认知功能,但机器人本身不必直接参与互动——它可以充当人类交流的中介。远程呈现机器人如MantaroBot、Vgo和Giraff可以通过电脑、智能手机或平板电脑控制,使家人或医生能够远程监护患者或与他们进行Skype视频通话,通常通过机器人"面部"所在位置的屏幕进行。如果你无法去养老院探望奶奶,你可以使用远程呈现机器人与她共度时光。2016年的一项研究发现,用户对Giraff机器人增强交流和减少孤独感的能力持有"始终如一的积极态度"。

P5 A robot's appearance affects its ability to successfully interact with humans, which is why the RIKEN-TRI Collaboration Center for Human-Interactive Robot Research decided to develop a robotic nurse that looks like a huge teddy bear. RIBA (Robot for Interactive Body Assistance), also known as "Robear," can help patients into and out of wheelchairs and beds with its strong arms.

机器人的外观影响其与人类成功互动的能力,这就是RIKEN-TRI人机交互机器人研究合作中心决定开发一款看起来像巨大泰迪熊的机器人护士的原因。RIBA(交互式身体辅助机器人),也被称为"Robear",可以用其强壮的手臂帮助患者上下轮椅和床。

P6 On the less cute and more scary side there is Actroid F, which is so human-like that some patients may not know the difference. This conversational robot companion has cameras in its eyes, which allow it to track patients and use appropriate facial expressions and body language in its interactions. During a month-long hospital trial, researchers asked 70 patients how they felt being around the robot and "only three or four said they didn't like having it around."

在不那么可爱而更吓人的一面,有Actroid F,它如此逼真以至于一些患者可能无法分辨差异。这款对话型机器人伴侣的眼睛里装有摄像头,使它能够追踪患者并在互动中使用恰当的面部表情和肢体语言。在为期一个月的医院试验期间,研究人员询问了70名患者对机器人陪伴的感受,"只有三四个人说他们不喜欢它在身边"。

P7 It's important to note that robotic nurses don't decide courses of treatment or make diagnoses (though robot doctors and surgeons may not be far off). Instead, they perform routine and laborious tasks, freeing nurses up to attend to patients with immediate needs. This is one industry where it seems the integration of robots will lead to collaboration, not replacement.

需要注意的是,机器人护士不决定治疗方案或做出诊断(尽管机器人医生和外科医生可能为时不远了)。相反,它们执行常规和繁重的任务,使护士腾出时间来照顾有紧急需求的患者。这是一个机器人的整合似乎会带来协作而非取代的行业。

题目与逐题解析

51. What does the author say about Japan?
- A) It delivers the best medications for the elderly.
 - B) It takes the lead in providing robotic care.
 - C) It provides retraining for registered nurses.
 - D) It sets the trend in future robotics technology.

作者关于日本说了什么？

- A) 它为老年人提供最好的药物治疗。 B) 它在提供机器人护理方面处于领先地位。
C) 它为注册护士提供再培训。 D) 它引领未来机器人技术的潮流。

【答案】 B (细节题)

【判型】 题干 What does the author say about Japan? 是 "What does the author say about + 具体对象", 问的是文中对某个具体对象的客观陈述, 不带 infer/suggest/imply。

【拆句】 What does the author say about Japan? 是标准 wh- 疑问句: 主语 the author, 谓语 say, about Japan 是介词短语状语指明话题。结构平铺直叙, 无陷阱。

【定位】 Japan is ahead of the curve when it comes to this trend.
在这一趋势上, 日本走在了前列。

【选项】 A) 偷换概念

It delivers the best medications for the elderly. 把 deliver medications 偷换成"最好的药", 并增加"for the elderly", 原文没有任何"最好"或"老人"对应表达。

B) ✓ 正确

Japan is ahead of the curve when it comes to this trend. ↔

It takes the lead in providing robotic care.

B 项把"领先"用 take the lead 表达, 把"机器人护理"用 robotic care 表达, 与预判完全契合, 故选 B。

C) 无中生有

It provides retraining for registered nurses. 中的 retraining 在全文找不到对应; 原文仅提护士短缺, 未提日本对护士做再培训。

D) 以偏概全

It sets the trend in future robotics technology. 把原文限定的"机器人护理 (this trend = 用机器人解决护士短缺)"扩大为"整个未来机器人技术", 范围过大。

52. What do we learn about the robot Terapio?

- A) It has been put to use in many Japanese hospitals.
- B) It provides specific individualized care to patients.
- C) It does not have much direct contact with patients.
- D) It has not revolutionized medical service in Japan.

关于机器人 Terapio 我们了解到什么？

- A) 它已在日本许多医院投入使用。 B) 它为患者提供特定的个性化护理。

c) 它与患者没有太多直接接触。 d) 它并未使日本的医疗服务发生革命性变化。

【答案】 C (细节题)

【判型】 题干 What do we learn about the robot Terapio? 问 "我们从文中了解到 Terapio 什么", 是 What do we learn about 句型, 等同于细节询问。

【拆句】 What do we learn about the robot Terapio? 主语 we, 谓语 learn, about the robot Terapio 是话题状语, the robot 是 Terapio 的同位说明。无难点。

【定位】 This type of robot will likely be one of the first to be implemented in hospitals because it has fairly minimal patient contact.

这类机器人很可能会成为最早被引入医院的机器人之一, 因为它与病人的直接接触相当少。

【选项】 A) 与原文相反

It has been put to use in many Japanese hospitals. 用现在完成时 has been put to use 表示"已被广泛使用", 原文却说 will likely be one of the first to be implemented——是将来时的"很可能将率先被引入", 并未发生。

B) 张冠李戴

It provides specific individualized care to patients. 中 individualized care to patients="为病人提供个性化照护"; 原文 It follows a specific individual, such as a doctor or nurse 是"跟随某位医护人员"——主语虽是 Terapio, 宾语却是医护而非病人。

C) ✓ 正确

it has fairly minimal patient contact ↔ **It does not have much direct contact with patients.**

C 把 minimal 用 not much 这一更口语化的否定结构表达, 把名词短语 patient contact 改成介词结构 contact with patients, 与预判逐字对应。

D) 无中生有

It has not revolutionized medical service in Japan. 给 Terapio 下"尚未革新医疗"的判断, 原文只描述其功能, 未做任何"革命/未革命"的评价。

53. What are telepresence robots designed to do?

A) Directly interact with patients to prevent them from feeling lonely.

B) Cater to the needs of patients for recovering their cognitive capacity.

C) Closely monitor the patients' movements and conditions around the clock.

D) Facilitate communication between patients and doctors or family members.

远程呈现机器人被设计用来做什么?

A) 直接与患者互动以防止他们感到孤独。 B) 满足患者恢复认知能力的需求。

C) 全天候密切监测患者的活动和状况。 D) 促进患者与医生或家人之间的沟通。

【答案】 D (细节题)

【判型】 题干 What are telepresence robots designed to do? 询问该机器人被设计的具体功能, 是对具体功能的客观提问。

【拆句】 What are telepresence robots designed to do? 主语 telepresence robots, be designed to do 是被动+不定式, 表"被设计来做....."。结构清晰。

【定位】 Telepresence robots such as MantaroBot, Vgo, and Giraff can be controlled through a computer, smartphone, or tablet, allowing family members or doctors to remotely monitor patients or Skype them, often via a screen where the robot's 'face' would be.

诸如 MantaroBot、Vgo、Giraff 之类的远程呈现机器人, 可以通过电脑、手机或平板控制, 让家人或医生远程监护病人, 或借助机器人"脸部"位置的屏幕与病人 Skype 视频。

【选项】 A) 与原文相反

Directly interact with patients to prevent them from feeling lonely. 中 directly interact 与原文 the robot itself doesn't have to engage directly—it can serve as an intermediary 正相反——原文强调机器人不直接参与, 只做中介。

B) 过度推断

Cater to the needs of patients for recovering their cognitive capacity. 中 recovering cognitive capacity 暗示"治疗/恢复", 原文 cognitive functioning 只说"有助于认知功能", 并未承诺恢复。

C) 无中生有

Closely monitor the patients' movements and conditions around the clock. 中 around the clock (24 小时不间断) 与 closely monitor movements 都未在原文出现, 原文仅说"远程监护"且未规定时长。

D) ✓ 正确

allowing family members or doctors to remotely monitor patients or Skype them ↔

Facilitate communication between patients and doctors or family members.

enhance communication and decrease feelings of loneliness ↔

Facilitate communication between patients and doctors or family members.

D 用上位词 communication 与 facilitate 收束原文两处下位动作 (remotely monitor、Skype、enhance communication), 与预判完全契合。

54. What is one special feature of the robot Actroid F?

- A) It interacts with patients just like a human companion.
- B) It operates quietly without patients realizing its presence.
- C) It likes to engage in everyday conversations with patients.
- D) It uses body language even more effectively than words.

机器人 Actroid F 的一个特殊功能是什么?

- A) 它像人类同伴一样与患者互动。 B) 它安静运行, 患者不会意识到它的存在。
- C) 它喜欢与患者进行日常对话。 D) 它使用肢体语言甚至比语言更有效。

【答案】 A (细节题)

【判型】 题干 What is one special feature of the robot Actroid F? 问"一个独有特征", 是对客观属性的询问。

【拆句】 What is one special feature of the robot Actroid F? 主系表结构, one special feature 是表语前置的疑问主语, of 短语点明所属对象。无难点。

【定位】 On the less cute and more scary side there is Actroid F, which is so human-like that some patients may not know the difference. This conversational robot companion has cameras in its eyes, which allow it to track patients and use appropriate facial expressions and body language in its interactions.

Actroid F 没那么可爱、反倒有点吓人, 它极度拟人化, 以至于一些病人都分不出真假。这位"会聊天的机器人陪伴者"眼里嵌着摄像头, 可以追踪病人并在互动中使用恰当的面部表情和肢体语言。

【选项】 A) ✓ 正确

so human-like that some patients may not know the difference ↔

It interacts with patients just like a human companion.

This conversational robot companion has cameras in its eyes, which allow it to track patients and use appropriate facial expressions and body language in its interactions.

↔ **It interacts with patients just like a human companion.**

A 把"human-like + conversational companion + interactions"三处信息收敛为一句"like a human companion 互动", 与预判完全契合。

B) 偷换概念

It operates quietly without patients realizing its presence. 把"病人难辨真假"误读成"病人没察觉", 原文 may not know the difference 是"分不清真假", 不是"没察觉存在"。

C) 过度推断

It likes to engage in everyday conversations with patients. 把 conversational (可对话的) 夸大为 likes everyday conversations (喜欢日常闲聊), 原文未表达机器人"喜欢"任何事, 机器人也不具人格偏好。

D) 无中生有

It uses body language even more effectively than words. 把"使用面部表情和肢体语言"夸大为"肢体语言比词语更有效", 原文未做任何"肢体语言 vs 词语"的比较。

55. What can we infer from the last paragraph?

- A) Doctors and surgeons will soon be laid off.
- B) The robotics industry will soon take off.
- C) Robots will not make nurses redundant.
- D) Collaboration will not replace competition.

我们能从最后一段推断出什么?

- A) 医生和外科医生很快就会被解雇。 B) 机器人产业很快就会腾飞。 C) 机器人不会让护士变得多余。

D) 合作不会取代竞争。

【答案】 C (推断题)

【判型】 题干 What can we infer from the last paragraph? 含 infer, 明确要求基于末段做一步推断。

【拆句】 What can we infer from the last paragraph? What 作 infer 的宾语前置, can we infer 是情态动词疑问, from the last paragraph 是来源状语。结构清楚。

【定位】 Instead, they perform routine and laborious tasks, freeing nurses up to attend to patients with immediate needs. This is one industry where it seems the integration of robots will lead to collaboration, not replacement.

相反, 机器人做的是常规而繁重的活儿, 让护士腾出手照顾急需照护的病人。机器人融入这一行业, 看来带来的将是合作而非取代。

【选项】 A) 与原文相反

Doctors and surgeons will soon be laid off. 与原文 robot doctors and surgeons may not be far off 正相反——原文说"机器人医生/外科医生可能不远了", 是人替换为机器人; 而且整段强调合作而非替代, 谁也不会被裁。

B) 以偏概全

The robotics industry will soon take off. 把原文 This is one industry (指护理这一行业) 扩大为"整个机器人产业"。原文只评护理行业用机器人的前景, 不评机器人产业自身。

C) ✓ 正确

This is one industry where it seems the integration of robots will lead to collaboration, not replacement.

↔ **Robots will not make nurses redundant.**

freeing nurses up to attend to patients with immediate needs ↔

Robots will not make nurses redundant.

C 把"not replacement"用 make...redundant 这一英式习语反向表达, 词面与原文最远但语义最近, 是推断题正确项的典型样态。

D) 偷换概念

Collaboration will not replace competition. 把原文 collaboration, not replacement 中的 replacement (取代) 偷换成 competition (竞争), 并把 collaboration 的对立面强行改换。

SENTENCE INSIGHTS • 句子精讲

6 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。

A robot's appearance affects its ability to successfully interact with humans, which is why the RIKEN-TRI Collaboration Center for Human-Interactive Robot Research decided to develop a robotic nurse that looks like a huge teddy bear.

第5段，第1句

本句结构具有代表性，时态不难，适合把注意力集中在分层拆解和成分识别上。对训练“先抓主干，再逐层看修饰和从属关系”尤其值得优先使用。

On the less cute and more scary side there is Actroid F, which is so human-like that some patients may not know the difference.

第6段，第1句

覆盖 there be 存在句（真正主语后置）、非限制性定语从句（which 在从句中作主语）、so...that 结果状语结构、情态动词谓语等多种成分类型，且 there be 句型的主语识别、关系代词成分双重身份是易错点，练习价值较高

Instead, they perform routine and laborious tasks, freeing nurses up to attend to patients with immediate needs.

第7段，第2句

“主谓宾 + 现在分词短语作状语”是四六级和考研阅读中高频出现的句式，现在分词短语表示伴随或结果的用法非常典型。掌握该结构后可迁移到大量类似长句的理解中，具有较强的代表性。

This is one industry where it seems the integration of robots will lead to collaboration, not replacement.

第7段，第3句

本句覆盖主系表结构、定语从句、宾语从句、形式主语it、关系副词where作状语等多种成分，且where在从句中的成分识别、it作形式主语与真正宾语从句的区分都是典型易错点。练习价值较高，能帮助学生掌握复杂修饰关系和从句嵌套中的成分划分。

Doctors and surgeons will soon be laid off.

第55题，A

被动语态加将来时是四六级和考研真题中常见的句式结构，尤其在描述趋势、预测或客观事实时频繁出现，具有较高的代表性和迁移价值，掌握后可广泛应用于类似场景。

The robotics industry will soon take off.

第55题, B

简单句 + 一般将来时是考试中的常见基础句式, 但本句过于简洁, 未涉及复杂修饰或从句嵌套等高频考点, 代表性一般。

HIGH-FREQUENCY • 真题高频词

本篇出现的 78 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。

robotic

B2

adj. 机械的

本篇4次 · 真题 11 句

interact

B2

v. 相互作用

本篇3次 · 真题 37 句

collaboration

B2

n. 合作

本篇3次 · 真题 27 句

cognitive

C1

adj. 认知的

本篇2次 · 真题 85 句

engage

B2

v. 参与/从事

本篇2次 · 真题 68 句

trend

B1

n. 趋势

本篇2次 · 真题 63 句

specific

B2

adj. 具体的

本篇2次 · 真题 59 句

deliver

B1

v. 递送, 运送 (货物、信件等)

本篇2次 · 真题 37 句

contact

B1

n. 联系

本篇2次 · 真题 34 句

directly

B1

adv. 直接地

本篇2次 · 真题 29 句

loneliness B2

n. 孤独感

本篇2次·真题 28 句

robotics B2

n. 机器人学

本篇2次·真题 20 句

medication B2

n. 药物;药品

本篇2次·真题 11 句

companion B2

n. 同伴

本篇2次·真题 9 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 568 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

data B1

n. 数据

本篇1次·真题 181 句

positive B1

adj. 积极的

本篇1次·真题 144 句

individual B2

adj. 单独的

本篇1次·真题 142 句

million A2

num. 一百万

本篇1次·真题 126 句

design B1

n. 设计

本篇1次·真题 119 句

affect B1

v. 影响

本篇1次·真题 116 句

project A2

n. 项目

本篇1次·真题 116 句

access B1

n. 进入

本篇1次·真题 101 句

demand B1

v. 坚决要求

本篇1次·真题 92 句

type A2

n. 类型

本篇1次·真题 84 句

solution B1

n. 解决办法

本篇1次·真题 76 句

realize B1

v. 意识到, 认识到

本篇1次·真题 64 句

perform B1

v. 执行

本篇1次·真题 61 句

feature B1

n. 特征

本篇1次·真题 55 句

interaction B2

n. 相互作用

本篇1次·真题 53 句

operate B1

v. 运转

本篇1次·真题 52 句

track A2

n. 小路

本篇1次·真题 48 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇1次·真题 46 句

smartphone B1

n. 智能手机

本篇1次·真题 44 句

effectively B2

adv. 有效地

本篇1次·真题 43 句

labor B1

n. 劳动

本篇1次·真题 42 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本篇1次·真题 42 句

user A2

n. 使用者

本篇1次·真题 42 句

capacity B2

n. 容量

本篇1次·真题 36 句

recover B1

v. 恢复健康

本篇1次·真题 35 句

enhance B2

v. 提高

本篇1次·真题 32 句

movement B1

n. 移动

本篇1次·真题 32 句

item A2

n. 项目

本篇1次·真题 31 句

presence B2

n. 在场

本篇1次·真题 31 句

appropriate B2

adj. 合适的

本篇1次·真题 30 句

ahead A2

adv. 在前面

本篇1次·真题 29 句

immediate B2

adj. 立即的, 即刻的

本篇1次·真题 29 句

closely B1

adv. 紧密地

本篇1次·真题 28 句

decrease B1

v. 减少, 降低

本篇1次·真题 28 句

implement B2

v. 实施

本篇1次·真题 28 句

expression B1

n. 表达

本篇1次·真题 27 句

interactive B2

adj. 交互式的

本篇1次·真题 27 句

shortage B2

n. 短缺

本篇1次·真题 24 句

successfully B1

adv. 成功地

本篇1次·真题 24 句

routine

B1

n. 常规

本篇1次·真题 23 句

capable

B1

adj. 有能力的

本篇1次·真题 21 句

trial

B2

n. 审判, 审讯

本篇1次·真题 21 句

elderly

B2

adj. 年老的

本篇1次·真题 20 句

fairly

B1

adv. 相当

本篇1次·真题 20 句

facilitate

C1

v. 促进

本篇1次·真题 18 句

assistance

B1

n. 帮助

本篇1次·真题 16 句

consistently

B2

adv. 始终如一地

本篇1次·真题 16 句

retrieve

B2

v. 取回

本篇1次·真题 16 句

appearance

B1

n. 外貌

本篇1次·真题 15 句

engagement

B2

n. 约定

本篇1次·真题 15 句

facial

B2

adj. 面部的

本篇1次·真题 15 句

bureau

B2

n. 办事处

本篇1次·真题 14 句

cater

B2

v. 提供餐饮服务

本篇1次·真题 13 句

tablet

B1

n. 药片

本篇1次·真题 12 句

scary

A2

adj. 令人害怕的

本篇1次·真题 11 句

statistics

B2

n. 统计数字

本篇1次 · 真题 9 句

diagnosis

B2

n. 诊断 (疾病的判定)

本篇1次 · 真题 8 句

functioning

B2

adj. 运转正常的

本篇1次 · 真题 8 句

revolutionize

C1

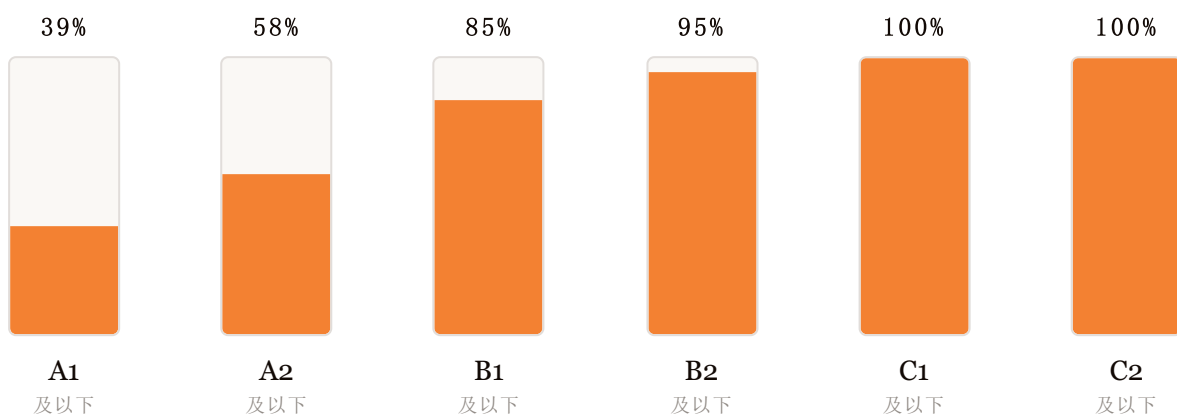
v. 彻底改变

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 235 词按 CEFR 难度累积覆盖

全文去重后共 **235** 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 11 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 235 个 · 末柱为 100%

去重总词数

235

B2 以上难词

5%

B1 及以下覆盖

85%

英语六级 2018年12月·第2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）	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 →

2018年12月·第2套英语六级汉译英（段落翻译）·中国公共图书馆现状客观介绍 参考译文与解析

PASSAGE & TRANSLATION • 题和解析

汉译英真题、参考译文与逐句解析

本页整篇参考英译与逐句解析由懒笔记基于2018年12月·第2套 英语六级汉译英（段落翻译）原卷题干译审整理。与试卷排版同一卷面：Directions 与一整段中文原文连续排印——整段连排、无段落标记无题号，把它切成一句句翻译单元本身就是解题动作。卷面之后先给整篇参考英译定稿，再按自切句序逐句拆分：定英文主干、降级修饰成分、逐项落实语法点、句内定稿英译，答案直显。

真题卷第2套(2018-12) • 六级

Part IV

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

中国越来越重视公共图书馆，并鼓励人们充分加以利用。新近公布的统计数字表明，中国的公共图书馆数量在逐年增长。许多图书馆通过翻新和扩建，为读者创造了更为安静、舒适的环境。大型公共图书馆不仅提供种类繁多的参考资料，而且定期举办讲座、展览等活动。近年来，也出现了许多数字图书馆，从而节省了存放图书所需的空間。一些图书馆还推出了自助服务系统，使读者借书还书更加方便，进一步满足了读者的需求。

参考译文

整篇参考英译是复盘资产，考卷上只印中文原文——四六级 Part IV 翻译按整篇「表达通顺连贯、用词准确、语法正确」四档评分。

China is attaching greater importance to public libraries and encouraging people to make full use of them. The recently released statistics show that the number of public libraries in China is growing year by year. Many libraries have created a quieter and more comfortable environment for readers by renovating and expanding their buildings. Large public libraries not only provide a wide variety of reference materials but also regularly hold activities such as lectures and exhibitions. In recent years, many digital libraries have also emerged, thus saving the space needed for storing books. In addition, some libraries have introduced self-service systems, which make it more convenient for readers to borrow and return books and further meet their needs.

【衔接】句2承接句1：信息自然顺承

句1讲中国重视图书馆，句2用"统计数字表明"提供佐证，二者天然顺承。译文中句2以 The recently released statistics 开头即可，无需硬加关联词，靠内容承接。

句3-4-6并列举措：用 also 等串联

句3（翻新扩建）、句4（提供资料办活动）、句6（推出自助系统）是图书馆改进的并列举措。可在句4、句6保留/补 also、In addition、Moreover 等，显出"还有、此外"的递进并列，避免读来像互不相干的孤立句。

句5与句6：避免 also 连用重复

句5、句6若都用 also 会显单调，可让句5用 In recent years 起头、句6用 In addition / Furthermore 起头，错开衔接词，使整段过渡更自然。

逐句解析

一整段连排中文、无段落标记无题号——把它切成一句句翻译单元本身就是解题动作，句前 N. 为逐句解析自切的句序号（非考卷题号），与卷面中文逐字对应。

【主旨】中国公共图书馆现状客观介绍

全篇在客观介绍当下中国公共图书馆事业的发展现状与举措，开篇即 中国越来越重视公共图书馆，并鼓励人们充分加以利用，属典型的六级"社会现象/事业发展"类介绍语体，陈述的是"现在正在发生且持续的事实"，用词偏正式、客观、不带感情色彩。

【时态】一般现在时

通篇是对当前事实与常态做法的客观陈述（重视、鼓励、提供、举办、推出），而非讲一段已结束的历史，故主时态定为一般现在时。仅个别表"已完成动作"的地方（如 为读者创造了更为安静、舒适的环境、也出现了许多数字图书馆）可酌情用现在完成时表"已经做到/已经出现并延续至今"。

【译法】公共图书馆

统一译为 public libraries（泛指一类、用复数）。公共图书馆 在文中反复出现，是约定俗成的意译，全篇只用这一种译法，泛指时一律复数 public libraries，不要一会儿 the public library 一会儿 public libraries 来回换。

数字图书馆

统一译为 digital libraries。数字图书馆 取约定俗成意译，"数字"用 digital 而非 number/digit；泛指此类新出现的图书馆用复数 digital libraries。

自助服务系统

统一译为 self-service systems。自助服务系统中"自助"对应固定搭配 self-service（连字符），"系统"为可数名词，多个图书馆推出故用复数 systems。

1. 中国越来越重视公共图书馆，并鼓励人们充分加以利用。

【主干】China 作主语带两个并列谓语（主语策略：原句主语）

中文主语 中国 明确，直接用 China 作主语；核心动作是"重视"和"鼓励"，定为两个并列谓语 attaches importance to / pays more attention to + encourages，宾语分别是 public libraries 和 people。

【降级】 越来越→比较级，充分加以利用→宾语补足语

越来越 不另起分句，用 attaches greater importance to 或 pays more and more attention to 的比较级形式融进谓语；鼓励人们充分加以利用 用 encourage sb. to do 结构，把"充分利用"降级为不定式 to make full use of them, them 回指 public libraries，无需照中文再说一遍"图书馆"。

【语法】 时态

回指全篇基调用一般现在时：attaches / encourages，陈述当前常态。

主谓一致

主语 China 为第三人称单数，谓语动词加 -s：attaches、encourages。

单复数

public libraries 泛指一类用复数；people 本身即复数，不加 -s。

短语搭配

"重视"用 attach importance to / pay attention to (to 后接名词)；"充分利用"用固定搭配 make full use of。

【译文】 China is attaching greater importance to public libraries and encouraging people to make full use of them.

2. 新近公布的统计数字表明，中国的公共图书馆数量在逐年增长。

【主干】 statistics 作主语，谓语 show/indicate 带宾语从句（主语策略：原句主语）

中文主语是 新近公布的统计数字，用 the recently released statistics 作主语；核心动词"表明"作谓语 show / indicate，后接一个 that 宾语从句来装"图书馆数量在逐年增长"这一内容。

【降级】 新近公布的→后置/前置定语，逐年→状语

新近公布的 修饰"统计数字"，降级为过去分词作定语 recently released（或 newly released）贴在 statistics 前；逐年增长 中"逐年"译为时间状语 year by year，"增长"作从句谓语 is growing / has been growing，整体 the number of public libraries in China is growing year by year。

【语法】 单复数

statistics 表"统计数字/数据"时作复数，谓语用 show 而非 shows；"数量"用 the number of + 复数名词。

主谓一致

从句主语是 the number（中心词是单数 number，不是 libraries），谓语用单数 is growing；切勿被后面的 libraries 带成复数。

时态

"在逐年增长"表持续，用现在进行 is growing 或现在完成进行 has been growing，扣"正在/一直在"增长之意，仍属现在时范畴、与基调不冲突。

冠词

"统计数字"特指新近公布的那批，用 the recently released statistics。

【译文】 The recently released statistics show that the number of public libraries in China is growing year by year.

3. 许多图书馆通过翻新和扩建，为读者创造了更为安静、舒适的环境。

【主干】 Many libraries 作主语，谓语 create/provide 环境（主语策略：原句主语）

中文主语 许多图书馆 明确，用 Many libraries；核心动作是"创造（环境）"，谓语定 create / provide，宾语是 a quieter and more comfortable environment，for readers 作状语。

【降级】 通过翻新和扩建→by doing 介词短语

通过翻新和扩建 是手段，降级为 by + 动名词的介词短语 by renovating and expanding (their buildings/premises)，不与主干动词并列；"更为安静、舒适的"两个形容词都用比较级 quieter and more comfortable 修饰 environment。

【语法】 时态

"创造了"有"已经做到并延续"的意味，可用现在完成时 have created / have provided；若按基调用一般现在时 create / provide 表常态做法亦可，二者择一并与全篇协调。

比较级

"更为安静、舒适"用比较级：quieter（单音节加 -er）、more comfortable（多音节用 more），不可写成 more quieter。

单复数与冠词

environment 此处作可数名词，单数前加冠词 a: a quieter and more comfortable environment。

介词搭配

"为读者"用 for readers；"通过（手段）"用 by + 动名词。

【译文】 Many libraries have created a quieter and more comfortable environment for readers by renovating and expanding their buildings.

4. 大型公共图书馆不仅提供种类繁多的参考资料，而且定期举办讲座、展览等活动。

【主干】 Large libraries 作主语，not only...but also 接双谓语（主语策略：原句主语）

中文主语 大型公共图书馆 明确，用 Large public libraries；句中"不仅...而且..."提示两个并列动作"提供"和"举办"，用 not only...but also 关联，谓语分别为 provide 和 hold / organize。

【降级】 种类繁多→a wide variety of，讲座展览等→列举名词

种类繁多的参考资料 用 a wide variety of reference materials 表"种类繁多"；讲座、展览等活动把"讲座、展览"作并列宾语、"等活动"用 such as ... 或 ... and other activities 收尾：hold regular activities such as lectures and exhibitions。

【语法】主谓一致

主语 Large public libraries 为复数，谓语用原形 provide、hold，不加 -s。

时态

陈述常态做法，回指基调用一般现在时 provide、hold。

单复数

reference materials、lectures、exhibitions 均为可列举的复数；"定期"用 regularly 或 regular 修饰。

关联词平行

not only 与 but also 后须接相同词性的成分（此处都接谓语动词短语），保持结构平行。

【译文】 Large public libraries not only provide a wide variety of reference materials but also regularly hold activities such as lectures and exhibitions.

5. 近年来，也出现了许多数字图书馆，从而节省了存放图书所需的空間。

【主干】无主句补 there be / many digital libraries 作主语（主语策略：补主语）

中文"出现了许多数字图书馆"是无主句（也出现了许多数字图书馆），表"存在/产生"，用 There be 句型 There have appeared many digital libraries，或直接提"许多数字图书馆"作主语 Many digital libraries have appeared / emerged。

【降级】从而节省空间→thus/thereby 分词状语，存放图书所需的空間→定语

从而节省了存放图书所需的空間 是前句带来的结果，降级为现在分词作结果状语 thus saving the space...；"存放图书所需的"修饰 space，用不定式作后置定语 the space needed for storing books / required to store books。

【语法】时态

"近年来...出现了"表"近来已出现并延续至今"，用现在完成时 have appeared / have emerged，与 in recent years 搭配自然。

单复数

many digital libraries 复数；the space 作不可数名词，前用 the 特指"存放图书所需的那部分空间"。

非谓语逻辑主语

结果状语 thus saving... 的逻辑主语应是"数字图书馆的出现"，用 saving 衔接自然，不会悬垂。

介词与搭配

"存放图书"用 store / house books；"所需的空間"用 the space needed for storing books。

【译文】 In recent years, many digital libraries have also emerged, thus saving the space needed for storing books.

6. 一些图书馆还推出了自助服务系统，使读者借书还书更加方便，进一步满足了读者的需求。

【主干】 Some libraries 作主语，谓语 introduce/launch 系统（主语策略：原句主语）

中文主语 一些图书馆 明确，用 Some libraries；核心动作是“推出（自助服务系统）”，谓语定 have introduced / launched，宾语 self-service systems；后面“使...更方便”“满足需求”是该举措带来的结果，降级处理。

【降级】 使读者更方便+满足需求→which 从句/分词结果

使读者借书还书更加方便 与 进一步满足了读者的需求 都是“推出系统”的结果，可合并用一个非限制性定语从句 which makes it more convenient for readers to borrow and return books 承接，再用 and further meets their needs 续上；或用现在分词 making... and (further) meeting... 并列结果状语。

【语法】 时态

“还推出了”表已实施，用现在完成时 have introduced；从句视主句协调，描述当前效果用一般现在 makes、meets。

形式宾语 it

“使读者借书还书更方便”用 make it + adj. + for sb. to do 结构：make it more convenient for readers to borrow and return books, it 作形式宾语，真正宾语是后面的不定式。

单复数

Some libraries 复数；self-service systems 复数；readers、needs 复数。

搭配

“借书还书”用 borrow and return books；“满足需求”用 meet / satisfy the needs of readers。

【译文】 Some libraries have also introduced self-service systems, which make it more convenient for readers to borrow and return books and further meet their needs.

英语六级 2018年12月·第2套 · 全卷构成

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