

2018年12月·第3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3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3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 Children with attention problems in early childhood were 40% less likely to graduate from high school, says a new study from Duke University.

Duke大学的一项新研究表明,幼儿期存在注意力问题的儿童高中毕业的可能性要低40%。

P2 The study included 386 kindergarteners from schools in the Fast Track Project, a multi-site clinical trial in the U.S. that in 1991 began tracking how children developed across their lives.

该研究纳入了来自Fast Track Project项目学校的386名幼儿园儿童,这是美国的一项多中心临床试验,于1991年开始追踪儿童的终生发展。

P3 With this study, researchers examined early academic attention and socio-emotional skills and how each contributed to academic success into young adulthood.

通过这项研究,研究人员考察了早期学业注意力和社会情感技能,以及它们各自如何促进学业成功直至成年早期。

P4 They found that early attention skills were the most consistent predictor of academic success, and that likability by peers also had a modest effect on academic performance.

他们发现早期注意力技能是学业成功最一致的预测因素,同伴喜爱度对学业表现也有适度的影响。

P5 By fifth grade, children with early attention difficulties had lower grades and reading achievement scores than their peers. As fifth-graders, children with early attention problems obtained

average reading scores at least 3% lower than their contemporaries' and grades at least 8% lower than those of their peers. This was after controlling for IQ, socio-economic status and academic skills at school entry.

到五年级时,早期存在注意力困难的儿童的成绩和阅读成就分数低于同龄人。作为五年级学生,早期存在注意力问题的儿童获得的平均阅读分数至少比同龄人低3%,成绩至少比同龄人低8%。这是在控制了智商、社会经济地位和入学时的学业技能之后得出的结果。

P6 Although these may not seem like large effects, the impact of early attention problems continued throughout the children's academic careers. Lower reading achievement scores and grades in fifth grade contributed to reduced grades in middle school and thereby contributed to a 40% lower high school graduation rate.

尽管这些影响看起来可能不大,但早期注意力问题的影响贯穿了儿童的整个学业生涯。五年级时较低的阅读成就分数和成绩导致了初中成绩下降,从而使高中毕业率降低了40%。

P7 "The children we identified as having attention difficulties were not diagnosed with attention deficit hyperactivity disorder(注意力缺乏多动症)(ADHD), although some may have had the disorder. Our findings suggest that even more modest attention difficulties can increase the risk of negative academic outcomes," said David Rabiner, an associate dean of Duke's Trinity College of Arts & Sciences, whose research has focused on ADHD and interventions to improve academic performance in children with attention difficulties.

Duke大学Trinity文理学院副院长David Rabiner说:"我们确定为存在注意力困难的儿童并未被诊断为注意力缺乏多动症(ADHD),尽管其中一些人可能患有该障碍。我们的研究表明,即使是更轻微的注意力困难也会增加消极学业结果的风险。"他的研究一直关注ADHD以及改善注意力困难儿童学业表现的干预措施。

P8 Social acceptance by peers in early childhood also predicted grades in fifth grade. Children not as liked by their first-grade peers had slightly lower grades in fifth grade, while those with higher social acceptance had higher grades.

幼儿期同伴的社会接纳度也预测了五年级的成绩。不太受一年级同伴喜爱的儿童在五年级的成绩略低,而社会接纳度较高的儿童成绩较高。

P9 "This study shows the importance of so-called 'non-cognitive' or soft skills in contributing to children's positive peer relationships, which, in turn, contribute to their academic success," said Kenneth Dodge, director of the Duke Center for Child and Family Policy.

Duke儿童与家庭政策中心主任Kenneth Dodge说:"这项研究表明了所谓'非认知'或软技能在促进儿童积极同伴关系方面的重要性,而这些关系反过来又有助于他们的学业成功。

P10 The results highlight the need to develop effective early interventions to help those with attention problems stay on track academically and for educators to encourage positive peer relationships, the researchers said.

研究人员表示,研究结果突出了制定有效早期干预措施的必要性,以帮助那些存在注意力问题的儿童在学业上保持正轨,并让教育工作者鼓励积极的同伴关系。

P11 "We're learning that student success requires a more comprehensive approach, one that incorporates not only academic skills but also social, self-regulatory and attention skills," Dodge said. "If

we neglect any of these areas, the child's development lags. If we attend to these areas, a child's success may reinforce itself with positive feedback loops."

Dodge说:"我们正在认识到,学生的成功需要一种更全面的方法,不仅要纳入学业技能,还要纳入社交、自我调节和注意力技能。如果我们忽视其中任何一个领域,儿童的发展就会滞后。如果我们关注这些领域,儿童的成功可能会通过积极的反馈循环自我强化。"

题目与逐题解析

46. What is the focus of the new study from Duke University?

- A) The contributors to children's early attention.
- B) The predictors of children's academic success.
- C) The factors that affect children's emotional well-being.
- D) The determinants of children's development of social skills.

Duke大学这项新研究的重点是什么？

- A) 影响儿童早期注意力的因素。 B) 儿童学业成功的预测因素。 C) 影响儿童情绪健康的因素。
D) 儿童社交技能发展的决定因素。

【答案】 B (主旨题)

【判型】 题干 What is the focus of the new study 把问题指向「研究关注的是什么」，是典型的主旨提问。

【拆句】 What is the focus of the new study from Duke University? 是一个 wh- 疑问句，主语 the focus，介词短语 of the new study from Duke University 作后置定语；句子平铺直叙，无陷阱。

【选项】 A) 与原文相反

The contributors to children's early attention 把「早期注意力」当作被解释的对象, 而原文是把它当作解释学业成功的「自变量」, 完全颠倒了因果关系。

B) ✓ 正确

early attention skills were the most consistent predictor of academic success ↔

The predictors of children's academic success

examined early academic attention and socio\emotional skills and how each contributed to academic success

↔ **The predictors of children's academic success**

B 项「儿童学业成功的预测因子」恰好对应预判的主线: 找出哪些早期因素能预测学业成功, 且能覆盖 P4 P8 等多段, 是全文焦点。

C) 偷换概念

The factors that affect children's emotional well-being 把研究对象偷换成 emotional well-being (情绪健康), 而原文研究的是 academic success, socio-emotional skills 只是其中一个因素, 不是被研究的对象。

D) 偷换概念

The determinants of children's development of social skills 把研究对象说成「社交技能的发展」, 而原文研究的是 academic success; social acceptance 在原文只是预测因子, 不是被解释的目标。

47. How did the researchers ensure that their findings are valid?

- A) By attaching equal importance to all possible variables examined.
- B) By collecting as many typical samples as were necessary.
- C) By preventing them from being affected by factors not under study.
- D) By focusing on the family background of the children being studied.

研究人员如何确保他们的研究结果有效?

- A) 对所研究的所有可能变量给予同等重视。 B) 收集尽可能多的必要典型样本。
- C) 防止研究结果受到研究范围之外因素的影响。 D) 关注被研究儿童的家庭背景。

【答案】 C (细节题)

【判型】 题干 How did the researchers ensure that their findings are valid? 问的是研究者具体做了什么, 是一道明确的细节做法题。

【拆句】 How did the researchers ensure that their findings are valid? 是 how 疑问句, 主句 ensure 后接 that 宾语从句 their findings are valid; 结构清晰, 无陷阱。

【定位】 This was after controlling for IQ, socio-economic status and academic skills at school entry. 这是在控制了智商、社会经济地位以及入学时学业能力之后得到的结果。

【选项】 A) 无中生有

原文从未说研究者「同等对待所有变量」, 反而是把某些变量「控制住」以突出注意力的独立效应, 与 A 的「同等重视」相反。

B) 答非所问

原文 included 386 kindergarteners 谈的是样本数量, 而 Q47 问的是保证结论有效的方法; 样本量是有效性的一部分, 但原文并未把它作为本题的回答, 而是用控制变量来回应。

C) ✓ 正确

after controlling for IQ, socio-economic status and academic skills at school entry ↔

preventing them from being affected by factors not under study

预判的核心是「排除其他因素干扰」, 唯一对应的就是 C 项 prevent ... from being affected by factors not under study, 与定位句严格同义。

D) 偷换概念

原文中的控制变量是 IQ / 社会经济地位 / 入学学业能力, 并不是 family background; 选项把控制变量偷换成「关注家庭背景」, 文中并无对应。

48. What do we learn from the findings of the Duke study?

- A) Modest students are generally more attentive than their contemporaries.
- B) There are more children with attention difficulties than previously thought.
- C) Attention deficit hyperactivity disorder accounts for most academic failures.
- D) Children's academic performance may suffer from even slight inattention.

我们从Duke研究的结果中了解到什么?

- A) 谦逊的学生通常比同龄人更专注。
- B) 有注意力困难的儿童比以前认为的更多。
- C) 注意力缺陷多动障碍是导致大多数学业失败的原因。
- D) 即使是轻微的注意力不集中也可能损害儿童的学业表现。

【答案】 D (细节题)

【判型】 题干 What do we learn from the findings of the Duke study? 问从研究发现里学到什么, 本质是要文章里明白写出来的一条结论。

【拆句】 What do we learn from the findings of the Duke study? 是 what 疑问句, learn from 是固定搭配「从.....中得知」; 句式简单, 无陷阱。

【定位】 Our findings suggest that even more modest attention difficulties can increase the risk of negative academic outcomes.

我们的研究发现表明, 即使是更轻微的注意力问题, 也会增加学业上出现负面结果的风险。

【选项】 A) **无中生有**

选项把 modest 当成形容人的「谦虚的」, 而原文 modest 修饰的是 attention difficulties, 意为「程度较轻的」; A 项还顺势编造「谦虚的学生注意力更好」, 文中完全没有这个对比。

B) **无中生有**

原文从未与「以往认知」作比较, 没有 more children than previously thought 之类的信息; 文章只说轻度问题也会带来风险, 而非孩子人数比之前估计的多。

C) **过度推断**

原文 were not diagnosed with attention deficit hyperactivity disorder 明确说研究对象并未被诊断为 ADHD, 选项却把 ADHD 当成「大多数学业失败」的原因, 既与原文相反, 又把范围扩大到 most academic failures。

D) **✓ 正确**

even more modest attention difficulties can increase the risk of negative academic outcomes ↔

Children's academic performance may suffer from even slight inattention

D 项把「程度词 + 学业受损」两层都还原, 完全对应预判, 是定位句的同义改写。

49. What does the Duke study find about children better accepted by peers?

- A) They do better academically.
- B) They are easy to get on with.
- C) They are teachers' favorites.
- D) They care less about grades.

Duke研究对更容易被同伴接纳的儿童有何发现?

A) 他们在学业上表现更好。 B) 他们容易相处。 C) 他们是教师的宠儿。 D) 他们不太在意成绩。

【答案】 **A** (细节题)

【判型】 题干 What does the Duke study find about children better accepted by peers? 问关于某类儿童研究发现了什么, 是细节题。

【拆句】 What does the Duke study find about children better accepted by peers? 是 what 疑问句, 过去分词短语 better accepted by peers 作 children 的后置定语, 相当于 children who are better accepted by peers。

【定位】 Social acceptance by peers in early childhood also predicted grades in fifth grade. Children not as liked by their first-grade peers had slightly lower grades in fifth grade, while those with higher social acceptance had higher grades.

童年早期获得同伴接纳也能预测五年级时的成绩。一年级时不太受欢迎的孩子在五年级成绩略低, 而社交接纳度更高的孩子成绩更好。

【选项】 A) ✓ 正确

those with higher social acceptance had higher grades ↔ **They do better academically**
预判「同伴接纳度高 ⇒ 学业更好」, A 项正是这个结论的完美同义改写, 直接锁定。

B) 无中生有

原文谈的是「同伴接纳度↔学业成绩」, 没有谈这些孩子「好相处」与否; 选项是常识推测, 不是研究发现。

C) 无中生有

原文没有提到「老师」(teachers) 这个角色, 更没有说这些孩子是 teachers' favorites; 完全是凭空捏造。

D) 与原文相反

原文明确说同伴接纳度高的孩子 had higher grades, 说明他们的成绩好, 而非「不在意成绩」; D 项暗示他们对成绩漠不关心, 与原文相反。

50. What can we conclude from the Duke study?

- A) Children's success is related to their learning environment.
- B) School curriculum should cover a greater variety of subjects.
- C) Social skills are playing a key role in children's development.
- D) An all-round approach should be adopted in school education.

我们能从Duke研究中得出什么结论?

- A) 儿童的成功与他们的学习环境有关。
- B) 学校课程应该涵盖更多种类的学科。
- C) 社交技能在儿童发展中发挥着关键作用。
- D) 学校教育应采取全面的方式。

【答案】 D (主旨题)

【判型】 题干 What can we conclude from the Duke study? 要求对整项研究下一个总括性结论, 匹配主旨题特征。

【拆句】 What can we conclude from the Duke study? 是 what 疑问句, 情态动词 can 表「可以」, from the Duke study 介词短语作 conclude 的来源; 结构简单, 无陷阱。

【选项】 A) 无中生有

原文未出现 learning environment (学习环境) 这个概念, 文章谈的是儿童自身的注意力、社交、自我调节等能力, 而非外部环境。

B) 偷换概念

原文从未谈及「课程科目种类」, 文章建议的是综合考虑各类技能 (注意力/社交/自我调节), 而非扩充课程科目。

C) 以偏概全

原文 If we neglect any of these areas, the child's development lags 强调任何一方缺失都会拖累发展; 选项却把「关键作用」全部押在 social skills 一项上, 把多因素中的一项放大成全部, 属以偏概全。

D) ✓ 正确

student success requires a more comprehensive approach, one that incorporates not only academic skills but also social, self-regulatory and attention skills

↔ **An all-round approach should be adopted in school education**

the need to develop effective early interventions to help those with attention problems stay on track academically and for educators to encourage positive peer relationships

↔ **An all-round approach should be adopted in school education**

D 项 all-round approach 正是末段 comprehensive approach 的同义浓缩, 也覆盖了 P10 P11 的多方面措施, 完全对应预判。

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。

Lower reading achievement scores and grades in fifth grade contributed to reduced grades in middle school and thereby contributed to a 40% lower high school graduation rate.

第6段, 第2句

本句体现了常见的因果逻辑表达 (contribute to) 和递进关系 (thereby), 并列主语和并列谓语的结构在四六级和考研阅读中频繁出现, 具有较高的代表性和复用价值; 但作为简单句, 结构复杂度不及常考的主从复合句。

"The children we identified as having attention difficulties were not diagnosed with attention deficit hyperactivity disorder(注意力缺乏多动症)(ADHD), although some may have had the disorder. Our findings suggest that even more modest attention difficulties can increase the risk of negative academic outcomes," said David Rabiner, an associate dean of Duke's Trinity College of Arts & Sciences, whose research has focused on ADHD and interventions to improve academic performance in children with attention difficulties.

第7段，第1句

涵盖了同位语、宾语补足语、关系词省略、情态动词推测等多个重难点语法现象，具有极高的拆解练习价值。

"This study shows the importance of so-called 'non-cognitive' or soft skills in contributing to children's positive peer relationships, which, in turn, contribute to their academic success," said Kenneth Dodge, director of the Duke Center for Child and Family Policy.

第9段，第1句

覆盖直接引语的宾语从句、非限制性定语从句、多层介词短语作定语、插入语等多种成分类型；"which" 在从句中充当主语是常见易错点；引述结构的倒装也值得练习。成分种类较丰富，适合综合训练。

"If we neglect any of these areas, the child's development lags. If we attend to these areas, a child's success may reinforce itself with positive feedback loops."

第11段，第2句

条件状语从句 + 主句的结构在四六级和考研阅读中非常常见,且本句呈现了典型的正反对比论证模式(If...则负面 vs If...则正面),这种对比句式在议论文和说明文中高频出现,学习后可大量迁移到同类文本理解中。

Attention deficit hyperactivity disorder accounts for most academic failures.

第48题，C

标准的主谓宾简单句,是英语中最基本最常见的句型之一,具有一定代表性,但过于简单,不能代表四六级或考研中常考的复杂句式

They are easy to get on with.

第49题，B

本句虽简单，但涉及主系表结构和不定式短语修饰形容词的用法。可以让学生练习区分系动词谓
语、识别表语形容词，以及理解不定式如何限定形容词的具体含义，对初学者有一定基础训练
价值。

HIGH-FREQUENCY • 真题高频词

本篇出现的 80 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。

academic

B2

adj. 学术的

本篇13次 · 真题 104 句

peer

B2

n. 同龄人

本篇8次 · 真题 62 句

contribute

B1

v. 捐献

本篇5次 · 真题 79 句

researcher

B2

n. 研究人员

本篇3次 · 真题 363 句

focus

B1

n. 重点

本篇3次 · 真题 200 句

positive

B1

adj. 积极的

本篇3次 · 真题 144 句

finding

B2

n. 调查结果

本篇3次 · 真题 121 句

performance

B1

n. 表演

本篇3次 · 真题 98 句

reading

A1

n. 阅读

本篇3次 · 真题 43 句

modest

B2

adj. 谦虚的，谦逊的

本篇3次 · 真题 13 句

disorder B2

n. 疾病

本篇3次·真题9句

less A1

det. 较少的

本篇2次·真题273句

better A1

adj. 更好的 (good 的比较级)

本篇2次·真题205句

effect A2

n. 影响

本篇2次·真题191句

relationship B1

n. 关系

本篇2次·真题168句

affect B1

v. 影响

本篇2次·真题116句

factor B1

n. 因素

本篇2次·真题108句

least A2

det. 最少的

本篇2次·真题98句

importance B1

n. 重要性

本篇2次·真题60句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇2次·真题59句

track A2

n. 小路

本篇2次·真题48句

achievement B1

n. 成就

本篇2次·真题44句

intervention C1

n. 干预

本篇2次·真题32句

childhood A2

n. 童年

本篇2次·真题28句

contemporary B2

adj. 当代的

本篇2次·真题13句

acceptance B2

n. 接受

本篇2次·真题12句

deficit C1

n. 赤字

本篇2次·真题12句

academically B2

adv. 在学业上

本篇2次·真题11句

likely A2

adj. 很可能的

本篇1次·真题228句

impact B2

n. 影响

本篇1次·真题185句

risk A2

n. 风险

本篇1次·真题167句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题138句

negative B1

adj. 否定的

本篇1次·真题132句

learning A1

n. 学习

本篇1次·真题128句

rate A2

n. 速度

本篇1次·真题121句

project A2

n. 项目

本篇1次·真题116句

average A2

adj. 平均的

本篇1次·真题112句

career B1

n. 职业

本篇1次·真题106句

policy B1

n. 政策

本篇1次·真题103句

effective B1

adj. 有效的, 起作用的

本篇1次·真题94句

account A2

n. 账户

本篇1次·真题93句

graduate B1

n. 毕业生

本篇1次·真题82句

identify B1

v. 识别

本篇1次·真题 75 句

variety B1

n. 多样化

本篇1次·真题 66 句

generally B1

adv. 通常，一般地

本篇1次·真题 60 句

suffer B1

v. 遭受（痛苦、疾病、损失等）

本篇1次·真题 59 句

ensure B2

v. 确保

本篇1次·真题 57 句

associate B2

v. 联系

本篇1次·真题 54 句

emotional B1

adj. 情绪的

本篇1次·真题 52 句

status B2

n. 地位

本篇1次·真题 48 句

failure B1

n. 失败

本篇1次·真题 47 句

adopt B1

v. 采纳

本篇1次·真题 46 句

attend A2

v. 出席，参加（会议、活动等）

本篇1次·真题 46 句

outcome B2

n. 结果

本篇1次·真题 40 句

related B1

adj. 相关的

本篇1次·真题 39 句

previously B1

adv. 以前，先前（指过去某个时间）

本篇1次·真题 31 句

conclude B2

v. 断定;推断出

本篇1次·真题 30 句

obtain B2

v. 获得

本篇1次·真题 29 句

curriculum

B2

n. 课程

本篇1次·真题 27 句

feedback

B1

n. 反馈

本篇1次·真题 25 句

highlight

B2

n. 最精彩的部分

本篇1次·真题 25 句

attach

B1

v. 贴上;系上;附上

本篇1次·真题 23 句

educator

B2

n. 教育工作者

本篇1次·真题 23 句

equal

A2

adj. 相等的

本篇1次·真题 23 句

incorporate

B2

v. 包含

本篇1次·真题 23 句

graduation

B1

n. 毕业

本篇1次·真题 22 句

consistent

B2

adj. 一致的

本篇1次·真题 21 句

slightly

B1

adv. 稍微, 略微, 轻微地

本篇1次·真题 21 句

trial

B2

n. 审判, 审讯

本篇1次·真题 21 句

sample

B1

n. 样品

本篇1次·真题 20 句

typical

B1

adj. 典型的

本篇1次·真题 19 句

variable

B2

adj. 易变的

本篇1次·真题 17 句

neglect

B2

v. 忽视;疏忽

本篇1次·真题 16 句

clinical

B2

adj. 临床的

本篇1次·真题 15 句

comprehensive

B2

adj. 全面的

本篇1次 · 真题 13 句

lag

B2

v. 落后

本篇1次 · 真题 13 句

adulthood

B2

n. 成年期

本篇1次 · 真题 11 句

dean

C1

n. (大学) 院长

本篇1次 · 真题 10 句

diagnose

B2

v. 诊断 (疾病)

本篇1次 · 真题 9 句

slight

B2

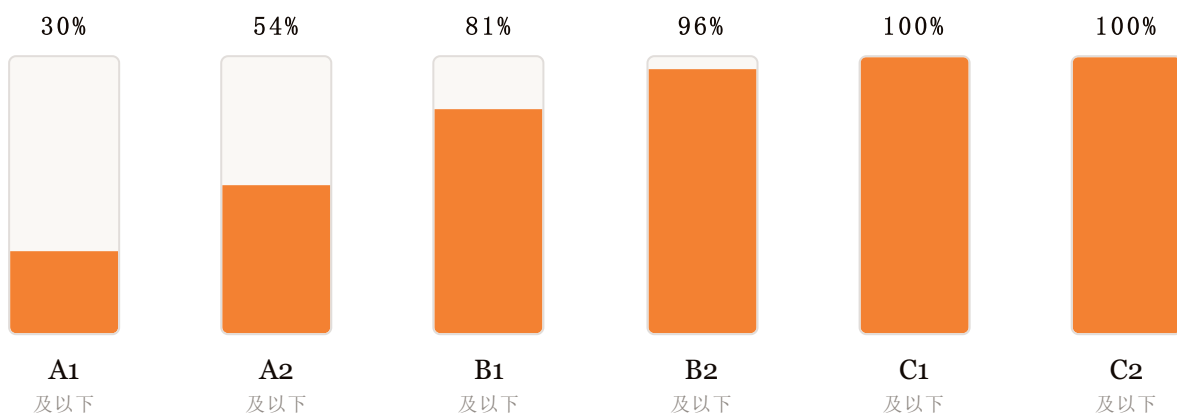
adj. 轻微的

本篇1次 · 真题 9 句

VOCABULARY · 词汇难度分布

全文 196 词按 CEFR 难度累积覆盖

全文去重后共 **196** 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 7 个 · 约 4%。



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 196 个 · 末柱为 100%

去重总词数

196

B2 以上难词

4%

B1 及以下覆盖

81%

英语六级 2018年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2018年12月第1套共用 · 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 →