

► 在线收听本套听力音频

录音原声不在纸面（本 PDF 仅含听力卷面题号与选项）。手机或电脑访问下方页面，即可在线播放完整听力原声：

<https://english-exam.lazynote.cn/cet6/paper/2019-12-1/?f=p>

六级·真题卷第1套·2019年12月

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay on *the importance of having a sense of social responsibility*. 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) Magazine reporter
B) Fashion designer
C) Website designer
D) Features editor
2. A) Designing sports clothing
B) Consulting fashion experts
C) Answering daily emails
D) Interviewing job-seekers
3. A) It is challenging.
B) It is fascinating.
C) It is tiresome.
D) It is fashionable.
4. A) Her persistence
B) Her experience
C) Her competence
D) Her confidence

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

5. A) It is enjoyable.
B) It is educational.
C) It is divorced from real life.
D) It is adapted from a drama.
6. A) All the roles are played by famous actors and actresses.
B) It is based on the real-life experiences of some celebrities.
C) Its plots and events reveal a lot about Frankie's actual life.
D) It is written, directed, edited and produced by Frankie himself
7. A) Go to the theater and enjoy it.
B) Recommend it to her friends.
C) Watch it with the man.
D) Download and watch it.
8. A) It has drawn criticisms from scientists.
B) It has been showing for over a decade.
C) It is a ridiculous piece of satire.
D) It is against common sense.

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) They are likely to get injured when moving too fast.
B) They believe in team spirit for good performance.
C) They need to keep moving to avoid getting hurt.
D) They have to learn how to avoid body contact.
10. A) They do not have many years to live after retirement.
B) They tend to live a longer life with early retirement.
C) They do not start enjoying life until full retirement.
D) They keep themselves busy even after retirement.
11. A) It prevents us from worrying.
B) It slows down our aging process.
C) It enables us to accomplish more in life.
D) It provides us with more chances to learn.

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

12. A) It tends to dwell upon their joyous experiences.
B) It wanders for almost half of their waking time.
C) It has trouble concentrating after a brain injury.
D) It tends to be affected by their negative feelings.
13. A) To find how happiness relates to daydreaming.
B) To observe how one's mind affects one's behavior.
C) To see why daydreaming impacts what one is doing.
D) To study the relation between health and daydreaming.
14. A) It helps them make good decisions.
B) It helps them tap their potentials.
C) It contributes to their creativity.
D) It contributes to clear thinking
15. A) Subjects with clear goals in mind outperformed those without clear goals.
B) The difference in performance between the two groups was insignificant.
C) Non-daydreamers were more focused on their tasks than daydreamers.
D) Daydreamers did better than non-daydreamers in task performance.

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) They are the oldest buildings in Europe.
B) They are part of the Christian tradition.
C) They are renovated to attract tourists.
D) They are in worsening condition.
17. A) They have a history of 14 centuries.
B) They are 40 metres tall on average.
C) They are without foundations.
D) They consist of several storeys.
18. A) Wood was harmonious with nature.
B) Wooden buildings kept the cold out.
C) Timber was abundant in Scandinavia.
D) The Vikings liked wooden structures.

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

19. A) Similarities between human babies and baby animals.
B) Cognitive features of different newly born mammals.
C) Adults' influence on children.
D) Abilities of human babies.
20. A) They can distinguish a happy tune from a sad one.
B) They love happy melodies more than sad ones.
C) They fall asleep easily while listening to music.
D) They are already sensitive to beats and rhythms.
21. A) Infants' facial expressions.
B) Babies' emotions.
C) Babies' interaction with adult.
D) Infants' behaviors.

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

22. A) It may harm the culture of today's workplace.
B) It may hinder individual career advancement.
C) It may result in unwillingness to take risks.
D) It may put too much pressure on team members.
23. A) They can hardly give expression to their original views.
B) They can become less motivated to do projects of their own.
C) They may find it hard to get their contributions recognized.
D) They may eventually lose their confidence and creativity
24. A) They can enlarge their professional circle.
B) They can get chances to engage in research.
C) They can make the best use of their expertise.
D) They can complete the project more easily.
25. A) It may cause lots of arguments in a team.
B) It may prevent making a timely decision.
C) It may give rise to a lot of unnecessary expenses.
D) It may deprive a team of business opportunities.

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.

When considering risk factors associated with serious chronic diseases, we often think about health indicators such as cholesterol, blood pressure, and body weight. But poor diet and physical inactivity also each increase the risk of heart disease and have a role to play in the development of some cancers. Perhaps worse, the 26 effects of an unhealthy diet and insufficient exercise are not limited to your body. Recent research has also shown that 27 in a high-fat and high-sugar diet may have negative effects on your brain, causing learning and memory 28 .

Studies have found obesity is associated with impairments in cognitive functioning, as 29 by a range of learning and memory tests, such as the ability to remember a list of words presented some minutes or hours earlier. There is also a growing body of evidence that diet-induced cognitive impairments can emerge 30 —within weeks or even days. For example, one study found healthy adults 31 to a high-fat diet for five days showed impaired attention, memory, and mood compared with a low-fat diet control group. Another study also found eating a high-fat and high-sugar breakfast each day for as little as four days resulted in problems with learning and memory 32 to those observed in overweight and obese individuals.

Body weight was not hugely different between the groups eating a healthy diet and those on high fat and sugar diets. So this shows negative 33 of poor dietary intake can occur even when body weight has not changed 34 . Thus, body weight is not always the best indicator of health and a thin person still needs to eat well and exercise 35 .

- | | |
|------------------|--------------|
| A) assessed | I) excelling |
| B) assigned | J) indulging |
| C) consequences | K) loopholes |
| D) conspicuously | L) rapidly |
| E) deficits | M) redundant |
| F) designated | N) regularly |
| G) detrimental | O) similar |
| H) digestion | |

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**.

Increased Screen Time and Wellbeing Decline in Youth

- A) Have young people never had it so good? Or do they face more challenges than any previous generation? Our current era in the West is one of high wealth. This means minors enjoy material benefits and legal protections that would have been the envy of those living in the past. But there is an increasing suspicion that all is not well for our youth. And one of the most popular explanations, among some experts and the popular media, is that excessive "screen time" is to blame. (This refers to all the attention young people devote to their phones, tablets and laptops.) However, this is a contentious theory and such claims have been treated skeptically by some scholars based on their reading of the relevant data.

- B) Now a new study has provided another contribution to the debate, uncovering strong evidence that adolescent wellbeing in the United States really is experiencing a decline and arguing that the most likely cause is the electronic riches we have given them. The background to this is that from the 1960s into the early 2000s, measures of average wellbeing went up in the US. This was especially true for younger people. It reflected the fact that these decades saw a climb in general standards of living and avoidance of mass societal traumas like full-scale war or economic deprivation. However, the "screen time" hypothesis, advanced by researchers such as Jean Twenge, is that electronic devices and excessive time spent online may have reversed these trends in recent years, causing problems for young people's psychological health.
- C) To investigate, Twenge and her colleagues dived into the "Monitoring the Future" dataset based on annual surveys of American school students from grades 8, 10, and 12 that started in 1991. In total, 1.1 million young people answered various questions related to their wellbeing. Twenge's team's analysis of the answers confirmed the earlier, well-established wellbeing climb, with scores rising across the 1990s, and into the later 2000s. This was found across measures like self-esteem, life satisfaction, happiness and satisfaction with individual domains like job, neighborhood, or friends. But around 2012 these measures started to decline. This continued through 2016, the most recent year for which data is available.
- D) Twenge and her colleagues wanted to understand why this change in average wellbeing occurred. However, it is very hard to demonstrate causes using non-experimental data such as this. In fact, when Twenge previously used this data to suggest a screen time effect, some commentators were quick to raise this problem. They argued that her causal-sounding claims rested on correlational data, and that she had not adequately accounted for other potential causal factors. This time around, Twenge and her team make a point of saying that they are not trying to establish causes as such, but that they are assessing the plausibility of potential causes.
- E) First, they explain that if a given variable is playing a role in affecting wellbeing, then we should expect any change in that variable to correlate with the observed changes in wellbeing. If not, it is not plausible that the variable is a causal factor. So the researchers looked at time spent in a number of activities that could plausibly be driving the wellbeing decline. Less sport, and fewer meetings with peers correlated with lower wellbeing, as did less time reading print media (newspapers) and, surprisingly, less time doing homework. (This last finding would appear to contradict another popular hypothesis that it is our burdening of students with assignments that is causing all the problems.) In addition, more TV watching and more electronic communication both correlated with lower wellbeing. All these effects held true for measures of happiness, life satisfaction and self-esteem, with the effects stronger in the 8th and 10th-graders.
- F) Next, Twenge's team dug a little deeper into the data on screen time. They found that adolescents who spent a very small amount of time on digital devices—a couple of hours a week—had the highest wellbeing. Their wellbeing was even higher than those who never used such devices. However, higher doses of screen time were clearly associated with lower happiness. Those spending 10-19 hours per week on their devices were 41 percent more likely to be unhappy than lower-frequency users. Those who used such devices 40 hours a week or more (one in ten teenagers) were twice as likely to be unhappy. The data was slightly complicated by the fact that there was a tendency for kids who were social in the real world to also use more online communication, but by bracketing out different cases it became clear that the real-world sociality component correlated with greater wellbeing, whereas greater time on screens or online only correlated with poorer wellbeing.
- G) So far, so plausible. But the next question is, are the drops in average wellbeing happening at the same time trends toward increased electronic device usage? It looks like it—after all, 2012 was the tipping point when

more than half of Americans began owning smartphones. Twenge and her colleagues also found that across the key years of 2013-16, wellbeing was indeed lowest in years where adolescents spent more time online, on social media, and reading news online, and when more youth in the United States had smartphones. And in a second analysis, they found that where technology went, dips in wellbeing followed. For instance, years with a larger increase in online usage were followed by years with lower wellbeing, rather than the other way around. This does not prove causality, but is consistent with it. Meanwhile, TV use did not show this tracking. TV might make you less happy, but this is not what seems to be driving the recent declines in young people's average happiness.

- H) A similar but reversed pattern was found for the activities associated with greater wellbeing. For example, years when people spent more time with friends were better years for wellbeing (and followed by better years). Sadly, the data also showed face-to-face socializing and sports activity had declined over the period covered by the survey.
- I) There is another explanation that Twenge and her colleagues wanted to address: the impact of the great recession of 2007-2009, which hit a great number of American families and might be affecting adolescents. The dataset they used did not include economic data, so instead the researchers looked at whether the 2013-16 wellbeing decline was tracking economic indicators. They found some evidence that some crude measures, like income inequality, correlated with changes in wellbeing, but economic measures with a more direct impact, like family income and unemployment rates (which put families into difficulties), had no relationship with wellbeing. The researchers also note that the recession hit some years before we see the beginning of the wellbeing drop, and before the steepest wellbeing decline, which occurred in 2013.
- J) The researchers conclude that electronic communication was the only adolescent activity that increased at the same time psychological wellbeing declined. I suspect that some experts in the field will be keen to address alternative explanations, such as unassessed variables playing a role in the wellbeing decline. But the new work does go further than previous research and suggests that screen time should still be considered a potential barrier to young people's flourishing.
36. The year when most Americans began using smartphones was identified as a turning point in young Americans' level of happiness.
37. Scores in various wellbeing measures began to go downward among young Americans in recent years.
38. Unfortunately, activities involving direct contact with people, which contributed to better wellbeing, were found to be on the decline.
39. In response to past critics, Twenge and her co-researchers stress they are not trying to prove that the use of digital devices reduces young people's wellbeing.
40. In the last few decades of the 20th century, living standards went up and economic depressions were largely averted in the US.
41. Contrary to popular belief, doing homework might add to students' wellbeing.
42. The author believes the researchers' new study has gone a step further regarding the impact of screen time on wellbeing.
43. The researchers found that extended screen time makes young people less happy.
44. Data reveals that economic inequality rather than family income might affect people's wellbeing.

45. Too much screen time is widely believed to be the cause of unhappiness among today's young people.

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.

"The dangerous thing about lying is people don't understand how the act changes us," says Dan Ariely behavioural psychologist at Duke University. Psychologists have documented children lying as early as the age of two. Some experts even consider lying a developmental milestone, like crawling and walking, because it requires sophisticated planning, attention and the ability to see a situation from someone else's perspective to manipulate them. But, for most people, lying gets limited as we develop a sense of morality and the ability to self-regulate.

Harvard cognitive neuroscientist Joshua Greene says, for most of us, lying takes work. In studies, he gave subjects a chance to deceive for monetary gain while examining their brains in a functional MRI machine, which maps blood flow to active parts of the brain. Some people told the truth instantly and instinctively. But others opted to lie, and they showed increased activity in their frontal parietal(颅腔壁的) control network, which is involved in difficult or complex thinking. This suggests that they were deciding between truth and dishonesty—and ultimately opting for the latter. For a follow-up analysis, he found that people whose neural(神经的) reward centers were more active when they won money were also more likely to be among the group of liars – suggesting that lying may have to do with the inability to resist temptation.

External conditions also matter in terms of when and how often we lie. We are more likely to lie, when we are able to rationalise it, when we are stressed and fatigued or see others being dishonest. And we are less likely to lie when we have moral reminders or when we think others are watching. "We as a society need to understand that, when we don't punish lying, we increase the probability it will happen again," Ariely says.

In a 2016 study published in the journal Nature Neuroscience, Ariely and colleagues showed how dishonesty alters people's brains, making it easier to tell lies in the future. When people uttered a falsehood, the scientists noticed a burst of activity in their amygdala. The amygdala is a crucial part of the brain that produces fear, anxiety and emotional responses including that sinking, guilty feeling you get when you lie. But when scientists had their subjects play a game—in which they won money by deceiving their partner, they noticed the negative signals from the amygdala began to decrease. Not only that, but when people faced no consequences for dishonesty, their falsehood tended to get even more sensational. This means that if you give people multiple opportunities to lie for their own benefit, they start with little lies which get bigger over time.

46. Why do some experts consider lying a milestone in a child's development?

- A) It shows they have the ability to view complex situations from different angles.
- B) It indicates they have an ability more remarkable than crawling and walking.
- C) It represents their ability to actively interact with people around them.
- D) It involves the coordination of both their mental and physical abilities.

47. Why does the Harvard neuroscientist say that lying takes work?
- A) It is hard to choose from several options.
 - B) It is difficult to sound natural or plausible.
 - C) It requires speedy blood flow into one's brain.
 - D) It involves lots of sophisticated mental activity.
48. Under what circumstances do people tend to lie?
- A) When they become too emotional.
 - B) When they face too much peer pressure.
 - C) When the temptation is too strong.
 - D) When the consequences are not imminent.
49. When are people less likely to lie?
- A) When they are worn out and stressed.
 - B) When they are under watchful eyes.
 - C) When they think in a rational way.
 - D) When they have a clear conscience.
50. What does the author say will happen when a liar does not get punished?
- A) They may feel justified.
 - B) They will tell bigger lies.
 - C) They will become complacent.
 - D) They may mix lies and truths.

Passage Two

Questions 51 to 55 are based on the following passage.

Here's how the Pacific Northwest is preparing for "The Big One". It's the mother of all disaster drills for what could be the worst disaster in American history. California has spent years preparing for "The Big One"—the inevitable earthquake that will undoubtedly unleash all kinds of havoc along the famous San Andreas fault(断层). But what if the fault that runs along the Pacific Northwest delivers a gigantic earthquake of its own? If the people of the Cascadia region have anything to do with it, they won't be caught unawares.

The region is engaged in a multi-day earthquake-and-tsunami(海啸) drill involving around 20,000 people. The Cascadia Rising drill gives area residents and emergency responders a chance to practice what to do in case of a 9.0 magnitude earthquake and tsunami along one of the nation's dangerous—and underestimated—faults.

The Cascadia Earthquake Zone is big enough to compete with San Andreas (it's been called the most dangerous fault in America), but it's much lesser known than its California cousin. Nearly 700 miles long, the earthquake zone is located by the North American Plate off the coast of Pacific British Columbia, Washington, Oregon and Northern California.

Cascadia is what's known as a "megathrust" fault. Megathrusts are created in earthquake zones—land plate boundaries where two plates converge. In the areas where one plate is beneath another, stress builds up over time. During a megathrust event, all of that stress releases and some of the world's most powerful earthquakes

occur. Remember the 9.1 earthquake and tsunami in the Indian Ocean off Sumatra in 2004? It was caused by a megathrust event as the India plate moved beneath the Burma micro-plate.

The last time a major earthquake occurred along the Cascadia fault was in 1700, so officials worry that another event could occur any time. To prevent that event from becoming a catastrophe, first responders will join members of the public in rehearsals that involve communication, evacuation, search and rescue, and other scenarios.

Thousands of casualties are expected if a 9.0 earthquake were to occur. First, the earthquake would shake metropolitan areas including Seattle and Portland. This could trigger a tsunami that would create havoc along the coast. Not all casualties can necessarily be prevented—but by coordinating across local, state, and even national borders, officials hope that the worst-case scenario can be averted. On the exercise's website, officials explain that the report they prepare during this rehearsal will inform disaster management for years to come.

For hundreds of thousands of Cascadia residents, "The Big One" isn't a question of if, only when. And it's never too early to get ready for the inevitable.

51. What does "The Big One" refer to?

- A) A gigantic geological fault.
- B) A large-scale exercise to prepare for disasters.
- C) A massive natural catastrophe.
- D) A huge tsunami on the Caledonia coast.

52. What is the purpose of the Cascadia Rising drill?

- A) To prepare people for a major earthquake and tsunami.
- B) To increase residents' awareness of imminent disasters.
- C) To teach people how to adapt to post-disaster life.
- D) To cope with the aftermath of a possible earthquake.

53. What happens in case of a megathrust earthquake according to the passage?

- A) Two plates merge into one.
- B) A variety of forces converge.
- C) Boundaries blur between plates.
- D) Enormous stress is released.

54. What do the officials hope to achieve through the drills?

- A) Coordinating various disaster-relief efforts.
- B) Reducing casualties in the event of a disaster.
- C) Minimizing property loss caused by disaster.
- D) Establishing disaster and emergency management.

55. What does the author say about "The Big One"?

- A) Whether it will occur remains to be seen.
- B) How it will arrive is too early to predict.
- C) Its occurrence is just a matter of time.
- D) It keeps haunting Cascadia residents.

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**.

牡丹花色艳丽，形象高雅，象征着和平与繁荣，因而在中国被称为"花中之王"。中国许多地方都培育和种植牡丹。千百年来，创造了许多诗歌和绘画赞美牡丹。唐代时期，牡丹在皇家园林普遍种植并被誉为国花，因而特别风行。十世纪时，洛阳古城成为牡丹栽培中心，而且这一地位一直保持到今天。现在，成千上万的国内游客蜂拥到洛阳参加一年一度的牡丹节，欣赏洛阳牡丹独特之美，同时探索九朝古都的历史。

2019年12月·第1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2019年12月·第1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1套(2019-12) • 六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay on *the importance of having a sense of social responsibility*. You should write at least 150 words but no more than 200 words.

【参考范文·178 词】 写作无唯一标准答案，以下为达标示范

In an era of rapid social change, a sense of social responsibility has become indispensable rather than optional. It refers to the awareness that our choices affect others and the willingness to act for the common good. Far from being an empty moral slogan, it is the very foundation on which individuals grow and communities thrive.

First and foremost, social responsibility drives personal growth. When students volunteer in nursing homes or join campus clean-up campaigns, they cultivate empathy, discipline and leadership that no textbook can teach. What is more, it holds society together. During the pandemic, countless ordinary people delivered supplies and staffed testing sites, and it was precisely this collective sense of duty that kept cities running. Without such commitment, public trust would collapse and every individual would eventually pay the price.

In conclusion, a sense of social responsibility matters because it shapes better citizens and a more harmonious society. We should therefore start with small deeds—recycling, helping a neighbor, or speaking up for the vulnerable—and let responsibility become a habit rather than a duty.

【参考译文】

在社会急剧变迁的时代，拥有社会责任感已从可有可无变成不可或缺。它指的是意识到我们的选择会影响他人，并愿意为公共利益而行动。它绝非一句空洞的道德口号，而是个人得以成长、社群得以繁荣的根基。

首先也最重要的是，社会责任感推动个人成长。当学生在养老院做志愿者、参加校园清洁活动时，他们培养出同理心、纪律和担当，而这些是任何课本都教不了的。此外，责任感把社会黏合在一起。疫情期间，无数普通人配送物资、值守检测点，正是这种集体的责任感让城市得以正常运转。倘若缺了这份担当，公共信任就会崩塌，每个人最终都要付出代价。

总之，社会责任感之所以重要，是因为它塑造更好的公民与更和谐的社会。因此我们应从小事做起——回收垃圾、帮助邻里、为弱者发声——让责任成为一种习惯，而非负担。

【第1段】背景引入并亮中心。首段落实"开门见山亮论点"：用 In an era of rapid social change 一句背景送出话题，用 It refers to... 给概念下定义，再用 Far from being an empty moral slogan, it is the very foundation... 抛出中心判断，紧扣 the importance of having a sense of social responsibility 的 importance 落点。

【第2段】两分论点各走四拍。主体段落实"点—理—例—收"：First and foremost 领出个人成长的分论点，用 volunteer in nursing homes 坐实；What is more 递进到社会维系，用 During the pandemic 的抗疫例证坐实，再用 Without such commitment... 反面收束扣中心，避免了空喊口号。

【第3段】重申并落地呼吁。尾段落实"回扣加呼吁"：In conclusion, ...matters because... 重申为何重要，start with small deeds 用破折号列举回收、帮邻里等小事，把抽象论点落到可操作的行动上。

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

论证社会责任感为何重要

动词是 write an essay，对象是 the importance of having a sense of social responsibility。注意落点是 importance（重要性/为何不可或缺），不是"如何承担"、也不是泛泛谈道德。一句话钉死：全篇要回答"拥有社会责任感为什么重要"，每一段都得往这个 importance 上靠。

读者 • 语域

面向阅卷人的正式书面语

本题是无具体收信人的主题论说，读者就是阅卷老师。因此用正式书面英语即可：不用缩写口语（gonna、kids）、不用第二人称聊天口吻，观点靠说理而非情绪。无需称呼语与落款，把力气全花在论点与例证上。

中心立意

社会责任感不可或缺

中心论点：拥有 a sense of social responsibility 之所以重要，是因为它既塑造更好的个人、又维系更好的社会，是个人成长与社会良性运转都离不开的根基。这个判断句就是全篇要反复回扣的“锚”。

要展开的要点

1. 个人层面：养成品格

从个人成长角度立一个分论点：社会责任感在实践中锤炼同理心、纪律与担当，是书本给不了的成长。可配的场景是志愿服务（如养老院、校园公益）。

2. 社会层面：维系秩序

从社会角度立第二个分论点：正是众人共有的责任感把社会黏合在一起、维持公共信任。可配的场景是抗疫一线普通人的接力，紧扣 the importance of having a sense of social responsibility 这一落点。

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 + 亮中心论点

首段：点出“社会责任感”这一话题，简短界定它是什么，随即抛出中心判断——它不可或缺，为下文两个理由铺路。

第 2 段 两分论点 + 例证

主体段：用“个人成长”与“社会维系”两个分论点，各配一个具体场景，正面论证 importance。

第 3 段 重申 + 发出呼吁

尾段：回扣中心论点，把重要性升华，并呼吁从身边小事做起、让责任成为习惯。

第 1 段 责任感是成长与社会的根基

点出在快速变化的时代, a sense of social responsibility 已从可选项变成必需品; 界定它是"意识到自己的选择影响他人、并愿为公共利益行动"; 抛出中心: 它是个人成长与社会良性运转共同的根基。

背景引入话题 · In an era of ____, ____ has become indispensable rather than optional.

(用一句时代背景把话题送上台, 末尾直接埋下"不可或缺"的判断)

一句话下定义 · It refers to the awareness that ____ and the willingness to _____. (用 refers to 给核心概念下一个可控的定义, 填入本题的"影响他人/为公共利益行动")

亮明中心判断 · Far from being ____, it is the very foundation on which _____. (用 Far from being 先否定一种误解, 再抛出正面中心论点)

第 2 段 个人锤炼品格 + 社会维系信任

分论点一: 责任感在志愿服务中锤炼同理心、纪律与担当, 是课本教不了的; 分论点二: 正是共有的责任感把社会黏合, 举抗疫中普通人接力送物资、值守检测点, 说明缺了它公共信任就会崩塌, 落实 the importance of having a sense of social responsibility.

分论点主题句 · First and foremost, ____ drives _____. (First and foremost 领出第一个、也是最重要的分论点, 填入"责任感推动个人成长")

举例过渡加码 · What is more, _____. During ____, countless ordinary people ____, and it was precisely this ____ that _____. (What is more 递进到第二点, 用 During 引出具体场景, it was precisely...that 强调因果)

反面假设收束 · Without such ____, ____ would collapse and ____ would eventually pay the price. (用 Without 作反面假设, 说明缺了它的代价, 把例子拉回中心)

第3段 重申重要性并呼吁小事做起

重申：责任感之所以重要，因为它塑造更好的公民与更和谐的社会；呼吁：从回收、帮邻里、为弱者发声等小事做起，让责任成为习惯而非负担。

重申中心论点 · In conclusion, ____ matters because it _____. (In conclusion 收尾，用 matters because 一句把“为何重要”再钉一遍)

落地呼吁 · We should therefore start with small deeds—____—and let ____ become a habit rather than a duty. (therefore 承接结论，破折号列举可做的小事，把抽象话题落到行动)

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 importance

本题的命门是 the importance of having a sense of social responsibility。三段都要回答“为什么重要”：首段立判断、主体段用个人 + 社会两个理由证明其不可或缺、尾段重申其价值，切忌写成“怎样培养责任感”。

结构连贯

三段路标清晰

本范文用 First and foremost 领第一理由、What is more 递进第二理由、In conclusion 收尾，理由之间层次分明；避免把两三个理由不加连接词地堆在一起。

语言准确

备好责任感词群

本题可复用 a sense of social responsibility、civic duty、the common good、contribute to society、the common good 这类主题词群，以及 cultivate、indispensable、collective 等词，替换 help society、very important 等平淡表达。

字数格式

卡死上下限

Directions 明确要求 write at least 150 words but no more than 200 words, 是硬性区间, 两头都不能碰线, 写完务必自查是否达标。

典型低分写法 · 反面示例与改法

写成如何承担

反面示例: "To have social responsibility, we should obey rules, protect the environment and help others." (整篇在列"怎么做", 偏离 importance)。改法: "Social responsibility matters because acts like protecting the environment build the mutual trust a society cannot function without." (把做法转成"为何重要"的因果论证)。

全是大词无场景

反面示例: "Social responsibility is very important and meaningful. It is good for everyone and makes the world better." (全是空泛评价)。改法: "During the pandemic, ordinary volunteers delivered supplies to locked-down neighborhoods, and this collective sense of duty kept cities running." (用具体场景把重要性说实)。

同义反复注水

反面示例: "Responsibility is important. Responsibility is very important. Everyone knows responsibility is really important." (三句同义重复凑数)。改法: 删去重复, 替换为一个新论据: "Responsibility also strengthens communities, as neighbors who look out for one another recover faster from crises." (补充新的理由与信息)。

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 →

2019年12月·第1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2019年12月·第1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1套(2019-12) • 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: Today our guest is Rosie Mullender, who works as Features Editor for Fashion magazine. Hi, Rosie, you're Features Editor at one of the most widely-read women's magazines in the UK. What kind of responsibilities does that job entail?

M: 今天我们的嘉宾是 Rosie Mullender，她是《时尚》杂志的专题编辑。你好，Rosie，你是英国阅读量最大的女性杂志之一的专题编辑。这份工作需要承担什么样的职责？

2 W: We spend our days looking at ideas from journalists, writing copy for the magazine and website, and editing. We do random things like asking people in the street questions and testing sports clothing. We also do less tangible things like understanding what our readers want. It's certainly varied and sometimes bizarre.

W: 我们每天的工作包括审阅记者的选题、为杂志和网站撰写文案、还有编辑。我们也做一些随机的事情，比如在街上问路人问题、测试运动服装。我们还做一些不那么具体的事情，比如了解读者想要什么。这份工作确实很多样化，有时候还挺离奇的。

3 M: During your working day, what kind of work might you typically do?

M: 在你的工作里，通常会做什么样的工作？

4 W: My day mainly incorporates responding to emails, writing and editing stories and coming up with new feature ideas.

W: 我每天的工作主要包括回复邮件、撰写和编辑稿件，还有想新的专题创意。

5 M: How does the job of Features Editor differ from that of Fashion Editor, or other editorial positions?

M: 专题编辑的工作和时尚编辑或其他编辑职位有什么不同？

6 W: The features team deals with articles such as careers, reports, confidence and confessions—everything except fashion and beauty.

W: 专题团队负责的文章包括职业、报道、自信心和倾诉类内容——除了时尚和美容之外的所有内容。

7 M: A lot of people believe that working at a magazine is a glamorous job. Is this an accurate representation of what you do?

M: 很多人认为在杂志社工作是一份光鲜的工作。这准确反映了你的工作吗？

8 W: I'd say it's glamorous to an extent, but not in the way it's portrayed in films. We do have our moments, such as interviewing celebrities and attending parties, which is a huge thrill. Ultimately, though, we're the same as our readers, but working in a job we're all very lucky to have.

W: 我觉得在某种程度上是光鲜的，但不是电影里演的那样。我们确实有一些高光时刻，比如采访名人、参加派对，这些非常令人兴奋。但归根结底，我们和读者一样，只是有幸从事着这份我们都非常幸运能拥有的工作。

9 M: Did you have to overcome any difficulties to reach this point in your career? How did you manage to do this?

M: 你在职业生涯达到现在这个位置的过程中，必须克服什么困难吗？你是怎么做到的？

10 W: I had to be really persistent and it was very hard work. After three years of working in a petrol station and doing unpaid work, I still hadn't managed to get an entry-level job. I was lucky that my last desperate attempt led to a job. I told myself that all experiences make you a better journalist in the long run—and luckily, I was right!

W: 我必须非常坚持，而且非常辛苦。在加油站工作三年并做了很多无偿工作之后，我还是没能找到一份入门级的工作。我很幸运，最后一次孤注一掷的尝试让我得到了一份工作。我告诉自己，从长远来看，所有的经历都会让你成为一名更好的记者——幸运的是，我是对的！

1. A) Magazine reporter

B) Fashion designer

C) Website designer

D) Features editor

【题目】 What is the woman's profession?

【翻译】这位女士的职业是什么？

A) 杂志记者 B) 时装设计师 C) 网站设计师 D) 专题编辑

【答案】D (细节题) Features editor

【定位】Today our guest is Rosie Mullender, who works as Features Editor for Fashion magazine.

今天的嘉宾是罗西·穆兰德，她在《时尚》杂志担任专题编辑。

【信号】主持人开场介绍即报职务。答案信号是开场白里主持人直接介绍嘉宾身份：who works as Features Editor for Fashion magazine, works as 后面紧跟的就是职务名，是身份题最稳的落点。

【替换】works as Features Editor ↔ Features editor

职务名几乎原样对应

【排除】A) 原词陷阱

录音确实念到 Fashion magazine，选项 Magazine reporter 借这个“杂志”原词诱你选，但她是“编辑 editor”不是“记者 reporter”，职务对不上。

借用原文：Fashion magazine

B) 原词陷阱

录音里 Fashion 是杂志的名字 (Fashion magazine)，选项 Fashion designer 借这个 Fashion 让你误以为她是“时尚设计师”，但她的工作是当编辑，不是做服装设计。

借用原文：Fashion magazine

C) 原词陷阱

录音后面提到为杂志和网站写稿 writing copy for the magazine and website，选项 Website designer 借这个 website 诱选，但“为网站写稿”不等于“网站设计师”，职务完全两回事。

借用原文：writing copy for the magazine and website

2. A) Designing sports clothing

B) Consulting fashion experts

C) Answering daily emails

D) Interviewing job-seekers

【题目】What is one of the woman's main responsibilities?

【翻译】这位女士的主要职责之一是什么？

A) 设计运动服装 B) 咨询时尚专家 C) 回复日常邮件 D) 面试求职者

【答案】C (细节题) Answering daily emails

【定位】My day mainly incorporates responding to emails, writing and editing stories and coming up with new feature ideas.

我一天的工作主要包括回复邮件、撰写和编辑稿件，以及构思新的专题点子。

【信号】 **mainly** 标记**主要职责**。答案信号是被问者应答里的 My day mainly incorporates responding to emails, mainly (主要) 一词直接对应题干的 main responsibilities, 并列第一项就是"回复邮件"。

【替换】 responding to emails ↔ **Answering daily emails**
responding=answering 的同义替换

【排除】 A) **原词陷阱**

录音确有 testing sports clothing (测试运动服装), 选项 Designing sports clothing 借"运动服装"原词诱选, 但她是"测试 testing"不是"设计 designing", 而且那只是偶尔做的零散事、不是"主要"职责。

借用原文: testing sports clothing

B) **未提及**

录音多次出现 fashion (杂志名、领域), 选项 Consulting fashion experts 借这个 fashion 拼出"咨询时尚专家", 但录音从未说她要咨询时尚专家, 属编造的职责。

D) **偷换概念**

录音说 asking people in the street questions (在街上问路人问题), 选项 Interviewing job-seekers 把它歪成"采访求职者", 对象从"路人"换成"求职者", 对不上。

借用原文: asking people in the street questions

-
3. A) It is challenging.
B) It is fascinating.
C) It is tiresome.
D) It is fashionable.

【题目】 **What do many people think about the woman's job?**

【翻译】 许多人对这位女士的工作有什么看法?

A) 具有挑战性 B) 令人着迷 C) 令人厌烦 D) 时尚

【答案】 **B** (态度观点题) It is fascinating.

【定位】 A lot of people believe that working at a magazine is a glamorous job. Is this an accurate representation of what you do?

很多人认为在杂志社工作是一份光鲜亮丽的工作。这是对你工作的准确写照吗?

【信号】 **A lot of people believe** 锁定**大众看法**。答案信号是主持人提问里的 A lot of people believe that working at a magazine is a glamorous job, A lot of people believe 直接对应题干 many people think, 其后的 glamorous (光鲜迷人) 就是大众的看法。

【替换】 a glamorous job ↔ **It is fascinating.**
glamorous 与 fascinating 近义褒义替换

【排除】 A) 张冠李戴

录音后面她说自己 it was very hard work, 选项 It is challenging. (有挑战) 蹭这层"辛苦"感, 但那是她回顾奋斗时的自述, 不是 many people 对这份工作的看法, 答错了主体。

借用原文: it was very hard work

C) 与原文相反

It is tiresome. (令人厌烦) 是负面评价, 而很多人对这份工作的印象是 a glamorous job 光鲜迷人, 褒贬正好相反, 录音也没人这么说。

D) 原词陷阱

录音里反复有 fashion (杂志名 Fashion magazine), 选项 It is fashionable. (时髦的) 借 fashion 与 fashionable 形近来诱选, 但大众的看法是"光鲜迷人"而非"时髦", 且这话录音没说。

借用原文: Fashion magazine

4. A) Her persistence

B) Her experience

C) Her competence

D) Her confidence

【题目】 What helped the woman to get her current position?

【翻译】 是什么帮助这位女士获得了她目前的职位?

A) 她的坚持不懈 B) 她的经验 C) 她的能力 D) 她的自信

【答案】 A (细节题) Her persistence

【定位】 I had to be really persistent and it was very hard work.

我必须非常坚持不懈, 而且要付出非常艰辛的努力。

【信号】 被问者直接应答里的强调词。 答案信号是她对"如何克服困难"这一问的直接应答开头: I had to be really persistent, really 加重语气强调 persistent (坚持不懈), 是她明确点出的成功关键。

【替换】 I had to be really persistent ↔ **Her persistence**

形容词 persistent 名词化为 persistence

【排除】 B) 原词陷阱

录音末句确有 experience: all experiences make you a better journalist, 选项 Her experience 借这个原词诱选, 但那句是说"各种经历会让你成为更好的记者"这一信念, 并非她把"经验"当成拿到这份工作的直接原因, 真正帮她的是"坚持"。

借用原文: all experiences make you a better journalist

C) 未提及

Her competence (能力) 与"坚持"都是褒义品质、意思相近极易混, 但录音通篇没说是"能力"帮了她, 她明确强调的是 persistent, competence 属编造。

D) 未提及

Her confidence (自信) 也是褒义品质, 听着像励志故事该有的词, 但录音里她强调的是 really persistent"坚持", 从未说靠"自信", 属编造。

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

1 W: Are you watching any good shows these days?

W: 你最近在看什么好剧吗?

2 M: Actually, yes. I'm watching a great satire called Frankie. I think you'd like it.

M: 其实有的。我在看一部很棒的讽刺剧叫Frankie。我觉得你会喜欢的。

3 W: Really? What's it about?

W: 真的吗? 讲的是什么?

4 M: It's about a real guy named Frankie. He is a famous comedian in New York and the show's a mixture of comedy and drama loosely depicting his life.

M: 讲的是一个真实存在的人, 名字叫Frankie。他是纽约的一位著名喜剧演员, 这部剧是喜剧和戏剧的混合体, 松散地描绘了他的生活。

5 W: I'm sorry, do you mean to say, it's a real-life series about a real person? It's non-fiction, is it?

W: 不好意思, 你的意思是说, 这是一部关于真人的真实生活剧集? 是纪实片吗?

6 M: No... Not really, no. It's fiction, as what happens in every episode is made up. However the lead role is a comedian by the name of Frankie, and he plays himself. So Frankie in both real life and in the TV show lives in New York City, is a comic, is divorced, and has two little daughters. All those things are true, but aside from him, all his friends and family are played by actors. And the plots and events that take place are also invented.

M: 不.....其实不是的。它是虚构的, 因为每集发生的事情都是编造的。但是主角是一位名叫Frankie的喜剧演员, 他扮演他自己。所以Frankie在现实生活和在电视剧里都住在纽约市, 是个喜剧演员, 离过婚, 有两个小女儿。这些都是真的, 但除了他之外, 他所有的朋友和家人都是由演员扮演的。而且发生的情节和事件也都是虚构的。

7 W: Oh, I think I see now. That sounds like a very original concept.

W: 哦, 我现在明白了。听起来是个很新颖的概念。

8 M: Yes, it is. In fact, the whole show is written, directed, edited and produced by him, and is very funny and has won many awards.

M: 是的，确实是。实际上，整部剧都是由他编剧、导演、剪辑和制作的，非常有趣，还获得了很多奖项。

9 W: That's cool. I will try to download it. I'm watching a comedy called The Big Bang Theory. It's a huge hit around the world.

W: 太酷了。我会试着下载来看看。我在看一部叫《生活大爆炸》的喜剧。它在全世界都很火。

10 M: Oh yes. I've heard of it, but never actually watched it.

M: 哦对。我听说过，但从来没真正看过。

11 W: Well, then you should check it out. It's also very funny. It's about four male scientists and a female waitress. The men are very socially awkward but very bright. And this is contrasted by the lady's social skills and common sense. The show has been running for over ten years, and some of the actors are practically global superstars, now that they are such famous celebrities.

W: 那你应该去看看。也非常搞笑。讲的是四个男科学家和一个女服务员的故事。这些男人社交能力很差但非常聪明。这与那位女士的社交技能和常识形成了对比。这部剧已经播了十多年了，有些演员现在实际上已经是全球超级巨星了，他们已经成为如此著名的名人。

5. A) It is enjoyable.

B) It is educational.

C) It is divorced from real life.

D) It is adapted from a drama.

【题目】 What does the man think of the satire Frankie he recently watched?

【翻译】 男士对他最近看的讽刺剧 Frankie 有什么看法？

A) 它很有趣。 B) 它很有教育意义。 C) 它脱离现实生活。 D) 它改编自一部戏剧。

【答案】 A (态度观点题) It is enjoyable.

【定位】 I'm watching a great satire called Frankie. I think you'd like it.

我在看一部很棒的讽刺剧，叫《Frankie》。我想你会喜欢它的。

【信号】 评价形容词 **great**。男士一开口就用 a great satire 给出正面评价，great 这个评价形容词就是答案信号；后面 I think you'd like it 进一步印证他态度是正面的。

【替换】 a great satire ↔ It is enjoyable.

great 同义于 enjoyable

【排除】 B) 过度推断

It is educational. 把好评具体化成『有教育意义』，但录音通篇只说它 great、funny，从没提它能教人东西，属过度推断。

C) 原词陷阱

It is divorced from real life. 借了录音里 is divorced 的 divorced，但原文 divorced 指剧中人物『离婚』，根本不是说这剧『脱离现实』；且这是负评，与男士的正面态度相反。

借用原文：is divorced

D) 原词陷阱

It is adapted from a drama. 借了录音 a mixture of comedy and drama 里的 drama，但原文是说这剧『混合了喜剧与正剧元素』，不是说它『改编自某部戏剧』；而且本题问态度，这是来源描述，答非所问。

借用原文：a mixture of comedy and drama

-
6. A) All the roles are played by famous actors and actresses.
B) It is based on the real-life experiences of some celebrities.
C) Its plots and events reveal a lot about Frankie's actual life.
D) It is written, directed, edited and produced by Frankie himself

【题目】 What does the man say is special about the satire Frankie?

【翻译】 男士说讽刺剧 Frankie 有什么特别之处？

- A) 所有角色都由著名演员出演。 B) 它根据一些名人的真实生活经历改编。
C) 它的情节和事件揭示了很多 Frankie 的真实生活。
D) 它由 Frankie 本人编剧、导演、剪辑和制作。

【答案】 D (细节题) It is written, directed, edited and produced by Frankie himself

【定位】 In fact, the whole show is written, directed, edited and produced by him, and is very funny and has won many awards.

事实上，整部剧都是由他一人编剧、导演、剪辑和制作的，非常好笑，还赢得了很多奖项。

【信号】 强调词 In fact. 上一句女士说这是个 very original concept (很新颖的概念)，男士用 In fact, the whole show is written, directed, edited and produced by him 接上，In fact 是强调信号，引出这剧『特别』的核心——一人全包。

【替换】 written, directed, edited and produced by him ↔

written, directed, edited and produced by Frankie himself

him 即 Frankie himself

【排除】 A) 与原文相反

All the roles are played by famous actors and actresses. 与原文相反：录音说 all his friends and family are played by actors, 只是普通 actors, 且明确主角 he plays himself, 并非『所有角色都由名演员演』。

借用原文：all his friends and family are played by actors

B) 原词陷阱

It is based on the real-life experiences of some celebrities. 借了录音 a real-life series about a real person 的 real-life, 但原文随即被男士否定 (It's fiction), 且只涉及 Frankie 一人, 不是 some celebrities, 主体与真假都对不上。

借用原文：a real-life series about a real person

C) 与原文相反

Its plots and events reveal a lot about Frankie's actual life. 把原文借来的『真实生活』安在情节上, 但录音说 the plots and events that take place are also invented——情节是虚构的, 恰恰不反映真实生活, 正好说反。

借用原文：the plots and events that take place are also invented

7. A) Go to the theater and enjoy it.

B) Recommend it to her friends.

C) Watch it with the man.

D) Download and watch it.

【题目】 What does the woman say she is going to do with the satire Frankie?

【翻译】 女士说她打算如何处理讽刺剧 Frankie?

A) 去影院观看它。 B) 把它推荐给她的朋友们。 C) 和男士一起看它。

D) 下载并观看它。

【答案】 D (细节题) Download and watch it.

【定位】 That's cool. I will try to download it.

真酷。我会试着把它下载下来看。

【信号】 意向句 I will. 女士用 I will try to download it 直接表态自己的打算, I will 是表意向的信号词, 紧跟的动作 download 就是答案。

【替换】 I will try to download it ↔ **Download and watch it.**

download 即下载来看

【排除】 A) 未提及

Go to the theater and enjoy it. 录音从未提到女士要去剧院看，她说的是下载，属无中生有。

B) 张冠李戴

Recommend it to her friends. 像是把男士那句 I think you'd like it (推荐给女士) 的『推荐』动作挪到女士头上，但女士本人只说要下载，没说要推荐给朋友。

借用原文：I think you'd like it

C) 原词陷阱

Watch it with the man. 里 watch 确是原文反复出现的词，但录音里女士只说自己下载来看，全程没有『和男士一起看』的安排，with the man 是凭空添加。

借用原文：then you should check it out

-
8. A) It has drawn criticisms from scientists.
B) It has been showing for over a decade.
C) It is a ridiculous piece of satire.
D) It is against common sense.

【题目】 What does the woman say about the comedy The Big Bang Theory?

【翻译】 女士对喜剧《生活大爆炸》有什么评价？

- A) 它遭到了科学家们的批评。 B) 它已经播出了十多年。 C) 它是一部荒谬的讽刺作品。
D) 它违背常识。

【答案】 B (细节题) It has been showing for over a decade.

【定位】 The show has been running for over ten years, and some of the actors are practically global superstars, now that they are such famous celebrities.

这部剧已经播了十多年，其中一些演员实际上已成了全球超级巨星，如今他们都是大名鼎鼎的明星了。

【信号】 并列陈述里的事实。 女士在 some of the actors are practically global superstars, now that they are such famous celebrities 里给出一条客观事实——部分演员已成名人；这种可核对的事实陈述就是细节题的答案落点。

【替换】 some of the actors are practically global superstars, now that they are such famous celebrities ↔

It is based on the real-life experiences of some celebrities.

演员成名人对应 celebrities

【排除】 A) 原词陷阱

It has drawn criticisms from scientists. 借了录音 four male scientists 的 scientists, 但原文只是说剧里有四个科学家角色, 从没说这剧『招来科学家批评』, 批评是无中生有。

借用原文: four male scientists

C) 张冠李戴

It is a ridiculous piece of satire. 里 satire 是男士形容《Frankie》的词 (a great satire), 并非女士对《The Big Bang Theory》的评价; 况且女士说它 very funny、a huge hit, 从无 ridiculous 之贬。

借用原文: a great satire

D) 与原文相反

It is against common sense. 盗用录音 the lady's social skills and common sense 的 common sense, 但原文是说那位女士『有 common sense (常识)』, 根本不是说这部剧『违背常识』, 意思正好相反。

借用原文: the lady's social skills and common sense

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 Related to the "use it or lose it" law is the "keep moving" principle.

与"用进废退"法则相关的是"持续运动"原则。

2 We learned about stagnation from nature. A river that stops moving gets smelly. The same thing happens to people who stop moving, either mentally or physically. Those who play contact sports know that the player who usually gets hurt the most is the one who is standing still. Of course, you'll need some time to catch your breath every so often, but the essential message is "keep moving, extending and learning." Ships last a lot longer when they go to sea than when they stay in the harbor. The same is true for airplanes. You don't preserve an airplane by keeping it on the ground. You preserve it by keeping it in service.

我们从自然界了解到停滞的后果。一条停止流动的河流会变得腥臭。同样的事情也会发生在停止运动的人身上,无论是精神上还是身体上。那些从事接触性运动的人都知道,通常受伤最严重的球员是那个站着不动的人。当然,你偶尔需要一些时间喘口气,但最根本的信息是"保持运动、拓展和学习"。船只出海航行时比停留在港口时使用寿命更长。飞机也是如此。你不能通过让飞机停在地面上来保养它,而是要通过让它持续服役来保养它。

3 We also get to live a long healthy life by staying in service. Longevity statistics reveal that the average person doesn't last very long after retirement. The moral here is don't retire. If a fellow says "I'm 94 years old and I worked all my life", we need to realize that is how he got to be 94, by staying

involved. George Bernard Shaw won a Nobel Prize when he was nearly 70. Benjamin Franklin produced some of his best writings at the age of 84, and Pablo Picasso put brush to canvas right through his eighties. Isn't the issue how old we think we are?

我们也可以通过保持服役状态来过上长寿健康的生活。长寿统计数据显示,普通人退休后寿命不会很长。这里的寓意是不要退休。如果有人说"我94岁了,我工作了一辈子",我们需要意识到正是这样他才活到了94岁,通过保持参与。George Bernard Shaw在将近70岁时获得了诺贝尔奖。Benjamin Franklin在84岁时创作了一些最优秀的作品,而Pablo Picasso在八十多岁时一直坚持作画。难道问题不在于我们认为自己多大吗?

4 A bonus with the "keep moving" principle is that while we keep moving, we don't have a chance to worry. Hence, we avoid the dreaded "paralysis by analysis".

"持续运动"原则的一个额外好处是,当我们保持运动时,我们没有机会去担忧。因此,我们避免了可怕的"分析导致的瘫痪"。

9. A) They are likely to get injured when moving too fast.

B) They believe in team spirit for good performance.

C) They need to keep moving to avoid getting hurt.

D) They have to learn how to avoid body contact.

【题目】 What does the speaker say about players of contact sports?

【翻译】 说话者关于接触性运动的运动员说了什么?

- A) 他们在移动过快时很可能受伤。 B) 他们相信团队精神能带来良好表现。
C) 他们需要保持移动以避免受伤。 D) 他们必须学习如何避免身体接触。

【答案】 C (细节题) They need to keep moving to avoid getting hurt.

【定位】 Those who play contact sports know that the player who usually gets hurt the most is the one who is standing still.

从事身体接触类运动的人都知道,通常受伤最重的,恰恰是那个站着不动的人。

【信号】 出现题干同款话题词 **contact sports**, 其后即答案。录音里 Those who play contact sports 与题干 contact sports 完全同词,是顺听定位的信号灯;说话人讲到这个话题词后紧接的判断 the player who usually gets hurt the most is the one who is standing still 就是答案句。

【替换】 the player who usually gets hurt the most is the one who is standing still ↔

They need to keep moving to avoid getting hurt.

'站着不动的人最受伤'反过来即'要保持移动才不受伤'

【排除】 A) 与原文相反

They are likely to get injured when moving too fast. 把受伤怪到'移动太快'头上，而原文说受伤最重的是 the one who is standing still——是'不动'受伤，不是'动太快'受伤，方向恰好反了。

借用原文：the player who usually gets hurt the most is the one who is standing still

B) 未提及

They believe in team spirit for good performance. 讲'团队精神'，但录音谈接触类运动只说了'不动的人最易受伤'，全程没出现 team spirit 或团队配合的内容，属凭'运动→团队'常识硬填。

D) 原词陷阱

They have to learn how to avoid body contact. 里的 body contact 借了原文 Those who play contact sports 的 contact 一词，但原文是说'接触类运动里不动的人最受伤'，从没说要去'避免身体接触'，是听到 contact 就想选的原词陷阱。

借用原文：Those who play contact sports

10. A) They do not have many years to live after retirement.

B) They tend to live a longer life with early retirement.

C) They do not start enjoying life until full retirement.

D) They keep themselves busy even after retirement.

【题目】 What do longevity statistics reveal about the average person?

【翻译】 寿命统计数据揭示了关于普通人的什么信息？

A) 他们退休后没有多少年可活。 B) 他们往往因提早退休而活得更长。

C) 他们直到完全退休才开始享受生活。 D) 他们即使退休后也让自己保持忙碌。

【答案】 A (细节题) They do not have many years to live after retirement.

【定位】 Longevity statistics reveal that the average person doesn't last very long after retirement.

寿命统计数据显示，普通人在退休之后活不了多久。

【信号】 题干锚词 statistics reveal 在原文原样出现，紧跟即答案。 录音 Longevity statistics reveal 与题干用词完全一致，是定位信号；其后宾语从句 the average person doesn't last very long after retirement 就是统计数据揭示的内容，即答案句。

【替换】 the average person doesn't last very long after retirement ↔

They do not have many years to live after retirement.

'活不了多久' = '没有多少年可活'

【排除】 B) 与原文相反

They tend to live a longer life with early retirement. 说早退休反而更长寿，而原文是 the average person doesn't last very long after retirement——退休后活不久，且后文紧接 The moral here is don't retire, 劝人别退休；选项把原文意思反了过来。

借用原文：the average person doesn't last very long after retirement

C) 原词陷阱

They do not start enjoying life until full retirement. 借了原文反复出现的 retirement, 造出'要等完全退休才开始享受生活', 但原文谈退休只说'活不久、别退休', 根本没谈'何时开始享受生活', 是借原词的答非所问。

借用原文：the average person doesn't last very long after retirement

D) 张冠李戴

They keep themselves busy even after retirement. 与全篇 keep moving、stay involved 主题字面相符，借了主旨词诱选；但本题问的是'统计数据揭示普通人怎样', 答案是'退休后活不久', 而非描述他们'退休后仍忙碌', 张冠李戴。

借用原文：that is how he got to be 94, by staying involved

-
11. A) It prevents us from worrying.
B) It slows down our aging process.
C) It enables us to accomplish more in life.
D) It provides us with more chances to learn.

【题目】 What bonus does the "keep moving" principle bring us according to the speaker?

【翻译】 根据说话者所说, "保持移动"原则给我们带来了什么额外好处?

- A) 它使我们免于担忧。 B) 它减缓我们的衰老过程。
C) 它使我们能够在人生中成就更多。 D) 它为我们提供更多学习机会。

【答案】 A (细节题) It prevents us from worrying.

【定位】 A bonus with the "keep moving" principle is that while we keep moving, we don't have a chance to worry.

"保持移动"原则带来的一个额外好处是：当我们不停活动时，就没有机会去忧虑。

【信号】 题干同款词 a bonus 领起，正是好处提示句。 录音 A bonus with the "keep moving" principle is that 与题干 bonus 完全同词，是定位信号；其后 while we keep moving, we don't have a chance to worry 即点出好处，为答案句。

【替换】 we don't have a chance to worry ↔ **It prevents us from worrying.**

'没机会去忧虑' = '防止我们忧虑'

【排除】 B) 未提及

It slows down our aging process. 在养生活题里很顺耳，但本题答案句说的好处是 we don't have a chance to worry, 全文也没说 keep moving 能 slow down aging, 是用常识硬填的未提及项。

C) 答非所问

It enables us to accomplish more in life. 借了前文名人成就(写作、获奖、作画到八九十岁)的语境联想，但那是第3段讲长寿的例子，本题问的是第4段的 bonus, 而 bonus 明确是'没机会担忧'，并非'让人成就更多'，答非所问。

借用原文：Benjamin Franklin produced some of his best writings at the age of 84

D) 原词陷阱

It provides us with more chances to learn. 借了第2段 keep moving, extending and learning 里的 learning, 但那是讲 keep moving 的内涵、不是第4段问的 bonus; 本题 bonus 是'没空担忧'，与'更多学习机会'无关，是听到 learn 就想选的原词陷阱。

借用原文：the essential message is "keep moving, extending and learning."

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

1 In 2014, one in 16 Americans visited the hospital emergency room for home injuries. One of the main causes of these accidents? A wandering mind. By one estimate, people daydream through nearly half of their waking hours.

2014年,每16个美国人中就有1人因家庭伤害前往医院急诊室就诊。造成这些事故的主要原因之一是什么?走神。据估计,人们在清醒时间里有近一半的时间在做白日梦。

2 Psychologists have recently focused on the tendency to think about something other than the task one is doing. For one experiment, researchers developed an app to analyze the relationship between daydreaming and happiness. They found that the average person's mind wandered most frequently (about 65% of the time) during personal activities, such as brushing their teeth and combing their hair. Respondents' minds tended to wander more when they felt upset rather than happy. They were more likely to wander toward pleasant topics than unpleasant ones.

心理学家最近关注了人们在执行任务时思考其他事情的倾向。在一项实验中,研究人员开发了一款应用程序来分析做白日梦与幸福感之间的关系。他们发现,普通人在进行个人活动(如刷牙和梳头)时思想最容易走神(约占65%的时间)。受访者在感到沮丧而非快乐时更容易走神。他们更有可能走神到愉快的话题而非不愉快的话题。

3 How do daydreams affect daydreamers? A wandering mind leaves us vulnerable when driving. In one study, researchers interviewed 955 people involved in traffic accidents. The majority of them reported having daydreamed just before the accident.

白日梦如何影响做白日梦的人?走神使我们在驾驶时变得脆弱。在一项研究中,研究人员采访了955名交通事故当事人。他们中的大多数人报告在事故发生前刚刚走神。

4 Yet other research suggests that daydreaming has benefits. Researchers have found that it gives us a chance to think about our goals and it also seems to increase creativity. In one experiment, 145

undergraduates completed four "unusual uses" tasks, each requiring them to list as many uses as possible for an everyday object. After the first pair of tasks was completed, one group of participants was assigned an undemanding activity intended to cause their minds to wander. When all the participants proceeded to the second pair of tasks, the daydreamers performed 40 percent better than the others.

然而其他研究表明,做白日梦也有好处。研究人员发现,它让我们有机会思考自己的目标,而且似乎还能提高创造力。在一项实验中,145名本科生完成了四项"不寻常用途"任务,每项任务要求他们尽可能多地列出日常物品的用途。在完成前两项任务后,一组参与者被分配了一项不费脑力的活动,旨在让他们的思想走神。当所有参与者继续进行后两项任务时,做白日梦的人比其他人的表现好40%。

12. A) It tends to dwell upon their joyous experiences.
B) It wanders for almost half of their waking time.
C) It has trouble concentrating after a brain injury.
D) It tends to be affected by their negative feelings.

【题目】 What does the passage say about people's mind?

【翻译】 文章关于人们的思维说了什么?

- A) 它倾向于停留在他们快乐的经历上。 B) 它在他们醒着的时间里有近一半时间在游离。
C) 它在脑部受伤后难以集中注意力。 D) 它往往会受到他们负面情绪的影响。

【答案】 B (细节题) It wanders for almost half of their waking time.

【定位】 By one estimate, people daydream through nearly half of their waking hours.

据某项估计,人们在将近一半的清醒时间里都在走神(做白日梦)。

【信号】 数字估计句即落点。本句以 By one estimate (据估计) 领出一个量化结论 nearly half of their waking hours, 篇章里凡跟着"据估计/研究发现"的量化句,往往就是承载答案的总述句,是听力定位的强信号。

【替换】 daydream through nearly half of their waking hours ↔

wanders for almost half of their waking time

daydream=wanders、hours≈time 同义改写

【排除】 A) 原词陷阱

A 说大脑 dwell upon their joyous experiences (沉湎于愉快经历), 看似呼应原文 more likely to wander toward pleasant topics, 但那是讲走神时偏向愉快话题、并非本题问的 "大脑总体特点", 属答非所问, 且 "沉湎/dwell upon" 原文也未说。

借用原文: They were more likely to wander toward pleasant topics than unpleasant ones.

C) 未提及

C 说大脑 trouble concentrating after a brain injury (脑损伤后难以集中), 原文全篇讲的是走神 (mind wandering) 与白日梦, 从未提到 brain injury (脑损伤) 这回事, 属凭空捏造。

D) 原词陷阱

D 说大脑 affected by their negative feelings (受负面情绪影响), 借用了原文 wander more when they felt upset (心烦时更易走神) 里的 upset, 但原文是说 "走神频率" 受情绪影响、且偏向愉快话题, 并非笼统说大脑被负面情绪左右, 是把局部信息夸大、错置到本题。

借用原文: Respondents' minds tended to wander more when they felt upset rather than happy.

-
13. A) To find how happiness relates to daydreaming.
B) To observe how one's mind affects one's behavior.
C) To see why daydreaming impacts what one is doing.
D) To study the relation between health and daydreaming.

【题目】 For what purpose did the researchers develop the new app?

【翻译】 研究人员开发这款新应用的目的是什么?

- A) 发现幸福感与白日梦的关系。 B) 观察一个人的思维如何影响其行为。
C) 了解白日梦为何影响一个人正在做的事情。 D) 研究健康与白日梦之间的关系。

【答案】 A (目的题) To find how happiness relates to daydreaming.

【定位】 For one experiment, researchers developed an app to analyze the relationship between daydreaming and happiness.

在一项实验中, 研究人员开发了一款应用程序, 用来分析白日梦 (走神) 与幸福之间的关系。

【信号】 to do 即目的落点。 句中 developed an app to analyze the relationship between daydreaming and happiness 用 to analyze 直接交代开发 app 的目的, 目的状语 to do 后面跟的就是答案, 是目的题最硬的定位信号。

【替换】 to analyze the relationship between daydreaming and happiness ↔

To find how happiness relates to daydreaming

analyze the relationship=find how...relates 同义

【排除】 B) 原词陷阱

B 说目的是 To observe how one's mind affects one's behavior (观察心智如何影响行为), 借用了原文反复出现的 mind 一词, 但原文 app 是分析 "走神与幸福" 的关系, 并非 "心智与行为" 的关系, 宾语被偷换。

借用原文: to analyze the relationship between daydreaming and happiness

C) 原词陷阱

C 说目的是 To see why daydreaming impacts what one is doing (看走神为何影响手头的事), 其中 "走神影响手头的事" 呼应了原文 think about something other than the task one is doing, 但那是前文对走神现象的定义, 不是开发 app 的目的, 属答非所问。

借用原文: the tendency to think about something other than the task one is doing

D) 偷换概念

D 说目的是研究 the relation between health and daydreaming (健康与走神的关系), 把原文的 happiness (幸福) 偷换成读音相近的 health (健康), 其余几乎照搬, 是最贴近正确项、最易听岔的陷阱。

借用原文: the relationship between daydreaming and happiness

14. A) It helps them make good decisions.

B) It helps them tap their potentials.

C) It contributes to their creativity.

D) It contributes to clear thinking

【题目】 How does daydreaming benefit people according to some researchers?

【翻译】 根据一些研究人员的说法,白日梦如何使人们受益?

A) 它帮助他们做出正确的决定。 B) 它帮助他们发掘自己的潜力。

C) 它有助于他们的创造力。 D) 它有助于清晰思考。

【答案】 C (细节题) It contributes to their creativity.

【定位】 Yet other research suggests that daydreaming has benefits. Researchers have found that it gives us a chance to think about our goals and it also seems to increase creativity.

然而另一些研究表明,走神(白日梦)也有好处。研究人员发现,它让我们有机会思考自己的目标,似乎还能提升创造力。

【信号】 转折Yet后才是好处。本段以 Yet 转折,把前文走神的坏处(开车走神出事故)一转,转折后才是本题要的好处;篇章里 yet / but / however 之后的内容常是真正落点,听到转折词要立刻提起注意。

【替换】 it also seems to increase creativity ↔ **It contributes to their creativity**
increase=contributes to 同义

【排除】 A) 过度推断

A 说走神帮人 make good decisions (做好决定), 看似贴近原文 think about our goals (思考目标), 但 "思考目标" 不等于 "做好决定", 原文只说给机会想目标, 没说由此能做好决策, 属过度推断。

借用原文: it gives us a chance to think about our goals

B) 未提及

B 说走神帮人 tap their potentials (发掘潜能), 原文讲到的好处只有 "思考目标" 和 "提升创造力", 从未提及 potential (潜能), 属凭空添加。

D) 未提及

D 说走神带来 clear thinking (清晰的思考), 原文列的好处是 think about goals 与 increase creativity, 并无 "使思考更清晰" 之说, 属无中生有的近义干扰。

15. A) Subjects with clear goals in mind outperformed those without clear goals.

B) The difference in performance between the two groups was insignificant.

C) Non-daydreamers were more focused on their tasks than daydreamers.

D) Daydreamers did better than non-daydreamers in task performance.

【题目】 What was the finding of the experiment with 145 undergraduates?

【翻译】 对145名本科生进行的实验有什么发现?

- A) 目标明确的受试者表现优于没有明确目标的受试者。 B) 两组之间的表现差异不显著。
C) 非白日梦者比白日梦者更专注于他们的任务。
D) 白日梦者在任务表现上优于非白日梦者。

【答案】 D (细节题) Daydreamers did better than non-daydreamers in task performance.

【定位】 When all the participants proceeded to the second pair of tasks, the daydreamers performed 40 percent better than the others.

当所有受试者进行第二组任务时, 走神 (做白日梦) 的那一组比其他人表现好了百分之四十。

【信号】 比较+百分比即结论。 句中 performed 40 percent better than the others 是带百分比的比较句, 出现在整段实验描述的最后, 正是实验结论; 实验题里 "X% better than" "outperformed" 这类末尾比较句就是答案信号。

【替换】 the daydreamers performed 40 percent better than the others ↔

Daydreamers did better than non-daydreamers in task performance

performed better=did better、the others=non-daydreamers

【排除】 A) 原词陷阱

A 说 Subjects with clear goals in mind outperformed those without clear goals (有明确目标者胜过无目标者), 把分组标准说成 "有无清晰目标", 但本实验分组是 "被安排走神 vs 没被安排", 且 goals 一词来自第4段前文 think about our goals 而非本实验, 属张冠李戴的捏造。

借用原文: it gives us a chance to think about our goals

B) 与原文相反

B 说两组 The difference in performance between the two groups was insignificant (差异不显著), 而原文明说差了 40 percent better——这是巨大差异, B 与原文结论完全相反。

借用原文: the daydreamers performed 40 percent better than the others

C) 与原文相反

C 说 Non-daydreamers were more focused on their tasks than daydreamers (非走神者比走神者更专注于任务), 把胜出方向反过来了——原文是 daydreamers 表现更好, 且原文讲的是 "表现" 而非 "专注度", 方向和维度都错。

借用原文: the daydreamers performed 40 percent better than the others

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.

1 Dating from as far back as the 12th century, they are claimed to be the rarest historic buildings in western Europe. These buildings offer vital insight into Scandinavia's Viking past. But now, with only 30 wooden churches remaining and their condition deteriorating, experts are working to preserve the structures for future generations.

这些建筑的历史最早可追溯到12世纪, 被认为是西欧最稀有的历史建筑。这些建筑为了解斯堪的纳维亚的维京历史提供了至关重要的线索。但如今, 仅存的30座木制教堂状况不断恶化, 专家们正致力于为后代保护这些建筑。

2 Some of these spectacular churches are no more than small buildings, barely 4 metres wide and 6 metres tall. Others are much larger structures. They soar up to 40 metres into the cold air. Most consist of timber frames that rest on stone blocks. This means that they have no foundations. Although many of the churches appear from the outside to be complex structures, they normally feature only a single storey but numerous different roof levels.

这些壮观的教堂中, 有些只是小型建筑, 宽度仅约4米, 高度约6米。其他的则是更大的结构, 高耸入冷空气中达40米。大多数由木制框架构成, 搁置在石块上。这意味着它们没有地基。尽管许多教堂从外观上看是复杂的结构, 但它们通常只有一层, 却有许多不同的屋顶层次。

3 Staff from the Norwegian government have carried out conservation work on 10 of the churches over the past two years. Most of these churches date from between the 12th and 14th centuries. Other churches were conserved in previous years. So far, specialists have worked to add preservative materials to the churches' exteriors. They also replaced rotting roofs and halted the sinking of the churches into the ground. In two cases, huge machines have been used to lift the buildings up to 30 centimetres into the air. This was accomplished so that the team could examine and repair the churches' original medieval stone blocks. The team plans to return to around a dozen of the buildings to assess progress and consider further action.

挪威政府的工作人员在过去两年里对其中10座教堂进行了保护工作。这些教堂大多建于12世纪至14世纪之间。其他教堂在前些年得到了保护。到目前为止,专家们已为教堂外部添加了防腐材料。他们还更换了腐烂的屋顶,并阻止了教堂下沉到地面中。在两个案例中,使用了大型机器将建筑抬升至空中30厘米。这样做是为了让团队能够检查和修复教堂原有的中世纪石块。该团队计划重返约十几座建筑,以评估进展并考虑进一步行动。

4 The earliest free-standing wooden church was probably built in Norway in around 1080. However, the largest known wooden churches were built from the 1130s onwards. This period was one of inter-elite rivalry in which nobles sought to increase their influence by funding the construction of churches and other buildings.

最早的独立木制教堂可能建于1080年左右的挪威。然而,已知最大的木制教堂建于1130年代以后。这一时期是精英阶层相互竞争的时期,贵族们通过资助建造教堂和其他建筑来寻求增加自己的影响力。

5 The reason for constructing the buildings from wood is probably that ideally proportioned straight and slender timber was available in large quantities in Scandinavia's vast pine forests. As wood was so plentiful, it was cheaper to use than the stone used in the buildings of other European cultures. The area's ship-building tradition, partly established by the Vikings, also meant that sophisticated carpentry was a major aspect of the local culture. The complex style of the medieval wooden church carvings, and the skills used to make them, almost certainly derive from the ancient Viking tradition.

用木材建造这些建筑的原因可能是,在斯堪的纳维亚广袤的松树林中,比例理想、笔直纤细的木材可以大量获取。由于木材如此丰富,使用木材比其他欧洲文化建筑中使用的石材更便宜。该地区的造船传统(部分由维京人建立)也意味着精湛的木工技艺是当地文化的重要组成部分。中世纪木制教堂雕刻的复杂风格以及制作它们所使用的技艺,几乎可以肯定源自古老的维京传统。

16. A) They are the oldest buildings in Europe.
B) They are part of the Christian tradition.
C) They are renovated to attract tourists.
D) They are in worsening condition.

【题目】 What does the speaker say about the Viking wooden churches?

【翻译】 说话者对维京木制教堂有何评价?

- A) 它们是欧洲最古老的建筑。 B) 它们是基督教传统的一部分。
C) 它们经过翻新以吸引游客。 D) 它们的状况正在恶化。

【答案】 **D** (细节题) They are in worsening condition.

【定位】 But now, with only 30 wooden churches remaining and their condition deteriorating, experts are working to preserve the structures for future generations.

但如今，仅存 30 座木教堂、且它们的状况正在恶化，专家们正努力为后代保护这些建筑。

【信号】 **转折 But now 后才是真意。** 前半句还在夸它们 the rarest historic buildings，一个 But now 把话锋转向现状，转折之后的 their condition deteriorating 才是说话人要落的点——听到 but now 就该把耳朵竖起来。

【替换】 their condition deteriorating ↔ **in worsening condition**

deteriorating = worsening 同义改写

【排除】 **A) 偷换概念**

原文夸它们是 the rarest historic buildings in western Europe (最稀有)，A 偷偷把 rarest 换成 oldest (最古老)——稀有不等于最古老，听到“最高级 + 西欧”就想选就中套了。

借用原文：the rarest historic buildings in western Europe

B) 过度推断

原文只说它们是 wooden churches (木教堂)，借“教堂”让你脑补“基督教传统”，但全篇真正定调的是 Scandinavia's Viking past (维京渊源)，从没把它们说成基督教传统的一部分，属过度推断。

借用原文：Scandinavia's Viking past

C) 未提及

原文说专家在 working to preserve the structures for future generations (为后代保护)，C 却说成 renovated to attract tourists (为引客而翻新)——保护目的被换成招揽游客，原文根本没提 tourists，属无中生有。

17. A) They have a history of 14 centuries.

B) They are 40 metres tall on average.

C) They are without foundations.

D) They consist of several storeys.

【题目】 **What is special about most of the Viking wooden churches?**

【翻译】 大多数维京木制教堂有何特别之处？

A) 它们有14世纪的历史。 B) 它们平均高40米。 C) 它们没有地基。

D) 它们由多层构成。

【答案】 **C** (细节题) They are without foundations.

【定位】 Most consist of timber frames that rest on stone blocks. This means that they have no foundations.

大多数教堂由架在石块上的木构架组成。这意味着它们没有地基。

【信号】 **Most + This means 推出特征。** 题干问的是 most (大多数)，原文正以 Most consist of 开头，紧接一句 This means that they have no foundations 把特征点破——This means 后面的那句结论就是说话人要你抓的特别之处。

【替换】 they have no foundations ↔ **without foundations**
have no = without 否定同义

【排除】 A) **原词陷阱**

原文说它们 Dating from as far back as the 12th century (最早可追到 12 世纪)，A 把“12 世纪”歪算成“14 个世纪的历史”——12th century 是年代，14 centuries 是时长，听到数字就抓极易上当。

借用原文：Dating from as far back as the 12th century

B) **原词陷阱**

原文说有些大的 soar up to 40 metres (最高可达 40 米)，B 却说成 40 metres tall on average (平均高 40 米) ——up to (至多) 被偷换成 on average (平均)，且这只描述“大的那些”不是 most。

借用原文：They soar up to 40 metres into the cold air

D) **与原文相反**

原文明说它们 normally feature only a single storey (通常只有单层)，D 却说 several storeys (好几层) ——只是多了几个不同的屋顶层 roof levels，被偷换成“好几层楼”，与原文相反。

借用原文：they normally feature only a single storey but numerous different roof levels

-
18. A) Wood was harmonious with nature.
B) Wooden buildings kept the cold out.
C) Timber was abundant in Scandinavia.
D) The Vikings liked wooden structures.

【题目】 **Why were the Viking churches constructed from wood?**

【翻译】 维京教堂为何用木材建造？

- A) 木材与自然和谐共处。 B) 木制建筑能够御寒。 C) 斯堪的纳维亚木材资源丰富。
D) 维京人喜欢木质结构。

【答案】 **C** (细节题) Timber was abundant in Scandinavia.

【定位】 The reason for constructing the buildings from wood is probably that ideally proportioned straight and slender timber was available in large quantities in Scandinavia's vast pine forests.
用木材建造这些建筑的原因，很可能是斯堪的纳维亚广袤的松林里盛产比例匀称、笔直纤细的木材。

【信号】 **The reason...is 直接点原因。** 原文用 The reason for constructing the buildings from wood is probably that 把原因明明白白引出来，后半句 available in large quantities 就是真因——“The reason...is”是最直白的因果信号，听到就锁。

【替换】 timber was available in large quantities in Scandinavia's vast pine forests ↔

Timber was abundant in Scandinavia.

available in large quantities = abundant 概括

【排除】 A) 未提及

“木头与自然和谐”听着很顺，但原文给的原因是木材量大又便宜（cheaper to use than the stone），从没说过 harmonious with nature，属无中生有。

B) 未提及

原文只提到 the cold air（冷空气）描述教堂高耸的环境，B 借这个“冷”字脑补成“木建筑御寒”，但用木头的原因和保暖毫无关系，属未提及。

借用原文：They soar up to 40 metres into the cold air

D) 张冠李戴

原文里 Vikings 出现在“造船传统”和“雕刻技艺源自维京”的语境（partly established by the Vikings），D 却把它说成“维京人喜欢木结构”——用木的真因是“木材多又便宜”，把原因安到“维京偏好”头上，是张冠李戴。

借用原文：partly established by the Vikings

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

1 In last week's lecture, we discussed the characteristics of the newly born offspring of several mammals. You probably remember that human infants are less developed physically than other mammals of the same age. But in today's lecture, we'll look at three very interesting studies that hint at the surprising abilities of human babies.

在上周的讲座中,我们讨论了几种哺乳动物新生后代的特征。你们可能还记得,人类婴儿在身体发育上不如同龄的其他哺乳动物发达。但在今天的讲座中,我们将探讨三项非常有趣的研究,这些研究暗示了人类婴儿令人惊讶的能力。

2 In the first study, three-year-olds watched two videos shown side by side, each featuring a different researcher, one of whom they'd met once two years earlier. The children spent longer watching the video showing the researcher they hadn't met. This is consistent with young children's usual tendency to look longer at things that aren't familiar. And really this is amazing. It suggests the children remembered the researcher they'd met just one time when they were only one-year-olds. Of course, as most of us forget memories from our first few years as we grow older, these early long-term memories will likely be lost in subsequent years.

在第一项研究中,三岁儿童观看并排显示的两个视频,每个视频都展示了一位不同的研究人员,其中一位是他们两年前见过一次的。孩子们花更长时间观看展示他们未曾见过的研究人员的视频。这与幼儿通常倾向于更长时间地看不熟悉事物的习惯一致。这确实令人惊讶。这表明孩子们记得他们在一岁时仅见过一次的研究人员。当然,由于我们大多数人在长大后忘记最初几年的记忆,这些早期的长期记忆很可能在随后的岁月中丢失。

3 Our second study is about music. For this study, researchers played music to babies through speakers located on either side of a human face. They waited until the babies got bored and averted their gaze

from the face. And then they changed the mood of the music, either from sad to happy or the other way around. This mood switch made no difference to the three-month-olds; but for the nine-month-olds, it was enough to renew their interest and they started looking again in the direction of the face. This suggests that babies of that age can tell the difference between a happy melody and a sad tune.

我们的第二项研究是关于音乐的。在这项研究中,研究人员通过位于人脸两侧的扬声器为婴儿播放音乐。他们等到婴儿感到厌烦并将目光从脸上移开。然后他们改变了音乐的情绪,从悲伤变为快乐,或反之。这种情绪转换对三个月大的婴儿没有影响;但对九个月大的婴儿来说,这足以重新引起他们的兴趣,他们开始再次朝着脸的方向看。这表明这个年龄的婴儿能够分辨出快乐的旋律和悲伤的曲调之间的区别。

4 Our final study is from 1980, but it's still relevant today. In fact, it's one of the most famous pieces of research about infant emotion ever published. The study involved ordinary adults watching video clips of babies nine months or younger. In the video clips, the babies made various facial expressions in response to real-life events including playful interactions and painful ones. The adult observers were able to reliably discern an assortment of emotions on the babies' faces. These emotions included interest, joy, surprise, sadness, anger, disgust, contempt, and fear.

我们最后一项研究来自1980年,但它在今天仍然具有相关性。事实上,这是有史以来发表的关于婴儿情绪最著名的研究之一。该研究让普通成年人观看九个月或更小婴儿的视频片段。在视频片段中,婴儿对现实生活中的事件做出各种面部表情,包括玩耍性互动和痛苦的互动。成年观察者能够可靠地辨别出婴儿脸上的各种情绪。这些情绪包括兴趣、喜悦、惊讶、悲伤、愤怒、厌恶、轻蔑和恐惧。

5 Next week, we'll be looking at this last study more closely. In fact, we will be viewing some of the video clips from that study. And together, see how well we do in discerning the babies' emotions.

下周,我们将更仔细地研究最后这项研究。事实上,我们将观看该研究中的一些视频片段。然后一起看看我们在辨别婴儿情绪方面做得如何。

19. A) Similarities between human babies and baby animals.
B) Cognitive features of different newly born mammals.
C) Adults' influence on children.
D) Abilities of human babies.

【题目】 What are the three interesting studies about?

【翻译】 这三项有趣的研究是关于什么的?

- A) 人类婴儿与动物幼崽之间的相似之处。 B) 不同新生哺乳动物的认知特征。
C) 成人对儿童的影响。 D) 人类婴儿的能力。

【答案】 D (主旨题) Abilities of human babies.

【定位】 But in today's lecture, we'll look at three very interesting studies that hint at the surprising abilities of human babies.

但在今天的讲座里,我们将看三项非常有趣的研究,它们暗示了人类婴儿令人惊讶的能力。

【信号】 转折 But 后的点题句。前一句先说上周讲的是哺乳动物、人类婴儿"physically less developed",紧接着用 But in today's lecture 转折,转折之后才是今天的真正主题;篇章独白里开头的 But / Today 之后那句通常就是全篇点题句。

【替换】 the surprising abilities of human babies ↔ **Abilities of human babies**

去掉修饰的同义概括

【排除】 A) **原词陷阱**

录音开头说上周讨论过 the newly born offspring of several mammals 并把人类婴儿与其他哺乳动物作比，A 把"人类婴儿与动物幼崽的相似"当成今天主题，实际那是上周内容、且"相似"也非录音重点，是用旧话题骗"听到 babies 和 animals 就选"。

借用原文：we discussed the characteristics of the newly born offspring of several mammals

B) **原词陷阱**

录音确有 other mammals of the same age 一语，B 借此把主题说成"不同新生哺乳动物的认知特征"，但今天三项研究全讲人类婴儿、哺乳动物只是引子，这是把范围错放到了哺乳动物身上。

借用原文：human infants are less developed physically than other mammals of the same age

C) **未提及**

C 说三项研究是关于"成人对孩子的影响"，但录音三项研究分别讲婴儿的记忆、辨乐、情绪，全程没有"成人影响孩子"这一主题（第四项里成人只是观察者），属凭空捏造。

20. A) They can distinguish a happy tune from a sad one.

B) They love happy melodies more than sad ones.

C) They fall asleep easily while listening to music.

D) They are already sensitive to beats and rhythms.

【题目】 **What does the second study find about nine-month-old babies?**

【翻译】 第二项研究关于九个月大的婴儿有什么发现？

A) 他们能够区分欢快的曲调和悲伤的曲调。

B) 他们更喜欢欢快的旋律而不是悲伤的旋律。 c) 他们在听音乐时很容易入睡。

D) 他们已经对节拍和节奏很敏感。

【答案】 **A** (细节题) They can distinguish a happy tune from a sad one.

【定位】 This suggests that babies of that age can tell the difference between a happy melody and a sad tune.

这表明那个月龄的婴儿能够分辨欢快的旋律和悲伤的曲调。

【信号】 **结论句 This suggests**。实验描述之后用 This suggests that 引出研究结论，研究发现题的答案几乎都落在 suggests / shows / found 这类结论句上，而不在前面的实验过程描述里。

【替换】 can tell the difference between a happy melody and a sad tune ↔

distinguish a happy tune from a sad one

tell the difference=distinguish

【排除】 B) 原词陷阱

录音通篇讲的是婴儿"能分辨"快乐与悲伤的曲子，从未说他们"更喜欢快乐的"；B 借用了 happy / sad 这组录音真实出现的词，却把"能区分"偷换成"更偏爱欢快的"，是 A 的对立干扰。

借用原文：either from sad to happy or the other way around

C) 原词陷阱

录音里婴儿是"got bored and averted their gaze"（厌倦后移开视线），C 却说他们"听音乐容易睡着"；它借 music 这个真实话题词，编造了录音从未提到的"睡着"反应。

借用原文：They waited until the babies got bored and averted their gaze from the face

D) 未提及

D 说婴儿"对节拍和韵律敏感"，但本段只讲"能分辨快乐与悲伤的曲调"，从未提及 beats and rhythms；这是引入录音没有的新概念。

21. A) Infants' facial expressions.

B) Babies' emotions.

C) Babies' interaction with adult.

D) Infants' behaviors.

【题目】 What is the 1980 study about?

【翻译】 1980年的研究是关于什么的？

A) 婴儿的面部表情。 B) 婴儿的情绪。 C) 婴儿与成人的互动。 D) 婴儿的行为。

【答案】 B (主旨题) Babies' emotions.

【定位】 In fact, it's one of the most famous pieces of research about infant emotion ever published.

事实上，它是有史以来发表过的关于婴儿情绪的最著名研究之一。

【信号】 定性句 research about. 录音用 research about infant emotion 直接给这项研究下定义，about 后面的词就是研究主题；定性句优先于后文列举的表情、互动等具体环节。

【替换】 research about infant emotion ↔ Babies' emotions

infant=baby、emotion同词

【排除】 A) 原词陷阱

录音确实提到婴儿 made various facial expressions, A 借此说研究"关于面部表情"; 但表情只是观察手段——成人通过看表情来判断情绪, 研究真正的主题是"情绪"。这是最像对的原词陷阱。

借用原文: the babies made various facial expressions

C) 原词陷阱

录音说视频里的事件"including playful interactions", C 借 interaction 说研究"关于婴儿与成人的互动"; 但互动只是触发婴儿表情的情境之一, 并非研究主题, 且 C 还把它说成"与成人的互动", 偏离了研究核心。

借用原文: real-life events including playful interactions and painful ones

D) 偷换概念

D 用"婴儿的行为"这一最宽泛的词概括研究, 但录音明确定性为关于"情绪"的研究, "行为"既未被录音用来定义这项研究、范围也过大, 是以宽代窄的干扰。

借用原文: research about infant emotion

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

1 Today I'd like to talk about the dangers of being too collaborative. Being a good team player is an essential skill in our modern workplace. The ability to work well with others and collaborate on projects is a sought-after ability in nearly every position. However, placing too much emphasis on being a good team player can negatively affect your career growth.

今天我想谈谈过度协作的危险。在现代职场中, 成为一名优秀的团队合作者是一项必备技能。几乎在每个职位上, 与他人良好合作并在项目中协同工作的能力都是一种备受追捧的能力。然而, 过分强调成为一名优秀的团队合作者可能会对你的职业发展产生负面影响。

2 Don't be overly focused on gaining consensus. Don't be too concerned with the opinions of others. This can hinder your ability to make decisions, speak up, and gain recognition for your individual skills and strengths. Some people are too subordinate to others' opinions, too focused on decision consensus, too silent about their own point of view, too agreeable to take things on when they don't have time or energy. This leads to building a brand of underconfident, submissive, low-impact non-leaders and hampers their growth and career advancement.

不要过度专注于获得共识。不要过分在意他人的意见。这会妨碍你做出决策、表达观点以及获得对你个人技能和优势的认可。有些人过于服从他人的意见, 过于专注于决策共识, 对自己的观点过于沉默, 在没有时间或精力时过于随和地承担任务。这会导致建立一种缺乏自信、顺从、影响力低的非领导者形象, 并阻碍他们的成长和职业晋升。

3 Collaboration certainly makes your individual competencies and contributions more difficult for outsiders to identify. Collaborative projects mean you're sharing the spotlight with others. Outsiders may then find it difficult to determine your contributions and strengths. This may end up costing you opportunities for promotions or pay raises.

协作确实会让外部人员更难识别你的个人能力和贡献。协作项目意味着你要与他人分享聚光灯。外部人员可能会因此难以确定你的贡献和优势。这最终可能会让你失去晋升或加薪的机会。

4 You certainly shouldn't ditch teamwork, but how can you avoid the hazards of being an over-collaborator?

你当然不应该放弃团队合作,但如何才能避免成为过度协作者的危害呢?

5 Working in a team can have huge benefits. Your team may have repeated successes and often gain recognition. You then have more opportunities to expand your professional network than if you worked alone. However, finding a balance between team efforts and individual projects that give you independent recognition is important for making a name for yourself and providing opportunities for advancement.

在团队中工作可以带来巨大的好处。你的团队可能会取得反复的成功并经常获得认可。与独自工作相比,你会有更多机会扩展你的职业网络。然而,在团队努力和能给你带来独立认可的个人项目之间找到平衡,对于建立自己的声誉和提供晋升机会非常重要。

6 Be selective in who you work with. This will maximize the benefits and minimize the downsides of being a team player. Collaborate with people who have complementary expertise. Select projects where there's potential for mutual benefit. Perhaps you're bringing your unique knowledge and gaining access to someone else's professional network. Or maybe you're able to learn a new skill by working with someone. Seek out your teammates purposefully rather than jumping on every new group project opportunity.

要有选择地与人合作。这将最大化作为团队合作者的好处并最小化其负面影响。与拥有互补专业知识的人合作。选择有潜在互惠利益的项目。也许你带来了你的独特知识,并获得了接触他人职业网络的机会。或者你能够通过与他人合作学习一项新技能。有目的地寻找你的团队成员,而不是抓住每一个新的团队项目机会。

7 When we're too collaborative, we want everyone to agree with a decision before we proceed. This can create unnecessary delays as you hold meetings trying to achieve a consensus. It's fine to be collaborative when seeking input, but put a deadline on the input stage and arrive at a decision, even if it's a decision that doesn't have consensus.

当我们过度协作时,我们希望每个人在推进之前都同意某个决策。这可能会造成不必要的延误,因为你要召开会议试图达成共识。在征求意见时进行协作是可以的,但要为意见征求阶段设定一个截止日期,并做出决定,即使这是一个没有达成共识的决定。

22. A) It may harm the culture of today's workplace.

B) It may hinder individual career advancement.

C) It may result in unwillingness to take risks.

D) It may put too much pressure on team members.

【题目】 What does the speaker say about being over collaborative?

【翻译】 说话者对过度合作有何看法?

A) 它可能损害当今职场的文化。 B) 它可能阻碍个人职业发展。

C) 它可能导致不愿承担风险。 D) 它可能给团队成员施加过大压力。

【答案】 B (细节题) It may hinder individual career advancement.

【定位】 However, placing too much emphasis on being a good team player can negatively affect your career growth.

然而，过分强调做一个好的团队成员，会对你的职业成长产生负面影响。

【信号】 转折词 **However** 后才是真意。前一句还在夸团队精神是必备技能，However, placing too much emphasis on being a good team player can negatively affect your career growth. 用 However 一转，才点出过度协作的核心危害——这句转折后的话就是答案句。

【替换】 negatively affect your career growth ↔ **hinder individual career advancement**
negatively affect=hinder, career growth=career advancement

【排除】 A) **原词陷阱**

录音第一段确实念到 our modern workplace, A 项 It may harm the culture of today's workplace. 借这个 workplace 制造"听到就想选"的错觉，但原文从未说过过度协作会损害"职场文化"，危害对象是"你的职业成长"，不是文化。

借用原文：our modern workplace

C) **未提及**

It may result in unwillingness to take risks. 说的"导致不愿冒险"在录音里找不到任何对应表述，是凭"过度协作好像会让人保守"的常识硬推出来的。

D) **原词陷阱**

It may put too much pressure on team members. 套着"团队成员"这个全篇高频语境，但原文讲的危害是"拖累你自己的发展"，从没说过"给团队成员太大压力"，方向答非所问。

借用原文：being a good team player

-
23. A) They can hardly give expression to their original views.
B) They can become less motivated to do projects of their own.
C) They may find it hard to get their contributions recognized.
D) They may eventually lose their confidence and creativity

【题目】 What does the speaker say about people engaged in collaborative projects?

【翻译】 说话者对参与合作项目的人有何看法？

- A) 他们几乎无法表达自己的原创观点。 B) 他们做自己项目的动力可能会降低。
C) 他们可能发现自己的贡献难以获得认可。 D) 他们最终可能失去信心和创造力。

【答案】 **C** (细节题) They may find it hard to get their contributions recognized.

【定位】 Collaboration certainly makes your individual competencies and contributions more difficult for outsiders to identify. Collaborative projects mean you're sharing the spotlight with others. Outsiders may then find it difficult to determine your contributions and strengths.

协作确实会让外人更难看清你个人的能力与贡献。协作项目意味着你要和别人分享聚光灯。于是外人可能很难判断出你的贡献和长处。

【信号】围绕 **contributions** 反复强调的核心句。这一段三句都在说同一件事——more difficult for outsiders to identify、Outsiders may then find it difficult to determine your contributions and strengths., 反复强调"贡献被外人难以识别", 这种重复正是答案落点。

【替换】 Outsiders may then find it difficult to determine your contributions and strengths ↔

They may find it hard to get their contributions recognized

outsiders determine your contributions=get contributions recognized

【排除】 A) **张冠李戴**

They can hardly give expression to their original views. 像第二段"too silent about their own point of view"的影子, 但那段讲的是"过度迁就者", 不是本题问的"做协作项目的人", 且本题答案句明确在讲"贡献难被识别", 与"表达观点"不是一回事。

借用原文: too silent about their own point of view

B) **未提及**

They can become less motivated to do projects of their own. 把"积极性下降、不愿做个人项目"当后果, 但录音第三段只讲"贡献难被外人看清", 从没说协作会让人"丧失做个人项目的动力", 属凭推测添加。

D) **过度推断**

They may eventually lose their confidence and creativity 里 confidence 与第二段 underconfident 沾边, 但那是讲过度迁就者的"品牌形象", 本题答案句根本没提 confidence 或 creativity, 且 eventually lose 把后果夸到"丧失", 是过度推断。

借用原文: underconfident

-
24. A) They can enlarge their professional circle.
B) They can get chances to engage in research.
C) They can make the best use of their expertise.
D) They can complete the project more easily.

【题目】 **How do people benefit from working in a team?**

【翻译】 人们如何从团队工作中受益?

- A) 他们可以扩大自己的职业圈子。 B) 他们可以获得参与研究的机会。
C) 他们可以充分利用自己的专长。 D) 他们可以更轻松地完成项目。

【答案】 **A** (细节题) They can enlarge their professional circle.

【定位】 You then have more opportunities to expand your professional network than if you worked alone.

于是相比单干, 你会有更多机会去扩展自己的职业人脉网络。

【信号】 **benefits** 后列举的具体好处句。本段以 Working in a team can have huge benefits 开头点出"团队有大好处", 随后 more opportunities to expand your professional network 就是它列出的那条具体好处——益处总起句之后紧跟的具体项即答案。

【替换】 expand your professional network ↔ **enlarge their professional circle**

expand=enlarge, network=circle

【排除】 B) **未提及**

They can get chances to engage in research. 里的 research 在整篇录音里从未出现，是凭空添加的好处。

C) **原词陷阱**

expertise 确在第六段念过 (Collaborate with people who have complementary expertise)，C 项 They can make the best use of their expertise. 借此诱选，但那段讲的是"如何挑选合作对象"，且原文是"找互补专长的人"，不是"用好自己的专长"，答非所问。

借用原文：complementary expertise

D) **未提及**

They can complete the project more easily. 听上去"人多好办事"很顺，但录音讲团队好处时只提"重复的成功、被认可、扩展人脉"，从没说"项目能更轻松完成"，是常识脑补。

25. A) It may cause lots of arguments in a team.

B) It may prevent making a timely decision.

C) It may give rise to a lot of unnecessary expenses.

D) It may deprive a team of business opportunities.

【题目】 **Why is it undesirable to spend too much time trying to reach consensus?**

【翻译】 为什么花费过多时间试图达成共识是不可取的？

A) 它可能在团队中引发大量争论。 B) 它可能妨碍及时做出决策。

C) 它可能产生大量不必要的开支。 D) 它可能剥夺团队的商业机会。

【答案】 **B** (细节题) It may prevent making a timely decision.

【定位】 When we're too collaborative, we want everyone to agree with a decision before we proceed.

This can create unnecessary delays as you hold meetings trying to achieve a consensus.

当我们过度协作时，我们想在推进前让每个人都同意某个决定。这会造成不必要的拖延，因为你要不停开会去达成共识。

【信号】 **因果句 This can create...+ delays 是后果落点。** This can create unnecessary delays as you hold meetings trying to achieve a consensus. 用 This can create...直接给出"耗时求共识"的后果——不必要的拖延，这句因果就是答案句。

【替换】 This can create unnecessary delays ↔ **It may prevent making a timely decision**

create delays=prevent a timely decision

【排除】A) 原词陷阱

本段反复念 achieve a consensus, A 项 It may cause lots of arguments in a team. 借"共识/团队"语境诱选, 但原文讲的后果是"拖延"不是"争论"——求共识恰恰是为了避免分歧, 说"引发大量争论"反而拧了。

借用原文: achieve a consensus

C) 偷换概念

It may give rise to a lot of unnecessary expenses. 顺着 you hold meetings 的开会画面联想到"花钱", 但原文 unnecessary 修饰的是 delays (拖延) 不是 expenses (开销), 是把"不必要的拖延"偷换成了"不必要的花费"。

借用原文: unnecessary delays

D) 过度推断

It may deprive a team of business opportunities. 说的"错失商业机会"在末段找不到对应, 是从"拖延→可能误事"再往前推了一步的脑补, 原文止于"拖延"。

SENTENCE INSIGHTS • 句子精讲

35 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。

W: My day mainly incorporates responding to emails, writing and editing stories and coming up with new feature ideas.

第4段, 第1句

本句宾语由三个动名词短语并列构成,可练习识别动名词作宾语及并列结构的切分,且句中包含主谓宾和状语四种基本成分,成分种类较丰富,但无定语从句、补语等更复杂的成分类型,训练价值中等偏上

Ultimately, though, we're the same as our readers, but working in a job we're all very lucky to have.

第8段, 第3句

句子结构典型: 主系表 + 并列状语 + 嵌套定语从句(关系代词省略)是四六级和考研阅读中的常见句式; 转折连词 "but" 和定语从句的组合也是高频考点; 掌握后可迁移到大量类似句子的理解。

After three years of working in a petrol station and doing unpaid work, I still hadn't managed to get an entry-level job.

第10段，第2句

"After + 时间段" 引导的时间状语从句加主句,是四六级和考研阅读中的高频句式。过去完成时搭配时间状语从句表达 "在某段时间之后仍未完成某事" 的逻辑,也是常见考查点。句式结构具有较强的代表性和可复用性。

W: I'm sorry, do you mean to say, it's a real-life series about a real person?

第5段，第1句

本句是口语对话中常见的确认型疑问句, "do you mean to say"加宾语从句的结构在真题听力和对话类阅读中较为典型。两个主句并列、其中一个带宾语从句的配置也是基础题型常考模式,具有一定的复用价值,但不属于最高频的复杂长难句类型。

It's fiction, as what happens in every episode is made up.

第6段，第2句

本句涵盖主系表结构、被动语态、主语从句 ("what" 引导)、状语从句 ("as" 引导)、以及 "what" 在从句中充当主语的双重角色,成分种类较丰富。对学生练习从句识别、被动语态和名词性从句有一定价值,但缺少宾语、定语等其他常见成分。

All those things are true, but aside from him, all his friends and family are played by actors.

第6段，第5句

"but" 连接的并列转折句是四六级和考研阅读中的常见句式,被动语态也是高频考点。句首状语 + 主句主干的布局在真题中经常出现。这种 "承认事实 + but 转折" 的逻辑结构具有较强的代表性,学生掌握后可迁移到类似的对比或让步结构。不过句子整体较短、结构相对简单,没有复杂从句或多重修饰,因此典型性处于中等偏上水平。

And the plots and events that take place are also invented.

第6段，第6句

主句采用被动语态陈述事实,定语从句修饰主语中的名词,这种结构在考试阅读中较为常见,具备一定代表性,学生掌握后可迁移到类似句式,但不属于特别高频的复杂典型句式。

In fact, the whole show is written, directed, edited and produced by him, and is very funny and has won many awards.

第8段，第2句

本句覆盖了主语、多组并列谓语（被动谓语、系动词、完成时谓语）、表语、宾语、状语等多种成分，且并列谓语的切分和归属是常见易错点；尤其是 "directed, edited, produced" 承前省略 "is"，需要学生识别并列结构中的省略现象，训练价值较高。

The show has been running for over ten years, and some of the actors are practically global superstars, now that they are such famous celebrities.

第11段，第6句

并列主句 + 原因状语从句的组合在四六级和考研真题中较为常见，现在完成进行时也是高频考点；"now that" 引导原因状语从句的用法具有一定代表性；但本句缺少定语从句、宾语从句等更高频的从句类型，典型性不算最高，属于较典型的句式。

It is based on the real-life experiences of some celebrities.

第6题，B

简单句 + 被动语态 + 介词短语状语是考试中常见的基础句式，具有一定代表性，但结构过于简单，未能体现真题中常见的复杂修饰或从句嵌套特征。

Watch it with the man.

第7题，C

祈使句是常见句式，在口语和应用文中高频出现，具有一定代表性。但在四六级或考研阅读真题中，祈使句出现频率低于陈述句和各类从句，典型性中等

Of course, you'll need some time to catch your breath every so often, but the essential message is "keep moving, extending and learning."

第2段，第5句

转折并列句是四六级和考研常见句式，"but" 连接让步与强调的逻辑在议论文和说明文中频繁出现，掌握后可迁移到类似结构

Hence, we avoid the dreaded "paralysis by analysis".

第4段，第2句

涵盖主谓宾和状语、定语五种成分，宾语部分带有过去分词作定语可供练习前置定语识别，但整体成分配置较常规，易错点不多。

They do not start enjoying life until full retirement.

第10题，C

"not ... until" 结构是英语中表达「直到...才」的典型句式，在四六级和考研阅读中频繁出现，掌握这个结构及其变体(如倒装形式 "Not until ... do/does ...")对理解考试文本很有帮助，代表性较强。

It provides us with more chances to learn.

第11题，D

这种“主语加谓语加双重对象关系，再接不定式修饰名词”的写法很常见，阅读中反复会遇到。掌握后可迁移到大量类似表达。

It tends to dwell upon their joyous experiences.

第12题，A

简单句结构在考试中常见，tend to do 也是典型的动词搭配用法，但本句过于简洁，缺少从句、复杂修饰或多重嵌套等考试中频繁出现的复杂句式特征，代表性一般。

But now, with only 30 wooden churches remaining and their condition deteriorating, experts are working to preserve the structures for future generations.

第1段，第3句

with 复合结构作状语 + 不定式表目的是考试高频句式，且状语插入分隔主谓的现象在真题中常见，具有较强代表性

Staff from the Norwegian government have carried out conservation work on 10 of the churches over the past two years.

第3段，第1句

本句采用典型的主谓宾结构配合现在完成时和时间状语，这种表达过去一段时间内完成动作的句式在四六级和考研阅读中频繁出现，尤其在新闻报道和说明文体裁中常见，学习者掌握后可直接迁移到大量类似句型。

In two cases, huge machines have been used to lift the buildings up to 30 centimetres into the air.

第3段，第6句

本句结构在四六级和考研真题中较为典型：被动语态的现在完成时是常考时态，不定式作目的状语是高频用法，句首介词短语作状语也是常见句式。这种“状语 + 主语 + 被动谓语 + 目的状语”的组合在阅读理解和翻译题中经常出现，掌握后可大量复用。虽然没有从句嵌套，但简单句的典型性同样重要，学生可借此巩固基本句型和常用语法点。

This was accomplished so that the team could examine and repair the churches' original medieval stone blocks.

第3段，第7句

“主句 + so that 目的状语从句”是四六级和考研阅读中的典型句式，且主句使用被动语态也非常常见。掌握这种结构后可以在大量真题句中复用，具有较高的代表性

Timber was abundant in Scandinavia.

第18题，C

主系表加地点状语是英语中的常见句式，在描述客观事实或历史背景时经常出现，具有一定代表性但句式过于简单不具备考试难度

In the first study, three-year-olds watched two videos shown side by side, each featuring a different researcher, one of whom they'd met once two years earlier.

第2段，第1句

主句涵盖主语、谓语、宾语、地点状语、后置定语等多种成分，宾语带有复杂修饰结构（过去分词短语、独立主格）。定语从句中关系代词“whom”作宾语，且出现在“one of whom”这种稍复杂的结构中，对学生识别关系代词的句法功能很有练习价值。全句成分丰富，修饰层次多样，作为划分句子成分的练习材料收益较高。

Of course, as most of us forget memories from our first few years as we grow older, these early long-term memories will likely be lost in subsequent years.

第2段，第6句

句子覆盖主谓宾、主系表、状语从句、插入语、定语、被动语态等多种成分和结构；两个 "as" 的区分和嵌套关系是典型易错点；适合作为分句识别和成分划分的练习材料

They waited until the babies got bored and averted their gaze from the face.

第3段，第3句

主句 + until 引导的时间状语从句是四六级和考研阅读中的常见句式,until 从句表示动作终止时间点的用法具有一定代表性。从句内并列谓语的结构也较为典型。但句子整体偏短,缺少复杂修饰成分或多层嵌套,作为高频句式的完整代表性略显不足。

In fact, it's one of the most famous pieces of research about infant emotion ever published.

第4段，第2句

主系表结构 + 后置定语修饰是四六级和考研阅读中的常见句式，"one of the most + 形容词最高级 + 名词复数" 也是高频表达；但本句为简单句，缺少从句、并列等复杂结构，典型性中等。

However, placing too much emphasis on being a good team player can negatively affect your career growth.

第1段，第4句

动名词短语作主语搭配情态动词谓语是四六级和考研阅读中的常见句式，尤其在议论文和说明文中频繁出现。本句结构简洁且具有代表性，掌握后可迁移至大量同类句型。但由于是简单句，缺少从句嵌套等更典型的复杂结构，典型性略打折扣。

Don't be too concerned with the opinions of others.

第2段，第2句

祈使句在口语和建议类写作中常见，"Don't be + 形容词" 句型实用性强，但在四六级、考研阅读中出现频率不如陈述句或复合句高，典型性中等。

Some people are too subordinate to others' opinions, too focused on decision consensus, too silent about their own point of view, too agreeable to take things on when they don't have time or energy.

第2段，第4句

主句展示了主系表结构中多个并列表语的划分,有一定练习价值。从句虽简单但包含主谓宾基本成分。句中涉及不定式短语 "to take things on" 作表语补充,以及时间状语从句的嵌入位置,提供了成分归属和修饰关系的辨析机会,成分种类较丰富。

Outsiders may then find it difficult to determine your contributions and strengths.

第3段，第3句

find it + 形容词 + to do 结构是四六级和考研阅读、写作中的高频句式，形式宾语 it 的用法也是语法考点中的常客，本句结构具有很强的典型性和可迁移性，掌握后能够应用于大量类似句子。

You certainly shouldn't ditch teamwork, but how can you avoid the hazards of being an over-collaborator?

第4段，第1句

转折并列句配合否定建议与疑问句的组合，是四六级和考研真题中常见的句式；情态动词、后置定语、疑问句语序等语法点都属于高频考点；学生掌握本句结构后，可以迁移到大量类似的转折论证、问题提出类句子中，具有较高的典型性和复用价值。

It may put too much pressure on team members.

第22题，D

简单句结构在四六级和考研阅读中常见，情态动词表推测也是基础考点。但简单句本身不足以体现真题中更高频的复合句、长难句特征，作为句式代表性中等。

What does the speaker say about people engaged in collaborative projects?

第23题题干

特殊疑问句+宾语从句的结构在四六级听力和阅读理解题干中高频出现（如 "What does the author suggest about..."），且后置定语修饰名词也是常考句式，具有较强的代表性和迁移价值。

They can hardly give expression to their original views.

第23题, A

情态动词 + 动词原形 + 宾语 + 介词短语状语是四六级和考研阅读中常见的句式, 尤其 give expression to 这类固定搭配和情态动词否定 (can hardly) 的表达在真题中频繁出现, 掌握后有较好的迁移性。

They may eventually lose their confidence and creativity

第23题, D

情态动词加动词原形的结构在四六级和考研中较为常见, 表达推测、可能性、建议等语气是高频考点; 简单句结构虽基础, 但情态动词用法的迁移性强, 掌握后可应用于多种表达场景, 具有一定典型性。

It may give rise to a lot of unnecessary expenses.

第25题, C

简单句 + 情态动词 + 短语动词的组合在四六级、考研阅读中较为常见, 具有一定代表性; 但结构过于简单, 无从句嵌套或复杂修饰, 不属于高频考查的复杂句式, 典型性中等

HIGH-FREQUENCY • 真题高频词

本卷出现的 270 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。

researcher B2

n. 研究人员

本卷9次 · 真题 363 句

project A2

n. 项目

本卷8次 · 真题 116 句

wooden A2

adj. 木制的, 木头的

本卷8次 · 真题 19 句

benefit B1

n. 好处

本卷6次 · 真题 244 句

feature B1

n. 特征

本卷6次·真题 55 句

collaborative C1

adj. 合作的

本卷6次·真题 17 句

opportunity B1

n. 机会

本卷5次·真题 115 句

career B1

n. 职业

本卷5次·真题 106 句

player A2

n. 运动员

本卷5次·真题 41 句

retirement B2

n. 退休

本卷5次·真题 19 句

consensus C1

n. (意见的) 一致

本卷5次·真题 17 句

wander B1

v. 漫步

本卷5次·真题 11 句

tend B1

v. 倾向于, 往往会

本卷4次·真题 170 句

individual B2

adj. 单独的

本卷4次·真题 142 句

affect B1

v. 影响

本卷4次·真题 116 句

average A2

adj. 平均的

本卷4次·真题 112 句

gain B1

v. 获得; 赢得

本卷4次·真题 96 句

certainly A2

adv. 当然

本卷4次·真题 43 句

structure B1

n. 结构

本卷4次·真题 35 句

editor B1

n. 编辑

本卷4次·真题 25 句

edit B1

v. 编辑

本卷4次·真题 11 句

would A1

aux. (will 的过去式) 将要, 会

本卷3次·真题 568 句

less A1

det. 较少的

本卷3次·真题 273 句

likely A2

adj. 很可能的

本卷3次·真题 228 句

view A2

n. 观点, 看法

本卷3次·真题 134 句

event A2

n. 事件

本卷3次·真题 99 句

performance B1

n. 表演

本卷3次·真题 98 句

professional B1

adj. 专业的

本卷3次·真题 82 句

seek B1

v. 寻找

本卷3次·真题 70 句

principle B2

n. 原则, 准则

本卷3次·真题 54 句

reveal B2

v. 揭示

本卷3次·真题 54 句

fashion B1

n. 时尚;流行款式

本卷3次·真题 51 句

creativity B2

n. 创造力

本卷3次·真题 45 句

celebrity B2

n. 名人, 名流

本卷3次·真题 35 句

contact B1

n. 联系

本卷3次·真题 34 句

preserve B2

v. 保护

本卷3次·真题 34 句

original B1

adj. 最初的, 原始的

本卷3次·真题33句

recognition B2

n. 认可

本卷3次·真题31句

tradition B1

n. 传统

本卷3次·真题30句

contribution B2

n. 贡献

本卷3次·真题21句

advancement B2

n. 进步

本卷3次·真题18句

comedy B1

n. 喜剧 (作品)

本卷3次·真题11句

mammal B1

n. 哺乳动物

本卷3次·真题10句

clip B1

v. 用夹子夹住

本卷3次·真题9句

timber B2

n. 木材

本卷3次·真题9句

focus B1

n. 重点

本卷2次·真题200句

accord C1

n. (国家、团体间的) 协议

本卷2次·真题167句

growth B1

n. 增长

本卷2次·真题104句

potential B2

adj. 潜在的

本卷2次·真题92句

participant B2

n. 参与者

本卷2次·真题91句

involve B1

v. 包含

本卷2次·真题82句

contribute B1

v. 捐献

本卷2次·真题79句

recently A2

adv. 最近

本卷2次·真题 76 句

workplace B1

n. 工作场所

本卷2次·真题 70 句

responsibility B1

n. 责任

本卷2次·真题 69 句

engage B2

v. 参与/从事

本卷2次·真题 68 句

easily A2

adv. 容易地

本卷2次·真题 65 句

complex B2

adj. 复杂的, 难懂的

本卷2次·真题 61 句

essential B1

adj. 必不可少的

本卷2次·真题 55 句

theory B1

n. 理论

本卷2次·真题 55 句

happiness A2

n. 幸福

本卷2次·真题 53 句

interaction B2

n. 相互作用

本卷2次·真题 53 句

network B1

n. 网络

本卷2次·真题 53 句

opinion A2

n. 观点

本卷2次·真题 37 句

app B1

n. 应用程序

本卷2次·真题 36 句

lecture B1

n. 讲座

本卷2次·真题 35 句

infant B2

n. 婴儿

本卷2次·真题 31 句

reader A2

n. 读者

本卷2次·真题 30 句

confidence B1

n. 信心

本卷2次·真题 28 句

unnecessary B1

adj. 不必要的;多余的

本卷2次·真题 28 句

expression B1

n. 表达

本卷2次·真题 27 句

mood A2

n. 心情

本卷2次·真题 27 句

foundation B2

n. 基础;根基

本卷2次·真题 25 句

statistic B2

n. 统计数字

本卷2次·真题 25 句

tendency B2

n. 倾向

本卷2次·真题 24 句

strength B1

n. 力量

本卷2次·真题 23 句

injury B1

n. (身体) 伤害, 损伤

本卷2次·真题 21 句

accomplish B2

v. 完成, 实现 (任务、目标)

本卷2次·真题 18 句

consist B2

v. 由...组成

本卷2次·真题 16 句

expertise C1

n. 专业知识;专门技能

本卷2次·真题 15 句

input B1

n. 输入的信息、数据

本卷2次·真题 15 句

physically B1

adv. 身体上

本卷2次·真题 15 句

undergraduate B2

n. 大学本科生

本卷2次·真题 15 句

roof A2

n. 屋顶

本卷2次·真题 13 句

hinder B2

v. 阻碍, 妨碍

本卷2次·真题 12句

newly B1

adv. 最近

本卷2次·真题 12句

block A2

n. 街区

本卷2次·真题 11句

focused B1

adj. 集中注意力的

本卷2次·真题 11句

longevity C1

n. 长寿

本卷2次·真题 11句

proceed B2

v. 继续进行

本卷2次·真题 11句

construct B2

v. 建造

本卷2次·真题 10句

glamorous B2

adj. 有魅力的

本卷2次·真题 10句

plot B1

n. (小说、戏剧等的) 情节

本卷2次·真题 10句

collaborate B2

v. 合作

本卷2次·真题 8句

melody B2

n. 旋律, 曲调

本卷2次·真题 8句

better A1

adj. 更好的 (good 的比较级)

本卷1次·真题 205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

behavior B1

n. 行为

本卷1次·真题 171句

relationship B1

n. 关系

本卷1次·真题 168句

risk A2

n. 风险

本卷1次·真题 167 句

issue B1

n. 问题

本卷1次·真题 158 句

local A2

adj. 当地的

本卷1次·真题 143 句

global B2

adj. 全球的

本卷1次·真题 140 句

negative B1

adj. 否定的

本卷1次·真题 132 句

base A2

n. 基础

本卷1次·真题 126 句

process B1

n. 过程

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

expert B1

n. 专家

本卷1次·真题 114 句

claim B1

v. 声称

本卷1次·真题 111 句

major B1

adj. 主要的

本卷1次·真题 108 句

access B1

n. 进入

本卷1次·真题 101 句

case A2

n. 情况

本卷1次·真题 97 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本卷1次·真题 94 句

cognitive C1

adj. 认知的

本卷1次·真题 85 句

further B1

adv. 更远地

本卷1次·真题 79 句

identify B1

v. 识别

本卷1次·真题 75 句

current B1

adj. 现在的

本卷1次·真题 72 句

enable B1

v. 使能够

本卷1次·真题 68 句

thinking A2

n. 思考

本卷1次·真题 68 句

attract B1

v. 吸引 (注意力、兴趣)

本卷1次·真题 67 句

material B1

n. 材料

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

available A2

adj. 可获得的

本卷1次·真题 63 句

various B1

adj. 各种各样的

本卷1次·真题 63 句

determine B2

v. 决定

本卷1次·真题 62 句

perform B1

v. 执行

本卷1次·真题 61 句

generation B2

n. 一代人

本卷1次·真题 60 句

concept B2

n. 概念

本卷1次·真题 59 句

pressure B1

n. 心理压力

本卷1次·真题 57 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

beauty A2

n. 美

本卷1次·真题 53 句

email A2

n. 电子邮件

本卷1次·真题 53 句

mainly B1

adv. 主要地

本卷1次·真题 53 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

argument B1

n. 争论

本卷1次·真题 51 句

majority B2

n. 大多数, 大部分

本卷1次·真题 51 句

aspect B2

n. 方面

本卷1次·真题 50 句

analysis B2

n. 分析

本卷1次·真题 49 句

balance B1

n. 平衡

本卷1次·真题 49 句

observe B2

v. 观察;注意到

本卷1次·真题 48 句

recommend B1

v. 推荐

本卷1次·真题 47 句

attend A2

v. 出席, 参加 (会议、活动等)

本卷1次·真题 46 句

expense B1

n. 花费

本卷1次·真题 46 句

harm B1

n. 伤害

本卷1次·真题 46 句

adapt B2

v. 适应, 适合 (新环境、新情况)

本卷1次·真题 44 句

previous B1

adj. 先前的

本卷1次·真题 44 句

staff B1

n. 全体员工

本卷1次·真题 44 句

style A2

n. 方式

本卷1次·真题 44 句

concerned B1

adj. 担心的

本卷1次·真题 43 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本卷1次·真题 42 句

female A2

adj. 女性的

本卷1次·真题 42 句

recognize B1

v. 认出

本卷1次·真题 42 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本卷1次·真题 42 句

expand B2

v. 扩大; 扩展; 增长

本卷1次·真题 40 句

attempt B1

v. 试图

本卷1次·真题 39 句

related B1

adj. 相关的

本卷1次·真题 39 句

relevant B2

adj. 相关的

本卷1次·真题 38 句

brand B1

n. 品牌, 商标

本卷1次·真题 37 句

characteristic B2

n. 特征

本卷1次·真题 36 句

estimate B2

v. 估计

本卷1次·真题 36 句

male A2

adj. 男性的

本卷1次·真题 34 句

ultimately B2

adv. 最终·终归

本卷1次·真题 34 句

series B1

n. 系列

本卷1次·真题 33 句

eventually B1

adv. 最终

本卷1次·真题 32 句

moral B2

adj. 道德的

本卷1次·真题 32 句

frequently B1

adv. 频繁地

本卷1次·真题 31 句

stage A2

n. 阶段

本卷1次·真题 31 句

switch A2

v. 转换

本卷1次·真题 31 句

assess B2

v. 评估

本卷1次·真题 30 句

fund B2

n. 资金

本卷1次·真题 30 句

vulnerable C1

adj. 易受伤害的

本卷1次·真题 30 句

promotion B2

n. 晋升, 升职

本卷1次·真题 29 句

socially B1

adv. 在社交方面

本卷1次·真题 29 句

vital B2

adj. 极其重要的, 必不可少的

本卷1次·真题 29 句

working A2

adj. 有工作的

本卷1次·真题 29 句

closely B1

adv. 紧密地

本卷1次·真题 28 句

extend B1

v. 延伸, 延长

本卷1次 · 真题 28 句

extent B2

n. 程度

本卷1次 · 真题 28 句

familiar B1

adj. 熟悉的

本卷1次 · 真题 28 句

analyze B2

v. 分析

本卷1次 · 真题 27 句

collaboration B2

n. 合作

本卷1次 · 真题 27 句

delay B1

n. 延迟

本卷1次 · 真题 27 句

clothing A2

n. 衣服

本卷1次 · 真题 26 句

typically B1

adv. 通常, 一般

本卷1次 · 真题 26 句

vast B2

adj. 巨大的

本卷1次 · 真题 26 句

intend B1

v. 打算, 计划

本卷1次 · 真题 25 句

numerous B2

adj. 众多的, 许多的

本卷1次 · 真题 25 句

rare B1

adj. 稀有的

本卷1次 · 真题 25 句

conservation B2

n. 保护

本卷1次 · 真题 24 句

contrast B2

n. 对比

本卷1次 · 真题 24 句

differ B1

v. 不同, 有区别

本卷1次 · 真题 24 句

ordinary B1

adj. 普通的

本卷1次 · 真题 24 句

distinguish

B2

v. 区分

本卷1次·真题 23 句

incorporate

B2

v. 包含

本卷1次·真题 23 句

relate

B1

v. 使有联系, 把...联系起来

本卷1次·真题 23 句

select

B1

v. 选择, 挑选

本卷1次·真题 23 句

assign

B1

v. 分配 (任务、工作)

本卷1次·真题 22 句

earlier

A2

adv. 较早地

本卷1次·真题 22 句

fellow

B2

n. 家伙

本卷1次·真题 22 句

tap

B1

v. 轻敲、轻拍

本卷1次·真题 22 句

accurate

B2

adj. 准确的

本卷1次·真题 21 句

consistent

B2

adj. 一致的

本卷1次·真题 21 句

fiction

B2

n. 小说

本卷1次·真题 21 句

actual

B1

adj. 真实的

本卷1次·真题 20 句

aside

B1

adv. 在旁边;到旁边

本卷1次·真题 20 句

developed

B1

adj. 发达的

本卷1次·真题 20 句

involved

B1

adj. 参与的

本卷1次·真题 20 句

overcome

B2

v. 克服

本卷1次·真题 20 句

portray B2

v. 描绘

本卷1次·真题 20 句

profession B2

n. 职业 (尤指需要专门技能和培训的)

本卷1次·真题 20 句

surprising A2

adj. 令人惊讶的

本卷1次·真题 20 句

insight B2

n. 洞察力

本卷1次·真题 19 句

respondent C1

n. 被告

本卷1次·真题 19 句

emphasis B2

n. 强调

本卷1次·真题 18 句

mutual B2

adj. 相互的

本卷1次·真题 18 句

partly B1

adv. 部分地

本卷1次·真题 18 句

sensitive B2

adj. 敏感的

本卷1次·真题 18 句

sophisticated C1

adj. 复杂精密的

本卷1次·真题 18 句

aging B2

n. 变老;老化

本卷1次·真题 17 句

depict B2

v. 描绘

本卷1次·真题 17 句

emergency B1

n. 紧急情况, 突发事件

本卷1次·真题 17 句

unusual B1

adj. 不寻常的

本卷1次·真题 17 句

writing A2

n. 写作

本卷1次·真题 17 句

deprive B2

v. 剥夺

本卷1次·真题 16 句

deteriorate

C1

v. 恶化, 变坏

本卷1次·真题 16句

guy

A2

n. 男人

本卷1次·真题 16句

locate

B1

v. 找到;找出...的位置

本卷1次·真题 16句

criticism

B2

n. 批评

本卷1次·真题 15句

facial

B2

adj. 面部的

本卷1次·真题 15句

minimize

B2

v. 使减少到最低限度

本卷1次·真题 15句

concentrate

B1

v. 集中注意力

本卷1次·真题 14句

editorial

C1

adj. 编辑的

本卷1次·真题 14句

worsen

B2

v. (使)恶化;(使)变得更糟

本卷1次·真题 14句

anger

B1

n. 愤怒

本卷1次·真题 13句

award

B1

n. 奖

本卷1次·真题 13句

bizarre

C1

adj. 古怪的

本卷1次·真题 13句

oh

A1

intj. 哦 (表示惊讶、理解或反应)

本卷1次·真题 13句

abundant

B2

adj. 大量的

本卷1次·真题 12句

derive

B2

v. 获得

本卷1次·真题 12句

halt

B2

v. 停止

本卷1次·真题 12句

random B2

adj. 随机的

本卷1次·真题 12 句

retire B1

v. 退休

本卷1次·真题 12 句

amazing A2

adj. 令人惊奇的

本卷1次·真题 11 句

barely B1

adv. 几乎不

本卷1次·真题 11 句

conserve B2

v. 保护

本卷1次·真题 11 句

construction B1

n. 建造

本卷1次·真题 11 句

frame B1

n. 框架

本卷1次·真题 11 句

motivated B1

adj. 有积极性的

本卷1次·真题 11 句

quantity B1

n. 数量

本卷1次·真题 11 句

selective B2

adj. 有选择性的

本卷1次·真题 11 句

specialist B2

n. 专家

本卷1次·真题 11 句

hazard B2

n. 危险

本卷1次·真题 10 句

mentally B2

adv. 精神上

本卷1次·真题 10 句

observer B2

n. 观察者

本卷1次·真题 10 句

outperform C1

v. 表现优于, 胜过

本卷1次·真题 10 句

persistent B2

adj. 坚持不懈的

本卷1次·真题 10 句

similarity B2

n. 相似性

本卷1次·真题 10 句

timely B2

adj. 及时的

本卷1次·真题 10 句

upset B1

adj. 难过的

本卷1次·真题 10 句

assortment B2

n. 各种各样的东西

本卷1次·真题 9 句

overly B2

adv. 过度地

本卷1次·真题 9 句

varied B2

adj. 各种各样的

本卷1次·真题 9 句

entail C1

v. 使必然发生

本卷1次·真题 8 句

hi A1

intj. 嗨

本卷1次·真题 8 句

practically B2

adv. 几乎，差不多

本卷1次·真题 8 句

unpaid B2

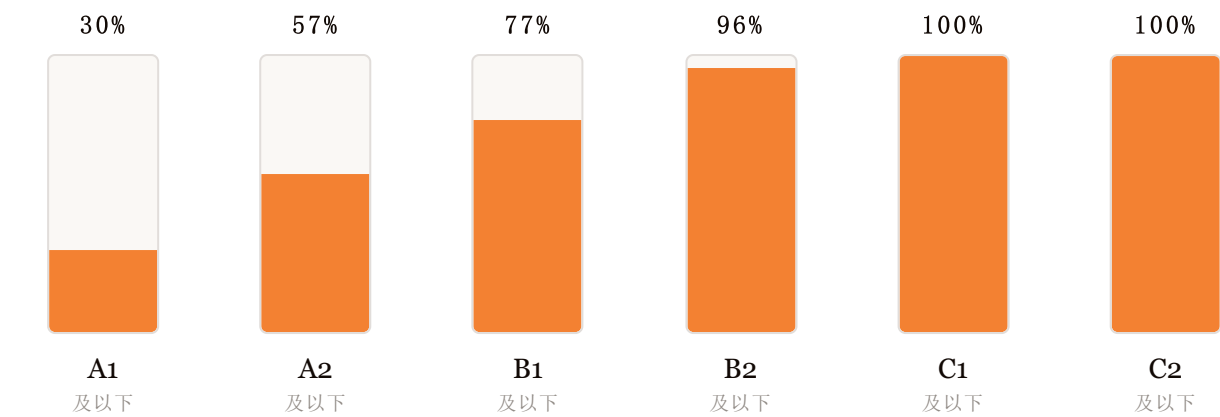
adj. 未付款的

本卷1次·真题 8 句

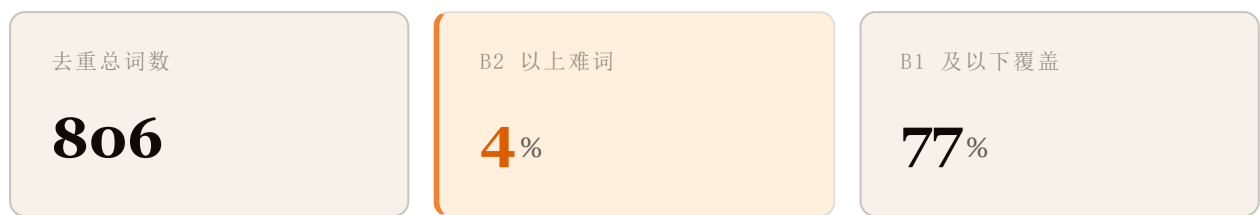
VOCABULARY • 词汇难度分布

全卷录音原文 806 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **806** 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 32 个·约 4%。



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 806 个 · 末柱为 100%



英语六级 2019年12月·第1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 →

2019年12月·第1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2019年12月·第1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、3 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1套(2019-12) · 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.

When considering risk factors associated with serious chronic diseases, we often think about health indicators such as cholesterol, blood pressure, and body weight. But poor diet and physical inactivity also each increase the risk of heart disease and have a role to play in the development of some cancers. Perhaps worse, the 26 effects of an unhealthy diet and insufficient exercise are not limited to your body. Recent research has also shown that 27 in a high-fat and high-sugar diet may have negative effects on your brain, causing learning and memory 28.

在考虑与严重慢性疾病相关的风险因素时，我们常常会想到诸如胆固醇、血压和体重等健康指标。但不良饮食和缺乏运动也各自增加心脏病的风险，并在某些癌症的发展中起到一定作用。也许更糟的是，不健康饮食和运动不足的有害影响并不仅限于你的身体。最近的研究还表明，沉溺于高脂肪和高糖饮食可能会对你的大脑产生负面影响，导致学习和记忆缺陷。

Studies have found obesity is associated with impairments in cognitive functioning, as 29 by a range of learning and memory tests, such as the ability to remember a list of words presented some minutes or hours earlier. There is also a growing body of evidence that diet-induced cognitive impairments can emerge 30 —within weeks or even days. For example, one study found healthy adults 31 to a high-fat diet for five days showed impaired attention, memory, and mood compared with a low-fat diet control group. Another study also found eating a high-fat and high-sugar breakfast each day for as little as four days resulted in problems with learning and memory 32 to those observed in overweight and obese individuals.

研究发现，肥胖与认知功能损害相关，这通过一系列学习和记忆测试进行评估，例如记住几分钟或几小时前呈现的单词列表的能力。也有越来越多的证据表明，饮食引起的认知损害可能会迅速出现——在数周甚至数天内。例如，一项研究发现，被分配进行为期五天高脂肪饮食的健康成年人，与低脂肪饮食对照组相

比，表现出注意力、记忆力和情绪受损。另一项研究还发现，每天吃高脂肪和高糖早餐仅仅四天，就会导致与超重和肥胖个体中观察到的类似的学习和记忆问题。

Body weight was not hugely different between the groups eating a healthy diet and those on high fat and sugar diets. So this shows negative 33 of poor dietary intake can occur even when body weight has not changed 34 . Thus, body weight is not always the best indicator of health and a thin person still needs to eat well and exercise 35 .

健康饮食组和高脂肪高糖饮食组之间的体重差异并不是特别大。因此，这表明不良饮食摄入的负面后果即使在体重没有明显变化的情况下也可能发生。因此，体重并不总是健康的最佳指标，瘦人仍然需要良好饮食和定期锻炼。

- | | |
|------------------|--------------|
| A) assessed | I) excelling |
| B) assigned | J) indulging |
| C) consequences | K) loopholes |
| D) conspicuously | L) rapidly |
| E) deficits | M) redundant |
| F) designated | N) regularly |
| G) detrimental | O) similar |
| H) digestion | |

26. the __ (26) __ effects of an unhealthy diet and insufficient exercise are not limited to your body.

【答案】 **G) detrimental** (形容词)

【词性槽】 the __ effects 名词前缺定语

【依据】 与"unhealthy/insufficient"语义同向，"有害的影响"

空的左右语境 an unhealthy diet and insufficient exercise 都是负面要素，effects 应承接其"负面影响"基调；detrimental (有害的) 正好与"unhealthy/insufficient"在感情色彩上一致，构成 detrimental effects (有害影响) 这一医学/科普英语高频搭配。

【竞争词】 M) redundant 义为"多余的/被裁的"，方向不对

redundant effects (多余的影响) 不是地道说法，也与全文"危害"主线不相干；这个词在英语里更多用于职位被裁或信息冗余。

O) similar 需要 to 引出对照对象，且语义空洞

similar 通常要跟 similar to sth，单独说 the similar effects 既缺对照、又只是"相似的"——填进去等于没说，留给后面真正需要"相似"语义的空 (如 32 题) 更合适。

27. Recent research has also shown that __(27)__ in a high-fat and high-sugar diet may have negative effects on your brain

【答案】 **J) indulging** (动词)

【词性槽】 that __ in a ... diet 从句主语后缺谓语动词

【依据】 **indulge in 沉迷于... 与负面饮食贴合**

indulge in 是固定搭配，意为"沉溺/纵情于"，常用于不健康行为；indulging in a high-fat and high-sugar diet = "沉溺于高脂高糖饮食"，与下文 may have negative effects on your brain 的负面定性完全吻合。

【竞争词】 I) excelling 义为"擅长"，与高脂高糖饮食感情色彩相悖

excel in 表示"在某方面出类拔萃"，是正面感情色彩；"excelling in a high-fat and high-sugar diet"（在高脂高糖饮食上出类拔萃）既不合英语习惯，又与全文负面论调完全对立。

28. causing learning and memory __(28)___.

【答案】 **E) deficits** (名词)

【词性槽】 causing learning and memory __ 动词宾语缺名词

【依据】 **learning and memory deficits 是学术固定说法**

deficits 在认知科学英语里专指"功能性缺损"，learning and memory deficits 是医学/心理学论文的常见短语，意为"学习与记忆缺陷"，恰好对应 causing 后"造成..."的负面结果。

【竞争词】 H) digestion 不可数且偏离主题

digestion 是"消化"，与 learning and memory 组合既不自然也不指向认知损伤。

K) loopholes 语义场完全错位

loopholes (漏洞) 一般用在制度/规则语境，learning and memory loopholes 不是英语固定表达，逻辑也不通。

29. impairments in cognitive functioning, as __(29)__ by a range of learning and memory tests

【答案】 **A) assessed** (动词)

【词性槽】 as __ by a range of ... tests 后置定语缺过去分词

【依据】 "由测试评估"——**assess by tests** 学术固定搭配

assess (评估) 正是科研写作里描述"通过某种测试衡量"的标准动词: as assessed by a range of learning and memory tests = "正如由一系列学习与记忆测试所评估的那样", 与前面 impairments in cognitive functioning 自然衔接。

【竞争词】 B) assigned 义为"分配/指派", 与 **by tests** 搭配不通

assign 多用于"把人/任务分配给...", 不用于"由测试分配"; as assigned by tests 在语义上不成立。

F) designated 义为"指定", 与"由测试..."逻辑不接

designate 一般是"将某物指定为某身份/某用途", 与"由测试..."不构成自然搭配; 语义上也无法说"被测试指定"。

30. diet-induced cognitive impairments can emerge __(30)__—within weeks or even days.

【答案】 **L) rapidly** (副词)

【词性槽】 can emerge __ 动词后缺方式副词

【依据】 破折号后"几周乃至几天"=快

破折号后 within weeks or even days 直接定义了"多快", 即"很快"; rapidly (迅速地) 正是这一速度感的最直接表达。

31. healthy adults __(31)__ to a high-fat diet for five days

【答案】 **B) assigned** (动词)

【词性槽】 adults __ to a high-fat diet 名词后缺后置分词

【依据】 实验术语: 把受试者"分到"某组

在临床/对照实验语境里 "participants/adults assigned to ... group/diet" 是定式, 意为"被分配到 X 饮食组", 与下文 compared with a low-fat diet control group (与低脂对照组比较) 的实验设计完全吻合。

【竞争词】 F) designated "指定"重"命名/身份", 不用于分组

designate 强调"指定...为某身份/角色", 如 designated driver; 用于"把受试者分到某饮食"既不地道, 也与实验术语的常规说法不符。

32. problems with learning and memory __(32)__ to those observed in overweight and obese individuals.

【答案】 **O) similar** 形容词

【词性槽】 problems ... __ to those observed in ... 后置定语缺形容词

【依据】 **similar to 固定搭配 + 与对照实验语义贴合**

similar to those observed in overweight and obese individuals 意为"与在超重和肥胖人群中观察到的相似", 与本段"短期高脂高糖饮食带来的认知损伤与长期肥胖者类似"的实验结论完全吻合。

33. this shows negative __(33)__ of poor dietary intake can occur even when body weight has not changed __(34)__.

【答案】 **C) consequences** 名词

【词性槽】 negative __ of ... 形容词后缺名词中心词

【依据】 **与 negative 同款搭配, 呼应全文"差饮食的负面后果"**

negative consequences 是英语高频搭配, 意为"负面后果"; 本句正在总结前文: 体重虽未明显变化, 但差饮食的负面后果照样出现, consequences 与 of poor dietary intake、与 overview 主旨完全对得上。

【竞争词】 **H) digestion 缩小到"消化", 与主旨不符**

全文谈"对大脑/认知的负面影响", 把范围缩到"消化"反而偏离主线; 且 negative digestion 不是地道搭配。

K) loopholes 义为"漏洞", 与饮食危害无关

loopholes 多指法律/规则漏洞, 与"差饮食的影响"在语义场上风马牛不相及。

【易错】最具迷惑性的错误词是 **H)** —— digestion 词性、与 diet 的话题相关性都合, 但主线对不上。看到 of poor dietary intake, digestion 在话题上的"相关感"会诱使主体考生顺手就填; 但全文论的是"对大脑/认知的负面后果", consequences 才是覆盖全文负面影响的总称; 防坑点: 选名词不仅看搭配, 还要看与全文主旨能否对齐。

34. even when body weight has not changed __(34)___.

【答案】 **D) conspicuously** (副词)

【词性槽】 has not changed ___ 完成时谓语后缺副词

【依据】 对应前句“体重并无显著差异”——“体重没有显著变化”

本段开头 Body weight was not hugely different between the groups eating a healthy diet and those on high fat and sugar diets.——“体重并未有大的差异”；此处 has not changed conspicuously 正是“没有显著地变化”，与上文 not hugely different 同义呼应，强调即便体重看上去没明显变化，差饮食的负面后果照样发生。

【竞争词】 L) rapidly 义为“迅速地”，方向偏离段意

本段重点不是“变化快慢”，而是“变化是否显著”；填 rapidly (“没有迅速变化”) 就把原文“体重并无显著差异”的论证逻辑改成了“变化速度”，与上下文不接。

【易错】 最具迷惑性的错误词是 L) —— rapidly 词性也对、读着也通——但偏离段意。body weight has not changed __(34)__ 表面看 rapidly (没有迅速变化) 能读通，但本段首句 Body weight was not hugely different 已经定调是“没有显著差异”，conspicuously 才是同义回扣；防坑点：副词空一律回看本段首句找同义改写。

35. a thin person still needs to eat well and exercise __(35)___.

【答案】 **N) regularly** (副词)

【词性槽】 动词 exercise 后缺修饰语

【依据】 与 eat well 对仗，呼应“健康生活方式”

本句在告诫“瘦人也仍需好好吃、_____地锻炼”，与全文“健康习惯要长期坚持”的主旨相合；regularly (有规律地) 正是 exercise 的高频固定搭配——exercise regularly 是英语里“规律锻炼”的最常说，和 eat well 一起组成完美的健康行为对仗。

【竞争词】 D) conspicuously 义为“显眼地”，与锻炼搭不上

conspicuously 修饰的是“显眼、引人注目”，exercise conspicuously (显眼地锻炼) 在语义上不成立，也与全文劝诫主旨毫不相干。

L) rapidly 义为“迅速地”，搭配/语义不对

rapidly 强调速度快，而本句的对仗目的是“长期坚持”而非“快速”；且 exercise rapidly 不是英语里的常见健康忠告搭配。

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) **assessed** 动词 形容词

评估、评定 (assess 的过去式/过去分词, 可作谓语或后置定语)

用于第 29 空

B) **assigned** 动词 形容词

分配、指派 (assign 的过去式/过去分词, 常见 be assigned to 被指派到/分到)

用于第 31 空

C) **consequences** 名词

后果、影响 (复数名词, 多指负面结果)

用于第 33 空

D) **conspicuously** 副词

显著地、引人注目地

用于第 34 空

E) **deficits** 名词

亏空、缺陷、不足 (医学/认知语境下指功能受损)

用于第 28 空

F) **designated** 动词 形容词

指定的、被指派为 (designate 的过去分词)

干扰词 · 未选用

G) **detrimental** 形容词

有害的、不利的

用于第 26 空

H) **digestion** 名词

消化、消化能力

干扰词 · 未选用

I) **excelling** 动词 形容词

擅长、出类拔萃 (excel 的动名词/现在分词)

干扰词 · 未选用

J) **indulging** 动词 名词

沉溺、放纵 (indulge 的动名词; indulge in 沉迷于)

用于第 27 空

K) **loopholes** 名词

漏洞、空子 (多指法律/规则漏洞)

干扰词 · 未选用

L) **rapidly** 副词

迅速地、快速地

用于第 30 空

M) **redundant** 形容词

多余的、累赘的、被裁员的

干扰词 · 未选用

N) **regularly** 副词

有规律地、经常地

用于第 35 空

O) **similar** 形容词

相似的 (常与 to 搭配)

用于第 32 空

全文主旨

高脂高糖饮食会损害大脑认知

全文围绕“不健康饮食与缺乏运动不仅伤身、还伤脑”展开：开篇先点题——Recent research has also shown that __(27)__ in a high-fat and high-sugar diet may have negative effects on your brain, causing learning and memory __(28)__；第二段用实验佐证认知损伤可在几天内出现；第三段强调即使体重没明显变化，差饮食的负面影响照样发生。

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。

F) **designated** 最像 31 题答案的过去分词干扰

designated 也可与 to 搭配（如 designated to a role），词性和介词指纹都对得上 healthy adults __(31)__ to a high-fat diet for five days——但实验语境里“分组”用的是 assigned to，不是 designated to；识破点：背熟实验术语 “be assigned to ... group/diet”。

H) **digestion** 最像 33 题答案的名词干扰

digestion 与“饮食”在话题上沾边，看到 negative __(33)__ of poor dietary intake 容易顺手填入；但全文谈的是“对大脑/认知”的负面影响，digestion 把范围缩到“消化”反而偏离论点；识破点：紧扣 overview 主旨“差饮食影响大脑”，凡是把范围拉到消化系统的词都先打问号。

I) **excelling** 最像 27 题答案的动名词干扰

excelling 同为 V-ing、也可接 in，词性与介词都对得上 __(27)__ in a high-fat and high-sugar diet——但 excel 是褒义“擅长”，与全文“负面影响”的论调反向；识破点：用感情色彩一刀切，正面词进不了负面语境。

K) **loopholes** 最像 33 题答案的名词干扰

复数名词、能接 of 短语，框架对得上 negative __(33)__ of poor dietary intake——但 loopholes 是“漏洞”，多用于法律/制度语境，与饮食危害毫无关系；识破点：六级里凡含义偏“制度漏洞”的词都要先与文章话题对照，再谈框架。

M) **redundant** 最像 26 题答案的形容词干扰

redundant 是形容词，词性能填进 the __(26)__ effects of an unhealthy diet——但其义为“多余的/被裁员的”，与 unhealthy 的负面危害不构成同义场；识破点：形容词空走“感情色彩同向”，与周围词色彩不一致的形容词直接淘汰。

SENTENCE INSIGHTS • 句子精讲

1 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。

Another study also found eating a high-fat and high-sugar breakfast each day for as little as four days resulted in problems with learning and memory similar to those observed in overweight and obese individuals.

第2段，第4句

主句 + 宾语从句（省略 that）+ 动名词短语作从句主语 + result in 固定搭配，这些都是四六级和考研阅读中的高频句式。本句几乎可以作为此类结构的标准范例，学生掌握后可迁移到大量类似句子。

HIGH-FREQUENCY • 真题高频词

本篇出现的 37 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。

diet

A2

n. 日常饮食

本篇7次 · 真题 82 句

learning

A1

n. 学习

本篇3次 · 真题 128 句

effect A2

n. 影响

本篇2次·真题 191 句

risk A2

n. 风险

本篇2次·真题 167 句

negative B1

adj. 否定的

本篇2次·真题 132 句

cognitive C1

adj. 认知的

本篇2次·真题 85 句

associate B2

v. 联系

本篇2次·真题 54 句

indicator B2

n. 指示物;指示信号

本篇2次·真题 18 句

individual B2

adj. 单独的

本篇1次·真题 142 句

factor B1

n. 因素

本篇1次·真题 108 句

physical B1

adj. 身体的

本篇1次·真题 91 句

evidence B1

n. 证据

本篇1次·真题 87 句

consequence B2

n. 结果

本篇1次·真题 66 句

occur B1

v. 发生, 出现

本篇1次·真题 62 句

pressure B1

n. 心理压力

本篇1次·真题 57 句

limit B1

n. 限度

本篇1次·真题 51 句

range B1

n. 范围

本篇1次·真题 50 句

observe B2

v. 观察;注意到

本篇1次·真题 48 句

thus B2

adv. 因此, 所以

本篇1次·真题 47 句

dietary B2

adj. 饮食的

本篇1次·真题 39 句

obesity B2

n. 肥胖 (症)

本篇1次·真题 34 句

emerge B2

v. 出现;浮现

本篇1次·真题 32 句

assess B2

v. 评估

本篇1次·真题 30 句

rapidly B1

adv. 迅速地

本篇1次·真题 28 句

chronic B2

adj. (疾病) 慢性的, 长期的

本篇1次·真题 27 句

mood A2

n. 心情

本篇1次·真题 27 句

regularly A2

adv. 经常地

本篇1次·真题 27 句

assign B1

v. 分配 (任务、工作)

本篇1次·真题 22 句

earlier A2

adv. 较早地

本篇1次·真题 22 句

unhealthy B1

adj. 有害健康的;不健康的

本篇1次·真题 21 句

detrimental C1

adj. 有害的

本篇1次·真题 19 句

deficit C1

n. 赤字

本篇1次·真题 12 句

indulge C1

v. 放纵 (自己享受某事物)

本篇1次·真题 11 句

obese C1

adj. 肥胖的

本篇1次·真题 11 句

functioning

B2

adj. 运转正常的

本篇1次 · 真题 8 句

insufficient

B2

adj. 不足的

本篇1次 · 真题 8 句

intake

B2

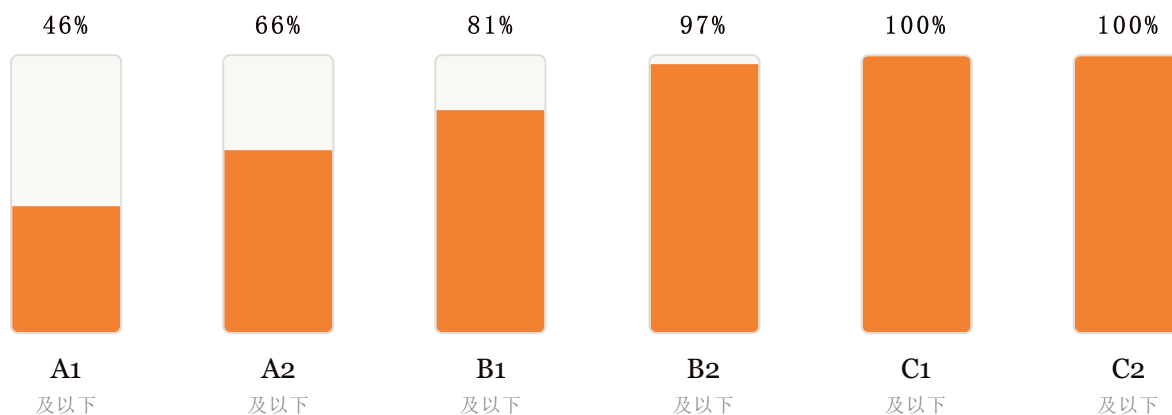
n. 摄入量

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 123 词按 CEFR 难度累积覆盖

带空短文去重后共 **123** 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 123 个 · 末柱为 100%

去重总词数

123

B2 以上难词

3%

B1 及以下覆盖

81%

英语六级 2019年12月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	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 →

2019年12月·第1套 英语六级长篇阅读（信息匹配） 第1篇·36-45 题答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2019年12月·第1套 英语六级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 10 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第1套(2019-12)·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**.

Increased Screen Time and Wellbeing Decline in Youth

A) Have young people never had it so good? Or do they face more challenges than any previous generation? Our current era in the West is one of high wealth. This means minors enjoy material benefits and legal protections that would have been the envy of those living in the past. But there is an increasing suspicion that all is not well for our youth. And one of the most popular explanations, among some experts and the popular media, is that excessive "screen time" is to blame. (This refers to all the attention young people devote to their phones, tablets and laptops.) However, this is a contentious theory and such claims have been treated skeptically by some scholars based on their reading of the relevant data.

年轻人从未像现在这样生活优越吗？还是说他们面临着比以往任何一代人都更多的挑战？我们当前的西方时代是一个高度富裕的时代。这意味着未成年人享受着物质利益和法律保护，这些在过去的人看来是令人羡慕的。但人们越来越怀疑我们的年轻人并非一切安好。在一些专家和大众媒体中，最流行的解释之一是过度的“屏幕时间”应该受到指责。（这是指年轻人在手机、平板电脑和笔记本电脑上投入的所有注意力。）然而，这是一个有争议的理论，一些学者基于对相关数据的解读对这些说法持怀疑态度。

B) Now a new study has provided another contribution to the debate, uncovering strong evidence that adolescent wellbeing in the United States really is experiencing a decline and arguing that the most likely cause is the electronic riches we have given them. The background to this is that from the 1960s into the early 2000s, measures of average wellbeing went up in the US. This was especially true for younger people. It reflected the fact that these decades saw a climb in general standards of living and avoidance of mass societal traumas like full-scale war or economic deprivation. However, the "screen time" hypothesis, advanced by researchers such as Jean Twenge, is that electronic devices

and excessive time spent online may have reversed these trends in recent years, causing problems for young people's psychological health.

现在一项新研究为这场辩论提供了另一个贡献,揭示了强有力的证据表明美国青少年的幸福感确实正在经历下降,并认为最可能的原因是我们给予他们的电子财富。其背景是,从20世纪60年代到21世纪初,美国的平均幸福感指标上升了。这对年轻人来说尤其如此。它反映了这样一个事实:这几十年见证了总体生活水平的提高以及对大规模社会创伤(如全面战争或经济匮乏)的避免。然而,Jean Twenge等研究人员提出的"屏幕时间"假说认为,电子设备和在线时间过长可能在近年来逆转了这些趋势,给年轻人的心理健康带来了问题。

- C) To investigate, Twenge and her colleagues dived into the "Monitoring the Future" dataset based on annual surveys of American school students from grades 8, 10, and 12 that started in 1991. In total, 1.1 million young people answered various questions related to their wellbeing. Twenge's team's analysis of the answers confirmed the earlier, well-established wellbeing climb, with scores rising across the 1990s, and into the later 2000s. This was found across measures like self-esteem, life satisfaction, happiness and satisfaction with individual domains like job, neighborhood, or friends. But around 2012 these measures started to decline. This continued through 2016, the most recent year for which data is available.

为了调查这一问题,Twenge和她的同事深入研究了"监测未来"数据集,该数据集基于从1991年开始对美国8年级、10年级和12年级学生的年度调查。总共有110万年轻人回答了与他们幸福感相关的各种问题。Twenge团队对答案的分析证实了早期已确立的幸福感上升趋势,分数在整个20世纪90年代以及21世纪后期都在上升。这在自尊、生活满意度、幸福感以及对工作、社区或朋友等个人领域的满意度等指标中都有发现。但在2012年左右,这些指标开始下降。这种情况一直持续到2016年,这是有数据可查的最近年份。

- D) Twenge and her colleagues wanted to understand why this change in average wellbeing occurred. However, it is very hard to demonstrate causes using non-experimental data such as this. In fact, when Twenge previously used this data to suggest a screen time effect, some commentators were quick to raise this problem. They argued that her causal-sounding claims rested on correlational data, and that she had not adequately accounted for other potential causal factors. This time around, Twenge and her team make a point of saying that they are not trying to establish causes as such, but that they are assessing the plausibility of potential causes.

Twenge和她的同事想要理解为什么平均幸福感发生了这种变化。然而,使用像这样的非实验数据来证明因果关系是非常困难的。事实上,当Twenge之前使用这些数据来暗示屏幕时间效应时,一些评论员很快就提出了这个问题。他们认为,她那些听起来像因果关系的说法建立在相关性数据之上,而且她没有充分考虑其他潜在的因果因素。这一次,Twenge和她的团队特意表示,他们并不是试图确立因果关系本身,而是在评估潜在原因的合理性。

- E) First, they explain that if a given variable is playing a role in affecting wellbeing, then we should expect any change in that variable to correlate with the observed changes in wellbeing. If not, it is not plausible that the variable is a causal factor. So the researchers looked at time spent in a number of activities that could plausibly be driving the wellbeing decline. Less sport, and fewer meetings with peers correlated with lower wellbeing, as did less time reading print media (newspapers) and, surprisingly, less time doing homework. (This last finding would appear to contradict another popular hypothesis that it is our burdening of students with assignments that is causing all the problems.) In addition, more TV watching and more electronic communication both correlated with lower

wellbeing. All these effects held true for measures of happiness, life satisfaction and self-esteem, with the effects stronger in the 8th and 10th-graders.

首先,他们解释说,如果某个特定变量在影响幸福感方面发挥作用,那么我们应该预期该变量的任何变化都会与观察到的幸福感变化相关。如果不是,那么该变量不太可能是一个因果因素。因此研究人员考察了在若干可能推动幸福感下降的活动上所花费的时间。较少的运动和较少与同伴的会面与较低的幸福感受相关,阅读印刷媒体(报纸)的时间减少也是如此,令人惊讶的是,做作业的时间减少也是如此。(最后这一发现似乎与另一个流行的假说相矛盾,即正是我们给学生布置的作业负担导致了所有问题。)此外,看电视和更多电子通讯都与较低的幸福感受相关。所有这些效应在幸福感、生活满意度和自尊的指标中都成立,在8年级和10年级学生中效应更强。

- F) Next, Twenge's team dug a little deeper into the data on screen time. They found that adolescents who spent a very small amount of time on digital devices—a couple of hours a week—had the highest wellbeing. Their wellbeing was even higher than those who never used such devices. However, higher doses of screen time were clearly associated with lower happiness. Those spending 10-19 hours per week on their devices were 41 percent more likely to be unhappy than lower-frequency users. Those who used such devices 40 hours a week or more (one in ten teenagers) were twice as likely to be unhappy. The data was slightly complicated by the fact that there was a tendency for kids who were social in the real world to also use more online communication, but by bracketing out different cases it became clear that the real-world sociality component correlated with greater wellbeing, whereas greater time on screens or online only correlated with poorer wellbeing.

接下来, Twenge的团队对屏幕时间数据进行了更深入的挖掘。他们发现,在数字设备上花费很少时间的青少年——每周几个小时——拥有最高的幸福感。他们的幸福感甚至高于那些从不使用此类设备的人。然而,更高剂量的屏幕时间明显与较低的幸福感受相关。那些每周在设备上花费10-19小时的人比低频率使用者不快乐的可能性高41%。那些每周使用此类设备40小时或更长时间的人(十分之一的青少年)不快乐的可能性是两倍。数据略微复杂的是,在现实世界中善于社交的孩子也倾向于使用更多在线通讯,但通过区分不同的情况,可以清楚地看到现实世界的社交成分与更高的幸福感受相关,而在屏幕上或在线花费更多时间只与较低的幸福感受相关。

- G) So far, so plausible. But the next question is, are the drops in average wellbeing happening at the same time trends toward increased electronic device usage? It looks like it—after all, 2012 was the tipping point when more than half of Americans began owning smartphones. Twenge and her colleagues also found that across the key years of 2013-16, wellbeing was indeed lowest in years where adolescents spent more time online, on social media, and reading news online, and when more youth in the United States had smartphones. And in a second analysis, they found that where technology went, dips in wellbeing followed. For instance, years with a larger increase in online usage were followed by years with lower wellbeing, rather than the other way around. This does not prove causality, but is consistent with it. Meanwhile, TV use did not show this tracking. TV might make you less happy, but this is not what seems to be driving the recent declines in young people's average happiness.

到目前为止,这些都是合理的。但下一个问题是,平均幸福感的下降是否与电子设备使用增加的趋势同时发生?看起来是这样的——毕竟,2012年是超过半数美国人开始拥有智能手机的转折点。Twenge和她的同事还发现,在2013-16年的关键年份中,幸福感受确实在青少年花更多时间上网、使用社交媒体和在线阅读新闻以及美国更多年轻人拥有智能手机的年份最低。在第二次分析中,他们发现科技走到哪里,幸福感的下降就跟到哪里。例如,在线使用量增加较多的年份之后是幸福感受较低的年份,而不是相反。这并不

能证明因果关系,但与之一致。与此同时,电视使用并没有显示出这种跟踪关系。电视可能会让你不那么快乐,但这似乎不是推动年轻人平均幸福感近期下降的原因。

- H) A similar but reversed pattern was found for the activities associated with greater wellbeing. For example, years when people spent more time with friends were better years for wellbeing (and followed by better years). Sadly, the data also showed face-to-face socializing and sports activity had declined over the period covered by the survey.

与更高幸福感相关的活动发现了类似但相反的模式。例如,人们与朋友相处时间更多的年份是幸福感更好的年份(并且随后是更好的年份)。遗憾的是,数据还显示,在调查涵盖的时期内,面对面社交和体育活动有所下降。

- I) There is another explanation that Twenge and her colleagues wanted to address: the impact of the great recession of 2007-2009, which hit a great number of American families and might be affecting adolescents. The dataset they used did not include economic data, so instead the researchers looked at whether the 2013-16 wellbeing decline was tracking economic indicators. They found some evidence that some crude measures, like income inequality, correlated with changes in wellbeing, but economic measures with a more direct impact, like family income and unemployment rates (which put families into difficulties), had no relationship with wellbeing. The researchers also note that the recession hit some years before we see the beginning of the wellbeing drop, and before the steepest wellbeing decline, which occurred in 2013.

还有另一个Twenge和她的同事想要解决的解释:2007-2009年大衰退的影响,它打击了大量美国家庭,可能正在影响青少年。他们使用的数据集不包括经济数据,因此研究人员转而考察2013-16年的幸福感下降是否与经济指标相关。他们发现一些证据表明,一些粗略的指标,如收入不平等,与幸福感的变化相关,但具有更直接影响的经济指标,如家庭收入和失业率(这些会使家庭陷入困境),与幸福感没有关系。研究人员还指出,经济衰退发生在我们看到幸福感开始下降之前的几年,也在最急剧的幸福感下降(发生在2013年)之前。

- J) The researchers conclude that electronic communication was the only adolescent activity that increased at the same time psychological wellbeing declined. I suspect that some experts in the field will be keen to address alternative explanations, such as unassessed variables playing a role in the wellbeing decline. But the new work does go further than previous research and suggests that screen time should still be considered a potential barrier to young people's flourishing.

研究人员得出结论,电子通讯是唯一在心理幸福感下降的同时增加的青少年活动。我怀疑该领域的一些专家会热衷于解决其他解释,例如未评估的变量在幸福感下降中发挥作用。但这项新工作确实比以前的研究走得更远,并表明屏幕时间仍应被视为年轻人蓬勃发展的潜在障碍。

陈述句与逐句解析

36. The year when most Americans began using smartphones was identified as a turning point in young Americans' level of happiness.

大多数美国人开始使用智能手机的那一年被认定为美国年轻人幸福水平的转折点。

【答案】 G 段 (强锚点)

【锚点】 强锚点: smartphones + turning point

【定位】 It looks like it—after all, 2012 was the tipping point when more than half of Americans began owning smartphones.

看起来确实如此——毕竟，2012 年是超过半数美国人开始拥有智能手机的临界点。

【改写】 The year when most Americans began using smartphones ↔

2012 was the tipping point when more than half of Americans began owning smartphones

most ↔ more than half 同义; using ↔ owning 近义

a turning point in young Americans' level of happiness ↔ **2012 was the tipping point**

turning point ↔ tipping point 是同义替换

【辨邻】 C 题干问的是“smartphones 过半的那一年是 happiness 的 turning point”，C 段只讲“2012 福祉指标开始下降”，没有把“那一年”与“smartphones 普及”或“turning point”绑定，因此只是话题相邻、并非源头段。

But around 2012 these measures started to decline

37. Scores in various wellbeing measures began to go downward among young Americans in recent years.

近年来,美国年轻人在各项幸福感指标上的得分开始下降。

【答案】 C 段（强锚点）

【锚点】 强锚点：began to go downward + various wellbeing measures

【定位】 But around 2012 these measures started to decline. This continued through 2016, the most recent year for which data is available.

但大约在 2012 年，这些（福祉）指标开始下降。这一趋势一直延续到 2016 年，这是目前有数据可查的最近一年。

【改写】 Scores in various wellbeing measures ↔

measures like self-esteem, life satisfaction, happiness and satisfaction with individual domains

上位 various measures ↔ 下位列举具体指标

began to go downward ↔ **these measures started to decline**

began ↔ started、go downward ↔ decline 同义

in recent years ↔

But around 2012 these measures started to decline. This continued through 2016, the most recent year for which data is available

recent years ↔ 2012–2016 的具体年段

【辨邻】 B B 段提到的福祉是上升趋势，且时间锚点是 1960s–early 2000s；题干要求的是“下降”且“近几年”，方向、时点都不匹配。

measures of average wellbeing went up in the US

38. Unfortunately, activities involving direct contact with people, which contributed to better wellbeing, were found to be on the decline.

不幸的是,涉及与人直接接触的活动(这些活动有助于提升幸福感)被发现正在减少。

【答案】 **H** 段 (强锚点)

【锚点】 强锚点: direct contact with people + on the decline

【定位】 Sadly, the data also showed face-to-face socializing and sports activity had declined over the period covered by the survey.

遗憾的是, 数据还显示面对面社交与体育活动在调查所覆盖的时期内有所下降。

【改写】 activities involving direct contact with people ↔ **face-to-face socializing and sports activity**
direct contact ↔ face-to-face 同义

which contributed to better wellbeing ↔

years when people spent more time with friends were better years for wellbeing

活动多 → 福祉更好, 是 contributed 的来源

were found to be on the decline ↔ **had declined over the period covered by the survey**

had declined ↔ on the decline 名词化改写

【辨邻】 **E** 题干强调的是“这些活动 were found to be on the decline”, E 段给的是“做少了相关于福祉低”, 没有断言这些活动整体在下降——这一关键趋势信息只在 H 段。

Less sport, and fewer meetings with peers correlated with lower wellbeing

39. In response to past critics, Twenge and her co-researchers stress they are not trying to prove that the use of digital devices reduces young people's wellbeing.

为回应过去的批评者, Twenge 及其合作研究者强调他们并非试图证明数字设备的使用会降低年轻人的幸福感。

【答案】 **D** 段 (强锚点)

【锚点】 强锚点: Twenge + not trying to prove

【定位】 This time around, Twenge and her team make a point of saying that they are not trying to establish causes as such, but that they are assessing the plausibility of potential causes.

这一次, Twenge 及其团队特意声明, 他们不是在确立因果关系本身, 而是在评估各种潜在原因的合理性。

【改写】 In response to past critics ↔

some commentators were quick to raise this problem. They argued that her causal-sounding claims rested on correlational data

past critics ↔ some commentators 同义指代

stress they are not trying to prove ↔

make a point of saying that they are not trying to establish causes as such

stress ↔ make a point of saying; prove ↔ establish 同义

the use of digital devices reduces young people's wellbeing ↔ **establish causes as such**

题干具体化原文的笼统 causes

【辨邻】 J J 段虽也讲 Twenge 团队与 screen time, 但讲的是“结论 + 新研究比以往更进一步”, 没有“明确声明不在证因果”的立场转换。

The researchers conclude that electronic communication was the only adolescent activity that increased

40. In the last few decades of the 20th century, living standards went up and economic depressions were largely averted in the US.

在20世纪最后几十年里,美国的生活水平提高了,经济萧条在很大程度上得以避免。

【答案】 B 段 (强锚点)

【锚点】 强锚点: last few decades of the 20th century + economic depressions averted

【定位】 It reflected the fact that these decades saw a climb in general standards of living and avoidance of mass societal traumas like full-scale war or economic deprivation.

这反映了一个事实: 这些数十年里, 整体生活水平不断上升, 并避开了像全面战争或经济剥夺这样的大规模社会创伤。

【改写】 In the last few decades of the 20th century ↔ **from the 1960s into the early 2000s**

20 世纪最后几十年 ↔ 1960s 起的时段

living standards went up ↔ **a climb in general standards of living**

go up ↔ climb 同义; 动词 vs. 名词化

economic depressions were largely averted ↔

avoidance of mass societal traumas like full-scale war or economic deprivation

averted ↔ avoidance; economic depressions ↔ economic deprivation

【辨邻】 I 题干要的是“上升 + 萧条被避开”的乐观叙事, I 段反而是“大衰退发生 + 其影响是否到福祉”, 时段不在 20 世纪, 立意也是负面事件而非正面避开, 差异显著。

the impact of the great recession of 2007-2009

41. Contrary to popular belief, doing homework might add to students' wellbeing.

与普遍看法相反,做作业可能会增加学生的幸福感。

【答案】 E 段 (强锚点)

【锚点】 强锚点: doing homework + 反直觉

【定位】 (This last finding would appear to contradict another popular hypothesis that it is our burdening of students with assignments that is causing all the problems.)

(这最后一项发现似乎与另一个流行假说相矛盾——那个假说认为,正是给学生布置作业的重负在引发所有问题。)

【改写】 Contrary to popular belief ↔ **would appear to contradict another popular hypothesis**
contrary to popular belief ↔ contradict popular hypothesis 同义结构

doing homework might add to students' wellbeing ↔

less time doing homework correlated with lower wellbeing

反向推理: 少做作业相关于低福祉 = 做作业利好福祉

popular belief ↔

it is our burdening of students with assignments that is causing all the problems

通俗看法的具体内容即“作业过重 = 万恶之源”

【辨邻】 F F 段与题干都涉及福祉,但讨论的影响因素是屏幕时间而非作业,不能命中要求 homework 的题。

digital devices—a couple of hours a week—had the highest wellbeing

42. The author believes the researchers' new study has gone a step further regarding the impact of screen time on wellbeing.

作者认为研究人员的这项新研究在屏幕时间对幸福感的影响方面更进了一步。

【答案】 J 段 (强锚点)

【锚点】 强锚点: author believes + gone a step further

【定位】 But the new work does go further than previous research and suggests that screen time should still be considered a potential barrier to young people's flourishing.

但这项新研究确实比以往的研究更进一步,并提示屏幕时间仍应被视为青少年发展繁荣的潜在障碍。

【改写】 The author believes ↔

I suspect that some experts in the field will be keen to address alternative explanations

原文用 I suspect 标明作者第一人称视角

has gone a step further regarding the impact of screen time on wellbeing ↔

the new work does go further than previous research and suggests that screen time should still be considered a potential barrier to young people's flourishing

gone a step further ↔ go further than previous research; screen time on wellbeing ↔
screen time as barrier to flourishing

【辨邻】 **D** D 段主语是 Twenge and her team (研究者), J 段才出现 I suspect / new work does go further 这种作者主语; 题干要的是后者。

Twenge and her team make a point of saying that they are not trying to establish causes as such

43. The researchers found that extended screen time makes young people less happy.

研究人员发现,过长的屏幕时间使年轻人不那么快乐。

【答案】 **F** 段 (强锚点)

【锚点】 强锚点: extended screen time + less happy

【定位】 However, higher doses of screen time were clearly associated with lower happiness.

然而, 更高剂量的屏幕时间明显与更低的快乐感相关。

【改写】 extended screen time ↔ **higher doses of screen time**

extended ↔ higher doses 同义

makes young people less happy ↔ **were clearly associated with lower happiness**

less happy ↔ lower happiness 同义; makes ↔ associated with 强弱差异需注意

less happy ↔

Those spending 10-19 hours per week on their devices were 41 percent more likely to be unhappy

百分比数据支撑“剂量 ↔ 不快乐”的断言

【辨邻】 **G** G 段粒度是“年份层面”的同步追踪, F 段才是“个体层面”的剂量-不开心关系。题干 extended screen time makes young people less happy 描述的是个体剂量效应, 归属 F 段。

wellbeing was indeed lowest in years where adolescents spent more time online

J J 段给的是“电子通讯增加 + 福祉下降”的同步关系, 题干则在问“剂量延长 → 不开心”这种个体层面剂量效应, 最匹配仍是 F 段。

electronic communication was the only adolescent activity that increased at the same time
psychological wellbeing declined

44. Data reveals that economic inequality rather than family income might affect people's wellbeing.

数据显示,经济不平等而非家庭收入可能影响人们的幸福感。

【答案】 I 段 (强锚点)

【锚点】 强锚点: economic inequality + family income 对比

【定位】 They found some evidence that some crude measures, like income inequality, correlated with changes in wellbeing, but economic measures with a more direct impact, like family income and unemployment rates (which put families into difficulties), had no relationship with wellbeing.

他们发现了一些证据:像收入不平等这样的粗略指标与福祉变化相关,但更直接影响家庭的经济指标,如家庭收入与失业率,却与福祉没有关系。

【改写】 economic inequality ↔ income inequality

economic inequality ↔ income inequality 同义

rather than family income ↔

family income and unemployment rates ... had no relationship with wellbeing

rather than ↔ 原文“前者相关、后者无关”对比

might affect people's wellbeing ↔ correlated with changes in wellbeing

might affect ↔ correlated with 弱化等值

【辨邻】 B B 段虽提及经济议题,但缺失题干要求的“economic inequality vs. family income”的对比要素,故仅话题相邻。

avoidance of mass societal traumas like full-scale war or economic deprivation

45. Too much screen time is widely believed to be the cause of unhappiness among today's young people.

过多的屏幕时间被广泛认为是当今年轻人不快乐的原因。

【答案】 A 段 (强锚点)

【锚点】 强锚点: widely believed to be the cause + 通俗看法

【定位】 And one of the most popular explanations, among some experts and the popular media, is that excessive "screen time" is to blame.

并且,在一些专家和大众媒体中,最流行的解释之一是:过度的“屏幕时间”是罪魁祸首。

【改写】 Too much screen time ↔ excessive "screen time"

too much ↔ excessive 同义

widely believed to be the cause ↔

one of the most popular explanations, among some experts and the popular media, is that excessive "screen time" is to blame

widely believed ↔ popular explanations / is to blame ↔ cause

unhappiness among today's young people ↔ all is not well for our youth

all is not well ↔ unhappiness 婉转表达

【辨邻】 J 题干 widely believed 指公众/媒体的流行看法，源自开篇引出议题的 A 段；J 段是末尾研究者结论，性质不同。

screen time should still be considered a potential barrier to young people's flourishing

PARAGRAPH MAP • 段落主旨图

10 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 提出全文议题：当代西方青少年物质富足，却普遍状态欠佳；舆论与部分专家把矛头指向 screen time（手机/平板/笔记本占用的时间），但这一说法在学界仍有争议。

信息指纹 screen time 被舆论指为元凶

B 引出 Twenge 的新研究：青少年福祉确实在下降，可能的元凶是电子设备；并回溯 1960s 到 2000s 初福祉是上升的，原因是生活水平提高、避开了大规模战争与经济萧条。

信息指纹 1960s-2000s 早期的福祉上行 + 战争/经济萧条的回避

C 介绍数据集 Monitoring the Future 与样本（1.1 million 学生、grades 8/10/12, 1991 年起），分析结果是 1990s 到 2000s 后期福祉上行、2012 年前后开始下降并延续到 2016 年。

信息指纹 2012 年前后福祉开始下降

D 回应过去批评：以往用此类相关数据声称因果被人质疑，所以本轮 Twenge 团队明确声明不是在证因果，而是在评估潜在原因的合理性。

信息指纹 明确不主张因果、只评估 plausibility

E 讲方法论第一步：把潜在自变量逐一与福祉相关性匹配；发现 less sport、less peer 见面、less 读报、less 做作业都与较低福祉相关，看电视多、电子通讯多也与较低福祉相关。

信息指纹 less homework 反而对应较低福祉（反直觉发现）

F 深挖屏幕时间剂量关系：极少量屏幕时间者福祉最高，重度使用者明显更不开心；10-19 小时/周组不开心概率高 41%，40 小时/周以上组翻倍。

信息指纹 屏幕时间剂量-不开心的具体百分比

G 核对时间线：福祉下降的时点与智能手机普及、上网/社交媒体/读新闻时间增加同步；2012 是过半美国人开始拥有智能手机的临界点；电视使用未表现出这种跟踪关系。

信息指纹 2012 智能手机过半 = 临界点

H 对应“利好福祉的活动”也出现下滑：与朋友相处多的年份福祉更好，但面对面社交与体育活动在调查期间整体下降。

信息指纹 面对面社交与体育活动下滑

I 排除经济衰退替代解释：2007-2009 大衰退被纳入考虑；income inequality 与福祉变化相关，但 family income、unemployment 等更直接的经济指标与福祉无关；衰退时点也对不上 2013 福祉骤降。

信息指纹 income inequality 相关、family income 不相关

J 结论与作者评价：电子通讯是唯一与福祉下降同步增长的青少年活动；作者承认替代解释空间，但认为这项新研究比以往更进一步，屏幕时间仍应被视为青少年发展的潜在障碍。

信息指纹 作者点评：这项研究比以往更进一步

15 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 there is an increasing suspicion that all is not well for our youth.

A段，第5句

there be 句型搭配同位语从句是四六级和考研阅读中的高频结构,用于引出观点或描述现象;这种句式在学术文本和新闻报道中反复出现,掌握后可迁移到大量类似句子,典型性较高

Twenge's team's analysis of the answers confirmed the earlier, well-established wellbeing climb, with scores rising across the 1990s, and into the later 2000s.

C段，第3句

"主语(带所有格和介词短语) + 及物动词 + 宾语(带多重修饰) + with 独立主格状语" 是四六级和考研阅读中的高频句式，独立主格作伴随状语的用法尤其常见，掌握后可复用到大量类似长句的分析中

This time around, Twenge and her team make a point of saying that they are not trying to establish causes as such, but that they are assessing the plausibility of potential causes.

D段，第5句

主句 + 并列宾语从句的结构在四六级和考研阅读中非常常见，'make a point of doing' 是高频搭配，两个宾语从句通过 but 形成对比也是典型的学术写作句式，掌握后可以大量复用于理解类似结构的句子。

If not, it is not plausible that the variable is a causal factor.

E段，第2句

"It is + 形容词 + that 从句" 是四六级和考研阅读中的高频句式，形式主语结构是必考语法点。条件状语从句的省略也是常见现象。本句作为这类典型结构的代表，学生掌握后可以迁移到大量类似句子。

Less sport, and fewer meetings with peers correlated with lower wellbeing, as did less time reading print media (newspapers) and, surprisingly, less time doing homework.

E段，第4句

本句包含复合主语、不及物动词加介词短语作状语、倒装结构、现在分词作定语修饰名词等多种成分,且倒装句中助动词的分析和主语的识别是常考易错点,训练价值较高

(This last finding would appear to contradict another popular hypothesis that it is our burdening of students with assignments that is causing all the problems.)

E段，第5句

本句覆盖主谓宾基本结构、同位语从句、强调句中的主语识别、动名词短语作主语、进行时谓语等多种成分和结构。同位语从句与定语从句的辨析、强调句的还原方法、情态动词结构的识别都是常见易错点，作为划成分练习句有较高训练价值。

In addition, more TV watching and more electronic communication both correlated with lower wellbeing.

E段，第6句

并列主语加不及物动词加介词短语的结构在学术和考试文本中较为常见,动名词作主语也是典型用法,具有一定代表性,掌握后可在类似句型中复用,但不是四六级或考研中最高频的复杂句式。

Next, Twenge's team dug a little deeper into the data on screen time.

F段，第1句

本句为简单句加多个状语和后置定语的结构，在四六级、考研阅读中较为常见。“dig into”（深入研究）这类动词加介词短语的搭配以及后置定语修饰名词的用法都是高频句式，具有一定代表性，但不如复杂从句结构那样高度典型。

Those who used such devices 40 hours a week or more (one in ten teenagers) were twice as likely to be unhappy.

F段，第6句

主句使用“倍数 + as + 形容词 + as”的比较结构，且主语中嵌入限制性定语从句，这两种结构在四六级和考研阅读中频繁出现。句子整体模式（“那些...的人更可能...”）是学术文章和调查报告的典型表达，具有较高的实用性和可迁移性。

The data was slightly complicated by the fact that there was a tendency for kids who were social in the real world to also use more online communication, but by bracketing out different cases it became clear that the real-world sociality component correlated with greater wellbeing, whereas greater time on screens or online only correlated with poorer wellbeing.

F段，第7句

本句包含并列主句、同位语从句、定语从句、主语从句、对比状语从句等多种典型考研和四六级常见结构,且形式主语、被动语态、whereas引导的对比都是高频考点句式,学生掌握后可广泛迁移到真题阅读和写作中

It looks like it—after all, 2012 was the tipping point when more than half of Americans began owning smartphones.

G段，第3句

本句展现了两个典型结构：一是用破折号连接并列主句进行解释说明（常见于议论文和说明文），二是限制性定语从句修饰时间名词（tipping point）的用法（四六级和考研阅读中频繁出现）。这种“判断+论据+细化”的逻辑链条以及定语从句的线性嵌套，都是考试真题中的常见句式，掌握后可大量复用。

Meanwhile, TV use did not show this tracking.

G段，第8句

简单句在真题中常见,但本句过于基础,缺乏四六级或考研常考的从句嵌套、非谓语修饰等典型难点,作为代表性句式迁移价值中等偏下。

For example, years when people spent more time with friends were better years for wellbeing (and followed by better years).

H段，第2句

主句采用主系表结构，主语中嵌套限制性定语从句，是四六级和考研阅读中常见的句式。定语从句由关系副词 when 引导修饰时间名词，表语部分出现并列结构，这些都是典型的考点句式，学习后可迁移到大量类似句子。

The dataset they used did not include economic data, so instead the researchers looked at whether the 2013-16 wellbeing decline was tracking economic indicators.

I段，第2句

本句结构典型、成分丰富,涵盖并列、定语从句、宾语从句和过去进行时等核心考点,主干识别和嵌套理解有一定难度但不过分,时态组合适中,非常适合作为中等难度的结构和时态综合训练材料,推荐优先学习。

The year when most Americans began using smartphones was identified as a turning point in young Americans' level of happiness.

第36题题干

本句体现了考试中常见的两个典型结构：一是限制性定语从句修饰主语，二是被动语态搭配 "as" 引出表语。这种 "主语 + 定语从句 + 被动谓语 + 表语" 的句式在四六级和考研阅读中频繁出现，掌握后可迁移到大量类似句子。

HIGH-FREQUENCY • 真题高频词

本篇出现的 148 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。

wellbeing

B2

n. 幸福;安康

本篇34次 · 真题 43 句

decline

B2

v. 下降

本篇11次 · 真题 88 句

data

B1

n. 数据

本篇9次 · 真题 181 句

researcher

B2

n. 研究人员

本篇7次 · 真题 363 句

measure

B1

v. 测量

本篇7次 · 真题 100 句

device

B1

n. 设备

本篇7次 · 真题 54 句

economic B2

adj. 经济的

本篇6次·真题 167 句

online A2

adj. 在线的

本篇6次·真题 139 句

correlate C1

v. 相关联

本篇6次·真题 18 句

less A1

det. 较少的

本篇5次·真题 273 句

happiness A2

n. 幸福

本篇5次·真题 53 句

electronic B1

adj. 电子的

本篇5次·真题 43 句

adolescent B2

n. 青少年

本篇5次·真题 35 句

average A2

adj. 平均的

本篇4次·真题 112 句

colleague B1

n. 同事

本篇4次·真题 84 句

variable B2

adj. 易变的

本篇4次·真题 17 句

likely A2

adj. 很可能的

本篇3次·真题 228 句

better A1

adj. 更好的 (good 的比较级)

本篇3次·真题 205 句

effect A2

n. 影响

本篇3次·真题 191 句

impact B2

n. 影响

本篇3次·真题 185 句

affect B1

v. 影响

本篇3次·真题 116 句

income B1

n. 收入

本篇3次·真题 94 句

potential B2

adj. 潜在的

本篇3次·真题 92 句

smartphone B1

n. 智能手机

本篇3次·真题 44 句

explanation B1

n. 解释

本篇3次·真题 31 句

satisfaction B2

n. 满意

本篇3次·真题 28 句

youth A2

n. 青年时期

本篇3次·真题 15 句

would A1

aux. (will 的过去式) 将要, 会

本篇2次·真题 568 句

base A2

n. 基础

本篇2次·真题 126 句

decade B1

n. 十年

本篇2次·真题 120 句

expert B1

n. 专家

本篇2次·真题 114 句

claim B1

v. 声称

本篇2次·真题 111 句

factor B1

n. 因素

本篇2次·真题 108 句

argue B1

v. 争论

本篇2次·真题 106 句

medium B1

adj. 中等的

本篇2次·真题 98 句

united B1

adj. 联合的

本篇2次·真题 97 句

evidence B1

n. 证据

本篇2次·真题 87 句

further B1

adv. 更远地

本篇2次·真题 79 句

digital B1

adj. 数字的

本篇2次·真题 72 句

trend B1

n. 趋势

本篇2次·真题 63 句

various B1

adj. 各种各样的

本篇2次·真题 63 句

occur B1

v. 发生, 出现

本篇2次·真题 62 句

associate B2

v. 联系

本篇2次·真题 54 句

inequality B2

n. 不平等

本篇2次·真题 50 句

analysis B2

n. 分析

本篇2次·真题 49 句

previous B1

adj. 先前的

本篇2次·真题 44 句

psychological B2

adj. 心理的

本篇2次·真题 39 句

hypothesis C1

n. 假设

本篇2次·真题 18 句

excessive B2

adj. 过多的

本篇2次·真题 14 句

recession C1

n. 经济衰退

本篇2次·真题 14 句

dataset C1

n. 数据集

本篇2次·真题 10 句

causal C1

adj. 因果关系的

本篇2次·真题 9 句

unhappy A2

adj. 不快乐的

本篇2次·真题 9 句

author A2

n. 作者

本篇1次·真题 264 句

benefit B1

n. 好处

本篇1次·真题 244 句

relationship B1

n. 关系

本篇1次·真题 168 句

individual B2

adj. 单独的

本篇1次·真题 142 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题 138 句

million A2

num. 一百万

本篇1次·真题 126 句

stress B1

n. 压力

本篇1次·真题 126 句

finding B2

n. 调查结果

本篇1次·真题 121 句

rate A2

n. 速度

本篇1次·真题 121 句

challenge B1

n. 挑战

本篇1次·真题 119 句

case A2

n. 情况

本篇1次·真题 97 句

account A2

n. 账户

本篇1次·真题 93 句

belief B1

n. 相信

本篇1次·真题 85 句

amount A2

n. 数量

本篇1次·真题 84 句

involve B1

v. 包含

本篇1次·真题 82 句

states A1

n. 国家

本篇1次·真题 80 句

contribute B1

v. 捐献

本篇1次·真题 79 句

identify B1

v. 识别

本篇1次·真题 75 句

current B1

adj. 现在的

本篇1次·真题 72 句

reflect B1

v. 反映, 显示

本篇1次·真题 71 句

material B1

n. 材料

本篇1次·真题 66 句

available A2

adj. 可获得的

本篇1次·真题 63 句

peer B2

n. 同龄人

本篇1次·真题 62 句

generation B2

n. 一代人

本篇1次·真题 60 句

media B1

n. 大众传播媒介 (报刊、电视、广播、互联...

本篇1次·真题 58 句

theory B1

n. 理论

本篇1次·真题 55 句

reveal B2

v. 揭示

本篇1次·真题 54 句

per B1

prep. 每

本篇1次·真题 53 句

debate B2

n. 辩论

本篇1次·真题 52 句

response B1

n. 回答

本篇1次·真题 52 句

advance B1

v. 前进

本篇1次·真题 48 句

observe B2

v. 观察; 注意到

本篇1次·真题 48 句

track A2

n. 小路

本篇1次·真题 48 句

pattern B1

n. 模式

本篇1次 · 真题 46 句

demonstrate B2

v. 证明

本篇1次 · 真题 45 句

mass B1

n. 大量

本篇1次 · 真题 44 句

reading A1

n. 阅读

本篇1次 · 真题 43 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次 · 真题 42 句

protection B1

n. 保护

本篇1次 · 真题 42 句

user A2

n. 使用者

本篇1次 · 真题 42 句

addition A2

n. 增加

本篇1次 · 真题 41 句

alternative B2

n. 可供选择的事物

本篇1次 · 真题 41 句

related B1

adj. 相关的

本篇1次 · 真题 39 句

relevant B2

adj. 相关的

本篇1次 · 真题 38 句

unemployment B2

n. 失业 (状态)

本篇1次 · 真题 38 句

indeed B1

adv. 确实, 的确 (强调肯定)

本篇1次 · 真题 37 句

instance B2

n. 例子

本篇1次 · 真题 35 句

contact B1

n. 联系

本篇1次 · 真题 34 句

critic B2

n. 批评家

本篇1次 · 真题 34 句

datum C1

n. 数据 (单数形式, 复数为 data)

本篇1次 · 真题 34 句

clearly A2

adv. 清楚地, 明白地

本篇1次 · 真题 32 句

depression B2

n. 抑郁症

本篇1次 · 真题 31 句

era B2

n. 时代

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

assess B2

v. 评估

本篇1次 · 真题 30 句

conclude B2

v. 断定;推断出

本篇1次 · 真题 30 句

meanwhile B1

adv. 与此同时

本篇1次 · 真题 29 句

widely B1

adv. 广泛地

本篇1次 · 真题 29 句

increased A2

v. 增加了

本篇1次 · 真题 28 句

largely B2

adv. 主要地

本篇1次 · 真题 28 句

increasing B1

adj. 越来越多的

本篇1次 · 真题 26 句

lower A2

adj. 较低的;下方的

本篇1次 · 真题 26 句

scholar B2

n. 学者

本篇1次 · 真题 26 句

annual B1

adj. 每年的, 年度的

本篇1次 · 真题 25 句

beginning A1

n. 开始

本篇1次 · 真题 25 句

component

B2

n. 组成部分

本篇1次·真题25句

tendency

B2

n. 倾向

本篇1次·真题24句

legal

B1

adj. 法律的

本篇1次·真题23句

blame

B1

v. 责备

本篇1次·真题22句

consistent

B2

adj. 一致的

本篇1次·真题21句

contribution

B2

n. 贡献

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

deeply

B1

adv. 深深地

本篇1次·真题19句

neighborhood

B1

n. 街区

本篇1次·真题19句

unfortunately

B1

adv. 不幸地

本篇1次·真题19句

devote

B2

v. 把...奉献给

本篇1次·真题18句

indicator

B2

n. 指示物; 指示信号

本篇1次·真题18句

investigate

B2

v. 调查

本篇1次·真题18句

contrary

B2

adj. 相反的

本篇1次·真题17句

reverse

B2

v. 颠倒

本篇1次·真题17句

laptop

A2

n. 笔记本电脑

本篇1次·真题15句

whereas B2

sc. 然而

本篇1次 · 真题 15 句

confirm B1

v. 证实

本篇1次 · 真题 14 句

keen B2

adj. 热衷的

本篇1次 · 真题 14 句

regarding B2

prep. 关于

本篇1次 · 真题 14 句

barrier B2

n. 障碍物

本篇1次 · 真题 12 句

suspect B1

v. 怀疑

本篇1次 · 真题 12 句

tablet B1

n. 药片

本篇1次 · 真题 12 句

socialize B2

v. 社交

本篇1次 · 真题 10 句

societal C1

adj. 社会的

本篇1次 · 真题 10 句

surprisingly B1

adv. 令人惊讶地

本篇1次 · 真题 10 句

dip B1

v. 浸, 蘸

本篇1次 · 真题 9 句

uncover B2

v. 发现, 揭露 (秘密、真相等)

本篇1次 · 真题 9 句

assignment B1

n. (学校的) 作业、任务

本篇1次 · 真题 8 句

domain B2

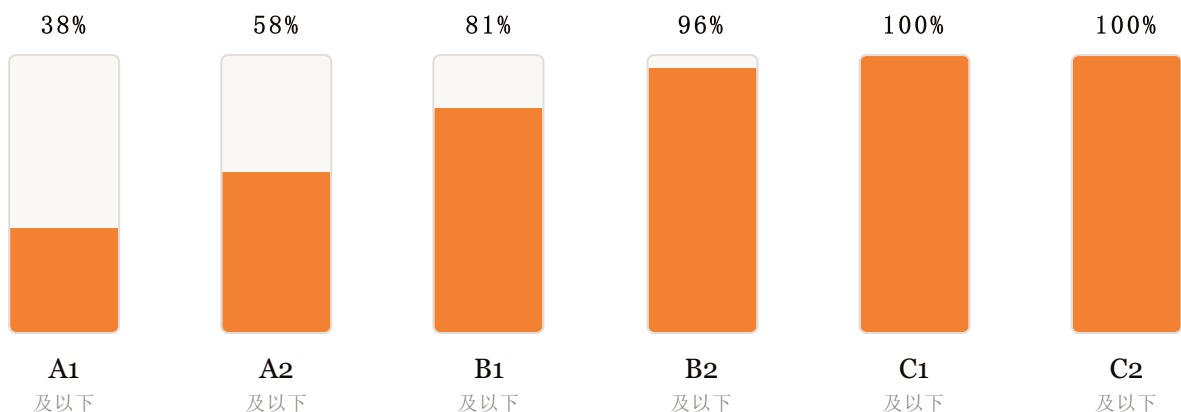
n. 领域

本篇1次 · 真题 8 句

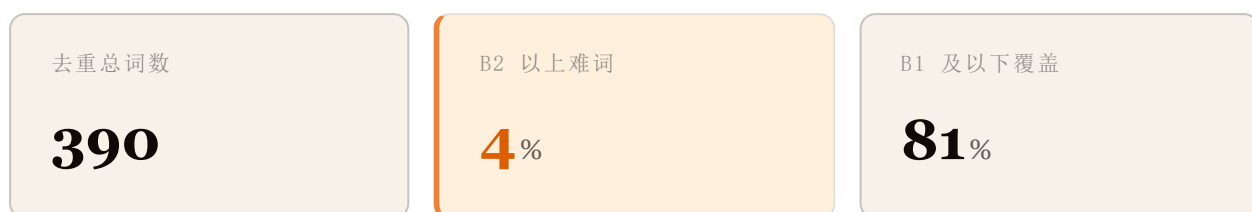
VOCABULARY · 词汇难度分布

全文 390 词按 CEFR 难度累积覆盖

全文去重后共 **390** 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 15 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 390 个 · 末柱为 100%



英语六级 2019年12月·第1套 · 全卷构成

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

2019年12月·第1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2019年12月·第1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 4 段原文（段首标 P1-P4 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1套(2019-12) · 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 "The dangerous thing about lying is people don't understand how the act changes us," says Dan Ariely behavioural psychologist at Duke University. Psychologists have documented children lying as early as the age of two. Some experts even consider lying a developmental milestone, like crawling and walking, because it requires sophisticated planning, attention and the ability to see a situation from someone else's perspective to manipulate them. But, for most people, lying gets limited as we develop a sense of morality and the ability to self-regulate.

杜克大学行为心理学家Dan Ariely说："撒谎的危险之处在于人们不理解这一行为如何改变我们。"心理学家已记录到儿童早在两岁时就会撒谎。一些专家甚至认为撒谎是一个发展里程碑,就像爬行和走路一样,因为它需要复杂的计划、注意力以及从他人视角看待情境以操纵他人的能力。但对大多数人来说,随着我们发展出道德感和自我调节能力,撒谎会受到限制。

P2 Harvard cognitive neuroscientist Joshua Greene says, for most of us, lying takes work. In studies, he gave subjects a chance to deceive for monetary gain while examining their brains in a functional MRI machine, which maps blood flow to active parts of the brain. Some people told the truth instantly and instinctively. But others opted to lie, and they showed increased activity in their frontal parietal(颅腔壁的) control network, which is involved in difficult or complex thinking. This suggests that they were deciding between truth and dishonesty—and ultimately opting for the latter. For a follow-up analysis, he found that people whose neural(神经的) reward centers were more active when they won

money were also more likely to be among the group of liars – suggesting that lying may have to do with the inability to resist temptation.

哈佛认知神经科学家Joshua Greene说,对我们大多数人而言,撒谎需要努力。在研究中,他给受试者提供通过欺骗获取金钱利益的机会,同时用功能性核磁共振成像机检查他们的大脑,该机器可以绘制血液流向大脑活跃部位的图像。一些人立即本能地说出真话。但其他人选择撒谎,他们的额顶叶控制网络显示出更高的活跃度,该网络参与困难或复杂的思考。这表明他们在真实和不诚实之间做决定,并最终选择了后者。在后续分析中,他发现那些在赢钱时神经奖励中枢更活跃的人也更有可能属于撒谎者群体,这表明撒谎可能与无法抵抗诱惑有关。

P3 External conditions also matter in terms of when and how often we lie. We are more likely to lie, when we are able to rationalise it, when we are stressed and fatigued or see others being dishonest. And we are less likely to lie when we have moral reminders or when we think others are watching. "We as a society need to understand that, when we don't punish lying, we increase the probability it will happen again," Ariely says.

外部条件在我们何时以及多久撒一次谎方面也很重要。当我们能够将其合理化、当我们有压力和疲劳或看到他人不诚实时,我们更有可能撒谎。而当我们有道德提醒或认为他人在观察时,我们不太可能撒谎。Ariely说:"作为一个社会,我们需要理解,当我们不惩罚撒谎时,我们就增加了它再次发生的可能性。

P4 In a 2016 study published in the journal Nature Neuroscience, Ariely and colleagues showed how dishonesty alters people's brains, making it easier to tell lies in the future. When people uttered a falsehood, the scientists noticed a burst of activity in their amygdala. The amygdala is a crucial part of the brain that produces fear, anxiety and emotional responses including that sinking, guilty feeling you get when you lie. But when scientists had their subjects play a game—in which they won money by deceiving their partner, they noticed the negative signals from the amygdala began to decrease. Not only that, but when people faced no consequences for dishonesty, their falsehood tended to get even more sensational. This means that if you give people multiple opportunities to lie for their own benefit, they start with little lies which get bigger over time.

在2016年发表于《自然·神经科学》杂志的一项研究中,Ariely和同事展示了不诚实如何改变人们的大脑,使其在未来更容易撒谎。当人们说出谎言时,科学家注意到他们的杏仁核出现了活跃迸发。杏仁核是大脑的关键部分,会产生恐惧、焦虑和情绪反应,包括你撒谎时产生的那种下沉的内疚感。但当科学家让受试者玩一个游戏,在游戏中他们通过欺骗同伴来赢钱时,他们注意到来自杏仁核的负面信号开始减弱。不仅如此,当人们的不诚实行为不会面临任何后果时,他们的谎言往往会变得更加夸张。这意味着如果你给人们多次机会为自己的利益撒谎,他们会从小谎言开始,随着时间推移谎言会变得越来越来。

题目与逐题解析

46. Why do some experts consider lying a milestone in a child's development?

- A) It shows they have the ability to view complex situations from different angles.
- B) It indicates they have an ability more remarkable than crawling and walking.
- C) It represents their ability to actively interact with people around them.
- D) It involves the coordination of both their mental and physical abilities.

为什么一些专家认为说谎是儿童发展过程中的一个里程碑?

- A) 这表明他们有能力从不同角度看待复杂情况。 B) 这表明他们拥有比爬行和走路更非凡的能力。

c) 这代表他们有能力主动与周围的人互动。 d) 这涉及他们心理和身体能力的协调配合。

【答案】 **A** (细节题)

【判型】 题干 Why do some experts consider lying a milestone in a child's development? 是问「为什么把撒谎视作里程碑」，问的是原文已经写明的事实理由，不是推断。

【拆句】 主干是 Why do some experts consider lying a milestone, consider A B 是「认为 A 是 B」的双宾结构；介词短语 in a child's development 修饰 milestone，限定语义场为儿童发展，结构平铺无陷阱。

【定位】 Some experts even consider lying a developmental milestone, like crawling and walking, because it requires sophisticated planning, attention and the ability to see a situation from someone else's perspective to manipulate them.

一些专家甚至将撒谎视为一种发育里程碑，类似爬行和走路，因为它需要复杂的规划、注意力，以及从他人视角看待情境以操纵对方的能力。

【选项】 **A) ✓ 正确**

the ability to see a situation from someone else's perspective ↔

the ability to view complex situations from different angles

sophisticated planning, attention and the ability to see a situation from someone else's perspective

↔ **complex situations from different angles**

预判要的是「综合高级思维」，A 项 view complex situations from different angles 把原文 see a situation from someone else's perspective 精确改写出来，命中预判。

B) 偷换概念

原文用 like crawling and walking 把撒谎与爬行、走路并列为发育里程碑，并未说撒谎「比 more remarkable than crawling and walking」。

C) 偷换概念

原文讲 see a situation from someone else's perspective to manipulate them，重点是「换位思考以操纵」，而非积极地 actively interact with people；选项把「操纵」美化为「互动」。

D) 无中生有

原文列举的三项 sophisticated planning, attention and the ability to see a situation from someone else's perspective 全是心智活动，不含体力活动；选项的 both their mental and physical abilities 凭空多出 physical 一维。

47. Why does the Harvard neuroscientist say that lying takes work?

- A) It is hard to choose from several options.
- B) It is difficult to sound natural or plausible.
- C) It requires speedy blood flow into one's brain.
- D) It involves lots of sophisticated mental activity.

为什么Harvard的神经科学家说说谎需要费力？

- A) 很难从几个选项中做出选择。 B) 很难听起来自然或可信。 C) 这需要血液快速流入大脑。
D) 这涉及大量复杂的心理活动。

【答案】 D (细节题)

【判型】 题干 Why does the Harvard neuroscientist say that lying takes work? 问神经科学家为什么作此判断，理由原文必有交代。

【拆句】 主干 Why does the Harvard neuroscientist say..., that 引导宾语从句 that lying takes work, takes work 这里取「需要付出努力/费劲」的引申义，不是字面的「带去工作」，是典型的熟词僻义点。

【定位】 Harvard cognitive neuroscientist Joshua Greene says, for most of us, lying takes work. In studies, he gave subjects a chance to deceive for monetary gain while examining their brains in a functional MRI machine, which maps blood flow to active parts of the brain. Some people told the truth instantly and instinctively. But others opted to lie, and they showed increased activity in their frontal parietal(颅腔壁的) control network, which is involved in difficult or complex thinking.

哈佛认知神经科学家 Joshua Greene 说，对大多数人而言，撒谎是要费劲的。在研究中，他让受试者有机会为金钱回报而撒谎，同时用 fMRI 检查他们的大脑——fMRI 能映射出大脑活跃区域的血流。有些人会即时本能地说真话，但另一些人选择撒谎，他们的颅腔壁控制网络活动增强，而这一区域涉及困难或复杂的思考。

【选项】 A) 偷换概念

原文 deciding between truth and dishonesty 是说撒谎者在「说真说假」之间挣扎，并未说选项 hard to choose from several options 的「多项中难选」；A 把二选一夸大成多选一，且重点偏离了「费劲」的脑科学解释。

B) 无中生有

原文讨论的是撒谎时大脑活动加剧，没说撒谎者要 sound natural or plausible（让谎言听起来自然可信）；这种表达层面的难度是常识联想，原文未涉及。

C) 偷换概念

原文是说 fMRI 仪器 maps blood flow to active parts of the brain——把血流映射到活跃脑区作观察手段，并非撒谎本身需要 speedy blood flow into one's brain。选项把仪器原理偷换成撒谎的生理条件。

D) ✓ 正确

which is involved in difficult or complex thinking ↔ **lots of sophisticated mental activity**
increased activity in their frontal parietal(颅腔壁的) control network ↔

involves lots of sophisticated mental activity

预判要的是「撒谎牵涉复杂脑活动」，D 项 involves lots of sophisticated mental activity 把原文 complex thinking 用 sophisticated mental activity 精确改写，命中预判。

48. Under what circumstances do people tend to lie?

- A) When they become too emotional.
- B) When they face too much peer pressure.
- C) When the temptation is too strong.
- D) When the consequences are not imminent.

在什么情况下人们倾向于说谎？

- A) 当他们变得过于情绪化时。
- B) 当他们面临过大的同伴压力时。
- C) 当诱惑过于强烈时。
- D) 当后果不是迫在眉睫时。

【答案】 C (细节题)

【判型】 题干 Under what circumstances do people tend to lie? 问的是原文列举过的具体条件之一，答案就在原文的条件清单里。

【拆句】 Under what circumstances 作状语前置，主干 do people tend to lie; tend to do 「倾向于...」，全句无修饰从句，结构平铺无陷阱。

【定位】 We are more likely to lie, when we are able to rationalise it, when we are stressed and fatigued or see others being dishonest.

我们更容易撒谎——当我们能把它合理化时，当我们承受压力或疲惫时，或者当我们看到别人也不诚实时。

【选项】 A) 偷换概念

原文条件清单是 able to rationalise it、stressed and fatigued、see others being dishonest，没有提到 become too emotional（变得过于情绪化）。stressed 与 emotional 不是同义概念，前者特指压力疲劳，后者指情绪失控。

B) 偷换概念

原文 see others being dishonest 是「看到别人也不诚实」，重点在「他人行为示范」而非 peer pressure（同辈群体压力要求一致行为）。前者是观察学习，后者是群体强制。

C) ✓ 正确

we are able to rationalise it ↔ the temptation is too strong

the inability to resist temptation ↔ the temptation is too strong

在四个选项里，只有 C 项 the temptation is too strong 能与「rationalise it」「无法抗拒诱惑」这条主线对得上；A/B/D 都不在原文条件清单内，故锁定 C。

D) 张冠李戴

原文条件清单里没有 consequences are not imminent（后果不即将到来）这一条；与「后果」相关的内容在第四段讲「不受惩罚谎言会变大」（属 50 题），但那是「不受罚的结果」，不是「撒谎的触发条件」。

49. When are people less likely to lie?

- A) When they are worn out and stressed.
- B) When they are under watchful eyes.
- C) When they think in a rational way.
- D) When they have a clear conscience.

什么时候人们不太可能说谎？

- A) 当他们精疲力竭并且有压力时。
- B) 当他们处于他人密切注视之下时。
- C) 当他们以理性方式思考时。
- D) 当他们问心无愧时。

【答案】 B （细节题）

【判型】 题干 When are people less likely to lie? 问的是原文列举过的「不易撒谎」的条件，答案是原文事实陈述，不需推断。

【拆句】 When 引导状语从句省略形式，主干 are people less likely to lie; less likely 是 likely 的比较级形式，构成反向倾向。

【定位】 And we are less likely to lie when we have moral reminders or when we think others are watching.

当我们有道德提醒、或者认为别人正在注视着我们时，我们就不那么容易撒谎。

【选项】 A) 与原文相反

原文 we are stressed and fatigued 出现在 more likely to lie 的条件里——「压力疲惫」是「更易撒谎」的条件，而非「不易撒谎」。选项 worn out and stressed 把它搬到「less likely」侧，正反弄反。

B) ✓ 正确

we think others are watching ↔ under watchful eyes

预判要的是「认为有人在看」的状态，B 项 under watchful eyes 用名词化短语精确改写了 think others are watching，是同义替换中典型的「动词从句→名词短语」转化，命中预判。

C) 偷换概念

think in a rational way（理性思考）与原文 rationalise it（合理化撒谎）措辞相近、语义却相反——前者是冷静客观，后者是为撒谎找借口；并且 rationalise 在原文是 more likely 一侧的条件。

D) 偷换概念

原文 moral reminders 是「外部的道德提醒/警示」（如海报、宣誓），不是 a clear conscience（自己问心无愧）。前者是外来刺激，后者是内心状态，且原文从未涉及「良心是否干净」的判断。

50. What does the author say will happen when a liar does not get punished?

- A) They may feel justified.
- B) They will tell bigger lies.
- C) They will become complacent.
- D) They may mix lies and truths.

作者说当说谎者没有受到惩罚时会发生什么？

- A) 他们可能觉得理直气壮。 B) 他们会说更大的谎。 C) 他们会变得自满。
- D) 他们可能会把谎言和真话混在一起。

【答案】 B （细节题）

【判型】 题干 What does the author say will happen when a liar does not get punished? 问的是原文交代过的后果，答案直接陈述于文中。

【拆句】 主干 What does the author say will happen, What 是 will happen 的主语，作 say 的宾语从句的主句主语；when a liar does not get punished 是时间状语从句，整句虽嵌套但语义清晰。

【定位】 Not only that, but when people faced no consequences for dishonesty, their falsehood tended to get even more sensational. This means that if you give people multiple opportunities to lie for their own benefit, they start with little lies which get bigger over time.

不仅如此，当人们因撒谎而不受任何后果时，他们的谎言会变得越发耸人听闻。这意味着，如果你给人们多次为自身利益撒谎的机会，他们会从小谎开始，谎言会随时间越变越大。

【选项】 A) 过度推断

原文谈的是 negative signals from the amygdala began to decrease——脑区负面信号减弱（是脑层面的反应），并未说撒谎者 feel justified（觉得自己有理、问心无愧）。脑信号减弱不等同于「合理化」心理。

B) ✓ 正确

they start with little lies which get bigger over time ↔ tell bigger lies

their falsehood tended to get even more sensational ↔ They will tell bigger lies

预判要的是「谎言规模升级」，B项 tell bigger lies 把原文「越发耸人听闻」与「小谎变大谎」两条线索精确浓缩为一句，命中预判。

C) 无中生有

原文没有写撒谎者会 become complacent（自满）；自满是一种心理态度，原文谈的是「谎言规模」与「脑信号」，不是态度上的自得。

D) 无中生有

原文讲的是「谎言越编越大」，并未说撒谎者会 mix lies and truths（把真话假话混在一起）；前者是规模升级，后者是策略变化，方向不同。

SENTENCE INSIGHTS • 句子精讲

5 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。

Some experts even consider lying a developmental milestone, like crawling and walking, because it requires sophisticated planning, attention and the ability to see a situation from someone else's perspective to manipulate them.

第1段，第3句

主句的 "consider + 宾语 + 宾补" 结构和原因状语从句都是四六级及考研阅读中的高频句式。并列宾语、不定式作定语和目的状语的用法也极为常见。掌握这类结构后可大量复用到其他长难句的分析中，迁移价值高。

But others opted to lie, and they showed increased activity in their frontal parietal(颅腔壁的) control network, which is involved in difficult or complex thinking.

第2段，第4句

并列主句加非限制性定语从句的结构在四六级和考研阅读中非常常见，且定语从句修饰名词的用法是高频考点。掌握这类句式后可以大量复用到其他长难句的分析中。

This suggests that they were deciding between truth and dishonesty—and ultimately opting for the latter.

第2段，第5句

"主句 + that 宾语从句" 是四六级和考研阅读中极为常见的句式，且宾语从句内部使用过去进行时并列结构也具有一定代表性；掌握此类结构可直接迁移到大量真题句型中，典型性高。

For a follow-up analysis, he found that people whose neural(神经的) reward centers were more active when they won money were also more likely to be among the group of liars – suggesting that lying may have to do with the inability to resist temptation.

第2段，第6句

本句是极佳的划成分练习句，涵盖了主谓宾、主系表、时间状语从句、定语从句、宾语从句以及分词作状语等多种语法成分。尤其是"people"与其谓语"were"的超远距离搭配，非常考验学生提取主干的能力。

It is hard to choose from several options.

第47题，A

"It is + 形容词 + to do"是四六级和考研阅读中的高频句式，在说明性、议论性文本中反复出现。掌握这一结构后可直接迁移到大量类似句子，代表性强，实用价值高。

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。

likely A2

adj. 很可能的

本篇4次·真题 228 句

involve B1

v. 包含

本篇3次·真题 82 句

less A1

det. 较少的

本篇2次·真题 273 句

tend B1

v. 倾向于, 往往会

本篇2次·真题 170 句

mental B1

adj. 精神的

本篇2次·真题 120 句

expert B1

n. 专家

本篇2次·真题 114 句

consequence B2

n. 结果

本篇2次·真题 66 句

complex B2

adj. 复杂的, 难懂的

本篇2次·真题 61 句

psychologist B2

n. 心理学家

本篇2次·真题 54 句

emotional B1

adj. 情绪的

本篇2次·真题 52 句

flow B1

v. 流动

本篇2次·真题 18 句

opt B2

v. 选择

本篇2次·真题 18 句

sophisticated C1

adj. 复杂精密的

本篇2次·真题 18 句

stressed B1

adj. 焦虑不安的

本篇2次·真题 13 句

milestone B2

n. 里程碑

本篇2次·真题 10 句

neuroscientist C1

n. 神经科学家

本篇2次·真题 10 句

author A2

n. 作者

本篇1次·真题 264 句

benefit B1

n. 好处

本篇1次·真题 244 句

view A2

n. 观点, 看法

本篇1次·真题 134 句

negative B1

adj. 否定的

本篇1次·真题 132 句

opportunity B1

n. 机会

本篇1次·真题 115 句

gain B1

v. 获得; 赢得

本篇1次·真题 96 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本篇1次·真题 94 句

physical B1

adj. 身体的

本篇1次·真题 91 句

cognitive C1

adj. 认知的

本篇1次·真题 85 句

colleague B1

n. 同事

本篇1次·真题 84 句

thinking A2

n. 思考

本篇1次·真题 68 句

journal B1

n. 杂志

本篇1次·真题 66 句

peer B2

n. 同龄人

本篇1次·真题 62 句

pressure B1

n. 心理压力

本篇1次·真题 57 句

network B1

n. 网络

本篇1次·真题 53 句

response B1

n. 回答

本篇1次·真题 52 句

analysis B2

n. 分析

本篇1次·真题 49 句

option B1

n. 选择

本篇1次·真题 48 句

indicate B2

v. 表明

本篇1次·真题 46 句

represent B1

v. 代表

本篇1次·真题 45 句

anxiety B2

n. 焦虑

本篇1次·真题 44 句

reward B1

n. 报酬

本篇1次·真题 43 句

signal B1

n. 信号

本篇1次·真题 42 句

partner B1

n. 伴侣

本篇1次·真题 39 句

perspective B2

n. 观点

本篇1次·真题 38 句

interact B2

v. 相互作用

本篇1次·真题 37 句

ultimately B2

adv. 最终;终归

本篇1次·真题 34 句

moral B2

adj. 道德的

本篇1次·真题 32 句

limited B1

adj. 有限的

本篇1次·真题 29 句

decrease B1

v. 减少, 降低

本篇1次·真题 28 句

increased A2

v. 增加了

本篇1次·真题 28 句

alter B2

v. 改变, 更改 (使某物与之前不同)

本篇1次·真题 24 句

rational B2

adj. 理性的

本篇1次·真题 22 句

crucial B2

adj. 至关重要的

本篇1次·真题 21 句

mix A2

v. 混合

本篇1次·真题 21 句

multiple B2

adj. 多个的

本篇1次·真题 21 句

planning B1

n. 规划

本篇1次·真题 21 句

neuroscience C1

n. 神经科学

本篇1次·真题 19 句

external B2

adj. 外部的;外面的

本篇1次·真题 18 句

resist B2

v. 抵抗

本篇1次·真题 18 句

actively B1

adv. 积极主动地

本篇1次·真题 14 句

circumstance B2

n. 情况

本篇1次·真题 14 句

document B1

n. 文件

本篇1次·真题 14 句

latter B2

det. 后者的

本篇1次·真题 14 句

remarkable B2

adj. 非凡的

本篇1次·真题 14 句

instantly B1

adv. 立即, 马上

本篇1次·真题 11 句

functional B2

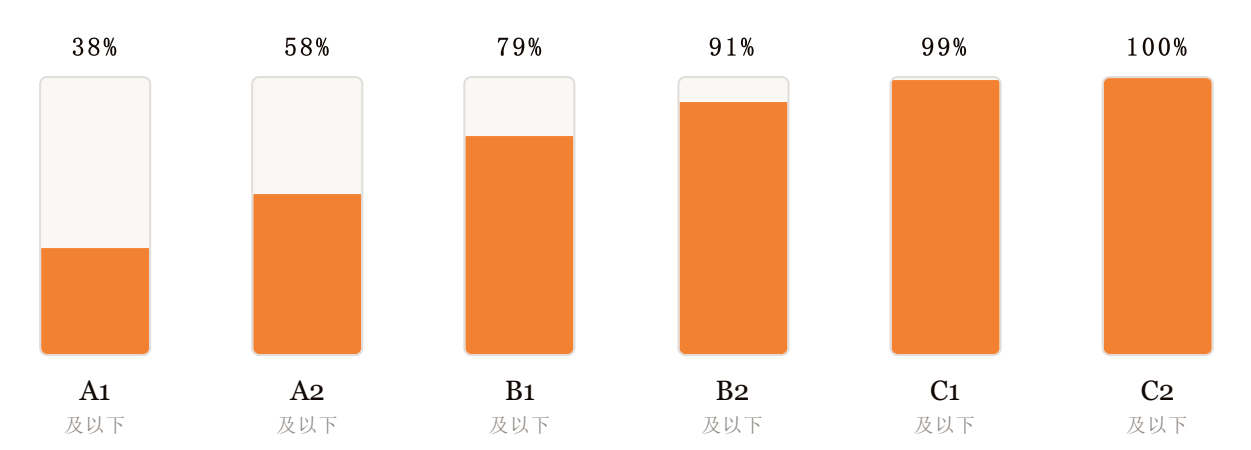
adj. 实用的

本篇1次·真题 9 句

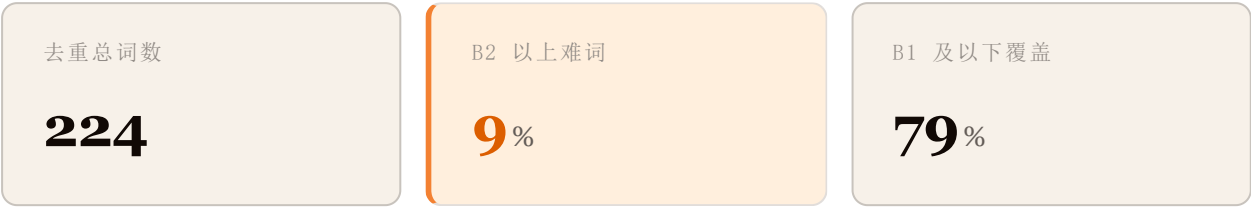
VOCABULARY · 词汇难度分布

全文 224 词按 CEFR 难度累积覆盖

全文去重后共 **224** 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 20 个·约 9%。



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 224 个·末柱为 100%



英语六级 2019年12月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	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 →

2019年12月·第1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2019年12月·第1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1套(2019-12) · 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 Here's how the Pacific Northwest is preparing for "The Big One". It's the mother of all disaster drills for what could be the worst disaster in American history. California has spent years preparing for "The Big One"—the inevitable earthquake that will undoubtedly unleash all kinds of havoc along the famous San Andreas fault(断层). But what if the fault that runs along the Pacific Northwest delivers a gigantic earthquake of its own? If the people of the Cascadia region have anything to do with it, they won't be caught unawares.

以下是太平洋西北地区为“大地震”所做的准备。这是针对美国历史上可能发生的最严重灾难而进行的最大规模灾难演习。加利福尼亚州已经花费数年时间为“大地震”做准备——这场不可避免的地震无疑将沿着著名的圣安德烈亚斯断层释放各种破坏。但如果沿太平洋西北地区延伸的断层也引发一场巨大地震呢？如果 Cascadia 地区的人们能够有所作为，他们就不会措手不及。

P2 The region is engaged in a multi-day earthquake-and-tsunami(海啸) drill involving around 20,000 people. The Cascadia Rising drill gives area residents and emergency responders a chance to practice what to do in case of a 9.0 magnitude earthquake and tsunami along one of the nation's dangerous—and underestimated—faults.

该地区正在进行一场为期多天的地震和海啸演习，约有20000人参与。Cascadia Rising演习为该地区居民和应急响应人员提供了一个机会，让他们练习在发生9.0级地震和海啸时该如何应对，这些灾害可能沿着美国最危险且被低估的断层之一发生。

P3 The Cascadia Earthquake Zone is big enough to compete with San Andreas (it's been called the most dangerous fault in America), but it's much lesser known than its California cousin. Nearly 700 miles long, the earthquake zone is located by the North American Plate off the coast of Pacific British Columbia, Washington, Oregon and Northern California.

Cascadia地震带的规模足以与圣安德烈亚斯断层相匹敌(它被称为美国最危险的断层),但它远不如其加利福尼亚同类断层那样为人所知。这个地震带长近700英里,位于太平洋不列颠哥伦比亚省、华盛顿州、俄勒冈州和北加利福尼亚海岸外的北美板块附近。

P4 Cascadia is what's known as a "megathrust" fault. Megathrusts are created in earthquake zones—land plate boundaries where two plates converge. In the areas where one plate is beneath another, stress builds up over time. During a megathrust event, all of that stress releases and some of the world's most powerful earthquakes occur. Remember the 9.1 earthquake and tsunami in the Indian Ocean off Sumatra in 2004? It was caused by a megathrust event as the India plate moved beneath the Burma micro-plate.

Cascadia是所谓的"巨型逆冲"断层。巨型逆冲断层形成于地震带——即两个板块汇聚的陆地板块边界。在一个板块位于另一个板块下方的区域,压力会随着时间的推移而积累。在巨型逆冲事件中,所有这些压力都会释放,世界上一些最强烈的地震由此发生。还记得2004年苏门答腊附近印度洋发生的9.1级地震和海啸吗?它是由印度板块移动到缅甸微板块下方而引发的巨型逆冲事件造成的。

P5 The last time a major earthquake occurred along the Cascadia fault was in 1700, so officials worry that another event could occur any time. To prevent that event from becoming a catastrophe, first responders will join members of the public in rehearsals that involve communication, evacuation, search and rescue, and other scenarios.

上一次沿Cascadia断层发生重大地震是在1700年,因此官员们担心另一次地震事件可能随时发生。为了防止该事件演变成灾难,急救人员将与公众成员一起参加演习,演习内容包括通信、疏散、搜救和其他场景。

P6 Thousands of casualties are expected if a 9.0 earthquake were to occur. First, the earthquake would shake metropolitan areas including Seattle and Portland. This could trigger a tsunami that would create havoc along the coast. Not all casualties can necessarily be prevented—but by coordinating across local, state, and even national borders, officials hope that the worst-case scenario can be averted. On the exercise's website, officials explain that the report they prepare during this rehearsal will inform disaster management for years to come.

如果发生9.0级地震,预计将有数千人伤亡。首先,地震会震动包括西雅图和波特兰在内的大都市区。这可能引发海啸,在沿海地区造成严重破坏。并非所有伤亡都能够避免——但通过跨地方、州乃至国家边界的协调,官员们希望能够避免最坏的情况发生。在演习网站上,官员们解释说,他们在此次演习期间准备的报告将为未来多年的灾害管理提供信息。

P7 For hundreds of thousands of Cascadia residents, "The Big One" isn't a question of if, only when. And it's never too early to get ready for the inevitable.

对于数十万Cascadia居民来说,"大地震"不是会不会发生的问题,而只是何时发生的问题。为不可避免的事情做好准备永远不会太早。

题目与逐题解析

51. What does "The Big One" refer to?
- A) A gigantic geological fault.
 - B) A large-scale exercise to prepare for disasters.
 - C) A massive natural catastrophe.
 - D) A huge tsunami on the Caledonia coast.

"The Big One"指的是什么？

- A) 一条巨大的地质断层。 B) 一次为灾难做准备的大规模演习。 C) 一场大规模的自然灾难。
D) Caledonia海岸的一次巨大海啸。

【答案】 **C** (细节题)

【判型】 What does "The Big One" refer to? 问的是一个具体称呼的所指，答案就在原文释义里。

【拆句】 句式 What does "The Big One" refer to? 为简单 wh- 疑问句，主语 "The Big One" 借助助动词 does 倒装，refer to 是动词短语；结构平铺直叙，无陷阱。

【定位】 Here's how the Pacific Northwest is preparing for "The Big One". It's the mother of all disaster drills for what could be the worst disaster in American history.

下面是太平洋西北部如何为 "The Big One" 做准备。这是为可能成为美国历史上最严重灾难的一场"灾难演练之母"。

【选项】 A) **偷换概念**

选项把 "The Big One" 偷换为 A gigantic geological fault；原文虽提到 San Andreas / Cascadia 断层，但 "The Big One" 指的是断层引发的灾难，而非断层本身。

B) **偷换概念**

A large-scale exercise to prepare for disasters 描述的是 disaster drills 这件事，而 "The Big One" 指的是"将要应对的灾难"，两者是"演练 vs. 演练所应对的灾难"，正好被偷换。

C) **✓ 正确**

the worst disaster in American history ↔ **A massive natural catastrophe**

预判结论是"最严重的自然灾害"，四个选项中只有 A massive natural catastrophe 与之同义对应，其他三项指向断层、演练或海啸（地点错），均偏离释义。

D) **无中生有**

原文反复出现的是 Cascadia，从未出现 Caledonia；选项 A huge tsunami on the Caledonia coast 用形近词制造混淆，同时把灾难范围缩小为"海啸"，缩窄并改地名。

52. What is the purpose of the Cascadia Rising drill?

- A) To prepare people for a major earthquake and tsunami.
- B) To increase residents' awareness of imminent disasters.
- C) To teach people how to adapt to post-disaster life.
- D) To cope with the aftermath of a possible earthquake.

Cascadia Rising演习的目的是什么？

- A) 让人们为重大地震和海啸做好准备。 B) 提高居民对即将发生的灾难的意识。
- C) 教会人们如何适应灾后生活。 D) 应对可能发生的地震的后续影响。

【答案】 A (细节题)

【判型】 What is the purpose of the Cascadia Rising drill? 直接询问某个具体演练的目的，答案应在原文显式给出。

【拆句】 句式 What is the purpose of the Cascadia Rising drill? 为 What + be + 主语的简单疑问句，主语是 the purpose of the Cascadia Rising drill，结构清晰、无歧义。

【定位】 The Cascadia Rising drill gives area residents and emergency responders a chance to practice what to do in case of a 9.0 magnitude earthquake and tsunami along one of the nation's dangerous—and underestimated—faults.

Cascadia Rising 演练让本地居民与应急响应人员有机会演练：当沿一条全国最危险且被低估的断层发生 9.0 级地震和海啸时该怎么办。

【选项】 A) ✓ 正确

practice what to do in case of a 9.0 magnitude earthquake and tsunami ↔

To prepare people for a major earthquake and tsunami

预判核心是“为地震和海啸做准备”，四项里只有 A 同时含 prepare、earthquake、tsunami 三要素，且对象 people 与原文听众范围吻合；其他三项要么换动作、要么换对象、要么换时机。

B) 偷换概念

To increase residents' awareness of imminent disasters 把 practice 偷换为 increase...awareness；原文目的是“练习如何应对”这一动作，而非“提升意识”这一心理状态；且 imminent 在原文无依据。

C) 偷换概念

To teach people how to adapt to post-disaster life 谈灾后生活适应，与原文 in case of...earthquake and tsunami 谈的灾时应对完全错位；演练发生在灾前，目标动作是灾时反应，不是灾后适应。

D) 以偏概全

To cope with the aftermath of a possible earthquake 中 aftermath (后果/余波) 指事后处理，与原文“事中应对”错位；且漏掉了 tsunami 这一并列灾种，缩小了演练范围。

53. What happens in case of a megathrust earthquake according to the passage?

- A) Two plates merge into one.
- B) A variety of forces converge.
- C) Boundaries blur between plates.
- D) Enormous stress is released.

根据文章,发生特大逆冲型地震时会出现什么情况?

- A) 两个板块合并为一个。 B) 各种力量汇聚在一起。 C) 板块之间的边界变得模糊。
- D) 巨大的应力被释放出来。

【答案】 D (细节题)

【判型】 What happens in case of a megathrust earthquake according to the passage? 加了 according to the passage 直接指明答案在原文有据可查。

【拆句】 句式 What happens in case of a megathrust earthquake according to the passage? 主干 What happens, in case of a megathrust earthquake 是表条件的介词短语, according to the passage 是范围状语; in case of 这里相当于 "在...情况下", 与 if 同义, 需要识破熟词僻义。

【定位】 During a megathrust event, all of that stress releases and some of the world's most powerful earthquakes occur.

在一次巨型逆冲 (megathrust) 事件中, 所有累积的应力一次释放, 世界上一些最强的地震就此发生。

【选项】 A) 过度推断

Two plates merge into one 把原文 two plates converge 拔高为 merge into one (合并成一块), 但 converge 只是 "在边界处相遇", 并未真合并; 且原文 one plate is beneath another 明示一块在另一块下方, 并非融合。

B) 张冠李戴

A variety of forces converge 把原文唯一的主体 stress 替换成 forces, 并把 converge 错位安到 forces 头上; 原文 converge 描述的是 plates 而非 forces, stress 才是被释放的对象。

C) 无中生有

Boundaries blur between plates 描述的是 "板块边界变模糊", 原文 land plate boundaries where two plates converge 只说 "板块边界处两板块汇聚", 并未提到边界变模糊, 属凭空造词。

D) ✓ 正确

all of that stress releases ↔ **Enormous stress is released**

四个选项中只有 D 同时含 stress 与 released 两个核心元素, 正好对应原文 all of that stress releases; 其余三项要么改主语 (plates/forces/boundaries), 要么改动词 (merge/converge/blur), 都没击中过程动作核心。

54. What do the officials hope to achieve through the drills?

- A) Coordinating various disaster-relief efforts.
- B) Reducing casualties in the event of a disaster.
- C) Minimizing property loss caused by disaster.
- D) Establishing disaster and emergency management.

官员们希望通过演习实现什么目标？

- A) 协调各种救灾工作。 B) 减少灾难发生时的人员伤亡。 C) 最大限度地减少灾难造成的财产损失。
D) 建立灾难和应急管理机制。

【答案】 B (细节题)

【判型】 What do the officials hope to achieve through the drills? 是对原文具体表态句的事实复述，答案在原文官员发声句里。

【拆句】 句式 What do the officials hope to achieve through the drills? 主干 the officials hope to achieve what, 疑问词 what 前置；through the drills 是表方式的介词短语，明确限定"借助演练" 这个手段。

【定位】 Not all casualties can necessarily be prevented—but by coordinating across local, state, and even national borders, officials hope that the worst-case scenario can be averted.

并非所有伤亡都能被避免——但通过在地方、州乃至跨国层面进行协调，官员们希望能避免最坏的情况发生。

【选项】 A) 偷换概念

Coordinating various disaster-relief efforts 把原文 by coordinating across local, state, and even national borders 即"协调"这一手段当作目标——但原文用 by 引出协调，是手段；用 hope that 引出 averted，才是目标。

B) ✓ 正确

Not all casualties can necessarily be prevented ↔

Reducing casualties in the event of a disaster

the worst-case scenario can be averted ↔ in the event of a disaster

预判核心是"在灾难发生时减少伤亡"，四项中只有 B 同时含 reduce / casualties / disaster 三要素；A 强调过程而非结果，C 替换为财产损失（原文未提），D 是建立体系（拔高）。

C) 无中生有

Minimizing property loss caused by disaster 把原文 casualties（伤亡）替换为 property loss（财产损失），但全文从未谈财产损失，只谈人员伤亡（Thousands of casualties）。

D) 过度推断

Establishing disaster and emergency management 是说要"建立"灾害与应急管理体系——原文 the report they prepare during this rehearsal will inform disaster management for years to come 只说报告将"为未来的应急管理提供参考（inform）"，并未说要从零建立；inform ≠ establish。

55. What does the author say about "The Big One"?

- A) Whether it will occur remains to be seen.
- B) How it will arrive is too early to predict.
- C) Its occurrence is just a matter of time.
- D) It keeps haunting Cascadia residents.

作者关于"The Big One"说了什么？

- A) 它是否会发生还有待观察。
- B) 它将如何到来现在预测还为时过早。
- C) 它的发生只是时间问题。
- D) 它一直困扰着Cascadia的居民。

【答案】 C （细节题）

【判型】 What does the author say about "The Big One"? 问的是作者明示态度，原文末段有直接陈述，无须推断。

【拆句】 句式 What does the author say about "The Big One"? 简单 wh- 疑问句，say about X 表"就 X 谈了什么"；介词 about 引出谈论对象，结构无陷阱。

【定位】 For hundreds of thousands of Cascadia residents, "The Big One" isn't a question of if, only when.

对成千上万 Cascadia 居民来说，"The Big One" 不是"会不会发生"的问题，而只是"何时发生"的问题。

【选项】 A) 与原文相反

Whether it will occur remains to be seen 等于说 "是否发生还说不准", 正好是原文 isn't a question of if 所明确否定的态度——原文恰恰认为 "if" 已不是问题。

B) 偷换概念

How it will arrive is too early to predict 把焦点换成"如何到来", 并断言"现在预测还太早"。原文谈的是"何时 (when)"且明确说一定会来, 并没说 how; 且末段最后一句 it's never too early to get ready for the inevitable 反对 too early 这一立场。

C) ✓ 正确

isn't a question of if, only when ↔ **Its occurrence is just a matter of time**

预判核心是"必然发生, 只是时间问题", 四项中只有 C 同时含"occurrence (必然性默认)"与"matter of time (时间问题)"两要素; 其他三项把"是否"或"如何"留作未解, 与原文断言相反。

D) 无中生有

It keeps haunting Cascadia residents 用 haunt (萦绕、纠缠不去) 描写居民的心理被困扰, 原文只是冷静陈述 "对居民而言这是个迟早问题", 并没说居民被困扰, 属心理状态的无中生有。

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。

California has spent years preparing for "The Big One"—the inevitable earthquake that will undoubtedly unleash all kinds of havoc along the famous San Andreas fault(断层).

第1段, 第3句

现在完成时+现在分词短语作状语的结构, 以及限制性定语从句修饰名词, 都是四六级和考研英语中的常见句式。破折号引出同位语的用法也频繁出现在学术和新闻语体中。这种"主句+定语从句"的复合句模式是考试高频结构, 学生掌握后可广泛应用于阅读理解和写作中。

The Cascadia Earthquake Zone is big enough to compete with San Andreas (it's been called the most dangerous fault in America), but it's much lesser known than its California cousin.

第3段，第1句

本句展示了常见的并列转折句式,用"but"连接两个对比性陈述,这是四六级和考研阅读中的高频句式。两个主系表结构配合比较级和比较状语的用法也较为典型。但句式相对基础,没有包含定语从句、状语从句等更高频的复杂结构,代表性中等。

Not all casualties can necessarily be prevented—but by coordinating across local, state, and even national borders, officials hope that the worst-case scenario can be averted.

第6段，第4句

本句展现了考试常见的并列主句加宾语从句结构,且两个主句均使用情态动词的被动语态,这种 "not all... but..." 的对比结构以及 "hope that" 引导宾语从句的模式在四六级和考研阅读中频繁出现,具有很高的典型性和复用价值。

And it's never too early to get ready for the inevitable.

第7段，第2句

"it is + 形容词 + to do"是四六级和考研阅读中的高频句型,常用于表达观点、评价或建议。掌握此结构后可大量迁移到写作和阅读理解中,具有较高的实用性和典型性。

HIGH-FREQUENCY · 真题高频词

本篇出现的 50 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。

earthquake

B1

n. 地震

本篇14次 · 真题 15 句

disaster

B1

n. 灾难

本篇8次 · 真题 35 句

fault B1

n. 过错

本篇7次 · 真题 26 句

event A2

n. 事件

本篇5次 · 真题 99 句

occur B1

v. 发生, 出现

本篇5次 · 真题 62 句

drill B1

n. 钻头

本篇5次 · 真题 9 句

resident B2

n. 居民

本篇4次 · 真题 50 句

official B1

adj. 官方的

本篇4次 · 真题 37 句

stress B1

n. 压力

本篇3次 · 真题 126 句

zone B1

n. 区域

本篇3次 · 真题 19 句

would A1

aux. (will 的过去式) 将要, 会

本篇2次 · 真题 568 句

major B1

adj. 主要的

本篇2次 · 真题 108 句

case A2

n. 情况

本篇2次 · 真题 97 句

involve B1

v. 包含

本篇2次 · 真题 82 句

region B1

n. 地区

本篇2次 · 真题 78 句

management B1

n. 管理

本篇2次 · 真题 63 句

release B1

v. 释放

本篇2次 · 真题 38 句

inevitable B2

adj. 必然发生的

本篇2次 · 真题 19 句

emergency B1

n. 紧急情况, 突发事件
本篇2次 · 真题 17 句

scenario B2

n. 可能发生的情况
本篇2次 · 真题 16 句

catastrophe C1

n. 灾难
本篇2次 · 真题 13 句

boundary B2

n. 边界
本篇2次 · 真题 12 句

coordinate B2

v. 协调
本篇2次 · 真题 9 句

author A2

n. 作者
本篇1次 · 真题 264 句

local A2

adj. 当地的
本篇1次 · 真题 143 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)
本篇1次 · 真题 138 句

according B1

prep. 根据
本篇1次 · 真题 96 句

nation B1

n. 国家
本篇1次 · 真题 76 句

engage B2

v. 参与; 从事
本篇1次 · 真题 68 句

variety B1

n. 多样化
本篇1次 · 真题 66 句

various B1

adj. 各种各样的
本篇1次 · 真题 63 句

loss B1

n. 丧失
本篇1次 · 真题 56 句

powerful B1

adj. 强大的
本篇1次 · 真题 50 句

adapt B2

v. 适应, 适合 (新环境、新情况)
本篇1次 · 真题 44 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次 · 真题 42 句

deliver B1

v. 递送, 运送 (货物、信件等)

本篇1次 · 真题 37 句

compete B1

v. 竞争

本篇1次 · 真题 36 句

awareness B2

n. 意识

本篇1次 · 真题 33 句

massive B2

adj. 巨大的, 大量的

本篇1次 · 真题 31 句

necessarily B2

adv. 必然地

本篇1次 · 真题 30 句

property B1

n. 财产

本篇1次 · 真题 28 句

trigger B2

v. 引发

本篇1次 · 真题 20 句

cope B2

v. 应对

本篇1次 · 真题 18 句

underestimate B2

v. 低估

本篇1次 · 真题 18 句

enormous B1

adj. 巨大的

本篇1次 · 真题 17 句

locate B1

v. 找到/找出...的位置

本篇1次 · 真题 16 句

minimize B2

v. 使减少到最低限度

本篇1次 · 真题 15 句

inform B1

v. 告知, 通知 (正式地告诉某人某事)

本篇1次 · 真题 14 句

rescue B1

v. 营救, 救援

本篇1次 · 真题 10 句

border B1

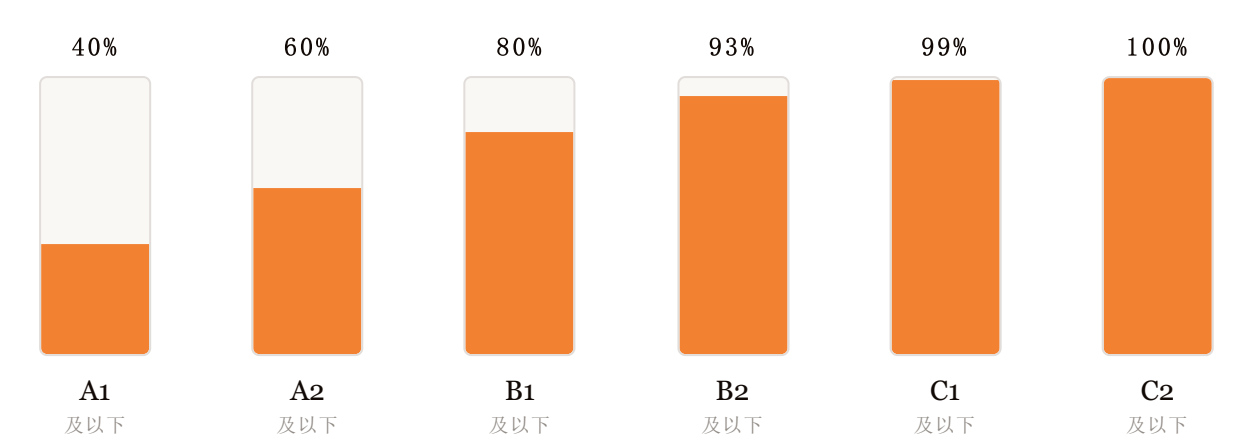
n. 边界

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 184 词按 CEFR 难度累积覆盖

全文去重后共 **184** 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 12 个·约 7%。



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 184 个·末柱为 100%

去重总词数

184

B2 以上难词

7%

B1 及以下覆盖

80%

英语六级 2019年12月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	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 →

2019年12月·第1套英语六级汉译英（段落翻译）·客观介绍牡丹及其文化地位 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2019年12月·第1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1套(2019-12) • 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**.

牡丹花色艳丽，形象高雅，象征着和平与繁荣，因而在中国被称为"花中之王"。中国许多地方都培育和种植牡丹。千百年来，创造了许多诗歌和绘画赞美牡丹。唐代时期，牡丹在皇家园林普遍种植并被誉为国花，因而特别风行。十世纪时，洛阳古城成为牡丹栽培中心，而且这一地位一直保持到今天。现在，成千上万的国内游客蜂拥到洛阳参加一年一度的牡丹节，欣赏洛阳牡丹独特之美，同时探索九朝古都的历史。

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。

The peony is bright in color and elegant in appearance, and it symbolizes peace and prosperity, so it is known as "the king of flowers" in China. Peonies are cultivated and grown in many parts of China. Over the centuries, many poems and paintings have been created to praise the peony. During the Tang Dynasty, peonies were widely planted in royal gardens and honored as the national flower, thus becoming especially popular. In the tenth century, the ancient city of Luoyang became the center of peony cultivation, a status it has maintained to this day. Today, thousands of domestic tourists flock to Luoyang to attend the annual Peony Festival, appreciate the unique beauty of Luoyang's peonies, and explore the history of the ancient capital of nine dynasties.

【衔接】第1、2句间话题承接

第1句以 the peony 收尾、第2句又以 peonies 起头，话题连贯天然成立；保持都围绕牡丹即可，无需额外关联词。若想更紧凑，可在第2句前不加连接、靠话题重复自然衔接。

第4、5句历史线衔接

第4句讲 唐代时期、第5句讲 十世纪时，是按时间推进的历史叙述，两句句首的时间状语 During the Tang Dynasty 与 In the tenth century 本身就是天然的时间连接词，读者能顺着时间线读下去，无需再补关联词。

第5、6句今昔对照

第5句末 to this day 与第6句首 Today 形成「历史地位延续 → 当下盛况」的呼应。第6句用 Today 起头，既切回现在时基调，又与前句的「保持到今天」自然衔接，收束全篇，无需额外改写。

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】客观介绍牡丹及其文化地位

全篇在客观介绍牡丹这种花——它的特征、象征意义、栽培分布与文化地位。开篇 牡丹花色艳丽，形象高雅，象征着和平与繁荣，因而在中国被称为“花中之王”是典型的事物说明语体，属于六级汉译英最常见的「中国文化介绍」类。语体决定用词要客观平实、不带主观抒情，主干以陈述事实为主。

【时态】一般现在时

通篇以介绍牡丹的客观特征与现状为主（如 牡丹花色艳丽，形象高雅、中国许多地方都培育和种植牡丹），这类「客观事实/普遍现象」默认用一般现在时作基调；只有讲到 唐代时期、十世纪时 等明确发生在历史上的事，才偏离到一般过去时。

【译法】牡丹

牡丹 统一译作 peony（复数 peonies），作泛指花种时常单数 the peony 或复数 peonies，本篇全篇沿用 peony，不要一会儿 peony 一会儿 mudan，约定俗成的英文名优先。

花中之王

花中之王 取意译 "the king of flowers"，这是该称号的通行英译；译名一旦定下，全篇不再换说法。

牡丹节

牡丹节 译作 the Peony Festival，专有节庆名用大写、加定冠词 the；与前面 peony 的译法保持一致。

洛阳

洛阳 音译 Luoyang，城市名采用拼音约定俗成译法，全篇统一，不要写成 Luo Yang 或其他形式。

九朝古都

九朝古都 意译 "the ancient capital of nine dynasties"，文化负载词用「中心词 capital + 解释性定语」的方式译出，让英文读者懂其含义。

1. 牡丹花色艳丽，形象高雅，象征着和平与繁荣，因而在中国被称为"花中之王"。

【主干】牡丹作主语，分两段陈述（主语策略：原句主语）

中文主语明确就是牡丹，全句围绕它说了四件事。可把它拆成两个分句处理：前半 The peony is bright in color and elegant in appearance（系表结构陈述特征），后半 it symbolizes peace and prosperity（peony 作主语、symbolize 作谓语、peace and prosperity 作宾语）。主语自始至终是 peony，不必另补。

【降级】因果用 and so/thus 收束

本句中文是「特征+象征→所以被称为」的因果链。把 花色艳丽，形象高雅 译成两个并列形容词短语 bright in color and elegant in appearance，象征着和平与繁荣 用 symbolize 带出，最后 因而在中国被称为"花中之王" 是结果，用 and is therefore known as / thus earning... 降级挂到主干上，而不是中文式地用四个逗号平铺。

【语法】时态

陈述牡丹的恒常特征与象征，回指全篇基调用一般现在时：is / symbolizes / is known。

语态

被称为 是被动，承受者「牡丹」作主语，用被动 is known as / is called，这正是英文比汉语更爱用被动的典型处。

主谓一致

主语 the peony 是第三人称单数，谓语 symbolizes 要加 -s，初学者最易漏。

介词搭配

「被称为」用 be known as / be called，as 后接称号；「在中国」用 in China。

【译文】The peony is bright in color and elegant in appearance, and it symbolizes peace and prosperity, so it is known as "the king of flowers" in China.

2. 中国许多地方都培育和种植牡丹。

【主干】许多地方作主语（主语策略：原句主语）

中文主语是 中国许多地方，谓语是 培育和种植，宾语是 牡丹：Peonies are cultivated and grown in many parts of China，或主动 Many places in China cultivate and grow peonies。考虑到强调牡丹被广泛栽培，转被动更自然。

【降级】两动词并列作谓语

培育和种植 是两个并列动词 cultivate and grow，被动下合并为 are cultivated and grown，by 短语省略（无须点明施动者）。本句结构简单，无需多层降级。

【语法】时态

陈述当下普遍现象，跟全篇基调用一般现在时。

语态

选被动 are cultivated and grown，让承受者 peonies 作主语，呼应上一句也以牡丹为话题。

单复数

泛指牡丹这种花用复数 peonies；主语复数，be 动词用 are。

【译文】Peonies are cultivated and grown in many parts of China.

3. 千百年来，创造了许多诗歌和绘画赞美牡丹。

【主干】 无主句，承受者提作主语（主语策略：转被动）

中文 创造了许多诗歌和绘画 是无主句（没说谁创造），不能硬补 people 显得啰嗦。把承受者 许多诗歌和绘画 提作主语转被动：Many poems and paintings have been created (to praise...)。

【降级】 赞美牡丹作目的状语

赞美牡丹 是创造诗画的目的，降级成不定式 to praise the peony 作目的状语挂在主干后，而不是另起一个并列动词。千百年来 是时间状语 over the centuries / for thousands of years，放句首或句末。

【语法】 时态

千百年来 表示从过去延续至今、且对现在有结果（这些诗画流传至今），用现在完成时 have been created，这是本句偏离一般现在时基调的合理之处。

语态

无主句转被动 have been created，承受者 poems and paintings 作主语。

单复数

许多诗歌和绘画 是复数 many poems and paintings，助动词用 have。

【译文】 Over the centuries, many poems and paintings have been created to praise the peony.

4. 唐代时期，牡丹在皇家园林普遍种植并被誉为国花，因而特别风行。

【主干】 牡丹作主语，被动陈述（主语策略：转被动）

话题仍是 牡丹。在皇家园林普遍种植 与 被誉为国花 都是牡丹承受的动作，转被动让 peonies 作主语：peonies were widely planted in royal gardens and honored as the national flower。

【降级】 因而风行降级成结果

唐代时期 是时间状语 During the Tang Dynasty 放句首。因而特别风行 是结果，降级成分词结构 thus becoming especially popular，或独立分句 and thus became very popular，挂在两个被动谓语之后，体现因果。

【语法】 时态

唐代时期 是明确的历史时间，整句偏离现在时基调，用一般过去时：were planted、(were) honored、became。

语态

普遍种植、被誉为 均为被动 were widely planted、(were) honored as。

单复数

牡丹泛指用复数 peonies；皇家园林不止一处用复数 royal gardens。

冠词

国花 是独一无二的特指，用 the national flower 加定冠词。

【译文】 During the Tang Dynasty, peonies were widely planted in royal gardens and honored as the national flower, thus becoming especially popular.

5. 十世纪时，洛阳古城成为牡丹栽培中心，而且这一地位一直保持到今天。

【主干】 洛阳作主语，前后两时态（主语策略：原句主语）

主语是 洛阳古城 the ancient city of Luoyang。前半 成为牡丹栽培中心 是过去：became the center of peony cultivation；后半 这一地位一直保持到今天 延续至今：a status it has maintained to this day，用定语从句承接。

【降级】 保持至今降级成定语从句

而且这一地位一直保持到今天 不另起一句平铺，而是用 a status (which) it has retained / maintained to this day 定语从句，把「这一地位」回指前面的 center，挂到主干后，体现「保持的正是这个中心地位」。

【语法】 时态

十世纪时 触发过去时 became；一直保持到今天 延续至今用现在完成时 has maintained/retained，一句内两时态各司其职。

冠词

洛阳古城 特指唯一一座城，用 the ancient city of Luoyang；牡丹栽培中心 特指那个唯一中心用 the center。

主谓一致

定语从句主语 it（指洛阳）是单数，完成时助动词用 has 而非 have。

【译文】 In the tenth century, the ancient city of Luoyang became the center of peony cultivation, a status it has maintained to this day.

6. 现在，成千上万的国内游客蜂拥到洛阳参加一年一度的牡丹节，欣赏洛阳牡丹独特之美，同时探索九朝古都的历史。

【主干】 游客作主语，蜂拥作谓语（主语策略：原句主语）

主语是 成千上万的国内游客 thousands of domestic tourists，谓语是 蜂拥到洛阳 flock to Luoyang。后面 参加...牡丹节、欣赏...独特之美、探索...历史 三个动作都是来洛阳的目的，不与主干并列。

【降级】 三动作降级成目的不定式

三个目的动作降级成不定式串：to attend the annual Peony Festival, (to) appreciate the unique beauty of Luoyang's peonies, and (to) explore the history of the ancient capital of nine dynasties。它们并列共享一个 to，挂在 flock to Luoyang 之后，主干清爽。

【语法】时态

现在 明确指当下，回到全篇基调用一般现在时 flock，与历史段落的过去时形成对照收束全篇。

主谓一致

主语 thousands of domestic tourists 是复数，谓语 flock 用原形不加 -s。

单复数

成千上万 用 thousands of (of 前 thousand 加 s)；洛阳牡丹 泛指用复数 peonies。

冠词

一年一度的牡丹节 特指唯一节庆用 the annual Peony Festival；九朝古都 特指洛阳用 the ancient capital。

【译文】 Today, thousands of domestic tourists flock to Luoyang to attend the annual Peony Festival, appreciate the unique beauty of Luoyang's peonies, and explore the history of the ancient capital of nine dynasties.

英语六级 2019年12月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	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）	本题