

2019年12月·第3套 英语六级阅读理解（四选一） 第1篇·46-50 题 答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·46-50 题

本页 46-50 题的答案与逐题解析由懒笔记基于2019年12月·第3套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 5 段原文（段首标 P1-P5 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(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 Schools are not just a microcosm of society; they mediate it too. The best seek to alleviate the external pressures on their pupils while equipping them better to understand and handle the world outside—at once sheltering them and broadening their horizons. This is ambitious in any circumstances, and in a divided and unequal society the two ideals can clash outright.

学校不仅是社会的缩影，它们也起着调节作用。最好的学校在让学生更好地理解和应对外部世界的同时，努力减轻他们所承受的外部压力——既为他们提供庇护，又拓宽他们的视野。这在任何情况下都是雄心勃勃的目标，而在一个分裂和不平等的社会中，这两个理想可能会发生直接冲突。

P2 Trips that many adults would consider the adventure of a lifetime—treks in Borneo, a sports tour to Barbados—appear to have become almost routine at some state schools. Parents are being asked for thousands of pounds. Though schools cannot profit from these trips, the companies that arrange them do. Meanwhile, pupils arrive at school hungry because their families can't afford breakfast. The Child Poverty Action Group says nine out of 30 in every classroom fall below the poverty line. The discrepancy is startlingly apparent. Introducing a fundraising requirement for students does not help, as better-off children can tap up richer aunts and neighbours.

许多成年人会认为是一生冒险经历的旅行——在Borneo的徒步旅行、去Barbados的体育巡游——似乎已经在一些公立学校变得几乎司空见惯。家长们被要求支付数千英镑。尽管学校不能从这些旅行中获利，但安排这些旅行的公司却能获利。与此同时，学生们饿着肚子来到学校，因为他们的家庭负担不起早餐。儿童贫

困行动组织表示,每个教室30名学生中有9名生活在贫困线以下。这种差异极其明显。引入学生筹款要求并无帮助,因为富裕家庭的孩子可以向更有钱的阿姨和邻居求助。

P3 Probing the rock pools of a local beach or practising French on a language exchange can fire children's passions, boost their skills and open their eyes to life's possibilities. Educational outings help bright but disadvantaged students to get better scores in A-level tests. In this globalised age, there is a good case for international travel, and some parents say they can manage the cost of a school trip abroad more easily than a family holiday. Even in the face of immense and mounting financial pressures, some schools have shown remarkable determination and ingenuity in ensuring that all their pupils are able to take up opportunities that may be truly life-changing. They should be applauded. Methods such as whole-school fundraising, with the proceeds pooled, can help to extend opportunities and fuel community spirit.

探索当地海滩的岩石池或在语言交流中练习法语可以激发孩子们的热情,提升他们的技能,并让他们看到生活的各种可能性。教育性出游能帮助聪明但处境不利的学生在A-level考试中取得更好的成绩。在这个全球化时代,国际旅行有充分的理由,一些家长表示,他们负担学校海外旅行的费用比负担家庭度假更容易。即使面临巨大且不断增加的财政压力,一些学校仍表现出非凡的决心和独创性,确保所有学生都能把握可能真正改变人生的机会。它们应该得到赞扬。诸如全校筹款并将收益汇集起来的方法,可以帮助扩大机会并激发社区精神。

P4 But £3,000 trips cannot be justified when the average income for families with children is just over £30,000. Such initiatives close doors for many pupils. Some parents pull their children out of school because of expensive field trips. Even parents who can see that a trip is little more than a party or celebration may well feel guilt that their child is left behind.

但当有孩子家庭的平均收入仅略高于3万英镑时,3000英镑的旅行就无法被证明是合理的。这类举措为许多学生关上了大门。一些家长因为昂贵的实地考察而让孩子退学。即使是那些能看出某次旅行不过是聚会或庆祝活动的家长,也很可能会因为自己的孩子被落下而感到内疚。

P5 The Department for Education's guidance says schools can charge only for board and lodging if the trip is part of the syllabus, and that students receiving government aid are exempt from these costs. However, many schools seem to ignore the advice; and it does not cover the kind of glamorous, exotic trips, which are becoming increasingly common. Schools cannot be expected to bring together communities single-handed. But the least we should expect is that they do not foster divisions and exclude those who are already disadvantaged.

教育部的指导意见指出,如果旅行是教学大纲的一部分,学校只能收取食宿费,而且接受政府资助的学生可免除这些费用。然而,许多学校似乎无视这一建议;而且该建议也不涵盖那种正变得越来越常见的奢华异国旅行。不能指望学校单枪匹马地将社区团结起来。但我们至少应该期望它们不要助长分裂,不要排斥那些已经处于不利地位的人。

题目与逐题解析

46. What does the author say best schools should do?

- A) Prepare students to both challenge and change the divided unequal society.
- B) Protect students from social pressures and enable them to face the world.
- C) Motivate students to develop their physical as well as intellectual abilities.
- D) Encourage students to be ambitious and help them to achieve their goals.

作者认为最好的学校应该做什么？

- A) 让学生做好准备去挑战和改变这个分裂不平等的社会。
- B) 保护学生免受社会压力,使他们能够面对世界。 C) 激励学生发展他们的身体能力和智力能力。
- D) 鼓励学生树立雄心壮志,并帮助他们实现目标。

【答案】 **B** (细节题)

【判型】 题干 What does the author say best schools should do? 指向作者对某一具体对象 (best schools) 的明确表述, 要找的是原文中可被定位句直接覆盖的客观信息。

【拆句】 主干 What does the author say best schools should do? 是嵌套宾语从句: 主句 What does the author say, 宾语从句 best schools should do; 理解时把它读作「作者说 best schools 该做什么」即可, 无陷阱。

【定位】 The best seek to alleviate the external pressures on their pupils while equipping them better to understand and handle the world outside—at once sheltering them and broadening their horizons.

最好的学校力求缓解学生面临的外部压力, 同时让他们更好地理解和应对外部世界——既庇护他们, 又拓宽他们的视野。

【选项】 A) **无中生有**

选项把作者所说的「理解和应对外部世界」夸大为 challenge and change the divided unequal society, 文中只在末段说 Schools cannot be expected to bring together communities single-handed, 明确否定学校独力变革社会。

B) **✓ 正确**

alleviate the external pressures on their pupils ↔ **Protect students from social pressures**
equipping them better to understand and handle the world outside ↔
enable them to face the world

预判中「替学生挡压力」对应 Protect students from social pressures, 「让他们应对外部世界」对应 enable them to face the world, B 项是定位句的完整同义改写。

C) **无中生有**

原文从未提及 physical as well as intellectual abilities 这一维度, 作者讲的是减压 + 应对世界, 不是体能与智力的双轨培养。

D) **偷换概念**

首段 ambitious 是描述「做这件事很有抱负」的修饰, 而 D 项把它改写成 Encourage students to be ambitious——把对学校行为的形容词搬给学生, 主语和指向都被偷换。

47. What does the author think about school field trips?

- A) They enable students from different backgrounds to mix with each other.
- B) They widen the gap between privileged and disadvantaged students.
- C) They give the disadvantaged students a chance to see the world.
- D) They only benefit students with rich relatives and neighbours.

作者对学校实地考察活动有什么看法？

- A) 这些活动使来自不同背景的学生能够相互交流。
- B) 这些活动扩大了特权学生和弱势学生之间的差距。
- C) 这些活动给弱势学生提供了一个看世界的机会。
- D) 这些活动只对那些有富裕亲戚和邻居的学生有益。

【答案】 B (细节题)

【判型】 题干 What does the author think about school field trips? 问的是作者明确表达的看法，原文应有直接评价句可定位。

【拆句】 结构简单：主句 What does the author think, 介词 about 引出对象 school field trips; 理解为「作者对校外考察怎么看」即可，无陷阱。

【定位】 Meanwhile, pupils arrive at school hungry because their families can't afford breakfast. The Child Poverty Action Group says nine out of 30 in every classroom fall below the poverty line. The discrepancy is startlingly apparent.

与此同时，有些学生因家里供不起早餐而饿着肚子来上学。儿童贫困行动小组称每 30 名学生中有 9 名生活在贫困线以下。这种落差触目惊心。

【选项】 A) 与原文相反

原文强调 trips 在富裕与贫困学生间制造割裂，A 项却说 enable students from different backgrounds to mix with each other，把「加剧分化」反说成「促进交融」。

B) ✓ 正确

The discrepancy is startlingly apparent ↔

widen the gap between privileged and disadvantaged students

better-off children can tap up richer aunts and neighbours ↔

privileged and disadvantaged students

预判中的「放大贫富差距」完全对应 widen the gap between privileged and disadvantaged students；其余三项都漏掉了作者明确表达的「扩大差距」这一核心负面态度。

C) 与原文相反

原文明确指出贫困家庭支付不起 Parents are being asked for thousands of pounds, trips 反而把贫困学生挡在门外；C 项却说 give the disadvantaged students a chance to see the world。

D) 以偏概全

原文 better-off children can tap up richer aunts and neighbours 只是举出筹款机制为何失灵的一个细节，D 项却把它推广为 trips 整体 only benefit students with rich relatives and neighbours。

48. What does the author suggest can help build community spirit?

- A) Events aiming to improve community services.
- B) Activities that help to fuel students' ingenuity.
- C) Events that require mutual understanding.
- D) Activities involving all students on campus.

作者认为什么可以帮助建立社区精神？

- A) 旨在改善社区服务的活动。 B) 有助于激发学生创造力的活动。 C) 需要相互理解的活动。
D) 涉及校园内所有学生的活动。

【答案】 D (细节题)

【判型】 题干 What does the author suggest can help build community spirit? 询问的是作者提出的具体手段，原文应有「某做法→促成 community spirit」的直接陈述。

【拆句】 What 既作主句宾语又作 build 的逻辑宾语；宾语从句 What does the author suggest can help build community spirit? 读作「作者建议什么能帮助构建社区精神」即可，无陷阱。

【定位】 Methods such as whole-school fundraising, with the proceeds pooled, can help to extend opportunities and fuel community spirit.

诸如全校共同筹款、所得款项集中调配等做法，有助于扩大机会、并激发社区凝聚力。

【选项】 A) 偷换概念

原文做法是 whole-school fundraising——校内为校内学生筹款，A 项把它换成 Events aiming to improve community services——为社区服务，对象/目的全错。

B) 偷换概念

原文 ingenuity 是形容学校自身的应对智慧 remarkable determination and ingenuity，B 项把它移到学生身上 fuel students' ingenuity，主语偷换且与凝聚力议题无关。

C) 无中生有

原文未提及「相互理解」，作者只讲全校共担费用的筹款机制；require mutual understanding 是凭常识脑补出的成分。

D) ✓ 正确

whole-school fundraising ↔ Activities involving all students on campus
with the proceeds pooled ↔ Activities involving all students on campus

预判强调的「全校共同参与」在四个选项中仅 Activities involving all students on campus 用 all students 抓住了 whole-school 的核心范围语义。

49. What do we learn about low-income parents regarding school field trips?

- A) They want their children to participate even though they don't see much benefit.
- B) They don't want their kids to participate but find it hard to keep them from going.
- C) They don't want their kids to miss any chance to broaden their horizons despite the cost.
- D) They want their children to experience adventures but they don't want them to run risks.

关于学校实地考察活动,我们对低收入家长了解到什么?

- A) 他们希望孩子参加,尽管他们看不到多少益处。 B) 他们不希望孩子参加,但发现很难阻止他们去。
- C) 尽管费用高昂,他们也不想让孩子错过任何开阔眼界的机会。
- D) 他们希望孩子体验冒险,但不想让他们冒风险。

【答案】 A (细节题)

【判型】 题干 What do we learn about low-income parents regarding school field trips? 问的是关于低收入家长的可被原文直接陈述的客观情况。

【拆句】 主干为 What do we learn about low-income parents, 介词短语 regarding school field trips 限定话题范围; 读作「关于低收入家长在校外考察这事上我们知道什么」即可, 无陷阱。

【定位】 Even parents who can see that a trip is little more than a party or celebration may well feel guilt that their child is left behind.

即便那些清楚某次行程不过是聚会或庆祝活动的家长，也很可能因为孩子被落下而感到愧疚。

【选项】 A) ✓ 正确

a trip is little more than a party or celebration ↔ **they don't see much benefit**

may well feel guilt that their child is left behind ↔ **want their children to participate**

want their children to participate even though they don't see much benefit 中

even though 直接呼应原文 Even；两块语义「想让孩子参加 + 看不到太多益处」刚好同时落在定位句两端。

B) 与原文相反

原文家长是「希望孩子参加但有愧」，B 项却说 don't want their kids to participate but find it hard to keep them from going，把家长意愿反过来。

C) 张冠李戴

原文中真心相信 trip 能开拓眼界的是作者自己 Probing the rock pools of a local beach...can fire children's passions, boost their skills and open their eyes to life's possibilities，第四段的家长则是 can see that a trip is little more than a party or celebration；C 项却把「渴望孩子开拓眼界」的态度强加给低收入家长。

D) 无中生有

原文没有任何关于 they don't want them to run risks 的内容，「风险/安全」是从 adventure 一词常识联想出来的，作者完全未提。

50. What is the author's expectation of schools?

A) Bringing a community together with ingenuity.

B) Resolving the existing discrepancies in society.

C) Avoiding creating new gaps among students.

D) Giving poor students preferential treatment.

作者对学校有什么期望？

A) 用创造力把一个社区凝聚在一起。 B) 解决社会中现存的差异。 C) 避免在学生之间制造新的差距。

D) 给予贫困学生优惠待遇。

【答案】 C (细节题)

【判型】 题干 What is the author's expectation of schools? 问的是作者表态性的具体期待，可由文末作者直接陈述句定位。

【拆句】 主干 What is the author's expectation of schools, of schools 是对象状语；读作「作者对学校的期待是什么」即可，无陷阱。

【定位】 Schools cannot be expected to bring together communities single-handed. But the least we should expect is that they do not foster divisions and exclude those who are already disadvantaged.

我们不能指望学校独力把不同社群凝聚起来。但我们至少该期待的是：学校不要去制造分裂、不要去把那些本已处于弱势的学生排除在外。

【选项】 A) **与原文相反**

原文恰恰说 Schools cannot be expected to bring together communities single-handed, A 项却把它说成期待 Bringing a community together with ingenuity.

B) **过度推断**

作者只要求学校不要制造新分裂，并未要求他们 Resolving the existing discrepancies in society——解决既有社会差距已超出作者明确表态。

C) **✓ 正确**

they do not foster divisions ↔ **Avoiding creating new gaps among students**

exclude those who are already disadvantaged ↔ **new gaps among students**

预判强调的「避免制造新差距、排斥弱势」在选项中仅 Avoiding creating new gaps among students 以 Avoiding 显式保留了 do not 这一否定底线。

D) **无中生有**

原文未要求学校对贫困生 Giving poor students preferential treatment, 只要求不要排斥; preferential 这一额外优待是作者未提的成分。

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。

Schools are not just a microcosm of society; they mediate it too.

第1段，第1句

分号连接并列主句、"not just... too"构成递进逻辑，是考试阅读中常见的句式。该结构在议论文和说明文中频繁出现，掌握后可迁移到类似的并列递进句。但因不含从句嵌套，代表性不及含多层从句的复杂句式。

The best seek to alleviate the external pressures on their pupils while equipping them better to understand and handle the world outside—at once sheltering them and broadening their horizons.

第1段，第2句

本句结构高度典型：主句 + "while" 引导的状语从句 + 破折号补充说明，这种多重修饰和并列的复杂单句在四六级和考研阅读中极为常见。不定式作宾语、宾语补足语，状语从句的省略形式，以及并列分词短语作状语，均为高频考点句式，掌握后可大量复用于类似长难句的分析。

Even in the face of immense and mounting financial pressures, some schools have shown remarkable determination and ingenuity in ensuring that all their pupils are able to take up opportunities that may be truly life-changing.

第3段，第4句

主句 + 宾语从句 + 定语从句的三层嵌套是四六级和考研阅读中的典型句式。让步状语开头、现在完成时搭配 in doing 结构以及限制性定语从句修饰宾语的模式都是高频考点，掌握后可大量迁移到同类句型的理解中。

Methods such as whole-school fundraising, with the proceeds pooled, can help to extend opportunities and fuel community spirit.

第3段，第6句

本句涵盖主语（带后置定语）、谓语（情态动词结构）、宾语（不定式短语，含并列结构）、方式状语（独立主格结构），成分种类较为丰富；独立主格结构 "with the proceeds pooled" 是易错点，适合训练识别非谓语动词与独立结构的能力。

They want their children to participate even though they don't see much benefit.

第49题，A

主句采用 "want sb to do sth" 结构，这是考试中高频的动词不定式复合结构；让步状语从句由 "even though" 引导也是常考句式，两者结合具有较强的代表性，掌握后可应用于大量类似句型。

HIGH-FREQUENCY • 真题高频词

本篇出现的 82 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。

community B1

n. 社区

本篇5次 · 真题 163 句

author A2

n. 作者

本篇4次 · 真题 264 句

disadvantaged B2

adj. 处于不利地位的;弱势的

本篇4次 · 真题 9 句

pressure B1

n. 心理压力

本篇3次 · 真题 57 句

benefit B1

n. 好处

本篇2次 · 真题 244 句

better A1

adj. 更好的 (good 的比较级)

本篇2次 · 真题 205 句

opportunity B1

n. 机会

本篇2次 · 真题 115 句

event A2

n. 事件

本篇2次 · 真题 99 句

enable B1

v. 使能够

本篇2次 · 真题 68 句

fuel B1

n. 燃料

本篇2次 · 真题 60 句

gap B1

n. 间隙

本篇2次 · 真题 54 句

poverty B2

n. 贫穷

本篇2次 · 真题 44 句

participate B1

v. 参加

本篇2次 · 真题 31 句

adventure B1

n. 冒险经历

本篇2次 · 真题 17 句

ambitious B2

adj. 有雄心的

本篇2次 · 真题 12 句

neighbour A2

n. 邻居

本篇2次 · 真题 11 句

broaden B2

v. 扩大

本篇2次·真题9句

discrepancy C1

n. 差异

本篇2次·真题8句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题568句

risk A2

n. 风险

本篇1次·真题167句

local A2

adj. 当地的

本篇1次·真题143句

challenge B1

n. 挑战

本篇1次·真题119句

average A2

adj. 平均的

本篇1次·真题112句

least A2

det. 最少的

本篇1次·真题98句

case A2

n. 情况

本篇1次·真题97句

income B1

n. 收入

本篇1次·真题94句

physical B1

adj. 身体的

本篇1次·真题91句

understanding B1

n. 理解; 领悟

本篇1次·真题84句

involve B1

v. 包含

本篇1次·真题82句

financial B2

adj. 财政的

本篇1次·真题79句

increasingly B2

adv. 越来越; 日益; 不断增加地

本篇1次·真题78句

despite B1

prep. 尽管

本篇1次·真题77句

seek B1

v. 寻找

本篇1次·真题 70 句

easily A2

adv. 容易地

本篇1次·真题 65 句

aim B1

v. 瞄准

本篇1次·真题 57 句

ensure B2

v. 确保

本篇1次·真题 57 句

boost B2

v. 提高

本篇1次·真题 55 句

ignore B1

v. 忽视;不理睬

本篇1次·真题 46 句

charge B1

v. 收费

本篇1次·真题 44 句

educational B1

adj. 教育的

本篇1次·真题 44 句

passion B2

n. 强烈的情感

本篇1次·真题 43 句

department A2

n. 部门

本篇1次·真题 41 句

campus B1

n. (大学或学院的) 校园

本篇1次·真题 40 句

ideal B2

adj. 理想的

本篇1次·真题 38 句

possibility B1

n. 可能性

本篇1次·真题 35 句

motivate B2

v. 激励

本篇1次·真题 33 句

profit B1

n. 利润, 盈利

本篇1次·真题 33 句

expectation B2

n. 期待, 预期

本篇1次·真题 32 句

handle A2

v. 处理

本篇1次·真题 32 句

aid B1

n. 帮助

本篇1次·真题 31 句

meanwhile B1

adv. 与此同时

本篇1次·真题 29 句

extend B1

v. 延伸;延长

本篇1次·真题 28 句

truly B1

adv. 真正地

本篇1次·真题 28 句

relative B1

n. 亲戚, 亲属

本篇1次·真题 26 句

initiative B2

n. 主动性

本篇1次·真题 25 句

routine B1

n. 常规

本篇1次·真题 23 句

foster B2

v. 培养

本篇1次·真题 22 句

intellectual C1

adj. 智力的

本篇1次·真题 22 句

tap B1

v. 轻敲、轻拍

本篇1次·真题 22 句

exchange B1

n. 交换

本篇1次·真题 21 句

mix A2

v. 混合

本篇1次·真题 21 句

resolve B2

v. 解决 (问题、困难)

本篇1次·真题 21 句

exotic B2

adj. 异国情调的;外来的

本篇1次·真题 20 句

alleviate C1

v. 减轻, 缓和 (痛苦、问题等)

本篇1次·真题 19 句

justify B2

v. 证明...有道理

本篇1次·真题 19 句

requirement B2

n. 要求

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

mutual B2

adj. 相互的

本篇1次·真题 18 句

division B1

n. 分开

本篇1次·真题 16 句

existing B1

adj. 现有的

本篇1次·真题 16 句

lifetime B1

n. 一生, 终生

本篇1次·真题 16 句

exclude B2

v. 排除

本篇1次·真题 15 句

circumstance B2

n. 情况

本篇1次·真题 14 句

regarding B2

prep. 关于

本篇1次·真题 14 句

remarkable B2

adj. 非凡的

本篇1次·真题 14 句

equip B1

v. 装备

本篇1次·真题 13 句

guidance B2

n. 指导

本篇1次·真题 11 句

privileged C1

adj. 有特权的

本篇1次·真题 11 句

proceed B2

v. 继续进行

本篇1次·真题 11 句

glamorous B2

adj. 有魅力的

本篇1次·真题 10 句

arrange B1

v. 安排, 筹备 (活动、会议等)

本篇1次 · 真题 9 句

widen B2

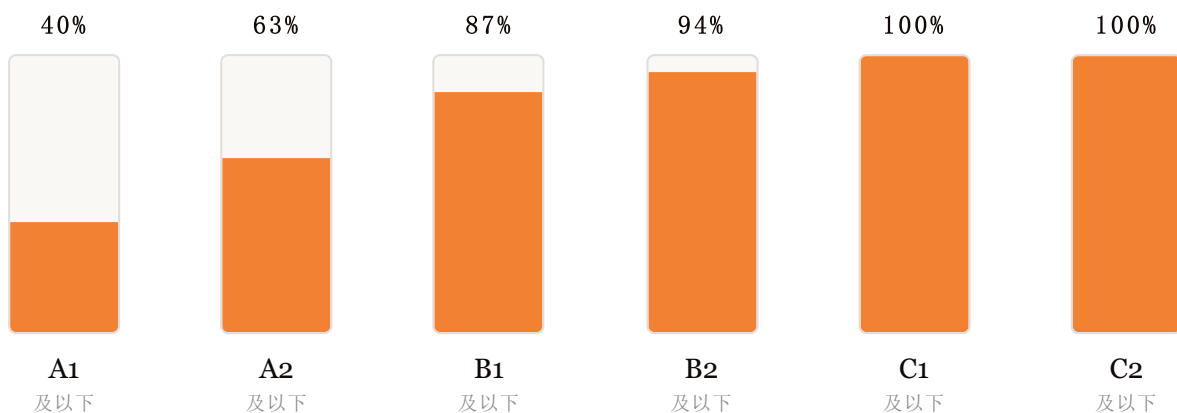
v. (使) 变宽

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 268 词按 CEFR 难度累积覆盖

全文去重后共 **268** 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 6%。



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 268 个 · 末柱为 100%

去重总词数

268

B2 以上难词

6%

B1 及以下覆盖

87%

英语六级 2019年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2019年12月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	本题
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →