

2020年7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2020年7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 13 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(2020-07)·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**.

Children Understand Far More About Other Minds Than Long Believed

A) Until a few decades ago, scholars believed that young children know very little, if anything, about what others are thinking. Swiss psychologist Jean Piaget, who is credited with founding the scientific study of children's thinking, was convinced that preschool children cannot consider what goes on in the minds of others. The interviews and experiments he conducted with kids in the middle of the 20th century suggested that they were trapped in their subjective viewpoints, incapable of imagining what others think, feel or believe.

直到几十年前,学者们还认为幼儿对他人的想法知之甚少,甚至一无所知。瑞士心理学家Jean Piaget被认为是儿童思维科学研究的奠基人,他确信学龄前儿童无法考虑他人心中所想。他在20世纪中叶对儿童进行的访谈和实验表明,他们被困在自己的主观视角中,无法想象他人的想法、感受或信念。

B) Much of the subsequent research on early childhood thinking was highly influenced by Piaget's ideas. Scholars sought to refine his theory and empirically confirm his views. But it became increasingly clear that Piaget seemed to have gravely underestimated the intellectual powers of very young kids before they can make themselves understood by speech. Researchers began to devise ever more ingenious ways of figuring out what goes on in the minds of babies, and the resulting picture of their abilities shows subtle variations. Consequently, the old view of children's egocentric(自我中心的) nature and intellectual weaknesses has increasingly fallen out of favor and become replaced by a

more generous position that sees a budding sense not only of the physical world but also of other minds, even in the "youngest young."

此后关于幼儿思维的大量研究深受Piaget思想的影响。学者们试图完善他的理论并通过实证证实他的观点。但人们越来越清楚地认识到,Piaget似乎严重低估了幼儿在能够通过语言表达自己之前的智力能力。研究人员开始设计出越来越巧妙的方法来弄清婴儿心中的想法,由此得出的关于他们能力的图景呈现出微妙的差异。因此,关于儿童自我中心本质和智力缺陷的旧观点日益失宠,被一种更宽容的立场所取代,这种立场认为即使在"最小的幼儿"身上,也存在着对物理世界以及他人心智的萌芽意识。

- C) Historically, children didn't receive much respect for their mental powers. Piaget not only believed that children were "egocentric" in the sense that they were unable to differentiate between their own viewpoint and that of others; he was also convinced that their thinking was characterized by systematic errors and confusions. When playing with others, they don't cooperate because they do not realize there are different roles and perspectives. He was convinced that children literally cannot "get their act together": instead of playing cooperatively and truly together, they play side by side, with little regard for others. And when speaking with others, a young child supposedly cannot consider the listener's viewpoint but "talks to himself without listening to others."

从历史上看,儿童的心智能力并未受到太多尊重。Piaget不仅认为儿童是"自我中心的",即他们无法区分自己的视角和他人的视角;他还确信他们的思维以系统性错误和混乱为特征。在与其他人玩耍时,他们不会合作,因为他们没有意识到存在不同的角色和视角。他确信儿童简直无法"协调一致":他们不是合作地真正一起玩耍,而是并排玩耍,很少顾及他人。而在与他人交谈时,幼儿据称无法考虑听者的视角,而是"自言自语,不听他人说话"。

- D) Piaget and his followers maintained that children go through something like a dark age of intellectual development before slowly and gradually becoming enlightened by reason and rationality as they reach school age. Alongside this enlightenment develops an ever growing understanding of other persons, including their attitudes and views of the world.

Piaget及其追随者坚持认为,儿童在智力发展上经历了类似黑暗时代的阶段,然后在达到学龄时才缓慢渐进地被理性和理智所启蒙。伴随这种启蒙发展的是对他人的理解不断增长,包括对他们的态度和世界观的理解。

- E) Today, a very different picture of children's mental development emerges. Psychologists continually reveal new insights into the depth of young children's knowledge of the world, including their understanding of other minds. Recent studies suggest that even infants are sensitive to others' perspectives and beliefs.

如今,儿童心智发展呈现出截然不同的图景。心理学家不断揭示幼儿对世界认知深度的新见解,包括他们对他人心智的理解。最近的研究表明,即使是婴儿也对他人的视角和信念敏感。

- F) Part of the motivation to revise some of Piaget's conclusions stemmed from an ideological shift about the origin of human knowledge that occurred in the second half of the 20th century. It became increasingly unpopular to assume that a basic understanding of the world can be built entirely from experience. This was in part prompted by theorist Noam Chomsky, who argued that something as complex as the rules of grammar cannot be picked up from exposure to speech, but is supplied by an inborn "language faculty." Others followed suit and defined further "core areas" in which knowledge allegedly cannot be pieced together from experience but must be possessed at birth. One such area is our knowledge of others' minds. Some even argue that a basic knowledge of others' minds is not

only possessed by human infants, but must be evolutionarily old and hence shared by our nearest living relatives, the great apes.

修正Piaget某些结论的部分动机源于20世纪下半叶发生的关于人类知识起源的意识形态转变。假设对世界的基本理解可以完全从经验中建立的观点变得越来越不受欢迎。这在一定程度上是由理论家Noam Chomsky促成的,他认为像语法规则这样复杂的东西不可能仅从接触言语中习得,而是由天生的"语言机能"提供的。其他人纷纷效仿,并定义了更多"核心领域",在这些领域中,知识据称无法从经验中拼凑而成,而必须是与生俱来的。其中一个领域就是我们对他人心智的认知。有些人甚至认为,对他人心智的基本认知不仅为人类婴儿所拥有,而且必定在进化上古老,因此被我们现存的近亲——类人猿所共享。

- G) To prove that infants know more in this realm than had been acknowledged, researchers needed to come up with innovative ways of showing it. A big part of why we now recognize so much more of kids' intellectual capacities is the development of much more sensitive research tools than Piaget had at his disposal.

为了证明婴儿在这个领域的认知超出了此前的认识,研究人员需要想出创新的方法来展示它。我们现在能认识到儿童如此多的智力能力,很大一部分原因在于开发出了比Piaget当时所拥有的更为敏锐的研究工具。

- H) Instead of engaging babies in dialog or having them execute complex motor tasks, the newer methods capitalize on behaviors that have a firm place in infants' natural behavior repertoire: looking, listening, sucking, making facial expressions, gestures and simple manual actions. The idea of focusing on these "small behaviors" is that they give kids the chance to demonstrate their knowledge implicitly and spontaneously without having to respond to questions or instructions. For example, children might look longer at an event that they did not expect to happen, or they might show facial expressions indicating that they have sympathetic concern for others. When researchers measure these less demanding, and often involuntary, behaviors, they can detect a sensitivity to others' mental states at a much younger age than with the more taxing methods that Piaget and his followers deployed.

新方法没有让婴儿参与对话或让他们执行复杂的运动任务,而是利用了婴儿自然行为repertoire中占有重要地位的行为:观看、倾听、吮吸、做面部表情、手势和简单的手部动作。关注这些"微小行为"的理念是,它们让儿童有机会隐含地、自发地展示他们的知识,而无需回答问题或指令。例如,儿童可能会对他们没有预料到会发生的的事件注视更长时间,或者他们可能会表现出表明他们对他人有同情关切的面部表情。当研究人员测量这些要求较低且往往是非自主的行为时,他们能够在比Piaget及其追随者使用的更费力的方法所能达到的年龄更小的时候,就检测到对他人心理状态的敏感性。

- I) In the 1980s, these kinds of implicit measures became customary in developmental psychology. But it took a while longer before these tools were employed to measure children's grasp of the mental lives of others.

在20世纪80年代,这类隐含测量方法在发展心理学中变得常规化。但又过了一段时间,这些工具才被用来测量儿童对他人心理生活的把握。

- J) In a set of experiments, my colleagues at the University of Southern California and I found evidence that babies can even anticipate how others will feel when their expectations are disappointed. We acted out several puppet(木偶) shows in front of two-year-old children. In these puppet shows, a protagonist (Cookie Monster) left his precious belongings (cookies) on stage and later returned to fetch them. What the protagonist did not know was that an antagonist had come and messed with his

possessions. The children had witnessed these acts and attentively watched the protagonist return. We recorded children's facial and bodily expressions. Children bit their lips, wrinkled their nose or wiggled(扭动) in their chair when the protagonist came back, as if they anticipated the bewilderment and disappointment he was about to experience. Importantly, children showed no such reactions and remained calm when the protagonist had seen the events himself and thus knew what to expect. Our study reveals that by the tender age of two, kids not only track what others believe or expect; they can even foresee how others will feel when they discover reality.

在一系列实验中,我和南加州大学的同事们发现了证据表明,婴儿甚至能够预期当他人的期望落空时他们会有什么感受。我们在两岁儿童面前表演了几出木偶剧。在这些木偶剧中,一个主角(Cookie Monster)把他的珍贵物品(饼干)留在舞台上,后来回来取。主角不知道的是,一个反派角色曾经来过并弄乱了他的物品。儿童目睹了这些行为,并专注地看着主角回来。我们记录了儿童的面部和身体表情。当主角回来时,儿童咬着嘴唇、皱起鼻子或在椅子上扭动,仿佛他们预期到了他即将经历的困惑和失望。重要的是,当主角自己看到了这些事件因而知道会发生什么时,儿童没有表现出这样的反应并保持平静。我们的研究揭示,到两岁这个幼小的年龄,儿童不仅能追踪他人的信念或期望,他们甚至能预见当他人发现现实时会有什么感受。

- K) Studies like this reveal that there is much more going on in small kids' and even infants' minds than was previously believed. With the explicit measures used by Piaget and successors, these deeper layers of kids' understanding cannot be accessed. The new investigative tools demonstrate that kids know more than they can say: when we scratch beneath the surface, we find an emerging understanding of relations and perspectives that Piaget probably did not dream of.

像这样的研究揭示,幼儿甚至婴儿的心智中发生的事情远比此前认为的要多。使用Piaget及其继任者所用的显性测量方法,无法触及儿童理解的这些深层次。新的调查工具表明,儿童知道的比他们能说出的更多:当我们深入表层之下时,我们发现了Piaget可能做梦都想不到的对关系和视角的新兴理解。

- L) Despite these obvious advances in the study of young children's thinking, it would be a grave mistake to dismiss the careful and systematic analyses compiled by Piaget and others before the new tests dominated the scene because the original methods revealed essential facts about how children think that the new methods cannot uncover.

尽管在幼儿思维研究方面取得了这些明显的进步,但如果因此就摒弃Piaget和其他人在新测试主导局面之前所编纂的细致而系统的分析,那将是一个严重的错误,因为原始方法揭示了关于儿童如何思考的基本事实,而这些事实是新方法无法揭示的。

- M) There's no consensus in today's science community about how much we can infer from a look, a facial expression or a hand gesture. These behaviors clearly indicate a curiosity about what goes on in the mind of others, and probably a set of early intuitions coupled with a willingness to learn more. They pave the way to richer and more explicit forms of understanding of the minds of others. But they can in no way replace the child's growing ability to articulate and refine her understanding of how people behave and why.

在当今的科学界,对于我们能从一个眼神、一个面部表情或一个手势中推断出多少,尚无共识。这些行为清楚地表明了对他人心中所想的好奇心,可能还有一套早期直觉以及学习更多的意愿。它们为更丰富、更明确的理解他人心智的形式铺平了道路。但它们绝不能取代儿童日益增长的能力,即阐明和完善她对人们如何行为以及为何如此行为的理解。

陈述句与逐句解析

36. Piaget believed that small children could not collaborate with others while playing.

Piaget 认为小孩子在玩耍时无法与他人合作。

【答案】 C 段（强锚点）

【锚点】 皮亚杰+玩耍合作

【定位】 He was convinced that children literally cannot "get their act together": instead of playing cooperatively and truly together, they play side by side, with little regard for others.

他坚信孩子们简直没法'步调一致': 他们不是合作地、真正一起玩, 而是各玩各的, 几乎不顾及别人。

【改写】 Piaget believed ↔ He was convinced that

信念动词同义替换

small children ↔ children

上下位指代等值

could not collaborate with others while playing ↔

instead of playing cooperatively and truly together, they play side by side, with little regard for others

否定合作正反话切换

【辨邻】 A A 段虽然出现 Jean Piaget 这个共享锚点, 但它讲的是孩子 incapable of imagining what others think, feel or believe 这种主观视角问题, 没有提到玩耍时合不合作。

they were trapped in their subjective viewpoints, incapable of imagining what others think, feel or believe

D D 段也属于皮亚杰一派的论述, 但内容集中在 a dark age of intellectual development 这一发展阶段比喻, 没有触及玩耍合作。

children go through something like a dark age of intellectual development before slowly and gradually becoming enlightened by reason and rationality as they reach school age

37. The author and his colleagues' study shows two-year-olds may be able to predict other people's feelings.

作者和他的同事们的研究表明两岁儿童可能能够预测他人的感受。

【答案】 J 段（强锚点）

【锚点】 作者与同事的研究两岁孩子

【定位】 Our study reveals that by the tender age of two, kids not only track what others believe or expect; they can even foresee how others will feel when they discover reality.

我们的研究表明, 两岁这个稚嫩年龄的孩子不仅能追踪他人相信或期待什么, 甚至能预见到他人发现现实时会有怎样的感受。

【改写】 The author and his colleagues' study ↔

In a set of experiments, my colleagues at the University of Southern California and I found evidence

署名信息原样对应

two-year-olds ↔ **two-year-old children**

年龄锚点原样复现

may be able to predict other people's feelings ↔

they can even foresee how others will feel when they discover reality

predict与foresee同义

【辨邻】 E E 段提到 Recent studies 与 even infants are sensitive to others' perspectives and beliefs, 话题与本题相邻, 但既没有第一人称、也没说预测他人感受, 被排掉。

Recent studies suggest that even infants are sensitive to others' perspectives and beliefs

38. In the latter half of the last century, fewer and fewer people believed the basis for our understanding of the world is wholly empirical.

在上世纪后半叶, 越来越少的人相信我们对世界的理解完全基于经验。

【答案】 F 段 (强锚点)

【锚点】 上世纪下半叶反纯经验论

【定位】 It became increasingly unpopular to assume that a basic understanding of the world can be built entirely from experience.

认为对世界的基本理解可以完全建立在经验之上的这一假设, 变得越来越不被接受。

【改写】 In the latter half of the last century ↔ **in the second half of the 20th century**

时间状语同义改写

fewer and fewer people believed ↔ **It became increasingly unpopular to assume**

比较级与unpopular同义

the basis for our understanding of the world is wholly empirical ↔

a basic understanding of the world can be built entirely from experience

empirical与from experience等值

39. Research conducted by Jean Piaget in the last century suggested babies were insensitive to others' thinking.

Jean Piaget 在上世纪进行的研究表明婴儿对他人的想法不敏感。

【答案】 A 段 (弱锚点)

【锚点】 皮亚杰研究表明婴儿不敏感

【定位】 The interviews and experiments he conducted with kids in the middle of the 20th century suggested that they were trapped in their subjective viewpoints, incapable of imagining what others think, feel or believe.

他在 20 世纪中叶对孩子做的访谈和实验表明，孩子们被困在自己的主观视角里，无法想象他人在想什么、感受什么、相信什么。

【改写】 Research conducted by Jean Piaget in the last century ↔

The interviews and experiments he conducted with kids in the middle of the 20th century

上位词Research涵盖访谈实验

babies were insensitive to others' thinking ↔

they were trapped in their subjective viewpoints, incapable of imagining what others think, feel or believe

形容词凝练与动词短语展开同义

【辨邻】 **C** C 段虽然反复出现 Piaget 与孩子无法考虑他人视角的话题，但用的是 Piaget not only believed that children were "egocentric"，讲的是他的信念与论断，而不是陈述句所要求的'他自己做的研究表明'这一信息来源。

Piaget not only believed that children were "egocentric" in the sense that they were unable to differentiate between their own viewpoint and that of others

D D 段虽含 Piaget and his followers maintained，但讲的是儿童会经历智力黑暗期再被理性启蒙，没有提到'他做的研究表明婴儿对他人想法不敏感'。

Piaget and his followers maintained that children go through something like a dark age of intellectual development

40. Our improved understanding of babies' intellectual power is attributable to better research tools.

我们对婴儿智力能力认识的提高归功于更好的研究工具。

【答案】 **G** 段（强锚点）

【锚点】 智力理解归功于更好工具

【定位】 A big part of why we now recognize so much more of kids' intellectual capacities is the development of much more sensitive research tools than Piaget had at his disposal.

我们今天之所以能识别儿童远比过去多得多的智力，很大程度上是因为研究工具比皮亚杰当年所能用到的更敏感得多。

【改写】 Our improved understanding of babies' intellectual power ↔

we now recognize so much more of kids' intellectual capacities

理解提升的同义改写

attributable to better research tools ↔

the development of much more sensitive research tools than Piaget had at his disposal

better与more sensitive同义

【辨邻】 H H 段虽然也属于'新方法'话题, 但写的是具体操作 looking, listening, sucking, making facial expressions, gestures and simple manual actions, 没有明确把'对婴儿智力的更好理解'归因到'更好的工具'这一宏观因果关系。

the newer methods capitalize on behaviors that have a firm place in infants' natural behavior repertoire: looking, listening, sucking, making facial expressions, gestures and simple manual actions

41. It has been found in recent research that even small babies are sensitive to other people's points of view.

最近的研究发现,即使是很小的婴儿也对他人的观点很敏感。

【答案】 E 段 (弱锚点)

【锚点】 近期研究小婴儿对他人视角敏感

【定位】 Recent studies suggest that even infants are sensitive to others' perspectives and beliefs.
近期研究表明, 连婴儿也对他人的视角和信念敏感。

【改写】 recent research ↔ **Recent studies**
research与studies同义

even small babies ↔ **even infants**
small babies与infants同义

are sensitive to other people's points of view ↔ **are sensitive to others' perspectives and beliefs**
points of view与perspectives同义

【辨邻】 J J 段讲的是 two-year-old children 在木偶实验里的具体表现, 没有提出'连 infants 也敏感'这种宽泛断言; 且没有 Recent studies 这一总括表达。

Children bit their lips, wrinkled their nose or wiggled(扭动) in their chair when the protagonist came back

B B 段讲的是 a more generous position that sees a budding sense not only of the physical world but also of other minds 这种宏观观点取代, 没有以 Recent studies 来报告婴儿对他人视角的敏感这一具体发现。

a more generous position that sees a budding sense not only of the physical world but also of other minds, even in the "youngest young."

42. Scientists are still debating what inference can be drawn from certain physical expressions of a child.

科学家们仍在争论可以从儿童的某些身体表现中得出什么推论。

【答案】 M 段 (强锚点)

【锚点】 科学家仍在争论身体表情推断

【定位】 There's no consensus in today's science community about how much we can infer from a look, a facial expression or a hand gesture.

对于从一个眼神、一个面部表情或一个手势中可以推断出多少东西, 当今科学界尚无共识。

【改写】 Scientists are still debating ↔ **There's no consensus in today's science community**

争论与无共识同义

what inference can be drawn from certain physical expressions of a child ↔

how much we can infer from a look, a facial expression or a hand gesture

physical expressions概括看表情手势

43. The newer research methods focus on infants' simple behaviors instead of requiring them to answer questions.

较新的研究方法关注婴儿的简单行为,而不是要求他们回答问题。

【答案】 **H** 段 (强锚点)

【锚点】 新方法关注简单行为不回答问题

【定位】 Instead of engaging babies in dialog or having them execute complex motor tasks, the newer methods capitalize on behaviors that have a firm place in infants' natural behavior repertoire: looking, listening, sucking, making facial expressions, gestures and simple manual actions.

新方法不是让婴儿参与对话或执行复杂的运动任务,而是利用婴儿天然行为库中固有的那些行为:看、听、吸吮、做面部表情、手势和简单的手部动作。

【改写】 The newer research methods ↔ **the newer methods**

新方法名同义复现

focus on infants' simple behaviors ↔

capitalize on behaviors that have a firm place in infants' natural behavior repertoire

focus on与capitalize on同义

instead of requiring them to answer questions ↔

without having to respond to questions or instructions

排斥答问要求的同义改写

【辨邻】 **G** G段说研究者必须 come up with innovative ways of showing it, 强调需要新工具, 但没有具体讲'新方法用什么简单行为代替答问题'这一操作层信息。

researchers needed to come up with innovative ways of showing it

44. With the progress in psychology, the traditional view of children's self-centered nature and limited thinking abilities has become less and less influential.

随着心理学的进步,关于儿童以自我为中心的天性和有限思维能力的传统观点影响力越来越小。

【答案】 **B** 段 (强锚点)

【锚点】 自我中心旧观点影响力下降

【定位】 Consequently, the old view of children's egocentric(自我中心的) nature and intellectual weaknesses has increasingly fallen out of favor and become replaced by a more generous position that sees a budding sense not only of the physical world but also of other minds, even in the "youngest young."

结果，那种认为儿童本性自我中心、智力薄弱的旧观点越来越失宠，被一种更宽厚的立场所取代：这种立场认为，即使在'最小的娃娃'身上，也已经萌发了对物质世界、乃至他人心智的感知。

【改写】 the traditional view of children's self-centered nature and limited thinking abilities ↔

the old view of children's egocentric(自我中心的) nature and intellectual weaknesses

传统观点与旧观点同义

has become less and less influential ↔ has increasingly fallen out of favor

影响力下降与失宠同义

With the progress in psychology ↔

Researchers began to devise ever more ingenious ways of figuring out what goes on in the minds of babies, and the resulting picture of their abilities shows subtle variations

心理学进步的同义改写

【辨邻】 E E 段也属心理学进步话题，但讲的是 Recent studies suggest that even infants are sensitive to others' perspectives and beliefs 这种新发现，没有直接说'自我中心旧观点越来越没影响力'。

Psychologists continually reveal new insights into the depth of young children's knowledge of the world

45. Even though marked advances have been made, it is wrong to dismiss Piaget's fundamental contributions to the study of kids' cognitive abilities.

尽管已经取得了显著进展,但否定 **Piaget** 对儿童认知能力研究的根本贡献是错误的。

【答案】 L 段 (强锚点)

【锚点】 不应否定皮亚杰的根本贡献

【定位】 Despite these obvious advances in the study of young children's thinking, it would be a grave mistake to dismiss the careful and systematic analyses compiled by Piaget and others before the new tests dominated the scene because the original methods revealed essential facts about how children think that the new methods cannot uncover.

尽管在儿童思维研究上已有这些显著进展，但若就此否定皮亚杰等人在新方法主导之前所做的细致而系统的分析，那将是严重的错误，因为那些原始方法揭示了新方法所无法揭示的关于儿童思维的本质事实。

【改写】 Even though marked advances have been made ↔

Despite these obvious advances in the study of young children's thinking

Even though与Despite同义让步

it is wrong to dismiss Piaget's fundamental contributions to the study of kids' cognitive abilities ↔

it would be a grave mistake to dismiss the careful and systematic analyses compiled by Piaget and others before the new tests dominated the scene

wrong与grave mistake同义

【辨邻】 K K段写的是 we find an emerging understanding of relations and perspectives that Piaget probably did not dream of, 态度方向偏向'新方法挖到了皮亚杰没料到的东西', 而非'不应否定皮亚杰'。

when we scratch beneath the surface, we find an emerging understanding of relations and perspectives that Piaget probably did not dream of

PARAGRAPH MAP • 段落主旨图

13 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 回顾几十年前的主流看法: 以皮亚杰为代表的学者认为学前儿童困在自己的主观视角里, 无法想象他人在想什么、感受什么、相信什么。

信息指纹 皮亚杰20世纪中叶的访谈实验

B 后续研究本来沿皮亚杰路线走, 但发现他严重低估了婴幼儿的智力, 旧的自我中心观逐渐失宠, 被一种更宽厚的观点取代。

信息指纹 自我中心旧观点逐渐失宠

C 皮亚杰认为儿童思维有系统性错误, 玩耍时不会合作、只是各玩各的, 说话时也不考虑听者。

信息指纹 玩耍不合作只是各玩各的

D 皮亚杰一派认为儿童要经历一段智力上的黑暗期, 到学龄期才被理性慢慢启蒙。

信息指纹 智力黑暗期慢慢被理性启蒙

E 今天呈现的是完全不同的图景：心理学家不断揭示幼儿乃至婴儿对他人视角与信念的敏感。

信息指纹 婴儿也能察觉他人视角信念

F 修正皮亚杰的动机之一来自 20 世纪下半叶的意识形态转向——越来越不愿意相信对世界的理解可以完全由经验建成；乔姆斯基的天赋语法说是导火索。

信息指纹 20 世纪下半叶反纯经验论转向

G 要证明婴儿懂得更多，研究者必须发明新的研究工具；如今能识别这些智力的关键正是工具更敏感了。

信息指纹 更敏感的研究工具

H 新方法利用婴儿自然行为库里的小动作（看、听、吸吮、表情、手势），让孩子隐性自发地展示知识，而不需回答问题。

信息指纹 新方法用看听吸吮等小行为

I 上世纪 80 年代这些隐式测量法成为发展心理学常规，但用到儿童对他人心理的理解上又过了一阵子。

信息指纹 1980 年代隐式测量法成为常规

J 作者与南加大同事的木偶实验：两岁孩子能预判主人公回来时会有的困惑与失望，说明他们能预见他人感受。

信息指纹 作者与同事的木偶实验

K 这类研究揭示婴幼儿心里所发生的远多于过去所信；新工具能挖到皮亚杰显式方法挖不到的更深层理解。

信息指纹 新工具挖到更深一层理解

L 尽管新进展明显，但完全否定皮亚杰等人当年的系统分析将是严重错误——旧方法揭示了新方法挖不到的本质事实。

信息指纹 不应否定皮亚杰原始贡献

M

学界对从一个眼神/表情/手势能推断多少尚无共识；这些小动作显示孩子对他人心思的好奇，但不能取代孩子日后能清晰表达和细化理解的能力。

信息指纹 学界对小动作推断尚无共识

SENTENCE INSIGHTS • 句子精讲

33 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。

Until a few decades ago, scholars believed that young children know very little, if anything, about what others are thinking.

A段，第1句

本句结构在四六级和考研真题中极为典型：主句加多层宾语从句嵌套是高频句式，时间状语前置、插入语、what 引导的名词性从句都是常考点。掌握本句的分析方法可以直接迁移到大量类似真题句中。

Swiss psychologist Jean Piaget, who is credited with founding the scientific study of children's thinking, was convinced that preschool children cannot consider what goes on in the minds of others.

A段，第2句

覆盖主语、谓语、表语、定语、状语、宾语等多种成分,且包含插入性定语从句、嵌套宾语从句、情态动词结构等易错点;特别适合训练在复杂句中识别主谓、区分从句层级、判断引导词在从句内的成分等技能

The interviews and experiments he conducted with kids in the middle of the 20th century suggested that they were trapped in their subjective viewpoints, incapable of imagining what others think, feel or believe.

A段，第3句

本句成分丰富，涵盖了主语(含定语从句修饰)、谓语、宾语(宾语从句)、状语(时间、地点)、后置定语等多种成分。宾语从句内部又包含主系表结构、非谓语作定语、嵌套宾语从句等，适合练习复杂句的成分划分。尤其是定语从句省略关系代词、后置形容词短语作定语等，都是常见易错点，训练价值高。

But it became increasingly clear that Piaget seemed to have gravely underestimated the intellectual powers of very young kids before they can make themselves understood by speech.

B段，第3句

覆盖成分丰富：形式主语、主语从句、宾语、宾补、状语从句、定语、方式状语等多种成分集中出现；包含典型易错点如形式主语与真实主语的区分、使役动词 make 的宾补结构、不定式完成体的识别，适合作为综合性成分划分练习

Researchers began to devise ever more ingenious ways of figuring out what goes on in the minds of babies, and the resulting picture of their abilities shows subtle variations.

B段，第4句

并列主句 + 嵌套宾语从句的结构在四六级和考研真题中非常常见。第一个主句中 "begin to do" + 复杂宾语、第二个主句的简单主谓宾，都是典型的学术写作句式。宾语从句由疑问词 "what" 引导且 "what" 在从句中充当主语，也是高频考点。该句结构具有较强的代表性和可迁移性。

Consequently, the old view of children's egocentric(自我中心的) nature and intellectual weaknesses has increasingly fallen out of favor and become replaced by a more generous position that sees a budding sense not only of the physical world but also of other minds, even in the "youngest young."

B段，第5句

本句结构高度典型：主句包含并列谓语和被动语态，定语从句修饰名词并在从句中关系代词作主语，句首连接副词承上启下，not only...but also 并列修饰。这些都是四六级和考研阅读中反复出现的句式特征，尤其是学术观点陈述类句子的标准框架。掌握这个句子的分析方法可以直接迁移到大量同类长难句，典型性极高。

Piaget not only believed that children were "egocentric" in the sense that they were unable to differentiate between their own viewpoint and that of others; he was also convinced that their thinking was characterized by systematic errors and confusions.

C段，第2句

全句涵盖主谓宾、主系表、宾语从句、同位语从句、状语等多种成分；同位语从句 "in the sense that" 的用法是易错点；被动语态的成分划分、介词短语作状语的识别都是典型训练点，成分丰富且有代表性

Piaget and his followers maintained that children go through something like a dark age of intellectual development before slowly and gradually becoming enlightened by reason and rationality as they reach school age.

D段，第1句

"主句 + that 宾语从句 + before 时间状语从句" 是四六级和考研阅读中的高频句式。宾语从句表达观点、时间状语从句描述过程先后关系，这种结构在学术论述和说明文中极为常见。掌握本句的拆解方法可以直接迁移到大量类似长难句的理解中。

Alongside this enlightenment develops an ever growing understanding of other persons, including their attitudes and views of the world.

D段，第2句

本句虽然结构简单,但包含完全倒装这一重要语法点,可以训练学生识别非常规语序、准确定位主谓的能力。同时主语内部含有介词短语 "of other persons" 和现在分词短语 "including their attitudes and views of the world" 作定语,成分层次丰富,适合作为成分划分的练习句。

Recent studies suggest that even infants are sensitive to others' perspectives and beliefs.

E段，第3句

"主语 + suggest/show/indicate + that 宾语从句" 是学术写作和考试阅读中的高频句式，宾语从句表达研究结论或观点的用法极为典型，掌握后可大量迁移

Part of the motivation to revise some of Piaget's conclusions stemmed from an ideological shift about the origin of human knowledge that occurred in the second half of the 20th century.

F段，第1句

主句含长主语+不及物动词+介词短语状语,定语从句修饰介词宾语,这种"核心名词+多层后置定语+定语从句"的结构在学术英语和考研阅读中极为常见,掌握后可迁移到大量类似长难句

This was in part prompted by theorist Noam Chomsky, who argued that something as complex as the rules of grammar cannot be picked up from exposure to speech, but is supplied by an inborn "language faculty."

F段，第3句

本句展示的“主句 + 非限制性定语从句（内含宾语从句）”结构在学术英语和考研阅读中非常常见，特别是描述理论家观点或研究背景时。宾语从句中的并列谓语和情态被动式也是典型的论证表达方式。掌握这类结构后可大量复用于理解和分析类似学术句子。

Some even argue that a basic knowledge of others' minds is not only possessed by human infants, but must be evolutionarily old and hence shared by our nearest living relatives, the great apes.

F段，第6句

主句 + 宾语从句的结构是四六级和考研阅读中的高频句式，宾语从句内部的 not only ... but 并列和被动语态也是常考点。该句结构典型、可复用性强，学生掌握后能迁移到大量类似句子。

To prove that infants know more in this realm than had been acknowledged, researchers needed to come up with innovative ways of showing it.

G段，第1句

本句成分丰富，包含不定式作目的状语、宾语从句、比较从句、介词短语作定语和状语等多种结构，且不定式和从句嵌套的层次清晰，非常适合练习成分划分和层级分析。比较从句中的省略主语也是常见易错点，训练价值较高。

A big part of why we now recognize so much more of kids' intellectual capacities is the development of much more sensitive research tools than Piaget had at his disposal.

G段，第2句

本句展示了考试中常见的复杂句式：主句是主系表，主语包含 why 引导的宾语从句，表语包含 than 引导的比较从句。这种在主句核心成分内部嵌套从句的结构，在四六级和考研阅读中频繁出现，掌握后可复用到大量类似句子，典型性很高。

Instead of engaging babies in dialog or having them execute complex motor tasks, the newer methods capitalize on behaviors that have a firm place in infants' natural behavior repertoire: looking, listening, sucking, making facial expressions, gestures and simple manual actions.

H段，第1句

这种“句首状语加主句加名词后定语从句”的写法在说明文和学术英语里很常见。掌握后，遇到类似的长宾语和后置修饰句子时可直接迁移。

For example, children might look longer at an event that they did not expect to happen, or they might show facial expressions indicating that they have sympathetic concern for others.

H段，第3句

并列复合句加从属从句的组合在四六级和考研阅读中非常常见,尤其是or连接两个主句、每个主句内含一层从句的模式。情态动词表推测、定语从句修饰名词、宾语从句说明内容,都是高频句式,学习后可大量复用。

When researchers measure these less demanding, and often involuntary, behaviors, they can detect a sensitivity to others' mental states at a much younger age than with the more taxing methods that Piaget and his followers deployed.

H段，第4句

本句结构在四六级和考研真题中非常典型：时间状语从句 + 主句 + 定语从句的组合，主句中包含比较结构，定语从句修饰比较对象，这种复杂句式在学术文本和考试材料中频繁出现。掌握本句结构后，可以大量复用到类似长难句的分析中。

But it took a while longer before these tools were employed to measure children's grasp of the mental lives of others.

I段，第2句

"it took + 时间 + before从句" 是四六级和考研阅读中的典型句式，用于表达“花费时间直到某事发生”。形式主语、被动语态、不定式目的状语都是真题常考结构，掌握本句后可迁移到大量类似句型中。

In a set of experiments, my colleagues at the University of Southern California and I found evidence that babies can even anticipate how others will feel when their expectations are disappointed.

J段，第1句

本句成分丰富:主句包含复合主语、及物动词宾语(名词加同位语从句);同位语从句含情态动词谓语、宾语从句;宾语从句含时间状语从句;还涉及介词短语状语、程度状语等。特别是同位语从句和宾语从句的嵌套识别,以及被动语态在时间从句中的运用,都是常考易错点,训练价值高。

What the protagonist did not know was that an antagonist had come and messed with his possessions.

J段，第4句

句子结构典型,成分丰富,涉及名词性从句、时态搭配、并列谓语等多个考点,虽然主干识别和时态理解有一定难度,但没有极端复杂的嵌套或罕见结构,整体平衡度好,适合作为系统训练材料帮助学生掌握常考句式。

Children bit their lips, wrinkled their nose or wiggled(扭动) in their chair when the protagonist came back, as if they anticipated the bewilderment and disappointment he was about to experience.

J段，第7句

这句在时态上不算很难，但在结构上包含多个高频训练点，既不会难到无法下手，又能有效练习分层拆解。对于结构和时态结合训练来说，优先级较高。

Importantly, children showed no such reactions and remained calm when the protagonist had seen the events himself and thus knew what to expect.

J段，第8句

本句覆盖了主语、并列谓语、宾语、表语、时间状语从句、宾语从句、同位语等多种成分，成分种类较为丰富。并列谓语 "showed ... and remained" 和从句内并列谓语 "had seen ... and knew" 都是常见的易错点，学生容易混淆谓语的归属。反身代词 "himself" 作为同位语的用法也值得练习。作为成分划分的练习句，收益较高。

Our study reveals that by the tender age of two, kids not only track what others believe or expect; they can even foresee how others will feel when they discover reality.

J段，第9句

本句包含丰富的成分类型:主句的主谓宾结构、宾语从句、并列谓语、what和how引导的嵌套宾语从句、时间状语从句,覆盖多种从句类型和成分搭配,且分号连接并列谓语的用法是易错点,训练价值高

With the explicit measures used by Piaget and successors, these deeper layers of kids' understanding cannot be accessed.

K段，第2句

简单句配介词短语状语和情态被动谓语，是学术文本和考试阅读中的常见句式；长主语加情态被动的组合在四六级和考研真题中频繁出现，典型性较高

The new investigative tools demonstrate that kids know more than they can say: when we scratch beneath the surface, we find an emerging understanding of relations and perspectives that Piaget probably did not dream of.

K段，第3句

这种“主旨句 + 冒号 + 细节补充”的结构在学术英语和考研阅读中极具代表性，掌握此句式对理解长难句非常有益。

Despite these obvious advances in the study of young children's thinking, it would be a grave mistake to dismiss the careful and systematic analyses compiled by Piaget and others before the new tests dominated the scene because the original methods revealed essential facts about how children think that the new methods cannot uncover.

L段，第1句

本句结构高度典型:形式主语加不定式作真正主语、多重状语从句修饰主句、定语从句紧跟名词且关系代词作宾语、宾语从句说明抽象名词内容,这些都是四六级和考研阅读中的高频句式。让步 - 主张 - 理由的论证结构也是学术文本的标准范式,掌握后可大量复用于长难句分析。

But they can in no way replace the child's growing ability to articulate and refine her understanding of how people behave and why.

M段，第4句

涵盖主谓宾、方式状语、宾语从句、后置定语（不定式和分词）、并列省略等多种成分，且宾语结构复杂（中心词 + 多层修饰），适合练习长难句的成分切分和从句识别。从句内部的并列省略也是易错点。

In the latter half of the last century, fewer and fewer people believed the basis for our understanding of the world is wholly empirical.

第38题 题干

主句 + 宾语从句（省略 that）是四六级和考研阅读中的高频句式，宾语从句的主语带介词短语定语也是典型结构。时态错位（主句过去时 + 从句现在时表达观点）在学术文本和叙述性文本中常见。掌握本句结构后，可迁移到大量类似的 '陈述 + 观点内容' 句型，代表性较强。

It has been found in recent research that even small babies are sensitive to other people's points of view.

第41题 题干

形式主语 It 加 that 主语从句是四六级和考研阅读中的高频句式，在学术写作和正式文体中广泛使用。掌握这个结构后可以迁移到大量类似句子，典型性很高。

Scientists are still debating what inference can be drawn from certain physical expressions of a child.

第42题 题干

主句 + 宾语从句的结构在四六级和考研真题中非常常见，宾语从句由疑问词引导也是高频句式。本句涉及的进行时、情态动词、被动语态都是考试常考语法点。掌握本句结构后可迁移到大量类似句子。

With the progress in psychology, the traditional view of children's self-centered nature and limited thinking abilities has become less and less influential.

第44题 题干

"With + 名词短语" 作句首状语、主语带 "of" 引导的定语、现在完成时系表结构都是四六级和考研阅读中的高频句式，句子整体结构具有很强的代表性，掌握后可大量复用于理解同类长句

Even though marked advances have been made, it is wrong to dismiss Piaget's fundamental contributions to the study of kids' cognitive abilities.

第45题题干

形式主语 "it is + 形容词 + to do" 结构和让步状语从句 "even though" 都是四六级和考研阅读中的高频句式。这类结构在议论文和学术写作中反复出现，掌握本句的分析方法可以直接迁移到大量类似句子，典型性很高。

HIGH-FREQUENCY · 真题高频词

本篇出现的 157 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。

understanding

B1

n. 理解; 领悟

本篇9次 · 真题 84 句

behavior

B1

n. 行为

本篇6次 · 真题 171 句

thinking

A2

n. 思考

本篇6次 · 真题 68 句

infant

B2

n. 婴儿

本篇6次 · 真题 31 句

view

A2

n. 观点, 看法

本篇5次 · 真题 134 句

cannot

A1

aux. 不能

本篇5次 · 真题 27 句

expression

B1

n. 表达

本篇5次 · 真题 27 句

intellectual

C1

adj. 智力的

本篇5次 · 真题 22 句

mental

B1

adj. 精神的

本篇4次 · 真题 120 句

measure

B1

v. 测量

本篇4次 · 真题 100 句

reveal B2

v. 揭示

本篇4次 · 真题 54 句

facial B2

adj. 面部的

本篇4次 · 真题 15 句

researcher B2

n. 研究人员

本篇3次 · 真题 363 句

less A1

det. 较少的

本篇3次 · 真题 273 句

power A2

n. 权力

本篇3次 · 真题 128 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇3次 · 真题 78 句

perspective B2

n. 观点

本篇3次 · 真题 38 句

sensitive B2

adj. 敏感的

本篇3次 · 真题 18 句

viewpoint B2

n. 观点

本篇3次 · 真题 8 句

focus B1

n. 重点

本篇2次 · 真题 200 句

argue B1

v. 争论

本篇2次 · 真题 106 句

event A2

n. 事件

本篇2次 · 真题 99 句

physical B1

adj. 身体的

本篇2次 · 真题 91 句

colleague B1

n. 同事

本篇2次 · 真题 84 句

complex B2

adj. 复杂的, 难懂的

本篇2次 · 真题 61 句

conduct B2

v. 组织并实施

本篇2次 · 真题 59 句

psychologist

B2

n. 心理学家

本篇2次·真题 54 句

psychology

B2

n. 心理学

本篇2次·真题 52 句

advance

B1

v. 前进

本篇2次·真题 48 句

growing

A2

adj. 增长的

本篇2次·真题 47 句

indicate

B2

v. 表明

本篇2次·真题 46 句

demonstrate

B2

v. 证明

本篇2次·真题 45 句

replace

A2

v. 替换, 更换 (用新的代替旧的)

本篇2次·真题 42 句

scholar

B2

n. 学者

本篇2次·真题 26 句

anticipate

B2

v. 预料, 预期 (某事将发生)

本篇2次·真题 21 句

possess

B2

v. 拥有, 持有 (财产、特质等)

本篇2次·真题 16 句

systematic

C1

adj. 系统的

本篇2次·真题 11 句

follower

B1

n. 追随者

本篇2次·真题 9 句

refine

B2

v. 改进

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

author

A2

n. 作者

本篇1次·真题 264 句

better

A1

adj. 更好的 (good 的比较级)

本篇1次·真题 205 句

community B1

n. 社区

本篇1次·真题 163 句

decade B1

n. 十年

本篇1次·真题 120 句

scientific B1

adj. 科学的

本篇1次·真题 103 句

access B1

n. 进入

本篇1次·真题 101 句

concern B1

v. 涉及

本篇1次·真题 88 句

evidence B1

n. 证据

本篇1次·真题 87 句

later A1

adv. 以后, later

本篇1次·真题 87 句

belief B1

n. 相信

本篇1次·真题 85 句

cognitive C1

adj. 认知的

本篇1次·真题 85 句

traditional B1

adj. 传统的

本篇1次·真题 84 句

further B1

adv. 更远地

本篇1次·真题 79 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

engage B2

v. 参与;从事

本篇1次·真题 68 句

wrong A2

adj. 错误的

本篇1次·真题 66 句

shift B1

v. 移动

本篇1次·真题 65 句

maintain B1

v. 维持

本篇1次·真题 64 句

realize B1

v. 意识到, 认识到

本篇1次·真题 64 句

occur B1

v. 发生, 出现

本篇1次·真题 62 句

figure A2

n. 数字

本篇1次·真题 58 句

reality B1

n. 现实

本篇1次·真题 57 句

essential B1

adj. 必不可少的

本篇1次·真题 55 句

theory B1

n. 理论

本篇1次·真题 55 句

credit B1

n. 赊购, 赊账

本篇1次·真题 54 句

debate B2

n. 辩论

本篇1次·真题 52 句

respond B1

v. 回答, 答复

本篇1次·真题 52 句

analysis B2

n. 分析

本篇1次·真题 49 句

track A2

n. 小路

本篇1次·真题 48 句

thus B2

adv. 因此, 所以

本篇1次·真题 47 句

recognize B1

v. 认出

本篇1次·真题 42 句

define B1

v. 给.....下定义

本篇1次·真题 39 句

basis B2

n. 基础, 根据

本篇1次·真题 37 句

capacity B2

n. 容量

本篇1次·真题 36 句

highly B1

adv. 非常

本篇1次·真题 34 句

original B1

adj. 最初的, 原始的

本篇1次·真题 33 句

clearly A2

adv. 清楚地, 明白地

本篇1次·真题 32 句

emerge B2

v. 出现;浮现

本篇1次·真题 32 句

expectation B2

n. 期待;预期

本篇1次·真题 32 句

firm B1

adj. 坚固的

本篇1次·真题 32 句

assume B2

v. 假定

本篇1次·真题 31 句

obvious B1

adj. 明显的

本篇1次·真题 31 句

previously B1

adv. 以前, 先前 (指过去某个时间)

本篇1次·真题 31 句

stage A2

n. 阶段

本篇1次·真题 31 句

employ B1

v. 雇用

本篇1次·真题 30 句

entirely B1

adv. 完全地

本篇1次·真题 29 句

limited B1

adj. 有限的

本篇1次·真题 29 句

childhood A2

n. 童年

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

behave B1

v. 表现, 举止

本篇1次 · 真题 25 句

favor B1

n. 帮忙

本篇1次 · 真题 25 句

scene A2

n. 场景

本篇1次 · 真题 25 句

unable A2

adj. 不能的

本篇1次 · 真题 24 句

motivation B2

n. 动力

本篇1次 · 真题 23 句

calm B1

adj. 平静的

本篇1次 · 真题 21 句

contribution B2

n. 贡献

本篇1次 · 真题 21 句

core B1

n. 核心

本篇1次 · 真题 21 句

detect B2

v. 发现, 察觉 (难以察觉的事物)

本篇1次 · 真题 21 句

exposure B2

n. 暴露

本篇1次 · 真题 21 句

acknowledge B2

v. 承认 (事实、错误等)

本篇1次 · 真题 20 句

gradually B1

adv. 逐渐地, 逐步地

本篇1次 · 真题 20 句

stem B2

n. 茎

本篇1次 · 真题 20 句

trap B1

n. 陷阱

本篇1次 · 真题 20 句

convince B1

v. 说服, 使相信

本篇1次 · 真题 19 句

insight B2

n. 洞察力

本篇1次·真题 19 句

prompt B2

v. 促使

本篇1次·真题 19 句

witness B2

n. 目击者

本篇1次·真题 19 句

literally B2

adv. 真正地

本篇1次·真题 18 句

underestimate B2

v. 低估

本篇1次·真题 18 句

consensus C1

n. (意见的) 一致

本篇1次·真题 17 句

cooperate B2

v. 合作

本篇1次·真题 17 句

curiosity B2

n. 好奇心

本篇1次·真题 17 句

dominate B2

v. 控制

本篇1次·真题 17 句

found A1

v. find 的过去式和过去分词

本篇1次·真题 17 句

reaction B1

n. 反应

本篇1次·真题 16 句

fundamental B2

adj. 基本的

本篇1次·真题 15 句

influential B2

adj. 有影响力的;有权势的

本篇1次·真题 15 句

innovative B2

adj. 创新的

本篇1次·真题 15 句

suit A2

n. 套装

本篇1次·真题 15 句

characterize C1

v. 是...的特征

本篇1次·真题 14 句

confirm B1

v. 证实

本篇1次·真题 14 句

faculty B2

n. (大学的) 系, 院

本篇1次·真题 14 句

latter B2

det. 后者的

本篇1次·真题 14 句

origin B2

n. 起源

本篇1次·真题 14 句

precious B2

adj. 珍贵的

本篇1次·真题 14 句

confusion B2

n. 困惑

本篇1次·真题 13 句

improved A2

adj. 改进的

本篇1次·真题 13 句

pave B2

v. 铺(路面)

本篇1次·真题 13 句

slowly A1

adv. 缓慢地

本篇1次·真题 13 句

subtle B2

adj. 微妙的

本篇1次·真题 13 句

foresee B2

v. 预见

本篇1次·真题 12 句

historically B2

adv. 从历史角度来看

本篇1次·真题 12 句

motor B1

n. 发动机

本篇1次·真题 12 句

willingness B2

n. 愿意

本篇1次·真题 12 句

demanding B2

adj. 要求高的

本篇1次·真题 11 句

variation B2

n. 变化

本篇1次·真题 11 句

bite

A2

v. 咬

本篇1次·真题10句

devise

B2

v. 设计

本篇1次·真题10句

scratch

B1

v. 抓

本篇1次·真题10句

alongside

B1

prep. 在...旁边

本篇1次·真题9句

consequently

B2

adv. 因此, 所以

本篇1次·真题9句

deploy

C1

v. 部署, 调动 (军队或资源)

本篇1次·真题9句

inborn

C1

adj. 天生的

本篇1次·真题9句

possession

B2

n. 拥有

本篇1次·真题9句

rationality

C1

n. 理性

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

collaborate

B2

v. 合作

本篇1次·真题8句

continually

B2

adv. 频繁地

本篇1次·真题8句

error

A2

n. 错误

本篇1次·真题8句

generous

B1

adj. 慷慨的, 大方的

本篇1次·真题8句

listener

B1

n. 听者

本篇1次·真题8句

preschool

B1

n. 学前班; 幼儿园

本篇1次·真题8句

revise B2

v. 修改, 修订 (文本、计划等)

本篇1次 · 真题 8 句

sympathetic B2

adj. 同情的

本篇1次 · 真题 8 句

weakness B1

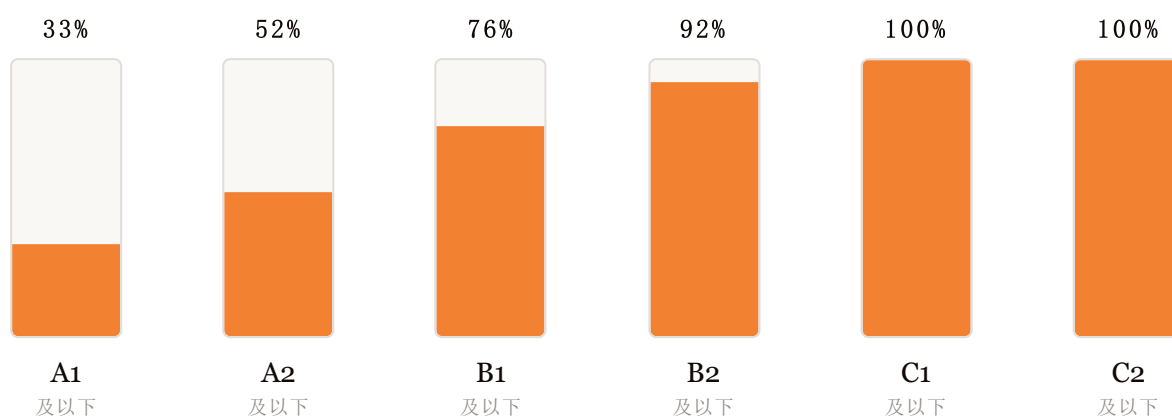
n. 缺点

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 444 词按 CEFR 难度累积覆盖

全文去重后共 **444** 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 35 个 · 约 8%。



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 444 个 · 末柱为 100%

去重总词数

444

B2 以上难词

8%

B1 及以下覆盖

76%

英语六级 2020年7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 →