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六级 · 真题卷第1套 · 2020年9月

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay on the saying “*Beauty of the soul is the essential beauty.*” 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) She can devote all her life to pursuing her passion.
B) Her accumulated expertise helps her to achieve her goals.
C) She can spread her academic ideas on a weekly TV show.
D) Her research findings are widely acclaimed in the world.
2. A) Provision of guidance for nuclear labs in Europe.
B) Touring the globe to attend science TV shows.
C) Overseeing two research groups at Oxford.
D) Science education and scientific research.
3. A) A better understanding of a subject.
B) A stronger will to meet challenges.
C) A broader knowledge of related fields.
D) A closer relationship with young people.
4. A) By applying the latest research methods.
B) By making full use of the existing data.
C) By building upon previous discoveries.
D) By utilizing more powerful computers.

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

5. A) They can predict future events.
B) They have no special meanings.
C) They have cultural connotations.
D) They cannot be easily explained.
6. A) It was canceled due to bad weather.
B) She overslept and missed the flight.
C) She dreamed of a plane crash.
D) It was postponed to the following day.
7. A) They can be affected by people's childhood experiences.
B) They may sometimes seem ridiculous to a rational mind.
C) They usually result from people's unpleasant memories.
D) They can have an impact as great as rational thinking.
8. A) They call for scientific methods to interpret.
B) They mirror their long-cherished wishes.
C) They reflect their complicated emotions.
D) They are often related to irrational feelings.

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) Radio waves.
B) Sound waves.
C) Robots.
D) Satellites.
10. A) It may be freezing fast beneath the glacier.
B) It may have micro-organisms living in it.
C) It may have certain rare minerals in it.
D) It may be as deep as four kilometers.
11. A) Help understand life in freezing conditions.
B) Help find new sources of fresh water.
C) Provide information about other planets.
D) Shed light on possible life in outer space.

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

12. A) He found there had been little research on their language.
B) He was trying to preserve the languages of the Indian tribes.
C) His contact with a social worker had greatly aroused his interest in the tribe.
D) His meeting with Gonzalez had made him eager to learn more about the tribe.
13. A) He taught Copeland to speak the Tarahumaras language.
B) He persuaded the Tarahumaras to accept Copeland's gifts.
C) He recommended one of his best friends as an interpreter.
D) He acted as an intermediary between Copeland and the villagers.
14. A) Unpredictable.
B) Unjustifiable.
C) Laborious.
D) Tedious.
15. A) Their appreciation of help from the outsiders.
B) Their sense of sharing and caring.
C) Their readiness to adapt to technology.
D) Their belief in creating wealth for themselves.

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 tend to be silenced into submission.
B) They find it hard to defend themselves.
C) They will feel proud of being pioneers.
D) They will feel somewhat encouraged.
17. A) One who advocates violence in effecting change.
B) One who craves for relentless transformations,
C) One who acts in the interests of the oppressed.
D) One who rebels against the existing social order.
18. A) They tried to effect social change by force.
B) They disrupted the nation's social stability.
C) They served as a driving force for progress.
D) They did more harm than good to humanity.

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

19. A) Few of us can ignore changes in our immediate environment.
B) It is impossible for us to be immune from outside influence.
C) Few of us can remain unaware of what happens around us.
D) It is important for us to keep in touch with our own world.
20. A) Make up his mind to start all over again.
B) Stop making unfair judgements of others.
C) Try to find a more exciting job somewhere else.
D) Recognise the negative impact of his coworkers.
21. A) They are quite susceptible to suicide.
B) They improve people's quality of life.
C) They suffer a great deal from ill health.
D) They help people solve mental problems.

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

22. A) Few people can identify its texture.
B) Few people can describe it precisely.
C) Its real value is open to interpretation.
D) Its importance is often over-estimated.
23. A) It has never seen any change.
B) It has much to do with color.
C) It is a well-protected government secret.
D) It is a subject of study by many forgers.
24. A) People had little faith in paper money.
B) They could last longer in circulation.
C) It predicted their value would increase.
D) They were more difficult to counterfeit.
25. A) The stabilization of the dollar value.
B) The issuing of government securities.
C) A gold standard for American currency.
D) A steady appreciation of the U.S. dollar.

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.

Overall, men are more likely than women to make excuses. Several studies suggest that men feel the need to appear competent in all 26 , while women worry only about the skills in which they've invested 27 . Ask a man and a woman to go diving for the first time, and the woman is likely to jump in, while the man is likely to say he's not feeling too well.

Ironically, it is often success that leads people to flirt with failure. Praise won for 28 a skill suddenly puts one in the position of having everything to lose. Rather than putting their reputation on the line again, many successful people develop a handicap—drinking, 29 , depression—that allows them to keep their status no matter what the future brings. An advertising executive 30 for depression shortly after winning an award put it this way: "Without my depression, I'd be a failure now; with it, I'm a success 'on hold.'"

In fact, the people most likely to become chronic excuse makers are those 31 with success. Such people are so afraid of being 32 a failure at anything that they constantly develop one handicap or another in order to explain away failure.

Though self-handicapping can be an effective way of coping with performance anxiety now and then, in the end, researchers say, it will lead to 33 . In the long run, excuse makers fail to live up to their true 34 and lose the status they care so much about. And despite their protests to the 35 , they have only themselves to blame.

- | | |
|-----------------|---------------|
| A) contrary | I) momentum |
| B) fatigue | J) obsessed |
| C) heavily | K) potential |
| D) heaving | L) realms |
| E) hospitalized | M) reciprocal |
| F) labeled | N) ruin |
| G) legacies | O) viciously |
| H) mastering | |

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**.

Six Potential Brain Benefits of Bilingual Education

A) Brains, brains, brains. People are fascinated by brain research. And yet it can be hard to point to places where our education system is really making use of the latest neuroscience(神经科学) findings. But there is one happy link where research is meeting practice: bilingual(双语的) education. "In the last 20 years or so, there's been a virtual explosion of research on bilingualism," says Judith Kroll, a professor at the University of California, Riverside.

- B) Again and again, researchers have found, "bilingualism is an experience that shapes our brain for life," in the words of Gigi Luk, an associate professor at Harvard's Graduate School of Education. At the same time, one of the hottest trends in public schooling is what's often called dual-language or two-way immersion programs.
- C) Traditional programs for English-language learners, or ELLs, focus on assimilating students into English as quickly as possible. Dual-language classrooms, by contrast, provide instruction across subjects to both English natives and English learners, in both English and a target language. The goal is functional bilingualism and biliteracy for all students by middle school. New York City, North Carolina, Delaware, Utah, Oregon and Washington state are among the places expanding dual-language classrooms.
- D) The trend flies in the face of some of the culture wars of two decades ago, when advocates insisted on "English first" education. Most famously, California passed Proposition 227 in 1998. It was intended to sharply reduce the amount of time that English-language learners spent in bilingual settings. Proposition 58, passed by California voters on November 8, largely reversed that decision, paving the way for a huge expansion of bilingual education in the state that has the largest population of English-language learners.
- E) Some of the insistence on English-first was founded on research produced decades ago, in which bilingual students underperformed monolingual(单语的) English speakers and had lower IQ scores. Today's scholars, like Ellen Bialystok at York University in Toronto, say that research was "deeply flawed." "Earlier research looked at socially disadvantaged groups," agrees Antonella Sorace at the University of Edinburgh in Scotland. "This has been completely contradicted by recent research" that compares groups more similar to each other.
- F) So what does recent research say about the potential benefits of bilingual education? It turns out that, in many ways, the real trick to speaking two languages consists in managing not to speak one of those languages at a given moment—which is fundamentally a feat of paying attention. Saying "Goodbye" to mom and then "Guten tag" to your teacher, or managing to ask for a crayola roja instead of a red crayon(蜡笔), requires skills called "inhibition" and "task switching." These skills are subsets of an ability called executive function.
- G) People who speak two languages often outperform monolinguals on general measures of executive function. "Bilinguals can pay focused attention without being distracted and also improve in the ability to switch from one task to another," says Sorace.
- H) Do these same advantages benefit a child who begins learning a second language in kindergarten instead of as a baby? We don't yet know. Patterns of language learning and language use are complex. But Gigi Luk at Harvard cites at least one brain-imaging study on adolescents that shows similar changes in brain structure when compared with those who are bilingual from birth, even when they didn't begin practicing a second language in earnest before late childhood.
- I) Young children being raised bilingual have to follow social cues to figure out which language to use with which person and in what setting. As a result, says Sorace, bilingual children as young as age 3 have demonstrated a head start on tests of perspective-taking and theory of mind—both of which are fundamental social and emotional skills.
- J) About 10 percent of students in the Portland, Oregon public schools are assigned by lottery to dual-language classrooms that offer instruction in Spanish, Japanese or Mandarin, alongside English. Jennifer Steele at American University conducted a four-year, randomized trial and found that the dual-language students outperformed their peers in English-reading skills by a full school-year's worth of learning by the end of middle school. Because the effects are found in reading, not in math or science where there were few

differences, Steele suggests that learning two languages make students more aware of how language works in general.

- K) The research of Gigi Luk at Harvard offers a slightly different explanation. She has recently done a small study looking at a group of 100 fourth-graders in Massachusetts who had similar reading scores on a standard test, but very different language experiences. Some were foreign-language dominant and others were English natives. Here's what's interesting. The students who were dominant in a foreign language weren't yet comfortably bilingual; they were just starting to learn English. Therefore, by definition, they had a much weaker English vocabulary than the native speakers. Yet they were just as good at interpreting a text. "This is very surprising," Luk says. "You would expect the reading comprehension performance to mirror the vocabulary—it's a cornerstone of comprehension."
- L) How did the foreign-language dominant speakers manage this feat? Well, Luk found, they also scored higher on tests of executive functioning. So, even though they didn't have huge mental dictionaries to draw on, they may have been great puzzle-solvers, taking into account higher-level concepts such as whether a single sentence made sense within an overall storyline. They got to the same results as the monolinguals, by a different path.
- M) American public school classrooms as a whole are becoming more segregated by race and class. Dual-language programs can be an exception. Because they are composed of native English speakers deliberately placed together with recent immigrants, they tend to be more ethnically and economically balanced. And there is some evidence that this helps kids of all backgrounds gain comfort with diversity and different cultures.
- N) Several of the researchers also pointed out that, in bilingual education, non-English-dominant students and their families tend to feel that their home language is heard and valued, compared with a classroom where the home language is left at the door in favor of English. This can improve students' sense of belonging and increase parents' involvement in their children's education, including behaviors like reading to children. "Many parents fear their language is an obstacle, a problem, and if they abandon it their child will integrate better," says Antonella Sorace of the University of Edinburgh. "We tell them they're not doing their child a favor by giving up their language."
- O) One theme that was striking in speaking to all these researchers was just how strongly they advocated for dual-language classrooms. Thomas and Collier have advised many school systems on how to expand their dual language programs, and Sorace runs "Bilingualism Matters," an international network of researchers who promote bilingual education projects. This type of advocacy among scientists is unusual; even more so because the "bilingual advantage hypothesis" is being challenged once again.
- P) A review of studies published last year found that cognitive advantages failed to appear in 83 percent of published studies, though in a separate analysis, the sum of effects was still significantly positive. One potential explanation offered by the researchers is that advantages that are measurable in the very young and very old tend to fade when testing young adults at the peak of their cognitive powers. And, they countered that no negative effects of bilingual education have been found. So, even if the advantages are small, they are still worth it. Not to mention one obvious, outstanding fact: "Bilingual children can speak two languages!"
36. A study found that there are similar changes in brain structure between those who are bilingual from birth and those who start learning a second language later.

37. Unlike traditional monolingual programs, bilingual classrooms aim at developing students' ability to use two languages by middle school.
38. A study showed that dual-language students did significantly better than their peers in reading English texts.
39. About twenty years ago, bilingual practice was strongly discouraged, especially in California.
40. Ethnically and economically balanced bilingual classrooms are found to be helpful for kids to get used to social and cultural diversity.
41. Researchers now claim that earlier research on bilingual education was seriously flawed.
42. According to a researcher, dual-language experiences exert a lifelong influence on one's brain.
43. Advocates of bilingual education argued that it produces positive effects though they may be limited.
44. Bilingual speakers often do better than monolinguals in completing certain tasks because they can concentrate better on what they are doing.
45. When their native language is used, parents can become more involved in their children's education.

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.

It is not controversial to say that an unhealthy diet causes bad health. Nor are the basic elements of healthy eating disputed. Obesity raises susceptibility to cancer, and Britain is the sixth most obese country on Earth. That is a public health emergency. But naming the problem is the easy part. No one disputes the costs in quality of life and depleted health budgets of an obese population, but the quest for solutions gets diverted by ideological arguments around responsibility and choice. And the water is muddied by lobbying from the industries that profit from consumption of obesity-inducing products.

Historical precedent suggests that science and politics can overcome resistance from businesses that pollute and poison but it takes time, and success often starts small. So it is heartening to note that a programme in Leeds has achieved a reduction in childhood obesity, becoming the first UK city to reverse a fattening trend. The best results were among younger children and in more deprived areas. When 28% of English children aged two to 15 are obese, a national shift on the scale achieved by Leeds would lengthen hundreds of thousands of lives. A significant factor in the Leeds experience appears to be a scheme called HENRY, which helps parents reward behaviours that prevent obesity in children.

Many members of parliament are uncomfortable even with their own government's anti-obesity strategy, since it involves a "sugar tax" and a ban on the sale of energy drinks to under-16s. Bans and taxes can be blunt instruments, but their harshest critics can rarely suggest better methods. These critics just oppose regulation itself.

The relationship between poor health and inequality is too pronounced for governments to be passive about large-scale intervention. People living in the most deprived areas are four times more prone to die from

avoidable causes than counterparts in more affluent places. As the structural nature of public health problems becomes harder to ignore, the complaint about over protective government loses potency.

In fact, the polarised debate over public health interventions should have been abandoned long ago. Government action works when individuals are motivated to respond. Individuals need governments that expand access to good choices. The HENRY programme was delivered in part through children's centres. Closing such centres and cutting council budgets doesn't magically increase reserves of individual self-reliance. The function of a well-designed state intervention is not to deprive people of liberty but to build social capacity and infrastructure that helps people take responsibility for their wellbeing. The obesity crisis will not have a solution devised by left or right ideology—but experience indicates that the private sector needs the incentive of regulation before it starts taking public health emergencies seriously.

46. Why is the obesity problem in Britain so difficult to solve?
- A) Government health budgets are depleted.
 - B) People disagree as to who should do what.
 - C) Individuals are not ready to take their responsibilities.
 - D) Industry lobbying makes it hard to get healthy foods.
47. What can we learn from the past experience in tackling public health emergencies?
- A) Governments have a role to play.
 - B) Public health is a scientific issue.
 - C) Priority should be given to deprived regions.
 - D) Businesses' responsibility should be stressed.
48. What does the author imply about some critics of bans and taxes concerning unhealthy drinks?
- A) They are not aware of the consequences of obesity.
 - B) They have not come up with anything more constructive.
 - C) They are uncomfortable with parliament's anti-obesity debate.
 - D) They have their own motives in opposing government regulation.
49. Why does the author stress the relationship between poor health and inequality?
- A) To demonstrate the dilemma of people living in deprived areas.
 - B) To bring to light the root cause of widespread obesity in Britain.
 - C) To highlight the area deserving the most attention from the public.
 - D) To justify government intervention in solving the obesity problem.
50. When will government action be effective?
- A) When the polarised debate is abandoned.
 - B) When ideological differences are resolved.
 - C) When individuals have the incentive to act accordingly.
 - D) When the private sector realises the severity of the crisis.

Passage Two

Questions 51 to 55 are based on the following passage.

Home to virgin reefs, rare sharks and vast numbers of exotic fish, the Coral Sea is a unique haven of biodiversity off the northeastern coast of Australia. If a proposal by the Australian government goes ahead, the region will also become the world's largest marine protected area, with restrictions or bans on fishing, mining and marine farming.

The Coral Sea reserve would cover almost 990 000 square kilometres and stretch as far as 1 100 kilometres from the coast. Unveiled recently by environment minister Tony Burke, the proposal would be the last in a series of proposed marine reserves around Australia's coast.

But the scheme is attracting criticism from scientists and conservation groups, who argue that the government hasn't gone far enough in protecting the Coral Sea, or in other marine reserves in the coastal network.

Hugh Possingham, director of the Centre of Excellence for Environmental Decisions at the University of Queensland, points out that little more than half of the Coral Sea reserve is proposed as "no take" area, in which all fishing would be banned. The world's largest existing marine reserve, established last year by the British government in the Indian Ocean, spans 554 000 km² and is a no-take zone throughout. An alliance of campaigning conservation groups argues that more of the Coral Sea should receive this level of protection.

"I would like to have seen more protection for coral reefs," says Terry Hughes, director of the Centre of Excellence for Coral Reef Studies at James Cook University in Queensland. "More than 20 of them would be outside the no-take area and vulnerable to catch-and-release fishing".

As Nature went to press, the Australian government had not responded to specific criticisms of the plan. But Robin Beaman, a marine geologist at James Cook University, says that the reserve does "broadly protect the range of habitats" in the sea. "I can testify to the huge effort that government agencies and other organisations have put into trying to understand the ecological values of this vast area," he says.

Reserves proposed earlier this year for Australia's southwestern and northwestern coastal regions have also been criticised for failing to give habitats adequate protection. In August, 173 marine scientists signed an open letter to the government saying they were "greatly concerned" that the proposals for the southwestern region had not been based on the "core science principles" of reserves—the protected regions were not, for instance, representative of all the habitats in the region, they said.

Critics say that the southwestern reserve offers the greatest protection to the offshore areas where commercial opportunities are fewest and where there is little threat to the environment, a contention also levelled at the Coral Sea plan.

51. What do we learn from the passage about the Coral Sea?

- A) It is exceptionally rich in marine life.
- B) It is the biggest marine protected area.
- C) It remains largely undisturbed by humans.
- D) It is a unique haven of endangered species.

52. What does the Australian government plan to do according to Tony Burke?

- A) Make a new proposal to protect the Coral Sea.
- B) Revise its conservation plan owing to criticisms.
- C) Upgrade the established reserves to protect marine life.
- D) Complete the series of marine reserves around its coast.

53. What is scientists' argument about the Coral Sea proposal?

- A) The government has not done enough for marine protection.
- B) It will not improve the marine reserves along Australia's coast.
- C) The government has not consulted them in drawing up the proposal.
- D) It is not based on sufficient investigations into the ecological system.

54. What does marine geologist Robin Beaman say about the Coral Sea plan?

- A) It can compare with the British government's effort in the Indian Ocean.
- B) It will result in the establishment of the world's largest marine reserve.
- C) It will ensure the sustainability of the fishing industry around the coast.
- D) It is a tremendous joint effort to protect the range of marine habitats.

55. What do critics think of the Coral Sea plan?

- A) It will do more harm than good to the environment.
- B) It will adversely affect Australia's fishing industry.
- C) It will protect regions that actually require little protection.
- D) It will win little support from environmental organisations.

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**.

《西游记》(Journey to the West)也许是中国文学四大经典小说中最具影响力的一部，当然也是在国外最广为人知的一部小说。这部小说描绘了著名僧侣玄奘在三个随从的陪同下穿越中国西部地区前往印度取经(Buddhist scripture)的艰难历程。虽然故事的主题基于佛教，但这部小说采用了大量中国民间故事和神话的素材，创造了各种栩栩如生的人物和动物形象。其中最著名的是孙悟空，他与各种各样妖魔作斗争的故事几乎为每个中国孩子所熟知。

2020年9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2020年9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(2020-09) • 六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay on the saying “*Beauty of the soul is the essential beauty.*” You should write at least 150 words but no more than 200 words.

【参考范文·167 词】 写作无唯一标准答案，以下为达标示范

The saying "Beauty of the soul is the essential beauty" reminds us that what truly makes a person beautiful is not a pretty face but a noble heart. I fully agree: physical looks may catch the eye, yet it is inner virtue that gives a person lasting worth.

Admittedly, an attractive appearance is pleasing and can win instant admiration. However, such charm is transient; wrinkles come and youth fades. Inner beauty, by contrast, endures. Consider a nurse who works tirelessly through the night: her kindness, patience and devotion move us far more deeply than any fashion model's face. It is her character, not her looks, that we remember and respect. History, too, honours people not for how they looked but for the goodness they showed.

In conclusion, while outward beauty may fade with time, the beauty of a kind and honest soul only grows brighter. We should therefore cultivate our character rather than obsess over our looks, for it is the soul that makes us truly beautiful.

【参考译文】

格言『心灵之美才是本质之美』提醒我们，真正使一个人美丽的不是一张漂亮的脸，而是一颗高尚的心。我完全赞同：外貌或许能吸引眼球，但真正赋予一个人持久价值的，是内在的品德。

诚然，动人的外表令人愉悦，能赢得一时的赞赏。然而，这种魅力是短暂的；皱纹会爬上来，青春会消逝。相比之下，内在之美却历久弥新。想想一位彻夜辛勤工作的护士：她的善良、耐心与奉献，远比任何时装模特的容颜更能打动我们。被我们铭记与尊敬的，是她的品格，而非她的外表。历史同样如此，它铭记人们不是因为他们长得如何，而是因为他们展现出的善良。

总之，外在之美会随时间褪去，而一颗善良真诚的心灵之美只会愈发闪耀。因此，我们应当修养自己的品德，而不是执着于外表，因为正是心灵使我们真正美丽。

【第1段】释义加表态一次交清。首段落实『释义加表态开篇』：开头 The saying ... reminds us that what truly makes a person beautiful is not a pretty face but a noble heart 用『不是A而是B』把格言 Beauty of the soul is the essential beauty 说成人话，随即 I fully agree 表态并用 yet it is inner virtue that gives a person lasting worth 抛出中心论点。

【第2段】让步转折加护士例落地。主体段落实『让步转折加实例论证』：Admittedly ... However, such charm is transient 先让步再转折，Inner beauty, by contrast, endures 完成对比；护士的 kindness, patience and devotion 与强调句 It is her character, not her looks, that we remember 把『心灵之美如何体现』挖实，避免了堆名人的空洞。

【第3段】while回扣加呼吁升华。尾段落实『回扣主旨并升华』：In conclusion, while outward beauty may fade ... only grows brighter 用 while 把对比再压一遍回扣中心，We should therefore cultivate our character rather than obsess over our looks 升华到行动呼吁，落点收在心灵使人真正美丽。

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

论证心灵美才是本质美

本题的核心任务是：围绕格言 Beauty of the soul is the essential beauty（心灵之美才是本质之美），先用自己的话点明对它的理解，再表明赞同立场，并用论证支撑。要写的不是『美的定义大全』，而是钉死一个中心——内在品德胜过外在容貌，且这一点是本质。凡是偏去大谈外貌重要、或只翻译格言不评论，都算没接住任务。

读者 • 语域

面向阅卷人的正式书面语

本题是纯议论大作文，没有具体收信对象，也不需要署名。默认读者是阅卷老师，语域取正式书面语：不用缩写口语（如 gonna、kids），多用完整主从句，观点表达客观有据即可，无需加称呼语或落款。

中心立意

内在品德才是持久本质之美

本篇中心论点一句话：外貌之美只是表象且会消退，真正让人美且让人铭记的是心灵与品德，正如格言所言 Beauty of the soul is the essential beauty。全文所有段落都服务于这一句，不摇摆。

要展开的要点

1. 先承认外貌吸引力

让步：漂亮的外表确实赏心悦目、能赢得第一眼的好感。先承认它，论证才显得公允而不偏激，也为下一步转折蓄力。

2. 外在短暂内在持久

转折与对比：容貌会随岁月褪去，而善良、真诚、坚韧这类内在品德历久弥新——这是支撑『本质』二字的主论据。

3. 以奉献者为例挖内心

举例：用一位彻夜工作的护士等具体人物，重点不是她的外表，而是她的善良、耐心与奉献如何打动人、被人记住，把『心灵之美如何体现』落到实处，避免空喊。

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 释义格言并表态

用自己的话解释 Beauty of the soul is the essential beauty 的含义，并明确表示赞同，抛出中心论点。

第 2 段 让步转折加例证论证

先承认外貌之美的吸引力，再转折强调其短暂；以对比与具体人物例证论证内在品德才持久、才是本质。

第 3 段 重申升华并呼吁

回扣中心论点，指出应修养心灵而非执着外表，收束全文。

第 1 段 点明心灵美即本质并赞同

解释 Beauty of the soul is the essential beauty：真正使人美的不是漂亮的脸而是高尚的心；随即表态『我完全赞同』，抛出中心——外表悦目一时，内在品德才赋予持久价值。

释义句架 · The saying ____ reminds us that what truly ____ is not ____ but ____ . (把格言主旨用『不是A而是B』说清)

表态句架 · I fully agree, for ____ may ____, yet it is ____ that ____ . (先赞同，再用 yet 引出核心理由)

第 2 段 外在短暂对比内在持久加护士例

承认漂亮外表能赢得第一眼好感，转折指出容貌会随岁月褪去；对比善良坚韧历久弥新；举一位彻夜工作的护士，说明打动人、被铭记的是她的善良、耐心与奉献而非外表。

让步转折句架 · Admittedly, ____ is ____; however, such ____ is transient, while ____ endures. (先退一步认可，再用 however 转折并对比)

举例落地句架 · Consider ____ who ____: it is ____, not ____, that we remember and respect. (引出人物后，用强调句锁定被记住的是内在而非外表)

第 3 段 重申并呼吁修养心灵

重申外在美会褪去而善良真诚的心愈发闪光，呼吁人们修养品德而非执着外表，收束到『心灵才使人真正美丽』。

收束升华句架 · In conclusion, while ____ may fade, ____ only grows brighter; we should therefore ____ rather than ____ . (用 while 回扣对比，再用 should 给出呼吁)

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

紧扣心灵为本质

本题必须始终围绕 Beauty of the soul is the essential beauty 立论，赞同心灵美是本质；最易失分是通篇复述格言或跑去谈外在美的重要性，导致中心偏移。

结构连贯

让步转折链要显

本题论证靠『让步加转折』推进，务必让 Admittedly / However / by contrast 显性出现，读者才看得清『先退一步再强调内在』的逻辑。

语言准确

用准内在美相关词

本题宜准确使用 inner beauty、virtue、transient、character that endures 等表达，并善用强调句 It is ... that；避免 beautiful、good 反复重复导致语言单调。

字数格式

卡住150到200的硬线

本题硬性要求 at least 150 words but no more than 200 words，低于下限或超过上限都失分；三段议论、无需称呼落款，保持格式干净即可。

典型低分写法 • 反面示例与改法

只抒情不论证

反面：『Beauty of the soul is so important. It is really beautiful. We all love a beautiful soul. Soul is more beautiful than face.』——全是空喊。改成：先释义『内在品德胜过外表』，再给理由『外貌会褪去而品德长存』，并举一个人物说明其心灵之美如何动人。

堆名人不挖品质

反面：『Lei Feng was famous. Einstein was a genius. Many great people are beautiful in soul.』——只堆名字。改成：聚焦一人，如一位护士，写她的 kindness and devotion 如何比外表更打动人、被人铭记，让例子真正支撑『心灵为本质』。

让步过度跑偏

反面：『Appearance is very important. A good face helps you get jobs and friends. Looks matter a lot in life.』——一整段捧外貌，偏离中心。改成：『Admittedly, an attractive appearance is pleasing; however, such charm is transient, while inner beauty endures.』一句认可即转折。

英语六级 2020年9月·第1套 · 全卷构成

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 →

2020年9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2020年9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(2020-09) • 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: You are a professor of physics at the University of Oxford. You're a senior advisor at the European Organization for Nuclear Research. You also seem to tour the globe tirelessly, giving talks. And in addition, you have your own weekly TV show on science. Where do you get the energy?

M: 你是牛津大学的物理学教授。你是欧洲核子研究组织的高级顾问。你似乎还不知疲倦地在全球巡回演讲。此外，你还有自己的每周科学电视节目。你哪来这么多精力？

2 W: Oh, well, I just love what I do. I'm extremely fortunate to have this life, doing what I love doing.

W: 哦，我就是热爱我做的事情。能过上这样的生活，做我热爱的事，我感到非常幸运。

3 M: Professor, what exactly is your goal? Why do you do all of these?

M: 教授，你的目标到底是什么？你为什么做这些？

4 W: Well, as you said, I do have different things going on. But these, I think, can be divided into two groups: the education of science and the further understanding of science.

W: 嗯，就像你说的，我确实在做很多不同的事情。但我认为这些可以分为两类：科学教育和对科学的进一步理解。

5 M: Don't these two things get in the way of each other? What I mean is, doesn't giving lectures take time away from the lab?

M: 这两件事不会互相妨碍吗? 我的意思是, 做演讲不会占用实验室的时间吗?

6 W: Not really, no. I love teaching, and I don't mind spending more time doing that now than in the past. Also, what I will say is that teaching a subject helps me comprehend it better myself. I find that it furthers my own knowledge when I have to explain something clearly, when I have to aid others in understanding it, and when I have to answer questions about it. Teaching at a high level can be very stimulating for anyone, no matter how much expertise they may already have in the field they are instructing.

W: 其实不会。我热爱教学, 我不介意现在比过去花更多时间在这上面。而且, 我要说的是, 教授一门学科能帮助我自己更好地理解它。我发现当我必须清楚地解释某件事时, 当我必须帮助别人理解它时, 当我必须回答有关它的问题时, 这会增进我自己的知识。对任何人来说, 高水平的教学都是非常有启发性的, 无论他们在所教授的领域已经有多少专业知识。

7 M: Are there any scientific breakthroughs that you see on the near horizon, a significant discovery or invention we can expect soon?

M: 你有没有看到即将出现的科学突破, 我们能期待很快会有重大发现或发明吗?

8 W: The world is always conducting science, and there are constantly new things being discovered. In fact, right now we have too much data sitting in computers. For example, we have thousands of photos of planet Mars taken by telescopes that nobody has ever seen. We have them, yet nobody has had time to look at them with their own eyes, let alone analyze them.

W: 世界一直在进行科学研究, 不断有新事物被发现。事实上, 现在我们的电脑里有太多数据。比如, 我们有成千上万张望远镜拍摄的火星照片, 但从来没人看过。我们有这些照片, 但没人有时间亲眼看它们, 更别说分析它们了。

1. A) She can devote all her life to pursuing her passion.
- B) Her accumulated expertise helps her to achieve her goals.
- C) She can spread her academic ideas on a weekly TV show.
- D) Her research findings are widely acclaimed in the world.

【题目】 Why does the woman say she can be so energetic?

【翻译】 女士为什么说她能如此精力充沛?

- A) 她可以倾其一生追求自己的热爱。 B) 她积累的专业知识帮助她实现目标。
- C) 她可以在每周的电视节目上传播自己的学术思想。
- D) 她的研究成果在世界范围内广受赞誉。

【答案】 A (细节题) She can devote all her life to pursuing her passion.

【定位】 Oh, well, I just love what I do. I'm extremely fortunate to have this life, doing what I love doing.

哦, 这个嘛, 我就是热爱我所做的事。我极其幸运能拥有这样的生活, 做着自己热爱的事。

【信号】被问者的直接应答。男方上一句问她"哪来这么多精力", 女方紧接的应答 I just love what I do 就是答案句——对话里, 问句之后被问者的第一句正面回应往往就是落点。

【替换】I just love what I do ↔ pursuing her passion

love what I do = pursuing her passion

doing what I love doing ↔ devote all her life to pursuing her passion

一生热爱 ↔ devote all her life

【排除】B) 原词陷阱

Her accumulated expertise helps her to achieve her goals. 里的 expertise 来自后文第 6 段 no matter how much expertise they may already have, 但那是在谈教学的好处, 与"为何有精力"无关, 是把别处原词搬来骗选。

借用原文: no matter how much expertise they may already have

C) 张冠李戴

She can spread her academic ideas on a weekly TV show. 的 weekly TV show 出自男方提问 you have your own weekly TV show on science, 那只是介绍她的身份背景, 并非她解释精力来源, 张冠李戴。

借用原文: you have your own weekly TV show on science

D) 未提及

Her research findings are widely acclaimed in the world. 借了 research、world 这类访谈高频词, 但全文从没说她的研究成果"广受赞誉", 属未提及, 更答非"为何有精力"。

2. A) Provision of guidance for nuclear labs in Europe.

B) Touring the globe to attend science TV shows.

C) Overseeing two research groups at Oxford.

D) Science education and scientific research.

【题目】What has the woman been engaged in?

【翻译】女士一直从事什么工作?

A) 为欧洲的核实验室提供指导。 B) 环游世界参加科学电视节目。

C) 在牛津大学监管两个研究小组。 D) 科学教育和科学研究。

【答案】D (细节题) Science education and scientific research.

【定位】Well, as you said, I do have different things going on. But these, I think, can be divided into two groups: the education of science and the further understanding of science.

嗯, 正如你所说, 我手头确实有不少不同的事。但这些, 我认为, 可以分成两大类: 科学教育, 以及对科学的进一步理解。

【信号】归并信号 divided into two groups。她用 can be divided into two groups 把零散事务收成两类, 这种"归类"句正是回答"主要从事什么"的落点; 冒号后两项就是答案核心。

【替换】 the education of science and the further understanding of science ↔

Science education and scientific research

education+understanding ↔ education+research

【排除】 A) 原词陷阱

Provision of guidance for nuclear labs in Europe. 借男方介绍里的 a senior advisor at the European Organization for Nuclear Research, 但那只是她诸多身份之一, 不是她对"从事什么"的总括, 以偏概全。

借用原文: a senior advisor at the European Organization for Nuclear Research

B) 原词陷阱

Touring the globe to attend science TV shows. 把男方提到的 tour the globe tirelessly, giving talks 和 weekly TV show on science 两件事拼一起, 既非她的归类、内容也被改装(去做讲座变成去上电视秀), 原词陷阱。

借用原文: tour the globe tirelessly, giving talks

C) 原词陷阱

Overseeing two research groups at Oxford. 里的数字 two 与地名 Oxford 极具迷惑性, 但原文只说她是 a professor of physics at the University of Oxford, 从未提"管两个研究组", 数字属无中生有。

借用原文: a professor of physics at the University of Oxford

3. A) A better understanding of a subject.

B) A stronger will to meet challenges.

C) A broader knowledge of related fields.

D) A closer relationship with young people.

【题目】 What does the woman say about the benefit teaching brings to her?

【翻译】 女士如何评价教学给她带来的益处?

A) 对某一学科有更深入的理解。 B) 迎接挑战的意志更加坚强。

C) 对相关领域有更广泛的了解。 D) 与年轻人建立更紧密的关系。

【答案】 A (细节题) A better understanding of a subject.

【定位】 Also, what I will say is that teaching a subject helps me comprehend it better myself. I find that it furthers my own knowledge when I have to explain something clearly.

另外, 我想说的是, 教一门学科能帮助我自己更好地理解它。我发现, 当我必须把某件事讲清楚时, 这会增进我自己的知识。

【信号】 受益句 helps me comprehend it better. 她用 teaching a subject helps me comprehend it better myself 直说教学的好处, helps me 是受益标志句, 答案就锁在这里。

【替换】 helps me comprehend it better ↔ A better understanding of a subject

comprehend better = better understanding

【排除】 B) 过度推断

A stronger will to meet challenges. 看似呼应第 6 段 Teaching at a high level can be very stimulating, 但 stimulating 指"令人有激情/受激励", 并非"更强的迎难意志", 属过度推断。

借用原文: Teaching at a high level can be very stimulating

C) 偷换概念

A broader knowledge of related fields. 借了她说的 furthers my own knowledge 里的 knowledge, 但她讲的是同一学科理解"更深", C 却改成相关领域"更广", 深被偷换成广。

借用原文: it furthers my own knowledge

D) 未提及

A closer relationship with young people. 像是从 aid others in understanding it 联想"帮助别人→拉近关系", 但原文谈的是教学增进她自己的理解, 从未说"与年轻人关系更近", 未提及。

-
4. A) By applying the latest research methods.
B) By making full use of the existing data.
C) By building upon previous discoveries.
D) By utilizing more powerful computers.

【题目】 How does the woman say new scientific breakthroughs can be made possible?

【翻译】 女士认为如何才能实现新的科学突破?

- A) 通过应用最新的研究方法。 B) 通过充分利用现有数据。
C) 通过在先前发现的基础上进行研究。 D) 通过使用更强大的计算机。

【答案】 B (细节题) By making full use of the existing data.

【定位】 In fact, right now we have too much data sitting in computers. We have them, yet nobody has had time to look at them with their own eyes, let alone analyze them.

事实上, 眼下我们有太多数据躺在电脑里。我们手握这些数据, 却没人有时间亲眼看过它们, 更别说分析了。

【信号】 现状落差暗示出路。她强调 right now we have too much data sitting in computers 却 nobody has had time to look at them——点出"数据已有、只是没人去用"的落差, 言下之意突破靠把现有数据用起来。

【替换】 we have too much data sitting in computers ↔ making full use of the existing data

已有大量数据 ↔ existing data

nobody has had time to look at them with their own eyes, let alone analyze them ↔

making full use of the existing data

没人去看分析 ↔ 该 full use

【排除】 A) 未提及

By applying the latest research methods. 听起来合理，但原文谈的是"数据已有、没人去看"，从未提"用最新研究方法"，无中生有。

C) 偷换概念

By building upon previous discoveries. 像是呼应 there are constantly new things being discovered 里的 discovered，但她的重点是"用好已有数据"，不是"在前人发现上加盖"，借 discover 一词擦边偷换。

借用原文：there are constantly new things being discovered

D) 原词陷阱

By utilizing more powerful computers. 直接抄了录音里的 computers (data sitting in computers)，但电脑在原文只是"数据存放处"，她从没说要"用更强的电脑"，听到 computers 就选正中圈套。

借用原文：we have too much data sitting in computers

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

1 M: Do you think dreams have special meanings?

M: 你觉得梦有特殊含义吗?

2 W: No, I don't think they do.

W: 不，我觉得没有。

3 M: I don't either. But some people do. I would say people who believe that dreams have special meanings are superstitious, especially nowadays. In the past, during the times of ancient Egypt, Greece or China, people used to believe that dreams could foresee the future. But today, with all the scientific knowledge that we have, I think it's much harder to believe in these sorts of things.

M: 我也不这么认为。但有些人相信。我会说那些相信梦有特殊含义的人是迷信的，尤其是在现在。在过去，在古埃及、希腊或中国时期，人们曾经相信梦能预见未来。但今天，有了我们掌握的所有科学知识，我认为要相信这类事情就难多了。

4 W: My grandmother is superstitious, and she thinks dreams can predict the future. Once she dreamed that the flight she was due to take the following day crashed. Can you guess what she did? She didn't take that flight. She didn't even bother to go to the airport the following day. Instead, she took the same flight but a week later. And everything was fine, of course. No plane ever crashed.

W: 我奶奶很迷信，她认为梦能预测未来。有一次她梦到自己第二天要坐的航班坠毁了。你猜她怎么做的？她没坐那个航班。第二天她甚至都没去机场。相反，她坐了同一个航班，但是一周之后的。结果当然一切都好好的，没有飞机坠毁。

5 M: How funny! Did you know that flying is actually safer than any other mode of transport? It's been statistically proven. People can be so irrational sometimes.

M: 真有意思！你知道吗，坐飞机实际上比任何其他交通方式都安全？这在统计学上已经得到证实。人们有时候真是太不理性了。

6 W: Yes, absolutely. But even if we think they are ridiculous, emotions can be just as powerful as rational thinking.

W: 是的，完全同意。但即使我们觉得它们很荒谬，情感有时可以和理性思考一样强大。

7 M: Exactly. People do all sorts of crazy things because of their irrational feelings. But in fact, some psychologists believe that our dreams are the result of our emotions and memories from that day. I think it was Sigmund Freud who said that children's dreams were usually simple representations of their wishes, things they wished would happen. But in adults, dreams are much more complicated reflections of their more sophisticated sentiments.

M: 没错。人们会因为非理性的感受做各种疯狂的事。但实际上，一些心理学家认为我们的梦是当天情感和记忆的结果。我记得好像是Sigmund Freud说过，儿童的梦通常是他们愿望的简单呈现，是他们希望发生的事情。但在成年人身上，梦是他们更复杂情感的更为复杂的反映。

8 W: Isn't it interesting how psychologists try to understand using the scientific method something as bizarre as dreams? Psychology is like the rational study of irrational feelings.

W: 心理学家试图用科学方法去理解像梦这样奇异的东西，这不是很有趣吗？心理学就像是对非理性感受的理性研究。

5. A) They can predict future events.
B) They have no special meanings.
C) They have cultural connotations.
D) They cannot be easily explained.

【题目】 What do both speakers think of dreams?

【翻译】 两位说话者对梦的看法是什么？

- A) 梦能够预测未来事件。 B) 梦没有特殊含义。 C) 梦具有文化内涵。
D) 梦无法轻易解释。

【答案】 B (态度观点题) They have no special meanings.

【定位】 M: Do you think dreams have special meanings? W: No, I don't think they do. M: I don't either.

男：你觉得梦有特殊含义吗？女：不，我觉得没有。男：我也不觉得有。

【信号】 被问者的直接应答。男方一开口就问“梦有无特殊含义”，女方 No, I don't think they do. 是直接应答，男方紧接 I don't either. 表示“我也不”，一问两答把双方立场都钉死，这正是答案句信号。

【替换】 No, I don't think they do. ↔ They have no special meanings.

否定提问=否定其内容

【排除】 A) 与原文相反

They can predict future events. 抓的是录音 dreams could foresee the future, 但那是男方转述"古人曾经相信"的旧观念, 并被他用 much harder to believe in these sorts of things 否定, 不是两人现在的看法。

借用原文: people used to believe that dreams could foresee the future

C) 未提及

They have cultural connotations. 听上去高级, 但录音通篇没说梦有"文化内涵", cultural connotations 是凭空添加, 无任何对应句。

D) 答非所问

They cannot be easily explained. 录音从未说梦"难以解释"; 两人讨论的是梦有没有特殊含义, 而非解释难度, 与他们表达的看法不符。

-
6. A) It was canceled due to bad weather.
B) She overslept and missed the flight.
C) She dreamed of a plane crash.
D) It was postponed to the following day.

【题目】 Why didn't the woman's grandmother take her scheduled flight?

【翻译】 为什么这位女士的祖母没有乘坐预定的航班?

- A) 航班因恶劣天气被取消了。 B) 她睡过头了,错过了航班。 C) 她梦到了飞机失事。
D) 航班被推迟到第二天。

【答案】 C (细节题) She dreamed of a plane crash.

【定位】 Once she dreamed that the flight she was due to take the following day crashed. Can you guess what she did? She didn't take that flight.

有一次她梦见自己第二天要坐的那班飞机坠毁了。你猜她怎么做? 她没坐那班飞机。

【信号】 因果叙事链。 女方先说 she dreamed that the flight... crashed (梦见坠机), 紧接 She didn't take that flight. (于是没坐), 前因后果一气呵成, "梦见坠机"就是没坐航班的原因, 是本题答案信号。

【替换】 she dreamed that the flight she was due to take the following day crashed ↔

She dreamed of a plane crash.

长句概括为短句

【排除】 A) 未提及

It was canceled due to bad weather. 录音从没提天气或航班被取消，是凭空编出的常见原因，无对应句。

B) 答非所问

She overslept and missed the flight. 录音明说 She didn't take that flight. (主动选择不坐)，而非睡过头错过；"主动不坐"和"被动错过"性质相反。

D) 原词陷阱

It was postponed to the following day. 偷了录音里的原词 the following day，但原文 the following day 是说"她原本第二天要坐"，且她是改坐一周后的航班，根本不是航班被推迟到第二天。

借用原文：the flight she was due to take the following day

7. A) They can be affected by people's childhood experiences.

B) They may sometimes seem ridiculous to a rational mind.

C) They usually result from people's unpleasant memories.

D) They can have an impact as great as rational thinking.

【题目】 What does the woman say about people's emotions?

【翻译】 这位女士关于人的情绪说了什么？

- A) 情绪可能会受到人童年经历的影响。 B) 情绪有时在理性思维看来可能显得荒谬。
C) 情绪通常源于人的不愉快记忆。 D) 情绪可以产生与理性思维同样大的影响。

【答案】 D (细节题) They can have an impact as great as rational thinking.

【定位】 But even if we think they are ridiculous, emotions can be just as powerful as rational thinking.

但即便我们觉得它们荒唐，情绪也可以和理性思考一样强大。

【信号】 让步转折后的主句。 女方这句用 even if we think they are ridiculous (让步) 退一步，真正要强调的是转折之后的主句 emotions can be just as powerful as rational thinking，让步从句是幌子、主句才是观点，正是答案信号。

【替换】 emotions can be just as powerful as rational thinking ↔

They can have an impact as great as rational thinking.

powerful换成great impact

【排除】 A) 张冠李戴

They can be affected by people's childhood experiences. 蹭的是后文 children's dreams 里的"孩子"印象, 但那处讲的是"梦"不是"情绪", 且女方没说情绪受童年经历影响。

借用原文: children's dreams were usually simple representations of their wishes

B) 原词陷阱

They may sometimes seem ridiculous to a rational mind. 抓住了原词 we think they are ridiculous, 但那只是女方让步退一步说的半句, 她真正强调的是转折后的"情绪同样强大", 只取让步句等于漏掉了观点。

借用原文: even if we think they are ridiculous

C) 偷换概念

They usually result from people's unpleasant memories. 录音虽提过 memories, 但没说情绪"源于不愉快的记忆", unpleasant 是凭空加的限定, 与女方所说不符。

借用原文: our dreams are the result of our emotions and memories from that day

8. A) They call for scientific methods to interpret.

B) They mirror their long-cherished wishes.

C) They reflect their complicated emotions.

D) They are often related to irrational feelings.

【题目】 What did psychologist Sigmund Freud say about adults' dreams?

【翻译】 心理学家Sigmund Freud关于成年人的梦说了什么?

A) 梦需要科学方法来解释。 B) 梦反映了人们长久以来珍视的愿望。

C) 梦反映了人们复杂的情绪。 D) 梦常常与非理性情感有关。

【答案】 C (细节题) They reflect their complicated emotions.

【定位】 But in adults, dreams are much more complicated reflections of their more sophisticated sentiments.

但在成人身上, 梦是他们更为复杂精微的情感的、远更复杂的反映。

【信号】 But转折切到成人。 前句讲 children's dreams... simple representations of their wishes (孩子的梦=愿望), 随后 But in adults 用 But 转向成人, 这句才是题干问的成人梦, 是答案信号——转折后才是本题落点。

【替换】 dreams are much more complicated reflections of their more sophisticated sentiments ↔

They reflect their complicated emotions.

sentiments=emotions改写

【排除】 A) 张冠李戴

They call for scientific methods to interpret. 抓的是结尾女方 psychologists try to understand using the scientific method, 但那是女方的感叹、谈的是"心理学家研究梦", 并非弗洛伊德对成人梦的说法。

借用原文: psychologists try to understand using the scientific method

B) 原词陷阱

They mirror their long-cherished wishes. 盗用原词 their wishes, 但弗洛伊德说"愿望"指的是 children's dreams (孩子的梦), 题问的是成人, 对象被偷换。

借用原文: children's dreams were usually simple representations of their wishes

D) 张冠李戴

They are often related to irrational feelings. 蹭的是前文 irrational feelings, 那是男方说"人因非理性情绪做疯狂事", 并非弗洛伊德对成人梦下的定性。

借用原文: People do all sorts of crazy things because of their irrational feelings.

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 While some scientists explore the surface of Antarctica, others are learning more about a giant body of water four kilometers beneath the ice pack. Scientists first discovered Lake Vostok in the 1970s by using radio waves that penetrate the ice. Since then, they have used sound waves and even satellites to map this massive body of water.

当一些科学家探索南极洲表面时,其他科学家正在了解更多关于冰层下方四千米处一个巨大水体的信息。科学家在20世纪70年代首次通过使用能穿透冰层的无线电波发现了沃斯托克湖。此后,他们利用声波甚至卫星来绘制这个巨大水体的地图。

2 How does the water in Lake Vostok remain liquid beneath an ice sheet? "The thick glacier above acts like an insulating blanket and keeps the water from freezing," says Martin Siegert, a glaciologist from the University of Wales. In addition, geothermal heat from deep within the earth may warm the hidden lake. The scientists suspect that micro-organisms may be living in Lake Vostok, closed off from the outside world for more than 2 million years.

沃斯托克湖中的水如何在冰盖下保持液态?威尔士大学的冰川学家Martin Siegert说:"上方厚厚的冰川就像一条绝缘毯,防止水结冰。"此外,来自地球深处的地热可能使这个隐藏的湖泊保持温暖。科学家们怀疑微生物可能生活在沃斯托克湖中,与外界隔绝超过200万年。

3 Anything found there will be totally alien to what's on the surface of the earth, says Siegert. Scientists are trying to find a way to drill into the ice and draw water samples without causing contamination. Again, robots might be the solution. If all goes as planned, a drill-shaped robot will melt through the

surface ice. When it reaches the lake, it will release another robot that can swim in the lake, take pictures, and look for signs of life.

Siegert说,在那里发现的任何东西都将与地球表面的东西完全不同。科学家们正在努力寻找一种方法来钻入冰层并抽取水样而不造成污染。机器人可能再次成为解决方案。如果一切按计划进行,一个钻头形状的机器人将融化表层冰。当它到达湖面时,它将释放另一个可以在湖中游泳、拍照并寻找生命迹象的机器人。

4 The scientists hope their discoveries will shed light on life in outer space, which might exist in similar dark and airless conditions. Recently, close-up pictures of Jupiter's moon, Europa, show signs of water beneath its icy surface. Once tested in Antarctica, robots could be sent to Europa to search for life there too.

科学家们希望他们的发现将揭示外太空生命的奥秘,这些生命可能存在于类似的黑暗和无空气条件下。最近,木星卫星Europa的特写照片显示其冰冷表面下有水的迹象。一旦在南极洲测试成功,机器人也可以被送往Europa去那里寻找生命。

9. A) Radio waves.
B) Sound waves.
C) Robots.
D) Satellites.

【题目】 What did scientists first use to discover Lake Vostok in the 1970s?

【翻译】 科学家在20世纪70年代最初使用什么发现了沃斯托克湖?

A) 无线电波。 B) 声波。 C) 机器人。 D) 卫星。

【答案】 A (细节题) Radio waves.

【定位】 Scientists first discovered Lake Vostok in the 1970s by using radio waves that penetrate the ice. Since then, they have used sound waves and even satellites to map this massive body of water.

科学家在 1970 年代最早是用能穿透冰层的无线电波发现沃斯托克湖的。此后,他们又用声波甚至卫星来绘制这片巨大水体的地图。

【信号】 **first** 与时间状语对准题干。答案句里的 Scientists first discovered Lake Vostok in the 1970s by using radio waves 同时含 first 和 in the 1970s, 与题干的 first、in the 1970s 严丝合缝。by using 后面跟的就是问题要的工具,这个 first+时间的呼应就是定位信号。

【替换】 by using radio waves that penetrate the ice ↔ **Radio waves.**

原句提炼为名词短语

【排除】 B) 原词陷阱

录音确实念到了 they have used sound waves, 但前面有 Since then (从那以后), 说明声波是发现湖之后才用来绘图的, 不是 first 时用的。听到 sound waves 就选, 正中原词陷阱。

借用原文: Since then, they have used sound waves

C) 原词陷阱

录音后文提到 robots might be the solution, 但那是后来用于钻冰取样的设想, 跟 1970 年代最初发现湖完全是两回事。听到 robots 这个全文反复出现的词就选, 是被原词带偏。

借用原文: robots might be the solution

D) 原词陷阱

录音念到 even satellites to map this massive body of water, 但同样在 Since then 之后, 是用来绘图的, 不是最初发现用的。和声波一样, 落在 first 之外。

借用原文: they have used sound waves and even satellites

-
10. A) It may be freezing fast beneath the glacier.
B) It may have micro-organisms living in it.
C) It may have certain rare minerals in it.
D) It may be as deep as four kilometers.

【题目】 What do scientists think about Lake Vostok?

【翻译】 科学家对沃斯托克湖有何看法?

- A) 它可能正在冰川下快速冻结。 B) 它可能有微生物生活在其中。
C) 它可能含有某些稀有矿物质。 D) 它可能深达四公里。

【答案】 B (细节题) It may have micro-organisms living in it.

【定位】 The scientists suspect that micro-organisms may be living in Lake Vostok, closed off from the outside world for more than 2 million years.

科学家推测, 可能有微生物生活在沃斯托克湖中, 这片湖与外界隔绝已超过两百万年。

【信号】 suspect 引出推测。 答案句以 The scientists suspect that 开头, suspect (推测) 正是题干 think 所问的判断动词。这个带推测口气的引导词就是信号——它后面跟的 micro-organisms may be living 就是科学家的看法。

【替换】 micro-organisms may be living in Lake Vostok ↔ **It may have micro-organisms living in it.**

主动改写为 have 结构

【排除】 A) 与原文相反

录音念到 glacier 和 freezing 相关内容，但原文说的是 keeps the water from freezing (防止水结冰)，意思是不结冰；选项 It may be freezing fast beneath the glacier. 反说成正在快速结冰，正好与原文相反。

借用原文：keeps the water from freezing

C) 未提及

选项 It may have certain rare minerals in it. 句式和正确项 B 几乎一样 (It may have...)，极易混；但 rare minerals (稀有矿物) 在整段录音里根本没出现，是凭空添的。

D) 原词陷阱

录音开头确实念到 four kilometers beneath the ice pack，选项 It may be as deep as four kilometers. 就盗用了这个数字。但 four kilometers 是讲湖的深度位置，不是科学家对湖的看法，与题干问的 think 不符。

借用原文：four kilometers beneath the ice pack

11. A) Help understand life in freezing conditions.

B) Help find new sources of fresh water.

C) Provide information about other planets.

D) Shed light on possible life in outer space.

【题目】 What do the scientists hope their discoveries will do?

【翻译】 科学家希望他们的发现能做什么？

A) 帮助理解冰冻条件下的生命。 B) 帮助找到新的淡水来源。

C) 提供有关其他行星的信息。 D) 揭示外层空间可能存在生命的线索。

【答案】 D (目的题) Shed light on possible life in outer space.

【定位】 The scientists hope their discoveries will shed light on life in outer space, which might exist in similar dark and airless conditions.

科学家希望他们的发现能为外太空的生命提供启示，那里的生命可能存在于类似的黑暗、无空气的环境中。

【信号】 hope 领出愿望句。 答案句 The scientists hope their discoveries will shed light on life in outer space 以 hope 开头，与题干 hope 完全对应。篇章独白的目的/展望句常落在结尾段，这里正是末段第一句，hope 就是定位信号。

【替换】 shed light on life in outer space ↔ **Shed light on possible life in outer space.**

近乎原句仅加 possible

【排除】 A) 原词陷阱

录音前文反复讲冰下、freezing 的环境，选项 Help understand life in freezing conditions. 盗用了 life、freezing 这些词。但科学家最终的 hope 是指向外太空生命，理解冰冻环境只是过程，不是题干问的最终目标。A 与 D 都谈 life，最易切不开。

借用原文：shed light on life in outer space

B) 未提及

选项 Help find new sources of fresh water. 谈寻找新淡水来源，录音通篇讲的是探测湖、找生命，从未提把湖当淡水资源来开发，属凭空添加。

C) 偷换概念

录音末段提到木星卫星 Jupiter's moon, Europa, 选项 Provide information about other planets. 听起来像沾边，但科学家的 hope 是 shed light on life (启示生命)，不是提供关于行星本身的信息，把对生命的启示偷换成了对行星的信息。

借用原文：Jupiter's moon, Europa

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

1 The idea to study the American Indian tribe Tarahumaras came to James Copeland in 1984 when he discovered that very little research had been done on their language. He contacted a tribe member through a social worker who worked with the tribesmen in Mexico. At first, the tribe member, named Gonzalez, was very reluctant to cooperate. He told Copeland that no amount of money could buy his language. But after Copeland explained to him what he intended to do with his research and how it would benefit the Tarahumaras, Gonzalez agreed to help. He took Copeland to his village and served as an intermediary. Copeland says, "Thanks to him, the Tarahumaras understood what our mission was and started trusting us."

研究美国印第安部落Tarahumaras的想法始于1984年，当时James Copeland发现关于他们语言的研究非常少。他通过一位在墨西哥与部落成员打交道的社会工作者联系上了一名部落成员。起初，这位名叫Gonzalez的部落成员非常不愿意合作。他告诉Copeland，再多的钱也买不到他的语言。但在Copeland向他解释了研究意图以及这将如何使Tarahumaras受益之后，Gonzalez同意帮忙。他带Copeland去了他的村庄并担任中间人。Copeland说："多亏了他，Tarahumaras理解了我们的使命并开始信任我们。"

2 Entering the world of the Tarahumaras has been a laborious project for Copeland. To reach their homeland he must drive two and a half days from Houston, Texas. He loads up his vehicle with goods that the tribesmen can't easily get, and gives the goods to them as a gesture of friendship. The Tarahumaras, who don't believe in accumulating wealth, take the food and share it among themselves.

进入Tarahumaras的世界对Copeland来说是一个艰苦的项目。要到达他们的家园，他必须从德克萨斯州休斯顿驱车两天半。他在车上装满部落成员不容易获得的物品，并将这些物品送给他们作为友谊的表示。不相信积累财富的Tarahumaras接受了食物并在彼此之间分享。

3 For Copeland, the experience has not only been academically satisfying, but also has enriched his life in several ways. "I see people rejecting technology and living a very hard, traditional life, which offers me another notion about the meaning of progress in the western tradition," he says. "I experience the

simplicity of living in nature that I would otherwise only be able to read about. I see a lot of beauty in their sense of sharing and concern for each other."

对Copeland来说，这段经历不仅在学术上令人满意，而且在多方面丰富了他的生活。他说："我看到人们拒绝技术，过着非常艰苦的传统生活，这为我提供了关于西方传统中进步意义的另一种观念。我体验到生活在自然中的简单，否则我只能从书中读到。我在他们的分享意识和彼此关心看到了很多美好。"

12. A) He found there had been little research on their language.
B) He was trying to preserve the languages of the Indian tribes.
C) His contact with a social worker had greatly aroused his interest in the tribe.
D) His meeting with Gonzalez had made him eager to learn more about the tribe.

【题目】 Why did James Copeland want to study the American Indian tribe Tarahumaras?

【翻译】 James Copeland 为什么想要研究美洲印第安部落 Tarahumaras?

- A) 他发现对他们的语言几乎没有研究。 B) 他试图保护印第安部落的语言。
C) 他与一名社会工作者的接触极大地激发了他对该部落的兴趣。
D) 他与 Gonzalez 的会面使他渴望更多地了解该部落。

【答案】 A (细节题) He found there had been little research on their language.

【定位】 The idea to study the American Indian tribe Tarahumaras came to James Copeland in 1984 when he discovered that very little research had been done on their language.

研究塔拉乌马拉这个美洲印第安部落的念头，是 1984 年 James Copeland 发现几乎没有人研究过他们的语言时产生的。

【信号】 起因标志 when he discovered. 答案句用 The idea to study... came to James Copeland in 1984 when he discovered that very little research had been done on their language, 其中 when he discovered (当他发现.....时) 正是交代念头"如何产生"的起因信号，这一句即承载动机。

【替换】 very little research had been done on their language ↔

there had been little research on their language

被动句几乎原义保留、仅去掉 very

he discovered ↔ **He found**

discover 与 found 同义替换

【排除】 B) 原词陷阱

He was trying to preserve the languages of the Indian tribes. 借用了原文反复出现的 language 一词，但原文只说他要"研究 study"语言，从未说他要"保护 preserve"语言，把"研究"偷换成"保护"，过度拔高了动机。

借用原文：very little research had been done on their language

C) 原词陷阱

His contact with a social worker had greatly aroused his interest in the tribe. 盗用了原文的 social worker，但原文里社工只是 He contacted a tribe member through a social worker 的联络渠道，并非"激起他兴趣"的动机；兴趣的真正起因是发现研究空白。

借用原文：He contacted a tribe member through a social worker

D) 张冠李戴

His meeting with Gonzalez had made him eager to learn more about the tribe. 盗用了人名 Gonzalez，但原文里念头早在 1984 年发现研究空白时就产生了，之后才通过社工联系到 Gonzalez，是"先有动机、后遇此人"，选项把因果时序颠倒了。

借用原文：He contacted a tribe member through a social worker

-
13. A) He taught Copeland to speak the Tarahumaras language.
B) He persuaded the Tarahumaras to accept Copeland's gifts.
C) He recommended one of his best friends as an interpreter.
D) He acted as an intermediary between Copeland and the villagers.

【题目】 How did Gonzalez help James Copeland?

【翻译】 Gonzalez 如何帮助 James Copeland?

- A) 他教 Copeland 说 Tarahumaras 语。
B) 他说服 Tarahumaras 人接受 Copeland 的礼物。
C) 他推荐了他最好的朋友之一担任口译员。 D) 他在 Copeland 和村民之间充当中间人。

【答案】 D (细节题) He acted as an intermediary between Copeland and the villagers.

【定位】 He took Copeland to his village and served as an intermediary.

他把 Copeland 带到自己的村庄，并充当了中间人。

【信号】 人物动作句 served as an intermediary. 答案句 He took Copeland to his village and served as an intermediary 直接描述 Gonzalez 做的事，其中 served as an intermediary (充当中间人) 就是"怎么帮"的核心动作，是本题的落点。

【替换】 served as an intermediary ↔ **acted as an intermediary between Copeland and the villagers**
served as 与 acted as 同义、intermediary 原义保留

【排除】 A) 未提及

He taught Copeland to speak the Tarahumaras language. 借用了贯穿全文的 language 话题，但原文从未说 Gonzalez 教 Copeland 说部落语言，"teach to speak"是原文没有的捏造动作。

B) 张冠李戴

He persuaded the Tarahumaras to accept Copeland's gifts. 盗用了"村民接受东西"这一情节 (take the food and share it among themselves)，但那是第二段讲送礼，并非 Gonzalez 劝说所致，把别处情节张冠李戴给了 Gonzalez。

借用原文：take the food and share it among themselves

C) 偷换概念

He recommended one of his best friends as an interpreter. 用 interpreter (翻译) 来碰瓷原文的 intermediary (中间人)，两词形近义近最易混；但原文是 Gonzalez 本人 served as an intermediary，从未"推荐好友当翻译"，属偷换角色。

借用原文：served as an intermediary

14. A) Unpredictable.

B) Unjustifiable.

C) Laborious.

D) Tedious.

【题目】 What does the speaker say about James Copeland's trip to the Tarahumaras village?

【翻译】 讲话者对 James Copeland 前往 Tarahumaras 村庄的旅行是怎么说的？

A) 不可预测的。 B) 不合理的。 C) 艰苦的。 D) 乏味的。

【答案】 C (细节题) Laborious.

【定位】 Entering the world of the Tarahumaras has been a laborious project for Copeland.

对 Copeland 来说，走进塔拉乌马拉人的世界一直是一项艰辛费力的工程。

【信号】 直接定性词 **laborious**。答案句 Entering the world of the Tarahumaras has been a laborious project for Copeland 用 laborious 一词直接给这趟历程定性，紧接着用 he must drive two and a half days from Houston, Texas 举"开车两天半"为佐证，证实其"费力"，这就是答案信号。

【替换】 a laborious project ↔ **Laborious**

选项就是原文形容词，但靠语境判义而非靠原词偷懒

【排除】 A) 未提及

Unpredictable. (难以预料的) 原文未提, 行程被描述为路途遥远、艰辛, 但没有任何"结果难料、变化无常"的意思, 属凭空添义。

B) 未提及

Unjustifiable. (无正当理由的、站不住脚的) 与原文毫无关联, 原文谈的是行程艰辛, 没有任何"不合理、缺乏正当性"的评价。

D) 偷换概念

Tedious. (枯燥乏味的) 与正确项 laborious 中文都像"难熬", 但 tedious 侧重"单调无聊", 原文强调的是开车两天半的"耗费体力、艰辛", 侧重"累"而非"闷", 含义对不上。

借用原文: he must drive two and a half days from Houston, Texas

-
15. A) Their appreciation of help from the outsiders.
B) Their sense of sharing and caring.
C) Their readiness to adapt to technology.
D) Their belief in creating wealth for themselves.

【题目】 What impresses James Copeland about the Tarahumaras tribe?

【翻译】 Tarahumaras 部落的什么给 James Copeland 留下了深刻印象?

- A) 他们对外来者帮助的感激。 B) 他们的分享与关怀意识。 C) 他们适应技术的准备。
D) 他们为自己创造财富的信念。

【答案】 B (细节题) Their sense of sharing and caring.

【定位】 I see a lot of beauty in their sense of sharing and concern for each other.

我在他们彼此分享、互相关心的精神里看到了许多美好。

【信号】 直抒赞赏句 I see a lot of beauty in. 答案句 I see a lot of beauty in their sense of sharing and concern for each other 用 see a lot of beauty in (看到许多美好) 直接表达赞赏, 是讲述者点名"被打动之处"的落点, 正是 impress 题的答案信号。

【替换】 their sense of sharing and concern for each other ↔ **Their sense of sharing and caring.**
concern for each other 浓缩为 caring

【排除】 A) 未提及

Their appreciation of help from the outsiders. 原文从未提部落"感激外来者的帮助"; 原文虽讲 Copeland 送礼示好, 但被打动的是"分享精神", 而非部落对外人的感激, 属无中生有。

C) 与原文相反

Their readiness to adapt to technology. 盗用了原文的 technology 一词, 但原文是 I see people rejecting technology (拒绝技术), 选项却说他们"乐于接纳技术", 极性完全反了。

借用原文: I see people rejecting technology and living a very hard, traditional life

D) 与原文相反

Their belief in creating wealth for themselves. 与原文 The Tarahumaras, who don't believe in accumulating wealth 直接矛盾——原文说他们"不相信积累财富", 选项却说他们"信奉为自己创造财富", 意思反了。

借用原文: The Tarahumaras, who don't believe in accumulating wealth

Section C

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

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

1 What is a radical? It seems today that people are terrified of the term, particularly of having the label attached to them. Accusing individuals or groups of being radical often serves to silence them into submission, thereby maintaining the existing state of affairs, and, more important, preserving the power of a select minority who are mostly wealthy white males in western society.

什么是激进分子?如今,人们似乎对这个词感到恐惧,尤其是害怕被贴上这样的标签。指责个人或团体是激进分子往往会让他们沉默并屈服,从而维持现有状态,更重要的是,保护在西方社会中主要由富有的白人男性组成的少数特权群体的权力。

2 Feminism is a perfect example of this phenomenon. The women's movement has been plagued by stereotypes, misrepresentations by the media, and accusations of man-hating and radicalism, when the basic foundation of feminism is simply that women deserve equal rights in all facets of life. When faced with the threat of being labelled radical, women back down from their worthy calls and consequently participate in their own oppression.

女权主义就是这种现象的完美例证。女性运动一直饱受刻板印象、媒体歪曲报道以及仇恨男性和激进主义指控的困扰,而女权主义的基本理念不过是女性在生活的各个方面都应享有平等权利。当面临被贴上激进分子标签的威胁时,女性会从她们正当的诉求中退缩,从而参与到对自身的压迫之中。

3 It has gotten to the point that many women are afraid to call themselves feminists because of the stigma attached to the word. If people refuse to be controlled and intimidated by stigmas, the stigmas lose all their power. Without fear on which they feed, such stigmas can only die.

事态已发展到许多女性因为这个词所附带的污名而害怕称自己为女权主义者。如果人们拒绝被污名控制和威胁,这些污名就会失去所有力量。没有了它们赖以生存的恐惧,这些污名只能消亡。

4 To me, a radical is simply someone who rebels against the norm or advocates a change in the existing state of affairs. On close inspection, it becomes clear that the norm is constantly evolving and therefore is not a constant entity.

对我而言,激进分子不过是反抗常规或倡导改变现有状况的人。仔细审视就会发现,常规是不断演变的,因此并非一个恒定不变的实体。

5 So why then is deviation from the present situation such a threat when the state of affairs itself is unstable and subject to relentless transformation?

那么,既然现有状况本身是不稳定的并且会经历持续不断的变化,为什么偏离当前情况会构成如此大的威胁?

6 It all goes back to maintaining the power of those who have it and preventing the right of those who don't. In fact, when we look at the word "radical" in a historical context, nearly every figure we now hold up as a hero was considered a radical in his or her time. Radicals are people who effect change. They are the people about whom history is written. Abolitionists were radicals; civil rights activists were radicals; even the founders of our country in their fight to win independence from England were radicals. Their presence in history has changed the way our society functions, mainly by shifting the balance of power that previously existed. Of course, there are some radicals who've made a negative impact on humanity, but undeniably, there would simply be no progress without radicals. That being said, next time someone calls me a radical, I will accept that label with pride.

这一切都归结于维护拥有权力者的权力,并阻止没有权力者获得权利。事实上,当我们从历史语境审视"激进分子"这个词时,几乎每一个我们现在奉为英雄的人物在其所处的时代都被视为激进分子。激进分子是促成变革的人。他们是历史书写的对象。废奴主义者是激进分子;民权活动家是激进分子;甚至我们国家的缔造者在为赢得独立于英格兰的斗争中也是激进分子。他们在历史中的存在改变了我们社会运作的方式,主要是通过改变此前存在的权力平衡。当然,也有一些激进分子对人类产生了负面影响,但不可否认的是,没有激进分子就不会有进步。话虽如此,下次有人称我为激进分子时,我会自豪地接受这个标签。

16. A) They tend to be silenced into submission.

B) They find it hard to defend themselves.

C) They will feel proud of being pioneers.

D) They will feel somewhat encouraged.

【题目】 What usually happens when people are accused of being radical?

【翻译】 当人们被指责为激进分子时通常会发生什么?

A) 他们往往会被迫沉默屈服。 B) 他们发现很难为自己辩护。

C) 他们会为成为先驱者感到自豪。 D) 他们会感到某种程度的鼓舞。

【答案】 A (细节题) They tend to be silenced into submission.

【定位】 Accusing individuals or groups of being radical often serves to silence them into submission, thereby maintaining the existing state of affairs.

指责个人或群体激进，往往起到把他们压制到屈服的作用，从而维持现有的状态。

【信号】 题干关键词 **accused/radical** 在原文直接复述处。答案句紧扣题干的 **accuse** 与 **radical**：原文 **Accusing individuals or groups of being radical often serves to silence them into submission** 里 **Accusing...of being radical** 正对应题干的 **accused of being radical**，紧跟其后的 **serves to...** 就是在交代『通常发生什么』，这就是承载结果的答案句。

【替换】 **serves to silence them into submission** ↔ **tend to be silenced into submission**

主动转被动、同短语原义保留

【排除】 B) **未提及**

They find it hard to defend themselves. 听起来像『被压制』的合理延伸，但录音只说被压制到屈服，从未提及『难以为自己辩护』这层意思，属于自行脑补。

C) **与原文相反**

They will feel proud of being pioneers. 里的 **proud**(自豪)出现在录音结尾——但那是作者说『下次别人叫我 **radical** 我会自豪地接受』，与本题问的『被指控者通常的遭遇(被压制)』方向相反，C 把消极结果说成了积极。

借用原文：next time someone calls me a radical, I will accept that label with pride

D) **与原文相反**

They will feel somewhat encouraged. 同样把结果说反：原文的 **silence into submission** 是被压制、退缩，绝非『受到鼓舞』，方向与答案句正相反。

17. A) One who advocates violence in effecting change.

B) One who craves for relentless transformations,

C) One who acts in the interests of the oppressed.

D) One who rebels against the existing social order.

【题目】 **What is the speaker's definition of a radical?**

【翻译】 说话者对激进分子的定义是什么？

A) 主张用暴力实现变革的人。 B) 渴望不断变革的人。 C) 为受压迫者的利益行动的人。

D) 反抗现有社会秩序的人。

【答案】 **D** (细节题) One who rebels against the existing social order.

【定位】 To me, a radical is simply someone who rebels against the norm or advocates a change in the existing state of affairs.

在我看来，激进者无非就是反抗常规、或主张改变现有状态的人。

【信号】下定义信号 **To me... is simply someone who.** To me, a radical is simply someone who rebels against the norm 里 To me... a radical is simply someone who 是典型的『作者亲口下定义』信号句，simply 还表明这就是他给的简明定义，定位到此即可。

【替换】rebels against the norm or advocates a change in the existing state of affairs ↔

rebels against the existing social order

norm/state of affairs 同义于 social order

【排除】A) **原词陷阱**

One who advocates violence in effecting change. 的 effecting change 确与录音

Radicals are people who effect change 沾边，诱人去选，但作者的定义句里只说反抗常规、主张改变，从没把 violence(暴力)写进定义，A 凭空加了暴力限定。

借用原文：Radicals are people who effect change

B) **原词陷阱**

One who craves for relentless transformations, 里的 relentless transformations 直接取自录音 subject to relentless transformation, 但那句是在形容『社会状态本身不断剧变』，并非作者给 radical 下的定义，属张冠李戴。

借用原文：the state of affairs itself is unstable and subject to relentless transformation

C) **未提及**

One who acts in the interests of the oppressed. 的 oppressed 让人联想全文为弱势翻案的基调，但作者的定义句只讲『反抗常规、主张变革』，从未说 radical 是『为被压迫者谋利的人』，这层限定原文没有。

18. A) They tried to effect social change by force.

B) They disrupted the nation's social stability.

C) They served as a driving force for progress.

D) They did more harm than good to humanity.

【题目】What does the speaker think of most radicals in the American history?

【翻译】说话者如何看待美国历史上的大多数激进分子？

A) 他们试图用武力实现社会变革。 B) 他们破坏了国家的社会稳定。

C) 他们充当了进步的推动力量。 D) 他们对人类的害处大于益处。

【答案】C (态度观点题) They served as a driving force for progress.

【定位】Of course, there are some radicals who've made a negative impact on humanity, but undeniably, there would simply be no progress without radicals.

当然，有些激进者对人类造成了负面影响，但不可否认，没有激进者就根本不会有进步。

【信号】让步转折 Of course... but undeniably... 后才是真态度。答案落在 Of course, there are some radicals who've made a negative impact on humanity, but undeniably, there would simply be no progress without radicals: Of course... 先让一步承认有负面, but undeniably 一转才是作者真正的落脚——没有 radical 就没有进步, 转折后才是态度真意。

【替换】 there would simply be no progress without radicals ↔

They served as a driving force for progress.

否定+无则不能 转为肯定『推动力』

【排除】A) 原词陷阱

They tried to effect social change by force. 借了录音的 effect change, 但加了原文没有的 by force(靠武力); 作者通篇讲 radical 推动变革, 从没说他们靠武力, by force 是擅自添加。

借用原文: Radicals are people who effect change

B) 与原文相反

They disrupted the nation's social stability. 听着像『激进=破坏稳定』的常识, 但作者立场恰恰相反——他在为 radical 翻案、强调其推动进步, 绝不会说他们破坏国家稳定, 与作者态度反向。

D) 与原文相反

They did more harm than good to humanity. 正好踩在录音 there are some radicals who've made a negative impact on humanity 这句让步话上, 听到 negative impact、humanity 就想选; 但那是 Of course 引出的退让, 作者随即用 but 推翻它, D 把铺垫当成了结论。

借用原文: there are some radicals who've made a negative impact on humanity

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

1 We are very susceptible to the influence of the people around us. For instance, you may have known somebody who has gone overseas for a year or so and has returned with an accent, perhaps. We become part of our immediate environment. None of us are immune to the influences of our own world, and let us not kid ourselves that we are untouched by the things and the people in our life.

我们很容易受到周围人的影响。例如,你可能认识某个在海外待了一年左右后回来带着口音的人。我们成为所处环境的一部分。我们没有人能免受自己所处世界的影响,我们不要自欺欺人地以为自己不受生活中的事物和人的影响。

2 Fred goes off to his new job at a factory. Fred takes his 10-minute coffee break, but the other workers take half an hour. Fred says, "What's the matter with you guys?" Two weeks later, Fred is taking 20-minute breaks. A month later, Fred takes his half hour. Fred is saying, "If you can't beat them, join them. Why should I work any harder than the next guy?"

Fred去工厂开始新工作。Fred休10分钟的咖啡休息时间,但其他工人休半小时。Fred说:"你们这些人怎么回事?"两周后,Fred开始休20分钟。一个月后,Fred也休半小时了。Fred说:"如果你无法打败他们,就加入他

们。我为什么要比别人更努力工作呢?"

3 The fascinating thing about being human is that generally we are unaware that there are changes taking place in our mentality. It is like returning to the city smog after some weeks in the fresh air—only then do we realize that we have become accustomed to the nasty smells. Mix with critical people and we learn to criticize; mix with happy people and we learn about happiness.

作为人类,有趣的是我们通常意识不到自己的心态正在发生变化。这就像在新鲜空气中待了几周后回到城市雾霾中——只有那时我们才意识到自己已经习惯了难闻的气味。与爱批评的人相处,我们学会批评;与快乐的人相处,我们学会快乐。

4 What this means is that we need to decide what we want from life and then choose our company accordingly. You may well say, "That is going to take some effort. It may not be comfortable. I may offend some of my present company." Right, but it is your life.

这意味着我们需要决定自己想从生活中得到什么,然后相应地选择我们的同伴。你可能会说:"那需要付出一些努力。可能不会很舒服。我可能会冒犯现在的一些朋友。"没错,但这是你的人生。

5 Fred may say, "I'm always broke, frequently depressed. I'm going nowhere and I never do anything exciting." Then we discover that Fred's best friends are always broke, frequently depressed, going nowhere and wishing that life was more exciting. This is not a coincidence. Nor is it our business to stand in judgment of Fred. However, if Fred ever wants to improve his quality of life, the first thing he'll need to do is recognize what has been going on all these years.

Fred可能会说:"我总是身无分文,经常抑郁。我一事无成,从不做任何令人兴奋的事。"然后我们发现Fred最好的朋友们总是身无分文,经常抑郁,一事无成,希望生活更令人兴奋。这不是巧合。评判Fred也不是我们的事。然而,如果Fred想要改善生活质量,他首先需要做的就是认识到这些年来一直在发生的事情。

6 It's no surprise that doctors as a profession suffer a lot of ill health because they spend their lives around sick people. Psychiatrists have a higher incidence of suicide in their profession for related reasons. Traditionally, 9 out of 10 children whose parents smoke, smoke themselves. Obesity is in part an environmental problem. Successful people have successful friends. And so the story goes on.

医生作为一个职业群体健康状况不佳并不奇怪,因为他们一生都与病人打交道。精神科医生的职业自杀率较高,原因也与此相关。传统上,父母吸烟的孩子中有十分之九自己也吸烟。肥胖在一定程度上是一个环境问题。成功的人有成功的朋友。故事就这样继续下去。

19. A) Few of us can ignore changes in our immediate environment.

B) It is impossible for us to be immune from outside influence.

C) Few of us can remain unaware of what happens around us.

D) It is important for us to keep in touch with our own world.

【题目】 What does the speaker say about us as human beings?

【翻译】说话者关于我们人类说了什么?

A) 我们中很少有人能够忽视我们周围环境中的变化。 B) 我们不可能不受外界影响。

C) 我们中很少有人能够对周围发生的事情毫无察觉。

D) 对我们来说, 与自己的世界保持联系是重要的。

【答案】 **B** (细节题) It is impossible for us to be immune from outside influence.

【定位】 None of us are immune to the influences of our own world, and let us not kid ourselves that we are untouched by the things and the people in our life.

我们没有谁能免疫于自身所处世界的影响，别自欺欺人地以为我们不被生活中的事和人所触动。

【信号】 **总括性强调句**。None of us are immune to the influences of our own world 用 None of us (我们没有一个人) 这种全称否定做总括强调，紧接着又用 let us not kid ourselves (别自欺欺人) 加重语气，这种把范围拉到所有人的强调句，正是说话人对人类下总论断的答案句。

【替换】 None of us are immune to the influences of our own world ↔

It is impossible for us to be immune from outside influence

全称否定改写成 impossible

【排除】 **A) 原词陷阱**

A 里 changes in our immediate environment 借用了原文 We become part of our immediate environment 的原词 immediate environment，听到这个词容易顺手就选；但 A 说的是很少有人能忽视环境变化，原文那句讲的是我们成为环境的一部分，并未说人能否忽视变化，属于借原词答非所问。

借用原文：We become part of our immediate environment

C) 偷换概念

C 的 unaware of what happens around us 让人联想到第三段 we are unaware that there are changes taking place in our mentality 里的 unaware；但原文说的是我们意识不到自己心态在变，并非意识不到周围发生了什么，而且原文恰恰强调人受影响，C 反说很少有人察觉不到周围，与本篇主线不符。

借用原文：we are unaware that there are changes taking place in our mentality

D) 未提及

D 说 It is important for us to keep in touch with our own world (与自己的世界保持联系很重要)，听上去积极正面；但全篇主旨是我们无可避免地被外界影响、要慎选所处环境，并没有把保持联系当作一种应当去做的要求，属于把基调说反、且原文未提的劝导。

-
20. A) Make up his mind to start all over again.
B) Stop making unfair judgements of others.
C) Try to find a more exciting job somewhere else.
D) Recognise the negative impact of his coworkers.

【题目】 **What does the speaker say Fred should do first to improve his quality of life?**

【翻译】 说话者说 Fred 应该首先做什么来改善他的生活质量？

- A) 下定决心重新开始。 B) 停止对他人做出不公正的评判。
C) 尝试在别处找一份更令人兴奋的工作。 D) 认识到他同事的负面影响。

【答案】 **D** (细节题) Recognise the negative impact of his coworkers.

【定位】 However, if Fred ever wants to improve his quality of life, the first thing he'll need to do is recognize what has been going on all these years.

不过，假如 Fred 真想改善自己的生活质量，他要做的第一件事，就是认清这些年来一直在发生的事。

【信号】 **转折 However 加顺序词 the first thing**。这句以 However 转折开头，把前面别去评判 Fred 的话拨回正题，再用 the first thing he'll need to do 明示第一步，转折后加顺序词的位置正是答案句所在。

【替换】 recognize what has been going on all these years ↔

Recognise the negative impact of his coworkers

笼统 what has been going on 具体化为同伴影响

【排除】 A) **过度推断**

A 说 Make up his mind to start all over again (下决心从头再来)，动作幅度远大于原文。原文第一步只是 recognize what has been going on (先认清现状)，并没有让 Fred 推倒一切重来，属于把建议拔高、过度发挥。

B) **张冠李戴**

B 的 Stop making unfair judgements of others 借用了原文 Nor is it our business to stand in judgment of Fred 里的 judgement；但原文是说自己（旁人）不该评判 Fred，主语是我们，而 B 却要 Fred 自己别评判他人，把这句话安到了错的人头上。

借用原文：Nor is it our business to stand in judgment of Fred

C) **原词陷阱**

C 说 Try to find a more exciting job somewhere else (去别处找更刺激的工作)，盗用了 Fred 自述里的 never do anything exciting 的 exciting；但那是 Fred 抱怨现状的话，不是说话人给的第一步建议，原文要他先认清现状，而非换工作。

借用原文：I never do anything exciting

21. A) They are quite susceptible to suicide.

B) They improve people's quality of life.

C) They suffer a great deal from ill health.

D) They help people solve mental problems.

【题目】 **What does the speaker say about psychiatrists?**

【翻译】 说话者关于精神科医生说了什么？

A) 他们相当容易自杀。 B) 他们改善人们的生活质量。 C) 他们深受健康不良之苦。

D) 他们帮助人们解决心理问题。

【答案】 **A** (细节题) They are quite susceptible to suicide.

【定位】 Psychiatrists have a higher incidence of suicide in their profession for related reasons.

精神科医生这一行业的自杀发生率较高，原因与此相关。

【信号】 职业名直接领出的陈述句。Psychiatrists have a higher incidence of suicide in their profession 由职业名 Psychiatrists 直接开头，是专门描述该群体的唯一一句，定位无需犹豫。

【替换】 Psychiatrists have a higher incidence of suicide in their profession ↔

They are quite susceptible to suicide

higher incidence 改写为 susceptible to

【排除】 C) **张冠李戴**

C 的 suffer a great deal from ill health 盗用了同段 doctors as a profession suffer a lot of ill health 的原句；但 suffer ill health 说的是医生（doctors），而本题问的是精神科医生（psychiatrists），把前一句对医生的描述安到了精神科医生头上。

借用原文：doctors as a profession suffer a lot of ill health

B) **偷换概念**

B 说 They improve people's quality of life，其中 quality of life 来自第五段谈 Fred 的 improve his quality of life；但那是说 Fred 改善自己的生活，与精神科医生提升他人生活无关，原文从未说精神科医生提升人们的生活质量。

借用原文：improve his quality of life

D) **未提及**

D 说 They help people solve mental problems（帮人解决心理问题），听上去正是精神科医生的本职，很有迷惑性；但原文谈精神科医生只说他们自杀率较高这一负面事实，从未提及他们帮人解决心理问题这一功能，属凭常识脑补。

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

1 Virtually every American can recognize a dollar bill at a mere glance. Many can identify it by its sound or texture. But few people indeed can accurately describe the world's most powerful, important currency.

几乎每个美国人仅凭一瞥就能认出一美元纸币。许多人能通过声音或质地辨认出它。但确实很少有人能准确描述这种世界上最强大、最重要的货币。

2 The American dollar bill is colored with black ink on one side and green on the other; the exact composition of the paper and ink is a closely guarded government secret. Despite its weighty importance, the dollar bill actually weighs little. It requires nearly 500 bills to tip the scales at a pound. Not only is the dollar bill lightweight, but it also has a brief life span. Few dollar bills survive longer than 18 months.

美元纸币一面印有黑色油墨，另一面印有绿色油墨；纸张和油墨的确切成分是政府严格保守的秘密。尽管具有重大意义，美元纸币实际上重量很轻。需要将近500张纸币才能让天平倾斜一磅。美元纸币不仅重量轻，而且寿命也很短。很少有美元纸币能存在超过18个月。

3 The word "dollar" is taken from the German word "thaler," the name for the world's most important currency in the 16th century. The thaler was a silver coin first minted in 1518 under the reign of Charles V, Emperor of Germany.

dollar这个词源自德语单词thaler,这是16世纪世界上最重要货币的名称。thaler是一种银币,于1518年在德意志皇帝查理五世统治期间首次铸造。

4 The concept of paper money is a relatively recent innovation in the history of American currency. When the Constitution was signed, people had little regard for paper money because of its steadily decreasing value during the colonial era. Because of this lack of faith, the new American government minted only coins for common currency. Interest-bearing bank notes were issued at the same time, but their purpose was limited to providing money for urgent government crises, such as American involvement in the War of 1812.

纸币的概念在美国货币史上是一项相对近期的创新。当宪法签署时,人们对纸币不太重视,因为纸币在殖民时代价值持续贬值。由于这种缺乏信任,新成立的美国政府只铸造硬币作为通用货币。同时发行了计息银行券,但其目的仅限于为紧急政府危机提供资金,例如美国参与1812年战争。

5 The first noninterest-bearing paper currency was authorized by Congress in 1862, at the height of the Civil War. At this point, citizens' old fears of devalued paper currency had calmed, and the dollar bill was born. The new green colored paper money quickly earned the nickname "greenback."

第一种不计息纸币于1862年由国会授权发行,当时正值内战高潮。此时,公民对贬值纸币的旧有恐惧已经平息,美元纸币由此诞生。这种新的绿色纸币很快获得了greenback的绰号。

6 Today, the American dollar bill is a product of the Federal Reserve, and is issued from the twelve Federal Reserve banks around the United States. The government keeps a steady supply of approximately two billion bills in circulation at all times.

如今,美元纸币是联邦储备系统的产品,由分布在美国各地的十二家联邦储备银行发行。政府始终保持约二十亿张纸币的稳定流通供应量。

7 Controversy continues to surround the true value of the dollar bill. American history has seen generations of politicians argue in favor of a gold standard for American currency. However, for the present, the American dollar bill holds the value that is printed on it, and little more. The only other guarantee on the bill is a Federal Reserve pledge as a confirmation in the form of government securities.

围绕美元纸币真实价值的争议仍在继续。美国历史上曾有几代政治家主张为美国货币建立金本位制。然而,就目前而言,美元纸币所持有的价值就是印在上面的价值,仅此而已。纸币上唯一的其他保证是联邦储备系统以政府证券形式提供的确认承诺。

22. A) Few people can identify its texture.

B) Few people can describe it precisely.

C) Its real value is open to interpretation.

D) Its importance is often over-estimated.

【题目】 What does the speaker say about the American dollar bill?

【翻译】说话者关于美元纸币说了什么？

- A) 很少有人能识别它的质地。 B) 很少有人能准确描述它。
C) 它的真实价值可以有不同的解读。 D) 它的重要性常常被高估。

【答案】B (细节题) Few people can describe it precisely.

【定位】Many can identify it by its sound or texture. But few people indeed can accurately describe the world's most powerful, important currency.

许多人能凭声音或质感认出它。但极少有人能准确描述这种世界上最强大、最重要的货币。

【信号】转折 But 后才是真意。前半 Many can identify it by its sound or texture 是铺垫，真正的落点在转折词后 But few people indeed can accurately describe, But 之后才是说话人要强调的重点，正是答案句。

【替换】few people indeed can accurately describe ↔ Few people can describe it precisely
accurately=precisely 的同义替换

【排除】A) 原词陷阱

Few people can identify its texture. 借了录音里真出现过的 texture 一词，但录音说的是‘许多人能凭质感 identify 认出它’，是‘多数人能’而非‘少数人能’，且谈的是认出不是描述，属听到原词就想选的原词陷阱。

借用原文：Many can identify it by its sound or texture

C) 张冠李戴

Its real value is open to interpretation. 说的是价值有争议，这是录音末段 Controversy continues to surround the true value of the dollar bill 的内容，与本题开头所问的‘能否描述’无关，是张冠李戴到本题。

借用原文：Controversy continues to surround the true value of the dollar bill

D) 未提及

Its importance is often over-estimated. 称重要性被高估，但录音只说它是 the world's most powerful, important currency, 从未说这种重要性被‘高估’，over-estimated 是录音没有的评价，属无中生有。

23. A) It has never seen any change.

B) It has much to do with color.

C) It is a well-protected government secret.

D) It is a subject of study by many forgers.

【题目】What does the speaker say about the exact composition of the American dollar bill?

【翻译】说话者关于美元纸币的确切成分说了什么？

- A) 它从未发生过任何变化。 B) 它与颜色有很大关系。 C) 它是政府严密保护的秘密。
D) 它是许多伪造者研究的对象。

【答案】C (细节题) It is a well-protected government secret.

【定位】 the exact composition of the paper and ink is a closely guarded government secret.

纸张和油墨的确切成分是受到严密保护的政府机密。

【信号】 对所问对象直接下定性的判断句。录音用 is 把 the exact composition of the paper and ink 直接定性为 a closely guarded government secret，这句对所问对象给出明确判断，就是答案句。

【替换】 a closely guarded government secret ↔ a well-protected government secret

closely guarded=well-protected 同义替换

【排除】 A) 未提及

It has never seen any change. 称从未有变化，但录音对 exact composition 只说它是机密，从未提它变没变过，属无中生有。

B) 原词陷阱

It has much to do with color. 借了录音真念过的 colored with black ink on one side and green on the other 里的颜色信息，但那句讲的是纸币‘外观颜色’，而本题问的是‘确切构成（成分）’，颜色和成分是两个对象，属偷换概念的原词陷阱。

借用原文：colored with black ink on one side and green on the other

D) 未提及

It is a subject of study by many forgers. 称构成是众多伪造者的研究对象，录音通篇没有出现 forgers 或伪造者研究这一说法，属未提及。

24. A) People had little faith in paper money.

B) They could last longer in circulation.

C) It predicted their value would increase.

D) They were more difficult to counterfeit.

【题目】 Why did the new American government mint only coins for common currency?

【翻译】 为什么新成立的美国政府只铸造硬币作为流通货币？

A) 人们对纸币缺乏信心。 B) 它们在流通中能保存更久。 C) 它预测它们的价值会增长。

D) 它们更难被伪造。

【答案】 A (细节题) People had little faith in paper money.

【定位】 Because of this lack of faith, the new American government minted only coins for common currency.

由于这种缺乏信任，新生的美国政府只铸造硬币作为通用货币。

【信号】 因果信号 Because of。录音用 Because of this lack of faith 直接点出‘只铸硬币’的原因，Because of 是明确的因果信号，紧随其前的 this lack of faith 即原因所在，本句为答案句。

【替换】 people had little regard for paper money ↔ People had little faith in paper money

little regard for=little faith in 同义替换

【排除】 B) 张冠李戴

They could last longer in circulation. 谈‘流通中更耐久’，录音里确有寿命话题 Few dollar bills survive longer than 18 months，但那是讲纸币短命、不是讲硬币因更耐用才被选，属张冠李戴。

借用原文：Few dollar bills survive longer than 18 months

C) 与原文相反

It predicted their value would increase. 说预测价值会上涨，但录音说的是纸币 its steadily decreasing value（价值持续下跌）才导致不信任，方向正相反，属与原文相反。

借用原文：its steadily decreasing value during the colonial era

D) 未提及

They were more difficult to counterfeit. 称硬币更难伪造，听来像个合理理由，但录音从未把‘只铸硬币’归因于防伪，counterfeit 一词原文也没出现，属未提及。

-
25. A) The stabilization of the dollar value.
B) The issuing of government securities.
C) A gold standard for American currency.
D) A steady appreciation of the U.S. dollar.

【题目】 What have generations of American politicians argued for?

【翻译】 几代美国政治家主张什么？

- A) 稳定美元价值。 B) 发行政府证券。 C) 美国货币采用金本位制。
D) 美元稳步升值。

【答案】 C（细节题） A gold standard for American currency.

【定位】 American history has seen generations of politicians argue in favor of a gold standard for American currency.

美国历史上一代又一代的政治家都主张为美国货币确立金本位。

【信号】 表态短语 argue in favor of. 录音用 argue in favor of a gold standard 这一表态短语直接说出政治家支持的对象，argue in favor of 是判定‘主张什么’的信号，其后的 a gold standard 即答案核心。

【替换】 argue in favor of a gold standard for American currency ↔

A gold standard for American currency.

近乎原词对应的主张对象

【排除】A) 未提及

The stabilization of the dollar value. 谈稳定币值，录音末段虽讲到币值 the American dollar bill holds the value that is printed on it，但从未说政治家‘争取稳定币值’，属未作为主张提及。

借用原文：the American dollar bill holds the value that is printed on it

B) 原词陷阱

The issuing of government securities. 借了录音真念过的 government securities，但原文说那是美联储担保的形式，不是几代政治家所争取的目标，属听到原词就想选的原词陷阱。

借用原文：a Federal Reserve pledge as a confirmation in the form of government securities

D) 与原文相反

A steady appreciation of the U.S. dollar. 称‘美元持续升值’，录音并无政治家主张升值之说，反而说现状是 holds the value that is printed on it, and little more（仅值面额、别无更多），与升值方向相左，属未提及兼与原文相反。

借用原文：holds the value that is printed on it, and little more

SENTENCE INSIGHTS • 句子精讲

41 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 these, I think, can be divided into two groups: the education of science and the further understanding of science.

第4段，第2句

情态动词被动式和同位语解释是四六级、考研阅读中的常见句式，插入语的使用也较典型，掌握后可应用于大量类似句子

Teaching at a high level can be very stimulating for anyone, no matter how much expertise they may already have in the field they are instructing.

第6段，第5句

本句主干识别较容易，但嵌套关系和时态组合有一定难度，成分丰富且包含多个典型易错点，结构在考试真题中出现频率较高。综合来看，本句作为句子结构和时态训练材料具有较高的教学价值，适合作为中等难度的综合练习句优先使用

We have them, yet nobody has had time to look at them with their own eyes, let alone analyze them.

第8段，第4句

并列转折句（yet 连接两个主句）和现在完成时 + 不定式后置定语的组合，在四六级和考研阅读中较为常见。let alone 作递进强调也是典型书面表达，掌握后有一定迁移价值，但整体句式不算特别高频的核心句型。

She can devote all her life to pursuing her passion.

第1题，A

"情态动词 + 动词原形 + 宾语 + 介词短语" 是常见句式，四六级和考研阅读中经常出现表示能力、可能性或建议的句子。但本句结构过于简单，不涉及从句或复杂修饰，作为真题句式的代表性中等。掌握后可迁移到类似情态动词句型，但对攻克复杂长难句帮助有限。

In the past, during the times of ancient Egypt, Greece or China, people used to believe that dreams could foresee the future.

第3段，第4句

主句加宾语从句是四六级和考研常考句式，that 引导的宾语从句在书面语中出现频率高。used to 结构和情态动词也是常见考点。句式结构规整典型，掌握后可迁移到大量类似句子。

Once she dreamed that the flight she was due to take the following day crashed.

第4段，第2句

宾语从句 + 嵌套定语从句的结构在四六级、考研阅读中非常常见，且定语从句省略关系代词并插入主语后分隔主谓的现象也是高频考点。掌握本句结构后可迁移到大量同类长难句，具有较高的典型性和复用价值。

Instead, she took the same flight but a week later.

第4段，第6句

虽为简单句，但包含主谓宾核心成分及两处状语（方式状语和时间状语），可用于练习状语识别；时间状语中的 'but' 易被误认为并列连词，有一定辨析价值。

But even if we think they are ridiculous, emotions can be just as powerful as rational thinking.

第6段，第2句

让步状语从句（even if）加主句的结构是四六级和考研阅读中的高频句式，比较结构（as...as）也是常考语法点。宾语从句省略引导词的现象在真题中常见。整体句式具有较强的代表性，学生掌握后可在阅读和写作中大量复用。

People do all sorts of crazy things because of their irrational feelings.

第7段，第2句

主谓宾加原因状语的结构在真题中较为常见，但本句过于简单，不涉及从句、复杂修饰或特殊句式，作为典型句式的代表性一般，学习后可迁移的场景有限。

But in fact, some psychologists believe that our dreams are the result of our emotions and memories from that day.

第7段，第3句

主句 + that 引导的宾语从句是四六级和考研阅读中高频出现的句式；宾语从句内部的主系表结构也是常考点；整体结构典型性较强，掌握后可迁移到大量类似句子。

I think it was Sigmund Freud who said that children's dreams were usually simple representations of their wishes, things they wished would happen.

第7段，第4句

全句包含四层嵌套：主句宾语从句（强调句）→强调句内部的宾语从句→该宾语从句同位语引出的定语从句→定语从句内部又嵌套一层宾语从句。层层咬合，需要反复回读才能理清各层归属关系，复杂度较高。

It was canceled due to bad weather.

第6题，A

被动语态 + 原因状语的组合在考试阅读中常见（如新闻报道、说明文），句式简洁典型，掌握后可迁移到类似场景，但因过于简单，不够具挑战性。

They usually result from people's unpleasant memories.

第7题，C

简单句在四六级和考研阅读中确实会出现，用于过渡或陈述背景事实，具有一定代表性。但考试中更高频、更需要重点训练的是含有从句、分隔、倒装或复杂修饰的长难句，本句作为句式范本的典型性中等偏下。

They can have an impact as great as rational thinking.

第7题，D

简单句配合情态动词和比较结构是四六级常见句式。"情态动词 + 动词原形" 以及 "as...as" 比较结构都是高频考点。虽然结构简单，但其典型性较强，掌握后可在类似句子中复用。

"The thick glacier above acts like an insulating blanket and keeps the water from freezing," says Martin Siegert, a glaciologist from the University of Wales.

第2段，第2句

引语结构和并列谓语都是四六级和考研阅读中高频出现的句式，宾语从句、同位语、keep sb from doing 等也是常考考点。这种学术引述 + 并列陈述的组合在科技类文章中非常典型，掌握后可广泛迁移。

In addition, geothermal heat from deep within the earth may warm the hidden lake.

第2段，第3句

本句涵盖主语（含后置定语）、谓语（情态动词结构）、宾语、状语等多种成分，适合练习介词短语作定语、情态动词作谓语、以及句首状语的识别。定语与状语的区别（修饰名词还是修饰句子）是常见易错点。

The scientists suspect that micro-organisms may be living in Lake Vostok, closed off from the outside world for more than 2 million years.

第2段，第4句

主句加宾语从句、从句内带地点状语和过去分词后置定语，是四六级和考研阅读中非常典型的句式，结构常见且实用性强，掌握后可迁移到大量类似句子。

The scientists hope their discoveries will shed light on life in outer space, which might exist in similar dark and airless conditions.

第4段，第1句

主句带宾语从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，属于典型的学术类长句模式，掌握后可大量复用于理解科研类文章

It may be as deep as four kilometers.

第10题，D

情态动词 + 系动词 + 表语的结构在考试中较常见，"as...as" 比较结构也是常考点。但本句过于简短，未涉及从句或复杂修饰，作为典型例句代表性中等

Shed light on possible life in outer space.

第11题，D

本句成分简单，只有谓语和宾语，但 "shed light on" 作为固定短语，其中 "on" 的宾语容易被误判为介词短语状语，具有一定训练价值。同时祈使句的主语省略也是一个值得练习的点。

But after Copeland explained to him what he intended to do with his research and how it would benefit the Tarahumaras, Gonzalez agreed to help.

第1段，第5句

本句覆盖主语、谓语、宾语、时间状语、并列宾语从句等多种成分，且时间状语从句的谓语 explained 带两个并列的名词性从句作宾语，这种结构在考试中常见且易错。学生可以练习识别时间状语从句、区分并列宾语从句、以及理解 what 和 how 引导的名词性从句在句中的作用，训练价值较高。

"I experience the simplicity of living in nature that I would otherwise only be able to read about. I see a lot of beauty in their sense of sharing and concern for each other."

第3段，第3句

限定性定语从句修饰宾语中的名词，且关系代词在从句中作介词宾语，是四六级和考研常考句式。两个主句并列陈述个人感受，也是真题中常见的表达模式。整体结构具有较强的代表性，掌握后可迁移到类似句型。

Accusing individuals or groups of being radical often serves to silence them into submission, thereby maintaining the existing state of affairs, and, more important, preserving the power of a select minority who are mostly wealthy white males in western society.

第1段，第3句

主句主语是动名词短语，宾语是不定式短语，包含频率状语、两个并列的分词结果状语，定语从句中有关系代词作主语、主系表结构。成分种类丰富（动名词主语、不定式宾语、分词状语、定语从句），且易错点明显（动名词与谓语的识别、并列分词的归属、关系代词的双重角色），适合作为成分划分的综合练习。

The women's movement has been plagued by stereotypes, misrepresentations by the media, and accusations of man-hating and radicalism, when the basic foundation of feminism is simply that women deserve equal rights in all facets of life.

第2段，第2句

本句成分丰富且有训练价值。主句包含主谓和长状语(内含三重并列),状语从句是主系表结构且表语为从句,表语从句又是完整的主谓宾加状语结构。涵盖了主语、谓语、宾语、表语、状语、表语从句等多种成分,且主句的并列状语、状语从句中的表语从句嵌套、表语从句的主谓宾结构都是典型易错点,适合作为成分划分的练习材料

When faced with the threat of being labelled radical, women back down from their worthy calls and consequently participate in their own oppression.

第2段，第3句

"状语从句 + 主句" 是四六级和考研阅读中的高频句式,状语从句的省略形式(连词 + 过去分词)也是常考点。并列谓语结构和介词短语作状语也很典型。掌握这个句子的结构分析方法,可以迁移到大量类似句子上

On close inspection, it becomes clear that the norm is constantly evolving and therefore is not a constant entity.

第4段，第2句

"前置状语 + it + 系动词 + 形容词 + that 内容" 是英语说明文和学术句里很常见的结构，后面再接并列判断也很典型。掌握这类句式后，迁移价值较高。

In fact, when we look at the word "radical" in a historical context, nearly every figure we now hold up as a hero was considered a radical in his or her time.

第6段，第2句

本句结构高度典型：主句 + 时间状语从句 + 定语从句的组合，以及被动语态的使用，都是四六级和考研阅读中频繁出现的句式。定语从句省略关系代词、被动语态表达客观评价，这些都是考试常考的语法点。学生掌握这个句子的分析方法后，可以直接迁移到大量同类型长句上。

They are the people about whom history is written.

第6段，第4句

"介词 + 关系代词" 引导的定语从句是四六级和考研阅读的高频句式，本句结构简洁且典型，掌握后可直接迁移到大量真题句型，代表性强。

Of course, there are some radicals who've made a negative impact on humanity, but undeniably, there would simply be no progress without radicals.

第6段，第7句

并列转折句式配合让步逻辑在四六级和考研阅读中高频出现。限制性定语从句修饰主语、虚拟语气表达假设，都是典型的考研句式特征。掌握后可迁移到大量类似结构的长难句。

That being said, next time someone calls me a radical, I will accept that label with pride.

第6段，第8句

时间状语从句配合主句是四六级和考研阅读中的高频句式，双宾语结构 "call sb sth" 也是常考搭配。本句结构具有较强的代表性，学生掌握后可迁移到大量类似句子，典型性较高。

They find it hard to defend themselves.

第16题，B

"find it + 形容词 + 不定式" 结构在四六级和考研阅读中高频出现，属于典型的形式宾语句型，掌握后可迁移到 make it possible to、consider it necessary to 等大量类似结构，代表性很强

For instance, you may have known somebody who has gone overseas for a year or so and has returned with an accent, perhaps.

第1段，第2句

这是考试中高频出现的句式:主句宾语后接限制性定语从句,从句内有并列谓语。情态动词加完成式以及现在完成时都是考试常考点。这种结构在四六级和考研阅读中非常典型,掌握后可迁移应用到大量类似句子。

Fred goes off to his new job at a factory.

第2段，第1句

涵盖主语、谓语（动词短语）、地点状语三种基本成分，但成分种类单一，没有宾语、定语从句、同位语等更丰富的结构，练习价值有限。

Mix with critical people and we learn to criticize; mix with happy people and we learn about happiness.

第3段，第3句

本句的"祈使句 + and + 陈述句"结构是英语中表达条件假设的常见句式，且通过分号连接两个平行主句形成对比，这种对称并列的修辞手法在四六级和考研阅读中频繁出现。掌握这一结构后，学生可以迁移到大量类似的并列对比句和条件假设句，典型性较强。

What this means is that we need to decide what we want from life and then choose our company accordingly.

第4段，第1句

"主语从句 + 系动词 + 表语从句"是四六级和考研阅读中的高频句式，常用于解释抽象概念或总结观点。本句的 "What... is that..." 结构尤其典型，掌握后可迁移到大量同类句子的理解和写作中。

Nor is it our business to stand in judgment of Fred.

第5段，第4句

本句集中展示了倒装结构、形式主语、系表结构、不定式短语作真正主语等多个考点，且倒装和形式主语都是学生容易混淆的易错点，作为成分划分练习句能有效训练学生识别特殊语序和虚实主语的能力。

Traditionally, 9 out of 10 children whose parents smoke, smoke themselves.

第6段，第3句

限制性定语从句修饰主语、插入主语与谓语之间的结构在四六级和考研阅读中高频出现；whose 引导的定语从句（表所属关系）、统计数据作主语、反身代词作宾语等均为典型考点句式；掌握本句可直接迁移到大量同类真题句

It is impossible for us to be immune from outside influence.

第19题，B

"It is + 形容词 + for sb to do ..." 是很常见、可大量迁移的句型。掌握这类结构后，遇到类似的"it 作形式主语"句子时，识别速度会明显提高。

It is important for us to keep in touch with our own world.

第19题，D

It is + 形容词 + for sb to do 是四六级和考研阅读、写作中的高频句型，广泛用于表达评价和观点。本句结构规范、特征明显，掌握后可直接迁移到大量类似表达，典型性很强。

But few people indeed can accurately describe the world's most powerful, important currency.

第1段，第3句

本句为含有情态动词的简单句，主谓宾结构清晰，宾语带定语修饰，这是英语考试中常见的句式类型。情态动词 "can" 的使用、否定意义的主语 "few people"、以及名词所有格和形容词修饰宾语的方式，都是四六级和考研阅读中频繁出现的语言现象。学习者掌握本句结构后，可以迁移到类似句式的分析中，具备一定的典型性和复用价值。

Not only is the dollar bill lightweight, but it also has a brief life span.

第2段，第4句

"not only... but also" 并列结构是四六级、考研阅读中的高频句式，第一个分句的倒装（not only 置于句首引发主谓倒装）更是常考语法点。这种并列递进结构在说明文、议论文中大量出现，且倒装形式是学生必须掌握的典型句式。本句作为此类结构的代表句，学习后可直接迁移到大量真题句。

HIGH-FREQUENCY • 真题高频词

本卷出现的 277 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。

radical

B2

adj. 根本的

本卷16次 · 真题 29 句

currency

B2

n. 货币

本卷9次 · 真题 20 句

tribe

B2

n. 部落

本卷8次 · 真题 17 句

would

A1

aux. (will 的过去式) 将要，会

本卷6次 · 真题 568 句

scientific

B1

adj. 科学的

本卷6次 · 真题 103 句

exist

A2

v. 存在;实际上有

本卷5次 · 真题 77 句

flight

A2

n. 航班

本卷5次 · 真题 31 句

power

A2

n. 权力

本卷4次 · 真题 128 句

rational

B2

adj. 理性的

本卷4次 · 真题 22 句

irrational

C1

adj. 不合理的

本卷4次 · 真题 11 句

effect

A2

n. 影响

本卷3次 · 真题 191 句

impact

B2

n. 影响

本卷3次 · 真题 185 句

simply

B1

adv. 仅仅，只不过

本卷3次 · 真题 119 句

quality

A2

n. 质量

本卷3次 · 真题 112 句

later A1

adv. 以后, later

本卷3次·真题 87 句

understanding B1

n. 理解;领悟

本卷3次·真题 84 句

psychologist B2

n. 心理学家

本卷3次·真题 54 句

label B1

n. 标签

本卷3次·真题 52 句

powerful B1

adj. 强大的

本卷3次·真题 50 句

sign A1

n. 标志

本卷3次·真题 49 句

reserve B1

v. 预订

本卷3次·真题 37 句

federal B2

adj. 联邦(制)的

本卷3次·真题 29 句

exciting A2

adj. 令人兴奋的

本卷3次·真题 22 句

affair B2

n. 事务

本卷3次·真题 12 句

crash B1

v. (车辆) 猛撞, 碰撞

本卷3次·真题 11 句

benefit B1

n. 好处

本卷2次·真题 244 句

better A1

adj. 更好的 (good 的比较级)

本卷2次·真题 205 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷2次·真题 182 句

data B1

n. 数据

本卷2次·真题 181 句

issue B1

n. 问题

本卷2次·真题 158 句

negative B1

adj. 否定的
本卷2次·真题 132句

professor B1

n. 教授（大学教师的最高职称）
本卷2次·真题 112句

argue B1

v. 争论
本卷2次·真题 106句

further B1

adv. 更远地
本卷2次·真题 79句

identify B1

v. 识别
本卷2次·真题 75句

due B1

adj. 预期的
本卷2次·真题 70句

thinking A2

n. 思考
本卷2次·真题 68句

easily A2

adv. 容易地
本卷2次·真题 65句

maintain B1

v. 维持
本卷2次·真题 64句

generation B2

n. 一代人
本卷2次·真题 60句

importance B1

n. 重要性
本卷2次·真题 60句

suffer B1

v. 遭受（痛苦、疾病、损失等）
本卷2次·真题 59句

advocate B2

v. 拥护
本卷2次·真题 55句

threat B1

n. 威胁
本卷2次·真题 51句

recognize B1

v. 认出
本卷2次·真题 42句

addition A2

n. 增加
本卷2次·真题 41句

related B1

adj. 相关的

本卷2次·真题 39 句

contact B1

n. 联系

本卷2次·真题 34 句

politician B2

n. 政治家

本卷2次·真题 34 句

preserve B2

v. 保护

本卷2次·真题 34 句

humanity B2

n. 人类 (总称)

本卷2次·真题 32 句

constantly B1

adv. 不断地, 持续地

本卷2次·真题 31 句

frequently B1

adv. 频繁地

本卷2次·真题 31 句

security B1

n. 安全

本卷2次·真题 31 句

complicated B2

adj. 复杂的

本卷2次·真题 29 句

immediate B2

adj. 立即的, 即刻的

本卷2次·真题 29 句

sharing A2

n. 分享

本卷2次·真题 28 句

teaching A2

n. 教学工作; 教书

本卷2次·真题 27 句

norm B2

n. 常态

本卷2次·真题 26 句

attach B1

v. 贴上; 系上; 附上

本卷2次·真题 23 句

mix A2

v. 混合

本卷2次·真题 21 句

profession B2

n. 职业 (尤指需要专门技能和培训的)

本卷2次·真题 20 句

steady B1

adj. 稳定的

本卷2次·真题 20 句

immune B2

adj. 有免疫力的

本卷2次·真题 19 句

nuclear B2

adj. 核能的

本卷2次·真题 19 句

globe B1

n. 地球

本卷2次·真题 18 句

guy A2

n. 男人

本卷2次·真题 16 句

transformation B2

n. 彻底改变

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

following B1

adj. 接下来的

本卷2次·真题 15 句

accumulate B2

v. 积累

本卷2次·真题 14 句

civil B2

adj. 公民的

本卷2次·真题 14 句

exact B2

adj. 精确的

本卷2次·真题 14 句

outer B1

adj. 外部的, 外面的

本卷2次·真题 14 句

wave A2

n. 波浪

本卷2次·真题 14 句

susceptible C1

adj. 易受影响的

本卷2次·真题 13 句

appreciation B2

n. 感激

本卷2次·真题 12 句

breakthrough B2

n. 重大进展

本卷2次·真题 12 句

kilometer A2

n. 千米, 公里

本卷2次·真题 12句

weekly A2

adj. 每周的

本卷2次·真题 12句

accuse B2

v. 指控

本卷2次·真题 11句

faith B1

n. 信任

本卷2次·真题 11句

circulation B2

n. 循环

本卷2次·真题 10句

depressed B2

adj. 抑郁的

本卷2次·真题 9句

texture B2

n. 质地

本卷2次·真题 9句

product A2

n. 产品

本卷1次·真题 271句

tend B1

v. 倾向于, 往往会

本卷1次·真题 170句

relationship B1

n. 关系

本卷1次·真题 168句

individual B2

adj. 单独的

本卷1次·真题 142句

million A2

num. 一百万

本卷1次·真题 126句

finding B2

n. 调查结果

本卷1次·真题 121句

mental B1

adj. 精神的

本卷1次·真题 120句

challenge B1

n. 挑战

本卷1次·真题 119句

affect B1

v. 影响

本卷1次·真题 116句

project A2

n. 项目

本卷1次·真题 116 句

environmental B1

adj. 环境的

本卷1次·真题 112 句

academic B2

adj. 学术的

本卷1次·真题 104 句

event A2

n. 事件

本卷1次·真题 99 句

medium B1

adj. 中等的

本卷1次·真题 98 句

united B1

adj. 联合的

本卷1次·真题 97 句

lack B1

v. 缺少

本卷1次·真题 89 句

concern B1

v. 涉及

本卷1次·真题 88 句

belief B1

n. 相信

本卷1次·真题 85 句

amount A2

n. 数量

本卷1次·真题 84 句

traditional B1

adj. 传统的

本卷1次·真题 84 句

despite B1

prep. 尽管

本卷1次·真题 77 句

nation B1

n. 国家

本卷1次·真题 76 句

recently A2

adv. 最近

本卷1次·真题 76 句

solution B1

n. 解决办法

本卷1次·真题 76 句

source B1

n. 来源

本卷1次·真题 75 句

billion B1

num. 十亿 (1,000,000,000)

本卷1次·真题 74 句

organization B1

n. 组织

本卷1次·真题 73 句

reflect B1

v. 反映, 显示

本卷1次·真题 71 句

cultural B1

adj. 文化的

本卷1次·真题 68 句

engage B2

v. 参与;从事

本卷1次·真题 68 句

shift B1

v. 移动

本卷1次·真题 65 句

significant B2

adj. 重要的

本卷1次·真题 65 句

earn A2

v. 赚得, 挣得 (金钱)

本卷1次·真题 64 句

realize B1

v. 意识到, 认识到

本卷1次·真题 64 句

apply A2

v. 申请

本卷1次·真题 63 句

quickly A2

adv. 快速地

本卷1次·真题 63 句

crisis B2

n. 危机

本卷1次·真题 62 句

generally B1

adv. 通常, 一般地

本卷1次·真题 60 句

concept B2

n. 概念

本卷1次·真题 59 句

conduct B2

v. 组织并实施

本卷1次·真题 59 句

mostly B1

adv. 主要地

本卷1次·真题 59 句

figure A2

n. 数字

本卷1次·真题 58 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本卷1次·真题 57 句

solve A2

v. 解决 (问题、困难)

本卷1次·真题 54 句

beauty A2

n. 美

本卷1次·真题 53 句

happiness A2

n. 幸福

本卷1次·真题 53 句

innovation B2

n. 创新, 革新 (指行为或过程)

本卷1次·真题 53 句

mainly B1

adv. 主要地

本卷1次·真题 53 句

explore B1

v. 探索

本卷1次·真题 52 句

psychology B2

n. 心理学

本卷1次·真题 52 句

senior B1

adj. 级别高的

本卷1次·真题 52 句

limit B1

n. 限度

本卷1次·真题 51 句

balance B1

n. 平衡

本卷1次·真题 49 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

being B1

n. 存在

本卷1次·真题 46 句

exactly B1

adv. 精确地

本卷1次·真题 46 句

harm B1

n. 伤害

本卷1次·真题 46 句

ignore B1

v. 忽视;不理睬

本卷1次·真题 46 句

satellite B2

n. 人造卫星

本卷1次·真题 45 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

passion B2

n. 强烈的情感

本卷1次·真题 43 句

pursue B2

v. 追求

本卷1次·真题 43 句

critical B2

adj. 批评的

本卷1次·真题 42 句

survive B1

v. 幸存

本卷1次·真题 42 句

citizen B1

n. 公民

本卷1次·真题 41 句

schedule A2

n. 时间表

本卷1次·真题 41 句

function B1

n. 功能

本卷1次·真题 40 句

wealthy B2

adj. 富有的

本卷1次·真题 39 句

release B1

v. 释放

本卷1次·真题 38 句

indeed B1

adv. 确实, 的确 (强调肯定)

本卷1次·真题 37 句

relatively B2

adv. 相对地

本卷1次·真题 37 句

instance

B2

n. 例子

本卷1次·真题 35 句

lecture

B1

n. 讲座

本卷1次·真题 35 句

giant

B1

adj. 巨大的

本卷1次·真题 34 句

male

A2

adj. 男性的

本卷1次·真题 34 句

obesity

B2

n. 肥胖 (症)

本卷1次·真题 34 句

otherwise

B2

adv. 否则, 不然

本卷1次·真题 33 句

clearly

A2

adv. 清楚地, 明白地

本卷1次·真题 32 句

context

B2

n. (事情发生的) 背景、环境

本卷1次·真题 32 句

historical

B2

adj. 历史的

本卷1次·真题 32 句

movement

B1

n. 移动

本卷1次·真题 32 句

scale

B1

n. 规模

本卷1次·真题 32 句

vehicle

B1

n. 交通工具

本卷1次·真题 32 句

aid

B1

n. 帮助

本卷1次·真题 31 句

era

B2

n. 时代

本卷1次·真题 31 句

massive

B2

adj. 巨大的, 大量的

本卷1次·真题 31 句

participate

B1

v. 参加

本卷1次·真题 31 句

presence B2

n. 在场

本卷1次·真题 31 句

previously B1

adv. 以前, 先前 (指过去某个时间)

本卷1次·真题 31 句

tradition B1

n. 传统

本卷1次·真题 30 句

broad B1

adj. 宽阔的

本卷1次·真题 29 句

extremely B1

adv. 极其

本卷1次·真题 29 句

judgment B2

n. 判断力;识别力

本卷1次·真题 29 句

widely B1

adv. 广泛地

本卷1次·真题 29 句

childhood A2

n. 童年

本卷1次·真题 28 句

closely B1

adv. 紧密地

本卷1次·真题 28 句

decrease B1

v. 减少, 降低

本卷1次·真题 28 句

phenomenon B2

n. 现象

本卷1次·真题 28 句

therefore B1

adv. 因此, 所以

本卷1次·真题 28 句

analyze B2

v. 分析

本卷1次·真题 27 句

greatly B1

adv. 非常

本卷1次·真题 27 句

evolve B2

v. 逐渐发展;进化

本卷1次·真题 26 句

persuade B1

v. 说服

本卷1次·真题 26 句

transport B1

v. 运输, 运送
本卷1次·真题 26 句

driving A2

n. 驾驶
本卷1次·真题 25 句

favor B1

n. 帮忙
本卷1次·真题 25 句

foundation B2

n. 基础;根基
本卷1次·真题 25 句

intend B1

v. 打算, 计划
本卷1次·真题 25 句

rare B1

adj. 稀有的
本卷1次·真题 25 句

stereotype C1

n. 刻板印象
本卷1次·真题 24 句

thanks A1

intj. 谢谢
本卷1次·真题 24 句

equal A2

adj. 相等的
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

calm B1

adj. 平静的
本卷1次·真题 21 句

reject B2

v. 拒绝接受
本卷1次·真题 20 句

sample B1

n. 样品
本卷1次·真题 20 句

definition B2

n. 定义
本卷1次·真题 19 句

mere B2

adj. 仅仅的
本卷1次·真题 19 句

reflection B2

n. 深思

本卷1次·真题 19句

devote B2

v. 把...奉献给

本卷1次·真题 18句

founder B2

n. 创始人

本卷1次·真题 18句

interpret B2

v. 解释

本卷1次·真题 18句

sophisticated C1

adj. 复杂精密的

本卷1次·真题 18句

arouse C1

v. 激起, 引起 (情感、反应)

本卷1次·真题 17句

congress B2

n. 国会

本卷1次·真题 17句

cooperate B2

v. 合作

本卷1次·真题 17句

deserve B1

v. 应得

本卷1次·真题 17句

guarantee B2

n. 保证

本卷1次·真题 17句

urgent B2

adj. 紧急的, 急迫的

本卷1次·真题 17句

brief B1

adj. 简短的;短暂的

本卷1次·真题 16句

constant B2

adj. 持续不断的

本卷1次·真题 16句

existing B1

adj. 现有的

本卷1次·真题 16句

hidden B1

adj. 隐藏的

本卷1次·真题 16句

mission B1

n. 任务

本卷1次·真题 16句

surround B1

v. 围绕

本卷1次·真题 16 句

tip A2

n. 小费

本卷1次·真题 16 句

independence B2

n. 独立;自主

本卷1次·真题 15 句

involvement B2

n. 参与

本卷1次·真题 15 句

recognise B1

v. 认出,识别出

本卷1次·真题 15 句

reluctant B2

adj. 不情愿的

本卷1次·真题 15 句

totally B1

adv. 完全地

本卷1次·真题 15 句

virtually B2

adv. 几乎,差不多

本卷1次·真题 15 句

alien B2

adj. 外国的

本卷1次·真题 14 句

criticize B2

v. 批评

本卷1次·真题 14 句

interpretation B2

n. 解释

本卷1次·真题 14 句

nowadays B1

adv. 现在

本卷1次·真题 14 句

overseas B1

adv. 在海外

本卷1次·真题 14 句

precisely B2

adv. 精确地, 准确地

本卷1次·真题 14 句

bizarre C1

adj. 古怪的

本卷1次·真题 13 句

crave B2

v. 渴望, 渴求 (强烈地想要某物)

本卷1次·真题 13 句

minority B2

n. 少数

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

accustomed B2

adj. 习惯的;惯常的

本卷1次·真题 12 句

approximately B1

adv. 大约, 近似地

本卷1次·真题 12 句

disrupt C1

v. 扰乱;中断

本卷1次·真题 12 句

eager B1

adj. 热切的

本卷1次·真题 12 句

foresee B2

v. 预见

本卷1次·真题 12 句

mineral B1

n. 矿物

本卷1次·真题 12 句

notion B2

n. 观念

本卷1次·真题 12 句

somewhat B2

adv. 有点

本卷1次·真题 12 句

suspect B1

v. 怀疑

本卷1次·真题 12 句

academically B2

adv. 在学业上

本卷1次·真题 11 句

accurately B2

adv. 准确地

本卷1次·真题 11 句

guidance B2

n. 指导

本卷1次·真题 11 句

impress B1

v. 使印象深刻

本卷1次·真题 11 句

offend B2

v. 冒犯, 得罪 (使不快或生气)

本卷1次·真题 11 句

worthy B2

adj. 值得的

本卷1次·真题 11 句

load B1

n. 负载

本卷1次·真题 10 句

span B2

n. 时间段

本卷1次·真题 10 句

utilize B2

v. 使用, 利用

本卷1次·真题 10 句

bother B1

v. 打扰; 烦扰

本卷1次·真题 9 句

colonial B2

adj. 殖民地的

本卷1次·真题 9 句

consequently B2

adv. 因此, 所以

本卷1次·真题 9 句

drill B1

n. 钻头

本卷1次·真题 9 句

enrich B2

v. 丰富

本卷1次·真题 9 句

fascinating B2

adj. 迷人的

本卷1次·真题 9 句

interpreter B2

n. 口译员

本卷1次·真题 9 句

unfair B1

adj. 不公平的

本卷1次·真题 9 句

comprehend B2

v. 理解

本卷1次·真题 8 句

defend B1

v. 保护

本卷1次·真题 8 句

entity C1

n. 实体

本卷1次·真题 8 句

glance B2

v. 瞥

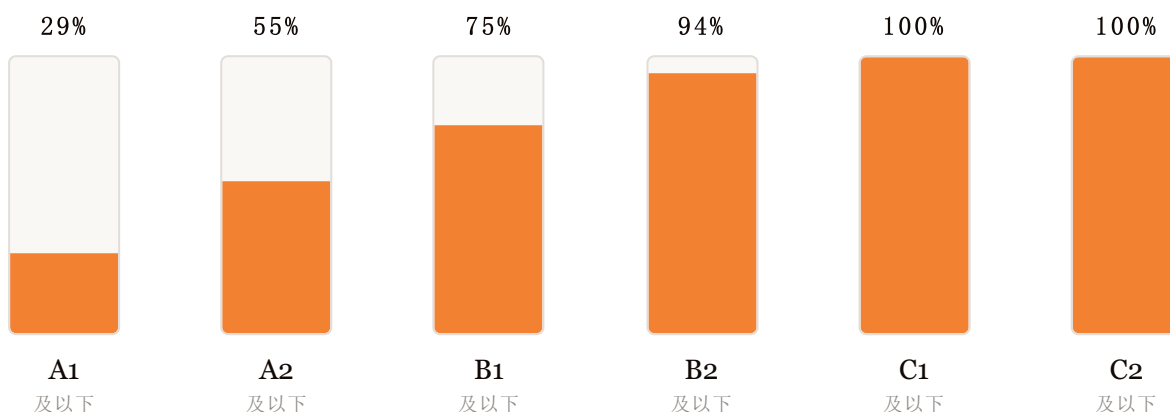
本卷1次·真题 8 句

<u>incidence</u> C1 n. (不良事件的) 发生率 本卷1次·真题8句	<u>mode</u> B2 n. 方式 本卷1次·真题8句
<u>pack</u> A2 v. 打包 本卷1次·真题8句	<u>plague</u> B2 n. 瘟疫 本卷1次·真题8句
<u>pledge</u> C1 n. 承诺 本卷1次·真题8句	<u>stability</u> B2 n. 稳定 (性) 本卷1次·真题8句
<u>traditionally</u> B2 adv. 传统上;按照传统 本卷1次·真题8句	

VOCABULARY • 词汇难度分布

全卷录音原文 810 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **810** 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 49 个·约 6%。



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 810 个 · 末柱为 100%

去重总词数

810

B2 以上难词

6%

B1 及以下覆盖

75%



英语六级 2020年9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 →

2020年9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2020年9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、4 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第1套(2020-09) · 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.

Overall, men are more likely than women to make excuses. Several studies suggest that men feel the need to appear competent in all 26, while women worry only about the skills in which they've invested 27. Ask a man and a woman to go diving for the first time, and the woman is likely to jump in, while the man is likely to say he's not feeling too well.

总体而言,男性比女性更容易找借口。多项研究表明,男性感到需要在所有领域都表现得有能力,而女性只担心她们投入大量精力的技能。如果让一男一女第一次去潜水,女性很可能会跳进水里,而男性很可能会说自己感觉不太舒服。

Ironically, it is often success that leads people to flirt with failure. Praise won for 28 a skill suddenly puts one in the position of having everything to lose. Rather than putting their reputation on the line again, many successful people develop a handicap—drinking, 29, depression—that allows them to keep their status no matter what the future brings. An advertising executive 30 for depression shortly after winning an award put it this way: "Without my depression, I'd be a failure now; with it, I'm a success 'on hold.'"

具有讽刺意味的是,往往正是成功导致人们与失败调情。因掌握某项技能而赢得的赞誉突然使人处于可能失去一切的境地。许多成功人士不愿再次将自己的声誉置于危险之中,而是给自己制造障碍——酗酒、疲劳、抑郁——这使他们无论未来如何都能保持自己的地位。一位在获奖后不久因抑郁症住院的广告主管这样说:"没有抑郁症,我现在就是个失败者;有了它,我是个'暂时搁置'的成功者。"

In fact, the people most likely to become chronic excuse makers are those 31 with success. Such people are so afraid of being 32 a failure at anything that they constantly develop one

handicap or another in order to explain away failure.

事实上,最有可能成为长期借口制造者的人是那些痴迷于成功的人。这些人非常害怕在任何事情上被贴上失败者的标签,以至于他们不断给自己制造这样或那样的障碍,以便为失败找借口。

Though self-handicapping can be an effective way of coping with performance anxiety now and then, in the end, researchers say, it will lead to 33 . In the long run, excuse makers fail to live up to their true 34 and lose the status they care so much about. And despite their protests to the 35 , they have only themselves to blame.

尽管自我设障可以成为时不时应对表现焦虑的有效方法,但研究人员表示,最终它会导致毁灭。从长远来看,借口制造者无法充分发挥他们的真正潜力,并失去他们如此在意的地位。尽管他们声称并非如此,但他们只能责怪自己。

- | | |
|-----------------|---------------|
| A) contrary | I) momentum |
| B) fatigue | J) obsessed |
| C) heavily | K) potential |
| D) heaving | L) realms |
| E) hospitalized | M) reciprocal |
| F) labeled | N) ruin |
| G) legacies | O) viciously |
| H) mastering | |

26. men feel the need to appear competent in all (26)

【答案】 **L) realms** (名词)

【词性槽】 in all 介词 + 限定词后接复数名词

【依据】 **in all realms** 在所有领域

men feel the need to appear competent in all (26) 配合下文 while women worry only about the skills in which they've invested heavily——男性希望在『所有领域』都显得能干,女性只在自己擅长的领域才担心。realms = 领域,正好与 skills 形成范围对照。

【竞争词】 G) legacies 词义指向遗产、不合语境

legacies 意为『遗产、前人遗留之物』,与『男性希望显得 competent (有能力)』毫无逻辑接口;男人不可能希望『在所有遗产里都显得能干』。

27. the skills in which they've invested __(27)___

【答案】 **C) heavily** (副词)

【词性槽】 动词 invested 后缺修饰副词

【依据】 **invest heavily 固定搭配 + 语义匹配**

invest heavily (大量投入) 是高频搭配, 对应 the skills in which they've invested __(27)___ 所要表达的『投入了大量精力的技能』——女性只在自己投入很多的领域才担心是否胜任, 逻辑通顺。

【竞争词】 **0) viciously 感情色彩冲突**

viciously 是凶狠地、恶毒地, 带强烈贬义色彩, 无法修饰中性词 invest, 搭配 invest viciously 不成立。

28. Praise won for __(28)___ a skill

【答案】 **H) mastering** (动词)

【词性槽】 介词 for 后接动名词

【依据】 **mastering a skill 掌握一项技能**

master a skill (掌握一门技能) 是高频搭配; 对应 Praise won for mastering a skill suddenly puts one in the position of having everything to lose.——因为掌握一门技能而赢得的赞誉, 反而让人陷入『一旦失败就全盘皆输』的处境。与 overview『成功反招失败焦虑』完全对应。

【竞争词】 **D) heaving heave a skill 搭配不成立**

heave 意为『用力举起、起伏』, 对象多为重物 (heave a stone/sigh), 不与 skill (技能) 搭配; heave a skill 在语义上不可解。

29. many successful people develop a handicap—drinking, __(29)___, depression—that allows them to keep their status no matter what the future brings.

【答案】 **B) fatigue** (名词)

【词性槽】 并列名词清单中的一员

【依据】 **fatigue 与 drinking、depression 同属负面身心状态**

drinking, fatigue, depression 三者都是人们用来自我设限的『缺陷』——酗酒、疲劳、抑郁; fatigue 与 depression 同属健康/心理负面状态, 并列自然。

【竞争词】 **I) momentum 正向词、并列项语义冲突**

momentum (动力/势头) 是正向词, 无法与 drinking、depression 这类负面缺陷并列; 放进句中会破坏 many successful people develop a handicap 的 handicap (缺陷) 语义。

30. An advertising executive __(30)__ for depression shortly after winning an award put it this way

【答案】 **E) hospitalized** (动词)

【词性槽】 名词后的过去分词作后置定语

【依据】 **hospitalized for depression 因抑郁住院**

be hospitalized for + 疾病 是固定表达；对应 An advertising executive hospitalized for depression shortly after winning an award——一位获奖后不久因抑郁住院的广告主管，正好印证前一句『许多成功人士发展出一种缺陷』。

【竞争词】 **F) labeled labeled for 搭配不地道**

label 常用 be labeled as / be labeled a + 称号，不与 for + 疾病搭配；labeled for depression 表达模糊，不符英语习惯。

J) obsessed obsessed 常与 with 搭配

be obsessed with sth 才是固定搭配；obsessed for depression 既不成习惯，也与上文『发展出一种缺陷/疾病』的事件性叙述不符。

【易错】 最具迷惑性的错误词是 **J) —— obsessed for depression** 看似可解。30 题考生若不熟 hospitalized for sth 这一医学固定搭配，很容易在 hospitalized、labeled、obsessed 三个过去分词里看混；obsessed 在『因抑郁而……』的中文语义里乍读也通，但 obsessed 只跟 with、不跟 for，且语义指『痴迷』而非『生病住院』，与下一句的引语『没有抑郁，我就是失败者』完全不接。防坑要点：动词过去分词不仅看词义，更看后接介词是不是固定搭配。

31. the people most likely to become chronic excuse makers are those __(31)__ with success.

【答案】 **J) obsessed** (形容词)

【词性槽】 those __ with 形容词作后置定语

【依据】 **obsessed with success 痴迷于成功**

be obsessed with sth 是『痴迷于某物』的标准搭配；对应 the people most likely to become chronic excuse makers are those obsessed with success.——最容易长期找借口的，正是那些痴迷成功的人，与下一句 Such people are so afraid of being labeled a failure at anything 因果连贯。

32. Such people are so afraid of being __(32)__ a failure at anything

【答案】 **F) labeled** (动词)

【词性槽】 being __ a 后需被动分词带宾语

【依据】 **be labeled a failure 被贴上失败者的标签**

label sb a failure 是把人贴上『失败者』标签的标准说法，正好对应 Such people are so afraid of being labeled a failure at anything——这些人极度害怕在任何事上被贴上『失败者』的标签，所以才不停找借口。

【竞争词】 J) **obsessed** **obsessed** 不带『人+名号』句型

obsess 的固定搭配是 be obsessed with sth (痴迷于某事)，不能后接名词作『把某人称作某X』的双宾结构；being obsessed a failure 语法不成立。

33. in the end, researchers say, it will lead to __(33)__.

【答案】 **N) ruin** (名词)

【词性槽】 lead to 后接名词

【依据】 **lead to ruin 后果性的负面词**

Though self-handicapping can be an effective way of coping with performance anxiety now and then, in the end, researchers say, it will lead to __(33)__. 用 though... in the end 形成让步+强调对比，需要一个负面结果词；ruin (毁灭) 正好填进 lead to ruin，对应下文 excuse makers fail to live up to their true potential and lose the status they care so much about——彻底失去地位 = ruin。

【竞争词】 B) **fatigue** 语义太弱、承担不了终局

fatigue 仅表『疲劳』，远不足以承担 in the end 引出的总结性后果；且下文紧接 lose the status 的彻底失去，与单纯疲倦不匹配。

I) **momentum** 正向词，与 though...in the end 的反差不符

momentum 表『势头、发展动力』，是正向词；放进 lead to momentum 成了好结果，与 though self-handicapping can be effective...in the end 这一让步—反差结构所需的『负面结局』背道而驰。

【易错】 最具迷惑性的错误词是 I) —— lead to momentum 词性正确但情感色彩反向。33 题考生只看 lead to 后接名词、容易在 fatigue、momentum、ruin 之间犹豫；momentum 看似与 lead to 搭配自然，却是正向词，违反 Though...in the end... 的让步逻辑——A 正面、B 必负面。防坑要点：见到 though...in the end..., 先判情感色彩再选词。

34. excuse makers fail to live up to their true __(34)___

【答案】 **K) potential** (名词)

【词性槽】 形容词 true 后接名词

【依据】 **live up to one's potential 实现潜能**

live up to one's potential 是固定搭配，意为『发挥/不辜负自身潜能』；对应 excuse makers fail to live up to their true __(34)___——爱找借口的人最终无法发挥真正的潜力。语义与搭配双重契合。

【竞争词】 B) fatigue 义为疲惫、与 live up to 不搭

fatigue 指疲倦，与 live up to (不辜负、达到.....期望) 这一动词短语在语义上不构成正面期望，搭配不成立。

I) momentum 动力之意但搭配偏离

momentum (势头) 虽可与 maintain/gain 搭配，但 live up to one's momentum 并非地道表达；且与 true (真正的) 连用语义生硬，远不如 potential 自然。

N) ruin 贬义 + 逻辑反向

ruin 意为毁灭，是贬义；fail to live up to their true ruin 等于『没能达到真正的毁灭』，逻辑完全相反，原文要说的是『没能发挥潜能』，不是『没能毁掉自己』。

35. And despite their protests to the __(35)___, they have only themselves to blame.

【答案】 **A) contrary** (名词)

【词性槽】 to the ___ 介词 + 定冠词后必跟名词

【依据】 **protests to the contrary 整套搭配**

protests to the contrary 意为『反对的抗议、否认到底的辩白』，对应 despite their protests to the __(35)___, they have only themselves to blame——即便他们极力辩解责任不在自己，事实上还是只能怪自己。逻辑完美自治。

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) **contrary** 名词 形容词

相反 (的) ; on the contrary 正相反

用于第 35 空

B) **fatigue** 名词

疲劳, 疲倦

用于第 29 空

C) **heavily** 副词

大量地, 沉重地; invest heavily 大量投入

用于第 27 空

D) **heaving** 动词 形容词

(heave 的 -ing 形式) 起伏的; 用力举起的

干扰词 · 未选用

E) **hospitalized** 动词 形容词

(hospitalize 的过去分词) 住院 (治疗) 的

用于第 30 空

F) **labeled** 动词 形容词

(label 的过去分词) 被贴上.....标签的; 被称为

用于第 32 空

G) **legacies** 名词

遗产, 遗赠; 遗留之物 (复数)

干扰词 · 未选用

H) **mastering** 动词 名词

(master 的动名词/现在分词) 掌握, 精通

用于第 28 空

I) **momentum** 名词

动力, 势头

干扰词 · 未选用

J) **obsessed** 动词 形容词

(obsess 的过去分词) 痴迷的; be obsessed with 沉迷于

用于第 31 空

K) **potential** 名词 形容词

潜力; 潜在的

用于第 34 空

L) **realms** 名词

领域, 王国 (复数)

用于第 26 空

M) **reciprocal** 形容词

相互的, 互惠的

干扰词 · 未选用

N) **ruin** 名词 动词

毁灭, 崩溃; 毁掉

用于第 33 空

O) **viciously** 副词

凶狠地, 恶毒地

干扰词 · 未选用

全文主旨

自我设限：成功者用借口逃避失败

全文围绕一个心理学现象：人们（尤其是已经取得成功的人）会主动制造各种借口或缺陷（self-handicapping）来逃避失败带来的声誉损失。开篇 Overall, men are more likely than women to make excuses. 引入男女差异，Ironically, it is often success that leads people to flirt with failure. 点出核心反讽——越成功越倾向制造借口，最后 in the end, researchers say, it will lead to _(33)_. 给出代价。

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。

D) **heaving** 形似 mastering 的 -ing 干扰

heaving 与正确答案 mastering 同为 -ing 形式，词性吻合、能填进 Praise won for _(28)_ a skill 的介词后位置，是 28 题的最强同形干扰；识破靠搭配：heave a skill 不成立，heave 的宾语通常是重物、叹息等具体可举之物。

G) **legacies** 复数名词形似 realms

legacies 与 realms 一样是 -s 复数名词，能填进 in all _(26)_ 的复数名词槽，词性完全合规；但 legacies 意为遗产、与 competent（能干）形成的语境无逻辑接口，靠词义辨析即可排除。

I) **momentum** 正向名词混入负面终局

momentum 是不可数名词、可与 lead to / live up to 这类动词短语搭配，对 33 (lead to _(33)_) 和 34 (live up to their true _(34)_) 都有迷惑性；识破靠让步逻辑与固定搭配——33 要负面词、34 要 live up to 的固定宾语 potential。

M) **reciprocal** 纯形容词在本卷无空可填

reciprocal 是形容词，乍看可与 31 题的形容词槽 (those ___ with success) 匹配；但 reciprocal with（相互的）在此语义不通——文章讲的是『痴迷成功的人』，不是『与成功互惠的人』；且 reciprocal 不构成 those ___ with 的常见搭配。

0) **viciously** 唯一另一个副词，词性正确但色彩贬

viciously 与正确答案 heavily 同为副词，词性匹配 invested __ (27) __ 这一动词后副词槽；但 viciously 是强贬义词，与中性词 invest 搭配不当；识破靠感情色彩——动词中性时，修饰副词通常不带强烈贬褒。

SENTENCE INSIGHTS • 句子精讲

10 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。

Overall, men are more likely than women to make excuses.

第1段，第1句

"A is more likely than B to do something" 是四六级和考研阅读中高频出现的比较句式，用于陈述统计规律或普遍现象。这种结构在议论文和说明文中极为常见，掌握后可以广泛迁移到类似的比较表达（more ... than、less ... than 等）。句式典型且实用性强，是值得重点学习的句型。

Ask a man and a woman to go diving for the first time, and the woman is likely to jump in, while the man is likely to say he's not feeling too well.

第1段，第3句

并列主句 + 内部嵌套从句的组合在四六级和考研阅读中非常典型。祈使句引入假设、while 引导对比、宾语从句表达具体内容，这种多层次的句式结构在真题中频繁出现，掌握后可迁移到大量类似句子。

Ironically, it is often success that leads people to flirt with failure.

第2段，第1句

强调句 "It is ... that ..." 是四六级和考研阅读写作中的高频句式，常用于突出因果关系或对比论证。本句结构完整、无冗余修饰，是该句式的标准范例，掌握后可直接迁移到大量真题和写作场景。

Praise won for mastering a skill suddenly puts one in the position of having everything to lose.

第2段，第2句

本句覆盖主语（含后置定语修饰）、谓语、宾语、两处状语（副词状语 suddenly 和介词短语状语），且主语中的后置定语 "won for mastering a skill" 与宾语后的介词短语 "in the position of having everything to lose" 都是易混淆点，适合训练学习者区分修饰成分与核心成分、理解复杂名词短语结构

An advertising executive hospitalized for depression shortly after winning an award put it this way: "Without my depression, I'd be a failure now; with it, I'm a success 'on hold.'"

第2段，第4句

覆盖多种成分类型:长定语(过去分词短语)、条件状语(介词短语)、方式状语、时间状语、系表结构,且第一分句的主语定语较长,适合练习成分切分;两个条件状语"Without"和"with"的对比也是常见考点。

In fact, the people most likely to become chronic excuse makers are those obsessed with success.

第3段，第1句

主系表结构配后置定语的句式在四六级和考研阅读中高频出现，主语和表语分别由指示代词 "the people" 和 "those" 加长修饰语构成的对称结构具有典型性。学习者掌握此句型后，能够迁移到大量类似的判断句和定义句中。

Such people are so afraid of being labeled a failure at anything that they constantly develop one handicap or another in order to explain away failure.

第3段，第2句

so ... that 引导结果状语从句是四六级和考研阅读中的高频句式,表达因果逻辑。该句还涉及 be afraid of doing、in order to 等常见搭配,具有较强的典型性和复用价值,掌握后可迁移到大量类似句子

Though self-handicapping can be an effective way of coping with performance anxiety now and then, in the end, researchers say, it will lead to ruin.

第4段，第1句

"Though" 引导的让步状语从句 + 主句结构是四六级和考研英语阅读的高频句式,插入语 "researchers say" 也是学术文本常见表达。这种先承认再转折的论证逻辑在议论文中极为典型,掌握后可大量复用。

In the long run, excuse makers fail to live up to their true potential and lose the status they care so much about.

第4段，第2句

本句体现了四六级和考研常考的几种典型结构:并列谓语、不定式作宾语、限制性定语从句修饰宾语(关系词省略)。这种 主语 + 并列谓语 + 复杂宾语(含从句修饰) 的模式在真题阅读中大量出现,掌握后可直接迁移到其他句子。

And despite their protests to the contrary, they have only themselves to blame.

第4段，第3句

have + 宾语 + to do 结构和 despite 引导的让步状语都是四六级和考研英语阅读中的常见句式。宾语补足语的识别、让步关系的理解都是高频考点。掌握本句结构后可迁移到大量类似句子。

HIGH-FREQUENCY • 真题高频词

本篇出现的 31 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。

likely A2

adj. 很可能的

本篇4次 · 真题 228 句

failure B1

n. 失败

本篇4次 · 真题 47 句

depression B2

n. 抑郁症

本篇3次 · 真题 31 句

status B2

n. 地位

本篇2次 · 真题 48 句

maker A2

n. 制造者

本篇2次·真题13句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题568句

researcher B2

n. 研究人员

本篇1次·真题363句

performance B1

n. 表演

本篇1次·真题98句

effective B1

adj. 有效的, 起作用的

本篇1次·真题94句

potential B2

adj. 潜在的

本篇1次·真题92句

despite B1

prep. 尽管

本篇1次·真题77句

advertising B1

n. 广告业

本篇1次·真题72句

overall B1

adj. 总体的

本篇1次·真题58句

label B1

n. 标签

本篇1次·真题52句

invest B2

v. 投资 (金钱、时间等以期获得回报)

本篇1次·真题45句

anxiety B2

n. 焦虑

本篇1次·真题44句

executive B2

n. 主管;经理;管理人员

本篇1次·真题32句

constantly B1

adv. 不断地, 持续地

本篇1次·真题31句

reputation B2

n. 名声

本篇1次·真题30句

chronic B2

adj. (疾病) 慢性的, 长期的

本篇1次·真题27句

blame B1

v. 责备

本篇1次 · 真题 22 句

cope B2

v. 应对

本篇1次 · 真题 18 句

heavily B1

adv. 大量地

本篇1次 · 真题 18 句

contrary B2

adj. 相反的

本篇1次 · 真题 17 句

ruin B2

v. 毁坏

本篇1次 · 真题 17 句

fatigue B2

n. 疲劳

本篇1次 · 真题 14 句

award B1

n. 奖

本篇1次 · 真题 13 句

drinking A1

n. 饮酒

本篇1次 · 真题 12 句

suddenly A2

adv. 突然地

本篇1次 · 真题 12 句

competent B2

adj. 有能力的

本篇1次 · 真题 8 句

protest B2

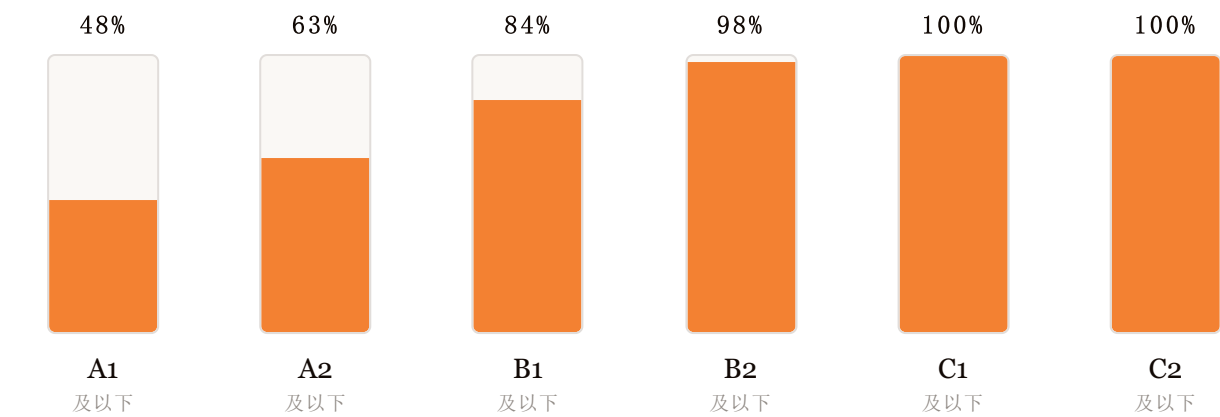
v. 抗议;反对

本篇1次 · 真题 8 句

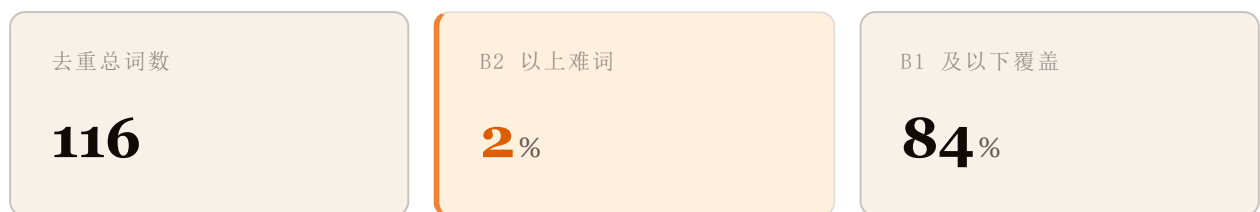
VOCABULARY • 词汇难度分布

全文 116 词按 CEFR 难度累积覆盖

带空短文去重后共 116 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 2 个 · 约 2%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 116 个 · 末柱为 100%



英语六级 2020年9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 →

2020年9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9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 16 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第1套(2020-09) · 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**.

Six Potential Brain Benefits of Bilingual Education

A) Brains, brains, brains. People are fascinated by brain research. And yet it can be hard to point to places where our education system is really making use of the latest neuroscience(神经科学) findings. But there is one happy link where research is meeting practice: bilingual(双语的) education. "In the last 20 years or so, there's been a virtual explosion of research on bilingualism," says Judith Kroll, a professor at the University of California, Riverside.

大脑,大脑,大脑。人们对大脑研究非常着迷。然而,很难指出我们的教育系统在哪些方面真正运用了最新的神科学研究成果。但有一个令人欣喜的联结点,研究正在与实践相结合:双语教育。加州大学河滨分校的教授Judith Kroll说:"在过去20年左右的时间里,关于双语现象的研究出现了爆炸式增长。"

B) Again and again, researchers have found, "bilingualism is an experience that shapes our brain for life," in the words of Gigi Luk, an associate professor at Harvard's Graduate School of Education. At the same time, one of the hottest trends in public schooling is what's often called dual-language or two-way immersion programs.

研究人员一次又一次地发现,用哈佛大学教育研究生院副教授Gigi Luk的话说,"双语是一种终生塑造我们大脑的经历。"与此同时,公立学校教育中最热门的趋势之一是通常被称为双语或双向沉浸式项目。

C) Traditional programs for English-language learners, or ELLs, focus on assimilating students into English as quickly as possible. Dual-language classrooms, by contrast, provide instruction across subjects to both English natives and English learners, in both English and a target language. The goal is functional bilingualism and biliteracy for all students by middle school. New York City, North

Carolina, Delaware, Utah, Oregon and Washington state are among the places expanding dual-language classrooms.

针对英语学习者的传统项目侧重于让学生尽快融入英语。相比之下,双语课堂为英语母语者和英语学习者提供跨学科的教学,同时使用英语和目标语言。目标是让所有学生在中学阶段达到功能性双语和双语读写能力。纽约市、北卡罗来纳州、特拉华州、犹他州、俄勒冈州和华盛顿州都在扩大双语课堂。

- D) The trend flies in the face of some of the culture wars of two decades ago, when advocates insisted on "English first" education. Most famously, California passed Proposition 227 in 1998. It was intended to sharply reduce the amount of time that English-language learners spent in bilingual settings. Proposition 58, passed by California voters on November 8, largely reversed that decision, paving the way for a huge expansion of bilingual education in the state that has the largest population of English-language learners.

这一趋势与二十年前的一些文化战争背道而驰,当时倡导者坚持"英语优先"教育。最著名的是,加州在1998年通过了227号提案。该提案旨在大幅减少英语学习者在双语环境中的学习时间。11月8日加州选民通过的58号提案在很大程度上推翻了那一决定,为这个拥有最多英语学习者人口的州大规模扩展双语教育铺平了道路。

- E) Some of the insistence on English-first was founded on research produced decades ago, in which bilingual students underperformed monolingual(单语的) English speakers and had lower IQ scores. Today's scholars, like Ellen Bialystok at York University in Toronto, say that research was "deeply flawed." "Earlier research looked at socially disadvantaged groups," agrees Antonella Sorace at the University of Edinburgh in Scotland. "This has been completely contradicted by recent research" that compares groups more similar to each other.

一些对英语优先的坚持是基于几十年前产生的研究,在那些研究中,双语学生的表现不如单语英语使用者,智商分数也较低。如今的学者,如多伦多约克大学的Ellen Bialystok,称那些研究"存在严重缺陷"。苏格兰爱丁堡大学的Antonella Sorace表示赞同:"早期研究关注的是社会弱势群体。"最近的研究已经完全推翻了这一点,这些研究比较的是彼此更相似的群体。

- F) So what does recent research say about the potential benefits of bilingual education? It turns out that, in many ways, the real trick to speaking two languages consists in managing not to speak one of those languages at a given moment—which is fundamentally a feat of paying attention. Saying "Goodbye" to mom and then "Guten tag" to your teacher, or managing to ask for a crayola roja instead of a red crayon(蜡笔), requires skills called "inhibition" and "task switching." These skills are subsets of an ability called executive function.

那么,最近的研究对双语教育的潜在益处怎么说?事实证明,在许多方面,说两种语言的真正诀窍在于在特定时刻设法不说其中一种语言——这从根本上是一种集中注意力的本领。对妈妈说"Goodbye",然后对老师说"Guten tag",或者设法要一支crayola roja而不是red crayon,需要被称为"抑制"和"任务转换"的技能。这些技能是一种被称为执行功能的能力的子集。

- G) People who speak two languages often outperform monolinguals on general measures of executive function. "Bilinguals can pay focused attention without being distracted and also improve in the ability to switch from one task to another," says Sorace.

说两种语言的人在执行功能的一般测量上往往优于单语者。Sorace说:"双语者可以集中注意力而不分心,并且在从一项任务转换到另一项任务的能力上也有所提高。"

- H) Do these same advantages benefit a child who begins learning a second language in kindergarten instead of as a baby? We don't yet know. Patterns of language learning and language use are complex. But Gigi Luk at Harvard cites at least one brain-imaging study on adolescents that shows similar changes in brain structure when compared with those who are bilingual from birth, even when they didn't begin practicing a second language in earnest before late childhood.

从幼儿园而不是婴儿时期开始学习第二语言的孩子是否也能获得同样的优势?我们还不知道。语言学习和语言使用的模式很复杂。但哈佛大学的Gigi Luk引用了至少一项针对青少年的脑成像研究,该研究显示,与从出生就使用双语的人相比,即使他们直到童年后期才开始认真练习第二语言,大脑结构也会发生类似的变化。

- I) Young children being raised bilingual have to follow social cues to figure out which language to use with which person and in what setting. As a result, says Sorace, bilingual children as young as age 3 have demonstrated a head start on tests of perspective-taking and theory of mind—both of which are fundamental social and emotional skills.

在双语环境中成长的幼儿必须遵循社会线索来弄清楚在什么场合与什么人使用哪种语言。Sorace说,因此,年仅3岁的双语儿童在观点采择和心智理论测试中就表现出领先优势——这两者都是基本的社交和情感技能。

- J) About 10 percent of students in the Portland, Oregon public schools are assigned by lottery to dual-language classrooms that offer instruction in Spanish, Japanese or Mandarin, alongside English. Jennifer Steele at American University conducted a four-year, randomized trial and found that the dual-language students outperformed their peers in English-reading skills by a full school-year's worth of learning by the end of middle school. Because the effects are found in reading, not in math or science where there were few differences, Steele suggests that learning two languages make students more aware of how language works in general.

俄勒冈州波特兰市公立学校约10%的学生通过抽签被分配到双语课堂,这些课堂提供西班牙语、日语或普通话以及英语的教学。美国大学的Jennifer Steele进行了一项为期四年的随机试验,发现到中学结束时,双语学生在英语阅读技能方面比同龄人领先整整一学年的学习量。由于这些效果体现在阅读方面,而不是在数学或科学方面——这两方面几乎没有差异,Steele认为学习两种语言使学生更加了解语言总体上是如何运作的。

- K) The research of Gigi Luk at Harvard offers a slightly different explanation. She has recently done a small study looking at a group of 100 fourth-graders in Massachusetts who had similar reading scores on a standard test, but very different language experiences. Some were foreign-language dominant and others were English natives. Here's what's interesting. The students who were dominant in a foreign language weren't yet comfortably bilingual; they were just starting to learn English. Therefore, by definition, they had a much weaker English vocabulary than the native speakers. Yet they were just as good at interpreting a text. "This is very surprising," Luk says. "You would expect the reading comprehension performance to mirror the vocabulary—it's a cornerstone of comprehension."

哈佛大学Gigi Luk的研究提供了一个略有不同的解释。她最近做了一项小型研究,观察马萨诸塞州的一组100名四年级学生,他们在标准测试中的阅读分数相似,但语言经历却大不相同。有些人以外语为主,另一些人是英语母语者。有趣的是这样。以外语为主的学生还不能熟练使用双语;他们刚刚开始学习英语。因此,根据定义,他们的英语词汇量比母语使用者弱得多。然而他们在解读文本方面同样出色。Luk说:"这非常令人惊讶。""你会期望阅读理解表现与词汇量相匹配——这是理解的基石。"

- L) How did the foreign-language dominant speakers manage this feat? Well, Luk found, they also scored higher on tests of executive functioning. So, even though they didn't have huge mental dictionaries to draw on, they may have been great puzzle-solvers, taking into account higher-level concepts such as whether a single sentence made sense within an overall storyline. They got to the same results as the monolinguals, by a different path.

以外语为主的使用者是如何做到这一点的?嗯,Luk发现,他们在执行功能测试中的得分也更高。因此,尽管他们没有庞大的心理词典可以借鉴,但他们可能是出色的解谜者,会考虑更高层次的概念,比如一个句子在整体故事情节中是否有意义。他们通过不同的路径得到了与单语者相同的结果。

- M) American public school classrooms as a whole are becoming more segregated by race and class. Dual-language programs can be an exception. Because they are composed of native English speakers deliberately placed together with recent immigrants, they tend to be more ethnically and economically balanced. And there is some evidence that this helps kids of all backgrounds gain comfort with diversity and different cultures.

美国公立学校课堂整体上正变得在种族和阶层上更加隔离。双语项目可能是个例外。因为它们由英语母语者与新移民刻意安排在一起组成,所以往往在种族和经济上更加平衡。有一些证据表明,这有助于各种背景的孩子适应多样性和不同文化。

- N) Several of the researchers also pointed out that, in bilingual education, non-English-dominant students and their families tend to feel that their home language is heard and valued, compared with a classroom where the home language is left at the door in favor of English. This can improve students' sense of belonging and increase parents' involvement in their children's education, including behaviors like reading to children. "Many parents fear their language is an obstacle, a problem, and if they abandon it their child will integrate better," says Antonella Sorace of the University of Edinburgh. "We tell them they're not doing their child a favor by giving up their language."

几位研究人员还指出,在双语教育中,与在课堂上丢弃母语而支持英语相比,非英语为主的学生及其家庭往往感到他们的母语得到倾听和重视。这可以改善学生的归属感,并增加家长对孩子教育的参与,包括给孩子读书等行为。爱丁堡大学的Antonella Sorace说:"许多家长担心他们的语言是障碍、是问题,如果他们放弃它,他们的孩子会更好地融入。""我们告诉他们,放弃自己的语言对孩子没有好处。"

- O) One theme that was striking in speaking to all these researchers was just how strongly they advocated for dual-language classrooms. Thomas and Collier have advised many school systems on how to expand their dual language programs, and Sorace runs "Bilingualism Matters," an international network of researchers who promote bilingual education projects. This type of advocacy among scientists is unusual; even more so because the "bilingual advantage hypothesis" is being challenged once again.

在与所有这些研究人员交谈时,令人印象深刻的主题是,他们是多么强烈地倡导双语课堂。Thomas和Collier为许多学校系统就如何扩展其双语项目提供了建议,Sorace运营着"Bilingualism Matters",这是一个促进双语教育项目的国际研究人员网络。科学家中的这种倡导是不寻常的;更不寻常的是,"双语优势假说"再次受到挑战。

- P) A review of studies published last year found that cognitive advantages failed to appear in 83 percent of published studies, though in a separate analysis, the sum of effects was still significantly positive. One potential explanation offered by the researchers is that advantages that are measurable in the very young and very old tend to fade when testing young adults at the peak of their cognitive powers. And, they countered that no negative effects of bilingual education have been found. So,

even if the advantages are small, they are still worth it. Not to mention one obvious, outstanding fact: "Bilingual children can speak two languages!"

去年发表的一篇研究综述发现,在83%的已发表研究中,认知优势未能显现,尽管在单独的分析中,效果总和仍然显著为正。研究人员提供的一个潜在解释是,在非常年幼和非常年老时可测量的优势,在测试处于认知能力巅峰的年轻成年人时往往会减弱。而且,他们反驳说,没有发现双语教育的负面影响。因此,即使优势很小,它们仍然是值得的。更不用说一个明显、突出的事实:"双语儿童可以说两种语言!"

陈述句与逐句解析

36. A study found that there are similar changes in brain structure between those who are bilingual from birth and those who start learning a second language later.

一项研究发现,从出生就使用双语者和后来才开始学习第二语言者的大脑结构变化相似。

【答案】 **H** 段 (强锚点)

【锚点】 脑结构变化 + 出生即双语对比

【定位】 But Gigi Luk at Harvard cites at least one brain-imaging study on adolescents that shows similar changes in brain structure when compared with those who are bilingual from birth, even when they didn't begin practicing a second language in earnest before late childhood.
但哈佛的 Gigi Luk 援引至少一项针对青少年的脑成像研究, 结果显示, 与从出生起就是双语者的人相比, 他们的大脑结构出现了相似的变化, 即便他们直到童年后期才认真开始练习第二语言。

【改写】 there are similar changes in brain structure ↔ **similar changes in brain structure**
术语短语逐字复现

those who start learning a second language later ↔

they didn't begin practicing a second language in earnest before late childhood
later 上位概括晚学

【辨邻】 **G** Bilinguals can pay focused attention without being distracted 是行为层面的对比, 没有提到 brain structure 这条关键词。

People who speak two languages often outperform monolinguals on general measures of executive function

37. Unlike traditional monolingual programs, bilingual classrooms aim at developing students' ability to use two languages by middle school.

与传统的单语项目不同,双语课堂旨在培养学生到中学时使用两种语言的能力。

【答案】 **C** 段 (强锚点)

【锚点】 到初中具备双语能力

【定位】 The goal is functional bilingualism and biliteracy for all students by middle school.
其目标是到初中阶段所有学生都能实现功能性双语和双语读写。

【改写】 Unlike traditional monolingual programs, bilingual classrooms ↔

Traditional programs for English-language learners, or ELLs

对照对象一致

aim at developing students' ability to use two languages by middle school ↔

The goal is functional bilingualism and biliteracy for all students by middle school

名词化转回动词 + 上位概括

【辨邻】 B one of the hottest trends in public schooling is what's often called dual-language or two-way immersion programs 是趋势性描述，未涉及 by middle school 的具体培养目标。

one of the hottest trends in public schooling is what's often called dual-language or two-way immersion programs

38. A study showed that dual-language students did significantly better than their peers in reading English texts.

一项研究表明,双语学生在阅读英语文本方面的表现明显优于同龄人。

【答案】 J 段 (强锚点)

【锚点】 阅读测试显著优于同伴

【定位】 Jennifer Steele at American University conducted a four-year, randomized trial and found that the dual-language students outperformed their peers in English-reading skills by a full school-year's worth of learning by the end of middle school.

美国大学的 Jennifer Steele 进行了一项为期四年的随机对照试验，发现到初中末，双语班学生在英语阅读能力上超出同龄人整整一个学年的学习量。

【改写】 A study showed ↔

Jennifer Steele at American University conducted a four-year, randomized trial and found

上位词概括研究行为

did significantly better than their peers in reading English texts ↔

dual-language students outperformed their peers in English-reading skills by a full school-year's worth of learning

比较表达 + 量化等值替换

【辨邻】 K Yet they were just as good at interpreting a text 强调 just as good，意为持平而不是 significantly better，与 did significantly better 方向不符。

they had a much weaker English vocabulary than the native speakers. Yet they were just as good at interpreting a text

39. About twenty years ago, bilingual practice was strongly discouraged, especially in California.

大约二十年前,双语实践受到强烈反对,尤其是在加利福尼亚州。

【答案】 D 段 (强锚点)

【锚点】 约二十年前加州反对双语

【定位】 Most famously, California passed Proposition 227 in 1998. It was intended to sharply reduce the amount of time that English-language learners spent in bilingual settings.

最著名的是，加州在 1998 年通过了 227 号提案。它意在大幅削减英语学习者在双语环境中所花的时间。

【改写】 About twenty years ago ↔ **California passed Proposition 227 in 1998**

时间换算等值

bilingual practice was strongly discouraged ↔

It was intended to sharply reduce the amount of time that English-language learners spent in bilingual settings

动作上位 + 情感色彩等值

especially in California ↔ **Most famously, California**

副词等值替换

【辨邻】 **C** New York City, North Carolina, Delaware, Utah, Oregon and Washington state are among the places expanding dual-language classrooms 是现在扩张的政策列表，与 strongly discouraged 方向反向。

New York City, North Carolina, Delaware, Utah, Oregon and Washington state are among the places expanding dual-language classrooms

40. Ethnically and economically balanced bilingual classrooms are found to be helpful for kids to get used to social and cultural diversity.

族裔和经济状况均衡的双语课堂被认为有助于孩子适应社会和文化多样性。

【答案】 **M** 段（强锚点）

【锚点】 族裔经济均衡的双语班

【定位】 Because they are composed of native English speakers deliberately placed together with recent immigrants, they tend to be more ethnically and economically balanced. And there is some evidence that this helps kids of all backgrounds gain comfort with diversity and different cultures.

因为这些班级由本国英语母语者与新移民有意混编而成，所以在族群和经济上往往更加均衡。并且有证据表明，这有助于各种背景的孩子习惯多元文化与不同文化。

【改写】 Ethnically and economically balanced bilingual classrooms ↔

they tend to be more ethnically and economically balanced

形容词组原样复现

helpful for kids to get used to social and cultural diversity ↔

helps kids of all backgrounds gain comfort with diversity and different cultures

短语等值替换

【辨邻】 N improve students' sense of belonging and increase parents' involvement in their children's education 关注 sense of belonging 与 parents' involvement, 未提及 ethnically and economically balanced。

non-English-dominant students and their families tend to feel that their home language is heard and valued

41. Researchers now claim that earlier research on bilingual education was seriously flawed.

研究人员现在声称,早期关于双语教育的研究存在严重缺陷。

【答案】 E 段 (强锚点)

【锚点】 现有研究者称早期研究存在严重缺陷

【定位】 Today's scholars, like Ellen Bialystok at York University in Toronto, say that research was "deeply flawed."

如今的学者, 例如多伦多约克大学的 Ellen Bialystok, 称那项研究存在严重缺陷。

【改写】 Researchers now claim ↔

Today's scholars, like Ellen Bialystok at York University in Toronto, say

上位词概括身份

earlier research on bilingual education was seriously flawed ↔

that research was "deeply flawed"

程度副词同义

【辨邻】 P cognitive advantages failed to appear in 83 percent of published studies 评的是近期综述里大量研究未显示认知优势, 而非陈述句指向的 earlier research seriously flawed。

A review of studies published last year found that cognitive advantages failed to appear in 83 percent of published studies

42. According to a researcher, dual-language experiences exert a lifelong influence on one's brain.

根据一位研究人员的说法,双语体验对人的大脑产生终身影响。

【答案】 B 段 (强锚点)

【锚点】 双语经历对大脑的终生影响

【定位】 Again and again, researchers have found, "bilingualism is an experience that shapes our brain for life," in the words of Gigi Luk, an associate professor at Harvard's Graduate School of Education.

研究者一次又一次发现, 按哈佛大学教育学院副教授 Gigi Luk 的话来说, 双语经历是一种终生塑造我们大脑的体验。

【改写】 According to a researcher ↔

in the words of Gigi Luk, an associate professor at Harvard's Graduate School of Education

上位词概括身份

dual-language experiences exert a lifelong influence on one's brain ↔

bilingualism is an experience that shapes our brain for life

名词化 + 同根短语等值

【辨邻】 **H** Gigi Luk at Harvard cites at least one brain-imaging study on adolescents that shows similar changes in brain structure 是基于一项研究的局部结论，未涉及 for life。

| Gigi Luk at Harvard cites at least one brain-imaging study on adolescents

43. Advocates of bilingual education argued that it produces positive effects though they may be limited.

双语教育的倡导者认为,尽管效果可能有限,但它能产生积极影响。

【答案】 **P** 段 (强锚点)

【锚点】 效果积极但可能有限

【定位】 And, they countered that no negative effects of bilingual education have been found. So, even if the advantages are small, they are still worth it.

并且他们反驳道，并未发现双语教育有负面效果。所以，即便优势不大，依然值得。

【改写】 Advocates of bilingual education ↔ **they countered**

上下文指代等值

positive effects ↔ **even if the advantages are small, they are still worth it**

worth it 等值正向评价

though they may be limited ↔ **even if the advantages are small**

让步从句同义替换

【辨邻】 **O** just how strongly they advocated for dual-language classrooms 与 the bilingual advantage hypothesis is being challenged once again 只铺垫争议，没有得出 positive though limited 的总评。

| just how strongly they advocated for dual-language classrooms

44. Bilingual speakers often do better than monolinguals in completing certain tasks because they can concentrate better on what they are doing.

双语使用者在完成某些任务时往往比单语使用者表现更好,因为他们能更专注于正在做的事情。

【答案】 **G** 段 (弱锚点)

【锚点】 双语者更专注完成任务

【定位】 "Bilinguals can pay focused attention without being distracted and also improve in the ability to switch from one task to another," says Sorace.

Sorace 表示, 双语者能保持专注而不易被分心, 并且在从一个任务切换到另一个任务的能力上有所提升。

【改写】 Bilingual speakers often do better than monolinguals in completing certain tasks ↔

People who speak two languages often outperform monolinguals on general measures of executive function

比较结构同义替换

they can concentrate better on what they are doing ↔

Bilinguals can pay focused attention without being distracted

短语等值

【辨邻】 **F** These skills are subsets of an ability called executive function 给的是机制定义, 未做 outperform monolinguals 的比较结论。

requires skills called "inhibition" and "task switching"

L they also scored higher on tests of executive functioning 出现在解释外语主导组阅读得分相当的语境, 与 Q44 的一般任务表现方向不同。

they also scored higher on tests of executive functioning

45. When their native language is used, parents can become more involved in their children's education.

当使用母语时, 家长可以更多地参与子女的教育。

【答案】 **N** 段 (弱锚点)

【锚点】 用母语带动家长参与

【定位】 This can improve students' sense of belonging and increase parents' involvement in their children's education, including behaviors like reading to children.

这能提升学生的归属感, 并增强家长对孩子教育的参与度, 包括给孩子读书这类行为。

【改写】 When their native language is used ↔ **their home language is heard and valued**

近义短语替换

parents can become more involved in their children's education ↔

increase parents' involvement in their children's education

同根名动转换

【辨邻】 **M** more ethnically and economically balanced 只涉及族群与经济维度, 未提及 parents' involvement.

they tend to be more ethnically and economically balanced

16 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

- A 开篇引入：人们对大脑研究着迷，但教育实践中真正用到神经科学成果的不多，而双语教育是研究与实践相遇的一个亮点；近 20 年关于双语的研究井喷。

信息指纹 近20年双语研究井喷

- B 引用 Gigi Luk 的话指出双语经历会终生塑造大脑；并点出公立教育中的双语沉浸式项目正在升温。

信息指纹 双语终生塑造大脑

- C 对比传统 ELL 项目与双语沉浸项目：传统项目尽快把学生同化进英语，双语项目则让英语母语者与英语学习者同时用两种语言学习各科，目标是到初中实现功能性双语和双语读写。

信息指纹 目标到初中实现双语

- D 回顾二十年前的文化战争：加州 1998 年通过 227 号提案大幅压缩双语教学时间；2016 年 58 号提案基本推翻 227，为加州大规模扩张双语教育铺路。

信息指纹 加州227号提案压制双语

- E 指出当年支持 English-first 的依据来自数十年前的旧研究，那些研究比较的是社会处境不利的群体，今天的学者认为旧研究 deeply flawed，已被对照更可比群体的新研究推翻。

信息指纹 旧研究存在严重缺陷

- F 解释双语带来认知收益的机理：说两种语言的关键是在某一刻管住不说其中一种，这本质上是一种注意力活儿，涉及 inhibition 和 task switching，属于执行功能的子集。

信息指纹 抑制与任务切换属执行功能

- G 给出结论性发现：双语者在执行功能的一般测量中常常胜过单语者；他们能更专注、不易分心，并能更好地在任务之间切换。

信息指纹 双语者更专注且更会切换

H 提问并部分回答：幼儿园才开始学第二语言的孩子是否也享同样优势尚不清楚，但一项青少年脑成像研究显示，他们的大脑结构变化与从出生就双语的人相似。

信息指纹 晚学者与天生双语者脑结构相似

I 指出从小双语成长的孩子要根据社交线索判断该对谁说哪种语言，因此在 3 岁就已经在换位思考和心智理论测试中领先。

信息指纹 3岁双语儿童社交认知领先

J 波特兰公立学校 10% 的学生被抽签分入双语班；Jennifer Steele 四年随机试验发现，到初中末双语班学生在英语阅读上超出同龄人整整一个学年；差异出现在阅读而非数理。

信息指纹 波特兰随机试验英语阅读领先

K Gigi Luk 的研究：100 名马萨诸塞四年级学生阅读分数相近但语言背景不同，外语主导组英语词汇量小却阅读理解相当好；提示词汇量本应是理解的基石。

信息指纹 外语主导组词汇少阅读不差

L 解释 K 段现象：外语主导学生的执行功能测试得分更高，他们像谜题高手，能从更高层概念把握整体语境，走另一条路达到与单语者同等的阅读结果。

信息指纹 执行功能补位词汇短板

M 美国公校整体在按种族阶层加剧隔离，但双语班是例外：把英语母语者与新移民有意混编，族群与经济上更均衡，有助于各背景孩子适应多元文化。

信息指纹 双语班族群经济更均衡

N 在双语教育中，非英语主导家庭觉得自己的家庭语言被听见和重视，有利于学生归属感与家长参与；Sorace 反驳家长担心母语成为障碍的想法。

信息指纹 母语被尊重促家长参与

O 研究者罕见地为双语班大力背书，且双语优势假说正再次受到挑战，为下一段的争议铺垫。

信息指纹 研究者罕见集体背书

P

一项综述发现 83% 已发表研究中认知优势并未出现，但效应总和仍显著正向；研究者解释优势在幼老人群可测、在青年顶峰期会减弱，且未发现双语教育的负面效果，因此即便优势小也值得。

信息指纹 优势虽小仍值得

SENTENCE INSIGHTS • 句子精讲

12 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。

And yet it can be hard to point to places where our education system is really making use of the latest neuroscience(神经科学) findings.

A段，第3句

形式主语 "it" 加不定式的结构,以及定语从句修饰名词的用法,都是四六级和考研阅读中高频出现的典型句式。本句的整体框架和各成分的组合方式具有很强的代表性,掌握后可迁移到大量同类句子的理解和分析中。

Dual-language classrooms, by contrast, provide instruction across subjects to both English natives and English learners, in both English and a target language.

C段，第2句

本句虽为简单句，但包含主语、谓语、宾语及三个不同类型的介词短语状语（范围、对象、方式），成分种类较为丰富。同时涉及插入语的识别，对练习状语划分和插入语处理有一定价值。但因缺少定语、补语、从句等更复杂成分，训练价值中等。

The trend flies in the face of some of the culture wars of two decades ago, when advocates insisted on "English first" education.

D段，第1句

主句 + 时间状语从句的结构是四六级和考研阅读中的常见句式,用于对比现在与过去的情况。主句中 "fly in the face of" 这种固定搭配加多层介词短语修饰的模式,以及 "when" 从句修饰时间名词的用法,都是真题中反复出现的典型结构,掌握后可以迁移到大量类似句子的理解中。

Young children being raised bilingual have to follow social cues to figure out which language to use with which person and in what setting.

I段，第1句

这句结构有代表性，难度中等偏上，既能训练主干提取，也能训练内部层次判断；对结构与时态学习都很有价值。

Therefore, by definition, they had a much weaker English vocabulary than the native speakers.

K段，第6句

“主句加插入性状语加比较结构”是很典型的书面英语句式，考试阅读里经常出现。掌握这种识别顺序后，能迁移到大量含比较级的句子。

Yet they were just as good at interpreting a text.

K段，第7句

主系表结构是四六级和考研阅读中的常见句式，“be good at doing”也是高频搭配。句首转折副词 Yet 的用法在真题中频繁出现，掌握本句结构可迁移到大量同类句子。

So, even though they didn't have huge mental dictionaries to draw on, they may have been great puzzle-solvers, taking into account higher-level concepts such as whether a single sentence made sense within an overall storyline.

L段，第3句

本句主干被插入从句分隔，涉及情态完成式、让步从句、分词状语、名词性从句等多种考点，成分丰富且结构典型，适合作为中等偏上难度的训练材料。虽然嵌套不算极深，但修饰层次多，对基础较弱者有挑战性，同时句式代表性强，练习后可复用。综合前五维评估，推荐优先用于强化让步从句、情态完成式和成分划分的训练。

They got to the same results as the monolinguals, by a different path.

L段，第4句

简单句中包含比较结构（as引导）和方式状语（by短语）是考试中较常见的句式。动词短语作谓语、比较结构中的省略也是真题中反复出现的语言现象。虽然不如复杂从句那样频繁，但作为简单句的典型代表具有一定的迁移价值。

Because they are composed of native English speakers deliberately placed together with recent immigrants, they tend to be more ethnically and economically balanced.

M段，第3句

句子涵盖状语从句、被动语态、后置定语、系表结构、比较级等多种成分和结构,适合练习从句识别、被动语态判定、定语修饰关系和表语成分划分,训练价值较高。

A review of studies published last year found that cognitive advantages failed to appear in 83 percent of published studies, though in a separate analysis, the sum of effects was still significantly positive.

P段，第1句

“研究报道类主句 + that 引出的内容从句 + though 引出的让步补充”是考试阅读中很常见的书面句式。掌握这种读法后，可以迁移到大量学术说明和论证句中。

So, even if the advantages are small, they are still worth it.

P段，第4句

让步状语从句(尤其是“even if”引导)在四六级和考研阅读中频繁出现,是典型的让步转折结构。主句使用“be worth”表达价值判断也较为常见。整体结构具有一定代表性,掌握后可在理解和写作中复用。

Not to mention one obvious, outstanding fact: "Bilingual children can speak two languages!"

P段，第5句

情态动词加动词原形构成的主谓宾结构在四六级和考研中较为常见，但本句过于简单，缺少修饰成分和从句嵌套，代表性一般，掌握后可部分迁移到含情态动词的复杂句中。

HIGH-FREQUENCY • 真题高频词

本篇出现的 141 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。

bilingual C1

adj. 双语的;能说两种语言的

本篇23次·真题38句

researcher B2

n. 研究人员

本篇7次·真题363句

native B1

adj. 本国的

本篇5次·真题45句

monolingual C1

adj. 只会一种语言的;单语的

本篇5次·真题15句

better A1

adj. 更好的 (good 的比较级)

本篇4次·真题205句

effect A2

n. 影响

本篇4次·真题191句

reading A1

n. 阅读

本篇4次·真题43句

learner A2

n. 学习者

本篇4次·真题23句

bilingualism C1

n. 双语能力

本篇4次·真题11句

benefit B1

n. 好处

本篇3次·真题244句

tend B1

v. 倾向于, 往往会

本篇3次·真题170句

potential B2

adj. 潜在的

本篇3次·真题92句

advocate B2

v. 拥护

本篇3次·真题55句

executive B2

n. 主管;经理;管理人员

本篇3次·真题32句

dominant C1

adj. 占主导地位的

本篇3次·真题12句

system A2

n. 系统

本篇2次·真题176句

positive B1

adj. 积极的

本篇2次 · 真题 144 句

learning A1

n. 学习

本篇2次 · 真题 128 句

decade B1

n. 十年

本篇2次 · 真题 120 句

professor B1

n. 教授 (大学教师的最高职称)

本篇2次 · 真题 112 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本篇2次 · 真题 94 句

cognitive C1

adj. 认知的

本篇2次 · 真题 85 句

traditional B1

adj. 传统的

本篇2次 · 真题 84 句

trend B1

n. 趋势

本篇2次 · 真题 63 句

peer B2

n. 同龄人

本篇2次 · 真题 62 句

diversity B2

n. 多样性

本篇2次 · 真题 46 句

expand B2

v. 扩大; 扩展; 增长

本篇2次 · 真题 40 句

function B1

n. 功能

本篇2次 · 真题 40 句

structure B1

n. 结构

本篇2次 · 真题 35 句

explanation B1

n. 解释

本篇2次 · 真题 31 句

favor B1

n. 帮忙

本篇2次 · 真题 25 句

strongly B1

adv. 强烈地

本篇2次 · 真题 23 句

setting B1

n. 环境

本篇2次·真题 22 句

significantly B2

adv. 显著地

本篇2次·真题 16 句

balanced B1

adj. 平衡的

本篇2次·真题 12 句

comprehension B2

n. 理解力

本篇2次·真题 12 句

economically B2

adv. 在经济上

本篇2次·真题 12 句

outperform C1

v. 表现优于, 胜过

本篇2次·真题 10 句

feat B2

n. 功绩

本篇2次·真题 9 句

vocabulary B1

n. 词汇量

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

focus B1

n. 重点

本篇1次·真题 200 句

behavior B1

n. 行为

本篇1次·真题 171 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 167 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题 138 句

negative B1

adj. 否定的

本篇1次·真题 132 句

power A2

n. 权力

本篇1次·真题 128 句

finding B2

n. 调查结果

本篇1次·真题 121 句

mental B1

adj. 精神的

本篇1次·真题 120 句

challenge B1

n. 挑战

本篇1次·真题 119 句

project A2

n. 项目

本篇1次·真题 116 句

claim B1

v. 声称

本篇1次·真题 111 句

argue B1

v. 争论

本篇1次·真题 106 句

measure B1

v. 测量

本篇1次·真题 100 句

least A2

det. 最少的

本篇1次·真题 98 句

performance B1

n. 表演

本篇1次·真题 98 句

gain B1

v. 获得;赢得

本篇1次·真题 96 句

account A2

n. 账户

本篇1次·真题 93 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

amount A2

n. 数量

本篇1次·真题 84 句

type A2

n. 类型

本篇1次·真题 84 句

graduate B1

n. 毕业生

本篇1次·真题 82 句

promote B2

v. 促进

本篇1次·真题 82 句

recently A2

adv. 最近

本篇1次·真题 76 句

cultural B1

adj. 文化的

本篇1次·真题 68 句

quickly A2

adv. 快速地

本篇1次·真题 63 句

complex B2

adj. 复杂的, 难懂的

本篇1次·真题 61 句

concept B2

n. 概念

本篇1次·真题 59 句

conduct B2

v. 组织并实施

本篇1次·真题 59 句

figure A2

n. 数字

本篇1次·真题 58 句

overall B1

adj. 总体的

本篇1次·真题 58 句

aim B1

v. 瞄准

本篇1次·真题 57 句

theory B1

n. 理论

本篇1次·真题 55 句

associate B2

v. 联系

本篇1次·真题 54 句

link A2

n. 联系

本篇1次·真题 53 句

network B1

n. 网络

本篇1次·真题 53 句

emotional B1

adj. 情绪的

本篇1次·真题 52 句

analysis B2

n. 分析

本篇1次·真题 49 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

completely

B1

adv. 完全地

本篇1次 · 真题 43 句

adolescent

B2

n. 青少年

本篇1次 · 真题 35 句

aware

A2

adj. 知道的

本篇1次 · 真题 34 句

obvious

B1

adj. 明显的

本篇1次 · 真题 31 句

switch

A2

v. 转换

本篇1次 · 真题 31 句

unlike

B1

prep. 不像

本篇1次 · 真题 31 句

limited

B1

adj. 有限的

本篇1次 · 真题 29 句

socially

B1

adv. 在社交方面

本篇1次 · 真题 29 句

childhood

A2

n. 童年

本篇1次 · 真题 28 句

largely

B2

adv. 主要地

本篇1次 · 真题 28 句

therefore

B1

adv. 因此, 所以

本篇1次 · 真题 28 句

scholar

B2

n. 学者

本篇1次 · 真题 26 句

target

B1

n. 目标, 靶子

本篇1次 · 真题 26 句

intend

B1

v. 打算, 计划

本篇1次 · 真题 25 句

contrast

B2

n. 对比

本篇1次 · 真题 24 句

abandon B2

v. 离弃

本篇1次·真题 22 句

assign B1

v. 分配 (任务、工作)

本篇1次·真题 22 句

lifelong B2

adj. 终身的

本篇1次·真题 21 句

slightly B1

adv. 稍微, 略微, 轻微地

本篇1次·真题 21 句

trial B2

n. 审判, 审讯

本篇1次·真题 21 句

involved B1

adj. 参与的

本篇1次·真题 20 句

latest B1

adj. 最新的

本篇1次·真题 20 句

surprising A2

adj. 令人惊讶的

本篇1次·真题 20 句

deeply B1

adv. 深深地

本篇1次·真题 19 句

definition B2

n. 定义

本篇1次·真题 19 句

neuroscience C1

n. 神经科学

本篇1次·真题 19 句

virtual B2

adj. 虚拟的 (计算机生成的)

本篇1次·真题 19 句

expansion B2

n. 扩张

本篇1次·真题 18 句

hypothesis C1

n. 假设

本篇1次·真题 18 句

interpret B2

v. 解释

本篇1次·真题 18 句

mom A1

n. 妈妈

本篇1次·真题 18 句

seriously B1

adv. 严肃地

本篇1次·真题 18 句

trick B1

n. 诡计

本篇1次·真题 18 句

found A1

v. find 的过去式和过去分词

本篇1次·真题 17 句

reverse B2

v. 颠倒

本篇1次·真题 17 句

unusual B1

adj. 不寻常的

本篇1次·真题 17 句

consist B2

v. 由...组成

本篇1次·真题 16 句

cite B2

v. 引用, 引证

本篇1次·真题 15 句

discourage B2

v. 使泄气

本篇1次·真题 15 句

fundamental B2

adj. 基本的

本篇1次·真题 15 句

involvement B2

n. 参与

本篇1次·真题 15 句

obstacle B2

n. 障碍物

本篇1次·真题 15 句

peak B1

n. 山峰

本篇1次·真题 15 句

concentrate B1

v. 集中注意力

本篇1次·真题 14 句

integrate C1

v. 使融入

本篇1次·真题 14 句

pave B2

v. 铺(路面)

本篇1次·真题 13 句

sharply B2

adv. 急剧地

本篇1次·真题 13 句

comfort B1

n. 舒适

本篇1次 · 真题 12 句

cue B2

n. 提示

本篇1次 · 真题 12 句

exert B2

v. 施加(力量、影响等)

本篇1次 · 真题 12 句

focused B1

adj. 集中注意力的

本篇1次 · 真题 11 句

outstanding B2

adj. 杰出的, 出色的

本篇1次 · 真题 11 句

counter B1

n. 柜台

本篇1次 · 真题 10 句

alongside B1

prep. 在...旁边

本篇1次 · 真题 9 句

disadvantaged B2

adj. 处于不利地位的;弱势的

本篇1次 · 真题 9 句

exception B2

n. 例外

本篇1次 · 真题 9 句

functional B2

adj. 实用的

本篇1次 · 真题 9 句

fundamentally C1

adv. 根本上

本篇1次 · 真题 9 句

functioning B2

adj. 运转正常的

本篇1次 · 真题 8 句

striking B2

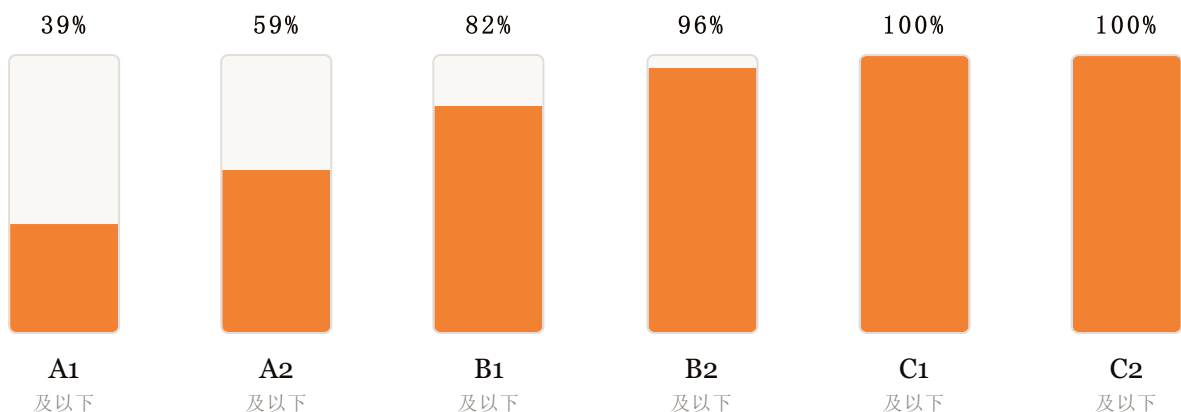
adj. 引人注目的

本篇1次 · 真题 8 句

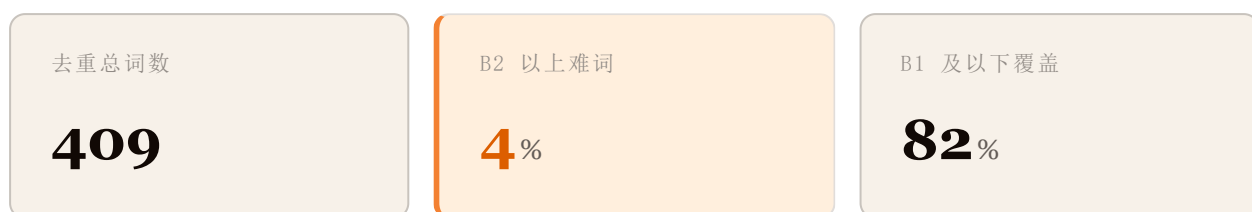
VOCABULARY · 词汇难度分布

全文 409 词按 CEFR 难度累积覆盖

全文去重后共 409 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 18 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 409 个 · 末柱为 100%



英语六级 2020年9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 →

2020年9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2020年9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 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1套(2020-09)·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 It is not controversial to say that an unhealthy diet causes bad health. Nor are the basic elements of healthy eating disputed. Obesity raises susceptibility to cancer, and Britain is the sixth most obese country on Earth. That is a public health emergency. But naming the problem is the easy part. No one disputes the costs in quality of life and depleted health budgets of an obese population, but the quest for solutions gets diverted by ideological arguments around responsibility and choice. And the water is muddied by lobbying from the industries that profit from consumption of obesity-inducing products.

说不健康的饮食导致健康不良并无争议。健康饮食的基本要素也没有争议。肥胖增加患癌风险,而英国是地球上第六大肥胖国家。这是一场公共卫生紧急事件。但指出问题是容易的部分。没有人对肥胖人口在生活质量和耗尽的卫生预算方面的代价有争议,但寻求解决方案的过程却被围绕责任和选择的意识形态争论所转移。而且那些从消费致肥胖产品中获利的行业的游说使问题变得更加混乱。

P2 Historical precedent suggests that science and politics can overcome resistance from businesses that pollute and poison but it takes time, and success often starts small. So it is heartening to note that a programme in Leeds has achieved a reduction in childhood obesity, becoming the first UK city to reverse a fattening trend. The best results were among younger children and in more deprived areas. When 28% of English children aged two to 15 are obese, a national shift on the scale achieved by Leeds would lengthen hundreds of thousands of lives. A significant factor in the Leeds experience

appears to be a scheme called HENRY, which helps parents reward behaviours that prevent obesity in children.

历史先例表明,科学和政治能够克服那些造成污染和毒害的企业的阻力,但这需要时间,而成功往往从小处开始。因此令人振奋的是,Leeds的一个项目已经实现了儿童肥胖率的降低,成为英国第一个扭转发胖趋势的城市。最好的结果出现在年幼儿童和更贫困地区。当28%的2至15岁英国儿童肥胖时,全国范围内达到Leeds所实现的规模的转变将延长数十万人的生命。Leeds经验中的一个重要因素似乎是一个名为HENRY的计划,它帮助父母奖励预防儿童肥胖的行为。

P3 Many members of parliament are uncomfortable even with their own government's anti-obesity strategy, since it involves a "sugar tax" and a ban on the sale of energy drinks to under-16s. Bans and taxes can be blunt instruments, but their harshest critics can rarely suggest better methods. These critics just oppose regulation itself.

许多国会议员甚至对他们自己政府的反肥胖战略感到不安,因为它涉及"糖税"和禁止向16岁以下人群销售能量饮料。禁令和税收可能是生硬的工具,但它们最严厉的批评者很少能提出更好的方法。这些批评者只是反对监管本身。

P4 The relationship between poor health and inequality is too pronounced for governments to be passive about large-scale intervention. People living in the most deprived areas are four times more prone to die from avoidable causes than counterparts in more affluent places. As the structural nature of public health problems becomes harder to ignore, the complaint about over protective government loses potency.

健康不良与不平等之间的关系过于明显,以至于政府不能对大规模干预保持被动。生活在最贫困地区的人死于可避免原因的可能性是更富裕地区同类人群的四倍。随着公共卫生问题的结构性本质变得越来越难以忽视,关于过度保护性政府的抱怨失去了效力。

P5 In fact, the polarised debate over public health interventions should have been abandoned long ago. Government action works when individuals are motivated to respond. Individuals need governments that expand access to good choices. The HENRY programme was delivered in part through children's centres. Closing such centres and cutting council budgets doesn't magically increase reserves of individual self-reliance. The function of a well-designed state intervention is not to deprive people of liberty but to build social capacity and infrastructure that helps people take responsibility for their wellbeing. The obesity crisis will not have a solution devised by left or right ideology—but experience indicates that the private sector needs the incentive of regulation before it starts taking public health emergencies seriously. 事实上,关于公共卫生干预的两极化辩论早就应该被放弃了。当个人有动力做出回应时,政府行动就会起作用。个人需要扩大获得良好选择的政府。HENRY项目部分是通过儿童中心提供的。关闭这些中心和削减议会预算并不会神奇地增加个人自力更生的储备。精心设计的国家干预的功能不是剥夺人们的自由,而是建立社会能力和基础设施,帮助人们为自己的福祉负责。肥胖危机不会有由左翼或右翼意识形态设计的解决方案——但经验表明,私营部门需要监管的激励,才会开始认真对待公共卫生紧急事件。

题目与逐题解析

46. Why is the obesity problem in Britain so difficult to solve?

- A) Government health budgets are depleted.
- B) People disagree as to who should do what.
- C) Individuals are not ready to take their responsibilities.
- D) Industry lobbying makes it hard to get healthy foods.

为什么英国的肥胖问题如此难以解决？

- A) 政府卫生预算已经耗尽。 B) 人们对谁应该做什么存在分歧。
C) 个人还没有准备好承担自己的责任。 D) 行业游说使得获取健康食品变得困难。

【答案】 B (细节题)

【判型】 题干 Why is the obesity problem in Britain so difficult to solve? 问的是一个文章中已陈述的客观原因，不含 infer / imply / suggest，属于细节题。

【拆句】 题干 Why is the obesity problem in Britain so difficult to solve? 是标准 Why 一般疑问句，主语 the obesity problem in Britain，谓语 is，表语 so difficult to solve——so...to do 这里是 "如此...以至于难以" 的程度结构，无陷阱。

【定位】 No one disputes the costs in quality of life and depleted health budgets of an obese population, but the quest for solutions gets diverted by ideological arguments around responsibility and choice. And the water is muddied by lobbying from the industries that profit from consumption of obesity-inducing products.

没有人否认肥胖人群在生活质量和耗损的卫生预算上的代价，但解决方案的追寻被围绕 "责任与选择" 的意识形态争论所分散；而靠售卖致胖产品获利的行业的游说，更把水搅浑了。

【选项】 A) 答非所问

Government health budgets are depleted 引自 depleted health budgets of an obese population，原文把 depleted budgets 列为肥胖造成的 "代价" (No one disputes the costs)，不是问题难解的原因。

B) ✓ 正确

the quest for solutions gets diverted by ideological arguments around responsibility and choice

↔ **People disagree as to who should do what**

B 项把定位句中 "意识形态争论 + 责任与选择" 改写为 "人们在谁做什么上意见不一"，正是定位句两层原因之一的同义还原，且不超出定位句范围。

C) 无中生有

Individuals are not ready to take their responsibilities 文中并无此意——P1 谈的是 "关于谁负责的争论"，并未给个人是否 ready 下结论，且 "个人不愿担责" 在末段 P5 反而被作者反驳为伪命题。

D) 偷换概念

Industry lobbying makes it hard to get healthy foods 把原文 the water is muddied by lobbying——游说让政策讨论混乱——偷换成 "游说让人难以买到健康食品"，对象与机制全错。

47. What can we learn from the past experience in tackling public health emergencies?

- A) Governments have a role to play.
- B) Public health is a scientific issue.
- C) Priority should be given to deprived regions.
- D) Businesses' responsibility should be stressed.

从过去应对公共卫生紧急事件的经验中我们能学到什么？

- A) 政府可以发挥作用。 B) 公共卫生是一个科学问题。 C) 应该优先考虑贫困地区。
D) 应该强调企业的责任。

【答案】 A (细节题)

【判型】 题干 What can we learn from the past experience in tackling public health emergencies? 询问从历史经验得出的客观启示，原文有直陈句承担答案，不需要推理。

【拆句】 题干 What can we learn from the past experience in tackling public health emergencies?: 主干为 "What can we learn", from 引出来源，in tackling... 是 the past experience 的修饰成分（动名词短语作后置定语），无陷阱。

【定位】 Historical precedent suggests that science and politics can overcome resistance from businesses that pollute and poison but it takes time, and success often starts small.

历史先例表明，科学与政治能够战胜来自污染和投毒企业的抵抗，但需要时间，且成功往往从小处起步。

【选项】 A) ✓ 正确

science and politics can overcome resistance from businesses that pollute and poison ↔

Governments have a role to play

A 项 Governments have a role to play 抓住定位句的核心断言 "政治（政府）能克服行业阻力"，并以更稳健的措辞表达，预判直接对应。

B) 偷换概念

Public health is a scientific issue 用了原文出现过的 science 一词，但定位句说的是 "科学与政治共同克服阻力"，并未把 public health 定性为一个 scientific issue。

C) 以偏概全

Priority should be given to deprived areas 借自 The best results were among younger children and in more deprived areas，但那只是 Leeds 案例的结果描述，不是 "past experience" 给出的可迁移结论。

D) 与原文相反

Businesses' responsibility should be stressed 与原文 overcome resistance from businesses that pollute and poison 关系相反——原文是 "克服企业阻力"，不是 "强调企业责任"；末段才提及 private sector 需监管激励。

48. What does the author imply about some critics of bans and taxes concerning unhealthy drinks?

- A) They are not aware of the consequences of obesity.
- B) They have not come up with anything more constructive.
- C) They are uncomfortable with parliament's anti-obesity debate.
- D) They have their own motives in opposing government regulation.

关于针对不健康饮料的禁令和税收,作者对一些批评者有何暗示?

- A) 他们没有意识到肥胖的后果。 B) 他们没有提出任何更具建设性的东西。
- C) 他们对议会关于反肥胖的辩论感到不自在。 D) 他们在反对政府监管方面有自己的动机。

【答案】 **B** (推断题)

【判型】 题干 What does the author imply about some critics of bans and taxes concerning unhealthy drinks? 含 imply, 作者并未直陈, 需要从原文的言外之意推一步。

【拆句】 题干 What does the author imply about some critics of bans and taxes concerning unhealthy drinks?: 主干 "What does the author imply", about 引出 imply 的对象 some critics of bans and taxes; concerning 等价于 about, 是该角色短语的后置修饰, 无陷阱。

【定位】 Bans and taxes can be blunt instruments, but their harshest critics can rarely suggest better methods. These critics just oppose regulation itself.

禁令和税收可能是钝器, 但它们最严厉的批评者很少能提出更好的办法。这些批评者只是反对监管本身。

【选项】 A) **无中生有**

They are not aware of the consequences of obesity 文中无据——首段早已说明 No one disputes the costs, 作者并未暗示批评者不知道肥胖后果。

B) **✓ 正确**

their harshest critics can rarely suggest better methods ↔

They have not come up with anything more constructive

B 项 They have not come up with anything more constructive 正是定位句 "很少能提出更好方法" 的一步延伸——即他们没有更具建设性的方案, 未超出原文一步。

C) **张冠李戴**

They are uncomfortable with parliament's anti-obesity debate 利用 Many members of parliament are uncomfortable even with their own government's anti-obesity strategy 制造熟悉感, 但原文里 uncomfortable 的主语是 members of parliament, 不是题干所问的 critics; 且 uncomfortable 的对象是 strategy 而非 debate。

D) **过度推断**

They have their own motives in opposing government regulation 把作者中性陈述 These critics just oppose regulation itself 强行升级为 "有不可告人的动机", 超出文本一步——原文只说他们反对监管本身, 并未说他们有 own motives。

49. Why does the author stress the relationship between poor health and inequality?

- A) To demonstrate the dilemma of people living in deprived areas.
- B) To bring to light the root cause of widespread obesity in Britain.
- C) To highlight the area deserving the most attention from the public.
- D) To justify government intervention in solving the obesity problem.

作者为什么要强调健康不良与不平等之间的关系？

- A) 为了展示生活在贫困地区的人们所面临的困境。 B) 为了揭示英国肥胖广泛流行的根本原因。
C) 为了突出最值得公众关注的领域。 D) 为了证明政府干预解决肥胖问题的合理性。

【答案】 D (例证目的题)

【判型】 题干 Why does the author stress the relationship between poor health and inequality? 不是问内容本身，而是问作者为何要强调这一关系——典型的写作意图/例证目的题。

【拆句】 题干 Why does the author stress the relationship between poor health and inequality?: 主干 "Why does the author stress the relationship", between... 是 relationship 的后置修饰，无陷阱；注意 stress 在此为 "强调" 而非 "压力"，是熟词僻义。

【定位】 The relationship between poor health and inequality is too pronounced for governments to be passive about large-scale intervention.

贫困健康状况与社会不平等之间的关系如此显著，政府对大规模干预不能再袖手旁观。

【选项】 A) 以偏概全

To demonstrate the dilemma of people living in deprived areas 利用 People living in the most deprived areas 这一句制造熟悉感，但作者写它是支撑 "政府该介入" 这一目的的论据，不是为了 "展示贫困地区的两难"。

B) 过度推断

To bring to light the root cause of widespread obesity in Britain 把 "poor health 与 inequality 的关联" 误读为 "inequality 是肥胖的根源"，原文从未给出 root cause 的因果断言。

C) 偷换概念

To highlight the area deserving the most attention from the public 把作者面向 "政府能否介入" 的论证目的偷换为 "提示公众应该关注哪里"——主体（政府→公众）和目的（合法化干预→引导关注）双双偷换。

D) ✓ 正确

too pronounced for governments to be passive about large-scale intervention ↔

To justify government intervention in solving the obesity problem

the complaint about over protective government loses potency ↔

To justify government intervention in solving the obesity problem

D 项 To justify government intervention in solving the obesity problem 用 justify 一词精准对应原文 "too...to be passive" 的双重否定结论与段尾 "反对论失去力量" 的支撑，是段落写作目的的精确还原。

50. When will government action be effective?

- A) When the polarised debate is abandoned.
- B) When ideological differences are resolved.
- C) When individuals have the incentive to act accordingly.
- D) When the private sector realises the severity of the crisis.

政府行动何时会有效？

- A) 当放弃两极分化的辩论时。
- B) 当意识形态分歧得到解决时。
- C) 当个人有相应行动的动机时。
- D) 当私营部门意识到危机的严重性时。

【答案】 C （细节题）

【判型】 题干 When will government action be effective? 问的是一个客观条件，原文会有直陈句，直接定位一比对即可。

【拆句】 题干 When will government action be effective? 是标准 when 一般疑问句，主语 government action，系表 will be effective，无陷阱。

【定位】 Government action works when individuals are motivated to respond.

当个人有动力做出回应时，政府行动才会奏效。

【选项】 A) 答非所问

When the polarised debate is abandoned 来自 the polarised debate over public health interventions should have been abandoned long ago——这是作者对辩论本身的态度，不是 "政府行动有效" 的条件。

B) 无中生有

When ideological differences are resolved 借自 The obesity crisis will not have a solution devised by left or right ideology, 但原文恰恰说不会有意识形态导向的方案，并未把 "意识形态分歧解决" 列为行动有效条件。

C) ✓ 正确

Government action works when individuals are motivated to respond ↔

When individuals have the incentive to act accordingly

C 项 When individuals have the incentive to act accordingly 与定位句 when 从句逐元素对应: individuals=individuals、incentive=motivated、act accordingly=respond, 且未越界。

D) 与原文相反

When the private sector realises the severity of the crisis 借自 experience indicates that the private sector needs the incentive of regulation before it starts taking public health emergencies seriously, 但原文是 "私营部门需要监管激励才会重视"——政府行动是因，私营部门重视是果，选项把因果方向颠倒。

SENTENCE INSIGHTS • 句子精讲

20 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

It is not controversial to say that an unhealthy diet causes bad health.

第1段，第1句

It is + 形容词 + to do 这种形式主语结构在四六级和考研阅读中非常常见,同时不定式中嵌套宾语从句的模式也是典型的复杂句式,掌握后可大量迁移到类似结构的句子,具有很高的代表性。

Nor are the basic elements of healthy eating disputed.

第1段，第2句

否定副词引起的主谓倒装(Nor/Neither/Never等开头)是四六级和考研阅读、翻译中的高频句式;被动语态配合抽象名词主语(如"elements""factors"等)也是学术和新闻语体的典型特征;掌握本句结构可直接迁移到大量真题句中。

But naming the problem is the easy part.

第1段，第5句

"动名词短语 + 系动词 + 名词短语"的主系表结构在四六级和考研阅读中常见，尤其动名词作主语是高频考点，掌握后可迁移至大量类似句型，具有较强代表性。

No one disputes the costs in quality of life and depleted health budgets of an obese population, but the quest for solutions gets diverted by ideological arguments around responsibility and choice.

第1段，第6句

并列转折句在四六级和考研阅读中高频出现，第二句的被动语态 + by 短语也是常考结构，句式具有较强的代表性和复用价值

And the water is muddied by lobbying from the industries that profit from consumption of obesity-inducing products.

第1段，第7句

被动语态主句 + "by" 引出施事状语 + 定语从句修饰施事中的名词，这是四六级和考研阅读中的高频句式。特别是 "by + 动名词 + from + 名词 + 定语从句" 的多层修饰结构，在学术文本和新闻报道中大量出现，学习此句可迁移到大量类似场景。

When 28% of English children aged two to 15 are obese, a national shift on the scale achieved by Leeds would lengthen hundreds of thousands of lives.

第2段，第4句

本句覆盖主系表结构、主谓宾结构、后置定语(介词短语、过去分词短语)、状语从句等多种成分;主句主语中的多层修饰是练习定语识别的好素材;情态动词用法和百分比作主语的主谓一致也值得训练;成分种类较丰富。

A significant factor in the Leeds experience appears to be a scheme called HENRY, which helps parents reward behaviours that prevent obesity in children.

第2段，第5句

本句结构高度典型:主系表框架 + 非限制性定语从句补充说明 + 限制性定语从句限定修饰,这是四六级与考研英语阅读中的高频句式。定语从句的嵌套、非限与限制性定语从句的区分、"help sb do sth"结构均为考试常考点,掌握后可大量复用。

Many members of parliament are uncomfortable even with their own government's anti-obesity strategy, since it involves a "sugar tax" and a ban on the sale of energy drinks to under-16s.

第3段，第1句

"主句 + since 引导的原因状语从句" 是四六级和考研英语阅读中的高频句式,因果逻辑表达在学术文章和新闻报道中极为常见,掌握后可大量复用

Bans and taxes can be blunt instruments, but their harshest critics can rarely suggest better methods.

第3段，第2句

"but" 连接的让步转折型并列句是四六级和考研常见句式,且第二句的 "情态动词加副词加动词" 结构 ("can rarely suggest")也是典型考点,具有一定代表性,但整体句式相对基础,复杂度不及多层嵌套的长难句。

The relationship between poor health and inequality is too pronounced for governments to be passive about large-scale intervention.

第4段，第1句

本句是 "主系表 + too ... for sb to do" 结构的典型例句, 这种 "too ... to" 与 "for + 逻辑主语" 搭配的结果状语在四六级和考研英语阅读中频繁出现, 具有较高的代表性和可迁移性。

People living in the most deprived areas are four times more prone to die from avoidable causes than counterparts in more affluent places.

第4段，第2句

主系表结构加后置定语和比较状语的组合, 在四六级和考研英语阅读中频繁出现, 尤其是社科类文本中的数据对比句式, 典型性较高, 掌握后可复用到同类句型。

In fact, the polarised debate over public health interventions should have been abandoned long ago.

第5段，第1句

"情态动词 + have been + 过去分词" 是四六级和考研阅读中常见的表达虚拟建议或对过去情况的推测、批评的典型结构，句子整体为简单句配合较长主语和复杂谓语的模式也很常见。掌握这种结构后可以迁移到大量类似句式，具有较高的代表性。

Government action works when individuals are motivated to respond.

第5段，第2句

"主句 + when引导的状语从句"是很常见、可迁移性很强的句式。主句中表达一般规律、从句中交代条件背景，也很有代表性。

Individuals need governments that expand access to good choices.

第5段，第3句

主句加限制性定语从句的结构在四六级和考研阅读中非常常见，是典型的书面语句式，掌握后可以复用到大量类似句子的理解中。

The function of a well-designed state intervention is not to deprive people of liberty but to build social capacity and infrastructure that helps people take responsibility for their wellbeing.

第5段，第6句

本句的主系表结构、not...but...对比、不定式作表语、限制性定语从句修饰名词,都是四六级和考研真题中高频出现的典型句式。特别是抽象名词作主语配合系表结构阐释概念,以及定语从句嵌套在复杂表语中的模式,在学术类和议论文真题中极为常见,掌握后可迁移到大量同类句子。

The obesity crisis will not have a solution devised by left or right ideology—but experience indicates that the private sector needs the incentive of regulation before it starts taking public health emergencies seriously.

第5段，第7句

并列主句加转折连词，以及宾语从句嵌套状语从句的结构，是四六级和考研阅读中的高频句式，掌握后可大量复用于理解同类长难句。

What can we learn from the past experience in tackling public health emergencies?

第47题 题干

句式具有较高典型性。特殊疑问句("What can...")是考试常见题型,情态动词的用法也是高频考点。介词短语作状语、动名词作介词宾语("in tackling")都是标准搭配。掌握本句结构后,可迁移到大量类似疑问句和情态动词句式中,实用性强。

What does the author imply about some critics of bans and taxes concerning unhealthy drinks?

第48题 题干

特殊疑问句在阅读理解的问题部分高频出现,"What does... imply about..."的提问句式是典型的推断题模板。介词短语作状语搭配多层后置定语的结构也较为常见。掌握本句有助于理解考试中的提问方式和定位关键信息,具有一定代表性。

They are not aware of the consequences of obesity.

第48题, A

主系表结构是常见句式,但本句过于简单,缺少真题中常见的定语修饰、状语补充或从句嵌套,作为考试句型代表性一般

They have not come up with anything more constructive.

第48题, B

现在完成时的主动陈述句在四六级和考研真题中较为常见,短语动词 "come up with" 也是高频表达,具有一定的典型性。但简单句结构本身在真题中占比不高(真题更多考查复合句),且本句未涉及从句或并列结构,因此典型性为中等偏上。

HIGH-FREQUENCY • 真题高频词

本篇出现的 98 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。

obesity B2

n. 肥胖 (症)

本篇8次 · 真题 34 句

individual B2

adj. 单独的

本篇5次 · 真题 142 句

responsibility B1

n. 责任

本篇4次 · 真题 69 句

intervention C1

n. 干预

本篇4次 · 真题 32 句

tax A2

n. 税

本篇3次 · 真题 63 句

debate B2

n. 辩论

本篇3次 · 真题 52 句

budget B1

n. 预算

本篇3次 · 真题 37 句

critic B2

n. 批评家

本篇3次 · 真题 34 句

regulation B2

n. 规则, 条例

本篇3次 · 真题 28 句

ban B2

v. 禁止

本篇3次 · 真题 21 句

emergency B1

n. 紧急情况, 突发事件

本篇3次 · 真题 17 句

deprive B2

v. 剥夺

本篇3次 · 真题 16 句

obese C1

adj. 肥胖的

本篇3次 · 真题 11 句

author A2

n. 作者

本篇2次 · 真题 264 句

relationship B1

n. 关系

本篇2次 · 真题 168 句

stress B1

n. 压力

本篇2次 · 真题 126 句

solution B1

n. 解决办法

本篇2次·真题 76 句

crisis B2

n. 危机

本篇2次·真题 62 句

solve A2

v. 解决 (问题、困难)

本篇2次·真题 54 句

inequality B2

n. 不平等

本篇2次·真题 50 句

centre A2

n. 中心;中央

本篇2次·真题 33 句

incentive B2

n. 激励

本篇2次·真题 33 句

sector B2

n. (经济或商业的) 部门, 行业

本篇2次·真题 33 句

abandon B2

v. 离弃

本篇2次·真题 22 句

oppose B2

v. 反对

本篇2次·真题 21 句

unhealthy B1

adj. 有害健康的;不健康的

本篇2次·真题 21 句

deplete C1

v. 大量减少

本篇2次·真题 13 句

uncomfortable B1

adj. 不舒服的

本篇2次·真题 13 句

parliament B2

n. 议会

本篇2次·真题 9 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 568 句

product A2

n. 产品

本篇1次·真题 271 句

issue B1

n. 问题

本篇1次·真题 158 句

quality A2

n. 质量

本篇1次·真题 112 句

factor B1

n. 因素

本篇1次·真题 108 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

effective B1

adj. 有效的, 起作用的

本篇1次·真题 94 句

concern B1

v. 涉及

本篇1次·真题 88 句

diet A2

n. 日常饮食

本篇1次·真题 82 句

involve B1

v. 包含

本篇1次·真题 82 句

region B1

n. 地区

本篇1次·真题 78 句

consequence B2

n. 结果

本篇1次·真题 66 句

shift B1

v. 移动

本篇1次·真题 65 句

significant B2

adj. 重要的

本篇1次·真题 65 句

strategy B2

n. 策略

本篇1次·真题 63 句

trend B1

n. 趋势

本篇1次·真题 63 句

consumption B2

n. 消费

本篇1次·真题 56 句

respond B1

v. 回答, 答复

本篇1次·真题 52 句

argument B1

n. 争论

本篇1次·真题 51 句

ignore B1

v. 忽视;不理睬

本篇1次·真题 46 句

indicate B2

v. 表明

本篇1次·真题 46 句

demonstrate B2

v. 证明

本篇1次·真题 45 句

reward B1

n. 报酬

本篇1次·真题 43 句

wellbeing B2

n. 幸福;安康

本篇1次·真题 43 句

expand B2

v. 扩大;扩展;增长

本篇1次·真题 40 句

function B1

n. 功能

本篇1次·真题 40 句

priority B2

n. 优先事项

本篇1次·真题 39 句

deliver B1

v. 递送, 运送 (货物、信件等)

本篇1次·真题 37 句

reserve B1

v. 预订

本篇1次·真题 37 句

capacity B2

n. 容量

本篇1次·真题 36 句

aware A2

adj. 知道的

本篇1次·真题 34 句

profit B1

n. 利润, 盈利

本篇1次·真题 33 句

historical B2

adj. 历史的

本篇1次·真题 32 句

scale B1

n. 规模

本篇1次·真题 32 句

rarely B1

adv. 很少, 难得, 不常

本篇1次·真题 30 句

childhood A2

n. 童年

本篇1次·真题 28 句

highlight B2

n. 最精彩的部分

本篇1次·真题 25 句

root A2

n. 根

本篇1次·真题 25 句

element B1

n. 要素

本篇1次·真题 24 句

complaint B1

n. 抱怨

本篇1次·真题 23 句

widespread B2

adj. 广泛的

本篇1次·真题 23 句

eating A1

n. 吃

本篇1次·真题 22 句

politics B1

n. 政治

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

overcome B2

v. 克服

本篇1次·真题 20 句

justify B2

v. 证明...有道理

本篇1次·真题 19 句

reduction B2

n. 减少

本篇1次·真题 18 句

seriously B1

adv. 严肃地

本篇1次·真题 18 句

tackle B2

v. 处理

本篇1次·真题 18 句

counterpart C1

n. 对应的人或物

本篇1次·真题 17 句

deserve B1

v. 应得

本篇1次·真题 17 句

dispute B2

n. 争论

本篇1次·真题 17 句

infrastructure C1

n. 基础设施

本篇1次·真题 17 句

reverse B2

v. 颠倒

本篇1次·真题 17 句

imply B2

v. 暗示, 暗指

本篇1次·真题 16 句

scheme B2

n. 计划

本篇1次·真题 13 句

affluent C1

adj. 富裕的, 充足的

本篇1次·真题 12 句

council B1

n. 委员会

本篇1次·真题 12 句

disagree A2

v. 不同意

本篇1次·真题 12 句

structural B2

adj. 结构的

本篇1次·真题 12 句

controversial B2

adj. 有争议的

本篇1次·真题 11 句

motivated B1

adj. 有积极性的

本篇1次·真题 11 句

resistance B2

n. 抵抗

本篇1次·真题 11 句

devise B2

v. 设计

本篇1次·真题 10 句

ideology C1

n. 意识形态

本篇1次·真题 10 句

harsh B2

adj. 严厉的

本篇1次·真题 8 句

motive

B2

n. 动机

本篇1次 · 真题 8 句

precedent

C1

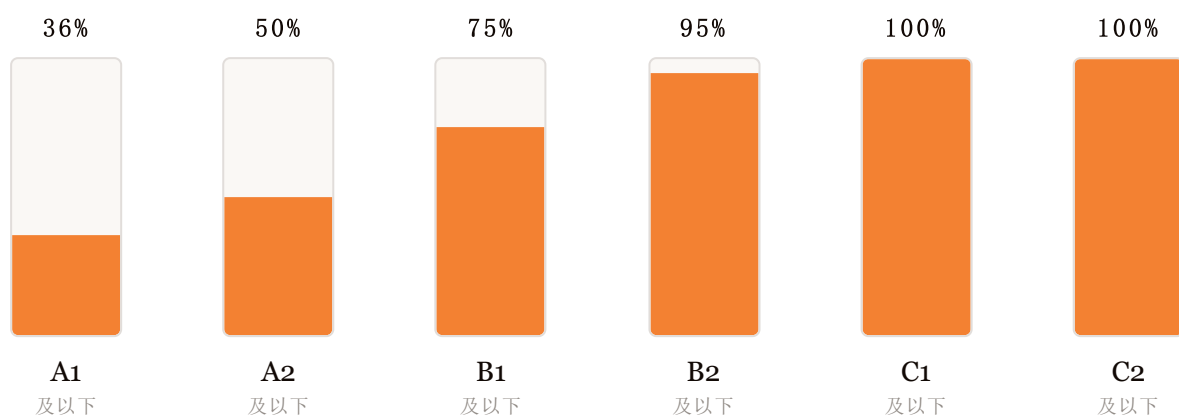
n. 先例

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 253 词按 CEFR 难度累积覆盖

全文去重后共 **253** 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 13 个 · 约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 253 个 · 末柱为 100%

去重总词数

253

B2 以上难词

5%

B1 及以下覆盖

75%

英语六级 2020年9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 →

2020年9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2020年9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 8 段原文（段首标 P1-P8 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(2020-09) · 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 Home to virgin reefs, rare sharks and vast numbers of exotic fish, the Coral Sea is a unique haven of biodiversity off the northeastern coast of Australia. If a proposal by the Australian government goes ahead, the region will also become the world's largest marine protected area, with restrictions or bans on fishing, mining and marine farming.

珊瑚海位于澳大利亚东北海岸，拥有原始珊瑚礁、珍稀鲨鱼和大量奇异鱼类，是一个独特的生物多样性避难所。如果澳大利亚政府的提案得以实施，该地区还将成为世界上最大的海洋保护区，对捕鱼、采矿和海洋养殖实施限制或禁令。

P2 The Coral Sea reserve would cover almost 990 000 square kilometres and stretch as far as 1 100 kilometres from the coast. Unveiled recently by environment minister Tony Burke, the proposal would be the last in a series of proposed marine reserves around Australia's coast.

珊瑚海保护区将覆盖近99万平方公里，从海岸延伸至1100公里。该提案最近由环境部长Tony Burke公布，将是澳大利亚海岸周围一系列拟建海洋保护区中的最后一个。

P3 But the scheme is attracting criticism from scientists and conservation groups, who argue that the government hasn't gone far enough in protecting the Coral Sea, or in other marine reserves in the coastal network.

但该计划正在招致科学家和环保组织的批评，他们认为政府在保护珊瑚海或沿海保护区网络中的其他海洋保护区方面做得还不够。

P4 Hugh Possingham, director of the Centre of Excellence for Environmental Decisions at the University of Queensland, points out that little more than half of the Coral Sea reserve is proposed as "no take" area, in which all fishing would be banned. The world's largest existing marine reserve, established last year by the British government in the Indian Ocean, spans 554 000 km² and is a no-take zone throughout. An alliance of campaigning conservation groups argues that more of the Coral Sea should receive this level of protection.

昆士兰大学环境决策卓越中心主任Hugh Possingham指出,珊瑚海保护区中只有略多于一半的区域被提议为"禁捕"区域,在该区域内所有捕鱼活动都将被禁止。世界上现有最大的海洋保护区由英国政府于去年在印度洋建立,面积达55.4万平方公里,全境均为禁捕区。一个由环保组织组成的联盟认为,珊瑚海应有更多区域获得这一级别的保护。

P5 "I would like to have seen more protection for coral reefs," says Terry Hughes, director of the Centre of Excellence for Coral Reef Studies at James Cook University in Queensland. "More than 20 of them would be outside the no-take area and vulnerable to catch-and-release fishing".

昆士兰州James Cook大学珊瑚礁研究卓越中心主任Terry Hughes说:"我希望看到对珊瑚礁有更多保护。其中20多个珊瑚礁将位于禁捕区之外,容易受到捕获后放生捕鱼活动的影响。"

P6 As Nature went to press, the Australian government had not responded to specific criticisms of the plan. But Robin Beaman, a marine geologist at James Cook University, says that the reserve does "broadly protect the range of habitats" in the sea. "I can testify to the huge effort that government agencies and other organisations have put into trying to understand the ecological values of this vast area," he says.

截至Nature付印时,澳大利亚政府尚未对该计划的具体批评作出回应。但James Cook大学海洋地质学家Robin Beaman表示,该保护区确实"广泛保护了该海域的各类栖息地"。他说:"我可以证明政府机构和其他组织为了解这片广阔区域的生态价值付出了巨大努力。"

P7 Reserves proposed earlier this year for Australia's southwestern and northwestern coastal regions have also been criticised for failing to give habitats adequate protection. In August, 173 marine scientists signed an open letter to the government saying they were "greatly concerned" that the proposals for the southwestern region had not been based on the "core science principles" of reserves—the protected regions were not, for instance, representative of all the habitats in the region, they said.

今年早些时候为澳大利亚西南和西北沿海地区提议的保护区也因未能为栖息地提供充分保护而受到批评。8月,173名海洋科学家签署了一封致政府的公开信,称他们"极为担忧"西南地区的提案未基于保护区的"核心科学原则"——例如,他们说,受保护区域并不能代表该地区的所有栖息地。

P8 Critics say that the southwestern reserve offers the greatest protection to the offshore areas where commercial opportunities are fewest and where there is little threat to the environment, a contention also levelled at the Coral Sea plan.

批评者称,西南保护区对商业机会最少、环境威胁最小的近海区域提供了最大保护,这一指责也被用于珊瑚海计划。

题目与逐题解析

51. What do we learn from the passage about the Coral Sea?

- A) It is exceptionally rich in marine life.
- B) It is the biggest marine protected area.
- C) It remains largely undisturbed by humans.
- D) It is a unique haven of endangered species.

从文章中我们可以了解到关于珊瑚海的什么信息？

- A) 它的海洋生物异常丰富。 B) 它是最大的海洋保护区。 C) 它在很大程度上未受人类干扰。
D) 它是濒危物种的独特避难所。

【答案】 **A** (细节题)

【判型】 What do we learn from the passage about the Coral Sea? 是开放式细节询问，没有 infer/imply/mainly about，落点是 "about the Coral Sea" 的客观介绍。

【拆句】 What do we learn from the passage about the Coral Sea? 主干 "What do we learn", 介词短语 "from the passage" 与 "about the Coral Sea" 都是状语，落点是对 the Coral Sea 的客观信息，无陷阱。

【定位】 Home to virgin reefs, rare sharks and vast numbers of exotic fish, the Coral Sea is a unique haven of biodiversity off the northeastern coast of Australia.

珊瑚海拥有原始珊瑚礁、稀有鲨鱼和大量奇异鱼类，是澳大利亚东北海岸外一处独特的生物多样性天堂。

【选项】 **A) ✓ 正确**

vast numbers of exotic fish ↔ **exceptionally rich in marine life**

a unique haven of biodiversity ↔ **rich in marine life**

预判落点是"生物种类极丰富"，exceptionally rich in marine life 是这条预判的直接同义表述，锁 A。

B) 偷换概念

原文 If a proposal by the Australian government goes ahead, the region will also become the world's largest marine protected area 用条件句 "if...will", 是"如果方案落地、将来成为", 而 It is the biggest marine protected area 用一般现在时把它说成既成事实。

C) 无中生有

原文只说 Coral Sea 物种丰富、政府拟设保护区，并未提及 "largely undisturbed by humans" (基本未受人类干扰) ——文中反而暗示需要 restrictions or bans on fishing, mining and marine farming, 存在人类活动威胁。

D) 偷换概念

原文用 rare sharks (稀有的) 和 exotic fish (奇异的)，强调稀有与多样；endangered species (濒危物种) 比 rare/exotic 多了一层 "濒临灭绝" 的语义，超出原文程度。

52. What does the Australian government plan to do according to Tony Burke?

- A) Make a new proposal to protect the Coral Sea.
- B) Revise its conservation plan owing to criticisms.
- C) Upgrade the established reserves to protect marine life.
- D) Complete the series of marine reserves around its coast.

根据 Tony Burke 的说法,澳大利亚政府计划做什么?

- A) 提出一项保护珊瑚海的新方案。 B) 由于批评而修订其保护计划。
C) 升级已建立的保护区以保护海洋生物。 D) 完成其海岸线周围的一系列海洋保护区。

【答案】 **D** (细节题)

【判型】 What does the Australian government plan to do according to Tony Burke? 问的是具体计划内容, 是对原文事实的复述, 没有 infer/imply。

【拆句】 What does the Australian government plan to do according to Tony Burke? 主语 "the Australian government", 谓语 "plan to do", "according to Tony Burke" 是介词短语状语, 提示信息来源, 无陷阱。

【定位】 Unveiled recently by environment minister Tony Burke, the proposal would be the last in a series of proposed marine reserves around Australia's coast.

该提案由环境部长 Tony Burke 不久前公布, 将是澳大利亚海岸一连串拟设海洋保护区中的最后一个。

【选项】 A) **答非所问**

题干问 "plan to do" (接下来要做什么), Tony Burke 公布的就是"做这个新提案" 本身; Make a new proposal to protect the Coral Sea 把答案锁死在 "再做一个新方案保护珊瑚海", 但原文重点是这次方案 would be the last——是收官, 不是又起一个新提案的开端。

B) **强加因果**

Tony Burke 公布方案在 P2, scientists 的批评出现在 P3 之后; 公布时方案尚未被批评, 更谈不上 Revise its conservation plan owing to criticisms (因批评而修订)。

C) **偷换概念**

原文说本方案是"系列保护区的最后一个"——是新建, 不是 Upgrade the established reserves (升级已建好的保护区); 动作对象从"完成新方案"被偷换为"升级既有方案"。

D) **✓ 正确**

the last in a series of proposed marine reserves around Australia's coast ↔

Complete the series of marine reserves around its coast

around Australia's coast ↔ **around its coast**

预判落点是"作为最后一块完成系列", Complete the series 正是这个含义的动词化表达, 锁 D。

53. What is scientists' argument about the Coral Sea proposal?

- A) The government has not done enough for marine protection.
- B) It will not improve the marine reserves along Australia's coast.
- C) The government has not consulted them in drawing up the proposal.
- D) It is not based on sufficient investigations into the ecological system.

科学家们对珊瑚海方案的论点是什么？

- A) 政府在海洋保护方面做得不够。 B) 它不会改善澳大利亚海岸线沿线的海洋保护区。
C) 政府在制定该方案时没有咨询他们。 D) 它不是基于对生态系统的充分调查。

【答案】 A (细节题)

【判型】 What is scientists' argument about the Coral Sea proposal? 问群体观点的具体内容，是原文已陈述的事实，按细节题处理。

【拆句】 What is scientists' argument about the Coral Sea proposal? 主干 "What is scientists' argument", "about the Coral Sea proposal" 限定 argument 的对象，无陷阱。

【定位】 But the scheme is attracting criticism from scientists and conservation groups, who argue that the government hasn't gone far enough in protecting the Coral Sea, or in other marine reserves in the coastal network.

但该方案正招致科学家与保护团体的批评，他们认为政府在保护珊瑚海以及在沿海保护区网络的其他海洋保护区上，做得都远远不够。

【选项】 A) ✓ 正确

the government hasn't gone far enough in protecting the Coral Sea ↔

The government has not done enough for marine protection

预判落点是"力度不够"，has not done enough for marine protection 是这条预判的最直接同义表达，锁 A。

B) 偷换概念

原文说 the government hasn't gone far enough in...other marine reserves in the coastal network——是"这些保护区做得都不够"；It will not improve the marine reserves along Australia's coast 改写成"本提案不会改善沿海保护区"，把对"力度不足"的整体批评窄化并取反成"本提案对其他保护区没用"。

C) 无中生有

原文从未提到 The government has not consulted them in drawing up the proposal (政府起草方案时未咨询科学家) ——批评内容是"力度不够"，不是"未被咨询"。

D) 张冠李戴

It is not based on sufficient investigations into the ecological system 即"对生态系统的调查不足" 是 P7 中 173 位 marine scientists 对西南方案的批评 the proposals for the southwestern region had not been based on the "core science principles" of reserves, 并非对 Coral Sea 方案的批评。

54. What does marine geologist Robin Beaman say about the Coral Sea plan?

- A) It can compare with the British government's effort in the Indian Ocean.
- B) It will result in the establishment of the world's largest marine reserve.
- C) It will ensure the sustainability of the fishing industry around the coast.
- D) It is a tremendous joint effort to protect the range of marine habitats.

海洋地质学家**Robin Beaman**对珊瑚海计划有何评价？

- A) 它可以与英国政府在印度洋的努力相媲美。 B) 它将促成世界上最大的海洋保护区的建立。
- C) 它将确保海岸周围渔业的可持续性。 D) 它是保护各种海洋栖息地的巨大联合努力。

【答案】 D (细节题)

【判型】 What does marine geologist Robin Beaman say about the Coral Sea plan? 问某人说了什么具体内容，按细节题处理。

【拆句】 What does marine geologist Robin Beaman say about the Coral Sea plan? 主语 "marine geologist Robin Beaman", 同位语 "marine geologist" 给出身份，谓语 "say about", 无陷阱。

【定位】 But Robin Beaman, a marine geologist at James Cook University, says that the reserve does "broadly protect the range of habitats" in the sea. "I can testify to the huge effort that government agencies and other organisations have put into trying to understand the ecological values of this vast area," he says.

但詹姆斯·库克大学的海洋地质学家 Robin Beaman 表示，该保护区确实在"大范围地保护这片海域的各类生境"。他说："我可以为政府机构和其他组织在尝试理解这片广阔海域的生态价值上所付出的巨大努力作证。"

【选项】 A) 张冠李戴

It can compare with the British government's effort in the Indian Ocean 把 Beaman 的话改写成 "可与英国在印度洋的努力相比", 但 P6 中 Beaman 整段从未提英国/印度洋; 那处比较出现在 P4 Hugh Possingham 的论点里, 且原意是说 Coral Sea 还不如英国做得彻底。

B) 答非所问

It will result in the establishment of the world's largest marine reserve 复述的是 the world's largest marine protected area 这一事实, 确实在原文出现过; 但题干问 Beaman 说了什么, 他根本没说这句话。

C) 无中生有

Beaman 通篇未提渔业可持续, It will ensure the sustainability of the fishing industry around the coast 在原文整段找不到对应——反而上下文 (P4P5) 讨论的是 fishing 应被 ban 的话题。

D) ✓ 正确

government agencies and other organisations have put into...huge effort ↔

a tremendous joint effort

broadly protect the range of habitats ↔ to protect the range of marine habitats

预判两点 D 选项全部覆盖: joint effort 对应多方合力, protect the range of marine habitats 对应广覆盖生境——锁 D。

55. What do critics think of the Coral Sea plan?

- A) It will do more harm than good to the environment.
- B) It will adversely affect Australia's fishing industry.
- C) It will protect regions that actually require little protection.
- D) It will win little support from environmental organisations.

批评者如何看待珊瑚海计划?

- A) 它对环境之害将大于益处。 B) 它将对澳大利亚的渔业产生不利影响。
- C) 它将保护实际上几乎不需要保护的区域。 D) 它将难以获得环保组织的支持。

【答案】 C (细节题)

【判型】 What do critics think of the Coral Sea plan? 问群体对具体方案的看法, 是原文已陈述的批评内容, 按细节题处理。

【拆句】 What do critics think of the Coral Sea plan? 主语 "critics", 谓语 "think of", 宾语 "the Coral Sea plan", 无陷阱。

【定位】 Critics say that the southwestern reserve offers the greatest protection to the offshore areas where commercial opportunities are fewest and where there is little threat to the environment, a contention also levelled at the Coral Sea plan.

批评者说, 西南保护区把最大的保护力度给到了商业开发机会最少、对环境也几乎没有威胁的远海地区——这一指控也加在珊瑚海方案上。

【选项】 A) 过度推断

It will do more harm than good to the environment 是"对环境弊大于利"的强论断; 原文只说"力度用错地方", 并未说会对环境造成 harm——批评的是"低效"而非"有害"。

B) 无中生有

原文整段未涉及方案对 Australia's fishing industry 的负面影响; commercial opportunities 在 P8 中是"远海商业机会少"的描述, 不是对渔业整体的影响判断。

C) ✓ 正确

where there is little threat to the environment ↔

regions that actually require little protection

offers the greatest protection to the offshore areas ↔ **It will protect regions**

预判落点和 protect regions that actually require little protection 含义重合: 力度用错了地方——锁 C。

D) 偷换概念

It will win little support from environmental organisations 是"得不到环保组织支持"; 但原文 An alliance of campaigning conservation groups argues that more of the Coral Sea should receive this level of protection 表明环保组织主张"应保护更多", 态度是"嫌弃力度不够", 与"不支持"在因果上不对等——环保组织反而是支持加强保护的一方。

SENTENCE INSIGHTS • 句子精讲

10 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。

If a proposal by the Australian government goes ahead, the region will also become the world's largest marine protected area, with restrictions or bans on fishing, mining and marine farming.

第1段, 第2句

句首条件状语从句加主句是四六级和考研阅读中的高频句式, 主句使用系动词加表语的结构也很常见, 句末伴随状语在长难句中经常出现。该句结构具有较强的代表性, 掌握后可以迁移到大量类似句子, 典型性较高。

But the scheme is attracting criticism from scientists and conservation groups, who argue that the government hasn't gone far enough in protecting the Coral Sea, or in other marine reserves in the coastal network.

第3段，第1句

非限制性定语从句嵌套宾语从句的结构在四六级和考研阅读中非常常见，尤其在学术和议论文体中。这种“主句 + 补充说明从句 + 观点阐述从句”的层级结构是典型的长难句模式，掌握后可直接迁移到大量真题句式的理解中。

Hugh Possingham, director of the Centre of Excellence for Environmental Decisions at the University of Queensland, points out that little more than half of the Coral Sea reserve is proposed as "no take" area, in which all fishing would be banned.

第4段，第1句

本句结构高度典型：主句带宾语从句，宾语从句内嵌套定语从句，符合四六级和考研阅读中常见的学术陈述句式。掌握后可迁移到大量类似结构，代表性强。

"More than 20 of them would be outside the no-take area and vulnerable to catch-and-release fishing".

第5段，第2句

主系表结构配合过去将来时在考试阅读中较为常见，并列表语的用法也具有一定代表性，但整体句式偏简单，复杂度不及真题中的长难句

Reserves proposed earlier this year for Australia's southwestern and northwestern coastal regions have also been criticised for failing to give habitats adequate protection.

第7段，第1句

本句呈现“带后置定语的主语 + 完成时被动谓语 + 原因状语”的结构，是四六级与考研阅读中高频出现的学术说明句式。主语后置定语分隔主谓、谓语用完成时被动、状语说明原因等特征均为常考点，掌握后可大量复用于同类句型分析。

In August, 173 marine scientists signed an open letter to the government saying they were "greatly concerned" that the proposals for the southwestern region had not been based on the "core science principles" of reserves—the protected regions were not, for instance, representative of all the habitats in the region, they said.

第7段，第2句

覆盖成分丰富:主句包含主谓宾和时间状语;第一层从句是主系表结构,第二层从句包含被动谓语和方式状语。特别是 saying 引出宾语从句时省略 that,以及形容词 concerned 带宾语从句,都是易错点。破折号后的插入结构也提供了识别插入语的练习机会。

It is exceptionally rich in marine life.

第51题，A

主系表结构是英语基础句型之一，在四六级和考研阅读中常见，但本句过于简短且无复杂修饰，代表性一般，掌握后可迁移到其他主系表句但难以应对更复杂的真题句式。

It is not based on sufficient investigations into the ecological system.

第53题，D

被动语态在四六级和考研阅读中频繁出现，“be based on”是常见搭配。句子结构简单但实用，掌握后可应用于理解大量被动句，具有一定代表性。

It can compare with the British government's effort in the Indian Ocean.

第54题，A

“情态动词 + 动词原形 + 介词短语”是常见句式，在四六级和考研中会出现，但本句结构过于简单，不能代表考试中常见的复杂长难句，典型性中等。

It will result in the establishment of the world's largest marine reserve.

第54题，B

“主语 + will + 动词 + 介词短语状语”是较为常见的简单句结构，在真题中经常出现；但本句较为基础，缺少从句、复杂修饰等真题常考的难点句式，典型性中等。

HIGH-FREQUENCY • 真题高频词

本篇出现的 80 个英语六级真题高频词

下列单词既在本篇真题中出现，又是 **英语六级** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

marine B2

adj. 海洋的

本篇16次 · 真题 41 句

reserve B1

v. 预订

本篇13次 · 真题 37 句

coral B1

n. 珊瑚

本篇12次 · 真题 13 句

region B1

n. 地区

本篇6次 · 真题 78 句

protection B1

n. 保护

本篇6次 · 真题 42 句

proposal B2

n. 提议

本篇6次 · 真题 34 句

would A1

aux. (will 的过去式) 将要，会

本篇5次 · 真题 568 句

habitat B2

n. (动植物的) 栖息地，生长环境

本篇4次 · 真题 34 句

propose B1

v. 提议

本篇3次 · 真题 28 句

conservation B2

n. 保护

本篇3次 · 真题 24 句

criticism B2

n. 批评

本篇3次 · 真题 15 句

base A2

n. 基础

本篇2次 · 真题 126 句

environmental B1

adj. 环境的

本篇2次 · 真题 112 句

argue B1

v. 争论

本篇2次 · 真题 106 句

unique B2

adj. 独特的

本篇2次·真题 54 句

range B1

n. 范围

本篇2次·真题 50 句

critic B2

n. 批评家

本篇2次·真题 34 句

centre A2

n. 中心;中央

本篇2次·真题 33 句

ecological B2

adj. 生态的

本篇2次·真题 33 句

series B1

n. 系列

本篇2次·真题 33 句

vast B2

adj. 巨大的

本篇2次·真题 26 句

ban B2

v. 禁止

本篇2次·真题 21 句

organisation B1

n. 组织;机构

本篇2次·真题 11 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次·真题 182 句

system A2

n. 系统

本篇1次·真题 176 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 167 句

species B2

n. 物种

本篇1次·真题 136 句

affect B1

v. 影响

本篇1次·真题 116 句

opportunity B1

n. 机会

本篇1次·真题 115 句

support A2

v. 支持

本篇1次·真题 103 句

exist A2

v. 存在/实际上有

本篇1次·真题 77 句

recently A2

adv. 最近

本篇1次·真题 76 句

attract B1

v. 吸引 (注意力、兴趣)

本篇1次·真题 67 句

farming A2

n. 农业/耕作

本篇1次·真题 63 句

specific B2

adj. 具体的

本篇1次·真题 59 句

campaign B2

n. 运动

本篇1次·真题 57 句

ensure B2

v. 确保

本篇1次·真题 57 句

principle B2

n. 原则, 准则

本篇1次·真题 54 句

network B1

n. 网络

本篇1次·真题 53 句

respond B1

v. 回答, 答复

本篇1次·真题 52 句

argument B1

n. 争论

本篇1次·真题 51 句

threat B1

n. 威胁

本篇1次·真题 51 句

sign A1

n. 标志

本篇1次·真题 49 句

harm B1

n. 伤害

本篇1次·真题 46 句

commercial B2

adj. 商业的

本篇1次·真题 43 句

concerned B1

adj. 担心的

本篇1次·真题 43 句

agency B2

n. 代理机构

本篇1次·真题42句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次·真题42句

instance B2

n. 例子

本篇1次·真题35句

press A2

v. 按, 压

本篇1次·真题30句

sufficient B2

adj. 足够的

本篇1次·真题30句

vulnerable C1

adj. 易受伤害的

本篇1次·真题30句

ahead A2

adv. 在前面

本篇1次·真题29句

largely B2

adv. 主要地

本篇1次·真题28句

greatly B1

adv. 非常

本篇1次·真题27句

rare B1

adj. 稀有的

本篇1次·真题25句

core B1

n. 核心

本篇1次·真题21句

consult B2

v. 咨询, 请教 (专业人士)

本篇1次·真题20句

exotic B2

adj. 异国情调的; 外来的

本篇1次·真题20句

zone B1

n. 区域

本篇1次·真题19句

adequate B2

adj. 足够的, 充分的

本篇1次·真题18句

sustainability C1

n. 可持续性

本篇1次·真题17句

biodiversity C1

n. 生物多样性

本篇1次·真题 16 句

mining B1

n. 采矿业

本篇1次·真题 16 句

minister B2

n. 部长

本篇1次·真题 14 句

tremendous B2

adj. 巨大的

本篇1次·真题 14 句

upgrade B2

v. 升级

本篇1次·真题 14 句

scheme B2

n. 计划

本篇1次·真题 13 句

owe B1

v. 欠 (债、钱、人情等)

本篇1次·真题 11 句

stretch B1

v. 伸展

本篇1次·真题 11 句

span B2

n. 时间段

本篇1次·真题 10 句

adversely C1

adv. 不利地

本篇1次·真题 9 句

endangered B2

adj. 濒危的

本篇1次·真题 9 句

establishment B2

n. 机构

本篇1次·真题 9 句

joint B1

adj. 共同的

本篇1次·真题 9 句

representative B2

n. 代表

本篇1次·真题 9 句

virgin B2

n. 处女

本篇1次·真题 9 句

broadly B2

adv. 大体上

本篇1次·真题 8 句

investigation

B2

n. 调查; 侦查

本篇1次 · 真题 8 句

revise

B2

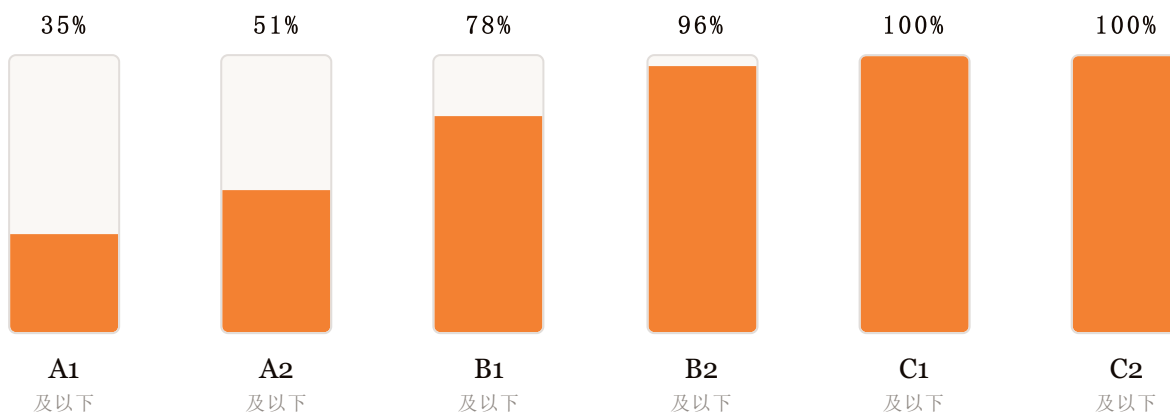
v. 修改, 修订 (文本、计划等)

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 188 词按 CEFR 难度累积覆盖

全文去重后共 **188** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 7 个 · 约 4%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 188 个 · 末柱为 100%

去重总词数

188

B2 以上难词

4%

B1 及以下覆盖

78%

英语六级 2020年9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 →

2020年9月·第1套英语六级汉译英（段落翻译）·客观介绍《西游记》这部经典小说 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2020年9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(2020-09) • 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**.

《西游记》(Journey to the West)也许是中国文学四大经典小说中最具影响力的一部，当然也是在国外最广为人知的一部小说。这部小说描绘了著名僧侣玄奘在三个随从的陪同下穿越中国西部地区前往印度取经(Buddhist scripture)的艰难历程。虽然故事的主题基于佛教，但这部小说采用了大量中国民间故事和神话的素材，创造了各种栩栩如生的人物和动物形象。其中最著名的是孙悟空，他与各种各样妖魔作斗争的故事几乎为每个中国孩子所熟知。

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。

Journey to the West is perhaps the most influential of the four great classical novels of Chinese literature, and certainly the best known abroad. The novel describes the arduous journey of the renowned monk Xuanzang, who, accompanied by three disciples, traveled through the western regions of China to India to fetch Buddhist scriptures. Although the theme of the story is based on Buddhism, the novel draws on a wealth of Chinese folktales and mythology, creating various vivid characters of both people and animals. The most famous of these is Sun Wukong, whose stories of fighting all kinds of demons and monsters are known to almost every Chinese child.

【衔接】第 1、2 句之间：避免重复书名，用 The novel 承接

第 1 句主语已是 Journey to the West，第 2 句中文又说「这部小说」（这部小说描绘了），英文不再重复书名，改用 The novel 承接，既对应中文「这部小说」又避免书名连写两遍。

第 2、3 句之间：让步转折逻辑用 Although 显化

中文第 3 句以「虽然……但……」（虽然故事的主题基于佛教，但这部小说采用了大量中国民间故事和神话的素材）承上转折——前句讲取经（佛教题材），本句说虽基于佛教却广采民间素材。英文句首 Although 把这层让步关系显化出来，读者才感到两句的逻辑承接，而非各说各话。

第 3、4 句之间：用 of these 把「各种形象」与「孙悟空」勾连

第 3 句末讲「各种栩栩如生的人物和动物形象」（创造了各种栩栩如生的人物和动物形象），第 4 句「其中最著名的是孙悟空」正是从这些形象里挑出代表。英文用 The most famous of these is Sun Wukong, of these 回指上句的 characters，两句无缝衔接，体现「总—举例」的信息流。

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《西游记》这部经典小说

整段是对一部文学名著的客观介绍，先评其地位（也许是中国文学四大经典小说中最具影响力的一部），再讲它的内容、取材与代表人物。属于「文化/文学介绍」语体，叙述的是一部书「至今依然成立的事实与特征」，而非某段历史事件的经过。这一定调直接决定下面以一般现在时为主、用词偏正式书面。

【时态】一般现在时

通篇是在陈述这部小说「现在依然成立」的属性与现状——它是最有影响力的一部（也许是中国文学四大经典小说中最具影响力的一部）、它取材民间故事（这部小说采用了大量中国民间故事和神话的素材）、它的人物今天仍为孩子熟知（几乎为每个中国孩子所熟知）。介绍一部作品的固有特征属于「客观事实」，故全篇默认一般现在时。注意：第 2 句里玄奘「取经」是历史上发生过的事件，那一处叙述需偏离基调改用一般过去时，这是全篇唯一明确的例外。

【译法】《西游记》

原文已给出官方英译 Journey to the West, 直接沿用, 全篇统一, 不要自造 Westward Journey 之类。书名用斜体或在正式行文中保持首字母大写即可。

玄奘

原文写作「玄奘」(著名僧侣玄奘, 系真题用字), 指唐代高僧玄奘, 通用译名为 Xuanzang (音译, 约定俗成)。译法依据「专有人名优先用约定俗成的音译」, 全篇统一为 Xuanzang。

取经

原文已加注 取经(Buddhist scripture), 即「去取佛教经文」。译为 fetch / obtain Buddhist scriptures (取意), scripture 此处指成卷的经文、宜用复数 scriptures。

孙悟空

其中最著名的是孙悟空 中的核心人物, 音译统一作 Sun Wukong (约定俗成); 亦可加注 the Monkey King 帮助外国读者理解, 但全篇须用同一译法, 不要一会儿 Monkey 一会儿 Wukong。

佛教

故事的主题基于佛教 中的「佛教」, 约定俗成译 Buddhism; 相应「佛教经文」用形容词 Buddhist。全篇宗教名词译法统一。

1. 《西游记》(Journey to the West)也许是中国文学四大经典小说中最具影响力的一部, 当然也是在国外最广为人知的一部小说。

【主干】《西游记》是.....一部 (主语策略: 原句主语)

中文已有明确主语「《西游记》」(《西游记》(Journey to the West)), 核心是一个判断句「A 是 B」。英文骨架立为系表结构: Journey to the West is (perhaps) the most influential ... and (certainly) the best known ..., 主语 Journey to the West, 系动词 is, 表语是两个并列的最高级名词短语。

【降级】两个并列表语合用一个主谓

中文是「也许是.....最具影响力的一部, 当然也是.....最广为人知的一部小说」——同一个主语带两个并列判断。英文不必把主语和 is 重复两遍, 用 and 连接两个表语即可: is perhaps the most influential ... and is certainly the best known ..., 甚至后一个 is 可省。「中国文学四大经典小说中」是范围限定, 用介词短语 among the four great classical novels of Chinese literature 作状语后置; 「在国外」译 abroad/overseas 作状语。

【语法】时态

回指全篇基调用一般现在时：陈述这部书「现在依然是」最有影响力的一部，is，不用过去时。

最高级与冠词

「最.....的一部」用最高级，最高级前必须加 the：the most influential、the best known/the most widely known。漏掉 the 是高频硬伤。

单复数

「四大经典小说」是复数 the four great classical novels；主语《西游记》是一部书、单数，故系动词用 is。

用词

「最广为人知」可译 the best known 或 the most widely known，known 后接 abroad 表「在国外」；避免写成 the most famous 而丢掉「广为人知/知名度」这层意思。

【译文】 Journey to the West is perhaps the most influential of the four great classical novels of Chinese literature, and certainly the best known abroad.

2. 这部小说描绘了著名僧侣玄奘在三个随从的陪同下穿越中国西部地区前往印度取经(Buddhist scripture)的艰难历程。

【主干】 这部小说描绘了.....历程（主语策略：原句主语）

主语是「这部小说」（这部小说描绘了），核心动词「描绘」对 describes/depicts，宾语是「.....的艰难历程」。英文主干立为 The novel describes the arduous journey...，主谓宾清晰。注意整句真正的中心名词是「历程 (journey)」，玄奘那一长串都是修饰这个「历程」的。

【降级】 一长串动作降级成定语/状语挂到 journey 上

中文「玄奘 + 在三个随从陪同下 + 穿越西部地区 + 前往印度 + 取经」连用多个动词，全是修饰「历程」的。英文只让 describes 当谓语，其余降级：把「历程」具体化为 Xuanzang's journey to India (of/s 所有格点明是谁的历程、去哪儿)；「在三个随从的陪同下」用过去分词/介词短语 accompanied by three disciples/followers 作状语；「穿越中国西部地区」用现在分词或介词短语 crossing/through the western regions of China；「取经」用不定式 to fetch Buddhist scriptures 表目的。绝不照中文用 and 把这些动词一路平铺。

【语法】时态

主句「小说描绘」用一般现在时 describes (小说现在依然在讲这个故事, 回指基调); 但所描绘的玄奘取经是历史事件, 从句/分词所表动作是过去发生的, 可处理为 made/took 等一般过去时, 或保持在 journey 这个名词里不显化时态。主句现在、被叙述往事过去, 这是本篇唯一的时态偏离点。

单复数

「三个随从」是复数 three disciples/followers, 加 s; 「取经」的「经」指多卷经文, scriptures 用复数。

语态

「在.....陪同下」用被动式分词 accompanied by (玄奘被随从陪同), 英文此处天然用被动, 比硬译 with three followers accompanying him 更地道。

用词搭配

「取经」即「去取/获得佛教经文」, 搭配 fetch/obtain/seek Buddhist scriptures; 「艰难历程」用形容词 arduous/difficult 修饰 journey。

【译文】 The novel describes the arduous journey of the renowned monk Xuanzang, who, accompanied by three disciples, traveled through the western regions of China to India to fetch Buddhist scriptures.

3. 虽然故事的主题基于佛教, 但这部小说采用了大量中国民间故事和神话的素材, 创造了各种栩栩如生的人物和动物形象。

【主干】 (虽然.....但) 这部小说采用素材、塑造形象 (主语策略: 原句主语)

句中有「虽然.....但.....」让步转折结构。让步分句「故事的主题基于佛教」处理为状语从句 Although the theme is based on Buddhism; 主句主语是「这部小说」, 主干为 the novel draws on/uses ... material and creates ... characters. 注意中文「但」后其实有两个并列动作 (采用素材、创造形象), 主语同为这部小说。

【降级】 让步从句前置 + 两个并列谓语

「虽然故事的主题基于佛教」→ Although/Though the theme of the story is based on Buddhism, 作让步状语从句置于句首。主句里「采用了大量素材」和「创造了各种形象」是同主语的两个并列动作, 用 and 连接两个谓语: the novel draws on a wealth of Chinese folktales and mythology and creates various vivid characters of people and animals. 「中国民间故事和神话的素材」可译 material from Chinese folktales and myths.

【语法】逻辑连接词

「虽然.....但.....」在英文里只用一个连接词：要么 Although/Though 引导从句，要么主句用 but，二者不可同时出现（中式英语常 Although...but... 连用，是典型错误）。本句用 Although 起头，主句不再加 but。

时态

全句回指基调用一般现在时：is based on、draws on、creates——介绍这部书一贯的取材与创作特点，用现在时。

单复数

「各种.....人物和动物形象」是复数：various vivid characters；「民间故事」folktales、「神话」myths 多用复数；「素材」material 作「素材」解通常不可数，不加 s。

搭配

「基于」用 be based on；「采用/取材于」用 draw on/draw upon 或 make use of；「栩栩如生」用 vivid/lifelike 修饰 characters/images。

【译文】 Although the theme of the story is based on Buddhism, the novel draws on a wealth of Chinese folktales and mythology, creating various vivid characters of both people and animals.

4. 其中最著名的是孙悟空，他与各种各样妖魔作斗争的故事几乎为每个中国孩子所熟知。

【主干】 最著名的是孙悟空；他斗妖的故事为孩子所熟知（主语策略：原句主语）

中文是两个分句。前半「其中最著名的是孙悟空」是判断句，主语「最著名的（一个）」、表语孙悟空：The most famous of these is Sun Wukong。后半「他.....的故事几乎为每个中国孩子所熟知」主语是「故事」，谓语「为.....所熟知」，主干 the stories ... are known to almost every Chinese child。

【降级】 「他斗妖的故事」名词短语 + 「为.....所熟知」转被动

后半句中心名词是「故事」，「他与各种各样妖魔作斗争的」整块作定语修饰它：the stories of his battles against various demons and monsters（用名词化 battles，或用定语从句 the stories of how he fights various demons）。「为每个中国孩子所熟知」是中文被动「为.....所」，直接对英文被动 are known to almost every Chinese child。两个分句可用分号或独立成句。

【语法】语态

「为.....所熟知」是中文被动，对应英文被动 be known to sb: are known to almost every Chinese child. 这是汉语「为/被.....所」结构的标准对译，不可漏掉 be。

时态

回指基调用一般现在时: is、are known——这些故事「至今」仍为孩子熟知，是现状陈述。

单复数与主谓一致

「各种各样妖魔」复数 various demons and monsters; 主语若用 the stories (复数) 谓语用 are known, 若用 the story (单数) 则 is known——主谓须一致，别 stories...is。

用词

「妖魔」译 demons and monsters/evil spirits; 「几乎每个」almost every + 单数名词 (every Chinese child, child 用单数); 「作斗争」fight against/battle against/struggle with。

【译文】 The most famous of these is Sun Wukong, whose stories of fighting all kinds of demons and monsters are known to almost every Chinese child.

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