

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

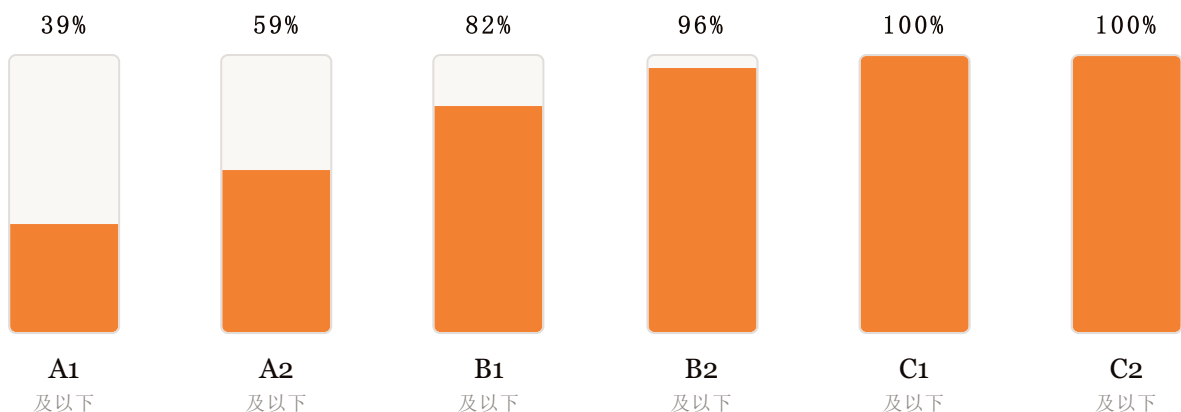
adj. 引人注目的

本篇1次 · 真题 8 句

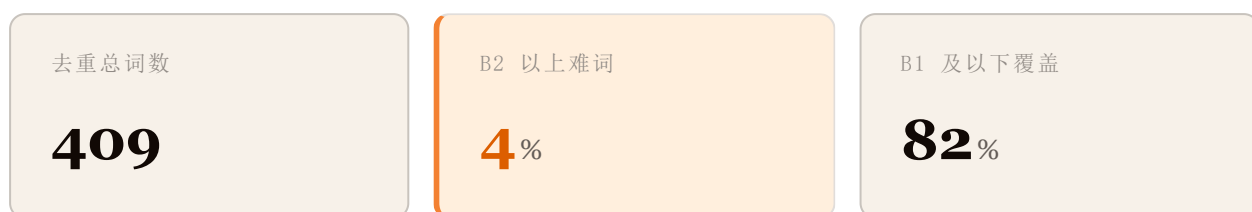
VOCABULARY · 词汇难度分布

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 →