

六级·真题卷第3套·2020年12月

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay on *why students should be encouraged to develop the ability to meet challenges*. You should write at least 150 words but no more than 200 words.

Part II Listening Comprehension (30 minutes)

Section A

本部分与 2020年12月第1套 共用，[点此查看](#)

Section B

本部分与 2020年12月第1套 共用，[点此查看](#)

Section C

本部分与 2020年12月第1套 共用，[点此查看](#)

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.

Social distancing is putting people out of work, canceling school and tanking the stock market. It has been 26 by fear, and it is creating even more fear as money problems and uncertainty grow. However, at its core is love, and a sacrifice to protect those most 27 to the coronavirus(冠状病毒) effects—the elderly, people with compromised immune systems, and those whose life-saving resources would be used up by a 28 epidemic.

Americans make life-saving decisions every day as a matter of course. We cut food into bite-sized pieces, we wear seatbelts, and we take care not to exceed the speed limit. But social distancing is 29 in that it is completely self-sacrificing. Those who will benefit may be the elderly relatives of the 30 person we didn't pass in Starbucks, on the subway, or in the elevator.

Social distancing is millions of people making hundreds of sacrifices to keep the elderly alive. It doesn't include the 31 to run from society or make an excuse to avoid one's obligations—such as life-saving medical work or the parental obligation to buy groceries. What it does include is applying love through caution. And in doing so, it offers an 32 opportunity for those who care about the elderly to find new ways to love them.

If we're not 33 as much in our normal work or school, we have extra time to call parents and grandparents. We can also ask elderly relatives how to best support them 34 and use our sacrifices as an opportunity to bring us, our community and the world 35 .

- | | |
|---------------|------------------|
| A) amazing | I) sentimentally |
| B) closer | J) spiritually |
| C) driven | K) temptations |
| D) engaged | L) thriftier |
| E) malignant | M) tickled |
| F) oppressing | N) unique |
| G) premises | O) vulnerable |
| H) random | |

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**.

Why Lifelong Learning Is the International Passport to Success

- A) Picture yourself at a college graduation day, with a fresh cohort(一群) of students about to set sail for new horizons. What are they thinking while they throw their caps in the air? What is it with this thin sheet of paper that makes it so precious? It's not only the proof of acquired knowledge but plays into the reputation game of where you were trained. Being a graduate from Harvard Law School carries that extra glamour, doesn't it? Yet take a closer look, and the diploma is the perfect ending to the modern tragedy of education.
- B) Why? Because universities and curricula are designed along the three unities of French classical tragedy: time, action, and place. Students meet at the university campus (unity of place) for classes (unity of action) during their 20s (unity of time). This classical model has traditionally produced prestigious universities, but it is now challenged by the digitalisation of society—which allows everybody who is connected to the internet to access learning—and by the need to acquire skills in step with a fast-changing world. Universities must realise that learning in your 20s won't be enough. If technological diffusion and implementation develop faster, workers will have to constantly refresh their skills.
- C) The university model needs to evolve. It must equip students with the right skills and knowledge to compete in a world 'where value will be derived largely from human interaction and the ability to invent and interpret things that machines cannot', as the English futurist Richard Watson puts it. By teaching foundational knowledge and up-to-date skills, universities will provide students with the future-proof skills of lifelong learning, not just get them 'job-ready'.
- D) Some universities already play a critical role in lifelong learning as they want to keep the value of their diplomas. This new role comes with a huge set of challenges, and needs largely to be invented. One way to start this transformation process could be to go beyond the 'five-year diploma model' to adapt curricula to lifelong learning. We call this model the lifelong passport.

- E) The Bachelor's degree could be your passport to lifelong learning. For the first few years, students would 'learn to learn' and get endowed with reasoning skills that remain with them for the rest of their lives. For instance, physics allows you to observe and rationalise the world, but also to integrate observations into models and, sometimes, models into theories or laws that can be used to make predictions. Mathematics is the language used to formulate the laws of physics or economy, and to make rigorous computations that turn into predictions. These two disciplines naturally form the foundational pillars of education in technical universities.
- F) Recent advances in computational methods and data science push us into rethinking science and engineering. Computers increasingly become principal actors in leveraging data to formulate questions, which requires radically new ways of reasoning. Therefore, a new discipline blending computer science, programming, statistics and machine learning should be added to the traditional foundational topics of mathematics and physics. These three pillars would allow you to keep learning complex technical subjects all your life because numeracy(计算) is the foundation upon which everything else is eventually built.
- G) According to this new model, the Master of Science (MSc) would become the first stamp in the lifelong learning journey. The MSc curriculum should prepare students for their professional career by allowing them to focus on acquiring practical skills through projects.
- H) Those projects are then interwoven with fast-paced technical modules(模块) learned 'on-the-fly' and 'at will' depending on the nature of the project. If, for instance, your project is developing an integrated circuit, you will have to take a module on advanced concepts in microelectronics. The most critical skills will be developed before the project even starts, in the form of boot camps(短期强化训练), while the rest can be fostered along with the project, putting them to immediate use and thus providing a rich learning context.
- I) In addition to technical capabilities, the very nature of projects develops social and entrepreneurial skills, such as design thinking, initiative taking, team leading, activity reporting or resource planning. Not only will those skills be actually integrated into the curriculum but they will be very important to have in the future because they are difficult to automate.
- J) After the MSc diploma is earned, there would be many more stamps of lifelong learning over the years. If universities decide to engage in this learning model, they will have to cope with many organisational challenges that might shake their unity of place and action. First, the number of students would be unpredictable. If all of a university's alumni(往届毕业生) were to become students again, the student body would be much bigger than it is now, and it could become unsustainable for the campus in terms of both size and resources. Second, freshly graduated students would mix with professionally experienced ones. This would change the classroom dynamics, perhaps for the best. Project-based learning with a mixed team reflects the reality of the professional world and could therefore be a better preparation for it.
- K) Sound like science fiction? In many countries, part-time studying is not exceptional: on average across OECD countries, part-time students in 2016 represented 20 per cent of enrolment in tertiary education. In many countries, this share is higher and can exceed 40 per cent in Australia, New Zealand and Sweden.
- L) If lifelong learning were to become a priority and the new norm, diplomas, just like passports, could be revalidated periodically. A time-determined revalidation would ease administration for everybody. Universities as well as employers and employees would know when they have to retrain. For instance, graduates from the year 2000 would have to come back in 2005.

- M) This could fix the main organisational challenges for the university, but not for the learners, due to lack of time, family obligations or funds. Here, online learning might be an option because it allows you to save your 'travel time', but it has its limits. So far, none of the major employers associated with online learning platforms such as Coursera and Udacity has committed to hire or even interview graduates of their new online programmes.
- N) Even if time were not an issue, who will pay for lifelong learning? That's the eternal debate: should it be the learner's responsibility, that of his employer, or of the state? For example, in Massachusetts, the healthcare professions require continuing education credits, which are carefully evidenced and documented. Yet the same state's lawyers don't require continuing legal education, although most lawyers do participate in it informally. One explanation is that technology is less of a factor in law than it is in healthcare.
- O) Europe has many scenarios, but the French and Swiss ones are interesting to compare. In France, every individual has a right to lifelong learning organised via a personal learning account that is credited as you work. In Switzerland, lifelong learning is a personal responsibility and not a government one. However, employers and the state encourage continuing education either by funding parts of it or by allowing employees to attend it.
- P) Universities have a fundamental role to play in this journey, and higher education is in for a change. Just like classical theatre, the old university model produced talent and value for society. We are not advocating its abolition but rather calling for the adaptation of its characteristics to meet the needs of today.
36. Students should develop the key skills before they start a project.
37. By acquiring reasoning skills in the first few years of college, students can lay a foundation for lifelong learning.
38. The easy access to learning and rapid technological changes have brought the traditional model of education under challenge.
39. Unbelievable as it may seem, part-time students constitute a considerable portion of the student body in many universities across the world.
40. Some social and managerial skills, which are not easily automated, will be of great importance to students' future careers.
41. A new model of college education should provide students with the knowledge and skills that will make them more inventive and capable of lifelong learning.
42. A mixed student body may change the classroom dynamics and benefit learning.
43. The question of who will bear the cost of lifelong learning is a topic of constant debate.
44. To the traditional subjects of math and physics should be added a new discipline which combines computer science with statistics and other components.
45. Students who are burdened with family duties might choose to take online courses.

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.

Why does social media trigger feelings of loneliness and inadequacy? Because instead of being real life, it is, for the most part, impression management, a way of marketing yourself, carefully choosing and filtering the pictures and words to put your best face forward.

Online "friends" made through social media do not follow the normal psychological progression of an interpersonal relationship. You share neither physical time nor emotional conversations over the Internet. You simply communicate photographs and catchy posts to a diverse group of people whom you have "friended" or "followed" based on an accidental interaction. This is not to say that your social media friends can't be real friends. They absolutely can, but the two are not synonymous. Generally speaking, there are no unfiltered comments or casually taken photos on our social media pages. And, rightfully so, because it wouldn't feel safe to be completely authentic and vulnerable with some of our "friends" whom we don't actually know or with whom trust has yet to be built.

Social media can certainly be an escape from the daily grind, but we must be cautioned against the negative effects, such as addiction, on a person's overall psychological well-being.

As humans, we yearn for social connection. Scrolling(滚动) through pages of pictures and comments, however, does not provide the same degree of fulfillment as face-to-face interactions do. Also, we tend to idealize others' lives and compare our downfalls to their greatest accomplishments, ending in feelings of loneliness and inadequacy.

Social media can lead people on the unhealthy quest for perfection. Some people begin to attend certain events or travel to different places so that they can snap that "perfect" photo. They begin to seek validation through the number of people who "like" their posts. In order for it to play a psychologically healthy role in your social life, social media should supplement an already healthy social network. Pictures and posts should be byproducts of life's treasured moments and fun times, not the planned and calculated image that one is putting out into cyberspace in an attempt to fill insecurities or unmet needs.

Ultimately, social media has increased our ability to connect with various types of people all over the globe. It has opened doors for businesses and allowed us to stay connected to people whom we may not otherwise get to follow. However, social media should feel like a fun experience, not one that contributes to negative thoughts and feelings. If the latter is the case, increasing face-to-face time with trusted friends, and minimizing time scrolling online, will prove to be a reminder that your social network is much more rewarding than any "like," "follow" or "share" can be.

46. What does the author imply social media may do to our life?

- A) It may facilitate our interpersonal relationships.
- B) It may filter our negative impressions of others.
- C) It may make us feel isolated and incompetent.
- D) It may render us vulnerable and inauthentic.

47. Why do people post comments selectively on social media?
- A) They do not find all their online friends trustworthy.
 - B) They want to avoid offending any of their audience.
 - C) They do not want to lose their followers.
 - D) They are eager to boost their popularity.
48. What are humans inclined to do according to the passage?
- A) Exaggerate their life's accomplishments.
 - B) Strive for perfection regardless of the cost.
 - C) Paint a rosy picture of other people's lives.
 - D) Learn lessons from other people's downfalls.
49. What is the author's view of pictures and posts on social media?
- A) They should record the memorable moments in people's lives.
 - B) They should be carefully edited so as to present the best image.
 - C) They should be shown in a way that meets one's security needs.
 - D) They should keep people from the unhealthy quest for perfection.
50. What does the author advise people to do when they find their online experience unconstructive?
- A) Use social media to increase their ability to connect with various types of people.
 - B) Stay connected to those whom they may not otherwise get to know and befriend.
 - C) Try to prevent negative thoughts and feelings from getting into the online pages.
 - D) Strengthen ties with real-life friends instead of caring about their online image.

Passage Two

Questions 51 to 55 are based on the following passage.

Imagine that an alien species landed on Earth and, through their mere presence, those aliens caused our art to vanish, our music to homogenize, and our technological know-how to disappear. That is effectively what humans have been doing to our closest relatives—chimps(大猩猩).

Back in 1999, a team of scientists led by Andrew Whiten showed that chimps from different parts of Africa behave very differently from one another. Some groups would get each other's attention by rapping branches with their knuckles(指关节), while others did it by loudly ripping leaves with their teeth. The team identified 39 of these traditions that are practiced by some communities but not others—a pattern that, at the time, hadn't been seen in any animal except humans. It was evidence, the team said, that chimps have their own cultures.

It took a long time to convince skeptics that such cultures exist, but now we have plenty of examples of animals learning local traditions from one another.

But just when many scientists have come to accept the existence of animal cultures, many of those cultures might vanish. Ammie Kalan and her colleagues have shown, through years of intensive fieldwork, that the very presence of humans has eroded the diversity of chimp behavior. Where we flourish, their cultures wither. It is a bitterly ironic thing to learn on the 20th anniversary of Whiten's classic study.

"It's amazing to think that just 60 years ago, we knew next to nothing of the behavior of our sister species in the wild," Whiten says. "But now, just as we are truly getting to know our primate(灵长类) cousins, the

actions of humans are closing the window on all we have discovered."

"Sometimes in the rush to conserve the species, I think we forget about the individuals," says Cat Hobaiter, a professor at the University of St. Andrews. "Each population, each community, even each generation of chimps is unique. An event might only have a small impact on the total population of chimps, but it may wipe out an entire community—an entire culture. No matter what we do to restore habitat or support population growth, we may never be able to restore that culture."

No one knows whether the destruction of chimp culture is getting worse. Few places have tracked chimp behavior over long periods, and those that have are also more likely to have protected their animals from human influence.

Obviously, conservationists need to think about saving species in a completely new way—by preserving animal traditions as well as bodies and genes. "Instead of focusing only on the conservation of genetically based entities like species, we now need to also consider culturally based entities," says Andrew Whiten.

51. What does the author say we humans have been doing to chimps?
- A) Ruining their culture.
 - B) Accelerating their extinction.
 - C) Treating them as alien species.
 - D) Homogenizing their living habits.
52. What is the finding of Andrew Whiten's team?
- A) Chimps demonstrate highly developed skills of communication.
 - B) Chimps rely heavily upon their body language to communicate.
 - C) Chimps behave in ways quite similar to those of human beings.
 - D) Different chimp groups differ in their way of communication.
53. What did Ammie Kalan and her colleagues find through their intensive fieldwork?
- A) Whiten's classic study has little impact on the diversity of chimp behavior.
 - B) Chimp behavior becomes less varied with the increase of human activity.
 - C) Chimps alter their culture to quickly adapt to the changed environment.
 - D) It might already be too late to prevent animal cultures from extinction.
54. What does Cat Hobaiter think we should do for chimp conservation?
- A) Try to understand our sister species' behavior in the wild.
 - B) Make efforts to preserve each individual chimp community.
 - C) Study the unique characteristics of each generation of chimps.
 - D) Endeavor to restore chimp habitats to expand its total population.
55. What does the author suggest conservationists do?
- A) Focus entirely on culturally-based entities rather than genetically-based ones.
 - B) Place more stress on animal traditions than on their physical conservation.
 - C) Conserve animal species in a novel and all-round way.
 - D) Explore the cultures of species before they vanish.

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**.*

北京大兴国际机场位于天安门广场以南46公里处，于2019年9月30日投入使用。该巨型工程于2014年开工建设，高峰时工地上有4万多工人。航站楼设计紧凑，可以允许最大数量的飞机直接停靠在最靠近航站楼中心的位置，这给乘客提供了极大的方便。航站楼共有82个登机口，但乘客通过安检后，只需不到8分钟就能抵达任何一个登机口。机场的设计可确保每小时300架次起降。机场年客运量2040年将达到1亿人次，有望成为世界上最繁忙的机场。

2020年12月·第3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12月·第3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3套(2020-12) • 六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay on *why students should be encouraged to develop the ability to meet challenges*. You should write at least 150 words but no more than 200 words.

【参考范文·163词】 写作无唯一标准答案，以下为达标示范

In an era of rapid change, students inevitably encounter difficulties in their studies, career hunting and daily life. It is therefore of great importance that they be encouraged to develop the ability to meet challenges.

There are several convincing reasons why this ability deserves cultivation. To begin with, facing challenges pushes students to unlock their hidden potential. A first-year student who dares to tackle a tough research project, for instance, often discovers strengths he never knew he possessed. More importantly, meeting challenges sharpens one's resilience and problem-solving skills. Every setback in a competition or an internship teaches valuable lessons that no textbook can offer. As a result, such students grow into independent thinkers who refuse to give up easily.

In conclusion, since the ability to meet challenges prepares young people for fierce competition and lifelong growth, schools and families should spare no effort to foster it. Only by embracing challenges rather than avoiding them can students truly become masters of their own future.

【参考译文】

在一个飞速变化的时代，学生在学业、求职和日常生活中不可避免地会遇到种种困难。因此，鼓励他们培养迎接挑战的能力就显得尤为重要。

这种能力值得培养，有几条令人信服的理由。首先，直面挑战会促使学生释放自身潜藏的潜能。举例来说，一个敢于接下高难度课题的大一新生，往往会发现自己身上从未察觉的实力。更重要的是，迎接挑战会磨砺人的抗挫能力与解决问题的本领。竞赛或实习中的每一次挫折，都会教给人课本无法给予的宝贵经验。因此，这样的学生会成长为不轻言放弃的独立思考者。

总之，既然迎接挑战的能力为年轻人应对激烈竞争与终身成长打下根基，学校与家庭就应不遗余力地去培养它。唯有拥抱挑战而非逃避挑战，学生才能真正成为自己未来的主人。

【第1段】背景一句随即表态。首段用 In an era of rapid change 一句背景引入，紧接着 It is therefore of great importance that they be encouraged to develop the ability to meet challenges 直接亮明立场，落实了『背景引入句架』与『亮明立场句架』，一两句就完成表态，正面对准 why students should be encouraged to develop the ability to meet challenges。

【第2段】递进串两理由各配微例。主体段用 To begin with ... More importantly ... 把『潜能』『抗挫与解决问题』两条理由分层串起，A first-year student ... for instance 与 a competition or an internship 各给一个大学生场景微例，最后 As a result 小结回扣中心，落实了理由分层、举例过渡、因果小结三个句架。

【第3段】因果归纳后倒装呼吁。尾段 In conclusion, since ... 把前文理由归纳为一句因果并重申立场，末句 Only by embracing challenges ... can students truly become masters of their own future 用倒装强调唯一途径收束，落实了归纳因果与唯一路径两个句架，形成首尾闭环。

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

论证为何该鼓励学生练迎挑战能力

题目要求 write an essay on why students should be encouraged to develop the ability to meet challenges，核心任务是回答 why——论证『为什么应当鼓励学生培养迎接挑战的能力』这件事的重要性/原因，而不是讲『怎么培养』。全文都在回答 why students should be encouraged to develop the ability to meet challenges 这一个问题。

读者 • 语域

面向阅卷人的正式书面语

本题是一篇没有具体收信人的议论短文，无需称呼与署名，只要用面向阅卷人的正式书面语即可：不用缩写口语（don't、gonna），多用完整句和书面词，态度客观说理。语域这一关在议论文里不像应用文那样致命，一句话带过、别强行加戏。

中心立意

应大力鼓励学生练就迎挑战的能力

中心立场一句话钉死：学生理应被鼓励去培养迎接挑战的能力，因为这种能力对其潜能、抗挫与未来发展至关重要。这正面回应了 why students should be encouraged to develop the ability to meet challenges，全篇围绕这一个 why 展开。

要展开的要点

1. 挑战激发被埋没的潜能

第一条理由：直面挑战会逼学生把平时用不到的潜力挖出来。可用大学生熟悉的场景——一个新生硬着头皮接下一个难做的课题，往往发现自己原来能行。

2. 挑战锤炼抗挫与解决问题能力

第二条理由：每一次应对挑战都在磨练抗挫力和解决问题的本领。可举竞赛失利、实习受挫这类微例——课本给不了的经验，恰恰在闯关中学到。

3. 为未来激烈竞争与终身成长做准备

第三条理由（收尾拔高用）：迎挑战的能力是为将来激烈的求职竞争与终身成长打底，让学生成为不轻易放弃的独立思考者。

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 背景切入 + 亮明立场

用一句时代/校园背景引入话题，随即直接表态：应当鼓励学生培养迎接挑战的能力，回应 why students should be encouraged to develop the ability to meet challenges。

第 2 段 并列理由 + 微例论证

主体段，用连接词串起 2-3 个理由（潜能、抗挫与解决问题、成长），每条配一句解释或一个大学生场景的小例子。

第 3 段 重申立场 + 收尾呼吁

归纳全文因果，重申应鼓励这种能力，并轻点一句做法/呼吁收束。

第 1 段 变化时代学生常遇难题故应鼓励迎挑战

内容落点：先点出在快速变化的时代，学生在学业、求职、日常生活里不可避免会碰到困难；随即表态——因此理应鼓励他们培养迎接挑战的能力，正面对准 why students should be encouraged to develop the ability to meet challenges。

背景引入句架 · In an era of ____, ____, inevitably encounter ____ in their studies, career hunting and daily life. (把时代特征、主体、困难填进空位)

亮明立场句架 · It is therefore of great importance that they be encouraged to _____. (把核心命题填进空位，一句表态)

第 2 段 挑战挖潜能且练抗挫与解决问题

内容落点：理由一——直面挑战逼学生释放隐藏潜能，举一个新生接下难课题、发现自己能行的微例；理由二——应对挑战磨练抗挫力与解决问题能力，举竞赛或实习受挫学到课本给不了的经验；小结——这样的学生长成不轻易放弃的独立思考者。

理由分层递进句架 · To begin with, _____. More importantly, _____. (两个空位各放一条理由，用递进词分出主次)

举例过渡句架 · A student who ____, for instance, often _____. (把具体人物动作与结果填进空位，让理由落地)

因果小结句架 · As a result, such students _____. (把理由推出的结果填进空位，回扣中心)

第3段 既备未来竞争与成长故校家应尽力培养

内容落点：既然迎挑战的能力为将来的激烈竞争和终身成长打底，学校与家庭就应不遗余力地培养它；末句拔高——唯有拥抱而非回避挑战，学生才能真正成为自己未来的主人。

归纳因果收束句架 · In conclusion, since ____, ____ should spare no effort to _____. (把归纳的原因、行动主体、做法填进空位)

唯一路径强调句架 · Only by ____ can students truly _____. (用 Only by 倒装强调唯一途径，把手段与目标填进空位)

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

按阅卷四维（内容切题 / 结构连贯 / 语言准确 / 字数格式）给出本题达标要点，并把最容易踩的低分写法摆出来 + 给改法 —— 这是写作版的「狠拆诱人错项」。

内容切题

全篇必须答why不写how

本题达标关键是全文都在论证 why students should be encouraged to develop the ability to meet challenges，即重要性/原因；最易失分处是写成『如何培养挑战能力』的做法清单，那样即便语言再好也偏题。

结构连贯

理由分层且用连接词串联

本题达标要点是 2-3 个理由层次分明、用因果与递进词串起；最易失分处是理由重复或并列不分主次、缺连接词，读起来像流水账。

语言准确

书面词准确避免逐字直译

本题应多用 encounter、resilience、potential 等书面词，句式适度变化；最易失分处是把中文『培养能力』『面对挑战』逐字直译成生硬搭配，或全篇短句无变化。

字数格式

落在150到200硬性区间内

本题要求 at least 150 words but no more than 200 words，是硬性区间，写不足下限或大幅超出上限都会失分；无需称呼署名，正常分段即可。

写成如何培养的做法清单

反面示例：To develop this ability, students should get up early, make detailed plans and practice every day. (这是在教怎么做，跑题)。改成对准 why：Because this ability enables students to unlock their potential, it deserves to be actively encouraged.

空喊挑战很重要却无理由

反面示例：Challenges are very important. Everyone should meet challenges. Challenges make us strong. (三句都在重复口号，无理由无例子)。改成有支撑：Challenges matter because every setback in a competition teaches lessons that no textbook can offer.

中式直译培养面对挑战的怪句

反面示例：Students should cultivate the ability of facing to the difficult, so their body will become strong. (cultivate the ability of facing to、body strong 都是硬翻的错搭)。改成地道：Students should develop the ability to meet challenges so that they can grow more resilient.

英语六级 2020年12月·第3套 · 全卷构成

Part I	写作	本题
Part II	听力	与2020年12月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	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12月·第3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12月·第3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3套(2020-12) • 六级

Part III Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Social distancing is putting people out of work, canceling school and tanking the stock market. It has been 26 by fear, and it is creating even more fear as money problems and uncertainty grow. However, at its core is love, and a sacrifice to protect those most 27 to the coronavirus(冠状病毒) effects—the elderly, people with compromised immune systems, and those whose life-saving resources would be used up by a 28 epidemic.

社交隔离正在使人们失业，取消学校课程，并导致股市暴跌。它是由恐惧驱动的，并且随着金钱问题和不确定性的增加，它正在制造更多的恐惧。然而，它的核心是爱，以及为保护那些最容易受到冠状病毒影响的人群——老年人、免疫系统受损的人，以及那些救生资源会被恶性流行病耗尽的人——而做出的牺牲。

Americans make life-saving decisions every day as a matter of course. We cut food into bite-sized pieces, we wear seatbelts, and we take care not to exceed the speed limit. But social distancing is 29 in that it is completely self-sacrificing. Those who will benefit may be the elderly relatives of the 30 person we didn't pass in Starbucks, on the subway, or in the elevator.

美国人每天都在做拯救生命的决定，这已成为一种常规。我们把食物切成一口大小的块，我们系安全带，我们注意不超速行驶。但社交隔离的独特之处在于它完全是自我牺牲的。那些将从中受益的人可能是我们在星巴克、地铁或电梯里没有擦肩而过的陌生人的年迈亲属。

Social distancing is millions of people making hundreds of sacrifices to keep the elderly alive. It doesn't include the 31 to run from society or make an excuse to avoid one's obligations—such as life-saving medical work or the parental obligation to buy groceries. What it does include is applying

love through caution. And in doing so, it offers an 32 opportunity for those who care about the elderly to find new ways to love them.

社交隔离是数百万人做出数百种牺牲来维持老年人的生命。它不包括逃离社会的诱惑或为逃避自己的义务——如拯救生命的医疗工作或父母购买食品杂货的义务——而找借口。它所包含的是通过谨慎来施予爱。在这样做的过程中,它为那些关心老年人的人提供了一个绝佳的机会,去找到爱他们的新方式。

If we're not 33 as much in our normal work or school, we have extra time to call parents and grandparents. We can also ask elderly relatives how to best support them 34 and use our sacrifices as an opportunity to bring us, our community and the world 35.

如果我们不像平常那样忙于工作或学习,我们就有额外的时间给父母和祖父母打电话。我们还可以询问年迈的亲属如何最好地在精神上支持他们,并利用我们的牺牲作为一个机会,让我们、我们的社区和世界更加紧密地联系在一起。

- | | |
|---------------|------------------|
| A) amazing | I) sentimentally |
| B) closer | J) spiritually |
| C) driven | K) temptations |
| D) engaged | L) thrifter |
| E) malignant | M) tickled |
| F) oppressing | N) unique |
| G) premises | O) vulnerable |
| H) random | |

26. It has been (26) by fear

【答案】 **C) driven** (动词)

【词性槽】 has been by=现在完成被动

【依据】 **be driven by fear=被恐惧驱动**

driven 与 by 经典搭配 be driven by『被...驱动』, 主语 It 指代 social distancing, 整句意为『社交距离是由恐惧驱动的, 反过来又制造更多恐惧』, 与下一分句 it is creating even more fear 中 driven/creating 的因果递进吻合。

【竞争词】 M) tickled 感情色彩反

tickled 表『被逗乐/感到高兴』, 搭配 by fear 不通——恐惧不会让人 tickled; 且与 social distancing 的严肃语境完全冲突。

27. a sacrifice to protect those most __(27)__ to the coronavirus(冠状病毒) effects

【答案】 **O) vulnerable** (形容词)

【词性槽】 those most ___ to=形容词最高级位

【依据】 **be vulnerable to=易受...伤害**

vulnerable 与 to 是经典搭配 be vulnerable to sth, 意为『易受...伤害的』, 正好契合下文列举的弱势群体 the elderly, people with compromised immune systems——他们正是最易受冠状病毒影响的人群。

【竞争词】 **E) malignant 义反, 形容病不形容人**

malignant 多用于形容肿瘤/疾病是『恶性的』, 搭配对象是病不是人; 此处 those 指人, 且不与 to 构成易受影响的语义。

A) amazing 感情色彩与受害语境冲突

amazing 是积极色彩, 与『遭受病毒影响』的负面语境不搭, 也不与 to 构成弱势搭配。

H) random 义不符且不搭 to

random 表『随机的』, 无法描述老人/免疫缺陷者『最易受病毒影响』这一特征。

L) thriftier 比较级且义无关

thriftier 表『更节俭的』, 与病毒易感语境完全无关。

N) unique 义不符

unique 表『独特』, 无法表达『易受病毒伤害』。

28. those whose life-saving resources would be used up by a __(28)__ epidemic

【答案】 **E) malignant** (形容词)

【词性槽】 a __ epidemic=定冠词+空+名词

【依据】 **malignant epidemic=恶性疫情**

malignant 本义『恶性的』，常与疾病/疫情搭配，表程度严重、致命；前文 life-saving resources would be used up 暗示这是一场会把救命资源耗尽的严重疫情，正与 malignant 的『恶性』语义匹配。

【竞争词】 **A) amazing 感情色彩反**

amazing 偏褒义，与 epidemic (疫情) 这种负面对象搭配语用冲突。

H) random 义不到位

random epidemic (随机疫情) 描述不出『耗尽救命资源』所需的『严重/恶性』程度。

L) thriftier 比较级且义无关

thriftier 形容『节俭』，与疫情语义无关。

N) unique 义不到位

unique epidemic 只说『独特』，无法解释为何会用尽救命资源；且 unique 留待后文更贴切的空。

29. But social distancing is __(29)__ in that it is completely self-sacrificing

【答案】 **N) unique** (形容词)

【词性槽】 is __ in that=系动词后表语

【依据】 **unique in that=独特之处在于**

unique in that 是固定句式『独特之处在于...』，与前句 Americans make life-saving decisions every day as a matter of course 中举的系安全带、不超速等日常救命决策形成转折——social distancing 与众不同之处在于它 completely self-sacrificing，逻辑严丝合缝。

【竞争词】 **L) thriftier 义不符且比较级冗余**

thriftier 表『更节俭的』，与 self-sacrificing (完全自我牺牲) 无对应义；且比较级没有比较对象。

30. Those who will benefit may be the elderly relatives of the __(30)__ person we didn't pass in Starbucks, on the subway, or in the elevator

【答案】 **H) random** (形容词)

【词性槽】 the __ person = 冠词 + 空 + 名词

【依据】 **random person = 路上随便一个人**

random 表『随机的、任意的』，random person 即『偶然遇到的某个不特定的人』；下文列举的 Starbucks, on the subway, or in the elevator 正是这种生活里『随便碰到一个陌生人』的典型场所，与 random 高度契合。

【竞争词】 **L) thriftier 义无关且为比较级**

thriftier person 表『更节俭的人』，与本句对照场景（在咖啡店/地铁/电梯擦肩而过的陌生人）完全无关。

N) unique 义指向反

unique person 强调『独一无二』，与文意中『不特定的某个路人』正好相反——本句强调的是不特定性，而非独特性。

31. It doesn't include the __(31)__ to run from society or make an excuse

【答案】 **K) temptations** (名词)

【词性槽】 include the __ to do = 不定式逻辑主语位

【依据】 **temptation to do = 想...的诱惑**

temptations 与 to do 是搭配 temptation to do（做某事的诱惑），与上下文 run from society or make an excuse to avoid one's obligations 语义紧密——文章在说『社交距离并不等于趁机逃避社会与责任』，这种『想逃避的念头』正是 temptation。

【竞争词】 **G) premises 义不符，且不接 to do**

premises 表『前提/经营场所』，既不与 to do 搭配，也无法替换『逃避社会』这层动机义；与 include 的宾语逻辑也对不上。

32. it offers an __(32)__ opportunity for those who care about the elderly

【答案】 **A) amazing** (形容词)

【词性槽】 an __ opportunity=冠词+空+名词

【依据】 **amazing opportunity=绝佳机会**

amazing 与 opportunity 是高频褒义搭配『绝佳机会』，且与上下文情感色彩一致：作者把保持距离视为 applying love through caution，由此带来一个让人 find new ways to love them 的难得机会，正是 amazing 的褒义场域。

【竞争词】 H) random 义反、且 an 不接 r

random opportunity 偏中性甚至略带『偶然撞上』，与作者推崇的『主动以爱回应』调性不符；冠词 an 也对不上 r 起首。

N) unique 冠词 an 对不上 j 音

unique 起首是 /ju:/，发音上接 a unique 而非 an unique，冠词 an 已先判定该位置不属于它；且 unique 留待 29 题更贴。

【易错】最具迷惑性的错误词是 N) —— unique opportunity 看着也通但栽在 an 上。unique opportunity 是高频搭配『难得机会』，词义层面非常诱人，但 unique 起首是 /ju:/ 辅音音，前面只能接 a 不接 an；本题以 it offers an __(32)__ opportunity 中的 an 一锤定音锁 amazing。防坑：永远把 a/an 当硬筛而非可忽略的小词。

33. If we're not __(33)__ as much in our normal work or school

【答案】 **D) engaged** (动词)

【词性槽】 we're not __ as much=系动词后过去分词作表语

【依据】 **be engaged in=投入于...**

engaged 与 in 构成 be engaged in『忙于、投入于』的固定搭配；句义 we're not engaged as much in our normal work or school 正好解释了下半句『所以才 have extra time to call parents and grandparents』的因果链。

34. We can also ask elderly relatives how to best support them __ (34) __

【答案】 **J) spiritually** (副词)

【词性槽】 support them __ = 动词宾语后状语

【依据】 在精神层面上支持长辈

spiritually 表『在精神/心灵层面上』，与上下文紧扣：当下因为隔离不能见面 If we're not __ (33) __ as much in our normal work or school, we have extra time to call parents and grandparents, 能给到的支持主要是打电话陪伴这种精神/心理层面的支持，正是 support them spiritually.

【竞争词】 I) sentimentally 感情色彩偏负

sentimentally 偏『多愁善感地、感伤地』，含情感泛滥之意，与作者倡导的『以爱与谨慎给予长辈实际支持』的健康基调不符。

【易错】 最具迷惑性的错误词是 I) —— sentimentally vs spiritually 同词性近义最难切。I

sentimentally 与 J spiritually 都是副词、都可放在 support them 后；考生容易凭语感乱选。本题以上下文 we have extra time to call parents and grandparents 这种『精神陪伴』的健康基调锁 spiritually。防坑：感情色彩 + 上下文调性两道闸一起夹。

35. use our sacrifices as an opportunity to bring us, our community and the world __ (35) __

【答案】 **B) closer** (形容词)

【词性槽】 bring sb __ = bring + 宾语 + 补语

【依据】 bring ... closer = 让...更紧密

closer 与 bring 是经典搭配 bring sb closer 『让某人更亲近』，正与全文 social distancing 表面拉远距离、内核却 at its core is love 形成回环呼应——身体的距离换来心灵的更近。

【竞争词】 L) thriftier 义不符

thriftier 表『更节俭的』，与 bring us、community、world 三方的关系无关，逻辑上对不上。

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) **amazing** 形容词

令人惊叹的；极好的

用于第 32 空

B) **closer** 形容词 副词

更近的；更紧密地 (close 的比较级)

用于第 35 空

C) **driven** 动词 形容词

(drive 的过去分词) 被驱动的、被驱使的

用于第 26 空

D) **engaged** 动词 形容词

忙于做某事的；投入参与的 (be engaged in)

用于第 33 空

E) **malignant** 形容词

恶性的；致命的 (医学语境常用)

用于第 28 空

F) **oppressing** 动词 形容词

压迫；使压抑 (oppress 的现在分词)

干扰词 · 未选用

G) **premises** 名词

前提；房屋/场所 (复数)

干扰词 · 未选用

H) **random** 形容词

随机的；任意的、不特定的

用于第 30 空

I) **sentimentally** 副词

感伤地；多愁善感地

干扰词 · 未选用

J) **spiritually** 副词

精神上地；心灵上地

用于第 34 空

K) **temptations** 名词

诱惑 (复数)

用于第 31 空

L) **thrifter** 形容词

更节俭的 (thrifty 的比较级)

干扰词 · 未选用

M) **tickled** 动词 形容词

使发痒；使高兴 (tickle 的过去式/分词)

干扰词 · 未选用

N) **unique** 形容词

独特的；独一无二的

用于第 29 空

O) **vulnerable** 形容词

脆弱的；易受伤害的 (be vulnerable to)

用于第 27 空

全文主旨

保持社交距离=以爱护老与弱

全文围绕 social distancing 展开：表面是经济与生活的代价，内核却是出于爱、自我牺牲，去保护最脆弱的老年人和免疫系统受损者，并把这段隔离时间转化为以新方式去爱他们的机会。开篇即点题 at its core is love, and a sacrifice to protect those most __(27)__ to the coronavirus(冠状病毒) effects—the elderly, people with compromised immune systems，结尾再次落到亲情连接 we have extra time to call parents and grandparents。

DISTRACTORS · 干扰词复盘

这 5 个词始终没被任何空选用

词库 15 词里有 5 个是命题人埋的干扰词——它们词性看着也对、词义也沾点边，却不该填进任何一个空。下面逐个剖析它们最像哪个空的答案、为什么是陷阱。

F) **oppressing** 最易混到 26 题

oppressing 看似与 fear『压迫感』联想接近，迷惑 26 题考生选『被压抑』，但 has been 后需过去分词，oppressing 是 -ing 形态、形态不符；且 be oppressing by 不构成正确被动搭配。识破要诀：先卡形态再看义。

G) **premises** 最易误入 31 题

premises 是名词复数，符合 31 题 the __(31)__ to run from society 的词性，但 premises 表『前提/经营场所』，不接 to do 不定式；考生若只看词性会被它骗，识破要诀：名词后接 to do 表后置定语，本词不构成此搭配。

I) **sentimentally** 最易混到 34 题

I sentimentally 是副词，与 J spiritually 同词性、同位置可选，常让考生在 34 题 support them __(34)__ 二选一时摇摆；但 sentimentally 含『多愁善感地』的偏感性化色彩，与作者倡导『以爱与谨慎稳健支持长辈』的克制基调不合，识破要诀：扫感情色彩。

L) **thriftier** 形容词位置上的常驻陪跑

thriftier 在 28/29/30/35 几个形容词位都能名义上『进候选』，但词义与本文话题（疫情/支持长辈/距离与联结）八竿子打不着；它的迷惑性主要来自『词性对得上』，识破要诀：词性对≠词义对，必须代回上下文。

M) **tickled** 和 **driven** 同为过去分词易混

tickled 是 26 题与 driven 抢位的过去分词，形态对、be tickled by 也是正确搭配，但 tickled by 接的是『有趣的人/事』，与 fear 这种负面情感对象不搭，识破要诀：搭配看 by 后宾语的感情色彩。

SENTENCE INSIGHTS • 句子精讲

3 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。

However, at its core is love, and a sacrifice to protect those most vulnerable to the coronavirus(冠状病毒) effects—the elderly, people with compromised immune systems, and those whose life-saving resources would be used up by a malignant epidemic.

第1段，第3句

本句覆盖倒装结构中的主谓表识别、并列主语、不定式定语、同位语、限制性定语从句、被动语态状语等多种成分，且倒装和嵌套同位语都是易错点。尤其适合训练倒装句主干提取、同位语与定语从句的区分、以及复杂主语的划分能力。

Social distancing is millions of people making hundreds of sacrifices to keep the elderly alive.

第3段，第1句

本句覆盖主系表结构、后置定语（现在分词短语）、目的状语（不定式短语）三类成分，成分种类较丰富；现在分词作后置定语是易混淆点，需与谓语进行区分；不定式作目的状语也是常考点，具有一定训练价值

What it does include is applying love through caution.

第3段，第3句

本句涵盖主语从句、主系表结构、动名词作表语等多种成分类型，特别是 What 引导的主语从句既作引导词又在从句中充当宾语，是典型的易混淆点，训练价值较高。

HIGH-FREQUENCY • 真题高频词

本篇出现的 32 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。

elderly B2

adj. 年老的

本篇5 次 · 真题 20 句

sacrifice B2

n. 牺牲

本篇3 次 · 真题 27 句

opportunity B1

n. 机会

本篇2 次 · 真题 115 句

relative B1

n. 亲戚，亲属

本篇2 次 · 真题 26 句

obligation B2

n. 义务

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

benefit B1

n. 好处

本篇1 次 · 真题 244 句

effect A2

n. 影响

本篇1 次 · 真题 191 句

system A2

n. 系统

本篇1 次 · 真题 176 句

community B1

n. 社区

本篇1 次 · 真题 163 句

million A2

num. 一百万

本篇1 次 · 真题 126 句

resource B1

n. 资源

本篇1 次 · 真题 119 句

support A2

v. 支持

本篇1 次 · 真题 103 句

apply A2

v. 申请

本篇1 次 · 真题 63 句

unique B2

adj. 独特的

本篇1次·真题 54 句

limit B1

n. 限度

本篇1次·真题 51 句

completely B1

adv. 完全地

本篇1次·真题 43 句

extra A2

adj. 额外的

本篇1次·真题 33 句

stock B1

n. 库存

本篇1次·真题 32 句

vulnerable C1

adj. 易受伤害的

本篇1次·真题 30 句

core B1

n. 核心

本篇1次·真题 21 句

grocery B1

n. 食品杂货

本篇1次·真题 19 句

immune B2

adj. 有免疫力的

本篇1次·真题 19 句

caution B2

n. 小心;谨慎

本篇1次·真题 16 句

subway A2

n. 地铁

本篇1次·真题 15 句

engaged B1

adj. 忙碌的

本篇1次·真题 14 句

epidemic C1

n. 流行病

本篇1次·真题 14 句

tank B1

n. 坦克

本篇1次·真题 14 句

random B2

adj. 随机的

本篇1次·真题 12 句

amazing A2

adj. 令人惊奇的

本篇1次·真题 11 句

parental

B2

adj. 父母的

本篇1次 · 真题 8 句

uncertainty

B2

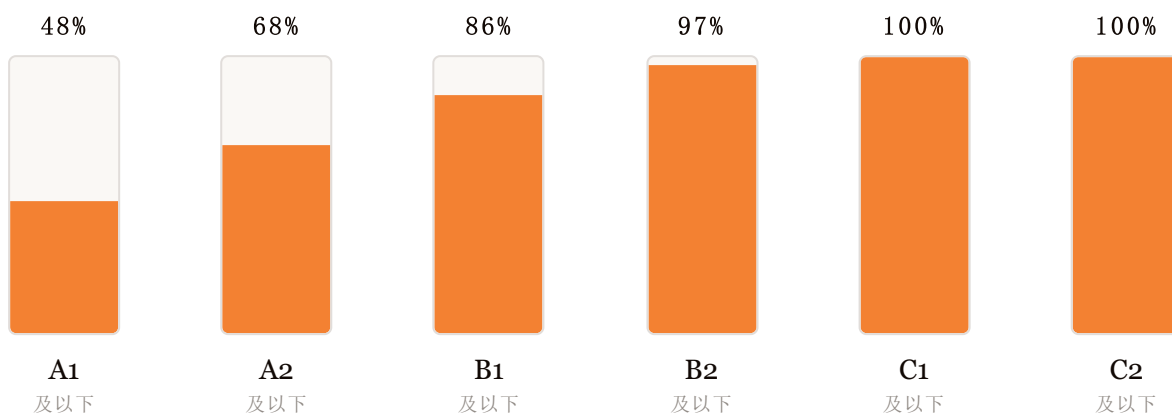
n. 不确定性

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 114 词按 CEFR 难度累积覆盖

带空短文去重后共 **114** 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 3 个 · 约 3%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 114 个 · 末柱为 100%

去重总词数

114

B2 以上难词

3%

B1 及以下覆盖

86%

英语六级 2020年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2020年12月第1套共用 · 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12月·第3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12月·第3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3套(2020-12)·六级

Part III Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Why Lifelong Learning Is the International Passport to Success

A) Picture yourself at a college graduation day, with a fresh cohort(一群) of students about to set sail for new horizons. What are they thinking while they throw their caps in the air? What is it with this thin sheet of paper that makes it so precious? It's not only the proof of acquired knowledge but plays into the reputation game of where you were trained. Being a graduate from Harvard Law School carries that extra glamour, doesn't it? Yet take a closer look, and the diploma is the perfect ending to the modern tragedy of education.

想象你在大学毕业典礼上,一群刚毕业的学生即将启航驶向新的天地。当他们把学位帽抛向空中时,他们在想什么?这张薄薄的纸为何如此珍贵?它不仅是获得知识的证明,还关乎你在那里接受培训的声誉游戏。作为哈佛法学院的毕业生会带来额外的光环,不是吗?然而仔细看看,这张文凭是现代教育悲剧的完美结局。

B) Why? Because universities and curricula are designed along the three unities of French classical tragedy: time, action, and place. Students meet at the university campus (unity of place) for classes (unity of action) during their 20s (unity of time). This classical model has traditionally produced prestigious universities, but it is now challenged by the digitalisation of society—which allows everybody who is connected to the internet to access learning—and by the need to acquire skills in step with a fast-changing world. Universities must realise that learning in your 20s won't be enough.

If technological diffusion and implementation develop faster, workers will have to constantly refresh their skills.

为什么?因为大学和课程是按照法国古典悲剧的三一律设计的:时间、行动和地点。学生们在20多岁时(时间一律)在大学校园(地点一律)上课(行动一律)。这种古典模式传统上造就了享有盛誉的大学,但现在它正受到社会数字化的挑战——数字化使每个接入互联网的人都能获得学习机会——以及在快速变化的世界中同步获取技能的需要挑战。大学必须认识到,20多岁时的学习是不够的。如果技术扩散和实施发展得更快,工人将不得不不断更新他们的技能。

- C) The university model needs to evolve. It must equip students with the right skills and knowledge to compete in a world 'where value will be derived largely from human interaction and the ability to invent and interpret things that machines cannot', as the English futurist Richard Watson puts it. By teaching foundational knowledge and up-to-date skills, universities will provide students with the future-proof skills of lifelong learning, not just get them 'job-ready'.

大学模式需要演变。它必须为学生配备正确的技能和知识,以便在一个世界中竞争,正如英国未来学家 Richard Watson 所说,在这个世界中"价值将主要来自人类互动以及发明和解释机器无法做到的事情的能力"。通过教授基础知识和最新技能,大学将为学生提供终身学习的面向未来的技能,而不仅仅是让他们"为工作做好准备"。

- D) Some universities already play a critical role in lifelong learning as they want to keep the value of their diplomas. This new role comes with a huge set of challenges, and needs largely to be invented. One way to start this transformation process could be to go beyond the 'five-year diploma model' to adapt curricula to lifelong learning. We call this model the lifelong passport.

一些大学已经在终身学习中发挥着关键作用,因为它们想保持其文凭的价值。这个新角色带来了一系列巨大的挑战,并且在很大程度上需要被创造出来。启动这一转型过程的一种方式可能是超越"五年文凭模式",使课程适应终身学习。我们称这种模式为终身护照。

- E) The Bachelor's degree could be your passport to lifelong learning. For the first few years, students would 'learn to learn' and get endowed with reasoning skills that remain with them for the rest of their lives. For instance, physics allows you to observe and rationalise the world, but also to integrate observations into models and, sometimes, models into theories or laws that can be used to make predictions. Mathematics is the language used to formulate the laws of physics or economy, and to make rigorous computations that turn into predictions. These two disciplines naturally form the foundational pillars of education in technical universities.

学士学位可以成为你终身学习的护照。在最初几年,学生将"学会学习",并被赋予伴随他们终生的推理技能。例如,物理学使你能够观察世界并使其合理化,而且还能将观察结果整合到模型中,有时将模型整合到可用于进行预测的理论或定律中。数学是用来表述物理学或经济学定律并进行严格计算从而转化为预测的语言。这两个学科自然形成了技术大学教育的基础支柱。

- F) Recent advances in computational methods and data science push us into rethinking science and engineering. Computers increasingly become principal actors in leveraging data to formulate questions, which requires radically new ways of reasoning. Therefore, a new discipline blending computer science, programming, statistics and machine learning should be added to the traditional foundational topics of mathematics and physics. These three pillars would allow you to keep learning complex

technical subjects all your life because numeracy(计算) is the foundation upon which everything else is eventually built.

计算方法和数据科学的最新进展促使我们重新思考科学和工程。计算机日益成为利用数据提出问题的主要参与者,这需要全新的推理方式。因此,一门融合计算机科学、编程、统计学和机器学习的新学科应该添加到数学和物理学这些传统基础主题中。这三大支柱将使你能终生持续学习复杂的技术学科,因为计算能力是其他一切最终建立的基础。

- G) According to this new model, the Master of Science (MSc) would become the first stamp in the lifelong learning journey. The MSc curriculum should prepare students for their professional career by allowing them to focus on acquiring practical skills through projects.

根据这个新模式,理学硕士学位将成为终身学习旅程中的第一个印章。理学硕士课程应该通过让学生专注于通过项目获得实践技能来为他们的职业生涯做准备。

- H) Those projects are then interwoven with fast-paced technical modules(模块) learned 'on-the-fly' and 'at will' depending on the nature of the project. If, for instance, your project is developing an integrated circuit, you will have to take a module on advanced concepts in microelectronics. The most critical skills will be developed before the project even starts, in the form of boot camps(短期强化训练), while the rest can be fostered along with the project, putting them to immediate use and thus providing a rich learning context.

然后,这些项目与快节奏的技术模块交织在一起,根据项目的性质"即时"和"随意"学习。例如,如果你的项目是开发集成电路,你将不得不学习微电子学高级概念模块。最关键的技能将在项目开始之前以短期强化训练的形式得到发展,而其余的技能可以在项目进行过程中培养,将它们立即投入使用,从而提供丰富的学习环境。

- I) In addition to technical capabilities, the very nature of projects develops social and entrepreneurial skills, such as design thinking, initiative taking, team leading, activity reporting or resource planning. Not only will those skills be actually integrated into the curriculum but they will be very important to have in the future because they are difficult to automate.

除了技术能力之外,项目的本质还发展了社会和创业技能,如设计思维、主动性、团队领导、活动报告或资源规划。这些技能不仅将真正融入课程,而且在未来拥有它们将非常重要,因为它们很难自动化。

- J) After the MSc diploma is earned, there would be many more stamps of lifelong learning over the years. If universities decide to engage in this learning model, they will have to cope with many organisational challenges that might shake their unity of place and action. First, the number of students would be unpredictable. If all of a university's alumni(往届毕业生) were to become students again, the student body would be much bigger than it is now, and it could become unsustainable for the campus in terms of both size and resources. Second, freshly graduated students would mix with professionally experienced ones. This would change the classroom dynamics, perhaps for the best. Project-based learning with a mixed team reflects the reality of the professional world and could therefore be a better preparation for it.

在获得理学硕士文凭后,多年来将会有更多终身学习的印章。如果大学决定参与这种学习模式,它们将不得不应对许多可能动摇其地点和行动一律的组织挑战。首先,学生人数将是不可预测的。如果一所大学的所有往届毕业生都再次成为学生,学生群体将比现在大得多,就规模和资源而言,校园可能会变得难以为继。其次,刚毕业的学生将与有专业经验的学生混在一起。这将改变课堂动态,也许会变得更好。具有混合团队的基于项目的学习反映了专业世界的现实,因此可能是对其更好的准备。

- K) Sound like science fiction? In many countries, part-time studying is not exceptional: on average across OECD countries, part-time students in 2016 represented 20 per cent of enrolment in tertiary education. In many countries, this share is higher and can exceed 40 per cent in Australia, New Zealand and Sweden.

听起来像科幻小说?在许多国家,非全日制学习并不罕见:2016年OECD国家的平均水平是,非全日制学生占高等教育入学人数的20%。在许多国家,这一比例更高,在澳大利亚、新西兰和瑞典可以超过40%。

- L) If lifelong learning were to become a priority and the new norm, diplomas, just like passports, could be revalidated periodically. A time-determined revalidation would ease administration for everybody. Universities as well as employers and employees would know when they have to retrain. For instance, graduates from the year 2000 would have to come back in 2005.

如果终身学习成为优先事项和新常态,文凭就像护照一样,可以定期重新验证。有时限的重新验证将为每个人简化管理工作。大学以及雇主和雇员都会知道他们何时必须重新培训。例如,2000年的毕业生将不得不在2005年回来。

- M) This could fix the main organisational challenges for the university, but not for the learners, due to lack of time, family obligations or funds. Here, online learning might be an option because it allows you to save your 'travel time', but it has its limits. So far, none of the major employers associated with online learning platforms such as Coursera and Udacity has committed to hire or even interview graduates of their new online programmes.

这可以解决大学的主要组织挑战,但由于缺乏时间、家庭义务或资金,无法解决学习者的问题。在这里,在线学习可能是一个选择,因为它允许你节省"旅行时间",但它有其局限性。到目前为止,与Coursera和Udacity等在线学习平台相关的主要雇主中,没有一家承诺雇用甚至面试其新在线课程的毕业生。

- N) Even if time were not an issue, who will pay for lifelong learning? That's the eternal debate: should it be the learner's responsibility, that of his employer, or of the state? For example, in Massachusetts, the healthcare professions require continuing education credits, which are carefully evidenced and documented. Yet the same state's lawyers don't require continuing legal education, although most lawyers do participate in it informally. One explanation is that technology is less of a factor in law than it is in healthcare.

即使时间不是问题,谁来为终身学习买单?这是永恒的争论:应该是学习者的责任、雇主的责任,还是国家的责任?例如,在马萨诸塞州,医疗保健行业需要继续教育学分,这些学分得到仔细的证明和记录。然而,同一州的律师不需要继续法律教育,尽管大多数律师确实非正式地参与其中。一种解释是,技术在法律中的作用不如在医疗保健中那么大。

- O) Europe has many scenarios, but the French and Swiss ones are interesting to compare. In France, every individual has a right to lifelong learning organised via a personal learning account that is credited as you work. In Switzerland, lifelong learning is a personal responsibility and not a government one. However, employers and the state encourage continuing education either by funding parts of it or by allowing employees to attend it.

欧洲有许多情况,但法国和瑞士的情况比较有趣。在法国,每个人都有权通过个人学习账户组织终身学习,该账户在你工作时获得学分。在瑞士,终身学习是个人责任,而不是政府责任。然而,雇主和国家通过资助部分继续教育或允许员工参加来鼓励继续教育。

- P) Universities have a fundamental role to play in this journey, and higher education is in for a change. Just like classical theatre, the old university model produced talent and value for society. We are not

advocating its abolition but rather calling for the adaptation of its characteristics to meet the needs of today.

大学在这一旅程中要发挥根本性作用,高等教育将发生变革。就像古典戏剧一样,旧的大学模式为社会培养了人才和创造了价值。我们不是主张废除它,而是呼吁调整其特征以满足当今的需求。

陈述句与逐句解析

36. Students should develop the key skills before they start a project.

学生在开始一个项目之前应该培养关键技能。

【答案】 **H** 段 (强锚点)

【锚点】 关键技能+项目开始前

【定位】 The most critical skills will be developed before the project even starts, in the form of boot camps, while the rest can be fostered along with the project, putting them to immediate use and thus providing a rich learning context.

最关键的技能将在项目开始之前以短期强化训练的形式培养, 其余技能则可以在项目进行过程中边做边学, 立刻投入使用, 从而提供丰富的学习情境。

【改写】 the key skills ↔ **The most critical skills**

同义替换+形容词级别变化

before they start a project ↔ **before the project even starts**

时间状语几乎逐字对应

【辨邻】 **G** focus on acquiring practical skills through projects只说'通过项目掌握实践技能', 并未提'项目开始前'这一时间限定, 缺少题干的关键限定。

The MSc curriculum should prepare students for their professional career by allowing them to focus on acquiring practical skills through projects

I the very nature of projects develops social and entrepreneurial skills说的是项目本身'顺带培养'的能力, 并未提'在项目开始前'就要把关键技能练好的时间次序。

the very nature of projects develops social and entrepreneurial skills, such as design thinking, initiative taking, team leading, activity reporting or resource planning

37. By acquiring reasoning skills in the first few years of college, students can lay a foundation for lifelong learning.

通过上大学头几年获得推理技能,学生可以为终身学习奠定基础。

【答案】 **E** 段 (强锚点)

【锚点】 前几年+推理能力+终身学习地基

【定位】 For the first few years, students would 'learn to learn' and get endowed with reasoning skills that remain with them for the rest of their lives.

在最初几年, 学生将'学习如何学习', 并被赋予能伴随他们一生的推理能力。

【改写】 acquiring reasoning skills in the first few years of college ↔

For the first few years, students would 'learn to learn' and get endowed with reasoning skills

几乎逐字对应+动词替换

lay a foundation for lifelong learning ↔

reasoning skills that remain with them for the rest of their lives

'伴随一生'≈'终身学习的基础'

【辨邻】 **F** These three pillars would allow you to keep learning complex technical subjects all your life说的是新增的数据科学支柱让人终身能学新东西，落点在'新增支柱'而不是'在校前几年获得推理能力'。

a new discipline blending computer science, programming, statistics and machine learning should be added to the traditional foundational topics of mathematics and physics

38. The easy access to learning and rapid technological changes have brought the traditional model of education under challenge.

获取学习的便利性和快速的技术变革使传统教育模式面临挑战。

【答案】 **B** 段（强锚点）

【锚点】 学习易得+技术快变冲击传统模式

【定位】 This classical model has traditionally produced prestigious universities, but it is now challenged by the digitalisation of society—which allows everybody who is connected to the internet to access learning—and by the need to acquire skills in step with a fast-changing world.

这一古典模式过去培养了一批名校，但如今正受到社会数字化(它让任何能上网的人都能获取学习)以及在快速变化的世界中持续更新技能的需求的双重挑战。

【改写】 The easy access to learning ↔

the digitalisation of society—which allows everybody who is connected to the internet to access learning

名词化概括原文从句

rapid technological changes ↔ **a fast-changing world**

上位概括+形容词同义

the traditional model of education ↔ **This classical model**

同义替换

brought...under challenge ↔ **it is now challenged**

句式重构+被动同义

【辨邻】 **C** The university model needs to evolve承接B段'被挑战'之后的应对，而非陈述句要找的原因→挑战'本身。

The university model needs to evolve. It must equip students with the right skills and knowledge

39. Unbelievable as it may seem, part-time students constitute a considerable portion of the student body in many universities across the world.

尽管看似难以置信,但在世界各地的许多大学中,非全日制学生占学生群体的相当大一部分。

【答案】 **K** 段 (强锚点)

【锚点】 非全日制学生+相当比例

【定位】 Sound like science fiction? In many countries, part-time studying is not exceptional: on average across OECD countries, part-time students in 2016 represented 20 per cent of enrolment in tertiary education.

听起来像科幻? 在许多国家, 非全日制学习并不罕见: OECD国家平均水平上, 2016年非全日制学生占高等教育注册学生数的20%。

【改写】 Unbelievable as it may seem ↔ **Sound like science fiction?**

反问式让步+口语化同义

part-time students constitute a considerable portion of the student body ↔

part-time students in 2016 represented 20 per cent of enrolment in tertiary education

数据→比例的语义概括

40. Some social and managerial skills, which are not easily automated, will be of great importance to students' future careers.

一些不易自动化的社会技能和管理技能对学生未来的职业生涯将非常重要。

【答案】 **I** 段 (强锚点)

【锚点】 社交管理技能+难自动化+未来职业

【定位】 Not only will those skills be actually integrated into the curriculum but they will be very important to have in the future because they are difficult to automate.

这些技能不仅会真正融入课程, 而且因为难以被自动化, 它们在未来将非常重要。

【改写】 Some social and managerial skills ↔

social and entrepreneurial skills, such as design thinking, initiative taking, team leading, activity reporting or resource planning

'creative管理类'同义概括

not easily automated ↔ **difficult to automate**

形容词同义替换

of great importance to students' future careers ↔ **very important to have in the future**

'very important'与'of great importance'句式重构

【辨邻】 **H** The most critical skills will be developed before the project even starts谈的是技能何时养成, 而非技能为什么对未来重要, 缺少题干的'not easily automated'锚点。

The most critical skills will be developed before the project even starts, in the form of boot camps

41. A new model of college education should provide students with the knowledge and skills that will make them more inventive and capable of lifelong learning.

新的大学教育模式应该为学生提供知识和技能,使他们更具创造力并能够终身学习。

【答案】 C 段 (强锚点)

【锚点】 新模式+让学生更具创造力+终身学习

【定位】 It must equip students with the right skills and knowledge to compete in a world 'where value will be derived largely from human interaction and the ability to invent and interpret things that machines cannot', as the English futurist Richard Watson puts it. By teaching foundational knowledge and up-to-date skills, universities will provide students with the future-proof skills of lifelong learning, not just get them 'job-ready'.

大学必须让学生具备恰当的技能与知识,以便在一个'价值将主要来自人与人的互动,以及发明并解读机器无法处理的事物的能力'的世界中竞争——英国未来学家Richard Watson如是说。通过教授基础知识与最新技能,大学将赋予学生面向未来的终身学习能力,而不只是把他们培养得'适合就业'。

【改写】 A new model of college education ↔ The university model needs to evolve

'新模式'与'模式要进化'等值

the knowledge and skills ↔ foundational knowledge and up-to-date skills

上位概括

more inventive ↔ invent and interpret things that machines cannot

动词→形容词的词类转换

capable of lifelong learning ↔ future-proof skills of lifelong learning

'能力'与'终身学习的技能'等值

【辨邻】 B Universities must realise that learning in your 20s won't be enough只指出新模式的必要性,但'要赋予学生哪些知识技能以变得有创造力并终身学习'这层落点在C段。

Universities must realise that learning in your 20s won't be enough. If technological diffusion and implementation develop faster, workers will have to constantly refresh their skills

D to adapt curricula to lifelong learning. We call this model the lifelong passport说的是'怎样命名/启动这一改造',并未提及'更有创造力+终身学习能力'两类目标。

One way to start this transformation process could be to go beyond the 'five-year diploma model' to adapt curricula to lifelong learning. We call this model the lifelong passport

42. A mixed student body may change the classroom dynamics and benefit learning.

多元化的学生群体可能会改变课堂动态并有益于学习。

【答案】 J 段 (强锚点)

【锚点】 混合学生群体+改变课堂动态

【定位】 Second, freshly graduated students would mix with professionally experienced ones. This would change the classroom dynamics, perhaps for the best.

其次，应届毕业生将与有职业经验的人混在一起。这将会改变课堂的互动状态，也许会变得更好。

【改写】 A mixed student body ↔

freshly graduated students would mix with professionally experienced ones

名词化+同根词改写

change the classroom dynamics ↔ **change the classroom dynamics**

原样复现

benefit learning ↔ **perhaps for the best+could therefore be a better preparation for it**

正向评价同义

【辨邻】 I the very nature of projects develops social and entrepreneurial skills说的是项目本身培养什么能力，并不涉及学生构成的混合带来的课堂变化。

the very nature of projects develops social and entrepreneurial skills, such as design thinking, initiative taking, team leading, activity reporting or resource planning

43. The question of who will bear the cost of lifelong learning is a topic of constant debate.

谁将承担终身学习的成本这一问题是一个持续争论的话题。

【答案】 N 段（强锚点）

【锚点】 谁承担终身学习费用+持续争论

【定位】 Even if time were not an issue, who will pay for lifelong learning? That's the eternal debate: should it be the learner's responsibility, that of his employer, or of the state?

即便时间不是问题，谁来为终身学习买单？这是一场永恒的争论：到底该由学习者本人、他的雇主还是国家来承担？

【改写】 The question of who will bear the cost of lifelong learning ↔ **who will pay for lifelong learning**
'pay for'↔'bear the cost'同义短语替换

a topic of constant debate ↔ **the eternal debate**

形容词同义改写

【辨邻】 O In France, every individual has a right to lifelong learning与In Switzerland, lifelong learning is a personal responsibility是对'谁付费'问题给出的具体国家做法，并未直接陈述'这是一个持续不断的争论'。

Europe has many scenarios, but the French and Swiss ones are interesting to compare

44. To the traditional subjects of math and physics should be added a new discipline which combines computer science with statistics and other components.

在数学和物理这些传统学科之外,应该增加一门将计算机科学与统计学及其他组成部分相结合的

新学科。

【答案】 **F** 段 (强锚点)

【锚点】 数学物理之外新增融合计算机与统计的学科

【定位】 Therefore, a new discipline blending computer science, programming, statistics and machine learning should be added to the traditional foundational topics of mathematics and physics.

因此, 应该把一门融合计算机科学、编程、统计学与机器学习的新学科, 添加到数学与物理这些传统基础学科之上。

【改写】 the traditional subjects of math and physics ↔

the traditional foundational topics of mathematics and physics

几乎逐字对应

a new discipline which combines computer science with statistics and other components ↔

a new discipline blending computer science, programming, statistics and machine learning

动词同义+清单概括

【辨邻】 **E** These two disciplines naturally form the foundational pillars of education in technical universities说的是数学和物理这'两根'支柱, 并未提'新增一门融合计算机与统计的学科'。

Mathematics is the language used to formulate the laws of physics or economy... These two disciplines naturally form the foundational pillars of education in technical universities

45. Students who are burdened with family duties might choose to take online courses.

承担家庭责任的学生可能会选择参加在线课程。

【答案】 **M** 段 (强锚点)

【锚点】 有家庭负担的学生+在线课程

【定位】 This could fix the main organisational challenges for the university, but not for the learners, due to lack of time, family obligations or funds. Here, online learning might be an option because it allows you to save your 'travel time', but it has its limits.

这或许能解决大学的主要组织难题, 但解决不了学习者的难题——他们面临时间不足、家庭义务或资金缺口。在这里, 在线学习也许是一种选择, 因为它能让你省去'通勤时间', 但它也有其局限。

【改写】 Students who are burdened with family duties ↔ **family obligations**

近义名词替换

take online courses ↔ **online learning might be an option**

'online learning' ↔ 'online courses' 近义替换

【辨邻】 **N** who will pay for lifelong learning是N段论点, 与陈述句的family duties+online courses不对应。

Even if time were not an issue, who will pay for lifelong learning?

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 用毕业典礼的画面引入，借the diploma is the perfect ending to the modern tragedy of education点出文凭只是终点，为下文批判传统大学模式做铺垫。

信息指纹 毕业典礼与哈佛文凭的画面

- B 用法国古典悲剧的time, action, and place三一律比喻传统大学模式，再指出the digitalisation of society与技能更新速度让这种模式受到挑战。

信息指纹 三一律比喻+数字化挑战

- C 指出大学模式必须进化，引用未来学家Richard Watson的说法，强调要教foundational knowledge and up-to-date skills，给学生future-proof skills of lifelong learning，而不只是把他们培养得job-ready。

- D 部分大学已在终身学习上扮演关键角色，提出突破five-year diploma model、把课程改造成终身学习护照（the lifelong passport）的转型思路。

信息指纹 终身学习护照构想

- E 学士学位是终身学习的护照，最初几年要learn to learn并掌握reasoning skills，并以physics、Mathematics两门为例说明它们是技术大学教育的foundational pillars。

信息指纹 前几年学'学习如何学习'与推理能力

- F 提出在传统的数学、物理之外，再加一门融合computer science, programming, statistics and machine learning的新学科作为第三根支柱。

信息指纹 数学物理之外新增第三根支柱

G 在新模式下，硕士（Master of Science (MSc)）成为终身学习旅程的第一枚印章，硕士课程通过项目让学生掌握practical skills。

信息指纹 MSc=终身学习的第一枚印章

H 项目与快节奏技术模块交织进行，最关键的技能在项目开始前就以boot camps形式打好，其余在项目中边做边学。

信息指纹 项目前的boot camps短训

I 项目本身还培养social and entrepreneurial skills，如设计思维、主动性、团队领导等，这些difficult to automate的能力对未来很重要。

信息指纹 难以被自动化的社交与创业技能

J 硕士之后还会有更多终身学习的印章；若大学采纳此模式，将面对学生数量难以预测和freshly graduated students would mix with professionally experienced ones带来的classroom dynamics变化等组织挑战。

信息指纹 新老学生混合改变课堂动态

K 用OECD数据说明非全日制学习并非天方夜谭：part-time students in 2016 represented 20 per cent of enrolment in tertiary education，澳新瑞超过四成。

信息指纹 OECD非全日制学生占比数据

L 提出像护照一样revalidated periodically地周期性更新文凭，以方便雇主与员工统一把握重训时点。

信息指纹 文凭像护照一样定期换证

M 学习者面对lack of time, family obligations or funds等障碍，online learning可省去通勤时间但有局限，比如Coursera and Udacity的雇主尚未承诺录用其毕业生。

信息指纹 在线学习与家庭义务

N 讨论终身学习的费用由谁承担：the learner's responsibility, that of his employer, or of the state，并用Massachusetts医疗与法律行业的对比说明。

信息指纹 谁为终身学习买单+马萨诸塞例子

0 比较法国与瑞士在终身学习上的不同安排: In France, every individual has a right to lifelong learning, 而In Switzerland, lifelong learning is a personal responsibility.

信息指纹 法瑞两种终身学习制度对照

P 结尾呼应开篇: 大学在终身学习中扮演关键角色, 作者not advocating its abolition but rather calling for the adaptation, 主张改造而非废除传统大学模式。

信息指纹 不主张废除而是改造

SENTENCE INSIGHTS • 句子精讲

17 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。

This classical model has traditionally produced prestigious universities, but it is now challenged by the digitalisation of society—which allows everybody who is connected to the internet to access learning—and by the need to acquire skills in step with a fast-changing world.

B段, 第4句

句中包含主语、谓语、宾语、多种状语(时间、原因、地点)、间接宾语、宾语补足语等多种成分,成分种类丰富。特别是第二个主句中两个并列的原因状语、非限制性定语从句中的双宾语结构 "allow somebody to do",以及定语从句的嵌套修饰关系,都是值得反复练习的易错点,作为成分划分练习句收益较高

It must equip students with the right skills and knowledge to compete in a world 'where value will be derived largely from human interaction and the ability to invent and interpret things that machines cannot', as the English futurist Richard Watson puts it.

C段, 第2句

本句结构高度典型: 情态动词加动词原形的主句、where 引导的定语从句修饰抽象地点名词、that 引导的定语从句修饰具体名词、as 引导的方式状语从句引述观点来源, 这些都是四六级和考研英语阅读中的高频句式。嵌套定语从句和省略结构也是常考考点, 掌握后可大量迁移至其他同类句子。

Some universities already play a critical role in lifelong learning as they want to keep the value of their diplomas.

D段，第1句

主句加原因状语从句的结构在四六级和考研阅读中较为常见,从属连词 "as" 引导原因从句也是典型用法,掌握后可应用于类似复合句,具有一定代表性,但句式本身不算高频核心句型

For instance, physics allows you to observe and rationalise the world, but also to integrate observations into models and, sometimes, models into theories or laws that can be used to make predictions.

E段，第3句

本句包含复合宾语结构(宾语加宾语补足语)、并列不定式、定语从句、目的状语等多种成分,覆盖面较广。尤其是宾语补足语由两个较长并列不定式构成,且定语从句嵌在其中,学生需要仔细划分才能理清各部分归属,是较好的成分划分练习句。

Therefore, a new discipline blending computer science, programming, statistics and machine learning should be added to the traditional foundational topics of mathematics and physics.

F段，第3句

简单句 + 情态动词 + 被动语态 + 现在分词作定语，这是四六级和考研阅读中高频出现的句式组合。特别是现在分词后置定语修饰主语、情态动词表建议、被动语态表承受者，都是典型结构，学习后可在大量真题句中复用。

These three pillars would allow you to keep learning complex technical subjects all your life because numeracy(计算) is the foundation upon which everything else is eventually built.

F段，第4句

主句使用 "allow sb to do" 结构，原因状语从句搭配限制性定语从句，这种组合在四六级和考研阅读中高频出现。"介词 + 关系代词" 引导定语从句是常考难点，典型性很高。

In addition to technical capabilities, the very nature of projects develops social and entrepreneurial skills, such as design thinking, initiative taking, team leading, activity reporting or resource planning.

I段，第1句

本句展示的“介词短语状语 + 复杂主语 + 及物动词 + 宾语 + 同位语”结构,以及 “such as” 引导的列举用法,在学术写作和考试阅读中频繁出现,具有较高的典型性和迁移价值,掌握后可帮助学生理解大量类似长句。

Not only will those skills be actually integrated into the curriculum but they will be very important to have in the future because they are difficult to automate.

I段，第2句

本句的 “Not only ... but (also)” 递进并列结构和原因状语从句都是四六级和考研常考句式。倒装结构、被动语态、主系表结构加不定式修饰，均为真题中频繁出现的典型模式。掌握本句的分析方法可直接迁移到大量同类句子。

First, the number of students would be unpredictable.

J段，第3句

“情态动词 + be + 形容词”的主系表结构在四六级和考研阅读中较为常见，用于表达推测或评价；“the number of” 作主语也是高频结构；掌握后可迁移到类似句式，但本句过于简短，缺少从句等更典型的复杂结构。

Project-based learning with a mixed team reflects the reality of the professional world and could therefore be a better preparation for it.

J段，第7句

简单句含并列谓语是考试常见句式，主语带介词短语修饰、系表结构含比较级也是典型搭配，句式代表性较强，学习后可迁移

If lifelong learning were to become a priority and the new norm, diplomas, just like passports, could be revalidated periodically.

L段，第1句

条件状语从句前置加主句的结构是四六级和考研真题中的高频句式；虚拟语气 “were to” 结构和情态动词加被动语态的组合也是常考考点；插入语的使用增加了实用性，学习者掌握后可迁移到大量类似结构

For instance, graduates from the year 2000 would have to come back in 2005.

L段，第4句

过去将来时在四六级和考研阅读中较常见，尤其在叙述规则、计划或历史语境下的未来安排时；简单句中带介词短语修饰主语的结构也很典型。句式本身具有一定代表性，但因为是简单句、无从句嵌套，复杂度不及真题中常见的长难句，典型性中等偏上。

Even if time were not an issue, who will pay for lifelong learning?

N段，第1句

本句包含让步状语从句和特殊疑问句主句的组合，是考试中常见的复合句类型。"Even if" 引导的让步状语从句在四六级和考研阅读中频繁出现，虚拟语气也是必考语法点。主句使用疑问句形式提出问题，这种"让步前提 + 疑问"的句式在议论文中很典型。掌握这种结构后可以迁移到大量类似句子的理解和写作中。

We are not advocating its abolition but rather calling for the adaptation of its characteristics to meet the needs of today.

P段，第3句

并列谓语加转折连词 but 的对比表达在考试阅读中高频出现，not...but rather 句式是常考的立场对比结构，掌握后可迁移至大量类似语境，具有较强的典型性和复用价值。

By acquiring reasoning skills in the first few years of college, students can lay a foundation for lifelong learning.

第37题题干

简单句加介词短语状语和定语的结构在四六级和考研真题中高频出现，情态动词 can 的使用也很典型，句式具有较强的代表性和可迁移性

Unbelievable as it may seem, part-time students constitute a considerable portion of the student body in many universities across the world.

第39题题干

让步状语从句的倒装结构 "形容词 + as + 主谓" 是四六级和考研阅读中的常见句式，用于表达让步转折关系。本句结构清晰、用法标准，掌握后可以直接迁移到大量类似句型（如 "Young as he is, ..." "Hard as he tried, ..."），典型性很强。

A new model of college education should provide students with the knowledge and skills that will make them more inventive and capable of lifelong learning.

第41题题干

"主句 + 定语从句修饰宾语" 是四六级和考研阅读中极为常见的句式。"should + 动词原形" 表建议、"make + 宾语 + 形容词补足语" 表使动、定语从句后置修饰名词，都是高频考点结构。掌握此句型后可大量复用于理解和写作。

HIGH-FREQUENCY • 真题高频词

本篇出现的 150 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。

learning

A1

n. 学习

本篇25次 · 真题 128 句

lifelong

B2

adj. 终身的

本篇15次 · 真题 21 句

would

A1

aux. (will 的过去式) 将要，会

本篇11次 · 真题 568 句

project

A2

n. 项目

本篇8次 · 真题 116 句

challenge

B1

n. 挑战

本篇5次 · 真题 119 句

unity

B2

n. 团结

本篇5次 · 真题 9 句

online

A2

adj. 在线的

本篇4次 · 真题 139 句

graduate

B1

n. 毕业生

本篇4次 · 真题 82 句

employer

B1

n. 雇主

本篇4次 · 真题 56 句

acquire

B2

v. 获得

本篇4次 · 真题 31 句

curriculum

B2

n. 课程

本篇4次 · 真题 27 句

technical

B2

adj. 技术的

本篇4次 · 真题 23 句

traditional

B1

adj. 传统的

本篇3次 · 真题 84 句

instance

B2

n. 例子

本篇3次 · 真题 35 句

classical

B2

adj. 古典的

本篇3次 · 真题 33 句

discipline

B2

n. 纪律

本篇3次 · 真题 28 句

reasoning

B2

n. 推理

本篇3次 · 真题 13 句

employee

A2

n. 雇员, 员工

本篇2次 · 真题 190 句

data

B1

n. 数据

本篇2次 · 真题 181 句

design

B1

n. 设计

本篇2次 · 真题 119 句

resource

B1

n. 资源

本篇2次 · 真题 119 句

career

B1

n. 职业

本篇2次 · 真题 106 句

access

B1

n. 进入

本篇2次 · 真题 101 句

professional

B1

adj. 专业的

本篇2次 · 真题 82 句

responsibility

B1

n. 责任

本篇2次 · 真题 69 句

credit

B1

n. 赊购, 赊账

本篇2次 · 真题 54 句

per B1

prep. 每

本篇2次·真题 53 句

debate B2

n. 辩论

本篇2次·真题 52 句

technological B2

adj. 技术的

本篇2次·真题 45 句

critical B2

adj. 批评的

本篇2次·真题 42 句

campus B1

n. (大学或学院的) 校园

本篇2次·真题 40 句

fund B2

n. 资金

本篇2次·真题 30 句

largely B2

adv. 主要地

本篇2次·真题 28 句

therefore B1

adv. 因此, 所以

本篇2次·真题 28 句

foundation B2

n. 基础; 根基

本篇2次·真题 25 句

learner A2

n. 学习者

本篇2次·真题 23 句

lawyer B1

n. 律师

本篇2次·真题 18 句

healthcare B2

n. 医疗保健

本篇2次·真题 14 句

integrate C1

v. 使融入

本篇2次·真题 14 句

journey A2

n. 旅行, 旅程

本篇2次·真题 13 句

prediction B2

n. 预测

本篇2次·真题 12 句

automate B2

v. 使自动化

本篇2次·真题 11 句

statistics B2

n. 统计数字

本篇2次·真题9句

formulate C1

v. 制定

本篇2次·真题8句

less A1

det. 较少的

本篇1次·真题273句

benefit B1

n. 好处

本篇1次·真题244句

better A1

adj. 更好的 (good 的比较级)

本篇1次·真题205句

focus B1

n. 重点

本篇1次·真题200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

accord C1

n. (国家、团体间的) 协议

本篇1次·真题167句

issue B1

n. 问题

本篇1次·真题158句

individual B2

adj. 单独的

本篇1次·真题142句

process B1

n. 过程

本篇1次·真题126句

average A2

adj. 平均的

本篇1次·真题112句

factor B1

n. 因素

本篇1次·真题108句

major B1

adj. 主要的

本篇1次·真题108句

economy B1

n. 经济

本篇1次·真题102句

account A2

n. 账户

本篇1次·真题93句

lack B1

v. 缺少

本篇1次·真题 89 句

evidence B1

n. 证据

本篇1次·真题 87 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇1次·真题 78 句

reflect B1

v. 反映, 显示

本篇1次·真题 71 句

due B1

adj. 预期的

本篇1次·真题 70 句

engage B2

v. 参与;从事

本篇1次·真题 68 句

thinking A2

n. 思考

本篇1次·真题 68 句

easily A2

adv. 容易地

本篇1次·真题 65 句

earn A2

v. 赚得, 挣得 (金钱)

本篇1次·真题 64 句

internet A2

n. 互联网

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

importance B1

n. 重要性

本篇1次·真题 60 句

concept B2

n. 概念

本篇1次·真题 59 句

reality B1

n. 现实

本篇1次·真题 57 句

advocate B2

v. 拥护

本篇1次·真题 55 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

interaction B2

n. 相互作用

本篇1次·真题 53 句

limit B1

n. 限度

本篇1次·真题 51 句

advance B1

v. 前进

本篇1次·真题 48 句

observe B2

v. 观察;注意到

本篇1次·真题 48 句

option B1

n. 选择

本篇1次·真题 48 句

thus B2

adv. 因此, 所以

本篇1次·真题 47 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇1次·真题 46 句

represent B1

v. 代表

本篇1次·真题 45 句

adapt B2

v. 适应, 适合 (新环境、新情况)

本篇1次·真题 44 句

practical B1

adj. 实际的

本篇1次·真题 42 句

addition A2

n. 增加

本篇1次·真题 41 句

priority B2

n. 优先事项

本篇1次·真题 39 句

characteristic B2

n. 特征

本篇1次·真题 36 句

compete B1

v. 竞争

本篇1次·真题 36 句

talent B1

n. 天赋

本篇1次·真题 35 句

combine B1

v. (使) 结合、组合

本篇1次·真题 33 句

extra A2

adj. 额外的

本篇1次·真题 33 句

carefully A2

adv. 仔细地

本篇1次·真题 32 句

context B2

n. (事情发生的) 背景、环境

本篇1次·真题 32 句

eventually B1

adv. 最终

本篇1次·真题 32 句

advanced B2

adj. 先进的

本篇1次·真题 31 句

constantly B1

adv. 不断地, 持续地

本篇1次·真题 31 句

explanation B1

n. 解释

本篇1次·真题 31 句

participate B1

v. 参加

本篇1次·真题 31 句

reputation B2

n. 名声

本篇1次·真题 30 句

hire A2

v. 雇用

本篇1次·真题 29 句

immediate B2

adj. 立即的, 即刻的

本篇1次·真题 29 句

cannot A1

aux. 不能

本篇1次·真题 27 句

evolve B2

v. 逐渐发展; 进化

本篇1次·真题 26 句

norm B2

n. 常态

本篇1次·真题 26 句

component B2

n. 组成部分

本篇1次·真题 25 句

initiative B2

n. 主动性

本篇1次·真题 25 句

leading B1

adj. 最重要的

本篇1次·真题 24 句

observation B2

n. 观察

本篇1次·真题 24 句

legal B1

adj. 法律的

本篇1次·真题 23 句

connected B1

adj. 连接的

本篇1次·真题 22 句

foster B2

v. 培养

本篇1次·真题 22 句

graduation B1

n. 毕业

本篇1次·真题 22 句

naturally B1

adv. 自然地

本篇1次·真题 22 句

capable B1

adj. 有能力的

本篇1次·真题 21 句

fiction B2

n. 小说

本篇1次·真题 21 句

mix A2

v. 混合

本篇1次·真题 21 句

planning B1

n. 规划

本篇1次·真题 21 句

preparation B1

n. 准备

本篇1次·真题 21 句

capability B2

n. 能力

本篇1次·真题 20 句

profession B2

n. 职业 (尤指需要专门技能和培训的)

本篇1次·真题 20 句

burden B2

n. 负担

本篇1次·真题 19 句

cope B2

v. 应对

本篇1次·真题 18 句

engineering B1

n. 工程学

本篇1次·真题 18 句

interpret B2

v. 解释

本篇1次·真题 18 句

constant B2

adj. 持续不断的

本篇1次·真题 16 句

platform B1

n. 平台

本篇1次·真题 16 句

scenario B2

n. 可能发生的情况

本篇1次·真题 16 句

transformation B2

n. 彻底改变

本篇1次·真题 16 句

ease B1

n. 容易

本篇1次·真题 15 句

fundamental B2

adj. 基本的

本篇1次·真题 15 句

document B1

n. 文件

本篇1次·真题 14 句

precious B2

adj. 珍贵的

本篇1次·真题 14 句

prestigious C1

adj. 有声望的

本篇1次·真题 14 句

equip B1

v. 装备

本篇1次·真题 13 句

administration B2

n. 管理

本篇1次·真题 12 句

commit B2

v. 承诺、保证做某事

本篇1次·真题 12 句

derive B2

v. 获得

本篇1次·真题 12 句

alumnus

C1

n. 男校友

本篇1次·真题 10 句

portion

B1

n. 部分

本篇1次·真题 10 句

constitute

C1

v. 构成, 组成

本篇1次·真题 9 句

obligation

B2

n. 义务

本篇1次·真题 9 句

programming

B1

n. 编程

本篇1次·真题 9 句

rigorous

C1

adj. 严格的

本篇1次·真题 9 句

unpredictable

B2

adj. 无法预测的

本篇1次·真题 9 句

entrepreneurial

C1

adj. 创业的

本篇1次·真题 8 句

leverage

C1

n. 影响力

本篇1次·真题 8 句

proof

B2

n. 证据

本篇1次·真题 8 句

radically

C1

adv. 根本地

本篇1次·真题 8 句

traditionally

B2

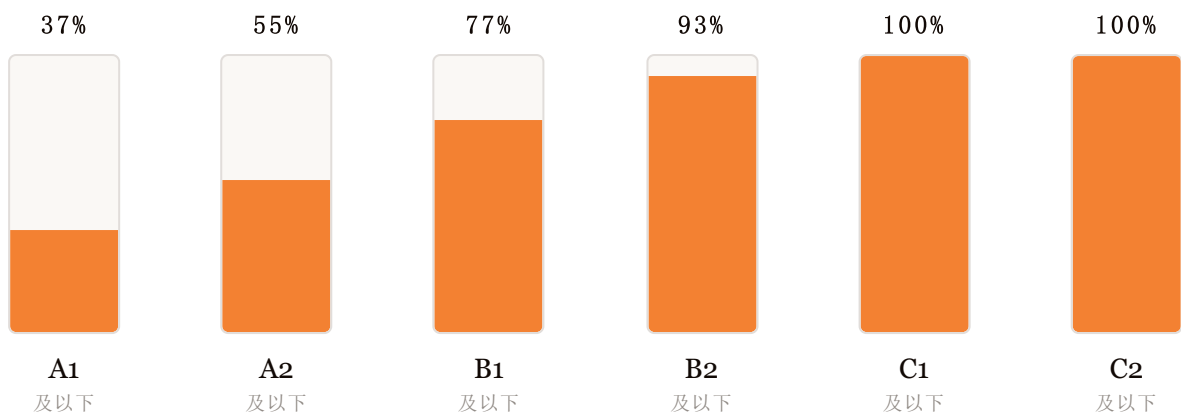
adv. 传统上;按照传统

本篇1次·真题 8 句

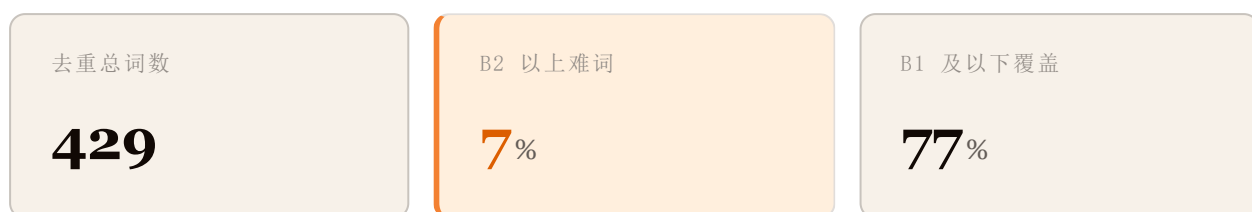
VOCABULARY • 词汇难度分布

全文 429 词按 CEFR 难度累积覆盖

全文去重后共 429 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 31 个·约 7%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 429 个 · 末柱为 100%



英语六级 2020年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2020年12月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	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12月·第3套 英语六级阅读理解（四选一） 第1篇·46-50 题 答案与解析

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析·46-50 题

本页 46-50 题的答案与逐题解析由懒笔记基于2020年12月·第3套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 6 段原文（段首标 P1-P6 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(2020-12) · 六级

Part III Section C (1)

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

Passage One

Questions 46 to 50 are based on the following passage.

P1 Why does social media trigger feelings of loneliness and inadequacy? Because instead of being real life, it is, for the most part, impression management, a way of marketing yourself, carefully choosing and filtering the pictures and words to put your best face forward.

为什么社交媒体会引发孤独感和不足感?因为社交媒体在很大程度上并非真实生活,而是印象管理,是一种自我营销的方式,通过精心选择和过滤图片与文字来展现最好的一面。

P2 Online "friends" made through social media do not follow the normal psychological progression of an interpersonal relationship. You share neither physical time nor emotional conversations over the Internet. You simply communicate photographs and catchy posts to a diverse group of people whom you have "friended" or "followed" based on an accidental interaction. This is not to say that your social media friends can't be real friends. They absolutely can, but the two are not synonymous. Generally speaking, there are no unfiltered comments or casually taken photos on our social media pages. And, rightfully so, because it wouldn't feel safe to be completely authentic and vulnerable with some of our "friends" whom we don't actually know or with whom trust has yet to be built.

通过社交媒体结交的线上“朋友”并不遵循人际关系的正常心理发展过程。你们既不共享实际相处的时间,也不在互联网上进行情感交流。你只是向一群多样化的人传播照片和吸引眼球的帖子,而这些人是你基于偶然互动而“加为好友”或“关注”的。这并不是说你的社交媒体朋友不能成为真正的朋友。他们完全可以,但两者并不等同。一般来说,我们的社交媒体页面上不会有未经过滤的评论或随意拍摄的照片。这是理所当然的,因为对我们某些实际上并不认识或尚未建立信任关系的“朋友”完全真实和展露脆弱并不会让人感到安全。

P3 Social media can certainly be an escape from the daily grind, but we must be cautioned against the negative effects, such as addiction, on a person's overall psychological well-being.

社交媒体当然可以成为逃离日常琐事的方式,但我们必须警惕其对个人整体心理健康的负面影响,比如成瘾。

P4 As humans, we yearn for social connection. Scrolling(滚动) through pages of pictures and comments, however, does not provide the same degree of fulfillment as face-to-face interactions do. Also, we tend to idealize others' lives and compare our downfalls to their greatest accomplishments, ending in feelings of loneliness and inadequacy.

作为人类,我们渴望社交联系。然而,翻阅一页页的图片和评论并不能提供与面对面互动同等程度的满足感。而且,我们往往会理想化他人的生活,将我们的失意与他们最大的成就相比较,最终产生孤独感和不足感。

P5 Social media can lead people on the unhealthy quest for perfection. Some people begin to attend certain events or travel to different places so that they can snap that "perfect" photo. They begin to seek validation through the number of people who "like" their posts. In order for it to play a psychologically healthy role in your social life, social media should supplement an already healthy social network. Pictures and posts should be byproducts of life's treasured moments and fun times, not the planned and calculated image that one is putting out into cyberspace in an attempt to fill insecurities or unmet needs.

社交媒体会引导人们进行不健康的完美追求。有些人开始参加某些活动或到不同地方旅行,以便拍摄那张"完美"的照片。他们开始通过"点赞"帖子的人数来寻求认可。为了让社交媒体在你的社交生活中发挥心理健康的作用,它应该是对已经健康的社交网络的补充。图片和帖子应该是生活中珍贵时刻和快乐时光的副产品,而不是为了填补不安全感或未满足的需求而向网络空间投放的经过计划和精心设计的形象。

P6 Ultimately, social media has increased our ability to connect with various types of people all over the globe. It has opened doors for businesses and allowed us to stay connected to people whom we may not otherwise get to follow. However, social media should feel like a fun experience, not one that contributes to negative thoughts and feelings. If the latter is the case, increasing face-to-face time with trusted friends, and minimizing time scrolling online, will prove to be a reminder that your social network is much more rewarding than any "like," "follow" or "share" can be.

最终,社交媒体增强了我们与全球各类人群联系的能力。它为企业打开了大门,让我们能够与那些原本可能无法关注的人保持联系。然而,社交媒体应该是一种有趣的体验,而不是助长消极想法和情绪的体验。如果是后者,增加与值得信赖的朋友面对面相处的时间,减少在线翻阅的时间,将会提醒你,你的社交网络比任何"点赞"、"关注"或"分享"都更有价值。

题目与逐题解析

46. What does the author imply social media may do to our life?

- A) It may facilitate our interpersonal relationships.
- B) It may filter our negative impressions of others.
- C) It may make us feel isolated and incompetent.
- D) It may render us vulnerable and inauthentic.

作者暗示社交媒体可能对我们的生活产生什么影响?

- A) 它可能促进我们的人际关系。 B) 它可能过滤我们对他人的负面印象。

c) 它可能使我们感到孤立和无能。 d) 它可能使我们变得脆弱且不真实。

【答案】 C (推断题)

【判型】 What does the author imply social media may do to our life 用 imply 提问,要求从原文已有陈述向前迈一步得出结论。

【拆句】 What does the author imply social media may do to our life 是嵌套疑问:主干是 What does the author imply,后面省略了 that 的从句 (that) social media may do to our life,问的是"作者暗示社交媒体可能对我们生活做什么",结构平铺,无陷阱。

【定位】 Why does social media trigger feelings of loneliness and inadequacy? Because instead of being real life, it is, for the most part, impression management, a way of marketing yourself, carefully choosing and filtering the pictures and words to put your best face forward.

社交媒体为何会触发孤独感与不胜任感?因为它在很大程度上并不是真实生活,而是一种印象管理,一种自我营销的方式——刻意挑选并过滤图片和文字,以便把自己最好的一面端出来。

【选项】 A) 与原文相反

facilitate our interpersonal relationships 说社媒"促进"人际关系,而首段把社媒定性为 impression management,后文一直在警示其负面后果,方向反了。

B) 偷换概念

filter our negative impressions of others 把原文"过滤自己呈现给别人的图文"偷换成"过滤我们对别人的负面印象",filter 的宾语完全错位。

C) ✓ 正确

feelings of loneliness ↔ feel isolated

inadequacy ↔ incompetent

预判出的"孤立感+自觉不如人"两点恰好被 feel isolated and incompetent 一对一覆盖,无新增、无遗漏,故锁 C。

D) 偷换概念

render us vulnerable and inauthentic 把原文段二里描述"对网友坦诚会感到不安全/不真实"的状态硬安到"社交媒体对我们生活做了什么"上,主语接受方错配,且 vulnerable 与 inauthentic 在原文是被规避的状态,不是社媒造成的结果。

47. Why do people post comments selectively on social media?

A) They do not find all their online friends trustworthy.

B) They want to avoid offending any of their audience.

C) They do not want to lose their followers.

D) They are eager to boost their popularity.

人们为什么在社交媒体上有选择地发布评论?

A) 他们认为并非所有网友都值得信任。 B) 他们想避免冒犯任何受众。 C) 他们不想失去关注者。

D) 他们渴望提升自己的人气。

【答案】 A (细节题)

【判型】 Why do people post comments selectively on social media 问的是文中已陈述现象的具体原因,定位句一找就有,属细节题不是推断题。

【拆句】 Why do people post comments selectively on social media 主干 people post comments,selectively 作方式状语,Why 引导特殊疑问,结构平铺,无陷阱。

【定位】 And, rightfully so, because it wouldn't feel safe to be completely authentic and vulnerable with some of our "friends" whom we don't actually know or with whom trust has yet to be built.

而且这样做有其道理,因为对那些我们其实并不真正了解、或彼此尚未建立信任的"朋友",完全坦诚、毫无防备地暴露自己,会让人觉得不安全。

【选项】 A) ✓ 正确

friends whom we don't actually know or with whom trust has yet to be built ↔

do not find all their online friends trustworthy

it wouldn't feel safe to be completely authentic and vulnerable ↔

do not find all their online friends trustworthy

预判出的"对没建立信任的网友不敢全坦白"被 They do not find all their online friends trustworthy 同义浓缩,故锁 A。

B) 无中生有

avoid offending any of their audience 提到"避免冒犯任何受众",原文从未涉及"冒犯"这一动机,作者只谈"不安全/不值得坦诚",未谈"怕惹到人"。

C) 无中生有

do not want to lose their followers 把动机说成"怕掉粉",原文谈的是信任与安全,从未提及 followers 这一概念,该选项的概念在文中无据。

D) 与原文相反

eager to boost their popularity 把动机定为"急于提升人气",而原文恰恰是因为缺乏信任、感到不安才有所保留,谈的是防御性动机,而非进取性动机,方向反了。

48. What are humans inclined to do according to the passage?

- A) Exaggerate their life's accomplishments.
- B) Strive for perfection regardless of the cost.
- C) Paint a rosy picture of other people's lives.
- D) Learn lessons from other people's downfalls.

根据文章,人类倾向于做什么?

- A) 夸大自己的人生成就。 B) 不惜代价追求完美。 C) 美化他人的生活。
- D) 从他人的失败中吸取教训。

【答案】 C (细节题)

【判型】 according to the passage 明确指向原文已有陈述,不要求推断,典型细节题问法。

【拆句】 What are humans inclined to do according to the passage 主干 humans are inclined to do what,被动结构 be inclined to do 等于 tend to do,according to the passage 是来源状语,无陷阱。

【定位】 Also, we tend to idealize others' lives and compare our downfalls to their greatest accomplishments, ending in feelings of loneliness and inadequacy.

此外,我们倾向于把别人的生活理想化,把自己的低谷与别人最辉煌的成就相比,结果陷入孤独感与不胜任感。

【选项】 A) **张冠李戴**

Exaggerate their life's accomplishments 把"夸大成就"归到 humans 身上,但原文 their greatest accomplishments 的 their 指的是"别人(他人)的",不是"我们的";选项偷换了主语。

B) **答非所问**

Strive for perfection regardless of the cost 说的是第 5 段"unhealthy quest for perfection"那条线,虽然原文确有,但回答的是"社交媒体把人推向什么",而非题干所问的"humans 倾向于做什么"。

C) **✓ 正确**

idealize others' lives ↔ **Paint a rosy picture of other people's lives**

others' lives ↔ **other people's lives**

预判的"把别人生活想象得太美"恰被 Paint a rosy picture of other people's lives 一对一覆盖,故锁 C。

D) **与原文相反**

Learn lessons from other people's downfalls 说"从别人的低谷中吸取教训",原文恰相反:是把自己的低谷与别人的高光相比,downfalls 的归属和功能都被翻转。

49. What is the author's view of pictures and posts on social media?

- A) They should record the memorable moments in people's lives.
- B) They should be carefully edited so as to present the best image.
- C) They should be shown in a way that meets one's security needs.
- D) They should keep people from the unhealthy quest for perfection.

作者如何看待社交媒体上的图片和帖子?

- A) 它们应该记录人们生活中值得纪念的时刻。
- B) 它们应该经过精心编辑以呈现最佳形象。
- C) 它们应该以满足个人安全需求的方式展示。
- D) 它们应该使人们远离不健康的完美追求。

【答案】 **A** (细节题)

【判型】 What is the author's view of pictures and posts on social media 作者已经在文中以 should 句明示自己的看法,属细节题不是态度题。

【拆句】 What is the author's view of pictures and posts on social media 主干 What is the author's view,of pictures and posts 限定 view,on social media 限定 pictures and posts,层层套定状语,但理解上无歧义。

【定位】 Pictures and posts should be byproducts of life's treasured moments and fun times, not the planned and calculated image that one is putting out into cyberspace in an attempt to fill insecurities or unmet needs.

照片和发文应当是生活中那些值得珍藏的时刻与欢乐时光的副产品,而不是为了填补不安全感或未被满足的需求,而精心策划、刻意计算后投放到网络空间的人设形象。

【选项】 A) ✓ 正确

byproducts of life's treasured moments and fun times ↔

record the memorable moments in people's lives

life's treasured moments and fun times ↔ **the memorable moments in people's lives**

预判的"自然记录生活美好瞬间"被 record the memorable moments in people's lives 一对一覆盖,故锁 A。

B) 与原文相反

carefully edited so as to present the best image 正是作者要批驳的"经营人设"做法,作者用 not the planned and calculated image 明确否定,选项却把它当成应当之事,立场反了。

C) 偷换概念

in a way that meets one's security needs 用了原文 insecurities 的对面词 security needs,把作者批评的"用社媒填补 insecurities"偷换为"应当满足安全需求",借同根词制造伪等值。

D) 答非所问

keep people from the unhealthy quest for perfection 是作者对社交媒体整体使用方式的告诫,而非作者对 pictures and posts 本身的看法,答的不是本题所问。

50. What does the author advise people to do when they find their online experience unconstructive?

- A) Use social media to increase their ability to connect with various types of people.
- B) Stay connected to those whom they may not otherwise get to know and befriend.
- C) Try to prevent negative thoughts and feelings from getting into the online pages.
- D) Strengthen ties with real-life friends instead of caring about their online image.

当人们发现自己的网络体验无益时,作者建议他们做什么?

- A) 利用社交媒体提高自己与各类人群建立联系的能力。
- B) 与那些原本可能无法认识和结交的人保持联系。
- C) 努力防止负面思想和情绪进入网络页面。
- D) 加强与现实生活中朋友的联系,而不是在意自己的网络形象。

【答案】 D (细节题)

【判型】 What does the author advise people to do 在末段已有作者明示的处方句,直接细节定位即可。

【拆句】 What does the author advise people to do when they find their online experience unconstructive 主干 the author advise people to do what,when 引导的时间状语从句 they find their online experience unconstructive 设置触发条件,其中 unconstructive 等于 not constructive=没建设性的、负面的。

【定位】 However, social media should feel like a fun experience, not one that contributes to negative thoughts and feelings. If the latter is the case, increasing face-to-face time with trusted friends, and minimizing time scrolling online, will prove to be a reminder that your social network is much more rewarding than any "like," "follow" or "share" can be.

然而,社交媒体本应让人觉得是一种有趣的体验,而不是引发负面想法和情绪的体验。如果是后一种情况,那么多和值得信赖的朋友面对面相处、少花时间刷屏,就会让人意识到——你真实的社交圈所带来的回报,远胜任何"点赞"、"关注"或"分享"。

【选项】 A) 答非所问

Use social media to increase their ability to connect with various types of people 是末段 ultimately 句对社交媒体优点的总述,而非题干所问"当上网体验不积极时该做什么";答的是"总体作用",不是"补救方案"。

B) 答非所问

Stay connected to those whom they may not otherwise get to know and befriend 同样取自末段总述句,讲社交媒体在常态下的功能,不是触发"上网体验不建设"后的补救建议,层级错位。

C) 偷换概念

prevent negative thoughts and feelings from getting into the online pages 把原文里"社交媒体引发负面想法"偷换成"阻止负面想法跑到网上",前者讲的是体验本身,后者讲的是内容上传管控,完全不是同一件事。

D) ✓ 正确

increasing face-to-face time with trusted friends ↔ Strengthen ties with real-life friends

minimizing time scrolling online ↔ instead of caring about their online image

预判的"多见线下挚友、少刷手机"恰被 Strengthen ties with real-life friends instead of caring about their online image 通过 instead of 同步对应,故锁 D。

SENTENCE INSIGHTS • 句子精讲

8 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。

You share neither physical time nor emotional conversations over the Internet.

第2段，第2句

涵盖主谓宾状四种基本成分,宾语使用 "neither ... nor" 并列结构,可练习识别并列宾语与状语区分,但成分种类相对单一,缺少定语、补语等复杂成分,训练价值中等。

You simply communicate photographs and catchy posts to a diverse group of people whom you have "friended" or "followed" based on an accidental interaction.

第2段，第3句

主句+限制性定语从句的结构在四六级和考研真题中高频出现,且本句涉及的介词短语作状语、关系代词 whom 作宾语、现在完成时等都是常考点,具有很强的代表性

Social media can certainly be an escape from the daily grind, but we must be cautioned against the negative effects, such as addiction, on a person's overall psychological well-being.

第3段，第1句

并列转折句式（肯定优点但强调风险）在四六级和考研写作阅读中高频出现，“情态动词+被动语态”也是常考结构。句中“such as”插入举例、介词短语作后置定语等都是真题常见模式，掌握本句结构可广泛迁移到类似语境。

Scrolling(滚动) through pages of pictures and comments, however, does not provide the same degree of fulfillment as face-to-face interactions do.

第4段，第2句

本句使用 "the same ... as ..." 比较结构,这是四六级和考研阅读中高频出现的句式。动名词作主语配合否定谓语和比较框架,是议论文常见的表达模式,典型性较高,掌握后可在多种语境中迁移应用。

Some people begin to attend certain events or travel to different places so that they can snap that "perfect" photo.

第5段，第2句

so that 引导的目的状语从句和主句并列宾语结构都是四六级和考研真题中频繁出现的句式。整句结构清晰、逻辑典型，学生掌握后可以迁移到大量类似句子的理解和写作中，具有较高的代表性和实用性。

Ultimately, social media has increased our ability to connect with various types of people all over the globe.

第6段，第1句

"主语 + 现在完成时谓语 + 宾语 (名词+不定式定语)" 是四六级和考研阅读中常见的句式，尤其是宾语后接不定式作定语的结构 (如 ability to do、opportunity to do) 频繁出现。掌握本句有助于识别类似结构，但本句整体为简单句，未涉及从句或复杂并列，典型性适中。

It has opened doors for businesses and allowed us to stay connected to people whom we may not otherwise get to follow.

第6段，第2句

"allow sb to do sth" 结构和限制性定语从句都是四六级、考研常考句式；并列谓语共用助动词，"whom" 引导定语从句并在从句中作宾语，这些都是高频考点；现在完成时表示过去动作对现在影响的用法也是典型时态考查内容，掌握后可复用到大量类似句子

Stay connected to those whom they may not otherwise get to know and befriend.

第50题，B

这句整体难度适中，既不至于因层级过深而打击初学者，又包含祈使句、关系从句和情态结构三个值得训练的点，适合作为结构与时态的练习材料。

HIGH-FREQUENCY • 真题高频词

本篇出现的 74 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。

medium B1

adj. 中等的

本篇11次 · 真题 98 句

online A2

adj. 在线的

本篇6次 · 真题 139 句

negative B1

adj. 否定的

本篇4次 · 真题 132 句

author A2

n. 作者

本篇3次 · 真题 264 句

image A2

n. 形象, 印象

本篇3次·真题 57 句

comment B1

n. 评论

本篇3次·真题 28 句

perfection B2

n. 完美

本篇3次·真题 10 句

relationship B1

n. 关系

本篇2次·真题 168 句

type A2

n. 类型

本篇2次·真题 84 句

various B1

adj. 各种各样的

本篇2次·真题 63 句

media B1

n. 大众传播媒介 (报刊、电视、广播、互联...

本篇2次·真题 58 句

interaction B2

n. 相互作用

本篇2次·真题 53 句

network B1

n. 网络

本篇2次·真题 53 句

psychological B2

adj. 心理的

本篇2次·真题 39 句

otherwise B2

adv. 否则, 不然

本篇2次·真题 33 句

carefully A2

adv. 仔细地

本篇2次·真题 32 句

vulnerable C1

adj. 易受伤害的

本篇2次·真题 30 句

loneliness B2

n. 孤独感

本篇2次·真题 28 句

connected B1

adj. 连接的

本篇2次·真题 22 句

unhealthy B1

adj. 有害健康的; 不健康的

本篇2次·真题 21 句

impression

B1

n. 印象

本篇2次·真题 20 句

interpersonal

B2

adj. 人际的

本篇2次·真题 15 句

filter

B1

n. 过滤器

本篇2次·真题 13 句

accomplishment

B2

n. 成就

本篇2次·真题 12 句

would

A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 568 句

effect

A2

n. 影响

本篇1次·真题 191 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

tend

B1

v. 倾向于, 往往会

本篇1次·真题 170 句

view

A2

n. 观点, 看法

本篇1次·真题 134 句

base

A2

n. 基础

本篇1次·真题 126 句

simply

B1

adv. 仅仅, 只不过

本篇1次·真题 119 句

event

A2

n. 事件

本篇1次·真题 99 句

case

A2

n. 情况

本篇1次·真题 97 句

according

B1

prep. 根据

本篇1次·真题 96 句

physical

B1

adj. 身体的

本篇1次·真题 91 句

contribute

B1

v. 捐献

本篇1次·真题 79 句

seek B1

v. 寻找

本篇1次·真题 70 句

internet A2

n. 互联网

本篇1次·真题 63 句

management B1

n. 管理

本篇1次·真题 63 句

generally B1

adv. 通常，一般地

本篇1次·真题 60 句

overall B1

adj. 总体的

本篇1次·真题 58 句

boost B2

v. 提高

本篇1次·真题 55 句

audience A2

n. 观众

本篇1次·真题 52 句

emotional B1

adj. 情绪的

本篇1次·真题 52 句

connection B1

n. 联系

本篇1次·真题 50 句

attend A2

v. 出席，参加（会议、活动等）

本篇1次·真题 46 句

certainly A2

adv. 当然

本篇1次·真题 43 句

completely B1

adv. 完全地

本篇1次·真题 43 句

attempt B1

v. 试图

本篇1次·真题 39 句

ultimately B2

adv. 最终;终归

本篇1次·真题 34 句

security B1

n. 安全

本篇1次·真题 31 句

supplement B2

n. 补充物

本篇1次·真题 28 句

regardless B2

adv. 不管

本篇1次·真题 27 句

strengthen B2

v. 加强

本篇1次·真题 27 句

strive B2

v. 努力, 奋斗, 力求

本篇1次·真题 27 句

diverse B2

adj. 多种多样的

本篇1次·真题 24 句

escape A2

v. 逃跑; 逃脱

本篇1次·真题 24 句

popularity B2

n. 受欢迎

本篇1次·真题 20 句

trigger B2

v. 引发

本篇1次·真题 20 句

exaggerate B2

v. 夸大

本篇1次·真题 19 句

facilitate C1

v. 促进

本篇1次·真题 18 句

globe B1

n. 地球

本篇1次·真题 18 句

caution B2

n. 小心; 谨慎

本篇1次·真题 16 句

imply B2

v. 暗示, 暗指

本篇1次·真题 16 句

render B2

v. 使成为

本篇1次·真题 16 句

minimize B2

v. 使减少到最低限度

本篇1次·真题 15 句

latter B2

det. 后者的

本篇1次·真题 14 句

absolutely B1

adv. 完全地

本篇1次·真题 13 句

eager B1

adj. 热切的

本篇1次 · 真题 12 句

isolated B2

adj. 孤立的

本篇1次 · 真题 12 句

edit B1

v. 编辑

本篇1次 · 真题 11 句

offend B2

v. 冒犯, 得罪 (使不快或生气)

本篇1次 · 真题 11 句

follower B1

n. 追随者

本篇1次 · 真题 9 句

authentic B2

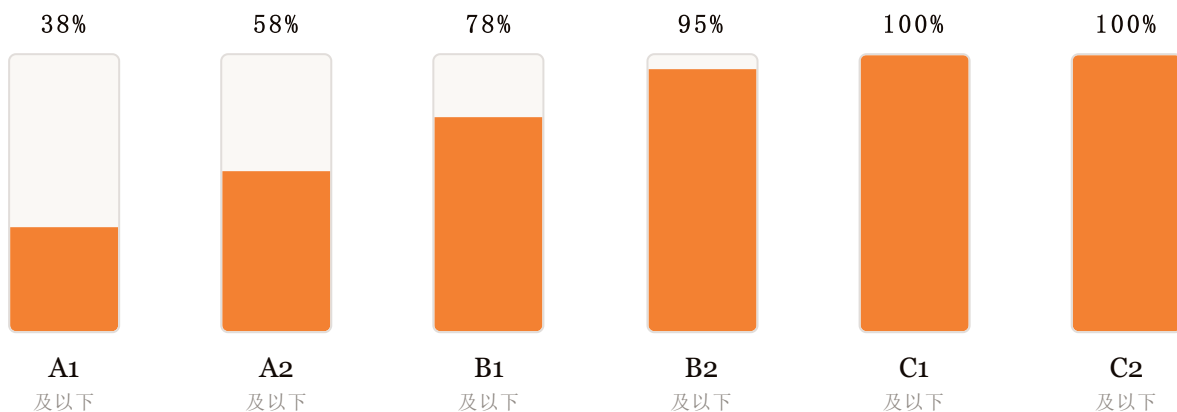
adj. 真实的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 242 词按 CEFR 难度累积覆盖

全文去重后共 **242** 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 11 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 242 个 · 末柱为 100%

去重总词数

242

B2 以上难词

5%

B1 及以下覆盖

78%

英语六级 2020年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2020年12月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	本题
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2020年12月·第3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12月·第3套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 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3套(2020-12) · 六级

Part III Section C (2)

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

Passage Two

Questions 51 to 55 are based on the following passage.

P1 Imagine that an alien species landed on Earth and, through their mere presence, those aliens caused our art to vanish, our music to homogenize, and our technological know-how to disappear. That is effectively what humans have been doing to our closest relatives—chimps(大猩猩).

想象一下，如果外星物种降落在地球上，仅仅通过它们的存在，这些外星人就导致我们的艺术消失、我们的音乐趋于同质化、我们的技术知识消失殆尽。这实际上就是人类一直在对我们的近亲——大猩猩所做的事情。

P2 Back in 1999, a team of scientists led by Andrew Whiten showed that chimps from different parts of Africa behave very differently from one another. Some groups would get each other's attention by rapping branches with their knuckles(指关节), while others did it by loudly ripping leaves with their teeth. The team identified 39 of these traditions that are practiced by some communities but not others—a pattern that, at the time, hadn't been seen in any animal except humans. It was evidence, the team said, that chimps have their own cultures.

早在1999年，由Andrew Whiten领导的一个科学家团队发现来自非洲不同地区的大猩猩彼此之间的行为方式非常不同。一些群体会通过用指关节敲击树枝来引起彼此的注意，而另一些群体则通过用牙齿大声撕扯树叶来做到这一点。该团队确定了39种这样的传统，这些传统被一些群体实践但其他群体不实践——这种模式在当时除了人类之外还没有在任何动物身上被发现过。该团队表示，这是大猩猩拥有自己文化的证据。

P3 It took a long time to convince skeptics that such cultures exist, but now we have plenty of examples of animals learning local traditions from one another.

说服怀疑者相信这种文化的存在花了很长时间，但现在我们有大量的例子表明动物会相互学习当地的传统。

P4 But just when many scientists have come to accept the existence of animal cultures, many of those cultures might vanish. Ammie Kalan and her colleagues have shown, through years of intensive fieldwork, that the very presence of humans has eroded the diversity of chimp behavior. Where we flourish, their cultures wither. It is a bitterly ironic thing to learn on the 20th anniversary of Whiten's classic study.

但就在许多科学家开始接受动物文化存在的时候，这些文化中的许多可能会消失。Ammie Kalan和她的同事们通过多年的密集田野工作表明，人类的存在本身就削弱了大猩猩行为的多样性。在我们繁荣的地方，它们的文化就会衰退。在Whiten经典研究发表20周年之际得知这一点，是一件极具讽刺意味的事情。

P5 "It's amazing to think that just 60 years ago, we knew next to nothing of the behavior of our sister species in the wild," Whiten says. "But now, just as we are truly getting to know our primate(灵长类) cousins, the actions of humans are closing the window on all we have discovered."

Whiten说："令人惊讶的是，就在60年前，我们对野生姊妹物种的行为几乎一无所知。但现在，就在我们真正开始了解我们的灵长类表亲时，人类的行为正在关闭我们所发现的一切的窗口。"

P6 "Sometimes in the rush to conserve the species, I think we forget about the individuals," says Cat Hobaiter, a professor at the University of St. Andrews. "Each population, each community, even each generation of chimps is unique. An event might only have a small impact on the total population of chimps, but it may wipe out an entire community—an entire culture. No matter what we do to restore habitat or support population growth, we may never be able to restore that culture."

圣安德鲁斯大学教授Cat Hobaiter说："有时在匆忙保护物种的过程中，我认为我们忘记了个体。每个种群、每个群体，甚至每一代大猩猩都是独特的。一个事件可能只对大猩猩的总数量产生很小的影响，但它可能会消灭整个群体——整个文化。无论我们做什么来恢复栖息地或支持种群增长，我们可能永远无法恢复那种文化。"

P7 No one knows whether the destruction of chimp culture is getting worse. Few places have tracked chimp behavior over long periods, and those that have are also more likely to have protected their animals from human influence.

没有人知道大猩猩文化的破坏是否正在恶化。很少有地方长期追踪大猩猩的行为，而那些追踪的地方也更有可能保护它们的动物免受人类影响。

P8 Obviously, conservationists need to think about saving species in a completely new way—by preserving animal traditions as well as bodies and genes. "Instead of focusing only on the conservation of genetically based entities like species, we now need to also consider culturally based entities," says Andrew Whiten.

显然，自然保护主义者需要以一种全新的方式来思考拯救物种——不仅保护身体和基因，还要保护动物传统。Andrew Whiten说："除了只关注保护基于遗传的实体如物种之外，我们现在还需要考虑基于文化的实体。"

题目与逐题解析

51. What does the author say we humans have been doing to chimps?

- A) Ruining their culture.
- B) Accelerating their extinction.
- C) Treating them as alien species.
- D) Homogenizing their living habits.

作者说我们人类一直在对黑猩猩做什么？

- A) 毁坏它们的文化。 B) 加速它们的灭绝。 C) 把它们当作外来物种对待。
D) 使它们的生活习性同质化。

【答案】 A (细节题)

【判型】 What does the author say we humans have been doing to chimps? 用 What...doing 直接问一个具体行为，不含 infer/imply/main idea 等词，属常规细节题。

【拆句】 What does the author say we humans have been doing to chimps? 是双层嵌套疑问：主干是 What does the author say...? say 后面接的是宾语从句 we humans have been doing to chimps，用现在完成进行时表示“一直在做”，提示动作持续至今。we humans 是同位结构，we 与 humans 同指。

【定位】 That is effectively what humans have been doing to our closest relatives—chimps(大猩猩). 那就是人类一直在对我们最近的亲戚——黑猩猩——所做的事情。

【选项】 A) ✓ 正确

caused our art to vanish, our music to homogenize, and our technological know-how to disappear

↔ **Ruining their culture**

预判“破坏黑猩猩的文化”后在四项中找含 culture 与“破坏”语义的选项，只有 Ruining their culture 同时满足两点，锁定 A。

B) 无中生有

原文谈的是文化的消亡而非物种的灭绝 (extinction)，首段没有任何 extinction/extinct 的措辞，Accelerating their extinction 属凭印象自造。

C) 偷换概念

原文是以“外星人对人类”类比“人类对黑猩猩”，并非说我们把黑猩猩当外星物种对待；Treating them as alien species 把比喻的本体与喻体倒置。

D) 偷换概念

原文中 homogenize 修饰的是 music (音乐)，且是外星人对人类做的比喻内容；选项把它直接搬到“黑猩猩的生活习性”上，搭配错误且对象错位。

52. What is the finding of Andrew Whiten's team?

- A) Chimps demonstrate highly developed skills of communication.
- B) Chimps rely heavily upon their body language to communicate.
- C) Chimps behave in ways quite similar to those of human beings.
- D) Different chimp groups differ in their way of communication.

Andrew Whiten团队的研究发现是什么？

- A) 黑猩猩展现出高度发达的交流技能。
- B) 黑猩猩在交流时严重依赖它们的肢体语言。
- C) 黑猩猩的行为方式与人类的行为方式十分相似。
- D) 不同的黑猩猩群体在交流方式上存在差异。

【答案】 D (细节题)

【判型】 What is the finding of Andrew Whiten's team? 直接问“某团队的发现是什么”，是对原文具体研究结论的客观提问，无推断词。

【拆句】 句式简单：主系表结构。What 作表语，主语 the finding 由 of 短语修饰；无从句、无否定，平铺直叙，无陷阱。

【定位】 Back in 1999, a team of scientists led by Andrew Whiten showed that chimps from different parts of Africa behave very differently from one another.

早在 1999 年，由 Andrew Whiten 领导的一个科学家团队就证明：来自非洲不同地区的黑猩猩，行为方式彼此差异显著。

【选项】 A) 过度推断

原文只说不同群体方式不同，没有评价它们的交流技能“高度发达”；highly developed skills of communication 是程度词擅自拔高。

B) 过度推断

原文只举了敲树枝、撕树叶两种方式，并未称这是“肢体语言”，更未说“重度依赖”；rely heavily upon their body language 是凭印象生造的论断。

C) 与原文相反

本段说的是黑猩猩群体内部行为有别，没有说黑猩猩与人类的行为相似；behave in ways quite similar to those of human beings 把研究结论反向编造。

D) ✓ 正确

chimps from different parts of Africa behave very differently from one another ↔

Different chimp groups differ in their way of communication

Some groups would get each other's attention by rapping branches with their knuckles(指关节), while others did it by loudly ripping leaves with their teeth

↔ **Different chimp groups differ in their way of communication**

预判“不同地区的黑猩猩行为方式不同”后，四项里同时含“差异”与“交流/沟通”要素的只有 Different chimp groups differ in their way of communication，且有原文两处例证支撑，锁定 D。

53. What did Ammie Kalan and her colleagues find through their intensive fieldwork?

- A) Whiten's classic study has little impact on the diversity of chimp behavior.
- B) Chimp behavior becomes less varied with the increase of human activity.
- C) Chimps alter their culture to quickly adapt to the changed environment.
- D) It might already be too late to prevent animal cultures from extinction.

Ammie Kalan和她的同事们通过深入的田野调查发现了什么？

- A) Whiten的经典研究对黑猩猩行为多样性影响甚微。
- B) 随着人类活动的增加,黑猩猩的行为变得更加单一。
- C) 黑猩猩改变它们的文化以快速适应变化的环境。
- D) 现在可能已经太迟,无法阻止动物文化的灭绝。

【答案】 B (细节题)

【判型】 What did Ammie Kalan and her colleagues find through their intensive fieldwork? 直接询问发现内容, 过去式动词 find 指向原文已陈述事实, 非推断。

【拆句】 句子主干 What did A and B find, through 引导方式状语; 过去式 did find 强调具体一次研究的结论。

【定位】 Ammie Kalan and her colleagues have shown, through years of intensive fieldwork, that the very presence of humans has eroded the diversity of chimp behavior.

Ammie Kalan 及其同事通过多年密集的田野调查证明: 仅仅人类的存在就已经侵蚀了黑猩猩行为的多样性。

【选项】 A) 张冠李戴

本题问 Kalan 团队的发现, Whiten's classic study has little impact on the diversity of chimp behavior 转去说 Whiten 研究无影响, 与题干主体错配; 且原文 bitterly ironic thing to learn on the 20th anniversary of Whiten's classic study 是讽刺意味, 不是论断 Whiten 研究无影响。

B) ✓ 正确

the very presence of humans has eroded the diversity of chimp behavior ↔

Chimp behavior becomes less varied with the increase of human activity

预判“人类越多→黑猩猩行为越单一”后, 四项中只有 Chimp behavior becomes less varied with the increase of human activity 同时覆盖“多样性下降”与“人类影响”两要素, 锁定 B。

C) 与原文相反

原文是 chimp behavior 的多样性被人类侵蚀(被动受害), Chimps alter their culture to quickly adapt to the changed environment 改成黑猩猩主动改文化以适应环境, 主被动方向反了。

D) 过度推断

It might already be too late to prevent animal cultures from extinction 表“为时已晚”, 原文 Kalan 团队的发现只是“被侵蚀”, 并未声明已经晚到无法挽回; 类似感慨出现在 Whiten 引语, 且未说“extinction”。

54. What does Cat Hobaiter think we should do for chimp conservation?

- A) Try to understand our sister species' behavior in the wild.
- B) Make efforts to preserve each individual chimp community.
- C) Study the unique characteristics of each generation of chimps.
- D) Endeavor to restore chimp habitats to expand its total population.

Cat Hobaiter认为我们应该为黑猩猩保护做些什么？

- A) 努力理解我们姐妹物种在野外的行为。
- B) 努力保护每个单独的黑猩猩群落。
- C) 研究每一代黑猩猩的独特特征。
- D) 努力恢复黑猩猩的栖息地以扩大其总体数量。

【答案】 B (细节题)

【判型】 What does Cat Hobaiter think we should do for chimp conservation? 问某专家的具体主张，原文有其直接引语，可一一对应，是细节题而非推断题。

【拆句】 主干 What does Cat Hobaiter think + 宾语从句 we should do...; for chimp conservation 是目的状语；think 后省略 that。

【定位】 "Sometimes in the rush to conserve the species, I think we forget about the individuals," says Cat Hobaiter, a professor at the University of St. Andrews. "Each population, each community, even each generation of chimps is unique. An event might only have a small impact on the total population of chimps, but it may wipe out an entire community—an entire culture. No matter what we do to restore habitat or support population growth, we may never be able to restore that culture."

“在急于保育物种的时候，我们有时忘了个体，”圣安德鲁斯大学教授 Cat Hobaiter 说，“每个种群、每个社群，甚至每一代黑猩猩都是独特的。一件事情对黑猩猩总数的影响可能很小，却可能抹掉一整个社群——一整套文化。不管我们怎样恢复栖息地、支持种群增长，那种文化我们也许永远无法再造。”

【选项】 A) 张冠李戴

Try to understand our sister species' behavior in the wild 与原文 we are truly getting to know our primate(灵长类) cousins 才对得上，是 Whiten 第 5 段的感慨，与 Hobaiter 立场无关。

B) ✓ 正确

I think we forget about the individuals ↔

Make efforts to preserve each individual chimp community

Each population, each community, even each generation of chimps is unique ↔

Make efforts to preserve each individual chimp community

预判“按社群/个体单位保护”后，四项中只有 Make efforts to preserve each individual chimp community 准确体现 Hobaiter“不要遗忘个体/社群”的立场，锁定 B。

C) 偷换概念

原文 Each population, each community, even each generation of chimps is unique 是说明每一代都独特、需要被保护，而非要求“研究每一代的独特特征”；Study the unique characteristics of each generation of chimps 把保护诉求歪成研究任务。

D) 与原文相反

原文 No matter what we do to restore habitat or support population growth, we may never be able to restore that culture 是说即便恢复栖息地、扩大种群也救不回那种文化——这是 Hobaiter 强调不足以解决问题的反例。Endeavor to restore chimp habitats to expand its total population 反而把它当作她的主张。

55. What does the author suggest conservationists do?

- A) Focus entirely on culturally-based entities rather than genetically-based ones.
- B) Place more stress on animal traditions than on their physical conservation.
- C) Conserve animal species in a novel and all-round way.
- D) Explore the cultures of species before they vanish.

作者建议保护主义者做什么？

- A) 完全聚焦于基于文化的实体而非基于遗传的实体。
- B) 更加重视动物传统而非它们的物理保护。
- C) 以一种新颖而全面的方式保护动物物种。
- D) 在物种消失之前探索它们的文化。

【答案】 C (细节题)

【判型】 What does the author suggest conservationists do? 询问作者明示建议，原文末段有直白的论断句，是细节题而非主旨题。

【拆句】 主干 What does the author suggest + 宾语从句 conservationists do (do 后省略 do 的宾语，由 What 提到句首充当)；suggest 后省略 that 与 should，是英式建议句的常见省略形式。

【定位】 Obviously, conservationists need to think about saving species in a completely new way—by preserving animal traditions as well as bodies and genes.

显然，保育工作者需要以一种全新的方式去思考物种保育——既要保护动物的身体与基因，也要保护它们的传统。

【选项】 A) 与原文相反

原文是 traditions as well as bodies and genes (“而且也要”)，强调兼顾；Focus entirely on culturally-based entities rather than genetically-based ones 用 entirely 与 rather than 把作者立场改为“只保文化、不保基因”，方向反了。

B) 过度推断

原文用 as well as 表并列、不分主次；Place more stress on animal traditions than on their physical conservation 用 more...than 给传统加权，引入原文没有的优先级判断。

C) ✓ 正确

saving species in a completely new way ↔

Conserve animal species in a novel and all-round way

by preserving animal traditions as well as bodies and genes ↔

Conserve animal species in a novel and all-round way

预判“以全新方式且兼顾两面”后，四项中只有 Conserve animal species in a novel and all-round way 同时具备“novel”（新）与“all-round”（兼顾），锁定 C。

D) 答非所问

原文末段建议是“以全新方式保育”，不是“去探索文化”；Explore the cultures of species before they vanish 把 Whiten 第 5 段的感叹与作者建议混为一谈。

SENTENCE INSIGHTS • 句子精讲

6 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 took a long time to convince skeptics that such cultures exist, but now we have plenty of examples of animals learning local traditions from one another.

第3段，第1句

这种“前半句讲过去困难，后半句用“but now”讲当前证据”的写法很常见。形式主语加不定式、再接内容从句，也是阅读里经常出现的典型结构。

Where we flourish, their cultures wither.

第4段，第3句

状语从句前置 + 主句的结构在考试阅读中较为常见，"Where" 引导对比或条件从句也是典型用法，具有一定代表性，但句式本身较为简短，复杂度不及多从句嵌套的长难句

No matter what we do to restore habitat or support population growth, we may never be able to restore that culture.

第6段，第3句

No matter what 引导的让步状语从句是四六级和考研中的高频结构，情态动词表达可能性和能力也是常考点。句子整体结构(让步状语从句 + 主句)是学术写作和议论文中的典型句式，掌握后可迁移到大量类似句子。具有较高的学习复用价值。

Obviously, conservationists need to think about saving species in a completely new way—by preserving animal traditions as well as bodies and genes.

第8段，第1句

本句体现了四六级和考研中常见的句式特点：使用 "need to do" 表达必要性、介词短语作宾语和状语、破折号引出补充说明、"as well as" 连接并列成分。这些都是学术性文章和考试阅读材料中的高频结构，学习后可广泛应用于理解同类句子。

"Instead of focusing only on the conservation of genetically based entities like species, we now need to also consider culturally based entities," says Andrew Whiten.

第8段，第2句

引述句型(says 引导宾语从句并倒装)是新闻报道、学术引用中的高频结构，四六级和考研阅读中常见；Instead of 引导的对比状语也是典型的逻辑表达方式，整体句式具有较强的实用性和代表性。

It might already be too late to prevent animal cultures from extinction.

第53题，D

"It is/might be + 形容词 + to do" 这一句式是四六级和考研阅读中的高频结构，常用于表达对某事的评价或可能性判断。本句的 "It might already be too late to prevent..." 是这一句式的典型应用，学生掌握后可以在阅读和写作中大量复用（如 It is important to...、It might be difficult to... 等）。情态动词 might 表推测也是常考用法。整体结构代表性强，值得作为句式模板学习。

本篇出现的 79 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。

chimp B1

n. 黑猩猩

本篇20次 · 真题 19 句

species B2

n. 物种

本篇9次 · 真题 136 句

behavior B1

n. 行为

本篇6次 · 真题 171 句

community B1

n. 社区

本篇4次 · 真题 163 句

tradition B1

n. 传统

本篇4次 · 真题 30 句

conservation B2

n. 保护

本篇3次 · 真题 24 句

alien B2

adj. 外国的

本篇3次 · 真题 14 句

restore B2

v. 恢复，使复原

本篇3次 · 真题 12 句

entity C1

n. 实体

本篇3次 · 真题 8 句

author A2

n. 作者

本篇2次 · 真题 264 句

focus B1

n. 重点

本篇2次 · 真题 200 句

impact B2

n. 影响

本篇2次 · 真题 185 句

individual B2

adj. 单独的

本篇2次 · 真题 142 句

base A2

n. 基础

本篇2次 · 真题 126 句

colleague B1

n. 同事

本篇2次·真题 84 句

generation B2

n. 一代人

本篇2次·真题 60 句

unique B2

adj. 独特的

本篇2次·真题 54 句

diversity B2

n. 多样性

本篇2次·真题 46 句

entire B1

adj. 整个的

本篇2次·真题 34 句

habitat B2

n. (动植物的) 栖息地, 生长环境

本篇2次·真题 34 句

preserve B2

v. 保护

本篇2次·真题 34 句

presence B2

n. 在场

本篇2次·真题 31 句

wild A2

adj. 野生的

本篇2次·真题 31 句

behave B1

v. 表现, 举止

本篇2次·真题 25 句

classic B1

adj. 典型的

本篇2次·真题 13 句

conserve B2

v. 保护

本篇2次·真题 11 句

intensive B2

adj. 密集的

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

less A1

det. 较少的

本篇1次·真题 273 句

likely A2

adj. 很可能的

本篇1次·真题 228 句

local A2

adj. 当地的

本篇1次·真题 143 句

stress B1

n. 压力

本篇1次·真题 126 句

finding B2

n. 调查结果

本篇1次·真题 121 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次·真题 112 句

growth B1

n. 增长

本篇1次·真题 104 句

support A2

v. 支持

本篇1次·真题 103 句

event A2

n. 事件

本篇1次·真题 99 句

physical B1

adj. 身体的

本篇1次·真题 91 句

evidence B1

n. 证据

本篇1次·真题 87 句

exist A2

v. 存在;实际上有

本篇1次·真题 77 句

identify B1

v. 识别

本篇1次·真题 75 句

quickly A2

adv. 快速地

本篇1次·真题 63 句

explore B1

v. 探索

本篇1次·真题 52 句

rely B1

v. 依赖;依靠

本篇1次·真题 51 句

track A2

n. 小路

本篇1次·真题 48 句

being B1

n. 存在

本篇1次·真题 46 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

technological B2

adj. 技术的

本篇1次·真题 45 句

adapt B2

v. 适应, 适合 (新环境、新情况)

本篇1次·真题 44 句

completely B1

adv. 完全地

本篇1次·真题 43 句

effectively B2

adv. 有效地

本篇1次·真题 43 句

gene B2

n. 基因

本篇1次·真题 43 句

novel B1

n. 小说

本篇1次·真题 43 句

extinction B2

n. 灭绝

本篇1次·真题 41 句

expand B2

v. 扩大;扩展;增长

本篇1次·真题 40 句

characteristic B2

n. 特征

本篇1次·真题 36 句

highly B1

adv. 非常

本篇1次·真题 34 句

entirely B1

adv. 完全地

本篇1次·真题 29 句

truly B1

adv. 真正地

本篇1次·真题 28 句

relative B1

n. 亲戚, 亲属

本篇1次·真题 26 句

alter B2

v. 改变, 更改 (使某物与之前不同)

本篇1次·真题 24 句

differ B1

v. 不同, 有区别

本篇1次·真题 24 句

differently A2

adv. 不同地

本篇1次·真题 23 句

disappear A2

v. 消失; 不见

本篇1次·真题 23 句

developed B1

adj. 发达的

本篇1次·真题 20 句

convince B1

v. 说服, 使相信

本篇1次·真题 19 句

mere B2

adj. 仅仅的

本篇1次·真题 19 句

obviously B1

adv. 显然, 明显地

本篇1次·真题 19 句

destruction B2

n. 破坏

本篇1次·真题 17 句

endeavor C1

v. 努力

本篇1次·真题 16 句

existence B2

n. 存在; 生存

本篇1次·真题 15 句

branch A2

n. 树枝

本篇1次·真题 13 句

erode C1

v. 侵蚀, 腐蚀 (土壤、岩石等)

本篇1次·真题 12 句

worse A2

adj. 更糟的

本篇1次·真题 12 句

amazing A2

adj. 令人惊奇的

本篇1次·真题 11 句

wipe A2

v. 擦, 抹

本篇1次·真题 10 句

varied B2

adj. 各种各样的

本篇1次·真题 9 句

genetically B2

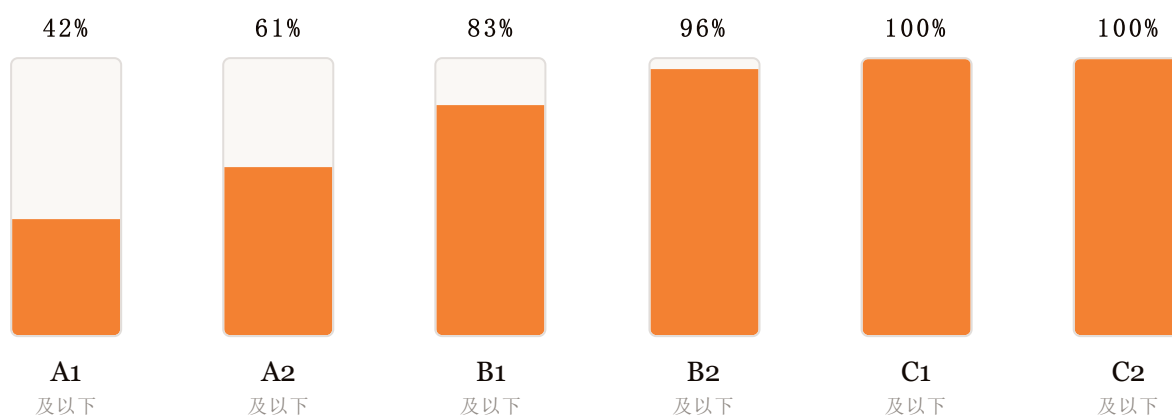
adv. 在基因上

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 223 词按 CEFR 难度累积覆盖

全文去重后共 **223** 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 9 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 223 个 · 末柱为 100%

去重总词数

223

B2 以上难词

4%

B1 及以下覆盖

83%

英语六级 2020年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2020年12月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	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12月·第3套英语六级汉译英（段落翻译）·客观介绍北京大兴国际机场的概况与规模 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12月·第3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3套(2020-12) • 六级

Part IV

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

北京大兴国际机场位于天安门广场以南46公里处，于2019年9月30日投入使用。该巨型工程于2014年开工建设，高峰时工地上有4万多工人。航站楼设计紧凑，可以允许最大数量的飞机直接停靠在最近航站楼中心的位置，这给乘客提供了极大的方便。航站楼共有82个登机口，但乘客通过安检后，只需不到8分钟就能抵达任何一个登机口。机场的设计可确保每小时300架次起降。机场年客运量2040年将达到1亿人次，有望成为世界上最繁忙的机场。

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。

Located 46 kilometers south of Tian'anmen Square, Beijing Daxing International Airport was put into use on September 30, 2019. Construction of this massive project began in 2014, and at the peak there were more than 40,000 workers on the construction site. The compact design of the terminal allows the maximum number of aircraft to dock directly at the positions closest to its center, which provides great convenience for passengers. The terminal has 82 boarding gates in total, but after passing through security check, passengers can reach any gate in less than 8 minutes. In addition, the design of the airport ensures 300 takeoffs and landings per hour. The airport's annual passenger volume is expected to reach 100 million by 2040, and it is likely to become the busiest airport in the world.

【衔接】第1、2句之间：用代词承接避免重复「机场/工程」

第1句末已出现机场全称，第2句中文 该巨型工程 实际复指同一对象。英文译文用 this massive project 承接即可，不必再重复 the airport，借「工程」这一别称自然过渡，既消重复又点出「这是个大工程」。

第3、4句之间：均以 the terminal 为话题，第4句改用代词或顺承

第3、4句都在讲 航站楼。第3句已点出 the terminal，第4句可顺势仍以 The terminal 起头或用 It 承接，保持话题连续；4句内部「但」的转折已用 but 显化，使「口多」与「到达快」对比清楚。

第5、6句收尾：用 In addition / Moreover 显递进，末句展望自然收束

第5句 机场的设计可确保每小时300架次起降 与第6句的客运量、最繁忙预测是对机场能力的并列/递进说明，句首可补 In addition / Moreover 显出层次；末句 有望成为世界上最繁忙的机场 作全篇展望性收尾，读来收束有力。

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】客观介绍北京大兴国际机场的概况与规模

全篇围绕一座具体工程展开客观说明，从位置、建设、设计到客运量，是典型的「中国基建/事物介绍」语体。开篇 北京大兴国际机场位于天安门广场以南46公里处 即以陈述事实的口吻给出方位，属于不带感情色彩的说明文，用词应平实、准确，避免文学化修饰。

【时态】一般现在时

全篇主体在客观描述机场「现在的事实与特征」——如 航站楼共有82个登机口、机场的设计可确保每小时300架次起降 都是当前长期存在的状态，故主时态定为一般现在时。仅在两类句子上偏离：已完成的建设动作（投入使用、开工建设）用一般过去时，对未来的预测（2040年达到、有望成为）用一般将来时。

【译法】北京大兴国际机场

采用约定俗成的官方英文译名 Beijing Daxing International Airport，「大兴」用拼音 Daxing。全篇多次提到「机场」，首次出现用全称，后文复指统一用 the airport，不要忽而 the airport 忽而 Daxing Airport。锚回原文 北京大兴国际机场。

天安门广场

用通行译名 Tian'anmen Square（首字母大写、an 后加隔音号更规范，写 Tiananmen Square 亦可接受），是地标性专名，全篇只此一处。锚回原文 天安门广场。

航站楼

统一译为 the terminal (building)。文中反复出现 航站楼设计紧凑、航站楼共有82个登机口，须全篇用同一个词 terminal，不要一会儿 terminal、一会儿 terminal building 又一会儿 hall。

1. 北京大兴国际机场位于天安门广场以南46公里处，于2019年9月30日投入使用。

【主干】机场作主语，并列两个谓语「位于」与「投入使用」（主语策略：原句主语）

中文主语明确就是 北京大兴国际机场，主干即「机场 + 位于 + 处」。后半句 于2019年9月30日投入使用 的主语仍是机场，被动含义（机场被投入使用），主干立为 Beijing Daxing International Airport is located... and was put into use....

【降级】「以南46公里处」作地点状语，两个动作并列

天安门广场以南46公里处 不是主干，降级为介词短语作地点状语：46 kilometers south of Tian'anmen Square。两个动作「位于」「投入使用」时间属性不同（一个是现状、一个是过去事件），不强行 and 平铺，宜拆为两套：is located... 与 was put into use on September 30, 2019，用关系或分句衔接更清楚。

【语法】时态

「位于」是长期事实，回指全篇基调用一般现在时 is located；「投入使用」是2019年已完成的一次性动作，偏离基调改用一般过去时 was put into use。

语态

「投入使用」是机场「被」投入使用，中文无被动标记但语义被动，译英须用被动 was put into use，这是汉语主动、英语被动的典型。

日期格式

「2019年9月30日」英文写 September 30, 2019 或 on 30 September 2019，介词用 on（具体某一天），不要漏掉 on。

【译文】 Located 46 kilometers south of Tian'anmen Square, Beijing Daxing International Airport was put into use on September 30, 2019.

2. 该巨型工程于2014年开工建设，高峰时工地上有4万多工人。

【主干】前半「工程」作主语被动建设，后半用 There be 表存在（主语策略：原句主语）

前半句主语是 该巨型工程 (the massive project)，「开工建设」是被建设，主干 The massive project began construction / construction began。后半 高峰时工地上有4万多工人 是典型「某处有某物」，主干用 There be: there were more than 40,000 workers。

【降级】「于2014年」「高峰时」作时间状语，两分句拆开

于2014年 是时间状语 in 2014；高峰时 译 at the peak / at its peak 作状语。前后两分句话题不同（一是开工、一是用工规模），不宜 and 一路平铺，可拆成两句，或前句作主句、后句用 when/with 衔接。

【语法】时态

「2014年开工建设」是过去已完成事件，偏离现在时基调，用一般过去时 began；「高峰时有工人」描述的是过去那段时间的状态，同样用过去时 there were。

数词与单复数

「4万多」译 more than 40,000 / over 40,000, workers 用复数；注意英文万位无单独词，4万即 40,000。

语态

「工程开工建设」是工程被着手建设，可用 construction of the project began（让 construction 作主语）规避主动被动纠结，也可 the project broke ground。

【译文】 Construction of this massive project began in 2014, and at the peak there were more than 40,000 workers on the construction site.

3. 航站楼设计紧凑，可以允许最大数量的飞机直接停靠在最靠近航站楼中心的位置，这给乘客提供了极大的方便。

【主干】「航站楼」作主语，核心动词「允许」立主干，末句「这」复指（主语策略：原句主语）

主语是 航站楼 (the terminal)。三个分句中「允许...停靠」是核心动作，主干 The compact design of the terminal allows... to dock，把 航站楼设计紧凑 处理成主语 The compact design。末句 这给乘客提供了极大的方便 的「这」复指前面整件事，作末尾的承接。

【降级】「设计紧凑」提为主语，「最靠近中心的位置」作后置定语，结果句用 which 降级

航站楼设计紧凑 名词化为主语 The compact design of the terminal。最靠近航站楼中心的位置 用介词短语/定语 the positions closest to the center of the terminal 后置修饰 dock。末句 这给乘客提供了极大的方便 用非限定定语从句 which provides great convenience for passengers 挂主句后，避免另起松散的「This provides...」。

【语法】时态

全句描述航站楼的设计特性与功能，是长期现状，回指基调用一般现在时 allows / provides。

主谓一致

主语是 The compact design（单数核心名词），谓语用第三人称单数 allows；which 从句指代整件事，谓语 provides 亦用单数。别被中间复数名词 aircraft 带偏。

比较级最高级

「最大数量的飞机」the maximum number of aircraft（aircraft 单复数同形）；「最靠近中心」用 closest to the center，最高级前加 the。

搭配

「给乘客提供方便」用 provide convenience for passengers，介词搭配 provide sth. for sb.；「停靠」用 dock / park。

【译文】The compact design of the terminal allows the maximum number of aircraft to dock directly at the positions closest to its center, which provides great convenience for passengers.

4. 航站楼共有82个登机口，但乘客通过安检后，只需不到8分钟就能抵达任何一个登机口。

【主干】前半「航站楼有82个登机口」、后半「乘客」作主语，but 转折（主语策略：原句主语）

前半 航站楼共有82个登机口 主语是 terminal，主干 The terminal has 82 gates（或 There are 82 gates）。后半 乘客通过安检后...就能抵达 主语换成 passengers，主干 passengers can reach any gate。两半由 but 连接，是隐含的转折/对比（口子虽多，但到达却很快）。

【降级】「通过安检后」作时间状语，「不到8分钟」作时间状语，but 显转折

乘客通过安检后 降级为时间状语从句 after passing through security check 或介词短语 after security。只需不到8分钟 作时间状语 in less than 8 minutes。前后用 but / yet 连接，把「登机口多」与「到达却快」的对比挑明。

【语法】时态

全句是机场的常态能力，回指基调用一般现在时 has / can reach；状语从句 after passengers pass / have passed security 用现在时即可。

单复数

「82个登机口」82 gates 复数；「任何一个登机口」any gate 用单数（any + 单数可数名词）。

数量表达

「不到8分钟」译 in less than 8 minutes / within 8 minutes, less than 修饰数量；介词 in 表「在.....时间内完成」。

连接词

「但」是逻辑转折，用 but / yet 连接两个分句，显出「口虽多、到达却快」的对比，不要漏掉这个转折词。

【译文】 The terminal has 82 boarding gates in total, but after passing through security check, passengers can reach any gate in less than 8 minutes.

5. 机场的设计可确保每小时300架次起降。

【主干】 「机场的设计」作主语，「确保」作谓语（主语策略：原句主语）

主语是 机场的设计 (the airport's design)，核心动词「确保」作谓语，主干 The design of the airport ensures..., 宾语是 每小时300架次起降 这一名词化结果 (300 takeoffs and landings per hour)。

【降级】 本句结构简单，「每小时300架次起降」名词化作宾语

句子短、主干清晰，无需大幅降级。仅把 每小时300架次起降 处理为名词短语 300 takeoffs and landings per hour 作 ensures 的宾语，per hour 作频率状语。

【语法】时态

描述设计的长期能力，回指基调用一般现在时 ensures。

主谓一致

主语 The design 是单数，谓语第三人称单数 ensures。

单复数

「300架次起降」takeoffs and landings 都用复数（300架次显然不止一次）。

搭配

频率「每小时」用 per hour / an hour；「确保」ensure 后直接接名词宾语，无需 ensure of。

【译文】 The design of the airport ensures 300 takeoffs and landings per hour.

6. 机场年客运量2040年将达到1亿人次，有望成为世界上最繁忙的机场。

【主干】 前半「年客运量」作主语将达到，后半「机场」有望成为（主语策略：原句主语）

前半 机场年客运量2040年将达到1亿人次 主语是 the airport's annual passenger volume，谓语「将达到」will reach；后半 有望成为世界上最繁忙的机场 主语回到机场 it，主干 it is expected to become the busiest airport。两半可拆，也可让后半作前半的结果。

【降级】「2040年」作时间状语，后半「有望成为」用 and 接被动预测

2040年 作时间状语 by 2040 (用 by 表「到.....时」)。后半 有望成为世界上最繁忙的机场 主语换成机场，用 and is expected to become... 衔接，或独立成句 It is expected to become...；世界上最繁忙的机场 用最高级 the busiest airport in the world。

【语法】时态

「2040年将达到」是对未来的预测，偏离现在时基调用一般将来时 will reach；「有望成为」用 is expected to become。

语态

「有望」语义被动（被各方预期），用 be expected to 被动结构，主语是被预期的机场。

数字与单位

「1亿人次」译 100 million (passenger trips)；亿在英文是 hundred million，1亿即 100 million，million 在数词后不加 s。

最高级

「世界上最繁忙的」the busiest airport in the world，最高级 busiest 前加 the，范围用 in the world。

【译文】 The airport's annual passenger volume is expected to reach 100 million by 2040, and it is likely to become the busiest airport in the world.

英语六级 2020年12月·第3套 · 全卷构成

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