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六级·真题卷第2套·2021年12月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay related to the short passage given below. In your essay, you are to comment on the phenomenon described in the passage and suggest measures to address the issue. You should write at least 150 words but no more than 200 words.

Nowadays star chasing is prevalent among many teenagers. They take pop stars as their idols, imitating their way of talking, following their style of dressing and seeking every chance to meet them in person at great expenses.

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) It has given rise to much controversy.
B) It has been very favorably received.
C) It was primarily written for vegetarians.
D) It offends many environmentalists.
2. A) She neglects people's efforts in animal protection.
B) She tries to force people to accept her radical ideas.
C) She ignores the various benefits of public transport.
D) She insists vegetarians are harming the environment.
3. A) They are significant.
B) They are revolutionary.
C) They are rational.
D) They are modest.
4. A) It would help to protect the environment.
B) It would generate money for public health.
C) It would need support from the general public.
D) It would force poor people to change their diet.

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

5. A) Where successful people's strengths come from.
B) Why many people fight so hard for success.
C) How she achieved her life's goal.
D) What makes people successful.
6. A) Having someone who has confidence in them.
B) Having someone who is ready to help them.
C) Having a firm belief in their own ability.
D) Having a realistic attitude towards life.
7. A) They adjust their goals accordingly.
B) They try hard to appear optimistic.
C) They stay positive.
D) They remain calm.
8. A) An understanding leadership.
B) A nurturing environment.
C) Mutual respect among colleagues.
D) Highly cooperative teammates.

Section B

Directions: *In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

Questions 9 to 11 are based on the passage you have just heard.

9. A) They use their sense of hearing to capture their prey.
B) Their food mainly consists of small animals and fish.
C) They have big eyes and distinctive visual centers.
D) Their ancestor is different from that of micro bats.
10. A) With the help of moonlight.
B) By means of echolocation.
C) With the aid of daylight vision.
D) By means of vision and smell.
11. A) To make up for their natural absence of vision.
B) To adapt themselves to a particular lifestyle.
C) To facilitate their travel over long distances.
D) To survive in the ever-changing weather.

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

12. A) They acquire knowledge not found in books.
B) They learn how to interact with their peers.
C) They become more emotionally aggressive.
D) They get much better prepared for school.
13. A) They are far from emotionally prepared.
B) They tend to be more attracted by images.
C) They can't follow the conflicts in the show.
D) They lack the cognitive and memory skills.
14. A) Choose appropriate programs for their children.
B) Help their children understand the program's plot.
C) Outline the program's plot for their children first.
D) Monitor their children's watching of TV programs.
15. A) Explain its message to their children.
B) Check if their children have enjoyed it.
C) Encourage their children to retell the story.
D) Ask their children to describe its characters.

Section C

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

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

16. A) They are afraid of injuring their feet.
B) They have never developed the habit.
C) They believe a little dirt harms no one.
D) They find it rather troublesome to do so.
17. A) Different types of bacteria existed on public-toilet floors.
B) There were more bacteria on sidewalks than in the home.
C) Office carpets collected more bacteria than elsewhere.
D) A large number of bacteria collected on a single shoe.
18. A) The chemicals on shoes can deteriorate air quality.
B) Shoes can upset family members with their noise.
C) The marks left by shoes are hard to erase.
D) Shoes can leave scratches on the floor.

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

19. A) It is sinful and immoral.
B) It is deemed uncivilized.
C) It is an uncontrollable behavior.
D) It is a violation of faith and trust.
20. A) Assess their consequences.
B) Guard against their harm.
C) Accept them as normal.
D) Find out their causes.
21. A) Try to understand what messages they convey.
B) Pay attention to their possible consequences.
C) Consider them from different perspectives.
D) Make sure they are brought under control.

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

22. A) Cultivation of new varieties of crops.
B) Measures to cope with climate change.
C) Development of more effective pesticides.
D) Application of more nitrogen-rich fertilizers.
23. A) The expansion of farmland in developing countries.
B) The research on crop rotation in developing countries.
C) The cooperation of the world's agricultural scientists.
D) The improvement of agricultural infrastructure.
24. A) For encouraging farmers to embrace new farming techniques.
B) For aligning their research with advances in farming technology.
C) For turning their focus to the needs of farmers in poorer countries.
D) For cooperating closely with policymakers in developing countries.
25. A) Rapid transition to become a food exporter.
B) Substantial funding in agricultural research.
C) Quick rise to become a leading grain producer.
D) Assumption of humanitarian responsibilities.

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.

According to psychologist Sharon Draper, our clothing choices can absolutely affect our well-being. When we wear ill-fitting clothes, or feel over- or under-dressed for an event, it's natural to feel self-conscious or even stressed. Conversely, she says, opting for clothes that fit well and 26 with your sense of style can improve your confidence.

But can you improve your health through your 27 clothing, without having to dash out and buy a whole new 28 ? "Absolutely," says Draper. If your goal is to improve your thinking, she recommends picking clothes that fit well and are unlikely to encourage restlessness, so avoid bows, ties and unnecessary 29 . It also helps to opt for clothes you 30 as tying in with your goals, so if you want to perform better at work, select pieces you view as professional. Draper says this fits in with the concept of behavioral activation, whereby 31 in a behavior (in this case, selecting clothes) can set you on the path to then achieving your goals (working harder).

Another way to improve your 32 of mind is to mix things up. Draper says we often feel stuck in a rut(常规) if we wear the same clothes—even if they're our favorites—thus opting for an item you don't wear often, or adding something different to an outfit, such as a hat, can 33 shift your mood. On days when you're really 34 to brave the world, Draper suggests selecting sentimental items of clothing, such as ones you wore on a special day, or given to you by a loved one, as clothes with 35 associations can help you tap into constructive emotions.

- | | |
|-----------------|---------------|
| A) accessories | I) perceive |
| B) align | J) positively |
| C) concurrently | K) profile |
| D) current | L) prospering |
| E) engaging | M) reluctant |
| F) fond | N) showcase |
| G) frame | O) wardrobe |
| H) locations | |

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**.

Do music lessons really make children smarter?

- A) A recent analysis found that most research mischaracterizes the relationship between music and skills enhancement.
- B) In 2004, a paper appeared in the journal *Psychological Science*, titled "Music Lessons Enhance IQ." The author, composer and psychologist Glenn Schellenberg had conducted an experiment with 144 children randomly assigned to four groups: one learned the keyboard for a year, one took singing lessons, one joined an acting class, and a control group had no extracurricular training. The IQ of the children in the two

musical groups rose by an average of seven points in the course of a year; those in the other two groups gained an average of 4.3 points.

- C) Schellenberg had long been skeptical of the science supporting claims that music education enhances children's abstract reasoning, math, or language skills. If children who play the piano are smarter, he says, it doesn't necessarily mean they are smarter because they play the piano. It could be that the youngsters who play the piano also happen to be more ambitious or better at focusing on a task. Correlation, after all, does not prove causation.
- D) The 2004 paper was specifically designed to address those concerns. And as a passionate musician, Schellenberg was delighted when he turned up credible evidence that music has transfer effects on general intelligence. But nearly a decade later, in 2013, the Education Endowment Foundation funded a bigger study with more than 900 students. That study failed to confirm Schellenberg's findings, producing no evidence that music lessons improved math and literacy skills.
- E) Schellenberg took that news in stride while continuing to cast a skeptical eye on the research in his field. Recently, he decided to formally investigate just how often his fellow researchers in psychology and neuroscience make what he believes are erroneous—or at least premature—causal connections between music and intelligence. His results, published in May, suggest that many of his peers do just that.
- F) For his recent study, Schellenberg asked two research assistants to look for correlational studies on the effects of music education. They found a total of 114 papers published since 2000. To assess whether the authors claimed any causation, researchers then looked for telltale verbs in each paper's title and abstract, verbs like "enhance," "promote," "facilitate," and "strengthen." The papers were categorized as neuroscience if the study employed a brain imaging method like magnetic resonance, or if the study appeared in a journal that had "brain," "neuroscience," or a related term in its title. Otherwise the papers were categorized as psychology. Schellenberg didn't tell his assistants what exactly he was trying to prove.
- G) After computing their assessments, Schellenberg concluded that the majority of the articles erroneously claimed that music training had a causal effect. The overselling, he also found, was more prevalent among neuroscience studies, three quarters of which mischaracterized a mere association between music training and skills enhancement as a cause-and-effect relationship. This may come as a surprise to some. Psychologists have been battling charges that they don't do "real" science for some time—in large part because many findings from classic experiments have proved unreproducible. Neuroscientists, on the other hand, armed with brain scans and EEGs(脑电图), have not been subject to the same degree of critique.
- H) To argue for a cause-and-effect relationship, scientists must attempt to explain why and how a connection could occur. When it comes to transfer effects of music, scientists frequently point to brain plasticity—the fact that the brain changes according to how we use it. When a child learns to play the violin, for example, several studies have shown that the brain region responsible for the fine motor skills of the left hand's fingers is likely to grow. And many experiments have shown that musical training improves certain hearing capabilities, like filtering voices from background noise or distinguishing the difference between the consonants(辅音) 'b' and 'g'.
- I) But Schellenberg remains highly critical of how the concept of plasticity has been applied in his field. "Plasticity has become an industry of its own," he wrote in his May paper. Practice does change the brain, he allows, but what is questionable is the assertion that these changes affect other brain regions, such as those responsible for spatial reasoning or math problems.

- J) Neuropsychologist Lutz Jancke agrees. "Most of these studies don't allow for causal inferences," he said. For over two decades, Jancke has researched the effects of music lessons, and like Schellenberg, he believes that the only way to truly understand their effects is to run longitudinal studies. In such studies, researchers would need to follow groups of children with and without music lessons over a long period of time—even if the assignments are not completely random. Then they could compare outcomes for each group.
- K) Some researchers are starting to do just that. The neuroscientist Peter Schneider from Heidelberg University in Germany, for example, has been following a group of children for ten years now. Some of them were handed musical instruments and given lessons through a school-based program in the Ruhr region of Germany called *Jedem Kind ein Instrument*, or "an instrument for every child," which was carried out with government funding. Among these children, Schneider has found that those who were enthusiastic about music and who practiced voluntarily showed improvements in hearing ability, as well as in more general competencies, such as the ability to concentrate.
- L) To establish whether effects such as improved concentration are caused by music participation itself, and not by investing time in an extracurricular activity of any kind, Assal Habibi, a psychology professor at the University of Southern California, is conducting a five-year longitudinal study with children from low-income communities in Los Angeles. The youngsters fall into three groups: those who take after-school music, those who do after-school sports, and those with no structured after-school program at all. After two years, Habibi and her colleagues reported seeing structural changes in the brains of the musically trained children, both locally and in the pathways connecting different parts of the brain.
- M) That may seem compelling, but Habibi's children were not selected randomly. Did the children who were drawn to music perhaps have something in them from the start that made them different but eluded the brain scanners? "As somebody who started taking piano lessons at the age of five and got up every morning at seven to practice, that experience changed me and made me part of who I am today," Schellenberg said. "The question is whether those kinds of experiences do so systematically across individuals and create exactly the same changes. And I think that is that huge leap of faith."
- N) Did he have a hidden talent that others didn't have? Or more endurance than his peers? Music researchers tend, like Schellenberg, to be musicians themselves, and as he noted in his recent paper, "the idea of positive cognitive and neural side effects from music training (and other pleasurable activities) is inherently appealing." He also admits that if he had children of his own, he would encourage them to take music lessons and go to university. "I would think that it makes them better people, more critical, just wiser in general," he said.
- O) But those convictions should be checked at the entrance to the lab, he added. Otherwise, the work becomes religion or faith. "You have to let go of your faith if you want to be a scientist."
36. Glenn Schellenberg's latest research suggests many psychologists and neuroscientists wrongly believe in the causal relationship between music and IQ.
37. The belief in the positive effects of music training appeals to many researchers who are musicians themselves.
38. Glenn Schellenberg was doubtful about the claim that music education helps enhance children's intelligence.
39. Glenn Schellenberg came to the conclusion that most of the papers assessed made the wrong claim regarding music's effect on intelligence.

40. You must abandon your unverified beliefs before you become a scientist.
41. Lots of experiments have demonstrated that people with music training can better differentiate certain sounds.
42. Glenn Schellenberg's findings at the beginning of this century were not supported by a larger study carried out some ten years later.
43. One researcher shares Glenn Schellenberg's view that it is necessary to conduct long-term developmental studies to understand the effects of music training.
44. Glenn Schellenberg's research assistants had no idea what he was trying to prove in his new study.
45. Glenn Schellenberg admits that practice can change certain areas of the brain but doubts that the change can affect other areas.

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.

The trend toward rationality and enlightenment was endangered long before the advent of the World Wide Web. As Neil Postman noted in his 1985 book *Amusing Ourselves to Death*, the rise of television introduced not just a new medium but a new discourse: a gradual shift from a typographic(印刷的) culture to a photographic one, which in turn meant a shift from rationality to emotions, exposition to entertainment. In an image-centered and pleasure-driven world, Postman noted, there is no place for rational thinking, because you simply cannot think with images. It is text that enables us to "uncover lies, confusions and overgeneralizations, and to detect abuses of logic and common sense. It also means to weigh ideas, to compare and contrast assertions, to connect one generalization to another."

The dominance of television was not confined to our living rooms. It overturned all of those habits of mind, fundamentally changing our experience of the world, affecting the conduct of politics, religion, business, and culture. It reduced many aspects of modern life to entertainment, sensationalism, and commerce. "Americans don't talk to each other, we entertain each other," Postman wrote. "They don't exchange ideas, they exchange images. They do not argue with propositions, they argue with good looks, celebrities and commercials."

At first, the web seemed to push against this trend. When it emerged towards the end of the 1980s as a purely text-based medium, it was seen as a tool to pursue knowledge, not pleasure. Reason and thought were most valued in this garden—all derived from the project of the Enlightenment. Universities around the world were among the first to connect to this new medium, which hosted discussion groups, informative personal or group blogs, electronic magazines, and academic mailing lists and forums. It was an intellectual project, not about commerce or control, created in a scientific research center in Switzerland. And for more than a decade, the web created an alternative space that threatened television's grip on society.

Social networks, though, have since colonized the web for television's values. From Facebook to Instagram, the medium refocuses our attention on videos and images, rewarding emotional appeals—"like" buttons—over rational ones. Instead of a quest for knowledge, it engages us in an endless zest(热情) for instant approval from an audience, for which we are constantly but unconsciously performing. (It's telling that, while Google began life

as a PhD thesis, Facebook started as a tool to judge classmates, appearances.) It reduces our curiosity by showing us exactly what we already want and think, based on our profiles and preferences. The Enlightenment's motto(座右铭) of 'Dare to know' has become 'Dare not to care to know.'

46. What did Neil Postman say about the rise of television?

- A) It initiated a change from dominance of reason to supremacy of pleasure.
- B) It brought about a gradual shift from cinema going to home entertainment.
- C) It started a revolution in photographic technology.
- D) It marked a new age in the entertainment industry.

47. According to the passage, what is the advantage of text reading?

- A) It gives one access to huge amounts of information.
- B) It allows more information to be processed quickly.
- C) It is capable of enriching one's life.
- D) It is conducive to critical thinking.

48. How has television impacted Americans?

- A) It has given them a lot more to argue about.
- B) It has brought celebrities closer to their lives.
- C) It has made them care more about what they say.
- D) It has rendered their interactions more superficial.

49. What does the passage say about the World Wide Web?

- A) It was developed primarily for universities worldwide.
- B) It was created to connect people in different countries.
- C) It was viewed as a means to quest for knowledge.
- D) It was designed as a discussion forum for university students.

50. What do we learn about users of social media?

- A) They are bent on looking for an alternative space for escape.
- B) They are constantly seeking approval from their audience.
- C) They are forever engaged in hunting for new information.
- D) They are unable to focus their attention on tasks for long.

Passage Two

Questions 51 to 55 are based on the following passage.

According to a recent study, a small but growing proportion of the workforce is affected to some degree by a sense of entitlement. Work is less about what they can contribute but more about what they can take. It can lead to workplace dysfunction and diminish their own job satisfaction. I'm not referring to employees who are legitimately dissatisfied with their employment conditions due to, say, being denied fair pay or flexible work practices. I'm talking about those who consistently believe they deserve special treatment and generous rewards. It's an expectation that exists irrespective of their abilities or levels of performance.

As a result of that discrepancy between the privileges they feel they're owed and their inflated sense of self-worth, they don't work as hard for their employer. They prefer instead to slack off. It's a tendency which many

scholars believe begins in childhood due to parents who overindulge their kids. This thereby leads them to expect the same kind of spoilt treatment throughout their adult lives. And yet despite how these employees feel, it's obviously important for their manager to nonetheless find out how to keep them motivated. And, by virtue of that heightened motivation, to perform well.

The research team from several American universities surveyed more than 240 individuals. They sampled managers as well as team members. Employee entitlement was measured by statements such as "I honestly feel I'm just more deserving than others." The respondents had to rate the extent of their agreement. Employee engagement, meanwhile, was assessed with statements like "I really throw myself into my work." The findings revealed ethical leadership is precisely what alleviates the negative effects of employee entitlement. That's because rather than indulging employees or neglecting them, ethical leaders communicate very direct and clear expectations. They also hold employees accountable for their behaviors and are genuinely committed to doing the right thing. Additionally, these leaders are consistent in their standards. They're also less likely to deviate in how they treat employees.

This means, when confronted by an entitled team member, an ethical leader is significantly disinclined to accommodate their demands. He or she will instead point out, constructively and tactfully, exactly how their inflated sense of deservingness is somewhat distorted. They'd then go further to explain the specific, and objective, criteria the employee must meet to receive their desired rewards. This shift away from unrealistic expectations is successful because entitled employees feel more confident that ethical leaders will deliver on their promises. This occurs because they're perceived to be fair and trustworthy.

The researchers, however, exercise caution by warning no one single response is the perfect remedy. But there's no denying ethical leadership is at least a critical step in the right direction.

51. What does a recent study find about a growing number of workers?

- A) They attempt to make more contributions.
- B) They feel they deserve more than they get.
- C) They attach importance to job satisfaction.
- D) They try to diminish workplace dysfunction.

52. Why don't some employees work hard according to many scholars?

- A) They lack a strong sense of self-worth.
- B) They were spoiled when growing up.
- C) They have received unfair treatment.
- D) They are overindulged by their boss.

53. What is a manager supposed to do to enable workers to do a better job?

- A) Be aware of their emotions.
- B) Give them timely promotions.
- C) Keep a record of their performance.
- D) Seek ways to sustain their motivation.

54. What do the research findings reveal about ethical leaders?
- A) They are held accountable by their employees.
 - B) They are always transparent in their likes and dislikes.
 - C) They convey their requirements in a straightforward way.
 - D) They make it a point to be on good terms with their employees.
55. What kind of leaders are viewed as ethical by entitled employees?
- A) Those who can be counted on to fulfill commitments.
 - B) Those who can do things beyond normal expectations.
 - C) Those who exercise caution in making major decisions.
 - D) Those who know how to satisfy their employees' needs.

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*.

延安位于陕西省北部，地处黄河中游，是中国革命的圣地。毛泽东等老一辈革命家曾在这里生活战斗了十三个春秋，领导了抗日战争和解放战争，培育了延安精神，为中国革命做出了巨大贡献。延安的革命旧址全国数量最大、分布最广，级别最高。延安是全国爱国主义、革命传统和延安精神教育基地。延安有9个革命纪念馆，珍藏着中共中央和老一辈革命家在延安时期留存下来的大量重要物品，因此享有 "中国革命博物馆城" 的美誉。

2021年12月·第2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2021年12月·第2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2套(2021-12) • 六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay related to the short passage given below. In your essay, you are to comment on the phenomenon described in the passage and suggest measures to address the issue. You should write at least 150 words but no more than 200 words. Nowadays star chasing is prevalent among many teenagers. They take pop stars as their idols, imitating their way of talking, following their style of dressing and seeking every chance to meet them in person at great expenses.

【参考范文·171词】 写作无唯一标准答案，以下为达标示范

The passage vividly presents a common scene: many teenagers today are obsessed with pop stars, copying how their idols talk and dress and spending heavily just to see them face to face. In my view, this phenomenon deserves a balanced judgement rather than blind praise or total denial.

Admittedly, taking an admirable star as one's idol can be positively motivating, since a hard-working singer may inspire young people to pursue their own dreams. However, when admiration turns into blind worship, the harm outweighs the benefit. Chasing stars at great expense drains teenagers' limited money and time, distracts them from their studies, and may even distort their values.

To address the issue, joint efforts are needed. Parents and schools should guide adolescents to build a rational view of idols, while the media ought to promote genuine role models instead of empty fame. For teenagers themselves, the key is to learn from a star's strengths without losing themselves. Only in this way can idol worship become a source of growth rather than regret.

【参考译文】

这段材料生动地呈现了一个常见场景：如今许多青少年沉迷于流行明星，模仿偶像说话和穿着的方式，甚至一掷千金只为与他们当面对面。在我看来，这一现象值得辩证看待，而非盲目吹捧或全盘否定。

诚然，把一位优秀的明星当作偶像可以带来正向激励，因为一位勤奋的歌手也许会激励年轻人去追逐自己的梦想。然而，一旦欣赏变成盲目崇拜，弊便会大于利。不惜重金追星会耗尽青少年有限的金钱和时间，

分散他们的学业精力，甚至可能扭曲他们的价值观。

为解决这一问题，需要多方共同努力。家长和学校应引导青少年树立理性的偶像观，媒体则应多传播真正的榜样而非空洞的名气。对青少年自身而言，关键是学习明星的长处而不迷失自我。唯有如此，偶像崇拜才能成为成长的源泉，而非遗憾。

【第1段】概括 + 亮立场。首段用『The passage vividly presents a common scene』一句把材料现象浓缩改写（未照抄原句），紧接『In my view, this phenomenon deserves a balanced judgement rather than blind praise or total denial』亮出辩证总立场，落实了第一段『复述现象 + 亮立场』的功能与『概括不照抄』方法。

【第2段】让步转折评价。本段用『Admittedly...can be positively motivating』让步承认正面，再以『However, when admiration turns into blind worship, the harm outweighs the benefit』转折，随后『drains..., distracts..., and may even distort...』并列铺开危害，完成 comment on the phenomenon，兑现『让步后转折』方法。

【第3段】分主体对策收尾。本段以『joint efforts are needed』总起，按『Parents and schools..., while the media...』『For teenagers themselves...』分主体给建议，末句『Only in this way can idol worship become a source of growth rather than regret』收束，完成 suggest measures to address the issue 并呼应主旨。

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

评追星现象 + 给对策

本篇要完成两件事缺一不可：一是对材料里的追星现象作出评价（表明你怎么看），二是针对它 suggest measures to address the issue。材料把现象讲得很具体——star chasing is prevalent among many teenagers，青少年 take pop stars as their idols，还会 imitating their way of talking 并 seeking every chance to meet them in person at great expenses。你的作文就是围绕『该怎么看这件事 + 该怎么办』来写。

面向阅卷人的正式议论

本题没有具体收信人，是面向阅卷人的正式书面议论文，用第一人称表达立场（In my view / I believe）即可，无需称呼语和署名。语域保持正式：少用口语缩略和感叹，多用完整的因果、让步连接。这一点对应要求里的 write an essay related to the short passage given below——写的是 essay（论说文），不是私人信件。

理性追星，不盲目

中心立场一句话：对 star chasing is prevalent among many teenagers 这一现象应辩证看待——适度欣赏偶像可以是正能量，但盲目过度则弊大于利，关键在于引导青少年理性追星。这样立意既回应了『评价』任务，又为后面的『对策』留好了出口。

1. 合理的一面：正向激励

把优秀的人 take pop stars as their idols 并非全是坏事：一位努力奋斗的偶像可以激励青少年追求自己的目标，这是追星积极的一面，先承认它，论证才不片面。

2. 过度的危害：耗财误学

问题出在『过度』：像 seeking every chance to meet them in person at great expenses 这样不惜代价，会耗费青少年有限的金钱和时间、分散学业精力，甚至扭曲价值观。这是评价里最该展开的负面要点。

3. 对策：多方引导理性观

落到 suggest measures to address the issue：家长和学校引导青少年树立理性偶像观，媒体多传播真正的榜样而非空洞名气，青少年自己学偶像的长处而不迷失自我。

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 复述现象 + 亮立场

用一两句概括材料里 star chasing is prevalent among many teenagers 的现象，随即点出全文总立场：应辩证看待、理性追星。这一段承担开头与定调。

第 2 段 辩证评价现象

本段完成 comment on the phenomenon 任务：先让步承认适度追星的正向激励，再转折指出过度追星在金钱、时间、学业上的危害，用因果与让步连接把逻辑铺开。

第 3 段 提对策 + 收束

本段完成 suggest measures to address the issue 任务：分主体（家长学校、媒体、青少年自身）给可落地建议，行文成段，末句收束呼应『理性追星』主旨。

第 1 段 追星盛行 + 应辩证看

先概括材料：许多青少年沉迷偶像，模仿其言谈穿着，甚至 seeking every chance to meet them in person at great expenses；再表态：这一现象应辩证看待，而非盲目吹捧或全盘否定。

概括现象 · The passage vividly presents a common scene: many teenagers today ____
__（用一句话概括现象的核心动作）。

亮明总立场 · In my view, this phenomenon deserves _____ rather than blind praise or total denial.（填你对现象的总判断）

第 2 段 适度可激励，过度耗财误学

让步：把优秀者 take pop stars as their idols 有正向激励，努力的偶像能鼓励青少年追梦；转折：一旦变成盲目崇拜，at great expenses 地追星会耗尽有限的金钱与时间、分散学业、甚至扭曲价值观。

让步承认 · Admittedly, _____ can be positively motivating, since _____ (填正面理由) .

转折点明主要问题 · However, when _____ turns into blind worship, the harm outweighs the benefit.

因果排比展开危害 · It drains _____, distracts them from _____, and may even _____ (并列铺开多重危害) .

第 3 段 多方引导 + 理性收尾

回应 suggest measures to address the issue：家长学校引导青少年树立理性偶像观，媒体多传播真正的榜样，青少年学偶像长处而不迷失自我；末句收束到理性追星使偶像崇拜成为成长而非遗憾。

总起提出需多方 · To address the issue, joint efforts are needed.

分主体并列建议 · _____ should _____, while _____ ought to _____. (前后分别填两个主体及其做法)

收束呼应主旨 · Only in this way can _____ become a source of growth rather than regret.

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**双任务都要落段**

本题要求 comment on the phenomenon described in the passage and suggest measures to address the issue 两件事：第二段承载评价、第三段承载对策，缺一不可失分。核对时确认两段都实打实写到，且评价是辩证的、对策是可落地的。

结构连贯**让步转折要显性**

本题评价段是辩证的，尤其要让『先承认后批评』的转折显性化（Admittedly... However...），否则两种态度混在一起会显得自相矛盾。三段之间也要有『现象—评价—对策』的推进感。

语言准确**追星用词要地道**

本题高频词要用对：追星 star chasing / idol worship，偶像 idol，崇拜 worship，不惜代价 at great expense，理性的 rational。避免把『追星』直译成 chase stars 之外的生造搭配，让步转折句式确保连词后成分完整。

字数格式**守住上下限**

本题硬性要求 You should write at least 150 words but no more than 200 words，是有上限的区间，超 200 或不足 150 都扣分。三段式正好把篇幅稳在区间中段，别因展开对策而写超。

典型低分写法 · 反面示例与改法

只评不给对策

反面：通篇只写『追星浪费钱、耽误学习、非常糟糕』，从头骂到尾，却没有一句怎么办。修正：必须补出对策段，例如『Parents and schools should guide adolescents to build a rational view of idols.』把 suggest measures 这半补齐。

整句搬材料

反面：开头直接抄『They take pop stars as their idols, imitating their way of talking, following their style of dressing...』一长串充字数。修正：改写成一句概括——『Many teenagers today are obsessed with pop stars, copying how their idols talk and dress.』

全盘否定追星

反面：『Star chasing is completely wrong and harmful, and all fans are foolish.』一棍子打死、还带人身攻击。修正：先让步——『Admittedly, taking an admirable star as one's idol can be positively motivating』，再转折批评过度，态度才辩证。

英语六级 2021年12月·第2套 · 全卷构成

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

2021年12月·第2套 英语六级听力真题原文与答案解析

PAPER & KEY • 听力题和解析

听力题和解析

本卷全部 25 题的标准答案与完整录音文字稿由懒笔记基于2021年12月·第2套 英语六级听力原卷逐题核对整理。与试卷排版同一卷面层级：Part/Section 标题与各节 Directions 照原卷排印——真实听力考卷只印选项，题干由录音念出。其下按录音篇目逐篇排印：每篇先给完整录音文字稿（逐段中译），再逐题给出卷面题目与该题解析（题目、翻译、答案、定位、信号、替换与排除）。

真题卷第2套(2021-12) • 六级

以下按录音篇目排印：每篇先给录音原文与逐段中译（考卷上没有，考试时录音只播一遍、卷面只印选项），再逐题给出卷面题目与解析。

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1 M: Good morning and welcome to People in the News. With me today is Meghan Brown, an environmental activist whose controversial new book *Beyond Recycling* is making headlines.

M: 早上好,欢迎收看《新闻人物》。今天和我一起的是环保活动家 Meghan Brown,她颇具争议的新书《超越回收》正在成为头条新闻。

2 W: Hi, Brian. Thanks for having me today. I'm excited to explain to the audience what my book is really about.

W: 嗨,Brian。谢谢今天邀请我。我很高兴能向观众解释一下我的书到底讲的是什么。

3 M: Critics of your book assert that you're trying to force radical changes on the entire country. Some claim that you want to force everyone to eat a vegetarian diet and make private transport illegal.

M: 批评你这本书的人声称你试图在整个国家强制推行激进的变革。有些人说你想强迫每个人吃素,并让私人交通工具变得非法。

4 W: I'm aware of those claims, but they simply aren't true. People who haven't read the book are making assumptions about my arguments. They know I'm a vegetarian, that I don't wear leather or fur,

and that I always use public transportation. So they're depicting me as a radical animal rights activist and environmentalist determined to force my beliefs on others.

W: 我知道这些说法,但它们根本不是真的。没有读过这本书的人在对我的论点做臆测。他们知道我是素食主义者,不穿皮革或毛皮,而且总是使用公共交通。所以他们把我描绘成一个激进的动物权利活动家和环保主义者,决心把我的信念强加给别人。

5 M: But don't you want others to adopt your practices? You've campaigned for animal rights and the environment for decades.

M: 但你不想让别人采用你的做法吗?你为动物权利和环境奔走呼吁了几十年。

6 W: I'd love it if people choose to live as I do. But my life choices are based on my personal convictions. They aren't my recommendations for others who don't share those convictions.

W: 如果人们选择像我一样生活,我会很高兴。但我的生活选择是基于我个人的信念。它们不是我对那些不认同这些信念的人的建议。

7 M: Well, in this excerpt from your book, you argue that meat consumption and private transport are devastating the environment and that the best choices for the planet are vegetarian diets and public transport.

M: 嗯,在你书中的这段摘录里,你论证说肉类消费和私人交通正在破坏环境,对地球最好的选择是素食饮食和公共交通。

8 W: I did write that. But those are examples of what I call best practices, not what I'm actually suggesting. In my guidelines for saving the environment, I suggest modest changes, like eating vegetarian meals two days a week.

W: 我确实写了那个。但那些是我所说的最佳实践的例子,不是我真正建议的。在我拯救环境的指南中,我建议适度的改变,比如每周两天吃素食。

9 M: You also endorse high taxes on meat and other animal products and increased taxes on gasoline. Those taxes could force poor people to adopt your life choices.

M: 你还支持对肉类和其他动物产品征收高额税收,以及提高汽油税。这些税收可能会迫使穷人采用你的生活方式。

10 W: But the taxes I suggest aren't that high, less than 3% only. Plus, the money generated would be allocated to environmental protection, which benefits everyone.

W: 但我建议的税收没那么高,只有不到3%。而且,产生的资金将用于环境保护,这对每个人都有益。

1. A) It has given rise to much controversy.
- B) It has been very favorably received.
- C) It was primarily written for vegetarians.
- D) It offends many environmentalists.

【题目】 What do we learn about the woman's new book?

【翻译】关于这位女士的新书我们了解到什么？

- A) 它引起了很多争议。 B) 它受到了非常好的评价。 C) 它主要是为素食者写的。
D) 它冒犯了许多环保人士。

【答案】A (细节题) It has given rise to much controversy.

【定位】With me today is Meghan Brown, an environmental activist whose controversial new book Beyond Recycling is making headlines.

今天和我在一起的是梅根·布朗，一位环保活动家，她那本充满争议的新书《超越回收》正成为头条。

【信号】开场介绍即定性句。主持人开场介绍嘉宾时用 controversial new book 直接给书定了性，开场点题句往往就是答案句，不必等转折。

【替换】controversial new book ↔ It has given rise to much controversy.

形容词转名词化

【排除】B) 与原文相反

It has been very favorably received. 说广受好评，与原文 controversial(有争议)方向相反；有争议恰恰意味着评价两极，不等于一致叫好。

借用原文：controversial new book

C) 原词陷阱

It was primarily written for vegetarians. 借了后文反复出现的素食话题，但录音从未说这本书「主要写给素食者」；vegetarian 是真听到的词，可这句话原文没说，是典型听到原词就想选。

借用原文：They know I'm a vegetarian

D) 原词陷阱

It offends many environmentalists. 用了 environmentalist 这个反复出现的词，但原文说她被人「描绘成」环保活动家，从没说这本书「冒犯了许多环保人士」，属凭原词臆造。

借用原文：as a radical animal rights activist and environmentalist

-
2. A) She neglects people's efforts in animal protection.
B) She tries to force people to accept her radical ideas.
C) She ignores the various benefits of public transport.
D) She insists vegetarians are harming the environment.

【题目】What do some critics say about the author of the book?

【翻译】一些批评者对这本书的作者有何评价？

- A) 她忽视了人们在动物保护方面的努力。 B) 她试图强迫人们接受她的激进观点。
C) 她忽视了公共交通的各种好处。 D) 她坚持认为素食者正在危害环境。

【答案】B (态度观点题) She tries to force people to accept her radical ideas.

【定位】 Critics of your book assert that you're trying to force radical changes on the entire country. Some claim that you want to force everyone to eat a vegetarian diet and make private transport illegal.

你这本书的批评者断言，你想把激进的改变强加给整个国家。有人声称你想强迫所有人吃素食、把私人交通工具变成非法。

【信号】 **Critics assert 转述信号。** 出现 Critics of your book assert that 这一转述信号，明确告诉你下面就是批评者的说法，正对题干的 critics，是答案句标志。

【替换】 you're trying to force radical changes on the entire country ↔

She tries to force people to accept her radical ideas.

几近同词的核心保留

【排除】 A) **未提及**

She neglects people's efforts in animal protection. 提到 animal protection 蹭了动物话题，但批评者从没说她「忽视他人的动保努力」，原文无此评价。

C) **原词陷阱**

She ignores the various benefits of public transport. 用了反复出现的 public transport，但批评者根本没说她「无视公共交通的好处」——恰恰相反，她是支持公共交通的，这是把话题词乱拼成的指控。

借用原文：make private transport illegal

D) **张冠李戴**

She insists vegetarians are harming the environment. 用了 vegetarian 和 environment 两个高频词，但批评者说的是她想强迫大家吃素，绝非说「素食者在破坏环境」，意思被拧反了。

借用原文：you want to force everyone to eat a vegetarian diet

3. A) They are significant.

B) They are revolutionary.

C) They are rational.

D) They are modest.

【题目】 What does the woman claim about the diet changes she suggested?

【翻译】 这位女士对她建议的饮食改变有何主张？

A) 它们是重大的。 B) 它们是革命性的。 C) 它们是合理的。 D) 它们是适度的。

【答案】 **D** (细节题) They are modest.

【定位】 In my guidelines for saving the environment, I suggest modest changes, like eating vegetarian meals two days a week.

在我那份保护环境的指南里，我建议的是温和的改变，比如每周吃两天素食。

【信号】I suggest+定性词。她亲口说 I suggest modest changes, suggest 后紧跟的形容词就是她对所建议改变的定性，是这题答案信号。

【替换】I suggest modest changes ↔ They are modest.

同词直接还原

【排除】A) 与原文相反

They are significant. 说重大，与她自述的 modest(温和)程度相反；她特意强调改变不大，significant 正好拧反。

借用原文：I suggest modest changes

B) 张冠李戴

They are revolutionary. 革命性，呼应了前文批评者说的 radical，但那是批评者的指控，她本人恰恰否认并改称 modest，把批评口吻当成她的定性就上当了。

借用原文：force radical changes

C) 未提及

They are rational. 理性的，听起来像褒义合理，但录音里她用的词是 modest 而非 rational，原文从未称这些改变「理性」。

-
4. A) It would help to protect the environment.
B) It would generate money for public health.
C) It would need support from the general public.
D) It would force poor people to change their diet.

【题目】What does the woman say about her suggested tax increase?

【翻译】这位女士对她建议的增税有何看法？

- A) 它将有助于保护环境。 B) 它将为公共卫生筹集资金。 C) 它需要公众的支持。
D) 它会迫使穷人改变他们的饮食。

【答案】A (细节题) It would help to protect the environment.

【定位】But the taxes I suggest aren't that high, less than 3% only. Plus, the money generated would be allocated to environmental protection, which benefits everyone.

但我建议的税率没那么高，只有不到3%。而且，所产生的钱会被用于环境保护，这对每个人都有益。

【信号】Plus 之后补出关键好处。她先用 But 澄清税不高，再用 Plus, the money generated would be allocated to environmental protection 补出加税的去向与好处，Plus 引出的这句才是她想强调的作用，是答案句。

【替换】the money generated would be allocated to environmental protection ↔

It would help to protect the environment.

措施钱去向=保护环境

【排除】 B) 原词陷阱

It would generate money for public health. 借了原文 the money generated, 但钱的去向是 environmental protection(环保)而非 public health(公共卫生), 把用途偷换了。

借用原文: the money generated would be allocated to environmental protection

C) 未提及

It would need support from the general public. 听着合理, 但她谈加税时只说税率低、钱用于环保, 从没说这措施「需要公众支持」, 是无中生有。

D) 张冠李戴

It would force poor people to change their diet. 含 force 和 poor people, 但这是主持人质疑时的说法(第9段), 正是她要反驳的, 不是她自己对加税的说法, 题干问的是她怎么说。

借用原文: Those taxes could force poor people to adopt your life choices.

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

1 M: With me in the studio today is Ms. Jane Logan, author of a new book, Secrets to Success. She claims to have uncovered how people achieve success. So Ms. Logan, in your book, you claim that successful people have many things in common. For instance, they know their strengths when pursuing a goal.

M: 今天和我一起演播室的是 Jane Logan 女士, 她是新书《成功的秘密》的作者。她声称已经揭示了人们如何取得成功。那么 Logan 女士, 在您的书中, 您说成功人士有许多共同点。比如, 他们在追求目标时了解自己的优势。

2 W: That's right. They also tend to be motivated by a negative or positive life event. They credit their success to having someone in their life who believes in them.

W: 没错。他们也往往会被生活中的负面或正面事件所激励。他们把自己的成功归功于生命中有相信他们的人。

3 M: You also write that there are a number of different factors related to success. And while successful people are driven to achieve their goals, the ultra successful have even greater ambition.

M: 您还写道, 有许多不同的因素与成功相关。虽然成功人士都有动力去实现目标, 但超级成功人士有着更大的抱负。

4 W: Yes, greater ambition as well as a burning desire to be the best of the best is also a common characteristic.

W: 是的, 更大的抱负以及成为佼佼者的强烈渴望也是一个共同特征。

5 M: Right. So those who are determined don't see obstacles as something that prevents success, but mere inconveniences that need to be overcome.

M: 对。所以那些意志坚定的人不会把障碍看作阻止成功的东西, 而只是需要克服的小麻烦。

6 W: Absolutely. Successful people are also optimistic as it is important to stay positive while being aware of obstacles that can deter us from achieving our goals.

W: 完全正确。成功人士也很乐观,因为在意识到可能阻碍我们实现目标的障碍的同时保持积极态度很重要。

7 M: That's a good point. All too often, people give up at the first hurdle. Would you say then that most successful people make it all by themselves?

M: 说得好。人们常常在第一个障碍前就放弃了。那您是说大多数成功人士都是靠自己成功的吗?

8 W: Not exactly. They are usually good at cooperating with people and understanding the needs of others.

W: 不完全是。他们通常善于与人合作,理解他人的需求。

9 M: So people will be willing to help them, I guess.

M: 所以人们会愿意帮助他们,我猜。

10 W: That's correct. And this often leads to a great deal of mutual respect, whether it's with a colleague, an assistant or even a receptionist.

W: 没错。这往往会带来很大程度上的相互尊重,无论是与同事、助理甚至是前台接待员。

11 M: Most successful people I know are very passionate about their work. Would you say that passion is the single biggest key to success?

M: 我认识的大多数成功人士都对自己的工作充满热情。您认为热情是成功的最大关键吗?

12 W: Not entirely. There's a prerequisite, that is, you have to work in an environment that nurtures passion. If that exists, success will follow.

W: 不完全是。有个前提条件,那就是你必须在一个培养热情的环境中工作。如果这个条件存在,成功就会随之而来。

5. A) Where successful people's strengths come from.

B) Why many people fight so hard for success.

C) How she achieved her life's goal.

D) What makes people successful.

【题目】 What has the woman revealed in her book?

【翻译】 这位女士在她的书中揭示了什么?

A) 成功人士的优势来自哪里。 B) 为什么许多人如此努力地追求成功。

C) 她如何实现了自己的人生目标。 D) 是什么使人们成功。

【答案】 D (主旨题) What makes people successful.

【定位】 She claims to have uncovered how people achieve success.

她声称揭示了人们是如何获得成功的。

【信号】 开头点题句。 主持人开场介绍时一句 She claims to have uncovered how people achieve success. 直接交代了全书主题, 开头点题正是主旨题的核心定位信号。

【替换】 how people achieve success ↔ What makes people successful.

"如何获得成功" = "什么造就成功"

【排除】 A) 原词陷阱

录音确说成功者 they know their strengths when pursuing a goal, A 把 strengths 单拎出来问 "strengths 从哪来", 但 "strengths 的来源" 录音根本没讲, 且它只是众多特征之一, 不是全书主旨。

借用原文: they know their strengths when pursuing a goal

B) 未提及

B 问 "为什么很多人拼命追求成功" (原因), 但全篇谈的是成功者 "有哪些共同特征", 从未讨论 "人为何要拼命求成功" 这个动机问题, 属无中生有。

C) 张冠李戴

C 说 "她 (作者) 如何实现人生目标", 但录音里这位女士是在 "揭示别人成功的规律", 谈的是 people / successful people, 不是讲她自己的成功经历, 主语张冠李戴。

6. A) Having someone who has confidence in them.

B) Having someone who is ready to help them.

C) Having a firm belief in their own ability.

D) Having a realistic attitude towards life.

【题目】 What do successful people attribute their achievements to?

【翻译】 成功人士将他们的成就归功于什么?

A) 有一个对他们有信心的人。 B) 有一个随时准备帮助他们的人。

C) 对自己的能力有坚定的信念。 D) 对生活有现实的态度。

【答案】 A (细节题) Having someone who has confidence in them.

【定位】 They credit their success to having someone in their life who believes in them.

他们把成功归功于生命中有一个相信他们的人。

【信号】 归因信号 credit...to。被问者 (女士) 的应答 They credit their success to having someone in their life who believes in them. 中 credit...to (归功于) 正是归因信号, 它后面跟的就是答案点。

【替换】 someone in their life who believes in them ↔ Having someone who has confidence in them.

believes in=has confidence in

【排除】 B) 原词陷阱

B "有人随时愿帮他们" 与 A 仅差核心词。录音说的是 someone who believes in them (相信), 不是 "愿意帮忙"。"愿帮忙" 是后文 people will be willing to help them 才提到、且属另一道题的内容, 搬到这里就答非所问。

借用原文: people will be willing to help them

C) 偷换概念

C "对自身能力有坚定信念" 把主语换成了 "自己", 而录音明确是 someone...who believes in them——是 "别人相信他", 主语方向相反。

D) 未提及

D "对生活持现实态度" 在整段归因表述里完全没出现, 录音只说归功于 "有人相信他们", 与 "现实态度" 无关, 属无中生有。

7. A) They adjust their goals accordingly.

B) They try hard to appear optimistic.

C) They stay positive.

D) They remain calm.

【题目】 What do successful people do when faced with difficulties?

【翻译】 成功人士在面对困难时会做什么?

- A) 他们相应地调整自己的目标。 B) 他们努力表现出乐观的样子。 C) 他们保持积极。
D) 他们保持冷静。

【答案】 C (细节题) They stay positive.

【定位】 Successful people are also optimistic as it is important to stay positive while being aware of obstacles that can deter us from achieving our goals.

成功者也很乐观, 因为在意识到那些会阻碍我们达成目标的障碍的同时, 保持积极是很重要的。

【信号】 困难词 obstacles 附近的描述。 被问者说 it is important to stay positive while being aware of obstacles, obstacles (障碍) 这一困难词附近, 紧跟的 stay positive 正是成功者面对困难的反应。

【替换】 stay positive ↔ **They stay positive.**

原话直接对应

Successful people are also optimistic ↔ **stay positive**

optimistic 与 positive 同义

【排除】 A) 与原文相反

A "相应调整目标", 但录音第 5 段说成功者 don't see obstacles as something that prevents success, but mere inconveniences that need to be overcome——是 "克服障碍" 而非 "改目标", 方向相反。

借用原文: mere inconveniences that need to be overcome

B) 偷换概念

B "努力让自己显得乐观", 录音确说 optimistic、stay positive, 但那是 "真的保持积极", 不是 "appear (装作) 乐观", selflessly 加了一个 "装样子" 的意思, 曲解原意。

借用原文: Successful people are also optimistic

D) 偷换概念

D "remain calm (保持冷静)" 与 C "stay positive (保持积极)" 极易混, 但录音说的是 positive / optimistic (积极乐观), 从未说 calm (冷静), 用近义词偷梁换柱。

8. A) An understanding leadership.

B) A nurturing environment.

C) Mutual respect among colleagues.

D) Highly cooperative teammates.

【题目】 What is one prerequisite for passion at work according to the woman?

【翻译】 根据这位女士的说法,工作中拥有热情的一个先决条件是什么?

A) 善解人意的领导。 B) 培育性的环境。 C) 同事之间的相互尊重。

D) 高度合作的团队成员。

【答案】 B (细节题) A nurturing environment.

【定位】 There's a prerequisite, that is, you have to work in an environment that nurtures passion.

有一个前提条件, 那就是, 你必须在一个能培育激情的环境里工作。

【信号】 明示信号 prerequisite + have to. 被问者直接说 There's a prerequisite, that is, you have to work in an environment that nurtures passion., prerequisite (前提) 加 have to (必须) 双重 "必需" 信号, 答案点就在其后。

【替换】 an environment that nurtures passion ↔ **A nurturing environment.**

动词短语压缩成名词短语

【排除】A) 原词陷阱

A "an understanding leadership", 前提句只讲 "培育激情的环境", 全程未提 "领导"; understanding 一词倒是在别处 understanding the needs of others 出现过、但那是讲 "理解他人需求" 的合作, 与领导无关。

借用原文: understanding the needs of others

C) 原词陷阱

C "同事间相互尊重", mutual respect 确在录音 this often leads to a great deal of mutual respect 出现过, 但那是讲合作 "带来" 的结果、且属第 6-7 题语境, 不是 "激情的前提", 搬来此处答非所问。

借用原文: this often leads to a great deal of mutual respect

D) 张冠李戴

D "highly cooperative teammates", 录音确说成功者 good at cooperating with people, 但那是讲成功者自身的合作能力, 不是 "激情的前提"; 把合作内容嫁接到前提题上属张冠李戴。

借用原文: good at cooperating with people

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

1 The saying "blind as a bat" simply isn't correct. The truth is that all 1100 bat species can see and often their vision is pretty good, although not as excellent as other night-hunting animals.

"像蝙蝠一样瞎"这种说法根本不正确。事实上,所有1100种蝙蝠都能看见,而且它们的视力通常相当好,尽管不如其他夜间狩猎动物那样出色。

2 There are two main groups of bats, which are believed to have evolved independently of each other, but both from a common ancestor. The first group, known as the mega bats, are mostly medium-sized or large bats who eat fruits, flowers, and sometimes small animals or fish. These species have distinctive visual centers and big eyes. They use senses of vision and smell to capture their prey. For example, Flying Foxes not only see well during daylight, but can also distinguish colors. They actually rely on their daylight vision and cannot fly during the night with no moonlight.

蝙蝠主要有两大类群,人们认为它们是彼此独立进化的,但都源自一个共同的祖先。第一类群被称为大蝙蝠,多数是中型或大型蝙蝠,以水果、花朵为食,有时也吃小动物或鱼。这些物种拥有独特的视觉中枢和大眼睛。它们利用视觉和嗅觉来捕获猎物。例如,狐蝠不仅在白天视力良好,还能分辨颜色。它们实际上依赖日间视觉,在没有月光的夜晚无法飞行。

3 The second group, called micro bats, are smaller in size and mostly eat insects. These species use echolocation to find their way and identify food. Scientists have proven that despite their poorly

developed small eyes, these bats still can see during the day. When we consider the nightly lifestyle of these bats, we will see they have to be sensitive to the changing light levels because this is how they sense when to start hunting. Moreover, vision is used by micro bats to travel over long distances, beyond the range of echolocation.

第二类群被称为小蝙蝠,体型较小,主要以昆虫为食。这些物种利用回声定位来辨别方向和识别食物。科学家已经证明,尽管它们的小眼睛发育不良,这些蝙蝠在白天仍然能看见。当我们考虑这些蝙蝠的夜间生活方式时,会发现它们必须对光线强度的变化保持敏感,因为这是它们感知何时开始狩猎的方式。此外,小蝙蝠利用视觉进行超出回声定位范围的长距离移动。

4 So the truth is, there are no bats which are naturally blind. Some species use their sense of hearing more than their eyes as a matter of adaptation to a particular lifestyle, but their eyes are still functional. 所以事实是,没有天生失明的蝙蝠。有些物种更多地使用听觉而不是视觉,这是对特定生活方式的一种适应,但它们的眼睛仍然是有功能的。

9. A) They use their sense of hearing to capture their prey.
B) Their food mainly consists of small animals and fish.
C) They have big eyes and distinctive visual centers.
D) Their ancestor is different from that of micro bats.

【题目】 What do we learn about mega bats?

【翻译】 关于大型蝙蝠我们了解到什么?

- A) 它们使用听觉捕捉猎物。 B) 它们的食物主要由小型动物和鱼类组成。
C) 它们有大眼睛和独特的视觉中枢。 D) 它们的祖先与小型蝙蝠的祖先不同。

【答案】 C (细节题) They have big eyes and distinctive visual centers.

【定位】 These species have distinctive visual centers and big eyes.

这些物种拥有发达独特的视觉中枢和大眼睛。

【信号】 对象+特征的直陈句。录音在介绍 mega bats 后紧接一句专讲其生理特征 These species have distinctive visual centers and big eyes., 这种紧贴对象的直陈描述句就是承载特征题答案的句子。

【替换】 distinctive visual centers and big eyes ↔ **big eyes and distinctive visual centers**

同内容换语序

【排除】 A) 张冠李戴

录音说 mega bats 是 They use senses of vision and smell to capture their prey., 靠视觉和嗅觉捕食; A 把别处提到的 sense of hearing 安到 mega bats 头上, 且 mega 用的根本不是听觉。

借用原文: They use senses of vision and smell to capture their prey.

B) 原词陷阱

录音确实念到 eat fruits, flowers, and sometimes small animals or fish, B 盗用了 small animals and fish 这几个原词, 但只截取了一部分 (漏了 fruits, flowers)、把偶尔吃说成主食, 是以偏概全的原词陷阱。

借用原文: eat fruits, flowers, and sometimes small animals or fish

D) 与原文相反

录音说两类蝙蝠 both from a common ancestor, 是共同祖先; D 称 mega 的祖先与 micro 不同, 正好与原文相反, 是把同变成了不同。

借用原文: both from a common ancestor

10. A) With the help of moonlight.

B) By means of echolocation.

C) With the aid of daylight vision.

D) By means of vision and smell.

【题目】 How do micro bats find their way and identify food?

【翻译】 小型蝙蝠如何找到方向并识别食物?

A) 借助月光。 B) 通过回声定位。 C) 借助日光视觉。 D) 通过视觉和嗅觉。

【答案】 B (细节题) By means of echolocation.

【定位】 These species use echolocation to find their way and identify food.

这些物种利用回声定位来找路和辨别食物。

【信号】 方式动词use直陈手段。 录音用 use echolocation to find their way and identify food 把手段 (echolocation) 和目的 (find way / identify food) 一句说全, use 后接的就是 How 题要的方式, 是标准答案句。

【替换】 use echolocation ↔ **By means of echolocation**

动词改介词短语

【排除】 A) 原词陷阱

录音 moonlight 出现在讲 mega bats 的 cannot fly during the night with no moonlight, 是说没月光就飞不了, 既不是 micro bats、又是个否定语境; A 盗 moonlight 这个原词答非所问。

借用原文: cannot fly during the night with no moonlight

C) 张冠李戴

daylight vision 是录音描述 mega bats (Flying Foxes) 的 rely on their daylight vision, C 把 mega 的本领安到 micro bats 的找路方式上, 张冠李戴。

借用原文: rely on their daylight vision

D) 张冠李戴

vision and smell 出自 mega bats 的 They use senses of vision and smell to capture their prey., 是 mega 的捕食手段; D 把这套手段挪给 micro bats 找路, 盗原词又张冠李戴。

借用原文: They use senses of vision and smell to capture their prey.

-
11. A) To make up for their natural absence of vision.
B) To adapt themselves to a particular lifestyle.
C) To facilitate their travel over long distances.
D) To survive in the ever-changing weather.

【题目】 Why do some species of bats use their sense of hearing more than their eyes?

【翻译】 为什么某些种类的蝙蝠使用听觉多于使用眼睛?

- A) 为了弥补它们天生缺乏视觉。 B) 为了适应特定的生活方式。
C) 为了便于长距离飞行。 D) 为了在不断变化的天气中生存。

【答案】 B (细节题) To adapt themselves to a particular lifestyle.

【定位】 Some species use their sense of hearing more than their eyes as a matter of adaptation to a particular lifestyle, but their eyes are still functional.

有些物种更多地依赖听觉而非眼睛, 这是对某种特定生活方式的一种适应, 但它们的眼睛依然是有功能的。

【信号】 as a matter of 点出原因。 末段用 as a matter of adaptation to a particular lifestyle 直接给出更依赖听觉的缘由, as a matter of 是显式的原因信号, 这句就是 Why 题的答案句。

【替换】 as a matter of adaptation to a particular lifestyle ↔ To adapt themselves to a particular lifestyle
名词化改不定式

【排除】 A) 与原文相反

录音末段明确 there are no bats which are naturally blind、眼睛仍 functional; A 称要弥补天生没视力, 与原文 naturally blind 的否定恰好相反。

借用原文: there are no bats which are naturally blind

C) 原词陷阱

long distances 出自第三段 vision is used by micro bats to travel over long distances, 说的是视觉的用途; C 盗这个原词来回答更依赖听觉的原因, 答非所问。

借用原文: vision is used by micro bats to travel over long distances

D) 未提及

录音从未把更依赖听觉归因于应对天气, weather 一词全篇没出现; D 是凭空添加的原因, 属未提及。

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

1 A study has found that educational TV shows come with an added lesson that influences the child's behavior. Children who spend more time watching educational programs increase their emotional aggression toward other children. This shows that children can learn the educational lesson that was intended. However, they're also learning other things along the way.

一项研究发现, 教育类电视节目附带了一个影响儿童行为的额外教训。花更多时间观看教育节目的儿童会增加对其他儿童的情绪攻击行为。这表明儿童可以学到预期的教育内容。然而,他们也在这个过程中学到了其他东西。

2 This unintended impact has to do with the portrayal of conflict in media and how preschool-age children comprehend that conflict. TV and movie producers often incorporate an element of bad behavior. This is to teach children a lesson at the end of the program. Educational shows have pro-education and pro-social goals. However, conflict between characters is often depicted with characters being unkind to each other or they may use emotionally aggressive tactics with each other. Preschool children really don't get the moral of the story. That's because it requires that they understand how all the parts of the show fit together. You need pretty complicated cognitive skills and memory skills to be able to do that. These are still developing in young children.

这种非预期影响与媒体中冲突的呈现方式以及学龄前儿童如何理解这种冲突有关。电视和电影制作人经常加入不良行为的元素,这是为了在节目结尾给儿童上一课。教育类节目具有促进教育和促进社交的目标。然而,角色之间的冲突往往被描绘为角色之间彼此不友善,或者他们可能相互使用情绪攻击性策略。学龄前儿童实际上并不理解故事的寓意,因为这需要他们理解节目的所有部分是如何结合在一起的。你需要相当复杂的认知技能和记忆技能才能做到这一点,而这些能力在幼儿身上仍在发展中。

3 However, parents shouldn't completely constrain children's viewing. Parents should instead watch with their kids and help them to understand the plot. Parents can comment along the way and then explain the message at the end. They should explain how certain types of behavior were not appropriate.

This will help children interpret and get the message and help them learn to watch the show for those messages.

然而,家长不应该完全限制儿童的观看。家长应该与孩子一起观看并帮助他们理解情节。家长可以在观看过程中进行评论,然后在结尾解释信息。他们应该解释某些类型的行为是不恰当的。这将帮助儿童解读和理解信息,并帮助他们学会从这些节目中获取这些信息。

12. A) They acquire knowledge not found in books.
B) They learn how to interact with their peers.
C) They become more emotionally aggressive.
D) They get much better prepared for school.

【题目】 What does the passage say about children watching educational programs?

【翻译】 文章关于儿童观看教育节目说了什么?

- A) 他们获得了书本上找不到的知识。 B) 他们学会了如何与同龄人互动。
C) 他们在情感上变得更具攻击性。 D) 他们为上学做了更充分的准备。

【答案】 C (细节题) They become more emotionally aggressive.

【定位】 Children who spend more time watching educational programs increase their emotional aggression toward other children.

花更多时间看教育类节目的孩子, 会增加他们对其他孩子的情绪攻击性。

【信号】 话题词定位 + 反预期的负面定性。录音开头说研究发现教育节目"comes with an added lesson that influences the child's behavior", 随即点出 increase their emotional aggression toward other children——这个"与直觉相反的负面结果"正是研究要讲的核心, 是答案句的信号。

【替换】 increase their emotional aggression toward other children ↔
become more emotionally aggressive

动宾结构改写为系表结构

【排除】 A) 原词陷阱

录音确实反复说 educational、added lesson, They acquire knowledge not found in books. 顺势编出"学到书本外的知识", 但 learn the educational lesson that was intended 说的是"学到了节目本意要教的内容", 并非"书本里没有的知识", 属听到 lesson 就想选的原词陷阱。

借用原文: learn the educational lesson that was intended

B) 未提及

They learn how to interact with their peers."学会与同伴相处"听起来很像教育节目的好处, 但录音通篇讲的是孩子对其他孩子"increase emotional aggression", 恰恰是相处变差, 从未说学会良性互动, 属未提及。

D) 过度推断

They get much better prepared for school. 与录音 learn to watch the show for those messages 的方向无关, 录音从没说看节目让孩子"更适应学校"; 它借"教育"联想到"上学", 是凭常识推过头的正向结论。

-
13. A) They are far from emotionally prepared.
B) They tend to be more attracted by images.
C) They can't follow the conflicts in the show.
D) They lack the cognitive and memory skills.

【题目】 Why can't preschool children get the moral conveyed in the TV programs?

【翻译】 为什么学龄前儿童无法理解电视节目传达的道德寓意?

- A) 他们在情感上还远未做好准备。 B) 他们往往更容易被画面吸引。
C) 他们无法理解节目中的冲突。 D) 他们缺乏认知和记忆技能。

【答案】 D (细节题) They lack the cognitive and memory skills.

【定位】 That's because it requires that they understand how all the parts of the show fit together. You need pretty complicated cognitive skills and memory skills to be able to do that. These are still developing in young children.

那是因为这要求他们理解节目所有部分如何拼接在一起。要做到这点, 你需要相当复杂的认知能力和记忆能力。而这些能力在幼儿身上还在发育之中。

【信号】 因果信号 That's because 直接领出原因。 录音先说 Preschool children really don't get the moral of the story, 紧接 That's because it requires that they understand how all the parts of the show fit together——That's because 是明确的因果信号, 其后两句给出真正原因: 需要复杂的认知与记忆能力, 而幼儿这些能力还在发育。

【替换】 You need pretty complicated cognitive skills and memory skills ↔

They lack the cognitive and memory skills.

"需要却还在发育" = "缺乏"的肯否定转换

【排除】 A) 原词陷阱

录音里 emotional 多次出现 (emotional aggression、emotionally aggressive tactics) , They are far from emotionally prepared. 借这个 emotionally 编出"情绪上远未准备好", 但录音解释孩子领会不了寓意, 归因的是认知记忆能力, 而非情绪准备, 属听到 emotionally 就想选的原词陷阱。

借用原文: they may use emotionally aggressive tactics with each other

B) 未提及

They tend to be more attracted by images."更易被画面吸引"是关于幼儿看电视的常识印象, 但录音解释"领会不了寓意"时根本没提画面或图像, 属未提及。

C) 原词陷阱

录音确有 the portrayal of conflict in media 与角色间冲突的描述, They can't follow the conflicts in the show. 借 conflict 编出"跟不上剧中冲突"; 但录音说孩子缺的是把"all the parts fit together"整体串联的能力, 不是单看不懂冲突这一点, 属原词陷阱。

借用原文: it requires that they understand how all the parts of the show fit together

-
14. A) Choose appropriate programs for their children.
B) Help their children understand the program's plot.
C) Outline the program's plot for their children first.
D) Monitor their children's watching of TV programs.

【题目】 What does the passage suggest parents do?

【翻译】 文章建议家长做什么?

- A) 为孩子选择合适的节目。 B) 帮助孩子理解节目的情节。
C) 先为孩子概述节目的情节。 D) 监督孩子观看电视节目。

【答案】 B (细节题) Help their children understand the program's plot.

【定位】 Parents should instead watch with their kids and help them to understand the plot.

父母反而应该和孩子一起看, 并帮助他们理解剧情。

【信号】 建议信号 should + 转折 instead。 录音先说 parents shouldn't completely constrain children's viewing (不该完全限制孩子观看), 紧接 Parents should instead watch with their kids and help them to understand the plot——should 加 instead 的组合, 正是"否定旧做法、给出新建议"的强信号, instead 后才是真正建议。

【替换】 help them to understand the plot ↔ **Help their children understand the program's plot.**

代词还原 + 几乎同义复述

【排除】 A) 原词陷阱

录音 program/programs 多次出现, Choose appropriate programs for their children. 借此编出"为孩子挑合适的节目", 但录音的建议是陪看并帮孩子理解, 从没说"挑选节目", 属听到 programs 就想选的原词陷阱。

借用原文: Parents should instead watch with their kids and help them to understand the plot

C) 原词陷阱

Outline the program's plot for their children first. 借录音里的 plot 编出"先给孩子概述情节", 但录音说的是"帮孩子理解情节 (help them understand the plot)", 是陪着理解, 而非父母先单方面 outline, 属原词陷阱加偷换概念。

借用原文: help them to understand the plot

D) 与原文相反

Monitor their children's watching of TV programs."监督孩子看电视"听着像合理建议, 但录音明说 parents shouldn't completely constrain children's viewing——反对单纯管控, 主张陪看引导。D 取的恰是录音否定掉的方向, 属与原文相反。

借用原文: parents shouldn't completely constrain children's viewing

-
15. A) Explain its message to their children.
B) Check if their children have enjoyed it.
C) Encourage their children to retell the story.
D) Ask their children to describe its characters.

【题目】 What should parents do right after watching the TV program?

【翻译】 家长在观看完电视节目后应该立即做什么?

- A) 向孩子解释节目的寓意。 B) 检查孩子是否喜欢这个节目。 C) 鼓励孩子复述故事。
D) 让孩子描述节目中的人物。

【答案】 A (细节题) Explain its message to their children.

【定位】 Parents can comment along the way and then explain the message at the end.

父母可以在观看过程中随时点评, 然后在结尾时解释其寓意。

【信号】 时间对照 along the way 对 at the end. 录音把父母的动作按时间分两段: comment along the way (看的过程中点评) 与 explain the message at the end (在结尾解释寓意)。题干问的是 right after (看完之后), 对应的正是 at the end 这一时点的动作, 时间标志 at the end 是定位信号。

【替换】 explain the message at the end ↔ **Explain its message to their children.**

时间状语换补语, 动宾近乎照搬

【排除】 B) 未提及

Check if their children have enjoyed it. "看孩子是否喜欢"是看完节目后家长常做的常识动作, 但录音讲完后是"explain the message (解释寓意)", 从未提"问喜不喜欢", 属未提及。

C) 偷换概念

Encourage their children to retell the story. 与录音相近的是"看完后做点什么", 但录音的动作是父母"explain the message (解释寓意)", 是父母讲给孩子, 不是"鼓励孩子复述", 主语和动作都被偷换, 属偷换概念。

借用原文: explain the message at the end

D) 原词陷阱

录音结尾说父母要 explain how certain types of behavior were not appropriate (解释某些行为为何不当), Ask their children to describe its characters. 借"行为/角色"的联想编出"让孩子描述角色", 但录音是父母讲解行为是否得当, 不是让孩子描述人物, 属原词陷阱。

借用原文: explain how certain types of behavior were not appropriate

Section C

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

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

1 While it has long been a practice in Asian countries, many people in Western countries have yet to embrace the no-shoes-in-the-house rule. For many in those countries, wiping their shoes before going inside is regarded as sufficient. After all, they may think a little dirt doesn't hurt anyone. But I can give you several good reasons why people should remove their shoes before going inside their homes.

虽然在亚洲国家这早已是一种习惯, 但西方国家的许多人尚未接受进屋脱鞋的规矩。对于这些国家的许多人来说, 进门前擦擦鞋就被认为足够了。毕竟, 他们可能认为一点点灰尘不会伤害任何人。但我可以给你几个充分的理由, 说明为什么人们应该在进屋前脱掉鞋子。

2 Bacteria are everywhere. They collect on your shoes when you walk along sidewalks, public toilet floors and even office carpets. In one study conducted at an American university, researchers collected microscopic germs from footwear. They found that up to 421,000 units of bacteria can collect on the outside of a single shoe. And it only takes a little bit of dirt to damage your timber floors. The more dirt you track in, the more it scratches and the more often you'd have to clean. The extra scrubbing will harm your floors over time. Shoes can also leave marks and scratches on floors, especially high heels or shoes with pointed or hard parts. These can dent and scratch your floor. And if you live in an

apartment building, removing your noisy shoes is the polite thing to do out of consideration for your downstairs neighbors.

细菌无处不在。当你走在人行道、公共厕所地板甚至办公室地毯上时,它们就会附着在你的鞋子上。在美国一所大学进行的一项研究中,研究人员从鞋类上采集了微观细菌。他们发现,一只鞋的外部可以聚集多达421,000个细菌单位。而且只需要一点点灰尘就能损坏你的木地板。你带进来的灰尘越多,地板就越容易被刮花,你就得越频繁地清洁。额外的擦洗会随着时间的推移损害你的地板。鞋子还会在地板上留下痕迹和划痕,尤其是高跟鞋或带有尖头或硬质部分的鞋子。这些会使你的地板产生凹痕和划痕。而且如果你住在公寓楼里,脱掉你那吵闹的鞋子是出于对楼下邻居考虑的礼貌之举。

3 Walking around with bare feet is actually better for your feet. It strengthens the muscles in your feet. Though many people are accustomed to wearing shoes during all their waking hours, the more time you spend wearing shoes, the more likely you are to incur foot injuries as a result.

光脚走路实际上对你的双脚更好。它能增强你脚部的肌肉。尽管许多人习惯在醒着的所有时间里都穿着鞋,但你穿鞋的时间越长,就越有可能因此导致足部损伤。

4 And if people aren't yet convinced by my arguments, I can give one final reason. The dust and toxic chemicals you bring into your house via your shoes can deteriorate the air quality in your home. Toxic chemicals are everywhere in our lives: insect-killing chemicals used on public grass areas, cleaning chemicals on the floors of public areas. By kicking off your shoes before you enter the home, you are denying entry to these harmful chemicals.

如果人们还没有被我的论据说服,我可以给出最后一个理由。你通过鞋子带入家中的灰尘和有毒化学物质会降低家中的空气质量。有毒化学物质在我们的生活中无处不在:公共草地上使用的杀虫化学物质、公共区域地板上的清洁化学物质。通过在进门时脱掉鞋子,你就拒绝了这些有害化学物质进入家中。

5 Given the amount of time we spend in classrooms, and the number of shoes that pass through them every day, you may well understand me if I were to propose a no-shoes-in-the-classroom rule.

考虑到我们在教室里度过的时间,以及每天有多少鞋子经过教室,如果我提议实行教室内禁止穿鞋的规定,你可能会理解我。

16. A) They are afraid of injuring their feet.
B) They have never developed the habit.
C) They believe a little dirt harms no one.
D) They find it rather troublesome to do so.

【题目】 Why don't many Westerners take off shoes before entering a house?

【翻译】 为什么许多西方人在进屋前不脱鞋?

- A) 他们担心伤到自己的脚。 B) 他们从未养成这个习惯。
C) 他们认为一点脏东西不会伤害任何人。 D) 他们觉得这样做相当麻烦。

【答案】 C (细节题) They believe a little dirt harms no one.

【定位】 For many in those countries, wiping their shoes before going inside is regarded as sufficient. After all, they may think a little dirt doesn't hurt anyone.

对那些国家的许多人来说，进门前把鞋蹭一蹭就算够了。毕竟，他们也许觉得一点脏东西伤不了谁。

【信号】 **After all** 引出真实想法。答案落在 After all, they may think a little dirt doesn't hurt anyone. 这句，信号词是 After all——它引出“人们之所以不脱鞋”背后的真实想法，是这道原因题的落点。

【替换】 a little dirt doesn't hurt anyone ↔ **a little dirt harms no one**

同义改写：hurt anyone = harm no one

【排除】 A) **原词陷阱**

They are afraid of injuring their feet. 盗用了原文 incur foot injuries 这个“脚受伤”的字眼，但原文那句是说“穿鞋越久越容易伤脚”，是赤脚有益的论据，根本不是“西方人不脱鞋的原因”，属听到“伤脚”就误选。

借用原文：the more likely you are to incur foot injuries

B)

They have never developed the habit. 听上去合理，但原文只说脱鞋 has long been a practice in Asian countries、西方人 have yet to embrace the no-shoes-in-the-house rule，是在陈述“做不做”的现状，从未把“没养成习惯”点为他们不脱鞋的原因，属原文未明说的推断。

借用原文：many people in Western countries have yet to embrace the no-shoes-in-the-house rule

D)

They find it rather troublesome to do so. 在原文里找不到对应——说话人只说他们觉得蹭蹭鞋 is regarded as sufficient（就够了），从没说他们“嫌脱鞋麻烦”，这是凭生活常识脑补出来的，属未提及。

17. A) Different types of bacteria existed on public-toilet floors.

B) There were more bacteria on sidewalks than in the home.

C) Office carpets collected more bacteria than elsewhere.

D) A large number of bacteria collected on a single shoe.

【题目】 What is the finding of one study by researchers at an American university?

【翻译】 美国一所大学的研究人员进行的一项研究有什么发现？

A) 公共厕所地板上存在不同类型的细菌。 B) 人行道上的细菌比家中的多。

C) 办公室地毯比其他地方收集的细菌更多。 D) 单只鞋子上收集了大量细菌。

【答案】 **D** (细节题) A large number of bacteria collected on a single shoe.

【定位】 In one study conducted at an American university, researchers collected microscopic germs from footwear. They found that up to 421,000 units of bacteria can collect on the outside of a single shoe.

在美国一所大学开展的一项研究中，研究人员从鞋上采集了微观细菌。他们发现，一只鞋的外侧最多可聚集多达 42.1 万个单位的细菌。

【信号】 They found 引出研究结论。 信号是 In one study conducted at an American university 点出研究，紧接 They found that up to 421,000 units of bacteria can collect on the outside of a single shoe 用 "They found" 抛出具体的发现——一只鞋上多达 42.1 万单位细菌，这就是答案句。

【替换】 up to 421,000 units of bacteria can collect on the outside of a single shoe ↔

A large number of bacteria collected on a single shoe

具体数字概括为 a large number

【排除】 A)

Different types of bacteria existed on public-toilet floors. 盗用原文 public toilet floors 这个原词，但那句 They collect on your shoes when you walk along sidewalks, public toilet floors and even office carpets 是泛说 "细菌哪里都有"，并非那项研究的发现；且 "不同种类的细菌" 原文也没提，属张冠李戴加无中生有。

借用原文：public toilet floors

B)

There were more bacteria on sidewalks than in the home. 盗用 sidewalks 一词，但原文只把人行道与公厕、办公室地毯并列说 "都会沾菌"，从没拿 "人行道" 和 "家中" 作 more...than 的比较，这个比较是凭空加上去的。

借用原文：when you walk along sidewalks, public toilet floors and even office carpets

C)

Office carpets collected more bacteria than elsewhere. 盗用原文 office carpets，但原文只把办公室地毯当作 "也会沾菌" 的并列地点之一，还用 even 表示 "连地毯都沾"，绝没有说它 "比别处收集得多"，属偷换为最高级/比较级。

借用原文：and even office carpets

18. A) The chemicals on shoes can deteriorate air quality.

B) Shoes can upset family members with their noise.

C) The marks left by shoes are hard to erase.

D) Shoes can leave scratches on the floor.

【题目】 What is the final reason the speaker gives for removing shoes before entering a house?

【翻译】 说话者给出的进屋前脱鞋的最后一个理由是什么？

A) 鞋子上的化学物质会使空气质量恶化。 B) 鞋子的噪音会打扰家庭成员。

C) 鞋子留下的痕迹很难清除。 D) 鞋子会在地板上留下划痕。

【答案】 **A** (细节题) The chemicals on shoes can deteriorate air quality.

【定位】 And if people aren't yet convinced by my arguments, I can give one final reason. The dust and toxic chemicals you bring into your house via your shoes can deteriorate the air quality in your home.

如果有人还没被我的论据说服，我可以再给出最后一个理由。你通过鞋子带进家里的灰尘和有毒化学物质，会让家中的空气质量变差。

【信号】 **one final reason 标志收尾理由**。信号是 I can give one final reason——"one final reason" 明确宣告这是最后一个理由，紧跟其后的 The dust and toxic chemicals you bring into your house via your shoes can deteriorate the air quality in your home 即答案句。

【替换】 toxic chemicals you bring into your house via your shoes can deteriorate the air quality ↔

The chemicals on shoes can deteriorate air quality

几乎同义、deteriorate 原样保留

【排除】 B)

Shoes can upset family members with their noise. 盗用第 2 段 removing your noisy shoes is the polite thing to do 里的 "noisy/噪音" 概念，但原文那是说为楼下邻居着想，针对的是 downstairs neighbors 而非 family members，且它出现在中间、不是 "最后一个" 理由，属张冠李戴加位置错位。

借用原文：removing your noisy shoes is the polite thing to do out of consideration for your downstairs neighbors

C) **未提及**

The marks left by shoes are hard to erase. 盗用第 2 段 leave marks and scratches on floors 的 "marks"，但原文只说鞋会留下痕迹划痕、会损伤地板，从没说这些痕迹 "难以清除"，"hard to erase" 是脑补；而且这属第 2 段的地板理由，不是最后理由。

借用原文：Shoes can also leave marks and scratches on floors

D)

Shoes can leave scratches on the floor. 几乎照搬第 2 段原词 leave marks and scratches on floors，内容原文确实说了，但它是中间列举的地板理由之一，不是题目要的 "one final reason"，属答非所问的原词陷阱。

借用原文：Shoes can also leave marks and scratches on floors, especially high heels

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

1 Emotions are an essential and inseparable part of our consciousness. They are part of a built-in mechanism, which allows us to cope with the ups and downs of our lives both physically and mentally. When we hide our emotions and our true feelings, we stop being genuine, spontaneous and authentic in our relationships. When we put on cultivated and polished faces in the company of others, we stop being true to ourselves. Socially, it may be a good tactic to hide our true emotions, but morally it is also a breach of faith and trust. Although humans are more advanced and intelligent, animals are more genuine

and authentic in their behavior and responses than human beings. The more educated we are, the less transparent and reliable we become. We are drawn to our pets because pets do not lie.

情绪是我们意识中不可或缺的重要组成部分。它们是内置机制的一部分,使我们能够在身体和精神上应对生活中的起起落落。当我们隐藏自己的情绪和真实感受时,我们在人际关系中就不再真诚、自然和真实。当我们在他人面前戴上精心修饰的面具时,我们就不再忠于自己。从社交角度看,隐藏真实情绪可能是一种好策略,但从道德角度看,这也是对信念和信任的背叛。尽管人类更先进、更聪明,但动物在行为和反应上比人类更真实、更纯粹。我们受教育程度越高,就变得越不透明、越不可靠。我们被宠物吸引,是因为宠物不会说谎。

2 One of the first steps in dealing with emotions such as anger or fear is to acknowledge them as normal and human. There is nothing sinful or immoral about being emotional, unless your emotions make you inhuman, insensitive and cruel to others. Feelings of guilt associated with emotions are more devastating and damaging than the experience of emotion itself. So when you deal with the problem of emotions, you should learn not only how to control them but also how to accept them and manage the guilt and anguish arising from them.

处理愤怒或恐惧等情绪的第一步之一是承认它们是正常的、人性的。情绪化本身并无罪恶或不道德可言,除非你的情绪让你变得不人道、麻木不仁和对他人残酷。与情绪相关的内疚感比情绪体验本身更具毁灭性和破坏性。因此,当你处理情绪问题时,不仅要学会如何控制它们,还要学会如何接受它们,并管理由此产生的内疚和痛苦。

3 Our brains are made up of a primitive inner core and a more evolved and rational outer core. Most of the time, the rational part of the mind controls the information coming from the primitive core and makes its own decisions as to what to do and how to respond. However, during critical situations, especially when a threat is perceived, the outer core loses control and fails to regulate the impulses and instinctual responses coming from the primitive brain. As a result, we let disturbing thoughts and emotions arise in our consciousness and surrender to our primitive behavior.

我们的大脑由原始的内核和更进化、更理性的外核组成。大多数时候,大脑的理性部分控制着来自原始核心的信息,并自主决定做什么和如何回应。然而,在危急情况下,尤其是当感知到威胁时,外核就会失去控制,无法调节来自原始大脑的冲动和本能反应。结果,我们让令人不安的想法和情绪在意识中升起,并屈服于我们的原始行为。

4 In times of emotional turmoil, remember that emotions arise because your senses are wired to the primitive part of your mind which is self-regulated, autonomous and spontaneous. Your rational mind does not always deal with the messages coming from it effectively. These messages are part of your survival mechanism and should not be stifled simply because emotions are unhealthy and betray your weaknesses. When emotions arise, instead of stifling them, pay attention to them and try to understand the messages they are trying to deliver. This way you make use of your emotions without losing your balance and inner stability.

在情绪动荡时期,请记住情绪之所以产生,是因为你的感官与大脑的原始部分相连,而这部分是自我调节、自主和自发的。你的理性思维并不总能有效处理来自它的信息。这些信息是你生存机制的一部分,不应仅仅因为情绪不健康且暴露了你的弱点就被压制。当情绪产生时,不要压制它们,而要关注它们,试着理解它们试图传达的信息。这样你就能利用自己的情绪,而不会失去平衡和内在稳定。

19. A) It is sinful and immoral.
B) It is deemed uncivilized.
C) It is an uncontrollable behavior.
D) It is a violation of faith and trust.

【题目】 What does the speaker say about hiding one's emotions?

【翻译】 说话者关于隐藏情绪说了什么？

- A) 这是有罪的和道德的。 B) 这被认为是不文明的。 C) 这是一种无法控制的行为。
D) 这是对信念和信任的违背。

【答案】 D (态度观点题) It is a violation of faith and trust.

【定位】 Socially, it may be a good tactic to hide our true emotions, but morally it is also a breach of faith and trust.

在社交上，隐藏真实情绪也许是个不错的策略，但在道德上，它也是一种对信任的背弃。

【信号】 转折 but + morally 后才是真意。前半 Socially, it may be a good tactic 是退一步的让步，真正的定性在 but morally it is also a breach of faith and trust，转折词 but 与立场状语 morally 之后那句才是说话人的态度落点。

【替换】 a breach of faith and trust ↔ a violation of faith and trust

breach = violation 近义替换

【排除】 A) 原词陷阱

It is sinful and immoral. 借用了第二段 There is nothing sinful or immoral about being emotional 里的原词，但那是在说"有情绪本身"并不可耻，且原文用的是 nothing... 的否定，与"隐藏情绪"无关。

借用原文：There is nothing sinful or immoral about being emotional

B) 未提及

It is deemed uncivilized. 说"被视为不文明"，但录音通篇没把隐藏情绪定性为"不文明"，属凭常识臆测的无中生有。

C) 张冠李戴

It is an uncontrollable behavior. 的"控制"主题来自第二、三段讲情绪如何被理性脑调控，与"隐藏情绪是何性质"无关，且原文从未说隐藏情绪"无法控制"。

借用原文：the rational part of the mind controls the information

-
20. A) Assess their consequences.
B) Guard against their harm.
C) Accept them as normal.
D) Find out their causes.

【题目】 What should we do first in dealing with emotions?

【翻译】在处理情绪时我们首先应该做什么？

- A) 评估它们的后果。 B) 防范它们的危害。 C) 接受它们是正常的。
D) 找出它们的原因。

【答案】C (细节题) Accept them as normal.

【定位】One of the first steps in dealing with emotions such as anger or fear is to acknowledge them as normal and human.

处理愤怒或恐惧这类情绪的第一步，是承认它们是正常的、属于人之常情的。

【信号】首步标志 **one of the first steps**。One of the first steps in dealing with emotions 直接对应题干的 do first，是明确的首步信号，其后的 to acknowledge them as normal and human 就是要做的第一步动作。

【替换】to acknowledge them as normal and human ↔ **Accept them as normal.**

acknowledge≈accept、保留 as normal

【排除】A) 答非所问

Assess their consequences. 中的"后果"虽与第二段 more devastating and damaging 的语气沾边，但原文从未把"评估后果"列为第一步，是借语气制造的答非所问。

借用原文：more devastating and damaging than the experience of emotion itself

B) 与原文相反

Guard against their harm. 主张"提防情绪的危害"，但本段恰恰说"有情绪没什么可耻"、要接纳，立场相反，并非要防备情绪。

借用原文：acknowledge them as normal and human

D) 未提及

Find out their causes. 说找出情绪的成因，录音里并未把"找原因"列为处理情绪的第一步，属凭常识联想的无中生有。

21. A) Try to understand what messages they convey.

B) Pay attention to their possible consequences.

C) Consider them from different perspectives.

D) Make sure they are brought under control.

【题目】What are we advised to do when emotions arise?

【翻译】当情绪出现时,我们被建议做什么？

- A) 试着理解它们传达了什么信息。 B) 注意它们可能产生的后果。
C) 从不同的角度考虑它们。 D) 确保它们得到控制。

【答案】A (细节题) Try to understand what messages they convey.

【定位】When emotions arise, instead of stifling them, pay attention to them and try to understand the messages they are trying to deliver.

当情绪升起时，不要压抑它们，而要留意它们，并试着理解它们想要传达的信息。

【信号】建议信号 **instead of...pay attention to**。情境词 When emotions arise 与题干完全对应，紧跟的 instead of stifling them, pay attention to them and try to understand the messages they are trying to deliver 是明确建议句，instead of (而不是) 排除了"压抑"、点出真正主张。

【替换】try to understand the messages they are trying to deliver ↔

Try to understand what messages they convey.

deliver=convey、句式微调

【排除】B) **原词陷阱**

Pay attention to their possible consequences. 用了 pay attention to (原文确有 pay attention to them)，却把宾语偷换成 consequences —— 原文要留意的是情绪本身/其信息，不是后果。

借用原文：pay attention to them

C) **未提及**

Consider them from different perspectives. 说"从不同角度看待"，录音末段并无"多角度"之说，属听起来不错但原文没有的无中生有。

D) **与原文相反**

Make sure they are brought under control. 借了全文反复出现的 control，但末段恰恰主张 instead of stifling them —— 不要压制、而要倾听，方向正相反。

借用原文：instead of stifling them

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

1 Good morning, class. My topic today is how to feed a hungry world. The world's population is expected to grow from 6.8 billion today to 9.1 billion by 2050. Meanwhile, the world's population more than doubled from 3 billion between 1961 and 2007. Simultaneously, food production has been constrained by a lack of scientific research. Still, the task of feeding the world's population in 2050 seems easily possible.

早上好,同学们。我今天的主题是如何养活一个饥饿的世界。预计世界人口将从今天的68亿增长到2050年的91亿。与此同时,世界人口在1961年至2007年间从30亿增长了一倍多。同时,粮食生产因缺乏科学研究而受到限制。尽管如此,在2050年养活世界人口的任务似乎完全可行。

2 What is needed is a second green revolution. This is an approach that is described as the sustainable growth of global agriculture. Such a revolution will require a wholesale shift of priorities in agricultural research. There is an urgent need for new crop varieties. They must offer higher yields but use less water, nitrogen-rich fertilizers or other inputs. These new crops must also be more resistant to drought, heat and pests. Equally crucial is lower-tech research into basics such as crop rotation and mixed farming of animals and plants on small farms.

需要的是第二次绿色革命。这是一种被描述为全球农业可持续增长的方法。这样的革命将需要农业研究优先事项的全面转变。迫切需要新的作物品种。它们必须提供更高的产量,但使用更少的水、富氮肥料或其他

投入。这些新作物还必须更能抵抗干旱、高温和害虫。同样重要的是对轮作以及小型农场动植物混合种养等基础知识的低技术研究。

3 Developing nations could score substantial gains in productivity by making better use of modern technologies and practices. But that requires money. It is estimated that to meet the 2050 challenge, investment must double to 83 billion US dollars a year. Most of that money needs to go towards improving agricultural infrastructure. Everything from production to storage and processing must improve. However, research agendas need to be focused on the needs of the poorest and most resource-limited countries. It is there that most of the world's population lives and it is there the population growth over the next decades will be the greatest.

发展中国家可以通过更好地利用现代技术和实践在生产方面取得实质性收益。但这需要资金。据估计,要应对2050年的挑战,投资必须翻倍至每年830亿美元。这笔钱的大部分需要用于改善农业基础设施。从生产到储存和加工的一切都必须改进。然而,研究议程需要集中在最贫困和资源最有限的国家的需求上。世界上大多数人口生活在那里,未来几十年人口增长最大的也将是那里。

4 To their credit, the world's agricultural scientists are embracing such a broad view. In March, for example, they came together at the first Global Conference on Agricultural Research to begin working out how to change research agendas to help meet the needs of farmers in poorer nations. But these plans will not bear fruit unless they get considerably more support from policy-makers.

值得称赞的是,世界各地的农业科学家正在接受这样一种广阔的视野。例如,今年3月,他们在首届全球农业研究大会上齐聚一堂,开始研究如何改变研究议程以帮助满足贫困国家农民的需求。但除非这些计划得到政策制定者更多的支持,否则不会取得成果。

5 The growth in public agricultural-research spending peaked in the 1970s and has been shrinking ever since. The big exception is China, where spending has far surpassed other countries over the past decade. China seems set to transition to become the key supplier of relevant science and technology to poorer countries. But developed countries have a humanitarian responsibility too. Calls by scientists for large increases in the appropriation of funds for public spending on agricultural research are more than justified.

公共农业研究支出的增长在20世纪70年代达到顶峰,此后一直在萎缩。最大的例外是中国,在过去十年中,中国的支出远远超过其他国家。中国似乎将转型成为向贫困国家提供相关科学技术的关键供应国。但发达国家也负有人道主义责任。科学家呼吁大幅增加公共农业研究支出的拨款是完全合理的。

22. A) Cultivation of new varieties of crops.
B) Measures to cope with climate change.
C) Development of more effective pesticides.
D) Application of more nitrogen-rich fertilizers.

【题目】 What is an urgent need for feeding the world's population in 2050, according to the speaker?

【翻译】 根据说话者所说,到2050年养活世界人口的迫切需求是什么?

- A) 培育新品种作物。 B) 应对气候变化的措施。 C) 开发更有效的杀虫剂。
D) 施用更多富氮肥料。

【答案】 **A** (细节题) Cultivation of new varieties of crops.

【定位】 There is an urgent need for new crop varieties.

迫切需要新的作物品种。

【信号】 **urgent need 强调信号**。题干钩子词在第二段原句 There is an urgent need for new crop varieties 里几乎原样出现,urgent need 这一强调结构直接顶出了答案对象 new crop varieties,这就是答案句信号。

【替换】 new crop varieties ↔ **Cultivation of new varieties of crops**

同概念换序改写

【排除】 B) **过度推断**

录音确实说新品种要 more resistant to drought, heat and pests(抗旱、抗热、抗虫),B 把"抗热"过度引申成 Measures to cope with climate change(应对气候变化),拔高了原文,录音并未把"应对气候变化"列为急需。

借用原文: more resistant to drought, heat and pests

C) **原词陷阱**

C 的 pesticides(农药)是借录音 more resistant to ... pests 里的 pests(害虫)来诱选,但录音讲的是"新品种本身要抗虫",根本没提"研发更有效的农药",方向相反。

借用原文: more resistant to drought, heat and pests

D) **与原文相反**

D 直接盗用录音原词 nitrogen-rich fertilizers,但录音说新品种要 use less water, nitrogen-rich fertilizers or other inputs(少用水、少用氮肥),D 却说 Application of more nitrogen-rich fertilizers(施更多氮肥),把"少用"反成了"多用"。

借用原文: use less water, nitrogen-rich fertilizers or other inputs

23. A) The expansion of farmland in developing countries.

B) The research on crop rotation in developing countries.

C) The cooperation of the world's agricultural scientists.

D) The improvement of agricultural infrastructure.

【题目】 **Where should most of the money be invested to feed the ever-growing population?**

【翻译】 为了养活不断增长的人口,大部分资金应该投资在哪里?

A) 发展中国家的农田扩张。 B) 发展中国家的轮作研究。

C) 世界各国农业科学家的合作。 D) 农业基础设施的改善。

【答案】 **D** (细节题) The improvement of agricultural infrastructure.

【定位】 Most of that money needs to go towards improving agricultural infrastructure.

那笔钱的大部分需要用于改善农业基础设施。

【信号】 **Most of money go towards 直陈投向。** 第三段原句 Most of that money needs to go towards improving agricultural infrastructure 与题干 most of the money 措辞对应,go towards 直接交代了钱的去向,是答案句的明确信号。

【替换】 improving agricultural infrastructure ↔ **The improvement of agricultural infrastructure**
动词名词化改写

【排除】 A) **未提及**

A 借 Developing nations 这个原词造"发展中国家"的熟悉感,但录音讲的是发展中国家"更好地运用现代技术"来增产,从未提 expansion of farmland(扩大耕地),属无中生有。

借用原文: Developing nations could score substantial gains in productivity by making better use of modern technologies and practices

B) **原词陷阱**

B 的 crop rotation 盗自第二段 crop rotation and mixed farming,那是讲"需要低技术研究的基础项",和本题"钱投在哪"无关;B 把跨段细节硬拼成投资对象,答非所问。

借用原文: crop rotation and mixed farming of animals and plants on small farms

C) **张冠李戴**

C 的 cooperation of the world's agricultural scientists 来自第四段 the world's agricultural scientists are embracing such a broad view 一带的内容,讲的是科学家联手开会,与本题"钱主要投哪"是两码事,张冠李戴。

借用原文: the world's agricultural scientists are embracing such a broad view

24. A) For encouraging farmers to embrace new farming techniques.

B) For aligning their research with advances in farming technology.

C) For turning their focus to the needs of farmers in poorer countries.

D) For cooperating closely with policymakers in developing countries.

【题目】 **Why does the speaker give credit to the world's agricultural scientists?**

【翻译】 说话者为什么称赞世界各国的农业科学家?

A) 因为鼓励农民接受新的耕作技术。 B) 因为使他们的研究与农业技术进步保持一致。

C) 因为将他们的重点转向较贫穷国家农民的需求。

D) 因为与发展中国的政策制定者密切合作。

【答案】 **C** (细节题) For turning their focus to the needs of farmers in poorer countries.

【定位】 To their credit, the world's agricultural scientists are embracing such a broad view. In March, for example, they came together at the first Global Conference on Agricultural Research to begin working out how to change research agendas to help meet the needs of farmers in poorer nations.

值得称道的是,全球农业科学家们正在接受这样一种宽阔的视野。比如今年三月,他们齐聚首届全球农业研究大会,着手研究如何调整研究议程,以帮助满足较贫困国家农民的需求。

【信号】 **To their credit 表扬信号引出原因。** 第四段以 To their credit(值得称道的是)这一肯定信号开头,紧跟 came together at the first Global Conference(齐聚大会)交代了被表扬的具体做法——科学家联手合作,这正是答案理由。

【替换】 they came together at the first Global Conference on Agricultural Research ↔

The cooperation of the world's agricultural scientists

具体行为概括为合作

【排除】 A) **未提及**

A 的 new farming techniques 让人联想第二段讲新品种/新技术,但录音从未说科学家"鼓励农民采纳新技术";被表扬的是科学家联手开会,A 是无中生有的理由。

B) **偷换概念**

B 盗用录音 change research agendas(调整研究议程)制造熟悉感,但录音说调整议程是"为满足穷国农民需求",B 却说成 aligning their research with advances in farming technology(让研究对齐农业技术进步),偷换了目的。

借用原文: change research agendas to help meet the needs of farmers in poorer nations

D) **原词陷阱**

D 借第四段末 policy-makers 原词诱选,但录音说的是 these plans will not bear fruit unless they get considerably more support from policy-makers(除非获得政策制定者更多支持,计划才能见效)——这是"尚缺的条件",而非科学家已做、被表扬的事,方向错位。

借用原文: these plans will not bear fruit unless they get considerably more support from policy-makers

-
25. A) Rapid transition to become a food exporter.
B) Substantial funding in agricultural research.
C) Quick rise to become a leading grain producer.
D) Assumption of humanitarian responsibilities.

【题目】 **What makes China exceptional in comparison with the rest of the world?**

【翻译】 与世界其他地区相比,是什么使中国与众不同?

- A) 快速转型成为粮食出口国。 B) 农业研究方面的大量资金投入。
C) 迅速崛起成为主要粮食生产国。 D) 承担人道主义责任。

【答案】 **B** (细节题) Substantial funding in agricultural research.

【定位】 The big exception is China, where spending has far surpassed other countries over the past decade.

最大的例外是中国,过去十年里中国的(农业研究)支出远远超过其他国家。

【信号】 **The big exception 例外信号。** 第五段 The big exception is China 用 exception 与题干 exceptional 直接呼应,紧跟 spending has far surpassed other countries 交代了中国例外之处——研究支出远超他国,这就是答案句。

【替换】 spending has far surpassed other countries ↔ Substantial funding in agricultural research
支出远超=大量投入

【排除】 A) 偷换概念

录音讲中国 transition to become the key supplier of relevant science and technology(转为向穷国供应相关科技),A 把 supplier/transition 误读成 transition to become a food exporter(转为粮食出口国),录音从没说中国成为粮食出口国。

借用原文: transition to become the key supplier of relevant science and technology to poorer countries

C) 未提及

C 的 leading grain producer(领先产粮国)蹭了全篇"粮食/农业"的主题词,但录音讲中国例外是因为研究"支出"远超他国,完全没说中国是产粮大国,无中生有。

D) 张冠李戴

D 盗用录音 humanitarian responsibility 原词,但那句是 developed countries have a humanitarian responsibility too(发达国家也有人道责任),主语是"发达国家",不是中国;D 把这责任安到中国头上,张冠李戴。

借用原文: developed countries have a humanitarian responsibility too

SENTENCE INSIGHTS • 句子精讲

52 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。

With me today is Meghan Brown, an environmental activist whose controversial new book Beyond Recycling is making headlines.

第1段, 第2句

句子涵盖倒装结构、同位语、定语从句、主系表结构、现在进行时等多种成分和结构, 适合练习识别主语在倒装句中的位置、区分同位语与定语从句的作用、分析从句内部的主谓宾结构。易错点包括倒装主语的定位和同位语范围的划分。

Thanks for having me today.

第2段, 第2句

成分单一(谓语、省略主语、一个状语), 可用于入门练习识别省略主语的祈使句和介词短语状语, 但成分种类少、无易错点, 训练价值有限。

W: I'm aware of those claims, but they simply aren't true.

第4段，第1句

"but" 连接的并列转折句在真题中较常见，但本句结构过于简单，两个分句都是基础主系表，缺少真题常考的复杂修饰或从句结构，代表性一般。

People who haven't read the book are making assumptions about my arguments.

第4段，第2句

限制性定语从句修饰主语、现在进行时表达正在进行的动作、现在完成时表示对现在的影响，这些都是四六级和考研阅读中高频出现的句式。掌握这类主语带定语从句的结构后，可以迁移到大量类似句子的理解和分析中。

So they're depicting me as a radical animal rights activist and environmentalist determined to force my beliefs on others.

第4段，第4句

"depict sb as sth" 这一结构在阅读理解和写作中较为常见，属于典型的主谓宾补句型。后置定语修饰名词也是高频句式。掌握此句型有助于理解大量类似表达。

W: I'd love it if people choose to live as I do.

第6段，第1句

句子涵盖形式宾语、宾语从句、方式状语从句、不定式作宾语等多种成分，且 "it" 作形式宾语是常见易错点，训练价值较高。

But my life choices are based on my personal convictions.

第6段，第2句

"be based on" 是四六级和考研阅读中的高频搭配，被动语态的简单句也是常见句式，具有一定的代表性和迁移价值，但句子整体过于简单，缺少从句等复杂结构，典型性中等

They aren't my recommendations for others who don't share those convictions.

第6段，第3句

"主系表 + 介词短语 + 限制性定语从句" 是四六级和考研阅读中的高频结构，用于表达限定条件或排除某些对象，学习后可迁移到大量类似句式，代表性较强。

M: Well, in this excerpt from your book, you argue that meat consumption and private transport are devastating the environment and that the best choices for the planet are vegetarian diets and public transport.

第7段，第1句

动词 argue 后接并列宾语从句的结构 (argue that... and that...) 在议论文、新闻报道、学术写作中高频出现，属于典型的观点引述或论证句式；掌握后可迁移至类似动词 (claim、suggest、believe 等) 的用法，复用性强。

W: I did write that.

第8段，第1句

覆盖主谓宾三个核心成分，可以练习识别助动词强调结构和代词宾语，但成分种类单一（无定状补、无从句、无特殊结构），练习广度有限

Plus, the money generated would be allocated to environmental protection, which benefits everyone.

第10段，第2句

"主句 + 非限制性定语从句" 是四六级和考研阅读中的高频句式。被动语态、过去将来时、关系代词引导从句都是考试常见考点，句式典型性较高，掌握后可迁移到大量真题句子。

What do we learn about the woman's new book?

第1题 题干

特殊疑问句是四六级听力和考研阅读中的高频句式，尤其是"What do/does/did + 主语 + 动词原形"的提问结构在听力题干和阅读细节题中反复出现。掌握此句型可直接迁移到大量真题场景，典型性较高。

It has given rise to much controversy.

第1题，A

这种"主语 + 现在完成时谓语 + 固定搭配宾语"的句型很常见，考试和阅读里都经常出现。掌握后可迁移到许多同类句子。

All too often, people give up at the first hurdle.

第7段，第2句

简单句结构在真题中常见，但本句的句首频率状语 + 不及物短语动词 + 介词短语状语的组合并非高频考点句式。结构本身有一定代表性（简单句的典型语序），但不属于需要重点掌握的复杂句式（如定语从句、状语从句、强调句等），典型性中等。

They are usually good at cooperating with people and understanding the needs of others.

第8段，第2句

主系表结构 + be good at doing 是常见基础句式，在四六级/考研阅读中频繁出现，具有一定代表性。但整句过于简单，缺少复杂修饰或从句，典型性中等偏下。

There's a prerequisite, that is, you have to work in an environment that nurtures passion.

第12段，第2句

覆盖主语、谓语、宾语、地点状语、同位语从句、定语从句等多种成分；同位语从句和定语从句的识别是常考易错点；定语从句中关系代词 that 作主语也是重要考点。成分种类丰富，训练价值较高。

What do successful people attribute their achievements to?

第6题 题干

特殊疑问句是四六级和考研阅读理解中的常见句式，attribute A to B 的固定搭配以及疑问词前置的倒装结构也是典型考点，掌握本句结构可迁移到大量同类疑问句的理解中

What do successful people do when faced with difficulties?

第7题 题干

特殊疑问句加时间状语从句的组合是四六级和考研阅读理解中的高频句式；从句中的省略结构（省略主语和 be 动词）也是考试常考语法点；“be faced with” 固定搭配常出现在写作和翻译题中，结构具有很强的代表性

They adjust their goals accordingly.

第7题，A

覆盖主谓宾状四种基本成分，结构简单但完整；状语"accordingly"位于句末，是常见位置，可作为初学者熟悉状语位置的入门例句，但无复杂修饰或易错点，训练价值有限。

The truth is that all 1100 bat species can see and often their vision is pretty good, although not as excellent as other night-hunting animals.

第1段，第2句

句中涵盖主系表结构、表语从句、情态动词谓语、并列谓语、让步状语从句、比较结构、省略主谓等多种成分和结构，成分种类丰富。让步从句的省略和并列分句的主语切换是易错点，适合作为成分划分练习句，训练价值较高。

For example, Flying Foxes not only see well during daylight, but can also distinguish colors.

第2段，第5句

not only ... but also 并列结构在四六级和考研阅读中频繁出现，是常考句式之一，本句的并列谓语用法和状语配置具有较强的代表性和迁移价值

When we consider the nightly lifestyle of these bats, we will see they have to be sensitive to the changing light levels because this is how they sense when to start hunting.

第3段，第4句

全句覆盖主谓宾、主系表、时间状语从句、宾语从句、原因状语从句、表语从句、疑问词加不定式作宾语等多种成分类型和结构，且宾语从句省略连接词 that、疑问词加不定式作宾语都是常见易错点，成分丰富、训练价值高。

Moreover, vision is used by micro bats to travel over long distances, beyond the range of echolocation.

第3段，第5句

被动语态句 + 不定式目的状语 + 介词短语补充说明，是四六级和考研阅读中的高频句式。掌握后可迁移到大量科技说明文和学术文本的长句分析中。

So the truth is, there are no bats which are naturally blind.

第4段，第1句

本句结构在考试中高度典型:主系表 + 表语从句的框架常见于说明观点或定义类句子,there be 句型是基础必考结构,定语从句修饰名词是阅读理解的高频考点。掌握本句的分析方法可直接迁移到大量类似真题句式。

Their ancestor is different from that of micro bats.

第9题，D

主系表结构是英语基本句型之一，常见于科普说明和比较句式中，具有一定代表性，但本句过于简短、未涉及常考的从句或复杂修饰，迁移价值有限。

That's because it requires that they understand how all the parts of the show fit together.

第2段，第7句

本句覆盖主系表、主谓宾等多种基本句型，涉及表语从句、宾语从句、疑问从句等多种从句充当不同成分，可同时训练系动词后接表语从句、及物动词后接宾语从句、疑问词引导宾语从句等常见易错点，成分划分训练价值较高。

Parents should instead watch with their kids and help them to understand the plot.

第3段，第2句

这种"主语 + 情态动词 + 并列动作 + 不定式补足内容"的句式很常见，阅读和写作里都很容易遇到。掌握后可迁移到大量建议类和说明类句子。

They are far from emotionally prepared.

第13题，A

主系表结构是常见基础句型，但 far from 这种否定意味的介词短语在考试中出现频率不算高；整体结构过于简单，不能代表考试中常见的复杂长句

While it has long been a practice in Asian countries, many people in Western countries have yet to embrace the no-shoes-in-the-house rule.

第1段，第1句

"While 从句, 主句" 这种对比或让步状语从句前置的结构，在四六级和考研阅读中高频出现。现在完成时与一般现在时的对比使用、"have yet to" 固定搭配、后置定语修饰主语，都是真题中的典型考点。掌握本句结构后可大量复用到类似句式

For many in those countries, wiping their shoes before going inside is regarded as sufficient.

第1段，第2句

动名词短语作主语 + 被动语态是四六级和考研阅读中的高频句式,且 "regard A as B" 的被动转换也是常考结构,典型性强,掌握后可迁移到大量同类句子

After all, they may think a little dirt doesn't hurt anyone.

第1段，第3句

情态动词加 think 引出宾语从句的结构在四六级和考研阅读中高频出现，属于表达观点和推测的典型句式。句首插入语 After all 的用法也常见于议论文和说明文。结构具有较强的代表性和可迁移性。

But I can give you several good reasons why people should remove their shoes before going inside their homes.

第1段，第4句

本句涵盖了双宾语结构 (give you reasons)、限制性定语从句 (why 引导)、时间状语 (before going inside their homes)，以及情态动词的谓语结构，成分类型丰富。双宾语和定语从句都是容易混淆的考点，适合作为成分划分的练习句。

And it only takes a little bit of dirt to damage your timber floors.

第2段，第5句

"it takes ... to do" 是四六级和考研阅读中的高频句型，用于表达"做某事需要某条件"，学会此结构可在大量语境中复用，典型性较高。

The more dirt you track in, the more it scratches and the more often you'd have to clean.

第2段，第6句

"the more...the more" 递进句式在四六级和考研阅读中频繁出现,且本句结合定语从句和并列结构,是典型的复合句式,掌握后可广泛迁移到其他比较和因果递进句型。

Though many people are accustomed to wearing shoes during all their waking hours, the more time you spend wearing shoes, the more likely you are to incur foot injuries as a result.

第3段，第3句

让步状语从句 + 主句的结构在四六级和考研阅读中高频出现,the more..., the more... 比较句式也是常考句型。本句结构具有很强的代表性,掌握后可迁移到大量类似长难句。

Given the amount of time we spend in classrooms, and the number of shoes that pass through them every day, you may well understand me if I were to propose a no-shoes-in-the-classroom rule.

第5段，第1句

成分种类丰富且包含多个易错点：省略关系代词的定语从句、情态动词谓语、虚拟语气的 were to 结构、多个状语类型(地点、时间、条件)、定语从句中关系代词充当主语。这些都是学生常混淆的成分，作为划分练习能覆盖多个知识点，训练价值高。

Why don't many Westerners take off shoes before entering a house?

第16题 题干

疑问句加时间状语从句（或状语短语）是四六级和考研阅读中常见的句式，尤其"Why + 助动词否定 + 主语 + 谓语"的反问或疑问句型频繁出现。本句结构简洁且典型，掌握后可迁移到大量类似疑问句分析中。

They are afraid of injuring their feet.

第16题，A

主系表加介词短语状语是常见句式，"be afraid of doing"的固定搭配在四六级、考研阅读中频繁出现，具有一定代表性；但整体结构过于简单，不如含从句或复杂修饰的句子典型。

They find it rather troublesome to do so.

第16题, D

这种“形式宾语加不定式后置”的句式非常典型, 阅读和考试里都常见。掌握后可以迁移到 "find it difficult to..."、"make it possible to..." 一类结构。

There is nothing sinful or immoral about being emotional, unless your emotions make you inhuman, insensitive and cruel to others.

第2段, 第2句

"unless" 引导的条件状语从句是考试高频结构,"There be" 存在句和 "make + 宾语 + 宾补" 也是常考句型,整句结构具有很强的代表性,掌握后可迁移到大量类似句子。

So when you deal with the problem of emotions, you should learn not only how to control them but also how to accept them and manage the guilt and anguish arising from them.

第2段, 第4句

这是一个非常典型的考试句式:包含时间状语从句、情态动词加宾语从句、"not only... but also..." 并列结构,这些都是四六级和考研阅读中的高频句式,掌握后可以大量复用到类似复杂句的理解中

Our brains are made up of a primitive inner core and a more evolved and rational outer core.

第3段, 第1句

"be made up of" 是四六级和考研阅读中常见的被动结构, 表示 "由.....组成", 且句中并列名词短语作宾语的用法也较为典型。但整体句式属于基础被动句, 没有复杂从句或特殊句式, 代表性中等, 掌握后可迁移到类似被动表达, 但应用场景相对有限。

As a result, we let disturbing thoughts and emotions arise in our consciousness and surrender to our primitive behavior.

第3段, 第4句

本句包含使役动词 let 的宾语补足语结构(let sb do sth),宾补部分由两个并列动词短语构成,涉及主语、谓语、宾语、宾补、状语五种成分,且宾补中的并列结构是学生常混淆的易错点。成分种类较丰富,有一定训练价值,但缺少定语从句、状语从句等更复杂的附加成分,覆盖面尚不够全。

In times of emotional turmoil, remember that emotions arise because your senses are wired to the primitive part of your mind which is self-regulated, autonomous and spontaneous.

第4段，第1句

祈使句 + 宾语从句 + 原因状语从句 + 定语从句的组合，是四六级和考研阅读中高频出现的复杂句式；被动语态和关系代词引导的定语从句也是标准考点。掌握后可大量迁移到类似长难句。

When emotions arise, instead of stifling them, pay attention to them and try to understand the messages they are trying to deliver.

第4段，第4句

祈使句 + 时间状语从句 + 定语从句的组合在四六级和考研阅读中较为常见，尤其是建议类、说明类文章中经常出现类似结构。掌握后可复用到同类句式的分析。

Pay attention to their possible consequences.

第21题，B

涵盖主谓宾三大核心成分，且谓语为固定短语动词 pay attention to，可帮助学习者练习识别多词谓语结构；宾语中包含物主代词和形容词定语，提供了基础的名词短语修饰关系训练；但整体结构过于简单，缺少定语从句、状语成分等进阶训练点，练习价值中等偏下。

Meanwhile, the world's population more than doubled from 3 billion between 1961 and 2007.

第1段，第4句

简单句结构在考试中常见，但本句的副词 "more than" 修饰谓语、介词短语作状语的用法较为常规，典型性中等，不算高频难点句式。

Still, the task of feeding the world's population in 2050 seems easily possible.

第1段，第6句

涵盖主语、系动词谓语、表语、状语、定语五种成分，主语中包含介词短语作定语的典型后置修饰结构，适合练习如何识别和剥离较长的修饰成分，对巩固主系表结构和定语识别有一定价值

It is there that most of the world's population lives and it is there the population growth over the next decades will be the greatest.

第3段，第7句

本句涉及强调句结构的识别，要求学习者区分形式主语、强调框架和实际主谓成分，这是常见易错点。第二个主句的结构较为松散，需要学习者在没有明确"that"引导的情况下找到主语和谓语，具有较好的辨析训练价值。同时涵盖地点状语、介词短语定语等常见成分。

In March, for example, they came together at the first Global Conference on Agricultural Research to begin working out how to change research agendas to help meet the needs of farmers in poorer nations.

第4段，第2句

本句体现了考试中常见的简单句扩展模式：主谓核心 + 多层状语修饰 + 不定式表目的。尤其是 "to begin working out how to..." 这种目的状语嵌套宾语从句的结构，在四六级和考研阅读中经常出现，具有较高的典型性和迁移价值。

But these plans will not bear fruit unless they get considerably more support from policy-makers.

第4段，第3句

主句加条件状语从句的结构在四六级和考研真题中高频出现，"unless" 引导的条件从句也是常考句式，具有较强的典型性和迁移价值。

The big exception is China, where spending has far surpassed other countries over the past decade.

第5段，第2句

主句采用主系表结构，从句使用关系副词 "where" 引导的非限制性定语从句修饰地点名词，这是英语中常见的句式，在四六级和考研阅读中经常出现。现在完成时结合时间状语 "over the past decade" 的用法也是典型的真题句式，掌握后可应用于大量类似句子的理解。

HIGH-FREQUENCY • 真题高频词

本卷出现的 306 个英语六级真题高频词

下列单词既在本卷录音原文中出现，又是 **英语六级** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本卷出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

would A1

aux. (will 的过去式) 将要, 会

本卷9次·真题 568 句

agricultural B2

adj. 农业的

本卷9次·真题 27 句

vision B2

n. 视力

本卷7次·真题 28 句

behavior B1

n. 行为

本卷6次·真题 171 句

chemical B1

adj. 化学的

本卷6次·真题 46 句

vegetarian B1

n. 素食者

本卷6次·真题 33 句

species B2

n. 物种

本卷5次·真题 136 句

claim B1

v. 声称

本卷5次·真题 111 句

crop B1

n. 农作物

本卷5次·真题 95 句

tax A2

n. 税

本卷5次·真题 63 句

educational B1

adj. 教育的

本卷5次·真题 44 句

arise B2

v. 出现;产生;发生

本卷5次·真题 17 句

primitive B2

adj. 原始的

本卷5次·真题 15 句

diet A2

n. 日常饮食

本卷4次·真题 82 句

billion B1

num. 十亿 (1,000,000,000)

本卷4次·真题 74 句

conflict B2

n. 冲突

本卷4次·真题 66 句

harm B1

n. 伤害

本卷4次·真题 46 句

transport B1

v. 运输, 运送

本卷4次·真题 26 句

core B1

n. 核心

本卷4次·真题 21 句

bacterium B2

n. 细菌

本卷4次·真题 19 句

scratch B1

v. 抓

本卷4次·真题 10 句

less A1

det. 较少的

本卷3次·真题 273 句

better A1

adj. 更好的 (good 的比较级)

本卷3次·真题 205 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷3次·真题 182 句

decade B1

n. 十年

本卷3次·真题 120 句

simply B1

adv. 仅仅, 只不过

本卷3次·真题 119 句

growth B1

n. 增长

本卷3次·真题 104 句

farming A2

n. 农业;耕作

本卷3次·真题 63 句

credit B1

n. 赊购, 赊账

本卷3次·真题 54 句

emotional B1

adj. 情绪的

本卷3次·真题 52 句

lifestyle B1

n. 生活方式

本卷3次·真题 43 句

passion B2

n. 强烈的情感

本卷3次·真题 43 句

spending A2

n. 开支

本卷3次·真题 41 句

remove A2

v. 移开

本卷3次·真题 34 句

character B1

n. 性格

本卷3次·真题 30 句

embrace B2

v. 拥抱

本卷3次·真题 30 句

radical B2

adj. 根本的

本卷3次·真题 29 句

rational B2

adj. 理性的

本卷3次·真题 22 句

emotionally B2

adv. 在情感上

本卷3次·真题 13 句

plot B1

n. (小说、戏剧等的) 情节

本卷3次·真题 10 句

researcher B2

n. 研究人员

本卷2次·真题 363 句

author A2

n. 作者

本卷2次·真题 264 句

benefit B1

n. 好处

本卷2次·真题 244 句

focus B1

n. 重点

本卷2次·真题 200 句

tend B1

v. 倾向于, 往往会

本卷2次·真题 170 句

positive B1

adj. 积极的

本卷2次·真题 144 句

global B2

adj. 全球的

本卷2次·真题 140 句

environmental B1

adj. 环境的

本卷2次·真题 112 句

quality A2

n. 质量

本卷2次·真题 112 句

support A2

v. 支持

本卷2次·真题 103 句

lack B1

v. 缺少

本卷2次·真题 89 句

belief B1

n. 相信

本卷2次·真题 85 句

cognitive C1

adj. 认知的

本卷2次·真题 85 句

colleague B1

n. 同事

本卷2次·真题 84 句

type A2

n. 类型

本卷2次·真题 84 句

exist A2

v. 存在;实际上有

本卷2次·真题 77 句

nation B1

n. 国家

本卷2次·真题 76 句

identify B1

v. 识别

本卷2次·真题 75 句

responsibility B1

n. 责任

本卷2次·真题 69 句

variety B1

n. 多样化

本卷2次·真题 66 句

mostly B1

adv. 主要地

本卷2次·真题 59 句

production B1

n. 生产

本卷2次·真题 58 句

particular B2

adj. 特定的

本卷2次·真题 52 句

response B1

n. 回答

本卷2次·真题 52 句

argument B1

n. 争论

本卷2次·真题 51 句

adopt B1

v. 采纳

本卷2次·真题 46 句

protection B1

n. 保护

本卷2次·真题 42 句

generate B2

v. 产生, 引起 (结果、反应等)

本卷2次·真题 39 句

means A2

n. 方法

本卷2次·真题 35 句

aware A2

adj. 知道的

本卷2次·真题 34 句

critic B2

n. 批评家

本卷2次·真题 34 句

moral B2

adj. 道德的

本卷2次·真题 32 句

appropriate B2

adj. 合适的

本卷2次·真题 30 句

revolution B2

n. 革命

本卷2次·真题 27 句

distance A2

n. 距离

本卷2次·真题 26 句

visual B2

adj. 视觉的

本卷2次·真题 26 句

transition B2

n. 过渡

本卷2次·真题 25 句

toxic B2

adj. 有毒的, 中毒性的

本卷2次·真题 24 句

prepared A2

adj. 准备好的

本卷2次·真题 23 句

strength B1

n. 力量

本卷2次·真题 23 句

developed B1

adj. 发达的

本卷2次·真题20句

capture B1

v. 捕获

本卷2次·真题19句

cope B2

v. 应对

本卷2次·真题18句

mutual B2

adj. 相互的

本卷2次·真题18句

assumption B2

n. 假定/假设(未经证实就认为是真的事)

本卷2次·真题17句

cooperate B2

v. 合作

本卷2次·真题17句

depict B2

v. 描绘

本卷2次·真题17句

infrastructure C1

n. 基础设施

本卷2次·真题17句

producer B2

n. 生产者

本卷2次·真题17句

urgent B2

adj. 紧急的, 急迫的

本卷2次·真题17句

deteriorate C1

v. 恶化, 变坏

本卷2次·真题16句

ancestor B2

n. 祖先, 祖宗

本卷2次·真题15句

convey B2

v. 传达、表达(信息、思想、感情等)

本卷2次·真题15句

fertilizer B2

n. 肥料

本卷2次·真题15句

obstacle B2

n. 障碍物

本卷2次·真题15句

outer B1

adj. 外部的, 外面的

本卷2次·真题14句

inner B1

adj. 内部的, 里面的

本卷2次·真题13句

substantial B2

adj. 大量的

本卷2次·真题13句

aggressive B2

adj. 好斗的

本卷2次·真题12句

mechanism B2

n. 机制

本卷2次·真题12句

optimistic B2

adj. 乐观的;抱乐观态度的

本卷2次·真题12句

faith B1

n. 信任

本卷2次·真题11句

prey B2

n. 猎物

本卷2次·真题11句

distinctive B2

adj. 独特的

本卷2次·真题10句

consciousness C1

n. 意识

本卷2次·真题9句

constrain C1

v. 限制, 约束 (行动或自由)

本卷2次·真题9句

environmentalist B2

n. 环保主义者

本卷2次·真题9句

genuine B2

adj. 真的

本卷2次·真题9句

agenda B2

n. 议程

本卷2次·真题8句

ambition B2

n. 雄心

本卷2次·真题8句

authentic B2

adj. 真实的

本卷2次·真题8句

preschool B1

n. 学前班;幼儿园

本卷2次·真题8句

product A2

n. 产品

本卷1次·真题 271 句

likely A2

adj. 很可能的

本卷1次·真题 228 句

impact B2

n. 影响

本卷1次·真题 185 句

relationship B1

n. 关系

本卷1次·真题 168 句

accord C1

n. (国家、团体间的) 协议

本卷1次·真题 167 句

climate B1

n. 气候

本卷1次·真题 160 句

view A2

n. 观点, 看法

本卷1次·真题 134 句

negative B1

adj. 否定的

本卷1次·真题 132 句

base A2

n. 基础

本卷1次·真题 126 句

finding B2

n. 调查结果

本卷1次·真题 121 句

challenge B1

n. 挑战

本卷1次·真题 119 句

factor B1

n. 因素

本卷1次·真题 108 句

argue B1

v. 争论

本卷1次·真题 106 句

scientific B1

adj. 科学的

本卷1次·真题 103 句

measure B1

v. 测量

本卷1次·真题 100 句

event A2

n. 事件

本卷1次·真题 99 句

medium B1

adj. 中等的

本卷1次·真题 98 句

according B1

prep. 根据

本卷1次·真题 96 句

gain B1

v. 获得;赢得

本卷1次·真题 96 句

effective B1

adj. 有效的, 起作用的

本卷1次·真题 94 句

amount A2

n. 数量

本卷1次·真题 84 句

despite B1

prep. 尽管

本卷1次·真题 77 句

agriculture B2

n. 农业

本卷1次·真题 70 句

attract B1

v. 吸引 (注意力、兴趣)

本卷1次·真题 67 句

consequence B2

n. 结果

本卷1次·真题 66 句

easily A2

adv. 容易地

本卷1次·真题 65 句

shift B1

v. 移动

本卷1次·真题 65 句

various B1

adj. 各种各样的

本卷1次·真题 63 句

determine B2

v. 决定

本卷1次·真题 62 句

peer B2

n. 同龄人

本卷1次·真题 62 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本卷1次·真题 59 句

conduct B2

v. 组织并实施

本卷1次·真题 59 句

productivity

B2

n. 生产率

本卷1次·真题 58 句

campaign

B2

n. 运动

本卷1次·真题 57 句

image

A2

n. 形象, 印象

本卷1次·真题 57 句

consumption

B2

n. 消费

本卷1次·真题 56 句

essential

B1

adj. 必不可少的

本卷1次·真题 55 句

associate

B2

v. 联系

本卷1次·真题 54 句

reveal

B2

v. 揭示

本卷1次·真题 54 句

mainly

B1

adv. 主要地

本卷1次·真题 53 句

audience

A2

n. 观众

本卷1次·真题 52 句

respond

B1

v. 回答, 答复

本卷1次·真题 52 句

rely

B1

v. 依赖; 依靠

本卷1次·真题 51 句

threat

B1

n. 威胁

本卷1次·真题 51 句

range

B1

n. 范围

本卷1次·真题 50 句

balance

B1

n. 平衡

本卷1次·真题 49 句

advance

B1

v. 前进

本卷1次·真题 48 句

track

A2

n. 小路

本卷1次·真题 48 句

being B1

n. 存在

本卷1次·真题 46 句

damage B1

n. 损害

本卷1次·真题 46 句

ignore B1

v. 忽视;不理睬

本卷1次·真题 46 句

invest B2

v. 投资 (金钱、时间等以期获得回报)

本卷1次·真题 45 句

yield B2

v. 产生

本卷1次·真题 45 句

achievement B1

n. 成就

本卷1次·真题 44 句

adapt B2

v. 适应, 适合 (新环境、新情况)

本卷1次·真题 44 句

desire B2

n. 愿望

本卷1次·真题 44 句

completely B1

adv. 完全地

本卷1次·真题 43 句

effectively B2

adv. 有效地

本卷1次·真题 43 句

pursue B2

v. 追求

本卷1次·真题 43 句

absence B1

n. 缺席

本卷1次·真题 42 句

critical B2

adj. 批评的

本卷1次·真题 42 句

survive B1

v. 幸存

本卷1次·真题 42 句

guideline B2

n. 指导方针

本卷1次·真题 40 句

investment B1

n. 投资

本卷1次·真题 39 句

priority B2

n. 优先事项

本卷1次·真题 39 句

insect A2

n. 昆虫

本卷1次·真题 38 句

perspective B2

n. 观点

本卷1次·真题 38 句

relevant B2

adj. 相关的

本卷1次·真题 38 句

deliver B1

v. 递送, 运送 (货物、信件等)

本卷1次·真题 37 句

interact B2

v. 相互作用

本卷1次·真题 37 句

characteristic B2

n. 特征

本卷1次·真题 36 句

estimate B2

v. 估计

本卷1次·真题 36 句

improvement B1

n. 改进

本卷1次·真题 36 句

instance B2

n. 例子

本卷1次·真题 35 句

assert C1

v. 坚称

本卷1次·真题 34 句

entire B1

adj. 整个的

本卷1次·真题 34 句

extra A2

adj. 额外的

本卷1次·真题 33 句

motivate B2

v. 激励

本卷1次·真题 33 句

firm B1

adj. 坚固的

本卷1次·真题 32 句

funding B2

n. 资金

本卷1次·真题 32 句

harmful B1

adj. 有害的

本卷1次·真题 32 句

perceive B2

v. 理解, 领悟 (某事的性质或意义)

本卷1次·真题 32 句

sustainable B2

adj. 可持续的

本卷1次·真题 32 句

acquire B2

v. 获得

本卷1次·真题 31 句

advanced B2

adj. 先进的

本卷1次·真题 31 句

aid B1

n. 帮助

本卷1次·真题 31 句

fund B2

n. 资金

本卷1次·真题 30 句

sufficient B2

adj. 足够的

本卷1次·真题 30 句

broad B1

adj. 宽阔的

本卷1次·真题 29 句

complicated B2

adj. 复杂的

本卷1次·真题 29 句

meanwhile B1

adv. 与此同时

本卷1次·真题 29 句

socially B1

adv. 在社交方面

本卷1次·真题 29 句

closely B1

adv. 紧密地

本卷1次·真题 28 句

comment B1

n. 评论

本卷1次·真题 28 句

confidence B1

n. 信心

本卷1次·真题 28 句

propose B1

v. 提议

本卷1次·真题 28 句

transportation B1

n. 交通运输 (系统)

本卷1次·真题 28 句

strengthen B2

v. 加强

本卷1次·真题 27 句

survival B2

n. 幸存

本卷1次·真题 27 句

application B1

n. 申请

本卷1次·真题 26 句

cooperation B2

n. 合作

本卷1次·真题 26 句

evolve B2

v. 逐渐发展;进化

本卷1次·真题 26 句

willing B1

adj. 愿意的, 乐意的

本卷1次·真题 26 句

comparison B1

n. 比较

本卷1次·真题 25 句

intend B1

v. 打算, 计划

本卷1次·真题 25 句

recommendation B2

n. 推荐

本卷1次·真题 25 句

element B1

n. 要素

本卷1次·真题 24 句

intelligent B1

adj. 聪明的

本卷1次·真题 24 句

leading B1

adj. 最重要的

本卷1次·真题 24 句

muscle A2

n. 肌肉

本卷1次·真题 24 句

technique B1

n. 技术

本卷1次·真题 24 句

thanks A1

intj. 谢谢

本卷1次·真题 24 句

attribute B2

n. 属性

本卷1次·真题 23 句

distinguish B2

v. 区分

本卷1次·真题 23 句

incorporate B2

v. 包含

本卷1次·真题 23 句

relate B1

v. 使有联系, 把...联系起来

本卷1次·真题 23 句

shrink B2

v. 缩小

本卷1次·真题 23 句

naturally B1

adv. 自然地

本卷1次·真题 22 句

crucial B2

adj. 至关重要的

本卷1次·真题 21 句

injury B1

n. (身体) 伤害, 损伤

本卷1次·真题 21 句

primarily B2

adv. 主要地

本卷1次·真题 21 句

regulate B2

v. 管理

本卷1次·真题 21 句

unhealthy B1

adj. 有害健康的;不健康的

本卷1次·真题 21 句

acknowledge B2

v. 承认 (事实、错误等)

本卷1次·真题 20 句

adjust B2

v. 调整

本卷1次·真题 20 句

consideration B2

n. 考虑

本卷1次·真题 20 句

overcome B2

v. 克服

本卷1次·真题 20 句

reliable B1

adj. 可靠的

本卷1次·真题 20 句

convince B1

v. 说服, 使相信

本卷1次·真题 19句

mere B2

adj. 仅仅的

本卷1次·真题 19句

expansion B2

n. 扩张

本卷1次·真题 18句

facilitate C1

v. 促进

本卷1次·真题 18句

interpret B2

v. 解释

本卷1次·真题 18句

sensitive B2

adj. 敏感的

本卷1次·真题 18句

autonomous C1

adj. 自主的

本卷1次·真题 17句

cleaning A2

n. 清洁

本卷1次·真题 17句

equally B1

adv. 同样地

本卷1次·真题 17句

apartment A2

n. 公寓

本卷1次·真题 16句

assistant A2

n. 助手

本卷1次·真题 16句

consist B2

v. 由...组成

本卷1次·真题 16句

deem C1

v. 认为, 视为 (正式用语)

本卷1次·真题 16句

neglect B2

v. 忽视; 疏忽

本卷1次·真题 16句

hunt B1

v. 搜寻

本卷1次·真题 15句

input B1

n. 输入的信息、数据

本卷1次·真题 15句

peak B1

n. 山峰

本卷1次·真题 15 句

physically B1

adv. 身体上

本卷1次·真题 15 句

recycling B1

n. 回收利用

本卷1次·真题 15 句

elsewhere B1

adv. 在别处

本卷1次·真题 14 句

grain B1

n. 谷物;粮食

本卷1次·真题 14 句

passionate B2

adj. 热情的

本卷1次·真题 14 句

plus A2

prep. 加, 加上

本卷1次·真题 14 句

processing B1

n. 加工;处理

本卷1次·真题 14 句

anger B1

n. 愤怒

本卷1次·真题 13 句

headline B1

n. (报纸、网页等的) 大标题, 头条

本卷1次·真题 13 句

modest B2

adj. 谦虚的, 谦逊的

本卷1次·真题 13 句

accustomed B2

adj. 习惯的;惯常的

本卷1次·真题 12 句

determined B1

adj. 坚决的

本卷1次·真题 12 句

developing B1

adj. 发展中的 (指国家或地区)

本卷1次·真题 12 句

pest B2

n. 害虫

本卷1次·真题 12 句

realistic B2

adj. 现实的

本卷1次·真题 12 句

saying B1

n. 谚语

本卷1次·真题 12 句

align B2

v. 使排列成一条直线

本卷1次·真题 11 句

considerably B2

adv. 相当大地

本卷1次·真题 11 句

controversial B2

adj. 有争议的

本卷1次·真题 11 句

drought B2

n. 干旱

本卷1次·真题 11 句

endorse C1

v. 公开支持、赞同（人或政策）

本卷1次·真题 11 句

offend B2

v. 冒犯，得罪（使不快或生气）

本卷1次·真题 11 句

storage B1

n. 存储

本卷1次·真题 11 句

deny B1

v. 否认

本卷1次·真题 10 句

mentally B2

adv. 精神上

本卷1次·真题 10 句

simultaneously B2

adv. 同时地

本卷1次·真题 10 句

tactics B2

n. 战术

本卷1次·真题 10 句

transparent B2

adj. 透明的，清澈的

本卷1次·真题 10 句

upset B1

adj. 难过的

本卷1次·真题 10 句

wipe A2

v. 擦，抹

本卷1次·真题 10 句

allocate B2

v. 分配

本卷1次·真题 9 句

bacteria B2

n. 细菌

本卷1次·真题9句

devastating C1

adj. 毁灭性的

本卷1次·真题9句

exception B2

n. 例外

本卷1次·真题9句

functional B2

adj. 实用的

本卷1次·真题9句

fur A2

n. (动物的) 毛皮

本卷1次·真题9句

leather B1

n. 皮革

本卷1次·真题9句

nurture C1

v. 养育

本卷1次·真题9句

pesticide B2

n. 杀虫剂

本卷1次·真题9句

policymaker C1

n. 政策制定者

本卷1次·真题9句

poorly B1

adv. 糟糕地

本卷1次·真题9句

timber B2

n. 木材

本卷1次·真题9句

uncover B2

v. 发现, 揭露 (秘密、真相等)

本卷1次·真题9句

comprehend B2

v. 理解

本卷1次·真题8句

independently B2

adv. 独立地

本卷1次·真题8句

outline B2

n. 概要

本卷1次·真题8句

stability B2

n. 稳定 (性)

本卷1次·真题8句

unintended

B2

adj. 非故意的

本卷1次·真题8句

weakness

B1

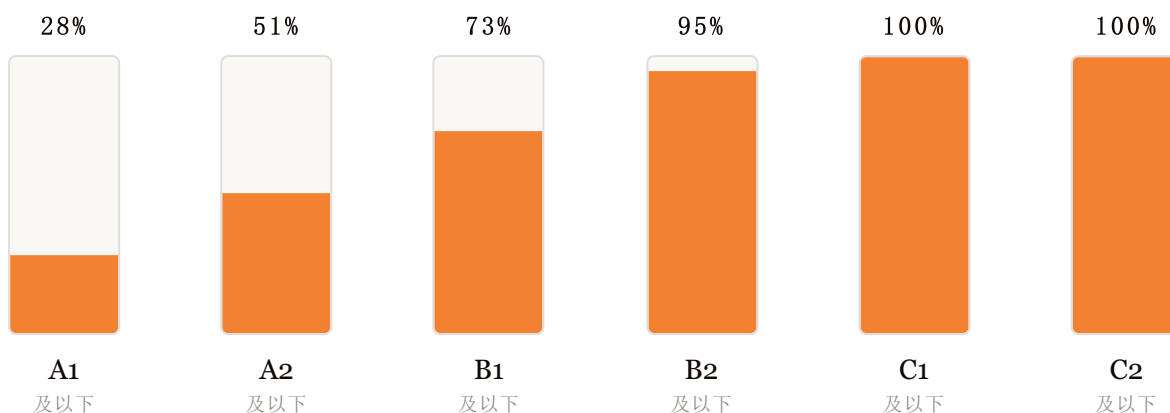
n. 缺点

本卷1次·真题8句

VOCABULARY • 词汇难度分布

全卷录音原文 777 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **777** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本卷共 37 个·约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全卷录音原文去重词 777 个·末柱为 100%

去重总词数

777

B2 以上难词

5%

B1 及以下覆盖

73%

英语六级 2021年12月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	本页
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2021年12月·第2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2021年12月·第2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、3 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2套(2021-12) · 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.

According to psychologist Sharon Draper, our clothing choices can absolutely affect our well-being. When we wear ill-fitting clothes, or feel over- or under-dressed for an event, it's natural to feel self-conscious or even stressed. Conversely, she says, opting for clothes that fit well and 26 with your sense of style can improve your confidence.

根据心理学家Sharon Draper的说法，我们的服装选择绝对能够影响我们的幸福感。当我们穿着不合身的衣服，或者感觉在某个场合穿得过于正式或不够正式时，感到自我意识过强甚至有压力是很自然的。相反，她说，选择合身且符合你风格感的衣服可以提升你的自信。

But can you improve your health through your 27 clothing, without having to dash out and buy a whole new 28 ? "Absolutely," says Draper. If your goal is to improve your thinking, she recommends picking clothes that fit well and are unlikely to encourage restlessness, so avoid bows, ties and unnecessary 29 . It also helps to opt for clothes you 30 as tying in with your goals, so if you want to perform better at work, select pieces you view as professional. Draper says this fits in with the concept of behavioral activation, whereby 31 in a behavior (in this case, selecting clothes) can set you on the path to then achieving your goals (working harder).

但是，你能否通过现有的衣服来改善健康状况，而无需冲出去购买全新的衣橱呢？Draper说：“完全可以。”如果你的目标是改善思维，她建议挑选合身且不太可能引起烦躁不安的衣服，因此要避免蝴蝶结、领带和不必要的配饰。选择你认为与目标相关的衣服也有帮助，所以如果你想在工作中表现得更好，就选择你认为专业的服装。Draper说这符合行为激活的概念，即参与某种行为（在这种情况下是挑选衣服）可以让你走上实现目标（更努力工作）的道路。

Another way to improve your 32 of mind is to mix things up. Draper says we often feel stuck in a rut(常规) if we wear the same clothes—even if they're our favorites—thus opting for an item you don't wear often, or adding something different to an outfit, such as a hat, can 33 shift your mood. On days when you're really 34 to brave the world, Draper suggests selecting sentimental items of clothing, such as ones you wore on a special day, or given to you by a loved one, as clothes with 35 associations can help you tap into constructive emotions.

改善心境的另一种方法是变换花样。Draper说，如果我们穿同样的衣服——即使它们是我们的最爱——我们常常会感到陷入常规，因此选择一件你不常穿的衣物，或者给一套装束添加一些不同的东西，比如一顶帽子，可以积极地改变你的心情。在你真的不愿面对世界的日子里，Draper建议选择有情感意义的衣物，比如你在特殊日子穿过的衣服，或者爱人送给你的衣服，因为带有美好联想的衣服可以帮助你触及积极的情绪。

- | | |
|-----------------|---------------|
| A) accessories | I) perceive |
| B) align | J) positively |
| C) concurrently | K) profile |
| D) current | L) prospering |
| E) engaging | M) reluctant |
| F) fond | N) showcase |
| G) frame | O) wardrobe |
| H) locations | |

26. opting for clothes that fit well and __ (26) __ with your sense of style can improve your confidence

【答案】 **B) align** 动词

【词性槽】 and 并列谓语，需第三人称单数动词

【依据】 align with=与.....契合

align with 是地道搭配，意为"与.....一致/契合"，clothes that fit well and align with your sense of style"既合身又契合你的审美"——与上文 ill-fitting/over- or under-dressed 形成正反对照，自然地引出 can improve your confidence。

【竞争词】 N) showcase 搭配不通、语义偏"展示"

showcase 通常是"showcase sth"（及物动词，直接接宾语），不与 with 搭配；showcase with your sense of style 既不合搭配也不合语义（衣服并非"借由你的审美进行展示"）。

27. improve your health through your __(27)__ clothing

【答案】 **D) current** (形容词)

【词性槽】 形容词修饰名词 clothing

【依据】 "现有的衣服"与下句"买全新一套"形成对照

本段在问"能不能不买新衣,靠**现有**衣服来改善健康"——improve your health through your current clothing, without having to dash out and buy a whole new wardrobe, current"现有的"与下半句 a whole new 构成强对比,逻辑严丝合缝。

【竞争词】 F) fond 搭配错位、语义偏"喜爱"

fond 作"喜爱"用时多为 be fond of; 作"温馨深情的"通常修饰 memories/associations, 与"clothing"直接搭配不自然,且"喜爱的衣服"与下句"全新一套"的对照逻辑也没有 current 顺。

M) reluctant 感情色彩与对象不符

reluctant"不情愿的"通常修饰人,不修饰物品;"不情愿的衣服"语义错位,逻辑上也无法和"全新一套"形成对照。

【易错】 最具迷惑性的错误词是 F) —— fond 看似"心爱的衣服"很顺,实则破坏对照。fond 形容词没错、与 clothing 搭也勉强能读通"心爱的衣服",但本句的关键是和下半句 a whole new wardrobe 形成"现有 vs 全新"的对照——只有 current 能撑起这条对照。防坑:填完看一眼上下句逻辑关系,是不是该有的对照丢了。

28. without having to dash out and buy a whole new __(28)___

【答案】 **O) wardrobe** (名词)

【词性槽】 限定词 a whole new 后必接名词

【依据】 一整套衣物=wardrobe

上句说能不能"通过 current clothing 改善健康",下句紧跟 without having to dash out and buy a whole new __(28)___——意思是"不必跑去买一整套新的",与"clothing"对仗的整体性名词正是 wardrobe (个人全部衣物的集合)。

【竞争词】 A) accessories 复数与单数框架冲突

accessories 是复数名词,无法接在 a whole new __(28)___ 这种"a + 单数"框架后;且"配饰"只是衣着的一部分,撑不起"全新"这个量级。

H) locations 话题不沾边

locations"地点"与"买衣服改善健康"的话题毫无语义关联,且同样是复数,与 a + 单数的框架不符。

29. avoid bows, ties and unnecessary __(29)___

【答案】 **A) accessories** (名词)

【词性槽】 并列名词的最后一项

【依据】 配饰=与 bows/ties 同类

bows (蝴蝶结)、ties (领带) 本来就是典型的服装 accessories (配饰)，并列"and unnecessary accessories"= "以及多余的配饰"，语义、词类完全一致。

【竞争词】 H) locations 语义场完全不沾

locations "地点"与"穿着上的小装饰"完全不是一类；并列结构里第三项必须与前两项同类，locations 进不去这个语义场。

30. It also helps to opt for clothes you __(30)___ as tying in with your goals

【答案】 **I) perceive** (动词)

【词性槽】 主语 you 后缺谓语动词原形

【依据】 perceive sth as sth=把.....视为.....

perceive A as B 是地道搭配，意为"把 A 看作/视为 B"。opt for clothes you perceive as tying in with your goals "选你认为与目标相契合的衣服"——与后文"想在工作中表现更好就挑你视为 professional 的衣服"的论述无缝衔接。

【竞争词】 B) align 搭配错，且 align 多为不及物

align 常以 align with (与.....一致) 出现，而非 align sth as sth；句中已经有 as，不可能再嵌一个 align as 的搭配。

N) showcase 语义"展示"与"视为"不同

showcase 是"展示、陈列"，showcase clothes as 表面上能成句，但意思变成"把衣服展示为....."，与上下文"你**认为**这些衣服契合目标"的内向认知动作不符。

【易错】 最具迷惑性的错误词是 B) —— align 看着"契合 goals"很顺，但接不上 as。align 在 26 题已用，此处即便没用过也是陷阱——它的搭配是 align with，而原文 you __(30)___ as tying in with your goals 给的是 as，必须找 V...as... 型动词。防坑：盯住后面的介词/连词，让搭配说话，不要靠模糊语义"读着顺"下笔。

31. whereby __ (31) __ in a behavior (in this case, selecting clothes) can set you on the path

【答案】 **E) engaging** (动词)

【词性槽】 介词 by/whereby 后需要动名词

【依据】 **engage in a behavior=投身某种行为**

engage in 是地道固定搭配，意为"从事、投身于"，engaging in a behavior (in this case, selecting clothes) can set you on the path to then achieving your goals"参与某一行为(这里指挑衣服)可以让你迈上实现目标的道路"——与 behavioral activation"行为激活"的概念完美对应。

【竞争词】 **L) prospering 搭配不成立、语义偏"繁荣"**

prosper in 通常表"在某领域兴旺"(如 prosper in business)，不与 a behavior 这种抽象动作搭配；且语义"在某行为里繁荣"也与原文"投身行为"不符。

32. Another way to improve your __ (32) __ of mind is to mix things up

【答案】 **G) frame** (名词)

【词性槽】 your + __ + of mind

【依据】 **frame of mind=心境/心态**

frame of mind 是地道固定搭配，意为"心境、心情状态"，improve your frame of mind"改善心情"与首段提出的 well-being 主题、和下句 shift your mood 完美呼应。

【竞争词】 **K) profile 无 profile of mind 搭配**

profile 常用 a high/low profile、a profile of sb，不与 of mind 构成习语；语义上"心智侧写"与"靠换衣服改善"也不对路。

33. adding something different to an outfit, such as a hat, can __ (33) __ shift your mood

【答案】 **J) positively** (副词)

【词性槽】 情态动词与实义动词之间填副词

【依据】 **正向地改变心情**

can positively shift your mood"能积极地/朝好的方向改变你的心情"——与全段"换换衣服可以让你跳出 rut、心情向好"的论调一致；positively shift 是地道修饰，强调改变的方向为正向。

【竞争词】 **C) concurrently "同时地"与心情转变无关**

concurrently 表"同时"，但本句并无两个动作并行的语义，shift your mood 是单一动作；放进去整句逻辑断裂。

34. On days when you're really __(34)__ to brave the world

【答案】 **M) reluctant** 形容词

【词性槽】 be 动词后 + to do

【依据】 "不情愿出门面对世界"

be reluctant to do = "不情愿做某事", 是地道固定搭配; On days when you're really reluctant to brave the world "在你真的不情愿勇敢面对外界的日子里"——正与后文"穿能勾起美好回忆的衣服来汲取力量"形成因果, 逻辑顺畅。

【竞争词】 F) fond 搭配错、感情色彩反

fond 一般用 be fond of + n., 不接 to do; 况且 fond 是正面色彩, 与下文需要"借助情感联结的衣服来汲取力量"暗示的低落情绪相反。

35. clothes with __(35)__ associations can help you tap into constructive emotions

【答案】 **F) fond** 形容词

【词性槽】 形容词修饰名词 associations

【依据】 **fond associations=温馨回忆**

fond 作"深情的、温馨的", 与 associations/memories 是高频搭配, 意为"美好的、令人怀念的联想"——和前句的 sentimental items of clothing (带情感意义的衣物)、tap into constructive emotions (调动积极情绪) 一脉相承。

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) **accessories** 名词

配饰 (如领带、围巾、首饰等)

用于第 29 空

B) **align** 动词

(使) 一致、契合、对齐

用于第 26 空

C) **concurrently** 副词

同时地

干扰词 · 未选用

D) **current** 形容词 名词

当前的; 现有的 (形); 水流/电流 (名)

用于第 27 空

E) **engaging** 动词 形容词

engage 的现在分词/动名词：参与、从事；作形容词时为"吸引人的"

用于第 31 空

F) **fond** 形容词

喜爱的；深情的、温馨的（回忆/联想）

用于第 35 空

G) **frame** 名词 动词

框架、心境（frame of mind 即"心境/心态"）；构筑、表述

用于第 32 空

H) **locations** 名词

地点、位置

干扰词 · 未选用

I) **perceive** 动词

察觉；将.....视为/看作（perceive sth as...）

用于第 30 空

J) **positively** 副词

积极地；肯定地

用于第 33 空

K) **profile** 名词 动词

侧面像；轮廓；简介

干扰词 · 未选用

L) **prospering** 动词 形容词

prosper 的现在分词：繁荣、兴旺

干扰词 · 未选用

M) **reluctant** 形容词

不情愿的；勉强的

用于第 34 空

N) **showcase** 动词 名词

展示；陈列柜

干扰词 · 未选用

O) **wardrobe** 名词

衣橱；（个人的）全套衣物

用于第 28 空

全文主旨

穿衣选择如何影响心理与表现

心理学家 Draper 主张服装能影响身心状态：开篇即点题 our clothing choices can absolutely affect our well-being，全文围绕"如何借由衣着提升思考力、心情与状态"展开，分别给出选合身衣、换花样、穿有感情联结的衣这三条路径。

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。

C) **concurrently** 唯一另一个副词，干扰 33 空

全卷只有 33 是副词空，本词作为副词最易被错填进 can __(33)__ shift your mood；识破的关键是"shift your mood 并无两动作并行"，方向上要的是 positively 而非 concurrently。

H) **locations** 复数名词诱惑 29 空

29 题 avoid bows, ties and unnecessary __(29)__ 是复数语境，本词形态对得上，但语义"地点"与"衣物配饰"完全不沾，并列同类律一过就被踢出。

K) **profile** 名词且 a + 单数也成立，诱惑 28/32

在 28 题 buy a whole new __(28)__ 中形式上也可以填"profile"，但语义偏"侧写"与"买衣服"不沾；32 题 your __(32)__ of mind 又会和 frame 抢位，但 profile of mind 不成搭配。

L) **prospering** -ing 形态干扰 31 题

31 题 __(31)__ in a behavior 需要 -ing 形式，prospering 形态正合，但 prosper in a behavior 搭配不通，且语义"在行为里兴旺"与 behavioral activation 概念不沾。

N) **showcase** 动词原形干扰 26、30

26 题 and __(26)__ with your sense of style 与 30 题 you __(30)__ as tying in with your goals 都缺动词原形，showcase 形态都合，但它既不与 with 搭配（26 应是 align with），也不接 as 引导的认知补语（30 应是 perceive...as）。

SENTENCE INSIGHTS • 句子精讲

2 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。

Conversely, she says, opting for clothes that fit well and align with your sense of style can improve your confidence.

第1段，第3句

覆盖了插入语、宾语从句（省略引导词）、动名词短语作主语、限制性定语从句、并列谓语、状语等多种成分；特别是宾语从句省略 "that" 和动名词短语作主语这两个易错点，具有较好的练习价值

On days when you're really reluctant to brave the world, Draper suggests selecting sentimental items of clothing, such as ones you wore on a special day, or given to you by a loved one, as clothes with fond associations can help you tap into constructive emotions.

第3段，第3句

句子成分丰富且含多个易错点：主句宾语是动名词短语、时间状语中嵌套定语从句、such as 后的省略关系代词定语从句、or 连接的省略被动定语从句、状语从句中的情态动词谓语和宾语补足语结构，覆盖状语、定语、宾补、省略等多种成分类型，训练价值高。

HIGH-FREQUENCY • 真题高频词

本篇出现的 38 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。

clothing A2

n. 衣服

本篇3次 · 真题 26 句

select B1

v. 选择，挑选

本篇3次 · 真题 23 句

opt B2

v. 选择

本篇3次 · 真题 18 句

item A2

n. 项目

本篇2次 · 真题 31 句

better A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 205 句

behavior B1

n. 行为

本篇1次 · 真题 171 句

accord C1

n. (国家、团体间的) 协议

本篇1次 · 真题 167 句

view A2

n. 观点, 看法

本篇1次 · 真题 134 句

affect B1

v. 影响

本篇1次 · 真题 116 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

professional B1

adj. 专业的

本篇1次 · 真题 82 句

current B1

adj. 现在的

本篇1次 · 真题 72 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

shift B1

v. 移动

本篇1次 · 真题 65 句

perform B1

v. 执行

本篇1次 · 真题 61 句

concept B2

n. 概念

本篇1次 · 真题 59 句

psychologist B2

n. 心理学家

本篇1次 · 真题 54 句

recommend B1

v. 推荐

本篇1次 · 真题 47 句

thus B2

adv. 因此, 所以

本篇1次 · 真题 47 句

style A2

n. 方式

本篇1次 · 真题 44 句

perceive

B2

v. 理解, 领悟 (某事的性质或意义)

本篇1次 · 真题 32 句

association

B2

n. 协会

本篇1次 · 真题 30 句

confidence

B1

n. 信心

本篇1次 · 真题 28 句

unnecessary

B1

adj. 不必要的; 多余的

本篇1次 · 真题 28 句

mood

A2

n. 心情

本篇1次 · 真题 27 句

behavioral

B2

adj. 行为的

本篇1次 · 真题 22 句

tap

B1

v. 轻敲、轻拍

本篇1次 · 真题 22 句

mix

A2

v. 混合

本篇1次 · 真题 21 句

reluctant

B2

adj. 不情愿的

本篇1次 · 真题 15 句

absolutely

B1

adv. 完全地

本篇1次 · 真题 13 句

stressed

B1

adj. 焦虑不安的

本篇1次 · 真题 13 句

positively

B2

adv. 积极地

本篇1次 · 真题 12 句

unlikely

B1

adj. 不太可能的

本篇1次 · 真题 12 句

align

B2

v. 使排列成一条直线

本篇1次 · 真题 11 句

frame

B1

n. 框架

本篇1次 · 真题 11 句

outfit

B1

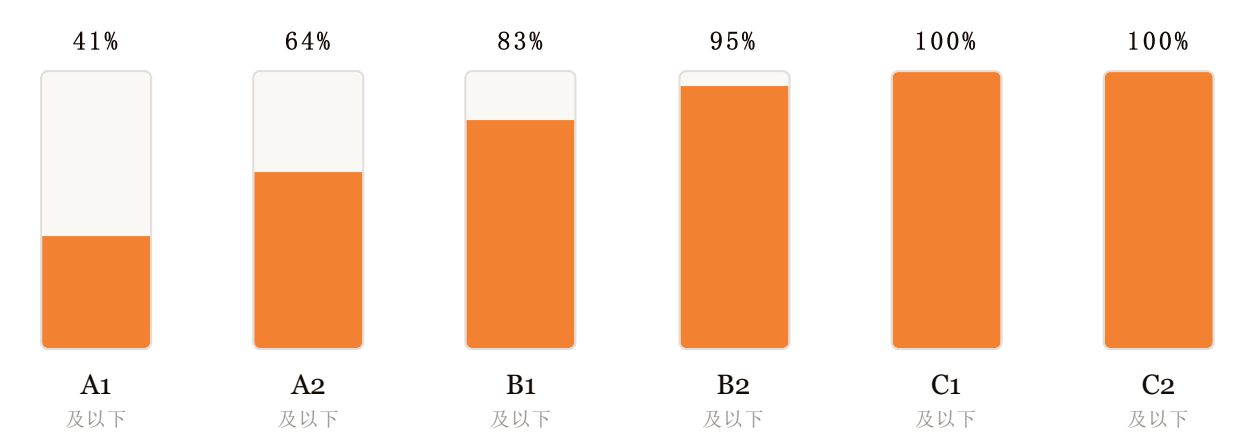
n. 全套服装

本篇1次 · 真题 10 句

VOCABULARY · 词汇难度分布

全文 111 词按 CEFR 难度累积覆盖

带空短文去重后共 **111** 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 5 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 111 个·末柱为 100%

去重总词数

111

B2 以上难词

5%

B1 及以下覆盖

83%

英语六级 2021年12月·第2套 · 全卷构成

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

2021年12月·第2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2021年12月·第2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 15 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2套(2021-12)·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**.

Do music lessons really make children smarter?

A) A recent analysis found that most research mischaracterizes the relationship between music and skills enhancement.

最近的一项分析发现,大多数研究错误地描述了音乐与技能提升之间的关系。

B) In 2004, a paper appeared in the journal *Psychological Science*, titled "Music Lessons Enhance IQ." The author, composer and psychologist Glenn Schellenberg had conducted an experiment with 144 children randomly assigned to four groups: one learned the keyboard for a year, one took singing lessons, one joined an acting class, and a control group had no extracurricular training. The IQ of the children in the two musical groups rose by an average of seven points in the course of a year; those in the other two groups gained an average of 4.3 points.

2004年,《心理科学》杂志上发表了一篇题为《音乐课程提高智商》的论文。作者Glenn Schellenberg是作曲家兼心理学家,他对144名儿童进行了实验,这些儿童被随机分配到四组:一组学习键盘一年,一组上声乐课,一组参加表演班,对照组没有课外培训。两个音乐组儿童的智商在一年内平均上升了7分;另外两组的儿童平均上升了4.3分。

C) Schellenberg had long been skeptical of the science supporting claims that music education enhances children's abstract reasoning, math, or language skills. If children who play the piano are smarter, he says, it doesn't necessarily mean they are smarter because they play the piano. It could be that the

youngsters who play the piano also happen to be more ambitious or better at focusing on a task. Correlation, after all, does not prove causation.

Schellenberg长期以来一直对支持音乐教育能增强儿童抽象推理、数学或语言技能这一说法的科学依据持怀疑态度。他说,如果弹钢琴的孩子更聪明,这并不一定意味着他们因为弹钢琴而更聪明。也可能是弹钢琴的孩子恰好更有抱负或更善于专注于任务。毕竟,相关性并不能证明因果关系。

- D) The 2004 paper was specifically designed to address those concerns. And as a passionate musician, Schellenberg was delighted when he turned up credible evidence that music has transfer effects on general intelligence. But nearly a decade later, in 2013, the Education Endowment Foundation funded a bigger study with more than 900 students. That study failed to confirm Schellenberg's findings, producing no evidence that music lessons improved math and literacy skills.

2004年的论文就是专门为解决这些担忧而设计的。作为一名充满热情的音乐家,Schellenberg在发现音乐对一般智力有迁移效应的可信证据时感到非常高兴。但将近十年后,在2013年,教育捐赠基金会资助了一项涉及900多名学生的更大规模研究。该研究未能证实Schellenberg的发现,没有产生音乐课程提高数学和读写能力的证据。

- E) Schellenberg took that news in stride while continuing to cast a skeptical eye on the research in his field. Recently, he decided to formally investigate just how often his fellow researchers in psychology and neuroscience make what he believes are erroneous—or at least premature—causal connections between music and intelligence. His results, published in May, suggest that many of his peers do just that.

Schellenberg从容地接受了这一消息,同时继续对其研究领域的研究持怀疑态度。最近,他决定正式调查他在心理学和神经科学领域的同行研究者在音乐与智力之间建立他认为错误的——或至少是过早的——因果联系的频率。他在5月发表的结果表明,他的许多同行确实这样做了。

- F) For his recent study, Schellenberg asked two research assistants to look for correlational studies on the effects of music education. They found a total of 114 papers published since 2000. To assess whether the authors claimed any causation, researchers then looked for telltale verbs in each paper's title and abstract, verbs like "enhance," "promote," "facilitate," and "strengthen." The papers were categorized as neuroscience if the study employed a brain imaging method like magnetic resonance, or if the study appeared in a journal that had "brain," "neuroscience," or a related term in its title. Otherwise the papers were categorized as psychology. Schellenberg didn't tell his assistants what exactly he was trying to prove.

在最近的研究中,Schellenberg让两名研究助理寻找关于音乐教育效果的相关性研究。他们找到了自2000年以来发表的总共114篇论文。为了评估作者是否声称存在任何因果关系,研究人员随后在每篇论文的标题和摘要中寻找标志性动词,如"增强"、"促进"、"促成"和"加强"。如果研究采用了磁共振等脑成像方法,或者研究发表在标题中含有"大脑"、"神经科学"或相关术语的期刊上,论文就被归类为神经科学。否则论文被归类为心理学。Schellenberg没有告诉他的助手他究竟想证明什么。

- G) After computing their assessments, Schellenberg concluded that the majority of the articles erroneously claimed that music training had a causal effect. The overselling, he also found, was more prevalent among neuroscience studies, three quarters of which mischaracterized a mere association between music training and skills enhancement as a cause-and-effect relationship. This may come as a surprise to some. Psychologists have been battling charges that they don't do "real" science for some time—in large part because many findings from classic experiments have proved

unreproducible. Neuroscientists, on the other hand, armed with brain scans and EEGs(脑电图), have not been subject to the same degree of critique.

在计算评估结果后,Schellenberg得出结论,大多数文章错误地声称音乐训练具有因果效应。他还发现,这种过度宣传在神经科学研究中更为普遍,其中四分之三的研究将音乐训练与技能提升之间的单纯关联错误地描述为因果关系。这可能会让一些人感到惊讶。心理学家一直在对抗他们不做"真正"科学的指责——很大程度上是因为许多经典实验的发现被证明无法重现。另一方面,拥有脑扫描和脑电图的神经科学家并没有受到同样程度的批评。

- H) To argue for a cause-and-effect relationship, scientists must attempt to explain why and how a connection could occur. When it comes to transfer effects of music, scientists frequently point to brain plasticity—the fact that the brain changes according to how we use it. When a child learns to play the violin, for example, several studies have shown that the brain region responsible for the fine motor skills of the left hand's fingers is likely to grow. And many experiments have shown that musical training improves certain hearing capabilities, like filtering voices from background noise or distinguishing the difference between the consonants(辅音) 'b' and 'g'.

要论证因果关系,科学家必须尝试解释为什么以及如何产生联系。在涉及音乐的迁移效应时,科学家经常指出大脑可塑性——即大脑根据我们的使用方式而改变的事实。例如,当儿童学习拉小提琴时,几项研究表明,负责左手手指精细运动技能的大脑区域可能会增长。许多实验表明,音乐训练能提高某些听觉能力,如从背景噪音中过滤声音或区分辅音'b'和'g'之间的差异。

- I) But Schellenberg remains highly critical of how the concept of plasticity has been applied in his field. "Plasticity has become an industry of its own," he wrote in his May paper. Practice does change the brain, he allows, but what is questionable is the assertion that these changes affect other brain regions, such as those responsible for spatial reasoning or math problems.

但Schellenberg对可塑性概念在其领域的应用方式仍持高度批评态度。他在5月的论文中写道:"可塑性本身已经成为一个产业。"他承认,练习确实会改变大脑,但值得质疑的是这些变化会影响其他大脑区域的断言,如负责空间推理或数学问题的区域。

- J) Neuropsychologist Lutz Jancke agrees. "Most of these studies don't allow for causal inferences," he said. For over two decades, Jancke has researched the effects of music lessons, and like Schellenberg, he believes that the only way to truly understand their effects is to run longitudinal studies. In such studies, researchers would need to follow groups of children with and without music lessons over a long period of time—even if the assignments are not completely random. Then they could compare outcomes for each group.

神经心理学家Lutz Jancke对此表示赞同。"这些研究中的大多数不允许因果推断,"他说。二十多年来,Jancke一直在研究音乐课的效果,和Schellenberg一样,他认为真正了解其效果的唯一方法是进行纵向研究。在这类研究中,研究人员需要长期跟踪有音乐课和没有音乐课的儿童群体——即使分配不是完全随机的。然后他们可以比较每组的结果。

- K) Some researchers are starting to do just that. The neuroscientist Peter Schneider from Heidelberg University in Germany, for example, has been following a group of children for ten years now. Some of them were handed musical instruments and given lessons through a school-based program in the Ruhr region of Germany called Jedem Kind ein Instrument, or "an instrument for every child," which was carried out with government funding. Among these children, Schneider has found that those who

were enthusiastic about music and who practiced voluntarily showed improvements in hearing ability, as well as in more general competencies, such as the ability to concentrate.

一些研究人员正开始这样做。例如,德国海德堡大学的神经科学家Peter Schneider现在已经跟踪一组儿童十年了。其中一些儿童通过德国鲁尔地区一个名为Jedem Kind ein Instrument(即"每个孩子一件乐器")的学校项目获得了乐器并接受了课程,该项目由政府资助。在这些儿童中,Schneider发现那些对音乐充满热情并自愿练习的人在听觉能力以及更一般的能力方面都有所提高,如专注能力。

- L) To establish whether effects such as improved concentration are caused by music participation itself, and not by investing time in an extracurricular activity of any kind, Assal Habibi, a psychology professor at the University of Southern California, is conducting a five-year longitudinal study with children from low-income communities in Los Angeles. The youngsters fall into three groups: those who take after-school music, those who do after-school sports, and those with no structured after-school program at all. After two years, Habibi and her colleagues reported seeing structural changes in the brains of the musically trained children, both locally and in the pathways connecting different parts of the brain.

为了确定诸如注意力提高等效果是由音乐参与本身引起的,而不是由投入时间参与任何类型的课外活动引起的,南加州大学心理学教授Assal Habibi正在对洛杉矶低收入社区的儿童进行为期五年的纵向研究。这些孩子分为三组:参加课后音乐活动的、参加课后体育活动的,以及完全没有结构化课后项目的。两年后,Habibi和她的同事报告称,在接受音乐训练的儿童大脑中看到了结构变化,无论是局部还是在连接大脑不同部分的通路中。

- M) That may seem compelling, but Habibi's children were not selected randomly. Did the children who were drawn to music perhaps have something in them from the start that made them different but eluded the brain scanners? "As somebody who started taking piano lessons at the age of five and got up every morning at seven to practice, that experience changed me and made me part of who I am today," Schellenberg said. "The question is whether those kinds of experiences do so systematically across individuals and create exactly the same changes. And I think that is that huge leap of faith."

这似乎很有说服力,但Habibi的儿童不是随机选择的。被音乐吸引的孩子是否从一开始就拥有某些使她们与众不同但脑扫描仪无法捕捉到的东西?Schellenberg说:"作为一个从五岁开始上钢琴课并每天早上七点起床练习的人,那段经历改变了我,使我成为今天的一部分。问题是这类经历是否在个体之间系统性地产生同样的变化。我认为这是一个巨大的信念飞跃。

- N) Did he have a hidden talent that others didn't have? Or more endurance than his peers? Music researchers tend, like Schellenberg, to be musicians themselves, and as he noted in his recent paper, "the idea of positive cognitive and neural side effects from music training (and other pleasurable activities) is inherently appealing." He also admits that if he had children of his own, he would encourage them to take music lessons and go to university. "I would think that it makes them better people, more critical, just wiser in general," he said.

他是否拥有别人没有的隐藏天赋?或者比同龄人更有耐力?音乐研究者往往像Schellenberg一样,本身就是音乐家,正如他在最近的论文中指出的那样,"音乐训练(和其他愉快活动)产生积极认知和神经副作用的想法本质上具有吸引力。"他也承认,如果他有自己的孩子,他会鼓励他们上音乐课和上大学。他说:"我会认为这让他们成为更好的人,更有批判性,总体上更明智。

O) But those convictions should be checked at the entrance to the lab, he added. Otherwise, the work becomes religion or faith. "You have to let go of your faith if you want to be a scientist."

但他补充说,这些信念应该在实验室门口被搁置。否则,工作就变成了宗教或信仰。"如果你想成为科学家,就必须放下你的信念。

陈述句与逐句解析

36. Glenn Schellenberg's latest research suggests many psychologists and neuroscientists wrongly believe in the causal relationship between music and IQ.

Glenn Schellenberg的最新研究表明,许多心理学家和神经科学家错误地相信音乐与智商之间存在因果关系。

【答案】 E 段 (强锚点)

【锚点】 强锚: latest research + wrongly believe causal

【定位】 Recently, he decided to formally investigate just how often his fellow researchers in psychology and neuroscience make what he believes are erroneous—or at least premature—causal connections between music and intelligence. His results, published in May, suggest that many of his peers do just that.

最近,他决定正式调查一下他在心理学和神经科学领域的同行们,多频繁地做出他认为是错误的——或者至少是过早的——关于音乐与智力之间的因果关联。他5月发表的结果表明,他的许多同行的确如此。

【改写】 Glenn Schellenberg's latest research ↔ Recently, he decided to formally investigate

时间副词 + 行为动词改写

wrongly believe in the causal relationship between music and IQ ↔

erroneous—or at least premature—causal connections between music and intelligence

同义词替换 + 范围保留

many psychologists and neuroscientists ↔

his fellow researchers in psychology and neuroscience

同义短语改写

【辨邻】 G 段 the majority of the articles erroneously claimed that music training had a causal effect 虽然也讲「错称因果」,但题干36强调的是「Schellenberg的最新研究表明 + 同行错信」这一整体判断,落点在E段的His results, published in May, suggest that many of his peers do just that 上。

the majority of the articles erroneously claimed that music training had a causal effect

37. The belief in the positive effects of music training appeals to many researchers who are musicians themselves.

对音乐训练积极效果的信念吸引了许多本身就是音乐家的研究人员。

【答案】 N 段 (强锚点)

【锚点】强锚·researchers who are musicians themselves

【定位】Music researchers tend, like Schellenberg, to be musicians themselves, and as he noted in his recent paper, "the idea of positive cognitive and neural side effects from music training (and other pleasurable activities) is inherently appealing."

音乐研究者们和 Schellenberg 一样，往往自己就是音乐家；正如他在最近的论文里所写：「音乐训练（以及其他令人愉悦的活动）带来正向认知与神经副作用的想法，本身就很有吸引力。」

【改写】The belief in the positive effects of music training ↔

the idea of positive cognitive and neural side effects from music training

近义词替换 + 概括

appeals to many researchers who are musicians themselves ↔

Music researchers tend, like Schellenberg, to be musicians themselves is inherently appealing

主被动转换 + 同源词替换

【辨邻】D D 段 as a passionate musician, Schellenberg was delighted when he turned up credible evidence 是描述他作为音乐家时的个人情绪反应，而非题干的『许多本身是音乐家的研究者被这种正向看法所吸引』。

as a passionate musician, Schellenberg was delighted when he turned up credible evidence

38. Glenn Schellenberg was doubtful about the claim that music education helps enhance children's intelligence.

Glenn Schellenberg对音乐教育有助于提高儿童智力的说法持怀疑态度。

【答案】C 段（强锚点）

【锚点】强锚·doubtful + claim that music education helps enhance children's intelligence

【定位】Schellenberg had long been skeptical of the science supporting claims that music education enhances children's abstract reasoning, math, or language skills.

Schellenberg 长久以来一直对那些声称音乐教育能提升儿童抽象推理、数学或语言能力的说法所依赖的科学持怀疑态度。

【改写】was doubtful about the claim ↔ **had long been skeptical of the science supporting claims**

近义形容词替换

music education helps enhance children's intelligence ↔

music education enhances children's abstract reasoning, math, or language skills

上位词总称 ↔ 下位词枚举

【辨邻】I I 段 Schellenberg remains highly critical of how the concept of plasticity has been applied in his field 的怀疑对象是脑可塑性的应用方式，而题干 38 的怀疑对象是「音乐教育能否提升儿童智力」这一更宽泛的命题，范围不同。

Schellenberg remains highly critical of how the concept of plasticity has been applied in his field

39. Glenn Schellenberg came to the conclusion that most of the papers assessed made the wrong claim regarding music's effect on intelligence.

Glenn Schellenberg得出结论，大多数被评估的论文在音乐对智力的影响方面做出了错误的声明。

【答案】 G 段 (强锚点)

【锚点】 强锚: most of the papers + wrong claim

【定位】 After computing their assessments, Schellenberg concluded that the majority of the articles erroneously claimed that music training had a causal effect.

在汇总助手们的评估之后，Schellenberg 得出结论：大多数论文错误地宣称音乐训练具有因果效应。

【改写】 most of the papers assessed ↔ the majority of the articles

近义词替换

made the wrong claim regarding music's effect on intelligence ↔

erroneously claimed that music training had a causal effect

名词短语 ↔ 副词 + 动词 + 因果改写

【辨邻】 E E 段 many of his peers do just that 是『许多同行』的程度词，而题干 39 用的是『大多数论文 (most of the papers)』这种量化判决，应当对到 G 段更精确的 majority 表述。

His results, published in May, suggest that many of his peers do just that

40. You must abandon your unverified beliefs before you become a scientist.

在你成为科学家之前，你必须放弃未经证实的信念。

【答案】 O 段 (强锚点)

【锚点】 强锚: abandon unverified beliefs + become a scientist

【定位】 But those convictions should be checked at the entrance to the lab, he added. Otherwise, the work becomes religion or faith. "You have to let go of your faith if you want to be a scientist."

但他补充说，那些信念应该在走进实验室时就被搁置；否则，研究就会沦为宗教或信仰。

「如果你想成为一名科学家，就必须放下你的信念。」

【改写】 You must abandon your unverified beliefs ↔ You have to let go of your faith

情态动词 + 动词短语同义替换

before you become a scientist ↔ if you want to be a scientist

条件状语句式转换

41. Lots of experiments have demonstrated that people with music training can better differentiate certain sounds.

大量实验已经证明，接受过音乐训练的人能够更好地区分某些声音。

【答案】 **H** 段 (强锚点)

【锚点】 强锚: music training + differentiate certain sounds

【定位】 And many experiments have shown that musical training improves certain hearing capabilities, like filtering voices from background noise or distinguishing the difference between the consonants(辅音) 'b' and 'g'.

并且许多实验已经表明，音乐训练能提升某些听觉能力，比如从背景噪声中过滤人声，或区分辅音 b 和 g 之间的差异。

【改写】 Lots of experiments have demonstrated ↔ many experiments have shown

数量词 + 动词同义替换

people with music training can better differentiate certain sounds ↔

musical training improves certain hearing capabilities, like ... distinguishing the difference between the consonants(辅音) 'b' and 'g'

上位概括 + 同义动作 + 例证还原

【辨邻】 **K** 段 improvements in hearing ability, as well as in more general competencies, such as the ability to concentrate 是一项追踪研究的整体发现，并未提到『区分某些声音』这种具体辨别动作；这正是 H 段独有的细节。

improvements in hearing ability, as well as in more general competencies, such as the ability to concentrate

42. Glenn Schellenberg's findings at the beginning of this century were not supported by a larger study carried out some ten years later.

Glenn Schellenberg 在本世纪初的研究结果未能得到大约十年后进行的一项更大规模研究的支持。

【答案】 **D** 段 (强锚点)

【锚点】 强锚: beginning of this century + larger study ten years later

【定位】 But nearly a decade later, in 2013, the Education Endowment Foundation funded a bigger study with more than 900 students. That study failed to confirm Schellenberg's findings, producing no evidence that music lessons improved math and literacy skills.

但将近十年后，在 2013 年，Education Endowment Foundation 资助了一项更大规模的研究，受试者超过 900 名学生。那项研究未能证实 Schellenberg 的发现，没能拿出证据表明音乐课提升了数学和读写能力。

【改写】 Glenn Schellenberg's findings at the beginning of this century ↔

The 2004 paper was specifically designed to address those concerns

时间状语的上位概括

were not supported by a larger study carried out some ten years later ↔

nearly a decade later, in 2013, the Education Endowment Foundation funded a bigger study with more than 900 students

时间表达 + 形容词近义替换

were not supported by a larger study ↔ **That study failed to confirm Schellenberg's findings**

否定结构同义替换

【辨邻】 B B 段 The IQ of the children in the two musical groups rose by an average of seven points 描述的是 2004 实验的正面结果，并未提及十年后大研究是否支持；题干 42 的关键事件是『未被支持』，应落在 D 段。

The IQ of the children in the two musical groups rose by an average of seven points in the course of a year

43. One researcher shares Glenn Schellenberg's view that it is necessary to conduct long-term developmental studies to understand the effects of music training.

一位研究人员认同 Glenn Schellenberg 的观点，即有必要进行长期发展性研究以了解音乐训练的效果。

【答案】 J 段（强锚点）

【锚点】 强锚 One researcher shares + long-term developmental studies

【定位】 Neuropsychologist Lutz Jancke agrees. "Most of these studies don't allow for causal inferences," he said. For over two decades, Jancke has researched the effects of music lessons, and like Schellenberg, he believes that the only way to truly understand their effects is to run longitudinal studies.

神经心理学家 Lutz Jancke 表示同意。「这些研究大多无法支持因果推断，」他说。二十多年来，Jancke 一直在研究音乐课的效果，并且和 Schellenberg 一样，他认为真正理解其效果的唯一办法是做纵向研究。

【改写】 One researcher shares Glenn Schellenberg's view ↔ **Neuropsychologist Lutz Jancke agrees**

动词同义替换 + 模糊化指代

it is necessary to conduct long-term developmental studies to understand the effects of music training

↔ **the only way to truly understand their effects is to run longitudinal studies**

专业术语 ↔ 通俗描述

【辨邻】 K 段 Some researchers are starting to do just that 是承接 J 段后举出『正在做的人』，而题干 43 的关键是『有研究者赞同他 + 主张这种方法必要』，落点在 J 段 Jancke 的表态。

Some researchers are starting to do just that

44. Glenn Schellenberg's research assistants had no idea what he was trying to prove in his new study.

Glenn Schellenberg 的研究助理不知道他在新研究中试图证明什么。

【答案】 F 段 (强锚点)

【锚点】 强锚·research assistants + no idea what he was trying to prove

【定位】 Schellenberg didn't tell his assistants what exactly he was trying to prove.
Schellenberg 没有告诉他的助手们他究竟想证明什么。

【改写】 Glenn Schellenberg's research assistants had no idea ↔ Schellenberg didn't tell his assistants
因果改写

what he was trying to prove in his new study ↔ what exactly he was trying to prove
宾语从句直接对应

45. Glenn Schellenberg admits that practice can change certain areas of the brain but doubts that the change can affect other areas.

Glenn Schellenberg 承认练习可以改变大脑的某些区域，但怀疑这种变化能否影响其他区域。

【答案】 I 段 (强锚点)

【锚点】 强锚·practice can change certain areas + doubts other areas

【定位】 Practice does change the brain, he allows, but what is questionable is the assertion that these changes affect other brain regions, such as those responsible for spatial reasoning or math problems.

他承认，练习确实能改变大脑；但他认为可疑的是那种断言——这些改变会影响到其他脑区，比如负责空间推理或数学问题的脑区。

【改写】 admits that practice can change certain areas of the brain ↔

Practice does change the brain, he allows

让步动词同义替换

doubts that the change can affect other areas ↔

what is questionable is the assertion that these changes affect other brain regions, such as those responsible for spatial reasoning or math problems

动词 ↔ 名词化改写

【辨邻】 H 段 scientists frequently point to brain plasticity—the fact that the brain changes according to how we use it 描述的是科学家如何为因果辩护，并未出现『但是 + 怀疑跨区影响』这种让步—转折；题干 45 的双层结构只在 I 段完整呈现。

scientists frequently point to brain plasticity—the fact that the brain changes according to how we use it

PARAGRAPH MAP • 段落主旨图

15 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

A 开篇引子段：点出全文将要呈现的总观点——一项近期分析发现，大多数关于音乐与能力提升的研究在因果关系上存在表述偏差。

信息指纹 总纲句·研究表述偏差

B 回顾 2004 年那篇标题为「音乐课提升智商」的论文：Schellenberg 把 144 个孩子随机分进键盘、声乐、戏剧、对照四组，发现两个音乐组的智商平均涨了 7 分，另外两组涨 4.3 分。

信息指纹 具象·2004 实验与四组分配

C 交代 Schellenberg 长期以来对「音乐教育能提升孩子抽象推理、数学、语言能力」这一说法持怀疑态度，强调相关不等于因果。

信息指纹 态度·长期怀疑

D 2004 年那篇论文本是为了回应这些质疑，并一度让他作为音乐爱好者欣慰；但 2013 年由 Education Endowment Foundation 资助的、900 多名学生的更大规模研究并未支持他的结论。

信息指纹 反转·2013 大样本未复现

E Schellenberg 平静接受这个消息，转而正式调查同行心理学家与神经科学家有多频繁地做出错误或仓促的「音乐—智商」因果判断；他 5 月发表的研究结果显示，确实有许多同行如此。

信息指纹 新研究·调查同行误判频率

F 介绍新研究的具体做法：让两位助手收集自 2000 年以来 114 篇相关论文，看摘要标题里有没有「enhance/promote/facilitate/strengthen」这种暗示因果的动词，并按是否用脑成像归入神经科学或心理学；他没告诉助手自己想证明什么。

信息指纹 方法·114 篇 + 关键词 + 助手盲评

G 公布新研究的核心结论：大多数论文都错误地宣称音乐训练具有因果效应；神经科学论文里这种「过度推销」尤其严重，四分之三把单纯的相关说成因果；并附带指出心理学和神经科学过去受到的批评程度不同。

信息指纹 结论·多数论文错称因果，神经科学更严重

H 讲科学家如何论证因果：常借助「大脑可塑性」概念，举例小提琴训练会让左手手指运动相关脑区生长，多项实验显示音乐训练能改善某些听觉能力，如从背景噪声中过滤人声、区分辅音 b 和 g。

信息指纹 机制·脑可塑性与听觉辨别例证

I Schellenberg 对脑可塑性在该领域的应用提出严厉批评：练习确实能改变大脑，但「这些改变会影响其他脑区（如空间推理、数学）」这一断言才是可疑之处。

信息指纹 反驳·承认局部改变但质疑跨区迁移

J 神经心理学家 Lutz Jancke 同意 Schellenberg 的看法：现有研究多数无法支持因果推断，要真正理解音乐课的效果，必须做纵向（longitudinal）研究——长期追踪有无音乐课的孩子群体，再比较结果。

信息指纹 盟友·Jancke 主张做纵向研究

K 举一项正在做的纵向研究：海德堡大学 Peter Schneider 跟踪一群孩子十年，部分孩子参与德国鲁尔区的「每个孩子一件乐器」项目；其中那些真心热爱并自愿练习的孩子，在听觉能力和注意力等更普遍能力上都有提升。

信息指纹 实例·Schneider 十年追踪 + 鲁尔区项目

L 另一项正在做的纵向研究：南加州大学 Assal Habibi 用洛杉矶低收入社区的孩子，分音乐组、体育组、无课后项目组三组对照，两年后报告音乐组孩子大脑出现结构性变化。

信息指纹 实例·Habibi 三组对照纵向研究

M 对 Habibi 研究泼冷水：她的孩子不是随机选的，那些被音乐吸引的孩子或许本就有某种与众不同的特质；Schellenberg 用自己 5 岁起每天 7 点起床练琴的经历举例，质疑这种经历是否能在所有人身上系统地产生同样的改变。

信息指纹 再质疑·非随机 + 个人经历类比

N 顺着上段反思：音乐研究者大多自己就是音乐家（Schellenberg 也是），他在新论文里写道「音乐训练（和其他愉悦活动）带来正向认知与神经副作用的想法本身就很有吸引力」；他也承认若自己有孩子也会鼓励他们学音乐和上大学。

信息指纹 自省·研究者多为音乐家这一吸引力偏差

O 结尾告诫：但那些信念应该在走进实验室时就被搁置，否则研究就变成宗教或信仰；想做科学家就必须放下自己的信仰。

信息指纹 结论·进实验室前先放下信念

SENTENCE INSIGHTS • 句子精讲

15 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。

Correlation, after all, does not prove causation.

C段，第4句

简单句结构本身常见，插入语的使用也是书面语中的典型手法，但整句过于简洁，不涉及考试中高频出现的从句、非谓语、特殊句式等结构，作为句式代表性处于中等水平。

The 2004 paper was specifically designed to address those concerns.

D段，第1句

被动语态 + 不定式目的状语是学术和考试文本中的常见结构，尤其在描述研究设计或结果时频繁出现，具有一定代表性和迁移价值。

And as a passionate musician, Schellenberg was delighted when he turned up credible evidence that music has transfer effects on general intelligence.

D段，第2句

本句结构非常典型:主句 + 时间状语从句 + 同位语从句,是四六级和考研阅读中高频出现的句式。同位语从句用于解释抽象名词(如 evidence、fact、idea 等)的具体内容,是学术文本和科普文章的常见表达方式。时间状语从句的嵌入也是复合句的基本模式。掌握这个句式后,学习者可以迁移到大量类似结构的句子,代表性很强。

Recently, he decided to formally investigate just how often his fellow researchers in psychology and neuroscience make what he believes are erroneous—or at least premature—causal connections between music and intelligence.

E段，第2句

句子覆盖主谓宾、时间状语、系表结构、嵌套宾语从句、插入语等多种成分，且 "what" 从句中 "what" 既作引导词又作主语，是易错点。第一层从句中 "how often" 作状语也需要辨析。破折号内的补充说明和介词短语后置定语进一步丰富成分种类。作为划分成分的练习句，覆盖面广且有一定挑战性。

Otherwise the papers were categorized as psychology.

F段，第5句

一般过去时被动语态的简单句在学术写作和考试阅读中较为常见，"categorize as" 搭配也是典型表达，但句式过于简单，缺乏从句或复杂修饰，代表性中等。

The overselling, he also found, was more prevalent among neuroscience studies, three quarters of which mischaracterized a mere association between music training and skills enhancement as a cause-and-effect relationship.

G段，第2句

本句包含非限定性定语从句、插入语、主系表结构、宾语补足语等多个四六级和考研高频考点,尤其 "three quarters of which" 和 "mischaracterize A as B" 都是真题中反复出现的典型结构,学习迁移价值高

Neuroscientists, on the other hand, armed with brain scans and EEGs(脑电图), have not been subject to the same degree of critique.

G段，第5句

本句的结构（主系表 + 后置定语 + 插入语 + 现在完成时）在四六级和考研阅读中较为常见，尤其是后置定语修饰主语、系动词后接形容词性表语的用法是高频句式，掌握后可迁移到大量类似句子的分析中。典型性较高。

Practice does change the brain, he allows, but what is questionable is the assertion that these changes affect other brain regions, such as those responsible for spatial reasoning or math problems.

I段，第3句

覆盖主语从句、同位语从句、定语从句、主系表结构、插入语等多种成分类型，且同位语从句与定语从句的区分、what 引导的主语从句、插入语的识别都是常见易错点，训练价值高。

Some of them were handed musical instruments and given lessons through a school-based program in the Ruhr region of Germany called Jedem Kind ein Instrument, or "an instrument for every child," which was carried out with government funding.

K段，第3句

句子使用被动语态 + 并列谓语 + 非限制性定语从句的组合，这是四六级和考研阅读中常见的句式结构。被动语态和定语从句的搭配具有较强代表性，掌握后可在大量类似句子中复用，典型性较高。

Among these children, Schneider has found that those who were enthusiastic about music and who practiced voluntarily showed improvements in hearing ability, as well as in more general competencies, such as the ability to concentrate.

K段，第4句

主句加宾语从句、宾语从句主语带并列定语从句修饰,是四六级和考研阅读中非常典型的学术报道句式,这种 发现类动词加 that 从句、从句主语带定语从句限定的结构在真题中反复出现,掌握后可迁移到大量类似句子

"The question is whether those kinds of experiences do so systematically across individuals and create exactly the same changes. And I think that is that huge leap of faith."

M段，第4句

本句展示了常见的并列主句结构和名词性从句（表语从句、宾语从句）用法，这两类结构在四六级和考研真题中频繁出现。"whether"引导的表语从句表达疑问内容，"that"引导的宾语从句表达观点，都是典型的学术或议论文表达方式。掌握这些句式后可大量迁移到阅读和写作中。

He also admits that if he had children of his own, he would encourage them to take music lessons and go to university.

N段，第4句

本句的结构非常典型：主句 + 宾语从句是四六级和考研常考句式，宾语从句内嵌套条件状语从句也是高频结构。虚拟条件句（if 从句用过去时，主句用 would）是语法重点。admit that、encourage sb to do sth 都是常考搭配，掌握后可大量复用

Otherwise, the work becomes religion or faith.

O段，第2句

主系表结构和句首状语都是四六级和考研常见句式，"Otherwise" 引导的逻辑转折也具有一定代表性，但整体过于简单，缺乏从句或复杂修饰成分，作为典型句式的迁移价值居中

Glenn Schellenberg's findings at the beginning of this century were not supported by a larger study carried out some ten years later.

第42题题干

被动语态+by短语+后置定语从句(过去分词形式)的组合,是学术和考试文本中的高频句式。该结构常用于陈述研究结果和文献对比,具有较高的复用价值,掌握后可迁移到大量同类句子。

One researcher shares Glenn Schellenberg's view that it is necessary to conduct long-term developmental studies to understand the effects of music training.

第43题题干

同位语从句修饰抽象名词加不定式复合结构是学术写作和考试阅读中的常见句式,具有较高的代表性和迁移价值。

本篇出现的 129 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。

effect A2

n. 影响

本篇11次 · 真题 191 句

researcher B2

n. 研究人员

本篇7次 · 真题 363 句

claim B1

v. 声称

本篇5次 · 真题 111 句

relationship B1

n. 关系

本篇4次 · 真题 168 句

intelligence B2

n. 智力

本篇4次 · 真题 64 句

enhance B2

v. 提高

本篇4次 · 真题 32 句

neuroscience C1

n. 神经科学

本篇4次 · 真题 19 句

causal C1

adj. 因果关系的

本篇4次 · 真题 9 句

would A1

aux. (will 的过去式) 将要，会

本篇3次 · 真题 568 句

better A1

adj. 更好的 (good 的比较级)

本篇3次 · 真题 205 句

finding B2

n. 调查结果

本篇3次 · 真题 121 句

region B1

n. 地区

本篇3次 · 真题 78 句

conduct B2

v. 组织并实施

本篇3次 · 真题 59 句

psychologist B2

n. 心理学家

本篇3次 · 真题 54 句

psychology B2

n. 心理学

本篇3次·真题 52 句

musician A2

n. 音乐家;演奏者

本篇3次·真题 21 句

assistant A2

n. 助手

本篇3次·真题 16 句

faith B1

n. 信任

本篇3次·真题 11 句

neuroscientist C1

n. 神经科学家

本篇3次·真题 10 句

musical B1

adj. 音乐的

本篇3次·真题 9 句

author A2

n. 作者

本篇2次·真题 264 句

positive B1

adj. 积极的

本篇2次·真题 144 句

decade B1

n. 十年

本篇2次·真题 120 句

affect B1

v. 影响

本篇2次·真题 116 句

average A2

adj. 平均的

本篇2次·真题 112 句

support A2

v. 支持

本篇2次·真题 103 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本篇2次·真题 94 句

evidence B1

n. 证据

本篇2次·真题 87 句

later A1

adv. 以后, later

本篇2次·真题 87 句

belief B1

n. 相信

本篇2次·真题 85 句

journal

B1

n. 杂志

本篇2次·真题 66 句

peer

B2

n. 同龄人

本篇2次·真题 62 句

connection

B1

n. 联系

本篇2次·真题 50 句

exactly

B1

adv. 精确地

本篇2次·真题 46 句

critical

B2

adj. 批评的

本篇2次·真题 42 句

responsible

B1

adj. 负责的

本篇2次·真题 40 句

otherwise

B2

adv. 否则, 不然

本篇2次·真题 33 句

assess

B2

v. 评估

本篇2次·真题 30 句

admit

B1

v. 承认 (事实、错误等)

本篇2次·真题 22 句

transfer

B1

v. 转移

本篇2次·真题 17 句

reasoning

B2

n. 推理

本篇2次·真题 13 句

abstract

B2

adj. 抽象的

本篇2次·真题 11 句

randomly

B2

adv. 随机地

本篇2次·真题 10 句

extracurricular

B2

adj. 课外的;课程以外的

本篇2次·真题 9 句

skeptical

B2

adj. 怀疑的

本篇2次·真题 9 句

youngster

B1

n. 年轻人

本篇2次·真题 9 句

likely B2

adj. 很可能的

本篇1次·真题 228 句

focus B1

n. 重点

本篇1次·真题 200 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 170 句

community B1

n. 社区

本篇1次·真题 163 句

individual B2

adj. 单独的

本篇1次·真题 142 句

view A2

n. 观点, 看法

本篇1次·真题 134 句

design B1

n. 设计

本篇1次·真题 119 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次·真题 112 句

argue B1

v. 争论

本篇1次·真题 106 句

least A2

det. 最少的

本篇1次·真题 98 句

according B1

prep. 根据

本篇1次·真题 96 句

gain B1

v. 获得; 赢得

本篇1次·真题 96 句

concern B1

v. 涉及

本篇1次·真题 88 句

cognitive C1

adj. 认知的

本篇1次·真题 85 句

colleague B1

n. 同事

本篇1次·真题 84 句

promote B2

v. 促进

本篇1次·真题 82 句

recently A2

adv. 最近

本篇1次·真题 76 句

wrong A2

adj. 错误的

本篇1次·真题 66 句

apply A2

v. 申请

本篇1次·真题 63 句

occur B1

v. 发生, 出现

本篇1次·真题 62 句

concept B2

n. 概念

本篇1次·真题 59 句

majority B2

n. 大多数, 大部分

本篇1次·真题 51 句

analysis B2

n. 分析

本篇1次·真题 49 句

appeal B2

v. 呼吁

本篇1次·真题 48 句

demonstrate B2

v. 证明

本篇1次·真题 45 句

invest B2

v. 投资 (金钱、时间等以期获得回报)

本篇1次·真题 45 句

charge B1

v. 收费

本篇1次·真题 44 句

completely B1

adv. 完全地

本篇1次·真题 43 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次·真题 42 句

outcome B2

n. 结果

本篇1次·真题 40 句

attempt B1

v. 试图

本篇1次·真题 39 句

psychological B2

adj. 心理的

本篇1次·真题 39 句

related B1

adj. 相关的

本篇1次·真题 39 句

improvement B1

n. 改进

本篇1次·真题 36 句

talent B1

n. 天赋

本篇1次·真题 35 句

highly B1

adv. 非常

本篇1次·真题 34 句

funding B2

n. 资金

本篇1次·真题 32 句

frequently B1

adv. 频繁地

本篇1次·真题 31 句

association B2

n. 协会

本篇1次·真题 30 句

conclude B2

v. 断定;推断出

本篇1次·真题 30 句

employ B1

v. 雇用

本篇1次·真题 30 句

fund B2

n. 资金

本篇1次·真题 30 句

necessarily B2

adv. 必然地

本篇1次·真题 30 句

battle B1

n. 战斗

本篇1次·真题 29 句

truly B1

adv. 真正地

本篇1次·真题 28 句

strengthen B2

v. 加强

本篇1次·真题 27 句

beginning A1

n. 开始

本篇1次·真题 25 句

foundation B2

n. 基础;根基

本篇1次·真题 25 句

distinguish

B2

v. 区分

本篇1次·真题 23 句

select

B1

v. 选择, 挑选

本篇1次·真题 23 句

abandon

B2

v. 离弃

本篇1次·真题 22 句

assign

B1

v. 分配 (任务、工作)

本篇1次·真题 22 句

fellow

B2

n. 家伙

本篇1次·真题 22 句

correlation

C1

n. 相关性

本篇1次·真题 21 句

capability

B2

n. 能力

本篇1次·真题 20 句

mere

B2

adj. 仅仅的

本篇1次·真题 19 句

facilitate

C1

v. 促进

本篇1次·真题 18 句

investigate

B2

v. 调查

本篇1次·真题 18 句

specifically

B2

adv. 明确地

本篇1次·真题 18 句

hidden

B1

adj. 隐藏的

本篇1次·真题 16 句

assessment

B2

n. 评估

本篇1次·真题 14 句

concentrate

B1

v. 集中注意力

本篇1次·真题 14 句

confirm

B1

v. 证实

本篇1次·真题 14 句

literacy

B2

n. 读写能力

本篇1次·真题 14 句

passionate B2

adj. 热情的

本篇1次 · 真题 14 句

regarding B2

prep. 关于

本篇1次 · 真题 14 句

classic B1

adj. 典型的

本篇1次 · 真题 13 句

filter B1

n. 过滤器

本篇1次 · 真题 13 句

participation B2

n. 参与

本篇1次 · 真题 13 句

ambitious B2

adj. 有雄心的

本篇1次 · 真题 12 句

motor B1

n. 发动机

本篇1次 · 真题 12 句

prevalent C1

adj. 普遍的

本篇1次 · 真题 12 句

random B2

adj. 随机的

本篇1次 · 真题 12 句

self B1

n. 自我

本篇1次 · 真题 12 句

structural B2

adj. 结构的

本篇1次 · 真题 12 句

concentration B2

n. 专注

本篇1次 · 真题 11 句

appealing B2

adj. 有吸引力的

本篇1次 · 真题 10 句

inherently C1

adv. 内在地

本篇1次 · 真题 10 句

cast B2

v. 投掷

本篇1次 · 真题 9 句

religion B1

n. 宗教

本篇1次 · 真题 9 句

scan B1

v. 仔细查看、审视

本篇1次·真题9句

assignment B1

n. (学校的) 作业、任务

本篇1次·真题8句

enthusiastic B2

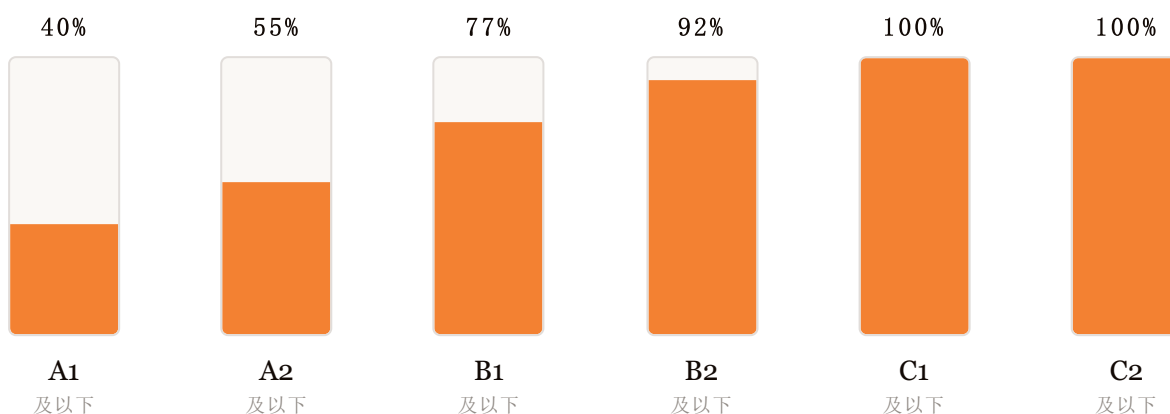
adj. 热情的

本篇1次·真题8句

VOCABULARY · 词汇难度分布

全文 405 词按 CEFR 难度累积覆盖

全文去重后共 **405** 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 33 个·约 8%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全文去重词 405 个·末柱为 100%

去重总词数

405

B2 以上难词

8%

B1 及以下覆盖

77%

英语六级 2021年12月·第2套 · 全卷构成

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

2021年12月·第2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2021年12月·第2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 4 段原文（段首标 P1-P4 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2套(2021-12) · 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 The trend toward rationality and enlightenment was endangered long before the advent of the World Wide Web. As Neil Postman noted in his 1985 book *Amusing Ourselves to Death*, the rise of television introduced not just a new medium but a new discourse: a gradual shift from a typographic(印刷的) culture to a photographic one, which in turn meant a shift from rationality to emotions, exposition to entertainment. In an image-centered and pleasure-driven world, Postman noted, there is no place for rational thinking, because you simply cannot think with images. It is text that enables us to "uncover lies, confusions and overgeneralizations, and to detect abuses of logic and common sense. It also means to weigh ideas, to compare and contrast assertions, to connect one generalization to another."

理性和启蒙的趋势早在万维网出现之前就已处于危险之中。正如Neil Postman在其1985年的著作《娱乐至死》中所指出的,电视的兴起不仅引入了一种新媒介,还引入了一种新话语:从印刷文化逐渐转向摄影文化,这反过来又意味着从理性转向情感,从说理转向娱乐。Postman指出,在一个以图像为中心、以快乐为驱动的世界里,理性思考没有容身之地,因为你根本无法用图像进行思考。正是文本使我们能够"揭示谎言、混淆和过度概括,并发现对逻辑和常识的滥用。它还意味着权衡观点,比较和对照论断,将一个概括与另一个概括联系起来。"

P2 The dominance of television was not confined to our living rooms. It overturned all of those habits of mind, fundamentally changing our experience of the world, affecting the conduct of politics, religion, business, and culture. It reduced many aspects of modern life to entertainment, sensationalism, and commerce. "Americans don't talk to each other, we entertain each other," Postman wrote. "They don't

exchange ideas, they exchange images. They do not argue with propositions, they argue with good looks, celebrities and commercials."

电视的主导地位并不局限于我们的客厅。它颠覆了所有那些思维习惯,从根本上改变了我们对世界的体验,影响了政治、宗教、商业和文化的行为方式。它将现代生活的许多方面简化为娱乐、煽情和商业。

Postman写道:"美国人彼此之间不交谈,我们只是娱乐彼此。他们不交流思想,他们交流图像。他们不用命题进行争论,他们用漂亮的外表、名人和广告进行争论。"

P3 At first, the web seemed to push against this trend. When it emerged towards the end of the 1980s as a purely text-based medium, it was seen as a tool to pursue knowledge, not pleasure. Reason and thought were most valued in this garden—all derived from the project of the Enlightenment. Universities around the world were among the first to connect to this new medium, which hosted discussion groups, informative personal or group blogs, electronic magazines, and academic mailing lists and forums. It was an intellectual project, not about commerce or control, created in a scientific research center in Switzerland. And for more than a decade, the web created an alternative space that threatened television's grip on society.

起初,网络似乎在抵制这一趋势。当它在20世纪80年代末作为一种纯文本媒介出现时,它被视为追求知识而非快乐的工具。在这个园地里,理性和思想最受重视——这一切都源于启蒙运动的规划。世界各地的大学是最早连接到这一新媒介的机构之一,它承载着讨论小组、信息性的个人或团体博客、电子杂志以及学术邮件列表和论坛。这是一个知识项目,与商业或控制无关,诞生于瑞士的一个科学研究中心。十多年来,网络创造了一个替代空间,威胁着电视对社会的控制。

P4 Social networks, though, have since colonized the web for television's values. From Facebook to Instagram, the medium refocuses our attention on videos and images, rewarding emotional appeals—'like' buttons—over rational ones. Instead of a quest for knowledge, it engages us in an endless zest(热情) for instant approval from an audience, for which we are constantly but unconsciously performing. (It's telling that, while Google began life as a PhD thesis, Facebook started as a tool to judge classmates, appearances.) It reduces our curiosity by showing us exactly what we already want and think, based on our profiles and preferences. The Enlightenment's motto(座右铭) of 'Dare to know' has become 'Dare not to care to know.'

然而,社交网络后来以电视的价值观占领了网络。从Facebook到Instagram,这种媒介将我们的注意力重新聚焦于视频和图像,奖励情感诉求——"点赞"按钮——而非理性诉求。它不是引导我们追求知识,而是让我们陷入对来自观众的即时认可的无尽热情之中,为此我们不断但无意识地进行表演。(值得注意的是,Google起源于一篇博士论文,而Facebook起源于一个评判同学外貌的工具。)它通过根据我们的资料和偏好向我们展示我们已经想要和认同的内容,来削弱我们的好奇心。启蒙运动"敢于求知"的座右铭已经变成了"敢于不在乎求知"。

题目与逐题解析

46. What did Neil Postman say about the rise of television?

- A) It initiated a change from dominance of reason to supremacy of pleasure.
- B) It brought about a gradual shift from cinema going to home entertainment.
- C) It started a revolution in photographic technology.
- D) It marked a new age in the entertainment industry.

Neil Postman 对电视兴起有何评论？

- A) 它开启了一场从理性主导到享乐至上的转变。
- B) 它带来了从去电影院到居家娱乐的逐步转变。
- C) 它开启了摄影技术的革命。
- D) 它标志着娱乐产业一个新时代的到来。

【答案】 **A** (细节题)

【判型】 题干 What did Neil Postman say about the rise of television? 指向 Postman 关于电视兴起的具体观点，属典型的「找人找观点」细节题。

【拆句】 题干 What did Neil Postman say about the rise of television? 是一个特殊疑问句，主干为 What did Neil Postman say, about the rise of television 是介词短语作 say 的状语，限定言说的话题。结构平铺直叙，无陷阱。

【定位】 As Neil Postman noted in his 1985 book *Amusing Ourselves to Death*, the rise of television introduced not just a new medium but a new discourse: a gradual shift from a typographic(印刷的) culture to a photographic one, which in turn meant a shift from rationality to emotions, exposition to entertainment.

正如尼尔·波兹曼在其 1985 年出版的《娱乐至死》一书中所指出的，电视的兴起带来的不仅是一种新媒介，更是一种新话语：一种从印刷文化到图像文化的渐变，而这又意味着一种从理性到情感、从论述到娱乐的转向。

【选项】 A) ✓ 正确

a shift from rationality to emotions, exposition to entertainment ↔

a change from dominance of reason to supremacy of pleasure

预判要求「从理性到娱乐/情感」，a change from dominance of reason to supremacy of pleasure 同时锁住起点 reason 与终点 pleasure，是定位句的标准同义改写。

B) 偷换概念

cinema going to home entertainment 把话题从「理性 vs 娱乐」偷换成「看电影 vs 居家娱乐」，原文从未讨论 cinema going。

C) 偷换概念

a revolution in photographic technology 把原文 typographic(印刷的) culture to a photographic one 中 photographic (图像化的，与 typographic 印刷化相对) 误读为「摄影技术」。原文谈的是文化形态而非摄影术革命。

D) 以偏概全

a new age in the entertainment industry 把原文对「娱乐文化全面侵入理性」的批判性论述，矮化为「娱乐产业新时代」这一中性的产业事件，既缩小了范围（仅产业），又抽走了「理性被取代」的核心立场。

47. According to the passage, what is the advantage of text reading?

- A) It gives one access to huge amounts of information.
- B) It allows more information to be processed quickly.
- C) It is capable of enriching one's life.
- D) It is conducive to critical thinking.

根据文章,文本阅读的优势是什么?

- A) 它使人能够获取大量信息。
- B) 它能够让更多信息被快速处理。
- C) 它能够丰富人的生活。
- D) 它有助于批判性思维。

【答案】 D (细节题)

【判型】 题干 what is the advantage of text reading? 问的是原文已明示的具体功能，无 infer/suggest/imply 等推断信号，属细节题。

【拆句】 题干 According to the passage, what is the advantage of text reading? 主干为 what is the advantage, According to the passage 是状语，of text reading 限定 advantage。结构简单，无陷阱。

【定位】 It is text that enables us to uncover lies, confusions and overgeneralizations, and to detect abuses of logic and common sense. It also means to weigh ideas, to compare and contrast assertions, to connect one generalization to another.

正是文本使我们能够识破谎言、混乱与过度概括，发现逻辑与常识被滥用的地方。它还意味着权衡观点、比较与对比断言、把一个概括与另一个概括连接起来。

【选项】 A) 无中生有

access to huge amounts of information 谈的是「获取大量信息的渠道」，原文 It is text that enables us to 引出的功能清单从未提「信息量」这个维度，是无中生有。

B) 无中生有

more information to be processed quickly 把功能定位到「处理速度」，原文从未对比「快慢」，也没说文本能让人更快地处理信息，属无中生有。

C) 过度推断

capable of enriching one's life 把「识破谎言、权衡观点」这种认知层面的具体功能，泛化为「丰富人生」这种笼统好评，跨度过大；原文未谈生活质量。

D) ✓ 正确

to detect abuses of logic and common sense ↔ **It is conducive to critical thinking**

to weigh ideas, to compare and contrast assertions ↔ **critical thinking**

预判要求「批判性思考、识破谎言、权衡观点」，四个选项里只有 critical thinking 落在这条语义线上，其余三项都跑题。

48. How has television impacted Americans?

- A) It has given them a lot more to argue about.
- B) It has brought celebrities closer to their lives.
- C) It has made them care more about what they say.
- D) It has rendered their interactions more superficial.

电视如何影响了美国人？

- A) 它给了他们更多争论的话题。 B) 它让名人更贴近他们的生活。 C) 它使他们更在意自己所说的话。
D) 它使他们的互动变得更加肤浅。

【答案】 D (细节题)

【判型】 题干 How has television impacted Americans? 用现在完成时问已经造成的影响，原文应有直接对应的描述，属细节题。

【拆句】 题干 How has television impacted Americans? 为现在完成时疑问句，主干 How has television impacted Americans. 现在完成时强调「已经发生且仍有影响」，提示原文相应句也描述既成结果。

【定位】 Americans don't talk to each other, we entertain each other. They don't exchange ideas, they exchange images. They do not argue with propositions, they argue with good looks, celebrities and commercials.

美国人不再彼此交谈，而是彼此娱乐。他们不再交换思想，而是交换形象。他们不再用命题展开辩论，而是用漂亮的外表、名人和广告来「辩论」。

【选项】 A) 与原文相反

原文明说 They do not argue with propositions——美国人不再用命题辩论；a lot more to argue about 反而说「有更多可争辩的」，方向相反。

B) 偷换概念

原文 they argue with good looks, celebrities and commercials 中 celebrities 只是「用以替代命题的几种表面元素」之一，并未谈「名人与生活更近」；brought celebrities closer to their lives 是把单词从原句中抠出来另起一个意思。

C) 与原文相反

原文 Americans don't talk to each other, we entertain each other 暗示美国人不再认真说话；care more about what they say 却说他们「更在意自己说什么」，方向反了。

D) ✓ 正确

they exchange images ↔ rendered their interactions more superficial

they argue with good looks, celebrities and commercials ↔ interactions more superficial

预判要求「互动退化为表层」，四个选项里只有 rendered their interactions more superficial 用 superficial 一词命中这一内核。

49. What does the passage say about the World Wide Web?

- A) It was developed primarily for universities worldwide.
- B) It was created to connect people in different countries.
- C) It was viewed as a means to quest for knowledge.
- D) It was designed as a discussion forum for university students.

文章对万维网有何论述？

- A) 它主要是为全世界的大学开发的。
- B) 它是为连接不同国家的人们而创建的。
- C) 它被视为探索知识的一种手段。
- D) 它被设计为大学学生的讨论论坛。

【答案】 C (细节题)

【判型】 题干 What does the passage say about the World Wide Web? 直接问文章怎么说，无推断信号，属细节题。

【拆句】 题干 What does the passage say about the World Wide Web? 主干为 What does the passage say, about the World Wide Web 是状语限定话题。结构简单，无陷阱。

【定位】 When it emerged towards the end of the 1980s as a purely text-based medium, it was seen as a tool to pursue knowledge, not pleasure.

当 Web 在 1980 年代末作为一种纯文本媒介出现时，它被视为一种追求知识、而非追求快乐的工具。

【选项】 A) 偷换概念

原文 Universities around the world were among the first to connect to this new medium 只说大学是最早接入者，并未说 Web 是「为大学开发」的；developed primarily for universities worldwide 把「使用者」误读为「开发目的」。

B) 无中生有

原文未谈 Web 的设计目的是「连接不同国家的人」；connect people in different countries 与原文最相近的句子是 Universities around the world were among the first to connect to this new medium，但这里 connect 的宾语是 medium，而非 people in different countries。

C) ✓ 正确

it was seen as a tool to pursue knowledge, not pleasure ↔

It was viewed as a means to quest for knowledge

预判即「被视为追求知识的工具」；It was viewed as a means to quest for knowledge 与预判几乎逐词同义，毫无歧义。

D) 以偏概全

原文 which hosted discussion groups, informative personal or group blogs, electronic magazines, and academic mailing lists and forums 只说 Web 上承载了讨论组与论坛等，并未说它「为大学生论坛而设计」；designed as a discussion forum for university students 既限定了用户（仅大学生），又限定了用途（仅论坛），双重以偏概全。

50. What do we learn about users of social media?

- A) They are bent on looking for an alternative space for escape.
- B) They are constantly seeking approval from their audience.
- C) They are forever engaged in hunting for new information.
- D) They are unable to focus their attention on tasks for long.

关于社交媒体用户我们了解到什么？

- A) 他们热衷于寻找一个可供逃避的替代空间。
- B) 他们不断寻求受众的认可。
- C) 他们始终忙于搜寻新信息。
- D) 他们无法长时间将注意力集中在任务上。

【答案】 B (细节题)

【判型】 题干 What do we learn about users of social media? 问文章已写明的用户行为，无推断信号，属细节题。

【拆句】 题干 What do we learn about users of social media? 主干为 What do we learn, about users of social media 是状语限定话题。结构简单，无陷阱。

【定位】 Instead of a quest for knowledge, it engages us in an endless zest(热情) for instant approval from an audience, for which we are constantly but unconsciously performing.

它不再让我们追求知识，而是让我们沉浸于无尽的、向观众即时求赞的热情中——为了这些观众，我们持续不断却又毫无察觉地表演。

【选项】 A) 张冠李戴

alternative space 一词在原文出现于 created an alternative space that threatened television's grip on society, 描述的是早期 Web 而非社交媒体用户; looking for an alternative space for escape 把这一标签错挂到 social media users 头上。

B) ✓ 正确

an endless zest(热情) for instant approval from an audience ↔

constantly seeking approval from their audience

we are constantly but unconsciously performing ↔ **constantly seeking approval**

预判要求「持续求得观众认可」, 四个选项里只有 constantly seeking approval from their audience 命中 approval + audience 这对原词级抓手, 毫无悬念。

C) 与原文相反

原文明说 It reduces our curiosity by showing us exactly what we already want and think, 社交网络削弱用户好奇心、只投喂他们已知的东西; forever engaged in hunting for new information 却说他们持续追逐新信息, 正好相反。

D) 无中生有

unable to focus their attention on tasks for long 谈的是「注意力难以长时间集中」——原文虽提及社交网络 refocuses our attention on videos and images, 但并未说用户的注意力变得短暂或无法集中于任务, 这是中文常见的「刻板印象」被读进了选项。

SENTENCE INSIGHTS • 句子精讲

14 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。

As Neil Postman noted in his 1985 book *Amusing Ourselves to Death*, the rise of television introduced not just a new medium but a new discourse: a gradual shift from a typographic(印刷的) culture to a photographic one, which in turn meant a shift from rationality to emotions, exposition to entertainment.

第1段, 第2句

状语从句 + 主句 + 非限制性定语从句的结构在四六级和考研阅读中非常常见, 特别是非限制性定语从句补充说明前文内容的用法, 以及冒号引出同位语解释核心概念的写法, 都是学术文本的典型句式, 掌握后可大量复用

It is text that enables us to "uncover lies, confusions and overgeneralizations, and to detect abuses of logic and common sense. It also means to weigh ideas, to compare and contrast assertions, to connect one generalization to another."

第1段，第4句

"It is + 名词 + that 定语从句" 是四六级和考研阅读中的高频结构，用于强调或解释某个概念。定语从句修饰表语、关系代词充当从句主语的模式也很典型。掌握此句型后可迁移到大量类似句子

When it emerged towards the end of the 1980s as a purely text-based medium, it was seen as a tool to pursue knowledge, not pleasure.

第3段，第2句

时间状语从句前置、主句使用被动语态、不定式作后置定语,这些都是四六级和考研阅读中的高频句式。该句结构具有很强的代表性和可迁移性,掌握后可应用于大量类似句子。

Reason and thought were most valued in this garden—all derived from the project of the Enlightenment.

第3段，第3句

被动语态的简单句在四六级和考研阅读中非常常见，尤其在学术和说明性文本里，本句展示了标准的 "be + 过去分词" 被动结构加地点状语的模式，具有较强的典型性和迁移价值。

It brought about a gradual shift from cinema going to home entertainment.

第46题，B

简单句中包含短语动词 + 带后置定语的宾语，是四六级和考研真题中常见的基础句式，学生掌握后可迁移到大量类似结构（如 bring up、carry out 等短语动词以及 from ... to ...、in ... 等后置定语），典型性较高

According to the passage, what is the advantage of text reading?

第47题 题干

特殊疑问句在四六级阅读理解题干中极为常见，本句的 "what is..." 句式和 "According to the passage" 引导语都是典型的考试提问模式，学习后可直接迁移到大量真题，具有一定代表性。

It gives one access to huge amounts of information.

第47题, A

双宾语结构 (give somebody something) 是四六级和考研常考句式, 在真题阅读和写作中高频出现, 掌握后可迁移到大量类似动词 (如 offer、bring、send 等), 具有较高典型性和实用价值。

It allows more information to be processed quickly.

第47题, B

"allow + 宾语 + 不定式补足语" 是四六级和考研阅读中的高频句型, 且补足语使用被动语态也很常见, 本句结构具有较强的代表性和迁移价值

It is capable of enriching one's life.

第47题, C

主系表结构在真题中常见, 且本句表语为 "be capable of + 动名词" 的固定搭配, 具有一定代表性。但整体过于简单, 缺乏真题中常见的复杂修饰或从句嵌套, 典型性中等偏下。

It is conducive to critical thinking.

第47题, D

主系表结构是常见句式, 但本句过于简单, 缺乏真题中常见的修饰成分、从句或复杂表语, 作为考试句型代表性一般。

It has made them care more about what they say.

第48题, C

使役结构 make sb do 和疑问词引导的宾语从句都是四六级和考研常考句式, 现在完成时的使用也符合真题风格; 整句结构完整、层次清晰, 既不过分简单也不过于生僻, 具有较强的代表性, 掌握后可迁移到大量类似句型。

It was viewed as a means to quest for knowledge.

第49题, C

被动语态配合 "view ... as ..." 固定搭配是四六级阅读中的常见句式, 后接不定式作定语修饰名词也较为典型, 学生掌握后可迁移到类似结构的句子分析中。

They are bent on looking for an alternative space for escape.

第50题，A

"be + 形容词短语 + 介词 + 动名词" 的结构在真题中时有出现（如 be interested in doing、be engaged in doing），具有一定代表性。但 bent on 本身使用频率不如 interested in 等高频搭配，典型性处于中等水平。

They are forever engaged in hunting for new information.

第50题，C

"be engaged in doing" 是四六级和考研阅读中的常见固定搭配，本句结构（系表结构 + 介词短语状语）也是典型的简单句句式，具有较好的迁移性。但因整体过于简单，缺乏从句或复杂修饰，代表性中等偏上。

HIGH-FREQUENCY • 真题高频词

本篇出现的 89 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。

web

A2

n. 网站

本篇5次 · 真题 26 句

medium

B1

adj. 中等的

本篇4次 · 真题 98 句

entertainment

B1

n. 娱乐活动

本篇4次 · 真题 16 句

argue

B1

v. 争论

本篇3次 · 真题 106 句

shift

B1

v. 移动

本篇3次 · 真题 65 句

image

A2

n. 形象，印象

本篇3次 · 真题 57 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇2次 · 真题 138 句

project A2

n. 项目

本篇2次 · 真题 116 句

engage B2

v. 参与; 从事

本篇2次 · 真题 68 句

thinking A2

n. 思考

本篇2次 · 真题 68 句

trend B1

n. 趋势

本篇2次 · 真题 63 句

audience A2

n. 观众

本篇2次 · 真题 52 句

alternative B2

n. 可供选择的事物

本篇2次 · 真题 41 句

celebrity B2

n. 名人, 名流

本篇2次 · 真题 35 句

constantly B1

adv. 不断地, 持续地

本篇2次 · 真题 31 句

rational B2

adj. 理性的

本篇2次 · 真题 22 句

exchange B1

n. 交换

本篇2次 · 真题 21 句

approval B2

n. 赞成

本篇2次 · 真题 12 句

commerce B2

n. 商业

本篇2次 · 真题 11 句

rationality C1

n. 理性

本篇2次 · 真题 9 句

focus B1

n. 重点

本篇1次 · 真题 200 句

impact B2

n. 影响

本篇1次 · 真题 185 句

accord C1

n. (国家、团体间的) 协议

本篇1次 · 真题 167 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

process B1

n. 过程

本篇1次 · 真题 126 句

decade B1

n. 十年

本篇1次 · 真题 120 句

design B1

n. 设计

本篇1次 · 真题 119 句

simply B1

adv. 仅仅, 只不过

本篇1次 · 真题 119 句

affect B1

v. 影响

本篇1次 · 真题 116 句

academic B2

adj. 学术的

本篇1次 · 真题 104 句

scientific B1

adj. 科学的

本篇1次 · 真题 103 句

access B1

n. 进入

本篇1次 · 真题 101 句

amount A2

n. 数量

本篇1次 · 真题 84 句

seek B1

v. 寻找

本篇1次 · 真题 70 句

enable B1

v. 使能够

本篇1次 · 真题 68 句

quickly A2

adv. 快速地

本篇1次 · 真题 63 句

perform B1

v. 执行

本篇1次 · 真题 61 句

conduct B2

v. 组织并实施

本篇1次 · 真题 59 句

media B1

n. 大众传播媒介（报刊、电视、广播、互联...

本篇1次 · 真题 58 句

interaction B2

n. 相互作用

本篇1次 · 真题 53 句

network B1

n. 网络

本篇1次 · 真题 53 句

emotional B1

adj. 情绪的

本篇1次 · 真题 52 句

aspect B2

n. 方面

本篇1次 · 真题 50 句

appeal B2

v. 呼吁

本篇1次 · 真题 48 句

exactly B1

adv. 精确地

本篇1次 · 真题 46 句

commercial B2

adj. 商业的

本篇1次 · 真题 43 句

electronic B1

adj. 电子的

本篇1次 · 真题 43 句

pursue B2

v. 追求

本篇1次 · 真题 43 句

reading A1

n. 阅读

本篇1次 · 真题 43 句

reward B1

n. 报酬

本篇1次 · 真题 43 句

critical B2

adj. 批评的

本篇1次 · 真题 42 句

user A2

n. 使用者

本篇1次 · 真题 42 句

means A2

n. 方法

本篇1次 · 真题 35 句

worldwide B1

adj. 全世界的

本篇1次·真题 35 句

emerge B2

v. 出现;浮现

本篇1次·真题 32 句

preference B2

n. 偏爱

本篇1次·真题 29 句

revolution B2

n. 革命

本篇1次·真题 27 句

conducive C1

adj. 有助于的

本篇1次·真题 26 句

judge B1

v. 判断, 评判

本篇1次·真题 26 句

hunting B1

n. 打猎

本篇1次·真题 25 句

contrast B2

n. 对比

本篇1次·真题 24 句

escape A2

v. 逃跑;逃脱

本篇1次·真题 24 句

unable A2

adj. 不能的

本篇1次·真题 24 句

intellectual C1

adj. 智力的

本篇1次·真题 22 句

capable B1

adj. 有能力的

本篇1次·真题 21 句

detect B2

v. 发现, 察觉 (难以察觉的事物)

本篇1次·真题 21 句

politics B1

n. 政治

本篇1次·真题 21 句

primarily B2

adv. 主要地

本篇1次·真题 21 句

threaten B1

v. 威胁;恐吓

本篇1次·真题 20 句

host B1

n. 主人

本篇1次·真题 19 句

curiosity B2

n. 好奇心

本篇1次·真题 17 句

render B2

v. 使成为

本篇1次·真题 16 句

appearance B1

n. 外貌

本篇1次·真题 15 句

button A1

n. 纽扣

本篇1次·真题 14 句

discourse C1

n. 话语,论述

本篇1次·真题 14 句

confusion B2

n. 困惑

本篇1次·真题 13 句

instant B1

n. 瞬间, 刹那

本篇1次·真题 13 句

derive B2

v. 获得

本篇1次·真题 12 句

endless B2

adj. 无尽的

本篇1次·真题 12 句

forever A2

adv. 永远

本篇1次·真题 12 句

initiate C1

v. 开始

本篇1次·真题 11 句

confine C1

v. 限制

本篇1次·真题 10 句

purely B2

adv. 纯粹地

本篇1次·真题 10 句

enrich B2

v. 丰富

本篇1次·真题 9 句

fundamentally C1

adv. 根本上

本篇1次·真题 9 句

religion B1

n. 宗教

本篇1次 · 真题 9 句

uncover B2

v. 发现, 揭露 (秘密、真相等)

本篇1次 · 真题 9 句

profile B2

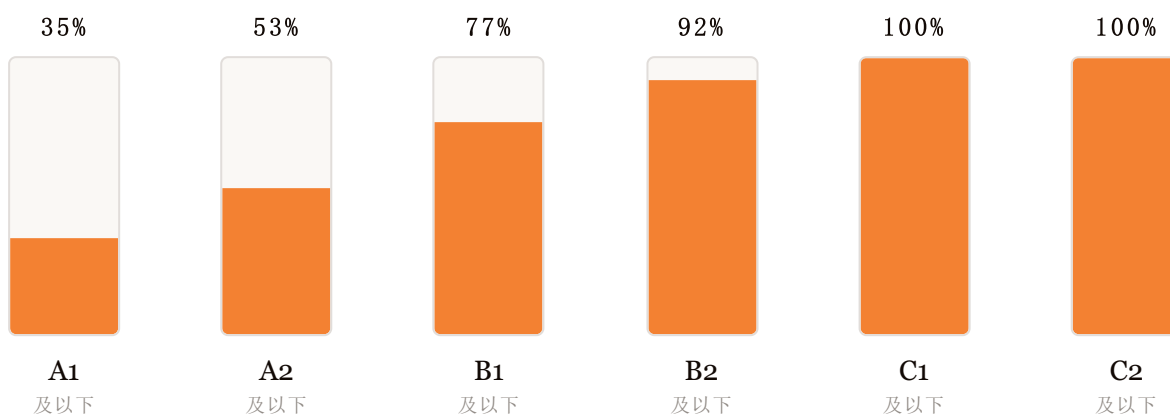
n. 简介

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 248 词按 CEFR 难度累积覆盖

全文去重后共 **248** 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 21 个 · 约 8%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 248 个 · 末柱为 100%

去重总词数

248

B2 以上难词

8%

B1 及以下覆盖

77%

英语六级 2021年12月·第2套 · 全卷构成

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

2021年12月·第2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2021年12月·第2套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 5 段原文（段首标 P1-P5 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第2套(2021-12) · 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 According to a recent study, a small but growing proportion of the workforce is affected to some degree by a sense of entitlement. Work is less about what they can contribute but more about what they can take. It can lead to workplace dysfunction and diminish their own job satisfaction. I'm not referring to employees who are legitimately dissatisfied with their employment conditions due to, say, being denied fair pay or flexible work practices. I'm talking about those who consistently believe they deserve special treatment and generous rewards. It's an expectation that exists irrespective of their abilities or levels of performance.

根据最近的一项研究,劳动力中有一小部分但不断增长的群体在某种程度上受到特权意识的影响。工作对他们来说不再是关于他们能贡献什么,而更多是关于他们能获取什么。这可能导致职场功能失调,并降低他们自身的工作满意度。我指的是那些因被拒绝公平薪酬或灵活工作方式等原因而对雇佣条件合理不满的员工。我说的是那些始终认为自己应得特殊待遇和丰厚回报的人。这是一种与他们的能力或表现水平无关的期望。

P2 As a result of that discrepancy between the privileges they feel they're owed and their inflated sense of self-worth, they don't work as hard for their employer. They prefer instead to slack off. It's a tendency which many scholars believe begins in childhood due to parents who overindulge their kids. This thereby leads them to expect the same kind of spoilt treatment throughout their adult lives. And yet

despite how these employees feel, it's obviously important for their manager to nonetheless find out how to keep them motivated. And, by virtue of that heightened motivation, to perform well.

由于他们认为自己应得的特权与其膨胀的自我价值感之间存在差异,他们不会为雇主努力工作。相反,他们更愿意偷懒。许多学者认为这种倾向始于童年,因为父母过度溺爱孩子。这导致他们在成年后的生活中也期待同样被宠坏的待遇。然而,尽管这些员工有这样的感受,对他们的管理者来说,找到如何保持他们积极性的方法显然很重要。并且,通过提高这种积极性,使他们表现良好。

P3 The research team from several American universities surveyed more than 240 individuals. They sampled managers as well as team members. Employee entitlement was measured by statements such as "I honestly feel I'm just more deserving than others." The respondents had to rate the extent of their agreement. Employee engagement, meanwhile, was assessed with statements like "I really throw myself into my work." The findings revealed ethical leadership is precisely what alleviates the negative effects of employee entitlement. That's because rather than indulging employees or neglecting them, ethical leaders communicate very direct and clear expectations. They also hold employees accountable for their behaviors and are genuinely committed to doing the right thing. Additionally, these leaders are consistent in their standards. They're also less likely to deviate in how they treat employees.

来自几所美国大学的研究团队调查了240多人。他们的样本包括管理者和团队成员。员工特权意识通过诸如“我真诚地认为我就是比其他人更应得”这样的陈述来衡量。受访者必须评估他们的认同程度。同时,员工敬业度通过诸如“我真的全身心投入工作”这样的陈述来评估。研究结果显示,伦理型领导恰恰能够缓解员工特权意识的负面影响。这是因为伦理型领导不会纵容或忽视员工,而是传达非常直接和明确的期望。他们还让员工对自己的行为负责,并真正致力于做正确的事。此外,这些领导者在标准上是一致的。他们在对待员工的方式上也不太可能出现偏差。

P4 This means, when confronted by an entitled team member, an ethical leader is significantly disinclined to accommodate their demands. He or she will instead point out, constructively and tactfully, exactly how their inflated sense of deservingness is somewhat distorted. They'd then go further to explain the specific, and objective, criteria the employee must meet to receive their desired rewards. This shift away from unrealistic expectations is successful because entitled employees feel more confident that ethical leaders will deliver on their promises. This occurs because they're perceived to be fair and trustworthy.

这意味着,当面对一个有特权意识的团队成员时,伦理型领导会明显不愿意满足他们的要求。相反,他或她会建设性地、巧妙地指出,他们膨胀的应得感在某种程度上是扭曲的。然后他们会进一步解释员工必须满足的具体的、客观的标准,才能获得他们想要的回报。这种从不切实际的期望中转变之所以成功,是因为有特权意识的员工更有信心伦理型领导会兑现承诺。这是因为他们被认为是公平和值得信赖的。

P5 The researchers, however, exercise caution by warning no one single response is the perfect remedy. But there's no denying ethical leadership is at least a critical step in the right direction.

然而,研究人员谨慎地警告说,没有任何单一的应对方法是完美的补救措施。但不可否认的是,伦理型领导至少是朝正确方向迈出的关键一步。

题目与逐题解析

51. What does a recent study find about a growing number of workers?

- A) They attempt to make more contributions.
- B) They feel they deserve more than they get.
- C) They attach importance to job satisfaction.
- D) They try to diminish workplace dysfunction.

最近一项研究发现越来越多的员工有什么特点?

- A) 他们试图做出更多贡献。 B) 他们觉得自己应得的比实际得到的多。 C) 他们重视工作满意度。
- D) 他们试图减少职场功能失调。

【答案】 **B** (细节题)

【判型】 题干 What does a recent study find about a growing number of workers? 是典型的事实询问, 问研究发现了什么。

【拆句】 What does a recent study find about a growing number of workers? 是 What 引导的特殊疑问句, 主语是 a recent study, 谓语 find, about 短语限定研究对象是 a growing number of workers, 结构平铺直叙、无陷阱。

【定位】 According to a recent study, a small but growing proportion of the workforce is affected to some degree by a sense of entitlement. Work is less about what they can contribute but more about what they can take.

据最近的一项研究, 劳动力人群中有一小部分但正在增长的比例不同程度地被一种 "理所应当" 的心态所影响。对他们而言, 工作不再是关于他们能贡献什么, 而更多是关于他们能从中索取什么。

【选项】 A) **与原文相反**

原文 Work is less about what they can contribute 明确说 "少贡献", They attempt to make more contributions. 反说成 "试图做出更多贡献", 方向完全相反。

B) **✓ 正确**

a sense of entitlement ↔ **They feel they deserve more than they get.**

Work is less about what they can contribute but more about what they can take ↔

more than they get

预判 "觉得自己应得更多" 与 They feel they deserve more than they get. 字面与语义双重吻合, 锁定 B。

C) **偷换概念**

原文 diminish their own job satisfaction 提到 "降低他们自身的工作满意度", 是 entitlement 心态的后果; They attach importance to job satisfaction. 偷换成 "他们重视工作满意度", 把 "满意度被削弱" 偷换为 "重视满意度"。

D) **与原文相反**

原文 It can lead to workplace dysfunction 是说 entitlement 心态 "导致" workplace dysfunction, They try to diminish workplace dysfunction. 反说成 "他们试图减少 workplace dysfunction", 方向完全相反。

52. Why don't some employees work hard according to many scholars?

- A) They lack a strong sense of self-worth.
- B) They were spoiled when growing up.
- C) They have received unfair treatment.
- D) They are overindulged by their boss.

根据许多学者的观点,为什么有些员工不努力工作?

- A) 他们缺乏强烈的自我价值感。 B) 他们在成长过程中被宠坏了。 C) 他们受到了不公平的待遇。
D) 他们被老板过度纵容了。

【答案】 B (细节题)

【判型】 题干 Why don't some employees work hard according to many scholars? 限定观点来源, 问的是原因事实, 不是推断。

【拆句】 Why don't some employees work hard according to many scholars? 是 Why 引导的疑问句, 含助动词否定 don't, 主语 some employees, 状语 according to many scholars 标明观点来源; 结构清晰。

【定位】 It's a tendency which many scholars believe begins in childhood due to parents who overindulge their kids. This thereby leads them to expect the same kind of spoilt treatment throughout their adult lives.

这是一种许多学者认为始于童年的倾向, 源于过度溺爱孩子的父母; 这进而导致他们在整个成年生活里都期待同样被宠爱的待遇。

【选项】 A) 与原文相反

原文并未把 entitled 员工的偷懒归因于 "缺乏自我价值感"; 恰恰相反, inflated sense of self-worth 指出他们 "自我价值感膨胀", They lack a strong sense of self-worth. 是反向编造。

B) ✓ 正确

parents who overindulge their kids ↔ **They were spoiled when growing up.**
begins in childhood ↔ **when growing up**

预判的两个要素 "童年 + 被父母溺爱", 分别对应 when growing up 与 were spoiled, They were spoiled when growing up. 全部落定。

C) 张冠李戴

原文确有 legitimately dissatisfied with their employment conditions due to, say, being denied fair pay 提到 "被不公正对待" 的另一类员工, 但作者明确把这类人排除在讨论之外; They have received unfair treatment. 把另一群体的原因贴到本题群体身上。

D) 偷换概念

原文说被溺爱者是 parents who overindulge their kids, 是 parents 而非 boss; They are overindulged by their boss. 把 "父母溺爱" 偷换成 "老板溺爱", 对象错位。

53. What is a manager supposed to do to enable workers to do a better job?

- A) Be aware of their emotions.
- B) Give them timely promotions.
- C) Keep a record of their performance.
- D) Seek ways to sustain their motivation.

管理者应该做什么才能让员工把工作做得更好?

- A) 意识到他们的情绪。 B) 及时给他们晋升。 C) 记录他们的表现。
- D) 寻找维持他们积极性的方法。

【答案】 D (细节题)

【判型】 题干 What is a manager supposed to do to enable workers to do a better job? 问管理者应该做什么，回原文找原文给出的方法陈述句即可。

【拆句】 What is a manager supposed to do to enable workers to do a better job? 主干是 What is a manager supposed to do, be supposed to 表 "应该"; to enable workers to do a better job 是不定式作目的状语，使役结构 enable sb. to do。

【定位】 And yet despite how these employees feel, it's obviously important for their manager to nonetheless find out how to keep them motivated. And, by virtue of that heightened motivation, to perform well.

尽管这些员工有这样的感受，他们的管理者仍然必须想办法让他们保持工作动力；正是凭借这种被提高的工作动力，他们才能表现良好。

【选项】 A) 无中生有

原文并未要求管理者去 "察觉员工情绪"; Be aware of their emotions. 中的 emotions 与 "觉察情绪" 在原文中均无对应，纯属编造。

B) 无中生有

原文没有提及 "及时晋升" 这一手段; Give them timely promotions. 把 "维持动力" 具体化成了 "及时给予晋升"，是无中生有兼过度推断。

C) 无中生有

原文未要求管理者 "记录员工表现"; Keep a record of their performance. 把 perform well (结果) 误读成了 record of performance (手段)，方向也错位。

D) ✓ 正确

find out how to keep them motivated ↔ **Seek ways to sustain their motivation.**

to perform well ↔ **do a better job**

预判 "想办法维持员工动力" 与 Seek ways to sustain their motivation. 在 "寻方法" 与 "维持动力" 两个语义槽位双双对齐，锁定 D。

54. What do the research findings reveal about ethical leaders?
- A) They are held accountable by their employees.
 - B) They are always transparent in their likes and dislikes.
 - C) They convey their requirements in a straightforward way.
 - D) They make it a point to be on good terms with their employees.

研究结果揭示了道德型领导者有什么特点？

- A) 他们要对员工负责。
- B) 他们总是坦率表达自己的好恶。
- C) 他们以直接的方式传达要求。
- D) 他们特别注重与员工保持良好关系。

【答案】 C (细节题)

【判型】 题干 What do the research findings reveal about ethical leaders? 问研究结论中关于某对象的事实，按细节题处理。

【拆句】 What do the research findings reveal about ethical leaders? 是 What 引导的疑问句，谓语 reveal, about ethical leaders 是介词短语作宾语补足，限定 reveal 的对象。

【定位】 The findings revealed ethical leadership is precisely what alleviates the negative effects of employee entitlement. That's because rather than indulging employees or neglecting them, ethical leaders communicate very direct and clear expectations.

研究发现，道德型领导力正是缓解员工 "理所应当" 心态负面影响的解药。这是因为道德型领导既不纵容员工也不忽视他们，而是非常直接、清晰地传达期望。

【选项】 A) 与原文相反

原文 They also hold employees accountable for their behaviors 说 ethical leaders "对员工的行为问责"——是 "领导让员工担责"；They are held accountable by their employees. 反说成 "领导被员工问责"，主被动方向反转。

B) 过度推断

原文说 ethical leaders 的 expectations 直接清晰，并未说他们在 likes and dislikes (个人好恶) 上始终透明；They are always transparent in their likes and dislikes. 把 "沟通期望直接" 扩张到 "个人好恶始终透明"，超出原文范围。

C) ✓ 正确

communicate very direct and clear expectations ↔

They convey their requirements in a straightforward way.

预判 "直接清晰地传达要求" 与 They convey their requirements in a straightforward way. 三个语义槽位 (传达 / 要求 / 直接) 全部对齐，锁定 C。

D) 无中生有

原文没有提到 ethical leaders "刻意与员工打好关系"。rather than indulging employees 恰恰否定了 "纵容 / 讨好" 这一路；They make it a point to be on good terms with their employees. 把 "原则导向" 错换成了 "关系导向"。

55. What kind of leaders are viewed as ethical by entitled employees?

- A) Those who can be counted on to fulfill commitments.
- B) Those who can do things beyond normal expectations.
- C) Those who exercise caution in making major decisions.
- D) Those who know how to satisfy their employees' needs.

什么样的领导者会被有权利意识的员工视为有道德的？

- A) 那些可以指望其履行承诺的领导者。 B) 那些能做超出正常预期之事的领导者。
C) 那些在做重大决策时谨慎行事的领导者。 D) 那些知道如何满足员工需求的领导者。

【答案】 A (细节题)

【判型】 题干 What kind of leaders are viewed as ethical by entitled employees? 问哪一类领导被特定群体视为符合某属性，按原文中描述这种被视为关系的句子定位即可。

【拆句】 What kind of leaders are viewed as ethical by entitled employees? 主干 What kind of leaders are viewed as ethical, 被动结构 are viewed as, by entitled employees 是动作发出者；结构需注意被动语态的方向：是 "被 entitled employees 视为"，不是反过来。

【定位】 This shift away from unrealistic expectations is successful because entitled employees feel more confident that ethical leaders will deliver on their promises. This occurs because they're perceived to be fair and trustworthy.

这种摆脱不切实际期望的转变之所以奏效，是因为 entitled 员工对 ethical leaders 能兑现承诺更有信心；之所以如此，是因为他们被视为公平且可信。

【选项】 A) ✓ 正确

ethical leaders will deliver on their promises ↔

Those who can be counted on to fulfill commitments.

预判 "兑现承诺、说到做到" 与 Those who can be counted on to fulfill commitments. 在 "被信赖 + 兑现承诺" 两个语义槽位双双对齐，锁定 A。

B) 与原文相反

原文 They'd then go further to explain the specific, and objective, criteria the employee must meet to receive their desired rewards. 强调 ethical leaders 给的是 "客观且明确" 的标准；Those who can do things beyond normal expectations. 把 "按标准奖励" 错写成 "超出常规预期"，方向相反。

C) 张冠李戴

exercise caution 是文末研究者本人的态度（提醒 no single response is the perfect remedy），不是 entitled 员工对 ethical leaders 的评价；Those who exercise caution in making major decisions. 把研究者的特征贴到了 ethical leaders 身上。

D) 与原文相反

原文 an ethical leader is significantly disinclined to accommodate their demands 明确说 ethical leaders "显著不愿迁就员工需求"；Those who know how to satisfy their employees' needs. 反说成 "懂得满足员工需求"，方向完全相反。

10 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

As a result of that discrepancy between the privileges they feel they're owed and their inflated sense of self-worth, they don't work as hard for their employer.

第2段，第1句

本句的结构在四六级和考研真题中高度典型：长介词短语前置作状语、定语从句省略关系代词修饰名词、感知动词后接省略 that 的宾语从句、因果逻辑的表达方式，这些都是学术和议论文写作的常见句式，掌握后可大量复用于阅读和写作。

It's a tendency which many scholars believe begins in childhood due to parents who overindulge their kids.

第2段，第3句

主句加多层定语从句嵌套、从句内插入插入语、原因状语从句等结构，都是四六级和考研阅读中的高频句式。这种 "It's a ... which ..." 加嵌套从句的模式极为典型，掌握后可广泛迁移到同类长难句。

This thereby leads them to expect the same kind of spoilt treatment throughout their adult lives.

第2段，第4句

本句覆盖了主语、谓语、宾语、宾语补足语和方式状语五种成分，其中宾语补足语（不定式短语）是容易与目的状语混淆的易错点，适合练习 "lead sb to do sth" 这类动词 + 宾语 + 不定式结构的成分划分。

And yet despite how these employees feel, it's obviously important for their manager to nonetheless find out how to keep them motivated.

第2段，第5句

形式主语 it is important to do 是四六级和考研阅读中的高频句式，find out how to do 的结构也常见于真题。让步状语 despite 加从句的搭配在真题中经常出现。整体句式非常典型，掌握后可以迁移到大量类似句子的理解和写作中。

They also hold employees accountable for their behaviors and are genuinely committed to doing the right thing.

第3段，第8句

本句覆盖主语、并列谓语、宾语、宾语补足语、表语等多种成分，特别是 "hold + 宾语 + 宾语补足语" 和 "be committed to + 动名词" 两个常考结构具有练习价值，适合训练成分识别和固定搭配理解。

Additionally, these leaders are consistent in their standards.

第3段，第9句

简单句的系表结构在真题中常见，但本句过于简短、结构过于简单，缺乏真题句子常有的复杂修饰或从句嵌套，代表性一般。

But there's no denying ethical leadership is at least a critical step in the right direction.

第5段，第2句

there be 句型配合动名词和宾语从句是议论文、说明文中的常见表达句式，用于引出客观判断或不容争辩的观点；该结构在四六级和考研阅读理解中频繁出现，具有较高的典型性。

They attach importance to job satisfaction.

第51题，C

虽然结构简单，但涵盖了主谓宾加状语的完整配置，且 "attach importance to" 这一固定搭配中的介词短语作状语，能帮助学生练习区分宾语和状语的边界，有一定训练价值。

Be aware of their emotions.

第53题，A

祈使句在四六级和考研阅读中偶有出现，特别是在建议类、指导类文本中，但并非核心高频句式。系表结构本身常见，但祈使语气的系表句在真题中代表性中等。

They make it a point to be on good terms with their employees.

第54题，D

本句包含形式宾语 "it"、宾语补足语 "a point"、不定式短语（可视为真正宾语或状语），成分种类较丰富。"make it a point to do" 是高频固定搭配，学习者常误判 "it" 的作用或遗漏宾补，具有较高的训练价值。适合用于强化形式宾语与宾补的辨析。

本篇出现的 102 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。

employee

A2

n. 雇员，员工

本篇15次 · 真题 190 句

ethical

B2

adj. 道德的

本篇7次 · 真题 13 句

expectation

B2

n. 期待,预期

本篇4次 · 真题 32 句

less

A1

det. 较少的

本篇2次 · 真题 273 句

accord

C1

n. (国家、团体间的) 协议

本篇2次 · 真题 167 句

finding

B2

n. 调查结果

本篇2次 · 真题 121 句

performance

B1

n. 表演

本篇2次 · 真题 98 句

due

B1

adj. 预期的

本篇2次 · 真题 70 句

workplace

B1

n. 工作场所

本篇2次 · 真题 70 句

reveal

B2

v. 揭示

本篇2次 · 真题 54 句

reward

B1

n. 报酬

本篇2次 · 真题 43 句

statement

B1

n. 声明

本篇2次 · 真题 30 句

satisfaction

B2

n. 满意

本篇2次 · 真题 28 句

scholar

B2

n. 学者

本篇2次 · 真题 26 句

motivation B2

n. 动力

本篇2次·真题 23 句

diminish C1

v. 减少

本篇2次·真题 21 句

deserve B1

v. 应得

本篇2次·真题 17 句

caution B2

n. 小心;谨慎

本篇2次·真题 16 句

leadership B2

n. 领导地位;领导权

本篇2次·真题 15 句

deny B1

v. 否认

本篇2次·真题 10 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 568 句

researcher B2

n. 研究人员

本篇1次·真题 363 句

likely A2

adj. 很可能的

本篇1次·真题 228 句

better A1

adj. 更好的 (good 的比较级)

本篇1次·真题 205 句

effect A2

n. 影响

本篇1次·真题 191 句

behavior B1

n. 行为

本篇1次·真题 171 句

individual B2

adj. 单独的

本篇1次·真题 142 句

view A2

n. 观点, 看法

本篇1次·真题 134 句

negative B1

adj. 否定的

本篇1次·真题 132 句

rate A2

n. 速度

本篇1次·真题 121 句

affect B1

v. 影响

本篇1次 · 真题 116 句

major B1

adj. 主要的

本篇1次 · 真题 108 句

measure B1

v. 测量

本篇1次 · 真题 100 句

least A2

det. 最少的

本篇1次 · 真题 98 句

demand B1

v. 坚决要求

本篇1次 · 真题 92 句

lack B1

v. 缺少

本篇1次 · 真题 89 句

contribute B1

v. 捐献

本篇1次 · 真题 79 句

further B1

adv. 更远地

本篇1次 · 真题 79 句

despite B1

prep. 尽管

本篇1次 · 真题 77 句

exist A2

v. 存在;实际上有

本篇1次 · 真题 77 句

seek B1

v. 寻找

本篇1次 · 真题 70 句

enable B1

v. 使能够

本篇1次 · 真题 68 句

shift B1

v. 移动

本篇1次 · 真题 65 句

occur B1

v. 发生, 出现

本篇1次 · 真题 62 句

perform B1

v. 执行

本篇1次 · 真题 61 句

importance B1

n. 重要性

本篇1次 · 真题 60 句

specific

B2

adj. 具体的

本篇1次·真题 59 句

employer

B1

n. 雇主

本篇1次·真题 56 句

response

B1

n. 回答

本篇1次·真题 52 句

growing

A2

adj. 增长的

本篇1次·真题 47 句

exactly

B1

adv. 精确地

本篇1次·真题 46 句

critical

B2

adj. 批评的

本篇1次·真题 42 句

attempt

B1

v. 试图

本篇1次·真题 39 句

deliver

B1

v. 递送, 运送 (货物、信件等)

本篇1次·真题 37 句

aware

A2

adj. 知道的

本篇1次·真题 34 句

perceive

B2

v. 理解, 领悟 (某事的性质或意义)

本篇1次·真题 32 句

assess

B2

v. 评估

本篇1次·真题 30 句

proportion

B2

n. 部分

本篇1次·真题 30 句

meanwhile

B1

adv. 与此同时

本篇1次·真题 29 句

promotion

B2

n. 晋升, 升职

本篇1次·真题 29 句

childhood

A2

n. 童年

本篇1次·真题 28 句

extent

B2

n. 程度

本篇1次·真题 28 句

employment

B1

n. 工作

本篇1次·真题 27 句

tendency

B2

n. 倾向

本篇1次·真题 24 句

attach

B1

v. 贴上;系上;附上

本篇1次·真题 23 句

commitment

B2

n. 承诺

本篇1次·真题 23 句

consistent

B2

adj. 一致的

本篇1次·真题 21 句

contribution

B2

n. 贡献

本篇1次·真题 21 句

sample

B1

n. 样品

本篇1次·真题 20 句

alleviate

C1

v. 减轻, 缓和 (痛苦、问题等)

本篇1次·真题 19 句

objective

B2

n. 目标

本篇1次·真题 19 句

obviously

B1

adv. 显然,明显地

本篇1次·真题 19 句

requirement

B2

n. 要求

本篇1次·真题 19 句

respondent

C1

n. 被告

本篇1次·真题 19 句

workforce

B2

n. (一国或一地区的) 劳动力, 劳动人口

本篇1次·真题 19 句

confront

B2

v. 面对, 面临 (困难、危险等)

本篇1次·真题 18 句

consistently

B2

adv. 始终如一地

本篇1次·真题 16 句

neglect

B2

v. 忽视;疏忽

本篇1次·真题 16 句

significantly

B2

adv. 显著地

本篇1次·真题 16 句

convey

B2

v. 传达、表达 (信息、思想、感情等)

本篇1次·真题 15 句

engagement

B2

n. 约定

本篇1次·真题 15 句

flexible

B2

adj. 灵活的

本篇1次·真题 15 句

remedy

B2

n. 治疗方法

本篇1次·真题 15 句

supposed

B1

adj. 应该的

本篇1次·真题 15 句

dislike

A2

v. 不喜欢

本篇1次·真题 14 句

precisely

B2

adv. 精确地, 准确地

本篇1次·真题 14 句

sustain

B2

v. 维持

本篇1次·真题 14 句

virtue

B2

n. 美德

本篇1次·真题 14 句

somewhat

B2

adv. 有点

本篇1次·真题 12 句

indulge

C1

v. 放纵 (自己享受某事物)

本篇1次·真题 11 句

motivated

B1

adj. 有积极性的

本篇1次·真题 11 句

owe

B1

v. 欠 (债、钱、人情等)

本篇1次·真题 11 句

privilege

B2

n. 特权

本篇1次·真题 10 句

timely

B2

adj. 及时的

本篇1次·真题 10 句

transparent

B2

adj. 透明的, 清澈的

本篇1次 · 真题 10 句

desired

B1

adj. 期望的

本篇1次 · 真题 9 句

fulfill

B2

v. 履行、执行 (承诺、义务、职责等)

本篇1次 · 真题 9 句

unfair

B1

adj. 不公平的

本篇1次 · 真题 9 句

discrepancy

C1

n. 差异

本篇1次 · 真题 8 句

generous

B1

adj. 慷慨的, 大方的

本篇1次 · 真题 8 句

nonetheless

B2

adv. 尽管如此

本篇1次 · 真题 8 句

unrealistic

B2

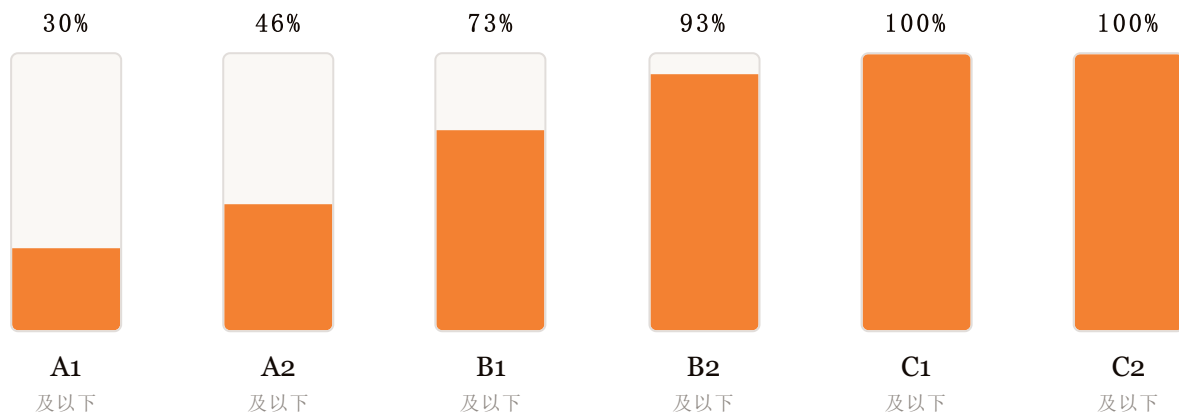
adj. 不切实际的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 257 词按 CEFR 难度累积覆盖

全文去重后共 **257** 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 17 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 257 个 · 末柱为 100%

去重总词数

257

B2 以上难词

7%

B1 及以下覆盖

73%



英语六级 2021年12月·第2套 · 全卷构成

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

2021年12月·第2套英语六级汉译英（段落翻译）·客观介绍延安的革命圣地地位 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2021年12月·第2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2套(2021-12) • 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**.

延安位于陕西省北部，地处黄河中游，是中国革命的圣地。毛泽东等老一辈革命家曾在这里生活战斗了十三个春秋，领导了抗日战争和解放战争，培育了延安精神，为中国革命做出了巨大贡献。延安的革命旧址全国数量最大、分布最广，级别最高。延安是全国爱国主义、革命传统和延安精神教育基地。延安有9个革命纪念馆，珍藏着中共中央和老一辈革命家在延安时期留存下来的大量重要物品，因此享有“中国革命博物馆城”的美誉。

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 in northern Shaanxi Province on the middle reaches of the Yellow River, Yan'an is the holy land of the Chinese revolution. Mao Zedong and other revolutionaries of the older generation once lived and fought here for thirteen years, led the War of Resistance Against Japanese Aggression and the War of Liberation, fostered the Yan'an Spirit, and made great contributions to the Chinese revolution. Yan'an's revolutionary sites are the largest in number, the most widely distributed and the highest in rank in the whole country. Moreover, it is a national base for education in patriotism, revolutionary traditions and the Yan'an Spirit. Yan'an has nine revolutionary memorial halls, which house a large number of important items left by the CPC Central Committee and older-generation revolutionaries during the Yan'an period, and thus enjoys the reputation of "the City of Museums of the Chinese Revolution".

【衔接】第3、4句重复主语「延安」→改代词承接

第1句已点明 Yan'an, 第3句 Yan'an's revolutionary sites、第4句 Yan'an is... 紧邻又重复地名, 读着啰嗦; 可把第4句开头改用 It is a national base for education... 用代词 It 承接, 避免三句开头都顶着 Yan'an。

第3、4句信息同类→可用关联词显并列

第3句讲旧址之「最」、第4句讲它是教育基地延安的革命旧址全国数量最大.....延安是全国.....教育基地, 同属「延安今日地位」; 第4句句首可加 Moreover / In addition 点出递进并列, 让两条荣誉读起来是一组而非各说各的。

第5句「因此」承上→用 thus 显因果

第5句的「因此享有美誉」因此享有 "中国革命博物馆城" 的美誉是对「有9个纪念馆、珍藏大量物品」的结果, 句内用 and thus 把因果接出来, 整段收束在这个美誉上, 前后才连贯。

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 (非考题号), 与卷面中文逐字对应。

【主旨】客观介绍延安的革命圣地地位

全段是一篇客观介绍: 先讲延安的地理与身份延安位于陕西省北部, 地处黄河中游, 是中国革命的圣地, 再回顾其革命历史, 最后落到它今天的旅游/教育地位与美誉享有 "中国革命博物馆城" 的美誉。这属于六级汉译英最常见的「中国文化/地名介绍」语体, 用词应正式、客观, 不带主观情绪。

【时态】一般现在时

全篇主线是介绍延安「是什么、有什么、地位如何」这类不随时间改变的事实状态延安是全国爱国主义、革命传统和延安精神教育基地, 故主基调定一般现在时; 只有中间回顾「老一辈革命家当年在此奋斗」这段历史毛泽东等老一辈革命家曾在这里生活战斗了十三个春秋才偏离为一般过去时。

【译法】延安

拟定统一译法 Yan'an (约定俗成的拼音地名, 注意撇号隔开 an-an)。全篇出现多次延安位于陕西省北部, 必须始终写成同一个词, 不要一会儿 Yanan、一会儿 Yan'an。

延安精神

拟定统一译法 the Yan'an Spirit (音译地名 + Spirit 意译, 首字母大写表专名)。原文两次出现培育了延安精神, 全篇用同一译法。

抗日战争和解放战争

拟定统一译法 the War of Resistance Against Japanese Aggression and the War of Liberation (采用约定俗成的官方译名, 意译为主); 篇幅紧张时也可写 the Anti-Japanese War and the War of Liberation。原文见领导了抗日战争和解放战争。

中共中央

拟定统一译法 the Central Committee of the Communist Party of China (可缩写 the CPC Central Committee)。原文见珍藏着中共中央和老一辈革命家在延安时期留存下来的大量重要物品。

中国革命博物馆城

拟定统一译法 the City of Museums of the Chinese Revolution (意译, 作为称号用引号或视作专名首字母大写)。原文见享有 "中国革命博物馆城" 的美誉。

1. 延安位于陕西省北部, 地处黄河中游, 是中国革命的圣地。

【主干】延安作主语, 串起三个并列描述 (主语策略: 原句主语)

中文以「延安」开头, 三个分句都在说延安延安位于陕西省北部, 地处黄河中游, 是中国革命的圣地。主语就用 Yan'an, 主干可立成 Yan'an is located in... and is the holy land..., 即一个主语带两个并列谓语。

【降级】地理信息降级成插入定语

「位于陕西省北部, 地处黄河中游」是两条并列的地理描述, 可处理为 located in northern Shaanxi Province on the middle reaches of the Yellow River 作插入说明, 主信息「是中国革命的圣地」用 is the holy land of the Chinese revolution 作真正谓语, 避免三句平铺成 Yan'an is..., is..., is... 的流水句。

【语法】时态

回指全篇基调用一般现在时——介绍地理位置与身份是恒常事实, is located / is。

介词搭配

「位于」用 be located in / lie in; 「黄河中游」固定搭配 on the middle reaches of the Yellow River, reaches 在此指河段、用复数。

冠词

「中国革命的圣地」特指唯一身份, 用定冠词 the holy land of the Chinese revolution。

【译文】Located in northern Shaanxi Province on the middle reaches of the Yellow River, Yan'an is the holy land of the Chinese revolution.

2. 毛泽东等老一辈革命家曾在这里生活战斗了十三个春秋，领导了抗日战争和解放战争，培育了延安精神，为中国革命做出了巨大贡献。

【主干】 老一辈革命家作主语带四个并列动作（主语策略：原句主语）

主语是「毛泽东等老一辈革命家」→ Mao Zedong and other revolutionaries of the older generation; 他们做了四件事曾在这里生活战斗了十三个春秋，领导了抗日战争和解放战争，培育了延安精神，为中国革命做出了巨大贡献，主干可立为「主语 + lived and fought... led... fostered... and made...」。

【降级】 四个动词并列、只在最后加 and

「生活战斗了十三个春秋 / 领导了... / 培育了... / 做出了贡献」是四个并列动作，处理成 lived and fought here for thirteen years, led..., fostered..., and made great contributions....。注意「生活战斗」本身是两个动词 lived and fought 合在一处。「十三个春秋」即十三年，译 thirteen years 即可，不必直译 springs and autumns。

【语法】 时态

本句偏离全篇基调——「曾在这里」是已结束的历史，全句动词统一用一般过去时 lived, fought, led, fostered, made。这是本篇唯一成段用过去时的地方。

单复数

「老一辈革命家」是一群人，用复数 revolutionaries; 谓语随复数主语，无第三人称单数 -s。

动词搭配

「做出贡献」固定搭配 make contributions to（介词 to）；「培育延安精神」用 foster / nurture the Yan'an Spirit。

【译文】 Mao Zedong and other revolutionaries of the older generation once lived and fought here for thirteen years, led the War of Resistance Against Japanese Aggression and the War of Liberation, fostered the Yan'an Spirit, and made great contributions to the Chinese revolution.

3. 延安的革命旧址全国数量最大、分布最广，级别最高。

【主干】 革命旧址作主语带三个最高级表语（主语策略：原句主语）

主语是「延安的革命旧址」→ Yan'an's revolutionary sites; 谓语用 have / boast，宾语是三项「全国之最」全国数量最大、分布最广，级别最高。主干可立为「The revolutionary sites in Yan'an are the largest in number, the most widely distributed and the highest in rank in China」。

【降级】 三个「最」并列成最高级表语

「数量最大 / 分布最广 / 级别最高」分别译 the largest in number / the most widely distributed / the highest in rank，三者并列作表语，用逗号和 and 连接；「全国」译 in China 放句末统管三项。

【语法】时态

回指全篇基调用一般现在时——这是延安现今的客观状况，are。

单复数

「革命旧址」不止一处，主语用复数 sites；谓语相应用 are。

最高级冠词

最高级前必须加 the: the largest, the most widely distributed, the highest.

【译文】 Yan'an's revolutionary sites are the largest in number, the most widely distributed and the highest in rank in the whole country.

4. 延安是全国爱国主义、革命传统和延安精神教育基地。

【主干】延安是某某教育基地（主语策略：原句主语）

典型主系表：主语 Yan'an，系动词 is，表语是「教育基地」a national education base延安是全国爱国主义、革命传统和延安精神教育基地。三个并列定语「爱国主义、革命传统和延安精神」修饰 education。

【降级】三项并列内容降级为 of/in 短语

「爱国主义、革命传统和延安精神」是教育的三方面内容，用 for / in 短语后置：a national base for education in patriotism, revolutionary traditions and the Yan'an Spirit，避免在 base 前堆一长串名词修饰语（爱国主义-革命传统-延安精神-教育-基地）造成英文读不通。

【语法】时态

回指全篇基调用一般现在时——客观身份，is。

单复数

「革命传统」涵盖多种传统，用复数 traditions 更稳妥。

冠词

「一个教育基地」泛指一类身份，用不定冠词 a national base；专名 the Yan'an Spirit 仍带 the。

【译文】 Yan'an is a national base for education in patriotism, revolutionary traditions and the Yan'an Spirit.

5. 延安有9个革命纪念馆，珍藏着中共中央和老一辈革命家在延安时期留存下来的大量重要物品，因此享有 "中国革命博物馆城" 的美誉。

【主干】延安有纪念馆、藏物品、得美誉（主语策略：原句主语）

主语仍是 Yan'an，三个动作延安有9个革命纪念馆，珍藏着.....大量重要物品，因此享有 "中国革命博物馆城" 的美誉：「有」has、「珍藏」可降级为定语从句、「享有美誉」用 enjoy / earn the reputation. 主干立为「Yan'an has nine memorial halls... and thus enjoys the reputation of...」。

【降级】「珍藏.....物品」降级成定语从句

「珍藏着中共中央和老一辈革命家在延安时期留存下来的大量重要物品」用定语从句 which house a large number of important items left by the CPC Central Committee and older-generation revolutionaries during the Yan'an period 挂在 halls 后；「因此享有美誉」用 and thus enjoys the reputation of the City of Museums of the Chinese Revolution 收尾，体现因果。

【语法】时态

主句回指基调用一般现在时 has / enjoys；从句中「留存下来的」是已完成的旧物，用过去分词 left 作定语，无需另起时态。

单复数

「9个纪念馆」复数 nine memorial halls；「大量重要物品」复数 important items；主语 Yan'an 第三人称单数，谓语 has / enjoys 带 -s。

因果连接

「因此」用 thus / therefore，本句用 and thus 衔接果句，显出前因后果，比直接平铺更连贯。

【译文】 Yan'an has nine revolutionary memorial halls, which house a large number of important items left by the CPC Central Committee and older-generation revolutionaries during the Yan'an period, and thus enjoys the reputation of "the City of Museums of the Chinese Revolution".

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