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六级·真题卷第2套·2022年12月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay that begins with the sentence “*In an era of information explosion, it is vitally important to develop the ability to think critically and make rational choices.*” You can make statements, give reasons, or cite examples to develop your essay. You should write at least 150 words but no more than 200 words.

Part II

Listening Comprehension

(30 minutes)

Section A

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

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

1. A) Prioritizing happiness over money.
B) Joining the club to get her new book.
C) Managing one's personal finances wisely.
D) Consuming more only when earning more.
2. A) She was in debt.
B) She was a financial adviser.
C) She earned \$30,000 a month.
D) She enjoyed a happy life.
3. A) It reflects one's earning power.
B) It varies with one's environment.
C) It mirrors one's sense of well-being.
D) It changes with one's goals in life.
4. A) It would give him more time to be with his loved ones.
B) It would be good for those who value relationships.
C) It would mean major sacrifices for him.
D) It would deprive him of his individuality.

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

5. A) It was the artist's first landscape.
B) It was a painting by Christopher.
C) It was donated by the artist herself.
D) It was displayed at a retirement party.
6. A) It was the painting that instantly made her rich.
B) It has cost him a lot of money to purchase it.
C) It was recently purchased by the gallery.
D) It is owned by an anonymous collector.
7. A) It reflects her emotions.
B) It contains ample details.
C) It appears perfectly symmetrical.
D) It depicts the beauty of desolation.
8. A) She is eccentric like any other artist.
B) She is a very nice and intelligent artist.
C) She is as lucky as any acclaimed artist.
D) She is one of the most productive artists.

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) It is vital to one's mental health.
B) It leads to reconciliation and peace.
C) It promotes interpersonal relationship.
D) It keeps one from traumatic experience.
10. A) When the offender has power over the victim.
B) When the offender is not willing to apologize.
C) When the offender is not duly penalized.
D) When the offender adds insult to injury.
11. A) Talk with the offender calmly.
B) Accept the offender's apology.
C) Find out why he committed the offense.
D) Determine how serious the offense was.

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

12. A) The number of passengers dropped sharply.
B) It served more and more commuters.
C) The number of stations increased to 50.
D) It became the longest in the United Kingdom.
13. A) To increase capacity to meet growing needs.
B) To make way for other means of transport.
C) To have its systems modernised.
D) To avoid further financial losses.
14. A) It is generally recognised as a world heritage site.
B) It is the fastest way to reach the city's south side.
C) It constitutes a source of revenue for the city.
D) It helps reduce traffic jams in the city centre.
15. A) They are usually crowded.
B) They use high-tech systems.
C) They accept smartcards only.
D) They are colourfully decorated.

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 quite friendly to humans.
B) They are shrinking in numbers.
C) They are unafraid of humans.
D) They are especially fond of garbage.
17. A) It is strictly forbidden.
B) It is an uncommon sight.
C) It is a gesture of human generosity.
D) It is allowed only in certain areas.
18. A) Share their food with the bear they see.
B) Be prepared to run into a hungry bear.
C) Try to be friendly with the bear they meet.
D) Refrain from teasing bears with cubs.

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

19. A) It refers to opinions that are radical and widespread.
B) It means making judgments without adequate knowledge.
C) It refers to deep-rooted beliefs about someone or something.
D) It means sticking to one's judgments even when proved wrong.
20. A) They often lead to war between religious groups.
B) They keep certain occupations from thriving.
C) They allow myths and half-truths to persist.
D) They prevent us from getting to the truth.
21. A) When we start to feel superior.
B) When we mix with prejudiced people.
C) When we live in an isolated neighborhood.
D) When we try to keep up with those around us.

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

22. A) Motivated.
B) Disappointed.
C) Perplexed.
D) Shocked.
23. A) They would change with the passage of time.
B) They would benefit young people's adult life.
C) They would help kids grow.
D) They would last a lifetime.
24. A) He had become mature.
B) He suffered poor health.
C) He had lots of stories to tell.
D) He regretted leaving Vietnam.
25. A) Make friends with his students.
B) Show his students how to do their best.
C) Help his students get through the growing pains.
D) Share his personal experience with his students.

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.

The task of the global strategist of a business is to build a platform of capabilities derived from the resources, experiences and innovations of units operating in multiple locations, to transplant those capabilities wherever 26 , and then to systematically upgrade and renew them—ahead of the competition.

Apple is an outstanding case of a company whose unique capabilities give it a worldwide 27 advantage, particularly with respect to its ability to build platforms from a product base that integrates functional and 28 design. Apple has been able to leverage and exploit its California-based design and marketing advantages successfully throughout the world. IKEA is another such case. The do-it-yourself furniture and houseware company first developed a compelling set of capabilities to design, manufacture and 29 furniture at low cost and sell it in a novel way in Sweden. Later, IKEA successfully 30 this formula in many other countries.

By contrast, Telefonica, a Spanish telecommunications company that is now the world's fifth largest telecom by 31 , first developed its special advantage abroad. In 1989 and 1990, Telefonica had the opportunity to enter Chile and Argentina, countries that shared many institutional and cultural characteristics with its home country but that were 32 more rapid market reform. Throughout the 1990s, Telefonica took what it learned in Chile and Argentina about reconstructing former state-owned telecoms to other Latin American countries that were privatizing their state telecoms and deregulating their telecom markets.

These examples might lead the reader to believe that creating a global advantage is an easy task. But many other 33 of expensive failed experiments suggest that creating a lasting global advantage actually requires a great deal of 34 and operational finesse(技巧). Our research suggests that global winners typically create and sustain their international presence through a systematic process of 35 , renewing and enhancing their core capabilities.

- | | |
|------------------|-----------------|
| A) aesthetic | I) reproduced |
| B) appropriate | J) revenues |
| C) clusters | K) safeguarding |
| D) competitive | L) ship |
| E) exploiting | M) strategic |
| F) fiscal | N) transcend |
| G) instances | O) undergoing |
| H) rehabilitated | |

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**.

Fear of Nature: An Emerging Threat to Conservation

A) What do we lose when natural spaces and species disappear? Increasingly, research has shown that as species and ecosystems vanish, it also chips away at our ability to preserve what remains—because we no longer

understand what we're losing.

- B) You probably see it all the time. The neighbor who puts pesticides on his lawn rather than deal with annoying bees. The politician who votes against wildlife protection because she's never seen a wolf in the wild. The corporation that wants to bulldoze(用推土机推平) the habitat of a rare frog.
- C) At best this can be termed "the extinction of experience," where our cultural and natural histories fade from our memories and therefore our reality. At its worst it becomes something even more concerning: "biophobia," the fear of living things and a complete aversion to nature.
- D) This isn't the fiction of living in a cold, empty dystopia(绝望的世界). Sadly, it's becoming a way of life for too many people—especially children. A recent study in Japan paints a striking portrait of this problem. A survey of more than 5,300 school children in the Tochigi Prefecture examined their perception of 14 local insect species and one spider. The results? A collective "ew!" Most of the students saw the species as things to dislike or fear, or even as sources of danger. The less experience the students had with nature, the more negative their feelings.
- E) The results were published earlier this year in the journal Biological Conservation. Lead researcher Masashi Soga with the University of Tokyo says the study stemmed from observations about today's nature-deficient children. "Humans inherently avoid dangerous organisms such as bees, but children these days avoid even harmless insects such as butterflies and dragonflies(蜻蜓)," he says. "I have long wondered why so many of today's children react like this."
- F) Although the children's reactions were somewhat expected, the new study did contain an unexpected finding: Many of the surveyed children revealed that their parents also expressed fear or disgust of the same animals. In fact, these parental emotions were strong enough to overwhelm any positive experiences the children might have gained from direct experiences in nature. As Soga and his coauthors wrote in their paper, "Our results suggest that there is likely a feedback loop in which an increase in people who have negative attitudes towards nature in one generation will lead to a further increase in people with similar attitudes in the next generation."
- G) And that's possibly the greater threat posed by extinction of experience. Soga suggests the generational loss—condition previously dubbed environmental generational amnesia(遗忘)—could chip away at our societal ability to preserve what we're losing. "I believe that increased biophobia is a major, but invisible, threat to global biodiversity," Soga says. "As the number of children who have biophobia increases, public interest and support for biodiversity conservation will gradually decline. Although many conservation biologists still consider that preventing the loss of wildlife habitat is the most important way to conserve biodiversity, I think preventing increased biophobia is also important for conservation."
- H) What's to be done about this? The paper makes several recommendations, the most obvious of which is that children should experience nature more often. The authors also suggest establishing policies to guide these natural experiences and increasing educational programs about the natural world.
- I) Helping parents to see species around them in a new light would make a difference, too. And, of course, maintaining support for preserving the wild spaces where these "scary" creatures live is the most important thing of all. That's a point reinforced by another recent study, which found that wild spaces located within urban areas—and the plants and animals that thrive in them—are particularly important for human health and well-being.

- J) Published in the journal *Frontiers in Sustainable Cities*, the study examined attitudes toward Discovery Park, the heavily forested 534-acre public park in Seattle, Washington. It found that the public had the most appreciation for—and gained the most value from—the wildest parts of the park. "I have seen whales, seals, fish, eagles, shorebirds and many other sea creatures in their natural habitat," one survey participant wrote. "Coming here with people has allowed me to connect and talk with them about conversation that simply does not happen in everyday life," wrote another.
- K) The participants reported that their most valuable experiences in the park included encountering wildlife, walking through open spaces, exploring the beach and finding beautiful views. "We saw that a large majority of participants' interactions, especially their most meaningful interactions, depended on Discovery Park's relative wildness," says lead author Elizabeth Lev, a master's student in the University of Washington's Human Interaction with Nature Lab. This is only possible because the park is relatively wild. After all, you can't enjoy watching birds if there are no birds to follow, gaze at the sunset if it's obscured by skyscrapers, or stop and smell the flowers if they don't have room to grow.
- L) And yet even this long-protected space could someday become less hospitable to nature. Over the past few years a lot of people and organizations have suggested developing parts of Discovery Park or the neighboring area. Most recently a plan proposed building 34 acres of much-needed affordable housing and parking spaces adjacent to the park, bringing with them noise, traffic and pollution.
- M) If anything like that happened, both the park and the people of Seattle could lose something vital. And that would continue the trend of chipping away at Seattle's—and the world's—natural spaces, leaving just tiny pocket parks and green-but-empty spaces that offer little real value to wildlife, plants or people.
- N) "It is true that any interaction with nature is better than none, but I don't want people to be satisfied with any small bit of grass and trees," Lev says. "We have been in this cycle of environmental generational amnesia for a long time, where the baseline keeps shifting and we don't even realize what we're losing until it's gone. If we can get people to understand how much meaning and value can come from having more experiences with more wild forms of nature, then maybe we can stop this cycle and move toward conserving and restoring what we have left."
- O) Building this understanding in an ever-more fearful and disconnected world may be the biggest challenge. Peter Kahn, the senior author of Lev's paper and the director of the Human Interaction with Nature lab, made several suggestions for bridging this gap in this 2011 book, *Technological Nature*. They echo the recommendation about getting children into nature, but also include telling stories of how things used to be, imagining what things might be like in the future, and developing a common language about nature, "a way of speaking about wild and domestic interaction patterns, and the meaningful, deep and often joyful feelings that they generate."
- P) No matter what techniques we use, this growing field of research illustrates that saving nature requires encouraging people to experience it more often and more deeply. That calls for additional research—Lev and her coauthors have published a toolkit that other municipalities can follow to study the value of their own wild spaces—and clear communication of the results. "If we can continue to show people the benefits of these wild spaces," Lev says, "maybe people will begin to see more value in keeping these areas undeveloped—for the sake of our mutual benefit."

36. A new study found parents' aversion to certain animals would pass on to their children.

37. The disappearance of species and ecological systems erodes our ability to keep what is left.

38. A study showed that the wildest areas of Discovery Park appealed most to the public.
39. The fear of living organisms is becoming more worrisome.
40. Preventing the increase in children's fear of living creatures is also important for conserving biodiversity.
41. Research shows that more and deeper experience people have with nature will help save it.
42. Though humans naturally tend to avoid dangerous animals, today's children try to stay away from even harmless ones.
43. Development in and around Discovery Park could cause heavy losses to the park and the local residents.
44. A large survey of school children found that their negative feelings grew as their experience with nature diminished.
45. Elizabeth Lev believes increased contact with more wildlife helps conserve biodiversity.

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.

Some people in the US have asserted that forgiving student loan debt is one way to stimulate the economy and give assistance to those in need. One government proposition is to eliminate \$10,000 of debt for 'economically distressed' students. Some in US Congress have gone so far as to suggest forgiving up to \$50,000 in debt per student borrower, but does forgiving student debt necessarily correlate to helping the economically disadvantaged?

The answer is no. This policy is just giving money away to universities and the most affluent students in attendance. Federal Reserve data reveals that the highest-income 40 percent of households owe approximately 60 percent of outstanding student debt, while the lowest 40 percent owe just under 20 percent. This could be due to a combination of factors: students from high-income households are more likely to go to expensive colleges, less likely to receive financial aid, and more likely to have high incomes post-graduation. Plus, the majority of student debt is held by graduate degree earners, who earn approximately 25 percent more than their undergraduate counterparts. Clearly, giving free reign to banks to forgive student debt is a step in the wrong direction.

Other proposals for broader, long-term student loan plans have some fundamental problems. One idea is to cancel student debt only for undergraduate degrees and for students making less than \$125,000.

This attempts to address the fact that Congress' previously mentioned student loan forgiveness plan largely helps out the wealthy, but is an adverse incentive for universities to keep raising tuition and for students to choose to major in low-earning degree programs. Colleges have no reason to make their programs more affordable if they believe students will just take out more debt. And, students will feel more comfortable making the irresponsible decision to go tens of thousands of dollars in debt to major in impractical or idealistic subjects if they know their loans will be forgiven.

This is especially concerning given the pandemic(大流行病) has rendered a college education practically worthless. Students are paying tens of thousands of dollars per year to live at home and be lectured on the Internet. Do we really want to tell colleges that they can get away with providing below-average service for an outrageous cost?

In the case of any of these student debt plans, working-class Americans who chose not to or could not afford to go to college will be subsidizing the education of the professional class. Plumbers and retail workers will be paying for the degrees of doctors and lawyers.

The US government's effort to help those in debt is commendable but is this really the solution that will help the poor financially recover?

46. Why do some people advocate forgiving student loan debt?

- A) They assert it will narrow the gap between the wealthy and the poor.
- B) They believe it will benefit both the economy and the underprivileged.
- C) They claim it will eliminate economic distress among college students.
- D) They think the cost of education is the responsibility of the government.

47. What do we learn from the Federal Reserve data?

- A) Approximately 60% of student debt remains unpaid.
- B) Cancelling student debt benefits wealthy families most.
- C) Forgiving student debt provides little benefit to universities.
- D) Low-income families owe the biggest amount of student debt.

48. What does the author say students are likely to do if they know they needn't repay their loans?

- A) They will choose to study subjects without considering their job prospects.
- B) They will be free to pursue their goals without being burdened financially.
- C) They will over-borrow and live beyond their means.
- D) They will be able to enroll in expensive universities.

49. What does the author imply about colleges offering online education?

- A) They cannot get away with the serious consequences.
- B) They have suffered greatly from the current pandemic.
- C) The tuition they charge is not justified by the quality of their service.
- D) The tuition they charge has surged outrageously during the pandemic.

50. What will happen if any of the proposed student debt plans is implemented?

- A) Plumbers and retail workers will have a chance of becoming professionals.
- B) Working-class students will have increasing access to subsidized education.
- C) Blue-collar workers will have to bear the cost of educating would-be high-earners.
- D) A growing number of students will be able to earn degrees in medicine and law.

Passage Two

Questions 51 to 55 are based on the following passage.

If there's one rule that most parents cling to in the confusing, fast-changing world of kids and media, it's "No screens before age 2."

As of today, that rule has been thrown out the window.

The American Academy of Pediatrics (AAP), which first issued that recommendation back in 1999, has extensively updated and revised its guidelines for children and adolescents to reflect new research and new habits.

The new guidelines, especially for very young children, shift the focus from WHAT is on the screen to WHO else is in the room. And in doing so, they raise some intriguing points about the future of learning from media.

For babies younger than 18 months, AAP still says no screens at all are the best idea—with one notable exception: Live video chat. Surveys indicate that families already popularly believe that "Face time doesn't count", or at least that the benefit of virtual visits with grandparents or other relatives outweighs the potential cost of exposing babies to the laptop or smartphone.

The AAP doesn't cite positive evidence that infants actually get something out of this kind of "conversation", the way that they clearly do from live social interaction. But there's some observational research that infants as young as six months old are emotionally engaged by playing live peekaboo(躲猫猫) with Grandma online.

For infants and toddlers(学步儿童), ages 15 months to 2 years old, there's limited evidence from a couple of very small studies that they can learn new words from educational media, if and only if parents are watching alongside them, repeating what the video says and/or drawing attention to what is on the screen. In other words, treating a video or an app like a picture book is the best bet.

The flip side of this is that many studies have actually shown poorer language skills correlated with earlier solo viewing of "educational" videos. There's also research that shows language delays in children who watch more TV and start watching earlier. In both cases, the problem seems to be media replacing interaction with people. For this reason, the new AAP guideline has changed from "avoid all screens under age 2" to "avoid solo media use in this age group."

For preschoolers ages 2 to 5, there's more evidence that they have the ability to transfer knowledge from screens to the real world, including early literacy and math. For this age group, AAP recommends no more than an hour a day of screen use. And, just as with younger children, they want care-givers to take part in screen time: "Co-view with your children, help children understand what they are seeing, and help them apply what they learn to the world around them."

51. What do we learn about the "No screens under 2" rule?

- A) It has met more and more resistance from parents.
- B) It has proved helpful to children's healthy growth.
- C) It confuses parents with regard to kids' education.
- D) It has been discarded in line with recent research.

52. What do the new AAP guidelines advocate?
- A) Young children should be accompanied by parents during screen time.
 - B) Parents should be emotionally involved in their children's upbringing.
 - C) Young children should watch videos carefully selected by parents.
 - D) Parents should protect their children from too much media exposure.
53. What do families think of live video chat according to surveys?
- A) It should not be regarded as screen time.
 - B) It helps babies to develop their verbal skills.
 - C) It is not as harmful as playing games on laptops.
 - D) It is a good substitute for video viewing.
54. What do researchers find about kids solo viewing educational videos?
- A) It arouses their interest in language learning.
 - B) It works no better than reading picture books.
 - C) It hampers their development of language skills.
 - D) It helps them acquire independent learning skills.
55. What does the author say about preschoolers ages 2 to 5?
- A) They can understand pretty well what they see on the screen.
 - B) They can learn on their own without much parental guidance.
 - C) They can make use of educational videos to develop digital literacy.
 - D) They can relate what they learn on the screen to real life situations.

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**.

黄土高原(the Loess Plateau)是中国第三大高原，面积约60万平方公里，平均海拔 1000-2000米，绝大部分覆盖着50-80米厚的黄土，是世界上黄土分布最集中、覆盖厚度最大的区域。这是大自然创造的一个奇迹，在世界上也是绝无仅有的。黄土高原是中华民族的发祥地之一。早在5500年前，人们就已经在黄土高原上开始农耕。随着农耕业的持续发展，黄土高原人口不断增加，在秦汉时期就成为中国的政治和经济中心。如今，随着西部大开发战略的实施，黄土高原地区的经济得到了迅速发展。

2022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2022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(2022-12) • 六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay that begins with the sentence **“In an era of information explosion, it is vitally important to develop the ability to think critically and make rational choices.”** You can make statements, give reasons, or cite examples to develop your essay. You should write at least 150 words but no more than 200 words.

【参考范文·180词】 写作无唯一标准答案，以下为达标示范

In an era of information explosion, it is vitally important to develop the ability to think critically and make rational choices. Every day we are flooded with news, advertisements and social-media posts, yet not all of them are trustworthy. Only those who can sift truth from falsehood are able to stay clear-headed.

There are two compelling reasons why this ability matters. First, information today is a mixture of facts and rumours, and a careless reader can easily be misled. Take online rumours during public emergencies for example: people who forward them without checking often spread panic. Second, the cost of a wrong choice has risen sharply; whether we are selecting a course, a product or a career, rational judgement based on reliable evidence saves us from regret.

Therefore, we should never swallow information passively. By questioning the source, comparing different views and weighing the evidence before us, we can turn the endless flood of information into a real advantage rather than a heavy burden. In the end, critical thinking is not an optional skill but a survival tool for the modern mind.

【参考译文】

在信息爆炸的时代，培养批判性思维和作出理性选择的能力至关重要。我们每天都被新闻、广告和社交媒体帖子淹没，然而并非所有信息都值得信赖。只有那些能够去伪存真的人，才能保持头脑清醒。

这种能力之所以重要，有两个有力的理由。第一，如今的信息是事实与谣言的混合体，粗心的读者很容易被误导。以突发公共事件中的网络谣言为例：未经核实就转发的人往往会散布恐慌。第二，选择错误的代价急剧上升；无论我们是在选课、选产品还是选职业，基于可靠证据的理性判断都能让我们免于后悔。

因此，我们绝不该被动地全盘接收信息。通过质疑信息来源、比对不同观点、权衡眼前的证据，我们就能把无尽的信息洪流化为真正的优势，而非沉重的负担。归根结底，批判性思维并非可有可无的技能，而是现代人赖以生存的工具。

【第1段】照抄首句后接铺垫立场。首句 In an era of information explosion... 一字不差照抄，落实了‘照抄首句即破题’；随后 Every day we are flooded with news, advertisements and social-media posts 用‘亮明现状’句架铺垫，Only those who can sift truth from falsehood 用‘点出立场’句架把观点接出来。

【第2段】两理由各带一实例。There are two compelling reasons 用‘引出理由’句架开段，Take online rumours during public emergencies for example 用‘举例坐实’句架把第一条理由落到具体画面，Second... rational judgement based on reliable evidence 用‘递进第二理由’句架完成第二条并回扣理性选择，兑现了‘理由加实例撑主体’。

【第3段】回扣主题升华收束。Therefore, we should never swallow information passively 过渡到结论，By questioning the source... 收束做法，末句 critical thinking is not an optional skill but a survival tool 回扣首句主题并升华，落实了‘回扣首句再升华’。

ANALYSIS • 审题与立意

这道题到底要写什么、立意是什么

动笔前先钉死本题的核心写作任务与读者语域，再定中心立意与要展开的要点——这些是本题特有的内容判断，不是通用套路。

核心任务

论证批判性思维为何重要

本题要求 write an essay that begins with the sentence，即用给定首句开头写一篇议论文；交际目的只有一个——论证在信息爆炸的时代，学会 think critically and make rational choices 为什么重要。展开方式题目已给：You can make statements, give reasons, or cite examples to develop your essay.，也就是可以摆观点、讲理由、举例子，三者选一或组合。

读者 • 语域

面向阅卷人的正式议论

本题没有具体收信人，是纯议论文，任务只是 write an essay，所以无需称呼语、无需署名，也不必写日期。语域按‘面向阅卷人的正式书面语’即可：用完整句、用连接词、避免口语缩写和网络用语，但也不必强行拽生僻词到读不通。

中心立意

信息爆炸下批判性思维不可或缺

全篇中心一句话：在真假信息泛滥的今天，唯有具备 think critically and make rational choices 的能力，人才能不被误导、不做错选择——所以它 vitally important。

要展开的要点

1. 信息真假混杂易被误导

第一个理由：今天的信息是事实与谣言的混合体，不加辨别就容易上当。配例——公共突发事件中，未经核实就转发的网络谣言会引发恐慌。

2. 选错的代价越来越高

第二个理由：无论选课、选产品还是选职业，选择的成本在上升，只有基于可靠证据的理性判断才能避免后悔。这一条正回扣 make rational choices。

3. 主动质疑与比对的应对

结尾落点：不被动接收信息，而是质疑来源、比对多方观点、权衡证据，把信息洪流变成优势而非负担。

STRUCTURE • 谋篇与逐段

怎么分段、每段写什么、能套哪些句架

按写作家族给出现成的段落框架（每段承担什么功能），并为每段配可直接套用的 功能句架（留出填本题内容的空位）。段序与上方参考范文——对应。

第 1 段 照抄首句并破题立场

逐字照抄给定首句作为开头，随后两句点明‘信息泛滥、唯有会辨别者才清醒’，把立场亮出来。

第 2 段 两条理由各配一例

主体论证段：第一条理由（信息真假混杂）配网络谣言之例，第二条理由（选择代价上升）配选课选职业之例。

第 3 段 回扣首句给出做法

结论段：提出‘不被动接收、主动质疑比对’的做法，回扣首句主题并升华为‘现代人的生存技能’。

第 1 段 抄首句加信息泛滥铺垫

照抄 In an era of information explosion, it is vitally important to develop the ability 起的整句首句，然后写‘每天新闻、广告、社交媒体扑面而来，并非都可信’，最后落到‘唯有能辨真伪者方能保持清醒’。

亮明现状 · Every day we are flooded with ____, ____ and ____, yet not all of them are ____.

点出立场 · Only those who can ____ are able to ____.

第 2 段 谣言之例与选择之例

理由一：信息事实与谣言混杂、易被误导，例证为‘突发事件中未经核实的转发引发恐慌’；理由二：选错代价上升，例证为‘选课、选产品、选职业需靠可靠证据的理性判断避免后悔’，回扣 make rational choices。

引出理由 · There are two compelling reasons why ____ matters. First, ____.

举例坐实 · Take ____ for example: people who ____ often ____.

递进第二理由 · Second, ____; whether we ____ or ____, ____ saves us from ____.

第3段 主动质疑并升华为生存技能

提出做法：不被动接收信息，而是质疑来源、比对不同观点、权衡证据，把信息洪流变成优势而非负担；最后升华——think critically and make rational choices 的能力已是现代人的生存技能。

过渡到结论 · Therefore, we should never ____ passively.

收束做法 · By ____, ____ and ____, we can turn ____ into ____ rather than ____.

升华拔高 · In the end, ____ is not an optional ____ but a ____ for the modern mind.

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

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

内容切题

全程回扣批判性思维

本题必须紧扣 think critically and make rational choices，不能写成泛泛的‘信息很重要’。达标要点：两条理由、结尾做法都要能挂回‘辨别信息、理性选择’这条主线，最易失分处是主体段跑去大谈‘信息技术的发展’而忘了批判性思维。

结构连贯

三段分明路标清晰

本题三段分工要明确：破题、论证、收束；段内用 First、Second、Take...for example、Therefore、In the end 串起理由与例子。失分处是通篇简单句、句间无连接，读起来像罗列。

语言准确

主题词准确点缀

本题可用 sift truth from falsehood、rational judgement、reliable evidence 等贴合 critical thinking / rational choice 的表达提分，但每句都要保证语法正确；失分处是为了炫词把句子写崩、或中式直译。

字数格式

卡在150到200且抄准首句

本题硬性要求 at least 150 words but no more than 200 words, 不足或超出都扣分; 格式上还要确保首句一字不差照抄。最易失分处是写嗨了超过上限、或为达下限反复重复同一句话。

典型低分写法 · 反面示例与改法

改写首句

反面示例把首句改成'Nowadays, thinking critically is very important in the information age.'——擅自改写、还漏了'理性选择', 直接偏离要求。修正: 原样照抄'In an era of information explosion, it is vitally important to develop the ability to think critically and make rational choices.'作为第一句。

泛谈信息重要

反面示例整段写'Information is everywhere and it makes our life convenient.', 通篇夸信息之便, 却不提辨别与选择。修正: 改成'Because information today mixes facts with rumours, only those who think critically can avoid being misled.', 把落点拉回批判性思维。

只喊口号无例

反面示例'We must think critically. It is very important. Everyone should do it.'三句都是口号、无一例证。修正: 补一个具体例子'During public emergencies, people who forward unverified rumours often spread needless panic.'让理由落地。

重复注水凑数

反面示例连写'Critical thinking is important. Thinking critically really matters a lot. It is truly important to think in a critical way.'三句同义重复灌水。修正: 删繁就简为一句并接理由'Critical thinking matters because it helps us tell truth from falsehood.', 把省下的字数用来展开例子。

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 →

2022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2022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(2022-12) • 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: Welcome to the Book Club. Today's guest is Susan Lane, the author of a new book on personal finances that has already sold half a million copies. Hi, Susan, your book is extremely successful. Why do you think that is?

M: 欢迎来到读书俱乐部。今天的嘉宾是Susan Lane,她是一本个人理财新书的作者,这本书已经卖出了50万册。你好,Susan,你的书非常成功。你觉得这是为什么呢?

2 W: I think that's because of my message, which is making happiness a priority over money. So many of us in my generation have spent decades trying to earn more money, just to consume more, but it made us more miserable.

W: 我觉得是因为我传达的理念,就是把幸福放在金钱之上。我们这一代有太多人花了几十年时间想挣更多钱,只是为了消费更多,但这让我们更痛苦。

3 M: You yourself were once caught in that cycle, working for two decades as an executive and earning a high salary, but still accumulating debt.

M: 你自己也曾陷入那种循环,做了20年高管,拿着高薪,但还是欠了一身债。

4 W: I most certainly was. I earned millions, but by the time I quit my job four years ago to become a writer, I owed over \$30,000.

W: 我确实是。我挣了几百万,但四年前当我辞职去当作家的时候,我还欠着3万多美元。

5 M: So how did you escape that pattern? And what would you advise other people to do?

M: 那你是怎么摆脱那种模式的?你会建议其他人怎么做呢?

6 W: The first change is in what we value. We need to emphasize things that actually make us happy, like relationships, the environment or even our hobbies. Once we make the right things our priority, our goals will change and so will our financial behavior.

W: 首先要改变的是我们看重什么。我们需要强调那些真正让我们快乐的东西,比如人际关系、环境,甚至我们的爱好。一旦我们把正确的东西放在首位,我们的目标就会改变,我们的财务行为也会随之改变。

7 M: How does that translate into practical action? Can you give our audience examples of what you are talking about on an everyday basis?

M: 那在实际行动中怎么体现呢?你能给我们的听众举些日常生活中的例子吗?

8 W: The major areas for action are usually housing, food and transportation. So people might share a home with friends instead of living on their own, bring lunch from home instead of going to restaurants, and use public transport instead of owning a car.

W: 主要的行动领域通常是住房、食物和交通。所以人们可以和朋友合租而不是独自住,从家里带午饭而不是去餐馆,使用公共交通而不是买车。

9 M: Those sound like major sacrifices, I could never share my home, I need my own space.

M: 这些听起来像是很大的牺牲,我永远做不到合租,我需要自己的空间。

10 W: But they aren't sacrifices. When people change their values, their desires change. So in the example of housing, if we value relationships, sharing a home isn't depriving ourselves of space, but giving us an opportunity to spend more time with our loved ones.

W: 但这些不是牺牲。当人们改变他们的价值观时,他们的愿望也会改变。所以拿住房来说,如果我们重视人际关系,合租不是剥夺我们的空间,而是给我们机会和所爱的人在一起更多时间。

11 M: Indeed it is.

M: 确实如此。

1. A) Prioritizing happiness over money.

B) Joining the club to get her new book.

C) Managing one's personal finances wisely.

D) Consuming more only when earning more.

【题目】 What message does the woman convey in her book?

【翻译】 这位女士在她的书中传达了什么信息?

A) 把幸福置于金钱之上。 B) 加入俱乐部以获得她的新书。 C) 明智地管理个人财务。

D) 只有在挣得更多时才消费更多。

【答案】 A (细节题) Prioritizing happiness over money.

【定位】 I think that's because of my message, which is making happiness a priority over money.

我想那是因为我书里的核心讯息——把幸福置于金钱之上。

【信号】 **my message is 自报主旨**。女方用 that's because of my message, which is making happiness a priority over money 亲口点出 my message (我的核心讯息)，这种受访者自报观点的句子就是答案信号，无需再推。

【替换】 making happiness a priority over money ↔ **Prioritizing happiness over money**

短语换说法、意思全等

【排除】 B) **未提及**

录音里男方说 Welcome to the Book Club 又提 a new book, B 借「book/club」这两个原词诱你联想「入会拿书」，但全篇没有任何「加入俱乐部以获取她新书」的内容，是凭原词拼出的假选项。

借用原文：Welcome to the Book Club

C) **原词陷阱**

Managing one's personal finances wisely 用了书的主题词 personal finances (原文 a new book on personal finances)，听着像那么回事，但女方的核心讯息是「幸福优先于金钱」这个价值排序，而非笼统的「明智理财」，C 用原词把观点稀释成了空泛口号。

借用原文：a new book on personal finances

D) **与原文相反**

Consuming more only when earning more 盗用原文 trying to earn more money, just to consume more 的 earn / consume，但那是女方批判的旧循环（结果让人更痛苦），不是她要传达的讯息，正话被反着取了。

借用原文：trying to earn more money, just to consume more, but it made us more miserable

2. A) She was in debt.

B) She was a financial adviser.

C) She earned \$30,000 a month.

D) She enjoyed a happy life.

【题目】 **What do we learn about the woman before she became a writer?**

【翻译】 关于这位女士成为作家之前的情况,我们了解到什么?

A) 她负债累累。 B) 她是一名理财顾问。 C) 她每月挣3万美元。

D) 她享有幸福的生活。

【答案】 **A** (细节题) She was in debt.

【定位】 I earned millions, but by the time I quit my job four years ago to become a writer, I owed over \$30,000.

我挣过数百万，但等到四年前我辞职去当作家时，我已欠债超过 3 万美元。

【信号】**转折 but 后才是真处境。**句中 I earned millions, but by the time I quit my job...I owed over \\$30,000 用 but 转折，前半「挣过数百万」是铺垫，转折后的「欠债三万」才是她当作家前的真实处境，转折后即落点。

【替换】I owed over \\$30,000 ↔ **She was in debt**
owe 概括为 in debt

【排除】B) **偷换概念**

She was a financial adviser 借书谈 personal finances 的「financial」联想出「理财顾问」，但原文说她过去是 working for two decades as an executive（高管），不是理财顾问，职业被张冠李戴。

借用原文：working for two decades as an executive

C) **原词陷阱**

She earned \\$30,000 a month 直接搬来原文数字 \\$30,000，但原文 \\$30,000 是 I owed over \\$30,000 的「欠债额」，不是月收入；她的收入原文说的是 earned millions。数字对、名目全错。

借用原文：I owed over \\$30,000

D) **与原文相反**

She enjoyed a happy life 与原文相反：女方说当年那段循环 made us more miserable（更痛苦），过去并不幸福，D 反了极性。

借用原文：but it made us more miserable

-
3. A) It reflects one's earning power.
B) It varies with one's environment.
C) It mirrors one's sense of well-being.
D) It changes with one's goals in life.

【题目】**What does the woman say about one's financial behavior?**

【翻译】关于个人理财行为,这位女士说了什么?

- A) 它反映一个人的挣钱能力。 B) 它随一个人所处的环境而变化。
C) 它反映一个人的幸福感。 D) 它随一个人的人生目标而改变。

【答案】**D**（细节题） It changes with one's goals in life.

【定位】Once we make the right things our priority, our goals will change and so will our financial behavior.

一旦我们把对的事情当作优先项，我们的目标就会改变，财务行为也随之改变。

【信号】**Once...and so will 的因果链。**Once we make the right things our priority, our goals will change and so will our financial behavior 用 Once（一旦）引导条件、so will 承接连锁：目标改变带动财务行为改变，财务行为是被「目标」牵着走的，因果链尾即答案。

【替换】our goals will change and so will our financial behavior ↔ **It changes with one's goals in life**
so will 还原成 changes with goals

【排除】 A) 偷换概念

It reflects one's earning power 蹭了全篇 earn / earned 的高频词，但原文说财务行为由 goals 决定，从未说它「反映挣钱能力」，归因对象被换掉了。

借用原文：trying to earn more money

B) 原词陷阱

It varies with one's environment 的 environment 确实在原文出现过——但那是 relationships, the environment or even our hobbies 里「值得珍视的事物」之一，不是决定财务行为的因素，词对、关系错。

借用原文：like relationships, the environment or even our hobbies

C) 未提及

It varies with one's environment 与 B 同样把 environment 当成变量来源，原文从未说财务行为随环境变化，纯属拼词造句。

借用原文：like relationships, the environment or even our hobbies

4. A) It would give him more time to be with his loved ones.

B) It would be good for those who value relationships.

C) It would mean major sacrifices for him.

D) It would deprive him of his individuality.

【题目】 What does the man say about sharing a home?

【翻译】 关于合住,这位男士说了什么?

A) 这会让他有更多时间陪伴所爱的人。 B) 这对重视人际关系的人有好处。

C) 这对他来说意味着重大牺牲。 D) 这会剥夺他的个性。

【答案】 C (态度观点题) It would mean major sacrifices for him.

【定位】 Those sound like major sacrifices, I could never share my home, I need my own space.

那些听起来像是重大的牺牲，我绝不可能跟人合住，我需要自己的空间。

【信号】 男方直接应答表态。 在女方讲完合住等做法后，男方紧接着应答 Those sound like major sacrifices, I could never share my home, I need my own space，这是被问者本人的直接表态，态度题的答案就落在这句应答上。

【替换】 Those sound like major sacrifices ↔ It would mean major sacrifices for him

几乎原词、补出主语 for him

【排除】 A) 张冠李戴

It would give him more time to be with his loved ones 来自女方 giving us an opportunity to spend more time with our loved ones, 那是女方反驳时说的合住好处, 不是男方的看法, 主体说反了。

借用原文: giving us an opportunity to spend more time with our loved ones

B) 张冠李戴

It would be good for those who value relationships 对应女方观点 if we value relationships, sharing a home isn't depriving ourselves of space, 仍是女方的论调而非男方所说, 归属错位。

借用原文: if we value relationships, sharing a home isn't depriving ourselves of space

D) 原词陷阱

It would deprive him of his individuality 蹭了女方原文 sharing a home isn't depriving ourselves of space 的 depriving, 但原文说的是「不会剥夺空间」且是女方所言, D 既盗词又把否定说成肯定、还安到男方头上。

借用原文: sharing a home isn't depriving ourselves of space

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

1 W: Thank you for inviting me to the gallery, Christopher. I haven't visited here since your predecessor's retirement function.

W: 谢谢你邀请我来画廊, Christopher。自从你前任的退休招待会之后我就没来过这里了。

2 M: Would you like to see the newest additions to our collection first, Catherine?

M: 你想先看看我们馆藏的最新藏品吗, Catherine?

3 W: Are those the landscapes by Danielle Gregory? I absolutely adore her work.

W: 是 Danielle Gregory 的那些风景画吗? 我特别喜欢她的作品。

4 M: This first piece was a gift to the gallery from the artist herself, and it's quite exquisite.

M: 第一幅作品是艺术家本人赠送给画廊的, 非常精美。

5 W: I love how she depicts the barren landscape. The colors complement each other perfectly.

W: 我喜欢她描绘荒凉景色的方式。色彩搭配得非常完美。

6 M: You can sense the desolation in the picture. This piece was inspired by Gregory's recent trek in the Gobi Desert.

M: 你能从画中感受到那种荒凉。这幅作品的灵感来自 Gregory 最近的戈壁沙漠之旅。

7 W: And how did you obtain her other piece over here?

W: 那你们是怎么得到她这边的另一幅作品的?

8 M: It was purchased at auction by an anonymous collector who lent it to the gallery for display. This composition is one of her most acclaimed paintings.

M: 是一位匿名收藏家在拍卖会上购买的, 然后借给画廊展出。这幅是她最受赞誉的画作之一。

9 W: It must have cost that collector a small fortune to purchase this.

W: 那位收藏家买这幅画肯定花了一大笔钱。

10 M: Obviously, I can't disclose the exact amount he paid, but it was substantial.

M: 显然我不能透露他支付的具体金额,但确实很可观。

11 W: There's so much detail in this painting. I feel like I can really immerse myself in the scene. I particularly like the symmetry created by the reflection of the mountain in the lake.

W: 这幅画有太多细节了。我感觉自己真的能沉浸在这个场景中。我特别喜欢山在湖中的倒影所形成的对称感。

12 M: This particular piece was the one that was nominated for a Gateway Award. I was lucky enough to attend the award ceremony as Gregory's guest.

M: 这幅作品就是被提名Gateway Award的那幅。我很幸运能作为Gregory的客人参加了颁奖典礼。

13 W: So you know her personally. I assume she's an eccentric artist.

W: 所以你和她的私下认识。我猜她是个很古怪的艺术家吧。

14 M: Quite the opposite. In fact, she's not at all eccentric. I would say she's one of the most easygoing and intelligent people I know.

M: 恰恰相反。事实上,她一点都不古怪。我觉得她是我认识的人中最随和、最聪明的人之一。

15 W: I'd love to be able to meet her. There are so many questions I'd like to ask.

W: 我很想见见她。我有好多问题想问。

16 M: What a coincidence! I'm meeting her for dinner tonight. Would you like to come along?

M: 真巧!我今晚要和她一起吃晚饭。你想一起来吗?

17 W: I'd love to. Thank you.

W: 我很乐意。谢谢你。

5. A) It was the artist's first landscape.

B) It was a painting by Christopher.

C) It was donated by the artist herself.

D) It was displayed at a retirement party.

【题目】 What do we learn about one of the newest additions to the gallery's collection?

【翻译】 关于画廊藏品中最新增添的作品之一,我们了解到什么?

A) 这是该艺术家的第一幅风景画。 B) 这是Christopher的一幅画作。

C) 这是由艺术家本人捐赠的。 D) 这在一次退休派对上展出过。

【答案】 C (细节题) It was donated by the artist herself.

【定位】 This first piece was a gift to the gallery from the artist herself, and it's quite exquisite.

这第一幅是艺术家本人赠送给画廊的,相当精美。

【信号】被问者对新藏品的直接交代。女士问要不要看新藏品后，男士直接介绍 This first piece was a gift to the gallery from the artist herself——这是被问者对该画来历的正面应答，就是答案句。

【替换】a gift to the gallery from the artist herself ↔ donated by the artist herself
a gift = donated 同义改写

【排除】A) 原词陷阱

录音里女士提到 those the landscapes by Danielle Gregory，男士又说 This first piece，选项 A 把 first 与 landscape 拼成『这是她的第一幅风景画』，但 first 只是『第一幅展品』之序，原文从未说是画家生涯首作。

借用原文：This first piece

B) 张冠李戴

Christopher 是开头女士称呼的画廊负责人 (Thank you for inviting me to the gallery, Christopher.)，画作者是 Danielle Gregory；选项 B 把这画说成 Christopher 所画，属张冠李戴。

借用原文：Christopher

D) 原词陷阱

录音里女士说上次来还是 your predecessor's retirement function（前任的退休活动），与这幅画的展示毫无关系；选项 D 把这个退休场合搬来当画作展出地，纯属错配。

借用原文：your predecessor's retirement function

6. A) It was the painting that instantly made her rich.

B) It has cost him a lot of money to purchase it.

C) It was recently purchased by the gallery.

D) It is owned by an anonymous collector.

【题目】What does the man say about one of the most acclaimed paintings by Danielle Gregory?

【翻译】关于Danielle Gregory最受赞誉的画作之一,男士说了什么?

A) 正是这幅画让她立刻变得富有。 B) 他花了很多钱来购买它。

C) 这是画廊最近购入的。 D) 它为一位匿名收藏家所有。

【答案】D (细节题) It is owned by an anonymous collector.

【定位】It was purchased at auction by an anonymous collector who lent it to the gallery for display.
This composition is one of her most acclaimed paintings.

它是由一位匿名收藏家在拍卖会上买下的，那人把它借给画廊展出。这幅作品是她最受赞誉的画作之一。

【信号】被问者对『这画怎么来的』的直接应答。女士问 how did you obtain her other piece over here?，男士应答 purchased at auction by an anonymous collector who lent it to the gallery——问归属、答归属，就是答案句。

【替换】 purchased at auction by an anonymous collector who lent it to the gallery ↔
owned by an anonymous collector

买下并出借 = 仍归其所有

【排除】 A) 未提及

选项 A 说这画让『她』瞬间致富，录音通篇没提画家因此画暴富；倒是后文说藏家花了 it was substantial 一大笔钱，但那是藏家花钱，不是画家致富，属未提及。

B) 张冠李戴

录音确实说买这画花了一大笔 (cost that collector a small fortune、it was substantial)，但花钱的是匿名藏家，不是男士本人；选项 B 用 cost him 把买家偷换成男士。

借用原文：It must have cost that collector a small fortune

C) 与原文相反

录音原句确有 purchased at auction，但买家是匿名藏家，不是画廊；选项 C 把『画廊近期购入』套上 purchased 一词，恰与原文相反（画廊只是借展、并未买）。

借用原文：purchased at auction by an anonymous collector

-
7. A) It reflects her emotions.
B) It contains ample details.
C) It appears perfectly symmetrical.
D) It depicts the beauty of desolation.

【题目】 Why does the woman say she can feel immersed in the scene in the painting?

【翻译】 为什么女士说她能感到自己沉浸在画中的场景里？

- A) 它反映了她的情感。 B) 它包含大量细节。 C) 它看起来完全对称。
D) 它描绘了荒凉之美。

【答案】 B (细节题) It contains ample details.

【定位】 There's so much detail in this painting. I feel like I can really immerse myself in the scene.
这幅画里有这么多细节。我感觉自己真能沉浸到画面之中。

【信号】 感受句前的原因陈述。女士先说 There's so much detail in this painting，紧接着才说 I can really immerse myself in the scene——『大量细节』是她能沉浸的原因，先因后果，前句即落点。

【替换】 There's so much detail in this painting ↔ contains ample details
so much detail = ample details

【排除】 A) 未提及

录音里只有 You can sense the desolation 这类气氛话，且女士谈沉浸时给的理由是细节多，不是『画反映她的情感』；选项 A 的 emotions 录音并未作为沉浸之由提出，属未提及。

C) 答非所问

女士确实说了 I particularly like the symmetry created by the reflection，但那是她另外补充喜欢的一点，不是『能沉浸』的原因；本题问的沉浸之由是前一句的 so much detail，选项 C 把相邻却不同句的对称搬来顶替。

借用原文：the symmetry created by the reflection of the mountain in the lake

D) 原词陷阱

荒凉之美 You can sense the desolation in the picture 是男士谈另一幅戈壁画作时的话，与女士此处『因细节多而沉浸』无关；选项 D 把 desolation 搬来当沉浸理由，属答非所问。

借用原文：You can sense the desolation in the picture

-
8. A) She is eccentric like any other artist.
B) She is a very nice and intelligent artist.
C) She is as lucky as any acclaimed artist.
D) She is one of the most productive artists.

【题目】 How does the man describe Danielle Gregory?

【翻译】 男士如何描述Danielle Gregory?

- A) 她像任何其他艺术家一样古怪。 B) 她是一位非常好且聪明的艺术家。
C) 她像任何受赞誉的艺术家一样幸运。 D) 她是最多产的艺术之一。

【答案】 B (态度观点题) She is a very nice and intelligent artist.

【定位】 Quite the opposite. In fact, she's not at all eccentric. I would say she's one of the most easygoing and intelligent people I know.

恰恰相反。事实上，她一点也不古怪。我会说她是认识的最随和、最聪明的人之一。

【信号】 转折否定后才是真评价。女士猜她古怪，男士先 Quite the opposite、再 not at all eccentric 把猜测顶回去，转折否定之后的 easygoing and intelligent 才是他的真实评价，正是答案句。

【替换】 she's one of the most easygoing and intelligent people I know ↔

She is a very nice and intelligent artist.

easygoing = nice, intelligent 原义保留

【排除】 A) 与原文相反

eccentric 录音里确实出现，但男士是 she's not at all eccentric 加以否定的；选项 A 取了被否定掉的那个词，与男士本意正好相反。

借用原文：she's not at all eccentric

C) 张冠李戴

录音里 I was lucky enough to attend the award ceremony 说的是男士自己幸运，不是画家幸运；选项 C 把 lucky 挪到对画家的评价上，属张冠李戴。

借用原文：I was lucky enough to attend the award ceremony

D) 未提及

录音说她最受赞誉、随和聪明，但从未说她是最高产的画家；选项 D 的 most productive 录音里没有对应，属未提及。

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 Forgiveness is the release of resentment or anger. Forgiveness doesn't mean reconciliation. We don't have to return to the same relationship, nor do we have to accept the same harmful behaviors from an offender. Forgiveness is vitally important for the mental health of certain victims. It propels people forward rather than keeping them emotionally engaged in an injustice or trauma. Carrying the hurt or anger of an offense leads the body to release stress chemicals. Eliminating the perpetual flow of those chemicals may also explain why forgiveness provides physical health benefits.

宽恕是释放怨恨或愤怒。宽恕并不意味着和解。我们不必回到原来的关系中，也不必接受冒犯者同样的有害行为。宽恕对某些受害者的心理健康至关重要。它推动人们向前迈进，而不是让他们在情感上纠缠于不公或创伤之中。携带冒犯带来的伤害或愤怒会导致身体释放应激化学物质。消除这些化学物质的持续流动也可以解释为什么宽恕能带来身体健康方面的益处。

2 There are scenarios in which forgiveness is not the best course. Sometimes the victim becomes more empowered when they give themselves permission not to forgive. Forgiveness can be challenging. This is especially true when the offending party offers an insincere apology, or maybe they haven't offered anything at all. However, it's often the healthiest path forward. It's important to cultivate forgiveness by developing compassion for the offender, reflect on whether the act was due to malicious intent, or whether it was caused by challenging circumstances in the offender's life.

在某些情况下，宽恕并不是最佳选择。有时当受害者允许自己不去宽恕时，他们会变得更有力量。宽恕可能具有挑战性。当冒犯方提供一个不真诚的道歉，或者他们根本没有提供任何道歉时，情况尤其如此。然而，这通常是最健康的前进之路。重要的是通过对冒犯者培养同情心来培养宽恕，反思该行为是由于恶意还是由于冒犯者生活中的困难处境所导致。

3 What about forgiving ourselves? We sometimes need to take responsibility for mistakes, but intense guilt and shame aren't a desirable outcome in the long run. Forgiving yourself may seem like an ambiguous process. You can begin by acknowledging that you are at fault, taking responsibility for the hurt you caused, then reflecting on why the event occurred. Draw the lessons you learned and try to avoid committing a similar offense in the future.

那么宽恕自己呢?我们有时需要为错误承担责任,但从长远来看,强烈的内疚和羞耻并不是理想的结果。宽恕自己可能看起来是一个模糊的过程。你可以从承认自己有过错开始,为你造成的伤害承担责任,然后反思事件发生的原因。吸取你学到的教训,并努力避免在未来犯下类似的过错。

9. A) It is vital to one's mental health.
B) It leads to reconciliation and peace.
C) It promotes interpersonal relationship.
D) It keeps one from traumatic experience.

【题目】 What does the passage say about forgiveness?

【翻译】 文章关于宽恕说了什么?

- A) 它对一个人的心理健康至关重要。 B) 它带来和解与和平。 C) 它促进人际关系。
D) 它使人免受创伤经历的困扰。

【答案】 A (细节题) It is vital to one's mental health.

【定位】 Forgiveness is vitally important for the mental health of certain victims.

对某些受害者而言,宽恕对其心理健康至关重要。

【信号】 正面界定句 is vitally important for。录音里 Forgiveness is vitally important for the mental health of certain victims. 用'X is important for...'的正面陈述直接给宽恕定价值,是典型的'下定义/给判断'信号句,细节定义题的答案就落在这种句子上。

【替换】 vitally important for the mental health ↔ vital to one's mental health

副词转形容词、介词换说法

【排除】 B) 与原文相反

It leads to reconciliation and peace. 看似命中 reconciliation, 但录音 Forgiveness doesn't mean reconciliation. '恰恰说宽恕'不等于'和解', 选项把被否定的词当成正面结论, 方向相反。

借用原文: Forgiveness doesn't mean reconciliation.

C) 未提及

It promotes interpersonal relationship. 与原文相反: 录音 We don't have to return to the same relationship 说宽恕后不必回到原来的关系, 根本没说宽恕能'促进'人际关系, promotes 是无中生有又恰好反向。

借用原文: We don't have to return to the same relationship

D) 原词陷阱

It keeps one from traumatic experience. 借了录音里的 trauma 一词, 但原文 keeping them emotionally engaged in an injustice or trauma 说的是'宽恕让人不再深陷于创伤情绪', 不是'让人远离/避免创伤经历(keeps one from traumatic experience)', 偷换了 trauma 的语境。

借用原文: keeping them emotionally engaged in an injustice or trauma

-
10. A) When the offender has power over the victim.
B) When the offender is not willing to apologize.
C) When the offender is not duly penalized.
D) When the offender adds insult to injury.

【题目】 When is forgiveness especially challenging?

【翻译】 什么时候宽恕尤其具有挑战性?

- A) 当冒犯者对受害者拥有权力时。 B) 当冒犯者不愿意道歉时。
C) 当冒犯者未受到应有的惩罚时。 D) 当冒犯者雪上加霜时。

【答案】 B (细节题) When the offender is not willing to apologize.

【定位】 This is especially true when the offending party offers an insincere apology, or maybe they haven't offered anything at all.

尤其当冒犯方道歉并不真诚, 或者干脆什么都没表示时, 更是如此。

【信号】 especially true when 引出难点条件。 录音 This is especially true when the offending party offers an insincere apology, or maybe they haven't offered anything at all. 紧接在 'Forgiveness can be challenging.' 之后, 用 especially true when 把'最难'的条件点名, 正是题干 especially challenging 的答案信号句。

【替换】 they haven't offered anything at all ↔ **not willing to apologize**

'压根没道歉' = 不愿道歉

offers an insincere apology ↔ **not willing to apologize**

'道歉不真诚' ≈ 无诚意道歉

【排除】 A) 张冠李戴

When the offender has power over the victim. 里的'权力'像呼应录音 the victim becomes more empowered, 但原文 empowered 说的是'受害者更有力量(选择不宽恕)', 恰恰是 victim 被赋权, 而非 offender 对 victim 有权力, 主体被掉包。

借用原文: the victim becomes more empowered when they give themselves permission not to forgive

C) 未提及

When the offender is not duly penalized. 讲'冒犯者没被适当惩罚', 录音通篇谈道歉是否真诚、动机是否恶意, 从没提'惩罚(penalize)'这一维度, 属凭常识脑补的未提及项。

D) 过度推断

When the offender adds insult to injury.('火上浇油/雪上加霜')听起来也像'让宽恕更难'的情形, 但录音点名的难点只有'道歉不真诚或不道歉', 并未提冒犯者'再次加害', 属过度推断。

-
11. A) Talk with the offender calmly.
B) Accept the offender's apology.
C) Find out why he committed the offense.
D) Determine how serious the offense was.

【题目】 What should one do in order to forgive the offender?

【翻译】 为了宽恕冒犯者,一个人应该做什么?

- A) 平静地与冒犯者交谈。 B) 接受冒犯者的道歉。 C) 找出他为什么犯下过错。
D) 确定过错有多严重。

【答案】 C (细节题) Find out why he committed the offense.

【定位】 It's important to cultivate forgiveness by developing compassion for the offender, reflect on whether the act was due to malicious intent, or whether it was caused by challenging circumstances in the offender's life.

重要的是要通过对冒犯者培养同情心来培育宽恕, 去反思那件事究竟是出于恶意, 还是由冒犯者生活中的艰难处境所致。

【信号】 It's important to...by... 引出方法。 录音 It's important to cultivate forgiveness by developing compassion for the offender, reflect on whether the act was due to malicious intent, or whether it was caused by challenging circumstances 用 'It's important to...by + 做法' 的建议句式直接给出培养宽恕的方法, 是方法题的答案信号句。

【替换】 reflect on whether the act was due to malicious intent, or whether it was caused by challenging circumstances in the offender's life

↔ **Find out why he committed the offense**

'反思动机是恶意还是处境' = 弄清原因

【排除】 A) 未提及

Talk with the offender calmly. 听上去是化解冲突的好办法，但录音讲的方法是'对冒犯者培养同情、反思其动机'，从没提'与对方平静交谈(talk with...calmly)'，属合理却未提及的脑补做法。

B) 原词陷阱

Accept the offender's apology. 借了录音里的 apology 一词，但原文 the offending party offers an insincere apology, or maybe they haven't offered anything at all 说的是道歉往往不真诚甚至没有道歉，宽恕并不以'接受道歉'为前提，选项与文意相悖。

借用原文：This is especially true when the offending party offers an insincere apology, or maybe they haven't offered anything at all.

D) 原词陷阱

Determine how serious the offense was. 借了录音里反复出现的 offense，但原文要人反思的是冒犯的'原因(why/intent)'，不是冒犯的'严重程度(how serious)'，偷换了反思的对象。

借用原文：reflect on whether the act was due to malicious intent, or whether it was caused by challenging circumstances in the offender's life

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

1 The Glasgow subway first opened in 1896 as a cable-hauled system. It is generally recognised as the world's third underground railway, after London and Budapest. In its long history, it has never been expanded, remaining as a single loop line with a mere 15 stations. At its peak, it served the shipyard workers on the south side of the city. In the 1960s, there was a decline in the shipbuilding industry and the popularity of private transport grew. As a result, the subway saw a rapid decline in ridership.

Glasgow地铁于1896年首次开通，采用缆索牵引系统。它被公认为世界第三条地下铁路，仅次于伦敦和布达佩斯。在其悠久的历史中，它从未扩建过，始终保持为单一环线，仅有15个站点。在其鼎盛时期，它为城市南部的造船厂工人提供服务。20世纪60年代，造船业衰退，私人交通工具日益普及。因此，地铁的客流量迅速下降。

2 It ran with little further change until 1977 when its new operators closed it for major modernisation investment. Carriages were replaced, ventilation was improved, and the main depot was also renovated and fitted with connecting tracks to replace the outdated crane transfer mechanism. The subway in its present form reopened for operation in April 1980. Since its relaunch, the subway has seen a revival in its fortunes. It serves as a viable alternative to other forms of transport and has gone a long way to alleviate traffic jams in the city centre. In 1996, the system reached an important milestone—100 years. To commemorate this special event, the colour scheme of the train carriages was updated.

它在运营中几乎没有进一步的变化，直到1977年其新运营商关闭地铁进行重大现代化改造投资。车厢被更换，通风得到改善，主车辆段也进行了翻新并安装了连接轨道以取代过时的起重机转运机制。地铁以其现有形式于1980年4月重新开放运营。自重新启用以来，地铁的命运得到了复兴。它作为其他交通方式的可行替代方案，在很大程度上缓解了市中心的交通拥堵。1996年，该系统达到了一个重要的里程碑——100周年。为纪念这一特殊事件，列车车厢的配色方案得到了更新。

3 Recently, high-tech systems such as smart card ticketing machines and smart gates are used across all subway stations. The smart card provides more convenient travel, and passengers simply top up their cards and tap them to get in and out the subway. Since its launch, the technology has been adopted by more than 100,000 subway customers.

近期，智能卡售票机和智能闸机等高科技系统在所有地铁站投入使用。智能卡提供了更便捷的出行方式，乘客只需为卡充值并刷卡即可进出地铁。自推出以来，该技术已被超过10万名地铁乘客采用。

12. A) The number of passengers dropped sharply.

B) It served more and more commuters.

C) The number of stations increased to 50.

D) It became the longest in the United Kingdom.

【题目】 What does the passage say about the Glasgow subway in the 1960s?

【翻译】 文章关于20世纪60年代的格拉斯哥地铁说了什么？

- A) 乘客数量急剧下降。 B) 它服务的通勤者越来越多。 C) 车站数量增加到50个。
D) 它成为英国最长的地铁。

【答案】 A (细节题) The number of passengers dropped sharply.

【定位】 In the 1960s, there was a decline in the shipbuilding industry and the popularity of private transport grew. As a result, the subway saw a rapid decline in ridership.

在 20 世纪 60 年代，造船业衰退、私人交通工具日益普及。结果，地铁的客流量急剧下降。

【信号】 时间词 + 因果信号 **As a result**。听到 In the 1960s 锁定时间，再抓住因果信号 As a result，结果句 the subway saw a rapid decline in ridership 才是承载答案的落点——这是篇章题靠因果结论句定位的典型。

【替换】 a rapid decline in ridership ↔ **The number of passengers dropped sharply**

同义改写：ridership=客流人数，rapid decline=dropped sharply

【排除】 B) 与原文相反

It served more and more commuters. 把方向反了——原文 1960 年代是 a rapid decline in ridership (客流骤降), B 却说服务越来越多通勤者, 正好相反。"客流增多" 是录音里别的时期 (早年高峰) 的情形, 被挪到 1960 年代头上。

借用原文: a rapid decline in ridership

C) 未提及

The number of stations increased to 50. 凭空捏造。原文明说 it has never been expanded, remaining as a single loop line with a mere 15 stations, 站数一直是 15 且从未扩建, 根本没有增到 50 一说。

D) 原词陷阱

It became the longest in the United Kingdom. 借 "最长" 这类醒目说法制造诱惑, 但原文谈的是它是 the world's third underground railway (世界第三条地下铁), 讲的是 "第三早" 而非 "全英最长", 把 "第三" 偷换成 "最长"、把 "世界范围的早" 偷换成 "英国范围的长"。

借用原文: the world's third underground railway, after London and Budapest

13. A) To increase capacity to meet growing needs.

B) To make way for other means of transport.

C) To have its systems modernised.

D) To avoid further financial losses.

【题目】 Why was the Glasgow subway closed in 1977?

【翻译】 格拉斯哥地铁为什么在 1977 年关闭?

A) 为了增加运力以满足日益增长的需求。 B) 为了给其他交通方式让路。

C) 为了使其系统现代化。 D) 为了避免进一步的财务损失。

【答案】 C (细节题) To have its systems modernised.

【定位】 It ran with little further change until 1977 when its new operators closed it for major modernisation investment.

它一直没怎么变, 直到 1977 年新运营方将其关闭, 以进行大规模的现代化改造投资。

【信号】 目的信号 for + 时间词 1977。 听到 until 1977 锁定时间后, 紧跟的介词 for major modernisation investment 里的 for 正是表目的的信号词, for 后面的成分就是关闭的原因。

【替换】 for major modernisation investment ↔ **To have its systems modernised**

同根词改写: modernisation → modernised, 名词转动词被动

【排除】 A) 未提及

To increase capacity to meet growing needs. 录音没有依据。原文反而强调它 has never been expanded (从未扩建), 与 "增加运力" 相悖, 更没说是为应对需求增长而关闭。

B) 未提及

To make way for other means of transport. 是无中生有。原文后文只说改造后地铁成了 a viable alternative to other forms of transport (其他交通的替代选择), 是 "地铁替代别的交通", 绝非 "为别的交通让路", B 把关系搞反且与 1977 关闭目的无关。

借用原文: a viable alternative to other forms of transport

D) 原词陷阱

To avoid further financial losses. 听感上呼应了前文客流下降, 像是 "亏损", 但原文从未把关闭归因于避免财务亏损, 1977 关闭明确是 for major modernisation investment。它借第一段衰退的语境制造 "亏损" 联想, 属过度推断式的原词陷阱。

借用原文: a rapid decline in ridership

14. A) It is generally recognised as a world heritage site.

B) It is the fastest way to reach the city's south side.

C) It constitutes a source of revenue for the city.

D) It helps reduce traffic jams in the city centre.

【题目】 Why does the Glasgow subway remain important today?

【翻译】 格拉斯哥地铁今天为什么依然重要?

A) 它被普遍认可为世界遗产。 B) 它是到达城市南部的最快方式。

C) 它构成该城市的一项收入来源。 D) 它有助于减少市中心的交通拥堵。

【答案】 D (细节题) It helps reduce traffic jams in the city centre.

【定位】 It serves as a viable alternative to other forms of transport and has gone a long way to alleviate traffic jams in the city centre.

它成为其他交通方式的一个可行替代选择, 并在很大程度上缓解了市中心的交通拥堵。

【信号】 作用信号 serves as / alleviate. 听到 It serves as a viable alternative 与 alleviate traffic jams in the city centre 这类讲贡献作用的动词, 就是承载 "为何重要" 的答案句。

【替换】 alleviate traffic jams in the city centre ↔ helps reduce traffic jams in the city centre

近义词替换: alleviate=help reduce

【排除】 A) 原词陷阱

It is generally recognised as a world heritage site. 盗用了原文 It is generally recognised as the world's third underground railway 的 "generally recognised as" 整个句式, 但原文认的是 "世界第三条地下铁", 不是 "世界遗产", 把 third underground railway 偷换成 world heritage site。这也答非所问: 该句讲历史地位, 并非它 today 重要的原因。

借用原文: It is generally recognised as the world's third underground railway

B) 原词陷阱

It is the fastest way to reach the city's south side. 借了原文 the shipyard workers on the south side of the city 的 south side 字眼, 但原文只说早年它服务南区造船工人, 从未说它是去南区 "最快" 的方式, fastest 是凭空添加的最高级。

借用原文: the shipyard workers on the south side of the city

C) 未提及

It constitutes a source of revenue for the city. 录音通篇没有提到地铁为城市创收/带来财政收入, 是无中生有的功能。

-
15. A) They are usually crowded.
B) They use high-tech systems.
C) They accept smartcards only.
D) They are colourfully decorated.

【题目】 What does the passage say about all subway stations in Glasgow nowadays?

【翻译】 文章关于格拉斯哥现今所有地铁站说了什么?

- A) 它们通常很拥挤。 B) 它们使用高科技系统。 C) 它们只接受智能卡。
D) 它们装饰得色彩鲜艳。

【答案】 B (细节题) They use high-tech systems.

【定位】 Recently, high-tech systems such as smart card ticketing machines and smart gates are used across all subway stations.

近来, 诸如智能卡售票机和智能闸机之类的高科技系统已在所有地铁站投入使用。

【信号】 现状信号 Recently + 范围词 all stations. 听到 Recently 即进入讲现状的部分, high-tech systems such as smart card ticketing machines and smart gates are used across all subway stations 里 all subway stations 与题干 all stations 对应, 正是答案句。

【替换】 high-tech systems such as smart card ticketing machines and smart gates ↔

They use high-tech systems

概括替换: 列举的具体例子→上位概括 high-tech systems

【排除】 A) 未提及

They are usually crowded. 录音从未提到车站拥挤，是无中生有。原文末段讲的是高科技系统，与拥挤无关。

C) 原词陷阱

They accept smartcards only. 盗用原文 smart card ticketing machines 的 smart card，但原文只说智能卡是高科技系统之一、很方便，从未说车站 "只收" 智能卡。only 是凭空加的绝对范围词，把 "用了智能卡" 偷改成 "只收智能卡"。

借用原文：smart card ticketing machines and smart gates

D) 张冠李戴

They are colourfully decorated. 借了原文 the colour scheme of the train carriages was updated 的 colour 字眼，但那是为纪念百年更新了"车厢"的配色，对象是 train carriages，且属 1996 年的旧事，并非如今 "所有车站" 装饰艳丽，对象和时间都被张冠李戴。

借用原文：the colour scheme of the train carriages was updated

Section C

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

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

1 If you visit the Great Smoky Mountains National Park, chances are you will remember the roadside or campground bears above all else. Bears are the most popular animals in a number of our national parks. In these mountains, where the population of bears runs into the hundreds, opportunities to observe these large wild animals are plentiful during the summer.

如果你访问大烟山国家公园,你很可能对路边或营地的熊印象最为深刻。熊是我们许多国家公园中最受欢迎的动物。在这些山区,熊的数量达到数百只,夏季有充足的机会观察这些大型野生动物。

2 Since national parks are wildlife sanctuaries where no disturbance of the native animals is allowed, years of protection have served to break down the wild bears' fear of humans. Now, instead of depending on their own resources for a living, many bears patrol park roads and campgrounds. They give the garbage cans a frequent going over. An occasional offer of food from a park visitor, an illegal and dangerous practice, makes beggars of them. Bears are very often hungry and since they will feed on almost any kind of plant or animal, garbage is quite acceptable.

由于国家公园是野生动物保护区,不允许对本地动物进行任何干扰,多年的保护已经消除了野熊对人类的恐惧。现在,许多熊不再依靠自己的能力谋生,而是在公园道路和营地巡游。它们经常翻找垃圾桶。游客偶尔提供的食物——这是一种违法且危险的行为——使它们变成了乞讨者。熊经常很饿,由于它们几乎以任何种类的植物或动物为食,垃圾是完全可以接受的。

3 Feeding them, however, represents misguided kindness because the bears come to expect such generosity from everyone and consequently, trouble could lie ahead. Park rules prohibit the feeding of bears. Violators are arrested. Every year, doctors who have offices near the park treat a number of cases of bear bites and bear scratches. Some of the accidents have come about in strange ways.

然而,喂食它们代表着错误的善意,因为熊会期待每个人都如此慷慨,因此可能会带来麻烦。公园规定禁止喂熊。违反者将被逮捕。每年,在公园附近开诊所的医生都会治疗一些熊咬伤和熊抓伤的病例。一些事故以奇怪的方式发生。

4 One man was in the process of feeding two small cubs, when the mother bear appeared and insisted upon having some of the food. Shoving the big bear aside with one hand, the man continued feeding the cubs when suddenly he was struck a fierce blow in the face. A bear, prompted by the food that a lady kept offering to him, entered the car where the generous person was sitting. Her efforts to push the bear out of the car resulted in injuries. A man required medical attention after he applied a lighted cigarette to a bear's nose. Another man tried to boost a bear into the front seat of his car so that he might take a picture of a bear sitting beside his wife who was behind the wheel.

一名男子正在喂食两只小熊崽,这时母熊出现了并坚持要吃一些食物。这名男子用一只手把大熊推到一边,继续喂小熊,突然他的脸上遭到猛烈一击。一只熊受到一位女士不断提供的食物的诱惑,进入了这位慷慨的人所坐的汽车。她试图把熊推出车外,结果受了伤。一名男子在用点燃的香烟触碰熊的鼻子后需要医疗救治。另一名男子试图把一只熊推到他汽车的前座上,以便拍摄熊坐在他妻子旁边的照片,他妻子当时在驾驶座上。

5 Because bears prefer roads and campgrounds, the possibility of a hiker meeting up with a bear along park trails is small, but there's always that chance, for a bear seems to know if you are carrying a lunch or a candy bar. He may even insist on taking it.

由于熊偏爱道路和营地,徒步旅行者在公园小径上遇到熊的可能性很小,但总有这种可能,因为熊似乎知道你是否携带午餐或糖果棒。它甚至可能坚持要拿走它。

16. A) They are quite friendly to humans.

B) They are shrinking in numbers.

C) They are unafraid of humans.

D) They are especially fond of garbage.

【题目】 What does the speaker say about the bears in national parks now?

【翻译】 讲话者对国家公园里的熊的现状有何评价?

A) 它们对人类相当友好。 B) 它们的数量正在减少。 C) 它们不怕人类。

D) 它们特别喜欢垃圾。

【答案】 C (细节题) They are unafraid of humans.

【定位】 Since national parks are wildlife sanctuaries where no disturbance of the native animals is allowed, years of protection have served to break down the wild bears' fear of humans.

由于国家公园是禁止任何打扰本地动物的野生动物保护区,多年的保护已经逐渐瓦解了野生熊对人类的恐惧。

【信号】因果句的结果落点。years of protection have served to break down the wild bears' fear of humans 是"多年保护"导致的结果，"瓦解了对人的恐惧"正是对熊现状的概括，这种"原因—结果"句的结果端就是答案落点。

【替换】break down the wild bears' fear of humans ↔ They are unafraid of humans.
"瓦解恐惧"="不再害怕"

【排除】A) 过度推断

原文只说熊 break down the wild bears' fear of humans (不再怕人)，但"不怕"不等于"友好"——后文讲熊咬人抓人，恰恰说明它们并不友好。They are quite friendly to humans. 是把"不怕"硬升级成"友好"，推过了头。

借用原文：break down the wild bears' fear of humans

B) 与原文相反

录音里只在第一段说 the population of bears runs into the hundreds (熊有成百上千)，根本没说数量在减少。They are shrinking in numbers. 与原文给出的"数量众多"印象相反，属与原文相反。

借用原文：the population of bears runs into the hundreds

D) 原词陷阱

录音确实念到 garbage is quite acceptable (垃圾它们也吃)，They are especially fond of garbage. 就盗用了 garbage 这个原词。但原文是说熊"几乎什么都吃，垃圾也接受"，并非"特别偏爱垃圾"，更不是对熊"现状"的总概括，是答非所问的原词陷阱。

借用原文：garbage is quite acceptable

-
17. A) It is strictly forbidden.
B) It is an uncommon sight.
C) It is a gesture of human generosity.
D) It is allowed only in certain areas.

【题目】What does the speaker say about visitors feeding bears in national parks?

【翻译】讲话者对游客在国家公园里喂熊有何评价？

- A) 这是严格禁止的。 B) 这是不常见的景象。 C) 这是人类慷慨的表现。
D) 只允许在特定区域这样做。

【答案】A (细节题) It is strictly forbidden.

【定位】An occasional offer of food from a park visitor, an illegal and dangerous practice, makes beggars of them.

公园游客偶尔给熊喂食，这是一种违法又危险的行为，会把熊变成乞食者。

【信号】插入语直接定性 illegal。an illegal and dangerous practice 是夹在句中的插入语，直接给"游客喂食"贴上"违法且危险"的定性标签，这种紧贴行为的评判性插入语就是答案信号；第三段 Park rules prohibit the feeding of bears. 再次印证。

【替换】 an illegal and dangerous practice ↔ **It is strictly forbidden.**

illegal/prohibit = strictly forbidden

【排除】 B) **答非所问**

原文说游客喂食只是 An occasional offer of food (偶尔给食)，但整段都在讲熊巡逻、讨食、被喂出问题，可见这事并不罕见；题问的也是"喂熊"的性质（违法），而非它"常不常见"。It is an uncommon sight. 答非所问。

借用原文：An occasional offer of food from a park visitor

C) **与原文相反**

录音第三段确实出现 misguided kindness (误导的善意)，并提到熊指望"这种慷慨"，generosity 一词录音真念过，于是 It is a gesture of human generosity. 把它正面化。但作者明说这是"misguided (错误的)"善意，是正话反说，并非赞许喂熊是慷慨之举。

借用原文：misguided kindness

D) **与原文相反**

原文是 Park rules prohibit the feeding of bears. (规定禁止喂熊)，全面禁止、没有任何"某些区域可以喂"的说法。It is allowed only in certain areas. 凭空造出"分区允许"，与原文相反。

借用原文：Park rules prohibit the feeding of bears.

18. A) Share their food with the bear they see.

B) Be prepared to run into a hungry bear.

C) Try to be friendly with the bear they meet.

D) Refrain from teasing bears with cubs.

【题目】 **What is the speaker's advice to people who carry some food while hiking on a park trail?**

【翻译】 讲话者对在公园小径徒步时携带食物的人有什么建议？

- A) 与看到的熊分享食物。 B) 做好遇到饥饿的熊的准备。 C) 尽量与遇到的熊友好相处。
D) 避免逗弄带幼崽的熊。

【答案】 **B** (细节题) Be prepared to run into a hungry bear.

【定位】 Because bears prefer roads and campgrounds, the possibility of a hiker meeting up with a bear along park trails is small, but there's always that chance, for a bear seems to know if you are carrying a lunch or a candy bar. He may even insist on taking it.

由于熊更喜欢马路和营地，徒步者在公园小径上遇到熊的可能性很小，但总有那么一点几率，因为熊似乎能察觉你是否带着午餐或糖果。它甚至可能非要把它抢走。

【信号】 **转折 but 之后才是真意。** 前半 the possibility of a hiker meeting up with a bear along park trails is small 是铺垫，but there's always that chance 的 but 一转，才点出"仍有可能遇上、且熊会盯上你的食物甚至抢走"——转折后这层提醒就是 advice 的落点。

【替换】 there's always that chance ↔ **Be prepared to run into a hungry bear.**

"总有机会遇上"="要有遇熊的准备"

He may even insist on taking it ↔ **a hungry bear**

"非要抢食"印证"饿熊"

【排除】 A) **与原文相反**

Share their food with the bear they see. 是"主动喂熊", 但全文反复说喂熊违法危险 (an illegal and dangerous practice、Park rules prohibit the feeding of bears.), 作者绝不会建议分食物给熊, 与原文立场相反。

借用原文: Park rules prohibit the feeding of bears.

C) **与原文相反**

Try to be friendly with the bear they meet. 让人主动亲近熊, 但录音通篇在讲熊咬人抓人、会抢食, 提醒的是"提防"而非"友好"。这是把第 16 题埋的 friendly 一词挪过来制造的诱惑, 与作者本意相反。

借用原文: He may even insist on taking it

D) **原词陷阱**

录音第四段确有带幼崽的母熊伤人的例子 (the mother bear appeared), cubs 的画面录音真出现过, Refrain from teasing bears with cubs. 就借此设套。但那只是"事故举例", 作者末段给徒步者的建议并不是"别逗带崽的熊", 属答非所问的原词陷阱。

借用原文: One man was in the process of feeding two small cubs

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

1 Why do we form opinions or attitudes about someone or something without really knowing much about them? Just hearing something good or bad about a person, a place or thing can influence our opinions positively or negatively. But letting the opinions of another person determine what our opinions will be is dangerous. Forming opinions about someone or something before really knowing them well is called prejudice. "Pre-" means before, and "judice" refers to judgment. Hence, prejudice means to judge before having adequate knowledge.

为什么我们会在对某人或某事并不真正了解的情况下形成看法或态度? 仅仅听到关于一个人、一个地方或一件事的好话或坏话就能积极或消极地影响我们的看法。但让他人的看法决定我们的看法是危险的。在真正了解某人或某事之前就对其形成看法被称为偏见。"Pre-"意为之前, "judice"指判断。因此, 偏见意味着在拥有充分知识之前就进行判断。

2 We can be prejudiced toward or against someone or something. In either case, we are only allowing ourselves to see half of the picture. Very few people or things in this world are all good or all bad. Prejudiced attitudes are usually based on myths, half-truths or incorrect information, and they are dangerous because they can keep us from learning the truth about someone or something. People form

prejudices against others for many reasons—differences in their race, religion, gender, or occupation. Prejudices keep people apart. They keep us from really knowing and understanding each other.

我们可以对某人或某事持有支持或反对的偏见。无论哪种情况,我们都只允许自己看到事物的一半。这个世界上很少有人或事是完全好或完全坏的。带有偏见的态度通常基于神话、半真半假的说法或不正确的信息,它们是危险的,因为它们会阻止我们了解关于某人或某事的真相。人们出于许多原因对他人形成偏见——种族、宗教、性别或职业方面的差异。偏见使人们彼此分离。它们阻止我们真正认识和理解彼此。

3 We should feel proud of who we are and the group of people we represent. If feelings of pride begin to turn to feelings of superiority when we think that our group or our beliefs are better than those around us, however, then we begin to develop prejudiced attitudes that can be harmful. For example, the prejudiced attitudes of one group may keep another group from attending certain schools, from living in any neighborhood they want, or from getting a job or a promotion. Extreme feelings of prejudice have caused the deaths of innocent people. We are responsible for our own thoughts and opinions. When we let someone else tell us what to think about someone or something, we are giving up some control of our own lives.

我们应该为自己是谁以及我们所代表的群体感到自豪。然而,如果自豪感开始转变为优越感,当我们认为我们的群体或我们的信仰优于周围的人时,我们就开始形成可能有害的偏见态度。例如,一个群体的偏见态度可能会阻止另一个群体进入某些学校、居住在他们想要的任何社区,或者获得工作或晋升。极端的偏见情绪导致了无辜者的死亡。我们要为自己的思想和观点负责。当我们让别人告诉我们该如何看待某人或某事时,我们正在放弃对自己生活的部分控制权。

4 Before you form an attitude or opinion, find out for yourself about the person or the thing in question. Sometimes we don't realize that we hold prejudiced attitudes toward or against someone or something. We need to carefully examine our lives and our fears, and to ask ourselves whether our attitudes come from our personal knowledge and experience or from rumors and fear of the unknown. The good news about prejudice is that we are not born with it. Prejudiced attitudes and opinions develop over time. But with education and knowledge, we can replace our prejudices with cooperation and understanding.

在你形成态度或观点之前,请亲自了解所讨论的人或事。有时我们没有意识到自己对某人或某事持有偏见态度。我们需要仔细审视我们的生活和恐惧,并扪心自问我们的态度是来自个人知识和经验,还是来自谣言和对未知事物的恐惧。关于偏见的好消息是我们并非生来就有偏见。偏见态度和观点是随着时间发展而来的。但通过教育和知识,我们可以用合作和理解取代我们的偏见。

19. A) It refers to opinions that are radical and widespread.
B) It means making judgments without adequate knowledge.
C) It refers to deep-rooted beliefs about someone or something.
D) It means sticking to one's judgments even when proved wrong.

【题目】 What does the speaker say about prejudice?

【翻译】 说话者关于偏见说了什么?

- A) 它指的是激进且广泛存在的观点。 B) 它意味着在没有充分了解的情况下做出判断。
C) 它指的是关于某人或某事的根深蒂固的信念。
D) 它意味着即使被证明是错误的也坚持自己的判断。

【答案】 **B** (细节题) It means making judgments without adequate knowledge.

【定位】 Forming opinions about someone or something before really knowing them well is called prejudice. "Pre-" means before, and "judice" refers to judgment. Hence, prejudice means to judge before having adequate knowledge.

在真正了解某人或某物之前就对其形成看法，这叫作偏见。"Pre-"意为"之前"，"judice"指"判断"。因此，偏见就是在没有足够认识之前就下判断。

【信号】 **定义标志 is called 与 Hence 总结。** is called prejudice 给出概念名称、紧接 Hence, prejudice means to judge before having adequate knowledge 用 Hence 收束成一句完整定义，这个"下定义+总结"信号让它成为答案句。

【替换】 to judge before having adequate knowledge ↔ **making judgments without adequate knowledge**
judge=making judgments 且 before=without

【排除】 **A) 原词陷阱**

opinions that are radical and widespread 借了录音里的 opinions 一词，但原文从未说偏见是"激进而广泛的 (radical and widespread)"观点，激进/广泛是凭空加的限定，属听到 opinions 就想选的原词陷阱。

借用原文：hearing something good or bad about a person, a place or thing can influence our opinions

C) 偷换概念

deep-rooted beliefs about someone or something 蹭了原文反复出现的 about someone or something，但把偏见说成"根深蒂固的信念"，而原文定义强调的是"了解/认识之前"就下判断，时间点完全不同，属偷换概念。

借用原文：Forming opinions about someone or something before really knowing them well

D) 答非所问

sticking to one's judgments even when proved wrong 用了 judgments 一词，但说的是"被证明错了仍坚持"，是事后固执；原文定义说的是"了解之前"就下判断，是事前，与原文相反/错位。

借用原文：prejudice means to judge before having adequate knowledge

20. A) They often lead to war between religious groups.

B) They keep certain occupations from thriving.

C) They allow myths and half-truths to persist.

D) They prevent us from getting to the truth.

【题目】 **Why does the speaker say prejudiced attitudes are dangerous?**

【翻译】 说话者为什么说带有偏见的态度是危险的？

- A) 它们常常导致宗教团体之间的战争。 B) 它们阻碍某些职业的繁荣发展。
C) 它们使神话和半真半假的说法长期存在。 D) 它们阻止我们了解真相。

【答案】 **D** (细节题) They prevent us from getting to the truth.

【定位】 Prejudiced attitudes are usually based on myths, half-truths or incorrect information, and they are dangerous because they can keep us from learning the truth about someone or something.
偏见态度通常建立在谬误、半真半假的说法或错误信息之上，它们之所以危险，是因为它们会妨碍我们了解关于某人或某物的真相。

【信号】 **dangerous because**因果信号。they are dangerous because they can keep us from learning the truth 里 dangerous 后跟 because，因果信号直接把"危险的原因"端出来，because 之后那半句就是答案句。

【替换】 keep us from learning the truth ↔ **prevent us from getting to the truth**
keep from=prevent from且learning=getting to

【排除】 A) **原词陷阱**

war between religious groups 借了原文 religion/后文 religious 的影子，但原文此处说危害是"妨碍了解真相"，并未说偏见"导致宗教群体间的战争"；战争是过度引申，原文只说极端偏见 caused deaths，没说"宗教群体间开战"。

借用原文：differences in their race, religion, gender, or occupation

B) **张冠李戴**

keep certain occupations from thriving 蹭了原文 occupation 一词，但原文说偏见 keep people apart (让人彼此疏远)，第三段说妨碍人 getting a job or a promotion (找工作/晋升)，从没说让"某些职业无法繁荣"，属张冠李戴。

借用原文：from getting a job or a promotion

C) **原词陷阱**

allow myths and half-truths to persist 直接盗用原文 myths, half-truths，极具迷惑性；但原文说偏见是"基于 (based on) myths/half-truths"，谬误是偏见的成因/来源，不是 because 后给出的"危险原因"，答非所问。

借用原文：Prejudiced attitudes are usually based on myths, half-truths or incorrect information

-
21. A) When we start to feel superior.
B) When we mix with prejudiced people.
C) When we live in an isolated neighborhood.
D) When we try to keep up with those around us.

【题目】 **When does the speaker say we begin to develop prejudiced attitudes?**

【翻译】 说话者说我们什么时候开始形成带有偏见的态度？

- A) 当我们开始感到优越时。 B) 当我们与有偏见的人交往时。
C) 当我们生活在一个封闭的社区时。 D) 当我们试图跟上周围的人时。

【答案】 **A** (细节题) When we start to feel superior.

【定位】 If feelings of pride begin to turn to feelings of superiority when we think that our group or our beliefs are better than those around us, however, then we begin to develop prejudiced attitudes that can be harmful.

如果自豪感开始转变为优越感——当我们认为自己的群体或信念比周围人更好时——然而，那时我们就开始发展出可能有害的偏见态度。

【信号】 If...turn to superiority**条件信号**。If feelings of pride begin to turn to feelings of superiority 用 If 引出条件、then we begin to develop prejudiced attitudes 给出结果，这个"条件→产生偏见"的因果/条件信号让它成为答案句。

【替换】 feelings of pride begin to turn to feelings of superiority ↔ **When we start to feel superior**
turn to feelings of superiority=start to feel superior

【排除】 B) **未提及**

When we mix with prejudiced people (与有偏见的人来往时) 听上去合理，但原文给的触发条件是"自豪转为优越感"，从没说"和有偏见的人相处"会让我们产生偏见，属未提及。

C) **原词陷阱**

live in an isolated neighborhood 盗用了原文 living in any neighborhood 的 neighborhood 一词；但原文里 neighborhood 出现在"偏见使某群体无法随意居住"的危害举例中，是偏见的后果，不是产生偏见的条件，张冠李戴。

借用原文：from living in any neighborhood they want

D) **与原文相反**

When we try to keep up with those around us (努力跟上周围人) 与原文 better than those around us (觉得自己比周围人更好) 方向相反：原文是"自觉高人一等"，选项却是"努力追赶别人"，与原文相反。

借用原文：our group or our beliefs are better than those around us

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

1 When I started high school, it was a shock. I had spent eight years fighting my way to be the most popular kid in the Catholic school student body. I had been a big, tough 8th grader and suddenly I was a lonely 9th grader bullied by the big, tough 12th grade seniors who ran the high school. I realized then that it's nice to strive for something, but that you also have to enjoy the moment you're in and be happy where you are. Rock and roll had always been an important part of my life. I remember my friends and I used to drive around until the late hours of the nights listening to the music of Rock and Roll legends. During those teenage years, I built friendships that I thought would last a lifetime. Most people that age think the same thing, but people drift apart. Jobs, families and tragedies separate people from those lasting friendships.

当我开始上高中时，这是一个冲击。我曾花了八年时间奋力成为天主教学校学生群体中最受欢迎的孩子。我曾是一个高大强壮的八年级学生，突然间我变成了一个孤独的九年级学生，被那些掌控高中的高大强壮的十二年级学长欺负。那时我意识到，努力争取某样东西固然很好，但你也必须享受当下的时刻，对自己所处的位置感到快乐。摇滚乐一直是我生活中的重要部分。我记得我和朋友们常常开车四处转悠，直到深夜，

聆听摇滚传奇人物的音乐。在那些青少年时期,我建立了我以为会持续一生的友谊。那个年纪的大多数人都这样想,但人们会渐行渐远。工作、家庭和悲剧使人们与那些长久的友谊分离。

2 The tragedy that separated me from my friends forever was the Vietnam War. A year after I graduated from high school, I left for Vietnam. I came back, burned out, and tired, as though I had lived 10 lifetimes in the short span of 14 months, the 14 months I was in the war. I couldn't relate to the friends I had had in high school. They still seemed childish, concerned with childish things that weren't important to me. I was still trying to cope with the death, destruction and evil I had seen in Vietnam. I felt like we had done terrible things to innocent people there and in turn, I had seen terrible things done to my friends.

让我永远与朋友们分离的悲剧是越南战争。高中毕业一年后,我去了越南。我回来时精疲力竭、疲惫不堪,仿佛在短短14个月里经历了10次人生,那14个月就是我在战争中度过的时间。我无法与高中时的朋友产生共鸣。他们似乎仍然幼稚,关心着对我来说并不重要的幼稚事情。我仍在努力应对我在越南见到的死亡、毁灭和邪恶。我觉得我们在那里对无辜的人做了可怕的事情,而反过来,我也见到了对我朋友们做的可怕事情。

3 I withdrew from my friends and started college. Then I quit college and took many different jobs. I spent a lot of my time and money on alcohol and other drugs. Finally, in an effort to get my life going in the right direction again, I sold everything and took what little money I had and bought myself an airplane ticket to Israel. I went there to study history. While studying at Haifa University, I met my wife, who was also an American student.

我远离了朋友们,开始上大学。然后我退学了,做了许多不同的工作。我把大量时间和金钱花在酒精和其他毒品上。最后,为了让我的生活重新走上正轨,我卖掉了所有东西,用仅有的一点钱给自己买了一张去以色列的机票。我去那里学习历史。在海法大学学习期间,我遇到了我的妻子,她也是一名美国学生。

4 I now teach in a high school back in America. I look at my students and see them struggling with many of the very things I struggled with many years ago. As a teacher, I try to help them over the rough spots as best I can.

我现在在美国的一所高中教书。我看着我的学生们,看到他们正在与许多年前我曾挣扎过的事情作斗争。作为一名教师,我尽我所能帮助他们度过艰难时期。

22. A) Motivated.
B) Disappointed.
C) Perplexed.
D) Shocked.

【题目】 How did the speaker feel when he started high school?

【翻译】 说话者刚上高中时感觉如何?

A) 有动力的。 B) 失望的。 C) 困惑的。 D) 震惊的。

【答案】 D (态度观点题) Shocked.

【定位】 When I started high school, it was a shock.

我上高中的时候,那真是一记冲击。

【信号】直陈感受句 **it was a shock**。开篇第一句 it was a shock 就用 it was + 情绪名词直接定调入学感受，这种讲者自陈心情的句子就是态度题的答案句。

【替换】it was a shock ↔ **Shocked**.

名词 shock 转形容词 Shocked

【排除】A) **与原文相反**

Motivated. 是被激励的积极情绪，而原文 it was a shock 是负面冲击，方向相反。

借用原文：it was a shock

B) **偷换概念**

Disappointed. 是失望，原文是 shock（震惊冲击），二者都偏负面但情绪类型不同，原文没有“期望落空”的意思。

C) **偷换概念**

Perplexed. 是困惑、想不明白，原文 shock 强调的是突然的强烈冲击，并非智力上的困惑。

23. A) They would change with the passage of time.

B) They would benefit young people's adult life.

C) They would help kids grow.

D) They would last a lifetime.

【题目】What did the speaker once think of teenage friendships?

【翻译】说话者曾经如何看待青少年时期的友谊？

A) 它们会随着时间的流逝而改变。 B) 它们会对年轻人的成年生活有益。

C) 它们会帮助孩子们成长。 D) 它们会持续一生。

【答案】D (细节题) They would last a lifetime.

【定位】During those teenage years, I built friendships that I thought would last a lifetime.

在那些青少年岁月里，我建立了一些我以为会维系一辈子的友谊。

【信号】I thought 引出当初的判断。that I thought would last a lifetime 里的 I thought（我当初以为）正对题干的 once think，是讲者亲口给出的当年看法，定为答案句。

【替换】would last a lifetime ↔ **They would last a lifetime.**

几乎原句照搬

【排除】 A) 与原文相反

They would change with the passage of time. 说友谊会随时间改变，这恰恰是讲者后来才发现的现实 (people drift apart)，不是他当初 thought 的看法，张冠李戴了时间点。

借用原文：people drift apart

B) 未提及

They would benefit young people's adult life. 谈友谊对成年生活的好处，录音只说他以为友谊会持久，从未谈“对成年生活有益”，属无中生有。

C) 未提及

They would help kids grow. 说友谊帮助孩子成长，录音里讲者对青少年友谊的判断只有“会持续一辈子”，没有“助成长”这一层。

24. A) He had become mature.

B) He suffered poor health.

C) He had lots of stories to tell.

D) He regretted leaving Vietnam.

【题目】 What do we learn about the speaker when he returned from the Vietnam War?

【翻译】 关于说话者从越南战争返回时,我们了解到什么?

A) 他已经变得成熟了。 B) 他健康状况不佳。 C) 他有很多故事要讲。

D) 他后悔离开越南。

【答案】 A (推断题) He had become mature.

【定位】 I couldn't relate to the friends I had had in high school. They still seemed childish, concerned with childish things that weren't important to me.

我没法再和高中时的那些朋友产生共鸣了。他们在我看来还是很幼稚，只在意一些对我而言已不重要的幼稚事情。

【信号】 以朋友的“幼稚”反衬自己的成熟。讲者说朋友 still seemed childish、还在关心 childish things that weren't important to me，用对方的幼稚反衬出自己已经变了——经历战争后心智超前于同龄人，此处对比就是归纳点。

【替换】 They still seemed childish, concerned with childish things that weren't important to me ↔

He had become mature.

“别人幼稚”反向等于“我成熟”

【排除】 B) 原词陷阱

讲者说自己 burned out, and tired, He suffered poor health. 盗用这种“累、垮”的字眼当身体得病，但 burned out 指心力交瘁，原文并未说他身体患病。

借用原文：burned out, and tired

C) 过度推断

He had lots of stories to tell. 看似贴合“经历越战、活了十辈子”，但原文 as though I had lived 10 lifetimes 是形容沧桑成熟，不是说他爱讲故事、有谈资，答非所问。

借用原文：as though I had lived 10 lifetimes

D) 未提及

He regretted leaving Vietnam. 说他后悔离开越南，原文只讲他对在越南的所见所为感到痛苦，从没说后悔离开那里，属无中生有且方向也不对。

-
25. A) Make friends with his students.
B) Show his students how to do their best.
C) Help his students get through the growing pains.
D) Share his personal experience with his students.

【题目】 What does the speaker try to do as a teacher?

【翻译】 说话者作为一名教师试图做什么？

- A) 与他的学生交朋友。 B) 向他的学生展示如何尽力而为。
C) 帮助他的学生度过成长的烦恼。 D) 与他的学生分享他的个人经历。

【答案】 C (目的题) Help his students get through the growing pains.

【定位】 I look at my students and see them struggling with many of the very things I struggled with many years ago. As a teacher, I try to help them over the rough spots as best I can.

我看着我的学生，看到他们正为许多当年我也挣扎过的同样的事而苦苦挣扎。作为一名老师，我尽我所能帮他们渡过那些艰难的关口。

【信号】 As a teacher, I try to... 的收束主句。 结尾 As a teacher, I try to help them over the rough spots 用 I try to help... 直陈自己当老师的做法，是全篇落点句，正对题干 try to do。

【替换】 help them over the rough spots ↔ **Help his students get through the growing pains.**

rough spots = growing pains

struggling with many of the very things I struggled with ↔

Help his students get through the growing pains.

学生的挣扎即成长之痛

【排除】A) 未提及

Make friends with his students. 说和学生交朋友，结尾只说 I try to help them over the rough spots（帮他们渡难关），从没说要与学生做朋友，无中生有。

B) 偷换概念

Show his students how to do their best. 说教学生如何做到最好，原文是 help...over the rough spots（帮他们渡过难关），偏向陪伴扶持，不是示范如何取得最好表现，偷换了做法。

D) 原词陷阱

Share his personal experience with his students. 借前文大段个人经历制造诱惑，但结尾的做法是 help them over the rough spots，是“帮”不是“讲给学生听”，他回顾经历只为解释自己懂学生的处境，并未说要把经历分享给学生，答非所问。

借用原文：I look at my students and see them struggling with many of the very things I struggled with many years ago

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。

I earned millions, but by the time I quit my job four years ago to become a writer, I owed over \$30,000.

第4段，第2句

并列转折句（but连接）+ 时间状语从句（by the time引导）是四六级和考研阅读中的高频句式。“by the time”引导过去时间状语从句、主句用过去时态表示“到那时已经如何”的结构非常典型，掌握后可迁移到大量类似句子。并列转折逻辑也是考试常考的语义关系。

And what would you advise other people to do?

第5段，第2句

“情态动词 + 动词原形 + 宾语 + 不定式补足语”的结构在四六级和考研阅读中高频出现，尤其在建议、劝告类语境中常见；疑问句形式也是考试常考句式；掌握后可迁移至大量类似句型。

Once we make the right things our priority, our goals will change and so will our financial behavior.

第6段，第3句

本句包含了考试中常见的几种结构："Once" 引导的状语从句表条件,"so" 引导的倒装句表示 "也一样", 以及并列主句的组合。这些都是四六级和考研阅读中频繁出现的句式,掌握后可以迁移到大量类似句子的理解中,具有较强的代表性和实用性。

So people might share a home with friends instead of living on their own, bring lunch from home instead of going to restaurants, and use public transport instead of owning a car.

第8段，第2句

并列谓语结构在四六级和考研阅读中高频出现,尤其是多个谓语共享主语和助动词/情态动词的省略形式。"instead of" 引导方式状语表达对比选择的句式也是常考句型,常见于议论文和说明文中列举对比方案。本句三个并列结构加三个对比状语的组合,典型体现了英语中平行结构和对比论证的表达习惯,掌握后可大量复用于阅读和写作。

It would deprive him of his individuality.

第4题，D

情态动词加及物动词的简单句结构在四六级和考研中常见，"deprive sb of sth" 也是典型搭配，具有一定代表性，但句式过于简单，缺乏从句或复杂修饰成分，典型性中等。

W: Thank you for inviting me to the gallery, Christopher.

第1段，第1句

祈使句在四六级和考研阅读中出现频率较低，多见于对话或指令性文本；"Thank you for..."是日常口语中的固定表达，虽实用但作为考试句式的代表性不强，学习后迁移空间有限。

I haven't visited here since your predecessor's retirement function.

第1段，第2句

简单句配现在完成时是常见句式，时间状语中 "since" 引导的介词短语也是典型用法，在四六级阅读和写作中频繁出现，具有较高的可迁移性。

M: Obviously, I can't disclose the exact amount he paid, but it was substantial.

第10段，第1句

并列句加定语从句是四六级和考研阅读中非常常见的句式组合，'but' 连接转折关系也是高频考点。定语从句省略关系代词的用法在真题中大量出现，是必考知识点。句子整体结构虽不复杂，但代表了真题中典型的 '并列 + 从属' 组合模式，掌握后可迁移到大量类似句子。不算特别高的典型性，因为缺少更复杂的嵌套或特殊结构，但作为基础句式的代表仍有较好的复用价值。

I was lucky enough to attend the award ceremony as Gregory's guest.

第12段，第2句

"主语 + be 动词 + 形容词 + enough to do" 是常见的基础句式，在四六级和考研阅读中偶尔出现，有一定代表性，但并非高频核心句式。

In fact, she's not at all eccentric.

第14段，第2句

主系表结构配插入状语是常见句式，但本句过于简短，缺乏考试中常见的修饰层次和复杂度，代表性一般

There are so many questions I'd like to ask.

第15段，第2句

there be 句型和省略关系代词的定语从句都是四六级和考研阅读中的高频结构。本句结构简洁但包含两个常考考点，具有较强的代表性，掌握后可以应用于大量类似句式。

It was the painting that instantly made her rich.

第6题，A

本句涵盖强调句的识别与拆解、形式主语与被强调成分的区分、系表结构、宾语补足语、时间状语等多种成分，且强调句是考试常见易错点，适合作为综合训练句。

She is as lucky as any acclaimed artist.

第8题，C

"as ... as" 同级比较结构是四六级和考研的高频句式，该句型在阅读和翻译中反复出现，掌握后可大量复用。

We don't have to return to the same relationship, nor do we have to accept the same harmful behaviors from an offender.

第1段，第3句

并列否定句(尤其是 nor 引发的倒装)是四六级和考研阅读中的常见句式,情态动词结构 have to 的否定表达也是高频考点;本句结构简洁且典型,学习者掌握后可直接迁移到大量类似句子,实用性强。

It's important to cultivate forgiveness by developing compassion for the offender, reflect on whether the act was due to malicious intent, or whether it was caused by challenging circumstances in the offender's life.

第2段，第6句

本句覆盖了形式主语、真正主语(不定式结构)、并列宾语从句、被动语态、介词短语作状语等多种成分,且真正主语内部包含并列动作和嵌套从句,是练习划分成分的优质材料。初学者容易在并列关系、从句归属、形式主语与真正主语的区分等方面出错,练习价值较高。

We sometimes need to take responsibility for mistakes, but intense guilt and shame aren't a desirable outcome in the long run.

第3段，第2句

并列转折句式(主句+but+主句)是四六级和考研阅读中的高频结构,第一句的"need to do"和第二句的否定系表结构也都是常考句型,学习后可在议论文写作和阅读中大量复用,具有较好的迁移价值

You can begin by acknowledging that you are at fault, taking responsibility for the hurt you caused, then reflecting on why the event occurred.

第3段，第4句

本句成分丰富,涵盖主句的主谓状结构、方式状语内的三个并列动名词短语、两个宾语从句、一个省略关系代词的定语从句,且定语从句的宾语前置是易错点,适合练习成分划分和从句识别,训练价值较高。

It is vital to one's mental health.

第9题，A

主系表加状语修饰的结构在英语中常见,但相较于主谓宾或含从句的复杂句型,这类简单句在四六级、考研真题中出现频率较低,典型性中等偏下

As a result, the subway saw a rapid decline in ridership.

第1段，第6句

简单句的主谓宾结构是四六级和考研阅读中的常见基础句式，且句首状语短语 "As a result" 引出结果的用法在真题中经常出现，具有一定迁移价值。但因为过于简单，缺少从句等高频复杂结构，典型性中等。

It ran with little further change until 1977 when its new operators closed it for major modernisation investment.

第2段，第1句

"主句 + when 引导的时间状语从句" 是英语中非常典型的句式结构，在各类考试阅读和写作中频繁出现。这种结构清晰展示了如何用时间从句补充主句的时间背景或相关事件，具有较高的学习和迁移价值。掌握这一句式后，学生可以轻松应对类似的时间从句结构。

Since its launch, the technology has been adopted by more than 100,000 subway customers.

第3段，第3句

"时间状语 + 主句（现在完成时被动）" 是四六级和考研真题中的高频句式，既考查完成时的理解，又考查被动语态和状语识别，具有较强的代表性，掌握后可应用于大量类似句子的分析。

The number of passengers dropped sharply.

第12题，A

主谓结构配状语是常见句式，但本句过于简单，缺少考试中常见的从句、复杂修饰等典型考点，代表性中等偏下

It served more and more commuters.

第12题，B

主谓宾简单句在真题中虽常见，但本句结构过于基础，缺少真题常考的从句嵌套、非谓语修饰等复杂特征，代表性一般

What does the passage say about all subway stations in Glasgow nowadays?

第15题 题干

特殊疑问句嵌套宾语从句的结构在四六级和考研阅读理解题目中非常常见，掌握这种句式后可以大量复用到类似的题干分析中，具有很高的典型性和实用性。

If you visit the Great Smoky Mountains National Park, chances are you will remember the roadside or campground bears above all else.

第1段，第1句

"If 从句 + 主句（含宾语从句）" 的条件复合句是四六级和考研阅读中的高频句式。"chances are (that)" 也是常见表达。句子结构具有较强代表性，掌握后可迁移到大量类似条件推断句型，对应试和实际阅读都有实用价值。

In these mountains, where the population of bears runs into the hundreds, opportunities to observe these large wild animals are plentiful during the summer.

第1段，第3句

结构具有较高典型性。主句采用主系表结构配合地点和时间状语，非限制性定语从句补充说明，这种句式在四六级和考研阅读中较为常见，掌握后可应用于多种描述客观事实的场景

Since national parks are wildlife sanctuaries where no disturbance of the native animals is allowed, years of protection have served to break down the wild bears' fear of humans.

第2段，第1句

本句的结构非常典型：原因状语从句在前交代背景，主句在后陈述结果，这是考试阅读中的高频句式。状语从句中嵌套定语从句修饰表语的结构也很常见。主句使用现在完成时表达过去动作对现在的影响，这是考试中反复出现的时态用法。掌握本句的结构分析方法后，可以迁移到大量类似的真题句子。

Bears are very often hungry and since they will feed on almost any kind of plant or animal, garbage is quite acceptable.

第2段，第5句

并列主句加原因状语从句的结构在考试中较为常见，尤其是 "since" 引导原因从句的用法是典型考点。两个主句通过 "and" 连接且第二个主句前置了从句的结构也符合真题常见句式，具有一定代表性

Feeding them, however, represents misguided kindness because the bears come to expect such generosity from everyone and consequently, trouble could lie ahead.

第3段，第1句

该句型在四六级和考研阅读中高度典型:主句加原因状语从句的结构是说明文和议论文的常见句式,从句内并列分句展开论证的方式也是学术文本的惯用手法。动名词作主语和情态动词推测用法都是考试高频考点,掌握后可大量复用。

A man required medical attention after he applied a lighted cigarette to a bear's nose.

第4段，第5句

主句后接时间状语从句是考试中常见的句式，符合四六级和考研阅读的典型结构。过去分词作定语也是高频考点。整体结构简洁且具有一定代表性，学生掌握后可迁移到类似句型的分析中。

Another man tried to boost a bear into the front seat of his car so that he might take a picture of a bear sitting beside his wife who was behind the wheel.

第4段，第6句

本句成分丰富且具有典型的训练价值:主句包含主语、谓语、不定式宾语和目的状语从句;不定式宾语内部有介词短语作定语;目的状语从句有主语、情态谓语、宾语,且宾语由多层修饰成分构成;定语从句展示了关系代词在从句中充当主语的用法。这些成分覆盖了多种常考结构,且 "so that" 引导的目的状语从句和 "who" 引导的定语从句都是高频考点,适合作为划分成分的练习材料。

Because bears prefer roads and campgrounds, the possibility of a hiker meeting up with a bear along park trails is small, but there's always that chance, for a bear seems to know if you are carrying a lunch or a candy bar.

第5段，第1句

多个并列主句通过 but 和 for 连接,这是四六级和考研阅读中常见的复合句式。原因状语从句、there be 句型、宾语从句都是典型考点结构。句式代表性较强,掌握后可迁移到大量类似句子。

They are especially fond of garbage.

第16题，D

主系表结构是英语基本句型之一，"be fond of" 也是常见搭配，具有一定代表性，但句子过于简单，缺少四六级或考研真题中常见的复杂修饰或从句结构，典型性中等偏下。

Be prepared to run into a hungry bear.

第18题，B

祈使句加不定式状语是常见句式，在口语和应用文（如说明书、警告标语）中高频出现。虽然在四六级或考研阅读长难句中不如复合句典型，但作为基础句式具有一定代表性，掌握后可应用于多种场景。

Forming opinions about someone or something before really knowing them well is called prejudice.

第1段，第4句

这句不算特别难，但结构上有代表性，既能练主干定位，也能练非谓语和被动式的区分。对于结构与时态基础训练，属于值得优先掌握的一类句子。

Hence, prejudice means to judge before having adequate knowledge.

第1段，第6句

"主语 + 谓语 + 不定式作宾语"以及"介词加动名词短语作状语"都很常见。掌握这类识别方法后，迁移到大量定义句和说明句都很有用。

They keep us from really knowing and understanding each other.

第2段，第7句

"keep sb from doing" 是四六级和考研阅读中的高频结构，且本句中 "doing" 部分为并列动名词短语 ("knowing and understanding")，这种并列处理在真题中也常见。掌握本句可迁移到大量类似句式。

We should feel proud of who we are and the group of people we represent.

第3段，第1句

情态动词 + 系表结构 + 介词宾语从句 + 省略关系代词的定语从句，这是四六级和考研真题中常见的组合句式；掌握该结构后可迁移到类似句型，典型性较高。

If feelings of pride begin to turn to feelings of superiority when we think that our group or our beliefs are better than those around us, however, then we begin to develop prejudiced attitudes that can be harmful.

第3段，第2句

本句成分丰富且分布合理：主句包含主谓宾结构，条件从句涉及主谓状语搭配，时间从句带宾语从句，主句宾语后接定语从句。涵盖了主语、谓语、宾语、表语、条件状语、时间状语、定语等多种核心成分，且存在从句充当成分的情况，非常适合作为成分划分的综合练习材料。

For example, the prejudiced attitudes of one group may keep another group from attending certain schools, from living in any neighborhood they want, or from getting a job or a promotion.

第3段，第3句

"keep... from doing" 结构和省略关系代词的定语从句都是四六级和考研常考句式。宾语补足语并列、定语从句修饰宾补中的名词，也是典型的复杂句结构。本句高度代表真题中常见的长难句模式，掌握后可复用于大量类似句型。

We are responsible for our own thoughts and opinions.

第3段，第5句

主系表结构在考试阅读中常见，但本句过于简单、缺乏变化（无修饰成分复杂化、无倒装或省略、无从句嵌入），作为句式代表性一般，掌握后可迁移到类似简单句，但难以覆盖更复杂的主系表变体。

When we let someone else tell us what to think about someone or something, we are giving up some control of our own lives.

第3段，第6句

本句成分丰富且包含多个易错点：状语从句作时间状语、宾语从句嵌套在从句内部、使役动词"let"带宾语补足语（不定式省略to）、"what"在从句中既是引导词又充当宾语。这些结构在四六级和考研中高频出现，且容易混淆（如把"tell us what to think"拆开分析时容易判断错成分归属）。作为划分练习句价值高。

It refers to opinions that are radical and widespread.

第19题，A

主句加限制性定语从句修饰宾语是四六级和考研阅读中的高频句式，关系代词 that 引导定语从句修饰前面名词的用法极为常见。掌握此结构对阅读理解有较高迁移价值。

It means making judgments without adequate knowledge.

第19题, B

属于常见但不算高频考点的句式。主谓宾结构本身极其常见,但宾语是动名词短语这一特征在四六级或考研阅读中属于常规考点,不算特别典型的高频难点句式。本句没有涉及从句、并列、倒装、强调等考试中更典型的复杂结构,因此代表性处于中等水平。

It means sticking to one's judgments even when proved wrong.

第19题, D

"主句 + 让步状语从句"是四六级和考研阅读中常见的复合句结构,动名词作宾语、被动语态省略也是高频考点,句式代表性强,掌握后可迁移到大量类似句子。

They keep certain occupations from thriving.

第20题, B

"keep + 宾语 + from + 动名词"是四六级和考研阅读中较常出现的固定搭配结构,具有一定代表性。掌握这一句式可以迁移到类似的 prevent/stop/prohibit...from 结构。但整体句子过于简短、成分单一,作为典型例句的覆盖面有限。

They prevent us from getting to the truth.

第20题, D

"prevent sb from doing"是四六级和考研中常见的固定搭配句型,简单句加介词短语状语的结构也很典型,学会后可以迁移到其他类似搭配(如 stop sb from doing、keep sb from doing),有一定代表性。

I came back, burned out, and tired, as though I had lived 10 lifetimes in the short span of 14 months, the 14 months I was in the war.

第2段, 第3句

方式状语从句(as though引导)加虚拟语气,以及定语从句修饰时间名词,都是四六级和考研阅读中的常见句式。句子结构典型,掌握后可迁移到大量类似长难句的理解中,实用性强。

I felt like we had done terrible things to innocent people there and in turn, I had seen terrible things done to my friends.

第2段，第7句

"feel like + 宾语从句" 和 "see + 宾语 + 过去分词" 都是四六级和考研阅读中的高频句式，并列宾语从句以及过去完成时表达时间先后的用法也是常考结构，本句具有很强的典型性和迁移价值。

Finally, in an effort to get my life going in the right direction again, I sold everything and took what little money I had and bought myself an airplane ticket to Israel.

第3段，第4句

并列谓语、双宾语、宾语从句、状语修饰都是四六级和考研阅读中的高频句式，特别是 "what" 引导的宾语从句和双宾语结构是典型考点，掌握后可复用到大量类似句子

I look at my students and see them struggling with many of the very things I struggled with many years ago.

第4段，第2句

复合宾语 (see sb doing) 和限制性定语从句 (关系代词作宾语省略) 都是四六级和考研高频句式；并列谓语和嵌套修饰的组合在真题中反复出现，掌握后可大量迁移。

Help his students get through the growing pains.

第25题，C

祈使句在四六级和考研真题中频繁出现，尤其是应用文写作（建议信、通知等）和口语交际场景。"help + 宾语 + (to) do" 结构也是高频句式，掌握后可大量复用到类似的使役动词 (make、let、have) 和感官动词 (see、watch、hear) 结构中。本句作为该句式的典型代表，迁移价值高。

HIGH-FREQUENCY • 真题高频词

本卷出现的 250 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15次 · 真题 568 句

subway A2

n. 地铁
本卷11次 · 真题 15 句

offender B2

n. 罪犯
本卷10次 · 真题 9 句

opinion A2

n. 观点
本卷9次 · 真题 37 句

forgiveness B2

n. 宽恕
本卷9次 · 真题 10 句

prejudiced C1

adj. 有偏见的
本卷9次 · 真题 10 句

prejudice B2

n. 偏见
本卷8次 · 真题 10 句

earn A2

v. 赚得, 挣得 (金钱)
本卷6次 · 真题 64 句

system A2

n. 系统
本卷5次 · 真题 176 句

relationship B1

n. 关系
本卷5次 · 真题 168 句

gallery B1

n. 美术馆
本卷5次 · 真题 13 句

major B1

adj. 主要的
本卷4次 · 真题 108 句

financial B2

adj. 财政的
本卷4次 · 真题 79 句

reflect B1

v. 反映, 显示
本卷4次 · 真题 71 句

purchase B1

v. 购买
本卷4次 · 真题 55 句

transport B1

v. 运输, 运送
本卷4次 · 真题 26 句

forgive B1

v. 原谅

本卷4次·真题 13句

behavior B1

n. 行为

本卷3次·真题 171句

replace A2

v. 替换, 更换 (用新的代替旧的)

本卷3次·真题 42句

judgment B2

n. 判断力; 识别力

本卷3次·真题 29句

sacrifice B2

n. 牺牲

本卷3次·真题 27句

challenging B2

adj. 有挑战性的

本卷3次·真题 22句

lifetime B1

n. 一生, 终生

本卷3次·真题 16句

landscape B1

n. 风景

本卷3次·真题 13句

victim B1

n. 受害者

本卷3次·真题 11句

benefit B1

n. 好处

本卷2次·真题 244句

power A2

n. 权力

本卷2次·真题 128句

million A2

num. 一百万

本卷2次·真题 126句

process B1

n. 过程

本卷2次·真题 126句

decade B1

n. 十年

本卷2次·真题 120句

mental B1

adj. 精神的

本卷2次·真题 120句

opportunity B1

n. 机会

本卷2次·真题 115句

event A2

n. 事件

本卷2次·真题 99 句

case A2

n. 情况

本卷2次·真题 97 句

decline B2

v. 下降

本卷2次·真题 88 句

belief B1

n. 相信

本卷2次·真题 85 句

further B1

adv. 更远地

本卷2次·真题 79 句

recently A2

adv. 最近

本卷2次·真题 76 句

responsibility B1

n. 责任

本卷2次·真题 69 句

realize B1

v. 意识到, 认识到

本卷2次·真题 64 句

determine B2

v. 决定

本卷2次·真题 62 句

generally B1

adv. 通常, 一般地

本卷2次·真题 60 句

struggle B1

v. 奋斗

本卷2次·真题 54 句

happiness A2

n. 幸福

本卷2次·真题 53 句

attend A2

v. 出席, 参加 (会议、活动等)

本卷2次·真题 46 句

chemical B1

adj. 化学的

本卷2次·真题 46 句

detail B1

n. 细节

本卷2次·真题 46 句

represent B1

v. 代表

本卷2次·真题 45 句

debt B1

n. 欠款

本卷2次·真题 44 句

addition A2

n. 增加

本卷2次·真题 41 句

priority B2

n. 优先事项

本卷2次·真题 39 句

release B1

v. 释放

本卷2次·真题 38 句

housing B1

n. 住房

本卷2次·真题 34 句

centre A2

n. 中心;中央

本卷2次·真题 33 句

harmful B1

adj. 有害的

本卷2次·真题 32 句

consume B2

v. 消耗, 耗费 (燃料、能源、时间等)

本卷2次·真题 31 句

wild A2

adj. 野生的

本卷2次·真题 31 句

collection B1

n. 收集物

本卷2次·真题 28 句

scene A2

n. 场景

本卷2次·真题 25 句

intelligent B1

adj. 聪明的

本卷2次·真题 24 句

quit B1

v. 离开 (工作、学校等)

本卷2次·真题 24 句

tough B1

adj. 困难的

本卷2次·真题 24 句

finance B2

n. 财政

本卷2次·真题 23 句

apart B1

adv. 分开地

本卷2次·真题 22 句

display B1

v. 展示

本卷2次·真题 22 句

injury B1

n. (身体) 伤害, 损伤

本卷2次·真题 21 句

neighborhood B1

n. 街区

本卷2次·真题 19 句

retirement B2

n. 退休

本卷2次·真题 19 句

adequate B2

adj. 足够的, 充分的

本卷2次·真题 18 句

perfectly B1

adv. 完美地

本卷2次·真题 18 句

depict B2

v. 描绘

本卷2次·真题 17 句

deprive B2

v. 剥夺

本卷2次·真题 16 句

recognise B1

v. 认出, 识别出

本卷2次·真题 15 句

anger B1

n. 愤怒

本卷2次·真题 13 句

award B1

n. 奖

本卷2次·真题 13 句

occupation B1

n. 职业

本卷2次·真题 13 句

commit B2

v. 承诺、保证做某事

本卷2次·真题 12 句

fortune B2

n. 财富

本卷2次·真题 12 句

roll A2

v. 滚动

本卷2次·真题 12 句

suddenly A2

adv. 突然地

本卷2次·真题 12 句

jam A2

n. 果酱

本卷2次·真题 11 句

myth B2

n. 神话

本卷2次·真题 9 句

author A2

n. 作者

本卷1次·真题 264 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷1次·真题 182 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本卷1次·真题 138 句

base A2

n. 基础

本卷1次·真题 126 句

stress B1

n. 压力

本卷1次·真题 126 句

resource B1

n. 资源

本卷1次·真题 119 句

simply B1

adv. 仅仅, 只不过

本卷1次·真题 119 句

united B1

adj. 联合的

本卷1次·真题 97 句

physical B1

adj. 身体的

本卷1次·真题 91 句

customer A2

n. 顾客, 客户

本卷1次·真题 87 句

amount A2

n. 数量

本卷1次·真题 84 句

understanding B1

n. 理解; 领悟

本卷1次·真题 84 句

graduate B1

n. 毕业生

本卷1次·真题 82 句

promote B2

v. 促进

本卷1次·真题 82 句

source B1

n. 来源

本卷1次·真题 75 句

due B1

adj. 预期的

本卷1次·真题 70 句

wrong A2

adj. 错误的

本卷1次·真题 66 句

apply A2

v. 申请

本卷1次·真题 63 句

occur B1

v. 发生, 出现

本卷1次·真题 62 句

extreme B2

adj. 极度的

本卷1次·真题 60 句

generation B2

n. 一代人

本卷1次·真题 60 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本卷1次·真题 59 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本卷1次·真题 57 句

launch B1

v. 推出

本卷1次·真题 56 句

loss B1

n. 丧失

本卷1次·真题 56 句

boost B2

v. 提高

本卷1次·真题 55 句

beauty A2

n. 美

本卷1次·真题 53 句

audience A2

n. 观众

本卷1次·真题 52 句

contain B1

v. 包含, 含有

本卷1次·真题 52 句

particular B2

adj. 特定的

本卷1次·真题 52 句

senior B1

adj. 级别高的

本卷1次·真题 52 句

observe B2

v. 观察;注意到

本卷1次·真题 48 句

track A2

n. 小路

本卷1次·真题 48 句

growing A2

adj. 增长的

本卷1次·真题 47 句

adopt B1

v. 采纳

本卷1次·真题 46 句

pattern B1

n. 模式

本卷1次·真题 46 句

native B1

adj. 本国的

本卷1次·真题 45 句

desire B2

n. 愿望

本卷1次·真题 44 句

certainly A2

adv. 当然

本卷1次·真题 43 句

concerned B1

adj. 担心的

本卷1次·真题 43 句

practical B1

adj. 实际的

本卷1次·真题 42 句

protection B1

n. 保护

本卷1次·真题 42 句

alternative B2

n. 可供选择的事物

本卷1次·真题 41 句

expand B2

v. 扩大;扩展;增长

本卷1次·真题 40 句

function B1

n. 功能

本卷1次·真题 40 句

outcome B2

n. 结果

本卷1次·真题 40 句

responsible B1

adj. 负责的

本卷1次·真题 40 句

investment B1

n. 投资

本卷1次·真题 39 句

basis B2

n. 基础;根据

本卷1次·真题 37 句

capacity B2

n. 容量

本卷1次·真题 36 句

means A2

n. 方法

本卷1次·真题 35 句

possibility B1

n. 可能性

本卷1次·真题 35 句

site A2

n. 地点

本卷1次·真题 34 句

carefully A2

adv. 仔细地

本卷1次·真题 32 句

executive B2

n. 主管;经理;管理人员

本卷1次·真题 32 句

assume B2

v. 假定

本卷1次·真题 31 句

cultivate B2

v. 培养, 发展 (技能、态度、关系等)

本卷1次·真题 31 句

eliminate B2

v. 消除

本卷1次·真题 30 句

spot A2

n. 地点

本卷1次·真题 30 句

vary B1

v. 不同

本卷1次·真题 30 句

ahead A2

adv. 在前面

本卷1次·真题 29 句

extremely B1

adv. 极其

本卷1次·真题 29 句

finally A2

adv. 终于, 最终

本卷1次·真题 29 句

obtain B2

v. 获得

本卷1次·真题 29 句

promotion B2

n. 晋升, 升职

本卷1次·真题 29 句

radical B2

adj. 根本的

本卷1次·真题 29 句

vital B2

adj. 极其重要的, 必不可少的

本卷1次·真题 29 句

gender B1

n. 性别 (社会文化意义上的)

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

salary B1

n. 薪水, 工资 (通常指按月发放的固定报酬)

本卷1次·真题 27 句

strive B2

v. 努力, 奋斗, 力求

本卷1次·真题 27 句

thrive B2

v. 茁壮成长

本卷1次·真题 27 句

cooperation B2

n. 合作

本卷1次·真题 26 句

fault B1

n. 过错

本卷1次·真题 26 句

judge B1

v. 判断, 评判

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

revenue B2

n. (公司、组织的) 收入, 收益

本卷1次·真题 25 句

strike B1

v. 打击

本卷1次·真题 25 句

escape A2

v. 逃跑;逃脱

本卷1次·真题 24 句

prepared A2

adj. 准备好的

本卷1次·真题 23 句

productive B2

adj. 富有成效的

本卷1次·真题 23 句

relate B1

v. 使有联系, 把...联系起来

本卷1次·真题 23 句

shrink B2

v. 缩小

本卷1次·真题 23 句

widespread B2

adj. 广泛的

本卷1次·真题 23 句

tap B1

v. 轻敲、轻拍

本卷1次·真题 22 句

wildlife B1

n. 野生动植物

本卷1次·真题 22 句

alcohol B1

n. 酒精饮料

本卷1次·真题 21 句

emphasize B2

v. 强调

本卷1次·真题 21 句

mix A2

v. 混合

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

aside B1

adv. 在旁边;到旁边

本卷1次·真题 20 句

inspire B2

v. 激励

本卷1次·真题 20 句

popularity B2

n. 受欢迎

本卷1次·真题 20 句

alleviate C1

v. 减轻, 缓和 (痛苦、问题等)

本卷1次·真题 19 句

bar

A2

n. 酒吧

本卷1次·真题 19句

mere

B2

adj. 仅仅的

本卷1次·真题 19句

obviously

B1

adv. 显然,明显地

本卷1次·真题 19句

prioritize

B2

v. 优先处理

本卷1次·真题 19句

prompt

B2

v. 促使

本卷1次·真题 19句

reflection

B2

n. 深思

本卷1次·真题 19句

superior

B2

adj. 更好的

本卷1次·真题 19句

cope

B2

v. 应对

本卷1次·真题 18句

flow

B1

v. 流动

本卷1次·真题 18句

intense

B2

adj. 强烈的

本卷1次·真题 18句

desert

A2

n. 沙漠

本卷1次·真题 17句

destruction

B2

n. 破坏

本卷1次·真题 17句

transfer

B1

v. 转移

本卷1次·真题 17句

cycle

B1

n. 循环

本卷1次·真题 16句

frequent

B1

adj. 频繁的

本卷1次·真题 16句

refrain

C1

v. 克制

本卷1次·真题 16句

scenario

B2

n. 可能发生的情况

本卷1次·真题 16 句

update

B1

v. 更新

本卷1次·真题 16 句

convey

B2

v. 传达、表达 (信息、思想、感情等)

本卷1次·真题 15 句

interpersonal

B2

adj. 人际的

本卷1次·真题 15 句

mature

B2

adj. 成熟的

本卷1次·真题 15 句

peak

B1

n. 山峰

本卷1次·真题 15 句

accumulate

B2

v. 积累

本卷1次·真题 14 句

cigarette

A2

n. 香烟, 纸烟

本卷1次·真题 14 句

circumstance

B2

n. 情况

本卷1次·真题 14 句

crowded

A2

adj. 拥挤的, 挤满人的

本卷1次·真题 14 句

engaged

B1

adj. 忙碌的

本卷1次·真题 14 句

exact

B2

adj. 精确的

本卷1次·真题 14 句

nowadays

B1

adv. 现在

本卷1次·真题 14 句

pain

A2

n. 疼痛

本卷1次·真题 14 句

absolutely

B1

adv. 完全地

本卷1次·真题 13 句

emotionally

B2

adv. 在情感上

本卷1次·真题 13 句

persist B2

v. 坚持

本卷1次·真题 13 句

sanctuary C1

n. 庇护所

本卷1次·真题 13 句

scheme B2

n. 计划

本卷1次·真题 13 句

sharply B2

adv. 急剧地

本卷1次·真题 13 句

substantial B2

adj. 大量的

本卷1次·真题 13 句

convenient B1

adj. 方便的

本卷1次·真题 12 句

forever A2

adv. 永远

本卷1次·真题 12 句

isolated B2

adj. 孤立的

本卷1次·真题 12 句

mechanism B2

n. 机制

本卷1次·真题 12 句

positively B2

adv. 积极地

本卷1次·真题 12 句

instantly B1

adv. 立即, 马上

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

operator B1

n. 操作员

本卷1次·真题 11 句

outdated B2

adj. 过时的

本卷1次·真题 11 句

owe B1

v. 欠 (债、钱、人情等)

本卷1次·真题 11 句

bite A2

v. 咬

本卷1次·真题 10 句

desirable B2

adj. 令人向往的

本卷1次·真题 10句

fierce B2

adj. 凶猛的, 凶狠的

本卷1次·真题 10句

kindness B1

n. 善良;仁慈(品质)

本卷1次·真题 10句

milestone B2

n. 里程碑

本卷1次·真题 10句

prohibit B2

v. 禁止, 不允许

本卷1次·真题 10句

religious B1

adj. 宗教的

本卷1次·真题 10句

resentment C1

n. 愤恨

本卷1次·真题 10句

scratch B1

v. 抓

本卷1次·真题 10句

span B2

n. 时间段

本卷1次·真题 10句

viable C1

adj. 可行的

本卷1次·真题 10句

ceremony B2

n. 典礼

本卷1次·真题 9句

commuter B2

n. 通勤者

本卷1次·真题 9句

compassion B2

n. 同情

本卷1次·真题 9句

consequently B2

adv. 因此, 所以

本卷1次·真题 9句

constitute C1

v. 构成, 组成

本卷1次·真题 9句

disclose C1

v. 透露, 公开 (信息、秘密等)

本卷1次·真题 9句

religion B1

n. 宗教

本卷1次·真题9句

unknown B1

adj. 未知的

本卷1次·真题9句

acceptable B1

adj. 可接受的

本卷1次·真题8句

donate B2

v. 捐赠, 捐献 (金钱、物品等)

本卷1次·真题8句

evil B1

adj. 邪恶的

本卷1次·真题8句

generous B1

adj. 慷慨的, 大方的

本卷1次·真题8句

hi A1

intj. 嗨

本卷1次·真题8句

occasional B1

adj. 偶尔的, 偶然发生的

本卷1次·真题8句

personally B1

adv. 就个人而言

本卷1次·真题8句

rough B1

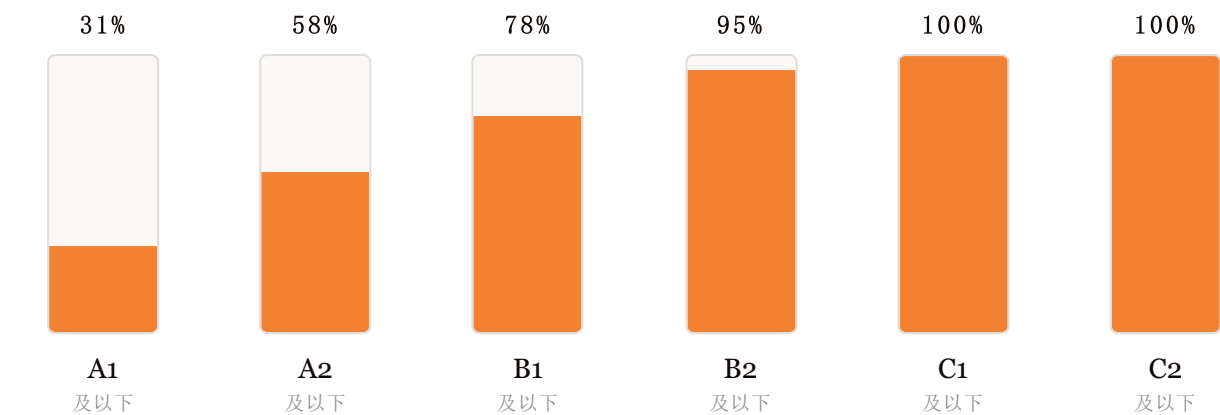
adj. 粗糙的

本卷1次·真题8句

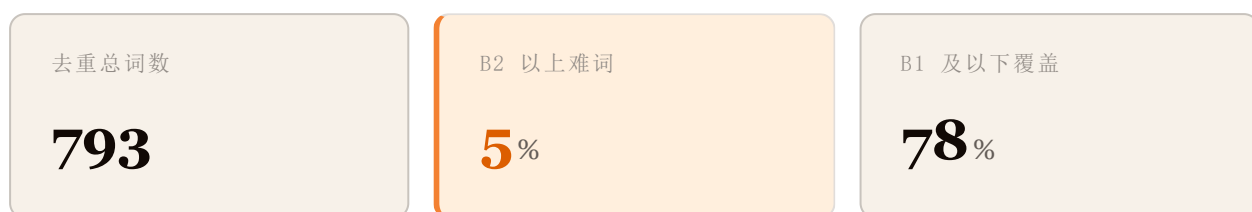
VOCABULARY • 词汇难度分布

全卷录音原文 793 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **793** 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 793 个 · 末柱为 100%



英语六级 2022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 →

2022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2022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、4 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第2套(2022-12) · 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.

The task of the global strategist of a business is to build a platform of capabilities derived from the resources, experiences and innovations of units operating in multiple locations, to transplant those capabilities wherever 26, and then to systematically upgrade and renew them—ahead of the competition.

企业全球战略家的任务是建立一个能力平台,这个平台源自在多个地点运营的单位的资源、经验和创新,将这些能力移植到任何适当的地方,然后系统地升级和更新这些能力——领先于竞争对手。

Apple is an outstanding case of a company whose unique capabilities give it a worldwide 27 advantage, particularly with respect to its ability to build platforms from a product base that integrates functional and 28 design. Apple has been able to leverage and exploit its California-based design and marketing advantages successfully throughout the world. IKEA is another such case. The do-it-yourself furniture and houseware company first developed a compelling set of capabilities to design, manufacture and 29 furniture at low cost and sell it in a novel way in Sweden. Later, IKEA successfully 30 this formula in many other countries.

Apple是一个杰出的案例,其独特能力赋予其全球竞争优势,特别是在其从整合功能性和美学设计的产品基础上构建平台的能力方面。Apple已经能够在全世界成功地利用和发挥其基于加利福尼亚的设计和营销优势。IKEA是另一个这样的案例。这家自助式家具和家居用品公司首先在瑞典开发了一套令人信服的能力,以低成本设计、制造和运输家具,并以一种新颖的方式销售。后来,IKEA在许多其他国家成功地复制了这一模式。

By contrast, Telefonica, a Spanish telecommunications company that is now the world's fifth largest telecom by 31, first developed its special advantage abroad. In 1989 and 1990, Telefonica had

the opportunity to enter Chile and Argentina, countries that shared many institutional and cultural characteristics with its home country but that were 32 more rapid market reform. Throughout the 1990s, Telefonica took what it learned in Chile and Argentina about reconstructing former state-owned telecoms to other Latin American countries that were privatizing their state telecoms and deregulating their telecom markets.

相比之下,Telefonica这家西班牙电信公司,目前是世界第五大电信公司(按收入计算),首先在国外发展了其特殊优势。1989年和1990年,Telefonica有机会进入智利和阿根廷,这些国家与其母国有许多共同的制度和文
化特征,但正在经历更快速的市场改革。整个1990年代,Telefonica将其在智利和阿根廷学到的关于重建前
国有电信公司的经验应用到其他正在私有化国有电信公司和放松电信市场管制的拉丁美洲国家。

These examples might lead the reader to believe that creating a global advantage is an easy task. But many other 33 of expensive failed experiments suggest that creating a lasting global advantage actually requires a great deal of 34 and operational finesse(技巧). Our research suggests that global winners typically create and sustain their international presence through a systematic process of 35 , renewing and enhancing their core capabilities.

这些例子可能会让读者认为创造全球优势是一项容易的任务。但许多其他代价高昂的失败实验实例表明,创
造持久的全球优势实际上需要大量的战略和运营技巧。我们的研究表明,全球赢家通常通过一个系统的过程
来创建和维持其国际存在,这个过程包括利用、更新和增强其核心能力。

- | | |
|------------------|-----------------|
| A) aesthetic | I) reproduced |
| B) appropriate | J) revenues |
| C) clusters | K) safeguarding |
| D) competitive | L) ship |
| E) exploiting | M) strategic |
| F) fiscal | N) transcend |
| G) instances | O) undergoing |
| H) rehabilitated | |

26. to transplant those capabilities wherever (26), and then to systematically upgrade and renew them

【答案】 **B) appropriate** 形容词

【词性槽】 wherever + 让步从句省略

【依据】 **wherever appropriate** 是英文公文/学术死搭配

wherever appropriate (在合适的地方/凡合适之处) 是英文公文与学术写作的经典短语,
与上文"把那些能力移植到合适的地方"的全球战略逻辑完美匹配。

【竞争词】 A) aesthetic 话题错

wherever aesthetic 在语义上无意义; 本句讲战略选址, 不是审美判断。

F) fiscal 话题错

wherever fiscal 不构成英文表达; fiscal 修饰 year/policy 等具体名词, 不用作"地点合适与
否"的判断。

27. Apple is an outstanding case of a company whose unique capabilities give it a worldwide __ (27) __ advantage

【答案】 **D) competitive** (形容词)

【词性槽】 名词 advantage 前的定语位

【依据】 **competitive advantage 是商科死搭配**

全文在讨论企业如何打造全球优势 (to build a platform of capabilities ... ahead of the competition) , competitive advantage (竞争优势) 是商业战略文献中的高频固定搭配, 与上文 ahead of the competition 形成完美呼应。

【竞争词】 A) aesthetic 义域偏窄、与 advantage 不搭

aesthetic advantage (美学优势) 不是固定搭配, 且本句讲的是 Apple 在全球的整体优势, 不是单指美学; A 留给下文真正讨论 design 的空。

B) appropriate appropriate advantage 不成立

appropriate 修饰 advantage 在语义上别扭——"恰当的优势"无意义; 它的典型搭配是 wherever appropriate / appropriate measures。

F) fiscal 话题不对

fiscal 指财政/财务的, 全文没有讨论税收或财政政策, 与本句"独特能力带来的优势"语义无关。

M) strategic 义近但被下文锁定

strategic advantage 虽勉强通, 但 M 在第 34 空有更刚性的固定搭配 strategic and operational finesse; 按"先难后易"原则, 本空让位、把 M 留给 34。

28. its ability to build platforms from a product base that integrates functional and __ (28) __ design

【答案】 **A) aesthetic** (形容词)

【词性槽】 functional and __ design 并列形容词

【依据】 **functional 与 aesthetic 是设计学经典对子**

在工业设计领域, functional (功能性) 和 aesthetic (美学性) 是描述产品设计的两大维度——前者管用, 后者好看; Apple 正以"功能+美学"的双轨设计闻名于世, 与本句精准契合。

【竞争词】 F) fiscal 话题完全错

fiscal design (财政设计) 不构成英文搭配, 也与 functional 不在同一维度——一个讲产品属性、一个讲税收政策, 明显风马牛不相及。

【易错】 最具迷惑性的错误词是 F) —— fiscal 词性对、话题完全错。integrates functional and __ (28) __ design 中, F fiscal 是形容词、词性匹配; 陷阱在于"functional and fiscal"听起来好像在讲企业的两条线, 容易让人误填。防坑: functional 是产品设计属性, 应与 aesthetic 构成设计学经典对子; 记住 functional/aesthetic 这对就不会误选 fiscal。

29. a compelling set of capabilities to design, manufacture and __(29)__ furniture at low cost

【答案】 **L) ship** (动词)

【词性槽】 动词不定式三个并列动作

【依据】 **ship furniture 是"运输/发货"动词**

ship 作动词义为"发货、运输", 与 design (设计)、manufacture (生产) 构成宜家从生产到出货的完整产业链; ship furniture (发货家具) 是英语商业语境的自然搭配。

【竞争词】 **N) transcend 义不对路**

transcend furniture (超越家具) 在语义上荒谬; transcend 通常接抽象名词 (limits、boundaries), 与"低成本生产家具"的产业链逻辑完全脱节。

30. Later, IKEA successfully __(30)__ this formula in many other countries.

【答案】 **I) reproduced** (动词)

【词性槽】 主语 + 副词 + __ + 宾语, 过去式谓语位

【依据】 **reproduced this formula = 复制这一套打法**

reproduce a formula / model / pattern 在英语里指"在别处复制同一套做法", 与上文"先在瑞典打造能力、再到许多其它国家"的逻辑严丝合缝; 与 overview 中"transplant capabilities wherever appropriate"主旨完全一致。

【竞争词】 **H) rehabilitated 义不对路**

rehabilitate 意为"使(人/建筑/制度)恢复、改造", 宾语通常是受损或失效之物; this formula (一套成功打法) 并未受损, 无需"康复", 逻辑不通。

31. Telefonica, a Spanish telecommunications company that is now the world's fifth largest telecom by __(31)___

【答案】 **J) revenues** (名词)

【词性槽】 by + __ 名词位

【依据】 **by revenues 商业排名固定表达**

world's Nth largest company by revenues (按营收排名世界第 N 大公司) 是英美商业报道的高频固定句式, 与"全球电信公司排名"语境精准契合。

【竞争词】 **C) clusters 搭配错**

by clusters (按群/簇) 不是衡量公司大小的维度, 逻辑不通。

E) exploiting 义不对路

the world's fifth largest telecom by exploiting (按开发利用排名) 讲不通; E 后文有刚性搭配 a systematic process of exploiting, renewing and enhancing。

K) safeguarding 义不对路

by safeguarding (按保卫) 同样不是排名维度, 话题完全脱钩。

32. countries that shared many institutional and cultural characteristics with its home country but that were __ (32) __ more rapid market reform

【答案】 **O) undergoing** (动词)

【词性槽】 were + __ 后接宾语，构成现在进行体

【依据】 **undergoing reform 经历改革的标准表达**

undergo reform / undergo change 是"经历某种变革"的固定搭配；本段讲智利和阿根廷"正在经历更快速的市场改革"，O 在词义和搭配上同时命中。

【竞争词】 E) exploiting 主体不对

国家"利用"市场改革 (exploiting market reform) 在语义上不通；exploiting 的主语通常是企业/人，且 E 在第 35 空有刚性并列结构。

K) safeguarding 义反

safeguarding reform (保卫改革) 与全文"加速改革、私有化国有电信"的语境逻辑相反——国家是在推进改革，不是在防卫改革。

33. But many other __ (33) __ of expensive failed experiments suggest that ...

【答案】 **G) instances** (名词)

【词性槽】 many other __ of ... 复数名词位

【依据】 **instances of failed experiments 自然搭配**

instances of (...的实例/例子) 是英语常用搭配；上一段以 Apple、IKEA、Telefonica 为正面例子，这里转折说"还有许多其他 (失败的) 实例"，逻辑无缝衔接。

【竞争词】 C) clusters 搭配不成立 + 语义错位

clusters of experiments (实验簇) 在英语中不是惯用搭配；clusters 通常修饰 stars、cells、companies 等，不指"案例的合集"。

J) revenues 义不对路

revenues of expensive failed experiments (昂贵失败实验的收入) 逻辑荒谬，且 J 在第 31 空有死搭配 by revenues。

34. creating a lasting global advantage actually requires a great deal of __(34)__ and operational finesse(技巧)

【答案】 **M) strategic** (形容词)

【词性槽】 并列结构 a great deal of __ and operational

【依据】 **strategic 与 operational 是经典并列**

strategic and operational (战略与运营层面) 是管理学经典对子; 全文反复用 the global strategist、systematic process (our research suggests that global winners typically create and sustain their international presence through a systematic process), 话题精准锁定 strategic。

【竞争词】 **A) aesthetic 话题错位**

aesthetic 属设计/审美范畴, 与 operational 不构成对子; 本段讲的是"持久全球优势的运营要求", 不是设计美学。

B) appropriate 义偏空泛

a great deal of appropriate (大量恰当的) 与 and operational 并列在语义上失衡, 且 appropriate 在第 26 空有刚性搭配。

F) fiscal 话题不对

fiscal 指财政, 全文未讨论财政与运营的二分, 是话题外干扰。

35. global winners typically create and sustain their international presence through a systematic process of __(35)__, renewing and enhancing their core capabilities.

【答案】 **E) exploiting** (动词)

【词性槽】 of + __, renewing and enhancing 三个动名词并列

【依据】 **exploiting, renewing and enhancing 进取三连**

exploit one's capabilities (开发/善用既有能力) + renew (更新) + enhance (增强) 构成对核心能力的三段式进取式动作链, 正对应 overview 强调的"打造-移植-升级"主旨; 且与第二段 Apple 段的 exploit 用词遥相呼应。

【竞争词】 **K) safeguarding 语义指向不对**

safeguarding (保卫) 属于防御性动作, 与 renewing、enhancing 这两个进取性动作不在同一向量上; 全文论调是"主动打造并升级全球优势", 不是"防卫既有能力", K 是话题外干扰。

【易错】 最具迷惑性的错误词是 **K)** —— safeguarding 词性形态全对、唯方向反。a systematic process of __(35)__, renewing and enhancing their core capabilities 中, K safeguarding 的 -ing 形与介词 of 完全匹配, "保卫核心能力"中文读起来也顺; 陷阱在于它与 renewing/enhancing 这两个进取动作方向相反。防坑: 并列动词读三遍"V1, V2, V3", 看情感/方向是否同向, 发现 safeguarding 一守二攻立即剔除。

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) **aesthetic** 形容词

美学的、审美的

用于第 28 空

B) **appropriate** 形容词

合适的、恰当的

用于第 26 空

C) **clusters** 名词 动词

群、簇；聚集

干扰词 · 未选用

D) **competitive** 形容词

竞争性的、有竞争力的

用于第 27 空

E) **exploiting** 动词 名词

利用、开发 (动名词/现在分词)

用于第 35 空

F) **fiscal** 形容词

财政的、财务的

干扰词 · 未选用

G) **instances** 名词 动词

例子、实例

用于第 33 空

H) **rehabilitated** 动词 形容词

使恢复、改造 (的)

干扰词 · 未选用

I) **reproduced** 动词 形容词

复制、再现 (过去式/过去分词)

用于第 30 空

J) **revenues** 名词

收入、营收

用于第 31 空

K) **safeguarding** 动词 名词

保护、保卫 (动名词/现在分词)

干扰词 · 未选用

L) **ship** 动词 名词

运输、发货；船

用于第 29 空

M) **strategic** 形容词

战略的、策略性的

用于第 34 空

N) **transcend** 动词

超越、超出

干扰词 · 未选用

0) **undergoing** 动词 形容词

经历、正在经受 (现在分词)

用于第 32 空

全文主旨

全球战略：打造、移植并持续升级核心能力

全文围绕跨国企业如何构建全球竞争优势展开：开篇即定调——The task of the global strategist of a business is to build a platform of capabilities derived from the resources, experiences and innovations of units operating in multiple locations, to transplant those capabilities wherever __(26)__, and then to systematically upgrade and renew them—ahead of the competition.。随后以 Apple、IKEA（能力先在本土打磨再向外复制）和 Telefonica（先在海外历练再扩散到拉美）为例，最后指出真正持久的全球优势需要战略与运营上的精细打磨（creating a lasting global advantage actually requires a great deal of __(34)__ and operational finesse）。

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) **clusters** 最像第 33 空的复数名词

clusters 是复数名词、词性匹配第 33 空 many other __(33)__ of expensive failed experiments，且 clusters of 看似有 of 搭配；识破点：clusters of 后通常接同类事物的物理聚集（stars/cells/companies），不指“案例/例证的合集”，应让位给 instances。

F) **fiscal** 形容词假面 + 商业气息

fiscal 是纯形容词，词性同时匹配第 27、28、34、26 四个形容词空，且 fiscal 听起来“很商科”，容易诱使没读全文的考生乱填。识破点：fiscal 专指财政/税务，全文无任何涉税语境，凡看到 fiscal 就先问“原文是否真在谈财政”。

H) **rehabilitated** 最像第 30 空的过去式动词

rehabilitated 是过去式动词，形态匹配第 30 空 IKEA successfully __(30)__ this formula，且词义“使恢复”看似有“重新启用一套方法”的意味；识破点：rehabilitate 的宾语必须是“受损/失效之物”（建筑、犯人、病人），不能接 a formula 这种“未受损的成功打法”。

K) **safeguarding** 最像第 35 空的 -ing 形动词

safeguarding 是 -ing 形、词性匹配第 35 空 a systematic process of __(35)__, renewing and enhancing their core capabilities，且“保卫核心能力”乍听通顺；识破点：与并列项 renewing/enhancing 的进取方向不一致——safeguard 是守势，renew/enhance 是攻势，方向冲突即被淘汰。

N) **transcend** 最像第 29 空的动词原形

transcend 是动词原形，形态匹配第 29 空 to design, manufacture and __(29)__ furniture 的三动词并列；且 transcend 是“高大上”词汇，迷惑性强。识破点：并列项 design/manufacture 都是产业链具体动作，transcend furniture（超越家具）打破语义同域规律，逻辑荒谬，应让位给 ship。

SENTENCE INSIGHTS • 句子精讲

3 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

The task of the global strategist of a business is to build a platform of capabilities derived from the resources, experiences and innovations of units operating in multiple locations, to transplant those capabilities wherever appropriate, and then to systematically upgrade and renew them—ahead of the competition.

第1段，第1句

主系表结构配合并列不定式作表语，是学术英语和考研真题中的高频句式，常用于定义概念或阐述任务。句中“A is to do X, to do Y, and to do Z”的模式可大量迁移至其他主题。嵌套的分词短语作后置定语、介词短语作状语等也是典型的书面语特征，掌握后复用价值极高。

Apple is an outstanding case of a company whose unique capabilities give it a worldwide competitive advantage, particularly with respect to its ability to build platforms from a product base that integrates functional and aesthetic design.

第2段，第1句

本句包含主系表结构 + 双层定语从句嵌套 + 双宾语动词 + 介词短语状语 + 不定式作定语，这些都是四六级和考研阅读中的高频句式。特别是定语从句的层层修饰和关系代词的灵活使用，极具代表性，掌握后可大量迁移到同类长难句。

By contrast, Telefonica, a Spanish telecommunications company that is now the world's fifth largest telecom by revenues, first developed its special advantage abroad.

第3段，第1句

本句的"主语+同位语（含定语从句）+谓语+宾语+状语"结构在四六级和考研阅读中高频出现，同位语分隔主谓、定语从句修饰同位语内部先行词的句式具有很强的代表性，掌握后可大量复用。

HIGH-FREQUENCY • 真题高频词

本篇出现的 52 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。

capability

B2

n. 能力

本篇5次 · 真题 20 句

global

B2

adj. 全球的

本篇4次 · 真题 140 句

design

B1

n. 设计

本篇3次 · 真题 119 句

case

A2

n. 情况

本篇2次 · 真题 97 句

successfully

B1

adv. 成功地

本篇2次 · 真题 24 句

platform

B1

n. 平台

本篇2次 · 真题 16 句

exploit B2

v. 利用

本篇2次·真题13句

product A2

n. 产品

本篇1次·真题271句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次·真题182句

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

resource B1

n. 资源

本篇1次·真题119句

opportunity B1

n. 机会

本篇1次·真题115句

later A1

adv. 以后, later

本篇1次·真题87句

cultural B1

adj. 文化的

本篇1次·真题68句

particularly B2

adv. 尤其, 特别 (强调某事物)

本篇1次·真题57句

unique B2

adj. 独特的

本篇1次·真题54句

innovation B2

n. 创新;革新(指行为或过程)

本篇1次·真题53句

operate B1

v. 运转

本篇1次·真题52句

marketing B1

n. 营销

本篇1次·真题45句

novel B1

n. 小说

本篇1次·真题43句

characteristic B2

n. 特征

本篇1次·真题36句

instance

B2

n. 例子

本篇1次·真题 35 句

worldwide

B1

adj. 全世界的

本篇1次·真题 35 句

enhance

B2

v. 提高

本篇1次·真题 32 句

presence

B2

n. 在场

本篇1次·真题 31 句

appropriate

B2

adj. 合适的

本篇1次·真题 30 句

reader

A2

n. 读者

本篇1次·真题 30 句

ahead

A2

adv. 在前面

本篇1次·真题 29 句

competitive

B2

adj. 竞争的

本篇1次·真题 28 句

typically

B1

adv. 通常, 一般

本篇1次·真题 26 句

revenue

B2

n. (公司、组织的) 收入, 收益

本篇1次·真题 25 句

contrast

B2

n. 对比

本篇1次·真题 24 句

location

B1

n. 地点, 位置

本篇1次·真题 22 句

core

B1

n. 核心

本篇1次·真题 21 句

multiple

B2

adj. 多个的

本篇1次·真题 21 句

reform

B2

v. 改革

本篇1次·真题 20 句

aesthetic

C1

adj. 美的

本篇1次·真题 17 句

integrate C1

v. 使融入

本篇1次·真题 14 句

sustain B2

v. 维持

本篇1次·真题 14 句

upgrade B2

v. 升级

本篇1次·真题 14 句

formula B2

n. 公式

本篇1次·真题 13 句

manufacture B2

v. (大规模) 制造, 生产

本篇1次·真题 13 句

strategic B2

adj. 战略(性)的

本篇1次·真题 13 句

derive B2

v. 获得

本篇1次·真题 12 句

former B1

adj. 以前的, 从前的

本篇1次·真题 12 句

reproduce B2

v. 复制

本篇1次·真题 12 句

outstanding B2

adj. 杰出的, 出色的

本篇1次·真题 11 句

systematic C1

adj. 系统的

本篇1次·真题 11 句

undergo B2

v. 经历, 经受(尤指艰难、痛苦或变化的过...

本篇1次·真题 11 句

functional B2

adj. 实用的

本篇1次·真题 9 句

leverage C1

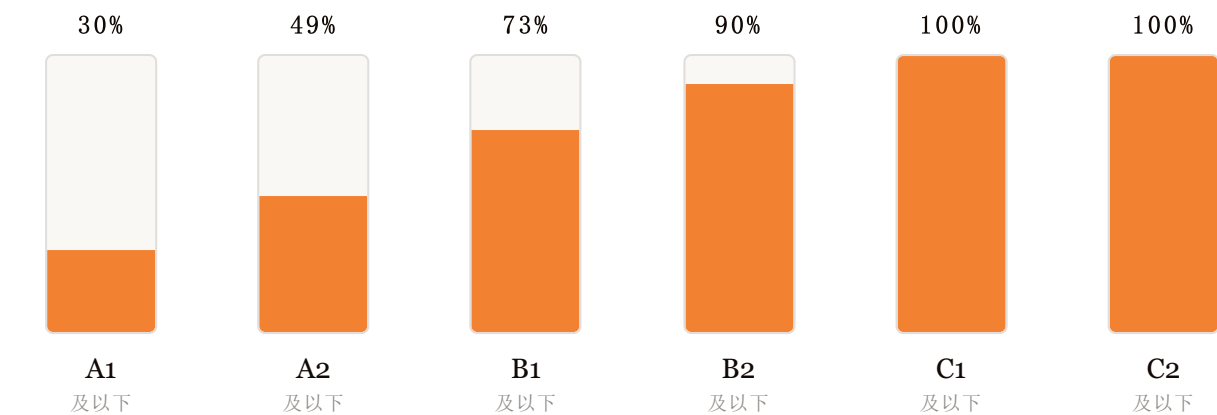
n. 影响力

本篇1次·真题 8 句

VOCABULARY • 词汇难度分布

全文 134 词按 CEFR 难度累积覆盖

带空短文去重后共 134 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比(CDF), 最右一柱为 100%。B2 以上(C1/C2)为高阶词, 本篇共 13 个·约 10%。



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 134 个 · 末柱为 100%



英语六级 2022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 →

2022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2022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 16 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第2套(2022-12)·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**.

Fear of Nature: An Emerging Threat to Conservation

A) What do we lose when natural spaces and species disappear? Increasingly, research has shown that as species and ecosystems vanish, it also chips away at our ability to preserve what remains—because we no longer understand what we're losing.

当自然空间和物种消失时,我们失去了什么?越来越多的研究表明,随着物种和生态系统的消失,我们保护剩余事物的能力也在逐渐削弱——因为我们不再理解自己正在失去什么。

B) You probably see it all the time. The neighbor who puts pesticides on his lawn rather than deal with annoying bees. The politician who votes against wildlife protection because she's never seen a wolf in the wild. The corporation that wants to bulldoze(用推土机推平) the habitat of a rare frog.

你可能经常看到这种情况。邻居在草坪上喷洒杀虫剂而不是应对恼人的蜜蜂。政治家投票反对野生动物保护,因为她从未在野外见过狼。公司想要推平一种稀有青蛙的栖息地。

C) At best this can be termed "the extinction of experience," where our cultural and natural histories fade from our memories and therefore our reality. At its worst it becomes something even more concerning: "biophobia," the fear of living things and a complete aversion to nature.

往好了说,这可以被称为“体验的消亡”,即我们的文化和自然历史从我们的记忆中消退,因而也从我们的现实中消失。往坏了说,它会变成更令人担忧的事情:“生物恐惧症”,即对生物的恐惧和对自然的彻底厌恶。

D) This isn't the fiction of living in a cold, empty dystopia(绝望的世界). Sadly, it's becoming a way of life for too many people—especially children. A recent study in Japan paints a striking portrait of this problem. A survey of more than 5,300 school children in the Tochigi Prefecture examined their

perception of 14 local insect species and one spider. The results? A collective "ew!" Most of the students saw the species as things to dislike or fear, or even as sources of danger. The less experience the students had with nature, the more negative their feelings.

这不是生活在冰冷、空虚的绝望世界中的虚构场景。可悲的是,它正在成为太多人——尤其是儿童——的一种生活方式。日本最近的一项研究生动地描绘了这个问题。对栃木县5300多名学龄儿童进行的一项调查考察了他们对14种当地昆虫和一种蜘蛛的看法。结果如何?集体"恶心!"大多数学生将这些物种视为令人厌恶或恐惧的东西,甚至视为危险源。学生与自然的接触越少,他们的感受就越负面。

- E) The results were published earlier this year in the journal *Biological Conservation*. Lead researcher Masashi Soga with the University of Tokyo says the study stemmed from observations about today's nature-deficient children. "Humans inherently avoid dangerous organisms such as bees, but children these days avoid even harmless insects such as butterflies and dragonflies(蜻蜓)," he says. "I have long wondered why so many of today's children react like this."

研究结果于今年早些时候发表在《生物保护》杂志上。东京大学的首席研究员Masashi Soga表示,这项研究源于对当今自然缺失儿童的观察。他说:"人类天生会避开蜜蜂等危险生物,但现在的孩子甚至会避开蝴蝶和蜻蜓等无害昆虫。我一直想知道为什么现在这么多孩子会有这样的反应。"

- F) Although the children's reactions were somewhat expected, the new study did contain an unexpected finding: Many of the surveyed children revealed that their parents also expressed fear or disgust of the same animals. In fact, these parental emotions were strong enough to overwhelm any positive experiences the children might have gained from direct experiences in nature. As Soga and his coauthors wrote in their paper, "Our results suggest that there is likely a feedback loop in which an increase in people who have negative attitudes towards nature in one generation will lead to a further increase in people with similar attitudes in the next generation."

尽管孩子们的反应在一定程度上是预料之中的,但这项新研究确实包含了一个意外发现:许多接受调查的儿童透露,他们的父母也对同样的动物表达了恐惧或厌恶。事实上,这些父母的情绪强烈到足以压倒孩子们可能从直接接触自然中获得的任何积极体验。正如Soga和他的合著者在论文中所写:"我们的研究结果表明,很可能存在一个反馈循环,即一代人对自然持负面态度的人数增加,将导致下一代中持类似态度的人数进一步增加。"

- G) And that's possibly the greater threat posed by extinction of experience. Soga suggests the generational loss—condition previously dubbed environmental generational amnesia(遗忘)—could chip away at our societal ability to preserve what we're losing. "I believe that increased biophobia is a major, but invisible, threat to global biodiversity," Soga says. "As the number of children who have biophobia increases, public interest and support for biodiversity conservation will gradually decline. Although many conservation biologists still consider that preventing the loss of wildlife habitat is the most important way to conserve biodiversity, I think preventing increased biophobia is also important for conservation."

这可能是体验消亡带来的更大威胁。Soga认为,代际损失——这种情况此前被称为环境代际遗忘——可能会削弱我们社会保护我们正在失去之物的能力。Soga说:"我相信生物恐惧症的增加是全球生物多样性面临的一个主要但看不见的威胁。随着患有生物恐惧症的儿童数量增加,公众对生物多样性保护的兴趣和支持将逐渐下降。尽管许多保护生物学家仍然认为防止野生动物栖息地丧失是保护生物多样性最重要的方法,但我认为防止生物恐惧症增加对保护也很重要。"

- H) What's to be done about this? The paper makes several recommendations, the most obvious of which is that children should experience nature more often. The authors also suggest establishing policies to guide these natural experiences and increasing educational programs about the natural world.

对此该怎么办?论文提出了几项建议,其中最明显的是儿童应该更频繁地体验自然。作者还建议制定政策来指导这些自然体验,并增加关于自然世界的教育项目。

- I) Helping parents to see species around them in a new light would make a difference, too. And, of course, maintaining support for preserving the wild spaces where these "scary" creatures live is the most important thing of all. That's a point reinforced by another recent study, which found that wild spaces located within urban areas—and the plants and animals that thrive in them—are particularly important for human health and well-being.

帮助父母以新的眼光看待周围的物种也会产生影响。当然,最重要的是继续支持保护这些"可怕"生物生活的野生空间。另一项近期研究强化了这一点,该研究发现位于城市地区的野生空间——以及在其中繁衍生息的动植物——对人类健康和福祉尤为重要。

- J) Published in the journal *Frontiers in Sustainable Cities*, the study examined attitudes toward Discovery Park, the heavily forested 534-acre public park in Seattle, Washington. It found that the public had the most appreciation for—and gained the most value from—the wildest parts of the park. "I have seen whales, seals, fish, eagles, shorebirds and many other sea creatures in their natural habitat," one survey participant wrote. "Coming here with people has allowed me to connect and talk with them about conversation that simply does not happen in everyday life," wrote another.

这项研究发表在《可持续城市前沿》杂志上,考察了人们对华盛顿州西雅图Discovery公园的态度,这是一个占地534英亩、森林茂密的公共公园。研究发现,公众对公园最荒野部分最为欣赏,并从中获得了最大价值。一位调查参与者写道:"我在它们的自然栖息地看到过鲸鱼、海豹、鱼、鹰、滨鸟和许多其他海洋生物。"另一位写道:"与人们来到这里让我能够与他们交流和对话,这些对话在日常生活中根本不会发生。"

- K) The participants reported that their most valuable experiences in the park included encountering wildlife, walking through open spaces, exploring the beach and finding beautiful views. "We saw that a large majority of participants' interactions, especially their most meaningful interactions, depended on Discovery Park's relative wildness," says lead author Elizabeth Lev, a master's student in the University of Washington's Human Interaction with Nature Lab. This is only possible because the park is relatively wild. After all, you can't enjoy watching birds if there are no birds to follow, gaze at the sunset if it's obscured by skyscrapers, or stop and smell the flowers if they don't have room to grow.

参与者报告说,他们在公园中最有价值的体验包括遇见野生动物、在开阔空间漫步、探索海滩和发现美丽的景色。主要作者Elizabeth Lev说:"我们看到,绝大多数参与者的互动,尤其是他们最有意义的互动,都依赖于Discovery公园相对的野性。"她是华盛顿大学人与自然互动实验室的硕士研究生。这只有在公园相对荒野的情况下才可能实现。毕竟,如果没有鸟可以追随,你就无法享受观鸟的乐趣;如果日落被摩天大楼遮挡,你就无法凝视日落;如果花朵没有生长空间,你就无法停下来闻花香。

- L) And yet even this long-protected space could someday become less hospitable to nature. Over the past few years a lot of people and organizations have suggested developing parts of Discovery Park

or the neighboring area. Most recently a plan proposed building 34 acres of much-needed affordable housing and parking spaces adjacent to the park, bringing with them noise, traffic and pollution.

然而,即使是这片长期受保护的公园有朝一日也可能变得对自然不那么友好。在过去几年里,许多人和组织建议开发Discovery公园或邻近地区的部分区域。最近,一项计划提议在公园附近建造34英亩急需的经济适用房和停车位,随之而来的是噪音、交通和污染。

- M) If anything like that happened, both the park and the people of Seattle could lose something vital. And that would continue the trend of chipping away at Seattle's—and the world's—natural spaces, leaving just tiny pocket parks and green-but-empty spaces that offer little real value to wildlife, plants or people.

如果发生类似的事情,公园和西雅图人民都可能失去至关重要的东西。这将延续削弱西雅图乃至世界自然空间的趋势,只留下微小的袖珍公园和绿色但空荡荡的空间,对野生动物、植物或人类几乎没有真正价值。

- N) "It is true that any interaction with nature is better than none, but I don't want people to be satisfied with any small bit of grass and trees," Lev says. "We have been in this cycle of environmental generational amnesia for a long time, where the baseline keeps shifting and we don't even realize what we're losing until it's gone. If we can get people to understand how much meaning and value can come from having more experiences with more wild forms of nature, then maybe we can stop this cycle and move toward conserving and restoring what we have left."

Lev说:"的确,任何与自然的互动都比没有好,但我不希望人们满足于任何一小片草地和树木。我们已经处于环境代际遗忘的循环中很长时间了,基线不断变化,我们甚至在失去之前都没有意识到自己正在失去什么。如果我们能让人们理解,与更野性的自然形式有更多体验可以带来多少意义和价值,那么也许我们可以停止这种循环,转而保护和恢复我们剩下的东西。"

- O) Building this understanding in an ever-more fearful and disconnected world may be the biggest challenge. Peter Kahn, the senior author of Lev's paper and the director of the Human Interaction with Nature lab, made several suggestions for bridging this gap in this 2011 book, *Technological Nature*. They echo the recommendation about getting children into nature, but also include telling stories of how things used to be, imagining what things might be like in the future, and developing a common language about nature, "a way of speaking about wild and domestic interaction patterns, and the meaningful, deep and often joyful feelings that they generate."

在一个日益恐惧和疏离的世界中建立这种理解可能是最大的挑战。Lev论文的资深作者、人与自然互动实验室主任Peter Kahn在他2011年的著作《技术化的自然》中提出了几项弥合这一差距的建议。这些建议呼应了让孩子接触自然的建议,但还包括讲述过去的故事、想象未来可能的样子,以及发展关于自然的共同语言,"一种谈论野生和家养互动模式的方式,以及它们产生的有意义、深刻且常常令人愉快的感受。"

- P) No matter what techniques we use, this growing field of research illustrates that saving nature requires encouraging people to experience it more often and more deeply. That calls for additional research—Lev and her coauthors have published a toolkit that other municipalities can follow to study the value of their own wild spaces—and clear communication of the results. "If we can

continue to show people the benefits of these wild spaces," Lev says, "maybe people will begin to see more value in keeping these areas undeveloped—for the sake of our mutual benefit."

无论我们使用什么技术,这个不断发展的研究领域表明,拯救自然需要鼓励人们更频繁、更深入地体验它。这需要进一步的研究——Lev和她的合著者发布了一个工具包,其他城市可以遵循该工具包来研究自己野生空间的价值——以及对结果的清晰传达。Lev说:"如果我们能继续向人们展示这些野生空间的好处,也许人们会开始看到保持这些区域未开发状态的更多价值——为了我们的共同利益。"

陈述句与逐句解析

36. A new study found parents' aversion to certain animals would pass on to their children.

一项新研究发现,父母对某些动物的厌恶会传递给他们的孩子。

【答案】 F 段 (强锚点)

【锚点】 parents+pass on 父母传给孩子

【定位】 Many of the surveyed children revealed that their parents also expressed fear or disgust of the same animals. In fact, these parental emotions were strong enough to overwhelm any positive experiences the children might have gained from direct experiences in nature.

许多受访的孩子透露,他们的父母对同样这些动物也表达了恐惧或厌恶。事实上,这些父母的情绪强到足以盖过孩子从自然中亲身获得的任何正面体验。

【改写】 parents' aversion to certain animals ↔

their parents also expressed fear or disgust of the same animals

aversion=fear or disgust 的概括

would pass on to their children ↔

there is likely a feedback loop in which an increase in people who have negative attitudes

towards nature in one generation will lead to a further increase in people with similar attitudes in the next generation

pass on=代际反馈循环的概括

【辨邻】 D D 段 A survey of more than 5,300 school children in the Tochigi Prefecture examined their perception of 14 local insect species and one spider 中只统计孩子,不涉及父母情绪传递,与题干 parents' aversion 缺少关键人物锚点。

Most of the students saw the species as things to dislike or fear, or even as sources of danger

E E 段 I have long wondered why so many of today's children react like this 仅是 Soga 提问,父母的角色与代际传递在下一段 F 才给出,因此 E 不是 Q36 的源头。

children these days avoid even harmless insects such as butterflies and dragonflies

37. The disappearance of species and ecological systems erodes our ability to keep what is left.

物种和生态系统的消失削弱了我们保护现存事物的能力。

【答案】 A 段 (强锚点)

【锚点】 species 与 ecological systems 同时消失

【定位】 Increasingly, research has shown that as species and ecosystems vanish, it also chips away at our ability to preserve what remains—because we no longer understand what we're losing.

越来越多研究表明，随着物种与生态系统的消失，它也一点点削弱了我们保护剩余部分的能力——因为我们已经不再理解自己正在失去什么。

【改写】 The disappearance of species and ecological systems ↔ **as species and ecosystems vanish**
名词化与同义替换

erodes our ability to keep what is left ↔ **chips away at our ability to preserve what remains**
erodes=chips away at; keep=preserve; what is left=what remains

【辨邻】 G G 段 As the number of children who have biophobia increases, public interest and support for biodiversity conservation will gradually decline 的起点是 biophobia 增加，而题干 Q37 的起点是 disappearance of species and ecological systems，因此 G 段不是 Q37 的源头。

could chip away at our societal ability to preserve what we're losing

38. A study showed that the wildest areas of Discovery Park appealed most to the public.

一项研究表明,Discovery Park最荒野的区域最吸引公众。

【答案】 J 段 (强锚点)

【锚点】 Discovery Park 的最野区域最吸引人

【定位】 It found that the public had the most appreciation for—and gained the most value from—the wildest parts of the park.

研究发现，公众对公园中最野的部分评价最高，也从中获得了最大价值。

【改写】 the wildest areas of Discovery Park appealed most to the public ↔

the public had the most appreciation for—and gained the most value from—the wildest parts of the park

appealed most=had the most appreciation; areas=parts

【辨邻】 K K 段 depended on Discovery Park's relative wildness 只是说一切体验都依赖公园的相对原始，并不是题干 Q38 所概括的最野部分最受公众欢迎这条研究结论；研究结论一句话本身在 J 段。

We saw that a large majority of participants' interactions, especially their most meaningful interactions, depended on Discovery Park's relative wildness

39. The fear of living organisms is becoming more worrisome.

对生物的恐惧正变得越来越令人担忧。

【答案】 C 段 (强锚点)

【锚点】 对生物的恐惧·更令人担忧

【定位】 At its worst it becomes something even more concerning: "biophobia," the fear of living things and a complete aversion to nature.

最糟时它会演变成一种更令人担忧的现象: biophobia, 即对生命体的恐惧和对自然的彻底反感。

【改写】 The fear of living organisms ↔ **the fear of living things**

organisms=living things 的同义替换

is becoming more worrisome ↔ **At its worst it becomes something even more concerning**

more worrisome=even more concerning 的程度词同义

【辨邻】 **G** G 段 I believe that increased biophobia is a major, but invisible, threat to global biodiversity 描述的是 biophobia 对生物多样性的威胁, 而非题干 becoming more worrisome 所说的现象本身正变得更令人担忧——这句升级判断在 C 段。

increased biophobia is a major, but invisible, threat to global biodiversity

40. Preventing the increase in children's fear of living creatures is also important for conserving biodiversity.

防止儿童对生物的恐惧增加对于保护生物多样性也很重要。

【答案】 **G** 段 (强锚点)

【锚点】 Preventing+biodiversity 防止恐惧上升与保护生物多样性并列

【定位】 Although many conservation biologists still consider that preventing the loss of wildlife habitat is the most important way to conserve biodiversity, I think preventing increased biophobia is also important for conservation.

尽管许多保护生物学家仍然认为, 防止野生动物栖息地的丧失是保护生物多样性最重要的途径, 但我认为防止 biophobia 上升对保护工作同样重要。

【改写】 Preventing the increase in children's fear of living creatures ↔ **preventing increased biophobia**
fear of living creatures=biophobia 的术语替换

is also important for conserving biodiversity ↔ **is also important for conservation**

并列副词 also 完全保留+词形变换

【辨邻】 **H** H 段 children should experience nature more often 是给出措施, 没有题干 is also important for conserving biodiversity 那种把防止恐惧上升与保护生物多样性并列的论点表述。

The authors also suggest establishing policies to guide these natural experiences and increasing educational programs about the natural world

41. Research shows that more and deeper experience people have with nature will help save it.

研究表明, 人们与自然有更多更深入的体验将有助于拯救自然。

【答案】 **P** 段 (强锚点)

【锚点】 more and deeper experiences 更多更深

【定位】 No matter what techniques we use, this growing field of research illustrates that saving nature requires encouraging people to experience it more often and more deeply.

无论我们用哪种方法，这一日益壮大的研究领域都表明，拯救自然要求鼓励人们更频繁、更深入地去体验自然。

【改写】 more and deeper experience people have with nature ↔

experience it more often and more deeply

数量+程度并列对应

will help save it ↔ **saving nature requires encouraging people to experience**

saving nature=save it 的代词替换

【辨邻】 **N** N 段 If we can get people to understand how much meaning and value can come from having more experiences with more wild forms of nature 是 Lev 的展望，而题干 Research shows 指向研究领域的总结性发现——这一句出现在 P 段 this growing field of research illustrates。

more experiences with more wild forms of nature

42. Though humans naturally tend to avoid dangerous animals, today's children try to stay away from even harmless ones.

尽管人类天生倾向于避开危险动物,但如今的儿童甚至试图远离无害的动物。

【答案】 **E** 段 (强锚点)

【锚点】 本能避开危险动物 vs 今天孩子连无害也躲

【定位】 Humans inherently avoid dangerous organisms such as bees, but children these days avoid even harmless insects such as butterflies and dragonflies.

人类天生会避开像蜜蜂这样的危险生物，但今天的孩子连蝴蝶、蜻蜓这样无害的昆虫都会避开。

【改写】 humans naturally tend to avoid dangerous animals ↔

Humans inherently avoid dangerous organisms such as bees

naturally=inherently; animals=organisms

today's children try to stay away from even harmless ones ↔

children these days avoid even harmless insects such as butterflies and dragonflies

stay away from=avoid; ones=insects 的代词回指

【辨邻】 **D** D 段 Most of the students saw the species as things to dislike or fear 只统计孩子的负面反应，并未给出题干 Q42 那种 humans naturally avoid dangerous vs children avoid harmless 的对照命题，因此不是源头。

Most of the students saw the species as things to dislike or fear, or even as sources of danger

43. Development in and around Discovery Park could cause heavy losses to the park and the local residents.

Discovery Park内部及周边的开发可能给公园和当地居民造成重大损失。

【答案】 **M** 段 (强锚点)

【锚点】 Development+Discovery Park·公园与居民两失

【定位】 If anything like that happened, both the park and the people of Seattle could lose something vital.

如果这样的事真的发生, 公园和西雅图人都会失去某种至关重要的东西。

【改写】 Development in and around Discovery Park ↔ **If anything like that happened**

代词回指=概括等价

could cause heavy losses to the park and the local residents ↔

both the park and the people of Seattle could lose something vital

双失主语+vital=heavy losses

【辨邻】 **L** L 段 Most recently a plan proposed building 34 acres of much-needed affordable housing and parking spaces adjacent to the park 是提案描述, 后果判断的源头是 M 段 both the park and the people of Seattle could lose something vital, 因此 L 不是 Q43 源头。

bringing with them noise, traffic and pollution

44. A large survey of school children found that their negative feelings grew as their experience with nature diminished.

一项针对在校儿童的大规模调查发现,随着他们与自然接触的减少,他们的负面情绪有所增长。

【答案】 **D** 段 (强锚点)

【锚点】 large survey of school children·接触越少越负面

【定位】 A survey of more than 5,300 school children in the Tochigi Prefecture examined their perception of 14 local insect species and one spider. The results? A collective "ew!" Most of the students saw the species as things to dislike or fear, or even as sources of danger. The less experience the students had with nature, the more negative their feelings.

一项针对 Tochigi 县 5300 多名学童的调查考察了他们对 14 种本地昆虫和 1 种蜘蛛的看法。结果如何? 众口一声的厌恶。大多数学生把这些物种看作讨厌、害怕, 甚至危险的东西。与自然接触越少, 他们的负面感受就越强烈。

【改写】 A large survey of school children ↔

A survey of more than 5,300 school children in the Tochigi Prefecture

large=more than 5,300 的概括

their negative feelings grew as their experience with nature diminished ↔

The less experience the students had with nature, the more negative their feelings

the less...the more...=grew as diminished 的句式重构

【辨邻】 **E** E 段 The results were published earlier this year in the journal Biological Conservation 是研究发布与作者观点，并未给题干要的具体反比关系；具体反比关系在 D 段。

the study stemmed from observations about today's nature-deficient children

45. Elizabeth Lev believes increased contact with more wildlife helps conserve biodiversity.

Elizabeth Lev认为,增加与更多野生动物的接触有助于保护生物多样性。

【答案】 **N** 段 (强锚点)

【锚点】 Elizabeth Lev 主张更多与野生动物接触有助保护生物多样性

【定位】 If we can get people to understand how much meaning and value can come from having more experiences with more wild forms of nature, then maybe we can stop this cycle and move toward conserving and restoring what we have left.

如果我们能让人们明白，更多地去体验更野生形态的自然能带来多少意义和价值，那么也许我们就能跳出这个循环，转而保护并恢复我们尚存的自然。

【改写】 increased contact with more wildlife ↔ **more experiences with more wild forms of nature**

experiences=contact; wild forms of nature=wildlife 的概括对应

helps conserve biodiversity ↔ **move toward conserving and restoring what we have left**

conserve biodiversity=conserving what we have left 的概括

【辨邻】 **K** K 段 depended on Discovery Park's relative wildness 给出的是体验机制；保护生物多样性的主张表述在 N 段 move toward conserving and restoring what we have left, 因此 K 不是源头。

depended on Discovery Park's relative wildness

G G 段 I think preventing increased biophobia is also important for conservation 出自 Soga，而题干 Elizabeth Lev believes 明确锁定 Lev 的主张，因此 G 不是源头。

I think preventing increased biophobia is also important for conservation

PARAGRAPH MAP • 段落主旨图

16 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

- A 提出全文论点：物种与生态系统消失，会反过来侵蚀我们保护剩余自然的能力，因为我们不再理解自己正在失去什么。

信息指纹 总论点段·剩余保护力被侵蚀

- B 用三个日常例子（邻居打农药、议员反对保护野生动物、企业要推平稀有青蛙栖息地）说明常见的对自然的疏远。

信息指纹 三连日常例子

- C 给现象起名：轻则叫 extinction of experience（经验灭绝），重则叫 biophobia（对生物的恐惧），后者更令人担忧。

信息指纹 两个术语首次定义

- D 日本 Tochigi 县 5300 多名学童的问卷研究：多数把 14 种昆虫和 1 种蜘蛛当作讨厌或危险的对象，与自然接触越少、负面感越强。

信息指纹 5300 学童问卷·负面感与接触成反比

- E 研究发表于 Biological Conservation；首席研究员 Masashi Soga 指出今天的孩子连蝴蝶、蜻蜓这种无害昆虫都躲。

信息指纹 Soga 之问·连无害昆虫都躲

- F 意外发现：孩子的恐惧/厌恶与父母对同样动物的情绪一致，且强到能盖过孩子在自然中的正面经验，形成代际反馈循环。

信息指纹 父母情绪压过正面经验·代际循环

- G Soga 警告 biophobia 的代际累积会让公众支持生物多样性保护的力量逐渐衰减，因此防止 biophobia 上升对保护本身也很重要。

信息指纹 防止 biophobia 上升=保护生物多样性的关键举措

- H 论文开出建议：让孩子多接触自然、出台引导政策、增加自然教育项目。

信息指纹 论文三条建议

I 提到帮父母换眼光、保护这些怕人生物所栖身的野地很关键；并引出另一项研究：城市里的野地对人本身的健康与幸福也尤为重要。

信息指纹 城市野地利人健康·过渡到下文公园研究

J Frontiers in Sustainable Cities 上的研究：考察西雅图 534 英亩的 Discovery Park，发现公众对公园中最野的部分评价最高、收获最大。

信息指纹 Discovery Park·最野部分最受欢迎

K 参与者最珍视的体验是与野生动植物相遇、走在开阔地、上海滩、看美景；Lev 指出这一切只因公园相对原始。

信息指纹 Lev 总结·因为公园够野，体验才可能

L 即使长期受保护的公园也面临开发威胁：最近有人提议在公园边建 34 英亩的可负担住房与停车场，伴随噪音、交通和污染。

信息指纹 34 英亩开发提案

M 假设性后果：如果开发真的发生，公园和西雅图人都会失去重要东西，世界的自然空间继续被蚕食，只剩零碎的小公园和空有绿意的空间。

信息指纹 若开发发生·公园与本地居民两失

N Lev 进一步说：任何与自然的接触都比没有强，但她不希望大家满足于一点点草木；只有让人体会更野生形态的自然能带来多大意义与价值，才能跳出代际遗忘循环。

信息指纹 Lev·更多更野的接触才可能跳出遗忘循环

O Peter Kahn 在 2011 年《Technological Nature》中给出弥合脱节的建议：带孩子进自然、讲过去的故事、想象未来、建立关于自然的共同语言。

信息指纹 Kahn 2011 年书·弥合脱节四条建议

P 总结：拯救自然要鼓励人更频繁、更深入地体验自然；需要更多研究和清晰沟通，让公众看到保留野地对共同利益的价值。

信息指纹 总结句·更频繁更深入的体验

24 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。

At best this can be termed "the extinction of experience," where our cultural and natural histories fade from our memories and therefore our reality.

C段，第1句

主句的情态被动结构 ("can be termed") 和从句的非限制性定语从句 ("where" 引导) 都是四六级和考研真题中的高频句式。句子整体结构属于典型的学术写作风格，包含抽象概念的定义和解释，掌握后可应用于大量类似句型的理解。

A survey of more than 5,300 school children in the Tochigi Prefecture examined their perception of 14 local insect species and one spider.

D段，第4句

简单句配合名词短语后置定语的结构在四六级、考研阅读中较为常见，学生掌握后可迁移至识别类似长主语或长宾语的句子，但因无从句或复杂修饰，代表性不及包含定语从句或状语从句的典型长难句。

A collective "ew!" Most of the students saw the species as things to dislike or fear, or even as sources of danger.

D段，第6句

"see...as" 结构在四六级和考研阅读中高频出现，宾语补语的识别与翻译是常见考点，且补语内并列结构也具代表性，句式典型、可迁移性强

The less experience the students had with nature, the more negative their feelings.

D段，第7句

本句成分划分训练价值较高。涵盖了主语、谓语、宾语、表语、状语等多种核心成分，且存在两个典型易错点：一是宾语前置 ("The less experience" 因比较结构而提前，容易被误判为主语)，二是系动词省略 (需要根据句型补出 "were")。这两个坑点都是学生常犯的错误，通过本句可以训练对特殊语序和省略现象的识别能力，是较好的成分划分练习句。

Lead researcher Masashi Soga with the University of Tokyo says the study stemmed from observations about today's nature-deficient children.

E段，第2句

say 类动词后接省略 that 的宾语从句是四六级和考研阅读中的高频结构,非常典型。主语带定语修饰、从句使用一般过去时陈述过去事实也是常见句式,掌握后迁移性强。

In fact, these parental emotions were strong enough to overwhelm any positive experiences the children might have gained from direct experiences in nature.

F段，第2句

本句成分较为丰富：主句包含主语、系动词、表语（含 "enough to" 结构和不定式短语），定语从句包含主语、情态完成时谓语、状语，且涉及关系代词省略这一易错点。适合练习主系表结构、不定式作状语/补语、定语从句识别及关系代词省略的判断，训练价值较高。

As Soga and his coauthors wrote in their paper, "Our results suggest that there is likely a feedback loop in which an increase in people who have negative attitudes towards nature in one generation will lead to a further increase in people with similar attitudes in the next generation."

F段，第3句

本句展现了学术写作中的典型句式:用 as 引出文献来源,主句用 suggest 引出研究结论,结论中用 there be 句型陈述存在关系,再用 in which 定语从句详细说明机制。这种"引述 + 陈述 + 解释"的多层嵌套结构在四六级和考研阅读理解的学术类文章中极为常见,掌握后可大量复用。

"As the number of children who have biophobia increases, public interest and support for biodiversity conservation will gradually decline. Although many conservation biologists still consider that preventing the loss of wildlife habitat is the most important way to conserve biodiversity, I think preventing increased biophobia is also important for conservation."

G段，第4句

结构层次丰富而且典型，主干定位和从句归属都值得反复训练；同时时态不算太难，适合作为以结构识别为重点的训练材料。

The paper makes several recommendations, the most obvious of which is that children should experience nature more often.

H段，第2句

非限制性定语从句修饰前面整个名词、表语从句说明主语内容，这两种结构在四六级和考研阅读中频繁出现。尤其是of which这类介词加关系代词的用法，是典型的书面语从句连接方式。整体句式具有较强的代表性，掌握后可在大量学术或正式文本中复用。

The authors also suggest establishing policies to guide these natural experiences and increasing educational programs about the natural world.

H段，第3句

"suggest doing" 和动名词并列作宾语是四六级和考研阅读中常见的句式，不定式作目的状语也是典型结构。句子整体结构在真题中有一定代表性，学生掌握后可迁移到类似句型。

Helping parents to see species around them in a new light would make a difference, too.

I段，第1句

本句包含动名词短语作主语、情态动词谓语、名词短语作宾语、副词作状语等多种成分，动名词短语内部又嵌套逻辑宾语、不定式宾补、介词短语状语等子结构。对于基础学习者，动名词作主语是常见易错点（容易误判为现在分词或谓语），且需练习识别复杂主语内部的逻辑关系，具有一定的训练价值，但难度未达到顶尖练习句的密集程度。

That's a point reinforced by another recent study, which found that wild spaces located within urban areas—and the plants and animals that thrive in them—are particularly important for human health and well-being.

I段，第3句

非限制性定语从句补充说明研究、宾语从句表达发现内容、限制性定语从句限定名词范围，这些都是学术或科普类文本的高频句式；主系表 + 定语从句层层嵌套的结构在四六级和考研真题中反复出现，掌握后可广泛复用。

"Coming here with people has allowed me to connect and talk with them about conversation that simply does not happen in everyday life," wrote another.

J段，第4句

成分丰富且含多个训练要点：动名词短语作主语、宾语补足语（allow sb to do）、并列不定式、限制性定语从句、倒装句中的主谓宾识别、关系代词在从句中充当主语。覆盖非谓语、从句、倒装等多个易错点，训练价值高。

And yet even this long-protected space could someday become less hospitable to nature.

L段，第1句

情态动词加系动词的简单句结构在四六级和考研阅读中较为常见，尤其是表达推测、可能性的语境。主系表结构和状语修饰也是高频句式。掌握后可复用到类似 "could be"、"might become" 等结构的句子中。但简单句本身变化有限，迁移范围不如含从句的复杂句式广。

Over the past few years a lot of people and organizations have suggested developing parts of Discovery Park or the neighboring area.

L段，第2句

现在完成时 + 动名词作宾语的结构在四六级和考研阅读中较为常见，具有一定代表性，掌握后可迁移到类似句型。

If anything like that happened, both the park and the people of Seattle could lose something vital.

M段，第1句

条件状语从句加主句是英语考试中非常典型的句式结构，if 引导的条件句尤其常见。主句中 could 表示可能性的用法以及 both...and... 连接的并列主语也是常考知识点。掌握本句的结构分析方法可以迁移到大量类似的条件复合句，具有较高的典型性和实用性。

"It is true that any interaction with nature is better than none, but I don't want people to be satisfied with any small bit of grass and trees," Lev says.

N段，第1句

It is true that 形式主语句式、but 连接并列转折、want sb to do 复合宾语结构,均为四六级和考研阅读中的高频句式,掌握后可大量迁移到议论文、说明文等真题语境。

"We have been in this cycle of environmental generational amnesia for a long time, where the baseline keeps shifting and we don't even realize what we're losing until it's gone. If we can get people to understand how much meaning and value can come from having more experiences with more wild forms of nature, then maybe we can stop this cycle and move toward conserving and restoring what we have left."

N段，第2句

这种“描述现状+假设条件+得出结论”的长难句模式是考研和四六级阅读中极具代表性的论述型句式。

They echo the recommendation about getting children into nature, but also include telling stories of how things used to be, imagining what things might be like in the future, and developing a common language about nature, "a way of speaking about wild and domestic interaction patterns, and the meaningful, deep and often joyful feelings that they generate."

O段，第3句

本句覆盖并列谓语、并列宾语（动名词短语）、宾语从句、同位语、定语从句等多种成分，且同位语与定语从句嵌套，适合练习分辨修饰关系和归属层级。引号内的同位语解释以及定语从句修饰是常见易错点，学生容易混淆同位语与表语从句、定语从句与同位语从句，具有较高训练价值。

No matter what techniques we use, this growing field of research illustrates that saving nature requires encouraging people to experience it more often and more deeply.

P段，第1句

让步状语从句(No matter what)+主句+宾语从句的组合是考试阅读中的高频句式,宾语从句内部的动名词短语作主语和宾语也是常考点。本句结构具有很强的代表性,掌握后可应用于大量类似长难句的分析。

That calls for additional research—Lev and her coauthors have published a toolkit that other municipalities can follow to study the value of their own wild spaces—and clear communication of the results.

P段，第2句

覆盖插入语识别、并列宾语切分、定语从句修饰对象定位、不定式目的状语、关系代词在从句中充当宾语等多个易错点，成分种类丰富，适合综合练习句子成分划分。

"If we can continue to show people the benefits of these wild spaces," Lev says, "maybe people will begin to see more value in keeping these areas undeveloped—for the sake of our mutual benefit."

P段，第3句

If 引导条件状语从句 + 主句结果的结构是四六级和考研阅读中的高频句式，且直接引语的插入也是常见的引述方式。双宾语结构、动名词作介词宾语、目的状语等都是典型考点，掌握后可大量复用到其他句子中。

A new study found parents' aversion to certain animals would pass on to their children.

第36题 题干

主句加宾语从句的结构在四六级和考研阅读中非常典型，尤其是 found、showed、revealed 等动词后接宾语从句说明研究结果，是学术类文本的常见句式。省略 that 的宾语从句也是考试中的常见形式，掌握后可大量复用。

Research shows that more and deeper experience people have with nature will help save it.

第41题 题干

本句覆盖主谓宾、主系表、定语从句、宾语从句等多种成分和结构，且包含省略关系代词的定语从句这一易错点，以及使役动词 "help" 后接不定式(省略 to)作宾语的典型用法，作为成分划分练习句训练价值高。

HIGH-FREQUENCY • 真题高频词

本篇出现的 143 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。

wild

A2

adj. 野生的

本篇 10 次 · 真题 31 句

species

B2

n. 物种

本篇 6 次 · 真题 136 句

conservation

B2

n. 保护

本篇5次·真题24句

wildlife

B1

n. 野生动植物

本篇5次·真题22句

biodiversity

C1

n. 生物多样性

本篇5次·真题16句

interaction

B2

n. 相互作用

本篇4次·真题53句

conserve

B2

v. 保护

本篇4次·真题11句

would

A1

aux. (will 的过去式) 将要, 会

本篇3次·真题568句

author

A2

n. 作者

本篇3次·真题264句

negative

B1

adj. 否定的

本篇3次·真题132句

publish

B1

v. 出版, 发行 (书籍、杂志等)

本篇3次·真题94句

participant

B2

n. 参与者

本篇3次·真题91句

loss

B1

n. 丧失

本篇3次·真题56句

threat

B1

n. 威胁

本篇3次·真题51句

habitat

B2

n. (动植物的) 栖息地, 生长环境

本篇3次·真题34句

preserve

B2

v. 保护

本篇3次·真题34句

chip

A2

n. 炸薯条

本篇3次·真题17句

creature

B1

n. 生物

本篇3次·真题13句

less A1

det. 较少的

本篇2次·真题 273 句

benefit B1

n. 好处

本篇2次·真题 244 句

local A2

adj. 当地的

本篇2次·真题 143 句

environmental B1

adj. 环境的

本篇2次·真题 112 句

support A2

v. 支持

本篇2次·真题 103 句

gain B1

v. 获得;赢得

本篇2次·真题 96 句

journal B1

n. 杂志

本篇2次·真题 66 句

generation B2

n. 一代人

本篇2次·真题 60 句

extinction B2

n. 灭绝

本篇2次·真题 41 句

insect A2

n. 昆虫

本篇2次·真题 38 句

increased A2

v. 增加了

本篇2次·真题 28 句

recommendation B2

n. 推荐

本篇2次·真题 25 句

cycle B1

n. 循环

本篇2次·真题 16 句

acre B2

n. 英亩 (土地面积单位)

本篇2次·真题 13 句

meaningful B2

adj. 有意义的

本篇2次·真题 13 句

organism B2

n. 生物

本篇2次·真题 10 句

harmless B2

adj. 无害的

本篇2次·真题9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

system A2

n. 系统

本篇1次·真题176句

tend B1

v. 倾向于, 往往会

本篇1次·真题170句

positive B1

adj. 积极的

本篇1次·真题144句

global B2

adj. 全球的

本篇1次·真题140句

view A2

n. 观点, 看法

本篇1次·真题134句

finding B2

n. 调查结果

本篇1次·真题121句

challenge B1

n. 挑战

本篇1次·真题119句

simply B1

adv. 仅仅, 只不过

本篇1次·真题119句

major B1

adj. 主要的

本篇1次·真题108句

policy B1

n. 政策

本篇1次·真题103句

decline B2

v. 下降

本篇1次·真题88句

understanding B1

n. 理解, 领悟

本篇1次·真题84句

further B1

adv. 更远地

本篇1次·真题 79 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇1次·真题 78 句

recently A2

adv. 最近

本篇1次·真题 76 句

source B1

n. 来源

本篇1次·真题 75 句

organization B1

n. 组织

本篇1次·真题 73 句

cultural B1

adj. 文化的

本篇1次·真题 68 句

shift B1

v. 移动

本篇1次·真题 65 句

maintain B1

v. 维持

本篇1次·真题 64 句

realize B1

v. 意识到, 认识到

本篇1次·真题 64 句

trend B1

n. 趋势

本篇1次·真题 63 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本篇1次·真题 57 句

reality B1

n. 现实

本篇1次·真题 57 句

gap B1

n. 间隙

本篇1次·真题 54 句

reveal B2

v. 揭示

本篇1次·真题 54 句

contain B1

v. 包含, 含有

本篇1次·真题 52 句

explore B1

v. 探索

本篇1次·真题 52 句

senior B1

adj. 级别高的

本篇1次·真题 52 句

majority B2

n. 大多数, 大部分

本篇1次·真题 51 句

resident B2

n. 居民

本篇1次·真题 50 句

appeal B2

v. 呼吁

本篇1次·真题 48 句

growing A2

adj. 增长的

本篇1次·真题 47 句

pattern B1

n. 模式

本篇1次·真题 46 句

ecosystem B2

n. 生态系统

本篇1次·真题 45 句

technological B2

adj. 技术的

本篇1次·真题 45 句

educational B1

adj. 教育的

本篇1次·真题 44 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次·真题 42 句

protection B1

n. 保护

本篇1次·真题 42 句

generate B2

v. 产生, 引起 (结果、反应等)

本篇1次·真题 39 句

relatively B2

adv. 相对地

本篇1次·真题 37 句

contact B1

n. 联系

本篇1次·真题 34 句

housing B1

n. 住房

本篇1次·真题 34 句

politician B2

n. 政治家

本篇1次·真题 34 句

pollution B1

n. 污染

本篇1次·真题 34 句

ecological B2

adj. 生态的

本篇1次·真题 33 句

emerge B2

v. 出现;浮现

本篇1次·真题 32 句

sustainable B2

adj. 可持续的

本篇1次·真题 32 句

valuable B1

adj. 贵重的

本篇1次·真题 32 句

obvious B1

adj. 明显的

本篇1次·真题 31 句

previously B1

adv. 以前, 先前 (指过去某个时间)

本篇1次·真题 31 句

urban B2

adj. 城市的, 都市的

本篇1次·真题 31 句

spider A2

n. 蜘蛛

本篇1次·真题 29 句

vital B2

adj. 极其重要的, 必不可少的

本篇1次·真题 29 句

propose B1

v. 提议

本篇1次·真题 28 句

therefore B1

adv. 因此, 所以

本篇1次·真题 28 句

thrive B2

v. 茁壮成长

本篇1次·真题 27 句

relative B1

n. 亲戚, 亲属

本篇1次·真题 26 句

domestic B2

adj. 国内的

本篇1次·真题 25 句

feedback B1

n. 反馈

本篇1次·真题 25 句

rare B1

adj. 稀有的

本篇1次·真题 25 句

additional B1

adj. 额外的

本篇1次·真题 24 句

observation B2

n. 观察

本篇1次·真题 24 句

technique B1

n. 技术

本篇1次·真题 24 句

disappear A2

v. 消失; 不见

本篇1次·真题 23 句

affordable B1

adj. 买得起的

本篇1次·真题 22 句

naturally B1

adv. 自然地

本篇1次·真题 22 句

pose B2

v. 摆姿势 (供拍照或绘画)

本篇1次·真题 22 句

diminish C1

v. 减少

本篇1次·真题 21 句

encounter B2

v. 遇到

本篇1次·真题 21 句

fiction B2

n. 小说

本篇1次·真题 21 句

concerning B2

prep. 关于

本篇1次·真题 20 句

corporation B2

n. 公司, 企业 (尤指大型的、有限责任的)

本篇1次·真题 20 句

gradually B1

adv. 逐渐地, 逐步地

本篇1次·真题 20 句

stem B2

n. 茎

本篇1次·真题 20 句

deeply B1

adv. 深深地

本篇1次·真题 19 句

react B1

v. 作出反应

本篇1次·真题 19 句

biological B2

adj. 生物的

本篇1次·真题 18 句

heavily B1

adv. 大量地

本篇1次·真题 18 句

mutual B2

adj. 相互的

本篇1次·真题 18 句

unexpected B1

adj. 意外的

本篇1次·真题 18 句

collective B2

adj. 集体的

本篇1次·真题 17 句

possibly B1

adv. 可能, 也许

本篇1次·真题 17 句

guide A2

n. 指南,手册

本篇1次·真题 16 句

locate B1

v. 找到;找出...的位置

本篇1次·真题 16 句

reaction B1

n. 反应

本篇1次·真题 16 句

illustrate B2

v. 说明

本篇1次·真题 15 句

perception C1

n. 看法

本篇1次·真题 15 句

worst A2

adj. 最坏的

本篇1次·真题 15 句

dislike A2

v. 不喜欢

本篇1次·真题 14 句

invisible B1

adj. 看不见的

本篇1次·真题 14 句

vote B1

n. 投票

本篇1次·真题 13 句

appreciation

B2

n. 感激

本篇1次 · 真题 12 句

erode

C1

v. 侵蚀, 腐蚀 (土壤、岩石等)

本篇1次 · 真题 12 句

restore

B2

v. 恢复, 使复原

本篇1次 · 真题 12 句

somewhat

B2

adv. 有点

本篇1次 · 真题 12 句

overwhelm

B2

v. 使不知所措

本篇1次 · 真题 11 句

satisfied

B1

adj. 满意的

本篇1次 · 真题 11 句

scary

A2

adj. 令人害怕的

本篇1次 · 真题 11 句

inherently

C1

adv. 内在地

本篇1次 · 真题 10 句

societal

C1

adj. 社会的

本篇1次 · 真题 10 句

biologist

B2

n. 生物学家

本篇1次 · 真题 9 句

pesticide

B2

n. 杀虫剂

本篇1次 · 真题 9 句

parental

B2

adj. 父母的

本篇1次 · 真题 8 句

striking

B2

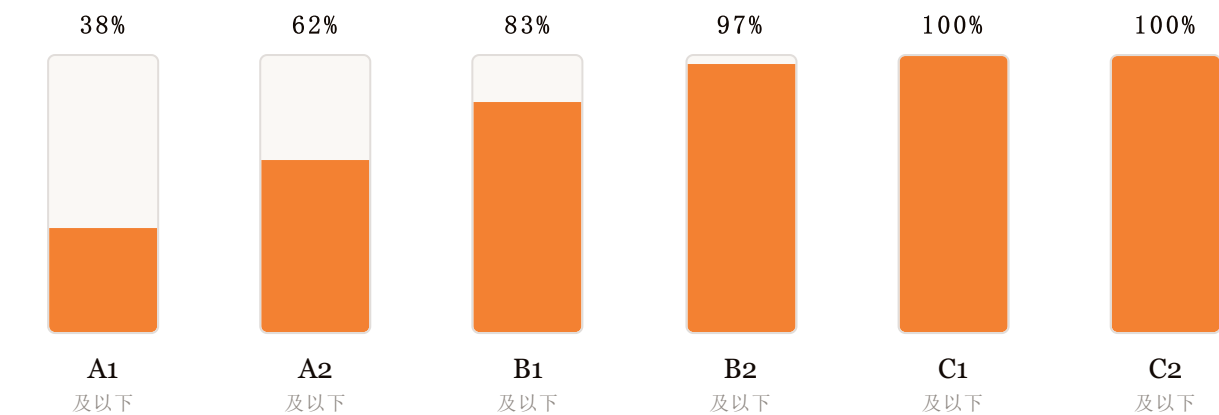
adj. 引人注目的

本篇1次 · 真题 8 句

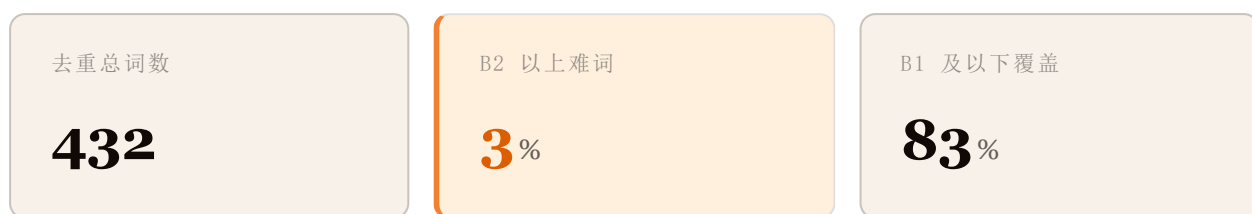
VOCABULARY · 词汇难度分布

全文 432 词按 CEFR 难度累积覆盖

全文去重后共 432 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 13 个 · 约 3%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 432 个 · 末柱为 100%



英语六级 2022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 →

2022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2022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 7 段原文（段首标 P1-P7 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(2022-12) · 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 Some people in the US have asserted that forgiving student loan debt is one way to stimulate the economy and give assistance to those in need. One government proposition is to eliminate \$10,000 of debt for 'economically distressed' students. Some in US Congress have gone so far as to suggest forgiving up to \$50,000 in debt per student borrower, but does forgiving student debt necessarily correlate to helping the economically disadvantaged?

美国有些人主张,免除学生贷款债务是刺激经济和向需要帮助的人提供援助的一种方式。一项政府提案是为"经济困难"的学生免除一万美元的债务。美国国会中有些人甚至提议为每个学生借款人免除高达五万美元的债务,但免除学生债务是否必然等同于帮助经济弱势群体呢?

P2 The answer is no. This policy is just giving money away to universities and the most affluent students in attendance. Federal Reserve data reveals that the highest-income 40 percent of households owe approximately 60 percent of outstanding student debt, while the lowest 40 percent owe just under 20 percent. This could be due to a combination of factors: students from high-income households are more likely to go to expensive colleges, less likely to receive financial aid, and more likely to have high incomes post-graduation. Plus, the majority of student debt is held by graduate degree earners, who earn approximately 25 percent more than their undergraduate counterparts. Clearly, giving free reign to banks to forgive student debt is a step in the wrong direction.

答案是否定的。这项政策只是在向大学和在校的最富裕学生白白送钱。美联储数据显示,收入最高的40%的家庭约占未偿学生债务的60%,而收入最低的40%的家庭仅占不到20%。这可能是多种因素共同作用的

结果:来自高收入家庭的学生更有可能进入昂贵的大学,更不可能获得经济资助,并且更有可能在毕业后拥有高收入。此外,大部分学生债务由研究生学位获得者持有,他们的收入比本科毕业生大约高出25%。显然,让银行自由免除学生债务是朝着错误方向迈出的一步。

P3 Other proposals for broader, long-term student loan plans have some fundamental problems. One idea is to cancel student debt only for undergraduate degrees and for students making less than \$125,000. 其他一些关于更广泛、长期学生贷款计划的提案存在一些根本性问题。一个想法是仅为本科学位和年收入低于12.5万美元的学生取消学生债务。

P4 This attempts to address the fact that Congress' previously mentioned student loan forgiveness plan largely helps out the wealthy, but is an adverse incentive for universities to keep raising tuition and for students to choose to major in low-earning degree programs. Colleges have no reason to make their programs more affordable if they believe students will just take out more debt. And, students will feel more comfortable making the irresponsible decision to go tens of thousands of dollars in debt to major in impractical or idealistic subjects if they know their loans will be forgiven.

这试图解决国会前面提到的学生贷款免除计划主要帮助富人这一事实,但这对大学持续提高学费以及学生选择收入较低的专业来说是一种负面激励。如果大学认为学生只会借更多债务,它们就没有理由让自己的课程更实惠。而且,如果学生知道他们的贷款会被免除,他们就会更安心地做出不负责任的决定,即为了主修不切实际或理想主义的科目而背负数万美元的债务。

P5 This is especially concerning given the pandemic(大流行病) has rendered a college education practically worthless. Students are paying tens of thousands of dollars per year to live at home and be lectured on the Internet. Do we really want to tell colleges that they can get away with providing below-average service for an outrageous cost?

考虑到大流行病已使大学教育实际上变得毫无价值,这一点尤其令人担忧。学生每年支付数万美元却只能待在家里通过互联网听课。我们真的想告诉大学,它们可以逃脱以高得离谱的成本提供低于平均水平的服务的惩罚吗?

P6 In the case of any of these student debt plans, working-class Americans who chose not to or could not afford to go to college will be subsidizing the education of the professional class. Plumbers and retail workers will be paying for the degrees of doctors and lawyers.

在任何这些学生债务计划中,选择不上大学或负担不起大学的工薪阶层美国人将为专业阶层的教育提供补贴。水管工和零售工人将为医生和律师的学位买单。

P7 The US government's effort to help those in debt is commendable but is this really the solution that will help the poor financially recover?

美国政府帮助负债者的努力值得称赞,但这真的是能够帮助穷人在经济上恢复的解决方案吗?

题目与逐题解析

46. Why do some people advocate forgiving student loan debt?

- A) They assert it will narrow the gap between the wealthy and the poor.
- B) They believe it will benefit both the economy and the underprivileged.
- C) They claim it will eliminate economic distress among college students.
- D) They think the cost of education is the responsibility of the government.

为什么有些人主张免除学生贷款债务？

- A) 他们断言这将缩小富人和穷人之间的差距。 B) 他们相信这将对经济和弱势群体都有利。
- C) 他们声称这将消除大学生的经济困境。 D) 他们认为教育费用是政府的责任。

【答案】 **B** (细节题)

【判型】 Why do some people advocate forgiving student loan debt? 直接问 "为何主张", 要求回原文找其陈述的理由, 属事实陈述题。

【拆句】 题干为标准 Why 引导的特殊疑问句, 主谓宾结构清晰: 主语 some people, 谓语 advocate, 宾语动名词短语 forgiving student loan debt, 无从句、无否定、无陷阱。

【定位】 Some people in the US have asserted that forgiving student loan debt is one way to stimulate the economy and give assistance to those in need.

美国一些人主张: 免除学生贷款债务是刺激经济、为困难人群提供援助的一种方式。

【选项】 A) **过度推断**

原文只说 give assistance to those in need, 并未说 narrow the gap between the wealthy and the poor——"帮助困难者" 不等于 "缩小贫富差距"。

B) **✓ 正确**

stimulate the economy ↔ **benefit ... the economy**

give assistance to those in need ↔ **benefit ... the underprivileged**

预判要求同时覆盖 "经济" 与 "弱势群体", B 用 both the economy and the underprivileged 并列结构精准对应定位句的并列宾语, 是唯一双满足项。

C) **偷换概念**

原文 economically distressed 只是 "被免债 1 万美元" 的资格描述, 并未声称免债能 eliminate economic distress among college students.

D) **无中生有**

原文未出现 the cost of education is the responsibility of the government 这一表述, 主张方只谈 "免债" 这一具体动作, 未上升到 "教育成本应由政府承担" 的责任归属。

47. What do we learn from the Federal Reserve data?

- A) Approximately 60% of student debt remains unpaid.
- B) Cancelling student debt benefits wealthy families most.
- C) Forgiving student debt provides little benefit to universities.
- D) Low-income families owe the biggest amount of student debt.

从联邦储备系统的数据中我们了解到什么？

- A) 大约60%的学生债务仍未偿还。 B) 取消学生债务使富裕家庭受益最多。
C) 免除学生债务对大学几乎没有好处。 D) 低收入家庭拖欠的学生债务金额最大。

【答案】 B (细节题)

【判型】 What do we learn from the Federal Reserve data? 问 "我们从某数据得知什么", 要求复述数据所支持的具体结论, 属客观信息检索。

【拆句】 Wh- 疑问句, what 作宾语前置, "learn from" 为搭配, from 后接信息来源; 句式简洁无修饰。

【定位】 This policy is just giving money away to universities and the most affluent students in attendance. Federal Reserve data reveals that the highest-income 40 percent of households owe approximately 60 percent of outstanding student debt, while the lowest 40 percent owe just under 20 percent.

该政策不过是把钱白送给大学和在读的最富有学生。美联储数据显示: 收入最高的 40% 家庭欠下了大约 60% 的未偿学贷, 而收入最低的 40% 仅欠不到 20%。

【选项】 A) 偷换概念

原文 60% 指 outstanding student debt 中由高收入家庭持有的比例，并非 Approximately 60% of student debt remains unpaid——"未偿" 在原文里是 outstanding（仍欠着），但 60% 修饰的是高收入家庭占比而非未偿率。

B) ✓ 正确

giving money away to universities and the most affluent students in attendance ↔

Cancelling student debt benefits wealthy families most

the highest-income 40 percent of households owe approximately 60 percent of outstanding student debt

↔ **wealthy families**

数据要证明 "消债是给富人送钱"，B 把这一结论用 benefits wealthy families most 复述，是唯一锁定 "受益者方向" 的选项。

C) 与原文相反

原文 giving money away to universities 明示大学正是免债的受益方，C 项却说 Forgiving student debt provides little benefit to universities，与原文截然相反。

D) 与原文相反

原文 the lowest 40 percent owe just under 20 percent 明确说低收入家庭只欠不到 20%，D 项称 Low-income families owe the biggest amount of student debt，方向完全反向。

48. What does the author say students are likely to do if they know they needn't repay their loans?

- A) They will choose to study subjects without considering their job prospects.
- B) They will be free to pursue their goals without being burdened financially.
- C) They will over-borrow and live beyond their means.
- D) They will be able to enroll in expensive universities.

作者认为如果学生知道他们不需要偿还贷款,他们可能会做什么?

- A) 他们会选择学习科目而不考虑就业前景。 B) 他们将能够自由追求自己的目标而不会有经济负担。
- C) 他们会过度借贷并超出自己的经济能力生活。 D) 他们将能够入读学费昂贵的大学。

【答案】 A (细节题)

【判型】 What does the author say students are likely to do 问的是作者所言，要求复述作者在原文对该情形下学生行为的明确说法，属直接陈述题。

【拆句】 复合疑问句：主句 What does the author say，宾语从句 students are likely to do，后跟条件状语从句 if they know they needn't repay their loans；需把 if-从句视为情景前提。

【定位】 And, students will feel more comfortable making the irresponsible decision to go tens of thousands of dollars in debt to major in impractical or idealistic subjects if they know their loans will be forgiven.

并且，如果学生知道自己的贷款将被免除，他们会更安心地做出不负责任的决定——为了主修不实用或理想化的专业而背上数万美元的债务。

【选项】 A) ✓ 正确

major in impractical or idealistic subjects ↔

study subjects without considering their job prospects

major in ↔ **study subjects**

把 impractical / idealistic 翻译为 "不考虑就业" 这一行为机制，是定位句到 A 项的唯一等值路径；其余三项均跳出此语义域。

B) 与原文相反

原文将这一行为定性为 the irresponsible decision (不负责任的决定)，B 项却美化为 be free to pursue their goals without being burdened financially (自由追求目标、不受经济负担)，态度方向完全相反。

C) 偷换概念

原文谈的只是 major in impractical or idealistic subjects 选专业行为；C over-borrow and live beyond their means 把话题扩到 "超支度日" 的生活方式，越界。

D) 无中生有

原文未提学生因免债 enroll in expensive universities 报昂贵学校的行为，借贷增多与 "昂贵大学" 没有原文支持。

49. What does the author imply about colleges offering online education?

- A) They cannot get away with the serious consequences.
- B) They have suffered greatly from the current pandemic.
- C) The tuition they charge is not justified by the quality of their service.
- D) The tuition they charge has surged outrageously during the pandemic.

作者对提供在线教育的大学有何暗示？

- A) 它们无法逃脱严重的后果。 B) 它们在当前疫情中遭受了巨大损失。
- c) 它们收取的学费与其服务质量不相称。 d) 它们在疫情期间收取的学费飙升得令人发指。

【答案】 C (推断题)

【判型】 What does the author imply about colleges offering online education? 中 imply 明示作者并未直说，需要从其用词与反问句推断态度。

【拆句】 Wh- 疑问句嵌 about 介词短语：主干 What does the author imply, 宾语 about colleges offering online education, offering 为现在分词作定语；无陷阱。

【定位】 Students are paying tens of thousands of dollars per year to live at home and be lectured on the Internet. Do we really want to tell colleges that they can get away with providing below-average service for an outrageous cost?

学生每年花费数万美元只为待在家里、通过网络听课。我们真的愿意告诉大学：它们可以一边收取离谱的费用、一边提供低于平均水平的服务，还安然无恙吗？

【选项】 A) **过度推断**

原文反问句 Do we really want to tell colleges that they can get away with ... ? 表达 "作者认为大学不该逃过去"，但 A 项 They cannot get away with the serious consequences 直接把 "逃不掉" 当作论点，作者只是质问、并未陈述其事实结果，且 "serious consequences" 系原文未提的后果维度。

B) **张冠李戴**

原文 Students are paying tens of thousands of dollars per year，受害方是学生，B 却把 "受害" 戴给大学：They have suffered greatly from the current pandemic，主语与原文相反。

C) **✓ 正确**

below-average service for an outrageous cost ↔

The tuition they charge is not justified by the quality of their service

outrageous cost ↔ **the tuition they charge**

反问句的反义即 "学费不应换来低于平均的服务"，C 用 not justified by the quality of their service 把这一态度客观化，是唯一锁定 "价质不匹配" 的选项。

D) **无中生有**

原文只说学费 "离谱" (outrageous)，未说它 has surged outrageously during the pandemic 在大流行期间 "飙涨"；时间维度的涨幅描述无原文支撑。

50. What will happen if any of the proposed student debt plans is implemented?

- A) Plumbers and retail workers will have a chance of becoming professionals.
- B) Working-class students will have increasing access to subsidized education.
- C) Blue-collar workers will have to bear the cost of educating would-be high-earners.
- D) A growing number of students will be able to earn degrees in medicine and law.

如果任何一项拟议的学生债务计划得以实施,将会发生什么?

- A) 水管工和零售工人将有机会成为专业人士。
- B) 工薪阶层学生将越来越多地获得补贴教育。
- C) 蓝领工人将不得不承担培养未来高收入者的教育成本。
- D) 越来越多的学生将能够获得医学和法律学位。

【答案】 C (细节题)

【判型】 What will happen if any of the proposed student debt plans is implemented? 问方案实施后的结果，原文有对应客观陈述句即可作答。

【拆句】 Wh- 疑问句加 if 条件状语：主句 What will happen, 从句 if any of the proposed student debt plans is implemented, 被动语态 is implemented 表 "被实施"; 逻辑是 "实施→什么结果"。

【定位】 In the case of any of these student debt plans, working-class Americans who chose not to or could not afford to go to college will be subsidizing the education of the professional class. Plumbers and retail workers will be paying for the degrees of doctors and lawyers.

无论这些学生贷款方案的哪一种实施, 那些选择不上大学或负担不起大学的工薪阶层美国人都将在补贴专业阶层的教育。管道工和零售工将为医生和律师的学位埋单。

【选项】 A) 与原文相反

原文谈的是 working-class Americans 要补贴别人, 而非 "获得成为专业阶层的机会"; A Plumbers and retail workers will have a chance of becoming professionals 把方向反过来, 让他们成为受益人。

B) 与原文相反

原文 working-class Americans who chose not to or could not afford to go to college 强调工薪阶层不上大学, B 说 Working-class students will have increasing access to subsidized education, 把不上大学的工薪阶层反向描述为 "上大学且获补贴"。

C) ✓ 正确

Plumbers and retail workers ↔ **Blue-collar workers**
will be paying for the degrees of doctors and lawyers ↔

will have to bear the cost of educating would-be high-earners

预判要求保留 "蓝领→白领" 的财政方向, C 用 Blue-collar workers 与 would-be high-earners 把双方上位化后保留方向, 是唯一忠实复述者。

D) 答非所问

原文谈的是 "谁为这些学位埋单" 的财政分配, 而非 A growing number of students will be able to earn degrees in medicine and law 这种 "医法学位人数增加" 的供给变化, 未对应题干 What will happen 所问的方案后果。

SENTENCE INSIGHTS • 句子精讲

4 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。

Plus, the majority of student debt is held by graduate degree earners, who earn approximately 25 percent more than their undergraduate counterparts.

第2段，第5句

“主句 + 逗号后非限定性定语从句”是阅读里非常常见的句型，尤其常用于在主干后追加解释信息。掌握这种识别路径后，迁移价值较高。

This attempts to address the fact that Congress' previously mentioned student loan forgiveness plan largely helps out the wealthy, but is an adverse incentive for universities to keep raising tuition and for students to choose to major in low-earning degree programs.

第4段，第1句

同位语从句在考研和四六级阅读中高频出现，且本句中 the fact that 结构、并列谓语共享主语、不定式作宾语和定语的搭配都是常考句式，掌握后可迁移到大量真题长难句的分析中。

Do we really want to tell colleges that they can get away with providing below-average service for an outrageous cost?

第5段，第3句

这是一个典型的“动词 + 间接宾语 + 宾语从句”结构（tell sb that ...），在四六级和考研阅读中非常常见。掌握这种结构后可以迁移到类似的动词（如 inform、remind、assure 等）和宾语从句的组合，实用性很高。

They believe it will benefit both the economy and the underprivileged.

第46题，B

“主句 + 宾语从句”是四六级和考研阅读中高频出现的句式，believe/think/say 等动词后接从句的结构极为典型，掌握后可直接迁移到大量同类句子。

HIGH-FREQUENCY • 真题高频词

本篇出现的 97 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。

debt B1

n. 欠款

本篇18次 · 真题 44 句

forgive B1

v. 原谅

本篇7次 · 真题 13 句

loan B1

n. 贷款

本篇6次 · 真题 37 句

likely A2

adj. 很可能的

本篇4次 · 真题 228 句

benefit B1

n. 好处

本篇3次 · 真题 244 句

wealthy B2

adj. 富有的

本篇3次 · 真题 39 句

tuition B2

n. 学费

本篇3次 · 真题 14 句

approximately B1

adv. 大约, 近似地

本篇3次 · 真题 12 句

owe B1

v. 欠 (债、钱、人情等)

本篇3次 · 真题 11 句

less A1

det. 较少的

本篇2次 · 真题 273 句

author A2

n. 作者

本篇2次 · 真题 264 句

data B1

n. 数据

本篇2次 · 真题 181 句

major B1

adj. 主要的

本篇2次 · 真题 108 句

economy B1

n. 经济

本篇2次 · 真题 102 句

professional B1

adj. 专业的

本篇2次 · 真题 82 句

earn A2

v. 赚得, 挣得 (金钱)

本篇2次 · 真题 64 句

per B1

prep. 每

本篇2次·真题 53 句

charge B1

v. 收费

本篇2次·真题 44 句

reserve B1

v. 预订

本篇2次·真题 37 句

retail B2

n. 零售

本篇2次·真题 37 句

assert C1

v. 坚称

本篇2次·真题 34 句

eliminate B2

v. 消除

本篇2次·真题 30 句

household B1

n. 家庭

本篇2次·真题 30 句

federal B2

adj. 联邦（制）的

本篇2次·真题 29 句

financially B2

adv. 在财务上

本篇2次·真题 20 句

congress B2

n. 国会

本篇2次·真题 17 句

undergraduate B2

n. 大学本科生

本篇2次·真题 15 句

economically B2

adv. 在经济上

本篇2次·真题 12 句

economic B2

adj. 经济的

本篇1次·真题 167 句

online A2

adj. 在线的

本篇1次·真题 139 句

quality A2

n. 质量

本篇1次·真题 112 句

claim B1

v. 声称

本篇1次·真题 111 句

factor B1

n. 因素

本篇1次·真题 108 句

policy B1

n. 政策

本篇1次·真题 103 句

access B1

n. 进入

本篇1次·真题 101 句

case A2

n. 情况

本篇1次·真题 97 句

income B1

n. 收入

本篇1次·真题 94 句

amount A2

n. 数量

本篇1次·真题 84 句

graduate B1

n. 毕业生

本篇1次·真题 82 句

financial B2

adj. 财政的

本篇1次·真题 79 句

solution B1

n. 解决办法

本篇1次·真题 76 句

current B1

adj. 现在的

本篇1次·真题 72 句

due B1

adj. 预期的

本篇1次·真题 70 句

responsibility B1

n. 责任

本篇1次·真题 69 句

consequence B2

n. 结果

本篇1次·真题 66 句

wrong A2

adj. 错误的

本篇1次·真题 66 句

internet A2

n. 互联网

本篇1次·真题 63 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本篇1次·真题 59 句

advocate B2

v. 拥护

本篇1次 · 真题 55 句

gap B1

n. 间隙

本篇1次 · 真题 54 句

reveal B2

v. 揭示

本篇1次 · 真题 54 句

majority B2

n. 大多数, 大部分

本篇1次 · 真题 51 句

growing A2

adj. 增长的

本篇1次 · 真题 47 句

pursue B2

v. 追求

本篇1次 · 真题 43 句

attempt B1

v. 试图

本篇1次 · 真题 39 句

lecture B1

n. 讲座

本篇1次 · 真题 35 句

means A2

n. 方法

本篇1次 · 真题 35 句

recover B1

v. 恢复健康

本篇1次 · 真题 35 句

proposal B2

n. 提议

本篇1次 · 真题 34 句

incentive B2

n. 激励

本篇1次 · 真题 33 句

clearly A2

adv. 清楚地, 明白地

本篇1次 · 真题 32 句

aid B1

n. 帮助

本篇1次 · 真题 31 句

previously B1

adv. 以前, 先前 (指过去某个时间)

本篇1次 · 真题 31 句

necessarily B2

adv. 必然地

本篇1次 · 真题 30 句

broad B1

adj. 宽阔的

本篇1次 · 真题 29 句

implement B2

v. 实施

本篇1次 · 真题 28 句

largely B2

adv. 主要地

本篇1次 · 真题 28 句

propose B1

v. 提议

本篇1次 · 真题 28 句

greatly B1

adv. 非常

本篇1次 · 真题 27 句

increasing B1

adj. 越来越多的

本篇1次 · 真题 26 句

affordable B1

adj. 买得起的

本篇1次 · 真题 22 句

adverse C1

adj. 不利的

本篇1次 · 真题 21 句

concerning B2

prep. 关于

本篇1次 · 真题 20 句

burden B2

n. 负担

本篇1次 · 真题 19 句

justify B2

v. 证明...有道理

本篇1次 · 真题 19 句

narrow B1

adj. 狭窄的

本篇1次 · 真题 19 句

prospect B2

n. 可能性

本篇1次 · 真题 19 句

correlate C1

v. 相关联

本篇1次 · 真题 18 句

given B1

prep. 考虑到

本篇1次 · 真题 18 句

lawyer B1

n. 律师

本篇1次 · 真题 18 句

combination

B1

n. 结合

本篇1次·真题 17 句

counterpart

C1

n. 对应的人或物

本篇1次·真题 17 句

assistance

B1

n. 帮助

本篇1次·真题 16 句

imply

B2

v. 暗示, 暗指

本篇1次·真题 16 句

render

B2

v. 使成为

本篇1次·真题 16 句

stimulate

B2

v. 刺激

本篇1次·真题 16 句

fundamental

B2

adj. 基本的

本篇1次·真题 15 句

plus

A2

prep. 加, 加上

本篇1次·真题 14 句

educate

B2

v. 教育

本篇1次·真题 13 句

affluent

C1

adj. 富裕的, 充足的

本篇1次·真题 12 句

surge

B2

n. 激增

本篇1次·真题 12 句

outstanding

B2

adj. 杰出的, 出色的

本篇1次·真题 11 句

forgiveness

B2

n. 宽恕

本篇1次·真题 10 句

disadvantaged

B2

adj. 处于不利地位的; 弱势的

本篇1次·真题 9 句

enroll

B2

v. 注册

本篇1次·真题 9 句

practically

B2

adv. 几乎, 差不多

本篇1次·真题 8 句

unpaid

B2

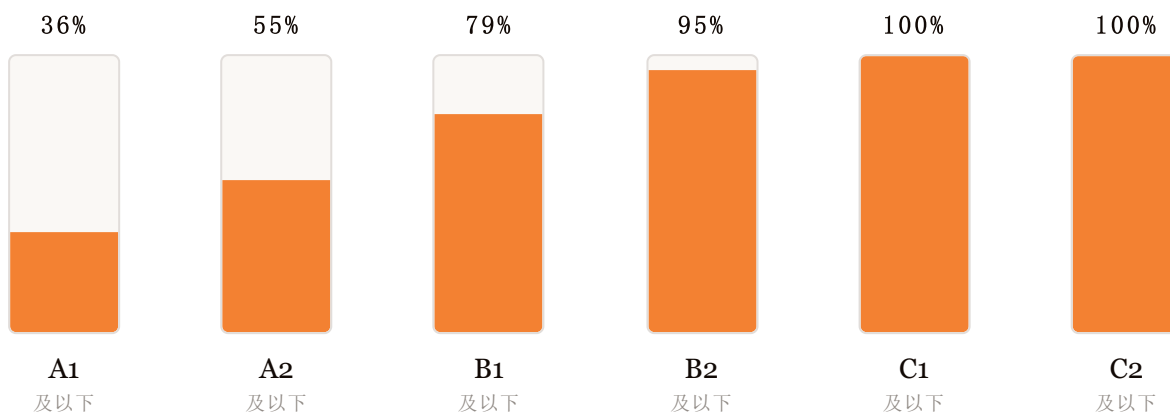
adj. 未付款的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 228 词按 CEFR 难度累积覆盖

全文去重后共 **228** 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 12 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 228 个 · 末柱为 100%

去重总词数

228

B2 以上难词

5%

B1 及以下覆盖

79%

英语六级 2022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 →

2022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2022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 9 段原文（段首标 P1-P9 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(2022-12) · 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 If there's one rule that most parents cling to in the confusing, fast-changing world of kids and media, it's "No screens before age 2."

如果说在孩子与媒体这个令人困惑、快速变化的世界里,大多数父母坚守着一条规则的话,那就是"2岁前不接触屏幕"。

P2 As of today, that rule has been thrown out the window.

从今天起,这条规则已被抛到九霄云外。

P3 The American Academy of Pediatrics (AAP), which first issued that recommendation back in 1999, has extensively updated and revised its guidelines for children and adolescents to reflect new research and new habits.

美国儿科学会(AAP)于1999年首次发布了该建议,如今已广泛更新和修订了针对儿童和青少年的指南,以反映新的研究成果和新的习惯。

P4 The new guidelines, especially for very young children, shift the focus from WHAT is on the screen to WHO else is in the room. And in doing so, they raise some intriguing points about the future of learning from media.

新指南,尤其是针对幼儿的指南,将重点从屏幕上播放什么内容转移到房间里还有谁。在此过程中,它们提出了一些关于从媒体学习的未来的引人深思的观点。

P5 For babies younger than 18 months, AAP still says no screens at all are the best idea—with one notable exception: Live video chat. Surveys indicate that families already popularly believe that "Face time doesn't count", or at least that the benefit of virtual visits with grandparents or other relatives outweighs the potential cost of exposing babies to the laptop or smartphone.

对于18个月以下的婴儿,AAP仍然认为完全不接触屏幕是最好的选择——但有一个值得注意的例外:实时视频聊天。调查表明,家庭普遍认为"Face time不算数",或者至少认为与祖父母或其他亲属进行虚拟探访的好处超过了让婴儿接触笔记本电脑或智能手机的潜在代价。

P6 The AAP doesn't cite positive evidence that infants actually get something out of this kind of "conversation", the way that they clearly do from live social interaction. But there's some observational research that infants as young as six months old are emotionally engaged by playing live peekaboo(躲猫猫) with Grandma online.

AAP没有引用积极证据表明婴儿确实从这种"对话"中获得了什么,而他们显然从现场社交互动中能够获益。但有一些观察性研究表明,年仅6个月大的婴儿在网上与奶奶玩现场躲猫猫游戏时会产生情感投入。

P7 For infants and toddlers(学步儿童), ages 15 months to 2 years old, there's limited evidence from a couple of very small studies that they can learn new words from educational media, if and only if parents are watching alongside them, repeating what the video says and/or drawing attention to what is on the screen. In other words, treating a video or an app like a picture book is the best bet.

对于15个月到2岁的婴幼儿和学步儿童,来自几项非常小规模研究的有限证据表明,他们可以从教育媒体中学习新词汇,但前提是父母在旁边一起观看,重复视频所说的内容和/或引导注意屏幕上的内容。换句话说,像对待图画书一样对待视频或应用程序是最佳选择。

P8 The flip side of this is that many studies have actually shown poorer language skills correlated with earlier solo viewing of "educational" videos. There's also research that shows language delays in children who watch more TV and start watching earlier. In both cases, the problem seems to be media replacing interaction with people. For this reason, the new AAP guideline has changed from "avoid all screens under age 2" to "avoid solo media use in this age group."

这件事的另一面是,许多研究实际上表明,较早单独观看"教育"视频与较差的语言技能相关。还有研究表明,看更多电视并更早开始观看的儿童会出现语言发育迟缓。在这两种情况下,问题似乎都在于媒体取代了与人的互动。因此,AAP的新指南已从"2岁以下避免所有屏幕"改为"避免该年龄段的单独媒体使用"。

P9 For preschoolers ages 2 to 5, there's more evidence that they have the ability to transfer knowledge from screens to the real world, including early literacy and math. For this age group, AAP recommends no more than an hour a day of screen use. And, just as with younger children, they want care-givers to take part in screen time: "Co-view with your children, help children understand what they are seeing, and help them apply what they learn to the world around them."

对于2至5岁的学龄前儿童,有更多证据表明他们有能力将知识从屏幕转移到现实世界,包括早期识字和数学。对于这个年龄段,AAP建议每天屏幕使用时间不超过一小时。而且,就像对待年幼的孩子一样,他们希望看护者参与屏幕时间:"与孩子一起观看,帮助孩子理解他们所看到的内容,并帮助他们将所学应用到周围的世界中。"

题目与逐题解析

51. What do we learn about the "No screens under 2" rule?

- A) It has met more and more resistance from parents.
- B) It has proved helpful to children's healthy growth.
- C) It confuses parents with regard to kids' education.
- D) It has been discarded in line with recent research.

关于"2岁以下禁止屏幕"规则我们了解到什么?

- A) 它遭到了越来越多家长的抵制。
- B) 它已被证明有助于儿童的健康成长。
- C) 它使家长在孩子教育方面感到困惑。
- D) 它已根据最新研究被废弃。

【答案】 **D** (细节题)

【判型】 题干 What do we learn about the "No screens under 2" rule? 指向一个具体规则的现状/命运, 不含 infer/imply/mainly about, 属于围绕特定对象核对事实的典型细节题。

【拆句】 题干主干 What do we learn about the "No screens under 2" rule, 是 learn about + 对象的常规疑问句; 引号内的 No screens under 2 是省略 be 动词的口号式标题, 全句结构平铺直叙, 无陷阱。

【定位】 As of today, that rule has been thrown out the window.
从今天起, 那条规则已被扔出窗外 (即被彻底弃用) 。

【选项】 A) **无中生有**

met more and more resistance from parents 在原文中找不到对应; rule that most parents cling to 反而显示家长一直紧抱旧规则, 与"抵制"相反。

B) **无中生有**

proved helpful to children's healthy growth 在原文中无对应; 原文只是说家长一直奉行该规则, 并未给出"该规则被证明对孩子健康有益"的证据。

C) **张冠李戴**

confuses parents with regard to kids' education 把"令家长困惑"扣在旧规则头上; 但原文 in the confusing, fast-changing world of kids and media 中 confusing 形容的是"kids and media 这个世界", 不是 No screens under 2 这条规则——这是典型的张冠李戴。

D) **✓ 正确**

that rule has been thrown out the window ↔ **It has been discarded**
extensively updated and revised its guidelines... to reflect new research ↔

in line with recent research

预判落点"被弃用/依据新研究"两个要素, 正好分别对应 discarded 与 in line with recent research, D 是定位句与紧邻背景句的整合同义替换。

52. What do the new AAP guidelines advocate?

- A) Young children should be accompanied by parents during screen time.
- B) Parents should be emotionally involved in their children's upbringing.
- C) Young children should watch videos carefully selected by parents.
- D) Parents should protect their children from too much media exposure.

美国儿科学会的新指南倡导什么？

- A) 幼儿在屏幕时间应由家长陪伴。 B) 家长应在情感上参与孩子的养育。
- C) 幼儿应观看由家长精心挑选的视频。 D) 家长应保护孩子免受过多媒体接触。

【答案】 **A** (主旨题)

【判型】 题干 What do the new AAP guidelines advocate? 不指向某一条具体规则，而是问 new AAP guidelines 整体在主张什么，需要把全文若干段拼起来才能回答，属于局部主旨题。

【拆句】 题干 What do the new AAP guidelines advocate? 是 what 作宾语的常规疑问句，主语 new AAP guidelines、谓语 advocate；唯一需要留意 advocate 的语义指向"主张/提倡"，不是"批评/警示"。

【选项】 **A) ✓ 正确**

if and only if parents are watching alongside them ↔

accompanied by parents during screen time

Co-view with your children ↔ **accompanied by parents during screen time**

they want care-givers to take part in screen time ↔

accompanied by parents during screen time

预判要点"父母陪同孩子用屏"在 P7 P9 至少三处同义表述同时成立，A 项一句话覆盖这条主线，是新指南的整体主张。

B) 过度推断

emotionally involved in their children's upbringing 把范围从"屏幕时间陪伴"扩到"整体育儿过程"；本文限定话题在"屏幕/媒体使用"，不涉及通用育儿建议。

C) 与原文相反

videos carefully selected by parents 强调父母"挑选视频内容"，与 shift the focus from WHAT is on the screen to WHO else is in the room 明确告示的方向相反——新指南要的是 WHO（有谁陪），不是 WHAT（挑什么内容）。

D) 以偏概全

protect their children from too much media exposure 偏向"控制屏幕时间总量"，确实贴近 P8 与 P9 的"一小时上限/避免独看"，但只是 P9 的局部要点之一；它没覆盖贯穿全文的 co-view 主线，作为整体主张以偏概全。

53. What do families think of live video chat according to surveys?

- A) It should not be regarded as screen time.
- B) It helps babies to develop their verbal skills.
- C) It is not as harmful as playing games on laptops.
- D) It is a good substitute for video viewing.

根据调查,家庭如何看待实时视频聊天?

- A) 它不应被视为屏幕时间。 B) 它有助于婴儿发展语言技能。
- C) 它不像在笔记本电脑上玩游戏那样有害。 D) 它是视频观看的良好替代品。

【答案】 A (细节题)

【判型】 题干 What do families think of live video chat according to surveys? 指向一句调查结论, 答案落在原文一两句话里, 是典型细节题。

【拆句】 题干 What do families think of live video chat according to surveys? 主干为 What do families think of..., think of = "对.....怎么看"; 尾部 according to surveys 是状语, 限定信息来源, 不是 think 的宾语。

【定位】 Surveys indicate that families already popularly believe that "Face time doesn't count", or at least that the benefit of virtual visits with grandparents or other relatives outweighs the potential cost of exposing babies to the laptop or smartphone.

调查显示, 许多家庭已经普遍相信"视频聊天不算(屏幕时间)", 或者至少认为与祖父母等亲属虚拟相见的好处大于让婴儿接触电脑或智能手机的潜在代价。

【选项】 A) ✓ 正确

"Face time doesn't count" ↔ **It should not be regarded as screen time**

预判落点是"家庭把视频聊天排除在屏幕时间之外", A 恰好是这句话的书面化、完整化版本, 是定位句的标准同义替换。

B) 张冠李戴

原文 P5 没有说视频聊天帮助婴儿"发展语言能力"; emotionally engaged 给出的也是"情感投入"而非语言; P7 谈到 learn new words 但前提是 educational media+父母伴看, 与 live video chat 是不同话题。

C) 无中生有

not as harmful as playing games on laptops 把视频聊天与"在笔记本上玩游戏"作比较, 但原文 P5 只比较"虚拟探访的好处"与"接触手机的潜在代价", 从未把 video chat 与 playing games 放一起比较。

D) 无中生有

a good substitute for video viewing 把视频聊天说成"看视频的好替代品", 但 P5 只说家庭认为视频聊天"不算屏幕时间", 并未在视频聊天与看视频之间建立替代关系。

54. What do researchers find about kids solo viewing educational videos?

- A) It arouses their interest in language learning.
- B) It works no better than reading picture books.
- C) It hampers their development of language skills.
- D) It helps them acquire independent learning skills.

研究人员发现儿童独自观看教育视频有什么结果？

- A) 它激发了他们对语言学习的兴趣。
- B) 它并不比阅读图画书效果更好。
- C) 它妨碍了他们语言技能的发展。
- D) 它帮助他们获得自主学习技能。

【答案】 C (细节题)

【判型】 题干 What do researchers find about kids solo viewing educational videos? 指向一句研究结论，是典型细节题。

【拆句】 题干 What do researchers find about kids solo viewing educational videos? 主干 What do researchers find about X; about 的宾语 kids solo viewing educational videos 是"动名词复合结构"——solo viewing 作动名词中心，前面 kids 是逻辑主语，相当于"孩子独自观看教育视频"这一行为。

【定位】 The flip side of this is that many studies have actually shown poorer language skills correlated with earlier solo viewing of "educational" videos.

另一方面，许多研究实际上已经表明，过早地独自观看"教育"视频与较差的语言能力相关。

【选项】 A) 与原文相反

arouses their interest in language learning 原文未提兴趣，且原文方向是"独看伴随更差语言能力"，与"激发兴趣"方向相反。

B) 偷换概念

works no better than reading picture books 把 treating a video or an app like a picture book is the best bet 错读为"二者效果一样"；原文是"把视频当绘本来读才是最佳做法"，并未说"独看视频和读绘本一样"。

C) ✓ 正确

poorer language skills correlated with earlier solo viewing of "educational" videos ↔

It hampers their development of language skills

原文 poorer skills correlated with solo viewing 等同于"独看与语言能力变差相关"，C 的 hampers 正是这一负向相关的动词化表达。

D) 无中生有

helps them acquire independent learning skills 把"独看"硬扯成"获得自主学习能"；原文不仅未提及自主学习，反而把 solo 与负向后果绑定。

55. What does the author say about preschoolers ages 2 to 5?

- A) They can understand pretty well what they see on the screen.
- B) They can learn on their own without much parental guidance.
- C) They can make use of educational videos to develop digital literacy.
- D) They can relate what they learn on the screen to real life situations.

作者关于2至5岁学龄前儿童说了什么？

- A) 他们能够很好地理解在屏幕上看到的内容。 B) 他们可以在没有太多父母指导的情况下自主学习。
- C) 他们可以利用教育视频培养数字素养。
- D) 他们能够将在屏幕上学到的内容与现实生活情境联系起来。

【答案】 D (细节题)

【判型】 题干 What does the author say about preschoolers ages 2 to 5? 指向作者对一个具体人群的具体陈述，可在某一段内得到完整答案，是细节题。

【拆句】 题干 What does the author say about preschoolers ages 2 to 5? 主干 What does the author say about X; ages 2 to 5 是 preschoolers 的同位修饰语，等价于 who are 2 to 5 years old，结构平铺直叙，无陷阱。

【定位】 For preschoolers ages 2 to 5, there's more evidence that they have the ability to transfer knowledge from screens to the real world, including early literacy and math.

对于 2 到 5 岁的学龄前儿童而言，有更多证据表明他们能够把从屏幕上学到的知识迁移到现实世界，包括早期识字与数学能力。

【选项】 A) 偷换概念

understand pretty well what they see on the screen 与原文 help children understand what they are seeing 中的"理解"措辞相近，但原文这句是 AAP 对父母的"建议"——要父母帮孩子理解，并非"孩子已经能理解"的事实结论。

B) 与原文相反

learn on their own without much parental guidance 与原文 they want care-givers to take part in screen time 直接相反——原文强调要父母参与，B 项说不需要父母指导。

C) 偷换概念

develop digital literacy 把原文 early literacy and math 中的"早期识字"偷换为"数字素养"——early literacy 指儿童的识字、阅读能力，与 digital literacy (数字素养/媒介使用能力) 不是一回事。

D) ✓ 正确

transfer knowledge from screens to the real world ↔

relate what they learn on the screen to real life situations

预判要点"屏上所学应用到现实"，D 用 relate to real life situations 准确还原 transfer to the real world，是定位句的同义替换。

12 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

But there's some observational research that infants as young as six months old are emotionally engaged by playing live peekaboo(躲猫猫) with Grandma online.

第6段，第2句

本句涵盖there be句型、同位语从句、被动语态谓语、方式状语等多种成分，同位语从句的识别是易错点（容易与定语从句混淆），被动语态的主语和方式状语的划分也有练习价值，成分种类较丰富。

For infants and toddlers(学步儿童), ages 15 months to 2 years old, there's limited evidence from a couple of very small studies that they can learn new words from educational media, if and only if parents are watching alongside them, repeating what the video says and/or drawing attention to what is on the screen.

第7段，第1句

虽然主干识别和层级归属都有一定难度，但结构典型、练点密集，特别适合做“先找主干，再拆嵌套，再看时态”的综合训练句。只要分层读懂一次，以后处理类似长句会明显更顺。

In other words, treating a video or an app like a picture book is the best bet.

第7段，第2句

结构具有较高典型性。主系表结构 + 动名词短语作主语的组合在四六级和考研阅读中频繁出现，尤其在说明观点、陈述建议的语境中常见。掌握此句式后可迁移至大量类似表达，如 "Reading books is important" 等。

The flip side of this is that many studies have actually shown poorer language skills correlated with earlier solo viewing of "educational" videos.

第8段，第1句

全句涵盖主系表结构、表语从句、复合宾语（宾语 + 宾补）、介词短语作定语和后置修饰等多种成分。表语从句中的宾语补足语（"correlated with..."）是一个常见易错点，学生容易误判为独立谓语或定语。练习此句可同时训练从句识别、宾补判定和修饰关系分析，训练价值较高。

For this reason, the new AAP guideline has changed from "avoid all screens under age 2" to "avoid solo media use in this age group."

第8段，第4句

本句展示了学术和新闻报道中常见的结构：原因状语 + 主语 + 现在完成时谓语 + 具体变化内容。"from ... to ..."表示变化的方式在四六级和考研阅读中频繁出现，掌握后可迁移到大量类似句型。结构简单但实用性强。

It confuses parents with regard to kids' education.

第51题，C

本句虽结构简单，但覆盖了主语、谓语、宾语、状语四种核心成分，适合初学者练习基本句型分析。介词短语 "with regard to" 作状语是一个值得认识的固定搭配，但整体成分种类偏基础，缺乏定语从句、宾语补足语等更丰富的成分类型，训练价值中等偏下。

It has been discarded in line with recent research.

第51题，D

简单句配合现在完成时被动语态是四六级和考研阅读中的常见句式，介词短语作状语也是高频结构，学习本句的完成时被动识别方法具有一定迁移价值，但句子整体结构过于简单，缺少从句或复杂修饰，代表性中等。

Parents should be emotionally involved in their children's upbringing.

第52题，B

"主语 + 情态动词 + be + 过去分词 + 介词短语状语" 是四六级和考研阅读中常见的表达观点或建议的句式，具有一定代表性，掌握后可迁移至类似结构，但不算最高频的核心句型。

It should not be regarded as screen time.

第53题，A

"should + be + 过去分词"的被动语态结构在四六级和考研中非常常见，"regard ... as ..."的搭配也是高频用法，学生掌握后可以迁移到大量类似句子中

It is not as harmful as playing games on laptops.

第53题，C

主系表加比较结构是常见句式，not as...as 结构在考试中高频出现，具有一定代表性，掌握后可迁移到其他比较句型。

It works no better than reading picture books.

第54题, B

"no better than" 比较结构在考试中高频出现, 且常伴随省略现象, 本句结构简洁但包含典型考点, 学生掌握后可迁移到类似 "no more than, no less than" 等结构的分析, 代表性强。

It helps them acquire independent learning skills.

第54题, D

"help sb (to) do sth" 是四六级和考研阅读写作中高频出现的结构, 本句完整体现了该结构且宾补部分长度适中, 具有较强的代表性和迁移价值, 掌握后可直接套用于大量类似句式。

HIGH-FREQUENCY • 真题高频词

本篇出现的 71 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。

educational

B1

adj. 教育的

本篇4次 · 真题 44 句

guideline

B2

n. 指导方针

本篇4次 · 真题 40 句

learning

A1

n. 学习

本篇3次 · 真题 128 句

medium

B1

adj. 中等的

本篇3次 · 真题 98 句

evidence

B1

n. 证据

本篇3次 · 真题 87 句

media

B1

n. 大众传播媒介 (报刊、电视、广播、互联...

本篇3次 · 真题 58 句

infant

B2

n. 婴儿

本篇3次 · 真题 31 句

actually

A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇2次 · 真题 182 句

interaction

B2

n. 相互作用

本篇2次·真题 53 句

laptop

A2

n. 笔记本电脑

本篇2次·真题 15 句

literacy

B2

n. 读写能力

本篇2次·真题 14 句

emotionally

B2

adv. 在情感上

本篇2次·真题 13 句

chat

A2

v. 聊天, 闲谈

本篇2次·真题 12 句

researcher

B2

n. 研究人员

本篇1次·真题 363 句

author

A2

n. 作者

本篇1次·真题 264 句

benefit

B1

n. 好处

本篇1次·真题 244 句

better

A1

adj. 更好的 (good 的比较级)

本篇1次·真题 205 句

focus

B1

n. 重点

本篇1次·真题 200 句

issue

B1

n. 问题

本篇1次·真题 158 句

positive

B1

adj. 积极的

本篇1次·真题 144 句

online

A2

adj. 在线的

本篇1次·真题 139 句

view

A2

n. 观点, 看法

本篇1次·真题 134 句

growth

B1

n. 增长

本篇1次·真题 104 句

least

A2

det. 最少的

本篇1次·真题 98 句

case A2

n. 情况

本篇1次·真题 97 句

according B1

prep. 根据

本篇1次·真题 96 句

potential B2

adj. 潜在的

本篇1次·真题 92 句

digital B1

adj. 数字的

本篇1次·真题 72 句

reflect B1

v. 反映, 显示

本篇1次·真题 71 句

engage B2

v. 参与;从事

本篇1次·真题 68 句

shift B1

v. 移动

本篇1次·真题 65 句

apply A2

v. 申请

本篇1次·真题 63 句

advocate B2

v. 拥护

本篇1次·真题 55 句

limit B1

n. 限度

本篇1次·真题 51 句

recommend B1

v. 推荐

本篇1次·真题 47 句

indicate B2

v. 表明

本篇1次·真题 46 句

smartphone B1

n. 智能手机

本篇1次·真题 44 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本篇1次·真题 42 句

app B1

n. 应用程序

本篇1次·真题 36 句

adolescent B2

n. 青少年

本篇1次·真题 35 句

carefully A2

adv. 仔细地

本篇1次·真题 32 句

clearly A2

adv. 清楚地, 明白地

本篇1次·真题 32 句

harmful B1

adj. 有害的

本篇1次·真题 32 句

acquire B2

v. 获得

本篇1次·真题 31 句

expose B2

v. 使暴露

本篇1次·真题 30 句

delay B1

n. 延迟

本篇1次·真题 27 句

relative B1

n. 亲戚, 亲属

本篇1次·真题 26 句

recommendation B2

n. 推荐

本篇1次·真题 25 句

relate B1

v. 使有联系, 把...联系起来

本篇1次·真题 23 句

select B1

v. 选择, 挑选

本篇1次·真题 23 句

earlier A2

adv. 较早地

本篇1次·真题 22 句

exposure B2

n. 暴露

本篇1次·真题 21 句

involved B1

adj. 参与的

本篇1次·真题 20 句

virtual B2

adj. 虚拟的 (计算机生成的)

本篇1次·真题 19 句

correlate C1

v. 相关联

本篇1次·真题 18 句

arouse C1

v. 激起, 引起 (情感、反应)

本篇1次·真题 17 句

transfer B1

v. 转移

本篇1次·真题 17 句

update B1

v. 更新

本篇1次·真题 16 句

academy B2

n. 学院

本篇1次·真题 15 句

cite B2

v. 引用, 引证

本篇1次·真题 15 句

substitute B2

n. 替代品

本篇1次·真题 14 句

accompany B2

v. 陪同; 陪伴

本篇1次·真题 11 句

guidance B2

n. 指导

本篇1次·真题 11 句

outweigh C1

v. (重要性、价值等) 超过, 胜过

本篇1次·真题 11 句

resistance B2

n. 抵抗

本篇1次·真题 11 句

verbal B2

adj. 口头的

本篇1次·真题 10 句

alongside B1

prep. 在...旁边

本篇1次·真题 9 句

exception B2

n. 例外

本篇1次·真题 9 句

flip B1

v. 快速翻转

本篇1次·真题 9 句

parental B2

adj. 父母的

本篇1次·真题 8 句

revise B2

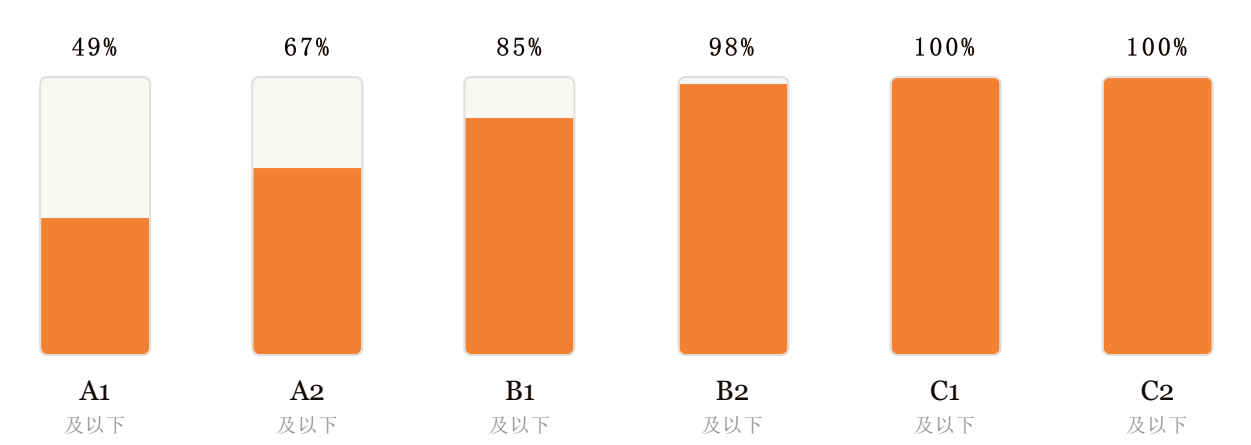
v. 修改, 修订 (文本、计划等)

本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

全文 **229** 词按 **CEFR** 难度累积覆盖

全文去重后共 **229** 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 2%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全文去重词 229 个·末柱为 100%

去重总词数

229

B2 以上难词

2%

B1 及以下覆盖

85%

英语六级 2022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 →

2022年12月·第2套英语六级汉译英（段落翻译）·黄土高原的概况与历史介绍 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2022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(2022-12) • 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**.

黄土高原(the Loess Plateau)是中国第三大高原，面积约60万平方公里，平均海拔 1000-2000米，绝大部分覆盖着50-80米厚的黄土，是世界上黄土分布最集中、覆盖厚度最大的区域。这是大自然创造的一个奇迹，在世界上也是绝无仅有的。黄土高原是中华民族的发祥地之一。早在5500年前，人们就已经在黄土高原上开始农耕。随着农耕业的持续发展，黄土高原人口不断增加，在秦汉时期就成为中国的政治和经济中心。如今，随着西部大开发战略的实施，黄土高原地区的经济得到了迅速发展。

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。

The Loess Plateau, China's third largest plateau, has an area of about 600,000 square kilometers and an average altitude of 1,000 to 2,000 meters, with most of it covered by loess 50 to 80 meters thick; it is the region with the most concentrated distribution and the greatest thickness of loess in the world. It is a miracle created by nature and is unique in the world. The Loess Plateau is one of the birthplaces of the Chinese nation. As early as 5,500 years ago, people had already begun farming on the Loess Plateau. With the continuous development of farming, its population kept growing, and during the Qin and Han dynasties it became the political and economic center of China. Today, with the implementation of the Western Development Strategy, the economy of the Loess Plateau region has developed rapidly.

【衔接】第2句用 It 承接第1句避免重复

第1句末尾刚说完 the Loess Plateau, 第2句 这是大自然创造的一个奇迹 的「这」就回指它, 英文用 It is a miracle... 承接, 绝不要再重复 The Loess Plateau is a miracle, 用代词承接让两句自然衔接、又避免名词堆叠。

第4、5句之间补时间承接显历史推进

第4句讲 早在5500年前 开始农耕, 第5句 随着农耕业的持续发展 讲后续, 两句是时间上的先后递进。第5句用 With the continuous development of farming 开头本身就承接了上句的「农耕」, 逻辑链清晰, 无需另加连接词, 但要确保两句时态都用过去时、读起来是一条连续的历史线。

第6句用 Today 与前文历史段拉开时间层次

第5句讲秦汉时期(历史), 第6句 如今 跳到当代, 用 Today 开头与前面的 As early as 5,500 years ago、during the Qin and Han dynasties 形成「古—今」时间对照, 让全篇从历史自然过渡到现状, 时间脉络一目了然。

逐句解析

一整段连排中文、无段落标记无题号——把它切成一句句翻译单元本身就是解题动作, 句前 N. 为逐句解析自切的句序号(非考卷题号), 与卷面中文逐字对应。

【主旨】黄土高原的概况与历史介绍

全篇是对中国黄土高原的客观介绍: 先讲它的地理体量与世界地位, 再讲它作为中华民族发祥地的农耕历史, 最后讲今天的经济发展。属典型的「中国地理 / 文化介绍」语体, 开篇 黄土高原(the Loess Plateau)是中国第三大高原 直接给出客观定性, 用词应平实、书面、客观, 不带情感色彩。

【时态】一般现在时

全篇主体在客观介绍黄土高原「是什么、有多大、地位如何」这类至今成立的事实, 如 是世界上黄土分布最集中、覆盖厚度最大的区域, 这类客观陈述用一般现在时。但要注意: 讲到 早在5500年前, 人们就已经在黄土高原上开始农耕 这类历史叙述时须切到一般过去时 / 过去完成时, 这是本篇时态会「现在与过去交替」的关键, 不能全篇一刀切。

【译法】黄土高原

原文已在 黄土高原(the Loess Plateau) 处给出官方英译 the Loess Plateau, 全篇统一用 the Loess Plateau, 首字母大写、带定冠词 the, 不要自创 Yellow Earth Plateau 之类。

黄土

绝大部分覆盖着50-80米厚的黄土 中的「黄土」即 loess (不可数), 与高原名同源; 不要译成 yellow soil / yellow earth, 地质学专名就是 loess, 全篇统一。

中华民族

黄土高原是中华民族的发祥地之一 中的「中华民族」用约定俗成译法 the Chinese nation (或 the Chinese people); 「发祥地」配 birthplace / cradle, 全篇若再现统一同一种。

秦汉时期

在秦汉时期就成为中国的政治和经济中心 中的「秦汉时期」用 the Qin and Han dynasties (朝代名音译大写、用 dynasties 复数因含秦、汉两代)。

西部大开发战略

随着西部大开发战略的实施 中的「西部大开发战略」用约定俗成译法 the Western Development Strategy (或 the Large-scale Development of Western China), 全篇统一一种。

1. 黄土高原(the Loess Plateau)是中国第三大高原, 面积约60万平方公里, 平均海拔1000-2000米, 绝大部分覆盖着50-80米厚的黄土, 是世界上黄土分布最集中、覆盖厚度最大的区域。

【主干】黄土高原是……高原／是……区域 (主语策略: 原句主语)

本句中文有明确主语 黄土高原(the Loess Plateau), 最核心的判断句是「黄土高原是中国第三大高原」与「是世界上……的区域」。主语就是 the Loess Plateau, 主干谓语用系动词 is, 宾语是 China's third largest plateau。这是一个「主语 + is + 表语」的判断主干, 先把它立稳。

【降级】中间三项数据降级为插入语

主干之外, 「面积约60万平方公里」「平均海拔1000-2000米」「绝大部分覆盖着50-80米厚的黄土」这三项是对高原的补充说明, 不要全用 and 平铺成流水句。可处理为: with an area of about 600,000 square kilometers and an average altitude of 1,000 to 2,000 meters (用 with 介词短语带出面积、海拔), 「绝大部分覆盖着……黄土」用过去分词 covered by loess 50 to 80 meters thick 作后置说明, 结尾 是世界上黄土分布最集中、覆盖厚度最大的区域 收成一个并列分句 it is the region with the most concentrated and thickest loess in the world。

【语法】时态

客观陈述地理事实, 回指全篇基调用一般现在时: is、is covered。

数字表达

「60万」即 600,000 (six hundred thousand), 不要写成 60 ten-thousand 这种中式;

「1000-2000米」写 1,000 to 2,000 meters, 区间用 to 或连字符。

单复数与冠词

「第三大高原」用序数词须加定冠词: China's third largest plateau; 「黄土」loess 不可数, 不加 s、不加 a。

最高级

「最集中、覆盖厚度最大」用最高级 the most concentrated and the thickest, 前面加 the。

【译文】 The Loess Plateau, China's third largest plateau, has an area of about 600,000 square kilometers and an average altitude of 1,000 to 2,000 meters, with most of it covered by loess 50 to 80 meters thick; it is the region with the most concentrated distribution and the greatest thickness of loess in the world.

2. 这是大自然创造的一个奇迹，在世界上也是绝无仅有的。

【主干】 这是一个奇迹（主语策略：原句主语）

中文主语是指示代词「这」，回指上一句的黄土高原，英文用 It 承接即可。主干是 It is a miracle（这是一个奇迹），大自然创造的 是修饰 miracle 的定语，在世界上也是绝无仅有的 是对这个奇迹的进一步补充说明。

【降级】 两个修饰降级为定语和补充

「大自然创造的」降级为过去分词短语 created by nature 作后置定语修饰 miracle；在世界上也是绝无仅有的 降级为一个 which 引导的非限定性定语从句 which is unique in the world，挂在主干后补充说明，避免再起一个生硬的并列句。

【语法】 时态

评价至今成立的客观判断，用一般现在时 is、is unique；定语 created by nature 是已完成动作，用过去分词表被动。

冠词

「一个奇迹」泛指，用不定冠词 a miracle。

用词

「绝无仅有」译 unique（独一无二）最贴切，比 only one 之类地道；不必逐字硬译成 there is no second one。

【译文】 It is a miracle created by nature and is unique in the world.

3. 黄土高原是中华民族的发祥地之一。

【主干】 黄土高原是发祥地之一（主语策略：原句主语）

主语 黄土高原 明确，主干是「A 是 B 之一」的判断句：The Loess Plateau is one of the birthplaces，宾语核心是 birthplaces（发祥地），中华民族的 作 of 短语修饰它。

【降级】 本句为简单判断句无需重构

本句结构简单，就是一个「主语 + is + one of the + 复数名词 + of 短语」的判断句，不含多余动词或长修饰，直接照主干译出即可，无需降级处理。

【语法】 时态

陈述至今仍成立的事实（它现在依然是发祥地之一），用一般现在时 is。

单复数

「之一」决定 birthplaces 用复数；one of the 后面必须接复数名词。

用词

「发祥地」可用 birthplaces 或 cradles，与 globalPlan 选定的一致即可；「中华民族」用 the Chinese nation。

【译文】 The Loess Plateau is one of the birthplaces of the Chinese nation.

4. 早在5500年前，人们就已经在黄土高原上开始农耕。

【主干】 人们开始农耕（主语策略：原句主语）

中文主语是泛指的人们，英文用 people 承接。主干是 people began farming（人们开始农耕），早在5500年前 是时间状语，在黄土高原上 是地点状语，都挂在主干外。

【降级】 时间地点状语前后安放

「早在5500年前」译为时间状语 as early as 5,500 years ago，可放句首；「在黄土高原上」译为地点状语 on the Loess Plateau，放谓语之后。主干 began farming 不变，两个状语分别安放，无需从句。

【语法】 时态

这是讲5500年前已发生的历史动作，必须偏离全篇现在时基调，改用一般过去时 began；「就已经开始」强调那时已经开始，也可用过去完成时 had already begun 更精确。这是本篇最关键的时态切换点。

时间表达

「早在5500年前」用 as early as 5,500 years ago，as early as 正好对应「早在」的强调语气。

用词

「农耕」用 farming 或 agriculture / to farm；began farming 或 started farming 均可。

【译文】 As early as 5,500 years ago, people had already begun farming on the Loess Plateau.

5. 随着农耕业的持续发展，黄土高原人口不断增加，在秦汉时期就成为中国的政治和经济中心。

【主干】 人口增加、(高原)成为中心（主语策略：原句主语）

本句有两个分句：前一分句主语是 黄土高原人口 (its population)，谓语「不断增加」grew；后一分句 在秦汉时期就成为中国的政治和经济中心 的主语其实回到「黄土高原」(the region / it)，谓语「成为」became。要看清这里主语发生了切换：增加的是人口，成为中心的是高原本身。

【降级】 随着用With短语、两动作分置

随着农耕业的持续发展 用 With the continuous development of farming 介词短语作伴随状语开头；「人口不断增加」与「成为中心」是两个先后动作，可用 and 连接两个过去式谓语 its population grew and it became...，或把前者降级、后者作主干。秦汉时期作时间状语 during the Qin and Han dynasties。

【语法】时态

本句讲秦汉时期的历史进程，用一般过去时：grew、became，与上一句的过去时保持一致，不可写成现在时。

主谓一致

population 作主语视为单数，谓语 grew（过去式不显数，但若用现在时须 grows）；it became 主谓相配。

名词化

「农耕业的持续发展」名词化为 the continuous development of farming，development 不可数、前加 the 特指。

用词

「政治和经济中心」译 the political and economic center of China，center 单数（一个中心，政治、经济共用），两个形容词并列修饰。

【译文】 With the continuous development of farming, its population kept growing, and during the Qin and Han dynasties it became the political and economic center of China.

6. 如今，随着西部大开发战略的实施，黄土高原地区的经济得到了迅速发展。

【主干】 经济得到迅速发展（主语策略：原句主语）

中文主语是 黄土高原地区的经济（the economy of the Loess Plateau region），谓语「得到了迅速发展」。可处理为主动 has developed rapidly，主语就是 the economy；「得到了发展」是中文常见的「得到 + 动词」结构，英文直接用动词 develop 即可，不必死扣「得到」译成 get。

【降级】 如今作时间状语、随着作伴随状语

如今 译 Today / Nowadays 放句首作时间状语；随着西部大开发战略的实施 同样用 With the implementation of the Western Development Strategy 介词短语作伴随状语；主干 the economy of the region has developed rapidly。两个状语前置，主句留核心动作。

【语法】时态

「如今……得到了迅速发展」讲的是从过去延续到现在的结果，用现在完成时 has developed 最贴切（呼应「如今」的现时结果）；也可用一般现在时 develops。注意这里时态又切回了「现在」，与第4、5句的历史过去时区分开。

主谓一致

主语 the economy 是单数，谓语 has developed 用第三人称单数 has。

名词化与冠词

「西部大开发战略的实施」名词化为 the implementation of the Western Development Strategy，implementation 前加 the 特指；战略名按 glossary 统一大写。

【译文】 Today, with the implementation of the Western Development Strategy, the economy of the Loess Plateau region has developed rapidly.

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Part IV	汉译英（段落翻译）	本题