

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

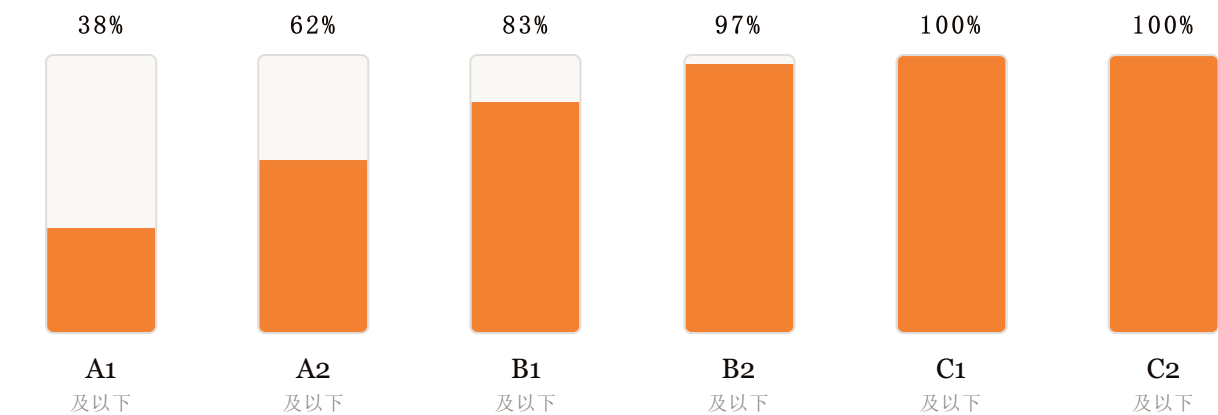
adj. 引人注目的

本篇1次 · 真题 8 句

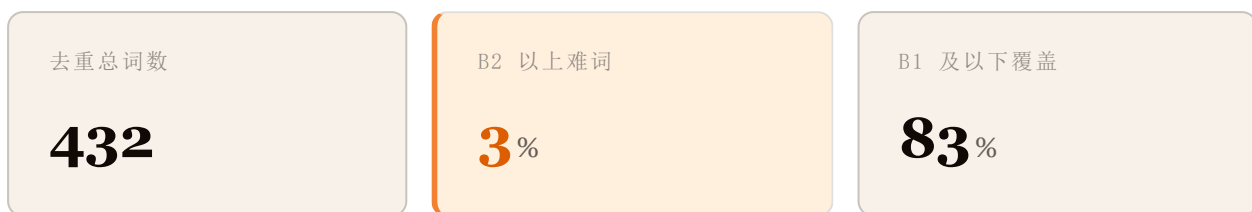
VOCABULARY · 词汇难度分布

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 →