

# 2023年6月·第1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2023年6月·第1套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 6 段原文（段首标 P1-P6 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第1套(2023-06) · 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 Phonics, which involves sounding out words syllable(音节) by syllable, is the best way to teach children to read. But in many classrooms, this can be a dirty word. So much so that some teachers have had to sneak phonics teaching materials into the classroom. Most American children are taught to read in a way that study after study has found to be wrong.

自然拼读法涉及逐个音节拼读单词,是教儿童阅读的最佳方式。但在许多课堂上,这可能是一个忌讳词。以至于一些教师不得不偷偷将自然拼读教学材料带入课堂。大多数美国儿童学习阅读的方式,已被一项又一项研究证明是错误的。

P2 The consequences of this are striking. Less than half of all American adults were proficient readers in 2017. American fourth graders rank 15th on the Progress in International Literacy Study, an international exam.

这带来的后果是惊人的。2017年,只有不到一半的美国成年人是熟练的读者。美国四年级学生在国际阅读素养进展研究这一国际考试中排名第15位。

P3 America is stuck in a debate about teaching children to read that has been going on for decades. Some advocate teaching symbol-sound relationships (the sound k can be spelled as c, k, ck, or ch), known as phonics. Others support an immersive approach (using pictures of a cat to learn the word cat), known as "whole language". Most teachers today, almost three out of four according to a survey by the Ed Week Research Centre in 2019, use a mix called "balanced literacy". This combination of methods is ineffective. "You can't sprinkle in a little phonics," says Tenette Smith, executive director of elementary

education and reading at Mississippi's education department. "It has to be systematic and explicitly taught."

美国在儿童阅读教学问题上的争论已持续数十年。一些人主张教授符号与发音的对应关系(k音可以拼写为c、k、ck或ch),即自然拼读法。另一些人支持沉浸式方法(使用猫的图片来学习cat这个词),即"全语言法"。根据Ed Week研究中心2019年的一项调查,如今大多数教师,几乎四分之三,使用一种名为"平衡识字法"的混合方法。这种方法组合是无效的。Mississippi州教育部小学教育和阅读执行主任Tenette Smith说:"你不能只是撒一点自然拼读法进去。它必须是系统的并明确教授的。"

P4 Mississippi, often behind in social policy, has set an example here. In a state once notorious for its low reading scores, the Mississippi state legislature passed new literacy standards in 2013. Since then Mississippi has seen remarkable gains. Its fourth graders have moved from 49th (out of 50 states) to 29th on the National Assessment of Educational Progress, a nationwide exam. In 2019 it was the only state to improve its scores. For the first time since measurement began, Mississippi's pupils are now average readers, a remarkable achievement in such a poor state.

在社会政策上常常落后的Mississippi州,在这方面树立了榜样。在这个一度因阅读成绩低下而臭名昭著的州,Mississippi州立法机构于2013年通过了新的阅读素养标准。自那以后,Mississippi州取得了显著进步。该州四年级学生在全国教育进展评估这一全国性考试中的排名从第49位(共50个州)上升到第29位。2019年,它是唯一提高分数的州。自测评开始以来,Mississippi州的学生首次达到平均阅读水平,这在如此贫困的州是一项了不起的成就。

P5 Mississippi's success is attributed to implementing reading methods supported by a body of research known as the science of reading. In 1997 Congress requested the National Institute of Child Health and Human Development and the Department of Education to convene a National Reading Panel to end the "reading wars" and synthesize the evidence. The panel found that phonics, along with explicit instruction in phonemic(音位的) awareness, fluency and comprehension, worked best.

Mississippi州的成功归功于实施了由一系列研究支持的阅读方法,这些研究被称为阅读科学。1997年,国会要求国家儿童健康与人类发展研究所和教育部召集全国阅读小组,以结束"阅读之争"并综合相关证据。该小组发现,自然拼读法以及对音位意识、流畅性和理解能力的明确指导效果最好。

P6 Yet over two decades on, "balanced literacy" is still being taught in classrooms. But advances in statistics and brain imaging have disproved the whole-language method. To the teacher who is a proficient reader, literacy seems like a natural process that requires educated guessing, rather than the deliberate process emphasized by phonics. Teachers can imagine that they learned to read through osmosis(潜移默化) when they were children. Without proper training, they bring this to classrooms.

然而二十多年过去了,"平衡识字法"仍在课堂上被教授。但统计学和脑成像技术的进步已证明全语言法是错误的。对于本身是熟练阅读者的教师来说,阅读似乎是一个需要有根据的猜测的自然过程,而不是自然拼读法所强调的刻意过程。教师们可能以为自己小时候是通过潜移默化学会阅读的。如果没有适当的培训,他们就会把这种观念带入课堂。

## 题目与逐题解析

51. What do we learn about phonics in many American classrooms?

- A) It is ill reputed.
- B) It is mostly misapplied.
- C) It is arbitrarily excluded.
- D) It is misrepresented.

关于自然拼读法在许多美国课堂中的情况，我们了解到什么？

A) 它声誉不佳。 B) 它大多被误用。 C) 它被武断地排除。 D) 它被曲解。

【答案】 **A** (细节题)

【判型】 What do we learn about phonics in many American classrooms? 用 What do we learn about 直接索取关于某物的客观信息，对应原文应有一句明确表态。

【拆句】 结构平铺直叙：What do we learn about phonics in many American classrooms? 是一个简单的特殊疑问句，about phonics 是 learn 的宾语补足部分，in many American classrooms 是地点状语，无陷阱。

【定位】 But in many classrooms, this can be a dirty word. So much so that some teachers have had to sneak phonics teaching materials into the classroom.

但在许多课堂里，它（拼读法）几乎成了一个令人嫌弃的词。以至于一些老师不得不偷偷把拼读法教材带进教室。

【选项】 **A) ✓ 正确**

this can be a dirty word ↔ **It is ill reputed.**

some teachers have had to sneak phonics teaching materials into the classroom ↔ **ill reputed**

预判得到 phonics 在课堂里名声不好；四个选项里只有 It is ill reputed. 把 dirty word 的核心语义“被嫌弃/名声差”直接压缩出来，与预判同义。

**B) 无中生有**

It is mostly misapplied. 指 phonics 被错误地使用，但定位句只说它名声差、被偷偷带进教室，并未说它被“误用”。

**C) 过度推断**

It is arbitrarily excluded. 指被武断地排除在课堂之外，但 Most teachers today, almost three out of four ... use a mix called "balanced literacy" 表明 phonics 至少被以混合形式部分使用，并未被武断排除；且 Q51 问的是 in many classrooms 的状况，不是普遍排除。

**D) 无中生有**

It is misrepresented. 指被歪曲/错误地呈现，但定位句谈论的是它在课堂氛围中受冷遇，并不涉及“歪曲”。

52. What has America been witnessing for decades?

- A) An obsession with innovating teaching methodologies of reading.
- B) An enduring debate over the approach to teaching children to read.
- C) An increasing concern with many children's inadequacy in literacy.
- D) An ever-forceful advocacy of a combined method for teaching reading.

几十年来美国一直在目睹什么？

- A) 对创新阅读教学方法的痴迷。    B) 关于儿童阅读教学方法的持久争论。  
C) 对许多儿童读写能力不足的日益关注。    D) 对综合阅读教学法的日益强有力的倡导。

**【答案】 B** (细节题)

**【判型】** What has America been witnessing for decades? 索取一个客观的、贯穿数十年的事实，应在原文找到对应陈述。

**【拆句】** What has America been witnessing for decades? 主干 America has been witnessing what, for decades 是持续性时间状语，与现在完成进行时呼应。

**【定位】** America is stuck in a debate about teaching children to read that has been going on for decades.

美国陷入了一场关于如何教孩子阅读的争论，这场争论已经持续了几十年。

**【选项】 A) 偷换概念**

An obsession with innovating teaching methodologies of reading. 把核心从 "争论" 偷换成 "对创新阅读教学法的痴迷"，原文谈的是两派持续对立而非痴迷创新。

**B) ✓ 正确**

a debate about teaching children to read ↔

**An enduring debate over the approach to teaching children to read.**

has been going on for decades ↔ **enduring**

B 项把定位句里 "持续数十年" + "关于教孩子阅读的争论" 两个核心元素分别压缩为 enduring + debate over the approach to teaching children to read，与预判精准对应。

**C) 偷换概念**

An increasing concern with many children's inadequacy in literacy. 把对象换成 "对许多孩子识字不足的担忧"，原文 P2 提到识字率低只是后果数据，并不是 "美国数十年来一直在见证" 的主体。

**D) 与原文相反**

An ever-forceful advocacy of a combined method for teaching reading. 说 "对组合法越来越有力的倡导"，但原文明确通过 Tenette Smith 说 This combination of methods is ineffective，与选项方向相反。

53. Why does Tenette Smith think a combination of teaching methods is ineffective?

- A) Elementary schoolchildren will be frustrated when taught with several methods combined.
- B) Phonics has to be systematically applied and clearly taught to achieve the desired effect.
- C) Sprinkling in a little phonics deters the progress of even adequately motivated children.
- D) Balanced literacy fails to sustain children's interest in developing a good reading habit.

为什么 Tenette Smith 认为综合教学法无效？

- A) 小学生在接受多种方法结合的教学时会感到沮丧。
- B) 自然拼读法必须系统地应用并清晰地教授才能达到预期效果。
- C) 零星地加入一点自然拼读法会阻碍即使是有充分动力的儿童的进步。
- D) 平衡读写教学法无法维持儿童培养良好阅读习惯的兴趣。

**【答案】 B** (细节题)

**【判型】** Why does Tenette Smith think a combination of teaching methods is ineffective? 用 Why 索取原因，对应原文里这位人物所说的解释。

**【拆句】** Why does Tenette Smith think a combination of teaching methods is ineffective?  
Why 引导，think 后接 that 从句 (that 省略)，从句主语是 a combination of teaching methods，谓语 is ineffective，结构清晰。

**【定位】** "You can't sprinkle in a little phonics," says Tenette Smith, executive director of elementary education and reading at Mississippi's education department. "It has to be systematic and explicitly taught."

"你不能只是零星地撒点拼读法进去"，密西西比州教育部基础教育与阅读执行主任 Tenette Smith 说，"它必须被系统、明确地教授。"

【选项】 A) 无中生有

Elementary schoolchildren will be frustrated when taught with several methods combined. 把 ineffective 的原因换成 "孩子受挫", 原文未提及任何 frustration。

B) ✓ 正确

It has to be systematic and explicitly taught. ↔

**Phonics has to be systematically applied and clearly taught to achieve the desired effect.**

You can't sprinkle in a little phonics ↔ **Phonics has to be systematically applied**

选项 Phonics has to be systematically applied and clearly taught to achieve the desired effect. 把 Tenette Smith 引号里的两条要求 systematic + explicitly taught 完整保留, 与预判一致。

C) 过度推断

Sprinkling in a little phonics deters the progress of even adequately motivated children. 把原文的 "不能零星撒拼读法" 错误延伸为 "零星撒拼读法会阻碍连足够有动力的孩子的进步", 文中并未谈到 "motivated children" 或被 "deter" 这一具体后果。

D) 偷换概念

Balanced literacy fails to sustain children's interest in developing a good reading habit. 把无效的原因换成 "无法维持孩子对培养良好阅读习惯的兴趣", 原文 Tenette Smith 完全没谈兴趣/习惯。

54. What does the author say Mississippi's success is attributed to?

- A) Convening a National Reading Panel to synthesize research evidence.
- B) Placing sufficient emphasis upon both fluency and comprehension.
- C) Adopting scientifically grounded approaches to teaching reading.
- D) Obtaining support from Congress to upgrade teaching methods.

作者说 Mississippi 州的成功归因于什么?

- A) 召集全国阅读委员会来综合研究证据。 B) 对流畅性和理解力都给予充分重视。
- C) 采用有科学依据的阅读教学方法。 D) 获得国会支持以升级教学方法。

【答案】 C (细节题)

【判型】 What does the author say Mississippi's success is attributed to? 直接索取一个归因事实, 是细节题。

【拆句】 What does the author say Mississippi's success is attributed to? 嵌套结构: What 是 attributed to 的宾语前置; the author say 是插入的引述层; 核心是 Mississippi's success is attributed to what.

【定位】 Mississippi's success is attributed to implementing reading methods supported by a body of research known as the science of reading.

密西西比州的成功要归因于实施了由一整套被称为 "阅读科学" 的研究所支持的阅读教学法。

【选项】 A) 张冠李戴

Convening a National Reading Panel to synthesize research evidence. 把 1997 年国会召集小组这一历史背景错当成密西西比成功的直接归因，但原文归因句的对象是 implementing reading methods，不是 convening a panel。

B) 以偏概全

Placing sufficient emphasis upon both fluency and comprehension. 取的是 panel 结论 phonics, along with explicit instruction in phonemic awareness, fluency and comprehension 中的两个并列项，但归因对象是整体阅读科学，不是 fluency + comprehension 这两点。

C) ✓ 正确

reading methods supported by a body of research known as the science of reading ↔

**Adopting scientifically grounded approaches to teaching reading.**

implementing reading methods ↔ **Adopting ... approaches to teaching reading**

选项 C 把 "实施" "由研究支持的" "阅读教学法" 三要素分别压缩为 Adopting、scientifically grounded、approaches to teaching reading，与预判精确对应。

D) 无中生有

Obtaining support from Congress to upgrade teaching methods. 误把 1997 年国会的角色解读为对密西西比的支持，但原文国会只是请专家组综述证据，并未对密西西比直接 upgrade 教学法。

55. What have advances in statistics and brain imaging proved ineffective?

- A) The teaching of symbol-sound relationships.
- B) Explicit instruction in phonemic awareness.
- C) Efforts to end the reading wars.
- D) The immersive approach.

统计学和脑成像技术的进步证明了什么是无效的？

- A) 符号与音的对应关系的教学。
- B) 音位意识的明确指导。
- C) 结束阅读之争的努力。
- D) 沉浸式教学法。

【答案】 D (细节题)

【判型】 What have advances in statistics and brain imaging proved ineffective? 索取一个具体被证伪的对象，是细节题。

【拆句】 What have advances in statistics and brain imaging proved ineffective? 主干 advances have proved what ineffective, What 同时充当 proved 的宾语，ineffective 是宾语补足语；此处 prove 接复合宾语，意为 证明某物是无效的。

【定位】 But advances in statistics and brain imaging have disproved the whole-language method. 但统计学和脑成像方面的进展已经证伪了整体语言法。

【选项】 A) 与原文相反

The teaching of symbol-sound relationships. 取自 Some advocate teaching symbol-sound relationships ... known as phonics, 但被证伪的对象是 whole-language, 而 phonics 在文中被反复认定为 the best way to teach children to read。

B) 与原文相反

Explicit instruction in phonemic awareness. 取自 phonics, along with explicit instruction in phonemic awareness, fluency and comprehension, worked best, 是 panel 推荐有效的做法, 并非被证伪的对象。

C) 答非所问

Efforts to end the reading wars. 来自 end the "reading wars", 但原文并未说这种努力被证伪; 被证伪的是具体的 whole-language method。

D) ✓ 正确

the whole-language method ↔ **The immersive approach.**

disproved ↔ **proved ineffective**

本题难度在于: 题干用 proved ineffective、原文用 disproved、选项用 The immersive approach. 而非 the whole-language method——只有读出 P3 里 immersive approach = whole language 的等值, 才能锁定 D。

SENTENCE INSIGHTS • 句子精讲

## 9 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。

So much so that some teachers have had to sneak phonics teaching materials into the classroom.

第1段, 第3句

本句涵盖主语、谓语、宾语、地点状语、程度状语五种成分, 成分种类较为丰富; 谓语 "have had to sneak" 的现在完成时加情态含义结构值得练习; "So much so that" 作为固定短语充当程度状语是一个值得注意的用法; "phonics teaching materials" 中 "teaching" 作定语也是常见易错点。

Most teachers today, almost three out of four according to a survey by the Ed Week Research Centre in 2019, use a mix called "balanced literacy".

第3段，第4句

简单句中插入较长插入语的结构在四六级和考研阅读中较为常见，用于提供补充数据或说明。后置定语"called..."的用法也是典型的修饰手法。掌握本句结构后可迁移到其他含插入语或后置定语的句子，但由于没有从句，句式复杂度不高，代表性中等偏上。

In a state once notorious for its low reading scores, the Mississippi state legislature passed new literacy standards in 2013.

第4段，第2句

本句包含主语、谓语、宾语、地点状语、时间状语五种成分，成分种类较丰富。地点状语中的后置定语结构（"a state once notorious for its low reading scores"）是练习定语识别的好素材，且状语位于句首容易与主语混淆，有一定训练价值。

Mississippi's success is attributed to implementing reading methods supported by a body of research known as the science of reading.

第5段，第1句

被动语态 + 介词短语作状语 + 过去分词短语作后置定语，是四六级和考研阅读中极为常见的句式。尤其是 "be attributed to" 这一固定搭配和多层定语嵌套，在学术类文本中频繁出现，结构具有高度典型性。

Yet over two decades on, "balanced literacy" is still being taught in classrooms.

第6段，第1句

本句成分种类较为丰富，覆盖主语、谓语、时间状语、地点状语和副词，适合练习基本成分划分。时间状语 "Yet over two decades on" 结构略复杂，副词 "still" 插在谓语中间，可训练学生识别修饰成分的能力。但缺少宾语、定语等其他常见成分，训练覆盖面有限。

To the teacher who is a proficient reader, literacy seems like a natural process that requires educated guessing, rather than the deliberate process emphasized by phonics.

第6段，第3句

本句结构在四六级和考研阅读中非常典型：主句前置状语 + 主语 + 系动词 + 表语（含定语从句修饰）+ 对比结构，以及限制性定语从句修饰名词。这种 主句 + 多个定语从句 + 状语修饰 的组合是学术和考试文本的常见句式，掌握后可以迁移到大量同类长句的分析中，代表性很强。

### What has America been witnessing for decades?

第52题 题干

谓语使用现在完成进行时 has been witnessing，该时态由三个助动词叠加而成，对基础较弱的学生来说需要同时理解 "完成体" 和 "进行体" 两层语法概念的结合，且要区分它与现在完成时、现在进行时的不同作用。虽然是主动语态、陈述语气，但时态本身有一定门槛。

### Elementary schoolchildren will be frustrated when taught with several methods combined.

第53题，A

覆盖成分包括：主语、谓语（将来时被动）、时间状语从句、从句内的省略谓语、方式状语（with 复合结构）。包含两个值得练习的点：一是识别状语从句的省略结构并补全主语和be动词；二是理解 with 复合结构在从句中的作用。成分种类适中但包含典型易错点，训练价值较高。

### Balanced literacy fails to sustain children's interest in developing a good reading habit.

第53题，D

主谓宾结构配不定式作宾语是常见句式，在四六级和考研阅读中经常出现。但本句没有从句、没有复杂修饰、没有特殊语序，作为典型真题句式的代表性中等，学了可以迁移到类似结构，但覆盖面不算很广。

HIGH-FREQUENCY • 真题高频词

## 本篇出现的 68 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。

#### reading A1

n. 阅读

本篇10次 · 真题 43 句

#### phonics C1

n. 自然拼读法

本篇9次 · 真题 9 句

**literacy** B2

n. 读写能力

本篇7次·真题14句

**teaching** A2

n. 教学工作; 教书

本篇5次·真题27句

**decade** B1

n. 十年

本篇3次·真题120句

**support** A2

v. 支持

本篇3次·真题103句

**approach** B1

v. 靠近, 接近 (在空间或时间上)

本篇3次·真题59句

**reader** A2

n. 读者

本篇3次·真题30句

**balanced** B1

adj. 平衡的

本篇3次·真题12句

**ineffective** B2

adj. 无效的

本篇3次·真题8句

**relationship** B1

n. 关系

本篇2次·真题168句

**process** B1

n. 过程

本篇2次·真题126句

**evidence** B1

n. 证据

本篇2次·真题87句

**debate** B2

n. 辩论

本篇2次·真题52句

**advance** B1

v. 前进

本篇2次·真题48句

**department** A2

n. 部门

本篇2次·真题41句

**awareness** B2

n. 意识

本篇2次·真题33句

**combine** B1

v. (使) 结合、组合

本篇2次·真题33句

**attribute** B2

n. 属性

本篇2次·真题 23 句

**combination** B1

n. 结合

本篇2次·真题 17 句

**congress** B2

n. 国会

本篇2次·真题 17 句

**remarkable** B2

adj. 非凡的

本篇2次·真题 14 句

**comprehension** B2

n. 理解力

本篇2次·真题 12 句

**statistics** B2

n. 统计数字

本篇2次·真题 9 句

**less** A1

det. 较少的

本篇1次·真题 273 句

**author** A2

n. 作者

本篇1次·真题 264 句

**effect** A2

n. 影响

本篇1次·真题 191 句

**accord** C1

n. (国家、团体间的) 协议

本篇1次·真题 167 句

**average** A2

adj. 平均的

本篇1次·真题 112 句

**policy** B1

n. 政策

本篇1次·真题 103 句

**gain** B1

v. 获得;赢得

本篇1次·真题 96 句

**concern** B1

v. 涉及

本篇1次·真题 88 句

**involve** B1

v. 包含

本篇1次·真题 82 句

**consequence** B2

n. 结果

本篇1次·真题 66 句

**material** B1

n. 材料

本篇1次·真题 66 句

**wrong** A2

adj. 错误的

本篇1次·真题 66 句

**apply** A2

v. 申请

本篇1次·真题 63 句

**mostly** B1

adv. 主要地

本篇1次·真题 59 句

**advocate** B2

v. 拥护

本篇1次·真题 55 句

**adopt** B1

v. 采纳

本篇1次·真题 46 句

**achievement** B1

n. 成就

本篇1次·真题 44 句

**educational** B1

adj. 教育的

本篇1次·真题 44 句

**institute** B2

n. 学院

本篇1次·真题 35 句

**centre** A2

n. 中心;中央

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

**executive** B2

n. 主管;经理;管理人员

本篇1次·真题 32 句

**sufficient** B2

adj. 足够的

本篇1次·真题 30 句

**obtain** B2

v. 获得

本篇1次·真题 29 句

**implement** B2

v. 实施

本篇1次·真题 28 句

**increasing** B1

adj. 越来越多的

本篇1次·真题 26 句

**emphasize** B2

v. 强调

本篇1次·真题 21 句

**mix** A2

v. 混合

本篇1次·真题 21 句

**rank** B2

n. 等级

本篇1次·真题 19 句

**witness** B2

n. 目击者

本篇1次·真题 19 句

**emphasis** B2

n. 强调

本篇1次·真题 18 句

**exclude** B2

v. 排除

本篇1次·真题 15 句

**assessment** B2

n. 评估

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

**request** B1

n. 请求

本篇1次·真题 13 句

**innovate** C1

v. 创新

本篇1次·真题 11 句

**motivated** B1

adj. 有积极性的

本篇1次·真题 11 句

**systematic** C1

adj. 系统的

本篇1次·真题 11 句

**obsession** C1

n. 痴迷

本篇1次·真题 10 句

**desired** B1

adj. 期望的

本篇1次·真题 9 句

**measurement** B1

n. 测量

本篇1次·真题 8 句

**nationwide**

B2

adj. 全国性的

本篇1次 · 真题 8 句

**striking**

B2

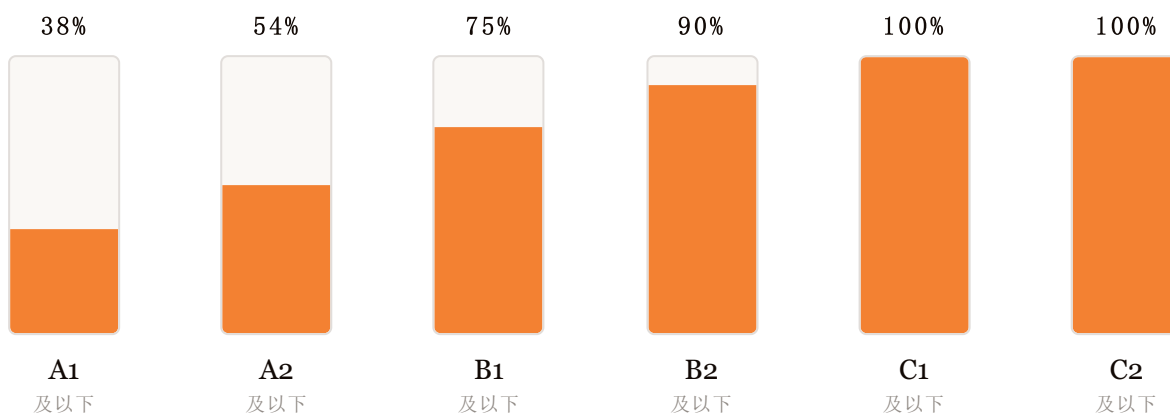
adj. 引人注目的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

## 全文 222 词按 CEFR 难度累积覆盖

全文去重后共 **222** 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 23 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 222 个 · 末柱为 100%

去重总词数

**222**

B2 以上难词

**10%**

B1 及以下覆盖

**75%**

英语六级 2023年6月·第1套 · 全卷构成

|                               |            |                        |
|-------------------------------|------------|------------------------|
| Part I                        | 写作         | <a href="#">题目解析 →</a> |
| Part II                       | 听力         | <a href="#">题目解析 →</a> |
| Part III Section A            | 完形填空（选词填空） | <a href="#">题目解析 →</a> |
| Part III Section B            | 长篇阅读（信息匹配） | <a href="#">题目解析 →</a> |
| Part III Section C (1)        | 阅读理解（四选一）  | <a href="#">题目解析 →</a> |
| <b>Part III Section C (2)</b> | 阅读理解（四选一）  | <a href="#">本题</a>     |
| Part IV                       | 汉译英（段落翻译）  | <a href="#">题目解析 →</a> |