

六级·真题卷第3套·2023年6月

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay that begins with the sentence *"It is widely accepted that an important goal of education is to help students learn how to learn."* You can make comments, cite examples or use your personal experiences 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

本部分与 2023年6月第1套 共用, 点此查看

Section B

本部分与 2023年6月第1套 共用, 点此查看

Section C

本部分与 2023年6月第1套 共用, 点此查看

Part III Reading Comprehension (40 minutes)

Section A

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

You might not know yourself as well as you think. According to a new study, people are 26 accurate judges of only some of their behaviors. While most previous studies on how well people know themselves have been done on long-term personality traits, this new study 27 how well people understand how they are acting from one moment to the next. Researchers asked participants to wear audio recorders that automatically 28 every 9.5 minutes between 7 a.m. and 2 a.m. to record 30 seconds of audio. These participants were then emailed surveys four times a day asking them to 29 how outgoing, agreeable, or conscientious they were during a particular hour of the day. The study used data from 248 participants, all of whom answered questions about their behavior for two 30 weeks and wore the audio device for one of those weeks.

Six laboratory assistants rated each participant's audio clips to see how their observations compared with people's 31 of themselves. The six assistants were generally in agreement with one another about how the people they were observing acted. Further, participants' ratings of their own behaviors agreed with observers' for how outgoing and how conscientious they were being. But the agreement between participants and outside observers was much smaller for agreeableness. Some of this 32 could be because the observers used only audio clips, and thus could not read 33 like body language, but there are 34 other explanations, as people should be able to hear when a participant is being kind versus being rude. The weak agreement between

how participants thought they were acting and what observers heard could be because people would rather 35 rude behavior.

- | | |
|----------------|---------------|
| A) activated | I) probes |
| B) articulates | J) random |
| C) assessment | K) recall |
| D) consecutive | L) relatively |
| E) cues | M) saturated |
| F) deny | N) symptoms |
| G) discrepancy | O) terminate |
| H) probably | |

Section B

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

Why we need tiny colleges

- A) We're experiencing the rebirth of smallness. Farmers markets, tiny homes, and brew pubs all exemplify our love of smallness. So do charter schools, coffee shops, and local bookstores. Small is often (but not always) more affordable, healthier, and sustainable, but its finest characteristic, the one that turns charm into love, is that going small allows us to be more fully who we are.
- B) In higher education the trend is mostly in the opposite direction: Universities with 20,000 or 30,000 students are considered "mid-sized". The nation's largest university, Arizona State University, has 80,000 students on campus and aims to enroll another 100,000 students online. At the other end of the spectrum is a handful of colleges that have fewer than a hundred students on campus and no online courses: colleges such as Sterling College, Thomas More College of Liberal Arts, and Deep Springs College. These colleges are so small that they can only be called "tiny."
- C) Tiny colleges focus not just on a young person's intellect, but on the young person as a whole. Equally important, tiny colleges ask, "How can education contribute to human flourishing and the well-being of the world?" And they shape a college experience to address that question. They replace concerns about institutional growth with attention to the growth of students as fully developed participants in their communities.
- D) I've had the privilege of teaching at three different institutions of higher learning during my career—a small liberal arts college and two mid-sized public universities. I've also been profoundly disappointed in each of these institutions, and in many of my colleagues, especially when it comes to helping students and preparing them for the many responsibilities of adulthood. Administrators focus on the business of running a university, and most faculty focus on their scholarship and teaching their discipline. Little deliberate attention is given to how students mature as individuals and social beings.
- E) Having just retired from teaching at a public university, I'm now returning to my hometown of Flagstaff, Arizona, to establish a tiny college—Flagstaff College. I'm convinced there's a need for another type of

education, one devoted to helping students come into their own and into this beautiful and troubled world. Young people need an education that will provide them with meaning, hope, courage, and passion, as well as information and skills. Large institutions, I believe, are particularly ill-suited to this type of education.

- F) There's no "best of" list when it comes to tiny colleges, at least not yet. But around the country people are creating new colleges that provide an alternative to small liberal arts colleges, large public universities, and online education.
- G) With only 26 students, Deep Springs is the smallest college in the country and, quite likely, the most atypical(非典型的). Located on a working cattle ranch on the California-Nevada border, Deep Springs is a private, residential, two-year college for men, committed to educating students for "a life of service to humanity." Founded by the electricity tycoon(大亨) L.L. Nunn in 1917, Deep Springs "curriculum" revolves around academics, labor, and self-governance. In addition to their courses, students are charged with running the 155-acre ranch and overseeing the functioning of the college. Students chair both the admissions and the curriculum committees.
- H) "Living in close community with one's teachers and fellow students, and being forced to take on adult responsibilities, makes for one's growth as a person," says William Hunt, who graduated last year. "To exist for very long in a community like that, you have to get over the question of whether you're sufficiently talented or principled and get started worrying about how you can stretch yourself and your peers, how much you can manage to learn with them."
- I) Sterling College, in Craftsbury Common, Vermont, is also very small—fewer than 100 students. Unlike Deep Springs, Sterling focuses its curriculum on environmental and social justice issues, but like Deep Springs it places a high value on personal responsibility and manual labor. According to its catalog, a college education at Sterling combines "rigorous academics, roll-up-your-sleeves challenges, and good old hard work."
- J) The average tuition at a small liberal-arts college is \$30,000 to \$40,000 a year, not including the cost of living on campus, as compared to \$8,000 to \$10,000 a year for tuition alone at a public university. Of the tiny colleges, only Deep Springs doesn't charge tuition or room and board; students pay only for books and the cost of traveling to and from college. If tiny schools are to become a player on the higher education scene, they will need to find a way to be truly affordable.
- K) Doing so may not be that difficult so long as they do not pattern themselves too closely on existing norms. We've come to believe that a good college should have many academic programs and excellent facilities, posh(豪华的) dorms, an array of athletic programs, and a world-class student activity center. Imagine a good college without a climbing wall! We also have accepted the idea that college presidents, and their many vice-presidents, should be paid like their counterparts in the business world and that higher education requires an elaborate, up-to-date technology infrastructure. All of this drives up the cost of education.
- L) The "trick" to making tiny colleges affordable, if that's the right word, is simplicity. At its core, education is a human-to-human interaction. Reflecting on his own college education, President Garfield once commented that an ideal college would consist of nothing more than the legendary teacher Mark Hopkins on one end of a log and a student on the other. The economics of a tiny college, in other words, might be similar to that of a tiny house. Because it is small, a tiny house costs less to build and less to furnish, insure, and maintain. But the economic benefits of a small house don't end there. Tiny homes discourage homeowners from buying stuff that they really don't need, because there's no place to put it.

- M) I'm a late convert to the idea of tiny colleges, and I fully understand the need for many diverse types of educational institutions. Academic research and job training are important, but tiny colleges aren't suited for either. The educational needs of a complex society are themselves complex, and no single model can meet all of these needs. But I'm now convinced there's an educational need that's now going almost completely unmet: namely, the need to help young people transition into adulthood. Tiny colleges can do this better than any other type of educational institution.
- N) The ultimate justification for a tiny college is the conviction that each of us comes into our full humanity by close interaction with those who know and care for us, and that one of the basic purposes of higher education is social. Although we give lip service to the idea that a college education will make us better people, when all's said and done, we think of higher education primarily in economic terms. We've come to think of higher education as a means to make a living rather than make a life. We've also come to see higher education as a private good rather than a public one. Tiny colleges are not the answer to all of our educational requirements, but they're an answer to one of our most basic educational necessities; the need to produce thoughtful, engaged, and compassionate human beings.
36. One tiny American college situated on a cattle farm is devoted to educating students to serve mankind throughout their lives.
37. Much to the author's disappointment, the three institutions of higher learning where she taught largely ignore students' growth as social beings.
38. Tiny colleges must be made affordable in order to play a role in higher education.
39. According to a recent graduate from a tiny college, living together with faculty and fellow students is conducive to a student's growth as a person.
40. Rather than going small, most American universities are trying to go big.
41. In a certain tiny college, rigorous academic work and traditional manual labor are integrated.
42. Tiny colleges focus on educating students to become well-rounded citizens instead of seeking their own expansion.
43. The essence of education lies in the interaction between people.
44. After her retirement, the author has decided to set up a tiny college in her hometown.
45. Tiny colleges are justified as it is believed that our growth into full humanity comes through interaction with people near and dear to us.

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.

If you're someone who has turned to snacking on junk food more in the pandemic(大流行病), you're not alone. Investigative reporter Michael Moss says processed food is engineered to hook you, not unlike alcohol,

cigarettes, or other harmful substances. His 2013 book, *Salt Sugar Fat*, explored food companies' aggressive marketing of those products and their impact on our health. In his new book, *Hooked*, Moss updates the food giants' efforts to keep us eating what they serve, and how they're responding to complaints from consumers and health advocates.

Processed food is inexpensive, it's legal, and it's everywhere. Companies' advertising is cueing us to remember those products and we want those products constantly. So the food environment is one of those key things that makes food even more problematic for so many people. Memory, nostalgia(怀旧) in particular, plays a big role in the foods we crave. Soda companies discovered that if they put a soda in the hands of a child when they're at a ball game with their parents, that soda will forever be associated with that joyous moment. Later in life, when that child wants to experience a joyous moment, they're going to think of soda. Many people seek comfort in the snacks they remember from childhood.

Moss examines the way companies capitalize on our memories, cravings and brain chemistry to keep us snacking.

One of the reasons I came to think that some of these food products are even more powerful, more troublesome than drugs can be is memory. What we eat is all about memory. And we begin forming memories for food at a really early age. And we keep those memories for a lifetime. Knowing this, the food industry spends lots of time trying to shape the memories that we have for their products. One of the features of addiction that scientists studying drug addiction discovered back in the 1990s was that the faster a substance hits the brain, the more apt we are as a result to act impulsively. There's nothing faster than food in its ability to hit the brain. For Moss, this puts the notion of "fast food" in an entirely new light as this isn't limited to fast food chains-almost 90% of food products in grocery stores are processed foods. Everything in the industry is about speed, from manufacturing to packaging.

Overall, Moss outlines the industry's dependence on making their products inexpensive, super delicious, and incredibly convenient for consumers. Now that more and more people care about what they put in their bodies and are wanting to eat healthier, these companies are finding it really difficult to meet that new demand because of their own addiction to making these convenience foods.

46. In what way does Michael Moss think processed food is comparable to alcohol and cigarettes?

- A) They are all addictive.
- B) They are all necessary evils.
- C) They are all engineered to be enjoyed.
- D) They are all in increasingly great demand.

47. What does the author say plays a key role in the foods we crave?

- A) The food environment.
- B) Aggressive marketing.
- C) Convenience.
- D) Memory.

48. What do food companies do to capitalize on consumers' association with their food products?
- A) They strive to influence how consumers remember their products.
 - B) They attempt to use consumers' long-term memories to promote addiction.
 - C) They try to exploit consumers' memories for their products as early as possible.
 - D) They endeavor to find what consumers remember about their products.
49. How does the food industry operate from manufacturing to packaging, according to Moss?
- A) Placing the idea of fast food in an entirely new light.
 - B) Setting no limit to the number of fast food chains.
 - C) Focusing on how quickly the work is done.
 - D) Prioritizing the quality of their products.
50. Why are companies finding it difficult to satisfy consumers' demand for healthier food products?
- A) They think speed of production outweighs consumers' health.
 - B) They believe their industry would perish without fast foods.
 - C) They have to strike a balance between taste and nutrition.
 - D) They are hooked on manufacturing convenience foods.

Passage Two

Questions 51 to 55 are based on the following passage.

Chimpanzees(黑猩猩), human beings' closest animal relatives, share up to 98% of our genes. Yet humans and chimpanzees lead very different lives. Fewer than 300,000 wild chimpanzees live in a few forested corners of Africa today, while humans have colonized every corner of the globe. At more than 7 billion, human population dwarfs that of nearly all other mammals—despite our physical weaknesses.

What could account for our species' incredible evolutionary successes?

One obvious answer is our big brains. It could be that our raw intelligence gave us an unprecedented ability to think outside the box, innovating solutions to thorny problems as people migrated across the globe.

But a growing number of cognitive scientists and anthropologists(人类学家) are rejecting that explanation. They think that, rather than making our living as innovators, we survive and thrive precisely because we don't think for ourselves. Instead, people cope with challenging climates and ecological contexts by carefully copying others.

In a famous study, psychologists Victoria Horner and Andrew Whiten showed two groups of test subjects—children and chimpanzees—a mechanical box with a treat inside. In one condition, the box was opaque, while in the other it was transparent. The experimenters demonstrated how to open the box to retrieve the treat, but they also included the irrelevant step of tapping on the box with a stick.

Oddly, the children carefully copied all the steps to open the box, even when they could see that the stick had no practical effect. That is, they copied irrationally: Instead of doing only what was necessary to get their reward, children slavishly imitated every action they'd witnessed.

Of course, that study only included three—and four-year-olds. But additional research has shown that older children and adults are even more likely to mindlessly copy others' actions, and infants are less likely to over-imitate—that is, to precisely copy even impractical actions.

By contrast, chimpanzees in the study only over-imitated in the opaque condition. In the transparent condition—where they saw that the stick was mechanically useless—they ignored that step entirely. Other research has since supported these findings.

When it comes to copying, chimpanzees are more rational than human children or adults.

Where does the seemingly irrational human preference for over-imitation come from? Anthropologist Joseph Henrich points out that people around the world rely on technologies that are often so complex that no one can learn them rationally. Instead, people must learn them step by step, trusting in the wisdom of more experienced elders and peers.

So the next time you hear someone arguing passionately that everyone should embrace nonconformity and avoid imitating others, you might laugh a little bit. We're not chimpanzees, after all.

51. What might explain humans' having the largest population of almost all mammals?
- A) They are equipped with raw strength for solving the most challenging problems.
 - B) They cope with the outside world more effectively than their animal relatives.
 - C) They possess the most outstanding ability to think.
 - D) They know how to survive everywhere on earth.
52. What accounts for humans' evolutionary successes according to a growing number of cognitive scientists and anthropologists?
- A) They are better at innovating solutions.
 - B) They thrive through creative strategies.
 - C) They are naturally adaptive to ecological contexts.
 - D) They meet challenges by imitating others carefully.
53. What does the author think is odd about the findings of the study by Victoria Horner and Andrew Whiten?
- A) Children irrationally imitated every action of the experimenters.
 - B) Chimpanzees could tell the transparent box from the opaque one.
 - C) Chimpanzees could retrieve the treat more quickly than children did.
 - D) Children omitted the step of tapping on the box with a stick to open it.
54. What is anthropologist Joseph Henrich's explanation for the human preference for copying?
- A) It originates in the rationality of people around the world.
 - B) It stems from the way people learn complex technologies.
 - C) It results from people distrusting their own wisdom.
 - D) It derives from the desire to acquire knowledge step by step.
55. What point does the author want to emphasize when he says "We're not chimpanzees"?
- A) It is arguable whether everyone should avoid imitation.
 - B) It is characteristic of human beings to copy others.
 - C) It is desirable to trust in more knowledgeable peers.
 - D) It is naive to laugh at someone embracing nonconformity.

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**.*

近年来,中国城市加快发展,城市人居环境得到显著改善。许多城市努力探索中国特色的城市高质量发展之路,城市功能不断完善,治理水平明显提高。中国持续开展城市生态修复和功能修补,全面实施城镇老旧小区改造,大力推进城市园林绿化,消除污染 ;同时大力推进城市基础设施体系化建设,开展房屋建筑和市政设施普查以及安全隐患排查整治,努力为市民创造高品质的生活环境,让城市更美丽、更安全、更宜居。

2023年6月·第3套英语六级写作·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2023年6月·第3套 英语六级写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

真题卷第3套(2023-06) • 六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay that begins with the sentence *"It is widely accepted that an important goal of education is to help students learn how to learn."* You can make comments, cite examples or use your personal experiences to develop your essay. You should write at least 150 words but no more than 200 words.

【参考范文·169词】 写作无唯一标准答案，以下为达标示范

It is widely accepted that an important goal of education is to help students learn how to learn. In my view, teaching learners to acquire knowledge on their own matters far more than simply filling their heads with facts, because the ability to learn lasts a lifetime.

The reason is that knowledge itself keeps changing, while the skill of learning does not. Consider two students: one memorizes every formula the teacher offers, and the other masters how to find, question and apply new information. When they leave campus and face problems no textbook has covered, the first often feels lost, whereas the second keeps growing. My own experience confirms this. In college I taught myself programming through online courses; what my teachers really gave me was not the code, but the confidence and method to explore an unfamiliar field by myself.

For these reasons, education should do more than deliver content. Once students truly learn how to learn, they hold a key that opens every door throughout their lives.

【参考译文】

人们普遍认为，教育的一个重要目标是帮助学生学会如何学习。在我看来，教会学习者自主获取知识，远比单纯往他们脑子里填塞事实更重要，因为学习的能力能受用一生。

原因在于，知识本身在不断变化，而学习这项技能却不会过时。设想两个学生：一个把老师给的每条公式都背下来，另一个则掌握了如何去查找、质疑并运用新信息。当他们离开校园、面对课本从未讲过的问题时，前者常常无所适从，后者却能不断成长。我自己的经历印证了这一点。大学里我通过网络课程自学编程；老师真正给我的不是代码本身，而是独自探索一个陌生领域的信心与方法。

因此，教育应当做的远不止传递内容。一旦学生真正学会了如何学习，他们便握住了一把能在一生中打开每一扇门的钥匙。

【第1段】抄句后即表态。首行逐字照抄题给首句，落实了『照抄破题』这条硬约束；紧接的 In my view, teaching learners to acquire knowledge on their own matters far more than simply filling their heads with facts 用『表态领起』句架亮出中心立场，完成第一段「抄句 + 亮立场」的功能。

【第2段】对比与亲历砸实。The reason is that knowledge itself keeps changing 先给道理，Consider two students: one ... the other ... 用『对比举例』句架把两类学生的差距摆出，My own experience confirms this 起的自学编程段用『个人自证』句架落地——正好用上题目允许的 cite examples 与 personal experiences 两种发展方式，兑现「对比 + 自证展开」。

【第3段】因果收束加比喻。For these reasons, education should do more than deliver content 用『因果收束』回扣中心，末句 they hold a key that opens every door 用『比喻升华』把观点拔高，短促有力，完成「回扣 + 升华」的收尾功能。

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

续写议论文谈会学习

任务是就一句给定的话续写一篇议论文——文章须 begins with the sentence 那句论断，并紧扣其中 an important goal of education is to help students learn how to learn 这一核心，把「为什么教会学生如何学习很重要、如何做到」讲透，而不是泛泛去谈教育的其他功能。

读者 • 语域

面向阅卷人的正式书面语

本题没有具体收信人，是一篇纯议论大作文，无需称呼与署名；用面向阅卷人的正式书面语即可，可用第一人称表达个人观点（题目允许 use your personal experiences），但整体语域保持中性偏正式，不用口语缩写堆砌。

中心立意

会学习胜过被灌输

中心论点：教育的价值不在于把现成知识塞进学生脑袋，而在于让他们掌握自主学习的能力——因为知识会过时，学会学习的能力却能受用终身。这正是对首句 an important goal of education is to help students learn how to learn 的顺承与深化。

要展开的要点

1. 知识会变能力不变

原因论证：知识不断更新换代，而学会学习的方法不会过时；对比只会死记的学生和掌握了「找信息、质疑、应用」方法的学生，走出校园遇到课本没讲过的问题时，后者才能持续成长。

2. 自学编程的亲身经历

个人经历佐证：题目允许 use your personal experiences，用「大学里靠网课自学编程」这一具体经历说明——老师真正给我的不是代码，而是独自探索陌生领域的方法与信心，让抽象论点落地。

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 抄句 + 亮立场

第一段：逐字照抄题给首句作开头，紧接一句表明自己的态度，点出「会学习胜过被灌输」这一中心，给全文定调。

第 2 段 对比 + 自证展开

第二段：主体论证段，先讲「知识会变、能力不变」的道理并作两类学生对比，再用自学编程的个人经历佐证，把中心论点撑满。

第 3 段 回扣 + 升华

第三段：因果收束，重申教育不应止于传授内容，用一个比喻把「学会学习」拔高为受用终身的钥匙。

第 1 段 抄首句 + 点出会学习更重要

照抄 It is widely accepted that an important goal of education is to help students learn how to learn, 随后表态：教会学生自主获取知识，远比单纯往他们脑子里填事实重要，因为学习的能力能受用一生。

照抄破题 · （第一行逐字照抄题给首句，一字不加不改、不改写措辞）

表态领起 · In my view, ____ matters far more than ____, because ____.

第 2 段 两类学生对比 + 自学编程经历

先讲知识会过时而学习方法不会；再对比只会死记公式的学生与掌握『找信息、质疑、应用』方法的学生，走出校园后前者迷茫、后者持续成长；最后用大学靠网课自学编程的经历佐证——老师真正给的是独自探索陌生领域的方法与信心。

对比举例 · Consider two students: one ____, and the other _____. When ____, the first ____, whereas the second ____.

个人自证 · My own experience confirms this. In ____, I ____; what really mattered was not ____, but ____.

第 3 段 重申 + 比喻拔高

因果重申：教育应做的不只是传递内容；再升华：一旦学生真正学会如何学习，就握住了一把能在一生中打开每一扇门的钥匙。

因果收束 · For these reasons, ____ should do more than ____.

比喻升华 · Once ____, they hold a key that ____.

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

紧扣会学习不跑偏

本题最易在此丢分：题目锁定 learn how to learn，范文全程围绕「会学习 vs 被灌输」，未滑向泛谈教育的道德、就业等其他功能，切题达标。

结构连贯

三段分明衔接显化

范文首段立论、二段论证、三段收束，职责分明；用 The reason is、whereas、For these reasons 等显化逻辑，衔接达标。

语言准确

普遍现在个例过去

本题讲道理部分用一般现在时（knowledge keeps changing），叙述个人经历部分切换过去时（I taught myself），时态分工清楚，搭配如 acquire knowledge、apply new information 稳妥无误。

字数格式

卡进区间且首句无改

本题硬性区间为 at least 150 words but no more than 200 words，且须 begins with the sentence；范文落在区间内、开头逐字照抄，格式达标。

典型低分写法 • 反面示例与改法

擅自改写首句

反面示例把首句改成 It is well known that an important aim of education is teaching students to learn by themselves.（换词又改结构，已非原句）。修正：原样照抄 It is widely accepted that an important goal of education is to help students learn how to learn.

空喊重要无支撑

反面示例通篇如 Learning how to learn is very important. It is good for students. It helps a lot in our life.（三句都在重复「重要」却无一具体）。修正：补上对比与例子，如 A student who only memorizes formulas soon forgets them, while one who knows how to find and apply information keeps improving.

泛谈教育重要性

反面示例第二段写成 Education can help us find good jobs and become good citizens. (跑去谈就业与公民, 离了「如何学习」)。修正: 拉回主线, 如 What education should really cultivate is the ability to keep learning after class ends.

英语六级 2023年6月·第3套 · 全卷构成

Part I	写作	本题
Part II	听力	与2023年6月第1套共用 · 题目解析 →
Part III Section A	完形填空 (选词填空)	题目解析 →
Part III Section B	长篇阅读 (信息匹配)	题目解析 →
Part III Section C (1)	阅读理解 (四选一)	题目解析 →
Part III Section C (2)	阅读理解 (四选一)	题目解析 →
Part IV	汉译英 (段落翻译)	题目解析 →

2023年6月·第3套 英语六级完形填空（选词填空）·26-35 题答案与解析

BLANKS & ANALYSIS • 选词填空题和解析

选词填空题和解析 · 26-35 题

本页 26-35 题的正确答案词与逐空解析由懒笔记按2023年6月·第3套 英语六级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、2 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第3套(2023-06) · 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.

You might not know yourself as well as you think. According to a new study, people are 26 accurate judges of only some of their behaviors. While most previous studies on how well people know themselves have been done on long-term personality traits, this new study 27 how well people understand how they are acting from one moment to the next. Researchers asked participants to wear audio recorders that automatically 28 every 9.5 minutes between 7 a.m. and 2 a.m. to record 30 seconds of audio. These participants were then emailed surveys four times a day asking them to 29 how outgoing, agreeable, or conscientious they were during a particular hour of the day. The study used data from 248 participants, all of whom answered questions about their behavior for two 30 weeks and wore the audio device for one of those weeks.

你可能并不像自己以为的那样了解自己。根据一项新研究，人们只是对自己某些行为的相对准确的评判者。虽然大多数关于人们有多了解自己的先前研究都是针对长期人格特质进行的，但这项新研究探讨的是人们对自己每时每刻行为表现的理解程度。研究人员要求参与者佩戴录音设备，该设备在上午7点至凌晨2点之间每隔9.5分钟自动启动，记录30秒的音频。随后这些参与者每天会收到四次电子邮件调查，要求他们回忆自己在一天中某个特定小时内的外向程度、随和程度或尽责程度。该研究使用了248名参与者的数据，所有参与者都连续两周回答了关于自己行为的问题，并在其中一周佩戴了音频设备。

Six laboratory assistants rated each participant's audio clips to see how their observations compared with people's 31 of themselves. The six assistants were generally in agreement with one another about how the people they were observing acted. Further, participants' ratings of their own behaviors agreed with observers' for how outgoing and how conscientious they were being. But the agreement between participants and outside observers was much smaller for agreeableness. Some of this 32 could be because the observers used only audio clips, and thus could not read 33 like body

language, but there are 34 other explanations, as people should be able to hear when a participant is being kind versus being rude. The weak agreement between how participants thought they were acting and what observers heard could be because people would rather 35 rude behavior.

六名实验室助理对每位参与者的音频片段进行了评分,以了解他们的观察结果与人们对自己的评估相比如何。这六名助理对于他们所观察的人的行为表现总体上彼此意见一致。此外,参与者对自己行为的评分在外向程度和尽责程度方面与观察者的评分是一致的。但参与者与外部观察者之间在随和程度方面的一致性要小得多。造成这种差异的部分原因可能是观察者只使用了音频片段,因此无法解读肢体语言等线索,但可能还有其他解释,因为人们应该能够听出参与者何时表现友善何时表现粗鲁。参与者认为自己的行为表现与观察者所听到的内容之间一致性较弱,可能是因为人们宁愿否认粗鲁的行为。

- | | |
|----------------|---------------|
| A) activated | I) probes |
| B) articulates | J) random |
| C) assessment | K) recall |
| D) consecutive | L) relatively |
| E) cues | M) saturated |
| F) deny | N) symptoms |
| G) discrepancy | O) terminate |
| H) probably | |

26. According to a new study, people are (26) accurate judges of only some of their behaviors.

【答案】 **L) relatively** 副词

【词性槽】空在 are 与 accurate judges 之间, 修饰形容词 accurate

【依据】与 of only some of their behaviors 的"有限/不完全"语义共振

句尾 only some of their behaviors 已经把人对自身行为的判断范围限定为"只有部分", 作者要表达的是"对自身行为只能算是相对准确的判断者", relatively 这种程度副词正好与"only some"形成呼应——不是绝对准确、只是相对准确。

【竞争词】H) probably 情态偏"可能性", 与后文"only some"的限定语义错位

probably 表"很可能", 强调命题的真假概率; 但原句要表达的不是"人可能是准确判断者", 而是"在准确程度上是相对的、有限的"。况且 probably 留给第 34 题更贴——那里 are other explanations 需要的正是"很可能还有其他解释", 这个词更值得留给后面。

27. this new study __(27)__ how well people understand how they are acting from one moment to the next.

【答案】 **I) probes** (动词)

【词性槽】 主语 this new study 后缺谓语

【依据】 研究"深入探究"问题是惯用搭配

句意是"这项新研究深入探究人们对自己片刻行为的理解程度", 与前句 While most previous studies on how well people know themselves have been done on long-term personality traits 的对比正好——以前的研究做长期人格、这项新研究则"深入考察"短时行为。a study probes/explores how... 是学术语境的高频表达。

【竞争词】 B) articulates articulate 偏"清晰表达观点", 主语应是人或文章

articulates 的典型主语是人/作者/政策文件, 意为"清晰阐明(一种立场)"; 用在"研究"上多见于"该研究阐明了某结论", 但本句宾语是 how-从句问号式的"研究问题", 与"探究/调查"的语义更贴, 与 articulate 的"明确表达已有观点"语义错位。

【易错】 最具迷惑性的错误词是 B) —— B articulates 三单形态完全合, 靠语义才能区分。

articulates 在 this new study __ how... 的位置看似也通, 但 articulate 指"清晰表达观点", 主语应是已经形成立场的人或文件; 而本句宾语是 how-从句的研究问题, 本质是"研究在调查/探究某问题"。一句话防坑: 研究 + how 问题 = probe/explore, 研究 + that 结论 = articulate/state。

28. Researchers asked participants to wear audio recorders that automatically __(28)__ every 9.5 minutes between 7 a.m. and 2 a.m. to record 30 seconds of audio.

【答案】 **A) activated** (动词)

【词性槽】 that 引导定语从句，空作从句谓语

【依据】 录音机"被启动/启动"是描述设备机制的标准表达

录音机"每 9.5 分钟自动启动一次以录 30 秒音频"才符合实验设计。activated 在此为过去式作谓语，与全文研究描述过去时态一致（如 asked、used、were 都是过去时），且 automatically activated 是描述自动设备的常见搭配 audio recorders that automatically __(28)__ every 9.5 minutes between 7 a.m. and 2 a.m.。

【竞争词】 I) probes 时态为现在时，且语义不指设备启动

probes 是第三人称单数现在时，与复数主语 recorders 不一致；语义上指"探究/调查"，多与人或问题搭配，不与"录音机每 9.5 分钟探究"搭配。

B) articulates 单复数不匹配 + 语义指"清晰表达"

articulates 主语应是人（清晰表达），与"录音机"在主谓搭配上严重失配，单复数也与复数 recorders 不一致。

K) recall 语义指人的"回忆"，与设备主语冲突

recall 的主语通常是人，意为"回忆/想起"；机器"recall every 9.5 minutes"不成立，且 K 在 29 题有更刚需的位置（让参与者"回忆"自己当时的行为）。

O) terminate 语义反向："终止"与"启动录音"完全相反

若代入 terminate every 9.5 minutes，意为"每 9.5 分钟终止一次"，与后半句 to record 30 seconds of audio（启动后录 30 秒）形成逻辑矛盾。

29. These participants were then emailed surveys four times a day asking them to __(29)__ how outgoing, agreeable, or conscientious they were during a particular hour of the day.

【答案】 **K) recall** (动词)

【词性槽】 asking them to + 空，不定式中的动词原形

【依据】 回忆某时段自己有多外向/友善 = 实验任务

原句要求参与者评估"自己在某一小时里有多外向、友善或尽责" how outgoing, agreeable, or conscientious they were during a particular hour of the day，这是典型的"回忆性自评"任务，recall 表"回想起"与"a particular hour of the day（白天某一小时）"的过去时间状语精准匹配。

【竞争词】 F) deny 语义反向："否认"自己有多外向不成立

ask them to deny how outgoing they were 意为"让他们否认自己当时有多外向"，逻辑荒谬；且 F 在 35 题处有更贴切的位置（参与者"否认"粗鲁行为）。

O) terminate 搭配错误：终止"自己有多外向"不通

terminate 通常与活动、合同、过程搭配，不能与 how-从句搭配描述自我评估。

30. answered questions about their behavior for two __(30)__ weeks and wore the audio device for one of those weeks.

【答案】 **D) consecutive** (形容词)

【词性槽】 数词 two 与名词 weeks 之间的限定位置

【依据】 **two consecutive weeks = "连续两周"是高频固定搭配**

原文说参与者要回答两周的行为问卷、其中一周还要戴录音设备，强调的是"连着进行的两周"。consecutive 与 weeks 是英语里"连续 N 周"的标准说法，语义与研究设计完全吻合 answered questions about their behavior for two __(30)__ weeks。

【竞争词】 J) random 与"两周"严密的实验时段矛盾

random weeks 意为"随机的（任选的）几周"，但研究是两周连续追踪、并明确其中一周戴录音设备 wore the audio device for one of those weeks，时间是确定段落而非随机选取，与 random 的"任意性"冲突。

M) saturated 搭配不成立、语义不通

saturated 多用于"饱和脂肪/被...浸透/市场饱和"，从未与"weeks"构成日常表达；语义上也无法解释一段"被饱和的两周"，搭配直接证伪。

【易错】 最具迷惑性的错误词是 J) —— J random 词性、搭配都看似通。random 是形容词、可修饰 weeks、读起来也顺，但与原文研究设计"连续两周 + 其中一周戴录音"的精密时段冲突。一句话防坑：先去原文找时间安排的描述 (wore the audio device for one of those weeks)，看时段是"连续"还是"随机"再下笔。

31. to see how their observations compared with people's __(31)__ of themselves.

【答案】 **C) assessment** (名词)

【词性槽】 形容词性物主代词 people's 后接名词

【依据】 与前文 observations 形成"他评 vs 自评"对比

句子在比较"助理们的 observations"与"参与者对自己的 __"，这正是研究的核心对照——他人观察 vs 自我评估。assessment 意为"评估/判断"，与 observations 在抽象层级上对等，构成"observations of A vs assessment of A"的标准学术对照 how their observations compared with people's __(31)__ of themselves。

【竞争词】 G) discrepancy discrepancy 是"差异"本身、不是"参与者对自己的判断"

discrepancy of themselves 不成立——人不会"对自己有差异"。况且 G 在 32 题处恰好用来说"自评与他评之间的分歧"，那里才是它的归宿。

32. Some of this __(32)__ could be because the observers used only audio clips

【答案】 **G) discrepancy** (名词)

【词性槽】 代词 this 后 + 空 → 抽象名词作主语

【依据】 回指上文"自评与他评在 agreeableness 上分歧明显"

上句说 But the agreement between participants and outside observers was much smaller for agreeableness. 这正是"分歧/不一致"。this __ 概括的就是这种 agreeableness 上的不一致, discrepancy 恰是"差异/出入"的标准名词, 与 agreement 反义构成上下文呼应。

33. could not read __(33)__ like body language

【答案】 **E) cues** (名词)

【词性槽】 动词 read 的宾语 + like body language 的同位列举

【依据】 cues 与 body language 同属"非语言线索"语义集

cues 指"线索/信号", nonverbal cues / visual cues 与 body language 构成同位列举, 语义自然贴合: "观察者无法读取诸如肢体语言这类的线索" could not read __(33)__ like body language——正好解释为什么仅听音频会让宜人评分出现偏差。

【竞争词】 N) symptoms symptoms 是"病症", 与"肢体语言"不同类

symptoms 多指疾病征候, 无法与 body language 构成同位列举; read symptoms 在医学语境可成立, 但与本文心理学行为观察主题不符。

34. but there are __(34)__ other explanations

【答案】 **H) probably** (副词)

【词性槽】 are 与 other explanations 之间的存在句结构

【依据】 but 后引出"可能还有别的解释"的推测语气

前句 could be because the observers used only audio clips, and thus could not read __(33)__ like body language 给出一种解释(可能因为只听音频), 但作者用 but 引出另一种猜测: 很可能还有别的解释。probably 恰好承担"作者的推测口吻", 与 could be 的不确定基调一致。

35. could be because people would rather __(35)__ rude behavior.

【答案】 **F) deny** (动词)

【词性槽】 would rather + 空 → 动词原形

【依据】 人们"宁可否认"自己粗鲁——解释自评偏差

上文说参与者对"宜人/友善"的自评与外部观察分歧大 the agreement between participants and outside observers was much smaller for agreeableness, 作者在此给出心理学解释: 人们宁愿"否认"自己当时表现得粗鲁, 所以自评偏向"我没那么粗"。deny rude behavior 是"否认粗鲁行为"的标准搭配, 正好解释了自我评估和观察之间的落差。

【竞争词】 0) terminate would rather terminate 与心理回避语义不符

terminate rude behavior 字面是"终止粗鲁行为", 但上下文重点不是"停止粗鲁"——录音已结束、行为已发生——而是"自评时是否承认"。terminate 也不解释为何观察者听到了"粗鲁"而当事人自评却没有, 逻辑不对路。

WORD BANK • 词库分类表

15 个候选词 · 词性与词义

选词填空文后的共享词库共 **15** 个词 (A-O), 为 10 个空各选一个、每词最多用一次。
下面给出每个词的词性与中文词义; 标注「用于第 N 空」的 10 个为答案, 其余 5 个为干扰词。

A) **activated** (动词) (形容词)

激活; 启动 (activate 的过去式/过去分词, 可作谓语或形容词)

用于第 28 空

B) **articulates** (动词)

清晰表达; 明确说出 (第三人称单数现在时)

干扰词 • 未选用

C) **assessment** (名词)

评估; 判断; 评价

用于第 31 空

D) **consecutive** (形容词)

连续不断的; 接连的

用于第 30 空

E) **cues** (名词) (动词)

线索; 暗示; 提示信号 (名词复数 / 动词第三人称单数)

用于第 33 空

F) **deny** (动词)

否认; 拒绝承认

用于第 35 空

G) **discrepancy** 名词

差异; 不一致; 出入

用于第 32 空

H) **probably** 副词

很可能; 大概

用于第 34 空

I) **probes** 动词 名词

探究; 深入调查 (动词第三人称单数) / 探针 (名词复数)

用于第 27 空

J) **random** 形容词

随机的; 任意的

干扰词 · 未选用

K) **recall** 动词 名词

回忆; 回想 (动词原形) / 召回 (名词)

用于第 29 空

L) **relatively** 副词

相对地; 相当 (程度副词)

用于第 26 空

M) **saturated** 动词 形容词

饱和的; 浸透的 (saturate 的过去式/过去分词或形容词)

干扰词 · 未选用

N) **symptoms** 名词

症状; 征候 (名词复数)

干扰词 · 未选用

O) **terminate** 动词

结束; 终止 (动词原形)

干扰词 · 未选用

全文主旨

人对自身行为的判断只在部分维度上准确

全文围绕一项心理学研究展开: According to a new study, people are __(26)__ accurate judges of only some of their behaviors. 研究让参与者佩戴录音设备并自评行为, 再由助理对照录音评分, 最终发现人对自己"外向"和"尽责"的判断与外部观察一致, 但对"宜人/友善"的自评与他人观察差距明显, 并猜测原因可能是人们不愿承认自己的粗鲁行为。

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。

B) **articulates** 最像 27 题答案——同为三单形动词

B 在词库里和 probes 一样是三人称单数现在时，词性、形态都符合 this new study __(27)__ how well people understand，唯一区别在语义：articulate 是"明确表达"（已知结论的输出），probe 是"探究"（未知问题的输入）。识破法：研究主语后接 how-从句问题时，优先选"探究"族动词。

J) **random** 最像 30 题答案——同为可修饰 weeks 的形容词

J 在词性上完全契合 two __(30)__ weeks 的"数词 + 形容词 + 名词"槽，且 random weeks 字面读得通。识破法：抓研究设计的细节——参与者要"两周连续"追踪行为并"其中一周"戴录音，时间是确定段落而非随机选取，consecutive 更贴。

M) **saturated** 最像 30 题答案——同为形容词

M 是 ed-形容词，看似也可修饰 weeks，但 saturated weeks 没有标准搭配，是纯粹的形容词坑位。识破法：背一份"数词 + 形容词 + 时间名词"的高频搭配表（consecutive/successive/full）。

N) **symptoms** 最像 33 题答案——同为复数名词

N 与 cues 同为复数名词、又都常与 read 搭配（read the symptoms 在医学语境成立），形态完全没有破绽。识破法：把 like body language 当作同义大类标签，symptoms 是"病症"不与"肢体语言"同类，立即排除。

O) **terminate** 最像 28 题答案——同为可作设备主语谓语的动词

O 是动词原形，主语是录音机也勉强通——"终止/停止"。识破法：紧盯后文 to record 30 seconds，启动才会录音、终止只会停止，逻辑直接反向。

SENTENCE INSIGHTS • 句子精讲

7 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。

According to a new study, people are relatively accurate judges of only some of their behaviors.

第1段，第2句

主系表结构配合句首状语是常见句式，但本句的表语结构 "judges of something" 相对简单，不如定语从句、宾语从句等复杂结构在考试中更典型，代表性中等。

The study used data from 248 participants, all of whom answered questions about their behavior for two consecutive weeks and wore the audio device for one of those weeks.

第1段，第6句

主句加非限制性定语从句的结构在学术英语和考试真题中非常常见,all of whom 这种带介词短语修饰的关系代词用法也是典型考点。掌握后可复用到大量类似句子,具有较高的迁移价值。

Six laboratory assistants rated each participant's audio clips to see how their observations compared with people's assessment of themselves.

第2段，第1句

不定式作目的状语并带宾语从句的结构在四六级和考研阅读中较为常见,尤其是科研报告或学术文本中。掌握此句式有助于理解类似表达,具有较高的迁移价值。

The six assistants were generally in agreement with one another about how the people they were observing acted.

第2段，第2句

“主句加介词后接内容结构，再在内容结构里嵌入修饰名词的后置分句”是阅读中很常见的句法组合。掌握这种拆法后，迁移到许多包含 "about"、"how" 和后置修饰的句子都很有帮助。

Further, participants' ratings of their own behaviors agreed with observers' for how outgoing and how conscientious they were being.

第2段，第3句

本句结构典型、成分训练价值高，主干定位和嵌套层级有一定难度但不过分，时态语态简单。综合来看，它是一个适合用于强化“长主语识别、介词短语功能区分、名词性从句定位”等技能的优质练习句，推荐优先用于结构分析训练。

Some of this discrepancy could be because the observers used only audio clips, and thus could not read cues like body language, but there are probably other explanations, as people should be able to hear when a participant is being kind versus being rude.

第2段，第5句

本句成分丰富且含多个易错点：主句有并列谓语（could be / could not read / are），表语从句整体作表语，as 从句作状语，when 从句作宾语（而非时间状语）。特别是 when 从句在 hear 后面易被误判为时间状语，实际是宾语从句；系动词 is being 后跟形容词的进行时用法也值得训练。成分种类覆盖主谓宾、表语、状语、宾语从句、表语从句，训练价值较高。

The weak agreement between how participants thought they were acting and what observers heard could be because people would rather deny rude behavior.

第2段，第6句

主句主语包含两个并列宾语从句，其中一个又嵌套另一个宾语从句，练习识别多层宾语从句的归属；表语从句的识别需要区分 because 在本句中不是状语从句而是表语从句；疑问词 how 和 what 在从句中兼具引导词和成分角色。成分种类丰富，且包含多个易混淆点，训练价值高。

HIGH-FREQUENCY • 真题高频词

本篇出现的 34 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。

participant B2

n. 参与者

本篇8次 · 真题 91 句

audio B1

adj. 声音的

本篇5次 · 真题 9 句

behavior B1

n. 行为

本篇4次 · 真题 171 句

observer B2

n. 观察者

本篇4次 · 真题 10 句

assistant A2

n. 助手

本篇2次·真题 16 句

outgoing B2

adj. 外向的

本篇2次·真题 14 句

clip B1

v. 用夹子夹住

本篇2次·真题 9 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 568 句

researcher B2

n. 研究人员

本篇1次·真题 363 句

rate A2

n. 速度

本篇1次·真题 121 句

according B1

prep. 根据

本篇1次·真题 96 句

further B1

adv. 更远地

本篇1次·真题 79 句

generally B1

adv. 通常, 一般地

本篇1次·真题 60 句

device B1

n. 设备

本篇1次·真题 54 句

email A2

n. 电子邮件

本篇1次·真题 53 句

particular B2

adj. 特定的

本篇1次·真题 52 句

observe B2

v. 观察; 注意到

本篇1次·真题 48 句

thus B2

adv. 因此, 所以

本篇1次·真题 47 句

personality B1

n. 个性

本篇1次·真题 46 句

previous B1

adj. 先前的

本篇1次·真题 44 句

trait

B2

n. 特征

本篇1次 · 真题 39 句

relatively

B2

adv. 相对地

本篇1次 · 真题 37 句

datum

C1

n. 数据（单数形式，复数为 data）

本篇1次 · 真题 34 句

explanation

B1

n. 解释

本篇1次 · 真题 31 句

judge

B1

v. 判断，评判

本篇1次 · 真题 26 句

observation

B2

n. 观察

本篇1次 · 真题 24 句

accurate

B2

adj. 准确的

本篇1次 · 真题 21 句

activate

B2

v. 使运作

本篇1次 · 真题 18 句

recall

B2

v. 回忆起，记起

本篇1次 · 真题 18 句

assessment

B2

n. 评估

本篇1次 · 真题 14 句

cue

B2

n. 提示

本篇1次 · 真题 12 句

automatically

B1

adv. 自动地

本篇1次 · 真题 11 句

deny

B1

v. 否认

本篇1次 · 真题 10 句

discrepancy

C1

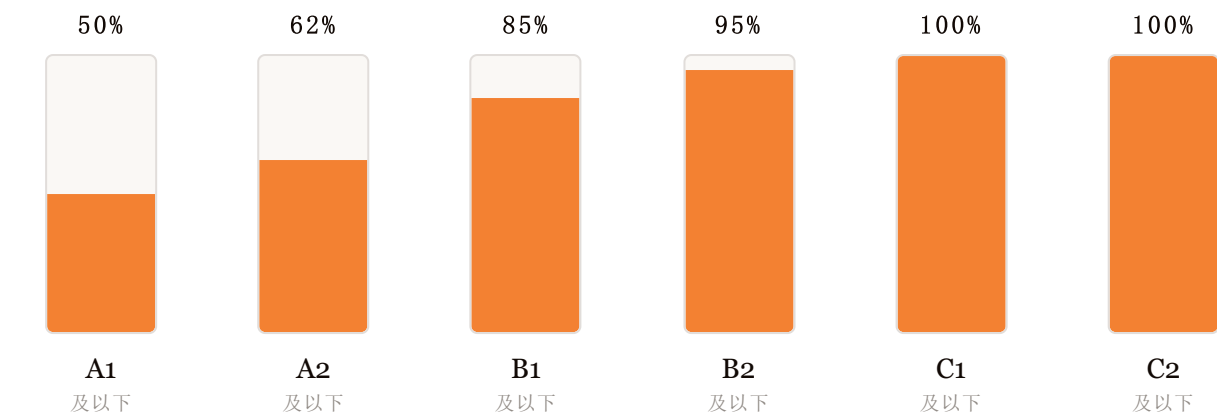
n. 差异

本篇1次 · 真题 8 句

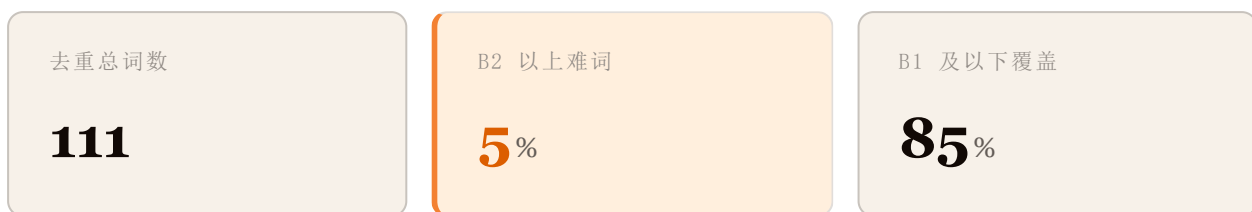
VOCABULARY · 词汇难度分布

全文 111 词按 CEFR 难度累积覆盖

带空短文去重后共 111 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 5 个 · 约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 111 个 · 末柱为 100%



英语六级 2023年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2023年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	本题
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2023年6月·第3套 英语六级长篇阅读（信息匹配） 第1篇·36-45 题答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2023年6月·第3套 英语六级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 14 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第3套(2023-06)·六级

Part III Section B

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

Why we need tiny colleges

A) We're experiencing the rebirth of smallness. Farmers markets, tiny homes, and brew pubs all exemplify our love of smallness. So do charter schools, coffee shops, and local bookstores. Small is often (but not always) more affordable, healthier, and sustainable, but its finest characteristic, the one that turns charm into love, is that going small allows us to be more fully who we are.

我们正在经历小型化的复兴。农贸市场、小型住宅和自酿酒吧都体现了我们对小型化的热爱。特许学校、咖啡店和本地书店也是如此。小型往往(但并非总是)更经济实惠、更健康、更可持续,但它最优秀的特质,也是将魅力转化为热爱的特质,是小型化让我们能够更充分地做自己。

B) In higher education the trend is mostly in the opposite direction: Universities with 20,000 or 30,000 students are considered "mid-sized". The nation's largest university, Arizona State University, has 80,000 students on campus and aims to enroll another 100,000 students online. At the other end of the spectrum is a handful of colleges that have fewer than a hundred students on campus and no online courses: colleges such as Sterling College, Thomas More College of Liberal Arts, and Deep Springs College. These colleges are so small that they can only be called "tiny."

在高等教育领域,趋势大多朝着相反的方向发展:拥有两万或三万学生的大学被认为是"中等规模"。美国最大的大学亚利桑那州立大学校园内有八万名学生,并计划再招收十万名在线学生。而在另一端,有少数几所大学校园内学生不到一百人,也没有在线课程:如Sterling College、Thomas More College of Liberal Arts和Deep Springs College等学院。这些学院非常小,只能被称为"微型"学院。

C) Tiny colleges focus not just on a young person's intellect, but on the young person as a whole. Equally important, tiny colleges ask, "How can education contribute to human flourishing and the

well-being of the world?" And they shape a college experience to address that question. They replace concerns about institutional growth with attention to the growth of students as fully developed participants in their communities.

微型学院不仅关注年轻人的智力,还关注年轻人的整体。同样重要的是,微型学院会问:"教育如何能促进人类繁荣和世界福祉?"它们塑造大学体验来回答这个问题。它们用对学生成长为社区中全面发展的参与者的关注,取代了对机构扩张的关切。

- D) I've had the privilege of teaching at three different institutions of higher learning during my career—a small liberal arts college and two mid-sized public universities. I've also been profoundly disappointed in each of these institutions, and in many of my colleagues, especially when it comes to helping students and preparing them for the many responsibilities of adulthood. Administrators focus on the business of running a university, and most faculty focus on their scholarship and teaching their discipline. Little deliberate attention is given to how students mature as individuals and social beings.

我有幸在职业生涯中在三所不同的高等教育机构任教——一所小型文理学院和两所中等规模的公立大学。我对这些机构以及许多同事都深感失望,尤其是在帮助学生并为他们承担成年期的诸多责任做准备方面。行政人员专注于管理大学的业务,大多数教师专注于自己的学术研究和学科教学。很少有人刻意关注学生如何作为个体和社会成员成熟。

- E) Having just retired from teaching at a public university, I'm now returning to my hometown of Flagstaff, Arizona, to establish a tiny college—Flagstaff College. I'm convinced there's a need for another type of education, one devoted to helping students come into their own and into this beautiful and troubled world. Young people need an education that will provide them with meaning, hope, courage, and passion, as well as information and skills. Large institutions, I believe, are particularly ill-suited to this type of education.

刚从一所公立大学的教职退休后,我现在要回到我的家乡亚利桑那州Flagstaff,创办一所微型学院——Flagstaff College。我确信需要另一种类型的教育,一种致力于帮助学生发现自我并融入这个美丽而困扰的世界的教育。年轻人需要一种能为他们提供意义、希望、勇气和激情,以及信息和技能的教育。我相信,大型机构尤其不适合这种类型的教育。

- F) There's no "best of" list when it comes to tiny colleges, at least not yet. But around the country people are creating new colleges that provide an alternative to small liberal arts colleges, large public universities, and online education.

在微型学院方面还没有"最佳"榜单,至少目前还没有。但在全各地,人们正在创办新的学院,为小型文理学院、大型公立大学和在线教育提供替代选择。

- G) With only 26 students, Deep Springs is the smallest college in the country and, quite likely, the most atypical(非典型的). Located on a working cattle ranch on the California-Nevada border, Deep Springs is a private, residential, two-year college for men, committed to educating students for "a life of service to humanity." Founded by the electricity tycoon(大亨) L.L. Nunn in 1917, Deep Springs "curriculum" revolves around academics, labor, and self-governance. In addition to their courses, students are charged with running the 155-acre ranch and overseeing the functioning of the college. Students chair both the admissions and the curriculum committees.

Deep Springs只有26名学生,是全国最小的学院,而且很可能是最非典型的。Deep Springs位于加利福尼亚州和内华达州边界的一个运营中的养牛牧场上,是一所私立寄宿制男子两年制学院,致力于教育学

生"为人类服务的一生"。由电力大亨L.L. Nunn于1917年创立,Deep Springs的"课程"围绕学术、劳动和自我管理展开。除了课程外,学生还负责管理这个155英亩的牧场并监督学院的运作。学生担任招生和课程委员会的主席。

- H) "Living in close community with one's teachers and fellow students, and being forced to take on adult responsibilities, makes for one's growth as a person," says William Hunt, who graduated last year. "To exist for very long in a community like that, you have to get over the question of whether you're sufficiently talented or principled and get started worrying about how you can stretch yourself and your peers, how much you can manage to learn with them."

"与老师和同学们生活在紧密的社区中,并被迫承担成年人的责任,促进了一个人作为个体的成长,"去年毕业的William Hunt说。"要在这样的社区中长期生存,你必须克服自己是否足够有才华或有原则的问题,开始担心如何拓展自己和同伴,如何与他们一起尽可能多地学习。"

- I) Sterling College, in Craftsbury Common, Vermont, is also very small—fewer than 100 students. Unlike Deep Springs, Sterling focuses its curriculum on environmental and social justice issues, but like Deep Springs it places a high value on personal responsibility and manual labor. According to its catalog, a college education at Sterling combines "rigorous academics, roll-up-your-sleeves challenges, and good old hard work."

位于佛蒙特州Craftsbury Common的Sterling College也非常小——不到100名学生。与Deep Springs不同,Sterling的课程侧重于环境和社会正义问题,但与Deep Springs一样,它高度重视个人责任和体力劳动。根据其目录,Sterling的大学教育结合了"严谨的学术、撸起袖子的挑战和良好的辛勤工作"。

- J) The average tuition at a small liberal-arts college is \$30,000 to \$40,000 a year, not including the cost of living on campus, as compared to \$8,000 to \$10,000 a year for tuition alone at a public university. Of the tiny colleges, only Deep Springs doesn't charge tuition or room and board; students pay only for books and the cost of traveling to and from college. If tiny schools are to become a player on the higher education scene, they will need to find a way to be truly affordable.

小型文理学院的平均学费为每年三万至四万美元,不包括校园生活费用,而公立大学仅学费一项每年为八千至一万美元。在微型学院中,只有Deep Springs不收学费和住宿费;学生只需支付书本费和往返学院的交通费。如果微型学院要成为高等教育领域的一员,它们需要找到一种真正负担得起的方式。

- K) Doing so may not be that difficult so long as they do not pattern themselves too closely on existing norms. We've come to believe that a good college should have many academic programs and excellent facilities, posh(豪华的) dorms, an array of athletic programs, and a world-class student activity center. Imagine a good college without a climbing wall! We also have accepted the idea that college presidents, and their many vice-presidents, should be paid like their counterparts in the business world and that higher education requires an elaborate, up-to-date technology infrastructure. All of this drives up the cost of education.

只要它们不过于密切地模仿现有规范,做到这一点可能并不那么困难。我们已经相信,一所好大学应该有许多学术项目和优良的设施、豪华的宿舍、一系列体育项目和世界级的学生活动中心。想象一下一所没有攀岩墙的好大学!我们也接受了这样的观点:大学校长和他们的众多副校长应该像商界同行那样获得报酬,而且高等教育需要精密的、最新的技术基础设施。所有这些都推高了教育成本。

- L) The "trick" to making tiny colleges affordable, if that's the right word, is simplicity. At its core, education is a human-to-human interaction. Reflecting on his own college education, President

Garfield once commented that an ideal college would consist of nothing more than the legendary teacher Mark Hopkins on one end of a log and a student on the other. The economics of a tiny college, in other words, might be similar to that of a tiny house. Because it is small, a tiny house costs less to build and less to furnish, insure, and maintain. But the economic benefits of a small house don't end there. Tiny homes discourage homeowners from buying stuff that they really don't need, because there's no place to put it.

让微型学院负担得起的“诀窍”,如果这个词恰当的话,就是简单。从本质上讲,教育是人与人之间的互动。

Garfield总统在回顾自己的大学教育时曾评论说,理想的大学只需要传奇教师Mark Hopkins坐在圆木的一端,学生坐在另一端。换句话说,微型学院的经济学可能类似于小型住宅的经济学。因为它小,小型住宅的建造成本更低,装修、保险和维护成本也更低。但小型住宅的经济效益并不止于此。小型住宅阻止房主购买他们真正不需要的东西,因为没有地方放置。

- M) I'm a late convert to the idea of tiny colleges, and I fully understand the need for many diverse types of educational institutions. Academic research and job training are important, but tiny colleges aren't suited for either. The educational needs of a complex society are themselves complex, and no single model can meet all of these needs. But I'm now convinced there's an educational need that's now going almost completely unmet: namely, the need to help young people transition into adulthood. Tiny colleges can do this better than any other type of educational institution.

我是微型学院理念的晚期皈依者,我完全理解需要多种不同类型的教育机构。学术研究和职业培训很重要,但微型学院不适合这两者。复杂社会的教育需求本身就是复杂的,没有单一模式能满足所有这些需求。但我现在确信有一种教育需求几乎完全未得到满足:即帮助年轻人过渡到成年期的需求。微型学院能比任何其他类型的教育机构更好地做到这一点。

- N) The ultimate justification for a tiny college is the conviction that each of us comes into our full humanity by close interaction with those who know and care for us, and that one of the basic purposes of higher education is social. Although we give lip service to the idea that a college education will make us better people, when all's said and done, we think of higher education primarily in economic terms. We've come to think of higher education as a means to make a living rather than make a life. We've also come to see higher education as a private good rather than a public one. Tiny colleges are not the answer to all of our educational requirements, but they're an answer to one of our most basic educational necessities; the need to produce thoughtful, engaged, and compassionate human beings.

微型学院的终极理由是这样一种信念:我们每个人通过与了解和关心我们的人密切互动来实现完整的人性,高等教育的基本目的之一是社会性的。尽管我们口头上承认大学教育会让我们成为更好的人,但说到底,我们主要从经济角度看待高等教育。我们已经将高等教育视为谋生的手段,而非创造生活的手段。我们也已经将高等教育视为私人物品而非公共物品。微型学院不是我们所有教育需求的答案,但它们是我們最基本的教育需求之一的答案:培养有思想、有参与感和有同情心的人的需求。

陈述句与逐句解析

36. One tiny American college situated on a cattle farm is devoted to educating students to serve mankind throughout their lives.

一所位于养牛场的美国小型学院致力于教育学生终生为人类服务。

【答案】 G 段 (强锚点)

【锚点】牧场 + 一生服务人类

【定位】Located on a working cattle ranch on the California-Nevada border, Deep Springs is a private, residential, two-year college for men, committed to educating students for "a life of service to humanity."

Deep Springs 学院坐落在加州与内华达州交界处一座仍在运营的牛牧场上，是一所私立、住宿制、为男生开办的两年制学院，致力于培养学生过一种服务于人类的人生。

【改写】One tiny American college situated on a cattle farm ↔

Located on a working cattle ranch on the California-Nevada border, Deep Springs is a private, residential, two-year college for men

牧场与学院身份的同义对应

devoted to educating students to serve mankind throughout their lives ↔

committed to educating students for "a life of service to humanity."

宗旨表述的同义改写

【辨邻】I I段同样在介绍一所小校 Sterling College，地点写明在Craftsbury Common, Vermont而非牧场，办学重心是environmental and social justice issues而不是终身服务人类，与题干两个核心锚点都对不上。

Sterling College, in Craftsbury Common, Vermont, is also very small—fewer than 100 students.

37. Much to the author's disappointment, the three institutions of higher learning where she taught largely ignore students' growth as social beings.

令作者大失所望的是，她任教的三所高等学府在很大程度上忽视了学生作为社会人的成长。

【答案】D 段（强锚点）

【锚点】三所高校 + 失望 + 忽视社会成长

【定位】I've had the privilege of teaching at three different institutions of higher learning during my career—a small liberal arts college and two mid-sized public universities. I've also been profoundly disappointed in each of these institutions, and in many of my colleagues, especially when it comes to helping students and preparing them for the many responsibilities of adulthood.

我职业生涯中有幸在三所高等教育机构任教——一所小型文理学院和两所中等规模的公立大学。但我也对这三所机构以及很多同事深感失望，尤其是在帮助学生、为他们承担成人世界的诸多责任做准备这件事上。

【改写】 Much to the author's disappointment ↔

I've also been profoundly disappointed in each of these institutions

情绪程度词的同义改写

the three institutions of higher learning where she taught ↔

teaching at three different institutions of higher learning during my career

数字与机构身份原样复现

largely ignore students' growth as social beings ↔

Little deliberate attention is given to how students mature as individuals and social beings

忽视社会成长的同义改写

【辨邻】 E E段同样是作者第一人称叙述，但讲的是退休后回家乡to establish a tiny college这件建设性的事，并没有出现题干所说的失望情绪，也没有提及作者教过的三所学校忽视学生社会成长这一事实。

Having just retired from teaching at a public university, I'm now returning to my hometown of Flagstaff, Arizona, to establish a tiny college—Flagstaff College.

38. Tiny colleges must be made affordable in order to play a role in higher education.

小型学院必须做到经济上可负担,才能在高等教育中发挥作用。

【答案】 J 段 (强锚点)

【锚点】 可负担 + 在高等教育中起作用

【定位】 If tiny schools are to become a player on the higher education scene, they will need to find a way to be truly affordable.

如果微型大学想成为高等教育领域里的一员，它们必须找到一种真正能让人负担得起的办法。

【改写】 Tiny colleges must be made affordable ↔ **they will need to find a way to be truly affordable**
情态动词与被动表达的等值改写

in order to play a role in higher education ↔

If tiny schools are to become a player on the higher education scene

条件状语与目的状语的句式重构

【辨邻】 K K段谈的是什么因素drives up the cost of education，属于解释为什么高校学费高，但并没有像题干那样下出微型大学要扮演角色就必须可负担这一条件断言，话题相邻但论点不同。

All of this drives up the cost of education.

39. According to a recent graduate from a tiny college, living together with faculty and fellow students is conducive to a student's growth as a person.

据一位小型学院的应届毕业生说,与教师和同学共同生活有助于学生的个人成长。

【答案】 **H** 段 (强锚点)

【锚点】 近毕业生 + 与师生共同生活

【定位】 "Living in close community with one's teachers and fellow students, and being forced to take on adult responsibilities, makes for one's growth as a person," says William Hunt, who graduated last year.

去年刚毕业的 William Hunt 说: 与老师和同学紧密生活在一起, 并被迫承担成人责任, 会促成一个人作为人的成长。

【改写】 According to a recent graduate from a tiny college ↔

says William Hunt, who graduated last year

说话人身份的同义改写

living together with faculty and fellow students is conducive to a student's growth as a person ↔

Living in close community with one's teachers and fellow students, and being forced to take on adult responsibilities, makes for one's growth as a person

共同生活促进成长的同义改写

40. Rather than going small, most American universities are trying to go big.

大多数美国大学并非走小型化路线,而是试图走大型化路线。

【答案】 **B** 段 (强锚点)

【锚点】 多数美国大学反而做大

【定位】 In higher education the trend is mostly in the opposite direction: Universities with 20,000 or 30,000 students are considered "mid-sized". The nation's largest university, Arizona State University, has 80,000 students on campus and aims to enroll another 100,000 students online.

在高等教育领域, 趋势却大体相反: 拥有两三万学生的大学被视为中等规模; 全美最大的亚利桑那州立大学校园里有八万名学生, 并计划再招十万名网课学生。

【改写】 Rather than going small ↔ **In higher education the trend is mostly in the opposite direction**
反方向的同义改写

most American universities are trying to go big ↔

Universities with 20,000 or 30,000 students are considered "mid-sized". The nation's largest university, Arizona State University, has 80,000 students on campus and aims to enroll another 100,000 students online.

具象数字向抽象趋势的归纳

【辨邻】 A A段谈的是社会层面上the rebirth of smallness，主语是农夫市集与精酿小店这类小事物，正在被赞颂——与题干说大学在做大方向相反，且主体也不是大学。

We're experiencing the rebirth of smallness.

41. In a certain tiny college, rigorous academic work and traditional manual labor are integrated.

在某所小型学院,严谨的学术工作与传统的体力劳动相结合。

【答案】 I 段 (强锚点)

【锚点】 严肃学术 + 传统体力劳动

【定位】 According to its catalog, a college education at Sterling combines "rigorous academics, roll-up-your-sleeves challenges, and good old hard work."

据学校简章介绍，在 Sterling 接受的大学教育融合了严苛的学术、挽起袖子真干的挑战，以及踏踏实实的体力劳动。

【改写】 rigorous academic work and traditional manual labor are integrated ↔

a college education at Sterling combines "rigorous academics, roll-up-your-sleeves challenges, and good old hard work."

整合关系与并列项的等值改写

traditional manual labor ↔ it places a high value on personal responsibility and manual labor

传统体力劳动在该段被原样命名

【辨邻】 G G段同样谈到学术与劳动，但用的是academics, labor, and self-governance这一三件套——多了 self-governance、没有 rigorous 这一修饰，也没有 manual labor 这一具体表述，与题干强调的严苛学术 + 传统体力劳动对不上。

Deep Springs "curriculum" revolves around academics, labor, and self-governance.

42. Tiny colleges focus on educating students to become well-rounded citizens instead of seeking their own expansion.

小型学院专注于将学生培养成全面发展的公民,而不是谋求自身扩张。

【答案】 C 段 (强锚点)

【锚点】 全人公民 PK 机构扩张

【定位】 They replace concerns about institutional growth with attention to the growth of students as fully developed participants in their communities.

微型大学用关注学生成长（让他们成为社区里全面发展的成员）取代了对机构本身扩张的关切。

【改写】 focus on educating students to become well-rounded citizens ↔

attention to the growth of students as fully developed participants in their communities

全人公民与全面发展成员的同义改写

instead of seeking their own expansion ↔

They replace concerns about institutional growth with attention to the growth of students

对照关系的句式重构

【辨邻】 M M段虽然也在为微型大学辩护，但论点是the need to help young people transition into adulthood目前几乎被完全忽视，并没有像题干那样把全面发展公民与机构扩张做出明确对照。

But I'm now convinced there's an educational need that's now going almost completely unmet

43. The essence of education lies in the interaction between people.

教育的本质在于人与人之间的互动。

【答案】 L 段（强锚点）

【锚点】 教育本质是人际互动

【定位】 At its core, education is a human-to-human interaction.

教育在本质上是一种人与人之间的互动。

【改写】 The essence of education lies in the interaction between people ↔

At its core, education is a human-to-human interaction.

本质判断与 to be 句的等值改写

【辨邻】 N N段强调close interaction with those who know and care for us让我们成为完整的人，谈的是亲近之人的互动如何造就人性，而不是题干所说教育的本质是什么这一定义式判断。

each of us comes into our full humanity by close interaction with those who know and care for us

44. After her retirement, the author has decided to set up a tiny college in her hometown.

退休后,作者决定在家乡创办一所小型学院。

【答案】 E 段（强锚点）

【锚点】 退休 + 家乡 + 办微校

【定位】 Having just retired from teaching at a public university, I'm now returning to my hometown of Flagstaff, Arizona, to establish a tiny college—Flagstaff College.

我刚刚从公立大学教职上退休，正回到家乡亚利桑那州弗拉格斯塔夫去创办一所微型大学——Flagstaff College。

【改写】 After her retirement ↔ **Having just retired from teaching at a public university**

时间状语与分词结构的等值改写

set up a tiny college in her hometown ↔

returning to my hometown of Flagstaff, Arizona, to establish a tiny college

创办与回归的同义改写

【辨邻】 **D** D段讲的是作者过去的任教经历I've had the privilege of teaching at three different institutions of higher learning during my career，并没有提到题干所说的退休后才发生的创办家乡微校这件事。

I've had the privilege of teaching at three different institutions of higher learning during my career

45. Tiny colleges are justified as it is believed that our growth into full humanity comes through interaction with people near and dear to us.

小型学院之所以合理,是因为人们相信我们成长为完整的人是通过与身边亲近之人的互动实现的。

【答案】 **N** 段 (强锚点)

【锚点】 靠亲近之人的互动而成人

【定位】 The ultimate justification for a tiny college is the conviction that each of us comes into our full humanity by close interaction with those who know and care for us, and that one of the basic purposes of higher education is social.

微型大学最终的正当性在于这样一种信念：我们每个人都是通过与那些了解我们、关爱我们的人之间的紧密互动，才进入完整的人性；高等教育最根本的目的之一是社会性的。

【改写】 Tiny colleges are justified as it is believed that ↔

The ultimate justification for a tiny college is the conviction that

辩护与信念表达的等值改写

our growth into full humanity comes through interaction with people near and dear to us ↔

each of us comes into our full humanity by close interaction with those who know and care for us

成人途径的同义改写

【辨邻】 **L** L段虽然也讲education is a human-to-human interaction，但停留在教育本质这一定义层，并没有像题干那样把这一互动表述为微型大学的最终辩护。

At its core, education is a human-to-human interaction.

PARAGRAPH MAP • 段落主旨图

14 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

A 开篇引子：作者描绘当下社会正在经历the rebirth of smallness，并指出小的最迷人之处是going small allows us to be more fully who we are，为下文谈高等教育里的小校做铺垫。

信息指纹 小之复兴的总论引子

B 对比段：在高等教育里大势是相反的——多数美国大学拼命做大，全美最大的Arizona State University有80,000 students on campus并要再招another 100,000 students online，与之相反的极少数学校则被称为tiny。

信息指纹 大学规模两极的对照

C 微型大学的教育理念：关注的不只是a young person's intellect，而是把学生当作完整的人来培养，并用attention to the growth of students取代对institutional growth的迷恋。

信息指纹 学生成长 PK 机构扩张

D 作者的亲历失望：在三所高等教育机构任教，对管理者只忙于运营、教师只忙于自己学科都感到失望，Little deliberate attention is given to how students mature as individuals and social beings。

信息指纹 三校任教却失望的亲历

E 退休后回到家乡Flagstaff, Arizona创办一所微型大学Flagstaff College，理由是大型机构不适合那种能给学生meaning, hope, courage, and passion的教育。

信息指纹 退休后在家乡办微校

F 过渡段：眼下还没有best of list来评选微型大学，但全国各地都在创办这种替代选项的新学校，为后文逐所介绍铺垫。

信息指纹 暂无榜单但遍地新办

G Deep Springs个案：建在牧场上的two-year college for men，致力于培养学生过a life of service to humanity，课程围绕academics, labor, and self-governance展开。

信息指纹 牧场上的男校 Deep Springs

H 毕业生William Hunt的现身说法：与师生共同生活、被迫承担成人责任，会促成一个人作为人的成长。

信息指纹 毕业生引语谈共同生活的成长

I Sterling College个案：同样不到一百人，课程聚焦环境与社会公义，强调rigorous academics, roll-up-your-sleeves challenges, and good old hard work。

信息指纹 学术 + 体力劳动的 Sterling

J 学费现实：小型文理学院学费一年30,000 to 40,000美元，公立大学8,000 to 10,000美元；要想真正成为高等教育里的一员，微型大学will need to find a way to be truly affordable。

信息指纹 学费与可负担性的关键判断

K 推高学费的成因：人们默认好大学要有posh dorms、an array of athletic programs、a world-class student activity center，校长副校长的薪酬要like their counterparts in the business world，这些都让教育成本飙升。

信息指纹 把高校成本推高的诸种豪奢标配

L 微型大学怎样做到便宜：核心是简朴。教育在本质上是a human-to-human interaction，并借Mark Hopkins on one end of a log and a student on the other的典故说明理想校园不必豪奢，可比作 tiny house。

信息指纹 简朴与人对人的教育本质

M 作者自我定位：晚近才接受微型大学的观念，承认社会教育需求多元、单一模式无法满足，但坚信the need to help young people transition into adulthood目前几乎被完全忽视，而微型大学最擅此事。

信息指纹 自陈晚来皈依与未被满足的需求

N 终极辩护：微型大学的最终正当性在于一种信念——每个人都是通过close interaction with those who know and care for us才进入完整的人性，高等教育的根本目的之一是社会性的。

信息指纹 靠亲近之人之间的互动成人

21 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 do charter schools, coffee shops, and local bookstores.

A段，第3句

"So + 助动词 + 主语" 是英语中高频的倒装句式，常用于表示 ".....也是如此"，在四六级、考研英语阅读和写作中经常出现。掌握此句式后可直接迁移至大量类似场景（如 So do I / So does she 等），典型性很高。

Small is often (but not always) more affordable, healthier, and sustainable, but its finest characteristic, the one that turns charm into love, is that going small allows us to be more fully who we are.

A段，第4句

本句在主干识别、嵌套层次、成分种类上均有较高难度和训练价值,且结构典型,适合作为复杂句分析的综合练习材料;时态语态简单不构成障碍,可让学习者专注于结构分析本身,综合推荐优先训练

These colleges are so small that they can only be called "tiny."

B段，第4句

"so...that..." 结果状语从句是四六级和考研英语阅读理解中的高频句式,被动语态也是常考语法点。本句结构简洁、层次清晰,既体现了程度-结果的逻辑关系,又包含情态动词和被动语态的组合,是典型的说明性或描述性句式。掌握本句结构后,学生可以轻松迁移到类似的 "so...that" 句型和被动表达,实用性和代表性较强。

Tiny colleges focus not just on a young person's intellect, but on the young person as a whole.

C段，第1句

简单句 + "not just ... but ..." 并列结构在考试中较为常见，但本句整体句式过于简单，缺少从句或复杂修饰成分，作为考试句式代表性一般，迁移价值有限。

Young people need an education that will provide them with meaning, hope, courage, and passion, as well as information and skills.

E段，第3句

主句加限制性定语从句是四六级和考研阅读中的常见句式，且定语从句修饰宾语的结构在学术和正式文体中频繁出现。本句结构具有较高的典型性，掌握后可迁移到大量类似句子的分析中。

Large institutions, I believe, are particularly ill-suited to this type of education.

E段，第4句

插入语打断主句是四六级和考研阅读中的高频句式，主系表结构加介词短语表语也是常考搭配，本句结构具有较强代表性，掌握后可迁移到大量类似句子。

There's no "best of" list when it comes to tiny colleges, at least not yet.

F段，第1句

there be 句型和 when 引导的状语从句都是考试中常见的基础结构，具有一定代表性，但本句过于简短，缺少长难句中常见的多重修饰、插入语或并列结构，典型性中等。

Founded by the electricity tycoon(大亨) L.L. Nunn in 1917, Deep Springs "curriculum" revolves around academics, labor, and self-governance.

G段，第3句

成分划分训练价值中等偏上。本句包含主语、谓语、介词宾语、过去分词短语作状语等多种成分，适合练习状语与定语的区别(句首过去分词短语易被误判为定语)、介词宾语的识别、并列结构的处理。但缺少从句、复杂定语等更丰富的成分类型。

In addition to their courses, students are charged with running the 155-acre ranch and overseeing the functioning of the college.

G段，第4句

被动语态句式在四六级和考研阅读中高频出现，"be charged with" 是常见搭配，并列动名词作宾语的结构也是典型考点。本句结构具有较强的代表性和迁移价值。

Students chair both the admissions and the curriculum committees.

G段，第5句

覆盖主谓宾三大核心成分，宾语用 "both ... and ..." 并列稍有训练价值，但整体成分种类单一，无定语从句、状语、补语等复杂成分，练习收益有限。

"Living in close community with one's teachers and fellow students, and being forced to take on adult responsibilities, makes for one's growth as a person," says William Hunt, who graduated last year.

H段，第1句

句子涵盖主谓宾、定语从句、直接引语作宾语、动名词短语作主语、时间状语等多种成分，引语内部还有并列结构和介词短语，成分种类丰富，适合作为综合划分练习。

"To exist for very long in a community like that, you have to get over the question of whether you're sufficiently talented or principled and get started worrying about how you can stretch yourself and your peers, how much you can manage to learn with them."

H段，第2句

这句结构上有代表性，难点集中在主干定位和内容层级梳理，训练收益高；同时时态部分不至于过难，适合用来练“先抓骨架，再收展开内容”的基本功。

Doing so may not be that difficult so long as they do not pattern themselves too closely on existing norms.

K段，第1句

主句为情态动词加系表结构，条件状语从句修饰主句，这种主从搭配在四六级和考研阅读中高频出现。动名词作主语、情态动词表推测、so long as 引导条件从句都是典型考点句式，掌握后可广泛迁移到类似结构的句子理解中。

Reflecting on his own college education, President Garfield once commented that an ideal college would consist of nothing more than the legendary teacher Mark Hopkins on one end of a log and a student on the other.

L段，第3句

主句 + 宾语从句是四六级和考研阅读中的高频句式；句首状语修饰全句也是常见结构；宾语从句使用过去将来时在间接引语和叙述性语境中常见；整体句式具有很强的代表性和可迁移性。

The economics of a tiny college, in other words, might be similar to that of a tiny house.

L段，第4句

主系表结构配合情态动词是四六级和考研阅读中的常见句式，表语中使用 "similar to" 进行比较、用指示代词 "that" 指代前文名词以避免重复，都是典型的书面语表达方式。插入语的使用也符合学术文本风格。掌握此句式后可大量迁移到类似结构的句子。

Academic research and job training are important, but tiny colleges aren't suited for either.

M段，第2句

并列转折句是四六级和考研阅读中的常见句式，本句通过 "but" 连接对比观点，且使用 "either" 回指前文，体现了典型的逻辑对比模式，具有一定的复用价值。

But I'm now convinced there's an educational need that's now going almost completely unmet: namely, the need to help young people transition into adulthood.

M段，第4句

高度典型的考试句式。主句 "I'm convinced (that)..." 是观点表达的常用结构。宾语从句使用 there be 句型引出问题或现象非常常见。定语从句修饰抽象名词、同位语解释说明核心概念，都是四六级和考研阅读理解中的高频句式。整句结构可大量复用于议论文写作和长难句分析。

Although we give lip service to the idea that a college education will make us better people, when all's said and done, we think of higher education primarily in economic terms.

N段，第2句

让步状语从句搭配主句形成转折对比，是四六级和考研阅读中的高频句式；同位语从句解释抽象名词 (idea) 也是常考结构；句式逻辑清晰、可大量迁移。

Tiny colleges are not the answer to all of our educational requirements, but they're an answer to one of our most basic educational necessities; the need to produce thoughtful, engaged, and compassionate human beings.

N段，第5句

并列主句 + 转折连词的结构在考试阅读中高频出现，同位语的用法也是常考点。句子展示了如何用转折逻辑表达辩证观点，这种论证方式在议论文中极为典型，掌握后可迁移到大量类似句子。

One tiny American college situated on a cattle farm is devoted to educating students to serve mankind throughout their lives.

第36题题干

本句涵盖主语、谓语、宾语(介词宾语)、定语(后置分词短语)、状语(时间状语)等多种成分,适合练习识别后置定语和非谓语动词结构。宾语部分的动名词和不定式嵌套也有一定练习价值,成分种类较为丰富。

After her retirement, the author has decided to set up a tiny college in her hometown.

第44题题干

简单句 + 现在完成时 + 不定式宾语 + 时间状语的组合在四六级阅读中较为常见，代表了一类典型的叙事陈述句式。掌握后可迁移到描述人物经历、决定等场景，但本身结构较简单，不涉及考试中更高频的复合句式。

HIGH-FREQUENCY · 真题高频词

本篇出现的 130 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。

growth

B1

n. 增长

本篇6次 · 真题 104 句

institution

B2

n. 机构

本篇6次 · 真题 52 句

educational B1

adj. 教育的

本篇6次 · 真题 44 句

focus B1

n. 重点

本篇5次 · 真题 200 句

academic B2

adj. 学术的

本篇4次 · 真题 104 句

type A2

n. 类型

本篇4次 · 真题 84 句

interaction B2

n. 相互作用

本篇4次 · 真题 53 句

affordable B1

adj. 买得起的

本篇4次 · 真题 22 句

community B1

n. 社区

本篇3次 · 真题 163 句

online A2

adj. 在线的

本篇3次 · 真题 139 句

responsibility B1

n. 责任

本篇3次 · 真题 69 句

being B1

n. 存在

本篇3次 · 真题 46 句

fully B1

adv. 完全地

本篇3次 · 真题 43 句

labor B1

n. 劳动

本篇3次 · 真题 42 句

campus B1

n. (大学或学院的) 校园

本篇3次 · 真题 40 句

humanity B2

n. 人类 (总称)

本篇3次 · 真题 32 句

curriculum B2

n. 课程

本篇3次 · 真题 27 句

tuition B2

n. 学费

本篇3次 · 真题 14 句

educate B2

v. 教育

本篇3次·真题 13 句

liberal C1

adj. 开明的

本篇3次·真题 13 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

better A1

adj. 更好的 (good 的比较级)

本篇2次·真题 205 句

accord C1

n. (国家、团体间的) 协议

本篇2次·真题 167 句

economic B2

adj. 经济的

本篇2次·真题 167 句

learning A1

n. 学习

本篇2次·真题 128 句

graduate B1

n. 毕业生

本篇2次·真题 82 句

exist A2

v. 存在;实际上有

本篇2次·真题 77 句

complex B2

adj. 复杂的, 难懂的

本篇2次·真题 61 句

charge B1

v. 收费

本篇2次·真题 44 句

fellow B2

n. 家伙

本篇2次·真题 22 句

faculty B2

n. (大学的) 系, 院

本篇2次·真题 14 句

cattle B1

n. 牛 (统称, 尤指肉牛和奶牛)

本篇2次·真题 12 句

adulthood B2

n. 成年期

本篇2次·真题 11 句

rigorous C1

adj. 严格的

本篇2次 · 真题 9 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次 · 真题 568 句

benefit B1

n. 好处

本篇1次 · 真题 244 句

likely A2

adj. 很可能的

本篇1次 · 真题 228 句

issue B1

n. 问题

本篇1次 · 真题 158 句

local A2

adj. 当地的

本篇1次 · 真题 143 句

individual B2

adj. 单独的

本篇1次 · 真题 142 句

challenge B1

n. 挑战

本篇1次 · 真题 119 句

average A2

adj. 平均的

本篇1次 · 真题 112 句

environmental B1

adj. 环境的

本篇1次 · 真题 112 句

career B1

n. 职业

本篇1次 · 真题 106 句

least A2

det. 最少的

本篇1次 · 真题 98 句

participant B2

n. 参与者

本篇1次 · 真题 91 句

concern B1

v. 涉及

本篇1次 · 真题 88 句

colleague B1

n. 同事

本篇1次 · 真题 84 句

traditional B1

adj. 传统的

本篇1次 · 真题 84 句

contribute B1

v. 捐献

本篇1次·真题 79 句

nation B1

n. 国家

本篇1次·真题 76 句

reflect B1

v. 反映, 显示

本篇1次·真题 71 句

seek B1

v. 寻找

本篇1次·真题 70 句

maintain B1

v. 维持

本篇1次·真题 64 句

trend B1

n. 趋势

本篇1次·真题 63 句

peer B2

n. 同龄人

本篇1次·真题 62 句

mostly B1

adv. 主要地

本篇1次·真题 59 句

aim B1

v. 瞄准

本篇1次·真题 57 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本篇1次·真题 57 句

ignore B1

v. 忽视;不理睬

本篇1次·真题 46 句

pattern B1

n. 模式

本篇1次·真题 46 句

completely B1

adv. 完全地

本篇1次·真题 43 句

passion B2

n. 强烈的情感

本篇1次·真题 43 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次·真题 42 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本篇1次·真题 42 句

addition A2

n. 增加

本篇1次·真题 41 句

alternative B2

n. 可供选择的事物

本篇1次·真题 41 句

citizen B1

n. 公民

本篇1次·真题 41 句

player A2

n. 运动员

本篇1次·真题 41 句

ideal B2

adj. 理想的

本篇1次·真题 38 句

characteristic B2

n. 特征

本篇1次·真题 36 句

means A2

n. 方法

本篇1次·真题 35 句

combine B1

v. (使) 结合、组合

本篇1次·真题 33 句

sustainable B2

adj. 可持续的

本篇1次·真题 32 句

unlike B1

prep. 不像

本篇1次·真题 31 句

working A2

adj. 有工作的

本篇1次·真题 29 句

closely B1

adv. 紧密地

本篇1次·真题 28 句

comment B1

n. 评论

本篇1次·真题 28 句

discipline B2

n. 纪律

本篇1次·真题 28 句

largely B2

adv. 主要地

本篇1次·真题 28 句

truly B1

adv. 真正地

本篇1次·真题 28 句

facility B2

n. 设施

本篇1次·真题 27 句

teaching A2

n. 教学工作;教书

本篇1次·真题 27 句

conductive C1

adj. 有助于的

本篇1次·真题 26 句

norm B2

n. 常态

本篇1次·真题 26 句

scene A2

n. 场景

本篇1次·真题 25 句

transition B2

n. 过渡

本篇1次·真题 25 句

diverse B2

adj. 多种多样的

本篇1次·真题 24 句

core B1

n. 核心

本篇1次·真题 21 句

primarily B2

adv. 主要地

本篇1次·真题 21 句

developed B1

adj. 发达的

本篇1次·真题 20 句

electricity A2

n. 电

本篇1次·真题 20 句

stuff A2

n. 东西

本篇1次·真题 20 句

economics B2

n. 经济学

本篇1次·真题 19 句

justify B2

v. 证明...有道理

本篇1次·真题 19 句

requirement B2

n. 要求

本篇1次·真题 19 句

retirement B2

n. 退休

本篇1次·真题 19 句

ultimate

B2

adj. 最终的

本篇1次·真题 19 句

expansion

B2

n. 扩张

本篇1次·真题 18 句

trick

B1

n. 诡计

本篇1次·真题 18 句

counterpart

C1

n. 对应的人或物

本篇1次·真题 17 句

equally

B1

adv. 同样地

本篇1次·真题 17 句

found

A1

v. find 的过去式和过去分词

本篇1次·真题 17 句

infrastructure

C1

n. 基础设施

本篇1次·真题 17 句

consist

B2

v. 由...组成

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

convert

B2

v. 转变

本篇1次·真题 15 句

discourage

B2

v. 使泄气

本篇1次·真题 15 句

hunt

B1

v. 搜寻

本篇1次·真题 15 句

mature

B2

adj. 成熟的

本篇1次·真题 15 句

spectrum

C1

n. 范围

本篇1次·真题 15 句

suit

A2

n. 套装

本篇1次·真题 15 句

engaged

B1

adj. 忙碌的

本篇1次·真题 14 句

integrate C1

v. 使融入

本篇1次·真题 14 句

committee B1

n. 委员会

本篇1次·真题 13 句

array B2

n. 数组

本篇1次·真题 12 句

commit B2

v. 承诺、保证做某事

本篇1次·真题 12 句

retire B1

v. 退休

本篇1次·真题 12 句

admission B2

n. 承认 (错误、罪行等)

本篇1次·真题 11 句

handful B1

n. 一把;少量

本篇1次·真题 11 句

justice B2

n. 公正;正义

本篇1次·真题 11 句

stretch B1

v. 伸展

本篇1次·真题 11 句

log B1

n. 原木, 木材

本篇1次·真题 10 句

privilege B2

n. 特权

本篇1次·真题 10 句

elaborate C1

adj. 复杂精细的

本篇1次·真题 9 句

enroll B2

v. 注册

本篇1次·真题 9 句

border B1

n. 边界

本篇1次·真题 8 句

functioning B2

adj. 运转正常的

本篇1次·真题 8 句

necessity B2

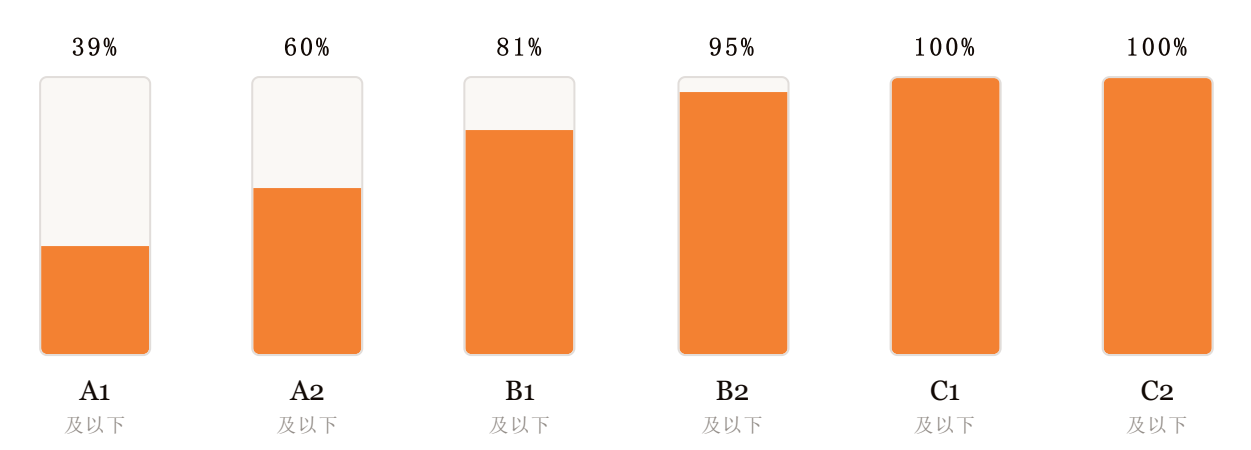
n. 必需品

本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

全文 408 词按 CEFR 难度累积覆盖

全文去重后共 **408** 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 19 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 408 个·末柱为 100%

去重总词数

408

B2 以上难词

5%

B1 及以下覆盖

81%

英语六级 2023年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2023年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	本题
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2023年6月·第3套 英语六级阅读理解（四选一） 第1篇·46–50 题 答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·46–50 题

本页 46–50 题的答案与逐题解析由懒笔记基于2023年6月·第3套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 5 段原文（段首标 P1–P5 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(2023-06) · 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 If you're someone who has turned to snacking on junk food more in the pandemic(大流行病), you're not alone. Investigative reporter Michael Moss says processed food is engineered to hook you, not unlike alcohol, cigarettes, or other harmful substances. His 2013 book, *Salt Sugar Fat*, explored food companies' aggressive marketing of those products and their impact on our health. In his new book, *Hooked*, Moss updates the food giants' efforts to keep us eating what they serve, and how they're responding to complaints from consumers and health advocates.

如果你在疫情期间更频繁地吃垃圾食品零食，你并不孤单。调查记者Michael Moss说，加工食品的设计目的就是让你上瘾，这与酒精、香烟或其他有害物质没什么不同。他2013年的著作《盐糖脂》探讨了食品公司对这些产品的激进营销及其对我们健康的影响。在他的新书《上钩》中，Moss更新了食品巨头让我们继续吃他们提供的食物的努力，以及他们如何回应来自消费者和健康倡导者的投诉。

P2 Processed food is inexpensive, it's legal, and it's everywhere. Companies' advertising is cueing us to remember those products and we want those products constantly. So the food environment is one of those key things that makes food even more problematic for so many people. Memory, nostalgia(怀旧) in particular, plays a big role in the foods we crave. Soda companies discovered that if they put a soda in the hands of a child when they're at a ball game with their parents, that soda will forever be associated

with that joyous moment. Later in life, when that child wants to experience a joyous moment, they're going to think of soda. Many people seek comfort in the snacks they remember from childhood.

加工食品价格低廉、合法且无处不在。公司的广告在提示我们记住这些产品,而我们也不断地想要这些产品。因此,食品环境是使食品对许多人来说更加成问题的关键因素之一。记忆,特别是怀旧,在我们渴望的食物中起着重要作用。碳酸饮料公司发现,如果他们在孩子与父母一起看球赛时把一瓶汽水放到孩子手中,那瓶汽水就会永远与那个快乐时刻联系在一起。在以后的生活中,当那个孩子想要体验快乐时刻时,他们就会想到汽水。许多人在他们记忆中童年时的零食中寻求慰藉。

P3 Moss examines the way companies capitalize on our memories, cravings and brain chemistry to keep us snacking.

Moss研究了公司如何利用我们的记忆、渴望和大脑化学机制来让我们不断吃零食。

P4 One of the reasons I came to think that some of these food products are even more powerful, more troublesome than drugs can be is memory. What we eat is all about memory. And we begin forming memories for food at a really early age. And we keep those memories for a lifetime. Knowing this, the food industry spends lots of time trying to shape the memories that we have for their products. One of the features of addiction that scientists studying drug addiction discovered back in the 1990s was that the faster a substance hits the brain, the more apt we are as a result to act impulsively. There's nothing faster than food in its ability to hit the brain. For Moss, this puts the notion of "fast food" in an entirely new light as this isn't limited to fast food chains-almost 90% of food products in grocery stores are processed foods. Everything in the industry is about speed, from manufacturing to packaging.

我之所以认为其中一些食品甚至比毒品更强大、更麻烦的原因之一就是记忆。我们吃什么完全与记忆有关。我们在很小的时候就开始形成对食物的记忆。而且我们会将这些记忆保留一生。知道这一点后,食品行业花费大量时间试图塑造我们对其产品的记忆。研究药物成瘾的科学家在20世纪90年代发现的成瘾特征之一是,一种物质作用于大脑的速度越快,我们因此冲动行事的可能性就越大。没有什么比食物作用于大脑的能力更快。对Moss来说,这使"快餐"的概念呈现出全新的意义,因为这不仅限于快餐连锁店——杂货店里近90%的食品都是加工食品。行业中的一切都与速度有关,从制造到包装。

P5 Overall, Moss outlines the industry's dependence on making their products inexpensive, super delicious, and incredibly convenient for consumers. Now that more and more people care about what they put in their bodies and are wanting to eat healthier, these companies are finding it really difficult to meet that new demand because of their own addiction to making these convenience foods.

总的来说,Moss概述了该行业对使其产品价格低廉、超级美味且对消费者极其方便的依赖。现在越来越多的人关心他们摄入体内的东西,并希望吃得更健康,这些公司发现很难满足这种新需求,因为它们自己对制造这些方便食品上了瘾。

题目与逐题解析

46. In what way does Michael Moss think processed food is comparable to alcohol and cigarettes?

- A) They are all addictive.
- B) They are all necessary evils.
- C) They are all engineered to be enjoyed.
- D) They are all in increasingly great demand.

Michael Moss 认为加工食品在哪方面可与酒精和香烟相提并论？

- A) 它们都会使人上瘾。 B) 它们都是必要之恶。 C) 它们都经过设计以让人享受。
- D) 它们的需求都在日益增长。

【答案】 A (细节题)

【判型】 In what way does Michael Moss think processed food is comparable to alcohol and cigarettes? 问的是一个明确的可比关系，答案应能从原文一句话直接读出。

【拆句】 主干 does Michael Moss think processed food is comparable to alcohol and cigarettes, 从句 that 省略，理解关键是 comparable to 的语义"与.....可比"，不是"被比作"。结构平铺直叙、无陷阱。

【定位】 Investigative reporter Michael Moss says processed food is engineered to hook you, not unlike alcohol, cigarettes, or other harmful substances.

调查记者 Michael Moss 说，加工食品被精心设计来"勾住"你，这一点与酒精、香烟或其他有害物质并无不同。

【选项】 A) ✓ 正确

engineered to hook you ↔ **addictive**

not unlike alcohol, cigarettes, or other harmful substances ↔ **They are all addictive.**

预判"勾住人"对应 addictive, A 即为对定位句双重否定+动词短语的整体重述。

B) 无中生有

necessary evils 原文未提及；Moss 全文批评加工食品，没有任何"必要"评价。

C) 偷换概念

engineered to be enjoyed 把原文 engineered to hook you 偷换为"为享受而设计"——hook 是"勾住、使上瘾"的强迫语义，与"被享受"的中性愉悦语义不等。

D) 偷换概念

increasingly great demand 原文未提及"需求日益增大"；Moss 说的是公司在"积极推销" (aggressive marketing)，不是消费者需求暴涨。

47. What does the author say plays a key role in the foods we crave?

- A) The food environment.
- B) Aggressive marketing.
- C) Convenience.
- D) Memory.

作者认为什么在我们渴望的食物中起着关键作用？

A) 食物环境。 B) 激进的营销。 C) 便利性。 D) 记忆。

【答案】 D (细节题)

【判型】 What does the author say plays a key role in the foods we crave? 问的是某个明确因素，答案是原文里一句陈述句的主语或表语。

【拆句】 What does the author say plays a key role in the foods we crave? 中 What 既是 say 的宾语从句的主语、又是 plays 的主语；the foods we crave 是省略了 that 的定语从句。结构标准、无陷阱。

【定位】 Memory, nostalgia(怀旧) in particular, plays a big role in the foods we crave.
记忆，尤其是怀旧情感，在我们渴求的食物中起着举足轻重的作用。

【选项】 A) 答非所问

The food environment. 出现在 the food environment is one of those key things that makes food even more problematic, 原文说的是"让食物对人更具危害"，不是"在我们渴求的食物中起关键作用"。

B) 张冠李戴

Aggressive marketing. 来自首段 food companies' aggressive marketing, 是 Moss 上一本书的话题，不在 Q47 定位句中。

C) 张冠李戴

Convenience. 是末段 incredibly convenient for consumers 提到的食品属性之一，与 Q47 的"渴求"无直接因果关系。

D) ✓ 正确

Memory, nostalgia(怀旧) in particular ↔ **Memory.**

预判的主语 Memory 与 Memory. 原词一致，是最直接的细节复现型答案。

48. What do food companies do to capitalize on consumers' association with their food products?

- A) They strive to influence how consumers remember their products.
- B) They attempt to use consumers' long-term memories to promote addiction.
- C) They try to exploit consumers' memories for their products as early as possible.
- D) They endeavor to find what consumers remember about their products.

食品公司如何利用消费者对其食品产品的联想？

A) 它们努力影响消费者对其产品的记忆方式。 B) 它们试图利用消费者的长期记忆来促进成瘾。
C) 它们试图尽早利用消费者对其产品的记忆。 D) 它们努力找出消费者对其产品的记忆内容。

【答案】 **A** (细节题)

【判型】 What do food companies do to capitalize on consumers' association with their food products? 问的是公司具体做了什么，是原文动作的同义改写。

【拆句】 What do food companies do to capitalize on consumers' association with their food products? 中 to capitalize on... 是目的状语；consumers' association with... 是"消费者对.....的联想"。结构清晰、无陷阱。

【定位】 Knowing this, the food industry spends lots of time trying to shape the memories that we have for their products.

明白这一点之后，食品行业花费大量时间，努力塑造我们对其产品所留存的记忆。

【选项】 **A) ✓ 正确**

trying to shape the memories that we have for their products ↔

strive to influence how consumers remember their products

预判的"塑造记忆"与 influence how consumers remember 在动作（塑造/影响）和对象（记忆/如何记住）上双重对应。

B) 过度推断

use consumers' long-term memories to promote addiction 把"塑造记忆"曲解为"利用长期记忆推动成瘾"——原文虽然提到 features of addiction，但其语境是说"食物入脑速度快"，并不是把记忆当成瘾工具。

C) 偷换概念

exploit consumers' memories for their products as early as possible 把动作偷换为"尽早利用记忆"，并嫁接首段 we begin forming memories for food at a really early age 的"早期"细节——但原文说的是"消费者从小开始形成记忆"，不是"公司尽早去利用"。

D) 偷换概念

endeavor to find what consumers remember about their products 把"塑造 (shape)"偷换为"查明 (find)"——前者是主动改变记忆，后者是被动调查记忆，方向完全相反。

49. How does the food industry operate from manufacturing to packaging, according to Moss?

- A) Placing the idea of fast food in an entirely new light.
- B) Setting no limit to the number of fast food chains.
- C) Focusing on how quickly the work is done.
- D) Prioritizing the quality of their products.

根据 Moss 的说法,食品行业从生产到包装是如何运作的?

- A) 将快餐的概念置于全新的视角。
- B) 对快餐连锁店的数量不设限制。
- C) 专注于工作完成的速度。
- D) 优先考虑其产品的质量。

【答案】 **C** (细节题)

【判型】 How does the food industry operate from manufacturing to packaging, according to Moss? 问的是"以什么方式运作", 答案是原文一句话的同义改写。

【拆句】 How does the food industry operate from manufacturing to packaging, according to Moss? 中 from...to... 是状语, according to Moss 是引述来源。结构平铺直叙、无陷阱。

【定位】 Everything in the industry is about speed, from manufacturing to packaging.
整个行业的一切都围绕"速度"展开, 从生产到包装无一例外。

【选项】 A) 答非所问

Placing the idea of fast food in an entirely new light 是 Moss 对"fast food"概念的重新解读结果, 对应 this puts the notion of "fast food" in an entirely new light, 但 Q49 问的是行业"如何运作", 不是 Moss"如何看待 fast food 概念"。

B) 偷换概念

Setting no limit to the number of fast food chains 来自对 isn't limited to fast food chains 的曲解——原文是说"fast food 不限于连锁快餐店 (含义=加工食品也算 fast food)", 不是说"快餐连锁店数量没有上限"。

C) ✓ 正确

Everything in the industry is about speed ↔ **Focusing on how quickly the work is done**
预判的"以速度为核心"与 Focusing on how quickly the work is done 在核心概念上完全等值。

D) 与原文相反

Prioritizing the quality of their products 说"优先考虑质量", 但原文明确说 Everything in the industry is about speed——是"速度"优先, 不是"质量"优先。

50. Why are companies finding it difficult to satisfy consumers' demand for healthier food products?

- A) They think speed of production outweighs consumers' health.
- B) They believe their industry would perish without fast foods.
- C) They have to strike a balance between taste and nutrition.
- D) They are hooked on manufacturing convenience foods.

为什么公司发现难以满足消费者对更健康食品的需求?

- A) 他们认为生产速度比消费者健康更重要。 B) 它们相信没有快餐其行业将会消亡。
- C) 它们必须在口味和营养之间取得平衡。 D) 它们沉迷于生产方便食品。

【答案】 D (细节题)

【判型】 Why are companies finding it difficult to satisfy consumers' demand for healthier food products? 问的是直接原因, 原文必有 because/due to 之类的因果句对应。

【拆句】 Why are companies finding it difficult to satisfy consumers' demand for healthier food products? 中 finding it difficult to V 是"find + it (形式宾语) + difficult + 不定式真宾语"结构; 考生若把 it 当作普通代词指代前文事物, 就会读偏。

【定位】 Now that more and more people care about what they put in their bodies and are wanting to eat healthier, these companies are finding it really difficult to meet that new demand because of their own addiction to making these convenience foods.

如今越来越多的人在意吃进体内的东西、想吃得更健康，这些公司发现自己很难满足这一新需求，原因在于它们自身已经"上瘾"于生产这些便利食品。

【选项】 A) 过度推断

speed of production outweighs consumers' health 把第四段"速度优先"与末段"难满足健康需求"硬串成因果——原文确实说过 about speed，但并未说"速度压倒健康"是公司难以满足新需求的原因。

B) 无中生有

their industry would perish without fast foods 完全是凭空想象，原文未涉及行业"消亡"或"存亡"。

C) 过度推断

strike a balance between taste and nutrition 把末段 super delicious 和 eat healthier 硬凑成"口味与营养的平衡"——但原文没有任何"平衡"的表述，给出的真正原因是公司自身"上瘾"。

D) ✓ 正确

their own addiction to making these convenience foods ↔

hooked on manufacturing convenience foods

making ↔ **manufacturing**

预判的"对制造便利食品上瘾"与 hooked on manufacturing convenience foods 完全等值，且 hooked on 回扣首段 hook 一词，是作者刻意的呼应。

SENTENCE INSIGHTS • 句子精讲

6 句真题句逐层精讲

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

Memory, nostalgia(怀旧) in particular, plays a big role in the foods we crave.

第2段，第4句

主句 play a role in 结构和省略关系代词的定语从句都是四六级及考研阅读中的高频句式。同位语插入也是常见的书面语特征。整体结构具有较强代表性，学习后可迁移到大量类似句子。

What we eat is all about memory.

第4段，第2句

"What" 引导的主语从句 + 主系表结构是四六级和考研阅读中的高频句式，主语从句前置也是典型的书面语表达方式，掌握本句结构后可以迁移到大量类似句子。

One of the features of addiction that scientists studying drug addiction discovered back in the 1990s was that the faster a substance hits the brain, the more apt we are as a result to act impulsively.

第4段，第6句

本句成分丰富且分布位置复杂：主句主语带长定语从句修饰，表语从句内含比较结构，涉及主语、谓语、宾语、表语、定语、时间状语、方式状语、程度状语、结果状语等多种成分。定语从句中关系代词"that"既引导从句又在从句内作宾语，表语从句内"the...the..."结构对学生的成分识别能力要求高。适合作为综合练习句。

Overall, Moss outlines the industry's dependence on making their products inexpensive, super delicious, and incredibly convenient for consumers.

第5段，第1句

宾语结构较为丰富：'the industry's dependence on making...' 涉及所有格修饰、介词宾语、动名词复合结构、并列宾语补足语('inexpensive, super delicious, and incredibly convenient')以及状语 'for consumers'。这些成分组合在一个宾语内，适合训练学生识别修饰层次和成分归属，尤其是动名词复合结构的切分。

Now that more and more people care about what they put in their bodies and are wanting to eat healthier, these companies are finding it really difficult to meet that new demand because of their own addiction to making these convenience foods.

第5段，第2句

该句主干定位有一定难度但不过分复杂，嵌套层级适中，时态友好，成分种类丰富且包含高频易错结构，句式典型性强。综合来看，作为句子结构和时态的训练材料，收益较高且难度适中，适合作为优先练习的句子。

Why are companies finding it difficult to satisfy consumers' demand for healthier food products?

第50题 题干

"find it + 形容词 + to do" 是四六级和考研阅读理解及翻译中的高频句式，特殊疑问句结构也常出现在真题中。本句结构典型且实用，学生掌握后可广泛应用于理解和翻译类似句子，迁移性强。

HIGH-FREQUENCY • 真题高频词

本篇出现的 75 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。

product A2

n. 产品

本篇13次 · 真题 271 句

consumer B1

n. 消费者

本篇9次 · 真题 165 句

soda B1

n. 苏打水

本篇4次 · 真题 12 句

demand B1

v. 坚决要求

本篇3次 · 真题 92 句

snack A2

n. 零食

本篇3次 · 真题 15 句

process B1

n. 过程

本篇2次 · 真题 126 句

limit B1

n. 限度

本篇2次 · 真题 51 句

chain B1

n. 链条

本篇2次 · 真题 32 句

entirely B1

adv. 完全地

本篇2次 · 真题 29 句

packaging B1

n. 包装;包装材料

本篇2次 · 真题 22 句

alcohol B1

n. 酒精饮料

本篇2次·真题 21 句

cigarette A2

n. 香烟, 纸烟

本篇2次·真题 14 句

substance B2

n. 物质

本篇2次·真题 14 句

convenience B1

n. 方便, 便利

本篇2次·真题 13 句

crave B2

v. 渴望, 渴求 (强烈地想要某物)

本篇2次·真题 13 句

inexpensive B1

adj. 不昂贵的

本篇2次·真题 9 句

manufacturing B2

n. 制造业; 生产

本篇2次·真题 9 句

processed B1

adj. 经过加工的

本篇2次·真题 8 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 568 句

author A2

n. 作者

本篇1次·真题 264 句

focus B1

n. 重点

本篇1次·真题 200 句

impact B2

n. 影响

本篇1次·真题 185 句

quality A2

n. 质量

本篇1次·真题 112 句

according B1

prep. 根据

本篇1次·真题 96 句

later A1

adv. 以后, later

本篇1次·真题 87 句

promote B2

v. 促进

本篇1次·真题 82 句

increasingly

B2

adv. 越来越;日益;不断增加地

本篇1次·真题 78 句

advertising

B1

n. 广告业

本篇1次·真题 72 句

seek

B1

v. 寻找

本篇1次·真题 70 句

quickly

A2

adv. 快速地

本篇1次·真题 63 句

overall

B1

adj. 总体的

本篇1次·真题 58 句

production

B1

n. 生产

本篇1次·真题 58 句

advocate

B2

v. 拥护

本篇1次·真题 55 句

feature

B1

n. 特征

本篇1次·真题 55 句

associate

B2

v. 联系

本篇1次·真题 54 句

explore

B1

v. 探索

本篇1次·真题 52 句

operate

B1

v. 运转

本篇1次·真题 52 句

particular

B2

adj. 特定的

本篇1次·真题 52 句

respond

B1

v. 回答, 答复

本篇1次·真题 52 句

powerful

B1

adj. 强大的

本篇1次·真题 50 句

balance

B1

n. 平衡

本篇1次·真题 49 句

marketing

B1

n. 营销

本篇1次·真题 45 句

attempt B1

v. 试图

本篇1次·真题 39 句

nutrition B2

n. 营养

本篇1次·真题 36 句

giant B1

adj. 巨大的

本篇1次·真题 34 句

harmful B1

adj. 有害的

本篇1次·真题 32 句

constantly B1

adv. 不断地, 持续地

本篇1次·真题 31 句

unlike B1

prep. 不像

本篇1次·真题 31 句

association B2

n. 协会

本篇1次·真题 30 句

childhood A2

n. 童年

本篇1次·真题 28 句

strive B2

v. 努力, 奋斗, 力求

本篇1次·真题 27 句

strike B1

v. 打击

本篇1次·真题 25 句

complaint B1

n. 抱怨

本篇1次·真题 23 句

legal B1

adj. 法律的

本篇1次·真题 23 句

grocery B1

n. 食品杂货

本篇1次·真题 19 句

prioritize B2

v. 优先处理

本篇1次·真题 19 句

endeavor C1

v. 努力

本篇1次·真题 16 句

lifetime B1

n. 一生, 终生

本篇1次·真题 16 句

update B1

v. 更新

本篇1次·真题 16 句

incredibly B2

adv. 极其，非常（表示程度）

本篇1次·真题 15 句

super B1

adj. 极好的，超级棒的

本篇1次·真题 15 句

exploit B2

v. 利用

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

aggressive B2

adj. 好斗的

本篇1次·真题 12 句

comfort B1

n. 舒适

本篇1次·真题 12 句

convenient B1

adj. 方便的

本篇1次·真题 12 句

cue B2

n. 提示

本篇1次·真题 12 句

forever A2

adv. 永远

本篇1次·真题 12 句

notion B2

n. 观念

本篇1次·真题 12 句

comparable B2

adj. 可比较的

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

junk B1

n. 废物

本篇1次·真题 9 句

problematic C1

adj. 有问题的

本篇1次·真题 9 句

evil B1

adj. 邪恶的

本篇1次·真题 8 句

outline

B2

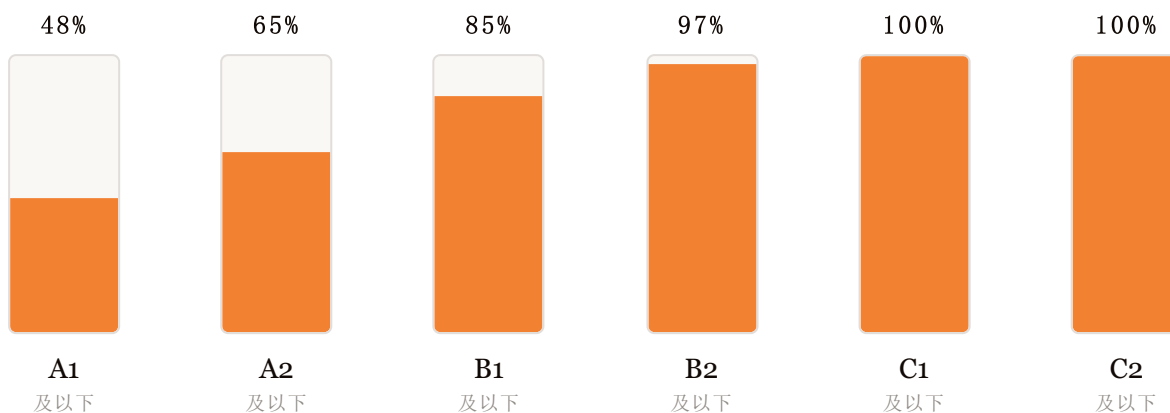
n. 概要

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 212 词按 CEFR 难度累积覆盖

全文去重后共 **212** 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 6 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 212 个 · 末柱为 100%

去重总词数

212

B2 以上难词

3%

B1 及以下覆盖

85%

英语六级 2023年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2023年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	本题
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2023年6月·第3套 英语六级阅读理解（四选一） 第2篇·51-55 题答案与解析

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析 · 51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2023年6月·第3套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 11 段原文（段首标 P1-P11 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(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 Chimpanzees(黑猩猩), human beings' closest animal relatives, share up to 98% of our genes. Yet humans and chimpanzees lead very different lives. Fewer than 300,000 wild chimpanzees live in a few forested corners of Africa today, while humans have colonized every corner of the globe. At more than 7 billion, human population dwarfs that of nearly all other mammals—despite our physical weaknesses.

黑猩猩是人类在动物界最亲近的近亲,与我们共享高达98%的基因。然而人类和黑猩猩过着截然不同的生活。如今只有不到30万只野生黑猩猩生活在非洲少数几个森林角落,而人类已经在全球每个角落定居。人类人口超过70亿,使几乎所有其他哺乳动物的数量相形见绌——尽管我们身体上有弱点。

P2 What could account for our species' incredible evolutionary successes?

是什么可以解释我们物种令人难以置信的进化成功?

P3 One obvious answer is our big brains. It could be that our raw intelligence gave us an unprecedented ability to think outside the box, innovating solutions to thorny problems as people migrated across the globe.

一个显而易见的答案是我们的大脑袋。可能是我们的原始智力赋予了我们前所未有的跳出常规思维的能力,在人们迁徙到全球各地时创新性地解决棘手问题。

P4 But a growing number of cognitive scientists and anthropologists(人类学家) are rejecting that explanation. They think that, rather than making our living as innovators, we survive and thrive precisely

because we don't think for ourselves. Instead, people cope with challenging climates and ecological contexts by carefully copying others.

但越来越多的认知科学家和人类学家正在否定这种解释。他们认为,我们之所以能够生存和繁荣,恰恰是因为我们不独立思考,而非靠创新谋生。相反,人们通过仔细模仿他人来应对充满挑战的气候和生态环境。

P5 In a famous study, psychologists Victoria Horner and Andrew Whiten showed two groups of test subjects—children and chimpanzees—a mechanical box with a treat inside. In one condition, the box was opaque, while in the other it was transparent. The experimenters demonstrated how to open the box to retrieve the treat, but they also included the irrelevant step of tapping on the box with a stick.

在一项著名的研究中,心理学家Victoria Horner和Andrew Whiten向两组测试对象——儿童和黑猩猩——展示了一个里面装有奖品的机械盒子。在一种条件下,盒子是不透明的,而在另一种条件下它是透明的。实验者演示了如何打开盒子取出奖品,但他们还包含了用棍子敲击盒子这一无关步骤。

P6 Oddly, the children carefully copied all the steps to open the box, even when they could see that the stick had no practical effect. That is, they copied irrationally: Instead of doing only what was necessary to get their reward, children slavishly imitated every action they'd witnessed.

奇怪的是,即使孩子们能看到棍子没有实际作用,他们也会仔细模仿打开盒子的所有步骤。也就是说,他们进行了非理性的模仿:孩子们不是只做获得奖励所必需的事情,而是机械地模仿他们目睹的每一个动作。

P7 Of course, that study only included three—and four-year-olds. But additional research has shown that older children and adults are even more likely to mindlessly copy others' actions, and infants are less likely to over-imitate—that is, to precisely copy even impractical actions.

当然,那项研究只包括三岁和四岁的儿童。但其他研究表明,年龄较大的儿童和成年人更有可能盲目模仿他人的行为,而婴儿较少过度模仿——也就是说,较少精确复制甚至不实用的动作。

P8 By contrast, chimpanzees in the study only over-imitated in the opaque condition. In the transparent condition—where they saw that the stick was mechanically useless—they ignored that step entirely. Other research has since supported these findings.

相比之下,研究中的黑猩猩只在不透明条件下过度模仿。在透明条件下——它们看到棍子在机械上毫无用处——它们完全忽略了那个步骤。其他研究此后也支持了这些发现。

P9 When it comes to copying, chimpanzees are more rational than human children or adults. 在模仿方面,黑猩猩比人类儿童或成年人更理性。

P10 Where does the seemingly irrational human preference for over-imitation come from? Anthropologist Joseph Henrich points out that people around the world rely on technologies that are often so complex that no one can learn them rationally. Instead, people must learn them step by step, trusting in the wisdom of more experienced elders and peers.

人类看似非理性的过度模仿偏好从何而来?人类学家Joseph Henrich指出,世界各地的人们依赖的技术往往非常复杂,以至于没有人能够理性地学会它们。相反,人们必须一步一步地学习它们,相信更有经验的长辈和同伴的智慧。

P11 So the next time you hear someone arguing passionately that everyone should embrace nonconformity and avoid imitating others, you might laugh a little bit. We're not chimpanzees, after all. 所以下次当你听到有人热情地主张每个人都应该拥抱不墨守成规并避免模仿他人时,你可能会笑一笑。毕竟,我们不是黑猩猩。

题目与逐题解析

51. What might explain humans' having the largest population of almost all mammals?

- A) They are equipped with raw strength for solving the most challenging problems.
- B) They cope with the outside world more effectively than their animal relatives.
- C) They possess the most outstanding ability to think.
- D) They know how to survive everywhere on earth.

什么可能解释人类拥有几乎所有哺乳动物中最大的种群数量？

- A) 他们具备解决最具挑战性问题的原始力量。 B) 他们比动物亲缘物种更有效地应对外部世界。
- C) 他们拥有最杰出的思考能力。 D) 他们知道如何在地球上任何地方生存。

【答案】 C (细节题)

【判型】 题干 What might explain humans' having the largest population of almost all mammals? 指向文章中给出原因解释的某一句，并非全文主旨，属于细节题。

【拆句】 主干是 What might explain X, 其中 X 由动名词短语 humans' having the largest population of almost all mammals 充当 explain 的宾语；不定式般的动名词结构是六级常见考点，注意 humans' 是 having 的逻辑主语，不是 population 的所有格。

【定位】 One obvious answer is our big brains. It could be that our raw intelligence gave us an unprecedented ability to think outside the box, innovating solutions to thorny problems as people migrated across the globe.

一个显而易见的答案是我们的大脑。可能是我们的纯粹智力赋予了我们一种前所未有的跳出思维定式的能力，让人们在迁徙到全球各处时能够创新性地解决棘手难题。

【选项】 A) 偷换概念

选项 equipped with raw strength for solving the most challenging problems 用 raw strength 替换原文 raw intelligence, 正话反说——文章首段恰恰强调 despite our physical weaknesses, 人类身体反而是弱的。

B) 答非所问

They cope with the outside world more effectively than their animal relatives 用 animal relatives 把题点引向 Chimpanzees, human beings' closest animal relatives ——黑猩猩, 但 51 题问的是 largest population of almost all mammals 的原因, 原因句在 P3 而非 P1。

C) ✓ 正确

our raw intelligence gave us an unprecedented ability to think outside the box ↔

possess the most outstanding ability to think

our big brains ↔ **possess**

预判已锁定卓越的思考能力, C 选项 possess the most outstanding ability to think 在词面与语义上都与定位句——对应, 是定位句的标准同义替换。

D) 答非所问

They know how to survive everywhere on earth 是 humans have colonized every corner of the globe 的同义改写, 但这是现象本身, 不是题目所问的解释; 题干 What might explain 要的是 原因。

52. What accounts for humans' evolutionary successes according to a growing number of cognitive scientists and anthropologists?

- A) They are better at innovating solutions.
- B) They thrive through creative strategies.
- C) They are naturally adaptive to ecological contexts.
- D) They meet challenges by imitating others carefully.

根据越来越多认知科学家和人类学家的观点, 什么解释了人类进化的成功?

- A) 他们更擅长创新解决方案。 B) 他们通过创造性策略繁荣发展。 C) 他们天生适应生态环境。
- D) 他们通过仔细模仿他人来应对挑战。

【答案】 D (细节题)

【判型】 题干 according to a growing number of cognitive scientists and anthropologists 限制了观点来源, 要求回原文找到该群体说了什么, 属典型署名细节题。

【拆句】 主干 What accounts for humans' evolutionary successes, 后接 according to 短语作状语限定信息来源; account for 在此意为解释/导致, 是六级高频熟词僻义。

【定位】 They think that, rather than making our living as innovators, we survive and thrive precisely because we don't think for ourselves. Instead, people cope with challenging climates and ecological contexts by carefully copying others.

他们认为：我们之所以存活下来并蓬勃发展，恰恰不是因为我们以创新者的身份谋生，而恰恰是因为我们不自己思考。相反，人类是通过仔细地模仿他人来应对极具挑战的气候与生态环境的。

【选项】 A) **张冠李戴**

They are better at innovating solutions 来自 innovating solutions to thorny problems——但这是 P4 But 转折之前被驳的旧解释，不是 a growing number of 科学家的观点；题干限定了观点出处，必须取转折之后。

B) **与原文相反**

They thrive through creative strategies 用 creative——这与 we don't think for ourselves 直接相反，文章明确说人类成功不靠自己思考创新。

C) **无中生有**

They are naturally adaptive to ecological contexts 把 ecological contexts 抄过来制造熟悉感，但 naturally adaptive（与生俱来的适应性）这种说法在原文没有任何出处——文章强调的是后天模仿。

D) **✓ 正确**

by carefully copying others ↔ **imitating others carefully**

cope with challenging climates and ecological contexts ↔ **meet challenges**

预判已锁定靠仔细模仿来应对挑战，They meet challenges by imitating others carefully 在结构（meet challenges by + 动名词短语）和措辞上与定位句完全同义。

53. What does the author think is odd about the findings of the study by Victoria Horner and Andrew Whiten?

- A) Children irrationally imitated every action of the experimenters.
- B) Chimpanzees could tell the transparent box from the opaque one.
- C) Chimpanzees could retrieve the treat more quickly than children did.
- D) Children omitted the step of tapping on the box with a stick to open it.

作者认为Victoria Horner和Andrew Whiten的研究发现有什么奇怪之处？

- A) 儿童非理性地模仿了实验者的每一个动作。
- B) 黑猩猩能够区分透明盒子和不透明盒子。
- C) 黑猩猩取得奖励的速度比儿童更快。
- D) 儿童省略了用棍子敲击盒子以打开它的步骤。

【答案】 A （细节题）

【判型】 题干问的是作者认为某项研究中 odd 的具体内容，需要回到原文一句话找出对应描述，是细节题而非态度题。

【拆句】 主干 What does the author think is odd about X, think 后跟省略 that 的宾语从句 is odd about the findings, about 短语限定 odd 的范围；考生易把 think is odd 误读成主旨态度题。

【定位】 Oddly, the children carefully copied all the steps to open the box, even when they could see that the stick had no practical effect. That is, they copied irrationally: Instead of doing only what was necessary to get their reward, children slavishly imitated every action they'd witnessed.

奇怪的是，儿童仔细地模仿了开盒子的每一步动作，哪怕他们能看出那根木棒并没有任何实际作用。也就是说，他们的模仿是非理性的：他们没有只做获得奖励所必需的动作，而是奴隶般地模仿了所看到的每一个动作。

【选项】 A) ✓ 正确

children slavishly imitated every action they'd witnessed ↔

Children irrationally imitated every action of the experimenters

every action they'd witnessed ↔ **every action of the experimenters**

A 选项 Children irrationally imitated every action of the experimenters 完整对应定位句的两个关键点：irrationally 对应 slavishly/irrationally, every action of the experimenters 对应 every action they'd witnessed。

B) 答非所问

Chimpanzees could tell the transparent box from the opaque one 描述黑猩猩能区分透明与不透明盒子——这是 P8 黑猩猩对比段的隐含信息，但题干问的是作者认为 odd 的发现，奇怪在儿童这边，不在黑猩猩能不能区分上。

C) 无中生有

Chimpanzees could retrieve the treat more quickly than children did 提到黑猩猩比儿童更快取得食物——这种速度比较在文中没有任何描写。

D) 与原文相反

Children omitted the step of tapping on the box with a stick to open it 说儿童跳过了敲打这一步——与 children carefully copied all the steps 完全相反，且 P8 显示是黑猩猩在透明条件下才跳过这一步。

54. What is anthropologist Joseph Henrich's explanation for the human preference for copying?

- A) It originates in the rationality of people around the world.
- B) It stems from the way people learn complex technologies.
- C) It results from people distrusting their own wisdom.
- D) It derives from the desire to acquire knowledge step by step.

人类学家 Joseph Henrich 对人类偏好模仿的解释是什么？

- A) 它源于世界各地人们的理性。
- B) 它源于人们学习复杂技术的方式。
- C) 它源于人们不信任自己的智慧。
- D) 它源于逐步获取知识的愿望。

【答案】 B (细节题)

【判型】 题干 What is anthropologist Joseph Henrich's explanation for the human preference for copying? 明确指向某专家对某行为的解释，属于署名+原因型细节题。

【拆句】主干 What is anthropologist Joseph Henrich's explanation for the human preference for copying, anthropologist 是 Joseph Henrich 的同位语; preference for copying 名词化结构相当于 prefer to copy。

【定位】Anthropologist Joseph Henrich points out that people around the world rely on technologies that are often so complex that no one can learn them rationally. Instead, people must learn them step by step, trusting in the wisdom of more experienced elders and peers.

人类学家 Joseph Henrich 指出：世界各地的人都依赖于一些非常复杂的技术，复杂到没有人能够完全理性地学会它们。因此，人们必须一步一步地学习这些技术，并信任那些更有经验的前辈与同伴的智慧。

【选项】A) 与原文相反

It originates in the rationality of people around the world 说模仿源于人们的理性——可文中明确说 no one can learn them rationally, 恰恰是 没法理性学 才需要模仿; 选项把因果反过来了。

B) ✓ 正确

people must learn them step by step, trusting in the wisdom of more experienced elders and peers

↔ It stems from the way people learn complex technologies

technologies that are often so complex ↔ complex technologies

rely on technologies ↔ stems from

B It stems from the way people learn complex technologies 把 Henrich 的两步因果（技术复杂 → 必须一步步模仿）压缩成 模仿源于学习复杂技术的方式，与预判完全吻合。

C) 过度推断

It results from people distrusting their own wisdom——文章里只有 trusting in the wisdom of more experienced elders and peers, 即信任 前辈与同伴 的智慧，并未说不信任自己的智慧; distrust their own 是过度推断 + 与原文相反的合成。

D) 偷换概念

It derives from the desire to acquire knowledge step by step 把 step by step 抄过来，但说成 是因为人有一步步获取知识的欲望——文章是说 因为技术太复杂、不得不一步步学习，并不是出于 欲望。手段被替换成动机。

55. What point does the author want to emphasize when he says "We're not chimpanzees"?

- A) It is arguable whether everyone should avoid imitation.
- B) It is characteristic of human beings to copy others.
- C) It is desirable to trust in more knowledgeable peers.
- D) It is naive to laugh at someone embracing nonconformity.

当作者说“我们不是黑猩猩”时,他想强调什么观点?

- A) 每个人是否都应该避免模仿是有争议的。 B) 模仿他人是人类的特征。

c) 信任更有知识的同伴是可取的。 d) 嘲笑拥抱不从众的人是幼稚的。

【答案】 **B** (推断题)

【判型】 What point does the author want to emphasize 询问的是作者借这句反语想强调什么，属典型推断题。

【拆句】 题干主干 What point does the author want to emphasize when he says "We're not chimpanzees"?, when 引导时间状语从句，指明这句话所在的语境；需要把 not chimpanzees 当作对照、推出人类的特征。

【选项】 A) **偷换概念**

It is arguable whether everyone should avoid imitation 把作者的话理解为 模仿是否该避免是个值得讨论的问题——但作者并没有在讨论 是否该避免，而是直接调侃那些反模仿者；arguable (有争议的) 是无中生有的态度。

B) **✓ 正确**

We're not chimpanzees, after all ↔ **It is characteristic of human beings to copy others**
carefully copying others ↔ **to copy others**

B It is characteristic of human beings to copy others 恰好把反语还原为正面陈述：模仿是人类的特征；其余三项要么没抓到反语指向、要么停留在字面。

C) **以偏概全**

It is desirable to trust in more knowledgeable peers 来自 trusting in the wisdom of more experienced elders and peers——这只是 Henrich 一段的局部解释，不是末段反语 We're not chimpanzees 想强调的点；末段强调的是 人类天性模仿，不是 信任前辈这件事好不好。

D) **与原文相反**

It is naive to laugh at someone embracing nonconformity 说嘲笑追求不从众的人是天真的——可文中作者恰恰说 you might laugh a little bit，即可以笑一笑，作者站的是支持嘲笑那一方；naive (天真的) 正话反说。

SENTENCE INSIGHTS • 句子精讲

16 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。

Yet humans and chimpanzees lead very different lives.

第1段，第2句

综合来看,本句主干明显、无嵌套、时态语态最简单,虽然适合作为入门材料帮助学生建立基本的句子成分识别能力,但成分种类单一、不含考试常见的复杂结构和易错点,且与真题句式代表性不强,作为针对四六级或考研备考的句子结构与时态训练材料,优先级较低,更适合基础薄弱学生的起步阶段而非提升阶段。

What could account for our species' incredible evolutionary successes?

第2段，第1句

疑问句在四六级和考研阅读中频繁出现，情态动词 could 表推测的用法也是常考点，短语动词 account for 是学术文本常用表达，本句结构具有较强的代表性，掌握后可迁移到大量类似句型。

It could be that our raw intelligence gave us an unprecedented ability to think outside the box, innovating solutions to thorny problems as people migrated across the globe.

第3段，第2句

本句主干识别难度适中，嵌套复杂度中等偏上，时态语态难度中等，但成分训练价值和结构典型性都较高。综合来看，这是一个非常适合用于句子结构和时态训练的优质例句，应当优先学习。

Instead, people cope with challenging climates and ecological contexts by carefully copying others.

第4段，第3句

简单句配合介词短语状语是四六级和考研阅读中的常见句式，"by doing" 表方式和 "cope with" 固定搭配都是高频结构，具备较好的迁移性和代表性。

In one condition, the box was opaque, while in the other it was transparent.

第5段，第2句

由"while"引导的对比状语从句是四六级和考研中常见的句式，主系表结构也是典型的基础句型，但本句整体结构过于简单，缺乏更复杂的修饰或嵌套，代表性中等。

That is, they copied irrationally: Instead of doing only what was necessary to get their reward, children slavishly imitated every action they'd witnessed.

第6段，第2句

覆盖成分种类较丰富:主语、谓语、宾语、方式状语、表语、定语(不定式短语和定语从句)、宾语从句。包含易错点:定语从句关系词省略(action they'd witnessed)、“what”既引导从句又充当从句主语、介词短语内嵌套宾语从句。适合练习从句嵌套与成分归属判断。

Of course, that study only included three—and four-year-olds.

第7段，第1句

涵盖主谓宾和状语四种基本成分，但成分种类较少，结构过于简单，缺少定语从句、宾补、复杂修饰等常考易错点，作为练习句收益有限。

But additional research has shown that older children and adults are even more likely to mindlessly copy others' actions, and infants are less likely to over-imitate—that is, to precisely copy even impractical actions.

第7段，第2句

本句结构在学术写作和考试阅读中非常典型:主句引出研究发现,宾语从句展开具体内容,从句内用并列对比和同位语解释,是科研报告和说明文的常见句式,掌握后可大量复用。

By contrast, chimpanzees in the study only over-imitated in the opaque condition.

第8段，第1句

本句包含主语（带后置定语）、谓语、多个状语（对比状语、程度状语、条件状语）等多种成分，可以练习识别后置定语与状语的区别、副词状语与介词短语状语的不同位置和作用。成分种类较丰富，适合作为基础成分划分练习，但缺少宾语、表语、定语从句等更复杂结构，训练价值中等。

In the transparent condition—where they saw that the stick was mechanically useless—they ignored that step entirely.

第8段，第2句

覆盖了介词短语状语、插入的定语从句、宾语从句、主系表结构、程度状语等多种成分;特别是破折号插入的非限制性定语从句用where引导,容易与状语从句混淆,是值得练习的易错点;宾语从句套在定语从句内,层次丰富

Anthropologist Joseph Henrich points out that people around the world rely on technologies that are often so complex that no one can learn them rationally.

第10段，第2句

本句成分丰富，涵盖主谓宾、主系表、状语、定语等多种结构。宾语从句充当宾语、定语从句修饰名词、结果状语从句与 "so ... that ..." 搭配，关系代词 "that" 在不同层级充当不同成分，是很好的成分划分练习材料。尤其适合训练如何识别从句类型和找出各层主干。

Instead, people must learn them step by step, trusting in the wisdom of more experienced elders and peers.

第10段，第3句

本句体现了典型的 "情态动词 + 动词原形" 结构和现在分词短语作伴随状语的用法，这两种结构在四六级和考研阅读中高频出现。掌握后可迁移到大量类似句型。

So the next time you hear someone arguing passionately that everyone should embrace nonconformity and avoid imitating others, you might laugh a little bit.

第11段，第1句

句子覆盖主谓结构、宾语、宾语补足语（现在分词短语）、时间状语从句、宾语从句、并列谓语（embrace and avoid）、动名词作宾语（imitating others）等多种成分和结构。特别是 hear someone arguing 的感官动词加宾补结构、以及 that 宾语从句的嵌套，都是值得练习的典型考点，成分种类丰富且有实用价值

We're not chimpanzees, after all.

第11段，第2句

主系表结构在考试中常见，但本句过于简单，不具备考试中常见的复杂修饰或从句嵌套，代表性一般。

What accounts for humans' evolutionary successes according to a growing number of cognitive scientists and anthropologists?

第52题 题干

疑问词作主语的疑问句在四六级和考研阅读中常见，且 account for 作为高频短语动词经常出现在学术语境；结构具有较高代表性，掌握后可迁移到类似句式。

It stems from the way people learn complex technologies.

第54题, B

"the way + 省略关系词的定语从句"是四六级和考研阅读中的高频句式, 定语从句修饰抽象名词的结构也非常典型, 掌握后可迁移到大量类似句子中, 实用性强。

HIGH-FREQUENCY • 真题高频词

本篇出现的 88 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。

chimpanzee

B2

n. 黑猩猩

本篇10次 · 真题 11 句

imitate

B2

v. 模仿/仿效(行为、声音、方式等)

本篇4次 · 真题 12 句

carefully

A2

adv. 仔细地

本篇3次 · 真题 32 句

transparent

B2

adj. 透明的, 清澈的

本篇3次 · 真题 10 句

author

A2

n. 作者

本篇2次 · 真题 264 句

likely

A2

adj. 很可能的

本篇2次 · 真题 228 句

finding

B2

n. 调查结果

本篇2次 · 真题 121 句

account

A2

n. 账户

本篇2次 · 真题 93 句

cognitive

C1

adj. 认知的

本篇2次 · 真题 85 句

solution

B1

n. 解决办法

本篇2次 · 真题 76 句

peer B2

n. 同龄人

本篇2次 · 真题 62 句

complex B2

adj. 复杂的, 难懂的

本篇2次 · 真题 61 句

being B1

n. 存在

本篇2次 · 真题 46 句

survive B1

v. 幸存

本篇2次 · 真题 42 句

ecological B2

adj. 生态的

本篇2次 · 真题 33 句

context B2

n. (事情发生的) 背景、环境

本篇2次 · 真题 32 句

explanation B1

n. 解释

本篇2次 · 真题 31 句

embrace B2

v. 拥抱

本篇2次 · 真题 30 句

preference B2

n. 偏爱

本篇2次 · 真题 29 句

thrive B2

v. 茁壮成长

本篇2次 · 真题 27 句

relative B1

n. 亲戚, 亲属

本篇2次 · 真题 26 句

challenging B2

adj. 有挑战性的

本篇2次 · 真题 22 句

tap B1

v. 轻敲、轻拍

本篇2次 · 真题 22 句

wisdom B2

n. 智慧

本篇2次 · 真题 20 句

cope B2

v. 应对

本篇2次 · 真题 18 句

globe B1

n. 地球

本篇2次 · 真题 18 句

retrieve B2

v. 取回

本篇2次 · 真题 16 句

evolutionary C1

adj. 进化的

本篇2次 · 真题 15 句

precisely B2

adv. 精确地, 准确地

本篇2次 · 真题 14 句

raw B1

adj. 未加工的

本篇2次 · 真题 12 句

innovate C1

v. 创新

本篇2次 · 真题 11 句

mammal B1

n. 哺乳动物

本篇2次 · 真题 10 句

less A1

det. 较少的

本篇1次 · 真题 273 句

better A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 205 句

effect A2

n. 影响

本篇1次 · 真题 191 句

climate B1

n. 气候

本篇1次 · 真题 160 句

species B2

n. 物种

本篇1次 · 真题 136 句

challenge B1

n. 挑战

本篇1次 · 真题 119 句

argue B1

v. 争论

本篇1次 · 真题 106 句

support A2

v. 支持

本篇1次 · 真题 103 句

according B1

prep. 根据

本篇1次 · 真题 96 句

physical B1

adj. 身体的

本篇1次 · 真题 91 句

despite B1

prep. 尽管

本篇1次·真题 77 句

billion B1

num. 十亿 (1,000,000,000)

本篇1次·真题 74 句

creative B1

adj. 有创造力的

本篇1次·真题 65 句

intelligence B2

n. 智力

本篇1次·真题 64 句

quickly A2

adv. 快速地

本篇1次·真题 63 句

strategy B2

n. 策略

本篇1次·真题 63 句

psychologist B2

n. 心理学家

本篇1次·真题 54 句

solve A2

v. 解决 (问题、困难)

本篇1次·真题 54 句

rely B1

v. 依赖;依靠

本篇1次·真题 51 句

growing A2

adj. 增长的

本篇1次·真题 47 句

ignore B1

v. 忽视;不理睬

本篇1次·真题 46 句

demonstrate B2

v. 证明

本篇1次·真题 45 句

desire B2

n. 愿望

本篇1次·真题 44 句

effectively B2

adv. 有效地

本篇1次·真题 43 句

gene B2

n. 基因

本篇1次·真题 43 句

reward B1

n. 报酬

本篇1次·真题 43 句

practical B1

adj. 实际的

本篇1次·真题 42 句

characteristic B2

n. 特征

本篇1次·真题 36 句

acquire B2

v. 获得

本篇1次·真题 31 句

infant B2

n. 婴儿

本篇1次·真题 31 句

obvious B1

adj. 明显的

本篇1次·真题 31 句

wild A2

adj. 野生的

本篇1次·真题 31 句

entirely B1

adv. 完全地

本篇1次·真题 29 句

additional B1

adj. 额外的

本篇1次·真题 24 句

contrast B2

n. 对比

本篇1次·真题 24 句

strength B1

n. 力量

本篇1次·真题 23 句

naturally B1

adv. 自然地

本篇1次·真题 22 句

rational B2

adj. 理性的

本篇1次·真题 22 句

emphasize B2

v. 强调

本篇1次·真题 21 句

reject B2

v. 拒绝接受

本篇1次·真题 20 句

stem B2

n. 茎

本篇1次·真题 20 句

witness B2

n. 目击者

本篇1次·真题 19 句

migrate B2

v. (动物) 迁徙

本篇1次 · 真题 16 句

possess B2

v. 拥有, 持有 (财产、特质等)

本篇1次 · 真题 16 句

unprecedented C1

adj. 史无前例的

本篇1次 · 真题 15 句

seemingly B2

adv. 看似, 似乎 (表面上看起来是这样, 但...

本篇1次 · 真题 14 句

equip B1

v. 装备

本篇1次 · 真题 13 句

odd B1

adj. 奇怪的

本篇1次 · 真题 13 句

derive B2

v. 获得

本篇1次 · 真题 12 句

irrational C1

adj. 不合理的

本篇1次 · 真题 11 句

irrelevant B2

adj. 无关紧要的

本篇1次 · 真题 11 句

originate C1

v. 起源于

本篇1次 · 真题 11 句

outstanding B2

adj. 杰出的, 出色的

本篇1次 · 真题 11 句

desirable B2

adj. 令人向往的

本篇1次 · 真题 10 句

rationality C1

n. 理性

本篇1次 · 真题 9 句

weakness B1

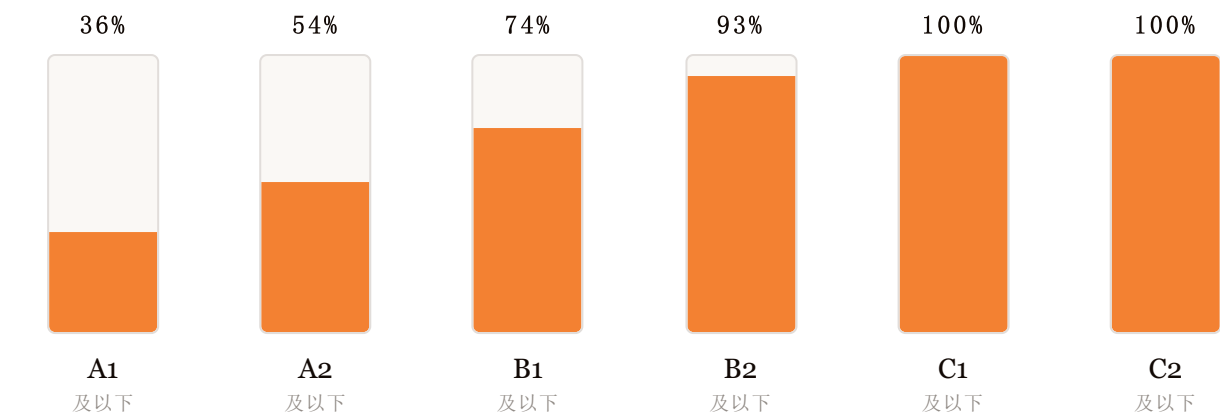
n. 缺点

本篇1次 · 真题 8 句

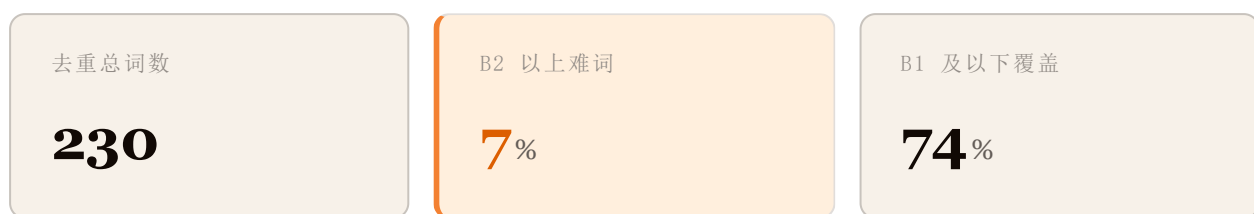
VOCABULARY · 词汇难度分布

全文 230 词按 CEFR 难度累积覆盖

全文去重后共 230 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 15 个 · 约 7%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 230 个 · 末柱为 100%



英语六级 2023年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2023年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	本题
Part IV	汉译英（段落翻译）	题目解析 →

2023年6月·第3套英语六级汉译英（段落翻译）·近年中国城市高质量发展与人居环境改善 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2023年6月·第3套 英语六级汉译英（段落翻译）原卷题干译审整理。与试卷排版同一卷面：Directions 与一整段中文原文连续排印——整段连排、无段落标记无题号，把它切成一句句翻译单元本身就是解题动作。卷面之后先给整篇参考英译定稿，再按自切句序逐句拆分：定英文主干、降级修饰成分、逐项落实语法点、句内定稿英译，答案直显。

真题卷第3套(2023-06) • 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**.

近年来,中国城市加快发展,城市人居环境得到显著改善。许多城市努力探索中国特色的城市高质量发展之路,城市功能不断完善,治理水平明显提高。中国持续开展城市生态修复和功能修补,全面实施城镇老旧小区改造,大力推进城市园林绿化,消除污染;同时大力推进城市基础设施体系化建设,开展房屋建筑和市政设施普查以及安全隐患排查整治,努力为市民创造高品质的生活环境,让城市更美丽、更安全、更宜居。

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。

In recent years, Chinese cities have accelerated their development, and the urban living environment has improved significantly. Many cities strive to explore a path of high-quality urban development with Chinese characteristics, with urban functions being steadily improved and governance markedly enhanced. China has been carrying out a series of efforts, including the ecological restoration and functional improvement of cities, the comprehensive renovation of old urban residential communities, the vigorous promotion of urban landscaping and afforestation, and the elimination of pollution. At the same time, it vigorously advances the systematic construction of urban infrastructure and conducts surveys of housing and municipal facilities as well as the investigation and rectification of potential safety hazards, striving to create a high-quality living environment for citizens and to make cities more beautiful, safer and more livable.

【衔接】第1、2句之间:用城市发展话题自然承接

第1句讲 中国城市加快发展 这一总体局面,第2句 许多城市努力探索 落到具体城市的做法,是"总—分"承接。英文第2句以 Many cities 开头即可自然承接,无需强加关联词;若想显化,可在句首补 In particular 点出"具体而言"。

第3、4句之间:用 At the same time 显化并列

中文原文 同时大力推进城市基础设施体系化建设 的"同时"是明确的并列/递进信号,英文务必译出 At the same time(或 Meanwhile)置于第4句首,把第3、4句两组举措并列起来;同时第4句主语用 it 承接第3句的 China,避免重复 China carries out/China advances 显得啰嗦。

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】近年中国城市高质量发展与人居环境改善

全篇是一段客观介绍性陈述,讲近年来中国城市怎样发展、人居环境如何改善、采取了哪些具体举措。开篇 近年来,中国城市加快发展,城市人居环境得到显著改善 就把基调定为「陈述当下中国城市的发展现状与持续在做的工作」,既非历史叙事、也非个人观点,而是政府/媒体口径的成就介绍。这类「介绍中国社会发展」的文本正是六级汉译英的高频题材,语体偏正式、客观。

【时态】一般现在时

通篇是对中国城市发展现状与持续性举措的客观陈述,描述的是「正在做、一直在做、已成常态」的事实而非某个已结束的历史事件。如 中国持续开展城市生态修复和功能修补 中的「持续开展」、城市功能不断完善 中的「不断」都指向「现在仍在进行的常态」,故全篇以一般现在时为默认基调;个别表「已取得的结果」处可酌情用现在完成时偏离。

【译法】中国特色

中国特色 是高频文化负载词,采用约定俗成的官方译法 with Chinese characteristics,作后置修饰,如「中国特色的城市高质量发展之路」译 a path of high-quality urban development with Chinese characteristics。全篇统一用此译法,不要自造 China's own style 之类。

城镇老旧小区改造

城镇老旧小区改造 指对建成年代久、设施陈旧的居民住宅区进行翻新升级,意译为 the renovation of old urban residential communities;"老旧"译 old/aging,"小区"译 residential communities,"改造"译 renovation。

城市生态修复和功能修补

城市生态修复和功能修补 是并列术语,"生态修复"译 ecological restoration,"功能修补"译 functional improvement/repair,合译 urban ecological restoration and functional improvement,全篇保持此译法。

市政设施

市政设施 指道路、管网、公共照明等城市公用设施,统一译 municipal facilities;与之相关的"城市基础设施"译 urban infrastructure,二者区分开、各自固定。

1. 近年来,中国城市加快发展,城市人居环境得到显著改善。

【主干】 两个分句各立主谓,后半转被动 (主语策略: 原句主语)

本句含两层意思:前半 中国城市加快发展 主语是"中国城市"(Chinese cities),谓语"加快发展"译 have accelerated/sped up development;后半 城市人居环境得到显著改善 中文用"得到改善",承受动作的是"人居环境",故主干立为 the urban living environment has improved 或被动 has been significantly improved。

【降级】 时间状语前置,两分句并列

近年来 是时间状语,译 In recent years 置于句首;前后两个分句是"发展"带来"环境改善"的轻因果/并列关系,可用 and 连接两个独立主谓,或把后半处理为结果状语,如 ..., and the urban living environment has improved significantly。本句结构不复杂,降级幅度小,关键是两个分句各自主谓齐全、别拼成一个残句。

【语法】 时态

近年来 配"近年来"这一时间范围,表"过去延续到现在并已见成效",此处宜用现在完成时 have accelerated/has improved,这是对全篇一般现在时基调的合理偏离(时间状语 In recent years 触发完成时)。

单复数

"中国城市"泛指众多城市,用复数 Chinese cities,相应谓语 have(复数);"城市人居环境"作整体不可数概念,用单数 the urban living environment has。

冠词

特指"(中国的)城市人居环境"用定冠词 the urban living environment;"中国城市"作泛指复数主语,前面不加冠词。

【译文】 In recent years, Chinese cities have accelerated their development, and the urban living environment has improved significantly.

2. 许多城市努力探索中国特色的城市高质量发展之路,城市功能不断完善,治理水平明显提高。

【主干】 主干 Many cities explore a path (主语策略: 原句主语)

本句核心动作是 许多城市努力探索...发展之路,主语"许多城市"(Many cities)、谓语"努力探索"(strive to explore/are exploring)、宾语"...发展之路"(a path of high-quality urban development with Chinese characteristics),以此立为主干。后两段 城市功能不断完善,治理水平明显提高 是探索带来的结果,降级处理。

【降级】 后两分句降为结果状语

城市功能不断完善,治理水平明显提高 是"探索发展之路"的伴随/结果,不宜再用 and 平铺成第三、第四个并列主谓。可改写为现在分词结果状语 ..., with urban functions being steadily improved and governance markedly enhanced,或用 as a result 引出;"中国特色"用后置介词短语 with Chinese characteristics 修饰 path,避免堆在名词前。

【语法】时态

回指全篇基调,本句描述"现在正在做、持续在改善"的常态,用一般现在时 explore/strive to explore;"不断完善""明显提高"的状态也用现在时 are being improved/enhanced。

单复数

"许多城市"用复数 Many cities,谓语 explore(复数);"城市功能"译复数 urban functions(功能不止一项)。

冠词

"一条...发展之路"是泛指"一条道路",用不定冠词 a path of high-quality urban development。

用词

"治理水平"译 governance(治理) 而非 management;"明显提高"用 markedly/significantly enhanced,程度副词别漏。

【译文】 Many cities strive to explore a path of high-quality urban development with Chinese characteristics, with urban functions being steadily improved and governance markedly enhanced.

3. 中国持续开展城市生态修复和功能修补,全面实施城镇老旧小区改造,大力推进城市园林绿化,消除污染;

【主干】 China + 并列谓语带多个宾语 (主语策略: 原句主语)

本句主语明确是 中国(China),后面 持续开展城市生态修复和功能修补,全面实施城镇老旧小区改造,大力推进城市园林绿化,消除污染 是中国采取的一连串动作。主干立为 China carries out/has been carrying out,谓语用一个统领动词,后接多个并列宾语,而非逐个动作各立一句。

【降级】 四个动作并列,动词降为动名词宾语

本句是四个并列动作,英文可用 China carries out a series of efforts, including... 把后面四项处理成 including 引导的并列动名词/名词短语:ecological restoration and functional improvement, the renovation of old urban residential communities, urban landscaping and afforestation, and the elimination of pollution。"消除污染"译 eliminating pollution/the elimination of pollution,统一成名词/动名词形式与前面并列,别混入一个突兀的谓语。

【语法】时态

持续开展 强调"持续、一直在做",用现在完成进行时 has been carrying out 最贴切;若取全篇一般现在时基调 carries out 亦可。二者择一,体现"持续性"即可。

主谓一致

主语 China 是单数第三人称,谓语用 carries/has been(单数形式),别受后面一串复数宾语干扰写成 carry。

单复数

"老旧小区"指多个住宅区,用复数 old urban residential communities;"污染"pollution 为不可数,不加 s。

用词

"园林绿化"译 landscaping and afforestation(绿化/植树);"大力推进"用 vigorously promote/advance,程度词译出。

【译文】 China has been carrying out a series of efforts, including the ecological restoration and functional improvement of cities, the comprehensive renovation of old urban residential communities, the vigorous promotion of urban landscaping and afforestation, and the elimination of pollution.

4. 同时大力推进城市基础设施体系化建设,开展房屋建筑和市政设施普查以及安全隐患排查整治,努力为市民创造高品质的生活环境,让城市更美丽、更安全、更宜居。

【主干】 承前补主语 China/it (主语策略: 补主语)

本句中文承上句省略了主语,实际仍是"中国"在做。同时大力推进城市基础设施体系化建设 等四个动作需补出主语 China(或用 it 承接上句),主干为 it also vigorously advances/pushes forward,后接并列宾语;末尾 让城市更美丽、更安全、更宜居 是这些举措的目的/结果,降级处理。

【降级】 前两动作并列,后两层降为目的状语

大力推进城市基础设施体系化建设 与 开展房屋建筑和市政设施普查以及安全隐患排查整治 是两项并列举措,用 and 连接两个动名词/名词宾语;努力为市民创造高品质的生活环境 与 让城市更美丽、更安全、更宜居 是前面举措的目的,用不定式 to create a high-quality living environment for citizens and to make cities more beautiful, safer and more livable 作目的状语挂在句尾,而非再起两个并列谓语。

【语法】 时态

回指全篇基调与上句保持一致,用一般现在时/现在完成进行时 it also advances/has been advancing,与第3句同步,体现持续举措。

比较级

"更美丽、更安全、更宜居"用比较级 more beautiful, safer and more livable;注意 safe 的比较级是 safer(单音节加 er),beautiful/livable 用 more,别统一套 more 写成 more safe。

介词搭配

"为市民创造...环境"用 create...for citizens;"安全隐患排查整治"译 the investigation and rectification of potential safety hazards,搭配固定。

单复数

"市民"指广大市民用复数 citizens;"城市"在"让城市更..."中泛指城市用复数 cities。

【译文】 At the same time, it vigorously advances the systematic construction of urban infrastructure and conducts surveys of housing and municipal facilities as well as the investigation and rectification of potential safety hazards, striving to create a high-quality living environment for citizens and to make cities more beautiful, safer and more livable.

英语六级 2023年6月·第3套 · 全卷构成

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