

2023年12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12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 12 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(2023-12)·六级

Part III Section B

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

Can Learning a Foreign Language Prevent Dementia?

A) You may have heard that learning another language is one method for preventing or at least postponing the onset of dementia. Dementia refers to the loss of cognitive abilities, and one of its most common forms is Alzheimer's disease(阿尔茨海默氏病). At this time, the causes of the disease are not well understood, and consequently, there are no proven steps that people can take to prevent it. Nonetheless, some researchers have suggested that learning a foreign language might help delay the onset of dementia.

你可能听说过,学习另一门语言是预防或至少推迟痴呆症发作的方法之一。痴呆症是指认知能力的丧失,其最常见的形式之一是阿尔茨海默氏病。目前,这种疾病的病因尚未得到充分了解,因此没有经过证实的措施可供人们采取来预防它。尽管如此,一些研究人员提出,学习一门外语可能有助于延缓痴呆症的发作。

B) To explore this possibility more deeply, let's look at some of the common misconceptions about dementia and the aging brain. First of all, dementia is not an inevitable part of the normal aging process. Most older adults do not develop Alzheimer's disease or other forms of dementia. It is also important to remember that dementia is not the same thing as normal forgetfulness. At any age, we might experience difficulty finding the exact word we want or have trouble remembering the name of the person we just met. People with dementia have more serious problems, like feeling confused or getting lost in a familiar place. Think of it this way: If you forget where you parked your car at the

mall, that's normal; if you forget how to drive a car, that may be a signal that something more serious is going on.

为了更深入地探讨这种可能性,让我们看看关于痴呆症和衰老大脑的一些常见误解。首先,痴呆症并非正常衰老过程中不可避免的一部分。大多数老年人不会患上阿尔茨海默氏病或其他形式的痴呆症。同样重要的是要记住,痴呆症与正常的健忘不是一回事。在任何年龄,我们都可能在寻找想要的确切词语时遇到困难,或者难以记住刚刚遇见的人的名字。患有痴呆症的人会有更严重的问题,比如感到困惑或在熟悉的地方迷路。可以这样理解:如果你忘记了车停在商场的哪里,这是正常的;如果你忘记了如何驾驶汽车,那可能是一个信号,表明正在发生更严重的事情。

- C) The idea that dementia can be prevented is based on the comparison of the brain to a muscle. When people talk about the brain, they sometimes say things like "It is important to exercise your brain" or "To stay mentally fit, you have to give your brain a workout." Although these are colorful analogies, in reality the brain is not a muscle. Unlike muscles, the brain is always active and works even during periods of rest and sleep. In addition, although some muscle cells have a lifespan of only a few days, brain cells last a lifetime. Not only that, but it has been shown that new brain cells are being created throughout one's lifespan.

认为痴呆症可以预防的想法是基于将大脑比作肌肉。当人们谈论大脑时,他们有时会说"锻炼你的大脑很重要"或"要保持精神健康,你必须给大脑做锻炼"之类的话。尽管这些是生动的类比,但实际上大脑并不是肌肉。与肌肉不同,大脑始终处于活跃状态,即使在休息和睡眠期间也在工作。此外,虽然有些肌肉细胞的寿命只有几天,但脑细胞可以持续一生。不仅如此,研究还表明,在人的一生中都在不断产生新的脑细胞。

- D) While it makes for a colorful analogy, comparing the brain to a muscle is inaccurate and misleading. So, if the brain is not a muscle, can it still be exercised? Once again, researchers don't know for sure. There are now many computer, online, and mobile device applications that claim to be able to "train your brain," and they typically tap into a variety of cognitive abilities. However, research suggests that although this type of training may improve one's abilities at the tasks themselves, they don't seem to improve other abilities. In other words, practicing a letter-detection task will, over time, improve your letter-detection skills, but it will not necessarily enhance your other perceptual abilities.

虽然将大脑比作肌肉是一个生动的类比,但这是不准确和具有误导性的。那么,如果大脑不是肌肉,它还能被锻炼吗?研究人员再次无法确定。现在有许多计算机、在线和移动设备应用程序声称能够"训练你的大脑",它们通常涉及各种认知能力。然而,研究表明,尽管这类训练可能会提高人们在这些任务本身上的能力,但它们似乎不会提高其他能力。换句话说,练习字母检测任务随着时间的推移会提高你的字母检测技能,但它不一定会增强你的其他感知能力。

- E) However, there is some reason to believe that learning languages might be different. The best evidence that foreign language learning confers cognitive benefits comes from research with those who are already bilingual(双语的). Bilingualism most commonly occurs when children are exposed to two languages, either in the home (mom speaks Dutch, dad speaks Spanish) or more formally in early schooling. But bilingualism certainly occurs in adulthood as well.

然而,有一些理由相信学习语言可能是不同的。外语学习带来认知益处的最佳证据来自对那些已经是双语者的研究。双语现象最常见于儿童接触两种语言的情况,要么在家中(妈妈说荷兰语,爸爸说西班牙语),要么更正式地在早期教育中。但双语现象在成年期也确实会发生。

F) Bilingualism and multilingualism are actually more common than you might think. In fact, it has been estimated that there are fewer monolingual speakers in the world than bilinguals and multilinguals. Although in many countries most inhabitants share just one language, other countries have several official languages. Switzerland, for example, has four official languages: German, French, Italian, and Romansh. Throughout large parts of Africa, Arabic, Swahili, French, and English are often known and used by individuals who speak a different, native language in their home than they do in the marketplace. So bilingualism and multilingualism are to be found throughout the world. And with regard to cognitive abilities, the research on those who speak more than one language paints an encouraging picture.

双语和多语现象实际上比你想象的更常见。事实上,据估计,世界上单语使用者比双语和多语使用者要少。尽管在许多国家,大多数居民只使用一种语言,但其他国家有几种官方语言。例如,瑞士有四种官方语言:德语、法语、意大利语和罗曼什语。在非洲的大部分地区,阿拉伯语、斯瓦希里语、法语和英语通常被那些在家中说与市场不同的本族语言的人所了解和使用。因此,双语和多语现象遍布世界各地。而就认知能力而言,对说多种语言的人的研究描绘了一幅令人鼓舞的画面。

G) For one thing, bilinguals are better at multitasking. One explanation of this superiority is that speakers of two languages are continually inhibiting one of their languages, and this process of inhibition confers general cognitive benefits to other activities. In fact, bilingual individuals outperform their monolingual counterparts on a variety of cognitive tasks, such as following complex instructions, and switching to new instructions. For the sake of completeness, it should be noted that the advantages of being bilingual are not universal across all cognitive domains. Bilingual individuals have been shown to have smaller vocabularies and to take longer in retrieving words from memory when compared to monolinguals. In the long run, however, the cognitive and linguistic advantages of being bilingual far outweigh these two drawbacks.

首先,双语者更擅长多任务处理。对这种优势的一种解释是,两种语言的使用者不断抑制其中一种语言,而这种抑制过程为其他活动带来了普遍的认知益处。事实上,双语个体在各种认知任务上的表现优于单语个体,例如遵循复杂的指令和切换到新的指令。为了完整性起见,应当指出,双语的优势并非在所有认知领域都是普遍存在的。与单语者相比,双语个体被证明词汇量较小,从记忆中提取词语所需的时间更长。然而,从长远来看,双语的认知和语言优势远远超过这两个缺点。

H) If the benefits of being bilingual spill over to other aspects of cognition, then we would expect to see a lower incidence of Alzheimer's disease in bilinguals than in monolinguals, or at least a later onset of Alzheimer's for bilinguals. In fact, there is evidence to support this claim. The psychologist Ellen Bialystok and her colleagues obtained the histories of 184 individuals who had made use of a memory clinic in Toronto. For those who showed signs of dementia, the monolinguals in the sample had an average age of 71.4 years at time of onset. The bilinguals, in contrast, received their diagnosis at 75.5 years, on average. In a study of this sort, a difference of four years is highly significant, and could not be explained by other systematic differences between the two groups. For example, the monolinguals reported, on average, a year and a half more schooling than their bilingual counterparts, so the effect was clearly not due to formal education.

如果双语的益处延伸到认知的其他方面,那么我们应该会看到双语者中阿尔茨海默氏病的发病率低于单语者,或者至少双语者的阿尔茨海默氏病发病时间更晚。事实上,有证据支持这一说法。心理学家Ellen Bialystok和她的同事获得了184名曾使用多伦多一家记忆诊所的个体的病史。对于那些表现出痴呆迹象的人,样本中的单语者在发病时的平均年龄为71.4岁。相比之下,双语者平均在75.5岁时得到诊断。

在这类研究中,四年的差异是非常显著的,不能用两组之间的其他系统性差异来解释。例如,单语者平均比双语者多接受了一年半的学校教育,因此这种效应显然不是由正规教育造成的。

- I) A separate study, conducted in India, found strikingly similar results: bilingual patients developed symptoms of dementia 4.5 years later than monolinguals, even after other potential factors, such as gender and occupation, were controlled for. In addition, researchers have reported other positive effects of bilingualism for cognitive abilities in later life, even when the person acquired the language in adulthood. Crucially, Bialystok suggested that the positive benefits of being bilingual were only found in those who used both languages all the time.

在印度进行的一项独立研究发现了惊人相似的结果:即使在控制了性别和职业等其他潜在因素后,双语患者出现痴呆症状的时间比单语患者晚4.5年。此外,研究人员还报告了双语对晚年认知能力的其他积极影响,即使这个人是在成年期习得该语言。至关重要的是,Bialystok提出,双语的积极益处只在那些一直使用两种语言的人身上发现。

- J) But encouraging as these kinds of studies are, they still have not established exactly how or why differences between bilinguals and monolinguals exist. Because these studies looked back at the histories of people who were already bilingual, the results can only say that a difference between the two groups was found, but not why that difference occurred. Further research is needed to determine what caused the differences in age of onset between the two groups.

但尽管这类研究令人鼓舞,它们仍未确切说明双语者和单语者之间的差异是如何或为什么存在的。因为这些研究回顾了已经是双语者的人的历史,结果只能说明两组之间发现了差异,但不能说明为什么会出现这种差异。需要进一步的研究来确定是什么导致了两组之间发病年龄的差异。

- K) Other studies of successful aging suggest that being connected to one's community and having plenty of social interaction is also important in delaying or even preventing the onset of dementia. Once again, however, the results are far less clear than the popular media might lead you to believe. Older individuals who lead active social lives are, almost by definition, healthier than their counterparts who rarely leave their homes or interact with others. So we can't really say whether being socially active prevents the onset of dementia, or if people who don't have dementia are more likely to be socially active.

其他关于成功衰老的研究表明,与社区保持联系和拥有充足的社交互动对于延缓甚至预防痴呆症的发作也很重要。然而,结果再次远不如大众媒体可能让你相信的那样明确。过着积极社交生活的老年人,几乎从定义上来说,比很少离开家或与他人互动的同龄人更健康。因此,我们不能真正说社交活跃是否能预防痴呆症的发作,或者没有痴呆症的人是否更有可能保持社交活跃。

- L) But even if studying a foreign language is not a magical cure-all, there is one thing it will do: It will make you a better speaker of a foreign language. Doing that confers a whole host of advantages we do know about.

但即使学习外语不是万能灵药,它也能做到一件事:它会让你成为一个更好的外语使用者。这样做会带来我们确实了解的一系列优势。

陈述句与逐句解析

36. Research indicates that brain training is likely to boost one's ability at specific tasks, but not one's other cognitive abilities.

研究表明,大脑训练可能会提高一个人在特定任务上的能力,但不会提高其他认知能力。

【答案】 **D** 段 (强锚点)

【锚点】 brain training 与任务特异性

【定位】 However, research suggests that although this type of training may improve one's abilities at the tasks themselves, they don't seem to improve other abilities. In other words, practicing a letter-detection task will, over time, improve your letter-detection skills, but it will not necessarily enhance your other perceptual abilities.

然而, 研究表明, 尽管这类训练可能会提升一个人在被训练任务本身上的能力, 但它们似乎并不能提升其他能力。换言之, 长期练习字母检测任务会提高你的字母检测技能, 但未必能增强你其他的感知能力。

【改写】 brain training ↔ **train your brain**

名词化的同义复现

boost one's ability at specific tasks ↔ **improve one's abilities at the tasks themselves**

同义动词替换

not one's other cognitive abilities ↔ **they don't seem to improve other abilities**

否定面对应

【辨邻】 **C** C 段的结论落在 in reality the brain is not a muscle, 并没有讨论训练是否能迁移到其他能力, 因此不是 Q36 的源头段。

It is important to exercise your brain

37. According to estimates, the number of people who speak two languages or more is greater than those who speak one language only.

根据估计,说两种或更多语言的人数多于只说一种语言的人数。

【答案】 **F** 段 (强锚点)

【锚点】 数量估计: 双语者多于单语者

【定位】 In fact, it has been estimated that there are fewer monolingual speakers in the world than bilinguals and multilinguals.

事实上, 据估计, 世界上单语使用者的数量少于双语和多语使用者。

【改写】 According to estimates ↔ **it has been estimated that**

估计的同义表达

the number of people who speak two languages or more is greater than those who speak one language only

↔ **there are fewer monolingual speakers in the world than bilinguals and multilinguals**

比较关系翻面

38. For the time being, we do not know what causes people to lose their cognitive abilities, or what we can do to prevent it.

目前,我们不知道是什么导致人们失去认知能力,也不知道我们能做些什么来预防这种情况。

【答案】 **A** 段 (强锚点)

【锚点】 成因未明与预防无解的双重否定

【定位】 At this time, the causes of the disease are not well understood, and consequently, there are no proven steps that people can take to prevent it.

目前,该病的成因尚不清楚,因此,人们没有任何经证实的步骤可以用来预防它。

【改写】 we do not know what causes people to lose their cognitive abilities ↔

the causes of the disease are not well understood

上位词指代 + 同义否定

what we can do to prevent it ↔ **there are no proven steps that people can take to prevent it**

否定表达的转写

【辨邻】 **J** J 段的「原因不明」指向 why differences between bilinguals and monolinguals exist, 并不指向痴呆病因或其预防, 因此不能匹配 Q38。

they still have not established exactly how or why differences between bilinguals and monolinguals exist

39. It is hard to determine whether people who are free from dementia tend to have more social activities, or more social activities keep people away from dementia.

很难确定是没有痴呆症的人往往有更多社交活动,还是更多社交活动使人们远离痴呆症。

【答案】 **K** 段 (强锚点)

【锚点】 社交活动与痴呆的因果方向

【定位】 So we can't really say whether being socially active prevents the onset of dementia, or if people who don't have dementia are more likely to be socially active.

因此,我们无法真正确定,是社交活跃预防了痴呆的发生,还是没有痴呆的人更倾向于社交活跃。

【改写】 people who are free from dementia tend to have more social activities ↔

people who don't have dementia are more likely to be socially active

同义短语对换

more social activities keep people away from dementia ↔

being socially active prevents the onset of dementia

动词的同义替换

40. There is evidence that learning foreign languages might be beneficial to boosting one's cognitive abilities.

有证据表明,学习外语可能有益于提高一个人的认知能力。

【答案】 E 段 (强锚点)

【锚点】 学外语对认知有益的证据

【定位】 However, there is some reason to believe that learning languages might be different. The best evidence that foreign language learning confers cognitive benefits comes from research with those who are already bilingual.

然而, 我们有理由相信学习语言可能不一样。证明外语学习能带来认知收益的最佳证据, 来自对那些已经掌握双语者的研究。

【改写】 There is evidence ↔ The best evidence

存在性陈述的弱化

learning foreign languages might be beneficial to boosting one's cognitive abilities ↔

foreign language learning confers cognitive benefits

名词化与动名化的双向转换

【辨邻】 G G 段的核心句 bilingual individuals outperform their monolingual counterparts on a variety of cognitive tasks 是结论本身, 与 There is evidence 强调的「证据存在」层级不同, 因此不是源头段。

bilingual individuals outperform their monolingual counterparts on a variety of cognitive tasks, such as following complex instructions, and switching to new instructions

H H 段的证据落在 received their diagnosis at 75.5 years 这一发病年龄数据上, 而非笼统的「认知能力提升」, 因此不能匹配 Q40。

there is evidence to support this claim

41. It was suggested that only those who always spoke two languages could benefit from bilingualism.

有人认为,只有那些一直说两种语言的人才能从双语能力中受益。

【答案】 I 段 (强锚点)

【锚点】 始终使用双语才受益

【定位】 Crucially, Bialystok suggested that the positive benefits of being bilingual were only found in those who used both languages all the time.

至关重要, Bialystok 指出, 双语带来的积极益处只出现在那些一直使用两种语言的人身上。

【改写】 It was suggested ↔ **Bialystok suggested**

主动转被动

only those who always spoke two languages ↔

only found in those who used both languages all the time

限定词同义对位

benefit from bilingualism ↔ **the positive benefits of being bilingual**

动名互换

【辨邻】 **H** H 段的论点是 a difference of four years is highly significant, 并未说「只有一直用双语的人才受益」, 而 only/always 这一限定恰恰是 Q41 的核心, 所以排除 H。

The psychologist Ellen Bialystok and her colleagues obtained the histories of 184 individuals who had made use of a memory clinic in Toronto

42. The brain is different from muscles in that it keeps working even when the body is at rest.

大脑与肌肉的不同之处在于,即使身体处于休息状态,大脑也会持续工作。

【答案】 **C** 段 (强锚点)

【锚点】 大脑休息时仍工作

【定位】 Unlike muscles, the brain is always active and works even during periods of rest and sleep.

与肌肉不同, 大脑始终在活动, 即使在休息和睡眠时也在工作。

【改写】 The brain is different from muscles ↔ **Unlike muscles, the brain**

对照短语的同义替换

it keeps working even when the body is at rest ↔

the brain is always active and works even during periods of rest and sleep

动作与时间的同义对应

【辨邻】 **D** D 段的关键句 if the brain is not a muscle, can it still be exercised? 只是承接上文, 未承载 keeps working even when the body is at rest 这一信息。

While it makes for a colorful analogy, comparing the brain to a muscle is inaccurate and misleading

43. People who speak two languages do better at a number of cognitive tasks than those who speak only one language.

说两种语言的人在许多认知任务上比只说一种语言的人表现更好。

【答案】 **G** 段 (强锚点)

【锚点】 双语者在多项认知任务上胜过单语者

【定位】 In fact, bilingual individuals outperform their monolingual counterparts on a variety of cognitive tasks, such as following complex instructions, and switching to new instructions.

事实上, 双语者在多项认知任务上的表现都胜过他们的单语对应者, 比如遵循复杂指令、切换到新指令。

【改写】 People who speak two languages ↔ **bilingual individuals**

解释性短语 vs 术语

do better at a number of cognitive tasks ↔

outperform their monolingual counterparts on a variety of cognitive tasks

比较动词与量词的同义

those who speak only one language ↔ **monolingual counterparts**

解释性短语 vs 术语

【辨邻】 **H** H 段的比较结果是 received their diagnosis at 75.5 years, on average, 并未涉及「多项认知任务上谁更好」, 因此不是源头段。

the monolinguals in the sample had an average age of 71.4 years at time of onset

I I 段核心句 bilingual patients developed symptoms of dementia 4.5 years later than monolinguals 不承载 a number of cognitive tasks 这一信息。

bilingual patients developed symptoms of dementia 4.5 years later than monolinguals

44. Dementia is different from being merely forgetful and entails more serious trouble.

痴呆症不同于单纯的健忘,涉及更严重的问题。

【答案】 **B** 段 (强锚点)

【锚点】 痴呆不同于普通健忘

【定位】 It is also important to remember that dementia is not the same thing as normal forgetfulness. People with dementia have more serious problems, like feeling confused or getting lost in a familiar place.

同样重要的是要记住, 痴呆并不等同于正常的健忘。痴呆患者会遇到更严重的问题, 比如感到困惑或在熟悉的地方迷路。

【改写】 Dementia is different from being merely forgetful ↔

dementia is not the same thing as normal forgetfulness

否定等值

entails more serious trouble ↔ **have more serious problems**

动词与名词的同义替换

45. It is claimed that more monolinguals suffer from Alzheimer's disease than bilinguals.

有人声称,患阿尔茨海默病的单语者多于双语者。

【答案】 **H** 段 (强锚点)

【锚点】 单语者中阿尔茨海默氏病人更多

【定位】 If the benefits of being bilingual spill over to other aspects of cognition, then we would expect to see a lower incidence of Alzheimer's disease in bilinguals than in monolinguals, or at least a later onset of Alzheimer's for bilinguals. In fact, there is evidence to support this claim.

如果双语带来的好处可以外溢到其他认知层面，那么我们就可能预期双语者中阿尔茨海默氏病的发病率低于单语者，或者至少双语者发病时间更晚。事实上，确实有证据支持这一主张。

【改写】 It is claimed ↔ **there is evidence to support this claim**

claim 同根词对应

more monolinguals suffer from Alzheimer's disease than bilinguals ↔

a lower incidence of Alzheimer's disease in bilinguals than in monolinguals

发病率比较翻面

【辨邻】 I I 段的核心句 bilingual patients developed symptoms of dementia 4.5 years later than monolinguals 强调发病时间差，并不直接承载 more monolinguals suffer from Alzheimer's disease 这一发病人数或发病率的比较。

bilingual patients developed symptoms of dementia 4.5 years later than monolinguals

PARAGRAPH MAP • 段落主旨图

12 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 引出全文话题：学外语可能延缓痴呆症的发病；同时指出目前还不清楚阿尔茨海默氏病的成因，也没有可证实的预防办法。

信息指纹 病因未明与预防无解

B 厘清对痴呆与大脑老化的常见误解；强调痴呆并非正常衰老的必然结果，也不同于一般的健忘。

信息指纹 痴呆与健忘的区别

C 把大脑比作肌肉只是形象比喻；事实上大脑不是肌肉——它永远在工作，脑细胞终生存在并不断新生。

信息指纹 脑非肌肉、休息时仍工作

D 讨论大脑能否被训练；研究表明所谓脑力训练可以提升被训练任务本身的表现，但难以迁移到其他认知能力。

信息指纹 脑训练只对特定任务有效

E 把镜头转向外语学习：来自双语者的研究提供了外语学习能带来认知收益的最佳证据。

信息指纹 双语研究最具说服力的证据来源

F 双语和多语现象比想象中普遍；以瑞士四种官方语言和非洲多语并用作例。

信息指纹 双语者多于单语者的估算

G 双语者在多任务处理上更出色；在多项认知任务上胜过单语者，但词汇量和取词速度上有小幅劣势。

信息指纹 双语者多项认知任务胜过单语者

H 通过加拿大多伦多记忆诊所对 184 人的研究，发现双语者的阿尔茨海默氏病平均发病年龄比单语者晚约四年。

信息指纹 多伦多 184 人四年差研究

I 印度的另一项研究得出类似结论——双语患者发病晚 4.5 年；并指出真正受益于双语的是那些一直同时使用两种语言的人。

信息指纹 印度研究 4.5 年差与坚持双语

J 提醒上述研究仅能说明两组之间有差异，并未解释差异产生的原因，需进一步研究。

信息指纹 差异已被观察但成因待查

K 讨论社交活动与延缓痴呆的关系：因果方向无法确定——是社交活动预防了痴呆，还是没痴呆的人更愿意社交。

信息指纹 社交与痴呆的因果不明

L

结尾退一步：即便学外语不是灵丹妙药，至少能让你成为一个更好的外语使用者，本身就有诸多益处。

信息指纹 外语学习本身就有益

SENTENCE INSIGHTS • 句子精讲

30 句真题句逐层精讲

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

At this time, the causes of the disease are not well understood, and consequently, there are no proven steps that people can take to prevent it.

A段，第3句

本句的结构非常典型：因果逻辑的并列句（通过 consequently 连接）、被动语态表达客观事实、存在句结构、限制性定语从句修饰名词，这些都是四六级和考研阅读中的高频句式。学生掌握此类结构后，可以迁移到大量类似的学术或说明性文本中。

Nonetheless, some researchers have suggested that learning a foreign language might help delay the onset of dementia.

A段，第4句

suggest that 引导宾语从句是四六级和考研阅读中的高频句式，学习后可迁移到大量类似结构如 believe that、argue that 等

First of all, dementia is not an inevitable part of the normal aging process.

B段，第2句

主系表结构是英语基础句型之一，常见于学术写作和科普文本中陈述定义或性质。本句的否定形式和介词短语后置定语也较为典型，具有一定迁移价值，但不属于四六级或考研的高频难点句式。

The idea that dementia can be prevented is based on the comparison of the brain to a muscle.

C段，第1句

同位语从句修饰抽象名词 (idea、fact、belief 等) 是四六级和考研阅读中的高频句式，主句被动语态也常见于学术表达，本句结构具有较强的代表性和可迁移性。

When people talk about the brain, they sometimes say things like "It is important to exercise your brain" or "To stay mentally fit, you have to give your brain a workout."

C段，第2句

时间状语从句 + 主句 + 宾语从句的组合是四六级和考研阅读中的常见句式，双宾语结构和形式主语也是高频考点，掌握后可迁移到大量类似句子

Although these are colorful analogies, in reality the brain is not a muscle.

C段，第3句

让步状语从句(Although引导)搭配主句的结构在四六级和考研阅读中较为常见，是表达转折逻辑的典型句式。掌握后可迁移到其他Although/Though/Even though引导的让步句。但本句整体偏简单，不如多层嵌套或复杂修饰的让步句更具代表性。

In addition, although some muscle cells have a lifespan of only a few days, brain cells last a lifetime.

C段，第5句

"although" 引导的让步状语从句是四六级和考研阅读中的高频句式，主句中间插入状语从句的结构也很常见。掌握这种结构后可以迁移到大量类似句子。句型代表性较强。

While it makes for a colorful analogy, comparing the brain to a muscle is inaccurate and misleading.

D段，第1句

本句体现了考试中常见的让步状语从句加主句的复合句结构，且主句采用动名词短语作主语的形式，这是四六级和考研阅读中的典型句式。While 引导让步从句、动名词作主语、系表结构加并列表语，都是高频考查点。掌握本句的分析方法后，可以直接迁移到大量类似句型。因此本句具有较高的结构典型性和复用价值。

So, if the brain is not a muscle, can it still be exercised?

D段，第2句

条件状语从句搭配疑问句主句是四六级和考研阅读中的常见句式。情态动词加被动语态在学术和科普文本中频繁出现。掌握此句式后，学习者可在大量真题和实际阅读中复用此结构。

There are now many computer, online, and mobile device applications that claim to be able to "train your brain," and they typically tap into a variety of cognitive abilities.

D段，第4句

并列复合句结合there be句型和限制性定语从句，是四六级和考研阅读中的典型句式。there be句型和定语从句都是高频考点，掌握后可在大量真题中复用，具有较强的代表性。

However, research suggests that although this type of training may improve one's abilities at the tasks themselves, they don't seem to improve other abilities.

D段，第5句

suggest that 引导宾语从句、宾语从句内部嵌套让步状语从句、although 让步与主句转折对比，这些都是四六级和考研阅读中的高频句式。转折副词 However 开头、代词指代、seem to do 结构也都是典型考点，掌握后可大量复用到类似长难句的分析中。

In other words, practicing a letter-detection task will, over time, improve your letter-detection skills, but it will not necessarily enhance your other perceptual abilities.

D段，第6句

高度典型的常考句式。并列复合句（尤其 but 转折并列）和动名词短语作主语都是四六级、考研阅读中的高频结构。全句表达方式（陈述正面效果 + 转折指出局限）符合学术写作和说明文的常见逻辑模式。掌握本句结构后，学生可直接迁移到大量类似的对比转折句和动名词主语句中。

But bilingualism certainly occurs in adulthood as well.

E段，第4句

简单句在四六级和考研阅读中常见，但本句结构过于简单，不涉及长难句常考的从句嵌套、倒装、强调等句式，代表性和迁移价值有限。

Although in many countries most inhabitants share just one language, other countries have several official languages.

F段，第3句

让步状语从句与主句的对比结构在四六级和考研阅读中较为常见，"Although... 主句" 句式是典型的逻辑对比表达方式。掌握这种结构有助于理解大量类似的对比性句子，具有较强的迁移性。

And with regard to cognitive abilities, the research on those who speak more than one language paints an encouraging picture.

F段，第7句

主句加限制性定语从句修饰主语中名词的结构在四六级和考研阅读中极为常见,句首状语也是典型用法,掌握后可迁移到大量类似句式

For one thing, bilinguals are better at multitasking.

G段，第1句

主系表结构配比较级表语是英语中常见句式，四六级和考研阅读中经常出现类似表达，具有一定代表性；但本句过于简短、无从句修饰，不如带定语从句或状语从句的主系表结构更具典型考点价值。

For the sake of completeness, it should be noted that the advantages of being bilingual are not universal across all cognitive domains.

G段，第4句

it should be noted that 句式在学术写作和考试阅读中高频出现，是典型的形式主语结构。掌握后可迁移到 it is said/believed/reported that 等大量同类句型，代表性强。

In the long run, however, the cognitive and linguistic advantages of being bilingual far outweigh these two drawbacks.

G段，第6句

本句属于典型的"观点陈述句"：用一般现在时表达普遍判断，主语带后置定语修饰，谓语为及物动词接名词宾语，句首有时间状语和过渡词。这种结构在四六级、考研阅读的议论文段落中高频出现，掌握后可复用于大量同类句子的分析。

The bilinguals, in contrast, received their diagnosis at 75.5 years, on average.

H段，第5句

本句覆盖了主语、谓语、宾语、时间状语和两个插入状语，成分种类较为丰富。插入状语"in contrast"和"on average"的识别需要学生注意逗号隔开的非核心成分，有一定训练价值，但整体难度不高，缺少定语从句、宾语补足语等更复杂的成分。

A separate study, conducted in India, found strikingly similar results: bilingual patients developed symptoms of dementia 4.5 years later than monolinguals, even after other potential factors, such as gender and occupation, were controlled for.

I段，第1句

覆盖成分丰富:主句有过去分词作定语,宾语从句有时间状语、比较结构、省略谓语的从句,状语从句有被动语态和同位语;易错点包括识别过去分词是定语而非谓语、比较从句的省略还原、被动短语动词的识别,是很好的综合练习材料。

Crucially, Bialystok suggested that the positive benefits of being bilingual were only found in those who used both languages all the time.

I段，第3句

suggest that 引导宾语从句 加 定语从句修饰名词 是四六级和考研阅读中的高频句式组合。全句结构清晰、无特殊倒装或省略，学生掌握后可直接迁移到大量同类句子的理解和分析中，具有较强的典型性和复用价值。

But encouraging as these kinds of studies are, they still have not established exactly how or why differences between bilinguals and monolinguals exist.

J段，第1句

本句结构高度典型: as 引导的让步状语从句倒装 + 主句含宾语从句，这种句式在四六级和考研阅读中频繁出现，掌握后可复用到大量同类长难句的分析中，代表性强。

Other studies of successful aging suggest that being connected to one's community and having plenty of social interaction is also important in delaying or even preventing the onset of dementia.

K段，第1句

本句是典型的主句加宾语从句结构，suggest that 是四六级和考研阅读中高频出现的句式。宾语从句内部使用动名词短语作主语，也是常见的学术表达方式。整体结构具有较强的代表性，掌握后可在大量类似句子中复用，迁移性较好。

So we can't really say whether being socially active prevents the onset of dementia, or if people who don't have dementia are more likely to be socially active.

K段，第4句

whether...or if 引导并列宾语从句的选择结构在学术和科普文本中极为常见,尤其用于呈现两种对立的假设或因果关系。定语从句修饰宾语从句主语也是典型的嵌套方式。本句结构高度代表真题中常考的 '主句 + 并列宾语从句 + 定语从句' 组合模式,学生掌握后可大量复用到类似长难句的分析中。

But even if studying a foreign language is not a magical cure-all, there is one thing it will do: It will make you a better speaker of a foreign language.

L段，第1句

句子结构典型、成分丰富、易错点密集，嵌套层级适中但需反复理清归属关系，时态相对简单。对于目标读者（基础较弱的学习者）来说，是一个兼具挑战性和实用性的优质训练句，能够系统练习多种常考句式和成分划分技巧，综合训练价值高，建议优先学习。

Research indicates that brain training is likely to boost one's ability at specific tasks, but not one's other cognitive abilities.

第36题题干

主句加宾语从句的结构在学术写作和考试阅读中非常常见，是典型的陈述研究结论的句式。从句内部的并列对比结构也是常考的逻辑表达方式。掌握这一句式后，学习者可以迁移到大量类似的学术陈述句中。

According to estimates, the number of people who speak two languages or more is greater than those who speak one language only.

第37题 题干

本句涵盖了主语(含定语从句修饰)、系动词谓语、表语(含比较结构和定语从句修饰)、宾语、状语等多种成分,且两个定语从句中的关系词"who"既引导从句又充当从句主语,是学生容易混淆的考点。比较结构"greater than"及其后的代词"those"与定语从句的配合,也是值得练习的易错点。成分种类丰富,训练价值较高。

It is hard to determine whether people who are free from dementia tend to have more social activities, or more social activities keep people away from dementia.

第39题 题干

本句成分丰富且包含多个典型易错点:形式主语"It"与真正主语(不定式)的区分、宾语从句作动词宾语、定语从句修饰先行词、"keep + 宾语 + 宾语补足语"结构、以及"or"连接的并列分支中各自的主谓宾划分。这些都是基础阶段需要反复练习的核心成分,作为练习句收益高。

The brain is different from muscles in that it keeps working even when the body is at rest.

第42题 题干

主句加原因状语从句的结构在四六级和考研阅读中非常常见,"in that"引导原因状语虽不如"because"高频,但也是正式书面语的典型用法。从句内嵌套时间状语从句的模式也常出现在复杂句型中,具有较强的代表性。

Dementia is different from being merely forgetful and entails more serious trouble.

第44题 题干

并列谓语结构在四六级和考研阅读中较为常见,尤其在定义类、描述类句子中频繁出现,掌握后可迁移到同类句式的分析,具有一定代表性。

HIGH-FREQUENCY • 真题高频词

本篇出现的 128 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。

dementia C1

n. 痴呆症

本篇18次·真题 16句

bilingual C1

adj. 双语的;能说两种语言的

本篇17次·真题 38句

cognitive C1

adj. 认知的

本篇13次·真题 85句

monolingual C1

adj. 只会一种语言的;单语的

本篇9次·真题 15句

muscle A2

n. 肌肉

本篇7次·真题 24句

onset C1

n. 开始

本篇7次·真题 8句

bilingualism C1

n. 双语能力

本篇6次·真题 11句

benefit B1

n. 好处

本篇5次·真题 244句

individual B2

adj. 单独的

本篇5次·真题 142句

researcher B2

n. 研究人员

本篇3次·真题 363句

learning A1

n. 学习

本篇3次·真题 128句

average A2

adj. 平均的

本篇3次·真题 112句

claim B1

v. 声称

本篇3次·真题 111句

evidence B1

n. 证据

本篇3次·真题 87句

occur B1

v. 发生, 出现

本篇3次·真题 62句

cell B1

n. 细胞

本篇3次·真题 47句

counterpart

C1

n. 对应的人或物

本篇3次·真题 17句

likely

A2

adj. 很可能的

本篇2次·真题 228句

better

A1

adj. 更好的 (good 的比较级)

本篇2次·真题 205句

effect

A2

n. 影响

本篇2次·真题 191句

positive

B1

adj. 积极的

本篇2次·真题 144句

process

B1

n. 过程

本篇2次·真题 126句

least

A2

det. 最少的

本篇2次·真题 98句

later

A1

adv. 以后, later

本篇2次·真题 87句

variety

B1

n. 多样化

本篇2次·真题 66句

determine

B2

v. 决定

本篇2次·真题 62句

boost

B2

v. 提高

本篇2次·真题 55句

addition

A2

n. 增加

本篇2次·真题 41句

official

B1

adj. 官方的

本篇2次·真题 37句

estimate

B2

v. 估计

本篇2次·真题 36句

socially

B1

adv. 在社交方面

本篇2次·真题 29句

delay

B1

n. 延迟

本篇2次·真题 27句

aging B2

n. 变老;老化

本篇2次·真题 17 句

adulthood B2

n. 成年期

本篇2次·真题 11 句

lifespan B2

n. 寿命

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

less A1

det. 较少的

本篇1次·真题 273 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次·真题 182 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 170 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 167 句

community B1

n. 社区

本篇1次·真题 163 句

online A2

adj. 在线的

本篇1次·真题 139 句

base A2

n. 基础

本篇1次·真题 126 句

factor B1

n. 因素

本篇1次·真题 108 句

support A2

v. 支持

本篇1次·真题 103 句

potential B2

adj. 潜在的

本篇1次·真题 92 句

colleague B1

n. 同事

本篇1次·真题 84 句

type A2

n. 类型

本篇1次·真题 84 句

further B1

adv. 更远地

本篇1次·真题 79 句

exist A2

v. 存在;实际上有

本篇1次·真题 77 句

due B1

adj. 预期的

本篇1次·真题 70 句

significant B2

adj. 重要的

本篇1次·真题 65 句

complex B2

adj. 复杂的, 难懂的

本篇1次·真题 61 句

conduct B2

v. 组织并实施

本篇1次·真题 59 句

specific B2

adj. 具体的

本篇1次·真题 59 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本篇1次·真题 59 句

media B1

n. 大众传播媒介 (报刊、电视、广播、互联...

本篇1次·真题 58 句

reality B1

n. 现实

本篇1次·真题 57 句

loss B1

n. 丧失

本篇1次·真题 56 句

device B1

n. 设备

本篇1次·真题 54 句

psychologist B2

n. 心理学家

本篇1次·真题 54 句

interaction B2

n. 相互作用

本篇1次·真题 53 句

explore B1

v. 探索

本篇1次·真题 52 句

aspect B2

n. 方面

本篇1次·真题 50 句

sign A1

n. 标志

本篇1次·真题 49 句

being B1

n. 存在

本篇1次·真题 46 句

exactly B1

adv. 精确地

本篇1次·真题 46 句

indicate B2

v. 表明

本篇1次·真题 46 句

native B1

adj. 本国的

本篇1次·真题 45 句

certainly A2

adv. 当然

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

signal B1

n. 信号

本篇1次·真题 42 句

interact B2

v. 相互作用

本篇1次·真题 37 句

possibility B1

n. 可能性

本篇1次·真题 35 句

highly B1

adv. 非常

本篇1次·真题 34 句

clearly A2

adv. 清楚地, 明白地

本篇1次·真题 32 句

enhance B2

v. 提高

本篇1次·真题 32 句

acquire B2

v. 获得

本篇1次·真题 31 句

explanation B1

n. 解释

本篇1次·真题 31 句

switch A2

v. 转换

本篇1次·真题 31 句

unlike B1

prep. 不像

本篇1次·真题 31 句

expose B2

v. 使暴露

本篇1次·真题 30 句

necessarily B2

adv. 必然地

本篇1次·真题 30 句

rarely B1

adv. 很少, 难得, 不常

本篇1次·真题 30 句

obtain B2

v. 获得

本篇1次·真题 29 句

familiar B1

adj. 熟悉的

本篇1次·真题 28 句

gender B1

n. 性别 (社会文化意义上的)

本篇1次·真题 28 句

application B1

n. 申请

本篇1次·真题 26 句

lower A2

adj. 较低的;下方的

本篇1次·真题 26 句

typically B1

adv. 通常, 一般

本篇1次·真题 26 句

comparison B1

n. 比较

本篇1次·真题 25 句

beneficial B2

adj. 有益的

本篇1次·真题 24 句

contrast B2

n. 对比

本篇1次·真题 24 句

connected B1

adj. 连接的

本篇1次·真题 22 句

mobile B1

adj. 可移动的

本篇1次·真题 22 句

tap B1

v. 轻敲, 轻拍

本篇1次·真题 22 句

universal

B2

adj. 普遍的

本篇1次·真题21句

sample

B1

n. 样品

本篇1次·真题20句

deeply

B1

adv. 深深地

本篇1次·真题19句

definition

B2

n. 定义

本篇1次·真题19句

host

B1

n. 主人

本篇1次·真题19句

inevitable

B2

adj. 必然发生的

本篇1次·真题19句

mom

A1

n. 妈妈

本篇1次·真题18句

lifetime

B1

n. 一生, 终生

本篇1次·真题16句

retrieve

B2

v. 取回

本篇1次·真题16句

symptom

B2

n. 症状

本篇1次·真题15句

cognition

C1

n. 认知

本篇1次·真题14句

exact

B2

adj. 精确的

本篇1次·真题14句

occupation

B1

n. 职业

本篇1次·真题13句

merely

B2

adv. 仅仅, 只不过

本篇1次·真题12句

commonly

B1

adv. 通常, 常常

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

systematic C1

adj. 系统的
本篇1次·真题 11 句

mall B1

n. 购物中心
本篇1次·真题 10 句

mentally B2

adv. 精神上
本篇1次·真题 10 句

misconception C1

n. 错误的看法
本篇1次·真题 10 句

outperform C1

v. 表现优于, 胜过
本篇1次·真题 10 句

confused A2

adj. 困惑的
本篇1次·真题 9 句

consequently B2

adv. 因此, 所以
本篇1次·真题 9 句

formal B1

adj. 正式的
本篇1次·真题 9 句

continually B2

adv. 频繁地
本篇1次·真题 8 句

diagnosis B2

n. 诊断 (疾病的判定)
本篇1次·真题 8 句

domain B2

n. 领域
本篇1次·真题 8 句

entail C1

v. 使必然发生
本篇1次·真题 8 句

incidence C1

n. (不良事件的) 发生率
本篇1次·真题 8 句

nonetheless B2

adv. 尽管如此
本篇1次·真题 8 句

vocabulary B1

n. 词汇量
本篇1次·真题 8 句

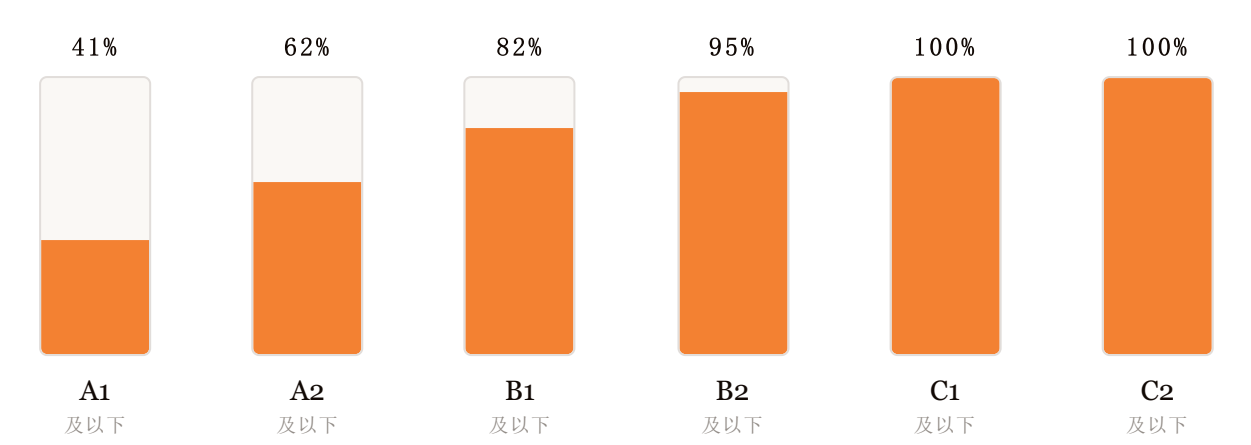
workout B1

n. 锻炼
本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

全文 375 词按 CEFR 难度累积覆盖

全文去重后共 **375** 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 20 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 375 个·末柱为 100%

去重总词数

375

B2 以上难词

5%

B1 及以下覆盖

82%

英语六级 2023年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2023年12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 →