

六级·真题卷第3套·2024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 "There is a growing awareness of the importance of digital literacy and skills in today's world." 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. (You should copy the sentence given in quotes at the beginning of your essay.)

Part II

Listening Comprehension

(30 minutes)

Section A

本部分与 2024年6月第2套 共用，[点此查看](#)

Section B

本部分与 2024年6月第2套 共用，[点此查看](#)

Section C

本部分与 2024年6月第2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.

A rainbow is a multi-colored, arc-shaped phenomenon that can appear in the sky. The colors of a rainbow are produced by the reflection and 26 of light through water droplets(水滴) present in the atmosphere. An observer may 27 a rainbow to be located either near or far away, but this phenomenon is not actually located at any specific spot. Instead, the appearance of a rainbow depends entirely upon the position of the observer in 28 to the direction of light. In essence, a rainbow is an 29 illusion.

Rainbows present a 30 made up of seven colors in a specific order. In fact, school children in many English-speaking countries are taught to remember the name "Roy G. Biv" as an aid for remembering the colors of a rainbow and their order. "Roy G. Biv" 31 for: red, orange, yellow, green, blue, indigo, and violet. The outer edge of the rainbow arc is red, while the inner edge is violet.

A rainbow is formed when light (generally sunlight) passes through water droplets 32 in the atmosphere. The light waves change direction as they pass through the water droplets, resulting in two processes: reflection and refraction(折射). When light reflects off a water droplet, it simply 33 back in the opposite direction from where it 34 . When light refracts, it takes a different direction. Some individuals refer to

refracted light as "bent light waves." A rainbow is formed because white light enters the water droplet, where it bends in several different directions. When these bent light waves reach the other side of the water droplet, they reflect back out of the droplet instead of 35 passing through the water. Since the white light is separated inside of the water, the refracted light appears as separate colors to the human eye.

- | | |
|---------------|---------------|
| A) bounces | I) permeates |
| B) completely | J) ponder |
| C) dispersion | K) preceding |
| D) eccentric | L) recklessly |
| E) hanging | M) relation |
| F) optical | N) spectrum |
| G) originates | O) stands |
| H) perceive | |

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**.

Blame your worthless workdays on meeting recovery syndrome

- A) Phyllis Hartman knows what it's like to make one's way through the depths of office meeting hell. Managers at one of her former human resources jobs arranged so many meetings that attendees would fall asleep at the table or intentionally arrive late. With hours of her day blocked up with unnecessary meetings, she was often forced to make up her work during overtime. "I was actually working more hours than I probably would have needed to get the work done," says Hartman, who is founder and president of PGHR Consulting in Pittsburgh, Pennsylvania.
- B) She isn't alone in her frustration. Between 11 million and 55 million meetings are held each day in the United States, costing most organisations between 7% and 15% of their personnel budgets. Every week, employees spend about six hours in meetings, while the average manager meets for a staggering 23 hours.
- C) And though experts agree that traditional meetings are essential for making certain decisions and developing strategy, some employees view them as one of the most unnecessary parts of the workday. The result is not only hundreds of billions of wasted dollars, but an annoyance of what organisational psychologists call "meeting recovery syndrome (MRS)": time spent cooling off and regaining focus after a useless meeting. If you run to the office kitchen to get some relief with colleagues after a frustrating meeting, you're likely experiencing meeting recovery syndrome.
- D) Meeting recovery syndrome is a concept that should be familiar to almost anyone who has held a formal job. It isn't ground-breaking to say workers feel fatigued after a meeting, but only in recent decades have scientists deemed the condition worthy of further investigation. With its links to organisational efficiency and employee wellbeing, MRS has attracted the attention of psychologists aware of the need to understand its precise causes and cures.

- E) Today, in so far as researchers can hypothesise, MRS is most easily understood as a slow renewal of finite mental and physical resources. When an employee sits through an ineffective meeting their brain power is essentially being drained away. Meetings drain vitality if they last too long, fail to engage employees or turn into one-sided lectures. The conservation of resources theory, originally proposed in 1989 by Dr Stevan Hobfoll, states that psychological stress occurs when a person's resources are threatened or lost. When resources are low, a person will shift into defence to conserve their remaining supply. In the case of office meetings, where some of employees' most valuable resources are their focus, alertness and motivation, this can mean an abrupt halt in productivity as they take time to recover.
- F) As humans, when we transition from one task to another on the job—say from sitting in a meeting to doing normal work—it takes an effortful cognitive switch. We must detach ourselves from the previous task and expend significant mental energy to move on. If we are already drained to dangerous levels, then making the mental switch to the next thing is extra tough. It's common to see people cyber-loafing after a frustrating meeting, going and getting coffee, interrupting a colleague and telling them about the meeting, and so on.
- G) Each person's ability to recover from horrible meetings is different. Some can bounce back quickly, while others carry their fatigue until the end of the workday. Yet while no formal MRS studies are currently underway, one can loosely speculate on the length of an average employee's lag time. Switching tasks in a non-MRS condition takes about 10 to 15 minutes. With MRS, it may take as long as 45 minutes on average. It's even worse when a worker has several meetings that are separated by 30 minutes. "Not enough time to transition in a non-MRS situation to get anything done, and in an MRS situation, not quite enough time to recover for the next meeting," says researcher Joseph Allen. "Then, add the compounding of back-to-back bad meetings and we may have an epidemic on our hands."
- H) In an effort to combat the side effects of MRS, Allen, along with researcher Joseph Mroz and colleagues at the University of Nebraska-Omaha, published a study detailing the best ways to avoid common traps, including a concise checklist of do's and don'ts applicable to any workplace. Drawing from around 200 papers to compile their comprehensive list, Mroz and his team may now hold a remedy to the largely undefined problem of MRS.
- I) Mroz says a good place to start is asking ourselves if our meetings are even necessary in the first place. If all that's on the agenda is a quick catch-up, or some non-urgent information sharing, it may better suit the group to send around an email instead. "The second thing I would always recommend is keep the meeting as small as possible," says Mroz. "If they don't actually have some kind of immediate input, then they can follow up later. They don't need to be sitting in this hour-long meeting." Less time in meetings would ultimately lead to more employee engagement in the meetings they do attend, which experts agree is a proven remedy for MRS.
- J) Employees also feel taxed when they are invited together to meetings that don't inspire participation, says Cliff Scott, professor of organisational science. It takes precious time for them to vent their emotions, complain and try to regain focus after a pointless meeting—one of the main traps of MRS. Over time as employees find themselves tied up in more and more unnecessary meetings—and thus dealing with increasing lag times from MRS—the waste of workday hours can feel insulting.
- K) Despite the relative scarcity of research behind the subject, Hartman has taught herself many of the same tricks suggested in Mroz's study, and has come a long way since her days of being stuck with unnecessary meetings. The people she invites to meetings today include not just the essential employees, but also representatives from every department that might have a stake in the issue at hand. Managers like her, who seek input even from non-experts to shape their decisions, can find greater support and cooperation from their workforce, she says.

- L) If an organisation were to apply all 22 suggestions from Mroz and Allen's findings, the most noticeable difference would be a stark decrease in the total number of meetings on the schedule, Mroz says. Less time in meetings would ultimately lead to increased productivity, which is the ultimate objective of convening a meeting. While none of the counter-MRS ideas have been tested empirically yet, Allen says one trick with promise is for employees to identify things that quickly change their mood from negative to positive. As simple as it sounds, finding a personal happy place, going there and then coming straight back to work might be key to facilitating recovery.
- M) Leaders should also see themselves as "stewards of everyone else's valuable time", adds Steven Rogelberg, author of *The Surprising Science of Meetings*. Having the skills to foresee potential traps and treat employees' endurance with care allows leaders to provide effective short-term deterrents to MRS.
- N) Most important, however, is for organisations to awaken to the concept of meetings being flexible, says Allen. By reshaping the way they prioritise employees' time, companies can eliminate the very sources of MRS in their tracks.
36. Although employees are said to be fatigued by meetings, the condition has not been considered worthy of further research until recently.
37. Mroz and his team compiled a list of what to do and what not to do to remedy the problem of MRS.
38. Companies can get rid of the root cause of MRS if they give priority to workers' time.
39. If workers are exhausted to a dangerous degree, it is extremely hard for them to transition to the next task.
40. Employees in America spend a lot of time attending meetings while the number of hours managers meet is several times more.
41. Phyllis Hartman has learned by herself many of the ways Mroz suggested in his study and made remarkable success in freeing herself from unnecessary meetings.
42. When meetings continue too long or don't engage employees, they deplete vitality.
43. When the time of meetings is reduced, employees will be more engaged in the meetings they do participate in.
44. Some employees consider meetings one of the most dispensable parts of the workday.
45. According to Mroz, if all his suggestions were applied, a very obvious change would be a steep decrease in the number of meetings scheduled.

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.

Sarcasm and jazz have something surprisingly in common: You know them when you hear them. Sarcasm is mostly understood through tone of voice, which is used to portray the opposite of the literal words. For example,

when someone says, "Well, that's exactly what I need right now," their tone can tell you it's not what they need at all.

Most frequently, sarcasm highlights an irritation or is, quite simply, mean.

If you want to be happier and improve your relationships, cut out sarcasm. Why? Because sarcasm is actually hostility disguised as humor.

Despite smiling outwardly, many people who receive sarcastic comments feel put down and often think the sarcastic person is rude, or contemptible. Indeed, it's not surprising that the origin of the word sarcasm derives from the Greek word "sarkazein" which literally means "to tear or strip the flesh off." Hence, it's no wonder that sarcasm is often preceded by the word "cutting" and that it hurts.

What's more, since actions strongly determine thoughts and feelings, when a person consistently acts sarcastically it may only serve to heighten their underlying hostility and insecurity. After all, when you come right down to it, sarcasm can be used as a subtle form of bullying—and most bullies are angry, insecure, or cowardly.

Alternatively, when a person stops voicing negative comments, especially sarcastic ones, they may soon start to feel happier and more self-confident. Also, other people in their life benefit even more because they no longer have to hear the emotionally hurtful language of sarcasm.

Now, I'm not saying all sarcasm is bad. It may just be better used sparingly—like a potent spice in cooking. Too much of the spice, and the dish will be overwhelmed by it. Similarly, an occasional dash of sarcastic wit can spice up a chat and add an element of humor to it. But a big or steady serving of sarcasm will overwhelm the emotional flavor of any conversation and can taste very bitter to its recipient.

So, tone down the sarcasm and work on clever wit instead, which is usually without any hostility and thus more appreciated by those you're communicating with. In essence, sarcasm is easy while true, harmless wit takes talent.

Thus, the main difference between wit and sarcasm is that, as already stated, sarcasm is often hostility disguised as humor. It can be intended to hurt and is often bitter and biting. Witty statements are usually in response to someone's unhelpful remarks or behaviors, and the intent is to untangle and clarify the issue by emphasizing its absurdities. Sarcastic statements are expressed in a cutting manner; witty remarks are delivered with undisguised and harmless humor.

46. Why does the author say sarcasm and jazz have something surprisingly in common?

- A) Both are recognized when heard.
- B) Both have exactly the same tone.
- C) Both mean the opposite of what they appear to.
- D) Both have hidden in them an evident irritation.

47. How do many people feel when they hear sarcastic comments?

- A) They feel hostile towards the sarcastic person.
- B) They feel belittled and disrespected.
- C) They feel a strong urge to retaliate.
- D) They feel incapable of disguising their irritation.

48. What happens when a person consistently acts sarcastically?
- A) They feel their dignity greatly heightened.
 - B) They feel increasingly insecure and hostile.
 - C) They endure hostility under the guise of humor.
 - D) They taste bitterness even in pleasant interactions.
49. What does the author say about people quitting sarcastic comments?
- A) It makes others happier and more self-confident.
 - B) It restrains them from being irritating and bullying.
 - C) It benefits not only themselves but also those around them.
 - D) It shields them from negative comments and outright hostility.
50. What is the chief difference between a speaker's wit and sarcasm?
- A) Their clarity.
 - B) Their appreciation.
 - C) Their emphasis.
 - D) Their intention.

Passage Two

Questions 51 to 55 are based on the following passage.

Variability is crucially important for learning new skills. Consider learning how to serve in tennis. Should you always practise serving from the exactly same location on the court, aiming at the same spot? Although practising in more variable conditions will be slower at first, it will likely make you a better tennis player in the end. This is because variability leads to better generalisation of what is learned.

This principle is found in many domains, including speech perception and learning categories. For instance, infants will struggle to learn the category "dog" if they are only exposed to Chihuahuas, instead of many different kinds of dogs.

"There are over ten different names for this basic principle," says Limor Raviv, the senior investigator of a recent study. "Learning from less variable input is often fast, but may fail to generalise to new stimuli."

To identify key patterns and understand the underlying principles of variability effects, Raviv and her colleagues reviewed over 150 studies on variability and generalisation across fields, including computer science, linguistics, categorisation, visual perception and formal education.

The researchers discovered that, across studies, the term variability can refer to at least four different kinds of variability, such as set size and scheduling. "These four kinds of variability have never been directly compared—which means that we currently don't know which is most effective for learning," says Raviv.

The impact of variability depends on whether it is relevant to the task or not. But according to the 'Mr. Miyagi principle', practising seemingly unrelated skills may actually benefit learning of other skills.

But why does variability impact learning and generalisation? One theory is that more variable input can highlight which aspects of a task are relevant and which are not.

Another theory is that greater variability leads to broader generalisations. This is because variability will represent the real world better, including atypical(非典型的) examples.

A third reason has to do with the way memory works: when training is variable, learners are forced to actively reconstruct their memories.

"Understanding the impact of variability is important for literally every aspect of our daily life. Beyond affecting the way we learn language, motor skills, and categories, it even has an impact on our social lives," explains Raviv. "For example, face recognition is affected by whether people grew up in a small community or in a larger community. Exposure to fewer faces during childhood is associated with diminished face memory."

"We hope this work will spark people's curiosity and generate more work on the topic," concludes Raviv. "Our paper raises a lot of open questions. Can we find similar effects of variability beyond the brain, for instance, in the immune system?"

51. What does the passage say about infants learning the category "dog" if they are exposed to Chihuahuas only?
- A) They will encounter some degree of difficulty.
 - B) They will try to categorise other objects first.
 - C) They will prefer Chihuahuas to other dog species.
 - D) They will imagine Chihuahuas in various conditions.
52. What does Raviv say about the four different kinds of variability?
- A) Which of them is most relevant to the task at hand is to be confirmed.
 - B) Why they have an impact on learning is far from being understood.
 - C) Why they have never been directly compared remains a mystery.
 - D) Which of them is most conducive to learning is yet to be identified.
53. How does one of the theories explain the importance of variability for learning new skills?
- A) Learners regard variable training as typical of what happens in the real world.
 - B) Learners receiving variable training are compelled to reorganise their memories.
 - C) Learners pay attention to the relevant aspects of a task and ignore those irrelevant.
 - D) Learners focus on related skills instead of wasting time and effort on unrelated ones.
54. What does the passage say about face recognition?
- A) People growing up in a small community may find it easy to remember familiar faces.
 - B) Face recognition has a significant impact on literally every aspect of our social lives.
 - C) People growing up in a large community can readily recognise any individual faces.
 - D) The size of the community people grow up in impacts their face recognition ability.
55. What does Raviv hope to do with their research work?
- A) Highlight which aspects of a task are relevant and which are not to learning a skill.
 - B) Use the principle of variability in teaching seemingly unrelated skills in education.
 - C) Arouse people's interest in variability and stimulate more research on the topic.
 - D) Apply the principle of variability to such fields of study as the immune system.

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**.*

扇子自古以来就深受中国人喜爱，但现在已不只是消暑纳凉的工具，而更多地作为艺术品供人欣赏。许多扇子造型优美、做工精良，并绘有山水、花鸟、人物等精美图案，具有很高的艺术价值。中国许多著名画家和书法家喜欢在扇子上作诗绘画，展示其艺术品味。扇子常作为礼物赠予他人，表达美好的祝福和真挚的情感。如今，扇子的实用功能已大为减弱，但作为一种文化符号和艺术形式，扇子仍然在中国传统文化中扮演着重要角色。

2024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2024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(2024-06) • 英语六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay that begins with the sentence “There is a growing awareness of the importance of digital literacy and skills in today’s world.” 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. (You should copy the sentence given in quotes at the beginning of your essay.)

【参考范文 • 170 词】 写作无唯一标准答案，以下为达标示范

There is a growing awareness of the importance of digital literacy and skills in today’s world. As study, work and daily life move online, the ability to use digital tools wisely has become a basic survival skill rather than an optional advantage.

This importance is easy to feel in real situations. During the pandemic, all my courses were shifted to online platforms, and only classmates who could navigate video meetings, submit assignments and search for reliable sources kept up with the pace. Those who struggled with the technology quickly fell behind, not because they were less clever, but because they lacked the digital skills the new setting demanded. The same gap appears in the job market, where employers now expect graduates to handle data, communicate online and tell trustworthy information from rumours.

Therefore, digital literacy is no longer a bonus but a necessity. By actively learning to process information, protect our online safety and keep updating our skills, we can turn technology into a real advantage instead of a barrier.

【参考译文】

在当今世界，人们越来越意识到数字素养与技能的重要性。随着学习、工作和日常生活都转向线上，明智地使用数字工具已从一种可选的优势变成了一项基本的生存技能。

这种重要性在真实情境里最容易被感受到。疫情期间，我所有的课程都被搬到了线上平台，只有那些会操作视频会议、提交作业、检索可靠资料的同学才跟得上节奏。那些和技术较劲的人很快掉了队——不是因

为他们不够聪明，而是因为他们缺少新环境所要求的数字技能。同样的差距也出现在求职市场：如今用人单位默认毕业生能够处理数据、在线沟通、并把可信信息与谣言区分开来。

因此，数字素养不再是加分项，而是一种必需品。只要我们主动学习处理信息、保护自身的网络安全、并不断更新技能，就能把技术变成真正的优势，而不是一道障碍。

【第1段】抄首句后加中心。首句一字不差照抄了 There is a growing awareness of the importance of digital literacy and skills in today's world., 第二句用「As study, work and daily life move online... rather than an optional advantage」把现象升级为中心论点，落实了『照抄首句再点题』这一步。

【第2段】场景 + 对照写透。「During the pandemic... kept up with the pace」摆出网课亲历，「not because they were less clever, but because they lacked...」用正反对照凸显差距，「The same gap appears in the job market」再推向求职，正是『场景落地论证』四步的落地，兑现了 cite examples 的展开路径。

【第3段】重申 + 给出行动。「Therefore, digital literacy is no longer a bonus but a necessity」重申中心，「By actively learning to... we can turn technology into a real advantage」给出对策式升华，完成『重申加对策收尾』，避免了只喊口号的空洞结尾。

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

续写数字素养议论文

本题要写一篇议论文，且是首句续写：begins with the sentence 后引号里的句子必须原样抄在开头，You should copy the sentence given in quotes at the beginning of your essay. 把这一点钉死。这句话就是全文中心——论证「数字素养与技能在今天很重要」，其余每段都得围绕它展开。

面向阅卷人的正式书面语

本题是纯议论大作文，没有具体收信人，所以不设称呼、不落款，语域按正式书面英语走即可：不用缩写口语（don't 写成 do not）、不用第二人称直接教训读者。展开方式题目给了自由度——You can make comments, cite examples or use your personal experiences to develop your essay., 可评论、举例或写个人经历，但语气都要保持客观得体。

中心立意

数字素养已是生存必备

本篇中心：在学习、工作、生活全面上网的今天，数字素养与技能已从「加分项」变成「生存必备」。这条立场直接顺着给定句 There is a growing awareness of the importance of digital literacy and skills in today's world. 往前推一步，既贴题又给后文留出了论证空间。

要展开的要点

1. 网课场景见真章

用一个具体场景落地：疫情期间课程全搬到线上，会用视频会议、交作业、查可靠资料的同学跟得上，不会的很快掉队——直接呼应 use your personal experiences to develop your essay 的个人经历路径。

2. 求职市场的门槛

从个人推到社会：如今用人单位默认毕业生能处理数据、线上沟通、辨别真假信息，数字技能成了求职硬门槛，说明重要性不止在校园。

3. 主动学习是出路

结尾给对策：既然重要，就要主动学会信息处理、保护上网安全、持续更新技能，把技术变成优势而非障碍，收束回中心。

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 抄首句 + 亮中心

原样照抄 There is a growing awareness of the importance of digital literacy and skills in today's world., 再补一句把中心推进为「数字素养已是生存必备」, 给全文定调。

第 2 段 场景论证重要性

主体段: 用网课亲历 + 求职门槛两个具体场景, 正反对照证明数字素养为什么重要。

第 3 段 重申立场 + 给对策

收尾段: 重申「不再是加分项而是必需品」, 并给出主动学习、更新技能的行动方向, 呼应升华。

第 1 段 抄写 + 升级为中心

先逐字抄 There is a growing awareness of the importance of digital literacy and skills in today's world., 再补充: 随着学习、工作、生活搬到线上, 明智使用数字工具已从「可选优势」变成「基本生存技能」。

现象推进为观点 · As ____ move online, the ability to ____ has become a basic ____ rather than an optional advantage. (把「某领域上网」填前空, 「掌握某能力」填中空, 自然把现象升级为立场)

第 2 段 网课掉队 + 求职门槛

疫情期间课程全上线，会用视频会议、交作业、查可靠来源的同学跟得上，不会技术的很快掉队——不是因为不聪明，而是缺了新环境要求的数字技能；同样的差距也出现在求职市场，用人单位默认毕业生能处理数据、线上沟通、辨别真假信息。

举例过渡 · This importance is easy to feel in real situations. During ____, only those who could ____ kept up with the pace. (用一句过渡把抽象拉回具体场景，再引出亲历)

正反对照凸显差距 · Those who ____ quickly fell behind, not because they were ____, but because they lacked _____. (not because...but because... 把表面原因和真实原因掰开，突出关键差距)

由个人推向社会 · The same gap appears in ____, where ____ now expect ____ to _____. (用 the same gap appears in 把私人经历推广到更普遍的层面)

第 3 段 必需品 + 主动更新

重申数字素养不再是加分项而是必需品；给出对策——主动学会信息处理、保护上网安全、持续更新技能，把技术变成真正的优势而非障碍。

重申立场 · Therefore, ____ is no longer a bonus but a necessity. (no longer...but... 把中心换一种说法再强调一次)

对策式升华 · By actively ____ and ____, we can turn ____ into a real advantage instead of a barrier. (By doing..., we can... 给出可行动的路径，收束到正面结果)

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

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

内容切题**全篇扣紧重要性**

本题中心是「数字素养的重要性」，三段都得扣住它：别写成介绍数字工具有哪些（跑题），也别只抄首句却不表态。题目允许 make comments, cite examples or use your personal experiences，选其一写透即可。

结构连贯**三段路标清晰**

本范文用 This importance is easy to feel（引例）、not because...but because（对照）、Therefore（收尾）三处路标把三段逻辑串起来。主体考生易犯的是通篇不分段或段间无过渡，务必让每段功能一眼可辨。

语言准确**数字素养话题词**

本题可稳用一批话题表达：digital literacy、process information、online safety、reliable sources、keep updating skills。这些词既贴题又不易写错，比生造的中式长句稳妥。

字数格式**卡住硬区间**

本题字数是硬区间：You should write at least 150 words but no more than 200 words.，两头都扣分。篇幅只够一个饱满主体段，别贪多铺开三四个论点导致每点都浅。

典型低分写法 • 反面示例与改法

改写首句失分

反面示例：把开头写成「Nowadays people gradually realize digital skills are important.」——这是改写、不是照抄，copy the sentence given in quotes at the beginning of your essay 的要求没满足。改法：老老实实抄「There is a growing awareness of the importance of digital literacy and skills in today's world.」再往下写。

通篇空喊无支撑

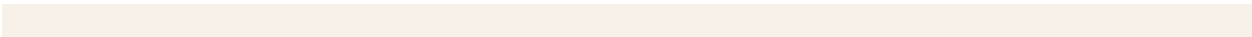
反面示例：「Digital literacy is very important. Everyone thinks it is important. Without it, life is very hard.」全是形容词、零场景。改法：换成一个具体情境——「During online classes, students who could not use digital tools quickly fell behind.」用事实说话。

论点太多写不透

反面示例：一段里塞「教育、就业、医疗、社交、国家安全」五个方面，每个只有半句。改法：只留「网课学习」和「求职门槛」两点，各配一句细节和对照，把它们写透。

中式直译别扭

反面示例：「With the society development, digital ability more and more important.」缺谓语、语序照搬中文。改法：「As society develops, digital skills are becoming increasingly important.」结构完整、表达地道。



英语六级 2024年6月·第3套 · 全卷构成

Part I	写作	本题
Part II	听力	与2024年6月第2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 →

2024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2024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、3 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(2024-06) · 英语六级

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.

A rainbow is a multi-colored, arc-shaped phenomenon that can appear in the sky. The colors of a rainbow are produced by the reflection and 26 of light through water droplets(水滴) present in the atmosphere. An observer may 27 a rainbow to be located either near or far away, but this phenomenon is not actually located at any specific spot. Instead, the appearance of a rainbow depends entirely upon the position of the observer in 28 to the direction of light. In essence, a rainbow is an 29 illusion.

彩虹是一种多彩的弧形现象，可以出现在天空中。彩虹的颜色是由光线通过大气中存在的水滴反射和色散产生的。观察者可能会认为彩虹位于近处或远处，但这种现象实际上并不位于任何特定地点。相反，彩虹的出现完全取决于观察者相对于光线方向的位置。本质上，彩虹是一种光学错觉。

Rainbows present a 30 made up of seven colors in a specific order. In fact, school children in many English-speaking countries are taught to remember the name "Roy G. Biv" as an aid for remembering the colors of a rainbow and their order. "Roy G. Biv" 31 for: red, orange, yellow, green, blue, indigo, and violet. The outer edge of the rainbow arc is red, while the inner edge is violet. 彩虹呈现出由七种颜色按特定顺序组成的光谱。事实上，许多英语国家的学童被教导记住 "Roy G. Biv" 这个名字，作为记忆彩虹颜色及其顺序的辅助方法。"Roy G. Biv" 代表：红、橙、黄、绿、蓝、靛、紫。彩虹弧的外缘是红色，而内缘是紫色。

A rainbow is formed when light (generally sunlight) passes through water droplets 32 in the atmosphere. The light waves change direction as they pass through the water droplets, resulting in two processes: reflection and refraction(折射). When light reflects off a water droplet, it simply 33 back in the opposite direction from where it 34. When light refracts, it takes a different direction. Some individuals refer to refracted light as "bent light waves." A rainbow is formed because

white light enters the water droplet, where it bends in several different directions. When these bent light waves reach the other side of the water droplet, they reflect back out of the droplet instead of 35 passing through the water. Since the white light is separated inside of the water, the refracted light appears as separate colors to the human eye.

彩虹是在光线（通常是太阳光）穿过悬浮在大气中的水滴时形成的。光波在穿过水滴时改变方向，导致两个过程：反射和折射。当光从水滴反射时，它只是从其起源处朝相反方向反弹回来。当光发生折射时，它会朝不同的方向前进。有些人将折射光称为“弯曲的光波”。彩虹的形成是因为白光进入水滴，在那里它朝几个不同的方向弯曲。当这些弯曲的光波到达水滴的另一侧时，它们从水滴中反射出来，而不是完全穿过水。由于白光在水内部被分离，折射光在人眼中呈现为不同的颜色。

- | | |
|---------------|---------------|
| A) bounces | I) permeates |
| B) completely | J) ponder |
| C) dispersion | K) preceding |
| D) eccentric | L) recklessly |
| E) hanging | M) relation |
| F) optical | N) spectrum |
| G) originates | O) stands |
| H) perceive | |

26. __ (26) __

【答案】 **C) dispersion** (名词)

【词性槽】 and 并列连接: reflection and __, 并列成分要求同性

【依据】 **reflection and dispersion** 是描述彩虹成因的标准搭配

The colors of a rainbow are produced by the reflection and dispersion of light through water droplets 光经过水滴时发生「反射 + 色散」是彩虹七色形成的物理原理；与下一段 reflection and refraction (折射) 共同呼应「光在水滴中的多重作用」。

【易错】 最具迷惑性的错误词是 **N)** —— spectrum 也是名词，且与彩虹七色话题强相关，极易抢答 26. produced by the reflection and __ (26) __ of light through water droplets 26 题若考生没等到 30 题就抢着填，看到「彩虹 + 光」很容易顺手填 N spectrum；但 26 题靠 and 并列须填与 reflection 同类的「光学过程」名词 (dispersion 色散)，spectrum 「光谱」属结果性名词，且 spectrum 真正归属 30 题 a __ made up of seven colors。防坑：严格执行「用过即划 + 先做高把握空」，让 30 题先把 spectrum 划走。

27. An observer may __(27)__ a rainbow to be located either near or far away

【答案】 **H) perceive** (动词)

【词性槽】 情态动词 may 后接动词原形

【依据】 **perceive sb/sth to be ...** 「察觉/认为.....是.....」

An observer may perceive a rainbow to be located either near or far away perceive
后可直接接「宾语 + to be + 状态」，意为「察觉/认为彩虹位于近处或远处」，与下句
but this phenomenon is not actually located at any specific spot 形成「主观感知 vs
客观事实」的转折。

【竞争词】 J) ponder ponder 表「沉思」，不接「宾语 + to be」

ponder 通常作不及物或接 sth/on sth/over sth，不构成「ponder sth to be ...」结构；语义上
「观察者沉思彩虹位于近处或远处」也极不自然。

28. the appearance of a rainbow depends entirely upon the position of the observer in __(28)__ to
the direction of light.

【答案】 **M) relation** (名词)

【词性槽】 介词 in 后 + to 之前，构成 in __ to 框架

【依据】 固定短语 **in relation to = 「相对于、关于」**

the appearance of a rainbow depends entirely upon the position of the observer in
__(28)__ to the direction of light. 文意是「彩虹出现完全取决于观察者相对于光线方向的
位置」，正是 in relation to 的典型用法。

【竞争词】 C) dispersion 无 in dispersion to 这一搭配

dispersion 表「色散」，与「位置 ↔ 光线方向」的相对关系无关，且不构成固定短语 in
dispersion to。

N) spectrum spectrum 指「光谱/范围」，搭配错误

spectrum 是后文 30 题对应「七色光谱」的名词，与「相对位置」语义不沾边，且无 in
spectrum to 短语。

29. In essence, a rainbow is an __(29)__ illusion.

【答案】 **F) optical** (形容词)

【词性槽】 不定冠词 an + 空 + 名词 illusion

【依据】 **optical illusion = 「视错觉、光学幻象」固定搭配**

In essence, a rainbow is an optical illusion. 上文已经指出彩虹「并非真实位于某一地点，而是取决于观察者的相对位置」，结论自然是「光学幻象」——optical illusion 是英语中表「视错觉」的标准搭配，与全段论证完全吻合。

【竞争词】 **D) eccentric** eccentric 表「古怪的」，色彩与语境不符

eccentric 多形容人/行为「古怪、反常」，描述彩虹这一自然光学现象时既不准确也不带这种语义色彩；eccentric illusion 并非英语习用搭配。

【易错】 最具迷惑性的错误词是 **D)** —— eccentric 形态匹配 an + 形容词 + illusion，最容易抢 29. a rainbow is an __(29)__ illusion. eccentric 以元音 /ɪ/ 开头与 an 适配、作前置定语语法完全通；但 optical illusion 才是英语固定搭配「视错觉」，本段全段都在论证「彩虹是观察者视觉上的幻象」，与「光学」直接对应。防坑：见 illusion 先想 optical illusion 这一高频固定搭配，再回头比对其它候选。

30. Rainbows present a __(30)__ made up of seven colors in a specific order.

【答案】 **N) spectrum** (名词)

【词性槽】 及物动词 present 后 + 不定冠词 a 后

【依据】 **spectrum = 「光谱」，正对应「七色按特定顺序」**

Rainbows present a spectrum made up of seven colors in a specific order. 「由七种颜色按特定顺序组成」正是 spectrum (光谱) 的定义；下文 Roy G. Biv 口诀也是为了记忆这一光谱顺序。

【竞争词】 **C) dispersion** dispersion 强调「色散过程」，非结果性的「七色排列」

dispersion 指光被分解的「过程/动作」，而本句 made up of seven colors in a specific order 描述的是一个由七色组成的「结果性序列」——这是 spectrum 的语义，不是 dispersion 的语义；且 dispersion 已被 26 题预订 (见后)。

31. "Roy G. Biv" __(31)__ for: red, orange, yellow, green, blue, indigo, and violet.

【答案】 **O) stands** (动词)

【词性槽】 主语 "Roy G. Biv" 后缺谓语 + 后接 for

【依据】 固定搭配 **stand for** = 「代表、缩写指代」

"Roy G. Biv" __(31)__ for: red, orange, yellow, green, blue, indigo, and violet. 紧随其后
的就是七色英文首字母对应的全称，文意正是「Roy G. Biv 这一串字母代表红橙黄绿蓝靛
紫」，stand for 是固定搭配，意为「代表 / 是.....的缩写」，与语境完全契合。

【竞争词】 G) originates originate 后不接 for

originate 表「起源于」，常搭 originate from/in，无 originate for 这一搭配；语义也讲不通
——「Roy G. Biv 起源于红橙黄.....」不成立。

H) perceive 形态不符 + 搭配不通

perceive 非单三，且 perceive for 不是固定搭配；它的宾语应是被感知的对象（如本文 27 题用
法），与此处「代表七色」不符。

I) permeates permeate 意为「渗透」

permeate 表液体/气味/影响渗透弥漫，搭配介词通常是 through/into，与「字母代表颜色」毫
不相干。

J) ponder 形态不符 + 语义不通

ponder 非单三；其意为「沉思」，主语「Roy G. Biv」是个口诀，不会「沉思」，逻辑不
成立。

32. A rainbow is formed when light (generally sunlight) passes through water droplets __(32)__ in
the atmosphere.

【答案】 **E) hanging** (形容词)

【词性槽】 名词 water droplets 后置修饰 + 空后接 in the atmosphere 介词短语

【依据】 **hanging in the atmosphere** = 「悬浮在大气中」

water droplets hanging in the atmosphere 与第 1 段 water droplets(小滴) present in
the atmosphere 同义改写，hanging 形象描绘水滴「悬浮 / 飘在」空中的状态，与上下文
「光穿过水滴形成彩虹」语境完全一致。

【竞争词】 K) preceding preceding 表「在前的、先前的」，语义与空间状态无关

preceding 多用于时间或顺序「前一个、之前的」（如 in the preceding paragraph），不能
用来描述水滴「悬浮在大气中」的物理状态。

33. When light reflects off a water droplet, it simply __(33)__ back in the opposite direction from where it __(34)__.

【答案】 **A) bounces** (动词)

【词性槽】 主语 it (= 光) 后缺谓语，且与并列分句时态一致

【依据】 **bounce back** = 「反弹回去」，与 **reflect** 同义改写

When light reflects off a water droplet, it simply bounces back in the opposite direction from where it __(34)__. 上文 reflects 已给出动作，本句用 simply bounces back 同义改写以「反弹回来」的形象语言再说一遍，与 in the opposite direction 表方向反向严丝合缝。

【竞争词】 **G) originates** **originate** 表「起源」，与「反弹回来」语义相反

originate 强调「光从某处发源」，与本句 reflect / back / opposite direction 的「返回」语义方向相反，不可选。

I) permeates **permeate** 是「渗透、弥漫」，与 **bounce back** 行为完全相反

permeate 表向内/向四周扩散，与「沿反方向反弹回去」(in the opposite direction) 的物理路径冲突。

34. it simply bounces back in the opposite direction from where it __(34)__.

【答案】 **G) originates** (动词)

【词性槽】 from where 引导的地点从句缺谓语 + 主语 it 单三

【依据】 **from where it originates** = 「从它发源的地方」

it simply bounces back in the opposite direction from where it __(34)__. 光被反射后沿反方向回到「它最初出发/发源的方向」——originate 表「起源、发源」与 from 搭配自然 (originate from)，完美对应「反弹回光线最初来的地方」。

【竞争词】 **I) permeates** **permeate** 强调「渗透、弥漫」，与「反弹回起点」语义不符

permeate 描述向各方向扩散浸入，无「起点 / 来处」之意；from where it permeates 既不构成习惯表达，也违背物理「光从原方向反弹回去」的描述。

35. they reflect back out of the droplet instead of __(35)__ passing through the water.

【答案】 **B) completely** (副词)

【词性槽】 instead of 后接动名词 passing，空在 of 与 passing 之间作状语

【依据】 **completely** = 「完全地」，与 **instead of** 形成「反射 vs 完全穿透」的对照

they reflect back out of the droplet instead of __(35)__ passing through the water. 上文说光在水滴另一侧「反射回来」，而非「完全穿过水滴」——completely 强调「彻底/全部」穿过去，与 reflect back 构成自然对比。

【竞争词】 L) **recklessly** **recklessly** 含「鲁莽」感情色彩，与物理过程不符

recklessly 形容人的行为「不顾后果」，带主观贬义；光是物理对象，无所谓「鲁莽地穿过水」，逻辑荒谬。

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) **bounces** (动词) (名词)

(动) 弹回、反弹；(名) 弹跳

用于第 33 空

B) **completely** (副词)

完全地、彻底地

用于第 35 空

C) **dispersion** (名词)

(光的) 色散；分散

用于第 26 空

D) **eccentric** (形容词) (名词)

古怪的、反常的

干扰词 · 未选用

E) **hanging** (形容词) (动词)

悬挂的；悬浮的 (现在分词作定语)

用于第 32 空

F) **optical** (形容词)

光学的；视觉的

用于第 29 空

G) **originates** (动词)

起源、发源 (不及物，常接 from/in)

用于第 34 空

H) **perceive** (动词)

察觉、感知、认为

用于第 27 空

I) **permeates** 动词

渗透、弥漫

干扰词 · 未选用

J) **ponder** 动词

沉思、仔细考虑

干扰词 · 未选用

K) **preceding** 形容词 动词

在前的、先前的

干扰词 · 未选用

L) **recklessly** 副词

鲁莽地、不顾后果地

干扰词 · 未选用

M) **relation** 名词

关系; in relation to 关于、相对于

用于第 28 空

N) **spectrum** 名词

光谱; 范围、系列

用于第 30 空

O) **stands** 动词 名词

(动) 站立; stands for 代表、象征

用于第 31 空

全文主旨

彩虹成因——光在水滴中的反射与折射

全文围绕彩虹这一光学现象展开: A rainbow is a multi-colored, arc-shaped phenomenon that can appear in the sky. 开篇定调它是一种弧形多色现象, 后文进一步说明它由阳光穿过大气中的水滴、经反射与折射形成, 并按红橙黄绿蓝靛紫的固定顺序呈现。考生抓住「光—水滴—反射/折射—七色顺序」这条主线, 就能在每个空辨义时有据可依。

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。

D) **eccentric** 最像 29 题答案的同词性诱饵

29 题 a rainbow is an __(29)__ illusion. 空首 an 提示元音音素, eccentric 以 /ɪ/ 开头同样适配, 且作为形容词修饰名词在语法上完全通; 但 eccentric 主观贬义「古怪的」与「光学幻象」语境不搭, optical illusion 才是固定搭配。识破之法: 先想 illusion 的高频搭配 optical illusion。

I) **permeates** 在 33/34 两题都来「凑」单三动词

33 题 it simply __(33)__ back in the opposite direction 与 34 题 from where it __(34)__ 都需单三动词, permeates 形态完全符合, 且讲「光在水中渗透」似乎也搭得上; 但「反弹回去 / 反向回到起点」与「渗透弥漫」方向相反, 搭配 from where 也不自然。识破之法: 紧抓 back / opposite direction / from where 这些「方向/起点」信号词。

J) **ponder** 最像 27 题答案的同词性诱饵

27 题 An observer may __(27)__ a rainbow to be located either near or far away 空在 may 后要原形动词, ponder 形态匹配, 且观察者「思考」彩虹位置看似讲得通; 但 ponder 不接「宾语 + to be」结构, 且与 may perceive ... but ... is not actually located 形成的「主观感知 vs 客观事实」转折逻辑相比, 「沉思」太重也太怪。识破之法: 句法上「能否接当前宾语结构」是硬判据。

K) **preceding** 最像 32 题答案的同词性诱饵

32 题 water droplets __(32)__ in the atmosphere 空作 droplets 的后置定语, preceding 也是分词形式可作定语; 但 preceding 多用于时间/顺序「先前的」, 无法描述水滴「悬浮在大气中」的物理状态, 与第 1 段 present in the atmosphere 的同义改写脱节。识破之法: 对照上文已有的同义表达。

L) **recklessly** 最像 35 题答案的同词性诱饵

35 题 instead of __(35)__ passing through the water 副词修饰动名词 passing, recklessly 形态完全符合; 但 recklessly 带「鲁莽 / 不顾后果」的人为主观色彩, 描述光这一物理对象不合适, 与 completely 形成「客观状态描写 vs 主观行为评价」之差。识破之法: 客观说明文中带感情色彩的副词优先剔除。

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。

Instead, the appearance of a rainbow depends entirely upon the position of the observer in relation to the direction of light.

第1段，第4句

这种“抽象名词作主语 + 一般现在时谓语 + 介词短语补充信息”的说明文句式很常见。掌握后可迁移到大量科普、议论文和阅读句子中。

Rainbows present a spectrum made up of seven colors in a specific order.

第2段，第1句

主谓宾加后置定语的结构在四六级阅读中较为常见，过去分词作后置定语也是高频考点，具有一定代表性，但整体结构偏简单，不属于最典型的长难句句式。

In fact, school children in many English-speaking countries are taught to remember the name "Roy G. Biv" as an aid for remembering the colors of a rainbow and their order.

第2段，第2句

本句是“主语 + be + 过去分词 + 不定式补足语”的典型被动结构，这一句式在四六级、考研英语阅读中高频出现（如“Students are required to submit...”等），掌握后可大量复用。

The outer edge of the rainbow arc is red, while the inner edge is violet.

第2段，第4句

主系表结构配合 while 引导的对比状语从句是考试中较常见的句式，用于对比描述两个事物的特征。这种对称对比结构在说明文和科技文中出现频率较高，具有一定代表性。但本句结构过于简单，没有展现更复杂的从句嵌套、定语从句或其他高频考点结构，典型性中等。

A rainbow is formed when light (generally sunlight) passes through water droplets hanging in the atmosphere.

第3段，第1句

主句使用被动语态配合 when 引导的状语从句，是英语科普说明文中非常典型的句式，常用于陈述客观规律或自然现象。这种结构在考试阅读理解中频繁出现，掌握后可迁移到大量同类句子的理解。

The light waves change direction as they pass through the water droplets, resulting in two processes: reflection and refraction(折射).

第3段，第2句

本句展示了"主句+时间状语从句+现在分词作结果状语"的经典组合,这种结构在科技说明文和学术写作中高频出现,尤其是用"as"引导时间背景、用现在分词补充结果的模式,是四六级和考研阅读中的常见句式,掌握后可迁移到大量同类句子。

HIGH-FREQUENCY · 真题高频词

本篇出现的 25 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。

rainbow

A2

n. 彩虹

本篇10次 · 真题 10 句

wave

A2

n. 波浪

本篇3次 · 真题 14 句

reflect

B1

v. 反映，显示

本篇2次 · 真题 71 句

specific

B2

adj. 具体的

本篇2次 · 真题 59 句

phenomenon

B2

n. 现象

本篇2次 · 真题 28 句

reflection

B2

n. 深思

本篇2次 · 真题 19 句

atmosphere

B2

n. 气氛

本篇2次 · 真题 16 句

locate

B1

v. 找到,找出...的位置

本篇2次 · 真题 16 句

observer

B2

n. 观察者

本篇2次 · 真题 10 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

individual B2

adj. 单独的
本篇1次·真题 142 句

process B1

n. 过程
本篇1次·真题 126 句

simply B1

adv. 仅仅，只不过
本篇1次·真题 119 句

generally B1

adv. 通常，一般地
本篇1次·真题 60 句

completely B1

adv. 完全地
本篇1次·真题 43 句

perceive B2

v. 理解，领悟（某事的性质或意义）
本篇1次·真题 32 句

aid B1

n. 帮助
本篇1次·真题 31 句

spot A2

n. 地点
本篇1次·真题 30 句

entirely B1

adv. 完全地
本篇1次·真题 29 句

appearance B1

n. 外貌
本篇1次·真题 15 句

spectrum C1

n. 范围
本篇1次·真题 15 句

outer B1

adj. 外部的，外面的
本篇1次·真题 14 句

inner B1

adj. 内部的，里面的
本篇1次·真题 13 句

originate C1

v. 起源于
本篇1次·真题 11 句

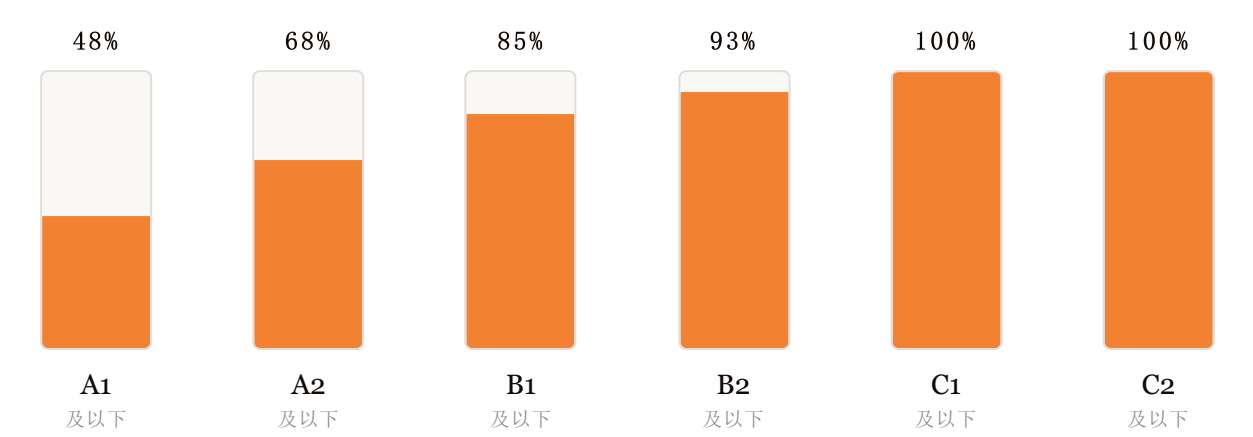
illusion B2

n. 错觉
本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

全文 102 词按 CEFR 难度累积覆盖

带空短文去重后共 **102** 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 7 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 102 个·末柱为 100%

去重总词数

102

B2 以上难词

7%

B1 及以下覆盖

85%

英语六级 2024年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2024年6月第2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 →

2024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2024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(2024-06) · 英语六级

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**.

Blame your worthless workdays on meeting recovery syndrome

A) Phyllis Hartman knows what it's like to make one's way through the depths of office meeting hell. Managers at one of her former human resources jobs arranged so many meetings that attendees would fall asleep at the table or intentionally arrive late. With hours of her day blocked up with unnecessary meetings, she was often forced to make up her work during overtime. "I was actually working more hours than I probably would have needed to get the work done," says Hartman, who is founder and president of PGHR Consulting in Pittsburgh, Pennsylvania.

Phyllis Hartman深知在办公室会议地狱的深渊中艰难前行是什么滋味。她曾任职的一家人力资源公司的管理者安排了如此多的会议,以至于与会者会在会议桌旁睡着或故意迟到。由于每天有数小时被不必要的会议占据,她经常被迫在加班时间补做工作。"实际上,我工作的时间比完成工作所需的时间还要多,"这位Pennsylvania州Pittsburgh市PGHR Consulting公司的创始人兼总裁Hartman说。

B) She isn't alone in her frustration. Between 11 million and 55 million meetings are held each day in the United States, costing most organisations between 7% and 15% of their personnel budgets. Every week, employees spend about six hours in meetings, while the average manager meets for a staggering 23 hours.

她并非唯一感到沮丧的人。美国每天要举行1100万至5500万场会议,大多数组织为此支付的费用占其人事预算的7%至15%。员工每周要在会议上花费约6小时,而普通管理者的会议时间则高达惊人的23小时。

C) And though experts agree that traditional meetings are essential for making certain decisions and developing strategy, some employees view them as one of the most unnecessary parts of the

workday. The result is not only hundreds of billions of wasted dollars, but an annoyance of what organisational psychologists call "meeting recovery syndrome (MRS)": time spent cooling off and regaining focus after a useless meeting. If you run to the office kitchen to get some relief with colleagues after a frustrating meeting, you're likely experiencing meeting recovery syndrome.

尽管专家们一致认为传统会议对于做出某些决策和制定战略至关重要,但一些员工将其视为工作日中最不必要的部分之一。其结果不仅是数千亿美元的浪费,还造成了组织心理学家所称的"会议恢复综合征 (MRS)":在一场无用的会议后用于平复心情和重新集中注意力的时间。如果你在一场令人沮丧的会议后跑到办公室茶水间与同事们寻求宽慰,你很可能正在经历会议恢复综合征。

- D) Meeting recovery syndrome is a concept that should be familiar to almost anyone who has held a formal job. It isn't ground-breaking to say workers feel fatigued after a meeting, but only in recent decades have scientists deemed the condition worthy of further investigation. With its links to organisational efficiency and employee wellbeing, MRS has attracted the attention of psychologists aware of the need to understand its precise causes and cures.

会议恢复综合征对于几乎所有从事正式工作的人来说都应该是一个熟悉的概念。说员工在会议后感到疲惫并非什么突破性发现,但直到最近几十年,科学家们才认为这种状况值得进一步研究。由于与组织效率和员工幸福感相关,MRS引起了心理学家的关注,他们意识到有必要了解其确切的成因和治疗方法。

- E) Today, in so far as researchers can hypothesise, MRS is most easily understood as a slow renewal of finite mental and physical resources. When an employee sits through an ineffective meeting their brain power is essentially being drained away. Meetings drain vitality if they last too long, fail to engage employees or turn into one-sided lectures. The conservation of resources theory, originally proposed in 1989 by Dr Stevan Hobfoll, states that psychological stress occurs when a person's resources are threatened or lost. When resources are low, a person will shift into defence to conserve their remaining supply. In the case of office meetings, where some of employees' most valuable resources are their focus, alertness and motivation, this can mean an abrupt halt in productivity as they take time to recover.

如今,就研究人员所能假设的而言,MRS最容易被理解为有限的精神和身体资源的缓慢恢复。当员工参加一场无效的会议时,他们的脑力实质上正在被消耗殆尽。如果会议持续时间过长、未能让员工参与其中或变成单方面的说教,会议就会消耗活力。资源保存理论最初由Stevan Hobfoll博士于1989年提出,该理论指出,当一个人的资源受到威胁或丧失时,就会产生心理压力。当资源不足时,人会转入防御状态以保存剩余储备。在办公室会议的情况下,员工最宝贵的资源是他们的专注力、警觉性和积极性,这可能意味着在他们花时间恢复时生产力会突然停滞。

- F) As humans, when we transition from one task to another on the job—say from sitting in a meeting to doing normal work—it takes an effortful cognitive switch. We must detach ourselves from the previous task and expend significant mental energy to move on. If we are already drained to dangerous levels, then making the mental switch to the next thing is extra tough. It's common to see people cyber-loafing after a frustrating meeting, going and getting coffee, interrupting a colleague and telling them about the meeting, and so on.

作为人类,当我们在工作中从一项任务过渡到另一项任务时——比如从参加会议到做正常工作——这需要费力的认知转换。我们必须将自己从之前的任务中抽离出来,并消耗大量精神能量才能继续前进。如果我们已经被消耗到危险水平,那么在精神上转换到下一件事就会格外困难。人们在一场令人沮丧的会议后在网上闲逛、去喝咖啡、打断同事并向他们讲述会议情况等等,这都是很常见的。

- G) Each person's ability to recover from horrible meetings is different. Some can bounce back quickly, while others carry their fatigue until the end of the workday. Yet while no formal MRS studies are currently underway, one can loosely speculate on the length of an average employee's lag time. Switching tasks in a non-MRS condition takes about 10 to 15 minutes. With MRS, it may take as long as 45 minutes on average. It's even worse when a worker has several meetings that are separated by 30 minutes. "Not enough time to transition in a non-MRS situation to get anything done, and in an MRS situation, not quite enough time to recover for the next meeting," says researcher Joseph Allen. "Then, add the compounding of back-to-back bad meetings and we may have an epidemic on our hands."

每个人从糟糕会议中恢复的能力各不相同。有些人可以快速恢复,而另一些人则会将疲惫感一直带到工作日结束。然而,虽然目前尚未开展正式的MRS研究,但人们可以粗略推测普通员工滞后时间的长度。在非MRS状态下切换任务大约需要10到15分钟。在MRS状态下,平均可能需要长达45分钟。当员工有几场相隔30分钟的会议时,情况会更糟。研究员Joseph Allen说:"在非MRS情况下,这点时间不足以完成任务转换并完成任何事情,而在MRS情况下,这点时间还不够为下一场会议做好恢复准备。然后,再加上连续糟糕会议的叠加效应,我们可能面临一场流行病。"

- H) In an effort to combat the side effects of MRS, Allen, along with researcher Joseph Mroz and colleagues at the University of Nebraska-Omaha, published a study detailing the best ways to avoid common traps, including a concise checklist of do's and don'ts applicable to any workplace. Drawing from around 200 papers to compile their comprehensive list, Mroz and his team may now hold a remedy to the largely undefined problem of MRS.

为了对抗MRS的副作用,Allen与研究员Joseph Mroz以及Nebraska-Omaha大学的同事们发表了一项研究,详细介绍了避免常见陷阱的最佳方法,包括一份适用于任何工作场所的简明注意事项清单。Mroz和他的团队从约200篇论文中汇编了他们的综合清单,现在可能掌握了解决MRS这一很大程度上尚未明确界定的问题的方法。

- I) Mroz says a good place to start is asking ourselves if our meetings are even necessary in the first place. If all that's on the agenda is a quick catch-up, or some non-urgent information sharing, it may better suit the group to send around an email instead. "The second thing I would always recommend is keep the meeting as small as possible," says Mroz. "If they don't actually have some kind of immediate input, then they can follow up later. They don't need to be sitting in this hour-long meeting." Less time in meetings would ultimately lead to more employee engagement in the meetings they do attend, which experts agree is a proven remedy for MRS.

Mroz说,一个好的起点是问问自己我们的会议是否首先有必要举行。如果议程上只是快速沟通或一些不紧急的信息共享,那么发送电子邮件可能更适合这个群体。Mroz说:"我总是会推荐的第二件事是尽可能缩小会议规模。如果他们实际上没有某种即时输入,那么他们可以稍后跟进。他们不需要坐在这场长达一小时的会议中。"减少会议时间最终将使员工在他们确实参加的会议中有更高的参与度,专家们一致认为这是治疗MRS的有效方法。

- J) Employees also feel taxed when they are invited together to meetings that don't inspire participation, says Cliff Scott, professor of organisational science. It takes precious time for them to vent their emotions, complain and try to regain focus after a pointless meeting—one of the main traps of MRS.

Over time as employees find themselves tied up in more and more unnecessary meetings—and thus dealing with increasing lag times from MRS—the waste of workday hours can feel insulting.

组织科学教授Cliff Scott说,当员工被邀请参加不能激发参与的会议时,他们也会感到负担沉重。在一场毫无意义的会议后,他们需要宝贵的时间来发泄情绪、抱怨并试图重新集中注意力——这是MRS的主要陷阱之一。随着时间的推移,当员工发现自己被越来越多的不必要会议束缚——从而因MRS造成越来越长的滞后时间——工作日时间的浪费会让人感到受到侮辱。

- K) Despite the relative scarcity of research behind the subject, Hartman has taught herself many of the same tricks suggested in Mroz's study, and has come a long way since her days of being stuck with unnecessary meetings. The people she invites to meetings today include not just the essential employees, but also representatives from every department that might have a stake in the issue at hand. Managers like her, who seek input even from non-experts to shape their decisions, can find greater support and cooperation from their workforce, she says.

尽管该主题背后的研究相对稀缺,但Hartman自学了Mroz研究中建议的许多相同技巧,自从她被不必要会议困扰的日子以来已经取得了长足进步。她今天邀请参加会议的人不仅包括必要的员工,还包括可能对手头问题有利害关系的每个部门的代表。她说,像她这样寻求非专家意见来塑造决策的管理者,可以从员工队伍中获得更大的支持和合作。

- L) If an organisation were to apply all 22 suggestions from Mroz and Allen's findings, the most noticeable difference would be a stark decrease in the total number of meetings on the schedule, Mroz says. Less time in meetings would ultimately lead to increased productivity, which is the ultimate objective of convening a meeting. While none of the counter-MRS ideas have been tested empirically yet, Allen says one trick with promise is for employees to identify things that quickly change their mood from negative to positive. As simple as it sounds, finding a personal happy place, going there and then coming straight back to work might be key to facilitating recovery.

Mroz说,如果一个组织应用Mroz和Allen研究结果中所有22条建议,最明显的区别将是日程表上会议总数大幅减少。减少会议时间最终将提高生产力,这正是召开会议的最终目标。虽然尚未对任何反MRS想法进行实证检验,但Allen说,一个有希望的技巧是让员工识别能够迅速将他们的情绪从消极转变为积极的事物。尽管听起来很简单,但找到个人的快乐之地,去那里然后直接回来工作,可能是促进恢复的关键。

- M) Leaders should also see themselves as "stewards of everyone else's valuable time", adds Steven Rogelberg, author of *The Surprising Science of Meetings*. Having the skills to foresee potential traps and treat employees' endurance with care allows leaders to provide effective short-term deterrents to MRS.

《会议的惊人科学》一书的作者Steven Rogelberg补充说,领导者还应该将自己视为"其他所有人宝贵时间的管家"。拥有预见潜在陷阱和谨慎对待员工耐力的技能,使领导者能够为MRS提供有效的短期威慑。

- N) Most important, however, is for organisations to awaken to the concept of meetings being flexible, says Allen. By reshaping the way they prioritise employees' time, companies can eliminate the very sources of MRS in their tracks.

然而,Allen说,最重要的是组织要认识到会议是灵活的这一概念。通过重塑他们优先考虑员工时间的方式,公司可以从源头上消除MRS的根源。

陈述句与逐句解析

36. Although employees are said to be fatigued by meetings, the condition has not been considered worthy of further research until recently.

尽管据说员工对会议感到疲惫,但直到最近这种状况才被认为值得进一步研究。

【答案】 **D** 段 (强锚点)

【锚点】 近期才被认为值得深入研究

【定位】 It isn't ground-breaking to say workers feel fatigued after a meeting, but only in recent decades have scientists deemed the condition worthy of further investigation.

说员工开完会感到疲惫并不是什么新鲜事,但只有在最近几十年里,科学家才认为这一状况值得进一步研究。

【改写】 employees are said to be fatigued by meetings ↔

It isn't ground-breaking to say workers feel fatigued after a meeting

员工开会感到疲惫的同义改写

the condition has not been considered worthy of further research until recently ↔

only in recent decades have scientists deemed the condition worthy of further investigation

时间副词与同根词等值替换

37. Mroz and his team compiled a list of what to do and what not to do to remedy the problem of MRS.

Mroz和他的团队编制了一份应该做什么和不应该做什么的清单,以解决会议恢复综合征的问题。

【答案】 **H** 段 (强锚点)

【锚点】 Mroz 团队编「该做与不该做」清单

【定位】 In an effort to combat the side effects of MRS, Allen, along with researcher Joseph Mroz and colleagues at the University of Nebraska-Omaha, published a study detailing the best ways to avoid common traps, including a concise checklist of do's and don'ts applicable to any workplace.

为了对抗 MRS 的副作用, Allen 与研究者 Joseph Mroz 及内布拉斯加大学奥马哈分校的同事们发表了一项研究,详述躲开常见陷阱的最佳做法,并附上一份适用于任何工作场所的「该做与不该做」简明清单。

【改写】 compiled a list of what to do and what not to do ↔ **a concise checklist of do's and don'ts**

习语展开与名词同义替换

to remedy the problem of MRS ↔

may now hold a remedy to the largely undefined problem of MRS

remedy 加 MRS 同根词原样复现

【辨邻】 I I 段虽提到 Mroz 与具体建议，但讲的是 asking ourselves if our meetings are even necessary 与 keep the meeting as small as possible 等内容，并未承载题干所问的「编了一份 do's and don'ts 清单」这一编纂动作，故不是源头段。

Mroz says a good place to start is asking ourselves if our meetings are even necessary in the first place

38. Companies can get rid of the root cause of MRS if they give priority to workers' time.

如果公司优先考虑员工的时间,就能消除会议恢复综合征的根本原因。

【答案】 N 段 (强锚点)

【锚点】 把员工时间放在优先位，根除 MRS

【定位】 By reshaping the way they prioritise employees' time, companies can eliminate the very sources of MRS in their tracks.

通过重塑公司对员工时间的优先排序方式，企业可以在源头就消除 MRS 的根因。

【改写】 get rid of the root cause of MRS ↔ **eliminate the very sources of MRS in their tracks**

动词同义加名词同义双替换

give priority to workers' time ↔ **prioritise employees' time**

动词短语与同义单词

【辨邻】 L the most noticeable difference would be a stark decrease in the total number of meetings on the schedule 表达的是「会议数量下降」这一可观察结果，并未涉及「根源」或「优先员工时间」，与 Q38 问的「根除」不是同一指向。

the most noticeable difference would be a stark decrease in the total number of meetings on the schedule

39. If workers are exhausted to a dangerous degree, it is extremely hard for them to transition to the next task.

如果员工疲惫到危险的程度,他们就极难过渡到下一项任务。

【答案】 F 段 (强锚点)

【锚点】 危险疲惫程度下切换任务极其困难

【定位】 If we are already drained to dangerous levels, then making the mental switch to the next thing is extra tough.

如果我们已经被消耗到危险的程度，那么把心思切换到下一件事就格外吃力。

【改写】 If workers are exhausted to a dangerous degree ↔ **If we are already drained to dangerous levels**

条件句的同义词逐对替换

it is extremely hard for them to transition to the next task ↔

making the mental switch to the next thing is extra tough

形容词与动名词的同义改写

【辨邻】 E 段虽强调 Meetings drain vitality 与 shift into defence, 但讨论的是 Hobfoll 资源保存理论及生产力骤停的整体机制, 并未承载「已经被耗到危险程度时切换格外艰难」这一具体论断。

Meetings drain vitality if they last too long, fail to engage employees or turn into one-sided lectures

40. Employees in America spend a lot of time attending meetings while the number of hours managers meet is several times more.

美国员工花费大量时间参加会议,而管理人员开会的小时数则是其数倍。

【答案】 B 段 (强锚点)

【锚点】 美国员工开会时长与经理时长数倍对比

【定位】 Every week, employees spend about six hours in meetings, while the average manager meets for a staggering 23 hours.

每周, 员工大约花六小时在会议上, 而经理们平均开会的时长达到惊人的 23 小时。

【改写】 Employees in America spend a lot of time attending meetings ↔

Every week, employees spend about six hours in meetings

地理背景加模糊量化的同义对应

the number of hours managers meet is several times more ↔

the average manager meets for a staggering 23 hours

倍数关系与具体数字比较

41. Phyllis Hartman has learned by herself many of the ways Mroz suggested in his study and made remarkable success in freeing herself from unnecessary meetings.

Phyllis Hartman 自己学会了 Mroz 在其研究中建议的许多方法,并在使自己摆脱不必要的会议方面取得了显著成功。

【答案】 K 段 (强锚点)

【锚点】 Phyllis Hartman 自学 Mroz 招数

【定位】 Despite the relative scarcity of research behind the subject, Hartman has taught herself many of the same tricks suggested in Mroz's study, and has come a long way since her days of being stuck with unnecessary meetings.

尽管这一主题的研究相对匮乏, Hartman 还是自学了 Mroz 研究中所建议的许多招式, 并且从当年被无谓会议困住的日子算起, 已经取得了相当大的进步。

【改写】 Phyllis Hartman has learned by herself many of the ways Mroz suggested in his study ↔

Hartman has taught herself many of the same tricks suggested in Mroz's study

反身动词与名词同义替换

made remarkable success in freeing herself from unnecessary meetings ↔

has come a long way since her days of being stuck with unnecessary meetings

习语与同义解释

【辨邻】 A A 段虽然出现 Phyllis Hartman，但讲的是她当年在前一份人力资源工作中被会议困扰、需要 make up her work during overtime 的早期经历，并未涉及「自学 Mroz 研究中的招数」这一进步过程，故不能作答。

I was actually working more hours than I probably would have needed to get the work done

42. When meetings continue too long or don't engage employees, they deplete vitality.

当会议持续时间过长或无法吸引员工参与时，会议会消耗活力。

【答案】 E 段（强锚点）

【锚点】 会议太长或不能让员工投入会耗尽 vitality

【定位】 Meetings drain vitality if they last too long, fail to engage employees or turn into one-sided lectures.

如果会议太久、无法吸引员工参与，或变成单方面讲座，就会耗尽员工的活力。

【改写】 When meetings continue too long or don't engage employees ↔

if they last too long, fail to engage employees

条件从句各分支的同义对应

they deplete vitality ↔ **Meetings drain vitality**

罕见动词宾语搭配的同义替换

【辨邻】 F F 段确实在讨论被 drained 后的状态，但承载的是 making the mental switch to the next thing is extra tough 这一切换难度，并未列出「会议太长或不能吸引员工」这一耗尽的条件，故不是 Q42 的源头段。

If we are already drained to dangerous levels, then making the mental switch to the next thing is extra tough

43. When the time of meetings is reduced, employees will be more engaged in the meetings they do participate in.

当会议时间减少时，员工会更积极地参与他们确实参加的会议。

【答案】 I 段（强锚点）

【锚点】 会议时间减少，员工在所开会议中更投入

【定位】 Less time in meetings would ultimately lead to more employee engagement in the meetings they do attend, which experts agree is a proven remedy for MRS.

在会议上花的时间更少，最终会让员工在他们真正参加的那些会议中更投入，专家们认为这是 MRS 已被证实的解药。

【改写】 When the time of meetings is reduced ↔ **Less time in meetings**

被动与名词短语的等值

employees will be more engaged in the meetings they do participate in ↔

more employee engagement in the meetings they do attend

名词化与动词被动加同义动词

【辨邻】 **L** Less time in meetings would ultimately lead to increased productivity 在 L 段也出现，但 L 段的中心论断是 a stark decrease in the total number of meetings on the schedule，强调「数量」变化，并未明确承载「在所参加会议中更投入」这一表述。

Less time in meetings would ultimately lead to increased productivity, which is the ultimate objective of convening a meeting

44. Some employees consider meetings one of the most dispensable parts of the workday.

一些员工认为会议是工作日中最可有可无的部分之一。

【答案】 **C** 段（强锚点）

【锚点】 员工视会议为工作日最可有可无的环节之一

【定位】 And though experts agree that traditional meetings are essential for making certain decisions and developing strategy, some employees view them as one of the most unnecessary parts of the workday.

尽管专家们一致认为传统会议对某些决策和战略制定是必不可少的，但仍有一些员工把会议视为工作日中最不必要的环节之一。

【改写】 Some employees consider meetings one of the most dispensable parts of the workday ↔

some employees view them as one of the most unnecessary parts of the workday

形容词同义加整句平移

45. According to Mroz, if all his suggestions were applied, a very obvious change would be a steep decrease in the number of meetings scheduled.

根据 Mroz 的说法，如果他的所有建议都得到应用，一个非常明显的变化将是安排的会议数量急剧下降。

【答案】 **L** 段（强锚点）

【锚点】 若 Mroz 全部建议落地，会议数会陡降

【定位】 If an organisation were to apply all 22 suggestions from Mroz and Allen's findings, the most noticeable difference would be a stark decrease in the total number of meetings on the schedule, Mroz says.

Mroz 说，假如一个组织把 Mroz 与 Allen 研究中的所有 22 条建议都落实，最显著的变化会是日程表上会议总数的大幅下降。

【改写】 if all his suggestions were applied ↔

If an organisation were to apply all 22 suggestions from Mroz and Allen's findings

虚拟假设的主被动改写

a very obvious change would be a steep decrease in the number of meetings scheduled ↔

the most noticeable difference would be a stark decrease in the total number of meetings on the schedule

形容词同义加介词短语与分词

【辨邻】 N companies can eliminate the very sources of MRS in their tracks 谈的是根除 MRS，并未提及「会议日程表上数量的陡降」，与 Q45 的中心结果不匹配，故不是源头段。

By reshaping the way they prioritise employees' time, companies can eliminate the very sources of MRS in their tracks

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 用 Phyllis Hartman 在前一份人力资源工作中的亲身经历开篇：上司排太多会议，参会者要么 fall asleep at the table、要么 intentionally arrive late，她本人则被迫加班补本职工作。

信息指纹 Hartman 早年加班补活的开篇故事

B 给出全美会议数量与成本的硬数据：每天 Between 11 million and 55 million meetings are held each day in the United States，员工每周开会约 about six hours，经理则高达 23 hours。

信息指纹 美国会议数量与时长的硬数字

C 在承认传统会议必要性的同时指出员工把它视为最无用的工作环节之一，并首次给出 meeting recovery syndrome (MRS) 的定义——开完无用会议后用来 cooling off and regaining focus 的时间。

信息指纹 MRS 概念首次定义与员工视角

D 指出 MRS 这一现象大家都熟，但科学界 only in recent decades have scientists deemed the condition worthy of further investigation，并说明心理学家已经开始关注其成因与治法。

信息指纹 近几十年学界才开始研究 MRS

E 用 Hobfoll 的资源保存理论解释 MRS 的机制：会议如果 last too long, fail to engage employees or turn into one-sided lectures 就会耗尽精力，资源被威胁时人会 shift into defence，从而出现生产力骤停。

信息指纹 Hobfoll 资源保存理论解释精力被耗

F 讲任务切换的认知成本：人在不同任务之间转换需要 an effortful cognitive switch，若 already drained to dangerous levels 再切换就尤其困难，于是出现摸鱼、找同事吐槽等行为。

信息指纹 任务切换的认知成本与「危险耗竭」难切

G 讨论恢复时长的个体差异：常规切换 about 10 to 15 minutes，MRS 状态下可能 as long as 45 minutes on average，而背靠背的烂会议会形成 an epidemic。

信息指纹 恢复时长的具体分钟数据

H 介绍 Allen 与 Joseph Mroz 团队的研究：综合约 around 200 papers 编出一份 concise checklist of do's and don'ts，给 MRS 提供解药。

信息指纹 Mroz 团队的「该做与不该做」清单

I 讲 Mroz 给的具体建议：先问会议是否必要，能用邮件就别开会；并且 keep the meeting as small as possible；减少会议时长能 lead to more employee engagement in the meetings they do attend。

信息指纹 减少开会到在场会议参与度更高

J Cliff Scott 指出，员工被叫去 meetings that don't inspire participation 会感到 taxed，他们要花时间发泄情绪、抱怨、找回专注，这正是 MRS 的主要陷阱之一。

信息指纹 Cliff Scott 谈「不能激发参与」的会议代价

K 回到 Hartman：尽管研究稀缺，她 has taught herself many of the same tricks suggested in Mroz's study，并 has come a long way since her days of being stuck with unnecessary meetings，做法是把利益相关方都请进来。

信息指纹 Hartman 自学 Mroz 招数并取得明显进步

L 若把 Mroz 与 Allen 的 22 条建议全套上线，最显眼的变化是 a stark decrease in the total number of meetings on the schedule；并提到找个「快乐角落」快速调节情绪。

信息指纹 全套建议落地后会议总数大幅下降

M Steven Rogelberg 建议领导者把自己看作 stewards of everyone else's valuable time，靠预判陷阱与体谅员工耐力来短期缓解 MRS。

信息指纹 领导者作为「他人时间的管家」

N Allen 总结：最重要的是组织要意识到 meetings being flexible，通过 reshaping the way they prioritise employees' time 才能 eliminate the very sources of MRS in their tracks。

信息指纹 把员工时间放在第一位以从源头消除 MRS

SENTENCE INSIGHTS • 句子精讲

20 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。

Managers at one of her former human resources jobs arranged so many meetings that attendees would fall asleep at the table or intentionally arrive late.

A段，第2句

"so ... that ..." 引导结果状语从句是四六级和考研阅读中的常见句式，表达因果关系的句型在真题中频繁出现。主句带介词短语修饰、从句内有并列成分也是典型结构，掌握后可以迁移到大量类似句子。

With hours of her day blocked up with unnecessary meetings, she was often forced to make up her work during overtime.

A段，第3句

被动语态 + 不定式补足语 (be forced to do) 是四六级和考研阅读中的高频结构，句首介词短语作状语也是常见句式，本句结构具有较强的代表性和复用价值。

Between 11 million and 55 million meetings are held each day in the United States, costing most organisations between 7% and 15% of their personnel budgets.

B段，第2句

被动语态 + 时间/地点状语 + 伴随状语的组合是学术文本和新闻报道中的典型句式，在四六级和考研阅读中频繁出现，掌握此结构可复用于大量类似句型，典型性较高。

It isn't ground-breaking to say workers feel fatigued after a meeting, but only in recent decades have scientists deemed the condition worthy of further investigation.

D段，第2句

句中包含 "It is + 形容词 + to do" 的形式主语结构、宾语从句、并列转折结构、强调副词引起的倒装，这些都是四六级和考研真题中的高频句式，典型性强，掌握后可迁移到大量类似句子的分析。

Meetings drain vitality if they last too long, fail to engage employees or turn into one-sided lectures.

E段，第3句

主句加多个并列条件状语从句的结构，在学术写作和考试阅读中较为常见，尤其是后续从句承前省略的用法是典型的句式压缩手段，掌握后可迁移到大量类似句型。

In the case of office meetings, where some of employees' most valuable resources are their focus, alertness and motivation, this can mean an abrupt halt in productivity as they take time to recover.

E段，第6句

主句 + 非限制性定语从句 + 状语从句的组合，是四六级和考研阅读中的高频句式。插入式定语从句分隔主干、状语从句修饰主句，这种结构在真题长难句中反复出现。掌握本句的拆解方法可直接迁移到大量同类句子，典型性很高。

If we are already drained to dangerous levels, then making the mental switch to the next thing is extra tough.

F段，第3句

"If + 从句, then + 主句"的条件复合句是四六级和考研阅读中的高频句式。动名词短语作主语、被动语态的使用也都是典型的考试常见结构，掌握后可以迁移到大量类似句子。

With MRS, it may take as long as 45 minutes on average.

G段，第5句

情态动词 + 动词原形 以及 "it takes + 时间" 的结构在四六级和考研阅读中较为常见，句首介词短语作状语的安排也是典型句式，具有一定代表性，掌握后可迁移到类似句型。

"Not enough time to transition in a non-MRS situation to get anything done, and in an MRS situation, not quite enough time to recover for the next meeting," says researcher Joseph Allen.

G段，第7句

成分划分训练价值较高。本句涵盖倒装结构下的主谓宾识别、直接引语作宾语、不定式短语作定语和状语、介词短语作状语等多种成分类型，且引号内的省略式并列结构可训练学生补全省略成分的能力。特别是倒装导致的主语后置，是常见易错点，值得练习。

Mroz says a good place to start is asking ourselves if our meetings are even necessary in the first place.

I段，第1句

本句的'says + 宾语从句(省略 that)'以及'系动词 + 动名词表语 + 宾语从句'结构，在四六级和考研真题中高频出现，是典型的观点陈述句式。学习者掌握后可迁移至大量类似的引述句和建议句，实用性强。

If all that's on the agenda is a quick catch-up, or some non-urgent information sharing, it may better suit the group to send around an email instead.

I段，第2句

这句时态本身不难，但结构训练价值高，既有主从关系又有内部嵌套，还能练形式主语的识别。对句子结构和时态基础结合训练来说，值得优先学习。

"The second thing I would always recommend is keep the meeting as small as possible," says Mroz.

I段，第3句

覆盖了倒装主谓、省略关系代词的定语从句、省略 that 的表语从句、情态动词谓语、频率状语等多种成分；定语从句嵌在主语内部、表语从句以动词原形开头，都是学生易混淆的点，作为划分练习句收益高。

It takes precious time for them to vent their emotions, complain and try to regain focus after a pointless meeting—one of the main traps of MRS.

J段，第2句

"It takes time for sb to do sth" 是四六级和考研阅读中高频出现的句型，用于表达做某事需要花费时间或精力，该结构典型且实用，掌握后可迁移到大量类似句子

Managers like her, who seek input even from non-experts to shape their decisions, can find greater support and cooperation from their workforce, she says.

K段，第3句

引述结构嵌套宾语从句,宾语从句内含非限制性定语从句插入主语与谓语之间,这是四六级和考研阅读中常见的句式,掌握后可迁移到大量类似长难句,具有很高的代表性

If an organisation were to apply all 22 suggestions from Mroz and Allen's findings, the most noticeable difference would be a stark decrease in the total number of meetings on the schedule, Mroz says.

L段，第1句

If 引导的条件状语从句配合主句表达假设及其结果,是四六级和考研阅读中极为常见的句式,虚拟语气 were to 结构也是常考语法点,这种条件-结果的表达方式在学术和正式文体中频繁出现,掌握后可大量复用。

Leaders should also see themselves as "stewards of everyone else's valuable time", adds Steven Rogelberg, author of The Surprising Science of Meetings.

M段，第1句

涵盖主谓宾、宾语从句、宾语补足语、同位语、倒装结构等多种成分，且 see...as 结构、反身代词 themselves、引述动词倒装均为常考点，适合训练成分识别和结构分析能力。

Although employees are said to be fatigued by meetings, the condition has not been considered worthy of further research until recently.

第36题题干

"Although 从句, 主句" 的让步状语结构和 "be said to be" 的被动表达都是四六级、考研真题的高频句式,主句的现在完成时被动语态 "has not been considered" 也是典型的学术或新闻语体用法,结构代表性强,掌握后可广泛迁移。

Companies can get rid of the root cause of MRS if they give priority to workers' time.

第38题题干

本句结构高度典型:主句加条件状语从句是四六级和考研阅读中的常见句式,"情态动词+动词原形"和 "if 引导的真实条件句" 都是必考语法点。"give priority to" 和 "get rid of" 也是高频短语搭配。掌握本句结构后,可直接迁移到大量类似句型的理解和分析中,实用性强。

If workers are exhausted to a dangerous degree, it is extremely hard for them to transition to the next task.

第39题题干

本句结构高度典型:条件状语从句 + 主句的组合是四六级和考研真题中的常见句式,"it is + 形容词 + for sb + to do" 也是高频考点结构。掌握本句的分析方法后,可以直接迁移到大量类似句子的理解中,实用性和代表性都很强。

According to Mroz, if all his suggestions were applied, a very obvious change would be a steep decrease in the number of meetings scheduled.

第45题题干

覆盖主系表结构、条件状语从句、介词短语作状语、过去分词作后置定语等多种成分,且主句表语是含有介词短语修饰的复杂名词短语,适合练习识别系表结构和状语从句,成分种类较丰富。

本篇出现的 159 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。

employee A2

n. 雇员，员工

本篇19次 · 真题 190 句

resource B1

n. 资源

本篇6次 · 真题 119 句

recovery B2

n. 恢复

本篇5次 · 真题 35 句

unnecessary B1

adj. 不必要的;多余的

本篇5次 · 真题 28 句

workday B1

n. 工作日

本篇5次 · 真题 10 句

syndrome C1

n. 综合征

本篇4次 · 真题 14 句

researcher B2

n. 研究人员

本篇3次 · 真题 363 句

focus B1

n. 重点

本篇3次 · 真题 200 句

mental B1

adj. 精神的

本篇3次 · 真题 120 句

average A2

adj. 平均的

本篇3次 · 真题 112 句

colleague B1

n. 同事

本篇3次 · 真题 84 句

recover B1

v. 恢复健康

本篇3次 · 真题 35 句

switch A2

v. 转换

本篇3次 · 真题 31 句

transition B2

n. 过渡

本篇3次 · 真题 25 句

trap B1

n. 陷阱

本篇3次·真题20句

remedy B2

n. 治疗方法

本篇3次·真题15句

organisation B1

n. 组织;机构

本篇3次·真题11句

less A1

det. 较少的

本篇2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2次·真题182句

million A2

num. 一百万

本篇2次·真题126句

expert B1

n. 专家

本篇2次·真题114句

further B1

adv. 更远地

本篇2次·真题79句

engage B2

v. 参与;从事

本篇2次·真题68句

apply A2

v. 申请

本篇2次·真题63句

quickly A2

adv. 快速地

本篇2次·真题63句

concept B2

n. 概念

本篇2次·真题59句

productivity B2

n. 生产率

本篇2次·真题58句

essential B1

adj. 必不可少的

本篇2次·真题55句

psychologist B2

n. 心理学家

本篇2次·真题54句

attend A2

v. 出席, 参加 (会议、活动等)

本篇2次·真题46句

schedule A2

n. 时间表

本篇2次·真题41句

ultimately B2

adv. 最终·终归

本篇2次·真题34句

valuable B1

adj. 贵重的

本篇2次·真题32句

decrease B1

v. 减少, 降低

本篇2次·真题28句

trick B1

n. 诡计

本篇2次·真题18句

input B1

n. 输入的信息、数据

本篇2次·真题15句

lag B2

v. 落后

本篇2次·真题13句

worthy B2

adj. 值得的

本篇2次·真题11句

formal B1

adj. 正式的

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

author A2

n. 作者

本篇1次·真题264句

likely A2

adj. 很可能的

本篇1次·真题228句

effect A2

n. 影响

本篇1次·真题191句

issue B1

n. 问题

本篇1次·真题158句

positive B1

adj. 积极的

本篇1次·真题144句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题138句

view A2

n. 观点, 看法

本篇1次 · 真题 134 句

negative B1

adj. 否定的

本篇1次 · 真题 132 句

power A2

n. 权力

本篇1次 · 真题 128 句

stress B1

n. 压力

本篇1次 · 真题 126 句

finding B2

n. 调查结果

本篇1次 · 真题 121 句

decade B1

n. 十年

本篇1次 · 真题 120 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次 · 真题 112 句

support A2

v. 支持

本篇1次 · 真题 103 句

case A2

n. 情况

本篇1次 · 真题 97 句

united B1

adj. 联合的

本篇1次 · 真题 97 句

according B1

prep. 根据

本篇1次 · 真题 96 句

effective B1

adj. 有效的, 起作用的

本篇1次 · 真题 94 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本篇1次 · 真题 94 句

potential B2

adj. 潜在的

本篇1次 · 真题 92 句

physical B1

adj. 身体的

本篇1次 · 真题 91 句

later A1

adv. 以后, later

本篇1次 · 真题 87 句

cognitive C1

adj. 认知的

本篇1次·真题 85 句

traditional B1

adj. 传统的

本篇1次·真题 84 句

states A1

n. 国家

本篇1次·真题 80 句

despite B1

prep. 尽管

本篇1次·真题 77 句

recently A2

adv. 最近

本篇1次·真题 76 句

identify B1

v. 识别

本篇1次·真题 75 句

source B1

n. 来源

本篇1次·真题 75 句

billion B1

num. 十亿 (1,000,000,000)

本篇1次·真题 74 句

seek B1

v. 寻找

本篇1次·真题 70 句

workplace B1

n. 工作场所

本篇1次·真题 70 句

attract B1

v. 吸引 (注意力、兴趣)

本篇1次·真题 67 句

easily A2

adv. 容易地

本篇1次·真题 65 句

shift B1

v. 移动

本篇1次·真题 65 句

significant B2

adj. 重要的

本篇1次·真题 65 句

strategy B2

n. 策略

本篇1次·真题 63 句

tax A2

n. 税

本篇1次·真题 63 句

occur B1

v. 发生, 出现

本篇1次·真题 62 句

theory B1

n. 理论

本篇1次·真题 55 句

email A2

n. 电子邮件

本篇1次·真题 53 句

link A2

n. 联系

本篇1次·真题 53 句

track A2

n. 小路

本篇1次·真题 48 句

recommend B1

v. 推荐

本篇1次·真题 47 句

thus B2

adv. 因此, 所以

本篇1次·真题 47 句

detail B1

n. 细节

本篇1次·真题 46 句

previous B1

adj. 先前的

本篇1次·真题 44 句

wellbeing B2

n. 幸福;安康

本篇1次·真题 43 句

currently B1

adv. 目前, 当前

本篇1次·真题 42 句

department A2

n. 部门

本篇1次·真题 41 句

priority B2

n. 优先事项

本篇1次·真题 39 句

psychological B2

adj. 心理的

本篇1次·真题 39 句

budget B1

n. 预算

本篇1次·真题 37 句

lecture B1

n. 讲座

本篇1次·真题 35 句

aware A2

adj. 知道的

本篇1次·真题 34 句

efficiency B2

n. 效率

本篇1次·真题 33 句

extra A2

adj. 额外的

本篇1次·真题 33 句

obvious B1

adj. 明显的

本篇1次·真题 31 句

participate B1

v. 参加

本篇1次·真题 31 句

eliminate B2

v. 消除

本篇1次·真题 30 句

extremely B1

adv. 极其

本篇1次·真题 29 句

immediate B2

adj. 立即的, 即刻的

本篇1次·真题 29 句

familiar B1

adj. 熟悉的

本篇1次·真题 28 句

increased A2

v. 增加了

本篇1次·真题 28 句

largely B2

adv. 主要地

本篇1次·真题 28 句

propose B1

v. 提议

本篇1次·真题 28 句

sharing A2

n. 分享

本篇1次·真题 28 句

mood A2

n. 心情

本篇1次·真题 27 句

cooperation B2

n. 合作

本篇1次·真题 26 句

increasing B1

adj. 越来越多的

本篇1次·真题 26 句

relative B1

n. 亲戚, 亲属

本篇1次 · 真题 26 句

root A2

n. 根

本篇1次 · 真题 25 句

conservation B2

n. 保护

本篇1次 · 真题 24 句

tough B1

adj. 困难的

本篇1次 · 真题 24 句

complain A2

v. 抱怨

本篇1次 · 真题 23 句

motivation B2

n. 动力

本篇1次 · 真题 23 句

blame B1

v. 责备

本篇1次 · 真题 22 句

inspire B2

v. 激励

本篇1次 · 真题 20 句

surprising A2

adj. 令人惊讶的

本篇1次 · 真题 20 句

threaten B1

v. 威胁; 恐吓

本篇1次 · 真题 20 句

objective B2

n. 目标

本篇1次 · 真题 19 句

ultimate B2

adj. 最终的

本篇1次 · 真题 19 句

workforce B2

n. (一国或一地区的) 劳动力, 劳动人口

本篇1次 · 真题 19 句

facilitate C1

v. 促进

本篇1次 · 真题 18 句

founder B2

n. 创始人

本篇1次 · 真题 18 句

essentially B2

adv. 本质上

本篇1次 · 真题 17 句

deem C1

v. 认为, 视为 (正式用语)

本篇1次·真题 16 句

originally B1

adv. 起初

本篇1次·真题 16 句

combat B2

n. 战斗

本篇1次·真题 15 句

engagement B2

n. 约定

本篇1次·真题 15 句

flexible B2

adj. 灵活的

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

epidemic C1

n. 流行病

本篇1次·真题 14 句

fatigue B2

n. 疲劳

本篇1次·真题 14 句

precious B2

adj. 珍贵的

本篇1次·真题 14 句

remarkable B2

adj. 非凡的

本篇1次·真题 14 句

comprehensive B2

adj. 全面的

本篇1次·真题 13 句

cure B1

v. 治愈 (疾病)

本篇1次·真题 13 句

deplete C1

v. 大量减少

本篇1次·真题 13 句

participation B2

n. 参与

本篇1次·真题 13 句

foresee B2

v. 预见

本篇1次·真题 12 句

former B1

adj. 以前的, 从前的

本篇1次·真题 12 句

frustration B2

n. 挫败感

本篇1次·真题 12 句

halt B2

v. 停止

本篇1次·真题 12 句

block A2

n. 街区

本篇1次·真题 11 句

conserve B2

v. 保护

本篇1次·真题 11 句

length A2

n. 长度

本篇1次·真题 11 句

relief B1

n. 宽慰

本篇1次·真题 10 句

arrange B1

v. 安排, 筹备 (活动、会议等)

本篇1次·真题 9 句

exhausted B1

adj. 精疲力竭的

本篇1次·真题 9 句

representative B2

n. 代表

本篇1次·真题 9 句

agenda B2

n. 议程

本篇1次·真题 8 句

ineffective B2

adj. 无效的

本篇1次·真题 8 句

investigation B2

n. 调查; 侦查

本篇1次·真题 8 句

personnel B2

n. 全体员工

本篇1次·真题 8 句

scarcity C1

n. 缺乏

本篇1次·真题 8 句

speculate C1

v. 推测, 猜测

本篇1次·真题 8 句

stake

B2

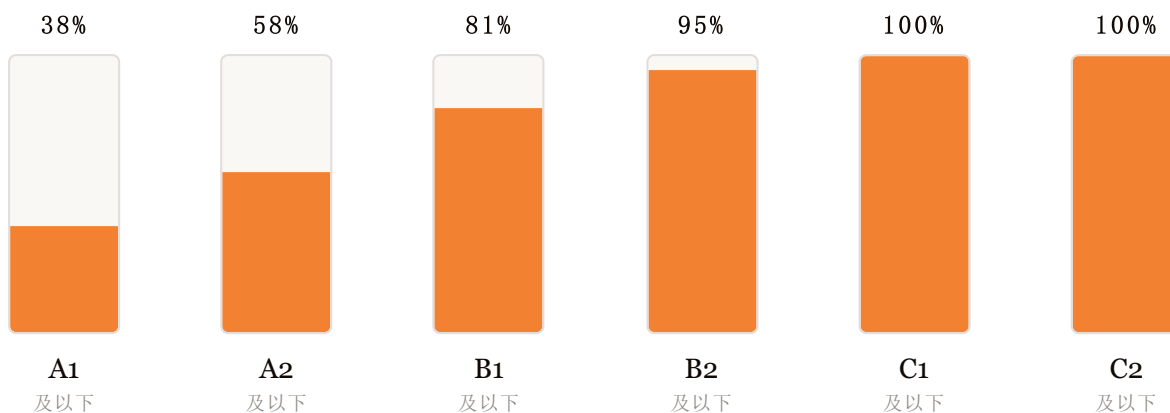
n. 股份

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 449 词按 CEFR 难度累积覆盖

全文去重后共 **449** 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 21 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 449 个 · 末柱为 100%

去重总词数

449

B2 以上难词

5%

B1 及以下覆盖

81%

英语六级 2024年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2024年6月第2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 →

2024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2024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 9 段原文（段首标 P1–P9 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(2024-06) • 英语六级

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 Sarcasm and jazz have something surprisingly in common: You know them when you hear them. Sarcasm is mostly understood through tone of voice, which is used to portray the opposite of the literal words. For example, when someone says, "Well, that's exactly what I need right now," their tone can tell you it's not what they need at all.

讽刺和爵士乐有一个令人惊讶的共同点：当你听到它们时，你就能识别出来。讽刺主要通过语调来理解，语调被用来表达与字面意思相反的含义。例如，当有人说“嗯，这正是我现在需要的”时，他们的语调能告诉你这根本不是他们需要的。

P2 Most frequently, sarcasm highlights an irritation or is, quite simply, mean.
最常见的是，讽刺凸显一种恼怒，或者说得直白一点，就是刻薄。

P3 If you want to be happier and improve your relationships, cut out sarcasm. Why? Because sarcasm is actually hostility disguised as humor.
如果你想更快乐并改善人际关系，那就戒掉讽刺。为什么？因为讽刺实际上是伪装成幽默的敌意。

P4 Despite smiling outwardly, many people who receive sarcastic comments feel put down and often think the sarcastic person is rude, or contemptible. Indeed, it's not surprising that the origin of the

word sarcasm derives from the Greek word "sarkazein" which literally means "to tear or strip the flesh off." Hence, it's no wonder that sarcasm is often preceded by the word "cutting" and that it hurts.

尽管表面上面带笑容,但许多接受讽刺评论的人感到被贬低,并且常常认为讽刺者粗鲁或可鄙。事实上,讽刺一词的起源来自希腊语"sarkazein",其字面意思是"撕扯或剥去皮肉",这并不令人惊讶。因此,难怪讽刺前面常常加上"尖刻"一词,而且它确实伤人。

P5 What's more, since actions strongly determine thoughts and feelings, when a person consistently acts sarcastically it may only serve to heighten their underlying hostility and insecurity. After all, when you come right down to it, sarcasm can be used as a subtle form of bullying—and most bullies are angry, insecure, or cowardly.

更重要的是,由于行为强烈地决定思想和感受,当一个人持续以讽刺的方式行事时,这可能只会加剧他们潜在的敌意和不安全感。毕竟,归根结底,讽刺可以被用作一种微妙的欺凌形式——而大多数欺凌者都是愤怒、不安全或懦弱的。

P6 Alternatively, when a person stops voicing negative comments, especially sarcastic ones, they may soon start to feel happier and more self-confident. Also, other people in their life benefit even more because they no longer have to hear the emotionally hurtful language of sarcasm.

相反,当一个人停止发表负面评论,尤其是讽刺性评论时,他们可能很快就会开始感到更快乐、更自信。此外,他们生活中的其他人受益更多,因为他们不再需要听到讽刺这种情感上伤人的语言。

P7 Now, I'm not saying all sarcasm is bad. It may just be better used sparingly—like a potent spice in cooking. Too much of the spice, and the dish will be overwhelmed by it. Similarly, an occasional dash of sarcastic wit can spice up a chat and add an element of humor to it. But a big or steady serving of sarcasm will overwhelm the emotional flavor of any conversation and can taste very bitter to its recipient.

现在,我并不是说所有讽刺都是不好的。它只是最好节制使用——就像烹饪中的浓烈香料。香料放太多,菜肴就会被它压倒。同样,偶尔来点讽刺的机智可以为聊天增添趣味,并为其增添幽默元素。但大量或持续的讽刺会压倒任何对话的情感基调,并让接收者感到非常苦涩。

P8 So, tone down the sarcasm and work on clever wit instead, which is usually without any hostility and thus more appreciated by those you're communicating with. In essence, sarcasm is easy while true, harmless wit takes talent.

所以,减少讽刺,转而在巧妙的机智上下功夫,这种机智通常不带任何敌意,因而更受与你交流的人欣赏。本质上,讽刺很容易,而真正无害的机智需要才华。

P9 Thus, the main difference between wit and sarcasm is that, as already stated, sarcasm is often hostility disguised as humor. It can be intended to hurt and is often bitter and biting. Witty statements are usually in response to someone's unhelpful remarks or behaviors, and the intent is to untangle and clarify the issue by emphasizing its absurdities. Sarcastic statements are expressed in a cutting manner; witty remarks are delivered with undisguised and harmless humor.

因此,机智和讽刺的主要区别在于,正如已经指出的,讽刺往往是伪装成幽默的敌意。它可能意在伤害,而且往往是尖酸刻薄的。机智的话语通常是对某人无益言行的回应,其意图是通过强调其荒谬性来理清和澄清问题。讽刺性的陈述以尖刻的方式表达;机智的评论则以不加掩饰和无害的幽默传递。

题目与逐题解析

46. Why does the author say sarcasm and jazz have something surprisingly in common?

- A) Both are recognized when heard.
- B) Both have exactly the same tone.
- C) Both mean the opposite of what they appear to.
- D) Both have hidden in them an evident irritation.

作者为什么说讽刺和爵士乐有某种令人惊讶的共同点？

- A) 两者在被听到时都能被识别出来。
- B) 两者有完全相同的语调。
- C) 两者的含义都与其表面意思相反。
- D) 两者都隐藏着明显的恼怒情绪。

【答案】 **A** (细节题)

【判型】 Q46 用 Why does the author say... 询问作者把 sarcasm 与 jazz 类比的具体依据，不是问主旨也不是问推断。

【拆句】 Q46 主干为 Why does the author say + 宾语从句 sarcasm and jazz have something surprisingly in common; 宾语从句里 something 是 have 的宾语，surprisingly in common 整体作 something 的后置修饰；结构平铺直叙，无陷阱。

【定位】 Sarcasm and jazz have something surprisingly in common: You know them when you hear them.

讽刺和爵士乐有一个出人意料的共同点：你一听就能认出它们。

【选项】 **A) ✓ 正确**

You know them when you hear them. ↔ **Both are recognized when heard.**

Both are recognized when heard. 是 You know them when you hear them. 的标准被动同义改写，与预判完全一致。

B) 无中生有

原文只说"sarcasm 借 tone of voice 传达"，从未说 sarcasm 与 jazz 拥有相同语气。

C) 张冠李戴

原文 Sarcasm is mostly understood through tone of voice, which is used to portray the opposite of the literal words. 把"言反其意"只归于 sarcasm，与 jazz 无关。

D) 张冠李戴

Most frequently, sarcasm highlights an irritation 只说 sarcasm 反映 irritation，与 jazz 无关。

47. How do many people feel when they hear sarcastic comments?

- A) They feel hostile towards the sarcastic person.
- B) They feel belittled and disrespected.
- C) They feel a strong urge to retaliate.
- D) They feel incapable of disguising their irritation.

许多人在听到讽刺性评论时有什么感受？

- A) 他们对讽刺者感到敌意。 B) 他们感到被贬低和不被尊重。 C) 他们感到强烈的报复冲动。
- D) 他们感到无法掩饰自己的恼怒。

【答案】 **B** (细节题)

【判型】 Q47 用 How do many people feel 直接问感受类细节，答案应是原文情绪句的同义改写。

【拆句】 Q47 How 引导特殊疑问，主干 do many people feel, when 引导状语从句 they hear sarcastic comments; 结构平铺直叙，无陷阱。

【定位】 Despite smiling outwardly, many people who receive sarcastic comments feel put down and often think the sarcastic person is rude, or contemptible.

尽管表面带笑，许多人在听到讽刺的话时仍会感觉被贬低，并常常认为讽刺他们的人粗鲁或可鄙。

【选项】 A) **张冠李戴**

原文 sarcasm is actually hostility disguised as humor 把 hostility 归于讽刺者，不是接收者的感受。

B) **✓ 正确**

feel put down ↔ **They feel belittled and disrespected.**

think the sarcastic person is rude, or contemptible ↔ **disrespected**

They feel belittled and disrespected. 恰是 feel put down 的双词同义改写，与预判一致。

C) **无中生有**

原文从未提及接收者想报复，文章主张反而是"停掉讽刺"以缓和关系。

D) **与原文相反**

Despite smiling outwardly 恰恰是说接收者表面在笑——即"能掩饰"，与 incapable of disguising 相反。

48. What happens when a person consistently acts sarcastically?

- A) They feel their dignity greatly heightened.
- B) They feel increasingly insecure and hostile.
- C) They endure hostility under the disguise of humor.
- D) They taste bitterness even in pleasant interactions.

当一个人持续以讽刺方式行事时会发生什么？

- A) 他们感到自己的尊严大大提高。 B) 他们感到越来越不安全和充满敌意。

c) 他们在幽默的伪装下忍受敌意。 d) 他们即使在愉快的互动中也感到苦涩。

【答案】 **B** (细节题)

【判型】 Q48 问"当某人持续讽刺时会发生什么", 是原文一个具体因果陈述, 属细节题。

【拆句】 Q48 What happens 主干 + when a person consistently acts sarcastically 时间状语从句; 副词 consistently 修饰 acts, 无陷阱。

【定位】 when a person consistently acts sarcastically it may only serve to heighten their underlying hostility and insecurity.

当一个人一贯地讽刺人, 这种行为只会加深他内心潜藏的敌意与不安全感。

【选项】 A) **与原文相反**

原文加深的是 hostility/insecurity 等负面情绪, 而非 dignity (尊严); 正相反, 长期讽刺者被视为隐性霸凌者, 尊严下滑。

B) **✓ 正确**

heighten their underlying hostility and insecurity ↔

They feel increasingly insecure and hostile.

They feel increasingly insecure and hostile. 把"程度加深"用 increasingly 还原, 把名词敌意/不安全感转回形容词, 恰是预判同义。

C) **张冠李戴**

原文 hostility disguised as humor 的施事是讽刺者本人; 这里把"在 humor 伪装下被迫忍受 hostility"按到讽刺者身上, 搞反了角色。

D) **偷换概念**

原文 can taste very bitter to its recipient 的 bitter 是接收者的感觉, 且语境是"过量讽刺", 从未说"持续讽刺者在愉快互动中也尝苦"。

49. What does the author say about people quitting sarcastic comments?

- A) It makes others happier and more self-confident.
- B) It restrains them from being irritating and bullying.
- C) It benefits not only themselves but also those around them.
- D) It shields them from negative comments and outright hostility.

作者对人们停止讽刺性评论有何看法?

- A) 这让其他人更快乐、更自信。 B) 这约束他们不再恼人和欺凌。
- c) 这不仅有益于他们自己, 也有益于周围的人。 d) 这使他们免受负面评论和公然敌意的影响。

【答案】 **C** (细节题)

【判型】 Q49 用 What does the author say about... 询问作者对"停讽"的具体陈述, 属对应一句原文的细节题。

【拆句】 Q49 主干 What does the author say + about 介词短语; about 的宾语是动名词短语 people quitting sarcastic comments; 结构无陷阱。

【定位】 Alternatively, when a person stops voicing negative comments, especially sarcastic ones, they may soon start to feel happier and more self-confident. Also, other people in their life benefit even more because they no longer have to hear the emotionally hurtful language of sarcasm. 反过来说，当一个人不再说讽刺等负面话语时，他自己很快会更快乐、更自信；而且，他生活中的其他人受益更多，因为他们再也不必听到讽刺这种伤人的话。

【选项】 A) 以偏概全

原文 happier and more self-confident 的主语是讽刺者本人，A 只说让 others 更乐更自信，丢掉了“自己”那一半。

B) 无中生有

原文虽在 can be used as a subtle form of bullying 提及 bullying，但 P6 描述停讽效果时根本没出现“约束自己别再霸凌”的说法。

C) ✓ 正确

they may soon start to feel happier and more self-confident ↔ not only themselves

other people in their life benefit even more ↔ but also those around them

It benefits not only themselves but also those around them. 用 not only...but also 同时呼应 may soon start to feel happier 与 other people in their life benefit even more，与预判一致。

D) 与原文相反

原文是“停讽者不再向外发讽刺、让他人不必听到”，并非“屏蔽讽刺者本人免受外界负面话语”，方向相反。

50. What is the chief difference between a speaker's wit and sarcasm?

- A) Their clarity.
- B) Their appreciation.
- C) Their emphasis.
- D) Their intention.

说话者的机智和讽刺之间的主要区别是什么？

A) 它们的清晰度。 B) 它们的欣赏程度。 C) 它们的侧重点。 D) 它们的意图。

【答案】 D (细节题)

【判型】 Q50 直接问“主要区别是什么”，原文有总结句给出，属细节题而非主旨题。

【拆句】 Q50 主干 What is the chief difference + 后置介词短语 between a speaker's wit and sarcasm; between 引导比较对象；结构无陷阱。

【定位】 Thus, the main difference between wit and sarcasm is that, as already stated, sarcasm is often hostility disguised as humor. It can be intended to hurt and is often bitter and biting. Witty statements are usually in response to someone's unhelpful remarks or behaviors, and the intent is to untangle and clarify the issue by emphasizing its absurdities.

于是，机智与讽刺的主要区别在于：讽刺常是“敌意伪装成幽默”，可能意在伤人；而机智之语意在厘清问题、点出其荒谬之处。

【选项】 A) 以偏概全

untangle and clarify the issue 只出现在 wit 一侧；讽刺侧从未谈到 clarity 这一维度。

B) 偷换概念

原文 more appreciated by those you're communicating with 谈的是"听者是否欣赏"，是结果而非区别本身。

C) 以偏概全

by emphasizing its absurdities 中 emphasizing 仅是 wit 实现意图的手段，不是对比双方共有的维度。

D) ✓ 正确

It can be intended to hurt ↔ **Their intention.**

the intent is to untangle and clarify the issue ↔ **Their intention.**

Their intention. 把原文 sarcasm 的 be intended to hurt 与 wit 的 intent is to untangle and clarify 抽象为共同维度 intention，与预判一致。

SENTENCE INSIGHTS • 句子精讲

9 句真题句逐层精讲

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

Sarcasm is mostly understood through tone of voice, which is used to portray the opposite of the literal words.

第1段，第2句

被动语态加非限制性定语从句的组合在四六级和考研阅读中高频出现，句式典型，掌握后可迁移到大量学术说明类句子

For example, when someone says, "Well, that's exactly what I need right now," their tone can tell you it's not what they need at all.

第1段，第3句

本句结构层次丰富但连接信号清楚，难度集中在主干排障和分层阅读，十分适合作为结构与时态的训练材料。它既不会因为时态过难而失焦，也不会因为结构过于单一而练不到关键能力。

Hence, it's no wonder that sarcasm is often preceded by the word "cutting" and that it hurts.

第4段，第3句

it is no wonder that 句型在四六级和考研阅读中高频出现，属于典型的形式主语结构；并列主语从句由 and 连接也是常考句式；掌握本句的分析方法可直接迁移到大量类似句型，如 it is important that、it is obvious that 等，代表性强。

What's more, since actions strongly determine thoughts and feelings, when a person consistently acts sarcastically it may only serve to heighten their underlying hostility and insecurity.

第5段，第1句

本句成分丰富：主句包含情态动词谓语、不定式宾语、程度状语，以及两个不同类型的状语从句（原因和时间）。“since”和“when”引导的从句易混淆，适合练习区分原因和时间状语从句，且主句“it”的指代关系也是常见考点。

Similarly, an occasional dash of sarcastic wit can spice up a chat and add an element of humor to it.

第7段，第4句

本句涵盖了主语（较长名词短语含后置定语）、并列谓语（情态动词加并列动词原形）、两个宾语（分属两个并列谓语）、以及两个状语（句首连接副词和句末介词短语），成分种类较为丰富。并列谓语结构和宾语、状语的搭配关系（如“add sth to sth”）是常见的易错点，适合用于成分划分训练，尤其可以帮助学生区分并列谓语与并列分句、直接宾语与介词短语状语。

So, tone down the sarcasm and work on clever wit instead, which is usually without any hostility and thus more appreciated by those you're communicating with.

第8段，第1句

这种‘主句 + which非限制性定语从句’的结构在考研及长难句中极高频，具有很强的代表性。

In essence, sarcasm is easy while true, harmless wit takes talent.

第8段，第2句

主句带对比状语从句的结构在四六级阅读和写作中常见，while引导对比从句、插入语“In essence”的用法都属于典型句式，掌握后可迁移到多种语境。

Thus, the main difference between wit and sarcasm is that, as already stated, sarcasm is often hostility disguised as humor.

第9段，第1句

"名词性主语 + is that ..." 这种定义、判断类句式很常见，阅读中经常出现。插入性的 "as already stated" 也属于常见的说明性写法，学会后可迁移到很多文章句子。

It benefits not only themselves but also those around them.

第49题，C

简单句加并列宾语的结构在考试中较为常见，"not only... but also..." 是经典并列连接词组，学生掌握后可迁移至类似句式（如 both... and...、either... or... 等）。虽非复杂结构，但具有一定代表性。

HIGH-FREQUENCY • 真题高频词

本篇出现的 60 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。

sarcasm C1

n. 讽刺

本篇17次 · 真题 16 句

hostility C1

n. 敌意

本篇6次 · 真题 16 句

comment B1

n. 评论

本篇5次 · 真题 28 句

humor B1

n. 幽默

本篇5次 · 真题 11 句

wit C1

n. 机智

本篇5次 · 真题 8 句

tone B1

n. 语气，口气

本篇4次 · 真题 17 句

author A2

n. 作者

本篇2次 · 真题 264 句

benefit B1

n. 好处

本篇2次 · 真题 244 句

negative B1

adj. 否定的
本篇2次·真题 132句

thus B2

adv. 因此, 所以
本篇2次·真题 47句

exactly B1

adv. 精确地
本篇2次·真题 46句

statement B1

n. 声明
本篇2次·真题 30句

jazz B1

n. 爵士乐
本篇2次·真题 19句

consistently B2

adv. 始终如一地
本篇2次·真题 16句

cutting B1

adj. 尖刻的
本篇2次·真题 12句

overwhelm B2

v. 使不知所措
本篇2次·真题 11句

surprisingly B1

adv. 令人惊讶地
本篇2次·真题 10句

harmless B2

adj. 无害的
本篇2次·真题 9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

behavior B1

n. 行为
本篇1次·真题 171句

relationship B1

n. 关系
本篇1次·真题 168句

issue B1

n. 问题
本篇1次·真题 158句

simply B1

adv. 仅仅, 只不过
本篇1次·真题 119句

increasingly B2

adv. 越来越; 日益; 不断增加地
本篇1次·真题 78句

despite B1

prep. 尽管

本篇1次·真题 77 句

determine B2

v. 决定

本篇1次·真题 62 句

mostly B1

adv. 主要地

本篇1次·真题 59 句

interaction B2

n. 相互作用

本篇1次·真题 53 句

emotional B1

adj. 情绪的

本篇1次·真题 52 句

response B1

n. 回答

本篇1次·真题 52 句

recognize B1

v. 认出

本篇1次·真题 42 句

deliver B1

v. 递送, 运送 (货物、信件等)

本篇1次·真题 37 句

indeed B1

adv. 确实, 的确 (强调肯定)

本篇1次·真题 37 句

talent B1

n. 天赋

本篇1次·真题 35 句

frequently B1

adv. 频繁地

本篇1次·真题 31 句

greatly B1

adv. 非常

本篇1次·真题 27 句

urge B2

v. 敦促

本篇1次·真题 27 句

highlight B2

n. 最精彩的部分

本篇1次·真题 25 句

intend B1

v. 打算, 计划

本篇1次·真题 25 句

manner B1

n. 方式

本篇1次·真题 25 句

element B1

n. 要素

本篇1次 · 真题 24 句

quit B1

v. 离开 (工作、学校等)

本篇1次 · 真题 24 句

chief B1

n. 首领

本篇1次 · 真题 23 句

strongly B1

adv. 强烈地

本篇1次 · 真题 23 句

cooking A1

n. 烹饪

本篇1次 · 真题 21 句

emphasize B2

v. 强调

本篇1次 · 真题 21 句

portray B2

v. 描绘

本篇1次 · 真题 20 句

steady B1

adj. 稳定的

本篇1次 · 真题 20 句

surprising A2

adj. 令人惊讶的

本篇1次 · 真题 20 句

literally B2

adv. 真正地

本篇1次 · 真题 18 句

similarly B2

adv. 相似地

本篇1次 · 真题 15 句

origin B2

n. 起源

本篇1次 · 真题 14 句

emotionally B2

adv. 在情感上

本篇1次 · 真题 13 句

subtle B2

adj. 微妙的

本篇1次 · 真题 13 句

chat A2

v. 聊天, 闲谈

本篇1次 · 真题 12 句

derive B2

v. 获得

本篇1次 · 真题 12 句

endure

B2

v. 忍受

本篇1次 · 真题 12 句

bite

A2

v. 咬

本篇1次 · 真题 10 句

flavor

B1

n. 味道

本篇1次 · 真题 8 句

occasional

B1

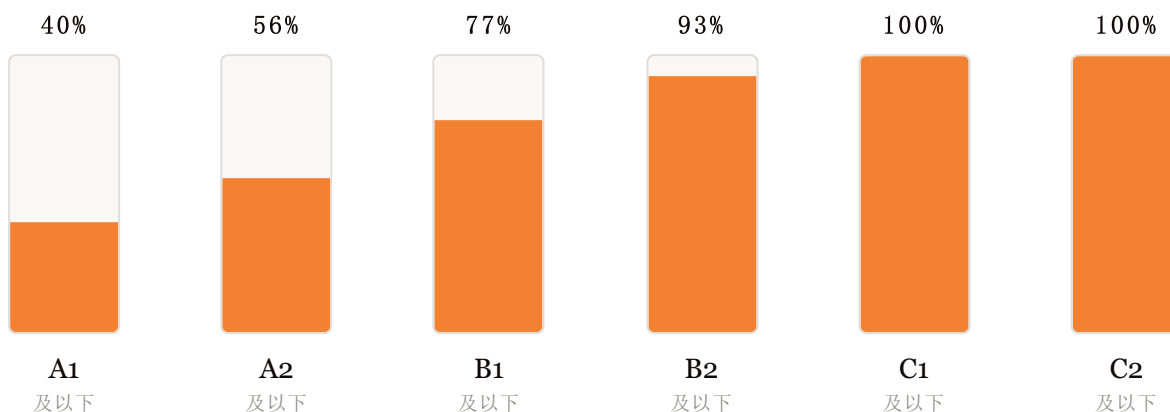
adj. 偶尔的, 偶然发生的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 218 词按 CEFR 难度累积覆盖

全文去重后共 **218** 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 16 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 218 个 · 末柱为 100%

去重总词数

218

B2 以上难词

7%

B1 及以下覆盖

77%

英语六级 2024年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2024年6月第2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 →

2024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2024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(2024-06) · 英语六级

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 Variability is crucially important for learning new skills. Consider learning how to serve in tennis. Should you always practise serving from the exactly same location on the court, aiming at the same spot? Although practising in more variable conditions will be slower at first, it will likely make you a better tennis player in the end. This is because variability leads to better generalisation of what is learned.

可变性对于学习新技能至关重要。考虑学习网球发球。你应该总是在球场上完全相同的位置练习发球,瞄准同一个点吗?尽管在更多变的条件下练习一开始会比较慢,但最终可能会让你成为更好的网球运动员。这是因为可变性能使所学内容更好地泛化。

P2 This principle is found in many domains, including speech perception and learning categories. For instance, infants will struggle to learn the category "dog" if they are only exposed to Chihuahuas, instead of many different kinds of dogs.

这一原理存在于许多领域,包括语音感知和类别学习。例如,如果婴儿只接触吉娃娃,而不是许多不同种类的狗,他们就会难以学习"狗"这个类别。

P3 "There are over ten different names for this basic principle," says Limor Raviv, the senior investigator of a recent study. "Learning from less variable input is often fast, but may fail to generalise to new stimuli."

最近一项研究的高级研究员Limor Raviv说:"这个基本原理有十多个不同的名称。从可变性较小的输入中学习通常很快,但可能无法泛化到新的刺激。

P4 To identify key patterns and understand the underlying principles of variability effects, Raviv and her colleagues reviewed over 150 studies on variability and generalisation across fields, including computer science, linguistics, categorisation, visual perception and formal education.

为了识别关键模式并理解可变性效应的基本原理,Raviv和她的同事回顾了跨领域关于可变性和泛化的150多项研究,包括计算机科学、语言学、分类、视觉感知和正规教育。

P5 The researchers discovered that, across studies, the term variability can refer to at least four different kinds of variability, such as set size and scheduling. "These four kinds of variability have never been directly compared—which means that we currently don't know which is most effective for learning," says Raviv.

研究人员发现,在各项研究中,可变性一词至少可以指代四种不同类型的可变性,例如集合大小和调度安排。Raviv说:"这四种可变性从未被直接比较过——这意味着我们目前不知道哪一种对学习最有效。

P6 The impact of variability depends on whether it is relevant to the task or not. But according to the 'Mr. Miyagi principle', practising seemingly unrelated skills may actually benefit learning of other skills.

可变性的影响取决于它是否与任务相关。但根据"宫城先生原理",练习看似无关的技能实际上可能有益于其他技能的学习。

P7 But why does variability impact learning and generalisation? One theory is that more variable input can highlight which aspects of a task are relevant and which are not.

但为什么可变性会影响学习和泛化呢?一种理论认为,更多变的输入可以突出显示任务的哪些方面是相关的,哪些是不相关的。

P8 Another theory is that greater variability leads to broader generalisations. This is because variability will represent the real world better, including atypical(非典型的) examples.

另一种理论认为,更大的可变性会导致更广泛的泛化。这是因为可变性能更好地代表真实世界,包括非典型的例子。

P9 A third reason has to do with the way memory works: when training is variable, learners are forced to actively reconstruct their memories.

第三个原因与记忆的工作方式有关:当训练是可变的时,学习者被迫主动重构他们的记忆。

P10 "Understanding the impact of variability is important for literally every aspect of our daily life. Beyond affecting the way we learn language, motor skills, and categories, it even has an impact on our social lives," explains Raviv. "For example, face recognition is affected by whether people grew up in a small community or in a larger community. Exposure to fewer faces during childhood is associated with diminished face memory."

Raviv解释说:"理解可变性的影响对我们日常生活的方方面面都很重要。除了影响我们学习语言、运动技能和类别的方式之外,它甚至对我们的社交生活也有影响。例如,人脸识别会受到人们是在小社区还是在大社

区长大的影响。童年时期接触较少的面孔与面孔记忆能力减弱有关。

P11 "We hope this work will spark people's curiosity and generate more work on the topic," concludes Raviv. "Our paper raises a lot of open questions. Can we find similar effects of variability beyond the brain, for instance, in the immune system?"

Raviv总结道:"我们希望这项工作能激发人们的好奇心,并在这个主题上产生更多研究。我们的论文提出了许多开放性问题。我们能否在大脑之外找到可变性的类似效应,例如在免疫系统中?"

题目与逐题解析

51. What does the passage say about infants learning the category "dog" if they are exposed to Chihuahuas only?

- A) They will encounter some degree of difficulty.
- B) They will try to categorise other objects first.
- C) They will prefer Chihuahuas to other dog species.
- D) They will imagine Chihuahuas in various conditions.

如果婴儿只接触吉娃娃,文章对婴儿学习"狗"这一类别有何说法?

- A) 他们会遇到一定程度的困难。 B) 他们会先尝试对其他物体进行分类。
- C) 他们会更喜欢吉娃娃而非其他犬种。 D) 他们会想象吉娃娃在各种情况下的样子。

【答案】 A (细节题)

【判型】 What does the passage say about infants learning the category "dog" if they are exposed to Chihuahuas only? 以 What does the passage say about... 起手, 要求复述原文事实, 没有 infer/suggest 等推断信号。

【拆句】 Q51 是 What 引导的特殊疑问句, 主干 What does the passage say about infants learning the category "dog", 其中 learning the category "dog" 是 v-ing 短语做 infants 的后置定语; 末尾 if they are exposed to Chihuahuas only 是条件状语从句, 被动语态 are exposed to 意为“只接触到”, 是理解前提。

【定位】 For instance, infants will struggle to learn the category "dog" if they are only exposed to Chihuahuas, instead of many different kinds of dogs.

举例来说, 如果婴儿只接触吉娃娃, 而不是接触多种不同种类的狗, 他们将很难学会“狗”这一类别。

【选项】 A) ✓ 正确

struggle to learn the category "dog" ↔ encounter some degree of difficulty

预判“会有学习困难”与 encounter some degree of difficulty 在语义上严格对应，无需推断，直接锁定 A。

B) 无中生有

They will try to categorise other objects first 在 P2 找不到任何对应——原文只说他们 struggle to learn“狗”，未说他们会先去分类别的东西。

C) 偷换概念

They will prefer Chihuahuas to other dog species 把原文“只接触到吉娃娃”曲解为“偏好吉娃娃”——原文谈的是输入受限导致学习困难，与个人偏好无关。

D) 张冠李戴

They will imagine Chihuahuas in various conditions 把第 1 段“在多变条件下练习”的概念硬塞到婴儿身上——原文中婴儿并不会主动 imagine，“in various conditions”是上一段网球训练的语境。

52. What does Raviv say about the four different kinds of variability?

- A) Which of them is most relevant to the task at hand is to be confirmed.
- B) Why they have an impact on learning is far from being understood.
- C) Why they have never been directly compared remains a mystery.
- D) Which of them is most conducive to learning is yet to be identified.

Raviv对四种不同类型的变异性有何说法？

- A) 其中哪一种与手头的任务最相关有待确认。
- B) 它们为何对学习产生影响远未被理解。
- C) 它们为何从未被直接比较过仍是一个谜。
- D) 其中哪一种最有利于学习尚待确定。

【答案】 D (细节题)

【判型】 What does Raviv say about the four different kinds of variability? 用 say about 句式问 Raviv 对四种 variability 的明确表述，是事实复述而非推断。

【拆句】 Q52 主干 What does Raviv say, 介词短语 about the four different kinds of variability 限定话题范围；句中 the four different kinds of 含定冠词 the，提示原文已先有这“四种”的提及。

【定位】 "These four kinds of variability have never been directly compared—which means that we currently don't know which is most effective for learning," says Raviv.

Raviv 说：“这四种 variability 从未被直接比较过——这意味着我们目前还不知道哪种对学习最有效。”

【选项】 A) 偷换概念

Which of them is most relevant to the task at hand is to be confirmed 把原文的 most effective for learning (对学习最有效) 偷换为 most relevant to the task at hand (对手头任务最相关) ——relevant to the task 是第 6 段的话题, 不是第 5 段 Raviv 引语的内容。

B) 答非所问

Why they have an impact on learning is far from being understood 是关于“机制为何”的论断, 不是 Raviv 在第 5 段就四种 variability 所说的话; 况且第 7-9 段恰恰给出了三种 theory, “远未被理解”与原文也不符。

C) 过度推断

Why they have never been directly compared remains a mystery 把原文 These four kinds of variability have never been directly compared 的事实 (“未被比较”) 扭曲成“为何未被比较仍是谜”——原文从未说“为何未被比较”是个谜。

D) ✓ 正确

we currently don't know which is most effective for learning ↔

Which of them is most conducive to learning is yet to be identified

most effective for learning ↔ **most conducive to learning**

无论是“目前不知→尚待确认”的含蓄否定, 还是“最有效→最有助益”的形容词替换, 都精准落在 D 项措辞上, 锁定 D。

53. How does one of the theories explain the importance of variability for learning new skills?

- A) Learners regard variable training as typical of what happens in the real world.
- B) Learners receiving variable training are compelled to reorganise their memories.
- C) Learners pay attention to the relevant aspects of a task and ignore those irrelevant.
- D) Learners focus on related skills instead of wasting time and effort on unrelated ones.

其中一种理论如何解释变异性对学习新技能的重要性?

- A) 学习者认为变化训练是现实世界中发生情况的典型代表。
- B) 接受变化训练的学习者被迫重组其记忆。
- C) 学习者关注任务的相关方面并忽略不相关的方面。
- D) 学习者专注于相关技能而不是在不相关技能上浪费时间和精力。

【答案】 B (细节题)

【判型】 How does one of the theories explain the importance of variability for learning new skills? 问“某个理论怎么解释”, 要求复述原文中三个理论之一的具体内容, 仍属细节题。

【拆句】 Q53 How 引导特殊疑问, 主干 How does one of the theories explain the importance, of 短语 of variability for learning new skills 限定 importance, 并不影响理解。注意 one of the theories 用单数动词 explain, 提示只问其中一个理论。

【定位】 A third reason has to do with the way memory works: when training is variable, learners are forced to actively reconstruct their memories.

第三个原因与记忆的运作方式有关：当训练具有多变性时，学习者被迫主动地重构他们的记忆。

【选项】 A) 与原文相反

Learners regard variable training as typical of what happens in the real world 把 variability will represent the real world better, including atypical examples 颠倒——原文是“多变训练能更好地代表真实世界（包含非典型例子）”，并非“学习者把多变训练视为典型”。

B) ✓ 正确

learners are forced to actively reconstruct their memories ↔

Learners receiving variable training are compelled to reorganise their memories

when training is variable ↔ **receiving variable training**

条件状语从句→v-ing 定语、被动词组→被动词组、动词短语→动词短语三层替换齐全，正确项 B 与定位句构成一对一映射。

C) 偷换概念

Learners pay attention to the relevant aspects of a task and ignore those irrelevant 把 more variable input can highlight which aspects of a task are relevant and which are not 偷换主语——原文是“多变输入会突显相关/不相关方面”，并非“学习者主动关注/忽略”。

D) 与原文相反

Learners focus on related skills instead of wasting time and effort on unrelated ones 把 practising seemingly unrelated skills may actually benefit learning of other skills 的意思颠倒——原文是“练习看似无关的技能也能助益”，选项却说“专注相关技能而不浪费在无关技能上”，恰恰相反。

54. What does the passage say about face recognition?

- A) People growing up in a small community may find it easy to remember familiar faces.
- B) Face recognition has a significant impact on literally every aspect of our social lives.
- C) People growing up in a large community can readily recognise any individual faces.
- D) The size of the community people grow up in impacts their face recognition ability.

文章对面孔识别有何说法？

- A) 在小社区长大的人可能会发现记住熟悉面孔很容易。
- B) 面孔识别对我们社会生活的几乎每个方面都有重大影响。
- C) 在大社区长大的人能够轻易识别任何个体面孔。
- D) 人们成长所在社区的规模影响其面孔识别能力。

【答案】 D (细节题)

【判型】 What does the passage say about face recognition? 仍是 What does the passage say about 句式，问原文如何陈述 face recognition 这一事实。

【拆句】 Q54 结构与第 51 题同款，主干 What does the passage say about face recognition? 无从句无否定，平铺直叙，无陷阱。

【定位】 For example, face recognition is affected by whether people grew up in a small community or in a larger community.

例如，面孔识别会受到人们是在小社区还是大社区长大这一因素的影响。

【选项】 A) 与原文相反

People growing up in a small community may find it easy to remember familiar faces 给“小社区”贴上“易记熟人脸”的标签，但 Exposure to fewer faces during childhood is associated with diminished face memory 恰恰说“接触少→记忆减弱”，与 A 的方向相反；且原文没区分 familiar faces。

B) 张冠李戴

Face recognition has a significant impact on literally every aspect of our social lives 把“variability 影响每一方面”安到 face recognition 头上——原文 Understanding the impact of variability is important for literally every aspect of our daily life 的主语是 variability，不是 face recognition。

C) 过度推断

People growing up in a large community can readily recognise any individual faces 用 any individual faces 把原文中性的“识别能力受影响”夸大为“能轻松识别任何个人面孔”，是绝对化推断。

D) ✓ 正确

face recognition is affected by whether people grew up in a small community or in a larger community

↔ The size of the community people grow up in impacts their face recognition ability

D 既保留了“社区规模→识别能力”的因果，也保留了“人群”层面的中性陈述，没有像 A/C 那样把因果方向具体化、特例化，最贴近原文。

55. What does Raviv hope to do with their research work?

A) Highlight which aspects of a task are relevant and which are not to learning a skill.

B) Use the principle of variability in teaching seemingly unrelated skills in education.

C) Arouse people's interest in variability and stimulate more research on the topic.

D) Apply the principle of variability to such fields of study as the immune system.

Raviv 希望通过其研究工作做什么？

A) 强调任务的哪些方面与学习技能相关、哪些方面不相关。

B) 在教育中运用变异性原则教授看似无关的技能。

C) 激发人们对变异性的兴趣并促进该主题的更多研究。 D) 将变异性原则应用于免疫系统研究领域。

【答案】 C (细节题)

【判型】 What does Raviv hope to do with their research work? 问 Raviv 对其研究的具体期望，要求复述原文具体表述，不需推断。

【拆句】 Q55 主干 What does Raviv hope to do, with 短语 with their research work 是状语, 说明 do 的对象是 research work。their 在此泛指研究团队, 非语法陷阱。

【定位】 "We hope this work will spark people's curiosity and generate more work on the topic," concludes Raviv.

Raviv 总结说: “我们希望这项工作能激发人们的好奇心, 并产生更多关于这一主题的研究。”

【选项】 A) 答非所问

Highlight which aspects of a task are relevant and which are not to learning a skill 是 more variable input can highlight which aspects of a task are relevant and which are not 中第 1 个理论的措辞, 并非 Raviv 在末段表达的研究愿景。

B) 答非所问

Use the principle of variability in teaching seemingly unrelated skills in education 取自 practising seemingly unrelated skills may actually benefit learning of other skills 的 Mr. Miyagi 原则, 也并非 Raviv 末段表达的愿景。

C) ✓ 正确

spark people's curiosity ↔ Arouse people's interest in variability

generate more work on the topic ↔ stimulate more research on the topic

C 把原文两个并列愿望 spark...curiosity 与 generate...work 都同义改写并对齐, 没有遗漏其中任何一个, 符合“并列动作全保留”原则。

D) 过度推断

Apply the principle of variability to such fields of study as the immune system 把 Can we find similar effects of variability beyond the brain, for instance, in the immune system? 这一开放性问题当成 Raviv 的具体计划——原文是疑问句、是抛出问题, 并非“打算应用到免疫系统”。

SENTENCE INSIGHTS • 句子精讲

15 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。

Consider learning how to serve in tennis.

第1段, 第2句

祈使句在四六级和考研阅读中偶有出现, 动名词作宾语、疑问词加不定式结构都是常考句式, 具有一定代表性, 但祈使句本身在长难句分析中占比不高, 典型性中等偏上。

Should you always practise serving from the exactly same location on the court, aiming at the same spot?

第1段，第3句

覆盖主语、谓语、宾语、频率状语和伴随状语五种成分;"practise doing" 搭配、疑问句倒装、现在分词作伴随状语都是常见考点,适合用于训练成分划分和非谓语识别

Although practising in more variable conditions will be slower at first, it will likely make you a better tennis player in the end.

第1段，第4句

让步状语从句加主句的转折结构在考试中很常见,使役动词"make"加宾补的句型也是高频考点,动名词短语作主语和形式主语的用法都是典型语法现象,本句结构具有较强的代表性和可迁移性

This is because variability leads to better generalisation of what is learned.

第1段，第5句

表语从句（尤其是"This is because"结构）和宾语从句都是四六级、考研高频句式；"what"引导的名词性从句、被动语态、后置定语修饰都是典型考点，学生掌握后可迁移到大量真题句中。

For instance, infants will struggle to learn the category "dog" if they are only exposed to Chihuahuas, instead of many different kinds of dogs.

第2段，第2句

"主句 + if 引导的条件状语从句"是学术英语和各类英语考试中极其高频的典型论证句式，具有极高的模仿和迁移价值。

"Learning from less variable input is often fast, but may fail to generalise to new stimuli."

第3段，第2句

本句的并列谓语结构（"is ... but may fail"）、动名词作主语、情态动词表推测、不定式作宾语，都是四六级和考研阅读中的高频句式。并列谓语的转折对比在学术写作和科技文献中常见，掌握后可迁移到大量类似句子。结构典型性较高，适合作为训练材料。

The impact of variability depends on whether it is relevant to the task or not.

第6段，第1句

主句 + 宾语从句的结构在四六级和考研阅读中高频出现,whether 引导名词性从句作介词宾语也是典型考点,本句句式代表性强,掌握后可迁移到大量类似句型

But why does variability impact learning and generalisation?

第7段，第1句

特殊疑问句是四六级和考研阅读中常见句式，why 引导的原因提问在学术论文和说明文中频繁出现。本句结构简洁规范，是疑问句语序的标准范例，学习后可直接迁移到大量类似句型。

This is because variability will represent the real world better, including atypical(非典型的) examples.

第8段，第2句

"This is because ..." 是很常见的解释型句式，阅读中经常出现。掌握这种“外层判断加后置原因说明”的结构后，迁移性比较强。

"For example, face recognition is affected by whether people grew up in a small community or in a larger community. Exposure to fewer faces during childhood is associated with diminished face memory."

第10段，第2句

第一句的被动语态+宾语从句、第二句的抽象名词作主语+系表结构都是考试阅读中的高频句式。特别是"be associated with"这类学术表达、以及由"whether"引导的宾语从句,在四六级和考研真题中反复出现,掌握后迁移价值高

"Our paper raises a lot of open questions. Can we find similar effects of variability beyond the brain, for instance, in the immune system?"

第11段，第2句

并列主句和情态动词疑问句都是四六级和考研中的常见句式,具有一定代表性。但本句结构过于简单,缺少真题中常见的从句嵌套或复杂修饰,典型性属于中等水平,学习后迁移范围有限。

They will prefer Chihuahuas to other dog species.

第51题，C

主谓宾加状语是最基础典型的句型，“prefer A to B”也是四六级、考研写作中常用来表达偏好的高频搭配，学会后可直接套用到大量类似表达中。

Why they have an impact on learning is far from being understood.

第52题，B

本句涵盖主语从句、系表结构、后置定语等多种成分，且主语从句本身又包含主谓宾定结构。特别是主语从句整体充当主语这一点，是易错点，对划分成分的训练价值较高。

People growing up in a small community may find it easy to remember familiar faces.

第54题，A

find it + 形容词 + to do结构是四六级和考研阅读中的高频句式，后置定语修饰主语也是常见现象。本句结构具有很强的代表性，学生掌握后可以迁移到大量类似句子的理解和分析中。

People growing up in a large community can readily recognise any individual faces.

第54题，C

简单句配合分词短语作后置定语，是四六级和考研阅读中的常见句式，具有一定代表性。情态动词 can 的用法也是高频考点。但句子结构过于简单，无从句嵌套或复杂修饰，典型性不如带定语从句或状语从句的长难句。

HIGH-FREQUENCY • 真题高频词

本篇出现的 81 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。

impact B2

n. 影响

本篇7次·真题 185 句

principle B2

n. 原则, 准则

本篇6次·真题 54 句

variable B2

adj. 易变的

本篇6次·真题 17 句

community B1

n. 社区

本篇5次·真题 163 句

learning A1

n. 学习

本篇5次·真题 128 句

aspect B2

n. 方面

本篇5次·真题 50 句

relevant B2

adj. 相关的

本篇5次·真题 38 句

learner A2

n. 学习者

本篇5次·真题 23 句

recognition B2

n. 认可

本篇4次·真题 31 句

category B1

n. 类别

本篇4次·真题 18 句

theory B1

n. 理论

本篇3次·真题 55 句

unrelated B2

adj. 无关的

本篇3次·真题 13 句

effect A2

n. 影响

本篇2次·真题 191 句

system A2

n. 系统

本篇2次·真题 176 句

affect B1

v. 影响

本篇2次·真题 116 句

identify B1

v. 识别

本篇2次·真题 75 句

instance

B2

n. 例子

本篇2次·真题 35 句

infant

B2

n. 婴儿

本篇2次·真题 31 句

expose

B2

v. 使暴露

本篇2次·真题 30 句

directly

B1

adv. 直接地

本篇2次·真题 29 句

highlight

B2

n. 最精彩的部分

本篇2次·真题 25 句

immune

B2

adj. 有免疫力的

本篇2次·真题 19 句

literally

B2

adv. 真正地

本篇2次·真题 18 句

input

B1

n. 输入的信息、数据

本篇2次·真题 15 句

perception

C1

n. 看法

本篇2次·真题 15 句

seemingly

B2

adv. 看似，似乎（表面上看起来是这样，但...

本篇2次·真题 14 句

researcher

B2

n. 研究人员

本篇1次·真题 363 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

focus

B1

n. 重点

本篇1次·真题 200 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

individual

B2

adj. 单独的

本篇1次·真题 142 句

species B2

n. 物种

本篇1次 · 真题 136 句

least A2

det. 最少的

本篇1次 · 真题 98 句

according B1

prep. 根据

本篇1次 · 真题 96 句

effective B1

adj. 有效的, 起作用的

本篇1次 · 真题 94 句

colleague B1

n. 同事

本篇1次 · 真题 84 句

significant B2

adj. 重要的

本篇1次 · 真题 65 句

apply A2

v. 申请

本篇1次 · 真题 63 句

various B1

adj. 各种各样的

本篇1次 · 真题 63 句

importance B1

n. 重要性

本篇1次 · 真题 60 句

aim B1

v. 瞄准

本篇1次 · 真题 57 句

associate B2

v. 联系

本篇1次 · 真题 54 句

struggle B1

v. 奋斗

本篇1次 · 真题 54 句

senior B1

adj. 级别高的

本篇1次 · 真题 52 句

exactly B1

adv. 精确地

本篇1次 · 真题 46 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

represent B1

v. 代表

本篇1次·真题45句

currently B1

adv. 目前, 当前

本篇1次·真题42句

player A2

n. 运动员

本篇1次·真题41句

generate B2

v. 产生, 引起 (结果、反应等)

本篇1次·真题39句

related B1

adj. 相关的

本篇1次·真题39句

court A2

n. 法院

本篇1次·真题31句

conclude B2

v. 断定;推断出

本篇1次·真题30句

spot A2

n. 地点

本篇1次·真题30句

broad B1

adj. 宽阔的

本篇1次·真题29句

childhood A2

n. 童年

本篇1次·真题28句

familiar B1

adj. 熟悉的

本篇1次·真题28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

visual B2

adj. 视觉的

本篇1次·真题26句

location B1

n. 地点, 位置

本篇1次·真题22句

diminish C1

v. 减少

本篇1次·真题21句

encounter B2

v. 遇到

本篇1次·真题 21 句

exposure B2

n. 暴露

本篇1次·真题 21 句

typical B1

adj. 典型的

本篇1次·真题 19 句

arouse C1

v. 激起, 引起 (情感、反应)

本篇1次·真题 17 句

curiosity B2

n. 好奇心

本篇1次·真题 17 句

stimulate B2

v. 刺激

本篇1次·真题 16 句

compel B2

v. 强迫, 迫使

本篇1次·真题 15 句

recognise B1

v. 认出, 识别出

本篇1次·真题 15 句

actively B1

adv. 积极主动地

本篇1次·真题 14 句

confirm B1

v. 证实

本篇1次·真题 14 句

motor B1

n. 发动机

本篇1次·真题 12 句

stimulus C1

n. 刺激物

本篇1次·真题 12 句

irrelevant B2

adj. 无关紧要的

本篇1次·真题 11 句

readily B2

adv. 乐意地

本篇1次·真题 10 句

spark B1

n. 火花

本篇1次·真题 10 句

formal B1

adj. 正式的

本篇1次·真题 9 句

domain

B2

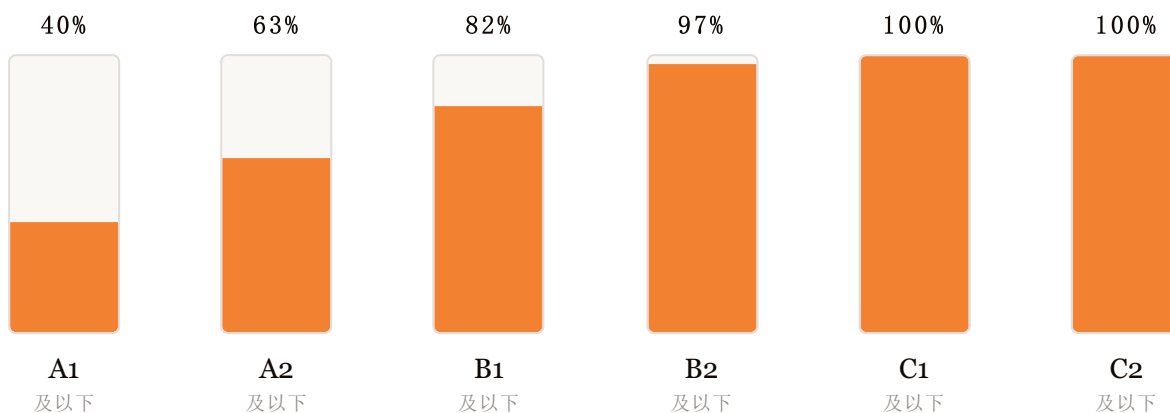
n. 领域

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 235 词按 CEFR 难度累积覆盖

全文去重后共 **235** 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 8 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 235 个 · 末柱为 100%

去重总词数

235

B2 以上难词

3%

B1 及以下覆盖

82%

英语六级 2024年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2024年6月第2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 →

2024年6月·第3套英语六级汉译英（段落翻译）·介绍中国扇子的文化与艺术价值 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2024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(2024-06) • 英语六级

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**.

扇子自古以来就深受中国人喜爱，但现在已不只是消暑纳凉的工具，而更多地作为艺术品供人欣赏。许多扇子造型优美、做工精良，并绘有山水、花鸟、人物等精美图案，具有很高的艺术价值。中国许多著名画家和书法家喜欢在扇子上作诗绘画，展示其艺术品味。扇子常作为礼物赠予他人，表达美好的祝福和真挚的情感。如今，扇子的实用功能已大为减弱，但作为一种文化符号和艺术形式，扇子仍然在中国传统文化中扮演着重要角色。

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。

Fans have long been cherished by the Chinese people. Today, however, they are no longer merely tools for keeping cool, but are more often appreciated as works of art. Many fans, with graceful shapes and exquisite workmanship, are decorated with delicate patterns of landscapes, flowers and birds, and figures, and thus carry high artistic value. In addition, many famous Chinese painters and calligraphers like to write poems and paint pictures on fans to display their artistic taste. Fans are also often given to others as gifts to convey good wishes and sincere feelings. Today, although the practical function of fans has greatly weakened, the fan, as a cultural symbol and an art form, still plays an important role in traditional Chinese culture.

【衔接】第1句内部：补 however 显「但」

但现在已不只是消暑纳凉的工具的「但」是从「自古受喜爱」到「如今地位变化」的转折，定稿在 Today 后补 however，让转折显性化：Today, however, it is no longer merely a tool...

第1句与后文：用 it / they 承接「扇子」避免重复

全篇主语都是扇子，若每句都写 the fan / fans 会重复刺眼。第1句后半已用 it 承接扇子，行文中相邻句可灵活用 it / they 代替，减少 the fan 的机械重复。

第2、3句之间：补 In addition 体现递进

第2句讲扇子本身有艺术价值，第3句讲名家在扇上题诗作画，是补充递进。可在第3句句首加 In addition / Moreover，让「不仅扇子本身美，名家还在上面创作」的层层加码显出来。

第5句承上：用 Today 标记时间转换并收束

如今标志全篇从「扇子的种种价值」转向「当下总评」，定稿保留 Today 置于句首，作为收尾段的时间标记，让结论句与前文自然分隔、形成总结。

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】介绍中国扇子的文化与艺术价值

全段在客观介绍「扇子」这一中国传统物件：从它自古受喜爱，到如今由实用工具转为艺术品、文化符号。开篇扇子自古以来就深受中国人喜爱和结尾扇子仍然在中国传统文化中扮演着重要角色都是对一类事物特征与现状的客观陈述，属于典型的「中国文化介绍」语体，用词宜平实正式、不带主观情绪。

【时态】一般现在时

全篇是对扇子「现状与普遍特征」的客观陈述（受喜爱、作为艺术品、有艺术价值、扮演重要角色），不是讲某段历史故事，故主时态用一般现在时。只有扇子的实用功能已大为减弱这种「已经发生并延续至今」的变化，才偏离基调改用现在完成时。

【译法】扇子

扇子全篇反复出现，统一译为 the fan（泛指作为一类物件时用 the fan 或复数 fans）。这是全篇主语，务必前后一致，不要一会儿 fan、一会儿 the fan、一会儿 fans 乱换。

消暑纳凉

消暑纳凉的工具是文化负载短语，不必逐字直译「暑」「凉」，意译为 a tool for keeping cool / cooling oneself 即可，抓住「让人凉快」这一核心功能。

山水、花鸟、人物

山水、花鸟、人物为中国画三大传统题材，统一意译为 landscapes, flowers and birds, and figures，全篇出现一次，定此译法即可。

书法家

书法家是文化负载词，统一译为 calligraphers，对应前面的 painters（画家），不要误译成 writers。

文化符号

文化符号统一译为 a cultural symbol，是结尾点题的关键词，定法后照用。

1. 扇子自古以来就深受中国人喜爱，但现在已不只是消暑纳凉的工具，而更多地作为艺术品供人欣赏。

【主干】 扇子被中国人喜爱 / 扇子作艺术品被欣赏 (主语策略：转被动)

中文 扇子自古以来就深受中国人喜爱 里「深受...喜爱」本身就是被动含义，承受者「扇子」自然作主语：The fan has been loved/cherished by the Chinese. 后半 而更多地作为艺术品供人欣赏 仍以扇子为主语续写：it is now appreciated more as a work of art. 主谓是 The fan — has been loved / is appreciated.

【降级】 三层意思用「转折+对比」串成一句

本句有三层：①自古受喜爱 ②但现在不只是工具 ③而更多作艺术品被欣赏。②③是转折后的对比，用「not just... but more as...」结构降级安放：no longer merely a tool for keeping cool, but more often appreciated as a work of art. 已不只是消暑纳凉的工具 里「不只是」是关键的对比如号词，必须用 no longer merely / not just 显化。「供人欣赏」不必另起句，并进 appreciated 即可。

【语法】 时态

「自古以来就深受喜爱」是从过去延续到现在的状态，偏离全篇一般现在时的基调，用现在完成时 has long been loved; 后半「现在...作为艺术品」是当下事实，用一般现在时 is now appreciated. 两个时态在一句里各司其职。

单复数与冠词

泛指扇子这一类物，可用 The fan (定冠词+单数表类指) 或 Fans (复数表类指)，全篇统一选一种。本篇用 The fan.

介词搭配

「作为艺术品」用 as a work of art; 「消暑」用 for keeping cool (for + 动名词表用途)，不要写成 for keep cool.

【译文】 The fan has long been cherished by the Chinese people. Today, however, it is no longer merely a tool for keeping cool, but is more often appreciated as a work of art.

2. 许多扇子造型优美、做工精良，并绘有山水、花鸟、人物等精美图案，具有很高的艺术价值。

【主干】 许多扇子 具有 很高的艺术价值 (主语策略：原句主语)

中文主语明确就是 许多扇子 (Many fans)。四个并列描述里，具有很高的艺术价值 是结论性的核心，可作主干谓语：Many fans are of high artistic value (或 have great artistic value)。其余三项 (造型优美、做工精良、绘有图案) 降级作修饰。

【降级】 三条描述降级为 with 短语 + 分词

「造型优美、做工精良」是名词性特征，用 with 介词短语挂上：with graceful shapes and exquisite workmanship; 并绘有山水、花鸟、人物等精美图案 是被动含义，用过去分词作定语 decorated/painted with exquisite patterns of landscapes, flowers and birds, and figures. 避免照中文用 and 把四个谓语平铺成 are beautiful and are well-made and are painted... 的流水句。

【语法】时态

回指全篇基调，客观陈述扇子特征，用一般现在时 are / have。

主谓一致与单复数

主语 Many fans 是复数，谓语用 are（不是 is）；patterns、shapes、landscapes、figures 等可数名词都用复数表泛指多样。

用词搭配

「做工精良」用 exquisite workmanship（workmanship 不可数，不加 s）；「艺术价值」用 artistic value；「精美图案」用 exquisite/delicate patterns。

【译文】 Many fans, with graceful shapes and exquisite workmanship, are decorated with delicate patterns of landscapes, flowers and birds, and figures, and thus carry high artistic value.

3. 中国许多著名画家和书法家喜欢在扇子上作诗绘画，展示其艺术品味。

【主干】 画家和书法家 喜欢 在扇子上作诗绘画（主语策略：原句主语）

主语明确：中国许多著名画家和书法家（Many famous Chinese painters and calligraphers）。核心谓语是「喜欢（做某事）」：like to write poems and paint。主谓宾为 painters and calligraphers — like — to write and paint on fans。

【降级】 「展示品味」降级为目的状语

展示其艺术品味 不是与「作诗绘画」并列的第二个动作，而是其目的/结果，降级为非谓语 to display their artistic taste（不定式表目的）或 displaying...（现在分词表伴随结果），挂在主干后。不要写成 like to write poems and paint and display...的并列平铺。

【语法】时态

回指全篇基调，陈述一种普遍偏好，用一般现在时 like。

主谓一致

主语 painters and calligraphers 为复数，谓语用 like（原形复数），不用 likes。

介词与单复数

「在扇子上」用 on fans（泛指多把扇子，用复数）；「作诗」write poems（诗不止一首，用复数）。

【译文】 Many famous Chinese painters and calligraphers like to write poems and paint pictures on fans to display their artistic taste.

4. 扇子常作为礼物赠予他人，表达美好的祝福和真挚的情感。

【主干】 扇子 常被 作为礼物 赠予他人（主语策略：转被动）

中文 扇子常作为礼物赠予他人 是无明确施动者的「赠予」动作，承受者「扇子」作主语、用被动最自然：Fans are often given as gifts。主谓为 Fans — are given。

【降级】 「表达祝福情感」降级为目的状语

表达美好的祝福和真挚的情感 是赠扇的目的，用不定式 to express/convey good wishes and sincere feelings 降级挂在主干后，而非另起一个并列谓语。

【语法】时态与语态

陈述普遍习俗，用一般现在时被动 are given；「常」用频度副词 often 置于 are 之后。

单复数

Fans 复数表类指；gifts、good wishes、sincere feelings 均用复数表泛指多种。

用词搭配

「赠予他人」as gifts (to others/people)；「美好的祝福」good wishes；「真挚的情感」sincere/heartfelt feelings/emotions。

【译文】 Fans are often given to others as gifts to convey good wishes and sincere feelings.

5. 如今，扇子的实用功能已大为减弱，但作为一种文化符号和艺术形式，扇子仍然在中国传统文化中扮演着重要角色。

【主干】扇子 仍 扮演着 重要角色（主语策略：原句主语）

本句两个分句各有主语：前句 扇子的实用功能已大为减弱 主语是「实用功能」(the practical function has weakened)；后句 扇子仍然在中国传统文化中扮演着重要角色 主语是「扇子」(the fan still plays an important role)。后句是全段落点，主谓为 the fan — plays — an important role。

【降级】用Although/but显化转折，作为短语降级

前后是「功能减弱 vs 仍重要」的让步转折，用 Although... 或 ..., but... 框住。作为一种文化符号和艺术形式 是后句主语扇子的身份说明，降级为介词短语 as a cultural symbol and an art form 作状语前置，不另起句。

【语法】时态

「实用功能已大为减弱」是已完成并延续到现在的变化，偏离基调用现在完成时 has greatly weakened / has been greatly reduced；后句「仍然扮演着重要角色」是当下持续事实，回到一般现在时 still plays。

冠词与单复数

「一种文化符号」a cultural symbol（单数加 a）、「一种艺术形式」an art form（元音前用 an）、「一个重要角色」an important role；「中国传统文化」traditional Chinese culture（culture 此处不可数、不加冠词）。

连词不并用

用了 although 就不再用 but（中文「虽然...但...」并用，英文 although 和 but 只能留一个），否则语法错误。

【译文】 Today, although the practical function of fans has greatly weakened, the fan, as a cultural symbol and an art form, still plays an important role in traditional Chinese culture.

英语六级 2024年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2024年6月第2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）	本题