

2024年12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12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(2024-12) · 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 One hundred thirty-five students, four teachers, one giant classroom: This is what 9th grade looks like at Westwood High School, in Mesa, Arizona's largest school system. There, an innovative teaching model has taken hold, and is spreading to other schools in the district and beyond.

135名学生,4名教师,一个巨大的教室:这就是亚利桑那州最大学区Mesa的Westwood高中九年级的样子。在那里,一种创新的教学模式已经扎根,并正在向该学区及其他地区的学校推广。

P2 Five years ago, faced with high teacher turnover and declining student enrollment, Westwood's leaders decided to try something different. Working with professors at Arizona State University's teachers college, they piloted a classroom model known as team teaching, which allows teachers to dissolve the walls that separate their classes across physical or grade divides.

五年前,面对教师流失率高和学生入学率下降的问题,Westwood的领导层决定尝试一些不同的做法。他们与Arizona State University教育学院的教授合作,试行了一种被称为团队教学的课堂模式,该模式允许教师打破在物理空间或年级上分隔其班级的墙壁。

P3 The teachers share large groups of students—sometimes 100 or more—and rotate between group instruction, one-on-one interventions, small study groups, or whatever the teachers as a team agree is a priority that day. What looks at times like chaos is in fact a carefully orchestrated plan: Each morning,

the Westwood teams meet to hammer out a personalized program for every student the team will focus on that day.

教师们共同负责大批学生——有时多达100人或更多——并在集体授课、一对一辅导、小组学习或团队当天商定的任何优先事项之间轮换。看起来有时像是混乱的场面,实际上是一个精心安排的计划:每天早上,Westwood的团队开会为团队当天将关注的每个学生制定个性化方案。

P4 By giving teachers more opportunity to collaborate, Mesa's administrators hoped to fill staffing gaps and boost teacher morale and retention. Initial research suggests the gamble could pay off.

通过给教师更多合作机会,Mesa的管理者希望填补人员缺口,并提升教师士气和留任率。初步研究表明这一冒险可能会取得成效。

P5 "Teachers are doing fantastic things, but it's very rare a teacher walks into another room to see what's happening," said Andi Furlis, superintendent of Mesa Public Schools. "Our profession is so slow to advance because we are working in isolation."

Mesa公立学校学区总监Andi Furlis说:"教师们正在做非常出色的事情,但教师走进另一间教室看看正在发生什么的情况非常罕见。我们的职业进步如此缓慢,因为我们是在孤立地工作。"

P6 Of course, overhauling teaching approaches can't fix all the frustrations teachers have, such as low pay, but early results from Mesa show team teaching may be helping to reverse low morale. In a survey of hundreds of the district's teachers, researchers found those who worked on teams reported greater job satisfaction, more frequent collaborations with colleagues, and more positive interactions with students.

当然,彻底改革教学方法无法解决教师面临的所有挫折,比如低工资,但来自Mesa的早期结果显示,团队教学可能有助于扭转士气低落的局面。在对该学区数百名教师的调查中,研究人员发现,在团队中工作的教师报告了更高的工作满意度、与同事更频繁的合作以及与学生更积极的互动。

P7 Another benefit of teams, teachers say, is that they can help each other improve their instruction. During one planning session, English teacher Jeff Hall shared a performance appraisal with a science teacher: Her recent lecture on something she called "the central dogma of biology" had bewildered him and their other teammates.

教师们表示,团队的另一个好处是他们可以互相帮助改进教学。在一次计划会议上,英语教师Jeff Hall与一位科学教师分享了一次教学评价:她最近关于她所称的"生物学中心法则"的讲座让他和其他团队成员感到困惑。

P8 "If the science is too confusing for me, can you imagine the frustration you feel as kids?" Hall said. But the science teacher, he said, wouldn't have known about the confusion on her own.

Hall说:"如果这门科学对我来说都太令人困惑,你能想象孩子们感受到的挫折吗?"但他说,如果没有团队,那位科学教师自己不会知道这种困惑。

P9 The model is not for everyone. Some teachers approached about volunteering for a team have said they prefer to work alone. Team teaching can also be a scheduling nightmare, especially at schools like Westwood where only some staff work in teams. There are also thorny questions like how to evaluate four teachers on the performance of 135 students. But for the time being, it seems to be working.

这种模式并不适合所有人。一些被邀请加入团队的教师表示他们更愿意独自工作。团队教学也可能是一场排课噩梦,尤其是在像Westwood这样只有部分教职员工在团队中工作的学校。还有一些棘手的问题,比如

如何根据135名学生的表现来评估四名教师。但就目前而言,它似乎正在发挥作用。

题目与逐题解析

51. What do we learn about team teaching from the passage?

- A) It is generally conducted in classrooms without walls.
- B) It allows students to choose teachers they favor most.
- C) It prioritizes peer work over classroom instruction.
- D) It is closely coordinated despite seeming confusion.

从文章中我们对团队教学了解到什么?

- A) 它通常在没有墙壁的教室中进行。 B) 它允许学生选择他们最喜欢的教师。
- C) 它优先考虑同伴学习而非课堂教学。 D) 尽管看似混乱,但它是密切协调的。

【答案】 **D** (细节题)

【判型】 题干 What do we learn about team teaching from the passage? 不含 infer/imply/main idea, 问的是对 team teaching 的客观描述, 属概括式细节。

【拆句】 What do we learn about team teaching from the passage? 主干为 What...do we learn, about team teaching 修饰 learn 的对象, from the passage 是来源状语, 结构平铺直叙, 无陷阱。

【定位】 What looks at times like chaos is in fact a carefully orchestrated plan: Each morning, the Westwood teams meet to hammer out a personalized program for every student the team will focus on that day.

看上去时不时像一团乱麻的场面, 实际上是经过精心编排的方案: 每天清晨, Westwood 的团队会碰头, 为当天他们要重点关注的每个学生敲定一份个性化方案。

【选项】 A) **偷换概念**

classrooms without walls 把 dissolve the walls that separate their classes 的比喻当成物理上没有墙的教室, 完全曲解原意。

B) **无中生有**

文中从未提及让学生选择喜爱的教师; The teachers share large groups of students 强调教师轮换而非学生选师。

C) **偷换概念**

原文 rotate between group instruction, one-on-one interventions, small study groups 把团体讲授与小组活动并列, 并未说同伴协作优先于课堂讲授。

D) **✓ 正确**

What looks at times like chaos is in fact a carefully orchestrated plan ↔

It is closely coordinated despite seeming confusion

预判要求的看似混乱/实则编排两层语义, It is closely coordinated despite seeming confusion 两层都覆盖, 结构对应整齐。

52. What does initial research suggest regarding Westwood's innovative teaching model?

- A) It could help raise teachers' pay.
- B) It could turn out to be a success.
- C) It could cut down overall costs.
- D) It could end up like a gamble.

关于**Westwood**的创新教学模式,初步研究表明了什么?

- A) 它可能有助于提高教师薪酬。
- B) 它可能会取得成功。
- C) 它可能会降低总体成本。
- D) 它可能最终像一场赌博。

【答案】 **B** (细节题)

【判型】 题干 What does initial research suggest 直接索取研究的结论, 属客观事实复述。

【拆句】 What does initial research suggest regarding Westwood's innovative teaching model? 主干是 What does initial research suggest, regarding... 引导对象状语, 等同 about, 结构清楚。

【定位】 By giving teachers more opportunity to collaborate, Mesa's administrators hoped to fill staffing gaps and boost teacher morale and retention. Initial research suggests the gamble could pay off.

通过让教师有更多协作机会, Mesa 的管理层希望补齐师资缺口、提升教师士气与留任率。初步研究显示这场赌博可能会奏效。

【选项】 A) **与原文相反**

overhauling teaching approaches can't fix all the frustrations teachers have, such as low pay 明确指出教学模式改革解决不了低薪问题, 故团队教学不能 raise teachers' pay。

B) **✓ 正确**

Initial research suggests the gamble could pay off ↔ **It could turn out to be a success**

预判要求 团队教学可能成功, It could turn out to be a success 与定位句语义、情态强度完全对齐。

C) **无中生有**

全文未提及团队教学能降低总体成本; P4 谈的是士气、留任率与师资缺口, 不是成本。

D) **偷换概念**

原文 the gamble could pay off 中 gamble 仅是对 the model 的比喻指代, 意为 这场赌博能赢; end up like a gamble 把赌博当成最终结果, 等于说一切像赌博一样不确定, 与原文积极语义相反。

53. What did superintendent Andi Furlis say about the teaching profession?

- A) Morale cannot be boosted until teaching models are overhauled.
- B) Teachers are simply too busy to visit classes of their colleagues.
- C) Progress is slow due to lack of collaboration among teachers.
- D) Teachers often do fantastic things without being noticed.

督学Andi Furlis对教师职业有何看法？

- A) 除非教学模式得到彻底改革,否则士气无法提升。 B) 教师们实在太忙,无法去听同事的课。
- C) 由于教师之间缺乏协作,进展缓慢。 D) 教师们经常做出了了不起的事情却无人注意。

【答案】 C (细节题)

【判型】 题干 What did superintendent Andi Furlis say 直接索取人物原话观点, 属观点细节。

【拆句】 What did superintendent Andi Furlis say about the teaching profession? 主干 What did Andi Furlis say, superintendent 同位语解释身份, about the teaching profession 限定话题, 结构无陷阱。

【定位】 "Teachers are doing fantastic things, but it's very rare a teacher walks into another room to see what's happening," said Andi Furlis, superintendent of Mesa Public Schools. "Our profession is so slow to advance because we are working in isolation."

Mesa 公立学校负责人 Andi Furlis 说: 教师们正在做着了不起的事情, 但教师走进另一间教室看看发生什么的情况非常少见。我们这个行业进步如此缓慢, 是因为我们在孤立地工作。

【选项】 A) 过度推断

原文未提出 士气提升必须先 overhaul 教学模式 这一条件关系; P5 谈的是进步缓慢的原因, 不是 morale 的前提条件。

B) 偷换概念

原文是 it's very rare a teacher walks into another room, 即极少发生, 并未给出 too busy 这一原因; 选项擅自补充忙作为原因。

C) ✓ 正确

Our profession is so slow to advance because we are working in isolation ↔

Progress is slow due to lack of collaboration among teachers

C 完整保留 进步慢←孤立工作 的因果方向, 且情态/极性与原文一致。

D) 偷换概念

原文 Teachers are doing fantastic things, but it's very rare a teacher walks into another room 的重点是 同行看不见, 而非 不被注意; 选项把同行无法观摩偷换为更宽泛的不被注意。

54. What does the author want to show by citing English teacher Jeff Hall's experience?
- A) English teachers and science teachers are complementary in performing their tasks.
 - B) A teacher of arts and letters is completely puzzled by what a science teacher teaches.
 - C) The new teaching model helps inform the teacher how their instruction is received.
 - D) Science teachers will hardly know the confusion they create without a performance appraisal.

作者引用英语教师Jeff Hall的经历想要说明什么？

- A) 英语教师和科学教师在完成各自任务时是互补的。
- B) 文科教师完全困惑于理科教师所教的内容。
- C) 新的教学模式有助于让教师了解他们的教学是如何被接受的。
- D) 如果没有绩效评估,科学教师很难知道他们造成的困惑。

【答案】 **C** (例证目的题)

【判型】 What does the author want to show by citing English teacher Jeff Hall's experience?
显式问作者用 Hall 的经历想说明什么，是典型例证目的题。

【拆句】 What does the author want to show by citing English teacher Jeff Hall's experience?
主干 What does the author want to show, by citing... 现在分词作方式状语，
experience 是 citing 的逻辑宾语，结构无陷阱。

【定位】 "If the science is too confusing for me, can you imagine the frustration you feel as kids?" Hall said. But the science teacher, he said, wouldn't have known about the confusion on her own.
Hall 说：如果这门科学对我都太难懂，你能想象孩子们会有多挫败吗？但他说，那位科学教师自己是不会知道这种困惑的。

【选项】 A) **无中生有**

原文未谈英语老师与科学老师 互补；P7 谈的是 Hall 反馈听课感受，并非两人分工互补。

B) **以偏概全**

原文只是 Hall 一人对一次讲座的反馈 Her recent lecture...had bewildered him and their other teammates，选项扩大为 a teacher of arts and letters is completely puzzled，并丢弃了 例证目的，停留在 例子叙述。

C) **✓ 正确**

the science teacher, he said, wouldn't have known about the confusion on her own ↔

helps inform the teacher how their instruction is received

English teacher Jeff Hall shared a performance appraisal with a science teacher ↔

The new teaching model

预判要求 团队让授课者得知讲授效果，C 项以 helps inform / how their instruction is received 完整对应。

D) **偷换概念**

原文 Jeff Hall shared a performance appraisal 指 同伴反馈，并非 正式绩效考评 (performance appraisal) 作为评估制度；选项把它当成 没有正式考评就不知 这一条件，方向亦不对——原文重点在 团队让她知道，不是 没有正式考评她就不知道。

55. What does the author think is one of the difficult problems in implementing the new teaching model?

- A) What to do with teachers working alone.
- B) What to include in teaching schedules.
- C) How to recruit volunteers for a team.
- D) How to assess each teacher's performance.

作者认为实施新教学模式的难题之一是什么？

- A) 如何处理单独工作的教师。
- B) 教学计划中应包含哪些内容。
- C) 如何为团队招募志愿者。
- D) 如何评估每位教师的表现。

【答案】 **D** (细节题)

【判型】 What does the author think is one of the difficult problems 索取作者列举的困难之一，属细节列举。

【拆句】 What does the author think is one of the difficult problems in implementing the new teaching model? 主干 What is one of the difficult problems; the author think 是插入语; in implementing... 介词短语作后置定语，限定 problems 的范围。

【定位】 There are also thorny questions like how to evaluate four teachers on the performance of 135 students.

还有一些棘手的问题，比如如何依据 135 名学生的成绩去评估四位教师。

【选项】 A) **答非所问**

原文 Some teachers approached about volunteering for a team have said they prefer to work alone 只是说有人不愿参加，并未说要 拿独立工作者怎么办 这一难题；选项把现象包装成处理难题。

B) **偷换概念**

原文 Team teaching can also be a scheduling nightmare 把 排课 描述为 难题，并非问 在课表里加什么内容；选项把 排课难 偷换为 加什么内容。

C) **无中生有**

原文未把 招募志愿者 列为难题；Some teachers...prefer to work alone 是结果性描述，并未涉及 怎么招募。

D) **✓ 正确**

how to evaluate four teachers on the performance of 135 students ↔

How to assess each teacher's performance

原文 thorny questions 后 like 引出例子 evaluate four teachers, D 项保留了 evaluate→assess 的核心语义，是列举项之一的标准改写。

SENTENCE INSIGHTS • 句子精讲

12 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。

Working with professors at Arizona State University's teachers college, they piloted a classroom model known as team teaching, which allows teachers to dissolve the walls that separate their classes across physical or grade divides.

第2段，第2句

本句的结构极具典型性:非限制性定语从句补充说明名词、限制性定语从句限定名词范围、现在分词短语作句首状语、过去分词短语作后置定语、复合宾语结构,这些都是四六级和考研阅读真题中的高频句式。掌握本句的分析方法可以大量复用到其他真题句子,代表性很强。

What looks at times like chaos is in fact a carefully orchestrated plan: Each morning, the Westwood teams meet to hammer out a personalized program for every student the team will focus on that day.

第3段，第2句

覆盖主语从句、限制性定语从句、目的状语、时间状语等多种成分,且包含省略关系代词的定语从句这一易错点,适合练习从句识别和成分划分

"Teachers are doing fantastic things, but it's very rare a teacher walks into another room to see what's happening," said Andi Furlis, superintendent of Mesa Public Schools.

第5段，第1句

引述结构(直接引语 + 引述动词倒装)、形式主语 it 搭配主语从句、并列句通过 but 转折、不定式作目的状语、what 引导宾语从句,均为四六级和考研真题中的高频句式。该句综合展示多个典型结构的组合用法,代表性强,掌握后可广泛迁移。

Of course, overhauling teaching approaches can't fix all the frustrations teachers have, such as low pay, but early results from Mesa show team teaching may be helping to reverse low morale.

第6段，第1句

并列复合句加从句嵌套是四六级和考研阅读中的高频句式。but 连接的转折并列、定语从句修饰宾语、宾语从句作动词宾语、情态动词表推测、动名词短语作主语，都是典型考点结构。句子长度和复杂度与真题长难句接近，掌握后可直接迁移到大量类似句子。结构代表性强。

During one planning session, English teacher Jeff Hall shared a performance appraisal with a science teacher: Her recent lecture on something she called "the central dogma of biology" had bewildered him and their other teammates.

第7段，第2句

本句成分丰富，涵盖时间状语、主语、谓语、宾语、方式状语、同位语、定语等多种成分，且同位语从句由冒号引出这一形式在考试中常见但容易被忽略。定语从句省略关系代词的现象也是一个值得练习的易错点。句子结构完整，适合作为划分成分和理解复杂句型的练习材料，对提高学生识别成分和处理嵌套结构的能力有较高价值。

It allows students to choose teachers they favor most.

第51题，B

“主句 + 不定式补足 + 名词后置定语”是英语阅读里非常常见的组合。掌握这类结构后，迁移到很多说明类和议论文句子都很有帮助。

It could turn out to be a success.

第52题，B

情态动词加动词短语再接不定式补足语的结构（“could turn out to be”）在四六级和考研真题中较为常见，属于表达推测或可能性的典型句式，学习者掌握后可迁移到类似的 “may prove to be”、“might seem to be” 等表达。

Morale cannot be boosted until teaching models are overhauled.

第53题，A

主句加时间状语从句的结构在四六级和考研真题中高频出现，且“until”从句用一般现在时表将来、情态动词加被动语态都是常考点。句式简洁但包含典型语法现象，迁移价值较高。

Teachers are simply too busy to visit classes of their colleagues.

第53题，B

“too...to...” 结构在考试中较为常见，但简单句本身代表性一般，不如复合句或含有多重修饰的复杂简单句在真题中更典型。该句可作为 “too...to...” 结构的基础示例，迁移价值中等。

Progress is slow due to lack of collaboration among teachers.

第53题, C

主系表结构加原因状语是常见句式, 在四六级和考研阅读中经常出现, 具有一定代表性。但本句过于简单, 缺少从句或复杂修饰, 无法代表考试中常见的复杂句式, 典型性中等偏下。

Teachers often do fantastic things without being noticed.

第53题, D

本句是标准的 "主语 + 状语 + 谓语 + 定语 + 宾语 + 状语" 结构, 体现了英语句子中状语和定语修饰的常见位置, 具有一定代表性, 但作为考试真题句式不够复杂, 典型性中等。

Science teachers will hardly know the confusion they create without a performance appraisal.

第54题, D

本句体现了限制性定语从句修饰宾语、且关系代词省略的常见结构, 这在四六级和考研阅读中频繁出现。条件状语 "without ..." 表达方式也很典型。主句采用一般将来时陈述未来情况, 是标准的书面表达句式, 具有较强的代表性和可迁移性。

HIGH-FREQUENCY • 真题高频词

本篇出现的 58 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。

teaching A2

n. 教学工作; 教书

本篇7次 · 真题 27 句

performance B1

n. 表演

本篇4次 · 真题 98 句

confusion B2

n. 困惑

本篇3次 · 真题 13 句

author A2

n. 作者

本篇2次 · 真题 264 句

colleague B1

n. 同事

本篇2次 · 真题 84 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇2次 · 真题 59 句

boost B2

v. 提高

本篇2次 · 真题 55 句

staff B1

n. 全体员工

本篇2次 · 真题 44 句

collaboration B2

n. 合作

本篇2次 · 真题 27 句

initial B1

adj. 最初的

本篇2次 · 真题 26 句

profession B2

n. 职业 (尤指需要专门技能和培训的)

本篇2次 · 真题 20 句

innovative B2

adj. 创新的

本篇2次 · 真题 15 句

frustration B2

n. 挫败感

本篇2次 · 真题 12 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次 · 真题 568 句

researcher B2

n. 研究人员

本篇1次 · 真题 363 句

benefit B1

n. 好处

本篇1次 · 真题 244 句

focus B1

n. 重点

本篇1次 · 真题 200 句

system A2

n. 系统

本篇1次 · 真题 176 句

simply B1

adv. 仅仅, 只不过

本篇1次 · 真题 119 句

opportunity B1

n. 机会

本篇1次 · 真题 115 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次 · 真题 112 句

physical B1

adj. 身体的

本篇1次 · 真题 91 句

lack B1

v. 缺少

本篇1次 · 真题 89 句

decline B2

v. 下降

本篇1次 · 真题 88 句

despite B1

prep. 尽管

本篇1次 · 真题 77 句

due B1

adj. 预期的

本篇1次 · 真题 70 句

peer B2

n. 同龄人

本篇1次 · 真题 62 句

perform B1

v. 执行

本篇1次 · 真题 61 句

generally B1

adv. 通常, 一般地

本篇1次 · 真题 60 句

conduct B2

v. 组织并实施

本篇1次 · 真题 59 句

overall B1

adj. 总体的

本篇1次 · 真题 58 句

gap B1

n. 间隙

本篇1次 · 真题 54 句

advance B1

v. 前进

本篇1次 · 真题 48 句

completely B1

adv. 完全地

本篇1次 · 真题 43 句

schedule A2

n. 时间表

本篇1次 · 真题 41 句

priority B2

n. 优先事项

本篇1次 · 真题 39 句

central B1

adj. 主要的

本篇1次·真题 36 句

lecture B1

n. 讲座

本篇1次·真题 35 句

giant B1

adj. 巨大的

本篇1次·真题 34 句

carefully A2

adv. 仔细地

本篇1次·真题 32 句

intervention C1

n. 干预

本篇1次·真题 32 句

assess B2

v. 评估

本篇1次·真题 30 句

closely B1

adv. 紧密地

本篇1次·真题 28 句

implement B2

v. 实施

本篇1次·真题 28 句

satisfaction B2

n. 满意

本篇1次·真题 28 句

favor B1

n. 帮忙

本篇1次·真题 25 句

rare B1

adj. 稀有的

本篇1次·真题 25 句

prioritize B2

v. 优先处理

本篇1次·真题 19 句

reverse B2

v. 颠倒

本篇1次·真题 17 句

frequent B1

adj. 频繁的

本篇1次·真题 16 句

recruit B2

v. 招募

本篇1次·真题 16 句

cite B2

v. 引用, 引证

本篇1次·真题 15 句

inform

B1

v. 告知, 通知 (正式地告诉某人某事)

本篇1次 · 真题 14 句

biology

B1

n. 生物学

本篇1次 · 真题 9 句

coordinate

B2

v. 协调

本篇1次 · 真题 9 句

isolation

B2

n. 隔离

本篇1次 · 真题 9 句

collaborate

B2

v. 合作

本篇1次 · 真题 8 句

turnover

B2

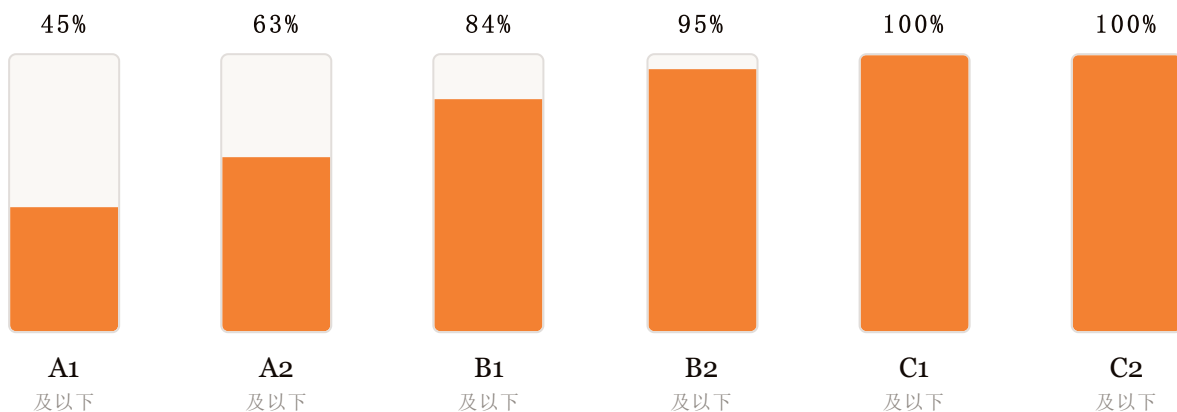
n. 营业额

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 238 词按 CEFR 难度累积覆盖

全文去重后共 **238** 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 11 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 238 个 · 末柱为 100%

去重总词数

238

B2 以上难词

5%

B1 及以下覆盖

84%

英语六级 2024年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2024年12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 →