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六级 · 真题卷第1套 · 2025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 "As requirements for job applications are getting increasingly higher, college students ought to be better prepared for their future career." 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

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A) , B) , C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) Met the computer technician.
B) Told the man about her trouble.
C) Called the man's company.
D) Visited Alpha Maintenance.
2. A) Consulted someone in charge.
B) Came as soon as possible.
C) Informed the central office at once.
D) Designated an engineer to the case.
3. A) Frustration.
B) Intimidation.
C) Desperation.
D) Indignation.
4. A) Whether the contents have been backed up.
B) Whether they can find help somewhere else.
C) Whether all data stored on the hard drive has got lost.
D) Whether they need to wipe the system directories clean.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) It's boring.
B) It's challenging.
C) It's a beautiful thing.
D) It's unlike most jobs.
6. A) Arbitrating between disagreeing solicitors.
B) Preventing disputes from escalating.
C) Buying and selling property.
D) Mediating land disputes.
7. A) Courts are intended for fixing major legal disputes.
B) Courts are getting too bureaucratic to function.
C) Courts can be frustrating and expensive.
D) Courts can be frightening and arbitrary.
8. A) The ability to make arguments in a unique way.
B) The skill of preventing conflicts between parties concerned.
C) The skill of foreseeing any potential stakes in their work.
D) The ability to express themselves clearly and forcefully.

Section B

Directions: *In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

Questions 9 to 11 are based on the passage you have just heard.

9. A) They looked into the relationship between one's prior knowledge and creativity.
B) They offered novel ways to help older adults to keep their memories from aging.
C) They proposed an explanation for old people's difficulty in retrieving memories.
D) They advanced a new model concerning human information storage and retrieval.
10. A) Young adults rely on memory while older adults keep notes as a reminder.
B) Older adults often retrieve irrelevant memories along with what they want.
C) Young adults accumulate knowledge much more quickly than older adults.
D) Older adults generally perform cognitive tasks much slower than young adults.
11. A) They show preserved, and sometimes enhanced, creativity.
B) They frequently suffer from disorderly crowded memories.
C) They can rely on their accumulated wisdom in an emergency.
D) They may well be served by forgetting their prior knowledge.

Questions 12 to 15 are based on the passage you have just heard.

12. A) They are actually proud of the goods and services they produce.
B) They are worried about being alienated from the outside world.
C) They are rarely in control of many things related to their work.
D) They are longing to share the profits made from their work.
13. A) The steady decrease in productivity.
B) The adverse effect on physical health.
C) The feeling of being time poor.
D) The rising economic inequality.
14. A) It alters the structure of work.
B) It puts jobs and wages at risk.
C) It liberates people from tedious and laborious work.
D) It creates new work opportunities in the IT industry.
15. A) Finding meaning in work.
B) Prioritizing life over work.
C) Improving relationships in the community.
D) Realizing one's social value in the workplace.

Section C

Directions: *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A) , B) , C) and D) . Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 16 to 18 are based on the recording you have just heard.

16. A) Affect our attitude to novel tasks.
B) Distinguish us in the social world.
C) Outweigh IQ in importance.
D) Impact academic achievements.
17. A) By pressing a hidden button.
B) By pushing a big button on top.
C) By pressing two buttons at the same time.
D) By helping the babies push the right button.
18. A) Perform difficult tasks successfully just by observing how adults acted.
B) Make generalizable inferences about persistence from a few examples.
C) Adapt themselves to different social contexts.
D) Work hard to interact with experimenters.

Questions 19 to 21 are based on the recording you have just heard.

19. A) Offering advice on overcoming habitual lateness.
B) Exemplifying various recreational opportunities.
C) Scrutinizing individuals' defining traits.
D) Suggesting ways for setting priorities.
20. A) Make the breakfast simpler.
B) Take the alarms seriously.
C) Ready yourself in the early dawn.
D) Get prepared the night before.
21. A) Finish the prior task 30 minutes earlier.
B) Keep ourselves from hitting a bump.
C) Leave time in between activities.
D) Try to avoid possible hold-ups.

Questions 22 to 25 are based on the recording you have just heard.

22. A) Their lifestyles vary.
B) Their traits vary.
C) They have different customs.
D) They have different feels.
23. A) They are not as willing to help strangers.
B) They are not as patient with one another.
C) They violate traffic rules more frequently.
D) They become more easily irritated in public.
24. A) It was practiced by Boston's founding fathers.
B) It is not deemed exotic by Proper Bostonians.
C) It was adopted by Boston's upper class.
D) It is not part of Boston's local culture.
25. A) Stick to its own way of showing courtesy to strangers.
B) Follow the examples set by Paris and New York City.
C) Learn from the world's major cities in promoting tourism.
D) Take pride in its history and adhere to its cultural tradition.

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.

In her second year, Charlene Duong learned of the use of poisonous, synthetic pesticides on her college campus. Shocked but not surprised, she knew she had to do something. Along with a couple of classmates, Charlene did a quick web search and discovered a small but growing movement led by the organization, Herbicide-Free Campus (HFC), to rid college campuses of artificial herbicides(灭草剂). They were 26 .

Like many, Charlene experiences climate anxiety—a 27 fear of a climate catastrophe—and was, at the time, looking for an 28 . When she discovered the HFC movement, she said she felt she "had found a specific area to focus on that still fit into the larger picture of fighting for a healthier, safer, cleaner 29 for all."

Toxic herbicide use in university land care is not unique. Most institutions of higher education rely on synthetic pesticides and fertilizers to achieve 30 goals. Having a "beautiful" campus means green and perfectly maintained lawns along with flower beds and paved sidewalks. But these 31 managed campuses can come at a cost: increased cancer risk, 32 waterways, poisoned wildlife and lifeless soil.

Pesticide use on college campuses also contributes to our global climate crisis. The use of chemicals to get rid of insects or unwanted plant life can increase indirect 33 as they can include petroleum-based ingredients. Pesticide use also decreases the life in soil, 34 the ability of soils to absorb carbon or retain water and thus reducing campuses' ability to recover quickly from climate-related extreme weather events like droughts and floods.

Instead of using toxic chemicals, students working with HFC help out with 35 the campus grounds.

"This work reminds me to be in the present moment as I play my role in reducing herbicide use and keeping my campus safe and healthy," says Charlene.

- | | |
|-------------------|-----------------|
| A) aesthetic | I) infringement |
| B) chronic | J) intrigued |
| C) contaminated | K) juvenile |
| D) conventionally | L) outlet |
| E) emissions | M) rotating |
| F) environment | N) vibrations |
| G) hampering | O) weeding |
| H) incidentally | |

Section B

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

Why Your Library Is the Most Important Place in Town

A) Librarians know the value of their community services, and their patrons appreciate their importance as well. But in an increasingly digital world, we see the role of libraries as community and cultural centers at times

undervalued. When shrinking municipal budgets combine with the nonstop technological revolution, public library services that focus on building communities face-to-face, inspiring and educating patrons about art, literature, and music, and helping patrons engage in civil discourse can seem old-fashioned. But it is precisely those shrinking budgets and the assault of technologically mediated life that make public libraries' cultural and community offerings more important than ever.

- B) Many people point out the value public libraries bring to their communities. More than just books and banks of computers, libraries are still places where individuals gather to explore, interact, and imagine. Some of the specific ways in which libraries add value to our communities and serve as cultural centers for our patrons are community builders, centers for the arts, and champions of youth. Libraries serve in these capacities and are more than just about information.
- C) As community builders libraries are engaged in incredible work. From tiny public libraries to huge city institutions with multiple branches, libraries across the United States are building community and supporting local culture in exciting ways. These are inspiring and hopefully will encourage librarians interested in community services and cultural outreach to make connections with each other, share ideas, and build partnerships. Supporters of libraries as community builders claim that unless you are out there changing neighborhoods, you are not completing the work you are to do. Strengthening neighborhoods and championing the cultural lives of communities are big responsibilities.
- D) Place-based economic development stresses the importance of offering attractive, functional, and community-based places, such as libraries, in town squares and depressed neighborhoods. Like a major department store in a mall, libraries attract large numbers of people, creating economic opportunities for numerous businesses and organizations in the surrounding area. Large cities, medium-sized ones, and even small towns have successfully transformed their libraries into the hubs(枢纽) of vibrant neighborhoods.
- E) As key municipal agencies, and focal points for community education, libraries are major players in creating livable, environmentally friendly cities and towns. The Urban Libraries Council released a report detailing the unique ways in which libraries can further sustainability at the local level. Beyond ensuring that library construction projects consider environmental impact, libraries can take a lead in supporting local foods and craftsmen, like the Peabody Institute Library's partnering with local businesses to pioneer a farmers' market in their courtyard, or the Richmond Public Library's seed lending library which "nurtures locally-adapted plant varieties, and fosters community resilience(韧性), self-reliance and a culture of sharing."
- F) Archives preserve historic artifacts, oral histories, digital history projects, and scholarly writings relevant to the community, including minority groups. Communities lucky enough to have archivists have a great advantage when it comes to organizing historical records and artifacts. An organized archive is a place where people can research their ancestry and immigration history, do environmental research, and more. An archivist is an advocate for preservation who, among other things, coordinates the restoration of maps and paintings, the digitization of vital records, and the creation of oral history projects. With projects like the Massachusetts Memories Road Show and the Veterans History Project, evidence of the importance of archives is everywhere.
- G) In the words of Robert Putnam, "People may go to the library looking mainly for information, but they find each other there." New moms connect at baby story-times; elderly people, often facing difficult life transitions, attend events and find that they make new friends; teenagers meet up in libraries' teen spaces after school; and readers discuss current events in the periodicals room. In libraries, community-building connections are happening all the time.

- H) As Keith Richards said, "The public library is the great equalizer." Despite the rising costs of concert and theater tickets, public library events (including concerts, author visits, and gallery displays) are often offered free of charge, enabling people of any income level to attend. In addition, library book groups allow people to explore and discuss the literary arts, and the Great Stories Club introduces at-risk youth to literature. The best part: it's all free and open to the public.
- I) In a time when education is increasingly expensive, public libraries provide information and educational opportunities free for all people, regardless of their socio-economic status. Offered by libraries across the country, American Library Association's Let's Talk about It programs are wonderful examples of scholar-facilitated learning opportunities in libraries. In addition, many libraries present classes and discussion programs, and some even provide online continuing education courses such as the Universal Class database.
- J) Librarians know that patrons aren't just information consumers, they're information producers. Patrons use the library to gain knowledge in order to create their own new and independent works. Increasing numbers of libraries provide spaces and services that meet the needs of people who want to learn how to edit Wikipedia, set up blogs or podcasts, create their own magazines, and so much more. Many libraries offer art or writing workshops and groups, and some provide music practice rooms for patrons. Programs like ImaginOn in Charlotte, North Carolina, provide exciting models that take community partnership, creativity, and creation to a new level.
- K) The decline of civil discourse stems in part from the fact that it is so easy for people to watch news about, buy products from, and engage—in both the virtual and real worlds—only with those of similar backgrounds and ideologies. Public libraries, through such programs as The Human Library and Socrates Café, can help build small communities of difference that encourage people to interact with and learn from each other through dialogue. By both actively promoting civil discourse through these programs, and modeling and upholding the principles of free inquiry and expression for all, libraries help individuals rediscover the importance of and increased need for civil discourse in American life.
- L) Free tutoring, homework help programs, and summer reading programs for kids and teens help bridge the economic divide that impacts students' academic performance. The cost of hiring a private tutor is well beyond what many library patrons can afford, so libraries offer homework help and tutoring online, by phone, in person, and even through social media and homework apps. Annual summer reading programs also have a positive impact on student performance and, according to a 2010 study conducted by Dominican University's Graduate School of Library and Information Science, students' reading skills get a boost from these popular nationwide events.
- M) Through library collections, programs, and physical spaces, children learn to share, to be engaged in their communities, to participate in the arts, and to explore their immediate world and the world at large. There are surely endless examples of innovative library services for children, including the Middle Country Public Library's Nature Explorium, which engages children in learning about the natural world.
- N) These examples are just a few of the many amazing things that public libraries around the United States (and the world) are doing to build and maintain strong community connections. We encourage you to try some of these ideas in your own libraries, and we hope that these ideas will help you be better able to convince your community leaders of the important role that public libraries play in communities large and small.

36. People going to the library in search of information can build connections with each other there.

37. According to advocates of libraries as community builders, librarians are not doing their job well if they do not change their communities.
38. With the costs of education continually rising, public libraries remain places where all people can have access to education.
39. Libraries draw large crowds, thus creating lots of business opportunities in neighboring areas.
40. With the world more and more digitalized, people sometimes underestimate the role of libraries as community and cultural centers.
41. Various programs organized by public libraries for children and adolescents help narrow the gap between students from varying economic backgrounds.
42. In an organized archive, people can do research on their family history and find out how their ancestors came to settle in the new land.
43. Public libraries organize cultural events, often allowing people of different income levels to attend free of charge.
44. Besides being an information provider, the library performs many other important services for the community.
45. Public libraries can help build small communities of people with different backgrounds and ideologies.

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.

Nationally, one in six children miss 15 or more days of school in a year. Education officials have deplored all this missed instruction.

These chronically absent students suffer academically because of all the classroom instruction they miss out on. In 2015, the U.S. secretary of education responded to this crisis, urging communities to support every student to attend every day and be successful in school. His open letter stated that missing 10% of school days in a year for any reason—excused or unexcused—is a primary cause of low academic achievement.

Worrying about whether children attend school makes sense. After all, if students don't show up, teachers can't teach them.

But what if America's attendance crisis is about much more than students missing class? What if, instead, it is a reflection of family and community crises these students face—such as being ejected from the family apartment, fearing for their safety in their neighborhood or suffering an illness?

As social scientists we investigated how excused and unexcused absences relate to children's academic achievement.

We find that absences excused by a parent do little to harm children's learning. In fact, children with no unexcused absences—but 15 to 18 excused absences—have test scores equal to their peers who have no

absences.

Meanwhile, the average child with even just one unexcused absence does much worse academically than peers with none.

We believe unexcused absence is a strong signal of the many challenges children and families face, including economic and medical hardships. Unexcused absences can be a powerful signal of how those out-of-school challenges affect children's academic progress.

Our evidence suggests unexcused absences are problematic, but for a different reason than people often think. Absence from school, and especially unexcused absence, matters mainly as a signal of many crises children and their families may be facing. It matters less as a cause of lower student achievement due to missed instruction.

How we choose to think of school absences matters for educational policy. School attendance policies typically hold schools and families accountable for the days children miss, regardless of whether they were excused or unexcused absences.

These policies assume that missing school for any reason harms children academically because they are missing classroom instruction. They also assume that schools will be able to effectively intervene by reducing student absences. We find neither to be the case.

As a result, these attendance policies end up disproportionately punishing families dealing with out-of-school crises in their lives and pressuring schools who serve them to get students to school more often.

We instead suggest using unexcused absence from school as a signal to channel resources to the children and families who need them most.

46. What does the U.S. secretary of education say in his open letter?

- A) It is of vital importance to respond promptly to the school absence crisis.
- B) The academic performance of chronically absent students is deplorable.
- C) Low academic achievement is mainly attributed to school absences.
- D) The effect of school absences on American education is worrisome.

47. What do the authors find about school absences?

- A) Excused school absences have little impact on children's learning.
- B) There is little difference between unexcused and excused absences.
- C) Excused absences lead to comparatively better school performance.
- D) Unexcused absences are a big challenge to both schools and families.

48. What do the authors believe concerning unexcused school absences?

- A) They are likely to cause a decrease in students' academic achievements due to missed instruction.
- B) They point directly to many of the out-of-school challenges confronting children and their families.
- C) They are matters the American government typically ignores when formulating educational policies.
- D) They give a clear signal to children and their families of the crises they are likely to face in the future.

49. What is the assumption underlying education policies in the U.S.?
- A) Children's academic performance depends on reducing the number of absences.
 - B) Schools can boost children's academic performance by effective intervention.
 - C) Schools as well as families should be held responsible for out-of-school crises.
 - D) Children's academic performance is closely related to the quality of instruction.
50. What do the authors suggest doing regarding school absences?
- A) Identifying their underlying causes.
 - B) Reframing school attendance policies.
 - C) Directing resources to helping needy children.
 - D) Pressuring schools to reduce unexcused ones.

Passage Two

Questions 51 to 55 are based on the following passage.

After earning a bachelor's degree, I was determined to do what I love. I headed straight to graduate school to investigate the social problems that fascinated me.

For almost a decade, I told everyone I encountered that they should do the same. "Follow your passion," I counseled. "You can figure out the employment stuff later."

It wasn't until I began to research this widely accepted career advice that I understood how problematic it really was.

As a sociologist, I interviewed college students and professional workers to learn what it really meant to pursue their dreams, which I will refer to here as the passion principle. I was stunned by what I found out about this principle in the research for my new book.

Surveys show the American public has long held the passion principle in high regard as a career decision-making priority. And its popularity is even stronger among those facing job instability.

Advocates of the passion principle found it compelling because they believed that following one's passion can provide workers with both the motivation necessary to work hard and a place to find fulfillment.

Yet, what I found is that following one's passion does not necessarily lead to fulfillment, but is one of the most powerful cultural forces perpetuating overwork. I also found that promoting the pursuit of one's passion helps perpetuate social inequalities due to the fact that not everyone has the same economic resources to allow them to pursue their passion with ease.

While the passion principle is broadly popular, not everyone has the necessary resources to turn their passion into a stable, good-paying job. Passion-seekers from wealthy families are better able to wait until a job they are passionate about comes along without worrying about student loans in the meantime. They are also better situated to take unpaid internships to get their foot in the door while their parents pay their rent. And they often have access to parents' social networks to help them find jobs. Surveys revealed that working-class and first-generation college graduates, regardless of their career field, are more likely than their wealthier peers to end up in low-paying unskilled jobs when they pursue their passion.

Colleges, workplaces and career counselors who promote the "follow your passion" path for everyone, without leveling the playing field, help perpetuate socioeconomic inequalities among career aspirants.

It's not just well-off passion-seekers who benefit from the passion principle. Employers of passionate workers do, too. Potential employers showed greater interest in passionate applicants in part because they believed the applicants would work hard at their jobs without expecting an increase in pay. They even sacrifice a good salary, job stability and leisure time to work in a job they love.

51. What did the author advise people do for almost a decade?
- A) Figure out what is the most fascinating job.
 - B) Follow widely accepted career counsel.
 - C) Pursue their careers with passion.
 - D) Do whatever they are zealous for.
52. How did the author feel about the passion principle through his research?
- A) He was astonished by its consequences.
 - B) He was further convinced of its soundness.
 - C) He was actually right to follow it through.
 - D) He was struck by its broad popularity.
53. What is important to turning one's passion into a stable, good-paying job?
- A) Willingness to take unpaid internships and low-paying jobs.
 - B) Full academic preparedness and sound career counseling.
 - C) Hard work and sacrifice of leisure time.
 - D) Financial backing and social connections.
54. What happens when everyone is encouraged to follow their passion?
- A) Many more career aspirants end up unemployed.
 - B) People are less concerned with socioeconomic inequality.
 - C) Socioeconomic inequality is likely to persist.
 - D) Career counselors are going to lose credibility.
55. What does the author say about employers of passionate workers?
- A) They provide these workers with job stability and a good salary.
 - B) They exploit these workers' passion to benefit themselves.
 - C) They level the playing field for these workers to reach their goals.
 - D) They encourage these workers to realize their aspirations.

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**.

天宫空间站(Tiangong Space Station)是中国首个太空实验室,拥有110多立方米使用空间,可驻留三名宇航员,在距地球表面400-450公里的轨道上运行。天宫空间站已实施180多个科学研究与应用项目,涉及空间生命科学、太空医学、空间材料科学等领域。天宫空间站的研究成果在我国得到了广泛应用,产生了显著的经济效

益。例如,太空育种创造的直接经济效益高达数千亿元。这不仅标志中国在航天技术上取得了巨大进步,也表明中国为全球的太空研究和应用做出了重大贡献。

2025年6月·第1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2025年6月·第1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1套(2025-06) • 英语六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay that begins with the sentence "As requirements for job applications are getting increasingly higher, college students ought to be better prepared for their future career." 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 • 162 词】 写作无唯一标准答案，以下为达标示范

As requirements for job applications are getting increasingly higher, college students ought to be better prepared for their future career. In an era when employers demand not only a diploma but also practical competence, waiting until graduation to think about work is simply too late.

There are concrete steps every student can take. To begin with, obtaining relevant certificates and mastering professional skills builds a solid foundation. Last summer, for instance, I taught myself data analysis and earned a certificate, which later helped me stand out in an internship interview. What is more, internships offer irreplaceable experience: by working in a real company, students learn how a workplace actually operates and discover which career truly suits them. Such preparation turns abstract knowledge into employable ability.

In conclusion, the fiercer competition becomes, the more valuable early preparation is. Therefore, college students should seize every chance to enrich their skills and experience, so that when opportunity knocks, they are ready to open the door.

【参考译文】

随着求职要求越来越高，大学生理应为未来的职业生涯做更充分的准备。在一个雇主不仅看重文凭、更看重实际能力的时代，等到毕业才去考虑工作的事，实在太晚了。

每个学生都能采取一些具体的行动。首先，考取相关证书、掌握专业技能，能打下坚实的基础。比如去年夏天，我自学了数据分析并考取了证书，这后来帮助我在一次实习面试中脱颖而出。此外，实习能提供无

可替代的经验：在真实的公司里工作，学生才能了解职场究竟如何运转，并发现自己真正适合的职业。这样的准备，能把抽象的知识转化为可就业的能力。

总之，竞争越激烈，及早准备就越有价值。因此，大学生应抓住每一个机会去充实自己的技能与经验，这样当机会来敲门时，他们已经做好了开门的准备。

【第1段】抄首句 + 过渡到位。首句 As requirements for job applications... future career. 一字未改照抄，落实了硬性要求；紧跟 In an era when employers demand not only a diploma but also practical competence, waiting until graduation... is simply too late 这句过渡，把立场亮明，正是‘抄首句加过渡定调’方法的落地。

【第2段】观点 + 个人经历坐实。用 To begin with / What is more 分出考证练技能、实习攒经验两条路径，中间嵌入 Last summer, for instance, I taught myself data analysis and earned a certificate 的个人经历，末句 Such preparation turns abstract knowledge into employable ability 回扣中心，完整实现‘观点加例证加小结’，避免了空喊口号。

【第3段】递进重申升华。用 the fiercer competition becomes, the more valuable early preparation is 的比较级递进重申立场，Therefore 引出号召，收在 when opportunity knocks, they are ready to open the door 的画面上，落实‘重申加升华收尾’，没有简单复述首句。

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

续写首句论‘如何备职’

本题要写一篇以指定首句开头的议论短文，中心已被首句 As requirements for job applications are getting increasingly higher, college students ought to be better prepared for their future career 定死：求职门槛升高，大学生应更好地为未来职业做准备。全篇要回答的是‘大学生该怎样、为何要为职业做准备’，可 make comments, cite examples or use your personal experiences 来支撑，不是去讨论就业形势本身。

面向阅卷人的正式议论文

题目只说 write an essay that begins with the sentence, 没有指定收信人, 所以这不是应用文, 无需称呼、落款或署名。它是一篇面向阅卷人的正式议论文, 全程用规范书面语, 避免口语缩略和随意口气即可。

及早具体地为职业做准备

承接首句 college students ought to be better prepared for their future career, 本篇立场是: 面对越来越高的求职门槛, 大学生不能等到毕业才行动, 应在校期间就用具体行动为未来职业铺路。

1. 考证 + 练专业技能

第一个可展开的要点: 提前考取相关证书、打磨专业技能, 为求职打下硬实力基础——这一点便于用 use your personal experiences 中的个人经历来举例 (如自学一门技能并考证)。

2. 实习攒真实职场经验

第二个要点: 通过实习进入真实公司, 了解职场如何运转、明确自己适合的方向, 把课堂上的抽象知识变成可就业的能力。这是最具体、最能打动阅卷人的素材。

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 + 亮立场

原样照抄题目指定的首句作开头, 紧接一句过渡, 点明'等到毕业再准备就太晚', 把本篇立场亮清楚。

第 2 段 举证论‘怎么准备’

主体论证段：分点提出考证练技能、实习攒经验两条准备路径，配一个个人经历例子，回答 make comments, cite examples or use your personal experiences to develop your essay 的要求。

第 3 段 重申 + 升华收尾

重申‘竞争越激烈、早准备越增值’的立场，号召大学生抓住机会充实自己，升华收束。

第 1 段 首句 + ‘太晚论’过渡

照抄首句后，接一句：如今雇主要的不只是文凭还有真本事，等到毕业才想工作的事就太晚了——顺势逼出‘要及早准备’的立场。

照抄首句 · 开头第一句 = 把题目引号里的句子原样搬来，一字、一标点都不改（这是脚手架的固定第一步，任何首句续写题都照此办理）。

背景过渡亮立场 · In an era when [背景事实], [某种拖延做法] is simply too late.
(用‘在……的时代’带出立场，空位填本题内容)

第 2 段 考证 + 实习双例证

先说考证练技能：以‘去年夏天自学数据分析并考证、后来在实习面试中脱颖而出’的个人经历作例；再说实习：进真实公司才懂职场如何运转、找到适合方向；末句小结——这样的准备把抽象知识变成可就业能力。

分点起手 · To begin with, [第一要点]. What is more, [第二要点]. (用分点连接词让两个准备路径层次分明，空位填本题要点)

举个人经历例 · Last summer, for instance, I [具体经历], which later helped me [带来的好处]. (用一个真实小事把观点坐实，空位填本题经历)

小结回扣中心 · Such preparation turns [抽象的东西] into [可用的能力]. (一句话把例子拉回中心，空位填本题内容)

第3段 递进重申 + 号召

重申：竞争越激烈，早准备越有价值；号召大学生抓住每个机会充实技能与经验，让机会来临时已准备好去开门。

让步递进升华 · The more [X] becomes, the more [Y] is. ('越.....越.....'把立场推进一层，空位填本题的对比，避免直接照抄首句)

呼吁收尾 · Therefore, college students should [呼吁的行动], so that [美好愿景]. (用 Therefore 收束并给出行动号召，空位填本题内容)

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

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

内容切题

紧扣‘如何准备’不跑偏

本题最易在切题上翻车的是：去谈求职有多难、社会就业形势多严峻，而没回答 college students ought to be better prepared for their future career 里‘怎样准备’。范文两段都落在具体准备办法上，牢牢咬住核心。

结构连贯

三段各司其职

本题达标要点：三段分别做‘亮立场—论证—收束’，中间段用 To begin with、What is more 分点，结尾用 In conclusion、Therefore 收口，逻辑链一眼可见。

语言准确

用准的高级表达点睛

本题可靠 not only... but also、the fiercer... the more valuable... 等结构提分，但必须用对——比较级递进两侧都要跟形容词，别写错结构反而丢分。

字数格式

卡区间 + 首句零改动

本题硬约束 You should write at least 150 words but no more than 200 words, 低于或超出都扣分; 同时 You should copy the sentence given in quotes at the beginning of your essay, 首句放最前、原样照抄。

典型低分写法 • 反面示例与改法

把首句改写成自己的话

反面示例: 开头写成 Nowadays finding a job is harder, so students should prepare early. (把首句改写了)。这违反 You should copy the sentence given in quotes at the beginning of your essay.

修正: 老老实实抄——As requirements for job applications are getting increasingly higher, college students ought to be better prepared for their future career.

整段空喊‘要准备’

反面示例: Students must prepare hard. Preparation is very important. If we prepare well, we can find a good job. (三句都在重复喊口号, 没有一个例子)。修正: 换成具体经历——Last summer, for instance, I taught myself data analysis and earned a certificate, which later helped me in an internship interview.

跑去谈就业形势

反面示例: 整段在写 The job market is very competitive and the economy is bad, millions of graduates cannot find jobs... (只谈就业难, 没谈怎么准备)。修正: 转回学生的行动——To develop real competence, students should take internships and earn professional certificates before graduation.

结尾重复凑字

反面示例: In conclusion, college students should be better prepared. College students should really be better prepared for their career. Preparation is important. (同一句反复说, 硬凑字数)。

修正: 换个说法升华——In conclusion, the fiercer competition becomes, the more valuable early preparation is.

英语六级 2025年6月·第1套 · 全卷构成

Part I	写作	本题
Part II	听力	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	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 →

2025年6月·第1套 英语六级听力真题原文与答案解析

PAPER & KEY · 听力题和解析

听力题和解析

本卷全部 25 题的标准答案与完整录音文字稿由懒笔记基于2025年6月·第1套 英语六级听力原卷逐题核对整理。与试卷排版同一卷面层级：Part/Section 标题与各节 Directions 照原卷排印——真实听力考卷只印选项，题干由录音念出。其下按录音篇目逐篇排印：每篇先给完整录音文字稿（逐段中译），再逐题给出卷面题目与该题解析（题目、翻译、答案、定位、信号、替换与排除）。

真题卷第1套(2025-06) · 英语六级

以下按录音篇目排印：每篇先给录音原文与逐段中译（考卷上没有，考试时录音只播一遍、卷面只印选项），再逐题给出卷面题目与解析。

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A) , B) , C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1 M: Good morning. My name is Bob Fetterman. I'm the computer technician.

M: 早上好。我叫Bob Fetterman,是电脑技术员。

2 W: Didn't I call for you last week?

W: 我上周不是叫过你吗?

3 M: Maybe? I work for Alpha Maintenance. I imagine someone from your office called our central office and I'm the engineer designated to your case.

M: 可能吧?我在Alpha维修公司工作。我想应该是你们办公室有人打电话到我们总部,然后我被指派来处理你的case。

4 W: Yeah, I spoke to a lady there last Tuesday, which is now 10 days ago. I made it clear it was an urgent matter and please send someone as soon as possible. Couldn't you or someone else have come sooner?

W: 是的,我上周二跟那边一位女士通过话,到现在已经10天了。我当时说得很清楚这是紧急情况,请尽快派人过来。你或者别人就不能早点来吗?

5 M: I'm sorry, but I'm not in charge of scheduling all logistics. I simply do not know. All I can tell you is I got the call this week and came as soon as I could.

M: 抱歉,但我不负责调度所有的后勤安排。我实在不清楚。我只能告诉你,我这周接到通知就尽快赶过来了。

6 W: I see. Well, I'll have you know, my manager is rather indignant that it's taken you this long to come. I understand it might not be your fault, but nevertheless, you should know what the feeling is around here.

W: 我明白了。不过你要知道,我们经理对你们这么久才来很不满。我理解这可能不是你的错,但不管怎样,你应该了解我们这边的感受。

7 M: I understand, and I'm sorry for any inconvenience. I will try to resolve your computer problem as swiftly and optimally as I can. What and where is the issue?

M: 我理解,对造成的任何不便我表示抱歉。我会尽快尽好地解决你们的电脑问题。具体是什么问题,在哪台机器上?

8 W: It's this machine right here. It was running slow for a while, I guess, and gradually got worse and worse. Last Tuesday, it just stopped working altogether. If you switch it on, you will see what I mean.

W: 就是这台机器。它之前运行就挺慢的,我觉得,然后越来越糟。上周二它就彻底不工作了。你开机就能看到我说的情况。

9 M: Okay. Do you know if it's backed up?

M: 好的。你知道有没有备份吗?

10 W: Backed up?

W: 备份?

11 M: I mean, do you know if its contents have been copied and saved somewhere else?

M: 我是说,你知不知道它的内容有没有被复制保存到别的地方?

12 W: I don't know.

W: 我不知道。

13 M: Well, depending on the ensuing operative scenario, if I need to wipe the system directories clean in order to reconfigure default protocols, then my first intervention should be to intricately retrieve all inventories that I can. Otherwise, all data that was stored on its hard drive will be forever lost.

M: 嗯,这要看接下来的操作情况,如果我需要清空系统目录来重新配置默认协议的话,那我首先要做的就是尽可能仔细地提取所有数据。否则,硬盘上存储的所有数据都会永久丢失。

14 W: My manager would know. Let me go get him.

W: 我们经理会知道。我去叫他过来。

1. A) Met the computer technician.
B) Told the man about her trouble.
C) Called the man's company.
D) Visited Alpha Maintenance.

【题目】 What did the woman do last Tuesday?

【翻译】 这位女士上周二做了什么？

- A) 见了电脑技术员。 B) 把她的麻烦告诉了这位男士。 C) 给这位男士的公司打了电话。
D) 拜访了Alpha Maintenance。

【答案】 C (细节题) Called the man's company.

【定位】 I spoke to a lady there last Tuesday, which is now 10 days ago. I made it clear it was an urgent matter and please send someone as soon as possible.

我上周二跟你们那边一位女士通过话，到现在已经十天了。我讲得很清楚这是急事，请尽快派人来。

【信号】 时间锚 last Tuesday 后的应答。女士主动说 I spoke to a lady there last Tuesday，这里的 last Tuesday 正对上题干的时间锚，紧跟的动作 spoke to a lady there (there 指上文男士提到的 central office) 就是她那天做的事，这就是答案句。

【替换】 I spoke to a lady there last Tuesday ↔ Called the man's company

通话沟通改写成打电话给公司

【排除】 A) 原词陷阱

选项盗用了对话开头出现的 computer technician 一词，但她见到这位技术员是今天上门这一刻，并非上周二；上周二她做的是打电话，时间对不上，属答非所问。

借用原文：I'm the computer technician

B) 张冠李戴

上周二她是给公司打电话，电话那头是 a lady，而男士本人这周才接到任务上门，上周二两人根本没接触，把通话对象说成 the man 是张冠李戴。

借用原文：I spoke to a lady there last Tuesday

D) 原词陷阱

选项盗用男士自报的 Alpha Maintenance，但那是他工作的公司名，女士只是打电话过去，并没有亲自上门拜访，visited 这个动作无中生有。

借用原文：I work for Alpha Maintenance

-
2. A) Consulted someone in charge.
B) Came as soon as possible.
C) Informed the central office at once.
D) Designated an engineer to the case.

【题目】 What does the man say he did when he got the call?

【翻译】这位男士说他接到电话后做了什么？

- A) 咨询了负责人。 B) 尽快赶来了。 C) 立即通知了中心办公室。
D) 指派了一名工程师处理此事。

【答案】 **B** (细节题) Came as soon as possible.

【定位】 I'm sorry, but I'm not in charge of scheduling all logistics. I simply do not know. All I can tell you is I got the call this week and came as soon as I could.

抱歉，调度安排不归我管，我确实不清楚。我能告诉你的就是，我这周接到电话，已经尽快赶过来了。

【信号】 被问者的直接应答句 **All I can tell you is**。女士追问他能不能早点来，男士的应答里 All I can tell you is I got the call this week and came as soon as I could 用 All I can tell you is 把重点框出来，这句他亲口交代自己接电话后的动作，是答案句。

【替换】 came as soon as I could ↔ **Came as soon as possible**

尽我所能快换成尽可能快

【排除】 A) **与原文相反**

选项的 in charge 直接盗用原文 I'm not in charge of scheduling all logistics，但原文是否定，他强调调度不归他负责、自己也不清楚，根本没说去请示负责人，正好与原文相反。

借用原文：I'm not in charge of scheduling all logistics

C) **张冠李戴**

central office 来自男士早先的推测 someone from your office called our central office，那是女方办公室的人打给总部，不是他接电话后做的；把别人的动作安到他头上，是张冠李戴。

借用原文：someone from your office called our central office

D) **原词陷阱**

designated an engineer 盗用 I'm the engineer designated to your case，那是他猜测自己被指派的过程、动作发出方是公司，不是他本人接电话后所为，属答非所问。

借用原文：I'm the engineer designated to your case

3. A) Frustration.

B) Intimidation.

C) Desperation.

D) Indignation.

【题目】 **What is the feeling about the problem around the woman's workplace?**

【翻译】这位女士的工作场所周围对这个问题的感受是什么？

- A) 沮丧。 B) 恐惧。 C) 绝望。 D) 愤慨。

【答案】 **D** (态度观点题) Indignation.

【定位】 Well, I'll have you know, my manager is rather indignant that it's taken you this long to come.
这么说吧，我得让你知道，我的经理对你们拖这么久才来相当愤慨。

【信号】 评价性形容词 **indignant**。女士说 my manager is rather indignant that it's taken you this long to come, indignant 是直接的情绪形容词，又被 rather 加重，正是描述工作场所对这件事感受的答案句。

【替换】 my manager is rather indignant ↔ **Indignation**
形容词 indignant 转成名词 Indignation

【排除】 A) **未提及**

Frustration 是常见情绪词的合理猜测，但原文用的明确是 indignant（愤慨），二者程度和指向不同：indignant 是对怠慢的气愤，不是单纯的受挫，原文并未表达 frustration。

B) **未提及**

Intimidation 指被威胁、被吓住，对话里女方是在抱怨对方来得慢，没有任何被恐吓的内容，与原文情绪不符，属未提及。

C) **过度推断**

Desperation 表示绝望、走投无路，程度远超原文。女方只是不满拖延、表达气愤，并未到绝望地步，属过度推断。

-
4. A) Whether the contents have been backed up.
B) Whether they can find help somewhere else.
C) Whether all data stored on the hard drive has got lost.
D) Whether they need to wipe the system directories clean.

【题目】 **What does the woman say her manager would know?**

【翻译】 这位女士说她的经理会知道什么？

- A) 内容是否已备份。 B) 他们能否在别处找到帮助。
C) 存储在硬盘上的所有数据是否已丢失。 D) 他们是否需要清除系统目录。

【答案】 **A**（细节题） Whether the contents have been backed up.

【定位】 M: Do you know if it's backed up? ... W: My manager would know. Let me go get him.

男：你知道它有没有做备份吗？.....女：我的经理会知道，我去把他叫来。

【信号】 一问一答的指代承接。男士先问 Do you know if it's backed up?, 他随后解释 it 指 its contents have been copied and saved somewhere else; 女士最后说 My manager would know, 这句 would know 承接的正是前面备份这个问题，所以经理会知道的就是有没有备份。

【替换】 Do you know if it's backed up? ↔ **Whether the contents have been backed up**
if it's backed up 改写成 whether...backed up

【排除】 B) 未提及

对话里没有任何关于到别处找帮助的内容，女士只说叫经理来确认备份情况，find help somewhere else 是无中生有，属未提及。

C) 原词陷阱

选项盗用男士那句 all data that was stored on its hard drive will be forever lost，但那是他对不备份后果的假设性说明，并不是女士说经理会知道的内容；经理会知道的是有没有备份，不是数据是否已全丢，属答非所问。

借用原文：all data that was stored on its hard drive will be forever lost

D) 原词陷阱

wipe the system directories clean 直接取自 if I need to wipe the system directories clean，那是男士对自己后续可能操作的描述，是他要不要做的事，不是女士说经理会知道的内容，属答非所问。

借用原文：if I need to wipe the system directories clean in order to reconfigure default protocols

Questions 5 to 8 are based on the conversation you have just heard.

1 M: Have you given more thought to studying law?

M: 你对学习法律有更多想法了吗?

2 W: I've been thinking about it a lot, yes. In fact, this is why I wished to speak to you. I wanted to hear more about what it's like.

W: 我一直在认真考虑，是的。实际上，这就是我想跟您谈谈的原因。我想多了解一下学法律是什么样的。

3 M: A career in law is a beautiful thing in my opinion. Many people will say it's a boring field, but I disagree. The thing is there are many different branches of law and many different jobs.

M: 在我看来，法律职业是一件美好的事情。很多人会说这是个枯燥的领域，但我不同意。事实是法律有很多不同的分支，也有很多不同的工作。

4 W: You are involved with buildings and construction, right?

W: 您是做建筑和施工方面的，对吧?

5 M: Correct. I'm a solicitor, specializing in real estate. Most of my work involves mediating land disputes.

M: 没错。我是一名律师，专攻房地产领域。我的大部分工作涉及调解土地纠纷。

6 W: Do you mind giving me an example?

W: 您介意给我举个例子吗?

7 M: Sure. So in many cases I am employed to arbitrate between two clashing parties. Let's say for example, there are two landowners who are in a thorny disagreement about something like the borders of

their adjacent plots. Someone may employ me to break the deadlock and resolve the dispute. Often my work involves negotiating agreements, plain and simple.

M: 当然。在很多情况下，我受雇于在两个冲突方之间进行仲裁。比如说，有两个土地所有者在某件事上存在棘手的分歧，比如他们相邻地块的边界问题。可能有人会雇用我来打破僵局，解决争端。我的工作通常涉及协商协议，简单明了。

8 W: So you are saying that a lot of what you do is fix people's legal issues, like you try to find a solution that benefits everyone and that prevents a problem from escalating.

W: 所以您是说，您做的很多工作是解决人们的法律问题，比如您试图找到一个对每个人都有利的解决方案，防止问题升级。

9 M: Exactly, well put. You need to remember that courts, like all bureaucracies really, can be very messy, frustrating, and expensive. For this reason, it's usually better to resolve problems outside of court whenever possible.

M: 完全正确，说得好。你需要记住，法院和所有官僚机构一样，可能会非常混乱、令人沮丧，而且费用昂贵。因此，只要有可能，最好在法庭外解决问题。

10 W: I see. So besides knowing the law inside out, you need good people skills, right?

W: 我明白了。所以除了对法律了如指掌，您还需要良好的人际交往技能，对吗？

11 M: Of course. Any job that involves people requires good interpersonal skills, and any law professional needs to be very eloquent at articulating that argument.

M: 当然。任何涉及与人打交道的工作都需要良好的人际交往技能，而且任何法律专业人士都需要非常善于清晰地阐述论点。

12 W: Right. So I've been thinking about studying criminal law. I think it sounds very interesting.

W: 对。所以我一直在考虑学习刑法。我觉得听起来非常有趣。

13 M: Mm-hmm, yes. I'd say there's more money in property law, but the stakes are higher in criminal law. I can see how you would find it more interesting.

M: 嗯，是的。我会说房地产法更赚钱，但刑法的风险更高。我能理解你为什么会觉得它更有趣。

5. A) It's boring.

B) It's challenging.

C) It's a beautiful thing.

D) It's unlike most jobs.

【题目】 What will many people say about a career in law?

【翻译】 许多人会如何评价法律职业？

A) 它很无聊。 B) 它很有挑战性。 C) 它是一件美好的事情。

D) 它不同于大多数工作。

【答案】 A (态度观点题) It's boring.

【定位】 A career in law is a beautiful thing in my opinion. Many people will say it's a boring field, but I disagree.

在我看来，从事法律是件美好的事。许多人会说这是个枯燥的领域，但我不同意。

【信号】 归属信号 **Many people will say**。答案落点不在 a beautiful thing in my opinion，而在 Many people will say it's a boring field 这句——题干问的是 many people，必须抓住 Many people will say 这个明确的归属信号，它后面跟的才是『许多人』的说法。

【替换】 a boring field ↔ **It's boring.**

同义浓缩

【排除】 c) **张冠李戴**

It's a beautiful thing. 盗用了录音原话 a beautiful thing in my opinion，但那是男士『我个人』的看法，题干问的是 many people 怎么说——把说话人的观点安到『许多人』头上，归属错位。

借用原文：a beautiful thing in my opinion

B) **未提及**

It's challenging. 听上去合理，但录音里无论是 many people 还是说话人，都没说过从事法律『有挑战性』，属凭常识脑补、原文无据。

D) **未提及**

It's unlike most jobs. 在录音中找不到对应，男士只说了 many people 觉得 boring、自己觉得 beautiful，从未拿它和『多数工作』作比较。

6. A) Arbitrating between disagreeing solicitors.

B) Preventing disputes from escalating.

C) Buying and selling property.

D) Mediating land disputes.

【题目】 **What does the man say most of his work involves?**

【翻译】 这位男士说他的大部分工作涉及什么？

A) 在意见不一的律师之间进行仲裁。 B) 防止争议升级。 C) 买卖房产。

D) 调解土地纠纷。

【答案】 **D** (细节题) Mediating land disputes.

【定位】 I'm a solicitor, specializing in real estate. Most of my work involves mediating land disputes.

我是一名事务律师，专攻房地产。我的工作大部分涉及调解土地纠纷。

【信号】 限定信号 **Most of my work**。录音 Most of my work involves mediating land disputes 与题干的 most of his work 用词几乎一致，Most of my work 就是定位信号，它后面跟的动作即答案。

【替换】 mediating land disputes ↔ **Mediating land disputes.**

近乎原词对应

【排除】 C) 原词陷阱

Buying and selling property. 蹭了录音 specializing in real estate 的房地产话题，听到『房产』就想选；但男士说的主要工作是 mediating land disputes，不是买卖房产，属答非所问的原词陷阱。

借用原文：specializing in real estate

A) 偷换概念

Arbitrating between disagreeing solicitors. 借用了后文 arbitrate between two clashing parties 的 arbitrate，但把对象偷换成 disagreeing solicitors(意见不合的律师)；录音里仲裁的对象是两个地主/当事人，不是律师，对象错位。

借用原文：arbitrate between two clashing parties

B) 答非所问

Preventing disputes from escalating. 对应后文 prevents a problem from escalating，但那是女士事后归纳男士工作意义的话，且题干问的是 most of his work 的具体内容；用『防止问题升级』这个意义层面的概括来答『主要做什么』，答非所问。

借用原文：prevents a problem from escalating

7. A) Courts are intended for fixing major legal disputes.

B) Courts are getting too bureaucratic to function.

C) Courts can be frustrating and expensive.

D) Courts can be frightening and arbitrary.

【题目】 Why does the man say it's usually better to resolve problems outside of court whenever possible?

【翻译】 为什么这位男士说在可能的情况下最好在法庭外解决问题？

A) 法庭是用来解决重大法律纠纷的。 B) 法庭正变得过于官僚化而无法运作。

C) 法庭可能令人沮丧且费用高昂。 D) 法庭可能令人恐惧且武断。

【答案】 C (细节题) Courts can be frustrating and expensive.

【定位】 You need to remember that courts, like all bureaucracies really, can be very messy, frustrating, and expensive. For this reason, it's usually better to resolve problems outside of court whenever possible.

你要记住，法庭和所有官僚机构一样，可能非常混乱、令人沮丧而且昂贵。正因如此，能在庭外解决问题通常更好。

【信号】 因果信号 For this reason. For this reason 是明确的因果连接词，它前面那句 courts...can be very messy, frustrating, and expensive 就是『为什么庭外解决更好』的原因，顺着 For this reason 往前一句即定位到答案。

【替换】 frustrating, and expensive ↔ Courts can be frustrating and expensive.

原词提取，去掉多余特征

【排除】 D) 偷换概念

Courts can be frightening and arbitrary. 与正确项仅差两个形容词，但录音说的是 frustrating(沮丧)和 expensive(昂贵)，不是 frightening(可怕)和 arbitrary(武断)；这两个词录音根本没念，是替换掉真实形容词的近形陷阱。

A) 答非所问

Courts are intended for fixing major legal disputes. 说的是法庭的用途，录音里男士并没有用『法庭是用来解决重大纠纷的』来解释为何庭外更好，方向不符。

B) 过度推断

Courts are getting too bureaucratic to function. 蹭了录音 like all bureaucracies 的 bureaucracy，但录音只是把法庭比作官僚机构、说它混乱昂贵，从没说法庭『过于官僚以致无法运转』，属由原词过度推断。

借用原文：like all bureaucracies

-
8. A) The ability to make arguments in a unique way.
B) The skill of preventing conflicts between parties concerned.
C) The skill of foreseeing any potential stakes in their work.
D) The ability to express themselves clearly and forcefully.

【题目】 What does the man think is required of any law professional?

【翻译】 这位男士认为任何法律专业人士需要具备什么？

- A) 以独特方式进行论证的能力。 B) 防止相关各方之间冲突的技能。
C) 预见工作中任何潜在利害关系的能力。 D) 清晰有力地表达自己的能力。

【答案】 D (细节题) The ability to express themselves clearly and forcefully.

【定位】 Any job that involves people requires good interpersonal skills, and any law professional needs to be very eloquent at articulating that argument.

任何与人打交道的工作都需要良好的人际交往能力，而任何法律从业者都需要非常善于清楚地表达论点。

【信号】 要求信号 needs to be。 题干问 required of any law professional，录音 any law professional needs to be very eloquent at articulating that argument 用 needs to 直接回应，needs to be 就是要求信号，其后描述的能力即答案。

【替换】 eloquent at articulating that argument ↔

The ability to express themselves clearly and forcefully.

同义替换

【排除】 B) 原词陷阱

The skill of preventing conflicts between parties concerned. 蹭了前文 prevents a problem from escalating 与调解纠纷的整段话题，听上去和这职业最贴；但题干问 any law professional 被要求的能力，录音对此的回答是 eloquent at articulating，不是预防冲突，属答非所问的原词陷阱。

借用原文：prevents a problem from escalating

A) 偷换概念

The ability to make arguments in a unique way. 借了录音 articulating that argument 的 argument，但录音只说要 eloquent(善于表达)，从未说要『以独特的方式』论辩，unique 是凭空加上的限定。

借用原文：articulating that argument

C) 张冠李戴

The skill of foreseeing any potential stakes in their work. 盗用了结尾 the stakes are higher in criminal law 的 stakes，但那是男士比较两类法律时说的话，与『法律从业者被要求的能力』无关，且录音从没说要『预见潜在利害』。

借用原文：the stakes are higher in criminal law

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

1 When a person tries to access a memory, their brains quickly examine everything stored in it to find the relevant information. But as we age, many of us have difficulty retrieving memories.

当一个人试图提取记忆时，他们的大脑会快速检查其中存储的所有内容以找到相关信息。但随着年龄增长，我们中的许多人在提取记忆时会遇到困难。

2 In a review published in the journal **Trends in Cognitive Sciences** on February 11th, researchers propose an explanation for why this might be happening: the brains of older adults allocate more space to accumulated knowledge and have more material to navigate when attempting to access memories. While this wealth of prior knowledge can make memory retrieval challenging, the researchers say it has its upsides—this life experience can aid with creativity and decision-making.

在2月11日发表于《认知科学趋势》期刊的一篇综述中，研究人员提出了一种解释，说明为什么会发生这种情况：老年人的大脑为积累的知识分配了更多空间，在试图提取记忆时有更多材料需要检索。虽然这种丰富的先验知识可能会使记忆提取变得困难，但研究人员表示它也有其优势——这些人生经验可以帮助创造力和决策。

3 Researchers Tarek Amer, Jordana Wynn and Lynn Hasher looked at several behavioral and brain imaging studies, which show that older adults have difficulty suppressing information that is no longer

relevant and that when searching for a specific memory, they often retrieve other, irrelevant memories along with it. The studies also showed that when given a cognitive task, older adults rely more heavily on previous knowledge than younger adults do.

研究人员Tarek Amer、Jordana Wynn和Lynn Hasher考察了几项行为和脑成像研究,这些研究表明老年人在抑制不再相关的信息方面存在困难,并且在搜索特定记忆时,他们常常会连同其他不相关的记忆一起提取出来。研究还表明,在完成认知任务时,老年人比年轻人更依赖先前的知识。

4 While the researchers focus primarily on the difficulties that these disorderly, crowded memories may pose, they also highlight a few situations in which these same memory patterns may be useful. "Evidence suggests that older adults show preserved, and at times enhanced, creativity as a function of enriched memories," the researchers write. They further hypothesize that older adults may be well served by their prior knowledge when it comes to decision-making, where they can pull on their accumulated wisdom.

虽然研究人员主要关注这些无序、拥挤的记忆可能带来的困难,但他们也强调了一些情况,在这些情况下同样的记忆模式可能是有用的。研究人员写道:"有证据表明,老年人表现出保持的,有时甚至增强的创造力,这是丰富记忆的作用。"他们进一步假设,在决策方面,老年人可能会从其先验知识中受益匪浅,因为他们可以利用积累的智慧。

9. A) They looked into the relationship between one's prior knowledge and creativity.
B) They offered novel ways to help older adults to keep their memories from aging.
C) They proposed an explanation for old people's difficulty in retrieving memories.
D) They advanced a new model concerning human information storage and retrieval.

【题目】 What did the researchers do in their review in the journal Trends in Cognitive Sciences?

【翻译】 研究人员在《认知科学趋势》杂志上的综述中做了什么?

- A) 他们研究了一个人的先验知识与创造力之间的关系。
B) 他们提供了帮助老年人防止记忆力衰退的新方法。
C) 他们对老年人提取记忆困难提出了一种解释。
D) 他们提出了一个关于人类信息存储和提取的新模型。

【答案】 C (细节题)

They proposed an explanation for old people's difficulty in retrieving memories.

【定位】 researchers propose an explanation for why this might be happening: the brains of older adults allocate more space to accumulated knowledge and have more material to navigate when attempting to access memories.

研究人员提出了一个解释,说明为什么会发生这种情况:老年人的大脑把更多空间分配给积累的知识,因而在试图提取记忆时要导航的材料更多。

【信号】 研究行为动词 **propose**。定位信号是描述研究者行为的那个动词 propose an explanation for why this might be happening——题干问 do (做了什么), 原文里紧跟 researchers 的那个动作动词 propose 就是答案句标志。

【替换】 propose an explanation for why this might be happening ↔ **proposed an explanation**

近乎同词的动作

why this might be happening ↔ **old people's difficulty in retrieving memories**

指代还原为具体所指

【排除】 A) **原词陷阱**

A 项 looked into the relationship between one's prior knowledge and creativity 盗用了原文确实出现过的 prior knowledge 与 creativity (见第四段 enhanced, creativity), 但那是后文讲记忆模式的好处时顺带提到的, 研究综述本身做的核心动作是 propose an explanation, 不是去研究知识与创造力的关系, 属听到原词就想选的陷阱。

借用原文: older adults may be well served by their prior knowledge

B) **未提及**

B 项 offered novel ways to help older adults to keep their memories from aging 借用了 older adults、memories 等话题词, 但原文从头到尾只是提出解释、分析现象, 没有任何研究者提供新方法去防止记忆衰老的内容, 属未提及。

D) **偷换概念**

D 项 advanced a new model concerning human information storage and retrieval 用 retrieval 这个原文反复出现的词制造熟悉感, 但原文研究者做的是 propose an explanation (提出一个解释), 不是 advance a new model (提出一个新模型); 一个解释和一个新模型不是同一层级的成果, 属偷换概念。

借用原文: propose an explanation for why this might be happening

-
10. A) Young adults rely on memory while older adults keep notes as a reminder.
B) Older adults often retrieve irrelevant memories along with what they want.
C) Young adults accumulate knowledge much more quickly than older adults.
D) Older adults generally perform cognitive tasks much slower than young adults.

【题目】 **What do several behavioral and brain imaging studies show?**

【翻译】 几项行为和脑成像研究显示了什么?

- A) 年轻人依赖记忆,而老年人做笔记作为提醒。
B) 老年人在提取所需记忆时常常同时提取出不相关的记忆。
C) 年轻人积累知识的速度比老年人快得多。
D) 老年人执行认知任务的速度通常比年轻人慢得多。

【答案】 **B** (细节题) Older adults often retrieve irrelevant memories along with what they want.

【定位】 studies, which show that older adults have difficulty suppressing information that is no longer relevant and that when searching for a specific memory, they often retrieve other, irrelevant memories along with it.

这些研究显示, 老年人难以抑制不再相关的信息, 并且在搜寻某一具体记忆时, 常常连带提取出其他无关的记忆。

【信号】 **show that 引出研究结论**。信号是 which show that——题干问 studies show, 原文里 studies which show that 之后的内容就是答案句, 紧跟其后列出的 retrieve other, irrelevant memories 正是落点。

【替换】 they often retrieve other, irrelevant memories along with it ↔

Older adults often retrieve irrelevant memories along with what they want

代词还原后近乎同句

【排除】 A) **未提及**

A 项 Young adults rely on memory while older adults keep notes as a reminder 听着像在讲两类人记忆方式, 但原文只说老年人更依赖旧知识, 从没说老年人靠记笔记提醒、也没说年轻人靠记忆, 属未提及。

C) **原词陷阱**

C 项 Young adults accumulate knowledge much more quickly than older adults 盗用了原文的 accumulated knowledge (见第二段 accumulated knowledge), 但原文讲的是老年人积累的知识多、要导航的材料多, 从没比较谁积累得更快, 选项凭空加了 much more quickly 的速度比较, 属过度推断兼偷换。

借用原文: allocate more space to accumulated knowledge

D) **原词陷阱**

D 项 Older adults generally perform cognitive tasks much slower than young adults 盗用了原文的 cognitive task (见第三段 when given a cognitive task), 但原文只说做认知任务时老年人更依赖旧知识, 根本没提速度更慢, 选项擅自加了 much slower 的速度论断, 属原词陷阱加无中生有。

借用原文: when given a cognitive task, older adults rely more heavily on previous knowledge

-
11. A) They show preserved, and sometimes enhanced, creativity.
B) They frequently suffer from disorderly crowded memories.
C) They can rely on their accumulated wisdom in an emergency.
D) They may well be served by forgetting their prior knowledge.

【题目】 **What does evidence suggest regarding older adults?**

【翻译】 关于老年人, 证据表明了什么?

- A) 他们表现出保留的、有时甚至增强的创造力。 B) 他们经常遭受杂乱拥挤记忆的困扰。
C) 他们在紧急情况下可以依靠自己积累的智慧。 D) 忘记先验知识可能对他们很有帮助。

【答案】 **A** (细节题) They show preserved, and sometimes enhanced, creativity.

【定位】 "Evidence suggests that older adults show preserved, and at times enhanced, creativity as a function of enriched memories," the researchers write.

研究人员写道: 证据表明, 由于记忆更丰富, 老年人的创造力得以保留、有时甚至得到增强。

【信号】 **Evidence suggests** 引出证据结论。信号是 Evidence suggests that——题干用的就是 evidence suggest, 原文这处 Evidence suggests that 之后说的 older adults show preserved, and at times enhanced, creativity 即答案句。

【替换】 older adults show preserved, and at times enhanced, creativity ↔

They show preserved, and sometimes enhanced, creativity

仅换一个程度词

【排除】 B) **原词陷阱**

B 项 They frequently suffer from disorderly crowded memories 盗用了原文的 disorderly, crowded memories (见第四段 disorderly, crowded memories), 但原文那处是讲这些记忆模式带来的困难, 而本题问的是 evidence suggests 那句的正面发现 (创造力), 方向与问点都不对, 属原词陷阱兼答非所问。

借用原文: these disorderly, crowded memories may pose

C) **偷换概念**

C 项 They can rely on their accumulated wisdom in an emergency 盗用了原文的 accumulated wisdom (见第四段 accumulated wisdom), 但原文说的是在 decision-making (决策) 时可借助积累的智慧, 并非 in an emergency (紧急情况), 选项把决策场景偷换成应急场景, 属偷换概念。

借用原文: may be well served by their prior knowledge when it comes to decision-making

D) **与原文相反**

D 项 They may well be served by forgetting their prior knowledge 盗用了原文 may be well served by 与 prior knowledge 的近原句 (见第四段 may be well served by their prior knowledge), 但原文说老年人是靠旧知识 served, 选项却改成靠忘掉旧知识 served, 把方向反了, 属与原文相反。

借用原文: older adults may be well served by their prior knowledge

Questions 12 to 15 are based on the passage you have just heard.

1 There are at least four major problems with work in America today.

当今美国的工作至少存在四大问题。

2 First, work can be alienating. Workers are often not in control of how they work, when they work, what is done with the goods and services they produce, and what is done with the profits made from their work.

首先, 工作可能令人异化。工人往往无法控制自己如何工作、何时工作、他们生产的商品和服务如何处置, 以及从他们的工作中获得的利润如何使用。

3 Second, workers are not paid the full value of their labor. Real wages have not kept pace with productivity, driving economic inequality and a decline in labor's share of income.

其次, 工人没有获得其劳动的全部价值。实际工资未能跟上生产率的增长, 导致经济不平等加剧和劳动收入占比下降。

4 Third, people are time poor. In the U.S., full time employees work an average of 8.72 hours per day despite productivity increases. Long working hours contribute to the feeling of "time poverty", which has an adverse effect on psychological well-being.

第三，人们时间贫乏。在美国，尽管生产率不断提高，全职员工平均每天仍要工作8.72小时。长时间工作加剧了“时间贫困”的感受，这对心理健康产生不利影响。

5 Fourth, automation puts jobs and wages at risk. Technological innovation could in theory liberate people from the 40-hour work week. But unless changes are made to the structure of work, automation will simply exert downward pressure on wages and further diminish work opportunities.

第四，自动化使工作岗位和工资面临风险。理论上，技术创新可以将人们从每周40小时工作制中解放出来。但除非改变工作结构，否则自动化只会对工资产生下行压力，并进一步减少工作机会。

6 So, what can be done to alleviate these problems? There are competing visions of the best way to arrive at a solution. One vision is what's known as the "post-work" position. The post-work theorists believe that work should not hold a central position in our lives or take up so much of our time. They assert that although doing some work might be necessary, meaning, purpose and social value reside in the communities and relationships built and sustained outside of the workplace. Thus, life should be seen as an end in itself.

那么，可以采取什么措施来缓解这些问题呢？关于达成解决方案的最佳途径存在相互竞争的愿景。其中一种愿景被称为“后工作”立场。后工作理论家认为，工作不应在我们的生活中占据核心地位或占用如此多的时间。他们主张，尽管从事某些工作可能是必要的，但意义、目的和社会价值存在于工作场所之外建立和维系的社区和关系中。因此，生活本身应被视为目的。

12. A) They are actually proud of the goods and services they produce.
B) They are worried about being alienated from the outside world.
C) They are rarely in control of many things related to their work.
D) They are longing to share the profits made from their work.

【题目】 What do we learn about American workers from the passage?

【翻译】 从文章中我们对美国工人了解到什么？

- A) 他们实际上为自己生产的商品和服务感到自豪。 B) 他们担心与外部世界隔绝。
C) 他们很少能掌控与工作相关的许多事情。 D) 他们渴望分享工作所创造的利润。

【答案】 C (细节题) They are rarely in control of many things related to their work.

【定位】 Workers are often not in control of how they work, when they work, what is done with the goods and services they produce, and what is done with the profits made from their work.

工人们往往无法掌控自己如何工作、何时工作、他们生产的产品和服务被如何处置、以及他们劳动所创造的利润被如何使用。

【信号】 分点首句"First"后的解释句。本段以 First, work can be alienating. 起头点出第一个问题，紧接着的这句 Workers are often not in control of 就是对该问题的展开说明，是承载答案的句子。

【替换】Workers are often not in control of ↔

They are rarely in control of many things related to their work

often not 改写为 rarely

how they work, when they work, what is done with the goods and services they produce, and what is done with the profits

↔ **many things related to their work**

罗列细节概括为 many things

【排除】A) **原词陷阱**

A 借用录音原词 the goods and services they produce 制造熟悉感，但录音说的是工人"无法掌控"产品去向，A 却说工人"为之自豪"，态度与原文相反。

借用原文：what is done with the goods and services they produce

B) **原词陷阱**

B 盗用录音 work can be alienating 的 alienat- 词根，但录音的"异化"指工人与其劳动/产出相疏离，B 却说成"担心被外部世界孤立"，偷换了概念。

借用原文：First, work can be alienating.

D) **原词陷阱**

D 借用录音原词 the profits made from their work，但录音说的是工人"无法掌控利润去向"，D 却说工人"渴望分享利润"，是录音根本没提的引申。

借用原文：what is done with the profits made from their work

13. A) The steady decrease in productivity.

B) The adverse effect on physical health.

C) The feeling of being time poor.

D) The rising economic inequality.

【题目】What does the passage say long working hours contribute to?

【翻译】文章认为长时间工作导致了什么？

A) 生产率的持续下降。 B) 对身体健康的不良影响。 C) 时间贫乏的感觉。

D) 经济不平等的加剧。

【答案】C (细节题) The feeling of being time poor.

【定位】Long working hours contribute to the feeling of "time poverty", which has an adverse effect on psychological well-being.

长时间工作会带来"时间贫乏"的感受，这种感受又会对心理健康产生不良影响。

【信号】因果信号 **contribute to**。句中 Long working hours contribute to the feeling of "time poverty" 与题干同词出现，contribute to 这个因果信号直接锁定"长工时→时间贫乏"，是答案句。

【替换】the feeling of "time poverty" ↔ **The feeling of being time poor.**

time poverty 与 time poor 同根改写

【排除】 A) 与原文相反

A 借录音里出现过的 productivity increases 中的 productivity, 但录音说的是"尽管生产率提高" (上升), A 却说"生产率持续下降", 与原文方向相反。

借用原文: full time employees work an average of 8.72 hours per day despite productivity increases

B) 偷换概念

B 几乎照搬录音 has an adverse effect on psychological well-being 的 adverse effect, 却把 psychological (心理) 换成 physical (身体) 健康, 偷改了范围。

借用原文: which has an adverse effect on psychological well-being

D) 张冠李戴

D 的 economic inequality 出自第3段 driving economic inequality, 那是"工资跟不上生产率"的后果, 并非长工时的后果, 被错搬到本题。

借用原文: Real wages have not kept pace with productivity, driving economic inequality

14. A) It alters the structure of work.

B) It puts jobs and wages at risk.

C) It liberates people from tedious and laborious work.

D) It creates new work opportunities in the IT industry.

【题目】 What does automation do, according to the passage?

【翻译】 根据文章,自动化产生了什么作用?

A) 它改变了工作的结构。 B) 它使工作和工资面临风险。

C) 它将人们从繁琐和费力的工作中解放出来。

D) 它在信息技术行业创造了新的工作机会。

【答案】 B (细节题) It puts jobs and wages at risk.

【定位】 Fourth, automation puts jobs and wages at risk.

第四, 自动化使工作岗位和工资面临风险。

【信号】 分点首句直接定调。 本段分点句 Fourth, automation puts jobs and wages at risk. 开门见山给 automation 定调, 是直接承载答案的主题句。

【替换】 automation puts jobs and wages at risk ↔ **It puts jobs and wages at risk.**

近乎原句对接

【排除】 A) 张冠李戴

A 的 alter the structure of work 借用录音 unless changes are made to the structure of work, 但那是"除非改变工作结构"的假设条件, 并非 automation 本身所做的事。

借用原文: unless changes are made to the structure of work

C) 原词陷阱

C 借录音 liberate people from the 40-hour work week 的 liberate, 但原文是 Technological innovation could in theory liberate——只是"理论上可能", 并被随后的 But 推翻, 并非自动化实际的作为。

借用原文: Technological innovation could in theory liberate people from the 40-hour work week.
But unless changes are made

D) 未提及

录音只说 automation 会 further diminish work opportunities (进一步减少工作机会), 从未说它在IT业创造新岗位, D 属无中生有。

15. A) Finding meaning in work.

B) Prioritizing life over work.

C) Improving relationships in the community.

D) Realizing one's social value in the workplace.

【题目】 What do post-work theorists advocate?

【翻译】 后工作理论家倡导什么?

A) 在工作中寻找意义。 B) 将生活置于工作之上。 C) 改善社区中的关系。

D) 在工作场所实现个人的社会价值。

【答案】 B (态度观点题) Prioritizing life over work.

【定位】 The post-work theorists believe that work should not hold a central position in our lives or take up so much of our time. ... Thus, life should be seen as an end in itself.

后工作理论家认为, 工作不应在我们的生活中占据中心位置, 也不应占用我们这么多时间。.....因此, 生活本身应被视为目的。

【信号】 表态动词 believe 与结论 Thus. The post-work theorists believe that work should not hold a central position in our lives 中的 believe 直接引出主张, 段末 Thus, life should be seen as an end in itself. 以 Thus 收束出结论, 两处合起来锁定立场。

【替换】 work should not hold a central position in our lives or take up so much of our time ↔

Prioritizing life over work.

工作不居中心等于生活优先

life should be seen as an end in itself ↔ **Prioritizing life over work.**

生活本身是目的印证生活优先

【排除】 A) 与原文相反

A 借录音 meaning, purpose and social value reside in the communities and relationships built and sustained outside of the workplace 里的 meaning, 但原文明说意义在职场"之外", A 却说"在工作中找意义", 正话反说。

借用原文: meaning, purpose and social value reside in the communities and relationships built and sustained outside of the workplace

C) 原词陷阱

C 借录音 the communities and relationships 里的 communities/relationships, 但原文是说意义"寓于"社区与关系之中, 并非主张"去改善社区关系", 把举例性说明当成了主张。

借用原文: meaning, purpose and social value reside in the communities and relationships

D) 与原文相反

D 借录音 social value 一词, 但原文说社会价值在职场"之外"的社区与关系里实现, D 却说"在职场中实现社会价值", 与原文相反。

借用原文: social value reside in the communities and relationships built and sustained outside of the workplace

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A) , B) , C) and D) . Then mark the corresponding letter on *Answer Sheet 1* with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

1 Recent studies show that self-control and persistence increase academic outcomes, independence of IQ. Even our personal beliefs about efforts can affect academic outcomes. Children who think effort leads to achievement outperform those who believe ability is a fixed trait. Given the link between persistence and academic success, decisions about efforts are particularly important in childhood.

近期研究表明,自我控制和坚持不懈能够提高学业成绩,且独立于智商之外。甚至我们对努力的个人信念也会影响学业成绩。那些认为努力会带来成就的儿童表现优于那些相信能力是固定特质的儿童。鉴于坚持不懈与学业成功之间的联系,关于努力的决策在儿童时期尤为重要。

2 Yet, relatively little research has explored how young children learn what's worth the effort. We all know that infants are keen observers of the social world, but they're not just idly watching; they are tiny learning machines. They can generalize such abstract concepts as causal relationships and social roles from just a few examples. Even a 15-month-old infant can outperform a high level computer in such tasks. Could infants also make broad generalizable inferences from a few examples when it comes to effort? If so, then maybe persistence isn't simply a character trait. Maybe it's flexible and adaptable based on social context.

然而,关于幼儿如何学习什么值得努力的研究相对较少。我们都知道婴儿是社会世界的敏锐观察者,但他们不只是无所事事地观看,他们是微小的学习机器。他们仅从几个例子就能概括出因果关系和社会角色等抽象

概念。即使是15个月大的婴儿在此类任务中也能胜过高级计算机。婴儿在涉及努力时是否也能从几个例子中做出广泛的可概括推断?如果可以,那么也许坚持不懈并非单纯的性格特质,也许它是灵活的,可以根据社会情境进行调整。

3 To explore this question, we showed 15-month-old babies one of two things—an experimenter working hard to achieve two different goals, or an experimenter who effortlessly reached each goal. Then we introduced the baby to a novel music toy that seemed as if it could be activated by pushing a big button on top. The button could be pressed down, but didn't actually activate anything. Out of sight of the babies, we turned on the music toy with a hidden button so that they heard the toy making music. We gave the babies the music toy and left the room. Then analysts who didn't know which condition each baby was in, watched video tapes of the experiment and counted how many times babies tried to activate the toy by pressing the button.

为了探索这个问题,我们向15个月大的婴儿展示两种情况之一——一个实验者努力工作以实现两个不同的目标,或者一个实验者毫不费力地达成每个目标。然后我们向婴儿介绍一个新奇的音乐玩具,看起来似乎可以通过按压顶部的大按钮来激活。这个按钮可以被按下,但实际上不会激活任何东西。在婴儿看不见的地方,我们用一个隐藏按钮打开音乐玩具,让他们听到玩具发出音乐。我们把音乐玩具给婴儿,然后离开房间。接着,不知道每个婴儿处于哪种条件的分析人员观看实验录像带,并计算婴儿尝试通过按压按钮来激活玩具的次数。

4 Across one study and a pre-registered duplication, babies who had seen an adult persist and succeed push the button about twice as many times as those who saw an adult effortlessly succeed. In other words, babies learned that effort was valuable after watching just two examples of an adult working hard and succeeding. Part of what's exciting about this finding is that the babies didn't just imitate the adult's actions. Instead, they generalized the value of effort to a novel task. The experimenter never demonstrated pushing a button or trying to make music. Instead, the babies learned from different examples of effortful actions that the new toy probably also required persistence.

在一项研究及一次预先注册的重复实验中,看到成人坚持并成功的婴儿按压按钮的次数大约是看到成人毫不费力就成功的婴儿的两倍。换句话说,婴儿仅通过观看成人努力工作并成功的两个例子就学会了努力是有价值的。这一发现令人兴奋的部分原因在于,婴儿不只是模仿成人的行为。相反,他们将努力的价值概括到了一项新任务中。实验者从未演示过按压按钮或试图制造音乐。相反,婴儿从不同的努力行为例子中学到,这个新玩具可能也需要坚持不懈。

16. A) Affect our attitude to novel tasks.

B) Distinguish us in the social world.

C) Outweigh IQ in importance.

D) Impact academic achievements.

【题目】 What does the speaker say even our personal beliefs about effort can do?

【翻译】 说话者说,即使是我们个人关于努力的信念也能做什么?

A) 影响我们对新任务的态度。 B) 在社会世界中使我们与众不同。

C) 在重要性上超过智商。 D) 影响学业成就。

【答案】 D (细节题) Impact academic achievements.

【定位】 Even our personal beliefs about efforts can affect academic outcomes.

甚至连我们对努力的个人信念，都能影响学业成果。

【信号】 题干原词复现 + Even 强调。录音 Even our personal beliefs about efforts can affect academic outcomes. 几乎照搬了题干的 personal beliefs about effort，又用 Even 加重语气提示"这点尤其值得注意"——题干关键词原样出现加上 Even 的强调，就是答案句的信号。

【替换】 affect academic outcomes ↔ Impact academic achievements.

近义词整体替换

【排除】 A) 张冠李戴

Affect our attitude to novel tasks. 盗用了录音后文 a novel music toy / a novel task 里的 novel (新的) 一词，但那是讲婴儿对"新玩具 / 新任务"，和本题"个人信念能做什么"无关，属张冠李戴。

借用原文：a novel music toy

B) 原词陷阱

Distinguish us in the social world. 借了录音 keen observers of the social world 里的 social world，但原文是说"婴儿是社会世界的敏锐观察者"，根本没说个人信念能"在社会中区分我们"，是盗用原词的答非所问。

借用原文：keen observers of the social world

C) 偷换概念

Outweigh IQ in importance. 抓住了录音里的 IQ，但原文说自控力与坚持是 independence of IQ (独立于 IQ、与 IQ 无关)，并没有说"比 IQ 更重要"，把"无关"偷换成了"更重要"，是与原文不符的偷换。

借用原文：independence of IQ

17. A) By pressing a hidden button.

B) By pushing a big button on top.

C) By pressing two buttons at the same time.

D) By helping the babies push the right button.

【题目】 How did the researchers turn on the music toy in their experiment?

【翻译】 研究人员在他们的实验中是如何打开音乐玩具的？

A) 通过按下一个隐藏的按钮。 B) 通过按下顶部的一个大按钮。

C) 通过同时按下两个按钮。 D) 通过帮助婴儿按下正确的按钮。

【答案】 A (细节题) By pressing a hidden button.

【定位】 Out of sight of the babies, we turned on the music toy with a hidden button so that they heard the toy making music.

在婴儿看不到的地方，我们用一个隐藏的按钮打开了音乐玩具，好让他们听到玩具发出音乐。

【信号】 题干动词 **turned on** 原样复现。录音 we turned on the music toy with a hidden button 把题干的 turn on the music toy 原样念出，紧跟 with a hidden button 交代方式——题干动作短语原样出现的那句，就是答案句。

【替换】 turned on the music toy with a hidden button ↔ **By pressing a hidden button.**
with a hidden button 概括为 by pressing it

【排除】 B) **原词陷阱**

By pushing a big button on top. 整句盗自录音 pushing a big button on top, 但原文说这个顶上的大按钮"按得下去却其实不启动任何东西" (didn't actually activate anything), 它是给婴儿试的假按钮, 不是研究者打开玩具的方式, 是典型原词陷阱。

借用原文: a big button on top, but didn't actually activate anything

C) **未提及**

By pressing two buttons at the same time. 里"同时按两个按钮"在录音中完全没有出现——原文只有一个隐藏按钮和一个假的大按钮, 没有"两个一起按"的说法, 属未提及。

D) **与原文相反**

By helping the babies push the right button. 与录音相反: 原文是研究者 Out of sight of the babies (背着婴儿) 自己用隐藏按钮打开, 并非"帮婴儿按对按钮", 把"偷偷开"歪曲成"协助婴儿按", 与原文不符。

借用原文: Out of sight of the babies, we turned on the music toy with a hidden button

18. A) Perform difficult tasks successfully just by observing how adults acted.

B) Make generalizable inferences about persistence from a few examples.

C) Adapt themselves to different social contexts.

D) Work hard to interact with experimenters.

【题目】 What could the infants do in the experiment according to the speaker?

【翻译】 根据说话者的说法, 婴儿在实验中能做什么?

A) 仅通过观察成人的行为就能成功完成困难的任务。

B) 从少数例子中对坚持做出可推广的推断。 C) 使自己适应不同的社会环境。

D) 努力与实验者互动。

【答案】 **B** (细节题) Make generalizable inferences about persistence from a few examples.

【定位】 They can generalize such abstract concepts as causal relationships and social roles from just a few examples. Could infants also make broad generalizable inferences from a few examples when it comes to effort?

他们能仅凭少数几个例子, 就归纳出因果关系、社会角色这类抽象概念。那么, 当涉及努力时, 婴儿是否也能从少数例子中做出宽泛而可推广的推断呢?

【信号】选项长句原话复现 generalizable inferences from a few examples. 录音 make broad generalizable inferences from a few examples 几乎照搬了选项 B 的措辞, from just a few examples 又反复强调"只凭少数例子"——选项学术长句在录音原话里成段复现, 就是答案信号; 第4段 they generalized the value of effort 进一步证实婴儿确实做到了这种推广。

【替换】 make broad generalizable inferences from a few examples ↔

Make generalizable inferences about persistence from a few examples.

近乎原词复现 + persistence 同义补足

【排除】A) 过度推断

Perform difficult tasks successfully just by observing how adults acted. 借了录音 keen observers / observing 的"观察"之意, 但原文说的是婴儿从观察中"做出推断、推广努力的价值", 并没说他们"光靠看就成功完成难任务"; successfully、just by 把原意夸大了一截, 是过度推断。

借用原文: infants are keen observers of the social world

C) 偷换概念

Adapt themselves to different social contexts. 盗用录音 based on social context 的 social context, 但原文是说"坚持也许是灵活的、随社会情境而变"(指坚持这一特质的性质), 不是说"婴儿能让自己适应不同社会情境", 主体和意思都被偷换。

借用原文: it's flexible and adaptable based on social context

D) 张冠李戴

Work hard to interact with experimenters. 借了录音里反复出现的 experimenter (实验者) 和 effort / work hard 之意, 但原文说"努力工作"的是录像里的成人 an adult working hard, 婴儿是观察者, 录音从没说婴儿"努力去和实验者互动", 是张冠李戴。

借用原文: an adult working hard

Questions 19 to 21 are based on the recording you have just heard.

1 If chronic lateness has taken over your life and turned into a defining trait of who you are, it's likely that you're losing out on job offers, recreational opportunities, friendships, and more. If you are showing up late to your own life, get organized, prioritize punctuality, and address any underlying causes.

如果长期迟到已经接管了你的生活并成为你的一个标志性特征,那么你很可能正在失去工作机会、娱乐机会、友谊等等。如果你总是迟到于自己的人生,那就要组织好自己,优先考虑守时,并解决任何潜在的原因。

2 When you have to be somewhere, try to arrive 15 to 30 minutes before you need to. If you always run late, that means you must be failing to account for something you always do. Anticipate that by giving yourself extra time to arrive. Keep track of whether or not you actually do arrive early. You might find that leaving early gets you to places exactly on time.

当你必须去某个地方时,尽量在需要到达的时间前15到30分钟到达。如果你总是迟到,那意味着你肯定没有把某些你总会做的事情考虑在内。通过给自己额外的时间到达来预见这一点。记录你是否真的提前到达了。你可能会发现提前出发让你恰好准时到达目的地。

3 Set two alarms. Set one alarm that lets you know it's time to drop what you're doing and a second alarm that means you need to walk out the door. Obey the alarms. As soon as the first alarm goes off, stop what you're doing. If it's something you'll be coming back to, like a project for work, make a note to remind yourself where you left off. Grab everything you need and make sure you know how to get where you're going. Aim to be out the door and on your way before the second alarm rings. This will only work if you take the alarms seriously, so make sure you react as soon as you hear them.

设置两个闹钟。设置一个闹钟让你知道该放下手头的事情了,再设置第二个闹钟意味着你需要走出门。服从闹钟。第一个闹钟一响,就停下你正在做的事情。如果是你会回来继续做的事情,比如工作项目,做个笔记提醒自己做到哪里了。拿上你需要的所有东西,确保你知道如何到达目的地。争取在第二个闹钟响起之前出门上路。这只有在你认真对待闹钟时才会奏效,所以确保你一听到闹钟就做出反应。

4 Prepare for the day ahead. Have all of your notes and materials organized well in advance of each event, so that all you have to do is grab them and go when it's the actual day. If mornings are a struggle for you, do as much as you can to ready yourself the night before. Before you go to bed, lay out your clothes and pack your bag for the next day.

为即将到来的一天做好准备。提前把每个活动的所有笔记和材料整理好,这样到了真正的那天你只需要拿起它们就走。如果早晨对你来说很困难,那就尽可能在前一晚做好准备。睡觉前,把第二天的衣服摆好,把包收拾好。

5 Learn to leave time in between tasks and meetings. It soon becomes unbearable to shift between one meeting and another without space in between. If you overschedule yourself, however, you'll arrive late as soon as you hit a bump. As well as giving you space, this time also acts as a buffer between events, which can be borrowed from, should you be held up in a prior meeting, allowing you to still get to the next one on time. Calculate transit time between activities and then add 10 to 30 minutes for unexpected delays.

学会在任务和会议之间留出时间。在一个会议和另一个会议之间没有空隙地转换很快就会变得难以忍受。然而,如果你把自己的日程安排得过满,一旦遇到障碍你就会迟到。除了给你空间,这段时间还充当活动之间的缓冲,如果你在前一个会议中被耽搁了,可以从中借用时间,让你仍然能准时到达下一个会议。计算活动之间的交通时间,然后为意外延误增加10到30分钟。

19. A) Offering advice on overcoming habitual lateness.

B) Exemplifying various recreational opportunities.

C) Scrutinizing individuals' defining traits.

D) Suggesting ways for setting priorities.

【题目】 What is the speaker's purpose of giving this talk?

【翻译】 演讲者发表这次讲话的目的是什么?

A) 就克服习惯性迟到提供建议。 B) 举例说明各种休闲娱乐机会。

C) 审视个人的决定性特征。 D) 建议设定优先事项的方法。

【答案】 A (目的题) Offering advice on overcoming habitual lateness.

【定位】 If chronic lateness has taken over your life and turned into a defining trait of who you are, it's likely that you're losing out on job offers, recreational opportunities, friendships, and more. If you are showing up late to your own life, get organized, prioritize punctuality, and address any underlying causes.

如果长期迟到已经占据了你的生活、变成你这个人一个鲜明特征,那你很可能正在失去工作机会、休闲机会、友谊等等。如果你连自己的人生都总是迟到,那就把自己安排好、把准时放在首位、并解决背后的根本原因。

【信号】 篇首点题句。 目的题的答案信号是“开头的总起句”:首段先点出“chronic lateness”(长期迟到的危害,再用祈使句 get organized, prioritize punctuality, and address any underlying causes 给出全篇要教的方向,后面各段(设两个闹钟、前一晚准备、中间留时间)都是这句的展开,故它统领全篇、就是目的所在。

【替换】 chronic lateness ↔ habitual lateness

同义词替换

get organized, prioritize punctuality, and address any underlying causes ↔

Offering advice on overcoming

详述概括为“给建议”

【排除】 B) 原词陷阱

Exemplifying various recreational opportunities. 盗用了首段的原词 recreational:录音里 recreational opportunities 只是迟到会“失去”的东西之一,被一笔带过,讲话根本不是在“举例各种休闲机会”,属于把局部细节当主旨。

借用原文: recreational opportunities

C) 原词陷阱

Scrutinizing individuals' defining traits. 盗用了首段的 a defining trait of who you are: 录音只是说“长期迟到会变成你的一个鲜明特征”,并非要去“剖析人的个性特质”,方向完全跑偏。

借用原文: a defining trait of who you are

D) 偷换概念

Suggesting ways for setting priorities. 借了 prioritize punctuality(把准时放首位)里的“priorit-”做文章:录音只把“优先准时”作为众多建议中的一句,全篇并非教“如何排优先级”,以偏概全。

借用原文: prioritize punctuality

20. A) Make the breakfast simpler.

B) Take the alarms seriously.

C) Ready yourself in the early dawn.

D) Get prepared the night before.

【题目】 What should you do if mornings are a struggle for you?

【翻译】如果早上对你来说很困难,你应该怎么做?

- A) 把早餐做得更简单。 B) 认真对待闹钟。 C) 在清晨做好准备。
D) 前一天晚上做好准备。

【答案】D (细节题) Get prepared the night before.

【定位】If mornings are a struggle for you, do as much as you can to ready yourself the night before.
Before you go to bed, lay out your clothes and pack your bag for the next day.

如果早晨对你来说很吃力,那就尽量在前一晚把自己准备好。睡觉前,把衣服摆好、把第二天的包收拾好。

【信号】条件句原话复现+其后应对。答案信号是题干条件句在录音里的几乎原话复现:录音 If mornings are a struggle for you 与题干一字不差,紧跟其后的 do as much as you can to ready yourself the night before 就是给出的做法,据"条件句之后即答案"锁定此句。

【替换】ready yourself the night before ↔ Get prepared the night before.

近义短语替换

【排除】A) 未提及

Make the breakfast simpler. 听着像应对"早晨吃力"的合理办法,但录音讲早晨那段只说"前一晚摆衣服、收包",从未提及早餐或把它简化,属凭常识脑补、原文未提。

B) 张冠李戴

Take the alarms seriously. 盗用了第三段的 take the alarms seriously:那是"设两个闹钟"那条建议里的话,和本题"早晨吃力怎么办"不是同一条,被错接到这道题上。

借用原文: take the alarms seriously

C) 与原文相反

Ready yourself in the early dawn. 把 ready yourself 的时间偷改成"清晨(early dawn)",而录音明说是 ready yourself the night before(前一晚),时间点正好相反,正中第一步预读标出的 C/D 对立陷阱。

借用原文: ready yourself the night before

21. A) Finish the prior task 30 minutes earlier.

B) Keep ourselves from hitting a bump.

C) Leave time in between activities.

D) Try to avoid possible hold-ups.

【题目】According to the speaker, what can we do to combat unexpected delays?

【翻译】根据演讲者所说,我们可以做什么来应对意外延误?

- A) 提前30分钟完成前一项任务。 B) 避免自己遇到障碍。 C) 在各项活动之间留出时间。
D) 尽量避免可能的耽搁。

【答案】C (细节题) Leave time in between activities.

【定位】 Learn to leave time in between tasks and meetings. As well as giving you space, this time also acts as a buffer between events, which can be borrowed from, should you be held up in a prior meeting, allowing you to still get to the next one on time.

学会在各项任务 and 会议之间留出时间。这段时间除了给你余地,还在各项活动之间起到缓冲作用——万一前一场会议把你拖住了,可以从这段时间里挪用,让你仍能准时赶到下一场。

【信号】 段首主张句+buffer 缓冲解释。 答案信号是第五段段首的核心主张 Learn to leave time in between tasks and meetings,其后用 acts as a buffer(充当缓冲)解释它正好能对付"被前一场拖住"的意外延误,与题干 combat unexpected delays 对上,据此锁定段首这句主张。

【替换】 leave time in between tasks and meetings ↔ **Leave time in between activities.**

上位词概括替换

acts as a buffer between events ↔ **Leave time in between activities.**

缓冲机制印证该做法

【排除】 A) 原词陷阱

Finish the prior task 30 minutes earlier. 盗用了末句的数字 add 10 to 30 minutes for unexpected delays 里的"30 minutes":录音是说"为意外延误额外加留 10 到 30 分钟",并不是"把前一项任务提前 30 分钟完成",数字念到了、事却拼错了。

借用原文: add 10 to 30 minutes for unexpected delays

B) 与原文相反

Keep ourselves from hitting a bump. 盗用了 you'll arrive late as soon as you hit a bump 里的"hit a bump":录音是说"一旦把日程排太满,碰到颠簸就会迟到",讲的是过度排期的后果,而非教你"避免碰到颠簸";颠簸是无法避免的,要做的是留缓冲,选项把原意拧反了。

借用原文: you'll arrive late as soon as you hit a bump

D) 偷换概念

Try to avoid possible hold-ups. 只是把题干目标"应对意外延误"换个说法重述一遍(avoid hold-ups),并未给出录音真正提出的可操作做法;且录音 should you be held up 把"被拖住"当成会发生、需用缓冲化解的事,而非教你"避免"它,这是空泛复述目标的陷阱。

借用原文: should you be held up

Questions 22 to 25 are based on the recording you have just heard.

1 Do you think Bostonians put out the welcome mat? Do you find other cities to be more or less polite? Different cities have different feels for visitors. Some are friendly and open; some are formal and distant. Boston tends to seem hurried and sometimes a little rude. That's what some tourists have said. One study found that people here are less willing to volunteer to help strangers than those residents of other U.S. cities. Take a close look next time you're in Boston, and here are some of the things you'll probably see: people smoking in the subway stations despite the frequent reminders not to do so; pedestrians walking when the crosswalk lights say not to do so, ignoring the cars; car drivers speeding,

making a loud noise with the horn and occasionally cursing at each other. Drivers who can't be bothered to find a place to park, but instead simply turn on their blinker and stop in the middle of the street.

你认为波士顿人会铺开欢迎垫吗?你觉得其他城市更礼貌还是更不礼貌?不同的城市给访客的感觉不同。有些友好开放,有些正式疏远。波士顿往往显得匆忙,有时还有点粗鲁。这是一些游客说的。一项研究发现,这里的人比美国其他城市的居民更不愿意主动帮助陌生人。下次你在波士顿时仔细观察一下,你可能会看到以下一些情况:人们在地铁站吸烟,尽管有频繁的提醒不要这样做;行人在人行横道灯指示不要通行时仍然穿行,无视车辆;汽车司机超速行驶,大声按喇叭,偶尔还互相咒骂。司机懒得找地方停车,而是直接打开转向灯,停在街道中间。

2 Sometimes Bostonians seem like they're just too busy to be polite. Why is their city like that? Former U.S. representative Chester Atkins says it's because the Puritan founding fathers were themselves impatient and bad-tempered, and had little time for courtesy. That culture has carried down to the present day, he believes. Boston College professor Thomas O'Connor thinks a contributing factor is Boston's history as a city where each new group of immigrants was treated with suspicion and exclusion. That's given Boston a sense of clannishness and reserve, he thinks. The idea of a stranger greeting another stranger is simply not part of the local culture, he says. People will begin a conversation with someone they know, but not with a stranger. Ralph Whitehead, a professor of journalism at the University of Massachusetts at Amherst, thinks it's because Boston's upper class used manners to make class distinctions. By being snobbish about manners, Proper Bostonians made other people scornful of courtesy, he says.

有时波士顿人似乎只是太忙而无暇礼貌。为什么他们的城市是这样的?美国前众议员Chester Atkins说,这是因为清教徒创始人本身就没有耐心、脾气暴躁,没有时间讲礼貌。他认为这种文化一直延续至今。Boston College教授Thomas O'Connor认为一个促成因素是波士顿作为一个城市的历史,每一批新移民都受到怀疑和排斥。他认为这让波士顿有了一种宗派意识和保守性。陌生人向另一个陌生人打招呼的想法根本不是当地文化的一部分,他说。人们会和认识的人开始交谈,但不会和陌生人交谈。马萨诸塞大学Amherst分校新闻学教授Ralph Whitehead认为,这是因为波士顿的上层阶级用礼仪来区分阶级。他说,通过对礼仪的势利态度,正统波士顿人让其他人蔑视礼貌。

3 Some say that's just the way Boston is and that the city will never change. Still, other cities with reputations for worse rudeness are trying hard to change their images. Paris is one example where people are trying to be friendly. New York City is another. There, the city is trying to persuade subway riders to be more considerate. If those cities can make the effort, maybe Boston should as well.

有些人说这就是波士顿的样子,这座城市永远不会改变。不过,其他以更粗鲁著称的城市正在努力改变形象。巴黎就是一个人们试图变得友好的例子。纽约市是另一个例子。在那里,该市正在努力说服地铁乘客更加体贴周到。如果那些城市能够做出努力,也许波士顿也应该这样做。

22. A) Their lifestyles vary.

B) Their traits vary.

C) They have different customs.

D) They have different feels.

【题目】 What do visitors find about the cities they've been to?

【翻译】游客对他们去过的城市有什么发现？

- A) 它们的生活方式各不相同。 B) 它们的特征各不相同。 C) 它们有不同的习俗。
D) 它们有不同的感觉。

【答案】D (细节题) They have different feels.

【定位】Different cities have different feels for visitors.

不同的城市带给游客不同的感受。

【信号】**开篇点题句**。这是第一段抛出两个问句后给出的第一句陈述 Different cities have different feels for visitors., 独白常在开头先点主题, 它直接对应题干问的"游客的发现", 是答案句。

【替换】different feels for visitors ↔ **They have different feels.**

近乎原句保留 feels

【排除】A) **偷换概念**

Their lifestyles vary. 把"feels"偷换成 lifestyles (生活方式), 原文谈的是"感受"不是"生活方式", 属偷换概念。

B) **偷换概念**

Their traits vary. 用 traits (特征) 顶替原文的 feels, 原文从未说城市"特征"不同, 是换词制造的干扰。

C) **未提及**

They have different customs. 的 customs (习俗) 原文没有出现, 属无中生有的替换项。

23. A) They are not as willing to help strangers.

B) They are not as patient with one another.

C) They violate traffic rules more frequently.

D) They become more easily irritated in public.

【题目】What did one study find about Bostonians compared with residents of other U.S. cities?

【翻译】一项研究发现,与美国其他城市的居民相比,Boston人有什么特点?

- A) 他们不太愿意帮助陌生人。 B) 他们彼此之间不太有耐心。
C) 他们更频繁地违反交通规则。 D) 他们在公共场合更容易被激怒。

【答案】A (细节题) They are not as willing to help strangers.

【定位】One study found that people here are less willing to volunteer to help strangers than those residents of other U.S. cities.

一项研究发现, 与美国其它城市的居民相比, 这里的人更不愿意主动帮助陌生人。

【信号】**study found 信号词**。句首 One study found that 是题干 one study 的直接对应锚点, 其后跟的就是研究结论, 是答案句。

【替换】 less willing to volunteer to help strangers ↔ **They are not as willing to help strangers.**

less=not as 同义改写

【排除】 B) **答非所问**

not as patient with one another 里的 patient 来自后文 too busy to be polite 的语境联想，但研究句说的是"帮陌生人"不是"彼此有无耐心"，把别处内容安到研究结论上，属答非所问。

借用原文：Sometimes Bostonians seem like they're just too busy to be polite.

C) **原词陷阱**

violate traffic rules more frequently 盗用第一段后半罗列的现象——pedestrians walking when the crosswalk lights say not to、car drivers speeding，但这些是说话人列举的所见，不是 one study 的结论，属原词陷阱。

借用原文：car drivers speeding, making a loud noise with the horn

D) **过度推断**

more easily irritated in public 由后文 cursing、rude 的氛围引申而来，但研究句并未说波士顿人"更易动怒"，是顺着语气过度推断。

借用原文：occasionally cursing at each other

24. A) It was practiced by Boston's founding fathers.

B) It is not deemed exotic by Proper Bostonians.

C) It was adopted by Boston's upper class.

D) It is not part of Boston's local culture.

【题目】 **What does Thomas O'Connor say about the idea of strangers greeting one another?**

【翻译】 Thomas O'Connor对陌生人互相问候这一想法有何看法？

A) 这是Boston建城先辈们践行的做法。 B) 正统Boston人并不认为这是异域风俗。

C) 这被Boston上层阶级所采纳。 D) 这不是Boston地方文化的一部分。

【答案】 **D** (细节题) It is not part of Boston's local culture.

【定位】 The idea of a stranger greeting another stranger is simply not part of the local culture, he says.

他说，陌生人跟陌生人打招呼这种事，根本就不属于本地文化。

【信号】 **he says 归属信号**。这句以 he says 收尾，he 回指本段正在论述的 Thomas O'Connor，把观点准确归到他名下；其内容直接回答"陌生人打招呼"与文化的关系，是答案句。

【替换】 simply not part of the local culture ↔ **It is not part of Boston's local culture.**

near-原句对应

【排除】 A) 张冠李戴

practiced by Boston's founding fathers 盗用了 the Puritan founding fathers, 但那是 Chester Atkins 的说法、且讲的是性情急躁, 与 O'Connor 谈"陌生人打招呼"无关, 属张冠李戴。

借用原文: the Puritan founding fathers were themselves impatient and bad-tempered

B) 原词陷阱

not deemed exotic by Proper Bostonians 把 Proper Bostonians 这个原词拼到不存在的 exotic 上, Proper Bostonians 出自 Whitehead 谈"以礼仪划阶级"的论述, 原文从无"是否异域风"之说, 属原词陷阱。

借用原文: Proper Bostonians made other people scornful of courtesy

C) 张冠李戴

adopted by Boston's upper class 盗用 Boston's upper class used manners to make class distinctions, 那是 Whitehead 的说法、讲的是上层用礼仪划分阶级, 并非 O'Connor 论"陌生人打招呼", 属张冠李戴。

借用原文: Boston's upper class used manners to make class distinctions

25. A) Stick to its own way of showing courtesy to strangers.

B) Follow the examples set by Paris and New York City.

C) Learn from the world's major cities in promoting tourism.

D) Take pride in its history and adhere to its cultural tradition.

【题目】 What does the speaker think Boston should do?

【翻译】 说话者认为Boston应该做什么?

A) 坚持自己对陌生人表示礼貌的方式。 B) 效仿Paris和New York City树立的榜样。

C) 学习世界主要城市在推广旅游方面的做法。 D) 为其历史感到自豪并坚守其文化传统。

【答案】 B (推断题) Follow the examples set by Paris and New York City.

【定位】 Paris is one example where people are trying to be friendly. New York City is another. There, the city is trying to persuade subway riders to be more considerate. If those cities can make the effort, maybe Boston should as well.

巴黎就是一个例子, 那里的人在努力变得友善。纽约也是, 那座城市正设法说服地铁乘客多为他人着想。如果这些城市都能努力, 那么也许波士顿也应该这么做。

【信号】 末句 maybe...should 表态。 结尾 If those cities can make the effort, maybe Boston should as well. 用条件句含蓄给出说话人的建议——既然巴黎、纽约都在努力改, 波士顿也应仿效, 是承载态度的答案句。

【替换】 Paris is one example ↔ Follow the examples set by Paris and New York City.

举例即榜样

maybe Boston should as well ↔ Follow the examples

should as well=该照做

【排除】A) 与原文相反

Stick to its own way of showing courtesy to strangers 是"保持原样", 恰与说话人"也该努力改"的劝告相反; 它呼应的是上文 the city will never change, 但那是"some say"的观点、被 Still 一转否掉了。

借用原文: Some say that's just the way Boston is and that the city will never change.

C) 未提及

Learn from the world's major cities in promoting tourism 借用了"向大城市学"的影子, 但原文谈的是变友善、有礼, 从未提"promoting tourism (推广旅游)", 属未提及。

D) 与原文相反

Take pride in its history and adhere to its cultural tradition 盗用前文 Boston's history 等词, 主张"守住历史与传统", 与说话人"该像巴黎纽约一样去改"正好相反, 属与原文相反。

借用原文: Boston's history as a city where each new group of immigrants was treated with suspicion

SENTENCE INSIGHTS • 句子精讲

64 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。

W: Didn't I call for you last week?

第2段, 第1句

涵盖主语、谓语(动词短语 call for)、宾语、时间状语四类成分, 且以疑问句形式呈现, 可练习疑问句中主谓识别, 但成分种类不够丰富、无易错点

M: I'm sorry, but I'm not in charge of scheduling all logistics.

第5段, 第1句

"I'm sorry, but..." 是口语和书面语中常见的道歉加解释句式, 具有一定的实用性和代表性。但作为考试句式, 简单并列句不是四六级或考研的重点考查对象, 相比复杂的主从复合句, 迁移价值相对有限

All I can tell you is I got the call this week and came as soon as I could.

第5段，第3句

覆盖主谓宾、主系表、双宾语、时间状语、定语从句、表语从句、状语从句等多种成分和结构，且定语从句省略关系代词、状语从句省略动词、表语从句内并列谓语等都是易错点，非常适合作为成分划分练习。

Well, I'll have you know, my manager is rather indignant that it's taken you this long to come.

第6段，第2句

本句覆盖了使役结构 ("have you know")、宾语从句（两层嵌套）、主系表结构、形式主语与真正主语、双宾语结构 ("taken you this long") 等多种成分类型，且 "indignant" 后接宾语从句的用法较为特殊，是优质的成分划分练习材料。

I understand it might not be your fault, but nevertheless, you should know what the feeling is around here.

第6段，第3句

并列转折句 + 宾语从句的组合在四六级和考研真题中非常常见。省略 that 的宾语从句和 what 引导的宾语从句都是高频考点。情态动词 should、might 的用法也是常考内容。整体结构具有较高的代表性和迁移价值。

Do you know if it's backed up?

第9段，第2句

"Do you know if/whether..." 是四六级和考研常见的间接疑问句句型，宾语从句由 "if" 引导表示 "是否"，这种结构在阅读和听力中频繁出现，实用性和典型性都很高。

M: I mean, do you know if its contents have been copied and saved somewhere else?

第11段，第1句

疑问句 + 宾语从句是四六级、考研听力和阅读中的高频结构；"if" 引导的宾语从句表示不确定内容，完成时被动语态也是常考时态。句式具有较强代表性，学习者掌握后可迁移到大量类似句子。

M: Well, depending on the ensuing operative scenario, if I need to wipe the system directories clean in order to reconfigure default protocols, then my first intervention should be to intricately retrieve all inventories that I can.

第13段，第1句

本句成分丰富且含多个易错点：主句有前置状语（"depending on" 短语）、条件状语从句、不定式作表语、定语从句修饰宾语；条件从句内有不定式作宾语、宾补（"clean"）、目的状语（"in order to" 短语）；定语从句涉及关系代词在从句内充当宾语且动词省略。这些结构覆盖状语、宾语、表语、定语等多种成分，且有分隔、省略等坑点，训练价值高。

Otherwise, all data that was stored on its hard drive will be forever lost.

第13段，第2句

主句含定语从句修饰主语的结构在四六级和考研阅读中非常常见，限制性定语从句用 "that" 引导且修饰主语名词是标准句式。被动语态与将来时的组合也是考试高频考点。本句结构具有较高的代表性和可迁移性，学习者掌握后可应用于大量类似句型的理解。

What does the woman say her manager would know?

第4题题干

"疑问词 + 助动词 + 主语 + 动词 + 宾语从句（宾语提前）" 是四六级听力和阅读中的高频句式。这种结构在询问他人观点、转述问题时大量出现，学会后可迁移到多种场景，典型性很强。

In fact, this is why I wished to speak to you.

第2段，第2句

主系表结构加表语从句是四六级和考研中的高频句式，why 引导的名词性从句常出现在阅读和写作中，插入语的使用也是常见考点，句子结构具有较高的典型性和迁移价值。

Many people will say it's a boring field, but I disagree.

第3段，第2句

本句体现了 "主句 + 宾语从句 + 转折并列主句" 的经典结构，这种 "陈述他人观点 + 表达自己相反态度" 的句式在四六级和考研阅读、写作中高频出现。宾语从句紧跟及物动词、转折连词连接并列主句都是标准用法，掌握后可在大量类似语境中复用。结构代表性强，学习迁移价值高。

W: Do you mind giving me an example?

第6段，第1句

"Do you mind + 动名词" 是口语和书面语中极为常见的礼貌请求句式，在四六级听力对话、考研翻译及写作中频繁出现，掌握后可直接迁移至大量类似场景

Let's say for example, there are two landowners who are in a thorny disagreement about something like the borders of their adjacent plots.

第7段，第3句

覆盖祈使句主句、宾语从句(存在句结构)、限制性定语从句三种结构,涉及主谓宾、状语、定语等多种成分。宾语从句的存在句后置主语、定语从句的关系代词作主语,都是常见考点,有一定练习价值

For this reason, it's usually better to resolve problems outside of court whenever possible.

第9段，第3句

"It is + 形容词 + to do" 是四六级和考研阅读中的高频句型，时间状语从句的省略也是真题中常见的简化手段。本句结构具有很强的代表性，掌握后可以迁移到大量类似句子的分析中。

So besides knowing the law inside out, you need good people skills, right?

第10段，第2句

"besides + 动名词" 作状语补充条件或对比，是四六级和考研阅读中常见的表达方式，句末附加疑问 "right" 也是口语化书面语中的典型用法。整体句式有一定代表性，掌握后可迁移到类似表达，但结构本身较简单，不如复杂从句句式那样高频且具挑战性。

Courts are getting too bureaucratic to function.

第7题，B

"too...to..." 结构在四六级和考研阅读中较为常见，用于表达程度过高导致某种结果。系表结构配合进行时也是典型用法。但整句过于简短，缺少从句、并列等更复杂但同样常考的句式特征，代表性中等。

What does the man think is required of any law professional?

第8题 题干

本句覆盖的成分包括主句的主谓宾结构、从句的主谓状结构，并且涉及疑问词在从句中充当主语的特殊用法、被动语态中的介词短语状语，成分种类较为丰富。特别值得练习的是宾语从句中疑问词作主语的识别，以及被动结构中介词短语的功能判断，这些都是学习者容易混淆的点。

But as we age, many of us have difficulty retrieving memories.

第1段，第2句

"as" 引导时间状语从句 + 主句的结构在四六级和考研阅读中较为常见，"have difficulty doing" 也是高频搭配，具有一定代表性，但句子整体偏简单，不如更复杂的典型句式那样具有高复用价值。

While this wealth of prior knowledge can make memory retrieval challenging, the researchers say it has its upsides—this life experience can aid with creativity and decision-making.

第2段，第2句

While 引导让步状语从句 + 主句包含宾语从句的结构在四六级和考研阅读中较为常见，属于典型的复合句句式；使役动词 make 的用法和破折号的解释功能也是常考点，学习该句可迁移到类似句型。

Researchers Tarek Amer, Jordana Wynn and Lynn Hasher looked at several behavioral and brain imaging studies, which show that older adults have difficulty suppressing information that is no longer relevant and that when searching for a specific memory, they often retrieve other, irrelevant memories along with it.

第3段，第1句

本句结构高度典型：非限制性定语从句补充说明研究内容、show 带并列宾语从句陈述发现、定语从句修饰名词、状语从句说明时间条件，这些都是四六级及考研阅读中的常见句式；掌握本句的切分与成分识别方法，可直接迁移到大量同类长难句。

The studies also showed that when given a cognitive task, older adults rely more heavily on previous knowledge than younger adults do.

第3段，第2句

本句结构高度典型:主句加宾语从句是四六级和考研阅读的常见句式,宾语从句内嵌套时间状语从句和比较从句也是高频组合,且比较结构中的承前省略than...do是考试常考点,掌握后可迁移到大量类似长难句

"Evidence suggests that older adults show preserved, and at times enhanced, creativity as a function of enriched memories," the researchers write.

第4段，第2句

引述结构配合宾语从句的双层嵌套是学术写作和新闻报道中的典型句式，四六级和考研阅读中经常出现。掌握这种“某人说/写 + 直接引语（内含主从复合句）”的结构，可以迁移到大量类似语境中，实用性很强。

They further hypothesize that older adults may be well served by their prior knowledge when it comes to decision-making, where they can pull on their accumulated wisdom.

第4段，第3句

句子包含丰富的成分类型:主句有主谓宾和程度状语,宾语从句有主谓、程度状语、方式状语、时间状语和非限制性定语从句作补充状语,时间状语从句涉及固定搭配 it comes to,非限制性定语从句涉及情态动词和介词短语状语。成分种类多样,尤其是多层状语和从句作成分的识别,适合作为划分成分的练习句。

They looked into the relationship between one's prior knowledge and creativity.

第9题，A

简单句加短语动词加名词性宾语的结构在四六级和考研阅读中较为常见，具有一定代表性。宾语中使用介词短语作后置定语也是典型的学术表达方式。但由于句子过于简单、没有从句或复杂修饰结构，无法覆盖考试中更常见的复杂长难句句式，典型性属于中等水平。

Young adults rely on memory while older adults keep notes as a reminder.

第10题，A

while 引导的对比状语从句是考试中常见的句式,用于对比两个主体的行为或状态,具有一定代表性。主从复合句的基本框架也是典型结构。但本句结构过于简单,缺少定语从句、名词性从句等更高频的复杂句式,迁移价值中等。

They can rely on their accumulated wisdom in an emergency.

第11题，C

情态动词加动词原形的主谓宾状结构在四六级和考研真题中较为常见，属于中等典型度的句式。但本句过于简短，缺少真题中常考的从句嵌套、分隔结构等特征，代表性一般。

First, work can be alienating.

第2段，第1句

"情态动词 + be + 形容词"的主系表结构在考试中较为常见，具有一定代表性。但句子过短且无从句或并列，难以代表真题中常见的复杂句式。

Second, workers are not paid the full value of their labor.

第3段，第1句

被动语态的简单句在四六级和考研阅读中极为常见，尤其在论述社会、经济、科学话题时频繁出现。本句"主语 + be 动词 + not + 过去分词 + 宾语"的结构是典型的被动否定句式，掌握后可直接迁移到大量类似句子的理解中。句首状语的使用也符合学术写作和考试文章的常见行文习惯。

Real wages have not kept pace with productivity, driving economic inequality and a decline in labor's share of income.

第3段，第2句

简单句 + 现在分词短语作结果状语的组合在四六级和考研阅读中高频出现，属于常考句式。现在完成时搭配否定结构也是典型用法，学习者掌握后可迁移到大量类似句子。

In the U.S., full time employees work an average of 8.72 hours per day despite productivity increases.

第4段，第2句

简单句配地点状语和让步状语的结构在真题中较为常见，'despite + 名词短语'作让步状语是典型用法。但因无从句，无法练习主从复合句或并列句等更高频的复杂句式，典型性中等。

But unless changes are made to the structure of work, automation will simply exert downward pressure on wages and further diminish work opportunities.

第5段，第3句

本句的"条件状语从句 + 主句"结构是四六级和考研阅读中的高频句式，尤其是"unless"引导的否定条件句在议论文中常见。并列谓语结构也是典型的句式扩展方式。从句使用被动语态、主句使用将来时态的组合，符合学术和评论类文本的表达习惯。掌握这种结构后，学生可以在大量真题句子中识别和复用，具有较强的迁移性。

There are competing visions of the best way to arrive at a solution.

第6段，第2句

There be 存在句搭配后置定语修饰是四六级和考研阅读中的高频句式，掌握后可广泛迁移到同类结构的理解和翻译，具有较强代表性。

The post-work theorists believe that work should not hold a central position in our lives or take up so much of our time.

第6段，第4句

"主句 + that 宾语从句" 是四六级和考研阅读中的高频句式,宾语从句表达观点主张的用法极为常见,从句内并列谓语也是典型结构,学习迁移性强。

Thus, life should be seen as an end in itself.

第6段，第6句

本句的结构非常典型：情态动词加被动语态（should be done）是四六级和考研阅读中高频出现的句式，常用于表达建议、规范或客观评价；"see ... as ..." 的被动形式（be seen as）也是常考搭配，学生掌握后可直接迁移到大量类似句子中。结构简洁、无特殊变形，代表性强。

They are worried about being alienated from the outside world.

第12题，B

"be + 形容词 + about" 结构在考试中较为常见，用于表达情感态度，具有一定代表性。动名词被动式 "being alienated" 也是常考点，掌握后可迁移到类似结构。

What does the passage say long working hours contribute to?

第13题 题干

特殊疑问句嵌套疑问宾语从句是四六级和考研阅读中的常见句式，尤其在问答题和理解题中频繁出现。本句结构非常典型，掌握后可直接迁移到大量类似题目。

Children who think effort leads to achievement outperform those who believe ability is a fixed trait.

第1段，第3句

本句的对称对比结构（两个定语从句分别修饰主语和宾语、每个定语从句内嵌宾语从句）是考研和四六级阅读中的高频句式，掌握后可迁移到大量类似的对比论证句

Yet, relatively little research has explored how young children learn what's worth the effort.

第2段，第1句

疑问词引导的宾语从句是四六级和考研阅读中的高频结构，尤其是 "how" 和 "what" 引导的嵌套宾语从句在学术文本和新闻报道中极为常见，掌握后可大量复用。

Could infants also make broad generalizable inferences from a few examples when it comes to effort?

第2段，第5句

疑问句倒装、情态动词加动词原形、状语从句修饰主句，均为四六级和考研阅读中的高频句式。"when it comes to ..." 固定搭配也是常见表达。结构具有较强的代表性和可迁移性，掌握后可应用于大量类似句子。

If so, then maybe persistence isn't simply a character trait.

第2段，第6句

条件状语从句 + 主句是四六级和考研中常见的句式，副词 then 呼应 If 从句的用法也较典型。但本句主句结构过于简单，条件从句的省略形式虽常见但不够复杂，整体代表性中等。

To explore this question, we showed 15-month-old babies one of two things—an experimenter working hard to achieve two different goals, or an experimenter who effortlessly reached each goal.

第3段，第1句

双宾语结构、限制性定语从句、不定式作目的状语、现在分词作后置定语均为四六级和考研阅读中的高频句式；破折号引出同位语解释的用法也常见于学术写作，句子结构具有很强的代表性和可迁移性

Then we introduced the baby to a novel music toy that seemed as if it could be activated by pushing a big button on top.

第3段，第2句

本句成分丰富，涵盖主谓双宾结构、定语从句、表语从句、方式状语、被动语态等多种语法点。特别是双宾语结构 "introduce A to B" 和嵌套从句中的成分划分，适合作为成分识别的综合练习。定语从句中的关系代词 "that" 既连接又充当主语，表语从句中的被动结构和方式状语，都是值得练习的考点。

Out of sight of the babies, we turned on the music toy with a hidden button so that they heard the toy making music.

第3段，第4句

句子涵盖主谓宾基本成分、地点状语、定语、目的状语从句、宾语补足语等多种成分，特别是感官动词的复合宾语结构和目的状语从句的识别有一定练习价值，适合训练成分划分能力。

Then analysts who didn't know which condition each baby was in, watched video tapes of the experiment and counted how many times babies tried to activate the toy by pressing the button.

第3段，第6句

成分丰富且含多个易错点:主语被定语从句分隔、双宾语并列谓语、宾语从句作宾语、方式状语和程度状语同时出现、疑问词引导的从句语序调整。覆盖了主谓宾、定语从句、宾语从句、状语等多种成分,且存在分隔和嵌套陷阱,是理想的成分划分练习句

Across one study and a pre-registered duplication, babies who had seen an adult persist and succeed push the button about twice as many times as those who saw an adult effortlessly succeed.

第4段，第1句

本句覆盖主谓宾、定语从句、比较状语、宾语补足语、承前省略等多种成分和结构;尤其是感官动词 see 后接宾语加动词原形(persist and succeed, effortlessly succeed)这一易错点,以及比较从句中谓语的承前省略,都是值得反复练习的考点,训练价值高。

In other words, babies learned that effort was valuable after watching just two examples of an adult working hard and succeeding.

第4段，第2句

主句 + 宾语从句 + 时间状语是四六级和考研阅读中的典型结构, learn that 的搭配和 after doing 的时间状语都是高频句式。动名词复合结构和现在分词作定语也常见于真题。掌握本句结构可以迁移到大量类似长难句。

Instead, they generalized the value of effort to a novel task.

第4段，第4句

本句覆盖主语、谓语、宾语、状语四种基本成分, 结构典型但种类有限。宾语部分 "the value of effort" 包含 "of" 引导的定语修饰, 可练习定语识别; 状语 "to a novel task" 可练习介词短语作状语的判断。但整体成分较单一, 缺少补语、同位语、复杂定语从句等丰富成分, 训练价值中等偏下。

If chronic lateness has taken over your life and turned into a defining trait of who you are, it's likely that you're losing out on job offers, recreational opportunities, friendships, and more.

第1段，第1句

句子成分丰富且含多个易错点: 形式主语 it 与真正主语从句的对应、条件状语从句的识别、并列谓语 (has taken 和 turned 共用助动词)、嵌套的宾语从句 (who you are 在介词 of 后)、lose out on 的固定搭配及其宾语识别。这些都是常考且容易混淆的点, 训练价值高。

When you have to be somewhere, try to arrive 15 to 30 minutes before you need to.

第2段，第1句

祈使句搭配时间状语从句是英语中常见的建议或指令句式, 四六级和考研阅读中经常出现。"try to do"结构和"before"引导的时间从句也是高频句式。掌握后可迁移到大量类似句子的理解和写作中。

If you always run late, that means you must be failing to account for something you always do.

第2段，第2句

句子成分丰富:涵盖主语、谓语、宾语、状语(频度和结果)、宾语从句、定语从句、不定式作宾语等多种成分。特别是定语从句中关系代词省略、不定式短语作动词宾语、指示代词 that 指代整个从句,都是常见易错点,训练价值高。

Keep track of whether or not you actually do arrive early.

第2段，第4句

本句涵盖了祈使句的谓语识别、固定搭配 keep track of 的处理、名词性从句作宾语、从句内部主谓宾和状语的划分，以及 do 强调结构的识别。成分种类较丰富，固定搭配和强调结构是易错点，适合作为基础到中等难度的练习句

As soon as the first alarm goes off, stop what you're doing.

第3段，第4句

祈使句+时间状语从句+宾语从句的组合在四六级听力指令、考研写作建议句中高频出现,句式简洁实用,学习后可直接迁移到类似表达。

If it's something you'll be coming back to, like a project for work, make a note to remind yourself where you left off.

第3段，第5句

条件从句 + 祈使句主句 + 目的状语 + 宾语从句,是四六级和考研常考的复合句型;定语从句嵌套在条件从句中、关系代词省略,也是高频考点,典型性强。

Have all of your notes and materials organized well in advance of each event, so that all you have to do is grab them and go when it's the actual day.

第4段，第2句

祈使句 + 目的状语从句的组合、have sth done 的使役结构、定语从句中关系代词的省略、时间状语从句的嵌套，都是四六级和考研阅读或写作中的高频句式。掌握本句的分析方法后，可直接迁移到大量类似真题句中，实用性和代表性都很强。

As well as giving you space, this time also acts as a buffer between events, which can be borrowed from, should you be held up in a prior meeting, allowing you to still get to the next one on time.

第5段，第4句

本句结构复杂度适中偏高，主干识别有一定难度，时态语态涉及情态被动和虚拟语气，成分类型丰富且有易错点，句式结构高度典型。综合来看，这是一个优质的训练句，既能检验学生对复杂分句结构的理解，又能锻炼成分划分和时态语态判断能力，且具有很强的实战应用价值。建议优先用于训练。

Take a close look next time you're in Boston, and here are some of the things you'll probably see: people smoking in the subway stations despite the frequent reminders not to do so; pedestrians walking when the crosswalk lights say not to do so, ignoring the cars; car drivers speeding, making a loud noise with the horn and occasionally cursing at each other.

第1段，第8句

该句是练习识别非谓语动词（现在分词作定语/状语）、倒装结构、定语从句省略连接词以及冒号引导长同位语的极佳素材。

Sometimes Bostonians seem like they're just too busy to be polite.

第2段，第1句

"seem like" 引出宾语从句、"too...to..." 表示结果的结构，都是四六级和考研阅读中的高频句式。本句结构典型，掌握后可迁移到大量类似句子，如 "It seems that..."、"appear to be..." 等变体，实用性强。

Former U.S. representative Chester Atkins says it's because the Puritan founding fathers were themselves impatient and bad-tempered, and had little time for courtesy.

第2段，第3句

包含宾语从句套表语从句的三层嵌套、并列谓语、形式主语等常见句式，属于四六级和考研阅读中较典型的复杂句结构。掌握后可迁移到类似的多层从句句子。

Boston College professor Thomas O'Connor thinks a contributing factor is Boston's history as a city where each new group of immigrants was treated with suspicion and exclusion.

第2段，第5句

涵盖多种成分:主句的主谓宾、宾语从句的主系表、定语从句的被动结构主谓加方式状语,还有同位语结构、介词短语作定语。特别是宾语从句省略 that 和定语从句修饰表语中的名词,都是常见易错点,训练价值较高

Still, other cities with reputations for worse rudeness are trying hard to change their images.

第3段，第2句

主语带介词短语作后置定语、谓语后接不定式表目的，是四六级和考研阅读中非常典型的句式。现在进行时表达当前趋势也是常见用法。这个结构在真题中反复出现，学生掌握后可以迁移到大量类似句子。

What did one study find about Bostonians compared with residents of other U.S. cities?

第23题 题干

特殊疑问句在四六级与考研阅读中频繁出现，且本句展示了疑问词作宾语前置、助动词倒装、后置定语修饰等典型结构。掌握本句语序规则与成分识别方法后，可直接迁移至大量同类疑问句的分析，具有较高的代表性和复用价值。

They are not as willing to help strangers.

第23题，A

主系表结构是基础句型，"be + 形容词 + to do" 是常见表达，"not as ... as" 比较结构也较典型。但本句过于简单，未体现真题中常见的复杂修饰或从句嵌套，代表性中等。

Take pride in its history and adhere to its cultural tradition.

第25题，D

祈使句在四六级和考研真题中较为常见，尤其在写作建议、广告宣传、演讲类文本中。本句的并列谓语结构也是常见句式，具有一定的代表性和迁移价值。

本卷出现的 258 个英语六级真题高频词

下列单词既在本卷录音原文中出现，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）。每个词标注本卷 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。

button A1

n. 纽扣

本卷10次 · 真题 14 句

court A2

n. 法院

本卷7次 · 真题 31 句

researcher B2

n. 研究人员

本卷6次 · 真题 363 句

prior B2

adj. 先前的，之前的

本卷6次 · 真题 22 句

simply B1

adv. 仅仅，只不过

本卷5次 · 真题 119 句

involve B1

v. 包含

本卷5次 · 真题 82 句

retrieve B2

v. 取回

本卷5次 · 真题 16 句

alarm A2

n. 警报器

本卷5次 · 真题 12 句

persistence C1

n. 坚持不懈

本卷5次 · 真题 8 句

relationship B1

n. 关系

本卷4次 · 真题 168 句

cognitive C1

adj. 认知的

本卷4次 · 真题 85 句

wage B1

n. 工资

本卷4次 · 真题 63 句

creativity B2

n. 创造力

本卷4次 · 真题 45 句

novel B1

n. 小说

本卷4次 · 真题 43 句

infant B2

n. 婴儿

本卷4次·真题 31 句

press A2

v. 按, 压

本卷4次·真题 30 句

resolve B2

v. 解决 (问题、困难)

本卷4次·真题 21 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷3次·真题 182 句

opportunity B1

n. 机会

本卷3次·真题 115 句

major B1

adj. 主要的

本卷3次·真题 108 句

academic B2

adj. 学术的

本卷3次·真题 104 句

case A2

n. 情况

本卷3次·真题 97 句

contribute B1

v. 捐献

本卷3次·真题 79 句

workplace B1

n. 工作场所

本卷3次·真题 70 句

productivity B2

n. 生产率

本卷3次·真题 58 句

rely B1

v. 依赖; 依靠

本卷3次·真题 51 句

trait B2

n. 特征

本卷3次·真题 39 句

central B1

adj. 主要的

本卷3次·真题 36 句

automation B2

n. 自动化 (用机器或计算机代替人工操作)

本卷3次·真题 33 句

activate B2

v. 使运作

本卷3次·真题 18 句

dispute B2

n. 争论

本卷3次·真题 17 句

accumulate B2

v. 积累

本卷3次·真题 14 句

effect A2

n. 影响

本卷2次·真题 191 句

data B1

n. 数据

本卷2次·真题 181 句

system A2

n. 系统

本卷2次·真题 176 句

risk A2

n. 风险

本卷2次·真题 167 句

community B1

n. 社区

本卷2次·真题 163 句

issue B1

n. 问题

本卷2次·真题 158 句

local A2

adj. 当地的

本卷2次·真题 143 句

affect B1

v. 影响

本卷2次·真题 116 句

professor B1

n. 教授（大学教师的最高职称）

本卷2次·真题 112 句

career B1

n. 职业

本卷2次·真题 106 句

access B1

n. 进入

本卷2次·真题 101 句

event A2

n. 事件

本卷2次·真题 99 句

according B1

prep. 根据

本卷2次·真题 96 句

evidence B1

n. 证据

本卷2次·真题 87 句

belief B1

n. 相信

本卷2次·真题 85 句

professional B1

adj. 专业的

本卷2次·真题 82 句

further B1

adv. 更远地

本卷2次·真题 79 句

despite B1

prep. 尽管

本卷2次·真题 77 句

solution B1

n. 解决办法

本卷2次·真题 76 句

journal B1

n. 杂志

本卷2次·真题 66 句

material B1

n. 材料

本卷2次·真题 66 句

quickly A2

adv. 快速地

本卷2次·真题 63 句

perform B1

v. 执行

本卷2次·真题 61 句

struggle B1

v. 奋斗

本卷2次·真题 54 句

explore B1

v. 探索

本卷2次·真题 52 句

argument B1

n. 争论

本卷2次·真题 51 句

resident B2

n. 居民

本卷2次·真题 50 句

advance B1

v. 前进

本卷2次·真题 48 句

labor B1

n. 劳动

本卷2次·真题 42 句

function B1

n. 功能

本卷2次·真题 40 句

outcome B2

n. 结果

本卷2次·真题 40 句

relevant B2

adj. 相关的

本卷2次·真题 38 句

structure B1

n. 结构

本卷2次·真题 35 句

profit B1

n. 利润, 盈利

本卷2次·真题 33 句

context B2

n. (事情发生的) 背景、环境

本卷2次·真题 32 句

content B1

n. 内容

本卷2次·真题 31 句

explanation B1

n. 解释

本卷2次·真题 31 句

frequently B1

adv. 频繁地

本卷2次·真题 31 句

employ B1

v. 雇用

本卷2次·真题 30 句

working A2

adj. 有工作的

本卷2次·真题 29 句

propose B1

v. 提议

本卷2次·真题 28 句

vision B2

n. 视力

本卷2次·真题 28 句

delay B1

n. 延迟

本卷2次·真题 27 句

willing B1

adj. 愿意的, 乐意的

本卷2次·真题 26 句

manner B1

n. 方式

本卷2次·真题 25 句

legal B1

adj. 法律的

本卷2次·真题 23 句

behavioral

B2

adj. 行为的

本卷2次·真题 22 句

adverse

C1

adj. 不利的

本卷2次·真题 21 句

wisdom

B2

n. 智慧

本卷2次·真题 20 句

unexpected

B1

adj. 意外的

本卷2次·真题 18 句

hidden

B1

adj. 隐藏的

本卷2次·真题 16 句

subway

A2

n. 地铁

本卷2次·真题 15 句

crowded

A2

adj. 拥挤的, 挤满人的

本卷2次·真题 14 句

irrelevant

B2

adj. 无关紧要的

本卷2次·真题 11 句

outperform

C1

v. 表现优于, 胜过

本卷2次·真题 10 句

wipe

A2

v. 擦, 抹

本卷2次·真题 10 句

criminal

B1

n. 罪犯

本卷2次·真题 9 句

upper

A2

adj. 上面的, 上层的

本卷2次·真题 9 句

stake

B2

n. 股份

本卷2次·真题 8 句

less

A1

det. 较少的

本卷1次·真题 273 句

benefit

B1

n. 好处

本卷1次·真题 244 句

likely

A2

adj. 很可能的

本卷1次·真题 228 句

focus B1

n. 重点

本卷1次·真题 200 句

employee A2

n. 雇员, 员工

本卷1次·真题 190 句

tend B1

v. 倾向于, 往往会

本卷1次·真题 170 句

accord C1

n. (国家、团体间的) 协议

本卷1次·真题 167 句

economic B2

adj. 经济的

本卷1次·真题 167 句

base A2

n. 基础

本卷1次·真题 126 句

finding B2

n. 调查结果

本卷1次·真题 121 句

project A2

n. 项目

本卷1次·真题 116 句

average A2

adj. 平均的

本卷1次·真题 112 句

factor B1

n. 因素

本卷1次·真题 108 句

least A2

det. 最少的

本卷1次·真题 98 句

income B1

n. 收入

本卷1次·真题 94 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本卷1次·真题 94 句

account A2

n. 账户

本卷1次·真题 93 句

potential B2

adj. 潜在的

本卷1次·真题 92 句

physical B1

adj. 身体的

本卷1次·真题 91 句

concern B1

v. 涉及

本卷1次·真题 88 句

decline B2

v. 下降

本卷1次·真题 88 句

promote B2

v. 促进

本卷1次·真题 82 句

cultural B1

adj. 文化的

本卷1次·真题 68 句

conflict B2

n. 冲突

本卷1次·真题 66 句

easily A2

adv. 容易地

本卷1次·真题 65 句

shift B1

v. 移动

本卷1次·真题 65 句

realize B1

v. 意识到, 认识到

本卷1次·真题 64 句

generally B1

adv. 通常, 一般地

本卷1次·真题 60 句

concept B2

n. 概念

本卷1次·真题 59 句

specific B2

adj. 具体的

本卷1次·真题 59 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本卷1次·真题 59 句

aim B1

v. 瞄准

本卷1次·真题 57 句

image A2

n. 形象, 印象

本卷1次·真题 57 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本卷1次·真题 57 句

pressure B1

n. 心理压力

本卷1次·真题 57 句

advocate B2

v. 拥护

本卷1次·真题 55 句

theory B1

n. 理论

本卷1次·真题 55 句

unique B2

adj. 独特的

本卷1次·真题 54 句

innovation B2

n. 创新;革新(指行为或过程)

本卷1次·真题 53 句

link A2

n. 联系

本卷1次·真题 53 句

per B1

prep. 每

本卷1次·真题 53 句

inequality B2

n. 不平等

本卷1次·真题 50 句

observe B2

v. 观察;注意到

本卷1次·真题 48 句

track A2

n. 小路

本卷1次·真题 48 句

thus B2

adv. 因此, 所以

本卷1次·真题 47 句

adopt B1

v. 采纳

本卷1次·真题 46 句

exactly B1

adv. 精确地

本卷1次·真题 46 句

ignore B1

v. 忽视;不理睬

本卷1次·真题 46 句

pattern B1

n. 模式

本卷1次·真题 46 句

demonstrate B2

v. 证明

本卷1次·真题 45 句

technological B2

adj. 技术的

本卷1次·真题 45 句

achievement

B1

n. 成就

本卷1次·真题 44 句

adapt

B2

v. 适应, 适合 (新环境、新情况)

本卷1次·真题 44 句

charge

B1

v. 收费

本卷1次·真题 44 句

poverty

B2

n. 贫穷

本卷1次·真题 44 句

previous

B1

adj. 先前的

本卷1次·真题 44 句

concerned

B1

adj. 担心的

本卷1次·真题 43 句

schedule

A2

n. 时间表

本卷1次·真题 41 句

attempt

B1

v. 试图

本卷1次·真题 39 句

define

B1

v. 给.....下定义

本卷1次·真题 39 句

priority

B2

n. 优先事项

本卷1次·真题 39 句

psychological

B2

adj. 心理的

本卷1次·真题 39 句

related

B1

adj. 相关的

本卷1次·真题 39 句

interact

B2

v. 相互作用

本卷1次·真题 37 句

opinion

A2

n. 观点

本卷1次·真题 37 句

relatively

B2

adv. 相对地

本卷1次·真题 37 句

reserve

B1

v. 预订

本卷1次·真题 37 句

compete B1

v. 竞争

本卷1次·真题 36 句

assert C1

v. 坚称

本卷1次·真题 34 句

extra A2

adj. 额外的

本卷1次·真题 33 句

otherwise B2

adv. 否则，不然

本卷1次·真题 33 句

tourism B1

n. 旅游业

本卷1次·真题 33 句

clearly A2

adv. 清楚地，明白地

本卷1次·真题 32 句

intervention C1

n. 干预

本卷1次·真题 32 句

valuable B1

adj. 贵重的

本卷1次·真题 32 句

aid B1

n. 帮助

本卷1次·真题 31 句

switch A2

v. 转换

本卷1次·真题 31 句

character B1

n. 性格

本卷1次·真题 30 句

rarely B1

adv. 很少，难得，不常

本卷1次·真题 30 句

reputation B2

n. 名声

本卷1次·真题 30 句

tradition B1

n. 传统

本卷1次·真题 30 句

ahead A2

adv. 在前面

本卷1次·真题 29 句

broad B1

adj. 宽阔的

本卷1次·真题 29 句

childhood A2

n. 童年

本卷1次·真题 28 句

decrease B1

v. 减少, 降低

本卷1次·真题 28 句

property B1

n. 财产

本卷1次·真题 28 句

chronic B2

adj. (疾病) 慢性的, 长期的

本卷1次·真题 27 句

fault B1

n. 过错

本卷1次·真题 26 句

persuade B1

v. 说服

本卷1次·真题 26 句

highlight B2

n. 最精彩的部分

本卷1次·真题 25 句

intend B1

v. 打算, 计划

本卷1次·真题 25 句

alter B2

v. 改变, 更改 (使某物与之前不同)

本卷1次·真题 24 句

successfully B1

adv. 成功地

本卷1次·真题 24 句

distinguish B2

v. 区分

本卷1次·真题 23 句

pace B1

n. 速度

本卷1次·真题 23 句

prepared A2

adj. 准备好的

本卷1次·真题 23 句

challenging B2

adj. 有挑战性的

本卷1次·真题 22 句

exciting A2

adj. 令人兴奋的

本卷1次·真题 22 句

pose B2

v. 摆姿势 (供拍照或绘画)

本卷1次·真题 22 句

anticipate B2

v. 预料, 预期 (某事将发生)

本卷1次 · 真题 21 句

diminish C1

v. 减少

本卷1次 · 真题 21 句

primarily B2

adv. 主要地

本卷1次 · 真题 21 句

worried A2

adj. 担心的

本卷1次 · 真题 21 句

actual B1

adj. 真实的

本卷1次 · 真题 20 句

exotic B2

adj. 异国情调的;外来的

本卷1次 · 真题 20 句

gradually B1

adv. 逐渐地, 逐步地

本卷1次 · 真题 20 句

overcome B2

v. 克服

本卷1次 · 真题 20 句

steady B1

adj. 稳定的

本卷1次 · 真题 20 句

alleviate C1

v. 减轻, 缓和 (痛苦、问题等)

本卷1次 · 真题 19 句

prioritize B2

v. 优先处理

本卷1次 · 真题 19 句

react B1

v. 作出反应

本卷1次 · 真题 19 句

remind A2

v. 提醒

本卷1次 · 真题 19 句

heavily B1

adv. 大量地

本卷1次 · 真题 18 句

seriously B1

adv. 严肃地

本卷1次 · 真题 18 句

emergency B1

n. 紧急情况, 突发事件

本卷1次 · 真题 17 句

found A1

v. find 的过去式和过去分词

本卷1次·真题 17句

urgent B2

adj. 紧急的, 急迫的

本卷1次·真题 17句

deem C1

v. 认为, 视为 (正式用语)

本卷1次·真题 16句

distinction B2

n. 区别

本卷1次·真题 16句

frequent B1

adj. 频繁的

本卷1次·真题 16句

plain A2

adj. 清楚的

本卷1次·真题 16句

scenario B2

n. 可能发生的情况

本卷1次·真题 16句

combat B2

n. 战斗

本卷1次·真题 15句

flexible B2

adj. 灵活的

本卷1次·真题 15句

independence B2

n. 独立; 自主

本卷1次·真题 15句

interpersonal B2

adj. 人际的

本卷1次·真题 15句

occasionally B1

adv. 偶尔

本卷1次·真题 15句

inform B1

v. 告知, 通知 (正式地告诉某人某事)

本卷1次·真题 14句

keen B2

adj. 热衷的

本卷1次·真题 14句

maintenance B2

n. 维护

本卷1次·真题 14句

sustain B2

v. 维持

本卷1次·真题 14句

branch A2

n. 树枝

本卷1次·真题 13 句

calculate B1

v. 计算

本卷1次·真题 13 句

navigate B2

v. 导航

本卷1次·真题 13 句

persist B2

v. 坚持

本卷1次·真题 13 句

yeah A1

intj. 是的

本卷1次·真题 13 句

altogether B2

adv. 完全地

本卷1次·真题 12 句

disagree A2

v. 不同意

本卷1次·真题 12 句

estate B2

n. 地产

本卷1次·真题 12 句

exert B2

v. 施加(力量、影响等)

本卷1次·真题 12 句

foresee B2

v. 预见

本卷1次·真题 12 句

forever A2

adv. 永远

本卷1次·真题 12 句

former B1

adj. 以前的, 从前的

本卷1次·真题 12 句

imitate B2

v. 模仿;仿效(行为、声音、方式等)

本卷1次·真题 12 句

abstract B2

adj. 抽象的

本卷1次·真题 11 句

adhere C1

v. 遵守, 坚持 (规则、信念等)

本卷1次·真题 11 句

construction B1

n. 建造

本卷1次·真题 11 句

distant B1

adj. 遥远的, 远处的

本卷1次·真题 11句

intricate C1

adj. 错综复杂的

本卷1次·真题 11句

negotiate B2

v. 谈判

本卷1次·真题 11句

nevertheless B2

adv. 然而

本卷1次·真题 11句

storage B1

n. 存储

本卷1次·真题 11句

analyst B2

n. 分析师

本卷1次·真题 10句

observer B2

n. 观察者

本卷1次·真题 10句

plot B1

n. (小说、戏剧等的) 情节

本卷1次·真题 10句

specialize B2

v. 专门从事

本卷1次·真题 10句

transit B2

n. 运输

本卷1次·真题 10句

allocate B2

v. 分配

本卷1次·真题 9句

bother B1

v. 打扰; 烦扰

本卷1次·真题 9句

causal C1

adj. 因果关系的

本卷1次·真题 9句

dawn B1

n. 黎明, 拂晓

本卷1次·真题 9句

formal B1

adj. 正式的

本卷1次·真题 9句

irritated B2

adj. 恼怒的

本卷1次·真题 9句

representative

B2

n. 代表

本卷1次·真题9句

border

B1

n. 边界

本卷1次·真题8句

default

B2

n. 违约

本卷1次·真题8句

pack

A2

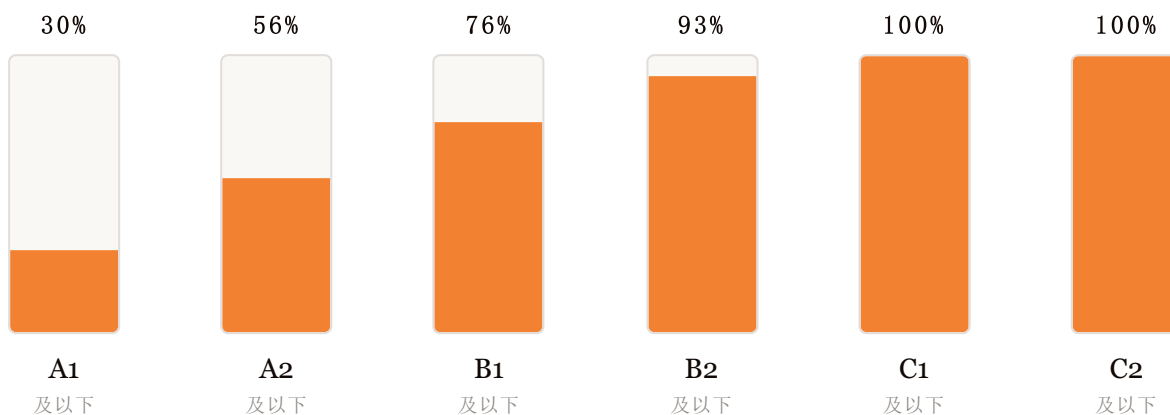
v. 打包

本卷1次·真题8句

VOCABULARY • 词汇难度分布

全卷录音原文 741 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **741** 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，本卷共 53 个·约 7%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全卷录音原文去重词 741 个·末柱为 100%

去重总词数

741

B2 以上难词

7%

B1 及以下覆盖

76%

英语六级 2025年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	本页
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	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 →

2025年6月·第1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2025年6月·第1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、6 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1套(2025-06) • 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.

In her second year, Charlene Duong learned of the use of poisonous, synthetic pesticides on her college campus. Shocked but not surprised, she knew she had to do something. Along with a couple of classmates, Charlene did a quick web search and discovered a small but growing movement led by the organization, Herbicide-Free Campus (HFC), to rid college campuses of artificial herbicides(灭草剂). They were 26 .

在大二那年,Charlene Duong得知她所在的大学校园使用有毒的合成农药。她感到震惊但并不意外,她知道她自己必须做点什么。Charlene与几位同学一起快速进行了网络搜索,发现了一个由Herbicide-Free Campus(HFC)组织领导的小型但不断发展的运动,旨在清除大学校园中的人工除草剂。他们对此产生了浓厚兴趣。

Like many, Charlene experiences climate anxiety—a 27 fear of a climate catastrophe—and was, at the time, looking for an 28 . When she discovered the HFC movement, she said she felt she "had found a specific area to focus on that still fit into the larger picture of fighting for a healthier, safer, cleaner 29 for all."

与许多人一样,Charlene经历着气候焦虑——一种对气候灾难的长期恐惧——并且当时正在寻找一个出口。当她发现HFC运动时,她说她感觉自己"找到了一个可以专注的具体领域,而这仍然符合为所有人争取更健康、更安全、更清洁的环境这一更宏大目标"。

Toxic herbicide use in university land care is not unique. Most institutions of higher education rely on synthetic pesticides and fertilizers to achieve 30 goals. Having a "beautiful" campus means green and perfectly maintained lawns along with flower beds and paved sidewalks. But these 31

managed campuses can come at a cost: increased cancer risk, 32 waterways, poisoned wildlife and lifeless soil.

在大学土地养护中使用有毒除草剂并非个例。大多数高等教育机构依赖合成农药和化肥来实现美学目标。拥有一个“美丽”的校园意味着绿色且维护完美的草坪,以及花坛和铺设的人行道。但这些按传统方式管理的校园可能会付出代价:癌症风险增加、水道受污染、野生动物中毒以及土壤失去生机。

Pesticide use on college campuses also contributes to our global climate crisis. The use of chemicals to get rid of insects or unwanted plant life can increase indirect 33 as they can include petroleum-based ingredients. Pesticide use also decreases the life in soil, 34 the ability of soils to absorb carbon or retain water and thus reducing campuses' ability to recover quickly from climate-related extreme weather events like droughts and floods.

大学校园使用农药也加剧了我们的全球气候危机。使用化学品清除昆虫或不需要的植物会增加间接排放,因为它们可能包含石油基成分。农药使用还会减少土壤中的生物,削弱土壤吸收碳或保持水分的能力,从而降低校园从干旱和洪水等与气候相关的极端天气事件中快速恢复的能力。

Instead of using toxic chemicals, students working with HFC help out with 35 the campus grounds.

与HFC合作的学生不使用有毒化学品,而是帮助清除校园场地的杂草。

"This work reminds me to be in the present moment as I play my role in reducing herbicide use and keeping my campus safe and healthy," says Charlene.

Charlene说:"这项工作提醒我活在当下,因为我在减少除草剂使用、保持校园安全和健康方面发挥着自己的作用。"

- | | |
|-------------------|-----------------|
| A) aesthetic | I) infringement |
| B) chronic | J) intrigued |
| C) contaminated | K) juvenile |
| D) conventionally | L) outlet |
| E) emissions | M) rotating |
| F) environment | N) vibrations |
| G) hampering | O) weeding |
| H) incidentally | |

26. They were __(26)___

【答案】 **J) intrigued** (形容词)

【词性槽】 be 动词后作表语

【依据】 发现新天地→产生兴趣

上文 discovered a small but growing movement 表明她们发现了一个新兴运动; They were __(26)___ 紧承其后, 自然描述她们对这场运动**产生浓厚兴趣**的状态。be intrigued 是描述人被某事吸引的经典搭配。

【竞争词】 A) aesthetic '她们是美学的'语义不通

aesthetic 修饰物的审美属性, 不用于描述人的情绪反应, 'They were aesthetic'语义荒谬。

C) contaminated '她们被污染了'语义不合

contaminated 修饰水/土等物质或抽象意义的'被污染的(思想)', 描述这群积极投身环保的学生, 方向完全相反。

K) juvenile 幼稚的与积极行动矛盾

juvenile 含贬义, 会把这群有担当的大学生贬为'幼稚', 与全段她们果决行动的基调冲突。

27. climate anxiety—a __(27)___ fear of a climate catastrophe

【答案】 **B) chronic** (形容词)

【词性槽】 不定冠词与名词之间作定语

【依据】 气候焦虑是长期慢性的

破折号后是对 climate anxiety 的同位解释。气候焦虑本质上是一种**长期、持续**的恐惧, chronic fear (慢性恐惧) 是心理学常用搭配, 正好刻画这种持续不消退的状态, 与 'climate anxiety' 的本义对应。

【竞争词】 A) aesthetic 审美的不能修饰 fear

aesthetic 指审美/美学的, 与恐惧情绪无逻辑关系, 搭配不成立。

C) contaminated 被污染的不修饰情绪

contaminated 用于水、土壤等被污染的物质, 不能修饰 fear 这种抽象情绪。

J) intrigued 感兴趣的修饰人不修饰 fear

intrigued 表'被深深吸引的', 主语通常是人, 且与恐惧情绪在情感色彩上相反。

K) juvenile 幼稚的与气候焦虑色彩冲突

juvenile 表'少年的/幼稚的', 带贬义, 会把气候焦虑矮化为'孩子气的恐惧', 与下文积极行动的语调相悖。

28. was, at the time, looking for an __(28)___

【答案】 **L) outlet** (名词)

【词性槽】 不定冠词 an 后缺单数名词

【依据】 气候焦虑需要情绪出口

上文 Charlene experiences climate anxiety—a __(27)___ fear of a climate catastrophe 说她有气候焦虑，下文 she felt she "had found a specific area to focus on" 表明她找到了可投入精力的具体领域——这正是焦虑情绪的**释放出口** (outlet)。look for an outlet 是描述情绪宣泄的固定搭配。

【竞争词】 I) infringement 侵权不是被'寻找'的对象

look for an infringement (寻找一项侵权行为) 在语义上荒谬，且与 climate anxiety 的语境完全脱节。

N) vibrations 辅音开头不能跟 an

vibrations 以辅音 /v/ 开头，先被 an 拒之门外；且词义与气候焦虑无关。

29. a healthier, safer, cleaner __(29)___ for all

【答案】 **F) environment** (名词)

【词性槽】 形容词串后缺名词中心词

【依据】 三形容词指向'环境'

healthier、safer、cleaner 是描述**生存环境**的高频搭配三件套，a healthier, safer, cleaner __(29)___ for all 整句承接上文 fighting for，正是为所有人争取一个更健康、安全、洁净的**环境**，与全文反对除草剂、保护校园生态的主旨完全吻合。

【竞争词】 E) emissions 排放物不能被'更健康'修饰

emissions 指废气排放物，搭配 healthier/safer/cleaner 在语义上矛盾——人们要的是减少排放，而不是'更健康的排放'。

I) infringement 侵权与三形容词南辕北辙

infringement 指对权利的侵犯，是负面行为，无法用 healthier/safer/cleaner 来修饰，且与本文话题无关。

L) outlet 释放渠道与'更健康'不搭

outlet 指情绪/精力的发泄出口，是个体层面的概念，不能用 healthier/safer/cleaner for all 这种宏观三连修饰。

N) vibrations 振动与文章话题无关

vibrations 指物理振动，与气候、校园生态无关，纯粹凑数的干扰项。

30. rely on synthetic pesticides and fertilizers to achieve __(30)__ goals

【答案】 **A) aesthetic** (形容词)

【词性槽】 名词 goals 前作定语

【依据】 美观目标对应下文绿色草坪

下文 Having a "beautiful" campus means green and perfectly maintained lawns along with flower beds and paved sidewalks 立刻解释了所谓 'goals' 就是把校园弄得**美观漂亮**——这正是 aesthetic (审美/美观) 目标。命题人用引号 "beautiful" 直接回扣 aesthetic。

【竞争词】 **C) contaminated** 被污染的目标语义颠倒

contaminated goals (被污染的目标) 语义不通; 高校追求的可能是'被污染'目标, 方向反了。

K) juvenile 幼稚目标与高校追求不符

juvenile goals 含贬义, 高校公开追求'幼稚目标'语义荒诞, 与下文美观校园语境无关。

31. But these __(31)__ managed campuses can come at a cost

【答案】 **D) conventionally** (副词)

【词性槽】 形容词 managed 前作状语

【依据】 传统方式=合成农药管理

上文 Most institutions of higher education rely on synthetic pesticides and fertilizers 说大多数高校沿用合成农药——这正是**传统/常规**管理方式; these __(31)__ managed campuses 中的 these 回指前句, 因此填 conventionally (按传统方式) 正好呼应。

【竞争词】 **H) incidentally** 顺便地与代价主句无关

incidentally 意为'顺便提一句、偶然地', 常作插入语, 无法刻画'校园被怎样管理'的方式; 与下文 'come at a cost' 的因果论证脱节。

【易错】 最具迷惑性的错误词是 **H)** —— 副词只剩两个, 色彩不挑就翻车。31 题词性确定后只剩 conventionally 和 incidentally 两选一。考生若只看词性、不回头读上文 Most institutions of higher education rely on synthetic pesticides and fertilizers 的'常规手段'铺垫, 就可能误选 incidentally。防坑: 副词空二选一时, 必回上文找语义铺垫。

32. increased cancer risk, __(32)__ waterways, poisoned wildlife and lifeless soil

【答案】 **C) contaminated** (形容词)

【词性槽】 名词 waterways 前作定语

【依据】 并列同义堆叠负面后果

increased cancer risk, __(32)__ waterways, poisoned wildlife and lifeless soil 是命题人列出的四宗罪：增加癌症风险、__水道、毒害野生动物、贫瘠土壤。waterways 与化学品代价最自然的搭配就是 contaminated（被污染的），与 poisoned/lifeless 一同构成负面后果链。

【竞争词】 K) juvenile 幼稚的水道语义不通

juvenile waterways（幼稚的水道）搭配不成立，且不属于负面后果范畴。

【易错】 最具迷惑性的错误词是 K) —— 形容词色彩一错全错。32 题在并列负面后果 poisoned wildlife、lifeless soil 之间，考生若只挑形容词词性不察色彩，可能把 juvenile 硬塞进去。防坑：并列项前的修饰词必须与左右邻居在感情色彩上一致。

33. can increase indirect __(33)__ as they can include petroleum-based ingredients

【答案】 **E) emissions** (名词)

【词性槽】 形容词后作宾语缺名词复数

【依据】 石油成分对应温室气体排放

as they can include petroleum-based ingredients 明示这些化学品含石油基成分，正是温室气体排放（emissions）的来源；上文 Pesticide use on college campuses also contributes to our global climate crisis 也铺垫了气候话题，indirect emissions 即‘间接排放’是气候议题的标准术语。

【竞争词】 I) infringement 侵权与石油成分无逻辑链

infringement 指权利侵犯，无法解释为何‘含石油成分’会导致它增加，与气候危机话题完全无关。

L) outlet 发泄渠道与排放概念错位

outlet 虽有‘出口’义，但常指情感/能量的发泄渠道或电源插座，不用于描述温室气体的间接产生，与 petroleum-based ingredients 接不上。

N) vibrations 振动与石油成分无关

vibrations 指物理振动，与气候危机、石油成分无任何因果链。

34. Pesticide use also decreases the life in soil, __(34)__ the ability of soils to absorb carbon or retain water and thus reducing campuses' ability

【答案】 **G) hampering** (动词)

【词性槽】 并列分词作伴随状语

【依据】 削弱土壤功能=妨碍其能力

decreases the life in soil, __(34)__ the ability of soils to absorb carbon or retain water, 主句说减少土壤生命, 分词层进一步说**妨碍**土壤吸收碳/保水的能力; hampering (妨碍) 与 reducing (减少) 在 and 前后形成同义递进, 语义、形态都对齐。

【竞争词】 M) rotating 旋转土壤能力语义不通

rotating the ability of soils (旋转土壤能力) 搭配不成立; rotating 通常用于轮作 (rotating crops) 等, 与本句负面后果链脱节。

35. students working with HFC help out with __(35)__ the campus grounds

【答案】 **O) weeding** (动词)

【词性槽】 with 后接动名词作宾语

【依据】 替代农药=人工除草

上文 Instead of using toxic chemicals 明示是有毒化学品的**替代方案**——既然不喷除草剂, 那学生帮忙做的就是**人工除草** (weeding)。weed the campus grounds (给校园场地除草) 也是该词的典型搭配。

【竞争词】 G) hampering 妨碍校园场地语义颠倒

hampering the campus grounds (妨碍校园场地) 语义荒谬, 且学生'帮忙'不可能是'妨碍', 与 help out 的色彩反向。

M) rotating 轮作场地与替代农药无关

rotating the campus grounds (旋转/轮换校园场地) 语义牵强, 与上文'不用化学药品'的对照逻辑接不上。

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) **aesthetic** 形容词

美学的、审美的

用于第 30 空

B) **chronic** 形容词

长期的、慢性的

用于第 27 空

C) **contaminated** 形容词 动词

被污染的; 污染 (过去分词)

用于第 32 空

D) **conventionally** 副词

按惯例地、传统地

用于第 31 空

E) **emissions** 名词

排放物 (尤指废气)

用于第 33 空

F) **environment** 名词

环境

用于第 29 空

G) **hampering** 动词 形容词

妨碍、阻碍 (现在分词/动名词)

用于第 34 空

H) **incidentally** 副词

顺便提一句、偶然地

干扰词 · 未选用

I) **infringement** 名词

侵犯、违反

干扰词 · 未选用

J) **intrigued** 形容词 动词

被深深吸引的、产生强烈兴趣的

用于第 26 空

K) **juvenile** 形容词 名词

少年的、幼稚的; 青少年

干扰词 · 未选用

L) **outlet** 名词

(情感/精力) 发泄/释放渠道; 出口

用于第 28 空

M) **rotating** 动词 形容词

旋转的、轮换的 (现在分词)

干扰词 · 未选用

N) **vibrations** 名词

振动、震动

干扰词 · 未选用

O) **weeding** 动词 名词

除草 (动名词/现在分词)

用于第 35 空

全文主旨

学生发起无除草剂校园运动

全文讲一位大学生 Charlene 因校园使用合成除草剂而加入 Herbicide-Free Campus 运动，借此缓解气候焦虑、推动更健康安全的校园环境，并指出除草剂对健康、水体、生态与气候的危害；开篇 she knew she had to do something with a small but growing movement led by the organization, Herbicide-Free Campus (HFC), to rid college campuses of artificial herbicides 已为通篇定调。

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。

H) **incidentally** 31 题副词位的诱惑

incidentally 是词库里仅有的另一个副词，词性正确，很容易与正确答案 conventionally 形成混淆；但它表‘顺便/偶然’，无法刻画 these __(31)__ managed campuses 中‘校园被如何管理’的方式。识破法：副词修饰分词时要回答‘怎样地’，不是‘顺便地’。

I) **infringement** 28/29/33 题名词位的伪装

infringement 是名词、单数可数、以元音 /ɪ/ 开头，三个名词空（28 an __、29 cleaner __、33 indirect __）形态上都能套进去，是最具迷惑性的名词干扰项；但‘侵权’与气候焦虑、生存环境、温室排放的语义上全部对不上。识破法：名词候选先看是否与上下文话题（环保/气候/情绪）同域。

K) **juvenile** 形容词位的色彩陷阱

juvenile 是形容词，词性正确，容易在 26/27/30/32 题的形容词位被试探；但它带贬义，与本文积极行动、严肃环保的语调全程冲突。识破法：词性对了还得查感情色彩是否与原文基调一致。

M) **rotating** 34/35 题 V-ing 位的伪装

rotating 是 -ing 形式，与 hampering 和 weeding 共争 V-ing 位；但‘轮作/旋转’无法解释校园除草和削弱土壤能力的两个上下文。识破法：-ing 候选要分别代入看是否与上下文动作链同向。

N) vibrations 名词位形态陷阱

vibrations 是名词复数，能挤进 29 题 (healthier... __ for all)、33 题 (indirect __) 的复数名词位；但词义与全文气候/环境/情绪话题毫无交集。识破法：名词干扰词若与文章主题完全脱节，词性再对也是陷阱。

SENTENCE INSIGHTS • 句子精讲

4 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。

Like many, Charlene experiences climate anxiety—a chronic fear of a climate catastrophe—and was, at the time, looking for an outlet.

第2段，第1句

本句成分种类较丰富：包含并列谓语、两个宾语、同位语(破折号插入)、时间状语(逗号插入在谓语中间)、方式状语(句首介词短语)。并列谓语和插入成分是常见易错点，同位语的识别也是重要训练点。同时，句首状语、谓语中插入的时间状语、以及破折号引出的同位语，都是真实文本中常见的结构，训练价值较高。

When she discovered the HFC movement, she said she felt she "had found a specific area to focus on that still fit into the larger picture of fighting for a healthier, safer, cleaner environment for all."

第2段，第2句

句子成分丰富：包含时间状语从句、双层嵌套宾语从句、限制性定语从句、不定式作后置定语 to focus on、介词短语作状语等多种结构。关系代词 that 在定语从句中作主语，连接词 that 在宾语从句中省略，这些都是常见易错点，适合作为成分划分的综合练习。

The use of chemicals to get rid of insects or unwanted plant life can increase indirect emissions as they can include petroleum-based ingredients.

第4段，第2句

主句含长名词短语作主语(带后置定语)加情态动词谓语，末尾附原因状语从句，是四六级和考研阅读中高频出现的典型句式。这种“主语扩展 + 情态动词 + 原因解释”的结构在学术和说明文中极为常见，掌握后可迁移到大量类似句子。

Instead of using toxic chemicals, students working with HFC help out with weeding the campus grounds.

第5段，第1句

涵盖了现在分词短语作后置定语（'working with HFC' 修饰主语）、短语动词谓语（'help out'）、介词短语作方式状语（句首和句末各一处），成分种类较丰富。主语中心词与修饰语的分离、短语动词的识别都是有练习价值的点。

HIGH-FREQUENCY · 真题高频词

本篇出现的 45 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。

campus B1

n. (大学或学院的) 校园

本篇9次 · 真题 40 句

pesticide B2

n. 杀虫剂

本篇4次 · 真题 9 句

climate B1

n. 气候

本篇3次 · 真题 160 句

reduce B1

v. 减少，降低（数量、大小、程度等）

本篇2次 · 真题 138 句

chemical B1

adj. 化学的

本篇2次 · 真题 46 句

movement B1

n. 移动

本篇2次 · 真题 32 句

toxic B2

adj. 有毒的，中毒性的

本篇2次 · 真题 24 句

focus B1

n. 重点

本篇1次 · 真题 200 句

risk A2

n. 风险

本篇1次 · 真题 167 句

global B2

adj. 全球的

本篇1次 · 真题 140 句

event A2

n. 事件

本篇1次 · 真题 99 句

contribute B1

v. 捐献

本篇1次 · 真题 79 句

organization B1

n. 组织

本篇1次 · 真题 73 句

emission B2

n. 排放物

本篇1次 · 真题 69 句

maintain B1

v. 维持

本篇1次 · 真题 64 句

quickly A2

adv. 快速地

本篇1次 · 真题 63 句

crisis B2

n. 危机

本篇1次 · 真题 62 句

extreme B2

adj. 极度的

本篇1次 · 真题 60 句

specific B2

adj. 具体的

本篇1次 · 真题 59 句

unique B2

adj. 独特的

本篇1次 · 真题 54 句

institution B2

n. 机构

本篇1次 · 真题 52 句

rely B1

v. 依赖; 依靠

本篇1次 · 真题 51 句

growing A2

adj. 增长的

本篇1次 · 真题 47 句

thus B2

adv. 因此, 所以

本篇1次 · 真题 47 句

anxiety B2

n. 焦虑

本篇1次 · 真题 44 句

flood B1

n. 洪水

本篇1次 · 真题 44 句

carbon B2

n. 碳 (化学元素)

本篇1次 · 真题 43 句

insect A2

n. 昆虫

本篇1次 · 真题 38 句

recover B1

v. 恢复健康

本篇1次 · 真题 35 句

artificial B2

adj. 人造的

本篇1次 · 真题 34 句

decrease B1

v. 减少, 降低

本篇1次 · 真题 28 句

increased A2

v. 增加了

本篇1次 · 真题 28 句

ingredient B1

n. (烹饪) 食材, 原料

本篇1次 · 真题 28 句

chronic B2

adj. (疾病) 慢性的, 长期的

本篇1次 · 真题 27 句

web A2

n. 网站

本篇1次 · 真题 26 句

wildlife B1

n. 野生动植物

本篇1次 · 真题 22 句

remind A2

v. 提醒

本篇1次 · 真题 19 句

perfectly B1

adv. 完美地

本篇1次 · 真题 18 句

aesthetic C1

adj. 美的

本篇1次 · 真题 17 句

absorb B2

v. 吸收 (液体、气体等)

本篇1次 · 真题 15 句

fertilizer B2

n. 肥料

本篇1次 · 真题 15 句

catastrophe C1

n. 灾难

本篇1次 · 真题 13 句

pave B2

v. 铺(路面)

本篇1次 · 真题 13 句

outlet B2

n. 商店

本篇1次 · 真题 12 句

drought B2

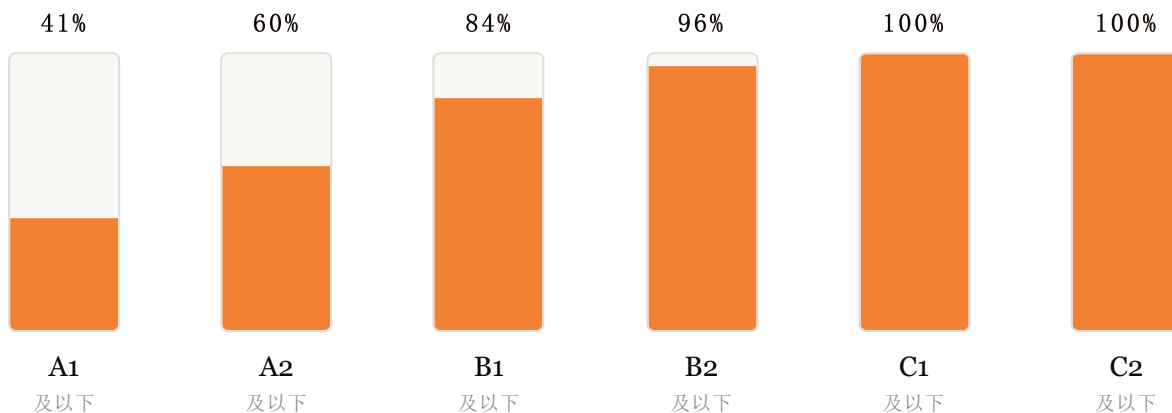
n. 干旱

本篇1次 · 真题 11 句

VOCABULARY · 词汇难度分布

全文 140 词按 CEFR 难度累积覆盖

带空短文去重后共 **140** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 6 个 · 约 4%。



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 140 个 · 末柱为 100%

去重总词数

140

B2 以上难词

4%

B1 及以下覆盖

84%

英语六级 2025年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	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	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 →

2025年6月·第1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2025年6月·第1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1套(2025-06) · 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**.

Why Your Library Is the Most Important Place in Town

A) Librarians know the value of their community services, and their patrons appreciate their importance as well. But in an increasingly digital world, we see the role of libraries as community and cultural centers at times undervalued. When shrinking municipal budgets combine with the nonstop technological revolution, public library services that focus on building communities face-to-face, inspiring and educating patrons about art, literature, and music, and helping patrons engage in civil discourse can seem old-fashioned. But it is precisely those shrinking budgets and the assault of technologically mediated life that make public libraries' cultural and community offerings more important than ever.

图书馆员了解其社区服务的价值,他们的读者也认识到其重要性。但在一个日益数字化的世界中,我们看到图书馆作为社区和文化中心的角色有时被低估了。当不断缩减的市政预算与永不停歇的技术革命相结合时,公共图书馆面对面建设社区、启发和教育读者了解艺术、文学和音乐、帮助读者参与公民话语的服务似乎显得过时了。但恰恰是那些不断缩减的预算和技术中介生活的冲击,使得公共图书馆的文化和社区服务比以往任何时候都更加重要。

B) Many people point out the value public libraries bring to their communities. More than just books and banks of computers, libraries are still places where individuals gather to explore, interact, and imagine. Some of the specific ways in which libraries add value to our communities and serve as

cultural centers for our patrons are community builders, centers for the arts, and champions of youth. Libraries serve in these capacities and are more than just about information.

许多人指出公共图书馆为其社区带来的价值。图书馆不仅仅是书籍和成排的计算机,它们仍然是人们聚集探索、互动和想象的地方。图书馆为我们的社区增添价值并作为读者文化中心的一些具体方式包括:社区建设者、艺术中心和青少年倡导者。图书馆以这些身份提供服务,而不仅仅是关于信息。

- C) As community builders libraries are engaged in incredible work. From tiny public libraries to huge city institutions with multiple branches, libraries across the United States are building community and supporting local culture in exciting ways. These are inspiring and hopefully will encourage librarians interested in community services and cultural outreach to make connections with each other, share ideas, and build partnerships. Supporters of libraries as community builders claim that unless you are out there changing neighborhoods, you are not completing the work you are to do. Strengthening neighborhoods and championing the cultural lives of communities are big responsibilities.

作为社区建设者,图书馆正在从事令人难以置信的工作。从微型公共图书馆到拥有多个分馆的大型城市机构,美国各地的图书馆正在以令人振奋的方式建设社区和支持本地文化。这些工作鼓舞人心,并希望能鼓励对社区服务和文化推广感兴趣的图书馆员相互联系、分享想法并建立伙伴关系。图书馆作为社区建设者的支持者声称,除非你在那里改变社区,否则你就没有完成你应该做的工作。加强社区建设和倡导社区的文化生活是重大的责任。

- D) Place-based economic development stresses the importance of offering attractive, functional, and community-based places, such as libraries, in town squares and depressed neighborhoods. Like a major department store in a mall, libraries attract large numbers of people, creating economic opportunities for numerous businesses and organizations in the surrounding area. Large cities, medium-sized ones, and even small towns have successfully transformed their libraries into the hubs(枢纽) of vibrant neighborhoods.

基于地方的经济发展强调在城镇广场和贫困社区提供有吸引力、功能性和以社区为基础的场所(如图书馆)的重要性。就像购物中心的大型百货商店一样,图书馆吸引大量人群,为周边地区的众多企业和组织创造经济机会。大城市、中等城市甚至小城镇都已成功地将其图书馆转变为充满活力的社区枢纽。

- E) As key municipal agencies, and focal points for community education, libraries are major players in creating livable, environmentally friendly cities and towns. The Urban Libraries Council released a report detailing the unique ways in which libraries can further sustainability at the local level. Beyond ensuring that library construction projects consider environmental impact, libraries can take a lead in supporting local foods and craftsmen, like the Peabody Institute Library's partnering with local businesses to pioneer a farmers' market in their courtyard, or the Richmond Public Library's seed lending library which "nurtures locally-adapted plant varieties, and fosters community resilience(韧性), self-reliance and a culture of sharing."

作为关键的市政机构和社区教育的焦点,图书馆是创建宜居、环保城镇的主要参与者。城市图书馆委员会发布了一份报告,详细说明了图书馆在地方层面推进可持续发展的独特方式。除了确保图书馆建设项目考虑环境影响外,图书馆还可以在支持本地食品和手工艺人方面发挥主导作用,例如Peabody Institute图书馆与当地企业合作在其庭院开创农贸市场,或Richmond公共图书馆的种子借阅图书馆,'培育本地适应的植物品种,促进社区韧性、自力更生和分享文化'。

- F) Archives preserve historic artifacts, oral histories, digital history projects, and scholarly writings relevant to the community, including minority groups. Communities lucky enough to have archivists

have a great advantage when it comes to organizing historical records and artifacts. An organized archive is a place where people can research their ancestry and immigration history, do environmental research, and more. An archivist is an advocate for preservation who, among other things, coordinates the restoration of maps and paintings, the digitization of vital records, and the creation of oral history projects. With projects like the Massachusetts Memories Road Show and the Veterans History Project, evidence of the importance of archives is everywhere.

档案馆保存与社区相关的历史文物、口述历史、数字历史项目和学术著作,包括少数群体的相关内容。幸运拥有档案管理员的社区在组织历史记录和文物方面具有巨大优势。有组织的档案馆是人们可以研究其祖先和移民史、进行环境研究等的地方。档案管理员是保护的倡导者,除其他事项外,还协调地图和绘画的修复、重要记录的数字化以及口述历史项目的创建。通过诸如马萨诸塞州记忆巡回展和退伍军人历史项目等项目,档案馆重要性的证据随处可见。

- G) In the words of Robert Putnam, "People may go to the library looking mainly for information, but they find each other there." New moms connect at baby story-times; elderly people, often facing difficult life transitions, attend events and find that they make new friends; teenagers meet up in libraries' teen spaces after school; and readers discuss current events in the periodicals room. In libraries, community-building connections are happening all the time.

用Robert Putnam的话说,'人们可能主要是为了寻找信息而去图书馆,但他们在那里找到了彼此。'新妈妈们在婴儿故事时间建立联系;老年人常常面临艰难的人生转折,他们参加活动并发现自己结交了新朋友;青少年放学后在图书馆的青少年空间聚会;读者在期刊阅览室讨论时事。在图书馆,建立社区联系的活动无时无刻不在发生。

- H) As Keith Richards said, "The public library is the great equalizer." Despite the rising costs of concert and theater tickets, public library events (including concerts, author visits, and gallery displays) are often offered free of charge, enabling people of any income level to attend. In addition, library book groups allow people to explore and discuss the literary arts, and the Great Stories Club introduces at-risk youth to literature. The best part: it's all free and open to the public.

正如Keith Richards所说,'公共图书馆是伟大的平衡器。'尽管音乐会和戏剧票价不断上涨,公共图书馆活动(包括音乐会、作家访问和画廊展览)通常免费提供,使任何收入水平的人都能参加。此外,图书馆读书小组让人们能够探索和讨论文学艺术,伟大故事俱乐部向高危青少年介绍文学。最好的部分是:这一切都是免费的,向公众开放。

- I) In a time when education is increasingly expensive, public libraries provide information and educational opportunities free for all people, regardless of their socio-economic status. Offered by libraries across the country, American Library Association's Let's Talk about It programs are wonderful examples of scholar-facilitated learning opportunities in libraries. In addition, many libraries present classes and discussion programs, and some even provide online continuing education courses such as the Universal Class database.

在教育成本日益昂贵的时代,公共图书馆为所有人免费提供信息和教育机会,无论其社会经济地位如何。由全国各地图书馆提供的美国图书馆协会的'让我们谈论它'项目是图书馆中学者引导的学习机会的绝佳范例。此外,许多图书馆提供课程和讨论项目,一些图书馆甚至提供在线继续教育课程,如Universal Class数据库。

- J) Librarians know that patrons aren't just information consumers, they're information producers. Patrons use the library to gain knowledge in order to create their own new and independent works. Increasing

numbers of libraries provide spaces and services that meet the needs of people who want to learn how to edit Wikipedia, set up blogs or podcasts, create their own magazines, and so much more. Many libraries offer art or writing workshops and groups, and some provide music practice rooms for patrons. Programs like ImaginOn in Charlotte, North Carolina, provide exciting models that take community partnership, creativity, and creation to a new level.

图书馆员知道,读者不仅是信息消费者,他们也是信息生产者。读者利用图书馆获取知识,以创作自己的新的独立作品。越来越多的图书馆提供空间和服务,以满足那些想学习如何编辑维基百科、建立博客或播客、创建自己的杂志等等的人们的需求。许多图书馆提供艺术或写作工作坊和小组,一些图书馆为读者提供音乐练习室。诸如北卡罗来纳州夏洛特市的ImaginOn等项目提供了令人振奋的模式,将社区伙伴关系、创造力和创作提升到新的水平。

- K) The decline of civil discourse stems in part from the fact that it is so easy for people to watch news about, buy products from, and engage—in both the virtual and real worlds—only with those of similar backgrounds and ideologies. Public libraries, through such programs as The Human Library and Socrates Café, can help build small communities of difference that encourage people to interact with and learn from each other through dialogue. By both actively promoting civil discourse through these programs, and modeling and upholding the principles of free inquiry and expression for all, libraries help individuals rediscover the importance of and increased need for civil discourse in American life.

公民话语的衰落部分源于这样一个事实:人们太容易只观看新闻、购买产品并在虚拟和现实世界中只与那些背景和意识形态相似的人互动。公共图书馆通过诸如人类图书馆和苏格拉底咖啡馆等项目,可以帮助建立差异化的小型社区,鼓励人们通过对话相互交流和学习。通过积极推动这些项目中的公民话语,以及为所有人树立和维护自由探究和表达的原则,图书馆帮助个人重新发现公民话语在美国生活中的重要性和日益增长的需求。

- L) Free tutoring, homework help programs, and summer reading programs for kids and teens help bridge the economic divide that impacts students' academic performance. The cost of hiring a private tutor is well beyond what many library patrons can afford, so libraries offer homework help and tutoring online, by phone, in person, and even through social media and homework apps. Annual summer reading programs also have a positive impact on student performance and, according to a 2010 study conducted by Dominican University's Graduate School of Library and Information Science, students' reading skills get a boost from these popular nationwide events.

免费辅导、家庭作业帮助项目以及针对儿童和青少年的暑期阅读项目有助于弥合影响学生学业表现的经济鸿沟。聘请私人家教的费用远远超出许多图书馆读者的承受能力,因此图书馆通过在线、电话、面对面,甚至通过社交媒体和作业应用程序提供家庭作业帮助和辅导。年度暑期阅读项目对学生表现也有积极影响,根据Dominican大学图书馆与信息科学研究生院2010年进行的一项研究,学生的阅读技能从这些受欢迎的全国性活动中得到提升。

- M) Through library collections, programs, and physical spaces, children learn to share, to be engaged in their communities, to participate in the arts, and to explore their immediate world and the world at large. There are surely endless examples of innovative library services for children, including the Middle Country Public Library's Nature Explorium, which engages children in learning about the natural world.

通过图书馆馆藏、项目和物理空间,儿童学会分享、参与社区活动、参与艺术以及探索他们周围的世界和整个世界。关于儿童创新图书馆服务的例子无疑数不胜数,包括Middle Country公共图书馆的自然

探索馆,它让儿童参与学习自然世界。

N) These examples are just a few of the many amazing things that public libraries around the United States (and the world) are doing to build and maintain strong community connections. We encourage you to try some of these ideas in your own libraries, and we hope that these ideas will help you be better able to convince your community leaders of the important role that public libraries play in communities large and small.

这些例子只是美国(和世界)各地公共图书馆为建设与维护牢固的社区联系所做的许多令人惊叹的工作中的一小部分。我们鼓励您在自己的图书馆尝试其中一些想法,我们希望这些想法能帮助您更好地说服社区领导者认识到公共图书馆在大大小小的社区中所扮演的重要角色。

陈述句与逐句解析

36. People going to the library in search of information can build connections with each other there.

去图书馆寻找信息的人可以在那里彼此建立联系。

【答案】 G 段 (强锚点)

【锚点】 找信息却建立彼此联系

【定位】 In the words of Robert Putnam, "People may go to the library looking mainly for information, but they find each other there."

用罗伯特·普特南的话说: "人们去图书馆主要是为了寻找信息, 但他们在那里彼此相遇。"

【改写】 People going to the library in search of information ↔

People may go to the library looking mainly for information

"寻找信息"原样同义

can build connections with each other there ↔ **they find each other there**

"找到彼此" = "建立连接"

37. According to advocates of libraries as community builders, librarians are not doing their job well if they do not change their communities.

根据倡导图书馆作为社区建设者的人的观点,如果图书馆员不改变他们的社区,就没有做好本职工作。

【答案】 C 段 (强锚点)

【锚点】 倡导者 + 不改变社区即未尽职

【定位】 Supporters of libraries as community builders claim that unless you are out there changing neighborhoods, you are not completing the work you are to do.

支持图书馆作为社区建设者的倡导者声称: 除非你走出去改变所在社区, 否则你就没有完成你该做的工作。

【改写】 advocates of libraries as community builders ↔ **Supporters of libraries as community builders**
advocates ↔ Supporters 同义

librarians are not doing their job well if they do not change their communities ↔

unless you are out there changing neighborhoods, you are not completing the work you are to do

unless 双否定 ↔ if not 肯定条件

【辨邻】 **B** B 段虽然出现 community builders 这个标签，但没有任何“不改变社区就没做好工作”的主张，缺第二层指纹。

Some of the specific ways in which libraries add value to our communities and serve as cultural centers for our patrons are community builders, centers for the arts, and champions of youth.

38. With the costs of education continually rising, public libraries remain places where all people can have access to education.

随着教育成本不断上升,公共图书馆仍然是所有人都能获得教育的场所。

【答案】 **I** 段 (强锚点)

【锚点】 教育成本上升 + 人人可获取教育

【定位】 In a time when education is increasingly expensive, public libraries provide information and educational opportunities free for all people, regardless of their socio-economic status.

在教育越来越昂贵的时代，公共图书馆免费向所有人提供信息与教育机会，无论其社会经济地位如何。

【改写】 With the costs of education continually rising ↔

In a time when education is increasingly expensive

"成本上升"="越来越贵"名词化重构

public libraries remain places where all people can have access to education ↔

public libraries provide information and educational opportunities free for all people, regardless of their socio-economic status

"人人有教育机会"原样同义

【辨邻】 **H** H 段谈的是 concerts, author visits, and gallery displays 这种文化活动免费，不是 education；少了“教育越来越贵”的前提，整句对不上。

public library events (including concerts, author visits, and gallery displays) are often offered free of charge, enabling people of any income level to attend

L L 段聚焦 students 与 tutoring, homework help programs, and summer reading programs，未提及“教育成本不断上升”作为整体前提，且适用人群是学生不是所有人。

Free tutoring, homework help programs, and summer reading programs for kids and teens help bridge the economic divide that impacts students' academic performance

39. Libraries draw large crowds, thus creating lots of business opportunities in neighboring areas.

图书馆吸引大量人群,从而在周边地区创造了许多商业机会。

【答案】 **D** 段 (强锚点)

【锚点】 吸引人流 + 周边商机

【定位】 Like a major department store in a mall, libraries attract large numbers of people, creating economic opportunities for numerous businesses and organizations in the surrounding area.

就像商场里的主力百货公司一样, 图书馆吸引大量人流, 为周边的众多企业和机构创造经济机会。

【改写】 Libraries draw large crowds ↔ **libraries attract large numbers of people**

draw=attract, crowds=large numbers of people

creating lots of business opportunities in neighboring areas ↔

creating economic opportunities for numerous businesses and organizations in the surrounding area

business=economic for businesses, neighboring=surrounding

40. With the world more and more digitalized, people sometimes underestimate the role of libraries as community and cultural centers.

随着世界越来越数字化,人们有时会低估图书馆作为社区和文化中心的作用。

【答案】 **A** 段 (强锚点)

【锚点】 世界数字化 + 角色被低估

【定位】 But in an increasingly digital world, we see the role of libraries as community and cultural centers at times undervalued.

但是, 在一个日益数字化的世界里, 我们有时会看到图书馆作为社区与文化中心的角色被低估。

【改写】 With the world more and more digitalized ↔ **in an increasingly digital world**

"日益数字化"原样同义

people sometimes underestimate the role of libraries as community and cultural centers ↔

we see the role of libraries as community and cultural centers at times undervalued

underestimate=undervalued, sometimes=at times

41. Various programs organized by public libraries for children and adolescents help narrow the gap between students from varying economic backgrounds.

公共图书馆为儿童和青少年组织的各种项目有助于缩小来自不同经济背景的学生之间的差距。

【答案】 **L** 段 (强锚点)

【锚点】 面向儿童青少年的项目 + 缩小经济差距

【定位】 Free tutoring, homework help programs, and summer reading programs for kids and teens help bridge the economic divide that impacts students' academic performance.

面向少年儿童的免费辅导、作业辅导项目以及暑期阅读项目，帮助弥合那条影响学生学业表现的经济鸿沟。

【改写】 Various programs organized by public libraries for children and adolescents ↔

Free tutoring, homework help programs, and summer reading programs for kids and teens

上位词 programs 总括多个具体项目

narrow the gap between students from varying economic backgrounds ↔

bridge the economic divide that impacts students' academic performance

narrow=bridge, gap=divide

【辨邻】 M M 段聚焦 children learn to share, to be engaged in their communities, to participate in the arts, 与题干"缩小经济差距"无对应。

Through library collections, programs, and physical spaces, children learn to share, to be engaged in their communities, to participate in the arts, and to explore their immediate world and the world at large.

42. In an organized archive, people can do research on their family history and find out how their ancestors came to settle in the new land.

在有组织的档案馆中,人们可以研究自己的家族史,了解他们的祖先是如何来到新大陆定居的。

【答案】 F 段 (强锚点)

【锚点】 档案 + 家族史 + 祖辈如何来到新土地

【定位】 An organized archive is a place where people can research their ancestry and immigration history, do environmental research, and more.

一个组织有序的档案馆，是人们可以研究自己的祖辈血统与移民史、做环境研究等的地方。

【改写】 In an organized archive ↔ **An organized archive is a place**

原样复现

people can do research on their family history ↔ **people can research their ancestry**

family history=ancestry

find out how their ancestors came to settle in the new land ↔ **immigration history**

"移民史"= 祖辈如何来到新土地

43. Public libraries organize cultural events, often allowing people of different income levels to attend free of charge.

公共图书馆组织文化活动,通常允许不同收入水平的人免费参加。

【答案】 H 段 (强锚点)

【锚点】 文化活动 + 不同收入层次免费参与

【定位】 Despite the rising costs of concert and theater tickets, public library events (including concerts, author visits, and gallery displays) are often offered free of charge, enabling people of any income level to attend.

尽管音乐会和剧院门票越来越贵，公共图书馆举办的活动（包括音乐会、作家见面会和画廊展览）却常常免费提供，让任何收入水平的人都能参加。

【改写】 Public libraries organize cultural events ↔

public library events (including concerts, author visits, and gallery displays)

cultural events 上位概括

allowing people of different income levels to attend free of charge ↔

offered free of charge, enabling people of any income level to attend

allowing=enabling, different=any income level

【辨邻】 I I 段谈的是 provide information and educational opportunities free for all people, 与题干 cultural events 对象不一致。

public libraries provide information and educational opportunities free for all people, regardless of their socio-economic status

44. Besides being an information provider, the library performs many other important services for the community.

除了作为信息提供者之外,图书馆还为社区提供许多其他重要服务。

【答案】 B 段（弱锚点）

【锚点】 信息提供者之外的多重服务

【定位】 More than just books and banks of computers, libraries are still places where individuals gather to explore, interact, and imagine.

图书馆不仅是书籍与成排电脑的所在，仍是人们聚集起来探索、互动与想象的地方。

【改写】 Besides being an information provider ↔ **More than just books and banks of computers**
besides=more than just, 两种总览结构互替

the library performs many other important services for the community ↔

Libraries serve in these capacities and are more than just about information

performs many other services=serve in these capacities + more than information

【辨邻】 A A 段 we see the role of libraries as community and cultural centers at times undervalued 谈的是评价（低估），而非“列举信息以外的多种服务”。

public library services that focus on building communities face-to-face, inspiring and educating patrons about art, literature, and music, and helping patrons engage in civil discourse can seem old-fashioned

N N 段 These examples are just a few of the many amazing things that public libraries around the United States (and the world) are doing to build and maintain strong community connections 落点是“鼓励复制 + 说服领导”，与题干的总览主张不一致。

We encourage you to try some of these ideas in your own libraries, and we hope that these ideas will help you be better able to convince your community leaders of the important role that public libraries play in communities large and small.

45. Public libraries can help build small communities of people with different backgrounds and ideologies.

公共图书馆可以帮助建立由不同背景和意识形态的人组成的小型社区。

【答案】 K 段（强锚点）

【锚点】 不同背景与意识形态的小型社区

【定位】 Public libraries, through such programs as The Human Library and Socrates Café, can help build small communities of difference that encourage people to interact with and learn from each other through dialogue.

公共图书馆通过 The Human Library 和 Socrates Café 等项目，能够帮助构建由差异组成的小型社区，鼓励人们通过对话相互交流、相互学习。

【改写】 build small communities of people with different backgrounds and ideologies ↔

build small communities of difference

of difference 展开为 of people with different ...

Public libraries can help ↔

Public libraries, through such programs as The Human Library and Socrates Café, can help
原样复现

【辨邻】 G G 段 community-building connections are happening all the time 强调的是“找信息 → 找到彼此”的反差，与题干“不同背景与意识形态”的限定不一致。

New moms connect at baby story-times; elderly people, often facing difficult life transitions, attend events and find that they make new friends; teenagers meet up in libraries' teen spaces after school; and readers discuss current events in the periodicals room.

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 提出全文论点：在日益数字化与预算缩减的背景下，图书馆作为社区与文化中心的角色被低估，但恰恰因此变得比以往更重要。

信息指纹 数字化时代角色被低估

- B 总览段：图书馆不只是书与电脑，还是社区建设者、艺术中心、青少年守护者，承担信息以外的多重价值。

信息指纹 信息之外的多重身份总览

- C 讲图书馆作为社区建设者的角色，并引述支持者观点：不走出去改变社区，就没做好工作。

信息指纹 不改变社区即未完成工作

- D 以"基于地点的经济发展"切入，把图书馆类比为商场里的主力百货，能吸引人流、为周边企业带来商机。

信息指纹 图书馆如主力百货带动周边商机

- E 讲图书馆推动城市可持续性，举例本地农夫市集与种子借阅图书馆等环保与本地经济实践。

信息指纹 可持续与本地食物 / 种子借阅

- F 讲档案馆作用：保存口述史、数字化档案，帮助人们研究家族史与移民史。

信息指纹 档案馆与家族 / 移民史研究

- G 引用罗伯特·普特南的话：人们到图书馆找信息，却在那里找到了彼此，举新妈妈、老人、青少年、读者的例子说明社区连接。

信息指纹 找信息却找到彼此

- H 引用基思·理查兹的话"公共图书馆是伟大的平等器"：演出和讲座往往免费，让不同收入层次的人都能参与。

信息指纹 伟大的平等器 / 免费文化活动

I 在教育日益昂贵的时代，公共图书馆免费向所有人提供信息与教育机会，举 American Library Association 的 Let's Talk about It 项目为例。

信息指纹 教育昂贵 / 免费向所有人开放

J 强调读者也是“信息生产者”：图书馆为想做维基百科、博客、播客、杂志、艺术与音乐创作的人提供空间与服务。

信息指纹 读者亦是信息生产者

K 讲公民对话的衰落与图书馆的补救：通过 The Human Library、Socrates Café 等项目，把不同背景与意识形态的人聚到一起对话。

信息指纹 不同背景与意识形态的小型社区

L 免费辅导、作业辅导与暑期阅读项目帮助弥合影响学生学业表现的经济鸿沟。

信息指纹 弥合学生经济鸿沟的辅导与暑期阅读

M 讲图书馆面向儿童的服务：通过馆藏、项目与空间让孩子学会分享、参与社区与艺术，举 Nature Explorium 为例。

信息指纹 面向儿童 / Nature Explorium

N 结尾段：鼓励读者把这些做法引入自家图书馆，并向社区领导者证明公共图书馆的重要角色。

信息指纹 鼓励复制 / 说服社区领导

SENTENCE INSIGHTS • 句子精讲

23 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。

When shrinking municipal budgets combine with the nonstop technological revolution, public library services that focus on building communities face-to-face, inspiring and educating patrons about art, literature, and music, and helping patrons engage in civil discourse can seem old-fashioned.

A段，第3句

主句主干 "public library services can seem old-fashioned" 被长达四十余词的定语从句分隔，主语与谓语之间横跨整个从句，需要学生跨越大段修饰内容才能定位谓语。句首的时间状语从句进一步增加了定位主句起点的难度。对目标读者而言，这种长距离分隔使主干识别难度较高。

But it is precisely those shrinking budgets and the assault of technologically mediated life that make public libraries' cultural and community offerings more important than ever.

A段，第4句

强调句是四六级和考研阅读写作中的高频句式，make 加宾语加宾补结构也是常考搭配，主语中包含并列和后置定语的复杂名词短语更是长难句的典型特征，本句结构在真题中极具代表性，掌握后可迁移应用于大量类似句子

Many people point out the value public libraries bring to their communities.

B段，第1句

主句带宾语从句修饰、定语从句省略关系代词（尤其是作宾语时省略）是四六级和考研阅读中的高频句式。这种结构在真题和学术文章中大量出现，掌握后可广泛迁移到同类长难句的理解中，具有很强的典型性和实用性。

More than just books and banks of computers, libraries are still places where individuals gather to explore, interact, and imagine.

B段，第2句

主系表结构配合限制性定语从句是四六级和考研阅读中的高频句式，关系副词 where 引导定语从句修饰地点名词也是常见考点。本句的结构模式具有较强的代表性，学习者掌握后能够迁移到大量类似句子的理解中。

Some of the specific ways in which libraries add value to our communities and serve as cultural centers for our patrons are community builders, centers for the arts, and champions of youth.

B段，第3句

主系表结构配合长定语从句修饰主语,这是四六级和考研阅读中极为常见的句式,尤其在学术性或说明性文本中频繁出现。"in which" 引导的定语从句、主语被大段修饰语扩展导致主干分离,都是考试中的高频考点,掌握后可大量复用于理解同类长难句

Supporters of libraries as community builders claim that unless you are out there changing neighborhoods, you are not completing the work you are to do.

C段，第4句

成分丰富且含多个易错点：主语带长定语、宾语从句、条件状语从句、省略关系代词的定语从句、伴随状语（changing neighborhoods）、be to do 结构的识别。特别是定语从句省略关系代词和 be to do 结构容易被误判

Like a major department store in a mall, libraries attract large numbers of people, creating economic opportunities for numerous businesses and organizations in the surrounding area.

D段，第2句

句首介词短语 + 主句 + 句末现在分词短语(表伴随或结果)是四六级和考研阅读中的常见句式,具有一定代表性。掌握这种 "修饰成分 + 核心主干 + 分词短语" 的排列方式对理解长句有帮助,但因为本句没有从句,句式复杂度未达到真题高频难句的典型水平。

Large cities, medium-sized ones, and even small towns have successfully transformed their libraries into the hubs(枢纽) of vibrant neighborhoods.

D段，第3句

包含复合主语（三个并列名词短语）、现在完成时谓语、宾语及宾语补足语，成分较为丰富，适合练习识别并列主语和 "transform A into B" 的句型结构。

The Urban Libraries Council released a report detailing the unique ways in which libraries can further sustainability at the local level.

E段，第2句

主句带复杂宾语(含后置定语和嵌套定语从句)的结构在四六级、考研英语阅读中频繁出现,介词+关系代词引导定语从句也是典型考点,句式代表性强

An organized archive is a place where people can research their ancestry and immigration history, do environmental research, and more.

F段，第3句

主系表结构加限制性定语从句是四六级和考研英语阅读中的高频句式,用于定义或说明某一概念。从句内部的并列结构也是常见考点。本句结构具有较强的代表性,掌握后可应用于大量类似句子的理解

An archivist is an advocate for preservation who, among other things, coordinates the restoration of maps and paintings, the digitization of vital records, and the creation of oral history projects.

F段，第4句

主系表 + 限制性定语从句的组合是四六级和考研英语阅读中的高频句式，尤其用于职业、概念的定义类句子。从句内用并列结构列举具体内容也是学术英语的典型表达方式。掌握此句式后可直接迁移到大量类似的定义句和描述句。

New moms connect at baby story-times; elderly people, often facing difficult life transitions, attend events and find that they make new friends; teenagers meet up in libraries' teen spaces after school; and readers discuss current events in the periodicals room.

G段，第2句

分号连接的并列句结构在四六级和考研英语阅读中较为常见,第二个主句中并列谓语加宾语从句的组合也是典型句式。整句展现了并列关系、从句嵌套、分词短语作定语等常考语法点,具有较高的代表性和迁移价值,掌握后可应用于大量类似句子。

Despite the rising costs of concert and theater tickets, public library events (including concerts, author visits, and gallery displays) are often offered free of charge, enabling people of any income level to attend.

H段，第2句

"Despite... 主句, 分词短语" 这一结构在四六级和考研阅读中高频出现，句首让步状语加被动语态、句末结果状语的组合是典型的书面表达句式，学习后迁移价值高。

In addition, library book groups allow people to explore and discuss the literary arts, and the Great Stories Club introduces at-risk youth to literature.

H段，第3句

并列句是四六级和考研真题中常见的句式，本句通过 "and" 连接两个主句的结构具有一定代表性。第一个主句的 "allow sb to do sth" 结构也是高频考点。但整体句式相对简单，没有复杂从句或特殊结构，因此典型性中等偏上。

In a time when education is increasingly expensive, public libraries provide information and educational opportunities free for all people, regardless of their socio-economic status.

I段，第1句

主句包含主语、谓语、宾语(并列宾语)、多个状语(时间状语、方式状语、对象范围状语、让步状语),成分种类丰富。从句为系表结构,涉及定语从句的关系副词在从句中充当状语的用法。整体覆盖了基本句型的多种成分,且有嵌套修饰关系,适合作为成分划分的综合练习。

In addition, many libraries present classes and discussion programs, and some even provide online continuing education courses such as the Universal Class database.

I段，第3句

并列主句结构在四六级和考研阅读中较为常见，but、and 连接的并列句是典型句式之一。本句还展示了状语位置、并列宾语、举例说明 (such as) 等常用法，具有一定代表性。

Increasing numbers of libraries provide spaces and services that meet the needs of people who want to learn how to edit Wikipedia, set up blogs or podcasts, create their own magazines, and so much more.

J段，第3句

主句 + 双层限制性定语从句的结构在四六级和考研阅读中高频出现，且本句展现的 "that" 和 "who" 引导从句并在从句中充当成分的用法极为典型，学生掌握后可大量复用到其他长难句分析中。

The cost of hiring a private tutor is well beyond what many library patrons can afford, so libraries offer homework help and tutoring online, by phone, in person, and even through social media and homework apps.

L段，第2句

因果并列句 ("so" 连接) 和 "what" 引导的宾语从句都是四六级和考研阅读中的高频结构;第二个主句中的多重方式状语并列也是常见的列举手法。这类结构在真题中反复出现,掌握后可以迁移到大量类似句子,具有较强的代表性。

Annual summer reading programs also have a positive impact on student performance and, according to a 2010 study conducted by Dominican University's Graduate School of Library and Information Science, students' reading skills get a boost from these popular nationwide events.

L段，第3句

并列句是四六级和考研阅读中的常见句式，本句通过 "and" 连接两个主句，且第二个主句前插入了引用来源的状语短语，这种结构在学术类文章和新闻报道中非常典型。掌握这种并列加插入的模式，可以迁移到大量真题句子的分析中。

People going to the library in search of information can build connections with each other there.

第36题题干

简单句主干加后置定语修饰主语的结构在四六级和考研真题中较为常见，"现在分词短语作后置定语" 是高频考点，掌握后可迁移到大量类似句型，但本句缺少从句等更复杂的典型考研结构，典型性中等偏上。

With the costs of education continually rising, public libraries remain places where all people can have access to education.

第38题 题干

主句采用系表结构加限制性定语从句，这是四六级和考研真题中的常见句式。With 引导的独立成分作状语也是典型的书面表达。掌握后可在阅读和写作中复用，具有较强的代表性。

With the world more and more digitalized, people sometimes underestimate the role of libraries as community and cultural centers.

第40题 题干

简单句配句首介词短语状语是四六级和考研阅读中的常见句式，“主语 + 谓语 + 复杂名词短语宾语”的结构也很典型。掌握后可迁移到大量类似句子。但因为是简单句，结构相对单一，典型性不及复合句或并列复合句。

Besides being an information provider, the library performs many other important services for the community.

第44题 题干

简单句配双状语的结构在四六级和考研阅读中高频出现，句首介词短语表让步或附加信息、句尾介词短语表对象或目的，均为典型搭配模式，掌握后可广泛迁移。

HIGH-FREQUENCY • 真题高频词

本篇出现的 170 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。

community

B1

n. 社区

本篇27次 · 真题 163句

cultural

B1

adj. 文化的

本篇7次 · 真题 68句

project A2

n. 项目

本篇5次·真题 116 句

event A2

n. 事件

本篇5次·真题 99 句

economic B2

adj. 经济的

本篇4次·真题 167 句

local A2

adj. 当地的

本篇4次·真题 143 句

opportunity B1

n. 机会

本篇4次·真题 115 句

engage B2

v. 参与;从事

本篇4次·真题 68 句

importance B1

n. 重要性

本篇4次·真题 60 句

connection B1

n. 联系

本篇4次·真题 50 句

neighborhood B1

n. 街区

本篇4次·真题 19 句

civil B2

adj. 公民的

本篇4次·真题 14 句

discourse C1

n. 话语;论述

本篇4次·真题 14 句

archive B2

n. 档案馆

本篇4次·真题 8 句

impact B2

n. 影响

本篇3次·真题 185 句

explore B1

v. 探索

本篇3次·真题 52 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇3次·真题 46 句

reading A1

n. 阅读

本篇3次·真题 43 句

organize B1

v. 组织, 安排 (活动、会议等)

本篇3次 · 真题 19 句

individual B2

adj. 单独的

本篇2次 · 真题 142 句

online A2

adj. 在线的

本篇2次 · 真题 139 句

environmental B1

adj. 环境的

本篇2次 · 真题 112 句

major B1

adj. 主要的

本篇2次 · 真题 108 句

support A2

v. 支持

本篇2次 · 真题 103 句

performance B1

n. 表演

本篇2次 · 真题 98 句

united B1

adj. 联合的

本篇2次 · 真题 97 句

according B1

prep. 根据

本篇2次 · 真题 96 句

income B1

n. 收入

本篇2次 · 真题 94 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇2次 · 真题 78 句

digital B1

adj. 数字的

本篇2次 · 真题 72 句

advocate B2

v. 拥护

本篇2次 · 真题 55 句

charge B1

v. 收费

本篇2次 · 真题 44 句

addition A2

n. 增加

本篇2次 · 真题 41 句

teen A2

n. 青少年

本篇2次 · 真题 41 句

budget B1

n. 预算

本篇2次 · 真题 37 句

interact B2

v. 相互作用

本篇2次 · 真题 37 句

shrink B2

v. 缩小

本篇2次 · 真题 23 句

champion B1

n. 冠军

本篇2次 · 真题 22 句

exciting A2

adj. 令人兴奋的

本篇2次 · 真题 22 句

creation B2

n. 创造

本篇2次 · 真题 20 句

literature B2

n. 文学

本篇2次 · 真题 19 句

writing A2

n. 写作

本篇2次 · 真题 17 句

youth A2

n. 青年时期

本篇2次 · 真题 15 句

artifact C1

n. 人工制品

本篇2次 · 真题 14 句

partnership B2

n. 合伙关系

本篇2次 · 真题 11 句

ideology C1

n. 意识形态

本篇2次 · 真题 10 句

product A2

n. 产品

本篇1次 · 真题 271 句

author A2

n. 作者

本篇1次 · 真题 264 句

focus B1

n. 重点

本篇1次 · 真题 200 句

consumer B1

n. 消费者

本篇1次 · 真题 165 句

positive B1

adj. 积极的

本篇1次 · 真题 144 句

learning A1

n. 学习

本篇1次 · 真题 128 句

stress B1

n. 压力

本篇1次 · 真题 126 句

claim B1

v. 声称

本篇1次 · 真题 111 句

academic B2

adj. 学术的

本篇1次 · 真题 104 句

access B1

n. 进入

本篇1次 · 真题 101 句

medium B1

adj. 中等的

本篇1次 · 真题 98 句

gain B1

v. 获得;赢得

本篇1次 · 真题 96 句

physical B1

adj. 身体的

本篇1次 · 真题 91 句

decline B2

v. 下降

本篇1次 · 真题 88 句

evidence B1

n. 证据

本篇1次 · 真题 87 句

graduate B1

n. 毕业生

本篇1次 · 真题 82 句

promote B2

v. 促进

本篇1次 · 真题 82 句

states A1

n. 国家

本篇1次 · 真题 80 句

further B1

adv. 更远地

本篇1次 · 真题 79 句

despite B1

prep. 尽管

本篇1次 · 真题 77 句

organization

B1

n. 组织

本篇1次·真题 73 句

current

B1

adj. 现在的

本篇1次·真题 72 句

responsibility

B1

n. 责任

本篇1次·真题 69 句

enable

B1

v. 使能够

本篇1次·真题 68 句

attract

B1

v. 吸引 (注意力、兴趣)

本篇1次·真题 67 句

variety

B1

n. 多样化

本篇1次·真题 66 句

maintain

B1

v. 维持

本篇1次·真题 64 句

various

B1

adj. 各种各样的

本篇1次·真题 63 句

perform

B1

v. 执行

本篇1次·真题 61 句

conduct

B2

v. 组织并实施

本篇1次·真题 59 句

specific

B2

adj. 具体的

本篇1次·真题 59 句

ensure

B2

v. 确保

本篇1次·真题 57 句

boost

B2

v. 提高

本篇1次·真题 55 句

gap

B1

n. 间隙

本篇1次·真题 54 句

principle

B2

n. 原则, 准则

本篇1次·真题 54 句

unique

B2

adj. 独特的

本篇1次·真题 54 句

mainly B1

adv. 主要地

本篇1次·真题 53 句

institution B2

n. 机构

本篇1次·真题 52 句

status B2

n. 地位

本篇1次·真题 48 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

creativity B2

n. 创造力

本篇1次·真题 45 句

technological B2

adj. 技术的

本篇1次·真题 45 句

educational B1

adj. 教育的

本篇1次·真题 44 句

agency B2

n. 代理机构

本篇1次·真题 42 句

department A2

n. 部门

本篇1次·真题 41 句

interested A1

adj. 感兴趣的

本篇1次·真题 41 句

player A2

n. 运动员

本篇1次·真题 41 句

partner B1

n. 伴侣

本篇1次·真题 39 句

release B1

v. 释放

本篇1次·真题 38 句

relevant B2

adj. 相关的

本篇1次·真题 38 句

app B1

n. 应用程序

本篇1次·真题 36 句

capacity B2

n. 容量

本篇1次·真题 36 句

adolescent B2

n. 青少年

本篇1次·真题 35 句

institute B2

n. 学院

本篇1次·真题 35 句

preserve B2

v. 保护

本篇1次·真题 34 句

combine B1

v. (使) 结合、组合

本篇1次·真题 33 句

historical B2

adj. 历史的

本篇1次·真题 32 句

gather B1

v. 聚集, 集合

本篇1次·真题 31 句

participate B1

v. 参加

本篇1次·真题 31 句

urban B2

adj. 城市的, 都市的

本篇1次·真题 31 句

association B2

n. 协会

本篇1次·真题 30 句

reader A2

n. 读者

本篇1次·真题 30 句

transform B2

v. 使彻底改变;使转变

本篇1次·真题 30 句

vary B1

v. 不同

本篇1次·真题 30 句

hire A2

v. 雇用

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

vital B2

adj. 极其重要的, 必不可少的

本篇1次·真题 29 句

collection B1

n. 收集物

本篇1次 · 真题 28 句

increased A2

v. 增加了

本篇1次 · 真题 28 句

expression B1

n. 表达

本篇1次 · 真题 27 句

regardless B2

adv. 不管

本篇1次 · 真题 27 句

revolution B2

n. 革命

本篇1次 · 真题 27 句

strengthen B2

v. 加强

本篇1次 · 真题 27 句

annual B1

adj. 每年的, 年度的

本篇1次 · 真题 25 句

numerous B2

adj. 众多的, 许多的

本篇1次 · 真题 25 句

transition B2

n. 过渡

本篇1次 · 真题 25 句

provider B2

n. 供应者

本篇1次 · 真题 24 句

successfully B1

adv. 成功地

本篇1次 · 真题 24 句

crowd A2

n. 人群

本篇1次 · 真题 23 句

display B1

v. 展示

本篇1次 · 真题 22 句

foster B2

v. 培养

本篇1次 · 真题 22 句

multiple B2

adj. 多个的

本篇1次 · 真题 21 句

universal B2

adj. 普遍的

本篇1次 · 真题 21 句

elderly B2

adj. 年老的

本篇1次·真题 20 句

inspire B2

v. 激励

本篇1次·真题 20 句

stem B2

n. 茎

本篇1次·真题 20 句

convince B1

v. 说服, 使相信

本篇1次·真题 19 句

narrow B1

adj. 狭窄的

本篇1次·真题 19 句

virtual B2

adj. 虚拟的 (计算机生成的)

本篇1次·真题 19 句

attractive B1

adj. 有吸引力的

本篇1次·真题 18 句

mom A1

n. 妈妈

本篇1次·真题 18 句

underestimate B2

v. 低估

本篇1次·真题 18 句

producer B2

n. 生产者

本篇1次·真题 17 句

sustainability C1

n. 可持续性

本篇1次·真题 17 句

ancestor B2

n. 祖先, 祖宗

本篇1次·真题 15 句

innovative B2

adj. 创新的

本篇1次·真题 15 句

actively B1

adv. 积极主动地

本篇1次·真题 14 句

engaged B1

adj. 忙碌的

本篇1次·真题 14 句

precisely B2

adv. 精确地, 准确地

本篇1次·真题 14 句

branch A2

n. 树枝

本篇1次·真题 13 句

database B2

n. 数据库

本篇1次·真题 13 句

educate B2

v. 教育

本篇1次·真题 13 句

gallery B1

n. 美术馆

本篇1次·真题 13 句

minority B2

n. 少数

本篇1次·真题 13 句

resilience C1

n. 恢复力

本篇1次·真题 13 句

council B1

n. 委员会

本篇1次·真题 12 句

endless B2

adj. 无尽的

本篇1次·真题 12 句

supporter B1

n. 支持者

本篇1次·真题 12 句

amazing A2

adj. 令人惊奇的

本篇1次·真题 11 句

construction B1

n. 建造

本篇1次·真题 11 句

edit B1

v. 编辑

本篇1次·真题 11 句

inquiry B2

n. 询问

本篇1次·真题 11 句

preservation B2

n. 保护

本篇1次·真题 11 句

surely B1

adv. 肯定地

本篇1次·真题 11 句

mall B1

n. 购物中心

本篇1次·真题 10 句

coordinate

B2

v. 协调

本篇1次 · 真题 9 句

depressed

B2

adj. 抑郁的

本篇1次 · 真题 9 句

functional

B2

adj. 实用的

本篇1次 · 真题 9 句

nurture

C1

v. 养育

本篇1次 · 真题 9 句

continually

B2

adv. 频繁地

本篇1次 · 真题 8 句

lending

B1

n. 借出

本篇1次 · 真题 8 句

literary

B2

adj. 文学的

本篇1次 · 真题 8 句

nationwide

B2

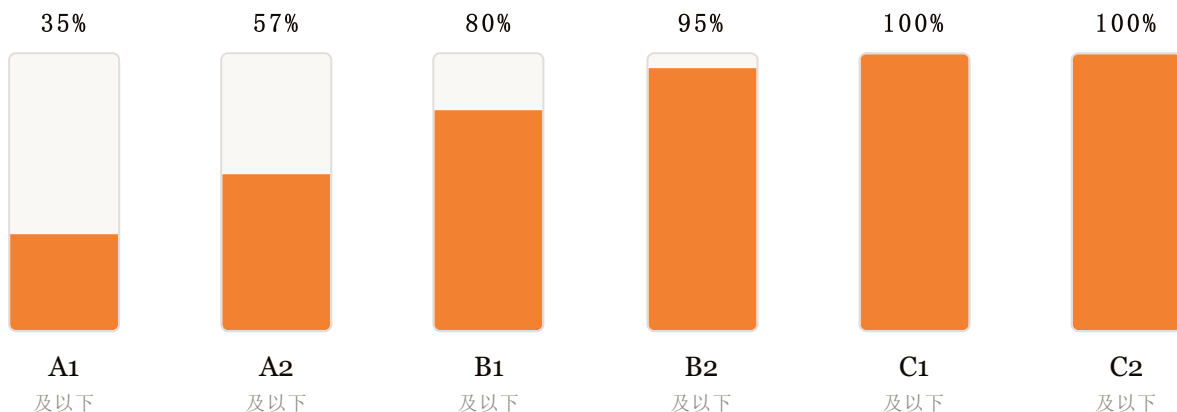
adj. 全国性的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 441 词按 CEFR 难度累积覆盖

全文去重后共 **441** 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 22 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 441 个 · 末柱为 100%

去重总词数

441

B2 以上难词

5%

B1 及以下覆盖

80%



英语六级 2025年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	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	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 →

2025年6月·第1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2025年6月·第1套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 13 段原文（段首标 P1–P13 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第1套(2025-06) • 英语六级

Part III 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.

P1 Nationally, one in six children miss 15 or more days of school in a year. Education officials have deplored all this missed instruction.

在全国范围内,每六个儿童中就有一个在一年内缺课15天或更多。教育官员对这些被错过的课程表示遗憾。

P2 These chronically absent students suffer academically because of all the classroom instruction they miss out on. In 2015, the U.S. secretary of education responded to this crisis, urging communities to support every student to attend every day and be successful in school. His open letter stated that missing 10% of school days in a year for any reason—excused or unexcused—is a primary cause of low academic achievement.

这些长期缺勤的学生由于错过了大量课堂教学而在学业上受到损害。2015年,美国教育部长对这一危机作出回应,敦促社区支持每个学生每天上学并在学校取得成功。他的公开信指出,无论出于何种原因——无论是准假还是旷课——一年内缺课达到上课天数的10%是学业成绩低下的主要原因。

P3 Worrying about whether children attend school makes sense. After all, if students don't show up, teachers can't teach them.

担心儿童是否上学是有道理的。毕竟,如果学生不到校,教师就无法教他们。

P4 But what if America's attendance crisis is about much more than students missing class? What if, instead, it is a reflection of family and community crises these students face—such as being ejected

from the family apartment, fearing for their safety in their neighborhood or suffering an illness?

但是,如果美国的出勤危机远不止学生缺课这么简单呢?如果它实际上反映的是这些学生面临的家庭和社区危机——比如被赶出家庭公寓、担心自己在社区的安全或遭受疾病,又该如何呢?

P5 As social scientists we investigated how excused and unexcused absences relate to children's academic achievement.

作为社会科学家,我们调查了准假缺勤和旷课与儿童学业成绩的关系。

P6 We find that absences excused by a parent do little to harm children's learning. In fact, children with no unexcused absences—but 15 to 18 excused absences—have test scores equal to their peers who have no absences.

我们发现,经家长准假的缺勤对儿童的学习几乎没有什么损害。事实上,没有旷课记录但有15至18次准假缺勤的儿童,其考试成绩与那些没有任何缺勤的同龄人相当。

P7 Meanwhile, the average child with even just one unexcused absence does much worse academically than peers with none.

与此同时,即使只有一次旷课的普通儿童,其学业表现也比没有旷课的同龄人差得多。

P8 We believe unexcused absence is a strong signal of the many challenges children and families face, including economic and medical hardships. Unexcused absences can be a powerful signal of how those out-of-school challenges affect children's academic progress.

我们认为旷课是儿童和家庭面临的诸多挑战(包括经济和医疗困难)的强烈信号。旷课可以成为这些校外挑战如何影响儿童学业进步的有力信号。

P9 Our evidence suggests unexcused absences are problematic, but for a different reason than people often think. Absence from school, and especially unexcused absence, matters mainly as a signal of many crises children and their families may be facing. It matters less as a cause of lower student achievement due to missed instruction.

我们的证据表明旷课确实有问题,但原因与人们通常认为的不同。缺课,尤其是旷课,主要作为儿童及其家庭可能面临的诸多危机的信号而重要。它作为因错过教学而导致学生成绩下降的原因则不那么重要。

P10 How we choose to think of school absences matters for educational policy. School attendance policies typically hold schools and families accountable for the days children miss, regardless of whether they were excused or unexcused absences.

我们如何看待缺课问题对教育政策很重要。学校出勤政策通常让学校和家庭为儿童缺课的天数负责,无论这些缺勤是准假还是旷课。

P11 These policies assume that missing school for any reason harms children academically because they are missing classroom instruction. They also assume that schools will be able to effectively intervene by reducing student absences. We find neither to be the case.

这些政策假定,无论出于何种原因缺课都会因为错过课堂教学而在学业上损害儿童。它们还假定学校能够通过减少学生缺勤来有效干预。我们发现这两种情况都不成立。

P12 As a result, these attendance policies end up disproportionately punishing families dealing with out-of-school crises in their lives and pressuring schools who serve them to get students to school more

often.

结果,这些出勤政策最终不成比例地惩罚了那些正在应对生活中校外危机的家庭,并给为这些家庭服务的学校施加压力,要求它们让学生更频繁地到校。

P13 We instead suggest using unexcused absence from school as a signal to channel resources to the children and families who need them most.

我们建议将旷课作为一种信号,用来向最需要帮助的儿童和家庭提供资源。

题目与逐题解析

46. What does the U.S. secretary of education say in his open letter?

- A) It is of vital importance to respond promptly to the school absence crisis.
- B) The academic performance of chronically absent students is deplorable.
- C) Low academic achievement is mainly attributed to school absences.
- D) The effect of school absences on American education is worrisome.

美国教育部长在他的公开信中说了什么?

- A) 及时应对学校缺勤危机至关重要。
- B) 长期缺勤学生的学业表现令人担忧。
- C) 学业成绩低下主要归因于学校缺勤。
- D) 学校缺勤对美国教育的影响令人担忧。

【答案】 C (细节题)

【判型】 What does the U.S. secretary of education say in his open letter? 问的是某人具体说的内容, 答案就在原文某句话里, 不需推断。

【拆句】 结构是 What does the U.S. secretary of education say in his open letter?——典型 what 引导的特殊疑问句, 主语 the U.S. secretary of education, 谓语 say, 介词短语 in his open letter 限定 say 的发生场景; 无从句、无否定、无陷阱。

【定位】 His open letter stated that missing 10% of school days in a year for any reason—excused or unexcused—is a primary cause of low academic achievement.

他的公开信指出, 一年缺课 10%——无论是否有故——是低学业成就的一个主要原因。

【选项】 A) 过度推断

公开信里没有任何关于 "必须迅速回应" 的话——urging communities to support every student 是劝学校社区支持学生出勤，不是对 respond promptly 的呼吁；A 项把作者 (urging) 的动作改写成信件内容，且加了原文没有的 "vital importance / promptly" 程度词。

B) 偷换概念

deplored 在原文里描述的是 Education officials 对 "all this missed instruction" 的态度，B 项把它偷换成了 "chronically absent students 的 academic performance is deplorable"——主语从 "缺课现象" 偷换成 "学生的学业表现"，evaluatee 错位。

C) ✓ 正确

missing 10% of school days in a year for any reason ↔ school absences
is a primary cause of low academic achievement ↔

Low academic achievement is mainly attributed to

C 项把 missing 10% of school days ... is a primary cause of low academic achievement 的主动因果倒装为 "低学业主要归因于缺课" 的被动因果，与预判 "缺课是学业差的主因" 完全吻合。

D) 张冠李戴

公开信原文用 primary cause 的客观因果定性，并未对 "school absences 对美国教育的影响" 作 worrisome 这种情感色彩评价——D 项把 Worrying 段的句首词搬到这里，但那是作者对 "担心缺勤" 的转述，并非教育部长公开信的内容。

47. What do the authors find about school absences?

- A) Excused school absences have little impact on children's learning.
- B) There is little difference between unexcused and excused absences.
- C) Excused absences lead to comparatively better school performance.
- D) Unexcused absences are a big challenge to both schools and families.

作者对学校缺勤有什么发现？

- A) 请假缺勤对儿童学习影响很小。 B) 无故缺勤和请假缺勤之间几乎没有差别。
- C) 请假缺勤导致相对更好的学业表现。 D) 无故缺勤对学校和家庭都是一个巨大挑战。

【答案】 A (细节题)

【判型】 What do the authors find about school absences? 问的是作者的客观发现，原文必有对应陈述句，不属于推断。

【拆句】 结构是 What do the authors find about school absences?——What 作 find 的宾语，主语 the authors，介词短语 about school absences 限定 find 的话题范围；句法简单，没有陷阱。

【定位】 We find that absences excused by a parent do little to harm children's learning.
我们发现，由家长请假的 excused absences 对孩子的学习几乎没有伤害。

【选项】 A) ✓ 正确

absences excused by a parent ↔ **Excused school absences**

do little to harm children's learning ↔ **have little impact on children's learning**

A 项是 P6 第一句的字面同义改写——主语 excused absences、谓语 do little to harm 全部一一对应，无任何添加或扭曲，与预判完全吻合。

B) 与原文相反

原文 the average child with even just one unexcused absence does much worse academically than peers with none 明确指出 unexcused 与 excused 差异很大——B 项 little difference 与原文 much worse 直接相反。

C) 过度推断

原文只说 excused absences do little to harm、有 excused 缺勤的孩子 have test scores equal to their peers who have no absences——是 "equal to" (相当)，不是 comparatively better (相对更好)。“持平”被悄悄抬升为“更好”。

D) 答非所问

Unexcused absences are a big challenge to both schools and families 谈的是 unexcused 对学校和家庭构成挑战——题干 Q47 问的是 "authors 关于 school absences 的发现"，作者的核心发现是 excused 不损学 (P6)，而非 unexcused 对学校家庭有多挑战。话题偏离。

48. What do the authors believe concerning unexcused school absences?

- A) They are likely to cause a decrease in students' academic achievements due to missed instruction.
- B) They point directly to many of the out-of-school challenges confronting children and their families.
- C) They are matters the American government typically ignores when formulating educational policies.
- D) They give a clear signal to children and their families of the crises they are likely to face in the future.

作者对无故缺勤持什么看法？

- A) 由于错过了教学,它们可能导致学生学业成绩下降。
- B) 它们直接指向儿童及其家庭面临的许多校外挑战。
- C) 在制定教育政策时,美国政府通常会忽视这些问题。
- D) 它们向儿童及其家庭发出了未来可能面临危机的明确信号。

【答案】 B (细节题)

【判型】 What do the authors believe concerning unexcused school absences? 问的是作者已经明说的观点，原文有原句，属于细节题。

【拆句】 结构是 What do the authors believe concerning unexcused school absences?——concerning 等于 about，是介词，引出讨论对象；与 Q47 唯一的差异在限定词 unexcused，读题时务必圈出。

【定位】 We believe unexcused absence is a strong signal of the many challenges children and families face, including economic and medical hardships.

我们认为，无故缺勤是孩子和家庭所面临诸多挑战的强烈信号，包括经济与医疗方面的困难。

【选项】 A) 与原文相反

They are likely to cause a decrease in students' academic achievements due to missed instruction 是作者明确反对的观点——It matters less as a cause of lower student achievement due to missed instruction 中 "matters less as a cause" 直接否定了 "缺课通过 missed instruction 导致学业下降" 这一因果。A 项把作者反对的观点扣给作者本人。

B) ✓ 正确

is a strong signal of ↔ point directly to
the many challenges children and families face ↔

many of the out-of-school challenges confronting children and their families

B 项把 is a strong signal of 改写为 point directly to——"信号" 与 "指向" 是六级常见的隐喻互换，与预判 "无故缺勤指向校外挑战" 完全吻合。

C) 无中生有

原文未说政府 typically ignores unexcused absences——恰恰相反，P10 说政策 hold schools and families accountable for the days children miss，是 "管太严" 而非 "忽视"。C 项凭空捏造 "政府忽视" 这一事实。

D) 偷换概念

原文 is a strong signal of the many challenges children and families face 用一般现在时 face，指 "当下面对" 的挑战；D 项改成 the crises they are likely to face in the future 把时间挪到未来——把 "反映当下危机" 偷换成 "预测未来危机"。

49. What is the assumption underlying education policies in the U.S.?

- A) Children's academic performance depends on reducing the number of absences.
- B) Schools can boost children's academic performance by effective intervention.
- C) Schools as well as families should be held responsible for out-of-school crises.
- D) Children's academic performance is closely related to the quality of instruction.

美国教育政策所基于的假设是什么？

- A) 儿童的学业表现取决于减少缺勤次数。
- B) 学校可以通过有效干预提高儿童的学业表现。
- C) 学校和家庭都应对校外危机负责。
- D) 儿童的学业表现与教学质量密切相关。

【答案】 B (细节题)

【判型】 What is the assumption underlying education policies in the U.S.? 问的是原文已经写明的预设，不是要读者推断政策背后的隐含逻辑。

【拆句】结构是 What is the assumption underlying education policies in the U.S.?——主语是 the assumption, underlying 是现在分词作后置定语 (= that underlies), 限定 assumption 是 "作为政策基础的" 那种预设; 不要把 underlying 误读为时间状语。

【定位】They also assume that schools will be able to effectively intervene by reducing student absences.

这些政策还预设, 学校能通过减少学生缺勤来有效进行干预。

【选项】A) 偷换概念

原文 missing school for any reason harms children academically 是 "缺课损学业"——A 项 Children's academic performance depends on reducing the number of absences 把它倒过来说 "学业取决于减少缺勤", 表面相近但因果主语错位: 原文主语是 "缺课", A 项主语变成 "学业", 且 depends on 把单向因果偷换为 "取决于" 这一更强的依存关系。

B) ✓ 正确

schools will be able to effectively intervene ↔

Schools can boost children's academic performance by effective intervention

by reducing student absences + These policies assume that missing school for any reason harms children academically

↔ **boost children's academic performance**

B 项把第二个 assume (学校能有效干预) 与前一句的因果 (缺课损学业) 合起来——干预 → 减少缺勤 → 提升学业, 是政策预设的完整逻辑, 与预判吻合。

C) 张冠李戴

原文 hold schools and families accountable for the days children miss 说政策让学校和家庭对 "缺课天数" 负责, 而不是对 out-of-school crises 负责——"out-of-school crises" 是 out-of-school challenges 里的概念, C 项把它扣到了 "政策让学校家庭负责的对象" 头上, 移花接木。

D) 无中生有

原文从头到尾在讨论 attendance / absences / missed instruction (错过的教学), 从未讨论 the quality of instruction (教学质量) ——D 项凭空引入 "教学质量" 概念, 与原文核心论域无关。

50. What do the authors suggest doing regarding school absences?

- A) Identifying their underlying causes.
- B) Reframing school attendance policies.
- C) Directing resources to helping needy children.
- D) Pressuring schools to reduce unexcused ones.

作者建议如何处理学校缺勤问题?

- A) 找出其根本原因。
- B) 重新制定学校出勤政策。
- C) 将资源用于帮助有需要的儿童。
- D) 向学校施压以减少无故缺勤。

【答案】 C (细节题)

【判型】 What do the authors suggest doing regarding school absences? 问的是作者明说的建议，原文有原句，不需推断。

【拆句】 结构是 What do the authors suggest doing regarding school absences?—suggest doing 是 suggest 接动名词的固定搭配，What 在动名词 doing 后充当宾语；regarding = about，限定话题。结构平铺直叙，无陷阱。

【定位】 We instead suggest using unexcused absence from school as a signal to channel resources to the children and families who need them most.

我们反而建议：把无故缺勤作为信号，把资源调配给最需要这些资源的孩子和家庭。

【选项】 A) 答非所问

原文 P13 的建议是 "把 unexcused absence 当信号 → 把资源调配给需要者"，不是 Identifying their underlying causes (找缺勤的根本原因) ——作者已经在前文给出原因 (家庭/社区危机)，末段不再建议 "找原因"，而是 "用信号导资源"。

B) 过度推断

原文 P10–P12 批评了现行政策，但 We instead suggest 的建议内容是 "用 unexcused absence 当信号导资源"，而不是 Reframing school attendance policies (重构考勤政策) ——作者直接给出替代做法，没把 "重构政策" 作为建议本身提出。

C) ✓ 正确

channel resources to ↔ Directing resources to

the children and families who need them most ↔ needy children

C 项把 channel resources to 直接对应 Directing resources to，把 who need them most 压缩为 needy——两步同义改写都是六级高频考法，与预判完全吻合。

D) 与原文相反

原文 P12 明确指出现行政策 pressuring schools who serve them to get students to school more often 是负面后果，作者是 "批评施压"——D 项 Pressuring schools to reduce unexcused ones 反而把 "施压学校" 作为作者的建议，与原文立场完全相反。

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。

Worrying about whether children attend school makes sense.

第3段，第1句

动名词短语作主语配合whether引导的宾语从句是四六级和考研阅读中的高频句式,真题中常用此结构表达对某一现象或问题的讨论,学习迁移价值较高

After all, if students don't show up, teachers can't teach them.

第3段，第2句

"if 条件从句 + 主句" 是四六级和考研阅读中常见的条件句式,且主句使用情态动词表达推断或能力,这种结构在真题中出现频率较高,具有一定的典型性和迁移价值

Meanwhile, the average child with even just one unexcused absence does much worse academically than peers with none.

第7段，第1句

比较结构 "主语 + 谓语 + 比较级 + than + 比较对象" 是四六级和考研阅读中的高频句式,且主语带定语修饰、比较从句有省略,这些特征在真题中反复出现,学习迁移价值高。

We believe unexcused absence is a strong signal of the many challenges children and families face, including economic and medical hardships.

第8段，第1句

本句的结构在四六级和考研阅读中非常典型：主句 + 宾语从句 + 定语从句的组合频繁出现，关系代词和 that 的省略也是考试高频考点。掌握这个句式后可以迁移到大量类似句子。句子讨论的话题（教育、社会问题）也符合考试常见语境。

We find neither to be the case.

第11段，第3句

"find + 宾语 + to be" 结构在学术写作和考试阅读中较为常见，属于典型的感知动词用法。虽然句子整体较短，但这一结构的掌握可以迁移到其他类似动词（如 consider、believe 等）的用法上，具有较好的代表性。

As a result, these attendance policies end up disproportionately punishing families dealing with out-of-school crises in their lives and pressuring schools who serve them to get students to school more often.

第12段，第1句

句子结构高度典型:主句采用常见的"主语 + 短语动词 + 并列宾语 + 修饰成分"模式,嵌套限制性定语从句修饰宾语,宾语后带宾补,这些都是四六级和考研阅读中频繁出现的句式。掌握后可直接迁移到大量真题长难句的分析中。

We instead suggest using unexcused absence from school as a signal to channel resources to the children and families who need them most.

第13段，第1句

本句成分丰富，覆盖了主语、谓语、宾语、状语、定语从句等多种成分。宾语是一个复杂的动名词短语，包含介词短语、不定式等内部结构，适合练习如何识别和划分长宾语。定语从句的位置和修饰对象也是常见的练习点。对于目标读者来说，本句可以有效训练成分识别和长句分析能力。

Excused school absences have little impact on children's learning.

第47题，A

主谓宾结构是英语中最基础的句型，在各类考试中都会出现，但本句过于简单，缺少四六级或考研真题中常见的从句、非谓语复杂修饰、长定语等典型难点结构。作为入门练习句有一定代表性，但无法体现考试中的常见难度。

They are likely to cause a decrease in students' academic achievements due to missed instruction.

第48题，A

"be likely to do" 是四六级和考研阅读中的高频句式，用于表达可能性和预测。句中 "cause a decrease in" 和 "due to" 等搭配也是学术类文本的典型表达。掌握本句结构后，可以直接迁移到大量类似句子的理解和写作中，具有较高的典型性和复用价值。

They are matters the American government typically ignores when formulating educational policies.

第48题，C

本句覆盖主系表结构、定语从句(含关系代词省略)、状语从句(含主语和be动词省略)、时间状语等多种成分,且包含两个典型易错点:一是识别省略关系代词的定语从句,二是还原状语从句的省略结构。这些都是考试常考且学生易混淆的点,作为成分划分练习句收益较高。

Schools as well as families should be held responsible for out-of-school crises.

第49题，C

情态动词加被动语态的结构在四六级和考研写作及阅读中频繁出现，主语中 as well as 的并列用法也是常考点，句式具有较高代表性

What do the authors suggest doing regarding school absences?

第50题题干

特殊疑问句是四六级和考研阅读理解中的常见句式，"suggest doing" 的动名词宾语结构以及疑问词作深层宾语的现象都是典型考点，掌握后可应用于大量类似句子的分析。

HIGH-FREQUENCY • 真题高频词

本篇出现的 69 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。

absence B1

n. 缺席

本篇26次 · 真题 42 句

academic B2

adj. 学术的

本篇11次 · 真题 104 句

crisis B2

n. 危机

本篇8次 · 真题 62 句

policy B1

n. 政策

本篇6次 · 真题 103 句

performance B1

n. 表演

本篇5次 · 真题 98 句

achievement B1

n. 成就

本篇5次 · 真题 44 句

signal B1

n. 信号

本篇5次 · 真题 42 句

challenge B1

n. 挑战

本篇4次 · 真题 119 句

author A2

n. 作者

本篇3次·真题 264 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇3次·真题 138 句

likely A2

adj. 很可能的

本篇2次·真题 228 句

community B1

n. 社区

本篇2次·真题 163 句

learning A1

n. 学习

本篇2次·真题 128 句

resource B1

n. 资源

本篇2次·真题 119 句

due B1

adj. 预期的

本篇2次·真题 70 句

peer B2

n. 同龄人

本篇2次·真题 62 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本篇2次·真题 59 句

pressure B1

n. 心理压力

本篇2次·真题 57 句

mainly B1

adv. 主要地

本篇2次·真题 53 句

respond B1

v. 回答, 答复

本篇2次·真题 52 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇2次·真题 46 句

harm B1

n. 伤害

本篇2次·真题 46 句

educational B1

adj. 教育的

本篇2次·真题 44 句

assume B2

v. 假定

本篇2次·真题 31 句

typically B1

adv. 通常, 一般

本篇2次·真题 26 句

effect A2

n. 影响

本篇1次·真题 191 句

impact B2

n. 影响

本篇1次·真题 185 句

economic B2

adj. 经济的

本篇1次·真题 167 句

affect B1

v. 影响

本篇1次·真题 116 句

average A2

adj. 平均的

本篇1次·真题 112 句

quality A2

n. 质量

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

effective B1

adj. 有效的, 起作用的

本篇1次·真题 94 句

evidence B1

n. 证据

本篇1次·真题 87 句

importance B1

n. 重要性

本篇1次·真题 60 句

boost B2

v. 提高

本篇1次·真题 55 句

powerful B1

adj. 强大的

本篇1次·真题 50 句

ignore B1

v. 忽视;不理睬

本篇1次·真题 46 句

effectively B2

adv. 有效地

本篇1次·真题 43 句

responsible B1

adj. 负责的

本篇1次·真题40句

related B1

adj. 相关的

本篇1次·真题39句

official B1

adj. 官方的

本篇1次·真题37句

intervention C1

n. 干预

本篇1次·真题32句

directly B1

adv. 直接地

本篇1次·真题29句

meanwhile B1

adv. 与此同时

本篇1次·真题29句

vital B2

adj. 极其重要的, 必不可少的

本篇1次·真题29句

closely B1

adv. 紧密地

本篇1次·真题28句

decrease B1

v. 减少, 降低

本篇1次·真题28句

chronic B2

adj. (疾病) 慢性的, 长期的

本篇1次·真题27句

regardless B2

adv. 不管

本篇1次·真题27句

urge B2

v. 敦促

本篇1次·真题27句

attribute B2

n. 属性

本篇1次·真题23句

equal A2

adj. 相等的

本篇1次·真题23句

relate B1

v. 使有联系, 把...联系起来

本篇1次·真题23句

intervene C1

v. 干预, 介入 (以影响结果)

本篇1次·真题21句

concerning

B2

prep. 关于

本篇1次·真题20句

neighborhood

B1

n. 街区

本篇1次·真题19句

reflection

B2

n. 深思

本篇1次·真题19句

confront

B2

v. 面对, 面临 (困难、危险等)

本篇1次·真题18句

investigate

B2

v. 调查

本篇1次·真题18句

assumption

B2

n. 假定/假设(未经证实就认为是真的事)

本篇1次·真题17句

apartment

A2

n. 公寓

本篇1次·真题16句

underlie

C1

v. 是.....的根本原因

本篇1次·真题13句

academically

B2

adv. 在学业上

本篇1次·真题11句

channel

B1

n. 电视频道

本篇1次·真题11句

needy

B2

adj. 贫困的

本篇1次·真题9句

problematic

C1

adj. 有问题的

本篇1次·真题9句

formulate

C1

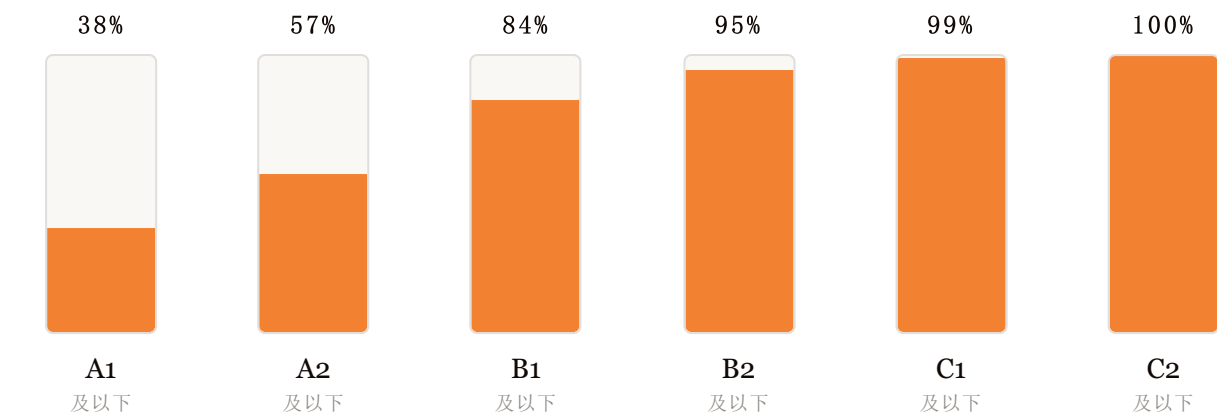
v. 制定

本篇1次·真题8句

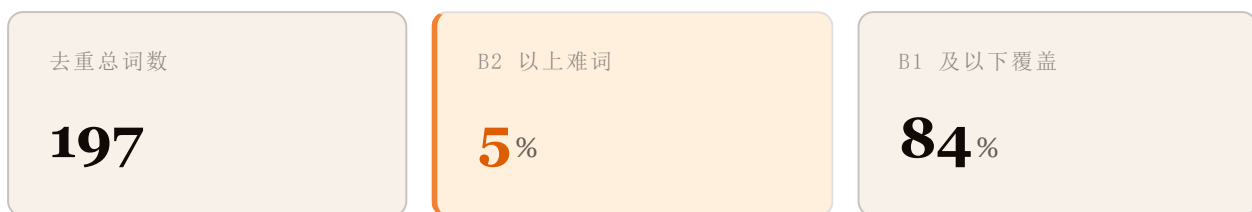
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全文去重后共 **197** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 9 个·约 5%。



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 197 个 · 末柱为 100%



英语六级 2025年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
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Part III Section A	完形填空（选词填空）	题目解析 →
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Part III Section C	阅读理解（四选一）	本题
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2025年6月·第1套 英语六级阅读理解（四选一） 第2篇·51-55 题答案与解析

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析 · 51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2025年6月·第1套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 10 段原文（段首标 P1-P10 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第1套(2025-06) · 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 After earning a bachelor's degree, I was determined to do what I love. I headed straight to graduate school to investigate the social problems that fascinated me.

获得学士学位后,我决心做自己热爱的事情。我直接进入研究生院,去研究那些令我着迷的社会问题。

P2 For almost a decade, I told everyone I encountered that they should do the same. "Follow your passion," I counseled. "You can figure out the employment stuff later."

在近十年的时间里,我告诉每一个遇到的人,他们也应该这样做。"追随你的激情,"我建议道,"你可以之后再解决就业问题。"

P3 It wasn't until I began to research this widely accepted career advice that I understood how problematic it really was.

直到我开始研究这个被广泛接受的职业建议时,我才明白它实际上有多么成问题。

P4 As a sociologist, I interviewed college students and professional workers to learn what it really meant to pursue their dreams, which I will refer to here as the passion principle. I was stunned by what I found out about this principle in the research for my new book.

作为一名社会学家,我采访了大学生和职场人士,以了解追寻梦想的真正含义,我在此将其称为激情原则。在为我的新书进行研究时,我对这一原则的发现感到震惊。

P5 Surveys show the American public has long held the passion principle in high regard as a career decision-making priority. And its popularity is even stronger among those facing job instability. 调查显示,长期以来,美国公众一直高度重视激情原则,将其作为职业决策的优先考虑因素。而且它在那些面临工作不稳定的人群中更受欢迎。

P6 Advocates of the passion principle found it compelling because they believed that following one's passion can provide workers with both the motivation necessary to work hard and a place to find fulfillment. 激情原则的倡导者认为它很有说服力,因为他们相信追随自己的激情既能为工作者提供努力工作所需的动力,也能让他们找到成就感。

P7 Yet, what I found is that following one's passion does not necessarily lead to fulfillment, but is one of the most powerful cultural forces perpetuating overwork. I also found that promoting the pursuit of one's passion helps perpetuate social inequalities due to the fact that not everyone has the same economic resources to allow them to pursue their passion with ease. 然而,我发现追随自己的激情并不一定能带来成就感,反而是使过度工作长期存在的最强大的文化力量之一。我还发现,提倡追寻自己的激情有助于使社会不平等长期存在,因为并非每个人都拥有相同的经济资源来让他们轻松地追寻自己的激情。

P8 While the passion principle is broadly popular, not everyone has the necessary resources to turn their passion into a stable, good-paying job. Passion-seekers from wealthy families are better able to wait until a job they are passionate about comes along without worrying about student loans in the meantime. They are also better situated to take unpaid internships to get their foot in the door while their parents pay their rent. And they often have access to parents' social networks to help them find jobs. Surveys revealed that working-class and first-generation college graduates, regardless of their career field, are more likely than their wealthier peers to end up in low-paying unskilled jobs when they pursue their passion. 虽然激情原则广受欢迎,但并非每个人都拥有必要的资源将自己的激情转化为稳定、高薪的工作。来自富裕家庭的激情追寻者更有能力等待他们热爱的工作出现,而不必在此期间担心学生贷款。他们也更有条件接受无薪实习来获得入门机会,而由父母支付房租。而且他们通常可以利用父母的社交网络来帮助他们找工作。调查显示,工人阶级和第一代大学毕业生,无论其职业领域如何,在追寻激情时比他们更富裕的同龄人更有可能最终从事低薪的非技术性工作。

P9 Colleges, workplaces and career counselors who promote the "follow your passion" path for everyone, without leveling the playing field, help perpetuate socioeconomic inequalities among career aspirants. 大学、工作场所和职业顾问向所有人推广"追随你的激情"这条道路,却不创造公平的竞争环境,这有助于使职业追求者之间的社会经济不平等长期存在。

P10 It's not just well-off passion-seekers who benefit from the passion principle. Employers of passionate workers do, too. Potential employers showed greater interest in passionate applicants in part because they believed the applicants would work hard at their jobs without expecting an increase in pay. They even sacrifice a good salary, job stability and leisure time to work in a job they love. 不仅是富裕的激情追寻者从激情原则中受益。充满激情的员工的雇主也从中受益。潜在雇主对充满激情的求职者表现出更大的兴趣,部分原因是他们相信这些求职者会在工作中努力工作,而不期望加薪。他们甚至

会牺牲高薪、工作稳定性和休闲时间,去从事他们热爱的工作。

题目与逐题解析

51. What did the author advise people do for almost a decade?

- A) Figure out what is the most fascinating job.
- B) Follow widely accepted career counsel.
- C) Pursue their careers with passion.
- D) Do whatever they are zealous for.

作者在近十年里建议人们做什么？

- A) 弄清楚什么是最令人着迷的工作。 B) 遵循广泛接受的职业建议。 C) 满怀热情地追求自己的职业。
D) 做任何他们热衷的事情。

【答案】 D (细节题)

【判型】 What did the author advise people do for almost a decade 用 What did 直接问事实, 没有 infer/suggest/imply/mainly about 等推断或主旨信号。

【拆句】 What did the author advise people do for almost a decade 是 What 引导的特殊疑问句, 主干 the author advise people do, advise sb. do 处省略 to (口语化结构), for almost a decade 是时间状语修饰整个动作, 无陷阱。

【定位】 For almost a decade, I told everyone I encountered that they should do the same. "Follow your passion," I counseled. "You can figure out the employment stuff later."

在将近十年的时间里, 我告诉我遇到的每一个人: 他们应该和我做一样的事。我劝告说: 「追随你的激情」 「就业那些事儿你以后再琢磨」。

【选项】 A) 偷换概念

Figure out what is the most fascinating job 把 fascinated 这个形容作者自己研究方向的词嫁接到 job 上, 原文 P2 是作者劝别人 follow passion, 不是劝别人去找最有趣的工作。

B) 张冠李戴

Follow widely accepted career counsel 把作者自己当年发出的建议描述为去跟随别人的建议, 但原文 I counseled 表明作者本人就是 counsel 的发出者。

C) 偷换概念

Pursue their careers with passion 是『用激情去追求事业』, 原文是『追随你的激情』, 二者并不等价: 前者是把激情当工作态度, 后者是把激情当工作方向。

D) ✓ 正确

Follow your passion ↔ **Do whatever they are zealous for**

预判答案是『追随激情/做自己热爱的事』, Do whatever they are zealous for 用 zealous for 同义替换 passion, 正中预判。

52. How did the author feel about the passion principle through his research?

- A) He was astonished by its consequences.
- B) He was further convinced of its soundness.
- C) He was actually right to follow it through.
- D) He was struck by its broad popularity.

作者通过研究对热情原则有何感受？

- A) 他对其后果感到震惊。 B) 他进一步确信了其合理性。 C) 他贯彻执行它实际上是正确的。
- D) 他对其广泛流行感到震撼。

【答案】 **A** (细节题)

【判型】 How did the author feel about the passion principle through his research 直接问研究后的具体感受，是有明确指向的事实题。

【拆句】 How did the author feel about the passion principle through his research 是 How 引导的特殊疑问句，主干 the author feel about the passion principle, through his research 作方式状语，限定感受产生的途径，无陷阱。

【定位】 I was stunned by what I found out about this principle in the research for my new book. 在为新书做的研究中，我被自己关于这一原则的发现震惊了。

【选项】 **A) ✓ 正确**

I was stunned by what I found out ↔ **He was astonished by its consequences**

预判是『被研究发现震惊』，astonished by its consequences 把震惊源具体落到 consequences 上，与原文 P7 起列举的负面后果一致。

B) 与原文相反

He was further convinced of its soundness 说作者更加确信激情原则的正确性，但原文 how problematic it really was 与 stunned 均显示作者发现了它的问题，立场是反向的。

C) 与原文相反

He was actually right to follow it through 说作者证实自己当初跟随激情是对的，但原文 does not necessarily lead to fulfillment 表明作者得出的是『追随激情未必带来满足』的反思结论，并非自我肯定。

D) 答非所问

He was struck by its broad popularity 把震惊对象错挂到『大众接受度』上，但题干问的是 through his research，原文 P5 谈大众接受度但用的是中性动词 hold ... in high regard，作者并未对此 struck。

53. What is important to turning one's passion into a stable, good-paying job?

- A) Willingness to take unpaid internships and low-paying jobs.
- B) Full academic preparedness and sound career counseling.
- C) Hard work and sacrifice of leisure time.
- D) Financial backing and social connections.

将热情转化为稳定、高薪工作的关键是什么？

- A) 愿意接受无薪实习和底薪工作。 B) 充分的学业准备和合理的职业咨询。
C) 努力工作和牺牲休闲时间。 D) 经济支持和社会关系。

【答案】 D (细节题)

【判型】 What is important to turning one's passion into a stable, good-paying job 问的是某事的关键条件，是事实层面的细节题。

【拆句】 What is important to turning one's passion into a stable, good-paying job 中 turning ... job 是动名词短语作介词 to 的宾语，a stable, good-paying job 中两个形容词并列修饰 job，无陷阱。

【定位】 Passion-seekers from wealthy families are better able to wait until a job they are passionate about comes along without worrying about student loans in the meantime. They are also better situated to take unpaid internships to get their foot in the door while their parents pay their rent. And they often have access to parents' social networks to help them find jobs.

出身富裕家庭的激情追随者更有能力等到自己真正热爱的工作出现，同时不必担心助学贷款；他们也更有条件接受无薪实习以打开职业大门，因为有父母替他们付房租；而且，他们往往可以借助父母的社会人脉帮自己找工作。

【选项】 A) 偷换概念

Willingness to take unpaid internships and low-paying jobs 把『愿意做无薪实习和低薪工作』当成转化成功的关键，但原文里无薪实习是富裕者的专利（while their parents pay their rent），而低薪非技能岗位则是工薪阶层 end up in low-paying unskilled jobs 的不利结局，二者都不是『成功条件』。

B) 无中生有

Full academic preparedness and sound career counseling 提到的『学业准备充分』在 P8 中根本没有任何线索；P9 虽出现 career counselors 但是被批评的对象、不是关键条件。

C) 张冠李戴

Hard work and sacrifice of leisure time 在原文中是 P10 雇主对激情员工的期待与员工实际付出的代价，与题 53 问的『把激情变成稳定高薪』的关键条件无关。

D) ✓ 正确

wait until a job they are passionate about comes along without worrying about student loans ↔

Financial backing

access to parents' social networks to help them find jobs ↔ **social connections**

预判要点是经济和人脉两个维度，Financial backing and social connections 一项即覆盖两条，是与原文论据结构最完整匹配的概括。

54. What happens when everyone is encouraged to follow their passion?

- A) Many more career aspirants end up unemployed.
- B) People are less concerned with socioeconomic inequality.
- C) Socioeconomic inequality is likely to persist.
- D) Career counselors are going to lose credibility.

当每个人都被鼓励追随自己的热情时会发生什么？

- A) 更多的职业追求者最终失业。
- B) 人们不太关心社会经济不平等。
- C) 社会经济不平等可能持续存在。
- D) 职业顾问将失去公信力。

【答案】 C (细节题)

【判型】 What happens when everyone is encouraged to follow their passion 问的是一个已发生在原文里的具体结果，不需推断。

【拆句】 What happens when everyone is encouraged to follow their passion 是 What 引导的疑问句加 when 时间从句，主干 What happens, everyone is encouraged to follow their passion 是被动语态从句，无陷阱。

【定位】 Colleges, workplaces and career counselors who promote the "follow your passion" path for everyone, without leveling the playing field, help perpetuate socioeconomic inequalities among career aspirants.

那些向所有人推行『跟随激情』路径却不去拉平起跑线的高校、用人单位与职业顾问，正在加剧职业追求者之间的社会经济不平等。

【选项】 A) 无中生有

Many more career aspirants end up unemployed 中的『失业』在原文中没有出现，P8 只说工薪阶层会落入 low-paying unskilled jobs（低薪非技能岗），那是有工作而非失业。

B) 与原文相反

People are less concerned with socioeconomic inequality 说人们对不平等的关注度下降，原文 P9 说的是不平等本身被延续，并不涉及关注度的变化，且 less 反向于作者的批评立场。

C) ✓ 正确

help perpetuate socioeconomic inequalities ↔ Socioeconomic inequality is likely to persist 预判结果是『不平等被延续』，C 用 persist 同义、用 is likely to 对应 help 的中等程度，结构性等值，是 54 的最佳概括。

D) 过度推断

Career counselors are going to lose credibility 推断职业顾问会失去公信力，原文 P9 只是批评他们推行『跟随激情』而不拉平起跑线，并未说他们会丧失公信力。

55. What does the author say about employers of passionate workers?

- A) They provide these workers with job stability and a good salary.
- B) They exploit these workers' passion to benefit themselves.
- C) They level the playing field for these workers to reach their goals.
- D) They encourage these workers to realize their aspirations.

作者对雇用充满热情的员工的雇主有何看法？

- A) 他们为这些员工提供工作稳定性和良好的薪水。
- B) 他们利用这些员工的热情为自己谋利。
- C) 他们为这些员工实现目标创造公平的竞争环境。
- D) 他们鼓励这些员工实现自己的抱负。

【答案】 B (细节题)

【判型】 What does the author say about employers of passionate workers 问的是作者就特定对象明示了什么观点，属于事实定位类。

【拆句】 What does the author say about employers of passionate workers 主干 What does the author say about employers, of passionate workers 是 of 短语限定 employers 的范围（雇佣激情工作者的雇主），无陷阱。

【定位】 Employers of passionate workers do, too. Potential employers showed greater interest in passionate applicants in part because they believed the applicants would work hard at their jobs without expecting an increase in pay.

雇用激情员工的雇主也同样受益。潜在雇主对激情型应聘者更感兴趣，部分原因是他们相信这些应聘者会卖力工作而不会指望涨薪。

【选项】 A) 与原文相反

They provide these workers with job stability and a good salary 说雇主给激情员工稳定和高薪，但 They even sacrifice a good salary, job stability 明示员工是在牺牲稳定和高薪、不是获得它。

B) ✓ 正确

Employers of passionate workers do, too ↔

They exploit these workers' passion to benefit themselves

work hard at their jobs without expecting an increase in pay ↔ **exploit these workers' passion**
预判定性为『雇主占便宜』，exploit 准确对应『利用他人 passion 为自己获利』，是对 P10 整段事实最贴近的概括。

C) 张冠李戴

They level the playing field for these workers to reach their goals 把『拉平起跑线』归给雇主，但原文 without leveling the playing field 表明这事根本没人做，更不是雇主在做。

D) 偷换概念

They encourage these workers to realize their aspirations 用『鼓励员工实现抱负』的正面表述粉饰雇主行为，但 P10 揭示的恰是雇主借此让员工 work hard ... without expecting an increase in pay，本质是利用而非成就员工。

SENTENCE INSIGHTS • 句子精讲

14 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。

I headed straight to graduate school to investigate the social problems that fascinated me.

第1段，第2句

主句 + 不定式作目的状语 + 限制性定语从句修饰宾语名词，是四六级和考研阅读中高频出现的句式组合；掌握这种结构后可迁移到大量类似长句的理解中，具有较强的典型性和实用性。

"You can figure out the employment stuff later."

第2段，第3句

情态动词加动词原形的主谓宾结构在四六级和考研真题中较为常见，具有一定代表性。但本句过于简洁，缺少真题中常出现的定语修饰、状语从句、后置定语等复杂结构，因此典型性处于中等水平。掌握本句结构后，可以迁移到其他含情态动词的简单句，但对复杂长句的应对能力提升有限。

It wasn't until I began to research this widely accepted career advice that I understood how problematic it really was.

第3段，第1句

成分划分训练价值高。涵盖了形式主语 It、时间状语从句、宾语从句、主系表结构、不定式作宾语等多种成分。强调句中 that 后的主谓宾识别、how 引导的宾语从句、以及 to research 不定式作 began 的宾语，都是常见易错点。适合训练学生区分从句类型和识别核心成分。

Yet, what I found is that following one's passion does not necessarily lead to fulfillment, but is one of the most powerful cultural forces perpetuating overwork.

第7段，第1句

"主语从句 + 系动词 + 表语从句" 的框架结构在四六级和考研阅读中非常常见，且表语从句内部用并列谓语展开转折对比也是典型句式；掌握这种结构后可以迁移到大量同类长句的分析

I also found that promoting the pursuit of one's passion helps perpetuate social inequalities due to the fact that not everyone has the same economic resources to allow them to pursue their passion with ease.

第7段，第2句

主句+宾语从句+同位语从句的三层嵌套结构，以及due to the fact that引出同位语从句的用法，都是四六级和考研阅读中的高频句式。句子既体现了名词性从句的综合运用，又包含常考的因果逻辑表达，具有很强的代表性和复用价值。

While the passion principle is broadly popular, not everyone has the necessary resources to turn their passion into a stable, good-paying job.

第8段，第1句

"While 从句 + 主句" 的让步转折结构在四六级和考研阅读中高频出现，且主句中 "不定式作后置定语" 也是常考点，句式具有较强的代表性和迁移价值。

Passion-seekers from wealthy families are better able to wait until a job they are passionate about comes along without worrying about student loans in the meantime.

第8段，第2句

该句包含时间状语从句、限制性定语从句(关系代词省略)、介词短语作定语和状语等多个四六级和考研高频句式,且从句嵌套方式(状语从句中嵌套定语从句)是真题中常见的复杂结构,典型性很高,掌握后可迁移到大量类似句子。

Colleges, workplaces and career counselors who promote the "follow your passion" path for everyone, without leveling the playing field, help perpetuate socioeconomic inequalities among career aspirants.

第9段，第1句

本句结构在四六级和考研真题中高度典型：主语被限制性定语从句修饰是高频句式，help 作使役动词的用法也是常考搭配，整句呈现学术议论文的标准复杂句结构（长主语 + 谓语 + 宾语，主语中嵌套修饰成分）。掌握本句的分析方法可以直接迁移到大量真题和学术文本中，实用性很强。

It's not just well-off passion-seekers who benefit from the passion principle.

第10段，第1句

强调句 "It is... who..." 和限制性定语从句都是四六级和考研阅读中的高频句式。本句将两者结合使用，且采用否定强调 "not just... who"，是真题中常见的复杂句型模式。掌握本句的结构分析方法，可以直接迁移到大量类似的考试句子中。

Do whatever they are zealous for.

第51题，D

祈使句 + 名词性从句是口语和正式写作中常用的表达方式，"whatever" 类引导词的掌握对提升句式灵活度很有帮助。

He was further convinced of its soundness.

第52题，B

被动语态结构 "be convinced of" 在四六级和考研阅读中较常见，具有一定代表性。副词插入谓语中间也是常见现象。但整体为简单句，缺少从句或复杂修饰结构，作为典型句式的迁移价值有限。

People are less concerned with socioeconomic inequality.

第54题，B

系表结构加介词短语状语是常见句式，具有一定代表性，但过于简单，不涉及四六级或考研中常考的复杂从句、非谓语动词、倒装等典型结构，迁移价值有限。

Socioeconomic inequality is likely to persist.

第54题，C

"be likely to do" 是四六级和考研阅读中常见的表达可能性的句型，简单句形式也是长难句分析的基础单元。虽然结构简单，但句型本身具有较高的复用性。

They provide these workers with job stability and a good salary.

第55题，A

provide sb with sth 是四六级和考研阅读中常见的双宾语结构，掌握后可迁移至 supply、equip、furnish 等类似动词的用法，具有较高代表性。

HIGH-FREQUENCY • 真题高频词

本篇出现的 73 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。

passion B2

n. 强烈的情感

本篇18次 · 真题 43 句

career B1

n. 职业

本篇10次 · 真题 106 句

principle B2

n. 原则，准则

本篇7次 · 真题 54 句

inequality B2

n. 不平等

本篇4次 · 真题 50 句

pursue B2

v. 追求

本篇4次 · 真题 43 句

passionate B2

adj. 热情的

本篇4次 · 真题 14 句

author A2

n. 作者

本篇3次 · 真题 264 句

employer B1

n. 雇主

本篇3次 · 真题 56 句

socioeconomic C1

adj. 社会经济的

本篇3次 · 真题 13 句

benefit B1

n. 好处

本篇2次 · 真题 244 句

likely A2

adj. 很可能的

本篇2次 · 真题 228 句

decade B1

n. 十年

本篇2次 · 真题 120 句

resource B1

n. 资源

本篇2次 · 真题 119 句

graduate B1

n. 毕业生

本篇2次 · 真题 82 句

promote B2

v. 促进

本篇2次 · 真题 82 句

figure A2

n. 数字

本篇2次 · 真题 58 句

wealthy B2

adj. 富有的

本篇2次 · 真题 39 句

widely B1

adv. 广泛地

本篇2次 · 真题 29 句

sacrifice B2

n. 牺牲

本篇2次 · 真题 27 句

salary B1

n. 薪水, 工资 (通常指按月发放的固定报酬)

本篇2次 · 真题 27 句

popularity B2

n. 受欢迎

本篇2次·真题20句

applicant B2

n. 申请人

本篇2次·真题16句

leisure B1

n. 闲暇

本篇2次·真题16句

stable B1

adj. 稳定的

本篇2次·真题11句

stability B2

n. 稳定 (性)

本篇2次·真题8句

unpaid B2

adj. 未付款的

本篇2次·真题8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

economic B2

adj. 经济的

本篇1次·真题167句

academic B2

adj. 学术的

本篇1次·真题104句

access B1

n. 进入

本篇1次·真题101句

potential B2

adj. 潜在的

本篇1次·真题92句

later A1

adv. 以后, later

本篇1次·真题87句

professional B1

adj. 专业的

本篇1次·真题82句

financial B2

adj. 财政的

本篇1次·真题79句

further B1

adv. 更远地

本篇1次·真题79句

due B1

adj. 预期的

本篇1次·真题70句

workplace

B1

n. 工作场所

本篇1次 · 真题 70 句

cultural

B1

adj. 文化的

本篇1次 · 真题 68 句

consequence

B2

n. 结果

本篇1次 · 真题 66 句

earn

A2

v. 赚得, 挣得 (金钱)

本篇1次 · 真题 64 句

realize

B1

v. 意识到, 认识到

本篇1次 · 真题 64 句

peer

B2

n. 同龄人

本篇1次 · 真题 62 句

advocate

B2

v. 拥护

本篇1次 · 真题 55 句

reveal

B2

v. 揭示

本篇1次 · 真题 54 句

network

B1

n. 网络

本篇1次 · 真题 53 句

connection

B1

n. 联系

本篇1次 · 真题 50 句

powerful

B1

adj. 强大的

本篇1次 · 真题 50 句

concerned

B1

adj. 担心的

本篇1次 · 真题 43 句

priority

B2

n. 优先事项

本篇1次 · 真题 39 句

loan

B1

n. 贷款

本篇1次 · 真题 37 句

necessarily

B2

adv. 必然地

本篇1次 · 真题 30 句

broad

B1

adj. 宽阔的

本篇1次 · 真题 29 句

employment

B1

n. 工作

本篇1次·真题 27 句

regardless

B2

adv. 不管

本篇1次·真题 27 句

pursuit

B2

n. 追求

本篇1次·真题 25 句

strike

B1

v. 打击

本篇1次·真题 25 句

motivation

B2

n. 动力

本篇1次·真题 23 句

encounter

B2

v. 遇到

本篇1次·真题 21 句

stuff

A2

n. 东西

本篇1次·真题 20 句

convince

B1

v. 说服, 使相信

本篇1次·真题 19 句

investigate

B2

v. 调查

本篇1次·真题 18 句

ease

B1

n. 容易

本篇1次·真题 15 句

unemployed

B1

adj. 失业的

本篇1次·真题 15 句

exploit

B2

v. 利用

本篇1次·真题 13 句

persist

B2

v. 坚持

本篇1次·真题 13 句

determined

B1

adj. 坚决的

本篇1次·真题 12 句

willingness

B2

n. 愿意

本篇1次·真题 12 句

overwork

B2

v. 过度工作

本篇1次·真题 11 句

fascinating

B2

adj. 迷人的

本篇1次 · 真题 9 句

problematic

C1

adj. 有问题的

本篇1次 · 真题 9 句

rent

A2

v. 租用

本篇1次 · 真题 9 句

sociologist

C1

n. 社会学家

本篇1次 · 真题 9 句

broadly

B2

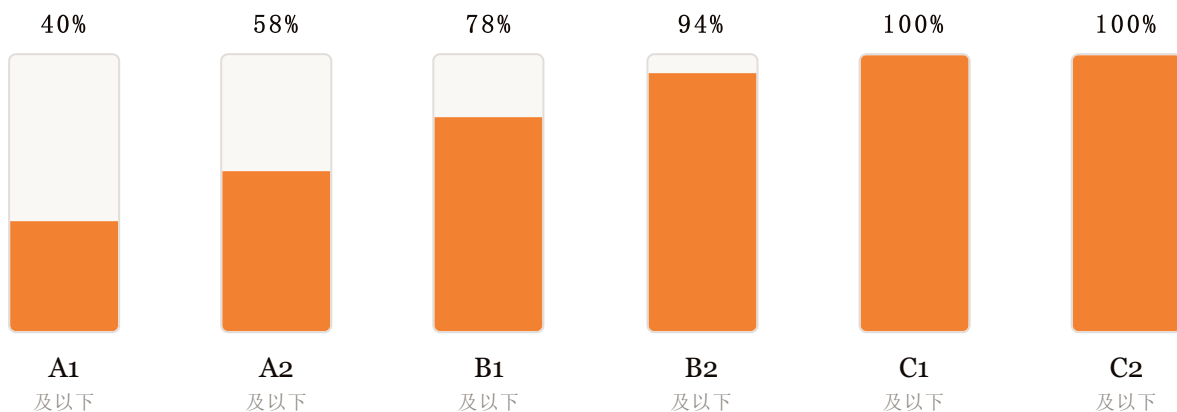
adv. 大体上

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 217 词按 CEFR 难度累积覆盖

全文去重后共 **217** 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 13 个 · 约 6%。



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 217 个 · 末柱为 100%

去重总词数

217

B2 以上难词

6%

B1 及以下覆盖

78%

英语六级 2025年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	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	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 →

2025年6月·第1套英语六级汉译英（段落翻译）·客观介绍中国天宫空间站及其成就 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2025年6月·第1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1套(2025-06) • 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**.

天宫空间站(Tiangong Space Station)是中国首个太空实验室,拥有110多立方米使用空间,可驻留三名宇航员,在距地球表面400-450公里的轨道上运行。天宫空间站已实施180多个科学研究与应用项目,涉及空间生命科学、太空医学、空间材料科学等领域。天宫空间站的研究成果在我国得到了广泛应用,产生了显著的经济效益。例如,太空育种创造的直接经济效益高达数千亿元。这不仅标志中国在航天技术上取得了巨大进步,也表明中国为全球的太空研究和应用做出了重大贡献。

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。

The Tiangong Space Station, China's first space laboratory, boasts over 110 cubic meters of usable space and is able to accommodate three astronauts, orbiting at an altitude of 400 to 450 kilometers above the Earth's surface. The station has carried out more than 180 scientific research and application projects, covering such fields as space life science, space medicine, and space materials science. The research achievements of the station have been widely applied in China and have generated remarkable economic benefits. For example, the direct economic benefits created by space breeding reach hundreds of billions of yuan. This not only marks China's tremendous progress in aerospace technology, but also demonstrates that China has made significant contributions to global space research and application.

【衔接】第2、3句间用主语承接避免重复全名

第2句已出现 The station, 第3句主语 天宫空间站的研究成果 若再写 The Tiangong Space Station's research achievements 会重复冗长, 改用 The research achievements of the station 或 Its research achievements, 用 the station / Its 承接, 避免每句都搬出全名。

第4句用For example承接第3句总述

第3句总说"产生了显著经济效益", 第4句 例如,太空育种创造的直接经济效益高达数千亿元 是举例佐证, 句首 For example 把两句的"总—例"逻辑显化, 读者一眼看出第4句是为第3句举证。

第5句用This回指全段收束

第5句 这不仅标志... 中的"这"指代前文全部成就, 用 This 作主语回指, 把前面分述的事实收拢成一个总结句, 形成"现状—成果—举例—总评"的完整信息流。

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】客观介绍中国天宫空间站及其成就

全段在客观介绍中国首个太空实验室天宫空间站——开篇 天宫空间站(Tiangong Space Station)是中国首个太空实验室 即点明对象, 随后陈述它的容积、轨道、已开展的科研项目及经济效益。这是典型的四六级"中国科技成就介绍"语体: 客观陈述事实、不带个人情感, 决定了用词要平实正式、时态以叙述现状为主。

【时态】一般现在时

全篇主要在客观陈述天宫空间站当前的固有属性与现状, 如 拥有110多立方米使用空间,可驻留三名宇航员,在距地球表面400-450公里的轨道上运行 都是持续存在的事实, 故以一般现在时为基调; 只有明确表"已经完成"的动作(如"已实施""得到了广泛应用""取得了巨大进步")才偏离为现在完成时。

【译法】天宫空间站

采用原文已给定的约定俗成英文名 Tiangong Space Station (天宫空间站(Tiangong Space Station) 括号内已标注, 全篇直接沿用, 不要另译成 Heavenly Palace 之类)。它在段中反复出现, 第二次起可用代词 It 或 the station 承接, 避免每句重复全名。

宇航员

可驻留三名宇航员 中的"宇航员"统一译为 astronauts (中国语境也常用 taikonauts, 但 astronauts 更通用稳妥), 全篇用同一词, 注意此处是三名, 须用复数。

太空育种

太空育种创造的直接经济效益 中的"太空育种"译为 space breeding, 属意译的固定搭配, 全篇统一用这一译法。

1. 天宫空间站(Tiangong Space Station)是中国首个太空实验室,拥有110多立方米使用空间,可驻留三名字航员,在距地球表面400-450公里的轨道上运行。

【主干】 主干：天宫空间站是中国首个太空实验室 (主语策略：原句主语)

中文已有明确主语"天宫空间站", 天宫空间站(Tiangong Space Station)是中国首个太空实验室 这一判断句最适合立为主干: 主语 Tiangong Space Station, 系动词 is, 表语 China's first space laboratory。后面"拥有..." "可驻留..." "在...轨道上运行"都是对它的进一步描述, 不必各起一句。

【降级】 三个并列描述降级为分词与介词短语

主干外有三个动词性成分需降级: "拥有110多立方米使用空间"→现在分词短语 with over 110 cubic meters of usable space 或 boasting...; "可驻留三名字航员"→ able to accommodate three astronauts (形容词短语) 或并入分词; "在距地球表面400-450公里的轨道上运行"→现在分词 orbiting at an altitude of 400 to 450 kilometers above the Earth's surface。三者用分词/介词短语挂在主干后, 而不是用三个 and 平铺成流水句。

【语法】 时态

回指全篇基调用一般现在时: is / accommodate / orbiting 都表持续存在的事实。

单复数

三名字航员 不止一名→ three astronauts 用复数; cubic meters、kilometers 是计量复数也须加s。

数字范围与介词搭配

"110多"→ over / more than 110; "400-450公里"用 from 400 to 450 kilometers 或 400 to 450 kilometers; "距地球表面"用 above the Earth's surface, "在轨道上运行"用 orbit at an altitude of... 搭配。

【译文】 The Tiangong Space Station, China's first space laboratory, boasts over 110 cubic meters of usable space and is able to accommodate three astronauts, orbiting at an altitude of 400 to 450 kilometers above the Earth's surface.

2. 天宫空间站已实施180多个科学研究与应用项目,涉及空间生命科学、太空医学、空间材料科学等领域。

【主干】 主干：天宫空间站已实施180多个项目 (主语策略：原句主语)

主语仍是"天宫空间站", 核心动作是 已实施180多个科学研究与应用项目 中的"实施"→ has carried out / has conducted, 宾语 over 180 scientific research and application projects。"涉及...等领域"是对这些项目的补充说明, 降级处理。

【降级】 涉及领域降级为分词定语

"涉及空间生命科学、太空医学、空间材料科学等领域"修饰前面的 projects, 降级为现在分词短语作后置定语: covering / involving fields such as space life science, space medicine, and space materials science。"等领域"用 such as..., ...and so on 或 fields including... 处理, 不必把"等"硬译成 etc. 堆在句尾。

【语法】时态

"已实施"是已完成并对现状有影响的动作，偏离基调用现在完成时 has carried out / has conducted，与全篇"截至目前已取得的成果"语境一致。

单复数与主谓一致

180多个...项目→ over 180 projects 复数；主语 Station 单数，故助动词用 has（不是 have）。

并列与冠词

三个学科领域并列用逗号 + and 连接，最后一项前加 and；学科名 space life science 等作不可数抽象领域名，一般不加冠词。

【译文】 The station has carried out more than 180 scientific research and application projects, covering such fields as space life science, space medicine, and space materials science.

3. 天宫空间站的研究成果在我国得到了广泛应用,产生了显著的经济效益。

【主干】 主干：研究成果已被广泛应用（主语策略：转被动）

研究成果在我国得到了广泛应用 中"研究成果"是"应用"这一动作的承受者，中文用"得到了...应用"本身就是被动语义，故转被动：主语 The research achievements，谓语 have been widely applied。后半"产生了显著的经济效益"承接同一主语，作并列谓语。

【降级】 两个谓语并列，状语降级

本句主干较简单："得到了广泛应用"和"产生了显著的经济效益"是同一主语的两个并列动作，用 and 连接两个谓语（have been widely applied ... and have generated significant economic benefits）。"在我国"是地点状语，降级为介词短语 in China 放句末或谓语后。

【语法】语态

"得到了广泛应用"用被动 have been applied；"产生了经济效益"主语"成果"是主动产生，用主动 have generated。一句内被动 + 主动并存，须分别判断。

时态

"得到了""产生了"均为已完成动作，用现在完成时 have been applied / have generated，回指本篇"已取得成果"的语境。

单复数

主语 achievements 复数→助动词用 have；benefits 经济效益作可数复数。

【译文】 The research achievements of the station have been widely applied in China and have generated remarkable economic benefits.

4. 例如,太空育种创造的直接经济效益高达数千亿元。

【主干】 主干：直接经济效益高达数千亿元（主语策略：原句主语）

本句核心是"经济效益 + 高达 + 数千亿元"，太空育种创造的直接经济效益高达数千亿元 中以"直接经济效益"作主语，谓语 reach / amount to，宾语 hundreds of billions of yuan。"太空育种创造的"是修饰主语的定语，"例如"是衔接词单独处理。

【降级】 创造的降级为过去分词定语，例如转衔接副词

"太空育种创造的"修饰"经济效益"，降级为过去分词短语作后置定语 created by space breeding；"例如"不是句子成分，是承接上句的衔接词，译为 For example / For instance 置于句首加逗号。整句：For example, the direct economic benefits created by space breeding reach hundreds of billions of yuan.

【语法】 数字表达

"数千亿元"→ hundreds of billions of yuan (亿 = hundred million, 千亿 = hundred billion；"数千亿"用 hundreds of billions)。货币单位 yuan 作复数计量时一般不加 s。

时态

陈述这一既成数值事实，可用一般现在时 reach (表目前已达到的水平)，与上下文"已取得的成果"也相容；用一般过去时 reached 亦可，本篇建议跟现状统一用 reach。

单复数与冠词

benefits 复数→谓语 reach；特指上文提到的这类效益，主语前用 the direct economic benefits。

【译文】 For example, the direct economic benefits created by space breeding reach hundreds of billions of yuan.

5. 这不仅标志中国在航天技术上取得了巨大进步,也表明中国为全球的太空研究和应用做出了重大贡献。

【主干】 主干：这既标志...也表明... (主语策略：原句主语)

主语"这"指代前文整件事，译为 This；这不仅标志中国...也表明中国... 是 not only...but also... 关联的两个并列谓语：not only marks... but also demonstrates / shows...。两个 that 宾语从句分别承载"取得进步"和"做出贡献"。

【降级】 两动作用that从句承接，并列谓语

"标志""表明"译为两个并列谓语 marks / demonstrates，各带一个 that 宾语从句：that China has made great progress in aerospace technology / that China has made significant contributions to global space research and application。用 not only ... but also ... 连接，体现递进。

【语法】 时态

从句"取得了巨大进步""做出了重大贡献"是已完成动作，用现在完成时 has made；主句"标志""表明"是对当前事实的陈述，用一般现在时 marks / demonstrates。主从句时态各依语义，不必一律。

主谓一致

主语 This 单数→谓语 marks / demonstrates 加 s；从句主语 China 单数→ has made。

介词搭配

"在航天技术上取得进步"→ make progress in aerospace technology；"为...做出贡献"→ make contributions to global space research and application，contribute to 的搭配介词是 to，不是 for。

【译文】 This not only marks China's tremendous progress in aerospace technology, but also demonstrates that China has made significant contributions to global space research and application.

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