

六级·真题卷第3套·2025年12月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay that begins with the sentence "Living in an increasingly competitive world, college students should better prepare themselves to confront various challenges." You can make comments, cite examples or use your personal experiences to develop your essay. You should write at least 150 words but no more than 200 words. You should copy the sentence given in quotes at the beginning of your essay.

Part II

Listening Comprehension

(30 minutes)

Section A

本部分与 2025年12月第1套 共用，[点此查看](#)

Section B

本部分与 2025年12月第1套 共用，[点此查看](#)

Section C

本部分与 2025年12月第1套 共用，[点此查看](#)

Part III

Reading Comprehension

(40 minutes)

Section A

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

It's best to think of an accent as a distinct, systematic and rule-governed way of speaking. Accent is not a 26 for dialect, but it's related. Dialect is an umbrella term for the way a community pronounces words, creates words, and orders words; accent refers to that first part only.

Many 27 presume that there is a single standard way of speaking in each country, with one single standard accent, and that this perceived standard is 28 the best form of speech, but linguists(语言学家) often point out that the concept of a standard accent is better understood as an ideal rather than a 29. In other words, no one speaks "standard English"; rather, it is an imagined way of using language that exists only in grammar and style books.

One reason linguists agree there is no one true standard is that, through the years, there have been 30 supposed standards, depending on time and place. The standard for English in British newsreels(新闻片) from the 1950s, for example, differs greatly from the standard found on American national news broadcasts today. In fact, there has never been a single standard that's been fully agreed upon — and broadcast outlets across the 31 have never consistently held to those standards anyway.

Even so, this idea of a standard accent is 32 and many workplace and educational environments perpetuate the idea that accents that 33 from the current standard are less appropriate, or even inappropriate. Scholars have found that southern US accent features are more accepted in 34 such as government, law and service-oriented workplaces, but less accepted in the technology sector. The acceptability of nonstandard accents may 35 with differences in class and culture, with newer or higher prestige industries expecting more standard speech in the workplace.

- | | |
|----------------|-----------------|
| A) affix | I) properties |
| B) correlate | J) reality |
| C) deviate | K) reciprocally |
| D) domains | L) specimen |
| E) influential | M) spectrum |
| F) inherently | N) synonym |
| G) laymen | O) unanimous |
| H) multiple | |

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**.

The History and Meaning of Colored Traffic Lights

- A) Timed traffic lights are set according to schedules that are supposed to coordinate with peak traffic hours. Cities need to monitor and update signal light time schedules at least every two years to keep these systems effective. In Los Angeles, California, an ambitious project to go a step further and synchronize(使同步) every red light in Los Angeles cost over 400 million dollars. Ask a resident of the city and they are likely to agree that saving time on the road is well worth it. If implemented nationwide, synchronization could shave 10% off traffic congestion(堵塞) and 20% off air pollution. Congestion costs time, money, and lives. Big data can help improve how millions of people safely share the road. However, none of this would be possible without the traffic light!
- B) The first traffic light was invented in London in the 1860's, but it was hardly recognizable — or effective. It had been adapted from the railroad signal system by a railway manager, John Peak Knight, in 1868. The railroads used red gas lights at night to signal stops and green gas lights during the daytime. Knight installed a similar gas light, semaphore(臂板信号) system near London's Westminster Bridge in December of 1868.
- C) The life of the first traffic light signal was short-lived. A gas leak caused one of the signal lights to explode on its police officer operator within a month of being installed.
- D) Automating traffic signals stalled after the London incident. Forty years passed before cars crowding city streets urged the development of traffic lights in the United States. London would not see another traffic light until 1929.
- E) The United States is a car culture like no other country. Unlike most European cities that started urban planning when horses were high-tech, many cities in the United States were designed around urban sprawl,

suburban tracts, and motor cars.

- F) As traffic and cities grew, so did the race to solve growing traffic problems. The first traffic signals were semaphores. Semaphores are towers with moving arms signaling for traffic to stop or go. They could be manual or automatic. There was no consistent design. Various models were invented and put into place in cities as the need arose.
- G) In 1912, Lester Wire was a police officer exhausted by traffic at Main Street and 200 South. He developed a manually switched stop light. The four-sided box, raised on a ten-foot pole, looked like a birdhouse and was operated manually by an officer. The officer would flip a switch to change between the dipped red and green lights.
- H) Like the 1910 semaphore, the first electric signal used words. However, the words were no longer written on arms that raised and fell. The words "stop" or "move" were on lights. The posts lit up on each of four corner-posts around an intersection(十字路口). It was not automated, though. A booth with an operator was required to flip the switches.
- I) The system allowed police officers to move from the middle of the street to a corner. From that vantage(有利地位), an officer could oversee the crowd. If an emergency vehicle came, the officer could flip a switch and clear the intersection by triggering all red lights. The emergency vehicle could now pass effortlessly. Finally, in San Francisco the first red and green electric light system that could be operated automatically (or manually) was introduced in 1917.
- J) In 1920, the first three-color light system was introduced in Detroit — also known as Motor City, USA. The evolution of traffic light signals could not have a more appropriate context than Motor City. Ford Motor Company was founded in Detroit in 1903 (and other motor companies followed). Ford made cars affordable for more common people, rather than the wealthy, by creating larger scale factory production.
- K) Stop and go were insufficient for the new volumes of cars zooming through intersections. Streets were full of new numbers of cars in addition to delivery wagons, bustling crowds, bicycles, horse-drawn carriages, and street cars. The introduction of the cautionary yellow light helped increase driver safety, decreasing accidents that come from running red lights.
- L) Stop lights were incredibly important in chaotic city streets. Crosswalks weren't even introduced until 1951. The first pedestrian fatality in the United States was in 1899.
- M) The development of the modern traffic light may have started in London, but it grew up in the United States. In Cleveland, an African-American inventor named Garrett Morgan came up with an affordable, patented traffic signal. The yellow light made intersections safer than the old stop and go system. The new design was inexpensive enough that it allowed the installation of a lot more lights.
- N) Morgan sold the patent to General Electric — and the spread of the traffic light was green lighted. Green means go. It is that simple, but it's still best to check both ways for oncoming traffic that may not be paying attention or is running the light. Yellow means slow down and prepare to stop. It does not mean full-throttle(全速) ahead. While you may get away with gunning it into the intersection, running a yellow can lead to tickets and dangerous accidents. Red lights are a clear and consistent warning to stop. Even where right turns are allowed on red lights, you must come to a complete stop before turning right. You must also yield to any through traffic, which has the right of way. In most states and cities, you can take a right on red unless otherwise indicated. New York City does not allow a right on red.

- O) Red arrows mean you cannot turn right on a red in most states. The green arrow, in these cases, is the only time you can make the turn. However, you can take a right on a red arrow after a full stop in the states of Illinois, Kansas, Louisiana, Maryland, Michigan, New Hampshire, North Dakota, Oregon, South Carolina, Utah, Washington State and Wyoming.
- P) Flashing Red is the same as a stop sign, generally used at four-way intersections where there is minimal traffic. When arriving at a flashing red light, make a full and complete stop. Flashing Red Arrows similarly mean to stop and then proceed to take the turn. Flashing Yellow lights mean yield or signal caution, like outside of a fire station. There are no all-direction flashing yellow lights, since it is prohibited in the United States. If you have a flashing yellow light, you are to yield to oncoming traffic.
- Q) Flashing Yellow Arrows are part of a four-signal traffic light. These are used in some states after a protected green turn signal, or arrow, but before a steady yellow arrow. When a flashing yellow arrow is shown, you can take the turn after yielding to pedestrians and traffic. Steady Yellow Arrows maintain the normal yellow light caution in three-light signals, meaning to stop or prepare to stop. In a four-signal system that has a flashing yellow arrow, the steady yellow arrow is a signal that the yield period is ending. The red arrow is about to start. Vehicles should stop if safely possible. Traffic tickets are possible for running a steady yellow arrow.
- R) Traffic light meaning is fairly consistent across the board with various deviations. Green means it's safe to proceed (though you should still exercise caution). Yellow means caution and yield. Red means danger and stop. Always drive defensively and obey traffic signals.
36. Upon seeing a flashing yellow arrow, a driver should let pedestrians and traffic pass first before taking the turn.
37. The red and green automatic traffic light system originated in an American city.
38. Residents of an American city tend to share the opinion that time saved on the road justifies the cost of upgrading its traffic light system.
39. Mass production of cars made it possible for ordinary people to buy them.
40. What a traffic light means is almost the same everywhere despite some variations.
41. Pedestrian crossings came into being only in the mid-twentieth century.
42. People raced to address increasing traffic problems along with the expansion of cities and traffic.
43. When the warning yellow light was introduced, driving became safer and traffic accidents reduced.
44. The signal system on the railroad served as the basis for the first traffic light.
45. Even though a green light signals "go", attention should be paid to traffic on either side in case some driver is being careless or ignoring a red light.

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.

Mindfulness has been shown to have a number of meaningful health benefits — it can help reduce anxiety and promote healing in those suffering from chronic illness.

The practice is based on an insight first described in ancient Buddhist texts that human beings have the capacity to observe experience without being caught up in it. This means simply that it is possible to observe ourselves having a craving, or a happy thought, or even a scary emotion, without reacting in the moment in a way that amplifies the feeling or sends the mind spiraling off into thinking about old memories or anticipating events.

This practice of mindfulness can help calm the mind and the body as we learn not to react to experience with likes and dislikes or judgments of good and bad. It does not make us cold or indifferent but more fully present.

One of the challenges of practicing mindfulness in our contemporary world is that there has been a profound transformation in human attention. The artist Jenny Odell argues that in our "attention economy" human attention has been transformed into a commodity that big corporations buy and sell. This economy rests on a technological revolution of mobile phones and social media that makes it possible for corporations to target our attention with their content at every moment.

The devices most people use are a perpetual diversion from the present moment. The result is that it can feel as though our ability to focus, and be fully present, has been stolen. But mindfulness can help us resist the attention economy and relish the things that make life special, like being together with those we love.

Most mindfulness research focuses on the individual benefits of the practice, but some scholars assert that we can not only practice mindfulness for ourselves but also practice it for others. It can help us build stronger, healthier relationships.

The sad truth is that living in the attention economy, most of us have become bad listeners. However, just as it is possible to watch ourselves having an experience without reacting, it's possible to watch another person have an experience without getting tied up in reactivity and judgment.

The gift of mindfulness is a practice of listening with compassion to others describe their experiences. To give this gift means putting away your phone, turning off social media, and setting aside other common distractions. It means practicing being fully present in another person's presence and listening to them with complete attention without judgment, while resisting the urge to make the interaction about you.

If we judge the value of gifts based on their price, this gift may seem worthless, but in a distracted world, it is a precious one.

46. What do we learn from the passage about practicing mindfulness?

- A) It triggers our mind to reflect on past experiences or anticipate future events.
- B) It focuses our attention on the present moment without making judgments.
- C) It concentrates our mind on our personal feelings, happy or scary.
- D) It helps our mind to stay calm when facing judgments from others.

47. What do we see in today's "attention economy" according to Jenny Odell?
- A) Focus on technological advances continuously updates products and services.
 - B) People's attention is turned into something that can be bought and sold.
 - C) Businesses profit from selling mobile phones and revolutionizing social media.
 - D) People tend to purchase products and services without careful thinking.
48. What happens with the prevalent use of mobile phones or social media?
- A) They keep distracting users from the here and now.
 - B) They render users incapable of resisting temptation.
 - C) They rob users of their ability to observe experience.
 - D) They tempt users to endorse the attention economy.
49. What benefit can practicing mindfulness bring to us according to some scholars?
- A) It prevents us from making arbitrary judgments about others.
 - B) It shifts our attention from material things to spiritual pursuits.
 - C) It is conducive to our forging better interpersonal relationships.
 - D) It is helpful in regaining our ability to enjoy what we have in life.
50. What does the author suggest we do in another person's presence?
- A) Share each other's experience frankly and compassionately.
 - B) Pay full attention to establishing close relationships with them.
 - C) Be attentive listeners while refraining from making judgments.
 - D) Remind them of the distraction from mobile phones and social media.

Passage Two

Questions 51 to 55 are based on the following passage.

The other day I had to log into a service I hadn't used before. Since I was a new user, the website decided that it needed to check I wasn't a robot and so set me a Captcha test to determine whether the user is a person or a machine.

I was presented with an image of a roadside scene over which was laid a grid. My "challenge" was to click on each cell in the grid that contained a traffic sign. I did so, a bit irritated. Then I was presented with another image and another grid — also with a request to identify road signs. Like a lamb, I complied, after which the website accepted my input.

And then I realised what I had been doing was adding to a dataset for training the machine-learning software that guides self-driving cars. So, to gain access to an automated service that will benefit financially from my input, I first have to do some unpaid labor to help improve the performance of autonomous vehicles.

Neat, eh? But note also the delicious additional irony that the Captcha is described as an "automated Turing test". The Turing test was conceived, you may recall, as a way of enabling humans to determine whether a machine could respond in such a way that one couldn't tell whether it was a human or a robot. So we have wandered into a world in which machines make us do tricks to prove that we are humans!

The strangest aspect of this unparalleled shift is how under-discussed it has been. The metaphor of the boiling frog comes to mind. Have we become so subtly conditioned by digital technology that we don't see

what's been happening to us? Have we been conditioned to accept a world governed by "smart" tech, trading convenience to the point where we become a bit like machines ourselves?

In a recent startling and thoughtful book, two scholars — Brett Frischmann, a law professor, and Evan Selinger, a philosopher — argue that the answer to that question is "yes".

And they're right. There's nothing technophobic(技术恐惧的) about that. We shape our tools and then our tools shape us. Technology is supposed to provide tools that serve human ends. But, as the machine-learning Captcha demonstrates, a significant proportion of digital tech now sees (and uses) humans as means to ends that are not ours. In the process, they reduce us to the status of cheery rats running on treadmills(踏板车) designed by people who do not have our interests at heart. So back to the frog metaphor. Are we smart enough to jump out before it's too late? You don't even have to Google it to know the answer.

51. How did the author respond to the Captcha test?

- A) He clicked on the cells randomly.
- B) He accepted the challenge readily.
- C) He completed it confidently.
- D) He worked on it submissively.

52. What is ironic about the Captcha test?

- A) A machine can respond to the test as well as humans do.
- B) A machine can outperform humans in object identification.
- C) A test designed to test machines is now used by machines to test humans.
- D) A test conceived to tell a human from a robot can now do tricks humans can't.

53. Why does the author use the metaphor of the boiling frog?

- A) To show that humans are unwilling to trade convenience for control by smart tech.
- B) To show that humans are unaware of the potential danger brought by smart tech.
- C) To question whether humans are conditioned to accept digital tech.
- D) To question whether humans are as vulnerable as the boiling frog.

54. Why does the author think that Brett Frischmann and Evan Selinger are right?

- A) A large part of digital tech is now making use of humans to meet its own ends.
- B) Humans are now fast locked in a race against digital tech to control the world.
- C) Digital tech can serve human needs in ways previously thought impossible.
- D) Digital tech is now doing thinking while humans are doing repetitive work.

55. What does the author imply by asking "Are we smart enough to jump out before it's too late?" at the end of the passage?

- A) It is not sensible to expect digital tech to take humans' interest to heart.
- B) It is hard to say whether technology or humans will get the upper hand.
- C) We may have to search the web to get the answer to the question.
- D) We may not awake in time to the danger digital tech poses to us.

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**.*

节俭 (frugality) 是中华民族的传统美德。在中国古代, 生产力低下, 先人们深知劳动成果来之不易, 因而秉持节俭的理念。到了物质极大丰富的今天, 中国人民依然坚持节俭的生活方式, 体现了理性消费的生活理念和对劳动的尊重。近年来, 中国政府持续加强节约型社会的建设, 倡导"光盘行动", 减少食物浪费, 提倡简约低碳的生活方式, 推进资源循环利用, 反对过度消费。节约型社会的建设有力地推动了中国经济的高质量发展。

2025年12月·第3套英语六级写作·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2025年12月·第3套 英语六级写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

真题卷第3套(2025-12) • 英语六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay that begins with the sentence "Living in an increasingly competitive world, college students should better prepare themselves to confront various challenges." 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

Living in an increasingly competitive world, college students should better prepare themselves to confront various challenges. This preparation is no longer optional but essential, for those who wait passively will inevitably be left behind.

To begin with, students ought to equip themselves with solid knowledge and practical skills rather than merely chasing high marks. For instance, in today's fierce job market, employers value candidates who can communicate, cooperate and solve real problems. What is more, developing a resilient mindset matters just as much. I still remember failing my first internship interview; instead of giving up, I reflected on my weaknesses, practised repeatedly, and finally secured a position the next semester. That experience taught me that challenges are conquered by those who keep improving.

Therefore, it is high time that college students stopped drifting and started planning ahead. By strengthening both our abilities and our willpower, we can turn the pressure of competition into a driving force and stride confidently into the future.

【参考译文】

生活在一个竞争日益激烈的世界里，大学生应当更好地武装自己，去迎接各种挑战。这种准备不再是可有可无，而是不可或缺的，因为那些被动等待的人终将被甩在后面。

首先，学生应当用扎实的知识 and 实用的技能武装自己，而不是一味追求高分。例如，在当今竞争激烈的就业市场，用人单位看重的是能够沟通、协作并解决实际问题的求职者。此外，培养一种坚韧的心态同样重

要。我至今记得第一次实习面试失利；我没有放弃，而是反思自己的不足，反复练习，终于在下个学期争取到了一个职位。那段经历让我明白：挑战属于那些不断进步的人。

因此，大学生该停止随波逐流、开始提前规划了。通过同时强化我们的能力与意志，我们就能把竞争的压力转化为前进的动力，自信地大步迈向未来。

【第1段】抄首句加点题落实。开头逐字照抄了给定首句，满足 copy the sentence given in quotes at the beginning of your essay；随后 "This preparation is no longer optional but essential, for those who wait passively will inevitably be left behind" 承接首句、亮出立场，正是 outline 第一段"抄首句加点题"的功能。

【第2段】四步双要点撑起主体。本段主题句提出"练本领"，用 "For instance, in today's fierce job market" 举就业例子坐实；再以 "What is more" 引出"炼心态"要点，用面试失利后坚持的个人经历收尾，落实了题目允许的 cite examples or use your personal experiences，兑现了主题句—理由—例证—小结四步法。

【第3段】重申加呼吁收束。以 "Therefore, it is high time that college students stopped drifting" 因果重申立场，再用 "turn the pressure of competition into a driving force" 发出具体呼吁，达成 outline 第三段"重申并呼吁"的功能，文章有落点不烂尾。

ANALYSIS • 审题与立意

这道题到底要写什么、立意是什么

动笔前先钉死本题的核心写作任务与读者语域，再定中心立意与要展开的要点——这些是本题特有的内容判断，不是通用套路。

核心任务

论证大学生应备战各种挑战

一句话钉死任务：先原样照抄给定首句，再围绕它的立场展开——大学生身处竞争加剧的世界，应做好准备迎接各种挑战。展开方式题目已给三选一或组合：You can make comments, cite examples or use your personal experiences to develop your essay. 核心是论证"为何要准备、如何准备"，不是泛谈竞争世界有多激烈。

读者 • 语域

面向阅卷人的正式书面语

本题是命题议论文，没有具体收信人，读者就是阅卷老师。因此用正式、客观的书面语即可：多用完整句与恰当过渡词，避免 gonna、wanna 之类口语缩写，也不需要称呼语和落款。语域定准，语言分才有底子。

中心立意

既练硬本领又炼强心态

全篇中心承接首句：面对日益激烈的竞争，大学生必须主动做准备，具体路径是"能力"与"心态"双管齐下——既打磨真本事，又炼就不服输的韧劲。这样中心既紧扣 should better prepare themselves to confront various challenges，又给下文留出两个清晰的展开方向。

要展开的要点

1. 夯实知识与实用技能

第一要点：主动积累扎实知识和可迁移的实用技能，而非只盯高分。可用就业市场作例——用人单位看重沟通、协作与解决实际问题的能力。这一点回应了 You can make comments, cite examples 里的举例展开方式。

2. 锤炼抗挫的坚韧心态

第二要点：培养面对挫折不退缩的韧性。可结合自身经历，如一次面试或考试失利后如何复盘、坚持并最终成功，正是题目鼓励的 use your personal experiences to develop your essay，让论证有真情实感。

STRUCTURE · 谋篇与逐段

怎么分段、每段写什么、能套哪些句架

按写作家族给出现成的段落框架（每段承担什么功能），并为每段配可直接套用的 功能句架（留出填本题内容的空位）。段序与上方参考范文——对应。

第 1 段 抄首句加题

逐字照抄 Living in an increasingly competitive world, college students should better prepare themselves to confront various challenges., 紧接一句点明"这种准备不可或缺", 亮出全文立场。

第 2 段 双要点论证

主体段：先论"练本领"配就业例子，再论"炼心态"配个人经历，回答"如何准备"。

第 3 段 重申并呼吁

归纳全文、重申立场，号召大学生提前规划、把竞争压力化为动力。

第 1 段 首句加不可或缺的强调

照抄首句后，补一句强调这种准备不是可有可无、而是必需，因为被动等待者终将被淘汰，从而自然引出下文要谈的“如何准备”。

承接首句点题 · This ____ is no longer optional but essential, for _____. (把 ____ 换成本题的“准备”及理由)

反面强调紧迫 · Those who ____ passively will inevitably _____. (用反面情形凸显准备的必要)

第 2 段 就业练本领加经历炼心态

先讲要积累扎实知识与实用技能，配就业市场看重沟通协作与解决问题的例子；再讲要培养抗挫韧性，配一次面试失利后复盘坚持终获录用的个人经历，双要点合力回答“如何准备”。

举例过渡 · For instance, in today's ____, ____ value ____ who can _____. (用具体场景把观点落实为例子)

递进添点 · What is more, ____ matters just as much. (引出本段第二个要点)

经历收束 · That experience taught me that _____. (把个人经历升华成一句道理，回扣中心)

第 3 段 提前规划化压力为动力

归纳双要点，号召大学生停止随波逐流、提前规划，靠强化能力与意志把竞争压力转化为前进动力，自信迈向未来。

因果重申 · Therefore, it is high time that college students ____ and started _____. (用 it is high time 句式加强呼吁力度)

升华收尾 · By ____, we can turn ____ into ____ and stride confidently into the future. (把手段与愿景合成一句作结)

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

紧扣如何准备别只谈竞争

达标要点是全程围绕 should better prepare themselves to confront various challenges，本题最易跑题处是大谈竞争世界有多残酷却忘了回答“该如何准备”，务必让每段都指向准备本身。

结构连贯

用过渡词串起三段

本题达标要点是用 To begin with、What is more、Therefore 等过渡词把三段和段内层次串起来，让论证层层推进而非零散罗列。

语言准确

少数亮点句加零语法硬伤

本题达标要点是主体段有 employers value candidates who... 之类定语从句、结尾有 it is high time that 虚拟句式作亮点，同时避免中式直译，做到既准确又有变化。

字数格式

守住上下限并首句照抄

本题格式关键有二：字数须满足 at least 150 words but no more than 200 words 的硬性区间；开头须逐字照抄给定首句，二者任一违反都直接扣分。

典型低分写法 • 反面示例与改法

改写首句

反面示例把开头写成 "In a competitive world, students must prepare for challenges."——擅自改写了给定首句，直接违规。正确做法是原样照抄：Living in an increasingly competitive world, college students should better prepare themselves to confront various challenges.

只复述不展开

反面示例整段写 "Preparation is important. Students should prepare. It is very necessary to prepare." 反复绕圈却无实例。正确做法是落到具体场景，例如：In today's fierce job market, employers value candidates who can solve real problems.

跑题渲染竞争

反面示例整段大谈 "The world is so competitive that everyone feels great pressure and life is hard." 只渲染竞争、不谈准备。正确做法是转向对策：To prepare, students ought to equip themselves with solid knowledge and a resilient mindset.

英语六级 2025年12月·第3套 · 全卷构成

Part I	写作	本题
Part II	听力	与2025年12月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	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12月·第3套 英语六级完形填空（选词填空）·26-35 题答案与解析

BLANKS & ANALYSIS · 选词填空题和解析

选词填空题和解析 · 26-35 题

本页 26-35 题的正确答案词与逐空解析由懒笔记按2025年12月·第3套 英语六级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、4 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第3套(2025-12) · 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.

It's best to think of an accent as a distinct, systematic and rule-governed way of speaking. Accent is not a 26 for dialect, but it's related. Dialect is an umbrella term for the way a community pronounces words, creates words, and orders words; accent refers to that first part only.

最好将口音理解为一种独特的、系统的、有规则支配的说话方式。口音不是方言的同义词,但两者相关。方言是一个总括性术语,指一个社群发音、造词和组词的方式;而口音仅指其中第一部分。

Many 27 presume that there is a single standard way of speaking in each country, with one single standard accent, and that this perceived standard is 28 the best form of speech, but linguists(语言学家) often point out that the concept of a standard accent is better understood as an ideal rather than a 29. In other words, no one speaks "standard English"; rather, it is an imagined way of using language that exists only in grammar and style books.

许多外行人认为每个国家都有一种标准说话方式,配有一种标准口音,并且这种被认为的标准天然就是最佳的言语形式,但语言学家常常指出,标准口音的概念更应被理解作为一种理想而非现实。换句话说,没有人说"标准英语";相反,它是一种想象中的语言使用方式,仅存在于语法书和文体书中。

One reason linguists agree there is no one true standard is that, through the years, there have been 30 supposed standards, depending on time and place. The standard for English in British newsreels(新闻片) from the 1950s, for example, differs greatly from the standard found on American national news broadcasts today. In fact, there has never been a single standard that's been fully agreed

upon — and broadcast outlets across the 31 have never consistently held to those standards anyway.

语言学家一致认为不存在唯一真正标准的一个原因是,多年来,根据时间和地点的不同,存在过多种所谓的标准。例如,1950年代英国新闻片中的英语标准与当今美国全国新闻广播中的标准大不相同。事实上,从来就没有一个得到完全认可的单一标准——而且各类广播媒体也从未始终如一地坚持这些标准。

Even so, this idea of a standard accent is 32 and many workplace and educational environments perpetuate the idea that accents that 33 from the current standard are less appropriate, or even inappropriate. Scholars have found that southern US accent features are more accepted in 34 such as government, law and service-oriented workplaces, but less accepted in the technology sector. The acceptability of nonstandard accents may 35 with differences in class and culture, with newer or higher prestige industries expecting more standard speech in the workplace.

即便如此,这种标准口音的观念颇具影响力,许多职场和教育环境都在延续这样的观念:偏离当前标准的口音不够恰当,甚至是不恰当的。学者们发现,美国南方口音特征在政府、法律和服务型职场等领域更容易被接受,但在科技行业则较难被接受。非标准口音的可接受程度可能与阶层和文化差异相关,较新或声望较高的行业对职场中的标准言语有更高期待。

- | | |
|----------------|-----------------|
| A) affix | I) properties |
| B) correlate | J) reality |
| C) deviate | K) reciprocally |
| D) domains | L) specimen |
| E) influential | M) spectrum |
| F) inherently | N) synonym |
| G) laymen | O) unanimous |
| H) multiple | |

26. Accent is not a __(26)__ for dialect, but it's related.

【答案】 **N) synonym** (名词)

【词性槽】 不定冠词 a 后 + for 介词框架

【依据】 **a synonym for 固定搭配**

原文 Accent is not a __(26)__ for dialect, but it's related. Dialect is an umbrella term...; accent refers to that first part only. 说"accent 不是 dialect 的 __, 但相关", 紧接着解释 dialect 是包含 accent 的更大范畴——也就是两者不是同义词。a synonym for X 即"X 的同义词", 是英语中固定搭配, 语义与逻辑双合。

【竞争词】 **L) specimen 样品义不合语境**

specimen 指"标本、样品", 说"accent 不是 dialect 的样品"逻辑不通, 且无 a specimen for 这一搭配。

J) reality 现实义与对比关系不符

reality 指"现实", 原文是在做术语对比 (accent 与 dialect), 并非讨论虚实, 且 a reality for 在此搭配生硬。

M) spectrum 范围义无法对应同义对比

spectrum 指"范围、谱系", 与下文"二者相关但不重合"的同义/上下位对比不匹配。

D) domains 复数形式不匹配冠词 a

domains 为复数, 与不定冠词 a 不兼容; 语义"领域"也不构成 accent 与 dialect 的术语对照。

G) laymen 复数且指人, 不合语境

laymen 为复数指"外行人", 与 a 不搭, 且整句是在定义术语, 非指代人群。

I) properties 复数且抽象属性义偏移

properties 复数与 a 不兼容; "属性"也无法解释 accent 与 dialect 的术语关系。

27. Many __(27)__ presume that there is a single standard way of speaking in each country

【答案】 **G) laymen** (名词)

【词性槽】 形容词 Many 后 + 之后为谓语动词 presume

【依据】 外行人对应"想当然以为"的认知主体

Many laymen presume... 即"许多外行人想当然以为.....", 恰好与下半句 but linguists(语言学家) often point out that the concept of a standard accent is better understood as an ideal rather than a __(29)__ 中的 linguists 构成"外行 vs 专家"对照, 逻辑严丝合缝。

【竞争词】 D) domains 领域无法做"以为"的主体

domains 指"领域", 是抽象范畴, 不能作 presume 的逻辑主语; 且与下句 linguists 的对照对象不符。

I) properties 属性无法做"以为"的主体

properties 指"属性、财产", 同样是抽象概念, 无法 presume; 与对照结构不匹配。

28. this perceived standard is __(28)__ the best form of speech

【答案】 **F) inherently** (副词)

【词性槽】 be 动词与表语形容词之间的修饰位

【依据】 本质上即最佳, 对应"理想型"叙述

原文 Many __(27)__ presume that there is a single standard way of speaking in each country, with one single standard accent, and that this perceived standard is __(28)__ the best form of speech 描述"外行人以为感知到的标准在本质上就是最佳说话方式", inherently 表"本质上、生来就是", 正好对应这种被想当然的本体论断言。

【竞争词】 K) reciprocally 相互义与单向断言不符

reciprocally 表"相互地", 需双向主体; 句中只是单方面"被认为是最佳", 无相互关系可言。

【易错】 最具迷惑性的错误词是 K) —— 副词类目仅二选一, 词义辨义易翻车。F) inherently 与 K) reciprocally 同为副词, 考生若只看到"副词"就随手填, 可能误选 reciprocally; 防坑: be + __ + the best form of speech 这种单向断言句不存在"相互"关系, 必须看断言方向再选副词。

29. the concept of a standard accent is better understood as an ideal rather than a __ (29) __

【答案】 **J) reality** (名词)

【词性槽】 rather than 后并列名词位

【依据】 **an ideal rather than a reality**

标准口音"更适合被理解作为一种理想, 而不是现实", ideal 与 reality 是英语中最经典的反义对子; 紧接的下一句 no one speaks "standard English"; rather, it is an imagined way of using language that exists only in grammar and style books. 用"想象的、只存在于语法书中"再次坐实"非现实", 对照成立。

【竞争词】 **L) specimen 样品义与理想无反义对应**

specimen 指"样本、标本", 与 ideal 不构成对照, 且语义上说"标准口音是样本"不通。

M) spectrum 范围义与理想不对仗

spectrum 指"频谱、范围", 与 ideal 既无反义、也不切下句"想象的语言用法"语境。

I) properties 复数与 a 不兼容

properties 复数, 违背 a + 单数名词 的语法约束; 语义"属性"也不构成与 ideal 的对照。

30. through the years, there have been __ (30) __ supposed standards

【答案】 **H) multiple** (形容词)

【词性槽】 there have been + 空 + 复数名词

【依据】 **多个标准支撑"无统一"论点**

本段中心是"语言学家认为没有唯一真标准", 紧跟的例子 The standard for English in British newsreels(新闻片) from the 1950s, for example, differs greatly from the standard found on American national news broadcasts today. 用"50 年代英国 vs 当下美国"佐证存在多个标准, multiple supposed standards 切中要害。

【竞争词】 **O) unanimous 一致同意与无统一标准矛盾**

unanimous 表"一致同意的", 若说"存在一致同意的标准", 与下文 there has never been a single standard that's been fully agreed upon 直接打架。

31. broadcast outlets across the __ (31) __ have never consistently held to those standards

【答案】 **M) spectrum** (名词)

【词性槽】 the + 空 + 介词短语

【依据】 **across the spectrum 全谱系**

across the spectrum 是英语固定搭配, 表"涵盖各种类型/全谱系"。原文意为"全谱系的广播机构都没有始终如一地坚持那些标准", 正好支持"标准并未统一遵行"的主旨。

【竞争词】 **L) specimen 标本义无范围义**

specimen 指"标本、样品", 不能表"涵盖范围", across the specimen 不成立搭配。

32. Even so, this idea of a standard accent is __(32)__ and many workplace and educational environments perpetuate the idea...

【答案】 **E) influential** (形容词)

【词性槽】 be 动词后的表语位置

【依据】 有影响力解释后文延续效应

下文 and many workplace and educational environments perpetuate the idea that accents that __(33)__ from the current standard are less appropriate 说许多职场和教育环境仍在延续这一观念——也就是这一观念"颇有影响力", influential 正好统摄后文这一果。

【竞争词】 O) unanimous 一致同意与全文论点冲突

全文反复强调没有统一公认的标准 (there has never been a single standard that's been fully agreed upon), 若说"标准口音的观念是一致同意的", 与上下文直接矛盾。

H) multiple 多个无法搭配单数主语属性

multiple 表"多种的", 用于修饰可数复数或集合概念; 说"this idea is multiple"语义不通。

【易错】 最具迷惑性的错误词是 O) —— unanimous 看着切题, 实则与主旨反向。32 题 this idea of a standard accent is __ 看见"标准口音"主题, 部分考生顺势填 unanimous; 防坑: 联读后文 and many workplace and educational environments perpetuate the idea, 重点是"延续/影响"不是"一致同意", influential 才对得上。

33. accents that __(33)__ from the current standard are less appropriate

【答案】 **C) deviate** (动词)

【词性槽】 that 从句中缺谓语 + 后接 from

【依据】 deviate from 偏离当前标准

原文整段在讨论"偏离当下标准的口音被视为不合适", deviate from the current standard 即"偏离当前标准", 词义、搭配、逻辑三处合一。

34. southern US accent features are more accepted in __(34)__ such as government, law and service-oriented workplaces

【答案】 **D) domains** (名词)

【词性槽】 介词 in 后 + such as 举例

【依据】 领域作为政府/法律/服务业的上位词

government、law、service-oriented workplaces 都是社会职业"领域", domains 表"领域、范围"正是这些行业的自然上位范畴, 搭配 in domains such as ___ 在学术英语里极为常见。

【竞争词】 I) properties 属性义无法囊括行业举例

properties 表"属性、财产", government 等并非"属性", 无法做其上位范畴; 搭配 in properties such as government 语义不通。

35. The acceptability of nonstandard accents may __(35)__ with differences in class and culture

【答案】 **B) correlate** (动词)

【词性槽】 情态动词 may 后 + 介词 with

【依据】 correlate with 与.....相关联

correlate with 表"与.....相关联", 原句意为"非标准口音的可接受度可能与阶层和文化差异相关", 紧跟的 with newer or higher prestige industries expecting more standard speech in the workplace 进一步说明这种相关性的具体表现, 逻辑顺畅。

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) **affix** (动词) (名词)

动词: 贴上、附加; 名词: 词缀

干扰词 • 未选用

B) **correlate** (动词) (名词)

动词: 相互关联、与.....有关; 名词: 相关物

用于第 35 空

C) **deviate** (动词)

动词: 偏离、背离 (常与 from 搭配)

用于第 33 空

D) **domains** (名词)

名词: 领域、范围 (复数)

用于第 34 空

E) **influential** 形容词

形容词：有影响力的、有势力的

用于第 32 空

F) **inherently** 副词

副词：本质上、内在地

用于第 28 空

G) **laymen** 名词

名词：外行、门外汉（复数）

用于第 27 空

H) **multiple** 形容词

形容词：多种的、多个的

用于第 30 空

I) **properties** 名词

名词：财产、性质、属性（复数）

干扰词 · 未选用

J) **reality** 名词

名词：现实、实际存在的事物

用于第 29 空

K) **reciprocally** 副词

副词：相互地、彼此地

干扰词 · 未选用

L) **specimen** 名词

名词：样品、标本

干扰词 · 未选用

M) **spectrum** 名词

名词：范围、波段、频谱

用于第 31 空

N) **synonym** 名词

名词：同义词

用于第 26 空

O) **unanimous** 形容词

形容词：一致同意的、无异议的

干扰词 · 未选用

全文主旨

口音无统一标准，标准只是理想

全文围绕语言学家的观点展开：所谓“标准口音”并不存在一个唯一的真实版本，它只是一种被想象出来的理想型；不同时期、不同地区、不同行业对“标准”的接受度各不相同。开篇即定调

It's best to think of an accent as a distinct, systematic and rule-governed way of speaking., 第二段进一步点明 no one speaks "standard English"; rather, it is an imagined way of using language that exists only in grammar and style books.

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。

A) **affix** 形近 affect/attach 易诱填动词位

33 题动词位 accents that __(33)__ from the current standard 部分考生可能因 affix 看着像"附加"动词而误填；识破点：affix 搭配 to，不接 from，而原文给的介词是 from，立即排除。

I) **properties** 复数名词形掩盖"属性"义不合

I) properties 是复数名词，看着像 27 题 Many __ presume 或 34 题 in __ such as 的强候选；识破点：properties 表"属性/财产"，既不能做 presume 的逻辑主体、也无法做 government/law 的上位范畴。

K) **reciprocally** 唯二副词，硬抢 28 题副词位

28 题 this perceived standard is __(28)__ the best form of speech 副词位若不细辨"本质 vs 相互"，可能误填 reciprocally；识破点：reciprocally 需双向主体，本句只有单向断言。

L) **specimen** 可数单数名词形掩盖"标本"义不合

L) specimen 是可数单数名词，看似能填 26 题 a __ for 或 31 题 across the __；识破点：specimen 是具体的"标本/样品"，不构成 synonym 这种术语关系，也无 across the specimen 搭配。

O) **unanimous** 形容词义"一致同意"似乎合标准口音话题

O) unanimous 可能被填到 30 题 __ supposed standards 或 32 题 idea is __；识破点：全文核心论点是"没有统一同意的标准"，凡填 unanimous 一律与上下文矛盾。

SENTENCE INSIGHTS · 句子精讲

8 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。

It's best to think of an accent as a distinct, systematic and rule-governed way of speaking.

第1段，第1句

本句使用的"It is + 形容词 + to do"句型在四六级和考研阅读中非常常见，是表达观点和评价的典型结构，掌握后可大量复用。

Accent is not a synonym for dialect, but it's related.

第1段，第2句

主系表结构和并列转折句是考试常见句式，but 连接的转折关系也是典型用法，具有一定代表性，但整体过于简单，复用价值中等。

Many laymen presume that there is a single standard way of speaking in each country, with one single standard accent, and that this perceived standard is inherently the best form of speech, but linguists(语言学家) often point out that the concept of a standard accent is better understood as an ideal rather than a reality.

第2段，第1句

典型的“大众观点 + but + 专家/作者观点”的学术论证结构，在四六级和考研阅读中极其高频，具有极强的模板价值。

In other words, no one speaks "standard English"; rather, it is an imagined way of using language that exists only in grammar and style books.

第2段，第2句

分号连接并列主句 + 限制性定语从句的结构在四六级和考研阅读中较为常见，尤其是定义性或解释性句子。句式具有一定代表性，掌握后可复用于理解类似结构的学术或说明文句子。但句子本身不涉及复杂的长难句特征（如多层嵌套、插入语、倒装等），典型性中等偏上。

The standard for English in British newsreels(新闻片) from the 1950s, for example, differs greatly from the standard found on American national news broadcasts today.

第3段，第2句

本句展示了四六级和考研阅读中常见的句式特征：长主语带多层介词短语修饰、插入语打断主干、后置分词定语修饰名词、比较结构（differ from）。这些都是真题中高频出现的结构元素，掌握后可在大量阅读理解题中复用，具有较高的典型性。

In fact, there has never been a single standard that's been fully agreed upon — and broadcast outlets across the spectrum have never consistently held to those standards anyway.

第3段，第3句

本句的"there be"存在句结构、限制性定语从句、现在完成时的使用、并列句的构造，都是四六级和考研英语中的高频句式。特别是"there be + 名词 + 定语从句"和"主语 + have/has + 过去分词"的组合，在真题阅读中反复出现，掌握此类句式后可应用于大量类似句子的分析。

Even so, this idea of a standard accent is influential and many workplace and educational environments perpetuate the idea that accents that deviate from the current standard are less appropriate, or even inappropriate.

第4段，第1句

本句涵盖主谓表、主谓宾、并列主句、同位语从句、限制性定语从句、介词短语作定语和状语等多种成分和结构，且同位语从句与定语从句的区分、嵌套定语从句的识别都是常见易错点，作为成分划分练习句收益很高。

The acceptability of nonstandard accents may correlate with differences in class and culture, with newer or higher prestige industries expecting more standard speech in the workplace.

第4段，第3句

简单句 + 情态动词 + 介词短语作状语 + 伴随状语的组合，是四六级和考研阅读中的典型句式；"with + 名词 + 现在分词"结构频繁出现在学术文本和考试真题中；动词与介词的固定搭配(correlate with)也是常考考点；掌握本句结构后可大量迁移到类似句型

HIGH-FREQUENCY • 真题高频词

本篇出现的 34 个英语六级真题高频词

下列单词既在本篇英文短文中出现，又是 **英语六级** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

workplace B1

n. 工作场所

本篇3次·真题 70 句

less A1

det. 较少的

本篇2次·真题 273 句

better A1

adj. 更好的 (good 的比较级)

本篇1次·真题 205 句

community B1

n. 社区

本篇1次·真题 163 句

exist A2

v. 存在;实际上有

本篇1次·真题 77 句

current B1

adj. 现在的

本篇1次·真题 72 句

concept B2

n. 概念

本篇1次·真题 59 句

reality B1

n. 现实

本篇1次·真题 57 句

feature B1

n. 特征

本篇1次·真题 55 句

educational B1

adj. 教育的

本篇1次·真题 44 句

style A2

n. 方式

本篇1次·真题 44 句

fully B1

adv. 完全地

本篇1次·真题 43 句

related B1

adj. 相关的

本篇1次·真题 39 句

ideal B2

adj. 理想的

本篇1次·真题 38 句

sector B2

n. (经济或商业的) 部门, 行业

本篇1次·真题 33 句

perceive B2

v. 理解, 领悟 (某事的性质或意义)

本篇1次·真题 32 句

appropriate B2

adj. 合适的

本篇1次·真题 30 句

greatly B1

adv. 非常

本篇1次·真题 27 句

scholar B2

n. 学者

本篇1次·真题 26 句

differ B1

v. 不同, 有区别

本篇1次·真题 24 句

multiple B2

adj. 多个的

本篇1次·真题 21 句

correlate C1

v. 相关联

本篇1次·真题 18 句

consistently B2

adv. 始终如一地

本篇1次·真题 16 句

distinct B2

adj. 清晰的

本篇1次·真题 15 句

influential B2

adj. 有影响力的;有权势的

本篇1次·真题 15 句

spectrum C1

n. 范围

本篇1次·真题 15 句

supposed B1

adj. 应该的

本篇1次·真题 15 句

outlet B2

n. 商店

本篇1次·真题 12 句

systematic C1

adj. 系统的

本篇1次·真题 11 句

inherently C1

adv. 内在地

本篇1次·真题 10 句

prestige C1

n. 威望

本篇1次·真题 9 句

domain B2

n. 领域

本篇1次·真题 8 句

layman

C1

n. 外行

本篇1次 · 真题 8 句

presume

C1

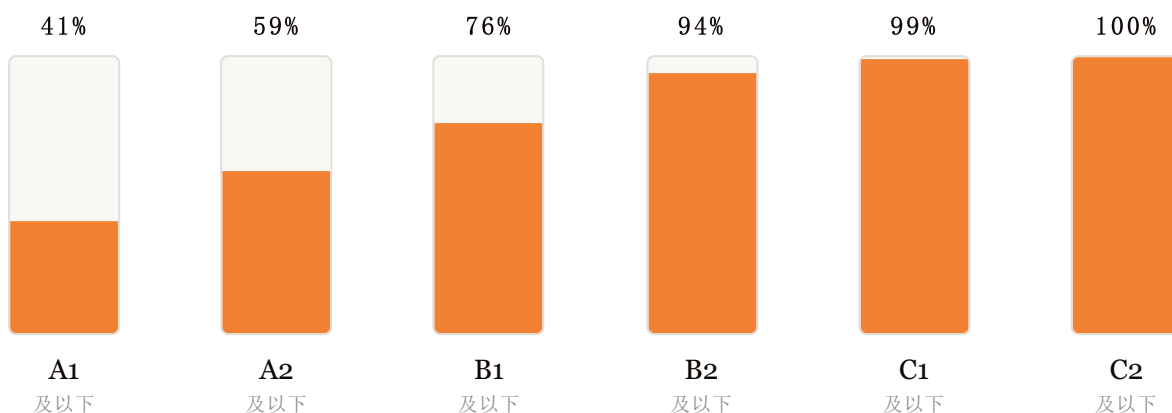
v. 假定, 推测 (某事属实)

本篇1次 · 真题 8 句

VOCABULARY • 词汇难度分布

全文 116 词按 CEFR 难度累积覆盖

带空短文去重后共 **116** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 7 个 · 约 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 116 个 · 末柱为 100%

去重总词数

116

B2 以上难词

6%

B1 及以下覆盖

76%

英语六级 2025年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2025年12月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	本题
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C	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12月·第3套 英语六级长篇阅读（信息匹配）第1篇·36-45 题答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析 · 36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2025年12月·第3套 英语六级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 18 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第3套(2025-12) · 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**.

The History and Meaning of Colored Traffic Lights

A) Timed traffic lights are set according to schedules that are supposed to coordinate with peak traffic hours. Cities need to monitor and update signal light time schedules at least every two years to keep these systems effective. In Los Angeles, California, an ambitious project to go a step further and synchronize(使同步) every red light in Los Angeles cost over 400 million dollars. Ask a resident of the city and they are likely to agree that saving time on the road is well worth it. If implemented nationwide, synchronization could shave 10% off traffic congestion(堵塞) and 20% off air pollution. Congestion costs time, money, and lives. Big data can help improve how millions of people safely share the road. However, none of this would be possible without the traffic light!

定时交通信号灯根据应当与高峰交通时段相协调的时刻表进行设置。城市需要至少每两年监测和更新信号灯时间安排,以保持这些系统的有效性。在加利福尼亚州洛杉矶,一项更进一步同步洛杉矶每个红灯的雄心勃勃的项目耗资超过4亿美元。问问这座城市的居民,他们很可能会认为节省道路上的时间非常值得。如果在全国范围内实施,同步化可以减少10%的交通拥堵和20%的空气污染。拥堵浪费时间、金钱和生命。大数据可以帮助改善数百万人安全共享道路的方式。然而,如果没有交通信号灯,这一切都不可能实现!

B) The first traffic light was invented in London in the 1860's, but it was hardly recognizable — or effective. It had been adapted from the railroad signal system by a railway manager, John Peak Knight, in 1868. The railroads used red gas lights at night to signal stops and green gas lights during

the daytime. Knight installed a similar gas light, semaphore(臂板信号) system near London's Westminster Bridge in December of 1868.

第一个交通信号灯于19世纪60年代在伦敦发明,但它几乎无法辨认——也不有效。1868年,铁路管理者 John Peak Knight将铁路信号系统进行了改造。铁路在夜间使用红色气灯来示意停车,白天则使用绿色气灯。Knight于1868年12月在伦敦威斯敏斯特桥附近安装了一套类似的气灯臂板信号系统。

- C) The life of the first traffic light signal was short-lived. A gas leak caused one of the signal lights to explode on its police officer operator within a month of being installed.

第一个交通信号灯的寿命很短。在安装后不到一个月,煤气泄漏导致其中一个信号灯在其警察操作员身上爆炸。

- D) Automating traffic signals stalled after the London incident. Forty years passed before cars crowding city streets urged the development of traffic lights in the United States. London would not see another traffic light until 1929.

伦敦事故后,交通信号自动化陷入停滞。四十年过去了,拥挤城市街道的汽车才促使美国发展交通信号灯。伦敦直到1929年才再次出现交通信号灯。

- E) The United States is a car culture like no other country. Unlike most European cities that started urban planning when horses were high-tech, many cities in the United States were designed around urban sprawl, suburban tracts, and motor cars.

美国的汽车文化不同于任何其他国家。与大多数欧洲城市在马匹还是高科技时代就开始城市规划不同,美国的许多城市是围绕城市扩张、郊区地带和机动车辆设计的。

- F) As traffic and cities grew, so did the race to solve growing traffic problems. The first traffic signals were semaphores. Semaphores are towers with moving arms signaling for traffic to stop or go. They could be manual or automatic. There was no consistent design. Various models were invented and put into place in cities as the need arose.

随着交通和城市的发展,解决日益严重的交通问题的竞赛也在进行。最早的交通信号是臂板信号。臂板信号是带有移动臂的塔,示意交通停止或通行。它们可以是手动的或自动的。没有统一的设计。随着需求的出现,各种型号被发明并安装在城市中。

- G) In 1912, Lester Wire was a police officer exhausted by traffic at Main Street and 200 South. He developed a manually switched stop light. The four-sided box, raised on a ten-foot pole, looked like a birdhouse and was operated manually by an officer. The officer would flip a switch to change between the dipped red and green lights.

1912年,Lester Wire是一名因Main Street和200 South的交通而疲惫不堪的警察。他开发了一种手动切换的停车灯。这个四面的盒子安装在十英尺高的杆子上,看起来像鸟屋,由警察手动操作。警察会拨动开关在倾斜的红灯和绿灯之间切换。

- H) Like the 1910 semaphore, the first electric signal used words. However, the words were no longer written on arms that raised and fell. The words "stop" or "move" were on lights. The posts lit up on each of four corner-posts around an intersection(十字路口). It was not automated, though. A booth with an operator was required to flip the switches.

与1910年的臂板信号一样,第一个电子信号使用文字。然而,文字不再写在升降的臂上。'停止'或'通行'的字样在灯上。灯柱在十字路口周围的四个角柱上点亮。但它不是自动化的。需要一个带操作员的岗亭来拨动开关。

- I) The system allowed police officers to move from the middle of the street to a corner. From that vantage(有利地位), an officer could oversee the crowd. If an emergency vehicle came, the officer could flip a switch and clear the intersection by triggering all red lights. The emergency vehicle could now pass effortlessly. Finally, in San Francisco the first red and green electric light system that could be operated automatically (or manually) was introduced in 1917.

该系统使警察能够从街道中间移动到角落。从那个有利位置,警察可以监督人群。如果有紧急车辆到来,警察可以拨动开关,通过触发所有红灯来清空十字路口。紧急车辆现在可以毫不费力地通过。最后,1917年在旧金山引入了第一个可以自动(或手动)操作的红绿电子灯系统。

- J) In 1920, the first three-color light system was introduced in Detroit — also known as Motor City, USA. The evolution of traffic light signals could not have a more appropriate context than Motor City. Ford Motor Company was founded in Detroit in 1903 (and other motor companies followed). Ford made cars affordable for more common people, rather than the wealthy, by creating larger scale factory production.

1920年,第一个三色灯系统在底特律引入——也被称为美国汽车城。交通信号灯的演变在汽车城这个背景下再合适不过了。福特汽车公司于1903年在底特律成立(其他汽车公司随后跟进)。福特通过创建更大规模的工厂生产,使汽车对更普通的人而非富人来说变得可负担。

- K) Stop and go were insufficient for the new volumes of cars zooming through intersections. Streets were full of new numbers of cars in addition to delivery wagons, bustling crowds, bicycles, horse-drawn carriages, and street cars. The introduction of the cautionary yellow light helped increase driver safety, decreasing accidents that come from running red lights.

对于呼啸通过十字路口的新增车辆数量来说,停止和通行是不够的。街道上除了满载的新车数量外,还有送货马车、熙攘的人群、自行车、马车和有轨电车。警示黄灯的引入有助于提高驾驶员安全性,减少闯红灯造成的事故。

- L) Stop lights were incredibly important in chaotic city streets. Crosswalks weren't even introduced until 1951. The first pedestrian fatality in the United States was in 1899.

停车灯在混乱的城市街道上极其重要。人行横道甚至直到1951年才被引入。美国第一起行人死亡事故发生于1899年。

- M) The development of the modern traffic light may have started in London, but it grew up in the United States. In Cleveland, an African-American inventor named Garrett Morgan came up with an affordable, patented traffic signal. The yellow light made intersections safer than the old stop and go system. The new design was inexpensive enough that it allowed the installation of a lot more lights.

现代交通信号灯的发展可能始于伦敦,但它在美国成长起来。在克利夫兰,一位名叫Garrett Morgan的非裔美国发明家提出了一种经济实惠、获得专利的交通信号。黄灯使十字路口比旧的停止和通行系统更安全。新设计足够便宜,使得可以安装更多的灯。

- N) Morgan sold the patent to General Electric — and the spread of the traffic light was green lighted. Green means go. It is that simple, but it's still best to check both ways for oncoming traffic that may not be paying attention or is running the light. Yellow means slow down and prepare to stop. It does not mean full-throttle(全速) ahead. While you may get away with gunning it into the intersection, running a yellow can lead to tickets and dangerous accidents. Red lights are a clear and consistent warning to stop. Even where right turns are allowed on red lights, you must come to a complete stop before turning right. You must also yield to any through traffic, which has the right of way. In

most states and cities, you can take a right on red unless otherwise indicated. New York City does not allow a right on red.

Morgan将专利出售给通用电气——交通信号灯的推广获得了绿灯。绿色意味着通行。就这么简单,但最好还是向两边查看可能没有注意或正在闯红灯的迎面而来的车辆。黄色意味着减速并准备停车。它并不意味着全速前进。虽然你可能侥幸冲进十字路口,但闯红灯可能导致罚单和危险事故。红灯是明确且一致的停车警告。即使在允许红灯右转的地方,你也必须在右转前完全停车。你还必须让行任何直行车辆,它们拥有通行权。在大多数州和城市,除非另有说明,你可以在红灯时右转。纽约市不允许红灯右转。

- O) Red arrows mean you cannot turn right on a red in most states. The green arrow, in these cases, is the only time you can make the turn. However, you can take a right on a red arrow after a full stop in the states of Illinois, Kansas, Louisiana, Maryland, Michigan, New Hampshire, North Dakota, Oregon, South Carolina, Utah, Washington State and Wyoming.

在大多数州,红色箭头意味着你不能在红灯时右转。在这些情况下,只有绿色箭头才是你可以转弯的时机。然而,在伊利诺伊州、堪萨斯州、路易斯安那州、马里兰州、密歇根州、新罕布什尔州、北达科他州、俄勒冈州、南卡罗来纳州、犹他州、华盛顿州和怀俄明州,你可以在完全停车后在红色箭头时右转。

- P) Flashing Red is the same as a stop sign, generally used at four-way intersections where there is minimal traffic. When arriving at a flashing red light, make a full and complete stop. Flashing Red Arrows similarly mean to stop and then proceed to take the turn. Flashing Yellow lights mean yield or signal caution, like outside of a fire station. There are no all-direction flashing yellow lights, since it is prohibited in the United States. If you have a flashing yellow light, you are to yield to oncoming traffic.

闪烁红灯与停车标志相同,通常用于交通流量最小的四向十字路口。当遇到闪烁红灯时,要完全彻底地停车。闪烁红色箭头同样意味着停车然后继续转弯。闪烁黄灯意味着让行或示意谨慎,就像在消防站外一样。美国没有全向闪烁黄灯,因为这是被禁止的。如果你有闪烁黄灯,你应该让行迎面而来的车辆。

- Q) Flashing Yellow Arrows are part of a four-signal traffic light. These are used in some states after a protected green turn signal, or arrow, but before a steady yellow arrow. When a flashing yellow arrow is shown, you can take the turn after yielding to pedestrians and traffic. Steady Yellow Arrows maintain the normal yellow light caution in three-light signals, meaning to stop or prepare to stop. In a four-signal system that has a flashing yellow arrow, the steady yellow arrow is a signal that the yield period is ending. The red arrow is about to start. Vehicles should stop if safely possible. Traffic tickets are possible for running a steady yellow arrow.

闪烁黄色箭头是四信号交通灯的一部分。在一些州,这些在受保护的绿色转向信号或箭头之后但在稳定黄色箭头之前使用。当显示闪烁黄色箭头时,你可以在让行行人和车辆后转弯。稳定黄色箭头在三灯信号中保持正常的黄灯警示,意味着停车或准备停车。在具有闪烁黄色箭头的四信号系统中,稳定黄色箭头是让行期结束的信号。红色箭头即将开始。车辆应该在安全的情况下停车。闯稳定黄色箭头可能导致交通罚单。

- R) Traffic light meaning is fairly consistent across the board with various deviations. Green means it's safe to proceed (though you should still exercise caution). Yellow means caution and yield. Red means danger and stop. Always drive defensively and obey traffic signals.

交通灯的含义在各个方面相当一致,只有各种偏差。绿色意味着可以安全通行(尽管你仍应谨慎行事)。黄色意味着谨慎和让行。红色意味着危险和停车。始终进行防御性驾驶并遵守交通信号。

陈述句与逐句解析

36. Upon seeing a flashing yellow arrow, a driver should let pedestrians and traffic pass first before taking the turn.

看到闪烁的黄色箭头时,驾驶员应该先让行人和车辆通过,然后再转弯。

【答案】 Q 段 (强锚点)

【锚点】 闪烁黄色箭头 + 先让行后转弯

【定位】 When a flashing yellow arrow is shown, you can take the turn after yielding to pedestrians and traffic.

出现闪烁的黄色箭头时, 你可以在先给行人和过往车辆让行之后再转弯。

【改写】 flashing yellow arrow ↔ **flashing yellow arrow**

术语原样复现

let pedestrians and traffic pass first before taking the turn ↔

you can take the turn after yielding to pedestrians and traffic

yield = 让行的同义改写

【辨邻】 P 段同样出现 flashing yellow 等词, 但讨论的是 Flashing Yellow lights mean yield or signal caution 这类整盏闪黄灯, 没有提“先让行后转弯”这一动作链条, 所以不是题 36 的源头段。

Flashing Yellow lights mean yield or signal caution, like outside of a fire station

37. The red and green automatic traffic light system originated in an American city.

红绿灯自动交通信号系统起源于一个美国城市。

【答案】 I 段 (强锚点)

【锚点】 首套自动红绿灯信号 + 美国城市

【定位】 Finally, in San Francisco the first red and green electric light system that could be operated automatically (or manually) was introduced in 1917.

最后, 在旧金山, 首套可自动 (或手动) 运行的红绿灯电灯系统于 1917 年问世。

【改写】 red and green automatic traffic light system ↔

the first red and green electric light system that could be operated automatically (or manually)

automatic 与 automatically 同根改写

originated in an American city ↔ **in San Francisco**

下位地名替上位描述

【辨邻】 J 段同样讲美国城市 Detroit 与首次出现，但所述是 the first three-color light system 而非题干的 “red and green automatic”，少了“两色 + 自动”这关键限定，覆盖不全。

In 1920, the first three-color light system was introduced in Detroit

G 段虽也讲红绿灯 between the dipped red and green lights，但明确说 operated manually by an officer，不是 automatic，故不是题 37 源头段。

He developed a manually switched stop light

38. Residents of an American city tend to share the opinion that time saved on the road justifies the cost of upgrading its traffic light system.

一个美国城市的居民倾向于认为在道路上节省的时间证明升级其交通信号系统的成本是合理的。

【答案】 A 段（强锚点）

【锚点】 美国某市居民认为省时间值回升级成本

【定位】 Ask a resident of the city and they are likely to agree that saving time on the road is well worth it.

你去问问这座城市的居民，他们多半会同意：在路上省下的时间，绝对值回投入。

【改写】 Residents of an American city tend to share the opinion ↔

Ask a resident of the city and they are likely to agree

复数与单数态度的同义改写

time saved on the road justifies the cost of upgrading its traffic light system ↔

saving time on the road is well worth it

well worth it = 物有所值

39. Mass production of cars made it possible for ordinary people to buy them.

汽车的大规模生产使普通人能够购买汽车。

【答案】 J 段（强锚点）

【锚点】 汽车的大规模生产让普通人买得起

【定位】 Ford made cars affordable for more common people, rather than the wealthy, by creating larger scale factory production.

福特通过创立更大规模的工厂生产，使汽车不再只属于富人，而是变成普通人也能买得起的东西。

【改写】 Mass production of cars ↔ **creating larger scale factory production**

工厂规模化生产 = 大规模生产

made it possible for ordinary people to buy them ↔

made cars affordable for more common people, rather than the wealthy

affordable = made it possible to buy

【辨邻】 **E** E 段虽提及 The United States is a car culture like no other country 等汽车扩张背景，但并未陈述“大规模生产让普通人买得起汽车”这一具体机制。

many cities in the United States were designed around urban sprawl, suburban tracts, and motor cars

40. What a traffic light means is almost the same everywhere despite some variations.

尽管存在一些差异,交通信号灯的含义在各地几乎相同。

【答案】 **R** 段 (强锚点)

【锚点】 信号灯含义到处几乎一样、有些差异

【定位】 Traffic light meaning is fairly consistent across the board with various deviations.

总体来看,红绿灯的含义大体上保持一致,只是存在一些差异。

【改写】 almost the same everywhere ↔ **fairly consistent across the board**

across the board = everywhere

despite some variations ↔ **with various deviations**

with = despite 的让步同义

41. Pedestrian crossings came into being only in the mid-twentieth century.

人行横道仅在二十世纪中叶才出现。

【答案】 **L** 段 (强锚点)

【锚点】 人行横道仅在 20 世纪中叶才出现

【定位】 Crosswalks weren't even introduced until 1951.

人行横道甚至直到 1951 年才出现。

【改写】 Pedestrian crossings ↔ **Crosswalks**

同义词替换

came into being only in the mid-twentieth century ↔ **weren't even introduced until 1951**

until 1951 = 直到 20 世纪中叶才

42. People raced to address increasing traffic problems along with the expansion of cities and traffic.

随着城市和交通的扩张,人们竞相解决日益严重的交通问题。

【答案】 **F** 段 (强锚点)

【锚点】城市与交通扩张 + 解决交通问题的竞赛

【定位】As traffic and cities grew, so did the race to solve growing traffic problems.
随着交通和城市的扩张，解决日益严重的交通问题的竞赛也愈演愈烈。

【改写】People raced to address increasing traffic problems ↔

so did the race to solve growing traffic problems

race + address ≈ race + solve

along with the expansion of cities and traffic ↔ **As traffic and cities grew**
expansion 是 grew 的名词化

43. When the warning yellow light was introduced, driving became safer and traffic accidents reduced.

当黄色警告灯被引入时，驾驶变得更加安全，交通事故减少了。

【答案】K 段（强锚点）

【锚点】黄灯被引入后驾驶更安全、事故减少

【定位】The introduction of the cautionary yellow light helped increase driver safety, decreasing accidents that come from running red lights.

警示性黄灯的引入帮助提高了驾驶者的安全，减少了因闯红灯导致的事故。

【改写】the warning yellow light was introduced ↔ **The introduction of the cautionary yellow light**
warning = cautionary 同义形容词

driving became safer and traffic accidents reduced ↔

helped increase driver safety, decreasing accidents

increase driver safety = 驾驶变安全；decreasing = reduced

44. The signal system on the railroad served as the basis for the first traffic light.

铁路上的信号系统是第一个交通信号灯的基础。

【答案】B 段（强锚点）

【锚点】铁路信号系统是首盏红绿灯的基础

【定位】It had been adapted from the railroad signal system by a railway manager, John Peak Knight, in 1868.

它是 1868 年由铁路经理 John Peak Knight 仿照铁路信号系统改造而来的。

【改写】The signal system on the railroad ↔ **the railroad signal system**
of/on 与定语顺序的等价

served as the basis for the first traffic light ↔

It had been adapted from the railroad signal system

adapted from = served as the basis for

【辨邻】 F 段把最早信号灯描述为 The first traffic signals were semaphores, 并没有提到 “railroad signal system” 作为基础, 故不是题 44 源头段。

The first traffic signals were semaphores

45. Even though a green light signals "go", attention should be paid to traffic on either side in case some driver is being careless or ignoring a red light.

即使绿灯表示“通行”, 也应注意两侧的交通情况, 以防某些驾驶员粗心大意或无视红灯。

【答案】 N 段 (强锚点)

【锚点】 绿灯也要留意两侧、防有人闯红灯

【定位】 Green means go. It is that simple, but it's still best to check both ways for oncoming traffic that may not be paying attention or is running the light.

绿灯表示通行。就这么简单, 但最好还是双向都看一下, 留意那些可能心不在焉、或者正在闯红灯的对向车辆。

【改写】 Even though a green light signals "go" ↔ **Green means go. It is that simple**

“signals go” 与 “means go” 同义

attention should be paid to traffic on either side ↔

it's still best to check both ways for oncoming traffic

both ways = either side, check = pay attention

in case some driver is being careless or ignoring a red light ↔

may not be paying attention or is running the light

running the light = ignoring a red light; not paying attention = careless

【辨邻】 R 段虽提及 Green means it's safe to proceed (though you should still exercise caution), 但没有具体说“两侧来车”和“有人闯红灯”, 覆盖不到题干这两个关键细节。

Green means it's safe to proceed (though you should still exercise caution)

PARAGRAPH MAP • 段落主旨图

18 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

以洛杉矶斥资 4 亿多美元同步全市红灯为例, 谈红绿灯协同 (synchronization) 对缓解拥堵、减污染、保命的价值; 居民普遍认为省下的路上时间值回票价。

信息指纹

洛杉矶 4 亿美元同步红灯

B 讲第一盏红绿灯 1868 年由铁路经理 John Peak Knight 仿照铁路信号系统在伦敦威斯敏斯特桥附近安装，是煤气信号灯。

信息指纹 1868 伦敦煤气信号灯由铁路系统改造

C 第一盏红绿灯短命：安装不到一个月就因煤气泄漏在操作警员身上爆炸。

信息指纹 煤气泄漏炸伤警察

D 伦敦事故后红绿灯研发停滞 40 年，直到美国城市汽车拥堵才推动其发展；伦敦直到 1929 年才再现红绿灯。

信息指纹 停滞 40 年与 1929 伦敦再现

E 比较美国与欧洲的城市规划：美国是独一无二的汽车文化，许多城市的设计围绕郊区蔓延与汽车展开。

信息指纹 美国汽车文化与城市规划

F 随着交通和城市的扩张，人们竞相解决日益严重的交通问题；最早的信号是没有统一设计的臂板信号机。

信息指纹 交通与城市同步扩张引发解题竞赛

G 1912 年 Lester Wire 警官在 Main Street 与 200 South 路口疲于指挥交通，发明了一种鸟笼状、十英尺高杆、人工拨动的红绿停车灯。

信息指纹 1912 Lester Wire 鸟笼式手动灯

H 首盏电动信号灯仍用文字 stop / move，灯装在十字路口四角立柱上，但仍非自动，需要操作员在岗亭里拨开关。

信息指纹 四角立柱文字电动灯仍需岗亭操作

I 新系统让警察从路中央退到路口角落，可统观全局并为应急车辆清场；1917 年旧金山首次出现可自动（或手动）运行的红绿电灯系统。

信息指纹 1917 旧金山首套自动红绿电灯

J 1920 年底特律推出首套三色信号灯；底特律是汽车之城，福特 1903 年成立并通过大规模工厂生产让普通人也买得起汽车。

信息指纹 1920 底特律三色灯 + 福特大规模生产

K 仅有红绿两色已不够应付涌入路口的大量汽车；引入警示性黄灯帮助提升驾驶安全、减少因闯红灯导致的事故。

信息指纹 黄灯引入提升安全、减事故

L 停车灯在混乱街道上至关重要；人行横道直到 1951 年才出现；美国首例行人致死发生于 1899 年。

信息指纹 1951 人行横道首次出现

M 现代红绿灯虽起源于伦敦，但在美国壮大；克利夫兰的非裔发明家 Garrett Morgan 设计了价格亲民、可推广的带黄灯专利信号灯。

信息指纹 Morgan 廉价专利黄灯信号灯

N Morgan 把专利卖给通用电气，红绿灯由此普及；段末解释绿、黄、红三色的具体含义，并强调绿灯下仍要警惕两侧来车与闯红灯者。

信息指纹 Morgan 卖专利给 GE + 绿灯仍要警惕两侧

O 红色箭头多数州不允许右转；列举可在红色箭头下完全停车后右转的十二个州。

信息指纹 红箭头右转的州名清单

P 闪烁红灯等同停车标志；闪烁红色箭头需先停后转；闪烁黄灯表示让行或警示，美国禁止全向闪烁黄灯。

信息指纹 闪烁红/黄灯规则与禁全向闪黄

Q 闪烁黄色箭头是四相位信号灯的一部分；遇闪烁黄色箭头时须先让行行人和车辆再转弯；稳定黄色箭头意味停或准备停。

信息指纹 闪烁黄箭头让行后再转

R

总体上各类信号灯含义大体一致，存在一些差异；绿表通行、黄表警示让行、红表危险停止；始终防御性驾驶并遵守信号。

信息指纹

信号灯含义大体一致但有差异

SENTENCE INSIGHTS • 句子精讲

24 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。

Cities need to monitor and update signal light time schedules at least every two years to keep these systems effective.

A段，第2句

"主语 + need + to do... + to do (目的)" 是四六级和考研阅读中常见的表达需求或建议的句式，不定式作宾语和目的状语的搭配在真题中频繁出现，学习后可直接迁移至同类句型

If implemented nationwide, synchronization could shave 10% off traffic congestion(堵塞) and 20% off air pollution.

A段，第5句

条件状语从句前置加主句是四六级和考研阅读中常见的句式，条件状语从句的省略结构也是高频考点，本句结构具有较高的典型性和迁移价值。

Forty years passed before cars crowding city streets urged the development of traffic lights in the United States.

D段，第2句

before 引导的时间状语从句是四六级和考研阅读中的常见句式，现在分词作后置定语修饰主语也是高频考点。这种 "主句 + before 从句" 的时间对比结构在历史叙述和说明文中反复出现，典型性较高，掌握后可迁移到大量类似句子。

London would not see another traffic light until 1929.

D段，第3句

本句覆盖主语、谓语、宾语、时间状语四种基本成分，结构完整但成分种类较单一。时间状语 "until 1929" 具有一定练习价值，可帮助学生区分介词短语作状语与从句的区别。但缺少定语、补语、复杂修饰等易错点，练习收益中等。

As traffic and cities grew, so did the race to solve growing traffic problems.

F段，第1句

主句倒装提供了识别助动词谓语和还原主语位置的练习机会；主语包含后置定语不定式短语，涉及定语识别；从句结构简单但并列主语 ("traffic and cities") 可训练主语识别；整体覆盖主谓倒装、后置定语、并列主语等多个考点，训练价值较高。

Semaphores are towers with moving arms signaling for traffic to stop or go.

F段，第3句

主系表结构清晰，表语部分含介词短语定语和现在分词短语定语两种常见修饰成分，适合练习区分谓语动词与非谓语动词、理解多层定语的修饰关系

The four-sided box, raised on a ten-foot pole, looked like a birdhouse and was operated manually by an officer.

G段，第3句

涵盖主语、并列谓语、表语、后置定语（过去分词短语）、方式状语、施动者状语等多种成分，成分种类较丰富。并列谓语共用主语、过去分词短语作后置定语、被动句的 by 短语都是典型考点，有一定训练价值，但缺少从句等更高阶结构

The system allowed police officers to move from the middle of the street to a corner.

I段，第1句

"allow sb to do sth" 是四六级和考研阅读中的高频句式，宾语补足语结构在真题中常见，掌握后可迁移到类似 enable、permit、encourage 等动词的用法

Finally, in San Francisco the first red and green electric light system that could be operated automatically (or manually) was introduced in 1917.

I段，第5句

主句采用被动语态陈述历史事实，定语从句修饰主语中的核心名词，这是英语学术写作和考试真题中极为常见的句式。定语从句把主语与谓语分隔开的结构也是四六级和考研阅读中的高频考点。掌握此类结构后可迁移到大量类似长难句的分析中。

The evolution of traffic light signals could not have a more appropriate context than Motor City.

J段，第2句

否定加比较级结构 "could not have a more appropriate context than" 是英语中表达最高级意义的常见修辞手法，在四六级和考研阅读中频繁出现。情态动词加否定的谓语形式、比较从句的省略用法，都是典型的考试句式特征，学习后可迁移到大量类似句型的理解和翻译中。

Streets were full of new numbers of cars in addition to delivery wagons, bustling crowds, bicycles, horse-drawn carriages, and street cars.

K段，第2句

简单句主系表结构在真题中较常见，但本句结构过于基础，缺少从句、非谓语等高频考点句式，迁移价值一般。

Crosswalks weren't even introduced until 1951.

L段，第2句

简单句 + 被动语态 + 时间状语是四六级和考研阅读中常见的基础句式，具有一定代表性，但因缺少从句或复杂修饰结构，无法充分代表真题中更典型的长难句模式

In Cleveland, an African-American inventor named Garrett Morgan came up with an affordable, patented traffic signal.

M段，第2句

本句虽为简单句,但覆盖了主谓宾、地点状语、后置定语(过去分词短语)等多种成分,且主语较长、包含多层修饰,适合练习在修饰成分较多时准确定位主干和各修饰成分的归属,有一定训练价值。

While you may get away with gunning it into the intersection, running a yellow can lead to tickets and dangerous accidents.

N段，第6句

本句涵盖了动名词短语作主语 ("running a yellow")、动名词短语作介词宾语 ("gunning it into the intersection")、并列宾语 ("tickets and dangerous accidents") 等成分，能让学生练习识别非典型主语和宾语形式。但缺少定语从句、宾语补足语等更复杂的成分类型，训练覆盖面中等。

In most states and cities, you can take a right on red unless otherwise indicated.

N段，第10句

主句加 unless 引导的条件状语从句是四六级和考研阅读中的高频结构，从句省略也是常见现象，掌握后可迁移到大量类似规则说明类句子。

Flashing Red is the same as a stop sign, generally used at four-way intersections where there is minimal traffic.

P段，第1句

本句涵盖主系表结构、后置定语(过去分词短语)、限制性定语从句、there be 句型等多种成分类型，其中后置定语和定语从句的识别对基础学习者常见易错点，具有中等训练价值。

When arriving at a flashing red light, make a full and complete stop.

P段，第2句

祈使句 + 时间状语短语的组合在日常英语（尤其是说明书、规则、指令类文本）中较为常见，具有一定实用性。"When + 现在分词" 作时间状语的省略结构也是常考点。但祈使句本身在四六级、考研阅读中出现频率不如陈述句和疑问句高，因此典型性中等偏上。

Flashing Red Arrows similarly mean to stop and then proceed to take the turn.

P段，第3句

简单句配合不定式作宾语是常见句式，且宾语部分的并列结构 "to do and then do" 在说明书、指示类文本中较为典型，有一定迁移价值，但整体结构偏基础。

When a flashing yellow arrow is shown, you can take the turn after yielding to pedestrians and traffic.

Q段, 第3句

When 引导的时间状语从句 + 主句,是英语考试中的高频句式,尤其在说明书、规则说明、条件陈述等实用文本中极为常见。情态动词 can 表示许可的用法也是基础必考点。从句使用被动语态,主句使用情态动词,两者结合是典型的规则说明句式,学生掌握后可以在阅读理解、翻译、写作等多个场景中复用,典型性较强。

The red arrow is about to start.

Q段, 第6句

"be about to" 是常见的将来时表达方式,在考试中时有出现,具有一定代表性,但句子整体过于简单,缺乏复杂结构的典型性。

Green means it's safe to proceed (though you should still exercise caution).

R段, 第2句

主句 + 宾语从句 + 让步状语从句的组合是典型的复合句结构,形式主语 it 与真正主语不定式的搭配也是常考句式。though 引导的让步状语在四六级和考研阅读中频繁出现,结构代表性较强。

Upon seeing a flashing yellow arrow, a driver should let pedestrians and traffic pass first before taking the turn.

第36题 题干

成分覆盖较丰富: 包含主语、谓语、宾语、宾补、两个时间状语。使役动词"let"的宾补结构"let sb do sth"是常见易错点,需要区分宾语和宾补。两个介词短语状语分别位于句首和句末,训练状语定位能力。适合作为成分划分的中等难度练习句。

People raced to address increasing traffic problems along with the expansion of cities and traffic.

第42题 题干

涵盖主语、谓语、不定式目的状语、介词短语状语等基础成分,成分种类中等,但无宾语、表语、定语从句等易错点,训练价值有限。

Even though a green light signals "go", attention should be paid to traffic on either side in case some driver is being careless or ignoring a red light.

第45题 题干

本句结构为“让步状语从句 + 主句 + 条件状语从句”，是四六级和考研英语阅读中常见的复合句式，主句使用被动语态和情态动词表达建议，状语从句表达条件和让步，具有较高的典型性和复用价值。

HIGH-FREQUENCY · 真题高频词

本篇出现的 103 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。

signal B1

n. 信号

本篇18次 · 真题 42 句

arrow A2

n. 箭

本篇14次 · 真题 12 句

system A2

n. 系统

本篇11次 · 真题 176 句

united B1

adj. 联合的

本篇6次 · 真题 97 句

yield B2

v. 产生

本篇6次 · 真题 45 句

intersection B2

n. 十字路口，交叉路口

本篇6次 · 真题 9 句

states A1

n. 国家

本篇5次 · 真题 80 句

motor B1

n. 发动机

本篇5次 · 真题 12 句

gas A2

n. 气体

本篇4次 · 真题 77 句

steady B1

adj. 稳定的

本篇4次 · 真题 20 句

caution B2

n. 小心;谨慎

本篇4次·真题 16 句

would A1

aux. (will 的过去式) 将要, 会

本篇3次·真题 568 句

design B1

n. 设计

本篇3次·真题 119 句

vehicle B1

n. 交通工具

本篇3次·真题 32 句

switch A2

v. 转换

本篇3次·真题 31 句

crowd A2

n. 人群

本篇3次·真题 23 句

consistent B2

adj. 一致的

本篇3次·真题 21 句

flip B1

v. 快速翻转

本篇3次·真题 9 句

million A2

num. 一百万

本篇2次·真题 126 句

case A2

n. 情况

本篇2次·真题 97 句

effective B1

adj. 有效的, 起作用的

本篇2次·真题 94 句

various B1

adj. 各种各样的

本篇2次·真题 63 句

production B1

n. 生产

本篇2次·真题 58 句

operate B1

v. 运转

本篇2次·真题 52 句

resident B2

n. 居民

本篇2次·真题 50 句

schedule A2

n. 时间表

本篇2次·真题 41 句

urban B2

adj. 城市的, 都市的

本篇2次·真题 31 句

affordable B1

adj. 买得起的

本篇2次·真题 22 句

emergency B1

n. 紧急情况, 突发事件

本篇2次·真题 17 句

warning A2

n. 警告

本篇2次·真题 14 句

operator B1

n. 操作员

本篇2次·真题 11 句

proceed B2

v. 继续进行

本篇2次·真题 11 句

automatic B1

adj. 自动的

本篇2次·真题 10 句

install B1

v. 安装 (设备、软件)

本篇2次·真题 10 句

likely A2

adj. 很可能的

本篇1次·真题 228 句

data B1

n. 数据

本篇1次·真题 181 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 170 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 167 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题 138 句

project A2

n. 项目

本篇1次·真题 116 句

least A2

det. 最少的

本篇1次·真题 98 句

further B1

adv. 更远处

本篇1次·真题 79 句

despite B1

prep. 尽管

本篇1次·真题 77 句

maintain B1

v. 维持

本篇1次·真题 64 句

generally B1

adv. 通常，一般地

本篇1次·真题 60 句

solve A2

v. 解决 (问题、困难)

本篇1次·真题 54 句

sign A1

n. 标志

本篇1次·真题 49 句

growing A2

adj. 增长的

本篇1次·真题 47 句

being B1

n. 存在

本篇1次·真题 46 句

ignore B1

v. 忽视;不理睬

本篇1次·真题 46 句

indicate B2

v. 表明

本篇1次·真题 46 句

adapt B2

v. 适应，适合 (新环境、新情况)

本篇1次·真题 44 句

mass B1

n. 大量

本篇1次·真题 44 句

addition A2

n. 增加

本篇1次·真题 41 句

wealthy B2

adj. 富有的

本篇1次·真题 39 句

basis B2

n. 基础;根据

本篇1次·真题 37 句

opinion A2

n. 观点

本篇1次·真题 37 句

pollution B1

n. 污染

本篇1次·真题 34 句

otherwise B2

adv. 否则, 不然
本篇1次 · 真题 33 句

context B2

n. (事情发生的) 背景、环境
本篇1次 · 真题 32 句

scale B1

n. 规模
本篇1次 · 真题 32 句

unlike B1

prep. 不像
本篇1次 · 真题 31 句

appropriate B2

adj. 合适的
本篇1次 · 真题 30 句

ahead A2

adv. 在前面
本篇1次 · 真题 29 句

finally A2

adv. 终于, 最终
本篇1次 · 真题 29 句

decrease B1

v. 减少, 降低
本篇1次 · 真题 28 句

implement B2

v. 实施
本篇1次 · 真题 28 句

urge B2

v. 敦促
本篇1次 · 真题 27 句

driving A2

n. 驾驶
本篇1次 · 真题 25 句

ordinary B1

adj. 普通的
本篇1次 · 真题 24 句

planning B1

n. 规划
本篇1次 · 真题 21 句

volume B1

n. 音量
本篇1次 · 真题 21 句

fairly B1

adv. 相当
本篇1次 · 真题 20 句

trigger B2

v. 引发
本篇1次 · 真题 20 句

justify B2

v. 证明...有道理

本篇1次·真题 19 句

expansion B2

n. 扩张

本篇1次·真题 18 句

arise B2

v. 出现;产生;发生

本篇1次·真题 17 句

found A1

v. find 的过去式和过去分词

本篇1次·真题 17 句

update B1

v. 更新

本篇1次·真题 16 句

evolution B2

n. 进化

本篇1次·真题 15 句

incredibly B2

adv. 极其, 非常 (表示程度)

本篇1次·真题 15 句

peak B1

n. 山峰

本篇1次·真题 15 句

similarly B2

adv. 相似地

本篇1次·真题 15 句

supposed B1

adj. 应该的

本篇1次·真题 15 句

upgrade B2

v. 升级

本篇1次·真题 14 句

delivery B1

n. 递送

本篇1次·真题 13 句

ambitious B2

adj. 有雄心的

本篇1次·真题 12 句

automate B2

v. 使自动化

本篇1次·真题 11 句

automated B2

adj. 自动化的

本篇1次·真题 11 句

automatically B1

adv. 自动地

本篇1次·真题 11 句

originate C1

v. 起源于

本篇1次 · 真题 11 句

variation B2

n. 变化

本篇1次 · 真题 11 句

prohibit B2

v. 禁止, 不允许

本篇1次 · 真题 10 句

coordinate B2

v. 协调

本篇1次 · 真题 9 句

dip B1

v. 浸, 蘸

本篇1次 · 真题 9 句

exhausted B1

adj. 精疲力竭的

本篇1次 · 真题 9 句

inexpensive B1

adj. 不昂贵的

本篇1次 · 真题 9 句

patent B2

n. 专利权

本篇1次 · 真题 9 句

insufficient B2

adj. 不足的

本篇1次 · 真题 8 句

inventor B1

n. 发明家

本篇1次 · 真题 8 句

moving A2

adj. 令人感动的

本篇1次 · 真题 8 句

nationwide B2

adj. 全国性的

本篇1次 · 真题 8 句

pole B1

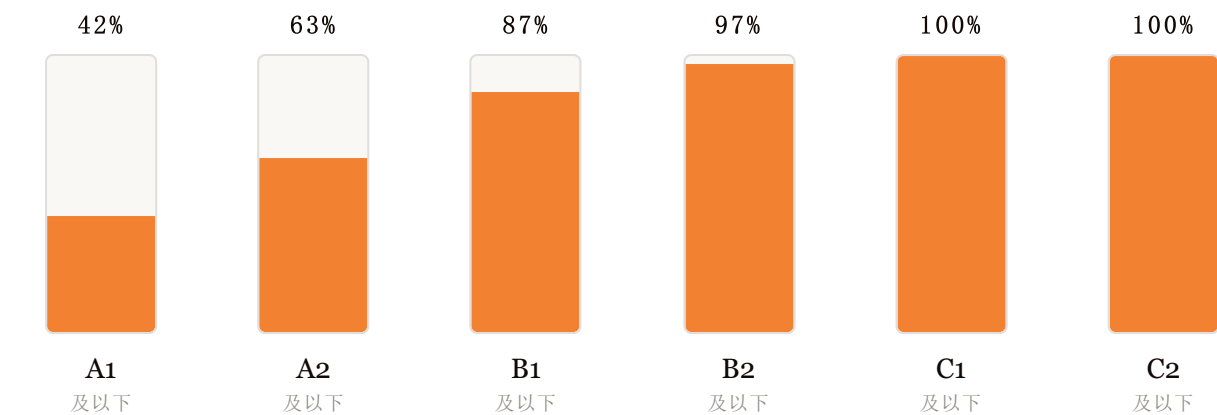
n. 杆

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 353 词按 CEFR 难度累积覆盖

全文去重后共 353 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 10 个 · 约 3%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 353 个 · 末柱为 100%

去重总词数	B2 以上难词	B1 及以下覆盖
353	3%	87%

英语六级 2025年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2025年12月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	本题
Part III Section C	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12月·第3套 英语六级阅读理解（四选一） 第1篇·46–50 题 答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·46–50 题

本页 46–50 题的答案与逐题解析由懒笔记基于2025年12月·第3套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 9 段原文（段首标 P1–P9 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(2025-12) • 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 Mindfulness has been shown to have a number of meaningful health benefits — it can help reduce anxiety and promote healing in those suffering from chronic illness.

正念已被证明具有许多重要的健康益处——它可以帮助减少焦虑,并促进慢性疾病患者的康复。

P2 The practice is based on an insight first described in ancient Buddhist texts that human beings have the capacity to observe experience without being caught up in it. This means simply that it is possible to observe ourselves having a craving, or a happy thought, or even a scary emotion, without reacting in the moment in a way that amplifies the feeling or sends the mind spiraling off into thinking about old memories or anticipating events.

这种练习基于古代佛教文本中首次描述的一种洞见,即人类有能力观察体验而不陷入其中。这简单地意味着,我们可以观察自己产生渴望、快乐的想法,甚至可怕的情绪,而不在当下以放大这种感受或使思绪陷入对旧回忆的思考或对未来事件的预期的方式做出反应。

P3 This practice of mindfulness can help calm the mind and the body as we learn not to react to experience with likes and dislikes or judgments of good and bad. It does not make us cold or indifferent but more fully present.

这种正念练习可以帮助平静身心,因为我们学会不以好恶或好坏的判断来回应体验。它不会使我们变得冷漠或漠不关心,而是让我们更充分地活在当下。

P4 One of the challenges of practicing mindfulness in our contemporary world is that there has been a profound transformation in human attention. The artist Jenny Odell argues that in our "attention economy" human attention has been transformed into a commodity that big corporations buy and sell. This economy rests on a technological revolution of mobile phones and social media that makes it possible for corporations to target our attention with their content at every moment.

在当代世界练习正念的挑战之一是人类注意力发生了深刻的转变。艺术家Jenny Odell认为,在我们的"注意力经济"中,人类注意力已经转变为大公司买卖的商品。这种经济依赖于移动电话和社交媒体的技术革命,使公司能够在每时每刻用其内容瞄准我们的注意力。

P5 The devices most people use are a perpetual diversion from the present moment. The result is that it can feel as though our ability to focus, and be fully present, has been stolen. But mindfulness can help us resist the attention economy and relish the things that make life special, like being together with those we love.

大多数人使用的设备是对当下时刻的永久分散。其结果是,我们的专注能力和充分活在当下的能力似乎被偷走了。但正念可以帮助我们抵制注意力经济,并珍视那些使生活特别的事物,比如与我们所爱的人在一起。

P6 Most mindfulness research focuses on the individual benefits of the practice, but some scholars assert that we can not only practice mindfulness for ourselves but also practice it for others. It can help us build stronger, healthier relationships.

大多数正念研究关注这种练习的个人益处,但一些学者断言,我们不仅可以为自己练习正念,也可以为他人练习正念。它可以帮助我们建立更牢固、更健康的关系。

P7 The sad truth is that living in the attention economy, most of us have become bad listeners. However, just as it is possible to watch ourselves having an experience without reacting, it's possible to watch another person have an experience without getting tied up in reactivity and judgment.

可悲的事实是,生活在注意力经济中,我们大多数人已经成为糟糕的倾听者。然而,正如我们可以观察自己拥有一种体验而不做出反应一样,我们也可以观察另一个人拥有一种体验而不陷入反应性和判断之中。

P8 The gift of mindfulness is a practice of listening with compassion to others describe their experiences. To give this gift means putting away your phone, turning off social media, and setting aside other common distractions. It means practicing being fully present in another person's presence and listening to them with complete attention without judgment, while resisting the urge to make the interaction about you.

正念的馈赠是一种带着同情心倾听他人描述其体验的练习。给予这份馈赠意味着收起手机,关闭社交媒体,并放下其他常见的干扰。它意味着练习在他人面前充分活在当下,并以完全的注意力倾听他们而不加判断,同时抵制使互动围绕自己的冲动。

P9 If we judge the value of gifts based on their price, this gift may seem worthless, but in a distracted world, it is a precious one.

如果我们根据价格来判断礼物的价值,这份礼物可能看起来毫无价值,但在一个分心的世界里,它是珍贵的。

题目与逐题解析

46. What do we learn from the passage about practicing mindfulness?

- A) It triggers our mind to reflect on past experiences or anticipate future events.
- B) It focuses our attention on the present moment without making judgments.
- C) It concentrates our mind on our personal feelings, happy or scary.
- D) It helps our mind to stay calm when facing judgments from others.

从文章中我们了解到关于练习正念的什么内容？

- A) 它触发我们的思维去反思过去的经历或预期未来的事件。
- B) 它将我们的注意力集中在当下时刻而不做评判。
- C) 它将我们的思维集中在个人感受上,无论是快乐的还是恐惧的。
- D) 它帮助我们的思维在面对他人的评判时保持平静。

【答案】 B (细节题)

【判型】 What do we learn from the passage about practicing mindfulness 问的是文章关于 mindfulness 的客观陈述，没有 infer/imply/mainly 这类信号，是一道关于 mindfulness 本质特征的细节题。

【拆句】 What do we learn from the passage about practicing mindfulness? 主干是 What do we learn from the passage, about practicing mindfulness 是介词短语后置补充询问对象，结构直白无陷阱。

【定位】 This means simply that it is possible to observe ourselves having a craving, or a happy thought, or even a scary emotion, without reacting in the moment in a way that amplifies the feeling or sends the mind spiraling off into thinking about old memories or anticipating events.

这意味着，我们可以观察自己产生渴望、愉快念头甚至恐惧情绪，而无需在当下作出反应、不放大该情绪，也不让心思滑向旧时记忆或对未来事件的预期。

【选项】 A) 与原文相反

原文 without ... sends the mind spiraling off into thinking about old memories or anticipating events 明确把「回想旧事 / 预期未来」放在否定结构里，是正念要避免的，A 把它说成正念的作用，恰好与原文相反。

B) ✓ 正确

observe ourselves having a craving, or a happy thought, or even a scary emotion, without reacting in the moment

↔ focuses our attention on the present moment

we learn not to react to experience with likes and dislikes or judgments of good and bad ↔

without making judgments

预判落在「观察当下、不卷入、不评判」三点上，focuses our attention on the present moment without making judgments 把前两点合在一句里全覆盖，是定位句的紧贴改写。

C) 偷换概念

原文 observe ourselves having a craving, or a happy thought, or even a scary emotion, without reacting in the moment 强调观察情绪而不卷入，C 项却说「把注意力集中在个人情绪上」，把「观察」偷换成「集中」，两者一冷静一沉浸，语义错位。

D) 张冠李戴

原文谈的是「自己不对体验作好坏评判」(judgments of good and bad)，并未涉及「他人评判我们」，D 项把评判主体从「自我」换成「他人」，无原文依据。

47. What do we see in today's "attention economy" according to Jenny Odell?

- A) Focus on technological advances continuously updates products and services.
- B) People's attention is turned into something that can be bought and sold.
- C) Businesses profit from selling mobile phones and revolutionizing social media.
- D) People tend to purchase products and services without careful thinking.

根据Jenny Odell的说法,我们在当今的"注意力经济"中看到了什么?

- A) 对技术进步的持续关注更新着产品和服务。 B) 人们的注意力变成了可以被买卖的东西。
- C) 企业通过销售手机和革新社交媒体获利。 D) 人们倾向于不加仔细思考就购买产品和服务。

【答案】 B (细节题)

【判型】 What do we see in today's attention economy according to Jenny Odell 用 according to 把答案归到 Jenny Odell 名下，是事实归属型细节题。

【拆句】 What do we see in today's "attention economy" according to Jenny Odell? 主干 What do we see in today's attention economy, according to Jenny Odell 是把观点归属到具体人物的状语，关键在于答案必须落到 Odell 的话上，而不是文章自己说的。

【定位】 The artist Jenny Odell argues that in our "attention economy" human attention has been transformed into a commodity that big corporations buy and sell.

艺术家 Jenny Odell 论述道：在我们的「注意力经济」中，人的注意力已经被转化成大公司买卖的商品。

【选项】 A) 偷换概念

原文 This economy rests on a technological revolution of mobile phones and social media that makes it possible for corporations to target our attention with their content at every moment 说技术革命让公司能持续抢占注意力，没说技术让产品/服务持续更新，A 项偷换了技术革命的作用。

B) ✓ 正确

human attention has been transformed into a commodity that big corporations buy and sell ↔

People's attention is turned into something that can be bought and sold

选项 B 几乎是 Odell 原话的一对一改写，主语、动词、对象、属性四要素全对齐，是 according to 型细节题里最干净的同义替换。

C) 偷换概念

原文 buy and sell 的宾语是 human attention（人的注意力），C 项把宾语偷换成 mobile phones and social media，是把抽象对象偷换成具体技术，正好踩中考生「具象更易接受」的认知偏误。

D) 无中生有

原文谈的是公司买卖「人的注意力」，并未谈消费者本身是否冲动消费；D 项关于「人们购买商品不细想」属凭空生造。

48. What happens with the prevalent use of mobile phones or social media?

- A) They keep distracting users from the here and now.
- B) They render users incapable of resisting temptation.
- C) They rob users of their ability to observe experience.
- D) They tempt users to endorse the attention economy.

手机或社交媒体的普遍使用会发生什么？

- A) 它们不断使用户从此时此地分心。 B) 它们使用户无法抵抗诱惑。
- c) 它们剥夺了用户观察体验的能力。 D) 它们诱使用户认同注意力经济。

【答案】 A (细节题)

【判型】 What happens with the prevalent use of mobile phones or social media 直接问 What happens，是问客观结果，属于细节题。

【拆句】 What happens with the prevalent use of mobile phones or social media? 主干 What happens, with the prevalent use of... 是介词短语作伴随状语，相当于 when... are widely used, 结构平实。

【定位】 The devices most people use are a perpetual diversion from the present moment.

大多数人使用的这些设备是一种让人持续偏离当下的干扰。

【选项】 A) ✓ 正确

The devices most people use are a perpetual diversion from the present moment ↔

They keep distracting users from the here and now

A 项两个核心语义点 (keep distracting、from the here and now) 与原文 perpetual diversion、from the present moment 一一对应，是定位句的紧贴改写。

B) 过度推断

原文 But mindfulness can help us resist the attention economy 谈的是正念能帮助我们抵抗，B 项却说设备让用户「彻底失去抵御诱惑的能力」，把「分心」夸大为「丧失抵抗力」，无原文依据。

C) 张冠李戴

原文 our ability to focus, and be fully present, has been stolen 谈被偷走的是「专注、全在当下」的能力，而 capacity to observe experience 才是 observe experience 的能力，C 项把两者混在一起，张冠李戴。

D) 无中生有

原文只说设备让人分心、注意力被卖，没说设备诱使用户主动「支持/认同」注意力经济，D 项凭空多出一个「用户主动认同」的环节。

49. What benefit can practicing mindfulness bring to us according to some scholars?

- A) It prevents us from making arbitrary judgments about others.
- B) It shifts our attention from material things to spiritual pursuits.
- C) It is conducive to our forging better interpersonal relationships.
- D) It is helpful in regaining our ability to enjoy what we have in life.

根据一些学者的说法,练习正念能给我们带来什么好处?

- A) 它防止我们对他人做出武断的评判。
- B) 它将我们的注意力从物质事物转移到精神追求。
- C) 它有助于我们建立更好的人际关系。
- D) 它有助于恢复我们享受生活中所拥有之物的能力。

【答案】 C (细节题)

【判型】 What benefit can practicing mindfulness bring to us according to some scholars 用 according to some scholars 归属信息源，是出处型细节题。

【拆句】 What benefit can practicing mindfulness bring to us according to some scholars? 主干 What benefit can practicing mindfulness bring to us, according to some scholars 是把观点归到学者群体的状语，注意不要把作者自己其它段落的好处当成学者说的。

【定位】 Most mindfulness research focuses on the individual benefits of the practice, but some scholars assert that we can not only practice mindfulness for ourselves but also practice it for others. It can help us build stronger, healthier relationships.

多数正念研究关注其个人层面的益处，但一些学者论断：正念不仅可为己练，也可为他人而练；它能帮我们建立更稳固、更健康的人际关系。

【选项】 A) 张冠李戴

「不作评判」是 P3 谈 mindfulness 个体效用时的内容，而 Q49 问的是 some scholars 的观点；把 P3 的句子嫁接到学者名下属于张冠李戴，且 prevent us from making arbitrary judgments about others 也夸大了原文「自己不评判体验」的限定。

B) 无中生有

原文没有把好处归结为「从物质转向精神追求」，B 项凭空生造一组对立维度。

C) ✓ 正确

help us build stronger, healthier relationships ↔

conducive to our forging better interpersonal relationships

C 项把学者观点收束句 help us build stronger, healthier relationships 完整改写成 conducive to our forging better interpersonal relationships，主体、动作、对象逐项对齐。

D) 张冠李戴

「重拾享受生活的能力」对应 relish the things that make life special, like being together with those we love，是作者自己的论述而非 some scholars 的观点；嫁接到学者名下属于张冠李戴。

50. What does the author suggest we do in another person's presence?

- A) Share each other's experience frankly and compassionately.
- B) Pay full attention to establishing close relationships with them.
- C) Be attentive listeners while refraining from making judgments.
- D) Remind them of the distraction from mobile phones and social media.

作者建议我们在他人面前做什么？

- A) 坦诚而富有同情心地分享彼此的经历。 B) 全神贯注于与他们建立亲密关系。
- C) 做专注的倾听者同时避免做出评判。 D) 提醒他们注意来自手机和社交媒体的干扰。

【答案】 C (细节题)

【判型】 What does the author suggest we do in another person's presence 问的是作者对一个具体场景给出的具体做法，是建议型细节题。

【拆句】 What does the author suggest we do in another person's presence? 主干 What does the author suggest we do, in another person's presence 是地点状语；suggest 后接省略 that 的从句 we do...，注意 suggest 在此为「建议」义、不是「暗示」义。

【定位】 It means practicing being fully present in another person's presence and listening to them with complete attention without judgment, while resisting the urge to make the interaction about you.

这意味着练习在另一个人面前全然临在，全神贯注地倾听他们，不作评判，同时克制把对话焦点拉回到自己身上的冲动。

【选项】 A) 与原文相反

原文 resisting the urge to make the interaction about you 明确要求克制把谈话拉回到「自己」，强调单向倾听对方；A 项却说 share each other's experience 双向分享，与原文要求方向相反。

B) 偷换概念

原文要求把全部注意力放在对方的体验上，目的是「以正念之心送出倾听这一礼物」(practicing being fully present in another person's presence)；B 项却把目的偷换成 establishing close relationships with them——这是 Q49 的话题，且原文未把它定为这一场景的目的。

C) ✓ 正确

listening to them with complete attention without judgment ↔

Be attentive listeners while refraining from making judgments

C 项把作者建议的两项核心动作 (with complete attention、without judgment) 都直接对应到选项的两个分句，是同义改写最紧贴的一项。

D) 无中生有

原文要求自己 putting away your phone, turning off social media, and setting aside other common distractions, 即「自己」放下手机，并未要求去提醒对方；D 项把动作主体从「自己」偷换到「提醒他人」，无原文依据。

SENTENCE INSIGHTS • 句子精讲

22 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。

Mindfulness has been shown to have a number of meaningful health benefits — it can help reduce anxiety and promote healing in those suffering from chronic illness.

第1段，第1句

两个主句并列、使用破折号进行解释说明的结构在学术和正式写作中较为常见；现在完成时被动语态（has been shown）是科研文献中表达研究结论的典型用法；help do结构和现在分词作后置定语也都是四六级和考研常考句式。整体结构具有较强的代表性和可迁移性。

The practice is based on an insight first described in ancient Buddhist texts that human beings have the capacity to observe experience without being caught up in it.

第2段，第1句

主句使用 be based on 这一高频学术表达，同位语从句解释抽象名词是考试阅读中的典型结构，后置定语（过去分词短语、不定式短语）也是长难句的常见组成部分，整体句式在四六级和考研真题中反复出现，具有很强的代表性。

This means simply that it is possible to observe ourselves having a craving, or a happy thought, or even a scary emotion, without reacting in the moment in a way that amplifies the feeling or sends the mind spiraling off into thinking about old memories or anticipating events.

第2段，第2句

主句+长宾语从句+嵌套定语从句的结构在学术文本和考试阅读中非常常见，形式主语、不定式作真正主语、定语从句修饰先行词等都是高频考点，掌握后可应用于大量类似句型。

This practice of mindfulness can help calm the mind and the body as we learn not to react to experience with likes and dislikes or judgments of good and bad.

第3段，第1句

本句结构高度典型：主句含情态动词，状语从句由 'as' 引导表示伴随或时间关系，从句中动词 'learn' 接不定式作宾语。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类似句子，代表性强。

The artist Jenny Odell argues that in our "attention economy" human attention has been transformed into a commodity that big corporations buy and sell.

第4段，第2句

本句的结构非常典型：主句 + 宾语从句 + 定语从句的嵌套组合，是四六级和考研阅读中的高频句式。argues that 引出观点、被动语态表达转变、定语从句限定名词，这些都是学术和议论文体中的常见表达模式，掌握后可以大量复用。

This economy rests on a technological revolution of mobile phones and social media that makes it possible for corporations to target our attention with their content at every moment.

第4段，第3句

本句展示了四六级和考研阅读中非常典型的长难句模式：主句 + 限制性定语从句修饰宾语，且定语从句内部使用"make it + 形容词 + to do"结构。这种"名词 + 定语从句展开说明"的句式在学术文章和新闻报道中大量出现，学生掌握后可以直接迁移到许多类似句子的分析中，典型性很高。

The result is that it can feel as though our ability to focus, and be fully present, has been stolen.

第5段，第2句

主句 + 表语从句 + 嵌套状语从句的结构在四六级和考研阅读中非常常见，尤其是'主语 + 系动词 + that 表语从句'和 as though 引导的方式状语从句都是高频句式。掌握这类嵌套结构的拆解方法可以迁移到大量类似长难句中，代表性和复用价值都很高。

Most mindfulness research focuses on the individual benefits of the practice, but some scholars assert that we can not only practice mindfulness for ourselves but also practice it for others.

第6段，第1句

结构典型性高："主句 + but + 主句" 的并列转折句式在四六级和考研真题中极为常见，"assert that" 引导宾语从句也是高频结构，"not only ... but also ..." 并列结构同样是常考点。掌握本句结构后可大量迁移到其他真题句。

It can help us build stronger, healthier relationships.

第6段，第2句

"情态动词+及物动词+宾语+宾补"是四六级和考研阅读中的高频句式，尤其"help sb do sth"结构反复出现；掌握后迁移价值高。

However, just as it is possible to watch ourselves having an experience without reacting, it's possible to watch another person have an experience without getting tied up in reactivity and judgment.

第7段，第2句

it is + 形容词 + to do 和 just as 引导的比较状语从句都是四六级和考研阅读中的常见句式，学习后可在多种语境中复用，具有较高的典型性和迁移价值。

To give this gift means putting away your phone, turning off social media, and setting aside other common distractions.

第8段，第2句

不定式作主语 + 实义动词谓语 + 动名词作宾语，是四六级和考研阅读中的高频句式。并列动名词短语也是常见考点。句式结构具有较强的代表性，掌握后可迁移到大量类似句子。

It means practicing being fully present in another person's presence and listening to them with complete attention without judgment, while resisting the urge to make the interaction about you.

第8段，第3句

宾语部分涵盖并列的动名词短语、介词短语作状语、不定式作定语等多种成分，且句末的 while 伴随状语是易混淆点，需要区分其与时间状语从句的差异；但整体成分种类不算极其丰富，缺少定语从句、宾语补足语等更复杂的结构，训练价值中等偏上。

If we judge the value of gifts based on their price, this gift may seem worthless, but in a distracted world, it is a precious one.

第9段，第1句

结构典型且常见：条件状语从句+并列主句的组合在四六级和考研阅读中频繁出现，转折关系"but"的使用也是常考句式，掌握后可迁移到大量类似句型，实用性较强。

It triggers our mind to reflect on past experiences or anticipate future events.

第46题，A

主语 + 及物动词 + 宾语 + 不定式作宾语补足语 (S + V + O + to do) 是四六级和考研阅读中常见的句型，如 encourage sb to do、allow sb to do 等结构。本句结构清晰、用法典型，掌握后可直接迁移到大量类似句式，代表性较强。

Focus on technological advances continuously updates products and services.

第47题，A

本句主语是动名词短语充当，这是一个值得练习的常见易错点（学生容易误把 "Focus" 当谓语）。同时包含副词状语、并列宾语等基本成分，成分种类适中。缺少定语从句、宾语补足语等更复杂成分，训练价值中等偏上。

People's attention is turned into something that can be bought and sold.

第47题，B

主句被动语态加定语从句修饰的结构在四六级和考研阅读中高频出现，是典型的学术和说明文句式，掌握后可以应用到大量类似长难句的分析中。

People tend to purchase products and services without careful thinking.

第47题，D

"主语 + 谓语（含不定式）+ 宾语 + 方式状语" 是常见句式，在四六级阅读中频繁出现，具有一定代表性，但因过于基础、无复杂变化，典型性中等。

It prevents us from making arbitrary judgments about others.

第49题，A

"prevent sb from doing" 是四六级和考研阅读中常见的固定搭配，简单句结构本身虽基础，但该搭配的认识和理解具有一定代表性，掌握后可迁移到同类结构（stop/keep sb from doing 等）。

It is conducive to our forging better interpersonal relationships.

第49题，C

"It is + 形容词 + to do / doing" 是四六级和考研阅读、写作中极为常见的句型，形式主语结构也是高频考点。本句的 "It is conducive to doing" 是这一典型结构的标准范例，学生掌握后可直接迁移到大量同类句子（如 It is important to、It is necessary to 等），代表性很高。

What does the author suggest we do in another person's presence?

第50题 题干

疑问句加宾语从句的结构在考试阅读和写作中常见,特别是涉及suggest、recommend、require等动词后接虚拟语气宾语从句的用法,是四六级和考研的典型考点,掌握后可迁移到大量类似句式。

Pay full attention to establishing close relationships with them.

第50题, B

祈使句在考试中出现频率中等, "pay attention to + 动名词" 是常见搭配, 有一定代表性, 但整体结构简单, 典型性不如复合句或特殊句式。

Be attentive listeners while refraining from making judgments.

第50题, C

本句覆盖了系表结构、祈使句主语省略、时间状语从句、现在分词作谓语、介词短语作状语等多种成分类型。特别是祈使句中主语的省略和状语从句中谓语的简化形式,是学习者容易混淆的知识点,具有较好的训练价值。

HIGH-FREQUENCY • 真题高频词

本篇出现的 83 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。

mindfulness

C1

n. 正念

本篇9次 · 真题 9 句

judgment

B2

n. 判断力;识别力

本篇7次 · 真题 29 句

economy

B1

n. 经济

本篇6次 · 真题 102 句

focus

B1

n. 重点

本篇4次 · 真题 200 句

user A2

n. 使用者

本篇4次·真题 42 句

mobile B1

adj. 可移动的

本篇4次·真题 22 句

benefit B1

n. 好处

本篇3次·真题 244 句

relationship B1

n. 关系

本篇3次·真题 168 句

medium B1

adj. 中等的

本篇3次·真题 98 句

observe B2

v. 观察;注意到

本篇3次·真题 48 句

fully B1

adv. 完全地

本篇3次·真题 43 句

react B1

v. 作出反应

本篇3次·真题 19 句

resist B2

v. 抵抗

本篇3次·真题 18 句

product A2

n. 产品

本篇2次·真题 271 句

accord C1

n. (国家、团体间的) 协议

本篇2次·真题 167 句

base A2

n. 基础

本篇2次·真题 126 句

event A2

n. 事件

本篇2次·真题 99 句

media B1

n. 大众传播媒介 (报刊、电视、广播、互联...

本篇2次·真题 58 句

technological B2

adj. 技术的

本篇2次·真题 45 句

presence B2

n. 在场

本篇2次·真题 31 句

scholar B2

n. 学者

本篇2次·真题 26 句

anticipate B2

v. 预料, 预期 (某事将发生)

本篇2次·真题 21 句

calm B1

adj. 平静的

本篇2次·真题 21 句

distraction B2

n. 分心

本篇2次·真题 21 句

corporation B2

n. 公司, 企业 (尤指大型的、有限责任的)

本篇2次·真题 20 句

scary A2

adj. 令人害怕的

本篇2次·真题 11 句

listener B1

n. 听者

本篇2次·真题 8 句

author A2

n. 作者

本篇1次·真题 264 句

better A1

adj. 更好的 (good 的比较级)

本篇1次·真题 205 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 170 句

individual B2

adj. 单独的

本篇1次·真题 142 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题 138 句

challenge B1

n. 挑战

本篇1次·真题 119 句

simply B1

adv. 仅仅, 只不过

本篇1次·真题 119 句

argue B1

v. 争论

本篇1次·真题 106 句

promote B2

v. 促进

本篇1次·真题 82 句

reflect B1

v. 反映, 显示

本篇1次 · 真题 71 句

thinking A2

n. 思考

本篇1次 · 真题 68 句

material B1

n. 材料

本篇1次 · 真题 66 句

shift B1

v. 移动

本篇1次 · 真题 65 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本篇1次 · 真题 59 句

purchase B1

v. 购买

本篇1次 · 真题 55 句

device B1

n. 设备

本篇1次 · 真题 54 句

interaction B2

n. 相互作用

本篇1次 · 真题 53 句

advance B1

v. 前进

本篇1次 · 真题 48 句

being B1

n. 存在

本篇1次 · 真题 46 句

anxiety B2

n. 焦虑

本篇1次 · 真题 44 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次 · 真题 42 句

capacity B2

n. 容量

本篇1次 · 真题 36 句

assert C1

v. 坚称

本篇1次 · 真题 34 句

profit B1

n. 利润, 盈利

本篇1次 · 真题 33 句

content B1

n. 内容

本篇1次 · 真题 31 句

transform B2

v. 使彻底改变;使转变

本篇1次·真题 30 句

chronic B2

adj. (疾病) 慢性的, 长期的

本篇1次·真题 27 句

revolution B2

n. 革命

本篇1次·真题 27 句

urge B2

v. 敦促

本篇1次·真题 27 句

conducive C1

adj. 有助于的

本篇1次·真题 26 句

judge B1

v. 判断, 评判

本篇1次·真题 26 句

target B1

n. 目标;靶子

本篇1次·真题 26 句

pursuit B2

n. 追求

本篇1次·真题 25 句

aside B1

adv. 在旁边;到旁边

本篇1次·真题 20 句

trigger B2

v. 引发

本篇1次·真题 20 句

insight B2

n. 洞察力

本篇1次·真题 19 句

remind A2

v. 提醒

本篇1次·真题 19 句

refrain C1

v. 克制

本篇1次·真题 16 句

render B2

v. 使成为

本篇1次·真题 16 句

transformation B2

n. 彻底改变

本篇1次·真题 16 句

update B1

v. 更新

本篇1次·真题 16 句

interpersonal

B2

adj. 人际的

本篇1次·真题15句

concentrate

B1

v. 集中注意力

本篇1次·真题14句

dislike

A2

v. 不喜欢

本篇1次·真题14句

precious

B2

adj. 珍贵的

本篇1次·真题14句

contemporary

B2

adj. 当代的

本篇1次·真题13句

meaningful

B2

adj. 有意义的

本篇1次·真题13句

prevalent

C1

adj. 普遍的

本篇1次·真题12句

endorse

C1

v. 公开支持、赞同（人或政策）

本篇1次·真题11句

commodity

C1

n. 商品

本篇1次·真题10句

compassion

B2

n. 同情

本篇1次·真题9句

indifferent

B2

adj. 不感兴趣的

本篇1次·真题9句

profound

C1

adj. 深刻的

本篇1次·真题9句

forge

B2

v. 伪造

本篇1次·真题8句

revolutionize

C1

v. 彻底改变

本篇1次·真题8句

rob

B1

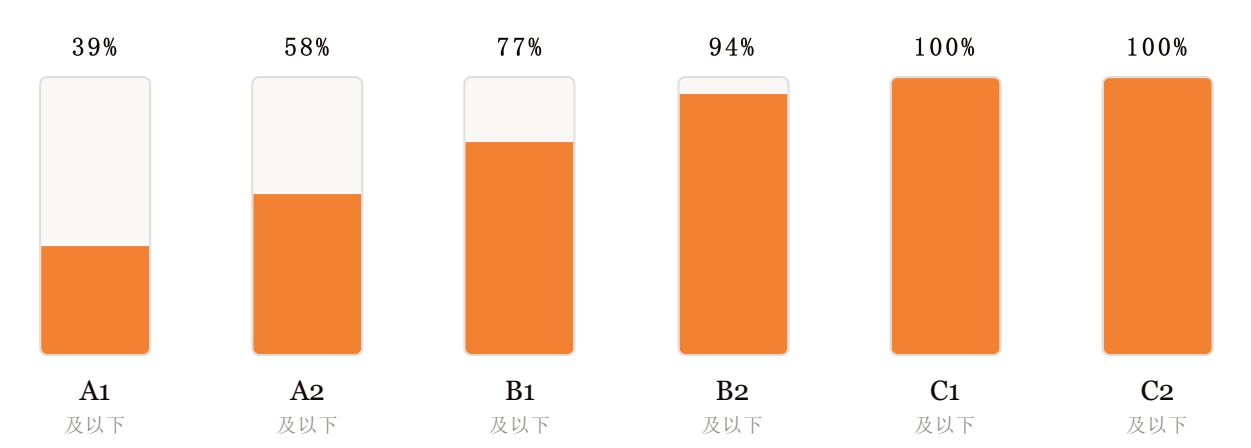
v. 抢劫

本篇1次·真题8句

VOCABULARY · 词汇难度分布

全文 230 词按 CEFR 难度累积覆盖

全文去重后共 **230** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 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 230 个·末柱为 100%

去重总词数

230

B2 以上难词

6%

B1 及以下覆盖

77%

英语六级 2025年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2025年12月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C	阅读理解（四选一）	本题
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2025年12月·第3套 英语六级阅读理解（四选一） 第2篇·51-55 题 答案与解析

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析 · 51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2025年12月·第3套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 7 段原文（段首标 P1-P7 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(2025-12) · 英语六级

Part III Section C (2)

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.*

Passage Two

Questions 51 to 55 are based on the following passage.

P1 The other day I had to log into a service I hadn't used before. Since I was a new user, the website decided that it needed to check I wasn't a robot and so set me a Captcha test to determine whether the user is a person or a machine.

前几天我不得不登录一个之前从未使用过的服务。由于我是新用户,该网站决定需要检查我不是机器人,于是让我完成一项验证码测试来确定用户是人还是机器。

P2 I was presented with an image of a roadside scene over which was laid a grid. My "challenge" was to click on each cell in the grid that contained a traffic sign. I did so, a bit irritated. Then I was presented with another image and another grid — also with a request to identify road signs. Like a lamb, I complied, after which the website accepted my input.

我看到一张路边场景的图片,上面覆盖着一个网格。我的"挑战"是点击网格中包含交通标志的每个单元格。我有点恼火地照做了。然后我又看到另一张图片和另一个网格——同样要求识别道路标志。我像只羔羊一样顺从了,之后网站接受了我的输入。

P3 And then I realised what I had been doing was adding to a dataset for training the machine-learning software that guides self-driving cars. So, to gain access to an automated service that will

benefit financially from my input, I first have to do some unpaid labor to help improve the performance of autonomous vehicles.

然后我意识到我一直在做的事情是为训练指导自动驾驶汽车的机器学习软件添加数据集。所以,为了获得一项将从我的输入中获得经济利益的自动化服务,我首先必须做一些无偿劳动来帮助提高自动驾驶车辆的性能。

P4 Neat, eh? But note also the delicious additional irony that the Captcha is described as an "automated Turing test". The Turing test was conceived, you may recall, as a way of enabling humans to determine whether a machine could respond in such a way that one couldn't tell whether it was a human or a robot. So we have wandered into a world in which machines make us do tricks to prove that we are humans!

巧妙,是吧?但也请注意额外的绝妙讽刺,验证码被描述为"自动化图灵测试"。你可能记得,图灵测试的设想是一种让人类能够确定机器是否能以一种无法分辨它是人还是机器人的方式做出反应的方法。所以我们已经步入了一个机器让我们做把戏来证明我们是人类的世界!

P5 The strangest aspect of this unparalleled shift is how under-discussed it has been. The metaphor of the boiling frog comes to mind. Have we become so subtly conditioned by digital technology that we don't see what's been happening to us? Have we been conditioned to accept a world governed by "smart" tech, trading convenience to the point where we become a bit like machines ourselves?

这一史无前例转变最奇怪的方面是它讨论得如此之少。温水煮青蛙的比喻浮现在脑海中。我们是否已经被数字技术如此微妙地驯化,以至于我们看不到发生在我们身上的事情?我们是否已经被驯化到接受一个由"智能"技术统治的世界,为了便利而交易到我们自己都变得有点像机器的地步?

P6 In a recent startling and thoughtful book, two scholars — Brett Frischmann, a law professor, and Evan Selinger, a philosopher — argue that the answer to that question is "yes".

在最近一本令人震惊且发人深省的书中,两位学者——法学教授Brett Frischmann和哲学家Evan Selinger——认为这个问题的答案是"是的"。

P7 And they're right. There's nothing technophobic(技术恐惧的) about that. We shape our tools and then our tools shape us. Technology is supposed to provide tools that serve human ends. But, as the machine-learning Captcha demonstrates, a significant proportion of digital tech now sees (and uses) humans as means to ends that are not ours. In the process, they reduce us to the status of cheery rats running on treadmills(踏车) designed by people who do not have our interests at heart. So back to the frog metaphor. Are we smart enough to jump out before it's too late? You don't even have to Google it to know the answer.

他们是对的。这没有任何技术恐惧的成分。我们塑造我们的工具,然后我们的工具塑造我们。技术本应提供服务于人类目的的工具。但是,正如机器学习验证码所展示的,相当大比例的数字技术现在将人类视为(并利用为)达成并非我们自己目的的手段。在这个过程中,它们把我们降低到快乐地在由不以我们利益为重的人设计的踏车上奔跑的老鼠的地位。所以回到青蛙的比喻。我们是否足够聪明在为时已晚之前跳出来?你甚至不必谷歌搜索就知道答案。

题目与逐题解析

51. How did the author respond to the Captcha test?

- A) He clicked on the cells randomly.
- B) He accepted the challenge readily.
- C) He completed it confidently.
- D) He worked on it submissively.

作者是如何回应验证码测试的？

- A) 他随机点击了单元格。
- B) 他欣然接受了挑战。
- C) 他自信地完成了测试。
- D) 他顺从地完成了测试。

【答案】 **D** (细节题)

【判型】 How did the author respond to the Captcha test? 问的是作者在原文里具体做了什么、什么态度，需要回到原文找事实，而不是推断或概括。

【拆句】 How did the author respond to the Captcha test? 句式平铺直叙，主谓宾清楚，无陷阱。

【定位】 Like a lamb, I complied, after which the website accepted my input.
我像一只羔羊一样照办了，之后网站接受了我的输入。

【选项】 A) **偷换概念**

clicked on the cells randomly 说作者随机点，但原文 My "challenge" was to click on each cell in the grid that contained a traffic sign. I did so 显示作者是按规则点含交通标志的格子，并不是随机。

B) **与原文相反**

accepted the challenge readily 说"欣然接受"，但原文 I did so, a bit irritated 明示作者是带着不快接受的，二者情绪极性相反。

C) **无中生有**

completed it confidently 说"自信地完成"，但原文从未描写作者的信心，只说他不情愿地照办；自信纯属添加。

D) **✓ 正确**

Like a lamb, I complied ↔ **submissively**

预判要的就是"顺从地照做"，He worked on it submissively. 是唯一把这层顺从语气保留下来的选项。

52. What is ironic about the Captcha test?

- A) A machine can respond to the test as well as humans do.
- B) A machine can outperform humans in object identification.
- C) A test designed to test machines is now used by machines to test humans.
- D) A test conceived to tell a human from a robot can now do tricks humans can't.

验证码测试的讽刺之处是什么？

- A) 机器能像人类一样回应测试。
- B) 机器在物体识别方面的表现能超过人类。

- c) 一项原本设计用来测试机器的测试现在被机器用来测试人类。
d) 一项原本用于区分人类和机器人的测试现在能做人类做不到的事情。

【答案】 C (细节题)

【判型】 What is ironic about the Captcha test? 要求回到原文找出作者点明讽刺的那一句，是事实层细节。

【拆句】 What is ironic about the Captcha test? 结构简单，is 后跟形容词作表语，无陷阱。

【定位】 But note also the delicious additional irony that the Captcha is described as an "automated Turing test". The Turing test was conceived, you may recall, as a way of enabling humans to determine whether a machine could respond in such a way that one couldn't tell whether it was a human or a robot. So we have wandered into a world in which machines make us do tricks to prove that we are humans!

但还要注意一个绝妙的额外讽刺：Captcha 被称作“自动化的图灵测试”。你或许记得，图灵测试当初的设想，是让人类来判断机器能否做出让人分不清是人还是机器人的回应。结果，我们如今竟漂入了这样一个世界——机器反过来让我们耍把戏，以证明我们是人类！

【选项】 A) 答非所问

A machine can respond to the test as well as humans do 是“机器答得和人一样好”，但原文讽刺的是“角色反转”，不是机器表现优秀。

B) 无中生有

A machine can outperform humans in object identification 说“机器在物体识别上胜过人类”，但原文没做这种性能比较，纯属添加。

C) ✓ 正确

The Turing test was conceived, you may recall, as a way of enabling humans to determine whether a machine could respond

↔ A test designed to test machines

machines make us do tricks to prove that we are humans ↔

now used by machines to test humans

预判要的就是“测机器→测人”的角色反转，A test designed to test machines is now used by machines to test humans. 一句话把这一组对调说清楚。

D) 张冠李戴

A test conceived to tell a human from a robot can now do tricks humans can't 说“测试现在能耍出人耍不出的把戏”，主体被换成了“测试”，但原文是 machines make us do tricks——机器让我们耍把戏，主体错位。

53. Why does the author use the metaphor of the boiling frog?

- A) To show that humans are unwilling to trade convenience for control by smart tech.
- B) To show that humans are unaware of the potential danger brought by smart tech.
- C) To question whether humans are conditioned to accept digital tech.
- D) To question whether humans are as vulnerable as the boiling frog.

作者为什么使用温水煮青蛙的比喻？

- A) 为了表明人类不愿意用便利换取对智能技术的控制。
- B) 为了表明人类没有意识到智能技术带来的潜在危险。
- C) 为了质疑人类是否习惯于接受数字技术。
- D) 为了质疑人类是否像被煮的青蛙一样脆弱。

【答案】 **B** (推断题)

【判型】 Why does the author use the metaphor of the boiling frog? 问的是"作者为什么用"这个比喻，需要从比喻所在语境向上提炼一步作者意图。

【拆句】 Why does the author use the metaphor of the boiling frog? 标准疑问句结构，of 短语作 metaphor 的后置定语，无陷阱。

【定位】 The metaphor of the boiling frog comes to mind. Have we become so subtly conditioned by digital technology that we don't see what's been happening to us?

脑海里浮现出"温水煮青蛙"的比喻。我们是不是已经被数字技术悄悄驯化，以至于看不到自己身上正在发生什么？

【选项】 A) **与原文相反**

humans are unwilling to trade convenience for control by smart tech 说人"不愿"用便利换控制，但原文 trading convenience to the point where we become a bit like machines ourselves 显示人正在交换，不是不愿；极性翻转。

B) **✓ 正确**

Have we become so subtly conditioned by digital technology that we don't see what's been happening to us?

↔ **humans are unaware of the potential danger brought by smart tech**

so subtly conditioned by digital technology ↔ **potential danger brought by smart tech**

温水煮青蛙寓意的核心就是"察觉不到"，To show that humans are unaware of the potential danger brought by smart tech. 同时覆盖"潜在危险"与"未察觉"两层，最贴合作者意图。

C) **偷换概念**

To question whether humans are conditioned to accept digital tech 说作者"质疑"人是否被驯化，但原文虽用反问，立场是倾向于"已被驯化"，并不是中立质疑。

D) **偷换概念**

To question whether humans are as vulnerable as the boiling frog 把比喻意图框成"人是否像青蛙一样脆弱"，但温水煮青蛙寓意的核心是"察觉不到"而非"脆弱"，焦点跑偏。

54. Why does the author think that Brett Frischmann and Evan Selinger are right?
- A) A large part of digital tech is now making use of humans to meet its own ends.
 - B) Humans are now fast locked in a race against digital tech to control the world.
 - C) Digital tech can serve human needs in ways previously thought impossible.
 - D) Digital tech is now doing thinking while humans are doing repetitive work.

作者为什么认为Brett Frischmann和Evan Selinger是对的？

- A) 很大一部分数字技术现在正在利用人类来实现其自身目的。
- B) 人类现在正与数字技术展开一场争夺世界控制权的竞赛。
- C) 数字技术能以以前认为不可能的方式满足人类需求。
- D) 数字技术现在在进行思考,而人类在做重复性工作。

【答案】 **A** (细节题)

【判型】 Why does the author think that Brett Frischmann and Evan Selinger are right? 要求回到原文找作者表态后紧接给出的论据句，属事实细节。

【拆句】 Why does the author think that Brett Frischmann and Evan Selinger are right? 是疑问句 + that 引导的宾语从句，think 后省略 that 也成立，主干清晰，无陷阱。

【定位】 And they're right. There's nothing technophobic about that. We shape our tools and then our tools shape us. Technology is supposed to provide tools that serve human ends. But, as the machine-learning Captcha demonstrates, a significant proportion of digital tech now sees (and uses) humans as means to ends that are not ours.

他们说得没错。这并不是什么技术恐惧。我们塑造工具，反过来工具也塑造我们。技术本应提供服务于人类目的的工具。但是，正如机器学习版 Captcha 所展示的那样，相当一部分数字技术如今把人类当作（并加以利用为）实现非人类目的之手段。

【选项】 A) ✓ 正确

a significant proportion of digital tech ↔ **A large part of digital tech**

now sees (and uses) humans as means to ends that are not ours ↔

now making use of humans to meet its own ends

预判要的是"技术把人当工具达成自身目的", A large part of digital tech is now making use of humans to meet its own ends. 同时覆盖"相当大一部分"+"利用人"+"达成自身目的"三个要点, 与原文逐一吻合。

B) 无中生有

Humans are now fast locked in a race against digital tech to control the world 说"人在与数字技术赛跑争夺世界控制", 但原文从未把人与技术描绘成赛跑或争控关系。

C) 与原文相反

Digital tech can serve human needs in ways previously thought impossible 在赞美技术服务人类的能力, 但作者 But 之后说的恰是相反——技术正反过来利用人。

D) 过度推断

Digital tech is now doing thinking while humans are doing repetitive work 把人机的工作分工说成"技术思考、人重复劳动", 原文虽然提到作者做了 some unpaid labor, 但并未把它对立到"技术负责思考"的层面。

55. What does the author imply by asking "Are we smart enough to jump out before it's too late?" at the end of the passage?

- A) It is not sensible to expect digital tech to take humans' interest to heart.
- B) It is hard to say whether technology or humans will get the upper hand.
- C) We may have to search the web to get the answer to the question.
- D) We may not awake in time to the danger digital tech poses to us.

作者在文章结尾问"我们是否足够聪明,能在为时已晚之前跳出来?"这暗示了什么?

- A) 期望数字技术将人类利益放在心上是不明智的。
- B) 很难说技术还是人类会占上风。
- C) 我们可能必须搜索网络才能得到这个问题的答案。
- D) 我们可能无法及时意识到数字技术对我们构成的危险。

【答案】 D (推断题)

【判型】 What does the author imply by asking ... 中的 imply 明确要求由作者的反问句推导言外之意, 不能停在字面。

【拆句】 What does the author imply by asking "Are we smart enough to jump out before it's too late?" at the end of the passage? 主干是 What does the author imply, by asking ... 是方式状语, 引号内是反问句 (rhetorical question), 表达否定意味, 是理解全题的关键。

【定位】 So back to the frog metaphor. Are we smart enough to jump out before it's too late? You don't even have to Google it to know the answer.

那么回到青蛙的比喻。我们够聪明，能在为时已晚之前跳出来吗？这个问题，你甚至都不用上网搜就能知道答案。

【选项】 A) **答非所问**

It is not sensible to expect digital tech to take humans' interest to heart 在评判"指望技术为人着想是否明智"，对象是技术；但题干反问的主语是 we——问的是人是否够聪明，主体偏移。

B) **偷换概念**

It is hard to say whether technology or humans will get the upper hand 把作者立场说成"难说人机谁占上风"，但原文反问 + 反讽尾句强烈暗示作者倾向悲观，并非中立。

C) **与原文相反**

We may have to search the web to get the answer to the question 字面理解了 You don't even have to Google it——把"不用搜也知道"反向解成"必须搜才知道"。

D) **✓ 正确**

Are we smart enough to jump out before it's too late? ↔

We may not awake in time to the danger digital tech poses to us

Have we become so subtly conditioned by digital technology that we don't see what's been happening to us?

↔ **the danger digital tech poses to us**

预判要的是"恐怕来不及醒悟"，We may not awake in time to the danger digital tech poses to us. 把"反问 → 否定断言"与"温水煮青蛙 → 数字技术的危险"两层一起兜住，是唯一贴着原文走一步的推断。

SENTENCE INSIGHTS • 句子精讲

18 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。

Since I was a new user, the website decided that it needed to check I wasn't a robot and so set me a Captcha test to determine whether the user is a person or a machine.

第1段，第2句

本句成分丰富：包含主语、谓语、双宾语结构（set me a Captcha test）、多层宾语从句、目的状语（to determine）、原因状语从句，覆盖了多种常见成分类型和易混淆点（如双宾语识别、从句嵌套层级），是很好的成分划分练习材料。

I was presented with an image of a roadside scene over which was laid a grid.

第2段，第1句

本句涵盖了主谓结构、被动语态、介词短语作状语、定语从句、倒装语序、关系代词等多种成分和结构。定语从句中的完全倒装("over which was laid a grid")是较难的易错点,需要学生学会还原倒装、识别真正的主语和谓语位置。主句的"with"短语作状语而非宾语,也是需要辨析的点。成分种类丰富,适合作为划分练习材料。

I did so, a bit irritated.

第2段，第3句

句中涵盖主语、谓语、宾语（代词 so 的特殊用法）、状语（过去分词短语作伴随状语）四种成分，对初学者有一定练习价值。特别是 "so" 作宾语指代前文、以及 "a bit irritated" 作状语而非谓语这两个点，容易产生混淆，适合用来训练成分识别的精准度。但由于句子整体过于简短，成分种类还不够丰富。

And then I realised what I had been doing was adding to a dataset for training the machine-learning software that guides self-driving cars.

第3段，第1句

本句覆盖主谓宾、主系表、定语从句、宾语从句、目的状语等多种成分，且宾语从句的主语本身又是一个 what 引导的名词性从句，成分层次丰富。特别是 "what I had been doing" 作主语、"was adding" 作谓语这种结构，以及定语从句中 that 充当主语的用法，都是值得练习的典型考点。

So, to gain access to an automated service that will benefit financially from my input, I first have to do some unpaid labor to help improve the performance of autonomous vehicles.

第3段，第2句

本句涵盖主语、谓语、宾语、目的状语、定语从句等多种成分,主句有前置状语分隔主谓,定语从句嵌套在名词短语中,可以练习从句识别、成分定位和长距离主谓搭配。情态结构 "have to" 与不定式目的状语的组合也值得练习,成分种类较丰富。

The Turing test was conceived, you may recall, as a way of enabling humans to determine whether a machine could respond in such a way that one couldn't tell whether it was a human or a robot.

第4段，第3句

句子结构高度典型:被动语态描述概念起源,as 引导目的状语,determine 和 tell 带 whether 宾语从句,such...that 引导结果状语从句,这些都是四六级和考研阅读中的高频句式,掌握后可广泛应用于科技说明文和学术文本的理解

So we have wandered into a world in which machines make us do tricks to prove that we are humans!

第4段，第4句

本句包含"介词 + 关系代词"引导的定语从句、使役动词结构、不定式短语作目的状语、宾语从句等多个四六级和考研常考句式。特别是 "in which" 引导定语从句、"make + 宾语 + 动词原形" 的使役结构、"to prove" 的目的状语，都是真题中高频出现的典型结构。掌握本句的分析方法可以迁移到大量类似句子，代表性很强。

Have we become so subtly conditioned by digital technology that we don't see what's been happening to us?

第5段，第3句

本句成分丰富且包含多个易错点，训练价值高。主句包含系表结构（become + 表语），表语前有程度状语和方式状语；结果状语从句展示了典型的 so...that 结构；宾语从句中 what 既是连接词又充当主语，是常考点；还涉及不及物动词加介词短语的状语搭配。通过本句可以练习识别疑问句中的主干、区分定语从句与结果状语从句、理解 what 引导的名词性从句、辨析系表结构与被动语态等多个核心技能

Have we been conditioned to accept a world governed by "smart" tech, trading convenience to the point where we become a bit like machines ourselves?

第5段，第4句

本句结构高度典型：现在完成时的被动语态疑问句 + 不定式补语 + 分词短语作状语 + 定语从句修饰抽象名词，这些都是四六级和考研阅读中的常见句式。尤其是 to the point where 引导定语从句修饰程度名词，以及 trading convenience 作伴随状语表示方式，都是高频考点。掌握本句结构后可迁移到大量类似长难句。

In a recent startling and thoughtful book, two scholars — Brett Frischmann, a law professor, and Evan Selinger, a philosopher — argue that the answer to that question is "yes".

第6段，第1句

主句 + 宾语从句是四六级和考研阅读中的高频句式，argue/suggest/claim 等动词后接 that 宾语从句的结构极为常见。同位语的破折号插入也是学术文本的典型特征。掌握本句结构可迁移到大量类似句子。

But, as the machine-learning Captcha demonstrates, a significant proportion of digital tech now sees (and uses) humans as means to ends that are not ours.

第7段，第5句

主句涵盖主语、并列谓语、宾语、宾语补足语、状语等多种成分，且状语从句插入、定语从句修饰名词，成分种类丰富；宾语补足语 "as means to ends" 的识别和定语从句 "that are not ours" 的归属都是有价值的练习点，适合训练学生划分复杂句子成分的能力。

In the process, they reduce us to the status of cheery rats running on treadmills(踏车) designed by people who do not have our interests at heart.

第7段，第6句

本句结构高度典型：主句采用常见的 reduce sb to sth 固定搭配，定语从句用 who 引导修饰 people，后置定语（分词短语）修饰名词，这些都是四六级和考研阅读中的高频句式。尤其是 to 后接长名词短语、名词短语内部嵌套多层修饰的结构，在学术和正式文体中极为常见。掌握这类句子的分析方法，学生可以迅速迁移到大量类似的长难句中，实用性很强。

Are we smart enough to jump out before it's too late?

第7段，第8句

疑问句 + enough to do + 时间状语从句的组合在考试阅读和写作中频繁出现,句式典型且实用性强,掌握后可迁移到大量类似句子

A test designed to test machines is now used by machines to test humans.

第52题，C

本句覆盖主语、谓语、三个状语（时间、方式、目的）和一个定语，成分种类较丰富。后置定语（过去分词短语）和被动语态的施动者状语（by 短语）是常见易错点，适合练习划分和区分修饰成分与核心成分的能力。

A test conceived to tell a human from a robot can now do tricks humans can't.

第52题，D

主句涵盖主语(含后置定语)、谓语、宾语、时间状语等多种成分,定语从句涉及关系代词省略和动词承前省略两个易错点,适合训练学生识别省略结构、划分修饰成分和还原完整形式的能力,成分种类丰富且有实用价值。

Digital tech is now doing thinking while humans are doing repetitive work.

第54题，D

while 引导的对比状语从句是四六级和考研阅读中常见的句式，用于表达同时发生的对比关系，具有一定代表性，掌握后可迁移到类似结构。

It is not sensible to expect digital tech to take humans' interest to heart.

第55题，A

形式主语 "It is + 形容词 + to do" 结构是四六级和考研阅读、写作中的高频句式，本句用法标准、无特殊变体，具有很强的代表性。掌握本句结构后，可直接迁移到大量类似句型，典型性很高。

It is hard to say whether technology or humans will get the upper hand.

第55题，B

形式主语 It is + 形容词 + to do 结构以及 whether 引导的名词性从句都是四六级和考研阅读中的高频句式,掌握本句结构后可直接迁移到大量同类句子,典型性很强。

本篇出现的 64 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。

tech B1

n. 技术

本篇11次 · 真题 73 句

digital B1

adj. 数字的

本篇9次 · 真题 72 句

author A2

n. 作者

本篇4次 · 真题 264 句

respond B1

v. 回答, 答复

本篇3次 · 真题 52 句

grid B2

n. 网格

本篇3次 · 真题 10 句

challenge B1

n. 挑战

本篇2次 · 真题 119 句

design B1

n. 设计

本篇2次 · 真题 119 句

determine B2

v. 决定

本篇2次 · 真题 62 句

image A2

n. 形象, 印象

本篇2次 · 真题 57 句

sign A1

n. 标志

本篇2次 · 真题 49 句

cell B1

n. 细胞

本篇2次 · 真题 47 句

user A2

n. 使用者

本篇2次 · 真题 42 句

trick B1

n. 诡计

本篇2次 · 真题 18 句

input B1

n. 输入的信息、数据

本篇2次 · 真题 15 句

convenience

B1

n. 方便, 便利

本篇2次 · 真题 13 句

automated

B2

adj. 自动化的

本篇2次 · 真题 11 句

click

A2

v. 点击 (鼠标或触摸屏)

本篇2次 · 真题 11 句

benefit

B1

n. 好处

本篇1次 · 真题 244 句

reduce

B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次 · 真题 138 句

process

B1

n. 过程

本篇1次 · 真题 126 句

professor

B1

n. 教授 (大学教师的最高职称)

本篇1次 · 真题 112 句

argue

B1

v. 争论

本篇1次 · 真题 106 句

access

B1

n. 进入

本篇1次 · 真题 101 句

performance

B1

n. 表演

本篇1次 · 真题 98 句

gain

B1

v. 获得; 赢得

本篇1次 · 真题 96 句

potential

B2

adj. 潜在的

本篇1次 · 真题 92 句

identify

B1

v. 识别

本篇1次 · 真题 75 句

enable

B1

v. 使能够

本篇1次 · 真题 68 句

thinking

A2

n. 思考

本篇1次 · 真题 68 句

shift

B1

v. 移动

本篇1次 · 真题 65 句

significant

B2

adj. 重要的

本篇1次 · 真题 65 句

contain

B1

v. 包含, 含有

本篇1次 · 真题 52 句

aspect

B2

n. 方面

本篇1次 · 真题 50 句

status

B2

n. 地位

本篇1次 · 真题 48 句

demonstrate

B2

v. 证明

本篇1次 · 真题 45 句

labor

B1

n. 劳动

本篇1次 · 真题 42 句

means

A2

n. 方法

本篇1次 · 真题 35 句

vehicle

B1

n. 交通工具

本篇1次 · 真题 32 句

previously

B1

adv. 以前, 先前 (指过去某个时间)

本篇1次 · 真题 31 句

proportion

B2

n. 部分

本篇1次 · 真题 30 句

vulnerable

C1

adj. 易受伤害的

本篇1次 · 真题 30 句

scholar

B2

n. 学者

本篇1次 · 真题 26 句

web

A2

n. 网站

本篇1次 · 真题 26 句

scene

A2

n. 场景

本篇1次 · 真题 25 句

additional

B1

adj. 额外的

本篇1次 · 真题 24 句

software

B1

n. 软件 (计算机程序)

本篇1次 · 真题 24 句

pose B2

v. 摆姿势 (供拍照或绘画)

本篇1次 · 真题 22 句

financially B2

adv. 在财务上

本篇1次 · 真题 20 句

recall B2

v. 回忆起, 记起

本篇1次 · 真题 18 句

autonomous C1

adj. 自主的

本篇1次 · 真题 17 句

guide A2

n. 指南;手册

本篇1次 · 真题 16 句

imply B2

v. 暗示, 暗指

本篇1次 · 真题 16 句

philosopher B2

n. 哲学家

本篇1次 · 真题 14 句

request B1

n. 请求

本篇1次 · 真题 13 句

sensible B1

adj. 明智的

本篇1次 · 真题 12 句

wander B1

v. 漫步

本篇1次 · 真题 11 句

dataset C1

n. 数据集

本篇1次 · 真题 10 句

log B1

n. 原木, 木材

本篇1次 · 真题 10 句

outperform C1

v. 表现优于, 胜过

本篇1次 · 真题 10 句

randomly B2

adv. 随机地

本篇1次 · 真题 10 句

readily B2

adv. 乐意地

本篇1次 · 真题 10 句

irritated B2

adj. 恼怒的

本篇1次 · 真题 9 句

upper A2

adj. 上面的, 上层的

本篇1次 · 真题 9 句

unpaid B2

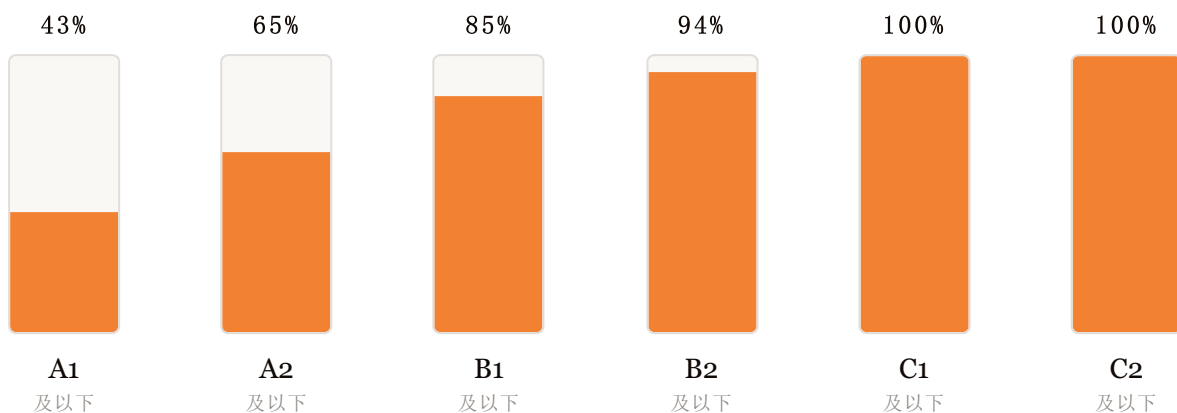
adj. 未付款的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 219 词按 CEFR 难度累积覆盖

全文去重后共 **219** 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 219 个 · 末柱为 100%

去重总词数

219

B2 以上难词

6%

B1 及以下覆盖

85%

英语六级 2025年12月·第3套 · 全卷构成

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2025年12月·第3套英语六级汉译英（段落翻译）·中华节俭美德的文化介绍 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12月·第3套 英语六级汉译英（段落翻译）原卷题干译审整理。与试卷排版同一卷面：Directions 与一整段中文原文连续排印——整段连排、无段落标记无题号，把它切成一句句翻译单元本身就是解题动作。卷面之后先给整篇参考英译定稿，再按自切句序逐句拆分：定英文主干、降级修饰成分、逐项落实语法点、句内定稿英译，答案直显。

真题卷第3套(2025-12) • 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**.

节俭 (frugality) 是中华民族的传统美德。在中国古代，生产力低下，先人们深知劳动成果来之不易，因而秉持节俭的理念。到了物质极大丰富的今天，中国人民依然坚持节俭的生活方式，体现了理性消费的生活理念和对劳动的尊重。近年来，中国政府持续加强节约型社会的建设，倡导"光盘行动"，减少食物浪费，提倡简约低碳的生活方式，推进资源循环利用，反对过度消费。节约型社会的建设有力地推动了中国经济的高质量发展。

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。

Frugality is a traditional virtue of the Chinese nation. In ancient China, productivity was low, and our ancestors knew well that the fruits of labor did not come easily, so they upheld the idea of frugality. Today, when material wealth is abundant, the Chinese people still maintain a frugal lifestyle, reflecting their concept of rational consumption and their respect for labor. In recent years, the Chinese government has been strengthening the building of a resource-conserving society by advocating the "Clear Your Plate" campaign to reduce food waste, promoting a simple and low-carbon lifestyle, advancing the recycling of resources, and opposing excessive consumption. This building of a resource-conserving society has strongly promoted the high-quality development of China's economy.

【衔接】第2句句首用时间状语承接"古代"

第1句给出总论点"节俭是传统美德"，第2句转入历史佐证，句首 In ancient China 本身就是清晰的时间路标，无需再加连接词，但要确保它紧接第1句、形成"论点→历史依据"的顺承。

第2、3句用today呼应ancient形成古今对照

第2句讲 在中国古代、第3句讲 今天，二者是古今对照。第3句句首保留 Today（与上句 ancient China 对仗），读者一眼看出时间从古跳到今，对照逻辑自然显现，不必额外加 however。

第3、4句之间用代词与时间词顺承

第3句讲民众坚持、第4句转到政府举措，句首 In recent years 既承接 Today 的时间线，又把视角从"人民"切到"政府"，层次清楚；两句主语不同，不宜用代词合并，保留各自主语反而清晰。

第5句用代词避免重复"节约型社会的建设"

第4句末提到 the building of a resource-conserving society，第5句又以同一短语作主语 节约型社会的建设。为减少笨重重复，第5句可用 This/Such efforts 承接：This building of a resource-conserving society 或 These efforts have strongly promoted...，让收尾句更连贯有力。

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】中华节俭美德的文化介绍

全段是一篇典型的中国文化/社会介绍语体，主题是"节俭"。开篇即点题 节俭 (frugality) 是中华民族的传统美德，随后从古代讲到 到了物质极大丰富的今天 再到 近年来 的政府举措，整体在客观陈述一种延续至今的传统与现状，用词偏正式、书面，属四六级汉译英最常见的"中国文化/社会介绍"类。

【时态】一般现在时

全篇主要在客观陈述"节俭是一种延续至今的传统美德、当下中国人仍坚持、政府正持续推进"这类一般性事实与现状，故以一般现在时为基调。只有讲古代背景的那句 在中国古代，生产力低下 例外，需局部改用一般过去时。

【译法】节俭

节俭 (frugality) 原文已自带英文 frugality，全篇统一沿用 frugality（必要时形容词用 frugal、动词概念用 economize/save），不要中途换成 thrift 又换 frugality，保持一个词。

节约型社会

节约型社会 统一译为 a resource-conserving society（或 a conservation-oriented society）。它在文中出现两次（加强节约型社会的建设 与 节约型社会的建设），两处必须用同一译法，避免前后不一。

光盘行动

"光盘行动" 是文化负载词，直译会让外国读者不懂，宜意译加引号/解释：the "Clear Your Plate" campaign，借后文 减少食物浪费 自然点明其含义即可。

1. 节俭 (frugality) 是中华民族的传统美德。

【主干】 节俭是传统美德 (A is B) (主语策略: 原句主语)

这是一个判断句 节俭 (frugality) 是中华民族的传统美德, 骨架就是"A 是 B": 主语 Frugality, 系动词 is, 表语 a traditional virtue。"中华民族的"作定语修饰 virtue。

【降级】 "中华民族的"作前置/of定语

本句结构简单、无需大改。唯一要安放的是定语 中华民族的: 可前置为 a traditional Chinese virtue, 或用 of 后置为 a traditional virtue of the Chinese nation, 两者皆可, 不必照中文堆在名词前。

【语法】 时态

回指全篇基调用一般现在时: is。陈述一个一直成立的事实, 不用过去时。

冠词

virtue 是可数名词单数, 表"一种美德", 前面要加不定冠词 a: a traditional virtue, 漏冠词是主体考生高频硬伤。

大小写

Frugality 作句首主语首字母大写; 表民族的 Chinese 专有形容词任何位置都大写。

【译文】 Frugality is a traditional virtue of the Chinese nation.

2. 在中国古代, 生产力低下, 先人们深知劳动成果来之不易, 因而秉持节俭的理念。

【主干】 先人们深知...因而秉持... (主语策略: 原句主语)

这是个含因果的长句。核心主语是 先人们 (our ancestors), 两个并列谓语动作是"深知"(knew well) 和"秉持"(upheld), 由 因而 连成因果。开头的 在中国古代, 生产力低下 是背景, 不进主干、作状语处理。

【降级】 背景作状语+从句+因果连接

把三段降级安放: ① 在中国古代→时间状语 In ancient China; ② 生产力低下→可作伴随背景, 用 with productivity being low 或独立分句 productivity was low; ③ 劳动成果来之不易→作 knew 的宾语从句 that the fruits of labor did not come easily; ④ 因而→so/and therefore 引出结果。避免照中文用四个"逗号+动词"平铺成流水句。

【语法】 时态

偏离全篇基调: 本句讲 在中国古代 的事, 是已经过去的历史, 全部动词用一般过去时——was low/knew/did not come/upheld, 不能用现在时。这是本篇唯一的时态例外, 要特别警觉。

单复数

"先人们"是复数: our ancestors (复数 + 复数谓语)。"劳动成果"宜用复数 the fruits of labor。

短语搭配

"来之不易"译 did not come easily/were hard-won; "秉持.....理念"用 upheld the idea/value of frugality, 搭配 uphold/embrace 比生硬的 hold 地道。

【译文】 In ancient China, productivity was low, and our ancestors knew well that the fruits of labor did not come easily, so they upheld the idea of frugality.

3. 到了物质极大丰富的今天，中国人民依然坚持节俭的生活方式，体现了理性消费的生活理念和对劳动的尊重。

【主干】 中国人民依然坚持...（主语策略：原句主语）

主语是 中国人民 (the Chinese people)，核心谓语是 依然坚持 (still maintain/adhere to)，宾语是 节俭的生活方式 (a frugal lifestyle)。后半的 体现了..... 是这种坚持带来的结果/补充说明，不抢主干。

【降级】 "体现了..."用现在分词作状语

把两处降级：① 到了物质极大丰富的今天→时间状语 Today, when material wealth is abundant (或 In today's age of material abundance)；② 体现了理性消费的生活理念和对劳动的尊重→用现在分词短语 reflecting their concept of rational consumption and their respect for labor，作伴随状语挂在主干后，比再起一个并列谓语更地道，也避免缺主语。

【语法】 时态

回到全篇基调一般现在时：maintain/adhere、reflecting。本句讲 今天 的现状，正合现在时。

主谓一致

the Chinese people 表"人民、人们"作复数，谓语用原形 maintain/adhere (不加 s)；分词逻辑主语也是 people，物主代词用 their。

单复数与冠词

lifestyle 可数，表"一种生活方式"用 a frugal lifestyle；consumption/labor/respect 此处是抽象不可数名词，不加 a、不加复数。

【译文】 Today, when material wealth is abundant, the Chinese people still maintain a frugal lifestyle, reflecting their concept of rational consumption and their respect for labor.

4. 近年来，中国政府持续加强节约型社会的建设，倡导"光盘行动"，减少食物浪费，提倡简约低碳的生活方式，推进资源循环利用，反对过度消费。

【主干】 政府持续加强建设（领起多个并列动作）（主语策略：原句主语）

主语是 中国政府 (the Chinese government)，主干谓语取最核心的 持续加强节约型社会的建设 (has been strengthening the building of a resource-conserving society)。后面 倡导"光盘行动" 等一连串动作都是"加强建设"的具体举措，不是平级新句。

【降级】 一串动作打包成by doing方式状语

把 倡导"光盘行动"，减少食物浪费，提倡简约低碳的生活方式，推进资源循环利用，反对过度消费 这五个并列动作，统一降级为 by + 动名词的方式状语：by advocating the "Clear Your Plate" campaign to reduce food waste, promoting a simple and low-carbon lifestyle, advancing the recycling of resources, and opposing excessive consumption。其中"减少食物浪费"是"光盘行动"的目的，用 to reduce 不定式挂上去，逻辑更紧。这样避免六个 and 堆成超长流水句。

【语法】时态

近年来 + 持续 表示从过去延续到现在并仍在进行，宜用现在完成进行时 has been strengthening（用一般现在时 strengthens 亦可接受）。这是“近年来”的标志性时态，不要用一般过去时。

主谓一致

the Chinese government 是单数集体名词，谓语用 has been/strengthens（单数）；与第3句 people 的复数谓语区分开。

动名词并列形态

by 后所有动作必须统一为动名词 -ing 形式（advocating/promoting/advancing/opposing），不能 by 后混进原形或 to do，并列项形式要一致。

单复数

campaign 特指“光盘行动”用 the；food waste/consumption 抽象不可数不加复数；resources 表“各类资源”用复数。

【译文】 In recent years, the Chinese government has been strengthening the building of a resource-conserving society by advocating the "Clear Your Plate" campaign to reduce food waste, promoting a simple and low-carbon lifestyle, advancing the recycling of resources, and opposing excessive consumption.

5. 节约型社会的建设有力地推动了中国经济的高质量发展。

【主干】建设推动了发展（主语策略：原句主语）

主语是 节约型社会的建设（the building of a resource-conserving society），谓语 有力地推动了（has strongly promoted），宾语 中国经济的高质量发展（the high-quality development of China's economy）。是清晰的“主语—推动—宾语”结构。

【降级】两处“...”的“均用of短语后置

本句是简单句，无需大拆。两处长定语都用 of 后置：节约型社会的建设→the building of a resource-conserving society；中国经济的高质量发展→the high-quality development of China's economy。“有力地”作副词 strongly 修饰谓语。

【语法】时态

“推动了”含已产生的结果且延续至今，用现在完成时 has promoted 最贴；回指基调用一般现在时 promotes 亦可。主语 the building 单数，助动词用 has。

主谓一致

主语中心词是 building（单数），谓语用 has promoted/promotes（单数），别被后面的 society 带偏成复数。

搭配与名词

“高质量发展”用 high-quality development（high-quality 作复合形容词加连字符）；development、economy 此处不可数/特指，development 不加复数、economy 用 China's 限定。

【译文】 The building of a resource-conserving society has strongly promoted the high-quality development of China's economy.

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