

第1课：六级阅读 A 篇 词汇理解 做题步骤及技巧点拨

课堂讲义

一. 题型介绍

15 词 10 空 200-250 words 7-8min 目标：5-10 空

二. 做题步骤

1. 先题后文（适合所有应试英语课程）--- 标注词性 1-2min --- 事半功倍：词缀



【小检测】快速判断词性并标注

venture _____	modify _____	ridiculous _____
proclamation _____	worsen _____	aggressive _____
diversity _____	capitalize _____	exuberant _____
implement _____	affiliate _____	noticeable _____

【难点】

E.g.1 用所给词的适当形式填空：dedicate

- ① This is the story of the little fox that has come back, and the people who have _____ their lives to protecting it.
- ② We to the humble manner, for your _____ service, welcome to contact us.

E.g.2 写出划线单词的释义

- ① If I can I have to let time back to grasp your hand. _____
- ② Surfing the Internet during class doesn't just steal focus from the educator; it also hurts students who're already struggling to grasp the material. _____

2. 结合句子结构，上下文逻辑确定答案

【练习】

implemented powered installed

① Part of the reason this ban is being discussed and _____ is because energy officials see that they will not reach their emissions goals by 2050 if they do not eliminate a large portion of vehicle emissions.

notoriously cautiously notably worldwide

② But Elop was not the only person at fault. Nokia's resisted change making it impossible for the company to adapt to rapid shifts in the industry. Most _____, Jorma Ollila, who had led Nokia's transition from an industrial conglomerate to a technology giant, was too enamored with the company's previous success to recognize the change that was needed to sustain its competitiveness.

三. 真题小试水

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**.

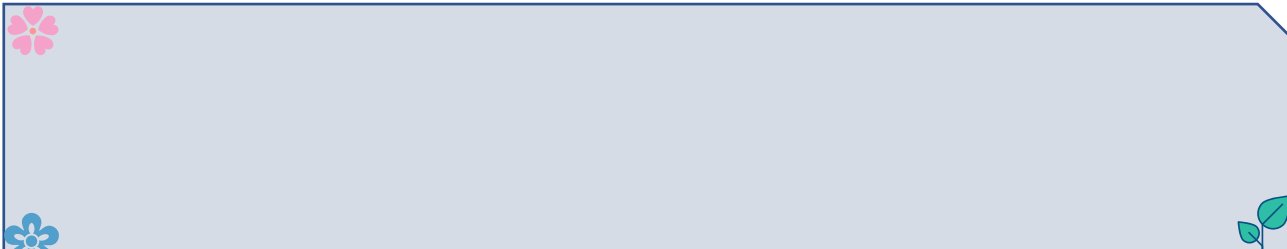
Passage 1---2018.6 (1)---吉萨金字塔

A) chronicles	E) hypothesis	I) perfect	M) removed
B) complete	F) maximum	J) precision	N) revelations
C) established	G) momentum	K) puzzled	O) slightly
D) fascinates	H) mysteriously	L) remnants	

①Scientists scanning and mapping the Giza pyramids say they've discovered that Great Pyramid of Giza is not exactly even. ②But really not by much. ③This pyramid is the oldest of the world's Seven Wonders. ④The pyramid's exact size has 26 experts for centuries, as the "more than 21 acres of hard, white casing stones" that originally covered it were 27 long ago. ⑤Reporting in the most recent issue of the newsletter "AERAGRAM," which 28 the work of the Ancient Egypt Research Associates, engineer Glen Dash says his team used a new measuring approach that involved finding any surviving 29 of the casing in order to determine where the original edge was. ⑥They found the east side of the pyramid to be a 30 of 5.5 inches shorter than the west side.

①The question that most 31 him, however, isn't how the Egyptians who designed and built the pyramid got it wrong 4,500 years ago, but how they got it so close to 32. ②"We can only speculate as to how the Egyptians could have laid out these lines with such 33 using only the tools they had," Dash writes. ③He says his 34 is that the Egyptians laid out their design on a grid, noting that the great pyramid is oriented only 35 away from the cardinal directions (its north-south axis runs 3 minutes 54 seconds west of due north, while its east-west axis runs 3 minutes 51 seconds north of due east) ---an amount that's "tiny, but similar," archeologist Atlas Obscura points out.

总结与归纳



课后作业

Passage 2 --- 2018.6 (2) --- 玛丽有只小羊羔



A) campaign	E) fierce	I) proclamation	M) supposed
B) career	F) inspired	J) rectified	N) traditional
C) characters	G) latter	K) reputed	O) versatile
D) features	H) obsessed	L) rest	

①Did Sarah Josepha Hale write “Mary’s Little Lamb,” the eternal nursery rhyme (儿歌) about a girl named Mary with a stubborn lamb? ②This is still disputed, but it’s clear that the woman 26 for writing it was one of America’s most fascinating 27. ③In honor of the poem’s publication on May 24,1830, here’s more about the 28 author’s life.

①Hale wasn’t just a writer, she was also a 29 social advocate, and she was particularly 30 with an ideal New England, which she associated with abundant Thanksgiving meals that she claimed had “a deep moral influence.” ②she began a nationwide 31 to have a national holiday declared that would bring families together while celebrating the 32 festivals. ③In 1863, after 17 years of advocacy including letters to five presidents, Hale got it. ④President Abraham Lincoln, during the Civil War, issued a 33 setting aside the last Thursday in November for the holiday.

①The true authorship of “Mary’s Little Lamb” is disputed. According to New England Historical Society, Hale wrote only one part of the poem, but claimed authorship. ②Regardless of the author, it seems that the poem was 34 by a real event. ③When young Mary Sawyer was followed to school by a lamb in 1816, it caused some problems. ④A bystander named John Roulstone wrote a poem about the event, then, at some point, Hale herself seems to have helped write it. ⑤However, if a 1916 piece by her great-niece is to be trusted, Hale claimed for the 35 her life that “Some other people pretended that someone else wrote the poem”.

Passage 3 --- 2018.6 (3) --- 家用机器人



A) amassed	E) eventually	I) misleading	M) sphere
B) casual	F) exaggerated	J) precious	N) terrified
C) emotional	G) extravagant	K) reward	O) venture
D) enabling	H) generously	L) smart	

①When Elon Musk says that his new priority is using artificial intelligence to build domestic robots, we should look forward to the day in admiration.

①Mr. Musk is a guy who gets things done. ②The founder of two tech companies, Tesla Motors and SpaceX, is bringing electric vehicles to mass market and 26 humans to live on other planets. ③This sounds like so much hot air, but the near \$13 billion fortune this entrepreneur has 27 comes from practical achievements rather than hypothetical ones.

①A lot of clever people are 28 about artificial intelligence, fearing that robots will one day become so 29 that they'll murder all of us. ②These fears are mostly 30: as with hysteria about genetic modification, we humans are generally wise enough to manage these problems with speed and care.

①And just think of how wonderful it would be if you had a live-in robot. ②It could, 31, be like having a babysitter and a nurse rolled into one---or, if that required 32 intelligence beyond the power of Mr. Musk's imagined machine, at least someone to chop the carrots, wash the car and mow the lawn. ③Once purchased and trained, this would allow the 33 user to save money and time, freeing up 34 space in our busy lives to read a good book.

①That is why we welcome Mr. Musk's latest 35, and wish him well. As long as robots add to the sum of human happiness, reduce suffering, and create time to read world-class journalism, we should be their fans. Especially since journalism is one job robots will never do.

第2课：六级阅读B篇 段落匹配 做题步骤及技巧点拨

课堂讲义

一. 题型介绍

10句 1000-1200 words 13-15min 目标：7-10 能力考查：快速阅读（略读与扫读）

二. 做题步骤

1. 顺序：先看标题和10句问题→→标注定位词，简化问题信息。

- ① 专有名词：人名 地名 机构名 数字
- ② v 或 adj 的同义或词性转换
- ③ 特殊的表达：否定 比较...
- ④ 相似主题或事件或意群的选项进行连接

2. 阅读全文，初步定位，全篇思维

- ① 关注重点：定位线索词，重复出现，段落主旨句，段落主题缩小查找范围
- ② 同义转述：变词性，换近义...
- ③ 细节归纳或推断，确定定位段

3. 查漏补缺，相信第1感觉

- ① 在看原文的过程中，可回看选项
- ② 避免犹豫徘徊，当断立段
- ③ 形成正确的做题习惯：标或划出做题依据，将题目序号写在旁边

【练习】 体会下列例子中的出题套路：

① 36. Astronomer David Hogg doesn't think scooping is as serious a problem as generally thought.

[M] Many advocates think that transparent data procedures with a date and time stamp will protect scientists from being scooped. "This is the sweet spot between sharing and getting credit for it, while discouraging plagiarism(剽窃)." says Ivo Grigorov, a project coordinator at the National Institute of Aquatic Resources Research Secretariat in Charlottenlund, Denmark. Hogg says that scooping is less of a problem than many think. "The two cases I'm familiar with didn't involve open data or code," he says.

② 47. A recent study found that most old people in some European countries had regular weekly contact with their adult children.

[K] Nor is there any sign of the intergenerational warfare predicted in the 1990s. After all, older people themselves mostly have families. In a recent study of parents and grown-up children in 11 European countries, Karsten Hank of Mannheim University found that 85% of them lived within 25km of each other and the majority of them were in touch at least once a week.

③ 54. The best solution to the pension crisis is to postpone the retirement age.

[E] The outline of the changes needed is clear. To avoid fiscal (财政的) meltdown, public pensions and health-care provision will have to be reined back severely and taxes may have to go up. By far the most effective method to restrain pension spending is to give people the opportunity to work longer, because it increases tax revenues and reduces spending on pensions at the same time. It may even keep them alive longer. John Rother, the AARP's head of policy and strategy, points to studies showing that other things being equal, people who remain at work have lower death rates than their retired peers.

④ [P] Yet there are recent signs that the gap could be starting to shrink. In the past decade, even as income inequality has grown, some of the socioeconomic differences in parenting, like reading to children and going to libraries, have narrowed.

44. Wealthy parents are concerned about their children's mental health and busy schedules.

45. Some socioeconomic differences in child rearing have shrunk in the past ten years

三. 真题小试水

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**.

Passage 1 --- 2018.6 (1) --- 同龄人压力

36. It is thought probable that the human brain is particularly good at picking-up socially important information.

37. It can be concluded from experiment that the presence of peers increases risk-taking by adolescents and youth.

38. Students should be told that risk-taking in the classroom can be something positive.

39. The urge of finding a mate and getting married accounts for adolescents' greater attention to social interactions.

40. According to Steinberg, the presence of peers increases the speed and effectiveness of teenagers' leaning.

41. Teenagers' parents are often concerned about negative peer influence.

42. Activating the brain's social network involved in socially motivated learning and memory may allow students to

tap unused mental powers.

43. The presence of peer intensifies the feeling of rewards in teens' brains.

44. When we absorb information for the purpose of imparting it to others, we do so with greater secretary and depth.

45. Some experts are suggesting that we turn peer influence to good use in education.

Peer Pressure Has a Positive Side

[A.] Parents of teenagers often view their children's friends with something like suspicion. They worry that the adolescent peer group has the power to push its members into behavior that is foolish and even dangerous. Such wariness is well founded: statistics show, for example, that a teenage driver with a same-age passenger in the car is at higher risk of a fatal crash than an adolescent driving alone or with an adult.

[B.] In a 2005 study, psychologist Laurence Steinberg of Temple University and his co-author, psychologist Margo Gardner, then at Temple, divided 306 people into three age groups: young adolescents, with a mean age of 14; older adolescents, with a mean age of 19; and adults, aged 24 and older. Subjects played a computerized driving game in which the player must avoid crashing into a wall that materializes, without warning, on the roadway. Steinberg and Gardner randomly assigned some participants to play alone or with two same-age peers looking on.

[C.] Older adolescents scored about 50 percent higher on an index of risky driving when their peers were in the room—and the driving of early adolescents was fully twice as reckless when other young teens were around. In contrast, adults behaved in similar ways regardless of whether they were on their own or observed by others. "The presence of peers makes adolescents and youth, but not adults, more likely to take risks," Steinberg and Gardner concluded.

[D.] Yet in the years following the publication of this study, Steinberg began to believe that this interpretation did not capture the whole picture. As he and other researchers examined the question of why teens were more apt to take risks in the company of other teenagers, they came to suspect that a crowd's influence need not always be negative. Now some experts are proposing that we should take advantage of the teen brain's keen sensitivity to the presence of friends and leverage it to improve education.

[E.] In a 2011 study, Steinberg and his colleagues turned to functional MRI (磁共振) to investigate how the presence of peers affects the activity in the adolescent brain. They scanned the brains of 40 teens and adults who were playing a virtual driving game designed to test whether players would brake at a yellow light or speed on through the crossroad.

[F.] The brains of teenagers, but not adults, showed greater activity in two regions associated with rewards when they were being observed by same-age peers than when alone. In other words, rewards are more intense for teens when they are with peers, which motivates them to pursue higher-risk experiences that might bring a big payoff (such as the thrill of just making the light before it turns red) . But Steinberg suspected this tendency could also have its advantages. In his latest experiment, published online in August, Steinberg and his colleagues used a computerized version of a card game called the Iowa Gambling Task to investigate how the presence of peers affects the way young people gather and apply information.

[G.] The results: Teens who played the Iowa Gambling Task under the eyes of fellow adolescents engaged in more exploratory behavior, learned faster from both positive and negative outcomes, and achieved better performance on the task than those who played in solitude. “What our study suggests is that teenagers learn more quickly and more effectively when their peers are present than when they’re on their own,” Steinberg says. And this finding could have important implications for how we think about educating adolescents.

[H.] Matthew D. Lieberman, a social cognitive neuroscientist at the University of California, Los Angeles, and author of the 2013 book *Social: Why Our Brains Are Wired to Connect*, suspects that the human brain is especially adept at learning socially salient information. He points to a classic 2004 study in which psychologists at Dartmouth College and Harvard University used functional MRI to track brain activity in 17 young men as they listened to descriptions of people while concentrating on either socially relevant cues (for example, trying to form an impression of a person based on the description) or more socially neutral information (such as noting the order of details in the description). The descriptions were the same in each condition, but people could better remember these statements when given a social motivation.


[I.] The study also found that when subjects thought about and later recalled descriptions in terms of their informational content, regions associated with factual memory, such as the medial temporal lobe, became active. But thinking about or remembering descriptions in terms of their social meaning activated the dorsomedial prefrontal cortex—part of the brain’s social network—even as traditional memory regions registered low levels of activity. More recently, as he reported in a 2012 review, Lieberman has discovered that this region may be part of a distinct network involved in socially motivated learning and memory. Such findings, he says, suggest that “this network can be called on to process and store the kind of information taught in school—potentially giving students access to a range of untapped mental powers.”

[J.] If humans are generally geared to recall details about one another, this pattern is probably even more powerful among teenagers who are very attentive to social details: who is in, who is out, who likes whom, who is mad at whom. Their penchant for social drama is not—or not only—a way of distracting themselves from their schoolwork or of driving adults crazy. It is actually a neurological (神经的) sensitivity, initiated by hormonal changes. Evolutionarily speaking, people in this age group are at a stage in which they can prepare to find a mate and start their own family while separating from parents and striking out on their own. To do this successfully, their brain prompts them to think and even obsess about others.

[K.] Yet our schools focus primarily on students as individual entities. What would happen if educators instead took advantage of the fact that teens are powerfully compelled to think in social terms? In *Social*, Lieberman lays out a number of ways to do so. History and English could be presented through the lens of the psychological drives of the people involved. One could therefore present Napoleon in terms of his desire to impress or Churchill in terms of his lonely melancholy. Less inherently interpersonal subjects, such as math, could acquire a social aspect through team problem solving and peer tutoring. Research shows that when we absorb information in order to teach it to someone else, we learn it more accurately and deeply, perhaps in part because we are engaging our social cognition.

[L.] And although anxious parents may not welcome the notion, educators could turn adolescent recklessness to academic ends. “Risk taking in an educational context is a vital skill that enables progress and creativity,” wrote Sarah-Jayne Blakemore, a cognitive neuroscientist at University College London, in a review published last year. Yet, she noted, many young people are especially risk averse at school—afraid that one low test score or mediocre grade

could cost them a spot at a selective university. We should assure such students that risk, and even peer pressure, can be a good thing—as long as it happens in the classroom and not the car.

总结与归纳: 

CREATIVE PROCESS

1. This is awesome
2. This is tricky
3. This is shit
4. I am shit
5. This might be ok
6. This is awesome



课后作业

Passage 2 --- 2018.6 (2) --- 无水种植



36. There are a couple of plants tough and adaptable enough to survive on bare rocky hills and in deserts.
37. Farrant is trying to isolate genes in resurrection plants and reproduce them in crops.
38. Farmers in South Africa are more at the mercy of nature, especially inconsistent rainfall.
39. Resurrection crops are most likely to be the choice of subsistence farmers.
40. Even though many plants have developed various tactics to cope with dry weather, they cannot survive a prolonged drought.
41. Despite consumer resistance, researchers are pushing ahead with genetic modification of crops.
42. Most seeds can pull through dry spells and begin growing when conditions are ripe, but once this process starts, it cannot be held back.
43. Farrant is working hard to cultivate food crops that can survive extreme dryness by studying the traits of rare wild plants.
44. By adjusting their metabolism, resurrection plants can recover from an extended period of drought.
45. Resurrection plants can come back to life in a short time after a rainfall.

Grow Plants Without Water

[A]. Ever since humanity began to farm our own food, we've faced the unpredictable rain that is both friend and enemy. It comes and goes without much warning, and a field of lush (茂盛的) leafy greens one year can dry up and blow away the next. Food security and fortunes depend on sufficient rain, and nowhere more so than in Africa, where 96% of farmland depends on rain instead of the irrigation common in more developed places. It has consequences : South Africa's ongoing drought—the worst in three decades— will cost at least a quarter of its corn crop this year.

[B]. Biologist Jill Farrant of the University of Cape Town in South Africa says that nature has plenty of answers for people who want to grow crops in places with unpredictable rainfall. She is hard at work finding a way to take traits from rare wild plants that adapt to extreme dry weather and use them in food crops. As the earth's climate changes and rainfall becomes even less predictable in some places, those answers will grow even more valuable. "The type of farming I'm aiming for is literally so that people can survive as it's going to get more and more dry," Farrant says.

- [C]. Extreme conditions produce extremely tough plants. In the rusty red deserts of South Africa, steep-sided rocky hills called inselbergs rear up from the plains like the bones of the earth. The hills are remnants of an earlier geological era, scraped bare of most soil and exposed to the elements. Yet on these and similar formations in deserts around the world, a few fierce plants have adapted to endure under ever-changing conditions.
- [D]. Farrant calls them *resurrection plants* (复苏植物). During months without water under a harsh sun. They wither, shrink and contract until they look like a pile of dead gray leaves. But rainfall can revive them in a matter of hours. Her time-lapse (间歇性拍摄的) videos of the revivals look like someone playing a tape of the plant's death in reverse.
- [E]. The big difference between “drought-tolerant” plants and these tough plants: metabolism. Many different kinds of plants have developed tactics to weather dry spells. Some plants store reserves of water to see them through a drought ; others send roots deep down to subsurface water supplies. But once these plants use up their stored reserve or tap out the underground supply, they cease growing and start to die. They may be able to handle a drought of some length, and many people use the term “drought tolerant” to describe such plants, but they never actually stop needing to consume water, so Farrant prefers to call them drought resistant.
- [F]. Resurrection plants, defined as those capable of recovering from holding less than 0.1 grams of water per gram of dry mass, are different. They lack water-storing structures, and their existence on rock faces prevents them from tapping groundwater, so they have instead developed the ability to change their metabolism .When they detect an extended dry period, they divert their metabolisms, producing sugars and certain stress-associated proteins and other materials in their tissues. As the plant dries, these resources take on first the properties of honey, then rubber, and finally enter a glass-like state that is “the most stable state that the plant can maintain,” Farrant says. That slows the plant's metabolism and protects its dried-out tissues. The plants also change shape, shrinking to minimize the surface area through which their remaining water might evaporate. They can recover from months and years without water, depending on the species.
- [G]. What else can do this dry-out-and-revive trick? Seeds-almost all of them. At the start of her career, Farrant studied “*recalcitrant seeds* (执拗性种子)”, such as avocados, coffee and lychee. While tasty, such seeds are delicate---they cannot bud and grow if they dry out (as you may know if you've ever tried to grow a tree from an avocado pit). In the seed world, that makes them rare, because most seeds from flowering plants are quite robust. Most seeds can wait out the dry, unwelcoming seasons until conditions are right and they *sprout* (发芽). Yet once they start growing, such plants seem not to retain the ability to hit the pause button on metabolism in their stems or leaves.

- [H]. After completing her Ph. D. on seeds, Farrant began investigating whether it might be possible to isolate the properties that make most seeds so *resilient* (迅速恢复活力的) and transfer them to other plant tissues. What Farrant and others have found over the past two decades is that there are many genes involved in resurrection plants' response to dryness. Many of them are the same that regulate how seeds become dryness-tolerant while still attached to their parent plants. Now they are trying to figure out what molecular signaling processes activate those seed-building genes in resurrection plants—and how to reproduce them in crops. “Most genes are regulated by a master set of genes,” Farrant says. “We’re looking at gene promoters and what would be their master switch.”
- [I]. Once Farrant and her colleagues feel they have a better sense of which switches to throw, they will have to find the best way to do so in useful crops. “I’m trying three methods of breeding” Farrant says: conventional, genetic modification and gene editing. She says she is aware that plenty of people do not want to eat genetically modified crops, but she is pushing ahead with every available tool until one works. Farmers and consumers alike can choose whether or not to use whichever version prevails: “I’m giving people an option.”
- [J]. Farrant and others in the resurrection business got together last year to discuss the best species of resurrection plant to use as a lab model. Just like medical researchers use rats to test ideas for human medical treatments, botanists use plants that are relatively easy to grow in a lab or greenhouse setting to test their ideas for related species. The Queensland rock violet is one of the best studied resurrection plants so far, with a draft *genome* (基因图谱) published last year by a Chinese team. Also last year, Farrant and colleagues published a detailed molecular study of another candidate, *Xerophyta viscosa*, a tough-as-nail south African plant with lily-like flowers, and she says that a genome is on the way. One or both of these models will help researchers test their ideas — so far mostly done in the lab— on test plots.
- [K]. Understanding the basic science first is key. There are good reasons why crop plants do not use dryness defenses already. For instance, there's a high energy cost in switching from a regular metabolism to an almost-no-water metabolism. It will also be necessary to understand what sort of yield farmers might expect and to establish the plant's safety. “The yield is never going to be high,” Farrant says, so these plants will be targeted not at Iowa farmers trying to squeeze more cash.

Passage 3 --- 2018.6 (3) --- 名牌大学 VS 普通院校



36. Modest institutions can also have successful graduates and strong alumni networks.
37. The money the author made in high school helped pay for her living expenses and books at college.
38. The author came to see how costly college education could be when she was trying to choose a university to attend.
39. A recent study found that a graduate's salary is determined by their potential, not the university they attended.
40. The author cannot recall for sure what made certain top universities appear a lot better.
41. None of the author's job interviewers cared which college she went to.
42. The author thinks she did the right thing in choosing a less prestigious university.
43. In order to be admitted to a prestigious university, the author took part in various extracurricular activities and attended test preparation courses.
44. The author liked her university which was not prestigious but less expensive.
45. Colleges are reluctant to admit that graduates today are in heavier debt.

In the real world, nobody cares that you went to an Ivy League school

- [A]. As a high school junior, everything in my life revolved around getting into the right college. I diligently attended my SAT, ACT, and Advanced Placement test preparation courses. I juggled(尽力应付) cross-country and track schedules, newspaper staff, and my church's youth group and drama team. I didn't drink, party, or even do much dating. The right college, I thought, was one with prestige, one with a name. It didn't have to be the Ivy League, but it needed to be "top school."
- [B]. Looking back now, nine years later, I can't remember exactly what it was about these universities that made them seem so much better. Was it a curriculum that appeared more rigorous, perhaps? Or an alumni network that I hoped would open doors down the line? Maybe. "I do think there are advantages to schools with more recognition," notes Marybeth Gasman, a professor of higher education at the University of Pennsylvania. "I don't necessarily think that's a reason to go to one."
- [C]. In reflection, my firm belief in the power of the brand was naive, not to mention a bit snobby. I quickly passed over state schools and southern schools, believing their curriculum to be automatically inferior to northeastern or western counterparts. Instead, I dreamed of living in New York City and my parents obliged

me with a visit to New York University's (NYU) campus. During the tour, tuition fees were discussed.

(NYU is consistently ranked one of the country's most expensive schools, with room and board costs totaling upwards of \$64,000 a year.) Up until then, I hadn't truly realized just how expensive an education can be. Over the next few months, I realized not only could I not afford my dream school, I couldn't even afford the ones where I'd been accepted. City University of New York (CUNY), Rutgers University, and Indiana University were out of reach as were Mississippi State and the University of Alabama, where I would have to pay out-of-state fees. Further complicating my college search was a flourishing stock career—I wanted to keep running but my times weren't quite fast enough to secure a scholarship.

[D]. And so, at 11pm on the night of Georgia State University's (GSU) midnight deadline, I applied online. Rated No.466 overall on Forbes' Lists Top Colleges, No. 183 in Research Universities, and No. 108 in the South, I can't say it was my top choice. Still, the track coach had offered me a walk-on spot, and I actually found the urban Atlanta campus a decent consolation prize after New York City.

[E]. While it may have been practical, it wasn't prestigious, But here's the thing: I loved my "lower-tier" (低层次的) university. (I use the term "low-tier" cautiously, because GSU is a well-regarded research institution that attracts high quality professors and faculty from all over the country.) We are taught to believe that only by going to the best schools and getting the best grades can we escape the rat race and build a better future. But what if lower-tier colleges and universities were the ticket to escaping the rat race? After all, where else can you leave school with a decent degree—but without a lifetime of debt?

[F] My school didn't come pre-packaged like the more popular options, so we were left to take care of ourselves, figuring out city life and trying to complete degree programs that no one was championing for us to succeed in. What I'm saying is, I loved my university because it taught us all to be resourceful and we could make what we wanted out of it.

[G]. I was lucky enough to have my tuition covered by a lottery-funded scholarship called HOPE (Helping Outstanding Pupils Educationally) When I started college, the HOPE scholarship was funded by the state of Georgia and offered to graduating high school seniors with a GPA of 3.0 or higher. Living costs and books I paid for with money earned during high school, supplemented by a small college fund my deceased grandfather left for me and a modest savings account my parents created when I was born.

[H]. So what about all that name recognition? Sure, many of my colleagues and competitors have more glamorous alma maters (母校) than I do. As a journalist, I have competed against NYU, Columbia, and Northeastern graduates for jobs. And yet, not a single interviewer has ever asked me about my educational background. In fact, almost every interview I've ever had was due to a connection—one that I've gained through pure determination, not a school brand.

- [I]. According to The Boston Globe, students who earned their bachelor's in 2012 have an average monthly loan payment of \$312, which is one-third more than those who graduated in 2004. Ultimately, that's the thing universities don't want to admit. Private universities are money-making institutions. If you can afford to buy prestige, that's your choice. For the rest of us, however, our hearty lower-tiered universities are just fine, thank you.
- [J]. Wealthy universities talk up the benefits their name will give graduates; namely, strong alumni networks, star faculty, and a résumé boost. But you needn't attend an Ivy League school to reap those rewards. Ludacris and the former CEO of Bank of America Ken Lewis are alumni of my college, as well as VICE's first female editor-in-chief, Ellis Jones. Successful people tend to be successful no matter where they go to school. And lower-tier schools can have alumni networks just as strong as their big name counterparts. In fact, lower-tier school alumni networks are arguably stronger, because fellow alumni recognize that you didn't necessarily have an easy path to follow. They might be more willing to offer career help, because your less famous school denotes that, like them., you are also full of energy and perseverance.
- [K]. The Washington Post reported on a recent study by Princeton economists, in which college graduates, who applied to the most selective schools in the 12th grade were compared to those who applied to slightly less selective schools. They found that students with more potential earned more as adults, and the reverse held true as well, no matter where they went to school.
- [L]. Likewise, star faculty is not always found where you'd expect. Big name schools are not necessarily the best places for professors; plus, many professors split teaching time between multiple colleges and/or universities. This means, for instance, a CUNY student could reasonably expect to receive the same quality of instruction from a prestigious professor as they would if they were enrolled in the same class at NYU.
- [M]. It's possible that some hiring managers may be drawn to candidates with a particular educational résumé, but it's no guarantee. According to a 2012 survey described in The Atlantic, college reputation ranked lowest in relative importance of attributes in evaluating graduates for hire, beaten out by top factors like internships, employment during college, college major, volunteer experience, and extracurriculars.
- [N]. Maybe students who choose less prestigious universities are bound to succeed because they are determined to. I tend to think so. In any case, if I could do it again, I'd still make the same choice. Today I'm debt-free, resourceful—and I understand that even the shiniest packaging can't predict what you'll find on the inside.

第3课：六级阅读C篇 仔细阅读 做题步骤及技巧点拨

课堂讲义

一. 题型介绍

2 篇 4 选 1 400-460 words 20% 16-20min 目标: 8-10

二. 做题步骤

1. 先题后文---划出问题核心词组---不看选项（干扰信息）
2. 顺序原则：定位段落或句子---分析选项---直接或间接（排除）
3. 问题类型的分类：
 - a. 细节
 - b. 推断
 - c. 主旨

三. 命题规律



① 同义替换(改写)

Q: What do we learn from the passage about the video gaming industry?

- A) It has reaped huge profits in recent years.
- B) It has become more open and transparent.
- C) It has attracted many famous voice actors.
- D) It has invested a lot in its domestic market.

The video gaming industry has ballooned in recent years. The Los Angeles Times reports that the industry is in the midst of an intense increase in cash flow. In 2015, gaming produced \$23.5 billion in domestic revenue.

② 归纳

Q: What does the passage mainly discuss?

- A) President Jefferson's pets.
- B) Collector's techniques for capturing wildlife.
- C) Jobs for trained naturalists.
- D) Record newly discovered species of animals

Though they were not trained naturalists, Meriwether Lewis and William Clark in their explorations of North American in the early nineteenth century came across enough unfamiliar birds, mammals, and reptiles to fill a zoo. In keeping with president Jefferson's orders, they took careful note of 122 species and subspecies that were unknown to science and in many cases native only to the West. Clark made sketches of any particularly intriguing creature.

He and Lewis also collected animal hides and horns and skins with such care that a few of them were still intact nearly two centuries later. While Lewis and Clark failed to meet the mythological monsters reputed to well in the West, they did unearth the bones of a 45-foot dinosaur. Furthermore, some of the living beasts they did come upon,

such as the woolly mountain goat and the grizzly bear were every bit as odd or as fearsome as any myth. In their collector's enthusiasm, they even floated a prairie dog out of its burrow by pouring in five barrels of water, then shipped the frisky animal to Jefferson alive and yelping.

③ 曲解与偷换概念

Q: According to Yoshiko Matsumoto, the linguistic behavior observed in today's young women _____.

- A) may lead to changes in social relations
- B) has been true of all past generations
- C) is viewed as a sign of their maturity
- D) is a result of rapid social progress

Yoshiko Matsumoto has argued that young women probably never used as many of the highly deferential forms as older women. This highly polite style is no doubt something that young women have been expected to "grow into"—after all, it is a sign not simply of femininity, but of maturity and refinement, and its use could be taken to indicate a change in the nature of one's social relations as well. One might well imagine little girls using exceedingly polite forms when playing house or imitating older women—in a fashion analogous to little girls' use of a high-pitched voice to do "teacher talk" or "mother talk" in role play.

The fact that young Japanese women are using less deferential language is a sure sign of change — of social change and of linguistic change. But it is most certainly not a sign of the "masculinization" of girls.

④ 脱离原文 过度推断

Q: What does the author say about photo-taking in the past?

- A) It was a painstaking effort for recording life's major events.
- B) It was a luxury that only a few wealthy people could enjoy.
- C) It was a good way to preserve one's precious images.
- D) It was a skill that required lots of practice to master.

Photography was once an expensive, laborious ordeal reserved for life's greatest milestones. Now, the only apparent cost to taking infinite photos of something as common as a meal is the space on your hard drive and your dining companion's patience.

⑤ 浅层理解 过度升华

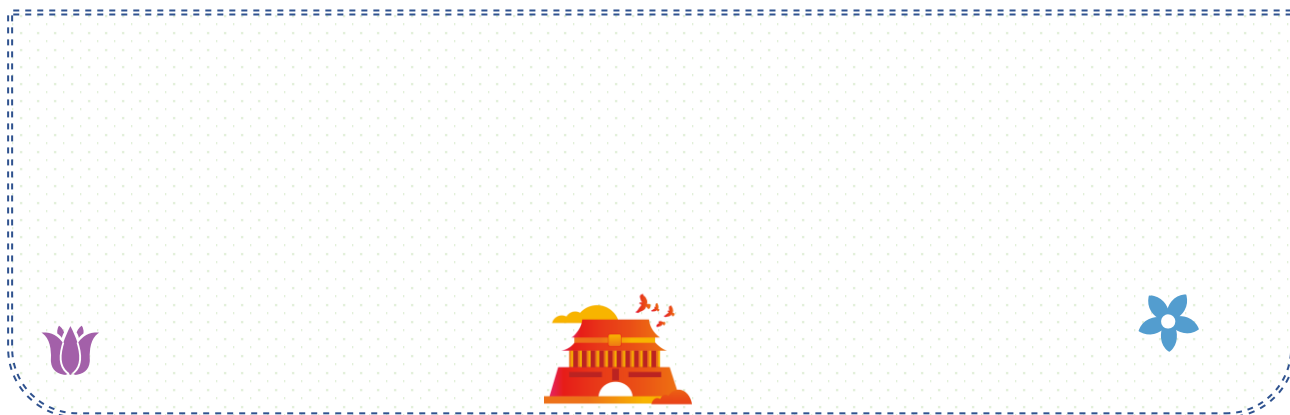
Q: What does the author imply by saying "currencies don't turn on the a dime?"

- A) The dollar's value will not increase in the short term.
- B) The value of a dollar will not be reduced to a dime.
- C) The dollar's value will drop, but within a small margin.
- D) Few Americans will change dollar into other currencies.

American tourists, however, shouldn't expect any relief soon. The dollar lost strength the way many marriages break up --- slowly, and then all at once. And currencies don't turn on a dime. So if you want to avoid the pain inflicted by the increasingly pathetic dollar, cancel that summer vacation to England and look to New England. There, the dollar is still treated with a little respect.

总结与归纳





四. 真题小试水

Section C

Directions: There are 2 passages in this section. Each passage is followed by some question 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 1 --- 2018.6 (1) --- 西班牙水稻危机

46. Why does the author mention the Spanish Civil War at the beginning of the passage?

- A) It had great impact on the life of Spanish rice farmers.
- B) It is of great significance in the records of Spanish history.
- C) Rice farmers in the Ebro Delta are waging a battle of similar importance.
- D) Rice farmers in the Ebro Delta are experiencing as hard a time as in the war.

47. What may be the most effective strategy for rice farmers to employ in fighting their enemies?

- A) Striking the weaker enemy first.
- B) Eliminating the enemy one by one.
- C) Killing two birds with one stone.
- D) Using one evil to combat the other.

48. What do we learn about "Project Neurice"?

- A) Its goals will have to be realized at a cost.
- B) It aims to increase the yield of Spanish rice.
- C) Its immediate priority is to bring the pest under control.
- D) It tries to kill the snails with the help of climate change.

49. What does Neurice project manager say about the giant apple snail?

- A) It can survive only on southern European wetlands.
- B) It will invade other rice-growing regions of Europe.
- C) It multiplies at a speed beyond human imagination.
- D) It was introduced into the rice fields on purpose.

50. What is the ultimate goal of the EU-funded program?

- A) Cultivating ideal salt-resistant rice varieties.
- B) Increasing the absorbency of the Spanish rice.
- C) Introducing Spanish rice to the rest of Europe.
- D) Popularizing the rice crossbreeding technology.

① The Ebro Delta, in Spain, famous as a battleground during the Spanish Civil War, is now the setting for a

different contest, one that is pitting rice farmers against two enemies: the rice-eating giant apple snail, and rising sea levels. What happens here will have a bearing on the future of European rice production and the overall health of southern European wetlands.

② Located on the Mediterranean just two hours south of Barcelona, the Ebro Delta produces 120 million kilograms of rice a year, making it one of the continent's most important rice-growing areas. As the sea creeps into these freshwater marshes, however, rising salinity (盐分) is hampering rice production. At the same time, this seawater also kills off the greedy giant apple snail, an introduced pest that feeds on young rice plants. The most promising strategy has become to harness one foe against the other.

③ The battle is currently being waged on land, in greenhouses at the University of Barcelona. Scientists working under the banner "Project Neurice" are seeking varieties of rice that can withstand the increasing salinity without losing the absorbency that makes European rice ideal for traditional Spanish and Italian dishes.

④ "The project has two sides," says Xavier Serrat, Neurice project manager and researcher at the University of Barcelona. "The short-term fight against the snail, and a mid- to long-term fight against climate change. But the snail has given the project greater urgency."

⑤ Originally from South America, the snails were accidentally introduced into the Ebro Delta by Global Aquatic Technologies, a company that raised the snails for fresh-water aquariums (水族馆), but failed to prevent their escape. For now, the giant apple snail's foothold in Europe is limited to the Ebro Delta. But the snail continues its march to new territory, says Serrat. "The question is not if it will reach other rice-growing areas of Europe, but when."

⑥ Over the next year and a half investigators will test the various strains of saline-tolerant rice they've concocted. In 2018, farmers will plant the varieties with the most promise in the Ebro Delta and Europe's other two main rice-growing regions—along the Po in Italy, and France's Rhône. A season in the field will help determine which, if any, of the varieties are ready for commercialization.

⑦ As an EU-funded effort, the search for salt-tolerant varieties of rice is taking place in all three countries. Each team is crossbreeding a local European short-grain rice with a long-grain Asian variety that carries the salt-resistant gene. The scientists are breeding successive generations to arrive at varieties that incorporate salt tolerance but retain about 97 percent of the European rice genome (基因组).

课后作业

Passage 2 --- 2018.6 (2) --- 大学学费该谁付?



51. What does the author think of college students funding their education through loans?

- A) They only expect to get huge returns.
- C) They benefit at taxpayers expense.
- B) They are acting in an irrational way.
- D) They will regret doing so someday.

52. In the author's opinion, free college education is _____.

- A) impractical
- B) unsustainable
- C) a goal to strive for
- D) a way to social equality

53. What should students do if taxpayers are to bear their college costs?

- A) Work even harder to repay society.
- B) Choose their subjects more carefully.
- C) Choose majors that will serve society's practical need.
- D) Allow taxpayers to participate in college administration.

54. What does the author say about the value of a student's college education?

- E) It is underestimated by profit-seeking employers.
- B) It is to be proved by what they can do on the job.
- C) It is well reflected in their average starting salary.
- D) It is embodied in how they remove social barriers.

55. What message does the author want to convey in the passage?

- A) Students should think care fully whether to go to college
- B) Taxpayers should only finance the most gifted students.
- C) The worth of a college education is open to debate.
- D) College students should fund their own education.

① There're currently 21.5 million students in America, and many will be funding their college on borrowed money. Given that there's now over \$1.3 trillion in student loans on the books, it's pretty clear that many students are far from sensible. The average student's debt upon graduation now approaches \$40,000, and as college becomes ever more expensive, calls to make it "free" are multiplying. Even Hillary Clinton says that when it comes to college, "Costs won't be a barrier."

② But the only way college could be free is if the faculty and staff donated their time, the buildings required no maintenance, and campuses required no utilities. As long as it's impossible to produce something from nothing costs are absolutely a barrier.

③ The actual question we debate is who should pay for people to go to college. If taxpayers are to bear the cost of forgiving student loans, shouldn't they have a say in how their money is used?

④ At least taxpayers should be able to decide what students will study on the public dime. If we're going to force taxpayers to foot the bill for college degrees, students should only study those subjects that're of greatest benefit to taxpayers. After all, students making their own choices in this respect is what caused the problem in the

first place. We simply don't need more poetry, gender studies, or sociology majors. How do we know which subjects benefit society? Easy.

⑤Average starting salaries give a clear indication of what type of training society needs its new workers to have. Certainly, there're benefits to a college major beyond the job a student can perform. But if we're talking about the benefits to society, the only thing that matters is what the major enables the student to produce for society. And the value of what the student can produce is reflected in the wage employers are willing to pay the student to produce it.

⑥A low wage for elementary school teachers, however, doesn't mean elementary education isn't important. It simply means there're too many elementary school teachers already.

⑦Meanwhile, there're few who're willing and able to perform jobs requiring a petroleum engineering major, so the value of one more of those people is very high.

⑧So we can have taxpayers pick up students' tuition in exchange for dictating what those students will study. Or we can allow students both to choose their majors and pay for their education themselves. But in the end, one of two things is true:

⑨Either a college major is worth its cost or it isn't. If yes, taxpayer financing isn't needed. If not taxpayer financing isn't desirable. Either way, taxpayers have no business paying for students' college education.

Passage 3 --- 2018.6 (2) --- 人脸识别算法

 **9min**

46. Compared with human memory, machines can _____.

- A) identify human faces more efficiently
- B) tell a friend from a mere acquaintance
- C) store an unlimited number of human faces
- D) perceive images invisible to the human eye

47. Why did researchers create MegaFace?

- A) To enlarge the volume of the facial-recognition database
- B) To increase the variety of facial-recognition software
- C) To understand computers' problems with facial recognition
- D) To reduce the complexity of facial-recognition algorithms

48. What does the passage say about machine accuracy?

- A) It falls short of researchers' expectations.
- B) It improves with added computing power.
- C) It varies greatly with different algorithms.
- D) It decreases as the database size increases.

49. What is said to be a shortcoming of facial-recognition machines?

- A) They cannot easily tell apart people with near-identical appearances.
- B) They have difficulty identifying changes in facial expressions.
- C) They are not sensitive to minute changes in people's mood.
- D) They have problems distinguishing people of the same age.

50. What is the difficulty confronting researchers of facial-recognition machines?

- A) No computer is yet able to handle huge datasets of human faces
- B) There do not exist public databases with sufficient face sampler
- C) There are no appropriate algorithms to process the face samples
- D) They have trouble converting face datasets into the right format.

① Human memory is notoriously unreliable. Even people with the sharpest facial-recognition skills can only remember so much.

② It's tough to quantify how good a person is at remembering. No one really knows how many different faces someone can recall, for example, but various estimates tend to hover in the thousands-based on the number of acquaintances a person might have.

③ Machines aren't limited this way. Give the right computer a massive database of faces, and it can process what it sees-then recognize a face it's told to find-with remarkable speed and precision. This skill is what supports the enormous promise of facial-recognition software in the 21st century. It's also what makes contemporary surveillance systems so scary.

④ The thing is, machines still have limitations when it comes to facial recognition. And scientists are only just beginning to understand what those constraints are. To begin to figure out how computers are struggling, researchers at the University of Washington created a massive database of faces- they call it MegaFace--- and tested a variety of facial-recognition algorithms (算法) as they scaled up in complexity. The idea was to test the machines on a database that included up to 1 million different images of nearly 700,000 different people-and not just a large database featuring a relatively small number of different faces, more consistent with what's been used in other research.

⑤ As the databases grew, machine accuracy dipped across the board. Algorithms that were right 95% of the time when they were dealing with a 13, 000-image database, for example, were accurate about 70% of the time when confronted with 1 million images. That's still pretty good, says one of the researchers, Ira Kemelmacher-Shlizerman. "Much better than we expected," she said.

⑥ Machines also had difficulty adjusting for people who look a lot alike-either doppelgangers(长相极相似的人), whom the machine would have trouble identifying as two separate people, or the same person who appeared in different photos at different ages or in different lighting, whom the machine would incorrectly view as separate people.

⑦ "Once we scale up, algorithms must be sensitive to tiny changes in identities and at the same time invariant to lighting, pose, age," Kemelmacher-Shlizerman said.

⑧ The trouble is, for many of the researchers who'd like to design systems to address these challenges, massive datasets for experimentation just don't exist--at least, not in formats that are accessible to academic researchers. Training sets like the ones Google and Facebook have are private. There are no public databases that contain millions of faces. MegaFace's creators say it's the largest publicly available facial-recognition dataset out

there.

⑨“An ultimate face recognition algorithm should perform with billions of people in a dataset,” the researchers wrote.

Passage 4 --- 2018.6 (3) --- 美国更富裕了吗?



46. What does the author think of the 2015 report by the Census Bureau?

- A) It is based on questionable statistics.
- B) It reflects the economic changes.
- C) It evidences the improved welfare.
- D) It provides much food for thought.

47. What does the author say about the Jones-Klenow method?

- A) It is widely used to compare the economic growth across countries.
- B) It revolutionizes the way of measuring ordinary people's livelihood.
- C) It focuses on people's consumption rather than their average income.
- D) It is a more comprehensive measure of people's economic well-being.

48. What do Jones and Klenow think of the comparison between France and the U.S. in terms of real consumption per person?

- A) It reflected the existing big gap between the two economies.
- B) It neglected many important indicators of people's welfare.
- C) It covered up the differences between individual citizens.
- D) It failed to count in their difference in natural resources.

49. What is an advantage of the Jones-Klenow method?

- A) It can accurately pinpoint a country's current economic problems.
- B) It can help to raise people's awareness of their economic well-being.
- C) It can diagnose the causes of a country's slowing pace of economic improvement.
- D) It can compare a country's economic conditions between different periods of time.

50. What can we infer from the passage about American people's economic well-being?

- A) It is much better than that of their European counterparts.
- B) It has been on the decline ever since the turn of the century.
- C) It has not improved as much as reported by the Census Bureau.
- D) It has not been accurately assessed and reported since mid-2000s.

①Economically speaking, are we better off than we were ten years ago? Twenty years ago?

②In their thirst for evidence on this issue, commentators seized on the recent report by the Census Bureau, which found that average household income rose by 5.2% in 2015. Unfortunately, that conclusion puts too much weight on a useful, but flawed and incomplete, statistic. Among the more significant problems with the Census's measure are that: 1) it excludes taxes, transfers, and compensation like employer-provided health insurance; and 2) it is based on surveys rather than data. Even if precisely measured, income data exclude important determinants of economic well-being, such as the hours of work needed to earn that income.

③While thinking about the question, we came across a recently published article by Charles Jones and Peter Klenow, which proposes an interesting new measure of economic welfare. While by no means perfect, it is

considerably more comprehensive than average income, taking into account not only growth in consumption per person but also changes in working time, life expectancy, and inequality. Moreover, it can be used to assess economic performance both across countries and over time.

④The Jones-Klenow method can be illustrated by a cross-country example. Suppose we want to compare the economic welfare of citizens of the U.S. and France in 2005.

⑤In 2005, as the authors observe, real consumption per person in France was only 60% as high as the U.S., making it appear that Americans were economically much better off than the French on average. However, that comparison omits other relevant factors: leisure time, life expectancy, and economic inequality. The French take longer vacations and retire earlier, so typically work fewer hours; they enjoy a higher life expectancy, presumably reflecting advantages with respect to health care, diet, lifestyle, and the like; and income and consumption are somewhat more equally distributed there than in the U.S. Because of these differences, comparing France's consumption with the U.S.'s overstates the gap in economic welfare.

⑥Similar calculations can be used to compare the U.S. and other countries. For example, this calculation puts economic welfare in the United Kingdom at 97% of U.S. levels, but estimates Mexican well-being at 22%.

⑦The Jones-Klenow measure can also assess an economy's performance over time. According to this measure, as of the early-to-mid-2000s, the U.S. had the highest economic welfare of any large country. Since 2007, economic welfare in the U.S. has continued to improve. However, the pace of improvement has slowed markedly.

⑧Methodologically, the lesson from the Jones-Klenow research is that economic welfare is multi-dimensional. Their approach is flexible enough that in principle other important quality-of-life changes could be incorporated—for example, decreases in total emissions of pollutants and declines in crime rates.