

2015年6月·第2套 英语六级听力真题原文与答案解析

PAPER & KEY • 听力题和解析

听力题和解析

本卷全部 25 题的标准答案与完整录音文字稿由懒笔记基于2015年6月·第2套 英语六级听力原卷逐题核对整理。与试卷排版同一卷面层级：Part/Section 标题与各节 Directions 照原卷排印——真实听力考卷只印选项，题干由录音念出。其下按录音篇目逐篇排印：每篇先给完整录音文字稿（逐段中译），再逐题给出卷面题目与该题解析（题目、翻译、答案、定位、信号、替换与排除）。

真题卷第2套(2015-06) • 六级

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

Part II

Listening Comprehension

(30 minutes)

Section A

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

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

1 W: Now, could you tell me where the idea for the business first came from?

W: 那么，您能告诉我这个生意的想法最初是从哪里来的吗？

2 M: Well, the original shop was opened by a retired printer by the name of Gruby. Mr. Gruby, being left-handed himself, thought of the idea to try and promote a few products for left-handers.

M: 嗯，最初的店是由一位退休印刷工开的，名叫 Gruby。Gruby 先生自己就是左撇子，他想到这个主意，试着推广一些给左撇子用的产品。

3 W: And how did he then go about actually setting up the business?

W: 那他后来是怎么真正建立起这个生意的呢？

4 M: Well, he looked for any left-handed products that might already be on the market, which were very few, and then contacted the manufacturers with the idea of having products produced for him, mainly in the scissor range to start with.

M: 嗯，他寻找市场上可能已有的左手产品，当时非常少，然后联系制造商，提出为他生产产品的想法，主要是从剪刀系列开始。

5 W: Right. So you do commission some part of your stock.

W: 好的。所以你们确实会定制一部分库存商品。

6 M: Yes, very much so. About 75 percent of our stock is specially made for us.

M: 是的，非常多。我们大约 75% 的库存是专门为我们定制的。

7 W: And the rest of it?

W: 那剩下的呢？

8 M: Hmm, the rest of it now, some 25, 30 years after Mr. Gruby's initial efforts, there are more left-handed products actually on the market. Manufacturers are now beginning to see that there is a market for left-handed products.

M: 嗯，剩下的部分，现在距离 Gruby 先生最初的努力大约 25 到 30 年后，市场上实际有了更多左手产品。制造商现在开始意识到左手产品是有市场的。

9 W: And what's the range of your stock?

W: 你们的产品种类有哪些？

10 M: The range consists of a variety of scissors, from children scissors to scissors for tailors, hairdressers, etc. We also have a large range of kitchenware.

M: 种类包括各种剪刀，从儿童剪刀到裁缝、理发师用的剪刀等等。我们还有很多厨房用品。

11 W: What's the competition like? Do you have quite a lot of competition?

W: 竞争情况怎么样？你们有很多竞争对手吗？

12 M: There are other people in the business now as specialists, but only as mail order outlets. But we have a shop here in central London plus a mail order outlet. And we are without any doubt the largest supplier of left-handed items.

M: 现在这个行业里确实有其他专业人士，但只是做邮购业务。而我们在伦敦市中心有一家实体店，外加邮购业务。毫无疑问，我们是最大的左手用品供应商。

1. A) Providing aid to the disabled.

B) Selling products made for left-handers.

C) Promoting products for manufacturers.

D) Printing labels for manufactured goods.

【题目】 What kind of business is the man engaged in?

【翻译】 这位男士从事什么类型的业务？

- A) 为残障人士提供援助。 B) 销售为左撇子制造的产品。 C) 为制造商推广产品。
D) 为制成品印刷标签。

【答案】 B (细节题) Selling products made for left-handers.

【定位】 Mr. Gruby, being left-handed himself, thought of the idea to try and promote a few products for left-handers.

Gruby 先生本人是左撇子，想到了尝试推广一些左撇子用品的主意。

【信号】被问者首句应答即点业务。女士开口问生意的由来，男士的回答第一段就点出做的是 products for left-handers，被问者的直接应答就是答案落点；后文 About 75 percent of our stock is specially made for us. 进一步坐实卖的是左撇子用品。

【替换】promote a few products for left-handers ↔ Selling products made for left-handers
推广卖货同指经营左撇子用品

【排除】A) 偷换概念

Providing aid to the disabled. 把服务对象改成 the disabled（残疾人）。录音通篇说的是 left-handers（左撇子），左撇子并非残疾人，这是偷换服务对象。

C) 原词陷阱

Promoting products for manufacturers. 盗用了录音原词 promote，听到 promote 就想选正中陷阱。但原文是 promote a few products for left-handers——为左撇子推广，而非 for manufacturers（替厂商推广）；后文厂商是替他生产的一方，方向被调反了。

借用原文：promote a few products for left-handers

D) 原词陷阱

Printing labels for manufactured goods. 说印标签。录音里只提到 Gruby 曾是 retired printer（退休印刷工），D 蹭了 print 这个词面，但他做的生意是卖左撇子用品、不是印标签，印刷只是他的旧职业。

借用原文：retired printer

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2. A) About half of them are unavailable on the market.
B) The kitchenware in his shop is of unique design.
C) All of them are manufactured in his own plant.
D) Most of them are specially made for his shop.

【题目】What does the man say about his stock of products?

【翻译】这位男士如何描述他的产品库存？

- A) 其中约一半在市场上买不到。 B) 他店里的厨具设计独特。
C) 所有产品都在他自己的工厂生产。 D) 其中大部分是专门为他的店铺定制的。

【答案】D（细节题）Most of them are specially made for his shop.

【定位】Yes, very much so. About 75 percent of our stock is specially made for us.
是的，很大程度上是这样。我们大约 75% 的存货是专门为我们特制的。

【信号】数字 + stock 关键词。这句同时砸出 About 75 percent 这个百分比和题干关键词 stock，数字本身就是答案信号；预读时已提醒「听到数字立刻记」，此处正好兑现。

【替换】About 75 percent of our stock ↔ Most of them

75% = Most

specially made for us ↔ specially made for his shop

for us = for his shop

【排除】 A) 原词陷阱

About half of them are unavailable on the market. 既把比例从 75% 篡改成 half, 又说成「市面上买不到」。录音 About 75 percent of our stock is specially made for us 讲的是特制比例, 不是「买不到」的比例, 比例数和说法都被改坏。

借用原文: About 75 percent of our stock

B) 原词陷阱

The kitchenware in his shop is of unique design. 提到 kitchenware (厨具), 录音第 10 段确实说 a large range of kitchenware, 但只说品类齐全, 从未说它 unique design (独特设计); B 蹭了 kitchenware 这个原词, 却安上原文没有的评价。

借用原文: a large range of kitchenware

C) 与原文相反

All of them are manufactured in his own plant. 说全部由自家工厂生产。录音是 contacted the manufacturers with the idea of having products produced for him ——找别的厂商代为生产, 并非 his own plant (自家工厂); 且 All 与 75% 的范围也不符。

借用原文: contacted the manufacturers with the idea of having products produced for him

3. A) It is the man who is talking that set up the business.

B) There was more competition in the business about 30 years ago.

C) There are more left-handed products on the market now.

D) People in the business should run stores to sell products.

【题目】 What can we know about the business of left-handed products?

【翻译】 关于左撇子产品业务我们能了解到什么?

A) 是正在说话的这位男士创立了这项业务。 B) 大约30年前这个行业的竞争更激烈。

C) 现在市场上有更多左撇子产品。 D) 从事该行业的人应该开设店铺销售产品。

【答案】 C (细节题) There are more left-handed products on the market now.

【定位】 the rest of it now, some 25, 30 years after Mr. Gruby's initial efforts, there are more left-handed products actually on the market.

剩下的那部分, 如今, 在 Gruby 先生最初创业约 25、30 年之后, 市面上确实出现了更多的左撇子产品。

【信号】 now + more的今昔对比。 这句里 now 与 more left-handed products actually on the market 一起出现, 正是预读盯的「今昔变化」信号词; 后一句 Manufacturers are now beginning to see that there is a market 再次用 now beginning 强化「现在才变多」的方向。

【替换】 there are more left-handed products actually on the market ↔

There are more left-handed products on the market now

几乎原句对应

【排除】 A) 张冠李戴

It is the man who is talking that set up the business. 说创业的是正在说话的这个人。录音第2段是 the original shop was opened by a retired printer by the name of Gruby——创店人是 Gruby，不是受访的这位老板，张冠李戴。

借用原文：the original shop was opened by a retired printer by the name of Gruby

B) 与原文相反

There was more competition in the business about 30 years ago. 说 30 年前竞争更多。录音里 30 年只用来标记时间 some 25, 30 years after Mr. Gruby's initial efforts，并说现在产品和市场都在变多，竞争是现在才出现，B 把方向颠倒了（说成过去更多）。

借用原文：some 25, 30 years after Mr. Gruby's initial efforts

D) 未提及

People in the business should run stores to sell products. 说同行都应该开实体店卖货。录音第12段只说别家 only as mail order outlets（只做邮购）、自己才有实体店，从未说「同行应当开店」，这是原文没有的主张。

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4. A) They specialise in one product only.
B) They have outlets throughout Britain.
C) They run chain stores in central London.
D) They sell by mail order only.

【题目】 What does the man say about other people in his line of business?

【翻译】 这位男士如何评价同行业的其他人？

- A) 他们只专营一种产品。 B) 他们在全英国都有销售网点。
C) 他们在伦敦市中心经营连锁店。 D) 他们只通过邮购方式销售。

【答案】 D（细节题） They sell by mail order only.

【定位】 There are other people in the business now as specialists, but only as mail order outlets. But we have a shop here in central London plus a mail order outlet.

现在这行里也有别的专业经营者，但他们只做邮购。而我们在伦敦市中心有一家实体店，外加邮购业务。

【信号】 other people + but切换主体。句首 other people in the business 点出主语是同行，紧接 but only as mail order outlets 用 but+only 限定他们的经营方式；后面再用 But we have a shop 把话题切回自己——两个 but 把「别人」和「我们」清楚隔开，问 other people 就只取前半。

【替换】 but only as mail order outlets ↔ **They sell by mail order only**
only mail order outlets = by mail order only

【排除】 A) 原词陷阱

They specialise in one product only. 说同行只专做一种产品。录音 other people in the business now as specialists 只说他们是 specialists (专业经营者), 并未说只卖 one product; A 蹭了 specialist 这个词, 却把「专业」歪解成「只做一种」。

借用原文: other people in the business now as specialists

B) 原词陷阱

They have outlets throughout Britain. 说同行门店遍布全英。录音里 outlets 只出现在 only as mail order outlets (邮购渠道), 既没说遍布全英, outlets 指的也是邮购点而非实体连锁店, B 盗用 outlets 一词又夸大了范围。

借用原文: only as mail order outlets

C) 张冠李戴

They run chain stores in central London. 把伦敦市中心的店安到同行 (They) 头上。但 But we have a shop here in central London 明说在伦敦有店的是「我们」、且只是 a shop (一家店) 不是 chain stores (连锁); C 既张冠李戴又夸大成连锁。

借用原文: But we have a shop here in central London

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

1 M: Can we make you an offer? We would like to run the campaign for four extra weeks.

M: 我们能给你一个提议吗? 我们想把这个活动再延长四周。

2 W: Well, can we summarise the problem from my point of view? First of all, the campaign was late. It missed two important trade fairs. The ads also did not appear in two key magazines. As a result, the campaign failed. Do you accept that summary of what happened?

W: 那么, 我们能从我的角度总结一下问题吗? 首先, 这个活动延误了。它错过了两个重要的贸易展会。广告也没有出现在两本重要杂志上。结果, 这个活动失败了。你接受这个对所发生事情的总结吗?

3 M: Well, the delay wasn't entirely our fault. You did in fact make late changes to the specifications of the advertisements.

M: 嗯, 延误并不完全是我们的错。实际上你确实对广告的规格做了后期修改。

4 W: Um, actually, you were late with the initial proposals so you have very little time and in fact, we only asked for small changes.

W: 嗯, 实际上, 你们的初始方案就迟了, 所以你们的时间非常少, 而且事实上, 我们只要求了小的改动。

5 M: Well, whatever. Can we repeat our offer to run the campaign for four extra weeks?

M: 好吧, 不管怎样。我们能重复一下我们的提议, 把活动再延长四周吗?

6 W: That's not really the point. The campaign missed two key trade fairs. Because of this, we are asking you either to repeat the campaign next year for free, or we only pay 50% of the fee for this year.

W: 这不是重点。这个活动错过了两个重要的贸易展会。因此, 我们要求你们要么明年免费重复这个活动, 要么我们只支付今年费用的50%。

7 M: Could we suggest a 20% reduction to the fee together with the four weeks' extension to the campaign?

M: 我们能否建议把费用减少20%, 同时把活动延长四周?

8 W: We are not happy. We lost business.

W: 我们不满意。我们损失了生意。

9 M: I think we both made mistakes. The responsibility is on both sides.

M: 我认为我们双方都犯了错误。责任在双方。

10 W: OK, let's suggest a new solution. How about a 40% cut in fee, or a free repeat campaign?

W: 好吧, 让我们提出一个新方案。费用削减40%或者免费重复活动, 怎么样?

11 M: Well, let's take a break. We're not getting very far. Perhaps we should think about this.

M: 嗯, 我们休息一下。我们没什么进展。也许我们应该考虑一下这个问题。

5. A) It publishes magazines.

B) It is engaged in product design.

C) It sponsors trade fairs.

D) It runs sales promotion campaigns.

【题目】 What do we learn about the man's company?

【翻译】 关于这位男士的公司我们了解到什么?

A) 它出版杂志。 B) 它从事产品设计。 C) 它赞助商品交易会。 D) 它开展促销活动。

【答案】 D (细节题) It runs sales promotion campaigns.

【定位】 M: Can we make you an offer? We would like to run the campaign for four extra weeks.

男: 我们能给您提个方案吗? 我们想把这次推广活动再多做四周。

【信号】 男方亲口说"我们来推广", 自述业务。 答案信号是男方的自述句 We would like to run the campaign for four extra weeks.——他张口就提出"由我方再跑四周推广活动", 说明经营推广是他公司的本职业务; 这是说话人自报家门式的应答, 不是靠关键词扫描得来。

【替换】 run the campaign ↔ runs sales promotion campaigns

原文动作 run the campaign 概括成业务名 promotion campaigns

【排除】 A) 原词陷阱

录音第 2 段女方提到 The ads also did not appear in two key magazines. 念到了 magazines (杂志), 但那只是说广告没登上杂志, 绝不等于男方公司"出版杂志"; 选项 It publishes magazines. 盗用这个原词诱你误选。

借用原文: The ads also did not appear in two key magazines.

B) 未提及

It is engaged in product design. 的"产品设计"在整段对话里根本没出现, 纯属凭"商务公司"的常识硬猜, 属无中生有。

C) 原词陷阱

录音第 2 段女方说 It missed two important trade fairs. 念到了 trade fairs (展会), 但那是"推广错过了展会", 而非男方公司"赞助展会"; 选项 It sponsors trade fairs. 盗用这个原词, 把"错过"偷换成"赞助"。

借用原文: It missed two important trade fairs.

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6. A) The woman's company failed to make payments in time.
B) The ad specifications had not been given in detail.
C) The woman's company made last-minute changes.
D) Organising the promotion was really time-consuming.

【题目】 Why was the campaign delayed according to the man?

【翻译】 根据这位男士所说,促销活动为什么被延迟了?

- A) 这位女士的公司未能按时付款。 B) 广告规格没有详细给出。
C) 这位女士的公司在最后时刻做了变更。 D) 组织这次促销活动确实很耗时。

【答案】 C (细节题) The woman's company made last-minute changes.

【定位】 M: Well, the delay wasn't entirely our fault. You did in fact make late changes to the specifications of the advertisements.

男: 嗯, 这次延误不全是我们的责任。事实上是你们对广告的规格说明做了临时改动。

【信号】 题干限定 the man, 定位男方的甩锅应答句。 答案信号是男方把责任推回去的应答 You did in fact make late changes to the specifications of the advertisements.——他用"不全怪我们"转而指出对方临时改了规格。这正是 according to the man 要的那句, 靠"被问者/男方的应答"信号锁定, 不是扫关键词。

【替换】 You did in fact make late changes to the specifications of the advertisements. ↔
The woman's company made last-minute changes.

you→the woman's company, late changes→last-minute changes

【排除】 A) 未提及

The woman's company failed to make payments in time. 说的"未按时付款", 对话里压根没提付款这回事, 属无中生有。

B) 原词陷阱

录音第 3 段男方念到 the specifications of the advertisements (广告的规格说明), 选项 The ad specifications had not been given in detail. 盗用 specifications, 编造"规格说明没给详细"——而男方的原意是"规格被临时改动", 不是"没写详细"。

借用原文: make late changes to the specifications of the advertisements

D) 答非所问

Organising the promotion was really time-consuming. 说"组织推广很费时", 这既不是男方给出的延误原因, 录音也没这么说; 男方明确把原因归到女方改规格, 与"本身就费时"无关。

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7. A) Run another four-week campaign.
B) Give her a 10 percent discount.
C) Extend the campaign to next year.
D) Cut the fee by half for this year.

【题目】 What does the woman propose as a solution to the problem?

【翻译】 这位女士提出什么方案来解决这个问题?

- A) 再开展一次为期四周的促销活动。 B) 给她打九折。 C) 把促销活动延续到明年。
D) 把今年的费用减半。

【答案】 D (细节题) Cut the fee by half for this year.

【定位】 W: That's not really the point. The campaign missed two key trade fairs. Because of this, we are asking you either to repeat the campaign next year for free, or we only pay 50% of the fee for this year.

女: 那不是重点。这次推广错过了两场关键展会。因此, 我们要求你们要么明年免费重做一次推广, 要么我们今年只付一半的费用。

【信号】 女方的 we are asking you 提议句, 含 either...or 双方案。 答案信号是女方亲口提议的 we are asking you either to repeat the campaign next year for free, or we only pay 50% of the fee for this year——we are asking 就是"提议"的应答动作, either...or 摆出两个方案。这是女方的提议句, 靠"提议动词"信号锁定。

【替换】 we only pay 50% of the fee for this year ↔ Cut the fee by half for this year

只付 50% 的费用 = 把费用砍掉一半

【排除】 A) 张冠李戴

Run another four-week campaign. 的"再做四周推广"来自男方第 1、5 段的 run the campaign for four extra weeks, 是男方的提议, 不是女方的; 张冠李戴。

借用原文: run the campaign for four extra weeks

B) 未提及

Give her a 10 percent discount. 的"10% 折扣"在对话里根本没出现 (男方提的是 20% 减让), 属把数字改错的无中生有。

C) 原词陷阱

录音里女方说的是 repeat the campaign next year for free (明年免费重做), 选项 Extend the campaign to next year. 盗用 next year, 却把"免费重做"偷换成"把活动延长到明年", 意思不同。

借用原文: repeat the campaign next year for free

-
8. A) Calm down and make peace.
B) Improve their promotion plans.
C) Stop negotiating for the time being.
D) Reflect on their respective mistakes.

【题目】 What does the man suggest they do at the end of the conversation?

【翻译】 在对话结束时这位男士建议他们做什么?

- A) 冷静下来和解。 B) 改进他们的促销计划。 C) 暂时停止协商。
D) 反思各自的错误。

【答案】 C (细节题) Stop negotiating for the time being.

【定位】 M: Well, let's take a break. We're not getting very far. Perhaps we should think about this.
男: 好吧, 我们先休息一下。我们没什么进展。也许我们该再想想这事。

【信号】 录音末段男方的 let's take a break 建议句。答案信号是对话最后一段男方的提议 let's take a break 加 Perhaps we should think about this.——这是结尾处的"建议"应答句, let's/Perhaps we should 都是提议语气, 正是 at the end 要的那句。

【替换】 let's take a break ↔ Stop negotiating for the time being

暂时休息=暂时停止谈判

We're not getting very far. ↔ Stop negotiating for the time being

"没进展"佐证是暂停谈判而非别的动作

【排除】 A) 过度推断

Calm down and make peace. 的"冷静下来、握手言和"听着像谈判收尾的暖话, 但男方结尾只说休息、再想想, 没提"和好", 属凭情景想象的过度推断。

B) 原词陷阱

Improve their promotion plans. 的 promotion 来自前文谈的推广活动, 但男方结尾说的是"休息、再想想", 没说"改进推广方案"; 盗用 promotion 制造熟悉感。

借用原文: The campaign missed two key trade fairs.

D) 原词陷阱

Reflect on their respective mistakes. 的"各自反省错误"借用了男方第 9 段 I think we both made mistakes. 里的 mistakes, 但那是男方早先承认"双方都有错", 并非结尾 at the end 的建议; 结尾男方建议的是"休息、再想", 不是"反省错误"。

借用原文: I think we both made mistakes.

Section B

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

Questions 9 to 12 are based on the passage you have just heard.

¹ The University of Tennessee's Walters Life Sciences Building is a model animal facility, spotlessly clean, careful in obtaining prior approval for experiments from an animal-care committee. Of the 15,000 mice housed there in a typical year, most give their lives for humanity. These are "good" mice and as such won the protection of the animal-care committee. At any given time, however, some mice escape and run free. These mice are "pests". They can disrupt experiments with the bacteria organisms they carry. They are "bad" mice and must be captured and destroyed. Usually, this is accomplished by means of sticky traps, a kind of fly paper on which they become increasingly stuck. But the real point of this cautionary tale, says animal behaviorist Herzog, is that the labels we put on things can affect our moral responses to them. Using stick traps or the more deadly snap traps would be deemed unacceptable for good mice. Yet the killing of bad mice requires no prior approval. Once a research animal hits the floor and becomes an escapee, says Herzog, its moral standing is instantly diminished. In Herzog's own home, there was a more ironic example: when his young son's pet mouse Willy died recently, it was accorded a tearful ceremonial burial in the garden. Yet even as they mourned Willy, says Herzog, he and his wife were setting snap traps to kill the pest mice in their kitchen. With the bare change in labels from "pet" to "pest", the kitchen mice obtained totally different moral status.

田纳西大学的Walters生命科学大楼是一个模范动物实验设施,一尘不染,在进行实验前都会谨慎地从动物护理委员会获得事先批准。在那里一年通常饲养的15,000只小鼠中,大多数为人类献出了生命。这些是"好"小鼠,因此受到动物护理委员会的保护。然而,在任何特定时间,都会有一些小鼠逃脱并自由活动。这些小鼠是"害鼠"。它们携带的细菌可能破坏实验。它们是"坏"小鼠,必须被捕获并消灭。通常,这是通过粘鼠板来完

成的,一种类似捕蝇纸的装置,小鼠会越陷越深地粘在上面。但动物行为学家Herzog说,这个警示故事的真正要点是,我们给事物贴上的标签会影响我们对它们的道德反应。使用粘鼠板或更致命的捕鼠夹对好小鼠来说会被认为是不可接受的。然而,杀死坏小鼠不需要事先批准。Herzog说,一旦一只研究动物落到地上成为逃脱者,它的道德地位就会立即降低。在Herzog自己家里,有一个更具讽刺意味的例子:当他年幼儿子的宠物鼠Willy最近死去时,它在花园里获得了一场含泪的庄重葬礼。然而Herzog说,即使在他们哀悼Willy的时候,他和妻子正在厨房里设置捕鼠夹来杀死害鼠。仅仅把标签从"宠物"换成"害鼠",厨房里的小鼠就获得了完全不同的道德地位。

9. A) They are labeled pet animals by the researchers.
B) They look spotlessly clean throughout their lives.
C) They are looked after by animal-care organizations.
D) They sacrifice their lives for the benefit of humans.

【题目】 What does the passage say about most of the mice used for experiments?

【翻译】 文章中关于大多数用于实验的小鼠说了什么?

- A) 研究人员将它们标记为宠物动物。 B) 它们终其一生看起来都一尘不染。
C) 它们由动物保护组织照料。 D) 它们为人类的利益牺牲了生命。

【答案】 D (细节题) They sacrifice their lives for the benefit of humans.

【定位】 Of the 15,000 mice housed there in a typical year, most give their lives for humanity.

在那里每年圈养的大约15,000只老鼠中, 大多数都为人类献出了生命。

【信号】 **most + 概括句。** 信号是题干里的 most 直接对应原文 most give their lives for humanity 这句带 most 的概括陈述——录音里出现和题干同一限定词 (most) 的概括句, 往往就是答案句, 不必去抠前后的细节。

【替换】 most give their lives for humanity ↔ **They sacrifice their lives for the benefit of humans.**
give lives = sacrifice lives 同义改写

【排除】 A) 原词陷阱

录音确实反复讲 the labels we put on things, 选项 A 用 labeled pet animals by the researchers 蹭这个原词, 但原文说的是“贴标签会影响道德判断”, 从未说研究者把大多数老鼠标成 pet (宠物), 听到 label 就选 A 正是原词陷阱。

借用原文: the labels we put on things can affect our moral responses to them

B) 张冠李戴

原文 a model animal facility, spotlessly clean 里的 spotlessly clean 形容的是“实验楼这个设施”干净, B 项 They look spotlessly clean throughout their lives. 把它安到“老鼠身上、且终生干净”, 把形容设施的词挪给了老鼠, 属张冠李戴。

借用原文: a model animal facility, spotlessly clean

C) 原词陷阱

原文出现 won the protection of the animal-care committee, 是说“好老鼠赢得动物照护委员会的保护”, C 项 They are looked after by animal-care organizations. 把 animal-care 这个原词留下, 却说成“被动物照护组织照料”, 且原文只针对“好老鼠”而非 most 老鼠, 既偷换了主体范围又夸大了照护, 故排。

借用原文: These are "good" mice and as such won the protection of the animal-care committee.

-
10. A) They may behave abnormally.
B) They may breed out of control.
C) They may affect the results of experiments.
D) They may cause damage to the environment.

【题目】 Why did the so-called bad mice have to be captured and destroyed?

【翻译】 为什么所谓的坏小鼠必须被捕获并销毁?

- A) 它们可能会表现异常。 B) 它们可能会失控繁殖。 C) 它们可能会影响实验结果。
D) 它们可能会对环境造成破坏。

【答案】 C (细节题) They may affect the results of experiments.

【定位】 These mice are "pests". They can disrupt experiments with the bacteria organisms they carry.
这些老鼠是“害兽”。它们身上携带的细菌生物会扰乱实验。

【信号】 disrupt experiments = 破坏信号。 信号是 disrupt experiments 这个明确的“破坏”动词——录音把坏老鼠和“扰乱实验”直接挂钩, 正是回答 Why 的因果落点, 听到 disrupt 就该锁定这句。

【替换】 They can disrupt experiments with the bacteria organisms they carry ↔
They may affect the results of experiments.

disrupt experiments = affect the results 概括改写

【排除】 A) 未提及

原文只说坏老鼠携带细菌扰乱实验，从没说它们 behave abnormally（行为异常）；“行为异常”是听者凭“坏老鼠”二字想当然补出来的，原文无据，属未提及。

B) 未提及

They may breed out of control.（失控繁殖）是老鼠常见的刻板印象，但本段讲的是它们携带细菌扰乱实验，全程未提繁殖问题，属凭常识脑补的未提及项。

D) 偷换概念

原文坏老鼠的危害是对“实验”，D项 They may cause damage to the environment. 把危害对象偷换成“环境”，实验室里扰乱实验和破坏环境是两码事，属偷换概念。

借用原文：They can disrupt experiments with the bacteria organisms they carry

11. A) When they are no longer useful.

B) when they become ill.

C) When they become escapees.

D) when they get too old.

【题目】 When are mice killed without prior approval?

【翻译】 小鼠在什么情况下未经事先批准就被处死？

A) 当它们不再有用时。 B) 当它们生病时。 C) 当它们成为逃跑者时。

D) 当它们变得太老时。

【答案】 C（细节题） When they become escapees.

【定位】 Once a research animal hits the floor and becomes an escapee, says Herzog, its moral standing is instantly diminished.

赫尔佐格说，一旦一只实验动物掉到地上、变成逃跑者，它的道德地位立刻就被降低了。

【信号】 Once + 条件信号。 信号是条件连词 Once——录音用 Once a research animal ...

becomes an escapee 引出条件，紧接着说它道德地位骤降（即可不经审批处死），听到 Once 就该锁定这句作答 When。

【替换】 Once a research animal hits the floor and becomes an escapee ↔ **When they become escapees.**

becomes an escapee = become escapees 近乎直取

【排除】 A) 未提及

原文触发无须审批处死的条件是“成为逃跑者”，而非 no longer useful（不再有用）；“没用了就处理掉”是听者对实验动物的合理联想，但原文并未以“失去用处”为条件，属未提及。

B) 未提及

when they become ill.（生病时）原文未提；坏老鼠是“携带细菌”，但那是它们害实验的原因，并非“生病才被无审批处死”的条件，二者不可混为一谈，属未提及。

D) 未提及

when they get too old.（太老时）同样是对实验动物命运的常识性猜测，原文从未以“年老”为处死条件，无出处，属未提及。

-
12. A) While holding a burial ceremony for a pet mouse, they were killing pest mice.
B) While advocating freedom for animals, they kept their pet mouse in a cage.
C) While calling for animal rights, they allowed their kids to keep pet animals.
D) While launching animal protection campaigns, they were trapping kitchen mice.

【题目】 Why does the speaker say what the Herzogs did at home is ironical?

【翻译】 为什么说话者说Herzog一家在家里做的事情是讽刺的？

- A) 在为一只宠物鼠举行葬礼的同时,他们正在杀害害鼠。
B) 在倡导动物自由的同时,他们把宠物鼠关在笼子里。
C) 在呼吁动物权利的同时,他们允许孩子饲养宠物动物。
D) 在发起动物保护运动的同时,他们正在捕捉厨房里的老鼠。

【答案】 A （细节题） While holding a burial ceremony for a pet mouse, they were killing pest mice.

【定位】 when his young son's pet mouse Willy died recently, it was accorded a tearful ceremonial burial in the garden. Yet even as they mourned Willy, says Herzog, he and his wife were setting snap traps to kill the pest mice in their kitchen.

最近他小儿子的宠物鼠威利死了，它在花园里得到了一场含泪的隆重葬礼。然而就在他们为威利哀悼的同时，赫尔佐格说，他和妻子正在厨房里布置弹簧夹来消灭害鼠。

【信号】 转折 Yet + 同时对照。信号是转折词 Yet even as they mourned Willy——Yet 把前面“为宠物鼠厚葬”与后面“为害鼠设夹处死”猛地对照起来，even as（就在...的同时）强化了同时进行的矛盾，这正是讽刺的落点。

【替换】 it was accorded a tearful ceremonial burial in the garden ↔

While holding a burial ceremony for a pet mouse

ceremonial burial = burial ceremony 同义重组

setting snap traps to kill the pest mice in their kitchen ↔ they were killing pest mice

setting traps to kill = killing 概括改写

【排除】 B) 未提及

While advocating freedom for animals, they kept their pet mouse in a cage. 里 advocating freedom (倡导自由) 和 kept... in a cage (关进笼子) 原文都没说, 是借“动物伦理”话题编出的矛盾, 属未提及。

C) 原词陷阱

原文确有 his young son's pet mouse Willy (儿子的宠物鼠), C 项 While calling for animal rights, they allowed their kids to keep pet animals. 蹭“孩子/宠物”原词, 却把矛盾说成“呼吁动物权利却允许孩子养宠物”, 既非原文那组对照、calling for animal rights 也没说, 属偷换概念。

借用原文: when his young son's pet mouse Willy died recently

D) 张冠李戴

原文 setting snap traps to kill the pest mice in their kitchen 里的 traps、kitchen 全被 D 项 While launching animal protection campaigns, they were trapping kitchen mice. 借走, 但前半 launching animal protection campaigns (发起动物保护运动) 原文没说——原文矛盾的前半是“厚葬宠物鼠”而非“搞动保运动”, 盗了原词却换了对照的另一半, 属张冠李戴。

借用原文: he and his wife were setting snap traps to kill the pest mice in their kitchen

Questions 13 to 15 are based on the passage you have just heard.

1 There are roughly three New Yorks. There is, first, the New York of the man or woman who was born here, who takes the city for granted and accepts its size and its turbulence as natural and inevitable. Second, there is the New York of the commuter, the city that is swallowed up by locusts each day and spat out each night. Third, there is the New York of the person who was born somewhere else and came to New York in quest of something. Of these three trembling cities the greatest is the last, the city of final destination, the city that is a goal. It is this third city that accounts for New York's high-strung disposition, its dedication to the arts, and its incomparable achievements. Commuters give the city its tidal restlessness; natives give it solidity and continuity; but the settlers give it passion. And whether it is a farmer arriving from Italy to set up a small grocery store in a slum, or a young girl arriving from a small town in Mississippi to escape the indignity of being observed by her neighbors, or a boy arriving from the Corn Belt with a manuscript in his suitcase and a pain in his heart, it makes no difference: each embraces New York with the intense excitement of first love; each absorbs New York with the fresh eyes of an adventurer; each generates heat and light to dwarf the Consolidated Edison Company.

大约有三个纽约。首先, 是土生土长的纽约人的纽约, 他们认为这座城市理所当然, 接受它的规模和动荡是自然而然、不可避免的。其次, 是通勤者的纽约, 这座城市每天被蝗虫般的人群吞没, 每晚又被吐出。第三, 是那些出生在别处、来到纽约追寻某种东西的人的纽约。在这三座颤动的城市中, 最伟大的是最后一个, 那个终点之城, 那个作为目标的城市。正是这第三座城市造就了纽约高度紧张的性格、它对艺术的执着以及它无与伦比的成就。通勤者赋予这座城市潮汐般的不安; 本地人赋予它稳固性和连续性; 而定居者赋予它激情。无论是从意大利来的农民, 在贫民窟开一家小杂货店, 还是从密西西比州小镇来的年轻女孩, 为了摆脱被邻居注视的屈辱, 或是从玉米带来的男孩, 手提箱里装着手稿, 心中怀着痛苦, 这都没有区别: 每个人都以

初恋般强烈的兴奋拥抱纽约;每个人都以冒险家的新鲜眼光吸收纽约;每个人都产生足以使Consolidated Edison Company相形见绌的热量和光芒。

13. A) They contribute most to it.
B) They are crazy about it.
C) They often find fault with it.
D) They take it for granted.

【题目】 What does the speaker say about the natives of New York?

【翻译】 说话者对纽约本地人有何评论?

- A) 他们对纽约贡献最大。 B) 他们对纽约极为狂热。 C) 他们常常挑剔纽约。
D) 他们认为纽约理所当然。

【答案】 **D** (细节题) They take it for granted.

【定位】 There is, first, the New York of the man or woman who was born here, who takes the city for granted and accepts its size and its turbulence as natural and inevitable.

首先,有这样一座属于土生土长者的纽约:他们把这座城市视作理所当然,把它的庞大与喧嚣都当成自然而然、不可避免的事。

【信号】 **born here 锁定 natives 的描述句。** 原文虽未直接用 natives 一词,但 the man or woman who was born here (生在这里的人)正是 natives,紧跟的 who takes the city for granted 就是对这群人的核心刻画,听到“born here”就该锁定其后的描述。

【替换】 takes the city for granted ↔ **They take it for granted.**

原句近乎原样保留

【排除】 A) **张冠李戴**

They contribute most to it. 听着像原文“the greatest”,但原文说贡献最大、最伟大的是第三类人 settlers(the greatest is the last),不是 natives,把后者的功劳安到了 natives 头上。

借用原文: Of these three trembling cities the greatest is the last

B) **张冠李戴**

They are crazy about it. 对应的是 settlers “像初恋般热烈拥抱纽约”(each embraces New York with the intense excitement of first love),那是第三类人,不是 natives,属张冠李戴。

借用原文: each embraces New York with the intense excitement of first love

C) **未提及**

They often find fault with it. (常挑城市毛病)在原文中找不到任何对应, natives 是“take for granted”而非批评,属凭空捏造。

-
14. A) Tidal restlessness.
B) Heat and light.
C) Economic prosperity.
D) Historical continuity.

【题目】 What does the speaker say commuters give to New York?

【翻译】 说话者说通勤者给纽约带来了什么？

A) 潮汐般的躁动不安。 B) 热量和光亮。 C) 经济繁荣。 D) 历史延续性。

【答案】 **A** (细节题) Tidal restlessness.

【定位】 Commuters give the city its tidal restlessness; natives give it solidity and continuity; but the settlers give it passion.

通勤者给这座城市带来潮汐般的躁动；本地人给它以稳固和延续；而定居者给它以激情。

【信号】 三个 give 并列，紧跟主语取宾语。Commuters give the city its tidal restlessness 是第三组“某群人 give it 某物”并列中的第一组；信号就是主语“Commuters”后紧跟的 give 宾语，听到“Commuters give...”立刻锁住其后名词。

【替换】 tidal restlessness ↔ Tidal restlessness.

原词短语整体搬入选项

【排除】 B) **张冠李戴**

Heat and light. 确在原文出现，但说的是 settlers “生出热与光”(each generates heat and light)，不是 commuters 给的，盗用了原词却安错了人。

借用原文：each generates heat and light to dwarf the Consolidated Edison Company

C) **未提及**

Economic prosperity. (经济繁荣)在原文里根本没出现，commuters 给的是 tidal restlessness 而非经济，属无中生有。

D) **张冠李戴**

Historical continuity. 对应原文 natives “give it solidity and continuity”(natives give it solidity and continuity)，是本地人给的，不是 commuters，又一处张冠李戴。

借用原文：natives give it solidity and continuity

-
15. A) They lack knowledge of the culture of the city.
B) They are adventurers from all over the world.
C) They have difficulty surviving.
D) They find the city alien to them.

【题目】 What do we learn about the settlers of New York?

【翻译】 关于纽约的定居者我们了解到什么？

A) 他们缺乏对这座城市文化的了解。 B) 他们是来自世界各地的冒险者。
C) 他们难以生存。 D) 他们觉得这座城市与自己格格不入。

【答案】 **B** (细节题) They are adventurers from all over the world.

【定位】 each embraces New York with the intense excitement of first love; each absorbs New York with the fresh eyes of an adventurer; each generates heat and light to dwarf the Consolidated Edison Company.

他们每个人都怀着初恋般强烈的兴奋拥抱纽约；每个人都以冒险者新奇的眼光去吸纳纽约；每个人都迸发出令爱迪生电力公司都相形见绌的热与光。

【信号】 **an adventurer 直接点出 settlers 身份**。描写 settlers 的句子里 with the fresh eyes of an adventurer (以冒险者新奇的眼光)直接把这群人比作“冒险者”，这个比喻就是答案信号，听到“adventurer”即可锁定。

【替换】 with the fresh eyes of an adventurer ↔ **They are adventurers from all over the world.**

比喻提取为身份判断

the person who was born somewhere else and came to New York ↔ **from all over the world**

“别处来的人”概括为“来自世界各地”

【排除】 **A) 与原文相反**

They lack knowledge of the culture of the city. 与原文相反：原文说 settlers 给纽约带来“对艺术的投入”与“无可比拟的成就”(its dedication to the arts, and its incomparable achievements)，绝非缺乏文化，属与原文相反。

借用原文：its dedication to the arts, and its incomparable achievements

C) 未提及

They have difficulty surviving. 原文未提；虽有意大利农夫开小杂货铺、姑娘逃离故乡等例子，但讲的是他们怀着激情而来，并非生存艰难，属无中生有。

D) 与原文相反

They find the city alien to them. (觉得城市陌生疏离)与原文相反：settlers “像初恋般拥抱纽约”(each embraces New York with the intense excitement of first love)，是亲近狂热而非疏离。

借用原文：each embraces New York with the intense excitement of first love

Section C

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

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

¹ Moderator:

主持人：

2 Good evening, ladies and gentlemen. Today we are honored to have Professor Dreiser from the Johns Hopkins University. He will introduce to us the study of the relationship between health and nutrition-utilization. Professor Dreiser, please.

女士们、先生们，晚上好。今天我们很荣幸地请到了来自约翰霍普金斯大学的Dreiser教授。他将向我们介绍健康与营养利用关系的研究。Dreiser教授，请。

3 Professor Dreiser.

Dreiser教授。

4 Thank you for your introduction, Cara. Well, the study of the relationship between health and how the body takes in and utilizes food substances can be divided into four distinct eras:

感谢你的介绍，Cara。那么，关于健康与身体摄入和利用食物物质之间关系的研究可以分为四个不同的时期：

5 The first era began in the nineteenth century and extended into the early twentieth century when it was recognized for the first time that food contained components that were essential for human function and that different foods provided different amounts of these essential agents. Near the end of this era, research studies demonstrated that rapid weight loss was associated with nutrition imbalance and could only be rectified by providing adequate dietary protein associated with certain foods.

第一个时期始于十九世纪，延续到二十世纪早期，当时人们首次认识到食物含有对人体功能至关重要的成分，并且不同的食物提供这些必需物质的数量各不相同。在这个时期接近尾声时，研究表明快速体重下降与营养失衡有关，只能通过提供与某些食物相关的充足膳食蛋白质来纠正。

6 The second era was initiated in the early decades of the twentieth century and might be called the vitamin period. Vitamins came to be recognized in foods, and deficiency syndromes were described. As vitamins became recognized as essential food constituents necessary for health, it became tempting to suggest that every disease and condition for which there had been no previous effective treatment might be responsive to vitamin therapy. At that point in time, medical schools started to become more interested in having their curricula integrate nutritional concepts into the basic sciences. Much of the focus of this education was on the recognition of vitamin deficiency symptoms. Herein lay the beginning of what ultimately turned from ignorance to denial of the value of nutritional therapies in medicine. Reckless claims were made for effects of vitamins that went far beyond what could actually be achieved from the use of them.

第二个时期开始于二十世纪早期的几十年，可以称为维生素时期。人们开始认识到食物中的维生素，并描述了各种缺乏症。随着维生素被认定为健康所必需的基本食物成分，人们开始倾向于认为每一种此前没有有效治疗方法的疾病和病症都可能对维生素治疗有反应。在那个时候，医学院开始更有兴趣将营养概念整合到基础科学的课程中。这种教育的重点主要是识别维生素缺乏症状。这正是最终从无知转变为否定营养疗法在医学中价值的开端。人们对维生素的效果做出了鲁莽的声称，远远超出了使用维生素实际能够达到的效果。

7 In the third era of nutritional history in the early 1950s to mid-1960s, vitamin therapy began to fall into disrepute. Together with this, nutrition education in medical schools also became less popular. It was just a decade before this that many drug companies had found their vitamin sales skyrocketing and were

quick to supply practicing physicians with generous samples of vitamins. Expectations as to the success of vitamins in disease control were exaggerated. As is known in retrospect, vitamin and mineral therapies are much less effective when applied to health-crisis conditions than when applied to long-term problems of undernutrition that lead to chronic health problems.

在营养史的第三个时期，即1950年代早期到1960年代中期，维生素治疗开始失去信誉。与此同时，医学院的营养教育也变得不那么受欢迎。就在此前的十年，许多制药公司发现他们的维生素销售额猛增，并迅速向执业医师提供大量维生素样品。人们对维生素在疾病控制方面成功的期望被夸大了。正如回顾所知，维生素和矿物质疗法应用于健康危机状况时远不如应用于导致慢性健康问题的长期营养不良问题时有效。

8 And the fourth era...

而第四个时期.....

16. A) Protein was recognized as an essential component of diet.

B) Vitamins were synthesized from foods.

C) Effective measures of weight loss were determined.

D) Certain foods were found to be harmful to good health.

【题目】 According to Professor Dreiser, which of the following discoveries was made during the first era in the history of nutrition?

【翻译】 根据 Dreiser 教授的观点，营养学史上第一个时期做出了下列哪项发现？

- A) 蛋白质被认定为饮食的基本组成部分。 B) 维生素是从食物中合成的。
C) 确定了有效的减重措施。 D) 某些食物被发现对健康有害。

【答案】 A (细节题) Protein was recognized as an essential component of diet.

【定位】 The first era began in the nineteenth century and extended into the early twentieth century when it was recognized for the first time that food contained components that were essential for human function... rapid weight loss was associated with nutrition imbalance and could only be rectified by providing adequate dietary protein associated with certain foods.

第一个时期始于十九世纪、延续到二十世纪初，那时人们首次认识到食物含有对人体机能至关重要的成分.....快速的体重下降与营养失衡有关，只能靠提供与某些食物相关的足量膳食蛋白质来纠正。

【信号】 首次认识到 + 阶段标志词。答案句的信号是阶段标志词加“首次认识”：录音先用 The first era 点出正是题目要问的第一时期，随后 it was recognized for the first time that food contained components that were essential for human function 用“首次认识到.....必需成分”正面给出该时期的发现，这句就是答案句。

【替换】 food contained components that were essential for human function ↔

Protein was recognized as an essential component of diet

概括 + 蛋白质点名

【排除】 B) 原词陷阱

Vitamins were synthesized from foods 盗用了录音里的高频词 vitamins，但维生素是 The second era... might be called the vitamin period 第二时期的事，不是第一时期；且录音说维生素是“在食物中被认识”，不是“被合成”。听到 vitamins 就选，正中原词陷阱。

借用原文：The second era was initiated in the early decades of the twentieth century and might be called the vitamin period

C) 原词陷阱

Effective measures of weight loss were determined 借用了录音原词 rapid weight loss，但录音说的是“快速减重与营养失衡有关、需靠蛋白质纠正”，是把减重当“问题”来纠正，绝非“确定了有效的减重方法”。盗 weight loss 一词却把意思整个说反。

借用原文：rapid weight loss was associated with nutrition imbalance and could only be rectified by providing adequate dietary protein

D) 未提及

Certain foods were found to be harmful to good health 听起来像那么回事，但录音第一时期只讲“食物含必需成分”“蛋白质能纠正失衡”，从没说“某些食物有害健康”。这是录音根本没出现的内容。

-
17. A) In order to urge medical doctors to participate in research studies on nutrition.
B) In order to encourage medical doctors to apply concepts of nutrition in the treatment of disease.
C) In order to persuade doctors to conduct experimental vitamin therapies on their patients.
D) In order to support the creation of artificial vitamins.

【题目】 What is the purpose of teaching concepts of nutrition in medical schools?

【翻译】 在医学院讲授营养学概念的目的是什么？

- A) 为了敦促医生参与营养学研究。 B) 为了鼓励医生在疾病治疗中应用营养学概念。
C) 为了说服医生对患者实施实验性维生素疗法。 D) 为了支持人工维生素的研制。

【答案】 B (目的题)

In order to encourage medical doctors to apply concepts of nutrition in the treatment of disease.

【定位】 As vitamins became recognized as essential food constituents necessary for health, it became tempting to suggest that every disease and condition for which there had been no previous effective treatment might be responsive to vitamin therapy. At that point in time, medical schools started to become more interested in having their curricula integrate nutritional concepts into the basic sciences.

随着维生素被认识为对健康必需的食物成分，人们很想提出：以往没有有效疗法的每一种疾病和病症，或许都能对维生素疗法有反应。正是在那个时候，医学院开始更有兴趣把营养概念整合进基础科学课程。

【信号】 **因果衔接 At that point**。答案句的信号是前后因果衔接：录音先说大家倾向于认为 every disease and condition... might be responsive to vitamin therapy（疾病或可用维生素疗法应对），紧接 At that point in time, medical schools started to become more interested in having their curricula integrate nutritional concepts——医学院教营养，正是承接"把营养用于治疗"这股潮流而来，目的就藏在这层因果里。

【替换】 might be responsive to vitamin therapy ↔
apply concepts of nutrition in the treatment of disease
用维生素治病 = 营养用于治疗
integrate nutritional concepts into the basic sciences ↔
encourage medical doctors to apply concepts of nutrition
课程整合 → 鼓励应用

【排除】 A) **偷换概念**

urge medical doctors to participate in research studies on nutrition 借了录音常出现的 research / nutrition 词面，但录音说医学院"把营养整合进课程"是为让医生临床上用营养治病，不是号召医生去"参与营养研究"。教学目的被偷换成科研目的。

借用原文：medical schools started to become more interested in having their curricula integrate nutritional concepts into the basic sciences

C) **过度推断**

conduct experimental vitamin therapies on their patients 盗用了 vitamin therapy 一词，并把它夸大成"在病人身上做实验性疗法"。录音只说设想疾病"或可对维生素疗法有反应"，从未说要让医生在患者身上做实验，这是把语气加重的过度推断。

借用原文：every disease and condition for which there had been no previous effective treatment might be responsive to vitamin therapy

D) **未提及**

support the creation of artificial vitamins 蹭了 vitamins 一词，但录音讲医学院教营养是为临床应用，全程没提"支持制造人工维生素"。这是录音未出现的内容，与教学目的无关。

-
18. A) The public lost interest in vitamins.
B) Medical schools stopped teaching nutritional concepts.
C) Nutritional research was of poor quality.
D) Claims for the effectiveness of vitamin therapy were exaggerated.

【题目】 **Why did vitamin therapy become less popular in the 1950s?**

【翻译】 为什么维生素疗法在 20 世纪 50 年代变得不那么流行了？

- A) 公众对维生素失去了兴趣。 B) 医学院停止讲授营养学概念。
C) 营养学研究质量低劣。 D) 维生素疗法有效性的宣称被夸大了。

【答案】 **D** (细节题) Claims for the effectiveness of vitamin therapy were exaggerated.

【定位】 In the third era of nutritional history in the early 1950s to mid-1960s, vitamin therapy began to fall into disrepute... Expectations as to the success of vitamins in disease control were exaggerated.

在 1950 年代初到 60 年代中期的营养学第三个时期，维生素疗法开始名声扫地.....人们对维生素在疾病控制中成效的期望被夸大了。

【信号】 负面措辞 + 夸大表述。答案句的信号有两层：先是负面措辞 vitamin therapy began to fall into disrepute（开始失宠）点明现象，随后 Expectations as to the success of vitamins in disease control were exaggerated 用"成效期望被夸大"正面给出原因。听到"失宠"后紧跟的 exaggerated 就是答案落点。

【替换】 Expectations as to the success of vitamins in disease control were exaggerated ↔

Claims for the effectiveness of vitamin therapy were exaggerated

近乎同义对译

【排除】 A) 张冠李戴

The public lost interest in vitamins 听着像，但录音说变得不那么受欢迎的是 nutrition education in medical schools also became less popular——是医学院的营养教育，且 drug companies had found their vitamin sales skyrocketing 显示销量曾猛涨，公众并未失去兴趣。把"医学院"张冠李戴成"公众"。

借用原文：nutrition education in medical schools also became less popular

B) 原词陷阱

Medical schools stopped teaching nutritional concepts 盗用了 medical schools、nutritional concepts 等原词，但录音只说医学院营养教育"became less popular"（变得不那么受欢迎），不是 stopped（停止教）。把"变冷门"夸大成"停教"，程度说过了。

借用原文：nutrition education in medical schools also became less popular

C) 未提及

Nutritional research was of poor quality 蹭了 nutrition 词面，但录音从未说"营养研究质量差"，只说对维生素"成效的期望被夸大"。把原因偷换成"研究质量低"，是录音没说的内容。

Questions 19 to 22 are based on the recording you have just heard.

1 Long before they can actually speak, babies pay special attention to the speech they hear around them. Within the first month of their lives, babies' responses to the sound of the human voice will be different from their responses to other sorts of sounds. They will stop crying when they hear a person talking, but not if they hear a bell ring. At first, the sounds that an infant notices might be only those words that receive the heaviest emphasis and that often occur at the ends of sentences. By the time they are six or seven weeks old, babies can detect the difference between the rising and falling of tones. Very soon, these differences in adults' stress and tones can influence babies' emotional states and behavior. Long before they develop actual language comprehension, babies can sense when an adult is cheerful or angry,

attempting to do or stop doing something, and so on, merely based on the rate, volume, and melody of adults' speech.

早在婴儿真正能够说话之前，他们就会特别关注周围听到的语音。在出生后的第一个月内，婴儿对人类声音的反应就会不同于他们对其他类型声音的反应。当他们听到有人说话时会停止哭泣，但听到铃声响起时则不会。起初，婴儿注意到的声音可能只是那些受到最重强调且经常出现在句尾的词语。到六七周大时，婴儿就能察觉音调的升降变化。很快，成人在重音和音调上的这些差异就能影响婴儿的情绪状态和行为。早在他们发展出实际的言语理解能力之前，婴儿就能仅凭成人说话的速度、音量和旋律来感知成人是高兴还是生气，是试图做某事还是阻止做某事，等等。

2 Adults make it as easy as they can for babies to pick up a language by exaggerating such characteristics. One researcher observed babies and their mothers in six diverse cultures and found that, in all six languages, the mothers used simplified grammar, short sentences, and transformed certain sounds into baby talk. Other investigators have found that when mothers talk to babies who are only a few months old, they often raise their volume, and speak slowly. They also exaggerate their facial expressions, and emphasize certain words.

成人通过夸大这些特征来尽可能让婴儿容易习得语言。一位研究者观察了六种不同文化中的婴儿和他们的母亲，发现在所有六种语言中，母亲都使用简化的语法、短句，并将某些声音转化为儿语。其他研究者发现，当母亲与只有几个月大的婴儿说话时，她们往往会提高音量，说话缓慢。她们还会夸大面部表情，并强调某些词语。

3 More significant for language development than their response to general intonation is observation that tiny babies can make relatively fine distinctions between speech sounds. In other words, babies enter the world with the ability to make precisely those perceptual discriminations that are necessary if they are to acquire aural language.

比婴儿对一般语调的反应更重要的语言发展观察是，初生婴儿能够对语音声音做出相对精细的区分。换句话说，婴儿来到这个世界时就具备进行那些必要的感知辨别的能力，如果他們要习得听觉语言的话。

4 Babies obviously derive pleasure from sound input, too: at even as young as nine months they will listen to songs or stories, although the words themselves are beyond their understanding. For babies, language is a sensory-motor delight rather than the route to dull meaning that it often is for adults.

婴儿显然也从声音输入中获得快乐：即使在仅九个月大时，他们也会听歌曲或故事，尽管词语本身超出了他们的理解范围。对婴儿来说，语言是一种感官运动的愉悦，而不是像对成人来说常常是通向枯燥意义的途径。

19. A) How babies differentiate between the sound of the human voice and other sounds.

B) The differences between a baby's and an adult's ability to comprehend language.

C) How babies perceive and respond to the human voice in their early stages of language development.

D) The response of a baby to sounds other than the human voice.

【题目】 What does the talk mainly discuss?

【翻译】这段话主要讨论什么？

- A) 婴儿如何区分人类声音和其他声音。
- B) 婴儿和成人理解语言能力的差异。
- C) 婴儿在语言发展早期阶段如何感知和回应人类声音。
- D) 婴儿对人类声音以外的声音的反应。

【答案】C (主旨题)

How babies perceive and respond to the human voice in their early stages of language development.

【定位】Long before they can actually speak, babies pay special attention to the speech they hear around them. Within the first month of their lives, babies' responses to the sound of the human voice will be different from their responses to other sorts of sounds.

早在真正会说话之前，婴儿就会特别留意周围听到的话语。在出生头一个月内，婴儿对人声的反应就会不同于对其他各种声音的反应。

【信号】**开篇点题句统领全文。**讲座第一句 babies pay special attention to the speech they hear around them 即抛出主题，后文从"区分人声" "母亲的说话方式" "分辨语音" "享受声音" 四个方面层层展开，都是对它的细化，因此开篇这句就是主旨落点。

【替换】pay special attention to the speech ↔ **perceive and respond to the human voice**

pay attention to ≈ perceive and respond to

Long before they can actually speak ↔ **in their early stages of language development**

会说话之前 ≈ 语言发展早期

【排除】A) **偷换概念**

How babies differentiate between the sound of the human voice and other sounds. 说的"区分人声与其他声音"，确实在 babies' responses to the sound of the human voice will be different from their responses to other sorts of sounds 出现过，但那只是开篇举的第一个表现，全文还讲了母亲说话、分辨语音、享受声音，A 只占一段，撑不起主旨。

借用原文：babies' responses to the sound of the human voice will be different from their responses to other sorts of sounds

B) **未提及**

The differences between a baby's and an adult's ability to comprehend language. 把主题说成"婴儿与成人理解能力之差"，但全文聚焦婴儿一方，只在结尾顺带提了一句成人 (the route to dull meaning that it often is for adults)，从未以"婴儿 vs 成人对比"为主线。

D) **偷换概念**

The response of a baby to sounds other than the human voice. 把主题说成"对非人声的反应"，而全文恰恰强调婴儿对"人声"的特别关注，非人声 (如 a bell ring) 只是用来反衬人声的配角，D 把主次彻底颠倒。

借用原文：they hear a bell ring

20. A) To contrast the reactions of babies to human and nonhuman sounds.
B) To give examples of sounds that will cause a baby to cry.
C) To explain how babies distinguish between different nonhuman sounds.
D) To give examples of typical toys that babies do not like.

【题目】 Why does the speaker mention the ringing of a bell?

【翻译】 演讲者为什么提到铃声？

- A) 为了对比婴儿对人类声音和非人类声音的反应。
B) 为了举例说明会导致婴儿哭泣的声音。 c) 为了解释婴儿如何区分不同的非人类声音。
D) 为了举例说明婴儿不喜欢的典型玩具。

【答案】 A (目的题) To contrast the reactions of babies to human and nonhuman sounds.

【定位】 They will stop crying when they hear a person talking, but not if they hear a bell ring.
婴儿听到有人说话会停止哭泣，但听到铃声却不会。

【信号】 转折对照句 but not. 铃声出现在 They will stop crying when they hear a person talking, but not if they hear a bell ring 这个 but 对照结构里：人声让婴儿止哭、铃声不能。提到铃声正是为了与人声形成反差，证明婴儿对人声有特别反应。

【替换】 stop crying when they hear a person talking, but not if they hear a bell ring ↔
contrast the reactions of babies to human and nonhuman sounds
but 对照 ≈ contrast

【排除】 B) 原词陷阱

To give examples of sounds that will cause a baby to cry. 说提铃声是举"让婴儿哭的声音"之例，但原文是 They will stop crying——讲的是"停止哭"，且铃声是"不能让婴儿止哭"，并非"让婴儿哭"，方向完全拧了。

借用原文：They will stop crying when they hear a person talking

C) 偷换概念

To explain how babies distinguish between different nonhuman sounds. 说是解释婴儿如何区分"不同的非人声之间"，但原文的对照是"人声 vs 非人声"，铃声只是非人声的一个代表，根本没讲非人声彼此之间的区分。

借用原文：responses to the sound of the human voice will be different from their responses to other sorts of sounds

D) 未提及

To give examples of typical toys that babies do not like. 把铃声说成"婴儿不喜欢的玩具"之例，原文只字未提 toys，更没说婴儿"不喜欢"，纯属编造。

21. A) Babies who are exposed to more than one language can acquire languages earlier than those to a single language.
B) Mothers from different cultures speak to their babies in a similar way.
C) Babies ignore facial expressions in comprehending their parents' language.
D) The mothers observed by the researchers were consciously teaching their babies to speak.

【题目】 What can we learn from the findings of babies and their mothers in six diverse cultures?

【翻译】 从六种不同文化中婴儿和母亲的研究发现中我们能了解到什么？

- A) 接触多种语言的婴儿比接触单一语言的婴儿能更早习得语言。
B) 来自不同文化的母亲以相似的方式对婴儿说话。
C) 婴儿在理解父母语言时忽略面部表情。
D) 研究人员观察到的母亲在有意识地教婴儿说话。

【答案】 B (细节题) Mothers from different cultures speak to their babies in a similar way.

【定位】 One researcher observed babies and their mothers in six diverse cultures and found that, in all six languages, the mothers used simplified grammar, short sentences, and transformed certain sounds into baby talk.

一位研究者观察了六种不同文化中的婴儿及其母亲，发现在所有六种语言里，母亲都使用了简化的语法、短句，并把某些音转成了婴儿语。

【信号】 研究信号词 observed...found that. One researcher observed...and found that, in all six languages, the mothers used simplified grammar, short sentences 里 found that 引出的正是该研究的结论，in all six languages 强调“六种语言里母亲做法一致”，这就是答案句。

【替换】 in all six languages, the mothers used simplified grammar, short sentences ↔

speak to their babies in a similar way

六种语言做法一致 ≈ 方式相似

six diverse cultures ↔ **Mothers from different cultures**

diverse cultures = different cultures

【排除】 A) 过度推断

Babies who are exposed to more than one language can acquire languages earlier than those to a single language. 拿"接触多语言的婴儿习得更早"作答, 但这段研究讲的是"母亲说话方式", 从未比较多语言与单语言婴儿谁习得更早, earlier 这一比较是凭空加的。

C) 与原文相反

Babies ignore facial expressions in comprehending their parents' language. 说婴儿"忽略面部表情", 但原文 They also exaggerate their facial expressions 讲的是母亲"夸大面部表情"来帮助婴儿, 方向正好相反, 且主语也从母亲偷换成婴儿。

借用原文: They also exaggerate their facial expressions

D) 过度推断

The mothers observed by the researchers were consciously teaching their babies to speak. 称母亲在"有意识地教婴儿说话", 但原文说母亲是 make it as easy as they can for babies to pick up a language (尽量让婴儿好学), 是自然简化语言、并非 consciously 刻意施教, consciously 是无中生有的拔高。

借用原文: Adults make it as easy as they can for babies to pick up a language

22. A) They understand the rhythm.

B) They enjoy the sounds of them.

C) They can remember them easily.

D) They focus on their parents' words.

【题目】 According to the talk, why do babies listen to songs and stories, even though they cannot understand them?

【翻译】 根据这段话, 婴儿为什么会听歌曲和故事, 尽管他们无法理解?

A) 他们理解节奏。 B) 他们喜欢这些声音。 C) 他们能轻易记住这些内容。

D) 他们专注于父母的话语。

【答案】 B (细节题) They enjoy the sounds of them.

【定位】 Babies obviously derive pleasure from sound input, too: at even as young as nine months they will listen to songs or stories, although the words themselves are beyond their understanding. 婴儿显然也能从声音输入中获得乐趣: 甚至小到九个月大, 他们就会听歌或听故事, 尽管那些词本身超出了他们的理解。

【信号】 因果/解释句 **derive pleasure**. Babies obviously derive pleasure from sound input, too 先给出原因——婴儿从声音中获得乐趣, 冒号后才说他们"会听歌、听故事, 尽管听不懂词", 所以"听"的原因正是"从声音中得到快乐"。

【替换】 Babies obviously derive pleasure from sound input ↔ **They enjoy the sounds of them.**

derive pleasure from sound ≈ enjoy the sounds

【排除】 A) 与原文相反

They understand the rhythm. 说婴儿"理解节奏", 但原文恰恰强调 the words themselves are beyond their understanding (词义超出他们的理解), 通篇没说他们"理解"任何东西, understand 与原文基调相悖。

借用原文: although the words themselves are beyond their understanding

C) 未提及

They can remember them easily. 说婴儿"容易记住"歌和故事, 但原文只讲"获得乐趣", 从未提及记忆或 remember, 属凭空添加。

D) 与原文相反

They focus on their parents' words. 说婴儿"专注于父母的话语(词)", 但原文 language is a sensory-motor delight rather than the route to dull meaning 明说对婴儿而言语言是感官愉悦、而非通往词义的路径, 正与"专注词义"相反。

借用原文: language is a sensory-motor delight rather than the route to dull meaning that it often is for adults

Questions 23 to 25 are based on the recording you have just heard.

1 The history of the cinema in its first thirty years is one of major and, to this day, unparalleled expansion and growth. Beginning as something unusual in a handful of big cities-New York, London, Paris and Berlin-the new medium quickly found its way across the world, attracting larger and larger audiences wherever it was shown and replacing other forms of entertainment as it did so. Meanwhile, films themselves developed from being short "attractions" only a couple of minutes long, to the full-length feature that has dominated the world's screens up to the present day.

电影在其最初三十年的历史是一段重大的、至今无可比拟的扩张和发展时期。新媒介从在纽约、伦敦、巴黎和柏林等少数几个大城市中作为新鲜事物开始,迅速传播到世界各地,无论在哪里放映都吸引了越来越多的观众,并在此过程中取代了其他娱乐形式。与此同时,电影本身也从只有几分钟长的短片"节目"发展成为至今仍主导世界银幕的长片。

2 Although French, German, American and British pioneers have all been credited with the invention of cinema, the British and the Germans played a relatively small role in its world-wide exploitation. It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention, helping to start cinema in China, Japan, Latin America and Russia. In terms of artistic development, it was again the French and the Americans who took the lead, though in the years before the First World War, Italy, Denmark and Russia also played a part.

尽管法国、德国、美国和英国的先驱者都被认为发明了电影,但英国人和德国人在其全球推广中发挥的作用相对较小。最热衷于输出这项新发明的首先是法国人,紧随其后的是美国人,他们帮助在中国、日本、拉丁美洲和俄罗斯开启了电影事业。在艺术发展方面,同样是法国人和美国人领先,尽管在第一次世界大战前的那些年里,意大利、丹麦和俄罗斯也发挥了作用。

3 In the end, it was the United States that was to become, and remain, the largest single market for films. By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position on the world market by the start of the First World War. The centre of film-making

had moved westwards, to Hollywood, and it was films from these new Hollywood studios that flooded onto the world's film markets in the years after the First World War, and have done so ever since. Faced with total Hollywood domination, few film industries proved competitive. The Italian industry almost collapsed. In Scandinavia, the Swedish cinema had a brief period of glory, notably with powerful epic films and comedies. Even the French cinema found itself in a difficult position. In Europe, only Germany proved industrially capable, while in Russia and in Japan the development of the cinema took place in conditions of commercial isolation.

最终,美国成为并保持着最大的单一电影市场。通过保护本国市场和推行积极的出口政策,美国人在第一次世界大战开始时就在世界市场上取得了主导地位。电影制作中心已经西移至Hollywood,正是来自这些新的Hollywood制片厂的电影在第一次世界大战后的那些年里涌入世界电影市场,并且此后一直如此。面对Hollywood的全面主导,几乎没有哪个电影产业能够与之竞争。意大利电影业几乎崩溃。在斯堪的纳维亚,瑞典电影经历了短暂的辉煌时期,尤其以强有力的史诗电影和喜剧著称。即使是法国电影也发现自己处于困境境地。在欧洲,只有德国在工业上证明了自己的能力,而在俄罗斯和日本,电影的发展是在商业孤立的条件下进行的。

23. A) Britain.

B) Germany.

C) France.

D) Japan.

【题目】 According to the talk, which country played a leading role in the invention and promotion of cinema?

【翻译】 根据这段话,哪个国家在电影的发明和推广中起了主导作用?

A) 英国。 B) 德国。 C) 法国。 D) 日本。

【答案】 C (细节题) France.

【定位】 It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention... In terms of artistic development, it was again the French and the Americans who took the lead.

首先是法国人、紧随其后是美国人,他们是这项新发明最热情的输出者.....在艺术发展方面,又是法国人和美国人起了带头作用。

【信号】 强调结构 **above all + took the lead**。答案句靠两处"领先信号"锁定: It was above all the French 用 above all(首先、最重要的是)把法国顶到第一位,后面 it was again the French and the Americans who took the lead 又用 took the lead(起带头作用)再次点名法国。听到 above all、the most、took the lead 这类"拔高/排第一"的词,紧跟的对象就是答案。

【替换】 above all the French ↔ **France**.

the French=France

who were the most passionate exporters ↔ **promotion of cinema**

exporters→promotion

【排除】 A) 原词陷阱

录音确实念到了 British(英国)，但原句是 the British and the Germans played a relatively small role——明说英、德"作用相对较小"。选 Britain. 正是"听到 British 就选"，恰好选反，英国是"作用小"的反例，不是带头者。

借用原文：the British and the Germans played a relatively small role

B) 原词陷阱

Germany 也在录音里出现，但同样在 the British and the Germans played a relatively small role 这句里被归为"作用相对较小"的一方。选 Germany. 与 A 一样是被原词勾住、却选了"配角"。

借用原文：the British and the Germans played a relatively small role

D) 答非所问

录音里 Japan 出现在 helping to start cinema in China, Japan, Latin America and Russia——它是法国、美国"帮助开办电影"的对象国之一，是被带动方，根本不是"带头发明与推广"的国家。选 Japan. 属于把"被传播地"错当成"传播主导者"。

借用原文：helping to start cinema in China, Japan, Latin America and Russia

24. A) The United States had a leading position on the world market by the start of World War I.

B) The centre of film-making moved eastwards from Hollywood to New York.

C) Many film industries could compete with that of Hollywood.

D) The film markets of Russia and Japan were the only promising ones.

【题目】 According to the talk, what can we learn about the film market back then?

【翻译】 根据这段话,关于当时的电影市场我们能了解到什么?

A) 到第一次世界大战开始时,美国在世界市场上已处于领先地位。

B) 电影制作中心从好莱坞向东转移到了纽约。

C) 许多电影产业都能与好莱坞的电影产业竞争。

D) 俄罗斯和日本的电影市场是仅有的有前景的市场。

【答案】 A (细节题)

The United States had a leading position on the world market by the start of World War I.

【定位】 By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position on the world market by the start of the First World War.

通过保护本国市场、推行强有力的出口政策，美国在第一次世界大战开始之时就在世界市场上取得了主导地位。

【信号】 结论句 achieved a dominant position. 答案句是第 3 段的一句明确结论：the Americans achieved a dominant position on the world market by the start of the First World War——主语美国、谓语 achieved a dominant position(取得主导地位)、时间 by the start of the First World War(一战开始之时)三要素齐全，是一句可直接对选项的事实陈述句。

【替换】 the Americans achieved a dominant position ↔ **The United States had a leading position**
dominant position=leading position
by the start of the First World War ↔ **by the start of World War I**
First World War=World War I

【排除】 B) **与原文相反**

录音说 The centre of film-making had moved westwards, to Hollywood——制片中心是"西移"到好莱坞。选项 moved eastwards from Hollywood to New York 把方向改成"东移"、且说成"从好莱坞到纽约", 方向与起讫全反。它盗用了 centre of film-making、Hollywood 等原词来制造"听过"的错觉。

借用原文: The centre of film-making had moved westwards, to Hollywood

C) **与原文相反**

录音原话是 Faced with total Hollywood domination, few film industries proved competitive——"几乎没有(few)电影业能与好莱坞竞争"。选项 Many film industries could compete 把 few(几乎没有)换成 Many(许多), 意思整个反掉。它盗用了 film industries、compete、Hollywood 等原词钓鱼。

借用原文: few film industries proved competitive

D) **偷换概念**

录音讲 in Russia and in Japan the development of the cinema took place in conditions of commercial isolation——俄、日是在"商业孤立"的条件下发展电影, 是被隔绝、不利的状态。选项 The film markets of Russia and Japan were the only promising ones 却说它们是"唯一有前景的", 把"孤立"硬拗成"被看好", 并加了原文没有的 only。盗用了 Russia、Japan 原词。

借用原文: in Russia and in Japan the development of the cinema took place in conditions of commercial isolation

25. A) Indifferent.

B) Biased.

C) Negative.

D) Neutral.

【题目】 **What is the speaker's attitude towards the film industry?**

【翻译】 说话者对电影产业持什么态度?

A) 漠不关心。 B) 有偏见。 C) 消极。 D) 中立。

【答案】 **D** (态度观点题) Neutral.

【定位】 The history of the cinema in its first thirty years is one of major and, to this day, unparalleled expansion and growth... the British and the Germans played a relatively small role... it was the United States that was to become, and remain, the largest single market for films.

电影头三十年的历史是一部规模空前、至今无可比拟的扩张与发展史.....英国人和德国人作用相对较小.....最终是美国成为并一直保持电影最大的单一市场。

【信号】通篇客观陈述、无褒贬语气。态度题的"信号"不是某个词，而是全篇口吻：录音从头到尾都是 the British and the Germans played a relatively small role、few film industries proved competitive 这类摆事实、讲历史的客观陈述，全程没有出现 great、terrible、unfortunately、I think 等说话人个人褒贬，语气始终中立平实。

【替换】By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position

↔ Neutral.

客观陈述=中立态度

【排除】A) 偷换概念

Indifferent. 是"漠不关心、无所谓"，含"懒得理会"的意味。但说话人花大量笔墨细致梳理各国电影业发展(如 the Americans achieved a dominant position)，态度是认真投入的，谈不上"漠不关心"。它与 Neutral 都"无明显情绪"，最易混。

B) 过度推断

Biased. 是"有偏见、偏袒"。但说话人对各国一视同仁地陈述——既说 above all the French 领先，也客观指出 the British and the Germans played a relatively small role，没有刻意拔高或贬低某国，不存在偏袒。

C) 与原文相反

Negative. 是"否定、消极"，要选它须有明显的批评或唱衰口吻。但全篇开头反而说电影史是 unparalleled expansion and growth(空前的扩张与发展)，整体平实甚至略带肯定，绝无消极否定的语气。

借用原文：unparalleled expansion and growth

SENTENCE INSIGHTS • 句子精讲

39 句真题句逐层精讲

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

W: And how did he then go about actually setting up the business?

第3段，第1句

特殊疑问句 + 动名词短语作宾语，这种结构在四六级听力对话和考研阅读中高频出现。"go about doing" 这一搭配也是常考句式，掌握后可迁移到理解其他 "动词 + 动名词"结构的句子。

M: Well, he looked for any left-handed products that might already be on the market, which were very few, and then contacted the manufacturers with the idea of having products produced for him, mainly in the scissor range to start with.

第4段，第1句

并列谓语结构、限制性定语从句和非限制性定语从句的组合是四六级和考研阅读中的常见句式，定语从句修饰宾语、关系代词作主语也是高频考点，典型性较高，掌握后可迁移到大量类似句子。

So you do commission some part of your stock.

第5段，第2句

简单句主谓宾结构是最常见的句式,强调助动词 "do" 在口语和书面语中都有一定出现频率,属于常规用法;但本句话题偏向商务场景(commission stock),在四六级或考研真题中不算高频主题,典型性中等。

What kind of business is the man engaged in?

第1题 题干

特殊疑问句加被动语态是四六级和考研中的高频句式，疑问词作介词宾语的结构也经常出现，掌握后可应用于大量类似句型。

It is the man who is talking that set up the business.

第3题，A

本句覆盖了强调句、定语从句、进行时态、主谓宾基本句型等多个重要考点，且强调句结构容易与主系表或主语从句混淆，定语从句中 "who" 既是引导词又充当主语，这些都是高频易错点。句子长度适中，结构典型，非常适合作为综合练习句，帮助学生掌握多个语法点的识别与区分方法。

First of all, the campaign was late.

第2段，第2句

主系表结构虽然常见，但本句过于简短，不具备四六级或考研真题中常见的复杂句式特征，代表性较弱。

As a result, the campaign failed.

第2段，第5句

简单句带状语是常见结构，但过于基础。"As a result"引出结果的用法在写作中常见，有一定典型性，但句子整体结构过于简单，不足以代表考试中常见的复杂句式。

The ad specifications had not been given in detail.

第6题，B

被动语态在四六级和考研阅读中频繁出现，过去完成时虽不如一般过去时常见，但也是典型时态之一，整体结构具有中等代表性，掌握后可迁移至相似句式。

Reflect on their respective mistakes.

第8题，D

祈使句是基础句式，在口语指令、应用文（如说明书、规章）中常见，有一定代表性，但在四六级或考研阅读长难句中占比不高，典型性中等。

These are "good" mice and as such won the protection of the animal-care committee.

第1段，第3句

覆盖主语、并列谓语（系动词与实义动词）、表语、宾语、方式状语、后置定语等多种成分，且包含状语 as such 在并列结构中的位置识别，以及介词短语作定语的判定，具有较好的成分划分练习价值。

Usually, this is accomplished by means of sticky traps, a kind of fly paper on which they become increasingly stuck.

第1段，第8句

被动语态主句配合同位语和限制性定语从句的组合，是四六级和考研阅读中的常见句式。介词加关系代词引导定语从句（"on which"）也是考试高频结构，学习后可大量复用。

While calling for animal rights, they allowed their kids to keep pet animals.

第12题, C

While 引导的状语从句 + 主句是四六级和考研常见句式,使役动词 allow 的复合宾语结构也是高频考点。分词短语省略主语和助动词的用法在阅读和翻译中频繁出现,句式具有较强代表性和可迁移性。

Second, there is the New York of the commuter, the city that is swallowed up by locusts each day and spat out each night.

第1段, 第3句

本句涵盖存现句主语识别、同位语辨析、定语从句主语(关系代词)确认、被动句中的方式状语、并列谓语中的承前省略等多个考点,成分种类丰富,且存现句和同位语是学生容易混淆的难点,训练价值较高

It is this third city that accounts for New York's high-strung disposition, its dedication to the arts, and its incomparable achievements.

第1段, 第6句

强调句型 It is ... that 是四六级和考研阅读写作中的高频句式, 本句用法标准、结构清晰, 掌握后可直接迁移到大量真题和写作场景中, 代表性极强。

Commuters give the city its tidal restlessness; natives give it solidity and continuity; but the settlers give it passion.

第1段, 第7句

三个分句都使用双宾语结构,反复强化 "give + 间接宾语 + 直接宾语" 的识别,对掌握双宾语句型有较高训练价值;第二个分句的直接宾语是并列结构,增加了一定复杂度;但成分种类相对单一(只有主谓双宾,缺少定语状语等其他成分),故未达顶级练习价值。

And whether it is a farmer arriving from Italy to set up a small grocery store in a slum, or a young girl arriving from a small town in Mississippi to escape the indignity of being observed by her neighbors, or a boy arriving from the Corn Belt with a manuscript in his suitcase and a pain in his heart, it makes no difference: each embraces New York with the intense excitement of first love; each absorbs New York with the fresh eyes of an adventurer; each generates heat and light to dwarf the Consolidated Edison Company.

第1段，第8句

本句涵盖形式主语与真正主语的区分、主系表结构、三个并列表语、方式状语、目的状语等多种成分，且主语从句中三个分支的表语都带有现在分词短语作后置定语，可以训练学生识别长定语、理解并列结构、区分形式主语与真正主语的能力，训练价值较高。

They take it for granted.

第13题，D

"take it for granted" 是考试中常见的固定搭配，主谓宾补结构在阅读理解和完形填空中频繁出现，掌握这类结构有助于识别类似句式

They have difficulty surviving.

第15题，C

"have difficulty (in) doing" 是四六级和考研阅读中高频出现的固定搭配，后置定语结构也是常考点，句式具有较强的代表性和迁移价值，学生掌握后可在多个场景复用。

Thank you for your introduction, Cara.

第4段，第1句

这种“动词原形开头”的祈使式表达很常见，称呼语放句尾也很典型。虽然不是长难句常考的从句结构，但对基础句型识别有代表性。

Well, the study of the relationship between health and how the body takes in and utilizes food substances can be divided into four distinct eras:

第4段，第2句

“长名词主语 + 情态动词被动结构 + 内嵌由疑问词引出的内容”是正式说明文里很常见的句式。掌握这种读法后，可以迁移到大量学术和考试句子中。

The first era began in the nineteenth century and extended into the early twentieth century when it was recognized for the first time that food contained components that were essential for human function and that different foods provided different amounts of these essential agents.

第5段，第1句

本句结构层级较丰富，但时态负担不过重，适合作为中高频长句训练材料。它既能练主干定位，也能练从句嵌套识别，投入产出比较高。

Near the end of this era, research studies demonstrated that rapid weight loss was associated with nutrition imbalance and could only be rectified by providing adequate dietary protein associated with certain foods.

第5段，第2句

这句主干能找、难点明确，既有典型的宾语从句框架，又包含并列谓语、被动和后置修饰，适合作为结构与时态综合训练材料。对想提升长句拆解能力的学习者，优先级较高。

As vitamins became recognized as essential food constituents necessary for health, it became tempting to suggest that every disease and condition for which there had been no previous effective treatment might be responsive to vitamin therapy.

第6段，第3句

本句结构典型、层级清楚但不简单，既能训练找主干，也能训练从句和时态层次判断。对句子结构与时态学习都很有代表性，值得优先精练。

At that point in time, medical schools started to become more interested in having their curricula integrate nutritional concepts into the basic sciences.

第6段，第4句

“句首状语 + 主句 + 介词后长名词性结构”是学术英语里很常见的写法，像 “interested in ...” 这类搭配也很有迁移价值。

Herein lay the beginning of what ultimately turned from ignorance to denial of the value of nutritional therapies in medicine.

第6段，第6句

本句涵盖倒装结构、宾语从句作介词宾语、不及物动词 lie 的过去式 lay、from... to... 状语、程度状语等多种成分，且倒装和从句嵌套位置深的特点是常见易错点，作为划分练习句收益较高。

It was just a decade before this that many drug companies had found their vitamin sales skyrocketing and were quick to supply practicing physicians with generous samples of vitamins.

第7段，第3句

本句覆盖主语、并列谓语、宾语、宾语补足语、双宾语（间接宾语和直接宾语）等多种核心成分，且包含强调句识别、并列谓语辨析、宾补与定语区分（skyrocketing vs practicing）等易错点，作为成分划分练习句收益较高

As is known in retrospect, vitamin and mineral therapies are much less effective when applied to health-crisis conditions than when applied to long-term problems of undernutrition that lead to chronic health problems.

第7段，第5句

句子成分丰富且有典型易错点：主句的主系表结构、比较状语从句中的谓语省略、限制性与非限制性定语从句的区分、比较结构 "less...than" 的识别，以及介词短语作后置定语（of undernutrition）。适合训练学生识别系表结构、辨别从句类型、补出省略成分和分析复杂修饰关系。

According to Professor Dreiser, which of the following discoveries was made during the first era in the history of nutrition?

第16题 题干

特殊疑问句的被动语态结构在四六级和考研阅读理解题干中非常常见，尤其是学术类文章的配套问题经常采用此类句式。掌握"疑问词 + be + 过去分词"的识别方法可直接应用于大量真题场景，迁移性强

Medical schools stopped teaching nutritional concepts.

第18题，B

这种"主语 + 过去式谓语 + 后接动作内容"的句型非常常见，阅读中反复出现。掌握后可迁移到许多类似的动词搭配句。

By the time they are six or seven weeks old, babies can detect the difference between the rising and falling of tones.

第1段，第5句

时间状语从句前置加主句是四六级和考研阅读中的高频句式。情态动词表达能力、介词短语修饰名词、动名词作介词宾语，都是常考结构，具有较强的代表性和迁移价值。

Adults make it as easy as they can for babies to pick up a language by exaggerating such characteristics.

第2段，第1句

本句涵盖形式宾语与真正宾语对应、宾语补足语识别、不定式复合结构作宾语、方式状语、比较分句中的成分省略等多个重要考点,且这些考点在四六级和考研中频繁出现;形式宾语结构是易错点,比较结构的省略现象也值得练习,作为成分划分练习句收益较高。

Babies obviously derive pleasure from sound input, too: at even as young as nine months they will listen to songs or stories, although the words themselves are beyond their understanding.

第4段，第1句

本句覆盖主谓宾、主系表两种基本句型,包含多种状语(时间、方式、来源),以及代词主语、强调代词 themselves 等用法。时间状语 at even as young as nine months 结构较复杂,listen to 的介词宾语关系需要辨析,系表结构中介词短语作表语也值得练习,成分种类较丰富。

According to the talk, why do babies listen to songs and stories, even though they cannot understand them?

第22题题干

特殊疑问句加让步状语从句的组合在四六级和考研阅读中较为常见,属于典型的复合句结构;疑问句的倒装和 even though 引导让步从句都是高频考点;掌握后可迁移到大量类似句式

It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention, helping to start cinema in China, Japan, Latin America and Russia.

第2段，第2句

强调句"It is/was ... who/that"是四六级和考研阅读中的高频句式,定语从句修饰主句名词也是常考结构。本句将强调句与定语从句结合,且定语从句内部含有伴随状语,体现了真题中常见的复杂句式叠加模式。过去分词短语"followed closely by"作后置定语修饰名词,也是阅读中的典型难点。掌握本句结构后,可迁移到大量类似句式的理解和分析,代表性极强。

In terms of artistic development, it was again the French and the Americans who took the lead, though in the years before the First World War, Italy, Denmark and Russia also played a part.

第2段，第3句

主句的强调句结构是重要考点,涉及形式主语、表语、定语性修饰成分的综合识别,且容易与定语从句或表语从句混淆,训练价值高。从句覆盖主语、谓语、宾语、时间状语、副词状语等多种成分,且主语是并列结构,时间状语较长,适合练习成分切分。整句在一个不长的篇幅内包含了强调句型 and 让步状语从句两个典型结构,成分种类丰富,坑点明确。

In the end, it was the United States that was to become, and remain, the largest single market for films.

第3段，第1句

句中包含强调句结构(易错点)、时间状语、系动词后表语、并列谓语等多种成分,且强调句的主语识别和谓语定位是典型易错点,适合作为成分划分练习。

The centre of film-making had moved westwards, to Hollywood, and it was films from these new Hollywood studios that flooded onto the world's film markets in the years after the First World War, and have done so ever since.

第3段，第3句

本句在主干识别难度、时态复杂度、成分训练价值和结构典型性四个维度均表现突出,嵌套层级适中不过分绕人。作为涵盖强调句、定语从句、多时态对比和并列结构的综合练习句,能够有效训练学生应对考试中常见长难句的能力,综合推荐度高。

In Scandinavia, the Swedish cinema had a brief period of glory, notably with powerful epic films and comedies.

第3段，第6句

虽然结构简单,但涵盖了主谓宾三大核心成分和地点、方式两种状语,且地点状语前置、方式状语后置,可用于练习状语位置识别;但缺少定语、补语、从句等更丰富的成分类型

In Europe, only Germany proved industrially capable, while in Russia and in Japan the development of the cinema took place in conditions of commercial isolation.

第3段，第8句

while 引导对比状语从句的复合句结构在四六级和考研阅读中高频出现,且状语前置分隔主谓也是常见句式,掌握后可迁移到大量类似真题句子,典型性较高。

HIGH-FREQUENCY • 真题高频词

本卷出现的 260 个英语六级真题高频词

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

vitamin B1

n. 维生素

本卷17次·真题 22 句

product A2

n. 产品

本卷13次·真题 271 句

campaign B2

n. 运动

本卷13次·真题 57 句

era B2

n. 时代

本卷7次·真题 31 句

therapy B2

n. 治疗

本卷7次·真题 30 句

nutrition B2

n. 营养

本卷6次·真题 36 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷5次 · 真题 182 句

accord C1

n. (国家、团体间的) 协议

本卷5次 · 真题 167 句

response B1

n. 回答

本卷5次 · 真题 52 句

trap B1

n. 陷阱

本卷5次 · 真题 20 句

nutritional B2

adj. 营养的

本卷5次 · 真题 17 句

concept B2

n. 概念

本卷4次 · 真题 59 句

essential B1

adj. 必不可少的

本卷4次 · 真题 55 句

label B1

n. 标签

本卷4次 · 真题 52 句

range B1

n. 范围

本卷4次 · 真题 50 句

recognize B1

v. 认出

本卷4次 · 真题 42 句

stock B1

n. 库存

本卷4次 · 真题 32 句

promotion B2

n. 晋升, 升职

本卷4次 · 真题 29 句

fee B1

n. 费用

本卷4次 · 真题 24 句

exaggerate B2

v. 夸大

本卷4次 · 真题 19 句

pest B2

n. 害虫

本卷4次 · 真题 12 句

researcher B2

n. 研究人员

本卷3次 · 真题 363 句

less A1

det. 较少的

本卷3次·真题 273 句

effective B1

adj. 有效的, 起作用的

本卷3次·真题 94 句

apply A2

v. 申请

本卷3次·真题 63 句

observe B2

v. 观察; 注意到

本卷3次·真题 48 句

manufacturer B2

n. 制造商

本卷3次·真题 33 句

moral B2

adj. 道德的

本卷3次·真题 32 句

prior B2

adj. 先前的, 之前的

本卷3次·真题 22 句

approval B2

n. 赞成

本卷3次·真题 12 句

outlet B2

n. 商店

本卷3次·真题 12 句

commuter B2

n. 通勤者

本卷3次·真题 9 句

would A1

aux. (will 的过去式) 将要, 会

本卷2次·真题 568 句

focus B1

n. 重点

本卷2次·真题 200 句

relationship B1

n. 关系

本卷2次·真题 168 句

decade B1

n. 十年

本卷2次·真题 120 句

design B1

n. 设计

本卷2次·真题 119 句

affect B1

v. 影响

本卷2次·真题 116 句

professor B1

n. 教授 (大学教师的最高职称)

本卷2次 · 真题 112 句

claim B1

v. 声称

本卷2次 · 真题 111 句

united B1

adj. 联合的

本卷2次 · 真题 97 句

promote B2

v. 促进

本卷2次 · 真题 82 句

states A1

n. 国家

本卷2次 · 真题 80 句

solution B1

n. 解决办法

本卷2次 · 真题 76 句

protein B1

n. 蛋白质

本卷2次 · 真题 64 句

loss B1

n. 丧失

本卷2次 · 真题 56 句

associate B2

v. 联系

本卷2次 · 真题 54 句

mainly B1

adv. 主要地

本卷2次 · 真题 53 句

native B1

adj. 本国的

本卷2次 · 真题 45 句

protection B1

n. 保护

本卷2次 · 真题 42 句

relatively B2

adv. 相对地

本卷2次 · 真题 37 句

central B1

adj. 主要的

本卷2次 · 真题 36 句

centre A2

n. 中心;中央

本卷2次 · 真题 33 句

extra A2

adj. 额外的

本卷2次 · 真题 33 句

acquire B2

v. 获得

本卷2次 · 真题 31 句

obtain B2

v. 获得

本卷2次 · 真题 29 句

extend B1

v. 延伸;延长

本卷2次 · 真题 28 句

delay B1

n. 延迟

本卷2次 · 真题 27 句

expression B1

n. 表达

本卷2次 · 真题 27 句

fault B1

n. 过错

本卷2次 · 真题 26 句

initial B1

adj. 最初的

本卷2次 · 真题 26 句

component B2

n. 组成部分

本卷2次 · 真题 25 句

diverse B2

adj. 多种多样的

本卷2次 · 真题 24 句

escape A2

v. 逃跑;逃脱

本卷2次 · 真题 24 句

leading B1

adj. 最重要的

本卷2次 · 真题 24 句

volume B1

n. 音量

本卷2次 · 真题 21 句

ad A2

n. 广告

本卷2次 · 真题 20 句

capture B1

v. 捕获

本卷2次 · 真题 19 句

typical B1

adj. 典型的

本卷2次 · 真题 19 句

tone B1

n. 语气, 口气

本卷2次 · 真题 17 句

facial B2

adj. 面部的

本卷2次·真题 15 句

committee B1

n. 委员会

本卷2次·真题 13 句

manufacture B2

v. (大规模) 制造, 生产

本卷2次·真题 13 句

granted B2

v. 授予

本卷2次·真题 10 句

comprehend B2

v. 理解

本卷2次·真题 8 句

benefit B1

n. 好处

本卷1次·真题 244 句

effect A2

n. 影响

本卷1次·真题 191 句

behavior B1

n. 行为

本卷1次·真题 171 句

view A2

n. 观点, 看法

本卷1次·真题 134 句

base A2

n. 基础

本卷1次·真题 126 句

stress B1

n. 压力

本卷1次·真题 126 句

finding B2

n. 调查结果

本卷1次·真题 121 句

rate A2

n. 速度

本卷1次·真题 121 句

quality A2

n. 质量

本卷1次·真题 112 句

major B1

adj. 主要的

本卷1次·真题 108 句

growth B1

n. 增长

本卷1次·真题 104 句

policy B1

n. 政策

本卷1次·真题 103 句

support A2

v. 支持

本卷1次·真题 103 句

measure B1

v. 测量

本卷1次·真题 100 句

medium B1

adj. 中等的

本卷1次·真题 98 句

according B1

prep. 根据

本卷1次·真题 96 句

account A2

n. 账户

本卷1次·真题 93 句

lack B1

v. 缺少

本卷1次·真题 89 句

amount A2

n. 数量

本卷1次·真题 84 句

understanding B1

n. 理解;领悟

本卷1次·真题 84 句

diet A2

n. 日常饮食

本卷1次·真题 82 句

contribute B1

v. 捐献

本卷1次·真题 79 句

increasingly B2

adv. 越来越;日益;不断增加地

本卷1次·真题 78 句

recently A2

adv. 最近

本卷1次·真题 76 句

organization B1

n. 组织

本卷1次·真题 73 句

reflect B1

v. 反映, 显示

本卷1次·真题 71 句

responsibility B1

n. 责任

本卷1次·真题 69 句

engage B2

v. 参与/从事

本卷1次·真题 68 句

attract B1

v. 吸引 (注意力、兴趣)

本卷1次·真题 67 句

variety B1

n. 多样化

本卷1次·真题 66 句

easily A2

adv. 容易地

本卷1次·真题 65 句

significant B2

adj. 重要的

本卷1次·真题 65 句

quickly A2

adv. 快速地

本卷1次·真题 63 句

determine B2

v. 决定

本卷1次·真题 62 句

occur B1

v. 发生, 出现

本卷1次·真题 62 句

conduct B2

v. 组织并实施

本卷1次·真题 59 句

launch B1

v. 推出

本卷1次·真题 56 句

advocate B2

v. 拥护

本卷1次·真题 55 句

feature B1

n. 特征

本卷1次·真题 55 句

credit B1

n. 赊购, 赊账

本卷1次·真题 54 句

unique B2

adj. 独特的

本卷1次·真题 54 句

audience A2

n. 观众

本卷1次·真题 52 句

contain B1

v. 包含, 含有

本卷1次·真题 52 句

emotional B1

adj. 情绪的

本卷1次·真题 52 句

respond B1

v. 回答, 答复

本卷1次·真题 52 句

powerful B1

adj. 强大的

本卷1次·真题 50 句

status B2

n. 地位

本卷1次·真题 48 句

damage B1

n. 损害

本卷1次·真题 46 句

detail B1

n. 细节

本卷1次·真题 46 句

ignore B1

v. 忽视;不理睬

本卷1次·真题 46 句

demonstrate B2

v. 证明

本卷1次·真题 45 句

achievement B1

n. 成就

本卷1次·真题 44 句

flood B1

n. 洪水

本卷1次·真题 44 句

previous B1

adj. 先前的

本卷1次·真题 44 句

commercial B2

adj. 商业的

本卷1次·真题 43 句

passion B2

n. 强烈的情感

本卷1次·真题 43 句

pursue B2

v. 追求

本卷1次·真题 43 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本卷1次·真题 42 句

survive B1

v. 幸存

本卷1次·真题 42 句

interested B1

adj. 感兴趣的

本卷1次·真题 41 句

function B1

n. 功能

本卷1次·真题 40 句

attempt B1

v. 试图

本卷1次·真题 39 句

dietary B2

adj. 饮食的

本卷1次·真题 39 句

generate B2

v. 产生, 引起 (结果、反应等)

本卷1次·真题 39 句

characteristic B2

n. 特征

本卷1次·真题 36 句

compete B1

v. 竞争

本卷1次·真题 36 句

means A2

n. 方法

本卷1次·真题 35 句

artificial B2

adj. 人造的

本卷1次·真题 34 句

contact B1

n. 联系

本卷1次·真题 34 句

proposal B2

n. 提议

本卷1次·真题 34 句

ultimately B2

adv. 最终;终归

本卷1次·真题 34 句

original B1

adj. 最初的, 原始的

本卷1次·真题 33 句

chain B1

n. 链条

本卷1次·真题 32 句

expectation B2

n. 期待;预期

本卷1次·真题 32 句

harmful B1

adj. 有害的

本卷1次·真题 32 句

humanity B2

n. 人类 (总称)

本卷1次·真题 32 句

perceive B2

v. 理解, 领悟 (某事的性质或意义)

本卷1次·真题 32 句

aid B1

n. 帮助

本卷1次·真题 31 句

infant B2

n. 婴儿

本卷1次·真题 31 句

item A2

n. 项目

本卷1次·真题 31 句

participate B1

v. 参加

本卷1次·真题 31 句

recognition B2

n. 认可

本卷1次·真题 31 句

stage A2

n. 阶段

本卷1次·真题 31 句

embrace B2

v. 拥抱

本卷1次·真题 30 句

expose B2

v. 使暴露

本卷1次·真题 30 句

transform B2

v. 使彻底改变;使转变

本卷1次·真题 30 句

entirely B1

adv. 完全地

本卷1次·真题 29 句

meanwhile B1

adv. 与此同时

本卷1次·真题 29 句

closely B1

adv. 紧密地

本卷1次·真题 28 句

competitive B2

adj. 竞争的

本卷1次·真题 28 句

propose B1

v. 提议

本卷1次·真题 28 句

chronic B2

adj. (疾病) 慢性的, 长期的

本卷1次·真题 27 句

curriculum B2

n. 课程

本卷1次·真题 27 句

facility B2

n. 设施

本卷1次·真题 27 句

sacrifice B2

n. 牺牲

本卷1次·真题 27 句

urge B2

v. 敦促

本卷1次·真题 27 句

freedom B1

n. 自由

本卷1次·真题 26 句

persuade B1

v. 说服

本卷1次·真题 26 句

beginning A1

n. 开始

本卷1次·真题 25 句

behave B1

v. 表现, 举止

本卷1次·真题 25 句

destination B1

n. 目的地

本卷1次·真题 25 句

contrast B2

n. 对比

本卷1次·真题 24 句

observation B2

n. 观察

本卷1次·真题 24 句

payment B1

n. 支付

本卷1次·真题 24 句

distinguish B2

v. 区分

本卷1次·真题 23 句

route B1

n. 路线

本卷1次·真题 23 句

export B1

v. 出口, 输出 (商品到国外)

本卷1次·真题 22 句

calm B1

adj. 平静的

本卷1次·真题 21 句

capable B1

adj. 有能力的

本卷1次·真题 21 句

detect B2

v. 发现，察觉（难以察觉的事物）

本卷1次·真题 21 句

diminish C1

v. 减少

本卷1次·真题 21 句

emphasize B2

v. 强调

本卷1次·真题 21 句

actual B1

adj. 真实的

本卷1次·真题 20 句

creation B2

n. 创造

本卷1次·真题 20 句

sample B1

n. 样品

本卷1次·真题 20 句

grocery B1

n. 食品杂货

本卷1次·真题 19 句

inevitable B2

adj. 必然发生的

本卷1次·真题 19 句

obviously B1

adv. 显然,明显地

本卷1次·真题 19 句

accomplish B2

v. 完成，实现（任务、目标）

本卷1次·真题 18 句

adequate B2

adj. 足够的，充分的

本卷1次·真题 18 句

emphasis B2

n. 强调

本卷1次·真题 18 句

expansion B2

n. 扩张

本卷1次·真题 18 句

intense B2

adj. 强烈的

本卷1次·真题 18 句

reduction B2

n. 减少

本卷1次·真题 18句

dominate B2

v. 控制

本卷1次·真题 17句

unusual B1

adj. 不寻常的

本卷1次·真题 17句

brief B1

adj. 简短的;短暂的

本卷1次·真题 16句

consist B2

v. 由...组成

本卷1次·真题 16句

deem C1

v. 认为, 视为 (正式用语)

本卷1次·真题 16句

distinction B2

n. 区别

本卷1次·真题 16句

entertainment B1

n. 娱乐活动

本卷1次·真题 16句

reaction B1

n. 反应

本卷1次·真题 16句

absorb B2

v. 吸收 (液体、气体等)

本卷1次·真题 15句

breed B2

v. 繁殖

本卷1次·真题 15句

commission B2

n. 佣金

本卷1次·真题 15句

discrimination C1

n. 歧视

本卷1次·真题 15句

distinct B2

adj. 清晰的

本卷1次·真题 15句

input B1

n. 输入的信息、数据

本卷1次·真题 15句

physician B2

n. 医生

本卷1次·真题 15句

promising B2

adj. 有希望的

本卷1次·真题 15句

symptom B2

n. 症状

本卷1次·真题 15句

totally B1

adv. 完全地

本卷1次·真题 15句

alien B2

adj. 外国的

本卷1次·真题 14句

artistic B2

adj. 艺术的

本卷1次·真题 14句

engaged B1

adj. 忙碌的

本卷1次·真题 14句

honor B2

n. 荣誉

本卷1次·真题 14句

integrate C1

v. 使融入

本卷1次·真题 14句

pain A2

n. 疼痛

本卷1次·真题 14句

passionate B2

adj. 热情的

本卷1次·真题 14句

plus A2

prep. 加, 加上

本卷1次·真题 14句

precisely B2

adv. 精确地, 准确地

本卷1次·真题 14句

substance B2

n. 物质

本卷1次·真题 14句

syndrome C1

n. 综合征

本卷1次·真题 14句

experimental B2

adj. 实验的

本卷1次·真题 13句

roughly B1

adv. 大约, 大概

本卷1次·真题 13句

slowly B1

adv. 缓慢地

本卷1次·真题 13 句

agent B2

n. 代理人

本卷1次·真题 12 句

collapse B2

v. 倒塌, 坍塌

本卷1次·真题 12 句

comprehension B2

n. 理解力

本卷1次·真题 12 句

derive B2

v. 获得

本卷1次·真题 12 句

discount B1

n. 折扣; 减价

本卷1次·真题 12 句

disrupt C1

v. 扰乱; 中断

本卷1次·真题 12 句

dominant C1

adj. 占主导地位的

本卷1次·真题 12 句

excitement B1

n. 兴奋

本卷1次·真题 12 句

merely B2

adv. 仅仅, 只不过

本卷1次·真题 12 句

mineral B1

n. 矿物

本卷1次·真题 12 句

printer A2

n. 打印机

本卷1次·真题 12 句

retire B1

v. 退休

本卷1次·真题 12 句

comedy B1

n. 喜剧 (作品)

本卷1次·真题 11 句

handful B1

n. 一把; 少量

本卷1次·真题 11 句

initiate C1

v. 开始

本卷1次·真题 11 句

instantly B1

adv. 立即, 马上
本卷1次·真题 11句

negotiate B2

v. 谈判
本卷1次·真题 11句

specialist B2

n. 专家
本卷1次·真题 11句

attraction B1

n. 吸引力
本卷1次·真题 10句

organism B2

n. 生物
本卷1次·真题 10句

utilize B2

v. 使用, 利用
本卷1次·真题 10句

bacteria B2

n. 细菌
本卷1次·真题 9句

ceremony B2

n. 典礼
本卷1次·真题 9句

deadly B2

adj. 致命的
本卷1次·真题 9句

isolation B2

n. 隔离
本卷1次·真题 9句

corn A2

n. 玉米
本卷1次·真题 8句

generous B1

adj. 慷慨的, 大方的
本卷1次·真题 8句

melody B2

n. 旋律, 曲调
本卷1次·真题 8句

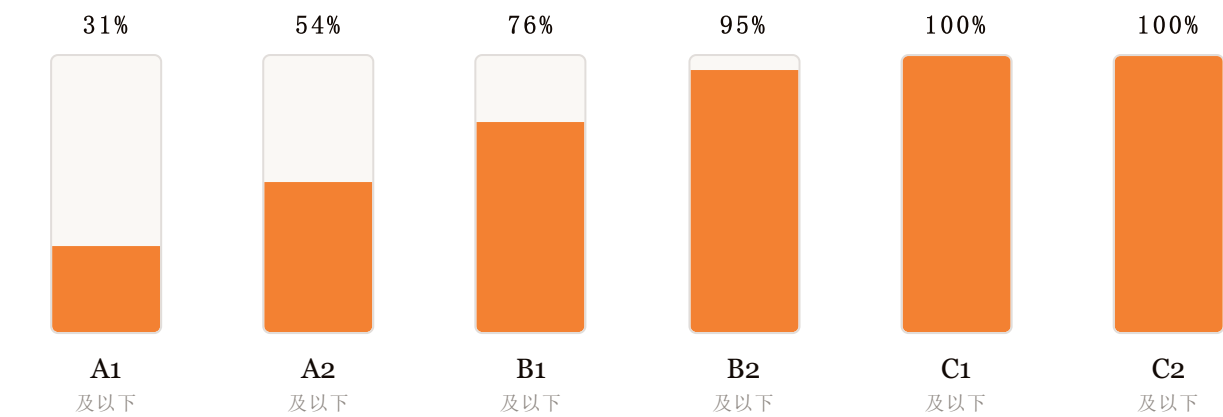
ok A1

adj. 可以的
本卷1次·真题 8句

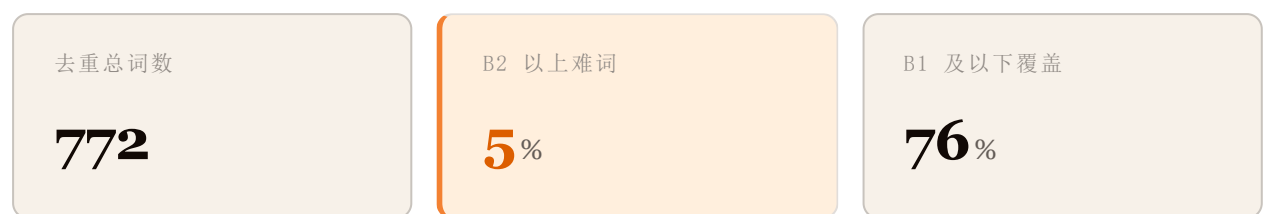
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全卷录音原文去重后共 **772** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本卷共 39 个·约 5%。



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