

# 2025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2025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(2025-06) · 英语六级

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

### Part II

### Listening Comprehension

(30 minutes)

#### Section A

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

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

1 W: We are down to two candidates for one position, and we need to decide by the end of the day in order to finalize this whole procedure.

W: 我们现在只剩两个候选人竞争一个职位，我们需要在今天结束前做出决定，以便完成整个流程。

2 M: Yes, but it isn't an easy choice to make. Both applicants are quite strong.

M: 是的,但这不是一个容易做的选择。两位申请人都很优秀。

3 W: Let's get to it, then. Both of them went to good universities, and both of them studied business-related subjects. So academically, I'd say they're pretty much the same. What do you think?

W: 那我们开始吧。他们两个都上过不错的大学,而且都学的是商科相关专业。所以从学术角度来说,我觉得他们基本上不相上下。你觉得呢?

4 M: I would agree, yes. The only difference worth noting, perhaps, is that it looks like Rachel scored moderately stronger grades throughout high school and university. But as I said, only a tiny bit higher than Peter.

M: 我同意,是的。唯一值得注意的区别,也许就是Rachel在高中和大学期间的成绩看起来稍微好一点。但就像我说的,只是比Peter高一点点。

5 W: That's true, and worth noting. Thank you. In addition, Rachel interviewed very well. I thought she came across as bright and alert.

W: 确实,这点值得注意。谢谢。另外,Rachel的面试表现很好。我觉得她给人的印象是聪明又机敏。

6 M: Yes. She asked some very good questions about the position and the company, which made me think she is very keen about the job.

M: 是的。她问了一些关于这个职位和公司的很好的问题,这让我觉得她对这份工作非常感兴趣。

7 W: I thought so, too. Now, let's look at Peter's interview performance. I thought he also did very well. He came across as respectful and professional, wouldn't you say? Calm and poised. Very mature for his age.

W: 我也这么想。现在,我们来看看Peter的面试表现。我觉得他也表现得很好。他给人的印象是有礼貌、很专业,你说呢?沉着冷静。就他这个年龄来说非常成熟。

8 M: Exactly. In my notes, I wrote that he seemed composed and in control of his emotions. I think he definitely looked more mature than Rachel.

M: 没错。在我的笔记里,我写道他看起来很镇定,能控制好自己的情绪。我觉得他看起来肯定比Rachel更成熟。

9 W: Interesting. So, we agree that Rachel appeared inexperienced and less mature than Peter, even though both candidates are the same age and have practically no work experience.

W: 有意思。所以,我们都认为Rachel显得缺乏经验,不如Peter成熟,尽管两位候选人年龄相同,而且几乎都没有工作经验。

10 M: When comparing them side by side, yes, Peter seemed more self-assured somehow. Maybe it was something about their body language.

M: 如果把他们放在一起比较的话,是的,Peter看起来更自信一些。也许是他们肢体语言方面的某些差异吧。

11 W: Sure. Maybe he was simply less nervous.

W: 当然。也许他只是不那么紧张而已。

12 M: Maybe. Who knows? To be honest, I think I like Rachel better.

M: 也许吧。谁知道呢?说实话,我觉得我更喜欢Rachel。

13 W: Hmm. Really? I think I like Peter.

W: 嗯。真的吗?我觉得我更喜欢Peter。

14 M: Ah, well. If there's a tie, and we can't come to an agreement, then we'll take it to John and let him cast the deciding vote.

M: 啊, 好吧。如果打成平手, 我们无法达成一致, 那我们就把这个问题交给 John, 让他来投决定性的一票。

1. A) They have to make a choice by the end of the day.  
B) Both candidates are very keen on getting the job.  
C) They hold different views on the procedure.  
D) Both candidates are quite competitive.

**【题目】 Why does the man think it is difficult to make the decision?**

**【翻译】** 为什么男士认为很难做出决定?

- A) 他们必须今天结束前做出选择。 B) 两位候选人都非常渴望得到这份工作。  
C) 他们对程序持有不同看法。 D) 两位候选人都很有竞争力。

**【答案】 D** (细节题) Both candidates are quite competitive.

**【定位】** M: Yes, but it isn't an easy choice to make. Both applicants are quite strong.

男: 是啊, 但这不是一个容易做的选择。两位申请者都相当强。

**【信号】 男士应答里的转折 + 给因。** 这是男士对女士「今天得定」的直接应答, but it isn't an easy choice to make 用 but 转出「不好选」, 紧接 Both applicants are quite strong 给出原因——两人都很强, 正是「难选」的答案句。

**【替换】** Both applicants are quite strong ↔ **Both candidates are quite competitive**

近义改写 strong→competitive、applicants→candidates

**【排除】 A) 原词陷阱**

A 取自女士开场 we need to decide by the end of the day 的「by the end of the day」, 但那是「期限」而非「难以抉择的原因」; 问的是 Why difficult, 时间紧不是男士给出的理由, 属听到原词就想选的陷阱。

借用原文: we need to decide by the end of the day

**B) 张冠李戴**

「很想要这份工作」对应录音后面 she is very keen about the job, 那是评价 Rachel 的, 且只针对一人; 本题问男士为何觉得难选, 他给的因是「两人都强」, 不是「都很想要」, B 张冠李戴又答非所问。

借用原文: she is very keen about the job

**C) 未提及**

录音里两人对「流程」并无分歧, finalize this whole procedure 只是说要走完流程, 并没有说「对 procedure 持不同看法」; C 借 procedure 一词虚构了一个原文没有的分歧。

借用原文: finalize this whole procedure

2. A) Both Rachel and Peter came across as respectful and professional.  
B) Rachel scored moderately higher grades than Peter at school.  
C) Both Rachel and Peter excelled in their academic pursuit.  
D) Peter appeared slightly stronger than Rachel physically.

【题目】 What do the speakers say may be worth noting?

【翻译】 说话者认为什么可能值得注意？

- A) Rachel和Peter都表现得既尊重他人又很专业。 B) Rachel在学校的成绩略高于Peter。  
C) Rachel和Peter在学业追求上都很出色。 D) Peter在体格上似乎略强于Rachel。

【答案】 B (细节题) Rachel scored moderately higher grades than Peter at school.

【定位】 M: The only difference worth noting, perhaps, is that it looks like Rachel scored moderately stronger grades throughout high school and university. But as I said, only a tiny bit higher than Peter.

男：唯一也许值得一提的差别，是看起来 Rachel 在整个高中和大学的成绩略好一些。但正如我说的，只比 Peter 高出一点点。

【信号】 明示标记 **difference worth noting**。男士直接说 The only difference worth noting，与题干 worth noting 字面对应，是教科书式的答案信号；其后 Rachel scored moderately stronger grades 加上 only a tiny bit higher than Peter 就是要抓的内容。

【替换】 Rachel scored moderately stronger grades throughout high school and university ↔

**Rachel scored moderately higher grades than Peter at school**

stronger grades=higher grades, 程度词原样保留

only a tiny bit higher than Peter ↔ **moderately higher grades than Peter**

a tiny bit higher印证「略高」

【排除】 A) **原词陷阱**

A 的 respectful and professional 直接取自女士评 Peter 的 He came across as respectful and professional，是真听到的原词；但那是夸 Peter 一人的面试表现，并非两人都如此，且不是被点为「worth noting」的那点，属原词陷阱。

借用原文：He came across as respectful and professional

C) **与原文相反**

录音强调 only a tiny bit higher，仅是「略高」；C 的 excelled（出类拔萃）且说「两人都」学业杰出，把程度从「略」拔高到「极」、把范围从「Rachel 略胜」改成「两人皆优」，与原文程度相反。

借用原文：only a tiny bit higher than Peter

D) **未提及**

录音通篇比的是成绩、面试表现、成熟度，从未提到 physically（体格）；D 把 stronger 偷换成「身体上更强」，是录音根本没说的维度。

3. A) His use of body language.  
B) His accumulation of experience.  
C) His unusual state of mind.  
D) His knowledge about the company.

**【题目】** According to the man, what might account for Peter appearing somewhat more self-assured than Rachel?

**【翻译】** 根据男士的说法,什么可能是Peter看起来比Rachel更自信的原因?

- A) 他对肢体语言的使用。 B) 他积累的经验。 C) 他不寻常的精神状态。  
D) 他对公司的了解。

**【答案】** A (细节题) His use of body language.

**【定位】** M: When comparing them side by side, yes, Peter seemed more self-assured somehow. Maybe it was something about their body language.

男: 把他们并排比较时, 是的, Peter 不知怎的显得更自信。也许跟他们的肢体语言有关。

**【信号】** 男士的归因句 **Maybe it was....**。这是男士亲口给出的归因——Peter seemed more self-assured somehow 之后紧跟 Maybe it was something about their body language, 用 Maybe it was... 引出原因, 正是 account for 所问的答案句。

**【替换】** Maybe it was something about their body language ↔ **His use of body language**  
body language原词同指其运用

**【排除】** B) **原词陷阱**

B 的 experience 来自录音 practically no work experience, 但原文说的是「两人几乎都没有工作经验」, 恰恰不是经验造成差异; B 把「没有经验」偷成「经验的积累」, 听到 experience 就选即落坑。

借用原文: practically no work experience

C) **偷换概念**

录音说 Peter 显得 composed and in control of his emotions (沉着、控制情绪), 是正面的镇定, 并非 unusual state of mind (异常心态); C 把镇定歪曲成「异常」, 且不是男士给的归因, 原文未提此因。

借用原文: composed and in control of his emotions

D) **张冠李戴**

D 的 knowledge about the company 化用录音 asked some very good questions about the position and the company, 但那是说 Rachel 问了好问题、显得很想要这份工作, 针对的是 Rachel、回答的是「是否 keen」, 与本题问 Peter 自信的归因无关。

借用原文: asked some very good questions about the position and the company

4. A) Compare the candidates side by side again.  
B) Ask the board to cast the deciding vote.  
C) Find a way to break the tie next time.  
D) Let John make the final decision.

**【题目】** What does the man say they will do if they can't reach an agreement?

**【翻译】** 男士说如果他们无法达成一致意见会怎么做？

- A) 再次并列比较候选人。 B) 请董事会投决定性的一票。 C) 下次找个办法打破平局。  
D) 让John做最终决定。

**【答案】** D (细节题) Let John make the final decision.

**【定位】** M: Ah, well. If there's a tie, and we can't come to an agreement, then we'll take it to John and let him cast the deciding vote.

男：啊，好吧。如果出现平局、我们没法达成一致，那我们就把它交给 John，让他来投决定票。

**【信号】** 条件句 If...then 的对策落点。男士用 If there's a tie, and we can't come to an agreement, then we'll take it to John 给出明确的 If...then 对策；句中专有人名 John 是强定位信号，then 后的动作即答案。

**【替换】** take it to John and let him cast the deciding vote ↔ Let John make the final decision  
cast the deciding vote=make the final decision

**【排除】** A) 原词陷阱

A 的 compare side by side 取自男士早前的 When comparing them side by side，确是原词；但那是描述他们之前已做的对比，而非「谈不拢时的对策」，问的是 if can't agree 怎么办，A 时态与问点都不符。

借用原文：When comparing them side by side

B) 偷换概念

B 的 cast the deciding vote 正是录音原词 cast the deciding vote，极具迷惑；但录音里投决定票的是 John 一个人，B 却说交给 the board（董事会）投票，把「个人 John」偷换成「集体 board」。

借用原文：take it to John and let him cast the deciding vote

C) 偷换概念

C 的 break the tie 借用录音 If there's a tie 的 tie 一词，但录音对平局的对策是「这次就交给 John」，C 却说「找办法在下次打破平局」，把「当下交 John」偷改成「留待下次」，时点与做法都对不上。

借用原文：If there's a tie, and we can't come to an agreement

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

1 M: We're here with Clementine Ortega, head designer of the private fashion label L'Orange, to discuss her latest collection. Ms. Ortega, how would you describe this season's look?

M: 我们今天请到了私人时装品牌 L'Orange 的首席设计师 Clementine Ortega, 来聊聊她的最新系列。Ortega 女士, 您会如何描述这一季的风格?

2 W: To be honest, my preferred style has always been on the ambiguous side, and I think this collection is even more so. I try not to adhere to social norms and expectations. Rather, I always try to incorporate something slightly absurd into my aesthetic.

W: 说实话, 我偏爱的风格一直都是比较模糊的那种, 我觉得这个系列更是如此。我尽量不去遵循社会规范和期望。相反, 我总是试图在我的美学中融入一些略带荒诞的东西。

3 M: The assortments of accessories in this collection have had quite the impact on critics. The dazzling cape deployed at the end of the show, for example, bewildered many in the audience. What was your inspiration for this piece?

M: 这个系列中各种配饰的组合对评论家产生了相当大的影响。比如在秀场最后展示的那件炫目的披风, 就让观众席上的许多人感到困惑。这件作品的灵感来源是什么?

4 W: Over the summer, I traveled through rural mountain villages throughout Asia in search of handicrafts to decorate my new studio with. The embroidery done by the women in a particular village was so exquisite. I couldn't stop thinking about it. Trying to recreate their designs would have been futile. So instead, I applied my own eccentric approach. Using glitter, I drew similar intricate patterns onto the velvet cape. This ended up in the glamorous, luminous look that concluded the show.

W: 夏天的时候, 我去亚洲各地的乡村山区旅行, 寻找手工艺品来装饰我的新工作室。有个村子里的女人们做的刺绣实在太精美了。我一直忘不了。试图重现她们的设计是徒劳的。所以我采用了自己古怪的方法。我用闪粉在天鹅绒披风上画出类似的复杂图案。最后就有了为秀场收尾的那个华丽夺目的造型。

5 M: It was indeed majestic, and yet, dare I say, masculine at the same time.

M: 确实很有气势, 然而, 我能说吗, 同时又带着一种男性气质。

6 W: Well, yes, that was intentional. I like to merge styles that are often at opposite ends of the fashion spectrum. Hence, the sparkling cape was paired with a traditional power suit you would typically see in a business setting. It was sensational, if I do say so myself.

W: 嗯, 是的, 这是有意为之。我喜欢融合那些通常处于时尚光谱两端的风格。因此, 闪亮的披风搭配了你通常会在商务场合看到的传统职业套装。恕我直言, 效果非常轰动。

7 M: Spectacular for sure! A stunning show all around. Going against stereotypes, the incorporation of indigenous aspects, along with your underlying signature touch, made this collection a statement of the season. You have proven yourself a formidable young designer, and we can't wait to see what creations you come up with next.

M: 确实壮观! 整场秀都令人惊艳。打破刻板印象、融入本土元素, 再加上您标志性的底层触感, 让这个系列成为本季的宣言。您证明了自己是一位了不起的年轻设计师, 我们迫不及待想看到您接下来会创作出什么作品。

5. A) The private label "L'Orange".  
B) The woman's latest collection.  
C) This season's new fashion.  
D) The head designer's role.

**【题目】** What are the speakers mainly talking about?

**【翻译】** 说话者主要在讨论什么?

A) 自有品牌"L'Orange" B) 女士的最新系列 C) 本季的新时尚 D) 首席设计师的角色

**【答案】** B (主旨题) The woman's latest collection.

**【定位】** We're here with Clementine Ortega, head designer of the private fashion label L'Orange, to discuss her latest collection.

我们今天请到了私人时装品牌 L'Orange 的首席设计师 Clementine Ortega, 来聊聊她的最新系列。

**【信号】** 开场引入语点题。记者开场白 to discuss her latest collection 直接交代了"今天来谈什么", 访谈类对话的中心话题几乎都由开场引入句给出, 这就是答案句。

**【替换】** to discuss her latest collection ↔ **The woman's latest collection.**

her=the woman 指代对应

**【排除】** A) **原词陷阱**

录音确实念到品牌名 the private fashion label L'Orange, 但它只是介绍设计师身份时的背景, 全程没有围绕"这个品牌"展开, 是听到原词就想选的原词陷阱。

借用原文: the private fashion label L'Orange

C) **偷换概念**

记者后面问过 this season's look, C 借这个词把话题偷换成"本季新潮流"这种行业泛论; 可对话谈的始终是"她个人的这一系列", 不是整个时尚界的趋势。

借用原文: this season's look

D) **未提及**

录音用 head designer 介绍她的职位, D 借此说成"首席设计师的职责"; 但全段没有一句在谈"这个职位要干什么", 是抓住头衔词的过度发挥。

借用原文: head designer

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6. A) Something reflecting the social norms.  
B) Something meeting public expectations.  
C) Something slightly absurd.  
D) Something a bit ambiguous.

**【题目】** What does the woman say she always tries to incorporate into her aesthetic?

【翻译】女士说她总是试图将什么融入她的美学风格？

- A) 反映社会规范的东西    B) 符合公众期望的东西    C) 略微荒诞的东西  
D) 有点模糊的东西

【答案】C (细节题) Something slightly absurd.

【定位】Rather, I always try to incorporate something slightly absurd into my aesthetic.

相反，我总是试着把一点略显荒诞的东西融入我的审美。

【信号】I always try to 是直接应答。被问者女设计师用 I always try to incorporate something slightly absurd 直接讲出她总加入的东西，主语+always 的自述句正是题干所问，是答案句。

【替换】something slightly absurd ↔ Something slightly absurd.

近乎原句对应

【排除】A) 与原文相反

录音里 I try not to adhere to social norms 是她要"避开"的东西，A 却说她要加入"反映社会规范"的东西，正好把否定听成了肯定。

借用原文：I try not to adhere to social norms

B) 与原文相反

原文 expectations 与 social norms 并列，都在 I try not to adhere to 的否定范围内；B 说她要"符合公众期待"的东西，与她的本意相反。

借用原文：social norms and expectations

D) 原词陷阱

录音里 my preferred style has always been on the ambiguous side 说的是她整体风格偏"含糊"，D 借 ambiguous 这个原词来答"她加入了什么"，但题问的是 incorporate 进去的具体东西 (absurd)，答非所问。

借用原文：my preferred style has always been on the ambiguous side

- 
7. A) Merge styles often at opposite ends of the fashion spectrum.  
B) Learn from the designs of the Asian rural mountain villagers.  
C) Make velvet capes look both majestic and masculine.  
D) Draw intricate patterns onto a traditional power suit.

【题目】What does the woman say she likes to do?

【翻译】女士说她喜欢做什么？

- A) 融合通常处于时尚光谱两端的风格    B) 向亚洲乡村山区村民的设计学习  
C) 让天鹅绒斗篷看起来既威严又阳刚    D) 在传统正装西服上绘制复杂的图案

【答案】A (细节题) Merge styles often at opposite ends of the fashion spectrum.

【定位】I like to merge styles that are often at opposite ends of the fashion spectrum.

我喜欢把那些常常处于时尚光谱两端的风格融合到一起。

【信号】 I like to 直陈偏好。 I like to merge styles that are often at opposite ends of the fashion spectrum 用 I like to 直接说出她的偏好，正中题干，是答案句。

【替换】 merge styles that are often at opposite ends of the fashion spectrum ↔

Merge styles often at opposite ends of the fashion spectrum.

省略定语从句的同义压缩

【排除】 B) 与原文相反

录音里她去亚洲山村看了刺绣，但明说 Trying to recreate their designs would have been futile——照搬他们的设计是徒劳的，所以她没有“学他们的设计”，B 把“放弃模仿”说反成“向他们学习”。

借用原文：Trying to recreate their designs would have been futile

C) 张冠李戴

majestic 和 masculine 是男主持人 masculine at the same time 给出的观感评价，C 盗用这两个原词，把“别人对作品的评价”伪装成“她喜欢做的事”，张冠李戴。

借用原文：masculine at the same time

D) 原词陷阱

I drew similar intricate patterns onto the velvet cape 是她做那件斗篷时的一次具体操作，D 把这个一次性细节冒充成她长期“喜欢做”的事，可题问的是她声明的偏好 (merge styles)，层级对不上。

借用原文：I drew similar intricate patterns onto the velvet cape

---

8. A) Obtaining the woman's signature.

B) Seeing the woman's new creations.

C) Incorporating indigenous aspects into his work.

D) Sharing more ideas with the woman next time.

【题目】 What is the man looking forward to?

【翻译】 男士期待什么？

A) 获得女士的签名 B) 看到女士的新作品 C) 将本土元素融入他的作品

D) 下次与女士分享更多想法

【答案】 B (细节题) Seeing the woman's new creations.

【定位】 we can't wait to see what creations you come up with next.

我们迫不及待想看看你接下来会创作出什么新作品。

【信号】 结尾 can't wait 表期待。男方在结尾说 we can't wait to see what creations you come up with next, can't wait to see 就是“期待”的强信号，是答案句。

【替换】 to see what creations you come up with next ↔ Seeing the woman's new creations.

come up with next=new creations

**【排除】 A) 偷换概念**

录音 your underlying signature touch 里 signature 指她"标志性"的风格印记, A 却理解成"获取她的签名", 把一词多义的 signature 偷换了义项, 且男方根本没说要签名。

借用原文: your underlying signature touch

**C) 原词陷阱**

the incorporation of indigenous aspects 是男方对本季作品已完成之处的称赞, 描述的是过去做成的事; C 盗用 indigenous 这个原词, 把"已经做到"说成"他期待去做", 时间和主体都错位。

借用原文: the incorporation of indigenous aspects

**D) 未提及**

录音结尾的 next 是接在 what creations you come up with next (下次的作品) 上的, D 借这个"下次"感造出"下次多分享想法", 可对话从没提"再聊/分享想法", 是无中生有。

## Section B

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

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

1 Pet dogs can often readily understand a wide range of their owners' commands and gestures, but are these abilities inborn or are they exclusively learned through training? To find out, a new study examined whether stray dogs could understand human gestures. The study revealed that 80% of participating dogs successfully followed pointing gestures to a specific location despite having never received prior training. The results suggest that dogs can understand complex gestures by simply watching humans. This could have implications in reducing conflict between stray dogs and humans.

宠物狗往往能够轻易理解主人的各种命令和手势, 但这些能力是天生的还是完全通过训练习得的? 为了找到答案, 一项新研究考察了流浪狗能否理解人类手势。研究显示, 80%的参与犬只成功地跟随指向手势找到了特定位置, 尽管它们此前从未接受过训练。研究结果表明, 狗仅通过观察人类就能理解复杂的手势。这可能对减少流浪狗与人类之间的冲突具有意义。

2 Dogs were domesticated 10,000 to 15,000 years ago. This means they are probably the oldest domesticated animals on the planet. Humans then bred dogs with the most desirable and useful traits so that they could function as companions and workers. This resulted in domesticated dogs that are highly responsive to human commands and gestures. However, it was not clear whether dogs understand us through training alone, or whether this was an inherent ability. Why does this matter?

狗在10,000到15,000年前被驯化。这意味着它们可能是地球上最古老的驯化动物。人类随后培育具有最理想和最有用特征的狗, 使它们能够充当伴侣和工作犬。这造就了对人类命令和手势高度敏感的驯化犬。然而, 狗是仅通过训练理解我们, 还是这是一种固有能力, 目前尚不清楚。为什么这很重要?

3 Stray dogs are a common feature in cities around the world. They may observe and occasionally interact with people, but such dogs have never been trained, and are behaviorally "wild". Conflicts between stray dogs and humans are a problem. Understanding how humans shape stray dogs' behavior may help alleviate this problem. According to the researchers of the new study, stray dogs are intelligent creatures. They closely observe humans and use their understanding of us to make a decision. Treating stray dogs with sensitivity and respect, and giving them space, the researchers assert, can reduce much conflict.

流浪狗是世界各地城市的常见现象。它们可能观察并偶尔与人互动,但这些狗从未接受过训练,在行为上是"野生的"。流浪狗与人类之间的冲突是个问题。理解人类如何影响流浪狗的行为可能有助于缓解这个问题。根据这项新研究的研究人员所说,流浪狗是聪明的生物。它们密切观察人类,并利用对我们的理解来做出决定。研究人员断言,以敏感和尊重的态度对待流浪狗,并给予它们空间,可以减少许多冲突。

9. A) They could readily recognize their owner simply by looking.  
B) They could understand the implications of human commands.  
C) They could be domesticated to act as our companions.  
D) They could follow pointing gestures without training.

**【题目】** What does the passage say about 80% of participating dogs in the new study?

**【翻译】** 文章关于新研究中80%的参与犬只说了什么?

- A) 它们仅通过观察就能轻易识别出自己的主人。 B) 它们能够理解人类指令的含义。  
C) 它们能够被驯化成为我们的伴侣。 D) 它们无需训练就能跟随指向手势。

**【答案】** D (细节题) They could follow pointing gestures without training.

**【定位】** The study revealed that 80% of participating dogs successfully followed pointing gestures to a specific location despite having never received prior training.

研究表明, 80% 参与实验的狗在从未接受过任何训练的情况下, 成功跟随指点手势找到了特定地点。

**【信号】** 数字 80% 即定位锚点。录音念到 80% of participating dogs 这个数字就是定位信号, 紧跟其后的 successfully followed pointing gestures to a specific location despite having never received prior training 即承载答案的那句, 听到数字就该锁定后半句。

**【替换】** followed pointing gestures ↔ follow pointing gestures

近乎原词的同动作对应

despite having never received prior training ↔ without training

让步从句压缩成介词短语

**【排除】 A) 原词陷阱**

A readily recognize their owner simply by looking 借了录音第 1 段开头 readily understand 里的 readily 一词，但录音说的是'轻易理解命令手势'，从未说'看一眼就认出主人'，是把听到的熟词嫁接到没说过的'事'上。

借用原文：readily understand a wide range of their owners' commands and gestures

**B) 偷换概念**

B understand the implications of human commands 用了录音里的 commands，但 80% 那句讲的是'跟随手势找到地点'，并非'理解命令的言外之意 (implications) '；implications 一词录音另有出处（讲研究意义），被挪来制造混淆。

借用原文：This could have implications in reducing conflict

**C) 张冠李戴**

C domesticated to act as our companions 的 domesticated、companions 都出自录音第 2 段讲'家养狗被驯化成伴侣'，但第 9 题问的是新研究里的 80% 流浪狗，C 把'家养狗'的事安到了'实验流浪狗'头上。

借用原文：they could function as companions and workers

- 
10. A) Cultivating them to be intelligent creatures.  
B) Training them to behave like domesticated dogs.  
C) Understanding how humans impact their behavior.  
D) Taking measures to reduce their numbers.

**【题目】 What may help alleviate the problem caused by stray dogs?**

**【翻译】 什么可能有助于缓解流浪犬造成的问题？**

- A) 培养它们成为聪明的生物。 B) 训练它们像驯化犬一样行事。  
C) 理解人类如何影响它们的行为。 D) 采取措施减少它们的数量。

**【答案】 C (细节题) Understanding how humans impact their behavior.**

**【定位】 Understanding how humans shape stray dogs' behavior may help alleviate this problem.**

理解人类如何塑造流浪狗的行为，可能有助于缓解这一问题。

**【信号】 help alleviate 即办法落点。** 录音第 3 段 may help alleviate this problem 与题干 alleviate the problem 完全呼应，这句的主语 Understanding how humans shape stray dogs' behavior 就是'有助于缓解'的那件事，help 一出现即落点。

**【替换】 Understanding how humans shape stray dogs' behavior ↔**

**Understanding how humans impact their behavior**

同义动词替换 shape=impact

【排除】 A) 原词陷阱

A Cultivating them to be intelligent creatures 借了录音 stray dogs are intelligent creatures 里的 intelligent creatures, 但原文是'流浪狗本就是聪明的生物', 并没说'培养它们变聪明'能缓解问题, 盗原词却扭了意思。

借用原文: stray dogs are intelligent creatures

B) 与原文相反

B Training them to behave like domesticated dogs 拼了录音的 training、domesticated, 但全文恰恰强调流浪狗'未经训练'也能懂人、应'给空间善待', '训练成家养狗'与文章主张方向相反。

借用原文: dogs that are highly responsive to human commands and gestures

D) 未提及

D Taking measures to reduce their numbers (采取措施减少其数量) 录音全篇未提'减少流浪狗数量', 是凭'流浪狗是问题'想当然推出的极端办法, 原文谈的是'理解与善待'而非清除。

- 
11. A) Tame them through repeated training.  
B) Treat them with sensitivity and respect.  
C) Make them responsive to our commands.  
D) Watch their behavior and try to improve it.

【题目】 What do the researchers suggest we do to reduce conflicts between stray dogs and humans?

【翻译】 研究人员建议我们做什么来减少流浪犬与人类之间的冲突?

- A) 通过反复训练驯服它们。 B) 以敏感和尊重的态度对待它们。  
C) 使它们对我们的指令做出反应。 D) 观察它们的行为并尝试改善。

【答案】 B (细节题) Treat them with sensitivity and respect.

【定位】 Treating stray dogs with sensitivity and respect, and giving them space, the researchers assert, can reduce much conflict.

研究者断言, 以体贴和尊重对待流浪狗、给它们空间, 可以大大减少冲突。

【信号】 researchers assert 即建议落点。录音末句 the researchers assert, can reduce much conflict 里 the researchers assert (研究者断言) 正是建议信号, 与题干 suggest 对应; 其前的 Treating stray dogs with sensitivity and respect 就是被建议的做法。

【替换】 Treating stray dogs with sensitivity and respect ↔ Treat them with sensitivity and respect  
动名词转祈使、近乎原词

**【排除】 A) 与原文相反**

A Tame them through repeated training 借了全文反复出现的 training, 但研究者主张'善待、给空间', 且全文强调流浪狗'未经训练也能懂人', '反复训练驯服'与建议方向相反。

借用原文: such dogs have never been trained

**C) 张冠李戴**

C Make them responsive to our commands 用了录音第 2 段 highly responsive to human commands, 但那是描述'家养狗被驯化后的结果', 并非研究者对'如何减少流浪狗冲突'的建议, 对象与语境都错位。

借用原文: highly responsive to human commands and gestures

**D) 偷换概念**

D Watch their behavior and try to improve it 蹭了录音 They closely observe humans 的 observe/behavior, 但原文是说'狗观察人', 且研究者建议是'善待给空间', 并非'人观察狗的行为并改进它', 主客颠倒且非建议内容。

借用原文: They closely observe humans and use their understanding of us

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

1 Think your refrigerator is just one big box of evenly cold air? Not so! The temperature inside the average fridge actually varies from front to back, bottom to top and everywhere in between. Because of this, food product placement within the appliance is far more important than you probably realize.

你以为冰箱只是一个温度均匀的大冷藏箱吗?并非如此!普通冰箱内部的温度实际上从前到后、从下到上以及各个位置之间都存在差异。因此,食品在冰箱内的摆放位置远比你想象的重要得多。

2 The whole purpose of the modern refrigerator is to slow the growth of bacteria, which thrive in temperatures from 4.4 to 60 degrees Celsius. As a result, refrigerators are typically set at or below that low end to protect foods against bacteria. Although it might seem like time spent organizing the fridge will spoil your day, doing so will actually make it more user-friendly, easier to clean and food safety-conscious.

现代冰箱的全部目的是减缓细菌的生长,而细菌在4.4至60摄氏度的温度下繁殖旺盛。因此,冰箱通常被设定在该低温端或更低,以保护食品免受细菌侵害。尽管花时间整理冰箱似乎会破坏你的一天,但这样做实际上会使冰箱更便于使用、更易于清洁并更注重食品安全。

3 Those little bins on the inside of refrigerator doors are convenient, but they don't maintain a consistent temperature, so definitely refrain from putting perishable foods in there. The top area is not as cold as the bottom of the fridge, so save it for the foods that don't need extra-chilly temperatures. Store foods that are ready to eat or already cooked on the top shelf. The middle shelf is the most temperature-controlled part of the fridge, so place eggs here. Drinks and prepared foods can also live on the middle shelf if you ran out of room up top. The back of the bottom shelf is the coldest spot in the fridge, so

store perishable dairy products here to keep them edible longer. Never store foods with high water content here, because the water within them can and will freeze, effectively ruining them.

冰箱门内侧的那些小储物格虽然方便,但它们无法保持恒定的温度,因此千万不要把易腐食品放在那里。冰箱顶部区域不如底部冷,所以把它留给那些不需要超低温的食品。将即食或已烹饪的食品存放在顶层。中层是冰箱中温度控制最稳定的部分,所以把鸡蛋放在这里。如果顶层没有空间了,饮料和预制食品也可以放在中层。底层后部是冰箱中最冷的地方,所以把易腐的乳制品存放在这里以延长它们的保质期。切勿在此处存放含水量高的食品,因为其中的水分会结冰,实际上会毁掉这些食品。

12. A) The temperature inside it varies from place to place.  
B) Proper placement facilitates access to food products.  
C) Its different shelves are designed for different purposes.  
D) The space in an average fridge changes from top to bottom.

**【题目】 Why is food product placement within the fridge very important?**

**【翻译】** 为什么冰箱内食品摆放位置非常重要?

- A) 冰箱内部各处温度不同。 B) 恰当的摆放便于取用食品。  
C) 冰箱不同的搁板是为不同目的设计的。 D) 普通冰箱从上到下的空间各不相同。

**【答案】 A** (细节题) The temperature inside it varies from place to place.

**【定位】** The temperature inside the average fridge actually varies from front to back, bottom to top and everywhere in between. Because of this, food product placement within the appliance is far more important than you probably realize.

普通冰箱内部的温度实际上从前到后、从下到上以及中间各处都不一样。正因如此,食物在冰箱内的摆放位置远比你以为的重要得多。

**【信号】 Because of this 因果回指。** Because of this 是答案信号: this 回指前一句讲的温度处处不同,紧接着说正因如此摆放才重要,所以前一句 The temperature inside the average fridge actually varies 就是位置重要的原因。

**【替换】** The temperature inside the average fridge actually varies from front to back, bottom to top and everywhere in between

↔ **The temperature inside it varies from place to place.**

处处不同概括为因地制宜

【排除】 B) 未提及

Proper placement facilitates access to food products. 说摆放是为了方便取放，但录音解释的原因只有温度因位置而异，全程没提取放是否方便，属于录音未提及的角度。

C) 原词陷阱

Its different shelves are designed for different purposes. 听起来很对，但它说的是层架被设计成不同用途，而录音第一段给的原因是温度因位置而异；它借后文反复出现的 shelf 字眼制造听到就想选的诱惑，却答非所问。

借用原文：The middle shelf is the most temperature-controlled part of the fridge

D) 偷换概念

The space in an average fridge changes from top to bottom. 几乎照搬录音句式，却把变化的主语从温度换成了空间 space；录音说的是 The temperature inside the average fridge actually varies，变的是温度不是空间，属偷换核心概念。

借用原文：The temperature inside the average fridge actually varies from front to back, bottom to top and everywhere in between

- 
13. A) To slow the rising of temperature in it.  
B) To provide a big box of evenly cold air.  
C) To prevent germs from growing quickly.  
D) To keep the food cold as long as possible.

【题目】 What does the passage say is the whole purpose of the modern refrigerator?

【翻译】 文章认为现代冰箱的全部目的是什么？

- A) 减缓冰箱内温度上升。 B) 提供一个温度均匀的低温大空间。 C) 防止细菌快速生长。  
D) 尽可能长时间地保持食物低温。

【答案】 C (目的题) To prevent germs from growing quickly.

【定位】 The whole purpose of the modern refrigerator is to slow the growth of bacteria, which thrive in temperatures from 4.4 to 60 degrees Celsius.

现代冰箱的根本目的是减缓细菌的生长，这些细菌在 4.4 到 60 摄氏度之间会大量繁殖。

【信号】 purpose is to 直接点明。The whole purpose of the modern refrigerator is to slow the growth of bacteria 用 purpose is to 把目的直接说出，是最强的答案信号，听到 purpose 就该锁定其后的 to do 内容。

【替换】 to slow the growth of bacteria ↔ To prevent germs from growing quickly.  
bacteria=germs, slow growth=prevent growing quickly

**【排除】 A) 原词陷阱**

To slow the rising of temperature in it. 借用了录音里反复出现的 temperature 字眼，把目的说成减缓升温；但录音明说目的是 to slow the growth of bacteria，减缓的是细菌生长不是温度上升，盗词却答错对象。

借用原文：to slow the growth of bacteria

**B) 与原文相反**

To provide a big box of evenly cold air. 几乎照搬录音开头 one big box of evenly cold air，但那是录音先抛出又立刻否定（Not so）的错误印象，并非冰箱目的，盗用否定前的说法。

借用原文：Think your refrigerator is just one big box of evenly cold air? Not so!

**D) 未提及**

To keep the food cold as long as possible. 是凭常识容易选的诱饵，听起来冰箱不就是保冷吗；但录音点明的目的是抑制细菌生长，没说根本目的是尽量久保冷，属未提及的常识陷阱。

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14. A) On the top shelf.

B) In the middle section.

C) On the inside of its doors.

D) At the back of its bottom shelf.

**【题目】 Where in the fridge should we store foods already cooked?**

**【翻译】** 已经烹饪好的食物应该存放在冰箱的什么位置？

A) 最上层搁板。 B) 中间部分。 C) 冰箱门内侧。 D) 冰箱底层搁板后部。

**【答案】 A** (细节题) On the top shelf.

**【定位】** Store foods that are ready to eat or already cooked on the top shelf.

把即食或已经煮熟的食物放在顶层。

**【信号】 对象+位置直接配对。** Store foods that are ready to eat or already cooked on the top shelf 把对象 already cooked 与位置 the top shelf 直接配在一句里，信号就是题干所问食物原词出现处，紧跟其后的就是位置。

**【替换】** on the top shelf ↔ **On the top shelf.**

位置词原样对应

**【排除】 B) 原词陷阱**

In the middle section. 盗用录音里真实出现的 middle shelf, 但录音说中层最恒温、用来放 eggs, 不是放熟食; 听到 middle 就选会答非所问。

借用原文: The middle shelf is the most temperature-controlled part of the fridge, so place eggs here.

**C) 原词陷阱**

On the inside of its doors. 盗用录音的 inside of refrigerator doors, 但录音说门内温度不稳、要避免放易腐食物, 并未指派熟食, 张冠李戴。

借用原文: Those little bins on the inside of refrigerator doors...refrain from putting perishable foods in there.

**D) 原词陷阱**

At the back of its bottom shelf. 盗用录音真实位置 back of the bottom shelf, 但录音说那里最冷、用来放 perishable dairy products, 不是熟食, 盗位置却对错食物。

借用原文: The back of the bottom shelf is the coldest spot in the fridge, so store perishable dairy products here

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15. A) They will be extra-chilly.

B) They will be hard to defrost.

C) They will be contaminated.

D) They will be ruined.

**【题目】 Why should we never store foods with high water content at the back of the bottom shelf?**

**【翻译】** 为什么我们绝不应该把含水量高的食物存放在底层搁板后部?

A) 它们会变得格外冰冷。 B) 它们会难以解冻。 C) 它们会被污染。

D) 它们会被毁坏。

**【答案】 D** (细节题) They will be ruined.

**【定位】** Never store foods with high water content here, because the water within them can and will freeze, effectively ruining them.

绝不要把含水量高的食物放在这里, 因为它们里面的水会结冰, 等于把它们毁了。

**【信号】 because 引出后果。** because the water within them can and will freeze, effectively ruining them 由 because 引出禁止的原因, effectively ruining them 是落点后果, because 后到句末就是答案句。

**【替换】** effectively ruining them ↔ **They will be ruined.**

ruining 主动转被动

**【排除】 A) 原词陷阱**

They will be extra-chilly. 借用录音前文出现的 extra-chilly 字眼，但那词是讲顶层不必放需要极冷的食物，与底层含水食物被毁无关；底层后果是结冰损坏不是单纯变冷。

借用原文：save it for the foods that don't need extra-chilly temperatures

**B) 过度推断**

They will be hard to defrost. 顺着结冰往下想出难以解冻，但录音只说结冰把食物毁了，没提解冻难易，属在结冰基础上多推一步。

**C) 未提及**

They will be contaminated. 说会被污染，但录音讲的后果是结冰损坏，全程没提污染，属录音未涉及的角度。

## Section C

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

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

1 My current research is mainly looking at factors like stress and how it affects our immune system. So the current projects that I'm quite excited about are looking at older people and factors that are important to them.

我目前的研究主要关注压力等因素以及它如何影响我们的免疫系统。所以我目前非常感兴趣的项目是关注老年人以及对他们来说重要的因素。

2 In one project we are looking at hip fracture in older people, which is a common event and we're trying to understand the impact of depression. Often people in hospital with a hip fracture develop depression, and these are the people that then go on to become feeble a lot more quickly than others. They get infections. Often these infections lead to death. So we're trying to slow down that progression to feebleness. So if we can better understand how these factors interact, then we can actually start doing something about it.

在一个项目中，我们正在研究老年人的髋部骨折，这是一个常见事件，我们试图理解抑郁症的影响。通常髋部骨折住院的人会出现抑郁症，而这些人随后会比其他人更快地变得虚弱。他们会感染疾病。这些感染往往会导致死亡。所以我们试图减缓这种向虚弱发展的进程。因此，如果我们能更好地理解这些因素如何相互作用，那么我们实际上就可以开始采取行动。

3 The impact that my research will have in Birmingham, first of all, is obviously for older people because these are the people that are having hip fractures and developing depression, and we're trying to improve their health and their quality of life. But this isn't just a problem in Birmingham or even in the UK. This is a problem globally. People are aging. There's a lot more people in the older generation who are living for longer but not necessarily staying healthy for a large part of their lives. So the last part of

their life can often be full of ill health, and we're trying to understand factors that can contribute to the quality of life later on.

我的研究在伯明翰产生的影响，首先显然是针对老年人，因为这些人正在经历髌部骨折并出现抑郁症，我们试图改善他们的健康和生活质量。但这不仅仅是伯明翰甚至英国的问题。这是一个全球性问题。人们正在老龄化。老年群体中有更多的人活得更长，但不一定在他们生命的大部分时间里保持健康。所以他们生命的最后阶段往往充满了疾病，我们试图理解能够影响晚年生活质量的因素。

4 I think the thing that excites me most about my research is that it feels real and relevant. Lots of academics are probably very excited about their research, but it might not be that relevant to those around them. Whereas I feel that the work I do is relevant to everyone because everyone is aging. Health is an issue for everyone, regardless of their age, and what I'm trying to do is understand the factors that affect health and how we can improve the quality of life in people. So that's one of the things that really excites me about it. One of the other things is, rather than just taking one perspective, so rather than looking at aging and health just from the perspective of the psychologist, we are now bringing together a lot of different techniques and a lot of different viewpoints to actually look at the sort of different factors affecting health.

我认为我的研究最让我兴奋的是它感觉真实且相关。许多学者可能对他们的研究非常兴奋，但它可能与他们周围的人不那么相关。而我觉得我所做的工作与每个人都相关，因为每个人都在衰老。健康是每个人的问题，无论他们的年龄如何，而我试图做的是理解影响健康的因素以及我们如何改善人们的生活质量。所以这是真正让我兴奋的事情之一。另一件事是，我们不是只从一个角度出发，不是仅仅从心理学家的角度来看待衰老和健康，我们现在正在汇集许多不同的技术和许多不同的观点，来实际研究影响健康的各种不同因素。

16. A) Chronic depression.

B) Growing feebleness.

C) Hip fracture.

D) Fatal infections.

**【题目】** What does the speaker say is quite common among older people?

**【翻译】** 说话者说在老年人中什么是相当常见的？

A) 慢性抑郁症。 B) 日益虚弱。 C) 髌部骨折。 D) 致命性感染。

**【答案】** C (细节题) Hip fracture.

**【定位】** In one project we are looking at hip fracture in older people, which is a common event and we're trying to understand the impact of depression.

在一个项目里，我们研究老年人的髌部骨折，这是一种常见的情况，我们想弄清抑郁对它的影响。

**【信号】** which is a common event 直接点“常见”。答案句里 which is a common event (这是一种常见的情况) 紧跟在 hip fracture in older people 之后，which 指代的正是 hip fracture，这个“常见”信号词把答案锁死在髌部骨折上。

【替换】 hip fracture in older people, which is a common event ↔ **Hip fracture.**

原词直接对应 + common 坐实

【排除】 A) **原词陷阱**

录音确实念到 depression, A 的 Chronic depression. 借此勾人, 但原文说的是"骨折后常发展出抑郁", 抑郁是骨折带来的结果, 且并未被 common 修饰, 也没说是"chronic (慢性)", 答非所问。

借用原文: these are the people that then go on to become feeble a lot more quickly

B) **原词陷阱**

录音说 become feeble a lot more quickly, B 的 Growing feebleness. 取了这个 feeble, 但原文讲的是骨折 + 抑郁导致"更快变虚弱"这一恶化进程, 并非在说"老年人中常见的是虚弱", 对不上题干的"常见"。

借用原文: become feeble a lot more quickly than others

D) **原词陷阱**

录音说 They get infections. Often these infections lead to death., D 的 Fatal infections. 拼合了 infections 和"致命", 但原文 often 修饰的是"感染导致死亡"这一后续后果, 处于"骨折→抑郁→虚弱→感染→死亡"链条末端, 不是题干问的"常见之事"本身。

借用原文: Often these infections lead to death.

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17. A) It feels real and relevant.

B) It contributes to psychology.

C) It outcompetes lots of academics' research.

D) It wins recognition outside of Birmingham.

【题目】 **What does the speaker think excites her most about her research?**

【翻译】 说话者认为她的研究最令她兴奋的是什么?

- A) 它让人感觉真实且切题。 B) 它对心理学有贡献。 C) 它胜过许多学者的研究。  
D) 它在Birmingham之外赢得认可。

【答案】 **A** (态度观点题) It feels real and relevant.

【定位】 I think the thing that excites me most about my research is that it feels real and relevant.

我认为我的研究最让我兴奋的地方, 在于它让人感到真实而切身相关。

【信号】 **excites me most 直接领出答案。** 答案句 the thing that excites me most about my research is that it feels real and relevant 里 excites me most 与题干 excites her most 是同一表态信号, is that 后面那句就是她给出的理由, 定位精准。

【替换】 it feels real and relevant ↔ **It feels real and relevant.**

几乎原句搬入选项

**【排除】 B) 原词陷阱**

录音确有 from the perspective of the psychologist, B 的 It contributes to psychology. 借 psychology 勾人, 但原文是说"不再只从心理学家的单一视角看", 恰恰在强调超越心理学, 而非"为心理学做贡献", 意思反向。

借用原文: rather than looking at aging and health just from the perspective of the psychologist

**C) 过度推断**

录音说 Lots of academics are probably very excited about their research, but it might not be that relevant, C 的 It outcompetes lots of academics' research. 借 academics 勾人, 但原文只是用别的学者作对比来突出"自己的研究更切身相关", 从未说"胜过 / outcompete"别人, 属过度拔高。

借用原文: Lots of academics are probably very excited about their research, but it might not be that relevant to those around them

**D) 原词陷阱**

Birmingham 是录音里反复出现的地名(见 The impact that my research will have in Birmingham), D 的 It wins recognition outside of Birmingham. 借它勾人, 但录音从没说研究"在伯明翰之外赢得认可", 只说这是"全球性问题", 把"问题是全球的"偷换成"研究在外地获认可"。

借用原文: But this isn't just a problem in Birmingham or even in the UK. This is a problem globally.

- 
18. A) By bringing together experts old and young.  
B) By counting on advanced modern technology.  
C) By making full use of her expertise.  
D) By combining multiple perspectives.

**【题目】 How does the speaker approach her research project?**

**【翻译】** 说话者如何开展她的研究项目?

- A) 通过把年长和年轻的专家聚集在一起。 B) 通过依靠先进的现代技术。  
C) 通过充分利用她的专业知识。 D) 通过结合多种视角。

**【答案】 D (细节题) By combining multiple perspectives.**

**【定位】** rather than just taking one perspective, so rather than looking at aging and health just from the perspective of the psychologist, we are now bringing together a lot of different techniques and a lot of different viewpoints to actually look at the sort of different factors affecting health.

与其只采取单一视角, 与其只从心理学家的角度看待衰老与健康, 我们现在汇集了许多不同的技术和许多不同的观点, 来真正审视影响健康的各种因素。

【信号】 **rather than... we are now bringing together 对比转折**。答案句用 rather than just taking one perspective 先否定"单一视角", 再以 we are now bringing together a lot of different techniques and a lot of different viewpoints 给出真正做法, "不是A而是B"的对比让 B 半句成为答案落点。

【替换】 a lot of different techniques and a lot of different viewpoints ↔

**By combining multiple perspectives.**

different viewpoints = multiple perspectives 同义改写

bringing together ↔ **combining**

bring together = combine 同义动词

【排除】 A) **原词陷阱**

录音确有 bringing together, A 的 By bringing together experts old and young. 借此勾人, 但原文汇集的是 different techniques and viewpoints (技术与观点), 不是"老少专家", old and young 是套用别处的 older / young 之类印象, 张冠李戴。

借用原文: we are now bringing together a lot of different techniques and a lot of different viewpoints

B) **过度推断**

录音说 a lot of different techniques (多种不同的技术手段), B 的 By counting on advanced modern technology. 借 techniques 勾人, 但原文只说"多种技术手段", 从没说"依赖先进的现代科技", advanced modern 是凭空添加的拔高。

借用原文: bringing together a lot of different techniques

C) **与原文相反**

By making full use of her expertise. 即"充分用她自己(心理学家)的专长", 这正是录音用 rather than... just from the perspective of the psychologist 明确否定的单一视角做法, 选项取了被否定的那一半, 与原文意思相反。

借用原文: rather than looking at aging and health just from the perspective of the psychologist

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

1 Americans are obsessed with celebrity chefs. We talk about them and try to eat like them. But could we learn something more from them than recipes and techniques?

美国人痴迷于名厨。我们谈论他们, 并试图像他们一样饮食。但我们能否从他们那里学到比食谱和技巧更多的东西?

2 According to market data enterprises, Americans spend nearly 10 billion dollars a year on self-help and personal-organization products. The market is huge, partly because most colleges and graduate schools don't teach basic organization, but cooking schools and professional kitchens do.

根据市场数据企业的统计, 美国人每年在自助和个人组织产品上花费近100亿美元。这个市场巨大, 部分原因是大多数大学和研究生院不教授基本的组织方法, 但烹饪学校和专业厨房会教。

3 Perhaps the principles of cooking organization can be extended to help even those of us who aren't top chefs. The system that makes kitchens function is called "mise-en-place", or literally "put in place".

It's a French phrase that means to gather and arrange the ingredients and tools needed for cooking. 也许烹饪组织的原则可以延伸到帮助我们这些不是顶级厨师的人。使厨房运转的系统被称为mise-en-place,或字面意思是各就各位。这是一个法语短语,意思是收集和安排烹饪所需的食材和工具。

4 But for many professional cooks, the phrase means something deeper. Some cooks call it their religion. It helps them coordinate vast amounts of labor and material, and transforms the lives of its practitioners through focus and self-discipline. Students at the culinary institute of America view it as a way of life. It's a way of concentrating their mind to only focus on the aspects that they need to be working on at the moment, to kind of rid themselves of distractions. And it's a habit that some students carry with them even when they're not in the kitchen. They mise-en-place their life. They set up their books for class. They set up their chef whites. They shine their shoes. They know everything that they need every step of the day.

但对许多专业厨师来说,这个短语意味着更深层的东西。一些厨师称之为他们的信仰。它帮助他们协调大量的劳动和材料,并通过专注和自律改变从业者的生活。美国烹饪学院的学生将其视为一种生活方式。这是一种集中精神的方式,只专注于他们此刻需要处理的方面,摆脱干扰。这是一些学生即使不在厨房时也会保持的习惯。他们mise-en-place他们的生活。他们为上课准备好书籍。他们准备好厨师服。他们擦亮鞋子。他们知道一天中每一步需要的一切。

5 Then how does one attain this level of organization? The key to high-level organization is the mindset. Cooks can easily do six hours of preparation for a three-hour dinner shift. "Mise-en-place forces cooks to account for every minute of their time and every movement. Every component of one single dish is in one single corner, so their hand literally moves inches," explains Dwayne Lipuma, an instructor at the culinary institute of America. "Once students set up their station, I should be able to cover up their eyes. And they should know that their knives are always here, their oil is always right here, their salt and pepper is always right here."

那么如何达到这种组织水平?高水平组织的关键是心态。厨师可以轻松地为三小时的晚餐班次做六小时的准备。美国烹饪学院的讲师Dwayne Lipuma解释说,mise-en-place迫使厨师对他们的每一分钟时间和每一个动作负责。一道菜的每个组成部分都在一个角落,所以他们的手实际上只移动几英寸。一旦学生设置好他们的工作台,我应该能够蒙住他们的眼睛。他们应该知道他们的刀具总是在这里,他们的油总是在这里,他们的盐和胡椒总是在这里。

6 But practiced at its highest level, mise-en-place says that time is precious, resources are precious, space is precious, your self-respect and the respect of others are precious. Use them wisely. Isn't that a philosophy for our time?

但在最高层次上实践时,mise-en-place表明时间是宝贵的,资源是宝贵的,空间是宝贵的,你的自尊和他人的尊重是宝贵的。明智地使用它们。这难道不是我们这个时代的哲学吗?

19. A) They don't teach basic organization.

B) They don't focus on teaching techniques.

C) They attach little importance to recipes.

D) They hire very few distinguished chefs.

**【题目】 What does the speaker say about most colleges and graduate schools in America?**

【翻译】说话者对美国大多数学院和研究生院有何看法？

- A) 它们不教授基本的组织方法。 B) 它们不注重教学技巧。 C) 它们不重视配方。  
D) 它们雇用的杰出厨师很少。

【答案】A (细节题) They don't teach basic organization.

【定位】The market is huge, partly because most colleges and graduate schools don't teach basic organization, but cooking schools and professional kitchens do.

这个市场之所以巨大，部分原因在于大多数大学和研究生院并不教授基本的组织方法，而烹饪学校和专业厨房却教。

【信号】原因状语 because 引出的因果句。答案句由 partly because most colleges and graduate schools don't teach basic organization 这个 because 因果结构托出，讲者在解释“市场为何巨大”时正面说出了学校“不教什么”，这种交代原因的从句往往就是细节答案所在。

【替换】most colleges and graduate schools don't teach basic organization ↔

They don't teach basic organization.

把主语换成代词，其余几乎照搬

【排除】B) 原词陷阱

选项 They don't focus on teaching techniques. 借了录音开头 recipes and techniques 里的 techniques 制造熟耳感，但讲者从没说学校“不重视教技巧”，学校被说成不教的是 organization，不是 techniques，属听到原词就想选的陷阱。

借用原文：recipes and techniques

C) 原词陷阱

选项 They attach little importance to recipes. 取了开头 recipes and techniques 的 recipes，但录音并未说学校“不重视食谱”，更没把 recipes 和大学挂钩，是借原词编出的无中生有。

借用原文：recipes and techniques

D) 未提及

选项 They hire very few distinguished chefs. 用了贯穿全篇的 chefs 蹭话题，但录音通篇没提“学校聘用名厨多少”，hire very few distinguished chefs 完全是没听到的内容。

借用原文：celebrity chefs

- 
20. A) It's unique to celebrity chefs.  
B) It's a way of transformation.  
C) It's too demanding for them.  
D) It's a way of life to them.

【题目】How do students of the culinary institute of America view "mise-en-place" or "put in place"?

【翻译】美国烹饪学院的学生如何看待"mise-en-place"或"就位"?

- A) 这是名厨独有的。 B) 这是一种转变方式。 C) 这对他们要求过高。  
D) 对他们来说这是一种生活方式。

【答案】D (态度观点题) It's a way of life to them.

【定位】Students at the culinary institute of America view it as a way of life.

美国烹饪学院的学生把它视为一种生活方式。

【信号】被点名群体后紧跟的“view it as...”态度句。讲者点出 Students at the culinary institute of America 这一群体后，紧接 view it as a way of life 直接给出他们的看法，这种“某群人 + view/see it as.....”的句子就是态度题的标准答案落点。

【替换】view it as a way of life ↔ It's a way of life to them.

view it as A 改写成 It's A to them

【排除】A) 偷换概念

选项 It's unique to celebrity chefs. 借了开头 celebrity chefs 的熟词，但录音说把它当生活方式的是学生，不是名厨独有；unique (独有) 这个范围限定录音根本没说，属偷换概念加原词诱选。

借用原文：celebrity chefs

B) 答非所问

选项 It's a way of transformation. 取自录音 transforms the lives of its practitioners 的 transform，听起来很耳熟，但那句是讲者总述 mise-en-place 的功效，不是“学生怎么看它”的答案；题问的是学生的 view，答案句明确是 a way of life。

借用原文：transforms the lives of its practitioners

C) 过度推断

选项 It's too demanding for them. 利用 focus and self-discipline 让人联想“很苛刻”，但录音从未说学生觉得它“太苛刻”，反而把它当生活方式正面接纳，too demanding 是凭印象的过度推断。

借用原文：focus and self-discipline

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21. A) Respect others so as to be respected.

B) Use time and resources in a wise way.

C) Cultivate a habit of self-discipline.

D) Learn from philosophers earnestly.

【题目】What does the speaker advise us to do at the end of the talk?

【翻译】说话者在讲话结尾建议我们做什么？

- A) 尊重他人以获得尊重。 B) 明智地使用时间和资源。 C) 培养自律的习惯。  
D) 认真向哲学家学习。

【答案】B (细节题) Use time and resources in a wise way.

**【定位】** But practiced at its highest level, mise-en-place says that time is precious, resources are precious, space is precious, your self-respect and the respect of others are precious. Use them wisely.

但在最高层次上去实践，mise-en-place 告诉我们：时间是宝贵的，资源是宝贵的，空间是宝贵的，你的自尊和对他人的尊重都是宝贵的。要明智地使用它们。

**【信号】** 结尾的祈使劝告句“Use them wisely”。整段在罗列 time is precious, resources are precious 之后，以祈使句 Use them wisely. 收束，这句独立成句的劝告正是讲者在结尾给出的建议，是答案的落点。

**【替换】** time is precious, resources are precious ↔ Use time and resources in a wise way.

把要珍惜的对象同义搬进祈使句

Use them wisely. ↔ in a wise way

wisely 改写成 in a wise way

**【排除】** A) **原词陷阱**

选项 Respect others so as to be respected. 借了 your self-respect and the respect of others are precious 里的 respect，但录音只把“尊重”列为“宝贵之物”之一，最后的劝告是 Use them wisely（明智使用），并非“尊重别人以换取被尊重”，且 so as to be respected 是录音没有的因果，属原词陷阱加过度推断。

借用原文：your self-respect and the respect of others are precious

C) **原词陷阱**

选项 Cultivate a habit of self-discipline. 取自第四段 focus and self-discipline 的 self-discipline，这是前文描述 mise-en-place 作用时的词，不是结尾劝告；题问 at the end，结尾讲者劝的是明智使用时间资源，不是培养自律。

借用原文：focus and self-discipline

D) **偷换概念**

选项 Learn from philosophers earnestly. 利用结尾 Isn't that a philosophy for our time? 的 philosophy 设套，但那只是反问“这难道不是我们时代的一种哲理吗”，并非叫人“认真向哲学家学习”，philosophers 与 learn from 都是录音没有的捏造。

借用原文：Isn't that a philosophy for our time?

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

1 Why do we stop making goals for ourselves and stop progressing in life? One reason is the belief that we should accept who we are and not constantly strive to improve ourselves. The mistake we make with this is that whilst self-acceptance is imperative, it should actually be used as the basis for growth. When we're not growing, learning and seeking improvements in our lives, we tend to stagnate, accepting what is, and stop believing we can be better.

为什么我们停止为自己制定目标并停止在生活中进步？原因之一是我们相信应该接受自己本来的样子，而不是不断努力提升自己。我们在这方面犯的错误是，虽然自我接纳至关重要，但实际上应该将其作为成长的基

础。当我们不成长、不学习、不在生活中寻求改进时,我们往往会停滞不前,接受现状,并停止相信自己可以变得更好。

2 A key tool for creating goals and progressing, is using our imagination. Yet as is so often the case, by the time we've reached midlife, we've stopped dreaming about what we want to achieve and feel quite negatively about goal setting. Instead of feeling confidence, happiness and satisfaction from achieving our goals, we feel we are always falling short. That leads to disappointment, and we stop dreaming. We stop imagining the life we'd like to have or the person we'd like to be, quickly finding ourselves shattered by the pain of our reality.

创建目标和取得进步的一个关键工具是运用我们的想象力。然而,正如常见的情况一样,到我们步入中年时,我们已经停止梦想自己想要实现什么,并对目标设定感到相当消极。我们不再从实现目标中感受到信心、快乐和满足,而是觉得自己总是达不到目标。这导致失望,我们停止梦想。我们停止想象自己想要拥有的生活或想要成为的人,很快就发现自己被现实的痛苦击垮。

3 Up until now, unless we work in the creative industry, we've found the idea of using "play" a bit childish. In the West, we're mostly operating from our heads, the rational mind. But it's beginning to be better understood, because using our imagination is actually one of the most powerful things we could ever do.

到目前为止,除非我们在创意行业工作,否则我们会觉得使用"玩耍"这个概念有点幼稚。在西方,我们大多是用头脑、用理性思维来运作。但人们开始更好地理解这一点,因为使用我们的想象力实际上是我们能做的最强大的事情之一。

4 The problem with finding ourselves irritated for not achieving the goal is because the goal always changes and we're always adapting, whether we realize it or not. What happens, therefore, is that we end up feeling like we're never going to reach our goals. And herein lies one of the biggest misconceptions and reasons for failure, dissatisfaction and unhappiness. We measure against the goal, rather than where we've come from. Dan Sullivan calls this "the gap and the gain". We measure always against the goal, which we never feel we're reaching, rather than the gain, that is where we've come from. In measuring where we've come from, rather than where we're trying to get to, we see results. We see things we've taken for granted, or not noticed. It's a simple, yet profound change in perception, and what I love about it is the power it has to instantly shift us up a gear. It's so, so simple, yet has an immediate, positive impact on our thinking.

发现自己因未能实现目标而恼怒的问题在于,目标总是在变化,无论我们是否意识到,我们总是在适应。因此,结果是我们最终感觉自己永远无法达到目标。这正是导致失败、不满和不快乐的最大误解和原因之一。我们用目标来衡量,而不是用我们的起点来衡量。Dan Sullivan把这称为"差距与收获"。我们总是用目标来衡量,感觉自己永远达不到,而不是用收获来衡量,也就是我们的起点。通过衡量我们从哪里来,而不是我们要去哪里,我们看到了结果。我们看到了那些被我们视为理所当然或未曾注意到的事情。这是一个简单却深刻的认知转变,我喜欢它的地方在于它能立即让我们提升一个档次。它非常非常简单,却对我们的思维产生了立竿见影的积极影响。

22. A) The motive for hard work.  
B) The reason for stagnation.  
C) The basis for self-improvement.  
D) The justification for self-confidence.

**【题目】** What should self-acceptance be used as according to the speaker?

**【翻译】** 根据讲话者的观点,自我接纳应该被用作什么?

- A) 努力工作的动机。 B) 停滞不前的理由。 C) 自我提升的基础。  
D) 自信的正当理由。

**【答案】** C (细节题) The basis for self-improvement.

**【定位】** The mistake we make with this is that whilst self-acceptance is imperative, it should actually be used as the basis for growth.

我们在这件事上犯的误差是: 尽管自我接纳至关重要, 但它其实应当被用作成长的基础。

**【信号】** 转折 whilst + 定性结构 used as。答案句先用让步 whilst self-acceptance is imperative (尽管自我接纳重要) 退一步, 再用 it should actually be used as the basis for growth 给出真正主张, actually 加重了转折后的落点, 正是这句对 self-acceptance 做了定性。

**【替换】** used as the basis for growth ↔ The basis for self-improvement.

growth = self-improvement 同义替换

**【排除】** A) 未提及

The motive for hard work. 把 self-acceptance 说成『努力工作的动机』, 原文只讲它是成长的基础, 从未提 hard work, 也未提 motive, 属无中生有。

B) 原词陷阱

The reason for stagnation. 借用了原文 we tend to stagnate 的同根词 stagnation 制造耳熟, 但原文说『不成长才会停滞』, stagnation 是不接纳成长的后果, 绝非 self-acceptance 被用作的角色, 属听到原词就想选的陷阱。

借用原文: we tend to stagnate

D) 偷换概念

The justification for self-confidence. 利用 self- 前缀与 C 的 self-improvement 混淆, 但原文落点是 growth/improvement, 不是 self-confidence, 且 justification (理由) 也非原文的 basis, 属偷换概念。

借用原文: the basis for growth

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23. A) Feel confidence, happiness and satisfaction.  
B) Believe they have achieved their life goals.  
C) Use a key tool for setting ambitious goals.  
D) Stop imagining further progress in life.

**【题目】** What do people tend to do when they have reached midlife?

【翻译】当人们步入中年时,他们往往会做什么?

- A) 感到自信、幸福和满足。 B) 相信他们已经实现了人生目标。  
C) 使用一个关键工具来设定雄心勃勃的目标。 D) 停止想象人生中的进一步进步。

【答案】D (细节题) Stop imagining further progress in life.

【定位】Yet as is so often the case, by the time we've reached midlife, we've stopped dreaming about what we want to achieve and feel quite negatively about goal setting. ... We stop imagining the life we'd like to have or the person we'd like to be.

然而正如常见的那样, 到我们步入中年时, 我们已经不再梦想自己想要实现什么, 并对设定目标抱有相当负面的感受。.....我们不再去想象自己想过的生活或想成为的人。

【信号】转折 Yet + midlife 时间锚 + 重复 stop。Yet as is so often the case, by the time we've reached midlife 用 Yet 转折并点出时间锚 midlife, 随后 we've stopped dreaming 与 We stop imagining the life we'd like to have 两次出现 stop, 反复强调的负向行为正是答案落点。

【替换】We stop imagining the life we'd like to have or the person we'd like to be ↔

Stop imagining further progress in life.

stop imagining 原词 + 概括化

we've stopped dreaming about what we want to achieve ↔

Stop imagining further progress in life.

stop dreaming = stop imagining progress

【排除】A) 与原文相反

Feel confidence, happiness and satisfaction. 三个词全部来自原文 Instead of feeling confidence, happiness and satisfaction from achieving our goals, 但原文前面是 Instead of (而不是), 意思恰恰是人们没有这些感受, 选项却取了被否定的内容, 是典型听到原词就选的陷阱。

借用原文: Instead of feeling confidence, happiness and satisfaction from achieving our goals

B) 与原文相反

Believe they have achieved their life goals. 说人们相信已达成人生目标, 而原文说中年时人们 feel we are always falling short (总觉得没达到), 方向完全相反, 属无中生有又反向。

借用原文: we feel we are always falling short

C) 张冠李戴

Use a key tool for setting ambitious goals. 里 a key tool 来自第 2 段开头 A key tool for creating goals and progressing, is using our imagination, 但那是作者讲『工具是什么』, 并非说中年人会去用它; 原文恰恰说中年时人们停止了想象, 选项张冠李戴。

借用原文: A key tool for creating goals and progressing, is using our imagination

24. A) We feel we are always falling behind others.  
B) We have to adapt to the ever-changing goal.  
C) There are various misconceptions about goal setting.  
D) There are always problems with the goal originally set.

**【题目】 Why do we find ourselves irritated for not achieving the goal?**

**【翻译】** 为什么我们会因未能达成目标而感到恼怒？

- A) 我们觉得自己总是落后于他人。 B) 我们必须适应不断变化的目标。  
C) 关于目标设定存在各种误解。 D) 最初设定的目标总是存在问题。

**【答案】 B** (细节题) We have to adapt to the ever-changing goal.

**【定位】** The problem with finding ourselves irritated for not achieving the goal is because the goal always changes and we're always adapting, whether we realize it or not.

我们因没达成目标而恼火，问题在于：目标总在变化，而无论我们是否意识到，我们也总在不断适应。

**【信号】 因果结构 The problem with ... is because.** The problem with finding ourselves irritated for not achieving the goal is because the goal always changes 用 The problem ... is because 直接给出原因，because 后的 the goal always changes and we're always adapting 就是答案句核心。

**【替换】** the goal always changes and we're always adapting ↔

**We have to adapt to the ever-changing goal.**

always changes + always adapting → ever-changing + adapt

**【排除】 A) 偷换概念**

We feel we are always falling behind others. 借了原文反复出现的 always 与 falling 的语感（如 we feel we are always falling short），但加了 others（落后于他人）。原文讲的是和自己的目标比、和来路比，从未说和别人比，others 是凭空添加。

借用原文：we feel we are always falling short

**C) 原词陷阱**

There are various misconceptions about goal setting. 搬用了原文 herein lies one of the biggest misconceptions 的 misconceptions，听着耳熟，但题目问的是『恼火的原因』，原因是 the goal always changes，而非泛泛地说『存在各种误解』，属听到原词就选的陷阱。

借用原文：herein lies one of the biggest misconceptions

**D) 偷换概念**

There are always problems with the goal originally set. 借了原文 The problem with... 的 problem 一词，但原文说的是『恼火这件事的问题在于目标在变』，不是说『当初设的目标本身有毛病』，把问题归错了对象。

借用原文：The problem with finding ourselves irritated for not achieving the goal

25. A) A noticeable change in the number of goals to achieve.  
B) Measuring always against the gap rather than the gain.  
C) Measuring where we've come from instead of measuring against the goal.  
D) A proper conception of what we fail to notice in trying to achieve our goals.

**【题目】** What does the speaker say has an immediate positive impact on our thinking?

**【翻译】** 讲话者说什么对我们的思维有立即的积极影响？

- A) 要实现的目标数量发生明显变化。    B) 总是根据差距而非收获来衡量。  
C) 衡量我们从哪里来而不是根据目标来衡量。  
D) 对我们在努力实现目标时未能注意到的事物有恰当的理解。

**【答案】** C (细节题) Measuring where we've come from instead of measuring against the goal.

**【定位】** We measure against the goal, rather than where we've come from. ... In measuring where we've come from, rather than where we're trying to get to, we see results. ... It's a simple, yet profound change in perception ... yet has an immediate, positive impact on our thinking.

我们对着目标来衡量，而不是衡量自己走过了多远。.....当我们衡量自己走过了多远、而非衡量离要去的地方还差多少时，我们就看到了成果。.....这是一种简单却深刻的认知转变.....却对我们的思维有着即时而正面的影响。

**【信号】** 正面评价 profound/positive impact 指向 measuring where we've come from。has an immediate, positive impact on our thinking 这句的『它』回指前文反复强调的 In measuring where we've come from, rather than where we're trying to get to, 作者用 profound、positive impact 正面定性的正是这种衡量来路的做法。

**【替换】** measuring where we've come from, rather than where we're trying to get to ↔

**Measuring where we've come from instead of measuring against the goal.**

rather than = instead of, goal = where we're trying to get to

【排除】A) 未提及

A noticeable change in the number of goals to achieve. 说『要达成的目标数量发生明显变化』，原文谈的是衡量基准的转变（量来路 vs 量目标），从未提目标的数量变化，属未提及。

B) 与原文相反

Measuring always against the gap rather than the gain. 搬用了原文术语 We measure always against the goal 与 gap/gain，但作者批评的恰恰是『总对着 gap/goal 量』、推崇的是量 gain（来路）。选项说『量 gap 而非 gain』正好取了被否定的一面，与原文相反。

借用原文：We measure always against the goal

D) 偷换概念

A proper conception of what we fail to notice in trying to achieve our goals. 借了原文 things we've taken for granted, or not noticed 的 not noticed，拼成『对我们没注意到之物的正确认知』，但原文说有即时正面影响的是『衡量来路这一做法』本身，不是某种 conception，属偷换概念/过度拼凑。

借用原文：things we've taken for granted, or not noticed

SENTENCE INSIGHTS • 句子精讲

## 67 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: We are down to two candidates for one position, and we need to decide by the end of the day in order to finalize this whole procedure.

第1段，第1句

并列句 + 不定式 + 目的状语的结构在四六级和考研真题中较为常见，具有一定代表性。但句子较短，缺少更复杂的从句或修饰成分，典型性中等。

The only difference worth noting, perhaps, is that it looks like Rachel scored moderately stronger grades throughout high school and university.

第4段，第2句

主系表 + 表语从句 + 嵌套宾语从句是四六级和考研阅读中的高频句式，"looks like"引导宾语从句也是常见表达。句中插入语、后置定语、比较级修饰都是真题常考结构，掌握后可大量复用到类似长难句分析中。

In addition, Rachel interviewed very well.

第5段，第3句

简单句中带连接副词和方式状语的组合在真题中常见,但本句过于简短,缺少定语从句、复杂状语等高频考点结构,代表性一般。

I thought she came across as bright and alert.

第5段，第4句

think 后接省略 that 的宾语从句是四六级和考研高频句式,从句内的系动词短语 came across 也是常考表达,整体结构具有较高代表性和复用价值

She asked some very good questions about the position and the company, which made me think she is very keen about the job.

第6段，第2句

非限制性定语从句补充说明主句、宾语从句作think的宾语、make sb do结构，这些都是四六级和考研真题中高频出现的句式。句子结构具有较强的代表性，掌握后可迁移到大量类似句型。

He came across as respectful and professional, wouldn't you say?

第7段，第4句

陈述句 + 附加反问(tag question)的组合在口语和书面语中都较常见，具有一定典型性，但两个主句都相对简短，不属于考试中高频出现的长难句结构。

So, we agree that Rachel appeared inexperienced and less mature than Peter, even though both candidates are the same age and have practically no work experience.

第9段，第2句

本句的结构具有较强的代表性：主句 + 宾语从句 + 让步状语从句的组合，在四六级和考研真题中非常常见。宾语从句由 that 引导，让步状语从句由 even though 引导，都是高频考点。句中还包括比较结构和并列谓语，这些都是真题中反复出现的句式特征。掌握这类结构后，学生可以迁移到大量类似的复杂句分析中，实用价值较高。

To be honest, I think I like Rachel better.

第12段，第3句

"I think + 宾语从句" 是四六级和考研阅读中极为常见的表达观点句式，省略 that 的用法也频繁出现。掌握此结构可直接迁移到大量类似句子，典型性较高。

If there's a tie, and we can't come to an agreement, then we'll take it to John and let him cast the deciding vote.

第14段，第2句

条件状语从句加主句是四六级和考研中极为常见的句式，"If...then..."结构高度典型。主句中并列谓语、使役动词、方向状语等也是常考结构。掌握本句的分析方法可以直接迁移到大量真题句型中，代表性强。

Why does the man think it is difficult to make the decision?

第1题 题干

疑问句加宾语从句的结构在四六级和考研阅读理解中频繁出现，尤其是 think、believe、suppose 等动词后省略 that 的用法非常常见。形式主语 it 加不定式的结构也是典型的书面表达句式。掌握本句的分析方法可以迁移到大量类似句子，具有较高的代表性。

Both candidates are very keen on getting the job.

第1题，B

主系表结构是英语中最常见的基本句型之一，掌握后可迁移到大量描述状态或特征的句子。但本句过于简单，四六级和考研真题中更常出现带有从句修饰或复杂定语的主系表结构，本句的代表性中等偏下。

### What do the speakers say may be worth noting?

第2题 题干

疑问句 + 宾语从句（省略 that）+ 疑问词在从句中充当成分，是四六级听力和考研阅读中的高频句式。掌握该结构可直接迁移到大量真题中的疑问句和宾语从句分析，典型性强。

### Both Rachel and Peter came across as respectful and professional.

第2题，A

"主语 + 系动词短语 + 表语" 的结构在考试中较为常见，"Both ... and ..." 并列主语和 "came across as" 系动词用法也是典型考点，具有较好的代表性。

### Both Rachel and Peter excelled in their academic pursuit.

第2题，C

"Both ... and ..." 并列主语 + 不及物动词 + 介词短语状语是常见句式，在四六级和考研阅读中经常出现，具有一定代表性。但本句过于简单，缺少从句、复杂修饰等真题中更高频的结构特征，典型性中等。

### According to the man, what might account for Peter appearing somewhat more self-assured than Rachel?

第3题 题干

本句涵盖疑问句倒装、情态动词作谓语、疑问词作主语、复合宾语（名词 + 现在分词）、介词短语作状语、比较结构省略等多种成分和结构；宾语中的"Peter appearing"是容易误判的坑点（可能被误认为独立谓语或从句）；作为成分划分练习句，能够覆盖较丰富的知识点和常见易错点，训练价值较高。

### I try not to adhere to social norms and expectations.

第2段，第2句

本句的 "try (not) to do" 结构是四六级和考研常考的动词 + 不定式搭配，具有一定代表性。但整体为简单句，没有从句或复杂修饰成分，不如主从复合句那样典型。掌握后可迁移到类似的 "decide/plan/hope to do" 等结构，但复用范围有限。

### I couldn't stop thinking about it.

第4段，第3句

"情态动词 + 动词原形 + 动名词宾语" 结构在四六级、考研阅读中较为常见，属于日常表达心理状态的典型句式，掌握后有一定迁移性，但不属于高频复杂句式，代表性中等。

### Trying to recreate their designs would have been futile.

第4段，第4句

本句覆盖动名词短语作主语、系动词完成式作谓语、形容词作表语三种核心成分，且主语内部嵌套不定式短语，能够训练学生识别非谓语动词结构、区分动名词与不定式的句法功能、理解系表结构。主语部分的动名词短语是常考易错点，具有较高练习价值。

### So instead, I applied my own eccentric approach.

第4段，第5句

主谓宾加状语的简单句结构在各类考试中很常见，具有一定代表性。句首用 "So" 和 "instead" 承接上文也是典型的语篇衔接手段。但由于句式过于简单，缺少复合句、长难句等考试中更高频的结构特征，代表性中等偏下。

### Using glitter, I drew similar intricate patterns onto the velvet cape.

第4段，第6句

分词短语作状语位于句首、主句为主谓宾加介词短语状语的结构，是四六级和考研真题中的高频句式。这种 "分词短语 + 逗号 + 主句" 的模式在阅读理解和翻译题中反复出现，掌握后迁移价值高。唯一不足是本句为简单句，未涉及从句，但作为状语识别的典型例句代表性强。

### M: It was indeed majestic, and yet, dare I say, masculine at the same time.

第5段，第1句

覆盖主系表结构、并列表语、插入语和状语，成分种类中等，插入语的识别对初学者有一定训练价值，但整体结构偏简单，缺少宾语、定语从句等常见易错点

### Hence, the sparkling cape was paired with a traditional power suit you would typically see in a business setting.

第6段，第3句

被动语态加省略关系代词的限制性定语从句是四六级和考研阅读中的高频句式，学习者掌握后可应用于大量类似结构，迁移性强

It was sensational, if I do say so myself.

第6段，第4句

条件状语从句在考试中常见,但本句的 if 从句属于插入性评论而非真正条件,这种用法相对少见。主句的主系表结构虽典型,但全句作为整体的代表性一般,学了之后迁移场景有限。

You have proven yourself a formidable young designer, and we can't wait to see what creations you come up with next.

第7段，第4句

第一个主句涵盖宾语补足语 ("a formidable young designer") 与双宾语倾向结构,对区分宾语补足语与直接宾语有训练价值。第二个主句包含不定式作宾语和嵌套宾语从句,宾语从句中 "what" 兼任引导词和定语成分,成分丰富。时间状语 "next" 位置常规但需识别。覆盖多种易错点,训练价值较高。

Make velvet capes look both majestic and masculine.

第7题，C

本句覆盖了祈使句的主语省略、使役动词 make 的宾语和宾语补足语结构、形容词并列 (both...and...) 等成分，具有一定的练习价值。尤其宾语补足语的识别（动词原形 look 作补语）是学习者易混淆的点，适合训练。

What is the man looking forward to?

第8题 题干

特殊疑问句的倒装结构和疑问词充当宾语的用法在四六级和考研真题中非常常见,"What is ... doing" 和 "look forward to" 都是高频句式和短语,掌握本句的分析方法可以直接迁移到大量类似句子上,具有较高的典型性

To find out, a new study examined whether stray dogs could understand human gestures.

第1段，第2句

主句加宾语从句是四六级和考研阅读中的高频句式,whether 引导的名词性从句尤其常见。句首不定式作目的状语也是典型用法。掌握此句结构后可直接迁移到大量类似长难句

The results suggest that dogs can understand complex gestures by simply watching humans.

第1段，第4句

"主句 + 宾语从句" 是四六级和考研英语阅读中高频出现的句式，suggest、show、indicate 等动词后接 that 从句的结构极为常见。本句结构简洁规范，是该句式的典型代表，掌握后可广泛迁移到类似句子的分析。

Humans then bred dogs with the most desirable and useful traits so that they could function as companions and workers.

第2段，第3句

主句加 so that 引导的目的状语从句是四六级和考研英语阅读中高频出现的句式，情态动词 could 表示能力或可能性也是常考点，掌握此结构后可迁移至大量类似句子，具有较高的典型性。

This resulted in domesticated dogs that are highly responsive to human commands and gestures.

第2段，第4句

主句加限制性定语从句修饰宾语的结构在四六级和考研英语阅读中非常常见，属于典型的复杂句型。掌握这种结构后可迁移到大量类似句子的分析中。

However, it was not clear whether dogs understand us through training alone, or whether this was an inherent ability.

第2段，第5句

"It is clear/doubtful whether..." 这种句式在四六级和考研英语阅读中极高频出现，是学习从句平衡原则的代表性句式。

According to the researchers of the new study, stray dogs are intelligent creatures.

第3段，第5句

主系表结构配介词短语状语是常见句式，在四六级阅读和写作中频繁出现，具备一定代表性。但本句过于简单，缺少从句或复杂修饰，无法覆盖考试中常考的嵌套或并列结构，典型性中等。

What do the researchers suggest we do to reduce conflicts between stray dogs and humans?

第11题 题干

疑问句 + 宾语从句是四六级和考研阅读中的高频句式,suggest后接虚拟语气宾语从句也是常考语法点。本句结构清晰规整,没有生僻特例,学习者掌握后可以迁移到大量类似的suggest/advise/recommend等动词的疑问句中,典型性很高。

Watch their behavior and try to improve it.

第11题, D

祈使句 + 并列谓语是常见句式,在应用文、说明文中频繁出现,具有一定代表性;但考试阅读理解中更常考复杂陈述句和从句结构,祈使句通常不是重点考查对象,典型性中等偏下。

As a result, refrigerators are typically set at or below that low end to protect foods against bacteria.

第2段, 第2句

"主语 + be + 过去分词 + 状语 + 不定式目的状语"是四六级和考研阅读中高频出现的句式,被动语态表达客观事实、不定式表目的的搭配非常典型,学习后可迁移到大量类似句子

The top area is not as cold as the bottom of the fridge, so save it for the foods that don't need extra-chilly temperatures.

第3段, 第2句

因果并列句 + 限制性定语从句是四六级阅读和考研真题中的常见句式组合。祈使句表建议、定语从句限定范围的用法在说明文和应用文中频繁出现,掌握后可大量复用。

The middle shelf is the most temperature-controlled part of the fridge, so place eggs here.

第3段, 第4句

本句覆盖了主系表结构和祈使句两种基本句型,包含主语、谓语、表语、宾语、状语等多种成分。祈使句的隐含主语和地点状语的识别有一定练习价值,但整体成分种类和难度都比较常规,没有特别值得深挖的易错点。

Drinks and prepared foods can also live on the middle shelf if you ran out of room up top.

第3段，第5句

主句 + 条件状语从句的结构是四六级和考研中的高频句式，情态动词表达建议或可能性的用法也很常见。句子既有实用性又有代表性，掌握后可迁移到大量类似场景。

The back of the bottom shelf is the coldest spot in the fridge, so store perishable dairy products here to keep them edible longer.

第3段，第6句

并列句结构在考试中常见,so 连接因果关系的用法是典型句式。祈使句虽基础但在说明文和建议类文本中频繁出现,具有一定代表性。不过句子整体偏简单,缺少从句嵌套等更高频的复杂结构,典型性中等偏上。

So if we can better understand how these factors interact, then we can actually start doing something about it.

第2段，第6句

条件从句嵌套宾语从句的结构在四六级和考研阅读中频繁出现，“if... then...”逻辑结构是议论文常见句式，典型性高，学习迁移价值大

The impact that my research will have in Birmingham, first of all, is obviously for older people because these are the people that are having hip fractures and developing depression, and we're trying to improve their health and their quality of life.

第3段，第1句

句中覆盖主语、谓语、宾语、表语、定语从句、状语从句、插入语等多种成分，且主干被修饰语分隔、从句多层嵌套、并列结构与从属结构交织，提供了丰富的成分划分训练场景和典型易错点。

There's a lot more people in the older generation who are living for longer but not necessarily staying healthy for a large part of their lives.

第3段，第5句

存在句 + 限制性定语从句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的用法极为典型。从句内部的并列谓语结构(especially with but 转折)也常出现在真题中。掌握本句结构后,可直接迁移到大量同类句子。

Health is an issue for everyone, regardless of their age, and what I'm trying to do is understand the factors that affect health and how we can improve the quality of life in people.

第4段，第4句

本句主干识别难度适中，嵌套复杂度和时态难度中等偏上，成分覆盖丰富且包含多个典型从句结构，结构代表性强，综合而言是一个值得优先练习的句子，能帮助学习者熟悉多层嵌套和并列结构的分析方法。

What does the speaker think excites her most about her research?

第17题题干

特殊疑问句配合宾语从句是四六级和考研阅读理解中的高频句式，疑问词在从句中作成分的结构也极为常见。掌握本句的分析方法可以直接迁移到大量类似长难句，典型性很高。

Americans are obsessed with celebrity chefs.

第1段，第1句

主系表结构是英语基本句型之一，在四六级和考研阅读中常见。"be + 形容词 + with" 这类固定搭配也属于常考表达。但本句结构过于简单，不如带定语从句或状语从句的复合句更具代表性，典型性中等。

We talk about them and try to eat like them.

第1段，第2句

覆盖了并列谓语、介词宾语、不定式宾语、方式状语四类成分,虽成分种类有一定丰富度,但都是常规搭配,无明显易错点或特殊结构,训练价值中等偏下。

According to market data enterprises, Americans spend nearly 10 billion dollars a year on self-help and personal-organization products.

第2段，第1句

简单句结构常见，带介词短语作状语的主谓宾句式在真题中出现频率中等，但本句缺少从句等典型考点，代表性一般

The market is huge, partly because most colleges and graduate schools don't teach basic organization, but cooking schools and professional kitchens do.

第2段，第2句

主句 + 原因状语从句的因果结构，以及从句内 but 连接的转折对比，都是四六级和考研阅读中的高频句式。承前省略用 do 替代动词也是常见手法。结构有一定代表性，掌握后可迁移到大量类似句子。

Then how does one attain this level of organization?

第5段，第1句

结构典型性中等。疑问句是四六级和考研中常见的句式，特殊疑问词 "how" 的使用也很典型。但本句结构过于简单，没有从句、复杂修饰或其他高频考点结构，作为考试句式的代表性一般，学习后可迁移到其他疑问句，但迁移范围有限。

Once students set up their station, I should be able to cover up their eyes.

第5段，第5句

"Once + 从句, 主句" 是常见的的时间或条件状语从句句式，在四六级和考研阅读中频繁出现。主句中情态动词加能力短语的组合也是典型用法。整体结构具有一定代表性，学习者掌握后可迁移到类似句式，但并非最高频的复杂句型（如定语从句或多层嵌套结构）。

They attach little importance to recipes.

第19题，C

"attach importance to" 是考试中常见的固定搭配，属于典型的主谓宾加介词短语状语结构，在四六级和考研阅读中经常出现，具有中等代表性，但因过于简单无法覆盖更多句式变化。

Why do we stop making goals for ourselves and stop progressing in life?

第1段，第1句

疑问句倒装和并列谓语都是四六级、考研阅读与写作中的高频句式，且动名词作宾语的结构在真题中反复出现；掌握本句的结构分析方法后，可直接迁移到大量类似疑问句和并列结构的理解与生成场景，典型性较高。

The mistake we make with this is that whilst self-acceptance is imperative, it should actually be used as the basis for growth.

第1段，第3句

综合来看，本句主干识别有一定难度但不极端，嵌套层次较深且绕弯多，时态语态涉及情态和被动的叠加，成分种类丰富且包含多个易错点，结构高度典型且可复用性强；整体作为“句子结构加时态”训练材料具有很高的价值，建议优先选入练习库。

Yet as is so often the case, by the time we've reached midlife, we've stopped dreaming about what we want to achieve and feel quite negatively about goal setting.

第2段，第2句

本句结构高度典型：by the time 引导的时间状语从句 + 现在完成时主句是四六级和考研阅读中的常见句式；方式状语从句 as is often the case 也是高频表达；宾语从句嵌套在主句谓语中的结构同样常见；掌握本句可直接迁移到大量真题句式

Instead of feeling confidence, happiness and satisfaction from achieving our goals, we feel we are always falling short.

第2段，第3句

句首介词短语作状语 + 主谓 + 宾语从句的结构是四六级和考研阅读中的高频句式，宾语从句省略 that 也是常见现象，学习者掌握后可在大量真题中复用。

That leads to disappointment, and we stop dreaming.

第2段，第4句

并列句是四六级和考研阅读中的常见结构，且本句展示了因果承接这种典型的逻辑关系。但句子过于简短，缺少定语从句、状语从句等更常考的复杂句式，代表性中等。

We stop imagining the life we'd like to have or the person we'd like to be, quickly finding ourselves shattered by the pain of our reality.

第2段，第5句

本句结构高度典型：定语从句省略关系代词、动名词作宾语、现在分词短语作状语、并列名词短语，都是四六级和考研真题中的高频句式。尤其是定语从句省略关系代词这一点，是阅读理解常见障碍，掌握此句的分析方法可直接迁移到大量真题句子。结构代表性很强。

But it's beginning to be better understood, because using our imagination is actually one of the most powerful things we could ever do.

第3段，第3句

本句涵盖形式主语、动名词主语、系表结构、定语从句(带关系代词省略)、原因状语从句、程度状语等多种成分,且主句的被动进行体和定语从句的省略都是易错点,作为成分划分练习句收益较高。

We measure against the goal, rather than where we've come from.

第4段，第4句

涵盖主语、谓语、状语、宾语从句等多种成分，尤其 where 引导的宾语从句与 the goal 形成对比结构，有一定辨析价值。from 位于从句末尾的现象也值得练习，成分种类较为丰富。

We measure always against the goal, which we never feel we're reaching, rather than the gain, that is where we've come from.

第4段，第6句

覆盖成分丰富：主谓宾、状语、定语从句、宾语从句、同位语从句、表语从句均有涉及，且定语从句与同位语从句都带有后续修饰或说明，适合练习识别嵌套结构中的成分归属。特别是 "which" 在宾语从句中充当宾语的用法，以及同位语从句与表语从句的区分，都是常见易错点。

In measuring where we've come from, rather than where we're trying to get to, we see results.

第4段，第7句

本句覆盖主谓宾结构、方式状语、宾语从句、地点状语等多种成分，尤其是介词短语内嵌套从句的结构值得练习。两个宾语从句分别作动名词 measuring 的宾语，能帮助学生理解动名词后接从句的用法。where 引导的从句与 from、to 的搭配也是易错点，训练价值中等偏上。

We see things we've taken for granted, or not noticed.

第4段，第8句

本句涵盖主谓宾基本句型、限制性定语从句（含关系代词省略）、并列结构、谓语和主语的承前省略等多个考点。特别是关系代词省略和第二个从句的多重省略是易错点，适合训练学生识别隐含成分和还原完整结构的能力。成分种类较丰富，训练价值较高

It's a simple, yet profound change in perception, and what I love about it is the power it has to instantly shift us up a gear.

第4段，第9句

本句包含的主语从句、省略关系代词的限制性定语从句、并列主句结构都是四六级和考研真题中的高频句式。主语从句和定语从句的组合在阅读理解和长难句分析中反复出现，掌握本句的分析方法可以直接迁移到大量类似句子上，具有很强的代表性和实用性。

It's so, so simple, yet has an immediate, positive impact on our thinking.

第4段，第10句

本句覆盖主系表与主谓宾两种基本句型,且包含并列谓语结构,适合练习识别并列连词与共享主语的情况;但成分种类有限,无复杂修饰或易错陷阱,训练价值中等

What do people tend to do when they have reached midlife?

第23题 题干

特殊疑问句结合时间状语从句的结构在四六级和考研阅读中较为常见,疑问句语序和 "when" 引导的时间状语从句都是高频考点,现在完成时也是常考时态。句式具有较强的代表性和迁移价值,学习后可应用于大量类似句型。

Stop imagining further progress in life.

第23题，D

覆盖祈使句谓语、动名词作宾语两个知识点,适合练习识别动名词和祈使句,但成分种类单一(只有谓语和宾语),无定语、状语、从句等更丰富的成分

We have to adapt to the ever-changing goal.

第24题，B

"have to + 动词原形" 和 "adapt to" 都是考试中常见的固定搭配，简单句结构也是基础句式，具有一定代表性，但因结构过于简单，迁移价值中等。

HIGH-FREQUENCY • 真题高频词

## 本卷出现的 250 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。

**stray** B2

v. 走失

本卷9次·真题 19 句

**measure** B1

v. 测量

本卷7次·真题 100 句

**impact** B2

n. 影响

本卷6次·真题 185 句

**actually** A2

adv. 实际上，事实上（用于纠正或补充信息）

本卷6次·真题 182 句

**factor** B1

n. 因素

本卷6次·真题 108 句

**product** A2

n. 产品

本卷5次·真题 271 句

**organization** B1

n. 组织

本卷5次·真题 73 句

**candidate** B1

n. 候选人

本卷5次·真题 48 句

**chef** B1

n. 厨师长

本卷5次·真题 16 句

**would** A1

aux. (will 的过去式) 将要，会

本卷4次·真题 568 句

**reduce** B1

v. 减少，降低（数量、大小、程度等）

本卷4次·真题 138 句

**professional** B1

adj. 专业的

本卷4次·真题 82 句

**conflict** B2

n. 冲突

本卷4次·真题 66 句

**relevant** B2

adj. 相关的

本卷4次·真题 38 句

**collection** B1

n. 收集物

本卷4次·真题 28 句

**cape** B2

n. 海角

本卷4次·真题 11 句

**command** B1

n. 命令

本卷4次·真题8句

**researcher** B2

n. 研究人员

本卷3次·真题363句

**focus** B1

n. 重点

本卷3次·真题200句

**behavior** B1

n. 行为

本卷3次·真题171句

**view** A2

n. 观点, 看法

本卷3次·真题134句

**power** A2

n. 权力

本卷3次·真题128句

**design** B1

n. 设计

本卷3次·真题119句

**simply** B1

adv. 仅仅, 只不过

本卷3次·真题119句

**affect** B1

v. 影响

本卷3次·真题116句

**project** A2

n. 项目

本卷3次·真题116句

**quality** A2

n. 质量

本卷3次·真题112句

**academic** B2

adj. 学术的

本卷3次·真题104句

**according** B1

prep. 根据

本卷3次·真题96句

**gain** B1

v. 获得; 赢得

本卷3次·真题96句

**quickly** A2

adv. 快速地

本卷3次·真题63句

**fashion** B1

n. 时尚; 流行款式

本卷3次·真题51句

**aspect** B2

n. 方面

本卷3次·真题 50 句

**style** A2

n. 方式

本卷3次·真题 44 句

**institute** B2

n. 学院

本卷3次·真题 35 句

**depression** B2

n. 抑郁症

本卷3次·真题 31 句

**technique** B1

n. 技术

本卷3次·真题 24 句

**incorporate** B2

v. 包含

本卷3次·真题 23 句

**setting** B1

n. 环境

本卷3次·真题 22 句

**cooking** A1

n. 烹饪

本卷3次·真题 21 句

**mature** B2

adj. 成熟的

本卷3次·真题 15 句

**system** A2

n. 系统

本卷2次·真题 176 句

**tend** B1

v. 倾向于, 往往会

本卷2次·真题 170 句

**positive** B1

adj. 积极的

本卷2次·真题 144 句

**resource** B1

n. 资源

本卷2次·真题 119 句

**average** A2

adj. 平均的

本卷2次·真题 112 句

**growth** B1

n. 增长

本卷2次·真题 104 句

**account** A2

n. 账户

本卷2次·真题 93 句

**traditional** B1

adj. 传统的

本卷2次·真题 84 句

**graduate** B1

n. 毕业生

本卷2次·真题 82 句

**current** B1

adj. 现在的

本卷2次·真题 72 句

**thinking** A2

n. 思考

本卷2次·真题 68 句

**shift** B1

v. 移动

本卷2次·真题 65 句

**realize** B1

v. 意识到, 认识到

本卷2次·真题 64 句

**approach** B1

v. 靠近, 接近 (在空间或时间上)

本卷2次·真题 59 句

**gap** B1

n. 间隙

本卷2次·真题 54 句

**happiness** A2

n. 幸福

本卷2次·真题 53 句

**mainly** B1

adv. 主要地

本卷2次·真题 53 句

**observe** B2

v. 观察;注意到

本卷2次·真题 48 句

**pattern** B1

n. 模式

本卷2次·真题 46 句

**adapt** B2

v. 适应, 适合 (新环境、新情况)

本卷2次·真题 44 句

**function** B1

n. 功能

本卷2次·真题 40 句

**perspective** B2

n. 观点

本卷2次·真题 38 句

**interact** B2

v. 相互作用

本卷2次·真题 37 句

**celebrity** B2

n. 名人, 名流

本卷2次·真题 35 句

**rural** B1

adj. 乡村的, 农村的

本卷2次·真题 35 句

**content** B1

n. 内容

本卷2次·真题 31 句

**cultivate** B2

v. 培养, 发展 (技能、态度、关系等)

本卷2次·真题 31 句

**participate** B1

v. 参加

本卷2次·真题 31 句

**vary** B1

v. 不同

本卷2次·真题 30 句

**immediate** B2

adj. 立即的, 即刻的

本卷2次·真题 29 句

**confidence** B1

n. 信心

本卷2次·真题 28 句

**satisfaction** B2

n. 满意

本卷2次·真题 28 句

**designer** B1

n. 设计师

本卷2次·真题 27 句

**norm** B2

n. 常态

本卷2次·真题 26 句

**typically** B1

adv. 通常, 一般

本卷2次·真题 26 句

**intelligent** B1

adj. 聪明的

本卷2次·真题 24 句

**slightly** B1

adv. 稍微, 略微, 轻微地

本卷2次·真题 21 句

**creation** B2

n. 创造

本卷2次·真题 20 句

**alleviate** C1

v. 减轻, 缓和 (痛苦、问题等)

本卷2次·真题 19 句

**bacterium**

B2

n. 细菌

本卷2次 · 真题 19 句

**literally**

B2

adv. 真正地

本卷2次 · 真题 18 句

**aesthetic**

C1

adj. 美的

本卷2次 · 真题 17 句

**definitely**

B1

adv. 肯定地

本卷2次 · 真题 16 句

**imagination**

B1

n. 想象力

本卷2次 · 真题 16 句

**spectrum**

C1

n. 范围

本卷2次 · 真题 15 句

**suit**

A2

n. 套装

本卷2次 · 真题 15 句

**keen**

B2

adj. 热衷的

本卷2次 · 真题 14 句

**creature**

B1

n. 生物

本卷2次 · 真题 13 句

**implication**

C1

n. 可能的影响或结果

本卷2次 · 真题 13 句

**procedure**

B2

n. 程序

本卷2次 · 真题 13 句

**vote**

B1

n. 投票

本卷2次 · 真题 13 句

**indigenous**

C1

adj. 本地的

本卷2次 · 真题 11 句

**intricate**

C1

adj. 错综复杂的

本卷2次 · 真题 11 句

**misconception**

C1

n. 错误的看法

本卷2次 · 真题 10 句

**readily**

B2

adv. 乐意地

本卷2次 · 真题 10 句

**cast** B2

v. 投掷

本卷2次·真题9句

**companion** B2

n. 同伴

本卷2次·真题9句

**irritated** B2

adj. 恼怒的

本卷2次·真题9句

**phrase** B1

n. 短语

本卷2次·真题9句

**recipe** A2

n. 烹饪食谱

本卷2次·真题9句

**less** A1

det. 较少的

本卷1次·真题273句

**data** B1

n. 数据

本卷1次·真题181句

**accord** C1

n. (国家、团体间的) 协议

本卷1次·真题167句

**issue** B1

n. 问题

本卷1次·真题158句

**negative** B1

adj. 否定的

本卷1次·真题132句

**stress** B1

n. 压力

本卷1次·真题126句

**expert** B1

n. 专家

本卷1次·真题114句

**access** B1

n. 进入

本卷1次·真题101句

**event** A2

n. 事件

本卷1次·真题99句

**performance** B1

n. 表演

本卷1次·真题98句

**case** A2

n. 情况

本卷1次·真题97句

**effective** B1

adj. 有效的, 起作用的

本卷1次·真题 94 句

**later** A1

adv. 以后, later

本卷1次·真题 87 句

**belief** B1

n. 相信

本卷1次·真题 85 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

**contribute** B1

v. 捐献

本卷1次·真题 79 句

**further** B1

adv. 更远地

本卷1次·真题 79 句

**despite** B1

prep. 尽管

本卷1次·真题 77 句

**billion** B1

num. 十亿 (1,000,000,000)

本卷1次·真题 74 句

**reflect** B1

v. 反映, 显示

本卷1次·真题 71 句

**seek** B1

v. 寻找

本卷1次·真题 70 句

**material** B1

n. 材料

本卷1次·真题 66 句

**creative** B1

adj. 有创造力的

本卷1次·真题 65 句

**easily** A2

adv. 容易地

本卷1次·真题 65 句

**maintain** B1

v. 维持

本卷1次·真题 64 句

**apply** A2

v. 申请

本卷1次·真题 63 句

**various** B1

adj. 各种各样的

本卷1次·真题 63 句

**complex** B2

adj. 复杂的, 难懂的

本卷1次·真题 61 句

**generation** B2

n. 一代人

本卷1次·真题 60 句

**importance** B1

n. 重要性

本卷1次·真题 60 句

**mostly** B1

adv. 主要地

本卷1次·真题 59 句

**specific** B2

adj. 具体的

本卷1次·真题 59 句

**reality** B1

n. 现实

本卷1次·真题 57 句

**feature** B1

n. 特征

本卷1次·真题 55 句

**principle** B2

n. 原则, 准则

本卷1次·真题 54 句

**psychologist** B2

n. 心理学家

本卷1次·真题 54 句

**reveal** B2

v. 揭示

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

**label** B1

n. 标签

本卷1次·真题 52 句

**operate** B1

v. 运转

本卷1次·真题 52 句

**particular** B2

adj. 特定的

本卷1次·真题 52 句

**powerful** B1

adj. 强大的

本卷1次·真题 50 句

**range** B1

n. 范围

本卷1次·真题 50 句

**failure** B1

n. 失败

本卷1次·真题 47 句

**labor** B1

n. 劳动

本卷1次·真题 42 句

**recognize** B1

v. 认出

本卷1次·真题 42 句

**addition** A2

n. 增加

本卷1次·真题 41 句

**trait** B2

n. 特征

本卷1次·真题 39 句

**basis** B2

n. 基础;根据

本卷1次·真题 37 句

**indeed** B1

adv. 确实, 的确 (强调肯定)

本卷1次·真题 37 句

**improvement** B1

n. 改进

本卷1次·真题 36 句

**assert** C1

v. 坚称

本卷1次·真题 34 句

**critic** B2

n. 批评家

本卷1次·真题 34 句

**highly** B1

adv. 非常

本卷1次·真题 34 句

**expectation** B2

n. 期待;预期

本卷1次·真题 32 句

**movement** B1

n. 移动

本卷1次·真题 32 句

**advanced** B2

adj. 先进的

本卷1次·真题 31 句

**constantly** B1

adv. 不断地, 持续地

本卷1次·真题 31 句

**gather** B1

v. 聚集, 集合

本卷1次·真题 31 句

**recognition** B2

n. 认可

本卷1次·真题 31 句

**wild** A2

adj. 野生的

本卷1次·真题 31 句

**conclude** B2

v. 断定, 推断出

本卷1次·真题 30 句

**spot** A2

n. 地点

本卷1次·真题 30 句

**statement** B1

n. 声明

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

**hire** A2

v. 雇用

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

**extend** B1

v. 延伸, 延长

本卷1次·真题 28 句

**ingredient** B1

n. (烹饪) 食材, 原料

本卷1次·真题 28 句

**therefore** B1

adv. 因此, 所以

本卷1次·真题 28 句

**regardless** B2

adv. 不管

本卷1次·真题 27 句

**strive** B2

v. 努力, 奋斗, 力求

本卷1次·真题 27 句

**teaching** A2

n. 教学工作; 教书

本卷1次 · 真题 27 句

**thrive** B2

v. 茁壮成长

本卷1次 · 真题 27 句

**vast** B2

adj. 巨大的

本卷1次 · 真题 26 句

**behave** B1

v. 表现, 举止

本卷1次 · 真题 25 句

**component** B2

n. 组成部分

本卷1次 · 真题 25 句

**pursuit** B2

n. 追求

本卷1次 · 真题 25 句

**stereotype** C1

n. 刻板印象

本卷1次 · 真题 24 句

**attach** B1

v. 贴上; 系上; 附上

本卷1次 · 真题 23 句

**distinguish** B2

v. 区分

本卷1次 · 真题 23 句

**prepared** A2

adj. 准备好的

本卷1次 · 真题 23 句

**location** B1

n. 地点, 位置

本卷1次 · 真题 22 句

**prior** B2

adj. 先前的, 之前的

本卷1次 · 真题 22 句

**rational** B2

adj. 理性的

本卷1次 · 真题 22 句

**consistent** B2

adj. 一致的

本卷1次 · 真题 21 句

**distraction** B2

n. 分心

本卷1次 · 真题 21 句

**preparation** B1

n. 准备

本卷1次 · 真题 21 句

**latest** B1

adj. 最新的

本卷1次·真题 20 句

**immune** B2

adj. 有免疫力的

本卷1次·真题 19 句

**obviously** B1

adv. 显然,明显地

本卷1次·真题 19 句

**organize** B1

v. 组织, 安排 (活动、会议等)

本卷1次·真题 19 句

**facilitate** C1

v. 促进

本卷1次·真题 18 句

**partly** B1

adv. 部分地

本卷1次·真题 18 句

**aging** B2

n. 变老;老化

本卷1次·真题 17 句

**ruin** B2

v. 毁坏

本卷1次·真题 17 句

**unusual** B1

adj. 不寻常的

本卷1次·真题 17 句

**alert** B2

adj. 警觉的

本卷1次·真题 16 句

**applicant** B2

n. 申请人

本卷1次·真题 16 句

**originally** B1

adv. 起初

本卷1次·真题 16 句

**refrain** C1

v. 克制

本卷1次·真题 16 句

**transformation** B2

n. 彻底改变

本卷1次·真题 16 句

**breed** B2

v. 繁殖

本卷1次·真题 15 句

**dairy** B1

n. 奶制品

本卷1次·真题 15 句

**expertise** C1

n. 专业知识; 专门技能

本卷1次·真题 15句

**occasionally** B1

adv. 偶尔

本卷1次·真题 15句

**perception** C1

n. 看法

本卷1次·真题 15句

**physically** B1

adv. 身体上

本卷1次·真题 15句

**whereas** B2

sc. 然而

本卷1次·真题 15句

**concentrate** B1

v. 集中注意力

本卷1次·真题 14句

**pain** A2

n. 疼痛

本卷1次·真题 14句

**precious** B2

adj. 珍贵的

本卷1次·真题 14句

**globally** B2

adv. 全球地

本卷1次·真题 13句

**ambitious** B2

adj. 有雄心的

本卷1次·真题 12句

**convenient** B1

adj. 方便的

本卷1次·真题 12句

**exclusively** B2

adv. 专门地

本卷1次·真题 12句

**mindset** B2

n. 思维模式

本卷1次·真题 12句

**philosophy** B2

n. 哲学

本卷1次·真题 12句

**somewhat** B2

adv. 有点

本卷1次·真题 12句

**academically** B2

adv. 在学业上

本卷1次·真题 11句

**adhere** C1

v. 遵守, 坚持 (规则、信念等)

本卷1次·真题 11句

**demanding** B2

adj. 要求高的

本卷1次·真题 11句

**enterprise** B2

n. 公司

本卷1次·真题 11句

**inspiration** B2

n. 灵感

本卷1次·真题 11句

**instantly** B1

adv. 立即, 马上

本卷1次·真题 11句

**recreate** B2

v. 重现;再现

本卷1次·真题 11句

**appliance** B1

n. 家用电器

本卷1次·真题 10句

**desirable** B2

adj. 令人向往的

本卷1次·真题 10句

**excel** B2

v. 擅长

本卷1次·真题 10句

**glamorous** B2

adj. 有魅力的

本卷1次·真题 10句

**granted** B2

v. 授予

本卷1次·真题 10句

**imperative** C1

adj. 极其重要的

本卷1次·真题 10句

**arrange** B1

v. 安排, 筹备 (活动、会议等)

本卷1次·真题 9句

**assortment** B2

n. 各种各样的东西

本卷1次·真题 9句

**coordinate** B2

v. 协调

本卷1次·真题 9句

**deploy** C1

v. 部署, 调动 (军队或资源)

本卷1次·真题 9句

**inborn**

C1

adj. 天生的

本卷1次·真题9句

**profound**

C1

adj. 深刻的

本卷1次·真题9句

**religion**

B1

n. 宗教

本卷1次·真题9句

**stunning**

B2

adj. 极美的

本卷1次·真题9句

**absurd**

C1

adj. 荒谬的

本卷1次·真题8句

**attain**

B2

v. 达到

本卷1次·真题8句

**infection**

B2

n. 传染

本卷1次·真题8句

**motive**

B2

n. 动机

本卷1次·真题8句

**practically**

B2

adv. 几乎，差不多

本卷1次·真题8句

**viewpoint**

B2

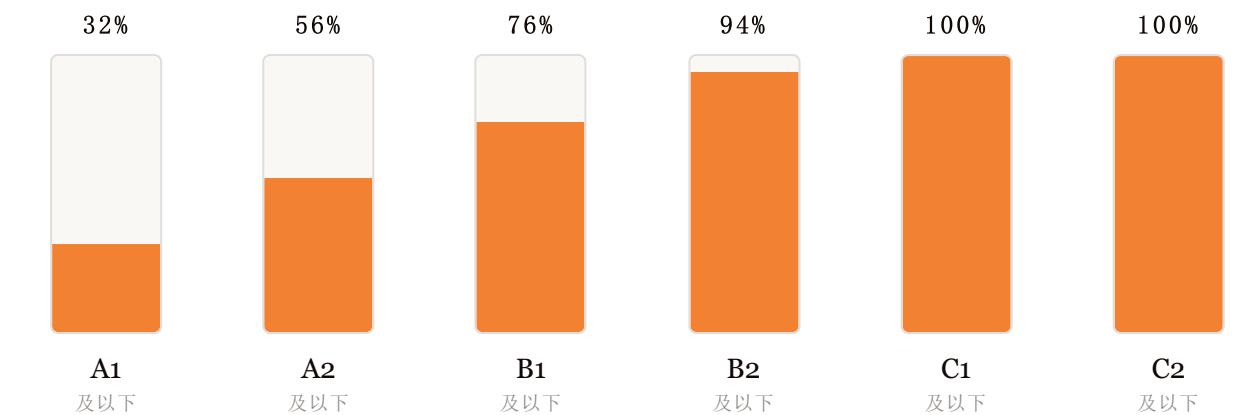
n. 观点

本卷1次·真题8句

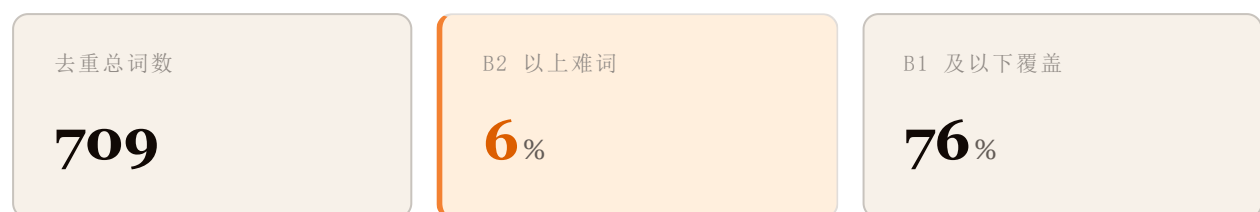
VOCABULARY • 词汇难度分布

## 全卷录音原文 709 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **709** 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 43 个·约 6%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全卷录音原文去重词 709 个 · 末柱为 100%



## 英语六级 2025年6月·第2套 · 全卷构成

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