

2025年12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12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(2025-12) • 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: I must say, I love our canteen! It's such a great meeting point!

W: 我必须说，我太爱我们的食堂了！它真是个很棒的聚会地点！

2 M: Yeah, it really is, both for students and teachers. Shame about the food.

M: 是啊，确实是，对学生和老师都是。可惜吃的不行。

3 W: What do you mean? I think the food is fine.

W: 你什么意思？我觉得吃的挺好的啊。

4 M: I would say the food is just OK, but the prices are absurd. Don't you agree?

M: 我觉得吃的只能说还行，但价格太离谱了。你不同意吗？

5 W: I don't, actually. I personally think they're perfectly appropriate. If it's overpriced, why does it get so frantically busy at lunchtimes?

W: 我不同意，真的。我个人认为价格完全合理。如果真的太贵，为什么午餐时间挤得要命？

6 M: Hmm, you make a good point. I guess a lot of it is good value, maybe even most of it. However, don't you think 6 bucks for a slice of apple crumble is beyond most students' budgets?

M: 嗯，你说得有道理。我想很多东西确实物有所值，甚至大部分都是。不过，你不觉得一块苹果酥皮派要6美元超出了大多数学生的预算吗？

7 W: Um, yes, desserts are overpriced. I'll give you that. To be honest, I've forgotten about those, as I never eat them. I never really crave sweet things or any fancy delicacies. What I always go for is their scrambled eggs. They have such a great variety.

W: 嗯，是的，甜点确实太贵了。这点我承认。说实话，我都忘了那些东西，因为我从来不吃。我从来不太想吃甜食或什么精致的美食。我总是点他们的炒鸡蛋。他们的种类特别多。

8 M: Yeah, those are good. They also come out really fast. Actually, that's one of the best things about the canteen — the speed. If I fancy something more substantial than a sandwich, but I don't have much time for lunch, the university canteen is always a good option. The kitchen staff work at such a brisk pace. They really deserve to be complimented for it.

M: 是啊，那些不错。而且出餐特别快。其实，这是食堂最棒的一点——速度快。如果我想吃点比三明治更实在的东西，但午餐时间又不多，大学食堂总是个好选择。厨房员工工作节奏真快。他们真值得表扬。

9 W: Totally, and it's such a great environment too. Like the entire building is beautiful.

W: 完全同意，而且环境也特别好。整栋楼都很漂亮。

10 M: It is very nice.

M: 确实很不错。

11 W: The massive glass windows make all the difference. I think they're so cool. Apparently, they did a massive renovation a few years ago. It cost them a pretty penny.

W: 那些巨大的玻璃窗让一切都不一样了。我觉得它们太酷了。听说几年前他们大装修了一次。花了不少钱。

12 M: Yeah, I'm not surprised. It's a very versatile space, suitable both for eating and relaxing.

M: 是啊，不意外。这是个很多功能的空间，既适合吃饭也适合放松。

13 W: And for working.

W: 还有工作。

14 M: You're right, working too. I've used my laptop there once or twice. And there's always a group project or meeting going on at the far end.

M: 你说得对，还有工作。我在那儿用过一两次笔记本电脑。而且最里面总有小组项目或开会的。

1. A) It is absurdly expensive.

B) It is appropriately priced.

C) It brings shame on the university.

D) It caters to students and teachers.

【题目】 What does the woman say about the food at the canteen?

【翻译】女士对食堂的食物有何评价？

A) 价格高得离谱。 B) 定价合理。 C) 给大学丢脸。 D) 面向学生和教师提供服务。

【答案】B (态度观点题) It is appropriately priced.

【定位】W: I don't, actually. I personally think they're perfectly appropriate.

女：其实我不同意。我个人觉得它们（价格）完全合理。

【信号】被问者的直接应答 + 转折否定。男士先抛出 the prices are absurd 并反问 Don't you agree, 女士的应答 I don't, actually 是一句明确的否定回应，紧接 I personally think they're perfectly appropriate——『被问者的直接否定+亮明己见』正是答案句信号，女士的真实态度全在这句。

【替换】perfectly appropriate ↔ appropriately priced

同根词改写：appropriate→appropriately priced

【排除】A) 原词陷阱

It is absurdly expensive. 直接挪用了录音里的 absurd，但说 the prices are absurd 的是男士、不是女士，女士恰恰否定了这一点。听到 absurd 就选 A，正中『听到原词就选』的陷阱。

借用原文：the prices are absurd

C) 原词陷阱

It brings shame on the university. 借用了录音里的 shame，但男士那句 Shame about the food. 是英式口语『可惜了这食物』的意思，并非『给学校丢脸』，且也不是女士对食物的评价。听到 shame 就联想到『丢脸』属于偷换概念。

借用原文：Shame about the food.

D) 答非所问

It caters to students and teachers. 挪用了录音 both for students and teachers，但那是男士在说食堂作为聚会点适合师生，谈的是场所、不是『食物』，与题目问的食物评价不沾边。

借用原文：both for students and teachers

2. A) They never really appeal to her.

B) They are never actually good value.

C) They are within students' budgets.

D) They always come at a high speed.

【题目】How does the woman feel about the canteen's sweet things or fancy delicacies?

【翻译】女士对食堂的甜食或精致美食有何感受？

A) 它们从来都不太吸引她。 B) 它们从来都不太物有所值。

C) 它们在学生的预算范围内。 D) 它们总是来得很快。

【答案】A (态度观点题) They never really appeal to her.

【定位】 I never really crave sweet things or any fancy delicacies.

我从来都不怎么想吃甜食或者什么精致美味。

【信号】 含蓄否定 **never...crave** 表态度。女士说 I never really crave sweet things or any fancy delicacies, crave (渴望) 配 never 是一句明确的『提不起兴趣』表态，正是答案信号——态度题就听这种带 never/really 的情感动词。

【替换】 I never really crave sweet things or any fancy delicacies ↔ **They never really appeal to her.**

主被动视角转换：我不想要它→它不吸引我

【排除】 B) **答非所问**

They are never actually good value. 蹭了录音里关于价格的讨论 (desserts are overpriced)，但题目问的是女士对甜点的『感受/兴趣』，女士给出的态度是『不想吃』，而非评价它们『不划算』。把态度偷换成性价比。

借用原文：desserts are overpriced

C) **与原文相反**

They are within students' budgets. 挪用了前文男士谈预算的 beyond most students' budgets，且与原文相反（男士说甜点超出预算），更何况它讲的是价格不是女士的态度，双重错位。

借用原文：beyond most students' budgets

D) **张冠李戴**

They always come at a high speed. 借用了录音里关于上菜快的描述 (They also come out really fast)，但那是男士夸炒蛋出餐快，被安到了甜点和女士态度上，张冠李戴又答非所问。

借用原文：They also come out really fast

3. A) The food.

B) The space.

C) The speed.

D) The environment.

【题目】 What does the man say is one of the best things about the canteen?

【翻译】 男士说食堂最好的一点是什么？

A) 食物。 B) 空间。 C) 速度。 D) 环境。

【答案】 **C** (细节题) The speed.

【定位】 Actually, that's one of the best things about the canteen — the speed.

其实，那是这个食堂最棒的一点之一——速度。

【信号】 最高级 **one of the best** 后直接点名。男士说 that's one of the best things about the canteen — the speed，破折号后直接点出 the speed，是最高级语气+明确点名的答案信号，落点一目了然。

【替换】 the speed ↔ The speed.

原词直接对应

【排除】 A) 原词陷阱

The food. 是全程反复出现的话题词，但男士对食物的评价是 the food is just OK，远谈不上『最好之一』，听到 food 高频出现就选属于被话题词诱导。

借用原文：the food is just OK

B) 答非所问

The space. 对应录音后文 It's a very versatile space，那是夸空间多用途，但并非男士点名的『best things』之一，落点不符。

借用原文：It's a very versatile space

D) 张冠李戴

The environment. 对应女士那句 it's such a great environment too，确实被夸，但夸环境的是女士、且不是男士点名的『最好之一』，张冠李戴又非答案落点。

借用原文：it's such a great environment too

4. A) A complete refurnishing.

B) A ruinous burning down.

C) A substantial expansion.

D) A massive renovation.

【题目】 What did the canteen undergo a few years ago?

【翻译】 食堂几年前经历了什么？

A) 全面重新装修。 B) 毁灭性的火灾。 C) 大规模扩建。 D) 大规模翻新。

【答案】 D (细节题) A massive renovation.

【定位】 Apparently, they did a massive renovation a few years ago.

据说他们几年前做过一次大规模的翻新。

【信号】 时间状语 a few years ago 标记答案句。女士说 they did a massive renovation a few years ago，时间状语 a few years ago 与题干完全对上，是答案句的定位信号；其谓语 did a massive renovation 即所问事件。

【替换】 a massive renovation ↔ A massive renovation.

原词对应，但需与近义项 expansion 切开

【排除】 A) 偷换概念

A complete refurnishing. 蹭了改造话题，但 refurnishing 是『重新配置家具』，与录音 a massive renovation（整体翻新）程度和性质都不同，是偷换概念。

借用原文：a massive renovation

B) 未提及

A ruinous burning down. 是『毁灭性烧毁』，录音通篇在夸食堂漂亮、做过翻新，根本没提任何火灾，纯属无中生有。

C) 偷换概念

A substantial expansion. 与答案 D 同样表『大规模』，借 massive/substantial 的近似制造混淆，但 expansion 是『扩建、变大』，录音说的是 renovation（翻新），并非扩大面积，差在动作名词上。

借用原文：a massive renovation

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

1 W: Hi, Tony, today we're talking about how managers can get along better with young people at work. We often hear young people today have a poor work ethic. That's not really justified though, is it?

W: 嗨,Tony,今天我们要谈谈管理者如何更好地与工作中的年轻人相处。我们经常听到说如今的年轻人缺乏职业道德。不过这其实并不合理,对吧?

2 M: Not really. In reality, young people of this age group are as varied and multifaceted as any other generation.

M: 确实不合理。实际上,这个年龄段的年轻人和其他任何一代人一样多样化和多面化。

3 W: Yeah, but if you are struggling to work with young people in your workspace, what can you do?

W: 是的,但如果你在工作场所与年轻人合作时遇到困难,你能做些什么呢?

4 M: Well, it's essential to connect with them to learn about their values. It's also really important to recognize the way young people want to balance their work life with their personal life.

M: 嗯,与他们建立联系以了解他们的价值观是非常重要的。同样非常重要的是要认识到年轻人希望平衡工作生活和个人生活的方式。

5 W: So they generally don't want to defer happiness in return for career advancement?

W: 所以他们通常不愿意为了职业晋升而推迟幸福?

6 M: Absolutely. They are not willing to sacrifice their personal lives for their work lives and this leads people to equate that with an unwillingness to work hard.

M: 完全正确。他们不愿意为了工作生活而牺牲个人生活,这导致人们将其等同于不愿意努力工作。

7 W: Right. But that couldn't be further from the truth, could it?

W: 对。但这与事实相去甚远,不是吗?

8 M: Young people will work extremely hard during their defined work hours, but they expect to have their time off, like weekends and nights free from work.

M: 年轻人会在规定的工作时间内极其努力地工作,但他们期望拥有自己的休息时间,比如周末和晚上不受工作打扰。

9 W: So how should managers go about assessing young people's productivity?

W: 那么管理者应该如何评估年轻人的生产力呢?

10 M: Generally, young people believe their productivity should not be measured by the number of hours they work, since someone can work for eight hours and accomplish next to nothing of significance for the company. Instead, young people measure their productivity levels by the quality of the work they perform.

M: 一般来说,年轻人认为他们的生产力不应该用工作时长来衡量,因为有人可以工作八小时却几乎没为公司完成任何有意义的事情。相反,年轻人通过他们所完成工作的质量来衡量自己的生产力水平。

11 W: But we often hear that young people want to feel more than just being a part of a big machine. Such a perspective can be hard to discredit, can't it?

W: 但我们经常听到年轻人想要感觉自己不只是大机器中的一部分。这样的观点很难被否定,对吧?

12 M: It's important to legitimize their work. Young workers want to work on projects that matter to themselves, the company or the world at large. They must feel the need to stay working at a company whose values align with their own.

M: 使他们的工作合理化是很重要的。年轻员工想要从事对自己、对公司或对整个世界都重要的项目。他们必须感到有必要继续在一家价值观与自己相符的公司工作。

13 W: Thanks for your advice.

W: 谢谢你的建议。

5. A) They have a poor work ethic.

B) They don't get along with managers.

C) They are struggling in the workplace.

D) They aren't as varied as their predecessors.

【题目】 According to the woman, what view about today's young people is not really justified?

【翻译】 根据这位女士的说法,关于当今年轻人的哪种看法其实并不合理?

- A) 他们的职业道德很差。 B) 他们与管理者相处不好。 C) 他们在职场中举步维艰。
D) 他们不如前辈那样多样化。

【答案】 A (细节题) They have a poor work ethic.

【定位】 We often hear young people today have a poor work ethic. That's not really justified though, is it?

我们常听说如今的年轻人职业道德差。不过这种说法其实站不住脚, 对吧?

【信号】 女方自问句 + **that's not justified**。答案句出自女方之口：先抛出常见说法 young people today have a poor work ethic，紧接 That's not really justified though 直接呼应题干的 not justified。「常听说.....不过站不住脚」这个先立后破的句式，就是答案落点的信号。

【替换】 young people today have a poor work ethic ↔ **They have a poor work ethic.**
几乎原句搬到选项

【排除】 B) **原词陷阱**

选项 They don't get along with managers. 盗用了对话主题里反复出现的 managers，但女方在 P1 里判为「站不住脚」的说法是职业道德差，从没说年轻人和管理者合不来，属答非所问。

借用原文：young people today have a poor work ethic

C) **张冠李戴**

选项 They are struggling in the workplace. 借了后文 if you are struggling to work with young people 里的 struggling，但那是说「管理者难以与年轻人共事」，并非女方在第 1 段判为不成立的想法，张冠李戴。

借用原文：if you are struggling to work with young people

D) **张冠李戴**

选项 They aren't as varied as their predecessors. 与男方 young people of this age group are as varied and multifaceted as any other generation 正好相反：男方说「和任何一代一样多样」，选项却说「不如前人多样」，极性被反转，且这话也不是女方所说。

借用原文：as varied and multifaceted as any other generation

-
6. A) Learning about the way they adhere to their own values.
B) Recognizing how they try to strike a work-life balance.
C) Knowing how they struggle to connect with managers.
D) Understanding the way they seek career advancement.

【题目】 What does the man say is important for managers to get along better with young workers?

【翻译】 这位男士认为管理者要与年轻员工更好地相处,什么是重要的?

- A) 了解他们坚持自己价值观的方式。 B) 认识到他们如何努力实现工作与生活的平衡。
C) 知道他们如何努力与管理者建立联系。 D) 理解他们寻求职业发展的方式。

【答案】 B (细节题) Recognizing how they try to strike a work-life balance.

【定位】 Well, it's essential to connect with them to learn about their values. It's also really important to recognize the way young people want to balance their work life with their personal life.

嗯，与他们建立联系、了解他们的价值观是必不可少的。同样很重要的是，认识到年轻人想要平衡工作与个人生活的方式。

【信号】两个强调句 **essential / important**。男方连用 it's essential to 和 It's also really important to recognize 两处强调，正面回答「什么重要」。题干落在 work-life balance 一支，对应的正是 recognize the way young people want to balance their work life with their personal life 这句。

【替换】recognize the way young people want to balance their work life with their personal life ↔

Recognizing how they try to strike a work-life balance.

balance their work...life=work-life balance

【排除】A) **原词陷阱**

选项 Learning about the way they adhere to their own values. 盗用了 learn about their values 里的 values，可男方说的是「了解他们的价值观」，不是「了解他们如何坚守自己的价值观 (adhere to)」，多塞了 adhere 这层原文没有的意思，答非所问。

借用原文：connect with them to learn about their values

C) **原词陷阱**

选项 Knowing how they struggle to connect with managers. 把 connect with them 的 connect 与别处的 struggle、主题词 managers 拼到一起，但男方说的是「与他们建立联系去了解价值观」，从没说年轻人「难以与管理者建立联系」，纯属拼凑。

借用原文：it's essential to connect with them

D) **原词陷阱**

选项 Understanding the way they seek career advancement. 借了 defer happiness in return for career advancement 的 career advancement，但那出自女方提问、且说的是年轻人「不愿」为升迁牺牲幸福；男方此处答「重要的是」并未把「理解他们如何追求升迁」列为关键，张冠李戴又答非所问。

借用原文：defer happiness in return for career advancement

7. A) In terms of the number of hours spent.

B) By the amount of work they perform.

C) In terms of the work done in 8 hours.

D) By the quality of the work they do.

【题目】How do young people measure their productivity levels according to the man?

【翻译】根据这位男士的说法,年轻人如何衡量他们的生产力水平?

A) 根据花费的小时数。 B) 根据他们完成的工作量。 C) 根据8小时内完成的工作。

D) 根据他们所做工作的质量。

【答案】D (细节题) By the quality of the work they do.

【定位】 Generally, young people believe their productivity should not be measured by the number of hours they work, since someone can work for eight hours and accomplish next to nothing of significance for the company. Instead, young people measure their productivity levels by the quality of the work they perform.

一般来说，年轻人认为生产力不应以工作的小时数来衡量，因为有人可能干了八小时却几乎没为公司做出任何有意义的成果。相反，年轻人是以他们所做工作的质量来衡量生产力的。

【信号】 not...by hours, Instead...by quality. 男方先用 should not be measured by the number of hours 否定按时长，再用 Instead 引出真正口径 by the quality of the work they perform。Instead 之后才是答案落点，前半是被否定的干扰。

【替换】 by the quality of the work they perform ↔ **By the quality of the work they do.**
perform=do, 其余原样

【排除】 A) 与原文相反

选项 In terms of the number of hours spent. 几乎照搬 the number of hours they work, 但这恰恰是男方用 should not be measured 明确否定掉的口径，选它正中陷阱。

借用原文：should not be measured by the number of hours they work

B) 偷换概念

选项 By the amount of work they perform. 借了原文的 work、perform，但把口径换成「工作的数量 (amount)」，男方说的是质量而非数量，偷换了概念。

借用原文：the quality of the work they perform

C) 原词陷阱

选项 In terms of the work done in 8 hours. 盗用 work for eight hours 的 eight hours，但那只是男方举例说明「干八小时也可能毫无成果」、用来反证不该按时长，并非衡量口径本身，答非所问。

借用原文：someone can work for eight hours and accomplish next to nothing

-
8. A) Those whose culture facilitates their advancement.
B) Those allowing them to do projects of their choice.
C) Those whose values align with their own.
D) Those refraining from discrediting their perspectives.

【题目】 What companies does the man think would appeal to young workers?

【翻译】 这位男士认为什么样的公司会吸引年轻员工？

- A) 那些其文化有助于他们晋升的公司。 B) 那些允许他们做自己选择的项目的公司。
C) 那些其价值观与他们自己的价值观一致的公司。 D) 那些避免贬低他们观点的公司。

【答案】 C (细节题) Those whose values align with their own.

【定位】 Young workers want to work on projects that matter to themselves, the company or the world at large. They must feel the need to stay working at a company whose values align with their own.

年轻员工想做对自己、对公司或对整个世界都有意义的项目。他们必然会想留在一家价值观与自己一致的公司。

【信号】 末段总结句 **a company whose values align**。对话收尾男方给出结论 stay working at a company whose values align with their own，直接定义了吸引年轻人的公司类型。这是对对话末尾的总结落点，正面回答题干。

【替换】 a company whose values align with their own ↔ **Those whose values align with their own.**
a company=Those, 定语原样

【排除】 A) **原词陷阱**

选项 Those whose culture facilitates their advancement. 把主题氛围词 culture 与女方提问里的 career advancement 拼合，但男方末段说的是「价值观一致」，从没说公司文化要「助推升迁」，纯属拼凑且不是结论。

借用原文：defer happiness in return for career advancement

B) **偷换概念**

选项 Those allowing them to do projects of their choice. 盗用 work on projects that matter 的 projects，可男方说的是做「有意义的 (matter)」项目，不是「他们自选的 (of their choice)」项目，偷偷改了限定，与原文不符。

借用原文：work on projects that matter to themselves, the company or the world at large

D) **原词陷阱**

选项 Those refraining from discrediting their perspectives. 借了 Such a perspective can be hard to discredit 的 discredit、perspective，但那是女方提问里说「这种看法很难被否定」，并非男方对「吸引人的公司」给出的特征，张冠李戴。

借用原文：Such a perspective can be hard to discredit, can't it?

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 Many restaurants are trying to persuade customers to eat more sustainably, moving away from environmentally unfriendly meat towards greener dishes. Although it sounds counter-intuitive, restaurants

which include specific vegetarian sections on their menus may be unintentionally encouraging customers to eat meat, a new study suggests.

许多餐厅正试图说服顾客更可持续地饮食，从对环境不友好的肉类转向更环保的菜肴。一项新研究表明，尽管听起来有违直觉，但在菜单上设置专门素食区的餐厅可能会无意中鼓励顾客吃肉。

2 Behavioral scientist Linda Bacon, one of the study's authors, said, "Restaurants can have a positive impact on the environment by encouraging their customers to choose more plant-based food and less meat. However, our findings suggest that while certain restaurant menu designs can encourage some consumers to make pro-environmental food choices, they can have the opposite effect on others." The study involved 750 people, half of whom frequently ate vegetarian food and half of whom rarely ate it. No vegetarians were included. They were given different menus and asked to choose a meal as if they were eating out with friends. Placing vegetarian dishes in a separate section did not have a significant effect on the choices made by infrequent vegetarian food eaters. But it did have a notable effect on the frequent eaters, lowering their chance of picking a vegetarian option by 65%. The researchers also discovered that presenting a vegetarian dish as the chef's recommendation, or including a more appealing description of a non-meat meal, leads to a greater proportion of infrequent vegetarian eaters choosing a vegetarian option. But again, these altered menu designs backfired with those who ate vegetarian food more frequently, leading them to be less likely to choose a vegetarian dish.

该研究的作者之一、行为科学家Linda Bacon说："餐厅可以通过鼓励顾客选择更多植物性食物和更少肉类来对环境产生积极影响。然而，我们的研究表明，虽然某些餐厅菜单设计可以鼓励一些消费者做出有利于环境的食物选择，但它们可能对其他人产生相反的效果。"这项研究涉及750人，其中一半人经常吃素食，另一半人很少吃素食。研究不包括素食主义者。他们拿到不同的菜单，并被要求选择一餐，就像和朋友外出就餐一样。将素食菜肴放在单独的区域对不常吃素食者的选择没有显著影响。但它确实对常吃素食者产生了显著影响，使他们选择素食选项的可能性降低了65%。研究人员还发现，将素食菜肴作为厨师推荐呈现，或加入对非肉类餐食更具吸引力的描述，会导致更大比例的不常吃素食者选择素食选项。但这些改变的菜单设计再次对那些更频繁吃素食的人适得其反，导致他们不太可能选择素食菜肴。

9. A) They may unconsciously help customers choose greener dishes.
B) They may unintentionally encourage customers to eat meat.
C) They raise customers' environmental awareness.
D) They enable customers to eat in a healthy way.

【题目】 What does a new study suggest about restaurants including vegetarian sections on their menus?

【翻译】 一项新研究对餐厅在菜单上包含素食区域有何看法？

- A) 它们可能会无意识地帮助顾客选择更环保的菜品。
B) 它们可能会无意中鼓励顾客吃肉。 C) 它们提高了顾客的环保意识。
D) 它们使顾客能够以健康的方式进食。

【答案】 B (细节题) They may unintentionally encourage customers to eat meat.

【定位】 Although it sounds counter-intuitive, restaurants which include specific vegetarian sections on their menus may be unintentionally encouraging customers to eat meat, a new study suggests.

尽管听起来有违直觉，但一项新研究表明，在菜单上专门设素食专区的餐厅，可能正无意中鼓励顾客去吃肉。

【信号】 让步转折Although后是真意。句首 Although it sounds counter-intuitive（尽管听起来违反直觉）是让步信号，真正的研究结论在它之后——may be unintentionally encouraging customers to eat meat，加上 a new study suggests 与题干 suggest 对应，这就是答案句。

【替换】 unintentionally encouraging customers to eat meat ↔
unintentionally encourage customers to eat meat
近乎同形的直接对应

【排除】 A) 与原文相反

A说"无意中帮顾客选更环保的菜"，盗用了开头 moving away from environmentally unfriendly meat towards greener dishes 里的 greener，但那是"餐厅想达到的初衷"，研究的发现恰恰相反——是鼓励吃肉，A把结果方向说反了。

借用原文：moving away from environmentally unfriendly meat towards greener dishes

C) 未提及

C说"提高顾客的环保意识"，听上去与开头 eat more sustainably 沾边，但录音从没说研究发现能"提升意识"，只谈"实际点菜选择"，属于顺着环保话题硬编出来的结论。

D) 未提及

D说"让顾客以健康方式进食"，但全篇围绕"环保/吃肉还是吃素"，从未谈"健康"这个角度，属于另起话题的无中生有。

10. A) By inviting them to taste different kinds of food.

B) By observing the eating behavior of strict vegetarians.

C) By comparing participants eating vegetarian food frequently with those doing so rarely.

D) By requiring participants to choose a meal as if they were feasting at a family gathering.

【题目】 How was the study carried out on 750 participants?

【翻译】 对750名参与者进行的研究是如何开展的？

A) 通过邀请他们品尝不同种类的食物。 B) 通过观察严格素食者的饮食行为。

C) 通过比较经常食用素食的参与者与很少这样做的参与者。

D) 通过要求参与者选择一餐,就好像他们正在家庭聚会上用餐一样。

【答案】 C (细节题)

By comparing participants eating vegetarian food frequently with those doing so rarely.

【定位】 The study involved 750 people, half of whom frequently ate vegetarian food and half of whom rarely ate it. No vegetarians were included.

研究共有750人参与，其中一半人经常吃素食，另一半人很少吃素食。没有素食者被纳入研究。

【信号】 数字750与分组描述句。 听到题干里的数字 750 出现在 The study involved 750 people, 紧跟其后的 half of whom frequently ate vegetarian food and half of whom rarely ate it 正是研究设计的核心——把人分成"常吃素"和"很少吃素"两组对比，这就是答案句。

【替换】 half of whom frequently ate vegetarian food and half of whom rarely ate it ↔
comparing participants eating vegetarian food frequently with those doing so rarely
对照设计的同义改写

【排除】 A) 偷换概念

A说"请他们品尝不同食物"，但录音只让受试者"看菜单选一餐"given different menus and asked to choose a meal，并没有真去吃/尝，属把"选菜单"偷换成"尝食物"。

借用原文：given different menus and asked to choose a meal

B) 与原文相反

B说"观察严格素食者的进食行为"，盗用了原文反复出现的 vegetarian，但录音明说 No vegetarians were included——根本没有素食者参加，更没有"观察其行为"，与原文相反。

借用原文：No vegetarians were included

D) 原词陷阱

D说"要求受试者像在家庭聚会上盛宴那样选餐"，盗用了 asked to choose a meal，但原文的设定是 as if they were eating out with friends（像和朋友外出就餐），不是"家庭聚会盛宴"，场景被偷换。

借用原文：asked to choose a meal as if they were eating out with friends

-
11. A) They are less likely to choose a vegetarian dish.
B) They find vegetarian dishes become more appealing.
C) They tend to consume larger portions of unhealthy food.
D) They are less likely to choose dishes recommended by chefs.

【题目】 How do altered menu designs affect frequent eaters of vegetarian food?

【翻译】 改变后的菜单设计如何影响经常食用素食的人？

- A) 他们不太可能选择素食菜品。 B) 他们发现素食菜品变得更有吸引力。
C) 他们倾向于食用更大份量的不健康食物。 D) 他们不太可能选择厨师推荐的菜品。

【答案】 A (细节题) They are less likely to choose a vegetarian dish.

【定位】 But again, these altered menu designs backfired with those who ate vegetarian food more frequently, leading them to be less likely to choose a vegetarian dish.

但同样地，这些改动过的菜单设计对那些更常吃素食的人产生了反效果，使他们更不可能去选一道素菜。

【信号】 **But again** 转折指向常吃者。But again 是转折信号，前一句讲改菜单让"少吃素的人"更愿意点素菜，转折之后才轮到题目问的"常吃素的人"——backfired with those who ate vegetarian food more frequently，结果是 less likely to choose a vegetarian dish，这就是答案句。

【替换】 less likely to choose a vegetarian dish ↔ **less likely to choose a vegetarian dish**

几乎逐字一致

【排除】 B) **张冠李戴**

B说"他们觉得素菜更有吸引力"，盗用了原文 a more appealing description of a non-meat meal 里的 appealing，但"更想点素菜"这个正向结果发生在"少吃素的人"身上，题目问的"常吃素的人"恰恰相反，张冠李戴。

借用原文：a more appealing description of a non-meat meal

C) **未提及**

C说"他们会吃更多不健康食物"，但录音只谈"是否点素菜"，从没提"吃更大份的不健康食物"，属凭印象编出来的结果。

D) **原词陷阱**

D说"他们更不可能点主厨推荐的菜"，盗用了原文 presenting a vegetarian dish as the chef's recommendation 里的 chef，但原文说的结果是"更不可能点素菜"，而非"不点主厨推荐的菜"，把对象从"素菜"偷换成"主厨推荐菜"。

借用原文：presenting a vegetarian dish as the chef's recommendation

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

1 Nottingham Trent University and the Chinese Academy of Sciences have been trying to find a way to prevent deadly outdoor air pollution from penetrating indoors. They found that if pollution is frozen to around -18°C in a condensing tube, the particles gather together and fall to the bottom, allowing fresh, clean air to pass through. Their method was able to remove 99% of pollutants. It is hoped that the work could pave the way for simple modification of air conditioning units so that they can also clean polluted indoor air.

Nottingham Trent University和中国科学院一直在尝试寻找一种方法来防止致命的室外空气污染渗透到室内。他们发现，如果在冷凝管中将污染物冷冻到约 -18°C ，颗粒物会聚集在一起并沉降到底部，从而让新鲜、洁净的空气通过。他们的方法能够去除99%的污染物。希望这项工作能够为空调设备的简单改造铺平道路，使其也能清洁受污染的室内空气。

2 Outdoor air pollution in cities is a global problem, whether it be haze plaguing Calcutta or poor air impacting the health of children in London schools. While there are some existing technologies to purify indoor air, they can be inefficient, expensive or produce harmful by-products. When outdoor air quality is

poor, people tend to spend even more time indoors. But outdoor pollution also leads to indoor pollution, and people still suffer. It is estimated that pollution is linked to over 40,000 early deaths in Britain each year. Professor Gang Pan of the Chinese Academy of Sciences said, "We have shown in our experiments that simply by circulating polluted air through a small freezing chamber, we can remove most of the fine particles and gas pollutants. Our study makes it possible to add an air cleaner option to household appliances in areas which might experience extremely poor air conditions. By controlling indoor air pollution and improving air quality in this way, this work could be greatly beneficial to public health."

城市室外空气污染是一个全球性问题，无论是困扰Calcutta的雾霾还是影响伦敦学校儿童健康的恶劣空气。虽然现有一些净化室内空气的技术，但它们可能效率低下、成本高昂或产生有害副产品。当室外空气质量差时，人们往往会在室内待更长时间。但室外污染也会导致室内污染，人们仍然会受到影响。据估计，英国每年有超过40,000例早死与污染有关。中国科学院的潘刚教授说："我们在实验中证明，仅仅通过让受污染的空气循环通过一个小型冷冻室，我们就能去除大部分细颗粒物和气体污染物。我们的研究使得在可能经历极端恶劣空气条件的地区，为家用电器增加空气净化功能成为可能。通过以这种方式控制室内空气污染和改善空气质量，这项工作可能对公共健康大有裨益。

12. A) They have found a solution to the global problem of air pollution.
B) They have managed to freeze polluting particles to around -18°C .
C) They have been seeking a way to prevent pollutants from penetrating indoors.
D) They have been cooperating closely on developing a new type of air-conditioner.

【题目】 What does the passage say about Nottingham Trent University and the Chinese Academy of Sciences?

【翻译】 文章关于诺丁汉特伦特大学和中国科学院说了什么？

- A) 它们找到了解决全球空气污染问题的方案。
B) 它们成功地将污染颗粒冷冻到零下18摄氏度左右。
C) 它们一直在寻求防止污染物渗入室内的方法。
D) 它们一直在密切合作研发一种新型空调。

【答案】 C (细节题) They have been seeking a way to prevent pollutants from penetrating indoors.

【定位】 Nottingham Trent University and the Chinese Academy of Sciences have been trying to find a way to prevent deadly outdoor air pollution from penetrating indoors.

诺丁汉特伦特大学与中国科学院一直在设法找到一种途径，阻止致命的室外空气污染渗入室内。

【信号】 段首总述句。录音开篇第一句就以两家机构为主语作总述：have been trying to find a way to prevent deadly outdoor air pollution from penetrating indoors，篇章独白的研究目的常在段首点明，这句正是答案句。

【替换】 have been trying to find a way ↔ **have been seeking a way**

trying to find = seeking

prevent deadly outdoor air pollution from penetrating indoors ↔

prevent pollutants from penetrating indoors

几乎原句保留

【排除】 A) **与原文相反**

A 项盗用了第二段的 global problem 一词，说他们已 found a solution to the global problem，但录音用的是 trying to find a way（还在尝试），并未说已彻底解决全球性难题，把探索说成了已完成，程度过满。

借用原文：Outdoor air pollution in cities is a global problem

B) **原词陷阱**

B 项盗用录音第二句的原词 frozen to around -18，但 -18 °C 冷冻只是实现目标的手段细节，题目问的是这两家机构在做什么（目的），用手段冒充目的，答非所问。

借用原文：if pollution is frozen to around -18 °C in a condensing tube

D) **偷换概念**

D 项说两家在合作开发一种新型空调（developing a new type of air-conditioner）；录音只说有望对现有空调做 simple modification of air conditioning units（简单改造），从未说开发新空调，是无中生有式偷换。

借用原文：simple modification of air conditioning units so that they can also clean polluted indoor air

13. A) They can be costly and inefficient.

B) They are constantly being perfected.

C) They are by-products of health research.

D) They can save over 40,000 lives each year.

【题目】 **What do we learn from the passage about existing technologies to purify indoor air?**

【翻译】 从文章中我们了解到关于现有净化室内空气技术的什么信息？

A) 它们可能成本高昂且效率低下。 B) 它们正在不断完善。

C) 它们是健康研究的副产品。 D) 它们每年可以挽救超过四万人的生命。

【答案】 **A**（细节题） They can be costly and inefficient.

【定位】 While there are some existing technologies to purify indoor air, they can be inefficient, expensive or produce harmful by-products.

虽然已有一些净化室内空气的现有技术，但它们可能低效、昂贵，或产生有害的副产品。

【信号】 **While 让步后转折出真意。** 句子以 While there are some existing technologies 让步开头，承认有现有技术，紧接着的 they can be inefficient, expensive 才是真正要说的评价；让步与转折之后的部分是答案落点。

【替换】expensive ↔ **costly**

expensive = costly

inefficient ↔ **inefficient**

低效原词对应

【排除】B) **与原文相反**

B 项说现有技术 constantly being perfected (不断完善), 是正面评价; 但录音对它的评价是 inefficient, expensive or produce harmful by-products (负面), 极性正好弄反。

借用原文: they can be inefficient, expensive or produce harmful by-products

C) **偷换概念**

C 项盗用录音原词 by-products, 但录音说的是现有技术可能 produce harmful by-products (产生有害副产品), C 却说它们本身是健康研究的副产品 (by-products of health research), 张冠李戴改了主体关系。

借用原文: produce harmful by-products

D) **原词陷阱**

D 项盗用录音的醒目数字 40,000, 说现有技术每年能救四万多人; 但录音里 40,000 讲的是 over 40,000 early deaths in Britain each year (每年四万多人过早死亡), 是死亡数而非现有技术挽救的人数, 数字对象被错配。

借用原文: pollution is linked to over 40,000 early deaths in Britain each year

14. A) They keep their windows closed.

B) They spend a lot more time indoors.

C) They make more use of air-conditioners.

D) They try various ways to purify indoor air.

【题目】What do people tend to do when outdoor air quality is poor?

【翻译】当室外空气质量差时,人们往往会做什么?

A) 他们关闭窗户。 B) 他们在室内待的时间更长。 C) 他们更多地使用空调。

D) 他们尝试各种方法净化室内空气。

【答案】B (细节题) They spend a lot more time indoors.

【定位】When outdoor air quality is poor, people tend to spend even more time indoors.

当户外空气质量差时, 人们往往会在室内待更长时间。

【信号】题干原词 **tend to** 直接对应。录音里 When outdoor air quality is poor, people tend to spend even more time indoors 与题干用词几乎一字不差, tend to 这一标志词直接锁定答案句, 属顺序定位。

【替换】spend even more time indoors ↔ **spend a lot more time indoors**

even more = a lot more

【排除】 A) 未提及

A 项说人们关窗 (keep their windows closed)，听起来很合常识，但录音从头到尾没提到关窗这个动作，属凭常识脑补、原文未提及。

C) 未提及

C 项说人们更多用空调 (make more use of air-conditioners)，录音里 air conditioning 是讲技术改造方向，并未说人们在空气差时更多使用空调，属常识脑补、原文未提及人们这一行为。

D) 张冠李戴

D 项盗用话题原词 purify indoor air，但录音里净化室内空气是技术/研究要做的事，不是人们在空气差时采取的做法，主体被张冠李戴。

借用原文：While there are some existing technologies to purify indoor air

-
15. A) It shows the importance of eliminating indoor pollution.
B) It may change the way of future environmental research.
C) It demonstrates the fruitful cooperation between UK and Chinese scientists.
D) It may make household appliances serve an additional air cleaner function.

【题目】 What did Professor Gang Pan of the Chinese Academy of Sciences say about their study?

【翻译】 中国科学院的潘刚教授关于他们的研究说了什么？

- A) 它显示了消除室内污染的重要性。 B) 它可能改变未来环境研究的方式。
C) 它展示了中英科学家之间富有成效的合作。
D) 它可能使家用电器发挥额外的空气净化功能。

【答案】 D (细节题) It may make household appliances serve an additional air cleaner function.

【定位】 Our study makes it possible to add an air cleaner option to household appliances in areas which might experience extremely poor air conditions.

我们的研究使得在空气质量可能极差的地区，给家用电器增加一项空气净化功能成为可能。

【信号】 专家引语中的用途句。 在专家 Professor Gang Pan 的引语里，Our study makes it possible to add an air cleaner option to household appliances 直接点出研究的实际用途，是被引用原话中评价研究意义的关键句，即答案句。

【替换】 add an air cleaner option to household appliances ↔

make household appliances serve an additional air cleaner function

add option = additional function

【排除】 A) 过度推断

A 项说研究显示了消除室内污染的重要性 (importance of eliminating indoor pollution) ; 录音里专家说的是 By controlling indoor air pollution (控制污染) 并讲其用途, 并未把重点放在论证消除污染有多重要上, A 拔高且偏离原话。

借用原文: By controlling indoor air pollution and improving air quality in this way

B) 过度推断

B 项说研究可能改变未来环境研究的方式 (change the way of future environmental research), 录音里专家只谈本研究的用途与对公共健康的好处, 从未说会改变未来研究的方式, 属无中生有的拔高。

C) 原词陷阱

C 项说研究证明了中英科学家的成功合作 (cooperation between UK and Chinese scientists), 录音开头确有两家机构合作的事实 Nottingham Trent University and the Chinese Academy of Sciences, 但题目问专家对研究本身说了什么, 专家原话谈的是用途而非合作, 借合作事实答非所问。

借用原文: Nottingham Trent University and the Chinese Academy of Sciences have been trying to find a way

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 Research recently carried out by my team suggests that fish may be self-aware. A certain species of fish recently passed the well-known mirror test.

我的团队最近进行的研究表明, 鱼类可能具有自我意识。某种鱼类最近通过了著名的镜子测试。

2 This is a test that demonstrates self-recognition in animals. Only a few animals, such as humans, apes, dolphins and some birds, can recognize themselves in a mirror. And only these animals, capable of self-recognition, will attempt to remove marks placed on their skin after noticing them in the reflection. This ability suggests a level of higher intelligence and awareness. This is not shown by children until around 18 months. Until now, no fish has demonstrated the ability. But our experiments show the fish in question will scrape up against hard surfaces to remove marks placed on its body by our researchers after viewing itself in a mirror. The behaviors we observe leave little doubt that this fish behaviorally fulfills all criteria of the mirror test as originally laid out. The fish in our study never attempted to remove the marks when no mirror was present or when the marks were just placed on the mirror. Unmarked fish also did not attempt to remove marks from themselves when interacting with a marked

fish on the other side of a window. These results show either that fish are self-aware or that the mirror test, which is considered to be the gold standard test used to denote higher intelligence, may be flawed.

这是一项证明动物自我识别能力的测试。只有少数动物，如人类、猿类、海豚和某些鸟类，能够在镜子中识别自己。而且只有这些具备自我识别能力的动物，在镜子中注意到标记后，才会试图去除放置在其皮肤上的标记。这种能力表明了更高水平的智力和意识。人类儿童直到大约18个月大时才表现出这种能力。到目前为止，还没有鱼类展现出这种能力。但我们的实验表明，该鱼类在镜子中看到自己后，会在坚硬表面上摩擦，以去除研究人员在其身上放置的标记。我们观察到的行为几乎毫无疑问地表明，这种鱼在行为上完全符合最初制定的镜子测试的所有标准。在我们的研究中，当没有镜子存在时，或者当标记只是放在镜子上时，该鱼从未试图去除标记。当未标记的鱼与窗户另一边的已标记鱼互动时，也不会试图去除自己身上的标记。这些结果表明，要么鱼类具有自我意识，要么被认为是用于表示更高智力的黄金标准测试的镜子测试可能存在缺陷。

3 What is less clear is whether these behaviors should be considered as evidence that fish are self-aware, even though in the past these same behaviors have been interpreted as self-awareness in so many other animals. Depending on your position, you might reject the interpretation that these behaviors in a fish satisfy passing the test at all. But on what objective basis can you do this when the behaviors they show are so functionally similar to those of other species that have passed the test?

不太清楚的是，这些行为是否应被视为鱼类具有自我意识的证据，尽管过去这些相同的行为在许多其他动物身上被解释为自我意识。根据你的立场，你可能会拒绝接受鱼类的这些行为满足通过测试的解释。但是，当它们表现出的行为与其他通过测试的物种在功能上如此相似时，你能在什么客观基础上这样做呢？

4 Results from our research raise more questions than answers. What if self-awareness develops like an onion, building layer upon layer rather than appearing all at once? Perhaps in order to explore self-awareness further, we should stop looking at responses to the mirror as a decisive test. Only with a richer theory of the self and a larger test battery will we be able to determine all of the various levels of self-awareness, including where exactly fish fit in.

我们的研究结果引发的问題多于答案。如果自我意识像洋葱一样发展，一层层地累积而不是一次性出现，会怎样？也许为了进一步探索自我意识，我们应该停止将对镜子的反应视为决定性测试。只有拥有更丰富的自我理论和更大规模的测试组合，我们才能确定自我意识的各个不同层次，包括鱼类究竟处于什么位置。

16. A) It distinguishes different species of animals.
B) It reflects distinct traits in animal behavior.
C) It demonstrates animals' ability to recognize themselves.
D) It gauges the level of intelligence of various animal species.

【题目】 What do we learn about the well-known mirror test?

【翻译】 关于著名的镜子测试，我们了解到什么？

- A) 它区分不同种类的动物。 B) 它反映动物行为中的独特特征。
C) 它证明动物识别自身的能力。 D) 它衡量各种动物物种的智力水平。

【答案】 C (细节题) It demonstrates animals' ability to recognize themselves.

【定位】 This is a test that demonstrates self-recognition in animals. Only a few animals, such as humans, apes, dolphins and some birds, can recognize themselves in a mirror.

这是一项检验动物自我识别能力的测试。只有少数动物，例如人类、猿、海豚和某些鸟类，能在镜子里认出自己。

【信号】 下定义句 This is a test that... 录音用 This is a test that demonstrates self-recognition in animals 这样的"This is a test that..."下定义句式，直接点出测试的功能，这种"给某物下定义"的句子就是细节题的答案句信号。

【替换】 demonstrates self-recognition in animals ↔
demonstrates animals' ability to recognize themselves
名词↔动词的同义改写

【排除】 A) 原词陷阱

录音里确实念到 A certain species of fish 的 species (物种)，选项 distinguishes different species of animals 就盗用这个词造"分辨物种"，但测试是测"自我识别"，不是分辨物种，听到 species 就选会中招。

借用原文：A certain species of fish

B) 偷换概念

录音通篇讲 behavior、behavioral，选项 reflects distinct traits in animal behavior 盗用 behavior 造"反映行为的不同特征"，但测试反映的是"能否自我识别"，不是"区分行为差异"，概念被悄悄换掉。

借用原文：This ability suggests a level of higher intelligence and awareness

D) 过度推断

录音说 This ability suggests a level of higher intelligence，选项 gauges the level of intelligence of various animal species 盗用 intelligence 和 level 造"测量各物种智力等级"，但原文是"自我识别这种能力暗示了较高智力"，测试本身测的是自我识别，不是给智力分级。

借用原文：This ability suggests a level of higher intelligence and awareness

-
17. A) It meets few of the behavioral criteria set in the mirror test.
B) It behaves similarly to animals capable of self-recognition.
C) It removes marks from itself to show self-awareness.
D) It matches children over 18 months in intelligence.

【题目】 What does the study by the speaker's team show about the fish they experimented with?

【翻译】 说话者团队的研究显示了关于他们实验的鱼什么情况？

- A) 它符合镜子测试中设定的少数行为标准。 B) 它的行为与能够自我识别的动物相似。
C) 它从自身移除标记以显示自我意识。 D) 它在智力上与18个月以上的儿童相当。

【答案】 B (细节题) It behaves similarly to animals capable of self-recognition.

【定位】 The behaviors we observe leave little doubt that this fish behaviorally fulfills all criteria of the mirror test as originally laid out.

我们观察到的行为几乎可以确定，这条鱼在行为上满足了最初设定的镜子测试的全部标准。

【信号】 结果断言 **leave little doubt that...**。录音用 "leave little doubt that this fish behaviorally fulfills all criteria" 几乎无疑地满足全部标准"这种强结果断言，是实验给出的核心结论，正是答案句信号。

【替换】 fulfills all criteria of the mirror test ↔ **behaves similarly to animals capable of self-recognition**
满足标准=行为同已通过者

【排除】 A) **与原文相反**

录音念到 criteria，但说的是 fulfills all criteria（满足全部标准），选项 meets few of the behavioral criteria 盗用 criteria 却改成"几乎不满足"，把肯定听成了否定，正好反了。

借用原文：fulfills all criteria of the mirror test

C) **偷换概念**

录音确有 scrape up against hard surfaces to remove marks"蹭掉身上标记"，选项 removes marks from itself to show self-awareness 盗用 remove marks，但把它直接等同于"展示自我意识"——而录音第三段明说"是否算自我意识尚不清楚"，这是把现象当定论，偷换了概念。

借用原文：scrape up against hard surfaces to remove marks placed on its body

D) **张冠李戴**

录音 This is not shown by children until around 18 months 里的 18 个月是说"人类儿童到约18个月才有此能力"，选项 matches children over 18 months in intelligence 盗用这个数字，硬说"鱼的智力等同18个月以上的儿童"，把讲儿童的话安到鱼头上。

借用原文：This is not shown by children until around 18 months

18. A) They have conclusively established the criteria of animal intelligence.

B) They have advanced the concept of self-awareness to a higher level.

C) They incorporate more perspectives than one.

D) They raise more questions than answers.

【题目】 What does the speaker say about the results of their research?

【翻译】 说话者对他们的研究结果说了什么？

A) 它们已经确凿地建立了动物智力的标准。

B) 它们已经将自我意识的概念提升到更高水平。 C) 它们包含了不止一个视角。

D) 它们提出的问题多于答案。

【答案】 **D**（细节题） They raise more questions than answers.

【定位】 Results from our research raise more questions than answers.

我们研究得出的结果，带来的问题比答案还多。

【信号】**结尾定调句 Results... raise...**。末段以 Results from our research raise more questions than answers 开篇，是讲者对整项研究结果的收束定调，这种"结尾一句话总评结果"正是答案句信号。

【替换】raise more questions than answers ↔ **They raise more questions than answers.**

近乎原句对应

【排除】A) **与原文相反**

录音多次提 criteria，选项 conclusively established the criteria of animal intelligence 盗用并说"已确凿确立动物智力标准"，但末段恰恰说"问题更多"、还呼吁 stop looking at responses to the mirror as a decisive test，根本没"确立"，反了。

借用原文：stop looking at responses to the mirror as a decisive test

B) **过度推断**

录音满是 self-awareness，选项 advanced the concept of self-awareness to a higher level 盗用这个词造"把自我意识概念提升到更高层次"，听着很顺，但录音说的是结果带来更多疑问、要换更丰富的理论，并未声称"提升了概念层次"。

借用原文：Only with a richer theory of the self and a larger test battery will we be able to determine all of the various levels of self-awareness

C) **未提及**

选项 incorporate more perspectives than one 和正确项 raise more questions than answers 都是 more...than... 句式，长得像；但录音结果说的是"问题比答案多"，没说"纳入多个视角"，C 是借相似句式硬凑、原文无对应。

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

1 Reading with a young child is important. But does it matter whether you read from an electronic book or traditional print? As any parent knows, small children are generally keen on screens. So the finding from a new study that very young children enjoy electronic books more than printed picture books may not come as a huge surprise — but the following additional findings might: both parents and children behaved differently when reading electronic versus printed picture books. And the children who read the electronic books learned more.

与幼儿一起阅读很重要。但从电子书还是传统纸质书阅读是否有区别？正如任何父母所知，小孩子通常对屏幕很感兴趣。因此，一项新研究发现幼儿比起纸质图画书更喜欢电子书，这可能不会让人感到特别惊讶——但以下额外的发现可能会：父母和孩子在阅读电子图画书与纸质图画书时的行为都有所不同。而且阅读电子书的孩子学到了更多。

2 Previous studies of young children have suggested that electronic books, which incorporate extra features such as dictionaries and images that depict story events, may have advantages over print. In fact, multiple studies have found that electronic books support story comprehension and vocabulary gains beyond what is provided by printed books. But there's also work suggesting that children sometimes

invest less mental effort in learning from electronic books, and that parents talk less about content when sharing such books.

以往对幼儿的研究表明，包含额外功能（如词典和描绘故事情节的图像）的电子书可能比纸质书更有优势。事实上，多项研究发现，电子书对故事理解和词汇量增长的支持超过了纸质书所能提供的。但也有研究表明，儿童有时在从电子书学习时投入的心理努力较少，而且父母在分享这类书籍时对内容的讨论也较少。

3 The study we're looking at today aims to give us a better understanding of how good electronic books are for young children. For this study, researchers videoed children aged 17 to 26 months reading with one of their parents. Each parent-child pair was randomly assigned to read either two educational electronic books or two printed books with the same content. While the parent read the words in the printed books aloud, the electronic books had audio of voice actors reading the text.

我们今天关注的这项研究旨在让我们更好地了解电子书对幼儿有多好。在这项研究中，研究人员录制了17至26个月大的儿童与其父母之一一起阅读的视频。每对亲子被随机分配阅读两本教育性电子书或两本内容相同的纸质书。父母在朗读纸质书中的文字时，电子书则有配音演员朗读文本的音频。

4 The researchers found that parents who read the printed books pointed more frequently to pages than parents who read the electronic books. But the opposite was true for the children. Children who read the electronic books also commented more on the content and learned more new words than the children who read printed books.

研究人员发现，阅读纸质书的父母指向书页的频率高于阅读电子书的父母。但对于孩子来说情况正好相反。阅读电子书的孩子对内容的评论也更多，学到的新词汇也比阅读纸质书的孩子更多。

5 This greater learning is ascribed to greater engagement with the electronic books. It's important to note that the electronic books in the study were simple. While they included background music, animation and sound effects, there were no other extra features.

这种更大的学习成效归因于对电子书更高的参与度。值得注意的是，研究中的电子书很简单。虽然它们包含背景音乐、动画和音效，但没有其他额外功能。

6 It's also important to note that there's research on older children, finding that electronic books don't always bolster learning. Parents and educators need to beware. Extra features in electronic books may increase children's participation with them; however, if these features don't draw attention to the educational content, they may not serve as a supportive feature.

同样重要的是要注意，有关于年龄较大儿童的研究发现，电子书并不总是促进学习。父母和教育工作者需要警惕。电子书中的额外功能可能会增加儿童对它们的参与；然而，如果这些功能没有将注意力引向教育内容，它们可能不会起到支持作用。

19. A) Small children are even more keen on screens than their elders.

B) Both parents and children preferred to read electronic books.

C) Parents differed from children in reading behavior.

D) Children reading electronic books learned more.

【题目】 What finding from the new study might come as a huge surprise?

【翻译】新研究中哪项发现可能会让人大感意外？

- A) 小孩子甚至比年长者更热衷于屏幕。 B) 父母和孩子都更喜欢阅读电子书。
C) 父母与孩子在阅读行为上存在差异。 D) 阅读电子书的孩子学到了更多知识。

【答案】D (细节题) Children reading electronic books learned more.

【定位】So the finding from a new study that very young children enjoy electronic books more than printed picture books may not come as a huge surprise — but the following additional findings might: both parents and children behaved differently when reading electronic versus printed picture books. And the children who read the electronic books learned more.

因此，一项新研究发现幼儿比起纸质图画书更喜欢电子书，这一点也许并不令人意外——但接下来这些额外发现就可能令人意外了：父母和孩子在读电子书与纸质书时表现各不相同；而且读电子书的孩子学到的更多。

【信号】转折 but...might 指向真正的意外。录音先用 may not come as a huge surprise 把"小孩爱电子书"排掉，紧接 but the following additional findings might 一个转折，明确告诉你"意外的发现"在 but 之后；冒号后并列两条，其中 the children who read the electronic books learned more 正是答案落点。

【替换】the children who read the electronic books learned more ↔

Children reading electronic books learned more

近乎同义、仅句式微调

【排除】A) 原词陷阱

Small children are even more keen on screens than their elders. 借用了录音 small children are generally keen on screens 的原词，但录音说这是"也许并不令人意外"的前提，与题面要的"意外发现"正相反，听到 keen on screens 就选会中招。

借用原文：small children are generally keen on screens

B) 偷换概念

Both parents and children preferred to read electronic books. 套用了录音 both parents and children behaved differently 里的 both parents and children，却把 behaved differently (表现不同) 偷换成 preferred to read electronic books (都偏爱电子书)，原文从没说父母也偏爱电子书。

借用原文：both parents and children behaved differently

C) 答非所问

Parents differed from children in reading behavior. 确实对应 both parents and children behaved differently，本身没说错，但题干特别问"令人意外"的发现，录音的 surprise 落点落在"孩子学得更多"上；C 是 but 后并列的发现之一，却不是题面聚焦的那一条，被更贴题的 D 比下去。

借用原文：both parents and children behaved differently

20. A) They came to conflicting conclusions.
B) They were based on small samples.
C) They yielded unanticipated findings.
D) They were focused on younger kids.

【题目】 What do we learn about previous studies of young children reading electronic books?

【翻译】 关于幼儿阅读电子书的以往研究,我们了解到什么?

- A) 这些研究得出了相互矛盾的结论。 B) 这些研究基于小样本。
C) 这些研究产生了出乎意料的发现。 D) 这些研究聚焦于年龄更小的孩子。

【答案】 A (细节题) They came to conflicting conclusions.

【定位】 In fact, multiple studies have found that electronic books support story comprehension and vocabulary gains beyond what is provided by printed books. But there's also work suggesting that children sometimes invest less mental effort in learning from electronic books, and that parents talk less about content when sharing such books.

事实上,多项研究发现,电子书在故事理解和词汇增长上的助益超过纸质书。但也有研究表明,孩子有时在电子书上投入的脑力反而更少,父母在一起读这类书时谈论内容也更少。

【信号】 but 把两拨研究结论正反对置。录音先说 multiple studies have found that electronic books support story comprehension and vocabulary gains (电子书有利),再用 But there's also work suggesting that children sometimes invest less mental effort (也有研究说不利)一转,正反两拨研究结论摆在一起——这正是"结论相互矛盾"的信号。

【替换】 multiple studies have found that electronic books support story comprehension and vocabulary gains

↔ They came to conflicting conclusions

正反两面概括为"矛盾"

【排除】 B) 未提及

They were based on small samples. 谈以往研究的样本量,但录音讲 previous studies 时只对比了结论方向,全程没说过样本大小,属凭"评价研究常谈样本"的常识硬填。

C) 张冠李戴

They yielded unanticipated findings. 里 unanticipated 蹭了第1段 huge surprise 的"意外"概念,但那是形容"本次新研究"的发现;本题问的是 previous studies (以往研究),张冠李戴。

借用原文: but the following additional findings might

D) 偷换概念

They were focused on younger kids. 借了录音反复出现的 young children 概念,但录音说的是"也有针对 older children 的研究",并未限定以往研究都只盯更小的孩子,把研究对象范围说窄了。

借用原文: there's research on older children

21. A) Those that prove simple enough for them to comprehend.
B) Those that produce both audio and visual effects on them.
C) Those that draw their attention to the educational content.
D) Those that contribute to their increased interest in reading.

【题目】 What extra features should be included in electronic books to bolster children's learning?

【翻译】 电子书中应包含哪些额外功能来增强孩子的学习?

- A) 那些被证明足够简单以便他们理解的功能。
B) 那些对他们产生声音和视觉效果的功能。
C) 那些将他们的注意力吸引到教育内容上的功能。
D) 那些有助于提高他们阅读兴趣的功能。

【答案】 C (细节题) Those that draw their attention to the educational content.

【定位】 Extra features in electronic books may increase children's participation with them; however, if these features don't draw attention to the educational content, they may not serve as a supportive feature.

电子书里的额外功能也许能提高孩子的参与度; 然而, 如果这些功能不能把注意力引向教育内容, 它们就可能起不到辅助作用。

【信号】 however + if 否定句给出条件。录音先承认 Extra features...may increase children's participation, 再用 however, if these features don't draw attention to the educational content, they may not serve as a supportive feature 反转——用“如果不指向教育内容就没用”反推出“要指向教育内容才有用”, 答案落在 if 否定句里。

【替换】 if these features don't draw attention to the educational content, they may not serve as a supportive feature

↔ Those that draw their attention to the educational content

否定条件转正面、原词点对

【排除】 A) 原词陷阱

Those that prove simple enough for them to comprehend. 蹭了第 5 段 the electronic books in the study were simple 的 simple, 但那只是描述研究所用电子书的特点, 录音从没说"简单到能懂"是促进学习该加的功能, 听到 simple 就选会落坑。

借用原文: the electronic books in the study were simple

B) 原词陷阱

Those that produce both audio and visual effects on them. 直接搬录音 they included background music, animation and sound effects 的音乐、动画、音效, 这些恰是"声光效果", 但录音的落点是"光有这些额外功能、若不指向教育内容就没用", B 把被否定的诱饵当成了答案。

借用原文: they included background music, animation and sound effects

D) 偷换概念

Those that contribute to their increased interest in reading. 像是改写自录音 Extra features...may increase children's participation, 但录音说的是 increase participation (提高参与度), 并把它和"促进学习"区分开(参与高未必学得好), 选项把它换成 increased interest in reading (提高阅读兴趣)且当成促学习的条件, 偷换且跑题。

借用原文: Extra features in electronic books may increase children's participation with them

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

1 Let me be honest with you. If you're living your life full of regrets, you're wasting your time. Why would you go through life regretting the very decisions that made you who you are today? There are plenty of unfavorable decisions we've made, but does that mean we should regret them? No!

让我对你坦诚相待。如果你的生活充满悔恨, 那你就是在浪费时间。你为什么要在人生中悔恨那些造就了今天的你的决定呢?我们确实做过许多不利的决定,但这是否意味着我们应该后悔它们?不!

2 I've had many moments where I sit and think about all the things I wish I could have done differently. However, just because things could be different, it doesn't necessarily mean they would be better. You don't have to continually be thinking of all your past decisions and whether or not you made the right one. You can't go back and change anything, so what's the point in worrying about it?

我曾有许多时刻坐下来思考所有我希望能做得不同的事情。然而,仅仅因为事情可能会不同,并不一定意味着它们会更好。你不必不断地思考你过去所有的决定以及你是否做出了正确的选择。你无法回去改变任何事情,所以为此担忧有什么意义呢?

3 Every single decision you've ever made, positive or negative, has made you the person you are today. We want to go back and change parts of our past, but what would be the benefit of that? We would have lost the valuable knowledge from the lessons we learned.

你曾经做过的每一个决定,无论积极还是消极,都造就了今天的你。我们想回去改变过去的某些部分,但那样做有什么好处呢?我们会失去从所学教训中获得的宝贵知识。

4 There are reasons you make the choices you do, and that tells us about who you are. So when it comes to any decision in life, be unapologetically yourself. Because at the end of the day, it was you

who made that decision.

你做出选择是有原因的,这说明了你是什么样的人。所以当涉及人生中的任何决定时,要毫无歉意地做你自己。因为归根结底,是你做出了那个决定。

5 With less time spent focused on regrets, you'll finally have time to focus on the more essential things in life. In any situation, you grow more as a person with every decision you make. Life is full of lessons to learn, so we can't let regret stop us from moving forward.

少花时间关注悔恨,你终于有时间专注于生活中更重要的事情。在任何情况下,你做出的每个决定都会让你更加成长。生活充满了要学习的教训,所以我们不能让悔恨阻止我们前进。

6 We don't know if we've made the right or wrong choice until after it's already been made, so it can be easy to start regretting your decision. But if the decision has already been made, what's the purpose of dwelling on it? There isn't one. All you can do is move forward. You can't let yourself sit there and worry about every past choice. We aren't all perfect.

我们不知道自己是否做出了正确或错误的选择,直到决定已经做出之后,所以很容易开始后悔你的决定。但如果决定已经做出,纠结于此有什么目的呢?没有。你所能做的就是向前看。你不能让自己坐在那里为每一个过去的选择而担忧。我们都不是完美的。

7 Whenever you make a decision, there will always be a possibility for regret later, but that's how life is supposed to be. You will make poor decisions in life — we all do — but it's what you do with the lessons learned that matters.

每当你做出决定时,以后总会有后悔的可能性,但这就是生活本该如此。你会在生活中做出糟糕的决定——我们都会——但重要的是你如何运用所学到的教训。

8 Think about every decision you've ever made. Were they always the best? Of course not. But look at how far you've come since then.

想想你曾经做过的每一个决定。它们总是最好的吗?当然不是。但看看你从那时起走了多远。

22. A) Regret having wasted much time in making them.

B) Think how different we could have made them.

C) Keep ourselves from regretting them.

D) Live with them for the time being.

【题目】 What should we do with the unfavorable decisions we've made?

【翻译】 对于我们做出的不利决定,我们应该怎么办?

A) 后悔在做这些决定上浪费了太多时间。 B) 思考我们本可以如何做出不同的决定。

C) 避免让自己为这些决定感到后悔。 D) 暂时接受这些决定。

【答案】 C (细节题) Keep ourselves from regretting them.

【定位】 If you're living your life full of regrets, you're wasting your time. ... There are plenty of unfavorable decisions we've made, but does that mean we should regret them? No!

如果你的人生充满后悔,那就是在浪费时间。.....我们确实做过很多不理想的决定,但这是否意味着我们该为之后悔呢? 不!

【信号】反问加 No 的强烈否定。does that mean we should regret them? No! 用'反问 + 斩钉截铁的 No'把态度顶到最高：不该后悔。这种自问自答后紧跟否定的句子，正是演讲者亮出主张的答案信号。

【替换】does that mean we should regret them? No! ↔ **Keep ourselves from regretting them**
'不该后悔' = '避免后悔'

【排除】A) **原词陷阱**

A 把原文里 living your life full of regrets, you're wasting your time 的两个原词 regret 和 wasting time 拼到一起，做成 Regret having wasted much time in making them., 但原文说'后悔本身是浪费时间'，A 却变成'为浪费时间而后悔'，听到原词就选必中招。

借用原文：living your life full of regrets, you're wasting your time

B) **与原文相反**

原文 just because things could be different, it doesn't necessarily mean they would be better 是在否定'设想不同会更好'，B 项 Think how different we could have made them. 却把这件被否定的事当成'应该做的'，正话反说，与原意相左。

借用原文：just because things could be different, it doesn't necessarily mean they would be better

D) **未提及**

Live with them for the time being. 主张'暂且与这些决定共处'，但原文从头到尾讲的是'别后悔、向前看'，并没有说'暂且忍受'这种过渡性态度，属于无中生有。

-
23. A) It has made us the person we are now.
B) It has been made with a lot of thinking.
C) It stems from our valuable knowledge.
D) It benefits us greatly one way or another.

【题目】What does the speaker say about every single decision we've ever made?

【翻译】说话者对我们曾经做过的每一个决定有何评价？

- A) 这些决定造就了现在的我们。 B) 这些决定都经过了深思熟虑。
C) 这些决定源于我们宝贵的知识。 D) 这些决定以某种方式使我们受益匪浅。

【答案】A (细节题) It has made us the person we are now.

【定位】Every single decision you've ever made, positive or negative, has made you the person you are today.

你做过的每一个决定，无论好坏，都造就了今天的你。

【信号】题干原词在句首直接成句。原文 Every single decision you've ever made, positive or negative, has made you the person you are today 句首即题干原话 every single decision, 紧接着的 has made you the person you are today 就是对它的评价，是直接成句的答案信号。

【替换】 has made you the person you are today ↔ It has made us the person we are now

几乎同义、仅人称与 today/now 替换

【排除】 B) 未提及

It has been made with a lot of thinking. 说决定是'经过大量思考做出的', 但原文评价决定时说的是它'造就了今天的你', 并没有谈决定是否深思熟虑, 属无中生有。

C) 原词陷阱

C 搬来原文 the valuable knowledge from the lessons we learned 里的 valuable knowledge, 做成 It stems from our valuable knowledge., 但原文是说'回到过去会失去这份宝贵知识', 并非说决定'源自'知识, 盗原词且因果方向反了。

借用原文: the valuable knowledge from the lessons we learned

D) 答非所问

It benefits us greatly one way or another. 说决定'总能大大有益', 虽与全篇基调沾边, 但原文评价 every single decision 的具体说法是'造就了今天的你', D 是脱离答案句的笼统概括, 并非演讲者此处的原话。

借用原文: Every single decision you've ever made, positive or negative, has made you the person you are today

24. A) Challenging things to do.

B) Beautiful things to share.

C) Choices to make.

D) Lessons to learn.

【题目】 What is life full of according to the speaker?

【翻译】 根据说话者的观点,生活中充满了什么?

A) 需要做的有挑战性的事情。 B) 可以分享的美好事物。 C) 需要做出的选择。

D) 需要学习的经验教训。

【答案】 D (细节题) Lessons to learn.

【定位】 Life is full of lessons to learn, so we can't let regret stop us from moving forward.

人生充满了需要汲取的教训, 所以我们不能让后悔阻挡自己前进。

【信号】 题干句式原样出现。原文 Life is full of lessons to learn 与题干句式 full of 一字不差, 紧跟其后的 lessons to learn 即是要填的中心词, 是句式复刻型的答案信号。

【替换】 Life is full of lessons to learn ↔ Lessons to learn

原句中心词直接对应选项

【排除】 C) 原词陷阱

Choices to make. 借了原文反复出现的 the choices you do 里的 choices, 与 decisions 近义、特别像, 但 full of 后面原文念的是 lessons to learn 不是 choices, 听到近义词就选会被换走。

借用原文: the choices you do

A) 未提及

Challenging things to do. 形式上凑成并列项, 但原文 full of 后并没有念 challenging things, 演讲者也没说人生充满挑战, 属于未提及。

B) 未提及

Beautiful things to share. 听起来很正能量, 但原文 full of 后是 lessons to learn, 从未提'美好的可分享之物', 靠基调相近蒙人。

-
25. A) Foreseeing the possibility for regret later.
B) Making proper use of the lessons learned.
C) Perfecting the decision-making strategies.
D) Seeing them as obstacles to moving forward.

【题目】 What is said to be of real importance when we make poor decisions in life?

【翻译】 当我们在生活中做出糟糕的决定时, 什么被认为是真正重要的?

- A) 预见到日后可能产生的后悔。 B) 恰当地利用所吸取的教训。
C) 完善决策制定的策略。 D) 将这些决定视为前进道路上的障碍。

【答案】 B (细节题) Making proper use of the lessons learned.

【定位】 You will make poor decisions in life — we all do — but it's what you do with the lessons learned that matters.

你在人生中会做出糟糕的决定——我们都会——但真正重要的, 是你如何运用从中学到的教训。

【信号】 but 转折 + that matters 强调。 but it's what you do with the lessons learned that matters 既有转折 but 把重点拉到后半句, 又用 it's...that matters 的强调结构点出'真正要紧的', 双重信号锁定答案句。

【替换】 what you do with the lessons learned that matters ↔ **Making proper use of the lessons learned**
'如何运用教训' = '恰当运用教训'

【排除】A) 原词陷阱

A 搬来原文 there will always be a possibility for regret later 几乎整句，做成 Foreseeing the possibility for regret later.，但原文这半句只是陈述'总会有后悔的可能'，并不是 that matters 强调的'真正重要的事'，盗整句却答非所问。

借用原文：there will always be a possibility for regret later

C) 未提及

Perfecting the decision-making strategies. 说要'完善决策策略'，听着合理，但原文强调的是'用好已学到的教训'，并没有让你去优化决策方法，属无中生有。

D) 与原文相反

D 搬来原文 we can't let regret stop us from moving forward 里的 moving forward 与 obstacle 之意，做成 Seeing them as obstacles to moving forward.，但原文是'别让后悔挡住前进'，演讲者恰恰反对把决定当障碍，D 把意思反了。

借用原文：we can't let regret stop us from moving forward

SENTENCE INSIGHTS · 句子精讲

82 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。

M: Yeah, it really is, both for students and teachers.

第2段，第1句

涉及主语、系动词、状语等基础成分，但表语承前省略这一点可以作为小的训练点，让学生理解系表结构中表语可以省略的情况。不过成分种类较少，整体训练价值有限。

To be honest, I've forgotten about those, as I never eat them.

第7段，第3句

主句加原因状语从句是常见的复合句结构，"as" 引导原因从句在真题中频繁出现。现在完成时也是常考时态。句首插入语的用法也较为典型。整体结构有一定代表性，掌握后可以迁移到类似的因果复合句。但本句没有特别突出的高频难点（如定语从句、名词性从句的复杂嵌套），典型性中等偏上。

What I always go for is their scrambled eggs.

第7段，第5句

本句展示了主语从句这一重要的名词性从句类型,同时涵盖主语、谓语、宾语、表语、状语等多种成分,且主语从句中"What"既是引导词又充当宾语,是值得练习的易混淆点

W: The massive glass windows make all the difference.

第11段，第1句

主谓宾简单句是英语最基本句型，在各类考试中大量出现，具有一定代表性。但本句过于简单，缺少四六级和考研真题常见的从句嵌套、长难句特征，作为备考句式的典型性不足。适合打基础，但不能代表真题难度。

In reality, young people of this age group are as varied and multifaceted as any other generation.

第2段，第2句

"as ... as ..." 比较结构是四六级和考研阅读中的高频句式，常用于论证对比观点。本句结构简洁典型，且涉及从句谓语省略这一常见现象，掌握后可直接迁移到大量类似句子。但整体复杂度较低，不如多层嵌套的复杂比较句式更具代表性。

M: Well, it's essential to connect with them to learn about their values.

第4段，第1句

"It is + 形容词 + to do" 是四六级和考研阅读中高频出现的典型句式，表示某事的重要性、必要性或难易程度。这一结构在考试真题中反复出现，掌握后可大量复用，具有较强的代表性。

But that couldn't be further from the truth, could it?

第7段，第2句

主系表结构 + 情态动词否定形式 + 比较级表语 + 附加疑问句,是四六级和考研阅读中常见的句式组合。情态动词的否定表达(couldn't be)在真题中频繁出现,用于表达推测、否定或强调;比较级结构(further from the truth)也是常考的表语类型;附加疑问句(could it)则是口语化书面语中常见的语气强化手段。整句结构具有较高的典型性和迁移价值,学生掌握后可应用于大量类似句式的分析和理解。

M: Young people will work extremely hard during their defined work hours, but they expect to have their time off, like weekends and nights free from work.

第8段，第1句

典型的 "Subject + Verb + Adverbial, but Subject + Verb + Object" 结构，是表达观点对比的常用模版。

M: Generally, young people believe their productivity should not be measured by the number of hours they work, since someone can work for eight hours and accomplish next to nothing of significance for the company.

第10段，第1句

这是典型的观点陈述句式：主句表达观点，宾语从句说明观点内容，原因状语从句给出支撑理由，这种结构在四六级和考研阅读中频繁出现，掌握后可迁移到大量类似句子的理解中。

Instead, young people measure their productivity levels by the quality of the work they perform.

第10段，第2句

主句带方式状语、定语从句修饰名词且省略关系代词，这是四六级和考研阅读中的高频句式；该结构常用于说明方式、原因或标准，学生掌握后可迁移到大量类似句子，典型性较高。

M: It's important to legitimize their work.

第12段，第1句

本句的 "It is + 形容词 + to do" 结构是四六级和考研中极为常见的句式，属于高频考点；掌握这一结构后可迁移至大量类似句子（如 It is necessary to、It is difficult to 等），代表性强，因此给8分。

They must feel the need to stay working at a company whose values align with their own.

第12段，第3句

句子结构高度典型：情态动词加动词原形在四六级和考研中极为常见，whose 引导的限制性定语从句修饰名词是高频考点，不定式作后置定语也是常考结构。整体句式符合真题常见的 "主句包含复杂宾语 + 嵌套定语从句" 模式，学习后可大量复用。

They aren't as varied as their predecessors.

第5题，D

"as...as..." 比较结构是四六级和考研阅读中的高频句式，常用于同级比较或程度描述。本句展示了该结构在否定形式中的用法（not as...as...），以及比较分句的典型省略模式，具有较强的代表性和可迁移性。

What does the man say is important for managers to get along better with young workers?

第6题 题干

疑问句套宾语从句、疑问词在从句中充当主语，是四六级听力和阅读理解中的高频句式；"say"后省略"that"也是真题常见现象；句子结构典型且实用性强，掌握后可大量迁移到类似疑问句的理解中。

Although it sounds counter-intuitive, restaurants which include specific vegetarian sections on their menus may be unintentionally encouraging customers to eat meat, a new study suggests.

第1段，第2句

本句成分丰富且含多个易错点：宾语从句省略引导词、定语从句嵌套在主语中、情态动词加进行体作谓语、宾语补语结构"encourage sb to do"、让步状语从句中的代词主语指代整句内容。覆盖主谓宾补、定语、状语、表语等多种成分，且定语从句和宾语从句的识别、谓语形式的判断都是常考难点，训练价值高。

Behavioral scientist Linda Bacon, one of the study's authors, said, "Restaurants can have a positive impact on the environment by encouraging their customers to choose more plant-based food and less meat. However, our findings suggest that while certain restaurant menu designs can encourage some consumers to make pro-environmental food choices, they can have the opposite effect on others."

第2段，第1句

典型的学术引用结构，且包含了常用的"suggest that while..."句式，在考研和四六级阅读中非常高频。

The study involved 750 people, half of whom frequently ate vegetarian food and half of whom rarely ate it.

第2段，第2句

主句 + 并列非限制性定语从句的结构在四六级和考研阅读中常见，whom 作关系代词、half of whom 作从句主语是高频考点，具有较强的典型性和迁移价值。

They were given different menus and asked to choose a meal as if they were eating out with friends.

第2段，第4句

本句结构在四六级和考研真题中具有较高代表性：被动语态在学术和正式文本中频繁出现，并列谓语省略是常见简化手法，“as if” 引导的虚拟条件从句也是考试常考点。掌握本句的分析方法可迁移至大量类似句式，如实验描述、调查报告等语境中的被动陈述加假设条件结构。

Placing vegetarian dishes in a separate section did not have a significant effect on the choices made by infrequent vegetarian food eaters.

第2段，第5句

结构具有高度典型性。动名词短语作主语、及物动词搭配复杂宾语、过去分词作后置定语修饰名词，这些都是四六级和考研阅读理解中的高频句式。掌握这种结构后，可以迁移应用到大量学术文献和实验报告类文本的理解中。

But it did have a notable effect on the frequent eaters, lowering their chance of picking a vegetarian option by 65%.

第2段，第6句

本句涵盖主谓宾基本结构、介词短语作定语修饰宾语、现在分词短语作结果状语，以及强调助动词的识别，成分种类较丰富；现在分词短语作状语与作定语的区分是常见易错点，适合练习，但缺少从句等更高级结构，训练价值中等偏上

But again, these altered menu designs backfired with those who ate vegetarian food more frequently, leading them to be less likely to choose a vegetarian dish.

第2段，第8句

本句结构在考研和四六级阅读中非常典型：定语从句修饰不定代词 those、现在分词短语作结果状语、介词短语作状语，这些都是常考且高频的句式。掌握本句的分析方法可直接迁移到大量真题长难句。

How was the study carried out on 750 participants?

第10题 题干

特殊疑问句加被动语态的组合在四六级和考研真题中较为常见，尤其是学术或科研类阅读材料中经常出现类似句式。掌握本句结构后可迁移到大量同类句型，具有较高的典型性。

They are less likely to choose a vegetarian dish.

第11题，A

"be likely to do" 是四六级与考研阅读中的高频句式,用于表达可能性或倾向,具有一定代表性,但简单句结构本身过于基础,缺少真题中常见的从句嵌套或复杂修饰,典型性中等

They tend to consume larger portions of unhealthy food.

第11题，C

简单句中 "tend to do" 结构在考试中较常见，但本句整体过于简单，缺少从句或复杂修饰，作为典型考试句式的代表性一般。

Nottingham Trent University and the Chinese Academy of Sciences have been trying to find a way to prevent deadly outdoor air pollution from penetrating indoors.

第1段，第1句

简单句主干 + 不定式短语作宾语 + 不定式作定语修饰名词 + "prevent ... from doing" 固定搭配，这些都是四六级和考研阅读中高频出现的句式组合；现在完成进行时也是常考时态。掌握本句结构后，可复用到大量类似长度和复杂度的真题句子中。

They found that if pollution is frozen to around -18°C in a condensing tube, the particles gather together and fall to the bottom, allowing fresh, clean air to pass through.

第1段，第2句

本句结构高度典型:主句 + 宾语从句 + 条件状语从句的三层嵌套是四六级和考研阅读中的常见句式。宾语从句说明发现内容、条件从句说明前提条件,这种逻辑搭配在科技说明文中极为常见,掌握后可大量迁移到类似语境

It is hoped that the work could pave the way for simple modification of air conditioning units so that they can also clean polluted indoor air.

第1段，第4句

本句覆盖形式主语、主语从句、目的状语从句、情态动词谓语、主动与被动语态、定语修饰（polluted indoor air）等多种成分，且主语从句内嵌套状语从句，成分层次丰富。形式主语结构是四六级常考易错点，so that 目的从句也是典型考点，训练价值较高。

Outdoor air pollution in cities is a global problem, whether it be haze plaguing Calcutta or poor air impacting the health of children in London schools.

第2段，第1句

"whether...or..." 引导让步状语从句是四六级和考研常见句式，主句为主系表结构也是基础句型。虚拟语气在书面语中频繁出现，整句结构具有较高的代表性和迁移价值，掌握后可应用于类似复杂句的理解和写作。

While there are some existing technologies to purify indoor air, they can be inefficient, expensive or produce harmful by-products.

第2段，第2句

"While" 引导让步状语从句在四六级和考研阅读中频繁出现，"there be" 存在句和情态动词 + 并列谓语也是常考结构。本句的转折逻辑（承认现状 + 指出问题）符合议论文典型句式，学生掌握后可在大量类似语境中复用，具有较高的典型性和迁移价值。

When outdoor air quality is poor, people tend to spend even more time indoors.

第2段，第3句

"When" 引导时间状语从句置于句首是四六级和考研中的常见句式，且主句使用 "tend to" 表达倾向也较典型。但整体句式相对简单，嵌套和变化不多，代表性中等。

Professor Gang Pan of the Chinese Academy of Sciences said, "We have shown in our experiments that simply by circulating polluted air through a small freezing chamber, we can remove most of the fine particles and gas pollutants. Our study makes it possible to add an air cleaner option to household appliances in areas which might experience extremely poor air conditions. By controlling indoor air pollution and improving air quality in this way, this work could be greatly beneficial to public health."

第2段，第6句

引述研究成果是四六级及学术阅读中最高频的句式，特别是 "have shown that" 和 "make it possible to" 是极其典型的学术表达。

They have managed to freeze polluting particles to around -18°C .

第12题，B

主语 + 现在完成时谓语 + 不定式宾语 的结构在四六级和考研真题中较为常见，特别是 manage to do 这一固定搭配经常出现。句子长度适中，复杂度适中，具有一定代表性。但由于是简单句，缺少从句等更高级的结构特征，典型性中等偏上。

They have been seeking a way to prevent pollutants from penetrating indoors.

第12题，C

本句体现"主语 + 完成进行时谓语 + 宾语 + 不定式定语"的常见句式，且不定式定语中包含 "prevent...from doing" 和动名词短语，均为四六级和考研阅读中高频出现的结构。掌握此类句式可迁移至大量真题句子的分析。

What do we learn from the passage about existing technologies to purify indoor air?

第13题 题干

特殊疑问句在四六级阅读题干中高频出现，句式典型且实用性强，掌握后可迁移到大量类似题干和日常疑问表达，代表性较高。

What do people tend to do when outdoor air quality is poor?

第14题 题干

特殊疑问句 + 时间状语从句的组合在四六级和考研阅读中较为常见，疑问句的语序还原、when 引导的状语从句识别都是高频考点，具有较强的代表性和迁移价值

Research recently carried out by my team suggests that fish may be self-aware.

第1段，第1句

主句+宾语从句是四六级和考研阅读中的高频句式，后置定语修饰主语也是典型结构；掌握本句型后可迁移到大量类似长难句

Only a few animals, such as humans, apes, dolphins and some birds, can recognize themselves in a mirror.

第2段，第2句

简单句加插入性举例成分的结构在四六级和考研阅读中频繁出现。"such as" 引导的同位语举例、情态动词表能力、反身代词作宾语都是考试高频句式。掌握这一句型后，学习者可以快速识别和理解大量类似结构的句子，迁移价值较高。

This is not shown by children until around 18 months.

第2段，第5句

被动语态配合时间状语在学术写作和科普文本中极为常见，尤其是描述客观规律或研究发现时。本句结构简洁且具有代表性，掌握后可大量迁移到类似句式的理解和翻译中。

But our experiments show the fish in question will scrape up against hard surfaces to remove marks placed on its body by our researchers after viewing itself in a mirror.

第2段，第7句

主句加宾语从句的结构是四六级和考研阅读中的高频句式，从句内部包含不定式目的状语、分词后置定语、介词短语时间状语等也都是典型考点，掌握后可迁移到大量类似句子。

These results show either that fish are self-aware or that the mirror test, which is considered to be the gold standard test used to denote higher intelligence, may be flawed.

第2段，第11句

本句展示了学术写作和四六级考研阅读中的典型结构：either ... or 连接并列从句表选择、非限制性定语从句补充背景信息、情态动词表推测、被动语态表客观评价。这些都是高频句式，掌握后可广泛应用于科技说明文和论证类文章的理解。

What is less clear is whether these behaviors should be considered as evidence that fish are self-aware, even though in the past these same behaviors have been interpreted as self-awareness in so many other animals.

第3段，第1句

该句涵盖了主语从句、表语从句、同位语从句、状语从句四大类，且涉及情态动词、完成时、被动语态，是绝佳的综合练习素材。

Depending on your position, you might reject the interpretation that these behaviors in a fish satisfy passing the test at all.

第3段，第2句

本句成分丰富:主句包含主语、情态动词谓语、复杂宾语(含同位语从句)、方式状语;同位语从句包含主语(带后置定语)、谓语、动名词宾语、程度状语。特别是同位语从句与定语从句的区分、动名词作宾语的识别、介词短语作后置定语等,都是值得练习的考点,训练价值较高。

But on what objective basis can you do this when the behaviors they show are so functionally similar to those of other species that have passed the test?

第3段，第3句

疑问句 + 状语从句 + 定语从句的组合,是四六级和考研阅读中的高频句式。特别是 "when" 引导的时间/条件状语从句修饰主句、定语从句修饰比较对象的结构,在议论文和学术文本中极为常见。掌握本句的分析方法可直接迁移到大量真题句

What if self-awareness develops like an onion, building layer upon layer rather than appearing all at once?

第4段，第2句

本句包含主语、谓语、方式状语(介词短语)、方式状语(分词短语),成分种类较为丰富。特别是分词短语building layer upon layer作状语,以及rather than appearing的对比结构,对于练习非谓语动词和状语类型有一定价值,但整体坑点密度中等。

Perhaps in order to explore self-awareness further, we should stop looking at responses to the mirror as a decisive test.

第4段，第3句

本句覆盖了主语、谓语、宾语、目的状语和一般状语等多种成分，宾语为动名词短语结构，目的状语为 in order to 不定式短语，成分种类较丰富。适合练习识别动名词作宾语和不定式作目的状语，有一定训练价值。

Only with a richer theory of the self and a larger test battery will we be able to determine all of the various levels of self-awareness, including where exactly fish fit in.

第4段，第4句

本句涵盖倒装结构中的主谓识别、条件状语的定位、宾语从句的嵌套分析、疑问词在从句中充当状语的判断等多种成分类型，且 Only 引导的倒装是易错点，适合作为成分划分的综合练习句。

It behaves similarly to animals capable of self-recognition.

第17题，B

主谓加状语的简单句结构在四六级和考研中较为常见，尤其是用 "similarly to" 表达相似性的表达方式具有一定代表性，但整体结构过于简单，不如复合句那样具有高度典型性。

They have conclusively established the criteria of animal intelligence.

第18题，A

现在完成时的主谓宾结构在四六级和考研阅读中较为常见，属于基础时态与基本句型的组合，学生掌握后可迁移到类似句式；但句子本身无特殊结构或高频考点（如强调句、倒装、分隔等），代表性中等偏上。

But does it matter whether you read from an electronic book or traditional print?

第1段，第2句

"It + 不及物动词 + 主语从句" 和 "whether...or..." 并列选择结构都是四六级和考研阅读中的高频句式，形式主语的用法也是常考语法点，学习后可迁移到大量类似句子。

Previous studies of young children have suggested that electronic books, which incorporate extra features such as dictionaries and images that depict story events, may have advantages over print.

第2段，第1句

主干识别有一定难度（插入结构遮挡）、嵌套层次丰富（三层从属）、成分种类多且含典型易错点，同时结构高度典型、可迁移性强。综合来看，本句是结构和时态训练的优质材料，推荐优先使用。

In fact, multiple studies have found that electronic books support story comprehension and vocabulary gains beyond what is provided by printed books.

第2段，第2句

本句的结构非常典型：主句 + that 引导的宾语从句 + what 引导的宾语从句嵌套，是四六级和考研英语阅读中的高频句式。现在完成时、被动语态、介词短语作状语等也是常考语法点，掌握后可广泛应用。

The study we're looking at today aims to give us a better understanding of how good electronic books are for young children.

第3段，第1句

主句 + 省略关系代词的定语从句 + 宾语从句(间接疑问句)的组合在四六级和考研英语阅读中高频出现，且双宾语结构和 "aim to do" 也是常考句式，掌握后可广泛迁移到类似长句理解。

Each parent-child pair was randomly assigned to read either two educational electronic books or two printed books with the same content.

第3段，第3句

被动语态加不定式补足语 ("be assigned to do") 是学术英语和考试阅读中的高频句式，且 "either...or..." 并列结构也是常考点。本句结构具有较强的代表性，掌握后可迁移到大量类似句型。

The researchers found that parents who read the printed books pointed more frequently to pages than parents who read the electronic books.

第4段，第1句

宾语从句 + 定语从句修饰主语 + 比较结构是四六级和考研英语阅读中的高频句式。本句结构规整，没有倒装或特殊语序，各从句的引导词和嵌套关系清晰，学生掌握后可直接迁移到大量类似长句的分析中，典型性很高。

Children who read the electronic books also commented more on the content and learned more new words than the children who read printed books.

第4段，第3句

本句的结构(主句 + 定语从句修饰主语 + 比较结构 + 并列谓语)是四六级和考研阅读中的高频句式。定语从句、比较级、并列动词都是常考点,掌握本句的分析方法后可以迁移到大量类似句子,代表性很强

This greater learning is ascribed to greater engagement with the electronic books.

第5段，第1句

被动语态 + 固定搭配 (ascribe to) 是学术写作和考试阅读中的常见句式，具有较高代表性。掌握后可迁移到类似的被动归因表达 (attribute to、owe to 等)。

Small children are even more keen on screens than their elders.

第19题，A

"主系表 + 比较级 + than" 是四六级和考研阅读中的高频句式,比较状语从句的省略用法也是常考点。掌握本句结构后可迁移到大量同类比较句,典型性较高。

Both parents and children preferred to read electronic books.

第19题，B

主谓宾 + 不定式宾语是四六级和考研常见的基础句式，具有一定代表性，但本句无修饰成分、无从句，过于简化，不如带定语从句或状语从句的句子更能体现真题常考的复杂结构特点。

Parents differed from children in reading behavior.

第19题，C

"主语 + 不及物动词 + from + 对象 + in + 方面" 是学术写作和考试阅读中常见的比较句式，"differ from" 搭配高频出现，结构具有一定代表性，但整体难度偏低，不属于高难度典型句式。

Children reading electronic books learned more.

第19题，D

主语带后置定语（尤其是分词短语作定语）是四六级和考研阅读中的高频结构，本句简洁地展示了这一句式，学习者掌握后可迁移到大量类似长难句，典型性较强

They were based on small samples.

第20题，B

"be based on" 是考试中高频出现的被动结构和固定搭配，简单句 + 被动语态 + 介词短语状语的组合在四六级和考研阅读中极为常见，典型性较高，掌握后可迁移到大量类似句子。

Why would you go through life regretting the very decisions that made you who you are today?

第1段，第3句

涵盖主谓状结构、双宾语结构、主系表结构、定语从句和宾语从句等多种成分组合。特别是 made you who you are 的双宾语结构和 who 在宾语从句中作表语的用法，都是易错点，训练价值高

There are plenty of unfavorable decisions we've made, but does that mean we should regret them?

第1段，第4句

句子覆盖多种成分：there be 存在句的主语识别、定语从句中省略关系代词的宾语、疑问句中的主谓宾结构、宾语从句的嵌套，还涉及情态动词作谓语的情况，成分种类丰富且包含定语从句省略关系代词这一易错点，适合作为划分练习。

I've had many moments where I sit and think about all the things I wish I could have done differently.

第2段，第1句

句子成分丰富，覆盖主谓宾、并列谓语、定语从句（含关系副词where和省略关系代词）、宾语从句、方式状语等多种成分。特别是省略关系代词的定语从句和虚拟语气宾语从句，是典型易错点，适合作为划分练习。

However, just because things could be different, it doesn't necessarily mean they would be better.

第2段，第2句

这是四六级和考研阅读中非常典型的让步转折句式：状语从句提出一个前提，主句通过否定表达推翻简单推论，宾语从句补充被否定的内容。这种逻辑结构在议论文中高频出现，掌握后可以复用到大量类似句子的理解上。

You don't have to continually be thinking of all your past decisions and whether or not you made the right one.

第2段，第3句

主句的情态动词 + 进行体结构 (have to be doing) 在四六级和考研阅读中较为常见，宾语从句由 whether 引导也是高频句式。并列宾语的结构 (名词短语 and 从句) 在复杂句中经常出现。整体句式具有较强的代表性，掌握后可以迁移到类似的情态 + 从句组合以及并列宾语结构的理解和翻译中。

You can't go back and change anything, so what's the point in worrying about it?

第2段，第4句

"so" 引导的因果并列句是四六级和考研中的常见句式，反问句表达劝慰或反驳的用法也较为典型。但本句结构相对简单，没有复杂从句或特殊句式，典型性中等，学习后可在类似语境中复用。

Every single decision you've ever made, positive or negative, has made you the person you are today.

第3段，第1句

使役动词 make 加宾补结构、现在完成时表因果、省略关系代词的定语从句，都是四六级和考研常考句式。整句体现决定与结果的因果逻辑，是议论文和心灵鸡汤类文章的典型结构，迁移性强。

We would have lost the valuable knowledge from the lessons we learned.

第3段，第3句

虚拟语气表达与过去事实相反的假设、省略关系代词的限制性定语从句、介词短语作后置定语，这些都是四六级和考研阅读写作中的高频结构，句式典型且实用性强，掌握后可广泛迁移。

So when it comes to any decision in life, be unapologetically yourself.

第4段，第2句

"when it comes to" 是四六级和考研阅读中的高频固定搭配，祈使句结合状语从句的句式也常出现在议论文结尾或建议类表达中，句式代表性强

Life is full of lessons to learn, so we can't let regret stop us from moving forward.

第5段，第3句

并列句是考试中的常见句式,"so" 引导因果关系的并列结构在阅读和写作中频繁出现。使役动词 "let" 的用法以及 "stop...from doing" 的搭配也是典型的考点,掌握后可迁移到类似句式。

We don't know if we've made the right or wrong choice until after it's already been made, so it can be easy to start regretting your decision.

第6段，第1句

综合前五维度，本句主干识别中等难度，嵌套复杂度和时态语态难度略高，成分训练价值和结构典型性较高。作为并列复合句加多层从句嵌套、涉及多种时态语态的练习句，能有效训练学生的句子分析能力，且结构典型、迁移性强，推荐作为训练材料优先使用。

But if the decision has already been made, what's the purpose of dwelling on it?

第6段，第2句

"if 条件从句 + 主句" 的结构在四六级和考研阅读中非常常见,是条件状语从句的标准句式。主句采用 "what is the purpose of" 这种反问形式也是常考的修辞疑问句模式。掌握这个句式后可以轻松识别大量类似结构的复杂句

All you can do is move forward.

第6段，第4句

"All you can do is (to) do something" 是一个非常典型的英语句式，在四六级和考研阅读中频繁出现，用于表达 "唯一能做的就是"。定语从句省略关系代词、主系表结构、情态动词等都是考试中的常见考点。掌握这一句式后，学习者可以在多种语境中复用，迁移价值高。

We aren't all perfect.

第6段，第6句

本句是最基础的主系表结构，虽然是英语句子的常见类型，但过于简单，不具备四六级或考研真题中常见的复杂句式特征（如从句、修饰语、并列结构等），典型性较低。

You will make poor decisions in life — we all do — but it's what you do with the lessons learned that matters.

第7段，第2句

本句高度符合考试常见句式特征。强调句"it is ... that ..."是四六级和考研英语阅读中的高频结构，主语从句"what you do"的嵌套也是典型考点。并列主句通过破折号插入补充说明的手法，以及代动词do的使用，都是真题中反复出现的表达方式。句子长度和复杂度处于考试真题的常见范围，掌握本句结构后可直接迁移到大量同类句型的理解中。

Were they always the best?

第8段，第2句

一般疑问句的主系表结构是英语中极为常见的基础句式，四六级和考研英语阅读中虽不多见单独考查，但在口语对话或简短问答中频繁出现；掌握此结构对理解疑问句倒装和系动词用法有较高迁移价值，属于典型的基础句式

But look at how far you've come since then.

第8段，第4句

祈使句 + 宾语从句的组合在日常交流和考试中较常见，宾语从句由疑问词引导也是典型句式。现在完成时配合 since 的用法是语法考查的高频点，有较强的迁移性。

What should we do with the unfavorable decisions we've made?

第22题 题干

疑问句结合定语从句修饰宾语是四六级和考研英语阅读中的常见句式，特别是关系代词省略的限制性定语从句频繁出现。掌握本句结构后可迁移到大量类似真题句子。

Think how different we could have made them.

第22题，B

句子涵盖祈使句主句、疑问词引导的宾语从句、情态动词加完成式谓语、宾语补足语等多种成分，且宾语从句中疑问词结构导致成分顺序调整（different 前置），是练习识别成分位置变化和使役结构的优质材料。

Keep ourselves from regretting them.

第22题, C

祈使句在真题中常见, "keep sb from doing" 也是高频搭配, 具备一定代表性; 但简单句结构过于基础, 无法体现复杂句式特征, 迁移价值中等。

It stems from our valuable knowledge.

第23题, C

"主语 + 不及物动词 + from 短语" 是常见的简单句型 (如 come from、result from), 在真题中偶有出现, 但简单句本身不是考查重点, 典型性中等偏下。

HIGH-FREQUENCY • 真题高频词

本卷出现的 **237** 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。

electronic B1

adj. 电子的

本卷20次 · 真题 43 句

vegetarian B1

n. 素食者

本卷17次 · 真题 33 句

pollution B1

n. 污染

本卷9次 · 真题 34 句

less A1

det. 较少的

本卷8次 · 真题 273 句

behavior B1

n. 行为

本卷8次 · 真题 171 句

customer A2

n. 顾客, 客户

本卷7次 · 真题 87 句

remove A2

v. 移开

本卷7次 · 真题 34 句

indoor A2

adj. 室内的, 户内的

本卷7次 · 真题 10 句

would A1

aux. (will 的过去式) 将要, 会

本卷6次·真题 568 句

feature B1

n. 特征

本卷6次·真题 55 句

effect A2

n. 影响

本卷5次·真题 191 句

finding B2

n. 调查结果

本卷5次·真题 121 句

quality A2

n. 质量

本卷5次·真题 112 句

intelligence B2

n. 智力

本卷5次·真题 64 句

content B1

n. 内容

本卷5次·真题 31 句

outdoor A2

adj. 户外的, 室外的

本卷5次·真题 12 句

researcher B2

n. 研究人员

本卷4次·真题 363 句

species B2

n. 物种

本卷4次·真题 136 句

productivity B2

n. 生产率

本卷4次·真题 58 句

option B1

n. 选择

本卷4次·真题 48 句

demonstrate B2

v. 证明

本卷4次·真题 45 句

recognize B1

v. 认出

本卷4次·真题 42 句

extra A2

adj. 额外的

本卷4次·真题 33 句

frequently B1

adv. 频繁地

本卷4次·真题 31 句

academy B2

n. 学院

本卷4次·真题 15 句

yeah A1

intj. 是的

本卷4次·真题 13 句

likely A2

adj. 很可能的

本卷3次·真题 228 句

better A1

adj. 更好的 (good 的比较级)

本卷3次·真题 205 句

focus B1

n. 重点

本卷3次·真题 200 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷3次·真题 182 句

tend B1

v. 倾向于, 往往会

本卷3次·真题 170 句

learning A1

n. 学习

本卷3次·真题 128 句

design B1

n. 设计

本卷3次·真题 119 句

project A2

n. 项目

本卷3次·真题 116 句

measure B1

v. 测量

本卷3次·真题 100 句

participant B2

n. 参与者

本卷3次·真题 91 句

various B1

adj. 各种各样的

本卷3次·真题 63 句

generally B1

adv. 通常, 一般地

本卷3次·真题 60 句

struggle B1

v. 奋斗

本卷3次·真题 54 句

educational B1

adj. 教育的

本卷3次·真题 44 句

reading A1

n. 阅读

本卷3次·真题 43 句

attempt B1

v. 试图

本卷3次·真题 39 句

perspective B2

n. 观点

本卷3次·真题 38 句

advancement B2

n. 进步

本卷3次·真题 18 句

particle B2

n. 微粒，颗粒

本卷3次·真题 14 句

section B1

n. 部分

本卷3次·真题 14 句

fancy B1

v. 想要

本卷3次·真题 11 句

pollutant B2

n. 污染物

本卷3次·真题 10 句

benefit B1

n. 好处

本卷2次·真题 244 句

impact B2

n. 影响

本卷2次·真题 185 句

accord C1

n. (国家、团体间的) 协议

本卷2次·真题 167 句

positive B1

adj. 积极的

本卷2次·真题 144 句

global B2

adj. 全球的

本卷2次·真题 140 句

view A2

n. 观点，看法

本卷2次·真题 134 句

environmental B1

adj. 环境的

本卷2次·真题 112 句

professor B1

n. 教授 (大学教师的最高职称)

本卷2次·真题 112 句

career B1

n. 职业

本卷2次·真题 106 句

later A1

adv. 以后, later

本卷2次·真题 87 句

further B1

adv. 更远地

本卷2次·真题 79 句

recently A2

adv. 最近

本卷2次·真题 76 句

seek B1

v. 寻找

本卷2次·真题 70 句

perform B1

v. 执行

本卷2次·真题 61 句

importance B1

n. 重要性

本卷2次·真题 60 句

essential B1

adj. 必不可少的

本卷2次·真题 55 句

balance B1

n. 平衡

本卷2次·真题 49 句

appeal B2

v. 呼吁

本卷2次·真题 48 句

observe B2

v. 观察;注意到

本卷2次·真题 48 句

previous B1

adj. 先前的

本卷2次·真题 44 句

budget B1

n. 预算

本卷2次·真题 37 句

possibility B1

n. 可能性

本卷2次·真题 35 句

awareness B2

n. 意识

本卷2次·真题 33 句

valuable B1

adj. 贵重的

本卷2次·真题 32 句

massive B2

adj. 巨大的, 大量的

本卷2次·真题 31句

household B1

n. 家庭

本卷2次·真题 30句

rarely B1

adv. 很少, 难得, 不常

本卷2次·真题 30句

extremely B1

adv. 极其

本卷2次·真题 29句

greatly B1

adv. 非常

本卷2次·真题 27句

behave B1

v. 表现, 举止

本卷2次·真题 25句

additional B1

adj. 额外的

本卷2次·真题 24句

alter B2

v. 改变, 更改 (使某物与之前不同)

本卷2次·真题 24句

differently A2

adv. 不同地

本卷2次·真题 23句

incorporate B2

v. 包含

本卷2次·真题 23句

behavioral B2

adj. 行为的

本卷2次·真题 22句

capable B1

adj. 有能力的

本卷2次·真题 21句

chef B1

n. 厨师长

本卷2次·真题 16句

existing B1

adj. 现有的

本卷2次·真题 16句

frequent B1

adj. 频繁的

本卷2次·真题 16句

bolster C1

v. 支持

本卷2次·真题 15句

keen B2

adj. 热衷的

本卷2次·真题 14 句

align B2

v. 使排列成一条直线

本卷2次·真题 11 句

appealing B2

adj. 有吸引力的

本卷2次·真题 10 句

appliance B1

n. 家用电器

本卷2次·真题 10 句

audio B1

adj. 声音的

本卷2次·真题 9 句

varied B2

adj. 各种各样的

本卷2次·真题 9 句

inefficient B2

adj. 效率低的

本卷2次·真题 8 句

author A2

n. 作者

本卷1次·真题 264 句

consumer B1

n. 消费者

本卷1次·真题 165 句

negative B1

adj. 否定的

本卷1次·真题 132 句

base A2

n. 基础

本卷1次·真题 126 句

mental B1

adj. 精神的

本卷1次·真题 120 句

simply B1

adv. 仅仅, 只不过

本卷1次·真题 119 句

affect B1

v. 影响

本卷1次·真题 116 句

support A2

v. 支持

本卷1次·真题 103 句

event A2

n. 事件

本卷1次·真题 99 句

according B1

prep. 根据

本卷1次·真题 96 句

gain B1

v. 获得;赢得

本卷1次·真题 96 句

evidence B1

n. 证据

本卷1次·真题 87 句

amount A2

n. 数量

本卷1次·真题 84 句

traditional B1

adj. 传统的

本卷1次·真题 84 句

type A2

n. 类型

本卷1次·真题 84 句

understanding B1

n. 理解;领悟

本卷1次·真题 84 句

involve B1

v. 包含

本卷1次·真题 82 句

contribute B1

v. 捐献

本卷1次·真题 79 句

gas A2

n. 气体

本卷1次·真题 77 句

solution B1

n. 解决办法

本卷1次·真题 76 句

reflect B1

v. 反映, 显示

本卷1次·真题 71 句

workplace B1

n. 工作场所

本卷1次·真题 70 句

enable B1

v. 使能够

本卷1次·真题 68 句

thinking A2

n. 思考

本卷1次·真题 68 句

variety B1

n. 多样化

本卷1次·真题 66 句

wrong A2

adj. 错误的

本卷1次·真题 66 句

significant B2

adj. 重要的

本卷1次·真题 65 句

strategy B2

n. 策略

本卷1次·真题 63 句

determine B2

v. 决定

本卷1次·真题 62 句

generation B2

n. 一代人

本卷1次·真题 60 句

concept B2

n. 概念

本卷1次·真题 59 句

specific B2

adj. 具体的

本卷1次·真题 59 句

suffer B1

v. 遭受（痛苦、疾病、损失等）

本卷1次·真题 59 句

aim B1

v. 瞄准

本卷1次·真题 57 句

image A2

n. 形象, 印象

本卷1次·真题 57 句

reality B1

n. 现实

本卷1次·真题 57 句

theory B1

n. 理论

本卷1次·真题 55 句

happiness A2

n. 幸福

本卷1次·真题 53 句

link A2

n. 联系

本卷1次·真题 53 句

explore B1

v. 探索

本卷1次·真题 52 句

response B1

n. 回答

本卷1次·真题 52 句

advance B1

v. 前进

本卷1次 · 真题 48 句

recommend B1

v. 推荐

本卷1次 · 真题 47 句

being B1

n. 存在

本卷1次 · 真题 46 句

exactly B1

adv. 精确地

本卷1次 · 真题 46 句

invest B2

v. 投资 (金钱、时间等以期获得回报)

本卷1次 · 真题 45 句

yield B2

v. 产生

本卷1次 · 真题 45 句

staff B1

n. 全体员工

本卷1次 · 真题 44 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本卷1次 · 真题 42 句

dolphin A2

n. 海豚

本卷1次 · 真题 41 句

function B1

n. 功能

本卷1次 · 真题 40 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

interact B2

v. 相互作用

本卷1次 · 真题 37 句

estimate B2

v. 估计

本卷1次 · 真题 36 句

entire B1

adj. 整个的

本卷1次 · 真题 34 句

harmful B1

adj. 有害的

本卷1次 · 真题 32 句

constantly B1

adv. 不断地, 持续地

本卷1次·真题 31 句

consume B2

v. 消耗, 耗费 (燃料、能源、时间等)

本卷1次·真题 31 句

gather B1

v. 聚集, 集合

本卷1次·真题 31 句

appropriate B2

adj. 合适的

本卷1次·真题 30 句

assess B2

v. 评估

本卷1次·真题 30 句

eliminate B2

v. 消除

本卷1次·真题 30 句

necessarily B2

adv. 必然地

本卷1次·真题 30 句

proportion B2

n. 部分

本卷1次·真题 30 句

finally A2

adv. 终于, 最终

本卷1次·真题 29 句

skin A2

n. 皮肤

本卷1次·真题 29 句

closely B1

adv. 紧密地

本卷1次·真题 28 句

comment B1

n. 评论

本卷1次·真题 28 句

increased A2

v. 增加了

本卷1次·真题 28 句

sacrifice B2

n. 牺牲

本卷1次·真题 27 句

cooperation B2

n. 合作

本卷1次·真题 26 句

description B1

n. 描述

本卷1次·真题 26 句

lower A2

adj. 较低的;下方的

本卷1次·真题 26 句

persuade B1

v. 说服

本卷1次·真题 26 句

visual B2

adj. 视觉的

本卷1次·真题 26 句

willing B1

adj. 愿意的, 乐意的

本卷1次·真题 26 句

recommendation B2

n. 推荐

本卷1次·真题 25 句

strike B1

v. 打击

本卷1次·真题 25 句

beneficial B2

adj. 有益的

本卷1次·真题 24 句

differ B1

v. 不同, 有区别

本卷1次·真题 24 句

thanks A1

intj. 谢谢

本卷1次·真题 24 句

distinguish B2

v. 区分

本卷1次·真题 23 句

educator B2

n. 教育工作者

本卷1次·真题 23 句

pace B1

n. 速度

本卷1次·真题 23 句

assign B1

v. 分配 (任务、工作)

本卷1次·真题 22 句

challenging B2

adj. 有挑战性的

本卷1次·真题 22 句

eating A1

n. 吃

本卷1次·真题 22 句

multiple B2

adj. 多个的

本卷1次·真题 21 句

unhealthy B1

adj. 有害健康的;不健康的

本卷1次·真题 21 句

reject B2

v. 拒绝接受

本卷1次·真题 20 句

sample B1

n. 样品

本卷1次·真题 20 句

stem B2

n. 茎

本卷1次·真题 20 句

battery A2

n. 电池

本卷1次·真题 19 句

objective B2

n. 目标

本卷1次·真题 19 句

reflection B2

n. 深思

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

apparently B2

adv. 显然, 看来 (根据外表或所见所闻判断)

本卷1次·真题 18 句

facilitate C1

v. 促进

本卷1次·真题 18 句

interpret B2

v. 解释

本卷1次·真题 18 句

perfectly B1

adv. 完美地

本卷1次·真题 18 句

cooperate B2

v. 合作

本卷1次·真题 17 句

depict B2

v. 描绘

本卷1次·真题 17 句

deserve B1

v. 应得

本卷1次·真题 17 句

costly B2

adj. 昂贵的, 代价高的

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

distinct B2

adj. 清晰的

本卷1次·真题 15 句

engagement B2

n. 约定

本卷1次·真题 15 句

following B1

adj. 接下来的

本卷1次·真题 15 句

laptop A2

n. 笔记本电脑

本卷1次·真题 15 句

obstacle B2

n. 障碍物

本卷1次·真题 15 句

similarly B2

adv. 相似地

本卷1次·真题 15 句

suitable B1

adj. 合适的

本卷1次·真题 15 句

totally B1

adv. 完全地

本卷1次·真题 15 句

interpretation B2

n. 解释

本卷1次·真题 14 句

cater B2

v. 提供餐饮服务

本卷1次·真题 13 句

crave B2

v. 渴望, 渴求 (强烈地想要某物)

本卷1次·真题 13 句

participation B2

n. 参与

本卷1次·真题 13 句

pave B2

v. 铺(路面)

本卷1次·真题 13 句

substantial B2

adj. 大量的

本卷1次·真题 13 句

surprised A2

adj. 感到惊讶的

本卷1次·真题 13 句

comprehension B2

n. 理解力

本卷1次·真题 12 句

foresee B2

v. 预见

本卷1次·真题 12 句

self B1

n. 自我

本卷1次·真题 12 句

adhere C1

v. 遵守，坚持（规则、信念等）

本卷1次·真题 11 句

undergo B2

v. 经历，经受（尤指艰难、痛苦或变化的过...）

本卷1次·真题 11 句

portion B1

n. 部分

本卷1次·真题 10 句

randomly B2

adv. 随机地

本卷1次·真题 10 句

deadly B2

adj. 致命的

本卷1次·真题 9 句

fulfill B2

v. 履行、执行（承诺、义务、职责等）

本卷1次·真题 9 句

absurd C1

adj. 荒谬的

本卷1次·真题 8 句

comprehend B2

v. 理解

本卷1次·真题 8 句

continually B2

adv. 频繁地

本卷1次·真题 8 句

hi A1

intj. 嗨

本卷1次·真题 8 句

modification B2

n. 修改

本卷1次·真题 8 句

ok A1

adj. 可以的

本卷1次·真题 8 句

personally

B1

adv. 就个人而言

本卷1次·真题8句

plague

B2

n. 瘟疫

本卷1次·真题8句

significance

B2

n. 重要性

本卷1次·真题8句

supportive

B2

adj. 给予支持的

本卷1次·真题8句

vocabulary

B1

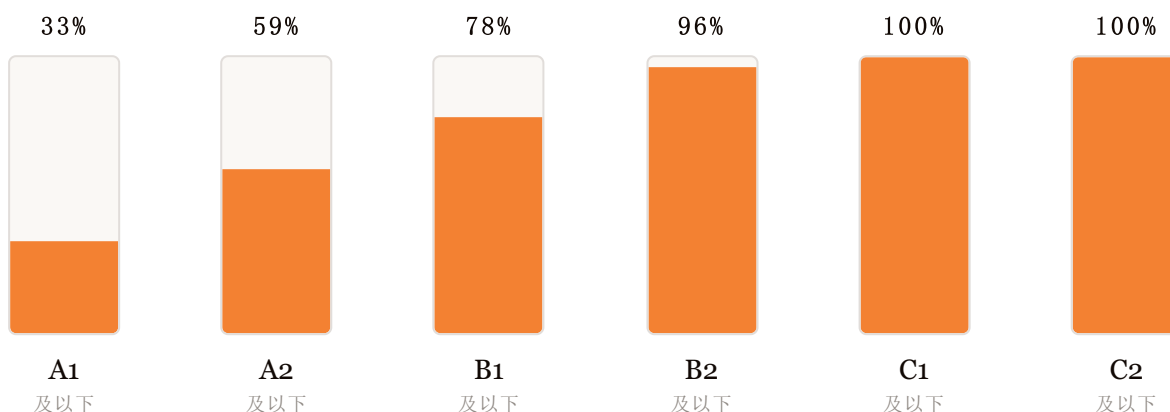
n. 词汇量

本卷1次·真题8句

VOCABULARY · 词汇难度分布

全卷录音原文 711 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **711** 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 28 个·约 4%。



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 711 个·末柱为 100%

去重总词数

711

B2 以上难词

4%

B1 及以下覆盖

78%

英语六级 2025年12月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	本页
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →