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六级·真题卷第2套·2025年12月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay that begins with the sentence "It is believed that teachers can exert a profound influence on their students' academic pursuit and personal development." You can make comments, cite examples or use your personal experiences to develop your essay. You should write at least 150 words but no more than 200 words. **You should copy the sentence given in quotes at the beginning of your essay.**

Part II

Listening Comprehension

(30 minutes)

Section A

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. A) It is absurdly expensive.
B) It is appropriately priced.
C) It brings shame on the university.
D) It caters to 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.
3. A) The food.
B) The space.
C) The speed.
D) The environment.
4. A) A complete refurnishing.
B) A ruinous burning down.
C) A substantial expansion.
D) A massive renovation.

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

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.
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.
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.
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.

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.

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.
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.
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.

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

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.
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.
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.
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.

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.

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.
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.
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.

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

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.
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.
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.

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

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.
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.
24. A) Challenging things to do.
B) Beautiful things to share.
C) Choices to make.
D) Lessons to learn.
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.

Part III

Reading Comprehension

(40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding*

letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

We humans love to believe we are special, but science and technology have repeatedly proved this conviction wrong. People 26 thought that humans were the only animals to use tools, to form teams or to propagate culture, but science has shown that other animals do each of these things.

Meanwhile, technology has quashed(使无效), one by one, claims that 27 tasks require a human brain. The first adding machine was invented in 1623. This past year, a computer-generated work won an art contest. I believe the moment when computers meet and 28 human intelligence is on the horizon.

How will human intelligence and creativity be valued when machines become smarter and more creative than the brightest people? There will likely be a spectrum. In some 29, people still value humans doing things, even if a computer can do it better. It's been a quarter of a century since a computer beat world champion Garry Kasparov, but human chess hasn't gone away.

In other fields, human skill will seem costly and 30. Take illustration for example: most readers don't care whether the graphic 31 a magazine article was drawn by a person or a computer — they just want it to be relevant, new and perhaps 32.

And, of course, this question isn't black or white. Many fields will be a 33, where some humans find a lucky place, but most of the work is done by computers, like in manufacturing today, where much of the work is accomplished by robots, but some humans must be there to 34 the machines.

If history is any guide, it's almost certain that advances in AI will cause more jobs to 35, that creative workers with human-only skills will become richer but fewer in number, and that those who own creative technology will become the new ultra-rich.

- | | |
|-----------------|----------------|
| A) accompanying | I) once |
| B) cognitive | J) oversee |
| C) domains | K) redundant |
| D) entertaining | L) stances |
| E) evoking | M) surpass |
| F) hybrid | N) tentatively |
| G) impetus | O) vanish |
| H) intuitive | |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Do You Know When to Quit Wisely?

A) Projects, relationships, and jobs don't always work out as planned — and it's not always clear when to give up. We've all repeatedly heard the saying that "quitters never win", but sometimes the best decision is to cut our losses.

- B) Think about that relationship you held on to even after it had run its course or the job you stayed in despite your boss making you miserable. Many of us try to hold onto the last ray of hope, thinking we can make it work, whatever "it" is. And while perseverance is generally an excellent quality, it may also incline you to over-invest in something that is no longer a good idea.
- C) As an executive coach, I work with numerous passionate and hard-working leaders who don't want to "quit". But the smartest leaders learn to discern the difference between quitting too soon and holding onto something that they shouldn't.
- D) We are all susceptible to the sunk-cost delusion, an unconscious bias that leads us to persist in an endeavor we have already invested time, effort, or money into — even when abandoning it would be more beneficial. We realize that we can't get back the resources we've given, so we persevere — investing in a project that should be halted, staying in a relationship that should be over, or finishing a book we no longer enjoy and should put down, because we're already halfway through it. If quitting is "not your thing", you may be especially susceptible to this bias.
- E) The sunk-cost delusion causes us to overly worry about what we'll lose if we move on and not think enough about the costs of not moving on. To offset this bias, deliberately refocus your thinking on the gains so you can more objectively weigh the alternatives. Ask yourself: What might I gain by cutting my losses now? Will you be happier or have time for another (better) opportunity? Then ask yourself: What will it cost me to soldier on? For example, is it possible that you'll be throwing more good money after what you've already lost? Or that you won't have the energy to capitalize on other promising possibilities?
- F) The illusion of control can also interfere with our best judgment, leading us to overestimate our ability to control events and attain a positive outcome. This bias gives us a sense of agency and can promote mental health. However, the bias can also result in escalating commitment to a losing course of action. Especially when combined with an "I'm not a quitter" mentality, feeling like we have more control over an event or person than we do puts us at risk of doubling down when we should pull out.
- G) To counteract this bias, consider your situation and make a simple two-column list of what's in your control and what's not. Think rigorously. While you may be able to influence other people and various circumstances, you can't force them to change or go your way.
- H) Getting clear on what you can control and what you can't is essential to making a quality decision about whether to call it quits or persevere. With a written list in hand, you can ensure you focus on what you can control and better assess whether your continued efforts are worth the expense. Expending effort and emotion on things you can't control can be both draining and disempowering.
- I) Research indicates that people link their self-identity and social status to their commitments. And because we identify with our commitments, withdrawing from one can feel like a threat to our identity or status.
- J) Take my client Ryan, a leader at a technology company. Ryan had invested two years and a lot of effort in a design project that wasn't delivering the needed outcomes, but the thought of abandoning it after all she had put in was hard to bear. As Ryan and I explored whether she should cancel the initiative she'd been leading or continue to persevere, she stated, "The thing is, I'm not a quitter." This singular, fixed sense of self was clouding her judgment and limiting her choices for action.
- K) Our self-concept and identity are mental concepts that influence our behavior. If you strongly identify as not being a quitter, you can end up staying stuck in a course of action due to your narrow and rigid self-concept. To overcome this kind of internal obstacle, recall your other positive traits and personality

characteristics. Ask yourself: What additional strengths do I have (or aspire to have) that would be helpful to employ here? For example, when I asked Ryan what other positive qualities from her personality she needed to leverage for decision making, she replied, "Discernment and bravery."

- L) Now, examine your situation through the lens of each of these facets of yourself. What does the discerning part of you say? The brave part? Considering your decision through these different characteristics will enable you to see that you have more choices. It's also helpful to seek external sources of information, rather than relying solely on your thinking and instincts. But it's important to think through whose opinions you solicit.
 - M) Ideally, seek out people who are less invested in your decision than you are. If you're considering whether to shut down your entrepreneurial venture, for instance, reach out to other founders as opposed to just your business partner. Similarly, if you're looking for love advice, ask someone removed from the ups and downs of your relationship instead of relying only on your best friend. In all cases, I recommend describing your situation and following up with a question like: "How would you manage this situation?"
 - N) Alternately, you could also seek out hard data that illuminates your real chance of success in whatever endeavor you are contemplating. Sticking with the example of the entrepreneurial venture, numbers are your best friend. Use them to remove yourself from the love you have for this idea and consider your burn rate relative to growth plan, industry growth rates, and other factors that predict start-up success. External sources of information can help you see angles and possibilities you might not have considered.
 - O) When something that seemed so promising at the start doesn't turn out the way we imagined, we can become overly self-critical. Nobody likes to feel that they've made a poor decision, especially if making intelligent decisions is a quality you hold in high esteem. The most effective strategy here is to give yourself a break. Practicing self-compassion increases your resilience(韧性), emotional intelligence, compassion toward others, and can boost your performance as well as help you develop a growth mindset.
 - P) Instead of deliberating and criticizing yourself, focus instead on what you can learn from this situation. For example, Ryan recognized she had developed various new skills and leadership capabilities from leading the design project. And despite ultimately deciding to drop it, she was still happy she had tried and grateful for what the experience taught her.
 - Q) Undeniably, perseverance can help us succeed. But for your well-being, it's important to learn how to distinguish quitting too soon and clinging to a losing course of action. While letting go can be difficult, it will free up your time, energy, and mental space to imagine new possibilities and pursue new opportunities.
36. Feeling like they have more control over something or someone than they do, people get more committed to their pursuit when they should give up.
37. If you regard yourself as one who never quits, you may end up trapped in your course of action.
38. One of the author's clients found it hard to give up a design project, in which she had put in a lot of time and effort.
39. The author suggests that one should direct their thoughts to the gains of quitting timely so as to move on.
40. When making a decision, you'd better ask for opinions of those who have less stake in your decision.
41. For people associating their identity with their commitments, quitting can feel like their identity is threatened.
42. People who regard highly the quality of making wise decisions do not feel good when they make a bad one.

43. The wisest leaders learn to distinguish between giving up too soon and sticking with something irrationally.
44. When people are thinking of an endeavor, they should dig out reliable data that tells them how likely they are to succeed.
45. Having a clear view of what's in your control and what's not is vital to making a good decision regarding whether to give up or stick it out.

Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

As interdependent beings we cannot thrive independent of others. We like to work with people who are like-minded, with whom we share a common interest, or who also believe in a cause we are serious about. This is evident in how we have organized ourselves into various collective groups such as nations, regions, communities, organizations, and families.

Does the group you belong to have a strong collective consciousness or shared beliefs? Is there interdependence among its members? Do you consider this group a significant part of your existence? If your answers are affirmative, then you are experiencing a micro version of solidarity.

What is solidarity? Its simplest definition in the dictionary is: "... a unifying opinion, feeling, purpose or interest among a group of people."

In this increasingly diverse society we live in, solidarity takes on a complex and multifaceted character as it forms bonds of interdependence among unique individuals living in a fast-changing environment and working within a complex division of labor.

One facet of solidarity fits well with the principles of communitarianism(社群主义). In this setting, individuals give up their own interests to serve the common good. However, its strict adherence to social cohesiveness and exclusiveness restricts expression and practice of individual differences and preferences. Consequently, individuality and autonomy are sacrificed to maintain the unity of the group.

Solidarity is also viewed as a reaction to the extreme emphasis on individualism and freedom of choice. It goes against the liberal idea of unrestricted individuals who see society as a hindrance to their freedom to make choices and to act according to what is good for them regardless of how these will affect others.

But despite its many facets, social theorists have viewed solidarity as a key factor in bringing about order and progress in society. They believe that for human society to survive as it becomes more diverse, more new bonds need to be formed based on the differences. In the light of this, they regard a genuine solidarity as more than just shallow relationships based on common interests. Solidarity is not just a product of strategic calculations of how much it will benefit the self. It is not an exclusive class founded on the you-and-me-against-the-world principle. Rather, it is inclusive and is not forced. Acting out of solidarity means supporting and standing up for each other — in recognition that one's fate is in the fate of the other. It is a bond characterized by cooperative practices and strengthened by the concern for the well-being of others or the common good. It fights for the protection of human dignity and listens to and acts on the cries of the most vulnerable.

46. What does the author say about human beings?
- A) They cannot prosper without cooperating with each other.
 - B) They share a common interest and believe in a just cause.
 - C) They think and behave alike in different social groups.
 - D) They cannot gain independence without fighting for it.
47. What do we learn about solidarity in an increasingly diverse society?
- A) It gives rise to a complicated division of labor.
 - B) It involves many aspects with great complexity.
 - C) It brings individuals together as environment changes.
 - D) It embraces the characteristics of different individuals.
48. What would we witness in the setting of communitarianism?
- A) Ruling of social norms and ridding of individuality.
 - B) Emphasis on the adherence to individual differences.
 - C) Sacrifice of personal interests for the common good.
 - D) Elimination of individualism and personal choices.
49. What does solidarity entail according to the passage?
- A) A limit to personal differences.
 - B) An opposition to individualism.
 - C) A hindrance to social advancement.
 - D) An inevitable end to liberal pursuits.
50. What do social theorists think of solidarity?
- A) It is especially relevant to the most vulnerable.
 - B) It is most effective in protecting human dignity.
 - C) It is essential to progress and order in society.
 - D) It is indispensable to avoiding shallow relationships.

Passage Two

Questions 51 to 55 are based on the following passage.

People who repeatedly give unwanted advice can be well-meaning and genuinely want to help. Others might do this out of a sense of self-worth around the ability to influence others. One study found that people with a high tendency to seek power were more likely to give advice than those with an opposite tendency.

Under the guise(外表) of unselfishness, people may be driven to give you unwanted advice because it makes them feel powerful or in control. They may not be fully aware of this drive, however.

These people may also display a problematic degree of emotional vulnerability, becoming upset very quickly, and taking a long time to calm down. It is possible that their emotions were only validated in childhood when they were at their loudest, encouraging them to adopt responses to discomfort that are excessive in most situations.

When someone is giving advice in order to make themselves feel more powerful, there is underlying anxiety to their behavior that recipients of the advice tend to notice. It can be tempting in this situation to react harshly to the advice giver and to accuse them of being manipulative, but this approach might produce an undesired result.

If the act of giving advice is contributing actively to someone's feelings of self-worth, an outright(直率的) rejection may be perceived as a threat, activating their fight-or-flight response, possibly causing them to double down on their validation-seeking behavior, or leading to a larger conflict.

The key is to validate without over-identifying. You can let them know that you have heard them and appreciate where they are coming from without taking on the potentially damaging narrative that you could not have gotten by without their help. You had better say something like, "Thanks for the idea. I have my own plan for handling this, but I really appreciate your perspective and will take it into consideration. Can I let you know when I need help in the future?"

If you have trouble setting boundaries tactfully, prioritize working on your own ability to self-regulate. As uncomfortable as it may be to continuously receive, if you can respond with compassion, the situation will likely defuse much faster.

Though it is usually not the intended outcome of giving unsolicited advice, many who receive it often feel stressed, offended, or simply annoyed by unwanted suggestions. Setting a boundary in this regard, if you feel you need one, is perfectly reasonable and something that can bring you increased emotional safety.

It is best to set boundaries in a way that takes into account the individual's underlying reasons for doing what they are doing to avoid unnecessary conflict and more stress.

51. What is the finding of one study about people who keep giving unsolicited advice?

- A) They turn out to be well-meaning.
- B) They are genuinely kind-hearted.
- C) They are capable of influencing others.
- D) They are inclined to crave for power.

52. What is the problem with people who are driven to give you unsolicited advice?

- A) They may be quick to upset others.
- B) They may be emotionally vulnerable.
- C) They want their voice to be the loudest.
- D) They respond to discomfort excessively.

53. What is the advice receiver tempted to do when noticing the advice giver's underlying anxiety?

- A) Reveal the undesired result of their approach.
- B) Refuse their advice in an undisguised manner.
- C) Bring their real motives to the surface.
- D) Accuse them of trying to control others.

54. How is the advice giver likely to react to the rejection of their advice?

- A) They may regard it as a threat.
- B) They may modify their behavior.
- C) They get ready for a larger conflict.
- D) They begin to doubt their self-worth.

55. What should the advice receiver do to avoid unnecessary conflict?

- A) Concede the advice is perfectly reasonable.
- B) Give their reasons for not taking the advice.
- C) Understand why the advice giver offers the advice.
- D) Explain their chosen way of handling the situation.

Part IV

Translation

(30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

中华民族崇尚自强不息的精神，这一精神深植于中国文化之中，是民族生存与发展的重要支撑。改革开放以来，中国在自强不息的征程上，持续加大科研投入，在信息技术、人工智能、航天工程等领域不断取得新突破。5G 网络覆盖全国，远程医疗发展迅速，电子支付的使用全球领先，嫦娥探月工程展现了航天领域引人注目的发展。自强自主精神成为推动国家现代化进程的强大动力，激励着中国人民为实现民族复兴 (rejuvenation) 的中国梦不断奋进。

2025年12月·第2套英语六级写作·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2025年12月·第2套 英语六级写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

真题卷第2套(2025-12) • 英语六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay that begins with the sentence "It is believed that teachers can exert a profound influence on their students' academic pursuit and personal development." You can make comments, cite examples or use your personal experiences to develop your essay. You should write at least 150 words but no more than 200 words. **You should copy the sentence given in quotes at the beginning of your essay.**

【参考范文 • 152 词】 写作无唯一标准答案，以下为达标示范

It is believed that teachers can exert a profound influence on their students' academic pursuit and personal development. Having spent years in classrooms, I firmly agree that a dedicated teacher shapes not only what we learn but also who we become.

On the one hand, teachers guide our academic growth. My high-school chemistry teacher, Mr. Li, turned a subject I once dreaded into my favourite one. By designing vivid experiments and patiently answering my endless questions, he inspired me to pursue science and eventually major in it at university. On the other hand, teachers mould our character. Through his fairness and honesty, Mr. Li taught me to value integrity over easy shortcuts, a lesson that still steers my decisions today.

In conclusion, a good teacher enlightens the mind and cultivates the heart at the same time. Their influence, though quiet and gradual, reaches far beyond examinations and often lasts a whole lifetime.

【参考译文】

人们普遍认为，教师能对学生的学业追求和人格发展产生深远的影响。在课堂里度过多年之后，我坚定地赞同这一点：一位敬业的老师塑造的，不仅是我们学到了什么，更是我们成为了什么样的人。

一方面，教师引领我们的学业成长。我高中的化学老师李老师，把一门我曾经害怕的学科变成了我的最爱。他设计生动的实验，耐心回答我层出不穷的问题，激励我去追求科学，最终让我在大学里选择了它作为专业。另一方面，教师塑造我们的品格。凭借他的公正与诚实，李老师教会我看重正直、不走投机取巧的捷径——这个道理至今仍在指引我的抉择。

总之，一位好老师同时启迪头脑、滋养心灵。他们的影响虽然安静而渐进，却远远超越考试，往往伴随人的一生。

【第1段】照抄首句并亮双线立场。首句 "It is believed that teachers can exert a profound influence...personal development." 逐字照抄，落实照抄硬约束；紧接 "I firmly agree that a dedicated teacher shapes not only what we learn but also who we become." 表态并用 not only...but also 预告学业与人格两条线，兑现开头段方法。

【第2段】双线各配具体例证。用 "On the one hand...on the other hand..." 把学业与人格并列铺开；学业线以 Mr. Li 的实验与答疑把抽象 influence 落成 inspired me to pursue science 的具体行为，人格线以 fairness and honesty 落成 value integrity，同一位老师同证两条线，兑现分论点配例证方法。

【第3段】合双线升华呼应。"a good teacher enlightens the mind and cultivates the heart" 把两条线凝成一句；"Their influence...reaches far beyond examinations and often lasts a whole lifetime." 回扣首句 profound influence 并点出深远持久，兑现升华呼应方法。

ANALYSIS • 审题与立意

这道题到底要写什么、立意是什么

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

核心任务

论证教师对学业与人格的双重影响

本题要写的中心已经由首句钉死：It is believed that teachers can exert a profound influence on their students' academic pursuit and personal development. 即教师对学生的"学业追求"和"人格发展"两条线都有深远影响。你要做的不是另立新论点，而是同意并论证这句话，且两条线都要写到。

读者 • 语域

面向阅卷人的正式书面语

这是一篇议论文，没有具体收信人，读者就是阅卷老师。因此用正式书面语即可：完整句、逻辑连接词、避免口语缩略与网络用语，不需要称呼语和落款，也不必强行加交际情境。

中心立意

赞同并论证教师的双重深远影响

中心立场：完全赞同 teachers can exert a profound influence on their students' academic pursuit and personal development.——好老师既引领学业，也塑造品格，两者缺一不可。全文围绕这个立场展开，不另开新论点。

要展开的要点

1. 教师引领学业成长

第一条线对应首句的 academic pursuit：教师用生动的教学和耐心的答疑点燃学生对某学科的兴趣，进而影响其专业选择与求知方向。这条用一个具体老师的例子来撑。

2. 教师塑造人格品性

第二条线对应首句的 personal development：教师的公正、诚实等品格会潜移默化地传给学生，让学生学会做人。可与第一条共用同一位老师，让例子集中、有说服力。

STRUCTURE • 谋篇与逐段

怎么分段、每段写什么、能套哪些句架

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

第 1 段 抄首句加亮立场

逐字照抄给定首句 It is believed that teachers can exert a profound influence on their students' academic pursuit and personal development., 紧接一句表明自己完全赞同，并预告下文将从学业与人格两方面展开。

第 2 段 双线例证主体段

用 on the one hand / on the other hand 把学业和人格两条分论点并列铺开，各配一个具体的教师例子或亲身经历，落实 cite examples or use your personal experiences 的要求。

第 3 段 升华呼应总影响

总结全文，把两条线合成一句“好老师既启智又育人”，并回扣首句的 profound influence，强调这种影响深远持久。

第 1 段 照抄首句并表态双线

先原样写出 It is believed that teachers can exert a profound influence on their students' academic pursuit and personal development., 再补一句"我完全赞同: 好老师塑造的不只是我们学到什么, 还有我们成为什么样的人", 把 academic 与 personal 两条线预埋进去。

照抄并接住观点 · 首句原样照抄 + "Having ____, I firmly agree that ____." (横线处填自己的经历背景与赞同的核心)

预告双线立场 · "A good teacher shapes not only ____ but also ____." (前一横线填学业面, 后一横线填人格面)

第 2 段 以一位老师同证两条线

学业线: 一位化学老师用生动实验和耐心答疑, 把"我曾害怕的学科"变成最爱, 最终引我选了理科专业, 落实 academic pursuit。人格线: 同一位老师以公正与诚实, 教会我看重正直、不走捷径, 落实 personal development。集中用一个人, 例子更聚焦有力。

并列铺开双线 · "On the one hand, teachers ____; on the other hand, they ____." (两横线分别填学业作用与人格作用)

引出具体例子 · "My ____ teacher, ____, turned ____ into ____." (依次填学科、老师、原来的状态、改变后的状态)

由行为回扣影响 · "By ____, he/she inspired me to ____." (前横线填老师做的具体事, 后横线填对我的影响)

第3段 合双线并回扣深远影响

把学业与人格合成一句“好老师同时点亮头脑、滋养心灵”，再回扣首句的 profound influence，强调这种影响超越考试、伴随一生。

并列收束 · "In conclusion, a good teacher ____ and ____ at the same time." (两横线分别填学业作用与人格作用的凝练表达)

升华回扣 · "Their influence, though ____, reaches far beyond ____ and lasts ____." (横线填影响的特点、超越的范围、持续的时长)

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

按阅卷四维（内容切题 / 结构连贯 / 语言准确 / 字数格式）给出本题达标要点，并把最容易踩的低分写法摆出来 + 给改法 —— 这是写作版的「狠拆诱人错项」。

内容切题

学业人格两条都要落地

本题必须同时覆盖 academic pursuit 与 personal development，且都用 cite examples or use your personal experiences 要求的具体例子撑住，只写一条即为覆盖不全。

结构连贯

三段各有路标不混段

本文靠 on the one hand / on the other hand 切开双线、靠 In conclusion 收尾，三段分工清晰；自查有没有把人格线漏放到结尾或与学业线混在一句里。

语言准确

profound落成可见动作

本题的 profound influence 若只写 teachers are very important 就是空转；范文用 inspired、mould、enlightens、cultivates 把影响落成具体行为，这正是六级作文语言分的加分点。

字数格式

卡死150到200不注水

本题硬性 at least 150 words but no more than 200 words，低于下限或超上限都失分；自查有没有为凑字重复同一句，也别因怕超而把人格线砍到只剩一句。

典型低分写法 · 反面示例与改法

改写首句丢分

反面：把开头写成 People think that teachers have a big influence on students. —— 这是改写，不算照抄，直接扣分。正确做法是原样写出：It is believed that teachers can exert a profound influence on their students' academic pursuit and personal development.

只写学业漏人格

反面：主体段通篇讲老师如何帮我提高成绩、考上大学，一字不提品格塑造，与首句 personal development 脱节。修正：补一条人格线，如 Beyond grades, my teacher's honesty taught me to value integrity.

通篇空喊无例证

反面：Teachers are very important. They help students a lot and make them better people. —— 没有任何 example 或 personal experience，违背题目展开要求。修正：换成具体例子，如 My chemistry teacher designed vivid experiments that inspired me to major in science.

中式英语逐字直译

反面：Teachers give students very big affect on their study and become person. —— affect 词性错、become person 是硬翻。修正：Teachers exert a great influence on students' studies and character.

英语六级 2025年12月·第2套 · 全卷构成

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

2025年12月·第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 refurbishing.

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 refurbishing. 蹭了改造话题，但 refurbishing 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

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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

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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

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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

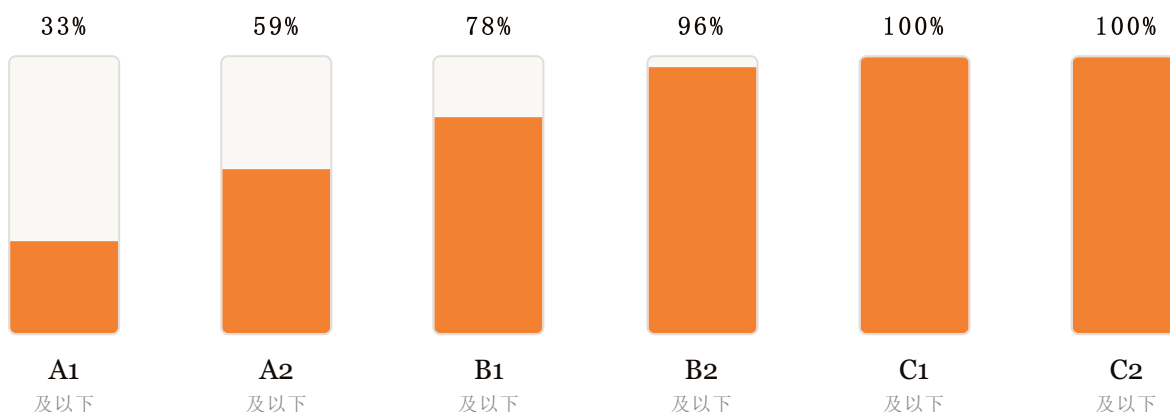
n. 词汇量

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 →

2025年12月·第2套 英语六级完形填空（选词填空）·26-35 题答案与解析

BLANKS & ANALYSIS · 选词填空题和解析

选词填空题和解析 · 26-35 题

本页 26-35 题的正确答案词与逐空解析由懒笔记按2025年12月·第2套 英语六级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、6 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第2套(2025-12) · 英语六级

Part III Section A

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

We humans love to believe we are special, but science and technology have repeatedly proved this conviction wrong. People 26 thought that humans were the only animals to use tools, to form teams or to propagate culture, but science has shown that other animals do each of these things.

我们人类喜欢相信自己是特殊的，但科学和技术已经反复证明这种信念是错误的。人们曾经认为人类是唯一会使用工具、组建团队或传播文化的动物，但科学已经表明其他动物也会做这些事情。

Meanwhile, technology has quashed(使无效), one by one, claims that 27 tasks require a human brain. The first adding machine was invented in 1623. This past year, a computer-generated work won an art contest. I believe the moment when computers meet and 28 human intelligence is on the horizon.

与此同时，技术已经逐一使那些认为认知任务需要人类大脑的说法失效。第一台加法机发明于1623年。今年，一件由计算机生成的作品赢得了艺术竞赛。我相信计算机达到并超越人类智能的时刻即将到来。

How will human intelligence and creativity be valued when machines become smarter and more creative than the brightest people? There will likely be a spectrum. In some 29, people still value humans doing things, even if a computer can do it better. It's been a quarter of a century since a computer beat world champion Garry Kasparov, but human chess hasn't gone away.

当机器变得比最聪明的人更聪明、更有创造力时，人类的智能和创造力将如何被评价？可能会出现一个范围。在某些领域，人们仍然重视人类做事，即使计算机能做得更好。自计算机击败世界冠军Garry Kasparov以来已经过去了四分之一世纪，但人类国际象棋并没有消失。

In other fields, human skill will seem costly and 30. Take illustration for example: most readers don't care whether the graphic 31 a magazine article was drawn by a person or a

computer — they just want it to be relevant, new and perhaps 32 .

在其他领域，人类技能将显得昂贵而多余。以插图为例：大多数读者并不在乎杂志文章配图是由人还是计算机绘制的——他们只是希望它相关、新颖，或许还有趣。

And, of course, this question isn't black or white. Many fields will be a 33 , where some humans find a lucky place, but most of the work is done by computers, like in manufacturing today, where much of the work is accomplished by robots, but some humans must be there to 34 the machines.

当然，这个问题并非非黑即白。许多领域将是混合的，一些人找到幸运的位置，但大部分工作由计算机完成，就像今天的制造业，大部分工作由机器人完成，但必须有一些人在那里监督机器。

If history is any guide, it's almost certain that advances in AI will cause more jobs to 35 , that creative workers with human-only skills will become richer but fewer in number, and that those who own creative technology will become the new ultra-rich.

如果历史可以作为指引，几乎可以肯定的是，人工智能的进步将导致更多工作消失，拥有人类独有技能的创意工作者将变得更富有但数量更少，而那些拥有创意技术的人将成为新的超级富豪。

- | | |
|-----------------|----------------|
| A) accompanying | I) once |
| B) cognitive | J) oversee |
| C) domains | K) redundant |
| D) entertaining | L) stances |
| E) evoking | M) surpass |
| F) hybrid | N) tentatively |
| G) impetus | O) vanish |
| H) intuitive | |

26. People (26) thought that humans were the only animals to use tools

【答案】 **I) once** (副词)

【词性槽】 主语与谓语之间的状语位

【依据】 与 but 后的 has shown 构成今昔对比

People (26) thought that humans were the only animals to use tools, to form teams or to propagate culture, but science has shown that other animals do each of these things. 前半句过去时 thought、后半句现在完成时 has shown，典型 "过去曾以为 / 如今已证明" 结构，填 once (曾经) 正好咬合这条时间逻辑。

【竞争词】 N) tentatively 语义指向不对，是 "试探性地" 而非 "曾经"

tentatively 意为 "暂时地、试探性地"，强调态度不坚定。但原文说人们 "长久以为人类是唯一会用工具的动物"，这是一种**坚信**而非试探，与下句被 but 反转的语气不匹配。

27. technology has quashed(使无效), one by one, claims that __(27)__ tasks require a human brain

【答案】 **B) cognitive** (形容词)

【词性槽】 名词 tasks 前的前置定语

【依据】 与 "require a human brain" 同义呼应

claims that __(27)__ tasks require a human brain——能 require a human brain (需要人脑) 的任务, 正是 cognitive tasks (认知性的任务、需要思维加工的任务)。下一句又用 adding machine、computer-generated art、computer matches human intelligence 反复指向 "智力/认知", B 与上下文构成最稳同义网。

【竞争词】 H) intuitive "直觉的" 与 "人脑认知" 范围不符

intuitive 指 "凭直觉的", 强调非理性、不依靠分析。而本段下文举例 (加法机、AI 绘画、计算机匹敌人类智能) 恰恰是**理性认知**任务被机器接管, 与 intuitive 的语义指向相反。

D) entertaining "有趣的" 偏娱乐, 与 "需要人脑" 不沾边

entertaining 指 "令人愉快的、有娱乐性的", 与 require a human brain (需要人脑) 这一论点完全脱节, 纯属词性诱饵。

K) redundant "多余的任务" 与原意南辕北辙

redundant 是 "多余的、被裁掉的"——"多余的任务需要人脑" 在逻辑上根本说不通; 况且 K 后文 30 题正等着它。

【易错】 最具迷惑性的错误词是 H) —— 看到 AI 话题就联想 "直觉"。intuitive 词性对、又与 AI 话题表面沾边 ("机器没有直觉"), 最易让考生误填。防坑: claims that __(27)__ tasks require a human brain 里同句锚词是 a human brain, "需要人脑的任务" = cognitive (认知性的), 而非 intuitive (直觉的)。“找同句同义锚”是六级选词填空的必修招式。

28. the moment when computers meet and __(28)__ human intelligence is on the horizon.

【答案】 **M) surpass** (动词)

【词性槽】 and 并列谓语: computers meet and __ human intelligence

【依据】 "匹敌并超越" 是 AI 论述的固定搭配

I believe the moment when computers meet and __(28)__ human intelligence is on the horizon.——meet (达到/匹敌) + surpass (超越) 是 AI 话题里最常见的递进搭配, 且呼应第三段 when machines become smarter and more creative than the brightest people (变得比最聪明的人更聪明、更有创造力), 证实方向就是 "超越"。

29. In some __(29)__, people still value humans doing things, even if a computer can do it better.

【答案】 **C) domains** (名词)

【词性槽】 介词 In some 后的名词复数

【依据】 "在某些领域里" 与下文 In other fields 形成对照

下一段开头 In other fields, human skill will seem costly and __(30)__. 用 In other fields 与本段 In some __(29)__ 形成 "在某些领域 / 在另一些领域" 的并列对照; domains (领域) 与 fields 同义, 正好咬合这条段间对照逻辑。

【竞争词】 L) stances "立场" 与下文 fields 不对应

stances 指 "立场、姿态", 是抽象观点。但下段 in other fields 明确把对比维度定在 "领域" 而非 "立场"——填 stances 会让段间对照失锚。

G) impetus 形态不对: 单数且不可数

impetus 通常作不可数单数 (推动力), 与 some + 复数名词的结构不合; 语义上 "在某些推动力里人们仍重视人类" 也不通。

【易错】 最具迷惑性的错误词是 L) —— 复数名词形态一致的假同义。stances 与 domains 同为复数名词、同能套进 In some __ 结构, 最易混。防坑: 盯紧下段段首 In other fields——"领域 vs 立场" 是两条线, fields 同义对应 domains。"段间对照锁名词" 一招直接破。

30. In other fields, human skill will seem costly and __(30)__.

【答案】 **K) redundant** (形容词)

【词性槽】 并列连词 and 后接形容词, 与 costly 并列

【依据】 "昂贵 + 多余" 共同描述被淘汰的人类技能

本段例 most readers don't care whether the graphic __(31)__ a magazine article was drawn by a person or a computer——读者并不在意是人画的还是机器画的, 意味着人类技能既贵又**没必要**, redundant (多余的、被裁掉的) 正好把这层负面评价点透。

【竞争词】 D) entertaining 褒义色彩与 costly 不同向

entertaining (有趣的) 偏褒, 而 costly 偏负面——并列时色彩不一致, 逻辑上 "昂贵且有趣" 也无法描述被市场淘汰的人类劳动。

H) intuitive "直觉的" 与 "被淘汰" 主线不沾

intuitive 指 "直觉的", 并不直接传递价值高低、是否被取代的信息, 与本段 "人类技能将变得不值" 的论点错位。

31. most readers don't care whether the graphic __(31)__ a magazine article was drawn by a person or a computer

【答案】 **A) accompanying** 形容词

【词性槽】 the graphic __ a magazine article: 现在分词作后置定语

【依据】 "配文插图" 是固定搭配

the graphic __(31)__ a magazine article was drawn by a person or a computer——
graphic accompanying a magazine article 即 "配在杂志文章旁的插图", accompany 与 graphic/article 是新闻出版中的常规搭配。

【竞争词】 E) evoking "唤起一篇文章" 搭配不成立

evoking 是 "唤起、引发", 搭配对象多是 emotion/memory 等抽象名词; evoke a magazine article (唤起一篇杂志文章) 语义不通, 逻辑上也不是 "插图与文章" 的关系。

32. they just want it to be relevant, new and perhaps __(32)__.

【答案】 **D) entertaining** 形容词

【词性槽】 and 并列形容词链: relevant, new and __

【依据】 读者期待 "贴题、新颖、有趣" 三件套

they just want it to be relevant, new and perhaps __(32)__.——读者作为大众, 对杂志插图的诉求是 relevant (与文章相关)、new (新鲜)、entertaining (有趣) 这三件套, 构成同色彩并列; perhaps 又留了余地, 正合 "有趣" 这种偏锦上添花的属性。

【竞争词】 H) intuitive "直觉的" 与并列项不同色彩

intuitive 偏认知/操作领域 (如 intuitive interface 易上手的界面), 与读者读杂志插图时的诉求错位; 与 relevant、new 也无法构成同色彩并列。

33. Many fields will be a __(33)__, where some humans find a lucky place, but most of the work is done by computers

【答案】 **F) hybrid** 名词

【词性槽】 a + __ 单数可数名词位

【依据】 where 从句直接定义 "人机混合"

Many fields will be a __(33)__, where some humans find a lucky place, but most of the work is done by computers, like in manufacturing today, where much of the work is accomplished by robots, but some humans must be there to __(34)__ the machines.——where 从句里 "some humans ... but most of the work is done by computers" 把空名词定义成 "人机混合体", hybrid 是唯一精准对应词。

【竞争词】 G) impetus "推动力" 与 "人机混合" 错位

impetus 是 "推动力、动力", 无法被 where 从句中 "既有人又有计算机" 的描述合理修饰; "许多领域将成为一种推动力" 在语义上也不通。

34. some humans must be there to __(34)__ the machines.

【答案】 **J) oversee** (动词)

【词性槽】 must be there to + 动词原形

【依据】 "机器为主、人来监管" 正是本段图景

much of the work is accomplished by robots, but some humans must be there to __(34)__ the machines. 转折 but 之后明确: 活儿主要由机器人干, 但仍要有人 "在场"——"在场对机器" 干什么? 最贴合的就是 "监督、监管" oversee, 与制造业现实经验也一致。

【竞争词】 M) surpass "超越机器" 与本段 "人辅助机器" 逻辑反向

surpass (超越) 会把句意变成 "人必须在场以超越机器", 与 but 引出的 "机器为主、人为辅" 的图景反向; 况且 surpass 已是 28 题的答案。

O) vanish 不及物动词不能带 machines

vanish 是不及物动词 (消失), 其后不能直接接 the machines 作宾语; 语义上 "人必须在那里以消失机器" 也不通。

35. advances in AI will cause more jobs to __(35)___

【答案】 **O) vanish** (动词)

【词性槽】 cause more jobs to + 动词原形

【依据】 AI 会让更多工作消失, 对应全段悲观预测

advances in AI will cause more jobs to __(35)___, that creative workers with human-only skills will become richer but fewer in number——后半 "人类技能工作者会变少" 直接揭示前半 "更多工作 __" 的方向是 "消失", vanish 正中靶心。

WORD BANK · 词库分类表

15 个候选词 · 词性与词义

选词填空文后的共享词库共 **15** 个词 (A–O), 为 10 个空各选一个、每词最多用一次。下面给出每个词的词性与中文词义; 标注「用于第 N 空」的 10 个为答案, 其余 5 个为干扰词。

A) **accompanying** (形容词) (动词)

伴随的; 陪伴 (现在分词/动名词, 可作定语修饰名词)

用于第 31 空

B) **cognitive** (形容词)

认知的; 与思维/智力相关的

用于第 27 空

C) **domains** 名词

领域; 范畴 (复数)

用于第 29 空

D) **entertaining** 形容词 动词

有趣的; 娱乐性的

用于第 32 空

E) **evoking** 动词 形容词

唤起; 引发 (现在分词)

干扰词 · 未选用

F) **hybrid** 名词 形容词

混合体; 杂交的、混合的

用于第 33 空

G) **impetus** 名词

推动力; 动力

干扰词 · 未选用

H) **intuitive** 形容词

直觉的; 凭直觉的

干扰词 · 未选用

I) **once** 副词

曾经; 从前 (也可作连词, 但此处取副词义)

用于第 26 空

J) **oversee** 动词

监督; 监管

用于第 34 空

K) **redundant** 形容词

多余的; 被裁掉的; 不再需要的

用于第 30 空

L) **stances** 名词

立场; 姿态 (复数)

干扰词 · 未选用

M) **surpass** 动词

超越; 胜过

用于第 28 空

N) **tentatively** 副词

暂时地; 试探性地

干扰词 · 未选用

O) **vanish** 动词

消失; 不复存在

用于第 35 空

全文主旨

AI 逼近并超越人类，工作格局将分化

全文围绕一个核心命题展开：人类一直自认特殊，但科技不断推翻这种自信，AI 的智能与创造力正逼近甚至超越人类，未来不同领域里人类劳动的价值会出现分层与重构。开篇即定调——

We humans love to believe we are special, but science and technology have repeatedly proved this conviction wrong.; 结尾点出趋势——advances in AI will cause more jobs to

__(35)__, that creative workers with human-only skills will become richer but fewer in number。把握这一对立（人类自信 vs 科技推翻）与分层（仍有人做 / 被淘汰 / 人机混合）是辨析每个空词义的工作台。

DISTRACTORS · 干扰词复盘

这 5 个词始终没被任何空选用

词库 15 词里有 5 个是命题人埋的干扰词——它们词性看着也对、词义也沾点边，却不该填进任何一个空。下面逐个剖析它们最像哪个空的答案、为什么是陷阱。

E) **evoking** 最像 31 题的 "accompanying"

形态为 -ing、可作后置定语，词性与 31 题 accompanying 完全一致，是最强的形态干扰项。但 evoke 搭配的是 emotion、memory 等抽象名词，the graphic __(31)__ a magazine article 里 "唤起一篇文章" 搭配不成立，靠辨析搭配对象即可识破。

G) **impetus** 最像 29、33 题的名词位

纯名词词性，能挤进 29、33 两个名词空。但 impetus 不可数、形态偏单数，29 题 In some __(29)__ 的 some 后需要复数；33 题 Many fields will be a __(33)__, where some humans find a lucky place, but most of the work is done by computers 的 where 从句明确指向 "人机混合" 而非 "推动力"——靠 "形态 + 从句语义" 双重识破。

H) **intuitive** 最像 27、30、32 三个形容词空

纯形容词词性、又与 AI/认知话题表面相关，混在 27、30、32 三个空里都容易上当。识破点：27 题需与 a human brain 同义 (cognitive 而非 intuitive)；30 题需与 costly 同负面色彩 (redundant 而非 intuitive)；32 题需与 relevant、new 同色彩并列 (entertaining 而非 intuitive) ——"直觉的" 在三个空里都隔了一层。

L) **stances** 最像 29 题的 "domains"

复数名词形态，能套进 In some __(29)__, 词性与形态都对。识破点：下段 In other fields 的对照锚词是 fields (领域)，与 domains 同义而非与 stances (立场) 同义——靠跨段对照一击识破。

N) tentatively 最像 26 题的 "once"

词库里唯一另一个副词，词性完全对，正好挤进 26 题主谓之间的副词位。识破点：26 题需与下句 but science has shown 形成 "过去 / 现在" 时间对照，要的是 "曾经" (once)，而不是表态度的 "试探地" (tentatively)。

SENTENCE INSIGHTS • 句子精讲

8 句真题句逐层精讲

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

People once thought that humans were the only animals to use tools, to form teams or to propagate culture, but science has shown that other animals do each of these things.

第1段，第2句

"主句 + 宾语从句" 以及 "but" 连接的并列转折结构都是四六级和考研真题中的高频句式。句子展示了如何用并列主句呈现观点对比，以及如何用宾语从句承载具体内容，具有很强的代表性和复用价值。

Meanwhile, technology has quashed(使无效), one by one, claims that cognitive tasks require a human brain.

第2段，第1句

同位语从句是四六级和考研阅读中的常见结构，尤其是跟在抽象名词（如 claim、idea、fact、belief）后解释其内容。现在完成时表达过去对现在的影响也是常考时态。本句的结构模式具有较高的迁移价值，掌握后可应用于大量类似句子。

I believe the moment when computers meet and surpass human intelligence is on the horizon.

第2段，第4句

主句 + 宾语从句 + 定语从句修饰宾语从句主语的三层嵌套结构，是四六级和考研阅读中的高频句式；believe 后省略 that、when 引导定语从句修饰时间名词、定语从句分隔主系表结构等都是典型考点，掌握后可大量复用到类似长句的分析中。

In some domains, people still value humans doing things, even if a computer can do it better.

第3段，第3句

让步状语从句在考试中频繁出现，"even if" 引导的让步结构是典型句式，主句中 "复合宾语" 的结构也较为常见，整体句式具有较高的代表性和迁移价值。

It's been a quarter of a century since a computer beat world champion Garry Kasparov, but human chess hasn't gone away.

第3段，第4句

"It has been ... since ..." 是四六级和考研阅读中的高频句型，用于表达时间跨度；"but" 连接两个主句形成转折也是常考并列结构。本句结构典型，学生掌握后可以迁移到大量类似句子。形式主语和时间状语从句的组合在真题中反复出现，代表性强。

Take illustration for example: most readers don't care whether the graphic accompanying a magazine article was drawn by a person or a computer — they just want it to be relevant, new and perhaps entertaining.

第4段，第2句

句子成分丰富:包含并列谓语、宾语从句、宾语补足语、定语(现在分词短语)、状语(by短语),覆盖了多种核心成分和修饰成分。特别是宾语从句和宾语补足语的识别对基础学习者是有价值的练习点。

Many fields will be a hybrid, where some humans find a lucky place, but most of the work is done by computers, like in manufacturing today, where much of the work is accomplished by robots, but some humans must be there to oversee the machines.

第5段，第2句

句子覆盖了主谓表、主谓宾、被动语态、并列结构、非限制性定语从句、地点状语、目的状语、施事状语等多种成分类型。两个定语从句都包含 but 连接的并列分句，可以练习并列成分的识别；被动语态出现两次且都有 by 短语，可以练习被动结构的分析；情态动词 must be 后接地点状语和目的状语，可以练习情态动词结构和状语的识别。成分种类丰富，有一定练习价值。

If history is any guide, it's almost certain that advances in AI will cause more jobs to vanish, that creative workers with human-only skills will become richer but fewer in number, and that those who own creative technology will become the new ultra-rich.

第6段，第1句

由 "It is + 形容词 + that从句" 构成的形式主语结构，以及并列 "that" 从句、定语从句的组合，是考研和六级阅读中极为高频且典型的学术论证句式。

HIGH-FREQUENCY • 真题高频词

本篇出现的 21 个英语六级真题高频词

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

creative B1

adj. 有创造力的

本篇3次 · 真题 65 句

intelligence B2

n. 智力

本篇2次 · 真题 64 句

likely A2

adj. 很可能的

本篇1次 · 真题 228 句

better A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 205 句

claim B1

v. 声称

本篇1次 · 真题 111 句

cognitive C1

adj. 认知的

本篇1次 · 真题 85 句

wrong A2

adj. 错误的

本篇1次 · 真题 66 句

advance B1

v. 前进

本篇1次 · 真题 48 句

creativity

B2

n. 创造力

本篇1次 · 真题 45 句

relevant

B2

adj. 相关的

本篇1次 · 真题 38 句

reader

A2

n. 读者

本篇1次 · 真题 30 句

meanwhile

B1

adv. 与此同时

本篇1次 · 真题 29 句

champion

B1

n. 冠军

本篇1次 · 真题 22 句

accomplish

B2

v. 完成, 实现 (任务、目标)

本篇1次 · 真题 18 句

costly

B2

adj. 昂贵的, 代价高的

本篇1次 · 真题 16 句

guide

A2

n. 指南;手册

本篇1次 · 真题 16 句

spectrum

C1

n. 范围

本篇1次 · 真题 15 句

accompany

B2

v. 陪同;陪伴

本篇1次 · 真题 11 句

repeatedly

B1

adv. 反复地

本篇1次 · 真题 11 句

manufacturing

B2

n. 制造业;生产

本篇1次 · 真题 9 句

domain

B2

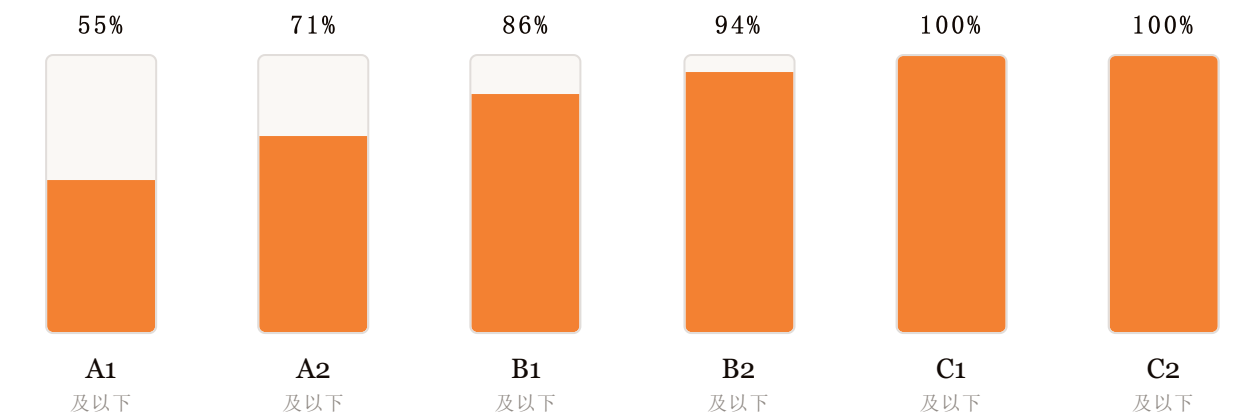
n. 领域

本篇1次 · 真题 8 句

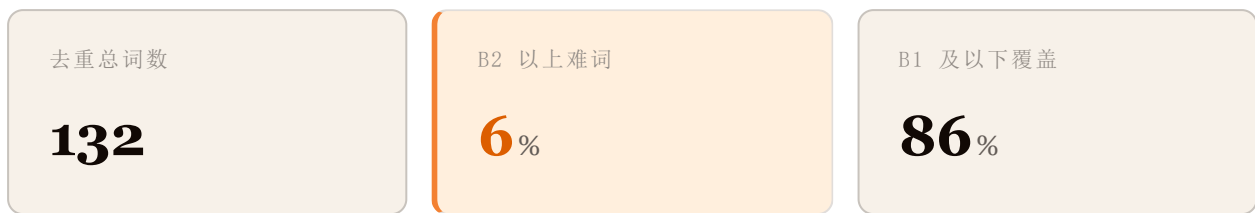
VOCABULARY · 词汇难度分布

全文 132 词按 CEFR 难度累积覆盖

带空短文去重后共 132 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 8 个 · 约 6%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 132 个 · 末柱为 100%



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

2025年12月·第2套 英语六级长篇阅读（信息匹配） 第1篇·36-45 题答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2025年12月·第2套 英语六级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 17 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第2套(2025-12) • 英语六级

Part III Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Do You Know When to Quit Wisely?

A) Projects, relationships, and jobs don't always work out as planned — and it's not always clear when to give up. We've all repeatedly heard the saying that "quitters never win", but sometimes the best decision is to cut our losses.

项目、关系和工作并不总是按计划进行——而且并不总是清楚何时应该放弃。我们都反复听过“放弃者永远不会成功”这句话,但有时最好的决定是及时止损。

B) Think about that relationship you held on to even after it had run its course or the job you stayed in despite your boss making you miserable. Many of us try to hold onto the last ray of hope, thinking we can make it work, whatever "it" is. And while perseverance is generally an excellent quality, it may also incline you to over-invest in something that is no longer a good idea.

想想那段你即使在它已经走到尽头后仍坚持的关系,或者那份尽管老板让你痛苦不堪却仍留守的工作。我们中的许多人试图抓住最后一线希望,认为我们可以让它成功,无论“它”是什么。虽然坚持不懈通常是一种优秀的品质,但它也可能使你过度投资于一件不再明智的事情。

C) As an executive coach, I work with numerous passionate and hard-working leaders who don't want to "quit". But the smartest leaders learn to discern the difference between quitting too soon and holding onto something that they shouldn't.

作为一名高管教练,我与许多充满热情和勤奋工作的领导者共事,他们不想“放弃”。但最聪明的领导者学会辨别过早放弃和坚持不该坚持的事情之间的区别。

- D) We are all susceptible to the sunk-cost delusion, an unconscious bias that leads us to persist in an endeavor we have already invested time, effort, or money into — even when abandoning it would be more beneficial. We realize that we can't get back the resources we've given, so we persevere — investing in a project that should be halted, staying in a relationship that should be over, or finishing a book we no longer enjoy and should put down, because we're already halfway through it. If quitting is "not your thing", you may be especially susceptible to this bias.

我们都容易受到沉没成本谬误的影响,这是一种无意识的偏见,导致我们坚持已经投入了时间、精力或金钱的事业——即使放弃它会更有益。我们意识到无法收回已经付出的资源,所以我们坚持下去——投资于应该停止的项目,待在应该结束的关系中,或者读完我们不再喜欢、应该放下的书,因为我们已经读了一半。如果放弃“不是你的风格”,你可能特别容易受到这种偏见的影响。

- E) The sunk-cost delusion causes us to overly worry about what we'll lose if we move on and not think enough about the costs of not moving on. To offset this bias, deliberately refocus your thinking on the gains so you can more objectively weigh the alternatives. Ask yourself: What might I gain by cutting my losses now? Will you be happier or have time for another (better) opportunity? Then ask yourself: What will it cost me to soldier on? For example, is it possible that you'll be throwing more good money after what you've already lost? Or that you won't have the energy to capitalize on other promising possibilities?

沉没成本谬误使我们过分担心如果继续前进会失去什么,而没有充分考虑不继续前进的成本。为了抵消这种偏见,有意识地将思维重新聚焦于收益,这样你就能更客观地权衡各种选择。问问自己:现在及时止损我可能获得什么?你会更快乐还是会有时间去把握另一个(更好的)机会?然后问自己:坚持下去会让我付出什么代价?例如,你是否可能在已经损失的基础上投入更多好钱?或者你是否没有精力去利用其他有前景的可能性?

- F) The illusion of control can also interfere with our best judgment, leading us to overestimate our ability to control events and attain a positive outcome. This bias gives us a sense of agency and can promote mental health. However, the bias can also result in escalating commitment to a losing course of action. Especially when combined with an "I'm not a quitter" mentality, feeling like we have more control over an event or person than we do puts us at risk of doubling down when we should pull out.

控制幻觉也会干扰我们的最佳判断,导致我们高估自己控制事件和获得积极结果的能力。这种偏见给我们一种掌控感,可以促进心理健康。然而,这种偏见也可能导致对失败行动方针的不断升级投入。特别是当与“我不是放弃者”的心态结合时,感觉我们对事件或他人的控制力比实际更强,会使我们在应该退出时加倍投入,从而面临风险。

- G) To counteract this bias, consider your situation and make a simple two-column list of what's in your control and what's not. Think rigorously. While you may be able to influence other people and various circumstances, you can't force them to change or go your way.

为了抵消这种偏见,考虑你的情况并列一个简单的两栏清单,列出什么在你的控制之内,什么不在。严格思考。虽然你可能能够影响其他人和各种情况,但你不能强迫他们改变或按你的方式行事。

- H) Getting clear on what you can control and what you can't is essential to making a quality decision about whether to call it quits or persevere. With a written list in hand, you can ensure you focus on

what you can control and better assess whether your continued efforts are worth the expense. Expending effort and emotion on things you can't control can be both draining and disempowering. 弄清楚你能控制什么和不能控制什么,对于就是否放弃还是坚持做出高质量决策至关重要。有了书面清单在手,你可以确保专注于你能控制的事情,并更好地评估你的持续努力是否值得付出代价。在你无法控制的事情上花费精力和情感既会令人疲惫又会使人丧失力量。

- I) Research indicates that people link their self-identity and social status to their commitments. And because we identify with our commitments, withdrawing from one can feel like a threat to our identity or status.

研究表明,人们将自我认同和社会地位与他们的承诺联系在一起。因为我们认同自己的承诺,从一项承诺中退出可能感觉像是对我们身份或地位的威胁。

- J) Take my client Ryan, a leader at a technology company. Ryan had invested two years and a lot of effort in a design project that wasn't delivering the needed outcomes, but the thought of abandoning it after all she had put in was hard to bear. As Ryan and I explored whether she should cancel the initiative she'd been leading or continue to persevere, she stated, "The thing is, I'm not a quitter." This singular, fixed sense of self was clouding her judgment and limiting her choices for action.

以我的客户Ryan为例,她是一家科技公司的领导者。Ryan在一个设计项目上投入了两年时间和大量精力,但该项目没有产生所需的成果,然而在投入了这么多之后放弃它的想法让她难以承受。当Ryan和我探讨她是否应该取消她一直领导的这个项目还是继续坚持时,她说:"问题是,我不是一个放弃者。"这种单一、固定的自我意识正在影响她的判断并限制她的行动选择。

- K) Our self-concept and identity are mental concepts that influence our behavior. If you strongly identify as not being a quitter, you can end up staying stuck in a course of action due to your narrow and rigid self-concept. To overcome this kind of internal obstacle, recall your other positive traits and personality characteristics. Ask yourself: What additional strengths do I have (or aspire to have) that would be helpful to employ here? For example, when I asked Ryan what other positive qualities from her personality she needed to leverage for decision making, she replied, "Discernment and bravery."

我们的自我概念和身份是影响我们行为的心理概念。如果你强烈认同自己不是一个放弃者,你最终可能会因为狭隘和僵化的自我概念而困在某个行动方针中。为了克服这种内在障碍,回想你的其他积极特质和性格特征。问问自己:我还有(或渴望拥有)什么额外的优势可以在这里运用?例如,当我问Ryan她需要利用自己性格中的哪些其他积极品质来进行决策时,她回答说:"辨别力和勇气。"

- L) Now, examine your situation through the lens of each of these facets of yourself. What does the discerning part of you say? The brave part? Considering your decision through these different characteristics will enable you to see that you have more choices. It's also helpful to seek external sources of information, rather than relying solely on your thinking and instincts. But it's important to think through whose opinions you solicit.

现在,通过你自己的这些不同方面来审视你的情况。你有辨别力的那一面说什么?勇敢的那一面呢?通过这些不同的特征来考虑你的决定将使你看到你有更多选择。寻求外部信息来源也很有帮助,而不是仅仅依赖于你的思考和直觉。但重要的是要考虑清楚你征求谁的意见。

- M) Ideally, seek out people who are less invested in your decision than you are. If you're considering whether to shut down your entrepreneurial venture, for instance, reach out to other founders as opposed to just your business partner. Similarly, if you're looking for love advice, ask someone

removed from the ups and downs of your relationship instead of relying only on your best friend. In all cases, I recommend describing your situation and following up with a question like: "How would you manage this situation?"

理想情况下,寻找那些对你的决定投入程度不如你的人。例如,如果你正在考虑是否关闭你的创业企业,请联系其他创始人,而不是仅仅联系你的商业伙伴。同样,如果你在寻求爱情建议,问一个与你关系起伏保持距离的人,而不是仅仅依赖你最好的朋友。在所有情况下,我建议描述你的情况,然后提出这样的问题:"你会如何处理这种情况?"

- N) Alternately, you could also seek out hard data that illuminates your real chance of success in whatever endeavor you are contemplating. Sticking with the example of the entrepreneurial venture, numbers are your best friend. Use them to remove yourself from the love you have for this idea and consider your burn rate relative to growth plan, industry growth rates, and other factors that predict start-up success. External sources of information can help you see angles and possibilities you might not have considered.

或者,你也可以寻求能够揭示你在正在考虑的任何事业中真正成功机会的硬数据。继续以创业企业为例,数字是你最好的朋友。用它们来让自己摆脱对这个想法的热爱,考虑你的烧钱率相对于增长计划、行业增长率以及预测初创企业成功的其他因素。外部信息来源可以帮助你看到你可能没有考虑过的角度和可能性。

- O) When something that seemed so promising at the start doesn't turn out the way we imagined, we can become overly self-critical. Nobody likes to feel that they've made a poor decision, especially if making intelligent decisions is a quality you hold in high esteem. The most effective strategy here is to give yourself a break. Practicing self-compassion increases your resilience(韧性), emotional intelligence, compassion toward others, and can boost your performance as well as help you develop a growth mindset.

当一开始看起来很有希望的事情没有按我们想象的方式发展时,我们可能会变得过度自我批评。没有人喜欢感觉自己做出了糟糕的决定,特别是如果做出明智决策是你高度重视的品质。这里最有效的策略是放自己一马。练习自我同情可以增强你的韧性、情商、对他人的同情心,还可以提升你的表现并帮助你培养成长型思维。

- P) Instead of deliberating and criticizing yourself, focus instead on what you can learn from this situation. For example, Ryan recognized she had developed various new skills and leadership capabilities from leading the design project. And despite ultimately deciding to drop it, she was still happy she had tried and grateful for what the experience taught her.

与其深思和批评自己,不如专注于你可以从这种情况中学到什么。例如,Ryan认识到她从领导设计项目中培养了各种新技能和领导能力。尽管最终决定放弃它,但她仍然为自己尝试过而感到高兴,并对这段经历教给她的东西心怀感激。

- Q) Undeniably, perseverance can help us succeed. But for your well-being, it's important to learn how to distinguish quitting too soon and clinging to a losing course of action. While letting go can be difficult, it will free up your time, energy, and mental space to imagine new possibilities and pursue new opportunities.

不可否认,坚持不懈可以帮助我们成功。但为了你的幸福,学会如何区分过早放弃和坚持失败的行动方针是很重要的。虽然放手可能很难,但它会释放你的时间、精力和心理空间,让你想象新的可能性并追求新的机会。

陈述句与逐句解析

36. Feeling like they have more control over something or someone than they do, people get more committed to their pursuit when they should give up.

当人们感觉自己某事或某人的控制力比实际情况更强时,他们会在本应放弃的时候对追求变得更加执着。

【答案】 **F** 段 (强锚点)

【锚点】 高估掌控感导致继续投入

【定位】 Especially when combined with an "I'm not a quitter" mentality, feeling like we have more control over an event or person than we do puts us at risk of doubling down when we should pull out.

尤其当与"我不是放弃者"的心态结合时, 觉得自己对某件事或某个人有比实际更多的掌控感, 会让我们在本该退出时反而加码投入。

【改写】 Feeling like they have more control over something or someone than they do ↔

feeling like we have more control over an event or person than we do

代词与名词的同义替换

get more committed to their pursuit when they should give up ↔

doubling down when we should pull out

口语短语的解释式改写

37. If you regard yourself as one who never quits, you may end up trapped in your course of action.

如果你把自己看作一个从不放弃的人,你可能最终会被困在自己的行动路线中。

【答案】 **K** 段 (强锚点)

【锚点】 自认从不放弃者会被困住

【定位】 If you strongly identify as not being a quitter, you can end up staying stuck in a course of action due to your narrow and rigid self-concept.

如果你强烈地把自己认同为不是一个放弃者, 那么你会因为狭隘僵化的自我概念, 最终被困在某一行动路线里。

【改写】 If you regard yourself as one who never quits ↔ **If you strongly identify as not being a quitter**

动词与短语同义替换

trapped in your course of action ↔ **staying stuck in a course of action**

近义动词同义替换

【辨邻】 **F** F段出现了I'm not a quitter这一相同表述, 容易让人误以为是源头段; 但它的核心论点是控制错觉与该心态叠加导致doubling down, 并不是题干所说的trapped in your course of action。

Especially when combined with an "I'm not a quitter" mentality, feeling like we have more control over an event or person than we do puts us at risk of doubling down when we should pull out.

38. One of the author's clients found it hard to give up a design project, in which she had put in a lot of time and effort.

作者的一位客户发现很难放弃一个设计项目,她在这个项目上投入了大量时间和精力。

【答案】 J 段 (强锚点)

【锚点】 客户与设计项目的难放手

【定位】 Ryan had invested two years and a lot of effort in a design project that wasn't delivering the needed outcomes, but the thought of abandoning it after all she had put in was hard to bear.

Ryan在一个迟迟拿不出预期成果的设计项目上投入了两年时间和大量精力,但一想到要在投入这么多之后放弃它就难以承受。

【改写】 One of the author's clients ↔ **my client Ryan**

专名与泛指对应

found it hard to give up a design project ↔

the thought of abandoning it after all she had put in was hard to bear

形容词短语同义替换

in which she had put in a lot of time and effort ↔

invested two years and a lot of effort in a design project

具体时长概括为时间

【辨邻】 P P段同样提到leading the design project, 但内容是Ryan从中获得new skills and leadership capabilities并感激这段经历; 它叙述的是后续学习与释怀, 不是题干强调的found it hard to give up这一时刻。

Ryan recognized she had developed various new skills and leadership capabilities from leading the design project.

39. The author suggests that one should direct their thoughts to the gains of quitting timely so as to move on.

作者建议人们应该将思绪转向及时放弃所能获得的收益,以便继续前进。

【答案】 E 段 (强锚点)

【锚点】 把思考转向及时放弃的收益

【定位】 To offset this bias, deliberately refocus your thinking on the gains so you can more objectively weigh the alternatives.

为抵消这一偏差,要刻意把思考重心转向收益,这样你才能更客观地权衡各种选择。

【改写】 direct their thoughts to the gains ↔ **refocus your thinking on the gains**

动词与名词同义替换

the gains of quitting timely ↔ **What might I gain by cutting my losses now?**

及时止损的同义表达

so as to move on ↔ **so you can more objectively weigh the alternatives**

目的状语的概括式改写

40. When making a decision, you'd better ask for opinions of those who have less stake in your decision.

在做决定时,你最好征求那些在你的决定中利益关系较小的人的意见。

【答案】 **M** 段 (强锚点)

【锚点】 向利益相关度低的人征询

【定位】 Ideally, seek out people who are less invested in your decision than you are.

理想情况下, 要找那些比你在这项决定中投入度更低的人征询意见。

【改写】 ask for opinions of those who have less stake in your decision ↔

seek out people who are less invested in your decision than you are

动词与利益关系词同义

【辨邻】 **L** L段只说seek external sources of information, rather than relying solely on your thinking and instincts并提示要think through whose opinions you solicit, 把谁来征询这一具体回答推到下一段; 它没有less stake这层意思, 因此不是源头段。

It's also helpful to seek external sources of information, rather than relying solely on your thinking and instincts. But it's important to think through whose opinions you solicit.

41. For people associating their identity with their commitments, quitting can feel like their identity is threatened.

对于那些将身份认同与承诺联系在一起的人来说,放弃可能会让他们感觉自己的身份认同受到了威胁。

【答案】 **I** 段 (强锚点)

【锚点】 身份与承诺挂钩

【定位】 Research indicates that people link their self-identity and social status to their commitments.

And because we identify with our commitments, withdrawing from one can feel like a threat to our identity or status.

研究表明, 人们会把自我认同与社会地位与自己的承诺挂钩。正因为我们把自己等同于这些承诺, 退出其中一项就会让人觉得像是对身份或地位的威胁。

【改写】 associating their identity with their commitments ↔

people link their self-identity and social status to their commitments

动词同义替换

quitting can feel like their identity is threatened ↔

withdrawing from one can feel like a threat to our identity or status

动名词被动改写

42. People who regard highly the quality of making wise decisions do not feel good when they make a bad one.

高度重视做出明智决策这一品质的人在做出错误决定时不会感觉良好。

【答案】 O 段（强锚点）

【锚点】 看重明智决策者面对坏决定的感受

【定位】 Nobody likes to feel that they've made a poor decision, especially if making intelligent decisions is a quality you hold in high esteem.

没有人喜欢觉得自己做了一个糟糕的决定，尤其当你把做出明智决定视为自己很看重的品质时。

【改写】 regard highly the quality of making wise decisions ↔

making intelligent decisions is a quality you hold in high esteem

动词短语与形容词同义

do not feel good when they make a bad one ↔

Nobody likes to feel that they've made a poor decision

否定改写+近义形容词

43. The wisest leaders learn to distinguish between giving up too soon and sticking with something irrationally.

最明智的领导者学会区分过早放弃和非理性地坚持某事。

【答案】 C 段（强锚点）

【锚点】 最聪明领导者懂得分辨

【定位】 But the smartest leaders learn to discern the difference between quitting too soon and holding onto something that they shouldn't.

但最聪明的领导者会学着分辨过早放弃与不该坚持却继续坚持之间的差别。

【改写】 The wisest leaders ↔ **the smartest leaders**

近义形容词最高级

distinguish between giving up too soon and sticking with something irrationally ↔

discern the difference between quitting too soon and holding onto something that they shouldn't

动词与短语的同义概括

【辨邻】 Q Q段出现learn how to distinguish quitting too soon and clinging to a losing course of action这一题干高度相似的并置，是最容易让人误选的相邻段；但它谈的对象是普遍意义的人，并未限定The wisest leaders这一主语，故不是源头段。

But for your well-being, it's important to learn how to distinguish quitting too soon and clinging to a losing course of action.

44. When people are thinking of an endeavor, they should dig out reliable data that tells them how likely they are to succeed.

当人们考虑一项事业时,他们应该挖掘能够告诉他们成功可能性有多大的可靠数据。

【答案】 **N** 段 (强锚点)

【锚点】 用可靠数据评估成功概率

【定位】 Alternately, you could also seek out hard data that illuminates your real chance of success in whatever endeavor you are contemplating.

或者,你也可以去寻找能够照亮你成功真实概率的硬数据,无论你在考虑哪种事业。

【改写】 dig out reliable data ↔ **seek out hard data**

动词与形容词同义

how likely they are to succeed ↔ **your real chance of success**

名词短语改写为从句

When people are thinking of an endeavor ↔ **in whatever endeavor you are contemplating**

近义动词替换

45. Having a clear view of what's in your control and what's not is vital to making a good decision regarding whether to give up or stick it out.

清楚地了解什么在你的控制范围内、什么不在你的控制范围内,对于就是否放弃还是坚持做出正确决定至关重要。

【答案】 **H** 段 (强锚点)

【锚点】 看清可控与否对决策至关重要

【定位】 Getting clear on what you can control and what you can't is essential to making a quality decision about whether to call it quits or persevere.

把自己能控制什么、不能控制什么搞清楚,对于做出关于该放弃还是该坚持的高质量决定至关重要。

【改写】 Having a clear view of what's in your control and what's not ↔

Getting clear on what you can control and what you can't

动名词短语同义

vital to making a good decision ↔ essential to making a quality decision

近义形容词同义

whether to give up or stick it out ↔ whether to call it quits or persevere

并置短语整体同义

【辨邻】 G G段聚焦工具：make a simple two-column list of what's in your control and what's not; 它没有vital to making a good decision这层论点，因此不是源头段。

To counteract this bias, consider your situation and make a simple two-column list of what's in your control and what's not.

PARAGRAPH MAP • 段落主旨图

17 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

A 开场提出问题：项目、关系、工作并不总按计划进行，何时放弃并不清晰，并引出俗语quitters never win与有时止损才是上策的张力。

信息指纹 俗语引入与止损主张

B 把抽象问题落到生活实例：人们抓住已结束的关系或痛苦的工作不放，指出毅力虽好但可能让人在不再可行的事上over-invest。

信息指纹 毅力的两面性

C 作者亮身份As an executive coach，并提出最聪明的领导者会学着分辨the difference between quitting too soon and holding onto something that they shouldn't。

信息指纹 最聪明领导者的辨别能力

D 引入第一个偏差——sunk-cost delusion：因已投入时间、金钱、精力而继续做明明该停的事；并指出自认为不轻易放弃的人尤其易中招。

信息指纹 沉没成本错觉的定义

E 针对沉没成本错觉给出对策：把注意力主动转向refocus your thinking on the gains, 权衡及时止损的收益与继续硬扛的代价。

信息指纹 把思考重心转向止损收益

F 引入第二个偏差——The illusion of control：高估自己掌控事件与他人的能力；当它和I'm not a quitter心态叠加，就会让人本该退出时反而加码。

信息指纹 控制错觉与加码风险

G 对策：列一个two-column list of what's in your control and what's not，严肃区分可控与不可控，并指出你无法强迫他人或环境改变。

信息指纹 可控/不可控两栏清单

H 把可控/不可控分清是做出去留高质量决策的essential前提；有了清单才能聚焦真正能控制的事，并评估继续投入是否值得。

信息指纹 分清可控与否对决策至关重要

I 研究表明人们把自我认同与社会地位绑在自己的commitments上；因此放弃一项承诺会让人感到a threat to our identity or status。

信息指纹 承诺与身份/地位绑定

J 用客户Ryan的例子：她在一个设计项目里投入了two years and a lot of effort却看不到成效；她以I'm not a quitter自我设限，判断力受蒙蔽。

信息指纹 客户Ryan的两年设计项目

K 解释身份认同的内在障碍：若强烈认同not being a quitter，会被狭隘僵化的自我概念困在原地；对策是回想自己其他正面品质，比如Ryan想到的Discernment and bravery。

信息指纹 僵化自我概念把人困住

L 进一步用这些品质的视角审视处境，并提出要寻求external sources of information，而非只依赖自己的想法和直觉，但要想清向谁征询意见。

信息指纹 用不同品质视角看问题并求外部意见

M 求外部意见时，要找people who are less invested in your decision than you are：例如考虑结束创业时找别的创始人而不是合伙人，恋爱问题别只问最好的朋友。

信息指纹 找利益相关度低的人征询

N 另一条路：去找hard data来照亮自己真正的成功概率；以创业为例，用烧钱速率、行业增长率等数字把自己从对点子的爱里拉出来。

信息指纹 用硬数据评估成功概率

O 当原本看好的事不如意，人容易overly self-critical，尤其当你把做明智决定看得很重时；对策是给自己一些self-compassion，提升韧性。

信息指纹 过度自责与自我宽容的对策

P 再回到Ryan：与其反复自责，不如关注从中学到了什么——她从设计项目里发展出新技能和领导力，即使最终放弃也庆幸尝试过。

信息指纹 从经历中提取学习而非自责

Q 结尾收束：毅力确能帮我们成功，但学会分辨quitting too soon and clinging to a losing course of action同样重要；放手能腾出时间、精力、心理空间去追求新机会。

信息指纹 全文收束与放手价值

SENTENCE INSIGHTS • 句子精讲

37 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。

Projects, relationships, and jobs don't always work out as planned — and it's not always clear when to give up.

A段，第1句

本句的结构非常典型：两个并列主句通过破折号连接，是考试中常见的句式；形式主语"it"配合主语从句的用法也是四六级和考研的高频考点；并列主语、方式状语以及"疑问词 + 不定式"结构都是常考句式。掌握这个句子的分析方法可以迁移到大量真题句子上。

Think about that relationship you held on to even after it had run its course or the job you stayed in despite your boss making you miserable.

B段，第1句

限制性定语从句省略关系代词、过去完成时表示时间先后、并列名词短语作宾语，这些都是四六级和考研英语阅读中的高频句式。掌握后可迁移到大量真题句子。

Many of us try to hold onto the last ray of hope, thinking we can make it work, whatever "it" is.

B段，第2句

句中包含主谓宾、宾语从句、宾语补足语、让步状语从句、现在分词作状语等多种成分，覆盖面广。特别是"make + 宾语 + 宾补"结构和"whatever"引导的从句，是学习者容易混淆的点，具有较高的训练价值。

But the smartest leaders learn to discern the difference between quitting too soon and holding onto something that they shouldn't.

C段，第2句

本句的结构高度典型：主句 + 嵌套定语从句 + 不定式作宾语 + 并列结构，这些都是四六级和考研英语阅读中的高频句式。定语从句修饰并列结构中的名词、关系代词作宾语、从句谓语省略等现象也是真题中反复出现的考点，具有很强的代表性和可迁移性。

We are all susceptible to the sunk-cost delusion, an unconscious bias that leads us to persist in an endeavor we have already invested time, effort, or money into — even when abandoning it would be more beneficial.

D段，第1句

涵盖主系表、主谓宾补、同位语、多层定语从句（含省略关系代词）、让步状语从句、动名词作主语等丰富成分。同位语与定语从句的区分、省略关系代词的识别、宾语补足语的判定都是常见易错点，训练价值高。

We realize that we can't get back the resources we've given, so we persevere — investing in a project that should be halted, staying in a relationship that should be over, or finishing a book we no longer enjoy and should put down, because we're already halfway through it.

D段，第2句

该句是练习识别多种类型从句、定语从句关系词省略、以及动名词充当伴随状语的绝佳素材。

If quitting is "not your thing", you may be especially susceptible to this bias.

D段，第3句

条件状语从句搭配主句表达假设与结果，这是四六级和考研阅读中高频出现的句式结构。主句使用情态动词表推测，从句用一般现在时描述假设条件，符合真实条件句的标准用法。掌握此类句式后可大量迁移应用到其他条件复合句的理解中，具有较强的典型性和实用性。

To offset this bias, deliberately refocus your thinking on the gains so you can more objectively weigh the alternatives.

E段，第2句

祈使句加状语从句的结构在四六级和考研阅读中较为常见，尤其是科普、建议类文本中经常出现“动词原形开头 + so 引导结果或目的从句”的句式。句首的不定式短语作目的状语也是高频考点。整体句式典型性较高，掌握后可迁移到类似句型。

Then ask yourself: What will it cost me to soldier on?

E段，第5句

涵盖祈使句主语省略、双宾语结构（ask yourself + 从句、cost me what）、形式主语 it 与真正主语不定式后置、疑问词作宾语等多个知识点。状语（Then、to soldier on）和宾语从句的识别也有练习价值。成分种类较丰富，适合巩固基础句型分析。

For example, is it possible that you'll be throwing more good money after what you've already lost?

E段，第6句

覆盖形式主语、真正主语(主语从句)、系表结构、宾语、状语(介词短语)、宾语从句等多种成分;形式主语 it 和后置主语从句是重要易错点;宾语从句中 what 的双重作用(引导词兼宾语)也是典型考点;成分种类丰富且包含多个值得反复练习的结构

The illusion of control can also interfere with our best judgment, leading us to overestimate our ability to control events and attain a positive outcome.

F段，第1句

简单句配现在分词作结果或伴随状语是四六级和考研阅读中的常见句式，情态动词can interfere with也是高频搭配。状语内部的复合宾语结构leading us to do和并列不定式to control...and attain...同样是典型考点。掌握本句结构后，可迁移到大量类似句型的分析中。

However, the bias can also result in escalating commitment to a losing course of action.

F段，第3句

"情态动词 + 不及物动词 + in + 动名词短语" 是四六级和考研阅读中常见的表达因果或结果的句式，具有一定代表性，掌握后可迁移到类似句型（如 may lead to、could contribute to 等），但本句结构相对直白，不属于高频考点中的复杂变体。

Especially when combined with an "I'm not a quitter" mentality, feeling like we have more control over an event or person than we do puts us at risk of doubling down when we should pull out.

F段，第4句

本句成分丰富且涵盖多个易错点：动名词短语作主语、宾语从句嵌套、比较从句的省略结构、宾语补足语的识别、时间状语从句的修饰对象判定、句首状语短语的作用。特别是动名词主语中嵌套从句、比较从句的承前省略、以及宾语补足语与状语的区别，都是典型的难点。作为成分划分练习句，覆盖面广、训练价值高。

To counteract this bias, consider your situation and make a simple two-column list of what's in your control and what's not.

G段，第1句

句子涵盖祈使句的并列谓语、双宾语结构、目的状语(不定式)、宾语从句(含并列)等多种成分;特别是宾语从句嵌套在介词短语中,以及 "what" 在从句内既作引导词又充当主语,适合练习成分识别和层次划分

Research indicates that people link their self-identity and social status to their commitments.

I段，第1句

"主句 + that 引导的宾语从句"是四六级和考研阅读中极为常见的句式,尤其在学术性文本中频繁出现。本句结构简洁典型,掌握后可大量迁移。

And because we identify with our commitments, withdrawing from one can feel like a threat to our identity or status.

I段，第2句

句子涵盖动名词短语作主语、情态动词谓语、系动词表语、原因状语从句、介词短语作状语等多种成分，成分类型较为丰富。动名词作主语和情态动词结构是学生常见易错点，具有较好的训练价值。

As Ryan and I explored whether she should cancel the initiative she'd been leading or continue to persevere, she stated, "The thing is, I'm not a quitter."

J段，第3句

本句成分丰富：包含主语、谓语、宾语、状语、表语、定语等多种成分，且涉及直接引语、并列谓语、定语从句修饰宾语、表语从句等多个易错点。特别是定语从句的先行词识别、宾语从句的并列谓语、表语从句的判定，都是值得练习的典型问题。

If you strongly identify as not being a quitter, you can end up staying stuck in a course of action due to your narrow and rigid self-concept.

K段，第2句

"If 条件从句 + 主句（含情态动词）"是四六级和考研阅读中高频出现的句式，典型性较强。学生掌握这种结构后可以应用到大量类似句子的理解中。

To overcome this kind of internal obstacle, recall your other positive traits and personality characteristics.

K段，第3句

祈使句在四六级和考研中偶尔出现，但不算高频句式。句首不定式短语作目的状语是常见结构，有一定代表性。整体句式较为基础，典型性中等。

For example, when I asked Ryan what other positive qualities from her personality she needed to leverage for decision making, she replied, "Discernment and bravery."

K段，第5句

时间状语从句 + 嵌套宾语从句 + 双宾语结构，是四六级和考研阅读中常见的句式组合，典型性强，掌握后可大量复用。

It's also helpful to seek external sources of information, rather than relying solely on your thinking and instincts.

L段，第5句

"It is + 形容词 + to do" 是四六级和考研阅读写作中的高频句型，形式主语结构在真题中反复出现。"rather than" 引导的对比也是常考考点。本句结构具有较强的代表性和迁移价值，掌握后可在多种语境中复用。

But it's important to think through whose opinions you solicit.

L段，第6句

句式具有很强的代表性。形式主语 it + 系表结构 + 不定式真正主语是四六级和考研阅读中的高频句型（如 It is necessary to...、It seems important to...），宾语从句嵌套在不定式中也是常考结构。掌握本句的分析方法可直接迁移到大量类似真题句，实用价值高。

If you're considering whether to shut down your entrepreneurial venture, for instance, reach out to other founders as opposed to just your business partner.

M段，第2句

条件状语从句 + 主句是四六级和考研阅读中的高频句式，宾语从句嵌套在状语从句中也是常见复杂结构。祈使句在实用建议类文本中经常出现。本句的结构组合具有较高的代表性，掌握后可迁移到大量类似句子。

Similarly, if you're looking for love advice, ask someone removed from the ups and downs of your relationship instead of relying only on your best friend.

M段，第3句

祈使句 + 条件状语从句的组合在四六级和考研阅读中较为常见，尤其在议论文和建议类文本中。主句宾语后接过去分词短语作定语、方式状语使用 "instead of" 结构，都是考试中的高频句式。掌握后可迁移到类似语境。

Alternately, you could also seek out hard data that illuminates your real chance of success in whatever endeavor you are contemplating.

N段，第1句

本句的“主句 + 定语从句 + 嵌套定语从句”结构，以及“could + 动词原形”表建议、“that”引导限制性定语从句、“whatever”引导复合关系词从句等用法，都是四六级和考研阅读中的高频句式。特别是定语从句的嵌套使用和情态动词表达建议的语气，在学术类和议论类文本中极为常见。掌握本句的分析方法，可以直接迁移到大量真题句子的理解中，具有很强的代表性和复用价值。

When something that seemed so promising at the start doesn't turn out the way we imagined, we can become overly self-critical.

O段，第1句

“When 从句(含定语从句),主句”是四六级和考研真题中极为常见的复杂句式,用于表达条件-结果关系。状语从句内嵌套定语从句修饰主语、以及方式状语部分再嵌套定语从句的结构,在议论文和说明文中频繁出现。掌握这种“状语从句 + 定语从句多层修饰”的模式,能够复用到大量类似长难句的分析中。

Instead of deliberating and criticizing yourself, focus instead on what you can learn from this situation.

P段，第1句

祈使句 + 宾语从句的组合在考试中较为常见,what 引导的名词性从句更是高频考点。句中 Instead of 表达对比的方式状语也是典型结构,学习者掌握后可迁移到其他类似句式中。

For example, Ryan recognized she had developed various new skills and leadership capabilities from leading the design project.

P段，第2句

主句 + 宾语从句的结构在四六级和考研真题中高频出现，宾语从句省略 that 也是典型用法；过去完成时与一般过去时的搭配是考试常考的时态组合；本句结构具有较高的代表性和可迁移性

And despite ultimately deciding to drop it, she was still happy she had tried and grateful for what the experience taught her.

P段，第3句

本句主干识别难度适中，嵌套和时态有一定挑战性，成分种类丰富且包含多个典型结构和易错点，句式在考试中具有较高代表性，综合来看是一个值得优先练习的句子，可以帮助学生掌握复合句分析、时态区分、成分识别等核心技能。

But for your well-being, it's important to learn how to distinguish quitting too soon and clinging to a losing course of action.

Q段，第2句

"It is + 形容词 + to do" 句式是英语中的高频典型结构,在四六级和考研阅读中常见;宾语从句 "疑问词 + to do" 作动词宾语也是标准句式;并列动名词作宾语同样常见。本句结构具有很强的代表性,掌握后可大量迁移到类似句子,训练价值高。

While letting go can be difficult, it will free up your time, energy, and mental space to imagine new possibilities and pursue new opportunities.

Q段，第3句

"While" 引导的让步状语从句加主句是四六级和考研阅读中常见的句式，用于表达对比或转折逻辑。主句中 "free up" 加宾语再加目的状语的结构也较为典型。动名词作主语、并列名词短语作宾语、并列不定式作状语均为高频考点。本句结构代表性强，掌握后可迁移到大量类似句子。

One of the author's clients found it hard to give up a design project, in which she had put in a lot of time and effort.

第38题 题干

本句包含两个高频考点结构:形式宾语 "find it + 形容词 + to do" 和非限制性定语从句修饰名词。这两种结构在四六级和考研真题中极为常见,掌握后可应用于大量类似句型。介词加关系代词 "in which" 的用法也是定语从句的经典考点。句子长度适中,结构典型性强,学习迁移价值高。

The author suggests that one should direct their thoughts to the gains of quitting timely so as to move on.

第39题 题干

'主句 + that 宾语从句' 是考试高频句式，从句内部的 'should + 动词原形' 也是常考情态用法。'so as to' 目的状语在阅读理解和写作中都很常见。本句结构具有很强的代表性和可迁移性。

When making a decision, you'd better ask for opinions of those who have less stake in your decision.

第40题 题干

情态动词 + 动词原形、时间状语从句省略主语和 be 动词、定语从句修饰宾语中的先行词，这些都是四六级和考研阅读中的高频句式。句子结构在真题中有较强的代表性，掌握后可应用于大量类似句型。

People who regard highly the quality of making wise decisions do not feel good when they make a bad one.

第42题 题干

本句的结构在四六级和考研阅读中非常典型：主句 + 嵌套定语从句 + 时间状语从句的组合频繁出现。限制性定语从句修饰主语、用 when 引导时间状语从句说明条件，都是考试常见的句式。掌握这种结构后可以直接迁移到大量真题句子中。结构代表性较强，是值得重点练习的典型句式。

The wisest leaders learn to distinguish between giving up too soon and sticking with something irrationally.

第43题 题干

"动词 + 不定式作宾语" 是四六级和考研阅读中的高频句式（如 learn to do、decide to do 等），且本句宾语内部涉及 "distinguish between A and B" 这一常考搭配，具有较强的代表性和迁移价值，掌握后可应用于大量类似结构。

Having a clear view of what's in your control and what's not is vital to making a good decision regarding whether to give up or stick it out.

第45题 题干

动名词短语作主语 + 主系表结构 + 宾语从句,这是四六级和考研阅读中非常典型的句式。"what" 引导宾语从句、"whether" 表达选择、介词短语作定语,这些都是高频考点。掌握这个句子的分析方法,可以直接迁移到大量类似真题句型上。

HIGH-FREQUENCY • 真题高频词

本篇出现的 133 个英语六级真题高频词

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

quit

B1

v. 离开（工作、学校等）

本篇8次 · 真题 24 句

bias

B2

n. 偏见

本篇6次 · 真题 29 句

project A2

n. 项目

本篇5次·真题 116 句

quality A2

n. 质量

本篇5次·真题 112 句

would A1

aux. (will 的过去式) 将要, 会

本篇4次·真题 568 句

relationship B1

n. 关系

本篇4次·真题 168 句

identity B2

n. 身份

本篇4次·真题 39 句

commitment B2

n. 承诺

本篇4次·真题 23 句

positive B1

adj. 积极的

本篇3次·真题 144 句

mental B1

adj. 精神的

本篇3次·真题 120 句

design B1

n. 设计

本篇3次·真题 119 句

growth B1

n. 增长

本篇3次·真题 104 句

gain B1

v. 获得;赢得

本篇3次·真题 96 句

seek B1

v. 寻找

本篇3次·真题 70 句

invest B2

v. 投资 (金钱、时间等以期获得回报)

本篇3次·真题 45 句

possibility B1

n. 可能性

本篇3次·真题 35 句

endeavor C1

v. 努力

本篇3次·真题 16 句

less A1

det. 较少的

本篇2次·真题 273 句

author A2

n. 作者

本篇2次 · 真题 264 句

better A1

adj. 更好的 (good 的比较级)

本篇2次 · 真题 205 句

focus B1

n. 重点

本篇2次 · 真题 200 句

data B1

n. 数据

本篇2次 · 真题 181 句

rate A2

n. 速度

本篇2次 · 真题 121 句

opportunity B1

n. 机会

本篇2次 · 真题 115 句

event A2

n. 事件

本篇2次 · 真题 99 句

despite B1

prep. 尽管

本篇2次 · 真题 77 句

identify B1

v. 识别

本篇2次 · 真题 75 句

source B1

n. 来源

本篇2次 · 真题 75 句

thinking A2

n. 思考

本篇2次 · 真题 68 句

various B1

adj. 各种各样的

本篇2次 · 真题 63 句

loss B1

n. 丧失

本篇2次 · 真题 56 句

rely B1

v. 依赖;依靠

本篇2次 · 真题 51 句

status B2

n. 地位

本篇2次 · 真题 48 句

personality B1

n. 个性

本篇2次 · 真题 46 句

outcome B2

n. 结果

本篇2次·真题 40 句

opinion A2

n. 观点

本篇2次·真题 37 句

characteristic B2

n. 特征

本篇2次·真题 36 句

client B1

n. 客户

本篇2次·真题 36 句

remove A2

v. 移开

本篇2次·真题 34 句

judgment B2

n. 判断力;识别力

本篇2次·真题 29 句

distinguish B2

v. 区分

本篇2次·真题 23 句

abandon B2

v. 离弃

本篇2次·真题 22 句

external B2

adj. 外部的;外面的

本篇2次·真题 18 句

promising B2

adj. 有希望的

本篇2次·真题 15 句

venture B2

n. 冒险事业

本篇2次·真题 15 句

susceptible C1

adj. 易受影响的

本篇2次·真题 13 句

overly B2

adv. 过度地

本篇2次·真题 9 句

entrepreneurial C1

adj. 创业的

本篇2次·真题 8 句

likely A2

adj. 很可能的

本篇1次·真题 228 句

behavior B1

n. 行为

本篇1次·真题 171 句

risk A2

n. 风险

本篇1次 · 真题 167 句

view A2

n. 观点, 看法

本篇1次 · 真题 134 句

resource B1

n. 资源

本篇1次 · 真题 119 句

factor B1

n. 因素

本篇1次 · 真题 108 句

performance B1

n. 表演

本篇1次 · 真题 98 句

case A2

n. 情况

本篇1次 · 真题 97 句

effective B1

adj. 有效的, 起作用的

本篇1次 · 真题 94 句

promote B2

v. 促进

本篇1次 · 真题 82 句

due B1

adj. 预期的

本篇1次 · 真题 70 句

enable B1

v. 使能够

本篇1次 · 真题 68 句

intelligence B2

n. 智力

本篇1次 · 真题 64 句

realize B1

v. 意识到, 认识到

本篇1次 · 真题 64 句

strategy B2

n. 策略

本篇1次 · 真题 63 句

generally B1

adv. 通常, 一般地

本篇1次 · 真题 60 句

concept B2

n. 概念

本篇1次 · 真题 59 句

ensure B2

v. 确保

本篇1次 · 真题 57 句

boost B2

v. 提高

本篇1次·真题 55 句

essential B1

adj. 必不可少的

本篇1次·真题 55 句

associate B2

v. 联系

本篇1次·真题 54 句

link A2

n. 联系

本篇1次·真题 53 句

emotional B1

adj. 情绪的

本篇1次·真题 52 句

explore B1

v. 探索

本篇1次·真题 52 句

limit B1

n. 限度

本篇1次·真题 51 句

threat B1

n. 威胁

本篇1次·真题 51 句

recommend B1

v. 推荐

本篇1次·真题 47 句

expense B1

n. 花费

本篇1次·真题 46 句

indicate B2

v. 表明

本篇1次·真题 46 句

pursue B2

v. 追求

本篇1次·真题 43 句

agency B2

n. 代理机构

本篇1次·真题 42 句

recognize B1

v. 认出

本篇1次·真题 42 句

alternative B2

n. 可供选择的事物

本篇1次·真题 41 句

partner B1

n. 伴侣

本篇1次·真题 39 句

trait

B2

n. 特征

本篇1次·真题 39 句

deliver

B1

v. 递送, 运送 (货物、信件等)

本篇1次·真题 37 句

instance

B2

n. 例子

本篇1次·真题 35 句

highly

B1

adv. 非常

本篇1次·真题 34 句

ultimately

B2

adv. 最终; 终归

本篇1次·真题 34 句

combine

B1

v. (使) 结合、组合

本篇1次·真题 33 句

executive

B2

n. 主管; 经理; 管理人员

本篇1次·真题 32 句

assess

B2

v. 评估

本篇1次·真题 30 句

employ

B1

v. 雇用

本篇1次·真题 30 句

vital

B2

adj. 极其重要的, 必不可少的

本篇1次·真题 29 句

relative

B1

n. 亲戚, 亲属

本篇1次·真题 26 句

initiative

B2

n. 主动性

本篇1次·真题 25 句

numerous

B2

adj. 众多的, 许多的

本篇1次·真题 25 句

pursuit

B2

n. 追求

本篇1次·真题 25 句

additional

B1

adj. 额外的

本篇1次·真题 24 句

beneficial

B2

adj. 有益的

本篇1次·真题 24 句

intelligent B1

adj. 聪明的

本篇1次·真题 24 句

strength B1

n. 力量

本篇1次·真题 23 句

strongly B1

adv. 强烈地

本篇1次·真题 23 句

oppose B2

v. 反对

本篇1次·真题 21 句

capability B2

n. 能力

本篇1次·真题 20 句

overcome B2

v. 克服

本篇1次·真题 20 句

reliable B1

adj. 可靠的

本篇1次·真题 20 句

threaten B1

v. 威胁;恐吓

本篇1次·真题 20 句

trap B1

n. 陷阱

本篇1次·真题 20 句

narrow B1

adj. 狭窄的

本篇1次·真题 19 句

founder B2

n. 创始人

本篇1次·真题 18 句

recall B2

v. 回忆起, 记起

本篇1次·真题 18 句

internal B2

adj. 内部的

本篇1次·真题 17 句

leadership B2

n. 领导地位;领导权

本篇1次·真题 15 句

obstacle B2

n. 障碍物

本篇1次·真题 15 句

similarly B2

adv. 相似地

本篇1次·真题 15 句

circumstance

B2

n. 情况

本篇1次·真题 14 句

criticize

B2

v. 批评

本篇1次·真题 14 句

grateful

B1

adj. 感激的

本篇1次·真题 14 句

passionate

B2

adj. 热情的

本篇1次·真题 14 句

regarding

B2

prep. 关于

本篇1次·真题 14 句

persist

B2

v. 坚持

本篇1次·真题 13 句

resilience

C1

n. 恢复力

本篇1次·真题 13 句

halt

B2

v. 停止

本篇1次·真题 12 句

mindset

B2

n. 思维模式

本篇1次·真题 12 句

saying

B1

n. 谚语

本篇1次·真题 12 句

self

B1

n. 自我

本篇1次·真题 12 句

repeatedly

B1

adv. 反复地

本篇1次·真题 11 句

timely

B2

adj. 及时的

本篇1次·真题 10 句

compassion

B2

n. 同情

本篇1次·真题 9 句

attain

B2

v. 达到

本篇1次·真题 8 句

illusion

B2

n. 错觉

本篇1次·真题 8 句

leverage

C1

n. 影响力

本篇1次 · 真题 8 句

making

A2

n. 制作

本篇1次 · 真题 8 句

stake

B2

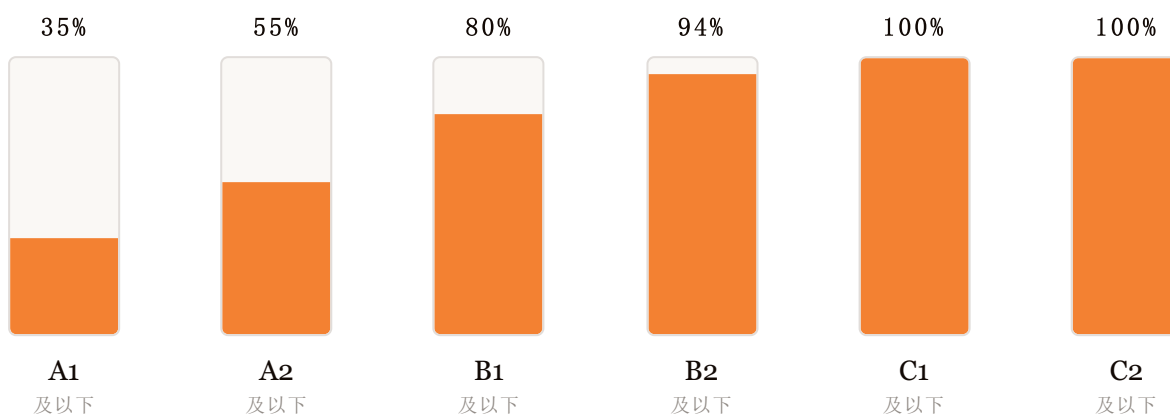
n. 股份

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 407 词按 CEFR 难度累积覆盖

全文去重后共 **407** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 25 个 · 约 6%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 407 个 · 末柱为 100%

去重总词数

407

B2 以上难词

6%

B1 及以下覆盖

80%

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

2025年12月·第2套 英语六级阅读理解（四选一） 第1篇·46-50 题答案与解析

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析 · 46-50 题

本页 46-50 题的答案与逐题解析由懒笔记基于2025年12月·第2套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 7 段原文（段首标 P1-P7 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第2套(2025-12) · 英语六级

Part III Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

P1 As interdependent beings we cannot thrive independent of others. We like to work with people who are like-minded, with whom we share a common interest, or who also believe in a cause we are serious about. This is evident in how we have organized ourselves into various collective groups such as nations, regions, communities, organizations, and families.

作为相互依存的存在，我们无法独立于他人而兴旺发展。我们喜欢与志同道合的人共事，与我们有共同兴趣的人共事，或者与同样相信我们所认真对待的事业的人共事。这在我们如何将自己组织成各种集体群体中表现得很明显，如国家、地区、社区、组织和家庭。

P2 Does the group you belong to have a strong collective consciousness or shared beliefs? Is there interdependence among its members? Do you consider this group a significant part of your existence? If your answers are affirmative, then you are experiencing a micro version of solidarity.

你所属的群体是否有强烈的集体意识或共同信念？其成员之间是否存在相互依存关系？你是否认为这个群体是你存在的重要组成部分？如果你的答案是肯定的，那么你正在经历团结的微缩版本。

P3 What is solidarity? Its simplest definition in the dictionary is: "... a unifying opinion, feeling, purpose or interest among a group of people."

什么是团结？字典中对它最简单的定义是：".....一群人之间统一的观点、感受、目的或利益。"

P4 In this increasingly diverse society we live in, solidarity takes on a complex and multifaceted character as it forms bonds of interdependence among unique individuals living in a fast-changing

environment and working within a complex division of labor.

在我们生活的这个日益多元化的社会中，团结呈现出复杂和多面的特征，因为它在生活于快速变化的环境中并在复杂的劳动分工中工作的独特个体之间形成相互依存的纽带。

P5 One facet of solidarity fits well with the principles of communitarianism(社群主义). In this setting, individuals give up their own interests to serve the common good. However, its strict adherence to social cohesiveness and exclusiveness restricts expression and practice of individual differences and preferences. Consequently, individuality and autonomy are sacrificed to maintain the unity of the group.

团结的一个方面与社群主义的原则非常契合。在这种情况下，个人放弃自己的利益来服务于共同利益。然而，它对社会凝聚力和排他性的严格遵守限制了个体差异和偏好的表达和实践。因此，个性和自主性被牺牲以维护群体的团结。

P6 Solidarity is also viewed as a reaction to the extreme emphasis on individualism and freedom of choice. It goes against the liberal idea of unrestricted individuals who see society as a hindrance to their freedom to make choices and to act according to what is good for them regardless of how these will affect others.

团结也被视为对过度强调个人主义和选择自由的一种反应。它反对自由主义关于不受限制的个人的观念，这些个人将社会视为阻碍他们自由做出选择和根据对自己有利的事情行事的障碍，而不管这些会如何影响他人。

P7 But despite its many facets, social theorists have viewed solidarity as a key factor in bringing about order and progress in society. They believe that for human society to survive as it becomes more diverse, more new bonds need to be formed based on the differences. In the light of this, they regard a genuine solidarity as more than just shallow relationships based on common interests. Solidarity is not just a product of strategic calculations of how much it will benefit the self. It is not an exclusive class founded on the you-and-me-against-the-world principle. Rather, it is inclusive and is not forced. Acting out of solidarity means supporting and standing up for each other — in recognition that one's fate is in the fate of the other. It is a bond characterized by cooperative practices and strengthened by the concern for the well-being of others or the common good. It fights for the protection of human dignity and listens to and acts on the cries of the most vulnerable.

但尽管团结有许多方面，社会理论家将团结视为给社会带来秩序和进步的关键因素。他们认为，随着人类社会变得更加多元化，要使其生存下去，就需要基于差异形成更多新的纽带。鉴于此，他们认为真正的团结不仅仅是基于共同利益的肤浅关系。团结不仅仅是关于它将给自我带来多少利益的战略计算的产物。它不是建立在你我对抗世界原则基础上的排他性阶层。相反，它是包容性的，不是强制的。出于团结而行动意味着相互支持和挺身而出——认识到一个人的命运在于另一个人的命运之中。这是一种以合作实践为特征、以对他人的福祉或共同利益的关注而得到加强的纽带。它为保护人类尊严而战，倾听并回应最脆弱者的呼声。

题目与逐题解析

46. What does the author say about human beings?

- A) They cannot prosper without cooperating with each other.
- B) They share a common interest and believe in a just cause.
- C) They think and behave alike in different social groups.
- D) They cannot gain independence without fighting for it.

作者对人类有何看法？

- A) 他们若不相互合作就无法繁荣发展。 B) 他们有共同的利益并相信正义的事业。
- C) 他们在不同社会群体中的思维和行为方式相似。 D) 他们若不为之抗争就无法获得独立。

【答案】 **A** (细节题)

【判型】 What does the author say about human beings? 问的是作者就 human beings 这一具体对象说了什么，落点在某一具体陈述上而非整篇主旨。

【拆句】 What does the author say about human beings? 是常规疑问句结构，主干 "the author say", 关于 human beings, 无从句、无否定、无比较，结构平铺直叙，无陷阱。

【定位】 As interdependent beings we cannot thrive independent of others.
作为相互依赖的存在，我们无法脱离他人独自繁荣兴盛。

【选项】 **A) ✓ 正确**

thrive ↔ prosper

cannot thrive independent of others ↔ cannot prosper without cooperating with each other

They cannot prosper without cooperating with each other. 把 cannot thrive independent of others 改写为"必须合作才能兴旺"，正是预判内容的同义转述。

B) 偷换概念

They share a common interest and believe in a just cause. 取自 we share a common interest, or who also believe in a cause we are serious about, 但原文这是"喜欢和谁一起工作"的举例，不是对 human beings 的总体陈述；且 cause 被偷换为 just cause (正义事业)。

C) 过度推断

They think and behave alike in different social groups. 声称"在不同群体中想法行为都一样"，原文只说人喜欢和"like-minded"的人共事，并未说人在所有群体中思想行为都相同。

D) 与原文相反

They cannot gain independence without fighting for it. 谈"独立要靠斗争争取"，但原文 we cannot thrive independent of others 强调的是"无法独立"而非"为独立而战"，话题相反。

47. What do we learn about solidarity in an increasingly diverse society?

- A) It gives rise to a complicated division of labor.
- B) It involves many aspects with great complexity.
- C) It brings individuals together as environment changes.
- D) It embraces the characteristics of different individuals.

关于日益多元化社会中的团结,我们了解到什么?

- A) 它引发了复杂的劳动分工。 B) 它涉及许多具有高度复杂性的方面。
- C) 它随着环境变化将个体凝聚在一起。 D) 它包容不同个体的特征。

【答案】 **B** (细节题)

【判型】 What do we learn about solidarity in an increasingly diverse society? 提问限定在"多元化社会下的 solidarity"这一局部, 并非整篇主旨。

【拆句】 What do we learn about solidarity in an increasingly diverse society? 主干 "we learn about solidarity", 介词短语 "in an increasingly diverse society" 限定语境, 无难句结构。

【定位】 In this increasingly diverse society we live in, solidarity takes on a complex and multifaceted character as it forms bonds of interdependence among unique individuals living in a fast-changing environment and working within a complex division of labor.

在我们所处的这个日益多元化的社会里, solidarity 呈现出复杂而多面的特征, 因为它在快速变化的环境中、在复杂的分工内部, 于各不相同的个体之间形成了相互依赖的纽带。

【选项】 A) **强加因果**

It gives rise to a complicated division of labor. 说 solidarity 导致了复杂分工, 但原文 working within a complex division of labor 是说 solidarity 发生在"复杂分工"之内, 分工是背景而非结果。

B) **✓ 正确**

takes on a complex and multifaceted character ↔

involves many aspects with great complexity

takes on ↔ **involves**

involves many aspects with great complexity 同时覆盖原文的 complex 和 multifaceted 两个核心修饰语, 且未做任何额外延伸。

C) **以偏概全**

It brings individuals together as environment changes. 把"形成相互依赖纽带"窄化为"把个体聚拢", 且偷换了主线——题干问的是"我们关于 solidarity 在多元社会中学到什么", 正确答案应概括其"特征", C 选了一处细节当主答。

D) **偷换概念**

It embraces the characteristics of different individuals. 说 solidarity"接纳"个体差异, 但原文只说它在 unique individuals 之间形成纽带, 并未说它"接纳"或"包含"个体特征。

48. What would we witness in the setting of communitarianism?

- A) Ruling of social norms and ridding of individuality.
- B) Emphasis on the adherence to individual differences.
- C) Sacrifice of personal interests for the common good.
- D) Elimination of individualism and personal choices.

在社群主义的背景下我们会看到什么？

- A) 社会规范的统治和个性的消除。
- B) 强调坚持个体差异。
- C) 为了公共利益而牺牲个人利益。
- D) 消除个人主义和个人选择。

【答案】 **C** (细节题)

【判型】 What would we witness in the setting of communitarianism? 问的是该情境下会观察到什么，指向文中具体描述句。

【拆句】 What would we witness in the setting of communitarianism? 主干 "we would witness", "in the setting of communitarianism" 限定情境，would 表示一般陈述语气，无难点。

【定位】 In this setting, individuals give up their own interests to serve the common good.
在这种情境下，个人放弃自身利益以服务于共同利益。

【选项】 A) **以偏概全**

Ruling of social norms and ridding of individuality. 把"个体在某情境下放弃个人利益"夸大为"社会规范统治、个性被彻底清除"，原文虽提到 individuality 被牺牲，但用的是 sacrificed (让位) 而非 ridding (彻底清除)。

B) **与原文相反**

Emphasis on the adherence to individual differences. 说社群主义强调坚持个体差异，但原文 strict adherence to social cohesiveness and exclusiveness restricts expression and practice of individual differences 明说它限制了个体差异的表达，完全相反。

C) **✓ 正确**

individuals give up their own interests ↔ **Sacrifice of personal interests**
to serve the common good ↔ **for the common good**

Sacrifice of personal interests for the common good. 是对 individuals give up their own interests to serve the common good 的完整、保守的名词化改写，与预判完全吻合。

D) **过度推断**

Elimination of individualism and personal choices. 用 Elimination (彻底消除) 描述社群主义的效果，但原文只说 individuality and autonomy are sacrificed (让位/牺牲)，并未达到"彻底消除"的程度。

49. What does solidarity entail according to the passage?

- A) A limit to personal differences.
- B) An opposition to individualism.
- C) A hindrance to social advancement.
- D) An inevitable end to liberal pursuits.

根据文章,团结意味着什么?

- A) 对个人差异的限制。
- B) 对个人主义的反对。
- C) 对社会进步的阻碍。
- D) 自由主义追求的必然终结。

【答案】 **B** (细节题)

【判型】 What does solidarity entail according to the passage? 询问 solidarity 本质内涵, 对应文中明确陈述句。

【拆句】 What does solidarity entail according to the passage? 标准疑问句, 谓语动词 entail 是关键考词, "according to the passage" 为状语, 结构简单。

【定位】 Solidarity is also viewed as a reaction to the extreme emphasis on individualism and freedom of choice.

solidarity 也被视为对极端强调个人主义与选择自由的一种反应 (反对)。

【选项】 A) **张冠李戴**

A limit to personal differences. 来自 restricts expression and practice of individual differences, 那是讲社群主义的代价, 不是讲 solidarity 整体的内涵; 题干问的是 solidarity entail 什么。

B) **✓ 正确**

a reaction to the extreme emphasis on individualism ↔ **An opposition to individualism**
the extreme emphasis on individualism and freedom of choice ↔ **individualism**

An opposition to individualism 是 a reaction to the extreme emphasis on individualism 最直接的同义改写, 与预判一致。

C) **张冠李戴**

A hindrance to social advancement. 把 solidarity 说成"社会进步的障碍", 但原文 see society as a hindrance to their freedom to make choices 是说"自由派认为社会是其自由的障碍", hindrance 的主语应为 society 而非 solidarity; 并且 P7 明说 solidarity 是 order and progress 的关键。

D) **过度推断**

An inevitable end to liberal pursuits. 说 solidarity 会"不可避免地终结"自由派追求, 但原文只说它是对极端个人主义的 reaction (反对/回应), 并未说会"终结"或必然成功, 且 inevitable 加重了语气。

50. What do social theorists think of solidarity?
- A) It is especially relevant to the most vulnerable.
 - B) It is most effective in protecting human dignity.
 - C) It is essential to progress and order in society.
 - D) It is indispensable to avoiding shallow relationships.

社会理论家如何看待团结？

- A) 它与最弱势群体尤其相关。 B) 它在保护人类尊严方面最为有效。
C) 它对社会的进步与秩序至关重要。 D) 它对于避免肤浅关系不可或缺。

【答案】 C (细节题)

【判型】 What do social theorists think of solidarity? 问的是 social theorists 这一具体群体的看法，定位明确，不是整篇作者主旨。

【拆句】 What do social theorists think of solidarity? 主语 "social theorists", think of 是固定搭配"看待/认为", 结构平铺直叙。

【定位】 But despite its many facets, social theorists have viewed solidarity as a key factor in bringing about order and progress in society.

但是，尽管 solidarity 有诸多面向，社会理论家们仍把它视为推动社会秩序与进步的关键因素。

【选项】 A) 以偏概全

It is especially relevant to the most vulnerable. 取自 listens to and acts on the cries of the most vulnerable, 原文这是对 solidarity 内涵的一种延伸描述，且"especially relevant"是干扰项的额外断言；题干问的是社会理论家对 solidarity 的整体看法，而非"它最关乎谁"。

B) 过度推断

It is most effective in protecting human dignity. 用 most effective (最有效) 做绝对化判断，但原文 It fights for the protection of human dignity 仅说它"为人类尊严而战"，并未与其他事物比较"最有效"。

C) ✓ 正确

a key factor in bringing about order and progress in society ↔

essential to progress and order in society

bringing about order and progress in society ↔ progress and order in society

essential to progress and order in society 是 a key factor in bringing about order and progress in society 的标准同义改写，与预判完全对应。

D) 偷换概念

It is indispensable to avoiding shallow relationships. 说 solidarity 对"避免肤浅关系"必不可少，但原文 they regard a genuine solidarity as more than just shallow relationships based on common interests 是说"真正的 solidarity 不仅仅是肤浅关系"，是在界定 solidarity 本身，而非说它用于"避免肤浅关系"。

15 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。

As interdependent beings we cannot thrive independent of others.

第1段，第1句

本句在成分划分上有多个训练点：状语从句的省略现象（需补出主语和系动词）、情态动词谓语结构、方式状语 "independent of others" 与表语的区别（易误判为表语）、不及物动词的识别。这些都是学习者常见的易错点，覆盖了省略、状语、情态动词等多种成分类型，训练价值较高。

We like to work with people who are like-minded, with whom we share a common interest, or who also believe in a cause we are serious about.

第1段，第2句

多个定语从句并列修饰同一名词，以及定语从句内部再嵌套定语从句，是四六级和考研阅读中的高频句式。掌握本句的分析方法可以直接迁移到大量真题长难句，具有很强的典型性和复用价值。

If your answers are affirmative, then you are experiencing a micro version of solidarity.

第2段，第4句

If 引导的条件状语从句加主句是四六级和考研阅读中非常常见的句式，这种前置条件从句的结构在真题中频繁出现，掌握后可大量复用

In this increasingly diverse society we live in, solidarity takes on a complex and multifaceted character as it forms bonds of interdependence among unique individuals living in a fast-changing environment and working within a complex division of labor.

第4段，第1句

本句综合训练价值高：主干识别难度适中，嵌套复杂度较高但不过分，时态简单不构成障碍，成分丰富且包含多个典型易错点，结构高度典型。对目标读者来说，这是一个既有挑战性又有代表性的优质练习句，值得优先用于句子结构和时态分析训练。

In this setting, individuals give up their own interests to serve the common good.

第5段，第2句

简单句结构在四六级和考研阅读中常见,尤其"动词+宾语+to do目的状语"是高频句式,具有一定典型性,但因无从句,代表性不如复杂句

Consequently, individuality and autonomy are sacrificed to maintain the unity of the group.

第5段，第4句

结构较典型：被动语态 + 目的状语是四六级和考研阅读中的常见句式，尤其在议论文中常用此结构陈述普遍现象或因果关系；掌握后可迁移到类似句子，但本句无从句，代表性略逊于含从句的复杂句式。

It goes against the liberal idea of unrestricted individuals who see society as a hindrance to their freedom to make choices and to act according to what is good for them regardless of how these will affect others.

第6段，第2句

覆盖主谓宾、主系表、宾语补足语、定语、状语等多种成分,尤其包含 "see...as..." 结构、不定式作定语、介词短语带出宾语从句等典型易错点,且两个宾语从句中 "what" 和 "how" 既引导从句又在从句内部充当成分,练习识别价值高。

But despite its many facets, social theorists have viewed solidarity as a key factor in bringing about order and progress in society.

第7段，第1句

本句的 "主语 + 谓语 + 宾语 + 宾语补足语" 结构，以及 "view... as..." 的固定搭配，都是四六级和考研阅读中的高频句式。让步状语和后置定语的组合也很典型。掌握这种结构后可以迁移到大量类似句子，代表性较强。

They believe that for human society to survive as it becomes more diverse, more new bonds need to be formed based on the differences.

第7段，第2句

本句成分丰富且典型：主句包含宾语从句，宾语从句内有主语、谓语、目的状语、后置定语，状语从句内有主系表结构。特别是 "for...to" 目的状语结构、被动不定式、过去分词作后置定语等，都是四六级和考研常考易错点，训练价值较高。

In the light of this, they regard a genuine solidarity as more than just shallow relationships based on common interests.

第7段，第3句

"regard ... as ..." 结构是四六级和考研阅读中的高频句型，常用于表达观点或态度。后置定语（过去分词短语修饰名词）也是学术文章和考试真题中的典型结构。句首状语 + 主句的布局同样常见。学生掌握本句的结构分析方法后，可以直接迁移到大量类似句子的理解中，具有较高的复用价值。虽然本句不涉及从句等更复杂的结构，但其核心句型的典型性很强。

Acting out of solidarity means supporting and standing up for each other — in recognition that one's fate is in the fate of the other.

第7段，第7句

动名词作主语、同位语从句、介词短语作状语都是四六级和考研阅读中的高频句式，且"抽象名词 + that 同位语从句"是典型考点。句式规整，掌握后可迁移到大量类似句子。

They cannot prosper without cooperating with each other.

第46题，A

简单句结构在四六级和考研真题中较为常见，情态动词 cannot 的用法以及介词短语作状语也是高频考点。但本句缺少从句、并列结构等更复杂的典型句式，作为代表性句式的迁移价值中等。

They cannot gain independence without fighting for it.

第46题，D

"主语 + 情态动词 + 动词 + 宾语 + 介词短语状语" 是四六级和考研常见句式，情态动词和介词短语状语都是高频考点，具有一定代表性

It gives rise to a complicated division of labor.

第47题，A

本句为标准的主谓宾简单句，结构通用且常见，但过于基础，缺乏四六级或考研真题中常考的从句、并列、修饰等复杂结构特征，作为考试句式代表性一般。

It is especially relevant to the most vulnerable.

第50题, A

涵盖主系表结构和介词短语状语, 成分种类单一, 没有易错的定语从句、双宾语、宾补等复杂成分, 作为入门练习尚可, 但缺乏进阶训练价值。

HIGH-FREQUENCY • 真题高频词

本篇出现的 92 个英语六级真题高频词

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

solidarity C1

n. 团结一致

本篇11次 · 真题 16 句

individual B2

adj. 单独的

本篇7次 · 真题 142 句

diverse B2

adj. 多种多样的

本篇3次 · 真题 24 句

bond B2

n. 纽带

本篇3次 · 真题 14 句

individualism C1

n. 个人主义 (强调个人自由和独立的信念)

本篇3次 · 真题 8 句

relationship B1

n. 关系

本篇2次 · 真题 168 句

view A2

n. 观点, 看法

本篇2次 · 真题 134 句

base A2

n. 基础

本篇2次 · 真题 126 句

according B1

prep. 根据

本篇2次 · 真题 96 句

increasingly B2

adv. 越来越; 日益; 不断增加地

本篇2次 · 真题 78 句

complex B2

adj. 复杂的, 难懂的

本篇2次·真题 61 句

principle B2

n. 原则, 准则

本篇2次·真题 54 句

being B1

n. 存在

本篇2次·真题 46 句

labor B1

n. 劳动

本篇2次·真题 42 句

vulnerable C1

adj. 易受伤害的

本篇2次·真题 30 句

sacrifice B2

n. 牺牲

本篇2次·真题 27 句

freedom B1

n. 自由

本篇2次·真题 26 句

setting B1

n. 环境

本篇2次·真题 22 句

emphasis B2

n. 强调

本篇2次·真题 18 句

collective B2

adj. 集体的

本篇2次·真题 17 句

division B1

n. 分开

本篇2次·真题 16 句

liberal C1

adj. 开明的

本篇2次·真题 13 句

fate B2

n. 命运

本篇2次·真题 11 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 568 句

product A2

n. 产品

本篇1次·真题 271 句

author A2

n. 作者

本篇1次·真题 264 句

benefit B1

n. 好处

本篇1次 · 真题 244 句

community B1

n. 社区

本篇1次 · 真题 163 句

affect B1

v. 影响

本篇1次 · 真题 116 句

factor B1

n. 因素

本篇1次 · 真题 108 句

support A2

v. 支持

本篇1次 · 真题 103 句

gain B1

v. 获得;赢得

本篇1次 · 真题 96 句

effective B1

adj. 有效的, 起作用的

本篇1次 · 真题 94 句

concern B1

v. 涉及

本篇1次 · 真题 88 句

belief B1

n. 相信

本篇1次 · 真题 85 句

involve B1

v. 包含

本篇1次 · 真题 82 句

region B1

n. 地区

本篇1次 · 真题 78 句

despite B1

prep. 尽管

本篇1次 · 真题 77 句

nation B1

n. 国家

本篇1次 · 真题 76 句

organization B1

n. 组织

本篇1次 · 真题 73 句

significant B2

adj. 重要的

本篇1次 · 真题 65 句

maintain B1

v. 维持

本篇1次 · 真题 64 句

various B1

adj. 各种各样的

本篇1次·真题 63 句

extreme B2

adj. 极度的

本篇1次·真题 60 句

essential B1

adj. 必不可少的

本篇1次·真题 55 句

unique B2

adj. 独特的

本篇1次·真题 54 句

limit B1

n. 限度

本篇1次·真题 51 句

aspect B2

n. 方面

本篇1次·真题 50 句

protection B1

n. 保护

本篇1次·真题 42 句

survive B1

v. 幸存

本篇1次·真题 42 句

relevant B2

adj. 相关的

本篇1次·真题 38 句

opinion A2

n. 观点

本篇1次·真题 37 句

characteristic B2

n. 特征

本篇1次·真题 36 句

recognition B2

n. 认可

本篇1次·真题 31 句

character B1

n. 性格

本篇1次·真题 30 句

embrace B2

v. 拥抱

本篇1次·真题 30 句

complicated B2

adj. 复杂的

本篇1次·真题 29 句

preference B2

n. 偏爱

本篇1次·真题 29 句

expression B1

n. 表达

本篇1次·真题 27 句

regardless B2

adv. 不管

本篇1次·真题 27 句

strengthen B2

v. 加强

本篇1次·真题 27 句

thrive B2

v. 茁壮成长

本篇1次·真题 27 句

norm B2

n. 常态

本篇1次·真题 26 句

behave B1

v. 表现, 举止

本篇1次·真题 25 句

pursuit B2

n. 追求

本篇1次·真题 25 句

version B1

n. 版本

本篇1次·真题 22 句

definition B2

n. 定义

本篇1次·真题 19 句

inevitable B2

adj. 必然发生的

本篇1次·真题 19 句

organize B1

v. 组织, 安排 (活动、会议等)

本篇1次·真题 19 句

witness B2

n. 目击者

本篇1次·真题 19 句

advancement B2

n. 进步

本篇1次·真题 18 句

autonomy C1

n. 自主权

本篇1次·真题 17 句

cooperate B2

v. 合作

本篇1次·真题 17 句

found A1

v. find 的过去式和过去分词

本篇1次·真题 17 句

reaction B1

n. 反应

本篇1次·真题 16 句

alike B1

adj. 相似的

本篇1次·真题 15 句

existence B2

n. 存在;生存

本篇1次·真题 15 句

independence B2

n. 独立;自主

本篇1次·真题 15 句

characterize C1

v. 是...的特征

本篇1次·真题 14 句

belong A2

v. 属于 (某人)

本篇1次·真题 13 句

strategic B2

adj. 战略 (性) 的

本篇1次·真题 13 句

opposition B2

n. 反对

本篇1次·真题 12 句

self B1

n. 自我

本篇1次·真题 12 句

shared A2

adj. 共享的

本篇1次·真题 12 句

complexity B2

n. 复杂性

本篇1次·真题 9 句

consciousness C1

n. 意识

本篇1次·真题 9 句

consequently B2

adv. 因此, 所以

本篇1次·真题 9 句

genuine B2

adj. 真的

本篇1次·真题 9 句

unity B2

n. 团结

本篇1次·真题 9 句

calculation B2

n. 计算

本篇1次·真题 8 句

entail C1

v. 使必然发生

本篇1次 · 真题 8 句

restrict B2

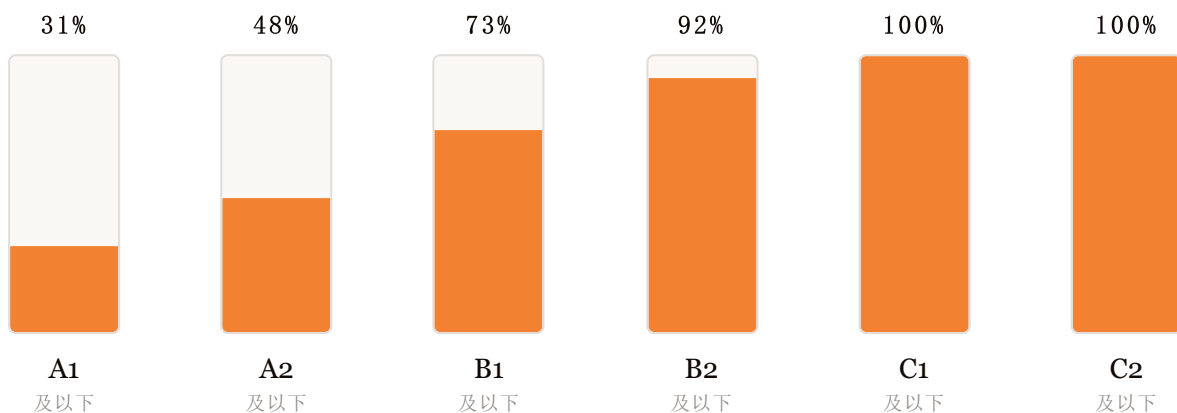
v. 限制

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 216 词按 CEFR 难度累积覆盖

全文去重后共 **216** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 18 个 · 约 8%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 216 个 · 末柱为 100%

去重总词数

216

B2 以上难词

8%

B1 及以下覆盖

73%

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

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

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析 · 51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2025年12月·第2套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 9 段原文（段首标 P1-P9 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第2套(2025-12) · 英语六级

Part III Section C (2)

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

Passage Two

Questions 51 to 55 are based on the following passage.

P1 People who repeatedly give unwanted advice can be well-meaning and genuinely want to help. Others might do this out of a sense of self-worth around the ability to influence others. One study found that people with a high tendency to seek power were more likely to give advice than those with an opposite tendency.

反复提供不请自来的建议的人可能出于好意,真心想要帮忙。另一些人这样做可能是出于一种围绕影响他人能力的自我价值感。一项研究发现,权力寻求倾向高的人比倾向相反的人更容易给出建议。

P2 Under the guise(外表) of unselfishness, people may be driven to give you unwanted advice because it makes them feel powerful or in control. They may not be fully aware of this drive, however. 在无私的外表下,人们可能被驱使给你提供不想要的建议,因为这让他们感到强大或能够掌控。然而,他们可能并未完全意识到这种驱动力。

P3 These people may also display a problematic degree of emotional vulnerability, becoming upset very quickly, and taking a long time to calm down. It is possible that their emotions were only validated in childhood when they were at their loudest, encouraging them to adopt responses to discomfort that are excessive in most situations.

这些人还可能表现出问题性的情绪脆弱程度,很快变得心烦意乱,需要很长时间才能平静下来。有可能他们的情绪在童年时期只有在最大声时才得到认可,这促使他们采用在大多数情况下都过度的不适应方式。

P4 When someone is giving advice in order to make themselves feel more powerful, there is underlying anxiety to their behavior that recipients of the advice tend to notice. It can be tempting in this situation to react harshly to the advice giver and to accuse them of being manipulative, but this approach might produce an undesired result.

当某人为了让自己感觉更强大而给出建议时,他们的行为背后有焦虑,建议的接受者往往会注意到这一点。在这种情况下,对建议给予者做出严厉反应并指责他们具有操纵性可能很诱人,但这种方法可能会产生不希望的结果。

P5 If the act of giving advice is contributing actively to someone's feelings of self-worth, an outright(直率的) rejection may be perceived as a threat, activating their fight-or-flight response, possibly causing them to double down on their validation-seeking behavior, or leading to a larger conflict.

如果给出建议的行为正在积极促成某人的自我价值感,直率的拒绝可能被视为一种威胁,激活他们的战斗或逃跑反应,可能导致他们加倍寻求认可的行为,或导致更大的冲突。

P6 The key is to validate without over-identifying. You can let them know that you have heard them and appreciate where they are coming from without taking on the potentially damaging narrative that you could not have gotten by without their help. You had better say something like, "Thanks for the idea. I have my own plan for handling this, but I really appreciate your perspective and will take it into consideration. Can I let you know when I need help in the future?"

关键是要认可但不要过度认同。你可以让他们知道你听到了他们的意见,理解他们的出发点,而不必接受那种可能有害的叙事,即没有他们的帮助你就无法做到。你最好说些类似这样的话:'感谢你的想法。我有自己处理这件事的计划,但我真的很感激你的观点,会将它纳入考虑。将来我需要帮助时可以告诉你吗?'

P7 If you have trouble setting boundaries tactfully, prioritize working on your own ability to self-regulate. As uncomfortable as it may be to continuously receive, if you can respond with compassion, the situation will likely defuse much faster.

如果你在巧妙地设定界限方面有困难,优先致力于提高自己的自我调节能力。尽管持续接受可能令人不舒服,但如果你能以同情心回应,情况可能会更快缓和。

P8 Though it is usually not the intended outcome of giving unsolicited advice, many who receive it often feel stressed, offended, or simply annoyed by unwanted suggestions. Setting a boundary in this regard, if you feel you need one, is perfectly reasonable and something that can bring you increased emotional safety.

尽管这通常不是主动提供建议的预期结果,但许多接受建议的人常常因不想要的建议而感到压力、被冒犯或只是感到恼火。在这方面设定界限,如果你觉得需要,是完全合理的,也是能给你带来更多情感安全的事情。

P9 It is best to set boundaries in a way that takes into account the individual's underlying reasons for doing what they are doing to avoid unnecessary conflict and more stress.

最好以考虑到个人做事的潜在原因的方式设定界限,以避免不必要的冲突和更多压力。

题目与逐题解析

51. What is the finding of one study about people who keep giving unsolicited advice?

- A) They turn out to be well-meaning.
- B) They are genuinely kind-hearted.
- C) They are capable of influencing others.
- D) They are inclined to crave for power.

一项研究关于不断提供主动建议的人有什么发现？

- A) 他们原来是出于好意的。 B) 他们确实心地善良。 C) 他们有能力影响他人。
- D) 他们倾向于渴望权力。

【答案】 **D** (细节题)

【判型】 题干 What is the finding of one study 指向某个具体研究的事实性结论，不含 infer/imply/mainly。

【拆句】 题干主干是 What is the finding of one study, about 引导的介词短语修饰 finding, 限定研究对象是 people who keep giving unsolicited advice (who 引导定语从句修饰 people)。结构平铺直叙，无陷阱。

【定位】 One study found that people with a high tendency to seek power were more likely to give advice than those with an opposite tendency.

一项研究发现，求权欲望强的人比求权欲望相反（低）的人更倾向于给出建议。

【选项】 A) **答非所问**

They turn out to be well-meaning 取自首句 can be well-meaning，但那只是 give advice 的一种可能动机的铺垫，并非“研究的发现”。

B) **答非所问**

They are genuinely kind-hearted 改写自 genuinely want to help，同样位于铺垫句，不是研究结论。

C) **偷换概念**

They are capable of influencing others 把 self-worth around the ability to influence others 中“自我价值感来自影响他人的能力”误读为“具备影响他人能力”，且这同样不在 study 结论里。

D) **✓ 正确**

a high tendency to seek power ↔ **inclined to crave for power**

四项中只有 inclined to crave for power 与预判“求权欲强者更爱给建议”形成 1:1 同义对应。

52. What is the problem with people who are driven to give you unsolicited advice?

- A) They may be quick to upset others.
- B) They may be emotionally vulnerable.
- C) They want their voice to be the loudest.
- D) They respond to discomfort excessively.

那些被驱使向你提供主动建议的人有什么问题？

- A) 他们可能很快就会让别人不高兴。 B) 他们可能在情感上很脆弱。 C) 他们想让自己的声音最响亮。
D) 他们对不适过度反应。

【答案】 B (细节题)

【判型】 题干 What is the problem with 指向一个可在原文中找到具体描述的缺陷。

【拆句】 主干 What is the problem, 介词短语 with people who are driven to give you unsolicited advice 修饰 problem; who 引导被动语态定语从句。注意 driven 是被动，表示“被某种力量驱使”，而不是主动选择。

【定位】 These people may also display a problematic degree of emotional vulnerability, becoming upset very quickly, and taking a long time to calm down.

这些人还可能表现出某种程度上有问题的情绪脆弱性——很快就情绪激动，且久久不能平复。

【选项】 A) 张冠李戴

They may be quick to upset others 把原文中“自己易激动”扭曲为“使他人易激动”——动作发出者由 these people 变成对他人施加影响。

B) ✓ 正确

a problematic degree of emotional vulnerability ↔ **emotionally vulnerable**

预判的“情绪脆弱”在四项中只与 emotionally vulnerable 对应；A/C/D 都来自定位句的修饰部分。

C) 偷换概念

They want their voice to be the loudest 改自 their emotions were only validated in childhood when they were at their loudest, 那是对成因的猜测且发生在童年，并非“现在的问题”本身。

D) 答非所问

They respond to discomfort excessively 取自 adopt responses to discomfort that are excessive in most situations, 那是脆弱情绪导致的“反应方式”，是表现/后果，而题干问的是“问题本身”。

53. What is the advice receiver tempted to do when noticing the advice giver's underlying anxiety?

- A) Reveal the undesired result of their approach.
- B) Refuse their advice in an undisguised manner.
- C) Bring their real motives to the surface.
- D) Accuse them of trying to control others.

当注意到建议提供者潜在的焦虑时,建议接受者会倾向于做什么?

- A) 揭示他们的方法所带来的不良结果。 B) 以不加掩饰的方式拒绝他们的建议。
C) 将他们的真实动机揭露出来。 D) 指责他们试图控制他人。

【答案】 **D** (细节题)

【判型】 题干 What is the advice receiver tempted to do 指向一个原文中可直接对应的具体行为。

【拆句】 主干 What is the advice receiver tempted to do, when 引导时间状语从句 when noticing the advice giver's underlying anxiety (noticing 为分词短语)。注意 tempted to do 不等于“已经做”,而是“被诱使想去做”。

【定位】 It can be tempting in this situation to react harshly to the advice giver and to accuse them of being manipulative, but this approach might produce an undesired result.

在这种情况下,人很容易被诱使去强硬回怼劝告者并指责他们在操控自己,但这种做法可能导致不希望出现的结果。

【选项】 A) **无中生有**

Reveal the undesired result of their approach 把原文 this approach might produce an undesired result 中“己方做法的结果”硬塞为“揭露对方做法的结果”,且 reveal 这一动作原文从未出现。

B) **张冠李戴**

Refuse their advice in an undisguised manner 取自 an outright rejection 的 outright (直率的),属于 Q54 区间内容;与 Q53 问的“被诱使做什么”无关。

C) **无中生有**

Bring their real motives to the surface 谈“把真实动机暴露出来”,原文虽提到 They may not be fully aware of this drive,但从未说被诱使去把动机带到台面上。

D) **✓ 正确**

accuse them of being manipulative ↔ **Accuse them of trying to control others**

在 to react harshly 与 to accuse them of being manipulative 两个候选动作里,只有 Accuse them of trying to control others 与后者形成精确同义改写。

54. How is the advice giver likely to react to the rejection of their advice?

- A) They may regard it as a threat.
- B) They may modify their behavior.
- C) They get ready for a larger conflict.
- D) They begin to doubt their self-worth.

建议提供者对他们的建议被拒绝可能会有什么反应？

- A) 他们可能会将其视为一种威胁。
- B) 他们可能会改变自己的行为。
- C) 他们为更大的冲突做好准备。
- D) 他们开始怀疑自己的自我价值。

【答案】 A (细节题)

【判型】 题干 How is the advice giver likely to react 问的是一个原文中有具体描述的反应方式。

【拆句】 主干 How is the advice giver likely to react, to 引导的介词短语 to the rejection of their advice 表反应对象。likely to 是预测性短语，对应原文的 may/possibly 等情态表达。

【定位】 If the act of giving advice is contributing actively to someone's feelings of self-worth, an outright rejection may be perceived as a threat, activating their fight-or-flight response, possibly causing them to double down on their validation-seeking behavior, or leading to a larger conflict.

如果给建议这一行为正主动地构建着对方的自我价值感，那么一次直率的拒绝可能被对方视为威胁，激活其“战或逃”反应，可能导致他们加倍寻求认可，或引发更大的冲突。

【选项】 A) ✓ 正确

may be perceived as a threat ↔ **They may regard it as a threat**

预判“视为威胁”在四项中只与 They may regard it as a threat 形成 1:1 同义对应；

B/C/D 均取自定位句末尾的分词链或脱离原文。

B) 与原文相反

They may modify their behavior 暗示劝告者会调整行为；原文却是 double down on their validation-seeking behavior——加倍重复原行为，方向相反。

C) 过度推断

They get ready for a larger conflict 描述劝告者“准备好”打更大架；原文是 possibly...leading to a larger conflict，只是分词链中可能的下游结果，并非劝告者主动准备。

D) 与原文相反

They begin to doubt their self-worth 说劝告者开始怀疑自己；原文方向相反——他们的 self-worth 被威胁后，会更努力地寻求认可 (double down on validation-seeking)，而不是怀疑。

55. What should the advice receiver do to avoid unnecessary conflict?

- A) Concede the advice is perfectly reasonable.
- B) Give their reasons for not taking the advice.
- C) Understand why the advice giver offers the advice.
- D) Explain their chosen way of handling the situation.

建议接受者应该怎么做才能避免不必要的冲突？

- A) 承认该建议是完全合理的。 B) 给出他们不采纳该建议的理由。
C) 理解建议提供者为什么要提供这个建议。 D) 解释他们所选择的处理情况的方式。

【答案】 C (细节题)

【判型】 题干 What should the advice receiver do 指向作者给出的明确建议，文章末段往往有归纳。

【拆句】 主干 What should the advice receiver do, to 引导目的状语 to avoid unnecessary conflict. should 是关键情态动词，意味着答案对应文中明确的建议性陈述，而非可能性陈述。

【定位】 It is best to set boundaries in a way that takes into account the individual's underlying reasons for doing what they are doing to avoid unnecessary conflict and more stress.

最好以一种顾及当事人行为背后深层动机的方式来设界限，以避免不必要的冲突和更多压力。

【选项】 A) 张冠李戴

Concede the advice is perfectly reasonable 让步承认建议合理，是放弃自己立场；原文是劝考者“自己设界限是 perfectly reasonable”，主语完全不同。

B) 偷换概念

Give their reasons for not taking the advice 让 receiver 说出自己的拒绝理由；原文范本话术 I have my own plan for handling this 谈的是“我自有方案”，并未要求陈述拒绝理由，更不是 P9 给出的总策略。

C) ✓ 正确

takes into account the individual's underlying reasons for doing what they are doing ↔

Understand why the advice giver offers the advice

预判“顾及对方深层动机”在四项中只与 Understand why the advice giver offers the advice 形成 1:1 同义对应。

D) 以偏概全

Explain their chosen way of handling the situation 描述 receiver 解释自己的处理方式，对应 I have my own plan for handling this 的示范话术之一，但题干问的是“避免冲突的做法”——文末 P9 的总结才是答案。

17 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。

One study found that people with a high tendency to seek power were more likely to give advice than those with an opposite tendency.

第1段，第3句

主句 + 宾语从句 + 内嵌比较结构是四六级和考研阅读中的常见句式，尤其 find that 引出研究发现、more ... than 构成比较，均为高频模式。掌握后可大量复用于科研类文本的理解。

It is possible that their emotions were only validated in childhood when they were at their loudest, encouraging them to adopt responses to discomfort that are excessive in most situations.

第3段，第2句

本句涵盖形式主语与真实主语、主语从句、时间状语从句、现在分词作状语、限制性定语从句等多种成分，且各成分在句中的位置和作用都比较典型，适合练习成分划分和识别嵌套结构。特别是形式主语结构和现在分词短语的识别，对学生是常见易错点，训练价值较高。

When someone is giving advice in order to make themselves feel more powerful, there is underlying anxiety to their behavior that recipients of the advice tend to notice.

第4段，第1句

句子覆盖了存在句的主语识别、状语从句的位置判断、定语从句中关系代词充当宾语的情况、目的状语 in order to 的识别等多种成分类型，且定语从句中 that 作宾语容易被误判为主语，具有较好的成分划分训练价值。

It can be tempting in this situation to react harshly to the advice giver and to accuse them of being manipulative, but this approach might produce an undesired result.

第4段，第2句

形式主语 it 结构 (it is/can be + 形容词 + to do) 在四六级和考研阅读中频繁出现，是常考句式之一。并列句通过 but 连接也是真题中的典型结构。掌握本句可以迁移到大量类似句型的理解和分析上。

If the act of giving advice is contributing actively to someone's feelings of self-worth, an outright(直率的) rejection may be perceived as a threat, activating their fight-or-flight response, possibly causing them to double down on their validation-seeking behavior, or leading to a larger conflict.

第5段，第1句

本句覆盖主语、谓语、表语、状语（含条件状语从句、方式状语、并列的结果/伴随状语）等多种成分，并列现在分词短语的辨析、情态被动结构的拆解、介词短语状语与宾语的区分等都是值得练习的考点，成分种类丰富且含易错点。

You can let them know that you have heard them and appreciate where they are coming from without taking on the potentially damaging narrative that you could not have gotten by without their help.

第6段，第2句

本句呈现的宾语从句嵌套、同位语从句、情态动词完成式、使役动词结构等，都是四六级和考研阅读中高频出现的句式。尤其是宾语从句内再嵌套宾语从句、以及同位语从句解释抽象名词的用法，是长难句的典型特征。掌握本句的结构分析方法，可以迁移到大量类似的复杂句中，代表性强。

You had better say something like, "Thanks for the idea. I have my own plan for handling this, but I really appreciate your perspective and will take it into consideration. Can I let you know when I need help in the future?"

第6段，第3句

本句涵盖主谓宾基本结构、直接引语作宾语、时间状语从句等成分，引语内部还包含并列句和多种状语。特别是直接引语作宾语、时间状语从句的识别，以及 "had better" 情态结构的判定，都是值得练习的常见考点。成分种类较丰富，适合作为划分练习句。

If you have trouble setting boundaries tactfully, prioritize working on your own ability to self-regulate.

第7段，第1句

条件状语从句 + 祈使句主句是四六级和考研阅读中的常见句式,用于给出建议或指令;动名词作宾语和定语也是高频考点;句式简洁且迁移性强,掌握后可大量复用于理解类似建议句和条件句

As uncomfortable as it may be to continuously receive, if you can respond with compassion, the situation will likely defuse much faster.

第7段，第2句

本句涵盖主语、谓语、表语、状语等多种成分，且包含形式主语"it"与真正主语"to continuously receive"的对应关系，以及介词短语"with compassion"作方式状语。让步从句的倒装结构和不定式短语作主语都是值得练习的考点。

Though it is usually not the intended outcome of giving unsolicited advice, many who receive it often feel stressed, offended, or simply annoyed by unwanted suggestions.

第8段，第1句

让步状语从句 + 主句的结构,以及主语后紧跟定语从句的模式,在四六级和考研阅读中频繁出现;句子展示了如何用从句对主语进行限定、如何用并列表语丰富表达,是较为典型的复合句式,掌握后可迁移到大量类似句子。

It is best to set boundaries in a way that takes into account the individual's underlying reasons for doing what they are doing to avoid unnecessary conflict and more stress.

第9段，第1句

覆盖形式主语、真正主语（不定式）、系表结构、定语从句、宾语从句、目的状语、后置定语等多种成分，且包含 take into account 等短语动词、for doing 结构等易错点，适合综合练习成分划分。

They turn out to be well-meaning.

第51题, A

本句覆盖主语、系动词性质的谓语和表语三个核心成分,且表语是不定式短语形式,可以练习识别系动词与表语的搭配以及不定式短语的功能。但成分种类相对单一,无定语、状语等修饰成分,练习点较为基础。

They are capable of influencing others.

第51题, C

主系表结构在考试中常见,但本句过于简单,缺少从句、复杂修饰等典型考点,代表性一般。

What is the problem with people who are driven to give you unsolicited advice?

第52题 题干

特殊疑问句配合定语从句是四六级和考研阅读中的高频句式,"be driven to do"结构也是常考搭配;本句的疑问句倒装和定语从句嵌套模式具有较强的代表性,掌握后可迁移到大量类似句子,典型性较高。

Accuse them of trying to control others.

第53题, D

涵盖谓语、宾语、状语三个基本成分,且状语为介词短语"of trying to control others",可练习识别介词短语作状语的用法。但成分种类较少,无定语、表语或其他复杂成分,练习价值有限。

How is the advice giver likely to react to the rejection of their advice?

第54题 题干

疑问句倒装、"be likely to"表推测、不及物动词 react 搭配介词 to,这些都是四六级和考研阅读中的常见句式,具有较强的典型性和复用性,掌握后可迁移到大量类似句子。

They may regard it as a threat.

第54题, A

简单句结构搭配宾语补足语,"regard/consider/find ... as ..."是四六级和考研阅读中的高频句式,典型性强,掌握后可广泛复用。

本篇出现的 65 个英语六级真题高频词

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

conflict B2

n. 冲突

本篇4次 · 真题 66 句

likely A2

adj. 很可能的

本篇3次 · 真题 228 句

behavior B1

n. 行为

本篇3次 · 真题 171 句

underlie C1

v. 是.....的根本原因

本篇3次 · 真题 13 句

boundary B2

n. 边界

本篇3次 · 真题 12 句

power A2

n. 权力

本篇2次 · 真题 128 句

stress B1

n. 压力

本篇2次 · 真题 126 句

approach B1

v. 靠近，接近（在空间或时间上）

本篇2次 · 真题 59 句

emotional B1

adj. 情绪的

本篇2次 · 真题 52 句

respond B1

v. 回答，答复

本篇2次 · 真题 52 句

response B1

n. 回答

本篇2次 · 真题 52 句

threat B1

n. 威胁

本篇2次 · 真题 51 句

powerful B1

adj. 强大的

本篇2次 · 真题 50 句

anxiety B2

n. 焦虑

本篇2次 · 真题 44 句

handle

A2

v. 处理

本篇2次 · 真题 32 句

unnecessary

B1

adj. 不必要的;多余的

本篇2次 · 真题 28 句

tendency

B2

n. 倾向

本篇2次 · 真题 24 句

react

B1

v. 作出反应

本篇2次 · 真题 19 句

perfectly

B1

adv. 完美地

本篇2次 · 真题 18 句

accuse

B2

v. 指控

本篇2次 · 真题 11 句

reasonable

B1

adj. 合理的

本篇2次 · 真题 10 句

upset

B1

adj. 难过的

本篇2次 · 真题 10 句

validate

C1

v. 证实

本篇2次 · 真题 8 句

better

A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 205 句

tend

B1

v. 倾向于, 往往会

本篇1次 · 真题 170 句

individual

B2

adj. 单独的

本篇1次 · 真题 142 句

finding

B2

n. 调查结果

本篇1次 · 真题 121 句

simply

B1

adv. 仅仅, 只不过

本篇1次 · 真题 119 句

account

A2

n. 账户

本篇1次 · 真题 93 句

contribute

B1

v. 捐献

本篇1次 · 真题 79 句

seek B1

v. 寻找

本篇1次 · 真题 70 句

quickly A2

adv. 快速地

本篇1次 · 真题 63 句

reveal B2

v. 揭示

本篇1次 · 真题 54 句

adopt B1

v. 采纳

本篇1次 · 真题 46 句

fully B1

adv. 完全地

本篇1次 · 真题 43 句

outcome B2

n. 结果

本篇1次 · 真题 40 句

perspective B2

n. 观点

本篇1次 · 真题 38 句

aware A2

adj. 知道的

本篇1次 · 真题 34 句

perceive B2

v. 理解, 领悟 (某事的性质或意义)

本篇1次 · 真题 32 句

vulnerable C1

adj. 易受伤害的

本篇1次 · 真题 30 句

childhood A2

n. 童年

本篇1次 · 真题 28 句

increased A2

v. 增加了

本篇1次 · 真题 28 句

intend B1

v. 打算, 计划

本篇1次 · 真题 25 句

manner B1

n. 方式

本篇1次 · 真题 25 句

thanks A1

intj. 谢谢

本篇1次 · 真题 24 句

potentially B2

adv. 可能地

本篇1次 · 真题 23 句

display B1

v. 展示

本篇1次 · 真题 22 句

calm B1

adj. 平静的

本篇1次 · 真题 21 句

capable B1

adj. 有能力的

本篇1次 · 真题 21 句

consideration B2

n. 考虑

本篇1次 · 真题 20 句

prioritize B2

v. 优先处理

本篇1次 · 真题 19 句

activate B2

v. 使运作

本篇1次 · 真题 18 句

possibly B1

adv. 可能, 也许

本篇1次 · 真题 17 句

actively B1

adv. 积极主动地

本篇1次 · 真题 14 句

excessive B2

adj. 过多的

本篇1次 · 真题 14 句

concede C1

v. 承认 (某事属实、正确)

本篇1次 · 真题 13 句

crave B2

v. 渴望, 渴求 (强烈地想要某物)

本篇1次 · 真题 13 句

emotionally B2

adv. 在情感上

本篇1次 · 真题 13 句

uncomfortable B1

adj. 不舒服的

本篇1次 · 真题 13 句

modify B2

v. 修改, 更改 (使局部变化)

本篇1次 · 真题 11 句

offend B2

v. 冒犯, 得罪 (使不快或生气)

本篇1次 · 真题 11 句

repeatedly B1

adv. 反复地

本篇1次 · 真题 11 句

compassion

B2

n. 同情

本篇1次 · 真题 9 句

problematic

C1

adj. 有问题的

本篇1次 · 真题 9 句

motive

B2

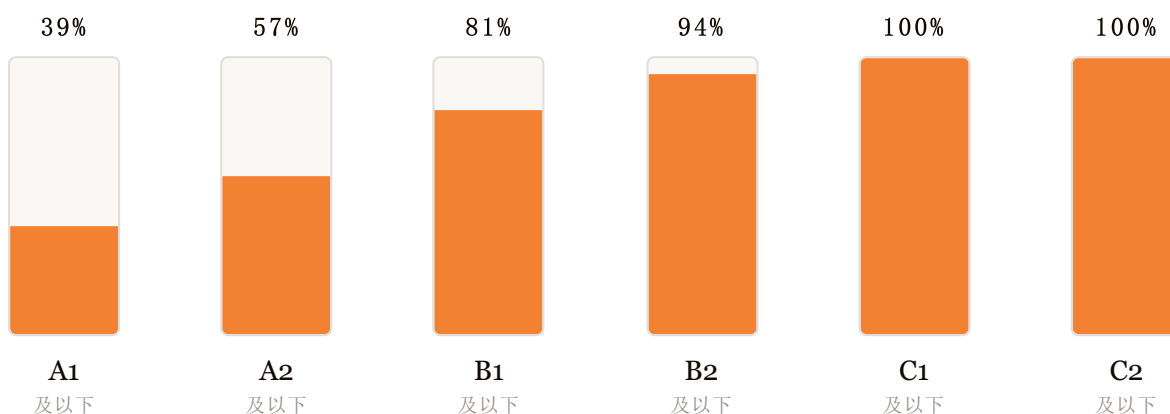
n. 动机

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 204 词按 CEFR 难度累积覆盖

全文去重后共 **204** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 12 个 · 约 6%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 204 个 · 末柱为 100%

去重总词数

204

B2 以上难词

6%

B1 及以下覆盖

81%

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

2025年12月·第2套英语六级汉译英（段落翻译）·客观介绍中华民族自强不息精神及其成就 参考译文与解析

PASSAGE & TRANSLATION • 题和解析

汉译英真题、参考译文与逐句解析

本页整篇参考英译与逐句解析由懒笔记基于2025年12月·第2套 英语六级汉译英（段落翻译）原卷题干译审整理。与试卷排版同一卷面：Directions 与一整段中文原文连续排印——整段连排、无段落标记无题号，把它切成一句句翻译单元本身就是解题动作。卷面之后先给整篇参考英译定稿，再按自切句序逐句拆分：定英文主干、降级修饰成分、逐项落实语法点、句内定稿英译，答案直显。

真题卷第2套(2025-12) • 英语六级

Part IV

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

中华民族崇尚自强不息的精神，这一精神深植于中国文化之中，是民族生存与发展的重要支撑。改革开放以来，中国在自强不息的征程上，持续加大科研投入，在信息技术、人工智能、航天工程等领域不断取得新突破。5G 网络覆盖全国，远程医疗发展迅速，电子支付的使用全球领先，嫦娥探月工程展现了航天领域引人注目的发展。自强自主精神成为推动国家现代化进程的强大动力，激励着中国人民为实现民族复兴 (rejuvenation) 的中国梦不断奋进。

参考译文

整篇参考英译是复盘资产，考卷上只印中文原文——四六级 Part IV 翻译按整篇「表达通顺连贯、用词准确、语法正确」四档评分。

The Chinese nation values the spirit of self-reliance and self-improvement, which is deeply rooted in Chinese culture and serves as a vital support for the survival and development of the nation. Since the reform and opening-up, China has continued to increase its investment in scientific research on its journey toward self-reliance, and has kept making new breakthroughs in such fields as information technology, artificial intelligence and aerospace engineering. For example, 5G networks now cover the whole country, telemedicine is developing rapidly, and electronic payment is used more widely than anywhere else in the world; the Chang'e lunar exploration program also demonstrates remarkable progress in China's aerospace field. The spirit of self-reliance and self-improvement has become a powerful driving force behind the country's modernization, inspiring the Chinese people to keep forging ahead toward the Chinese Dream of national rejuvenation.

【衔接】第1句与第2句之间：从"是什么"过渡到"怎么做"

首句讲精神"是什么"，第二句 改革开放以来 转入具体成就，时间状语 Since the reform and opening-up 天然起到承接作用，已交代背景切换，无须再额外加关联词，顺承即可。

第3句开头：与第2句"领域突破"的衔接

第二句概括说"在各领域取得突破"，第三句是这些突破的具体例证。可在第三句前补一个承接词如 For example/Specifically，把"概括—举例"的逻辑显化：For example, 5G networks cover the whole country...，让读者看出第三句是在为第二句举证。

第3句末与第4句：从"成就"升华到"意义"

第三句罗列成就、第四句升华到"成为动力、激励奋进"。第四句主语 The spirit of self-reliance 回扣首句主题，自然完成"成就—精神意义"的回环，前可不加关联词，靠主语复现承接即可，使全篇首尾呼应。

逐句解析

一整段连排中文、无段落标记无题号——把它切成一句句翻译单元本身就是解题动作，句前 N. 为逐句解析自切的句序号（非考题号），与卷面中文逐字对应。

【主旨】客观介绍中华民族自强不息精神及其成就

这段是一篇典型的四六级文化 / 社会介绍文：先点出一种民族精神，再用改革开放以来的科技成就佐证，最后升华到民族复兴。开篇 中华民族崇尚自强不息的精神，这一精神深植于中国文化之中是对一种长期事实与价值观的客观陈述，语体偏正式、概括，决定了全篇以客观介绍口吻、用一般现在时为主。

【时态】一般现在时

通篇是在客观陈述一种至今仍然成立的民族精神与现状(如 5G 网络覆盖全国，远程医疗发展迅速，电子支付的使用全球领先 都是当下事实)，属客观介绍语体，故全篇以一般现在时为基调；只在叙述"改革开放以来持续加大投入、不断取得突破"这类"过去开始延续到现在"的动作时，可偏离为现在完成时。

【译法】自强自立 / 自强自主精神

自强自立的精神 与后文 自强自主精神 指同一核心概念，全篇须统一译法，建议固定译为 the spirit of self-reliance and self-improvement(或简作 the spirit of self-reliance)，意译为主——"自强"对应 self-improvement/striving，"自立/自主"对应 self-reliance；切忌一会儿 self-reliance、一会儿 independence 来回换。

改革开放

改革开放 是约定俗成的固定译名 the reform and opening-up，整段只用这一种，别自创 the reform and opening policy 之外再换说法。

嫦娥探月工程

嫦娥探月工程 用约定俗成的官方译名 the Chang'e lunar exploration program，"嫦娥"音译为 Chang'e、"探月"意译为 lunar exploration。

民族复兴的中国梦

民族复兴 (rejuvenation) 的中国梦 原文已给出 rejuvenation 提示词，统一译为 the Chinese Dream of national rejuvenation，"中国梦"用约定俗成的 the Chinese Dream。

1. 中华民族崇尚自强不息的精神，这一精神深植于中国文化之中，是民族生存与发展的重要支撑。

【主干】 **主干一：中华民族 崇尚 自强不息精神** (主语策略：原句主语)

这句中文其实是"一主多谓"：中华民族崇尚自强不息的精神 主语是"中华民族"、谓语"崇尚"(values/cherishes)、宾语"自强不息的精神"；后面 这一精神深植于中国文化之中，是民族生存与发展的重要支撑 的主语换成了"这一精神"。处理上可拆成两句，或以"the spirit"为枢纽用定语从句把后半句挂上去。主干立为 The Chinese nation values the spirit of self-reliance.

【降级】 **"深植"是支撑**降级为定语从句

后两个分句 这一精神深植于中国文化之中，是民族生存与发展的重要支撑 都在补充说明"这一精神"，可降级成一个 which 引导的定语从句挂在 self-reliance 后：...the spirit of self-reliance, which is deeply rooted in Chinese culture and serves as a vital support for the nation's survival and development. 两个补充信息(深植、是支撑)用 and 在从句内并列，而不是把整句拆成三段平铺。

【语法】 **时态**

回指全篇基调用一般现在时：values/is rooted/serves 都用现在时，因为这是对一种长期成立事实的客观陈述。

语态

"深植于"是"被植入"的含义，英文用被动 is deeply rooted in，比直译主动更地道。

搭配

"是...的重要支撑"用 serve as a vital support for/provide vital support for; support 在此为不可数，前面用 a vital support 或不加冠词皆可，别误用复数 supports。

【译文】 **The Chinese nation values the spirit of self-reliance and self-improvement, which is deeply rooted in Chinese culture and serves as a vital support for the survival and development of the nation.**

2. 改革开放以来，中国在自强不息的征程上，持续加大科研投入，在信息技术、人工智能、航天工程等领域不断取得新突破。

【主干】 **中国 加大投入 并 取得突破** (主语策略：原句主语)

中国在自强不息的征程上，持续加大科研投入，在信息技术、人工智能、航天工程等领域不断取得新突破 主语明确是"中国"China；有两个核心动作"加大投入"和"取得突破"，可作两个并列谓语：China has continued to increase...and has made....

【降级】 **两状语前置 + 两动作并列**

改革开放以来 译为时间状语 Since the reform and opening-up 前置；在自强不息的征程上 译为 on its journey toward self-reliance 作状语；在信息技术、人工智能、航天工程等领域 译为 in such fields as information technology, artificial intelligence and aerospace engineering, 作 made breakthroughs 的地点状语后置。两个动作作用 and 连成并列谓语，避免拆成两个零散短句。

【语法】时态

本句偏离全篇基调：改革开放以来"持续""不断"表示从过去延续到现在的动作，用现在完成时 has continued to increase/has made，与 Since... 标志词搭配。

搭配

"加大科研投入"用 increase/step up investment in research (and development); "取得新突破"用 make new breakthroughs, breakthrough 可数、有"不断、新"之意故用复数 breakthroughs。

列举结构

"在...等领域"用 in such fields as A, B and C 或 in fields including...; 最后两项之间用 and, 别全程逗号到底。

【译文】 Since the reform and opening-up, China has continued to increase its investment in scientific research on its journey toward self-reliance, and has kept making new breakthroughs in such fields as information technology, artificial intelligence and aerospace engineering.

3. 5G 网络覆盖全国，远程医疗发展迅速，电子支付的使用全球领先，嫦娥探月工程展现了航天领域引人注目的发展。

【主干】四个并列分句各立主谓（主语策略：原句主语）

这句是四个各自独立的小分句：5G 网络覆盖全国/远程医疗发展迅速/电子支付的使用全球领先/嫦娥探月工程展现了航天领域引人注目的发展，主语各不相同(5G 网络/远程医疗/电子支付/嫦娥工程)。每个分句各立主谓，不能硬塞进一个主语。

【降级】四短句重组：前三可并列、末句独立成句

前三个分句结构平行、信息密度相近，可用分号/and 串成并列：5G networks cover the whole country, telemedicine is developing rapidly, and the use of electronic payment leads the world; 末句 嫦娥探月工程展现了航天领域引人注目的发展 信息较重，单独成句 The Chang'e lunar exploration program demonstrates remarkable progress in aerospace。避免四句一律逗号平铺成 run-on。

【语法】时态

回指全篇基调用一般现在时：cover/leads/demonstrates 都是对当下事实的陈述；"发展迅速"强调正在持续，可用现在进行 is developing rapidly。

单复数与主谓一致

5G networks 用复数表泛指网络；the use of electronic payment 主语核心是 use(单数)，谓语用 leads；telemedicine 不可数，谓语用 is。逐句对一眼主语单复数再定谓语形式。

用词

"覆盖全国"cover the whole country/has nationwide coverage; "远程医疗"telemedicine; "电子支付"electronic/digital payment; "引人注目的发展"remarkable/notable progress。

【译文】 5G networks cover the whole country, telemedicine is developing rapidly, and electronic payment is used more widely than anywhere else in the world. The Chang'e lunar exploration program demonstrates remarkable progress in China's aerospace field.

4. 自强自主精神成为推动国家现代化进程的强大动力，激励着中国人民为实现民族复兴 (rejuvenation) 的中国梦不断奋进。

【主干】 自强自主精神 成为 强大动力 (主语策略：原句主语)

自强自主精神成为推动国家现代化进程的强大动力 主语"自强自主精神"(回指 glossary 统一译法 the spirit of self-reliance)、谓语"成为"has become/serves as、宾语"强大动力"a powerful driving force。主干立为 The spirit of self-reliance serves as a powerful driving force。

【降级】 "激励...奋进"降级为现在分词状语

后半句 激励着中国人民为实现民族复兴 (rejuvenation) 的中国梦不断奋进 是主语"精神"的又一动作，降级为现在分词短语 inspiring the Chinese people to strive... 作伴随状语，挂在主句后；"为实现...中国梦"译为目的状语 to realize the Chinese Dream of national rejuvenation。避免用 and 再起一个并列谓语显得松散。

【语法】 时态

回指全篇基调用一般现在时 serves as/inspiring，陈述当下持续的作用；若想强调"已经成为"也可用现在完成 has become，与全篇协调即可。

非谓语逻辑主语

现在分词 inspiring 的逻辑主语须与主句主语一致——都是 the spirit，符合，故 inspiring 用得稳；切勿让分词悬垂(主语错位)。

固定译名与搭配

"民族复兴的中国梦"按 glossary 译 the Chinese Dream of national rejuvenation(原文已给 rejuvenation 提示)；"不断奋进"用 strive/forge ahead；"现代化进程"the process of national modernization/modernization drive。

【译文】 The spirit of self-reliance and self-improvement has become a powerful driving force behind the country's modernization, inspiring the Chinese people to keep forging ahead toward the Chinese Dream of national rejuvenation.

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