

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

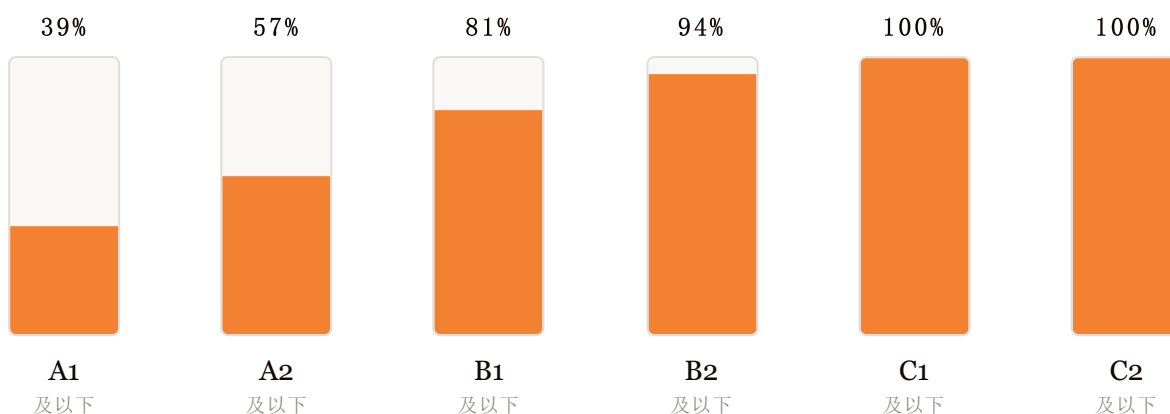
n. 动机

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 →