

2006年考研英语（旧卷）英译汉（划线句子翻译） Section II Part C·参考译文与逐句解析

PASSAGE & TRANSLATION • 题和解析

英译汉真题、参考译文与逐句解析

本页 5 句划线句的参考译文与逐句解析由懒笔记基于2006年 考研英语（旧卷）英译汉（划线句子翻译）原卷逐句译审整理。与试卷排版同一卷面：Directions 与整篇英文短文连续排印，文中 (N)+下划线的 5 句即要求译成中文的划线句——划线句不是孤立的，常含跨句指代与全篇统一术语，每段之后紧随该段中文翻译，在上下文里看懂再逐句精翻。卷面之后按题号逐句拆分：意群直译、难点点破、语序调整、句内定稿参考译文，答案直显。

考研真题(2006)

Section II Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Write your answers on the ANSWER SHEET. (10 points)

Is it true that the American intellectual is rejected and considered of no account in his society? I am going to suggest that it is not true. Father Bruckberger told part of the story when he observed that it is the intellectuals who have rejected America. But they have done more than that. They have grown dissatisfied with the role of the intellectual. It is they, not America, who have become anti-intellectual.

美国知识分子在其社会中遭到排斥并被认为是无足轻重，这是真的吗？我要指出这不是真的。Bruckberger 神父讲出了部分事实，他指出正是知识分子排斥了美国。但他们所做的不止于此。他们对知识分子的角色感到不满。是他们而非美国变得反智。

First, the object of our study pleads for definition. What is an intellectual? (46)I shall define him as an individual who has elected as his primary duty and pleasure in life the activity of thinking in a Socratic(苏格拉底) way about moral problems. He explores such problems consciously, articulately, and frankly, first by asking factual questions, then by asking moral questions, finally by suggesting action which seems appropriate in the light of the factual and moral information which he has obtained. (47)His function is analogous to that of a judge, who must accept the obligation of revealing in as obvious a manner as possible the course of reasoning which led him to his decision.

首先，我们的研究对象需要界定。什么是知识分子？我将其定义为这样一个人：他选择以苏格拉底式的方式思考道德问题作为人生的首要职责和乐趣。他自觉地、清晰地、坦率地探索这类问题，首先提出事实问题，然后提出道德问题，最后根据他所获得的事实和道德信息提出似乎恰当的行动方案。他的职能类似于法官，法官必须承担这样的义务：尽可能明显地揭示引导他做出裁决的推理过程。

This definition excludes many individuals usually referred to as intellectuals – the average scientist, for one. (48)I have excluded him because, while his accomplishments may contribute to the solution of

moral problems, he has not been charged with the task of approaching any but the factual aspects of those problems. Like other human beings, he encounters moral issues even in the everyday performance of his routine duties – he is not supposed to cook his experiments, manufacture evidence, or doctor his reports. (49)But his primary task is not to think about the moral code which governs his activity, any more than a businessman is expected to dedicate his energies to an exploration of rules of conduct in business. During most of his waking life he will take his code for granted, as the businessman takes his ethics.

这个定义排除了许多通常被称为知识分子的人——例如普通科学家。我将他排除在外，因为尽管他的成就可能有助于解决道德问题，但他承担的任务只是处理这些问题的事实层面。像其他人一样，他在日常履行常规职责时也会遇到道德问题——他不应伪造实验、捏造证据或篡改报告。但他的首要任务不是思考支配其活动的道德准则，正如人们不指望商人将精力投入探索商业行为准则一样。在醒着的大部分时间里，他会将其准则视为理所当然，就像商人对待自己的职业道德一样。

The definition also excludes the majority of teachers, despite the fact that teaching has traditionally been the method whereby many intellectuals earn their living. (50)They may teach very well, and more than earn their salaries, but most of them make little or no independent reflections on human problems which involve moral judgment. This description even fits the majority of eminent scholars. Being learned in some branch of human knowledge is one thing: living in "public and illustrious thoughts," as Emerson would say, is something else.

这个定义也排除了大多数教师，尽管教学历来是许多知识分子谋生的方式。他们可能教得很好，所得不仅对得起薪水，但他们中的大多数很少或根本不对涉及道德判断的人类问题进行独立思考。这种描述甚至适用于大多数杰出学者。精通某一人类知识领域是一回事，而如Emerson所说，生活在‘公开而卓越的思想’中则是另一回事。

逐句解析

句前 (N) 即考卷划线句题号，与卷面下划线句——对应——满分 10 分、每句约 2 分，阅卷把每句切成意群按采分点给分（★ 为采分点意群）。

【来源】 AAUP Bulletin 《美国大学 教授联合会简报》1958 年第 44 卷第 2 期一篇文章
The American Intellectual（美国知识分子）。

【主旨】 反驳「美国知识分子被社会拒绝」之说，并给「知识分子」重新下定义

全文是一篇思辨性议论文。作者开篇即反驳流行观点 Is it true that the American intellectual is rejected and considered of no account in his society? I am going to suggest that it is not true., 提出真正的问题是知识分子自己背弃了知识分子的角色 They have grown dissatisfied with the role of the intellectual. It is they, not America, who have become anti-intellectual.; 为论证这一点，作者从第 2 段开始为「知识分子」下定义并据此把科学家、教师等群体排除在外。划线五句正是这套「定义+排除」论证链上的关键节点，翻译时基调应保持中性、思辨、略带学者口吻。

【指代】 him / his = an intellectual (知识分子)

第 46 句的 him、第 47–49 句中反复出现的 his，都不是泛指某个男人，而是回指第 2 段开头提出的话题对象 What is an intellectual?。翻译时统一还原为「知识分子」或「他（指知识分子）」，避免逐句翻成「他」导致中文读者不知道在说谁。

moral problems / moral code (道德问题 / 道德准则)

全篇围绕道德思考展开：定义里 thinking in a Socratic(苏格拉底) way about moral problems，第 3 段说科学家 his accomplishments may contribute to the solution of moral problems、不思考 the moral code which governs his activity，第 4 段说教师 human problems which involve moral judgment。这是贯穿全文的术语，五句译文中 moral 统一译为「道德」，moral problems / moral code / moral judgment 分别稳定译为「道德问题 / 道德准则 / 道德判断」，不要时而译「伦理」时而译「道德」。

him in Sentence 48 = the average scientist (普通科学家)

第 48 句开头的 him 不能孤立翻成「他」。回到上一句 This definition excludes many individuals usually referred to as intellectuals – the average scientist, for one. 即知：him 指代的就是「普通科学家」。翻译第 48 句时把这个指代显化出来（「我把他/这种人——即普通科学家——排除在外」或承前直接译为「我之所以把普通科学家排除在外」），避免代词断链。

They in Sentence 50 = teachers (教师们)

第 50 句的 They / them / their 回指上一句 The definition also excludes the majority of teachers。译文中第一次出现 They 时显化为「这些教师」或「他们（这些教师）」，后文再用「他们」承指即可，保证中文读者一眼看出主语。

(46) I shall define him as an individual who has elected as his primary duty and pleasure in life the activity of thinking in a Socratic(苏格拉底) way about moral problems.

【意群】 I shall define him as an individual (主干: 主谓宾 + as 宾补) ★ 采分 → 我将把他定义为这样一个人

难点: **him 回指「知识分子」**

him 不是泛指的「他」, 而是承接上一句 What is an intellectual? 的话题。译文里第一次出现就应显化为「知识分子」, 或译成「我将给知识分子下这样一个定义」, 避免读者不知道在定义谁。

who has elected as his primary duty and pleasure in life (who 引导的定语从句 (主干部分) + as 短语作宾补前置) ★ 采分 → 他把.....选作自己人生中首要的责任与乐趣

难点: **elect A as B 的语序倒装**

正常语序是 elect [the activity of thinking...] as [his primary duty and pleasure in life], 因为真正的宾语 (the activity...) 太长, 被挪到了句末, as 短语先出现。翻译时必须把后面的 the activity... 调回来当 elect 的宾语, 否则会译成不知所云的「他选了作为他的首要责任与乐趣」。elect 此处取「选定、选作」, 不是「选举」。

the activity of thinking in a Socratic(苏格拉底) way about moral problems. (elect 的真正宾语 (被后置)) ★ 采分 → 以苏格拉底的方式思考道德问题这一活动

难点: **of + 动名词短语作同位语 / 抽象名词具体化**

the activity of thinking... 直译「思考.....这一活动」读起来很翻译腔, 可具体化为「以苏格拉底的方式思考道德问题」这一动作本身。Socratic 已给出「苏格拉底(式)」的提示, 统一译为「以苏格拉底的方式」或「以苏格拉底式的方式」。

【调序】宾补 + 真正宾语倒装 → 还原成「把 X 当作 Y」

原句结构是 elect [as Y] [X] (Y 提前、X 后置)。汉语习惯说「把 X 当作 / 视为 Y」, 所以调序时要把 the activity of thinking in a Socratic(苏格拉底) way about moral problems 调到前面充当宾语, his primary duty and pleasure in life 用「作为/当作」引出。同时 who 引导的较长定语从句, 整体译成「把.....作为.....的人」放在 individual 前面更通顺。

【译文】 我将把这样的人定义为知识分子: 他把以苏格拉底的方式思考道德问题这一活动, 选作自己人生中首要的责任与乐趣。

(47) His function is analogous to that of a judge, who must accept the obligation of revealing in as obvious a manner as possible the course of reasoning which led him to his decision.

【意群】 His function is analogous to that of a judge, (主干：主系表 + 比较) ★ 采分 → 他的作用类似于法官的作用

难点：that 代替 function 避免重复

that of a judge 中的 that 是替代词，代替前文的 function，避免说 the function of a judge。翻译时直接补出「作用/职责」，译成「类似于法官的作用/职责」。His 仍回指「知识分子」。

who must accept the obligation of revealing (who 引导的非限制性定语从句 (说明 judge)) ★ 采分 → 他必须承担揭示.....的义务

难点：非限制性定从 → 另起一句

who 前有逗号，是非限制性定语从句，对 judge 作补充说明。汉语里不要硬译成「必须承担义务的法官」，应另起一句「法官必须承担.....的义务」，更符合中文「短句串联」的节奏。

in as obvious a manner as possible (方式状语 (修饰 revealing)) ★ 采分 → 以尽可能明显的方式

难点：as + adj + a + n + as possible 的同等比较结构

这是「as + 形容词 + a/an + 名词 + as possible」的固定结构，等价于 in a manner as obvious as possible。整体意为「以尽可能 X 的方式」。此处 obvious 译「明白/清楚」比「明显」更贴近「把推理过程让人看得明明白白」的语境。这是该句最容易翻丢的采分点。

the course of reasoning which led him to his decision. (revealing 的宾语 (含 which 定语从句))

★ 采分 → 把他引向他的判决的推理过程

难点：course of reasoning 与 led...to...decision 的法律语境

course of reasoning 意为「推理过程 / 推理思路」；judge 语境下 decision 指「判决/裁决」而非泛指「决定」。which led him to his decision 是修饰 reasoning 的定语从句，译为「使他做出判决的」前置即可。

【调序】非限制性定从拆句 + 方式状语前置 + which 定语前置

三处调序：① who 从句拆成第二个分句，主语补出「法官」；② in as obvious a manner as possible 是 revealing 的方式状语，按汉语「先方式后动作」的习惯提到「揭示」前面：以尽可能明白的方式揭示.....；③ which led him to his decision 较短，按汉语「.....的」前置到 reasoning 前：使他做出判决的推理过程。

【译文】知识分子的作用类似于法官的作用：法官必须承担这样一项义务——以尽可能明白的方式，把自己做出判决所依据的推理过程揭示出来。

(48) I have excluded him because, while his accomplishments may contribute to the solution of moral problems, he has not been charged with the task of approaching any but the factual aspects of those problems.

【意群】 I have excluded him (主干：主谓宾) ★ 采分 → 我把他排除在外

难点：him = the average scientist (普通科学家)

him 回指上一句 This definition excludes many individuals usually referred to as intellectuals – the average scientist, for one. 中的 the average scientist。翻译时显化为「我之所以把普通科学家（这种人）排除在外」，避免读者读到「我把他排除在外」时一头雾水。

because, while his accomplishments may contribute to the solution of moral problems, (原因状语从句中嵌套的让步状语从句) ★ 采分 → 因为，虽然他的成就可能有助于解决道德问题，

难点：while 此处是「虽然」不是「当……的时候」

while 后接的主句是 he has not been charged... (与之形成对比/转折)，所以 while 在这里是让步连词「虽然/尽管」，不是时间连词「当……时」。这是熟词僻义高频考点。

he has not been charged with the task of approaching (because 引导的原因从句的主句) ★ 采分 → 他并未被赋予……的任务

难点：be charged with = 被赋予/被委以；被动化主动

be charged with sth. 在此处意为「被赋予……（职责/任务）」，不是「被指控」。汉语习惯主动表达，可译成「他并没有被赋予……的任务」或「他的任务并不是去……」。approaching 在此为「处理 / 探讨 / 着手解决」，不是「接近」。

any but the factual aspects of those problems. (approaching 的宾语 (含 any but 限定)) ★ 采分 → 这些问题的除事实层面之外的任何方面

难点：any but = 除……之外的任何 (含蓄否定)

any but X 的字面是「除 X 之外的任何」，与前面的 not 配合等价于 only X——即「只去处理这些问题的事实方面」。这是本句最大的陷阱，主体考生容易漏掉 but 或者把 any but 翻反。those problems 回指 moral problems。

【调序】 原因从句拆为独立分句 + 含蓄否定改写成肯定

调序两处：① I have excluded him because... 可保留「我之所以把……排除在外，是因为……」的因果框架；② 让步状语 while his accomplishments...problems 按汉语「先让步后转折」提到主句前；③ 主句的 he has not been charged...any but the factual aspects 改写成中文更自然的肯定式「他被赋予的任务只针对这些问题的事实方面」。

【译文】 我之所以把普通科学家排除在外，是因为：尽管他的研究成果可能有助于解决道德问题，但他并没有被赋予这样的任务——去探究这些问题中除事实层面以外的其他方面。

(49) But his primary task is not to think about the moral code which governs his activity, any more than a businessman is expected to dedicate his energies to an exploration of rules of conduct in business.

【意群】 But his primary task is not to think about the moral code (主干: 主系表 (不定式作表语)) ★ 采分 → 但他的首要任务并不是去思考道德准则

难点: his = 普通科学家的 (承前指代)

his 仍然回指上一句的 the average scientist。翻译时第一次出现可显化为「科学家的」, 后文承接即可。moral code 与全篇术语一致译「道德准则」。

which governs his activity, (限定 moral code 的 which 定语从句) ★ 采分 → 约束/支配他活动的

难点: govern 此处不是「统治」而是「约束/支配」

govern 修饰 moral code 时取「约束、规范、支配」之义, 搭配抽象主语 (道德准则) + 抽象宾语 (行为/活动)。译「统治」会过重。短从句直接前置成「.....的道德准则」。

any more than a businessman is expected to dedicate his energies to an exploration of rules of conduct in business. (比较状语从句 (A is not X any more than B is X)) ★ 采分 → 正如商人也不被期望把精力投入到对商业行为准则的探究中一样

难点: not...any more than... = 与.....一样不.....

这是本句最核心的采分点。A is not P any more than B is Q 的标准译法是「A 不 P, 正如 B 也不 Q 一样」——两端都为否定。许多考生会错译成「比.....更不」。配合后面的被动 is expected to (被期望/被要求) 一并转主动: 「商人不会被要求.....」或「人们并不指望商人.....」。rules of conduct 译「行为准则」, 与前文的 moral code 形成对应。

【调序】 which 短定语前置 + any more than 比较从句保留后置 + 被动转主动

三处调序: ① which governs his activity 较短, 前置译成「约束他活动的道德准则」; ② any more than 引导的比较从句保留在主句之后, 用「正如.....一样」对接; ③ a businessman is expected to dedicate... 的被动语态按汉语习惯转为「人们也不指望商人.....」或译为无被动标记的「商人也不必.....」。

【译文】 但科学家的首要任务, 并不是去思考约束自身活动的那套道德准则; 正如人们也并不指望商人会把精力投入到对商业行为准则的探究中去一样。

(50) They may teach very well, and more than earn their salaries, but most of them make little or no independent reflections on human problems which involve moral judgment.

【意群】 They may teach very well, and more than earn their salaries, (主干前半: 并列两动作) ★ 采分 → 他们可能教得非常好, 并且不仅仅是挣得他们的薪水

难点: **They = 教师们; more than earn their salaries = 不只是配得上自己的薪水**

They 回指上一句 The definition also excludes the majority of teachers 中的 teachers, 译文首次出现显化为「这些教师」。more than + 动词原形是固定结构, 意为「远不止于、不仅仅、绰绰有余地」, 更地道的中文是「对得起这份薪水还绰绰有余」或「完全配得上自己的薪水」, 不是字面「挣得比薪水多」。

but most of them make little or no independent reflections on human problems (but 引导的转折分句的主干) ★ 采分 → 但他们大多数人对人类问题几乎没有或完全没有独立的思考

难点: **little or no = 几乎没有或根本没有 (含蓄否定)**

little 本身已含否定意味 (「几乎没有」), little or no 进一步强化为「几乎没有甚至根本没有」。reflections on 是固定搭配「对.....的思考/反思」, independent 修饰它, 强调「自己独立去想」——这正是作者定义「知识分子」的核心。

which involve moral judgment. (限定 human problems 的 which 定语从句) ★ 采分 → 涉及道德判断的

难点: **involve 取「涉及/牵涉」义; 短从句前置**

involve 在此不是「使卷入」, 而是「涉及到、牵涉到」。短定语从句直接前置成「涉及道德判断的人类问题」。moral judgment 与全篇术语一致译「道德判断」。

【调序】 **短定从句前置 + 含蓄否定肯化为「很少 / 根本没有.....」**

两处调序: ① which involve moral judgment 前置译成「涉及道德判断的 (人类问题)」; ② little or no independent reflections on... 这种「否定 + 抽象名词」的英文表达, 按汉语习惯转为带动词的「很少独立思考....., 甚至根本不思考.....」, 比死扣「做出很少或没有的独立思考」通顺得多。

【译文】 **这些教师或许教得很好, 对得起自己的薪水甚至还绰绰有余; 但他们当中大多数人对那些涉及道德判断的人类问题, 很少进行独立思考, 甚至根本不去思考。**

SENTENCE INSIGHTS • 句子精讲

13 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。

I am going to suggest that it is not true.

第1段，第2句

“动词 + that 从句”是非常常见、可迁移性很强的句式，像 "say"、"think"、"believe"、"suggest" 后都常见。掌握这种识别路径后，很多阅读句子都能套用。

Father Bruckberger told part of the story when he observed that it is the intellectuals who have rejected America.

第1段，第3句

时间状语从句嵌套宾语从句、宾语从句内部包含定语从句的结构，是四六级和考研阅读中高频出现的复杂句式。强调句 it is ... who 以及现在完成时在定语从句中的使用，都是标准考点句型。掌握本句的分析方法可直接迁移到大量真题句子，典型性很强。

But they have done more than that.

第1段，第4句

简单句的主谓宾结构是英语最基础的句型，在各类考试中非常常见。现在完成时也是高频考点。但本句结构过于简单，没有从句、没有复杂修饰，不能代表四六级或考研真题中常见的复杂长句。作为基础句型的例子具有一定典型性，但迁移价值有限。

It is they, not America, who have become anti-intellectual.

第1段，第6句

强调句 "It is ... who/that ..." 是四六级和考研中的高频句式，也是阅读理解和翻译题的常考考点。本句还包含对比插入成分 "not America"，体现了真题中常见的强调对比手法。这种结构在学术文章、新闻评论中大量出现，掌握后可以大量复用到其他类似句子的理解中，典型性极高。

First, the object of our study pleads for definition.

第2段，第1句

主谓宾加状语的简单句结构在学术写作中较常见，主语带介词短语定语的形式也是四六级阅读的典型模式，具有一定代表性，但因过于简单，不如复合句式在考试中出现频繁。

I shall define him as an individual who has elected as his primary duty and pleasure in life the activity of thinking in a Socratic(苏格拉底) way about moral problems.

第2段，第3句

本句体现了四六级和考研真题中的高频句式："define...as" 结构、限制性定语从句嵌套、宾语补足语和从句内宾语后置。这种将定义与定语从句结合的表达方式在学术和正式文体中极为常见，掌握后可广泛迁移

He explores such problems consciously, articulately, and frankly, first by asking factual questions, then by asking moral questions, finally by suggesting action which seems appropriate in the light of the factual and moral information which he has obtained.

第2段，第4句

主句涵盖主语、谓语、宾语、多个方式状语（副词和介词短语），两个定语从句分别展示关系代词作主语和作宾语的用法，并且涉及主系表结构。成分种类丰富，特别是方式状语的多种表达形式（副词并列、by + 动名词）以及定语从句的两层嵌套，适合练习成分识别和层级分析。

His function is analogous to that of a judge, who must accept the obligation of revealing in as obvious a manner as possible the course of reasoning which led him to his decision.

第2段，第5句

本句成分丰富:主句含主语、系动词、表语;非限制性定语从句含关系代词作主语、情态动词谓语、复杂宾语(内含介词短语定语、方式状语、动名词宾语);限制性定语从句含关系代词作主语、谓语、宾语、状语。涉及定语从句的两种类型、情态动词、复杂名词短语、介词短语等多种成分,适合作为划分练习的综合训练句。

This definition excludes many individuals usually referred to as intellectuals – the average scientist, for one.

第3段，第1句

主谓宾加后置定语是四六级和考研阅读中的常见句式,后置定语修饰宾语的结构具有一定代表性,掌握后可应用于理解类似长宾语句型

I have excluded him because, while his accomplishments may contribute to the solution of moral problems, he has not been charged with the task of approaching any but the factual aspects of those problems.

第3段，第2句

覆盖主谓宾、被动结构、情态谓语、原因状语从句、让步状语从句、介词短语状语等多种成分；嵌套层级与插入结构为划分练习提供丰富坑点，适合训练分句归属与成分定位能力。

Like other human beings, he encounters moral issues even in the everyday performance of his routine duties – he is not supposed to cook his experiments, manufacture evidence, or doctor his reports.

第3段，第3句

本句体现了考试中常见的简单句扩展模式：通过状语修饰和破折号补充说明来增加句子长度和信息量。"be supposed to" 结构和并列不定式也是四六级和考研真题中的高频考点，具有较强的代表性

But his primary task is not to think about the moral code which governs his activity, any more than a businessman is expected to dedicate his energies to an exploration of rules of conduct in business.

第3段，第4句

主系表结构配合否定式不定式作表语、嵌入限制性定语从句修饰抽象名词、句末使用 any more than 引出比较对照，这些都是四六级和考研阅读中的高频句式；该句的结构模式（否定陈述加类比强化）在学术和议论文体中反复出现，典型性强，掌握后可迁移到大量类似句子的理解。

The definition also excludes the majority of teachers, despite the fact that teaching has traditionally been the method whereby many intellectuals earn their living.

第4段，第1句

句子成分丰富且有练习价值：主句涵盖主谓宾和让步状语，同位语从句展示主系表结构和方式状语，定语从句中关系副词"whereby"作状语容易被误判为主语。三层嵌套结构适合训练同位语从句、定语从句识别和成分划分，尤其是从句引导词在从句内部的成分角色判断。

HIGH-FREQUENCY • 真题高频词

本篇出现的 43 个考研英语（旧卷）真题高频词

下列单词既在本篇英文短文中出现，又是 **考研英语（旧卷）** 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。

moral B2

adj. 道德的

本篇7次·真题 33 句

intellectual C1

adj. 智力的

本篇6次·真题 47 句

definition B2

n. 定义

本篇3次·真题 11 句

individual B2

adj. 单独的

本篇2次·真题 59 句

earn A2

v. 赚得, 挣得 (金钱)

本篇2次·真题 32 句

majority B2

n. 大多数, 大部分

本篇2次·真题 25 句

code B1

n. 代码

本篇2次·真题 15 句

reject B2

v. 拒绝接受

本篇2次·真题 13 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 304 句

issue B1

n. 问题

本篇1次·真题 89 句

involve B1

v. 包含

本篇1次·真题 61 句

average A2

adj. 平均的

本篇1次·真题 55 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 51 句

evidence B1

n. 证据

本篇1次·真题 48 句

define B1

v. 给.....下定义

本篇1次·真题 46 句

account A2

n. 账户

本篇1次·真题 42 句

reveal B2

v. 揭示

本篇1次·真题 35 句

contribute B1

v. 捐献

本篇1次·真题 34 句

despite B1

prep. 尽管

本篇1次·真题 32 句

conduct B2

v. 组织并实施

本篇1次·真题 31 句

performance B1

n. 表演

本篇1次·真题 30 句

explore B1

v. 探索

本篇1次·真题 28 句

judge B1

v. 判断, 评判

本篇1次·真题 27 句

solution B1

n. 解决办法

本篇1次·真题 26 句

function B1

n. 功能

本篇1次·真题 23 句

charge B1

v. 收费

本篇1次·真题 22 句

obtain B2

v. 获得

本篇1次·真题 21 句

aspect B2

n. 方面

本篇1次·真题 20 句

being B1

n. 存在

本篇1次·真题 18 句

observe B2

v. 观察;注意到

本篇1次·真题 17 句

obvious B1

adj. 明显的

本篇1次·真题 17 句

appropriate B2

adj. 合适的

本篇1次·真题 16 句

ethics C1

n. 道德准则

本篇1次·真题 16 句

teaching A2

n. 教学工作;教书

本篇1次·真题 16 句

finally A2

adv. 终于, 最终

本篇1次·真题 15 句

scholar B2

n. 学者

本篇1次·真题 15 句

judgment B2

n. 判断力;识别力

本篇1次·真题 14 句

branch A2

n. 树枝

本篇1次·真题 13 句

routine B1

n. 常规

本篇1次·真题 12 句

reasoning B2

n. 推理

本篇1次·真题 11 句

manner B1

n. 方式

本篇1次·真题 9 句

traditionally B2

adv. 传统上;按照传统

本篇1次·真题 9 句

salary B1

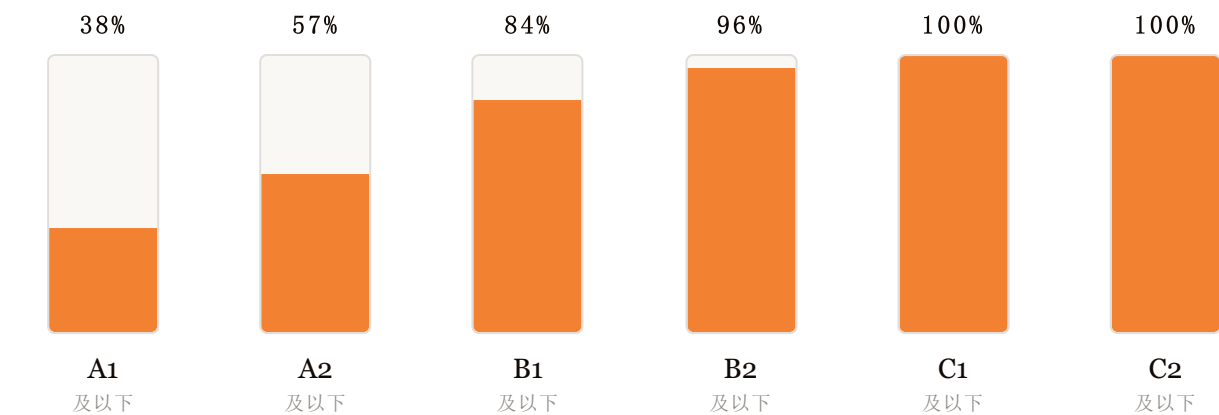
n. 薪水, 工资 (通常指按月发放的固定报酬)

本篇1次·真题 8 句

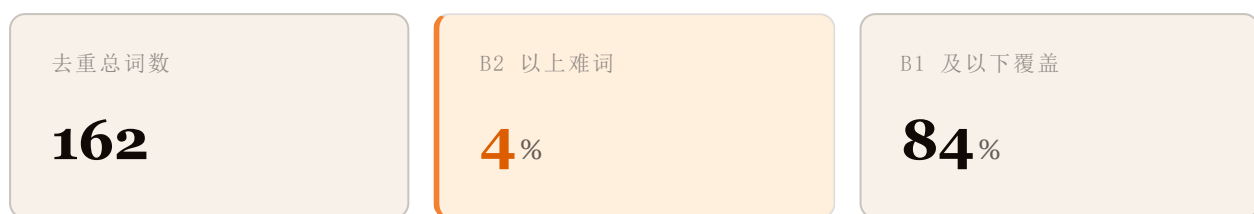
VOCABULARY • 词汇难度分布

英文短文 162 词按 CEFR 难度累积覆盖

英文短文去重后共 **162** 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 6 个·约 4%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为英文短文去重词 162 个 · 末柱为 100%



考研英语（旧卷） 2006年 · 全卷构成

Section I	完形填空（四选一）	题目解析 →
Section II Part A (1)	阅读理解（四选一）	题目解析 →
Section II Part A (2)	阅读理解（四选一）	题目解析 →
Section II Part A (3)	阅读理解（四选一）	题目解析 →
Section II Part A (4)	阅读理解（四选一）	题目解析 →
Section II Part B	选句填空（7选5）	题目解析 →
Section II Part C	英译汉（划线句子翻译）	本题
Section III Part A	写作	题目解析 →
Section III Part B	写作	题目解析 →