

2007年 考研英语（旧卷）阅读理解（四选一） 第2篇·26–30 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析 · 26–30 题

本页 26–30 题的答案与逐题解析由懒笔记基于2007年 考研英语（旧卷）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 4 段原文（段首标 P1–P4 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。

考研真题(2007)

Section II Part A (2)

Directions:

Read the following four texts. Answer the questions after each text by choosing A, B, C or D. Mark your answers on the **ANSWER SHEET**. (40 points)

Text 2

P1 For the past several years, the Sunday newspaper supplement Parade has featured a column called "Ask Marilyn." People are invited to query Marilyn vos Savant, who at age 10 had tested at a mental level of someone about 23 years old; that gave her an IQ of 228 – the highest score ever recorded. IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been folded and cut, and to deduce numerical sequences, among other similar tasks. So it is a bit confusing when vos Savant fields such queries from the average Joe (whose IQ is 100) as, What's the difference between love and fondness? Or what is the nature of luck and coincidence? It's not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

在过去的几年里,《Parade》周日报纸副刊推出了一个名为"Ask Marilyn"的专栏。人们可以向Marilyn vos Savant提问,她在10岁时的智力测试达到了23岁左右的心智水平,这使她的智商达到228分——有史以来最高的记录。智商测试要求你完成语言和视觉类比,想象纸张折叠和剪裁后的样子,推断数字序列,以及其他类似的任务。因此,当vos Savant回答普通人(智商为100)提出的诸如"爱与喜欢有什么区别?"或"运气和巧合的本质是什么?"这类问题时,就有些令人困惑了。视觉化物体和找出数字规律的能力如何适合回答那些连一些最优秀的诗人和哲学家都难以解答的问题,这一点并不明显。

P2 Clearly, intelligence encompasses more than a score on a test. Just what does it mean to be smart? How much of intelligence can be specified, and how much can we learn about it from neurology, genetics, computer science and other fields?

显然,智力不仅仅是测试分数。聪明究竟意味着什么?智力中有多少可以被明确界定,我们又能从神经学、遗传学、计算机科学和其他领域了解到多少?

P3 The defining term of intelligence in humans still seems to be the IQ score, even though IQ tests are not given as often as they used to be. The test comes primarily in two forms: the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scales (both come in adult and children's version). Generally costing several hundred dollars, they are usually given only by psychologists, although variations of them populate bookstores and the World Wide Web. Superhigh scores like vos Savant's are no longer possible, because scoring is now based on a statistical population distribution among age peers, rather than simply dividing the mental age by the chronological age and multiplying by 100. Other standardized tests, such as the Scholastic Assessment Test (SAT) and the Graduate Record Exam (GRE), capture the main aspects of IQ tests.

人类智力的界定术语似乎仍然是智商分数,尽管智商测试不像过去那样频繁进行了。该测试主要有两种形式:Stanford-Binet智力量表和Wechsler智力量表(两者都有成人版和儿童版)。这些测试通常花费数百美元,一般只由心理学家进行,尽管它们的变体充斥着书店和互联网。像vos Savant那样的超高分已经不再可能出现,因为现在的计分是基于同龄群体的统计人口分布,而不是简单地用心理年龄除以实际年龄再乘以100。其他标准化测试,如学业能力评估测试(SAT)和研究生入学考试(GRE),涵盖了智商测试的主要方面。

P4 Such standardized tests may not assess all the important elements necessary to succeed in school and in life, argues Robert J. Sternberg. In his article "How Intelligent Is Intelligence Testing?", Sternberg notes that traditional tests best assess analytical and verbal skills but fail to measure creativity and practical knowledge, components also critical to problem solving and life success. Moreover, IQ tests do not necessarily predict so well once populations or situations change. Research has found that IQ predicted leadership skills when the tests were given under low-stress conditions, but under high-stress conditions, IQ was negatively correlated with leadership – that is, it predicted the opposite. Anyone who has toiled through SAT will testify that test-taking skill also matters, whether it's knowing when to guess or what questions to skip.

Robert J. Sternberg认为,这类标准化测试可能无法评估在学校和生活中取得成功所必需的所有重要因素。在他的文章《智力测试有多智能?》中,Sternberg指出,传统测试最擅长评估分析和语言技能,但未能衡量创造力和实践知识,而这些也是解决问题和取得人生成功的关键要素。此外,一旦人群或情境发生变化,智商测试就不一定能很好地预测结果。研究发现,在低压力条件下进行测试时,智商可以预测领导技能,但在高压力条件下,智商与领导力呈负相关——也就是说,它预测的是相反的结果。任何经历过SAT考试的人都会证明,应试技巧也很重要,无论是知道何时猜测还是跳过哪些问题。

题目与逐题解析

26. Which of the following may be required in an intelligence test?

- [A] Answering philosophical questions.
- [B] Folding or cutting paper into different shapes.
- [C] Telling the differences between certain concepts.
- [D] Choosing words or graphs similar to the given ones.

以下哪一项可能是智力测试中的要求?

- A) 回答哲学问题。 B) 将纸折叠或裁剪成不同形状。 C) 说出某些概念之间的差异。
D) 选择与给定内容相似的词语或图形。

【答案】 D (细节题)

【判型】 题干 Which of the following may be required in an intelligence test? 是问哪一项可能出现在测试中，要求与原文细节一一比对，是典型细节题。

【拆句】 Which of the following may be required in an intelligence test? 是一般疑问结构，主语是 Which of the following，谓语 may be required 为被动加情态动词，in an intelligence test 是地点状语。难点只在 may 表 "可能存在"，不要把 may 当 "被允许"。

【定位】 IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been folded and cut, and to deduce numerical sequences, among other similar tasks.

IQ 测试要求你完成言语和视觉类比、想象纸张被折叠和裁剪后的样子、推导数列等类似任务。

【选项】 A) 偷换概念

What's the difference between love and fondness? 是作者举的反讽例子——质疑 IQ 测试者却被问这种哲学问题，并非测试本身的任务。

B) 偷换概念

原文测试是 envision paper after it has been folded and cut——"想象纸折剪后的样子"，重点是 envision（脑内想象），不是 Folding or cutting paper into different shapes（动手折剪）。

C) 偷换概念

Telling the differences between certain concepts 来自作者举的反例问题 What's the difference between love and fondness?，性质与 A 相同——是被作者拿来质疑 IQ 测试的题外问题，不是测试任务。

D) ✓ 正确

to complete verbal and visual analogies ↔

Choosing words or graphs similar to the given ones

四项中只有 D 把 verbal and visual analogies 翻译成 "在词与图中选相似项"，与定位句枚举的第一项严丝合缝。

27. What can be inferred about intelligence testing from Paragraph 3?

- [A] People no longer use IQ scores as an indicator of intelligence.
- [B] More versions of IQ tests are now available on the Internet.
- [C] The test contents and formats for adults and children may be different.
- [D] Scientists have defined the important elements of human intelligence.

从第3段可以推断出关于智力测试的什么信息？

- A) 人们不再使用智商分数作为智力的指标。
- B) 现在互联网上有更多版本的智商测试可供使用。
- C) 成人和儿童的测试内容和形式可能有所不同。
- D) 科学家已经界定了人类智力的重要要素。

【答案】 C （推断题）

【判型】 题干 What can be inferred about intelligence testing from Paragraph 3? 显含 inferred，是推断题的标准句式。

【拆句】 What can be inferred about intelligence testing from Paragraph 3? 主干是 What can be inferred, about intelligence testing 与 from Paragraph 3 是两个并列介宾, 分别指明 "推断对象" 和 "信息来源"。结构平铺直叙, 无陷阱。

【定位】 The test comes primarily in two forms: the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scales (both come in adult and children's version).

该测试主要有两种形式: 斯坦福-比奈智力量表和韦氏智力量表 (两者均有成人版和儿童版)。

【选项】 A) **与原文相反**

The defining term of intelligence in humans still seems to be the IQ score, even though IQ tests are not given as often as they used to be 只说 "测试频率降低", 并未否定 IQ 作为指标; no longer use IQ scores 把 "频率减少" 偷换成 "不再使用"。

B) **无中生有**

variations of them populate bookstores and the World Wide Web 说 IQ 测试的变体散见于书店与网上, 并未说 "网上有更多版本可用"——B 项把客观陈述偷换成 "more" 的数量比较。

C) **✓ 正确**

both come in adult and children's version ↔

The test contents and formats for adults and children may be different

段内只有 adult and children's version 能支持选项之一的推断, 且 may be different 的弱化措辞与推断题的 "一步逻辑" 强度匹配。

D) **无中生有**

"科学家已定义智力的重要要素" 属于结论性陈述, 第 3 段并未提及; 该话题在 How much of intelligence can be specified 时还停留在设问阶段, 并未给出 "已定义" 的结论。

28. People nowadays can no longer achieve IQ scores as high as vos Savant's because____

- [A] the scores are obtained through different computational procedures.
- [B] creativity rather than analytical skills is emphasized now.
- [C] vos Savant's case is an extreme one that will not repeat.
- [D] the defining characteristic of IQ tests has changed.

如今人们无法再取得像vos Savant那样高的智商分数,因为____

- A) 分数是通过不同的计算程序获得的。 B) 现在强调的是创造力而非分析能力。
- c) vos Savant的情况是不会重复出现的极端个例。 D) 智商测试的定义性特征已经改变。

【答案】 A (细节题)

【判型】 题干 People nowadays can no longer achieve IQ scores as high as vos Savant's because____ 用 because 引出原因, 答案就是原文对这一现象的字面解释, 属于细节题。

【拆句】 People nowadays can no longer achieve IQ scores as high as vos Savant's because____ 主干 People can no longer achieve IQ scores, as high as vos Savant's 是比较状语(省略了重复的 achieved by), because 引导原因状语, 选项是它的延续。要注意 as...as 比较的对象是 "分数" 而非 "人"。

【定位】 Superhigh scores like vos Savant's are no longer possible, because scoring is now based on a statistical population distribution among age peers, rather than simply dividing the mental age by the chronological age and multiplying by 100.

像 vos Savant 那样的超高分不再可能出现, 因为现在的计分基于同龄人群体的统计分布, 而不是简单地把心理年龄除以实际年龄再乘以 100。

【选项】 A) ✓ 正确

scoring is now based on a statistical population distribution among age peers, rather than simply dividing the mental age by the chronological age and multiplying by 100

↔ the scores are obtained through different computational procedures

四项中只有 A 抓住了 "算法变了" 这一原文原因; 其余三项都偏离 because 后那段事实。

B) 张冠李戴

原文 fail to measure creativity and practical knowledge 说创造力是 Sternberg 在第 4 段指出测试缺失的能力, 并未说 "现在强调创造力而非分析力"。

C) 无中生有

原文从未把分数低归因于 "vos Savant 个案极端不再重复"——超高分的不可能来自计分方式的改变, 而非个案稀缺。

D) 偷换概念

原文变化的是 scoring (计分方式), 不是 defining characteristic (定义性特征); D 把 "算法变了" 偷换为 "IQ 测试的本质特征变了"。

29. We can conclude from the last paragraph that____

- [A] test scores may not be reliable indicators of one's ability.
- [B] IQ scores and SAT results are highly correlated.
- [C] testing involves a lot of guesswork.
- [D] traditional tests are out of date.

我们可以从最后一段得出结论____

- A) 测试分数可能不是一个人能力的可靠指标。 B) 智商分数与SAT成绩高度相关。
- C) 测试涉及大量猜测。 D) 传统测试已经过时。

【答案】 A (推断题)

【判型】 题干 We can conclude from the last paragraph that____ 用 conclude, 要求基于段意作合理总结, 本质是段落级推断题。

【拆句】 We can conclude from the last paragraph that___ 主干 We can conclude that..., from the last paragraph 是信息来源状语, that 后接宾语从句即选项。结构平铺直叙, 无陷阱。

【定位】 Such standardized tests may not assess all the important elements necessary to succeed in school and in life... traditional tests best assess analytical and verbal skills but fail to measure creativity and practical knowledge... IQ tests do not necessarily predict so well once populations or situations change... Anyone who has toiled through SAT will testify that test-taking skill also matters.

这类标准化测试未必能评估在学校和生活中获得成功所需的全部重要要素.....传统测试最擅长评估分析和言语能力, 却无法测量创造力和实践知识.....IQ 测试一旦人群或情境改变就未必能很好地预测.....任何熬过 SAT 的人都会证明: 应试技巧也很重要。

【选项】 A) ✓ 正确

Such standardized tests may not assess all the important elements necessary to succeed in school and in life

↔ **test scores may not be reliable indicators of one's ability**

IQ tests do not necessarily predict so well once populations or situations change ↔

test scores may not be reliable indicators of one's ability

末段四处负向表述全部指向 "测试分数不可靠", A 项是唯一能同时覆盖这四处的概括。

B) 过度推断

Other standardized tests, such as the Scholastic Assessment Test (SAT) and the Graduate Record Exam (GRE), capture the main aspects of IQ tests 只说 SAT/GRE 抓住了 IQ 测试的主要方面, 并未说两者 "高度相关"。

C) 以偏概全

knowing when to guess or what questions to skip 是举 SAT 应试技巧的两个例子, 并非说 "考试涉及大量猜测"——guesswork 被夸大成测试本身的属性。

D) 过度推断

末段只指出传统测试的局限性, 并未做出 "过时 (out of date)" 这一时代性判断; 作者只是说有缺陷, 不等于淘汰。

30. What is the author's attitude towards IQ tests?

[A] Supportive.

[B] Skeptical.

[C] Impartial.

[D] Biased.

作者对智商测试持什么态度?

A) 支持的。 B) 怀疑的。 C) 公正的。 D) 有偏见的。

【答案】 B (态度题)

【判型】 题干 What is the author's attitude towards IQ tests? 直问态度, 是典型态度题。

【拆句】 What is the author's attitude towards IQ tests? 是 What 引导的特殊疑问句，主干 the author's attitude is what, towards IQ tests 是介词短语作 attitude 的后置定语，限定态度对象。结构平铺直叙，无陷阱。

【选项】 A) **与原文相反**

Supportive 是正向态度，与全文反复指出 IQ 测试缺陷的负向方向相反；作者从首段反问问到末段引专家批评，未在任何处给出明确的支持性评价。

B) ✓ 正确

It's not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

↔ **Skeptical**

Such standardized tests may not assess all the important elements necessary to succeed in school and in life

↔ **Skeptical**

Skeptical 准确捕捉了 "质疑但不全盘否定" 的中等强度负向态度，与全文 "反复点缺陷却仍保留余地" 的语言风格匹配。

C) 偷换概念

Impartial 意为 "客观中立、不偏不倚"，但作者反复使用反问与负向评价 (not obvious、more than a score、fail to measure、do not necessarily predict)，明显偏向负面，并非中立。

D) 过度推断

Biased 含 "带有成见、片面" 的贬义，强度远超 skeptical；作者仅以反问与例证表怀疑，并未以激烈措辞推翻 IQ 测试，故未达 biased 的强度。

SENTENCE INSIGHTS • 句子精讲

11 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 are invited to query Marilyn vos Savant, who at age 10 had tested at a mental level of someone about 23 years old; that gave her an IQ of 228 – the highest score ever recorded.

第1段，第2句

句子结构非常典型：分号连接的并列句、非限制性定语从句补充信息、双宾语结构、过去完成时表示过去的过去。这些都是四六级和考研阅读中的高频句式。尤其是用分号分隔并列句、以及定语从句提供背景信息的写法，在学术文本和新闻报道中反复出现，学习这个句子能掌握可复用的结构模式

IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been folded and cut, and to deduce numerical sequences, among other similar tasks.

第1段，第3句

"ask + 宾语 + to do" 结构及其并列变体,在四六级和考研阅读中频繁出现,属于高频句式。时间状语从句嵌套在不定式短语内修饰宾语的模式,也是常考的复杂结构。掌握本句的分析方法可直接迁移到大量真题句型。

So it is a bit confusing when vos Savant fields such queries from the average Joe (whose IQ is 100) as, What's the difference between love and fondness?

第1段，第4句

句中涵盖形式主语、主系表结构、状语从句、定语从句、同位语从句、后置定语等多种成分类型,且同位语从句是完整疑问句这一特殊形式值得练习。各成分层次分明,适合训练识别嵌套结构中不同成分的归属,训练价值较高。

It's not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

第1段，第6句

句子覆盖了形式主语、真正主语（主语从句）、系表结构、宾语补足语、定语从句主语（关系代词）、不定式作定语和宾补等多种成分，且容易混淆（如形式主语 vs 真正主语、定语从句中 "that" 的成分），适合作为成分划分训练的综合练习。

Clearly, intelligence encompasses more than a score on a test.

第2段，第1句

简单句中主谓宾结构加句首状语的组合在四六级和考研阅读中较为常见，"more than" 引出的比较结构也是典型考点之一。但本句整体过于简单，不如带有从句或并列结构的复合句更具代表性，典型性中等偏上。

Generally costing several hundred dollars, they are usually given only by psychologists, although variations of them populate bookstores and the World Wide Web.

第3段，第3句

主从复合句结构（主句加让步状语从句）是四六级和考研阅读中的高频句式，被动语态和现在分词短语作状语也是常考点。句子结构具有较强的代表性，掌握后可应用于大量类似句子的分析。

In his article "How Intelligent Is Intelligence Testing?", Sternberg notes that traditional tests best assess analytical and verbal skills but fail to measure creativity and practical knowledge, components also critical to problem solving and life success.

第4段，第2句

主句 + 宾语从句的结构在四六级和考研真题中极为常见,宾语从句内部的并列谓语和同位语也是典型句式。掌握本句的分析方法可以直接迁移到大量学术文章和考试材料中,具有很高的代表性。

Moreover, IQ tests do not necessarily predict so well once populations or situations change.

第4段，第3句

主句 + 时间状语从句的结构在四六级和考研阅读中较为常见，"once" 引导的条件性时间从句也是常考句型。但整体结构相对简单，缺少定语从句、名词性从句等更高频的复杂句式，典型性中等偏上。

Research has found that IQ predicted leadership skills when the tests were given under low-stress conditions, but under high-stress conditions, IQ was negatively correlated with leadership – that is, it predicted the opposite.

第4段，第4句

"主句 + 宾语从句 + 从句内嵌套状语从句及并列结构" 是四六级和考研阅读中的高频句式；宾语从句内部的对比性并列陈述（低压力条件 vs 高压力条件）也是学术文本和科普文章的典型表达方式；掌握本句结构后可迁移到大量类似长难句的分析，代表性很强。

Anyone who has toiled through SAT will testify that test-taking skill also matters, whether it's knowing when to guess or what questions to skip.

第4段，第5句

本句结构层次丰富但没有难到失控，既能训练主干识别，也能训练从句挂接和时态区分，适合作为结构与时态综合练习材料。对提升长句拆解能力很有代表性。

People no longer use IQ scores as an indicator of intelligence.

第27题，A

"use A as B" 是四六级和考研阅读中常见的动词搭配结构，宾语补足语的识别具有一定代表性；但作为简单句，整体句式较为基础，复杂度不及真题中常考的复合句结构。

HIGH-FREQUENCY · 真题高频词

本篇出现的 60 个考研英语（旧卷）真题高频词

下列单词既在本篇真题中出现，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。

intelligence

B2

n. 智力

本篇10次 · 真题 48 句

mental

B1

adj. 精神的

本篇2次 · 真题 37 句

traditional

B1

adj. 传统的

本篇2次·真题 28 句

scale

B1

n. 规模

本篇2次·真题 20 句

testing

B1

n. 测试

本篇2次·真题 19 句

creativity

B2

n. 创造力

本篇2次·真题 18 句

version

B1

n. 版本

本篇2次·真题 18 句

assess

B2

v. 评估

本篇2次·真题 17 句

element

B1

n. 要素

本篇2次·真题 12 句

indicator

B2

n. 指示物;指示信号

本篇2次·真题 10 句

verbal

B2

adj. 口头的

本篇2次·真题 8 句

author

A2

n. 作者

本篇1次·真题 209 句

following

B1

adj. 接下来的

本篇1次·真题 91 句

case

A2

n. 情况

本篇1次·真题 75 句

measure

B1

v. 测量

本篇1次·真题 65 句

argue

B1

v. 争论

本篇1次·真题 63 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

internet A2

n. 互联网

本篇1次·真题 53 句

pattern B1

n. 模式

本篇1次·真题 47 句

define B1

v. 给.....下定义

本篇1次·真题 46 句

base A2

n. 基础

本篇1次·真题 43 句

simply B1

adv. 仅仅，只不过

本篇1次·真题 43 句

figure A2

n. 数字

本篇1次·真题 38 句

available A2

adj. 可获得的

本篇1次·真题 35 句

generally B1

adv. 通常，一般地

本篇1次·真题 35 句

graduate B1

n. 毕业生

本篇1次·真题 34 句

content B1

n. 内容

本篇1次·真题 31 句

feature B1

n. 特征

本篇1次·真题 30 句

concept B2

n. 概念

本篇1次·真题 29 句

highly B1

adv. 非常

本篇1次·真题 28 句

peer B2

n. 同龄人

本篇1次·真题 27 句

web A2

n. 网站

本篇1次·真题 27 句

capacity B2

n. 容量

本篇1次·真题 26 句

critical B2

adj. 批评的

本篇1次·真题 26 句

conclude B2

v. 断定;推断出

本篇1次·真题 24 句

emphasize B2

v. 强调

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

psychologist B2

n. 心理学家

本篇1次·真题 19 句

procedure B2

n. 程序

本篇1次·真题 18 句

capture B1

v. 捕获

本篇1次·真题 17 句

obvious B1

adj. 明显的

本篇1次·真题 17 句

clearly A2

adv. 清楚地, 明白地

本篇1次·真题 16 句

characteristic B2

n. 特征

本篇1次·真题 15 句

practical B1

adj. 实际的

本篇1次·真题 14 句

biased B2

adj. 有偏见的

本篇1次·真题 13 句

moreover B2

adv. 此外

本篇1次·真题 12 句

extreme B2

adj. 极度的

本篇1次·真题 11 句

necessarily B2

adv. 必然地

本篇1次·真题 11 句

primarily B2

adv. 主要地

本篇1次·真题 11 句

philosopher B2

n. 哲学家

本篇1次·真题 10 句

reliable B1

adj. 可靠的

本篇1次·真题 10 句

suit A2

n. 套装

本篇1次·真题 10 句

distribution B2

n. 分配

本篇1次·真题 9 句

visual B2

adj. 视觉的

本篇1次·真题 9 句

assessment B2

n. 评估

本篇1次·真题 8 句

intelligent B1

adj. 聪明的

本篇1次·真题 8 句

nowadays B1

adv. 现在

本篇1次·真题 8 句

statistical B2

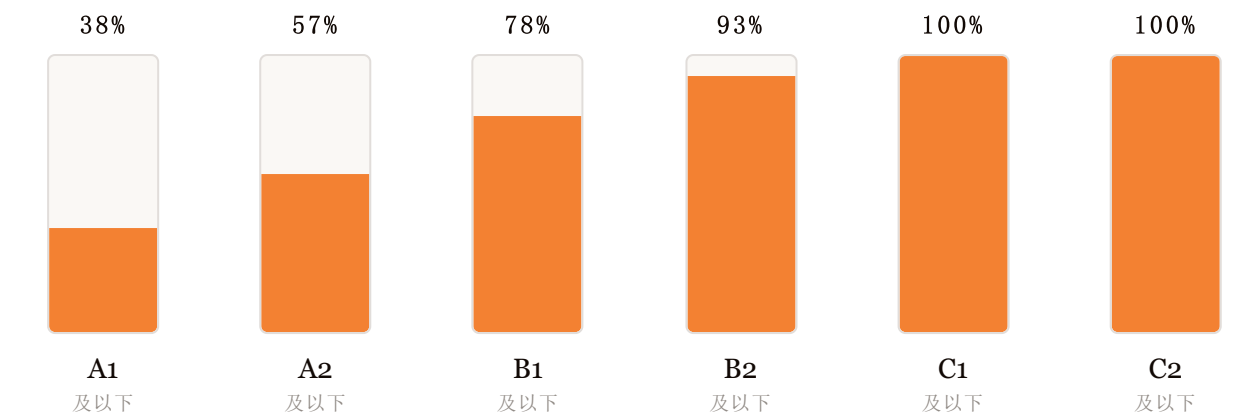
adj. 统计的

本篇1次·真题 8 句

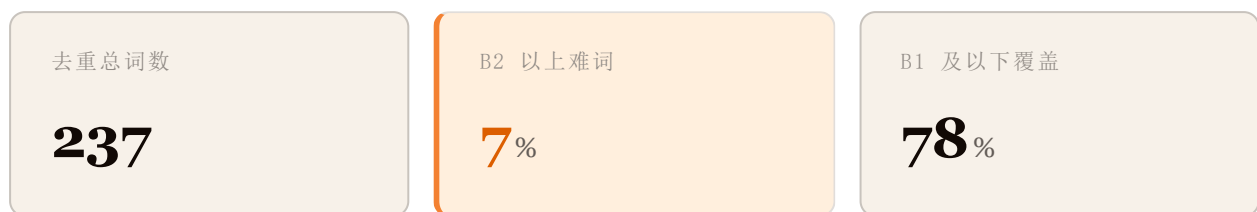
VOCABULARY • 词汇难度分布

全文 237 词按 CEFR 难度累积覆盖

全文去重后共 **237** 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 16 个·约 7%。



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 237 个 · 末柱为 100%



考研英语（旧卷） 2007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）	本题
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	段落小标题（7选5）	题目解析 →
Section II Part C	英译汉（划线句子翻译）	题目解析 →
Section III Part A	写作	题目解析 →
Section III Part B	写作	题目解析 →