

2012年 考研英语二多项对应（信息匹配） Section II Part B · 41-45 题答案与解析

MATCHING & ANALYSIS · 多项对应题和解析

多项对应题和解析 · 41-45 题

本页 41-45 题的多项对应答案与逐题解析由懒笔记基于2012年 考研英语二多项对应（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：Directions、7 段数字标号完整原文（逐段附中文翻译）与题项↔A~G 候选对照表连续排印；卷面之后逐题解析——正确候选项及其中译、答案段与定位句中英对照、锚点核心信息、原文与候选项的同义改写对照，以及易混诱选的辨析。

英语二真题(2012)

Section II Part B

Directions:

Read the following text and match each of the numbered items in the left column to its corresponding information in the right column. There are two extra choices in the right column. Mark your answers on the ANSWER SHEET. (10 points)

"Universal history, the history of what man has accomplished in this world, is at bottom the History of the Great Men who have worked here," wrote the Victorian sage Thomas Carlyle. Well, not any more it is not.

维多利亚时代的智者托马斯·卡莱尔写道："世界历史，即人类在这个世界上所成就之事的历史，归根结底是在此奋斗的伟人的历史。"然而，如今情况已不再如此。

Suddenly, Britain looks to have fallen out with its favorite historical form. This could be no more than a passing literary craze, but it also points to a broader truth about how we now approach the past: less concerned with learning from our forefathers and more interested in feeling their pain. Today, we want empathy, not inspiration.

突然之间,英国似乎与其最钟爱的历史叙述形式决裂了。这也许只是一时的文学风潮,但它也指向了一个关于我们如今如何看待过去的更广泛的真相:我们不再关注从先辈那里汲取教训,而是更感兴趣于感受他们的痛苦。今天,我们要的是共情,而非激励。

From the earliest days of the Renaissance, the writing of history meant recounting the exemplary lives of great men. In 1337, Petrarch began work on his rambling writing *De Viris Illustribus* – On Famous Men, highlighting the *virtus* (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top. This was the biographical tradition which Niccolò Machiavelli turned on its head. In *The Prince*, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

从文艺复兴最早期开始,历史书写就意味着讲述伟人的典范生活。1337年,彼特拉克开始撰写其漫长的著作《名人传》,突出古典英雄的美德。彼特拉克赞颂他们征服命运、登上巅峰的伟大之处。正是这一传记传统

被尼科洛·马基雅维利彻底颠覆。在《君主论》中,他推崇狡诈、无情和大胆,而非美德、仁慈和正义,将其视为成功领导者的技能。

Over time, the attributes of greatness shifted. The Romantics commemorated the leading painters and authors of their day, stressing the uniqueness of the artist's personal experience rather than public glory. By contrast, the Victorian author Samuel Smiles wrote *Self-Help* as a catalogue of the worthy lives of engineers, industrialists and explorers. "The valuable examples which they furnish of the power of self-help, of patient purpose, resolute working, and steadfast integrity, issuing in the formation of truly noble and manly character, exhibit," wrote Smiles, "what it is in the power of each to accomplish for himself." His biographies of James Watt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

随着时间推移,伟大的特质发生了转变。浪漫主义者颂扬当时杰出的画家和作家,强调艺术家个人体验的独特性而非公众荣耀。相比之下,维多利亚时代作家塞缪尔·斯迈尔斯将《自助》写成工程师、实业家和探险家高尚生活的汇编。斯迈尔斯写道:"他们所提供的关于自助之力、坚韧目标、坚定工作和坚贞正直的宝贵范例,展现了真正高尚而刚毅品格的形成,说明每个人都有能力为自己成就些什么。"他为詹姆斯·瓦特、理查德·阿克赖特和乔赛亚·韦奇伍德所作的传记被奉为指引工人阶级度过艰难人生的灯塔。

This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte. These epochal figures represented lives hard to imitate, but to be acknowledged as possessing higher authority than mere mortals.

这一切对托马斯·卡莱尔来说有些过于资产阶级化了,他的传记聚焦于马丁·路德、奥利弗·克伦威尔和拿破仑·波拿巴真正英雄般的人生。这些划时代人物代表着难以效仿的生命,但应被承认拥有高于凡人的权威。

Not everyone was convinced by such bombast. "The history of all hitherto existing society is the history of class struggles," wrote Marx and Engels in *The Communist Manifesto*. For them, history did nothing, it possessed no immense wealth nor waged battles: "It is man, real, living man who does all that." And history should be the story of the masses and their record of struggle. As such, it needed to appreciate the economic realities, the social contexts and power relations in which each epoch stood. For: "Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past."

并非所有人都被这种夸张言辞所说服。"迄今为止一切社会的历史都是阶级斗争的历史,"马克思和恩格斯在《共产党宣言》中写道。对他们而言,历史什么也不做,它既不拥有巨大财富也不发动战争:"做这一切的是人,是现实的、活生生的人。"而历史应该是大众及其斗争记录的故事。因此,它需要理解每个时代所处的经济现实、社会语境和权力关系。因为:"人们自己创造自己的历史,但是他们并不是随心所欲地创造,并不是在他们自己选定的条件下创造,而是在直接碰到的、既定的、从过去承继下来的条件下创造。"

This was the tradition which revolutionised our appreciation of the past. In place of Thomas Carlyle, Britain nurtured Christopher Hill, E.P. Thompson and Eric Hobsbawm. History from below stood alongside biographies of great men. Whole new realms of understanding – from gender to race to cultural studies – were opened up as scholars unpicked the multiplicity of lost societies. And it transformed public history too: downstairs became just as fascinating as upstairs.

正是这一传统革新了我们对过去的理解。英国培养出了克里斯托弗·希尔、E.P.汤普森和埃里克·霍布斯鲍姆,取代了托马斯·卡莱尔。自下而上的历史与伟人传记并驾齐驱。随着学者们剖析失落社会的多样性,从性别到种族再到文化研究,全新的理解领域被开辟出来。这也改变了公共历史:楼下变得和楼上一样引人入胜。

	[A] emphasized the virtue of classical heroes.
41. Petrarch	[B] highlighted the public glory of the leading artists.
42. Niccolò Machiavelli	[C] focused on epochal figures whose lives were hard to imitate.
43. Samuel Smiles	[D] opened up new realms of understanding the great men in history.
44. Thomas Carlyle	[E] held that history should be the story of the masses and their record of struggle.
45. Marx and Engels	[F] dismissed virtue as unnecessary for successful leaders.
	[G] depicted the worthy lives of engineers, industrialists and explorers.

41. Petrarch

【答案】 [A] 信息在第 3 段

【候选项】 emphasized the virtue of classical heroes.

强调古典英雄的美德。

【定位】 In 1337, Petrarch began work on his rambling writing De Viris Illustribus – On Famous Men, highlighting the virtus (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top.

1337 年，彼特拉克开始撰写他那篇漫长的著作《名人传》——《论名人》，凸显古典英雄的 virtus（即美德）。彼特拉克歌颂他们战胜命运、登上巅峰的伟大。

【锚点】 彼特拉克突出古典英雄的美德

【对照】 highlighting the virtus (or virtue) of classical heroes ↔

emphasized the virtue of classical heroes.

highlighting≈emphasized, 词义同义替换

【依据】 主张与A逐字对应

【辨邻】 [F]

出现 virtue 这个眼熟词，容易让人以为也属彼特拉克。但 F 是 dismissed virtue as unnecessary——“否定美德”，方向与彼特拉克“凸显美德”正相反，它对应的是把传统颠倒过来的马基雅维利。

he championed cunning, ruthlessness, and boldness, rather than virtue

42. Niccolò Machiavelli

【答案】 [F] 信息在第 3 段

【候选项】 dismissed virtue as unnecessary for successful leaders.

认为美德对于成功的领导者来说是不必要的。

【定位】 In The Prince, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

在《君主论》中，他推崇狡诈、冷酷与果敢，而非美德、仁慈与公正，将其作为成功领导者的本领。

【锚点】 马基雅维利认为美德对成功领导者并不必要

【对照】 rather than virtue, mercy and justice, as the skills of successful leaders ↔

dismissed virtue as unnecessary for successful leaders.

rather than→dismissed...as unnecessary, 结构重构同义

【依据】 弃美德=dismissed virtue

【辨邻】 [A]

同样含 virtue，且 classical heroes 也属第3段，极易误选。但 A 是 emphasized the virtue——正面强调美德，恰是马基雅维利 turned on its head（颠倒）的那个旧传统，对应的是彼特拉克而非他本人。

highlighting the virtue (or virtue) of classical heroes

43. Samuel Smiles

【答案】 [G] 信息在第 4 段

【候选项】 depicted the worthy lives of engineers, industrialists and explorers.

描绘了工程师、实业家和探险家有价值的生平。

【定位】 By contrast, the Victorian author Samuel Smiles wrote Self-Help as a catalogue of the worthy lives of engineers, industrialists and explorers.

与之相对，维多利亚时代的作家塞缪尔·斯迈尔斯写了《自助论》，作为一部工程师、实业家和探险家可敬人生的汇编。

【锚点】 斯迈尔斯描绘工程师、实业家、探险家的可敬人生

【对照】 a catalogue of the worthy lives of engineers, industrialists and explorers ↔

depicted the worthy lives of engineers, industrialists and explorers.

catalogue of → depicted, 名词转动词同义

【依据】 对象三类人逐字吻合

【辨邻】 [B]

的 the leading artists 与斯迈尔斯写的实干者完全不是一类人。B 对应的是第4段前半句 The Romantics commemorated the leading painters and authors——浪漫派纪念顶尖画家与作家，而斯迈尔斯前有 By contrast 与他们划清界限，绝不能混。

The Romantics commemorated the leading painters and authors of their day

44. Thomas Carlyle

【答案】 [C] 信息在第 5 段

【候选项】 focused on epochal figures whose lives were hard to imitate.

关注那些生平难以效仿的划时代人物。

【定位】 This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte. These epochal figures represented lives hard to imitate, but to be acknowledged as possessing higher authority than mere mortals.

这一切在托马斯·卡莱尔看来都有点市侩气，他把传记聚焦于马丁·路德、奥利弗·克伦威尔和拿破仑·波拿巴这些真正英雄式的人生。这些划时代人物代表着难以效仿的人生，却被公认为拥有高于凡人的更高权威。

【锚点】 卡莱尔聚焦人生难以效仿的划时代人物

【对照】 focused his biographies on the truly heroic lives ↔

focused on epochal figures whose lives were hard to imitate.

focused...on逐字同构

These epochal figures represented lives hard to imitate ↔

epochal figures whose lives were hard to imitate.

陈述句压成定语从句

【依据】 epochal+hard to imitate双锁定

【辨邻】 [D]

含 the great men in history，而卡莱尔正是写伟人的，故易误选。但 D 是 opened up new realms of understanding，对应第7段 Whole new realms of understanding...were opened up——那是“自下而上的历史”学派（希尔、汤普森等）的贡献，且其方向是颠覆伟人史，不是卡莱尔本人。

Whole new realms of understanding – from gender to race to cultural studies – were opened up

45. Marx and Engels

【答案】 [E] 信息在第 6 段

【候选项】 held that history should be the story of the masses and their record of struggle.

认为历史应该是民众的故事及其斗争记录。

【定位】 And history should be the story of the masses and their record of struggle.

而且历史应当是大众的故事，是他们斗争的记录。

【锚点】 马恩认为历史应是大众及其斗争的记录

【对照】 And history should be the story of the masses and their record of struggle. ↔

held that history should be the story of the masses and their record of struggle.

原句几乎被原样搬入选项

【依据】 近乎原句搬运

CHOICES • 候选池地图

A~G 共 7 个候选项各自在说什么

候选项是经同义改写的句子，比题目多 2 个。下面逐条给出候选句原文、「它到底主张什么」的中文压缩，并标注它对应哪道题——始终无人对应的就是多余干扰项。

[A] emphasized the virtue of classical heroes.

强调古典英雄的美德/德性。

对应第 41 题

[B] highlighted the public glory of the leading artists.

突出顶尖艺术家的公共荣耀。

多余项 • 无人对应

[C] focused on epochal figures whose lives were hard to imitate.

聚焦于那些人生难以效仿的划时代人物。

对应第 44 题

[D] opened up new realms of understanding the great men in history.

开辟了理解历史上伟人的新领域。

多余项 • 无人对应

[E] held that history should be the story of the masses and their record of struggle.

主张历史应是大众及其斗争记录的故事。

对应第 45 题

[F] dismissed virtue as unnecessary for successful leaders.

否定美德，认为它对成功的领导者并非必需。

对应第 42 题

[G] depicted the worthy lives of engineers, industrialists and explorers.

描绘了工程师、实业家和探险家的可敬人生。

对应第 43 题

EXTRA CHOICES • 多余项交代

这 2 个候选项始终无人对应

多项对应必有 2 个候选项无人认领——往往最像文中某个没被问到的人/事物，或是对某段的片面概括。下面逐条剖析它们「像在哪、差在哪、为何无人认领」，读透多余项才算读透全局。

[B] highlighted the public glory of the leading artists.

highlighted the public glory of the leading artists 对应第4段前半句的浪漫派，但原文恰恰说浪漫派 stressing the uniqueness of the artist's personal experience rather than public glory——强调的是个人体验而非“公共荣耀”，B 正话反说扭曲了原意；何况浪漫派这一群体本就没有被任何题问到，故无人认领。

[D] opened up new realms of understanding the great men in history.

opened up new realms of understanding the great men in history 借用第7段 Whole new realms of understanding...were opened up, 但原文这场革新是“自下而上的历史”，开辟的是理解“失落社会”的新领域，方向恰恰是颠覆伟人史，而非“understanding the great men”。它对应的史学家（希尔、汤普森等）也没被任何题点名，故落空。

SENTENCE INSIGHTS • 句子精讲

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。

"Universal history, the history of what man has accomplished in this world, is at bottom the History of the Great Men who have worked here," wrote the Victorian sage Thomas Carlyle.

第1段，第1句

成分种类丰富且含多个易错点。覆盖主谓宾、主系表、同位语、状语、定语从句、名词性从句等多种结构；倒装导致宾语前置，同位语插入干扰主语识别，what 和 who 在从句中既是引导词又充当成分，这些都是学生常错的考点。作为成分划分练习句，能同时训练多种识别技能。

Well, not any more it is not.

第1段，第2句

本句虽短但成分划分训练价值高：涵盖主语、谓语、表语、状语四类核心成分，且状语前置、表语后置形成特殊语序，能有效训练学习者识别非常规位置上的成分以及理解强调句式中的成分归属。

This could be no more than a passing literary craze, but it also points to a broader truth about how we now approach the past: less concerned with learning from our forefathers and more interested in feeling their pain.

第2段，第2句

并列句 + 嵌套宾语从句的结构在四六级和考研阅读中频繁出现，转折连词"but"连接对比观点、疑问词引导名词性从句都是典型考点；句式具有较强代表性和迁移价值。

This was the biographical tradition which Niccolò Machiavelli turned on its head.

第3段，第4句

主系表结构加限制性定语从句是四六级和考研阅读中的常见句式，尤其是定语从句修饰表语名词的结构经常出现。关系代词在从句中充当宾语并前置，也是考试高频考点。掌握这种结构后，可以迁移到大量类似句子的分析中，代表性较强。

In The Prince, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

第3段，第5句

本句涵盖主语、谓语、宾语（三个并列名词）、地点状语、两个修饰性状语（对比结构和介词短语），成分种类较为丰富。特别是宾语的并列结构、“rather than”引导的对比状语、“as”引导的方式状语，都是实际阅读中常见且容易混淆的成分，适合作为划分练习句

The Romantics commemorated the leading painters and authors of their day, stressing the uniqueness of the artist's personal experience rather than public glory.

第4段，第2句

简单句 + 分词状语是四六级和考研阅读中的常见句式。这种“主句 + 逗号 + 现在分词短语”的结构在历史、文化类文章中高频出现，掌握后可大量复用。

By contrast, the Victorian author Samuel Smiles wrote Self-Help as a catalogue of the worthy lives of engineers, industrialists and explorers.

第4段，第3句

本句覆盖主语（含同位语）、谓语、宾语、状语、宾语补足语五种成分，成分种类较丰富；宾语补足语“as a catalogue...”由介词 as 引导，是值得练习的结构；但句中无定语从句、复杂修饰或易混淆的分句嵌套，坑点密集度中等，作为成分划分练习句有一定价值但不算顶尖。

His biographies of James Watt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

第4段，第5句

被动语态 + 介词短语作方式状语 + 不定式作后置定语是常见的书面表达句式，在四六级和考研阅读中频繁出现，具有较高的迁移价值

This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte.

第5段，第1句

主句加非限制性定语从句补充说明人物背景，是考研阅读中常见的句式。定语从句对先行词的补充作用、逗号隔开的非限制性用法都是高频考点。但整体结构较为简单，缺少多重从句嵌套或复杂修饰，典型性中等偏上

Not everyone was convinced by such bombast.

第6段，第1句

被动语态 + 否定主语的组合在四六级和考研阅读中较为常见,具有一定代表性,掌握后可迁移到类似句式,但简单句结构本身过于基础,不如复合句典型性强。

For them, history did nothing, it possessed no immense wealth nor waged battles:
"It is man, real, living man who does all that."

第6段，第3句

本句涵盖并列谓语、形式主语、强调句、定语从句中关系代词作主语等多种成分和结构,且强调句容易与主系表混淆,定语从句中who既是引导词又充当主语,这些都是典型的易错点,作为划分练习句收益较高。

As such, it needed to appreciate the economic realities, the social contexts and
power relations in which each epoch stood.

第6段，第5句

主句 + 限制性定语从句（由介词 + 关系代词引导）是四六级和考研阅读中非常常见的句式，定语从句修饰名词的用法也是高频考点。宾语由多个并列名词短语构成的结构也经常出现。掌握这个句式后，学生可以在大量真题句中识别和复用类似结构。

In place of Thomas Carlyle, Britain nurtured Christopher Hill, EP Thompson and
Eric Hobsbawm.

第7段，第2句

句中涉及主语、谓语、宾语（并列宾语）和状语四种基本成分，结构完整但成分种类常规。句首状语的位置可用于练习状语前置的识别，并列宾语可练习并列结构的划分，但整体缺少定语从句、宾语补足语等更丰富的成分类型，训练价值中等偏下。

Whole new realms of understanding – from gender to race to cultural studies –
were opened up as scholars unpicked the multiplicity of lost societies.

第7段，第4句

本句结构在学术类阅读和考试真题中高度典型:主句采用被动语态突出结果,状语从句说明背景或原因,插入语补充细节。这种“结果陈述 + 原因/背景从句”的模式在四六级和考研阅读中频繁出现,掌握后可大量复用。被动语态与 as 引导的状语从句搭配,是学术写作和阅读理解的常见句式。

And it transformed public history too: downstairs became just as fascinating as upstairs.

第7段，第5句

并列主句通过冒号连接、构成总分解释关系的结构在学术写作和说明文中较为常见，具有一定代表性。两个主句的句型（主谓宾 + 主系表）也是典型的基础结构。但本句缺少从句、无复杂修饰，作为考试常考句式的典型性中等。

HIGH-FREQUENCY · 真题高频词

本篇出现的 58 个考研英语二真题高频词

下列单词既在本篇长文中出现，又是 **考研英语二** 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。

power A2

n. 权力

本篇3次 · 真题 90 句

struggle B1

v. 奋斗

本篇3次 · 真题 32 句

author A2

n. 作者

本篇2次 · 真题 209 句

focus B1

n. 重点

本篇2次 · 真题 77 句

figure A2

n. 数字

本篇2次 · 真题 38 句

writing A2

n. 写作

本篇2次 · 真题 33 句

mass B1

n. 大量

本篇2次 · 真题 25 句

understanding B1

n. 理解, 领悟

本篇2次 · 真题 25 句

tradition B1

n. 传统

本篇2次 · 真题 20 句

working A2

adj. 有工作的

本篇2次 · 真题 17 句

highlight B2

n. 最精彩的部分

本篇2次·真题 16 句

classical B2

adj. 古典的

本篇2次·真题 13 句

circumstance B2

n. 情况

本篇2次·真题 12 句

leading B1

adj. 最重要的

本篇2次·真题 12 句

accomplish B2

v. 完成, 实现 (任务、目标)

本篇2次·真题 8 句

possess B2

v. 拥有, 持有 (财产、特质等)

本篇2次·真题 8 句

truly B1

adv. 真正地

本篇2次·真题 8 句

less A1

det. 较少的

本篇1次·真题 150 句

economic B2

adj. 经济的

本篇1次·真题 98 句

issue B1

n. 问题

本篇1次·真题 89 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 51 句

stress B1

n. 压力

本篇1次·真题 50 句

justice B2

n. 公正;正义

本篇1次·真题 36 句

authority B2

n. 权力

本篇1次·真题 33 句

cultural B1

adj. 文化的

本篇1次·真题 32 句

reality B1

n. 现实

本篇1次·真题 31 句

shift B1

v. 移动

本篇1次·真题 31 句

exist A2

v. 存在;实际上有

本篇1次·真题 28 句

historical B2

adj. 历史的

本篇1次·真题 26 句

represent B1

v. 代表

本篇1次·真题 25 句

character B1

n. 性格

本篇1次·真题 24 句

directly B1

adv. 直接地

本篇1次·真题 23 句

gender B1

n. 性别 (社会文化意义上的)

本篇1次·真题 23 句

emphasize B2

v. 强调

本篇1次·真题 22 句

broad B1

adj. 宽阔的

本篇1次·真题 20 句

concerned B1

adj. 担心的

本篇1次·真题 20 句

pain A2

n. 疼痛

本篇1次·真题 20 句

valuable B1

adj. 贵重的

本篇1次·真题 20 句

contrast B2

n. 对比

本篇1次·真题 17 句

wage B1

n. 工资

本篇1次·真题 16 句

formation B2

n. 形成

本篇1次·真题 15 句

literary B2

adj. 文学的

本篇1次·真题 15 句

scholar

B2

n. 学者

本篇1次·真题15句

acknowledge

B2

v. 承认 (事实、错误等)

本篇1次·真题14句

transform

B2

v. 使彻底改变;使转变

本篇1次·真题14句

battle

B1

n. 战斗

本篇1次·真题13句

context

B2

n. (事情发生的) 背景、环境

本篇1次·真题13句

guide

A2

n. 指南;手册

本篇1次·真题13句

interested

A1

adj. 感兴趣的

本篇1次·真题12句

suddenly

A2

adv. 突然地

本篇1次·真题11句

attribute

B2

n. 属性

本篇1次·真题10句

convince

B1

v. 说服, 使相信

本篇1次·真题10句

exhibit

B2

v. 展览

本篇1次·真题10句

universal

B2

adj. 普遍的

本篇1次·真题10句

mere

B2

adj. 仅仅的

本篇1次·真题9句

alongside

B1

prep. 在...旁边

本篇1次·真题8句

appreciation

B2

n. 感激

本篇1次·真题8句

unnecessary

B1

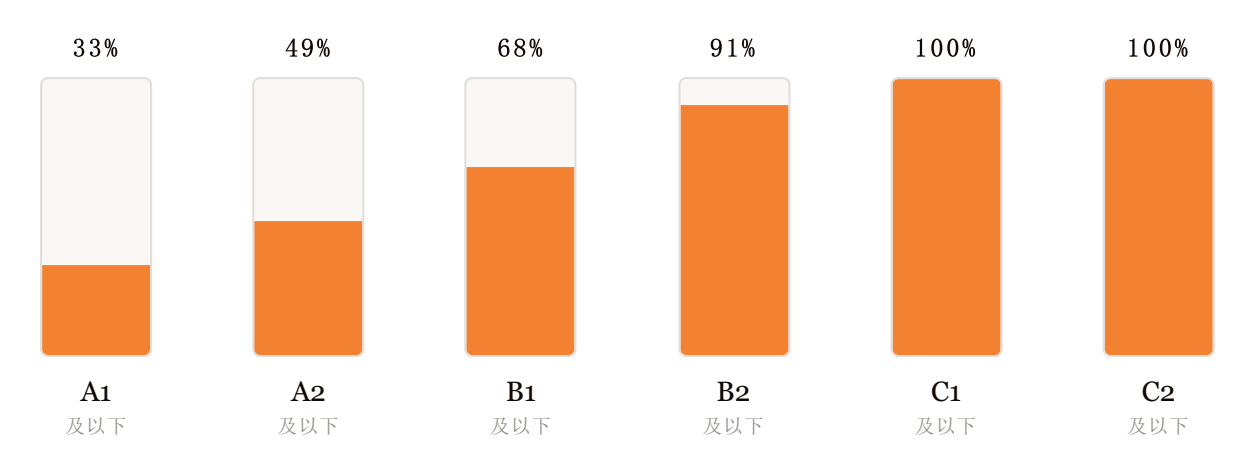
adj. 不必要的;多余的

本篇1次·真题8句

VOCABULARY · 词汇难度分布

全文 221 词按 CEFR 难度累积覆盖

数字标号长文去重后共 **221** 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 19 个·约 9%。



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 221 个·末柱为 100%



考研英语二 2012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	多项对应（信息匹配）	本题
Section III	英译汉（段落翻译）	题目解析 →
Section IV Part A	写作	题目解析 →
Section IV Part B	写作	题目解析 →