

# 2017年 考研英语二阅读理解（四选一） 第3篇·31-35 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

## 阅读理解题和解析 · 31-35 题

本页 31-35 题的答案与逐题解析由懒笔记基于2017年 考研英语二阅读理解（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。

英语二真题(2017)

Section II Part A (3)

### 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 3

P1 Today, widespread social pressure to immediately go to college in conjunction with increasingly high expectations in a fast-moving world often causes students to completely overlook the possibility of taking a gap year. After all, if everyone you know is going to college in the fall, it seems silly to stay back a year, doesn't it? And after going to school for 12 years, it doesn't feel natural to spend a year doing something that isn't academic.

如今，普遍存在的立即上大学的社会压力，加上快速发展的世界中日益增高的期望，常常导致学生完全忽视间隔年的可能性。毕竟，如果你认识的每个人都在秋季上大学，那么推迟一年似乎很愚蠢，不是吗？而且在上了12年学之后，花一年时间做一些非学术性的事情感觉并不自然。

P2 But while this may be true, it's not a good enough reason to condemn gap years. There's always a constant fear of falling behind everyone else on the socially perpetuated "race to the finish line," whether that be toward graduate school, medical school or a lucrative career. But despite common misconceptions, a gap year does not hinder the success of academic pursuits – in fact, it probably enhances it.

但尽管这可能是事实，却不足以成为谴责间隔年的充分理由。人们总是不断担心在社会延续的“冲向终点线的竞赛”中落后于其他所有人，无论那是通向研究生院、医学院还是一份高薪职业。但尽管存在普遍的误解，间隔年并不会阻碍学业追求的成功——事实上，它可能会增强成功。

P3 Studies from the United States and Australia show that students who take a gap year are generally better prepared for and perform better in college than those who do not. Rather than pulling students back, a gap year pushes them ahead by preparing them for independence, new responsibilities and environmental changes – all things that first-year students often struggle with the most. Gap year

experiences can lessen the blow when it comes to adjusting to college and being thrown into a brand new environment, making it easier to focus on academics and activities rather than acclimation blunders. 来自美国和澳大利亚的研究表明，经历间隔年的学生通常比没有经历间隔年的学生为大学做了更好的准备，并且在大学中表现更好。间隔年不是把学生拉回来，而是通过让他们为独立、新责任和环境变化做好准备来推动他们前进——这些都是大一新生往往最难应对的事情。间隔年经历可以减轻适应大学和被投入全新环境时的冲击，使人更容易专注于学业和活动，而不是适应过程中的失误。

P4 If you're not convinced of the inherent value in taking a year off to explore interests, then consider its financial impact on future academic choices. According to the National Center for Education Statistics, nearly 80 percent of college students end up changing their majors at least once. This isn't surprising, considering the basic mandatory high school curriculum leaves students with a poor understanding of the vast academic possibilities that await them in college. Many students find themselves listing one major on their college applications, but switching to another after taking college classes. It's not necessarily a bad thing, but depending on the school, it can be costly to make up credits after switching too late in the game. At Boston College, for example, you would have to complete an extra year were you to switch to the nursing school from another department. Taking a gap year to figure things out initially can help prevent stress and save money later on.

如果你不相信用一年时间探索兴趣的内在价值，那么请考虑它对未来学业选择的财务影响。根据美国国家教育统计中心的数据，近80%的大学生最终至少换过一次专业。这并不令人惊讶，因为高中基础必修课程使学生对大学中等待他们的广阔学术可能性了解甚少。许多学生发现自己在大学申请中列出一个专业，但在上了大学课程后换到另一个专业。这不一定是坏事，但取决于学校，如果换专业太晚，补学分可能代价高昂。例如在Boston College，如果你从其他院系转到护理学院，就必须额外完成一年学业。最初花一年间隔年来弄清楚这些事情，可以帮助防止压力并在以后节省金钱。

## 题目与逐题解析

31. One of the reasons for high-school graduates not taking a gap year is that\_\_\_\_\_.

- [ A ] they think it academically misleading
- [ B ] they have a lot of fun to expect in college
- [ C ] it feels strange to do differently from others
- [ D ] it seems worthless to take off-campus courses

高中毕业生不选择间隔年的原因之一是\_\_\_\_\_。

- A) 他们认为这在学业上具有误导性    B) 他们对大学生生活充满期待    C) 与他人做法不同会让人感到奇怪  
D) 参加校外课程似乎毫无价值

**【答案】** C (细节题)

**【判型】** 题干 One of the reasons for high-school graduates not taking a gap year is that 问「其中一个原因」，指向原文某句具体陈述，不要求归纳全文。

**【拆句】** 题干主干为 One of the reasons ... is that\_\_\_\_, that 引导表语从句承接答案；结构平铺直叙，无陷阱。

**【定位】** After all, if everyone you know is going to college in the fall, it seems silly to stay back a year, doesn't it? And after going to school for 12 years, it doesn't feel natural to spend a year doing something that isn't academic.

毕竟，要是你认识的所有人秋天都要去上大学，单单自己留一年看上去就很傻，不是吗？而且上了 12 年学之后，再花一年时间去做非学业的事，本就不太自然。

**【选项】** A) **无中生有**

academically misleading 意为「学术上误导」，P1 与 P2 只说 gap year 看上去不学术、不一定让人落后，从未说它会在学术层面误导学生。

B) **无中生有**

a lot of fun to expect in college 把不选 gap year 的原因归于「期待大学的乐趣」，而 P1 给出的是社会压力和「不自然」的从众心理，与「fun」无关。

C) **✓ 正确**

if everyone you know is going to college in the fall, it seems silly to stay back a year ↔

it feels strange to do differently from others

预判说「和别人不一样会觉得怪」，C 项把「别人都上大学、自己留一年」抽象成 do differently from others，把「silly + not natural」抽象成 feels strange，与预判完全一致。

D) **偷换概念**

off-campus courses 把 gap year 等同于「校外课程」，而原文 something that isn't academic 明确说它是非学业活动；且原文也未说「无价值」，是把原因换了对象。

32. Studies from the US and Australia imply that taking a gap year helps\_\_\_\_\_.

- [ A ] keep students from being unrealistic
- [ B ] lower risks in choosing careers
- [ C ] ease freshmen's financial burdens
- [ D ] relieve freshmen of pressures

来自美国和澳大利亚的研究表明,选择间隔年有助于\_\_\_\_\_。

A) 避免学生不切实际 B) 降低职业选择的风险 C) 减轻新生的经济负担 D) 缓解新生的压力

**【答案】** D (推断题)

**【判型】** Studies from the US and Australia imply that 的 imply 表明问的不是研究的字面结论，而是研究背后的合理含义，需做一步逻辑延伸。

**【拆句】** Studies ... imply that taking a gap year helps\_\_\_\_\_ 中 imply 后接宾语从句，从句主语是动名词短语 taking a gap year；结构清晰、无陷阱。

**【定位】** Studies from the United States and Australia show that students who take a gap year are generally better prepared for and perform better in college than those who do not. Rather than pulling students back, a gap year pushes them ahead by preparing them for independence, new responsibilities and environmental changes – all things that first-year students often struggle with the most.

美国和澳大利亚的研究表明，相比不休 gap year 的学生，休过 gap year 的学生进大学时通常准备得更充分、表现也更好。gap year 非但不会让学生落后，反而推他们一把——让他们提前做好独立、新责任和环境变化，而这些恰恰是大一新生最易吃力的方面。

**【选项】** A) **偷换概念**

keep students from being unrealistic 说 gap year 防止学生不切实际，better prepared 谈的是准备更充分，而非心态现实与否——「准备充分」与「现实」并非等义。

B) **过度推断**

lower risks in choosing careers 把研究结论延伸到「降低择业风险」，但 P3 通篇只讨论入学适应，不谈职业；且 lucrative career 只是描述社会期待，并非研究结论。

C) **张冠李戴**

ease freshmen's financial burdens 提到「财务负担」，是 P4 的议题；Q32 问 P3 的 US/Australia 研究含义，与 P4 的钱无关——典型张冠李戴。

D) **✓ 正确**

all things that first-year students often struggle with the most ↔ **relieve freshmen of pressures**  
预判要求同时含「freshmen」和「适应压力减轻」两要素，D 项恰好把 first-year students 替换为 freshmen，把 struggle 抽象为 pressures，把作者立场的「pushes them ahead」延伸为 relieve，三者一一对应。

33. The word "acclimation" (Para. 3) is closest in meaning to \_\_\_\_.

- [ A ] adaptation
- [ B ] application
- [ C ] motivation
- [ D ] competition

单词"acclimation"(第3段)在意思上最接近\_\_\_\_。

A) 适应 B) 应用 C) 动机 D) 竞争

**【答案】** A (词义句意题)

**【判型】** The word "acclimation" (Para. 3) is closest in meaning to 的「closest in meaning to」是词义题标志。

**【拆句】** 题干为简单系表结构，is closest in meaning to 直接索取近义词；结构平铺直叙，无陷阱。

**【定位】** Gap year experiences can lessen the blow when it comes to adjusting to college and being thrown into a brand new environment, making it easier to focus on academics and activities rather than acclimation blunders.

gap year 的经历能在适应大学、被抛进全新环境时减轻冲击，让学生更容易把心思放在学业和活动中，而非花在适应不良的失误上。

**【选项】** A) ✓ 正确

adjusting to college and being thrown into a brand new environment ↔ **adaptation**

把生词换成通俗的「适应」后，四项里 adaptation 是其精准名词化，无歧义。

B) 无中生有

application 常解作「应用」或「申请」，与原文「适应新环境」语义无关。

C) 无中生有

motivation 意为「动机」，与「适应新环境」无关；同句 lessen the blow 谈的是减轻冲击，与动机毫无关联。

D) 无中生有

competition 意为「竞争」，与同句 adjusting to college 强调的是与环境磨合而非与他人竞争。

34. A gap year may save money for students by helping them\_\_\_\_\_.

- [ A ] avoid academic failures
- [ B ] establish long-term goals
- [ C ] switch to another college
- [ D ] decide on the right major

间隔年可以通过帮助学生\_\_\_\_\_来为他们省钱。

A) 避免学业失败 B) 建立长期目标 C) 转到另一所大学 D) 确定正确的专业

**【答案】** D (细节题)

**【判型】** A gap year may save money for students by helping them\_\_\_\_\_ 用 by 引导方式状语，要求填入省钱的具体方式，是事实层面的细节。

**【拆句】** A gap year may save money for students by helping them\_\_\_\_\_ 主干 A gap year may save money; by helping them 是方式状语，them 指 students; 空格填动词短语作 helping 的宾语补足语，结构清晰。

**【定位】** Many students find themselves listing one major on their college applications, but switching to another after taking college classes. It's not necessarily a bad thing, but depending on the school, it can be costly to make up credits after switching too late in the game. At Boston College, for example, you would have to complete an extra year were you to switch to the nursing school from another department. Taking a gap year to figure things out initially can help prevent stress and save money later on.

许多学生申请大学时填一个专业，上了课之后又换另一个。这本身不一定是坏事，但要看学校，换得太晚要补学分，可能很费钱。例如在波士顿学院，要从别的院系转去护理学院得多读一年。一开始就用 gap year 把事情想清楚，能减少日后压力、省下日后的开销。

**【选项】** A) **偷换概念**

avoid academic failures 把省钱机制归于避免挂科/学业失败，但 P4 只讨论换专业带来的补学分成本，从未涉及挂科、学业失败。

B) **过度推断**

establish long-term goals 把 figure things out 扩大为「确立人生长期目标」，但原文上下文清楚指向「专业 major」，不是泛指目标。

C) **偷换概念**

switch to another college 把 switching to another (换专业) 改为「换学校」，At Boston College, for example, you would have to complete an extra year were you to switch to the nursing school from another department 明说是「从一个系转到 nursing school」——同校内部换院系，不是换学校。

D) **✓ 正确**

Taking a gap year to figure things out initially can help prevent stress and save money later on

↔ **decide on the right major**

预判「一开始就把专业想清楚」与 decide on the right major 在动作、对象、时机上——对应。

35. The most suitable title for this text would be \_\_\_\_.

- [ A ] In Favor of the Gap Year
- [ B ] The ABCs of the Gap Year
- [ C ] The Gap Year Comes Back
- [ D ] The Gap Year: A Dilemma

这篇文章最合适的标题是\_\_\_\_。

A) 支持间隔年 B) 间隔年基础知识 C) 间隔年卷土重来 D) 间隔年:一个两难困境

**【答案】** A (主旨题)

**【判型】** The most suitable title for this text 直接要标题，是主旨类题干的典型措辞。

**【拆句】** The most suitable title for this text would be \_\_\_\_ would be 含虚拟语气意味（在所给选项中「将会是」），结构平铺直叙，无陷阱。

【选项】 A) ✓ 正确

a gap year does not hinder the success of academic pursuits – in fact, it probably enhances it ↔

**In Favor of the Gap Year**

Studies from the United States and Australia show that students who take a gap year are generally better prepared for and perform better in college than those who do not

↔ **In Favor of the Gap Year**

Taking a gap year to figure things out initially can help prevent stress and save money later on

↔ **In Favor of the Gap Year**

预判要求「赞同 + gap year」，A 项 In Favor of the Gap Year 同时给出立场 (In Favor of=赞同) 和话题 (Gap Year)，与三段证据链一致。

B) 偷换概念

The ABCs of the Gap Year 暗示「gap year 入门 ABC」，文章本身不是介绍 gap year 是什么 / 怎么做的入门科普，而是一篇带立场的论说文，文中既没列举做法清单也没分步骤介绍。

C) 无中生有

The Gap Year Comes Back 暗示 gap year 经历过沉寂又回潮，但 P1 只说今天的社会压力让人忽略 gap year，并未提到它曾流行又消失再回潮。

D) 与原文相反

The Gap Year: A Dilemma 把 gap year 定性为两难困境，not a good enough reason to condemn gap years 与全文一边倒地支持 gap year 直接相反，没有展开困境/两难的论述。

SENTENCE INSIGHTS • 句子精讲

## 14 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。

Today, widespread social pressure to immediately go to college in conjunction with increasingly high expectations in a fast-moving world often causes students to completely overlook the possibility of taking a gap year.

第1段，第1句

长主语 + 简单谓语 + 宾语及宾补的结构在四六级和考研阅读中极为常见，尤其是主语部分通过介词短语和不定式扩展来表达复杂概念的写法，是学术文本的典型句式，掌握后可迁移到大量同类句子。

After all, if everyone you know is going to college in the fall, it seems silly to stay back a year, doesn't it?

第1段，第2句

"if 条件从句 + 主句" 结构、形式主语 "it" 搭配不定式、定语从句省略关系代词，都是四六级和考研真题中的高频句式。本句句式组合典型，学生掌握后可大量迁移到类似结构的句子中。

And after going to school for 12 years, it doesn't feel natural to spend a year doing something that isn't academic.

第1段，第3句

本句在主干识别上有一定难度(形式主语需要判断),成分丰富且涵盖多个训练价值高的考点(形式主语、定语从句、不定式短语、现在分词),结构典型(形式主语 + 定语从句都是常考句式),而时态简单不构成额外负担。综合来看,这是一个适合优先用于句子结构训练的材料,能让学习者在适度挑战中掌握可迁移的分析方法。

But while this may be true, it's not a good enough reason to condemn gap years.

第2段，第1句

"让步状语从句 + 主句评价"是考试阅读和写作里都很常见的句型，像 "while ... , ..." 这种转折推进也很典型。掌握这种识别顺序，迁移价值较高。

There's always a constant fear of falling behind everyone else on the socially perpetuated "race to the finish line," whether that be toward graduate school, medical school or a lucrative career.

第2段，第2句

本句涵盖了 there be 存在句、动名词作介词宾语、过去分词作后置定语、同位语从句、虚拟语气等多个考点，成分种类较为丰富。同位语从句的识别和虚拟语气的判断都是常见易错点，具有较好的训练价值。

But despite common misconceptions, a gap year does not hinder the success of academic pursuits – in fact, it probably enhances it.

第2段，第3句

破折号连接并列分句、用 "in fact" 强化递进观点的写法在学术和考试文章中常见,是典型的论证句式。否定结构加递进强化的逻辑组合也是议论文的经典模式,学习后可迁移到阅读和写作中。

Rather than pulling students back, a gap year pushes them ahead by preparing them for independence, new responsibilities and environmental changes – all things that first-year students often struggle with the most.

第3段，第2句

句子成分丰富：主句包含对比状语、主语、谓语、宾语、方向状语、方式状语和同位语；定语从句包含关系代词作宾语的结构。特别是“Rather than”引导的对比状语、“by”引导的方式状语、破折号引出的同位语，以及关系代词在从句中充当介词宾语，都是值得练习的典型成分和易错点。

Gap year experiences can lessen the blow when it comes to adjusting to college and being thrown into a brand new environment, making it easier to focus on academics and activities rather than acclimation blunders.

第3段，第3句

本句结构高度典型：主句+状语从句+分词短语状语的组合是四六级和考研阅读中的高频句式，‘when it comes to’ 固定搭配和现在分词作结果状语也是常考点，掌握后可广泛迁移到类似长难句的分析。

If you're not convinced of the inherent value in taking a year off to explore interests, then consider its financial impact on future academic choices.

第4段，第1句

条件状语从句加主句的结构在四六级和考研真题中非常常见，且本句的“if...then...” 搭配是典型的条件关系表达方式。祈使句在建议类语境中也较为高频。掌握本句结构后可迁移到大量类似句式。

According to the National Center for Education Statistics, nearly 80 percent of college students end up changing their majors at least once.

第4段，第2句

简单句中带有“end up doing”这一高频短语动词结构，以及“According to”引导的信息来源状语，都是四六级和考研阅读中常见的表达方式；数量主语“80 percent of”的用法也较为典型；掌握本句结构后可迁移至大量类似表述，代表性较强。

Many students find themselves listing one major on their college applications, but switching to another after taking college classes.

第4段，第4句

“find + 宾语 + doing”是四六级和考研阅读中的高频句型，并列宾语补足语结构也常见于描述对比或转折的语境，本句结构具有较强的代表性和迁移价值，掌握后可应用于大量同类句子。

It's not necessarily a bad thing, but depending on the school, it can be costly to make up credits after switching too late in the game.

第4段，第5句

"but" 连接的并列转折句和 "it is + 形容词 + to do" 句型都是四六级和考研阅读中的高频结构，尤其形式主语句型在学术文本中大量出现，掌握后迁移性强，具有较高典型性。

At Boston College, for example, you would have to complete an extra year were you to switch to the nursing school from another department.

第4段，第6句

句子覆盖了主语、谓语、宾语、地点状语、插入语、条件状语从句等多种成分，且条件从句采用倒装形式，练习价值较高。特别是倒装条件从句的识别、虚拟语气的判断、情态动词结构的分析，都是容易出错且需要强化的知识点，适合作为综合练习句。

Taking a gap year to figure things out initially can help prevent stress and save money later on.

第4段，第7句

本句涵盖动名词短语作主语、情态动词作谓语、宾语补足语（且为并列动词短语）、不定式短语作目的状语等多种成分，能够同时练习主语识别（区分动名词与进行时）、谓语定位（排除非谓语动词）、宾补与状语的区别，成分种类丰富且包含易错点（如 help 后接不带 to 的不定式），适合作为成分划分的综合练习。

HIGH-FREQUENCY • 真题高频词

## 本篇出现的 59 个考研英语二真题高频词

下列单词既在本篇真题中出现，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。

**gap**

B1

n. 间隙

本篇14次 · 真题 45 句

**academic**

B2

adj. 学术的

本篇5次 · 真题 28 句

**switch** A2

v. 转换

本篇4次 · 真题 17 句

**major** B1

adj. 主要的

本篇3次 · 真题 56 句

**would** A1

aux. (will 的过去式) 将要, 会

本篇2次 · 真题 304 句

**financial** B2

adj. 财政的

本篇2次 · 真题 59 句

**pressure** B1

n. 心理压力

本篇2次 · 真题 55 句

**career** B1

n. 职业

本篇2次 · 真题 42 句

**graduate** B1

n. 毕业生

本篇2次 · 真题 34 句

**possibility** B1

n. 可能性

本篇2次 · 真题 25 句

**application** B1

n. 申请

本篇2次 · 真题 22 句

**focus** B1

n. 重点

本篇1次 · 真题 77 句

**least** A2

det. 最少的

本篇1次 · 真题 63 句

**risk** A2

n. 风险

本篇1次 · 真题 62 句

**impact** B2

n. 影响

本篇1次 · 真题 53 句

**united** B1

adj. 联合的

本篇1次 · 真题 52 句

**stress** B1

n. 压力

本篇1次 · 真题 50 句

**states** A1

n. 国家

本篇1次 · 真题 42 句

**increasingly**

B2

adv. 越来越;日益;不断增加地

本篇1次·真题40句

**figure**

A2

n. 数字

本篇1次·真题38句

**later**

A1

adv. 以后, later

本篇1次·真题38句

**according**

B1

prep. 根据

本篇1次·真题35句

**department**

A2

n. 部门

本篇1次·真题35句

**generally**

B1

adv. 通常, 一般地

本篇1次·真题35句

**despite**

B1

prep. 尽管

本篇1次·真题32句

**responsibility**

B1

n. 责任

本篇1次·真题32句

**struggle**

B1

v. 奋斗

本篇1次·真题32句

**explore**

B1

v. 探索

本篇1次·真题28句

**establish**

B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次·真题27句

**understanding**

B1

n. 理解;领悟

本篇1次·真题25句

**enhance**

B2

v. 提高

本篇1次·真题24句

**failure**

B1

n. 失败

本篇1次·真题24句

**favor**

B1

n. 帮忙

本篇1次·真题24句

**imply**

B2

v. 暗示, 暗指

本篇1次·真题24句

## environmental

B1

adj. 环境的

本篇1次·真题 23 句

## perform

B1

v. 执行

本篇1次·真题 19 句

## expectation

B2

n. 期待;预期

本篇1次·真题 17 句

## extra

A2

adj. 额外的

本篇1次·真题 17 句

## lower

A2

adj. 较低的;下方的

本篇1次·真题 16 句

## pursuit

B2

n. 追求

本篇1次·真题 16 句

## burden

B2

n. 负担

本篇1次·真题 15 句

## completely

B1

adv. 完全地

本篇1次·真题 15 句

## adjust

B2

v. 调整

本篇1次·真题 14 句

## widespread

B2

adj. 广泛的

本篇1次·真题 13 句

## constant

B2

adj. 持续不断的

本篇1次·真题 12 句

## costly

B2

adj. 昂贵的, 代价高的

本篇1次·真题 12 句

## ease

B1

n. 容易

本篇1次·真题 12 句

## vast

B2

adj. 巨大的

本篇1次·真题 12 句

## ahead

A2

adv. 在前面

本篇1次·真题 11 句

## brand

B1

n. 品牌, 商标

本篇1次·真题 11 句

**credit** B1

n. 赊购, 赊账

本篇1次·真题 11 句

**necessarily** B2

adv. 必然地

本篇1次·真题 11 句

**overlook** B2

v. 忽略, 没注意到

本篇1次·真题 11 句

**misleading** B2

adj. 误导性的

本篇1次·真题 10 句

**relieve** B2

v. 减轻、缓解 (疼痛、焦虑等不适)

本篇1次·真题 10 句

**suitable** B1

adj. 合适的

本篇1次·真题 10 句

**independence** B2

n. 独立;自主

本篇1次·真题 9 句

**inherent** C1

adj. 内在的;固有的

本篇1次·真题 8 句

**surprising** A2

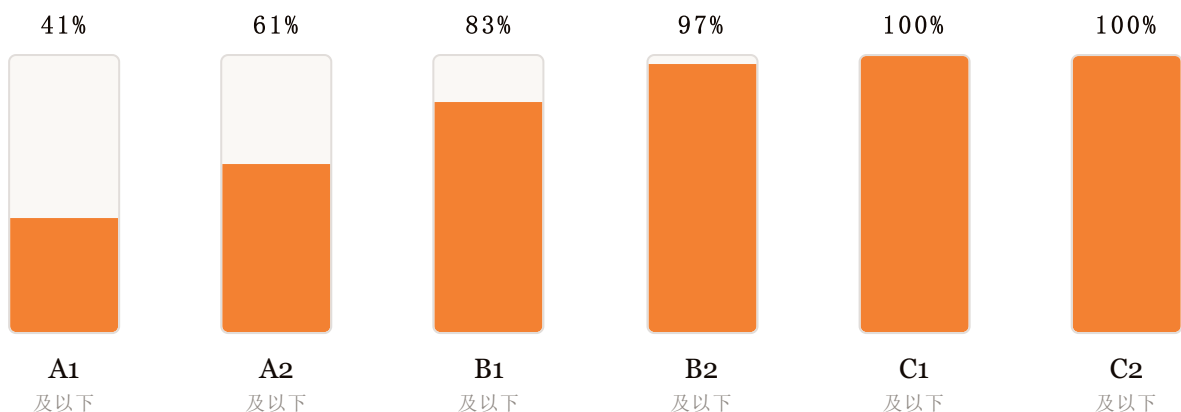
adj. 令人惊讶的

本篇1次·真题 8 句

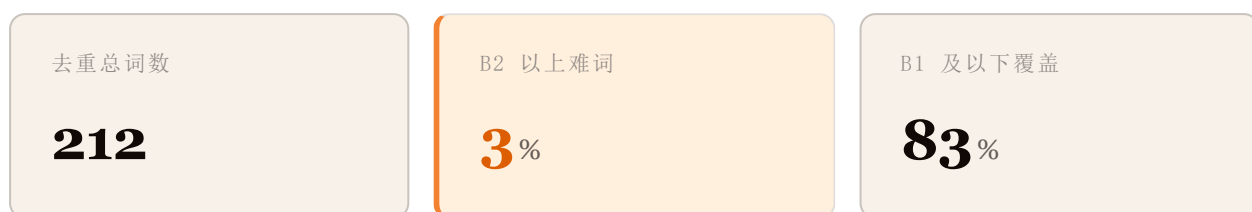
VOCABULARY • 词汇难度分布

## 全文 212 词按 CEFR 难度累积覆盖

全文去重后共 212 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 3%。



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 212 个 · 末柱为 100%



## 考研英语二 2017年 · 全卷构成

|                       |            |                        |
|-----------------------|------------|------------------------|
| Section I             | 完形填空（四选一）  | <a href="#">题目解析 →</a> |
| Section II Part A (1) | 阅读理解（四选一）  | <a href="#">题目解析 →</a> |
| Section II Part A (2) | 阅读理解（四选一）  | <a href="#">题目解析 →</a> |
| Section II Part A (3) | 阅读理解（四选一）  | <a href="#">本题</a>     |
| Section II Part A (4) | 阅读理解（四选一）  | <a href="#">题目解析 →</a> |
| Section II Part B     | 多项对应（信息匹配） | <a href="#">题目解析 →</a> |
| Section III           | 英译汉（段落翻译）  | <a href="#">题目解析 →</a> |
| Section IV Part A     | 写作         | <a href="#">题目解析 →</a> |
| Section IV Part B     | 写作         | <a href="#">题目解析 →</a> |