

高教版
2016 年

全国硕士研究生招生考试 英语（一）考试大纲 （非英语专业）

教育部考试中心

高等教育出版社



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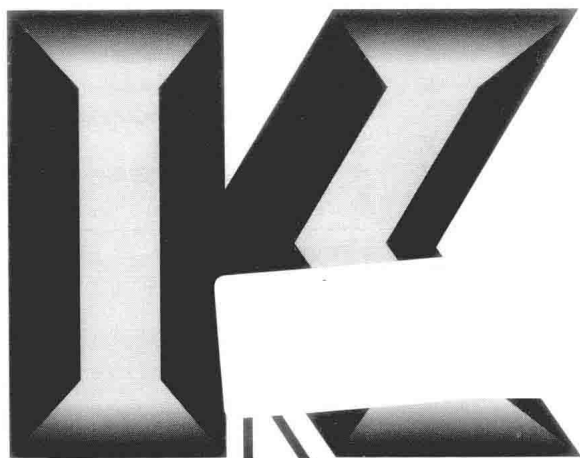
英语（一）考试大纲

（非英语专业）

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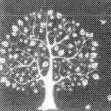


I. 考试性质

英语(一)考试是为高等院校和科研院所招收硕士研究生而设置的具有选拔性质的全国统一入学考试科目,其目的是科学、公平、有效地测试考生对英语语言的运用能力,评价的标准是高等院校非英语专业本科毕业生所能达到的及格或及格以上水平,以保证被录取者具有一定的英语水平,并有利于各高等院校和科研院所在专业上择优选拔。



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II. 考查目标

考生应掌握下列语言知识和技能:

(一) 语言知识

1. 语法知识

考生应能熟练地运用基本的语法知识。

本大纲没有专门列出对语法知识的具体要求,其目的是鼓励考生用听、说、读、写的实践代替单纯的语法知识学习,以求考生在交际中能更准确、自如地运用语法知识。

2. 词汇

考生应能掌握 5 500 左右的词汇以及相关附表中的内容(详见附录 1、2)。

除掌握词汇的基本含义外,考生还应掌握词汇之间的词义关系,如同义词、近义词、反义词等;掌握词汇之间的搭配关系,如动词与介词、形容词与介词、形容词与名词等;掌握词汇生成的基本知识,如词源、词根、词缀等。

英语语言的演化是一个世界范围内的动态发展过程,它受到科技发展和进步的影响。这意味着需要对本大纲词汇表不断进行研究和定期的修订。

此外,全国硕士研究生招生考试英语(一)是为非英语专业考生设置的。考虑到交际的需要,考生还应自行掌握与本人工作或专业相关的词汇,以及涉及个人好恶、生活习惯和宗教信仰等方面的词汇。

(二) 语言技能*

1. 阅读

考生应能读懂选自各类书籍和报刊的不同类型的文字材料(生词量不超过所读材料总词汇量的3%),还应能读懂与本人学习或工作有关的文献资料、技术说明和产品介绍等。对所读材料,考生应能:

- 1) 理解主旨要义;
- 2) 理解文中的具体信息;
- 3) 理解文中的概念性含义;
- 4) 进行有关的判断、推理和引申;
- 5) 根据上下文推测生词的词义;
- 6) 理解文章的总体结构以及上下文之间的关系;
- 7) 理解作者的意图、观点或态度;
- 8) 区分论点和论据。

2. 写作

考生应能写不同类型的应用文,包括私人 and 公务信函、备忘录、报告等,以及一般描述性、叙述性、说明性或议论性的文章。写作时,考生应能:

- 1) 做到语法、拼写、标点正确,用词恰当;
- 2) 遵循文章的特定文体格式;
- 3) 合理组织文章结构,使其内容统一、连贯;
- 4) 根据写作目的和特定读者,恰当选用语域**。

* 考生应能掌握的语言技能包括听、说、读、写四种能力。但是由于听力能力和口语能力的考查在复试中进行,因此这里只列出读和写两种技能。

** 指在书面和口语表达中根据不同的交际对象,所采用的话语方式,即正式、一般、非正式的话语。



III. 考试形式、考试内容与试卷结构

(一) 考试形式

考试形式为笔试。考试时间为 180 分钟。满分为 100 分。

试卷包括试题册和 1 张答题卡。考生应将 1~45 题的答案按要求涂写在答题卡相应题号的选项上,将 46~52 题的答案书写在答题卡指定位置的边框区域内。

(二) 考试内容

试题分三部分,共 52 题,包括英语知识运用、阅读理解和写作。

第一部分 英语知识运用

该部分不仅考查考生对不同语境中规范的语言要素(包括词汇、表达方式和结构)的掌握程度,而且还考查考生对语段特征(如连贯性和一致性等)的辨识能力等。共 20 小题,每小题 0.5 分,共 10 分。

在一篇 240~280 词的文章中留出 20 个空白,要求考生从每题给出的 4 个选项中选出最佳答案,使补全后的文章意思通顺、前后连贯、结构完整。

第二部分 阅读理解

该部分由 A、B、C 三节组成,考查考生理解书面英语的能力。共 30 小题,每小题 2 分,共 60 分。

A 节(20 小题):主要考查考生理解主旨要义、具体信息、概念性含义,进行有关的判断、推理和引申,根据上下文推测生词的词义等能力。要求考生根据所提供的 4 篇(总长度约为 1 600 词)文章的内容,从每

题所给出的 4 个选项中选出最佳答案。

B 节(5 小题):主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解。本节有 3 种备选题型。每次考试从这 3 种备选题型中选择一种进行考查。

备选题型有:

1) 在一篇总长度为 500~600 词的文章中有 5 段空白,文章后有 6~7 段文字。要求考生根据文章内容从这 6~7 段文字中选择能分别放进文章中 5 个空白处的 5 段。

2) 在一篇长度为 500~600 词的文章中,各段落的原有顺序已被打乱。要求考生根据文章的内容和结构将所列段落(7~8 个)重新排序,其中有 2~3 个段落在文章中的位置已给出。

3) 在一篇长度约 500 词的文章前或后有 6~7 段文字或 6~7 个概括句或小标题。这些文字或标题分别是对文章中某一部分的概括、阐述或举例。要求考生根据文章内容,从这 6~7 个选项中选出最恰当的 5 段文字或 5 个标题填入文章的空白处。

C 节(5 小题)*:主要考查考生准确理解概念或结构较复杂的英语文字材料的能力。要求考生阅读一篇约 400 词的文章,并将其中 5 个画线部分(约 150 词)译成汉语,要求译文准确、完整、通顺。

第三部分 写作

该部分由 A、B 两节组成,主要考查考生的书面表达能力。共 30 分。

A 节:考生根据所给情景写出约 100 词(标点符号不计算在内)的应用性短文,包括私人 and 公务信函、备忘录、报告等。共 10 分。

B 节:考生根据提示信息写出一篇 160~200 词的短文(标点符号不计算在内)。提示信息的形式有主题句、写作提纲、规定情景、图、表等。共 20 分。

* 硕士研究生招生考试英语(一)将英译汉试题作为阅读理解的一部分,其目的是测试考生根据上下文准确理解概念或复杂结构并用汉语正确予以表达的能力。

(三) 试卷结构

部分	节	为考生提供的信息	指导语语言	测试要点	题型	题目数量	计分
I 英语知识运用 (10分)		1 篇文章 (240 ~ 280 词)	英语	词汇、语法和结构	完形填空多项选择题 (四选一)	20	10
II 阅读理解 (60分)	A	4 篇文章 (共约 1 600 词)	英语	理解主旨要义、具体信息、概念性含义,进行有关的判断、推理和引申,根据上下文推测生词的词义等	多项选择题 (四选一)	20	40
	B	1 篇文章 (500 ~ 600 词)	英语	对连贯性、一致性等语段特征以及文章结构的理解	选择搭配题	5	10
	C	1 篇文章 (约 400 词) 5 处画线部分 (约 150 词)	英语	理解概念或结构较复杂的英语文字材料	英译汉	5	10
III 写作 (30分)	A	规定情景	英语	书面表达 归纳、概括、表述	应用文 (约 100 词)	1	10
	B	主题句、写作提纲、规定情景、图、表等	英语	书面表达	短文写作 (160~200 词)	1	20
总计						50+2	100

IV. 题型示例、参考答案及评分参考

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on the ANSWER SHEET. (10 points)

People are, on the whole, poor at considering background information when making individual decisions. At first glance this might seem like a strength that 1 the ability to make judgments which are unbiased by 2 factors. But Dr Uri Simonsohn speculated that an inability to consider the big 3 was leading decision-makers to be biased by the daily samples of information they were working with. 4, he theorised that a judge 5 of appearing too soft 6 crime might be more likely to send someone to prison 7 he had already sentenced five or six other defendants only to forced community service on that day.

To 8 this idea, he turned to the university-admissions process. In theory, the 9 of an applicant should not depend on the few others 10 randomly for interview during the same day, but Dr Simonsohn suspected the truth was 11.

He studied the results of 9,323 MBA interviews 12 by 31 admissions officers. The interviewers had 13 applicants on a scale of one to five. This scale 14 numerous factors into consideration. The scores were 15 used in conjunction with an applicant's score on the Graduate Management Admission Test, or GMAT, a standardised exam

which is 16 out of 800 points, to make a decision on whether to accept him or her.

Dr Simonsohn found if the score of the previous candidate in a daily series of interviewees was 0.75 points or more higher than that of the one 17 that, then the score for the next applicant would 18 by an average of 0.075 points. This might sound small, but to 19 the effects of such a decrease a candidate would need 30 more GMAT points than would otherwise have been 20.

- | | |
|-------------------|-----------------|
| 1. [A] grants | [B] submits |
| [C] transmits | [D] delivers |
| 2. [A] minor | [B] external |
| [C] crucial | [D] objective |
| 3. [A] issue | [B] vision |
| [C] picture | [D] moment |
| 4. [A] Above all | [B] On average |
| [C] In principle | [D] For example |
| 5. [A] fond | [B] fearful |
| [C] capable | [D] thoughtless |
| 6. [A] in | [B] for |
| [C] to | [D] on |
| 7. [A] if | [B] until |
| [C] though | [D] unless |
| 8. [A] test | [B] emphasize |
| [C] share | [D] promote |
| 9. [A] decision | [B] quality |
| [C] status | [D] success |
| 10. [A] found | [B] studied |
| [C] chosen | [D] identified |
| 11. [A] otherwise | [B] defensible |
| [C] replaceable | [D] exceptional |

- | | |
|-------------------|----------------|
| 12. [A] inspired | [B] expressed |
| [C] conducted | [D] secured |
| 13. [A] assigned | [B] rated |
| [C] matched | [D] arranged |
| 14. [A] put | [B] got |
| [C] took | [D] gave |
| 15. [A] instead | [B] then |
| [C] ever | [D] rather |
| 16. [A] selected | [B] passed |
| [C] marked | [D] introduced |
| 17. [A] below | [B] after |
| [C] above | [D] before |
| 18. [A] jump | [B] float |
| [C] fluctuate | [D] drop |
| 19. [A] achieve | [B] undo |
| [C] maintain | [D] disregard |
| 20. [A] necessary | [B] possible |
| [C] promising | [D] helpful |

Section II Reading Comprehension

Part A

Directions:

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

Text 1

Stratford-on-Avon, as we all know, has only one industry—William Shakespeare—but there are two distinctly separate and increasingly hostile branches. There is the Royal Shakespeare Company (RSC), which

presents superb productions of the plays at the Shakespeare Memorial Theatre on the Avon. And there are the townsfolk who largely live off the tourists who come, not to see the plays, but to look at Anne Hathaway's Cottage, Shakespeare's birthplace and the other sights.

The worthy residents of Stratford doubt that the theatre adds a penny to their revenue. They frankly dislike the RSC's actors, them with their long hair and beards and sandals and noisiness. It's all deliciously ironic when you consider that Shakespeare, who earns their living, was himself an actor (with a beard) and did his share of noise-making.

The tourist streams are not entirely separate. The sightseers who come by bus—and often take in Warwick Castle and Blenheim Palace on the side—don't usually see the plays, and some of them are even surprised to find a theatre in Stratford. However, the playgoers do manage a little sight-seeing along with their playgoing. It is the playgoers, the RSC contends, who bring in much of the town's revenue because they spend the night (some of them four or five nights) pouring cash into the hotels and restaurants. The sightseers can take in everything and get out of town by nightfall.

The townsfolk don't see it this way and the local council does not contribute directly to the subsidy of the Royal Shakespeare Company. Stratford cries poor traditionally. Nevertheless every hotel in town seems to be adding a new wing or cocktail lounge. Hilton is building its own hotel there, which you may be sure will be decorated with Hamlet Hamburger Bars, the Lear Lounge, the Banquo Banqueting Room, and so forth, and will be very expensive.

Anyway, the townsfolk can't understand why the Royal Shakespeare Company needs a subsidy. (The theatre has broken attendance records for three years in a row. Last year its 1,431 seats were 94 per cent occupied all year long and this year they'll do better.) The reason, of course, is that costs have rocketed and ticket prices have stayed low.

It would be a shame to raise prices too much because it would drive away the young people who are Stratford's most attractive clientele. They come entirely for the plays, not the sights. They all seem to look alike (though they come from all over)—lean, pointed, dedicated faces, wearing jeans and sandals, eating their buns and bedding down for the night on the flagstones outside the theatre to buy the 20 seats and 80 standing-room tickets held for the sleepers and sold to them when the box office opens at 10:30 a.m.

21. From the first two paragraphs, we learn that

- [A] the townsfolk deny the RSC's contribution to the town's revenue.
- [B] the actors of the RSC imitate Shakespeare on and off stage.
- [C] the two branches of the RSC are not on good terms.
- [D] the townsfolk earn little from tourism.

22. It can be inferred from Paragraph 3 that

- [A] the sightseers cannot visit the Castle and the Palace separately.
- [B] the playgoers spend more money than the sightseers.
- [C] the sightseers do more shopping than the playgoers.
- [D] the playgoers go to no other places in town than the theater.

23. By saying "Stratford cries poor traditionally" (Para. 4), the author implies that

- [A] Stratford cannot afford the expansion projects.
- [B] Stratford has long been in financial difficulties.
- [C] the town is not really short of money.
- [D] the townsfolk used to be poorly paid.

24. According to the townsfolk, the RSC deserves no subsidy because

- [A] ticket prices can be raised to cover the spending.
- [B] the company is financially ill-managed.
- [C] the behavior of the actors is not socially acceptable.
- [D] the theatre attendance is on the rise.

25. From the text we can conclude that the author

[A] is supportive of both sides.

[B] favors the townsfolk's view.

[C] takes a detached attitude.

[D] is sympathetic to the RSC.

Text 2

Over the past century, all kinds of unfairness and discrimination have been condemned or made illegal. But one insidious form continues to thrive: alphabetism. This, for those as yet unaware of such a disadvantage, refers to discrimination against those whose surnames begin with a letter in the lower half of the alphabet.

It has long been known that a taxi firm called AAAA cars has a big advantage over Zodiac cars when customers thumb through their phone directories. Less well known is the advantage that Adam Abbott has in life over Zoë Zysman. English names are fairly evenly spread between the halves of the alphabet. Yet a suspiciously large number of top people have surnames beginning with letters between A and K.

Thus the American president and vice-president have surnames starting with B and C respectively; and 26 of George Bush's predecessors (including his father) had surnames in the first half of the alphabet against just 16 in the second half. Even more striking, six of the seven heads of government of the G7 rich countries are alphabetically advantaged (Berlusconi, Blair, Bush, Chirac, Chrétien and Koizumi). The world's three top central bankers (Greenspan, Duisenberg and Hayami) are all close to the top of the alphabet, even if one of them really uses Japanese characters. As are the world's five richest men (Gates, Buffett, Allen, Ellison and Albrecht).

Can this merely be coincidence? One theory, dreamt up in all the spare time enjoyed by the alphabetically disadvantaged, is that the rot sets

in early. At the start of the first year in infant school, teachers seat pupils alphabetically from the front, to make it easier to remember their names. So short-sighted Zysman junior gets stuck in the back row, and is rarely asked the improving questions posed by those insensitive teachers. At the time the alphabetically disadvantaged may think they have had a lucky escape. Yet the result may be worse qualifications, because they get less individual attention, as well as less confidence in speaking publicly.

The humiliation continues. At university graduation ceremonies, the ABCs proudly get their awards first; by the time they reach the Zysmans most people are literally having a ZZZ. Shortlists for job interviews, election ballot papers, lists of conference speakers and attendees; all tend to be drawn up alphabetically, and their recipients lose interest as they plough through them.

26. What does the author intend to illustrate with AAAA cars and Zodiac cars?

- [A] A kind of overlooked inequality.
- [B] A type of conspicuous bias.
- [C] A type of personal prejudice.
- [D] A kind of brand discrimination.

27. What can we infer from the first three paragraphs?

- [A] In both East and West, names are essential to success.
- [B] The alphabet is to blame for the failure of Zoë Zysman.
- [C] Customers often pay a lot of attention to companies' names.
- [D] Some form of discrimination is too subtle to recognize.

28. The 4th paragraph suggests that

- [A] questions are often put to the more intelligent students.
- [B] alphabetically disadvantaged students often escape from class.
- [C] teachers should pay attention to all of their students.
- [D] students should be seated according to their eyesight.