



# 全国硕士研究生 入学统一考试

## 英语(二)考试大纲

(非英语专业)(2011年版)

教育部考试中心



高等教育出版社  
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## I. 考试性质

英语(二)考试主要是为高等院校和科研院所招收专业学位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,评价的标准是高等学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,并有利于各高等学校和科研院所在专业上择优选拔。

## II. 考试形式和试卷结构

### (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。

试卷包括试题册和答题卡。答题卡分为答题卡 1 和答题卡 2。考生应将英语知识运用和阅读理解部分的答案按要求填涂在答题卡 1 上,将英译汉和写作部分的答案按要求写在答题卡 2 上。

### (二) 试卷结构

试题分四部分,共 48 题,包括英语知识运用、阅读理解、英译汉和写作。

#### 第一部分 英语知识运用

主要考查考生对英语知识的综合运用能力。共 20 小题,每小题 0.5 分,共 10 分。

在一篇约 350 词的文章中留出 20 个空白,要求考生从每题所给的 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。考生在答题卡 1 上作答。

## 第二部分 阅读理解

主要考查考生获取信息、理解文章、猜测重要生词词义并进行推断等方面的能力。该部分由 A、B 两节组成,共 25 小题,每小题 2 分,共 50 分。

### A 节(20 小题)

本部分为多项选择题。共四篇文章,总长度为 1 500 词左右。要求考生阅读文章并回答每篇文章后面的问题。考生需在每小题所提供的选项(A、B、C、D)中选出唯一正确或是最合适的答案。

每篇文章设 5 题,共 20 题。每小题 2 分,共 40 分。考生在答题卡 1 上作答。

### B 节(5 小题)

本部分有 3 种备选题型。每次考试从这 3 种题型中选择其中的一种形式,或者这 3 种形式中某几种形式的组合进行考查。本节文章设 5 小题,每小题 2 分,共 10 分。

考生在答题卡 1 上作答。

备选题型包括:

#### 1) 多项对应

本部分为一篇长度为 450 ~ 550 词的文章,试题内容分为左右两栏,左侧一栏为 5 道题目,右侧一栏为 7 个选项。要求考生在阅读后根据文章内容和左侧一栏中提供的信息从右侧一栏中的 7 个选项中选出对应的 5 项相关信息。

#### 2) 小标题对应

在一篇长度为 450 ~ 550 词的文章前有 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或阐述。要求考生根据文章内容和篇章结构从这 7 个选项中选出最恰当的 5 个概括句或小标题填入文章空白处。

#### 3) 正误判断

在一篇长度为 450 ~ 550 词的文章后有与文章内容有关的 5 项陈述。要求考生在阅读后根据文章内容、判断各项陈述的内容是“正确”

(True) 还是“错误”(False)。

### 第三部分 英译汉

考查考生理解所给英语语言材料并将其译成汉语的能力。要求译文准确、完整、通顺。

要求考生阅读、理解长度为 150 词左右的一个或几个英语段落,并将其全部译成汉语。考生在答题卡 2 上作答。共 15 分。

### 第四部分 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 2 题,25 分。

#### A 节

题型有两种,每次考试选择其中的一种形式。

备选题型包括:

1) 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。

2) 要求考生根据所提供的汉语文章,用英语写出一篇 80 ~ 100 词的该文摘要。

考生在答题卡 2 上作答。共 10 分。

#### B 节

要求考生根据所规定的情景或给出的提纲,写出一篇 150 词以上的英语说明文或议论文。提供情景的形式为图画、图表或文字。考生在答题卡 2 上作答。共 15 分。

全国硕士研究生入学统一考试英语(二)试卷结构表

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	答题卡种类
I 英语知识运用 (10分)		1 篇文章 (约 350 词)	英语	英语知识综合运用能力	完形填空 多项选择 (四选一)	20	10	答题卡 1 (机器阅卷)
II 阅读理解 (50分)	A	4 篇文章 (共约 1 500 词)	英语	理解重要信息,掌握文章大意,猜测生词词义并进行推断等	多项选择 (四选一)	20	40	
	B	1 篇文章 (450 ~ 550 词)	英语	推理、判断、概括能力	选择搭配 或正误判断	5	10	
III 英译汉 (15分)		一个或几个段落 (150 词)	英语	理解和表达的准确、完整、通顺	英译汉	1	15	答题卡 2 (人工阅卷、机器登分)
IV 写作 (25分)	A	规定情景或汉语文章	英语	书面表达、归纳、概括、表述	应用文 (约 100 词)或摘要写作 (80 ~ 100 词)	1	10	
	B	规定情景或提纲	英语	书面表达	短文写作 (150 词以上)	1	15	
总计						45+3	100	



## Ⅲ. 考查内容

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,其中包括:

- (1) 名词、代词的数和格的构成及其用法;
- (2) 动词时态、语态的构成及其用法;
- (3) 形容词与副词的比较级和最高级的构成及其用法;
- (4) 常用连接词的词义及其用法;
- (5) 非谓语动词(不定式、动名词、分词)的构成及其用法;
- (6) 虚拟语气的构成及其用法;
- (7) 各类从句(定语从句、主语从句、表语从句等)及强调句型的结构及其用法;
- (8) 倒装句、插入语的结构及其用法。

#### 2. 词汇

考生应能较熟练地掌握 5 500 个左右常用英语词汇以及相关常用词组(详见附录相关部分)。考生应能根据具体语境、句子结构或上下文理解一些非常用词的词义。

### (二) 语言技能

#### 1. 阅读

考生应能读懂不同题材和体裁的文字材料。题材包括经济、管理、社会、文化、科普等,体裁包括说明文、议论文和记叙文等。

根据阅读材料,考生应能:

- (1) 理解主旨要义;

- (2) 理解文中的具体信息;
- (3) 理解语篇的结构和上下文的逻辑关系;
- (4) 根据上下文推断重要生词或词组的含义;
- (5) 进行一定的判断和推理;
- (6) 理解作者的意图、观点或态度。

## 2. 写作

考生应能根据所给的提纲、情景或要求完成相应的短文写作。短文应中心思想明确、切中题意、结构清晰、条理清楚、用词恰当、无明显语言错误。

# IV. 题型示例及参考答案

## 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 ANSWER SHEET 1. (10 points)

Olympic Games are held every four years at a different site, in which athletes 1 different nations compete against each other in a 2 of sports. There are two types of Olympics, the Summer Olympics and the Winter Olympics.

In order to 3 the Olympics, a city must submit a proposal to the International Olympic Committee (IOC). After all proposals have been 4, the IOC votes. If no city is successful in gaining a majority in the first vote, the city with the fewest votes is eliminated, and voting continues, with 5 rounds, until a majority winner is determined. Typically the Games are awarded several years in advance, 6 the winning city time to prepare for the Games. In selecting the 7 of the

Olympic Games, the IOC considers a number of factors, chief among them which city has, or promises to build, the best facilities, and which organizing committee seems most likely to 8 the Games effectively.

The IOC also 9 which parts of the world have not yet hosted the Games. 10, Tokyo, Japan, the host of the 1964 Summer Games, and Mexico City, Mexico, the host of the 1968 Summer Games, were chosen 11 to popularize the Olympic movement in Asia and in Latin America.

12 the growing importance of television worldwide, the IOC in recent years has also taken into 13 the host city's time zone. 14 the Games take place in the United States or Canada, for example, American television networks are willing to pay 15 higher amounts for television rights because they can broadcast popular events 16, in prime viewing hours.

17 the Games have been awarded, it is the responsibility of the local organizing committee to finance them. This is often done with a portion of the Olympic television 18 and with corporate sponsorships, ticket sales, and other smaller revenue sources. In many 19 there is also direct government support.

Although many cities have achieved a financial profit by hosting the Games, the Olympics can be financially 20. When the revenues from the Games were less than expected, the city was left with large debts.

1. [A] in [B] for [C] of [D] from
2. [A] lot [B] number [C] variety [D] series
3. [A] host [B] take [C] run [D] organize
4. [A] supported [B] submitted [C] substituted [D] subordinated
5. [A] suggestive [B] successful [C] successive [D] succeeding
6. [A] letting [B] setting [C] permitting [D] allowing
7. [A] site [B] spot [C] location [D] place
8. [A] state [B] stage [C] start [D] sponsor
9. [A] thinks [B] reckons [C] considers [D] calculates

10. [A] For instance [B] As a result [C] In brief [D] On the whole  
 11. [A] in time [B] in part [C] in case [D] in common  
 12. [A] Since [B] Because [C] As for [D] Because of  
 13. [A] amount [B] account [C] accord [D] acclaim  
 14. [A] However [B] Whatever [C] Whenever [D] Wherever  
 15. [A] greatly [B] handsomely [C] meaningfully [D] significantly  
 16. [A] live [B] living [C] alive [D] lively  
 17. [A] Until [B] Unless [C] Whether [D] Once  
 18. [A] incomes [B] interests [C] revenues [D] returns  
 19. [A] cases [B] conditions [C] chances [D] circumstances  
 20. [A] safe [B] risky [C] tempting [D] feasible

## 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 ANSWER SHEET 1. (40 points)

#### Text 1

Last weekend Kyle MacDonald in Montreal threw a party to celebrate the fact that he got his new home in exchange for a red paper clip. Starting a year ago, MacDonald bartered the clip for increasingly valuable stuff, including a camp stove and free rent in a Phoenix flat. Having announced his aim (the house) in advance, MacDonald likely got a boost from techies eager to see the Internet pass this daring test of its networking power. "My whole motto was 'Start small, think big, and have fun'," says MacDonald, 26, "I really kept my effort on the creative side rather than the business side."

Yet as odd as the MacDonald exchange was, barter is now big business

on the Net. This year more than 400,000 companies worldwide will exchange some \$10 billion worth of goods and services on a growing number of barter sites. These Web sites allow companies to trade products for a virtual currency, which they can use to buy goods from other members. In Iceland, garment-maker Kapusalan sells a third of its output on the booming Vidskiptanetid exchange, earning virtual money that it uses to buy machinery and pay part of employee salaries. The Troc-Services exchange in France offers more than 4,600 services, from math lessons to ironing.

This is not a primitive barter system. By creating currencies, the Internet removes a major barrier—what Bob Meyer, publisher of BarterNews, calls “the double coincidence of wants.” That is, two parties once not only had to find each other, but also an exchange of goods that both desired. Now, they can price the deal in virtual currency.

Barter also helps firms make use of idle capacity. For example, advertising is “hugely bartered” because many media, particularly on the Web, can supply new ad space at little cost. Moreover, Internet ads don’t register in industry-growth statistics, because many exchanges are arranged outside the formal exchanges.

Like eBay, most barter sites allow members to “grade” trading partners for honesty, quality and so on. Barter exchanges can allow firms in countries with hyperinflation or nontradable currencies to enter global trades. Next year, a nonprofit exchange called Quick Lift Two (QL2) plans to open in Nairobi, offering barter deals to 38,000 Kenyan farmers in remote areas. Two small planes will deliver the goods. QL2 director Gacii Waciuma says the farmers are excited to be “liberated from corrupt middlemen.” For them, barter evokes a bright future, not a precapitalist past.

21. The word “techies” (Line 5, Para. 1) probably refers to those who are

[A] afraid of technology

[B] skilled in technology

[C] ignorant of technology

[D] incompetent in technology

22. Many people may have deliberately helped Kyle because they           .
- [A] were impressed by his creativity
- [B] were eager to identify with his motto
- [C] liked his goal announced in advance
- [D] hoped to prove the power of the Internet
23. The Internet barter system relies heavily on           .
- [A] the size of barter sites
- [B] the use of virtual currency
- [C] the quality of goods or services
- [D] the location of trading companies
24. It is implied that Internet advertisements can help           .
- [A] companies make more profit
- [B] companies do formal exchanges
- [C] media register in statistics
- [D] media grade barter sites
25. Which of the following is true of QL2 according to the author?
- [A] It is criticized for doing business in a primitive way.
- [B] It aims to deal with hyperinflation in some countries.
- [C] It helps get rid of middlemen in trade and exchange.
- [D] It is intended to evaluate the performance of trading partners.

## Text 2

Internet commerce did not exist at the beginning of this decade, but now it is a supercharged engine driving the world economy. Industries are redesigning themselves around new methods of doing things. Survivors will be those that successfully adapt their processes in the New Economy, according to Robert D. Atkinson and Randolph H. Court. "Three main foundations will underpin strong and widely shared economic growth in the New Economy: (1) development of a ubiquitous digital economy,

(2) increased research and innovation, and (3) improved skills and knowledge of the work force," write Atkinson and Court.

The total U. S. Internet economy more than doubled in just one year, from \$15.5 billion in 1996 to nearly \$39 billion in 1997. By 2001, the Internet economy will soar to \$350 billion, with business-to-business activity leading the way. Another sign of the growth of the digital economy is the mushrooming of Internet hosts, which are nearly doubling in the United States every year. More households, businesses, and schools are on the Net, too. The only laggard in the digital revolution is government: Local, state, and federal governments combined spent 9.4% more each year on computers between 1986 and 1996, while business spent 22% more a year in the same period.

Venture capitalists are pouring money into the development of growing companies, often becoming involved as board members and advisers, and helping *startups* refine business plans.

"It's important to keep an eye on the straight dollar amount of venture capital in the economy, but it's just as important to remember the exponential ripple effect of the cash," note Atkinson and Court. "Many of the gazelles of the New Economy are venture-backed companies, and they are having a profound impact—employment in venture-backed companies increased 34% annually between 1991 and 1995 while employment in Fortune 500 companies declined 3.6%. Moreover, venture-capital-backed firms are more technologically innovative than other firms."

The numbers of engineers and scientists are growing; jobs requiring science and engineering expertise will grow three times faster than other occupations between 1994 and 2005. Without adequately prepared homegrown workers to fill these jobs, and with decreased corporate spending on training programs, the demand for engineers and scientists will increasingly be met by immigrants. Already, almost one-fourth of engineers in the U. S. who earned Ph. D. s in the last five years are foreign born.



Atkinson and Court conclude: "The New Economy puts a premium on what Nobel laureate economist Douglas North calls 'adaptive efficiency'—the ability of institutions to innovate, continuously learn, and productively change. . . If we are to ask workers to take the risks inherent in embracing the New Economy, we must equip them with the tools to allow them to prosper and cope with change and uncertainty. If we fail to invest in a knowledge infrastructure—world-class education, training, science, and technology—our enterprises will not have the skilled workers and cutting-edge tools they need to grow and create well-paying jobs."

26. We learn from the text that \_\_\_\_\_ seems to be more important for a person to survive the New Economy.

[A] adaptability

[B] diligence

[C] intelligence

[D] modesty

27. In the second paragraph, the author mainly concentrates on the \_\_\_\_\_.

[A] tendency of American economy

[B] contribution American households have made to the economy

[C] low efficiency of the government

[D] progress toward digital transformation

28. The venture-capital-backed firms are more successful because they \_\_\_\_\_.

[A] have invested in innovation

[B] are good at stock exchanges

[C] have abundant funds

[D] have increased employment

29. The fact that "almost one-fourth of engineers in America who earned Ph. D. s are foreign born" implies that \_\_\_\_\_.

[A] the majority of American people are not interested in getting Ph. D.

[B] foreign students are more eager to get Ph. D.

[C] the American education has lagged behind in the New Economy

[D] American students are not as clever as foreign students

30. A suitable title for this text might be \_\_\_\_\_.



- [A] How to Develop US Economy
- [B] The Relation between American Industry and New Economy
- [C] Digital Engine Powers New Economy
- [D] Our New Policy on Economy

### Text 3

When Thomas Keller, one of America's foremost chefs, announced that on Sept. 1 he would abolish the practice of tipping at *Per Se*, his luxury restaurant in New York City, and replace it with a European-style service charge, I knew three groups would be opposed: customers, servers and restaurant owners. These three groups are all committed to tipping—as they quickly made clear on Web sites. To oppose tipping, it seems, is to be anticapitalist, and maybe even a little French.

But Mr. Keller is right to move away from tipping—and it's worth exploring why just about everyone else in the restaurant world is wrong to stick with the practice.

Customers believe in tipping because they think it makes economic sense. "Waiters know that they won't get paid if they don't do a good job" is how most advocates of the system would put it. To be sure, this is a tempting, apparently rational statement about economic theory, but it appears to have little applicability to the real world of restaurants.

Michael Lynn, an associate professor of consumer behavior and marketing at Cornell's School of Hotel Administration, has conducted dozens of studies of tipping and has concluded that consumers' assessments of the quality of service correlate weakly to the amount they tip.

Rather, customers are likely to tip more in response to servers touching them lightly and leaning forward next to the table to make conversation than to how often their water glass is refilled—in other words, customers tip more when they like the server, not when the service is good. Mr. Lynn's studies also indicate that male customers increase their tips for female servers while