



同等学力人员 申请硕士学位

英语水平

全国统一考试大纲

第五版

国务院学位委员会办公室



高等教育出版社

同等学力人员申请硕士学位 英语水平全国统一考试大纲 (第五版)

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图书在版编目(CIP)数据

同等学力人员申请硕士学位英语水平全国统一考试大纲/国务院学位委员会办公室. —5版. —北京:高等教育出版社, 2008. 11

ISBN 978 - 7 - 04 - 025603 - 1

I. 同… II. 国… III. 英语 - 研究生 - 统一考试 - 考试大纲 IV. H31 - 41

中国版本图书馆 CIP 数据核字(2008)第 165413 号

策划编辑	孙淑华	责任编辑	黄丽雯	封面设计	张 志
版式设计	马敬茹	责任校对	王 雨	责任印制	陈伟光

出版发行	高等教育出版社	购书热线	010—58581118
社 址	北京市西城区德外大街 4 号	免费咨询	800—810—0598
邮政编码	100120	网 址	http://www.hep.edu.cn
总 机	010—58581000		http://www.hep.com.cn
		网上订购	http://www.landaco.com
经 销	蓝色畅想图书发行有限公司		http://www.landaco.com.cn
印 刷	北京市鑫霸印务有限公司	畅想教育	http://www.widedu.com
		版 次	1998 年 10 月第 1 版
			2008 年 11 月第 5 版
开 本	880×1230 1/32	印 次	2008 年 11 月第 1 次印刷
印 张	7.375	定 价	21.70 元
字 数	210 000		

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前 言

为了客观地测试同等学力人员的英语水平,确保学位授予的质量,根据《国务院学位委员会关于授予研究生毕业同等学力人员硕士、博士学位的规定》(1998年6月18日国务院学位委员会第16次会议审议通过)和国务院学位委员会办公室1994年下达的《关于在职人员以同等学力申请硕士学位外国语水平统一考试的通知》的精神和要求,自1995年9月1日起,参加外语水平全国统一考试并达到合格分数线者,方可以同等学力申请硕士学位。

进行外语水平考试旨在加强国家对授予同等学力人员硕士学位的宏观质量控制、规范管理,是国家组织的对申请硕士学位的同等学力人员进行外语水平认定的重要环节。1998年,我们组织有关专家编写并出版了《同等学力人员申请硕士学位英语水平全国统一考试大纲》。1999年、2003年和2004年,在总结经验的基础上,先后三次组织有关专家进行修订。2004年发行第四版,四年来,根据广大考生和有关专家的建议,在总结统一考试经验的基础上,我们组织有关方面的专家对本书进行了第四次修订。经过修订的新大纲(第五版)将是今后几年同等学力人员申请硕士学位英语水平考试统一命题的依据,是各院校进行有关教学和辅导时的参考,也可作为应试者复习和备考的参考资料。

国务院学位委员会办公室

2008年9月

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考试大纲

一、指导思想

为了客观地测试以同等学力申请硕士学位人员(以下简称同等学力人员)的英语水平,保证学位授予的质量,根据《国务院学位委员会关于授予具有研究生毕业同等学力人员硕士、博士学位的规定》(1998年6月18日通过)和国务院学位委员会办公室1994年下达的《关于在职人员以同等学力申请硕士学位外国语课程水平统一考试的通知》的精神和要求,结合具有同等学力的在职人员学习英语的特点,在总结近几年来同等学力人员英语水平统一考试工作的基础上,特制订本大纲(第四次修订稿)。

研究生英语教学的目的是使学生具有较好的用英语获取信息的能力和一定的用英语传递信息的能力。这就要求考生具有较强的阅读理解能力和一定的听说能力,同时也必须具有一定的英语写作能力和翻译能力。本考试旨在测试考生是否达到研究生英语教学大纲所规定的各项要求,具有研究生英语教学大纲所规定的各项语言运用能力。

二、评价目标

本考试重点考查考生的会话技能、阅读、写作和翻译的能力(由于技术上的原因,本考试暂时取消听力测试,会话技能的测试采用书面形式进行。考生听力能力的测试由各院校在考生学习期间进行)。考生应在词汇知识、语法知识、会话技能、阅读理解能力、翻译能力和写作能力等方面分别达到以下要求:

(一) 词汇

掌握约6220个英语词汇和约600个常用词组(见附录一和附录二)。对其中的2360个积极词汇(词汇表中用黑体标注的词)要求熟练掌握,即能在会话、写作和翻译中准确地运用;其余词汇则要求能在阅读中识别和理解。

（二）语法

掌握英语的基本语法知识、常用句型和结构,能正确理解包含这些知识、句型和结构的句子。

（三）会话

能用英语进行日常会话。对于生活、学习和工作中的常见英语会话,能理解会话的情景、说话人的意图和会话的含义。能恰当地进行交流。能正确理解英语口语中常见的习惯用法。

（四）阅读

能综合运用英语语言知识和阅读技能读懂一般性题材的文章及科技文献。要求能抓住大意,读懂细节,能理解上下文的逻辑关系,并领会作者的意图和态度。阅读速度应达到每分钟 100 ~ 120 个词。

（五）翻译

能在不借助词典的情况下,把一般性题材的文章及科普文章中的句子或段落从英语译成汉语或从汉语译成英语,能准确表达原文的意思,语句通顺,用词基本正确,无重大语言错误。英译汉的速度为每小时 400 个英语单词,汉译英的速度为每小时 250 ~ 350 个汉字。

（六）写作

具有用书面英语表达思想的基本能力。所写文章应切合主题,能正确表达思想,意义连贯,无重大语言错误。每小时应能写出不少于 300 个词的短文。

三、题型、题量、分值

本考试分试卷一和试卷二。试卷一以客观试题为主;试卷二为主观试题。两卷满分为 100 分。试卷一占总分的 65%,试卷二占总分的 35%;达到总分的 60% 为及格。试卷二得分低于 18 分者,无论试卷一得分多少,均为不及格。

在基本题型相对稳定的前提下,每次考试可能是不同题型的组合(本考试大纲列举的题型不一定在每次考试中全部出现),每种题型的题量也可能有所变化。但这种变化将限于一定的范围之内,而不致使某一种题型的权重过大或过小。

试卷一包括会话技能、词汇、阅读理解和综合填空四个部分,考试

时间为 90 分钟。试卷二包括翻译(包括英译汉和汉译英两节)和英语写作两个部分,考试时间为 60 分钟。两卷考试时间共计 150 分钟。

第一部分 会话技能

本部分共设 10 题,每题 1 分。考试时间为 10 ~ 15 分钟。本部分包括一节或两节,每次考试设以下一种或两种题型。

A 节为完成对话,设 5 ~ 10 题。每一题中,考生将在试卷上读到一段不完整的对话和用以完成这段对话的 4 个备选答案。要求考生针对对话的内容从 4 个备选答案中选出一个最符合对话情景和习惯用法的答案,使整个对话得以完成。

B 节为对话理解,设 5 ~ 10 题。每一题中,考生将在试卷上读到一段对话和对话之后的问题以及针对问题的 4 个备选答案。要求考生能理解对话的情景、说话人的意图和对话的含义,从所给的 4 个备选答案中选出一个最佳答案。

第二部分 词汇

本部分共设 20 ~ 30 题,每题 0.5 分。考试时间为 10 ~ 15 分钟。本部分包括两节。

A 节设 10 ~ 15 题,形式为单句选择替换。要求考生对单句中带下划线的词或词组进行替换选择,即从所给的 4 个备选答案中选出一个最佳替换词或词组。

B 节设 10 ~ 15 题,形式为单句选择填空。要求考生根据句意从所给的 4 个备选答案中选出最佳答案,填入空白处,使句子完整。

词汇命题范围为本大纲所规定的约 6 220 个单词和约 600 个词组。

第三部分 阅读理解

本部分共设 25 ~ 30 题,每题 1 分。考试时间为 40 ~ 50 分钟。阅读理解的短文设 5 ~ 6 篇,每篇 300 ~ 400 个单词,要求考生在理解短文的基础上从所给的 4 个备选答案中选出一个最佳答案。

第四部分 综合填空

本部分共设 10 ~ 15 题,每题 1 分。考试时间为 10 ~ 15 分钟。本部分设两种题型,每次考试设其中的一种题型。

题型一:在一篇难度适中的短文中设置 10 ~ 15 个空白(设置 10 个空白的短文长度为 200 ~ 250 个词,设置 15 个空白的短文长度为 250 ~ 300 个词),每个空白为一题,要求考生从所给的 4 个备选答案中选出一个最佳答案。备选答案可以是单词,也可以是短语。

题型二:在一篇与题型一同样难度和长度的短文中设置 10 ~ 15 个空白,在短文前所设的方框中给出同等数量的备选答案。考生从备选答案中为每个空白选出一个最佳答案。备选答案可以是单词,也可以是短语。

第五部分 翻译

本部分包括英译汉和汉译英两节,共 20 分,每节 10 分。考试时间为 30 分钟。要求译文意思准确,文字通顺。

A 节为英译汉。本节设三种题型,每次考试设其中的一种题型。

题型一:要求考生翻译 5 个单句,总长度为 80 ~ 100 个英文单词。

题型二:要求考生翻译一个段落,段落长度为 80 ~ 100 个英文单词。

题型三:在一个较长的段落中,有 5 个带有下划线的句子,要求考生翻译这 5 个句子。5 个句子的总长度为 80 ~ 100 个英文单词。

B 节为汉译英。本节设两种题型,每次考试设其中的一种题型。

题型一:要求考生翻译 5 个单句,总长度为 100 ~ 120 个汉字。

题型二:要求考生翻译一个段落,段落长度为 100 ~ 120 个汉字。

第六部分 英语写作

本部分设 1 题,15 分。考试时间为 30 分钟。要求考生在规定时间内,按照题目要求用英语写出一篇不少于 150 个词的短文。考试形式为根据提纲作文、看图作文、描述图表或根据一篇所给的文章写出内容提要或读后感等。

题型举例

Part I Dialogue Communication

第一部分 会话技能

Section A Dialogue Completion 完成对话

Directions: In this section, you will read 2 short incomplete dialogues between two speakers, each followed by 4 choices marked A, B, C and D. Choose the answer that best suits the situation to complete the dialogue by marking the corresponding letter with a single bar across the square brackets on your machine-scoring ANSWER SHEET.

1. A: Beach Motel. May I help you?

B: _____

- A. Thank you. I'd like to make a long distance call to New York.
- B. Yes. We need a double room for this weekend.
- C. Sorry. I don't think you can help us. Thank you anyway.
- D. All right. My name is David Jones and my room number is 301.

2. A: May I see your driving license and vehicle registration card, please?

B: _____

- A. Sorry, don't write me a ticket.
- B. Ok. But I was driving at 55 miles per hour.
- C. Sure. Did I do anything wrong?
- D. Yes. But I don't think I'm a bad driver.

参考答案: 1. B 2. C

Section B Dialogue Comprehension 对话理解

Directions: In this section, you will read 2 short conversations between a man and a woman. At the end of each conversation there is a question followed by 4 choices marked A, B, C and D. Choose the best answer to the question from the 4 choices given by marking the corresponding letter with a single bar across the square brackets on your machine-scoring ANSWER SHEET.

1. **Man**: Did you tell Sally she has failed the exam again?

Woman: No. I didn't have the heart to tell her.

Question: What does the woman mean?

- A. She doesn't like a heart to heart talk with Sally.
- B. She thinks the topic is too serious for Sally.
- C. She thinks the news is too bad for Sally.
- D. She refuses to tell Sally the bad news.

2. **Man**: I had a quarrel with Mary. She said that she hated me coming back home late.

Woman: You need to put your cards on the table.

Question: What does the woman mean?

- A. The man shouldn't quarrel with Mary.
- B. The man should go home earlier.
- C. The man shouldn't play cards in the evening.
- D. The man should talk about the problem openly.

参考答案: 1. C 2. D

Part II Vocabulary

第二部分 词 汇

Section A

Directions: *In this section, there are 5 sentences, each with one word or phrase underlined. Choose the one from the 4 choices marked A, B, C and D that best keeps the meaning of the sentence. Then mark the corresponding letter with a single bar across the square brackets on your machine-scoring ANSWER SHEET.*

1. As working hours tend to get shorter and shorter, people should learn how to spend their increased leisure time in some satisfying way.
A. longer hours
B. more chance
C. free time
D. happy time
2. The energy companies launched urgent studies of the Arctic environment.
A. made
B. stressed
C. moved
D. started
3. Establishment of a sound insurance system is essential for deepening economic reforms.
A. accurate
B. healthy
C. undisturbed
D. safe
4. The workers at large approved of the government's policy.
A. mostly
B. freely
C. happily
D. angrily

5. It would take Mary some time to get over the grief at her husband's death.
- | | |
|-------------|---------------|
| A. overcome | B. do without |
| C. pass | D. deal with |

参考答案: 1. C 2. D 3. B 4. A 5. A

Section B

Directions: *In this section, there are 5 incomplete sentences. For each sentence there are 4 choices marked A, B, C and D. Choose the one that best completes the sentence. Then mark the corresponding letter with a single bar across the square brackets on your machine-scoring ANSWER SHEET.*

1. He was _____ admittance to the formal party for not being dressed properly.
- | | |
|--------------|-------------|
| A. unnoticed | B. ignored |
| C. denied | D. rejected |
2. Nowadays advertising costs are no longer in reasonable _____ to the total cost of the product.
- | | |
|---------------|---------------|
| A. proportion | B. connection |
| C. reaction | D. relation |
3. He has not the _____ idea of the problems involved.
- | | |
|----------|-------------|
| A. worst | B. faintest |
| C. most | D. weakest |
4. Many local authorities are _____ opposed to the introduction of comprehensive schooling.
- | | |
|--------------|-------------|
| A. strangely | B. strictly |
|--------------|-------------|

C. severely

D. sharply

5. I could see a car in the distance, but I couldn't _____ what color it was.

A. see through

B. make out

C. look out

D. take in

参考答案: 1. C 2. A 3. B 4. D 5. B

Part III Reading Comprehension

第三部分 阅读理解

Directions: There are 2 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are 4 choices marked A, B, C and D. Choose the best one and mark the corresponding letter with a single bar across the square brackets on your machine-scoring ANSWER SHEET.

Passage One 第一篇

At the Kyoto conference on global warming in December 1997, it became abundantly clear how complex it has become to work out international agreements relating to the environment because of economic concerns unique to each country. It is no longer enough to try to forbid certain activities or to reduce emissions of certain substances. The global challenges of the interlink between the environment and development increasingly bring us to the core of the economic life of the states. During the late 1980s we were able, through international agreements, to make deep cuts in emissions harmful to the ozone layer. These reductions were made possible because substitutions had been found for many of the harmful chemicals and,

more important, because the harmful substances could be replaced without negative effects on employment and the economies of states.

Although the threat of global warming has been known to the world for decades and all countries and leaders agree that we need to deal with the problem, we also know that the effects of the measures, especially harsh measures taken in some countries, would be nullified if other countries do not control their emissions. Whereas the UN team on climate change has found that the emissions of carbon dioxide would have to be cut globally by 60% to stabilize the content of CO₂ in the atmosphere, this path is not feasible for several reasons. Such deep cuts would cause a breakdown of the world economy. Important and populous (人口稠密的) low-or medium-income countries are not yet willing to undertake legal commitments about their energy uses. In addition, the state of world technology would not yet permit us to make such a big leap.

We must, however, find a solution to the threat of global warming early in the 21st century. Such a commitment would require a degree of shared vision and common responsibilities new to humanity. Success lies in the force of imaginations, in imagining what would happen if we fail to act. Although many living in cold regions would welcome the global-warming effect of a warmer winter, few would cheer the arrival of the subsequent tropical diseases, especially where there had been none.

1. As is suggested by the passage, the Kyoto conference on global warming in December 1997 _____.
 - A. failed to reach agreements relating to the environment
 - B. discussed economic concerns about reduction of emissions
 - C. undertook tasks to find substitutions for harmful substances
 - D. tried to cope with the challenges of development
2. Reductions of emissions of harmful substances were made possible in the

- late 1980s, because of all the following EXCEPT _____.
- A. substitutions were found for harmful chemicals
 - B. development of economy was maintained
 - C. employment was not affected
 - D. the world economy at the time was good
3. The word “nullified” in the 2nd paragraph could best be replaced by “_____”.
- A. erased
 - B. enforced
 - C. neutralized
 - D. inhibited
4. According to the author, it is impossible at present to cut 60% of carbon dioxide emissions globally because _____.
- A. some countries are irresponsible
 - B. it would cause a collapse of the world economy
 - C. it is only a goal to be reached in the future
 - D. some people are lacking in imagination
5. To help solve the problem of global warming, _____.
- A. another world conference on climate change should be held
 - B. advanced technology should be made available
 - C. all the harmful substances should be replaced
 - D. more countries should undertake commitments about energy uses
6. The main purpose of this passage is to _____.
- A. analyze the problem of global warming
 - B. argue against making deep cuts in emissions
 - C. convince people that global warming is a real threat

D. criticize those who refuse to cut down harmful emissions

参考答案: 1. A 2. D 3. C 4. B 5. D 6. A

Passage Two 第二篇

The media can impact current events. As a graduate student at Berkeley in the 1960s, I remember experiencing the events related to the People's Park that were occurring on campus. Some of these events were given national media coverage in the press and on TV. I found it interesting to compare my impressions of what was going on with perceptions obtained from the news media. I could begin to see events of that time feed on news coverage. This also provided me with some healthy insights into the distinctions between these realities.

Electronic media are having a greater impact on the people's lives every day. People gather more and more of their impressions from representations. Television and telephone communications are linking people to a global village, or what one writer calls the electronic city. Consider the information that television brings into your home every day. Consider also the contact you have with others simply by using telephone. These media extend your consciousness and your contact. For example, the video coverage of the 1989 San Francisco earthquake focused on "live action" such as the fires or the rescue efforts. This gave the viewer the impression of total disaster. Television coverage of the Iraqi War also developed an immediacy. CNN reported events as they happened. This coverage was distributed worldwide. Although most people were far away from these events, they developed some perceptions of these realities.

In 1992, many people watched in horror as riots broke out on a sad Wednesday evening in Los Angeles, seemingly fed by video coverage from helicopters. This event was triggered by the verdict (判决) in the Rodney King beating. We are now in an age where the public can have access to