

二外英语考试大纲

二外英语 (241)

一、 科目介绍

二外英语是为招收硕士研究生而设置的具有选拔性质的入学考试科目，其目的是科学、公平、有效地测试考生对英语语言的综合运用能力，考生应达到《大学英语教学指南》(2020版)中“提高目标”要求，以保证被录取者具有一定的英语水平，并有利于我校对各外语类专业考生的择优选拔。

二、 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

考生应能掌握基本的英语语法知识，并能在读、写、译的实践中准确地加以运用。

2. 词汇

考生应能掌握《大学英语教学指南》中提高目标所要求的单词和相关的词汇。

(二) 语言技能

1. 阅读

能基本读懂英语国家大众性报刊杂志上一般性题材的文章(生词量不超过所读材料总词汇量的3%)，阅读速度为每分钟 70~90 词。能读懂与本人学习或工作有关的文献、技术说明和产品介绍等。对所读材料，考生应能：

- 1) 能正确理解中心大意；
- 2) 抓住主要事实和有关细节；
- 3) 进行有关的判断、推理和引申；
- 4) 根据上下文推断生词的词义；
- 5) 理解作者的意图、观点或态度。

2. 翻译

考生能对题材熟悉、难度适中的文章进行英汉互译。翻译时，考生应能：

- 1) 做到译文基本准确，无重大的理解错误；
- 2) 做到语法结构正确，用词恰当，无重大语言表达错误；
- 3) 合理使用关联词，内容前后连贯，文理通顺；
- 4) 体现原文文体特点。

3. 写作

考生应能写一般描述性、叙述性、说明性或议论性的文章以及不同类型的应用文，包括私人 and 公务信函、摘要、报告、演讲稿等。写作时，考生应能：

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

三、考查范围

《新视野大学英语读写教程》（第三版）1-4 册。

四、考试形式与试卷结构

考试形式为笔试。考试时间为 180 分钟。满分为 100 分。

试题分五部分，包括词汇与语法、完型填空、阅读理解、翻译和写作。具体题型包括：

第一项：词汇与结构，共10小题，每小题1.5分。

第二项：完形填空，共10小题，每小题1.5分。

第三项：阅读理解，共20小题，每小题1.5分。

第一部分，快速阅读1篇，共5小题。

第二部分，短文阅读3篇，共15小题。

第四项：翻译，共4小题，每小题5分。

第五项：写作，20分。

五、样题

I. Vocabulary and Structure (15 points)

Directions: *There are 10 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the ONE that best completes the sentence. **Write your answers on the Answer Sheet with the question number 1 to 10.***

1. Small-market clubs such as the Kansas City Royals have had trouble _____ with richer teams for championships.

A. contending

B. racing

C. fighting

D. agreeing

II. Cloze (15 points)

Directions: *In this section, there is a passage with several blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. **You may not use any of the words in the bank more than once.***

Write your answers on the Answer Sheet with the question number 11 to 20.

IQ stands for “Intelligence Quotient” which is a measure of a person’s intelligence found by means of a test. Before marks ① in such a test can be useful as information about a person, they must be compared with some ②. It is not enough simply to

know that a 13 of thirteen has scored, say, ninety marks in a particular test. To know whether he is clever, 14, or dull, his marks must be compared with the average achieved by boys of thirteen in that test.

In 1906 the psychologist, Alfred Binet (1857-1911), 15 the standard in relation to which intelligence has since been 16. Binet was asked to find a method of selecting all children in the schools of Paris who should be put in special classes for certain weaknesses. The problem brought home to him the need for a 17 standard of intelligence, and he hit upon the very simple concept of “mental age”.

He invented a variety of tests and put large numbers of children of different ages through them. He then 18 about the age each test was passed by the average child. For instance, he found that the average child of seven could count backward from 20 to 1. Binet 19 the various tests in order of difficulty, and used them as a scale against which he could 20 every individual. If, for example, a boy aged twelve could only do tests that were passed by the average boy of nine, Binet held that he was three years below average, and that he had a mental age of nine.

A) quantified	B) magnitude	C) numerical	D) gained
E) competent	F) arranged	G) juvenile	H) adjacent
I) standard	J) engage	K) included	L) concluded
M) average	N) designed	O) measure	

III. Reading Comprehension (30 points)

Section I. Fast Reading

Directions: *You are going to read a passage with 5 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. **You should decide on the best choice and write your answer on the Answer Sheet with the question number 21 to 25.***

Gains, and Drawbacks, for Female Professors

A) CAMBRIDGE, Mass. – When the Massachusetts Institute of Technology acknowledged 12 years ago that it had discriminated (歧视) against female professors in “subtle but pervasive” ways, it became a national model for addressing gender inequality. Now, an evaluation of those efforts shows substantial progress – and unintended consequences. Among other concerns, many female professors say that M.I.T.’s aggressive push to hire more women has created the sense that they are given an unfair advantage. Those who once complained about M.I.T.’s lag in recruiting women now worry about what one called “too much effort to recruit women.”

B) Much as a report accompanying M.I.T.'s acknowledgment more than a decade ago offered a rare window on an institution tackling gender discrimination, the new study, being released Monday, shows how difficult the problem is – and not just at M.I.T. “It’s almost as though the standard has changed, because things are so much better now,” said Hazel L. Sive, associate dean of the School of Science, who led one of the committees writing the report. “Because things are so much better now, we can see an entirely new set of issues.”

C) An array of prizes and professional honors among female professors has provided a powerful rebuttal (反驳) to critics who suggested after the earlier report that women simply lacked the aptitude for science. But with the emphasis on eliminating bias, women now say the assumption when they win important prizes or positions is that they did so because of their gender. Professors say that female undergraduates ask them how to answer male classmates who tell them they got into M.I.T. only because of affirmative (赞助性的) action.

D) Because it has now become all but the rule that every committee must include a woman, and there are still relatively few women on the faculty, female professors say they are losing up to half of their research time, as well as the outside consultancies that earn their male colleagues a lot of money.

E) While women on the tenure (终身职位) track 12 years ago feared that having a child would affect their careers, today’s generous policies have made families the norm: The university provides a year-long pause in the tenure clock, and everyone gets a term-long leave after the arrival of a child. There is day care on campus and subsidies for child care while traveling on business. Yet now women say they are uneasy with the frequent invitations to appear on campus panels to discuss their work-life balance. In interviews for the study, they expressed frustration that parenthood remained a women’s issue, rather than a family one.

F) Despite an effort to educate colleagues about bias in letters of recommendation for tenure, those for men tend to focus on intellect while those for women dwell on temperament. “To women in my generation, these remaining issues can sound small because we see so much progress,” said Nancy H. Hopkins, a molecular biologist who started the first report. “But they’re not small; they still create an unequal playing field for women – not just at universities, and certainly not just at M.I.T. And they’re harder to change because they are a reflection of where women stand in society.”

G) The original effort started in 1994, when Professor Hopkins was frustrated that the university had resisted giving her lab space for new research, and that a course she developed had been given to a male professor. She considered herself a scientist, not a feminist, and only tentatively shared her concerns with another female professor.

H) Finding common complaints, they reached out to other women on the School of Science faculty – and discovered that it was remarkably easy to survey them, because there were only 15 women with tenure, compared with 197 men. Women undergraduates outnumbered men in some departments, but the percentage of women on the faculty had remained relatively flat for 20 years. The school had never had a woman in any position of leadership.

I) The women gathered more data – crawling on the floor with tape measures to compare lab space for men and for women. They took their concerns to the dean, Robert J. Birgeneau, who did his own study, which backed up the women's conclusions that there were wide differences in salary and resources and a general marginalization (边缘化) of women. “I have always believed that contemporary

gender discrimination within universities is part reality and part perception,” the university’s president, Charles M. Vest, wrote in the 1999 report. “True, but I now understand that reality is by far the greater part of the balance.”

J) That unusual admission by one of the nation’s most prestigious universities echoed far beyond campus. The National Science Foundation and the National Academies began significant efforts to increase opportunities for women in science. Major philanthropies (慈善团体) gave \$1 million to help M.I.T. spread the word, and other universities replicated (复制) the effort. The women who started it all at M.I.T. are still being called to other campuses seeking to evaluate the treatment of women.

K) While the original study looked at just the School of Science, one of five schools at M.I.T., the institute later did similar evaluations of the School of Engineering, and then the other faculties. Women at the Schools of Science and Engineering decided to repeat the study of their schools this year after the head of physics, Edmund Bertschinger, suggested a two-day conference on the women of M.I.T. to help mark the institute’s 150th anniversary.

L) In what the new study calls “stunning” progress, the number of female faculty members has nearly doubled in the School of Science since 1999 and in the School of Engineering since its original study was completed in 2002. More women are in critical decision-making positions at M.I.T. – there is a female president, and women who are deans and department heads. Inequities in salaries, resources, lab space and teaching loads have largely been eliminated. “I thought things might get better, I thought people had good will, but I never dreamed we’d make this much progress in 10 years,” said Lorna J. Gibson, who led the Engineering School study.

M) Some of the problems noted in the report are brought on by progress: The university now struggles to accommodate two-career couples; a decade ago, women with tenure tended to be married only to their careers. But the primary issue in the report is the perception that correcting bias means lowering standards for women. In fact, administrators say they have increased the number of women by broadening their searches. No one is given tenure without what Marc A. Kastner, the dean of the School of Science, called “off-scale” recommendations from at least 15 scholars outside M.I.T.

N) Among women on the science and engineering faculties, there are more than two dozen members of the National Academy of Sciences; four winners of the National Medal of Science; the receiver of the top international award in computer science; and the winners of a host of other fellowships and prizes. “No one is getting tenure for diversity reasons, because the women themselves feel so strongly that the standards have to be maintained,” Professor Kastner said.

O) Faculty members said that the perception otherwise would change as more women were hired and the quality of their achievement became obvious. “The more fundamental issues are societal,” Professor Kastner said, “and M.I.T. can’t solve them on its own.”

21. The university offers adequate support and convenience for a teacher who has a child.

22. Research done by the dean of the School of Science confirmed the female professors’ discovery of discrimination against women teachers.

23. The number of female faculty members has not been increased at the expense of lowering academic standards.

24. In some people’s eyes, the reason why female professors have won major prizes and academic statuses is that they are women.

25. The effort made by M.I.T to eliminate bias against women set a good example for other institutions.

Section II. Passage Reading

Directions: *There are 3 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. **You should decide on the best choice and write your answer on the Answer Sheet with the question number 26 to 40.***

Passage 1

Throwing criminals in prison is an ancient and widespread method of punishment, but is it a wise one? It does seem reasonable to keep wrongdoers in a place where they find fewer opportunities to hurt innocent people. The system has long been considered fair and sound by those who want to see the guilty punished and society protected. But the value of this form of justice is now being questioned by the very men who have to apply it – the judges.

Does it really help the society, or the victim, or the victim's family, to put in prison a man who, while drunk at the wheel of his car, has injured or killed another person? It would be more helpful to make the man pay for his victim's medical bills and compensate him/her for the bad experience, the loss of working time, and any other problems arising from the accident. If the victim is dead, in most cases the victim's family would need some financial assistance.

And a young thief who spends time in prison may receive there a thorough education in crime from his fellow prisoners. Willingly or not, he has to associate himself with tough criminals who will drag him into more serious crimes.

Such considerations have caused a number of judges to try some new forms of punishment for light criminals, which are unpleasant enough to discourage the offenders (违法者) from repeating their offenses, but safe for them because they are not exposed to dangerous company. They pay for their crime by helping their victims, financially or otherwise, or doing unpaid labor for their community; or perhaps, they take a job and repay their victim out of their salary. This sort of punishment is applied only to nonviolent criminals who are not likely to be dangerous to the public, such as forgers (伪造者), thieves, and drivers who have caused traffic accidents. The sentenced criminal has the right to refuse the new type of punishment if he prefers a prison term.

26. According to the passage, putting criminals in prison is a widespread method of punishment because _____.

- A) the victim and family cannot be hurt any more
- B) putting criminals in prison started in ancient times
- C) throwing criminals in prison is the best form of justice
- D) criminals can be prevented from harming innocent people

27. The new forms of punishment of light criminals have the following features except that _____.

- A) they are kept in special rooms in prison
- B) they may work and compensate the victims

