

【初试】2026 年 郑州大学 211 翻译硕士(英语)考研精品资料

说明：本套资料由高分研究生潜心整理编写，高清电子版支持打印，考研推荐资料。

一、郑州大学 211 翻译硕士(英语)考研真题汇编及考研大纲

1. 郑州大学 211 翻译硕士英语(英语词汇、阅读理解、英语写作等)[专业硕士]2012-2013、2015-2018 年，(回忆版)2019-2020 年考研真题，暂无答案。

说明：分析历年考研真题可以把握出题脉络，了解考题难度、风格，侧重点等，为考研复习指明方向。

2. 郑州大学 211 翻译硕士(英语)考研大纲

①2025 年郑州大学 211 翻译硕士(英语)考研大纲。

说明：考研大纲给出了考试范围及考试内容，是考研出题的重要依据，同时也是分清重难点进行针对性复习的推荐资料，本项为免费提供。

二、2026 年郑州大学 211 翻译硕士(英语)考研资料**3. 翻译硕士(英语)考研复习相关资料**

翻译硕士(英语)考研[考试指导+考研复习题库]

2-1、2025 年 211 翻译硕士(英语)[专业硕士]考试指导

2-2、2026 年 211 翻译硕士(英语)[词汇语法部分]考研复习题库

2-3、2026 年 211 翻译硕士(英语)[写作部分]考研复习题库

2-4、2026 年 211 翻译硕士(英语)[阅读理解部分]考研复习题库

2-5、2026 年 211 翻译硕士(英语)[写作部分]高分经典范文 100 篇

2-6、2026 年 211 翻译硕士(英语)[阅读理解部分]高分经典 100 篇

说明：专业课强化辅导班使用。最新最全考研复习题库，均含有详细答案解析，考研首选。

翻译硕士(英语)考研[模拟试题+详细答案解析]

3-1、2026 年 211 翻译硕士(英语)三套模拟试题及详细答案解析

说明：精心整理编写，共三套模拟试题，均有详细答案解析，检验复习效果，冲刺首选。

三、资料全国统一零售价

本套考研资料包含以上部分(不含教材)，全国统一零售价：[¥]

四、2026 年研究生入学考试指定/推荐参考书目(资料不包括教材)

郑州大学 211 翻译硕士(英语)考研初试参考书

暂不指定参考书

五、本套考研资料适用学院

外国语学院与国际关系学院

六、本专业一对一辅导(资料不包含，需另付费)

提供本专业高分学长一对一辅导及答疑服务，需另付费，具体辅导内容计划、课时、辅导方式、收费标准等详情请咨询机构或商家。

七、本专业报录数据分析报告(资料不包含, 需另付费)

提供本专业近年报考录取数据及调剂分析报告, 需另付费, 报录数据包括:

- ①报录数据-本专业招生计划、院校分数线、录取情况及详细录取名单;
- ②调剂去向-报考本专业未被录取的考生调剂去向院校及详细名单。

七、本专业报录数据分析报告(资料不包含, 需另付费)

提供本专业近年报考录取数据及调剂分析报告, 需另付费, 报录数据包括:

- ①报录数据-本专业招生计划、院校分数线、录取情况及详细录取名单;
- ②调剂去向-报考本专业未被录取的考生调剂去向院校及详细名单。

版权声明

编写组依法对本书享有专有著作权, 同时我们尊重知识产权, 对本电子书部分内容参考和引用的市面上已出版或发行图书及来自互联网等资料的文字、图片、表格数据等资料, 均要求注明作者和来源。但由于各种原因, 如资料引用时未能联系上作者或者无法确认内容来源等, 因而有部分未注明作者或来源, 在此对原作者或权利人表示感谢。若使用过程中对本书有任何异议请直接联系我们, 我们会在第一时间与您沟通处理。

因编撰此电子书属于首次, 加之作者水平和时间所限, 书中错漏之处在所难免, 恳切希望广大考生读者批评指正。

目录

封面.....	1
目录.....	4
郑州大学 211 翻译硕士英历年真题汇编.....	5
郑州大学 211 翻译硕士英语 2020 年考研真题（回忆版）（暂无答案）	5
郑州大学 211 翻译硕士英语 2019 年考研真题（回忆版）（暂无答案）	9
郑州大学 211 翻译硕士英语 2018 年考研真题（暂无答案）	10
郑州大学 211 翻译硕士英语 2017 年考研真题（暂无答案）	16
郑州大学 211 翻译硕士英语 2016 年考研真题（暂无答案）	22
郑州大学 211 翻译硕士英语 2015 年考研真题（暂无答案）	28
郑州大学 211 翻译硕士英语 2013 年考研真题（暂无答案）	35
郑州大学 211 翻译硕士英语 2012 年考研真题（暂无答案）	44
郑州大学 211 翻译硕士(英语)考研大纲.....	52
2025 年郑州大学 211 翻译硕士(英语)考研大纲.....	52
2025 年郑州大学 211 翻译硕士(英语)考试指导.....	54
2026 年郑州大学 211 翻译硕士(英语)考研核心题库	55
翻译硕士(英语)考研核心题库之[词汇语法部分]精编.....	55
翻译硕士(英语)考研核心题库之[写作部分]精编.....	91
翻译硕士(英语)考研核心题库之[阅读理解部分]精编.....	121
翻译硕士(英语)考研核心题库之[写作部分]高分经典范文 100 篇.....	148
翻译硕士(英语)考研核心题库之[阅读理解部分]高分经典 100 篇.....	188
2026 年郑州大学 211 翻译硕士(英语)三套考研模拟试题	288
2026 年翻译硕士(英语)考研模拟试题及详细答案解析（一）	288
2026 年翻译硕士(英语)考研模拟试题及详细答案解析（二）	298
2026 年翻译硕士(英语)考研模拟试题及详细答案解析（三）	309

郑州大学 211 翻译硕士英历年真题汇编

郑州大学 211 翻译硕士英语 2020 年考研真题（回忆版）（暂无答案）

郑 州 大 学
2020 年硕士研究生入学试题
翻译硕士英语(211)（回忆版）

I. 20 道词义辨析题（20'）

1. the ___ of the internet
convenient/advent/interface/aftermath
2. 胳膊伤好了，死于后来的___
complement/compliment/
complexion/complication
3. laugh off/put off/pay off/lay off
4. a very ___ expression
assured/assuring/reassuring/reassured
5. resultant/utter/resourceful/eternal
6. blossom/.../.../...
- 7.
8. call off/.../.../...

II. 阅读理解（2'*10，共 20 分）

注：网上搜索文段尽量进行还原了，选择题有些选项和原题不太一样，或者是问题问法不太一样，大致就是这些问题了

Passage one

Are smart people just naturally attracted to study art or perform music, dance, or drama? Or does early education in the arts actually cause changes in the brain that develop important components of cognition? Recent findings show that there may be some significant causal relationships between arts training and the brain's ability to learn.

The Dana Foundation, an organization with interests in neuroscience, immunology, and arts education, just released a three-year study that found that early training in the arts is possibly good for your brain. Neuroscientists and psychologists at several universities have now enhanced understanding of just how the arts might improve thinking, memory, and language skills. Music education is linked with the ability to control both short-term and long-term memory, geometric representation, and development of reading skills. Dance training improves thinking through mimicry and acting classes seem to expand language. Visual arts lessons outside the classroom during childhood are linked to improved math calculations; in retrospect, I wish I had more art lessons before I took on that advanced math class in high school.

It's not a new idea that the arts can make us smarter. The notion caught fire in the 1990s when researchers showed that college students did better on certain math tests after listening to a little bit of Mozart. And while the current report from the Dana

Foundation did not provide definitive theories as to how arts make us smarter, what it does do is end the popular notion that people are either right- or left-brain learners. Apparently artists and scientists are not that fundamentally different and perhaps there is even an underlying connection between the cognitive processes that give rise to both arts and sciences.

21. At the beginning of the passage, two questions are raised to explore the relation between _____.

- A. early education and the future
- B. intelligence and emotional quotient
- C. art training and cognitive development
- D. the human brain and its cognitive components

22. (选项不确定) From music education to dance training to visual arts lessons, the researchers found that _____.

- A. early training in the arts improved certain cognitive skills
- B. early education in the arts enhanced the learning by heart
- C. art training was widely conducted during childhood
- D. the artistic education took many forms for children

23. What can be inferred about the author's art lessons during childhood?

- A. Proficient. B. Deficient. C. Popular. D. Various.

24. According to the passage, the current findings _____.

- A. present the working mechanism of the right and left brains
- B. challenge the popular division of right- or left-brain learners
- C. reveal the fundamental differences between artists and scientists
- D. interpret the different cognitive processes in scientists and artists

25. Which of the following can be the best title for the passage?

- A. Brainy Art B. Learning Art C. Arts Training D. Cognitive Science (选项不确定)
- (有关 art training & cognition 之类的)

Passage two

Bullying can take a variety of forms, from the verbal to the physical as well as indirect forms, such as being excluded from social groups. Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though this is thankfully rare.

Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. "There is no bullying at this school" has been a common answer if asked, almost certainly untrue. Fortunately more schools are now saying: "There is not much bullying here, but when it occurs we have a clear policy for dealing with it."

Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, Action Against Bullying, circulated to all schools in England and Wales as well as in Scotland. In Ireland, Guidelines on Countering Bullying Behaviour in Post-Primary Schools was published, too. Third, there is evidence that these materials work, and that schools can achieve something. Evidence suggests that a key step is to develop a policy on bullying, saying clearly what bullying means, and giving explicit guidelines on what will be done if it occurs, what records will be kept, who will be informed and what punishments will be employed. The policy should be developed through consultation over a period of time. Pupils, parents and staff should feel they have been involved in the policy. Other actions can be taken to back up the policy. There are ways of dealing with the topic through the curriculum, using video, drama and literature.

But curriculum work alone may only have short-term effects; it should be an addition to policy work. There are also ways of working with individual pupils, or in small groups. Work in the playground is important, too. One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up conflicts. Another possibility is to improve the playground environment, so that pupils are less likely to be led into bullying from boredom or frustration. With these developments, schools can expect that at least the most serious kinds of bullying can largely be prevented. The more effort is put in and the wider the whole school is involved, the more substantial the results are likely to be. The reduction in bullying and the consequent improvement in pupil happiness is surely a worthwhile objective.

(不确定)26. A recent survey found that in British secondary schools _____.

- A there was more bullying than had previously been the case.
- B there was less bullying than in primary schools.
- C cases of persistent bullying were very common.
- D indirect forms of bullying were particularly difficult to deal with.

(不确定)27. Children who are bullied _____.

- A are twice as likely to commit suicide as the average person.
- B find it more difficult to relate to adults.
- C are less likely to be violent in later life.
- D may have difficulty forming relationships in later life.

(不确定)28. The writer thinks that the declaration 'There is no bullying at this school' _____.

- A is no longer true in many schools.

郑州大学 211 翻译硕士(英语) 考研大纲

2025 年郑州大学 211 翻译硕士(英语) 考研大纲

郑州大学 2025 年硕士研究生入学考试

《翻译硕士(英语)》考试大纲

命题学院：外国语与国际关系学院

考试科目代码及名称：211 翻译硕士(英语)

一、考试目的

本考试大纲适用于郑州大学翻译硕士专业学位(MTI)研究生入学考试。《翻译硕士英语》作为全日制翻译硕士专业学位(MTI)研究生入学考试的外国语考试，其目的是考查考生是否具备进行MTI 学习所要求的英语水平，主要考查考生对英语语言的综合运用能力。

二、考试基本要求

1. 具有良好的英语基本功，认知词汇量在 10,000 以上，掌握 6,000 个以上的积极词汇，即能正确而熟练地运用常用词汇及其常用搭配。
2. 能熟练掌握正确的英语语法、结构、修辞等语言规范知识。
3. 具有较强的阅读理解能力和英语写作能力。

三、考试性质与范围

《翻译硕士英语》为翻译硕士研究生入学考试规定科目之一。本考试是一种