

【初试】2026年南京师范大学240英语(二外)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、南京师范大学240英语(二外)考研真题汇编****1. 南京师范大学240英语(二外)2003-2022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。****二、2026年南京师范大学240英语(二外)考研资料****3. 英语(二外)考研复习相关资料[应试指导+考研核心题库]****2-1、2025年英语(二外)考研复习应试指导及试题分析****说明：精心整理编写，重点讲解英语(二外)考研复习应试技巧及试题分析，考研首选。****2-2、2026年英语(二外)考研核心题库[词汇+语法+翻译+完型+改错+写作]****①2026年研究生考试英语(二外)考研核心题库[词汇]题库及答案解析****②2026年研究生考试英语(二外)考研核心题库[语法]题库及答案解析****③2026年研究生考试英语(二外)考研核心题库[翻译]题库及答案解析****④2026年研究生考试英语(二外)考研核心题库[完型]题库及答案解析****⑤2026年研究生考试英语(二外)考研核心题库[改错]题库及答案解析****⑥2026年研究生考试英语(二外)考研核心题库[阅读理解]题库及答案解析****⑦2026年研究生考试英语(二外)考研核心题库[写作]题库及答案解析****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。****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)****南京师范大学240英语(二外)考研初试参考书****新标准大学英语(第二版)综合教程(1-4册)，2016年5月，外语教学与研究出版社****五、本套考研资料适用学院****外国语学院****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、录取情况分析及详细录取名单；****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。**

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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。

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南京师范大学 240 英语 (二外) 历年真题汇编

南京师范大学 240 英语 (二外) 2022 年考研真题 (暂无答案)

南京师范大学

2022 年硕士研究生入学考试初试试题 (A 卷)

科目代码及名称: 240 英语 (二外)

满分: 100 分

注意: ①认真阅读答题纸上的注意事项; ②所有答题内容必须写在答题纸上, 写在本试题纸或草稿纸上均无效; ③本试题纸须随答题纸一起装入试题袋中交回, 否则按考试违纪处理。

Part I Cloze (20 points)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D) on the right side of the paper. You should choose the ONE that best fits into the passage. Write your answers on the ANSWER SHEET.

From childhood to old age, we all use language as a means of broadening our 1 of ourselves and the world about us. When humans first evolved, they were like newborn children, unable to use this 2 tool. Yet once language developed, the possibilities for human kind's future 3 and cultural growth increased.

Many linguists believe that evolution is 4 for our ability to produce and use language. They 5 that our highly evolved brain provides us 6 an innate language ability not found in lower 7. Proponents of this innateness theory say that our 8 for language is inborn, but that language itself develops gradually, 9 a function of the growth of the brain during childhood. Therefore there are critical 10 times for language development.

Current reviews of innateness theory are mixed, however, 11 supporting the existence of some innate abilities is undeniable. 12, more and more schools are discovering that foreign languages are best taught in 13 grades. Young children often can learn several languages by being 14 to them, while adults have a much harder time learning another language once the 15 of their first language have become firmly fixed.

16 some aspects of language are undeniably innate, language does not develop automatically in a vacuum. Children who have been 17 from other human beings do not possess language. This demonstrates that 18 with other human beings is necessary for proper language development. Some linguists believe that this is even more basic to human language 19 than any innate capacities. These theorists view language as imitative, learned behavior. 20, children learn language from their parents by imitating them. Parents gradually shape their child's language skills by positively reinforcing precise imitations and negatively reinforcing imprecise ones.

1. A) image	B) knowledge	C) impression	D) idea
2. A) valuable	B) appropriate	C) convenient	D) favorite
3. A) entertainments	B) feasibility	C) attainments	D) evolution
4. A) essential	B) available	C) reliable	D) responsible
5. A) confirm	B) inform	C) claim	D) convince
6. A) for	B) from	C) of	D) with
7. A) organizations	B) organisms	C) humans	D) children
8. A) potential	B) performance	C) preference	D) passion
9. A) just as	B) as	C) like	D) unlike
10. A) ideological	B) biological	C) social	D) psychological
11. A) evidence	B) reference	C) experience	D) information
12. A) In other words	B) In a sense	C) Indeed	D) In a word
13. A) various	B) different	C) the higher	D) the lower
14. A) revealed	B) exposed	C) engaged	D) involved

15. A) regulations	B) formations	C) rules	D) constitutions
16. A) Although	B) Whether	C) Since	D) When
17. A) distinguished	B) different	C) protected	D) isolated
18. A) exposition	B) comparison	C) contrast	D) interaction
19. A) acquisition	B) appreciation	C) requirement	D) alternative
20. A) As a result	B) In other words	C) Above all	D) After all

Part II Reading Comprehension (40 points)

Directions: Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Write your answers on the ANSWER SHEET.

Passage 1

As we have seen, the focus of medical care in our society has been shifting from curing disease to preventing disease — especially in terms of changing our many unhealthy behaviors, such as poor eating habits, smoking, and failure to exercise. The line of thought involved in this shift can be pursued further. Imagine a person who is about the right weight, but does not eat very nutritious foods, who feels OK but exercises only occasionally, who goes to work every day, but is not an outstanding worker, who drinks a few beers at home most nights but does not drive while drunk, and who has no chest pains or abnormal blood counts, but sleeps a lot and often feels tired. This person is not ill. He may not even be at risk for any particular disease. But we can imagine that this person could be a lot healthier.

The field of medicine has not traditionally distinguished between someone who is merely “not ill” and someone who is in excellent health and pays attention to the body’s special needs. Both types have simply been called “well.” In recent years, however, some health specialists have begun to apply the terms “well” and “wellness” only to those who are actively striving to maintain and improve their health. People who are well are concerned with nutrition and exercise, and they make a point of monitoring their body’s condition. Most important, perhaps, people who are well take active responsibility for all matters related to their health. Even people who have a physical disease or handicap may be “well,” in this new sense, if they make an effort to maintain the best possible health they can in the face of their physical limitations. “Wellness” may perhaps best be viewed not as a state that people can achieve, but as an ideal that people can strive for. People who are well are likely to be better able to resist disease and to fight disease when it strikes. And by focusing attention on healthy ways of living, the concept of wellness can have a beneficial impact on the ways in which people face the challenges of daily life.

21. Today medical care is placing more stress on _____.
 A) removing people’s bad living habits
 B) monitoring patients’ body functions
 C) keeping people in a healthy physical condition
 D) ensuring people’s psychological well-being
22. In the first paragraph, people are reminded that _____.
 A) good health is more than not being ill
 B) drinking, even if not to excess, could be harmful
 C) regular health checks are essential to keeping fit
 D) prevention is more difficult than cure
23. Traditionally, a person is considered “well” if he _____.
 A) does not have any unhealthy living habits
 B) does not have any physical handicaps
 C) is able to handle his daily routines
 D) is free from any kind of disease