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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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浙江大学 251 二外英语 2008 年考研真题 (暂无答案)

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浙 江 大 学

二〇〇八年攻读硕士学位研究生入学考试试题

考试科目 二外英语 编号 221

注意：答案必须写在答题纸上，写在试卷或草稿纸上均无效。

Part I Reading Comprehension (40%)

Directions: There are 4 passages in this part. 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 mark the corresponding letter on the Answer Sheet with a single line through the center.

Passage 1

Statuses are marvelous human inventions that enable us to get along with one another and to determine where we "fit" in society. As we go about our everyday lives, we mentally attempt to place people in terms of their statuses. For example, we must judge whether the person in the library is a reader or a librarian, whether the telephone caller is a friend or a salesman, whether the unfamiliar person on our property is a thief or a meter reader, and so on.

The statuses we assume often vary with the people we encounter, and change throughout life. Most of us can, at very high speed, assume the statuses that various situations require. Much of social interaction consists of identifying and selecting among appropriate statuses and allowing other people to assume their statuses in relation to us. This means that we fit our actions to those of other people based on a constant mental process of appraisal and interpretation. Although some of us find the task more difficult than others, most of us perform it rather effortlessly.

A status has been compared to ready-made clothes. Within certain limits, the buyer can choose style and fabric. But an American is not free to choose the costume of a Chinese peasant or that of a Hindu prince. We must choose from among the clothing presented by our society. Furthermore, our choice is limited to a size that will fit, as well as by our pocketbook. Having made a choice within these limits we can have certain alterations made, but apart from minor adjustments, we tend to be limited to what the stores have on their racks. Statuses too come ready made, and the range of choice among them is limited.

1. In the first paragraph, the writer tells us that statuses can help us _____.

- A. determine whether a person is fit for a certain job
- B. behave appropriately in relation to other people.
- C. protect ourselves in unfamiliar situations
- D. make friends with other people

2. According to the writer, people often assume different statuses _____.

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- A. in order to identify themselves with others
 B. in order to better identify others
 C. as their mental processes change
 D. as the situation changes
3. The word "appraisal" (Line6, Para.2) most probably means "_____".
 A. involvement B. appreciation C. assessment D. presentation
4. In the last sentence of the second paragraph, the pronoun "it" refers to "_____".
 A. fitting our actions to those of other people appropriately
 B. identification of other people's statuses
 C. selecting one's own statuses
 D. constant mental process
5. By saying that "an American is not free to choose the costume of a Chinese peasant or that of a Hindu prince" (Lines 2-3, Para.3), the writer means _____.
 A. different people have different styles of clothes
 B. ready-made clothes may need alterations
 C. statuses come ready made just like clothes
 D. our choice of statuses is limited

Passage 2

Psychologists take opposing views of how external rewards, from warm praise to cold cash, affect motivation and creativity. Behaviorists, who study the relation between actions and their consequences, argue that rewards can improve performance at work and school. Cognitive researchers, who study various aspects of mental life, maintain that rewards often destroy creativity by encouraging dependence on approval and gifts from others.

The latter view has gained many supporters, especially among educators. But the careful use of small monetary rewards sparks creativity in grade-school children, suggesting that properly presented inducements indeed aid inventiveness, according to a study in the June Journal of Personality and Social Psychology.

"If kids know they're working for a reward and can focus on a relatively challenging task, they show the most creativity," says Robert Eisenberger of the University of Delaware in Newark. "But it's easy to kill creativity by giving rewards for poor performance or creating too much anticipation for rewards."

A teacher who continually draws attention to rewards or who hands out high grades for ordinary achievement ends up with uninspired students, Eisenberger holds. As an example of the latter point, he notes growing efforts at major universities to tighten grading standards and restore failing grades.

In earlier grades, the use of so-called token economies, in which students handle challenging problems and receive performance-based points toward valued rewards, shows promise in raising effort and creativity, the Delaware psychologist claims.

6. Psychologists are divided with regard to their attitudes toward _____.
 A. the choice between spiritual encouragement and monetary rewards
 B. the amount of monetary rewards for students' creativity
 C. the study of relationship between actions and their consequences

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- D. the effects of external rewards on student's performance
7. What is the response of many educators to the external rewards for their students?
 A. They have no doubts about them. B. They have doubts about them.
 C. They approve of them. D. They avoid talking about them.
8. Which of the following can best raise students' creativity according to Robert Eisenberger?
 A. Assigning them tasks they have not dealt with before.
 B. Assigning them tasks which require inventiveness.
 C. Giving them rewards they really deserve.
 D. Giving them rewards they anticipate.
9. It can be inferred from the passage that major universities are trying to tighten their grading standards because they believe _____.
 A. rewarding poor performance may kill the creativity of students
 B. punishment is more effective than rewarding
 C. failing uninspired students helps improve their overall academic standards
 D. discouraging the students' anticipation for easy rewards is a matter of urgency
10. The phrase "token economies" (Line 1, Para. 5) probably refers to _____.
 A. ways to develop economy B. systems of rewarding students
 C. approaches to solving problems D. methods of improving performance

Passage 3

Some pessimistic experts feel that the automobile is bound to fall into disuse. They see a day in the not-too-distant future when all autos will be abandoned and allowed to rust. Other authorities, however, think the auto is here to stay. They hold that the car will remain a leading means of urban travel in the foreseeable future.

The motorcar will undoubtedly change significantly over the next 30 years. It should become smaller, safer, and more economical, and should not be powered by the gasoline engine. The car of the future should be far more pollution-free than present types.

Regardless of its power source, the auto in the future will still be the main problem in urban traffic congestion. One proposed solution to this problem is the automated highway system. When the auto enters the highway system, a retractable arm will drop from the auto and make contact with a rail, which is similar to those powering subway trains electrically. Once attached to the rail, the car will become electrically powered from the system, and control of the vehicle will pass to a central computer. The computer will then monitor all of the car's movements.

The driver will use a telephone to dial instructions about his destination into the system. The computer will calculate the best route, and reserve space for the car all the way to the correct exit from the highway. The driver will then be free to relax and wait for the buzzer that will warn him of his coming exit. It is estimated that an automated highway will be able to handle 10,000 vehicles per hour, compared with the 1,500 to 2,000 vehicles that can be carried by a present-day highway.

11. One significant improvement in the future car will probably be _____.
 A) its power source B) its driving system
 C) its monitoring system D) its seating capacity
12. What is the author's main concern?

2025 年浙江大学 251 二外英语考试指导

二外英语考试指导

一、考试内容范围:

(一) 英语语法

1. 要求考生熟练应用各种时态, 包括一般现在时, 一般过去时, 一般将来时, 现在进行时, 过去进行时, 过去将来时, 现在完成时, 过去完成时, 将来完成时, 现在完成进行时, 将来进行时共 11 个时态; 熟练应用主动语态和被动语态;
2. 要求考生熟练掌握名词、冠词、代词、形容词、副词、连词、介词、数词及其相关用法;
3. 要求考生熟练掌握应用动词及相关用法, 掌握非谓语动词用法, 了解虚拟语气的相关知识;
4. 要求考生熟练掌握应用各种句式, 即简单句、并列句和复合从句(包括定语从句、名词性从句和状语从句), 掌握特殊句式。

(二) 英语词汇要求

1. 要求考生熟练掌握 3000-4000 单词;
2. 要求考生熟练运用核心词汇中名词、动词、形容词、介词的常用词义及词组、固定搭配。

(三) 英语应用技能要求

1. 要求考生具有基本的英语阅读理解能力, 通过阅读一般性题材的英语文章获取书面信息, 包括理解文章主旨大意、找出重要事实和细节、根据上下文猜测词和短语的含义、理解文章隐含意义、识别作者的观点和态度等, 要求阅读速度约为每分钟 80 词;
2. 要求考生在熟练掌握重点核心词汇和基础语法的基础上, 运用语篇理解能力和分析判断能力, 从整体上把握文章的内在逻辑关系, 根据上下文的语境, 准确辨析近义词或词组, 完成完型填空和语篇选词题型;
3. 要求考生具有基本的语篇翻译能力, 能够运用核心词汇和基础语法知识, 完成约 100 字的英汉互译, 考核传达原文的准确性、达意性和得体性;
4. 要求考生能够根据不同文体, 使用恰当的语言形式完成事实陈述、观点表达、情感抒发等书面交际任务, 考核文章的结构安排、逻辑性、语意连贯性, 要求格式准确、书写规范, 字数为 120-150。

二、试卷题型结构

语法和词汇: 语法部分采用选择填空的题型, 旨在考查考生对语法知识的掌握情况; 词汇部分考查考生对词义的理解和词汇的运用; 以 2000--2500 个大学英语四级核心词汇为主要依据, 兼顾其他非专业英语大学本科程度英语教材的词汇。要求能够运用语言知识辨别语言的连贯性和一致性等语段特征, 掌握用于一定语境中的语言规范。主要包括: 1) 词语意义辨析, 其中包括同义词或近义词辨析, 形近词辨析; 2) 固定词组: 包括动词词组和固定词组两部分; 3) 词性选择: 从句子成分来确定四个不同词性的同根词的词性; 4) 介词题型, 可以是简单介词、也可以是短语介词。侧重于介词和某些名词、动词、形容词、副词、连词的固定搭配关系。英语语法(包括句法)基本知识, 如: 各种时态、非谓语动词、虚拟语气、形容词性从句、名词性从句、倒装、复合句等。

阅读理解: 采用选择正确答案题型, 旨在考查考生阅读速度、理解能力; 能熟练阅读说明文、议论文、记叙文等文章, (生词量不超过所读材料总词汇量的 3%), 并能理解其主旨和表达的具体信息和概括性结论; 进行有关的判断、推理和引申; 根据上下文及其他暗示来推测词义; 理解通篇结构以及段落间的联系; 了解作者的意图、观点或态度; 区分论点和论据、事实和作者的看法。内容涉及: 经济、政治、文化、教育等话题。

翻译部分: 包括英译汉和汉译英两种题型, 主要考查考生对于翻译方法的灵活运用; 能够运用流畅、易懂的汉语或英语准确地传达英语、汉语原文的意思, 能运用增、减、变词义、断句和合句等翻译的基本技巧进行翻译。翻译取材于近期报纸、杂志、网络以及其它来源的短文, 难度适中, 题材熟悉, 不涉及高深的专业知识词汇。

完形填空: 采用选择正确答案题型, 考查学生对于词组固定搭配的掌握状况。本题测试考生依据语篇上下文的意义解析和结构衔接填词, 要求考生不仅具有语篇连贯和衔接知识, 而且要求考生对词汇的学习应具