应用英语、国际商务（中外合作办学）、大数据与会计（中外合作办学）专业高职提前招生综合测试实施细则

（普高生）

根据《浙江工商职业技术学院 2026 年高职提前招生章程》有关规定，特制订应用英语、国际商务（中外合作办学）、大数据与会计（中外合作办学）提前招生专业测试实施细则。本细则适用于以上普高生源的学生。

一、测试项目和测试方式

应用英语、国际商务（中外合作办学）、大数据与会计（中外合作办学）提前招生专业测试项目为英语能力测试，题型为客观题，测试方式为笔试。

二、测试时间

测试时间：120 分钟。

三、**测试目的**

考察考生用英语获取信息、处理信息、判断信息和表达信息的能力、跨文化交际能力、分析问题和解决问题的能力以及用英语进行思维和表达的能力。

四、测试内容

测试内容包括考生英语的基础语言知识、语言运用能力、跨文化知识、阅读能力。试题包括语法题、词汇题、完型填空题、阅读理解题。具体详见测试大纲。

应用英语、国际商务（中外合作办学）、大数据与会计（中外合作办学）高职提前招生《英语能力》测试大纲

本大纲仅适用于浙江工商职业技术学院应用英语、国际商务（中外合作办学）、大数据与会计（中外合作办学）提前招生综合测试。面向普高生源的学生。

一、测试目的

通过招生专业测试，考察考生用英语获取信息、处理信息、判断信息和表达信息的能力、跨文化交际能力、分析问题和解决问题的能力以及用英语进行思维和表达的能力。遴选适合就读应用英语、国际商务（中外合作办学）、大数据与会计（中外合作办学）考生。

二、测试内容

测试考生英语的基础语言知识、语言运用能力、跨文化知识及阅读能力。主要包括以下内容：

1. 英语语法知识：要求考生具备高中阶段常见的语法知识，能够运用基本句式结构知识准确理解判断信息。

2. 英语词汇运用：要求考生具有高中阶段常见词汇的运用能力，包括理解单词在形式和意义上的关联，识别词根、词缀来理解生词；掌握常用的词语搭配；识别同义词和同音异义词；能正确使用动词、名词、副词、介词等。

3. 英语篇章阅读：要求考生具备跨文化知识，能读懂不同类型的材料，提取细节信息，概括主旨要义，区分事实和观点，能借助语境、信息词等理解语篇衔接关系，通过分析句子和篇章结构读懂语言较复杂的材料，理解意义之间的关系。

4. 语言理解与综合应用：要求考生具备一定的理解和综合运用语言的能力，能通读一篇留有空格的短文，在理解文章大意的基础上选择最佳答案，使文章的意思和结构完整。

本测试大纲的解释权属于浙江工商职业技术学院。

高职提前招生《英语能力》测试样卷

一、语法题

1. When I first met Bryan I didn't like him, but I _____ my mind now.

A. changed B. have changed C. am changing D. have been changing

2. The house _____ to Mr. Green was destroyed in the fire.

A. belongs B. belong C. belonging D. has belonged

二、词汇题

1. Our class _____ 50 students, 24 being girls and 26 boys.

A. constitutes B. consists C. is made up of D. contains

2. She was a little _____ about the final exam.

A. upset B. anxiety C. unhappy D. depressed

三、完型填空题

Geography is the study of the relationship between people and the land. Geographers (地理学家) compare and contrast __1__ places on the earth. But they also __2__ beyond the individual places and consider the earth as a __3__. The word geography __4__ from two Greek words, ge, the Greek word for "earth" and graphein, __5__ means "to write." The English word geography means "to describe the earth." __6__ geography books focus on a small area __7__ a town or city. Others deal with a state, a region, a nation, or an __8__ continent. Many geography books deal with the whole earth. Another __9__ to divide the study of __10__ is to distinguish between physical geography and cultural geography. The former focuses on the natural world; the __11__ starts with human beings and __12__ how human beings and their environment act __13__ each other. But when geography is considered as a single subject, __14__ branch can neglect the other. A geographer might be described __15__ one who observes, records, and explains the __16__ between places. If all places __17__ alike, there would be little need for geographers. We know, however, __18__ no two places are exactly the same. Geography, __19__, is a point of view, a special way of __20__ at places.

1. A. similar B. various C. distant D. famous
2. A. pass B. reach C. go D. set
3. A. whole B. unit C. part D. total
4. A. falls B. removes C. results D. comes

5. A. what	B. that	C. which	D. it
6. A. Some	B. Many	C. Most	D. Few
7. A. outside	B. except	C. as	D. like
8. A. extensive	B. entire	C. overall	D. enormous
9. A. way	B. means	C. habit	D. technique
10. A. world	B. earth	C. geography	D. globe
11. A. second	B. later	C. next	D. latter
12. A. learns	B. studies	C. realizes	D. understands
13. A. upon	B. for	C. as	D. to
14. A. neither	B. either	C. one	D. each
15. A. for	B. to	C. as	D. by
16. A. exceptions	B. sameness	C. differences	D. divisions
17. A. being	B. are	C. be	D. were
18. A. although	B. whether	C. since	D. that
19. A. still	B. then	C. nevertheless	D. moreover
20. A. working	B. looking	C. arriving	D. getting

四、阅读理解题

In the United States, the need to protect plant and animal species has become a highly controversial and sharply political issue since the passage of the Endangered Species Act in 1973. The act, designed to protect species' living areas, and policies that preserve land and forests compete with economic interests. In the 1990's, for example, the woodcutters in the Western United States were challenged legally in their attempt to cut trees for timber in the Cascade Mountains. The challenge was mounted to protect the endangered spotted owl (猫头鹰), whose remaining population occupies these forests and requires the intact, ancient forest for survival. The problematic situation set the interests of environmentalists against those of corporations and of individuals who stood to lose jobs. After months of debate and legal battles, the fate of the woodcutter and the owls — was still undecided in mid-1992. Similar tensions exist between the developed and the developing nations. Many people in industrialized nations, for example, believe that developing nations in tropical regions should do more to protect their rainforests and other natural areas. But the developing countries may be impoverished (使穷困) with populations growing so rapidly that using the land is a means to temporarily avoid worsening poverty and starvation.

Many of the changes to Earth that scientists concern have the potential to rob the planet of its biological richness. The destruction of Earth's ozone layer (臭氧层), for example, could contribute to the general process of impoverishment by allowing ultra-violet rays to harm plants and animals.

And global warming could wipe out species unable to quickly adapt to changing climates. Clearly, protecting Earth's biological diversity is a complex problem. But solutions to humanity's current problems will come only through coordinated international efforts to control human population, stabilize the composition of the atmosphere, and preserve intact Earth's complex web of life.

1. Why does the author say that the protection of endangered species is a highly controversial issue?

A. Because people can't agree as to what species to protect.

B. Because it is difficult to find an effective way to protect such species.

C. Because it affects the interests of certain groups of people.

D. Because it is a major problem involving a series of legal procedures.

2. According to the passage, the preservation of rainforests_____.

A. may hamper a developing country in its fight against poverty

B. benefits developed countries rather than developing countries

C. should take priority over the control of human population

D. will help improve the living conditions in developing countries

3. According to the passage, cutting trees to grow more food _____.

A. will widen the gap between the developed and the developing countries

B. is but a short-term relief to the food problem

C. call hardly alleviate the shortage of food

D. proves to be an effective way for impoverished nations

4. Among ‘‘humanity's current problems" (Line 7, Para. 2), the chief concern of the scientists is _____.

A. the impoverishment of developing countries

B. the explosion of the human population

C. the reduction of biological diversity

D. the effect of global warming

5. The author's purpose in writing this passage is_____.

A. to describe the difficulties in solving humanity's current problems

B. to present the different views on humanity's current problems

C. to analyze the contradiction between countries in dealing with humanity's current problems

D. to point out that humanity's current problems can only be solved through the cooperation of nations