

# 广东培正学院 2015 年本科插班生专业课考试大纲

## 《基础英语》课程考试大纲

### I. 考试性质

普通高等学校本科插班生招生考试是由专科毕业生参加的选拔性考试。高等学校根据考生的成绩，按已确定的招生计划，德、智、体全面衡量，择优录取。该考试所包含的内容将大致稳定，试题形式多种，具有对学生把握本课程程度的较强识别、区分能力。

### II. 考试内容及要求

#### 一、考试基本要求

重点考核学生综合运用各项英语语言基础知识和语言运用能力，以及学生对语法结构和词汇用法的掌握程度，检查学生是否达到了《高等学校英语专业英语教学大纲》所规定的各项英语专业综合技能的基本要求，既测试学生的综合能力及知识面，也测试学生的单项技能。

#### 二、考试命题原则

1. 命题根据《高等学校英语专业英语教学大纲》规定的考试目标和考核内容，考试命题应具有一定的覆盖面，且侧重考核考生综合运用各项基本技能的能力，以及学生对语法结构和词汇用法的掌握程度。

2. 试卷的题型有：选择填空、完型填空、阅读理解、英英解释、句子翻译和短文翻译等。根据考核的要求，适当安排各种题型数量的比例，达到考核考生对知识点的识记、理解和应用的水平和能力。

### III. 考试形式及试卷结构

#### 一、考试形式及要求

- 1、考试形式为闭卷，笔试，考试时间为 120 分钟，试卷满分为 100 分。
2. 试卷题型比例：词汇与语法题占 15%，完形填空题占 15%，阅读理解题占 20%，英英解释题占 10%，汉译英题占 20%，英译汉题占 20%。
3. 试题对不同能力层次要求的分数比例：识记为 20%，理解 30%，应用 50%。
4. 试卷中难易程度的分数比例为：易约占 30%，中等约占 50%，难约占 20%。

## 二、试卷结构及要求

### 1. 选择填空 (Vocabulary and Structure) (15%)

(1) **考核目的：**考核考生掌握词汇、短语及基本语法概念的熟练程度。

(2) **考核形式：**采用客观题形式。形式为选择题，从 4 个选项中选出一个最佳答案，共 30 道题。

(3) **考核要求：**掌握《高等学校英语专业英语教学大纲》规定的基础阶段认知词汇，能正确、熟练地运用其中的 3000 个核心词汇；了解和掌握英语的基本构词规则。掌握并能正确运用《高等学校英语专业英语教学大纲》规定的一至四级语法内容；掌握基本的语法规则，掌握基本的英语句子结构，能较熟练地运用语法及句子结构知识等。

(4) **题型及分值：**选择题。每题 0.5 分，共 30 题，本题共计 15 分。

### 2. 完型填空 (Cloze) (15%)

(1) **考核目的：**考核考生的综合语言知识和技能。

(2) **考核形式：**采用客观题形式。本项为一篇短文，要求学生在理解短文的基础上，从所给的 4 个选项中选出最佳答案，使短文的内容和结构完整，共 15 道题。

(3) **考核要求：**能在全面理解所给短文内容的基础上，选择一个最佳答案使短文意思和结构恢复完整。

(4) **题型及分值：**选择题。每题 1 分，共 15 题，本题共计 15 分。

### 3. 阅读理解 (Reading Comprehension) (20%)

(1) **考核目的：**考核考生的综合语言知识和技能。

(2) **考核形式：**采用客观题形式。本项为两篇短文，要求学生掌握所读材

料的主旨和大意，了解说明主旨和大意的事实和细节；既理解字面意思，也能根据所读材料进行一定的判断和推论；既理解个别句子的意义，也能理解上下文的逻辑关系。

(3) **考核要求：**能在全面理解所给短文内容的基础上，从四个选项中选择一个符合要求的最佳答案。

(4) **题型及分值：**选择题。每题 2 分，共 10 题，本题共计 20 分。

#### 4. 英英解释 (Paraphrase) (10%)

(1) **考核目的：**考生在理解原句的基础上，对句中划线的部分进行解释或改述。

(2) **考核形式：**采用主观题形式。本项为 10 个句子，要求学生在理解句子的基础上，用所学其它的英语词汇或短语重新对句子中划线的部分进行释义。

(3) **考核要求：**能在全面理解所给句子的基础上，用其它英语词汇或短语释义原句中划线的部分，并做到意思和结构完整，符合语法要求。

(4) **题型及分值：**释义题。每题 1 分，共 10 题，本题共计 10 分。

#### 5. 汉译英 (Translation from Chinese into English) (20%)

(1) **考核目的：**考核考生汉译英的翻译能力。

(2) **考核形式：**采用主观题形式。汉译英为句子翻译，利用句子后面给出的一个英文单词或短语，把整个句子翻译成英文，共 8 个句子。

(3) **考核要求：**掌握初步的汉译英的翻译知识和技巧，能进行中等难度句子翻译。译文力争做到能用正确的英语表达方式表达，忠实原意，语言通顺、流畅，无重大语法错误。

(4) **题型及分值：**主观题。共 8 题，每题 2.5 分。共 20 分。

#### 6. 英译汉 ( Translation from English into Chinese) (20%)

(1) **考核目的：**考核考生英译汉的翻译能力。

(2) **考核形式：**采用主观题形式。英译汉为段落翻译，将所给的 150-200 个单词的英语短文翻译成汉语。

(3) **考核要求：**掌握基本的英译汉翻译知识和技巧，能进行中等难度的段

落翻译。汉语译文力争做到忠实原意，语言通顺、流畅。

(4) **题型及分值：**主观题。英译汉（段落翻译）共 1 题。本题共计 20 分。

## IV. 参考书目

《大学英语精读》，第 1-4 册，董亚芬主编，上海外语教育出版社。

## V. 题型示例

### Part I Vocabulary and Structure (选择填空) (15%) (30\*0.5point=15 points)

*Directions: There are 30 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. Please mark the corresponding letter for each item on Answer Sheet with a single line through the centre.*

1. It was \_\_\_\_\_ of you to interrupt that lady when she was speaking.  
A. rude    B. cruel    C. selfish    D. foolish
  2. I \_\_\_\_\_ him in the crowd for a moment, but I soon lost him. I don't know if he saw me.  
A. felt sorry    B. caught sight of    C. made fun of    D. caught up
- (共 30 题，每题 0.5 分)

### Part II Cloze (完型填空) (15%) (15\*1point=15 points)

*Directions: There are 15 blanks in the following passage. For each blank there are four choices marked A, B, C and D. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on Answer Sheet with a single line through the centre.*

The mass media is a big part of our culture, yet it can also be a helper, adviser and teacher to our young generation. The mass media affects the lives of our young by acting as a(an) (1) for a number of institutions and social contacts. In this way, it (2) a variety of functions in human life.

The time spent in front of the television screen is usually at the (3) of leisure: there is less time for games, amusement and rest. (4) by what is happening on the screen, children not only imitate what they see but directly (5) themselves with different characters. Americans have been concerned about the (6) of violence in the media and its (7) harm to children and adolescents for at least forty years. During this period, new media (8) , such as video games, cable television, music videos, and the Internet. As they continue to gain popularity, these media, (9) television, (10) public concern and research attention.

Another large societal concern on our young generation (11) by the media, is body image. (12) forces can influence body image positively or negatively. (13) one, societal and cultural norms and mass media marketing (14) our concepts of beauty. In the mass media, the images of (15) beauty fill magazines and newspapers.

1. A. alternative    B. preference    C. substitute    D. representative
2. A. accomplishes    B. fulfills    C. provides    D. suffices
3. A. risk    B. mercy    C. height    D. expense
4. A. Absorbed    B. Attracted    C. Aroused    D. Addicted
5. A. identify    B. recognize    C. unify    D. equate
6. A. abundance    B. incidence    C. prevalence    D. recurrence
7. A. disposed    B. hidden    C. implicit    D. potential
8. A. merged    B. emerged    C. immersed    D. submerged
9. A. apart from    B. much as    C. but for    D. along with
10. A. promote    B. propel    C. prompt    D. prosper
11. A. inspired    B. imposed    C. delivered    D. contributed
12. A. External    B. Exterior    C. Explicit    D. Exposed
13. A. As    B. At    C. For    D. In
14. A. mark    B. effect    C. impact    D. shock
15. A. generalized    B. regularized    C. standardized    D. categorized

(共 15 题, 每题 1 分)

### **Part III. Reading Comprehension (20%) (10\*2=20 points)**

**Directions:** There are 2 passages in this part. Each passage is followed by some questions or 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 for each item on **Answer Sheet** with a single line through the centre.

Passage 1

We find that bright children are rarely held back by mixed-ability, teaching. On the contrary, both their knowledge and experience are enriched. We feel that there are many disadvantages in streaming pupils. It does not take into account the fact that children develop at different rates. It can have a bad effect on both the bright and the not-so-bright child. After all, it can be quite discouraging to be at the bottom of the top grade!

Besides, it is rather unreal to grade people just according to their intellectual ability. This is only one aspect of their total personality. We are concerned to develop the abilities of all our pupils to the full, not just their academic ability.

We also value personal qualities and social skills, and we find that mixed-ability teaching contributes to all these aspects of learning.

In our classrooms, we work in various ways. The pupils often work in groups: this gives them the opportunity to learn to co-operate, to share, and to develop leadership skills. They also learn how to cope with personal problems as well as learning how to think, to make decisions, to analyze and evaluate, and to communicate effectively. The pupils learn from each other as well as from the teacher.

Sometimes the pupils work in pairs; sometimes they work on individual tasks and assignments, and they can do this at their own speed. They also have some formal class teaching when this is appropriate. We encourage our pupils to use the library, and we teach them the skills they need in order to do this efficiently. An advanced pupil can do advanced work: it does not matter what age the child is. We expect our pupils to do their best, not their least, and we give them every encouragement to attain this goal.

1. In the passage the author's attitude towards "mixed-ability teaching" is \_\_\_\_\_.  
A. critical    B. questioning    C. approving    D. objective
2. By "held back" (Line 1) the author means "\_\_\_\_\_".  
A. made to remain in the same classes    B. forced to study in the lower classes  
C. drawn to their studies    D. prevented from advancing
3. The author argues that a teacher's chief concern should be the development of the student's \_\_\_\_\_.  
A. personal qualities and social skills    B. total personality  
C. learning ability and communicative skills    D. intellectual ability
4. Which of the following is NOT MENTIONED in the third paragraph?  
A. Group work gives pupils the opportunity to learn to work together with other.  
B. Pupils also learn to develop their reasoning abilities.  
C. Group work provides pupils with the opportunity to learn to be capable organizers.  
D. Pupils also learn how to participate in teaching activities.

5. The author's purpose in writing this passage is to \_\_\_\_\_.
- A. argue for teaching bright and not-so-bright pupils in the same class
  - B. recommends pair work and group work for classroom activities
  - C. offer advice on the proper use of the library
  - D. emphasize the importance of appropriate formal classroom teaching
- ...

(共 10 题, 每题 2 分)

#### **Part IV Paraphrase (10%) (10\*1point=10 points)**

**Directions:** There are 10 sentences in this part. Try to explain the underlined part in each sentence in your own words. Make sure to keep the structure and grammar correct.

1. It is, in short, an agreeable, easy place to go about one's business on foot, and yet as far as I can tell, virtually no one does.
2. He seemed immune to these emotions.

(共 10 题, 每题 1 分)

#### **Part V Translation (句子翻译-汉译英)(20%)(8\*2.5points=20points)**

**Directions:** There are 8 Chinese sentences in this part. Translate the following sentences into English, using the words or phrases given in the brackets. Please write down your answers on the **Answer Sheet**.

1. 既要照顾家庭又要全天工作, 我不知道她是如何对付的。(cope with)
2. 在中国, 做父母的自古以来就特别重视对孩子的教育。(place importance on)

(共 8 题, 每题 2.5 分)

#### **Part VI Translation (段落翻译-英译汉)(20%)(1\*20points=20 points)**

**Directions:** The following is an English paragraph. Translate it into Chinese. Please write down your answers on the **Answer Sheet**.

An important factor in a market-oriented economy is that mechanism by which consumer demands can be expressed and responded to by producers. In the American economy, this mechanism is provided by a price system, a process in which prices rise and fall in response to relative demands of consumers and supplies offered by seller-producers. If the product is in short supply relative to the demand, the price

will be bid up and some consumers will be eliminated from the market. If, on the other hand, producing more of a commodity results in reducing its cost, this will tend to increase the supply offered by seller-producers, which in turn will lower the price and permit more consumers to buy the product. (共 20 分)