**2023-2024学年第一学期《大学交际英语3》期末考试说明**

* **期末考试范围：**

—《新标准大学英语综合教程4》（第三版）: 1、2、3、4、6单元。

—《新世界交互英语视听说3》（第二版）：整本书。

—《大学英语能力进阶阅读教程1》: Unit 2 B、Unit 3 B、Unit 4 A & B、

Unit 5 A & B、Unit 6 A & B、Unit 7 B、Unit 8 A。

* **试题构成：**

**Part I Listening Comprehension (35%)**

1. 出题形式：单选题
2. 考 点：考查学生综合听力理解能力，检查课程所涉及听力材料的学习情况。
3. 出题范围：《新世界交互英语视听说3》（第二版）整本书以及课堂教学补充听力材料。出题内容教材内约占20分，教材外约占15分。
4. 分数比例： 听力占整个考试35％。其中包括3篇短篇新闻，每篇2-3个问题，共7题。每题1分，共7分。2篇长对话，每篇4个问题，共8题。每题1分，共8分。3篇听力篇章，每篇3-4个问题，共10题。每题2分，共20分。
5. 答题要求：

**Section A (7 ╳ 1 = 7)**

**Directions:** *In this section, you will hear three news reports. At the end of each news report, you will hear some questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the* ***best*** *answer from the four choices marked A), B), C) and D). Then shade the corresponding letter on the* ***Answer Sheet****.*

**Section B (8 ╳ 1 = 8)**

**Directions:** *In this section, you will hear two long conversations. At the end of each conversation,* *you will hear some questions. Both the conversation and the questions will be only spoken only once. After you hear a question, you must choose the* ***best*** *answer from the four choices marked A), B), C) and D). Then shade the corresponding letter on the* ***Answer Sheet.***

**Section C (10 ╳ 2 = 20)**

***Directions:*** *In this section, you will hear several passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be only spoken only once. After you hear a question, you must choose the* ***best*** *answer from the four choices marked A), B), C) and D). Then shade the corresponding letter on the* ***Answer Sheet.***

**Part II Reading Comprehension (35%)**

1. 出题形式：选词填空、信息匹配以及单选题。
2. 考 点：考查学生综合阅读理解能力，检查课程所涉及阅读材料的学习情况。
3. 出题范围：共4篇文章。其中：1篇文章选自《新标准大学英语综合教程4》（第三版）所学单元课文 (Active Reading, Further Exploration & Extended Reading)，1篇来自《大学英语能力进阶阅读教程1》选篇；另外2篇选自课外。
4. 分数比例：阅读占整个考试35％。

第1篇为选词填空题，10个空，每空0.5分，共5分。

第2篇为信息匹配题，10题，每题1分，共10分。

第3、4篇为单选题，共10题，每题2分，共20分。

1. 答题要求：

**Section A (10 ╳ 0.5 = 5)**

**Directions:** *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Then shade the corresponding letter on the* ***Answer Sheet****. You may not use any of the words in the bank more than once.*

Some years ago I was offered a writing assignment that would require three months of travel through Europe. I had been abroad a couple of times, but I could hardly 26 to know my way around the continent. Moreover, my knowledge of foreign languages was 27 to a little college French.

I hesitated. How would I, unable to speak the language, 28 unfamiliar with local geography or transportation systems, set up 29 and do research? It seemed impossible, and with considerable 30 I sat down to write a letter begging off. Halfway through, a thought ran through my mind: you can’t learn if you don’t try. So I accepted the assignment.

There were some bad 31 . But by the time I had finished the trip I was an experienced traveler. And ever since. I have never hesitated to head for even the most remote of places. Without guides or even 32 bookings. Confident that somehow I will manage.

The point is that the new, the different, is almost by definition 33 . but each time you try something. You learn. And as the learning plies up. The world opens to you.

I’ve learned to ski at 40, and flown up the Rhine river in a 34 . And I know I’ll go to doing such things. It’s not because I’m braver or more daring than others. I’m not. But I’ll accept anxiety as another name for challenge and I believe I can 35 wonders.

A. accomplish I. manufacture

B. advanced J. moments

C. balloon K. news

D. claim L. reduced

E. constantly M. regret

F. declare N. scary

G. interviews O. totally

H. limited

**Section B (10 ╳ 1 = 10)**

**Directions:** *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on the* ***Answer Sheet****.*

The Touch-Screen Generation

1. On a chilly day last spring, a few dozen developers of children’s apps（应用程序）for phones and tablets（平板电脑）gathered at an old beach resort in Monterey, California, to show off their games. The gathering was organized by Warren Buckleitner, a longtime reviewer of interactive children’s media. Buckleitner spent the breaks testing whether his own remote-control helicopter could reach the hall’s second story, while various children who had come with their parents looked up in awe（敬畏）and delight. But mostly they looked down, at the iPads and other tablets displayed around the hall like so many open boxes of candy. I walked around and talked with developers, and several quoted a famous saying of Maria Montessori’s, “The hands are the instruments of man’s intelligence.”

B）What, really, would Maria Montessori have made of this scene? The 30 or so children here were not down at the shore poking（戳）their fingers in the sand or running them along stones or picking seashells. Instead they were all inside, alone or in groups of two or three, their faces a few inches from a screen, their hands doing things Montessori surely did not imagine.

C）In 2011, the American Academy of Pediatrics updated its policy on very young children and media. In 1999, the group had discouraged television viewing for children younger than 2, citing research on brain development that showed this age group’s critical need for “direct interactions with parents and other significant care givers”. The updated report began by acknowledging that things had changed significantly since then. In 2006,90% of parents said that their children younger than 2 consumed some form of electronic media. Nevertheless, the group took largely the same approach it did in 1999, uniformly discouraging passive media use, on any type of screen, for these kids. (For older children, the academy noted, high-quality programs” could have “educational benefits.”) The 2011 report mentioned “smart cell phone” and “new screen” technologies, but did not address interactive apps. Nor did it bring up the possibility that has likely occurred to those 90% of American parents that some good might come from those little swiping（在电子产品上刷） fingers.

D）I had come to the developers’ conference partly because I hoped that this particular set of parents, enthusiastic as they were about interactive media, might help me out of this problem, that they might offer some guiding principle for American parents who are clearly never going to meet the academy’s ideals, and at some level do not want to. Perhaps this group would be able to express clearly some benefits of the new technology that the more cautious doctors weren’t ready to address.

E）I feel into conversation with a woman who had helped develop Montessori Letter Sounds, an app that teaches preschoolers the Montessori methods of spelling. She was a former Montessori teacher and a mother of four. I myself have three children who are all fans of the touch screen. What games did her kids like to play, I asked, hoping for suggestions I could take home.

F）Her answer so surprised me that I decided to ask some of the other developers who were also parents what their domestic ground rules for screen time were. One said only on airplanes and long car rides. Another said Wednesdays and weekends, for half an hour. The most permissive said half an hour a day, which was about my rule at home. At one point I sat with one of the biggest developers of e-book apps for kids, and his family. The small kid was starting to fuss in her high chair, so the mom stuck an iPad in front of her and played a short movie so everyone else could enjoy their lunch. When she saw me watching, she gave me the universal tense look of mothers who feel they are being judged. “At home,” she assured me “I only let her watch movies in Spanish.”

G）By their reactions, these parents made me understand the problem of our age: as technology becomes almost everywhere in our lives, American parents are becoming more, not less, distrustful of what it might be doing to their children. Technological ability has not, for parents, translated into comfort and ease. On the one hand, parents want their children to swim expertly in the digital stream that they will have to navigate（航行）all their lives; on the other hand, they fear that too much digital media, too early, will sink them. Parents end up treating tablets as precision surgical （外科的）instruments, devices that might perform miracles for their child’s IQ and help him win some great robotics competition — but only if they are used just so. Otherwise, their child could end up one of those sad, pale creatures who can’t make eye contact and has a girlfriend who lives only in the virtual world.

H）Norman Rockwell, a 20th-century artist, never painted Boy Swiping Finger on Screen, and our own vision of a perfect childhood has never been adjusted to accommodate that now-common scene. Add to that our modern fear that every parenting decision may have lasting consequences — that every minute of enrichment lost or mindless entertainment indulged（放纵的）will add up to some permanent handicap（障碍）in the future — and you have deep guilt and confusion. To date, no body of research has proved that the iPad will make your preschooler smarter or teach her to speak Chinese, or alternatively that it will rust her nervous system — the device has been out for only three years, not much more than the time it takes some academics to find funding and gather research subjects. So what is a parent to do？

1. The author attended the conference, hoping to find some guiding principles for parenting in the electronic age.
2. American parents are becoming more doubtful about the benefits technology is said to bring to their children.
3. Some experts believe that human intelligence develops by the use of hands.
4. The author found a former Montessori teacher exercising strict control over her kids’ screen time.
5. Research shows interaction with people is key to babies’ brain development.
6. So far there has been no scientific proof of the educational benefits of iPads.
7. American parents worry that overuse of tablets will create problems with their kids’ interpersonal relationships.
8. The author expected developers of children’s apps to specify the benefits of the new technology.
9. The kids at the gathering were more fascinated by the iPads than by the helicopter.
10. The author permits her children to use the screen for at most half an hour a day.

**Section C (10 ╳ 2 = 20)**

**Directions:** *There are* ***2*** *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 shade the corresponding letter on the* ***Answer Sheet****.*

**Part IV Translation (15%)**

1） 出题形式：汉译英段落翻译。

2） 考 点：考查学生运用恰当的翻译策略和语言知识将主题熟悉、内容浅显、意思完整的汉语段落用英语表达出来的能力。

3） 出题范围：来自《新标准大学英语综合教程4》（第三版）所学单元内容（Active Reading & Further Exploration），以及课后翻译练习。

4）分数比例：翻译题占整个考试15％。段落中较难的专有名词可以适当在括号里给出。基本难度如下。

5）答题要求：

**Directions:** *For this part, you are required to translate a paragraph from Chinese into English. You should write your answer on the* ***Answer Sheet****.*

1. 从人类历史看，流行病对人口、经济等都产生过重大影响。如今，虽然许多古老的疾病已得到有效控制，但新的致命性疾病仍不断出现。随着科技进步和社会发展，中国科研专家能够持续追踪疾病的变化，研发科研广泛使用的疫苗和疗法，以应对新的疾病。广大群众能够及时获取疾病信息，采取科学防控措施，有效应对疾病的挑战。

**Part V Writing (15%)**

1） 出题形式：根据提纲写命题作文。（和所学课文主题相关）

2） 考 点：考查学生就熟悉的话题和情景用英语进行书面表达的能力。

3） 分数比例：写作占整个考试15％。

4） 答题要求：

**Directions:** *For this part, you are allowed 30 minutes to write a short essay entitled ... ... You should write at least 120 words following the outline given below.*