

2021-2022 学年度第一学期大学英语 3 期末考试题型说明

大学英语 3 期末考试范围

---中国文化英语综合教程: 1, 2, 3, 6, 8, 14 单元。

---大学英语能力进阶阅读教程 3: 1-8 单元。

---新世界交互英语视听说 3: 整本书。

1、 试题构成

1. 听力理解 25%

1) 出题形式: 单选题、听写题

2) 考 点: 考查综合听力理解能力, 检查推荐的听力内容。

3) 出题范围:

*8 个短对话, 2 篇短文或长对话, 占 15%。单选题, 8 个短对话每题一分, 2 篇短文或长对话 7 个问题, 每题 1 分, 共 15 分。

*1-2 篇听写填空题, 出自《新世界交互英语视听说 3》, 占 10%。填空题总共留出 10 个空格由学生填词, 每题 1 分, 共 10 分。

4) 分数比例: 占整个考试 25%, 每题 1 分, 共 25 分。出题内容教材内占 15 分, 其中听写占 10 分; 教材外占 10 分。

5) 答题要求:

Section A (8 × 1 = 8)

Directions: In this section, you will hear several conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and

decide which is the **best** answer. Then shade the corresponding letter on the **Answer Sheet**.

Section B ($7 \times 1 = 7$)

Directions: In this section, you will hear several short 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**.

Section C ($10 \times 1 = 10$)

Directions: You are going to hear two short passages. Each will be read **TWICE**. Listen carefully and fill in the blanks with the information you get from the recording.

(注意：本部分请直接将答案写在主观答题纸上。)

2. 阅读理解 35%

- 1) 出题形式：选词填空题、信息匹配题、单选题。
- 2) 考 点：考查综合阅读理解能力。
- 3) 出题范围：共 4 篇文章。其中：1 篇文章选自《大学英语能力进阶阅读教程 3》，1 篇选自《中国文化英语综合教程》Reading B 或 Reading C；另外 2 篇选自课外。
- 4) 分数比例：阅读占整个考试 35%。第 1 篇阅读理解选词填空题，10 个空，每空 0.5 分，共 5 分。第 2 篇阅读理解信息匹配题 10 题，每题 1 分，共 10 分。第 3、4 篇阅读理解单选题共 10 题，每题 2 分，共 20 分。
- 5) 答题要求：

Section A ($10 \times 0.5 = 5$)

Directions: In this section, there is a passage with ten blanks. You are required to

select one word for a 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. Please mark the corresponding letter for each item on Answer Sheet with a single line through the center. 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 41 to know my way around the continent. Moreover, my knowledge of foreign languages was 42 to a little college French.

I hesitated. How would I, unable to speak the language, 43 unfamiliar with local geography or transportation systems, set up 44 and do research? It seemed impossible, and with considerable 45 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 46. 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 47 bookings. Confident that somehow I will manage.

The point is that the new, the different, is almost by definition 48 . 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 49 . 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 50 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

A) 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 fell 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?

41. The author attended the conference, hoping to find some guiding principles for parenting in the electronic age.

42. American parents are becoming more doubtful about the benefits technology is said to bring to their children.

43. Some experts believe that human intelligence develops by the use of hands.

44. The author found a former Montessori teacher exercising strict control over her kids' screen time.

45. Research shows interaction with people is key to babies' brain development.

46. So far there has been no scientific proof of the educational benefits of iPads.

47. American parents worry that overuse of tablets will create problems with their kids' interpersonal relationships.

48. The author expected developers of children's apps to specify the benefits of the

new technology.

49. The kids at the gathering were more fascinated by the iPads than by the helicopter.

50. 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.*

3. 正误判断 10%

- 1) 出题形式：判断题，根据所学课文内容判断句子信息是否正确。
- 2) 考点：对所学课文篇章的阅读理解能力。
- 3) 出题范围：所考信息均出自《中国文化英语综合教程》Reading A 和 Reading C 的阅读文章。
- 4) 分数比例：10 题，每题 1 分，共 10 分。
- 5) 答题要求：

Directions: *There are 10 statements in this part. Decide whether the statements are true or false according to the reading passages you've learnt. Mark A for true and B for false on the Answer Sheet.*

51. Myths in ancient China were usually spread in systematic forms in various written material.

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4. 翻译 15%

- 1) 出题形式：汉译英段落翻译。
- 2) 考点：考查学生对所学中国文化单元内容的语言运用能力。
- 3) 出题范围：汉译英来自《中国文化英语教程》Reading A 和 Reading C 中有关中国文化话题内容的综合性的概述。
- 4) 分数比例：中文段落翻译 15 分，整体评分，翻译中较难的专有名词可以适当在括号里给出。基本难度如下：

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

61. 《孙子兵法》为春秋时期的军事家孙武所著，迄今已有两千五百多年的历史。该书共计十三篇：始计、作战、谋攻、军行、兵势等。其军事思想已被译成日、英、法、德、俄等十几种文字。这本书是流传最广、影响最大的中国古代军事著作之一。它所阐述的“不战而屈人之兵”等战略战术和哲学思想，被广泛运用于军事、政治、经济等领域中。

5. 作文 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：考查语言综合应用能力。
- 3) 分数比例：15 分。
- 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 180 words following the outline given below.*

