

《基础英语》考试大纲

I. 考试性质

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。因此，本科插班生考试应有较高的信度、效度，必要的区分度和适当的难度。

II. 考试内容和要求

要求考生理解和掌握管理学的基本概念、基本原理和基本方法，能运用管理学知识进行案例分析，具备分析问题和解决问题的能力。

本大纲的考核要求分为“了解”、“掌握”、“重点掌握”三个层次，具体含义是：

了解：能解释有关的概念、知识的含义，并能正确认识和表述。

掌握：在了解的基础上，能全面把握基本概念、基本原理、基本方法，有关概念、原理、方法的沿革、区别与联系。

重点掌握：在理解的基础上，能熟练地、灵活地运用基本概念、基本原理、基本方法分析和解决有关的理论问题和实际问题。

具体考试内容和要求如下：

第四册

Unit 1 Thinking as a Hobby

重点：1. words (glossary)

2. the parallel construction

难点：1. Useful expression (II Vocabulary translate)

2. synonyms and antonyms (II Vocabulary 2)

Unit 2 Spring Sowing

重点：1. words (glossary)

2. the parenthetical elements

难点：1. Useful expression (II Vocabulary translate)

2. the derogatory words

3. Ways to make suggestions

Unit 3 Groundless Beliefs

重点：1. words (glossary)

2. the transitional words or phrases

难点：1. Useful expression (II Vocabulary translate)

2. synonyms and antonyms (II Vocabulary 2)

3. the use of “only”

Unit 4 Lions and Tigers and Bears

重点: 1.words (glossary)

2.rules of subject-verb agreement

难点: 1.Useful expression (II Vocabulary translate)

2. Make sentences more emphatic(II Vocabulary2)

Unit 5 For Want of a Drink

重点: 1.words (glossary)

2.Tag questions

3.the ways to emphasize

难点: 1.Useful expression (II Vocabulary translate)

Unit6 The Telephone

重点: 1.words (glossary)

2. subject-verb agreement

难点: 1.Useful expression (II Vocabulary translate)

2.abbreviated adverbial clauses

Unit 7 Inter-Lesson (I)

重点: 1.words (glossary)

2.Identify the subject and main verb

难点: 1.Useful expression (II Vocabulary translate)

2.the use of "as"

Unit 8 Economic Growth Is a Path to Perdition, Not Prosperity

重点: 1.words (glossary)

2. Identify the subject and main verb

难点: 1.Useful expression (II Vocabulary translate)

2.How time is expressed

Unit 9 The Damned Human Race

重点: 1.words (glossary)

2. Where-clause

难点: 1. Useful expression (II Vocabulary translate)

2. the use of "so , only"

Unit 10 The World House

重点: 1. words (glossary)

2. Ways of comparing things

难点: 1. Useful expression (II Vocabulary translate)

2. expressions of exemplification

Unit 11 Soldier's Heart

重点: 1. words (glossary)

2. the subjunctive mood

难点: 1. Useful expression (II Vocabulary translate)

2. Conjunctions of condition

Unit 12 Onwards and Upwards

重点: 1. words (glossary)

2. Identify the subject and main verb (and the object or predicative)

难点: 1. Useful expression (II Vocabulary translate)

2. Elliptical coordinate clauses/sentences and absolute constructions)

3. the use of "except, modal +perfect infinitive"

III. 考试形式及试卷结构

一、试卷结构

1、多项选择题 (Grammar and Vocabulary) (20%)

(20 个多项选择题, 每题 1 分, 共 20 分)

2、完形填空 (Cloze) (10%)

(10 个多项选择题, 每题 1 分, 共 10 分)

3、阅读理解 (Reading Comprehension) (40%)

(四篇短文, 20 个多项选择题, 每题 2 分, 共 40 分)

4、翻译 (15%)

(中翻英, 5 小题, 每小题 2 分, 共 10 分; 英翻中 1 小题, 5 分)

5、写作 (Writing) (15%)

(一篇不少于 150 词的文章)

二、考试方式及时间

- 1、 考试方式：闭卷考试
- 2、 考试时间：120 分钟

IV.参考书目

1. 《现代大学英语精读》（第二版）第 4 册 学生用书 杨立民主编 外语教学与研究出版社 2012 年第二版；

V.题型示例

Part I Vocabulary and structure

Directions: There are 20 sentences in this section. Beneath each sentence there are four words or phrases marked A, B, C and D. Choose the one that best completes the sentence.

1. It is bad practice to do _____ other people behind their backs.
A. up B. down C. away with D. with

...

Part II Cloze

Directions: There are 10 blanks in the following passage. Decide which of the choices given below would best complete the passage.

Truth-seeking. Critical thinkers want to know truth. In (1) _____ (a, the, his, their) quest, they are willing to consider and (2) _____ (also, even, still, yet) accept ideas that undermine their assumption or self-interest. These thinkers follow reason and evidence.

...

Part III Reading comprehension

Directions: In this section there are 4 reading passages followed by twenty questions or unfinished statements, each with four suggested answers marked A, B, C and D. Choose the one that you think is the best answer.

Passage 1

Hitler does not feature very prominently either in Mr. Giscard d'Estaing's works or in the recent Berlin exhibition on ideas of European unity. In the German exhibition, the Nazi contribution to the debate on European unity is dismissed thus: Hitler seeks to subjugate the European continent to the Third Reich in the name of 'New Europe'." Miss von Plessen, the exhibition's organizer, says that she used Mr. Laughland's book as a source for the Berlin show. But she argues that it is unfair to link Hitler to the modern movement for European unity because "Hitler based his ideas on notions of the superiority of the Germanic race and conquest, whereas

modern Europe is being built on the idea of equality between people.”

She is not much keener on the idea that Napoleon was a “builder of Europe”. The exhibition catalogue refers to the French emperor as “seeking to use national sentiments for his own ends” and implies that it was the monarchical alliance that defeated him, and this was the true promoter of European co-operation and peace. Some French historians, however, are much less bashful about claiming Napoleon to the cause of European Unity. Since the French still generally regard Napoleon as a “good thing” – he was a hero to Churchill, too—they are less likely to fear that the cause of European unity will suffer by association with the emperor.

On the contrary, in 2002 *Historia*, a monthly French magazine, published an article under the title “Napoleon—the real father of Europe”, with a cover illustration of the great man crossing the Alps wearing a hat decorated with the insignia of today’s EU. According to the article, many of the EU’s features—federal law, the common market, the dismantling of frontiers, the promotion of the idea of the rights of man—can be traced to the Napoleonic heritage. Why, even the Grand Army brought together 20 nations. And such musings are not confined to popular history magazines. Dominique de Villepin, the French foreign minister, recently published a book on Napoleon in which he argued, “History has vindicated Napoleon’s vision of a ‘great European family’ of the future.”

Napoleon himself had little doubt that he deserved to be counted as a great European. In his memoirs, he lamented that had he only won his war in Russia, “Europe would soon have been ... but one people and anyone who traveled anywhere would have found himself always in the common fatherland.” Moreover, “Paris would have been the capital of the world, and the French the envy of the nations.”

31. What caused European co-operation and peace?

- A. The failure of Napoleon.
- B. Hitler’s contribution to European unity.
- C. Napoleon’s contribution to European unity.
- D. The effort of the European countries.

...

Part IV Translation

Directions: Translate the following Chinese sentences into English and vice versa. Write down your answer on the Answer Sheet.

51. 他们连续谈判了好几个小时，但是仍然没有解决他们之间的分歧。

52. 当曹操称他为真正的英雄时，刘备吓得筷子都掉了。但是他聪明地掩盖了他那令人怀疑的举止。

...

57. The appeal of advertising to buying motives can have both negative and positive effects. Consumers may be convinced to buy a product of poor quality or high price because of an advertisement. For example, some advertisers have appealed to people’s desire for better fuel economy for their cars by advertising automotive products that improve gasoline mileage. Some of the products work. Others are worthless and a waste of consumers’ money.

Part V Writing

Directions: *Nowadays people are becoming increasingly aware of the importance of health. And they have different ways to stay healthy. For example, some exercise every day; others try to keep a balanced diet. What do you think is the best way to stay healthy?*

Write on the ANSWER SHEET a composition of about 150 words on the following topic:

The Best Way to Stay Healthy

In the first part, state specifically what your opinion is.

In the second part, support your opinion with appropriate details.

In the last part, bring what you have written to a natural conclusion or a summary.

Marks will be awarded for content, organization, grammar and appropriateness. Failure to follow the instructions may result in a loss of marks.

命题教师:

日期: