

★ 研究生英语课程系列教材

# English Textbook Series for Graduates of Non-English Majors

总策划 张亚非

总主编 张锦涛

## 高级英语同步训练

主 编 张锦涛 张韵菲



南京大学出版社

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## 前 言

《研究生英语课程系列教材》为解放军理工大学联合多所军队院校开发的一套主要供非英语专业研究生使用的教材,包括《初级英语综合教程》、《初级英语视听说教程》、《中级英语综合教程》、《中级英语视听说教程》、《高级英语综合教程》和《国际学术交流英语教程》等六册。该系列教材自出版以来,已被多所院校采用,受到一致好评。

《高级英语同步训练》为《研究生英语课程系列教材》配套综合练习,对《高级英语综合教程》起到补充和增强的作用,主要供非英语专业博士研究生使用,也适合具有较高英语水平的英语爱好者使用。

《高级英语同步训练》共十二个单元。每单元均由五部分组成:第一部分为听力理解,第二部分为完形填空,第三部分为阅读理解,第四部分为段落翻译,第五部分为写作。每单元使用的材料和《高级英语综合教程》各单元主题基本一致。

听力理解包括听对话和短文两项任务。旨在帮助学生听懂与课文主题相关的材料。

完形填空不仅考查学生对不同语境中规范的语言要素(包括词汇、表达方式和结构)的掌握程度,而且还考查学生对语段特征(连贯性及一致性)的辨识能力。

阅读理解由四篇文章组成,考查学生理解书面英语的能力。具体体现在考查学生理解主旨要义、具体信息、概念性含义,进行有关的判断、推理和引申,根据上下文推测生词的词义等能力,对诸如连贯性、一致性等语段特征以及文章结构的理解能力以及准确理解概念或结构较复杂的英语文字材料的能力。

段落翻译包括英译汉和汉译英两部分。旨在考查学生的词汇、语法、逻辑和行文组织能力,同时也注重考查学生知识面的广度和深度。

写作部分练习是根据提示信息写出一篇大于200词的短文,不仅考查学生语言组织、语法和词汇综合表达的能力,还考查学生对当今热点话题的敏锐度和思辨能力。

本书附有练习答案。使用本书的学生应该在做完练习后再查对相关答案。

本书可由学生自主学习,也可由教师在课堂上择要讲解。如果使用本书的学校决定让学生自主学习本书,我们建议教师在学生初次使用本书时,给予学生一定的指导。

本教程在编写过程中参阅了国内外大量有关文献,谨在此致以衷心的感谢。

本教程虽几易其稿力求完善,但由于我们的水平有限,不当之处在所难免,诚望各位同行和读者提出批评和建议。

编 者

2015年5月

## 目 录

高级英语同步训练试题 1 .....	001
高级英语同步训练试题 2 .....	013
高级英语同步训练试题 3 .....	025
高级英语同步训练试题 4 .....	037
高级英语同步训练试题 5 .....	049
高级英语同步训练试题 6 .....	061
高级英语同步训练试题 7 .....	075
高级英语同步训练试题 8 .....	087
高级英语同步训练试题 9 .....	101
高级英语同步训练试题 10 .....	114
高级英语同步训练试题 11 .....	126
高级英语同步训练试题 12 .....	138
参考答案 .....	149

# 高级英语同步训练试题 1

## Part I Listening Comprehension (20% 20 minutes)



### Section A

**Directions:** In this section, you will hear 10 short 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.

- ( ) 1. A) See a doctor.  
B) Stay in bed for a few days.  
C) Get treatment in a better hospital.  
D) Make a phone call to the doctor.
- ( ) 2. A) The 2 : 00 train will arrive earlier.  
B) The 2 : 30 train has a dining car.  
C) The woman prefers to take the 2 : 30 train.  
D) They are going to have some fast food on the train.
- ( ) 3. A) She has been longing to attend Harvard University.  
B) She'll consider the man's suggestion carefully.  
C) She has finished her project with Dr. Garcia's help.  
D) She'll consult Dr. Garcia about entering graduate school.
- ( ) 4. A) Alice didn't seem to be nervous during her speech.  
B) Alice needs more training in making public speeches.  
C) The man can hardly understand Alice's presentation.  
D) The man didn't think highly of Alice's presentation.
- ( ) 5. A) It's worse than 30 years ago.  
B) It remains almost the same as before.



- C) There are more extremes in the weather.  
D) There has been a significant rise in temperature.
- ( ) 6. A) At a publishing house. B) At a bookstore.  
C) In a reading room. D) In Prof. Jordan's office.
- ( ) 7. A) The man can stay in her brother's apartment.  
B) Her brother can help the man find a cheaper hotel.  
C) Her brother can find an apartment for the man.  
D) The man should have booked a less expensive hotel.
- ( ) 8. A) Priority should be given to listening.  
B) It's most helpful to read English newspapers every day.  
C) It's more effective to combine listening with reading.  
D) Reading should come before listening.
- ( ) 9. A) It can help solve complex problems.  
B) It will most likely prove ineffective.  
C) It is a new weapon against terrorists.  
D) It will help detect all kinds of liars.
- ( ) 10. A) Help the company recruit graduate students.  
B) Visit the electronics company next week.  
C) Get a part-time job on campus before graduation.  
D) Apply for a job in the electronics company.



## Section B

**Directions:** In this section, you will hear 3 short passages. At the end of each, some questions will be asked about what was said. Both the passages and the questions 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.

### Passage One

Questions 11 to 13 are based on the passage you have just heard.

- ( ) 11. A) It has been proven to be the best pain-killer.  
B) It is a possible cure for heart disease.  
C) It can help lower high body temperature effectively.  
D) It reduces the chance of death for heart surgery patients.
- ( ) 12. A) It keeps blood vessels from being blocked.  
B) It speeds up their recovery after surgery.  
C) It increases the blood flow to the heart.  
D) It adjusts their blood pressure.





- ( ) 13. A) It is harmful to heart surgery patients with stomach bleeding.  
B) It should not be taken by heart surgery patients before the operation.  
C) It will have considerable side effects if taken in large doses.  
D) It should not be given to patients immediately after the operation.

### Passage Two

*Questions 14 to 16 are based on the passage you have just heard.*

- ( ) 14. A) They strongly believe in family rules.  
B) They are very likely to succeed in life.  
C) They tend to take responsibility for themselves.  
D) They are in the habit of obeying their parents.
- ( ) 15. A) They grow up to be funny and charming.  
B) They often have a poor sense of direction.  
C) They get less attention from their parents.  
D) They tend to be smart and strong-willed.
- ( ) 16. A) They usually don't follow family rules.  
B) They don't like to take chances in their lives.  
C) They are less likely to be successful in life.  
D) They tend to believe in their parents' ideas.

### Passage Three

*Questions 17 to 20 are based on the passage you have just heard.*

- ( ) 17. A) They wanted to follow his example.  
B) They fully supported his undertaking.  
C) They were puzzled by his decision.  
D) They were afraid he wasn't fully prepared.
- ( ) 18. A) It is more exciting than space travel.  
B) It is much cheaper than space travel.  
C) It is much safer than space travel.  
D) It is less time-consuming than space travel.
- ( ) 19. A) They both attract scientists' attention.  
B) They can both be quite challenging.  
C) They are both thought-provoking.  
D) They may both lead to surprising findings.
- ( ) 20. A) To show how simple the mechanical aids for diving can be.  
B) To provide an excuse for his changeable character.  
C) To explore the philosophical issues of space travel.  
D) To explain why he took up underwater exploration.



## Part II Cloze (10% 15 minutes)

**Directions:** There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D). Choose the ONE that best fits into the passage.

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories 21 on the individual suggest that children engage in criminal behavior 22 they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through 23 with others. Theories focusing on the role of society suggest that children commit crimes in 24 to their failure to rise above their socioeconomic status, 25 as a rejection of middle-class values.

Most theories of juvenile delinquency have focused on children from disadvantaged families, 26 the fact that children from wealthy homes also commit crimes. The latter may commit crimes 27 lack of adequate parental control. All theories, however, are tentative and are 28 to criticism.

Changes in the social structure may indirectly 29 juvenile crime rates. For example, changes in the economy that 30 to fewer job opportunities for youth and rising unemployment 31 make gainful employment increasingly difficult to obtain. The resulting discontent may in 32 lead more youths into criminal behavior.

Families have also 33 changes these years. More families consist of one parent households or two working parents; 34, children are likely to have less supervision at home 35 was common in the traditional family 36. This lack of parental supervision is thought to be an influence on juvenile crime rates.

Other 37 causes of offensive acts include frustration or failure in school, the increased 38 of drugs and alcohol, and the growing 39 of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, 40 a direct causal relationship has not yet been established.

- |                        |                 |                 |                 |
|------------------------|-----------------|-----------------|-----------------|
| ( ) 21. A) acting      | B) relying      | C) centering    | D) cementing    |
| ( ) 22. A) before      | B) unless       | C) until        | D) because      |
| ( ) 23. A) interaction | B) assimilation | C) cooperation  | D) consultation |
| ( ) 24. A) return      | B) reply        | C) reference    | D) response     |
| ( ) 25. A) or          | B) but rather   | C) but          | D) or else      |
| ( ) 26. A) considering | B) ignoring     | C) highlighting | D) discarding   |
| ( ) 27. A) on          | B) in           | C) for          | D) with         |
| ( ) 28. A) immune      | B) resistant    | C) sensitive    | D) subject      |



- ( )29. A) affect                      B) reduce                      C) check                      D) reflect
- ( )30. A) point                      B) lead                      C) come                      D) amount
- ( )31. A) in general                      B) on average                      C) by contrast                      D) at length
- ( )32. A) case                      B) short                      C) turn                      D) essence
- ( )33. A) survived                      B) noticed                      C) undertaken                      D) experienced
- ( )34. A) contrarily                      B) consequently                      C) simultaneously                      D) similarly
- ( )35. A) than                      B) that                      C) which                      D) as
- ( )36. A) system                      B) structure                      C) concept                      D) heritage
- ( )37. A) assessable                      B) identifiable                      C) negligible                      D) incredible
- ( )38. A) expense                      B) restriction                      C) allocation                      D) availability
- ( )39. A) incidence                      B) awareness                      C) exposure                      D) popularity
- ( )40. A) provided                      B) since                      C) although                      D) supposing

### Part III Reading Comprehension (40% 40 minutes)

**Directions:** There are 4 reading passages in this part. Each passage is followed by some questions. For each question there are four suggested answers marked A), B), C) and D). Choose the best answer.

#### Passage One

**Questions 41 to 45 are based on the following passage.**

Long before the arrival of Europeans on the Canadian prairie, people lived in a harmonious relationship with their natural surroundings. The most important characteristic about them is that every item of their culture, from sewing needles to homes was obtained from nature. Their homes were called teepees and were like large tents made from the skins of deer. These people—tribes with names like the Blackfoot, the Peigan and the Blood people—were nomadic, which means that they traveled from place to place following the animals they hunted or the growth of the berries and fruits on the bushes and trees.

They had horses, although horses came to North America after escaping from the Spanish explorers who brought them here to explore the areas around Mexico and Texas. Boys and girls were both expert riders. They did not use saddles or reins or stirrups; they rode “bareback”. Their clothes were made from deer skins and buffalo skins and decorated with the parts of other animals—tails from squirrels and gophers (地鼠), quills (刺) from porcupines (豪猪) and the delicate bones of birds.

These children of nature did not ever have to go to school. They did not have to study to get into a prestigious college, nor did they have to worry about finding a job after graduation. This does not mean their life was easy. The winters were very long and very



Even so, the young people of the tribes must have enjoyed a very pleasant lifestyle: fishing and gathering berries in summer, hunting in the forests in the early morning, dancing around the fire at night and listening to the old people tell stories and legends from long ago.

- ### Passage Two

The Norwegian Government is doing its best to keep the growth of the oil industry under control. A new law limits exploration to an area south of the southern end of the long coastline; production limits have been laid down (though these have already been



raised); and oil companies have not been allowed to employ more than a limited number of foreign workers. But the oil industry has a way of getting over such problems, and few people believe that the Government will be able to hold things back for long. As one Norwegian politician said last week, "We will soon be changed beyond all recognition."

Ever since the war, the Government has been carrying out a program of development in the area north of the Arctic Circle. During the past few years this program has had a great deal of success: Tromsø has been built up into a local capital with a university, a large hospital and a healthy industry. But the oil industry has already started to draw people south, and within a few years the whole northern policy could be in ruins.

The effects of the development of the oil industry would not be limited to the north, however. With nearly 100-percent employment, everyone can see a situation developing in which the service industries and the tourist industry will lose most of their workers to the oil industry. Some smaller industries might ever disappear altogether when it becomes cheaper to buy goods from abroad.

The real argument over oil is its threat to the Norwegian way of life. Farmers and fishermen do not make up the majority of the population but they are an important part of it because Norwegians see in them many of the qualities that they regard with pride as essentially Norwegian. And it is the farmers and the fishermen who are most critical of the oil industry because of the damage that it might cause to the countryside and to the sea.

- ( ) 46. The Norwegian Government would prefer the oil industry to \_\_\_\_\_.  
A) slow down its rate of development  
B) provide more jobs to Norwegians  
C) look for oil on the southern coast  
D) develop more quickly than at present
- ( ) 47. What has the Norwegian Government's policy been for the area north of the Arctic Circle since the war?  
A) To prevent a growth in population.  
B) To improve facilities in the area.  
C) To develop a large tourist industry.  
D) To discourage industrial development.
- ( ) 48. What might be the effect of the oil industry on northern Norway?  
A) The development of industry.  
B) A growth in population.  
C) The failure of the development program.  
D) The development of new towns.
- ( ) 49. In Norway, one effect of the development of the oil industry might be \_\_\_\_\_.  
A) a large reduction in unemployment  
B) an increase in unemployment in the north



- C) a reduction in the number of existing industries  
D) the development of a number of service industries
- ( ) 50. Why are Norwegian farmers and fishermen important?
- A) The economy depends on agriculture and fishing.  
B) They form the majority of the population.  
C) They are thought of as the real Norwegians.  
D) They are responsible for preventing pollution.

### Passage Three

*Questions 51 to 55 are based on the following passage.*

British universities, groaning under the burden of a huge increase in student numbers, are warning that the tradition of a free education is at risk. The universities have threatened to impose an admission fee on students to plug a gap in revenue if the government does not act to improve their finances and scrap some public spending cutbacks.

The government responded to the universities' threat by setting up the most fundamental review of higher education for a generation, under a non-party troubleshooter, Sir Ron Dearing.

One in three school-leavers enters higher education, five times the number when the last review took place thirty years ago.

Everyone agrees a system that is feeling the strain after rapid expansion needs a lot more money—but there is little hope of getting it from the taxpayer and not much scope for attracting more finance from business.

Most colleges believe students should contribute to tuition costs, something that is common elsewhere in the world but would mark a revolutionary change in Britain. Universities want the government to introduce a loan scheme for tuition fees and have suspended their own threatened action for now. They await Dearing's advice, hoping it will not be too late—some are already reported to be in financial difficulty.

As the century nears its end, the whole concept of what a university should be is under the microscope. Experts ponder how much they can use computer instead of classrooms, talk of the need for lifelong learning and refer to students as "consumers".

The Confederation of British Industry, the key employers' organization, wants even more expansion in higher education to help fight competition on world markets from booming Asian economies. But the government has doubts about more expansion. *The Times* newspaper agrees, complaining that quality has suffered as student numbers soared, with close tutorial supervision giving way to "mass production methods more typical of European universities".

- ( ) 51. The chief concern of British universities is \_\_\_\_\_.  
A) how to tackle their present financial difficulty  
B) how to improve their educational technology



- C) how to expand the enrollment to meet the needs of enterprises  
D) how to put an end to the current tendency of quality deterioration
- ( ) 52. We can learn from the passage that in Britain \_\_\_\_\_.  
A) higher education is provided free of charge  
B) universities are mainly funded by businesses  
C) the government pays dearly for its financial policy  
D) students are ready to accept loan schemes for tuition
- ( ) 53. What was the percentage of high school graduates admitted to universities in Britain thirty years ago \_\_\_\_\_.  
A) about 15%      B) 20% or so      C) below 10%      D) above 30%
- ( ) 54. It can be inferred from the passage that \_\_\_\_\_.  
A) British employers demand an expansion in enrollment at the expense of quality  
B) the best way out for British universities is to follow their European counterparts  
C) the British government will be forced to increase its spending on higher education  
D) British students will probably have to increase its spending on higher education
- ( ) 55. Which of the following is the viewpoint of *The Times* newspaper?  
A) British universities should expand their enrollment to meet the needs of industry.  
B) Expansion in enrollment is bound to affect the quality of British higher education.  
C) British universities should help fight competition on world markets.  
D) European universities can better meet the needs of the modern world.

#### Passage Four

**Questions 56 to 60 are based on the following passage.**

Why do students cut classes so frequently? I can cite the immediate causes, but I first want to note that they can cut because they are allowed to. They cut because of the climate of acceptance that comes from our belief that responsibility can be developed only when one is free, free even to act against personal best interests. That that is a misapplied belief in this case can be easily demonstrated. When substantial numbers of students do not attend, classroom learning is depreciated (贬低), student and teacher morale suffers, and academic standards are compromised. Students who miss classes unnecessarily are hurting more than themselves. They are undermining what colleges and universities are all about.

Students cut for two general reasons. They have things to do that appear more



important than the class, or they wish to avoid what they fear will be painful consequences if they attend. In regard to the first, nursing an illness or attending family weddings are good excuses for missing a class. But other excuses—the demands of outside jobs, social engagements (including recovering from the night before), completing assignments for other courses—are, at best, questionable.

The other general reason is more disturbing and perhaps less well recognized. A few years ago, I asked several classes what they most disliked about the way courses were taught, and the answer was plain—anything that produced sustained tension or anxiety. I believe cutting is often a result of that aversion. The response of students to feelings of personal inadequacy, fear of humiliation, or a threatening professorial personality or teaching style is often simply to avoid class. This response feeds on itself, as frequent absences make attending even more threatening.

But what accounts for frequent cutting where the teacher tries to make the material interesting, knows the students by name, and approaches them with respect and help? I accept that questions as unanswerable. I simply tell my students: Attend my classes regularly or drop the course. That's the rule.

- ( ) 56. The word “that” (Line 4, Para. 1) refers to \_\_\_\_\_.  
A) teachers' tolerance of the students who rarely show up in the classroom  
B) the belief that freedom is essential in cultivating a sense of responsibility  
C) the immediate causes of the students' absence from classes  
D) the author's belief that students are permitted to cut classes
- ( ) 57. Why do university students so often miss classes?  
A) They are advised to rest until they recover from their illnesses.  
B) They want to avoid painful feelings brought by the professors.  
C) The inadequate allowances they get force them to take part-time jobs.  
D) They think the teaching qualifications of the professors are open to question.
- ( ) 58. The word “aversion” (Line 4, Para. 3) means \_\_\_\_\_.  
A) response      B) plainness      C) excuse      D) dislike
- ( ) 59. What is the result of the students' frequent cutting?  
A) They are likely to avoid more classes.  
B) They are involved in more social activities.  
C) They have to lower their academic standards.  
D) They attach less importance to classroom learning.
- ( ) 60. What is the author's attitude towards students who often cut classes?  
A) Negative.      B) Regretful.      C) Indifferent.      D) Cautious.





## Part IV Translation (20% 30 minutes)



### Section A

**Directions:** Read the following passage carefully. Then translate it into Chinese.

Capital punishment is not a pleasant topic. However, one does not have to like the death penalty in order to support it any more than one must like radical surgery and radiation in order to find necessary these attempts at curing cancer. Ultimately we may learn how to cure cancer with a simple pill. Unfortunately that day has not yet arrived. Today we are faced with the choice of letting the cancer spread or trying to cure it with the methods available, methods that one day will almost certainly be considered cruel. But to give up and do nothing would be far more cruel and would certainly delay the discovery of an eventual cure. The analogy between cancer and murder is imperfect, because murder is not the “disease” we are trying to cure. The disease is injustice. We may not like the death penalty, but it must be available to punish crimes of cold-blooded murder, cases in which any other form of punishment would be inadequate and, therefore, unjust. If we create a society in which injustice is not tolerated, incidents of murder—the most flagrant form of injustice—will diminish.



### Section B

**Directions:** Read the following passage carefully. Then translate it into English.

在医疗行业就和在法律、政府与其他行业中一样,对诚实的要求似乎经常因为更大的需要而显得不那么重要;需要掩盖残酷的消息,或是需要恪守保密的诺言;需要揭露欺骗行为,或是需要促进公众利益。

有时候医生们认为,为了病人自身的利益,撒谎很有必要。在他们看来,这种谎言与利己的谎言截然不同。“我们这个职业,传统上恪守一个信条,那就是:‘尽可能不造成伤害’。”这一信条超越为讲真话而讲真话的美德。