

英语专业精品教材

CONTEMPORARY 现代 COLLEGE ENGLISH 大学英语

第二版 Second Edition

5

1 2 3 4 6
精读
同步测试

国伟编

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

英语专业精品教材

CONTEMPORARY 现代 COLLEGE ENGLISH 大学英语

第二版 Second Edition

国伟编

1 2 3 4 5 6

精读
同步测试

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目 (CIP) 数据

现代大学英语 (第二版) 精读 5 同步测试 / 国伟编. — 2 版. — 北京: 外语
教学与研究出版社, 2015.5

ISBN 978-7-5135-6134-1

I. ①现… II. ①国… III. ①英语—高等学校—习题集 IV. ①H319.6

中国版本图书馆 CIP 数据核字 (2015) 第 127649 号

出版人 蔡剑峰
项目负责 邓付华
责任编辑 邓付华
封面设计 孙敬沂 孟耕宇
版式设计 付玉梅
出版发行 外语教学与研究出版社
社 址 北京市西三环北路 19 号 (100089)
网 址 <http://www.fltrp.com>
印 刷 北京铭传印刷有限公司
开 本 787 × 1092 1/16
印 张 12
版 次 2015 年 6 月第 2 版 2015 年 6 月第 1 次印刷
书 号 ISBN 978-7-5135-6134-1
定 价 27.90 元

购书咨询: (010) 88819929 电子邮箱: club@fltrp.com
外研书店: <http://www.fltrpstore.com>
凡印刷、装订质量问题, 请联系我社印制部
联系电话: (010) 61207896 电子邮箱: zhijian@fltrp.com
凡侵权、盗版书籍线索, 请联系我社法律事务部
举报电话: (010) 88817519 电子邮箱: banquan@fltrp.com
法律顾问: 立方律师事务所 刘旭东律师
中咨律师事务所 殷 斌律师
物料号: 261340001

第二版前言

精读是我国培养外语人才的一门不可或缺的课程。随着我国对外语人才的要求不断提高，精读课的地位和作用正变得日益重要，广大师生也迫切需要一套编排科学、内容丰富的高质量的精读教材。在这种形势下，北京外国语大学英语学院的杨立民教授和其他一些资深专家于2001年至2003年编写并出版了《现代大学英语精读》，全套教材共六册，供大学英语专业本科一至三年级学生及其他水平相当的学习者使用。为了方便教师考查学生的学习效果，我们编写了与精读教材配套的《现代大学英语精读同步测试》。《现代大学英语精读》经过一线教师多年的使用和检验，于2010年开始修订，《现代大学英语精读同步测试》也随之进行调整与修改。

本册是《现代大学英语精读同步测试》的第五册，共十二个单元，每个单元由词汇、表达的正确性和有效性、阅读理解、人文知识、校对与改错、翻译六个部分组成。与前四册不同的是，从第五册开始，编者在编写时除紧扣每个单元的知识点以外，还密切结合英语专业八级考试的特点，增加了“人文知识”部分；翻译的选材、长度和难度都尽量与专业八级考试的内容保持一致。同时，本册还加入了考查学生语言表达正确性和有效性的题型，旨在提高学生对语言的实际应用能力，为写作打下坚实的基础。

为了方便学生和教师使用，本系列辅导丛书与第一版一样以活页形式装订。由于测试题中的每个单元都可轻松与其他单元分离，且每种题型都单独成页，教师既可以在完成每单元的教学任务后集中安排时间对学生进行单元测试，也可在单元教学的过程中，灵活地、分阶段地对该单元测试中的某个题型进行专项测试。以上只是编者的设想，教师完全可以根据自己的教学课时和学生的学习特点来合理安排使用本书。

本书在编写过程中，听取了许多正在使用《现代大学英语精读》的同仁们的意见和建议，也得到了外语教学与研究出版社的大力支持和帮助，在此深表谢意。

由于编者水平有限，恳切希望使用本书的广大教师不吝赐教，给予批评指正。

编者

2015年2月于北京

Contents

Test 1	Who Are You and What Are You Doing Here?.....	1
Test 2	Two Kinds.....	15
Test 3	Goods Move. People Move. Ideas Move. And Cultures Change.	29
Test 4	Professions for Women.....	43
Test 5	Love Is a Fallacy.....	57
Test 6	The Way to Rainy Mountain.....	71
Test 7	Rewriting American History.....	85
Test 8	The Merely Very Good.....	99
Test 9	Al Gore's Nobel Peace Prize Acceptance Speech.....	113
Test 10	The Bluest Eye.....	127
Test 11	How News Becomes Opinion and Opinion Off-Limits.....	141
Test 12	The Indispensable Opposition.....	155
Key	169

Test

1

Who Are You and What Are You Doing Here?

Part I Vocabulary

Directions: In this part, there are 20 incomplete sentences, each with four suggested answers. Choose the one that best completes the sentence.

1. Studies show that you should not tell a child that he/she is “so smart” but instead _____ their work.
A. commence
B. commend
C. command
D. comment
2. The grace of a ballerina and the _____ of a boxer hammer home the message: The future belongs to those who prepare.
A. grit
B. career
C. duty
D. skill
3. Some people become diehard vegetarians, and they become _____ about fresh fruit and veggies and mock their partners for enjoying a good steak or hamburger.
A. fanatical
B. frantic
C. fastidious
D. freaky
4. In recent years, in _____ with academic research achievements obtained in universities, academic corruption has come into overspreading increasingly.
A. connection
B. coordination
C. company
D. correspondence
5. A considerable number of new facts _____ as a result of the careful investigation.
A. immersed
B. immigrated
C. emigrated
D. emerged
6. Going to an Ivy League school does not guarantee you are a good person, neither does it promise you a _____ job.
A. prospective
B. dramatic
C. prestigious
D. clamorous

7. The century-old red-brick structure and clock tower are where the film's patriotic students _____ their plan to assassinate a traitor.
 A. hatch
 B. heel
 C. hike
 D. haul
8. In mountainous regions, much of the snow that falls is _____ into ice.
 A. extracted
 B. compressed
 C. compiled
 D. harnessed
9. Some people pointed out that the obsession for Olympic gold should not lessen the remarkable _____ of getting an Olympic medal of whatever hue.
 A. asset
 B. effort
 C. creation
 D. feat
10. _____ five years later, after a nasty recession, the country began a period of uninterrupted economic expansion matched by no other rich country.
 A. Abruptly
 B. Seldom
 C. Entirely
 D. Barely
11. In fact, as more and more nations and individuals militarize the online world, it seems likely that some major online atom bomb will _____ at some point in the near future.
 A. denote
 B. connote
 C. detonate
 D. designate
12. Only processed foods need to advertise what's natural about them, whereas an apple speaks for itself, providing wholesome nutrition without the need for marketing _____.
 A. hype
 B. boast
 C. description
 D. exaggeration
13. Generally, people look to _____ clues for gathering intelligence on you, and a big one is just someone's appearance and demeanor.
 A. insidious
 B. salient
 C. concealed
 D. popular
14. The firemen had to break down the wall in order to gain quick access _____ the house on fire.
 A. to
 B. of
 C. towards
 D. into
15. The reform will focus on increasing residents' income, narrowing the income distribution _____ and regulating the distribution order.
 A. similarity
 B. agreement
 C. uniformity
 D. disparity
16. We have heard a lot about how globalization exerts negative pressures on small cultures to _____.
 A. simulate
 B. draw
 C. assimilate
 D. attract

17. Before signing a contract, one should read it carefully, including the fine print; it requires one to act _____.
A. negligently
B. slovenly
C. fussily
D. discreetly
18. Many Eurasian countries face _____ tasks in developing their economies, improving people's living standards and maintaining stability.
A. prudent
B. triumphant
C. discreet
D. arduous
19. A decade ago researchers assumed that cells are smart: If we put the correct cell types _____ one another, they would "figure out" what to do to form their native tissues.
A. in proximity to
B. in proportion to
C. in respect of
D. in line with
20. A dog study shows dogs have a strong _____ to inequity when they spot that they are unfairly treated compared with other dogs.
A. reversion
B. aversion
C. disillusion
D. depression

Part II Correctness and Effectiveness of Expression

Directions: In this part, there are 10 sentences, each with an underlined part. Choose the answer that can replace the underlined part. Your choice should result in a correct and most effective sentence—clear and precise, without awkwardness or ambiguity.

1. To help freshmen and sophomores in selecting their courses, candid reviews of courses and instructors were compiled by juniors and seniors.
 - A. candid reviews of courses and instructors being compiled by juniors and seniors
 - B. and to compile candid reviews of courses and instructors by juniors and seniors
 - C. juniors and seniors have compiled candid reviews of courses and instructors
 - D. with juniors and seniors compiling candid reviews of courses and instructors
2. The landscape artist who designed New York City's Central Park believed that providing scenic settings accessible to all would not only benefit the public's physical and mental health and also foster a sense of democracy.
 - A. as it also fosters a sense of democracy
 - B. but also foster a sense of democracy
 - C. and foster a sense of democracy also
 - D. and so that foster a sense of democracy also
3. Experts disagree about what is the definition of intelligence and how to measure it.
 - A. how to define and measure intelligence
 - B. how to define intelligence, and also its measurement
 - C. defining intelligence as well as measurement
 - D. the definition of intelligence and measuring it
4. James Barrie, the author of *Peter Pan* and other plays, is noted for portraying adulthood as unpleasant and childhood is glorified.
 - A. childhood as being glorious
 - B. childhood as glorious
 - C. childhood glorified
 - D. glorified childhood
5. Medical insurance coverage that requires high monthly premiums and that is beyond the financial means of many people.
 - A. that requires high monthly premiums and it is
 - B. requiring high monthly premiums are
 - C. with the requirements of high monthly premiums are
 - D. that requires high monthly premiums is

6. A poetic form congenial to Robert Browning was the dramatic monologue, it let him explore a character's mind without the simplifications demanded by stage productions.
- A. monologue, which let him explore
 - B. monologue that lets him explore
 - C. monologue; letting him explore
 - D. monologue by letting him do exploration of
7. The main reasons students give for failing to participate in the political process is that they have demanding assignments and work at part-time jobs.
- A. are demanding assignments and they work
 - B. is having demanding assignments and having to work
 - C. are that they have demanding assignments and that they work
 - D. are demanding assignments, in addition to working
8. Wild bears, when surprised in their natural habitats, can be violent, the best course of action is to avoid bears altogether.
- A. Wild bears, surprising in their natural habitats, can be violent, therefore
 - B. Wild bears, when surprised in their natural habitats, can be violent, however
 - C. When wild bears, surprised in their natural habitats, can be violent
 - D. Because wild bears, when surprised in their natural habitats, can be violent
9. Because the pioneers had to travel across hostile lands, encountering weather, illness and injury is the reason why many were reluctant to make the journey.
- A. Because the pioneers had to travel across hostile lands, encountering weather, illness and injury,
 - B. Pioneers had to travel across hostile lands, encountering weather, illness and injury and is the reason why
 - C. As a result of having to travel across hostile lands, encountering weather, illness and injury
 - D. The fact that the pioneers had to travel across hostile lands, encountering weather, illness and injury is why
10. Gabriel García Márquez's novel *One Hundred Years of Solitude* had the same influence as James Joyce's *Ulysses* also did: Both books changed the way we approach literature.
- A. as that which James Joyce's *Ulysses* also did
 - B. like that which James Joyce's *Ulysses* did
 - C. as James Joyce's *Ulysses* did
 - D. like that of James Joyce's *Ulysses* did

Part III Reading Comprehension

Directions: In this part, there are two passages followed by some questions or unfinished statements. Choose the best answer to each of them.

Passage 1

The debate over homogeneous ability grouping or “leveling” in America’s schools has moved to the forefront of education reform. Although many consider education to be the great equalizing force of the nation, the disparities that may arise from this practice trouble teachers, administrators, and parents alike. Students, regardless of their race, ethnicity, or socio-economic background, learn the same basic subjects: not only genetics, geometry and geography, but also how to function responsibly in the outside world. But not all students learn at the same rate and not all classes are taught with the same vigor. The practice of leveling is employed to group students together based on past achievement, motivation, and intelligence. Questions, such as how we define intelligence and how we measure an individual’s innate talents in a system dominated by rigid guidelines, have spurred heated debate in faculty rooms and educational think tanks throughout academia.

Currently, the vast majority of school systems engage in this sort of homogeneous grouping. Students are placed in their primary classes—math, science, English and social studies—with students of similar aptitude, based on batteries of standardized tests, teacher recommendations, and pressure from parents who lobby to get their children into the top-level classes. Critics argue that most homogeneous grouping occurs along socio-economic lines, and in more diverse communities, along racial and ethnic lines. Still, its proponents point to the successes of honors and advanced placement programs and endorse the notion that when students are with others who are equally motivated and bright, they are more likely to succeed in their studies. Lower-achieving students, it is argued, can receive specific attention in a classroom that is designed to meet the challenges, both disciplinary and academic, of their particular needs.

Advocates for de-leveling, or heterogeneous grouping, argue that by mixing students of different abilities into one classroom, schools can provide a more thorough and efficient education for all and better replicate the dynamics of the real world. Heterogeneous grouping requires that teachers be trained in differentiated instruction that would enable them to motivate the brightest students while simultaneously providing enrichment for the neediest students. Detractors fear that high-achieving students will be held back from reaching their full potential unless they are grouped together with those who exhibit the same motivation and will to succeed. De-leveling, this camp argues, waters down the curriculum and forces teachers to struggle to meet the needs of too broad a spectrum of learners.

History shows us that heterogeneous grouping has a precedent in the humble beginnings of America’s schools. The archaic one-room schoolhouse, with its red clapboard exterior, nestled

in the rural outskirts, conjures up images of simpler days when students of many age groups and abilities were clustered together to learn the fundamentals. It can also be argued that the 1954 *Brown v. Board of Education of Topeka* Supreme Court decision, which stated that separate but equal public facilities violated the spirit of the Constitution, should be applied to ability grouping. This decision had a profound effect on the education system and ushered in an era of de-segregation. Today, advocates for de-leveling evoke the *Brown* decision to assert that the mere practice of separating students based on ability creates *de facto* segregation, especially in districts with diverse student populations.

What is often lost in this charged debate is the idea that the very structure of school might be outdated. We assume that students learn best in a setting that is compartmentalized into isolated subject areas and predicated on an unyielding time structure. In a typical day, a student, like a Pavlovian dog, reacts to the sound of a bell and moves from one discipline to another without making any connection to how his time in Math class relates to his time in History class. Perhaps an interdisciplinary approach to learning, one in which students are encouraged to draw correlations among subject areas, would alleviate some of the disparities that exist in our schools.

1. It can be reasonably inferred from the third paragraph that _____.
 - A. classroom management issues could emerge in a de-leveled school
 - B. low-achieving students receive more attention in mixed classes than in other classes
 - C. academic performance is affected by the behavior of students
 - D. high-achieving students cannot function when classes are mixed
2. Advocates for homogeneous grouping would most likely agree with all of the following EXCEPT _____.
 - A. de-leveling would cause a watering down of the curriculum
 - B. needy students are best served when they are grouped together
 - C. teachers are not equipped to cope with grouping that is based on ability
 - D. honors programs provide bright students with positive challenges
3. The argument that students do not benefit from heterogeneous grouping would be most weakened if _____.
 - A. grades for all students in schools increase when they are encouraged to succeed
 - B. mixed groups of students score higher on tests than non-mixed groups of students
 - C. students find homogenous grouping to be a superior classroom experience
 - D. the dynamics of the world outside of school is marked by heterogeneous groups
4. The author uses the example of a “Pavlovian dog” in the last paragraph to suggest _____.
 - A. subject areas such as Math and History have little in common
 - B. students are conditioned to respond to a predetermined schedule
 - C. interdisciplinary learning removes free will from the educational experience
 - D. rigid time management provides students with structure and discipline

5. The author's tone in the passage can be best characterized as _____.
- A. persuasive
 - B. forceful
 - C. irresolute
 - D. balanced

Passage 2

In 18th-century France and England, reformers rallied around egalitarian ideals, but few reformers advocated higher education for women. Although the public decried women's lack of education, it did not encourage learning for its own sake for women. In spite of the general prejudice against learned women, there was one place where women could exhibit their erudition: the literary salon. Many writers have defined the woman's role in the salon as that of an intelligent hostess, but the salon had more than a social function for women. It was an informal university, too, where women exchanged ideas with educated persons, read their own works and heard those of others, and received and gave criticism.

In the 1750s, when salons were firmly established in France, some English women, who called themselves "Bluestockings," followed the example of the *salonnières* (salon hostesses) and formed their own salons. Most Bluestockings did not wish to mirror the *salonnières*; they simply desired to adapt a proven formula to their own purpose—the elevation of women's status through moral and intellectual training. Differences in social orientation and background can account perhaps for differences in the nature of French and English salons. The French salon incorporated aristocratic attitudes that exalted courtly pleasure and emphasized artistic accomplishments. The English Bluestockings, originating from a more modest background, emphasized learning and work over pleasure. Accustomed to the regimented life of court circles, *salonnières* tended toward formality in their salons. The English women, though somewhat puritanical, were more casual in their approach.

At first, the Bluestockings did imitate the *salonnières* by including men in their circles. However, as they gained cohesion, the Bluestockings came to regard themselves as a women's group and to possess a sense of female solidarity lacking in the *salonnières*, who remained isolated from one another by the primacy each held in her own salon. In an atmosphere of mutual support, the Bluestockings went beyond the salon experience. They traveled, studied, worked, wrote for publication, and by their activities challenged the stereotype of the passive woman. Although the *salonnières* were aware of sexual inequality, the narrow boundaries of their world kept their intellectual pursuits within conventional limits. Many *salonnières*, in fact, camouflaged their nontraditional activities behind the role of hostess and deferred to men in public.

Though the Bluestockings were trailblazers when compared with the *salonnières*, they were not feminists. They were too traditional, too hemmed in by their generation to demand social and political rights. Nonetheless, in their desire for education, their willingness to go beyond the confines of the salon in pursuing their interests, and their championing of unity among women, the

Bluestockings began the process of questioning women's role in society.

1. According to the passage, a significant distinction between the *salonnières* and the Bluestockings was in the way each group regarded _____.
 - A. the value of acquiring knowledge
 - B. the role of pleasure in the activities of the literary salon
 - C. the desirability of a complete break with societal traditions
 - D. the attainment of full social and political equality with men
2. Which of the following statements is most compatible with the principles of the *salonnières* as described in the passage?
 - A. Women should aspire to be not only educated but independent as well.
 - B. Men should be excluded from groups of women's rights supporters.
 - C. Devotion to pleasure and art is justified in itself.
 - D. The duty of the educated women is to provide an active political model for less educated women.
3. The passage suggests that the Bluestockings might have had a more significant impact on society if it had not been for _____.
 - A. the competitiveness among their salons
 - B. their emphasis on individualism
 - C. the limited scope of their activities
 - D. their unwillingness to defy aggressively the conventions of their age
4. Which of the following could best be considered a 20th-century counterpart of an 18th-century literary salon as it is described in the passage?
 - A. A social sorority.
 - B. A community center.
 - C. A lecture course on art.
 - D. A humanities study group.
5. To an assertion that the Bluestockings were feminists, which of the following would the author most probably respond with?
 - A. Admitted uncertainty.
 - B. Qualified disagreement.
 - C. Unquestioning approval.
 - D. Strong disparagement.

Part IV General Knowledge

Directions: There are 10 multiple-choice questions in this section. Mark the best answer to each question.

- All the following are in the United Kingdom EXCEPT _____.
A. Buckingham Palace
B. St. Paul's Cathedral
C. Westminster
D. Salt Lake City
- The United Kingdom is also known by its official name the United Kingdom of _____.
A. Great Britain and England
B. Great Britain
C. British Isles
D. Great Britain and Northern Ireland
- The second longest and most important river in Britain is _____.
A. the Severn River
B. River Clyde
C. the Thames River
D. the Mersey River
- The poem *I Heard a Fly Buzz When I Died* was written by _____.
A. Walt Whitman
B. Emily Dickinson
C. William Butler Yeats
D. T. S. Eliot
- All of the following are works by Nathaniel Hawthorne EXCEPT _____.
A. *To Helen*
B. *The Scarlet Letter*
C. *Mosses from an Old Manse*
D. *The House of the Seven Gables*
- Theodore Dreiser was one of America's greatest _____ writers.
A. Realistic
B. Naturalistic
C. Modernistic
D. Romantic
- Language is _____ in the sense that there is no intrinsic connection between a linguistic symbol and what the symbol stands for.
A. arbitrary
B. dualistic
C. pragmatic
D. vocal
- Which of the following does NOT belong to the Indo-European family?
A. French.
B. Chinese.
C. Bengali.
D. Polish.
- Who made the distinction between *langue* and *parole*?
A. Saussure.
B. Halliday.
C. Lyons.
D. Chomsky.

10. Linguistics gives priority to the spoken language instead of the written language because _____.
- A. vocal sounds are derived from writing systems
 - B. spoken language precedes written language only in Indo-European
 - C. people have recording devices to study speech
 - D. speaking precedes writing everywhere in the world

Part V Proofreading and Error Correction

Directions: The following passage contains TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread the passage and correct it.

By about age 12, students who feel threatened by mathematics start to avoid math courses, do poorly in the few math classes they do take, and earn low scores on math-achievement tests. Some scientists have theorized that kids having little math aptitude in the first place justifiable dread grappling with numbers. Moreover, it is not that simple, at least for college student, according to a study in the June edition of *Journal of Experimental Psychology: General*. According to the study, people intrusive worries about math temporarily disrupt mental processes needing for doing arithmetic and drag down math competence, report Mark H. Ashcraft and Elizabeth P. Kirk, both psychologists at Cleveland (Ohio) State University. Math anxiety exerts this effect by making them difficult to hold new information in mind while simultaneously manipulate it, the researchers hold. Psychologists regard this capacity, known as work memory, as crucial to dealing with numbers. "Math anxiety soaks in working memory resources and makes it hard to learn mathematics, probably beginning in middle school," Ashcraft says.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____