



全国高等教育自学考试

英语科技文选 同步练习册

全国高等教育自学考试指导委员会/组编
陈峰 王燕 蒋丽娜/主编

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组 编 前 言

依靠自己的力量,在有限的时间里学习一门新学科,从不懂到懂,从不会到会,从不理解到理解,从容易遗忘到记忆深刻,从不会应用到熟练应用,从模仿到创新,把书本知识内化为自己的知识,是一个艰难的过程。在这个过程中,自学者不仅需要认真钻研考试大纲,刻苦学习教材和辅导书,还应该做适量的练习,把学和练有机地结合起来,否则,就不能达到预期的学习目标。“纸上得来终觉浅,绝知此事要躬行。”这是每一位自学者都应遵循的信条。

编写练习册,同样是不容易的事。它对编写者提出了相当高的要求:

· 有较深的学术造诣。

有较丰富的教学经验。

对高等教育自学考试有深刻的理解并有一定的辅导自学者的经历。

对考试大纲、教材、辅导书有深入的了解,对文中的重点、难点、相互联系等有准确的理解。

对自学者学习需要和已有的知识基础有一定的了解。

只有把这些因素融合在一起,作者才能编写出高质量的、有利于举一反三、事半功倍的练习册。

基于以上考虑,我们组织编写出版了同步练习册,使之与考试大纲、教材、自学辅导书相互补充,形成一个完整的学习媒体系统。

之所以把这些练习册称为同步练习册,是因为:

第一,它与考试大纲、教材的内容及顺序是一致的。按照考试大纲、教材的章、节、知识点的顺序编选习题,方便自学者循序渐进地学习与练习。

第二,它与自学者学习过程是一致的。自学过程大体包括初步接触、大体了解、理解、记忆、应用、创新、复习等阶段。在每一个阶段,自学者都容易找到相应的练习册。

如此学与练同步的方式,有利于激发自学的兴趣与动机,有利于

集中注意力于当前所学的内容,有利于理解、巩固、记忆、应用,尤其有利于自学者及时知道自己的学习状态与结果,以便随时调整学习计划,在难度较大处多投入精力。

基于学习目标的考虑,我们把同步练习大致分为三类:

第一,单项练习:针对一个知识点而设计的练习。其目的在于帮助自学者理解和记忆基本概念和理论。

第二,综合练习:针对几个知识点而设计的练习。这又可分为在本章综合、跨章综合、跨学科综合三级水平。其目的在于帮助自学者把相关知识联系起来,形成特定的知识结构以便灵活地应用。

第三,创造性练习:提供一些案例、事实、材料,使考生应用所学到的理论、观点、方法创造性地解决问题。这类问题可能没有统一的答案,只有一些参考性的思路。其目的很明显,就是培养自学者的创新意识和能力。

第四,综合自测练习:在整个学科范围内设计练习,尽量参照考试大纲的题型,组成类似考卷的练习。其目的在于使自学者及时检测全部学习状况,帮助自学者作好迎接统一考试的知识及心理准备。

希望应考者在使用同步练习册之前了解我们的构想,理解我们的意图,以便主动地选择适合自己学习的练习题目。

孔子说:“学而时习之,不亦乐乎。”一边学,一边练,有节奏有规律地复习,不仅提高了学习效率,也会给艰难的学习过程带来不少的快乐。圣人能够体会到这一点,我们每一位自学者同样能体会到。如果通过这样的学习过程,达到了学习目标,实现了人生理想,实现了对自我的不断超越,那么,我们说这种学习其乐无穷也毫不夸张。

全国高等教育自学考试指导委员会

2002年1月

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Part One: Tests Unit 1-12

Unit One

I. Give the spelling of the following words.

- | | |
|---------------|------------|
| 1. 遗传学 | n. g _____ |
| 2. 修正 | n. a _____ |
| 3. 饱和的 | a. r _____ |
| 4. 互相作用 | v. i _____ |
| 5. 人工制品 | n. a _____ |
| 6. 错觉;幻想 | n. d _____ |
| 7. 神经元;神经细胞 | n. n _____ |
| 8. 加速器 | n. a _____ |
| 9. 胚胎学 | n. e _____ |
| 10. 波动;浮动 | n. f _____ |
| 11. 天文学 | n. a _____ |
| 12. 关系;对……影响 | n. b _____ |
| 13. 人造的 | a. a _____ |
| 14. 循环 | n. c _____ |
| 15. 使浮着 | v. b _____ |
| 16. 设计;展望 | n. e _____ |
| 17. 合成;混合物 | n. s _____ |
| 18. 船舶的;航海的 | a. n _____ |
| 19. 天文台 | n. o _____ |
| 20. 弥漫;渗透 | v. p _____ |
| 21. 专业知识;专家鉴定 | n. e _____ |
| 22. 非常巨大的;庞大的 | a. g _____ |
| 23. 见识;洞察力 | n. i _____ |

24. 本能地

ad. i _____

II . Match the words in column A with the words in column B.

A

1. tumble
2. counselor
3. constrain
4. buoy
5. amnesia
6. shatter
7. alley
8. amend
9. expanse
10. decimal
11. distress
12. perceive
13. artificial
14. expertise
15. embark
16. misconception
17. fluctuation
18. embed
19. delusion
20. gigantic

B

- a. false belief
- b. understanding wrongly
- c. not natural
- d. start something new
- e. unusually large
- f. wide space
- g. make someone do by force
- h. adviser
- i. serious danger or difficulty
- j. skill in a particular field
- k. loss of memory
- l. lane; passage way
- m. based on the number 10
- n. keep floating
- o. break suddenly into small pieces
- p. make changes in the words of
- q. feel, sense
- r. roll over
- s. fix firmly and deeply
- t. wave — like motion

III . Write down the spelling of the required form.

- | | | | |
|-------------|----------|----------------|----------|
| 1. relevant | n. _____ | 2. pretend | n. _____ |
| 3. probable | n. _____ | 4. amend | n. _____ |
| 5. interact | a. _____ | 6. reminiscent | n. _____ |
| 7. accurate | n. _____ | 8. decide | a. _____ |
| 9. complex | n. _____ | 10. ignorant | n. _____ |

- | | | | |
|--------------|----------|----------------|----------|
| 11. inferior | n. _____ | 12. access | a. _____ |
| 13. distress | a. _____ | 14. buoy | a. _____ |
| 15. obsess | n. _____ | 16. inherit | n. _____ |
| 17. colony | a. _____ | 18. deny | a. _____ |
| 19. replete | n. _____ | 20. anticipate | n. _____ |

IV. Write down the antonyms of the following words.

- | | | | |
|----------------|-------|------------------|-------|
| 1. known | _____ | 2. conception | _____ |
| 3. relevant | _____ | 4. direct | _____ |
| 5. aware | _____ | 6. probable | _____ |
| 7. lead | _____ | 8. accurate | _____ |
| 9. predictable | _____ | 10. literacy | _____ |
| 11. extricable | _____ | 12. questionable | _____ |
| 13. biotic | _____ | 14. natural | _____ |

V. Fill in the blanks with the proper forms of the words given at the beginning. Pay attention to the part of speech of each word.

1. know
 - A. He was _____ as a successful writer.
 - B. That actor was almost _____ before he played that part.
 - C. You never _____ what the result is till you finish the rest.
2. recognize
 - A. The dead woman's face had been beaten out of _____ shape.
 - B. The city has changed beyond _____.
 - C. He was so much changed that I could hardly _____ him.
3. relevant
 - A. What you say has no _____ to what we are discussing.
 - B. The _____ evidence cannot be accepted in the court.
 - C. The researcher is requested to supply more facts _____ to the project.
 - D. How to develop a healthy self-esteem is _____ mentioned in

the paper on the psychological development of young people.

4. precise

- A. The _____ of information led to their failure in the battle.
- B. It is necessary to give _____ to the report if you want to impress the audience.
- C. The soldiers should be very _____ in the following instructions.

5. probable

- A. It is highly _____ that it will rain today.
- B. The storm is one of the _____ for tomorrow.
- C. He will _____ refuse the offer.

6. act

- A. My favorite outdoor _____ is playing football.
- B. The inspector _____ the hidden recording device.
- C. He is a boy with an _____ imagination.
- D. The old man is forced by illness to lead an _____ life.

7. technology

- A. The machine has broken down, but one of our _____ will repair it.
- B. Jim has always been interested in engineering, but he has not yet had any _____ training in the field.
- C. The Massachusetts Institute of _____ is called MIT for short.
- D. _____ must be gained by practice.
- E. The invention of the steam engine was a great _____ advance.

V. Fill in the blanks, each using one of the following words or phrases in its proper form.

phenomena	ingredient	accelerate	amend
have a bearing on	literate	observatory	
inherit	bump into	species	

1. Current demographic trends, such as the fall in the birth rate, should favor _____ economic growth in the long run.
2. Unemployment is a common _____ in capitalist countries.
3. A (An) _____ is a building from which natural phenomena may be observed.
4. Nick _____ one of his old friend in the street yesterday afternoon.
5. People's view of the world changed after Darwin's *The Origin of _____* was published.
6. The bill has been _____ several times.
7. The birth control policy _____ people's living standard.
8. The basic _____ of the cake are flour, eggs, milk and butter.
9. A (An) person is someone who doesn't know how to read and write.
10. William Burns became rich overnight after he _____ a large sum of money.

VI. Translate the following sentences into English, each using one of the words or phrases given below.

excel bring...to an end pervade profound expertise
access become obsessed with anticipate insight fluctuate

1. 这部新机器在性能上大大超过那台旧的。
2. 我们期待再接到你们的来信。
3. 他给我留下印象最深的是他那渊博的知识。
4. 日本的无条件投降结束了第二次世界大战。
5. 不久, 汤姆就对网上冲浪着了迷。

6. 那位小伙子通过自学获得了电脑方面的专门知识。
7. 狂郁症患者(the manic-depressive)的情绪通常在兴奋和沮丧之间波动。
8. 是否每个人都能使用我们学校图书馆的图书?
9. 朱迪的妈妈是个没有受过教育,但并不是没有主见的女人。
10. 一种可怕的气味弥漫了整幢大楼。

VII. Translate the following paragraphs into Chinese.

1. It is in creating the artificial and controllable that science excels. Science and engineering have made it possible to construct the partially artificial surroundings we live in today, replete with huge bridges, trucks, airplanes, antibiotics and genetically altered species. We are likely to build an increasingly artificial, and hence increasingly knowable, world.

2. Today our understanding of the world (and our technology) has made possible many astonishing things. Today we can send spacecraft to the moon and the planets. We can smash atoms and study the particles that they are made of. We can achieve intense heat and intense cold, and study the unbelievable behavior of matter in those conditions.

Does all this mean that we are coming to the end of the road of knowledge? Are we reaching a complete understanding of the universe?

Not at all. Every advance we make in science presents new challenges. Every discovery opens up new areas. If you become a physicist you will find vast fields open to you for exploration.

3. Special Words in Mathematics

Many times a reporter needs words that describe how something looks. Then he uses special words. And so it is with mathematics. The word square and rectangle are special words in mathematics.

A square has four sides and four square corners. But all four sides are the same in length.

A rectangle also has four sides and four square corners. Two sides of a rectangle are usually longer than the other two sides.

Two more special words used in mathematics are triangle and circle. A triangle has only three sides and three corners. A triangle is like the top of a roof that comes to a point. The space at any corner between two sides in a triangle is called an angle. If all the three sides of an triangle are equal, then all the three angles would be equal too. Such kind of triangle is called an equilateral triangle.

A circle has no sides at all. It is a closed plane curve (平面曲线) consisting of all points equally distant from a point within it, called the center. A circle is like the face of a coin. Sometimes a person says a thing is "circular". Do you think you know what he means?

In geometry we also have words like cube, sphere, cylinder, cone and so on. They are all three dimensional. But we are not going to deal with them here.

IX. The following paragraph is taken from Text A. Fill in the blanks with the words given in the box.

pile	proceeding	expanse	probability	that	beyond	
learned	events	full	school	right	of	course
the	all	time	yet	not	edge	on

The known is pressed 1 us from the first. In 2, we start each course at the beginning of a long book 3 of things that are known but that we do not 4 know. We understand 5 beyond that book lies another book and that 6 that course lies another 7. The frontier of knowledge, where it finally borders on 8 unknown, seems far away and irrelevant, separated from us by an apparently endless 9 of the known. We do not see that we may be 10 down a narrow path of knowledge and that if we look slightly left or

11 we will be starting directly at the unknown.

Even when we are right on the 12 of the unknown, we may not be aware of it. Those of us who 13 the history of the Persian Wars in school did not know that the 14 so vividly described are 15 based on the writings of the one source who survived Herodotus. If you want to know almost anything that happened in the Greece of that 16 and it was not recorded by Herodotus, it is unknown and in all 17 can never be known. But we did 18 think of his accounts as fragments 19 knowledge on the edge of the unknown; it was just more stuff from the huge 20 of facts we had to learn about the history of Greece.

X. Reading skills.

Item One: Reading comprehension

Using the Ocean

Ever since we set foot on earth, we have used the ocean around us. We take from it and we give to it.

We take fish from the ocean — millions of kilograms of fish, every year, to feed millions of people. We even use their bones for fertilizer and meal.

We take minerals from the ocean and we also take salt from it. One way to get salt is to place sea water in a shallow basin and leave it until it evaporates. Along with salt, other minerals are left after evaporation — iodine, magnesium and bromine, to name a few.

Much gold and silver drift dissolved in the waters of the sea, too. But the sea does not give them up by simple evaporation.

Other gifts from the sea are pearls, sponges, and seaweed. Pearls become jewelry. Natural sponges become cleaning aids. Seaweed becomes food of many kinds — even candy, jellies, and ice cream — as

well as medicine.

Fresh water is another gift from the ocean. We can not drink ocean water directly. Only after the salts are removed, ocean water becomes fresh water suitable for us to drink. In the future, we will depend more and more on fresh water from the sea.

The sea gives us food, fertilizer, minerals, water, and other gifts. What do we give the sea? Garbage. We pollute the ocean when we use it as a garbage dump. Huge as it is, the ocean cannot hold all the waste that we pour into it. Dumping garbage into the ocean is killing off sea life and destroying our sea altogether. Yet we must remember that the world population is growing at a very high rate, we may need the sea and its gifts more than ever. Destroying our seas is destroying ourselves. Hopefully, it is not too late to learn that.

1. Which of the following statements is false?
 - A. Sponges can be used as cleaning agents.
 - B. Sponges can be used when we do our household cleaning.
 - C. Sponges are full of holes.
 - D. Sponges are simple sea animals.
2. Which of the following statements is correct?
 - A. Ocean is a place of treasure.
 - B. Ocean is a place for us to dump our garbage.
 - C. If there was no ocean there would be no drinking water.
 - D. If there was no ocean there would be no sea.
3. In the ocean there are
 - A. a few minerals.
 - B. a few kinds of minerals.
 - C. other minerals besides iodine, magnesium and bromine.
 - D. no plants and animals besides minerals.
4. By evaporating sea water what we will not get directly is
 - A. salt.
 - B. gold and silver.

- C. fresh water.
 - D. various kinds of minerals.
5. Dumping garbage into the ocean is killing off
- A. sea animals.
 - B. sea plants
 - C. living things in the ocean
 - D. ourselves

Some New Light on Ancient Shipbuilding Technique

One of the oldest seafaring ships in the world has been reconstructed after seven years' patient archaeological work. The ship, a 60-foot sailing vessel, sank off the coast of Cyprus in the days of Alexander the Great around the year 300 B. C. . Its discovery and restoration have thrown new light on the ancient trade routes and shipbuilding techniques.

The first clue to the wreck's existence came in 1964 when a diver from the present-day resort of Kyrenia came across a pile of amphorae (ancient storage jugs). Unfortunately his diving air supply ran out just at that moment, so that he had no time to mark the spot. It took him three more years and hundreds of divers before he chanced upon them again.

He reported his find to an underwater archaeological team from the University of Pennsylvania, which was surveying the Cyprus coasts for wrecks. After checking his description, the team decided to concentrate their resources on the Kyrenia ship, and over the next two years a team of no fewer than 50 archaeologists and divers took part in the excavation.

With the help of a metal detector, the team discovered that wreckage lay scattered over a 2000-square-feet area, often buried beneath sand and seaweed. Each item was carefully photographed in its