

泛读英语

高级英语分类阅读试题集注

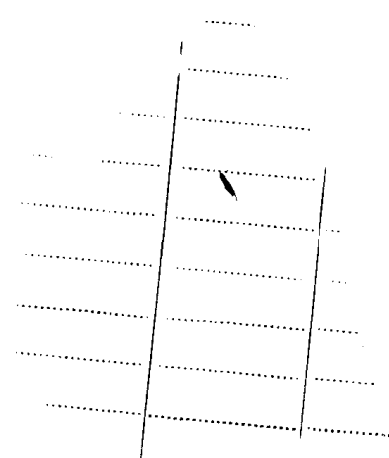
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方宜庆 李奇 编注

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内 容 简 介

为了帮助读者提高英语阅读和应试能力,本书作者特根据他们在中国科学技术大学多次讲授的讲义修订出版了此书。该书由 15 单元 60 套试题组成。书中材料多精选自一些高级英语考试试题,而且按科目分类编排以便于集中学习或强化训练。这些材料内容涉及人文、地理、历史、经贸、科学技术等方面,精彩纷呈,均为一些高级英语考试常考内容。书后附有答案和注释以便于自学。

本书可供研究生或高年级大学生作为英语泛读教材,并可供 EPT, TOEFL, GRE, GMAT 等考生以及其他英语爱好者使用。

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前 言

现代英语语言学的有关研究资料表明:以英语为母语的人在写作和口头交际中使用的英语词汇量通常为 10,000 至 20,000。英美大学为外国申请入学学生设计的 Certificate of Proficiency in English, TOEFL 等英语资格考试正是定在一万左右词汇水平线上。

显然,英语学习者要真正做到比较熟练地阅读大学水平的英语文献资料,就必须积极地迎接词汇的挑战,向 10,000 词汇水平进军。

为了帮助学生通过阅读扩大词汇量,将研究生的英语阅读技能的训练推向一个实用的新高度,我们编注了这本泛读英语教材,以便与研究生英语精读教材配套使用。

本书将所精选的英美热点资格考试试题的阅读理解短文,按科目分类编成 60 套测试题,分成 15 个单元。按科目分类精选语言材料,设计学习单元有利于学生对同一题材的词汇积累和应用,有利于学生针对自己的薄弱环节选择有关内容重点攻读,而且针对性强,实用性强,可比性强。

本书油印本在中国科学技术大学研究生院 90、91、92 级学生中试用时,曾受到学生们的欢迎与好评。这次在油印本基础上,结合教学实践略作了修订。

本书可供研究生使用一学年。学生在每周上课前要独立完成 2 套试题(每套试题 40 分钟),对照答案自我评估后,再仔细研读。老师在课堂上对各单元的难点和重点进行总结讲授。

本书主要取材于近 20 年的英美高级英语考试的阅读理解短文试题。我们对原材料的著作者,谨表示衷心的感谢。

本书各单元的前两套试题主要由方宜庆同志编注,各单元的后两套试题主要由李奇同志编注。

由于时间仓促,编者水平有限,书中不妥之处在所难免。我们衷心希望使用本书的同志提出改进意见,以便修订。

编 注 者

1993 年 5 月 20 日

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Unit 1 SCIENCE AND THE UNIVERSE

TEST 1

Questions 1—7

When we think about the effect of the Copernican view of the world of literature, we are likely to slip into exaggeration. It is often said that the removal of the earth from its central place in a comfortably ordered system to the status of a minor planet in vaster space was a fatal blow to man's sense of his own dignity. This idea is philosophically foolish and historically false. Throughout the Middle Ages, even though man was considered the special child of God, the earth was regarded as the poorest part of creation. Copernicus was only looking for a simpler pattern of the heavens than Ptolemy's and he found it. Despite the work of Kepler, Galileo, and the Elizabethan experts, moreover, it took well over a century for the theory to win full acceptance even among the learned. As late as 1643, a hundred years after Copernicus' book, a scientist named Browne declared movement of the earth impossible.

The reasons for delayed victory were natural. Many educated as well as uneducated men resisted contradiction of the senses and the Bible, or of Aristotle, Ptolemy, and all tradition. Many others were simply unaware or indifferent, as most of us in the twentieth century felt no acute concern over Einstein's discoveries. In either case, few had the mathematical knowledge needed for confirmation or even comprehension of the theory; indeed, the knowledge needed to confirm Copernicus was not fully available until Newton.

1. The Copernican theory gained wide acceptance as a result of the work of
 - (A) Browne.
 - (B) Kepler and Galileo.
 - (C) Einstein.
 - (D) Aristotle and Ptolemy.
2. The author believes that the effect of the Copernican theory on literature
 - (A) has not often been considered.
 - (B) resulted from man's loss of dignity.
 - (C) contradicted the senses.
 - (D) can easily be overestimated.
3. To understand the Copernican theory, one had to
 - (A) understand mathematics.
 - (B) view the universe as an ordered system.
 - (C) have read the Bible.
 - (D) accept the teaching of tradition.
4. All of the following supported the Copernican view except
 - (A) Kepler.
 - (B) Galileo.
 - (C) Browne.
 - (D) Newton.

5. The author believes that the slow reception of Copernicus' theory
 - (A) was due to Browne.
 - (B) was to be expected.
 - (C) increased its influence.
 - (D) has no historical parallels.
6. Which of the following does the author say about "a simpler pattern of the heavens"?
 - (A) It was the object of Copernicus' search.
 - (B) It became common to the thinking of the Midel Arges.
 - (C) It is considered to be philosophically foolish.
 - (D) It depended on the idea that man was the special child of God.
7. According to the author, the attitude of most people toward Einstein's discoveries was similar to
 - (A) their attitude toward other traditional ideas.
 - (B) Newton's support of Copernicus.
 - (C) Brown's attitude toward Copernicus' theory.
 - (D) the reception of Copernicus' theory.

Questions 8—11

Both the Sun and the Moon appear larger when they are rising or setting, although there is no real difference in the distance they are from the Earth. This perceptual phenomenon, known as the "Moon illusion," has been studied over the years. Various explanations, including the muscle strain for the person looking up and the comparison of the Moon with other things on the horizon that make it appear larger, have been disputed by scientists, but thus far there is no widely accepted explanation of the phenomenon.

8. Which of the following would be the most appropriate title for the passage?
 - (A) Perceived Sizes of the Sun and Moon.
 - (B) Comparisons of Objects on the Horizon.
 - (C) Perceptions of Distance.
 - (D) The Rising and Setting of the Sun and Moon.
9. The "Moon illusion" of the Sun can be seen at
 - (A) night.
 - (B) dawn and dusk.
 - (C) mid -morning and mid-afternoon.
 - (D) midday.
10. It can be inferred from the passage that a planet seen on the herison would seem
 - (A) extremely small.
 - (B) smaller than if it were overhead.
 - (C) closer to the Earth than if it were overhead.
 - (D) to reflect more of the Sun's light.
11. According to the passage, the true cause of the "Moon illussion" is
 - (A) well known.
 - (B) different at different times.
 - (C) rarely disputed.
 - (D) still under study.

Questions 12—14

The lunar landscape is not dominated by jagged rocky ridges, as were so often depicted in the illustrations accompanying articles and science fiction of past decades. Indeed, barren rock is all but