

王俊菊 王颖 主编

高级英语

ADVANCED ENGLISH

第三版

2

同步测试

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

《高级英语同步测试》根据《高等学校英语专业英语教学大纲》(2000年5月版)和《高校英语专业八级考试大纲》的标准和要求编写,与我国高校英语专业高年级的主干教材《高级英语》(第三版)配套使用,目的是帮助广大师生更为合理有效地使用这套经典教材,将语言文化知识的拓展与语言运用有机结合起来,提高学生的自主学习能力、跨文化交际能力和语言综合运用能力。学生通过使用《高级英语同步测试》,可以加深对原课文的理解,强化对内容要点的掌握,巩固所学的重要语言点,同时在原课文的基础上适度拓展,通过增加阅读量,强化语言产出,输入与输出并举,兼顾英语专业八级考前准备,实现教学与测试的相互促进,达到事半功倍的效果。

基于以上编写理念,本书力求做到以下几点:

1. 突出主题式设计。选材融知识性、时代性和应用性为一体,内容贴近生活,话题特色鲜明,练习形式多样,涉及政治、经济、社会、文化等诸多领域,利于培养学生的思辨意识与自主学习能力,保证最佳学习效果。

2. 强调语言的真实性。试题中的阅读材料均选自原汁原味的英语文献资料,利于提高学生的语言意识和对语言风格的敏感性,提高其语言使用的地道性。

3. 突出人文知识内涵。引导学生在进行语言学习的同时,增加其对文化知识的学习和积累,优化其人文知识结构,提高其文化素养,增强其跨语言和跨文化的表达能力。

4. 与配套教材同步。每套试题均与《高级英语》(第三版)中相应的课文在主题设计、背景知识、内容要点、作者信息、语法词汇、篇章理解和修辞手法等方面达到统一,是教材的有益补充和拓展。

5. 兼顾英语专业八级考试。测试题目的设计遵循语言测试原理和规范,题型和难度与英语专业八级考试的要求一致,利于学生在学习课文的同时为专业八级考试备考。

《高级英语同步测试》共分两册,分别由15套测试题构成。每套测试题由七个板块组成,包括Text Comprehension(课文理解)、General Knowledge(人文常识)、Words & Expressions(词汇与表达)、Proof-reading & Error Correction(改错)、Translation(翻译)、Reading Comprehension(阅读理解)、Writing(写作)等内容。

Text Comprehension(课文理解)针对课文内容编写,题型为单项选择和是非题,主要考查学生对课文的组织结构、内容要点和修辞手段等的理解,巩固其所学知识,突出重点和难点,培养学生的综合、分析、推断和多角度思考问题的能力。

General Knowledge(人文常识)部分的题目基于课文主题而编写,结合了课文的背景知识、文体结构、作者信息等内容,并借鉴了英语专业八级考试的题型。内容包括英语国家的

地理、历史、现状、文化传统等，也涉及英语文学和英语语言学的基本知识。

Words & Expressions (词汇与表达) 部分为单项选择题，根据课文中出现的生词和表达而设计，但突破了原来的语境且不局限于课文中出现的词义。题干大多数是从语料库中选出的真实语料，语境明朗，信息充分，为学生提供了拓展词义和在更大范围内使用语言的机会。

Proof-reading & Error Correction (改错) 参考了英语专业八级考试要求和命题形式，文段选取的是与课文主题相关、难度适中的真实语料，纠错形式分为换词、增词、删词等，同时兼顾了句内纠错、跨句纠错和语篇纠错等类型。

Translation (翻译) 分为英译汉和汉译英两部分，皆是从教材中选取的语言规范、文笔优美的段落，可帮助学生进行复译和回译训练，提高其双语水平，增强其熟练使用翻译技巧的能力。

Reading Comprehension (阅读理解) 选篇的主题尽量与课文内容相关，长度为800-1,000词，难度与英语专业八级考试的阅读理解相当。题目类型包括主旨题、细节题、推断题、词汇题等常见题型，考查学生对局部信息和整体文段的理解，同时考查学生掌握相关阅读策略和技巧的程度，选材时注重题材广泛、体裁多样。

Writing (写作) 是命题式短文写作，字数要求400词左右，并参照英语专业八级考试题型给出了写作要求或提示，强调准确性和流利性并重，旨在强化学生综合运用语言的能力。

本书建议与《高级英语》(第三版)教材同步使用，进度与课堂教学保持一致。学生可根据自己的实际需要灵活使用，可以在学完每篇课文后进行自测，检查学习效果，查漏补缺；也可根据自己的语言水平有针对性地选做，巩固对学习重点和难点的掌握。教师则可以结合实际情况有选择地使用本书内容，并就相关的背景知识、语言要点和学习策略等内容进行适当补充。

本书由王俊菊、王颖、纪云霞、张兆刚、孙晓红、闫秋燕、邵春燕共同编写，王俊菊、王颖担任本书主编，负责全书的规划、分工、统稿、定稿等工作，纪云霞担任本书副主编，参与制定本书的编写方案。

在编写过程中，我们得到了外语教学与研究出版社的大力支持，在此表达诚挚的谢意。

由于编写时间较为仓促，编者水平有限，书中难免存在疏漏和不妥之处，敬请各位专家、同行和广大使用者批评指正。

编者

• 2012年2月

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Test 1

Pub Talk and the King's English

I. Text Comprehension

A. Choose the BEST answer based on your comprehension of the text.

1. What are the best conversationalists prepared to do according to the author?
 - A. To find time for their best anecdotes.
 - B. To share their arguments with others.
 - C. To give in to others' views in arguments.
 - D. To be convinced to accept others' views.
2. What is the unique charm of bar conversation according to the text?
 - A. People are well prepared to lose in arguments.
 - B. Personal life is not the concern of the conversation.
 - C. Focal subjects often occur suddenly in conversations.
 - D. The conversation does not need a focal subject.
3. What does the Australian mean by saying that "the King's English" is a term of criticism?
 - A. People in Australia resist "the King's English".
 - B. "The King's English" shows a cultural dominance.
 - C. Common people do not speak "the King's English".
 - D. There does not exist a model English for all people.
4. Why does the author introduce the conversation at the salons of Mme. Deffand in Paragraph 19?
 - A. To criticize those who always ask authors to talk as they write.
 - B. To prove that "the King's English" may slip and slide sometimes.
 - C. To exemplify the conversation of the great minds in 18th century.
 - D. To argue that the great minds may not talk as they are supposed to.
5. The author's attitude towards "the King's English" can be best described as _____.
 - A. positive
 - B. negative
 - C. neutral
 - D. critical

B. Are the following statements true or false? Mark "T" for true and "F" for false.

1. Although bar friends are intimates, they do not delve into each other's lives. ()
2. People in the pub feel indignant at the definition of "the King's English" as a term of criticism. ()
3. "The King's English" became widely used by the Elizabethans in the 16th century. ()
4. The author does not agree with Auden's remarks that all a writer needs is a pen, plenty of paper and the best dictionaries he can afford. ()
5. Even the most educated and literate people do not use standard, formal English all the time in their conversation. ()

II. General Knowledge

Fill in the blanks based on the general knowledge.

1. English belongs to the _____ language family that includes most major current languages of Europe and other related languages and dialects.
2. The English language we speak today goes through three stages called _____, _____ and _____.
3. English is the most widely used language in the world, and the third most commonly spoken language in the world in terms of native speakers, after _____ and _____.
4. The standard accent of Standard English in Great Britain is called _____; while _____ is a major accent of American English spread over most of the United States and much of Canada.
5. Alexandre Dumas was one of the most widely read French authors in the world, best known for his historical novels of high adventure including *The Count of Monte Cristo*, _____, and *Twenty Years After*.
6. *The Lady of the Camellias* is written by French writer and playwright _____.
7. The Elizabethan Age, an epoch in the English history of Queen Elizabeth I's reign (1558–1603), was highly viewed by historians as the golden age in English history and the climax of _____ that saw the flowering of poetry, music and literature.
8. The type of language used in a particular situation, or for communicating with a particular group of people is called _____.
9. The form of language used by particular speech communities and associated with geographical settings or social groupings is called _____.

10. _____ is a simplified language that develops as a means of communication between two or more groups that do not have a language in common.

III. Words and Expressions

Choose the one that BEST explains the underlined part.

- Yet far from being overstretched, the hospital most days feels desultory, with nurses lingering in near empty wards because people cannot afford to pay for care.
 - disoriented
 - disordered
 - discouraged
 - disorganized
- A journey on the Loire is a meander in history, art and daily life. It is in a corner of Europe that etched itself deeply in the heart and mind.
 - parade
 - march
 - ramble
 - survey
- Tuesday's debate presents a rare chance to delve into the candidates' mindsets on key issues for a discussion that more thoroughly explains their positions.
 - evolve
 - probe
 - plunge
 - extend
- Marketing survey shows that the lucrative marriage between sports and the corporate world is on the rocks when some companies cut their spending by as much as 50 percent.
 - in dispute
 - under suspicion
 - in question
 - under threat
- Facebook's inclusiveness has broadened its appeal, but the alchemy of the Web is converting eyeballs to dollars via the "click-throughs" that advertisers crave.
 - popularity
 - superiority
 - facility
 - capacity
- When doors swing wide at 7:30 a.m., thousands of shoppers scamper from aisle to aisle, heaping carts with spinach, cooking oil, whatever they can grasp.
 - dash
 - pace
 - scurry
 - wander
- Micky Ward is trapped in a web of obligation — to his tart mother who manages him and to his new girlfriend who thinks he has to disentangle himself from his family.
 - cynical
 - imperious
 - skeptical
 - haughty
- The United States and Israel stepped back on Tuesday from their rift in decades over new Jewish homes in a traditionally Arab part of Jerusalem.
 - gap
 - separation
 - conflict
 - distrust

9. Jaywalker immediately sized him up as a formidable witness. Then he moved to intercept him before he made it to the courtroom.
A. divert B. interrupt C. detain D. stop
10. More recently, due to the pejorative connotation of the term *half-breed*, many English half-breeds have come to prefer the term *Metis*.
A. subjective B. derogative C. ambiguous D. obscure
11. Though she has trouble finding friends who appreciate her facetious approach to life, her family is more attuned to her wavelength than they used to be.
A. playful B. impractical C. humorous D. irrational
12. By the end of that session Randall gave Lena an ultimatum, and now she shudders under the urgency to make a decision.
A. a deadline B. a threat C. a demand D. a challenge
13. Justine got into an open tussle with her publisher to ensure that on *Liar's* cover the character's skin be visibly dark, so that it is clear to buyers that she's of color.
A. bargain B. discussion C. dispute D. brawl
14. Even in music sound does not come into its own, but surrenders to rhythm, harmony, and melody.
A. dominate B. prevail C. survive D. happen
15. While there is no carved-in-stone edict about what it means to be middle class, it's the term that Americans hang their dreams on.
A. creed B. decree C. verdict D. statute

IV. Proof-reading & Error Correction

The 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 in the following way:

For a wrong word, *underline the wrong word and write the correct one in the blank provided at the end of the line.*

For a missing word, *mark the position of the missing word with a “^” sign and write the word you believe to be missing in the blank provided at the end of the line.*

For an unnecessary word, *cross the unnecessary word with a slash “/” and put the word in the blank provided at the end of the line.*

The grammatical words which play so large a part in English grammar are for the most part sharply and obviously different from the lexical words. A rough and ready difference seems the most obvious is that grammatical words have “less meaning”, but in fact some grammarians have called them “empty” words in opposed to the “full” words of vocabulary. But this is a rather misleading way of expressing the distinction. Although a word like *the* is not the name of something as *man* is, it is very far away from being meaningless. There is a sharp difference from meaning between “man is vile” and “the man is vile”, yet *the* is the single vehicle of this difference in meaning. Moreover, grammatical words differ considerably among themselves from the amount of meaning they have, even in the lexical sense.

Another name for the grammatical words has been “little words”.

But size is by no means a good criteria for distinguishing the grammatical words of English when we consider that we have lexical words as *go*, *man*, *say*, *car*. Apart from this, however, there is a good deal of truth in what some people say: we certainly do create a great number of confusion when we omit them. This is illustrated not only in the poetry of Robert Browning but in the prose of telegrams and newspaper headlines.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

V. Translation

The paragraphs are taken from the text we have learned. Try to translate them in your own way.

Section A Chinese to English

人类的一切活动中，只有闲谈最宜于增进友谊，而且这是人类特有的一种活动。动物之间的信息交流，不论其方式何等复杂，都称不上交谈。

闲聊引人入胜之处就在于它没有一个事先定好的话题。它时而迂回婉转，时而起伏跳跃，时而火花四射，时而热情洋溢，话题最终会扯到什么地方去谁也拿不准。要是有人觉得“有些话要说”，那定会大煞风景，使闲聊无趣。闲聊不是为了进行争论。闲聊中常常会有争论，不过其目的并不是为了说服对方。闲聊之中不存在什么输赢胜负。事实上，真正善于闲聊的人往往是随时准备让步的。也许他们偶然间会觉得该把自己最得意的奇闻轶事选出一件插进来讲一讲，但一转眼大家已谈到别处去了，插话的机会稍纵即逝，他们也就听之任之了。

Section B English to Chinese

There is always a great danger, as Carlyle put it, that “words will harden into things for us.” Words are not themselves a reality, but only representations of it, and the King’s English, like the Anglo-French of the Normans, is a class representation of reality. Perhaps it is worth trying to speak it, but it should not be laid down as an edict, and made immune to change from below.

I have an unending love affair with dictionaries — Auden once said that all a writer needs is a pen, plenty of paper and “the best dictionaries he can afford” — but I agree with the person who said that dictionaries are instruments of common sense. The King’s English is a model — a rich and instructive one — but it ought not to be an ultimatum.

VI. Reading Comprehension

Read the passage and then choose the BEST answer to each question.

1. But if language habits do not represent classes, a social stratification into something as bygone as "aristocracy" and "commons", they do still of course serve to identify social groups. This is something that seems fundamental in the use of language.
2. As we see in relation to political and national movements, language is used as a badge or a barrier depending on which way we look at it. The new boy at school feels out of it at first because he does not know the right words for things, and awe-inspiring pundits of six or seven look down on him for not being aware that rack means "dilapidated", or hairy "out first ball". The miner takes a certain pride in being "one up on the visitor or novice who calls the cage a "lift" or who thinks that men working in a warm seam are in their "underpants" when anyone ought to know that the garments are called hoggors. The "insider" is seldom displeased that his language distinguishes him from the "outsider".
3. Quite apart from specialized terms of this kind in groups, trades and professions, there are all kinds of standards of correctness at which most of us feel more or less obliged to aim, because we know that certain kinds of English invite irritation or downright condemnation. On the other hand, we know that other kinds convey some kind of prestige and bear a welcome cachet.
4. In relation to the social aspects of language, it may well be suggested that English speakers fall into three categories: the assured, the anxious and the indifferent. At one end of this scale, we have the people who have "position" and "status", and who therefore do not feel they need to worry much about their use of English. Their education and occupation make them confident of speaking an unimpeachable form of English: no fear of being criticized or corrected is likely to cross their minds, and this gives their speech that characteristically unselfconscious and easy flow which is often envied. At the other end of the scale, we have an equally imperturbable band, speaking with a similar degree of careless ease, because even if they are aware that their English is condemned by others, they are supremely indifferent to the fact. The Mrs. Mops of this world have active and efficient tongues in their heads, and if we happened not to like their ways of saying things, well, we "can lump it". That is their attitude. Curiously enough, writers are inclined to represent the speech of both these extreme parties. On the one hand, "we're goin' huntin', my dear sir"; on the other, "we're goin' racin', mate."
5. In between, according to this view, we have a far less fortunate group, the anxious. These actively try to suppress what they believe to be bad English and assiduously cultivate what they hope to be good English. They live their lives in some degree of nervousness

over their grammar, their pronunciation, and their choice of words: sensitive, and fearful of betraying themselves. Keeping up with the Joneses is measured not only in houses, furniture, refrigerators, cars, and clothes, but also in speech.

6. And the misfortune of the “anxious” does not end with their inner anxiety. Their lot is also the open or veiled contempt of the “assured” on one side of them, and of the “indifferent” on the other.
7. It is all too easy to raise an unworthy laugh at the anxious. The people thus uncomfortably stilted on linguistic high heels so often form part of what is, in many ways, the most admirable section of any society: the ambitious, tense, inner-driven people, who are bent on “going places and doing things”. The greater the pity, then, if a disproportionate amount of their energy goes into what Mr. Sharpless called “this shabby obsession” with variant forms of English — especially if the net result is (as so often) merely to sound affected and ridiculous. “Here”, according to Bacon, “is the first distemper of learning, when men study words and not matter... It seems to me that Pygmalion’s frenzy is a good emblem...of this vanity: for words axe but the images of matter; and except they have life of reason and invention, to fall in love with them is to fall in love with a picture.”

1. What is the passage mainly about?
 - A. Language habits identify social groups.
 - B. It is not necessary to speak good English.
 - C. Most people desire to speak good English.
 - D. English speakers fall into three categories.
2. Which of the following words is closest in meaning to the underlined word “stratification” in Paragraph 1?

A. separation	B. division
C. breakup	D. divorce
3. What do the first two paragraphs focus on in terms of language?

A. Its variation.	B. Its evolution.
C. Its social aspects.	D. Its linguistic aspects.
4. What can we infer from Paragraph 4?
 - A. The indifferent category doesn’t care how to speak.
 - B. Good English should be natural, fluent, and careless.
 - C. The assured category is cautious of their use of words.
 - D. Education plays a vital role in speaking perfect English.

5. "The Mrs. Mops" underlined in Paragraph 4 probably refers to _____.
- A. the indifferent category who speak English carelessly
 - B. the assured category whose English is unimpeachable
 - C. writers who incline to depict these two extreme parties
 - D. people who are good at criticizing and correcting others
6. What is the attitude of the assured category towards language?
- A. Critical.
 - B. Anxious.
 - C. Confident.
 - D. Self-conscious.
7. Why are the anxious considered a less fortunate group according to the passage?
- A. They feel they are socially looked down upon.
 - B. They are unable to meet standards of correctness.
 - C. They are inherently nervous and sensitive people.
 - D. They suffer internal anxiety and external contempt.
8. What does the author think of the efforts made by the anxious to cultivate what they believe is good English?
- A. Irrational.
 - B. Worthwhile.
 - C. Meaningless.
 - D. Praiseworthy.
9. What can we conclude from the author's comment on the anxious category?
- A. They are pitiful for paying much more than being rewarded.
 - B. The greater their effort, the poorer their English sounds.
 - C. They are admirable for their efforts to improve English.
 - D. It doesn't pay for people to improve English at all costs.
10. Why does the author quote Bacon's words at the end of the passage?
- A. To remind the anxious of the problem they have.
 - B. To make his conclusion more vivid and convincing.
 - C. To illustrate those who sacrifice the major for the minor.
 - D. To point out the similarity between Pygmalion and the anxious.

VII. Writing

Some people think visitors to other countries should imitate the local customs and behaviors. Others disagree. They think the host country should welcome cultures different from their own. What is your view on the two ideas? Please write an essay of about 400 words. You should supply an appropriate title for your essay.

In the first part of your writing you should state clearly your main argument, and in the second part you should support your argument with appropriate details. In the last part you should bring what you have written to a natural conclusion or make a summary.

Test 2

Marrakech

I. Text Comprehension

A. Choose the BEST answer based on your comprehension of the text.

1. Why does the author describe the funeral at the beginning of the text?
 - A. To reveal local people's disrespect to the dead.
 - B. To illustrate the hard natural conditions in Morocco.
 - C. To introduce the customs of the North African country.
 - D. To exemplify the humble existence of people in Morocco.
2. What does the author mean by saying the Jews "have ceased to bother about overcrowding" in Line 56, Paragraph 8?
 - A. They have moved out of this region.
 - B. They have got used to such conditions.
 - C. Their living areas have been extended.
 - D. Their population has run out of control.
3. Which of the following is true about agriculture in Morocco?
 - A. Most of the land is too hard to be cultivated.
 - B. Women tear up the prickly weeds for fodder.
 - C. Rainstorms are the only source to obtain water.
 - D. Peasants use frail instruments to plough the land.
4. Why does the author say his taking notice of the old woman seemed "to be violating a law of nature" in Paragraph 19?
 - A. Because she had too little figure to be noticed.
 - B. Because her skin were of the same color as the earth.
 - C. Because old women in Morocco had very low social status.
 - D. Because it is against the law to watch women in Islamic countries.
5. What does the author show by making a comparison between donkeys and old women?
 - A. His sympathy to the old women.
 - B. His contempt to the local people.
 - C. His indignation to the husbands and sons.
 - D. His complaint about ill-treatment to donkeys.