



College English

5

From Practice to Proficiency

大学英语精练

◎总主编 杨勇坚 徐志英
◎主 编 戴春来



重庆大学出版社
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内 容 提 要

《大学英语精练》系列教材共分五册。本书为该系列教材第五册,有八个单元,每单元包含三大部分:1. 开胃菜(谚海采撷、泛听浅读、相关信息阅读、易混词解析等);2. 主餐(快速阅读、深度阅读、传统阅读、完型填空、构词法应用、词汇和结构应用、同义词汇替换、英译汉、汉译英、命题作文等)3. 餐后甜点(幽默欣赏、主题讨论/演讲/辩论等)。所涉及的主题有:教育变革、人生的意义、广告/推销与商业、勤奋与抱负的价值、永恒的探索精神、高技术犯罪与数字化时代、病毒/电脑与黑客、良知与道德。本书旨在拓展英语学习的空间,丰富学习者的文化背景知识,加强语言技能训练,以提高学习者的语感和英语综合应用能力。本书可作为主干教材的配套教材,也可单独作为集听、说、读、写、译为一体的综合教材使用,还可作为英语学习者的自学教材。

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序

大学英语教学的功能和宗旨,不仅仅是培养学生的英语综合应用能力和自主学习能力,更为重要的是通过课程教学拓宽学生的文化视野,培养学生跨文化交际的能力,提高学生的综合文化素养。大学英语教学是高校推进素质教育不可或缺的重要组成部分,惟其在提高学生素质中的重要性,因而云南大学高度重视大学英语课程教学的改革和建设。

我校自20世纪90年代以来,大学英语课程先后进行了三次大的改革,以改革促创新,以改革强建设,以改革提质量,取得了比较显著的成效。2003年,我校开始尝试新的网络教学模式,自主研发了网络教学平台,并于2005年初,正式投入使用。新系统运行顺畅,较好地实现了基本教学应用与网络化考试功能。

2007年,适逢教育部进一步推进全国大学英语教学改革,我校有幸入选第二批国家大学英语教学改革示范点项目,随之推动我校大学英语教学改革进入了更高层次。

由于我分管教学工作,又是“示范点”项目负责人,几年来,我亲历并见证了我校英语教学部的领导和教师们转变教学观念,以改革为动力,在体现“以学生为主体,以教师为主导”的理念、实施基于“课堂+多媒体网络”的新型教学模式、构建大学英语课程体系、加强课程内涵建设和专业化教师队伍建设等方面做了大量富有成效的工作,为不断推进大学英语教学改革和建设,提高教学质量作出了积极贡献。

在“大学英语教学改革示范点”项目的建设过程中,我校大学英语教师们在学习中不断实践、不断总结,集腋成裘。今天,他们编写的《大学英语精练》(1—5册)即将付梓。这套书是他们含辛茹苦、辛勤耕耘,从教学改革实践中提炼出来的结晶,也是我校作为“全国大学英语教学改革示范点”项目建设的主要成果之一。

《大学英语精练》以教育部《大学英语课程教学要求》的精神为指导,编写新颖、构思精巧、语言地道,是一套集知识性、趣味性、可读性为一体的辅助教材。相信这套教材的出版有助于进一步提高大学英语教学质量,有助于发挥“大学英语教学改革示范点”的示范、辐射作用。

大学外语教学部教师们勇于创新、求真务实的精神令我感动!故欣然为序。

云南大学副校长 武建国

2011年3月

前言

《大学英语精练》是在大学英语教学改革实践中诞生的一套与现代信息技术相结合的多功能、多用途的大学英语辅助教材,旨在配合大学英语主干教材,拓展学习者的学习空间,进一步丰富他们的文化背景知识,加强语言技能训练,以提高他们的英语综合运用能力。

本套书的编者们在多年的大学英语教学实践中,积累了丰富的语料、试题素材,经过加工、提炼,运用于教学实践,又结合实际使用中的反馈意见,进行反复修改、完善,编写了《大学英语精练》1—5册。

一、指导思想

教育部2007年7月颁发了《大学英语课程教学要求》(以下简称《课程要求》)进一步具体明确了新形势下大学英语的教学性质和教学目标。我们正是以《课程要求》的精神为指导思想,“以外语教学理论为指导、以英语语言知识与应用技能、跨文化交际和学习策略”为主要内容,以“培养学生的英语综合应用能力和自主学习能力”,同时提高他们的“综合文化素养,以适应我国社会发展和国际交流的需要”为目标,来进行这套书的设计、编写工作。

《课程要求》指出,“教师不再仅仅是知识传授者”,而应当“是教学过程的组织者、自主学习的指导者、教学活动的督促者;学生应当选择适合自己的材料和方法,成为学习的主体,从而提高独立思考和自主学习的能力。”《大学英语精练》的编写体例体现了教师的组织作用和指导作用,并促使学生开动脑筋自主学习。

二、编写特色

1. 精讲多练,强化语言实践

语言只有在实践中才能发挥出其交际作用,而不断的练习和在语境中实践才能使学习者更好地理解语言知识,形成良好的语言习惯。因此,语言实践是学习语言最主要、也是最重要的手段。

本套书针对学生在大学英语学习中的重点、难点以及易混、易错点进行简要的归纳、辨析、讲解,并配以形式多样的语言实践练习题,让学生在实践中巩固所学知识。

2. 介绍背景知识,拓展文化视野

语言是文化的载体,而文化对准确理解语言起着至关重要的作用。所以,在传授英语语言知识的过程中,适时地介绍相应的文化背景知识,有利于拓展学生的视野,培养他们的跨文化交际能力。

本套书针对主干教材各单元的主题,提供图文并茂的文化背景知识,并配有相应的理解练习题,以加深学生对这些知识的了解。

3. 涵盖听说读写译,五位一体

交际能力是一种综合运用语言的能力。培养学生的交际能力,其实质就是要培养他们听、说、读、写、译几个方面的综合能力。听说读写译,是五位一体的,他们相互依存,相得益彰。

本套书既有选自英语新闻广播节目的实况录音及配套练习,多种类型的阅读训练,词汇和结构知识及其专项练习,英语幽默与修辞的欣赏及练习,也有英汉互译、口头和书面表达训练,能让学习者得到全方位的语言训练。

鉴于《大学英语精练》的上述特点,它既可以用作大学英语主干教材的配套教材,也可以单独作为集听、说、读、写、译为一体的综合教材使用,还可以作为英语学习者的自学教材。

三、编写队伍

《大学英语精练》(1—5册)的总设计、总负责人兼总主编,各册主编、副主编,直至所有参与编写的人员队伍,由资深大学英语教授、副教授和中青年骨干教师组成;另外,还有英美专家参与审定。

本套书从构思、编写到最后成型,整个过程得到了许多领导、专家的支持,特别是教育部高等学校大学外语教学指导委员会委员、原云南省大学外语教学与考试指导委员会主任,现任顾问梁育全教授的指导与支持。在此向他们表示感谢。

《大学英语精练》的编写,是一个不小的工程,囿于编者的水平与经验,书中难免存在疏漏和不妥之处,恳请专家、学者们不吝赐教,以期再版时,认真勘正。

编者

2011年3月

使用说明

《大学英语精练》以听说领先,并兼顾听、说、读、写、译等英语语言应用能力的全面训练,词语注释准确,易混词辨析简明扼要。因此,本教程既可作为主干教材的辅助教材使用,也可作为独立教材使用;同时,由于所有练习都配有参考答案,也适合广大的英语爱好者自学使用。

为了提高学习效率,使用者务必按照书中每部分的指令和步骤学习。

每单元的第一部分(Part A)开胃品(Appetizer)中,听力内容(II. Global Listening and Reading)的生词注释,对动词、名词采取实用注释方式,即完全按照动词或名词在句子中使用的情况(即时、体、人称单复数等结构性质)注音、释义、并标出词性,而不是单词原形的注释。这样有利于学习者在语境中领悟词语的用法。

全书注释所用的缩略语如下:

a. = *adj.* = adjective (形容词);

AmE = American English (美国语);

coll. = colloquialism (口头语)

esp. = especially (特别);

ger. = gerund (动名词);

n. = noun (名词);

oft. = often (常常);

phr. ad. = phrasal adverb (副词短语);

phr. prep. = phrasal preposition (介词短语);

poss. form. = possessive form (所有格形式);

pr. n. = *pro. n.* = proper name (专有名词);

phr. v. = phrasal verb (动词短语);

p. p. = past participle (过去分词);

pr. t. = present tense (现在时);

sb. = somebody / someone (某人);

sl. = slang (俚语);

vi. = verb intransitive (不及物动词);

usu. = usually (通常)

ad. = *adv.* = adverb (副词);

BrE = British English (英国语);

e. g. = for example (例如);

fml. = formal (正式用法);

i. e. = that is / namely (即,那就是);

num. = numeral (数词);

phr. a. = phrasal adjective (形容词短语);

phr. n. = phrasal noun (名词短语);

pl. = plural (复数形式);

pr. p. = present participle (现在分词);

p. t. = past tense (过去时);

sing. = singular (单数形式);

sth. = something (某物,某事);

vt. = verb transitive (及物动词);

~ (代指被解释的词)



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Unit I

The Revolution in Education

Part A Appetizer



I. Try to Find the Gems

You might have learned of the saying, “**Technology will never replace teachers.**” Please fill in the blanks with proper words to make the following sentences meaningful as well as grammatical.

1. Technology is anything invented after you were _____.
2. No matter how nice, technology will never replace your nice parents or _____.
3. A good teacher gives you something to take home to think about besides _____.



II. Global Listening and Reading (GLR)

Please take the following *FOUR* steps to learn effectively.

Step One

Listen to each of the passages and then read the ten statements and questions following it.

For Statements 1-8, write on the line before each statement:

T (for True) if the statement agrees with the information given in the passage;

F (for False) if the statement contradicts the information given in the passage;

NG (for Not Given) if the statement is not given in the passage.

For Questions 9-10, write the answers on the lines according to the passage you have just listened to.

Step Two

If the passage proves to be too difficult for you to understand by the first listening, then look at the list of the new words and read them aloud before listening to the passage again.

Step Three

If you still have difficulty in understanding some parts of it by the second listening, then read the audio script in detail to improve your understanding. And check your answers to the ten statements and questions.

Step Four

Now if you can understand the material well by reading, listen to the record again for consolidation of listening comprehension without glancing at the audio script.



Passage 1 California's textbook Project

⇒ Statements and Questions

- ___ 1. California was the first state in the nation to offer digital textbooks, and it started with high

school math and science last autumn.

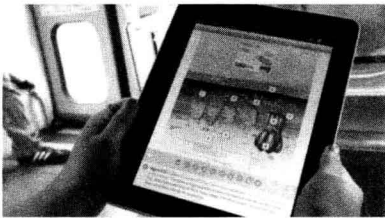
- ___ 2. Digital Textbook Initiative is a new program first advocated in California.
- ___ 3. Serious financial problems made the state cut the spending in schools.
- ___ 4. California provided digital math and science materials for high school students earlier this year, and these had to meet at least nineteen percent of the state's learning requirements.
- ___ 5. California required all schools to take digital textbooks for their students.
- ___ 6. Schools in California using digital textbooks are tuition-free for students.
- ___ 7. CK12 Foundation hired teachers and other education professionals to write and edit digital textbooks and the money came from its own.
- ___ 8. Many high school teachers take negative attitude toward the widespread use of digital textbooks.
9. How often does California approve traditional textbooks?

10. Susan Martimo, a California Department of Education official, says some schools with _____ will be the first to use digital textbooks, but only in addition to their traditional books.

❖ *New Words to Learn before Listening to the Passage Again* ❖

- | | |
|----------------------------|---|
| 1. digital [ˈdɪdʒɪtəl] | a. 数字/数码/手指(的) |
| 2. initiative [ɪˈnɪʃjətɪv] | n. 主动/积极性, 首创精神, 第一步; a. 主动/积极的, 起始的, 自发的 |
| 3. edit [ˈedɪt] | vt. 编辑, 校订; n. (cllql.) 编辑工作; 社论 |

⇒ *Audio Script for Further Understanding*



California has a new program called the **Digital¹ Textbook Initiative²**.

ARNOLD SCHWARZENEGGER: "Starting this fall with high school math and science, we will be the first state in the nation — the first state in the nation — to provide schools with a state-approved list of digital textbooks."

That was Governor Arnold Schwarzenegger in June, talking about his effort to get schools to use materials available free on line. He listed reasons why he thinks digital textbooks make sense. California approves traditional textbooks in six-year cycles. Digital ones can offer the latest information. They lighten the load of school bags. They save paper and trees, and make learning more fun and interactive. And lastly, he said, they help schools with their finances. The state has had to make severe cuts in school spending because of deep financial problems. More than six million students attend California public schools.

Earlier this year, California invited content developers to offer digital math and science materials for high schools. These had to meet at least ninety percent of the state's learning requirements. Specially trained teachers examined sixteen textbooks and approved ten of them. Six of the ten were published by the CK12 Foundation. Co-founder Neeru Khosla says the nonprofit group had been developing digital science and math books for about two years. The foundation paid teachers and other education professionals to write and **edit³** them. The money came from a group financed by the Khosla family. The AMAR Foundation also supports projects in India.

California cannot require schools to use the digital textbooks. Individual school districts will have to decide for themselves. Susan Martimo, a California Department of Education official, says she does not expect widespread use

right away. Her best guess is that some schools with a lot of technology will be the first to use them, but only in addition to their traditional books. School administrators point out that the text may be free on line, but students need a way to access them. Not everyone has a computer or electronic reader. Schools could print out copies, but that would not help the environment. Also, there is the cost to train teachers to use digital textbooks effectively. (363 words)



Passage 2 Is Online Learning Good or Bad?

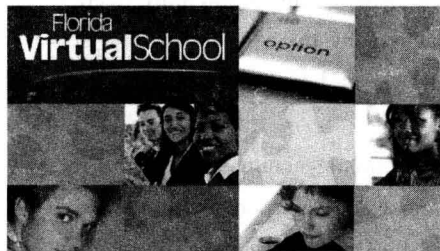
⇒ Statements and Questions

- ___ 1. Online learning has grown in full blossom in forty-two states of the United States.
 - ___ 2. The students attending Virtual School have earned higher grades than those taking the same courses in the traditional way.
 - ___ 3. The advent of Internet in the 1990s has led to the change of school idea.
 - ___ 4. Although online learners may learn at different times and different places, they may discuss together through text, video or voice at fixed time.
 - ___ 5. A new report from the Center for Evaluation and Education Policy at Indiana University says 80 cities in US have full-time virtual schools.
 - ___ 6. Students who have passed the A. P. test will certainly go to college.
 - ___ 7. Online teachers may teach students who live far away in different nations.
 - ___ 8. Studies have found that virtual schools help reduce the operating costs only to some extent.
9. Which state requires all students to have an online learning experience before they finish high school?
-
10. Fifty-six thousand students were enrolled since December at the Florida Virtual School that offers more than _____ courses today.

❖ New Words to Learn before Listening to the Passage Again ❖

1. enrolled [in'rɔ:ld]	<i>p. p.</i>	登记,注册,报名
2. as of	<i>phr. prep.</i>	自从,在...时
3. charter schools	<i>phr. n.</i>	公助私办的学校
4. Indianapolis [indiə'næpəlis]	<i>pro. n.</i>	印第安纳波利斯(美国印第安纳州首府)
5. Advanced Placement class	<i>phr. n.</i>	大学先修/预修课程

⇒ Audio Script for Further Understanding



Forty-two of the fifty American states offered some kind of public online learning this past school year. One state, Michigan, now requires all students to have an online learning experience before they finish high school. Even the idea of a school has changed since the rise of the Internet in the 1990s. A new report from the Center for Evaluation and Education Policy at Indiana University says eighteen states have full-time virtual schools. There are no

buildings. All classes are online. Online learners might work at different times. But there might be set times for class

discussions—by text, voice or video—and virtual office hours for teachers. Florida started the first statewide public virtual school in the United States in 1997. Today, the Florida Virtual School offers more than ninety courses. Fifty-six thousand students were **enrolled**¹ as of² December. Almost sixty percent were female. The school's website says each student was enrolled in an average of two classes. Two-thirds were also enrolled in public or **charter schools**³. Charter schools are privately operated with public money. Other students are home-schooled or in private school. Florida Virtual School has now opened the Florida Virtual Global School. Students in other countries pay for classes. Janet Hiking teaches an English class. She lives in **Indianapolis**⁴, Indiana. Her students live as far away as Africa and Japan. She says they are taking her **Advanced Placement class**⁵ to prepare for attending an American college. They can earn college credits by passing the A. P. test.

So how good are virtual schools? Studies have shown mixed results, as that new report from Indiana University notes. For example, students at Florida Virtual School earned higher grades than those taking the same courses the traditional way. And they scored higher on a statewide test. But virtual school students in Kansas and Colorado had lower test scores or performed at a lower level than traditional learners. Studies also find that virtual schools may not save much in operating costs. Education experts say the mixed results suggest the need for more research to find the best ways to teach in virtual schools. Also, they say schools of education need to train more teachers to work in both physical and virtual classrooms. (374 words)



III. Information Related to the Text (IRT)

Technology is on the verge of fundamentally reshaping the American education system. In particular, the technology to deliver full-length courses online is rapidly becoming a reality. The creation and delivery of courses over the Web will be the driving force for educational change in the 21st century. The computer will allow the creation of “learn by doing” courses designed by the best and the brightest experts in any given field. Quality universities will put their names on these courses, and companies will create them, guaranteeing employment to those who pass them. This will create tremendous changes for everyone involved in the education system.

New role for teachers

The teaching of traditional academic subjects, first in elementary school and later in high school, will be increasingly done via online courses. Eventually school libraries will contain hundreds of these courses. Teachers will be left to provide things that technology cannot: personal one-to-one tutoring; teaching kids how to work in a group to accomplish something; and teaching crucial interpersonal relationship skills.

Initially teachers may feel disenfranchised by this. But an important opportunity will emerge for teaching social skills that students desperately need, and teachers will understand they need to be the ones to fill this role. Today there is a push to measure teachers by their students' test scores. Tomorrow, teachers will be judged by more meaningful measures as we begin to value them for their human qualities.

Not only will teachers act much more as social workers or guidance counselors in the future, they will also give courses that explicitly focus on developing social and interpersonal skills. In many ways these courses will resemble the kinds of programs provided by Outward Bound. The teacher will be an advisor to the team, or a guide on an expedition. Right now teachers are authority figures.

Once teachers move out of that role, they will eliminate a roadblock that prevents them from connecting with the students who need the most guidance.

Changes in primary education

One of the biggest problems we have in elementary school is the amount of time kids are forced to sit still. Sitting still is so hard, and it's the last thing young children want to do. I'd rather see kids spending more time playing than doing academics. While I think there is a valuable lesson in teaching a seven-year-old to sit down and focus on a task, that task shouldn't be doing 1,400 multiplication tables.

Elementary school should be simply about reading, writing and arithmetic, about acquiring good work habits, and perhaps most importantly, about instilling a love of learning in each child. A lot of what in today's school system is considered extracurricular, like putting out a school paper, which ought to be the curriculum. Students learn more that way than any other way.

New roles for schools

We are moving in a direction where everybody is staring at a computer or a television all day and all night and not interacting with other people in a meaningful way. I think the schools will have to be the counterbalance to this trend, to actively provide opportunities for social interaction and to teach the skills required for successful interaction with other individuals. Part of the job of the school must be to help students learn how to work together and to be a functional part of society.

The school itself will evolve into a sort of student or community center, where kids are engaged in a variety of activities and projects. There will be a tremendous range of activities, but they will not be as purely academic as they currently are. When students are not participating in these activities, they will be taking online courses at home, or if the supervision there doesn't allow it, at school.

Schools will become much more connected to the community around them as activities bring students more and more into contact with their community. They will also become more connected to local businesses, as students have the opportunity to engage in real-world jobs with local employers. The school will become the center of the community in a much deeper way than it currently is.

Centralization of curriculum and instructional development and academic tutoring

The coming of ubiquitous networking technology will lead to the centralization of key functions in the education system, just as it has in the business world. I see this happening in three key areas.



First, the delivery of education via online courses will change the entire landscape of course development and control of the curriculum. Each academic field will have its experts help create the courses in that field. Consortiums of academic experts, educational technologists, and businesses will work to develop, update, refine and improve these courses. As a society, we will be able to realize tremendous efficiencies by developing these top-quality courses one time only. We will also realize a tremendous improvement in course quality control. All students in the country will be able to select from a wide range of top-quality courses in any subject that interests them.

Second, the fiction of local control of education will become evident and a panel of education experts, rather than local groups of well-meaning, but uninformed parents, will develop the curriculum. There will be no point of local school boards arguing over which courses should or should not be offered, when every imaginable expert-built course is available. A central body, comprised of the country's best experts on education and learning, with representatives from the various academic fields, will assume control over the curriculum represented by the online courses.

Third, the advance of technology, in particular live videoconferencing, will lead to the creation of a centralized pool of tutors for various subjects. Just as today's companies have centralized phone centers where customers can call in for service, we will see the creation of one-on-one tutoring services provided via live *videoconferencing*. Having trouble with some calculus problems? Just connect to the calculus tutoring center for a face-to-face session with an expert tutor. These learning service centers will provide students across the country, no matter what community they live in, with access to the best coaches available. (1,021 words)

Now please read the following statements 1-10, and write:

T (for **True**) if the statement agrees with the information given in the paragraphs;

F (for **False**) if the statement contradicts the information given in the paragraphs;

NG (for **Not Given**) if the statement is not given in the paragraphs.

⇒ **Statements**

- ___ 1. Companies will supply job opportunities to those college students who can pass the “learn by doing” courses based on computer in their major fields.
- ___ 2. During the 21st century, the teachers' role is to provide new technology to students through Web.
- ___ 3. In the future, teachers will give up their authorities and become the figures somewhat like personal guidance counselors for students.
- ___ 4. The author thinks that to help children develop the love of learning in elementary school is more important than to train them for academic purposes.
- ___ 5. Since most students spend much time on computer and television, schools should work out ways to help them quit the bad habit.
- ___ 6. According to the author, schools should take an active role to help students cultivate useful skills for successful social and personal interactions.
- ___ 7. In the future, schools will be more connected to the local businesses because students will have more chance to be involved in the working activities in those businesses.
- ___ 8. In spite of the spread of online learning, the future course curriculum will still remain mostly the same as the traditional one.
- ___ 9. In the future, the curriculum will be developed by education experts as well as a group of well-meaning parents.
- ___ 10. The advance of technology, such as live videoconferencing will lead to the unemployment of many unqualified teachers.



IV. Confusing Vocabulary Discrimination (CVD)

1. **[continual]** *adj.* (usu. of bad things) going on all the time without stopping, or repeatedly: e. g. *continual harassment* (不断的骚扰)
[continuous] *adj.* uninterrupted in time, sequence, substance or extent: e. g. a *continuous flight* (不间断飞行)
2. **[genuine]** *adj.* (1) actual; real; not fake or artificial: e. g. *genuine paintings* (亲笔画) (2) sincere, honest: e. g. a *genuine apology* (真诚的道歉)
[authentic] *adj.* (1) true: e. g. *an authentic signature* (亲笔签名) (2) worthy of trust, reliance, or belief: e. g. *an authentic confession* (可信的忏悔)
3. **[instant]** *adj.* (1) coming or happening at once: e. g. *pills with instant effect* (速效药丸) (2) (of food preparations) that can very quickly and easily be made ready for use. : e. g. *instant coffee* (速溶咖啡) (not “instantaneous coffee”) (3) urgent; imperative: e. g. *instant needs* (急需)
[instantaneous] *adj.* present or occurring at once: e. g. *five victims of instantaneous death in a car accident* (车祸中当即死去的五名遇难者)
4. **[flaw]** *n.* (1) crack or fault; imperfection: e. g. *flaws in the jade* (玉上的瑕疵) (2) mistake: e. g. *an explanation full of flaws* (漏洞百出的解释) (3) a defect or shortcoming in something intangible: e. g. *Impatience was the greatest flaw in his character.* (他的性格最大的弱点就是缺乏耐心。)
[defect] *n.* fault or lack that spoils a person or thing; deficiency: e. g. *defects in present social system.* (现行社会体制的不足之处); *the defect of his character* (他的性格缺陷)
[mistake] *n.* (1) misconception or wrong understanding: e. g. *There are mistakes in your understanding of this issue.* (你对这个问题的理解有错误。)(2) an error or a fault resulting from defective judgment; things done incorrectly: e. g. *spelling mistakes* (拼写错误)
5. **[imaginative]** *adj.* having a lively imagination: e. g. *an imaginative art work* (富有想象力的艺术作品)
[imaginary] *adj.* existing only in imagination; unreal: e. g. *imaginary romance* (虚构的罗曼史)
[imaginable] *adj.* conceivable in the imagination; able to be imagined: e. g. *adversity imaginable* (可以想象的逆境)
6. **[vocation]** *n.* (1) (~ for/to sth.) a strong feeling that one is called to do and qualified for, a certain kind of work, esp. a social or religious career: e. g. *vocation to the ministry* (从事牧师的使命感) (2) (~ for sth.) natural liking or aptitude for a certain type of work: e. g. *She has vocation for dancing.* (她天生就是跳舞的料。)(3) a regular occupation, trade or profession: e. g. *take acting as his vocation* (以演员作为他的职业)
[career] *n.* (1) profession or occupation: e. g. *a career in journalism* (新闻工作) (2) the general course or progression of one's working life or the development of a party: e. g. *the career of the Communist Party* (共产党的发展史) (3) quick or violent forward movement: e. g. *run in full career* (飞跑)
7. **[simulate]** *v.* (1) to pretend to have or feel: e. g. *simulate happiness* (假装高兴) (2) to reproduce certain condition by means of a model; to imitate: e. g. *simulate conditions in outer space* (模拟外太空环境) (3) to take on the appearance, form or sound of sb./sth. : e. g. *The butterfly simulates a dead leaf.* (蝴蝶装成一片树叶。)
[mimic] *v.* (1) to copy the appearance of sb. or sth. to make fun: e. g. *mimic his father's voice* (模仿他父亲的声音) (2) to resemble closely: e. g. *marble polished to mimic jade* (抛光后酷似玉石的大理石)
8. **[assemble]** *v.* (1) to come together; collect: e. g. *The whole staff assembled in the hall.* (全体员工在大厅集合。)(2) to fit (parts) together: e. g. *assemble the furniture* (组装家具)
[resemble] *v.* to be like or similar to (sb. else or sth. else): e. g. *She resembles her father in looks.* (她长得像她父亲。)

9. **[proficient]** *adj.* (~ in/at sth. / doing sth.) doing or able to do sth. in a skilled or an expert way; e. g. *proficient at operating computer* (精通计算机的操作)
- [competent]** *adj.* (~ as/at/in sth.); (~ to do sth.) having the necessary ability, authority, skill, or knowledge; e. g. *He is competent at his work.* (他能胜任他的工作。)
10. **[comply with]** *phr. v.* to do sth. as one is requested, commanded; obey; e. g. *She refused to comply with what her boss requested.* (她拒绝服从老板的要求。)
- [subject]** *v.* (~ sb. /sth. to sth.) (1) to bring a country or a person under one's control; e. g. *Napoleon subjected most of Europe to his rule.* (拿破仑统治了欧洲的大部分。)(2) to cause sb. /sth. to experience or undergo sth.; e. g. *He was subjected to guilt.* (他不断遭受内疚的折磨。)

Choose the best answer to complete each of the following sentences, making it logical and grammatical.

1. The ____ interruption from others prevented us from completing the project as scheduled.
A. continuous B. continual C. continued D. continuing
2. Before his death, Mr. Johnson gave a/an ____ apology to his wife for his being so rude to her during their marriage time.
A. realistic B. inauthentic C. unreal D. genuine
3. Mr. Wu promised to give a hand when his friend was in ____ need of help.
A. instant B. intense C. spontaneous D. instantaneously
4. The expert indicated that the ____ in our present education system is that too much focus has been put on exams.
A. mistakes B. faults C. error D. defect
5. What you described is a fiction. It is ____ prosperity.
A. imaginable B. imagining C. imaginary D. imaginative
6. At the end of his life, the old man looked back on his ____ and he sadly found that it was a failure.
A. progress B. development C. vocation D. career
7. To make her parents pleased, she carefully ____ that she was happy.
A. mimicked B. imitated C. simulated D. assimilated
8. Linda ____ her twin sister in looks as well as characters.
A. assembles B. resembles C. looks alike D. seems like
9. You'll feel regretful if you hire this man. He is not ____ in this work.
A. proficiency B. good C. qualifying D. competent
10. The old woman's strange behavior ____ her son to ridicule.
A. put B. subjected C. forced D. abused

Part B Main Dishes



I. Fast Reading (FR)

In this part, you will have 10 minutes to go over one or two passages quickly and then read following ten statements. For statements 1-10, write:

T (for True) if the statement agrees with the information given in the passages;

F (for False) if the statement contradicts the information given in the passages;

NG (for Not Given) if the statement is not given in the passages.

◀ Passage 1 ▶ The American Education System

International students who come to the United States may wonder about their American classmates' prior education. Due to its local variations, the American education system appears confusing. In addition, the structure and procedures at American universities differ somewhat from other systems, the British model, for example. This is a brief overview of the American school and university systems.

To begin with, because the country has a federal system of government that has historically valued local governance, no country-level education system or curriculum exists in the United States. The federal government does not operate public schools. Each of the fifty states has its own Department of Education that sets guidelines for the schools of its own. Public schools receive funding from the individual state, and also from local property taxes. Public colleges and universities receive funding from the state in which they are located. Each state's legislative body decides how much will be given to public colleges and universities. Students in grades 1-12 do not pay tuition. College and university students do pay tuition, but many of them earn scholarships or receive loans. Much of the control of American public schools lies in the hands of each local school district. Each school district is governed by a school board: a small committee of people elected by the local community or appointed by the local government. The school board sets general policies for the school district and ensures that state guidelines are met.

Generally, school districts are divided into elementary schools, middle schools, and high schools. Elementary schools are composed of students in kindergarten and grades 1-5. Most children attend kindergarten when they are five-years-old. Children begin grade one at six. Middle school is composed of students in grades 6-8 and high school contains grades 9-12. High school students are required to take a wide variety of courses such as in English, mathematics, science, and social science. They may also be required to take foreign language or physical courses, and they may elect to take music, art or theatre courses. Many high schools also offer vocational training courses. A course can be one semester or two semesters in length. The academic year generally begins in mid August and ends in early June.

In the United States, education is compulsory for all students until the age of sixteen to eighteen depending on the individual state. According to the U. S. Census Bureau, 89% of people aged 18 to 24 were high school graduates in 2006. Most high school students graduate at the age of seventeen or eighteen. A student graduates after he or she has successfully passed all the required courses. Grades are given to students for each course at the end of each semester. The grading scale is A (excellent), B (above average), C (average), D (below average), and F (failing). A student who fails a required course must repeat the course. The U. S. Census Bureau reports that 58% of high school graduates were enrolled in colleges or universities in 2006. Students have the option of attending a two-year community college (also known as a junior college) before applying to a four-year university. Admission to community college is easier, tuition is lower, and class sizes are often