《英语实践 2》

Unit 1 Education

Part I Listening Comprehension

Section A Long Conversation

Directions: *In this section, you will hear one long conversation. At the end of the conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B),C) and D).*

Questions 1 to 3 are based on the conversation you have just heard.

1. A) Which major the woman will be choosing.
   B) An anthropology course the woman is taking.
   C) How to find a job in publishing.
   D) Which anthropology professors the man recommends.
2. A) It is not as difficult as she had thought it would be.
   B) She would like her professor to explain it more clearly.
   C) She took a class on it last semester.
   D) Her professor will write a book on it soon.
3. A) Her professor. B) A classmate.
   C) Her former boss. D) A foreign diplomat.

Section B Passages

Directions: *In this section, you will hear two short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).*

Questions 4 to 6 are based on the passage you have just heard.

4. A) By drawing pictures. B) By solving riddles.
   C) By watching rap videos. D) By playing games.
5. A) Because he wants to make money.
   B) Because they are capable but often get discouraged.
   C) Because he is a humanitarian.
   D) Because he is assigned to teach them.
6. A) He wants to make students eager to learn math.
   B) He wants to be a star teacher.
   C) He wants to open a school himself.
   D) He wants to help African Americans.

Questions 7 to 10 are based on the passage you have just heard.

7. A) Seismologists haven’t developed any ways to predict earthquake.
   B) Scientists can foretell the specific time and location of an earthquake.
   C) The earthquake prediction helps people prevent it from happening.
   D) The earthquake prediction can only locate potential areas of danger.

8. A) Seismic activity.
   B) An opening in the Earth's crust.
   C) Crack in the Earth's core.
   D) A lot of noise before an earthquake.
9. A) They termed the second prediction model.
   B) They observed ground tilt before earthquakes.
   C) They learned lessons from major earthquakes.
   D) They evacuated people from the city in time.
10. A) He believes the third model will be combined with the first one.
   B) He couldn't agree with the second model any more.
   C) He has some reservations about all the three models.
   D) He obviously doesn't favor any of the three models at all.

Section C Recording

Directions: *In this section, you will hear a recording followed by three or four questions. The recording will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C and D).*

Questions 11 to 13 are based on the recording you have just heard.

11. A) Language. B) Mathematics.
   C) Liberal arts. D) Philosophy.
12. A) Because teachers bring the dislike of math to students.
   B) Because math is tough and boring.
   C) Because students think math is not very important.
   D) Because most Americans are not good at math.
13. A) To help children learn math in an easy way.
   B) To help children realize the importance of math.
   C) To help children learn to play math games.
   D) To help children become interested in math.

Part II Reading Comprehension

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. You may not use any of the words in the bank more than once.*

A. asset	I. permanently
B. delayed	J. prevalent
C. deviates	K. simultaneously
D. equivalent	L. stems
E. identified	M. successively
F. intentions	N. underlying
G. object	O. visualizing
H. overwhelming	

Quite often, educators tell families of children who are learning English as a second language to speak only English, and not their native language, at home. Although these educators may have good ___14___, their advice to families is misguided, and it ___15___ from misunderstandings about the process of language acquisition. Educators may fear that children hearing two languages will become ___16___ confused and thus their language development will be ___17___; this concern is not documented in the literature. Children are capable of learning more than one language, whether ___18___ or sequentially. In fact, most children outside of the United States are expected to become bilingual or even, in many cases, multilingual. Globally, knowing more than one language is viewed as an ___19___ and even a necessity in many areas.

It is also of concern that the misguided advice that students should speak only English is given primarily to poor families with limited educational opportunities, not to wealthier families who have many educational advantages. Since children from poor families often are ___20___ as at-risk for academic failure, teachers believe that advising families to speak English only is appropriate. Teachers consider learning two languages to be too ___21___ for children from poor families, believing that the children are already burdened by their home situations.

If families do not know English or have limited English skills themselves, how can they communicate in English? Advising non-English-speaking families to speak only English is ___22___ to telling them not to communicate with or interact with their children. Moreover, the ___23___ message is that the family's native language is not important or valued.

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.*

Universities Branch Out

[A] As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.

[B] In response to the same forces that have driven the world economy, universities have

become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and collaborative (合作的) research programs to advance science for the benefit of all humanity.

[C] Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U.K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.

[D] Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer internships (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity—and providing the financial resources to make it possible.

[E] Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty postdoctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U.S. team.

[F] As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet infrastructure and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop

around the university.

[G] For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.

[H] American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U.S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U.K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.

[I] Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and—like immigrants throughout history—strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most cherished values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

24. American universities prepare their undergraduates for global careers by giving them chances for international study or internship.
25. Since the mid-1970s, the enrollment of overseas students has increased at an annual rate of 3.9 percent.
26. The enrollment of international students will have a positive impact on America rather than threaten its competitiveness.
27. The way research is carried out in universities has changed as a result of globalization.
28. Of the newly hired professors in science and engineering in the United States, twenty percent come from foreign countries.
29. The number of foreign students applying to U.S. universities decreased sharply after September 11 due to changes in the visa process.
30. The U.S. federal funding for research has been unsteady for years.
31. Around the world, governments encourage the model of linking university-based science and industrial application.

32. Present-day universities have become a powerful force for global integration.

33. When foreign students leave America, they will bring American values back to their home countries.

Section C

Directions: *The following passage is followed by some questions or unfinished statements. For each of them there are four choices marked A),B),C) and D).You should decide on the best choice.*

Recently I attended several meetings where we talked about ways to retain students and keep younger faculty members from going elsewhere.

It seems higher education has become an industry of meeting-holders whose task is to "solve" problems—real or imagined. And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired—not to teach but to hold meetings—has increased significantly. Every new problem creates a new job for an administrative fixer. Take our Center for Teaching Excellence. Contrary to its title, the center is a clearing house（信息交流中心）for using technology in classrooms and in online courses. It's an administrative sham（欺诈）of the kind that has multiplied over the last 30 years.

I offer a simple proposition in response: Many of our problems—class attendance, educational success, student happiness and well-being—might be improved by cutting down the bureaucratic mechanisms and meetings and instead hiring an army of good teachers. If we replaced half of our administrative staff with classroom teachers, we might actually get a majority of our classes back to 20 or fewer students per teacher. This would be an environment in which teachers and students actually knew each other.

The teachers must be free to teach in their own way—the curriculum should be flexible enough so that they can use their individual talents to achieve the goals of the course. Additionally, they should be allowed to teach, and be rewarded for doing it well. Teachers are not people who are great at and consumed by research and happen to appear in a classroom. Good teaching and research are not exclusive, but they are also not automatic companions. Teaching is an art and a craft, talent and practice; it is not something that just anyone can be good at. It is utterly confusing to me that people do not recognize this despite the fact that pretty much anyone who has been a student can tell the difference between their best and worst teachers.

34. What does the author say about present-day universities?

A) They are effectively tackling real or imagined problems.

B) They often fail to combine teaching with research.

C) They are over-burdened with administrative staff.

D) They lack talent to fix their deepening problems.

35. According to the author, what kind of people do universities lack most?

A) Good classroom teachers.　　B) Efficient administrators.

C) Talented researchers.　　D) Motivated students.

36. What does the author imply about the classes at present?

A) They facilitate students' independent learning.
B) They help students form closer relationships.
C) They have more older students than before.
D) They are much bigger than is desirable.

37. What does the author think of teaching ability?
A) It requires talent and practice.
B) It is closely related to research.
C) It is a chief factor affecting students' learning.
D) It can be acquired through persistent practice.

38. What is the author's suggestion for improving university teaching?
A) Creating an environment for teachers to share their teaching experiences.
B) Hiring more classroom teachers and allowing them to teach in their own way.
C) Using high technology in classrooms and promoting exchange of information.
D) Cutting down meetings and encouraging administrative staff to go to classrooms.

Part III Vocabulary and Structure

Directions: *There are 20 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the ONE that best completes the sentence.*

39. People's expectations about the future may have more influence on their sense of well-being than their _____ state does.
A) current B) initial C) modern D) primitive

40. The findings paint a unique picture of the shopping habits of customers, plus their motivation and _____.
A) privileges B) possibilities C) possessions D) preferences

41. It's good to know that quite a few popular English expressions actually _____ from the Bible.
A) acquire B) obtain C) derive D) result

42. Tom, did it ever _____ to you that you would be punished for cheating on exams?
A) happen B) occur C) reflect D) strike

43. In the U.S. 88 percent of smokers had started before they were 18, despite the fact that it is _____ to sell cigarettes to anyone under that age.
A) liable B) liberal C) irrational D) illegal

44. According to the key witnesses, a peculiarly big nose is the criminal's most memorable facial _____.
A) feature B) hint C) spot D) signature

45. Some people argue that the death _____ does not necessarily reduce the number of murders.
A) plot B) practice C) penalty D) pattern

46. Many personnel managers say it is getting harder and harder to _____ honest applicants from the growing number of dishonest ones.
A) distinguish B) disguise C) dissolve D) discount

47. A special feature of education at MIT is the opportunity for students and faculty to _____ together in research activities.
A) specialize B) participate C) consist D) involve

48. Research shows that there is no _____ relationship between how much a person earns and whether he feels good about life.

A) successive B) subsequent C) significant D) sincere

49. Lung cancer, like some other cancers, often doesn't produce _____ until it is too late and has spread beyond the chest to the brain, liver or bones.

A) trails B) therapies C) symptoms D) symbols

50. The physical differences between men and women can be _____ directly to our basic roles as hunters and child-bearers.

A) pursued B) traced C) switched D) followed

51. It is clear that the dog has a much greater _____ of its brain devoted to smell than is the case with humans.

A) composition B) compound C) percent D) proportion

52. American college students are increasingly _____ with credit card debt and the consequences can be rather serious.

A) boosted B) burdened C) discharged D) dominated

53. The most successful post-career athletes are those who can take the identity and life skills they learned in sports and _____ them to another area of life.

A) utilize B) employ C) apply D) exert

54. _____ by the superstars on television, the young athletes trained hard and played intensely.

A) Imitated B) Imposed C) Insured D) Inspired

55. To speed up the _____ of letters, the Post Office introduced automatic sorting.

A) treatment B) delivery C) transmission D) departure

56. Politically these nations tend to be _____, with very high birth rates but poor education and very low levels of literacy.

A) unstable B) reluctant C) rational D) unsteady

57. The London Marathon is a difficult race._____, thousands of runners participate every year.

A) Therefore B) Furthermore C) Accordingly D) Nevertheless

58. The more a nation's companies _____ factories abroad, the smaller that country's recorded exports will be.

A) lie B) spot C) stand D) locate