

Test 1 Thinking as a Hobby

Part I Vocabulary & Grammar

Directions: In this part, there are 30 incomplete sentences, each with four suggested answers. Choose the one that best completes the sentence.

1. However _____ were Marvin Gaye's beginnings as a member of his father's church choir, he became a famous and esteemed performer.
A. powerful
B. popular
C. inspiring
D. modest
2. Current software or engineering managers cannot afford to _____ behind new technical developments before finding themselves hopelessly outdated.
A. lag
B. retreat
C. retard
D. linger
3. The main features of the telegraph were developed by two inventors, but it was Samuel Morse who successfully _____ their ideas.
A. integrated
B. publicized
C. financed
D. conformed
4. In judging the degree of his guilt, the question remains whether he acted out of purely _____ motives or whether he acted with thoughts of his own advantage in mind.
A. selfish
B. generous
C. benevolent
D. disinterested
5. All these rumors are _____ false, but the firms in question would be well advised not to bother denying them.
A. indistinctly
B. utterly
C. conditionally
D. defectively
6. Being a happy person does not prevent _____ and heartbreak when your dog dies, or when you lose your job, or when you have problems with a partner.
A. aliment
B. anger
C. anguish
D. anxiety
7. Our _____ population and voracious use of the earth's resources are leading to unprecedented multiple environmental crises.
A. filling
B. bulging
C. confronting
D. hustling



Test 1



■ 现代大学英语（第二版）精读4 ■ 同步测试

27. _____ most bamboo blooms every year, there are some species that flower only two or three times a century.
- A. Whenever B. That
C. While D. However
28. _____ so incredible is that these insects successfully migrate to places that they have never even seen.
- A. That makes the monarch butterflies' migration
B. The migration of the monarch butterflies is
C. What makes the monarch butterflies' migration
D. The migration of the monarch butterflies, which is
29. Throughout history, trade routes have increased contact between people, _____, and greatly affected the growth of civilization.
- A. resulted in an exchange of ideas
B. have resulted in an exchange of ideas
C. an exchange of ideas has resulted
D. resulting in an exchange of ideas
30. Barbara Jordan was the first woman in the South to win an election to the House of Representatives, _____ as Congresswoman in Texas from 1973 to 1979.
- A. to serve B. serving
C. served D. has served

Part II Proofreading and Error Correction

Directions: The following passage contains 10 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.

We the faculty take no pride in our educational achievement with you. For these four years, college education has deprived you students of proper education, and preparing you inadequately for the society.

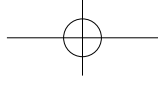
1. _____

For years we have created a altogether forgiving world, in which whatever slight effort you gave was all which was demanded. When you did not keep appointments, we made new ones. When your work came in beyond the deadline, we had pretended not to care. Worse still, when you were boring,

2. _____

3. _____

4. _____



we acted as if you are saying something important. When you tossed on our desks writing upon which you were not labored, we read it and even responded, as though you earned a response. When you were dull, we pretended you were smart. When you demanded free lunch, we served it.

That is why, on this commencement day, we have something in which to take much pride. Oh yes, there is one more thing. Try not to act toward your co-workers and bosses as you have acted for us. I mean, when they give you what you want and have not earned, don't abuse them, insult them, act out with them your parlous relationships with your parents. This too we have been tolerated. It was as I said, not to be liked. So go, unlearn the lies we taught you. To life!

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Part III Translation

Section A

Directions: Translate the following passage into Chinese.

Education begins with teachers. Yet teaching seems to be losing its appeal for many of the best and brightest college students. In high school, many of the best students decide that they want to be teachers, but their relatives and friends soon convince them to change their minds. One student's mother kept reminding her of the relatively *skimpy* (缺乏的) salaries teachers currently earn until the student changed to another major. Another student took computer science courses because his father thought that teachers were at the bottom of the social ladder. One said that none of her friends looked upon teaching as a worthwhile career, so she came to think of teaching as not noble enough and went into pharmacy instead. According to recent reports on the shortcomings of American public schooling, teaching's lack of appeal for the brightest college students is one of the teaching profession's most worrisome problems.



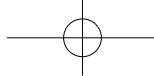
Section B

Directions: Translate the following passage into English.

认识落后,才能改变落后。学习先进,才有可能赶超先进。提高我国的科技水平,必须坚持独立自主、自力更生的方针。但是,独立自主不是闭关自守,自力更生不是盲目排外。科学技术是人类共同创造的财富。我们不仅因为今天科技落后才需要向外国学习,即使我们的科学技术赶上世界先进水平,也还要学习人家的长处。

Useful words and expressions:

| | |
|--------------|--|
| 赶超 | to catch up with and surpass |
| 独立自主、自力更生的方针 | the policy of independence and self-reliance |
| 闭关自守 | to shut the door to the world |
| 盲目排外 | blind opposition to everything foreign |



Part IV Reading Comprehension

Directions: In this part, there are two passages followed by some questions or unfinished statements. Choose the best answer to each of them.

Passage 1

It is remarkable, the character of the pleasure we derive from the best books. They impress us with the conviction that **one nature wrote and the same reads**. We read the verses of one of the great English poets, of Chaucer, of Marvell, of Dryden, with the most modern joy—with a pleasure, I mean, which is in great part caused by the abstraction of all time from their verses. There is some awe mixed with the joy of our surprise, when this poet, who lived in some past world, two or three hundred years ago, says that which lies close to my own soul, that which I also had well-nigh thought and said. But for the evidence thence to the philosophical doctrine of the identity of all minds, we should suppose some preestablished harmony, some foresight of souls that were to be, and some preparation of stores for their future wants, like the fact observed in insects, who lay up food before death for the young grub they shall never see.

I would not be hurried by any love of system, by any exaggeration of instincts, to *underrate* (低估) the Book. We all know, that as the human body can be nourished on any food, though it were boiled grass and the broth of shoes, so the human mind can be fed by any knowledge. And great and heroic men have existed who had almost no other information than by the printed page. I only would say that it needs a strong head to bear that diet. One must be an inventor to read well. As the proverb says, “He that would bring home the wealth of the Indies, must carry out the wealth of the Indies.” There is then creative reading as well as creative writing. When the mind is braced by labor and invention, the page of whatever book we read becomes luminous with manifold allusion. Every sentence is doubly significant, and the sense of our author is as broad as the world. We then see, what is always true, that as the *seer's* (有异常洞察力的人) hour of vision is short and rare among heavy days and months, so is its record, *perchance* (意外地), the least part of his volume. The *discerning* (有洞察力的) will read, in his Plato or Shakespeare, only that least part—only the authentic utterances of the oracle—all the rest he rejects, were it never so many times Plato's and Shakespeare's.

Of course there is a portion of reading quite indispensable to a wise man. History and exact science he must learn by laborious reading. Colleges, in like manner, have their indispensable duty—to teach elements. But they can only highly serve us when they aim not to drill, but to create; when they gather from far every ray of various genius to their hospitable halls, and by the concentrated fires, set the hearts of their youth on flame.



1. By “one nature wrote and the same reads” (Paragraph 1), the author means that _____.
 - A. the author is rereading his own book
 - B. nature writing is read by the same people
 - C. author and reader live in the same era
 - D. author and reader are in accord
2. The author uses the image of insects (Paragraph 1) to parallel his discussion of _____.
 - A. past writers storing knowledge for future readers
 - B. authors working in grubby surroundings
 - C. soulless parents toiling blindly for unknowing children
 - D. food chain
3. A good title for the second paragraph might be _____.
 - A. Creative Writing
 - B. Creative Reading
 - C. Visions of the Past
 - D. Rating Books
4. The proverb the author cites (Paragraph 2) is used to support his theory that _____.
 - A. one must apply knowledge to extract knowledge
 - B. the rich need more education than the poor
 - C. all the wealth in the world will not make a man a genius
 - D. the wealth of the present is found in the past
5. The author calls for an educational system that _____.
 - A. includes works of the masters
 - B. teaches students to write brilliantly
 - C. inspires creativity in scholars
 - D. both A and B

Passage 2

For my proposed journey, the first priority was clearly to start learning Arabic. I have never been a linguist. Though I had traveled widely as a journalist, I had never managed to pick up more than a *smattering* (少量) of phrases in any tongue other than French, and even my French, was laborious for want of lengthy practice. The prospect of tackling one of the notoriously difficult languages at the age of forty, and trying to speak it well, both *deterred* (吓住) and excited me. It was perhaps expecting a little too much of a curiously unreceptive part of myself, yet the possibility that I might gain access to a completely alien culture and tradition by this means was enormously pleasing.

I enrolled as a pupil in a small school in the center of the city. It was run by a Mr. Beheit, of dapper appearance and explosive temperament, who assured me that after three months of his special treatment I would speak Arabic fluently. Whereupon he drew from his desk a postcard which an old pupil had sent him from somewhere in the Middle East, expressing great gratitude and reporting the astonishment of local Arabs that he could converse with them like a native. It was written in English. Mr. Beheit, himself spent most of his time coaching businessmen in French.



and through the thin, *partitioned* (隔开的) walls of his school one could hear him bellowing in exasperation at some confused entrepreneur: “*Non, M. Jones. Je ne suis pas Francais. Pas, Pas, Pas!*” (No, Mr. Jones, I’m not French, I’m NOT, NOT, NOT!) I was gratified that my own tutor, whose name was Ahmed, was infinitely softer and less public in approach.

For a couple of hours every morning we would face each other across a small table, while we discussed in meticulous detail the color scheme of the tiny cubicle, the events in the street below and, once a week, the hair-raising progress of a window-cleaner across the wall of the building opposite. In between, bearing in mind the particular interest I had in acquiring Arabic, I would inquire the way to some imaginary *oasis* (沙漠中的绿洲), anxiously demand fodder and water for my camels, wonder politely whether the sheikh was prepared to grant me audience now. It was all hard going. I frequently despaired of ever becoming anything like a fluent speaker, though Ahmed assured me that my pronunciation was above average for a Westerner. This, I suspected, was partly flattery, for there are a couple of Arabic sounds which not even a gift for mimicry allowed me to grasp for ages. There were, moreover, vast distinctions of meaning conveyed by subtle sound shifts rarely employed in English.

Each day I was mentally exhausted by the strain of a morning in school, followed by an afternoon struggling at home with a tape recorder. Yet there was relief in the most elementary forms of understanding and progress. When merely got the drift of a torrent which Ahmed had just released, I was childishly excited. When I managed to roll a complete sentence off my tongue without apparently thinking what I was saying, and it came out right, I beamed like an idiot. And the enjoyment of reading and writing the flowing Arabic script was something that did not leave me once I had mastered it. By the end of June, no one could have described me as anything like a fluent speaker of Arabic. I was approximately in the position of a fifteen-year old who, equipped with a **modicum** of schoolroom French, nervously awaited his first trip to Paris. But this was something I could reprove upon in my own time. I bade farewell to Mr. Beheit, still struggling to drive the French negative into the still confused mind of Mr. Jones.

1. Which of the following is NOT characteristic of Mr. Beheit?
 - A. He had a neat and clean appearance.
 - B. He was highly emotional.
 - C. He was very modest about his success in teaching.
 - D. He sometimes lost his temper and shouted loudly when teaching.
2. It is known from the passage that the author _____.
 - A. had a good command of French
 - B. couldn’t make sounds properly when learning Arabic
 - C. spoke highly of Mr. Beheit’s achievements in language teaching
 - D. liked Ahmed’s style of teaching very much

