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 beginn	nings 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	developments before finding themselves hope	elessly outdated.	
	A. lag	B. retreat	
	C. retard	D. linger	
3.	The main features of the telegraph were deve	eloped 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	on 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	

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8.	A corporation is a business organization tha with particular rights and duties.	at is formed to act as a single person and is legally			
	A. created	B. demanded			
	C. endowed	D. traced			
9.	The retiring professor made important ac	chievements in research and was by his			
	colleagues.				
	A. evaluated	B. exalted			
	C. fascinated	D. examined			
10.	When I saw her walking along the street dee	p at night, I was really alarmed by her complexion.			
	She looked so just like a ghost.				
	A. gentle	B. general			
	C. simple	D. hideous			
11.	The of the financial empire set up	by the small group was more than a disaster; it			
	affected millions of small investors.				
	A. damage	B. collapse			
	C. threatening	D. captive			
12.	Whether it's because of a crash diet, general	I malnutrition or some genetic or biological defect,			
	in certain nutrients can cause hair loss.				
	A. disadvantages	B. faults			
	C. deficiencies	D. delicacies			
13.	It was a Sunday morning; I was waken before five by the rain hammering against the				
	bedroom window.				
	A. remorselessly	B. reluctantly			
	C. restlessly	D. resultlessly			
14.	To provide a wholesome environment, it	is necessary to the four pests, namely			
	mosquitoes, flies, bugs and rats.				
	A. do away	B. do away of			
	C. do away from	D. do away with			
15.	Unless we can draw out lessons for our own	times, history becomes a series of dry data			
	points with no broader relevance.				
	A. anything but	B. nothing but			
	C. all but	D. everything but			
16.	The weather forecast is not for cooler weather	er;, it is expected to be warmer.			
	A. or anything	B. in anything			
	C. if anything	D. for anything			
17.	A national emergency of imminent enemy in	avasion evokes among a nation's citizens.			
	A. strength	B. solidarity			
	C. uniformity	D. harmony			

18. The meanings of the individual words do not help define an expression like '					
	any time."				
	A. literary	B. literature			
	C. literal	D. literate			
19.	The reception was attended by various _	members of the local community and			
	representatives of regional industries.				
	A. proficient	B. conspicuous			
	C. prominent	D. projecting			
20.	When Lily was born, we gave Emma a baby of	doll so that she wouldn't feel left			
	A. out	B. aside			
	C. behind	D. over			
21.	He was punished he should make the	same mistake again.			
	A. unless	B. provided			
	C. if	D. lest			
22.	The stratospheric ozone layer is not a comple	etely uniform stratum, does it occur at the			
	same altitude around the globe.				
	A. so	B. nor			
	C. either	D. too			
23.	The solitary scientist by himself or l	The solitary scientist by himself or herself has in many instances been replaced by a			
	cooperative scientific team.				
	A. to make important discoveries				
	B. important discoveries were made				
	C. making important discoveries				
	D. has made important discoveries				
24.		f chemicals, several pieces of simple equipment,			
	and running water.				
	A. For the development of film	B. To develop film			
	C. When film is developed	D. In developing film			
25.	-	has no allergies (过敏) can cause mild to serious			
	reactions in a person allergies.				
	A. has	B. which having			
	C. can have	D. with			
26.		ol systems by the late eighteenth century, but only			
	in New England and open to all stude				
	A. primary schools were free	B. free were primary schools			
	C. were free primary schools	D. were primary schools free			

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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 su	ccessfully migrate to places that they have never	
	even seen.		
	A. That makes the monarch butterflies' migra	tion	
	B. The migration of the monarch butterflies is	8	
	C. What makes the monarch butterflies' migra	ation	
	D. The migration of the monarch butterflies,	which is	
29.	Throughout history, trade routes have increa	sed 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		
80.	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	1
you inadequately for the society.	
For years we have created a altogether forgiving world, in	2
which whatever slight effort you gave was all which was	3
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,	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.	
_	

7			
/			

8			
Δ.			

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.

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	Section B			
Directions: Translate the f	following passage into English.			
坚持独立自主、自力更生的 科学技术是人类共同创造的	后。学习先进,才有可能赶超先进。提高我国的科技水平,必须方针。但是,独立自主不是闭关自守,自力更生不是盲目排外。 财富。我们不仅因为今天科技落后才需要向外国学习,即使我水平,也还要学习人家的长处。 s: to catch up with and surpass the policy of independence and self-reliance to shut the door to the world blind opposition to everything foreign			
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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.

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1.	By "one nature wrote and the same reads" (Pa	aragraph 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 (Paragra	ph 1) to parallel his discussion of
	A. past writers storing knowledge for future r	eaders
	B. authors working in grubby surroundings	
	C. soulless parents toiling blindly for unknow	ring children
	D. food chain	
3.	A good title for the second paragraph might b	e
	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 know	vledge
	B. the rich need more education than the poor	r
	C. all the wealth in the world will not make a	man a genius
	D. the wealth of the present is found in the pa	st
5.	The author calls for an educational system that	at
	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 Français. 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

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3.	It can be inferred from the passage that Ahmed was	
	A. a fast speaker	B. a boring speaker
	C. a concise speaker	D. an interesting speaker
4.	The word "modicum" in the last paragraph can be replaced by	
	A. competence	B. excellence
	C. mimicry	D. smattering
5.	Which of the following statements is NOT true according to the passage? A. The author's intended journey created particular difficulties in his learning of Arabic	

- C. The author found learning Arabic was a grueling experience but rewarding.
- D. The author regarded Ahmed's praise of his pronunciation as tongue-in-cheek.