

《现代大学英语》系列辅导丛书

CONTEMPORARY

Synchronous Tests

COLLEGE ENGLISH

现代大学英语

精读 4

同步测试

编者：国伟

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

精读是我国培养外语人才的一门不可或缺的课程。随着我国对外语人才的要求不断提高，精读课的地位和作用正变得日益重要，广大师生也迫切需要一套编排科学、内容丰富的高质量的高质量的精读教材。在这种形势下，北京外国语大学英语系的杨立民教授和其他一些资深专家于 2001 年至 2003 年编写并出版了《现代大学英语精读》教材，全套教材共六册，供大学英语专业本科一至三年级学生及其他水平相当的学习者使用。

本同步测试与《现代大学英语精读》1-4 册配合使用，每册各设 15 个单元。本册是《现代大学英语精读 同步测试》的第四册，每个单元由词汇与语法、改错、英汉互译和阅读理解四个部分组成。作为《现代大学英语精读》的辅导用书，本书在编写时紧扣每个单元的知识点，并密切结合英语专业 8 级考试的特点，旨在通过练习巩固并提高学生的词汇、语法、阅读及翻译等基本技能。每个单元的阅读理解包含两篇文章，每篇文章后各设 5 道阅读理解题，考查内容涉及文章主旨、事实细节、作者态度、例证、推理判断以及一些写作技巧，如：明喻、暗喻、类比等。阅读理解在选材上力求与每个单元所学课文的题材和体裁保持一致，旨在帮助学生进一步了解所学单元的文体和相关内容。

为了方便学生和教师使用，本系列辅导丛书以活页形式装订，教师可以方便地将每单元的测试内容与其他各单元分离，作为单元测试试卷。测试的方法建议如下：在学完精读课的每一单元后进行测验。教师也可根据自己的教学安排，在学习下一单元的过程中，对上一单元进行测试。试卷中每种题型都单独成页，教师可以灵活安排测试时间，在一堂课中选取某个时间段进行某种题型的测试。以上只是编者的设想，教师完全可以根据自己的教学课时和学生的学习特点来合理安排使用本书。

本书在编写过程中，听取了许多正在使用《现代大学英语精读》的同仁们的意见和建议，也得到了外语教学与研究出版社的大力支持和帮助，在此深表谢意。

由于编者水平有限，编写时间仓促，恳请使用本书的教师们对书中的疏漏之处给予批评指正。

编 者

2007 年 3 月于北京

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Test **1** Thinking as a Hobby

Part I

Vocabulary & Grammar

Directions: Choose the best answer from the four choices marked A, B, C and D.

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or engineering managers cannot afford to _____ behind new technical developments before finding themselves hopelessly outdated.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. Good nutrition is _____ essential for your health, or you will fall ill.
A. indistinctly
B. utterly
C. conditionally
D. defectively
6. He cried out in _____ when they tried to move him from the scene of the accident.
A. aliment
B. anger
C. anguish
D. anxiety
7. Dad's suitcase was _____ with gifts. We couldn't wait to see all the things he brought us.
A. filling
B. bulging
C. confronting
D. hustling
8. A corporation is a business organization that is formed to act as a single person and is legally _____ with particular rights and duties.
A. created
B. demanded
C. endowed
D. traced

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. The rest of the family were invited to dine, but I was _____ in the cold.
A. left out B. left aside
C. left behind D. left 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 completely 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 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. _____ at home requires only three types of 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. A substance that is harmless to a person who 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. Most southern states had set up primary school systems by the late eighteenth century, but only in New England _____ and open to all students.
A. primary schools were free B. free were primary schools
C. were free primary schools D. were primary schools free
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 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.

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, we acted as if you are saying something important. When you tossed on our desks writing upon which you were not laboring, 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.

2. _____

3. _____

4. _____

5. _____

6. _____

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!

7. _____

8. _____

9. _____

10. _____



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:

落后	backwardness
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 would only 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 diverse references. 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* (有异常洞察力的人的) 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 seer—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” (Para. 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 (Para. 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 (Para. 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. not only includes works of the masters but also teaches students to write brilliantly

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 40, 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. Jane suis pas fraçais. 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 15 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



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.
B. The reading and writing of the Arabic script gave the author lasting pleasure.
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.

