

Level 4

Modern English

WORKBOOK

辛柯 主编

现代英语

(第二版) 第四级
学生练习册

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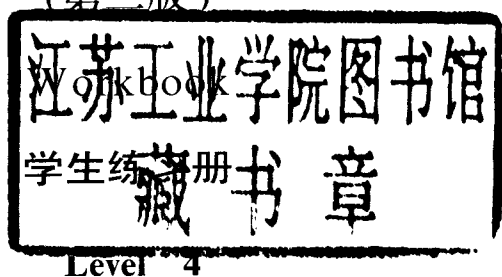
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MODERN ENGLISH

for University Students

现代英语

(第二版)



辛 柯 (主编)

闫 玲 (副主编)

(京) 112 号

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前 言

由中国高等教育出版社和英国麦克米伦出版公司合作出版的《现代英语》(第二版)教材以其语言的真实性,题材和体裁的多样性,练习编写的新颖性,在最近几年的教学实践中,越来越显示出其优势。更重要的是这套教材所体现的教学主导思想,即在加强学生语言基本功训练的基础上,扩大学生视野,拓宽学生知识面,在课堂教学中操作性强。为了进一步发挥该教材的优势,加深对教材内容的理解,我们编写了配合该教材的《学生练习册》第四级,这本辅助教材一方面要和教材内容及语言操练点接轨,又要和大学英语四级考试接轨。各单元由阅读理解、词汇、结构、完型填空和写作五大部分构成。书后附有答案。本书和前三级练习册不同的是每单元有两篇阅读短文,加上第六、十二单元各有一套模拟试题,共有二十八篇阅读文章。本书还附有十二篇小短文,用以听写,教师可以在课堂上使用,学生也可课后相互自测。本书的编写原则是尽可能与教材内容密切配合,又对教材加以补充和拓宽,帮助学生全面达到教学大纲对各种技能训练和知识学习的要求,使学生课堂和课后的外语学习质量得到提高。

本书主要是复习、巩固四级教材内容,并对大学英语基础阶段的有关知识和技能训练进行适当归纳总结,特别是结构和写作部分,因此也可独立成书,并适用于其他同类教材。教师可在课堂使用,但主要是在完成教材内容后,要求学生在课后加强实践,在练中学,在练中总结和提高自己。本书的另外一个目的是提高学生大学英语四级统考的成绩档次。

本书由辛柯制定总体编写规划,负责统稿和审稿任务,并完成了大部分阅读理解问题的编写,提供了部分写作参考范文。闫玲负责统稿、编写写作部分和提供大部分作文参考范文,并编写

了部分阅读试题。王莉负责词汇部分,李健负责结构部分,赵莉萍负责完型填空的编写任务。

本书在编写过程中得到了许多院校及有关方面人士的关心、支持和帮助,在此,我们要特别感谢东南大学、重庆大学、哈尔滨建筑工业大学、成都理工学院、西南交通大学等院校的大力支持和协助。曹根望、罗信群、赵明瑜、邹长征、李五全、罗润田、金桂林、徐承钟、马静、罗丹丹等参加了本书的审稿工作,并提供了宝贵的修改意见,在此一并致谢。西北工业大学外语系的领导和许多同志对本书的编写给予了极大的关心和支持,在此表示感谢。

西北工业大学访问教授 Dr Paul Ward 对筛选阅读理解文章和如何编写阅读理解题给予了指导,特此感谢;外语系部分语言学和应用语言学硕士研究生编写了部分阅读理解问题,特此表示感谢。

编 者

1994 年 9 月

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UNIT ONE

READING COMPREHENSION

Passage 1

In a rapidly changing world, there is much to learn and too little time to learn it. Some knowledge learned becomes obsolete in a decade or less. Today's children will need to be lifelong learners to competently adapt to a changing world. Meanwhile, these children need to integrate and organize the barrage of information that bombards them from the media. They must find order and consistency in the complex, and sometimes unstable, or contradictory experiences of their lives. To help children adapt and become lifelong learners many educators urge teachers to avoid teaching too many disconnected facts, principles, and rules. Instead, they emphasize that teachers should focus on teaching children ways to become self-directed, competent learners and critical thinkers.

One approach that teachers can use is derived directly from what we know about information processing. Learning can be defined as "an activity of the brain, under the direction and control of the individual, that must result in addition to and modifications of long-term memory" (Letteri, 1985). Children can be taught to be competent learners by learning control processes. For example, problem solving often involves many component control processes, like focusing on relevant details or analyzing a problem into component parts. Each of these

strategies might be taught in simple exercises. Some educators have had rather remarkable success in as little as 15 – 20 hours of training with initially poor students. The students become more analytical and focused, less impulsive, and they earn better grades.

Many other educators recommend a range of teaching strategies to develop student thinking. According to Costa, children need to develop six kinds of thought:

1. Remembering — recalling a fact, idea, or concept
2. Repeating — following a model or procedure
3. Reasoning — relating a specific instance to a general principle or concept
4. Reorganizing — extending knowledge to a new context for an original solution
5. Relating — establishing a connection to new knowledge and past or personal experience
6. Reflecting — exploring the thought itself and how it occurred

1. What's the best title of this reading passage?
 - A. Six Kinds of Thought for Children to Master
 - B. Too Many Disconnected Facts, Principles and Rules
 - C. Developing Competent Learners and Critical Thinkers
 - D. More Lifelong Learners and Thinkers
2. The author developed the second paragraph by _____.
 - A. comparison
 - B. illustration
 - C. definition
 - D. conclusion

3. The phrase "focus on " in paragraph 1 means _____.
A. avoid
B. neglect
C. concentrate on
D. take an interest in
4. This short passage is selected from _____.
A. textbook of biology
B. textbook of psychology
C. newspaper report
D. textbook of children's education
5. "The students" in the last sentence but of the second paragraph refers to _____.
A. students in all schools
B. students in primary school
C. initially poor students in the previous sentence
D. students who want to become critical thinker s

Passage 2

Sugar is so much a part of our modern life that we only really think about it when, for some reason, we cannot obtain it. It has been known to man for at least 3,000 years, but has come into common use only in modern times. Until quite recently it was considered as a medicine and as a luxury for the very rich only.

Sugar is, then, very important to our civilization. But what exactly is it ? Of course, most of us recognize sugar immediately as the sweet material which we put in coffee or cakes. This common form of sugar is derived from two plants: the sugar cane (a type of grass which grows to a height of twenty feet) and the

sugar beet (which grows under ground). But there are in fact many types of sugar, and the chemist recognizes hundreds of different varieties, each coming from a different source.

About 90% of the sugar produced is used as food. Only 10% is used in industry for purpose other than food production. Yet sugar has great possibilities for use as the basis of chemicals. It can even be used for making plastics. In the future these potential uses will certainly be developed more than in the past.

There are many reasons why we should increase the production of sugar. Most important is that it is one of the most highly concentrated of energy foods. Thus sugar cane and beet produce an average of 7, 000, 000 calories per acre. In this way they have the advantage over potatoes which give only 4, 000, 000, while the figure for wheat and beans is 2, 000, 000 each. So three acres of land growing wheat, beans and potatoes give only slightly more "energy" than one acre of sugar.

1. What does the first sentence in paragraph 1 imply?
 - A. We always think sugar is very important in our lives.
 - B. We always take the consumption of sugar for granted.
 - C. There're some reasons why we can't obtain sugar.
 - D. Sugar is more important than it used to be.
2. Which of the following sentences is true for paragraph 2?
 - A. According to scientists, there exist many kinds of sugar.
 - B. Sugar can be produced from two natural resources.
 - C. We can only recognize sugar when we put it in coffee.
 - D. Different varieties of sugar come from different plants.
3. Why should we produce more sugar?

- A. Sugar is one of the most highly concentrated of energy foods.
 - B. Sugar cane and beet have the advantages over potatoes.
 - C. Growing wheat, beans and potatoes costs more.
 - D. Potatoes, wheat and beans are good sources of sugar.
4. What does the word "luxury" in paragraph 1 mean?
- A. something necessary
 - B. something important
 - C. something delicious
 - D. something expensive
5. Which of the following statements is not supported by the writer?
- A. The majority of sugar is used in families and the food processing factories.
 - B. Sugar is a kind of chemical substance.
 - C. We can see from the passage that sugar will still be mainly used in food in the future.
 - D. We have only used sugar for a comparatively short time.

VOCABULARY

I. Match the words in Column I with their corresponding synonyms in Column II

Column I

- 1. acute
- 2. regulate
- 3. detect
- 4. clues
- 5. defect

Column II

- A. control
- B. indications
- C. help
- D. extremely
- E. sharp

6. intensely

F. flaw

7. assist

G. discover

8. influence

H. affect

II. Choose the most appropriate words to complete the following sentences. Make changes when necessary:

vibrate	register	sense	sensible
sensitive	overload	via	resist

1. I am a foreigner here, could you tell me that I must _____ myself with the police?
2. Don't _____ the electrical system by using too many machines at once.
3. While crossing the creek, the horse _____ danger and stopped.
4. As a teacher, you shouldn't always scold children. They are usually _____ to blame.
5. He is _____ of the danger of his position.
6. The landlord complained that he could not sleep every night, because Tom's heavy footsteps upstairs made the old house _____.
7. I've read this French play _____ an English translation.
8. She couldn't _____ making jokes about his baldness.

III. Choose the correct words or phrases in parentheses to complete each of the following sentences.

1. An author must not _____ (be too sensible of, be too sensitive to) criticism.
2. The man was moved to tears _____ (at the sight of, in

- sight) the money that had been lost.
3. Reading newspaper is a good way to _____ (keep track of, trace to) current events.
 4. Almost everyone knows that smoking _____ (influences, affects) health.
 5. She _____ (responded to, replied for) the news by bursting into tears.
 6. The lawyer _____ (searched out, searched) the weaknesses in the witness's statement.
 7. Light is a _____ (stimuli, stimulus) to growth in plants.
 8. You must _____ (check in, check out) at the airport an hour before your plane leaves.

STRUCTURE

I. Parallelism

Use parallel grammatical forms to express elements which are parallel in thought. Constructions should be parallel in forms if they are connected by correlative conjunctions (either ... or ..., neither ... nor ..., not ... but ..., not only ... but also ...). Words go with similar words, phrases with similar phrases, and clauses with similar clauses.

Look at this example from the text:

11 4-6

For example, organisms frequently respond to vibration such as sounds, as well as to touch, sustained pressure, acceleration and gravity.

Now revise the following sentences with faulty parallelism.

1. The collector promises to buy a copy of the rare book and that the cost will not be excessive.
2. Advertisements promise that small foreign cars are economical and how easy they are to park.
3. A good trial lawyer must be well educated in the profession and something of an actor.
4. The delegation found it impossible either to see the governor or even her secretary.
5. Most slow readers could read much faster and better if they would not glance back over lines they have passed and also not moving their lips when they read.
6. To strive, to seek, to find, and not yielding are the heroic goals of Ulysses in Tennyson's famous poem.
7. The purpose of the meeting is to introduce new members and raising money.
8. It's goal is to find out how the world works, to seek what regularities there may be, penetrating to the connections of things.

II. Subject and verb agreement

Subject and verb agreement: Identify carefully whether the form of subject singular or plural. Use singular verb with singular subjects, plural verbs with plural subjects.

Look at this example from the text.

II 9-10

Some fish find their way in dark water by detecting

movements in an electrical field that they themselves create.

Fill in the blanks with appropriate verbs.

1. Neither the consumer nor the producer _____ pleased by higher taxes.
2. The engine, as well as the wings _____ destroyed in the crash.
3. The pilot, along with all his passengers _____ rescued.
4. The Canterbury Tales _____ a masterpiece of comedy.
5. The number of people in the audience _____ never determined.
6. Everybody _____ trouble choosing a subject for an essay.
7. The trousers _____ unpressed and frayed about the cuffs.
8. He was one of the candidates who _____ able to carry out their campaign pledges.
9. A large number of students _____ now moving away from housing provided by universities and colleges.
10. Economics _____ often thought of as a science.
11. For a certain kind of American, a vacation of at least two weeks _____ (come to) be looked upon as a panacea.
12. A gentleman and a scholar _____ a man of manners and breadth.

CLOZE

Senses And Sensation

The senses are the faculties by which external or internal stimuli are received and transformed into perceptions or sensations in the brain. The reception and 1 of a sensa-

tion requires the 2 of a stimulus, a sense organ to 3 to the stimulus, a nerve 4 to carry an impulse from 5 to the brain, and an area of the brain that can 6 the impulse into a sensation. All 7 animals have sets of sense organs 8 part of their peripheral nervous systems. Such a 9 system allows the organism to 10 environmental events and body states, and the input is used 11 in reflexes or transmitted to the brain. Different 12 of animals have evolved particular senses or depend upon some senses more than 13; therefore not all animals are sensitive to the 14 aspects of their environments. For instance, 15 can detect light only within a narrow segment of the electromagnetic spectrum, 16 snakes can detect the longer 17 of infrared light and insects detect the 18 ultraviolet wavelengths.

Even in humans, Aristotle's 19 of the five senses of sight, hearing, smell, taste, and touch is 20. Human beings also receive information concerning pain, temperature, balance, joint positions, muscle and tendon stretch, and pressure. Some of the sensory information is transmitted to the brain but not to conscious awareness. In this way circulatory receptors transmit information to the brain that results in blood-pressure adjustments.

1. A. transmission

B. translation

C. transition

D. transformation

2. A. presence

B. impulse

C. stimulation

D. power

3. A. response

B. refer

- | | |
|-------------------------|-----------------------|
| C. react | D. recognize |
| 4. A. course | B. cause |
| C. pathway | D. alley |
| 5. A. parts of the body | B. the sense organ |
| C. organs of senses | D. areas of the body |
| 6. A. deliver | B. turn |
| C. convert | D. translate |
| 7. A. clever | B. intelligent |
| C. higher | D. big |
| 8. A. for | B. as |
| C. due to | D. into |
| 9. A. sensory | B. sensitive |
| C. senses | D. sense |
| 10. A. judge | B. detect |
| C. receive | D. deduce |
| 11. A. entirely | B. partially |
| C. limitedly | D. locally |
| 12. A. species | B. variation |
| C. organism | D. division |
| 13. A. others | B. upon others |
| C. in others | D. on other senses |
| 14. A. different | B. common |
| C. same | D. usual |
| 15. A. human beings | B. certain animals |
| C. few people | D. advanced creatures |
| 16. A. accordingly | B. whereas |
| C. on the other hand | D. for instance |
| 17. A. wave | B. wavelength |
| C. waves | D. wavelengths |