

第三版
Third Edition

大学英语 精读 College English

INTENSIVE READING

课外自测 ACHIEVEMENT TESTS

Book **1**

总主编 臧金兰
主 编 马茂祥



大学英语 精读

College English

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ACHIEVEMENT TESTS

Book 1

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图书在版编目(CIP)数据

大学英语(第3版)精读课外自测.第1册 / 马茂祥主编;任连奎等编. —上海:上海外语教育出版社,2011
ISBN 978-7-5446-1691-1

I. 大… II. ①马…②任… III. 英语-高等学校-习题
IV. H319.6

中国版本图书馆 CIP 数据核字(2011)第 005060 号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 施 茵

印 刷: 同济大学印刷厂

开 本: 787×1092 1/16 印张 24.25 字数 597千字

版 次: 2011 年 1 月第 1 版 2011 年 1 月第 1 次印刷

印 数: 5 000 册

书 号: ISBN 978-7-5446-1691-1 / H · 0718

定 价: 48.00 元

本版图书如有印装质量问题,可向本社调换

前言

《大学英语(第三版)精读课外自测》(以下简称《课外自测》)是根据教育部高教司《大学英语课程教学要求》(以下简称《课程要求》)的精神所编写的。《课程要求》指出:大学英语课程的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。

本套书是配合已使用十多年并在实践中修订完善、深受广大读者欢迎的上海外语教育出版社出版的《大学英语(第三版)精读》系列教程而编写的课外自测练习,作为《大学英语(第三版)精读》系列教程的必要补充和扩展。该套《课外自测》注重培养、增强学生的英语实践能力,巩固和深化学生在课堂上所学的知识,最终达到提高学生英语语言综合运用能力的目的。

该套《课外自测》共分四册,每册针对教材的每两个单元编写两套同步测试题,每套测试题分 A、B 两份卷子。题型多样,包含但不限于四级考试题型。1—5 单元及 6—10 单元各编写一套(含 A、B 两份卷子)阶段考试题,其中 B 卷为四级题型模拟。1—10 单元编写一套(含 A、B 两份卷子)总测试卷,其中 B 卷为四级题型模拟。

每两个单元的两套课外自测内容都以这两个单元的相应课文内容为主,以便全面考察学生的学习情况。每套测试题保证对相应教程单元知识的覆盖面,同时避免重复。

听力部分参照每册对应听力教材水平,按照四级听力题型编写。内容包括短对话、长对话、短文理解及复合式听写。

词汇结构部分以复习、巩固该单元词汇、短语搭配及语法结构为主,以复习部分已学过的大纲四级词汇为辅。练习中也有同义替换题型。

阅读理解部分有四篇文章,分为快速阅读理解和仔细阅读理解。文章内容具备思想性、科学性、知识性。选用了反映现代科技、人生哲理等比较新的阅读材料。力求语言精彩、丰富,长度合理,难度适中。文章大多结合人类面临的各种挑战和当今社会热点,能够激发学生的学习兴趣,开阔学生的视野,培养学生独立思考、分析和理解的能力。

综合复习测试形式包括完形填空、改错、句子翻译和篇章问答。其中完形填空部分以练习词汇和词组搭配为主、语法句法结构和上下文关系衔接为辅。改错部分有两种考查形式:在句子的画线部分找错并改正;在短文中找错并改正。句子翻译紧密结合相关单元的句型和短语,反复操练单元中的表达方式,力求牢记。考查内容涵盖多方面:词汇用法、词组搭配、句法知识、语法知识、特殊句型、代词用法等。篇章问答也是按照大学英语四级考试题型要求而编排设计。

写作部分要求结合该单元主题,并尝试用已经学过的各类知识练习写作。

《课外自测》套书由臧金兰教授任总主编,山东省五所高校的多位长期从事大学英语教

学、经验丰富、成绩突出、教学效果显著的教授和一线骨干教师参加了编写工作。具体安排是：第一册主要由山东师范大学承编；第二册主要由鲁东大学承编；第三册主要由山东科技大学承编；第四册主要由山东财政学院承编。此外，聊城大学参与编写了全套书（一至四册）的总测试题共四套。臧金兰、马茂祥、宁月瑾、李庆新、李小飞对测试题进行了审阅、统稿工作。

在本套书的编写过程中，我们得到了许多同行专家的指导和帮助；同时，我们还参考了众多报刊、书籍和有关的网站资料，在此一并向作者表示谢忱。

书中如有疏漏和不当之处，恳请广大读者及同行专家赐教指正，以期进一步改进完善。

编者
2008 年末

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Test One (A)

Part I Listening Comprehension

Section A Short Conversations

Directions: *In this section, you will hear 8 short conversations. At the end of each conversation, a question will be asked about what was said. Read the four choices marked A, B, C and D, and decide which is the best answer.*

- | | |
|---|---|
| 1. A. In a restaurant. | B. In a library. |
| C. In a hospital. | D. In a supermarket. |
| 2. A. Relatives. | B. Teacher and students. |
| C. Colleagues. | D. Classmates. |
| 3. A. At 2:00. | B. At 3:00. |
| C. At 4:00. | D. At 5:00. |
| 4. A. His article is quite long. | B. He can't finish the article in time. |
| C. He is finishing the article. | D. He dare not see Professor Smith. |
| 5. A. \$10. | B. \$12. |
| C. \$6. | D. \$6.5. |
| 6. A. The tickets were expensive. | |
| B. He had no time to buy tickets. | |
| C. Buying tickets took time and he didn't want to wait. | |
| D. He was not interested in it. | |
| 7. A. Three hours. | B. Four hours. |
| C. Six hours. | D. Eight hours. |
| 8. A. A meeting with the president. | B. The news about the president. |
| C. A telephone conversation. | D. A speech by the president on TV. |

Section B Long Conversations

Directions: *In this section, you will hear 2 long conversations. At the end of each conversation, some questions will be asked about what was said. Read the four choices marked A, B, C and D, and decide which is the best answer.*

Conversation One: Questions 9 to 11 are based on the conversation you have just heard.

9. A. By taxi. B. By subway.
C. Driving his private car. D. In a car sent by the hotel.
10. A. Have a meeting with Mr. Smith.
B. Visit the new factory and meet the directors.
C. Have a tour of various plants in Madrid.
D. Get back by plane.
11. A. Boss and secretary. B. Guide and tourist.
C. Clerk in a travel agency and customer. D. Worker at the airport and traveler.

Conversation Two: Questions 12 to 15 are based on the conversation you have just heard.

12. A. 6. B. 7. C. 12. D. 13.
13. A. He plays basketball very well.
B. He looks like Michael Jordan.
C. He helps his father drive a taxi.
D. He works hard to support his family.
14. A. A taxi driver. B. A dentist. C. A police officer. D. A bus driver.
15. A. She owns a beauty salon.
B. She runs a small family store.
C. She works at a bread shop.
D. She has no job and just does housework.

Section C Short Passages

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Passage One: Questions 16 to 18 are based on the passage you have just heard.

16. A. To avoid making mistakes when speaking the language.
B. To spend more time using the newly learned language.
C. To believe you have the ability to learn a new language.
D. To learn the second language with the help of your teacher.
17. A. Do not worry about taking risks.
B. Feel comfortable expressing your ideas in English.
C. Have confidence in yourself.
D. Writing and speaking should be emphasized every day.
18. A. To remind you of the mistakes you made in class.
B. To help you think about your learning process.
C. To help you understand the teacher better.
D. To make you enjoy learning English.

Passage Two: Questions 19 to 21 are based on the passage you have just heard.

19. A. 48. B. 10. C. 60. D. 45.
20. A. The voyage intended to train the students' ability to run a ship.
B. Most of the responsibilities for keeping the ship fell on the students.
C. Nobody helped the students except the six crew members on the ship.
D. The captain of the ship was lenient with the student attendants.
21. A. Steer the ship. B. Clean the ship.
C. Serve and wash dishes. D. Set and reef the sails.

Passage Three: Questions 22 to 25 are based on the passage you have just heard.

22. A. The first. B. The second. C. The third. D. The fourth.
23. A. In 1567. B. On November 15, 1577.
C. In 1569. D. In August, 1578.
24. A. California. B. Plymouth. C. Los Angeles. D. Philadelphia.
25. A. The Golden Hinde. B. The Elizabeth.
C. The Marigold. D. The Swan.

Section D Compound Dictation

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 26 to 32 with the exact words you have just heard. For blanks numbered from 33 to 35 you are required to fill in the missing information. You can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

Villages in developing countries often lack many things. Books. 26 _____. Electricity. These 27 _____ are easy to see. But a different kind of shortage is not easy to see. That is the shortage of 28 _____. Many villages have no doctors, 29 _____ or scientists. They have no one who knows how to treat 30 _____ medical problems or 31 _____ a new energy system. There is a way to 32 _____ this problem. You can do it with computers. In the past few years, computer scientists around the world have developed what they call "expert systems". 33 _____
_____. In some situations, 34 _____
_____.

For example, an expert medical system can help to take care of a sick person. After asking a few questions of the patient, 35 _____.

Part II Vocabulary and Structure

Directions: There are 30 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.

36. Taking a plane is the quickest _____ to get to New York.
A. type B. means C. method D. mode
37. The child was _____ to the nurse's care.
A. committed B. given C. promised D. commanded
38. The baby is a new _____ to our family.
A. addition B. enlargement C. expansion D. extension
39. A child's character is greatly influenced by his home _____.
A. setting B. environment C. situation D. circumstance
40. The teacher has _____ each of us a holiday task.
A. given B. elected C. delivered D. assigned
41. Dust had _____ during her absence.
A. increased B. collected C. gathered D. accumulated
42. My mom's encouragement _____ me to go on with my study.
A. determined B. decided C. settled D. resolved
43. Her illness is merely a _____ to avoid seeing him.
A. method B. plan C. way D. device
44. There were no women in the committee _____ 1976, but now women are in a majority.
A. prior B. previous to C. before to D. ago
45. We must _____ our attention on efficiency.
A. pay B. concentrate C. provide D. gather
46. She has _____ 95 years of her life.
A. finished B. accomplished C. achieved D. completed
47. _____ I quite understand why he refused to help her, I cannot agree that he was right not to do so.
A. While B. If C. Because D. When
48. I've really got nothing to _____.
A. complaint B. complain C. complaint of D. complain of
49. _____ you go on, you will find your English improved.
A. When B. Because C. As D. Although
50. He gave up _____ abroad to pursue his studies.
A. go B. to go C. going D. went
51. She treats him as if he _____ a stranger.
A. were B. be C. is D. would be
52. Because of _____ the job, he decided to treat us to a meal.
A. succeed to get B. succeed in getting
C. succeeding in getting D. succeeding to get
53. They were determined to set off in the next morning _____ our persuasion.
A. according to B. in spite of
C. in addition to D. apart from

54. The city _____ over 2,000 such incidents last year.
A. experienced B. stood C. happened D. felt
55. The whole journey _____ 3,300 kilometers.
A. takes B. covers C. includes D. extends
56. Her old dream _____ round the world came back.
A. to going B. of go C. of going D. to go
57. In learning English, you must pay attention _____ to the meaning of a word, _____ to the way native speakers use it in their daily life.
A. either, or B. not only, but also
C. neither, nor D. not, but
58. The car was turned _____ and the driver was seriously injured.
A. over B. down C. out D. around
59. She could hardly believe her _____.
A. listening B. ears C. hearing D. audition
60. The little boy went out _____.
A. for himself B. to himself C. by himself D. on himself
61. The police asked us to _____ a tall man in a black hat.
A. watch out B. watch for C. watch over D. watch out for
62. How to _____ the contradictions correctly among the people is the key to develop steadily.
A. deal B. handle C. hang D. do
63. It was _____ of you to do that typing for me.
A. helpful B. favorite C. useful D. valuable
64. We are responsible for the project. So, I felt _____ to mention it.
A. free B. bind C. sure D. bound
65. — How long is your _____ to work?
— Only about fifteen minutes.
A. journey B. trip C. travel D. voyage

Part III Reading Comprehension

Section A Blank Filling

Directions: In this section, there is a passage with 10 blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Mark the corresponding letter for each item. You may not use any of the words in the blank more than once.

Questions 66 to 75 are based on the following passage.

The widespread public survey, commemorating the restoration of college entrance examinations over thirty years, co-sponsored by the Examination Centre of the Ministry of Education, published its research results through the China Youth Daily and ATA, on June 27th. Research shows that the

general public in China holds a positive attitude towards the college entrance examination system. The results show that 73.3 percent of the public believe that the 66 _____ college entrance examination system is generally fair. Both the teachers and the public hold a positive attitude towards the college entrance examination system: 17.8 percent of the teachers and 17.6 percent of the general public think that the current system is “very good, should be maintained” and 77.5 percent of the teachers and 77.4 percent of the general public think that “it is flawed, 67 _____ still the best way.” Both two groups have very 68 _____ judgments.

A significant 69 _____, 89.6 percent of the respondents, believes that their lives have been changed to some extent because of the college entrance examination system. The 70 _____ is particularly evident in the candidates who come from poor families and 71 _____ areas. 72 _____, 82.3 percent of the public believe that now, compared with 10 years ago, an undergraduate degree has already devalued. However, at the same time, the college entrance examination is getting increasingly 73 _____ social attention, with personal and family pressures increasing year by year. The results also reveal that people have started to re-evaluate and gradually 74 _____ vocational education.

The research began on May 22, 2007, and collected comments of 38,087 samples from the public 75 _____ many methods including newspapers, telephone, and the Internet.

- | | | | | |
|-------------|--------------|------------|------------|-----------------|
| A. however | B. recognize | C. point | D. similar | E. far |
| F. existing | G. in | H. same | I. rural | J. additionally |
| K. through | L. change | M. portion | N. but | O. more |

Section B Reading in Depth

Directions: *There are 3 passages in this section. Each passage is followed by some questions and unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice.*

Passage One: Questions 76 to 80 are based on the following passage.

A Census Bureau survey released Thursday shows a college graduate can expect to earn \$2.1 million working full-time between ages 25 and 64, which demographers (人口学家) call a typical work-life period. A master's degree-holder is projected to earn \$2.5 million, while someone with a professional degree, such as a doctor or lawyer, could make even more — \$4.4 million. In contrast, a high school graduate can expect to make \$1.2 million during the working years, according to the bureau report that tracked the influence of education on lifetime earnings.

Not all students look at college as an investment, “but I’m sure parents do,” said Jacqueline King, policy analyst with the American Council Education, a higher education advocacy group. “The challenge is to convince those high school *students on the margins* that it is really worth their time to go to college.” Kevin Malecek, a graduate student in American politics at American University in Washington, said most of his classmates find higher education to be worth the time and

financial promise. "They go to every single class," he said. The survey was conducted between March 1998 and March 2000. All estimates are based on 1999 salaries and probably will increase as salaries rise over time, Census Bureau analyst Jennifer Day said. The estimates do not account for inflation or for differences in the earning potential of various fields of study. For example, people with computer science degrees tend to earn more than those with social work degrees.

76. Comparatively speaking, who will make the most money in his life time according to the passage?
- A. A college graduate. B. A lawyer.
C. A master-degree holder. D. A high school graduate.
77. The phrase "*students on the margins*" (Para. 2, L3) refers to _____ according to the passage.
- A. the students standing in a place
B. the students who can't go to school without money
C. the students who fail to make sense of relationship between high education and rewards
D. the students who are challenged by lower degree
78. Most of Malecek's classmates go to every single class because _____.
- A. they begin to realize higher education is an important factor for higher earnings
B. they think knowledge is most important
C. they are forced by their parents
D. they know that they can make money by doing that
79. It can be inferred from the passage that _____.
- A. high education means high income
B. high diploma holders should get more money because they spend more time and money on their study
C. few students consider college education as future investment
D. higher education is worth time and expense
80. It is implied in the passage that _____.
- A. during the inflation people can get high income
B. it is easier for college graduates to get jobs
C. the same degree in different fields means the same salary
D. the same degree in different fields may mean different earnings

Passage Two: Questions 81 to 85 are based on the following passage.

The social code of behavior between students and professors is not as precisely defined in the United States as it might be in other countries. While some professors adhere to more traditional methods, others will come to class wearing jeans and sports shirts and insist that you call them by their first names. Here are a few pointers to help you deal with professors:

Always address teachers as "Professor" or "Doctor" unless instructed otherwise. If the teacher desires to be called something else, he or she will usually tell you. Do not be shocked to hear students calling professors by their first names. This is especially common among graduate students,

since they develop a closer professional relationship with their teachers than undergraduate students do.

Professors in the United States hold office hours, usually several times a week, when they are available for consultation. It is an opportunity used by many students to discuss projects, to review material covered in class, or simply to exchange ideas on a given topic. Most professors are willing to meet students for these purposes, and they can be very helpful. Take advantage of the availability of office hours. These informal meetings could prove to be a turning point in your understanding of a subject and in your relationship with a professor. Professors usually take notice of students who show interest by participating in class and by visiting during office hours. If you cannot be available during a certain professor's office hours, he or she will generally give you the chance to schedule meetings at other times.

Much of the professor's impression of you will be based on your level of class participation. Be prepared for each class. Demonstrate interest in class, speak up, ask questions, and respond to others' comments. However, make sure your participation is not simply to be noticed, but that it contributes constructively and positively to the class.

At the undergraduate level, many Teaching Assistants (TAs) work with professors and often teach partial or full courses. These TAs are usually graduate students from the department. You should not call them "Professor" but rather "Mr." or "Ms." or, if they ask you to, by their first names.

81. According to Paragraph 1, which of the following is NOT true?
- A. The relationship between professors and students in U. S. is not defined precisely.
 - B. Other countries are strict with the relationship between students and professors.
 - C. Some professors in U. S. are traditional.
 - D. Some professors in U. S. are dressed casually.
82. During a professor's office hours, students can do the following except _____.
- A. discuss their projects
 - B. consult the professor with what have been learnt in class
 - C. exchange ideas of their life
 - D. talk about a given topic
83. Why should students make full use of the professor's office hours?
- A. Most professors are helpful in their subjects and they also can take this chance to improve the relationship with professors.
 - B. It will provide students with a turning point of job-hunting.
 - C. Professors can meet all of the students' purposes.
 - D. It is an informal meeting and professors show their interest in students' participation.
84. Which of the following statements is true?
- A. You can call a professor by his first name all the time in U. S.
 - B. You can call a TA professor if he allows.
 - C. If you want to leave a good impression on a professor, you can make your participation in

class constructive and positive.

- D. If you can not meet a professor during his office hours, you can consult him at any other time.

85. The main idea of this passage is _____.

- A. a brief introduction about how students deal with professors in U. S.
- B. the relationship between professors and students in U. S.
- C. right form of address students can use to call their professors
- D. the social code of behavior between students and professors

Passage Three: Questions 86 to 90 are based on the following passage.

Teaching reading has long been considered the job of primary grade teachers. But some educators are calling for more attention to be paid to the reading needs of middle and high school students, many of whom are struggling to master this critical skill.

The Alliance for Excellent Education, a Washington-based education policy research and advocacy group, estimates that as many as 6 million middle and high school students can't read at acceptable levels. It's an issue for students well above the bottom of the class. A report released in March that looked at the reading skills of college-bound students who took the ACT college entrance exam found that only 51 percent were prepared for college-level reading.

"That is what is the most startling and troubling," said Cyndie Schmeiser, ACT's senior vice president of research and development. "The *literacy* problem affects all groups — not exactly in the same ways, but it's affecting all groups regardless of gender, income or race."

The National Governors Association has offered states grants to develop programs targeted at older students. And school systems faced with significant numbers of middle and high school students unable to read well enough to keep up with their peers already have begun investing more dollars into programs to aid students.

Starting this fall, educators in Montgomery County will spend \$1.2 million to place reading coaches at its 25 high school campuses — more than tripling the number the system had last year. In Anne Arundel, officials will launch a course targeted at high school students who have difficulty in reading. In Virginia, state education officials have formed a task force that will examine, among other issues, why so many of its high school students are struggling to read. Fairfax County schools already offer special courses for high school students who have difficulty in reading.

86. How many students who took the ACT college entrance exam can't deal with college-level reading according to the passage?

- A. A little more than half of the students.
- B. Half of the students.
- C. Nearly half of the students.
- D. Only 51%.

87. What is the meaning of the word "*literacy*" (Para. 3, L2) in the context?

- A. comprehension
- B. intelligence