

# 新概念英语

# 一课一练

第 四 册



《新概念英语》学习 **胜** 经

**征服** 大学四级、六级，考研，新托福，  
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新概念英语名师导学系列

# 新概念英语一课一练

(第四册)

新东方名师编写组

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# 前言

“可以说我对于英语学习的兴趣是被《新概念英语》这套书激发出来的。由于课文本身很有趣,所以尽管觉得吃力,我却没有产生任何厌倦情绪。我用了两个多月的时间,就把第二册到第四册的 200 多篇课文生吞活剥地学完了。我的朋友、现任新东方教育科技集团常务副总裁周成刚,就是在没日没夜地模仿了《新概念英语》的朗读后,获得了一口标准的伦敦口音,最后被英国 BBC 广播公司看中,变成了 BBC 的记者和节目主持人。”

——新东方教育科技集团董事长兼总裁俞敏洪

《新概念英语》系列教材的经典性早已不言而喻。作为战斗在一线的新东方老师,在培训过数十万名《新概念英语》学员之中和之后,我们一直在思考一个问题:《新概念英语》这套教材究竟是如何深深地吸引着中国的学生?经过深入研究,我们惊喜地发现《新概念英语》这套教材除了具备一般教材的所有特点之外,还有一个非常显著的特点——与中国现在的考试紧密相关。当我们发现这一点时,那感觉简直是欣喜若狂,因为我们终于找到了《新概念英语》这套教材多年以来一直焕发勃勃生机的原因。经过教学实践的无数次尝试,同时也是在商务印书馆教育图书编辑室领导及编辑的鼓励下,我们这些新东方教师集体创作了《新概念英语一课一练》系列丛书,本套丛书共 4 册,分别与《新概念英语》1—4 册对应。针对广大英语学习者的学习特点和习惯,本习题集以课文为单元,采取一课一练、同步互动的形式进行编排,习题涵盖了课文中所有需要掌握的重要语法、词汇和语音知识,以及相关的阅读写作知识。不仅有助于学习者对教材内容进行理解,还可以有效地衡量学习者对重要知识点的掌握程度。

我们在学习《新概念英语》之前,首先要给自己定位,认清自己的水平、需求。比如,如果没有基础或基础薄弱,想要从头开始或想要纠正语音,那么可以选择第一册。如果想考四级,但是语法薄弱,可以学习第二册。如果想考六级,或是雅思、托福等国外考试,可以学习第三册,如果想做到写文章流利或参加 GRE、GMAT 等考试,可以选择第四册。一般情况下,二册的熟练掌握加上自己的努力就足够让你在高考、PETS 二三级、CET4 中脱颖而出。定位准确,才能做到目标明确,才能有信心,才能有切实的收获。

在此只想告诉所有的英语学习者,只要你选定《新概念英语》教材,扎扎实实地学好每课强调的重点,应对各种考试不在话下。

本书的主要特别之处：

1. 强大的编写阵容,编写人员全部由新东方英语教师担任;
2. 试卷题例编排科学,题型设计合理,题量适中;
3. 试题内容丰富,许多试题选自各类考试历年真题;
4. 重点难点突出,有利于掌握课文要点,提高学习效率;
5. 实用方便,既可自测,也可在课堂上使用,提供参考答案。

最后祝愿所有英语学习者在学习过程中,一步一个脚印地朝着自己的既定目标奋进! 由于时间仓促,书中的不足之处在所难免,敬请广大读者和英语同仁不吝批评指正。

编 者

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# Lesson 1 Finding fossil man

## 发现化石人

### 一、词汇与语法

1. Is there any \_\_\_\_\_ for his conduct?  
(a) expression (b) explanation (c) legend (d) extension
2. They were filled with \_\_\_\_\_ when they saw the fossil man.  
(a) wonder (b) admiration (c) gaze (d) wander
3. \_\_\_\_\_ often happens in science, fact turns out to be far more fascinating than fiction.  
(a) As so (b) What (c) That (d) So far
4. The anthropologist has been writing this saga for two years. \_\_\_\_\_, the book will be published.  
(a) Before long (b) Long before (c) So long as (d) For long
5. This is not the way \_\_\_\_\_ we came last time.  
(a) that (b) which (c) what (d) by that
6. It's the duty of the police to \_\_\_\_\_ the public order.  
(a) prevent (b) present (c) preserve (d) recount
7. Matter is anything \_\_\_\_\_ occupies space and possesses weight.  
(a) which (b) that (c) as (d) what
8. The only thing \_\_\_\_\_ attracts me is the beauty of Indonesia.  
(a) that (b) which (c) what (d) where
9. The sight \_\_\_\_\_ to me the days of my childhood in the countryside of the Polynesian.  
(a) recalled (b) reminded (c) remembered (d) recommended
10. When did that book about flint come \_\_\_\_\_?  
(a) off (b) out (c) round (d) true
11. The audience was made \_\_\_\_\_ very young children.  
(a) of (b) from (c) in (d) up of
12. Can you read \_\_\_\_\_ some news about migration?  
(a) up (b) over (c) aloud (d) of
13. Our ancestors lived \_\_\_\_\_ all the difficulties, and at last, they created civilization.  
(a) off (b) on (c) out (d) through
14. In time of danger, John lent \_\_\_\_\_ hand and we smoothly carried out the plan in the end.  
(a) at (b) a (c) by (d) on
15. Do you think it's fair to keep a bird \_\_\_\_\_ in a cage all the time?  
(a) restricted (b) confined (c) limited (d) enclosed

### 二、课文填空

We can 1 of things that happened 5,000 years ago in the Near East, 2 people first 3 to write. But there are some parts of the world where 4 now people cannot write. The



only way that they can 5 their history is to 6 it as sagas— 7 handed 8 from one generation of 9 to another. These legends are 10 because they can tell us something about migrations of people who lived long ago, but none could write down what they did. Anthropologists 11 where the 12 ancestors of the Polynesian peoples now living in the Pacific Islands came from. The sagas of these people 13 that some of them came from Indonesia about 2,000 years ago.

But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are 14. So archaeologists have 15 history nor legends to help them to 16 out where the first 'modern men' came from.

Fortunately, 17, ancient men made tools of stone, 18 flint, because this is 19 to shape than other kinds. They may also have used wood and skins, but these have 20 away. Stone does not decay, and so the tools of long ago have remained when even the bones of the men who made them have disappeared without trace.

### 三、用适当的介词填空

1. The much used dictionary is out \_\_\_\_\_ shape.
2. They can read \_\_\_\_\_ some stories on the Net.
3. Have you heard \_\_\_\_\_ the legend?
4. Good tradition of our ancestors should be handed \_\_\_\_\_ generation \_\_\_\_\_ generation.
5. Their history is often recounted \_\_\_\_\_ sagas.
6. I haven't the slightest idea where these archaeologists come \_\_\_\_\_.
7. Most of the fossil men have rotted \_\_\_\_\_.
8. To my amazement, the little boy could recognize flint \_\_\_\_\_ using any tool.

### 四、英汉互译

1. But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten.
2. So archaeologists have neither history nor legends to help them to find out where the first 'modern men' came from.
3. Stone does not decay, and so the tools of long ago have remained when even the bones of the men who made them have disappeared without trace.
4. Anthropologists wondered where the remote ancestors of the Polynesian peoples now living in the Pacific Islands came from.
5. Many scientists are interested in developing shape memory materials, which are in demand in medicine and in space exploration.
6. 当地人的传说却告诉了人们：其中有一部分是约在 2,000 年前从印度尼西亚迁来的。
7. 他们保存历史的惟一办法是将历史当作传说讲述，由讲述人一代接一代地将史实描述为传奇故事口传下来。
8. 我们从书籍中可以读到 5,000 年前近东发生的事情，那里的人最早学会了写字。
9. 这些传说是很有用的，因为它们能告诉我们以往人们迁居的情况。但是，没有人能把他们当时做的事情记载下来。

10. 然而,幸运的是,远古古人用石头制作了工具,特别是用燧石,因为燧石较之其他石头更易成形。

### 五、改错

1. It estimated that only about thirty percent of our planet's surface consists of land.  
(a) (b) (c) (d)
2. Even although Juan is studying physics now, he plans to spend next year studying chemistry and paleontology.  
(a) (b) (c) (d)
3. But there are some parts of the world where already now people cannot write  
(a) (b) (c) (d)
4. The tools of long ago have remained what even the bones of the men who made them have disappeared without trace.  
(a) (b) (c) (d)
5. Declined populations in the centers of American cities have resulted in a large number of abandoned buildings.  
(a) (b) (c) (d)

### 六、完形填空

Our ape-men forefathers had no obvious natural weapons in the struggle for survival in the open. They had neither the powerful teeth nor the strong claws of the big cats. They could not 1 with the bear, whose strength, speed and claws 2 an impressive "small-fire" weaponry. They could not even defend themselves 3 running swiftly like the horses, zebras or small animals. If the ape-men had attempted to compete on those terms in the open, they would have been 4 to failure and extinction. But they were 5 with enormous concealed advantages of a kind not possessed by any of their competitors.

In the search 6 the pickings of the forest, the ape-men had 7 efficient stereoscopic vision and a sense of colour that the animals of the grasslands did not possess. The ability to see clearly at close range permitted the ape-men to study practical problems in a way that lay far 8 the reach of the original inhabitants of the grassland. Good long distance sight was 9 another matter. Lack of long-distance vision had not been a problem for forest-dwelling apes and monkeys because the higher the viewpoint, the greater the range of sight, so 10 they had had to do was climb a tree. Out in the open, however, this simple solution was not 11. Climbing a hill would have helped, but in many places the ground was flat. The ape-men 12 the only possible solution. They reared up as high as possible on their hind limbs and began to walk upright.

This vital change of physical position brought about considerable disadvantages. It was extremely unstable and it meant that the already slow ape-men became slower still. 13, they persevered and their bone structure gradually became 14 to the new, unstable position that 15 them the name Homo erectus, upright man.

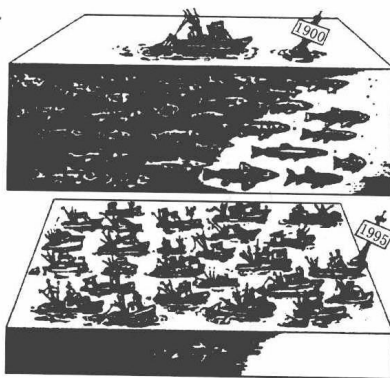
- |              |             |          |             |
|--------------|-------------|----------|-------------|
| 1. A. match  | B. compare  | C. rival | D. equal    |
| 2. A. became | B. equipped | C. posed | D. provided |
| 3. A. in     | B. upon     | C. by    | D. with     |

- |                   |                 |               |                 |
|-------------------|-----------------|---------------|-----------------|
| 4. A. driven      | B. doomed       | C. forced     | D. led          |
| 5. A. bestowed    | B. given        | C. presented  | D. endowed      |
| 6. A. for         | B. of           | C. on         | D. at           |
| 7. A. progressed  | B. generated    | C. developed  | D. advanced     |
| 8. A. from        | B. apart        | C. beyond     | D. above        |
| 9. A. rather      | B. quite        | C. much       | D. really       |
| 10. A. anything   | B. that         | C. everything | D. all          |
| 11. A. available  | B. enough       | C. sufficient | D. convenient   |
| 12. A. chose      | B. adopted      | C. accepted   | D. took         |
| 13. A. However    | B. Therefore    | C. Meanwhile  | D. Subsequently |
| 14. A. accustomed | B. familiarized | C. adapted    | D. suited       |
| 15. A. obtained   | B. called       | C. deserved   | D. earned       |

## 七、作文

### Directions:

1. Study the following two pictures carefully and write an essay.
2. Your essay should meet the requirements below:
  - 1) Describe the pictures.
  - 2) Deduce the purpose of the drawer of the pictures.
  - 3) Suggest counter-measures.



## Lesson 2 Spare that spider

### 不要伤害蜘蛛

#### 一、词汇与语法

1. All his hopes were \_\_\_\_\_.  
(a) damaged (b) ruined (c) spoiled (d) destroyed
2. We must \_\_\_\_\_ the pros and cons if we want to give a right conclusion.  
(a) compare (b) evaluate (c) review (d) weigh
3. We watched the flames \_\_\_\_\_ the entire building.  
(a) have (b) wash (c) devour (d) eat
4. Show me the \_\_\_\_\_ of your suitcase.  
(a) container (b) refills (c) contents (d) contest
5. The cowboys \_\_\_\_\_ the cattle in several acres and drove them to market.  
(a) assembled (b) put together (c) called in (d) herded
6. She \_\_\_\_\_ shyly at the young fellow from behind her fan.  
(a) glanced (b) glimpsed (c) gazed (d) copied
7. \_\_\_\_\_ on a test in the forest, Mr. Barber unexpectedly discovered a strange beast.  
(a) While working (b) While worked  
(c) While one is working (d) While having worked
8. A good dictionary is a(n) \_\_\_\_\_ on the meanings of words.  
(a) right (b) authority (c) way (d) author
9. As \_\_\_\_\_ president, his views are treated with respect when he is interviewed.  
(a) prior (b) previous (c) before (d) former
10. I \_\_\_\_\_ him some money and must pay him back tomorrow.  
(a) debt (b) owe (c) borrow (d) own
11. High in the sky a \_\_\_\_\_ of birds was flying southward and almost at a glance you could know their order.  
(a) pack (b) crowd (c) flock (d) swarm
12. \_\_\_\_\_ the cooperative spirit of our group, we have achieved great accomplishments during the last two years.  
(a) Owing to (b) On account of  
(c) Because of (d) Due to
13. One of the censuses \_\_\_\_\_ to be untrue.  
(a) is turned out (b) has turned out  
(c) have been turned out (d) had been turned out
14. All \_\_\_\_\_ is a continuous supply of the basic necessities of life.  
(a) what is needed (b) for our needs  
(c) the thing needed (d) that is needed
15. She's careful with her money, and spends only a \_\_\_\_\_ of her earnings.  
(a) fragment (b) section (c) fragrant (d) fraction

## 二、课文填空

Why, you may 1, should spiders be our friends? 2 they 3 so many insects, and insects 4 some of the greatest enemies of the human race. Insects would make it 5 for us to live in the world; they would 6 all our crops and kill our flocks and herds, if it were not for the 7 we get from insect-eating animals. We 8 a lot to the birds and beasts who eat insects but all of them put together kill only a 9 of the number 10 by spiders. 11, unlike some of the other insect eaters, spiders never do the 12 harm to us or our 13.

How many spiders are 14 in this work on our 15? One authority on spiders made a 16 of the spiders in a grass field in the south of England, and he 17 that there were more than 2,250,000 in one acre; that is something like 6,000,000 spiders of different kinds on a football pitch. Spiders are 18 for at least half the year in killing insects. It is impossible to make more than the wildest guess at how many they kill, but they are hungry 19, not 20 with only three meals a day. It has been estimated that the weight of all the insects destroyed by spiders in Britain in one year would be greater than the total weight of all the human beings in the country.

## 三、阅读理解

Material culture refers to the touchable, material “things”—physical objects that can be seen, held, felt, used—that a culture produces. Examining a culture’s tools and technology can tell us about the group’s history and way of life. Similarly, research into the material culture of music can help us to understand the music-culture. The most vivid body of “things” in it, of course, are musical instruments. We cannot hear for ourselves the actual sound of any musical performance before the 1870s when the *phonograph* (留声机) was invented, so we rely on instruments for important information about music-cultures in the remote past and their development. Here we have two kinds of evidence: instruments well preserved and instruments pictured in art. Through the study of instruments, as well as paintings, written documents, and so on, we can explore the movement of music from the Near East to China over a thousand years ago, or we can outline the spread of Near Eastern influence to Europe that resulted in the development of most of the instruments on the symphony orchestra.

Sheet music or printed music, too is material culture. Scholars once defined folk music-cultures as those in which people learn and sing music by ear rather than from print, but research shows mutual influence among oral and written sources during the past few centuries in Europe, Britain, and America, printed versions limit variety because they tend to standardize any song, yet they stimulate people to create new and different songs. Besides, the ability to read music notation (乐谱) has a far-reaching effect on musicians and, when it becomes widespread, on the music-culture as a whole.

One more important part of music’s material culture should be singled out: the influence of the electronic media—radio, record player, tape recorder, television, and videocassette, with the future promising talking and singing computers and other developments. This is all part of the “information revolution,” a twentieth-century phenomenon as important as the industrial revolution was in the nineteenth. These electronic media are not just limited to modern nations; they have affected music-cultures all over the globe.

1. Research into the material culture of a nation is of great importance because \_\_\_\_\_.
  - (a) it helps produce new cultural tools and technology
  - (b) it can reflect the development of the nation
  - (c) it helps understand the nation's past and present
  - (d) it can demonstrate the nation's civilization
2. It can be learned from this passage that \_\_\_\_\_.
  - (a) the existence of the symphony was attributed to the spread of Near Eastern and Chinese music
  - (b) Near Eastern music had an influence on the development of the instruments in the symphony orchestra
  - (c) the development of the symphony shows the mutual influence of Eastern and Western music
  - (d) the musical instruments in the symphony orchestra were developed on the basis of Near Eastern music
3. According to the author, music notation is important because \_\_\_\_\_.
  - (a) it has a great effect on the music-culture as more and more people are able to read it
  - (b) it tends to standardize folk songs when it is used by folk musicians
  - (c) it is the printed version of standardized folk music
  - (d) it encourages people to popularize printed versions of songs
4. It can be concluded from the passage that the introduction of electronic media into the world of music \_\_\_\_\_.
  - (a) has brought about an information revolution
  - (b) has speeded up the arrival of a new generation of computers
  - (c) has given rise to new forms of music culture
  - (d) has led to the transformation of traditional musical instruments
5. Which of the following best summarizes the main idea of the passage?
  - (a) Musical instruments developed through the years will sooner or later be replaced by computers.
  - (b) Music cannot be passed on to future generations unless it is recorded.
  - (c) Folk songs cannot be spread far unless they are printed on music sheets.
  - (d) The development of music culture is highly dependent on its material aspect.

#### 四、英汉互译

1. One authority on spiders made a census of the spiders in a grass field in the south of England, and he estimated that there were more than 2,250,000 in one acre; that is something like 6,000,000 spiders of different kinds on a football pitch.
2. Moreover, unlike some of the other insect eaters, spiders never do the least harm to us or our belongings.
3. Insects would make it impossible for us to live in the world; they would devour all our crops and kill our flocks and herds, if it were not for the protection we get from insect-eating animals.
4. One can tell the difference almost at a glance, for a spider always has eight legs and an insect never more than six.
5. Marie and Pierre Curie worked together and made discoveries in science that were so important that Marie and her husband were given one of the highest honors that can be given to an-

yone who works for the good of all people—the Nobel prize.

6. 我们要十分感谢那些吃昆虫的鸟和兽,然而把它们所杀死的昆虫全部加在一起也只相当于蜘蛛所消灭的一小部分。
7. 因为它们能消灭那么多的昆虫,其中包括一些人类的大敌。
8. 据估计,在英国蜘蛛一年里所消灭昆虫的重量超过了这个国家人口的总重量。
9. 它们一年中消灭了多少昆虫,我们简直无法猜测,它们是吃不饱的动物,不满意一日三餐。
10. 许多人认为蜘蛛是昆虫,但它们不是昆虫,甚至与昆虫毫无关系。

## 五、改错

Some psychologists maintain that mental acts such as thinking are not performed in the brain along, but that one's muscles also participate. It 1. \_\_\_\_\_ may be said that we think with our muscles in somewhat same way that we listen to music with 2. \_\_\_\_\_ our bodies.

You surely are not surprised to be told that you usually listen to music not only with your ears but also your whole body. Few people can listen to 3. \_\_\_\_\_ music that is most or less familiar without moving 4. \_\_\_\_\_ their body or, more specifical, some part of their 5. \_\_\_\_\_ body. Often when one listens to a symphonic concert on the radio, he is tempted to direct the orchestra(乐队) even although he knows there is a 6. \_\_\_\_\_ competent conductor on the job.

Strange although this behavior may be, there 7. \_\_\_\_\_ is a very good reason of it. One cannot derive all 8. \_\_\_\_\_ possible enjoyment from music unless he participates, so to speak, in its performance. The listener "feels" oneself into the music with more or less 9. \_\_\_\_\_ pronounced(明显的) motions of his body.

The muscles of the body actually participate in the mental process of thinking in the same way, although this participation is less obviously because it 10. \_\_\_\_\_ is less pronounced.

## 六、完形填空

Research on animal intelligence always makes me wonder just how smart humans are. 1 the fruit-fly experiments described in Carl Zimmer's piece in the Science Times on Tuesday. Fruit flies who were taught to be smarter than the average fruit fly 2 to live shorter lives. This suggests that 3 bulbs burn longer, that there is an 4 in not being too terrifically bright.

Intelligence, it 5, is a high-priced option. It takes more upkeep, burns more fuel and is slow 6 the starting line because it depends on learning—a 7 process—instead of instinct. Plenty of other species are able to learn, and one of the things they've apparently learned is when

to 8.

Is there an adaptive value to 9 intelligence? That's the question behind this new research. I like it. Instead of casting a wistful glance 10 at all the species we've left in the dust I.Q.-wise, it implicitly asks what the real 11 of our own intelligence might be. This is 12 the mind of every animal I've ever met.

Research on animal intelligence also makes me wonder what experiments animals would 13 on humans if they had the chance. Every cat with an owner, 14, is running a small-scale study in operant conditioning. We believe that 15 animals ran the labs, they would test us to 16 the limits of our patience, our faithfulness, our memory for terrain. They would try to decide what intelligence in humans is really 17, not merely how much of it there is. 18, they would hope to study a 19 question: Are humans actually aware of the world they live in? 20 the results are inconclusive.

- |                     |                   |                 |                  |
|---------------------|-------------------|-----------------|------------------|
| 1. (a) Suppose      | (b) Consider      | (c) Observe     | (d) Imagine      |
| 2. (a) tended       | (b) feared        | (c) happened    | (d) threatened   |
| 3. (a) thinner      | (b) stabler       | (c) lighter     | (d) dimmer       |
| 4. (a) tendency     | (b) advantage     | (c) inclination | (d) priority     |
| 5. (a) insists on   | (b) sums up       | (c) turns out   | (d) puts forward |
| 6. (a) off          | (b) behind        | (c) over        | (d) along        |
| 7. (a) incredible   | (b) spontaneous   | (c) inevitable  | (d) gradual      |
| 8. (a) fight        | (b) doubt         | (c) stop        | (d) think        |
| 9. (a) invisible    | (b) limited       | (c) indefinite  | (d) different    |
| 10. (a) upward      | (b) forward       | (c) afterward   | (d) backward     |
| 11. (a) features    | (b) influences    | (c) results     | (d) costs        |
| 12. (a) outside     | (b) on            | (c) by          | (d) across       |
| 13. (a) deliver     | (b) carry         | (c) perform     | (d) apply        |
| 14. (a) by chance   | (b) in contrast   | (c) as usual    | (d) for instance |
| 15. (a) if          | (b) unless        | (c) as          | (d) lest         |
| 16. (a) moderate    | (b) overcome      | (c) determine   | (d) reach        |
| 17. (a) at          | (b) for           | (c) after       | (d) with         |
| 18. (a) Above all   | (b) After all     | (c) However     | (d) Otherwise    |
| 19. (a) fundamental | (b) comprehensive | (c) equivalent  | (d) hostile      |
| 20. (a) By accident | (b) In time       | (c) So far      | (d) Better still |

## 七、作文

### “物种灭绝”

You should spend about 40 minutes on this task.

*Far too little has been done to prevent animals and plants from dying out, but people have been noticing this problem for a long time. Why do people take little action about it? Give your suggestion about how to solve this situation.*

Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Write at least 250 words.



## Lesson 3 Matterhorn man

### 马特霍恩山区人

#### 一、词汇与语法

- On the summit of Matterhorn, winds \_\_\_\_\_ speeds greater than 60km per hour.  
(a) obtain (b) attain (c) approach (d) exceed
- I don't know the alpinist's education \_\_\_\_\_.  
(a) basis (b) bottom (c) formation (d) background
- You may be the pioneer in this sport, but you needn't \_\_\_\_\_ about it.  
(a) claim (b) remark (c) boast (d) pride
- Those parishioners are \_\_\_\_\_ to find their herds at any cost.  
(a) decided (b) determined (c) shuddered (d) disguised
- After a tiring \_\_\_\_\_ on foot, we reached the shepherd's home.  
(a) travel (b) course (c) crossing (d) sail
- Which \_\_\_\_\_ will you take to go to Beijing?  
(a) course (b) way (c) path (d) route
- I should like to use the same linen \_\_\_\_\_ is used in your bedroom.  
(a) as (b) it (c) what (d) which
- The duty of the frontier soldiers is to \_\_\_\_\_ the country against its enemies.  
(a) restrict (b) count (c) resist (d) defend
- It's human \_\_\_\_\_ that parents should go out of their way to protect their children.  
(a) sorrow (b) nature (c) work (d) being
- \_\_\_\_\_ explain the perilous situation to him, he still didn't understand.  
(a) Hard as I tried to (b) Hard I tried to  
(c) As I tried hard to (d) Tried as I hard to
- When I saw their food, I \_\_\_\_\_ that they were impoverished.  
(a) realized (b) understand (c) recognize (d) know
- Now all fishing boats are radio \_\_\_\_\_.  
(a) equipped (b) afforded (c) furnished (d) supplied
- She caught a \_\_\_\_\_ of the thief as he made his getaway.  
(a) glimpse (b) flash (c) glance (d) sight
- His clothes were made of \_\_\_\_\_ material.  
(a) rude (b) vulgar (c) coarse (d) coast
- There was no one in the flea-ridden house, but the \_\_\_\_\_ of a meal lay on the table.  
(a) remains (b) ruins (c) rest (d) records

#### 二、课文填空

Modern alpinists try to climb mountains by a 1 which will give them good sport, and the more difficult it is, the more highly it is 2. In the 3 days, however, this was not the 4