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Unit 1 Thinking as a Hobby

Part I Vocabulary and Grammar

Directions: In this part there are 30 incomplete sentences, each with four suggested answers. Choose the one that best completes the sentence.

1. Although Warren is worth billions, he lives in a(n) _____ home and drives a moderately priced car.
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or engineering managers cannot afford to _____ behind new technical developments before finding themselves hopelessly outdated.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 his own advantage in mind.
A. selfish B. generous C. permissive D. disinterested
5. Juliet was _____ in love with Romeo, completely captivated and willing to give her life if they couldn't be together.
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. ailment 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
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
9. The retiring professor made important achievements in research and was _____ by his colleagues.
A. evaluated B. exalted C. fascinated D. examined

10. When I saw her walking along the street deep at night, I was really alarmed by her complexion. She looked so _____ just like a ghost.
A. gentle B. general C. tedious 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. threat D. captive
12. Whether it's because of a crash diet, general 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 awakened before five by the rain hammering _____ against the bedroom window.
A. remorselessly B. reluctantly C. relevantly D. resultlessly
14. In order to streamline the process and improve efficiency, it is necessary for the company to do away _____ some outdated rules and regulations.
A. / B. of C. from D. 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; _____, it is expected to be warmer.
A. or anything B. in anything C. if anything D. for anything
17. Because we are a very close family, there is probably nothing that can break our _____.
A. strength B. solidarity C. uniformity D. resilience
18. The _____ meanings of the individual words do not help define an expression like "drop in 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 doll so that she wouldn't feel left _____.
A. out B. aside C. off 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 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. Only outside the earth's atmosphere _____ to attain extremely high velocity.
- A. a space vessel is safe B. it is safe for a space vessel
C. is safe for a space vessel D. is it safe for a space vessel
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 African-American 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.

Family is the first school, and parents are their children's first teachers. Family education begins as child learns to talk. The kind of family education a child receives determine his or her future conduct. Though there are many aspects to family education, the more important is character-building. Young people are the hope of the future for not just families but also the nation.

1. _____

2. _____

3. _____

The impact of family, especially parents, may influence on a person throughout his or her life. Parents should pass down sounding moral values to their children from an early age, and guide them to develop integrity, help them cultivate sound minds, and assure their healthy growth, so that they will be useful to the country and the people when they grow up.

4. _____

5. _____

6. _____

Parents should instruct their children through word and deeds, giving them both knowledge and virtue and practicing what they teach. They should help their children take the first step on the ladder of life. We should both strive to foster and practice the core socialist values in families, encouraging family members, especially the younger generation, to love the Party, the motherland, the people, and the Chinese nation. We should also disseminate traditionally Chinese ethics by spreading the concepts of respecting the elderly and loving the young, gender equality, marital harmony, frugality, and neighborhood solidarity, when promoting loyalty, responsibility, family affection, learning, and public welfare. The goal is to enhance people's moral outlook and foster civic virtue in society for family happiness, extending care to others and contributing more to society.

7. _____

8. _____

9. _____

10. _____

Part III Translation

Section A

Directions: Translate the following passage into Chinese.

Now I want to talk a little bit about failings, because nobody's journey is seamless or smooth. We all stumble. We all have setbacks. If things go wrong, you hit a dead end—as you will—it's just life's way of saying time to change course. So, ask every failure—this is what I do with every failure, every crisis, every difficult time—I say, what is this here to teach me? And as soon as you get the lesson, you get to move on. If you really get the lesson, you pass and you don't have to repeat the class. If you don't get the lesson, it shows up wearing another pair of pants—or skirt—to give you some remedial work.

Section B

Directions: Translate the following passage into English.

家风是社会风气的重要组成部分。家庭不只是人们身体的住处，更是人们心灵的归宿。家风好，就能家道兴盛、和顺美满；家风差，难免殃及子孙、贻害社会，正所谓“积善之家，必有余庆；积不善之家，必有余殃”。

Useful words and expressions:

社会风气	social ethos
积善	to do good deeds
有余庆	to reap benefits
有余殃	to suffer misfortune

Part IV Reading Comprehension

Section A Multiple Choice Questions

Directions: In this section, there are two passages followed by questions or unfinished statements, each with four suggested answers marked A, B, C, and D. Choose the one that you think is the best answer.

Passage 1

(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 afforded 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.

(2) I would not be hurried by any love of system, by any exaggeration of instincts, to underrate 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 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.

(3) 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.

- By “one nature wrote and the same reads” (Para. 1), the author means that _____.
 - the author is rereading his own book
 - nature writing is read by the same people
 - author and reader live in the same era
 - author and reader are in accord
- The author uses the image of insects in Para. 1 to parallel his discussion of _____.
 - past writers storing knowledge for future readers
 - writers working in grubby surroundings
 - soulless parents toiling blindly for unknowing children
 - food chain
- The word “allusion” in Para. 2 is closest in meaning to _____.
 - impression
 - implication
 - suggestion
 - illusion
- The proverb the author cites in Para. 2 is used to support his theory that _____.
 - one must apply knowledge to extract knowledge
 - the rich need more education than the poor
 - all the wealth in the world will not make a man a genius
 - the wealth of the present is found in the past
- The author calls for an educational system that _____.
 - includes works of the masters
 - teaches students to write brilliantly
 - inspires creativity in scholars
 - both A and B

Passage 2

(1) 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 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.

(2) 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.

(3) 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 *sheik* (酋长) 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.

(4) 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 refers to _____.
 - 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 a casual remark.

Section B Short Answer Questions

Directions: In this section, there are three short answer questions based on the passages in Section A. Answer the questions with **NO MORE THAN TEN WORDS**.

Passage 1

1. What is the second paragraph mainly about?
-

Passage 2

2. Why does the author feel excited and pleased when learning Arabic, considered one of the most difficult languages in the world at the age of 40?

3. What can be inferred about the author from "...for there are a couple of Arabic sounds which not even a gift for mimicry allowed me to grasp for ages" in Para. 3?
