

大学英语四级统考 分类模拟试题集

听力理解

Listening
Comprehension

词汇与结构

Vocabulary
and Structure

阅读理解

Reading
Comprehension

完形填空

Cloze Test

内 容 简 介

本书是为准备参加国家四级英语统考的学生编写的阅读理解模拟试题集，共精选短文92篇，每篇含理解题五个以上，书后附有参考答案。试题选自历届托福考题、大学英语四级竞赛题和水平测试题。本书题材广泛，内容丰富，知识面广，趣味性强，编排顺序由浅入深，理解题具有较强的逻辑性。

本书可作四级英语的阅读理解教材或临考前短期培训教材，对于参加六级英语考试的学生也有一定的参考价值。

大学英语四级统考分类模拟试题集

阅 读 理 解

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前 言

国家教委颁发的“大学英语教学大纲”规定：大学英语教学的目的是培养学生具有较强的阅读能力，一定的听的能力，以及初步的写和说的能力。为此我们编写了一套分类标准化试题集（附答案）作为学生复习巩固阶段的强化训练材料。经过85、86级两届学生试用，反映良好，他们在国家四级统考中，取得了优异成绩。

这些习题大都选自国内外各种英语试题和练习集，对于参加国家英语六级统考和研究生入学考试者也有一定的参考价值。

本册系《阅读理解》部分，由周家玺副教授审阅，特此致谢。

编 者

1989年2月

阅 读 理 解

Passage 1

Discovered a mere one hundred fifty years ago and manufactured commercially just half that long, aluminum today ranks behind only iron and steel among metals serving mankind. The key to its popularity is its incredible versatility. The same metal that makes kitchen foil serves as armor for battle-field tanks. The material for lawn chairs and baseball bats also forms the vital parts of air and space vehicles—most of their skeletons, their skins, even the rivets that bind them together.

Behind aluminum's versatility lie properties so diverse that they almost seem to belong to several different metals. For example, in its pure form, aluminum is soft enough to whittle, yet its alloys can possess the strength of steel with only a third of its weight. Thus, when Alexander Calder designed one of his last mobiles—a soaring creation eighty feet long--his choice of aluminum over steel cut two tons from its weight. Aluminum also assures the masterpiece virtual immortality. The instant

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the metal is exposed to air, its surface acquires a transparent film that seals the interior against further corrosion.

1. According to the passage, the use of aluminum is
 - A. greater than that of any other metal.
 - B. equal to that of iron.
 - C. less than that of steel.
 - D. to be ignored.
2. It can be inferred from the passage that aluminum has been marketed for how many years?
 - A. 40
 - B. 75
 - C. 80
 - D. 150
3. The most important feature of aluminum is that it
 - A. can be used for many different things.
 - B. is soft enough to whittle.
 - C. is strong.
 - D. can be marketed in pure form.
4. It can be inferred that a steel object weighing three tons would weigh how many tons if it were made of aluminum?
 - A. One
 - B. Three
 - C. Six
 - D. Nine
5. It can be inferred from the passage that things made of aluminum
 - A. are usually sealed with plastic film.
 - B. are not very popular as art objects.

C. will last a long time.

D. should not be exposed to air for a long period of time.

Passage 2

In April 1803 Napoleon Bonaparte negotiated the sale of the Louisiana Territory with the envoys of President Thomas Jefferson. For the fifteen million dollars needed to continue his war in Europe, Napoleon turned the entire Louisiana Territory over to the United States. Neither the French nor the Americans were aware of the vast amount of land the sale involved. It was later discovered to include over eight hundred thousand square miles.

Only a short time before the agreement was reached, Napoleon had acquired Louisiana from Spain with the intention of making Louisiana the centre of a great French-American empire. However, when President Jefferson sent word that he was interested in buying New Orleans, Napoleon gave up this dream. The envoys were offered all of Louisiana or nothing, and they gladly took it all. At one stroke of the pen and without even a threat of war, the Louisiana Purchase doubled the size of the United States, pushed back the frontier, and

secured the Mississippi River as a highway for western trade. It was by far the best bargain in American diplomatic history.

1. The most unusual feature of the sale was that
 - A. it was negotiated in a very short period of time.
 - B. it involved a very valuable piece of land.
 - C. no one really wanted most of the land.
 - D. neither country knew how much land was involved.
2. One of the significant aspects of the Louisiana Purchase was that it
 - A. cost less than had originally been offered.
 - B. resulted from a direct negotiation with France.
 - C. removed all foreign powers from the United States.
 - D. expanded the United States without a war.
3. Acquisition of the Mississippi River was important to the United States because it
 - A. was a recognizable frontier.
 - B. provided a route for trade with the West.
 - C. expanded American power.
 - D. made New Orleans an international port.
4. According to the passage, the Louisiana Purchase is viewed as

- A. far from a bargain. B. a backward step.
C. an exceptionally good buy.
D. an unlucky accident.
5. Why did Napoleon sell Louisiana?
- A. It was too far from France.
B. He was in need of money.
C. It was too large to govern.
D. He was unable to defend it.

Passage 3

Albert Schweitzer was born in 1875 in Alsace. At that time, it was a part of Germany. His generous spirit was first awakened through his training as a Lutheran minister. Besides gaining a reputation as a preacher, he also became respected for his ability to play the organ. He was a man of many talents. His concern for other people turned his attention to medicine. He had also acquired doctoral degrees in philosophy and music. His wife took an interest in medicine also and became a nurse. Many people thought that he should remain and lecture in Europe to have a strong impact on Western civilization. Though he listened to their suggestions, he finally decided to follow his own conscience. This led him to Africa. Albert had felt that all men should accept the responsibility of helping others.

He felt particularly concerned for black Africans who had been exploited by white men. He earned the money he needed by performing on the organ and by lecturing. With this money he bought equipment and opened a hospital in Africa. He was a man of great strength who faced great problems with courage. The threat of war, the reality of imprisonment during World War One as a German citizen and the unbearable heat in Africa did not prevent him at all. He believed that man could overcome these obstacles if he had a sense of idealism. He died in 1965.

1. His concern for other people was awakened
 - A. during his ministerial studies.
 - B. in Africa.
 - C. in the war.
 - D. in prison.
2. What were his talents?
 - A. Lecturing, giving concerts, and giving medical care.
 - B. Fighting as a brave soldier, giving concerts and treating illness.
 - C. Giving free medicine and writing short stories.
 - D. Teaching his wife to be a nurse, treating patients, and giving concerts.
3. When he at first wanted to go to Africa
 - A. some people encouraged him.
 - B. some people discouraged him.

- C. some people told him to go to America.
- D. some people told him to go to Alsace.
- 4. They thought he could best influence society
 - A. by lecturing in Africa. B. by travelling.
 - C. by lecturing in Europe.
 - D. by treating patients.
- 5. Albert himself wanted to go to Africa
 - A. because the white men were partly responsible for illness there.
 - B. because his wife had been a nurse there.
 - C. because a hospital there needed a doctor.
 - D. because he was born there.

Passage 4

The traditional American Thanksgiving Day celebration goes back to 1621. In that year a special feast was prepared in Plymouth, Massachusetts. The colonists who had settled there had left England because they felt denied of religious freedom. They came to the new land and faced difficulties in coming across the ocean. The ship which carried them was called the Mayflower. The North Atlantic was difficult to travel. There were bad storms. They were assisted in learning to live in the new land by the Indians who inhabited the region. The Puritans, as

they were called, had much to be thankful for. Their religious practices were no longer a source of criticism by the government. They learned to adjust their farming habits to the climate and soil. When they selected the fourth Thursday of November for their Thanksgiving celebration, they invited their neighbours, the Indians, to join them in dinner and a prayer of gratitude for the new life. They recalled the group of 102 men, women, and children who left England. They remembered their dead who did not live to see the shores of Massachusetts. They reflected on the 35 days' journey which tested their strength.

1. The tradition of a day of Thanksgiving is
A. 100 years old. B. 200 years old.
☒ C. 300 years old. D. 400 years old.
2. Why had they left England?
☒ A. Because of religious problems.
B. To establish a new religion.
C. To learn farming.
D. Because of the Indians.
3. The climate and soil in Massachusetts are
A. similar to that of England.
☒ B. different from that of England.
C. similar to that of Plymouth.
☒ D. different from that of Plymouth.

4. They invited the Indians to dinner in order to
- A. show their gratitude.
 - B. teach them how to cook.
 - C. feed the hungry Indians.
 - D. avoid war.
5. They gave thanks while remembering
- A. the new society of Indians.
 - B. their friends who did not live to see the new land.
 - C. their former religion.
 - D. to invite the Indians.

Passage 5

More attention was paid to the quality of production in France at the time of Rene Coty. Charles Deschanel was then the financial minister. He stressed that workmanship and quality were more important than quantity for industrial production. It would be necessary to produce quality goods for the international market to compete with those produced in other countries. The French economy needed a larger share of the international market to balance its import and export trade.

French industrial and agricultural production was still inadequate to meet the immediate needs of the

people, let alone long-ranged developments. Essential imports had stretched the national credit to the breaking point. Rents were tightly controlled, but the extreme inflation affected general population most severely through the cost of food. Food costs took as much as 80 per cent of the workers' income. Wages, it is true, had risen. Extensive family allowances and benefits were paid by the state, and there was full-time and over-time employment. Taken together, these factors enabled the working class to exist but allowed them no sense of security. In this changeable and discouraging situation, workmen were willing to work overseas for higher wages.

The government was reluctant to let workers leave the country. It was feared that this migration of workers would greatly decrease the labor force. The lack of qualified workers might hinder the improvement in the quality of industrial products produced. Qualified workers employed abroad would only increase the quantity of quality goods produced in foreign countries. Also the quantity of quality goods produced in France would not be able to increase as part of its qualified labor force moved to other countries.

1. According to the passage, the French workers were
A. better paid than the workers in any other

European country.

- B. able to save more money with the increase in his wages.
 - ☒ C. anxious to work abroad.
 - D. often unable to find work in France.
- 2. Rene Coty and Charles Deschanel were both interested in
 - ☒ A. better quality in production.
 - B. increasing quantity in production.
 - C. having the government raise tariffs on foreign imports.
 - D. eliminating unions in France.
- 3. Which of the following was NOT true in France?
 - ☒ A. Food costs were low.
 - B. Wages had increased.
 - C. The state paid family allowances.
 - D. There was overtime employment.
- 4. The French Government was reluctant to let the workers leave the country because
 - ☒ A. it would enlarge the working force.
 - ☒ B. it would hinder the improvement of quality in industrial production.
 - C. it would hinder the increase in quantity of exports.
 - D. It would damage the imports.
- 5. According to the passage, French production
 - ☒ A. was inadequate to meet the needs of the

French people.

- B. was flooding the international market with inferior products.
- C. emphasized industrial production at the expense of agricultural production.
- D. was enough for the local market.

Passage 6

A special research team organized and dispatched from the local medical centre performed experiments on the completely blind infants. The test sample included twenty completely blind infants, who lived at home with their mothers or family. The research workers would visit the infants and closely observe the developments of their sense and behavior every two weeks.

In most cases, the research workers tested the response of the blind infant to different stimuli common in the family environment. Generally speaking, a normal baby would react with smiles and laughter to touching, to the voice of a relative, and to hugging from his family. His reactions were swift and quick. Nevertheless, most of the blind infants, according to the experiments, responded to stimuli impassively. In fact, they were indifferent to any

sound. But under some special circumstances, some of them were able to react to the sound of their mothers with a smile. Usually, their response was very slow.

The tests were conducted over a nine month period, and they began when the blind infants were one month old and ended when they were ten months old.

1. The responses of the blind infants to the stimuli
 - A. were the same as the normal infants.
 - B. were different at first but later the same as the normal infants.
 - C. were slower than the normal infants.
 - D. were swift and speedy.
2. Which of the following statements is true?
 - A. A normal baby responded to the stimuli impassively.
 - B. A normal baby's reaction to the sound was slow.
 - C. A group of nurses took care of the blind infants at the medical centre.
 - D. Some of the blind infants were able to respond to their mothers' voice.
3. How were the experiments conducted?
 - A. The scientists tested them in the medical centre.

- B. The blind infants were visited by research workers every two weeks.
 - C. The blind infants were made to compare with the normal infants.
 - D. Their mothers were invited to take part in the test.
4. Which of the following statements is NOT true?
- A. The blind infants lived at home with their mothers.
 - B. The normal infants responded to their relatives' voices.
 - C. The blind infants responded to gentle touching.
 - D. The blind infants and the normal infants live in their respective homes.
5. The test period for the blind infants was
- A. one month.
 - B. nine months.
 - C. ten months.
 - D. about a year.

Passage 7

The development of Jamestown during the second half of the seventeenth century was closely related to the making and use of bricks. There are several practical reasons why bricks became important to the colony. Although the forests could initially supply