

大学英语

# 挑战

## 四级考试 阅读理解高分必备

主编 王迈迈

# 高分

西北工业大学出版社

无此防伪标志皆为盗版

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## 大学英语四级考试

# 阅读理解高分必备

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## 前 言

《大学英语教学大纲》最近又一次修订再版了,新修订的《大纲》对大学英语四、六级考试提出了新的更高的要求。1—4级领会式掌握的词汇由旧《大纲》的4000增加到了4200,1—6级领会式掌握的词汇由旧《大纲》的5300增加到了5500;阅读四、六级一般性材料的阅读速度要求达到每分钟70词;阅读难度略低的材料的阅读速度,四级则要求达到每分钟100词,六级要求达到每分钟120词;对听力的语速要求,四级由旧《大纲》的每分钟120词提高到了每分钟130—150词,六级由每分钟140词提高到了每分钟150—170词;写作要求也相应提高了,新《大纲》要求四级“能就一定的话题或提纲在半小时内写出120—150词的短文”,六级能在半小时内写出150—180词的短文。此外,新《大纲》还对大学英语四、六级考试的翻译能力作了具体要求,即能将“难度略低于课文的英语短文译成汉语,理解正确,译文达意,译速为每小时300英语单词”,六级译速则为“每小时350英语单词”。

为了适应新的《大学英语教学大纲》的要求,帮助同学们打好大学英语基础,提高大学英语四、六级考试的应试能力,我们组织全国多所著名大学的大学英语教师骨干,在认真总结多年来大学英语教学经验的基础上,隆重推出了这套**挑战高分**的大学英语四、六级考试丛书,希望能对同学们准备四、六级考试有所帮助。具体书目如下:

### 一、挑战高分 大学英语四级考试系列

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3. 阅读理解高分必备
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6. 作文参考

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6. 作文参考

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编 者

2000 年 3 月

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# Part I 大学英语四级考试

## 阅读理解全真模拟试题

### Test One

**Directions:** There are 4 reading passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.

#### Passage 1

Questions 1 to 5 are based on the following passage:

With intelligence, wit, and insight, Robert Hughes, America's leading art critic, unrolls the visual record of 500 years of American life; the paintings, sculpture, architecture, and design in his newly published book "American Visions."

The United States of America is an immigrant society, and has been since the beginnings of European settlement in the late 16th century. English, French, Spanish, Italians, Africans, Chinese, Japanese and everyone else have been carrying parts of their past, their inherited or remembered culture, into America for the past 400 years.

As a result, American art tells the American story; Americans, like any other people, inscribe their histories, beliefs, attitudes, desires and dreams in the images they make.

Not all of America's story is in its art, of course. How could it be? That would be too much to ask of art. And some of the best art made in America has been completely silent about its social context. There's very little visual art, for instance, that directly deals with



slavery.

The story is a long, rich and complicated one because American culture is older than people tend to think.

In the pages in this book, you will not find anything like a systematic history of American art. Rather, think of this book's seven major sections as slices across spans of cultural time, and of the works of art as lenses, through which one can glimpse aspects of American character, hopes, fears and aspirations.

As an Australian, Hughes enjoys a special vantage point on America's visual culture. "You need to be alien to do this sort of semi-anthropology," he says, "You need to be both inside and outside the subject."

1. This passage is an introduction of a book. What is the book mainly about?

- A. American story.                      B. American history.  
C. American art.                         D. American visions.

2. According to the passage, \_\_\_\_\_.

- A. American art takes on a peculiarly American cast  
B. art should reflect all aspect of life  
C. we should study American art from historical point of view  
D. the works of art is usually studied with lenses

3. What is not true according to the passage?

- A. The U. S. is an immigrant country.  
B. The U. S. has inherited the traditions of many other cultures.  
C. Some works of art do not reflect their society.  
D. Slavery is usually dealt with in art.

4. What do you think the book will include?

- A. Biographies.                      B. Critical commentaries.  
C. Social history.                    D. All of the above.

5. Where does this passage most likely appear?

- A. In the preface of a book.  
B. In a specialist magazine.

- B. In the 副刊 supplement of a newspaper. y  
D. In a scientific journal.

## Passage 2

### Questions 6 to 10 are based on the following passage:

Information technologies offer many opportunities for improving the delivery of public services. Infostructure obliterates geographical limitations; we can now communicate with an individual anywhere on the globe. By linking doctors' offices to the information in medical and patient databases, people would be referred to the right specialists, who could see and treat patients much faster. No more sitting for hours in waiting room. Immediate access, leading to individualized delivery of service, is the key benefit of the computer revolution.

Transportation is another public service in which information technologies offer vast improvements. While start-up arrangements, pricing schemes, and overall timetable have yet to be resolved, intelligent vehicles / highway systems will allow drivers to pass through a toll gate without even stopping; their accounts are debited (记入借方) automatically.

This transportation infostructure will also tell you where the nearest hotel is and if there is a room available. If your car breaks down, it will direct you to the nearest repair shop that stocks the parts you need. And if you have an accident or medical emergency, it can tell you where the nearest hospital is, how to get there, and other necessary information. Europe and Japan are already developing such systems. In Japan alone, there are over 250,000 vehicles equipped with position-location devices and electronic maps.

The problems we now face are fundamentally conceptual, rather than technical. Questions about pricing structures and related regulations must still be answered. It is these conceptual problems that prevent society from accruing any benefits from the infostructure that the technologies are making possible, such as improved cost performance, more easily shared resources, and more highly utilized

ones.

Society must take public services and the physical infrastructure (基础设施) more effective through an increased interaction between the public and private sectors, so that we can create a demand for the kinds of software and hardware for each specific area—intelligent highways, health care, etc— that will build the infostructure. Once this is done, major growth industries—such as real-time data collection, database storage of historical and current information, communications networking, and service providing software for the users and support staff of the infostructure—will blossom in the years ahead.

6. This passage is mainly to \_\_\_\_\_.

- A. introduce public service system
- B. anticipate the infostructure.
- C. predict the next computer revolution
- D. encourage sharing and utilizing resources

7. What does the “infostructure” refer to, according to the passage?

- A. Information-based public facilities.
- B. Transportation systems facilitated by computers.
- C. Intelligent highways and health cares.
- D. Information highways and network.

8. What can information technologies help us in terms of transportation now?

- A. Increasing interaction between the public and the private.
- B. Providing you with the position-location devices and electronic maps.
- C. Start-up arrangements, pricing schemes and overall timetables.
- D. All of the above.

9. What is the problems facing us in terms of the infostructure?

- A. How to reduce the cost of the services.
- B. How to make public services and the physical infrastructure more effective.

- C. How to set up pricing structures and related regulations.
- D. How to utilize the resources available.
10. What can we infer from the passage?
- A. People have benefited a lot from the infrastructure.
- B. The development of computer industries will make possible the development of the infrastructure.
- C. We need to reduce the cost of major public services for the societies benefits from it.
- D. The next computer revolution will be on the leading to the individualized delivery of services. ✕

### Passage 3

#### Questions 11 to 15 are based on the following passage:

A fair number of young people in my country do in fact spend at least a year abroad. In most cases they go for study in their special subject or to learn and get more practice in the language of that country because they need this in their future job and you can't speak of a foreign language really well without having lived in the country where it's spoken. Others go to work there, either as part of their training (hotel employees are an example) or because they can get better pay.

A lot of people are satisfied with just learning or working; they go to classes or earn money and that's enough. They get to know very little about the country itself; its interesting places, its scenery and its history, what sort of ideas the people have and how they live. If I went abroad, I'd travel around the country as much as I could and try to get to know as many people as possible, not only to practise the language on but to have discussions with and I'd hope to make some real friends.

It's a good thing too to spend some time seeing your own country from the outside; it helps you to get a sense of proportion and become more tolerant and less narrow-minded. Sometimes living at home is like being in a small room with only a window to look at the world through, and going to another country is like opening the door and

stepping out.

11. What do most people go abroad for?

A. To be independent ✗

B. To study a subject ✓

C. To study its culture

D. To make friends with local people ✗

12. The author suggests if you want to study a language well, you

A should \_\_\_\_.

A. know the country well

B. practice enough

C. read a lot

D. live in the particular country ✓

13. Travel can help you \_\_\_\_.

A. see new places

B. broaden knowledge of life and people

C. see one's own country from outside

D. all of the above ✓

14. What can't be inferred from the passage?

A. The author had travelled a lot of countries. ✗

B. Many young people go abroad each year. ✓

C. When working abroad some people may earn more money.

D. Many professions need special training abroad.

15. The topic of this passage is about \_\_\_\_.

A. the best way to learn a skill ✗

B. the way to know your own country

C. the value of spending a year or two in a foreign country ✓

D. a good thing to spend your time ✗

**Passage 4**

**Questions 16 to 20 are based on the following passage:**

To Mather, every lofty waterfall, every view of a snowcapped peak or murmuring forest was a national treasure, to be preserved before it was too late. From the beginning he knew what he wanted.

Each park must be dramatic—and different. Each must be big enough to bear the traffic of tourists, campers and lovers of the wilderness—a great “breathing space” for the country’s growing population.

He saw that Congress would never grant money for such parks until the public demanded them. But with little knowledge of the parks, the public would raise no cry. So Mather went into action.

At his own expense, he took a group of friends to Lake Tahoe and Yosemite. He showed them the Muir Woods, where the great coastal redwood trees grew. The men were so impressed by the scenery that they collected money to help him fight his cause in Washington.

This was the first of many camping trips that Mather led. He carefully chose guests who would tell the parks’ story to the public. They included the editor of the National Geographic magazine, the head of a railroad, a well-known travel lecturer, some popular writers.

Through articles and photographs, the adventures of these groups became widely known. The park idea caught on. In 1916, Congress passed a bill to start the National Park Service. Mather was its first Director.

16. Why did Mather want some wilderness spots preserved?

A. Because they were national treasures.

B. Because they should provide entertainment for public.

C. Because each park must be dramatic and different.

D. All of the above.

17. What was most important in his plan to preserve national parks?

A. The government would grant money.

B. He could collect enough money.

C. The public demanded for national parks.

D. Many people would visit these national parks.

18. How did Mather get the public to enjoy the parks’ use?

A. Putting advertisements in papers.

B. Emphasizing the use of parks as pasture.

- C. Providing various enjoyments in the parks.
- ~~D.~~ Selecting camping guests who would tell about parks.
19. Mather's camping guests included all but \_\_\_\_\_.
- A. national geographic editor
  - B. railroad head ✓
  - C. TV commentator
  - D. travel lecturer ✓
20. We can infer from the passage that Mather \_\_\_\_\_.
- A. was the founder of the National Parks
  - B. devoted much of his money and energy to national parks
  - C. got much support from the Congress ✓
  - D. hold that national parks should not be intervened by public ✓

## Test Two

### Passage 1

Questions 1 to 5 are based on the following passage.

The detective story is probably the most respectable (at any rate in the narrow sense of the word) of the crime species. Its creation is often the relaxation of University dons, literary economists, scientists or even poets. Fatalities may occur more frequently and mysteriously than might be expected in polite society, but the world in which they happen, the village, seaside resort, college or studio, is familiar to us, if not from our own experience, at least in the newspaper or the lives of friends. The characters, though normally realized superficially, are as recognizably human and consistent as our less intimate associates.

A story set in a more remote environment, African jungle or Australian bush, ancient China or gas-lit London, appeals to our interest in geography or history, and most detective story writers are conscientious in providing a reasonably authentic background. The elaborate, carefully-assembled plot, despised by the modern intellectual critics and creators of "significant" novels, has found refuge in the murder mystery, with its sprinkling of clues, its spicing with apparent impossibilities, all with appropriate solutions and explanations at the end. With the guilt of escapism from Real Life nagging gently, we secretly revel in the unmasking of evil by a vaguely super-human sleuth, who sees through and dispels the cloud of suspicion which has hovered so unjustly over the innocent.

1. The detective novel may be considered respectable in the sense that

- A. people need not feel ashamed of reading one
- B. there are often some well-drawn characters in it
- C. it deals with conventional people and scenes
- D. it is written by people of culture and intelligence



2. The passage suggests that intellectuals write detective stories because \_\_\_\_\_.

B. A. the stories are often in fact very instructive

B. they enjoy writing these stories

C. the creation of these stories demands considerable intelligence

D. detective stories are an accepted branch of literature

3. Which of the following are only unlikely aspects of the average detective novel?

A. its characters

B. its setting

C. its incidents

D. its authorship

4. What feature of the detective story is said to disqualify it from respectful consideration by intellectual critics?

A. The many seemingly impossible events.

B. The fact that the guilty are always found out and the innocent cleared.

C. The existence of a neat closely-knit story.

D. The lack of interest in genuine character revelations.

5. According to a suggestion in the passage, detective story readers feel guilty because \_\_\_\_\_.

A. they should be devoting all their attention to the problems of the world around them

B. they should have a more educated literary taste

C. they become aware that they too share some of the guilt of the criminal

D. they would hesitate to admit the considerable enjoyment they get from these stories

## Passage 2

Questions 6 to 10 are based on the following passage:

The head of one of the world's biggest computer software companies, Bill Gates, is travelling the world to promote his vision.

Microsoft empire was founded on the motto "A computer on every desk and in every home; running Microsoft software". In the 18 years since