

# 大学英语四级考试阅读部分 活页题集(一)

马骅 马玉杰 徐瑛 主编

新时代出版社

·北京·

## 内 容 简 介

本书根据《大学英语四级考试大纲》,精心设计了阅读部分模拟试题40套,具有针对性强、信息量大、实用性强等特点。

全书分模拟试题、参考答案、试题分析三部分。在解题焦点中详细分析了各类试题的命题特点,并提供了相应的解题规律,以帮助考生举一反三,循序渐进,通过练习,使考生具备必要的解题技巧,以在四级考试中得心应手,取得好成绩。

### 图书在版编目(CIP)数据

大学英语四级考试阅读部分活页题集. 1/马骅等主编. —北京:新时代出版社, 2003. 7

ISBN 7-5042-0815-9

I. 大... II. 马... III. 英语—阅读教学—高等学校—水平考试—习题 IV. H319.4

中国版本图书馆CIP数据核字(2003)第029626号

**新 时 代 出 版 社** 出版发行

(北京市海淀区紫竹院南路23号)

(邮政编码 100044)

涿中印刷厂印刷

新华书店经售

\*

开本787×1092 1/16 印张16¼ 528千字

2003年7月第1版 2003年7月北京第1次印刷

印数: 1-5000册 定价: 22.00元

---

(本书如有印装错误, 我社负责调换)

## 前 言

阅读理解部分在大学英语四级考试中占有较大的比例,分值高(40分),阅读量大(一般要求35分钟完成)。因而,能否在阅读理解部分获得高分,对考生能否通过六级考试,甚至达到优秀,起着至关重要的作用。但是,历年的四级考试结果表明,此部分恰为考生的相对弱点,大部分考生得分率较低。

本书根据《大学英语四级考试大纲》,并结合近年来四级考试的命题规律,设计了四级考试阅读部分模拟试题40套。针对考生的弱点,在题型设计上相应增强了难度较大的逻辑推理题的难度,阅读量也较真题多。考生在测试中可适当调整答案时间,通过练习,循序渐进。

全书分模拟试题、参考答案及解题焦点三部分。在试题分析中详细分析了各类题的命题特点,并提供各类题的解题技巧具有较强的实用性。

本书由马骅、马玉杰、徐璞主编,另外,桑军、王惟一、王子旭、索兰、徐孟阳、庄巧、冯程、蒋士俊、井文光、徐若曦、王广富、邢笃志、卢卫东、满江等同志参加了本书的编写。错漏之处,恳请读者指正。

# 目 录

## 模拟试题

Model Test 1 .....	1
Model Test 2 .....	6
Model Test 3 .....	11
Model Test 4 .....	15
Model Test 5 .....	19
Model Test 6 .....	23
Model Test 7 .....	27
Model Test 8 .....	31
Model Test 9 .....	36
Model Test 10 .....	41
Model Test 11 .....	46
Model Test 12 .....	51
Model Test 13 .....	56
Model Test 14 .....	61
Model Test 15 .....	66
Model Test 16 .....	71
Model Test 17 .....	75
Model Test 18 .....	79
Model Test 19 .....	84
Model Test 20 .....	89
Model Test 21 .....	94
Model Test 22 .....	99
Model Test 23 .....	104
Model Test 24 .....	109
Model Test 25 .....	114
Model Test 26 .....	119
Model Test 27 .....	124
Model Test 28 .....	129
Model Test 29 .....	134
Model Test 30 .....	139
Model Test 31 .....	144

Model Test 32 .....	149
Model Test 33 .....	154
Model Test 34 .....	159
Model Test 35 .....	164
Model Test 36 .....	169
Model Test 37 .....	174
Model Test 38 .....	179
Model Test 39 .....	184
Model Test 40 .....	189

参考答案 .....	193
------------	-----

## 试题分析

Notes to Model Test 1 .....	198
Notes to Model Test 2 .....	199
Notes to Model Test 3 .....	201
Notes to Model Test 4 .....	203
Notes to Model Test 5 .....	204
Notes to Model Test 6 .....	206
Notes to Model Test 7 .....	208
Notes to Model Test 8 .....	209
Notes to Model Test 9 .....	211
Notes to Model Test 10 .....	212
Notes to Model Test 11 .....	214
Notes to Model Test 12 .....	215
Notes to Model Test 13 .....	216
Notes to Model Test 14 .....	217
Notes to Model Test 15 .....	219
Notes to Model Test 16 .....	221
Notes to Model Test 17 .....	222
Notes to Model Test 18 .....	224
Notes to Model Test 19 .....	225
Notes to Model Test 20 .....	226
Notes to Model Test 21 .....	228

<b>Notes to Model Test 22</b> .....	230	<b>Notes to Model Test 32</b> .....	244
<b>Notes to Model Test 23</b> .....	231	<b>Notes to Model Test 33</b> .....	245
<b>Notes to Model Test 24</b> .....	233	<b>Notes to Model Test 34</b> .....	247
<b>Notes to Model Test 25</b> .....	234	<b>Notes to Model Test 35</b> .....	248
<b>Notes to Model Test 26</b> .....	236	<b>Notes to Model Test 36</b> .....	249
<b>Notes to Model Test 27</b> .....	237	<b>Notes to Model Test 37</b> .....	251
<b>Notes to Model Test 28</b> .....	238	<b>Notes to Model Test 38</b> .....	253
<b>Notes to Model Test 29</b> .....	240	<b>Notes to Model Test 39</b> .....	254
<b>Notes to Model Test 30</b> .....	241	<b>Notes to Model Test 40</b> .....	255
<b>Notes to Model Test 31</b> .....	242		

# 模 拟 试 题

## Model Test 1

### Passage 1

Questions 1 to 5 are based on the following passage.

Einstein was born in Ulm on March 14, 1879, and spent his youth in Munich, where his family owned a small shop that manufactured electric machinery. He did not talk until the age of three, but even as a youth he showed a brilliant curiosity about nature and an ability to understand difficult mathematical concepts. At the age of 12 he taught himself Euclidean geometry.

Einstein hated the dull regimentation and unimaginative spirit of school in Munich. When repeated business failure led the family to leave Germany for Milan, Italy, Einstein, who was then 15 years old, used the opportunity to withdraw from the school. He spent a year with his parent in Milan, and when it became clear that he would have to make his own way in the world, he finished secondary school in Arrau, Switzerland, and entered the Swiss National Polytechnic in Zurich. Einstein did not enjoy the methods of instruction there. He often cut classes and used the time to study physics on his own or play his beloved violin. He passed his examinations and graduated in 1900 by studying the notes of a classmate. His professors did not think highly of him and would not recommend him for a university position.

For two years Einstein worked as a tutor and substitute teacher. In 1902 he secured a position as an examiner in the Swiss patent office in Bern. In 1903 he married Mileva Maric, who had been his classmate at the polytechnic.

In 1905 Einstein received his doctorate from the University of Zurich for a theoretical dissertation(高等学位论文) on the dimensions of molecules. Later he published theoretical papers of central importance to the development of 20th century physics, which contained what became known as the special theory of relativity and the general theory of relativity. However, Einstein's work proved to be difficult for colleagues to comprehend, let alone support.

After 1919, Einstein became international renowned. He accrued(获得) honors and awards, including the Nobel Prize in physics in 1921, from various world scientific societies. His visit to any part of the world became a national event; photographers and reporters followed him everywhere.

When Hitler came to power, Einstein immediately decided to leave Germany for the United States. He took a position at the Institute for Advanced Study at Princeton, New Jersey.

After the war, Einstein was active in the cause of international disarmament and world government. He continued his active support of Zionism(犹太复国主义) but declined the offer made by leaders of the state of Israel to become president of that country. In the U.S. during the late 1940s and early '50s he spoke out on the need for the nation's intellectuals to make any sacrifice necessary to preserve political freedom. Einstein died in Princeton on April 18, 1955.

Questions:

1. Which of the following can NOT be inferred from the passage?
  - A) Einstein disliked attending school.
  - B) Einstein primarily taught himself at school.
  - C) Einstein would certainly have been more successful if he got on well with his professors.
  - D) Before he was 26 years old, Einstein did not receive much attention in physics.
2. While studying at the Swiss National Polytechnic, Einstein \_\_\_\_\_.
  - A) often cut classes and failed in examinations

- B) was liked very much by his professors
  - C) lost his interest in physics
  - D) preferred playing violin to attending university courses
3. According to the passage, Einstein's theory of relativity \_\_\_\_\_.
- A) contributed immensely to 20th century physics
  - B) made him internationally renowned
  - C) proved too difficult to explain
  - D) won him the Nobel Prize
4. After the war, Einstein did all of the following EXCEPT \_\_\_\_\_.
- A) he opposed to war
  - B) he supported Zionism
  - C) he planned to go to work in Israel
  - D) he advocated political freedom
5. According to the passage, which of the following can NOT be used to describe Einstein?
- A) Brilliant.
  - B) Proud.
  - C) Peaceful.
  - D) Unconventional.

## Passage 2

**Questions 6 to 10 are based on the following passage.**

I never forget a face. Quite often I have gone up to a man who didn't know me from Adam. I've said: "I think we have met before," and I have been able to give him some idea of where it was. I can always connect a face with a place, you see. Well, as I was saying, I can go up to this fellow and remind him of a big dinner or a football match or whatever it is that his face reminds me of, and probably within five minutes we're talking about business. I can usually find out his name later on. My memory for faces helps me a lot in business.

You can guess that there is not a man, woman or child here in Bardfield that I don't know by sight. I've lived in Bardfield ever since the war. I like the place, although it's only forty minutes from London, there's a lot of country here. The village is almost a mile from the station, and that's rather troublesome. But quite a pleasant crowd of men travel up and down to the city most days, and I needn't tell you that I don't know the names of half of them, though we speak to each other cheerfully enough. My wife complains that I don't know the names of our neighbors in the next house, and that's true.

Well, on this particular evening I'd been kept a bit late at the office, and it was difficult to get to the station in time to catch the train. There was quite a crowd in the train at first, but they gradually got out; and by the time we reached Ellingham—that's two stations before mine—there were only two of us left in the carriage. The other man wasn't one of the regular travelers, but I knew he was from Bardfield. I knew it as soon as I saw him, of course. I'd smiled at him when I saw him get into the carriage in London, and he had smiled back. But that didn't tell me his name.

The annoying thing was that I couldn't PLACE the fellow, if you understand what I mean. His face told me clearly that he was connected with Bardfield, but that was all it told me. I could not think where in Bardfield I had seen it. I guessed he must be one of those people who've come to live lately the small houses by the bus-stop, but I couldn't be sure. Some of us who've lived in the place a long time are rather proud towards newcomers, but that's not my way—never has been. I never know where the next bit of business is going to come from, and it may come from one of them. I cannot afford to neglect chances.

So when the two of us found ourselves alone in the carriage, with room to stretch our legs and be a bit comfortable, I started to talk, just as if we were old friends. But I cannot say that I got much information out of him. He spoke well, with a quiet friendly manner, but he told me very little. I can generally find out what a man's work is in ten and a half minutes—that's the time it takes from Ellingham to Bardfield by train—but I failed this time. He looked a bit tired, I remember, as if he'd been working too hard lately, and I thought maybe that made him unwilling to talk much.

**Questions:**

6. The writer usually finds out a person's name \_\_\_\_\_.

- A) within five minutes' talk                      B) by asking him first what his business is  
C) in the course of later conversation              D) by thinking of where he saw him before
7. Why does he like Bardfield?  
A) It is where he was lived ever since the war.  
B) It is very isolated.  
C) It is a village, but within easy reach of London.  
D) It is very close to London.
8. When the train reached Ellingham, \_\_\_\_\_.  
A) another Bardfield man got into the carriage  
B) all but two of the passengers had got out of the carriage  
C) all the passengers had got out of the carriage  
D) only two of the passengers left the carriage
9. The writer wanted to show friendliness towards his companion because \_\_\_\_\_.  
A) he himself had lived in the place a long time  
B) he thought that knowing him might be useful to him  
C) the latter must live in a small house by the bus - stop  
D) he hadn't lived there long enough to be a proud towards newcomers
10. He thought the other man didn't tell him much because \_\_\_\_\_.  
A) he didn't want him to know what his work is  
B) the time from Ellingham to Bardfield was only ten and a half minutes  
C) he liked talking only in a friendly way  
D) he didn't have energy left to talk much

### Passage 3

Questions 11 to 15 are based on the following passage.

If I sounded all out of breath, it's because I had three repairmen here this afternoon. Actually, it wasn't the mess that bothered me, or the fact that there were several cables through the kitchen, which, quite naturally, caused all the fuses to blow twice. That was really all right. I have extra fuses. The argument started about something else.

You've probably noticed that the first thing every repairman does, right after he spreads his tools all over the floor, is to ask if he can use your telephone. (Who is it, do you suppose, that he is so desperate to make contact with? His dispatcher? A loved one? Some support group? One doesn't ask, and in any case, I've always obliged.) It became a problem today only because all three of them wanted to use the phone at the same time. When I suggested that they take turns, they became not only morose but downright testy. Look, life isn't easy for any of us. As it happened, each of them had to make several calls, so the phone was completely tied up for an hour and a half. Or so my husband discovered when he tried to call me from the airport.

Since I mentioned three repairmen, you will suppose I had the misfortune of having three appliances break down on a single day. Not at all. The electric oven broke down last Easter. The ice maker did quietly during the night of the Fourth of July, which only reinforces my suspicion that holidays are indeed a strain on us all. What is really puzzling is that the washer should have gone on the blink today. Why today? It wasn't a holiday; it wasn't even Monday. I'd say that it was just my good luck that the washer should break down on a day when I had to sit there anyway, waiting for other repairmen to come back: the one who has been trying to stabilize the new ice maker since July 18th, plus the man who is coming to replace the men who have failed to replace the switch on the electric oven.

Questions:

11. What bothered the author that afternoon?  
A) The mess in the house.                      B) The broken electronic oven.



- C) The cables lying in the kitchen. D) The three repairmen.
12. When the author suggested the three men to take turns to use the phone, they \_\_\_\_\_.  
A) became upset B) were obliged C) became irritable D) both A) and C)
13. All the following appliances broke down on holidays EXCEPT \_\_\_\_\_.  
A) electric oven B) washer C) ice maker D) both A) and C)
14. For how long has the author's ice maker been broken?  
A) From 4th July to 18th July. B) From Easter to 18th July.  
C) For exact 15 days. D) For more than 15 days.
15. What's the author's tone in telling the story?  
A) Angry. B) Satire. C) Indifferent. D) Humorous.

## Passage 4

Questions 16 to 20 are based on the following passage.

As many as one thousand years ago in the Southwest, the Hopi and Zuni tribes of North America were building with adobe(土坯)—sun-baked brick plastered with mud. Their homes looked remarkably like modern apartment houses. Some were four stories high and contained quarters for perhaps a thousand people, along with storerooms for grain and other goods. These buildings were usually put up against cliffs, both to make construction easier and for defense against enemies. They were really villages in themselves, as later Spanish explorers must have realized since they called them "pueblos", which is Spanish for town.

The people of the pueblos raised what are called "the three sisters"—corn, beans, and squash. They made excellent pottery and wove marvelous baskets, some so fine that they could hold water. The Southwest has always been a dry country, with water scarce. The Hopi and Zuni brought water from streams to their fields and gardens through irrigation ditches. Water was so important that it played a major role in their religion. They developed elaborate ceremonies and religious rituals(仪式) to bring rain.

The way of life less-settled groups was simple and more strongly influenced by nature. Small tribes such as the Shoeshine and Ute wandered the dry and mountainous lands between the Rocky Mountains and the Pacific Ocean. They gathered seeds and hunted small animals such as rabbits and snakes. In the Far North the ancestors of today's Inuit hunted seals, walruses, and the great whales. They lived right on the frozen seas in shelters called igloos(圆顶冰屋) built of blocks of packed snow. When summer came, they fished for salmon and hunted the loudly caribou.

The Cheyenne, Pawnee, and Sioux tribes, known as the Plains Indians, lived on the grasslands between the Rocky Mountains and the Mississippi River. They hunted the bison, commonly called the buffalo. Its meat was the chief food of these tribes. And its hide was used to make their clothing and the covering of their tents and tepees(圆锥形帐篷).

16. The dwellings of the Hopi and Zuni were \_\_\_\_\_.  
A) very crowded B) extremely crude C) highly advanced D) located on plains
17. All of the housing that mentioned in the passage are lodgings of the early North Americans, EXCEPT \_\_\_\_\_.  
A) igloos B) tepees C) adobe houses D) log cabins
18. According to the passage, which tribes live on the plain?  
A) Hopi. B) Cheyenne. C) Shoeshine. D) Inuit.
19. Which of the following statements is NOT true, according to the passage?  
A) The Plain Indians lived, to a great extent, on the buffalo.  
B) The life style of each North American Indian tribe was decided by its environment.  
C) The Cheyenne and Sioux tribes lived on the grasslands.  
D) The Hopi and Zuni tribes built their homes against cliffs for the simple reason that they lacked a sense of secu-

rity.

20. The best title for the passage might be \_\_\_\_\_.

- A) The Hopi and Zuni Tribes
- B) Early North American Societies
- C) Dwellings of the Early North Americans
- D) The History of the Early North Americans

## Model Test 2

### Passage 1

Questions 1 to 5 are based on the following passage.

In the past, zoos were little more than “shelf displays” of animals from the wild. Today zoos—at least the best of them—try to recreate the wild for the animals. As much importance is placed on caring for the animals as on attracting and entertaining visitors.

Public education and the protection of animal species have become the priorities of the better zoos in the United States. Small cages are giving way to spacious enclosures where plants, rocks, trees and water simulate the animals’ natural environments. Both the stress of captivity and the animals’ need for exercise and movement are taken into account by enlightened zoo management; enclosures have private areas where the animals can retreat from the view of spectators, and plenty of room is provided for the animals to climb, swing and roam. In addition, greater emphasis is being placed on research and preventive health care.

Perhaps the area of greatest concern for zoos now is wildlife preservation. Zoo proponents argue that encroaching civilization is rapidly destroying the remaining natural habitats of wild animals. Hunting for furs, tusks and feathers is prevalent in some countries, which puts animals further in danger. Although zoos once contributed to the threat of extinction facing animals in the wild by continually stocking their cages with captured animals, they now have redefined their role as preservers of endangered species.

Although zoos still occasionally import wild animals from around the world to stock their cages, they are looking more and more to other zoos and breeding animals in captivity as source for more animals. Rather than relying on a Noah’s Ark approach(two of everything), many zoos now keep larger stocks of each species and loan their animals to each other for breeding purpose.

Breeding wild animals in captivity has not been easy undertaking. Finding the right mate for an animal is sometimes difficult, and the relatively foreign environment puts stress on animals in ways that have yet to be fully explored and understood. Zoos know that maintaining an animal’s health is a critical factor in breeding. As a result, zoos provide everything from dental work to pedicures to keep the animals in top shape. Pregnant females are closely monitored, and every precaution is taken to ensure a successful birth.

Zoos may still have some problems to solve, but they have come a long way. Not only are they places to observe and learn about animals that we might otherwise never see, but they may also be among the last refuges for creatures whose survival is constantly threatened.

#### Questions:

1. What makes modern zoos different from old ones?
  - A) They put more emphasis on caring for animals.
  - B) They no longer display animals on shelves.
  - C) They promote public education and protect animals.
  - D) They are more spacious and have modern facilities.
2. According to the passage, which of the following is NOT true of modern zoos?
  - A) They are concerned with preserving endangered species.
  - B) They rely on a Noah’s Ark approach for breeding animals.
  - C) They are places to observe and learn about rare animals.
  - D) They provide everything necessary to keep the animals in top shape.
3. The principal argument of zoo proponents is \_\_\_\_\_.
  - A) zoos can provide spacious enclosures

- B) zoos can simulate natural environment
  - C) human activities increasingly endanger wild animals
  - D) the animals' health may be maintained
4. Zoos today take all of the following into consideration EXCEPT \_\_\_\_\_.
- A) providing refuge for wild animals
  - B) breeding wild animals in captivity
  - C) attracting and entertaining visitors
  - D) putting greater emphasis on research and preventive health care
5. The passage mainly deals with \_\_\_\_\_.
- A) the shift of concerns for zoos
  - B) zoos and animal breeding
  - C) zoos as a place for animal protection
  - D) old zoos and modern zoos

## Passage 2

**Questions 6 to 10 are based on the following passage.**

Children display an amazing ability to become fluent speakers of any language consistently spoken around them. Every normal child, not brought up in virtual isolation from language, soon comes to speak one or more languages natively.

The child's acquisition of his or her native language is not dependent on any special tutoring. Parents may spend many hours "reinforcing" every recognizable bit of their child's verbal activity with a smile or some other reward. But there is no particular reason to believe that such activity affects the child's ultimate success in becoming a native speaker of his parents' language. Children can pick up a language by playing with other children who happen to speak it just as well as they can through the concentrated efforts of doting parents. All they seem to need is sufficient exposure to the language in question.

This capacity for acquiring language is remarkable for a number of reasons. It is remarkable firstly because of its uniformity across culture. There are simply no cases of normal children who, when they are given the chances, fail to acquire a native language. By way of comparison, it is not at all unusual for a child to fail to master arithmetic, reading, swimming, or gymnastics despite a considerable amount of instruction. Language acquisition, in other words, is "inherently human". It is also specific.

Every normal person learns a human language but no other animals, not even the most intelligent apes, has been shown to be capable of making the slightest progress in this direction although some animals can learn to solve problems, use tools and so on. Language acquisition thus appears to be different in kind from acquisition of the other skills mentioned.

The progress is further remarkable for its comparative speed and perfection. When we actually attempt to take a language apart to see how it works we find it is extraordinarily complex and that it involves highly abstract organizational principles. Yet, within the first few years of his life every child has succeeded in mastering at least one such system. Furthermore, the linguistic system that the child masters is identical to the one employed by the people around him or her. If a child is regularly exposed to two languages, he will very probably learn both. Moreover, they will succeed in keeping the two linguistic systems separate, which is a considerable achievement.

**Questions:**

6. What is most important in native language acquisition?
- A) Tutoring.
  - B) Reinforcement.
  - C) Exposure.
  - D) Concentration.
7. Which of the following is easier to learn for normal children?
- A) Native language.
  - B) Arithmetic.
  - C) Swimming.
  - D) Gymnastics.
8. When the author says that language is "inherent human", he means that \_\_\_\_\_.
- A) human beings learn language faster than animals

- B) all human beings share the same linguistic system
  - C) all human beings are capable of language acquisition
  - D) the principles of different languages are the same
9. Which of the following is TRUE according to the passage?
- A) Apes have no intelligence whatsoever.
  - B) Apes can make slow progress in language learning.
  - C) Language learning is beyond even the most intelligent ape.
  - D) Some species of apes have their own specific language.
10. Since language is complex, it is remarkable that children \_\_\_\_\_.
- A) are exposed to several language at the same time
  - B) learn their native language so quickly and so well
  - C) can successfully combine separate linguistic systems
  - D) can achieve speed and perfection in language learning

### Passage 3

Questions 11 to 15 are based on the following passage.

On the village green in Lexington, Massachusetts, there is a statue of a minuteman facing the road to Boston. He has a gun in his hand as if he is waiting for the enemy. The man is smaller than one might expect—small for a man who did so much that day in April 1775. The paved highway he faces today does not look like the dirt road that ran past the green to Concord. Cars have replaced the British soldiers. The squeals of playing children have replaced the gunfire. Only monuments now mark the place where Captain John Parker said, "Stand your ground until fired upon." But if there is one place where a person can stand today and say, "Here is where it all began," this small patch of ground is it.

Early on the morning of April 19, 1775, Paul Revere raced past the green. He stopped just down the street at a house where John Hancock and John Adams were hiding from the British. Within minutes the town bell rang out the alarm. Parker and his 70-man militia formed two battle lines on the green. Four and a half later the "shot heard round the world" shattered the morning's stillness. "If they mean to have a war," Parker said, "let it begin here." The British did not want a war and did not wish to start one, but it happened. Two months passed before the American Revolution began in earnest, but the fighting in this village by a small group of armed Americans marked the beginning of a new era.

Spread across the mountains and valleys of the eastern United States are the battlefields and roads where the two great armies marched, the places they fortified, and the rivers they crossed. Each site played a role in the drama that shaped and molded a loosely knit group of colonies into a nation. Each helped form the dream that became the United States. Standing by a cannon at Yorktown, in Washington's headquarters at Newburgh, or in Independence Hall in Philadelphia helps us to feel a kinship to the people who were there.

There are still places connected with the American Revolution that are well kept. America has set aside historic sites and buildings and has built memorials where colonists fought for their freedom. These memorials provide information and real-life displays of America's past.

Questions:

11. Washington's men headquarters was located in \_\_\_\_\_.
- A) Yorktown      B) Newburgh      C) Boston      D) Lexington
12. Paul Revere made his famous ride during the middle \_\_\_\_\_.
- A) 1750s      B) 1760s      C) 1770s      D) 1780s
13. The statue of the minuteman suggests that \_\_\_\_\_.
- A) Paul Revere was a war hero and killed many British soldiers in the battles

- B) Boston was the center to of the Revolutionary War
  - C) people were not as tall as they are today
  - D) new Englanders were very unfriendly to foreigners
14. The "shot heard round the world" \_\_\_\_\_.
- A) was a minor local conflict
  - B) symbolized the beginning of the war
  - C) did not result from the firing of a gun
  - D) marked the formation of American revolution army
15. The author suggests that the Revolutionary War \_\_\_\_\_.
- A) unified the colonies
  - B) angered the King of England
  - C) inflated the cost of foreign goods
  - D) supported the independence of other nations

## Passage 4

Questions 16 to 20 are based on the following passage.

Centuries ago, man discovered that removing moisture from food helps to preserve it, and that the easiest way to do this is to expose the food to sun and wind.

All foods contain water-cabbage and other leaf vegetables contain as much as 93% water, potatoes and other root vegetables 80%, lean meat 75% and fish anything from 80% to 60% depending on how fatty it is. If this water is removed, the activity of the bacteria which cause food to go bad is checked.

Fruit is sun-dried in Asia Minor, Greece, Spain and other Mediterranean countries, and also in California, South Africa and Australia. The methods used vary, but fruit is spread out on trays in drying yards in the hot sun. In order to prevent darkening, pears, peaches and apricots are exposed to the fumes of burning sulphur before drying. Plums, for making prunes, and certain varieties of grapes for making raisins and currants, are dipped in an alkaline solution in order to crack the skins of the fruit slightly and remove their wax coating, so increasing the rate of drying.

Nowadays most foods are dried mechanically. The conventional method of such dehydration is to put food in chambers through which hot air is blown at temperature of about 110 degrees at entry to about 43 degrees at exit. This is the usual method for drying such things as vegetables, minced meat, and fish.

Liquids such as milk, coffee, tea, soups and eggs may be dried by pouring them over a heated horizontal steel cylinder or by spraying them into a chamber through which a current of hot air passes.

Dried foods take up less room and weigh less than the same food packed in cans or frozen, and they do not need to be stored in special conditions. For these reasons they are invaluable to climbers, explorers and soldiers in battle, who have little storage space. They are also popular with housewives because it takes so little time to cook them. Usually it is just a case of replacing the dried-out moisture with boiling water.

**Questions:**

16. Which of the following is TRUE?
- A) The water content does not vary from food to food.
  - B) The water content is greater in green vegetables than in lean meat.
  - C) The water content is greater in fish than in vegetables.
  - D) The water content has never been accurately calculated.
17. Bacteria which cause food to go bad \_\_\_\_\_.
- A) cannot live in sunlight
  - B) are killed by drying
  - C) are in no way dependent on the water content
  - D) have their activity greatly reduced by drying
18. The word dehydration refers to \_\_\_\_\_.
- A) heating
  - B) airing
  - C) mechanization
  - D) drying
19. Powdered coffee is made \_\_\_\_\_.

- A) by spraying the liquid over a cylinder
  - B) in one or two different ways
  - C) in the same way as minced meat
  - D) by passing through a grinding machine
20. What is the best title for the passage?
- A) How fruit is sun-dried.
  - B) How foods are dried mechanically.
  - C) How liquids are dried.
  - D) How vegetables are dried.

## Model Test 3

### Passage 1

Questions 1 to 5 are based on the following passage.

The western has been the favorite type of American adventure story since the nineteenth century. While the American West was being settled, newspapers and "dime novels" could depend on stories of the frontier settlements and tall tales about living in the untamed wilderness to sell. The public back East was eager to read about the West, even if the stories were more fiction than fact.

In 1902, Owen Wister published his novel "*The Virginian*", which was one of the first novels to treat the western as a serious literary form; the novel still sells well and has inspired several movies and a television series. In 1905, Bertha H. Bower and Zane Grey published their first novels, and the popular western novel has continued to flourish from that day on, with current novels by Luke Short, Max Brand, and Louis Amour carrying on the tradition.

The first western movie appeared even earlier than these serious western novels. Before the turn of the century, an associate of Edison's had filmed *Cripple Creek Barroom Scene*, a few seconds of film showing the inside of a saloon, to help publicize the invention of the movie camera. In 1903 the Edison company filmed the first "full-length" western, "*The Great Train Robbery*". The film lasts less than fifteen minutes, but a story is told its entirety. In the movie, bandits rob a train and its passengers, killing the engineer, and find themselves tracked down by a posse. Audiences loved the movie. Some theaters were actually opened for the single purpose of showing *The Great Train Robbery* and only later realized that they could do equally well showing other movies. The film was so successful that other companies, and finally even the Edison company itself, began producing copies and other versions of *The Great Train Robbery*. Ironically, in an era when the West was still very real—Arizona, New Mexico, Oklahoma were all territories rather than states in 1903—*The Great Train Robbery* was filmed in New Jersey.

Questions:

1. The purpose of this passage is to \_\_\_\_\_.  
A) discuss the making of the movie "*The Great Train Robbery*"  
B) Discuss the early western novels  
C) Discuss the art of movie making  
D) Trace the development of the western as an American adventure story tradition
2. Zane Grey was a(n) \_\_\_\_\_.  
A) novelist      B) actor      C) cowboy      D) movie producer
3. What can be concluded from this passage?  
A) People lost interest in the west after 1903.  
B) Owen Wister was an ex-cowboy.  
C) New Jersey was still "untamed wilderness" in 1903.  
D) Films were fairly uncommon at the time "*The Great Train Robbery*" was made.
4. As used in the second paragraph, the word "literary" means \_\_\_\_\_.  
A) humorous      B) financial      C) appropriate to literature      D) amateur
5. What does this passage suggest?  
A) Edison's invention of the movie camera happened by accident.  
B) Movie houses didn't make much money in the early days.  
C) Easterners were fascinated by "the wild West".  
D) "*The Great Train Robbery*" was poorly received by the public because of lacking people.



## Passage 2

Questions 6 to 10 are based on the following passage.

The advantage and disadvantage of a large population have long been a subject of discussion among economists. It has been argued that the supply of good land is limited. To feed a large population, inferior land must be cultivated and the good land worked intensively. Thus, each person produces less and this means a lower average income than could be obtained with a smaller population. Other economists have argued that a large population gives more scope for specialization and the development of facilities such as ports, roads and railways, which are not likely to be built unless there is a big demand to justify them.

One of the difficulties in carrying out a worldwide birth control program lies in the fact that official attitudes to population growth vary from country to country depending on the level of industrial development and the availability of food raw materials. In the developing country where a vastly expanded population is pressing hard upon the limits of food, space and natural resources, it will be the first concern of government to place a limit on the birthrate, whatever the consequences may be. In a highly industrialized society, the problem may be more complex. A decreasing birthrate may lead to unemployment because it results in a declining market for manufactured goods. When the pressure of population on housing declines, prices also decline and the building industry is weakened. Faced with consideration such as these, the government of a developed country may well prefer to see a slowly increasing population, rather than one which is stable or in decline.

Questions:

6. A small population may mean \_\_\_\_\_.  
A) higher productivity, but a lower average income      B) lower productivity, but a higher average income  
C) lower productivity and a lower average income      D) higher productivity and a higher average income
7. A large population will provide a chance for developing \_\_\_\_\_.  
A) agriculture      B) transport system      C) industry      D) national economy
8. In a developed country, people will perhaps go out of work if \_\_\_\_\_.  
A) the birthrate goes up      B) the birthrate goes down  
C) the birthrate remains stable      D) there is a great demand for manufactured goods
9. According to the passage, slowly rising birthrate perhaps is good for \_\_\_\_\_.  
A) a developing country      B) a developed nation  
C) every nation with a big population      D) every nation with a small population
10. It is no easy job to carry out a general plan for birth control throughout the world because \_\_\_\_\_.  
A) there are too many underdeveloped countries in the world  
B) undeveloped countries have low level of industry development  
C) different governments have different views of the question  
D) even the developed countries may have more complex problems

## Passage 3

Questions 11 to 15 are based on the following passage.

Jogging has become the most popular individual sport in America. It has become commonplace to see people of all ages running along city streets, in park and along special jogger's trails that have been built in some cities. Many theories have been advanced to explain the popularity of jogging. The plain truth is that jogging is a cheap, quick, and efficient way to maintain (or achieve) physical fitness.

The most useful sort of exercise that develops the heart, lungs, and circulatory systems. If these systems are fit, the body is ready for almost any sport and for almost any sudden demand made by work or emergencies. One can train