

# COLLEGE ENGLISH TEST

## 大学英语 阅读理解1000题

大学英语考试专项训练系列丛书  
宋志勤 主编 何天汉 主审



上海交通大学出版社

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## 内 容 提 要

本书共汇集了精心编写的大学英语阅读理解模拟试题 50 套。每套题安排了选择题和简短回答题两种题型。每套题 20 小题。前 30 套题为大学英语四级范畴,后 20 套题为大学英语六级范畴。

全书选材广泛,内容由浅入深,循序渐进。每篇文章约 300 个词左右。

### 大学英语阅读理解 1000 题

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## 前 言

《大学英语阅读理解 1000 题》是《大学英语专项训练系列丛书》之一。

本套丛书根据《大学英语教学大纲》和《大学英语考试大纲》以及新题型要求,按照试题类型分册编写而成。旨在帮助广大考生和英语自学者抓好英语基本功训练,巩固英语基本知识,熟悉如何考核。学生通过大量的试题实践操练,可望达到巩固提高自己的语言能力,顺利通过考试的目的。题目训练量之大,可谓是本套丛书之特色。

本套丛书包括:《大学英语阅读理解 1000 题》、《大学英语听力理解 500 题》、《大学英语听写填空、复合式听写 70 篇》、《大学英语英译汉 600 例》、《大学英语短文写作 200 篇》以及《大学英语改错 2000 题》共 6 本。

《大学英语阅读理解 1000 题》是一本精心编写的阅读理解模拟试题集。每套题安排了选择题和简短回答题两种题型。全书收集共 50 套题,每套 20 小题。前 30 套题为四级范畴,后 20 套题为六级范畴。全书选材广泛,涉及到科普、政治、经济、文化、法律、历史、地理、人物传记、医疗卫生、体育运动、交通运输、旅游观光、业余爱好等方面。文章多为当代青年学生所熟悉和热爱的题材,每篇约 300 个词左右。

我们衷心希望本套丛书能为广大考生复习训练,广大教师教学选材有所帮助。

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# 大学英语四级阅读理解模拟测试

(共 30 套, 每套 20 题)



# 答题须知

## Reading Comprehension Model Test

### Section A Reading Comprehension

#### Direction:

*There are 3 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 center.*

### Section B Short Answer Questions

#### Direction:

*In this part there is a short passage with five questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words.*

# Reading Comprehension Model Test 1

## Section A Reading Comprehension

### 1.1

*Questions 1 to 5 are based on the following passage:*

Americans have always been ambivalent in their attitudes toward education. On the one hand, free and universal public education was seen as necessary in a democracy, for how else would citizens learn how to govern themselves in a responsible way? On the other hand, America was always a country that offered financial opportunities for which education was not needed; on the road from rags to riches, schooling-beyond the basics of reading, writing, and arithmetic-was an unnecessary detour(迂回路).

Even today, it is still possible for people to achieve financial success without much education, but the number of situations in which this is possible is decreasing. In today's more complex world, the opportunities for financial success is closely related to the need for education, especially higher education.

Our society is rapidly becoming one whose chief product is information, and dealing with this information requires more and more specialized education. In other words, we grow up learning more and more about fewer and fewer subjects.

In the future, this trend is likely to continue. Tomorrow's world will be even more complex than today's world, and, to manage this complexity, even more specialized education will be needed.

1. The topic treated in this passage is \_\_\_\_\_.

- (A) education in general                      (B) Americans' attitudes  
(C) higher education                      (D) American education
2. Americans' attitudes toward education have always been \_\_\_\_\_.  
(A) certain                      (B) contradictory  
(C) ambitious                      (D) unclear
3. Today, financial success is closely related to the need for \_\_\_\_\_.  
(A) higher education                      (B) public education  
(C) responsible citizens                      (D) learning the basics
4. It can be inferred from the third paragraph that \_\_\_\_\_.  
(A) information is our only product  
(B) education in the future will be specialized  
(C) we are entering an age of information  
(D) we are living in an age of information
5. Which of the following is the best title for the passage?  
(A) The History of American Education.  
(B) The Need for Specialized Education.  
(C) The Future of the American Educational System.  
(D) Attitudes toward American Education.

## 1.2

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

Before you get the idea that economics is relevant only for politics or business, we should mention that economics focuses on all the choices people make and the personal and social consequences of these choices. Some choices involve money, but many do not. Thus, even seemingly noneconomic decisions fall within the realm (领域) of economics. Most decisions involve attempts to balance costs against benefits, which may or may not be measurable with money. For example, many costs and benefits are primarily psychological.

Will you continue college? (Potential benefits include higher lifetime income, the joy of learning, or good times and personal contacts; costs include outlays for tuition (指导) and books, the drudgery (苦差事) of sitting through dull classes, and the income you

could be making right now.) What will be your major area of study? (Will you only take classes in lucrative(赚钱的) fields, or will you weigh enjoyment of the subject matter against potential monetary rewards?) Where will you live and work? Should you marry? If so, when? To whom? (Marriage involves both financial and psychological costs and benefits.) Should you have children? If so, how many? How will you spend your limited income? Your decisions about these and other economic choices will shape your life.

Economics looms large(赫然耸现) in everyday life, but you may know little about it as a field of study. You have probably heard words such as prices, costs, profit, supply and demand, inflation, unemployment, and socialism bandied(议论) about for much of your life. Right now, you may be skeptical(怀疑的) about the models, graphs, and theories that economists use to interpret how the world works. These concepts and many more are woven(交织) into the fabric(范畴) of economics. We believe that when you finish this book you will join us in the view that the economic way of thinking offers valuable insights into our everyday interactions(相互影响) with one another — producing, consuming, voting, and striving for the good life.

6. The author's purpose is to \_\_\_\_\_.
  - (A) encourage people to go to college
  - (B) tell people how to study economics
  - (C) encourage people to go in business
  - (D) tell people how to make choices
7. According to the passage, economics \_\_\_\_\_.
  - (A) is concerned with choices and their consequences
  - (B) centers in everyday life
  - (C) deals with costs and benefits
  - (D) mainly studies marriage, family and career
8. Models, graphs, and theories are concepts often used by \_\_\_\_\_.
  - (A) workers
  - (B) clerks
  - (C) businessmen
  - (D) economists

9. The study of economics will lead us to \_\_\_\_\_.  
(A) better understanding of the world  
(B) thorough knowledge of our daily life  
(C) a wealth of information  
(D) psychological confusion
10. The word "relevant" in the first sentence of the passage means \_\_\_\_\_.  
(A) important  
(B) connected  
(C) unfit  
(D) opposed

### 1.3

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

Databases, great troves (珍藏品) of information obtainable over telephone wires and run on computers, are now available in many libraries. Particularly useful for research on a cross-curricular (交叉课程的) subject that spans several disciplines, computer searching may be used instead of rummaging (仔细搜索) through indexes, books, and periodicals by hand. There is a charge—generally \$ 30—55 an hour—but by zeroing in on what you most want, this service might save your looking through hundreds of scattered sources.

On some campuses, you will find microcomputer centers whose computer terminals can be connected to hundreds of "banks" of periodicals all over the country. You can arrange an appointment with a librarian to observe (and offer advice) while you search a bank for articles relating to your subject. End-user searching, in which the librarian trains student users to conduct their own searches effectively, is becoming common practice on many campuses. Whether you search with the aid of a librarian or search on your own, first talk with the librarian about the search you have in mind, to determine which database will be most useful to you.

When you begin your search, you can ask a question. Or ask for rundowns on key words. In a minute or so, the computer will list indexed words and phrases that are similar and the number of

items it has titles for.

Your next move is to ask the computer to show you citations under any subject heading or headings (called descriptors) that look promising. Each cited item has an identifying number. Entered into the computer, this number brings you bibliographical(与书目有关的) facts on the book, article, or other printed source, a brief abstract (a summary of the item), and a list of all the various descriptors that identify it. For an extra fee, some will supply a printout of the item itself.

11. The best topic for this passage is \_\_\_\_\_.
  - (A) how to make use of databases
  - (B) where to explore databases
  - (C) what databases are
  - (D) what functions databases perform
12. The word "databases" is the same as \_\_\_\_\_.
  - (A) data banks
  - (B) banks of a river
  - (C) libraries
  - (D) microcomputer centers
13. It can be inferred from the passage that \_\_\_\_\_.
  - (A) few libraries provide the service of databases
  - (B) with databases, users can obtain the information they want at home
  - (C) only researchers use databases
  - (D) indexes will be replaced completely by databases
14. According to the passage, the second step of computer searching is \_\_\_\_\_.
  - (A) to ask for rundowns on key words
  - (B) to ask the computer to show citations by entering their identifying number
  - (C) to make a summary of the item
  - (D) to have a printout of the item supplied
15. According to the passage, the service of computer search \_\_\_\_\_.
  - (A) is free of charge

- (B) is charged by minute
- (C) saves you a lot of time
- (D) saves you a lot of money

## Section B Short Answer Questions

### 1.4

Just about a year ago I went to Atlanta looking for possible new authors. One of the first things that was said to me on the occasion of this visit was to the effect that probably the most important novel being written at that time in that locality was Peggy Mitchell's (*Gone With the Wind*). No one seemed to know what the book was about, but a great many people knew apparently that "Peggy" was at work on something and that was enough to bring cordial, even insistent, recommendation to their lips.

Finally, it was my good fortune to meet Peggy Mitchell. She proved to be a diminutive person with a very lively sense of humor and a proficiency in the art of conversation rarely encountered these days. We talked about a good many things at this first meeting, and more particularly about Southern literature, about which I found she had, as indeed about many things, positive ideas. Finally, after my circumlocutions I swung the conversation around to her own work. Imagine my surprise and disappointment when she informed me, very pleasantly but with firmness, that while she might have been playing around with the idea of doing a novel some time or other, she had nothing to show me. . . .

A few hours before I left Atlanta, the telephone in my hotel room rang and Miss Mitchell's voice came to me over it informing me that she was downstairs in the lobby and would like to see me. I went down, and I shall never forget the picture I have of Margaret Mitchell as I then saw her - a tiny woman sitting on a divan (长沙发), and beside her the biggest manuscript I have ever seen,

towering in two stacks(麻袋) almost up to her shoulders.

*Questions :*

16. On what purpose did the writer go to Atlanta a year ago?
17. What did the writer and Peggy talk most about at their first meeting?
18. How did he feel when Peggy refused to show him her novel?
19. What happened a few hours before he left Atlanta?
20. What can you infer from the last paragraph?



# Reading Comprehension Model Test 2

## Section A Reading Comprehension

### 2.1

*Questions 1 to 5 are based on the following passage:*

Until the television era young children's access to symbolic representations of reality was limited. Unable to read, they entered the world of fantasy primarily by way of stories told to them or read to them from a book. But rarely did such "literary" experiences take up a significant proportion of a child's waking time; even when a willing reader or storyteller was available, an hour or so a day was more time than most children spent ensconced (隐藏在) in the imagination of others. And when pre-television children did enter those imaginary worlds, they always had a grown-up escort (陪伴) along to interpret, explain, and comfort, if need be. Before learning to read, it was difficult for a child to enter the fantasy world alone.

For this reason the impact of television was undoubtedly greater on preschoolers and prereaders than on any other group. By means of television, very young children were able to enter and spend sizable portions of their waking time in a secondary world of incorporeal (无形体的) people and intangible (摸不着的) things, unaccompanied, in too many cases, by an adult guide or comforter (安慰者). School-age children fell into a different category. Because they could read, they had other opportunities to leave reality behind. For these children television was merely another imaginary world.

1. According to the passage, young children \_\_\_\_\_.