

大学英语 四级模拟试题

刘兆元 等编

北京航空航天大学出版社

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(京)新登字 166 号

大学英语四级模拟试题

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北京航空航天大学出版社出版

新华书店总店科技发行所发行 各地新华书店经销

通县觅子店印刷厂印装

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787×1092 1/16 印张:10 字数:257千字

1994年4月第一版 1994年8月第二次印刷 印数:3501—13500册

ISBN 7-81012-485-4/H·039

定价:7.00元

Test One

Part I

Listening Comprehension

(20 minutes)

Section A

Directions: *In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. The conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.*

Example: *You will hear:*

You will read:

- A) At the office. B) In the waiting room.
C) At the airport. D) In a restaurant.

Sample Answer ~~[A]~~ [B] [C] [D]

From the conversation we know that the two were talking about some work they have to finish in the evening. This is most likely to have taken place at the office. Therefore A) "At the office" is the best answer. You should choose answer [A] on the Answer Sheet and mark it with a single line through the centre.

1. A) It's impossible to change the room. B) The man is foolish.
C) She is too busy at the moment. D) They can't stop the noise anyway.
2. A) A bicycle. C) A shirt. B) A game. D) Baseball shoes.
3. A) She is very much afraid B) She has never heard of the place
C) She is not familiar with the place D) She has never taken the bus before
4. A) Sixty miles per hour. B) Fifty miles per hour.
C) Thirty-five miles per hour. D) Fifty-five miles per hour.
5. A) The article was actually longer.
B) His publishing career has just begun.
C) The newspaper printed another article.
D) The article dealt with tires.
6. A) Rest for a few hours. B) Go to the concert.
C) Send a telegram. D) Go to get some tickets for the concert.
7. A) He offers the lowest price for his radio. B) His radio is worth the price.
C) He's never lowered the price.
D) He will lower the price if the woman insists.
8. A) Before putting out the lights. B) After taking a walk.
C) After putting out the lights. D) Before taking a walk.
9. A) The woman had been to the race and she was very excited.
B) The man had been to the race and he was very excited.
C) Both of them had been to the race and were very excited.
D) Both of them had been to the race but the woman was not excited.

- 10.A) Half an hour.
C) More than an hour.

- B) Less than an hour.
D) About an hour.

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

passage I

Questions 11 to 13 are based on the passage you have just heard.

- 11.A) Television is the most powerful force in education of children today.
B) Children who act in TV shows cannot be educated because their work does not permit them to attend school.
C) A special education is arranged for those TV children.
D) TV children are liked by the people.
- 12.A) In California
C) In New York
B) In Mississippi
D) In Washington
- 13.A) All of them are paid twice as much as the teachers in regular schools.
B) Most of them enjoy their work.
C) Many of them hope to become TV actors and actresses.
D) Some of them don't like their work.
- 14.A) When his teacher says that his school work is unsatisfactory.
B) If the classroom is a Mississippi riverboat.
C) During the months between September to January.
D) When his parents come to visit him.

Passage II

Questions 15 to 17 are based on the passage you have just heard.

- 15.A) The head of a student organization.
C) The director of Butler Hall.
B) A college professor.
D) The dean of students.
- 16.A) Spring.
C) Fall.
B) Summer.
D) Winter.
- 17.A) Which dormitory will be open.
C) Whether any forms need to be filled out.
B) Where the students will eat.
D) Whether the computer center will be open.

Passage III

Questions 18 to 20 are based on the passage you have just heard.

- 18.A) Men are cleverer than women.
B) It was the women's invention that changed history.
C) Life was difficult and dangerous in ancient times.
D) Women's work was at home.
- 19.A) The invention of machines.
C) The invention of rockets.
B) The invention of the alphabet.
D) The invention of agriculture.

20. A) They spent all their time looking for food.
 B) Men had to go out hunting but women didn't.
 C) Women stayed at home and looked after the animals.
 D) They kept animals and killed them for food.

Part II Reading Comprehension (35 minutes)

Directions: *There are 4 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.*

Questions 21 to 26 are based on the following passage:

Shopping for clothes is not the same experience for a man as it is for a woman. A man goes shopping because he needs something. His purpose is settled and decided in advance. He knows what he wants, and his objective is to find it and buy it; the price is a secondary consideration. All men simply walk into a shop and ask the assistant for what they want. If the shop has it in stock, the salesman promptly produces it, and the business of trying it on proceeds at once. All being well, the deal can be and often is completed in less than five minutes, with hardly any chat and to everyone's satisfaction.

For a man, slight problems may begin when the shop does not have what he wants, or does not have exactly what he wants. In that case the salesman, as the name implies, tries to sell the customer something else—he offers the nearest he can to the article required. No good salesman brings out such a substitute bluntly (生硬地); he does so with skill and polish: 'I know this jacket is not the style you want, sir, but would you like to try it for size. It happens to be the colour you mentioned.' Few men have patience with this treatment, and the usual response is: 'This is the right colour and may be the right size, but I should be wasting my time and yours by trying it on.'

Now how does a woman go about buying clothes? In almost every respect she does so in the opposite way. Her shopping is not often based on need. She has never fully made up her mind what she wants, and she is only 'having a look round'. She is always open to persuasion; indeed she sets great store by what the saleswoman tells her, even by what companions tell her. She will try on any number of things. Uppermost in her mind is the thought of finding something that everyone thinks suits her. Contrary to a lot of jokes, most women have an excellent sense of value when they buy clothes. They are always on the lookout for the unexpected bargain. Faced with a roomful of dresses, a woman may easily spend an hour going from one to another, to and for, often retracing (折返) her steps, before selecting the dresses she wants to try on. It is a laborious process, but apparently an enjoyable one. Most dress shops provide chairs for the waiting husbands.

21. The passage is mainly about the difference between men and women in _____.
 A) the way of shopping B) the taste for clothes
 C) the practice of buying clothes D) the requirements for clothes
22. When a man is buying clothes, _____.

- A) he buys cheap things, paying no attention to quality
 - B) he buys things of good quality so long as they are not too dear
 - C) he chooses things that others recommend
 - D) he does not mind how much he has to pay for the right things
23. What does a man do when he cannot get exactly what he wants?
- A) So long as the style is right, he buys the thing.
 - B) He usually does not buy anything.
 - C) He will try on some substitutes.
 - D) He will make up his mind after looking around.
24. What does the passage tell us about women shoppers for clothes?
- A) Women often buy things without giving the matter proper thought.
 - B) They listen to advice but never take it.
 - C) They welcome suggestions from anyone.
 - D) Women rarely think of buying cheap clothes.
25. It is implied in the passage that many jokes make fun of women shoppers by saying that _____.
- A) they do not know what they want when they go shopping
 - B) they are fond of wandering about clothes shops
 - C) they waste too much time in selecting new clothes
 - D) they do not take the prices into account in shopping for clothes
26. It can be inferred from the passage that a good salesman is one _____.
- A) who can talk customers to buy the things they do not really want
 - B) who can deal with difficult customers
 - C) who always has in stock what the customers want
 - D) who has patience and good manners

Question 27 to 30 are based on the following passage:

Watch a baby between six and nine months old, and you will observe the basic concepts of geometry being learned. Once the baby has mastered the idea that space is three-dimensional, it reaches out and begins grasping various kinds of objects. It is then, from perhaps nine to fifteen months, that the concepts of sets and numbers are formed. So far, so good. But now an ominous (不祥的) development takes place. The nerve fibers in the brain insulate (隔离) themselves in such a way that the baby begins to hear sounds very precisely. Soon it picks up language, and it is then brought into direct communication with adults. From this point on, it is usually downhill all the way for mathematics, because the child now becomes exposed to all the nonsense words and beliefs of the community into which it has been so unlucky as to have been born. Nature, having done very well for the child to this point, having permitted it the luxury of thinking for itself for eighteen months, now leaves it to the conventions (习俗) and beliefs of society. But at least the child knows something of geometry and numbers, and it will always keep some memory of the early peaceful days, no matter what changes it may experience later on. The main reservoir of mathematical talent in any society is thus possessed by children who are about two years old, children who have just learned to speak fluently.

27. What does the passage mainly discuss?
- A) The influence of language on mathematics.
 - B) Children's ability to learn languages.
 - C) How basic concepts of physics are learned.
 - D) Math-learning strategies for babies.
28. According to the passage, which of the following activities would teach a baby about geometry?
- A) Picking up a wooden block
 - B) Recognizing the number 2
 - C) Uttering a nonsense word
 - D) Looking at different objects
29. According to the author, at what age does a child probably begin to learn about sets and numbers?
- A) Six months
 - B) Nine months
 - C) Fifteen months
 - D) Eighteen months
30. The passage supports which of the following conclusions?
- A) The language concepts used in early education interfere with mathematical reasoning.
 - B) It is hopeless to try to teach children mathematics after the age of two.
 - C) Language teaching should be combined with some mathematical formulas.
 - D) Preschool education should stress society's beliefs and conventions.

Questions 31 to 35 are based on the following passage:

We do not know when man first began to use salt, but do know that it has been used in many different ways throughout history. Historical evidence shows, for example, that people who lived over three thousand years ago ate salted fish. Thousands of years ago in Egypt, salt was used to preserve the dead.

In the Roman Empire, one of the most important roads was the one that carried salt from the salt mines to Rome. Guards were stationed along the route to protect against salt thieves. The guards received their pay in salt, hence the English word, salary. Any guard who fell asleep while on duty was said to be "not worth his salt", is still used today in English to refer to a person felt to be incapable of doing a job.

In the modern world salt has many uses beyond the dining table. It is used in making glass and airplane parts, in the growing of crops, and in killing weeds. It is also used to make water soft, to melt ice on roads and highways, to make soap, and to fix colors in cloth.

Salt can be obtained in various ways besides being taken from mines underground. Evaporation of salt water from the ocean or salt water lakes or small seas is one of the more common processes for manufacturing salt. In Australia it can even be taken from a "salt bush". Yet, however it is obtained, salt will continue to play an important role in the lives of men and women everywhere.

31. Salt has been used in many different ways throughout history. We know this _____.
- A) from people of the time
 - B) from various historical evidence
 - C) from some Egyptians
 - D) from some Romans

32. The expression "not worth his salt" refers to _____.
A) one who fails to do his work well
B) a person who should not be paid in salt
C) one who does work well
D) one who should get less salt
33. In the modern world salt has many uses but these do not include _____.
A) the making of glass and airplane parts
B) causing the snow on roads and highways to become solid
C) the growing of crops and the killing of weeds
D) making soap and fixing colors in cloth
34. "Salt can be obtained in various ways besides being taken from mines underground". Examine the following statements and find the one which is closest in meaning to the original statement.
A) Rather than take it from underground mines, people can get salt in many other ways.
B) People can get salt in different ways in addition to taking it from underground mines.
C) People can get salt in no other way than taking it from mines underground.
D) Salt can be obtained in many ways but not by taking it from mines underground.
35. Which statement is not true?
A) Salt is used making soap.
B) Salt is used in melting ice.
C) Salt is used in killing weeds.
D) Salt is used in evaporating water.

Questions 36 to 40 are based on the following passage:

We have to realize how old, how very old, we are. Nations are classified as 'aged' when they have 7 per cent or more of their people aged 65 or above, and by about 1970 every one of the advanced countries had become like this. Of the really ancient societies, with over 13 per cent above 65, all are in Northwestern Europe. We know that we are getting even older, and that the nearer a society approximates to zero population growth, the older its population is likely to be—at least, for any future that concerns us now.

To these now familiar facts a number of further facts may be added, some of them only recently recognized. There is the apparent paradox that the effective cause of the high proportion of the old is births rather than deaths. There is the economic principle that the dependency ratio—the degree to which those who cannot earn depend for a living on those who can—is more advantageous in older societies like ours than in the younger societies of the developing world, because lots of dependent babies are more of a liability than numbers of the inactive aged.

If 'revolution' is a rapid resettlement of the social structure, and if the age composition of the society counts as a very important aspect of that social structure, then there has been a social revolution in European and particularly Western European society within the lifetime of everyone over 50.

There is often resistance to the idea that it is because the birth rate fell earlier in Western and Northwestern Europe than elsewhere, rather than because of any change in the death rate, that we have grown so old. But this is what elementary demography (人口统计学) makes clear. Long life is altering our society, of course, but in experimental terms. We have among us a very

much greater experience of continued living than any society that has ever preceded us anywhere, and this will continue. If you are now in your thirties, you ought to be aware that you can expect to live nearly one third of the rest of your life after the age of 60. The older you are now, of course, the greater this proportion will be, and greater still if you are a woman.

36. From the passage we know that _____.

- A) nations are classified according to the ages
- B) the greater the population growth, the older the population is likely to be
- C) all the really ancient societies are in advanced countries
- D) in aged societies 87% or less of the population are under the age of 65

37. Comparing Western and Third World countries, the dependency ratio is _____.

- A) lower in Western countries because they have lots of babies
- B) higher in the Third World countries because they have lots of old people
- C) lower in Western countries because they have lots of old people
- D) higher in the Third World countries because they have lots of babies

38. The author argues that _____.

- A) in the world today everyone aged 50 and over has lived through a social revolution
- B) the sudden aging of advanced societies should have been predicted
- C) the various age-groups present in a society are not necessarily a significant aspect of that society's structure
- D) an unprecedentedly rapid increase in a society's age could be said to amount to a revolution

39. The author is suggesting that in Western Europe _____.

- A) the older you are now the longer you can expect to live
- B) men will have a life expectancy of 80
- C) women will live more than a third of their lives after the age of 60
- D) men have a life expectancy of 70 and more

40. According to the passage, the more effective cause of high proportion of the old in the developed countries is that _____.

- A) their people have a longer life
- B) their birthrate is low
- C) they have highly developed economy
- D) their people's living conditions are more favorable

Part III Vocabulary and Structure (20 minutes)

Directions: There are 30 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the one answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

41. We have learned six lessons and we have _____ to learn this term.

- A) another four lessons
- B) more four lessons
- C) four more lessons
- D) the other four lessons

42. He is _____ of a scholar than a teacher.

- A) much
- B) anything
- C) anybody
- D) more

43. I don't like music, _____ dancing.
A) much more B) even more C) still much D) much less
44. _____ is the question: how to avoid the trouble.
A) This B) That C) It D) Which
45. All has _____ much work to do that he is staying late at the office.
A) such B) so C) too D) very
46. One foot nearer _____ you are a deadman.
A) or B) but C) so D) and
47. There is no doubt _____ it is true.
A) whether B) if C) that D) what
48. The plane _____ until 9 : 00 P. M.
A) due to not arrive B) due to arrive
C) is not due to arrive D) is due to arrive
49. "Have you heard that Joan failed again?" "She ought to _____ hard."
A) have worked B) work
C) have been working D) be working
50. I'm anxious to know what she _____ to do tomorrow.
A) is deciding B) has decided C) decided D) will decide
51. They were just going to give up the question, _____ suddenly they found the answer.
A) until B) unless C) after D) when
52. The doctor assured the patient that there was nothing serious with her illness, but she could not help _____.
A) worry B) to worry C) being worried D) worried
53. I meant _____ you about it, but I forgot to do so.
A) to have told B) to tell C) to have been told D) to telling
54. The earth is 49 times _____ of the moon.
A) that B) the size C) larger D) more
55. He objects _____ loud music _____ while he reads newspapers.
A) have; play B) have; played
C) having; playing D) having; having played
56. We regret _____ you that the materials you ordered are out of stock.
A) informing B) to inform C) having informed
D) to have informed
57. Three officers narrowly escaped _____ in the battle.
A) to be killed B) to kill C) have killed D) being killed
58. The hat bought last week is said _____ a large amount of money.
A) to be cost him B) to cost him
C) having cost him D) to have cost him
59. A new technique _____, the yields on a whole increased by 20 per cent.
A) working out B) having worked out
C) having been worked out D) to have been worked out

60. Anyone who _____ inside an old radio receiver will remember the large, heavy valves.
A) will look B) looked C) looks D) has looked
61. The survival _____ of some wild animals is not very high as they are hunted for their skins.
A) rate B) degree C) ratio D) scale
62. He _____ interrupted me by asking irrelevant questions.
A) continually B) continuously
C) consistently D) consequently
63. He promised to attend to it _____ he reached the office.
A) the moment B) in the case of
C) for the moment D) the minutes
64. Not until he had finished his work _____ home.
A) he went B) that he went
C) did he go D) should he go
65. If it hadn't been for the liberation, we _____ a happy life.
A) would have lived B) would not have lived
C) are not having D) wouldn't live
66. Mary is looking forward to going back home. She said "Christmas can't come _____ soon."
A) so B) too C) rather D) enough
67. You need something to do. Why don't you _____ teaching English?
A) go through with B) go in for C) go up D) go for
68. He is of a _____ mood; he never finishes what he starts.
A) different B) various C) distinctive D) variable
69. It's a very satisfactory hat, _____ it doesn't fit me.
A) except for B) except C) that D) except that
70. All the guests _____, the meeting was declared open.
A) having been arrived B) having arrived C) arrived D) to have arrived

Part IV

Cloze

(15 minutes)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D) beside the passage. You should choose the one that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

The Indians rise as soon as it is light, the children run down to the river to swim, the women go to the creek to bring fresh water. Soon maize soup is being prepared for 71, Before noon they will eat again, 72 fish, meat and bananas, the fruit of the "chontadure" palm and a drink of "chicha". When the sun has 73 over the river, some of the younger women go 74 their children by canoe to their forest plantation to 75 maize, bananas and wild fruits. The older women stay in the home making pots which 76 for drinking water and for "chicha". Later they 77 the evening meal and look after the children. The women do most

of the daily work and each 78 day involves much the same 79. The men, who may have been hunting during the night, 80 the day repairing nets, replacing an arrow 81 which hunting, fishing with hook and line or "atarraya" net.

In January after the rain, 82 men and women go to the forest plantation to sow maize. 83, in August and September, they sow a 84 crop. Four months after each 85, the maize is ready for harvesting by the women. At night fall the family congregates once 86, and after the babies are 87 in their harninock they discuss the day's events. A man 88 up a flute and starts playing. Soon sleeping mats are 89 out on the platforms and the house 90 silent.

71. A) children B) fishing C) breakfast D) hunting
72. A) as B) like C) dining D) usually
73. A) risen B) to rise C) raised D) been raising
74. A) to B) with C) together D) till
75. A) accept B) feed C) receive D) collect
76. A) used B) is used C) can use D) may be used
77. A) have to prepare B) have prepared
C) are prepared D) have been preparing
78. A) next B) another C) new D) one
79. A) evening meal B) routine
C) "chicha" D) circle
80. A) passing B) pass C) have passed D) passed
81. A) taken B) found C) lost D) saved
82. A) plenty B) both C) no D) every
83. A) Soon B) Between C) When D) Later
84. A) other B) next C) second D) same
85. A) sowing B) season C) plantation D) year
86. A) only B) too C) again D) afterwards
87. A) sleep B) asleep C) sleepy D) slept
88. A) collects B) gets C) picks D) finds
89. A) spread B) flat C) covered D) turning
90. A) falls B) fells C) fills D) feels

Part V

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the title:

MODERN TECHNOLOGY.

Your composition should be based on the following outline:

1. 现代技术的发展(好处)
2. 现代技术的阴暗面(给人类带来的灾难)
3. 现代技术应该更好地为人类服务

Your composition should be no less than 100 words. Write this composition on the Answer Sheet.

Remember to write it clearly.

Test Two

Part I

Listening Comprehension

(20 minutes)

Section A

Directions: In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. The conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Example: You will hear:

You will read:

- A) At the office. B) In the waiting room.
C) At the airport. D) In a restaurant.

Sample Answer ~~[A]~~ [B] [C] [D]

From the conversation we know that the two were talking about some work they have to finish in the evening. This is most likely to have taken place at the office. Therefore A) "At the office" is the best answer. You should choose answer [A] on the Answer Sheet and mark it with a single line through the centre.

1. A) Seven-thirty. B) Eight o'clock.
C) Seven o'clock. D) Six-thirty.
2. A) Two doors down. B) On the floor above.
C) To the right. D) Next to the stairs.
3. A) A heavier one. C) A lighter one. B) An expensive one. D) A racing one.
4. A) Fifteen dollars. B) Twelve dollars. C) Four dollars. D) Five dollars.
5. A) The man's. B) The woman's. C) His own. D) The man's boss's.
6. A) She has no desire to teach. B) She is anxious to know how the man learned this.
C) She likes all her teachers. D) She has no idea what to do after graduation.
7. A) \$30. B) \$100. C) \$12. D) \$60.
8. A) A surgeon. B) A nurse. C) A Doctor of Philosophy. D) A dentist.
9. A) Dinner on shore. B) Lunch in port.
C) Port wine with dinner. D) Dinner on board.
10. A) The man is not observant. B) She doesn't know the man.
C) He can have the book later. D) The book is new.

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage I

Questions 11 to 14 are based on the passage you have just heard.

11. A) They went out for a walk. B) They went to a dark road.

- C) They stayed at home. D) They went to a movie.
12. A) They saw a woman running fast along the road.
 B) They saw a woman running after a man.
 C) They saw a man beating a woman.
 D) They saw a woman running and shouting for help.
13. A) Because he thought that the woman might need some help.
 B) Because the man asked him for help.
 C) Because he wanted to catch the woman.
 D) Because the woman was waving to him.
14. A) Because the woman's husband was angry with her.
 B) Because the woman was angry with her husband.
 C) Because they were trying to catch a bus.
 D) Because the last one would wash the dishes at home.

Passage II

Questions 15 to 17 are based on the passage you have just heard.

15. A) Because he has a big brain. B) Because he learns to speak.
 C) Because he develops civilization. D) Because he knows many words.
16. A) Man can learn. B) Man can understand things.
 C) Man can make all kinds of noises. D) Man has language.
17. A) Animals can think as men do.
 B) Animals can join words and make sentences.
 C) Animals can make noises when they are afraid and angry.
 D) Animals can think about the past and the future.

Passage III

Questions 18 to 20 are based on the passage you have just heard.

18. A) The university president. B) The registrar.
 C) A tutor. D) A professor.
19. A) To the gymnasium. B) To the registrar's office.
 C) To the insurance office. D) To their classes.
20. A) From the student's handbook. B) From the speaker's desk.
 C) In the assistant's office. D) On a table in the gymnasium.

Part II

Reading Comprehension

(35 minutes)

Directions: There are 4 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.

Questions 21 to 26 are based on the following passage:

To a European, money means power, the freedom to do as he likes, which also means that, consciously or unconsciously, he says: "I want to have as much money as possible myself and others to have as little money as possible."

In the United States, wealth was also acquired by stealing, but the real exploited victim was not a human being but poor Mother Earth and her creatures who were ruthlessly plundered. It is true that the Indians were expropriated (征用财产) or exterminated, but this was not, as it has

always been in Europe, a matter of the conqueror seizing the wealth of the conquered, for the Indian had never realized the potential riches of his country. It is also true that, in the Southern states, men lived on the labor of slaves, but slave labor did not make them fortunes; what made slavery in the South all the more inexcusable was that, in addition to being morally wicked, it didn't even pay off handsomely.

Thanks to the natural resources of the country, every American, until quite recently, could reasonably look forward to making more money than his father, so that, if he made less, the fault must be his, he was either lazy or inefficient. What an American values, therefore, is not the possession of money as such, but his power to make it as proof of his manhood; once he has proved himself by making it, it has served its function and can be lost or given away. In no society in history have rich men given away so large a part of their fortunes. A poor American feels guilty at being poor, but less guilty than an American rentier (靠地租、债券利息生活的人) who had inherited wealth but is doing nothing to increase it; what can the latter do but take to drink and psychoanalysis?

21. Which of the following can be concluded from the first paragraph?
 - A) Those who have a lot of money enjoy real freedom.
 - B) Money is made either consciously or unconsciously.
 - C) Some Europeans acquire money and power without even being conscious of it.
 - D) Some people not only want to get rich but wish others to be poor.
22. To an American, money means _____.
 - A) the freedom to do whatever he like
 - B) proof of ability and manhood
 - C) diligence and efficiency
 - D) both B) and C)
23. According to the author, _____.
 - A) Europeans exploit other people to become wealthy, while the Americans exploit the earth and her creatures
 - B) the Americans exploited the Indians the same way as Europeans did the conquered
 - C) Europeans seized more wealth from the Indians than the Americans did
 - D) a major reason that the Americans are so rich is that they benefited a lot from the slavery system
24. The author seems to believe that the natural resources in the U. S. are _____.
 - A) poor
 - B) limited
 - C) rich
 - D) on the increase
25. In the passage, the word "fortunes" (Para. 2 and 3) is used twice. What does it mean?
 - A) Luck
 - B) Good opportunities
 - C) Wealth
 - D) Power
26. In the author's opinion, an American rentier _____.
 - A) should feel more guilty than a poor American
 - B) should feel content with his inherited wealth
 - C) is even lazier and more inefficient than a poor American
 - D) will take to drink if he does nothing to increase his wealth.

Questions 27 to 30 are based on the following passage:

Popular education in England started as a social welfare as well as an educational service. Robert Raikes, who opened the first Sunday School in 1780, and the two bodies of religious and philanthropic (慈善的) people who provided all the day schools until 1870, were prompted to act by two motives—one was shame at the existence in a great country like England of children and many adults who could not read or write, and the other was concern at the conditions which the

industrial revolution had provided for the swarms of children who inhabited the new towns.

This approach to popular education was not the same in other countries. In Prussia, Switzerland, France and in the U. S. A. , the duty to see that future citizens were educated was recognized as that of the State, and public money was allotted to it much earlier than in England. Although the churches in some of these countries were associated with the State system—since religion was recognized to have an important share in the upbringing of the young—the prime motive force was education. The doctrines (主义) of the French Revolution were mainly responsible on the Continent for a first approach to educational opportunity, but these doctrines did not meet with the approval of the governing classes in this country. No statesman here at the beginning of the nineteenth century would have echoed Thomas Jefferson's famous saying of 1812 that "if a nation expects to be both free and ignorant it expects what never was and never can be in a state of civilisation". The most our leaders achieved was the reluctant recognition, sixty years later, that "we must educate our masters". But if we were later than other nations in realising the importance of popular education, our system has gained something from its dual (double) origin. We have, sooner than other countries, realised that education is not merely instruction, that schools are places where the very young children can be cared for, and that all children have bodies as well as minds.

27. Popular education in England before 1870 was not funded by _____.
A) the government B) individuals
C) the churches D) social welfare organizations
28. From his famous saying of 1812 we can see that Thomas Jefferson _____.
A) believed the doctrines of the French Revolution were irrelevant to his country
B) refused to believe popular education alone could win freedom for any nation
C) believed no statesman in England would approve the doctrines of the French Revolution
D) refused to believe freedom and ignorance could exist together in a civilized country
29. By "its dual origin" the author means that _____.
A) education in England began as a social welfare as well as an educational service
B) there were both Sunday schools and day schools in England
C) all children have bodies as well as minds
D) originally schools in England were run by the religious and philanthropic bodies
30. Which of the following is not true according to the passage?
A) In France education was the duty of the State.
B) In a way the author is proud of the educational system of his country.
C) The industrial revolution improved the conditions for many children living in the new towns.
D) A great many people in England were illiterate at the beginning of the nineteenth century.

Questions 31 to 35 are based on the following passage:

More young Europeans than ever are not getting married. Those who do are marrying later and having fewer children, and a significant number of two-career couples are deciding against starting families at all. As a result the continent's population will begin to decline in the 1990s. West Germany now has the lowest birthrate—1.3 children per woman—in its recorded history. In England fertility (人口出生率) has fallen by a third and marriage rates by 40 percent in the past