

全国 2016 年 4 月高等教育自学考试

英语阅读(一)试题

课程代码:00595

请考生按规定用笔将所有试题的答案涂、写在答题纸上。

选择题部分

注意事项:

1. 答题前,考生务必将自己的考试课程名称、姓名、准考证号用黑色字迹的签字笔或钢笔填写在答题纸规定的位置上。
2. 每小题选出答案后,用 2B 铅笔把答题纸上对应题目的答案标号涂黑。如需改动,用橡皮擦干净后,再选涂其他答案标号。不能答在试题卷上。

I. CAREFUL READING

Read the following passages carefully. Decide on the best answer and blacken the corresponding letter on the ANSWER SHEET. (40 points, 2 points each)

Passage 1

Questions 1 to 5 are based on the following passage.

I was born in a pleasant old colonial house built near 1750, and bought by my grandfather sixty or seventy years ago. He joined a group of acquaintances who were engaged in the flourishing West Indian trade of that time. For many years he kept and extended his interests in shipping, building ships and buying large quantities of timber, and sending it down the river and then to the sea. The business was still in existence in my early childhood, so I came in contact with the up-country people who sold timber as well as with the sailors and shipmasters of the other side of the business. I used to linger about the busy country stores, and listen to the lively country talk.

In my grandfather's business household, my father had taken to his book, as old people said, and gone to college and begun that devotion to the study of medicine which only ended with his life. He gave me my first and best knowledge of books by his own delight and dependence upon them, and ruled my early

attempts at writing by his good taste. “Don’t try to write about people and things, tell them just as they are!” How often my young ears heard these words without comprehending them! But while I was too young and thoughtless to share in an enthusiasm for Sterne or Fielding, and Smollett or Don Quixote, my mother and grandmother were leading me into the pleasant ways of *Pride and Prejudice*, and *The Scenes of Clerical Life*, and the delightful stories of Mrs. Oliphant.

When the time came that my own world of imagination was more real to me than any other, I was sometimes perplexed at my father’s directing my attention to certain points of interest in the character or surroundings of our acquaintances. I cannot help believing that he recognized, long before I did myself, in what direction the current of purpose in my life was setting. Now, as I write my sketches of country life, I remember again and again the wise things he said, and the sights he made me see. I may have inherited something of my father’s knowledge of human nature, but my father never lost a chance of trying to teach me to observe. I owe a great deal to his patience with a little girl given far more to dreams than to accuracy, and with perhaps too little natural sympathy for the dreams of others.

1. Which statement is true of the author’s grandfather?
 - A. He built the old colonial house around 1750.
 - B. He was employed by the busy country stores.
 - C. He took great interest in neighborhood affairs.
 - D. He made money by buying and selling timber.
2. In Paragraph 1, “the other side of the business” refers to _____.
 - A. building ships
 - B. sailing ships
 - C. buying timber
 - D. selling timber
3. What the author cherishes most about her father is his _____.
 - A. devotion to medicine
 - B. advice on writing
 - C. enthusiasm for literature
 - D. interest in business
4. As far as writing is concerned, the author’s father emphasized the importance of _____.
 - A. country settings
 - B. plentiful patience
 - C. wild imagination
 - D. accurate observation
5. The author is probably known for her writings about _____.
 - A. country life
 - B. modern business
 - C. colonial history
 - D. old-time seafaring

Passage 2

Questions 6 to 10 are based on the following passage.

Educating girls quite possibly yields a higher rate of return than any other investment available in the developing world. Women's education may be unusual territory for economists, but enhancing women's contribution to development is actually as much an economic as a social issue. And economics, with its emphasis on incentives (激励), provides an explanation for why so many girls are deprived of an education.

Parents in low-income countries fail to invest in their daughters because they do not expect them to make an economic contribution to the family; girls grow up only to marry into somebody else's family and bear children. Girls are thus seen as less valuable than boys and are kept at home to do housework while their brothers are sent to school—the prophecy (预言) becomes self-fulfilling, trapping women in a vicious circle (恶性循环) of neglect.

An educated mother, on the other hand, earns more and faces an entirely different set of choices. She is likely to have fewer but healthier children and insist on the development of all her children, ensuring that her daughters are given a fair chance. The education of her daughters then makes it much more likely that the next generation of girls, as well as of boys, will be educated and healthy. The vicious circle is thus transformed into a virtuous circle.

Few will dispute that educating women has great social benefits, but it has enormous economic advantages as well. Most obviously, there is the direct effect of education on the wages of female workers. Wages rise by 10 to 20 percent for each additional year of schooling. Such big returns are impressive by the standard of other available investments, but they are just the beginning.

6. According to the author, educating girls in developing countries may _____.
- A. be more rewarding than expected
 - B. cause annoying problems and difficulties
 - C. bring to an end social and economic problems
 - D. bring a family into a financially difficult situation
7. By saying "... the prophecy becomes self-fulfilling ..." in Paragraph 2, the author means that girls will _____.
- A. be found less valuable than boys
 - B. find their goals in life unreachable
 - C. be discontented with their life at home
 - D. be capable of realizing their own dreams

8. In the author's opinion, a vicious circle can turn into a virtuous circle when _____.
- A. there are more daughters in a family
 - B. a family is rich enough to educate boys
 - C. a family has more but healthier children
 - D. mothers know the importance of educating girls
9. What does the author say about women's education?
- A. It is the most important social issue.
 - B. It is now given top priority in developing countries.
 - C. It yields greater returns than other known investments.
 - D. It has aroused the interest of a growing number of economists.
10. This passage mainly discusses _____.
- A. the economic benefits of educating women
 - B. the social contributions of educated women
 - C. the political influence of well-educated women
 - D. the unfair treatment of girls in developing countries

Passage 3

Questions 11 to 15 are based on the following passage.

The history of the U.S. from Lincoln's death to the wave of assassinations in the 1960s can be seen as a struggle to realize Lincoln's vision of a society whose citizens are not held back by parentage or origin. The struggle to secure this chance for all Americans has been bitter and bloody, and it is far from over. After Lincoln's death, the Fourteenth Amendment promised that the Federal Union would guarantee the rights of all persons against violation by the states. However, this guarantee was exploited by business corporations while remaining a hollow promise to millions of actual persons. Women did not get the vote until five amendments later, and their legal rights were often lost in marriage. As for blacks, political equality remained mostly something unreal until the passage of the Voting Rights Act one hundred years after Lincoln's death.

The struggle to realize Lincoln's ideal was undertaken not only by workers against capital but also by immigrants against the political system. In less than one human life span following the Civil War, the U.S. absorbed a great number of immigrants who formed the next wave of what Lincoln had called "prudent and penniless" beginners. They found that social services were forgotten by a political system that ran on graft (腐败). The risk of injury, disease, and early death were largely ignored, forcing millions to rely on themselves, on family, and on the charity of friends.

Even among psychiatrists and other mental health care professionals, the extent of the disability caused by depression is vastly underestimated. The World Health Organization has found that major depression is the single greatest cause of disability in the world—more than twice as many people are disabled by depression as by the second leading cause of disability, iron-deficiency anemia (贫血症). Other diseases and disorders may get more press coverage or more research money, or more sympathy and concern from a well-meaning public, but major depression causes more long term human misery than any other single disease.

When I was a resident in psychiatry, we believed that true depression was rare among teenagers, or that insofar as it existed, it was just a normal phase of adolescent development with no lasting consequences. It didn't take long after I began treating troubled kids to see that this couldn't possibly be true. Research over recent decades has confirmed my impression. These beliefs, if any still holds them, are false and dangerous. In fact, early onset of depression is not normal, and can predict numerous unhappy life events for youngsters, including school failure, teenage pregnancy, and suicide attempts.

Although depression is increasingly common today, it is among the oldest diseases recorded in the history of medicine. As early as the fourth century, the symptoms of “melancholia” were well known. In other words, depression was first thought of as an exclusively physical illness—the loss of appetite, sleeplessness, irritability, and general depression was believed to have a physical, not a psychological cause. It wasn't until the nineteenth century—when the term depression was invented to substitute for melancholia—that a psychological understanding of the illness began to develop. Eventually this psychological explanation of depression would become the only one, although today it no longer is. We now know that depression has both psychological and physical symptoms, and that both psychological and medical treatments can help to **alleviate** them.

16. The World Health Organization has found that _____.
- A. depression results in iron-deficiency anemia
 - B. depression gets more press attention worldwide
 - C. more people are disabled by depression than by anemia
 - D. iron-deficiency anemia is the greatest cause of disability
17. In the 4th century, depression was regarded as a _____.
- A. physical disorder
 - B. psychological problem
 - C. psychological disease caused by physical disorders
 - D. physical disease induced by psychological disorders
18. After the 19th century people began to realize that depression could result from _____.
- A. anemia
 - B. iron deficiency
 - C. physical illness
 - D. psychological problems

19. The word “alleviate” in Paragraph 4 is closest in meaning to _____.
A. cure B. diagnose C. prevent D. ease
20. The passage mainly deals with depression by informing the reader of _____.
A. future developments B. new discoveries
C. people’s misunderstandings D. serious consequences

II. SPEED READING

Skim or scan the following passages, and then decide on the best answer and blacken the corresponding letter on the ANSWER SHEET. (10 points, 1 point each)

Passage 5

Questions 21 to 25 are based on the following passage.

People in the developed countries are living longer. In 2005 in the U.S. the average lifespan was 77.6 years, as against 54 years in 1920 and just 34 years in 1780. By 2050 it is estimated that the average lifespan will be in the mid 80’s. By 2025 in the developed countries the share of the population over 60 will be 26 percent.

This increasing longevity is starting to impact on public finances, economic growth and general living standards. This impact is greater in countries with low employment rates, such as countries in the European Union, of which Italy is a good example. In addition, as baby boomers (those born from 1946 to 1960) reach retirement age, there is increasing pressure on social security systems and public funds for retirement and health care expenses. Economists are increasingly questioning the sustainability of the European social model with its current high welfare standards.

“Active aging” is now being advanced by policy experts. The current division of life into three cycles—education, employment and retirement—should be changed. According to these experts, governments need to remove barriers that prevent older people from continuing to work and should extend the average working life. Schemes for lifelong learning need to be established to keep the aging workforce equipped with up-to-date job skills.

The U.S. agricultural firm Monsanto is encouraging the government to allow it to introduce “phased retirement” for its workforce. Back in 1991 the company set up a Resource Re-entry Centre (RRC). Monsanto found it difficult to hire qualified temporary administrative assistants. Through the RRC it began to offer this work to retired administrative workers. The centre now sources human resources amongst its retired workforce for a diverse range of projects. In so doing, the company retains the skills, knowledge and social networks of its workers.

Much of the work is project-based and highly flexible. Over 60 percent of the projects are given to workers over 60. A key feature of the scheme is workers' access to cost-effective computer-based training to maintain and update job skills. The centre strives to educate company managers regarding the cost efficiency and quality of the work achieved by the service.

21. From 1780 to 2005, the average lifespan in the U.S. _____.
- A. had more than doubled B. had more than tripled
C. increased by 26 percent D. increased to 80 years
22. Italy has seen the great impact of the increasing longevity because of its _____.
- A. high welfare standards B. early retirement age
C. low employment rates D. large number of baby boomers
23. Which of the following is related to active aging?
- A. The old people should retire early.
B. The three cycles of life should be retained.
C. The old people should overcome work barriers.
D. Lifelong learning schemes should be established.
24. According to the passage, RRC is a(n) _____.
- A. government office B. information office
C. human resource center D. project management center
25. The author uses Monsanto's example to show that _____.
- A. workers should enjoy their retirement life
B. retired workers should expand their social networks
C. "active aging" has been encouraged by the government
D. there are solutions to problems caused by increasing longevity

Passage 6

Questions 26 to 30 are based on the following passage.

There are guavas (番石榴) at the Shop & Save. I pick one the size of a tennis ball and finger the prickly stem end. It feels familiarly bumpy and firm. The guava is not quite ripe: the skin is still a dark green. I smell it and imagine a pale pink center, the seeds tightly embedded in the flesh.

A ripe guava is yellow, although some varieties have a pink tinge. The skin is thick, firm, and sweet. Its heart is bright pink and almost solid with seeds. The most delicious part of the guava surrounds the tiny seeds. If you don't know how to eat a guava, the seeds end up in the crevices between your teeth.

Some years, when the rains have been plentiful and the nights cool, you can bite into a guava and not find many seeds. The guava bushes grow close to the ground, their branches laden with green then yellow fruit that seem to ripe

overnight. These guavas are large and juicy, almost seedless, their roundness enticing you to have one more, just one more, because next year the rains may not come.

As children, we didn't always wait for the fruit to ripen. We raided the bushes as soon as the guavas were large enough to bend the branch.

A green guava is sour and hard. You bite into it at its widest point, because it's easier to grasp with your teeth. You grimace, your eyes water, and your cheeks disappear as your lips purse into a tight O. But you have another and then another, enjoying the crunchy sounds, the acid taste, the gritty texture of the unripe center. At night, your mother makes you drink castor oil, which she says tastes better than a green guava. That's when you know for sure that you're a child and she has stopped being one.

I had my last guava the day we left Puerto Rico. It was large and juicy, almost red in the center, and so fragrant that I didn't want to eat it because I would lose the smell. All the way to the airport I scratched at it with my teeth, making little dents in the skin, chewing small pieces with my front teeth, so that I could feel the texture against my tongue, the tiny pink pellets of sweet.

Today, I stand before a stack of dark green guavas, each perfectly round and hard, each \$1.59. The one in my hand is tempting. It smells faintly of late summer afternoons and hopscotch under the mango tree. But this is autumn in New York, and I'm no longer a child. I push my cart away, toward the apples and pears of my adulthood, their nearly seedless ripeness predictable and bittersweet.

26. The Shop & Save is a(n) _____.
- A. American supermarket B. fruit garden in America
C. supermarket in an airport D. fruit garden in Puerto Rico
27. According to the author, a ripe guava is _____.
- A. pale pink at its heart
B. soft with bumpy skin
C. yellow with tightly fixed seeds
D. yellow with perhaps some tinges of pink
28. Plentiful rains and cool nights may mean that guavas _____.
- A. grow on the ground B. have fewer seeds
C. ripen slowly D. are scarce
29. The day he left Puerto Rico, the author ate a guava _____.
- A. quickly B. slowly C. reluctantly D. hungrily
30. The author is quite familiar with guavas because he _____.
- A. works at a supermarket
B. is keen on eating guavas
C. grew up with the memory of guavas
D. suffered too much from green guavas

非选择题部分

注意事项:

用黑色字迹的签字笔或钢笔将答案写在答题纸上,不能答在试题卷上。

III. DISCOURSE CLOZE

The following is taken from the textbook. Read the passage and fill in the numbered spaces (there are more suggested answers than necessary). Write the letter of the answer on the ANSWER SHEET. (10 points, 1 point each)

The name “United Nations” is accredited to U.S. President Franklin D. Roosevelt, and the first group of representatives of member states met and signed a declaration of common intent on New Year’s Day in 1942. Representatives of five powers worked together to draw up proposals, (31) _____. Their proposals, modified after deliberation at the conference on International Organization in San Francisco (32) _____, were finally agreed on and signed as the U.N. Charter by 50 countries on 26 June 1945. Poland, (33) _____, signed the Charter later and was added to the list of original members. It was not until that autumn, however, after the Charter had been ratified by China, France, the U.S.S.R., the U.K. and the U.S. and (34) _____ that the U.N. officially came into existence. The date was 24 October, (35) _____.

The essential functions of the U.N. are to maintain international peace and security, (36) _____, to cooperate internationally in solving international economic, social, cultural and human problems, promoting respect for human rights and fundamental freedoms and (37) _____.

No country takes precedence over another in the U.N. (38) _____. All must contribute to the peaceful settlement of international disputes, and members have pledged to refrain from the threat or use of force against other states. (39) _____, it tries to ensure that non-member states act according to its principles of international peace and security. U.N. members must offer assistance (40) _____ and in no way assist states against which the U.N. is taking preventive or enforcement action.

(From *United Nations*)

- [A] in an approved U.N. action
- [B] which began in April 1945
- [C] Each member’s rights and obligations are the same
- [D] by a majority of the other participants
- [E] not represented at the conference
- [F] now universally celebrated as United Nations Day

- [G] completed at Dumbarton Oaks in 1944
[H] to develop friendly relations among nations
[I] Though the U.N. has no right to intervene in any state's internal affairs
[J] in the equal rights of men and women and of nations large and small
[K] to be a center for coordinating the actions of nations in attaining these common ends
[L] We peoples of the U.N. determined to save succeeding generations from the scourge of war

IV. WORD FORMATION

Complete each of the following sentences with the proper form of the word in brackets. Write your answers on the ANSWER SHEET. (10 points, 1 point each)

41. (wide) The local people are asking the government to _____ the road.
42. (loud) The students began to enter the classroom and Anna was startled at their _____.
43. (quiet) The meeting between the two leaders was _____ scheduled to avoid reporters.
44. (suit) The course is _____ for both beginners and advanced students.
45. (like) David has a strong _____ for those who smoke in public places.
46. (arrive) All foreign visitors are now able to obtain a Cambodian visa upon _____ at the airport.
47. (true) Whatever the _____, it is always convenient to blame outsiders for creating trouble.
48. (differ) The exhibition is refreshingly _____ from most exhibitions of modern art.
49. (arrange) A small flower _____ on the kitchen table can brighten up the room.
50. (agree) The main objective is to find a solution that is _____ to the company in terms of cost.

V. GAP FILLING

The following is taken from the textbook. Fill in the numbered gaps with the correct form of the words or phrases in the box (there are more words than necessary). Write your answers on the ANSWER SHEET. (10 points, 1 point each)

in	violently	accept	open up
with	distinguish	variety	run down
tire	quality	quantity	unravel

As the weeks went by, Swain's visits grew more frequent. When Dr. Caswell called, Ellsworth would talk about the graceful lines of the chimney or the rich (51) _____ of color in a bowl of fruit.

The treatment was working perfectly. No more trips downtown to his office for the purpose of buying some business that was to fail later. No more crazy financial plans to try the strength of his (52) _____ old heart. Art was complete cure for him.

The doctor thought it safe to allow Ellsworth to visit the Metropolitan Museum, the Museum of Modern Art, and other exhibitions with Swain. An entirely new world (53) _____ its mysteries to him. The old man showed a tremendous curiosity in the art galleries and in the painters who exhibited (54) _____ them. How were the galleries run? Who selected the pictures for the exhibitions? An idea was forming in his brain.

When the late spring began to cover the fields and gardens (55) _____ color, Ellsworth painted a simply horrible picture which he called "Trees Dressed in White." Then he made a surprising announcement. He was going to exhibit the picture in the summer show at the Lathrop Gallery.

The summer show at the Lathrop Gallery was the biggest art exhibition of the year—in (56) _____, if not in size. The lifetime dream of every important artist in the United States was a prize from this exhibition. Among the paintings of this (57) _____ group of artists, Ellsworth was now going to place his "Trees Dressed in White," which resembled a handful of salad dressing thrown (58) _____ against the side of a house.

"If the newspapers hear about this, everyone in town will be laughing at Mr. Ellsworth. We've got to stop him." said Koppel. "No," warned the doctor. "We can't interfere with him now and take a chance of (59) _____ all the good work which we have done."

To the complete surprise of all three—and especially Swain—"Trees Dressed in White" was (60) _____ for the Lathrop show. Not only was Mr. Ellsworth crazy, thought Koppel, but the Lathrop Gallery was crazy, too.

(From *Art for Heart's Sake*)

VI. SHORT ANSWER QUESTIONS

The following questions are based on Passage 4 in this test paper. Read the passage carefully again and answer the questions briefly by referring back to Passage 4. Write your answers on the ANSWER SHEET. (10 points, 5 points each)

61. What evidence does the author provide to prove that depression is vastly underestimated?
62. According to the passage, what are the possible consequences of depression?

VII. TRANSLATION

The following excerpt is taken from the textbook. Read the paragraph carefully and translate into Chinese each of the numbered and underlined parts. Write your answers on the ANSWER SHEET. (10 points, 2 points each)

A common argument against cars is that they pollute the environment and thus, are undesirable. (63) While this is true, the automobile must be removed from urban planning not only due to pollution but also because of its unsustainable nature. Cars—and the type of city that is planned around them—use considerable resources and space that will not be available in the future. Oil reserves are dwindling and will disappear within the next century. (64) Although it is possible for alternative fuel sources to be developed, these will nonetheless require considerable energy use. Furthermore, many resources are consumed in the production of cars. (65) In a world with a constantly increasing population, the manufacture of new cars is not something that can be sustained and provided to all the people of the world. (66) Not only does the production and operation of cars drain society, but the attitude associated with the automobile endangers the future. (67) It is not advantageous for individuals to drive everywhere because, as the population increases, it will lead to incredible congestion within urban areas. It is certainly a drain on both time and resources, which can be avoided with proper planning for the future.

(From *Communities for Future Generations in the US*)