

全国 2016 年 10 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.

Much of the fiction written by American women in the twenty-first century can be termed “popular,” owing to its sustained engagement with an expansive but clearly defined readership. Since the 1990s, popular women’s fiction has been dominated by “chick lit,” a term that has come to signify a particular brand of commercial fiction. In her article “Who’s Laughing Now? A Short History of Chick Lit and the Perversion of a Genre,” novelist Cris Mazza credits herself with inventing the taxonomy in her capacity as co-editor of an anthology of new women’s writing. The stories in Chick Lit sought “not to embrace an old silly or coquettish image of women but to take responsibility for our part in the damaging, lingering stereotype.” Mazza coined the term hoping that critics would recognize its “ironic intention”; as she observes, the ironic inflection of the term evaporated with the inception of the “second incarnation” of Chick Lit. It is this second incarnation that became a publishing phenomenon in the 1990s and continues to thrive in the twenty-first century.

Arguably, tone is the defining characteristic of the genre. The signature tone

of chick lit is humorous, irreverent, and journalistic. Many writers of chick lit novels began their careers as columnists and use their social commentaries as source material for their fictional worlds. *Bridget Jones's Diary* (1996) evolved from British writer Helen Fielding's newspaper columns for the *Independent* and later the *Daily Telegraph*. Candace Bushnell's column "Sex and the City" provided the material for her first novel and the hugely influential HBO television series (1998-2004).

From its inception, chick lit secured the readership of the younger demographic through its engagement with contemporary issues and popular culture. Over the past decade, chick lit has sprouted a variety of subgenres. Although commentators on the genre regularly announce its decline, it continues to expand and attract a wider range of women readers.

1. The term "chick lit" is coined by _____.
A. a publisher B. a critic C. a novelist D. a creditor
2. The description of women in literature used to be _____.
A. negative B. neutral
C. complimentary D. pleasant
3. The signature tone of chick lit is _____.
A. objective B. amusing C. influential D. rhythmic
4. Chick lit is widely enjoyed by _____.
A. commentators B. newspaper columnists
C. journalists D. younger readers
5. Chick lit is most likely to be concerned with _____.
A. modern literary criticism
B. recent commercial activities
C. current publishing phenomenon
D. women's life in contemporary society

Passage 2

Questions 6 to 10 are based on the following passage.

I saw Jane last night for the first time in years. She was miserable. She had bleached her hair, trying to hide its true color, just as her rough appearance hid her deep unhappiness. She needed to talk, so we went for a walk. While I thought about my future, the college applications that had recently arrived, she thought about her past, the home she had recently left. Then she spoke. She told me about her love—and I saw a dependent relationship with a dominating man. She told me about the drugs—and I saw that they were her escape. She told me about her goals—and I saw unrealistic material dreams. She told me she needed a friend—and I saw hope, because at least I could give her that.

We had met in the second grade. Jane was missing a tooth, I was missing my friends. I had just moved across the continent to find cold metal swings and cold smirking faces outside the foreboding doors of my new school. I asked her if I could see her Archie comic book, even though I didn't really like comics; she said yes, even though she didn't really like to share. Maybe we were both looking for a smile. And we found it. We found someone to giggle with late at night, someone to slurp hot chocolate with on the cold winter days when school was canceled and we would sit together by the bay window, watching the snow endlessly falling.

In the summer, at the pool, I got stung by a bee. Jane held my hand and told me that she was there and that it was okay to cry—so I did. In the fall, we raked the leaves into piles and took turns jumping, never afraid because we knew that the multicolored bed would break our fall.

Only now, she had fallen and there was no one to catch her. We hadn't spoken in months, we hadn't seen each other in years. I had moved to California, she had moved out of the house. Our experiences were miles apart, making our hearts much farther away from each other than the continent she had just traversed. Through her words I was alienated, but through her eyes I felt her yearning. She needed support in her search for strength and a new start. She needed my friendship now more than ever. So I took her hand and told her that I was there and that it was okay to cry—so she did.

6. It is implied in Paragraph 1 that Jane's misery might have been caused by _____.
- A. drugs
B. loneliness
C. her marriage
D. her financial situation
7. The author of this passage asked to see Jane's comic book because _____.
- A. the book was interesting
B. the school offered few such books
C. Jane highly recommended this book
D. the author intended to make friends with Jane
8. The "multicolored bed" in Paragraph 3 refers to _____.
- A. the pile of leaves
B. the colored cushion
C. the flower-bed outside
D. the grassland in the fall
9. With the author's move to California, the friendship between the author and Jane _____.
- A. faded
B. ended
C. maintained
D. strengthened
10. The best title of this passage might be _____.
- A. Friendship Withers
B. Friendship Cures
C. Friendship Bygone
D. Friendship Overwhelmed

Passage 3

Questions 11 to 15 are based on the following passage.

Facebook, the Web's most popular social networking site, has been caught in a content-rights battle after revealing that it was granting itself permanent rights to users' photos, wall posts and other information even after a user closed an account. Under fire from tens of thousands of users, Facebook posted a brief message on users' home pages that said it was returning to its previous "Terms of Use" policy.

Member backlash against Facebook began after a consumer advocate website, The Consumerist, flagged a change made to Facebook's policy. Facebook deleted a sentence from the old Terms of Use. That sentence said Facebook could not claim any rights to original content that a user uploaded once the user closed his or her account. The company replaced it with: "You may remove your User Content from the Site at any time. However, you acknowledge that the Company may retain archived copies of your User Content." In response, Chris Walters, wrote in the Consumerist post, "Make sure you never upload anything you don't feel comfortable giving away, because it's Facebook's now." Thousands of indignant members either canceled their accounts or created online petition. Among them were more than 64,000 who joined a group called "The People Against the new Terms of Service."

Facebook Chief Executive Mark Zuckerberg tried to quell (平息) the controversy by saying the company's philosophy is that "people own their information and control who they share it with." But members were not appeased because the site did not fix its Terms of Use. The company, in its post, said it was returning to its previous Terms of Use because of the "feedback" it had received. "It was never our intention to confuse people or make them uneasy about sharing on Facebook," company spokesman Barry Schnitt said in a blog post. "I also want to be very clear that Facebook does not, nor have we ever, claimed ownership over people's content. Your content belongs to you." Schnitt said the company is in the process of rewording its Terms of Use in "simple language that defines Facebook's rights much more specifically."

11. From Paragraph 1, we can infer that Facebook's new "Terms of Use" is _____.
- A. essentially identical to the old
 - B. comparatively more user-friendly
 - C. actually for trial implementation only
 - D. less reasonable in handling content rights
12. By marking the change in Facebook's Terms of Use, The Consumerist meant to _____.
- A. establish an organization to protect users' benefits
 - B. launch an online petition against Facebook's old policy
 - C. call users' attention to the risks of Facebook's policy change
 - D. warn Facebook of the security problems caused by such change

13. Facebook's new "Terms of Use" policy quoted in Paragraph 2 implies that _____.
- A. content uploaded will be saved in archives for the site's use
 - B. content will have to be examined by the site for users' benefit
 - C. users should submit copies to the site when uploading content
 - D. users must agree to transfer the ownership of the content to Facebook
14. Facing the crisis, Facebook decided to _____.
- A. delete a sentence in its new Terms of Use
 - B. issue a statement to defend its position
 - C. make modifications in its philosophy
 - D. resume the old terms of user rights
15. In his blog post, Barry Schnitt implied that the controversy was induced by _____.
- A. Facebook's inappropriate use of language
 - B. Facebook's deliberate invasion of users' privacy
 - C. Facebook's change of policy on online file storage
 - D. Facebook's reluctance to compensate users for their losses

Passage 4

Questions 16 to 20 are based on the following passage.

Eugenics (优生学) could be found everywhere in the U.S. in the 1920s. It influenced American politics, social sciences and medicine. It shaped public policy, aesthetic theory and literature, and affected popular culture. Eugenic thinking was so popular in the modern era that it attained the status of common sense. From the beginning of eugenics in the late-nineteenth-century England to its peak in the U.S. during the postwar years of the late 1910s and 1920s, few challenged the notion that modern nations, especially those troubled by immigration, must improve their population in order to remain competitive in the modern world.

Scholars have recently begun to acknowledge the profound influence of eugenic thought on modern white American and British writers, yet it remains unknown to most of them that some versions of eugenics also appeared in the writings of modern African American intellectuals, including not only Du Bois and Dunbar-Nelson but also Jean Toomer, George Schuyler, and E. Franklin Frazier. In the end, there were not nearly as many refutations of eugenics in modern U.S. as there were competing versions of it. As Zygmunt Bauman has argued, the ideal of weeding out defective individuals and races deeply affected the U.S. and remained arguably the most outstanding feature of its collective spirit.

Eugenics in some form shows up in various writings between 1890 and 1940. It was so widespread that it serves as an ideal perspective for examining often

ignored aspects in American public policy, class politics, racial politics, literature, and even Harlem Renaissance. Indeed, in the U.S. of the 1910s and 1920s, eugenics became so widely accepted that it might be considered the guiding principle of modern American discourse (话语).

There were a number of reasons for this particular success of eugenics in the U.S. First, it was a combination of scientism and progress that appealed to a wide variety of modern American intellectuals. Second, the U.S.'s particular historical circumstances in the early twentieth century—including widespread immigration, a shift to an urban industrial economy, and the country's emergence as a dominant global power—help further explain the rise of an ideology that promised to increase national competitiveness and efficiency. Finally, Americans accepted eugenics because it provided them with a theory that supported racism around the turn of the twentieth century.

16. In the era dominated by eugenics, most Americans believed that _____.
 - A. the eugenic theory was dangerous and should be rejected
 - B. eugenics would make the U.S. a more competitive nation
 - C. immigrants would greatly improve the American population
 - D. immigrants would make the U.S. more powerful in the world
17. What can we learn from Paragraph 2?
 - A. White American writers didn't support eugenics.
 - B. Black American intellectuals mistrusted eugenics.
 - C. Eugenics influenced both white and black Americans.
 - D. Many people refuted eugenics in the U.S. in the 1920s.
18. Influenced by the eugenic thought, Americans were deeply concerned with _____.

A. scientific research	B. individual health
C. collective responsibility	D. improving their population
19. Eugenics was widely accepted in the U.S. _____.

A. between 1890 and 1910	B. in the 1910s and 1920s
C. between 1920 and 1940	D. in the late 19th century
20. In the last paragraph, the author's discussion of eugenics is related to the following EXCEPT _____.

A. politics	B. economy
C. education	D. immigration

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.

Charles Darwin was born on February 12, 1809, at Shrewsbury, England, the second son of Dr. Robert Darwin, an eminently successful physician. From his earliest youth, Darwin was a passionate lover of the outdoors. As he himself said, "I was born a naturalist." Every aspect of nature intrigued him. He loved to collect, to fish and hunt, and to read nature books. School, consisting largely of the study of the classics, bored him intolerably. Before he turned seventeen years old, his father sent him to the University of Edinburgh to study medicine. But medicine terrified Charles, and he continued to devote much of his time to the study of nature. When it became clear that he did not want to become a physician, his father sent him early in 1828 to Cambridge to study theology. This seemed a reasonable choice, since virtually all the naturalists in England at that time were ministers, as were the professors at Cambridge who taught botany and geology. Darwin's letters and biographical notes show that at Cambridge he devoted more time to collecting beetles, discussing botany and geology with his professors, and hunting and riding with similarly inclined friends than to his studies. Yet he did well in his examinations, and when he took his B.A. in 1831 he stood tenth on the list of nonhonors students. More importantly, when Darwin had completed his Cambridge years he was an accomplished young naturalist.

Immediately upon finishing his studies, Darwin received an invitation to join The Beagle as naturalist and companion of Captain Robert FitzRoy, who had been commissioned to survey the coasts of Patagonia, Tierra del Fuego, Chile, and Peru to provide information for making better charts. The voyage was to be completed within two or three years but actually lasted five. The Beagle left Plymouth on December 27, 1831, when Darwin was twenty-two years old, and returned to England on October 2, 1836. Darwin used these five years to their fullest extent. In his *Journal of Researches*, he tells about all the places he visited—volcanic and coral islands, tropical forests in Brazil, the vast pampas of Patagonia, a crossing of the Andes from Chile to Tucuman in Argentina, and much, much more. Every day brought unforgettable new experiences, a valuable background for his life's work. He collected specimens from widely different groups of organisms, he dug out important fossils in Patagonia, he devoted much of his time to geology, but most of all he observed aspects of nature and asked himself many questions as to the how and why of natural processes. He asked "why" questions not only about geological features and animal life, but also about political and social situations. And it was his ability to ask profound questions and his perseverance in trying to answer them that would eventually make Darwin a great scientist.

21. In his childhood, Darwin was interested in _____.
- A. medicine B. physics C. nature D. theology

22. The author says that Darwin “stood tenth on the list of nonhonors students” to show that _____.
- A. he was one of the top students
 - B. he did fairly well at Cambridge
 - C. professors failed to notice his talents
 - D. theology appealed to him very much
23. The Beagle was commissioned to gather information on _____.
- A. coasts
 - B. plants
 - C. animals
 - D. peoples
24. *Journal of Researches* is probably _____.
- A. FitzRoy’s biography
 - B. Darwin’s travelogue
 - C. Darwin’s letters
 - D. FitzRoy’s diaries
25. The passage mainly describes Darwin’s _____.
- A. love of nature
 - B. family background
 - C. critical thinking skills
 - D. biological achievements

Passage 6

Questions 26 to 30 are based on the following passage.

Yellowstone National Park, established by the U.S. Congress as a national park on March 1, 1872, is located primarily in the U.S. state of Wyoming, though it also extends into Montana and Idaho. The park was the first of its kind, and is known for its wildlife and its many geothermal (地热的) features, especially Old Faithful Geyser, one of the most popular features in the park. It has many types of ecosystems, but the subalpine (亚高山带的) forest is dominant.

American Indians have lived in the Yellowstone region for at least 11,000 years. The region was bypassed during the Lewis and Clark Expedition in the early 1800s. Aside from visits by mountain men during the early to mid 1800s, organized exploration did not begin until the late 1860s. The U.S. Army was commissioned to oversee the park just after its establishment. In 1917, administration of the park was transferred to the National Park Service, which had been created the previous year. Hundreds of structures have been built and are protected for their architectural and historical significance, and researchers have examined more than 1,000 archaeological sites.

Yellowstone National Park spans an area of 3,468 square miles, comprising lakes, canyons, rivers and mountain ranges. Yellowstone Lake is one of the largest high-altitude lakes in North America and is centered over the Yellowstone Caldera, the largest super-volcano on the continent. The caldera is considered an active volcano; it has erupted with tremendous force several times in the last two million years. Half of the world’s geothermal features are in Yellowstone, fueled by ongoing volcanic activities. Lava flows and rocks from volcanic eruptions cover most of the land area of Yellowstone. The park is the centerpiece of the Greater Yellowstone Ecosystem, the largest remaining, nearly-intact ecosystem in the Earth’s northern temperate zone.

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)

Education is not an end, but a means to an end. In other words, (31) _____. Our purpose is to fit them for life. Life is varied; so is education. As soon as we realize the fact, we will understand that it is very important to choose a proper system of education.

In some countries with advanced industries, they have free education for all. Under this system, people, (32) _____, clever or foolish, have a chance to be educated at universities or colleges. They have for some time thought, by free education for all, they can solve all the problems of a society and build a perfect nation. But we can already see that (33) _____. We find in such countries a far larger number of people with university degrees than there are jobs for them to fill. As a result of their degrees, (34) _____. In fact, to work with one's hands is thought to be dirty and shameful in such countries.

But we have only to think a moment to understand that the work of a completely uneducated farmer is as important as that of a professor. We can live without education, (35) _____. If no one cleaned our streets and took the rubbish away from our houses, we should get terrible diseases in our towns. If there were no service people, because everyone was ashamed to do such work, (36) _____.

On the other hand, if all the farmers were completely uneducated, (37) _____. As the population grows larger and larger in the modern world, we would die (38) _____.

In fact, when we say all of us must be educated to fit ourselves for life, (39) _____: firstly, to realize that everyone can do whatever job is suited to his brain and ability; secondly, to understand that all jobs are necessary to society and (40) _____; thirdly, to master all the necessary know-how to do one's job well. Only such education can be called valuable to society.

(From *The Value of Education*)

- [A] the professors would have to waste much of their time doing housework
- [B] it is true that we could live without education
- [C] no matter whether they are rich or poor
- [D] if we did not have enough food
- [E] they refuse to do what they think is “low” work
- [F] their production would remain low
- [G] we do not educate children only for the aim of educating them
- [H] but we should die if none of us grew crops
- [I] we should send kids to school
- [J] free education for all is not enough
- [K] it means that all must be educated
- [L] that it is bad to be ashamed of one’s own work or to look down upon someone else’s

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. (regular) The _____ of English spelling means that it is easy to make mistakes.
42. (utter) You couldn’t imagine what a(n) _____ stupid thing he has done!
43. (excellent) That public school has long been well-known for its academic _____.
44. (active) The slightest pressure on the container is enough to _____ the alarm.
45. (influence) She wanted to work for a bigger and more _____ newspaper after winning the Pulitzer Prize.
46. (sure) The clients must _____ that accurate records of consumption are kept for at least one month.
47. (various) Work on the production line is monotonous and lacks _____.
48. (respect) The children in this family were brought up to be _____ of authority.
49. (whole) I wasn’t _____ convinced by her explanation.
50. (pure) One of the main teachings of Buddhism is that you should try to _____ yourself.

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)

cultural	break	so	combination
for	to	whom	where
share	from	small	big

Miller was writing for a middle-class audience. His plays were performed on Broadway, the center of New York's theatrical and (51) _____ life, and in London's West End. Therefore they reached only a (52) _____ proportion of the population. Miller uses this fact (that the plays reached only a relatively small proportion of the population) to advantage in *Death of a Salesman*, where he examines American middle-class ideas and beliefs. He was able to place before his audience Willy Loman, a man who (53) _____ many of their ideals, ones which have been summed up by the phrase "the American Dream." The American Dream is a (54) _____ of beliefs in the unity of the family, the healthiness of competition in society, the need (55) _____ success and money, and the view that America is the great land in which free opportunity for all exists. Some of these are connected: America seemed at one stage in history to offer alternatives (56) _____ the European way of life; she seemed to be the New World, vast, having plenty of land and riches for all of its people, all of (57) _____ could share in the wealth of the nation. America was a land of opportunity. This belief is still apparent, even in twentieth-century America, with its large urban population, and Miller uses it in his plays, in order to state something significant about American society. In such a land, (58) _____ all people have a great deal of opportunity, success should come fairly easily, (59) _____ an unsuccessful man could feel bitter about his failure, excluded as he was (60) _____ the success around him. To become successful in the American Dream means to believe in competition, to reach the top as quickly as possible by proving oneself better than others.

(From *Miller's Theatre and Miller's Ideas*)

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 are the influences of eugenics in the U.S. in the 1920s?
62. What are the reasons for the success of eugenics in the U.S.?

VII. TRANSLATION

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

Millions of years later, the earth has stopped rotating on its axis. (63) The machine lands on a desolate beach where the Time Traveler discovers the only inhabitants are giant, evil-looking crabs. He sets the machine in motion again, and now, thirty million years after leaving the safety of his laboratory, (64) he finds the world a cold, still hulk, faintly lit by a dying sun.

(65) Horried, the Time Traveler sets the machine back for the return journey, and eventually reaches home where he tells his story to his friends. (66) Disillusioned though he is with the future, the Time Traveler has set off again on a journey through time. Three years later he has still not returned, and (67) his friends can only speculate about what misadventure has overtaken him in the depths of time.

(From *The Time Machine*)