

全国 2015 年 10 月高等教育自学考试

综合英语(二)试题

课程代码:00795

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. GRAMMAR AND VOCABULARY

Complete each of the following 15 sentences with the most likely answer. Blacken the letter corresponding to your choice on the ANSWER SHEET. (1 point each, 15 points in all)

1. The students went to the lecture in expectation, _____ to their disappointment, nothing very new came forth.
A. and B. but C. or D. so
2. The criminal was brought in with his hands _____ behind his back.
A. tied B. having been tied C. to be tied D. been tied
3. They _____ good friends, but now they don't even greet each other when they meet.
A. are used to being B. used to being
C. are used to be D. used to be
4. Frank told his mother that he _____ all the homework before he went out to play with Tom.
A. finished B. will finish C. had finished D. was finishing
5. Our environment becomes worse and worse, and it's time that everyone _____ something about it.
A. can do B. could do C. does D. did

6. After _____ seemed an endless wait, it was his turn to enter the doctor's office.
A. that
B. it
C. what
D. there
7. The teacher, _____ whether anyone would come to help him, decided to prepare for the experiment by himself.
A. not knowing
B. not to know
C. knowing not
D. to have not known
8. He had been there _____ a time, and knew everyone well.
A. much
B. many
C. some
D. few
9. Realizing that his retirement was near at hand, he looked for some _____ income.
A. additional
B. further
C. private
D. steady
10. The salesgirl said she would have to _____ the supervisor about the matter.
A. interview
B. consider
C. consult
D. invite
11. His _____ in playing computer games has led to his failure in his exams.
A. involvement
B. indulgence
C. practice
D. participation
12. Dorothy sank back on the pillow and closed her eyes. After a while, she fell asleep and breathed _____.
A. vigorously
B. powerfully
C. forcefully
D. heavily
13. I want you to tell my friend your very interesting experience _____ you have told it to me.
A. just like
B. the manner
C. the way
D. as how
14. Some parents in China today tend to _____ every need of their only child, which may spoil him or her.
A. give
B. gratify
C. guide
D. grant
15. His application for a position in that company was turned _____.
A. off
B. on
C. down
D. up

II. CLOZE

Fill in each of the 15 blanks in the passage with the most likely answer. Blacken the letter corresponding to your choice on the ANSWER SHEET. (1 point each, 15 points in all)

Toys are playthings. The 16 of the word “toy” is uncertain. It may have come from Old English, meaning “tool.” Modern dictionaries focus on smallness. Just as a toy terrier is a dog that has been bred down to a small size, so most toys are miniature copies of 17 objects. Dolls are miniature copies of people, and many doll houses are like normal houses in nearly every respect 18 their size. Most stuffed animals are small, 19 a few are made life-size. There are toy trucks, trains, and furniture that bear 20 similarities to their standard counterparts. Smallness 21 a child to handle and control the object easily. It can be a disadvantage in infant toys because babies 22 to put everything into their mouths. Tiny objects can be easily 23, which is why even larger toys must be made with parts that do not come 24 easily. The eyes, noses, and ears of teddy bears must be strong and firmly 25 so an infant cannot chew them loose.

Anyone who has ever shopped for toys in 26 a large department store or the stores devoted 27 to toys has noticed the almost infinite variety of choices. Amid all the variety, 28, there are two features that should not 29 unnoticed: the differences between toys for infants and those for older children. To a large degree the difference is that many infants’ toys have remained nearly 30 for centuries, while those for older children are the products of modern technology. The manufacture and selling of toys is a highly profitable industry.

- | | | | |
|------------------|--------------|------------------|--------------|
| 16. A. history | B. beginning | C. origin | D. source |
| 17. A. larger | B. smaller | C. heavier | D. lighter |
| 18. A. beyond | B. for | C. without | D. but |
| 19. A. though | B. even | C. and | D. if |
| 20. A. exciting | B. striking | C. corresponding | D. matching |
| 21. A. forces | B. admits | C. allows | D. motivates |
| 22. A. intend | B. tend | C. pretend | D. extend |
| 23. A. digested | B. bitten | C. tasted | D. swallowed |
| 24. A. up | B. down | C. on | D. off |
| 25. A. connected | B. installed | C. attached | D. combined |

26. A. whatever B. either C. neither D. whichever
 27. A. exclusively B. inclusively C. intensively D. extensively
 28. A. therefore B. however C. otherwise D. anyway
 29. A. grow B. run C. come D. go
 30. A. uncontrolled B. unchanged C. unmatched D. unrecognized

III. PARAPHRASING

Choose the closest paraphrased version after each of the following sentences or the italicized part. Blacken the letter corresponding to your choice on the ANSWER SHEET. (1 point each, 10 points in all)

31. From the lifeboat's stern, where I'd sat most of the twenty days of our drifting, *I could keep them all covered.*
 A. ...they were all within my hearing range.
 B. ...I could aim my gun at each of them.
 C. ...they were all under my protection.
 D. ...I could keep an eye on all of them.
32. Consequently, bereft of cultural heroes, *we have latched onto cultural icons.*
 A. ...we become crazy about celebrities rather than national heroes.
 B. ...we are interested in national heroes as well as celebrities.
 C. ...we understand national heroes more than celebrities.
 D. ...we admire celebrities as much as national heroes.
33. If we spend a few million *greasing the palms of some of the buyers*, who's hurt?
 A. ...bribing some of the purchasers...
 B. ...offering hand cream to some of the clients...
 C. ...spending money through some customers' hands...
 D. ...making profit from the business with some buyers...
34. The old woman did not want to become a burden, and so bore her burden.
 A. Having no others to depend on, she had to do everything by herself.
 B. She hated to be looked down upon by others, so she endured her hardships.
 C. She was such a strong-willed woman that she never complained about her bitter life.
 D. Instead of depending on others for a living, she took the responsibility of supporting herself.

35. He and the boy stared at each other a long moment, both knowing what must be done and each knowing *the other would more than do his share*.
- A. ...he would do his best to help the other.
 - B. ...he would share whatever he had with the other.
 - C. ...the other would contribute more money than expected.
 - D. ...the other would do more than what he was expected to do.
36. As the days and nights flow by, *I scan government documents for gaps indicating an area of knowledge that is still classified*.
- A. ...I read the documents trying to find something useful.
 - B. ...I read the documents carefully to find something updated.
 - C. ...I read the documents trying to find information unknown to public.
 - D. ...I read the documents quickly to find information in different categories.
37. With us the cities pretend they are not really there until we are well inside them.
- A. In our country, the layout of cities always confuses tourists.
 - B. In our country, some cities always seem mysterious to visitors.
 - C. You find it hard to tell the differences between cities and countryside.
 - D. You find yourself already in the city without realizing you have entered it.
38. Uncle Allen had made something of himself by 1932.
- A. Uncle Allen had adopted a new way of life by 1932.
 - B. Uncle Allen had set up an ambitious aim in his life by 1932.
 - C. Uncle Allen had been quite successful in his career by 1932.
 - D. Uncle Allen had actually been cut off from his family by 1932.
39. The audiences were small, and even if Rudolf had been really first-rate, *they would not have been very demonstrative*.
- A. ...they would not have responded warmly.
 - B. ...they would have demonstrated indifference.
 - C. ...they would not have shown their agreement.
 - D. ...they would have ignored him in the same way.
40. By word of mouth during the holidays, by phrases in letters during term time, *I was kept up to date with John's cleverness and progress*.
- A. ...I was provided with the most recent news of John's success.
 - B. ...I was supposed to show interest in what John was doing.
 - C. ...I was expected to keep pace with John's achievements.
 - D. ...I was attracted by what was happening to John.

IV. READING COMPREHENSION

Read the two passages and choose the most likely answer to each of the questions. Blacken the letter corresponding to your choice on the ANSWER SHEET. (2 points each, 20 points in all)

Passage 1

One day a man saw an old lady, stranded on the side of the road, but even in the dim light of day, he could see she needed help. So he pulled up in front of her Mercedes and got out. His Pontiac was still sputtering when he approached her.

Even with the smile on his face, she was worried. No one had stopped to help for the last hour or so. Was he going to hurt her? He didn't look safe; he looked poor and hungry. He could see that she was frightened, standing out there in the cold. He knew how she felt. It was those chills which only fear can put in you. He said, "I'm here to help you, ma'am. Why don't you wait in the car where it's warm? By the way, my name is Bryan Anderson."

Well, all she had was a flat tire, but for an old lady, that was bad enough. Bryan crawled under the car looking for a place to put the jack, skinning his knuckles (指关节) a time or two. Soon he was able to change the tire. But he had to get dirty and his hands hurt. As he was finishing, she rolled down the window and began to talk to him. She said she couldn't thank him enough for coming to her aid.

Bryan just smiled as he closed her trunk. The lady asked how much she owed him. Any amount would have been all right with her. She already imagined all the awful things that could have happened had he not stopped. Bryan never thought twice about being paid. This was not a job to him. This was helping someone in need, and many people had given him a hand in the past. He had lived his whole life that way, and it never occurred to him to act any other way. He told her that if she really wanted to pay him back, the next time she saw someone who needed help, she could give that person the assistance he/she needed, and Bryan added, "And think of me."

He waited until she started her car and drove off. It had been a cold and depressing day, but he felt good as he headed for home, disappearing into the twilight.

A few miles down the road the lady saw a small café. She went in to grab a

bite to eat. It was a dingy looking restaurant. The waitress came over and brought a clean towel to wipe her wet hair. She had a sweet smile, one that even being on her feet for the whole day couldn't erase. The lady noticed the waitress was nearly eight months pregnant, but she never let the strain and aches change her attitude. The old lady wondered how someone who had so little could be so giving to a stranger. Then she remembered Bryan.

After the lady finished her meal, she paid with a hundred dollar bill. The waitress quickly went to get change, but the old lady had slipped right out the door. She was gone by the time the waitress came back. The waitress wondered where the lady could be. Then she noticed something written on the napkin.

There were tears in her eyes when she read what the lady wrote: "You don't owe me anything. Somebody once helped me out, the way I'm helping you. If you really want to pay me back, here is what you do: Do not let this chain of love end with you." Under the napkin were four more \$100 bills.

That night when she got home from work and climbed into bed, she was thinking about the money and what the lady had written. How could the lady have known how much she and her husband needed it? With the baby due next month, it was going to be hard...

She knew how worried her husband was, and as he lay sleeping next to her, she gave him a soft kiss and whispered soft and low, "Everything's going to be all right. I love you, Bryan Anderson."

41. Which of the following is true about the old lady?
- A. She was suspicious about Bryan.
 - B. She was irritated by Bryan's appearance.
 - C. She was complaining about her bad luck.
 - D. She was waiting for a repairman to come.
42. Which of the following is closest in meaning to "skinning" in Paragraph 3?
- A. Smoothing one's skin.
 - B. Becoming thinner.
 - C. Cutting one's skin.
 - D. Getting cleaned.
43. Which of the following can best describe Bryan's action?
- A. He was eager to make money.
 - B. He did it as a matter of course.
 - C. He was curious about the lady.
 - D. He did it because of his religious belief.

44. Why did the old lady leave so much money to the waitress?
- A. Because she was grateful for the service she had received.
 - B. Because she wanted to earn respect from the waitress.
 - C. Because she wanted to pass the love she had got.
 - D. Because she was rich and generous.
45. What is the writer's purpose of writing this passage?
- A. To describe Bryan's unusual experience with the old lady.
 - B. To arouse people's deep concern for ordinary people.
 - C. To persuade people to learn from each other.
 - D. To encourage people to help those in need.

Passage 2

The study of home economics began in the United States after the American Revolution. In colonial America, as in the Old World, a young woman received instruction in homemaking and child care primarily at home. But in the 19th century a number of forces helped create a favorable climate for the introduction of home economics as a field of study in schools. Among the most significant were a spirit of humanitarianism, faith in education, and a belief in the equal rights of women.

The early American's confidence in a person's ability to shape his or her environment through education led to the founding of colleges that taught occupational skills. When women began to share in higher education, the household arts became a part of the curriculum as both a cultural and a professional field of study.

The first institutions to provide a foundation for the growth of home economics education were the land-grant colleges and universities. These land-grant institutions sought "to promote the liberal and practical education of the industrial classes." They offered technical courses that were related to the lives of their students. Some of these courses were especially designed to serve the needs of women students.

By 1890, domestic science courses were being offered widely in American public high schools, as well as in colleges and universities. These courses included instruction in cooking, sewing, home decoration, home sanitation, home hygiene, home nursing, etc. The teaching of domestic science in the secondary schools led to a demand for the training of home economics teachers in the colleges. However,

the major emphasis on home management remained until the early part of the 20th century.

In 1909 the American Home Economics Association was founded. The members of the association were dedicated to the improvement of living conditions in the home and the community, and they worked to win acceptance for home economics education. Their efforts were aided greatly by the passage of the Vocational Education Act of 1917, which provided federal funds to pay the salaries of home economics teachers as well as teachers of agricultural, trade, and industrial subjects. By 1920, 6,000 high schools in the United States were offering courses in home economics. As the social sciences developed, some of their findings were incorporated into the home economics curriculum. The original emphasis on food, clothing, and shelter was broadened to include such topics as human relationships. By 1935, home economics educators were being urged to glan from “all fields of knowledge, all lines of activity” whatever might serve to improve families and family life.

As the scope of home economics training broadened, the variety of professions in home economics increased. On the university level, home economics training became more and more specialized. On the secondary school level, the focus of home economics education changed from “how to do it” to “why it is done.” Overall, the study of home economics has been influenced by the changing quality of modern life. Today, home economics students are no longer taught merely how to cook and sew but also how to buy the food they prepare and fabrics for the clothing they make. In fact, a large number of home economics courses place greater emphasis on consumer education than on homemaking skills. Moreover, home economics appears to be moving away from areas of concern only to the individual or the family and toward problems of national and international concern, such as overpopulation, urban poverty, and the development of emerging nations.

46. Which of the following is true about home economics in the 19th century?
- A. It started to be taught in schools.
 - B. It became more popular with women.
 - C. It provided more job opportunities for women.
 - D. It helped women manage their family life perfectly.

47. What can be inferred from Paragraph 4?
- A. People could make a lot of money by teaching home economics.
 - B. People should pay more attention to home management.
 - C. Too many domestic science courses were offered.
 - D. Home economics teachers were greatly needed.
48. Which of the following is closest in meaning to the word “glean” in Paragraph 5?
- A. Make a choice.
 - B. Profit.
 - C. Collect information.
 - D. Remember.
49. According to the last paragraph, which of the following indicates the change in home economics education?
- A. It has improved the quality of modern life.
 - B. It covers issues of broader concern.
 - C. It has become more individualized.
 - D. It focuses on homemaking skills.
50. Which of the following might be the best title for the passage?
- A. History of Home Economics Education
 - B. Training of Home Economics Teachers
 - C. Modern Home Economics Education
 - D. Trend in Teaching Home Economics

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。

V. WORD DERIVATION

Complete each of the following sentences with a (compound) word derived from the one(s) given in brackets. Write your word on the ANSWER SHEET. (1 point each, 10 points in all)

51. His poor _____ may be attributed to lack of motivation rather than to reading difficulties. (perform)
52. The most _____ thing of all was that not a sound could be heard. (frighten)
53. Being ignorant is not so much a shame as being _____ to learn. (willing)

54. His eighth book came out earlier this year and was an instant _____. (best, seller)
55. Poverty and _____ of hope are the real causes for anti-social behavior. (absent)
56. Today, oil and _____ gas have replaced coal and wood in these areas. (nature)
57. Those who lack _____ know-how will have fewer opportunities for good jobs. (science)
58. The movie I saw last night is nearly two hours in _____. (long)
59. My English is not very good. Please forgive my poor _____. (pronounce)
60. The event was organized _____ by students and staff. (joint)

VI. SENTENCE TRANSLATION

Translate the following sentences into English and write your sentences on the ANSWER SHEET. (3 points each, 15 points in all)

61. 那位不速之客举止粗野，破坏了大家热切盼望的聚会。
62. 有些年轻人并不会因为忘记了父母的生日而感到内疚。
63. 我们请新邻居吃饭以示友好。
64. 她认为应该有更多的妇女参与财政问题的决策。
65. 老师很高兴，因为学生们认真讨论了他提出的问题。

VII. WRITING

Write a composition on the ANSWER SHEET in about 150 words, basing yourself on one of the texts you have learned. (15 points)

TOPIC: How did Fotheringay's feelings about miracles change in the process of practicing his own unusual powers?