

全国 2018 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.

I have come for a visit to an elementary classroom for six- to nine-year-olds. My strongest impression of this classroom is the purposefulness of the children in their cooperative efforts.

As I settle in to observe for the morning, I begin to sense that, for these children, relating to each other and working are a unified (一致的) experience.

The children's voices are low, and I can only overhear (偶尔听到) the directed conversation of the children at the table closest to me. I realize that the way the children use their voices contributes to the atmosphere of respect and purposefulness in this elementary classroom.

I hear one of the four boys next to me announce "200-pound explosive shells." He is pointing to a picture in one of the opened books on the table in front of him. "Did anything blow up?" one of the boys asks. All the boys look over at the opened book. Two of the four boys are taking notes. A third one is making a complicated pencil drawing from an illustration of a particular model of train. The fourth boy is using graph paper (方格纸) to compute a math problem.

A few feet away from me, three children are sticking pins into holes on a poster board map of Europe. The pins have tiny red labels attached with the names of countries on them. “Albania,” I overhear one boy say as he reads a label to his working partners and puts it on the map.

Just beyond these children, five others have newspapers spread over a large table. One of the children walks over to the assistant, carrying what looks to me to be the sports section of one of the newspapers. These children must be following basketball scores or related sports statistics.

The only other table on which I can see the work clearly is next to this “newspaper” table. This is a small table with only two children. Their books are standing up on end so that I can see, even across the room, that they are doing a report on jungle birds and animals.

Such is an elementary class! The children are well-occupied, learning, concentrated, interested, and purposeful. Every subject area but music is covered. This classroom is so different from my own elementary schooling. I want to know how this particular teacher helps to facilitate this outcome with this particular group of children.

1. What strongly impresses the author in the elementary classroom?
 - A. The children talk to each other in a loud voice.
 - B. The children discuss different topics in groups.
 - C. The children are assigned a lot of learning tasks.
 - D. The children do cooperative learning with a purpose.
2. What is the fourth boy working on in the four-person group?
 - A. He’s working on a math problem with graph paper.
 - B. He’s working on the idea of “200-pound explosive shells.”
 - C. He’s working on a war-related problem with the help of graphs.
 - D. He’s working on the chemistry-related problem with illustrations.
3. What are the three children trying to do?
 - A. To read the poster.
 - B. To attach the map to the wall.
 - C. To work hard on the country names.
 - D. To put pins onto the poster board map.

4. What is the author doing in the elementary classroom?
- A. Giving the children a handicraft class.
 - B. Sharing her experiences with children.
 - C. Observing children's learning behavior.
 - D. Helping the children with their assignment.
5. What does the author think of the elementary classroom?
- A. It is ordinary.
 - B. It is boring.
 - C. It is complicated.
 - D. It is efficient.

Passage 2

Questions 6 to 10 are based on the following passage.

An eighteenth century wit said of Madame de Staël that since there were no women geniuses, it would be a mistake to call her a woman. Although one would hesitate to call Miss Huang Luying a woman genius, her friends would agree with me that in her heart she was every inch a man, in spite of the fact that she was one of the most feminine persons in appearance.

I am not trying to define the nature of women; but to my mind, one of the marked feminine characteristics is a matter-of-fact mind. Their lives are organized by convenience, seldom by any definite ideals. Unlike men, who are more romantic in nature, they do not like to play with new ideas. For this reason, they have been rightly called the most conservative (保守的) elements in society.

But no one would ever dream of calling Miss Huang a conservative! On the contrary, her life was but one long adventure. She broke many social conventions, because she was earnestly convinced that righteousness (正义) was on her side. Many persons would call her stubborn (固执的). Actually she knew stubbornness was one of her weaknesses. In her novel *The Friend on the Seashore*, she said of her heroine, whom everyone would recognize to be herself, that she was often foolishly brave. Such self-insight is indeed extremely rare! She was stubborn not in the sense of a spoiled child, but in the sense of a religious enthusiast. She dared to be herself, because she had her own belief. She knew that in living according to her ideals, she could never be wrong, so long as she was sure that she was guided by the true light.

The true light, in this case, was none other than love—love not as a simple pastime or as the satisfaction of one's physical nature, but as a religion, as life itself. She sacrificed everything for love, first by marrying a man who already had a wife, later by marrying, after the death of her first lover, a man who was at least ten years younger than herself. She

quarreled with her mother, and was denied connection with her family, all because love was all.

To those who do not know her personally, Miss Huang will perhaps always be remembered as a writer of no mean ability; but to her friends, she will always remain in their memory as a woman who lived and died for love.

6. What can we learn from Paragraph 1?
 - A. Women would not be regarded as geniuses in the 18th century.
 - B. Miss Huang Luying was thought to behave like a man.
 - C. There were no women geniuses in the 18th century.
 - D. It was a mistake to call Madame de Staël a woman.
7. Why are women considered the most conservative according to the passage?
 - A. They believe in convenience in life.
 - B. They indulge themselves in romance.
 - C. They seldom involve themselves in new ideas.
 - D. They organize themselves around a definite ideal.
8. How did Miss Huang go against the social conventions as a woman?
 - A. She created an ordinary woman in *The Friend on the Seashore*.
 - B. She considered herself a rare woman for her religious belief.
 - C. She had a strong belief that justice was on her side.
 - D. She stayed brave and stubborn like a spoiled child.
9. How did Miss Huang's idea of love differ from the conventional one?
 - A. She irritated her mother by marrying a man 10 years younger.
 - B. She pursued the kind of love as sacred as religious belief.
 - C. She sacrificed herself for a man whose wife was dead.
 - D. She believed that love gave her physical satisfaction.
10. Which of the following is a most appropriate description of Miss Huang?
 - A. A woman who few people find worth remembering.
 - B. A person who believed in and devoted herself to love.
 - C. A writer who drew public attention with mean ability.
 - D. A genius considered less famous than Madame de Staël.

Passage 3

Questions 11 to 15 are based on the following passage.

Let us think about what situations people usually see as stressful. I will not touch on health issues, job loss, divorce, and other similar situations. Instead, I want to focus on what I call mood-eaters. By mood-eaters, I mean situations in which we are able to choose our attitude instead of immediately getting stressed.

According to my observations, many stressful situations are not as serious as they might seem. Here are some common situations that may influence your mood. You texted (发短信) your beloved and she or he did not respond. Your wi-fi connection was down right when you were watching TV series online. Your flight was delayed for an hour. Your boss asked you to stay for two more hours “just to finish that project off.”

Of course, these situations can be unpleasant. But what if I told you that you do not need to fight this stress? My choice is not to fight, but to accept and turn the obstacle in my favor. Like in the example with the delayed flight: sure, you might be late, you are nervous, but does it really help the situation if you just sit and wait for the next plane stressfully? When my flights are delayed, I never worry, because I always have some interesting and useful books with me. Or, say, your boss added some additional work to your schedule. This is a nightmare for sure. You have several ways to approach the situation. You can see it as an investment in your reputation; who knows, perhaps your agreement would positively affect your image in your boss' eyes? Or, if the boss abuses you with such requests, this might be your chance to learn how to say “No” in the politest and the most delicate way. You might enjoy working in the completely empty office. You can come up with any other problem-solution scenario.

Be creative instead of automatically becoming stressed and dissatisfied. What I was trying to tell you is that not any situation we used to call stressful is a stress. To a significant extent, it is your choice how to react to what is going on in your life; it is you who chooses how to behave and what to do. Most people think like this: “These situations are bad, so I am going to become upset every time I face one.” In reality, all situations are neutral, and only you are responsible for how you feel about them.

11. Which of the following situations does the author consider as a mood-eater?

- A. Job loss.
- B. Suffering from a fatal disease.
- C. Divorce.
- D. Working for two more hours.

12. What does the author suggest you do when you are faced with a mood-eater?
- A. Fight against it right away.
 - B. Deal with it immediately.
 - C. Turn it in your favor.
 - D. Accept it as it is.
13. What does the author usually do when the flights are delayed?
- A. Text friends.
 - B. Do some reading.
 - C. Watch movies online.
 - D. Try to change for other flights.
14. What are you recommended to do if your boss tells you to do some additional work?
- A. To refuse your boss firmly.
 - B. To demand more pay for the work.
 - C. To ask your colleagues to work with you.
 - D. To see it as a chance to improve your reputation.
15. What is the attitude of the author towards stress?
- A. Indifferent.
 - B. Optimistic.
 - C. Curious.
 - D. Worried.

Passage 4

Questions 16 to 20 are based on the following passage.

When the American Association of University Professors (AAUP) was organized in 1915, its founders proclaimed an ideal of academic freedom as essential to the definition of a university. At first some academic administrators resisted aspects of the due process in hiring and firing that the AAUP insisted; but within the next two decades academic freedom, more or less as the AAUP had defined it, was widely accepted. By 1940 when an important restatement of the AAUP principles was widely adopted, the ideal had become a standard assumption in American academic thought. Certainly by the end of the era of the early 1950s academic freedom had attained sacred status among professors and was spoken of as though it were an ancient absolute associated with universities since the ancient time.

The direct inspiration for the modern American conception of academic freedom came, however, from Germany, or at least from the romanticized (理想化的) impressions of Germany that the many thousands of American academics who studied there brought back

with them. Particularly important for the American organizers of the academic profession after 1890 was the German *Lehrfreiheit* (教学自由), referring to freedom for university professors.

In Germany this freedom included, first, the rights for professors to teach whatever they chose with a minimum of administrative regulations and, second, the freedom to conduct one's research and to report one's findings in lectures and publications without external restraint. The Americans typically understood *Lehrfreiheit* as the modern ideal that truth is progressive and that for science to advance it must be freed from tradition and assumption. In 19th century Germany this outlook was associated with the term *Wissenschaft* (科学), which meant more than just the English word "science," suggesting an ideal scientific research for truth. German Protestant universities only gradually won full approval of such autonomy, including freedom from occasional Christian church interference.

Nonetheless, they were always far in advance of American schools and by the time of the establishment of the German Empire *Lehrfreiheit* had become a legal practice protected by law. It controlled the universities and protected them from direct interference of other interests. In a society far more conscious of status than the United States, *Lehrfreiheit* did not suggest any general commitment to freedom for all citizens. Once the wider applications of modern *Lehrfreiheit* were accepted, they were proclaimed as essential to any institution calling itself a "university."

16. Paragraph 1 mainly talks about _____.
- A. process in hiring and firing
 - B. academic administrators
 - C. university professors
 - D. academic freedom
17. What can we learn about the idea of *Lehrfreiheit* from the passage?
- A. It greatly impressed the Americans studying in Germany.
 - B. The Germans introduced it to the Americans.
 - C. The Germans forced it on the Americans.
 - D. It was considered unrealistic in America.

18. Which of the following is included in the German *Lehrfreiheit*?
- A. The administrative regulations and external restraints.
 - B. The rights to teach and freedom to research.
 - C. The full approval of autonomy.
 - D. The academic profession.
19. What did *Wissenschaft* refer to in 19th century Germany?
- A. Traditional assumptions.
 - B. Scientific research findings.
 - C. An ideal scientific research for truth.
 - D. The same concept as the English word “science.”
20. Under the influence of *Lehrfreiheit*, German Protestant universities _____.
- A. became free from church interference
 - B. began to strive for scientific discoveries
 - C. distinguished *Lehrfreiheit* from *Wissenschaft*
 - D. were closely associated with American universities

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.

Civil rights legislation consists of acts that are enacted (实施) to prevent discrimination based on race, sex, religion, age, previous condition of enslavement, physical limitation, national origin, and other distinctions. As a result of the mass struggle for equal rights, two landmark pieces of legislation have become the cornerstone of civil rights legislation in the United States—the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Civil rights legislation has a long history in the United States. The Civil Rights Act of 1866 passed despite a failed rejection attempt by Andrew Johnson. The legislation was passed during Reconstruction and aimed to destroy Black Codes, which the southern states had enacted to suppress the rights of newly freed slaves.

Another important early piece of civil rights legislation was the Civil Rights Act of 1875. This legislation declared that all individuals had equal access to accommodations, public transportations, and places of amusement such as theaters.

The legislation was declared unconstitutional by the Supreme Court in 1883 and thus left an opening for southern states to enact Jim Crow laws. It was almost 75 years until another

civil rights bill was passed. The Civil Rights Act of 1957 created the United States Commission on Civil Rights and strengthened the civil rights division of the Department of Justice, which was to be directed by the attorney general. President Dwight Eisenhower and his administration were all supporters for the bill.

Although the Civil Rights Act of 1957 was significant because it gave teeth to the civil rights division of the Justice Department, the Civil Rights Act of 1964 was by far the most significant and comprehensive civil rights legislation in U.S. history. The act was passed in response to the assassination of President John F. Kennedy during the beginning of the Johnson presidency. The bill had been developed by the Kennedy administration, in part as a response to the problems encountered by civil rights protesters in Birmingham, Alabama, in the spring of 1963.

The legislation was submitted to Congress on June 19, 1963. President Johnson maneuvered (操纵) the bill through Congress. He signed the bill on July 2, 1964. The Civil Rights Act of 1964 and subsequent legislation also declared strong legislative policy against discrimination in public schools and colleges, which assisted in eliminating legal segregation and desegregating (废止种族隔离) southern institutions.

21. What did the southern states enact to suppress the rights of newly freed slaves?
 - A. Black Codes.
 - B. The Voting Rights Act.
 - C. The Civil Rights Act of 1866.
 - D. The legislation passed during Reconstruction.
22. When was the Civil Rights Act of 1875 declared unconstitutional by the Supreme Court?
 - A. In 1875.
 - B. In 1883.
 - C. In 1957.
 - D. In 1964.
23. Which administration developed the Civil Rights Act of 1964?
 - A. The Lincoln administration.
 - B. The Johnson administration.
 - C. The Kennedy administration.
 - D. The Eisenhower administration.

24. Which Civil Rights Act is the most significant according to the passage?
- A. The Civil Rights Act of 1866.
 - B. The Civil Rights Act of 1875.
 - C. The Civil Rights Act of 1957.
 - D. The Civil Rights Act of 1964.
25. What does the passage mainly talk about?
- A. The content of the civil rights acts.
 - B. The history of the civil rights legislation.
 - C. The way the civil rights acts were enacted.
 - D. People who devoted themselves to the civil rights acts.

Passage 6

Questions 26 to 30 are based on the following passage.

I love the movie *Charlie and the Chocolate Factory*, especially the magic of the 1971 original starring Gene Wilder. It's a wonderful tale of dreams coming true. I've watched it many times. One part of it always makes me feel good about life itself. In fact it has even been an inspiration for me to travel the world.

Do you remember when Charlie is telling Grandpa George that he's won a golden ticket to visit the Wonka chocolate factory? He is so excited but then pauses for a moment to remember that their family is very poor. He's a good boy and wants to do the right thing. But when he suggests that they could sell the ticket to earn some money, Grandpa George will have none of it! He's even more excited than Charlie and tells the boy:

"There's plenty of money out there. They print more every day. But there are only five of the tickets in the whole world. Only a dummy would give this up for something as common as money. Get that mud off your pants," he says with excitement, "You've got a factory to go to!"

What great words! With his years of wisdom, he's saying that in his hand he's holding a once-in-a-lifetime opportunity. This is the moment to do something extraordinary and quite possibly life-changing. There's plenty of money in the world but even all of it won't equal this experience.

And so it is with travel. I quickly recognized the truth in the saying "travel is the only thing you buy that makes you richer." Wealth is not only defined by our bank balance; it is also in so many other aspects of our life such as unique experiences far from home. Even a treasured photograph or the pride and satisfaction of being able to say "yes, I've been there" can be priceless.

In our lives, a golden Wonka ticket is simply the opportunity to do something. If you want to travel and see the world, then embrace the excitement of Grandpa George. Don't worry about the money it's going to cost. You'll be able to earn some later.

So, do you have the golden ticket of opportunity? If you do then get that mud off your pants because you've got a world to explore! Twenty years from now you'll have only regret if you don't.

26. Why does the author love the movie *Charlie and the Chocolate Factory*?

- A. It inspires him to travel the world.
- B. It reminds him of his factory life.
- C. It helps his dreams come true.
- D. It produces a magic film star.

27. What does Charlie want to do first with the golden ticket?

- A. To share it with someone else.
- B. To exchange it for food.
- C. To give it to Grandpa.
- D. To sell it for money.

28. What does the word "dummy" in Paragraph 3 probably mean?

- A. Something that can be bought.
- B. Something that can be copied.
- C. Someone who is stupid.
- D. Someone who is generous.

29. What does Grandpa George think of the golden ticket?

- A. It is an opportunity to change Charlie's life.
- B. It is an access to material comfort.
- C. It can meet his own demands.
- D. It helps print more tickets.

30. According to the passage, travel can enable people to _____.

- A. enjoy family life
- B. be richer in experience
- C. be proud of their photos
- D. get more money in the bank

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)

What accounts for our reluctance to forgive? Probably a number of factors, but here I want to focus on the factor of self-respect. Any person (31) _____ fails to show sufficient respect for the person he has harmed. Implicit in the act of wrongdoing, then, is the claim that (32) _____. The Nazi soldier in *The Sunflower* helped to burn an entire village of Jews alive, and in doing so, (33) _____. He failed to recognize them as valuable human beings with a moral status equal to his own. (34) _____ fail to respect them as valuable persons and as the bearers of basic human rights. They fail to respect their children's feelings, (35) _____. I think many of us believe that if we forgive an offender (36) _____, we are essentially agreeing with the claim that we do not deserve a full measure of respect. In effect, we are saying "That's OK—(37) _____. I'm not that important." If this is the case, then our reluctance to forgive may be the result of a healthy desire to maintain our own self-respect.

(38) _____, I believe that it need not lead to a refusal to forgive. In fact I believe that if we truly respect ourselves, (39) _____, and this process will lead to genuine forgiveness of the offender. If we attempt to forgive the offender before we do this work, our forgiveness may well be incompatible with our self-respect. However, (40) _____, it will be fully appropriate for the self-respecting individual to forgive the offender, regardless of whether the offender repents and regardless of what he has done or suffered.

(From *Forgiveness and Self-respect*)

- A. who forgives others easily
- B. once this process is complete
- C. who wrongfully harms another
- D. And parents who abuse their children
- E. Anyone who harms others very often

- F. it doesn't matter that you mistreated me
- G. the victim does not deserve a full measure of respect
- H. we will work through a process of responding to the wrong
- I. he failed to respect the intrinsic worth of the Jewish people
- J. and their profound need for a safe and supportive environment
- K. who is guilty of serious crimes against us (especially an unrepentant offender)
- L. Although the desire to maintain our self-respect is certainly important to honor

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. (advertise) They put an _____ in *The Morning News*, offering a high salary for the right person.
- 42. (convenience) We apologize for the delay and regret any _____ it may have caused.
- 43. (understand) Prof. Clinton spoke slowly to make himself _____.
- 44. (emotion) Life for the successful doctor can be _____ rewarding.
- 45. (evaluation) The police force should not _____ officers' performance in terms of the number of arrests they make.
- 46. (marry) She went to live abroad after her _____ broke up.
- 47. (concern) Her new report is _____ with rainforest.
- 48. (hunger) Joanne is so _____ for success that she'll do anything to achieve it.
- 49. (difficult) Bad weather heightened the _____ for them to carry out the task.
- 50. (satisfy) If you can't get any _____, complain to the park owner.

V. GAP FILLING

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

teach	tower	interest	trust	be	fasten
approve	pity	immortal	high	enjoy	uncontrollable

When Prometheus lit the first campfire on earth, the people were afraid of it. But they (51) _____ him, and so they came closer and closer and (52) _____ the fire's pleasant warmth and beautiful glow.

Prometheus knew that he would not have much time before Zeus discovered that he had been disobedient. But he also knew that, powerful as Zeus (53) _____, once a god had given a gift it could not be taken away. So he quickly taught the mortals how to use the gift of fire.

Now Zeus was a jealous god. He grudged men all the gifts that Prometheus had given them and he was angry with Prometheus for (54) _____ men so many things. And so when he found that Prometheus had given to men this final gift of fire, he burst out into (55) _____ rage. He ordered his two invincible servants, Power and Violence, to seize Prometheus and to carry him to the (56) _____ peak of the dreadful Caucasus. There among the crawling glaciers, beneath the lashing hail and winds of storm, or, in the summer time, shelterless against the scorching heat of the sun, Prometheus was to be bound fast with unbreakable chains. The task of making these massive chains and of (57) _____ them upon the victim's body was given to Hephaestus, and, though Hephaestus shrank from the dreadful deed of so torturing a brother god, he feared the power of Zeus and did not dare to disobey. Indeed he hated the skill of his hand, but he was forced to use it, and so he flung the hard chains around the (58) _____ body of Prometheus and, with great blows of this hammer, nailed and fastened him to the (59) _____ rocks. He groaned as he did this work, for he (60) _____ the good Titan; but the servants of Zeus, Power and Violence, merely mocked him for his weak spirit and hurled their insults at Prometheus himself.

(From *Prometheus*)

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 was it that influenced American academic freedom and how did Americans understand it?
62. What was the academic situation in Germany when the German Empire was established?

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)

(63) Congress is the legislative branch of the Union, and it consists of two houses: the House of Representatives and the Senate. Each House serves as a check on the other. (64) The main function of the Congress is to pass laws for the Union. The revenue bills—proposed laws to raise money for the government—must begin in the House. Only after the House has approved them can the Senate act on them. (65) The House alone also has the power to choose a President under certain circumstances.

Congress is not only the U.S. national legislature but also a political body. (66) Most representatives and senators try to carry out the programs of the political parties to which they belong. Today, the Democrats and the Republicans are America's two largest political parties. (67) Whichever party wins the largest number of seats in the House is the majority party and the other party is the minority party of the House. The same is true in the Senate.

(From *Three Branches of the Federal Government*)