

全国 2017 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.*

Mount Rushmore (now known as the President's Mountain), located just north of Custer State Park in South Dakota's Black Hills National Forest, was named for the New York lawyer Charles E. Rushmore, who traveled to the Black Hills in 1884 to inspect mining claims in the region. When Rushmore asked a local man the name of a nearby mountain, he reportedly replied that it never had a name before, but from now on would be known as Rushmore Peak (later Mount Rushmore).

Seeking to attract tourism to the Black Hills in the early 1920s, South Dakota's state historian Doane Robinson came up with the idea to sculpt (雕刻) the rocks into the shape of historic heroes of the West. In August 1924, Robinson contacted Gutzon Borglum, an American sculptor of Danish descent who was then working on carving an image of the Confederate General Robert E. Lee into the face of Georgia's Stone Mountain. Borglum suggested that the subjects of the South Dakota work be George Washington and Abraham Lincoln, as that would attract more national interest. He would later add Thomas Jefferson and Theodore Roosevelt to the list, in recognition of their contributions to the birth of democracy and the growth of the United States.

After President Calvin Coolidge traveled to the Black Hills for his summer vacation, Borglum convinced the president to deliver an official dedication speech at Mount Rushmore on August 10, 1927; carving began that October. In 1929, during the last days of his presidency, Coolidge signed legislation appropriating \$250,000 in federal funds for the Rushmore project and creating the Mount Rushmore National Memorial Commission.

On July 4, 1930, a dedication ceremony was held for the head of Washington. After workers found the stone in the original site to be too weak, they moved Jefferson's head from the right of Washington's to the left; the head was dedicated in August 1936, in a ceremony attended by President Franklin D. Roosevelt. In September 1937, Lincoln's head was dedicated, while the fourth and final head—that of Theodore Roosevelt—was dedicated in July 1939. Gutzon Borglum died in March 1941, and it was left to his son Lincoln to complete the final details of Mount Rushmore in time for its dedication ceremony on October 31 of that year. Mount Rushmore National Memorial, known as the “Shrine of Democracy,” has become one of the most iconic images of America and an international tourist attraction. In 1991, Mount Rushmore celebrated its 50th anniversary after undergoing a \$40 million restoration project. The National Park Service, which maintains Mount Rushmore, records upwards of 2 million visitors every year.

1. Mount Rushmore is also called \_\_\_\_\_.
  - A. Georgia's Stone Mountain
  - B. the President's Mountain
  - C. the National Park
  - D. the Black Hills
2. For what did Doane Robinson suggest sculpting the rocks into the shape of historic heroes of the West?
  - A. To recognize the heroes' importance in the birth of democracy.
  - B. To recognize the heroes' contributions to the West.
  - C. To attract national interest.
  - D. To attract more tourists.
3. What did Gutzon Borglum convince President Calvin Coolidge to do?
  - A. To create a national commission.
  - B. To deliver an official dedication speech.
  - C. To set up a fund for the Rushmore project.
  - D. To spend his last days of presidency in Mount Rushmore.

4. Who played a vital role in providing money for the Rushmore project?
- A. Calvin Coolidge.
  - B. Doane Robinson.
  - C. Gutzon Borglum.
  - D. Franklin D. Roosevelt.
5. President Franklin D. Roosevelt attended the dedication ceremony held for the head of \_\_\_\_\_.
- A. Theodore Roosevelt
  - B. George Washington
  - C. Thomas Jefferson
  - D. Abraham Lincoln

### Passage 2

*Questions 6 to 10 are based on the following passage.*

Apart from the numerous benefits and conveniences people around the world can enjoy due to the Internet, there are also multiple drawbacks (缺陷). There is one big problem almost any Internet user has encountered at least once in a lifetime—spam (垃圾邮件). Unlike what people might think, spam is not just an annoying but harmless email message. In fact, spam can be a dangerous tool capable of harming its receivers, and should be outlawed.

Spam can cause real damage. If you wonder how a mere electronic letter can be harmful, first recall the usual contents of spam letters. Along with commercials and newsletters from electronic shops you have used just once, every email user is also at risk of receiving spam letters advertising pornography (淫秽内容), weapons, and other questionable content. Although it might be safe in the United States of America, the European Union, and some other western countries, it can be illegal in more religious countries—especially in Islamic states. A citizen of such a country who has received a spam letter with pornography can be thrown in jail for nothing. A person who never looked for such content might be accused of consuming it. This is not to mention child pornography, which is also distributed and advertised through spam messages.

Having to deal with spam day by day can be stressful. Even though spam messages usually have an “unsubscribe” link, getting off a spammer’s list requires a number of actions, such as visiting the website, acknowledging unsubscription, sending confirmation letters, and so on. This might be not a problem in the case of being a target of just several spammers; however, usually Internet users receive dozens of spam messages daily; unsubscribing from each of them is almost impossible. Many AOL users, who are now having hard times dealing

with spam, report they are already close to the point when their mailboxes stop working.

Spam can be harmful in yet another way. Rather often, spam emails contain viruses such as trojans, worms, unblockable ads, and the like. Opening a message with such a program can instantly damage users' computers. Spam is a tool for all kinds of frauds; for example, popular are inheritance frauds, when a user receives a personalized and seemingly trustworthy email from a lawyer informing them about inheriting a sum of money, or real estate, and requiring them to send some personal data for a final check.

Spam often advertises low quality, fake, or misleading products; various self-improvement and plastic surgery services and products are also distributed through spam—no need to say they deal with more harm than use. All these facts speak in favor of the necessity to proclaim spam illegal.

6. Which of the following is the drawback of the Internet according to the passage?

- A. Users can easily get personal data.
- B. It costs a lot of money to subscribe newsletters.
- C. Users may receive emails with questionable content.
- D. It's inconvenient to receive electronic letters from the rural area.

7. What kind of spam can be illegal in some religious countries?

- A. Emails about inheritance.
- B. Unsubscribed commercials.
- C. Letters advertising pornography.
- D. Letters requesting personal details.

8. What does the author think of dealing with spam day by day?

- A. It is difficult.
- B. It is pleasant.
- C. It is worthless.
- D. It is expensive.

9. A computer can be damaged when people \_\_\_\_\_.

- A. write a spam email
- B. open a spam email with viruses
- C. send a spam email to another user
- D. fail to answer a spam email immediately

10. The spam problem should be taken seriously because spam \_\_\_\_\_.
- A. results in illegal actions
  - B. speaks in favor of frauds
  - C. brings about more harm than use
  - D. leads to self-improvement products

### Passage 3

*Questions 11 to 15 are based on the following passage.*

Icons are objects in our environment that evoke deeply-felt emotional responses from those for whom they have a special, shared meaning. These magical items also function in popular art as a type of expression and provide both the creator and the audience with shared cultural experiences that carry with them a deep and meaningful significance far beyond their physical reality.

Icons have a type of religious significance. It is this religious significance that provides them with their basic power. A few years ago there was a story about a silver chalice (圣杯) brought to a small town in Brazil by a visiting American priest which bore the following words: "In memory of Marilyn Monroe." A remarkable mixture of the sacred and the secular (世俗的), an integration of the strengths of both into a super icon.

The Western romance is at its very basis religious in its implications. The hero, standing between the wilderness on the one hand and civilization on the other, balances, much like a priest, between the powers of light and darkness because he has the strengths of both and uses them against the weaknesses of the wilderness. The hero-priest functions as a nineteenth-century savior by combining New Testament mercy with Old Testament justice.

In the Western romance the gun, the horse, and the landscape are the central icons. While the horse enables the hero to move easily about the virtue-laden (富有美德的) and vice-ridden landscape, the gun aids him in the final judgment between good and evil. The hero's gun must, of course, be special, almost magical; it is given the power with the forces of life and death, right and wrong. The hero's gun is not a tool, but a real extension of the manhood and the "rightness" of the hero-savior. Speaking of the horse as an icon, it is representative of the force of nature, mute evidence of the hero's mastery over nature, of his ability to command respect from nature's forces. Consistent with the iconic significance of the gun and the horse, is the landscape itself, which finds its most complete expression in film. The landscape is not just a backdrop against which the story is set, but rather an integral part of the action. It is the wilderness in all of its positive-negative completeness, being able to provide spiritual and physical healthfulness for the modern experience.



all the money I earned from publishing and lectures into making it a reality. I constructed a healing center where I held workshops, allowing me to cut down on my busy travel schedule. I was planning to adopt AIDS-infected babies, who would enjoy however many days remained of their lives in the splendor of the outdoors. After announcing my intention of adopting AIDS-infected babies, I became the most despised (厌恶) person in the whole Shenandoah Valley, and even though I soon abandoned my plans, there was a group of men who did everything in their power short of killing me to get me to leave. They fired bullets through my windows and shot at my animals.

The simple life on the farm was everything to me. The fields rolled out as far as I could see. Ancient trees offered their silent wisdom.

Then, on October 6, 1994, my house was set on fire. It burned down to the ground and all my papers were destroyed. Everything I owned turned to ash.

I was hurrying through the airport in Baltimore, trying to catch a plane home, when I got the news that it was on fire. The friend who told me begged me not to go home, not yet. But my whole life I had been told not to become a doctor, not to talk with dying patients, not to start an AIDS hospice (临终安养院), and each time I had stubbornly (倔强地) done what felt right rather than what was expected.

That is how I have lived. If I am opinionated and independent, if I am stuck in my ways, so what? That is me.

16. Believing in the power of unconditional love, the author \_\_\_\_\_.

- A. worked on a farm
- B. often went to church
- C. became a psychiatrist
- D. stayed home to do housework

17. The author built a healing center to \_\_\_\_\_.

- A. hold workshops so as to save time in travelling
- B. isolate AIDS-infected babies
- C. make money to buy a farm
- D. enjoy the rest of her life

18. Why did the author try to leave the farm?
- Some local people fired bullets through her windows.
  - Some local people burned down her house.
  - Some local people threatened to kill her.
  - Some local people shot at her animals.
19. What can be learnt about the author from the passage?
- She would do what she was expected.
  - She would do what the farmers needed.
  - She would do what the neighbors asked.
  - She would do what she thought was right.
20. The last paragraph shows the author's \_\_\_\_\_.
- |                  |                      |
|------------------|----------------------|
| A. hesitation    | B. satisfaction      |
| C. determination | D. light-heartedness |

## 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.*

When Wally Amos was little, his family was very poor. After his parents got divorced, Amos went to live with his Aunt Della in New York City. His aunt loved to cook and she always made him special chocolate chip cookies.

Wally dropped out of high school to join the army. After he completed his work in the army, he attended a secretarial school to learn shorthand, typing, and accounting skills.

Wally began baking chocolate chip cookies using a recipe similar to his aunt's. He borrowed money from his friends and opened a small shop in California. The Famous Amos Cookie Company started. Soon he began to make money. Within the first two years, he was baking six tons of cookies a week and taking in over \$4,000,000 in sales each year.

He sold his company to the Bass Brothers of Fort Worth, Texas, and his cookies were soon found in grocery stores and vending machines all across the United States.

In 1992, Wally started a new cookie company called The Uncle Noname Cookie Company that made five different kinds of cookies. Each bag of cookies also had a recipe for lemonade on the bag. He added this recipe to the cookie bag because Wally wanted his customers to know that, "...if life hands them a lemon, they can turn it into lemonade". This expression means that if things happen that seem not to be so good at the time, later they can



actually turn into something good.

Then Wally Amos rejoined the first cookie company to work on sales. He wanted the company to return to the market. He also wanted it to sell some new flavors of cookies besides the popular chocolate chip cookie, to add graphics (图样) to the packaging, and to work on new national advertising to attract more customers.

Wally has spent time as a literacy volunteer of America and he has given money to a special program called "Cities in Schools" which helps students stay in school. He also took time off in 1983 to write his autobiography, *The Famous Amos Story: The Man Who Launched a Thousand Chips*. In the meantime, Famous Amos had new shops popping up on the West Coast and franchised stores (特许商店) opening in Japan and its Asian neighbors.

Wally Amos is best known for his enjoyment in making cookies and for making so many possibilities out of his life.

21. What kind of school did Wally Amos attend after he left the army?
- Chef school.
  - Bakery school.
  - Secretarial school.
  - Accounting school.
22. Wally Amos started his Famous Amos Cookie Company with money borrowed from \_\_\_\_\_.
- his aunt
  - his friends
  - Bass Brothers
  - Noname Cookie Company
23. Why did Wally Amos add a lemonade recipe to each cookie bag?
- The customers wanted a good deal.
  - He wanted the customers to add lemonade to cookies.
  - He liked lemonade and he wanted his customers to enjoy it.
  - He wanted to show his customers things could be made better.
24. Why did Wally Amos rejoin the first cookie company?
- To improve sales of cookies.
  - To use graphics in advertising.
  - To make new recipes for cookies.
  - To set national standards on packaging.

25. What does the special program “Cities in Schools” aim at?
- A. Attracting more students.
  - B. Helping students remain in school.
  - C. Teaching students to make cookies.
  - D. Encouraging students to do more writing.

### Passage 6

*Questions 26 to 30 are based on the following passage.*

About twenty years ago, when the Internet was not so easily accessible, children used to spend much more time outdoors. Nowadays, however, children prefer to spend free time at home, watching more TV, playing computer games, and so on. Although this may also be more comfortable for parents, as they can watch and control their child more easily when at home, for a child’s sake, it is better to encourage him or her to play outdoors.

According to a new study held in Australia, teenagers who are regularly engaged in moderate-to-vigorous outdoor activity tend to have better health and easier social interactions than their peers who prefer to stay at home and play games. On average, the difference in time spent outdoors for these two groups was about 2.5 hours. Bamini Gopinath, a university professor, says that “Parents should be conscious of the fact that outdoor physical activity is beneficial to their child’s overall health and well-being, and should try to limit the time their child spends in front of the screen.”

Indeed, as it has been discovered, outdoor activity does not just generally improve the way a child feels; there are a number of specific benefits a child or teenager receives from it. In particular, such children build stronger bones and muscles. They tend to be more flexible with a better sense of balance and a more healthy weight. Playing outdoors helps teenagers avoid or reduce stress and feel more relaxed, have more confidence in themselves, boosts self-esteem, and allows them to keep in touch with old friends and also make new ones.

What is also important, playing outdoors helps children to develop skills connected to creativity and invention. The objects of the outdoors grant children with limitless possibilities for playing, and each time a child steps outside, these games change, or new ones are invented. Natural spaces and materials stimulate children’s limitless imagination and serve as the medium of inventiveness and creativity. Creative skills that a child develops when playing outside can help him or her in the future—for example, when there is a need to solve a non-standard task, or come up with a new idea.

Playing outside not only improves a child’s general physical and psycho-emotional condition, but makes him or her physically stronger, more flexible, and self-confident. It

positively affects self-esteem, helps a child to maintain a healthy weight, and develop social contacts. Moreover, it contributes to the development of creative thinking and imagination. Therefore, parents should encourage their children to spend much more time outdoors.

26. Why do parents feel more comfortable with their children at home?
- A. Children feel relaxed at home.
  - B. Children can spend more time studying.
  - C. Parents can easily keep an eye on their children.
  - D. Parents can play computer games with their children.
27. What does Bamini Gopinath suggest?
- A. Parents should limit their children's time on TV and computer.
  - B. Parents should encourage their children to stay indoors.
  - C. Children should spend 2.5 hours every day outdoors.
  - D. Children should spend more time with their peers.
28. What does the author mainly discuss in Paragraph 3?
- A. The importance of social connections.
  - B. The benefits of outdoor activities.
  - C. The physical health of children.
  - D. The stress of teenagers.
29. We can learn from the passage that playing outdoors can help children \_\_\_\_\_.
- A. develop their creativity and imagination
  - B. improve their academic performances
  - C. perform well in the computer games
  - D. get rid of electronic gadgets
30. Which of the following is the best title for the passage?
- A. Why Children Enjoy Computer Games
  - B. Why Children Do Not Like Playing Outdoors
  - C. Why Children Should Not Get Access to the Internet
  - D. Why Children Should Be Encouraged to Play Outside

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)**

In the waning year of the nineteenth century, the Time Traveler is entertaining some friends after dinner with a discussion of time (31) \_\_\_\_\_. All things, he says, exist not only in length, breadth, and thickness, but in time as well. The only reason we cannot properly perceive the dimension of time is that (32) \_\_\_\_\_.

To correct this condition and to test his theories, the Time Traveler has constructed a machine designed to help him move backwards or forwards (33) \_\_\_\_\_. He jolts his skeptical guests (a politician, a doctor, and a psychologist) when he shows them an actual model of the machine, (34) \_\_\_\_\_. He persuades the psychologist to press a lever, and suddenly the model disappears. The Time Traveler tells his astonished guests that as soon as his machine is perfected (35) \_\_\_\_\_.

The next week the same group gathers at the Time Traveler's house, joined by a newspaper editor. Their host is late for dinner, and (36) \_\_\_\_\_. Can he actually have traveled into the future?

Suddenly the door bursts open and the Time Traveler appears, dirty, disheveled, and bedraggled, (37) \_\_\_\_\_. After he has cleaned up and dressed and they have all dined, he tells the guests his extraordinary story.

In the week (38) \_\_\_\_\_, the Time Traveler perfected his machine. That very morning, strapping himself into the time machine, he took off (39) \_\_\_\_\_. The travel was very uncomfortable, for the days and nights sped past in such rapid succession that his eyes hurt (40) \_\_\_\_\_. Eventually, in the misty, strange world of the future, he brought his machine to a jolting halt and found himself in the year AD 802 701.

(From *The Time Machine*)

- A. he hopes to launch himself into the future
- B. we ourselves are moving in it
- C. after demonstrating his model
- D. from the alternating light and dark
- E. as the fourth dimension
- F. with a nasty cut on his chin
- G. which has taken him two years to construct

- H. like a rocket into the future
- I. he wishes to get there in time
- J. from one place to another
- K. his guests wonder what is keeping him
- L. through the centuries

#### 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. (adequate) If that price is too low, he says, it will not \_\_\_\_\_ cover the expense of fuel, fertilizer, and equipment.
- 42. (invent) The song gives a good example of Les Paul's experimental style and \_\_\_\_\_ spirit.
- 43. (sweet) A friend of mine has learned to fry the bananas and \_\_\_\_\_ them with a little honey.
- 44. (survive) All of us know that water is extremely important not just for our \_\_\_\_\_ but also for our overall health and well-being.
- 45. (influence) Mr. Johnson was very \_\_\_\_\_ in persuading the producers to put money into the film.
- 46. (fail) Three quarters of people with severe heart \_\_\_\_\_ will not live beyond five years.
- 47. (unite) A \_\_\_\_\_ effort is always more effective than an isolated complaint.
- 48. (famous) She moved to London in search of \_\_\_\_\_ and fortune.
- 49. (large) The ultimate goal will be to \_\_\_\_\_ networks of Parliaments on Science, Technology and Innovation.
- 50. (efficient) What is so impressive about their society is the \_\_\_\_\_ of the public services.

## V. GAP FILLING

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

|      |         |      |            |       |      |
|------|---------|------|------------|-------|------|
| fall | give    | go   | know       | leave | mean |
| in   | scatter | seem | unsteadily | up    | with |

After a while he said to me, “You don’t have to stay in here with me, Papa, if it bothers you.”

“It doesn’t bother me.”

“No, I (51) \_\_\_\_\_ you don’t have to stay if it’s going to bother you.”

I thought perhaps he was a little lightheaded and after (52) \_\_\_\_\_ him the prescribed capsules at eleven o’clock I (53) \_\_\_\_\_ out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it (54) \_\_\_\_\_ as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk (55) \_\_\_\_\_ the road and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I (56) \_\_\_\_\_ twice, hard, once dropping my gun and having it slide away over the ice.

We flushed a covey of quail under a high clay bank (57) \_\_\_\_\_ overhanging brush and I killed two as they went out of sight over the top of the bank. Some of the covey lit in trees, but most of them (58) \_\_\_\_\_ into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised (59) \_\_\_\_\_ on the icy, springy brush they made difficult shooting and I killed two, missed five, and started back pleased to have found a covey close to the house and happy there were so many (60) \_\_\_\_\_ to find on another day.

(From *A Day’s Wait*)

## 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. How did the author help AIDS-infected patients?
62. How did the author get to know her house was set on fire and what would she do with her patients?

## 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) To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures.

(64) Divided, there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new States whom we welcome to the ranks of the free, (65) we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far greater iron tyranny. We shall not always expect to find them supporting our view. (66) But we shall always hope to find them strongly supporting their own freedom—and to remember that, (67) in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

(From *Inaugural Address*)