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全国 2002 年 4 月高等教育自学考试
英语阅读(一)试题
课程代码: 00595

PART ONE

I .TEXT COMPREHENSION

The following comprehension questions are based on the texts you have learned, and each of them is provided with 4 choices marked [A],[B],[C] and [D].Choose the best answer to each question and write it on the ANSWER SHEET.(20 points, 1 point each)

1. "One dollar and eighty-seven cents," which O. Henry repeatedly mentions in *Gifts of the Magi*, is _____.

- [A]the money Della has been earning for months
- [B]what Della has saved to buy herself a comb
- [C]what Jim has given her for a Christmas present
- [D]the money Della has saved to buy Jim a present

2. When the brothers discovered the secret love affair between Lisabetta and Lorenzo, they _____.

- [A]decided to wait for a chance to wipe away the shame
- [B]restrained from taking action after long consideration
- [C]immediately put an end to it by killing Lorenzo and burying him in a remote place
- [D]secretly sent Lorenzo away on business without informing their sister of it

3. According to *The Pardoner's Tale*, the woman who gave the knight the right answer to the question disguised herself as a very old and ugly woman in order to _____.

- [A]avoid being noticed by the Queen
- [B]try out his goodness as a knight
- [C]prevent the knight from finding the answer
- [D]make sure he was obedient to women

4. "She (Mme. Loisel) seemed to have fallen from her proper situation in life as a woman of wealth, beauty, grace and charm." This quotation from *The Necklace* simply means that _____.

- [A]she had been a woman of wealth, beauty, grace and charm but now she was no longer what she used to be
- [B]she should have been a woman of wealth, beauty, grace and charm but her husband spoiled all her dreams
- [C]she felt as if a woman of wealth, beauty, grace and charm had fallen into an abyss(深渊)of bitter life
- [D]as a woman of wealth, beauty, grace and charm, she should have had a social position she deserved

5. According to the story *The Lost Gold Piece*, when Lebeau refused to be searched, _____.

- [A]his friends said nothing but walked out in anger

- [B]those present were all certain that Lebeau was a thief
[C]no one spoke to Lebeau though most of them felt pity for him
[D]he felt as if the were a real criminal
6. Aesop was a Greek writer who _____.
- [A]wrote *Snow White* and many other stories about fairies and princes
[B]wrote many stories about animals that talked and behaved like humans
[C]collected Greek legends and myths 2,500 years ago
[D]collected European lyrics and folk songs in ancient Greece
7. In *The Celebrated Jumping Frog of Calavers County*, Smiley went off to the swamp to find a frog to serve as Daniel's opponent for a jumping contest. While he was waiting for Smiley to return, the stranger took Daniel out of the box and _____.
- [A]fed him a few teaspoons of whisky
[B]fed him a few teaspoons of sand
[C]replaced him by a good-looking frog
[D]ran away with Smiley's box and money
8. In *Art for Heart's Sake*, after Ellsworth recovered from the disease, he made a surprising announcement that _____.
- [A]he would run a big risk of buying the gallery
[B]he was going to exhibit his painting in the summer show at the gallery
[C]some good paintings would be singled out for praise
[D]he would comp up with a more promising financial plan
9. According to *How to Live like a Millionaire*, the accumulation of wealth chiefly depends on _____.
- [A]self-discipline [B]inheritance
[C]intelligence [D]luck
10. The theme of *Rip Van Winkle*, a short story taken from *The Sketch Book*, is _____.
- [A]the value of individualism and intuitive perception
[B]the human imagination to commune with nature
[C]the nostalgia(怀旧)for the unrecoverable past
[D]the praise for the individual and common man
11. On waking up, Rip Van Winkle found himself _____.
- [A]in the hollow where the serious folk played ninepins
[B]in the woods where he used to divert himself in hunting
[C]in one of the biggest parts of mountains he used to climb
[D]on the green hill where he had first seen the old man with the keg full of liquor
12. In *The Wrong House*, the two men entered the house stealthily to _____.
- [A]make a big robbery [B]hide the suitcase packed with dollars
[C]flee for their lives [D]wait for their partners
13. *Pandora's Box* conveys to the reader the message that _____.
- [A]the warnings given by friends or family members should be valued
[B]there is hope in life despite trouble and difficulty
[C]curiosity often brings harm and trouble in life
[D]patience is the best rule of life for young couples
14. According to *Bricks from the Tower of the Babel*, nearly a thousand languages have been

- invented with the purpose to _____.
- [A]enrich natural languages
 - [B]confound the languages of the world
 - [C]create a single international language
 - [D]replace native languages
- 15.The use of Latin and Greek roots appeals to most linguists mainly because of _____.
- [A]their link to the religion
 - [B]their long history
 - [C]their direct spelling rules and pronunciation
 - [D]their Indo-European origin
- 16.Helen Keller cited an example of her friend who had just returned from a long walk in the woods to show that _____.
- [A]the seeing often do not see the interesting things
 - [B]the seeing do not know the wonderful pleasure of touching things
 - [C]walking in the woods is the best way to enjoy Nature
 - [D]the blind get little pleasure through mere touching
- 17.According to *Social Classes*, one thing that helps to make social class elastic is _____.
- [A]birth
 - [B]residence
 - [C]marriage
 - [D]occupation
- 18.The Supreme Court sees to it that _____.
- [A]the President does not become a dictator
 - [B]the Congress approves the President's proposals
 - [C]the individual's rights are protected against the government
 - [D]the states do not go against the federal government
- 19.Jane felt an inexpressible relief, a feeling of protection and safety when she knew that _____.
- [A]there was a stranger in the room
 - [B]Mrs Reed was nearby
 - [C]Bessie sat by her bedside
 - [D]John Reed was not in the room
- 20.In *Jane Eyre*, Bessie asked Sarah to come and sleep with her in the nursery because she _____.
- [A]wanted to discuss Jane's problems with her
 - [B]was afraid that Jane might die that night
 - [C]believed that Mr Reed's ghost might rise before her
 - [D]had a terrible dream the night before

II .READING COMPREHENSION

In this part there are 4 reading passages followed by 20 questions or unfinished statements. For each of them there are 4 choices marked [A],[B],[C] and [D].You should decide on the best answer and write it on the ANSWER SHEET.(40 points, 2 points each)

Passage 1

Queen Elizabeth II's pronunciation of English has been infected by her subjects, Aussie scientists say.

Phoneticists from Sydney's Macquarie University studied archive recordings of the Queen's annual Christmas message to the Commonwealth from the 1950s to 1980s, analyzing her Majesty's vowels.

They then compared those vowels with the standard accent of southern England, as used by female British broadcasters on the BBC in the 1980s, to see how the royal accent had changed.

Their conclusion: the cut-glass speech of the early years of the Queen's reign has become—how shall we say—somewhat commoner over the years.

That in itself subtly mirrors the changes in Britain, from a country with a rigid social hierarchy(等级制度) four decades ago to one where class differences have blurred and in some areas disappeared.

“The Queen's pronunciation of some vowels has been influenced by the standard southern-British accent of the 1980s which is more typically associated with speakers who are younger and lower in the social hierarchy,” the researchers say.

Standard speech in southern England has been influenced by Cockneys(伦敦人), whose accent was initiated by Dick Van Dyke in the Walt Disney movie “Mary Poppins.”

Purists will be reassured that the Queen's “Hice (house) of Windsor” will not become the Ouse of Windsor” (by dropping the ‘h’) in the foreseeable future.

However, there have been changes in 10 out of the 11 vowel sounds in the standard English.

These changes bring her speech closer to that of her Cockney subjects, the researchers found.

An example of this is the way in which she pronounces “had” .In the 1950s, the royal pronunciation of this word almost rhymed with “bed” .But 30 years later, it had migrated halfway to the standard southern English pronunciation, which rhymes “had” with “had” .

The Australian team say the pronunciation of all languages alters subtly over time, mainly because of influence from the young, and it is foolish for anyone to try to prevent change.

“The chances of societies and academies successfully preserving a particular form of pronunciation against the influence of community and social changes are unlikely,” they say.

The research was published December 21 in *Nature*, the British science weekly.

21. Which of the following best states the main idea of the passage?

- [A] The pronunciation of all languages changes subtly over time.
- [B] It is not always easy to preserve a particular form of pronunciation.
- [C] The Queen's English has become commoner.
- [D] Class differences have blurred and even disappeared.

22. Who did the research into the Queen's pronunciation?
- [A] An Australian research group.
 - [B] Phoneticians from a British University.
 - [C] A British science weekly.
 - [D] The BBC broadcasters.
23. The Queen's pronunciation of some vowels has been influenced by _____.
- [A] female British broadcasters on the BBC in the 1980s
 - [B] the social changes in Britain in the 1980s
 - [C] the standard speech in southern England
 - [D] her subjects in the Commonwealth countries
24. By saying that the change in the Queen's English mirrors the social changes in Britain, the writer means _____.
- [A] the rigid social hierarchy 40 years ago has collapsed
 - [B] the Queen's accent has been influenced by the lower class
 - [C] the Queen's accent is associated with the younger speakers
 - [D] the social differences in Britain are no longer as distinct as before
25. According to the passage, which of the following is **NOT** stated?
- [A] The researchers analyzed the Queen's vowels to see how the royal accent had changed.
 - [B] The researchers found that the Queen's accent is closer to that of her Cockney subjects.
 - [C] It is unlikely to preserve a particular accent against social changes and influence of community.
 - [D] The change in the pronunciation of a particular language is closely associated with the Royal speech.

Passage 2

If culture is learned, there must be channels of transmission. This is the task of agents of socialization—people and organizations charged with conveying the rules. Chief among these are parents, peers, teachers, the media, and religious authorities.

The first and most important agent of socialization is those who care for infants. In the earliest months, messages from nurturers(抚养人) constitute the child's basic understanding of the world around it. This is the infant's first introduction to the language that shapes perception and elicits emotions. What the child learns is the culture as mediated through others. A desire for continued interaction with the nurturers, combined with a fear of losing these sources of pleasure, motivates the infant to become sensitive to the cues of those entrusted with its care.

Another powerful source of information and socialization is the friendship group of age peers. Peers are equals, whereas parents are superiors in relation to the child. The greater power of parents makes some kinds of learning difficult. A distance and formality must be observed even in the most indulgent(宽容) homes. Peers, on the other hand, are those one can deal with on the same level as oneself: tease, insult, let imagination loose upon, share dreadful mistakes with, and so on, but without the heavy emotional overlay of family relationship.

Much formal socialization is placed in the hands of professionals. Teachers from kindergarten on are specifically designated agents of socialization, and are paid for the task. Ideally, a teacher is one who has both knowledge and the skills to present it.

In an earlier time, parents, friends, and teachers would comprise the list of primary childhood socializers. Children's books, comics, and magazines might also have been mentioned as sources of information on norms and role models. Today one must add four powerful indirect socialization agents: radio, movie, television and computer. Many people learn about politics, form a vision of the good life, and develop attitudes toward others from what they see on the screen and hear through loudspeakers.

26. The main topic of this passage is _____.
- [A]agents of socialization [B]sources of information
[C]culture and language learning [D]channels of transmission
27. According to the passage, parents are _____.
- [A]the first and most important agents of socialization
[B]the less powerful agents of socialization than teachers
[C]the least important agents of socialization
[D]formal agents of socialization
28. Some kind of knowledge cannot be learned from parents because _____.
- [A]there is the heavy emotional overlay of family relationships
[B]children are not regarded as equals
[C]children are not allowed to make mistakes
[D]they have too many age peers
29. Which of the following is **NOT** mentioned as a source of information on norms and models?
- [A]Games. [B]Radio.
[C]Books. [D]Television.
30. The term "socializers" in the last paragraph refers to _____.
- [A]instructors [B]agents of socialization
[C]superiors [D]nurturers

Passage 3

Before graduation from the University of Virginia, I sent my resume to African embassies and consulates, trying to find a position teaching English. But I didn't find a school in all the continent that would guarantee employment. In desperation, I applied to the Japanese Ministry of Education and Ministry of Foreign Affairs to teach English in Japan, which became my job offer.

But the more I thought about going to Japan, the more apprehensive I became, I knew nothing of the history or culture, and I didn't speak the language. I worried that facing prejudice in a foreign country would be extremely frustrating.

Arriving at Sakura Nishi High School, about 40 minutes from Tokyo, I was relieved to find that everyone, from my principal to the PTA mothers, treated me with kindness and respect. But I

discovered that while Japanese teens respected me as an American, they idolized me because I was Black.

While I was in Japan, trendy department stores advertised Booby Brown posters, Cross Colours gear and X caps in their windows, Rappers from Ice-T to Ice Cube toured, and *Malcolm X* was at the major theaters. On Saturday nights Shibuya ward. Tokyo's hub of hip-hop and high fashion, was packed with students in baggy jeans, "Doc" Martens, Chicango Bulls caps, permed (烫头发的) Afros and dreadlocks. To them, my being African-American meant I was Kakoi, cool. And before long I was a star.

At a track-and-field event in Tokyo, I was one of the few foreign spectators. I hadn't been there ten minutes when a screaming mob of young girls swarmed around me like bees, waving pens, notebooks and T-shirts in my face, shouting, "Sign, sign, sign!" I was petrified(发呆的). Then it dawned on me that they thought I was an athlete. I couldn't explain in Japanese that I was only a spectator, so I surrendered.

That day was only the first of many incidents of mistaken identity and instant stardom. Nightclub managers let me in free, knowing my presence would attract patrons, and security guards at rap concerts gave me backstage passes. To be young, single and Black in Tokyo in the nineties was surely as exciting and romantic as the pre-World War II Spain Hemingway knew.

But I wanted to say to the Japanese, "You must understand, being Black is more involved than just wearing an X cap. It means being committed to furthering our race and nurturing our children. Being Black runs deeper than just having rhythm. It means possessing a history of more than 300 years of fighting for freedom and equality. And as a people, we are more diverse than our hair-styles. Our talents and interests vary as much as our shades of brown." I wished I could have said what I really should have been telling myself all along, rather than defining myself by our images as either sports stars and performers or criminals and victims.

31. The author's reason for going to Japan was that she_____.
- [A]intended to learn about the country and its people
[B]failed to find an opportunity to teach English in Africa
[C]knew she would be respected in foreign country
[D]wanted to see if she would face prejudice in Japan
32. How did the author feel about going to Japan?
- [A]Desperate. [B]Nervous.
[C]Disappointed. [D]Frustrated.
33. The author was treated like a star in Japan because_____.
- [A]she was a famous athlete [B]she was a famous rapper
[C]she was an American [D]she was Black
34. The writer's experience in Japan clearly tells us that_____.
- [A]Japanese people lack confidence in their own nation
[B]many Japanese believe that all Blacks who visit Japan are famous athletes
[C]people in Japan are strongly opposed to racial prejudice

- [D]Japanese people like sports and many are sports fans
- 35.It can be most safely concluded from the last paragraph that_____.
- [A]the author did not actually tell anyone her ideas about being black
- [B]Japanese people were quite ignorant of American history
- [C]there was a lack of cultural exchange between American and Japan
- [D]people in the two countries have some misunderstanding about each other

Passage 4

Pronouncing a language is a skill. Every normal person is expert in the skill of pronouncing his own language; but few people are even moderately proficient at pronouncing foreign languages. Now there are many reasons for this, some obvious, some perhaps not so obvious. But I suggest that the fundamental reason why people in general do not speak foreign languages very much better than they do is that they fail to grasp the true nature of the problem of learning to pronounce, and consequently pronouncing a foreign language is a skill—one that needs careful training of a special kind, and one that cannot be acquired by just leaving it to take care of itself. I think even teachers of language, while recognizing the importance of a good accent, tend to neglect, in their practical teaching, the branch of study concerned with speaking the language. So the first point I want to make is that English pronunciation must be taught; the teacher should be prepared to devote some of the lesson time to this, and by his whole attitude to the subject should get the student to feel that here is a matter worthy of receiving his close attention. So, there should be occasions, when other aspects of English, such as grammar or spelling, are allowed for the moment to take second place.

Apart from this question of the time given to pronunciation, there are two other requirements for the teacher: the first, knowledge; the second, technique.

It is important that the teacher should be in possession of the necessary information. This can generally be obtained from books. It is possible to get from books some idea of the mechanics of speech, and of what we call general phonetic theory. It is also possible in this way to get a clear mental picture of the relationship between the sounds of different languages, between the speech habits of English people and those, say, of your students. Unless the teacher has such a picture, any comments he may make on his students' pronunciation are unlikely to be of much use, and lesson time spent on pronunciation may well be time wasted.

But it does not follow that you can teach pronunciation successfully as soon as you have read the necessary books. It depends after that what use you make of your knowledge; and this is a matter of technique.

36.What does the writer actually say about pronouncing foreign languages?

- [A]Only a few people are really proficient.
- [B]No one is really an expert in the skill.
- [C]There aren't many people who are even fairly good.
- [D]There are even some people who are moderately proficient.
- 37.The best way of learning to speak a foreign language, he suggests, is by _____.

- [A]picking it up naturally as a child
 [B]learning from a native speaker
 [C]not concentrating on pronunciation as such
 [D]undertaking systematic work
- 38.What is it that teachers are said to be inclined to forget?
 [A]The practical teaching of languages.
 [B]The importance of a good accent.
 [C]The principles of phonetic theory.
 [D]The teaching of pronunciation in the classroom.
- 39.The value the student puts on correct speech habits depends upon_____.
 [A]how closely he attends to the matter
 [B]whether it is English that is being taught
 [C]his teacher's approach to pronunciation
 [D]the importance normally given to grammar and spelling
- 40.How might the teacher find himself wasting lesson time?
 [A]By spending lesson time on pronunciation.
 [B]By making ill-informed comments upon pronunciation.
 [C]By not using books on phonetics in the classroom.
 [D]By not giving students a clear mental picture of the difference between sounds.

III.SKIMMING AND SCANNING

In this part there are 3 reading passages followed by 10 questions or unfinished statements. For each of them there are 4 answers marked [A],[B],[C]and[D].Skim or scan the passages, then decide on the best answer and write it on the ANSWER SHEET.(10 points, 1 point each)

Passage 1

| | Page |
|--|------|
| PREFACE | 1 |
| INTRODUCTION | 5 |
| The Search of American Character by Luther S. Luedtke | 35 |
| PART ONE | |
| Building a Nation | |
| 1.America's Natural Landscapes by Pierce Lewis | 43 |
| 2.From Immigration to Acculturation by Arthur Mann | 68 |
| 3.The Frontier Family: Dislocation and the American Experience by Lillian Schlissel | 81 |
| 4.A Consonance of Towns by Richard Lingeman | 91 |
| 5.Urban America by Sam Bass Warner, Jr. | 105 |

| | |
|---|----------------------|
| 6.Cultural Regions of America by Raymond D. Gastil | 121 |
| PART TWO | 135 |
| Expressions of American Culture | |
| 1.American Manners by Neil Harris | 140 |
| 2.The Artlessness of American Culture by Dickran Tashjian | 153 |
| 3.A New Architecture, Yet Old by Leland M. Roth | 165 |
| 4.Literature and Values: The American Crusoe and the Idea of the West by Richard Lehan | 177 |
| 5.Entertainment and the Mass Media by Norman Corwin | 190 |
| 6.Sports and American Culture by Richard G. Powers | 207 |
| 41.The author of the introduction is_____. | |
| [A]Neil Harris | [B]Luther S. Luedtke |
| [C]Raymond D. Gastil | [D]Richard G. Powers |
| 42.If you are interested in the relationship between sports and the American cult are you should refer to pages_____. | |
| [A]207-220 | [B]53-164 |
| [C]35-152 | [D]165-176 |
| 43.In the essay written by Norman Corwin, you probably will find information about American_____. | |
| [A]literature | [B]geography |
| [C]newspapers | [D]landscapes |

Passage 2

The effort to develop gene (基因) transplants as a treatment for hereditary (遗传的) diseases has taken another step forward.

An American team has developed a highly efficient technique to carry out gene transplants in mice. Eventually, scientists hope to be able to use the technique in man to replace the defective genes responsible for diseases such as hemophilia and cystic fibrosis.

The latest feat in the drive towards performing a gene transplant on man was reported by doctors Suzanne Mansour, Kirk Thomas and Mario Capecchi of the Howard Hughes Medical Institute in Salt Lake City.

“It is a breakthrough, producing a new approach to doing gene therapy,” said Dr Capecchi.

Previous attempts at inserting new genes into the chromosome, the body's genetic blueprint, have had only limited success.

A British team has found a way to persuade a transplanted gene to work by the discovery of special genetic material that “switches on” the gene, wherever it is inserted in a cell's genetic material.

But a misplaced gene may affect the operation of other genes, disrupting the operation of the cell and leading to cancer in rare cases.

Now the Utah team has developed a procedure in which the cell self-destructs if a new gene is not properly inserted. Their transplant gene contains a toxic component that produces poison in the cell if the gene is misplaced.

The gene transplant was successful for one in 20 cells. Thousands of cells had to be screened when other methods were carried out, said Dr Thomas.

The transplants were carried out on mouse embryo (胚胎) stem cells, the progenitors (祖先) of a number of cells in mice.

They can be used to identify the function of genes and create mice with human genetic disorders such as cystic fibrosis to help research into cures.

44. American scientists are now able to_____.

- [A]carry out gene transplants in man
- [B]carry out gene transplants in mice
- [C]replace the defective genes of man
- [D]cure the diseases such as hemophilia and cystic fibrosis

45. The British team has found a way to transplant genes too. But it is not as good as the American way because_____.

- [A]the British team discovered the special genetic material
- [B]the British team discovered a way to persuade a transplanted gene to work
- [C]a misplaced gene may affect the operation of other genes
- [D]the British way is sure to lead to cancer

46. The Utah team refers to_____.

- [A]the British team
- [B]the American team
- [C]Salt Lake City
- [D]something not mentioned

47. The transplants were carried out to mouse embryo stem cells because they can be used to_____.

- [A]distinguish between mice and human beings
- [B]create human genetic disorders
- [C]identify cystic fibrosis
- [D]help research

Passage 3

The 45 students in the first homeroom class of the ninth grade were all seated at their desks when the opening notes of the Brahms symphony roared from the loudspeaker at precisely 8 : 30 a.m. Soon the violins faded, and a slow, synthesized pulse spread across the room, numbing the mind with its smooth, hypnotic gait. The room was cold and slightly dank (潮湿的). No sun shone through the plate glass windows overlooking the balcony. The clouds, like the students, were still.

In a moment, a soothing, resonant voice began to speak. "Good morning, boys and girls. Let's begin another wonderful day. Please close your eyes..."

For ten minutes every morning the students at Sano Junior High sat in quiet meditation to prepare themselves for the day ahead. The principal, Sakamoto Sensei, had introduced this system, known as Method Training, several years earlier in order to quell the growing incidence of school "violence," mainly minor scuffles and hair violations. The program consisted of a sequence of 25 tapes for total mental and physical conditioning. Each day a different tape was played...

After ten minutes the music dissolved, the voice disappeared, and Mrs. Negishi-standing erect before the class-took control of the homeroom meeting.

"Stand up," she commanded, and the students rose to their feet.

"Attention," she said, and they dropped their arms to their thighs.

"Bow."

It was 8 : 42 in the morning.

People who are born and grow up in different cultures act and think very differently from one another. Bruce Feiler, an American who taught school in Japan, was struck by the ways in which Japanese schools socialized their students to become adult members of Japanese society. Deep respect for authority, long hours of focused learning, appropriate modes of dress, even proper ways to bow—all of these were central aspects of Japanese education that would be virtually unthinkable in most American schools today. Japanese educational practices, in turn, reflect widely shared norms and values that are found in Japanese families, workplaces, and indeed throughout Japanese culture.

48. The quiet meditation usually lasts for _____.

- [A] 10 minutes [B] 15 minutes
[C] 30 minutes [D] 42 minutes

49. The music used for total mental and physical conditioning is _____.

- [A] the same every day [B] out of date
[C] different every day [D] popular among young people

50. The main idea of the last paragraph is that _____.

- [A]Japanese educational practices reflect widely shared norms and values found throughout Japanese culture
- [B]the writer was struck by the ways in which Japanese schools socialized their students
- [C]people from different cultures act and think differently from one another
- [D]central aspects of Japanese education would be virtually unthinkable in most American schools

PART TWO

IV. WORD FORMATIONS

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

- 51.(use) Many organizations and groups can help beginning campers get started and provide _____ information to experienced campers.
- 52.(fortunate) The life guard on duty was walking on the beach that day, but _____ he didn't notice the woman who was drowning.
- 53.(courage) We are _____ to learn that you will be making such a generous donation to our comparing.
- 54.(commercial) In modern society, some people look at everything in terms of money. Even holidays such as Christmas are so much _____.
- 55.(lonely) Feelings of _____ is certainly one of those tough things many students studying abroad have to cope with.
- 56.(increase) A new form of entertainment known as “Couch Potatoes” is the result of three _____ important facts of baby-boom life: marriage, children and home video.
- 57.(construction) The old professor made a number of very _____ suggestions concerning soil conservation in the area.
- 58.(mystery) No one knows where he comes from. There is something _____ about his family background.
- 59.(primary) The World Wide web is a system of information resources accessed _____ through the Internet.
- 60.(attend) Full-time school _____ is now compulsory for all children from 6 to 18 years old.

V. ANSWER THE QUESTIONS

There are 4 groups of simple questions in this part, which are based on the texts you have learned. Give a brief answer to each of the questions. Your answers must be to the point and grammatically correct. Write your answers on the ANSWER SHEET.(20 points, 5 points each)

- 61.In *Gifts of the Magi*, what are the two possessions that Mr. and Mrs. Young were proud of? What's the significance of giving them up?

(From *Gifts of the Magi*)

In whose point of view is the story told? To make a well-knitted story, how does the author build up a suspense (悬念)? The boy believed that he was gravely ill and spent a day thinking about his

death. To face the crisis, the boy kept tight control over himself throughout the day when he was waiting to die. How is all this description related to the theme of the story? How was the misunderstanding finally cleared?

(From *A Day's Wait*)

According to *The Story of the Bible*, Jehovah told Noah to build a ship. How did Noah's Ark help Noah and his household?

(From *the story of the Bible*)

According to *New Applications*, how did Mariam carry out her illegal plan, and how did she get caught?

(Form *New Applications*)

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课程代码: 00595

PART ONE

I .TEXT COMPREHENSION (20 points, 1 point each)

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|------|------|------|------|------|
| 1.D | 2.A | 3.B | 4.C | 5.D |
| 6.B | 7.A | 8.B | 9.A | 10.C |
| 11.D | 12.B | 13.B | 14.C | 15.C |
| 16.A | 17.D | 18.C | 19.A | 20.B |

II .READING COMPREHENSION (40 points, 2 points each)

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|------|------|------|------|------|
| 21.C | 22.A | 23.C | 24.D | 25.D |
| 26.A | 27.A | 28.B | 29.A | 30.B |
| 31.B | 32.B | 33.D | 34.B | 35.A |
| 36.C | 37.D | 38.D | 39.C | 40.B |

III.SKIMMING AND SCANNING (10 points, 1 point each)

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|------|------|------|------|------|
| 41.B | 42.A | 43.B | 44.C | 45.C |
| 46.B | 47.D | 48.A | 49.C | 50.A |

PART TWO

IV.WORD FORMATIONS (10 points, 1 point each)

- 51.useful
- 52.unfortunately
- 53.encouraged
- 54.commercialized/commercialised

- 55.loneliness
- 56.increasingly
- 57.constructive
- 58.mysterious
- 59.primarily
- 60.attendance

V.ANSWER THE QUESTIONS (20 points, 5 points each)

61.(1)The two possessions Mr. and Mrs. Young were proud of are Jim's gold watch and Della's hair. (2)Jim's gold watch is a family treasure that used to belong to his grandfather and his father whereas Della's hair is long and beautiful that flows down her back like a golden river. (3)Both are important to them: One gives Jim a sense of pride; the other makes Della beautiful. (4)However, compared with their love for each other, these two possessions are nothing. (5)That's why both of them readily give them up. (6)The act of doing so is wise and suggests that their love is saintly, just like the saintly love of the three magi who present gifts to the new born Christ.

62.(1)The story is told from the father's point of view. (2)The author builds the story around a misunderstanding, which arises from the difference between the two different kinds of thermometers. (3)When he believed he was fatally ill, the boy kept tight control over himself because he thought that he should face the crisis manfully—a mark of courage in Hemingway's sense. (4)The whole matter was not made clear to him until his father explained the difference between the two kinds of thermometers.

63.(1)First, the Ark kept and carried food for them. Noah and his household(his three sons and their wives) went into the fields and the mountains and gathered all the animals they could find so that they might have beasts for food and for sacrifices when they returned to dry land. (2)Second, the Ark helped them survive the terrible deluge. It rained for forty nights and for forty days, and the whole earth was covered with water, and Noah and his fellow travelers in the Ark were the only living ones to survive this terrible deluge. (3) Third, the Ark took them to dry land. It floated peacefully in the midst of an endless ocean. No land was in sight until the Ark landed on the top of Mount Ararat.

64.(1)Mariam discovered by accident that the latest version of the home-type computers was actually compatible with the one she worked with in her office. She tampered with the computer program so that she could transfer funds at her bank to the accounts she set up in other banks. After months of preparation, her plan was carried out. (2) Mariam considered the computer shop as a perfect cover, but the owner observed the master tape she used after she left, and finally discovered her criminal behavior. When she arrived home, Officer Quanbeck and his colleagues were waiting in her room to arrest her.