

2022年4月高等教育自学考试全国统一命题考试

英语阅读（二）

（课程代码 00596）

注意事项：

1. 本试卷分为两部分，第一部分为选择题，第二部分为非选择题。
2. 应考者必须按试题顺序在答题卡（纸）指定位置上作答，答在试卷上无效。
3. 涂写部分、画图部分必须使用2B铅笔，书写部分必须使用黑色字迹签字笔。
4. 全部题目用英文作答（翻译题除外）。

第一部分 选择题

I. Reading Comprehension. (40 points, 2 points for each)

Directions: In this part of the test, there are four passages. Following each passage, there are five questions with four choices marked A, B, C and D. Choose the best answer and then write the corresponding letter on your Answer Sheet.

Passage One

When smoking amongst women was not as widespread as it is now, women were considered to be almost free from cardiovascular diseases and lung cancer. Unhappily, the situation has changed, and smoking kills over half a million women each year in the industrialized world. But it is also an increasingly important cause of ill health amongst women in developing countries.

A recent World Health Organization (WHO) consultation on the statistical aspects of tobacco-related mortality concluded that the toll that can be attributed to smoking throughout the world is 2.7 million deaths per year. It also predicted that, if current patterns of cigarette smoking continue unchanged, the global death toll from tobacco by the year 2025 may increase to eight million deaths per year. A large proportion of these will be amongst women.

Despite these alarming statistics, the scale of the threat that smoking poses to women's health has received surprisingly little attention. Smoking is still seen by

many as a mainly male problem, perhaps because men were the first to take up the habit and therefore the first to suffer the ill effects. This is no longer the case. Women who smoke like men will die like men. WHO estimates that in industrialized countries, smoking rates amongst men and women are very similar, at around 30 per cent; in a large number of developed countries, smoking is now more common among teenage girls than boys.

As women took up smoking later than men, the full impact of smoking on their health has yet to be seen. But it is clear from countries where women smoked longest, such as the United Kingdom and the United States, that smoking causes the same diseases in women as in men and the gap between their death rates is narrowing. On current trends, some 20 to 25 per cent of women who smoke will die from their habit. One in three of these deaths will be among women under 65 years of age.

What can be done to halt and reverse the tobacco epidemic amongst women? The challenge is twofold: to reduce the already high level of smoking among women in the industrialized world and to ensure that the low level of smoking in developing countries does not increase. In order to achieve these goals, all countries need to develop comprehensive anti-tobacco programs which take into account and address the needs of women. Whilst these programs should be culture-specific and tailored to meet the local situation, experts agree that to be successful they must contain three key elements: protection, education and support.

Questions 1-5 are based on Passage One.

1. There is a tendency that in developing countries _____.
 - A. smoking will kill more women than men
 - B. women are likely to be free from cardiovascular diseases
 - C. smoking will be an important cause of ill health amongst women
 - D. the death toll from tobacco may increase by eight million per year
2. Why do people ignore the threat that smoking poses to women's health?
 - A. Smoking rates amongst women are lower than those amongst men.
 - B. Smoking is seen by many as a mainly male problem.
 - C. Women are thought to naturally dislike smoking.
 - D. Women consume fewer cigarettes than men.

3. Which of the following is true based on Paragraph 4?
- Death rates caused by smoking are similar among men and women.
 - It is clear that smoking has close relationship with air pollution.
 - Smoking causes different diseases in women as in men.
 - Non-smoking women are free from lung cancer.
4. To prevent the tobacco epidemic amongst women, all countries need to _____.
- keep the low smoking rates
 - reduce the high level of smoking
 - restrict women's demands for tobacco
 - take measures to protect women from smoking
5. The tone the author adopted in discussing the problem is _____.
- ironic
 - casual
 - objective
 - aggressive

Passage Two

The most striking opinion on how the Web affects people is from Nicholas Carr's new book *The Shallows: What the Internet Is Doing to Our Brains*. Anyone who's been spending a lot of time surfing is probably going to be so distracted by emails and Facebook, etc., that he won't be able to finish the book. Instead, he'll turn to the Web, where he'll find plenty to read, especially if he's looking for it today: *The New York Times* has just published two stories, arguing that the electronic methods by which they themselves are delivered are "invasive, have increased people's levels of stress and have made it difficult to concentrate."

The "Google makes us stupid" argument is in season right now. Carr got frustrated with the scattershot quality of his thinking and decided it was the Internet's fault; he has gone offline for four months. There's Carr's book, which Slate calls "a silent spring for the literary mind". It's no technophobic claim, but it's also not great news for those of us who appreciate the pleasure of writing and reading something longer than 140 characters. The Internet, Carr argues, isn't making us stupid virtually, but it sure is making us distracted.

In the *Times*, the terrific neuroscience writer John Lehrer has started a debate with Carr over what the science actually says about the Web and our brains. Lehrer says a lot of it is encouraging and leads to significant improvements in performance on knowing and learning tasks, from visual perception to sustained attention.

As with most debates about the brain, the problem here is probably that the literature-like the Web-is pretty messy. There are limits to what they can tell us. And how can we measure the long-term psychological effects of online reading when the means by which we're reading-the Web, iPhone, iPad, etc. -are relatively new and constantly changing? Someday it may be possible to look back and see clearly what the Web did to our minds (that is, assuming we still have minds). But right now, I'd guess, it's too early to judge.

Questions 6-10 are based on Passage Two.

6. In Paragraph 1, the word "striking" means _____.
- noticeable
 - optimistic
 - surprising
 - professional
7. The argument "Google makes us stupid" means _____.
- people who use Google become stupid
 - people use Google in a stupid way
 - Google makes people work less
 - Google makes people think less
8. According to Nicholas Carr, _____.
- emails interrupt people's thinking
 - the Internet distracts people's attention
 - Facebook is beneficial to people's writing
 - the Web helps people to get plenty to read
9. John Lehrer may agree that _____.
- electronic devices are encouraging and thought-provoking
 - the Web has improved people's performance in working
 - the Web makes people less concentrated on learning
 - the Internet has helped to sustain attention
10. The author's attitude toward the impact of the Internet on our brains is _____.
- hostile
 - indifferent
 - wait-and-see
 - matter-of-fact

Passage Three

Anyone who has been to a movie house recently has seen examples of TV-conditioned behaviors. People talk, babies cry, members of the audience file in and out getting soft drinks and going to the bathroom. Students act similarly in college courses. A decade ago, there was always an isolated student who did these kinds of things. What is new is a behavior pattern, characteristic of a group rather than an individual. This cultural pattern is becoming more and more obvious, and I link it directly to televiewing. Stated simply, the pattern is this: Televiewing causes people to reproduce improperly, in other areas of their lives, behavior styles developed while watching television.

Some examples are in order. Almost nothing bothers professors more than having someone read a newspaper in class. I don't often get newspapers in class, but one day I noticed a student sitting in the front row reading a novel. Annoyed by her boldness, I stopped lecturing and asked, "Why are you reading a novel in class?" She answered, "Oh, I'm not in your class. I just came in here to do some reading."

This student was simply an extreme example of a culture pattern derived from television. Because of her lifelong dependence on TV, she had trouble reading without background noise. It didn't matter to her whether the background noise came from a radio, a TV set, or a live professor. Accustomed to machines that don't respond, she probably was amazed that I noticed her at all.

Another example of a televiewing effect is students' increasing tendency to enter and leave classrooms at will. Only during the past few years have I regularly observed students getting up in mid-lecture, leaving the room for a few minutes, and then returning. Sometimes they bring back a canned soft drink.

These students intend no disrespect. They are simply transferring a home-grown pattern of drink-and-bathroom break from family room to classroom. They perceive nothing unusual in acting the same way in front of a live speaker and fellow students as they do when they watch television.

Questions 11-15 are based on Passage Three.

11. The word "file" in Paragraph 1 means _____.
 A. to walk in a line B. to cut an object
 C. to move quietly D. to put away

12. The author thinks that televiewing _____.
 A. causes college students to act improperly at school
 B. is characteristic of college students acting in groups
 C. causes college students to feel more isolated in class
 D. is characteristic of college students shown on TV programs
13. The girl was reading a novel in the author's class because _____.
 A. she was not interested in the lecture being given
 B. she could only read with a noisy background
 C. she could only find a seat in that classroom
 D. she thought she wouldn't be noticed there
14. The reason why students enter and leave classrooms casually during lectures is that _____.
 A. they are just following what other classmates do
 B. they have something urgent to deal with elsewhere
 C. they don't realize they are doing something unusual
 D. they don't like classrooms to be similar to family rooms
15. The main purpose of the passage is _____.
 A. to comment on the quality of modern television programs
 B. to criticize college students' disrespect toward professors
 C. to introduce effective ways to discipline college students
 D. to discuss the negative effects of televiewing culture

Passage Four

In case anyone needed another reason to love chocolate, a new study suggests that a natural compound found in cocoa, tea and some vegetables can reverse age-related memory loss.

The study published in *Nature Neuroscience* in 2014 and partly financed by a chocolate company-found that flavanols reverse mild memory loss in older adults. Using brain scans and memory tests, the latest study built on previous work showing that flavanols extracted from cocoa beans had improved neuronal connections in mice's dentate gyrus (齿状回), a part of the brain involved in memory formation.

But hold that chocolate bar. The researchers also warn that the compound found in cocoa exists only in extremely small amounts in the average chocolate

bar compared with the amount used in the study, so eating chocolate in the name of health and improving one's memory could backfire.

"It would make a lot of people happy, but it would also make them unhealthy," said Scott A. Small, a professor of neurology and director of the Alzheimer's Disease Research Center at Columbia University Medical Center.

Small said that even more important, the new study offers the first direct evidence that memory deteriorates with age because of changes in the dentate gyrus, a region of the hippocampus (海马). Previous studies had shown a link between changes in this region of the brain and normal, age-related memory loss, but the Columbia University study asserts a causal link.

The study involved 37 healthy subjects who ranged in age from 50 to 69. Researchers said that if a person had the memory of a typical 60-year-old at the beginning of the study, on average that person's memory would function more like a 30- or 40-year-old's after three months of being given a high-flavanol diet, consuming 900 milligrams a day. Small said the typical candy bar contains only about 40mg of flavanols. The researchers also cautioned that more work is needed because of the study's small sample size.

The compound appears to enhance connectivity and metabolic activity in the dentate gyrus. Aging appears to reduce the connections between neurons in that part of the brain. That decline, according to Small, however, is not related to severe memory loss and cell death in Alzheimer's disease or other dementias.

Questions 16-20 are based on Passage Four.

16. It can be learned from Paragraph 2 that flavanol is _____.
A. a part of the human brain that controls memory formation
B. a kind of cocoa beans that are used to produce chocolate
C. a disease in older people that is caused by memory loss
D. a compound that can reverse age-related memory loss
17. According to the researchers, eating lots of chocolate bars may _____.
A. trigger the sales of cocoa beans
B. lead to certain health problems
C. prevent serious mental diseases
D. decrease one's sense of happiness

18. The new study is different from previous ones in that _____.
A. it proves that one's memory worsens when getting older
B. it discovers a link between different brain functions
C. it involves both older and middle-aged subjects
D. it focuses on the tests on hippocampus
19. What can we learn from Paragraph 6?
A. A high-flavanol diet can improve the function of one's memory.
B. Consuming 900mg of cocoa a day may help one look younger.
C. The study's sample size is too small to be taken seriously.
D. The typical candy bar contains sufficient flavanols.
20. _____ seems to reduce the connections between neurons in the dentate gyrus.
A. Metabolic activity
B. Brain cell death
C. Losing memory
D. Growing older

第二部分 非选择题

II. Vocabulary. (15 points, 1 point for each)

Directions: Scan the following passage and find the words which have roughly the same meanings as those given below. The number in the brackets after each word definition refers to the number of paragraph in which the target word is. Write the word you choose on the Answer Sheet.

Most of our cues about what we should look like come from the media, our parents, and our peers. This constant obsession with weight, the size of our bodies and longing for a different shape or size can be painful.

Western society places a high value upon appearance. Self-worth is enhanced for those who are judged attractive. Those who are deemed unattractive can feel at a disadvantage. The message from the media, fashion and our peers can create a longing to win the approval of our culture and fit in at any cost. And that can be disastrous to our self-esteem.

Parents can give mixed messages too. Especially if they're constantly dieting or have body or food issues of their own. How we perceive and internalize these

childhood messages about our bodies determines our ability to build self-esteem and confidence in our appearance.

Why is a positive body image so important? Psychologists and counselors agree that a negative body image is directly related to self-esteem. The more negative the perception of our bodies, the more negative we feel about ourselves.

Being a teenager is a time of major change. Besides the obvious changes in size and shape, teens are faced with how they feel about themselves. Body image and self-esteem are two important ways to help promote a positive image.

When most people think about body image they think about aspects of physical appearance, attractiveness, and beauty. But body image is much more. It is the mental picture a person has of his/her body as well as their thoughts, feelings, judgments, sensations, awareness and behavior. Body image is developed through interactions with people and the social world. It's our mental picture of ourselves; it's what allows us to become ourselves.

Body image influences behavior, self-esteem, and our psyche. When we feel bad about our bodies, our satisfaction and mood plummets. If we are constantly trying to push, reshape or remake our bodies, our sense of self becomes unhealthy. We lose confidence in our abilities. It's not uncommon for people who think poorly of their bodies to have problems in other areas of their lives, including sexuality, careers and relationships.

A healthy body image occurs when a person's feelings about his/her body are positive, confident and self caring. This image is necessary to care for the body, find outlets for self-expression, develop confidence in one's physical abilities and feel comfortable with who you are.

Self-esteem is a personal evaluation of one's worth as a person. It measures how much you respect yourself.

21. something that you think about all the time (Para. 1)
22. upset or unhappy (Para. 1)
23. improved (Para. 2)
24. extremely bad or unsuccessful (Para. 2)
25. all the time or frequently (Para. 3)
26. accept an idea or belief so that it becomes part of one's character (Para. 3)
27. controls or influences something directly (Para. 3)

28. hopeful and confident (Para. 4)
29. easy to see or recognize (Para. 5)
30. encourage the development of something (Para. 5)
31. relating to the mind (Para. 6)
32. someone's mind or the deepest feelings (Para. 7)
33. falls very quickly and suddenly (Para. 7)
34. ways of expressing strong feelings (Para. 8)
35. judges the importance or value of something (Para. 9)

III. Summarization. (20 points, 2 points for each)

Directions: In this section of the test, there are ten paragraphs. Each of the paragraphs is followed by an incomplete phrase or sentence which summarizes the main idea of the paragraph. Spell out the missing letters of the word on your Answer Sheet.

Paragraph One

Every human being has a unique arrangement of the skin on his fingers and this arrangement is unchangeable. Scientists and experts have discovered that the identical patterns are not passed on from parents to children. In fact, no two people have the same fingerprints, though nobody knows why this is.

36. The s_____ feature of fingerprints.

Paragraph Two

Anna, a sophomore at Colorado State University, first had difficulty taking tests when she began college. She observed, "I was always well-prepared for my tests, but I could not answer the questions correctly. I was always so nervous that my mind would go blank. I couldn't think of the answer."

37. Anna was experiencing "test a_____".

Paragraph Three

In the United States, a university professor is given a few months of freedom from his duties about every seventh year for travel or advanced study. Its purpose is to give the professor experiences that will make him a wiser person and a better teacher when he returns to his university.

38. American professors' study or research l_____.

Paragraph Four

Now American researchers think they are close to developing a pill, which will help people forget bad memories. The pill is designed to be taken immediately after a frightening experience. They hope it might reduce, or possibly erase, the effect of painful memories. So far the research has suggested that only the emotional effects of memories may be reduced, not that the memories are erased.

39. A pill to f_____ people from painful memories.

Paragraph Five

According to a report from the Institute of Manpower Studies, the output of graduates in Britain has almost doubled in the past five years and seems set to rise by a further 57 percent by 2005. At the same time, economic recession has cut the number of graduate jobs.

40. Fewer opportunities on job m_____.

Paragraph Six

What you say to yourself sends a message to your audience. If you tell yourself you're afraid, that's the message your listener receives. So select the attitude you want to communicate. Attitude adjusting is your mental suit of armor against nervousness. If you entertain only positive thoughts, you will be giving out these words: joy and ease, enthusiasm, sincerity and concern, and authority.

41. How to p_____ nervousness.

Paragraph Seven

Saying "I resolve to have a new job by summer" depends not only upon your own actions, but also upon external factors over which you have no control. Instead, tell yourself, "I resolve to send letters and make phone calls to 25 companies by the summer." That way, the success of your resolution is entirely within your control.

42. Don't set resolutions upon factors b_____ your control.

Paragraph Eight

Many people believe they are supposed to drink eight glasses of water a day, or about two liters. Why? Because that is what they have been told all their life. But a recent report offers some different advice. Experts suggest people should obey their bodies: they should drink as much water as they feel like drinking.

43. The suggested a_____ of water needed daily.

Paragraph Nine

With wide and direct impacts on African agriculture, climate change has become the most important factor worsening the food crisis on the continent. A report by the United Nations International Children's Fund says that more than 15 million people in Southern Africa, including over 8 million children, lost their lives because of the severe drought in 2015/16. The drought also caused severe food shortages in some African countries.

44. Climate change s_____ impacts Africa.

Paragraph Ten

The traditional Chinese lunar calendar divides the year into 24 solar terms. Minor Heat, the 11th solar term of the year, begins on July 7 this year and ends on July 21. Minor Heat signifies the hottest period is coming but the extreme hot point has yet to arrive.

45. Basic i_____ about Minor Heat.

IV. Translation. (25 points, 4 points each for 46-50, 5 points for 51)

Directions: In the following passage, there are six groups of underlined sentences. Read the passage carefully and translate these sentences into Chinese. Write the Chinese version on your Answer Sheet.

Consume, consume, consume! Our society is consumer oriented-dangerously so.

46. To keep the wheels of industry turning, we manufacture consumer goods in endless quantities, and, in the process, are rapidly exhausting our natural resources. But this is only half the problem. What do we do with manufactured products when they are worn out? They must be disposed of, but how and where? Unsightly junkyards full of rusting automobiles already surround every city in the nation. Americans throw away 80 billion bottles and cans each year, enough to build more than ten stacks to the moon. 47. There isn't room for much more waste, and yet the factories grind on. They cannot stop because everyone wants a job. Our standard of living, one of the highest in the world, requires the consumption of manufactured products in ever-increasing amounts. Man, about to be buried in his own waste, is caught in a vicious cycle. "Stop the world, I want to get off," is the way a popular song put man's dilemma.

It wasn't always like this. Only 100 years ago man lived in harmony with nature. There weren't so many people then and their wants were fewer. 48. Whatever

wastes were produced could be absorbed by nature and were soon covered over. Today this harmonious relationship is threatened by man's lack of foresight and planning, and by his carelessness and greed. For man is slowly poisoning his environment.

Pollution is a "dirty" word. 49. To pollute means to contaminate-to spoil something by introducing impurities which make it unfit or unclean to use. Pollution comes in many forms. We see it, smell it, taste it, drink it, and stumble through it. We literally live in and breathe pollution, and, not surprisingly, it is beginning to threaten our health, our happiness, and our very civilization.

50. Once we thought of pollution as meaning simply smog-the choking, stinging, dirty air that hovers over cities. But air pollution, while it is still the most dangerous, is only one type of contamination among several which attack the most basic life function.

Through the uncontrolled use of insecticides, man has polluted the land, killing the wildlife. By dumping sewage and chemicals into rivers and lakes, we have contaminated our drinking water. We are polluting the ocean, too, killing the fish and thereby depriving ourselves of an invaluable food supply.

51. Part of the problem is our exploding population. More and more people produce more wastes. But this problem is intensified by our "throw-away" technology. Each year Americans dispose of 7 million autos, 20 million tons of waste paper, 25 million pounds of toothpaste tubes and 48 million cans. We throw away gum wrappers, newspapers, and paper plates. It is easier and cheaper to buy a new one and discard the old, even though 95 percent of its parts may still be functioning. Baby's diapers, which used to be made of reusable cloth, are now paper throwaways. Soon we will wear clothing made of paper: "Wear it once and throw it away," will be the slogan of the fashion conscious.

Where is this all to end? Are we turning the world into a gigantic dump, or is there hope that we can solve the pollution problem? Fortunately, solutions are in sight. A few of them are positively ingenious.