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2016

百题大过关

修订版

高 考 英 语

阅读与完形百题

李 忠◎主编



著名
上海市
商标

华东师范大学出版社

全国百佳图书出版单位

致小伙伴们

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华东师范大学出版社

图书在版编目(CIP)数据

高考英语阅读与完形百题/李忠主编. —修订版. —上海:华东师范大学出版社, 2015. 2

(百题大过关)

ISBN 978-7-5675-3103-1

I. ①高… II. ①李… III. ①英语课—高中—习题集—升学参考资料 IV. ①G634.415

中国版本图书馆 CIP 数据核字(2015)第 034947 号

百题大过关

高考英语·阅读与完形百题(修订版)

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责任发行 高 峰

出版发行 华东师范大学出版社
社 址 上海市中山北路 3663 号 邮编 200062
网 址 www.ecnupress.com.cn
电 话 021-60821666 行政传真 021-62572105
客服电话 021-62865537 门市(邮购)电话 021-62869887
地 址 上海市中山北路 3663 号华东师范大学校内先锋路口
网 店 <http://hdsdcbs.tmall.com>

印 刷 者 启东市人民印刷有限公司
开 本 787×1092 16 开
印 张 18.25
字 数 445 千字
版 次 2015 年 4 月第 5 版
印 次 2015 年 10 月第 3 次
印 数 33001—41100
书 号 ISBN 978-7-5675-3103-1/G·7956
定 价 31.00 元

出 版 人 王 焰

(如发现本版图书有印订质量问题,请寄回本社客服中心调换或电话 021-62865537 联系)

致小伙伴们

我不是学霸,不过,中考数学神奇地拿了A,之前一直是B来着。不知道是不是考前一个半月狂刷百题大过关的第一关(基础题)和第二关(核心题)的原因,反正刷完了上战场,就拿了A。

狂刷百题,倒床便睡!

一日刷百题,考试九十九!

愿得一学神,白首不相离,带我上自习,每日刷百题。

与其考美自主招生,不如平时多刷百题。

换了新同桌,与学霸做起了同桌,从此开启日刷百题模式!

称你们是小伙伴,我们是你们的大朋友。让我们一起分享上面这些刷过百题的小伙伴们的经历。

每天背着5公斤的书包上学、每天喝8杯水睡 $n(n < 8)$ 小时的小伙伴们,你们一定都有过刷题的经历!那经历是不是像上面的师兄学姐一样有点苦又有点High?

关于刷题,下面的一则新闻或许能给我们带来启示:上海学生在PISA(国际学生评估项目)测试中连续两次夺得第一,但每周作业时间同样位列世界第一。对此,专家说了,做作业对于提高成绩非常有效,但并非越多越好。算上周末,15岁学生平均每周最佳作业时间在11小时左右。“在最佳作业时间内作业时间越长成绩越好,但是超过最佳作业时间后成绩提高程度很小。”

看来,刷题的确能提高成绩,刷题是小伙伴们的必修课,但刷得不好也会成为灾难的。我们就是把刷题当做专业课来上的,目标是提升小伙伴们刷题的幸福指数,高效刷题。

必修课——轻松高效不拖堂

作为专业的出版单位,我们要做的,是将小伙伴们要刷的题精选再精选,在确保训练质量的前提下尽量控制题量,让必修课轻松高效、不会拖堂。为此,我们邀请了经验丰富的一线教师担纲编写,每本书或每个考点精心设计百道互不重复且具有一定梯度的训练题,题目排列杜绝杂乱无章和随意性。希望能帮助小伙伴们顺利过关。

幸福课——查询方便不伤眼

为了方便使用本丛书的小伙伴们,提高大家的幸福指数,对有一定难度的题目,我们不仅提供参考答案,还力求作最为详尽的解析,以供小伙伴们查询,让小伙伴们知其然,更知其所以然。为了不摧残小伙伴们的眼睛,我们在图书的编排上尽量简洁明了,字号适中,以提高小伙伴们刷题的速度。

专业课——紧跟考情不落伍

对于刷题,大朋友们是用专业的精神来对待的。每年的考试一结束,我们都会组织老师认真研究考题,把握考试变化的趋势,并提醒老师们要将最新的考试变化反映到图书上,也经常收集小伙伴们的改进建议,所以,我们的图书每年都会修订。有些图书,已经修订到第13版了,是不是很有生命力?

愿所有刷过百题的小伙伴们,轻松上考场,快乐做学霸!

一群大朋友

编写说明

阅读的过程是对语言的认知过程,阅读有助于巩固和扩大词汇储备、丰富语言知识、提高运用语言的能力。高中生英语水平的提高,在很大程度上是由阅读来决定的。广泛的阅读,不仅有利于扩大词汇量、丰富语言、开阔视野、开拓思路,还有利于了解英美民族的文化背景、生活习惯、思维习惯及英语特有的语言表达方式,从而提高阅读理解能力和英语运用能力。

高考英语阅读理解要求考生在30—35分钟的时间内完成对三至五篇不同题材、体裁的短文的理解,是整个高考英语试题中难度最大、区分度最高的题型。它不仅考查考生对语篇的整体把握能力,而且考查考生快速捕捉信息、准确理解特定细节以及复杂句子的能力。考生不仅要理解文章的表层意思,更重要的是通过表层意思去合理推断、挖掘文章的隐含以及延伸意思。

随着近几年新课改的实施和高考分省自主命题的展开,高考阅读理解在命题思路、题型设置和整体难度方面也呈现出一定的地域性差异,但还是保持了很多共性的特点:

一、选材新颖,原汁原味

几乎所有的阅读材料都直接摘自国外的各种报刊,或在语言上稍作加工,但都保持了原文语言地道、原汁原味的特点。这就要求考生在备考阅读理解时,一定要多做些内容新颖、语言地道、有难度有深度的阅读,尤其是高考真题,以减少复习的盲目性。

二、体裁多样,话题广泛

从体裁方面看,高考阅读理解尽量追求体裁的多样化,总的说来,一般分为以下四种:记叙文、说明文、应用文和议论文。完形填空近些年来多采用一些夹叙夹议的文章。在选材方面也非常注重与时代精神的结合,特别是关于国外新科技、新发明的说明文,一直是高考考查的热点。

三、材料不同,考点一致

阅读理解虽然题材不一,通常为科普知识、地理风貌、名人轶事、风土人情、幽默笑话及寓言故事等;体裁多样,包括记叙文、说明文、应用文、时文阅读、新闻报道、图表等等,但考查的内容大致有以下几方面:

- (1) 考查对文章主旨和大意的理解,大多数题目针对段落或短文的主题思想或目的;
- (2) 考查对文章的事实和细节的了解;
- (3) 根据上下文猜测词义;
- (4) 分析并理解阅读内容间的逻辑关系;
- (5) 依据短文内容和考生应有的常识进行推理和判断的能力。此类题目文章中没有明确的答案,需要考生在理解全文的基础上进行推理判断。

本书针对以上内容给同学们准备了五个专题,即说明文、应用文、记叙文、议论文及完形填空(记叙文、夹叙夹议文、说明文、议论文)五个部分,让同学们博采众长,感受阅读的变迁,在综合填空摸索阅读技巧,积累阅读经验,在实践中提高自己的阅读水准。

英语阅读就是把自己浸泡到英语世界去熏陶感染,在英语阅读中培养英语学习的毅力,深化对英语语言和文化的认知和理解,这是本书的编写宗旨。在阅读中,我们建议同学们从以下方面着手:

1. 处理好阅读速度和阅读准确性的关系。在正确把握文章的整体、细节内容以及严密的逻辑推理基础上,尽量提高阅读的速度,以获得大量的阅读熏陶。在这个基础上,高中英语的学习才是一个愉快的过程。

2. 处理好关键信息和细节的关系。一篇 300 来词的文章一般设计 4 个或 5 个题目,抓住文章的主旨是很重要的,但也不要忽视了细节。

3. 处理好文章的难与易的关系。遇到容易的文章要细心,因为文章越简单,设计的题目往往很难;遇到阅读困难的文章不要泄气,因为文章越难,设计的题目往往简单。

当然,阅读不纯粹是为考试服务,阅读的主要目的还是为了到更高层次的学府学习。愿本书能与各位老师和莘莘学子共同体会“阅读改变人生”的理念,“Better English, better life”将给各位高中学子编织未来美丽的风景线。

编者

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阅读理解

阅读理解题。一般出现在文章中或其后。解答此类题时不可急于阅读材料而取答案，应仔细阅读题干，明确题干中的关键词和选项。

一、主旨题。主旨题是指对文章的中心思想、主题、作者的观点、态度、情感等进行概括、总结、归纳、推理、判断、评价等。

二、细节题。细节题是指对文章中的具体事实、数据、观点、态度、情感等进行考查。解答此类题时，应仔细阅读文章，找出与题干相关的信息，并进行判断、推理、评价等。

三、推断题。推断题是指对文章中的隐含信息、作者的观点、态度、情感等进行推断。解答此类题时，应仔细阅读文章，找出与题干相关的信息，并进行判断、推理、评价等。

例题示例

体裁：说明文 限时：5分钟 词数：150 难度：适中

Pat Brown went to her bank to ask for an ATM card. It looks like a credit card. A few weeks later, the bank posted her a card and a four number personal identification number (PIN). Her PIN is 1234.

As Pat was getting ready for bed one night, she remembered that she had only \$3 in her bag. The next day she had to pay for a lunch for a co-worker. She didn't want to get up early to go to the bank. So she went to the bank that night. She used her ATM card to withdraw money from her checking account.

第一章 说明文阅读

解题指要



定义：一种以“说明、解释”为主要表达方式的文体，通过对客观事物的性状、特点、功能和用途等等的科学描述使人们增长知识和技能。

文体特征

类型：对说明文的考查多为科普知识，如自然现象、新产品、新工艺介绍以及人文地理、风土人情等，文中含有较多的解释性、定义性、说明性的句子。

内容：涉及Who→What→When→Where→How→Why

细节题：命题区域常在列举处[first(ly), second(ly), third(ly), finally, not only...but also, then, in addition等]；例证处(such as, for example, for instance等)；转折处(however, but, yet, in fact等)；比较处，以及复杂句中(同位语，插入语，定语从句，不定式等)。

猜测题：以The underlined part “...” in Paragraph...refers to...
或What does the underlined word mean?
或What is the meaning of the underlined word?为设问方式。

主旨题：以This passage mainly talks about...
What is the main idea of the passage?为设问方式。
以This passage mainly talks about...
The major surprising findings about...为回答方法。

推理题：以The passage is intended to...
The author suggests that...
The story implies that...
Which point of view may the author agree to?
From the passage we can conclude that...
The purpose of the passage is to...为设问方式。

细节理解题：一般都能在原文中找到出处，但正确的选择项不可能与阅读材料的原文完全相同，而是用不同的语句表达相同的意思。

语义猜测题：注意破折号、同位语从句、定语从句、插入语等具有解释、说明作用的语言成分。

主旨理解题：答题时首先阅读题干，了解题干以及各个选项所包含的信息，然后有针对性地对文章进行扫读，对有关信息快速定位，再将相关信息进行整合、甄别、分析、对比，有根有据地排除干扰项，做出正确判断。

判断推理题：这种题型的答案在原文中不是直接就能找到的，它要求考生能将文中的某些用词、语气所具有的隐含意义或作者的态度读出来，据此进行合理的推断。

说明文
阅读理解

命题类型

解题指导

典题示例



体裁：说明文 限时：6分钟 词汇量：356 难度：适中

Pat Brown went to her bank to ask for an ATM card. It looks like a credit card. A few weeks later, the bank posted her a card and a four number personal identification number (PIN). Her PIN is 1234.

As Pat was getting ready for bed one night, she remembered that she had only \$2 in her bag. The next day she had to pay for a lunch for a co-worker. She didn't want to get up early to go to the bank. So she went to the bank that night. She used her ATM card to withdraw money from her checking account.

These are the steps she followed to withdraw money. First, she put her card in the lower slot on the right side of the machine. She made sure her card was facing the right way. Second, the computer screen (window) said, "Please enter (put in) your PIN." Pat pressed the numbers 1, 2, 3, 4. Next the screen said, "Please select (choose) the type of transaction you want by pressing the correct keys." Pat pressed the bottom key for withdrawing money.

Then the screen said, "From which account?" The choices it gave were "Checking", "Saving", and "Money market". Pat pushed the key for "Checking". Next, the screen said, "Please select amount of transaction." Pat pushed the number "5" and then "0" three times, until the screen read, "5,000." The screen then read, "Please wait." In less than a minute, it read, "Please lift (rise) the lid and take your money."

Pat lifted the lid marked "Withdraw". She counted her money to make sure the ATM hadn't made a mistake. Then she waited for her withdrawal slip to come out of the slot at the upper right corner of the machine. Pat checked the slip to make sure it was correct. Then her ATM card was returned through the card slot. She put it in her bag and walked away. If Pat had made a mistake at any point by pressing the wrong button (number), she could have pressed "Cancel" and started over again.

文本把握: 阅读上述文章之后, 你了解在自动取款机上取款的过程了吗? PIN 是什么意思呢? 看看下面的试题:

- () 1. What did Pat do immediately after choosing the account?
- A. Selected whether to withdraw, deposit, or transfer money.
B. Lifted the lid and removed her money.
C. Selected the amount of money she wanted to withdraw.
D. Got back her ATM card.
- () 2. When did Pat enter her PIN?
- A. Right after inserting her card.
B. Right before selecting the account.
C. Right before selecting the amount of money.
D. Right after selecting withdrawal.
- () 3. What did Pat do when the screen said, "Please lift (rise) the lid ..."?
- A. Got out her card.
B. Took her 5,000.
C. Selected the type of transaction she wanted.
D. Picked up her withdrawal slip.

尝试解答: 请同学们先做练习, 后看详解, 效果会更好哦! 试试看!

例题详解: 本文详细地介绍了 Pat 在自动取款机上取钱的过程。1. C 细节理解题。根据文章倒数第二段内容可知答案为 C。2. A 细节理解题。根据文章第三段内容介绍的取钱步骤第一步和第二步可知答案为 A。3. B 推理判断题。根据文章最后一段第二句可推出答案为 B。
答案: 1. C 2. A 3. B

过关演练



001

Recordings of angry bees are enough to send big, tough African elephants running away, a new study says. Beehives (蜂窝) — either recorded or real — may even prevent elephants from damaging farmers' crops.

In 2002, scientist Lucy King and her team found that elephants avoid certain trees with bees living in them. Today, Lucy wants to see if African honeybees might discourage elephants from eating crops. But before she asks farmers to go to the trouble of setting up beehives on their farms, she needs to find out if the bees will scare elephants away.

Lucy found a wild beehive inside a tree in northern Kenya and set up a recorder. Then she threw a stone into the beehive, which burst into life. Lucy and her assistant hid in their car until the angry bees had calmed down. Next, Lucy searched out elephant families in Samburu National Reserve in northern Kenya and put a speaker in a close place to each family.

From a distance, Lucy switched on the pre-recorded sound of angry bees while at the same time recording the elephants with a video camera. Half the elephant groups left the area within ten seconds. Out of a total of 17 groups, only one group ignored the sound of the angry bees. Lucy reported that all the young elephants immediately ran to their mothers to hide under them. When Lucy played the sound of a waterfall (瀑布) instead of that of the angry bees to many of the same elephant families, the animals were undisturbed. Even after four minutes, most of the groups stayed in one place.

Lucy is now studying whether the elephants will continue to avoid the sound of angry bees after hearing it several times. She hasn't tested enough groups yet to know, but her initial (最初的) results are promising enough to begin trials with farmers. She has now begun placing speakers in the fields to see if elephants are frightened away.

- We know from the passage that elephants may be frightened of _____.
A. loud noises B. some crops C. video cameras D. angry bees
- As mentioned in the passage, Lucy _____.
A. works by herself in Africa
B. needs to test more elephant groups
C. has stopped elephants eating crops
D. has got farmers to set up beehives on their farms
- Why did Lucy throw a stone into a wild beehive?
A. To record the sound of angry bees.
B. To make a video of the elephants.
C. To see if the elephants would run away.
D. To find out more about the behavior of bees.
- Which of the following is true according to the passage?

- A. Young elephants ignore African honeybees.
- B. Waterfalls can make elephants stay in one place.
- C. Elephants do not go near trees with bees living in them.
- D. Farmers do not allow Lucy to conduct tests in their fields.

002

Multitasking

What is the first thing you notice when you walk into a shop? The products displayed (展示) at the entrance? Or the soft background music?

But have you ever noticed the smell? Unless it is bad, the answer is likely to be no. But while a shop's scent may not be outstanding compared with sights and sounds, it is certainly there. And it is provided to be an increasingly powerful tool in encouraging people to purchase.

A brand store may become famous for its distinctive scent which floats through the fairly dark hall and out to the entrance, via scent machines. A smell may be attractive but it may not just be used for freshening air. One sports goods company once reported that when it first introduced scent into its stores, customers' intention to purchase increased by 80 percent.

When it comes to the best shopping streets in Paris, scent is just as important to a brand's success as the quality of its window displays and goods on sale. That is mainly because shopping is a very different experience from what it used to be.

Some years ago, the focus for brand name shopping was on a few people with sales assistants' disapproving attitude and don't-touch-what-you-can't-afford displays. Now the rise of electronic commerce (e-commerce) has opened up famous brands to a wider audience. But while e-shops can use sights and sounds, only bricks-and-mortar stores (实体店) can offer a full experience from the minute customers step through the door to the moment they leave. A brand store seeks to be much more than a shop, but rather a destination. And scent is just one way to achieve this.

Now a famous store uses complex man-made smell to make sure that the soft scent of baby powder floats through the kid department, and coconut (椰子) scent in the swimsuit section. A department store has even opened a new lab, inviting customers on a journey into the store's windows to smell books, pots and drawers, in search of their perfect scent.

1. According to the passage, what is an increasingly powerful tool in the success of some brand stores?
 - A. Friendly assistants.
 - B. Unique scent.
 - C. Soft background music.
 - D. Attractive window displays.
2. E-shops are mentioned in the passage to _____.
 - A. show the advantage of brick-and-mortar stores
 - B. urge shop assistants to change their attitude
 - C. push stores to use sights and sounds
 - D. introduce the rise of e-commerce
3. The underlined word "destination" in Paragraph 5 means _____.
 - A. a platform that exhibits goods

- B. a spot where travelers like to stay
C. a place where customers love to go
D. a target that a store expects to meet
4. The main purpose of the passage is to _____.
A. compare and evaluate
B. examine and assess
C. argue and discuss
D. inform and explain

003

Scientists today are making greater effort to study ocean currents (洋流). Most do it using satellites and other high-tech equipment. However, ocean expert Curtis Ebbesmeyer does it in a special way — by studying movements of random floating garbage. A scientist with many years' experience, he started this type of research in the early 1990s when he heard about hundreds of athletic shoes washed up on the shores of the northwest coast of the United States. There were so many shoes that people were setting up swap meets to try and match left and right shoes to sell or wear.

Ebbesmeyer found out in his researches that the shoes — about 60,000 in total — fell into the ocean in a shipping accident. He phoned the shoe company and asked if they wanted the shoes back. As expected, the company told him that they didn't. Ebbesmeyer realized this could be a great experiment. If he learned when and where the shoes went into the water and tracked where they landed, he could learn a lot about the patterns of ocean currents.

The Pacific Northwest is one of the world's best areas for beachcombing (海滩搜寻) because winds and currents join here, and as a result, there is a group of serious beachcombers in the area. Ebbesmeyer got to know a lot of them and asked for their help in collecting information about where the shoes landed. In a year he collected reliable information on 1,600 shoes. With these data, he and a colleague were able to test and improve a computer program designed to model ocean currents, and publish the findings of their study.

As the result of his work, Ebbesmeyer has become known as the scientist to call with questions about any unusual objects found floating in the ocean. He has even started an association of beachcombers and ocean experts, with 500 subscribers from West Africa to New Zealand. They have recorded all lost objects ranging from potatoes to golf gloves.

1. The underlined phrase "swap meets" in Paragraph 1 is closest in meaning to "_____".
A. fitting rooms
B. trading fairs
C. business talks
D. group meetings
2. Ebbesmeyer phoned the shoe company to find out _____.
A. what caused the shipping accident
B. when and where the shoes went missing
C. whether it was all right to use their shoes
D. how much they lost in the shipping accident
3. How did Ebbesmeyer prove his assumption?
A. By collecting information from beachcombers.
B. By studying the shoes found by beachcomber.
C. By searching the web for ocean currents models.
D. By researching ocean currents data in the library.

4. Ebbesmeyer is most famous for _____.
 A. traveling widely the coastal cities of the world
 B. making records for any lost objects on the sea
 C. running a global currents research association
 D. phoning about any doubtful objects on the sea
5. What is the purpose of the author in writing this passage?
 A. To call people's attention to ocean pollution.
 B. To warn people of shipping safety in the ocean.
 C. To explain a unique way of studying ocean currents.
 D. To give tips on how to search for lost objects on the beach.

004

Working with a group of baboons (狒狒) in the Namibian desert, Dr. Alecia Carter of the Department of Zoology, Cambridge University set baboons learning tasks involving a novel food and a familiar food hidden in a box. Some baboons were given the chance to watch another baboon who already knew how to solve the task, while others had to learn for themselves. To work out how brave or anxious the baboons were, Dr. Carter presented them either with a novel food or a threat in the form of a model of a poisonous snake.

She found that personality had a major impact on learning. The braver baboons learnt, but the shy ones did not learn the task although they watched the baboon perform the task of finding the novel food just as long as the brave ones did. In effect, despite being made aware of what to do, they were still too shy to do what the experienced baboon did.

The same held true for anxious baboons compared with calm ones. The anxious individuals learnt the task by observing others while those who were relaxed did not, even though they spent more time watching.

This mismatch between collecting social information and using it shows that personality plays a key role in social learning in animals, something that has previously been ignored in studies on how animals learn to do things. The findings are significant because they suggest that animals may perform poorly in cognitive (认知的) tasks not because they aren't clever enough to solve them, but because they are too shy or nervous to use the social information.

The findings may impact how we understand the formation of culture in societies through social learning. If some individuals are unable to get information from others because they don't associate with the knowledgeable individuals, or they are too shy to use the information once they have it, information may not travel between all group members, preventing the formation of a culture based on social learning.

1. What is the first paragraph mainly about?
 A. The design of Dr. Carter's research.
 B. The results of Dr. Carter's research.
 C. The purpose of Dr. Carter's research.
 D. The significance of Dr. Carter's research.
2. According to the research, which baboons are more likely to complete a new learning task?

- A. Those that have more experience.
B. Those that can avoid potential risks.
C. Those that like to work independently.
D. Those that feel anxious about learning.
3. Which best illustrates the “mismatch” mentioned in Paragraph 4?
- A. Some baboons are intelligent but slow in learning.
B. Some baboons are shy but active in social activities.
C. Some baboons observe others but don't follow them.
D. Some baboons perform new tasks but don't concentrate.
4. Dr. Carter's findings indicate that our culture might be formed through _____.
- A. storing information B. learning from each other
C. understanding different people D. travelling between social groups

005

The behaviour of a building's users may be at least as important as its design when it comes to energy use, according to new research from the UK Energy Research Centre (UKERC). The UK promises to reduce its carbon emissions (排放) by 80 percent by 2050, part of which will be achieved by all new homes being zero-carbon by 2016. But this report shows that sustainable building design on its own — though extremely important — is not enough to achieve such reductions; the behaviour of the people using the building has to change too.

The study suggests that the ways that people use and live in their homes have been largely ignored by existing efforts to improve energy efficiency (效率), which instead focus on architectural and technological developments.

“Technology is going to assist but it is not going to do everything,” explains Katy Janda, a UKERC senior researcher, “consumption patterns of building users can defeat the most careful design.” In other words, old habits die hard, even in the best-designed eco-home.

Another part of the problem is information. Households and bill-payers don't have the knowledge they need to change their energy-use habits. Without specific information, it's hard to estimate the costs and benefits of making different choices. Feedback (反馈) facilities, like smart meters and energy monitors, could help bridge this information gap by helping people see how changing their behaviour directly affects their energy use; some studies have shown that households can achieve up to 15 percent energy savings using smart meters.

Social science research has added a further dimension (方面), suggesting that individuals' behaviour in the home can be personal and cannot be predicted — whether people throw open their windows rather than turn down the thermostat (恒温器), for example. Janda argues that education is the key. She calls for a focused programme to teach people about buildings and their own behaviour in them.

1. As to energy use, the new research from UKERC stresses the importance of _____.
- A. zero-carbon homes B. the behaviour of building users
C. sustainable building design D. the reduction of carbon emissions
2. The underlined word “which” in Paragraph 2 refers to “_____”.

- A. the ways B. their homes C. developments D. existing efforts
3. What are Katy Janda's words mainly about?
- A. The importance of changing building users' habits.
B. The necessity of making a careful building design.
C. The variety of consumption patterns of building users.
D. The role of technology in improving energy efficiency.
4. The information gap in energy use _____.
- A. can be bridged by feedback facilities
B. affects the study on energy monitors
C. brings about problems for smart meters
D. will be caused by building users' old habits
5. What does the dimension added by social science research suggest?
- A. The social science research is to be furthered.
B. The education programme is under discussion.
C. The behaviour of building users is unpredictable.
D. The behaviour preference of building users is similar.

006

Most damagingly, anger weakens a person's ability to think clearly and keep control over his behaviour. The angry person loses objectivity in evaluating the emotional significance of the person or situation that arouses his anger.

Not everyone experiences anger in the same way; what angers one person may amuse another. The specific expression of anger also differs from person to person based on biological and cultural forces. In contemporary culture, physical expressions of anger are generally considered too socially harmful to be tolerated. We no longer regard duels (决斗) as an appropriate expression of anger resulting from one person's awareness of insulting behaviour on the part of another.

Anger can be identified in the brain, where the electrical activity changes. Under most conditions EEG (脑电图) measures of electrical activity show balanced activity between the right and left prefrontal (额叶前部) areas. Behaviourally this corresponds to the general even-handed disposition (意向) that most of us possess most of the time. But when we are angry the EEG activity of the right and left prefrontal areas isn't balanced and as a result of this, we're likely to react. And our behavioural response to anger is different from our response to other emotions, whether positive or negative.

Most positive emotions are associated with approach behaviour; we move closer to people we like. Most negative emotions, in contrast, are associated with avoidance behaviour; we move away from people and things that we dislike or that make us anxious. But anger is an exception to this pattern. The angrier we are, the more likely we are to move towards the object of our anger. This corresponds to what psychologists refer to as offensive anger; the angry person moves closer in order to influence and control the person or situation causing his anger. This approach-and-confront behaviour is accompanied by a leftward prefrontal asymmetry (不对称) of EEG activity. Interestingly, this asymmetry lessens if the angry

person can experience empathy (同感) towards the individual who is bringing forth the angry response. In defensive anger, in contrast, the EEG asymmetry is directed to the right and the angry person feels helpless in the face of the anger-inspiring situation.

1. The “duels” example in Paragraph 2 proves that the expression of anger usually has a biological basis.
 - A. usually has a biological basis
 - B. varies among people
 - C. is socially and culturally shaped
 - D. influences one’s thinking and evaluation
2. What changes can be found in an angry brain?
 - A. Balanced electrical activity can be spotted.
 - B. Unbalanced patterns are found in prefrontal areas.
 - C. Electrical activity corresponds to one’s behaviour.
 - D. Electrical activity agrees with one’s disposition.
3. Which of the following is typical of offensive anger?
 - A. Approaching the source of anger.
 - B. Trying to control what is disliked.
 - C. Moving away from what is disliked.
 - D. Feeling helpless in the face of anger.
4. What is the key message of the last paragraph?
 - A. How anger differs from other emotions.
 - B. How anger relates to other emotions.
 - C. Behavioural responses to anger.
 - D. Behavioural patterns of anger.

007

A new study shows students who write notes by hand during lectures perform better on exams than those who use laptops (笔记本电脑).

More and more students are using laptops for note-taking because of speed and legibility (清晰度). But research has found laptop users are less able to remember and apply the concepts they have been taught.

Researchers performed experiments that aimed to find out whether using a laptop increased the tendency to make notes “mindlessly” by taking down word for word what the professors said.

In the first experiment, students were given either a laptop or pen and paper. They listened to the same lectures and were told to use their usual note-taking skills. Thirty minutes after the talk, they were examined on their ability to remember the facts and on how well they understood the concepts.

The researchers found that laptop users took twice as many notes as those who wrote by hand. However, the typists performed worse at remembering and applying the concepts. Both groups scored similarly when it came to memorizing the facts.

The researchers’ report said, “While more notes are beneficial, if the notes are taken mindlessly, as is more likely the case on a laptop, the benefit disappears.”

In another experiment aimed at testing long-term memory, students took notes as before but were tested a week after the lecture. This time, the students who wrote notes by hand performed significantly better on the exam.

These two experiments suggest that handwritten notes are not only better for immediate

learning and understanding, but they also lead to superior revision in the future.

1. More and more students favor laptops for note-taking because they can _____.
A. write more notes B. digest concepts better
C. get higher scores D. understand lectures better
2. While taking notes, laptop users tend to be _____.
A. skillful B. mindless C. thoughtful D. tireless
3. The author of the passage aims to _____.
A. examine the importance of long-term memory
B. stress the benefit of taking notes by hand
C. explain the process of taking notes
D. promote the use of laptops
4. The passage is likely to appear in _____.
A. a newspaper advertisement B. a computer textbook
C. a science magazine D. a finance report

008

Would it surprise you to learn that, like animals, trees communicate with each other and pass on their wealth to the next generation?

UBC Professor Simard explains how trees are much more complex than most of us ever imagined. Although Charles Darwin thought that trees are competing for survival of the fittest, Simard shows just how wrong he was. In fact, the opposite is true; trees survive through their co-operation and support, passing around necessary nutrition “depending on who needs it”.

Nitrogen (氮) and carbon are shared through miles of underground fungi (真菌) networks, making sure that all trees in the forest ecological system give and receive just the right amount to keep them all healthy. This hidden system works in a very similar way to the networks of neurons (神经元) in our brains, and when one tree is destroyed, it affects all.

Simard talks about “mother trees”, usually the largest and oldest plants on which all other trees depend. She explains how dying trees pass on the wealth to the next generation, transporting important minerals to young trees so they may continue to grow. When humans cut down “mother trees” with no awareness of these highly complex “tree societies” or the networks on which they feed, we are reducing the chances of survival for the entire forest.

“We didn’t take any notice of it,” Simard says sadly. “Dying trees move nutrition into the young trees before dying, but we never give them chance.” If we could put across the message to the forestry industry, we could make a huge difference towards our environmental protection efforts for the future.

1. The underlined sentence “the opposite is true” in Paragraph 2 probably means that trees _____.
A. compete for survival B. protect their own wealth
C. depend on each other D. provide support for dying trees
2. “Mother trees” are extremely important because they _____.
A. look the largest in size in the forest