

■ 主编 徐贤刚

高中英语培**优**专项通

(高二分册)



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前 言

当前,高中英语新课程正在全国范围内铺开,对教师 and 广大学子提出了新的要求。为此,我们组织了一批经验丰富的一线英语教师和英语教学研究专家共同担纲,配合英语学科的新课程标准,编写了这套丛书,共三个分册:《高中英语培优专项通(高一分册)》、《高中英语培优专项通(高二分册)》、《高中英语培优专项通(综合高三分册)》。

丛书各个分册的内容包括:完形填空、阅读理解和短文改错等专项训练,每个专项训练既有题型介绍、解题思路,又有实例解析,同时配有三阶训练,即闯关训练、挑战训练和冲刺训练。三阶训练是按学生的认知规律设计的,并依次递进,逐步提高。所有的训练都提供了完整的参考答案,部分还附有详细的解析,其目的是提高学生的自我纠错能力和分析解决问题能力,培养学生自主学习和创新的能力。

鉴于我们的水平有限,书中肯定存在一些纰漏,请读者提出批评和建议。

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完形填空



题型介绍

按照语言学习的规律,学生必须吸收相当数量的语言材料和经过一定量的语言实践,才能获得为交际运用英语的能力。完形填空是一种立意新、要求高的综合性语言测试题。它主要考查学生短文阅读理解的能力。要求考生必须聚精会神地阅读全文,借助短文中剩余部分,综合运用所学的词汇、语法知识,尽可能地利用短文中的信息词、信息句去猜测、推断意思,理解意思,理解线索,弄清句与句、段与段之间的联系,从而全面理解整篇文章。它所考查的是考生对语篇理解的连贯性与准确性。

一、完形填空试题的特点:

1. 取材广泛

完形填空多是记叙文,故事性强,有情节,而且内容多种多样,如侧重表达西方风俗习惯的文章、描写人物内心活动的文章、有关科技或常识的文章等。不少文章涉及西方文化背景,与中国文化有很大差别。

2. 文章长度稳定

完形填空文章一般在 250~290 个词之间。众所周知,一般说来,文章越短,挖空密度越大,由于失去的语言信息越多,理解文章的难度就越大,解答试题的难度也就会相应加大。当然,试题的难易程度还取决于文章本身的句子结构和遣词用句。如果通篇是简单句的结构,用词简单,自然便于理解,容易选择答案。相反,如果文章多用非谓语动词和其他短语结构,多用大词难词,则必然增强试题的难度。不过,都不会超越现在高中英语教材的难度。

3. 首句不设空

完形填空,一般没有标题,但首句一般不设空,是向考生提供时间、地点、人物、事件、论点等有用的信息,是了解全文的“窗口”,是考生进行推断的基础和起点。

4. 考查实词为主,虚词为辅

完形填空所考查的词,从词类上来说,以实词(动词、形容词、副词、代词等)为主,虚词(连词、冠词、介词等)为辅。

5. 重点考查篇章语意,即意义选择为主,语法填空极少



完形填空试题要求考生根据文章的整体内容,分层次的结构和内容的逻辑关系,去选择符合文章情节的答案。这就决定着试题考查必须以情景意义选择为主。在历年高考英语完形填空试题中,完全根据语法知识进行选择选择的很少。有的小题,既有语法排除的内容,也有意义选择的内容。无需语法知识,只根据文章内容确定答案,称为情景意义选择,目前已覆盖了完形填空的全部试题。

6. 以单词填空为主,词组和短语填空为辅

英语完形填空试题绝大部分是单词填空,词组或短语的整体填空极少,基本趋于零。

7. 选择最佳答案

从1990年开始,高考英语“完形填空”的试题由以前的“从四个选项中,选出一个正确答案”改为“选出一个最佳答案”。一词之变,使试题要求更加符合解答试题的实际。这就意味着,有的试题选项,从全文整体意义上看,也可能勉强讲得通,但考虑文章内容的具体情景或备选答案词语的习惯用法,仔细分辨细微的意义区别,才能确定最佳答案。

二、高考完形填空对学生的能力要求:

1. 根据上下文提供的语境来确定选项的能力。

完形填空在选项的设置上基本上与语法结构无关,重在文意的干扰,即把具体的语言知识融进具体的语言情境中去。在做题时,要通过上下文的前后提示或暗示,对整体文意进行把握,才能最终做出正确选择。

2. 具有较强的快速阅读和语篇的整体理解能力,能根据上下文线索通篇考虑。

3. 逻辑思维能力,理解文章主题思想的能力和推理判断的能力。

4. 熟练掌握并灵活运用词汇、短语的能力。

完形填空的选项多数是以词汇或短语的形式出现,考生须从选项所提供的词汇或短语的特点、意义和用法入手进行分析,逐一排除错误、欠妥、不贴切的选项,最终确定最佳答案,这是做好完形填空不可缺少的一部分。

解题思路

1. 细读首句

重视首句的开篇启示作用。完形填空题一般不给标题,但是按命题规律,首句往往是完整的句子,是理解全文的窗口,能够帮助考生抓住文章行文的起点和思路,找出解题的突破口。

2. 通读全文,掌握大意,粗选答案

依据首句提供的启示,快速阅读文章,从整体感知全文,掌握大意。这是第一遍阅读,读时要跳过空格,不看选项,困难肯定是有的,不懂之处不要停留,力求把注意力集中在文章的主线上。要注意文中的暗示,努力找出关键词。如果是故事性文章,关键词就是时间、地点和人物。抓住了关键词就抓住了故事的线索,进而理解全文。然后根据文

章的大意进行第二遍阅读,此时可边阅读边粗选答案,这是为了尽量减少空格,帮助更透彻地理解全文。

3. 上下文连贯,精选答案

通过前两遍的快速阅读,已对全文有了大致的了解。在这个基础上,再把文章细读一遍,对空格前后句作深入分析,确定空格在句中的意思。如果是语法问题,不仅要考虑时态、语态,还要考虑整个词法、句法。如果是语义问题,要从上下文分析,依据短文自身完整的语言环境进行合乎逻辑的推理判断。这遍阅读有两个目的:

①进一步加深对短文的整体理解。

②思考初读时发现的问题。但应注意:决不能停留在局部死抠,应以整体的大致把握为原则。有时下文可提供上文空格答案的线索或信息。选择答案时既要考虑句子结构是否完整、正确,又要跳出句子层次注意句际的结构,意义上的连接和照应关系,有时还应在段与段之间,情节与情节之间或更大的范围内观照上下文。同时还应注意行文逻辑,生活常识以及事物发展的规律。例如,95NMET 完形填空题第一段 "Washoe is a young chimpanzee(黑猩猩). She is no 41 chimpanzee, though. Scientists are doing a research 42 her. They want to see how civilized(驯化) she can 43. Already she does many things a human being can do." 41 空的四个选项 (foolish/ ordinary/ special/ simple) 均为形容词,都能修饰 chimpanzee, 根据下文,此黑猩猩在接受驯化,已能做人能做的许多事,从而便可确定,她不再是普通的 (ordinary) 黑猩猩了。如仅在此死抠,去辨别四个词的用法,是无法选出正确答案的。

做完形填空时遇到的一个最大的问题就是拿不准该选哪个词,有时就是在语境清楚的情况下,也不太容易选出正确答案。这就需要我们掌握词义的细微区别、词义程度的深浅、所表示范围的大小或感情色彩的不同等词义方面的知识以及掌握词的搭配,如动词和名词的固定搭配、动词与介词的搭配、名词与介词的搭配等等。只有把对上下文语境的理解及对词的用法结合起来作答,完形填空的正确性才能有充分的保证。根据历年高考完形填空试题中所考的各种词类的比例来看,动词、名词所占的比例最大,其次是形容词、副词、连词、介词、代词等。

4. 复读全文,消除疏漏

全部答案选定后,应再次对全文进行复读,并全方位、多角度地检查所选答案,看能否使全文连贯畅通,内容清晰,主题突出。在复核过程中,凡遇不通之处必是还有待推敲的疑点。对平时易犯的 error 尤其要给予足够的重视。对于个别拿不准的答案,应当根据自己的语感,尊重第一次选择的答案,若无充分依据,切勿轻易改动。

实例解析

What is intelligence(智力) anyway? When I was in the army I 1 an intelligence



test that all soldiers took, and, against 2 of 100, scored 160.

I had an auto-repair man once, who, on these intelligence tests, could not 3 have scored more than 80. 4, when anything went wrong with my car I hurried to him—and he always 5 it.

Well, then, suppose my auto-repair man 6 questions for some intelligence tests. By every one of them I'd prove myself a 7. In a world where I have to work with my 8, I'd do poorly.

Consider my auto-repair man 9. He had a habit of telling 10. One time he said, "Doc, a deaf-and-dumb(聋哑) man 11 some nails. Having entered a store, he put two fingers together on the counter and made 12 movements with the other hand. The clerk brought him a hammer. He 13 his head and pointed to the two fingers he was hammering. The clerk 14 him some nails. He picked out the right size and left. Well, Doc, the 15 man who came in was blind. He wanted scissors(剪刀). 16 do you suppose he asked for them?" I lifted my right hand and made scissoring movements with my first two fingers. He burst out laughing and said, "Why, you fool, he used his 17 and asked for them. I've been 18 that on all my customers today, but I knew 19 I'd catch you." "Why is that?" I asked. "Because you are so goddamned educated, Doc. I knew you couldn't be very 20."

And I have an uneasy feeling he had something there.

- | | | | |
|------------------|--------------|--------------|---------------|
| 1. A. failed | B. wrote | C. received | D. chose |
| 2. A. an average | B. a total | C. an exam | D. a number |
| 3. A. always | B. possibly | C. certainly | D. frequently |
| 4. A. Then | B. Thus | C. Therefore | D. Yet |
| 5. A. fixed | B. checked | C. drove | D. changed |
| 6. A. answered | B. practised | C. designed | D. tried |
| 7. A. teacher | B. doctor | C. winner | D. fool |
| 8. A. brains | B. effort | C. hands | D. attention |
| 9. A. again | B. as usual | C. too | D. as well |
| 10. A. lies | B. jokes | C. news | D. tales |
| 11. A. bought | B. tested | C. found | D. needed |
| 12. A. cutting | B. hammering | C. waving | D. circling |
| 13. A. nodded | B. raised | C. shook | D. turned |
| 14. A. brought | B. packed | C. sent | D. sold |
| 15. A. clever | B. other | C. right | D. next |

- | | | | |
|--------------------|------------|---------------|----------------|
| 16. A. What | B. How | C. Who | D. Which |
| 17. A. imagination | B. hand | C. voice | D. information |
| 18. A. trying | B. proving | C. practising | D. examining |
| 19. A. for sure | B. at once | C. in fact | D. right now |
| 20. A. clear | B. silly | C. slow | D. smart |

分析及解题思路:

本文的首句“What is intelligence(智力) anyway?”意为:究竟什么是智力?由此可推测本文是要围绕“智力”展开叙述。“我”当兵时测定的智商是 160,而人类的平均智商为 100。它暗示主人公有一种不服气的心理;这种高智商的人算不算有智力?究竟是什么样的人才算有智力?这就是本文的主旨。在这个主旨的引导下,进行合乎逻辑的推理判断,我们就可以得出结论:主人公虽然智商高但却被认为智力低下而且还可能是被智商低的人所轻视,这就是主人公内心不服气的原因。我们可推测本文可能要介绍“我”曾经如何被低智商的人轻视的事例,同时本文也表达了“我”被人小瞧的不愉快的感受。

1. C。我当兵时,要接受一次全体战士都要进行的智力测试,故 C 为正确答案。
2. A。选 an average,是因为下文“scored 160”表明我的智商为 160,那么表对比的 100 就一定是人类的平均智商。
3. B。选 possibly,是因为空格前后语意为“不可能在这些智力测试中超过 80 的智商”。
4. D。选 Yet,是因为上文交代这个人智商只有 80,而下文却交代我这个智商高的人车子坏了,每次都是他给修好,上下文之间为转折性逻辑关系,因此,该空所填之词应是表“然而”。
5. A。选 fixed,是因为上文交代每当车子出毛病的时候我都匆忙去找他,因此他总能帮我做的事情应当是修理车子。这儿的 and 很重要,它表明了因果关系,即只要我的车子坏了,他总能修好。
6. C。选 designed,是因为本句语境为:假设我的汽车修理工为我设计一些智力测试题(来测试我的智力)。
7. D。选 fool,是由下文“I'd do poorly”进行反向推断,每次他出题的智力测试结果都表明我是一个傻瓜。
8. C。选 hands,是因为空格前边的 with 表示使用具体的工具,因此与 work with 构成搭配的短语当然是 work with hands(用手工作)。
9. A。选 again,是因为第六空前边的“Well, then, suppose my auto-repair man”表明这是一次假设,而本空前边的 Consider 暗示这是再次假设。
10. B。选 jokes,是由于下文所举的两个例子态度不是很严肃、后果不是很严重,因此这两个例子是笑话。



11. D. 选 needed, 是因为下文才交代他走进商店, 因此此时他还没买钉子, 而只是需要钉子。

12. B. 选 hammering, 是由下文“The clerk brought him a hammer”进行反向推断而出。

13. C. 选 shook, 店员给他拿来了锤子, 但他却指向用锤子锤的两只手指, 说明他不是要锤子, 因此必然会摇头而否定锤子。

14. A. 选 brought, 是因为它与上文第 13 空格前边的 brought 信息特点完全吻合。

15. D. 选 next, 是因为上文交代第一个走进商店的是聋哑人, 因此这个人一定是接着第一个人走进商店的。

16. B. 选 How, 是因为上文介绍了聋哑顾客购物意愿的表达方式, 因此该空也一定是讲第二个盲人顾客购物时如何表达, 而下文详细介绍我猜测盲人顾客购物意愿的表达方式也证明了这一点。

17. C. 选 voice, 是因为上文的“Why, you fool”表明这些盲人顾客不用手势来表达, 而下文的“and asked for them”, 表明他一定是用语言来问的, 所以该空应填 voice。

18. A. 选 trying, 是因为下文“that on all my customers today...”表明我今天一整天接待顾客都尽量用语言与顾客交流。

19. A. 选 for sure, 是由下文“Because you are so goddamned educated”推断, 我一定会在智力测试中失败。

20. D. 第 19 空后边的“Because you are so goddamned educated”表明此处为贬义语气, 因此第 20 空在已出现缩写前边已有否定词“couldn't”的情况下填褒义词 smart 是正确的。

超强训练

闯关篇

1

Jimmy was good at breaking safes open. He was 1 by the police and put in 2 for ten months. When he was set free, he made up his mind to 3 breaking safes and live in another town. He changed his name to Ralph Spencer and 4 a shoe store. Soon everyone in the town 5 Mr. Spencer. Business was good, and by the end of the year he made 6 with Mr. Adams and his daughter. Mr. Spencer and Annabel loved each other. One day Annabel, her father, her married sister, and Mr.



Spencer were 7 in the bank. Mr. Spencer had his bag of 8 with him. He has planning to 9 them away that day. The bank had a new safe with a special 10 controlled by a clock. "Look at that safe," said Mr. Adams. "Now it's open, 11 if you shut it, you can't open it till the planned time." Annabel's sister's two little children were playing 12 the safe. Suddenly one of them got into the safe, and the other 13 the door. There was a cry from the women. Mr. Adams 14 to open the door, but he could not.

"My child!" cried the children's mother. "She'll die. Open the door. 15 it open. Please get her out." Annabel turned to Mr. Spencer. There was some 16 in her eyes. A woman 17 that the man whom she loves can do anything. Mr. Spencer 18 his tools out of the bag. Soon he began to 19 on the door. He forgot that he was Mr. Spencer. He was Jimmy again. 20 ten minutes the door of the safe was open. The child was safe in her mother's arms.

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|------------------------|-----------------|------------------|----------------|
| 1. A. shot | B. held | C. caught | D. touched |
| 2. A. prison | B. hospital | C. hotel | D. station |
| 3. A. begin | B. stop | C. continue | D. remain |
| 4. A. started | B. made | C. built | D. set |
| 5. A. hated | B. forced | C. calmed | D. liked |
| 6. A. shoes | B. goods | C. friends | D. safes |
| 7. A. working | B. stealing | C. talking | D. robbing |
| 8. A. money | B. tools | C. clothes | D. shoes |
| 9. A. put | B. keep | C. move | D. throw |
| 10. A. bottom | B. side | C. door | D. key |
| 11. A. as | B. but | C. even | D. only |
| 12. A. in the front of | B. in charge of | C. at the end of | D. in front of |
| 13. A. opened | B. played | C. closed | D. turned off |
| 14. A. managed | B. tried | C. worked | D. thought |
| 15. A. Break | B. Tear | C. Keep | D. Let |
| 16. A. tear | B. water | C. hope | D. light |
| 17. A. proves | B. knows | C. says | D. thinks |
| 18. A. took | B. led | C. pushed | D. used |
| 19. A. turn | B. knock | C. work | D. operate |
| 20. A. For | B. In | C. Before | D. Until |



2

There was once a professor of medicine, who was very strict with his students. Whenever he took the chair on the exam committee, the students would be in 1, because he was seldom pleased with the 2 they gave. A student would be 3 enough if he or she could receive a good 4 from him. At the end of the term, the students of 5 would take exam again. Now a student 6 the exam room and got 7 before the committee. This student was a little 8 as he knew it would not be so 9 to get through the exam at all.

The professor began to ask. The student was 10 to describe a certain illness, his description of which 11 out to be OK. Then the professor asked about the 12 for the illness, and the student, too, answered just as 13. "Good," said the professor, "and how much will you 14 the patient?" "A full spoon," answered the student. "Now you may go out and wait for what you can get," said the professor. At the same time the committee 15 carefully the answers the student had given. Suddenly the student noticed there was something wrong with his 16 answer. "A full spoon is too much," he thought to himself. 17 he opened the door of the room and cried, "Mr. Professor, I've made a 18! A full spoon is too much for the patient. He can only take five drops."

"I'm sorry, sir," said the professor 19, "but it's too late. Your patient has 20."

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|------------------|----------------|----------------|---------------|
| 1. A. sorrow | B. fear | C. pain | D. pity |
| 2. A. papers | B. arguments | C. scores | D. answers |
| 3. A. brave | B. lovely | C. lucky | D. lively |
| 4. A. mark | B. smile | C. face | D. word |
| 5. A. science | B. medicine | C. biology | D. arts |
| 6. A. passed | B. left | C. entered | D. reached |
| 7. A. caught | B. arranged | C. stood | D. seated |
| 8. A. eager | B. puzzled | C. excited | D. nervous |
| 9. A. difficult | B. easy | C. comfortable | D. encouraged |
| 10. A. required | B. ordered | C. pleased | D. helped |
| 11. A. made | B. looked | C. turned | D. gave |
| 12. A. condition | B. description | C. cure | D. advice |

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|-------------------|--------------|-----------------|--------------|
| 13. A. direct | B. right | C. good | D. wrong |
| 14. A. take | B. feed | C. give | D. sell |
| 15. A. argued | B. discussed | C. examined | D. quarreled |
| 16. A. last | B. first | C. satisfactory | D. wonderful |
| 17. A. Anxiously | B. Proudly | C. Gladly | D. Suddenly |
| 18. A. correction | B. mistake | C. speech | D. discovery |
| 19. A. sadly | B. coldly | C. shamefully | D. snuggery |
| 20. A. left | B. recovered | C. died | D. returned |

3

American cities are similar to other cities around the world. In 1 country, cities show the 2 of the culture. Cities contain the very 3 aspect(方面) of a society; opportunities for education, employment and so on. They also 4 the very worst parts of a society. Now American cities are changing, just 5 American society. After World War II, the population of 6 large American cities became smaller; 7, the population in many Sun Belt cities increased. Los Angeles and Huston are cities 8 population increased. That people come into and out of the city shows the changing value of American society. During this time, in the 9 1940s, the people of the city became wealthier and they had more children. They need more 10. They moved out to buy their own homes. They bought houses 11 the city, areas near a city where people live and there are not many offices or factories. During the 1950s the American "dream" was to have a house outside the city. Now things are changing. The children of the people who 12 the cities in the 1950s are now adults. They 13 their parents want to live in the cities. 14 continue to move to cities in the Sun Belt. Cities are becoming 15 and the population is increasing in 16 states as Texas, Florida and Californian. 17 are moving to more established cities, such as Boston and Chicago. Many young doctors, lawyers and bosses are moving back into the city. They prefer the city 18 the outside of it, because their jobs are there; they are afraid of the oil shortage; or they just 19 the excitement and opportunities which the city offers. A new class is moving into the cities—a wealthier and 20 mobile class.

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|-------------|----------|---------------|------------|
| 1. A. all | B. every | C. another | D. either |
| 2. A. value | B. worth | C. importance | D. expense |



- | | | | |
|-------------------|----------------|----------------|--------------|
| 3. A. well | B. good | C. better | D. best |
| 4. A. content | B. get | C. contain | D. include |
| 5. A. likely | B. as | C. while | D. when |
| 6. A. all | B. most | C. few | D. much |
| 7. A. but | B. and | C. however | D. although |
| 8. A. its | B. which | C. where | D. that |
| 9. A. late | B. later | C. lately | D. latter |
| 10. A. space | B. spots | C. time | D. food |
| 11. A. beside | B. downtown | C. countryside | D. outside |
| 12. A. arrived | B. left | C. reached | D. entered |
| 13. A. as | B. like | C. dislike | D. unlike |
| 14. A. Some | B. All | C. Several | D. Both |
| 15. A. big | B. noisy | C. larger | D. wonderful |
| 16. A. such | B. these | C. those | D. many |
| 17. A. The others | B. The ones | C. Peoples | D. Others |
| 18. A. than | B. better than | C. rather than | D. to |
| 19. A. win | B. enjoy | C. earn | D. own |
| 20. A. very | B. and | C. more | D. or |

4

The night was dark, though sometimes the moving clouds allowed a star or two to be seen in the sky. The poor men held on to any bit of 1 they could find. They called to the Marie for 2 but she was far 3 the reach of the human voice. At one o'clock in the morning suddenly some 4 were seen in the distance; another ship! The shouts of the 5 were heard on board, and willing hands pulled them out of the water. The 6 of the ship that had arrived at the scene 7 to save their lives was the Ellen. What had 8 her to the exact spot 9 the darkness and the pathless sea? Her captain had known 10 of the wreck (沉船) and had, indeed, 11 to sail away from it. But let him speak for himself.

"12 I was forced by the wind to change my course, a small bird flew across the ship once or twice and then flew at my face. I 13 of this until exactly the same thing happened a second time. 14 caused me to think it rather 15. While I was 16 this, the same bird, for the third time, made its appearance and flew 17 in



the same way as before. I was then 18 to change my course back to the original one. I had not gone far 19 I heard a strange voice. When I tried to 20 where they came from, I found I was in the middle of people who had been shipwrecked. I immediately did my best to save them."

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|--------------------------|-------------------|-------------------|---------------------|
| 1. A. land | B. grass | C. hope | D. wood |
| 2. A. food | B. help | C. rest | D. stop |
| 3. A. off | B. out | C. beyond | D. from |
| 4. A. people | B. lights | C. ships | D. houses |
| 5. A. sailors | B. captains | C. rescuers | D. swimmers |
| 6. A. name | B. owner | C. captain | D. finder |
| 7. A. ahead of time | B. at times | C. on time | D. in time |
| 8. A. brought | B. carried | C. kept | D. caused |
| 9. A. in | B. on | C. through | D. around |
| 10. A. everything | B. nothing | C. something | D. anything |
| 11. A. attempted | B. managed | C. allowed | D. demanded |
| 12. A. Just as | B. In case | C. Only because | D. Even though |
| 13. A. paid no attention | B. took good care | C. took no notice | D. kept close watch |
| 14. A. which | B. what | C. that | D. this |
| 15. A. interesting | B. funny | C. friendly | D. unusual |
| 16. A. searching | B. expecting | C. considering | D. studying |
| 17. A. back | B. about | C. up | D. down |
| 18. A. forced | B. decided | C. persuaded | D. forbidden |
| 19. A. when | B. until | C. then | D. while |
| 20. A. listen to | B. search for | C. make sure | D. look out |

5

A man once had a dream about the Black Forest in Germany. In his dream he was walking in the 1 when two men ran out and tried to 2 him to the ground. He 3 off as fast as he could, but the two men 4. He reached a place where he saw two separate 5 in front of him, one to the right and the other to the left. Which road ought he to 6? He heard the two men behind him getting 7, and at the same time he suddenly heard a 8 in his ears. It told him to go to the right, and he



did 9. He ran on and soon came to a 10. He was received there kindly and given a room, and so he was saved from the two men. That was the 11.

Twenty years 12, he was 13 in the Black Forest, and as 14 in the dream long before, two men ran out and tried to 15 him. He was off and came to a place 16 two roads, as in the dream. He 17 the dream and took the road to the 18. He soon reached a small hotel, was 19 in and so was safe. His dream of twenty years before had 20 his life.

- | | | | |
|----------------|---------------|-------------------|--------------|
| 1. A. street | B. mountains | C. forest | D. fields |
| 2. A. throw | B. put | C. keep | D. make |
| 3. A. went | B. drove | C. left | D. ran |
| 4. A. followed | B. came | C. hid | D. stopped |
| 5. A. signs | B. roads | C. directions | D. spots |
| 6. A. pick | B. take | C. walk | D. go |
| 7. A. close | B. nearer | C. far | D. out |
| 8. A. talk | B. sound | C. voice | D. noise |
| 9. A. not | B. so | C. it | D. that |
| 10. A. hotel | | B. office | |
| | C. hospital | D. police station | |
| 11. A. story | B. experience | C. incident | D. dream |
| 12. A. ago | B. earlier | C. later | D. before |
| 13. A. really | B. hardly | C. nearly | D. surely |
| 14. A. seen | B. happened | C. went | D. known |
| 15. A. catch | B. shoot | C. beat | D. follow |
| 16. A. by | B. with | C. in | D. at |
| 17. A. forgot | B. remembered | C. knew | D. kept |
| 18. A. left | B. right | C. front | D. back |
| 19. A. taken | B. accepted | C. received | D. caught |
| 20. A. lost | B. killed | C. saved | D. protected |

6

Once I thought love meant flowers, gifts and sweet kisses. So, I really 1 whether there is love between my parents. Every day they are very busy 2 to earn money to pay the high schooling for me. They don't act in the 3 ways that I read

