



慧语轩[®]教育
HUI YU XUAN

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高考完形阅读书面表达

◆权威的高考试题分析及应试策略指导

◆专题强化训练设题科学、安排合理



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前言

阅读能力测试是英语教学与考试的重中之重,考生阅读水平的高低直接决定其考试成绩。对这一能力的考查,涉及的题型很多,主要有“完形填空”和“阅读理解”。这两方面技能的提高离不开平时的训练,为此我们邀请了具有多年丰富教学经验的老师编写了这套丛书。他们独到的见解和敏锐的洞察力,对高考命题特点及规律的准确把握,使得本书具有很强的权威性、前瞻性和导向性。

“完形填空”是考查英语综合应用能力的题型之一,主要考查考生连续理解语篇意义和准确运用语言的能力,属于一种障碍阅读理解,难度较高。要求考生既要有在一定英语基础上的逻辑推理、分析判断能力以及词语意义和用法的辨析能力,又要有在特定语言环境中综合运用知识的实践能力。这对高中生来说都是有一定难度的。

“阅读理解”是考查较强的英语综合能力的题型。包括对英语文章中词汇的理解能力,对句子的解析能力和对篇章的把握能力。阅读理解也是高考英语考试中的测试重点,所占分值比重最大。

以上两种题型是考试中考分最重,难度最大,耗时最多的。因此,同学们在英语学习中,要加强阅读理解能力的培养。

要提高阅读理解能力,首先要进行大量、广泛的阅读,其次要做一些有针对性的练习。本书即为实现这一目标而编写的。

本书特色

一、选材新颖,题材广泛,题型全面 本书包括科普、历史、地理、文化、教育、经济、人物、故事、新闻报道、广告等题材;体裁全面,有记叙文、议论文、说明文和应用文等;题型也很全面,涵盖了全国各省市、各地区的所有题型,包括近年来出现的各种新题型。

二、选材长度、难度适当 非常适合本年级学生同步复习之用 个别材料略难一些,主要是为提高能力而设计的。

三、设题角度及考查点紧扣教学和考试大纲的要求,与近几年的升学考试命题趋势保持一致 题型非常全面,包括主旨大意题、事实细节题、推理判断题、词义猜测题、观点态度题以及阅读表达题等。

四、答案及解析详细 本书答案部分先对文章进行简单的概括性说明,然后详细分析每一题的考点、解题思路并结合具体题目渗透解题技巧,突出对阅读技能的训练和解题思路的点拨,便于学生自学自测使用。

本书使用说明

本书分为30个单元,每个单元由“完形填空”和“阅读理解”配“书面表达”组成,与升学考试的卷面顺序设置一致。因此,本书可作为学生的“每日训练”或“每周一测”使用,建议学生在“建议用时”的时间内完成,做完后要及时地对照本书后面给出的答案详解,总结自评,找出出错的原因。

本书不同于其他类阅读辅导书,它将“完形填空”与“阅读理解”与“书面表达”有机结合,进行组合训练,更加接近考试的模式,有助于学生快速积累考场经验,提高应试能力。

编者

成功之路
The Road to Success



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讲解篇：高考完形·阅读·书面表达的解题方法与技巧解析

完形填空

做完形填空题一般遵循以下三个步骤：

1. 粗读。即：不看答案，跳读全文，通篇考虑，弄清作者思路，掌握大意。答题前，跳过空格，通读一遍全文，力求对文章的整体内容有基本了解。整篇文章的提示句往往在开头，一般情况下，该试题的首句是完整的，是交待背景的，突破首句有助于把握大意，理顺思路，而结尾的几句则是对文章的总结或作者的观点的表明。

2. 分析文章结构。即：理解领会文章各部分、各层次之间的逻辑关系。只有明白文章结构，了解各段落之间的关系，才能加深对文章的理解。明白了各部分是如何为表现主题思想服务的，也就更容易把握带空的句子所需要的是什么内容，因此就更容易选准答案了。

3. 试填。结合备选答案，细读全文，并分析推断正确选项。在跳读全文了解大意的基础上，细读全文。按文章前后顺序结合备选答案，边读、边分析、边推断正确选项。对试题的测试部分（即文中空格）进行分析。看缺的是什么词，起什么作用，同时观察对应备选答案的情况，从句子的意思上去验证究竟用什么词类、什么形式填空才正确。

注意：

1. 切忌题目一到手就逐字逐句地往下填，而不首先去了解全文的意思。

2. 完形填空题不同于单项选择题，不能孤立地就词论词、就句论句地去推测判断，必须根据上下文，从整体的观点入手，尤其当所给的选项是同义词时，更要善于从字里行间、前后词语搭配寻找有关线索。

3. 要放松思想，克服紧张心理，不要因为有个别生词就着急，往往这些生词能够根据上下文推断出其词义。

一、五大常见考查重点

1. 对上下文语义的理解
2. 对上下文逻辑关系的把握
3. 对词语习惯搭配的掌握
4. 对近义、近形词的辨析
5. 对句子语法结构的分析

二、完形填空解题技巧

1. 借助词汇复现现象解题

“词汇的复现”是指某一词以原词、同义词/近义词、反义词、同源词、上下义词（总分关系）以及其他形式重复出现在语篇之中。词汇复现的语用意义是使得语篇中的句子相互衔接和连贯，从而构成一个完整和有机的意义整体。

（1）原词（同义词、近义词）复现：即同一词语的重复出现。很多正确选项常是上文或下文中出现的词。

【例 1】

【2012 北京卷】

It was the first time that my <u>36</u> took on a vivid form ... in the summer of 2005 when I was 18. I received a phone call which made <u>that dream</u> a reality; I became a member of the company dating back to 1925.	36. A. hobby B. plan C. dream D. word
---	--

【答案与解析】

36. C。 根据下文的 which made that dream a reality（使这个梦想变成了现实）可知，此处的意思是“那是第一次我的”梦想“以生动形象的形式呈现”因此答案为 C。

（2）反义词复现：即反义词语的重现，反义词的出现常伴有表示并列或转折关系的信号词出现。but 连接两个含义相对的词：small but neat; expensive but tasty; gave them reason to reflect on their past and plan for their future.

【例 2】

【2012 山东卷】

Whenever we hear about “the homeless”, most of us think of the Developing world. But the truth is that homelessness is everywhere. For example, how many of us would expect to see people living on the streets of a <u>37</u> country like Germany?	37. A. traditional B. developing C. typical D. wealthy
--	---

【答案与解析】

37. D。 根据上文的 developing（“发展中”国家）和转折词“but”，及后面的 Germany 可知，此处指“发达（developed）”国家或“富裕的（wealthy）”国家。因此答案为 D。

2. 借助同现现象解题

所谓同现是指意义上相互关联的词同时出现在一个语义场中，与同一话题相关的词汇构成了以某一话题为中心的词汇链。

(1) 意群同现

【例 3】

【2012 山东卷】

Kurt Muller and his wife Rita have spent eleven years making ___ 38 ___ for the homeless of Berlin, Germany's capital. They first began one long hot summer when most Germans were away on holiday. Kurt and his wife stayed at home, made sandwiches, setting up a table in the street and gave food to the homeless.	38. A. preparations B. houses C. meals D. suggestions
【答案与解析】 38. C. 从下文的 made sandwiches 以及 gave food to the homeless 可知此空应该是与食物有关的词语, 因此答案为 C。	

(2) 因果同现

前后的词语之间存在着必然的因果关系。

【例 4】

【2012 北京卷】

I never actually expected to get the job. After being offered the position, I was completely ___ 45 ___. I remember shaking with excitement.	45. A. motivated B. relaxed C. convinced D. astonished
【答案与解析】 45. D. 从上文 "I never actually expected to get the job (我从未料到会得到这个工作)" 可知 "我" 被提供这个工作这件事是出乎我的意料, 因此我非常 "惊讶 (astonished)".	

(3) 搭配/结构同现:

选择完型填空的答案时要考虑到特定句型和成对出现的短语。如:

some..., others; on one hand..., on the other hand; former..., latter; so... that; not... but...; not only... but also; hardly/scarcely... when...; no sooner... than...; be about to do ... when...; make up one's mind; make a difference; spend money on sth...

【例 5】

【2012 天津卷】

I tried picking up trash myself, but the job was too big. I would ___ 24 ___ an hour or two on the job, only to find the area trashed all over again weeks later.	24. A. kill B. save C. wait D. spend
【答案与解析】 24. D. 此处意思是 "我花一两个小时捡垃圾, 但是几周后又发现到处都是垃圾"。"花时间做某事" 的英语结构是 "spend time on sth", 因此答案为 D。	

阅读理解

一、阅读理解主要考查形式有五大类:

1. 细节理解题。即要求考生对阅读材料中的某一具体事实和细节进行理解。这一题型常见的命题方式有: 事实认定题、排序题、图形辨认题、数字运算题等。
2. 推理判断题。这类题主要考查学生根据文章的字面意思, 通过语篇逻辑关系, 研究细节的暗示, 理解文章的寓意等。推理判断题属于主观性较强的高层次阅读理解题。
3. 主旨大意题。该类题主要考查学生对所读材料中心思想的概括。其考查形式有很多, 如概括标题、主题、中心思想等。
4. 观点态度题。理解作者对文章中某种现象的看法。
5. 词义猜测题。即要求考生根据一定的上下文语境猜测生词的词义。

二、阅读理解解题技巧

1. 细节理解

细节理解题要求考生对阅读材料中的某一具体事实和细节进行理解。它们大都是根据文章中的具体信息如事实、例证、原因、过程、论述等进行提问的。

常见题干表现形式如下:

According to the passage, it is ... that _____.

According to the passage, the best solution to ... is _____.

According to the passage, the problem of ... partly arises from _____.

The author describes ... as ... because _____.

All the following ideas are included in the passage except _____.

All the following statements are true EXCEPT that _____.

了解细节理解题干扰选项的特点也有助于考生提高答题的正确率。一般情况下,干扰项有如下几个特点:(1)是原文信息,但不是题目要求的内容;(2)符合常识,但不是文章内容;(3)与原文的内容极其相似,只是在程度上有些变动;(4)在意思上与原文大相径庭甚至完全相反;(5)部分正确,部分错误。

解题时要求考生快速抓住原文中的关键信息,要注意往往答案与原文中的语句并非完全一样,而是用不同的词语或句型结构表达相同的意思。有的细节理解题就需要通过有关词语和句子的转换。值得一提的是,有时原文中的信息可能只是一个短语,甚至一个单词,因此需要我们在阅读中特别仔细才能捕捉到真正有用的信息。

注意:

第一,一般来说,含有模糊性概念的词语如 some, sometimes, certain, someone, more ... than, (not) as ... as ..., less, probably, possible 等的选项为答案的可能性较大;而含有绝对含义较强的词如 only, everything, all, none, must, never, always, alone, everyone, entirely, absolute, any, no, completely 等的选项为答案的可能性较小。

第二,篇章阅读题中,尤其是议论文体中,符合一般规律、意义深刻、富有哲理的选项为答案的可能性较大;而那种明显不符合大众思维、违背常理的选项为答案的可能性较小。

【例 1】

【2012 陕西卷 D 篇】

A high school newspaper editor said it is unfair for companies to discourage visible tattoos, nose rings or certain dress styles. It is true that you can't judge a book by its cover, yet people do cover themselves in order to convey certain messages.	57. Which of the following is the newspaper editor's opinion according to paragraph 2? A. People's appearances carry messages about themselves. B. Customers' choices influence dress standards in companies. C. Candidates with tattoos or nose rings should be fairly treated. D. Strange dress styles should not be encouraged in the workplace.
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【答案与解析】

57. C 根据第 2 段: A high school newspaper editor said it is unfair for companies to discourage visible tattoos, nose rings or certain dress styles. 可知,这位编辑认为公司反对员工或应聘者纹身,戴耳环是不公平的,也就是说,他认为即便是纹身,戴耳环的人也应该受到公正的对待,公司不该以貌取人。因此答案为 C。

2. 推理判断题

推理判断题主要测试考生根据文章中的细节或局部内容,利用上下文的逻辑关系和内容上的关联,推断出隐含在事实或细节中的深层含义,理解文字所表达的言外之意。这类题目不但要求考生充分理解文章所表达的字面含义,还要掌握一定的逻辑思维和推理判断能力。

此类题的题干中一般都含有 imply, infer, deduce, conclude 等表示推理和判断的词语。

常见的题干表现形式如下:

It can be inferred from the passage that...

What do we learn from the last paragraph?

It can be concluded from the passage that...

解答推理判断题不要试图在原文中直接寻找答案,推理判断题的答案是根据文中的细节或局部内容推理得出的,是文中细节内容中隐含的深层次含义,因此不可能在原文中直接找到相对应的陈述。而要注意原文中事实细节的干扰,且要理清上下文的逻辑关系。

解答推理判断题,除了仔细分析题干出处的细节内容的含义以外,还要理清上下文的逻辑关系,根据这些逻辑关系线索,从上下文的陈述中推出答案。

【例 2】

【2012 江西卷 B 篇】

Although the meeting is not long, it leaves him with a feeling of <u>completeness</u>. As a journey of <u>self-discovery</u> The Snake-Stone also provides its readers with a happy ending. Its hero says. On returning to his foster parents, "I was home."	65. It can be concluded that James' journey is _____. A. worthwhile B. boring C. comfortable D. disappointing
---	--

【答案与解析】

65. A 根据最后一段可知,James' journey 给了 James 一种完整感,圆满感,这也是 James 的一次自我发现之旅,因此这个 journey 是值得做的,有价值的(A),James 不虚此行。

3. 主旨大意题

A thousand-li journey is started by taking the first step. 千里之行,始于足下。

• 3 •



主旨大意题主要测试考生对文章主题的理解和把握能力以及对文章大意的归纳概括能力。这类题目常就文章的主题、大意、标题或写作目的进行设问。

常见的题干表现形式如下：

The passage is mainly about...

The passage mainly discusses ...

The passage centers on...

The main idea (central idea) of the passage is...

The best title for the passage would be...

Which of the following titles best summarizes the main idea of the passage?

What's the author's purpose in writing this article?

The author's main purpose in writing the passage is to... 解答主旨大意题可以优先考虑概括性较强的选项。能够表现文章的主旨大意的选项一般都具有较强的概括性，经常含有像 way, approach, concept, chance, opportunity, general, necessity, importance 等抽象名词和概括性词语，因此在选择时应优先考虑这类选项。

要重点阅读首尾段和各段首尾，且寻找文章或段落的主题句。

另外，要注意出现频率较高的词语。文章中重复频率较高的词语很可能就是蕴含文章中心思想的关键词，这类关键词可能是同一个词语多次出现，也可能是同一类词语贯穿全文。

【例 3】

【2012 辽宁 C 篇】

If Confucius were still alive today and could celebrate his September 28 birthday with a big cake, there would be a lot of candles. ... But this doesn't mean that Americans don't care about Confucius. In many ways he has become a bridge that foreigners must cross if they want to reach a deeper understanding of China.	66. What is the best title for the passage? A. Forgotten wisdom in America B. Huge Fans of the Chinese Language C. Chinese Culture for Westerners D. Old Thinker with a Big Future
【答案与解析】 66. D. 本文主要内容是：孔子思想成为了外国人深入了解中国的一座桥梁，外国人争相学习孔子思想，孔子这位古老的思想家在将来很长一段时间内都不会被遗忘，因此最佳标题选 D(古老的思想家却有着灿烂的未来)。	

4. 观点态度题

观点态度题主要测试考生根据文章内容发现或推断出作者对某人或事物的观点或态度、作者的行文基调、文中某人或某机构对人对事物的观点或态度的能力。

常见的题干表现形式有：

It's the author's view that...

What is the author's attitude toward...?

The author's attitude toward... could be described as...

Which of the following best describes the author's tone in this passage?

The author believes that...

解答观点态度题要辨别清楚文章的文体。议论文中，文章的中心句处一般暗示作者的态度；而说明文因为其体裁的客观性，作者的态度也往往采取中立。在描述性文章中，因为其文章观点往往不直接提出，而且作者写作时又常带有某种倾向性，所以，要求考生在读这种文体时要细心捕捉表达或暗示作者情感态度的词或短语，捕捉那些烘托气氛、渲染情感的词句。

同时要结合所举例子和文章主题进行判断。并且要熟悉具有感情色彩的词语。

选项中具有感情色彩的词语有三种形式：褒义词、贬义词、中性词。

褒义词：positive(赞成的)；supporting(支持的)；praising(赞扬的)；optimistic(乐观的)；admiring(羡慕的)；interesting(有趣的)；enthusiastic(热情的)；pleasant(愉快的)；polite(礼貌的)；supportive(支持的)；approval(赞成)；approving(满意的)；confident(自信的，确信的)

贬义词：critical(批评的)；negative(否定的，反对的)；suspicious(怀疑的)；worried(担忧的)；pessimistic(悲观的)；depressed(沮丧的)；disappointed(失望的)；ironic(讽刺的)；bitter(尖酸的，刻薄的)；angry(气愤的)；subjective(主观的)；frustrated(失败的，落空的)；questioning(质疑的)；doubtful(可疑的)；dissatisfied(不满意的，不高兴的)；biased(有偏见的)；satirical(讽刺的)；opposed(反对的)

中性词：uninterested(无兴趣的，不感兴趣的)；neutral(中立的)；impersonal(不带个人感情的)；objective(客观的)；cautious(谨慎的)；sensitive(敏感的)；factual(事实的)；persuasive(有说服力的)；personal(个人的)；formal(正式的)；informal(非正式的)



【例 4】

【2012 新课标卷 D 篇】

The law of overlearning explains why cramming for an examination, though it may result in a passing grade, is not a satisfactory way to learn a college course. By cramming, a student may learn the subject well enough to get by on the examination, but he is likely soon to forget almost everything he learned.

70. What is the author's opinion on cramming?
- A. It leads to failure in college exams.
B. It's helpful only in a limited way.
C. It's possible to result in poor memory.
D. It increases students' learning interest.

【答案与解析】

70. B. 根据文章最后一段可知,虽然突击学习也许能使学生通过考试,但他很可能迅速忘记所学知识。因此,突击学习只在有限的方面有帮助(B)。

5. 词义猜测题

词义猜测题主要测试考生对阅读文章中出现的关键词的理解能力。对于文中单词的考查无外乎三种情况:第一种是在特定语境中判断多义常用词的具体含义;第二种是根据上下文推测出生僻词汇的含义;第三种是根据上下文推测出代词所指代的具体内容。

常见的题干表现形式如:

The word "... " mostly probably means...

The word "... " mostly probably refers to...

Which of the following is the closest in meaning to the word "... " ?

The word "they" in the sentence "... " refers to...

解答这类题目时不能孤立地根据某个句子或短语做出判断,应把它放到上下文中去理解。可以通过连接词判断词义:一般来说,由 and 连接的两项内容在含义上是接近或递进的,而以 or 连接的两项内容在含义上往往相反,但有时 or 后面的内容也是对前面内容的进一步解释和说明。另外,其他表递进、转折、因果等关系的信号词均可用来帮助判断词或短语的含义。也可以利用所举例子进行判断:作者经常会在生词、难词、短语或句子的后面列举实例来进一步解释或重申上文的内容。通过这些例子往往可以推断出所考词汇的含义。还可以将各选项放到原文中检验:如果直接判断词的含义比较困难,那么就可以将各选项代入原文,代替所考查词汇在原文中的位置,看其是否能使上下文语义通顺,利用排除法进行选择。

【例 5】

【2012 新课标卷 A 篇】

So, when it finds a suitable nest, it looks for someone to help it. The honey guide gives a loud cry that attracts the attention of both passing animals and people. Once it has their attention, it flies through the forest, waiting from time to time for the curious animal or person as it leads them to the nest. When they finally arrive at the nest, the follower reaches in to get at the delicious honey as the bird patiently waits and watches.

61. What does the words "the follower" in Paragraph 2 refer to?
- A. A bee.
B. A bird.
C. A honey seeker.
D. A beekeeper.

【答案与解析】

61. C. 词义猜测题。上文提到,the honey guide 发现蜂巢后会发出尖叫引起人或动物的注意,然后把 the follower 引领到蜂巢,因此 the follower 指的是寻找蜂蜜者(C)。

书面表达

一、评分标准

1. 要点齐全。
2. 使用较高级词汇。
3. 应用较多语法结构和复杂句式。
4. 有效使用连接词,使全文紧凑。

二、写作步骤

1. 审题

确定文章的题材、人称、时态、要点。

2. 打稿

列出要点组句成篇,注意正确运用地道的丰富的表达方式。

3. 修改

完稿后要通读两遍,检查内容是否完整;衔接是否得当;前后时态是否呼应,主谓是否一致,单词拼写有无错误等等。

4. 誊写

书写一定要认真、工整。一定要留出足够的时间抄写,确保卷面整洁清楚。

三、应试技巧

1. 使用地道的高级的词汇

词汇量的大小,运用词汇的能力是衡量一个人知识贮存量和英语水平的重要标志。

原句:I hope you will say yes to my request.

修改:Hopefully, my request will meet with your approval.

2. 使用丰富的多变的句式

①使用感叹句,丰富了文字的感情色彩

原句:Time went by quickly. Soon we had to say good-bye.

修改:How time flies! It was time to say good-bye before we knew it.

②使用强调句,使重点突出

原句:I read about your announcement interestedly.

修改:It was with great interest that I read about your announcement.

③使用倒装句,使句式灵活

原句:His picture with Premier Wen is hanging on the wall.

修改:Hanging on the wall is his picture with Premier Wen.

④使用各种从句,使文字耐人寻味

原句:To his surprise, the little girl knows so much.

修改:What made him surprised was that the girl knows so much.

⑤使用非谓语动词,使句子富有表现力

原句:He stood in front of lines of soldiers and smiled with satisfaction.

修改:Standing in front of lines of soldiers, he smiled with satisfaction.

⑥使用虚拟语气,令人耳目一新

原句:He missed the performance because he was ill.

修改:Had he not been ill, he wouldn't have missed the performance.

⑦使用修辞手法,增添语言味道

原句:A new China was founded in 1949.

修改:The year 1949 witnessed/ saw the foundation/ birth of a new China.

⑧使用成语谚语,彰显语言魅力

原句:we can't achieve our goals if we don't work hard.

修改:As the saying goes, no pains, no gains. Only through hard work can we achieve our goals.

3. 使用恰当的连接词

使用恰当连接词,能使文章前后衔接自然、紧凑,成为一个有机的整体。

①表示平行关系

Both...and, as well (as), together with, neither...nor, also, not only...but also, either...or

②表示转折对比关系

but, yet, however, nevertheless, in spite of, otherwise, on the contrary, instead, while

③表示递进关系

besides, furthermore, what's more, in addition, moreover, worse still, to make matters worse

④表示因果关系

so, for, therefore, as a result (of), because (of), owing to, due to, thanks to, on account of

⑤表示时间关系

when, while, after, before, until, as soon as, later, afterwards, soon, lately, recently, from then on, eventually, in the meantime, after a while, in a few days, presently, all of a sudden

⑥表示顺序关系

First(ly), second(ly), third(ly), above all, first of all, then, next, finally, eventually, in the end, lastly, afterwards, meanwhile, thereafter

⑦表示解释、说明关系

namely, such as, for example, for instance, that is to say, in other words, to put it another way, according to

⑧表示结论

in short, in brief, in a word, in general, generally speaking, as far as I'm concerned, on the whole, in conclusion, in summary, to sum up

第一周

Monday

星期一

完形填空

题材:爱与勇气 难度:中 词数:328 建议用时:20 分钟

Walking down a path through some woods in Georgia, I saw a water puddle(水坑)ahead on the path. I changed my direction to go around it on the part of the path that wasn't covered by water and 1. As I reached the puddle, I was suddenly attacked! Yet I was shocked as well as 2, despite having been struck four or five times already. I 3 a foot and my attacker stopped attacking me. Instead of attacking 4, he hovered(盘旋)in the air in front of me. It was 5, and I was laughing. After all, I was being attacked by a butterfly!

Having stopped laughing, I 6 a step forward. My attacker 7 me again. He attacked me in the chest with his head and body, striking me over and over again with all his 8. For a second time, I retreated a step 9 my attacker stopped his attack. Yet again, I tried moving forward. My attacker charged me again. I stepped back several paces to look the 10 over. My attacker moved back as well to land on the ground. That's when I 11 why my attacker was charging me only moments earlier. He had a mate and she was 12. She was beside the puddle where he landed.

13 close beside her, he opened and closed his 14 as if to fan her. I could, only 15 the love and courage of that butterfly in his concern for his mate. He had taken it upon himself to attack me for his mate's sake, even though she was clearly dying and I was so 16. Now I knew what he was 17. There was only one choice left for me. I 18 made my way around the 19 to the other side of the path, though it was only inches wide and extremely muddy.

Since then, I've always tried to remember the courage of that butterfly whenever I see huge obstacles (困难). I use that butterfly's courage as an inspiration and to 20 myself that good things are worth fighting for.

- | | | | |
|----------------------|-----------------|-----------------|-----------------|
| 1. A. grass | B. mud | C. stones | D. butterflies |
| 2. A. surprised | B. unhappy | C. unhurt | D. excited |
| 3. A. took up | B. brought up | C. made up | D. backed up |
| 4. A. more | B. harder | C. longer | D. further |
| 5. A. lucky | B. safe | C. funny | D. brave |
| 6. A. marched | B. dragged | C. ran | D. took |
| 7. A. dived | B. rushed | C. pushed | D. blew |
| 8. A. might | B. energy | C. power | D. right |
| 9. A. because | B. if | C. while | D. unless |
| 10. A. position | B. situation | C. matter | D. incident |
| 11. A. discovered | B. recovered | C. received | D. disclosed |
| 12. A. dying | B. lovely | C. weak | D. interesting |
| 13. A. Flying | B. Lying | C. Sitting | D. Placing |
| 14. A. clothes | B. mouth | C. eyes | D. wings |
| 15. A. realize | B. show | C. admire | D. enjoy |
| 16. A. nervous | B. large | C. gentle | D. glad |
| 17. A. looking after | B. caring about | C. fighting for | D. staying with |
| 18. A. quickly | B. eventually | C. pitifully | D. carefully |
| 19. A. puddle | B. mate | C. courage | D. snake |
| 20. A. inform | B. remind | C. warn | D. persuade |

Tuesday

星期二

阅读理解

题材:父爱 难度:易 词数:338 建议用时:6 分钟

I was an innocent bystander at an armed robbery. I was shot in the head. Very few people thought I would survive, much less be a productive member of society.

My parents met with the doctor in the morning, who told them that he was surprised I had made it through the night. Now that I had, he needed to operate. He continued to say even if I had survived, there would be almost a 100% chance that I would not be able to walk or to communicate.

My mother refused to listen to the pessimism. She told my father, "That doctor does not know my son, my Mike."

Then, miraculously, I woke up. I was completely paralyzed(麻痹的)on my right side, and could not speak. My healing was steady, but also very, very slow. My father became extremely frustrated when he could not understand what I wanted. When my mother had no problems understanding me, my father's frustration grew even more.

Then, seven weeks after being hurt, I began to say some words. My father thought this was the perfect time for him to work with me. At first he would drill me on simple things. He was so happy when I accomplished each goal.

As time progressed, I continued to improve. After my father's busy day at work, he would come to the hospital, ready to work with me. He drilled me on math and spelling. He stretched my limp leg.

Very few people believed that I would be able to return to college. But that is exactly what I did almost a year and a half after the shooting. I could not have made this recovery without my father. He always encouraged me to look for the positive, even when

He who seizes the right moment, is the right man. 谁把握机遇, 谁就心想事成。



there was very little to feel positive about. He held me up mentally and physically, pushing me as hard as he could and believing that I would have my life back.

Four years after returning to school, I graduated at the top of my class with many honors.

1. It can be inferred that the doctor thought Mike _____.
A. might die that very night
B. could be beneficial to society
C. needed to be operated on at once
D. had no chance of living after the operation
2. By saying "that doctor doesn't know my son", Mike's mother meant _____.
A. the doctor is a complete stranger to Mike
B. her son will surely recover in the end
C. Mike doesn't like to meet a strange doctor
D. the doctor doesn't know how serious Mike was
3. Mike could return to college because of _____.
A. his doctor's high skilled operation
B. his mother's insistence on loving him
C. his determination to overcome difficulties
D. his father's encouragement to be positive
4. What's the writer's purpose in writing this passage?
A. To show the writer's love for his father.
B. To describe a terrible shooting accident.
C. To encourage readers to fight against violence.
D. To stress the importance of spirit in illnesses.

Wednesday

星期三

阅读理解

题材:训狗 难度:易 词数:329 建议用时:7分钟

Dogs that can take out cash from ATMs and empty washing machines help disabled people lead more independent lives, but can they also help change disruptive (爱捣乱的) teenagers' behavior?

A unique TV experiment, "Dog House", follows five unruly youngsters as they are taught to become dog trainers. The idea is simple. Kids really like dogs. But can the skills involved in training them – patience, consistency, rewarding good behavior – give these teenagers the discipline (纪律) they need in their own lives?

The teens involved were put forward by local schools in West Sussex, who had run out of ideas of how to deal with them.

Liam was typical – 14 years old, bad-tempered, aggressive, foul mouthed and about to be permanently removed from school. Allie, Rob and Ellie had similar problems – they couldn't concentrate, they didn't like being told what to do and they had serious anger problems. Katrina was different. She was so shy that she had developed fear of the outside world; she suffered from depression and had taken herself out of mainstream education.

Gradually, working with the dogs began to have an effect on the kids. But, in order to fully appreciate the importance of what they were doing, they needed to meet the disabled people who benefited from having these dogs. The meetings had a deep influence on the teenagers. After meeting Eileen Hobson and her dog Sailor, Liam changed his ways and his unlikely friendship with severely disabled wheelchair user Eileen blossomed.

Two months into the course Liam began to connect with the dogs too – particularly a young yellow Labrador called Aero. The relationship developed so well that the dog often knew instinctively what the teenager wanted him to do before he'd even asked. "He just knows," says Liam.

Liam's school noticed a huge change in his whole outlook. His teacher Nick Brown said, "More than anything I see a confident and happy young man. It's been excellent."

1. The teens were selected to be dog trainers just because _____.
A. they liked dogs very much
B. they came from the same local school
C. they ran out of ideas of how to behave in school
D. their teachers had some difficulty in dealing with them
2. What was Katrina's problem?
A. She didn't like being told what to do.
B. She had serious anger problems.
C. She was bad tempered and aggressive.
D. She had trouble in getting along with others because of her shyness.
3. The underlined word "blossomed" in the fifth paragraph probably has the same meaning as _____.
A. developed
B. decorated
C. expanded
D. declined
4. From the passage we know that _____.
A. all dogs can retrieve cash from ATMs
B. unruly youngsters can become good dog trainers
C. the skills in training dogs can really affect children's behavior in school
D. the five teenagers were sullen and aggressive

Thursday

星期四

阅读理解

题材:教师评价 难度:难 词数:386 建议用时:8分钟

An argument is appearing in Los Angeles over whether a newspaper should publish teachers' names along with an analysis of how well they do in raising their students' standardized test scores.

Some people argue that transparency (透明) should exist at all costs, but others hold that it's unfair to label individual teachers using possibly flawed (有瑕疵的) statistics. Some worry that anger over the forthcoming *Los Angeles Times* article will make people oppose so-called "value added" analysis of teacher performance, which is the method the *Times* uses.



"This incident with the *L. A. Times* is where the advocates for value-added are getting a bit ahead of themselves," says Douglas Harris, an education professor. "Teachers are already feeling under the gun on this kind of thing."

"Value-added data" is the latest trend in teacher responsibility: the idea that a student's gains from the previous year's test—as opposed to his or her overall performance—can be measured and tied to the latest teacher.

"There are too many variables (变量) in the testing process," says A. J. Duffy. But he says he opposes using value-added data in evaluations at all, although he acknowledges it could be a useful tool to give teachers feedback. "I believe in a system that emphasizes the whole student, not just standardized tests," he says.

Proponents (支持者) of value-added say that's a valid criticism, agreeing that no one should expect that student gains on a standardized test could capture the creativity or broader enrichment that goes on in many teachers' classrooms. The District of Columbia which attracted argument for its decision to fire teachers based in part on value-added data, uses that data for 50 percent of the evaluation, relying on other measures such as classroom observation for the rest.

"No one is suggesting using it as a single measure of performance," says Paige Kowalski.

Barnett Berry, a professor, is even more critical of it. Value-added data can be useful, he and others say, but it's important to acknowledge its limitations. It doesn't take into account, for instance, constant student absence and learning gains due to summer school, after-school programs, or supplemental teachers, such as reading specialists.

- The tone of the underlined sentence is that of _____.
A. praise B. warning C. anger D. threat
- In the opinion of Mr Duffy, teachers should be judged by _____.
A. the value-added data of the *Times* B. students' scores of standardized tests
C. the whole development of a student D. the feedback of students and parents
- The underlined word "it" in Para. 7 refers to _____.
A. the creativity or broader enrichment B. a standardized test
C. classroom observation D. value-added data
- What's the passage mainly about?
A. How well teachers can do in raising students' scores.
B. Whether teachers should be linked to students' scores.
C. Who opposes value-added analysis of teacher performance.
D. Why the *Los Angeles Times* plans to publish names of teachers.

Friday

星期五

阅读理解

题材:工作压力 难度:中 词数:365 建议用时:7分钟

Ruth used to work 16-hour days. She worked for a firm which offered wellbeing at work courses for large corporations. Yet when she asked for her own hours and workload to be reduced, she was simply told to visit her doctor for treatment. She coped (抗议) by smoking and drinking.

It came to a head when a colleague questioned Ruth's ability to take on a project. "I was told that I wasn't stable," she says. She was asked to visit her doctor, but her doctor agreed that she needed her workload readjusted. Instead, in January, Ruth was fired. She says, "I was told I was a risk to the business."

"It is worrying how many people sought help for work-related stress," says Emma Mamo, a researcher. "We want employers to address the issue and provide more support to staff (员工) who are experiencing problems." This can include ensuring staff have a better work-life balance, offering flexible working, and monitoring workloads. For staff who have been signed off, "employers should make returning to work as easy for them. Some steps — such as changing the working hours so someone doesn't have to go to work in the rush hours — are easy and don't come with a high price tag."

Last year, a survey found that a quarter had struggled into work despite being physically ill. "You're ill, but you have to go to work anyway because you're frightened of not going to work," says Cary Cooper, a professor. "People are turning up to work earlier and staying later because they're frightened to death that they could be vulnerable to job loss. But long hours aren't the only problem. People have had to cut their labor costs so there are fewer people doing the work. And bad managers are dangerous for your health. If you don't feel valued, that affects your self-esteem, which can affect your health."

Cooper advises seeing your doctor to rule out causes for symptoms, before tackling your work problems. "Identify the source of your problem—is it your relationship with your boss or are you feeling insecure? Ask a friend to help."

- The underlined sentence "It came to a head" probably means _____.
A. it was known by the manager of the company B. it became worse and had to be dealt with
C. it became a serious headache to her D. it made her become very angry
- Ruth was fired because she _____.
A. complained about her low pay B. had to treat her depression immediately
C. was considered a threat to the business D. was often too drunk to go to work
- What advice did Emma give to employers?
A. To pay for the staff's extra workloads. B. To avoid having the staff laid off.
C. To allow the staff to work freely. D. To balance the work and life of the staff.
- A sick person still goes to work because he _____.
A. is afraid of losing his job B. is frightened to death at home
C. has a bad manager in power D. has to support his whole family