

# 中级英语

2006版

## 测试指导

—— 高考英语上海卷试题汇析

● 黄关福 主编

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复旦大学出版社

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## —— 高考英语

### 上海卷试题汇析



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## 内 容 提 要

本书以高考英语上海卷试题汇析为特色,具有很高的指导性和实用性。全书包含多项内容:2006年英语高考的题型、范围和试卷结构;2005年高考英语上海试卷、答案、考生试卷表现分析;根据2006年高考要求设计的全新英语样卷、试题单项练习和答案。另外附有2006年上海市普通高等学校春季招生考试英语试卷和2005年普通高等学校招生全国统一考试英语试卷。本书配有音带3盒。

编者以严谨的科学态度,实事求是的编写方法,全方位地为广大师生展示了近几年来高中教育测量和评价的基本框架、主要内涵以及最近几年高考的信息和发展方向,考生可以从中了解每个测试项目的要求和内容,领悟正确的学习方法,吸取他人成功的经验与失败的教训,以争取获得最佳成绩。

## 前 言

《中级英语测试指导——高考英语上海卷试题汇析》自1995年问世,每年修订出版一册,至今已度过了12个春秋。本书以高考英语上海卷试题汇析为鲜明特色,具有很高的权威性和指导价值,多年来受到广大高中教师和学生的好评,也受到英语教学专家和考试研究者的重视,收到了良好的社会效益。

高考英语语言测试的主要目的是推测考生的综合语言素养,为高校招生提供决策依据。这种综合语言素养不仅包括由语音、语法、词汇和修辞等构成的语言知识,而且最终体现在由听力、口语、阅读、翻译和写作等形式表现出来的语言使用能力上。推测的依据就是考生考试的成绩。考生的考试成绩主要取决于考生的语言知识和语言使用能力,但也受到试卷设计、测试方法(或题型)、评分、临场发挥以及与综合语言素养无关的其他个人特质的影响。因此,考生在平时的英语学习和准备英语语言测试过程中,不仅要掌握好语言知识,切切实实地提高自身的语言使用能力,还要了解高考英语测试试卷设计的指导思想,不同的测试项目(或题型)对语言知识和语言使用能力的要求以及考试的评分标准,以最大限度地降低其他因素对测试中自身能力表现的影响。本书作者正是本着这一宗旨,追踪高考英语上海卷的改革,向广大高中教师和考生展示高考英语语言测试的基本框架和主要内涵;同时,对高考中考生的答题表现进行分析,并为每个测试项目编制了练习。考生可以从本书中了解每个测试项目的能力要求,领悟科学的学习方法和应答策略,吸取他人成功的经验和失败的教训,进行更加有效的训练。

近年来,上海市基础教育领域第二次课程和教材改革不断发展,新的英语课程标准确定了中小学生英语学习在听、说、读、写方面应该达到的目标;同时,也为上海中小学英语教材的编写和课堂英语教学注入了新的理念。高考英语上海卷顺应课程标准的变化,在考试评价理念、考试方法、材料选择、评分标准等方面也在逐步变化,并且将继续变化。例如,2003年高考英语听力部分出现新的题型;2004年试题中大量真实语言材料的使用;2005年对试卷结构进行了调整,减少了语法、词汇部分的试题数,增加了阅读部分和汉译英部分的试题数,阅读部分出现新的题型,以考查考生快速阅读的能力。这些变化在本书中的单项练习和自测材料的题型设计和选材方面均有体现。

作者考虑到目前上海高中英语教学改革和发展的现状,以及学生综合英语语言素养,编制了若干篇新的自测材料,旨在帮助考生在全面复习的基础上进行自测,培养学生语言学习的自我监控能力(self-monitoring of English language learning),同时,希望能够帮助考生克服

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## 一、英语高考和 2006 年高考英语上海卷

自从 1985 年上海高考单独命题以来,高考英语上海卷根据教育发展的形势和需要,不断改进完善,对高校选拔优秀学生和高中教学水平都起到了良好的作用。高考英语上海卷正朝着我国英语测试改革的战略方向稳步前进,在总体上将更加注重能力和素质的考查,命题范围遵循《课程标准》;增加能力型和应用性试题,强调理论联系实际;注重考查考生分析问题和解决问题的能力,以有助于高校选拔新生,有助于中学实施素质教育和对学生创新意识和实践能力的培养。现将英语高考的性质、考试目标以及 2006 年高考英语上海卷的结构作一个简单的介绍。

### 考试的性质

高考在教育测量和评价理论中属常模参照性测试(norm-referenced tests),分数表示的是受测者地位,即与全体受测者相比,该受测者处在什么位置。高考是选拔性考试,试卷水平基本上在教学大纲范围内。难度是相对于考生水平而言的,是由高考总体水平决定的,其目的是“拉开距离”,试卷过难或过易都拉不开距离,效果都不好。因此,高考更注重考试的区分度。

高考的考生之间是竞争关系,其测试的目的是帮助国家通过所办大学选拔优秀新生,把有限的经费用于培养最优秀的人才,使我国的经济、社会获得快速健康发展。所以不能将高考的升学率作为评价学校教育质量的唯一标准。

高考的性质,决定了它的指导思想就是既要有利于高等学校选拔合格的新生,又有利于中学英语实施素质教育,有利于发展学生的创新精神和实践能力。就考生而言,刻苦学习,参加高考,不仅体现了对国家和民族富强的责任感,也体现了为实现理想而奋斗的决心与意志。

### 考试目标

英语高考的目标是测试考生的英语基础知识和运用语言的能力,而高考的性质决定了考试的目标必须以测试考生的语言运用能力为主。

语言学家认为,语言行为是一个人对于语言的实际运用,而语言能力则是其深层的语言知识。在英语测试中能够直接观察到的,是语言行为。语言能力是不能直接观察到的。只有通过一定量的语言行为,例如笔头做题的情况,口头回答的情况,才能推断出一个人的语言能力。然而无论是句子水平的语言能力(linguistic competence at sentence level),还是话语



水平的语言能力(linguistic competence at discourse level)都少不了语音,词汇,语法(包括词法和句法)知识,并涉及听、说、读、写、译的技能。因此对语音,词汇,语法知识的牢固掌握是高考的基础。有了这个基础,才能通过听、说、读、写、译的技能,理解和获取信息,进而表达和传递信息。

高考英语卷对英语基础知识(即词汇、语法)的测试,不仅是对这些知识本身的记忆,还须在句子层次中,具体运用这些知识。而对能力的考核则包括对语言综合运用能力、听的能力、阅读理解能力、写作能力等诸方面能力的测试。近年来,英语测试也更强调语言的交际功能。

因此,扎实的基础知识和各项基本技能的熟练掌握,是达到高考目标的保证。

## 2006 年高考英语的范围和试卷结构

根据上海市《全日制高级中学英语学科课程标准(修订本)》和现行教材确定 2006 年高考英语的范围如下:语法部分的项目参照上海市教育考试院编写的《2006 年全国普通高等学校招生统一考试上海卷考试手册》中的《语法》;词汇部分基本参照 2006 年上海市教育考试院编写的《高考英语词汇手册》;语言功能的主要内容参考上海市教育考试院编写的《2006 年全国普通高等学校招生统一考试上海卷考试手册》中的《语言功能》。

2006 年的高考英语卷仍采用客观型考试和主观型考试相结合的形式,由两大部分组成。

第一卷(除听力理解部分中 Part C Longer Conversations 外)都是多项选择题,其中包括听力、语法和词汇、综合填空和阅读理解。

根据第二语言习得理论,语言的输入是语言习得的最基本条件。没有语言输入就不会有语言习得,因此听力作为一种输入型技能在语言习得中占有十分重要的地位。随着我国对外开放力度的加大,提高学生的听力水平不仅是外语教学的重要目标,而且是整个社会的需要。听力水平的提高基本上要经历三个阶段:语音识别、句子理解和语段理解。而影响听力理解的主要因素有:语言知识、背景知识和短时记忆。

语法和词汇是语言学习的基础,是中学阶段必须掌握的主要知识。语法是语言的组织规律,它是关于词的形态变化和用词造句的规则。但这些规则又是从大量的口头语和书面语中抽象出来的,是不断变化的语言现象的科学概括。“语法”题测试考生从语言实际出发,运用语法规则,分析理解句子的能力。词汇是语言三要素之一,语言如果离开了词汇,就无所谓语言。没有基本的词汇,不可能看懂文章,也不可能听懂别人的讲话,更不可能表达思想。尽可能地扩大词汇量,并对教材中出现的重点词语的用法有较好的掌握,是学好英语的一个重要环节。为了能更准确地测试出考生对语法和词汇知识的掌握和运用能力,同时使考试能够给中学的语法和词汇教学更积极的导向,真正做到培养学生运用语法和词汇知识解决实际问题的能力,从 2005 年起,上海市高考英语卷的语法和词汇两个部分合并为一个部分,称为“语法和词汇”(Grammar and Vocabulary),共 20 分。其中以语法题为主。

“综合填空”是一种要求较高的综合性语言测试题。它既考查语言知识水平,又检验分析判断能力和综合运用语言的实践能力。因此,考生应从语篇的整体内容出发,依据具体语境,结合语言结构、语法关系、词语关系、词语用法、语义辨析等方面,全面考虑问题。

阅读是一个积极主动地思考、理解和接受信息的过程。它是作者和读者双方参与的语言交际活动。“阅读理解”就是测试辨认文字符号、理解内容、吸收信息、并进行创造性思维译码的能力。考生不仅要看懂文章字面的意思,清楚地理解作者的言外之意,有时还须对作者所表达的内容说出自己的看法。为了配合新课标对阅读量的要求,阅读理解部分的分值由原来的30分提高到35分,阅读篇目由4篇增加到5篇。新增一个语篇的答题形式为配对题。配对题仍属客观题,但是与多项选择题相比,在相当程度上减少了猜测的可能性,并且很难通过对答题技巧的培训来提高答对率。测试目标主要是对文章整体或段落意思的概括性理解,接近现实生活中人们的阅读活动。

第二卷是主观题,其中包括翻译和写作。

翻译题是根据提示的单词或词组将句子从汉语译成英语,是测试考生将一种语言表达的信息用另一种语言传达出去的能力。在翻译的过程中,学生须掌握这些词的词性及搭配形式,并用符合英语习惯的句子结构表达中文意思。2005年起,高考英语卷翻译部分由原来的5题增加至6题,分值由15分提高为20分。翻译题考核句子层次的表达,是语法、词汇、句型等多种基础知识的实际运用。此题型的加强,说明试卷更强调知识的运用能力。

写作题是用英语书面语言连贯、贴切地表达思想、感情和信息,测试考生与人交际的能力。中文提示采用要点或句子形式,而不是段落,减少翻译痕迹,并逐步向命题作文和看图(图片、图形、图表)等多种体裁的写作形式发展。

事实上翻译与写作这两种题型与语言的实践形式极为相似,是真实交际活动中常会遇到的,也是能较好观察考生水平的题型。

附:2006年高考英语上海卷试卷结构:

卷号	大题名称	题量	计分	考核目标	时间
第 I 卷	听力	24 题	30 分	语言运用	20 分钟
	语法和词汇	20 题	20 分	语言知识	100 分钟
	综合填空	20 题	20 分	语言运用	
	阅读理解	20 题	35 分		
第 II 卷	翻译	6 题	20 分		
	写作	1 题	25 分		
合计		91 题	150 分		120 分钟

## 二、2005 年上海市高考英语试卷、答案和考生试卷表现分析

### (一) 试卷

2005 年全国普通高等学校招生统一考试

上海 英语试卷

第 I 卷 (共 105 分)

#### 考生注意:

1. 答第 I 卷前,考生务必在答题卡和答题纸上用钢笔或圆珠笔清楚填写姓名、准考证号、校验码,并用铅笔在答题卡上正确涂写准考证号和校验码。
2. 第 I 卷(1—16 小题,25—84 小题)由机器阅卷,答案必须全部涂写在答题卡上。考生应将代表正确答案的小方格用铅笔涂黑。注意试题题号和答题卡编号一一对应,不能错位。答案需要更改时,必须将原选项用橡皮擦去,重新选择。答案不能写在试卷上,写在试卷上一律不给分。第 I 卷中的第 17—24 小题和第 II 卷的试题,其答案写在答题纸上,如写在试卷上则无效。

#### I. Listening Comprehension

##### Part A Short Conversations

**Directions:** In Part A, you will hear ten short conversations between two speakers. At the end of each conversation, a question will be asked about what was said. The conversations and the questions will be spoken only once. After you hear a conversation and the question about it, read the four possible answers on your paper, and decide which one is the best answer to the question you have heard.

1. A. A waiter.                      B. A shop assistant.              C. A cashier.                      D. A postman.
2. A. Weight lifting.                      B. Running.  
    C. Eating cucumbers.                      D. Drinking diet coke.
3. A. Work with his friends.                      B. Call on his friends.  
    C. Go for a walk.                      D. Make a phone call.

4. A. In a bookstore. B. In a reading room.  
C. In a furniture store. D. In the man's study.
5. A. 8. B. 12. C. 20. D. 32.
6. A. Job hunting. B. An online course.  
C. Earlier graduation. D. Summer vacation plans.
7. A. Confused. B. Sympathetic. C. Embarrassed. D. Uninterested.
8. A. The air is fresh. B. It's hot inside.  
C. The windows is open. D. It's noisy outside.
9. A. Phone later. B. Try harder. C. Wait for a signal. D. Check the number.
10. A. He lost his way. B. He received a traffic ticket.  
C. He worked very carefully. D. He drove in heavy traffic.

### Part B Passages

**Directions:** In Part B, you will hear two short passages, and you will be asked three questions on each of the passages. The passages will be read twice, but the questions will be spoken only once. When you hear a question, read the four possible answers on your paper and decide which one would be the best answer to the question you have heard.

Questions 11 through 13 are based on the following passage.

11. A. Open the cage window. B. Put the cash in the drawer.  
C. Check the savings accounts. D. Examine the audio system.
12. A. Exciting. B. Demanding. C. Boring. D. Relaxing.
13. A. It has flexible working hours.  
B. The speaker can have more leisure time.  
C. It requires more organization.  
D. The speaker can daydream while working.

Questions 14 through 16 are based on the following news.

14. A. A natural disaster. B. A power failure.  
C. Homeless farmers. D. A serious accident.
15. A. Jews and some Arabs. B. Arabs and North Africans.  
C. Jews and North Africans. D. North Americans and some Arabs.
16. A. Exchange them for banks. B. Save them for travellers.  
C. Collect them for poor children. D. Spend them on duty-free goods.

### Part C Longer Conversations

**Directions:** In Part C, you will hear two longer conversations. The conversations will be read twice. After you hear each conversation, you are required to fill in the numbered blanks with the information you have heard. Write your answers on your answer sheet.

Blanks 17 through 20 are based on the following conversation.

<b>Regent Conference Centre</b>	
<i>Reservations</i>	
Contact name:	Joanne <u>  17  </u>
Purpose of reservation:	A(n) <u>  18  </u> conference
Number of people:	45 maximum
Date:	28th <u>  19  </u>
Total to pay:	£ <u>  20  </u>

Complete the form. Write **ONE WORD** for each answer.

Blanks 21 through 24 are based on the following conversation.

What will the first robot do during the operation?	<u>  21  </u> the materials.
Who will be called in when a robot breaks down?	A <u>  22  </u> .
How long will the robots work a day?	<u>  23  </u> a day.
What will happen to the workers if robots are used?	They will probably be <u>  24  </u> .

Complete the form. Write **NO MORE THAN THREE WORDS** for each answer.

## II. Grammar and Vocabulary

**Directions:** Beneath each of the following sentences there are four choices marked A, B, C and D. Choose the one answer that best completes the sentence.

25. John became a football coach in Sealion Middle School \_\_\_\_\_ the beginning of March.  
 A. on                      B. for                      C. with                      D. at
26. No progress was made in the trade talk as neither side would accept the conditions of \_\_\_\_\_.  
 A. others                      B. the other                      C. either                      D. another
27. There \_\_\_\_\_ be any difficulty about passing the road test since you have practised a lot in the driving school.  
 A. mustn't                      B. shan't                      C. shouldn't                      D. needn't
28. At a rough estimate, Nigeria is \_\_\_\_\_ Great Britain.  
 A. three times the size as                      B. the size three times of  
 C. three times as the size of                      D. three times the size of
29. There was a loud scream from the backstage immediately after the concert ended, \_\_\_\_\_ ?

- A. wasn't there    B. was there    C. didn't it    D. did it
30. More than a dozen students in that school \_\_\_\_\_ abroad to study medicine last year.  
A. sent    B. were sent    C. had sent    D. had been sent
31. Professor Smith, along with his assistants, \_\_\_\_\_ on the project day and night to meet the deadline.  
A. work    B. working    C. is working    D. are working
32. He got well-prepared for the job interview, for he couldn't risk \_\_\_\_\_ the good opportunity.  
A. to lose    B. losing    C. to be lost    D. being lost
33. \_\_\_\_\_ into use in April 2000, the hotline was meant for residents reporting water and heating supply breakdowns.  
A. Put    B. Putting    C. Having put    D. Being put
34. He transplanted the little tree to the garden \_\_\_\_\_ it was the best time for it.  
A. where    B. when    C. that    D. until
35. It was unbelievable that the fans waited outside the gym for three hours just \_\_\_\_\_ a look at the sports stars.  
A. had    B. having    C. to have    D. have
36. More and more people are signing up for Yoga classes nowadays, \_\_\_\_\_ advantage of the health and relaxation benefits.  
A. taking    B. taken    C. having taken    D. having been taken
37. At last, we found ourselves in a pleasant park with trees providing shade and \_\_\_\_\_ down to eat our picnic lunch.  
A. sitting    B. having sat    C. to sit    D. sat
38. \_\_\_\_\_ in the regulations that you should not tell other people the password of your email account.  
A. What is required    B. What requires  
C. It is required    D. It requires
39. Never before \_\_\_\_\_ in greater need of modern public transport than it is today.  
A. has this city been    B. this city has been  
C. was this city    D. this city was
40. If a shop has chairs \_\_\_\_\_ women can park their men, women will spend more time in the shop.  
A. that    B. which    C. when    D. where
41. There was such a long queue for coffee at the interval that we \_\_\_\_\_ gave up.  
A. eventually    B. unfortunately    C. generously    D. purposefully
42. The company is starting a new advertising campaign to \_\_\_\_\_ new customers to its stores.  
A. join    B. attract    C. stick    D. transfer
43. He proved himself a true gentleman and the beauty of his \_\_\_\_\_ was seen at its best

when he worked with others.

- A. temper            B. appearance            C. talent            D. character

44. At times, worrying is a normal, \_\_\_\_\_ response to a difficult event or situation — a loved one being injured in an accident, for example.

- A. effective            B. individual            C. inevitable            D. unfavorable

### III. Cloze

**Directions:** For each blank in the following passages there are four words or phrases marked A, B, C and D. Fill in each blank with the word or phrase that best fits the context.

#### (A)

Are your table manners much better when you are eating at a friend's home or in a restaurant than they are at your own home? Probably so, 45 you are aware that people judge you by your table manners. You take special pains when you are eating 46. Have you ever stopped to realize how much less self-conscious you would be on such occasions if 47 table manners had become a habit for you? You can make them a habit by 48 good table manners at home.

Good manners at mealtimes help you and those around you to feel 49. This is true at home as much as it is true in someone else's home or in a restaurant. Good 50 make meals more enjoyable for everyone at the table.

By this time you probably know quite well what good table manners are. You 51 that keeping your arms on the table, talking with your 52 full, and wolfing down your food are not considered good manners. You know also that if you are mannerly, you say "Please" and "Thank you" and ask for things to be passed to you.

Have you ever thought of a pleasant attitude as being 53 to good table manners? Not only are pleasant mealtimes enjoyable, but they aid digestion. The dinner table is a 54 for enjoyable conversation. It should never become a battleground. You are definitely growing in social maturity(成熟) when you try to be an agreeable table companion.

45. A. Because            B. but            C. unless            D. though  
46. A. in public            B. at home            C. at ease            D. in a hurry  
47. A. such            B. no            C. some            D. good  
48. A. acting            B. enjoying            C. practising            D. watching  
49. A. comfortable            B. stressed            C. depressed            D. outstanding  
50. A. dishes            B. manners            C. atmospheres            D. friends  
51. A. mention            B. prefer            C. doubt            D. realize  
52. A. stomach            B. hands            C. mouth            D. bowl  
53. A. essential            B. considerate            C. obvious            D. unusual  
54. A. time            B. place            C. chance            D. way

(B)

There is a tendency to think of each of the arts as a separate area of activity. Many artists, 55, would prove that there has always been a warm relationship between the various areas of human activity. 56, in the late nineteenth century the connections between music and painting were particularly 57. Artists were invited to design clothes and settings for operas and ballets, but sometimes it was the musicians who were *inspired* (给……以灵感) by the work of contemporary painters. Of the musical compositions that were considered as 58 to the visual arts, perhaps the most famous is Mussorgsky's *Pictures at an Exhibition*.

Mussorgsky composed the piece in 1874 after the death, at the age of 39, of the artist Victor Hartmann. 59 their friendship had not been a particularly long-lasting one, Mussorgsky was shocked by Hartmann's 60 death. The following year the critic, Vladimir Stasov, who decided to hold an exhibition of Hartmann's work, suggested that Mussorgsky try to 61 his grief by writing something in memory of Hartmann.

The exhibition served as Mussorgsky's inspiration. The ten pieces that make up *Pictures at an Exhibition* are intended as 62 rather than representations of the paintings in the exhibition. Between each is a *Promenade* (舞曲中的行进), 63 the composer walks from one painting to another. The music is sometimes witty and playful, sometimes almost alarming and frightening. Through a range of surprising 64, Mussorgsky manages to convey the spirit of the artist and his work.

- |                    |                    |                  |                      |
|--------------------|--------------------|------------------|----------------------|
| 55. A. therefore   | B. however         | C. moreover      | D. otherwise         |
| 56. A. For example | B. On the contrary | C. In general    | D. On the other hand |
| 57. A. separate    | B. unknown         | C. close         | D. relevant          |
| 58. A. links       | B. additions       | C. responses     | D. keys              |
| 59. A. Before      | B. Though          | C. As            | D. If                |
| 60. A. unavoidable | B. undiscovered    | C. unnecessary   | D. unexpected        |
| 61. A. control     | B. relieve         | C. conceal       | D. represent         |
| 62. A. symbols     | B. imaginations    | C. contributions | D. subjects          |
| 63. A. but         | B. for             | C. once          | D. as                |
| 64. A. paintings   | B. topics          | C. contrasts     | D. visions           |

#### IV. Reading Comprehension

**Directions:** Read the following four passages. Each passage is followed by several questions or unfinished statements. For each of them there are four choices marked A, B, C and D. Choose the one that fits best according to the information given in the passage you have just read.

(A)

You either have it, or you don't — a sense of direction, that is. But why is it that some people could find their way across the Sahara without a map, while others can lose themselves in the



next street?

Scientists say we're all born with a sense of direction, but it is not properly understood how it works. One theory is that people with a good sense of direction have simply worked harder at developing it. Research being carried out at Liverpool University supports this idea and suggests that if we don't use it, we lose it.

"Children as young as seven have the ability to find their way around," says Jim Martland, Research Director of the project. "However, if they are not allowed out alone or are taken everywhere by car, they never develop the skills."

Jim Martland also emphasizes that young people should be taught certain skills to improve their sense of direction. He makes the following suggestions:

- If you are using a map, turn it so it relates to the way you are facing.
- If you leave your bike in a strange place, put it near something like a big stone or a tree. Note landmarks on the route as you go away from your bike. When you return, go back along the same route.
- Simplify the way of finding your direction by using lines such as streets in a town, streams, or walls in the countryside to guide you. Count your steps so that you know how far you have gone and note any landmarks such as tower blocks or hills which can help to find out where you are.

Now you need never get lost again!

65. Scientists believe that \_\_\_\_\_.
- A. some babies are born with a sense of direction
  - B. people learn a sense of direction as they grow older
  - C. people never lose their sense of direction
  - D. everybody possesses a sense of direction from birth
66. What is true of seven-year-old children according to the passage?
- A. They never have a sense of direction without maps.
  - B. They should never be allowed out alone if they lack a sense of direction.
  - C. They have a sense of direction and can find their way around.
  - D. They can develop a good sense of direction if they are driven around in a car.
67. If you leave your bike in a strange place, you should \_\_\_\_\_.
- A. tie it to a tree so as to prevent it from being stolen
  - B. draw a map of the route to help remember where it is
  - C. avoid taking the same route when you come back to it
  - D. remember something easily recognizable on the route
68. According to the passage, the best way to find your way around is to \_\_\_\_\_.
- A. ask policemen for directions
  - B. use walls, streams, and streets to guide yourself
  - C. remember your route by looking out for steps and stairs