

中级英语

2012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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前 言

《中级英语测试指导——高考英语上海卷试题汇析》自 1995 年问世以来,每年修订出版一册,至今已度过了 18 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,多年来获得了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。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的考试成绩。考生的考试成绩主要取决于考生的语言知识和语言运用能力,但也受到试卷设计、测试方法(题型)、阅读语篇题材、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应用能力,还要了解高考英语测试试卷设计的指导思想、试卷结构、不同测试项目(或题型)对语言知识和语言使用能力的要求以及评分标准,最大限度地降低其他因素对测试中自身表现的影响。本书作者正是本着这一宗旨,追踪高考英语上海卷的改革发展,向广大高中教师和考生展示高考上海卷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写练习,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课程改革不断深入,新的英语课程标准确立了中小学生学习英语在听、说、读、写方面应该达到的目标,为上海市中小学英语课堂教学注入了新的理念。同时,国际语言测量理论和实践也在不断发展和变化。高考英语上海卷顺应课程标准和国际语言测试理论和实践的变化,在考试理念、考试方法、材料选择、题型和试题设计、评分标准等方面也作了相应的改变。2003 年高考英语听力部分出现新的题型。2004 年的高考试题中大量使用了真实语言材料。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,阅读部分采用新的题型,以考查考生的快速阅读能力。2008 年秋季高考,上海卷的试卷结构又进行了调整,原来的 Grammar and Vocabulary 部分由原来的 20 题调整为 25 题,其中 16 题为语法题,考试形式仍为单句多项选择题;另外 9 题为词汇题,考试形式为选词填空,专门考查考生词汇知识和在语境中正确使用词汇的能力。同时,Cloze 部分减少为一个语篇。2010 年秋季高考,上海卷又对“阅读理

解”部分题型进行了调整,除了原来的完形填空、多项选择和配对题型外,将原来一个语篇的多项选择题型改为考生的简短回答题,考生必须根据自己对语篇的理解作出归纳、总结,进行书面应答。所有这些变化在本书的单项练习以及自测材料的题型设计和选材方面均有体现。

针对目前上海高中英语教学改革和发展的现状,以及学生的综合语言素养,作者精心编制了若干篇新的自测材料,尤其是新增题型的自测材料,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调控能力(self-monitoring of English language learning);同时,希望能够帮助考生缓解或克服面临考试而产生的紧张和焦虑,争取在高考中充分展示自己的英语语言知识和综合运用英语语言的能力。

本书由复旦大学黄关福教授主编,参加本书编写的主要有复旦大学黄关福,以及上海市长期担任高中英语教学的资深教师。在编写过程中得到复旦大学等高校的大力支持,复旦大学出版社的唐敏和计美娟同志为本书的出版做了很多工作,谨致谢意。

由于时间匆促,书中难免差错和不妥之处,敬请读者不吝指正。

编者

2011年11月

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一、英语高考和 2012 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考生语言运用能力的培养。现将英语高考的性质、考试目标以及 2012 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,试卷水平基本上在课程标准范围内。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,有利于发展学生的语言运用能力。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,还须在句子和篇章层次中,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。

2012 年高考英语的范围和试卷结构

根据《上海市中小学英语课程标准(征求意见稿)》和现行教材确定 2012 年高考英语的内容范围如下:语法部分的项目参照上海市教育考试院编写的《2012 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 2012 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《2012 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》。

2012 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(第 I 卷和第 II 卷)组成。

第 I 卷由三个大题组成,分别是:听力理解、语法和词汇、阅读理解。除听力理解部分中的 Section C 和阅读理解部分中的 Section D 外,均为多项选择题。

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。为了能更准确的测试出考生对语法和词汇知识的掌握和运用能力,同时使考试能够给学校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 2008 年起,上海市高考英语卷的语法和词汇大题分成 Section A 语法和 Section B 词汇。其中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。而词汇题要求考生阅读一篇删去若干词汇的短文,然后从所给的选项中选择正确的词汇填空,使短文复原。此题型考查考生词汇知识和在语境中正确运用词汇的能力。

“阅读理解”大题分为“仔细阅读”和“快速阅读”两个部分。其中“仔细阅读”包括“综合填空”“多项选择”和“简短回答”三种题型。

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。

“完形填空”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。

为了更好地落实新课标理念,跟上国际语言测试理论和实践的发展,从2005年起阅读理解部分的阅读篇目由四篇增加到五篇,新增一个语篇的答题形式为测试快速阅读的配对题。从2010年起,其余四个阅读语篇中有一篇的答题形式由“多项选择”改为“简短回答”,“简短回答”要求考生阅读后针对问题,通过简单的书面形式表达自己对阅读内容的理解。与多项选择题相比,“简短回答”更接近现实生活中人们的阅读活动,不仅可以更准确地评估考生的阅读理解能力,还会对阅读教学起积极的反拨作用,倡导真正的理解,而不是猜测。

第II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。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正确、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,以减少翻译痕迹,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:2012年高考英语上海卷试卷结构:

卷号	大题结构		测试题型	题量		计分		时间
第I卷	听力	短对话	多项选择	10题	24题	10	30	20分钟
		短文	多项选择	6题		12		
		长对话	填空	8题		8		
	语法和词汇	语法	多项选择	16题	25题	16	25	100分钟
		词汇	选词填空	9题		9		
	阅读理解	仔细阅读	完形填空	15题	35题	15	50	
			多项选择	11题		22		
简短回答			4题	8				
快速阅读	配对	5题	5					
第II卷	翻译	单句表达	中译英	5题	5题	20	20	
	写作	篇章表达	指导性写作	1题	1题	25	25	
合计				90题		150分	120分钟	

二、2011年上海市高考英语试卷、答案和考生试卷表现分析

(一) 试卷

2011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)

I. Listening Comprehension

Section A

Directions: In Section 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. At a train station. | B. At an airport. | | |
| C. At a travel agency. | D. At a bus station. | | |
| 2. A. \$ 5. | B. \$ 10. | C. \$ 15. | D. \$ 50. |
| 3. A. Receptionist and guest. | B. Salesperson and customer. | | |
| C. Doctor and patient. | D. Waiter and diner. | | |
| 4. A. Excited. | B. Dissatisfied. | C. Bored. | D. Exhausted. |
| 5. A. Her hair has changed. | B. She isn't satisfied with her hair style. | | |
| C. She prefers to wear long hair. | D. The man has changed his hair style. | | |
| 6. A. It is too early to watch the <i>Talent Show</i> . | B. He will go to bed in five minutes. | | |
| C. He would rather watch TV than go to bed. | D. He is old enough to stay up. | | |
| 7. A. She has got everything ready. | B. She never hesitates over what to take. | | |
| C. She hates packing by herself. | D. She needs more time for packing. | | |
| 8. A. They should wait for John for a while. | B. They should stay here for the night. | | |
| C. They should start the meeting right away. | D. They should call John at once. | | |

Complaint Form	
Caller:	Mary White
Phone No.:	17
Location of Problem:	A 18 restaurant, 449 Shanghai Street
Details:	It dumps its 19 on the street. It doesn't put bottles and cans in 20 bins.

Blanks 21 through 24 are based on the following conversation.

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

How long does short term memory last?	It lasts only 21 .
What is an example of medium term memory?	Buying bread, a sort of 22 of things to do.
What is long term memory concerned with?	23 that happen in your life such as your wedding.
How is long term memory different from the others?	It 24 .

II. Grammar and Vocabulary

Section A

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. Graduation is a good time to thank those who have helped you the tough years.
A. through B. up C. with D. from
26. To stay awake, he finished a cup of coffee and ordered .
A. the other B. other C. the others D. another
27. It's no use without taking any action.
A. complain B. complaining C. being complained D. to be complained
28. I worry about my weekend — I always have my plans ready before it comes.
A. can't B. mustn't C. daren't D. needn't
29. When Mom looked back on the early days of their marriage, she wondered how they had managed with money.
A. so few B. such few C. so little D. such little
30. It doesn't matter if they want to come to your party, ?
A. doesn't it B. does it C. don't they D. do they
31. After getting lost in a storm, a member of the navy team four days later.
A. rescued B. was rescued C. has rescued D. had been rescued
32. The rare fish, from the cooking pot, has been returned to the sea.
A. saved B. saving C. to be saved D. having saved
33. At one point I made up my mind to talk to Uncle Sam. Then I changed my mind.

- _____ that he could do nothing to help.
- A. to realize B. realized C. realizing D. being realized
34. Did you predict that many students _____ up for the dance competition?
- A. would sign B. signed C. have signed D. had signed
35. There is clear evidence _____ the most difficult feeling of all to interpret is bodily pain.
- A. what B. if C. how D. that
36. If a lot of people say a film is not good, I won't bother to see it, or I'll wait _____ it comes out on DVD.
- A. whether B. after C. though D. until
37. The police officers in our city work hard _____ the rest of us can live a safe life.
- A. in case B. as if C. in order that D. only if
38. The message you intend to convey through words may be the exact opposite of _____ others actually understand.
- A. why B. that C. which D. what
39. You'll find taxis waiting at the bus station _____ you can hire to reach your host family.
- A. which B. where C. when D. as
40. Today we have chat rooms, text messaging, e-mailing ... but we seem _____ the art of communicating face-to-face.
- A. losing B. to be losing C. to be lost D. having lost

Section B

Directions: Complete the following passage by using the words in the box. Each word can only be used once. Note that there is one word more than you need.

A. launched	B. unpleasant	C. applying	D. technically	E. impact
F. coating	G. fixed	H. miraculously	I. superior	J. advances

How would you like to wear the same *underwear* (内衣裤) for weeks? Owing to the work that has gone into developing intelligent materials, this may not be as 41 as it sounds. Self-cleaning clothes have now been created, and these new materials provide 42 resistance to dirt as well as water. As a result, they require much less cleaning than traditional materials.

The creation of self-cleaning clothes provides an example of how nature helps scientists develop better products. This self-cleaning nature is known as the "lotus effect". The name comes, of course, from the lotus leaves, which are famous for growing in muddy lakes and rivers while remaining almost 43 clean. By observing nature, scientists are 44 the qualities of the lotus leaves to the materials they have engineered. Because of this, some remarkable new products have been 45. Among them are special windows that are resistant to dirt and water. A special 46 on these windows not only prevents dirt from sticking to their surfaces, but also

allows dust to be easily washed off by the rain. In fact, these new windows have already been 47 to some cars. Even when traveling at high speed through rain, these cars never have to use their *windshield wipers* (雨刮器).

Although we have already seen some practical applications, even more dramatic 48 will be made in the future, and they will, perhaps, change our world completely. Undoubtedly, technology is an important development, and it will have an even bigger 49 on our lives.

III. Reading Comprehension

Section A

Directions: For each blank in the following passage 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.

Everyone in business has been told that success is all about attracting and *retaining* (留住) customers. It sounds simple and achievable. But, 50, words of wisdom are soon forgotten. Once companies have attracted customers they often 51 the second half of the story. In the excitement of beating off the competition, negotiating prices, securing orders, and delivering the product, managers tend to become carried away. They forget what they regard as the boring side of business — 52 that the customer remains a customer.

53 to concentrate on retaining as well as attracting customers costs businesses huge amounts of money annually. It has been estimated that the average company loses between 10 and 30 percent of its customers every year. In constantly changing 54, this is not surprising. What is surprising is the fact that few companies have any idea how many customers they have lost.

Only now are organizations beginning to wake up to these lost opportunities and calculate the 55 implications. Cutting down the number of customers a company loses can make a big 56 in its performance. Research in the U.S. found that a five percent decrease in the number of *defecting* (流失的) customers led to 57 increases of between 25 and 85 percent.

In the U.S., Domino's Pizza estimates that a regular customer is worth more than \$5,000 over ten years. A customer who receives a poor quality product or service on their first visit and 58 never returns, is losing the company thousands of dollars in 59 profits (more if you consider how many people they are likely to tell about their bad experience).

The logic behind cultivating customer 60 is impossible to deny. "In practice most companies' marketing effort is focused on getting customers, with little attention paid to 61 them," says Adrian Payne of Cornfield University's School of Management. "Research suggests that there is a close relationship between retaining customers and making profits. 62 customers tend to buy more, are predictable and usually cost less to service than new customers. Furthermore, they tend to be less price 63, and may provide free word-of-mouth advertising. Retaining customers also makes it 64 for competitors to enter a market or increase their share of a market."

- | | | | |
|----------------------|------------------|------------------|--------------------|
| 50. A. in particular | B. in reality | C. at least | D. first of all |
| 51. A. emphasize | B. doubt | C. overlook | D. believe |
| 52. A. denying | B. ensuring | C. arguing | D. proving |
| 53. A. Moving | B. Hoping | C. Starting | D. Failing |
| 54. A. markets | B. tastes | C. prices | D. expenses |
| 55. A. cultural | B. social | C. financial | D. economical |
| 56. A. promise | B. plan | C. mistake | D. difference |
| 57. A. cost | B. opportunity | C. profit | D. budget |
| 58. A. as a result | B. on the whole | C. in conclusion | D. on the contrary |
| 59. A. huge | B. potential | C. extra | D. reasonable |
| 60. A. beliefs | B. loyalty | C. habits | D. interest |
| 61. A. altering | B. understanding | C. keeping | D. attracting |
| 62. A. Assumed | B. Respected | C. Established | D. Unexpected |
| 63. A. agreeable | B. flexible | C. friendly | D. sensitive |
| 64. A. unfair | B. difficult | C. essential | D. convenient |

Section B

Directions: Read the following three 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)

The teacher who did the most to encourage me was, as it happens, my aunt. She was Myrtle C. Manigault, the wife of my mother's brother Bill. She taught me in second grade at all-black Sumner School in Camden, New Jersey.

During my childhood and youth, Aunt Myrtle encouraged me to develop every aspect of my potential, without regard for what was considered practical or possible for black females. I liked to sing; she listened to my voice and pronounced it good. I couldn't dance; she taught me the basic dancing steps. She took me to the theatre — not just children's theatre but adult comedies and dramas — and her faith that I could appreciate adult plays was not disappointed.

My aunt also took down books from her extensive library and shared them with me. I had books at home, but they were all serious classics. Even as a child I had a strong liking for humour, and I'll never forget the joy of discovering Don Marquis's *Archy & Mehitabel* through her.

Most important, perhaps, Aunt Myrtle provided my first opportunity to write for publication. A writer herself for one of the black newspapers, she suggested my name to the editor as a "youth columnist". My column, begun when I was fourteen, was supposed to cover teenage social activities — and it did — but it also gave me the freedom to write on many other subjects as well as the habit of gathering material, the discipline of meeting deadlines, and, after graduation from college six years later, a solid collection of published material that carried my name and was my

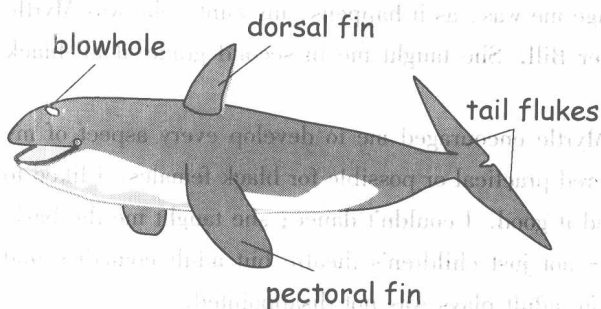
passport to a series of writing jobs.

Today Aunt Myrtle is still an enthusiastic supporter of her “favourite niece”. Like a diamond, she has reflected a bright, multifaceted (多面的) image of possibilities to every pupil who has crossed her path.

65. Which of the following did Aunt Myrtle do to the author during her childhood and youth?
- A. She lent her some serious classics. B. She cultivated her taste for music.
C. She discovered her talent for dancing. D. She introduced her to adult plays.
66. What does *Archy & Mehitabel* in Paragraph 3 probably refer to?
- A. A book of great fun. B. A writer of high fame.
C. A serious masterpiece. D. A heartbreaking play.
67. Aunt Myrtle recommended the author to a newspaper editor mainly to _____
- A. develop her capabilities for writing B. give her a chance to collect material
C. involve her in teenage social activities D. offer her a series of writing jobs
68. We can conclude from the passage that Aunt Myrtle was a teacher who _____
- A. trained pupils to be diligent and well-disciplined
B. gave pupils confidence in exploiting their potential
C. emphasized what was practical or possible for pupils
D. helped pupils overcome difficulties in learning

(B)

Humpback Whales



Quick Facts

- Size:** 14m-18m in length;
30-50 tons in weight
- Living environment:** Open ocean and shallow coastline waters

Humpback whales are sometimes called performers of the ocean. This is because they can make impressive movements when they dive. The name “humpback”, which is the common name for this whale, refers to the typical curve shape the whale’s back forms as it dives. Sometimes the humpback will dive with a fantastic movement known as a **breach**. During **Diet:** Shellfish, plants and fish of small size

nearly two-thirds of its body out of the water in a giant leap. A breach might also include a sideways twist with fins stretched out like wings, as the whale reaches the height of the breach.

A humpback whale breathes air at the surface of the water through two blowholes which are located near the top of the head. It blows a double stream of water that can rise up to 4 meters above the water.

The humpback has a small dorsal fin located towards the tail flukes about two-thirds of the way down its back. Other distinguishing features include large pectoral fins, which may be up to a third of the body length, and unique black and white spots on the underside of the tail flukes. These markings are like fingerprints; no two are the same.

Humpback whales live in large groups. They communicate with each other through complex "songs".

Hunting:

Sometimes in groups, in which several whales form a circle under the water, blowing bubbles that form a "net" around a school of fish. The fish are then forced up to the surface in a concentrated mass.

Current state:

Endangered; it is estimated that there are about 5,000-7,500 humpback whales worldwide.

69. According to "Quick Facts", a humpback whale _____.

- A. cannot survive in waters near the shore
- B. doesn't live in the same waters all the time
- C. lives mainly on underwater plants
- D. prefers to work alone when hunting food

70. To make a "breach", a humpback whale must _____.

- A. use its tail flukes to leap out of the water
- B. twist its body sideways to jump high
- C. blow two streams of water
- D. communicate with a group of humpbacks

71. From the passage we can learn that a humpback whale _____.

- A. has its unique markings on its tail flukes
- B. has black and white fingerprints
- C. gets its name from the way it hunts
- D. is a great performer due to its songs

(C)

Human remains of ancient settlements will be reburied and lost to science under a law that threatens research into the history of humans in Britain, a group of leading archaeologists (考古学家) says. In a letter addressed to the justice secretary, Ken Clarke, 40 archaeologists write of