

 金点思维系列



高二

英语 5·2·1综合练习

丛书主编 蔡 晔



YZLI0890146554

5R2C1W



金点思维系列

版权所有 翻印必究

举报电话: (010) 61034128, 13801003428 (打假办)

举报电话: (010) 61034160, 88939471

目录 (CIP) 数据

金点思维系列 高中英语 5.2.1 综合练习

编著: 蔡晔, 马瑞, 冯进会

ISBN 7-309-0688-8

I. ①金... II. ①蔡... ②马... ③冯... III. ①英语课—高中—习题集

IV. ①G634.4

中国版本图书馆 (CIP) 数据 (2011) 第 106278 号

责任编辑: 蔡晔, 马瑞, 冯进会

高二

英语 5.2.1 综合练习



丛书主编 蔡晔
丛书副主编 马瑞
编者 冯进会



YZLI0890146654

5R2C1W

龍門書局

北京

版权所有 翻印必究

举报电话:(010) 64031958,13801093426 (打假办)

邮购电话:(010) 64034160,88937471

图书在版编目(CIP)数据

金点思维·高二英语 5·2·1 综合练习/蔡晔主编;
冯进会编. —北京:龙门书局, 2011. 6
ISBN 978-7-5088-3084-1

I. ①金… II. ①蔡… ②冯… III. ①英语课—高中—习题集 IV. ①G634

中国版本图书馆 CIP 数据核字(2011)第 106878 号

责任编辑:潘恭华 高 鹏/封面设计:浩蓝书籍设计

龍 門 書 局 出 版

北京东黄城根北街 16 号

邮政编码:100717

www.longmenbooks.com

化学工业出版社印刷厂 印刷

科学出版社总发行 各地书店经销

*

2011 年 6 月第 一 版 开本:B5

2011 年 6 月第二次印刷 印张:14 1/2

字数:136 640

定 价:22.00 元

(如有印装质量问题,我社负责调换)

前 言

一本以短期英语综合训练为目的的教辅书,如何能够最大限度地发挥作用,帮助学生学习? 以下两点必不可少:一是全书的整体性,二是各个章节间的逻辑性。

《金点思维 英语 5·2·1 综合练习》按不同的话题分类,以周为阶段,用阅读、完形、写作的形式对学生进行训练。5·2·1 即每周进行 5 篇阅读、2 篇完形和 1 篇作文训练。本书的目的是更好地服务于学生,使不同层次水平的同学都能获益,通过对同一话题内容的反复训练,真正做到将知识化为己用。

本书有如下几个方面的优势:

- 以“5·2·1”的方式划分训练内容。
- 根据考纲要求严格筛选话题,使用最新内容。
- 针对不同的话题,选择高度统一的内容,使阅读、完形的内容能够为后面的写作提供素材,充分体现了训练的完整性和逻辑性。
- 配合不同水平学生的训练要求,按难易程度对文章分类,使各单元及全书的训练内容以递进的形式分布,帮助学生逐步提高。
- 将考纲要求融入篇章内,对每周内篇章的考纲考点进行了汇总,保障做到周练有目的,周练有效果。

因此,5·2·1 系列的整体特色为精确目标、话题一致,内容与考纲融合,阅读、完形、写作有机结合,难易层次化、训练整体化,是一种目标明确、层次递进、整体性强的综合训练方法。

目录 contents

练习与测试

练习与测试



Unit 1 Language and People

001/ Monday 热身训练

002/ Tuesday 能力提升

004/ Wednesday 素质积累

006/ Thursday 年级挑战

008/ Friday 能力转化

010/ 考纲词句检测

Unit 2 People all over the World

012/ Monday 热身训练

013/ Tuesday 能力提升

015/ Wednesday 素质积累

017/ Thursday 年级挑战

019/ Friday 能力转化

021/ 考纲词句检测

Unit 3 Festivals all over the World

023/ Monday 热身训练

024/ Tuesday 能力提升

026/ Wednesday 素质积累

028/ Thursday 年级挑战

030/ Friday 能力转化

032/ 考纲词句检测

Unit 4 Animals in Danger

034/ Monday 热身训练

035/ Tuesday 能力提升

037/ Wednesday 素质积累

039/ Thursday 年级挑战

041/ Friday 能力转化

043/ 考纲词句检测

Week 5 Animals in Danger

044/ Monday 热身训练

045/ Tuesday 能力提升

047/ Wednesday 素质积累

049/ Thursday 年级挑战

051/ Friday 能力转化

053/ 考纲词句检测

Week 6 Friendship

054/ Monday 热身训练

055/ Tuesday 能力提升

057/ Wednesday 素质积累

059/ Thursday 年级挑战

061/ Friday 能力转化

063/ 考纲词句检测

Week 7 Travelling

064/ Monday 热身训练

065/ Tuesday 能力提升

068/ Wednesday 素质积累

069/ Thursday 年级挑战

072/ Friday 能力转化

073/ 考纲词句检测

Week 8 Sports and Games

075/ Monday 热身训练

076/ Tuesday 能力提升

078/ Wednesday 素质积累

080/ Thursday 年级挑战

082/ Friday 能力转化

084/ 考纲词句检测

Week 9 News and Reports

086/ Monday 热身训练

087/ Tuesday 能力提升

090/ Wednesday 素质积累

091/ Thursday 年级挑战

094/ Friday 能力转化

096/ 考纲词句检测

Week 10 New Technologies

97/ Monday 热身训练 98/ Tuesday 能力提升

100/ Wednesday 素质积累 101/ Thursday 年级挑战

104/ Friday 能力转化 106/ 考纲词句检测

Week 11 Life in the Future

108/ Monday 热身训练 109/ Tuesday 能力提升

111/ Wednesday 素质积累 113/ Thursday 年级挑战

115/ Friday 能力转化 116/ 考纲词句检测

Week 12 Environmental Problems

118/ Monday 热身训练 119/ Tuesday 能力提升

121/ Wednesday 素质积累 123/ Thursday 年级挑战

125/ Friday 能力转化 127/ 考纲词句检测

Week 13 The Power of Nature

129/ Monday 热身训练 130/ Tuesday 能力提升

132/ Wednesday 素质积累 134/ Thursday 年级挑战

136/ Friday 能力转化 138/ 考纲词句检测

Week 14 Music, Literature and Art

140/ Monday 热身训练 141/ Tuesday 能力提升

143/ Wednesday 素质积累 145/ Thursday 年级挑战

148/ Friday 能力转化 150/ 考纲词句检测

Week 15 School Education

152/ Monday 热身训练 153/ Tuesday 能力提升

156/ Wednesday 素质积累 158/ Thursday 年级挑战

160/ Friday 能力转化 161/ 考纲词句检测

Week 16 Computers and the Internet

163/ Monday 热身训练 164/ Tuesday 能力提升

166/ Wednesday 素质积累 168/ Thursday 年级挑战

170/ Friday 能力转化 172/ 考纲词句检测

答案与解析 174

152/ Monday 热身训练 153/ Tuesday 能力提升

156/ Wednesday 素质积累 158/ Thursday 年级挑战

160/ Friday 能力转化 161/ 考纲词句检测

163/ Monday 热身训练 164/ Tuesday 能力提升

166/ Wednesday 素质积累 168/ Thursday 年级挑战

170/ Friday 能力转化 172/ 考纲词句检测

174/ Monday 热身训练 175/ Tuesday 能力提升

178/ Wednesday 素质积累 180/ Thursday 年级挑战

182/ Friday 能力转化 183/ 考纲词句检测



Week 1 Language and People

Monday 热身训练

● 阅读理解

阅读下面短文,从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

At first Kate thought the Romanian girl could not speak or understand English. Nadia would not reply to anything Kate said. Kate could not figure out why the school had put Nadia in such a class.

“Why did they do this?” Kate wondered aloud. “I mean, you can’t learn if you can’t understand the teacher.”

Nadia’s voice was a whisper. “I understand English. I will learn.” Nadia’s English was perfect.

Kate was perplexed. Then she realized that for a newcomer, there were hundreds of unfamiliar things to learn—all at the same time.

“There’re a lot of new things to learn, huh?” said Kate. In a quiet voice Nadia replied, “I have been speaking English and Romanian all my life, but I do not know what some children are saying. For example, yesterday a boy asked me to help him find the USB port on a thin black box he was carrying. Isn’t a port a place for ships? It made no sense to me.”

“Don’t worry,” said Kate. “You’ll figure everything out soon. You see, that thin black box was a computer. A USB port is a place where you can connect other machines to a computer.”

Nadia and Kate were quiet after that. While the teacher gave a math lesson, to Kate’s surprise, Nadia offered to answer questions on the blackboard. Nadia handled every question, including several really difficult, and no one understood what was going on except Nadia and the teacher. In the end the whole class clapped their hands for Nadia.

Nadia was smiling when she sat back down next to Kate. “Some things,” she said in a normal voice, “are the same all over the world.”

() 1. The underlined word “perplexed” probably means “_____”.

- A. puzzled B. amazed C. shocked D. frightened

() 2. We can infer from the passage that _____.

- A. Nadia did not like Kate at all
B. Nadia had lived by the sea before
C. Nadia was poor in computer English



- D. Nadia spoke in a soft voice to show her politeness
- () 3. Which of the following statements is TRUE?
- A. Nadia was better at math than other students.
- B. Nadia found some of the math questions difficult.
- C. Nadia was encouraged to answer questions in class.
- D. Nadia understood the math teacher better than other teachers.
- () 4. What conclusion can be drawn from the story?
- A. Mathematics helps to improve communication between cultures.
- B. Language plays an important role in communication between cultures.
- C. Answering questions in class makes you better understood by classmates.
- D. Talking about something familiar gives you confidence in communication.

Tuesday 能力提升

● 阅读理解

阅读下面短文,从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

The Yupik are a group of Eskimo people. Some 20,000 Yupik people live on the southwest coast of Alaska. Tununak, which means “back of the river”, sits near the Tununak River and the Bering Sea.

Native Americans settled in the village as early as 6,000 B. C. During its long history, the village population rose and fell as Eskimo warfare happened in the area.

Today they speak jokingly about “downtown” and “uptown” in the collection of those simple houses that make up the village. In addition to the school (the largest employer), there is a medical clinic (without a regular nurse) and a general store. The store now has an Internet connection through which customers can order food online from Bethel, 120 miles away.

The one road that cuts through the village is rough, but there is no need to fix it, since only one villager has a car. There is no road out of Tununak, which is accessible(可达到的) only by small airplane and when the weather permits.

Getting out of the village—and finding a job—is an uphill climb. In the last ten years the school has only graduated one male student, and no sign shows that 2011 or even the next three years will see one more. Most students who try to go to college do not succeed. Language is one of the main problems.

Students begin their studies in the Yupik language and then switch to English in the third grade. Most young people in the village become fluent in neither Yupik nor English, putting them at a big disadvantage when it comes to taking statewide tests.

- ### ●完形填空

In writing exercises in English classes my students frequently raise the topic of friendship. 1 what they write, I start to understand Chinese friendship obligation(义务). For instance, 2 a student wrote that she 3 that her friend wanted to go shopping. My student was busy and 4 had no time to do that, but she kept silent, put her work 5 and went shopping with her friend. Sometimes they write about middle school friends and 6 the closeness they feel when they are together. Sometimes they write with great 7 when they feel they are no longer close to someone they 8 as a friend. All this is quite different from 9 American young people would say about friendship.

In the United States you can certainly 10 a friend to do something with you, but you would not expect a friend to recognize and respond to your wishes without 11 them. Nor would you expect a friend to drop 12 to respond to a non-urgent need such as going shopping. 13 an American friend would feel that he had imposed (把……强加) too 14 if the friend gave up a real need to study to go shopping. There are 15 to what you can expect from a friend. In the U. S. you feel 16 to ask your friend for help, but you recognize that the friend may say 17. A friend in China is someone who, 18 that you are in need in some way, offers to assist you without waiting to be asked. In China there are 19 limits on what you can ask or expect of a



friend. You can feel free to tell your friend what he 20 she can or should do to help you or please you.

- | | | | |
|------------------------|----------------|---------------|-----------------|
| () 1. A. Writing | B. Reading | C. Saying | D. Telling |
| () 2. A. often | B. seldom | C. sometimes | D. once |
| () 3. A. demanded | B. recognized | C. understood | D. explained |
| () 4. A. really | B. suddenly | C. luckily | D. properly |
| () 5. A. on | B. up | C. aside | D. ahead |
| () 6. A. describe | B. realize | C. find | D. remember |
| () 7. A. happiness | B. sadness | C. illness | D. carelessness |
| () 8. A. make | B. consider | C. have | D. get |
| () 9. A. why | B. when | C. what | D. how |
| () 10. A. call | B. cause | C. ask | D. help |
| () 11. A. expecting | B. responding | C. wishing | D. stating |
| () 12. A. everything | B. something | C. anything | D. nothing |
| () 13. A. Except that | B. Instead of | C. In fact | D. As if |
| () 14. A. fast | B. slowly | C. little | D. much |
| () 15. A. limits | B. differences | C. opinions | D. problems |
| () 16. A. difficult | B. easy | C. free | D. pleased |
| () 17. A. no | B. sorry | C. goodbye | D. hello |
| () 18. A. hoping | B. sensing | C. hating | D. admitting |
| () 19. A. huge | B. small | C. many | D. few |
| () 20. A. and | B. but | C. or | D. as |

Wednesday 素质积累

A group of frogs were traveling through the woods, and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop,

一群青蛙正穿越树林时,其中两只掉进了一个深坑。当其他的青蛙看到那个坑很深时,_____。两只青蛙没理会他们的话,使尽全身力气想跳出来。其他的青蛙一直劝他们停下来,断定他们不可能跳出来了。最后,其中一只青蛙听取了其他青蛙的说法,放弃了。他掉了下去,死了。



that they were as good as dead. Finally, one of the frogs took heed of what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was a little deaf.

He thought they were encouraging him the entire time.

This story teaches us two lessons:

1. There is power of life and death in the tongue. An encouraging word to someone who is down can lift them up and help them make it through the day.

2. A destructive word to someone who is down can be what it takes to kill them.

Be careful of what you say. Speak life to those who cross your path. The power of words is sometimes hard to understand that an encouraging word can go such a long way.

Anyone can speak words that tend to rob another of the spirit to continue in difficult times. Special is the individual who will take the time to encourage another.

另外一只青蛙继续全力地跳着,上面的蛙群再一次对他大喊大叫,劝他别白费劲了,等死吧。而他却更加卖力,最后竟然跳了出来。他出来以后,其他青蛙问:“你没听见我们说什么吗?”这只青蛙解释说 he 有点儿聋。

他们以为他们从始至终一直在鼓励他!这个故事给了我们两个启示:

第一,你的话有决定生死的力量。一句鼓励的话可以让落魄的人重新振作,让他们重新面对生活。

第二,一句消极的话足以使一个情绪低落的人送命。

注意你所说的话。对你身边的人说鼓励的话。语言的力量有时难以想象,一句鼓励的话会有如此深远的影响。

任何人都能说出夺去他人战胜困境的勇气和意志的话,而只有愿意花时间去鼓励别人的人才是与众不同的。

1. Please give a title to the passage.

2. Please translate the underlined sentence into Chinese.

3. What lesson can you learn except the above two?

佳句
存储

An encouraging word to someone who is down can lift them up and help them make it through the day.

一句鼓励的话可以让落魄的人重新振作,让他们重新面对生活。

Thursday 年级挑战

● 阅读理解

阅读下面短文,从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

The question of how different languages are represented in the human brain is still unclear. Many studies have found evidence that all the languages that we learn in the course of our life are represented in one area of the brain. However, other studies have found evidence that a second language is separated from the representation of a mother tongue.

According to Dr. Ibrahim, there are various ways of solving this question, but the best way to examine the brain's representation of two languages is by assessing the effects of brain damage on a mother tongue and on the second language of the bilingual ones. "The examination of such cases carries much significance, since it is rare that we can find people who fluently speak two languages and who have experienced brain damage that has selectively affected one of the languages," he added.

The present case examined a 41-year-old bilingual patient whose mother tongue is Arabic and who had fluent command of Hebrew as a second language, at a level close to that of his mother tongue. The patient is a university graduate who passed entrance exams in Hebrew and used the language frequently in his professional life. He suffered damage to the brain that was expressed in a language disorder that remained after completing a course of rehabilitation (康复). During rehabilitation, a higher level of improvement in use of the Arabic language was recorded, and less for the use of Hebrew. After rehabilitation, the patient's language skills were put through various standardized tests that examined a range of levels language skills in the two languages. Most of the tests showed that damage to the patient's Hebrew skills were significantly more severe than the damage to his Arabic skills.

According to Dr. Ibrahim, even if this selective impairment (损害) of the patient's linguistic capabilities does not provide evidence enough to develop a structural model to represent languages in the brain, this case does take an important step in this direction.

() 1. What can we know according to the first paragraph?

- A. A mother tongue and a second language are represented in some unknown way.



- B. A mother tongue and a second language are represented in different parts of the brain.
- C. A mother tongue and a second language are represented in the same way.
- D. A mother tongue and a second language are represented at the same time.
- () 2. The underlined word in the 2nd paragraph can be replaced by _____.
 A. educated B. of two languages
 C. wounded D. experienced
- () 3. Why does the patient receive the tests?
 A. To prepare for the operation.
 B. To compare the damages to his two language skills.
 C. To find the cause of the damage to his language skills.
 D. To know the level of his rehabilitation.
- () 4. What conclusion can we draw according to the mentioned case?
 A. The impairment of linguistic capabilities is more or less the same.
 B. The improvement in the mother tongue is greater than that in the second language.
 C. The damage to the native language capability is more serious.
 D. The structural model to language representation can be gotten now.

●完形填空

阅读下面短文,掌握其大意,然后从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

I arrived in the classroom, ready to share my knowledge and experience with 75 students who would be my English Literature class. Having taught in 1 for 17 years, I had no 2 about my ability to hold their attention and to 3 on them my admiration for the literature of my mother tongue.

I was shocked when the monitor shouted, “ 4 !”

The entire class rose as I entered the room, and I was somewhat 5 about how to get them to sit down again, but once that awkwardness (尴尬) was over, I quickly 6 my calmness and began what I thought was a fact-packed lecture, sure to gain their respect—perhaps 7 their admiration. I went back to my office with the rosy glow which came from a sense of achievement.

My students 8 diaries. However, as I read them, the rosy glow was gradually 9 by a strong sense of sadness. The first diary said, “ Our literature teacher didn't teach us anything today. 10 her next lecture will be better.” Greatly surprised, I read diary after diary, each expressing a 11 theme. “ Didn't I teach them anything? I described the entire philosophical (哲学的) framework of Western thought and laid the historical 12 for all the works we'll study in class,” I complained. “ How 13 they say I didn't teach them anything?”



It was a long term, and it 14 became clear that my ideas about education were not the same as 15 of my students. I thought a teacher's job was to raise 16 questions and provide enough background so that students could 17 their own conclusions. My students thought a teacher's job was to provide 18 information as directly and clearly as possible. What a difference!

19, I also learned a lot, and my experience with my Chinese students has made me a 20 American teacher, knowing how to teach in a different culture.

- () 1. A. the UK B. the US C. China D. Australia
- () 2. A. worry B. idea C. doubt D. experience
- () 3. A. impress B. put C. leave D. fix
- () 4. A. Attention B. Look out C. At ease D. Stand up
- () 5. A. puzzled B. sure C. curious D. worried
- () 6. A. found B. returned C. regained D. followed
- () 7. A. more B. even C. yet D. still
- () 8. A. passed B. borrowed C. kept D. read
- () 9. A. replaced B. taken C. caught D. moved
- () 10. A. Naturally B. Perhaps C. Fortunately D. Reasonably
- () 11. A. different B. strong C. similar D. usual
- () 12. A. happenings B. characters C. development D. background
- () 13. A. should B. need C. will D. must
- () 14. A. immediately B. certainly C. simply D. gradually
- () 15. A. that B. what C. those D. ones
- () 16. A. difficult B. interesting C. ordinary D. unusual
- () 17. A. draw B. get C. decide D. give
- () 18. A. strange B. standard C. exact D. serious
- () 19. A. Therefore B. However C. Besides D. Though
- () 20. A. normal B. happy C. good D. better

Friday 能力转化

●任务型阅读

阅读下面的短文,并根据短文内容填空(每空限一词)。

The differences among students in different countries

In a society such as the United States or Canada, which has many national, religious, and cultural differences, people highly value individualism—the differences among people. Teachers place a lot of importance on the qualities that make each student special. The educational systems



in these countries show these values. Students do not memorize information. Instead, they work individually and find answers themselves. There are often discussions in the classroom. At an early age, students learn to form their own ideas and opinions.

In most Asian societies, by contrast, the people have the same language, history, and culture. Perhaps for this reason, the educational system reflects society's belief in group goals and purposes rather than individualism. Children in China, Japan, and Korea often work together and help one another on assignments. In the classroom, the teaching methods are often very formal. The teacher lectures, and the students listen. There is not much discussion. Instead, the students recite rules or information that they have memorized.

There are advantages and disadvantages to both of these systems of education. For example, one advantage to the system in Japan is that students there learn much more math and science than American students learn by the end of high school. They also study more hours each day and more days each year than North Americans do. The system is difficult, but it prepares students for a society that values discipline and self-control. There is, however, a disadvantage. Memorization is an important learning method in Japanese schools, yet many students say that after an exam, they forget much of the information that they have memorized.

The advantage of the educational system in North America, on the other hand, is that students learn to think for themselves. The system prepares them for a society that values creative ideas. There is, however, a disadvantage. When students graduate from high school, they haven't memorized as many basic rules and facts as students in other countries have.

The differences among students in different countries

	Students in the US and <u>1</u>	Students in China, Japan and Korea
values	<u>2</u>	<u>3</u> goals and purposes
way of study	working individually	listen to the teachers
	forming their own ideas and opinions	memorizing rules and <u>4</u>
	a lot of discussion in the classroom	not much discussion
<u>5</u>	learning to think for themselves	learning much more math and <u>6</u> by the end of high school.
	good for a society that values <u>7</u> ideas	studying more hours each day and more days each year
		good for a society valuing <u>8</u> and self-control
disadvantages	Students haven't memorized many basic rules and facts before <u>9</u> .	Information is <u>10</u> easily after an exam.