

# 锦囊妙解

中学生英语系列

陶倩 主编



高考

适合各种教材版本

阅读理解与  
完形填空  
强化训练



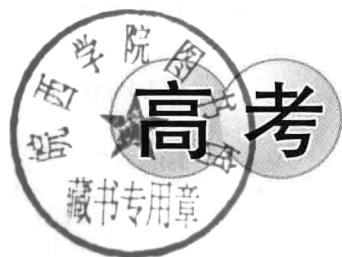
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# 锦囊妙解

中学生英语系列

第**3**版

## 阅读理解与完形填空 强化训练



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本书是“锦囊妙解中学生英语系列”的《阅读理解与完形填空 强化训练 高考》分册。全书共分为 25 个单元,每个单元有 5 篇阅读理解文章和 1 篇完形填空文章,供学生进行强化训练使用。书后参考答案中配有文章大意介绍及详细的解析,可帮助学生更好地理解文章、做好题目。本书强调对高三年级学生英语阅读理解能力的培养,在学中练,在练中发现问题,力求从本质上提高学生的阅读理解能力,达到信息的真正交流。

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# 前言

随着社会生活的信息化和经济的全球化,英语的重要性已日益突出。英语作为最重要的信息载体之一,已成为人类生活各个领域中使用最广泛的语言。学习和掌握英语,开展对外交流已是对 21 世纪国民素质的基本要求。

为了激发和培养学生学习英语的兴趣,为了帮助学生养成良好的学习习惯和形成有效的学习策略,为了使 学生掌握一定的英语基础知识和听、说、读、写技能,形成一定的综合语言运用能力,我们组织了教学一线的特、高级英语教师编写了锦囊妙解中学生英语强化训练系列,它包括初、高中的《词汇与语法强化训练》、《单项选择与新题型 强化训练》和《阅读理解与完形填空 强化训练》以及初中部分的《听力强化训练》共计 21 种。本丛书遵循了教育部制定的英语课程标准,从语言技能、语言知识、学习策略、情感态度、文化意识等方面着手,让同学们在学习过程中磨砺意志、陶冶情操、拓展视野、丰富生活经历、开发思维能力、发展个性和提高人文素养。丛书不仅能帮助学生更好地理解教材、提升英语语言能力,而且充分体现了“教材”与“教辅”、“知识”与“能力”的互动性。

## 本丛书具有以下鲜明的特色:

### 一、同步性

本丛书完全与英语课程标准同步,不但词汇、语法、话题同步,而且题型也与中、高考完全吻合。丛书以最新的教改精神为理念,以现行的初、高中课改教材为蓝本,设题紧扣教材、逐层深入。丛书的所有素材源于教材,但又不拘泥于教材;既讲求课内知识的巩固与拓展,又注重知识“点”与“面”的完美结合。

### 二、全面性

本丛书的知识分布全面,涵盖所有的中、高考考点。一方面从各小点突破,另一方面做到点、线、面的完美结合。同时进行了语言技能、语言知识、学习策略、情感态度、文化意识等内容的全面融合。

### 三、新颖性

本丛书不但题目原创、题型新颖,而且编写理念超前,有耳目一新之感。全部题目都精心编写,覆盖考点;所有题型都精心设计,仿真中、高考。各学段或年级的题目、题型的设置都充分体现了循序渐进、稳步上升的指导性原则。

### 四、示范性

本丛书的所有习题均附有详细的解析,且阅读文章还附有语篇解读。讲解精练,极具权威性,旨在培养学生的发散思维能力和创新精神。

愿这套内容厚重、形式简约的丛书能伴您走向成功!

本丛书从策划、编写到出版,都精心设计、细致操作,可谓尽心尽力,但仍不免有疏漏之处,敬请广大读者不吝指正。

丛书编委会

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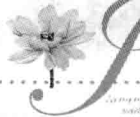
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## 如何使用这本书

### 阅读理解

#### 一、阅读理解命题特点

高考阅读理解要求考生在 30 ~ 35 分钟的时间内完成对 4 ~ 5 篇不同题材、体裁的短文的理解,是整个高考试题中难度最大、区分度最高的题型。它是对考生知识和心理素质的综合检验。可以说,阅读理解得分率的高低在很大程度上决定着英语考试的成败。

随着近几年各省高考自主命题的展开和新课标的实施,高考阅读理解在命题思路、题型设置和整体难度方面也呈现出一定的地域性差异。但分析 2010 和 2011 年全国及各省市的高考英语试题,我们发现阅读理解部分还是保持了很多共同的特点:

1. 题材丰富、话题广泛——政治经济、社会教育、人物故事、前沿科技、环境保护等。
2. 突出运用、体裁多样——记叙文、议论文、说明文和应用文等体裁。
3. 题型灵活、主旨突出——细节理解、词义猜测、推理判断和主旨大意等。
4. 选材新颖、语言地道——全部源于真实生活或直接选自国外媒体。

#### 二、阅读理解高分突破

##### (一) 选择题型高分突破

##### 1. 细节理解

细节理解题主要考查学生对文章具体事实和细节的理解能力,属表层理解范畴,难度较小,但在整个阅读理解中所占比例最大。解题时首先要确定在题干内还是在选项内找关键词,只有找到关键词或与之相关的词所在的句子,通过筛选信息,将定位范围缩到最小,才能节省时间,保证答题效果。

##### 2. 推理判断题

推理判断题主要考查考生对全文或文段的理解,其在近年高考中所占比例有逐渐扩大的趋势。解题时要准确地理解文段的隐含信息,结合文段的相关信息进行推理、判断。

##### 3. 词义猜测题

词义猜测题一般占阅读总题量的 10% 左右,一般指在阅读过程中根据对语篇的信息、逻辑、背景知识及语言结构等的综合理解去猜测或推断某一生词、难词、关键词的意思。解题时常常常不停留在字面上,要根据语境来判断。常见方法有:①见“形”辨义:利用构词法来理解词义。②望“文”生义:根据上下文,利用同义词、反义词进行猜测。③拆“句”知义:分析句子,根据句子内部的逻辑关系理解词义。

##### 4. 主旨大意题

主旨大意题是阅读理解中要求高、难度大的题型之一,是考查考生对全文或某一段落的整体概括能力。解题时常分三步走:串读题干,明确主题;瞻前顾尾,定位中心句;转义概括,或取其一。

##### (二) 新题型高分突破

1. 新题型种类:任务型(江苏的任务型阅读和安徽的任务型读写);匹配型(广东的信息匹配、浙江的配对阅读、上海的配对标题);问答型(湖南简答题、山东的阅读表达、天津的阅读表达);补全型(陕西、四川、全国 II 的补全对话、北京的补全阅读);填空型(湖南阅读填空)。

2. 新题型属阅读范畴,题目设置旨在围绕不同的阅读技能和语言应用而展开,涉及词性转换、词语释义、同义替换、语法结构、归纳演绎、结构分析、细节理解等。部分新题型阅读有字数限制,表达部分也暗含一些要求,诸如大小写、答题的一致性及词性等,这些隐性的规范需要学生自己去揣摩。新题型因要求的不同而呈现不同的难易度。

新题型一般的解题思路可归纳为四步曲:即“审题”→“略读”→“边细读边解题”→“复核”。先看清题目及要求,做到有的放矢,心中有数。接着了解阅读材料的基本信息、语篇的文体类型(如记叙文,议论文,说明文),作者的写作目的与态度等,为下一步完成任务作铺垫。同时通过细读题目和文章中相关的信息完成指定任务。



全部填完后,把文章看一遍,检查所填之词是否符合文章内容,答题是否符合规范,拼写以及大小写是否正确等。

## 完形填空

### 一、完形填空命题的特点

完形填空,顾名思义就是通过“填空”,把一篇被挖去若干空格的文章恢复成其原来完整的模样。这种题型是高考试卷上的“老大难”,主要考查学生的阅读理解能力、逻辑思维能力和对具体语境的把握能力。

随着高考题的发展,以及自主命题的地区越来越多,高考英语命题呈现多元化的特点。但是分析、总结全国以及各地的高考真题,我们仍然可以发现一些命题规律。

1. 选材原汁原味,体现“跨文化意识”。
2. 记叙文占多数,故事类继续领跑。
3. 文章长度稳定,全文保持一定的挖空密度。
4. 语境考查占绝对,基本不考查语法。
5. 实词为主,虚词为辅;单词为主,词组为辅。
6. 选项具有同类性,保留首句以给出提示。
7. 突出干扰性强、重细微辨析的备选项。

### 二、完形填空高分突破

一般来讲,高考完形填空的首、尾句是不挖空的,先跳读这两句,便可判断体裁,猜它想要讲什么。若首句交代了 when, where, who, what, 很可能就是一个故事,其结尾往往出人意料,耐人寻味;若首句是提出或解释说明某事物,一般来说是说明文;若首句提出一个论点就是议论文。

1. 记叙文:主要是记人、叙事、写景、状物一类的文章。

做记叙文类完形填空题时要注意:了解文章的组织方式;明确作者的写作目的;弄清文章的视角。

2. 夹叙夹议:主要是叙述与议论相结合的文章。

做夹叙夹议类的完形填空时要注意:明确文章的组织方式;体会叙述和议论的联系;重视语境的作用,这就要在理解上下文的基础上,通过语境辨析词语,找到正确答案。

3. 说明文:往往围绕一个问题从不同的侧面来加以说明,通常结构严谨,句子结构复杂,因此也是高考完形填空中较难理解的一种文体。

做说明文类完形填空题时要注意:把握文章的开头;概括各段段意;注意文章的结尾。抓住关键词及逻辑关系填空。

4. 议论文:是一种剖析事物、议论事理、发表见解或提出主张的说理性文章。这个特点决定了议论文为高考完形中难度最大的一种体裁。

要做好高考完形填空中的议论文,最重要的还是要抓住作者议论的中心。把握作者的观点和态度;把握文章开头,总结文章结尾;注意段与段之间的逻辑关系。



## Unit 1

## A

建议用时:6分钟 实际用时:\_\_\_\_\_ 难度:★★★

My husband, my four-month old daughter and I set out on a five day driving journey from California to Washington. We had to stop frequently because our little one needed to stretch(伸展) from the car seat.

One of our stops, once we crossed the Oregon border, was at a Black Bear Diner. Walking towards the front door we noticed a gentleman standing to one side. He was seriously discouraged, without shoes and wearing tattered clothing. We passed right by him and opened the restaurant door.

Then something told me to go back. Holding my four-month old daughter I turned around and said to the gentleman, "Sir, are you hungry?" He said, "Yes." I then asked, "May we buy you a bite to eat?" He responded, "Sure, I can order something to go."

My husband opened the door and the gentleman went straight to the counter. I told him to order whatever he wanted. The manager of the restaurant came over quite quickly and looked shocked. I spoke before he had an opportunity to. "This gentleman will have lunch on us today," I said. "Please add his order to our bill." The manager crinkled(皱起) his brow and said, "Ohhhhhh-kay!"

We turned to be led to our table and the gentleman said loudly and quickly, "Thank You !" We were seated and upon completing our meal we were presented with our bill. I asked my husband what the gentleman had ordered. One fresh squeezed orange juice, one coffee, one breakfast combination with a side of hash browns.

When we left the restaurant, I looked for the gentlemen but didn't see him. But that very small gesture just made my day. I hope in some small ways we were able to add some joy to his life, even if only for a few minutes.

(C)1. Why did the author stop frequently on their way to Washington?

- A. Because she had to eat something.
- B. Because she wanted to help some people.

C. Because her daughter needed to relax herself.

D. Because her husband had to refuel their car.

( ) 2. The underlined word "tattered" in Paragraph 2 probably means "\_\_\_\_\_".

- A. expensive
- B. ragged
- C. beautiful
- D. gifted

( ) 3. It can be inferred from the fifth paragraph that \_\_\_\_\_.

- A. the gentleman must be very hungry
- B. the author must be very regretful
- C. the author must be very rich
- D. the food in the restaurant must be very cheap

( ) 4. What can we learn from the passage?

- A. We'd better not talk with strangers.
- B. We should try our best to help those in trouble.
- C. We ought to share everything that we have with others.
- D. We must be careful when communicating with others.

## B

建议用时:6分钟 实际用时:\_\_\_\_\_ 难度:★★★

Three years ago, five parrots were set free in a wild place of Arizona, thousands of miles from the Channel Islands of Jersey where they had been looked after by zookeepers. No evolutionary strategies informed them how to behave in this new landscape of mountainous pine forest unoccupied by their kind for 50 years. To the researchers' surprise, they failed to make contact with a group of wild parrots imported from Mexico and set free at the same time. Within 24 hours the reintroducing ended in failure, and the poor birds were back in cages, on their way to the safety of the Arizona reintroduction programme.

Ever since then, the programme has enjoyed great success, mainly because the birds now being set free are Mexican birds illegally caught in the wild, confiscated(没收) on arrival north of the border, and raised by their parents in the safety of the programme. The experience shows



how little we know about the behaviour and psychology (心理) of parrots, as Peter Bennett, a bird researcher, points out, "Reintroducing species of high intelligence like parrots is a lot more difficult. People like parrots, always treating them as nothing more than pets or valuable 'collectables'."

Now that many species of parrots are in immediate danger of dying out, biologists are working together to study the natural history and the behaviour of this family of birds. Last year was an important turning point: conservationists founded the World Parrot Trust, based at Hayle in Cornwall, to support research into both wild and caged birds.

Research on parrots is vital for two reasons. First, as the Arizona programme showed, when reintroducing parrots to the wild, we need to be aware of what the birds must know if they are to survive in their natural home. We also need to learn more about the needs of parrots kept as pets, particularly as the Trust's campaign does not attempt to discourage the practice, but rather urges people who buy parrots as pets to choose birds raised by humans.

- ( ) 1. What do we know about the area where the five parrots were reintroduced?
- Its landscape is new to parrots of their kind.
  - It used to be home to parrots of their kind.
  - It is close to where they had been kept.
  - Pine trees were planted to attract birds.
- ( ) 2. The reintroducing experience three years ago shows that man-raised parrots \_\_\_\_\_.  
 A. can find their way back home in Jersey  
 B. are unable to recognize their parents  
 C. are unable to adapt to the wild  
 D. can produce a new species
- ( ) 3. Why are researches on parrots important according to the passage?  
 A. The Trust shows great concern for the programme.  
 B. We need to know more about how to preserve parrots.  
 C. Many people are interested in collecting parrots.  
 D. Parrots' intelligence may some day benefit people.
- ( ) 4. According to the passage, people are advised \_\_\_\_\_.  
 A. to treat wild and caged parrots equally  
 B. to set up comfortable homes for parrots

- C. not to keep wild parrots as pets  
 D. not to let more parrots go to the wild

## C

建议用时:6 分钟 实际用时:\_\_\_\_\_ 难度:★★★

In the West, advertisements are the fuel that makes mass media work. Many TV stations, newspapers, magazines, radio stations are privately (私人地) owned. The government does not give them money. So where does the money come from? From advertisements. Without advertisements, there would not be these private businesses.

Have you ever asked yourself what advertising is? Through the years, people have given different answers to the question. For some time it was felt that advertising was a means of "keeping your name before the public". And some people thought that advertising was "truth well told". Now more and more people consider it in this way: "Advertising is the paid, non-personal, and usually persuasive presentation of goods, services and ideas by some certain sponsors (赞助商) through various media."

First, advertising is usually paid for. Various sponsors pay for the advertisements we see, read, and hear over various media. Second, advertising is non-personal. It is not face-to-face communication. Although you may feel that a message in a certain advertisement is aimed directly at you, in fact, it is directed at large groups of people. Third, advertising is usually persuasive. Directly or indirectly it asks people to do something. All advertisements try to make people believe that the product, idea, or service advertised can benefit them. Fourth, the sponsors of the advertisements must show their names. From the advertisement, we can see if the sponsor is a company, or a single person. Fifth, advertising reaches us through old and modern mass media. Included in the old media are newspapers, magazines, radio, television, and films. Modern media include e-mail, matchbox covers, and boards on top of buildings.

- ( ) 1. The existence of the privately owned mass media depends on the support of \_\_\_\_\_.  
 A. the government  
 B. their owners' families  
 C. advertisements  
 D. the TV stations
- ( ) 2. The passage seems to say that different ideas of advertising are given due to \_\_\_\_\_.

- A. the change of time
- B. the subject of the advertisements
- C. people's age difference
- D. people's different opinions

- ( ) 3. Which of the following is considered as modern mass media?
- A. Newspapers.
  - B. E-mail.
  - C. Magazines.
  - D. Films.
- ( ) 4. According to the passage, which of the following statements about advertisements is not true?
- A. The sponsors are always mentioned.
  - B. Advertising must be honest and humorous.
  - C. There is the description of things advertised.
  - D. Advertising is meant for large groups of people.

## D

建议用时: 7 分钟 实际用时: \_\_\_\_\_ 难度: ★★★★★

It was a beautiful day at the beach—blue sky, gentle wind, calm sea. I knew these things because a man sitting five feet from me was shouting them into his mobile phone, like a play-by-play announcer(实况解说员).

"It's a beautiful day," he shouted. "The sky is blue. And there's a gentle wind, and the water is calm, and..."

Behind me, a woman, her mobile phone pressed to her ear, was walking back and forth.

"She didn't," she was saying. "No, she didn't. She did? Really? Are you serious? She did not. She did? No, she..."

And so on. This woman had two children, who were playing in the sea. I found myself watching them, because the woman surely was not. A huge squid could have caught and snatched the children, and this woman would not have noticed. Or, if she had noticed, she'd have said, "Listen, I have to go, because a huge squid just... No! She didn't! She did? No! She..."

And next to me, the play-by-play man would have said, "...and a huge squid just ate two children, and I'm getting a little sunburned. And..."

It used to be that the major trouble at the beach was the fellow who brought a boom box(便携式录音机) and turned it up so loud that the bass notes caused seagulls to explode. But at least you knew where these fellows were;

you never know which beachgoers have mobile phones. You'll settle next to what appears to be a sleeping sunbather, or even (you hope) a corpse, and you'll lie happily on your towel, and you'll get all the way to the second sentence of your 467-page book before you fall asleep to the hypnotic surge of the surf(催人入梦的潮声), and...

Beep! Beep! The corpse sits up, feels urgently for its mobile phone and shouts, "Hello! I'm at the beach! Yes! It's nice! Very peaceful! What? She did? No, she didn't! She did? No, she..."

Loud mobile-phoners never seem to get urgent calls. Just once, I'd like to hear one of them say, "Hello? Yes, this is Dr. Johnson. Oh, Dr. Smith, you've opened the abdominal cavity(腹腔)? Good! Now the appendix should be right under the... What? No, that's the liver. Don't take that out, ha ha! Oh, You did? My God! OK, now listen carefully..."

- ( ) 1. From the passage we can know that the writer of the passage \_\_\_\_\_.
- A. had a wonderful holiday at the beach
  - B. must have suffered a lot because of the terrible weather
  - C. is only interested in talks by doctors about operation
  - D. experienced an unhappy holiday at the beach
- ( ) 2. According to the passage, which of the following is not true?
- A. The writer often spends his holidays at the beach.
  - B. A huge squid ate two children while their mother was not watching.
  - C. Some people used to play boom box while spending their holidays at the beach.
  - D. Some people often make loud mobile phone calls without caring for others.
- ( ) 3. The underlined word "corpse" in this passage has the closest meaning to \_\_\_\_\_.
- A. a dead body
  - B. a loud mobile-poner
  - C. a sound sleeper
  - D. a sleep lover
- ( ) 4. We can infer from the passage that \_\_\_\_\_.
- A. the writer is interested in mobile phone
  - B. the writer hates people using mobile phone
  - C. the writer hates to be disturbed while enjoying

holidays on the beach

D. the writer seldom finishes reading a book before going to sleep

## E

建议用时:5 分钟 实际用时:\_\_\_\_\_ 难度:★★★

根据短文内容,从短文后的选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

### Easy Ways to Keep Your Brain Sharp

Everyone is forgetful, but as we age, we start to feel like our brains are slowing down a bit—and that can be a very annoying thing. 1 Read on for some techniques worth trying.

(1) 2

People who regularly made plans and looked forward to upcoming events had a 50 percent reduced chance of Alzheimer's disease(早老性痴呆症), according to a recent study. 3 Something as simple as setting a goal to have a weekly coffee date with a friend will do. There's evidence that people who have a purpose in life or who are working on long or short-term goals appear to do better. In other words, keep your brain looking forward.

(2) Go for a walk.

Mildly raised glucose(葡萄糖) levels can harm the area of the brain that helps you form memories, but physical activity can help get blood glucose down to normal levels. In fact, exercise produces chemicals that are good for your brain. 4

(3) Learn something new.

Take a Spanish class online, join a drawing club, or learn to play cards. A study found that mental stimulation(刺激) limits the weakening effects of aging on memory and the mind. But the best thing for your brain is when you learn something new and are physically active at the same time. 5 Or go dancing with your friends.

- A. Focus on the future.
- B. This can be especially harmful to the aged.
- C. It should be something like learning gardening.
- D. So take a few minutes each day to do some reading.
- E. But don't worry if your schedule isn't filled with life-changing events.
- F. Luckily, research shows there is a lot you can do to avoid those moments.
- G. In other words, when you take care of your body, you take care of your brain.

## F

建议用时:15 分钟 实际用时:\_\_\_\_\_ 难度:★★★

When I come across a good article in reading newspapers, I often want to cut and keep it. But just as I am about to do so I find the article on the 1 side is as much interesting. It may be a discussion of the way to 2 in good health, or 3 about how to behave and conduct oneself in society. If I cut the front article, the opposite one is likely to 4 damage, leaving out half of it or keeping the text 5 the title. Therefore, the scissors would 6 before they start, 7 halfway done when I find out the 8 result.

Sometimes two things are to be done at the same time, both worth your 9. You can only take up one of them, the other has to wait or be 10 up. But you know the future is unpredictable—the changed situation may not allow you to do what is left 11. Thus you are 12 in a difficult position and feel sad. How 13 that nice chances and brilliant ideas gather around all at once? It may happen that your life 14 greatly on your preference of one choice to the other.

In fact that is what 15 is like: we are often 16 with the two opposite sides of a thing which are both desirable like a newspaper cutting. It often occurs that our attention is drawn to one thing only 17 we get into another. The 18 may be more important than the latter and give rise to a divided mind. I 19 remember a philosopher's remark: "When one door shuts, another opens in life." So a casual 20 may not be a bad one.

- (D) 1. A. front B. same C. either D. opposite
- (B) 2. A. get B. keep C. lead D. bring
- (A) 3. A. advice B. news C. a theory D. a report
- (A) 4. A. suffer B. reduce C. prevent D. cause
- (C) 5. A. on B. for C. without D. off
- (D) 6. A. use B. handle C. prepare D. stay
- (B) 7. A. or B. but C. so D. for
- (A) 8. A. satisfying B. regretful

C. surprising

(C) 9. A. courage

C. attention

(A) 10. A. given

C. make

(D) 11. A. near

C. about

(C) 12. A. filled

C. caught

(D) 13. A. dares

C. deals

(B) 14. A. improves

C. progresses

D. impossible

B. strength

D. patience

B. held

D. picked

B. alone

D. behind

B. attracted

D. struck

B. comes

D. does

B. changes

D. goes

(D) 15. A. study

C. nature

(A) 16. A. faced

C. connected

(A) 17. A. before

C. until

(D) 18. A. following

C. above

(A) 19. A. still

C. once

(C) 20. A. treatment

C. choice

B. society

D. life

B. supplied

D. fixed

B. after

D. as

B. next

D. former

B. also

D. almost

B. action

D. remark



## Unit 2

### A

建议用时:6分钟 实际用时:\_\_\_\_\_ 难度:★★★

When I was in junior high school in Philadelphia, there was a fellow we called Sporty. One day after school, I saw him high-jumping alone in the gym. Sporty was jumping four feet, six inches. He began his approach with a certain number of steps. Then he planted his right foot and threw his left leg up. As he began to clear the bar, he flattened his body out and kicked his back leg up. He landed smoothly on his back. It looked simple. I wanted to do it.

But my jumping style was a lot different from Sporty's. I ran, stopped, planted both legs, and jumped straight up. I brought my knees up to my chin, and crashed smack on the bamboo pole on the way down. Sporty was very upset by my jump. Right around that time, Mr. Lister, our gym teacher, came by. Mr. Lister's record was six feet, nine inches. To Sporty and me, that was out of this world. So, when he offered to teach us, we couldn't wait.

Mr. Lister decided that I needed work on my style. As I started my approach, I planted the left foot down and then stopped. I started up again with three fast steps. As I neared the bar, I jumped straight up, and brought both legs up in a sitting position. I came straight down on top of the bamboo pole and snapped it in half.

After I had broken three poles, I began to wonder if this sport was really suitable for me. Mr. Lister suggested that I start slowly at the beginning. So I worked on my approach at the embarrassing height of two feet. I cleared the bar, but all I could do was to grumble about it being so close to the ground.

The months passed and finally I was jumping four feet, six inches. Then Sporty moved the bar to four feet, nine inches. I made my approach and suddenly I was scared. This was too great a challenge. The bar was too high. The closer I got, the more convinced I became that I would miss it. I knocked the bar off.

When Sporty tried it, he made the jump. If Sporty could do it, I had better do it! But that thought came back again: "It's too high. You won't make it." I didn't make

it.

On his second jump, Sporty knocked the bar over. For some strange reason, I suddenly felt better. Now I could do it. I wasn't afraid of failing any more.

I stood at the mark and blocked out all my negative thoughts. I approached the bar, planted my foot, and jumped. I knocked the bar off, but I had cleared it by a good six inches. My confidence returned. I put the bar up quickly, came back around and made my approach again. I went up and over six inches over.

When you believe in yourself, You can do anything.

- ( ) 1. What lesson did Mr. Lister's instruction help the author to learn?
- Replace equipment that breaks.
  - Practice once a week.
  - Start slowly and increase the effort.
  - Exercise before any sports contest.
- ( ) 2. How did the author react after breaking many high-jump poles?
- He gave up.
  - He became jealous of Sporty's ability.
  - He felt that he would never learn how to high-jump.
  - He was puzzled by all the trouble that he was having.
- ( ) 3. The author's purpose was to \_\_\_\_\_ in the passage.
- urge the reader to take part in sports
  - warn that high-jump causes injuries
  - teach the reader some high-jump skills
  - show the importance of self-confidence

### B

建议用时:6分钟 实际用时:\_\_\_\_\_ 难度:★★★

Sadness is unpleasant, and in a society where personal happiness is prized above all else, there is little tolerance for falling in despair. Especially now we've got drugs for getting rid of sad feelings—whether it's after losing a job, the breakup of a relationship or the death of a loved one. So it's no surprise that more and more people are taking them.



But is this really such a good idea? A growing number of voices from the world of mental health research are saying it isn't. They fear that the increasing tendency to treat normal sadness as a disease is playing fast and loose (行为轻率). Sadness, they argue, serves a useful purpose—and if we lose it, we lose out. Yet many psychiatrists (精神病医生) insist not. Sadness has a nasty habit of turning into depression (抑郁症), they warn. Even when people are sad for good reason, they should take drugs to make themselves feel better.

So who is right? Is sadness something we cannot live without or something horrible never to touch?

There are lots of ideas about why feeling sad should become part of human life. It may be a self-protection strategy, as other primates (灵长类) also show signs of sadness. A losing monkey that doesn't show sadness after it loses a fight may be seen as continuing to challenge the winning monkey—and that could result in death.

In humans, sadness has a further function: we may display sadness as a form of communication. By acting sad, we tell other community members that we need support.

Then there is the idea that creativity is connected to dark moods. There are plenty of great artists, writers and musicians who have suffered from depression or disorder. Scientists find that people with signs of depression perform better at a creative task, and that negative moods make people think deeply over the unhappy experience, which allows creative processes to come to the front. There is also evidence that too much happiness can be bad for your career. A doctor found that people who scored 8 out of 10 on a happiness test were more successful in income and education than 9s or 10s. The happiest people lose their willingness to make changes to their lives that may benefit them.

( ) 1. The underlined word "this" refers to \_\_\_\_\_.

- A. taking drugs      B. falling in despair
- C. losing a job      D. feeling sad

( ) 2. The author believes sadness is \_\_\_\_\_.

- A. a good thing for people's health
- B. something horrible never to touch
- C. a necessary function of humans
- D. always to be treated as depression

( ) 3. Some animals show their sadness in order to \_\_\_\_\_.

- A. cheat their enemy

B. protect themselves

C. comfort the loser

D. challenge the winner

( ) 4. We can infer from the last paragraph that \_\_\_\_\_.

- A. people with great creativity tend to be happier
- B. unhappy experiences contribute to a greater career
- C. too much happiness can be bad for your career
- D. the happiest people are the most successful ones

## C

建议用时: 5 分钟 实际用时: \_\_\_\_\_ 难度: ★★★

### Have You Ever Wondered?

#### 1. Why do airplanes take longer to fly west than east?

It can take five hours to go west-east from New York (NY) to London but seven hours to travel east-west from London to NY. The reason for the difference is an atmospheric phenomenon known as the jet (喷射) stream. The jet stream is a very high altitude wind which always blows from the west to the east across the Atlantic. The planes moving at a constant air speed thus go faster in the west-east direction when they are moving with the wind than in the opposite direction.

#### 2. What would happen if the gravity on Earth was suddenly turned off?

Supposing we could magically turn off gravity, would buildings and other structures (建筑物) float away? What happened would depend on how strongly the things were attached to the Earth. The Earth is moving at quite a speed, moving at over a thousand miles per hour. If you turn something around your head on a string (细绳), it goes around in a circle until you let go of the string. Things not attached to the Earth would fly off in a straight line. People in buildings would suddenly shoot upwards at a great speed until they hit the ceiling. Most things would fly off into space.

( ) 1. What information can we get from the first passage?

- A. It is the jet stream that affects how fast airplanes fly.
- B. Planes go slower when they are moving with the wind.



- C. It takes more time to fly from NY to London than from London to NY.
- D. The jet stream always blows from the east to the west across the Atlantic.
- ( )2. The word “shoot” underlined in the 2nd passage probably means “\_\_\_\_\_”.
- A. send for                      B. move quickly
- C. come out                      D. grow quickly
- ( )3. It can be inferred that without gravity \_\_\_\_\_.
- A. buildings and other structures would float away
- B. trees and buildings would not so easily fly off
- C. something around your head would not float away
- D. everything outside buildings would fly off into space
- ( )4. Where can we most probably read this text?
- A. In a research paper.
- B. In a short story.
- C. In a travel magazine.
- D. In a student's book.

## D

建议用时:8 分钟 实际用时:\_\_\_\_\_ 难度:★★★★

It had been some time since Jack had seen the old man. College, career, and life itself got in the way. In fact, Jack moved clear across the country in pursuit of his dreams. There, in the rush of his busy life, Jack had little time to think about the past and often no time to spend with his wife and son. He was working on his future, and nothing could stop him.

Over the phone, his mother told him, “Mr. Belser died last night. The funeral is on Wednesday.” Memories flashed through his mind like an old newsreel as he sat quietly remembering his childhood days.

“Jack, did you hear me?”

“Oh, sorry, mom. Yes, I heard you. It's been so long since I thought of him. I'm sorry, but I honestly thought he died years ago,” Jack said.

“Well, he didn't forget you. Every time I saw him he'd ask how you were doing. He'd reminisce(回忆) about the many days you spent over ‘his side of the fence’ as he put it,” mom told him.

“I loved that old house he lived in,” Jack said.

“You know, Jack, after your father died, Mr. Belser

stepped in to make sure you had a man's influence in your life,” she said.

“He's the one who taught me carpentry. I wouldn't be in this business if it weren't for him. He spent a lot of time teaching me things he thought were important. . . Mom, I'll be there for the funeral,” Jack said.

Busy as he was, he kept his word. Jack caught the next flight to his hometown. Mr. Belser's funeral was small and uneventful. He had no children of his own, and most of his relatives had passed away.

The night before he had to return home, Jack and his mom stopped by to see the old house next door one more time, which was exactly as he remembered. Every step held memories. Every picture, every piece of furniture. . . Jack stopped suddenly.

“What's wrong, Jack?” his mom asked.

“The box is gone,” he said.

“What box?” mom asked.

“There was a small hold box that he kept locked on top of his desk. I must have asked him a thousand times what was inside. All he'd ever tell me was ‘the thing I value most’.” Jack said.

It was gone. Everything about the house was exactly how Jack remembered it, except for the box. He figured someone from the Belser family had taken it.

“Now I'll never know what was so valuable to him,” Jack said sadly.

Returning to his office the next day, he found a package on his desk. The return address caught his attention.

“Mr. Harold Belser” it read.

Jack tore open the package. There inside was the gold box and an envelope. Jack's hands shook as he read the note inside.

“Upon my death, please forward this box and its contents to Jack Bennett. It's the thing I valued most in my life.” A small key was taped to the letter. His heart racing, and tears filling his eyes, Jack carefully unlocked the box. There inside he found a beautiful gold pocket watch. Running his fingers slowly over the fine cover, he opened it.

Inside he found these words carved: “Jack, thanks for your time! Harold Belser.”

“Oh, My God! This is the thing he valued most. . .”

Jack held the watch for a few minutes, then called his assistant and cleared his appointments for the next two days. “Why?” his assistant asked.

"I need some time to spend with my son," he said.

- ( ) 1. Why did Jack think Mr. Belser died years ago?
- A. College and career prevented him from remembering Mr. Belser.
- B. Jack was too busy with his business and family to think about Mr. Belser.
- C. Jack was too busy realizing his dreams to think about Mr. Belser.
- D. His present busy life washed away his childhood memories.
- ( ) 2. Jack's mother told him on the phone about Mr. Belser EXCEPT that \_\_\_\_\_.
- A. Mr. Belser often asked how Jack was doing
- B. Mr. Belser's funeral would take place on Wednesday
- C. Mr. Belser had asked for Jack's mailing address
- D. Mr. Belser had pleasant memories of their time together
- ( ) 3. Why did Belser send Jack his gold watch?
- A. Because he was grateful for Jack's time with him.
- B. Because he had no children or relatives.
- C. Because he thought he had to keep his word.
- D. Because Jack had always wanted it during his childhood.
- ( ) 4. Why did Jack say he needed some time to spend with his son?
- A. He was very tired of his work and wanted to have a good rest.
- B. He had promised to spare more time to stay with his son.
- C. He had missed his son and his family for days.
- D. He came to realize the importance of the time with his family.
- ( ) 5. Which of the following is the most suitable title for this passage?
- A. The Good Old Times
- B. What He Valued Most
- C. An Old Gold Watch
- D. The Lost Childhood Days

## E

建议用时:6分钟 实际用时:\_\_\_\_\_ 难度:★★★

根据短文内容,从下框的A~F选项中选出能概括每一段主题的最佳选项。选项中有一项为多余项。

- A. Gift giving proven to be valuable
- B. Memories from gift giving
- C. Moments and events for gift giving
- D. Various functions of gift giving
- E. Gift giving as a wasteful practice
- F. Gift giving as a two-way social activity

## Gift Giving

1.

There are many occasions (场合) for giving gifts in modern industrialized societies: birthdays, naming ceremonies, weddings, anniversaries, New Year. It is common to give gifts on many of these celebrations in western cultures. In addition, special events, such as one's first day of school or graduation from university, often require gift giving.

2.

What is happening when we give gifts? Most important, we are exchanging gifts. If someone gives me a gift for my birthday, I know that I am usually expected to give one on his or her next birthday. A gift builds up or confirms a social obligation (义务).

3.

Gifts tighten personal relationships and provide a means of communication between loved ones. People say that a gift lets the recipient (接受者) know we are thinking of them, and that we want to make the person "feel special". We want people to feel wanted, to feel part of our social or family group. We give presents to say "I'm sorry". Sometimes it is difficult for us to find a present that someone will like. Sometimes we give things that we like or would feel comfortable with. In all these cases, the gifts are sending out messages—often very expressive ones.

4.

People tend to talk about presents in a fairly loving way. A woman whose mother had died years ago described the many gifts around her house. These were gifts that her mother had given her over the years: "I appreciate these, and they mean something to me," the woman said, "because I remember the occasions they were given on, and that they were from my mother, and the relationship we've had." The gifts remain and keep the relationship alive in mind. This woman felt the same way about the gifts she

gave to others. She hoped that the recipients would look at her gifts in years to come and remember her.

5.

Emotions(情感) like these suggest that a positive spirit still lies behind gift giving. They prove that the anthropologist Claude Levi-Strauss was wrong to say that modern western gift giving is highly wasteful. Studies in Canada and elsewhere have also shown that this is not the case. Each gift is unique even if so many are given. The emotional benefit for those who exchange gifts is the very reason for the tradition to continue.

## F

建议用时:15 分钟 实际用时:\_\_\_\_\_ 难度:★★★

My senior year, I can't believe it's almost over. Now when I 1, it was stressful, but exciting, the prom, graduation, and then of course, college.

I started my college application process months before Christmas. My parents told me it would be 2 if I set up interviews and tours. But I was unmotivated. I wanted to go to college, but I didn't want to deal with the 3.

As the days flew by, my applications laid on my desk just as I had 4 them three months before. "You are wasting 5 time," my parents complained. Sweeping away the gathered 6 on the applications, I worked on them every Sunday 7 I finished. Next came writing the essays. I had many ideas, but every school had different 8. I changed them until I was pleased. 9, everything was underway.

Now I just had to wait. In March, I started receiving letters of rejection(拒绝). I began to think that I had set myself up for 10. I had a letter from Salem State College stating that they wanted to see my third quarter 11 before they made their decision. Yes! At least someone wanted to 12 me. The beginning of April, I received a letter from Keene State. I had been rejected. Those 13 words: "We regret to inform you..." made me sit down and cry. I had 14 all hope. Then I heard from Plymouth State. Not my first 15, but... I had been accepted. Maybe if I get my grades 16, I can transfer to another school...

The college application process 17 me deeply. All my friends had dozens of schools to choose from. I

guess my parents were 18. High school grades are extremely important to your 19. If I could do it all over again, I would take it more 20.

- |                           |                   |
|---------------------------|-------------------|
| ( ) 1. A. hold back       | B. look back      |
| C. keep back              | D. go back        |
| ( ) 2. A. smart           | B. certain        |
| C. convenient             | D. available      |
| ( ) 3. A. loneliness      | B. subjects       |
| C. stress                 | D. tests          |
| ( ) 4. A. found           | B. left           |
| C. sent                   | D. chosen         |
| ( ) 5. A. busy            | B. spare          |
| C. changeable             | D. valuable       |
| ( ) 6. A. dust            | B. ideas          |
| C. work                   | D. troubles       |
| ( ) 7. A. before          | B. unless         |
| C. until                  | D. when           |
| ( ) 8. A. decisions       | B. standards      |
| C. regulations            | D. requirements   |
| ( ) 9. A. Suddenly        | B. Finally        |
| C. Generally              | D. Fortunately    |
| ( ) 10. A. disappointment | B. achievements   |
| C. discrimination         | D. preparations   |
| ( ) 11. A. papers         | B. plans          |
| C. grades                 | D. exams          |
| ( ) 12. A. accept         | B. respect        |
| C. judge                  | D. consider       |
| ( ) 13. A. borrowed       | B. cheering       |
| C. heated                 | D. opening        |
| ( ) 14. A. ruined         | B. gained         |
| C. lost                   | D. seen           |
| ( ) 15. A. chance         | B. choice         |
| C. guess                  | D. success        |
| ( ) 16. A. up             | B. out            |
| C. on                     | D. over           |
| ( ) 17. A. hurt           | B. beat           |
| C. punished               | D. frightened     |
| ( ) 18. A. strict         | B. right          |
| C. kind                   | D. upset          |
| ( ) 19. A. school history | B. present family |
| C. final exams            | D. future plans   |
| ( ) 20. A. firmly         | B. readily        |
| C. seriously              | D. willingly      |