

高考英语新考法



# 英语阅读理解 50 篇

英语新高考研究组 编写

READING  
COMPREHENSION

精选高考真题 每练题量

解析精当详尽 拓展语言运用

练讲高度结合 丰富答题体验



ZHEJIANG UNIVERSITY PRESS  
浙江大学出版社

高 考 英 语 新 考 法

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# 前 言

高考英语阅读理解占全卷分数的三分之一,因而历来是全卷的焦点。近年来,阅读理解总是以最丰富的题材和体裁、日益增加的阅读量、不断提升的思维要求,考查广大考生最全面的综合能力。然而,并不是所有的考生都意识到,做题与研究语篇及其设问同样重要。甚至有很多考生总是误认为,只要自己能认到单词,阅读理解自然就会好。再加上,做阅读理解题通常要花很多“整块”的时间,不愿意花时间的考生,就可能随便画上几个答案,应付了事。有的考生总是觉得,只有记单词、做语法题才是“真功夫”。孰不知,考生只有在平时接触不同题材和体裁的文本时进行研究,才能提高自己理解所阅读材料的细节、话题、主题(中心思想)、文本结构、语篇的寓意、词义推测、逻辑推理和评判性阅读思维等能力。这些能力,并不是只要认识单词就能提高的,并不是“自生自灭”的。

为了帮助考生合理安排阅读理解题的复习,既重视本大题的应试,又能最大限度地用好每一则阅读材料,以便全方位提高自己的语言能力,又不至于陷入不必要的题海之中,我们组织一线特级教师和高级教师,编写了本书。

本书有以下特点:

1. 精选近年高考真题,也有少量原创试题。

2. 充分考虑学习者的学习承受度,帮助大家最大限度地用好每则材料。全书共 50 篇,适合平时的复习,也适合每天 2~3 篇的强化训练。

3. 按故事、广告、科技、人物传记、说明文、新闻报道、议论文等七个类别排列,既考虑到题材的聚合,又考虑到体裁的特点;既考虑到阅读“四选一”的主流题型,又考虑到像“七选五”的篇章题、开放式回答问题、完形填词式的阅读理解等题型。

4. 答案部分由三块内容组成:

第一,文本脉络。讲述文本大意、文本脉络、主线和解题思路。

第二,答案详解。每题必解,每解必详。

第三,语言学习。选择 1~3 个典型词句或语法表达之类的语言点进行拓展学习,有的语篇也从篇章的角度,作一拓展。这样的学习,可谓一举多得。

高考复习仅靠题海战术往往事倍功半,因此做题更要析题。希望本书能够给广大考生提供一个良好的平台,基于一定量的强化练习(如每天做 1~3 套),结合这些高考真题的深度学习,最终提升自己的阅读理解答题水平,提高自己的语言学习能力,进而提高考试成绩。

本书虽经过长期调研和策划,试题也基本上采用真题,但由于编者水平有限,如有疏漏,敬请读者批评指正。

本书编写组

2013 年 6 月 10 日

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英语阅读理解 50 篇

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# 故 事 类

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## Test 1

I was blind, but I was ashamed of it if it was known. I refused to use a white stick and hated asking for help. After all, I was a teenager girl, and I couldn't bear people to look at me and think I was not like them. I must have been a terrible danger on the roads. Coming across me wandering through the traffic, motorists probably would have to step rapidly on their brakes. Apart from that, there were all sorts of disasters that used to occur on the way to and from work.

One evening, I got off the bus about halfway home where I had to change buses, and as usual I ran into something. "I'm awfully sorry," I said and stepped forward only to run into it again. When it happened a third time, I realized I had been apologizing to a lamppost. This was just one of the stupid things that constantly happened to me. So I carried on and found the bus stop, which was a request stop, where the bus wouldn't stop unless passengers wanted to get on or off. No one else was there and I had to try to guess if the bus had arrived.

Generally in this situation, because I hated showing I was blind by asking for help, I tried to guess at the sound. Sometimes I would stop a big lorry and stand there feeling stupid as it drew away. In the end, I usually managed to swallow my pride and ask someone at the stop for help.

But on this particular evening no one joined me at the stop; it seemed that everyone had suddenly decided not to travel by bus. Of course I heard plenty of buses pass, or I thought I did. But because I had given up stopping them for fear of making a fool of myself, I let them all go by. I stood there alone for half an hour without stopping one. Then I gave up. I decided to walk on to the next stop.

1. The girl refused to ask for help because she thought \_\_\_\_\_.  
A. she might be recognized  
B. asking for help looked silly  
C. she was normal and independent  
D. being found blind was embarrassing
2. After the girl got off the bus that evening, she \_\_\_\_\_.  
A. began to run  
B. hit a person as usual  
C. hit a lamppost by accident  
D. was caught by something
3. At the request stop that evening, the girl \_\_\_\_\_.  
A. stopped a big lorry  
B. stopped the wrong bus  
C. made no attempt to stop the bus  
D. was not noticed by other people
4. What was the problem with guessing at the sound to stop a bus?  
A. Other vehicles also stopped there.  
B. It was unreliable for making judgments.  
C. More lorries than buses responded to the girl.  
D. It took too much time for the girl to catch the bus.
5. Finally the girl decided to walk to the next stop, hoping \_\_\_\_\_.  
A. to find people there  
B. to find more buses there  
C. to find the bus by herself there  
D. to find people more helpful there

(广东 2012)





## Test 2

Mark and his brother Jason both were looking at the shining new computer enviously. Jason was determined not to go against their father's wishes but Mark was more adventurous than his brother. He loved experimenting and his aim was to become a scientist like his father.

"Dad will be really mad if he finds out you've been playing with his new computer," Jason said. "He told us not to touch it."

"He won't find out," Mark said. "I'll just have a quick look and shut it down."

Mark had been scolded before for touching his father's equipment. But his curiosity was difficult to control and this new computer really puzzled him.

It was a strange-looking machine—one his dad had brought home from the laboratory where he worked. "It's an experimental model," his father had explained, "so don't touch it under any circumstances." But his warning only served to make Mark more curious. Without any further thought, Mark turned on the power switch. The computer burst into life and seconds later, the screen turned into colors, shifting and changing and then two big white words appeared in the center of the screen: "SPACE TRANSPORTER."

"Yes!" Mark cried excitedly, "It's a computer game. I knew it! Dad's only been pretending to work. He's really been playing games instead." A new message appeared on the screen:

"ENTER NAMES: VOYAGER 1: ... VOYAGER 2: ..."

Mark's fingers flew across the keyboard as he typed in both of their names.

"INPUT ACCEPTED. START TRANSPORT PROGRAM. AUTO-RETRIEVE INITIATED (自动回收程序已启动)."

The screen turned even brighter and a noise suddenly rose in volume.

"I think we'd better shut it off, Mark," Jason yelled, reaching for the power switch. He was really frightened.

But his hand never reached the switch. A single beam of dazzling white light burst out of the computer screen, wrapping the boys in its glow(光芒), until they themselves seemed to be glowing. Then it died down just as suddenly as it had burst into life. And the boys were no longer there. On the screen, the letters changed.

"TRANSPORT SUCCESSFUL. DESTINATION: MARS. RETRIEVE DATE: 2025."

1. Why did Mark touch the computer against his father's warning?
  - A. He wanted to take a voyage.
  - B. He wanted to practice his skill.
  - C. He was so much attracted by it.
  - D. He was eager to do an experiment.
2. Where did the boy's father most likely work?
  - A. In an electronic factory.
  - B. In a computer company.
  - C. In a scientific research center.
  - D. In an information processing center.
3. Mark thought "SPACE TRANSPORTER" on the screen was the name of \_\_\_\_\_.
  - A. a computer game
  - B. a company website
  - C. a software producer
  - D. an astronomy program
4. Why did Jason want to shut off the computer?
  - A. He was afraid of being scolded.
  - B. He didn't like the loud noise and light.
  - C. He didn't want to play games any more.





- D. He was afraid something dangerous might happen.
5. What happened to the boys at the end of the story?
- A. They were blown into the air.                      B. They were sent to another planet.
- C. They were hidden in the strong light.            D. They were carried away to another country.

(江西 2012)





## Test 3

### Peanuts to This

Proudly reading my words, I glanced around the room, only to find my classmates bearing big smiles on their faces and tears in their eyes. Confused, I glanced toward my stone-faced teacher. Having no choice, I slowly raised the report I had slaved over, hoping to hide myself. “What could be causing everyone to act this way?”

Quickly, I flashed back to the day Miss Lancelot gave me the task. This was the first real talk I received in my new school. It seemed simple: go on the Internet and find information about a man named George Washington. Since my idea of history came from an ancient teacher in my home country, I had never heard of that name before. As I searched the name of this fellow, it became evident that there were two people bearing the same name who looked completely different! One invented hundreds of uses for peanuts, while the other led some sort of army across America. I stared at the screen, wondering which one my teacher meant. I called my grandfather for a golden piece of advice: flip(掷) a coin. Heads—the commander, and tails—the peanuts guy. Ah! Tails, my report would be about the great man who invented peanut butter, George Washington Carver.

Weeks later, standing before this unfriendly mass, I was totally lost. Oh well, I lowered the paper and sat down at my desk, **burning** to find out what I had done wrong. As a classmate began his report, it all became clear, “My report is on George Washington, the man who started the American Revolution.” The whole world became quiet! How could I know that she meant that George Washington?

Obviously, my grade was awful. Heartbroken but fearless, I decided to turn this around. I talked to Miss Lancelot, but she insisted: No re-dos; no new grade. I felt that the punishment was not justified, and I believed I deserved a second chance. Consequently, I threw myself heartily into my work for the rest of the school year. Ten months later, that chance unfolded as I found myself sitting in the headmaster's office with my grandfather, now having an entirely different conversation. I smiled and flashed back to the embarrassing moment at the beginning of the year as the headmaster informed me of my option to skip the sixth grade. Justice is sweet!

1. What did the author's classmates think about his report?  
A. Controversial.      B. Ridiculous.      C. Boring.      D. Puzzling.
2. Why was the author confused about the task?  
A. He was unfamiliar with American history.  
B. He followed the advice and flipped a coin.  
C. He forgot his teacher's instruction.  
D. He was new at the school.
3. The underlined word “burning” in Paragraph 3 probably means \_\_\_\_\_.  
A. annoyed      B. ashamed      C. ready      D. eager
4. In the end, the author turned things around \_\_\_\_\_.  
A. by redoing his task      B. through his own efforts  
C. with the help of his grandfather      D. under the guidance of his headmaster

(北京 2012)



## Test 4

Barditch High School decided to have an All-School Reunion. Over 450 people came to the event. There were tours of the old school building and a picnic at Confederate Park. Several former teachers were on hand to tell stories about the old days. Ms. Mabel Yates, the English teacher for fifty years, was wheeled to the Park.

Some eyes rolled and there were a few low groans(嘟囔声) when Ms. Yates was about to speak. Many started looking at their watches and coming up with excuses to be anywhere instead of preparing to listen to a lecture from an old woman who had few kind words for her students and made them work harder than all the other teachers combined.

Then Ms. Yates started to speak:

"I can't tell you how pleased I am to be here. I haven't seen many of you since your graduation, but I have followed your careers and enjoyed your victories as well as crying for your tragedies. I have a large collection of newspaper photographs of my students. Although I haven't appeared in person, I have attended your college graduations, weddings and even the births of your children, in my imagination."

Ms. Yates paused and started crying a bit. Then she continued:

"It was my belief that if I pushed you as hard as I could, some of you would succeed to please me and others would succeed to annoy me. Regardless of our motives, I can see that you have all been successful in your chosen path."

"There is no greater comfort for an educator than to see the end result of his or her years of work. You have all been a great source of pleasure and pride for me and I want you to know I love you all from the bottom of my heart."

There was a silence over the crowd for a few seconds and then someone started clapping. The clapping turned into cheering, then into a deafening roar(呼喊). Lawyers, truck drivers, bankers and models were rubbing their eyes or crying openly with no shame all because of the words from a long forgotten English teacher from their hometown.

1. What activity was organized for the school reunion?
  - A. Sightseeing in the park.
  - B. A picnic on the school playground.
  - C. Telling stories about past events.
  - D. Graduates' reports in the old building.
2. What can be inferred from Paragraph 2?
  - A. Some graduates were too busy to listen to Ms. Yates' speech.
  - B. Many graduates disliked Ms. Yates' ways of teaching.
  - C. Some people got tired from the reunion activities.
  - D. Most people had little interest in the reunion.
3. We can learn from Ms. Yates' speech that she \_\_\_\_\_.
  - A. kept track of her students' progress
  - B. gave her students advice on their careers
  - C. attended her students' college graduations
  - D. went to her students' wedding ceremonies
4. What was Ms. Yates' belief in teaching teenagers?
  - A. Teachers' knowledge is the key to students' achievements.



- B. Pressure on students from teachers should be reduced.  
C. Hard-pushed students are more likely to succeed.  
D. Students' respect is the best reward for teachers.
5. Which of the following can best describe Ms. Yates?
- A. Reliable and devoted.                      B. Tough and generous.  
C. Proud but patient.                          D. Strict but caring.

(天津 2012)



## Test 5

As a young boy, I sometimes traveled the country roads with my dad. He was a rural mail carrier, and on Saturdays he would ask me to go with him. Driving through the countryside was always an adventure: There were animals to see, people to visit, and chocolate cookies if you knew where to stop, and Dad did.

In the spring, Dad delivered boxes full of baby chickens, and when I was a boy it was such fun to stick your fingers through one of the holes of the boxes and let the baby birds peck on your fingers.

On Dad's final day of work, it took him well into the evening to complete his rounds because at least one member from each family was waiting at their mailbox to thank him for his friendship and his years of service. "Two hundred and nineteen mailboxes on my route," he used to say, "and a story at every one." One lady had no mailbox, so Dad took the mail in to her every day because she was nearly blind. Once inside, he read her mail and helped her pay her bills.

Mailboxes were sometimes used for things other than mail. One note left in a mailbox read, "Nat, take these eggs to Marian; she's baking a cake and doesn't have any eggs." Mailboxes might be buried in the snow, or broken, or lying on the ground; but the mail was always delivered. On cold days Dad might find one of his customers waiting for him with a cup of hot chocolate. A young girl wrote letters but had no stamps, so she left a few buttons on the envelope in the mailbox. Dad paid for the stamps. One businessman used to leave large amounts of cash in his mailbox for Dad to take to the bank. Once, the amount came to \$32,000.

A dozen years ago, when I traveled back to my hometown on the sad occasion of Dad's death, the mailboxes along the way reminded me of some of his stories. I thought I knew them all, but that wasn't the case.

As I drove home, I noticed two lamp poles, one on each side of the street. When my dad was around, those poles supported wooden boxes about four feet off the ground. One box was painted green and the other was red, and each had a long narrow hole at the top with white lettering: SANTA CLAUS, NORTH POLE. For years children had dropped letters to Santa through those holes.

I made a turn at the corner and drove past the post office and across the railroad tracks to our house. Mom and I were sitting at the kitchen table when I heard footsteps. There, at the door, stood Frank Townsend, Dad's postmaster and great friend for many years. So we all sat down at the table and began to tell stories.

At one point Frank looked at me with tears in his eyes. "What are we going to do about the letters this Christmas?" he asked.

"The letters?"

"I guess you never knew."

"Knew what?"

"Remember, when you were a kid and you used to put your letters to Santa in those green and red boxes on Main Street? It was your dad who answered all those letters every year."

I just sat there with tears in my eyes. It wasn't hard for me to imagine Dad sitting at the old oak table in our basement reading those letters and answering each one. I have since spoken with several of the people who received Christmas letters during their childhood, and they told me how amazed they were that Santa had known so much about their homes and families.

For me, just knowing that story about my father was the gift of a lifetime.





1. It can be inferred from the passage that the writer regarded his travels with Dad as \_\_\_\_\_.
  - A. great chances to help other people
  - B. happy occasions to play with baby chickens
  - C. exciting experiences with a lot of fun
  - D. good opportunities to enjoy chocolate cookies
2. The writer provides the detail about the businessman to show that \_\_\_\_\_.
  - A. Dad had a strong sense of duty
  - B. Dad was an honest and reliable man
  - C. Dad had a strong sense of honor
  - D. Dad was a kind and generous man
3. According to the passage, which of the following impressed the writer most?
  - A. Dad read letters for a blind lady for years.
  - B. Dad paid for the stamps for a young girl.
  - C. Dad delivered some eggs to Marian.
  - D. Dad answered children's Christmas letters every year.
4. The method the writer uses to develop Paragraph 4 is \_\_\_\_\_.
  - A. offering analyses
  - B. providing explanations
  - C. giving examples
  - D. making comparisons
5. What surprised the children most when they received letters in reply from Santa Claus every year?
  - A. Santa Claus lived alone in the cold North Pole.
  - B. Santa Claus answered all their letters every year.
  - C. Santa Claus had unique mailboxes for the children.
  - D. Santa Claus had so much information about their families.
6. Which of the following is the best title for the passage?
  - A. The Mail
  - B. Christmas Letters
  - C. Special Mailboxes
  - D. Memorable Travels

(浙江 2012)



## Test 6

Franz Kafka wrote that, “a book must be the ax(斧子) for the frozen sea inside us.” I once shared this sentence with a class of seventh graders, and it didn't seem to require any explanation.

We'd just finished John Steinbeck's novel *Of Mice and Men*. When we read the end together out loud in class, my toughest boy, a star basketball player, wept a little, and so did I. “Are you crying?” one girl asked, as she got out of her chair to take a closer look. “I am,” I told her, “and the funny thing is I've read it many times.” But they understood. When George shoots Lennie, the tragedy is that we realize it was always going to happen. In my 14 years of teaching in a New York City public middle school, I've taught kids with imprisoned parents, abusive parents, irresponsible parents; kids who are parents themselves; kids who are homeless; kids who grew up in violent neighborhoods. They understand, more than I ever will, the novel's terrible logic—the giving way of dreams to fate(命运).

For the last seven years, I have worked as a reading enrichment teacher, reading classic works of literature with small groups of students from grades six to eight. I originally proposed this idea to my headmaster after learning that a former excellent student of mine had transferred out of a selective high school—one that often attracts the literary-minded children of Manhattan's upper classes—into a less competitive setting. The daughter of immigrants, with a father in prison, she perhaps felt uncomfortable with her new classmates. I thought additional “cultural capital” could help students like her develop better in high school, where they would unavoidably meet, perhaps for the first time, students who came from homes lined with bookshelves, whose parents had earned Ph. D's.

Along with *Of Mice and Men*, my groups read: *Souder*, *The Red Pony*, *Lord of the Flies*, *Romeo and Juliet* and *Macbeth*. The students didn't always read from the expected point of view. About *The Red Pony*, one student said, “it's about being a man, it's about manliness.” I had never before seen the parallels between Scarface and *Macbeth*, nor had I heard Lady *Macbeth*'s soliloquies(独白) read as raps(说唱), but both made sense; the interpretations were playful, but serious. Once introduced to Steinbeck's writing, one boy went on to read *The Grapes of Wrath* and told me repeatedly how amazing it was that “all these people hate each other, and they're all white.” His historical view was broadening, his sense of his own country deepening. Year after year former students visited and told me how prepared they had felt in their first year in college as a result of the classes.

Year after year, however, we are increasing the number of practice tests. We are trying to teach students to read increasingly complex texts, not for emotional punch(碰撞) but for text complexity. Yet, we cannot enrich the minds of our students by testing them on texts that ignore their hearts. We are teaching them that words do not amaze but confuse. We may succeed in raising test scores, but we will fail to teach that reading can be transformative and that it belongs to them.

- The underlined words in Paragraph 1 probably mean that a book helps to \_\_\_\_\_.  
 A. realize our dreams  
 B. give support to our life  
 C. smooth away difficulties  
 D. awake our emotions
- Why were the students able to understand the novel *Of Mice and Men*?  
 A. Because they spent much time reading it.  
 B. Because they had read the novel before.  
 C. Because they came from a public school.  
 D. Because they had similar life experiences.