



(2010 版)

刘决生 主编

尽现高考阅读理解测试热点 指点命题方向 摆脱题海束缚

系统阐述高考英语阅读理解的命题特点和答题策略

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典型的真题 权威的命题 明确的导向

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尽现测试热点 摆脱题海束缚

综观全国各地高考英语试题，我们不难发现，高考英语阅读理解的比例正在加大。高考阅读理解能力的提升，对于高考英语学科获得高分极为关键。因此，熟悉高考英语命题特点，进行系统训练，从而快速有效地提升英语阅读理解答题能力至关重要。



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1970年12月生于安徽桐城，华东师范大学外语学院毕业的第一个以高考英语命题改革为研究方向的英语教育硕士。曾任多年高中英语教师，历任上海张思中教学法研究所英语教材编辑，兼所长助理，全国教育科学“十五”规划课题“一门外语基础过关的理论与实践”课题组成员。近年来先后在上海、北京出版了《高/中考英语金钥匙》系列、《高考英语命题透视》系列、《高/初中英语核心题库》系列、《高考英语试题全揭秘》系列、《中学英语经典试题150系列》、《中考英语命题思路》、《考试时间系列》之《中考英语完形填空点击与突破》等书五十余本，共约1000余万字。在《中国教育报》、《文汇报》、《上海教育科研》、《中学生英语读写》（高考版）、《英语周报》（高中教师版、初中教师版）、《英语辅导报》、《青苹果》、《新闻晨报》、《少年日报》等报刊杂志发表数十篇双语类论文与高考、中考英语辅导文章。现于教育行政部门从事专职教育科研工作，参与了普通高中学业水平考试方案的设计与实施，为新课程背景下高考改革方案专家论证组成员，《高中课改实验省份高考改革方案的比较研究》课题组组长，《中国教育报》等多家报刊杂志高考、中考英语栏目特约撰稿人。

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前 言

2009 年高考,全国各地已经有 19 份高考英语试题各展风采。与教育部考试中心命制的几份全国卷相比,单独命题的省份或地区,如上海、北京、天津、重庆、湖北、湖南、山东、江西、安徽、福建、浙江、江苏、辽宁、广东、四川、陕西、海南与宁夏等,或者直接按照教育部考试中心的说明要求命题,或者以其为指导,结合当地的英语教学实际制定了相应的考试说明,并据此命制反映当地特色的英语试题。其中,广东、山东、海南、宁夏、江苏、天津、安徽、福建、浙江、辽宁十省市自治区试题均为实施普通高中新课程改革后的高考试题;上海市 2009 年高考也是上海市二期课改全面实施以来的首次考试。

综观全国各地高考英语试题,我们不难发现,高考英语阅读理解的分值比例最大。上海市、浙江省高考英语试题还增设了属于阅读理解泛读范围内的六选五阅读新题型。全国 19 份高考英语试题的阅读理解篇幅均为五篇以上,浙江省更是多达六篇阅读,并占了 50 分的比重(占总分 150 分的 1/3)。由此可见,高考阅读理解能力的提升,对于高考英语学科获得高分极为关键。因此,熟悉高考英语命题特点,进行系统训练,从而快速有效地提升英语阅读理解答题能力至关重要。

本书编者深入研究,参照了教育部考试中心对近年高考英语阅读理解命题的权威分析,针对高考命题的方式并结合真题分析,撰写了详细的高考英语阅读理解应试指导文章,力图简明扼要地系统阐述高考英语阅读理解的命题特点,同时结合各地最新试题进行具体分析,为广大高中生备战高考提供详细的答题策略指导。与众多模拟试题不同的是,本书精选了最近三年全国各地高考英语阅读理解真题 150 篇(其中 2009 年各地高考真题 94 篇),按照试题的选材范围分为人物经历篇、科技说明篇、话题谈论篇、现象介绍篇、广告信息篇、植物动物篇、异域风情篇、趣闻轶事篇和阅读新题型等九大板块。阅读训练部分之所以全部采用各地高考真题,是因为真题的典型性更强、命题方式更权威、导向更明确。全国各地高中各年级的学生都可以根据自己的实际情况选用。

参加本书编写的老师既有华东师范大学外语学院毕业的从事高考英语测试专业研究的英语教育硕士,又有多年奋战在高三教学一线的名师。我们编写此书的初衷就是要给广大考生提供最新、最经典的高考阅读理解试题,让考生在最短的时间内取得阅读理解的最高分。令人欣慰的是,本书推出以来,深受广大师生的普遍欢迎,多次重印即是对本书的充分肯定。为了满足广大高三新生备战 2010 年高考的需要,我们在保留原来编写体例的基础上,根据 2009 年全国各地的最新高考英语试题,彻底重编了此书,以全新的内容奉献给读者。

参与本书资料收集和编写的老师有李艳、杜文生、计风、吴静、唐珊、李冰、王冰燕、李玉明、张晴、张咏梅、黄娟、李丽、罗梅、向先群、汪金花、张四海、王丹、梅丽、向忠实和夏琼等同志。

由于编写时间有限,书中不足之处还望读者不吝指出,以便再版时修正。

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2009 年 7 月

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目 录

前 言

第一章 高考英语阅读理解命题特点与答题指导·····	1
第二章 高考英语阅读理解经典真题 150 篇·····	6
第一节 人物经历篇·····	6
第二节 趣闻轶事篇·····	25
第三节 科技说明篇·····	39
第四节 现象介绍篇·····	58
第五节 异域风情篇·····	66
第六节 植物动物篇·····	75
第七节 广告信息篇·····	84
第八节 话题谈论篇·····	106
第九节 阅读新题型·····	137
参考答案·····	148

第一章

高考英语阅读理解命题特点与答题指导

教育部考试中心在对近年的高考英语阅读理解试题进行分析总结时指出, 阅读英语文章是我国考生接触英语的最主要途径。因此, 阅读理解应该在试卷中占较大的比重。

一、最新高考英语阅读理解命题特点

综观近年各地高考英语阅读试题, 它们有以下显著特点: 试题难度适中, 个别省份略有起伏; 文章选材符合《考试大纲》的基本要求, 保证了题材、体裁类型多样; 对阅读理解的几种技能考查比较全面; 个别省份篇章长度有增加, 阅读量略有增加; 文章内容积极健康, 兼具知识性、思想性与教育性。在 2009 年高考试题中, 主观性的阅读新题型占有一定的比例, 如天津卷与山东卷的阅读表达、湖南卷的简答题与填空题、安徽卷的任务型读写等。

从整体上看, 各省市的高考阅读理解试题都基本做到了以下三个方面: 第一, 阅读材料信息量大, 体现在五篇文章(或六篇文章)、题材与体裁的多样化方面; 第二, 文章有易有难, 搭配适度, 命题者注意到合理把握文章及句子的难度; 第三, 恰当控制生词的数量, 较好地处理合成词与派生词。每份试题的五篇文章(或六篇文章) 20 道题(或 25 道题) 都能合理地安排好文章细节判断题、词意或句意猜测题、文意理解判断题和根据文章推理判断题的题量与出现的顺序。命题者熔知识性、趣味性、实用性于一炉, 全方位、多侧面地对考生的阅读理解能力进行了比较科学的检测。

对选文的难度、选文的思想性、选文的时代性, 以及文章实用性的良好把握, 的确是一门很深的学问, 教育部考试中心高考英语命题组的高考英语阅读选材在这方面树立了一个非常好的榜样。最近几年, 阅读理解的难度系数都在 0.51 左右波动, 这是命题者经过多年的潜心研究, 对高考后的数据进行缜密分析, 透彻了解中学教学实际, 本着两个“有利于”(有利于高等学校选拔人才、有利于促进中学教学) 的基本原则, 站在英语测试学的角度上科学命制的结果。试题具备了科学的信度、效度与区分度。

教育部考试中心对高考阅读文章选材有如下要求(摘自教育部考试中心的试题分析报告):

1. 阅读材料的主题要明确, 话题要新, 要有时代感。
2. 语言应地道, 条理清晰, 结构紧凑, 在时间顺序、空间顺序或逻辑推理上要有较大的复杂性。

3. 材料长短适宜。平均每篇短文 300 词左右, 但每篇文章要有足够的信息量, 以供设题之用。其中, 文章词量约占 2/3, 试题词量约占 1/3。

4. 语言难易要适度。材料中的生词量应控制在 1% 以内 (由构词法形成的词不计为生词), 避免短文中出现太多的汉语释义。每篇注释的词控制在 3 个以内。

5. 材料应具有真实性, 原汁原味, 选材新颖, 避免选用广为流传和人所共知的材料, 可涉及科普、社会、文化、政治、经济和生活等。

6. 体裁应多样化, 应有叙述文、说明文、议论文、应用文等。每套试题最好有一篇考查特定信息能力的广告、公告类材料, 也可选用科普、新闻等体裁。

2009 年的上海卷英语阅读试题就具有代表性, 很好地体现了上述要求。

从阅读文章的题材角度看, 所选文章坚持了多样性和原汁原味相结合的原则, 具有浓厚的时代气息。阅读题材涉及有关人物成功的奇迹、对加拿大著名景点与最新的手提电脑防盗软件介绍、对造就天才主要因素的研究, 以及对词典相关情况的阐述等。这些主题涉及诸多领域, 反映了当代国外最新的一些思潮和现实, 内容新颖, 语言地道, 信息量大, 使考试过程成为一个学习的过程、获取信息的过程。2009 年各地高考的阅读理解题对我们以后的阅读训练有很大的启示, 坚持语言学习为教育、生活服务的方向, 真正体现英语作为工具学科的作用。

从阅读文章的体裁角度看, 各地高考阅读试题选材覆盖了记叙文、应用文、说明文、议论文等多种文体, 在体裁上达到了平衡, 兼顾了应用性, 同时多方面地考查了考生的英语阅读能力。

二、高考英语阅读理解测试能力层次分类答题指导

1. 信息搜寻准确到位的能力

这类试题难度不大, 属于基础题, 考生只需搜寻到相关信息即可。以 2009 年上海卷 B 篇为例:



Horse-drawn sleigh rides



Dogsledding



Snowmobiling

Welcome to Banff, Canada's first, most famous and arguably most fascinating national park. If you've come to ski or snowboard, we'll see you on the slopes. Skiing is a locals' favorite too.

While you're here, try other recreational activities available in our mountains. Popular choices include a Banff Gondola ride up Sulphur Mountain, bathe in the natural mineral waters at the Upper Hot Spring, horse-drawn sleigh ride, drive-your-own-team dog sled excursion, and snowmobile tour to the highland (but not in the national park).

We also recommend you make time to enjoy simple pleasure. After looking around Banff Ave shops, walk a couple of blocks west or south to the scenic Bow River.

Try ice skating on frozen Lake Louise where Ice Magic International Ice Sculpture Competition works are displayed after Jan 25. You can rent skates in Banff or at the sport shop in the Fairmont Chateau Lake Louise hotel.

Banff's backcountry paths access a wilderness world of silence and matchless beauty—cross country skis and snowshoes provide the means. Banff sport shops rent equipment and clothes, or join an organized tour. Although we've been many times, we still find the cliffs and icefalls of our frozen canyons worth visiting.

Wildlife watching also creates satisfying memories. We have seen hundreds of the elk and bighorn sheep that attract visitors, yet they still arouse a sense of wonder. And the rare spotting of a cougar, wolf or woodland caribou takes our breath away.

See if simple pleasures work for you. Fight in the snow with your kids, walk beside a stream or climb to a high place and admire the view.

—Banff Resort Guide Editors

69. According to the passage, Banff's backcountry is accessible by _____.

- A. cross country skiing
B. horse-drawn sleigh riding
C. snowmobiling
D. dogsledding

答案为 A。根据第 5 段开头 Banff's backcountry paths access a wilderness world of silence and matchless beauty—cross country skis and snowshoes provide the means. 选择, 考生只要准确搜集这个信息就可以答题了。

2. 对细节语义转换理解的能力

这类试题往往提供给考生有关数字、图表和文字描写等的特定情景，要求考生换个角度思考，“横看成岭侧成峰”，只不过是叙述的角度与表述的语言不同。这类试题在阅读理解题中所占比例比较大。以 2009 年北京卷的 D 篇第一段为例：

When students and parents are asked to rate subjects according to their importance, the arts are unavoidably at the bottom of the list. Music is nice, people seem to say, but not important. Too often it is viewed as mere entertainment, but certainly not an education *priority* (优先). This view is shortsighted. In fact, music education is beneficial and important for all students.

68. According to Paragraph 1, students _____.

- A. regard music as a way of entertainment B. disagree with their parents on education
C. view music as an overlooked subject D. prefer the arts to science

答案为 A。根据细节 Too often it is viewed as mere entertainment, 可以判断出 A 项意思“把音乐作为一种娱乐手段”是正确选项。

3. 对词义转换的理解能力

这类试题主要是测试对关键词或下划线单词、词组意思的理解。以 2009 年全国卷 I (宁夏卷、海南卷) 的 C 篇第三段为例:

“Laws allowing these animals to be brought in from deep forest areas without stricter control need changing,” says Peter Schantz. Monkey-pox may be the wake-up call. Researchers believe infected animals may infect their owners. We know very little about these new diseases. A new *bug* (病毒) may be kind at first. But it may develop into something *harmful* (有害的). Monkey-pox doesn't look a major infectious disease. But it is not impossible to pass the disease from person to person.

66. What does the phrase “the wake-up call” in Paragraph 3 most probably mean?

- A. a new disease B. a clear warning C. a dangerous animal D. a morning call

答案为 B。结合下文 Researchers believe infected animals may infect their owners. 等提示, 可以猜测词组与 B 项的意思一致。

4. 对文章主旨、作者意图的分析能力

这属于较高层次的对思维能力进行测试的试题, 包括测试想象思维、逻辑思维, 以及从局部到整体的概括思维能力等。

虽然一篇文章的细节内容可能很多, 但是其核心意思都可以用简洁的一句或几句话概括, 甚至一言两语即可。“归纳”和“概括”重点考查的是, 在阅读理解文意的基础上对文章进一步分析和整理的能力, 它可能要求归纳某一段落的思想内容, 也可能要求对文章整篇中心做归纳, 如给文章选择合适的标题等。不妨看看 2009 年浙江卷 D 篇:

In ancient Egypt, the *pharaoh*(法老) treated the poor message runner like a prince when he arrived at the palace, if he brought good news. However, if the exhausted runner had the misfortune to bring the pharaoh unhappy news, his head was cut off.

Shades of that spirit spread over today's conversations. Once a friend and I packed up some peanut butter and sandwiches for an outing. As we walked light-heartedly out the door, picnic basket in hand, a smiling neighbor looked up at the sky and said, “Oh boy, bad day for a picnic. The weatherman says it's going to rain.” I wanted to strike him on the face with the peanut butter and sandwiches. Not for his stupid weather report, for his smile.

Several months ago I was racing to catch a bus. As I breathlessly put my handful of cash across the Greyhound counter, the sales agent said with a broad smile, “Oh that bus left five minutes ago.”

Dreams of head-cutting!

It's not the news that makes someone angry. It's the unsympathetic attitude with which it's delivered. Everyone must give bad news from time to time, and winning professionals do it with the proper attitude. A doctor advising a patient that she needs an operation does it in a caring way. A boss informing an employee he didn't get the job takes on a sympathetic tone. Big winners know, when delivering any bad news, they should share the feeling of the receiver.

Unfortunately, many people are not aware of this. When you're tired from a long flight, has a hotel clerk cheerfully said that your room isn't ready yet? When you had your heart set on the roast beef, has your waiter merrily told you that he just served the last piece? It makes you as traveler or diner want to land your fist right on their unsympathetic faces.

Had my neighbor told me of the upcoming rainstorm with sympathy, I would have appreciated his warning. Had the Greyhound salesclerk sympathetically informed me that my bus had already left, I probably would have said, “Oh, that's all right. I'll catch the next one.” Big winners, when they bear bad news, deliver bombs with the emotion the *bombarded* (被轰炸的) person is sure to have.

56. What is the main idea of the text?

- A. Delivering bad news properly is important in communication.
B. Helping others sincerely is the key to business success.
C. Receiving bad news requires great courage.
D. Learning ancient traditions can be useful.

答案为 A。结合全文大意，文章始终围绕着在交流中恰当地传递坏消息的重要性的话题展开。

5. 推理判断能力

考查推理判断能力是对考生潜在能力的测试，阅读文章不完全是被动地“读”，而要主动地“思”，探究文章之外的知识。根据文章内容进行推断时要有理有据；有时文章没有现成的结论，要根据文章内容进行合理推断想象；有时试题的题目在设计时对文章中的说法变换了叙述角度或表达方式，不能直接看出是否符合文章，需要在正确把握文章的前提下分析判断，从而推理出符合文章的正确选项。以 2009 年辽宁卷 D 篇为例：

It is true that good writers rewrite and rewrite and then rewrite some more. But in order to work up the desire to rewrite, it is important to learn to like what you write at the early stage.

I am surprised at the number of famous writers I know who say that they so dislike reading their own writing later that they even hate to look over the publishers' opinions. One reason we may dislike reading our own work is that we're often disappointed that the rich ideas in our minds seem very thin and plain when first written down. Jerry Fodor and Steven Pinker suggest that this fact may be a result of how our minds work.

Different from popular belief, we do not usually think in the words and sentences of ordinary language but in symbols for ideas (known as “mentalese”), and writing our ideas down is an act of translation from that symbolic language. But while mentalese contains our thoughts in the form of a complex *tapestry* (织锦), writing can only be composed one thread at a time. Therefore it should not be surprising that our first attempt at expressing ideas should look so simple. It is only by repeatedly rewriting that we produce new threads and connect them to get closer to the ideas formed in our minds.

When people write as if some strict *critics* (批评家) are looking over their shoulder, they are so worried about what this critic might say that they get stuck before they even start. Peter Elbow makes an excellent suggestion to deal with this problem. When writing we should have two different minds. At the first stage, we should see every idea, as well as the words we use to express it, as wonderful and worth putting down. It is only during rewrites that we should examine what we excitedly wrote in the first stage and check for weaknesses.

70. What can we conclude from the text?

- A. Most people believe we think in symbols.
- B. Loving our own writing is scientifically reasonable.
- C. The writers and critics can never reach an agreement.
- D. Thinking and writing are different stages of mind at work.

答案为 D。结合全文，我们在总结全文大意的基础上可以得出结论：“思考与写作是思维的不同阶段。”

高考英语阅读测试的内容比较全面，方式也多种多样，这里不再赘述。本书所提供的 150 篇最新高考阅读理解经典真题，是各地高考英语命题组专家们的智慧结晶，典型性强，很值得考生们逐题推敲、领会，从而把握高考阅读理解题的答题思路。

第二章

高考英语阅读理解经典真题 150 篇

第一节 人物经历篇

Passage 1 (全国卷 I、宁夏卷、海南卷)

Computer programmer David Jones earns £35,000 a year designing new computer games, yet he cannot find a bank ready to let him have a *credit card* (信用卡). Instead, he has been told to wait another two years, until he is 18. The 16-year-old works for a small firm in Liverpool, where the problem of most young people of his age is finding a job. David's firm *releases* (推出) two new games for the fast growing computer market each month.

But David's biggest headache is what to do with his money. Even though he earns a lot, he cannot drive a car, take out a *mortgage* (抵押贷款), or get credit cards. David got his job with the Liverpool-based company four months ago, a year after leaving school with six O-levels and working for a time in a computer shop. "I got the job because the people who run the firm knew I had already written some programs," he said. David spends some of his money on records and clothes, and gives his mother 50 pounds a week. But most of his spare time is spent working.

"Unfortunately, computing was not part of our studies at school," he said. "But I had been studying it in books and magazines for four years in my spare time. I knew what I wanted to do and never considered staying on at school. Most people in this business are fairly young, anyway." David added: "I would like to earn a million and I suppose early *retirement* (退休) is a possibility. You never know when the market might disappear."

1. In what way is David different from people of his age?
 - A. He often goes out with friends.
 - B. He lives with his mother.
 - C. He has a handsome income.
 - D. He graduated with six O-levels.
2. What is one of the problems that David is facing now?
 - A. He is too young to get a credit card.
 - B. He has no time to learn driving.
 - C. He has very little spare time.
 - D. He will soon lose his job.
3. Why was David able to get the job in the company?

- A. He had done well in all his exams. B. He had written some computer programs.
C. He was good at playing computer games. D. He had learnt to use computers at school.
4. Why did David decide to leave school and start working?
A. He received lots of job offers. B. He was eager to help his mother.
C. He lost interest in school studies. D. He wanted to earn his own living.

Passage 2 (北京卷)

How I Turned to Be Optimistic

I began to grow up that winter night when my parents and I were returning from my aunt's house, and my mother said that we might soon be leaving for America. We were on the bus then. I was crying, and some people on the bus were turning around to look at me. I remember that I could not bear the thought of never hearing again the radio program for school children to which I listened every morning.

I do not remember myself crying for this reason again. In fact, I think I cried very little when I was saying goodbye to my friends and relatives. When we were leaving I thought about all the places I was going to see—the strange and magical places I had known only from books and pictures. The country I was leaving never to come back was hardly in my head then.

The four years that followed taught me the importance of optimism, but the idea did not come to me at once. For the first two years in New York I was really lost—having to study in three schools as a result of family moves. I did not quite know what I was or what I should be. Mother remarried, and things became even more complex for me. Some time passed before my stepfather and I got used to each other. I was often sad, and saw no end to “the hard times.”

My responsibilities in the family increased a lot since I knew English better than everyone else at home. I wrote letters, filled out forms, translated at interviews with Immigration officers, took my grandparents to the doctor and translated there, and even discussed telephone bills with company representatives.

From my experiences I have learned one important rule: almost all common troubles eventually go away! Something good is certain to happen in the end when you do not give up, and just wait a little! I believe that my life will turn out all right, even though it will not be that easy.

1. How did the author get to know America?
A. From her relatives. B. From her mother.
C. From books and pictures. D. From radio programs.
2. Upon leaving for America the author felt _____.
A. confused B. excited C. worried D. amazed
3. For the first two years in New York, the author _____.
A. often lost her way B. did not think about her future
C. studied in three different schools D. got on well with her stepfather
4. What can we learn about the author from Paragraph 4?
A. She worked as a translator. B. She attended a lot of job interviews.
C. She paid telephone bills for her family. D. She helped her family with her English.
5. The author believes that _____.
A. her future will be free from troubles

- B. it is difficult to learn to become patient
- C. there are more good things than bad things
- D. good things will happen if one keeps trying

Passage 3 (天津卷)

I am a writer. I spend a great deal of my time thinking about the power of language—the way it can *evoke* (唤起) an emotion, a visual image, a complex idea, or a simple truth. Language is the tool of my trade. And I use them all—all the Englishes I grew up with.

Born into a Chinese family that had recently arrived in California, I've been giving more thought to the kind of English my mother speaks. Like others, I have described it to people as "broken" English. But feel embarrassed to say that. It has always bothered me that I can think of no way to describe it other than "broken", as if it were damaged and needed to be fixed, as if it lacked certain wholeness. I've heard other terms used, "limited English," for example. But they seem just as bad, as if everything is limited, including people's *perceptions* (认识) of the limited English speaker.

I know this for a fact, because when I was growing up, my mother's "limited" English limited my perception of her. I was ashamed of her English. I believed that her English reflected the quality of what she had to say. That is, because she expressed them imperfectly her thoughts were imperfect. And I had plenty of evidence to support me: the fact that people in department stores, at banks, and at restaurants did not take her seriously, did not give her good service, pretended not to understand her, or even acted as if they did not hear her.

I started writing fiction in 1985. And for reasons I won't get into today, I began to write stories using all the Englishes I grew up with: the English she used with me, which for lack of a better term might be described as "broken", and what I imagine to be her translation of her Chinese, her *internal* (内在的) language, and for that I sought to preserve the essence, but neither an English nor a Chinese structure: I wanted to catch what language ability tests can never show; her intention, her feelings, the rhythms of her speech and the nature of her thoughts.

1. By saying "Language is the tool of my trade", the author means that _____.
 A. she uses English in foreign trade B. she is fascinated by languages
 C. she works as a translator D. she is a writer by profession
2. The author used to think of her mother's English as _____.
 A. impolite B. amusing C. imperfect D. practical
3. Which of the following is TRUE according to Paragraph 3?
 A. Americans do not understand broken English.
 B. The author's mother was not respected sometimes.
 C. The author's mother had positive influence on her.
 D. Broken English always reflects imperfect thoughts.
4. The author gradually realizes her mother's English is _____.
 A. well structured B. in the old style C. easy to translate D. rich in meaning
5. What is the passage mainly about?
 A. The changes of the author's attitude to her mother's English.
 B. The limitation of the author's perception of her mother.

- C. The author's misunderstanding of "limited" English.
D. The author's experiences of using broken English.

Passage 4 (浙江卷)

I was in a rush as always, but this time it was for an important date I just couldn't be late for! I found myself at a checkout counter behind an elderly woman seemingly in no hurry as she paid for her groceries. A PhD student with not a lot of money, I had hurried into the store to pick up some flowers. I was in a huge rush, thinking of my upcoming evening. I did not want to be late for this date.

We were in Boston, a place not always known for small conversation between strangers. The woman stopped unloading her basket and looked up at me. She smiled. It was a nice smile—warm and reassuring—and I returned her gift by smiling back.

"Must be a special lady, whoever it is that will be getting those beautiful flowers," she said.

"Yes, she's special," I said, and then to my embarrassment, the words kept coming out. "It's only our second date, but somehow I am just having the feeling she's 'the one'", jokingly, I added, "The only problem is that I can't figure out why she'd want to date a guy like me."

"Well, I think she's very lucky to have a boyfriend who brings her such lovely flowers and who is obviously in love with her," the woman said. "My husband used to bring me flowers every week—even when times were tough and we didn't have much money. Those were incredible days; he was very romantic and—of course—I miss him since he's passed away."

I paid for my flowers as she was gathering up her groceries. There was no doubt in my mind as I walked up to her. I touched her on the shoulder and said "You were right, you know. These flowers are indeed for a very special lady." I handed the flowers and thanked her for such a nice conversation.

It took her a moment to realize that I was giving her the flowers I had just purchased. "You have a wonderful evening," I said. I left with a big smile and my heart warmed as I saw her smelling the beautiful flowers.

I remember being slightly late for my date that night and telling my girlfriend the above story. A couple of years later, when I finally worked up the courage to ask her to marry me, she told me that this story had helped to seal it for her—that was the night that I won her heart.

1. Why was the writer in a hurry that day?

- A. He was to meet his girlfriend. B. He had to go back to school soon.
C. He was delayed by an elderly lady. D. He had to pick up some groceries.

2. What does the underlined phrase "her gift" (Paragraph 2) refer to?

- A. Her words. B. Her smile. C. Her flowers. D. Her politeness.

3. Why did the writer give his flowers to the elderly lady?

- A. She told him a nice story. B. She allowed him to pay first.
C. She gave him encouragement. D. She liked flowers very much.

4. What is the message conveyed in the story?

- A. Flowers are important for a date. B. Small talk is helpful.
C. Love and kindness are rewarding. D. Elderly people deserve respecting.

Passage 5 (广东卷)

We once had a poster competition in our fifth grade art class.

"You could win prizes," our teacher told us as she wrote the poster information on the blackboard. She passed out sheets of construction paper while continuing, "The first prize is ten dollars. You just have to make sure that the words on the blackboard appear somewhere on your poster."

We studied the board critically. Some of us looked with one eye and held up certain colors against the blackboard, rocking the sheets to the right or left while we conjured up our designs. Others twisted their hair around their fingers or chewed their erasers while deep in thought. We had plans for that ten-dollar grand prize, each and every one of us. *I'm going to spend mine on candies*, one hopeful would announce, while another practiced looking serious, wise and rich.

Everyone in the class made a poster. Some of us used parts of those fancy paper napkins, while others used nothing but colored construction paper. Some of us used big designs, and some of us preferred to gather our art tidily down in one corner of our poster and let the space draw the viewer's attention to it. Some of us would wander past the good students' desks and then return to our own projects with a growing sense of hopelessness. It was yet another grown-up trick of the sort they seemed especially fond of, making all of us believe we had a fair chance, and then always—*always*—rewarding the same old winners.

I believe I drew a sailboat, but I can't say that with any certainty. I made it. I admired it. I determined it to be the very best of all of the posters I had seen, and then I turned it in.

Minutes passed.

No one came along to give me the grand prize, and then someone distracted me, and I probably never would have thought about that poster again.

I was still sitting at my desk, thinking. *What poster?* When the teacher gave me an envelope with a ten-dollar bill in it and everyone in the class applauded for me.

1. What was the teacher's requirement for the poster?
A. It must appear in time. B. It must be done in class.
C. It must be done on a construction sheet. D. It must include the words on the blackboard.
2. The underlined phrase in paragraph 3 most probably means _____.
A. formed an idea for B. made an outline for
C. made some space for D. chose some colors for
3. After the teacher's words, all the students in the class _____.
A. looked very serious B. thought they would be rich
C. began to think about their designs D. began to play games
4. After seeing the good students' designs, some students _____.
A. loved their own designs more B. thought they had a fair chance
C. put their own designs in a corner D. thought they would not win the prize
5. We can infer from the passage that the author _____.
A. enjoyed grown-up tricks very much B. loved poster competitions very much
C. felt surprised to win the competition D. became wise and rich after the competition

Passage 6 (广东卷)

A few years ago I had an “aha!” moment regarding handwriting.

I had in my hand a sheet of paper with handwritten instructions on it for some sort of editorial task. It occurred at first that I did not recognize the handwriting, and then I realized whose it must be. I finally became aware of the fact that I had been working with this colleague for at least a year, maybe two, and yet I did not recognize her handwriting at that point.

It was a very important event in the computerization of life—a sign that the informal, friendly communication of people working together in an office had changed from notes in pen to instant messages and emails. There was a time when our workdays were filled with little letters, and we recognized one another’s handwriting the way we knew voices or faces.

As a child visiting my father’s office, I was pleased to recognize, in little notes on the desks of his staff, the same handwriting I would see at home in the notes he would leave on the fridge—except that those notes were signed “dad” instead of “RFW”.

All this has been on my mind because of the talk about *The Rise and Fall of Handwriting*, a book by Florey. She shows in her book a deep concern about the fall of handwriting and the failure of schools to teach children to write well, but many others argue that people in a digital age can’t be expected to learn to hold a pen.

I don’t buy it.

I don’t want to see anyone cut off from the expressive, personal associations that a pen still promotes better than a digital keyboard does. For many a biographer, part of really getting to know their subjects is learning to read their handwriting.

What some people advocate is teaching one of the many attractive handwritings based on the handwriting of 16th-century Italy. That may sound impossibly grand—as if they want kids to learn to draw by copying classical paintings. However, they have worked in many school systems.

1. Why was the author surprised at not recognizing his colleague’s handwriting?

- A. He had worked with his colleague long enough.
- B. His colleague’s handwriting was so beautiful.
- C. His colleague’s handwriting was so terrible.
- D. He still had a lot of work to do.

2. People working together in an office used to _____.

- A. talk more about handwriting
- B. take more notes on workdays
- C. know better one another’s handwriting
- D. communicate better with one another

3. The author’s father wrote notes in pen _____.

- A. to both his family and his staff
- B. to his family in small letters
- C. to his family on the fridge
- D. to his staff on the desk

4. According to the author, handwritten notes _____.

- A. are harder to teach in schools
- B. attract more attention
- C. are used only between friends
- D. carry more message

5. We can learn from the passage that the author _____.

- A. thinks it impossible to teach handwriting
- B. does not want to lose handwriting
- C. puts the blame on the computer
- D. does not agree with Florey