

# 英语高考新题型 语法填空

主 编 王 辉



上海交通大学出版社  
SHANGHAI JIAO TONG UNIVERSITY PRESS

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## 内容提要

本书选编了 100 多套高考英语最新语法填空试题,语法点全面,题材丰富,题型多样,难度由浅入深,对学生的复习备考有较高的参考价值。

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# 英语高考新题型

# 语法填空

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# 前

# 言

英语在中国的环境里只能作为一种外语而不是第二语言来教与学,这在外语界已成为共识。原因不言自明:除课堂教学外,课后并不具备自由说写英语的环境。因此,英语的学习就不能像第二语言学习一样主要靠习得,而主要靠课堂教学形式来学习。既然学生主要通过课堂讲授的方法学习英语,因而一开始就对英语语言体系与组词造句规律有一个总体、大致的了解并以此规范自己英语的使用就显得尤为重要。由此可见,英语语法知识的学习从一开始就是极其必要的。

通过语法知识点的学习来领会与记忆语法固然是一种好方法,尤其对语法基础薄弱、课堂讲授收效甚微的学生更是如此。然而,围绕高考语法题型进行实战训练对许多学生来说却是一种更好的方法,尤其是对高考英语语法改革最新题型的熟悉与训练更有必要,更能培养自己对语法的领悟能力、篇章理解能力以及与语法有关的写作能力,比起传统的语法题型来说,对能力的考查更为全面也更为客观。

在语法题型改革方面,广东省走在了前面,事实证明,这种超前的改革具有示范效应,今后会有更多的省市积极响应、勇于变革,在语法新题型的设计方面借鉴甚至照搬广东的经验。我们的体会是,无论考生是否会碰到新题型,尽快熟悉并了解新题型的特点与答题技巧十分必要,毕竟它代表了语法题型改革的方向,具有传统语法题型不可比拟的优点。

正是为了上述目的,本书编选了 100 多套高考英语最新语法题型。需要说明的是,为了使试题具有前瞻性,本书所选题型并不完全照搬广东题型。大多数题型有 15 个填空,多出 5 个空格,篇幅也更长,难度有所增加,涵盖的语法点更为全面;少数题型篇幅更长,有 16 个空格,包括 2~3 个语篇,更具有挑战性。本书共分基础巩固篇和能力提升篇两大部分,第一部分相对容易,第二部分较难,符合循序渐进、由浅入深这一学习规律。

希望并相信此书能成为广大考生的良师益友。由于编者水平有限,再加上时间仓促,不当之处敬请读者批评指正,以便我们能加以改进。

编者

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# 基础巩固篇

## Section A

**Directions:** After reading the passages below, fill in the blanks to make the passages coherent and grammatically correct. For the blanks with a given word, fill in each blank with the proper form of the given word; for the other blanks, use one word that best fits each blank.



### Test 1

Advertising can be thought 1 as “the means of making known in order to buy or sell goods or services”. Advertising aims to increase people’s 2 (aware) and arouse interest. It tries to inform and persuade. The media are all used 3 (spread) the message, and the press offers a fairly cheap method. Magazines are used to reach special sections of the market. The cinema and commercial radio are 4 (use) for local markets. Television, 5 more expensive, can be very effective. Posters are fairly cheap and more permanent in their power of attraction. Other ways of i 6 consumer interest are through exhibitions and trade fairs as 7 as direct mail advertising.

We might ask 8 the cost of advertising is paid 9 by the manufacturer or by the consumer. Since advertising forms part of the cost of production, 10 has to be covered by the selling price, 11 is clear that it is the customer 12 pays for advertising. However, if large-scale advertising leads 13 increased demand, production costs are reduced, and the customer pays less.

It is difficult to measure exactly the i 14 of advertising on sales. When the market is growing, advertising helps to increase demand. 15 is clear is that businesses would not pay large sums for advertising if they were not convinced of its value to them.



### Test 2

Nowadays most people decide quite early what kind of work they would do. When I was at



school, we had to choose 1 to study when we were fifteen. I chose 2 subjects. "In the future, scientists will earn a lot of money," my parents said. In three years I tried to learn physics and chemistry, 3 in the end I decided that I would never be a scientist. It was a long time 4 I told my parents that I wasn't happy at school. "I didn't think you were," said my mother. "5 did I," said my father. "Well, the best thing 6 you should do now is to look for a job."

I talked about it with my friends, Frank and Lesley. Neither of them could suggest anything, but they p 7 that they would ask their friends. A few days later while I was still in bed, someone telephoned. "Is 8 Miss Jenkins?" a man's voice asked. "I understand your hobby is photography and I've got a job that might i 9 you in my clothes factory. My name is Mr. Thomson." He seemed pleasant 10 the phone, so I went to see him. I was so excited that I almost forgot 11 (say) goodbye. "Good luck!" my mother said to me.

I a 12 a bit early and when Mr. Thomson came he asked me 13 I had been waiting a long time. "No, not long," I replied. After talking to me 14 about twenty minutes he offered me a job—not as a 15 though, but a model!



### Test 3

When I was a boy, children always objected to 1 (wear) school uniform but teachers were k 2 on it because they said all of us would look 3 in school uniform. Otherwise, they said, children would c 4 with each other and the poorer children would be unhappy because people would see 5 poor they were.

In recent years, 6, many schools have given 7 the idea of making children wear uniform but funnily enough, now that children can wear 8 they like, they have adopted a uniform 9 their own. When some journalists visited a London school, they found that all the boys and girls were 10 in jeans. One girl said she would rather die than 11 (wear) a coat instead of a jersey because no one wants to look different 12 the other children in the class. Parents may not be as happy about this as children, but they ought to be, in 13 this new kind of uniform is the one that the children like, 14 something they 15 (force) to wear, and it is also a lot cheaper than school uniform used to be.



### Test 4

Many people have difficulty 1 (study) mathematics. Sometimes their difficulty arises

from the psychological idea 2 they are “no good 3 maths”. It has been demonstrated many times that it is often this idea 4 is causing their problems r 5 than any lack of skill in mathematics. The 6 (good) way to deal with this problem is to 7 yourself that maths “involves using the same numbers you have been using all your life” and 8 you know them as well as anyone else. Then set your mind to 9 (learn) how they are used in the particular part of mathematics you are studying.

Another problem many people e 10 is that in mathematics, unlike some other subjects you may have studied, the material has a very important sequence, that is, 11. If you don’t understand a section of a mathematics text, it is no 12 going on to the next. Many sections of maths books are 13 on information presented earlier, so it is necessary that you understand a section before going on to the next.

Sometimes students in mathematics courses do not read the written material in the text and assume that the teacher will tell them 14 they need to know. This can cause them serious problems because the written sections of mathematics textbooks c 15 much valuable information.



## Test 5

Many teachers believe that the responsibilities for learning 1 with the student. If a reading assignment is given, instructors expect students to be f 2 with the information in the reading 3 if they do not discuss it in class or 4 an examination. The ideal student is considered to be 5 who is motivated to learn for the 6 of learning, not the one interested only in getting high grades. Sometimes homework is returned with brief written comments 7 without a grade. Even if a grade is not given, the students are responsible for learning the material assigned.

When research is assigned, the professor expects the student to take it actively and to complete it with 8 (little) guidance. 9 is the student’s responsibility to find books, magazines, and articles in the library. They expect students, especially graduate students, to be able to exhaust the reference sources in the library. Professors offer help to students who need it, but p 10 that their students not be too 11 on them. In the United States, professors have many other duties 12 teaching, such as administrative or research work. Therefore, the time that a professor can spend with a student outside of class is 1 13. If a student has problems

with classroom work, he/she should 14 approach a professor during office hours or make an 15 in advance.



## Test 6

Mrs. Black was having a lot of trouble 1 her skin, so she went to her doctor about it. He could not find anything 2 with her and sent her to the local hospital for some tests. The local hospital, of course, sent the r 3 of the tests directly to Mrs. Black's doctor, and the next morning he phoned her to give her a list of the few things 4 he thought she should not eat, as one of them might be the c 5 of her skin trouble.

Mrs. Black carefully wrote down all the things 6 a piece of paper, 7 she then left beside the telephone while she went out to a ladies' meeting.

When she got back home two hours 8, she found her husband 9 (wait) for her. He had a big basket full of packages beside him, and the i 10 he saw her, he said, "Hello, dear, I've done all your shopping for you."

"Done all my shopping?" she asked 11 surprise. "12 how did you know what I wanted?"

"Well, when I got home, I found your 13 list beside the telephone, so I went down to the shops and bought everything you 14 (write) down since today is Mother's Day."

Of course, Mrs. Black had to tell him 15 the doctor did not allow her to eat.



## Test 7

Cotton, like silk, was discovered and made 1 cloth by man before the historical period 2 (begin). Its first recorded use was in India, 3 cotton cloth of very fine texture, almost as fine as silk, was made. When the Spanish 4 the New World, they found that the Incas, the Mayas, and the Aztecs knew 5 to make cotton cloth. Some of the cotton cloth 6 in Peru, even before the days of the Incas, is 7 that it is kept in museums.

Cotton is the most important of all textiles. Even now, d 8 many artificial materials available, more than half of all textile products are made 9 cotton.

Cotton comes from a plant of that name. When 10 plant is mature, the cotton grows in a white ball around the seed. To prepare the cotton for market, the seed must 11 (remove) from the cotton fiber. This is done by a machine c 12 the cotton gin. Then cotton is packed

into huge bundles, 13 are sent to the mills. There the fibers are combed so that they will all be turned in the same direction. Next, the fibers 14 (spin) into thread. From the thread, the cotton is woven into 15.



## Test 8

A land free from destruction, plus wealth, natural resources, and labor supply—all these were important f 1 in helping England to become the centre for the Industrial Revolution. 2, they were not enough. Something else 3 (need) to start the industrial process. That “something special” was men—creative individuals, 4 could invent machines, find new s 5 of power, and establish business organizations to reshape society.

The men who created the machines of the Industrial Revolution came from different backgrounds and many occupations. Many of them were 6 inventors than scientists. A man who is a pure scientist is e 7 interested in doing his research. He is not 8 (necessary) working so that his findings can be used.

An inventor or one interested in applied science is trying to make something that has a concrete use. He may try to 9 a problem by using the theories of science or by experimenting through trial and error. Regardless 10 his method, he is working to obtain a s 11 result: the construction of a harvesting machine, the burning of a light bulb, 12 one of many other objectives.

Most of the people who developed the machines of the Industrial Revolution were inventors, not trained scientists. Few were 13 scientists and inventors. Therefore, those 14 had little or no training in science might not have made their inventions 15 the groundwork by a scientist years before.



## Test 9

On August 26, New York City experienced a torrential downpour. The rain caused the streets to f 1 and the subway system almost came to a 2.

3, this happened during the morning rush hour. Many people who were going to work 4 (force) to go home. Some battled to call a taxi or to get on a bus. Still 5 faced the storm bravely, 6 (walk) miles to get to work.

I happened to be one of the people on the way 7 work that morning. I went from one

subway line to 8, only to find that most service had stopped. After making my way through crowds of people, I finally found a subway line that was operating. However, there were so many people waiting to board the subway 9 I could not even get down the stairs to the platform. So I took the train going in the 10 direction, and then switch back to the downtown train. After 11 seemed like a forever, the train reached my stop. Then I had to walk several blocks in the 12 heavy rain. When I finally got to my office, I was wet through, exhausted and discouraged.

My co-workers and I spent most of the day drying off. When it was 5:00 p. m., I was ready to go home. I was about to turn 13 my computer when I received an e-mail from Garth, my Director;

I would like to thank all of you who made the effort and eventually reported to work. It is always reassuring, at times 14 these, when employees so clearly show their devotion 15 their jobs. Thank you.



## Test 10

1 a cool October evening, the hall was filled with excitement and family members. At that time I was only a 7-year-old girl, 2 I was the centre of a 3. Finally, after weeks of preparation, I would show 4 my hard work in a dance of performance. Everything would be perfect—so I thought. I waited backstage 5 up in my black tights with a golden belt. Then 6 a loud and clear voice, the master of ceremonies announced that my class was next.

My dance class was doing a routine on 7 (wood) boxes two feet by two feet, facing the audience. All I had to do in the next move was to put one foot on the box next to mine and keep my 8 foot on my box. It really was an easy move. I was concentrating so much keeping the huge smile on my face and holding my head up 9 I did not look where I was going. I missed my partner's box altogether and slipped. There I was standing on the stage floor when my 10 were on top of their boxes. I could hear giggles coming from the 11, and I felt the blood rush to my face. I remembered that my dance teacher 12 (tell) us, "If you make a mistake, keep smiling so the audience will not notice." I did my best to 13 her advice as I continued with the routine.

When the curtain dropped, 14 did my hopes for the evening. I sobbed bitterly, tasting the salt from the tears 15 my face. I ran backstage but no one could calm me down.



## Test 11

From good reading we can derive pleasure, 1 (companion), experience, and instruction. A good book may absorb our attention 2 completely that for the time being we forget our surroundings and even our identity. Reading good books 3 (be) one of the greatest pleasures in life. It increases our contentment when we are cheerful, and 4 (less) our troubles when we are sad. W 5 our main purpose in reading may be, our contact with good books should never fail to give us enjoyment and satisfaction.

With a good book in hand we never feel lonely. Whether the characters 6 (portray) are taken from real life 7 are purely imaginary, they may become our companions and friends. In the pages of books we can walk with the wise and the good of all lands and all times. The people we meet in books may delight us because they either resemble human friends, 8 we hold dear, or represent unfamiliar types we are glad to welcome as new 9 (acquaint). Our human friends sometimes may bore us, but friends we make in books never weary us with their company. By turning the pages we can dismiss them 10 any fear of hurting their feelings. When human friends desert us, good books are always ready to give us friendship, sympathy and encouragement.

One of the most valuable gifts bestowed by books is experience. Few of us travel far from home or have a wide range of experiences. 11, all of us can lead varied lives through the pages of books. Whether we wish to escape from the 12 (seem) dull realities of everyday life or we long to visit some far-off place, a book can always help us. Through books we may get the thrill of 13 (hazard) adventure without danger. We can climb lofty mountains or cross the scorching sands of the desert, all without hardship. Indeed, through books the whole world is ours for the asking. The possibilities of our literary experiences are almost 14 (limit). The beauties of nature, the enjoyment of music, the treasures of art, the triumphs of architecture, the marvels of engineering, are all open to the wonder and enjoyment of those 15 read.



## Test 12

In many American universities the total work for a degree consists 1 thirty-six courses, each 2 (last) for one semester. A typical course includes three classes per week for fifteen weeks; while attending a university a student must take four or five courses during each semester.

Normally a student would expect to take four years attending two semesters each year. It is possible 3 (spread) the period of work for the degree over a longer period and for a student to move between one university and 4 during his degree course, though this is not done 5 a regular practice.

For every course that he follows a student is given a grade, 6 is recorded, and the record is a 7 for the student to show to prospective employers. All this imposes a constant pressure and strain of work, but in 8 of this some students still find time for great activity in student affairs. E 9 to positions in student organizations arouse much enthusiasm. The effective work of maintaining discipline is usually performed by students who advise the 10 (academy) authorities. Any student who is thought 11 (break) the rules, for example, 12 cheating has to appear before a student court. With the great 13 of students, the operation of the system does involve a certain amount of activity. A student who has held one of these 14 of authority is much respected and it will be 15 benefit to him later in his career.



## Test 13

As supplier of most of the food we eat and of raw materials for many 1 (industry) processes, agriculture is clearly an important area of the economy. 2 the industrial performance of agriculture is even more important than this. For in nations 3 the productivity of farmers is low, most of the working population 4 (need) to raise food and few people are a 5 for production of investment goods or for other 6 (active) required for e 7 growth. Indeed, one of the factors related most closely 8 the per capita income (人均收入) of a nation is the fraction of 9 population engaged in farming. In the 10 (poor) nations of the world, more than half of the population lives on farms. This compares sharply 11 less than 10 percent in Western Europe and less than 4 percent in the United States.

12 short, the performance of farmers determines the course of economic development basically in general. This performance, 13 turn, 14 on how agriculture is organized and on the economic environment, or market structure, within 15 it functions.



## Test 14

Scientists have searched for many years 1 a method to tell whether a volcano (火山) explosion will be small 2 large. Now, four scientists say they 3 (discover) something in

lava (熔岩) 4 will help do this. They did the research on Mount Unzen on the southern Japanese island of Kyushu.

Mount Unzen exploded in November, 990. Since then, 5 (many) explosions have killed 43 people and destroyed the homes of more than 2,000 others. The volcano is still a 6 today.

The scientists say 7 lava of the volcano contains high level of an element, 8 is a sign of the presence of the lava from d 9 in the earth, not from the surface. They say it shows that the lava 10 (come) directly from inside the earth is connected 11 huge explosions instead of smaller ones.

The scientists examined the lava from 8 explosions of Mount Unzen that took 12 during many thousands of years. They also studied the lava from other volcanoes in the area that are 13 (old) than Mount Unzen. The lava studied came from both large and small explosions. The scientists found that large explosions contained more of the element than small ones. The scientists say if they 14 (know) this two years earlier, they could have warned the people 15 (live) in the area near Mount Unzen and saved many lives.



## Test 15

Water is very important to 1 1 things. Without water there can be 2 life on the earth. All animals and plants need water. Man also needs water. We need water to drink, to cook our food and to clean o 3. Water is needed in offices, factories and schools. Where else is water needed?

Water covers m 4 part of the earth. There is water in seas, rivers and lakes. Water 5 (find) almost everywhere. Even in the 6 (dry) part of the world there is some water in the air. You cannot see it or feel it when it is the part of the air. The water in seas, rivers and lakes is a 7, but the water in the air is either liquid or a 8.

Clouds are made up of water. They may be made up of little d 9 of water. They may also be made up of snow crystals. Snow crystals are little crystals of ice. Ice is 10 (freeze) water or water that has become s 11.

Water, 12 you have found out, may be a solid, or a liquid, or a gas. When it is a solid, it may be as 13 as stone. When it is a liquid, you can pour it 14 of a cup. When it is a gas, it does exist a 15 you cannot see it or feel it.





## Test 16

In recent years, there has been an increased 1 (aware) of the importance of recycling. The three Rs to keep in m 2 for a cleaner environment are: reduce, reuse, and recycle. Reducing is the 3 (good) way to protect the environment. 4, if you can't reduce something, 5 it; and if you can't reuse it, recycle it. Reducing waste means 6 (shop) with the environment in mind. Consider the environmental impact of each product 7 you buy it. Make a list of 8 you need before you go shopping; this will reduce impulse buying. Buy in large amount—it's cheaper and eliminates small containers and too much packaging. Avoid buying 9 can't be recycled.

Learning to reuse is easy after a little practice. For example, you can reuse shopping bags and use them when you shop. Buy durable, high-quality goods. Although durable goods may cost a little 10 (much) at first, they will 11 money and help save the environment in the long 12. Before throwing anything away, think about 13 each item can be reused.

14 means collecting, processing, marketing, and ultimately reusing materials that were once discarded. Check the yellow pages or the Internet 15 (find) information about local recycling programs in your community.



## Test 17

Almost every family buys at least one c 1 of a newspaper every day. Some people subscribe 2 as many as two or three different newspapers. 3, why do people read newspapers?

Five hundred years ago, news of important happenings—battles lost and 4, kings or rulers overthrown or killed—5 months and even years to travel from one country to 6. The news passed by word of mouth and was never a 7. Today we can read in our newspapers of important events 8 occur in faraway countries on the same day they happen.

9 from supplying news from all over the world, newspapers give us a lot of other 10 (use) information. There are weather reports, radio, television and film guides, book reviews, stories, and, of course, advertisements. There are all sorts of advertisements. The bigger ones are put in by large companies 11 (bring) attention to their products. They pay the newspapers thousands of dollars for their advertising space, but it is w 12 the money, for