

邵士迴 沈 璐 编著



# 高考英语 阅读理解精选

# 100篇

紧扣  
新考纲

注重  
新颖性

强调  
权威性

突出  
实用性



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## 前 言

高考英语阅读理解,包括完形填空,是高考英语考试中的重点难点所在,是试卷里所有题型中分值比例最大的题型。阅读理解部分的得分是考试成绩的关键,其重要性已被广大英语教师和学生所认识。近年来高考英语改革也体现了对阅读理解部分的高度重视,加强了对阅读理解部分的考核。本书正是为顺应高考改革的这种新趋势,依据课标中对阅读理解部分提出的最新要求而编写的。

本书共包括阅读理解语篇 100 篇,其中有完形填空题 20 篇、语篇理解题 60 篇及语篇简答题 20 篇。各语篇在选材上注重材料的鲜活,内容新颖,题目设置灵活多变,考查点分布合理。作者在编写过程中,特别注意紧扣高考命题原则,尽力使各语篇的难度与真题保持一致,以突出其仿真性与实用性。

为满足学生的需要,作者对语篇中的重点与难点作了详细的解析,以方便学生自检自测,有效地提高阅读应试能力。

书中若有不妥之处,敬请读者不吝指正。

编者

年 6 月

2014

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## Section A

## 一、完形填空题分析与应试策略

完形填空是高考选用的一种综合能力测试题,它能完整地反映应试者的实际语言水平。该测试题要求考生具备扎实的词汇及语法知识,有辨析词义、搭配词汇及根据上下文进行分析、判断及逻辑推理的能力。完形填空的填入项绝大部分为实义词,如名词、动词、形容词、副词,有时也会涉及到功能词,如连词、介词词组等。

### (一) 注意词汇的运用

#### 1. 注意词汇自身的结构功能

命题人常会在词汇的结构功能上设置干扰项,如动词能否接宾语,接何种宾语,能不能接复合宾语等。完形填空中的部分选择题只需根据词汇的结构功能就可进行判断。见例:

It \_\_\_\_ to her that she might adopt a homeless child.

A. occurred B. happened C. took place D. struck

答案为 A。动词 occur 可表示“(想法,念头)出现在脑中,被想到”,而用在 sth. occur to sb. that 的结构中,其余三个选项均不能用于该种结构。

#### 2. 注意词语的搭配关系

词语的搭配关系是一种常见的语言形式,也是完形填空中经常涉及的考点。学生应重视学习和掌握符合英语表达的词语搭配,克服受母语影响而产生的错误。见例:

Even if a grade is not given, the student should be \_\_\_\_\_ for learning the material assigned.

A. persistent B. sensitive C. qualified D. responsible

从搭配上, C、D 项都可后接 for 短语,再从语义上分析, C 项讲不通, D 项与句义吻合。be responsible for 可表示“对……负责”,在此句中指:学生应对所安排的学习材料负起责任。

### 3. 注意区分同义词、近义词和形似词

英语中有大量的同义词和近义词,但它们的意思不完全相同,在某种场合它们可以换用,但在另外一些场合中它们却不能互换。英语中另有许多词汇拼写、发音相似,但意义不同,整理掌握大量的此类词汇是考试制胜的关键。见例:

The point is that cycle at which you wake can \_\_\_\_\_ how you feel later , and may even have a greater impact than how much or little you have slept.

A. effect B. affect C. reflect D. perfect

答案为 B。本题考查形似词辨析。根据句意,本空格应选一个与后半句的 impact “影响,作用” 意义相同的单词, B 项 affect “影响” 符合要求。effect “产生”、reflect “反映,反射”、perfect “使……完美” 皆错。

### 4. 注意词汇所处的意境

考生常有这样的感觉,即有时只看上半句或下半句,四个备选项都可入选题干,只有在仔细读完全句及分析了选项的词意后,才能排除干扰项,找到正确答案。因此,我们在解题时必须注意词汇所处的意境,瞻前顾后,从中去获得解题的依据。见例:

A customer who receives a poor quality product or service on the first visit and as a result never returns, is losing the company thousands of dollars in \_\_\_\_\_ profits.

A. huge B. potential C. considerable D. immediate

答案为 B。本题如果不弄清空缺词汇所处的意境,不仔细推敲句意,就会觉得很难落笔作选择。商店卖劣货、服务差导致的后果是赢利受损, profit “利润” 前放上 huge “巨大的”、potential “潜在的”、considerable “可观的” 及 immediate “直接的,眼前的” 似乎都讲得通。但空格前后的意境是: 如果顾客第一次购物得到的是劣质商品或差的服务,结果再也不上门了,那就会造成公司成千上万元某种利润的损失,这种损失显然是 potential “潜在的”, 即将来会面临的利润损失。

## (二) 在语篇中寻找照应关系

做完形填空要考虑填入的词在整篇文章上下语境中是否能讲得通,是否合乎逻辑。我们在试填选项时,一定要紧扣主题,理顺文章的发展线索,要从整体上做到语义和逻辑一致,上下文连贯。命题人编题时也肯定会在上下文或前后句中设置相互照应的词、短语或句子,暗示答题者作正确的选择,

只要找到了这种照应关系，也就获得了解题的思路。

### 1. 注意前后句的联系

完形填空设题较多地依赖前后句，答题者要仔细研读空格所在句子的前后句，不要草率地单凭一个句子就作出选择。见例：

It later became a custom to write directions on small cards, or “etiquette”, as to how visitors should dress themselves and \_\_\_\_\_ during an important ceremony at the royal court. Thus the word “etiquette” began to indicate a system of correct manners for people to follow.

A. prepare B. act C. respond D. observe

该题四个选项意思差别很大，也没有词汇结构上的特殊要求，只能根据前后文的意思来确定答案项。本段落所说的是：etiquette 是一种卡片，用来书写提示，告诉客人应穿什么衣服，以及在仪式上应该注意的事项。结合后一句中的 to indicate a system of correct manners for people to follow，可以判断出答案应该是 B 项 act，即表示：应注意言谈举止。

### 2. 注意分析上下文的联系

完形填空的语篇是一个完整的统一体，词句、段落之间存在着内在的逻辑关系，命题人在设空时一定会留出解题的线索或暗示。为测试考生对语篇的理解程度，命题人有时故意将解答某空格的线索设置在远离空格的地方，甚至文章开头处的某个空格要在读到最后一个句子时才可获得解答提示。因此考生必须上下兼顾，搜寻线索，这样才能找出答案。见例：

Scientists have studied the reactions of men to one another during long submarine (潜水艇) voyages. They have found that the longer the voyage lasts, the more serious the problem of \_ 1 \_ is. When men are \_ 2 \_ together for a long period, they begin to feel uneasy. Everyone has little habits of speaking and behaving that are ordinarily acceptable. In the limited space over a long period of time, however, these little habits may become very \_ 3 \_.

Apparently, although no one wants to be \_ 4 \_ all the time, everyone needs some degree of privacy. When people are enclosed together, they are in what is called a stress situation. That means that they are under an unusual amount of \_ 5 \_ or stress.

People who are well-adjusted are able to \_ 6 \_ stress situations better than others. That is one reason why so much care is taken in \_ 7 \_ our astronauts. These men undergo a long period of testing and training. One of the things tested

is their behavior under stress.

- |                     |                  |                  |                |
|---------------------|------------------|------------------|----------------|
| 1. A. communication | B. entertainment | C. adjustment    | D. health      |
| 2. A. shut up       | B. held up       | C. brought up    | D. picked up   |
| 3. A. pleasing      | B. annoying      | C. common        | D. valuable    |
| 4. A. noisy         | B. alone         | C. uncomfortable | D. sociable    |
| 5. A. control       | B. conflict      | C. power         | D. pressure    |
| 6. A. handle        | B. create        | C. affect        | D. investigate |
| 7. A. becoming      | B. choosing      | C. appointing    | D. promoting   |

请注意第1空格所在的句子。该句意为：他们发现航行持续的时间越长，\_\_\_\_\_的问题就越严重。阅读该空格所处的前后句，考生也不能找到解题的线索。之后的一个段落叙述了宇航员在有限空间里会产生一种非同寻常的压力与忧虑，但考生也无法搜索到解答第1题的提示。但当我们读到第三段第一句时，我们终于找到了至关重要的信息。该句说：People who are well-adjusted are able to \_\_\_\_\_ (handle) stress situations better than others. “调节能力强的人比其他人能更好地对付这种忧虑状况”。根据该句的提示，我们才知道对宇航员说来，调节问题是一个大问题，因此第1空格应放入C项 adjustment “调节”。该空格所在句子与出现线索的句子中间隔了六个长句，且中间还另有一个段落，如果考生不能耐心地阅读原文并仔细寻找线索，要选出答案是勉为其难的。（本篇2—7的答案为ABBDAB）

### 3. 运用词汇复现技巧

复现有原词复现、同义词复现、反义词复现等，考生可利用上下文的复现信息，确定正确的表达方法。

#### 1) 原词复现

It can be said that foreign \_\_\_\_\_ that makes the teachers from abroad an advantage also creates problems of adjustment, both for the university and for the individual ... Both the visiting professor and his students lack background in each others' culture.

- A. situation B. background C. circumstance D. condition

四个选项都可表示“情况”的概念，而一名外籍老师的“情况”该用什么词来表达呢？通过文章后面部分的阅读，考生不难发现有 background “情况，背景”一词，选择B项就万无一失了。

#### 2) 同义词及同源词复现

Many teachers believe that the responsibilities for learning lie with the



students. If a long reading assignment is given, the instructors expect students to be familiar with the information in the reading... When research is \_\_\_\_\_, the professor expects the student to take it actively and to complete it with minimum guidance.

A. collected B. assigned C. finished D. accepted

作者从布置作业方面作解释,说明应由学生负责自己的学习。先说布置阅读作业时要求学生如何,再说布置研究作业时要求学生如何,两个例子概念复现。借助前句的 give reading assignment 的表达方法,可以确定空格应选 B 项 assigned “布置,分配”。

### 3) 反义词复现

Forcing yourself to recall almost never helps because it doesn't \_\_\_\_\_ your memory; it only tightens it.

A. loosen B. weaken C. decrease D. reduce

该句前后两部分互为解释,一为肯定,一为否定,是反义复现。从后文的 tightens “收紧”可以作出判断,空格处应是 A. loosen “放松”。

## (三) 注意逻辑关系

完整的语篇应该是符合逻辑的,运用转承语则是保证文章连贯和谐、逻辑通畅的有效手段。命题人在编题时,常会在转承语上设置空格,要求考生根据文章的语义发展和逻辑关系确定正确的表达方法。见例:

The foreign research scholar usually isolates himself in the laboratory as a means of protection; \_\_\_\_\_, what he needs is to be fitted with a highly organized university system quite different from that at home.

A. otherwise B. moreover C. however D. as a result

句子说:外籍研究学者习惯于将自己关闭在实验室内,而他们所需要的却是要融入与他们原来所处的教学体系完全不同的一个体系之内。从上下文的逻辑关系来看,两者应是转折关系,因此填入表示“然而”的 C 项 however。

## (四) 完形填空题的解题步骤

1. 首先将语篇从头到尾快速浏览一遍,了解文章的大致意思。快速浏览时应跳过空格,也不看选项。

2. 经过粗读全文,有了一个大致印象,然后可遵循忠于全文主题或大

意的原则进行解题。要密切注意空格所在句子与上下文的关联,紧紧抓住有关线索,从语境及语义这两方面着手,逐项填补空缺。遇到难处,可遵循先易后难的原则,跳过空格,继续往下选择。有不少空格的答案是相互呼应的、或相互依存的,随着阅读的深入,前面存在的疑团也会随之解开。

3. 在初次填满空格后,再次对全文进行复读,验证所选的答案能否使全文贯通,能否使前后的逻辑关系保持一致。对疑问之处,再读上下文乃至全文,修改不妥之处。

## 二、完形填空题范例及解析

**Directions:** For each blank in the following passage there are four words or phrases marked A, B, C and D. Fill in each blank with the word or phrase that best fits the context.

A screen door (纱门) allows for an open view while at the same time affording a degree of privacy. 1, communication between parents and their child away at college should have openness in expressing viewpoints but, at the same time, it should demonstrate a respect for privacy. Staying in touch with each other is important because without 2, there is no connection and worry can take over. All involved should try to be 3 in listening to, understanding and dealing with special concerns or needs that arise whether they be from the student, parents or friends.

For the happy student adjusting well at school, calls to home can be infrequent. This is not necessarily a cause for parents to 4. While parents are naturally 5 about what their child is up to, the majority of students are busy getting accustomed to their new home, making new friends and 6 to new schedules and activities. The fact is that without any ill intention on purpose, they can spend little time thinking about home and they may not appreciate the degree of their parents' 7 curiosity.

For the student who is not adjusting well at school, calls to home will probably be made more 8. This circumstance can bring a 9 period for both parent and child. For the parents at home, it can be terribly 10 to sense their child is unhappy. It is difficult to judge how we should react to this challenge: as 11, we want to bring our children home to the safety of our nest; in our parent-teacher role, we want to 12 the ties and allow our child the opportunity

to make it on his / her own.

For the student away at school, unhappiness can be lonely and frightening and in some cases, it can lead to depression and illness. There is a sense of   13   for some homesick students who fear that Mom and Dad will   14   their inability to cope with the new environment. This is especially true when the homesick one sees classmates adjusting somewhat effortlessly. No matter what the circumstances are that have created   15  , communication between parent and child must remain open, honest and in balance.

- |                       |                   |                   |                |
|-----------------------|-------------------|-------------------|----------------|
| 1. A. Relatively      | B. Contrarily     | C. Typically      | D. Similarly   |
| 2. A. sacrifice       |                   | B. privacy        |                |
|                       | C. appreciation   | D. communication  |                |
| 3. A. sensitive       | B. confident      | C. casual         | D. modest      |
| 4. A. worry           | B. regret         | C. cheer          | D. wonder      |
| 5. A. uninformed      | B. curious        | C. happy          | D. sensible    |
| 6. A. adding          | B. referring      | C. adjusting      | D. leading     |
| 7. A. strange         | B. increasing     | C. awakened       | D. normal      |
| 8. A. formally        | B. frequently     | C. sincerely      | D. patiently   |
| 9. A. disappointing   | B. recovering     | C. challenging    | D. training    |
| 10. A. damaging       | B. disturbing     | C. demanding      | D. exhausting  |
| 11. A. protectors     | B. reminders      | C. inspectors     | D. individuals |
| 12. A. maintain       | B. establish      | C. restore        | D. cut         |
| 13. A. relief         |                   | B. responsibility |                |
|                       | C. achievement    | D. embarrassment  |                |
| 14. A. get bored with |                   | B. get upset with |                |
|                       | C. be ignorant of | D. be honest with |                |
| 15. A. opportunity    | B. uncertainly    | C. unhappiness    | D. nervousness |

### 答案解析

1. D 前句讲到纱门既能透视同时又能起到保护隐私的作用,空格后说父母与在校读书的子女之间观点的交流应该坦率,但同时也应尊重隐私。后者与前者有相似之处,因此在空缺处放入 Similarly,表示“同样地”。
2. D 前文提及了相互交流的重要性,后文提到了一种不良的后果,显然是缺乏交流,因此用 without communication 表示“没有交流”。选项 sacrifice

“牺牲”、privacy “隐私”、appreciation “欣赏”皆不合文意。

3. A 正因为交流十分重要,因此在聆听、理解、以及处理来自学生、父母与朋友的关切或需求时,所有涉及其中的人应该要 sensitive,即“敏感的”。
4. A 第一段倒数第二句的 worry 给本题提供了线索。孩子打往家中的电话不多,这不应该是让家长 worry “担忧”的一个理由。
5. B 本段末的 curiosity “好奇心”给本空格作了提示,家长对孩子想做的事自然有好奇心,填入 curious 合乎情理。
6. C 后面两个段落中都谈到了适应校园生活的问题,这里放入 adjusting “适应”与后文呼应,表示适应学校的时间表及各种活动。
7. D 父母的这种好奇心应该是正常的(normal),而不是 strange “奇怪的”、increasing “增加的”和 awakened “被唤醒的”。
8. B 前一段讲到能适应学校生活的学生不是经常(infrequent)给家里打电话,这一段介绍适应得不好的学生,与前者作对比。他们给父母打电话应该是经常的、频繁的,因此放入 frequently。
9. C 本段最后一句的 this challenge 给本空格提供了答题线索。空格后的几个句子叙述了为子女操心的父母坐立不安的复杂情感,这一段时期会给父母及适应力差的孩子带来一种挑战,故放入 challenging “挑战性的”,修饰 period。
10. B 感到自己的孩子不开心,这种感觉显然是 disturbing “扰人的”,而不可能是 damaging “破坏性的”、demanding “要求高的”以及 exhausting “使人精疲力竭的”。
11. A 根据后半句中的 bring our children home to the safety of our nest “把孩子带回到我们安全的巢穴”,可知父母是 protectors “保护人”。
12. D 要让子女有独立的机会,家长应切断子女过分依赖父母的纽带,用 cut “割断”合理。maintain “保持”、establish “建立”、restore “恢复”皆错。
13. D 担心父母会为他们的无能而操心的学生心里必然有一种感觉,那就是 embarrassment “窘迫,尴尬”,而不会是 relief “松弛”、responsibility “责任”及 achievement “成就”的感觉。
14. B 前文多次提到父母为子女担忧(worry),提示此处应选用 get upset,表示与 worry 同样的意义。英语中用 get upset with sth. 表示“为某事感到不安”。
15. C 与本段第一句中的 unhappiness “不快乐”遥相呼应,此处也放入 unhappiness,表示:不管造成不快乐的原因是什么。

## 三、完形填空题精选 20 篇

## Passage (1)

Many students find the experience of attending university lectures to be a confusing experience. The lecturer speaks for one or two hours, perhaps \_ 1 \_ the talk with slides, writing up important information on the blackboard, handing out reading materials and giving out \_ 2 \_. The new student sees the other students \_ 3 \_ writing on notebooks and wonders what to write. Very often the student leaves the lecture with notes which do not catch the main points and which become hard even for the \_ 4 \_ to understand. Most institutions (机构) provide courses which \_ 5 \_ new students to develop the skills they need to be \_ 6 \_ listeners and note takers. If these are \_ 7 \_, there are many useful study skills guides which \_ 8 \_ learners to practice these skills \_ 9 \_. In all cases you should \_ 10 \_ with the problem before actually starting your studies. It is important to \_ 11 \_ that most students have difficulty in possessing the language skills \_ 12 \_ in college study. One way of \_ 13 \_ these difficulties is to attend the language and study skills classes which most institutions provide throughout the \_ 14 \_ year. Another basic strategy (策略) is to find a study partner with whom it is possible to identify difficulties, \_ 15 \_ ideas and provide support.

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|--------------------|------------------|-----------------|-----------------|
| 1. A. extending    | B. performing    | C. illustrating | D. conducting   |
| 2. A. assignments  | B. documents     | C. applications | D. receipts     |
| 3. A. slowly       | B. restlessly    | C. gradually    | D. continuously |
| 4. A. classmate    | B. lecturer      | C. partner      | D. professor    |
| 5. A. benefit      | B. drive         | C. urge         | D. assist       |
| 6. A. outstanding  | B. efficient     | C. effective    | D. sufficient   |
| 7. A. unavailable  | B. unacceptable  | C. inexact      | D. incomplete   |
| 8. A. entitle      | B. encourage     | C. enable       | D. make         |
| 9. A. indistinctly | B. independently | C. freely       | D. separately   |
| 10. A. fight       | B. part          | C. combine      | D. cope         |
| 11. A. acknowledge | B. predict       | C. claim        | D. ignore       |
| 12. A. requested   | B. acquired      | C. inquired     | D. required     |
| 13. A. preventing  | B. overcoming    | C. operating    | D. searching    |
| 14. A. average     | B. ordinary      | C. normal       | D. academic     |

15. A. reserve                      B. replace                      C. exchange                      D. trade

### Passage (2)

Have you ever heard the phrase “Love is blind”? If so, you are already 1 with a type of mistake in our attempts to understand others: halo effects. This type of mistake 2 to the fact that once we form an overall impression of somebody, it could have strong effects on our 3 of his personality. 4, halo effects are both common and powerful. 5, most organizations contain one or more “superstars” — people who have earned the reputation for being unusually 6 and capable. Once they have gained such a “halo”, everything they do receives good 7. Ideas that would be regarded as just so-so if suggested by someone else are seen as 8 when proposed by these persons. And actions that might be considered risky if taken by others are seen as 9 when carried out by these “chosen” men and women.

As you can see, halo effects involve high 10. They may lead some persons to have an 11 high opinion of their own worth, while making things 12 for others who are equally deserving. Further, by giving too much 13 to persons who are not ready to receive it, and by preventing hidden talent from being 14, they can harm organizations as well as individuals. Clearly, then, it is important to recognize the existence and impact of halo effects; only then can their harmful effects be 15.

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|---------------------|----------------|-------------------|-----------------|
| 1. A. familiar      | B. wrong       | C. connected      | D. bored        |
| 2. A. adds          | B. extends     | C. keeps          | D. refers       |
| 3. A. choices       | B. memories    | C. judgments      | D. requirements |
| 4. A. Unfortunately | B. Probably    | C. Hopefully      | D. Generally    |
| 5. A. In addition   | B. Worse still | C. For example    | D. Above all    |
| 6. A. amusing       | B. conscious   | C. fashionable    | D. talented     |
| 7. A. comment       | B. reply       | C. effect         | D. opportunity  |
| 8. A. average       | B. excellent   | C. funny          | D. similar      |
| 9. A. brave         | B. timid       | C. noble          | D. normal       |
| 10. A. cost         | B. quality     | C. pleasure       | D. pressure     |
| 11. A. unexpectedly |                | B. understandably |                 |
| C. unreasonably     |                | D. unsuccessfully |                 |

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|----------------------|---------------|--------------|----------------|
| 12. A. difficult     | B. disorderly | C. valuable  | D. significant |
| 13. A. consideration | B. criticism  | C. influence | D. tendency    |
| 14. A. harmed        | B. discovered | C. wasted    | D. protected   |
| 15. A. discussed     | B. exposed    | C. repeated  | D. avoided     |

**Passage (3)**

What's your earliest childhood memory? Can you remember learning to walk? Or talk? The first time you \_ 1 \_ thunder or watched a television programme? Adults seldom \_ 2 \_ events much earlier than the year or so before entering school, just as children younger than three or four \_ 3 \_ retain (保留) any specific, personal experience.

A variety of explanations have been \_ 4 \_ by psychologists for this "childhood amnesia" (儿童失忆症). One argues that the hippocampus, the region of the brain which is \_ 5 \_ for forming memories, does not mature until about the age of two. But the most popular theory \_ 6 \_ that, since adults don't think like children, they cannot \_ 7 \_ childhood memories. Adults think in words, and their life memories are like stories — one event follows another as in a novel or film. But when they search through their \_ 8 \_ files for early childhood memories to add to this verbal (口头的) life story, they don't find any that fit the pattern. It's like trying to find a Chinese word in an English dictionary.

Now psychologist Annette Simms of the New York State University offers a new \_ 9 \_ for childhood amnesia. She \_ 10 \_ that there simply aren't any early childhood memories to recall. \_ 11 \_ Dr. Simms, children need to learn to use someone else's \_ 12 \_ description of their personal experiences in order to turn their own short-term, quickly forgotten impressions of them into long-term memories. In other \_ 13 \_, children have to talk about their experiences and hear others talk about them — Mother talking about the afternoon \_ 14 \_ looking for seashells at the beach or Dad asking them about their day at Ocean Park. Without this verbal reinforcement (加强), says Dr. Simms, children cannot form \_ 15 \_ memories of their personal experiences.

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|---------------|-------------|-------------|--------------|
| 1. A. touched | B. heard    | C. listened | D. felt      |
| 2. A. recall  | B. organize | C. develop  | D. interpret |
| 3. A. merely  | B. really   | C. largely  | D. rarely    |

- |                   |                 |                |                |
|-------------------|-----------------|----------------|----------------|
| 4. A. proposed    | B. witnessed    | C. canceled    | D. figured     |
| 5. A. reasonable  | B. possible     | C. responsible | D. helpful     |
| 6. A. contains    | B. maintains    | C. admits      | D. comments    |
| 7. A. imitate     | B. refer        | C. reflect     | D. imply       |
| 8. A. personal    | B. physical     | C. potential   | D. mental      |
| 9. A. explanation | B. factor       | C. emphasis    | D. arrangement |
| 10. A. promises   | B. orders       | C. argues      | D. suspects    |
| 11. A. Owing to   | B. According to | C. Due to      | D. Thanks to   |
| 12. A. written    | B. vivid        | C. spoken      | D. adequate    |
| 13. A. words      | B. means        | C. senses      | D. cases       |
| 14. A. taken      | B. spent        | C. used        | D. chosen      |
| 15. A. pleasant   | B. valuable     | C. permanent   | D. temporary   |

#### Passage (4)

A detailed study of biological diversity (多样性) in town and city gardens has found that they offer a vital refuge (避难所) for animals and plants. It has also found that many of the ideas about wildlife gardening are not \_ 1\_. In fact, small gardens are just as good as big gardens at \_ 2\_ wildlife, suburban gardens are not always better than city gardens and non-native plants are not always harmful to native insects and birds. Britain's 16,000,000 gardens are a refuge for hundreds of species of animals and plants that would find it \_ 3\_ to survive on intensively (精细地) farmed land. According to the study, gardens are amazingly varied even compared to \_ 4\_ environments that are good for wildlife. Small gardens are more interesting because they vary a great deal in botanical environment. All the wildlife responds to the \_ 5\_.

Ken Thompson of Sheffield University was involved in the first detailed study of the \_ 6\_ living in Britain gardens when he and his colleagues surveyed 61 gardens in Sheffield. They really found a(n) \_ 7\_ diversity of plants and animals. They also identified a range of simple \_ 8\_ that improved a garden's environment for wildlife. The top thing is to grow more big trees as these greatly \_ 9\_ the volume of vegetation in the garden and a lot of \_ 10\_ means a lot of places to live and a lot of things to eat. \_ 11\_, create a pond for insects and frogs. Think before stocking it with fish which will eat insect eggs. Also, it is not wise to



light up the garden at night with bright lawn lamps, which will \_\_12\_\_ many night creatures. Finally, don't be too tidy: don't be \_\_13\_\_ to clear up everything when the garden stops flowering. Just \_\_14\_\_ a bit of things lying around.

To sum up, people who want to turn their gardens into wildlife refuges should \_\_15\_\_ and let the grass grow tall, the flowers turn to seed and trees expand skyward.

- |                    |                |                   |                |
|--------------------|----------------|-------------------|----------------|
| 1. A. true         | B. basic       | C. vivid          | D. simple      |
| 2. A. selecting    | B. importing   | C. of fering      | D. attracting  |
| 3. A. impossible   | B. illegal     | C. lucky          | D. convenient  |
| 4. A. peaceful     | B. warm        | C. natural        | D. clean       |
| 5. A. tradition    | B. solution    | C. relation       | D. variation   |
| 6. A. wildlife     | B. men         | C. germ           | D. pet         |
| 7. A. confusing    | B. complete    | C. surprising     | D. orderly     |
| 8. A. measures     | B. standards   | C. services       | D. functions   |
| 9. A. occupy       | B. increase    | C. limit          | D. reduce      |
| 10. A. vegetation  | B. reservation | C. preparation    | D. decoration  |
| 11. A. By contrast | B. As a result | C. In other words | D. In addition |
| 12. A. block       | B. disturb     | C. benefit        | D. protect     |
| 13. A. in a mess   | B. in a way    | C. in a hurry     | D. in a while  |
| 14. A. for get     | B. remove      | C. avoid          | D. leave       |
| 15. A. escape      | B. relax       | C. strive         | D. retire      |

### Passage (5)

Many changes are taking place in food style in the United States. America is traditionally \_\_1\_\_ for its very solid and unchanging diet of meat and potatoes. Now we have many different \_\_2\_\_ to choose from, various ethnic (民族的) food, health food and fast food in \_\_3\_\_ to the traditional home-cooked meal.

Ethnic restaurants and supermarkets are \_\_4\_\_ in the U.S. because the U.S. is a country of \_\_5\_\_. There is an immense variety. Any large American city is filled with restaurants serving international \_\_6\_\_. Many cities even have ethnic sections: Chinatown, Little Italy or Germantown. With this vast ethnic choice, we can \_\_7\_\_ food from all over the world. This is a(n) \_\_8\_\_ thought for those