

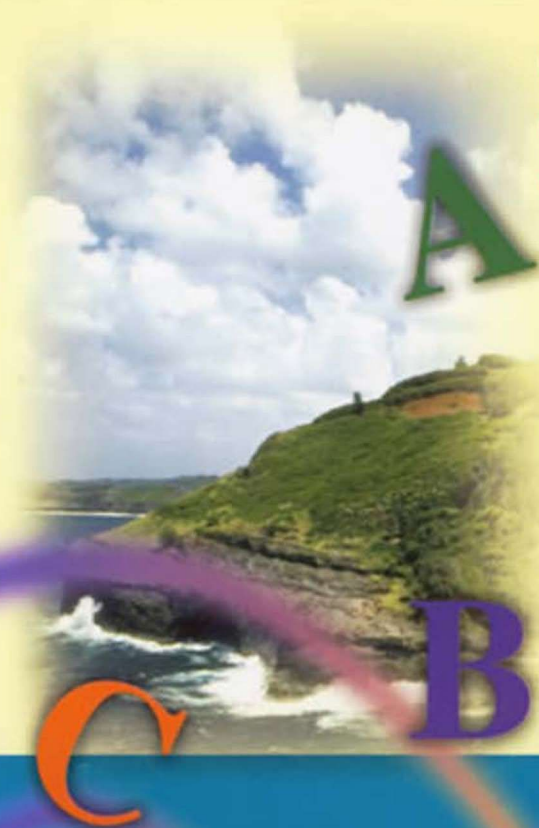
完形填空

- 高考强化训练
- 全新模拟试题
- 24种解题要领

专项训练

(第三版)

邹家元 冯豫 编著



完形填空专项训练

Cloze Test

(第三版)

(Third Edition)

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全新模拟试题
24 种解题要领

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内 容 提 要

本书(第三版)针对上海和全国高考及其他各类英语考试中完形填空的题型特点,编纂了大量全新的专项训练题。配置了含 10 格、25 格等多种题材和文体的短文,设计了各式综合(完形)填空题。作者根据长期的教学实践经验与指导学生的方法,将完形填空的解题要诀进行了归纳,总结出 24 种解题要领。本次修订又重新作了调整和充实,因此本书具有更强的指导性和实用性,读后必有很大启迪。

前 言

完形填空,也称综合填空或综合运用。顾名思义,是通过填补空格来体现对英语的综合运用能力。所谓填空,是填英语文章或语篇所挖开之窗孔。由于受试卷时间的限制,常采用短文形式,由百来个词或数百个词组成。大都是裁剪过的原文,其中不乏源自名家的作品。要补全原英语作品,其难度之大,是不言而喻的。

完形填空考查诸多方面的知识和能力:其一是阅读理解能力,其二是熟悉语法知识,其三是词汇和短语的掌握,其四是综合运用知识与解题的能力。因此需要多读英语,增加阅读量和速度,提高理解能力;学好语法规则,复习巩固、提高应用能力;掌握基础词汇及其搭配或短语,熟悉构词法,增加词性或词义转换的知识,并尽量扩大词汇量,尤其是扩充认知词汇,以对付较高层次的填空;至于解题能力的最高体现,除了综合运用各种知识,也包括语感及文化素养的调动。

只有明确完形填空的性质特点,才谈得上迎考和提高得分率。提高分门别类的英语能力,是解题的首要前提;通过解完形填空题的实践,综合运用知识和能力,不断求得提高,并摸索规律和技巧,总结解题要领;避免盲目做众多题目。

本书专门针对上海及全国各类英语考试中完形填空的题型特点,编纂了大量新的训练题。配置了大量含10格、部分含25格等不同篇幅和文体的短文。一篇短文的空格越多,难度就越大;相信学会解25格,对解10格感觉就会很容易。作者根据长期指导学生进行实践的经验,将完形填空的解题要诀作了归纳,总结出24种解题要领。按先实践后理论的原则,含有示例的短文一律置于单元之首,分析讲解附于每一单元之后。

本书出版以来受到了广大读者的普遍欢迎,为感谢大家的厚爱,作者将选自美国原版书刊的最新材料(主要以含10格为多)重新增编入书中各单元,并对全书作了全面调整。因此,修订后的本书将以崭新的面貌出现在读者面前,期待对她继续青睐。

由于作者水平有限,疏漏谬误在所难免,望读者不吝指正。

编者

2006年3月

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Unit 1

1

This year, a new minor (副修课目) has been added to the choices at our University. The minor is called Information Technology and is 1 by 11 different departments, ranging from art to computer engineering. The possibilities of this minor are 2, because there are so many options to 3, and today's society is so enthralled (受吸引) with computers and new developments in technology. Even if your school does not have a minor that corresponds (相当) to the classes that I am taking, it would be a 4 effort to try to develop a program. Not only would you benefit from the information learned, but the 5 of the students at your school would benefit also.

There are four main objectives of the minor. The first is to learn practical skills in computing, communications and networking, or 6 storage. The second is to understand the 7 of information technology on social communities. The third is to gain knowledge of how information technology can be used in imaginative ways. The fourth objective is to learn 8 of information technology that contribute to the common good.

I am a business student. The Information Technology minor is a great choice for me, because I will learn how to use computer programs to make my 9, marketing, more desirable.

By using computers to design and implement marketing schemes, I can significantly improve my chances of landing an excellent career after college. The minor is also great for other majors such as art, which makes use of the knowledge as a 10 tool.

- | | | | |
|-------------------|----------------|-----------------|-----------------|
| 1. A. registered | B. managed | C. liked | D. supported |
| 2. A. meaningless | B. harmless | C. endless | D. effortless |
| 3. A. lay | B. explore | C. study | D. think |
| 4. A. worthy | B. worth | C. worthwhile | D. worthless |
| 5. A. left | B. remaining | C. others | D. rest |
| 6. A. data | B. number | C. note | D. zone |
| 7. A. action | B. impact | C. force | D. result |
| 8. A. attractions | B. adoptions | C. applications | D. translations |
| 9. A. course | B. title | C. object | D. major |
| 10. A. design | B. calculation | C. production | D. photography |

2

Millions of words have been written about young people in the United States. There are reasons for this great 1 in the ideas, feelings, and actions of youth.

Today there are about seven million Americans in colleges and universities. Young persons 2 twenty-five make up nearly half of the American population. Many of these will soon be in 3 of the nation. 4 their ideas are important to everyone in the country, and it is necessary for older people to 5 what they think and feel.

College students today have 6 opinions about right and wrong. They are deeply 7 in making a better life for all people, especially 8 those who have not been given a fair chance. They think much is wrong in the lives of their parents. It is 9 for them to see what is right and good in the older ways. 10, there is often a lot of trouble in American families.

- | | | | |
|--------------------|---------------|----------------|----------------------|
| 1. A. interest | B. problem | C. difference | D. progress |
| 2. A. of | B. over | C. under | D. about |
| 3. A. memory | B. honour | C. charge | D. place |
| 4. A. Usually | B. Naturally | C. Fortunately | D. Normally |
| 5. A. discuss | B. express | C. change | D. understand |
| 6. A. confusing | B. strong | C. strange | D. expert |
| 7. A. interested | B. hopeless | C. practical | D. disturbed |
| 8. A. in | B. for | C. to | D. of |
| 9. A. hard | B. useless | C. worrying | D. disappointing |
| 10. A. In addition | B. In the end | C. As a result | D. On the other hand |

3

There are many types of reports. A report simply describes something that has happened. The 1 are news reports. We get them in newspapers, over the radio and on television.

The main purpose of a 2 is to provide news. If you examine a newspaper closely, you will find that there are all types of news: accidents, floods, fires, wars, sports, books, etc. The 3 covers everything that happens to people and their surroundings. Sometimes there are news items which are very amusing.

The big or bold (粗体的) words 4 the news items are called headlines. Their purpose is to attract attention so that people will buy the newspaper 5 they want to read the rest of the news.

A news report is usually very 6, except when it is about something very important, 7 it contains a lot of information. It is also written in short paragraphs. The first paragraph is in fact a summary (梗概) of the news item. It gives all the necessary information: what, when, where, how, why. The other paragraphs give full 8 of the subject. There may also be 9

with people. The words actually spoken by them are within quotation marks.

Often 10 are photographs to go with the news to make it more interesting.

- | | | | |
|----------------|---------------|----------------|-----------------|
| 1. A. best | B. quickest | C. commonest | D. longest |
| 2. A. program | B. radio | C. television | D. newspaper |
| 3. A. report | B. paper | C. news | D. story |
| 4. A. across | B. behind | C. like | D. above |
| 5. A. although | B. before | C. because | D. unless |
| 6. A. slow | B. short | C. serious | D. special |
| 7. A. and | B. for | C. but | D. so |
| 8. A. details | B. stories | C. pages | D. examples |
| 9. A. pictures | B. interviews | C. discussions | D. appointments |
| 10. A. there | B. here | C. those | D. they |

4

King, 68, used to suffer from heart attacks. He said, “I was twenty pounds overweight, ate anything I wanted and as much as I wanted, and never 1. Genetics? My father died of a heart attack at 43. And, man, 2 I smoke. In fact, there I was in 87 with terrible pains in my chest, left shoulder, and arm — the 3 signs of a heart attack — and I stopped outside the hospital emergency room for one last drag (深吸) on a cigarette.”

That was the 4 butt (烟蒂) King ever smoked. He realized he needed to become the master of his own fate. “When my daughter 5 me up from the hospital a week after my heart attack, I threw my cigarettes into the river. I was scared — scared straight!”

King made other 6 changes, too. He began a vigorous exercise regimen (摄生法) that includes 30 minutes a day on a 7 bike or treadmill. And despite his busy schedule, he walks whenever he can. To 8 down his weight and cholesterol (胆固醇) — leading contributors to cardiovascular (心血管的) disease — King altered his diet. He now avoids overloading on red meats, sugar, and 9 desserts. Instead, he eats seafood, salads, vegetables, fruits, and an occasional sugar-free candy bar. “I hated giving up lamb chops,” he says, “but it’s a small price to 10”.

In addition, King takes a cholesterol-lowering medication to help his heart work more efficiently, and an aspirin a day, often prescribed to help heart attack victims. Other treatments for cardiovascular disease may include surgery to repair damage or to implant a pacemaker, which control normal heart rhythms.

- | | | | |
|--------------|------------|--------------|-------------|
| 1. A. moved | B. relaxed | C. exercised | D. digested |
| 2. A. did | B. will | C. do | D. used |
| 3. A. hidden | B. typical | C. casual | D. unseen |
| 4. A. big | B. long | C. last | D. only |
| 5. A. took | B. picked | C. carried | D. looked |

- | | | | |
|----------------|-------------|------------|---------------|
| 6. A. schedule | B. manner | C. fashion | D. lifestyle |
| 7. A. regular | B. movable | C. mobile | D. stationary |
| 8. A. low | B. decrease | C. keep | D. press |
| 9. A. thick | B. jelly | C. baked | D. rich |
| 10. A. have | B. pay | C. buy | D. get |

5

Many years ago a graduate student came a long distance to see me. He asked if I could help him get some information about the term “poll tax (人头税).” He 1 a doctor’s thesis (论文), he told me, and needed to know how long this 2 had been in the language, what its basic meaning was and what other meanings it may 3 in the course of its use in English.

He was most surprised when I opened the OED (Oxford English Dictionary) 4 the proper place and 5 him that the information about this term had been 6 within a few feet 7 his desk in the school where he was studying.

It is not all likely that any 8 the exceptional (优异的) student will ever need all the information about words that the larger dictionaries 9, but it is 10 worth the while of every student to know that such information is available for those who at any time need to make use of it.

- | | |
|--------------------|----------------------|
| 1. A. prepared for | B. would prepare for |
| C. was preparing | D. had prepared |
| 2. A. poll | B. term |
| C. tax | D. thing |
| 3. A. have had | B. have |
| C. had | D. be having |
| 4. A. for | B. about |
| C. to | D. on |
| 5. A. directed | B. pointed |
| C. showed | D. indicated |
| 6. A. aside | B. accustomed |
| C. accountable | D. available |
| 7. A. to | B. of |
| C. by | D. beside |
| 8. A. or | B. but |
| C. besides | D. and |
| 9. A. enter | B. know |
| C. afford | D. publish |
| 10. A. very | B. much |
| C. well | D. badly |

6

Not long ago, many doctors in the West laughed at the idea that they might learn something from traditional Asian ways of healing. Most of them thought that these methods were only 1 by simpleminded people. They relied mainly on chemical cures as the safest and 2 way to treat illnesses. The development of modern medical science 3 the public to believe that there must be a pill for every illness. It was true that often the drug companies provided what the public wanted: a quick relief from the 4 of an illness. But in many cases this did not last long and nor did it 5 the real cause of the illness. 6, some people actually became ill through

taking too much medicine!

Many people in the West are now beginning to look for more 7 remedies for their illnesses and often they 8 to be inspired by the ancient wisdom of the East. The World Health Organization (WHO) encourages countries not to depend too greatly on expensive Western medicines but to choose them carefully and use also their traditional herbal (草药的) remedies. Experts from the WHO have decided that the time has come to 9 herbal medicine very carefully and to decide, by carefully controlled scientific experiments, what good these medicines might do. They are especially interested in finding 10 for illnesses which Western medicine has found “incurable”.

- | | | | |
|------------------|----------------|-----------------|----------------|
| 1. A. given up | B. believed in | C. dealt with | D. laughed at |
| 2. A. oldest | B. funniest | C. surest | D. cheapest |
| 3. A. encouraged | B. forced | C. urged | D. expected |
| 4. A. treatment | B. prevention | C. symptoms | D. fears |
| 5. A. discover | B. explain | C. analyze | D. remove |
| 6. A. Moreover | B. Meanwhile | C. Nevertheless | D. Anyway |
| 7. A. natural | B. effective | C. suitable | D. influential |
| 8. A. continue | B. fail | C. hope | D. prefer |
| 9. A. study | B. use | C. make | D. improve |
| 10. A. causes | B. doctors | C. cures | D. funds |

7

A hundred years ago, Queen Victoria went to the docks (码头) in London to see a strange, new sight: the 1 of an Egyptian monument, Cleopatra's Needle. The Needle still stands there today. People pass by without thinking, perhaps, of the long story of its 2.

It all began in Egypt, 3,500 years ago. The ruling Pharaoh in Egypt at that time 3 a giant obelisk (方尖碑). Hundreds of slaves dragged the 186 tons of granite (花岗石) along the banks of the river Nile. They built a raft (筏子) to 4 the stone over the Nile to the Temple of Tum, the Sun God. The monument stood at the temple for centuries until in 12 B. C. Caesar took it to Alexandria.

The sea along the coastline of Alexandria gradually 5 away the soil on which the Needle stood until, 1,500 years later, the obelisk fell on its side. Everybody forgot about it, until the British discovered it and made plans to move it to England. The task was 6 and costly. In 1877 an engineer called Dixon tried to move it. His methods were very unusual.

His men put a big steel cylinder (圆筒) around the obelisk. When they took it out to sea, it 7 ! They tried again. This time, they put a rudder (舵) and ballast (镇重物) on the “ship” and called it “Cleopatra”. A boat called “Olga” pulled the strange thing along. But when a storm 8 up “Cleopatra” sank.

It 9 in the sea, until a ship found it. Later, a British boat came to bring Cleopatra to

London. It arrived on 20 January, 1878.

There are ancient obelisks in Paris and New York, but neither of them have the 10 past of Cleopatra's Needle.

- | | | | |
|-----------------|---------------|--------------|----------------|
| 1. A. body | B. arrival | C. removal | D. height |
| 2. A. movements | B. adventures | C. histories | D. birthplaces |
| 3. A. ordered | B. considered | C. wanted | D. founded |
| 4. A. fetch | B. get | C. carry | D. pull |
| 5. A. swallowed | B. ate | C. bit | D. took |
| 6. A. difficult | B. hopeless | C. unwelcome | D. unrewarding |
| 7. A. downed | B. sank | C. drowned | D. dived |
| 8. A. went | B. rose | C. blew | D. roared |
| 9. A. swam | B. swept | C. drifted | D. drove |
| 10. A. exciting | B. amusing | C. excited | D. amused |

8

I am constantly surprised and touched (触动) by how 1 many of my students seem to be. They want to "2" me with a question, or ask for advice. But they don't want to occupy my "valuable" 3.

I wasn't all that polite, 4, to a student who, after repeated 5 at my classes, phoned me at 6:50 a. m. (not my 6 hour) to say that she was 7 about her exams the next day and could I help! Most of the time, 8, teachers are very glad to be 9 help to a keen student. 10, one of the qualities a 11 student most needs is a willingness and 12 to ask good questions: the 13 stimulates the student and his teacher 14 well.

The reason why many students don't 15 is that they're afraid of looking 16 if not to the teacher, then to their classmates. We've all known this 17, and it is entirely understandable. All I can 18 is that, in over ten years 19 a teacher, I've 20 ever been asked a really stupid question. I've been asked questions I've only just answered; I've been asked questions that have nothing to do 21 the matter in hand; and I've been asked to explain the obvious for nervy and anxious students. 22 at no time have I ever felt contempt (轻蔑) for anyone 23 enough to inquire about something they don't know or don't yet 24; and very often the questions are so good that they open up a line of 25 that I haven't considered before.

- | | | | |
|----------------|-----------------|----------------|-----------------|
| 1. A. lazy | B. disappointed | C. unhappy | D. anxious |
| 2. A. bother | B. threaten | C. surprise | D. help |
| 3. A. office | B. space | C. time | D. room |
| 4. A. at once | B. for example | C. as a result | D. first of all |
| 5. A. absence | B. demand | C. appearance | D. defeat |
| 6. A. favorite | B. sleeping | C. private | D. busy |

- | | | | |
|--------------------|----------------|-------------|-----------------|
| 7. A. delighted | B. excited | C. worried | D. disappointed |
| 8. A. therefore | B. furthermore | C. however | D. otherwise |
| 9. A. with | B. for | C. about | D. of |
| 10. A. First | B. Indeed | C. Also | D. Besides |
| 11. A. difficult | B. successful | C. shy | D. patient |
| 12. A. ability | B. skill | C. idea | D. feeling |
| 13. A. environment | B. mistake | C. method | D. discussion |
| 14. A. as | B. so | C. very | D. too |
| 15. A. talk | B. join | C. show | D. ask |
| 16. A. funny | B. strange | C. stupid | D. unnatural |
| 17. A. student | B. feeling | C. question | D. truth |
| 18. A. say | B. explain | C. reason | D. experience |
| 19. A. of | B. like | C. for | D. as |
| 20. A. for | B. as | C. so | D. hardly |
| 21. A. for | B. on | C. with | D. over |
| 22. A. Because | B. Although | C. But | D. So |
| 23. A. old | B. reluctant | C. nervous | D. brave |
| 24. A. understand | B. clear | C. hold | D. receive |
| 25. A. words | B. thought | C. ideas | D. people |

解题要领(1): 把握通篇脉络

完形填空的重要测试内容之一是,学生能否在一些词被挖空的情况下,仍然抓住文章的主线。因此,在阅读过程中应该培养这样的习惯,即排除空格词的干扰,并较好地借助预测、逻辑连接词和表达全段中心的主题句,来把握住通篇脉络。

其实,通篇脉络对于解答具体空格时排除干扰项有着很好的提示作用。一些考生由于担心时间不够,就忽略了答题前的通篇阅读这一过程,反而给自己作出正确选择增添麻烦。现在的完形填空测试,主要是基于内容和上下文联系进行命题,“见木不见林”的不良阅读习惯自然就暴露出弊端了。

举例一: (1) 第 1 格答案 D. supported。本文介绍了大学课程设置情况。除了主课以外,大学生选修副科也非常重要。而且随着当代社会的迅速发展,跨学科现象突出,反映在大学里,各系科之间交叉协作更密切,在开设课程上亦如此。了解这一背景,就能把握文章脉络,做到顺利解题。本题的 support 原意为“支持”,这里含有“赞成,扶持,协作”等意。其他选项均因意义不对(A 和 B)或似是而非(C)遭排除。

举例二: (1) 第 10 格答案 A. design。同样根据全文脉络,认识到主修和副修科目之间的联系,在就业上互补的前景。副修课 Information Technology (信息技术) 对艺术类主修生也将有极大帮助。设想一下不难推知,在艺术领域中,利用电脑先进手段,可以作为创作设计的工具。排除 B(计算仅为通用功能)以及并非直接关系的 C(生产)和 D(摄影)。

Unit 2

1

One day in the early 1920's a crowd was gathered at Fort Bliss to watch the airplanes. As one airplane was 1 out, a grandmotherly old woman asked if she could have a 2 in it. Supported by her cane, the thin old lady 3 in black made her way to the plane. She was 4 into the cockpit (驾驶舱) and then carefully strapped (束牢) into the 5.

The pilot went up to the nose of the plane and gave the propeller a turn. As he did so, his feet slipped and he 6 flat. 7 he could get up, the airplane, with no one in it except Grandma, went bounding (颠跳) down the field, sailed into the air, and headed 8 a row of trees. The crowd screamed.

The plane climbed above the trees, and fell toward the field. In the last 9 seconds, it righted itself, ran across the field, and 10.

The little old lady was really a young man, Claire Chennault, who later became the famous commander of the Flying Tigers.

- | | | | |
|----------------|-------------|------------|-------------|
| 1. A. pulled | B. rolled | C. dragged | D. pushed |
| 2. A. ride | B. rise | C. climb | D. travel |
| 3. A. dressing | B. wearing | C. worn | D. dressed |
| 4. A. lifted | B. raised | C. hung | D. helped |
| 5. A. box | B. wheel | C. back | D. seat |
| 6. A. was | B. fell | C. got | D. laid |
| 7. A. When | B. Until | C. Before | D. Till |
| 8. A. on | B. at | C. for | D. opposite |
| 9. A. little | B. some | C. several | D. few |
| 10. A. stopped | B. exploded | C. turned | D. crashed |

2

When you feel somebody is showing fondness of you, you are actually fond of the person. When you find somebody annoying, actually you dislike the person. Such things are common 1.

We are likely drawn to those who have a good 2 of us. Why do we think the person is

well disposed (友好的) 3 us or even like us? That's because we like the person.

At the first encounter we talk with each other like old friends. When back at home we ask ourselves if the person 4 to like us. It seems so. But the fact is that we have been so 5 by him as to take a fancy to him.

Liking or love should be reciprocal (相互的). Falling in love with a person who doesn't love oneself is something rare. To 6 loving a person who does not require one's love is either foolish or great.

One says scornfully to show one's dislike that one has never liked him since the very beginning. Actually one is striking first to 7 the advantage when one finds oneself in disfavour — a means of self-protection in essence.

If the other party is not congenial (意气相投的) or seemingly holds one in contempt, one would contradict (抵触) by saying that one has 8 looked down on him, or even hate the 9 of him!

Often we wonder why we like or hate a person without reason. Perhaps it is not so. There is a reason. The reason can be 10 back to ourselves.

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|--------------------|---------------|----------------|----------------|
| 1. A. appearances | B. offences | C. conferences | D. occurrences |
| 2. A. imagination | B. opinion | C. thought | D. idea |
| 3. A. towards | B. of | C. at | D. with |
| 4. A. expresses | B. intends | C. manages | D. means |
| 5. A. absorbed | B. fascinated | C. enhanced | D. enjoyed |
| 6. A. keep at | B. keep away | C. keep on | D. keep up |
| 7. A. gain | B. play | C. catch | D. hold |
| 8. A. all up | B. all out | C. all along | D. all through |
| 9. A. subject | B. sight | C. view | D. picture |
| 10. A. transported | B. followed | C. found | D. traced |

3

Two hundred years ago in England four out of five of the children of poor parents died before they were five years old. 1 their many diseases, smallpox (天花) was the worst. Young and old were 2 and those that did not die became deaf, blind or even mad as a 3 of the illness. All were left with ugly scars (疤) on their 4.

But no one ever seemed to catch the dreadful disease 5. A person who 6 from smallpox was safe, for at least some time. This had been noticed many years 7. One day a clever doctor named Jenner discovered that a person could 8 a serious attack of smallpox by being injected (注射) with some of the matter from a smallpox sore (疮).

He tried the experiment. But when a person was injected with such matter from a human body, often serious illness or death 9. He then found a harmless disease called cow-pox, which was caught by cows. People seemed to be 10 from smallpox after they had been

injected with some matter from a cow-pox sore.

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|--------------|--------------|---------------|------------|
| 1. A. In | B. With | C. On | D. Of |
| 2. A. caught | B. got | C. attacked | D. touched |
| 3. A. way | B. result | C. effect | D. sign |
| 4. A. face | B. body | C. skin | D. back |
| 5. A. once | B. secondly | C. more | D. twice |
| 6. A. came | B. recovered | C. discovered | D. went |
| 7. A. past | B. ago | C. before | D. even |
| 8. A. escape | B. flee | C. break | D. skip |
| 9. A. fell | B. appeared | C. resulted | D. arrived |
| 10. A. away | B. far | C. safe | D. right |

4

In fact, the after-school program differs 1 many others in its heavy emphasis on academics. Homework, or appropriate curriculum-based (根据课程的) work, is 2 until 5:30 p. m. The students are divided into classrooms according to grades and taught by 3 teachers from the Gwinnett County system. 4 teachers keep in touch with the after-school program teachers, who follow Gwinnett County's Academic Knowledge Skills (AKS) curriculum system. Parents are also kept in the loop (圈), both with academic and behavior reports, as necessary.

There's also 5 allotted (分配) for special enrichments, such as the recent study of Africa by teacher Sheila Ndesandjo, a native of Kenya, who taught the children Swahili words.

Although the church and the majority of the after-school students are African-Americans, Crawford says the program is 6 to all Gwinnett County students, from kindergarten through middle school.

The program is open until 6:45 p. m. After "class time", the kids watch videos, play games or 7 in crafts while waiting for their parents. This time also 8 for the tutoring (个别辅导) of kids who need extra help.

Crawford has seen the opportunity for extra tutoring pay off for several of the program's children. She recalls one child who was especially weak in math and who worked with teacher Willie Carter. The student was new to Gwinnett County and was academically behind. After working with Carter, he soon 9.

"I feel so gratified that the students seem to really enjoy being here," Crawford says. "They have such an enthusiasm about learning and seem so motivated. Parents, too, are complimentary (应赞扬的). We're definitely not just 10. We're about academics."

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|-----------------|--------------|------------|--------------|
| 1. A. with | B. to | C. from | D. against |
| 2. A. fulfilled | B. scheduled | C. planned | D. settled |
| 3. A. examined | B. employed | C. tested | D. certified |