

# 高考英语

College Entrance Examination. English Test

Cloze

## 完形填空

18年高考试题 **最新** 详解版 (第五版)



18 年高考试题最新详解版

# 高考英语——完形填空

(第五版)(含短文改错)

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## 第五版前言

为适应高中教育的需求和发展,并结合时代和社会的步伐,我们推出了这套针对高中考生和教师专用的系列品牌教辅,多年来受到了师生广泛的欢迎。为了体例和知识点的完善,吸取了教师和考生的广泛意见,并结合多年的实践经验,本套书在过去的基础上精益求精,特推出了全新加量版。

本套书在实践中不断的总结和发展,目前已成为内容丰厚、试题全面、指导性强、体现最新、反映高考方向的强势高考大餐。

### 《高考英语——完形填空》内容解读:

#### ☐ 历年高考所有完形填空与短文改错试题

掌握时代脉搏,记录年度高考动态和方向,体现考题发展之旅。

#### ☐ 历年最新热门英语考试链接

掌握最新流行趋势,辅助高考能力提升和顺利过关,体现全球视野。

#### ☐ 附加最新英语模拟试题

掌握最新教学要求,把握本年度教学重点,展望未来高考方向。

#### ☐ 当年最新高考动向预报

今年浙江、辽宁短文改错命题形式略有变化;天津、福建、安徽取消了短文改错试题。

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# 2009 年普通高等学校招生全国统一考试 上海

## (A)

A. contents	B. taking	C. carefully	D. plastic	E. packaging
F. declined	G. freely	H. typical	I. contracts	J. registered

If the package looks pretty, people will buy just about anything. So says an advertising executive in New York, and he has proved his point by selling boxes of rubbish for the price of an expensive bottle of wine.

Justin Gignac, 26, has sold almost 900 1 presented plastic boxes of rubbish from the street of the Big Apple at between \$50 and \$100 each. Buyers from 19 countries have paid for the *souvenirs* (纪念品). The idea has been so successful that he is thinking of promoting it around the world.

It all began when Mr Gignac was at a summer workshop. "We had a discussion about the importance of 2," he recalls. "Someone said packaging was unimportant. I disagreed. The only way to prove it was by selling something nobody would ever want."

He searches the streets of Manhattan and typical 3 include broken glass, subway tickets, Starbucks cups and used 4 forks. "Special editions" are offered at a high price. He charged \$100 for rubbish from the opening day of the New York Yankees' stadium.

Mr Gignac denies 5 his customers for fools: "They know what they're getting. They appreciate the fact that they're taking something nobody would want and finding beauty in it."

Some 6 customers include people who used to live in the city and want a down-to-earth souvenir. He claims he has even sold to art collectors.

Realizing that the concept appears to be a real money-maker, Mr Gignac has 7 a company and is employing his girlfriend as vice president. He 8 to discuss his profit margins: "It's actually quite a lot of effort putting them together—but yes, garbage is free."

Mr Gignac is considering more varieties of souvenirs. He maintains that he has signed 9 with people interested in similar projects from as far as Berlin and London.

## (B)

Most people believe they don't have much imagination. They are 1. Everyone has imagination, but most of us, once we become adults, forget how to 2 it. Creativity isn't always 3 with great works of art or ideas. People at work and in their free time 4 think of creative ways to solve problems. Maybe you have a goal to achieve, a tricky question to answer or you just want to expand your mind! Here are three techniques to help you.

**Making connections** This technique involves taking 5 ideas and trying to find links between them. First, think about the problem you have to solve or the job you need to do. Then find an image, word, idea or object, for example, a candle. Write down all the ideas/words 6 with candles: light, fire, matches, wax, night, silence, etc. Think of as many as you can. The next stage is to relate the 7 to the job you have to do. So imagine you want to buy a friend an original 8; you could buy him tickets to a match or take him out for the night.

**No limits!** Imagine that normal limitations don't 9. You have as much time/space/money, etc. as you want. Think about your goal and the new 10. If your goal is to learn to ski, 11, you can now practise skiing every day of your life (because you have the time and the money). Now 12 this to reality. Maybe you can practise skiing every day in December, or every Monday in January.

**Be someone else!** Look at the situation from a 13 point of view. Good businessmen use this technique in trade, and so do writers. Fiction writers often imagine they are the 14 in their books. They ask questions: What does this character want? Why can't she get it? What changes must she make to get what she wants? If your goal involves other people, put yourself in their 15. The best fishermen think like fish!

- |                   |                  |                |                  |
|-------------------|------------------|----------------|------------------|
| 1. A. wrong       | B. unbelievable  | C. reasonable  | D. realistic     |
| 2. A. put up with | B. catch up with | C. make use of | D. keep track of |
| 3. A. equipped    | B. compared      | C. covered     | D. connected     |
| 4. A. skillfully  | B. routinely     | C. vividly     | D. deeply        |

- |                      |                  |                |                |
|----------------------|------------------|----------------|----------------|
| 5. A. familiar       | B. unrelated     | C. creative    | D. imaginary   |
| 6. A. presented      | B. marked        | C. lit         | D. associated  |
| 7. A. ideas          | B. ambitions     | C. achievement | D. technique   |
| 8. A. experience     | B. service       | C. present     | D. object      |
| 9. A. work           | B. last          | C. exist       | D. change      |
| 10. A. possibilities | B. limitations   | C. tendency    | D. practice    |
| 11. A. in fact       | B. in particular | C. as a whole  | D. for example |
| 12. A. devote        | B. adapt         | C. lead        | D. keep        |
| 13. A. private       | B. global        | C. different   | D. practical   |
| 14. A. features      | B. themes        | C. creatures   | D. characters  |
| 15. A. positions     | B. dreams        | C. images      | D. directions  |

## 2008 年普通高等学校招生全国统一考试 上海

### (A)

A. honoured	B. set	C. historic	D. secretly	E. citizen
F. granted	G. route	H. briefly	I. restoration	J. leading

Frederick Douglass was an escaped slave in the movement that fought to end slavery in the United States. He became a 1 voice in the years before the Civil War.

A few weeks ago, the National Park Service (NPS) 2 Douglass's birth and Black History Month with the reopening of his home at Cedar Hill, a 3 site in Washington, D. C. The two-story house, which contains many of Douglass's personal possessions, had undergone a three-year 4. (Thanks to the NPS website, however, you don't have to live in the nation's capital to visit it. Take a tour online.)

He was born Frederick Augustus Washington Bailey to a slave mother and a white father he never knew. Douglass grew up to become the first black 5 to hold a government office—as US minister and *consul general* (总领事) to Haiti.

As a youth, he never went to school. Educating slaves was illegal in the South, so he 6 taught himself to read and write. At 21 years old, he escaped from his slave owner to Massachusetts and changed his last name to Douglass, to hide his identity.

In the 1850s, Douglass was involved with the Underground Railroad, the system 7 up by antislavery groups to bring runaway slaves to the North and Canada. His home in Rochester, N. Y. was near the Canadian border. It became an important station on the 8, housing as many as 11 runaway slaves at a time.

He died in 1895. In his lifetime, Douglass witnessed the end of slavery in 1865 and the adoption of the 15th *Amendment to the US Constitution* (美国宪法修正案), which 9 African-Americans the right to vote.

### (B)

People think children should play sports. Sports are fun, and children keep healthy while playing with others. However, playing sports can have 1 effects on children. It may produce feelings of poor self-respect or aggressive behavior in some children. According to research on kids and sports, 40,000,000 kids play sports in the US. Of these, 18,000,000 say they have been 2 at or called names while playing sports. This leaves many children with a bad 3 of sports. They think sports are just too aggressive.

Many researchers believe adults, especially parents and coaches, are the main 4 of too much aggression in children's sports. They believe children 5 aggressive adult behavior. This behavior is then further strengthened through both positive and negative feedback. Parents and coaches are powerful teachers because children usually look up to them. Often these adults behave aggressively themselves, sending children the message that 6 is everything. Many parents go to children's sporting events and shout 7 at other players or cheer when their child behaves 8. As well, children are even taught that hurting other players is 9 or are pushed to continue playing even when they are injured. 10, the media makes violence seem exciting. Children watch adult sports games and see violent behavior replayed over and over on television.

As a society, we really need to 11 this problem and do something about it. Parents and coaches 12 should act as better examples for children. They also need to teach children better 13. They should not just cheer when children win or act aggressively. They should teach children to 14 themselves whether they win or not. Besides, children should not be allowed to continue to play when they are injured. If adults allow children to play when injured, this gives the message that 15 is not as important as winning.

- |                   |             |           |                |
|-------------------|-------------|-----------|----------------|
| 1. A. restrictive | B. negative | C. active | D. instructive |
| 2. A. knocked     | B. glanced  | C. smiled | D. shouted     |
| 3. A. impression  | B. concept  | C. taste  | D. expectation |



- |                      |                |                 |                 |
|----------------------|----------------|-----------------|-----------------|
| 4. A. resource       | B. cause       | C. course       | D. consequence  |
| 5. A. question       | B. understand  | C. copy         | D. consequence  |
| 6. A. winning        | B. practising  | C. fun          | D. sport        |
| 7. A. praises        | B. orders      | C. remarks      | D. insults      |
| 8. A. proudly        | B. ambitiously | C. aggressively | D. bravely      |
| 9. A. acceptable     | B. impolite    | C. possible     | D. accessible   |
| 10. A. By contrast   | B. In addition | C. As a result  | D. After all    |
| 11. A. look up to    | B. face up to  | C. make up for  | D. come up with |
| 12. A. in particular | B. in all      | C. in return    | D. in advance   |
| 13. A. techniques    | B. means       | C. values       | D. directions   |
| 14. A. respect       | B. relax       | C. forgive      | D. enjoy        |
| 15. A. body          | B. fame        | C. health       | D. spirit       |

## 2008 年普通高等学校招生全国统一考试 上海春季

### (A)

I was interested to read a newspaper article about a new concept in old people's homes in France. The idea is simple 1 revolutionary - combining a residential home for the elderly with a nursery school in the same building. The children and the residents eat lunch together and 2 activities such as music, painting, gardening, and 3 for the pets which the residents are encouraged to keep. In the afternoons, the residents enjoy reading or telling stories to the children, and 4 a child is feeling sad or tired, there is always somebody attending to him. There are trips out and birthday parties, too.

The 5 are enormous for everyone concerned. The children are happy because they get a lot more individual 6 and respond well because someone has time for them. They also learn that old people are not "different" or frightening in 7 way. And of course, they see illness and death and learn to 8 them. The residents are happy because they feel 9 and needed. They are more active and more interested in life when the children are around and they take more interest in their appearance, too. And the staff are happy because they see an improvement in the 10 and psychological health of the residents and have an army of assistants to help with the children.

- |                  |              |                 |             |
|------------------|--------------|-----------------|-------------|
| 1. A. or         | B. so        | C. nor          | D. but      |
| 2. A. share      | B. examine   | C. control      | D. engage   |
| 3. A. asking     | B. sending   | C. caring       | D. looking  |
| 4. A. though     | B. because   | C. unless       | D. if       |
| 5. A. advantages | B. actions   | C. difficulties | D. comforts |
| 6. A. thought    | B. attention | C. rest         | D. freedom  |
| 7. A. no         | B. any       | C. another      | D. the      |
| 8. A. value      | B. admit     | C. accept       | D. overcome |
| 9. A. useful     | B. faithful  | C. powerful     | D. skillful |
| 10. A. normal    | B. public    | C. economic     | D. physical |

### (B)

The latest reform in testing is the computerized test. Test questions and answer choices are presented on the 11 and students can answer with a tap of the keyboard or a click of the mouse. Before the actual test begins, there usually is an instruction showing how to use the computer to 12 the questions. Scores are displayed on the screen at the end of the test so that a student has immediate feedback 13 having to return several days later for results.

Some computerized tests are "adaptive". This means that a test question is selected from a large pool of items based on how the test taker has responded to the 14 question. The first question presented is of medium difficulty. If the test taker answers 15, the next item will be more difficult. If he or she answers incorrectly, the next question will be easier. The computer 16 questions by level of difficulty and many other factors such as sex, race and age references, subject area the question is drawn from, and form of question, before presenting it on the screen. In this way, the questions are "adapted" to find the true skill 17 of the test taker.

Among all the conveniences of computerized testing, there are some 18. No longer can you have a quick look at the 19 test, answer the easy questions first, and come back later to finish the difficult ones. Test items are presented one at a time, and you must choose an answer in order to move on to the next question. Once you have confirmed your answer, you cannot go back to 20 it if, later on, you realize that your answer was wrong.

- |                   |                   |                  |                 |
|-------------------|-------------------|------------------|-----------------|
| 11. A. screen     | B. paper          | C. board         | D. surface      |
| 12. A. put aside  | B. concentrate on | C. respond to    | D. apply to     |
| 13. A. other than | B. rather than    | C. regardless of | D. as to        |
| 14. A. previous   | B. basic          | C. following     | D. single       |
| 15. A. briefly    | B. smartly        | C. correctly     | D. thoughtfully |
| 16. A. classifies | B. answers        | C. considers     | D. recognizes   |
| 17. A. standard   | B. factor         | C. pattern       | D. level        |
| 18. A. qualities  | B. limits         | C. services      | D. features     |
| 19. A. formal     | B. objective      | C. final         | D. entire       |
| 20. A. identify   | B. exchange       | C. change        | D. overlook     |

## 2007 年普通高等学校招生全国统一考试 上海

### (A)

Being alone in outer space can be frightening. That is one reason why astronauts on *solo* (单独的) space flights were given plenty of work to keep them 1. They were also in constant communication with people on the earth. 2, being with people from whom you cannot get away might be even harder than being alone. This is what happens on long *submarining* (潜水艇) voyages. It will also happen on 3 space flights in the future. Will there be special problems of adjustment under such conditions?

Scientists have studied the reactions of men to one another during long submarine voyages. They have found that the longer the voyage lasts, the more serious the problem of 4 is. When men are 5 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 6.

Apparently, although no one wants to be 7 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 8 or stress.

People who are well-adjusted are able to 9 stress situations better than others. That is one reason why so much care is taken in 10 our astronauts. These men undergo a long period of testing and training. One of the things tested is their behaviour under stress.

- |                 |                  |               |                |
|-----------------|------------------|---------------|----------------|
| 1. A. tired     | B. asleep        | C. conscious  | D. busy        |
| 2. A. So far    | B. After all     | C. However    | D. Therefore   |
| 3. A. long      | B. fast          | C. dangerous  | D. direct      |
| 4. A. fuel      | B. entertainment | C. adjustment | D. health      |
| 5. A. shut up   | B. held up       | C. brought up | D. picked up   |
| 6. A. pleasing  | B. annoying      | C. common     | D. valuable    |
| 7. A. noisy     | B. alone         | C. personal   | D. sociable    |
| 8. A. emphasis  | B. conflict      | C. power      | D. pressure    |
| 9. A. handle    | B. create        | C. affect     | D. investigate |
| 10. A. becoming | B. choosing      | C. ordering   | D. promoting   |

### (B)

One topic is rarely mentioned in all the talk of improving standards in our schools; the almost complete failure of foreign-language teaching. As a French graduate who has taught for more than twenty-five years, I believe I have some idea of why the failure is so total. 11 the faults already found out in the education system as a whole—such as child-centred learning, the “discovery” method, and the low expectations by teachers of pupils—there have been several serious 12 which have a direct effect on language teaching.

The first is the removal from the *curriculum* (课程) of the thorough teaching of English 13. Pupils now do not know a verb from a noun, the subject of a sentence from its object, or the difference between the past, present, or future.

Another important error is mixed-ability teaching, or teaching in ability groups so 14 that the most able pupils are 15 and are bored while the least able are lost and 16 bored. Strangely enough, few head teachers seem to be in favour of mixed-ability school football teams.

Progress depends on memory, and pupils start to forget immediately they stop having 17 lessons. This is why many people who attended French lessons at school, even those who got good grades, have forgotten it a few years later. 18 they never need it, they do not practise it.

Most American schools have accepted what is inevitable and 19 modern languages, even Spanish, from the curriculum. Perhaps it is time for Britain to do the same, and stop 20 resources on a subject which few

publis want or need.

- |                     |                   |               |                |
|---------------------|-------------------|---------------|----------------|
| 11. A. Due to       | B. In addition to | C. Instead of | D. In spite of |
| 12. A. errors       | B. situations     | C. systems    | D. methods     |
| 13. A. vocabulary   | B. culture        | C. grammar    | D. literature  |
| 14. A. wide         | B. similar        | C. separate   | D. unique      |
| 15. A. kept out     | B. turned down    | C. held back  | D. left behind |
| 16. A. surprisingly | B. individually   | C. equally    | D. hardly      |
| 17. A. extra        | B. traditional    | C. basic      | D. regular     |
| 18. A. Although     | B. Because        | C. Until      | D. Unless      |
| 19. A. restored     | B. absorbed       | C. prohibited | D. withdrawn   |
| 20. A. wasting      | B. focusing       | C. exploiting | D. sharing     |

## 2007 年普通高等学校招生全国统一考试 上海春季

### (A)

How can we explain the popularity of neckties? For years, fashion historians have predicted that men would 1 wearing ties because they seemed to have little or no function. It may be that men continue to wear them because ties are a tradition. As long as world and business leaders continue to wear ties, the young businessmen will 2 them and ties will remain popular. 3, neckties do have a different kind of appeal. Neckties cover the buttons of the shirt and emphasize the length of a man's body. They also 4 color and *adornment* (装饰) to men's clothing, which is often plain and serious.

Today, there are tens of thousands of designs of ties 5. There are ties for special 6—hearts for Valentine's Day, fireworks for the Fourth of July, and Santa Claus for Christmas. There are ties that tell you about a man's 7—pictures of tennis rackets, motorcycles, airplanes, fishing rods, or musical instruments, to name a few. There are even ties for different occupations such as accountants, firefighters, and police officers. And 8 ties are becoming ever more popular. You can get ties covered with colorful frogs and bottles of beer. 9 you enjoy rock music, you can even find a tie in the shape of a guitar!

Funny or formal, wide or narrow, it's 10 that ties are going to be around for a long time.

- |                 |               |                |                |
|-----------------|---------------|----------------|----------------|
| 1. A. fear      | B. mind       | C. forget      | D. stop        |
| 2. A. help      | B. trust      | C. follow      | D. admire      |
| 3. A. Otherwise | B. Therefore  | C. Instead     | D. However     |
| 4. A. add       | B. change     | C. expose      | D. deliver     |
| 5. A. valuable  | B. available  | C. alternative | D. collective  |
| 6. A. places    | B. ceremonies | C. occasions   | D. people      |
| 7. A. holidays  | B. images     | C. possessions | D. hobbies     |
| 8. A. formal    | B. funny      | C. plain       | D. traditional |
| 9. A. If        | B. Because    | C. Unless      | D. Though      |
| 10. A. clear    | B. necessary  | C. strange     | D. useful      |

### (B)

Homework is work, not play. In contrast to what some might hope, students 11 finish their homework exclaiming that they had great fun. Nor is homework an activity that students choose to undertake. It is 12 by a teacher for students to complete on the teacher's schedule, with the teacher's requirements in mind. So to have the fight 13 will be of great help. Homework means business and the students should expect to work on it seriously. As in the workplace, careless efforts and lack of self-discipline are likely to make the 14 impression.

Teachers assign homework for 15 purposes. In some cases, teachers seek to review and solidify material being covered in class; homework is also designed to 16 students learning beyond class lessons. As students mature, teachers often assign homework nightly in several subjects. Homework is also used to prepare students to handle new work, 17 in the case of summer reading. Increasingly, school reforms call for homework to take the form of course projects, thus increasing its 18 to "real-life" job related activity.

Like jobs, homework can be appealing when its resources are well managed. Resources 19 sources of information—textbooks, of course, and increasingly, the Internet—but they also include a quiet space to work, materials and equipment such as calculators, paper or a computer, and others who *cohabit* (共面存在) in the homework environment. The *external* (外部的) resources needed for homework can be viewed as a kind of 20 office for the child with features like those needed in the workplace.

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|------------------|----------|-----------|-----------|
| 11. A. sometimes | B. often | C. mostly | D. rarely |
|------------------|----------|-----------|-----------|

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|-------------------|-------------|-------------|---------------|
| 12. A. discovered | B. forced   | C. assigned | D. taught     |
| 13. A. amount     | B. answer   | C. schedule | D. attitude   |
| 14. A. general    | B. vivid    | C. wrong    | D. vague      |
| 15. A. high       | B. various  | C. ordinary | D. temporary  |
| 16. A. extend     | B. describe | C. display  | D. reward     |
| 17. A. as         | B. when     | C. even if  | D. now that   |
| 18. A. adjustment | B. solution | C. approach | D. connection |
| 19. A. indicate   | B. include  | C. reserve  | D. resemble   |
| 20. A. home       | B. business | C. head     | D. supply     |

## 2006 年普通高等学校招生全国统一考试 上海

### (A)

Several years ago, well-known writer and editor Norman Cousins became very ill. His body ached and he felt constantly tired. It was difficult for him to even 1 around. His doctor told him that he would lose the ability to move and eventually die from the disease. He was told he had only 1 in 500 chance of survival.

2 the *diagnosis* (诊断), Cousins was determined to overcome the disease and survive. He had always been interested in medicine and had read a book, which discussed the idea of how body chemistry and health can be damaged by emotional stress and negative 3. The book made Cousins think about the possible 4 of positive attitudes and emotions. He thought, "Is it possible that love, hope, faith, laughter, confidence, and the 5 to live have positive treatment value?"

He decided to concentrate on positive emotions as a way to treat some of the symptoms of his disease. In addition to his traditional medical treatment, he tried to put himself in situations that would 6 positive emotions. "Laugh therapy" became part of his treatment. He 7 time each day for watching comedy films, reading humorous books, and doing other activities that would draw out 8 emotions. Within eight days of starting his "laugh therapy" program his pain began to 9 and he was able to sleep more easily. He was able to return to work in a few months' time and 10 reached complete recovery after a few years.

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|-------------------|---------------|-------------|--------------|
| 1. A. run         | B. pass       | C. move     | D. travel    |
| 2. A. Besides     | B. Despite    | C. Without  | D. Beyond    |
| 3. A. attitudes   | B. beliefs    | C. goals    | D. positions |
| 4. A. shortcoming | B. harm       | C. benefit  | D. interest  |
| 5. A. emotion     | B. pain       | C. fear     | D. will      |
| 6. A. bring about | B. set about  | C. put up   | D. make up   |
| 7. A. afforded    | B. appointed  | C. offered  | D. arranged  |
| 8. A. positive    | B. approving  | C. strong   | D. mixed     |
| 9. A. escape      | B. decrease   | C. shrink   | D. end       |
| 10. A. generally  | B. especially | C. actually | D. presently |

### (B)

"When a customer enters my store, forget me. He is King," said John Wanamaker, who in 1876 turned an abandoned railway station in Philadelphia into one of the world's first department stores. This revolutionary concept 11 the face of *retailing* (零售业) and led to the development of advertising and marketing as we know it today.

But convincing as that slogan was, 12 the shopper was cheated out of the crowd. 13 manufacturing efficiency increased the variety of goods and lowered prices, people still relied on advertisements to get most information about products. Through much of the past century, ads spoke to an audience restricted to just a few radio or television channels or a 14 number of publications. Now media choice, has 15 too, and consumers select what they want from a far greater variety of sources—especially with a few clicks of a computer mouse. 16 the internet, the consumer is finally power.

As our survey shows, 17 has great implications for companies, because it is changing the way the world shops. Many firms already claim to be "customer-driven" or "consumer-centred". Now their 18 will be tested as never before. Taking advantage of shoppers' 19 will no longer be possible; people will know—and soon tell others, even those without the internet—that prices in the next town are cheaper or that certain goods are inferior. The internet is working wonders in 20 standards. Good and honest firms should benefit most.

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|----------------|---------------|-------------|--------------|
| 11. A. changed | B. maintained | C. restored | D. rescued   |
| 12. A. in time | B. in truth   | C. in case  | D. in theory |
| 13. A. Just as | B. The moment | C. If       | D. Although  |



- |                       |                    |                     |                             |
|-----------------------|--------------------|---------------------|-----------------------------|
| 14. A. limited        | B. minimum         | C. sufficient       | D. great                    |
| 15. A. disappeared    | B. existed         | C. exploded         | D. survived                 |
| 16. A. According to   | B. Thanks to       | C. But for          | D. Apart from               |
| 17. A. consumer power | B. product quality | C. purchasing habit | D. manufacturing efficiency |
| 18. A. information    | B. investment      | C. claims           | D. shops                    |
| 19. A. generosity     | B. knowledge       | C. curiosity        | D. ignorance                |
| 20. A. raising        | B. lowering        | C. abandoning       | D. carrying                 |

## 2006 年普通高等学校招生全国统一考试 上海春季

### (A)

The term home schooling means educating children at home or in places other than a normal setting such as a public or private school. There are many reasons why parents choose home schooling for their children. Some parents are 1 with the quality of education in the public schools. Others do not want their children to have to worry about "peer pressure", or social pressure from friends. They say it may have a(n) 2 effect on the child's studies. These parents 3 this type of pressure will lead to bad behavior such as smoking, drinking alcohol, and taking drugs.

*Bullying* (欺侮) from other students is another concern. Still other parents choose this type of 4 for religious reasons. Whatever the 5 may be, it is evident that more and more children are being taken out of normal schools every year. 6, many questions have emerged, encouraging the debate over home schooling against public schooling.

What then is the future of education? Will this new model of schooling replace normal schools? Will computers and the Internet 7 our classrooms and teachers? As the debate continues, so do the questions about what home schoolers are studying at home. How can parents ensure that their children are prepared 8 for college? How are home schoolers assessed to make sure they are getting the same educational standards that school students must have? Finally, there are questions regarding the children's emotional development. Are they too 9 their fellow students? Are they 10 the opportunity to get the social benefits of being in a large classroom of students? As with any debatable issue, the answers to these questions are neither simple nor one-sided.

- |                   |                  |                 |                    |
|-------------------|------------------|-----------------|--------------------|
| 1. A. patient     | B. familiar      | C. pleased      | D. dissatisfied    |
| 2. A. active      | B. contrary      | C. important    | D. negative        |
| 3. A. care        | B. fear          | C. wish         | D. deny            |
| 4. A. activity    | B. education     | C. behavior     | D. belief          |
| 5. A. effects     | B. suggestions   | C. reasons      | D. pressures       |
| 6. A. As a result | B. On the whole  | C. After all    | D. On the contrary |
| 7. A. replace     | B. reserve       | C. represent    | D. release         |
| 8. A. gracefully  | B. emotionally   | C. academically | D. financially     |
| 9. A. free from   | B. isolated from | C. related to   | D. close to        |
| 10. A. providing  | B. making        | C. taking       | D. losing          |

### (B)

Many people of my generation say that there is no hope for the future because of the way that young people behave today.

Their first argument is that when we were 11 we used to look after the older people in our community and help them. They also say that young people today don't care about anything or anyone. 12, I think the reason why we looked after older people was that we had no 13. People had to live with their parents and grandparents because they had no money. Young people today earn more and have more freedom to live where they want. 14 this, I think that they are still interested in older people. For example, young people often 15 to help me when I get on and off the bus with heavy shopping.

Their second argument is that in our day we didn't 16 to be given jobs—and that young people now don't look for jobs, but just complain about unemployment. On the other hand, things were easier in the past and it was always easy to get a job 17 you had friends and contacts. It is really harder today. Young people complain about unemployment and I think they have 18 reason to complain.

In conclusion I think there is 19 for the future. This generation, like generations before them, has new 20 as well as old problems. If they learn from our mistakes the world will be a better place in future.

- |                 |              |              |             |
|-----------------|--------------|--------------|-------------|
| 11. A. ignorant | B. young     | C. childish  | D. innocent |
| 12. A. Moreover | B. Meanwhile | C. Therefore | D. However  |

- |                       |                |            |                  |
|-----------------------|----------------|------------|------------------|
| 13. A. trouble        | B. concept     | C. choice  | D. method        |
| 14. A. In addition to | B. In spite of | C. Due to  | D. As for        |
| 15. A. offer          | B. hesitate    | C. refuse  | D. mean          |
| 16. A. prepare        | B. regret      | C. decline | D. expect        |
| 17. A. unless         | B. if          | C. until   | D. because       |
| 18. A. every          | B. no          | C. this    | D. another       |
| 19. A. possibility    | B. feasibility | C. hope    | D. result        |
| 20. A. events         | B. questions   | C. hobbies | D. opportunities |

## 2005 年普通高等学校招生全国统一考试 上海

### (A)

Are your table manners much better when you are eating at a friend's home or in a restaurant than they are at your own home? Probably so, 1 you are aware that people judge you by your table manners. You take special pains when you are eating 2. Have you ever stopped to realize how much less self-conscious you would be on such occasions if 3 table manners had become a habit for you? You can make them a habit by 4 good table manners at home.

Good manners at mealtimes help you and those around you to feel 5. This is true at home as much as it is true in someone else's home or in a restaurant. Good 6 make meals more enjoyable for everyone at the table.

By this time you probably know quite well what good table manners are. You 7 that keeping your arms on the table, talking with your 8 full and wolfing down your food are not considered good manners. You know also that if you are mannerly, you say "Please" and "Thank you" and ask for things to be passed to you.

Have you ever thought of a pleasant attitude as being 9 to good table manners? Not only are pleasant mealtimes enjoyable, but they aid digestion. The dinner table is a 10 for enjoyable conversation. It should never become a battleground. You are definitely growing in social *maturity* (成熟) when you try to be an agreeable table companion.

- |                   |                |                |                |
|-------------------|----------------|----------------|----------------|
| 1. A. because     | B. but         | C. unless      | D. though      |
| 2. A. in public   | B. at home     | C. at ease     | D. in a hurry  |
| 3. A. such        | B. no          | C. some        | D. good        |
| 4. A. acting      | B. enjoying    | C. practising  | D. watching    |
| 5. A. comfortable | B. stressed    | C. depressed   | D. outstanding |
| 6. A. dishes      | B. manners     | C. atmospheres | D. friends     |
| 7. A. mention     | B. prefer      | C. doubt       | D. realize     |
| 8. A. stomach     | B. hands       | C. mouth       | D. bowl        |
| 9. A. essential   | B. considerate | C. obvious     | D. unusual     |
| 10. A. time       | B. place       | C. chance      | D. way         |

### (B)

There is a tendency to think of each of the arts as a separate area of activity. Many artists, 11 would prove that there has always been a warm relationship between the various areas of human activity. 12, in the late nineteenth century the connections between music and painting were particularly 13. Artists were invited to design clothes and settings for operas and ballets, but sometimes it was the musicians who were *inspired* (给……以灵感) by the work of contemporary painters. Of the musical compositions that were considered as 14 to the visual arts, perhaps the most famous is Mussorgsky's *Pictures at an Exhibition*.

Mussorgsky composed the piece in 1874 after the death, at the age of 39, of the artist Victor Hartmann. 15 their friendship had not been a particularly long-lasting one. Mussorgsky was shocked by Hartmann's 16 death. The following year the critic, Vladimir Stasov, who decided to hold an exhibition of Hartmann's work, suggested that Mussorgsky try to 17 his grief by writing something in memory of Hartmann.

The exhibition served as Mussorgsky's inspiration. The ten pieces that make up *Pictures at an Exhibition* are intended as 18 rather than representations of the paintings in the exhibition. Between each is a *promenade* (舞曲中的行进), 19 the composer walks from one painting to another. The music is sometimes witty and playful sometimes almost alarming and frightening. Through a range of surprising 20, Mussorgsky manages to convey the spirit of the artist and his work.

- |                    |                    |               |                      |
|--------------------|--------------------|---------------|----------------------|
| 11. A. therefore   | B. however         | C. moreover   | D. otherwise         |
| 12. A. For example | B. On the contrary | C. In general | D. On the other hand |
| 13. A. separate    | B. unknown         | C. close      | D. relevant          |

- |                    |                 |                  |               |
|--------------------|-----------------|------------------|---------------|
| 14. A. links       | B. additions    | C. responses     | D. keys       |
| 15. A. Before      | B. Though       | C. As            | D. If         |
| 16. A. unavoidable | B. undiscovered | C. unnecessary   | D. unexpected |
| 17. A. control     | B. relieve      | C. conceal       | D. represent  |
| 18. A. symbols     | B. imaginations | C. contributions | D. subjects   |
| 19. A. but         | B. for          | C. once          | D. as         |
| 20. A. paintings   | B. topics       | C. contrasts     | D. visions    |

## 2005 年普通高等学校招生全国统一考试 上海春季

### (A)

Everybody has different ways of achieving happiness and the reasons for feeling happy may change from year, or even from day to day. 1, happiness may come from getting a good grade on a school assignment or from a very 2 thing like having a full stomach. This kind of happiness is inside of you—it is 3 happiness. Happiness is also something you can 4 to other people. The good grade you receive on your paper will probably make your parents happy and proud. 5 way of communicating happiness is to help other people over difficult experiences in their own lives. In this situation, you give of your own happiness to make others happy.

The most important things to remember in your pursuit of 6 are:

1. Happiness should not be your only 7—a real goal, like better grades, a better job, or closer friends, is sure to give you more happiness than chasing after a feeling.

2. Happiness comes in all sizes and shapes. 8 you keep your sense of humour and see things in a balanced way, happiness will come to you faster than to the person who is always 9 what tomorrow will bring.

3. Happiness is meant to be 10. "Laugh and the world laughs with you, cry and you cry alone."

- |                     |                 |                   |                    |
|---------------------|-----------------|-------------------|--------------------|
| 1. A. In general    | B. In addition  | C. For instance   | D. In the meantime |
| 2. A. generous      | B. simple       | C. healthy        | D. lucky           |
| 3. A. personal      | B. secret       | C. superb         | D. physical        |
| 4. A. attach        | B. connect      | C. translate      | D. communicate     |
| 5. A. Each          | B. Another      | C. Either         | D. One             |
| 6. A. fame          | B. power        | C. fortune        | D. happiness       |
| 7. A. trend         | B. basis        | C. goal           | D. vision          |
| 8. A. Because       | B. If           | C. Until          | D. Before          |
| 9. A. running after | B. feeling like | C. worrying about | D. struggling for  |
| 10. A. shared       | B. valued       | C. enjoyed        | D. agreed          |

### (B)

A small, damaged, but valuable Greek *marble* (大理石) head has been stolen from the British Museum, apparently during opening hours. The *stand* (托架) of the head was discovered 11 on Tuesday, and it is believed that the 2 500-year-old statue was stolen that day. A metal device 12 the base of the marble to the stand, and it would have taken considerable strength to separate them. 13 small enough to fit into a bag or a large pocket, the head weighed five to six pounds.

Only 14 of the museum's hundreds of galleries are covered by monitors. The Greek Ancient Gallery, where the theft took place, had no permanent guard on duty; 15, it was visited regularly by a member of staff checking around several galleries at a time. Last year, in a nearby gallery, a marble hand was broken off a Greek statue in 16 was believed to have been chance destruction rather than a(n) 17 art theft—although the hand has still not been recovered.

The head, dating from the sixth century BC, had been badly damaged before the museum acquired it in the 19th century, with the 18 bottom of the face and most of the nose missing. Despite the damage, it is 19 several thousand pounds. Although not the most valuable piece in the Greek collection, its loss will be a severe embarrassment to the museum, which is under constant 20 for poor protection by campaigners for the return of the Parthenon marbles. The museum has informed the police, as well as *antiquities dealers* (古董商) the Art Loss Office, and the heads of museums worldwide.

- |                |             |           |          |
|----------------|-------------|-----------|----------|
| 11. A. blank   | B. missing  | C. lost   | D. empty |
| 12. A. related | B. adjusted | C. fixed  | D. stuck |
| 13. A. Though  | B. Since    | C. Unless | D. When  |
| 14. A. many    | B. most     | C. few    | D. some  |

- |                   |               |               |              |
|-------------------|---------------|---------------|--------------|
| 15. A. contrarily | B. instead    | C. moreover   | D. namely    |
| 16. A. which      | B. that       | C. this       | D. what      |
| 17. A. planned    | B. expected   | C. suggested  | D. supposed  |
| 18. A. raw        | B. full       | C. entire     | D. complete  |
| 19. A. counted    | B. worth      | C. calculated | D. weighed   |
| 20. A. criticism  | B. discussion | C. argument   | D. judgement |

## 2004 年普通高等学校招生全国统一考试 上海

### (A)

Adults are often surprised by how well they remember something they learned as children but have never practised in the meantime. A man who has not had an opportunity to go swimming for years can 1 swim as well as ever when he gets back in the water. He can get on a bicycle after several decades and still 2 away. A mother who has not 3 the words for years can teach her daughter the poem that begins "Twinkle, twinkle, little star" or recite the story of Cinderella or Snow White.

One explanation is the law of overlearning, which can be stated as follows: 4 we have learned something, additional learning increases the 5 of time we will remember it.

In childhood, we usually continue to practise such skills as swimming, bicycle riding long after we have learned them. We continue to listen to and 6 ourselves of poems such as "Twinkle, twinkle, little star" and childhood tales such as Cinderella or Snow White. We not only learn but 7.

The law of overlearning explains why *cramming* (突击学习) for an examination, 8 it may result in a passing grade, is not a 9 way to learn a school course. By cramming, a student may learn the subject well enough to get by on the examination, but he is likely soon to forget almost everything he learned. A little overlearning, 10, is usually a good investment toward the future.

- |                     |               |                      |               |
|---------------------|---------------|----------------------|---------------|
| 1. A. only          | B. hardly     | C. still             | D. even       |
| 2. A. move          | B. drive      | C. travel            | D. ride       |
| 3. A. thought about | B. cared for  | C. showed up         | D. brought up |
| 4. A. Before        | B. Once       | C. Until             | D. Unless     |
| 5. A. accuracy      | B. unit       | C. limit             | D. length     |
| 6. A. remind        | B. inform     | C. warn              | D. recall     |
| 7. A. recite        | B. overlearn  | C. research          | D. improve    |
| 8. A. though        | B. so         | C. if                | D. after      |
| 9. A. convenient    | B. demanding  | C. satisfactory      | D. swift      |
| 10. A. at most      | B. by the way | C. on the other hand | D. in the end |

### (B)

The birthrate in Europe has been in a steady decrease since the 1960s. European countries, realizing crisis is at hand, are providing great encouragement for parents to create more babies in the 21st century.

Affairs Ministry concluded last year that, 11 cash encouragement, some women just don't want to be 12 holding the baby. "What we know is that it's good for the 13 if men and women share the burden of having children," says Soren Kindlund, family policy adviser at the Swedish ministry. 14 Swedish parents can take their paid leave as they wish, men use a mere 12% of it; 60% of fathers do not take even a(n) 15 day off work.

Experts fear that the tendency for women to use most of the parental leave could make employers 16 to give young women the permanent jobs they need to qualify for paid *maternity leave* (产假). In January, Sweden decided to allow new fathers two months' paid leave, with a warning: use it or 17 it.

Kindlund admits that men are under 18 to stay at work, even though parental pay comes out of the public purse. "It's not popular among bosses and perhaps with other men in the workplace," he says. "But it's good for the father and for the child if they can 19 a relationship."

In Norway, a(n) 20 policy has worked wonders, 70% of dads in Norway now take parental leave, and the birthrate of 1.85 children per woman is one of the highest in Europe.

- |                    |                   |                   |             |
|--------------------|-------------------|-------------------|-------------|
| 11. A. in spite of | B. at the cost of | C. in addition to | D. due to   |
| 12. A. sent        | B. left           | C. caught         | D. seen     |
| 13. A. birthrate   | B. income         | C. health         | D. spirit   |
| 14. A. Just as     | B. Only if        | C. Even though    | D. Now that |
| 15. A. one         | B. mere           | C. only           | D. single   |
| 16. A. willing     | B. reluctant      | C. likely         | D. unable   |



- |                   |            |             |              |
|-------------------|------------|-------------|--------------|
| 17. A. reserve    | B. misuse  | C. ignore   | D. lose      |
| 18. A. discussion | B. attack  | C. control  | D. pressure  |
| 19. A. make out   | B. add up  | C. build up | D. set aside |
| 20. A. impersonal | B. similar | C. severe   | D. global    |

## 2004 年普通高等学校招生全国统一考试 上海春季

### (A)

People wear hats for three main reasons: protection, communication, and decoration.

**Protection.** People first began to wear hats to 1 themselves from the climate. In hot, sunny climates, wide-edged hats provide 2 from the sun. In cold climates, people often wear wool hats. In some regions, people wear a variety of protective hats, 3 the season. They may wear a wool hat in winter, a rain hat in spring or fall and a wide-edged hat in summer. Hats also provide protection in certain 4. Construction workers, football players, military personnel, and people in many other fields wear metal or plastic *helmets* (头盔) for protection from 5.

**Communication.** Hats can communicate various things about the people who wear them. The hats of coal miners, cowboys and firemen indicate the wearer's 6. Students may wear a *mortarboard* (学位帽) to show they are graduating from high school or college.

**Decoration.** Most people wear a hat that they believe makes them look attractive, 7 the hat's main purpose may be protection or communication. Many protective hats are attractive and stylish. Even the caps of police officers and military personnel are designed to 8 the wearer's appearance. Certain decorative hats are worn as a(n) 9. In Scotland, for example, people wear a cap called a tam-o'-shanter that is part of their national *costume* (服装). Many people change their style of hat from time to time because they feel more 10 when keeping up with the latest fashion.

- |                      |                |                |                 |
|----------------------|----------------|----------------|-----------------|
| 1. A. defend         | B. protect     | C. prevent     | D. hide         |
| 2. A. shade          | B. shadow      | C. security    | D. cover        |
| 3. A. resulting from | B. basing upon | C. relating to | D. depending on |
| 4. A. seasons        | B. climates    | C. activities  | D. communities  |
| 5. A. injury         | B. destruction | C. harm        | D. pollution    |
| 6. A. experience     | B. occupation  | C. personality | D. education    |
| 7. A. as             | B. unless      | C. though      | D. because      |
| 8. A. change         | B. increase    | C. display     | D. improve      |
| 9. A. tradition      | B. label       | C. honour      | D. fashion      |
| 10. A. sociable      | B. informal    | C. attractive  | D. noble        |

### (B)

In Renee Smith's classroom, attendance is up, trips to the headmaster's office are down and students are handing in assignments on time. The Springfield High School teacher says she has seen great 11 since adding a few new students to her class—five Labrador puppies and their father.

The seven 12 students in Smith's class have a history of discipline 13. But since they've started teaching the dogs *obedience* (服从), their own 14 has improved. A dog trainer Chuck Reynolds 15 the students a new trick each week that they then work on with the puppies. At night, the dogs go home with the staff members who have raised them. They get dropped off in the morning, 16 a parent would take a child to day care.

Smith said she came up with the idea when her dog had puppies and she saw, how 17 her own children responded to them. She consulted with school psychologist Kristin Edinger, 18 they took the idea—along with letters from students 19 the programme—to the school board. A pet therapist said, "What you are trying to teach is 20 and that there are consequences for the decisions you make."

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|------------------|---------------|----------------|-------------------|
| 11. A. promotion | B. progress   | C. disturbance | D. disappointment |
| 12. A. human     | B. dog        | C. new         | D. Labrador       |
| 13. A. problems  | B. questions  | C. issues      | D. troubles       |
| 14. A. habit     | B. attitude   | C. action      | D. behaviour      |
| 15. A. guides    | B. teaches    | C. permits     | D. aids           |
| 16. A. such as   | B. much as    | C. so that     | D. even if        |
| 17. A. well      | B. quickly    | C. poorly      | D. carelessly     |
| 18. A. but       | B. so         | C. and         | D. because        |
| 19. A. revising  | B. describing | C. opposing    | D. supporting     |