

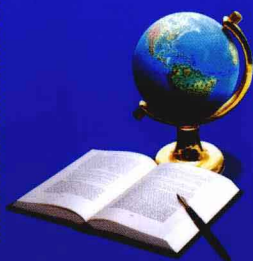


英语周报·特级教师系列

精读英语150篇

攻克高考

150分



席玉虎◎总主编



机械工业出版社
CHINA MACHINE PRESS

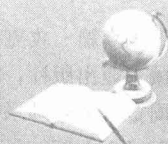


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本丛书依托《英语周报》优势英语学习资源，是由英语周报特级教师根据自己多年的研究成果，特地为全国的中学生设计的一套全面提高英语能力的图书。本书根据《英语课程标准》和《英语考试大纲》中的24个话题，整合出10个综合性的话题，选编150篇文章，分真题、模拟题和原创题三个部分。全书以阅读为主线，以高考题为主导，通过阅读来复习词汇和语法知识点，旨在帮助中学生解决阅读量小、阅读范围狭窄、词汇量少、阅读能力较低等问题，通过话题阅读、阅读策略、读写结合、阅读测试与评价等模块的有机组合，达到提高中学生综合阅读能力的目标。本书适合高三年级及备战高考的学生使用。

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丛 书 序

随着新课程改革的不断深入，我们越来越深刻地认识到，中国英语教育的改革不是振臂一呼，就可一蹴而就的。广大一线教师纷纷反映：当他们依据新课标、新教材去实施具体教学时，很多实际问题都会冒出来。这些林林总总的细节，若从宏观中剥离出来讲，涉及整个教育体制改革所要解决的目标调整、教学体系的改善、新教学模式的创建、教学方法的创新等。从教学实践来讲，我们在构建有中国特色的英语教育教学体系时，在民族化与全球化、本土文化与多元文化、传统与现代等课题方面的纠葛中必须有所扬弃。基础教育界需要做到优势资源互补，除了教科书外，还需要更多更好的精品辅导书。基于此，《英语周报》博于文国际教育科技（北京）有限公司精心策划并组织全国的专家学者、特级教师和各地优秀教师以及外语资深编辑一道研发并隆重推出《英语周报特级教师系列》。

本套丛书完全依据国家英语课程标准，从词汇到语法，从听力到阅读，从语言知识到语言技能，旨在全方位培养学生综合运用英语的能力。丛书具有以下三大显著特色：

一、优秀作者撰稿，保证图书质量

参与本套丛书撰稿的作者均为《英语周报》的优秀作者，都是多年奋战在教学第一线的、具有丰富教学经验的特、高级教师。他们在教学之余，潜心钻研英语教学理论，深入研究英语课程标准，自觉参与英语教学的管理，对于师生的需求了如指掌，这样编写出来的英语图书无疑能够更好地辅助学生学好教材，更好地达到国家英语课程标准所提出的教学目标和要求。

二、依据课程标准，拓宽学习视野

本套丛书中的每一册都是依据课程标准来编写的，体例新颖独特。在编写过程中，编者更多地是站在学习者的角度，传授学习策略。同时，兼容并蓄了当代语言教学与研究的最新成果。例如，在词汇书中，运用图式理论和语块理论，帮助学习者通过图式联想来记忆单词，通过语块来加强单词的综合运用；在编写阅读书时，以话题为单元，精读与泛读相结合，阅读与写作相结合，选材注重时文性、实用性、趣味性和广泛性，通过阅读来拓宽学习者的视野，通过阅读来归纳语言的内在规律，也即语法，全方位地提升学习者综合运用英语的能力。

三、兼顾教材考试，检测学习潜能

目前，全国各地分别使用了不同的版本教材，这些教材有许多都是直接引进的，往往“水土不服”，而全国选拔性考试又不依据哪一个特定版本教材，因此，师生感觉教材与考试脱节，一到初三或高三，教学就进入了一种茫然的状态。《英语周报特级教师系列》正是在发现了这一问题后，通过精心策划和设计，提供了解决这一问题的办法：那就是依据课程标准，兼顾各个版本教材和考试大纲，将三者有机地结合起来。话题呈现依据课程标准，知识讲解参照各个版本教材，练习测试按照考试大纲和高考题型。这些科学设计的习题和测试题，能够有效地检测出学生的外语学习潜能。同时，通过检测结果，学生能及时洞悉自己在英语学习过程中存在的问题，从而能高效复习迎接考试。在此过程中，学生还可以有的放矢地进行自主学习，培养自己独立思考问题和解决问题的能力，提高自主学习的效果。

我希望这套丛书不断地与时俱进、日臻完善，抓住基础英语课程改革的契机，准确把握国家课程标准的理念，加强英语教学方法、教学模式、教学策略的摸索实践与经验交流。在出版学生用书的同时，力求再推出一系列指导英语教师如何进行教学的教师自我发展丛书，更好地推动我国基础英语教育教学事业的改革与发展。

我坚信本套丛书的出版将给全国广大的师生带来实实在在的帮助，并将受到读者的广泛欢迎。

《英语周报》社社长兼总编辑



前 言

中学英语教学大纲指出：“中学英语教学的目的是对中学生进行听、说、读、写的基本训练，培养学生口头上和书面上初步运用英语的能力，侧重培养阅读能力。”从某种意义上说，阅读能力的提高是听、说、写能力提高的关键，因此提高高中阶段学生的英语阅读能力对学生今后的学习会有很大帮助。

本书旨在帮助高中生解决阅读量小、阅读范围狭窄、词汇量少、阅读能力较低等问题，通过话题阅读、阅读策略、读写结合、阅读测试与评价等模块的有机组合，达到提高高中生综合阅读能力的目标。

本书具有以下特点：

一、话题广泛 题型全面

本书将《英语课程标准》和《英语考试大纲》的24个话题，整合成10大综合性话题，选编150篇文章，分真题、模拟题和原创题三个部分，每个部分都有10个单元，每个单元5篇文章，完全按照高考英语考试大纲设题。本书真题和模拟题部分每个单元前三篇为理解选择题，第四篇为完形填空型型的阅读，第五篇为新题型阅读。原创题部分每个单元前四篇为理解选择题，第五篇为新题型阅读。

二、贴近高考 举一反三

真题部分精选近两年的全国各地的真题，包含考点揭秘、语块预览、核心词汇和语法句型等栏目；模拟题部分精编最近几年各省市的优秀模拟试卷中的阅读试题，并配有备考指南；原创题部分全部是原汁原味的新颖的阅读材料，配有科学的阅读理解题，以达到考前训练和预测的作用。

三、课标为本 综合提高

全书以阅读为主线，以高考题型为主导，通过阅读来复习词汇和语法知识点。倡导话题阅读与写作的同步训练，每个话题后都附有写作训练，并讲解写作技巧，提高写作能力。简言之，以阅读促进综合能力的提高，从而实现高考高分甚至满分的考试目标！

编 者

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PART I 高考真题精选

Unit 1 个人与他人

考点揭秘

近几年全国各地高考题涉及到个人与他人话题的文章包括以下几个方面:

1. 个人经历与感受;
2. 个人与他人的交往活动;
3. 人物传记;
4. 个人家庭生活;
5. 他人人生体会;
6. 其他方面。

此话题的文章一般为记叙文,有时也穿插说明和议论。这类文章一般难度不大。但是为了提高难度,命题者往往使用倒叙、插叙或补叙等手法故意打乱故事的陈述次序,使行文的跳跃性增大,使故事情节复杂化。这类文章往往出现较多的人名或地名,可能大大降低阅读的速度,考生在平时训练中应注意此类情况。

Passage 1

语块预览

1. in the 1960s 20 世纪 60 年代
2. take one's eyes off ... 把目光从……移开
3. pen a note = write a note, esp. in pen 写个纸条
4. from time to time 不时地;时常
5. bring back one's childhood memories 勾起了某人对童年的回忆;勾起了尘封的记忆

阅读下面短文,掌握其大意,从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

When milk arrived on the doorstep

When I was a boy growing up in New Jersey in the 1960s, we had a milkman delivering milk to our doorstep. His name was Mr. Basille. He wore a white cap and drove a white truck. As a 5-year-old boy, I couldn't take my eyes off the coin changer fixed to his belt. He noticed this one day during a delivery and gave me a quarter out of his coin changer.

Of course, he delivered more than milk. There was cheese, eggs and so on. If we needed to change our order, my mother would pen a note — “Please add a bottle of buttermilk next delivery” — and place it in the box along with the empty bottles. And then, the buttermilk would

magically appear.

All of this was about more than convenience. There existed a close relationship between families and their milkmen. Mr. Basille even had a key to our house, for those times when it was so cold outside that we put the box indoors, so that the milk wouldn't freeze. And I remember Mr. Basille from time to time taking a break at our kitchen table, having a cup of tea and telling stories about his delivery.

There is sadly no home milk delivery today. Big companies allowed the production of cheaper milk, thus making it difficult for milkmen to compete. Besides, milk is for sale everywhere, and it may just not have been practical to have a delivery service.

Recently, an old milk box in the countryside I saw brought back my childhood memories. I took it home and planted it on the back porch (门廊). Every so often my son's friends will ask what it is. So I start telling stories of my boyhood, and of the milkman who brought us friendship along with his milk. (2011 全国 I 卷)

- Mr. Basille gave the boy a quarter out of his coin changer _____.
 A. to show his magical power
 B. to pay for the delivery
 C. to satisfy his curiosity
 D. to please his mother
- What can be inferred from the fact that the milkman had the key to the boy's house?
 A. He wanted to have tea there.
 B. He was a respectable person.
 C. He was treated as a family member.
 D. He was fully trusted by the family.
- Why does home milk delivery no longer exist?
 A. Nobody wants to be a milkman now.
 B. It has been driven out of the market.
 C. Its service is getting poor.
 D. It is forbidden by law.
- Why did the author bring back home an old milk box?
 A. He missed the good old days.
 B. He wanted to tell interesting stories.
 C. He missed it for his milk bottles.
 D. He planted flowers in it.

 **核心词汇**

order *n.* 订单, 订购; 命令 *v.* 预定, 订购; 命令

[单项填空 · 2011 全国 II 卷]

If you don't like the drink you _____, just leave it and try a different one.

- A. ordered B. are ordering C. will order D. had ordered

答案: A

句意: 如果你不喜欢刚才点的饮料, 就直接放在那儿, 再试试别的吧。

考点: 时态辨析。“点过”饮料的动作只能是发生过, 才能说“放下不喝”, 所以答案选 A。如果本题有现在完成时态, 也是正确的选项, 但不可用过去完成时态, 所以排除 D 项。

在本文中, If we needed to change our order... 中的 order 是名词, 意为“预订”。再如短语 place an order with sb., place an order for sth. 等, 其中的 order 也是名词。



语法句型

[佳句] When I was a boy growing up in New Jersey in the 1960s, we had a milkman delivering milk to our doorstep. 20 世纪 60 年代,我还是个生长在新泽西州的孩子,当时,我们有位能把鲜奶送到家门口的送奶工。

[分析] have sb. doing sth. 句型中的 have 为使役动词,具有“使”、“让”的意思,后可接省略 to 的不定式,现在分词或过去分词作宾补。

[单项填空·2010 福建卷]

Jenny hopes that Mr. Smith will suggest a good way to have her written English _____ in a short period.

- A. improved B. improving C. to improve D. improve

答案:A

考点:非谓语动词。宾语 her written English 与 improve 之间为被动关系,故应用过去分词作宾补。

Passage 2



语块预览

1. be unaware of everything else around him 对他周围的东西一无所知
2. look curiously up to the heavens 好奇地看着天空
3. a huge swarm of bees 一大群蜜蜂
4. with no time to waste 没有时间可以浪费
5. be sensitive to bee stings 对蜜蜂蛰很敏感
6. in a tight situation 在紧急关头
7. hold his breath 屏住呼吸

阅读下面短文,掌握其大意,从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

Andy rode slowly on his way to school, day-dreaming about the fishing trip that his father had promised him. He was so busy dreaming about all the fish he would catch that he was unaware of everything else around him.

He rode along until a strange sound drew him to the present. He came to a stop and looked curiously up to the heavens. What he saw shocked and terrified him. A huge swarm of bees filled the sky like a black cloud and the buzzing mass seemed to be heading angrily towards him.

With no time to waste, Andy sped off in the opposite direction, riding furiously—but without knowing how to escape the swarm. With a rapidly beating heart and his legs pumping furiously, he sped down the rough road. As the bees came closer, his panic increased. Andy knew that he was sensitive to bee stings (蜇). The last sting had landed him in hospital — and that was only one bee sting! He had been forced to stay in bed for two whole days. Suddenly, his father's words came to him. “When you are in a tight situation, don't panic. Use your brain and think your way out of it.”

On a nearby hill, he could see smoke waving slowly skywards from the chimney of the Nelson family home. "Bees don't like smoke," he thought. "They couldn't get into the house." Andy raced towards the Nelson house, but the bees were gaining ground. Andy knew he could not reach the house in time. He estimated that the bees would catch up with him soon.

Suddenly, out of the corner of his eyes, he spotted a small dam used by Mr. Nelson to irrigate his vegetable garden. Off his bike and into the cool water he lived, disappearing below the surface and away from the savage insects. After holding his breath for as long as he could, Andy came up for air and noticed the bees had gone. Dragging himself out of the dam, he struggled up the hilly slope and rang the doorbell. Mrs. Nelson took him inside and rang his mother.

"You'll really need that fishing break to help you recover," laughed his mother with relief. "Thank goodness you didn't panic!" But Andy did not hear her. He was dreaming once again of the fish he would catch tomorrow. (2010 江西卷)

- Why did Andy fail to notice the swarm of bees earlier?
 - He was riding to school.
 - He was listening to a strange sound.
 - He was going fishing with his father.
 - He was lost in the thought of the fishing trip.
- Which of the following is NOT mentioned about the swarm of bees in the passage?
 - They crowded like a black cloud.
 - They shocked and terrified Andy.
 - They tried to attack Andy in a mass.
 - They made Andy stay in hospital for two days.
- How did Andy avoid the bees in the end?
 - He asked Mr. Nelson for help.
 - He did himself under the water.
 - He rushed into the Nelson house.
 - He rode off in the opposite direction.
- Which of the following can best describe Andy's escape from the bees?
 - No pains, no gains.
 - Once bitten, twice shy.
 - Where there is a will, there is a way.
 - In time of danger, one's mind works fast.

核心词汇

Increase *n. & v.* 增加, 加大, 增长

As the bees came closer, his panic increased. 随着蜜蜂的靠近, 他的恐惧感剧增。

[单项填空 · 江西卷]

—What is the price of petrol these days? —Oh, it _____ sharply since last month.

- is raised
- has risen
- has arisen
- is increased

答案: B

句意: ——最近的油价是多少? ——哦, 自从上月起涨了不少。

考点: raise 表示提高, 多用作及物动词; arise 多表示出现、发生的意思; rise 与 increase 都表示增长, 根据 since last month 可知应用现在完成时。



语法句型

[佳句] With a rapidly beating heart and his legs pumping furiously, he sped down the rough road. 他心跳加速,在崎岖不平的道路上奋力骑着车。

[分析] 表示伴随时,既可用分词的独立结构,也可用 with 的复合结构:with + 名词(代词)+ 现在分词/过去分词/形容词/副词/不定式/介词短语。

[单项填空·福建卷]

—Come on, please give me some ideas about the project.

—Sorry. With so much work _____ my mind, I almost break down.

A. filled B. filling C. to fill D. being filled

答案:B

考点:非谓语动词。此处 so much work 与 fill 之间为主谓关系,并且强调此时状态,故用现在分词短语作宾补。

Passage 3



语块预览

1. touch my heart 触动我的心
2. chew up one of Dad's shoes 咬坏爸爸的一只鞋
3. turn out to be more than just our family pet 结果不仅仅是我们家的宠物
4. far from the truth 与事实相距甚远
5. die of old age 衰老而死

阅读下面短文,掌握其大意,从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

When I was six, Dad brought home a dog one day, who was called “Brownie”. My brothers and I all loved Brownie and did different things with her. One of us would walk her, another would feed her, then there were baths, playing catch and many other games. Brownie, in return, loved each and every one of us. One thing that most touched my heart was that she would go to whoever was sick and just be with them. We always felt better when she was around.

One day, as I was getting her food, she *chewed up* (咬破) one of Dad's shoes, which had to be thrown away in the end. I knew Dad would be mad and I had to let her know what she did was wrong. When I looked at her and said, “Bad girl,” she looked down at the ground and then went and hid. I saw a tear in her eyes.

Brownie turned out to be more than just our family pet. She went everywhere with us. People would stop and ask if they could pet her. Of course she'd let anyone pet her. She was just the most lovable dog. There were many times when we'd be out walking and a small child would come over and pull on her hair. She never *barked* (吠) or tried to get away. Funny thing is she would smile. This frightened people because they thought she was showing her teeth. Far from the truth, she loved everyone.

Now many years have passed since Brownie died of old age. I still miss days when she was with us. (2010 全国 II 卷)

- What would Brownie do when someone was ill in the family?
 - Look at them sadly.
 - Keep them company.
 - Play games with them.
 - Touch them gently.
- We can infer from Paragraph 2 that Brownie _____.
 - would eat anything when hungry
 - felt sorry for her mistake
 - loved playing hide-and-seek
 - disliked the author's Dad
- Why does the author say that Brownie was more than just a family pet?
 - She was treated as a member of the family.
 - She played games with anyone she liked.
 - She was loved by everybody she met.
 - She went everywhere with the family.
- Some people got frightened by Brownie when she _____.
 - smiled
 - barked
 - rushed to them
 - tried to be funny
- Which of the following best describes Brownie?
 - Shy.
 - Polite.
 - Brave.
 - Caring.

 **核心词汇**

in return 作为回报,作为交换

[单项填空·江西卷]


We give dogs time, space and love we can spare, and _____, dogs give us their all.

- A. in all B. in fact C. in short D. in return

答案:D

句意:我们给予小狗时间,空间和爱,作为报答,狗狗们给了我们他们的全部。

考点:in 的词组。in all 共计;in fact 实际上;in short 简而言之;in return 作为回报。

 **语法句型**

[佳句] Funny thing is she would smile. 有趣的是它会微笑。

[分析] 本句是表语从句,完整形式为 Funny thing is that she would smile。表语从句当中的 that 没有实际意义,可以省略。

[单项填空·北京卷]

Part of the reason Charles Dickens loved his own novel, *David Copperfield*, was _____ it was rather closely modeled on his own life.

- A. what B. that C. why D. whether

答案:B

句意:查尔斯·狄更斯喜欢他自己的小说《大卫·科波菲尔》的部分原因是小说创作非常贴近他本人的真实生活。

考点:本题考查表语从句。从句不缺成分,因此用 that 来引导。

Passage 4



语块预览

1. for some reason 出于某种原因
2. be impressed with my work 对我的作品印象很深
3. respond to her questions 回答她的问题
4. believe in myself 相信我自己
5. dip my brush into the paint 把话刷蘸进油彩里
6. achieve success 获得成功

阅读下面短文,掌握其大意,从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

I met Mrs. Neidl in the ninth grade on a stage-design team for a play and she was one of the directors. Almost instantly I loved her. She had an unpleasant voice and a direct way of speaking, 1 she was encouraging and inspiring. For some reason, she was impressed with my work and me.

Mrs. Neidl would ask me for my 2. She wanted to know how I thought we should 3 things. At first I had no idea how to answer because I knew 4 about stage design! But I slowly began to respond to her 5. It was cause and effect: She believed I had opinions, so I began to 6 them. She trusted me to complete things, so I completed them perfectly. She loved how 7 I was, so I began to show up to paint more and more. She believed in me, so I began to believe in myself.

Mrs. Neidl's 8 that year was, "Try it. We can always paint over it 9!" I began to take 10. I had been so afraid of failing but suddenly there was no failing — only things to be 11 upon. I learned to dip my brush into the paint and 12 create something.

The shy, quiet freshman achieved success that year. I was 13 in the program as "Student Art Assistant" because of the time and effort I'd put in. It was that year that I 14 I wanted to spend the rest of my life doing stage design.

Being on that stage-design team 15 Mrs. Neidl changed me completely. Not only was I stronger and more competent than I had thought, but I also 16 a strong interest and a world I hadn't known existed. She taught me not to 17 what people think I should do. She taught me to take chances and not be 18. Mrs. Neidl was my comforter when I was upset. Her 19 in me has inspired me to do things that I never imagined 20.

(2010 北京卷)

- | | | | |
|-----------------|---------------|-----------------|--------------|
| 1. A. and | B. yet | C. so | D. for |
| 2. A. opinion | B. impression | C. information | D. intention |
| 3. A. make | B. keep | C. handle | D. change |
| 4. A. anything | B. something | C. everything | D. nothing |
| 5. A. questions | B. comments | C. explanations | D. remarks |
| 6. A. hold | B. follow | C. evaluate | D. form |
| 7. A. happy | B. lively | C. reliable | D. punctual |

- | | | | |
|-------------------|---------------|----------------|-----------------|
| 8. A. message | B. motto | C. saying | D. suggestion |
| 9. A. again | B. more | C. instead | D. later |
| 10. A. steps | B. control | C. charge | D. risks |
| 11. A. improved | B. acted | C. looked | D. reflected |
| 12. A. easily | B. carefully | C. confidently | D. proudly |
| 13. A. introduced | B. recognized | C. identified | D. considered |
| 14. A. confirmed | B. decided | C. realized | D. acknowledged |
| 15. A. with | B. below | C. of | D. by |
| 16. A. developed | B. discovered | C. took | D. fostered |
| 17. A. accept | B. care | C. judge | D. wonder |
| 18. A. bored | B. lazy | C. sad | D. afraid |
| 19. A. trust | B. patience | C. curiosity | D. interest |
| 20. A. accessible | B. enjoyable | C. possible | D. favorable |

Passage 5

阅读下面短文,根据所读内容在表格中的空白处填入恰当的单词。注意:每个空格只填一个单词。

When difficult people express themselves orally, they generally want at least two things: they've been heard and they've been understood. As a good communicator should be a good listener, five steps are advocated toward good listening.

The first step is *cooperating* (合作). How does a difficult person know that you're listening and understanding? In fact, it's through the way you look and sound while he is talking. You may help him to fully express his thoughts and feelings. You do this by nodding your head in agreement, making certain sounds of understanding.

When the person begins to repeat what's been said, it's signal of step two: turning back. It means that you repeat back some words he is using, sending a clear signal that you're listening carefully and that you think what he is saying is important.

Having heard what he has to say, the next step is clarifying. At this point, you start to gather information about what is being communicated. Ask some open-ended questions, which will allow you to figure out what intention he is hoping to satisfy.

The fourth step is to *summarize* (概括) what you've heard. This allows you to make sure that both you and the difficult person are on the same page. When you do this, two things happen. First, if you've missed something, he can fill in the *details* (细节). Second, you've shown that you're making an effort to understand completely. This increases the possibility of gaining cooperation from him.

Having listened carefully, you've now arrived at the point of confirming with the person that he feels satisfied that his thoughts have been fully voiced. Ask if he feels understood.

When enough sincere listening, questioning, and remembering are brought together, understanding is usually achieved and a difficult person becomes less difficult and more cooperative.

Topic	1. _____ to understand
Reason	Difficult people hope they have been heard and 2. _____ when they express themselves.
3. _____ on listening	<p>◆4. _____ in agreement and make some sounds of understanding while a difficult person is speaking.</p> <p>◆Repeat some 5. _____ that you have heard.</p> <p>◆Collect information about the person's expressions and find his 6. _____</p> <p>◆Give a 7. _____ of what the person has said.</p> <p>◆Confirm that the person gains 8. _____ from speaking his thoughts.</p>
Result	A difficult person will be 9. _____ to cooperate with if understanding is achieved.
Comment	You may unlock the doors to difficult people's 10. _____ after you listen and understand.

(2010 安徽卷)



书面表达

(2009 海南卷)

假定你是李华,正在英国接受英语培训,住在一户英国人家里。今天你的房东 Mrs. Wilson 不在家,你准备外出,请给 Mrs. Wilson 写一留言条,内容包括:

1. 外出购物;
2. 替房东还书;
3. Tracy 来信留言:1)咖啡屋(Bolton Coffee)见面取消;2)此事已告知 Susan;3)尽快回电。

注意:1. 词数 100 左右;

2. 可以适当增加细节,以使行文连贯。

写作指导:

1. 审文体。根据提示的内容,写留言条,属于应用文。
2. 审结构。结构应包括称呼(salutation)、正文(body)和签名(signature)。
3. 审时态。由于信的内容谈论的是已发生的和将要打算做的事情,故主要使用一般过去时和将来时。
4. 审内容。主要涉及三大内容:1)外出购物;2)替房东还书;3)Tracy 来信留言。

Unit 2 学校与教育

考点揭秘

高考题关于学校与教育话题的文章包括以下几个方面：

1. 学习经历和体会；
2. 同学师生之间的真挚感情；
3. 难忘的考试经历；
4. 国内外的教育现状及发展趋势；
5. 对于学校或教育的理性思考和合理化建议；
6. 其他方面。

Passage 6

语块预览

1. attend classes in school buildings 在教学楼里上课
2. receive school education 接受学校教育
3. twice as many as 两倍之多
4. take in students this fall 今年秋季接收新生入学
5. work at one's own speed 按照自己的进度学习
6. meet for the first time 第一次相聚

阅读下面短文，掌握其大意，从每题所给的 A、B、C、D 四个选项中，选出最佳选项。

About 21,000 young people in 17 American states do not attend classes in school buildings. Instead, they receive their *elementary* (初等) and high school education by working at home on computers. The Centre for Education Reform says the United States has 67 public “cyberschools”, and that is about twice as many as two years ago.

The money for students to attend a cyberschool comes from the governments of the states where they live. Some educators say cyberschools receive money that should support traditional public schools. They also say it is difficult to know if students are learning well.

Other educators praise this new form of education for letting students work at their own speed. These people say cyberschools help students who were unhappy or unsuccessful in traditional schools. They say learning at home by computer ends long bus rides for children who live far from school.

Whatever the judgment of cyberschools, they are getting more and more popular. For exam-