



直击高考——

高考英语

阅读能力训练

READING

COMPREHENSION

EXERCISE

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上海交通大学出版社

直击高考丛书

高考英语阅读能力训练

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内 容 提 要

本书是针对高中英语阅读理解专项训练手册。适用对象为高中二、三年级的学生以及成人高考的考生。本书根据教育部颁发的《英语课程标准》，紧密联系真题，归纳和分析高考阅读理解的考点，追踪高考规律，并提供大量练习材料。在阅读材料的编排上，本书根据高考试题的题量分单元设置，便于学生根据自己的自身实际情况掌握训练进度。本书注重能力培养，旨在提高高中生的英语阅读理解能力，可作为高中学习期间的课堂及课后练习之用，也可用于高考前的冲刺复习。

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前言

阅读理解是高考英语的重点。由于高中生课业繁重,不可能有很多的时间和精力直接选读英文报刊图书中的精彩实用的文章,而英语阅读能力的发展和考试要求又需要他们阅读适合他们阅读能力的、趣味性和实用性都比较强的阅读理解练习。教育部颁发的《英语课程标准》也提出了“在进行听、说、读、写综合训练的同时,侧重培养阅读能力”这一要求。因此我们针对这一要求,把提高阅读能力作为目的,编写了这本《高考英语阅读能力训练》。

《高考英语阅读能力训练》强调实践,精选了大量的练习,从多个层面考查学生对不同题材、不同体裁的阅读材料的理解能力。

《高考英语阅读能力训练》的读者对象主要是高中二、三年级的学生,同时也适用于准备参加成人高考的学习者。《高考英语阅读能力训练》训练的是阅读理解能力,这种能力是建立在扎实的基本功基础之上的。做好阅读理解,关键是要掌握高考阅读理解的基本考点,把握住高考的命题规律,从整体上、宏观上和全程上进行科学的阅读理解能力训练,不断提高分析问题、解决问题的能力,从而达到事半功倍的效果。

《高考英语阅读能力训练》分为三个部分,第一部分从高考阅读理解的命题特点、题型、解题思路和应试技巧等几个方面使学生迅速熟悉高考阅读理解的解题方式。第二部分对精选的近几年有代表性的真题进行分析,使学生对高考阅读理解命题特点与应对方法有深入的了解。第三部分按照高考的考题设置设计了20套习题,便于学生通过大量的阅读练习掌握阅读技巧,提高阅读能力。书后附有答案,方便读者核对。

《高考英语阅读能力训练》根据国家教育部新近颁发的《英语课程标准》的要求,书中内容经过精心筛选和安排,练习中所选的短文有很强的代表性。读者经过系统的复习,就可以在较短的时间内提高英语阅读的能力。

为了使《高考英语阅读能力训练》能够更好地为读者、为教学服务,我们希望读者能提出宝贵意见。

在成书过程中,我们得到了很多前辈和同仁的建议和支持,在此谨向他们表示感谢。

编者

2004年4月



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Unit 1 命题分析



命题特点及分值分布

阅读能力包括阅读速度和阅读理解两个方面。高考英语阅读理解部分要求学生阅读不少于 5 篇英语短文。总阅读量为 1000 词左右,不包括试题问句和选择项文字。每篇短文后有 4 个多项选择。阅读理解测试共计 40 分,约占总考分的 27%。从历年来的高考英语试卷看,阅读短文的篇幅逐年增多,文字量加大,对考生阅读速度的要求也逐年提高。

阅读短文的选材原则如下:

1. 题材广泛,可以包括人物传记、社会文化、生活常识、科学知识等,但是所涉及的背景知识应为考生所理解;2002 年后的高考阅读理解的内容侧重反映新鲜事物或社会的新发展新动向,题材也日益丰富新颖。
2. 体裁多样,可以包括叙述文、说明文、议论文等,有时文章配有图画,要求考生除了要读懂文字,还要看懂图画中的信息。
3. 文章的语言难度中等,对于无法猜测而又影响理解的关键词,如超出教学大纲词汇的范围,则用汉语注明词义。

高考英语的阅读理解题主要测试下述能力:

1. 掌握阅读材料的主旨和大意;
2. 了解说明主旨的事实和细节;
3. 既理解字面意思,也能根据所读材料进行一定的判断和推论;
4. 既理解个别句子的意义,也能理解上下文的逻辑关系。



题型分类与解题思路

阅读理解题既要求学生具备一定的语言基础知识,还要求其应用正确的阅读方法,熟悉阅读测试题的基本规律,掌握必要的答题技巧。

下表是对近五年来高考英语考试中阅读理解题的统计数据:

样题 题型	NMET 2003	NMET 2002	NMET 2001	NMET 2000	NMET 1999
主旨题	3	4	3	2	1
深层理解题	5	5	4	4	3



(续表)

题型 \ 样题	NMET 2003	NMET 2002	NMET 2001	NMET 2000	NMET 1999
推理题	6	3	8	8	9
细节题	6	4	5	4	3
词义题	1	4	1	2	2
指代题		2	1		1

从表中可以看出,细节题、推理题为最多,其后依次为深层理解题、主旨题、语义题和指代题。当然,除细节题,其他的题型在排序上可能每次稍有一点变化。下面具体分析一下上述所列各阅读题型。

细节题

细节题要求考生在阅读短文时尽量深入地了解文章的细微之处。问题所涉及的细节多样,有的涉及数字计算,如问时间、距离、数量等,这类细节题须经过认真计算后才可选择正确答案;有的涉及正误判断,需根据文中相应文字部分判断正误或通过排除最终选择正确答案;有的是问事实、原因、结果等。

细节题的特点是可以问题中的提示即关键词找出文章中相对应的句子。因此,做细节题时要回到原文中定位,才能最终在四个颇具混淆性的选项之中确定一个正确的答案。除了关键词能帮助学生很快在文章中定位之外,还应注意问题的顺序。问题的顺序与文章的顺序基本一致(偶尔也有例外)。这样的规律能使学生快速、有效地回到原文中定位,避免了做每道题时都得从头开始寻找答案的麻烦。

根据细节性问题所涉及的内容,我们把细节题再分成事实细节题、因果题、例证题、条件判断题、是非题、数字计算题等。

事实细节题

事实细节题就是询问短文中的细节事实,如文中提及的某个事物、事件、人物、时间、地点等。事实细节题常用的命题方式常用 wh-question 的形式: who, what, when, where, why, how much...。有时用 According to the passage 启问。

做这类事实细节题,具体步骤如下:

1. 快速浏览文题,找出关键词或起主导作用的内容;
2. 结合问题次序快速在相应的段落定位关键词或主导内容所在句;
3. 判断文中的相关信息与哪一个选项相符(相关句中的词可能与问题中的主导词是同义词或相关词)。

因果题

所谓因果题,即在问题中给出某个结果,要求在四个所提供原因的选项中作出一个符合短文内容的选择。

因果题常用的命题方式有:

The reason for (why)... is... that _____.

The cause of... is that _____.



... because (of) _____.

Why...?

What is the cause of...?

因果题主要考查因果关系,因此考生对短文中存在因果关系的相关句子,尤其是表示原因和结果的特征词要特别注意。

表示原因的词有:because,since,in that,as,for the reason,on the basis of,due to

表示结果的词有:so,thus,as a result,consequently,result in,therefore

例证题

例证题主要是考查考生对短文中所举例子的目的的判断。例证题常用的命题方式有:

The author uses the example of... to tell us that _____.

By using the example of..., the author tells us that _____.

The example of... is given to suggest that _____.

命题者在举例时通常会用一些诸如 such as,for example,for instance,like 等引导词。除此之外,我们还可从一些标点符号如冒号、破折号等推断出作者在举例。找到作者所举的例子,就能在本句或其上一句或下一句看出作者举例的目的。因为作者要阐明的观点或者目的一般来说就在例子本身或就在例子附近。

条件判断题

条件判断题是针对文中 if 引导的条件从句或由 when,as 引导的时间条件从句,或者对文中其他表示条件关系的句子进行提问。

条件判断题常用的命题方式有:

... (only) when _____.

... if _____.

条件判断题属于难度较高的题目,主要是因为命题者会把原文中已有的条件稍加改动,或者把几个条件综合起来,形成一种和原文看似有很大不同的条件。但在解这类题的时候也只要通过关键词和引导词在原文中定位,然后通过相关句(也许是被定位的句子本身或其上下几句)判断出正确答案。

是非题

是非题根据短文中某一细节设计四个选项,其中惟有一个选项符合文中细节内容。一般需要答题者排除错误的选项后才能作出正确的选择。

是非题常用的命题方式有:

Which of the following is (NOT) true according to the passage?

Which of the following is (NOT) mentioned in the passage?

What is (NOT) TRUE about... according to the passage?

Which of the following statements is (NOT) true?

From the passage, we know that _____.

Which of the following information can be found in the passage?

是非题一般是每篇短文的最后一个问题,在处理是非题这种类型的题目时,通常要在掌握全文内容的基础上,对每个选项进行逐一判断,排除错误选项,选择正确答案。



数字计算题

数字计算题,即涉及计算时间、距离次数、数量等的题目,考生需根据短文中所提供的数字和文字陈述认真计算后方可选定正确答案。

数字计算题从选项上看一目了然,因为每个选项都提供一个不同的数字。这类题型可以通过文题中的关键词定位,再进行一些计算即可得出正确答案。

推理题

推理题是高考英语阅读理解中难度最高的题类,因为要求推理的问题在原文中均找不到直接对应的答案。这类考题主要考查考生的逻辑推理能力,考生需要根据文章中有关的叙述或说明进行推理,作出判断。仅仅靠捕捉字面信息,远不足以全面而深刻地理解文中的思想和意图。因此考生要善于通过逻辑推理以挖掘文章深层内涵。在进行推理过程中,需要借助表面文字信息或以具体事实,实际语境,即上下文为依据进行推断。对推理题的正确回答考生有时要联系生活常识或运用自己所学的知识。

推理题典型的命题方式有:

It can be inferred/concluded from the passage that _____.

As indicated in the passage, _____.

What is the possible conclusions of...?

We can learn/know from the passage that _____.

The statement... suggests that _____.

By saying..., the author means that _____.

It is implied in the first paragraph that _____.

The passage suggests that _____.

In the passage the author argues that _____.

It is implied in the passage/in the first paragraph that _____.

大部分推理题在问题中没有任何提示,这时应采取以下步骤:

1. 首先阅读问题后的四个选项,找出各自的关键词。从而在阅读时有的放矢,根据上下文进行推论。
2. 在大致确定范围之后,对相应部分及其前后各部分内容以及它们之间的层次关系作深层次的思考。如:思考短文中某句话的侧面含义或引申含义;综合地考虑短文中的几个条件;把短文中的总条件拆成几个分条件;某一条件的反向条件。
3. 对相关部分综合分析之后,把不符合题意的选项排除,最终得到正确答案。有的选项不易马上判断其对错,可暂时搁置一边。还有的选项需借助于关键词回到原文定位。

注意:在做推理性问题时,切忌离开短文的直接支持,仅仅凭借自己的知识、经验、猜测等来进行所谓的“推理”。

主旨题

所谓主旨题就是考查读者对文章的主题或中心思想的判断能力的问题。主旨题主要针对说明文和议论文两种文体进行提问的。

主旨题在文中基本没有任何提示词(段落大意题除外),与题序也没有关系,只与整个短文



有关。一般情况下,只阅读或了解短文的一小部分很难把握文章的主题。因此,要解答这类问题,必须了解全文。要了解整个文章并不意味着一字一句地仔细阅读全文,而需要掌握阅读一定的阅读技巧,通过阅读技巧在较短的时间内可以对整个文章的总体有一个很好的把握。下面的阅读技巧可供参考:

1. 认真阅读文章的开头几句,因为这些句子往往隐含着非常重要的信息,通过阅读可以获得有关中心思想的信息;
2. 接着阅读文章的最后几句,因为通常它们会总结全文或再次强调文章的主旨;
3. 然后扫视文章的中间几个段落的段首、段尾句,这样会对文章的中心有更大的把握。

当然在考试中也可以将主旨题放在最后做,做完了其他题目后,可能对文章的内容已经有了总体性的了解,这样既省时又省力。

主旨题常用的命题方式有:

The main idea of the passage is that _____.

The passage is mainly/chiefly about _____.

What is the author's main concern?

The passage mainly discusses _____.

What is the author trying to tell us?

The second paragraph mainly tells us that _____.

The passage is meant to _____.

Which of the following is the major point of the passage?

In this passage, the author is primarily concerned with _____.

What's the passage mainly about?

What's the author's purpose in writing this passage?

The author's (main) purpose in writing this passage is (to) _____.

语义判断题

语义判断题即要求对文章中的某个词、短语,甚至句子等语义进行判断,要在四个选项中找出近义或最合适的解释。语义判断题常用的命题方式有:

The word... (Line X, Para. Y) most probably means/refers to _____.

Which of the following is closest in meaning to the word... (Line X, Para. Y)?

The phrase... (Line X, Para. Y) is closest in meaning to _____.

The statement... probably means _____.

According to the author, the phrase... (Line X, Para. Y) means/refers to _____.

The... sentence of the Xth paragraph tells us that _____.

The word... (Line X, Para. Y) stands for _____.

By... (Line X, Para. Y) the author means that _____.

The phrase... (Line X, Para. Y) in the context means _____.

语义判断题主要考查考生利用上下文来判断短文中的词、短语或者句子的语义。近几年的考试,越来越多地要求考生在句子中理解单词、短语的意义,而不是孤立地来判断。而对某个句子的正确理解在很多情况下则要通过对该句的上下文或者更远的上下文的理解才能达



到。这就需要尽快学会从文章中找到暗示和线索。正确理解上下文可以说是应对语义判断题的关键。

在利用上下文对单词和短语语义进行判断时,可用一些猜测方法,具体如下:

1. 用文章中所问词的定义或解释猜测词义(通过文章中的解释也可猜测句义)。在短文中,作者自己定义或解释某个单词,短语,甚至句子。表示下定义的短语有: be defined as, be considered as, act as, mean, 等。有些定义解释是通过破折号、冒号或括号等一些标点符号来表示的。
2. 利用文中对词的举例猜测词义。在短文中,作者有时通过举例来解释或进一步说明某词的意思。表示举例的一些单词或短语有: such as, for example, for instance, to illustrate, to specify, including. 举例还可通过冒号来表示。
3. 利用同义词、反义词或文中的复述线索猜测词义。有时作者在同一个句子或在下一个句中使用两个同义词,其中一个词与所要提问的词意义基本相同。考生可利用该词的词义得出所提问词的词义。
4. 根据同位语(或从句)或者定语从句对得出提问的单词、短语或句子的意义。
5. 利用文章中表示比较/对比的信息词的线索猜测词义。作者在短文中使用的比较或对比事实为考生猜测所提问词的词义提供了线索。有时作者会用一些暗示与所提问词的意义相近或相反的词,考生可以通过这些词来猜测所提问词的意思,这些词有: like, but, while, however, even though, in contrast, unlike, although, yet 等。

深层理解题

态度题、写作意图题即考查考生对文章或作者的语气和态度的题目,是对考生深层理解能力的考查。态度题和基调题常用的命题方式有:

The boy's attitude toward... was one of _____.

Which of the following best describes the author's tone in this passage?

What is the author's overall attitude toward _____?

The tone of this passage is _____.

The author's view is _____.

What's the tone of the passage?

考试中经常出现的有关作者态度和写作意图选项有: positive(积极的), indifferent(冷漠的), negative(消极的), cautious(谨慎的), enthusiastic(热心的), optimistic(乐观的), critical(批评的), objective(客观的), arbitrary(武断的), neutral(中立的), compromising(妥协的), pessimistic(悲观的), defensive(自我防御的), concerned(担忧的), sarcastic(讽刺的)等。

把握作者在文章中的态度和语气,关键在于要分清文章中哪些是客观事实,哪些是引用他人观点,哪些是作者本人的观点。通常来说,摆事实、举例子以及引用他人的话都属于客观事实。但要判断哪些是表明作者态度和基调就不那么简单了。如果文章中出现诸如 I think, in my opinion, I suggest, as far as I'm concerned 等词语时,就很易判断作者的观点。在这样的文章中,作者观点明确,文章基调清楚。而有的文章,作者仅仅暗示对某一问题的态度和观点,这就需要考生在阅读时仔细琢磨。另外,在阅读中也要注意一些与文章本身叙述没有关系的形容词和副词,因为它们就蕴涵了作者对有关事物的褒贬态度。最难的是,作者并没有直截了



当地陈述自己的观点,而是把观点隐藏在文章的字里行间,这就需要考生 read between the lines,体会作者的观点。因此要考察文章的语气和作者的态度,必须还要通读全文、掌握了文章主题思想后才可以得出比较客观的答案。

指代题

所谓指代题,即对从短文中摘出的一个代词或相当于代词的表达方式的指代对象进行提问的多项选择题。这些代词一般指代的是上文已经出现过的名词、短语或句子,主要有 it, them, they, this, that, one, some, other, such 等等。指代题要求考生对文章上下文有正确的理解。选择的依据是在上下文中合乎逻辑。

指代题常用的命题方式有:

The word *they* in... they... (Line 4, Para. 5) refers to _____.

In the last sentence of the second paragraph, the pronoun *it* refers to _____.

在解答指代题时,首先迅速定位。而后在定位句本身或前一句或前两句中寻找代词指代的内容。另外,在处理这类题时也要注意以下几方面:

1. 指代对象须与指代词在语法和意义上保持一致;如对于指代词 *they* 来说,其指代的对象必须是复数和主格;
2. 指代的对象不一定只是一个名词,有可能是一个名词性短语,也有可能是一个句子甚至几个句子;
3. 如一个句子中多次出现同一个代词时,须从句子的结构和语法的角度来分析各个代词分别指什么内容。



考场应试技巧

解题方法没有最好的,只有适合的。考试时,可以根据实际情况调整自己的做题方法。常见的阅读方法有:

1. 顺序法。先看文章,再看问题,而后回到文章查找有关信息。这种方法适用于时间充足,文章较长的情况。阅读时,采取快速阅读,注意关键词句,争取能一遍掌握文章大意。
2. 倒序法。即先看试题,了解试题中的测试信息,然后有针对性地再进行文章的阅读。这种方法适合时间紧,文章篇幅短,试题和文章联系密切的情况。



Unit 2 真题在线



真题自测

A

Tom Brennan was working in a Philadelphia office building when he noticed a black bag. The bag contained a book.

This chance discovery ended a 12-day search by the Library Company of Philadelphia for a historical treasure—a 120-page diary kept 190 years ago by Deborah Logan, “a woman who knew everybody in her day,” James Green, the librarian told the magazine *American Libraries*.

Most of the diary is a record of big events in Philadelphia. It also includes a description of British soldiers burning Washington D. C. in the war of 1812. She describes President James Madison on horseback as “perfectly shaking with fear” during the troubled days. George Washington, she writes, mistook her for the wife of a French man and praised her excellent English.

The adventure of the lost book began September 4 when Cory Luxmoore arrived from England to deliver the diary of his ancestor(祖先) to the Library Company, which he and his wife considered to be the best home for the diary.

Green told *American Libraries* he had the diary in his possession “about five minutes” when Luxmoore took it back because he had promised to show it to one other person. On returning to his hotel after showing the precious book to Green, Luxmoore was shocked to realize that he had left it in the taxi.

Without any delay, Green began calling every taxi company in the city, with no luck, “I’ve felt sick since then,” Luxmoore told reporters.

According to Green, no one has yet learned how the diary came to the office building.

Tom Brennan received a reward(奖励) of 1,000; Philadelphia gained another treasure for its history, and Luxmoore told reporters, “It’s wonderful news. I’m on high”.

1. This article mainly tells about the story of _____.

A. a lost diary

B. Deborah Logan

C. Cory Luxmoore

D. the Library Company

2. From the text, we learn that the diary is now owned by _____.

A. Tom Brennan

B. an unknown person

C. a Philadelphia magazine

D. the Library Company of Philadelphia



3. Philadelphia is thought to be the best home for the diary because _____.
A. it was written in Philadelphia
B. it tells stories about Philadelphia
C. people in the city are interested in old things
D. the British and the Americans once fought in Philadelphia
4. Which of the following shows the right order of what happened to the diary?
A. Tom Brennan found the book in an office building.
B. The book was shown to James Green.
C. Cory Luxmoore arrived from England.
D. The book was left behind in a taxi.
A. a. b. c. d B. c. b. d. a C. a. c. d. b D. c. a. b. d
5. What did Cory Luxmoore mean when he said "I'm on high"?
A. I'm rich. B. I'm famous.
C. I'm excited D. I'm lucky.



真题解析

1. A. 此题为主旨题。通读全文可以得知,本文主要围绕着一本珍贵的日记的失而复得展开的。
2. D. 此题为细节题。
3. B. 此题为细节题。根据第三段的第一句,可以得出正确的答案。
4. B. 此题为事实细节题。通读全文后,应得出本文的叙述顺序为倒叙。故事发生的顺序为 Cory Luxmoore 从英国来到费城,将日记捐献给 Library Company,在回旅馆的途中将日记遗忘在出租车上,接着,展开了 12 天的寻找日记的工作,最后日记在一办公楼门口发现。
5. C. 此题为语义题。根据上下文,这本珍贵的日记失而复得,因此 Cory Luxmoore 应该兴奋。

B

Computer people talk a lot about the need for other people to become "computer-literate". But not all experts (专家) agree that this is a good idea.

One pioneer, in particular, who disagrees is David Tebbutt, the founder of Computertown UK. Although many people see this as a successful attempt to bring people closer to the computer. David does not see it that way. He says that Computertown UK was formed for just the opposite reason, to bring computers to people and make them "people-literate".

David Tebbutt thinks Computertowns are most successful when tied to a computer club but he insists there is an important difference between the two. The clubs are for people who



have some computer knowledge already. This frightens away non-experts, who are happier going to Computertowns where there are computers for them to experiment on with experts to encourage them and answer any questions they have. They are not told what to do. They find out the computer experts have to learn not to tell people about computers but have to be able to answer all questions people ask. People don't have to learn computer terms(术语), but the experts have to explain in plain language. The computers are becoming "people-literate".

1. Which of the following is David Tebbutt's ideas on the relationship between people and computers?
 - A. Computer learning should be made easier.
 - B. There should be more computer clubs for experts.
 - C. People should work harder to master computer use.
 - D. Computers should be made cheaper so that people can afford them.
2. We can infer from the text that "computer-literate" means _____.
 - A. being able to afford a computer
 - B. being able to write computer programs
 - C. working with the computer and finding out its value
 - D. understanding the computer and knowing how to use it
3. The underlined word *it* in the second paragraph refers to the idea that Computertowns _____.
 - A. help to set up more computer clubs
 - B. bring people to learn to use computers
 - C. bring more experts to work together
 - D. help to sell computers to the public
4. David Tebbutt started Computertown UK with the purpose of _____.
 - A. making better use of computer experts
 - B. improving computer programs
 - C. increasing computer sales
 - D. popularizing computers



真题解析

1. A. 细节题。根据第二段的最后一句可以得知 David Tebbutt 的目的是让电脑“懂人”，言外之意是让电脑更容易为人们掌握。
2. D. 推论语义题。根据第二段 David Tebbutt 对 Computer-literate 和 People-literate 的对比可得知。
3. B. 指代题。根据前一句，It 指代的是 a successful attempt to bring people closer to the computer。
4. D. 深层理解题。通读全文可以知道 David Tebbutt 的目的是让电脑“懂人”，而不是人“懂电脑”。其言外之意是使电脑普及化。



C

Want to save money when travelling by train? Here are some ways.

Day Returns

This ticket can save you up to 45% on the standard fare(车费). You have to travel after the rush hour period Mon. -Fri., but can travel at any time on Sat. or Sun.

Big City Saves

These are special low-priced tickets on certain trains. You have to book in advance at the latest by 16:00 the day before you travel. It's first come, first served.

Weekend Returns

Weekend Returns are available(有售) for most journeys over 60 miles. Go on Fri., Sat. or Sun., and return the same weekend on Sat. or Sun., and save up to 35% the standard fare.

Monthly Returns

There are available for most journeys over 65 miles. Go any day and return within a month. Monthly returns save you up to 25% on the standard fare.

Family Returns

For £20 this railcard allows you to take a second adult(成人) and up to 4 children for only £3 each when you buy single or return tickets. You can travel as often as you like until the card

1. Which is the best ticket to buy if you live in London and want to go to a small town 80 miles away for four days?

A. Big City Savers.	B. Monthly Returns.
C. Weekend Returns.	D. Family Returns.
2. A man bought himself a ticket of £15 and three tickets for his family with a family railcard. How much did he pay?

A. £44.	B. £29.
C. £24.	D. £15.



真题解析

1. B. 细节题。超过 65 英里的四天旅程应该选择文中的第四方案 Monthly Returns。Weekend Returns 指的是超过 60 英里但不超出三天的旅行。
2. C. 细节计算题。根据最后一段所讲到的购票方式可以计算出应付的票款 $15 + 3 \times 3 = 24$ (£)。

D

Maybe ten-year-old Elizabeth put it best when she said to her father. "But, Dad, you

can't be healthy if you're dead."

Dad was in a hurry to get home before dark so he could go for a run. He had forgotten to wear his safety belt — a mistake 75% of the US population make every day. The big question is why.

There have been many myths about safety belts ever since her first appearance in cars some forty years ago. The following are three of the most common.

Myth Number One: It's best to be "thrown clear" of a serious accident.

Truth: Sorry, but any accident serious enough to "throw you clear" is also going to be serious enough to give you a very bad landing. And chances are you'll have traveled through a windshield(挡风玻璃) or door to do it. Studies show that chances of dying after a car accident are twenty-five times greater in cases where people are "thrown clear".

Myth Number Two: Safety belts "trap" people in cars that are burning or sinking in water.

Truth: Sorry again. But studies show that people knocked unconscious(昏迷) due to not wearing safety belts have a greater chance of dying in these accidents. People wearing safety belts are usually protected to the point of having a clear head to free themselves from such dangerous situations not to be trapped in them.

Myth Number Three: Safety belts aren't needed at speeds of less than 30 miles per hour.

Truth: when two cars traveling at 30 mph hit each other, an unbelted driver would meet the windshield with a force equal to diving headfirst into the ground from a height of 10 meters.

1. Why did Elizabeth say to her father. "But, Dad, you can't be healthy if you're dead"?
 - A. He was driving at great speed.
 - B. He was running across the street.
 - C. He didn't have his safety belt on.
 - D. He didn't take his medicine on time.
2. The reason Father was in a hurry to get home was that he _____.
 - A. wasn't feeling, very well
 - B. hated to drive in the dark
 - C. wanted to take some exercise
 - D. didn't want to be caught by the police
3. According to the text, to be "thrown clear" of a serious accident is very dangerous because you _____.
 - A. may be knocked down by other cars
 - B. may get seriously hurt being thrown out of the car
 - C. may find it impossible to get away from the seat
 - D. may get caught in the car door
4. Some people prefer to drive without wearing a safety belt because they believe _____.
 - A. the belt prevents them from escaping in an accident
 - B. they will be unable to think clearly in an accident
 - C. they will be caught when help comes
 - D. cars catch fire easily

