

周周紧扣教材主题，给你基于课堂内容的课外阅读体验

— 高中英语 —

阅读理解 与 完形填空

新课标拓展阅读周周练

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丛书主编：陈俊 王雪峰
本册主编：王雪峰

高二



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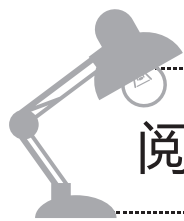
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阅读，我们心中的明灯

(代序)

阅读的快乐不仅在于别人告诉了你什么，而且在于借此你的心灵得以舒展开来。阅读是一条流淌的小溪，总是缓缓地流入你的心田，给你滋润，让你恬美。阅读好比是人体里的维生素，无论对于谁，都极其重要。

《普通高中英语课程标准(2017年版)》指出：“普通高中英语课程的具体目标是培养和发展学生在接受高中英语教育后应具备的语言能力、文化意识、思维品质、学习能力等学科核心素养。”阅读是理解和吸收书面信息的手段，有助于学生扩大词汇量，丰富语言知识，了解英语国家的社会和文化，形成健康的人生观，为终身学习和发展打下良好的基础；在教学中特别要增加泛读训练，指导学生进行课外阅读。高考英语试题很注重对学生阅读能力的考查，语篇阅读类试题分值所占比例高达一半。教科书提供的阅读材料十分有限，学生阅读能力亟待加强。

本套丛书根据《普通高中英语课程标准》设计，很好地融入了“人与自我”“人与社会”及“人与自然”三大主题语境，根据常见的24项话题选材；分年级编写，每个年级选取了20周的阅读材料，分别由2篇阅读理解、1篇七选五阅读填空、1篇完形填空、1篇语法填空以及1篇拓展阅读组成；每个练习篇章搭配“语篇解读”“阅读词汇帮”“好句惠存”“译译对应”“异曲同工”及“答案与解析”等模块，将语篇理解与词汇语法训练有机地结合起来，使学生的语言能力、文化意识、思维品质及学习能力等各项英语学科核心素养的提升落到实处。

这套丛书注重时代性、趣味性、知识性、科学性、教育性、同步性、针对性，是一套生动的素质教育教材，有助于学生扩大词汇量，巩固与扩展所学知识，帮助学生养成良好的阅读习惯，提升阅读速度，培养语感，拓宽视野，提高阅读分析、推理判断的能力，为写作打好坚实的基础；同时厚植文化底蕴，涵养审美情趣，提升思想境界，提高篇章阅读能力，培养学科核心素养。

阅读可以改变人生。它虽然不能改变人生的长度，却可以改变人生的宽度；虽然不能改变人生的起点，却可以改变人生的终点。阅读是我们心中的一盏灯，伴我们在人生道路上看得更清、更明。阅读使我们的精神更高贵、智慧更卓越、情感更丰富。《高中英语阅读理解与完形填空：新课标拓展阅读周周练》，你值得拥有。同学们，让我们一起来领略阅读的魅力吧！

由于编者水平有限，错漏之处在所难免，恳切希望读者朋友批评指正。

编者

2018年12月

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Week 1

人与自我
——生活与学习

Day 1 Cherish the Moments with Our Parents

体裁：记叙文

词数：411

建议用时：8分钟

语篇解读

本文讲述了“我”与一对母女间的故事,告诉我们,儿女应该珍惜和父母在一起的分分秒秒。文章内容反映了“人与自我”这一主题,语境话题为“个人、家庭、社区及学校生活”;语篇体现了文化意识目标。子女在成长过程中,应该多体谅自己的父母,要学会做人做事,成长为有文明素养的人。

阅读理解

阅读下列短文,从每题所给的A、B、C和D四个选项中,选出最佳选项。

There was something in an elderly woman's behavior that caught my eye. Unsure of her steps, the woman moved slowly, along with a younger woman who I guessed was her daughter. The daughter was rolling her eyes and checking her watch every few seconds.

The older woman left the younger one and began to *tick through* (挑选) the DVDs on the nearest shelf. Without hesitation, I walked over and asked if I could help her find something. The woman smiled at me and showed me a title on a piece of paper.

Rather than rush off to locate the DVD for the woman, I asked her to walk with me so I could show her where she could find it. Looking back, I think I wanted to enjoy her company for a moment. Her movements reminded me of my own mother, who had passed away the previous Christmas.

As we walked, the woman seemed glad of the unrushed company and casual conversation. We found the movie and she told me it was the one she'd enjoyed when she was her son's age and that she hoped he would enjoy it as much as she had. Maybe, she said he could enjoy it with his own young children.

I accompanied her to the queue at the cashier. As the cashier put the DVD into a plastic bag, I went over to the younger woman, who was still tapping her foot at the front of the store.

“Is that your mom?” I asked.

I had expected her to tell me it was none of my business. But she rolled her eyes and said, “Yeah.” There was annoyance in her reply. Still watching the mother, I said, “Mind some advice?”

“Go ahead,” said the daughter.

I smiled to show her I wasn't criticizing. “Cherish her,” I said, “When she's gone, it's the little moments that'll come back to you. Moments like this. I know.”

It was true. I missed my mom still and remembered with sadness the moments when I'd used my impatience to make her life *miserable* (悲惨的).

The elderly woman moved slowly back to her daughter. Together they made their way toward the store's exit. They stood there for a moment, side by side, watching the rush of the holiday current. Then the daughter glanced over and slowly placed her arm with apparently unaccustomed affection around her mother's shoulders and gently guided her home.

1. Why did the daughter check her watch frequently?

A. She was waiting for a friend.

- B. She wanted to buy a new watch.
 C. She was impatient to shop with her mom.
 D. She was uninterested in watching the DVD.
2. What do we know from Paragraph Three and Four?
 A. The elderly woman hadn't seen the movie before.
 B. The elderly woman found her son's favorite movie.
 C. The author and the elderly woman hurried to find the DVD.
 D. The author and the elderly woman enjoyed each other's company.
3. What do we learn from the text?
 A. The author had treated her mom very well.
 B. The elderly woman looked like the author's mom.
 C. The author scolded the daughter for her behavior.
 D. The daughter changed her attitude toward her mom.

阅读词汇帮

课标外词汇	unsure <i>adj.</i> 不确定的 unrushed <i>adj.</i> 不慌不忙的 annoyance <i>n.</i> 恼怒, 生气 impatience <i>n.</i> 不耐烦	locate <i>v.</i> 查找/确定……的地点 cashier <i>n.</i> 收银员 cherish <i>v.</i> 珍惜, 珍爱	
课标内词汇	criticize <i>v.</i> 批评 affection <i>n.</i> 喜爱, 情感 hesitation <i>n.</i> 犹豫 previous <i>adj.</i> 以前的 exit <i>n.</i> 出口处 guide <i>v.</i> 引路, 指引	sadness <i>n.</i> 悲伤 behavior <i>n.</i> 行为, 举止 company <i>n.</i> 陪伴 casual <i>adj.</i> 随意的 glance <i>v.</i> 瞥一眼 rush <i>n.</i> 匆忙	unaccustomed <i>adj.</i> 不习惯的 roll <i>v.</i> 滚动, 转动 remind <i>v.</i> 使想起 accompany <i>v.</i> 陪伴 apparently <i>adv.</i> 明显地 current <i>n.</i> 人流

好句惠存

- There was something in an elderly woman's behavior that caught my eye.
一位老妇人的行为引起了我的注意。
- Her movements reminded me of my own mother, who had passed away the previous Christmas.
她的动作使我想起了我的母亲, 她在去年的圣诞节去世了。
- I had expected her to tell me it was none of my business.
我原以为她会告诉我这不关我的事。
- Together they made their way toward the store's exit.
她们一起朝商店的出口走去。

译译对应 (请用文章中词汇的恰当形式填空, 每空一词)

- 这些照片使我想起了幸福的童年时光。
These pictures _____ my happy childhood.
- 他的祖母去年去世了。
His grandmother _____ last year.
- 我现在要回家了。
I'm _____ home now.

异曲同工

(请用文章中的词汇改写下列句子,使两句意思相同,每空一词)

- With no hesitation, I walked over and asked if I could help her find anything.
_____, I walked over and asked if I could help her find anything.
- When I look back, I think I wanted to enjoy her company for a moment.
_____, I think I wanted to enjoy her company for a moment.
- Sit here and keep me company for a while.
Sit here and _____ for a while.

Day 2 The Reading Process

体裁: 说明文

词数: 325

建议用时: 7 分钟

语篇解读

本文区分了朗读与默读,以及它们各自的目的、过程及优缺点。文章内容反映了“人与自我”这一主题,语境话题为“语言学习的规律、方法等”;语篇体现了学习能力目标。默读比朗读更简单,合理运用有助于提升英语学习效率。

阅读理解

阅读下列短文,从每题所给的 A、B、C 和 D 四个选项中,选出最佳选项。

If we are to help students develop reading skills in a foreign language, it is important to understand what is involved in the reading process itself. If we have a clear idea of how “good readers” read, either in their own or a foreign language, this will enable us to decide whether particular reading techniques are likely to help learners or not.

In considering the reading process, it is important to distinguish between two quite separate activities: reading for meaning (or “silent reading”) and reading aloud. Reading for meaning is the activity we normally engage in when we read books, newspapers, road signs, etc.; it is what you are doing as you read this text. It involves looking at sentences and understanding the message they convey, in other words “making sense” of a written text. It doesn't normally involve saying the words we read, not even silently inside our heads; there are important reasons for this, which are outlined below.

Reading aloud is a completely different activity. Its purpose is not just to understand a text but to convey the information to someone else. It is not an activity we engage in very often outside the classroom. Common examples are reading out parts of a newspaper article to a friend, or reading a notice to other people who can't see it. Obviously, reading aloud involves looking at a text, understanding it and also saying it. Because our attention is divided between reading and speaking, it is a much more difficult activity than reading silently; we often stumble and make mistakes when reading aloud in our own language, and reading aloud in a foreign language is even more difficult.

When we read for meaning, we do not need to read every letter, nor even every word in each sentence. This is because, provided the text makes sense, we can guess much of what it says as we read it.

- What is the text mainly about?
A. Reading skills. B. Silent reading. C. Reading processes. D. Reading aloud.
- What does the underlined word “stumble” probably mean in Paragraph Three?
A. Step over something and fall.
B. Repeat something or pause for too long.

- C. Walk with heavy movements.
 D. Speak in a fluent and confident way.
3. What can we conclude from the text?
 A. Reading silently is easier than reading aloud.
 B. To understand a sentence, you have to read all the words in it.
 C. Silent reading involves looking at a text and saying the words silently to yourself.
 D. There's no difference between reading in one's own language and in a foreign one.
4. We can infer from the passage that the author will continue to _____.
 A. discuss in detail how to read aloud
 B. introduce some more reading activities
 C. tell how good readers read in their own language
 D. explain why we needn't say the words when reading for meaning

 阅读词汇帮

课标外词汇 provided *conj.* 如果

课标内词汇	enable <i>v.</i> 使能够	particular <i>adj.</i> 特殊的	technique <i>n.</i> 技巧
	process <i>n.</i> 过程	distinguish <i>v.</i> 区分, 辨别	separate <i>adj.</i> 不同的
	normally <i>adv.</i> 通常地	sign <i>n.</i> 标志	convey <i>v.</i> 传达, 表达
	outline <i>v.</i> 概述	obviously <i>adv.</i> 明显地	engage <i>v.</i> 从事, 参与

 好句惠存

1. If we are to help students develop reading skills in a foreign language, it is important to understand what is involved in the reading process itself.
 如果我们想帮助学生培养外语阅读技能, 了解阅读过程本身所包含的内容是很重要的。
2. Its purpose is not just to understand a text but to convey the information to someone else.
 它的目的不仅仅是理解文本, 而且要把信息传达给其他人。
3. This is because, provided the text makes sense, we can guess much of what it says as we read it.
 这是因为, 如果文本是有意义的, 阅读时我们可以猜出它的大部分内容。

译译对应 (请用文章中词汇的恰当形式填空, 每空一词)

1. 教练非常清楚他的优缺点是什么。
 The coach _____ of what his strengths and weaknesses are.
2. 今年的收成可能会好。
 The harvest _____ be good this year.
3. 不是你们的手表不准, 就是我的手表不准。
 _____ your watches _____ mine is wrong.

异曲同工 (请用文章中的词汇改写下列句子, 使两句意思相同, 每空一词)

1. Speech distinguishes man from the animals.
 Speech distinguishes _____ man _____ the animals.
2. Can you understand what this writer is saying?
 Can you _____ what this writer is saying?

3. That is to say, she must give up singing.
 _____, she must give up singing.

Day 3 Some Tips to Reduce Procrastination

体裁：说明文

词数：479

建议用时：8分钟

语篇解读

本文主要介绍了应对拖延问题的几个建议。文章内容反映了“人与自我”这一主题，语境话题为“积极的生活态度”；语篇体现了文化意识和学习能力目标，有助于学生形成自尊、自信、自强的良好品格，学会反思和调整自己的行为。

阅读填空

根据短文内容，从短文后的选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

Most students have experienced or suffered from *procrastination* (拖延症). Here are some tips to help you reduce procrastination.

Set goals

Students often procrastinate because they think that they can put off the work for a while and enjoy their time at the moment. 1, when the deadline becomes one day away and the essay has yet to be started. In order to stay on track, you should constantly set and update goals. It can be beneficial to mark all deadlines in a planner and think about how much time you need to meet them all. Update your plan for the coming two weeks so that you do not get overwhelmed, and continue to update as other assignments and events arise. Additionally, make a daily schedule in order to reach necessary goals before going to bed.

Reward yourself

It can become extremely difficult to work for hours straight in order to finish schoolwork. In order to keep productivity, set breaks at the end of a period of time or once you finish a section of your work so that you can reward yourself with some deserved, scheduled, and controlled procrastination-like activities. 2. Breaks like these are proven to increase productivity and keep you focused, and they will make the process of studying much more bearable!

Remind yourself of what you're doing

Sometimes you may begin to think that what you are working on has little to do with what you ultimately want to do. You may consider some work or a class pointless and not useful to your further studies. However, when these thoughts arise, remind yourself what the ultimate goal of your schooling is. Remind yourself why you wanted to go to school and take this program in the first place. 3.

Turn off the Internet

4. If you do not need the Internet to do your work, turn it off so that you are not receiving *notifications* (通知) while completing your work, and you are not so *tempted* (想做……的) to search for sites. The same goes for your cell phone; you can take a break from being connected to the cyber world in order to do your schoolwork. If you feel the need to check messages and websites often, set time when you will allow yourself to do so rather than constantly staying connected.

5

Being productive for all hours of every day does not work—you do need breaks, and as a student you are entitled to have a lot of fun. So, in order to balance productivity and amusement, plan time to go out with friends or do something relaxing. But ideally, social and relaxation plans should be made after a significant portion of work is complete. This way, while you are working, you can keep in mind that once you have finished your work you can

go out and won't worry about your assignments.

- A. Enjoy every minute in school
- B. Have something to look forward to
- C. This thought tends to make things worse, though
- D. The Internet has become an essential part of our daily life
- E. You may have coffee with a friend, cook, or watch a television show
- F. You may understand why you should focus on completing your work
- G. Some of the most common distractions are those found on the Internet

📖 阅读词汇帮

课标外词汇	planner <i>n.</i> 计划表 assignment <i>n.</i> 任务 productivity <i>n.</i> 生产效率 pointless <i>adj.</i> 没有意义的 productive <i>adj.</i> 多产的,富有成效的 ideally <i>adv.</i> 理想地 essential <i>adj.</i> 必要的	overwhelm <i>v.</i> 使不知所措 additionally <i>adv.</i> 此外 ultimately <i>adv.</i> 最后地 schooling <i>n.</i> 学校教育 entitle <i>v.</i> 使有权利/资格 relaxation <i>n.</i> 放松 distraction <i>n.</i> 分散注意力的事
课标内词汇	track <i>n.</i> 足迹;车辙;跑道 suffer <i>v.</i> 遭受 reduce <i>v.</i> 减少 essay <i>n.</i> 文章 update <i>v.</i> 更新 mark <i>v.</i> 做记号 arise <i>v.</i> 产生,出现 extremely <i>adv.</i> 极度地,非常 break <i>n.</i> 休息 significant <i>adj.</i> 主要的,重要的	experience <i>v.</i> 体验,经历 tip <i>n.</i> 建议,窍门 deadline <i>n.</i> 最后期限,截止日期 constantly <i>adv.</i> 不断地,经常地 beneficial <i>adj.</i> 有利的,有益的 bearable <i>adj.</i> 可忍受的 schedule <i>n.</i> 工作计划,日程安排 straight <i>adv.</i> 不间断地 amusement <i>n.</i> 娱乐,消遣

🗨️ 好句惠存

1. In order to stay on track, you should constantly set and update goals.
为了跟踪最新进展,你应该不断地设定和更新目标。
2. Make a daily schedule in order to reach necessary goals before going to bed.
制订日常时间表,以便在睡觉前完成必要的目标。
3. It can become extremely difficult to work for hours straight in order to finish schoolwork.
为了完成学校作业,有时连续学习几小时是非常困难的。
4. You can keep in mind that once you have finished your work you can go out and won't worry about your assignments.
你可以记住,一旦你完成了工作,就可以出去,并且将不用担心你的作业。

译译对应 (请用文章中词汇的恰当形式填空, 每空一词)

- 他患有精神疾病吗?
Does he _____ any kind of mental disability?
- 对这起事故我感到很抱歉, 但此事与我毫无关系。
I'm sorry about the accident, but it has little _____ me.
- 他已成为一名探险家, 到处寻找埃及国王的坟墓。
He had become an explorer, _____ the tombs of the Egyptian kings.
- 他说的关于你的一席话对我也适用。
What he said about you _____ me too.

异曲同工 (请用文章中的词汇改写下列句子, 使两句意思相同, 每空一词)

- She called this afternoon to postpone the meeting to next week.
She called this afternoon to _____ the meeting to next week.
- To find a better job, he decided to study a second foreign language.
_____ find a better job, he decided to study a second foreign language.
- Scientific research is of benefit to mankind.
Scientific research is _____ mankind.

Day 4 Broken in Body but Firm in Spirit

体裁: 记叙文

词数: 232

建议用时: 15 分钟

语篇解读

本文讲述了埃里克在小时候失去视力但不向命运低头、不断努力奋进的故事。文章内容反映了“人与自我”这一主题, 语境话题为“积极的生活态度”; 语篇体现了文化意识目标, 有助于学生形成正确的价值观, 形成自尊、自信、自强的良好品格。

完形填空

阅读下面短文, 从短文后各题所给的 A、B、C 和 D 四个选项中, 选出可以填入空白处的最佳选项。

Erik, an athletic child, lost his eyesight in his early teens. At first, he 1 to use a walking stick or learn Braille(盲文), 2 he could do as well as any teenager. He finally came to 3 his disability, though. He couldn't play the same 4 as he used to. But then he discovered wrestling, a sport where 5 wasn't as important as touch and 6. Then, at 16, he discovered rock climbing was like wrestling in some ways. A wrestler and a rock climber 7 information through touch. Rock climbing 8 mountain climbing, the greatest challenge of his life.

Erik's teammates say he isn't different from a 9 mountaineer. The major difference is that he isn't as thin as most climbers. 10, his strong upper body, flexibility and mental toughness make him a(n) 11 climber. The only help for Erik's blindness is to place 12 on his teammates' jackets so that he can follow them 13.

Climbing *Mount Everest* (珠穆朗玛峰) was 14 for every climber on every team. The 15 to the mountain air for Erik was the same as it was for his teammates; 16 of oxygen causes the heart to beat slower, and the brain doesn't 17 as clearly as normal. In some ways, Erik had an advantage 18 his teammates: as they got near the top, the eyesight of all climbers was 19. So at a certain altitude, all his teammates were like Erik—nearly 20.

To climb Mount Everest is an achievement for any athlete. Erik showed his disability wasn't as important as his ability.

- | | | | |
|--------------------|-------------------|---------------|-----------------|
| 1. A. refused | B. demanded | C. promised | D. decided |
| 2. A. praying | B. insisting | C. admitting | D. appealing |
| 3. A. ignore | B. consider | C. overcome | D. accept |
| 4. A. jokes | B. parts | C. cards | D. sports |
| 5. A. appearance | B. sight | C. weight | D. intelligence |
| 6. A. taste | B. thought | C. smell | D. feel |
| 7. A. give | B. get | C. store | D. exchange |
| 8. A. fell behind | B. contributed to | C. lay in | D. depend on |
| 9. A. disabled | B. determined | C. satisfied | D. sighted |
| 10. A. However | B. Besides | C. Therefore | D. Otherwise |
| 11. A. responsible | B. optimistic | C. perfect | D. amateur |
| 12. A. ropes | B. flags | C. bells | D. marks |
| 13. A. easily | B. casually | C. eagerly | D. slowly |
| 14. A. challenging | B. compulsory | C. optional | D. comforting |
| 15. A. application | B. reaction | C. adaptation | D. limitation |
| 16. A. supply | B. change | C. lack | D. existence |
| 17. A. function | B. survive | C. recover | D. refresh |
| 18. A. against | B. to | C. with | D. over |
| 19. A. wasted | B. broadened | C. restricted | D. improved |
| 20. A. blind | B. hopeless | C. dizzy | D. dead |

阅读词汇帮

课标外词汇	wrestling <i>n.</i> 摔跤 flexibility <i>n.</i> 灵活性	mountaineer <i>n.</i> 登山者, 登山运动员 toughness <i>n.</i> 韧性, 坚韧
课标内词汇	athletic <i>adj.</i> 健壮的, 运动的 teenager <i>n.</i> 青少年 though <i>adv.</i> 但是, 然而 major <i>adj.</i> 主要的, 重要的 mental <i>adj.</i> 内心的, 精神的 altitude <i>n.</i> 海拔, 高度	eyesight <i>n.</i> 视力 disability <i>n.</i> 残疾 challenge <i>n./v.</i> 挑战 upper <i>adj.</i> 上方的 beat <i>v.</i> 跳动 achievement <i>n.</i> 成就, 成绩

好句惠存

- Erik, an athletic child, lost his eyesight in his early teens.
埃里克, 一个喜欢运动的孩子, 在他十三四岁的时候失去了视力。
- The major difference is that he isn't as thin as most climbers.
主要的区别是他不像大多数登山者那么瘦。
- Erik showed his disability wasn't as important as his ability.
埃里克表明他的残疾并不像他的能力那么重要。

译译对应 (请用文章中词汇的恰当形式填空,每空一词)

1. 我希望自己英语讲得跟他一样好。
I hope I can speak English _____ he can.
2. 人们比过去有了更好的医疗护理。
People have better access to health care than _____.
3. 老师给了我和上次相同的建议。
The teacher gave me _____ advice _____ he did last time.

异曲同工 (请用文章中的词汇改写下列句子,使两句意思相同,每空一词)

1. At the age of five, Mozart started writing classical music.
_____, Mozart started writing classical music.
2. My clothes differ from theirs in color.
My clothes _____ theirs in color.

Day 5 My Father

体裁: 记叙文

词数: 187

建议用时: 6 分钟

语篇解读

本文主要讲述作者的父亲为了给家人创造好的生活条件而努力工作,但对作者的要求却非常严格。文章内容反映了“人与自我”这一主题,语境话题为“个人、家庭、社区及学校生活”;语篇体现了文化意识目标,有助于学生学会做人做事。

语法填空

阅读下面短文,在空白处填入一个适当的单词或括号内单词的正确形式。

No one loves me more than my parents, especially my father. My father is stout and strong, severe look on his face and keen expressive eyes. At first sight, you may feel him hard 1 (approach). In fact, he is very kind and considerate. I believe my father is a 2 (talent) man. He is decisive and efficient in doing things. By his own talents and years of efforts, he 3 (provide) the family with a good social position and a 4 (relative) rich life. Besides, he lives in harmony 5 others and never quarrels with anyone, so people from all walks of life come to my house, from 6 I've gained lots of social experience. But at home he is a strict parent who is hard on me and has high 7 (expectation) of me. I can see that my *idling away time* (虚度的时光) 8 (hurt) him deeply, while if I have done something great and meaningful, such as 9 (write) a book, he will be more excited than me. I always remind myself I must go on and on, and never 10 I give up halfway.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

阅读词汇帮

课标外词汇

expressive *adj.* 富于表情的decisive *adj.* 果断的efficient *adj.* 有效率的