

中学英语经典试题150系列全新升级版

85篇完形填空  
打造经典题库

刘决生 / 主编



# 高中英语

## 经典完形填空

# 1500题

附答案解析

主题  
分类

+

实战  
模拟

+

精选  
题库

+

详实  
解析



上海社会科学院出版社  
SHANGHAI ACADEMY OF SOCIAL SCIENCES PRESS

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经典

完形填空

1500 题

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# 前 言



根据国家统一部署，2017年上海市与浙江省率先试点文理不分科的高考改革，拉开了全国范围新高考改革的序幕，全国高考由多个省份自主命题回归到教育部考试中心统一命题的趋势十分明显。以2018年高考为例，全国各地975万高考考生共使用了8份高考英语试题。教育部考试中心命制了3份全国卷（全国卷I、全国卷II以及全国卷III）。其中，河北、河南、山西、江西、福建、广东、湖北、湖南、安徽、山东使用全国卷I，甘肃、青海、西藏、黑龙江、吉林、辽宁、宁夏、新疆、内蒙古、陕西、重庆、海南使用全国卷II，云南、广西、贵州、四川使用全国卷III。与此同时，自主命题的上海、北京、天津、浙江、江苏5个省市都以教育部考试中心的考试大纲为指导，结合本地的英语教学实际制定了相应的考试说明，并据此命制了既有共性又反映当地特色的5份高考英语试题，如自主命题的浙江与江苏省高考英语听力部分均采用了全国卷I听力试题；天津于2018年3月首次推出了高考英语一年两考试题；上海则以春季高考与秋季高考两次英语学科成绩中择其较高一次的成绩计入高考总分的形式为考生提供两考机会，且自2018年春季高考起，外语学科增设20分钟的听说测试，分值10分（外语笔试总分相应调整为140分）。

综观全国各地的高考英语试题，我们不难发现，完形填空大多采用一篇短文，设置20道题，分值大多为30分（2018年上海卷完形填空设置15题，分值为15分；江苏卷满分120分，完形填空设置20题，分值为20分），在高考英语试题中占有相当的比重。而且，这还不包括借鉴了完形填空题型的语法填空和选词填空。教育部考试中心对历年考试数据的分析表明，考生在完形填空上的失分率一直很高，完形填空题的得分情况直接影响到高考英语能否获得高分。

作为“中学英语经典试题150系列全新升级版”丛书中的一种，本书是《高中英语经典语法与词汇1500题》《高中英语经典阅读理解150篇》和《高中英语经典写作150篇》的姊妹篇，既继承了已畅销十年的原版体例精华，又结合全新高考试题及题型进行创新调整。本书编者深入研究教育部考试中心英语学科考试大纲、参照教育部考试中心命题组和自主命题省市命题组对近年高考英语完形填空命题的权威分析，结合近年来的真题，撰写了一篇详尽的高考英

语完形填空应试指导文章，力图简明扼要地阐述高考英语完形填空的命题导向与特点，为广大高中学生备战高考提供详细的答题策略指导。同时，本书精选了近年全国各地高考英语完形填空全新真题与模拟题 1500 题（其中各地近五年高考真题 1000 题，上海卷全新模拟 300 题，全国卷与其他自主命题省市全新模拟 200 题），按照试题的选材特点分为亲身经历篇、事件描述篇、介绍说明篇和话题谈论篇四大板块。

全书共有 85 篇完形填空练习，这个内容含量之大是本书的一大亮点。另外，本书创新地按照教育部考试中心对高考英语完形填空能力测试要求来分析每题答案，还原高考英语命题组对完形填空的命题设计，有意引导考生形成正确的完形填空答题策略。由于全国各地高考命题组都一直在相互借鉴其他命题组成功的高考题型与命题经验，所以不仅是高三考生，而且全国各地高中其他年级的学生都可以根据自己的实际情况选用本书。

本书编者既有毕业于华东师范大学外语学院从事高考英语测试研究的专家，又有多年奋战在高三一线的英语教学名师。刘少贵、吴素萍、孙时萍和张祥英等参与了本书的编写。上海社会科学院出版社的编辑们为本书的出版付出了辛勤的劳动，在此一并致谢。

由于编写时间有限，书中不足之处还望读者不吝指出，以便再版时修正。

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# 目 录

第一章	高考英语完形填空最新命题走向与答题指导	001
第二章	高中英语完形填空经典试题 1500 题	008
第一节	亲身经历篇	008
第二节	事件描述篇	049
第三节	介绍说明篇	078
第四节	话题谈论篇	108

**参考答案及命题思路解析** (见本书内单独装订的小册子)



# 第一章

## 高考英语完形填空最新命题走向与答题指导

完形填空 (Cloze) 是当前各级各类英语试题普遍采纳的题型, 是对考生英语语言运用能力的综合考查。

在最新各地高考英语试题中, 完形填空基本上都以一篇短文的形式出现, 设置 20 题空格, 分值为 30 分。上海卷由于另有类似完形填空的 10 题选词填空, 完形填空题量就压缩为 15 题, 分值为 15 分。

根据教育部考试中心对历年高考英语试题的阅卷数据分析, 考生的完形填空题失分率一直很高 (以全国卷为例, 完形填空难度系数始终在 0.45~0.50 之间波动, 即考生的平均得分只有该题总分的 45%~50%)。完形填空已经成为高考英语试题中区分度很高的一种题型。那么, 如何才能克难攻坚, 有效提高完形填空题的答题准确率呢? 从英语测试学的角度来了解高考英语完形填空的命题特点, 再以此为基础进行适量的答题训练, 无疑是广大考生取得高考英语完形填空高分的捷径。

### 一、高考英语完形填空题的命题原理与设空特点

完形填空题型的命题原理源自西方的格式塔心理学 (Gestalt Psychology)。Gestalt 在德文中的意思是“完形”, 故格式塔心理学又称完形心理学。格式塔心理学认为: “假使有一种经验的现象, 它的每一成分都牵连到其他成分; 而且每一成分之所以有其特性, 即因为它和其他部分具有关系, 这种现象便称为格式塔。”其基本理论是: 人们是整体地去感知外部事物, 而不是孤立地去认识个别事物。换句话说, 我们不能孤立、片面地看待某一事物, 而应该把它看成整体环境的一个组成部分去理解。

英语完形填空题型考查的就是考生联系上下文对英语篇章整体的理解能力, 考生必须从整体去全面把握完形填空材料所提供的具体语境, 把文章中有意设置的若干个空格部分一一补充完整。

完形填空试题设计包括功能性空格与语义空格两大类。如果空格要求考生填入冠词、连词、介词等, 则这类空格只有一个正确答案, 该类空格为功能性空格; 如果空格要求填入代词、名词、动词、分词、形容词、副词等实义词, 则这类空格为语义空格, 答案可能有多个。不过, 命题专家在设计试题时, 只会在选择题的四个选项中提供一个正确答案。

从最新的各地高考完形填空试题看, 完形填空试题的设计已经发展到以语义空格为主, 重



点考查考生在有空格干扰的情况下对英语语篇及语义的理解能力。

上海市也有英语测试专家将完形填空划分为四种类型：

1. 词内项：根据所填单词本身意思确定答案；
2. 词间项：根据所填单词前后的单词意思与用法即可确定答案，如固定搭配等；
3. 句内项：根据所填单词所在句子的意思来确定答案；
4. 句间项：根据所填单词所在句子的前后意思乃至全文意思或其他地方提示才能确定答案。

显而易见，四类试题的难度依次递增，对句内项和句间项的测试已成为当前高考英语完形填空测试的重点。

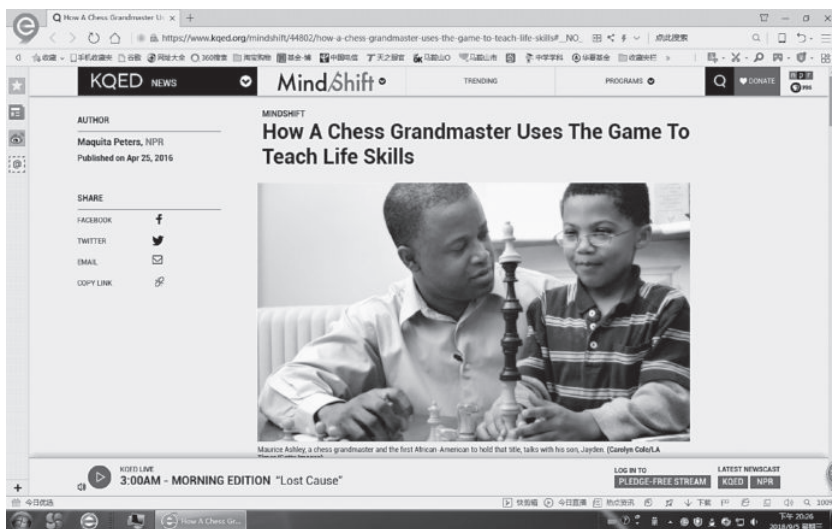
我国当前高考完形填空题一般要求考生在阅读设置了20个空格（上海卷15个空格）的一篇文章后，从每题的备选项中选出一个正确的选项，使补全后的文章结构完整、意思通顺。

那么，高考英语完形填空的选材和试题设计究竟有什么具体特点呢？

首先，高考英语完形填空的选材多源自国外媒体及网站，时效性强。

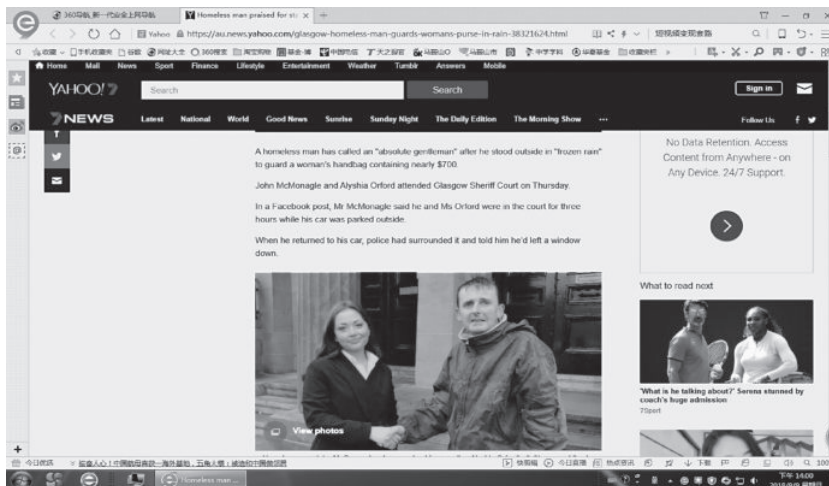
以2018年高考英语完形填空的选材为例。

2018年全国卷I完形填空就选自美国新闻网站KQED，从2016年4月25日一篇名为“How A Chess Grandmaster Uses The Game To Teach Life Skills”的文章节选改编。具体网址为：  
<https://www.kqed.org/mindshift/44802/how-a-chess-grandmaster-uses-the-game-to-teach-life-skills>



2018年北京卷完形填空也是源自国外英文网站，具体网址为：

<https://au.news.yahoo.com/glasgow-homeless-man-guards-womans-purse-in-rain-38321624.html>



我们再看看 2018 年上海卷完形填空的网址及原文。具体网址为：

<http://www.chicagotribune.com/lifestyles/parenting/ct-teens-not-drinking-20170919-story.html>



2018 年上海卷完形填空节选原文如下：

When 17-year-old Quattro Musser hangs out with friends, they don't drink beer or cruise around in cars with their dates. Rather, they stick to G-rated activities such as rock-climbing or talking about books.

They are in good company, according to a new study showing that teenagers are increasingly delaying activities that had long been seen as rites of passage into adulthood. The study, published Tuesday in the journal *Child Development*, found that the percentage of adolescents in the U.S. who have a driver's license, who have tried alcohol, who date, and who work for pay has plummeted since 1976, with the most precipitous decreases in the past decade.



The declines appeared across race, geographic, and socioeconomic lines, and in rural, urban, and suburban areas.

To be sure, more than half of teens still engage in these activities, but the majorities have slimmed considerably. Between 1976 and 1979, 86 percent of high school seniors had gone on a date; between 2010 and 2015 only 63 percent had, the study found. During the same period, the portion who had ever earned money from working plunged from 76 to 55 percent. And the portion who had tried alcohol plummeted from 93 percent between 1976 and 1979 to 67 percent between 2010 and 2016.

Teens have also reported a steady decline in sexual activity in recent decades, as the portion of high school students who have had sex fell from 54 percent in 1991 to 41 percent in 2015, according to Centers for Disease Control statistics.

“People say, ‘Oh, it’s because teenagers are more responsible, or more lazy, or more boring,’ but they’re missing the larger trend,” said Jean Twenge, lead author of the study, which drew on seven large time-lag surveys of Americans. Rather, she said, kids may be less interested in activities such as dating, driving or getting jobs because in today’s society, they no longer need to.

According to an evolutionary psychology theory that a person’s “life strategy” slows down or speeds up depending on his or her surroundings, exposure to a “harsh and unpredictable” environment leads to faster development, while a more resource-rich and secure environment has the opposite effect, the study said.

In the first scenario, “You’d have a lot of kids and be in survival mode, start having kids young, expect your kids will have kids young, and expect that there will be more diseases and fewer resources,” said Twenge, a psychology professor at San Diego State University who is the author of “iGen: Why Today’s Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood.”

A century ago, when life expectancy was lower and college education less prevalent, “the goal back then was survival, not violin lessons by 5,” Twenge said.

In that model a teenage boy might be thinking more seriously about marriage, and driving a car and working for pay would be important for “establishing mate value based on procurement of resources,” the study said.

But America is shifting more toward the slower model, and the change is apparent across the socioeconomic spectrum, Twenge said. “Even in families whose parents didn’t have a college education... families are smaller, and the idea that children need to be carefully nurtured has really sunk in.”

The postponement of “adult activities” could not be attributed to more homework or extracurricular activities, the study said, noting that teens today spend fewer hours on homework and the same amount of time on extracurriculars as they did in the 1990s (with the exception of



community service, which has risen slightly). Nor could the use of smartphones and the Internet be entirely the cause, the report said, since the decline began before they were widely available.

2018 年上海卷完形填空篇目的大致内容讲的是为什么现在的青少年比以前要晚熟一些；试题部分填词分别为：rather / adulthood / decreases / options / majorities / missing / interested in / surrounded / opposite / case / disease / seriously / carefully / slower / educated / postponement / cause。

其他各地高考英语试题的完形填空篇目来源也以国外网站或媒体为主，如全国卷 II 的完形填空出自英国都市地铁报 Metro；全国卷 III 的完形填空出自澳大利亚 Now to love 网站等，这里就不再一一枚举。

总之，最新各地高考完形填空试题的所选材料贴近现实生活，内容时尚，兼具知识性与教育性。例如，2018 年北京卷的完形填空讲述了一位国外流浪汉因拾金不昧而得到回报的故事。文章内容健康、积极，具有教育功能，完全符合高中英语新课程标准所倡导的选材要求。

### 其次，高考英语完形填空的设空特点鲜明。

最新各地高考完形填空试题设计思路清晰，充分反映出该题型的如下命题倾向：

1. 高考完形填空所选短文一般在首句都不设置空格。文章首句通常是文章的主题句，或是文章所要涉及的体裁与相关主题的提示语。

2. 由于近年来的高考英语试题单独设置了语法填空等题型以考查语法知识，完形填空试题不再单纯考查语法知识。

3. 每小题所给出的四个选项一般都属于相同词类且意思相近；干扰选项也多半可以和空格前后文字形成某种搭配，有一定的迷惑作用；选项中的词汇都不重复，尽可能增加被考查的词汇量。

4. 最新高考完形填空的试题以考查实词为主，例如动词（含动名词、动词不定式、现在分词与过去分词等）、名词、副词、形容词、代词等。其中，考查动词及名词词义辨析的试题所占比例最大。少量试题会测试虚词，但主要是考查上下文之间的因果关系、转折关系、递进关系或者是强调句型、虚拟语气等特殊句式。

5. 近年来的考查趋势正在由对单词与单句的局部理解转向对段落与篇章的整体理解：根据单词和单句本身设计的试题数量明显减少，根据语篇理解的试题数量显著增加，突出了对上下文乃至全篇意思理解的考查。有时空格答案提示语不出现在同一段落，甚至相隔很远。

### 再次，各地高考英语完形填空的选材特点与难度存在着差异性。

当然，由于我国各地中学英语教育水平的实际差异，在高考英语完形填空的选材上，也存在着文章体裁方面的差异。

全国卷及北京、天津、浙江、江苏卷：以第一人称形式出现的亲身经历篇是近年来高考英语完形填空试题的主体，超过了试题总量的一半；以第三人称出现的事件描述篇也占一定的比



例。总之，记叙文体裁是全国卷高考英语完形填空选材的主体。

上海卷：选文难度超过全国卷，历来倾向于采用说明文与议论文的结合，每年高考的选词填空和完形填空短文通常是说明文与议论文各选择一篇，或者完形填空所选文章兼具说明与议论成分。

值得广大考生关注的是，全国卷与除上海外的其他高考单独命题省份卷也在开始注意文章体裁的变化与难度的提升，如夹叙夹议文体偶有出现。体裁与题材的多样化以及由此导致的试题难度增加是高考英语完形填空的发展趋势。本书的四大板块分类标准就是根据最新高考英语完形填空真题的体裁特点确定的，考生应该根据自己所在省市的高考特点有所侧重地使用本书。

## 二、高考英语完形填空的答题指导

高考英语完形填空试题一般要求考生在15~20分钟内完成，考生既要快速通读全文，从整体上把握短文的主旨大意，又要能准确理解单句细节意思，比较提供的四个选项，快速做出正确选择，因此该题型难度较大。那么，考生如何答好完形填空试题呢？

考生在回答完形填空题时，不妨尝试一下“三步走”答题策略：

### 1. 浏览全文，了解大意

由于高考完形填空所选短文首句都不设置空格，考生正确答题的第一步应该是根据篇首不设空格的句子提示，跳过空格快速浏览全文，也就是所谓跳读，初步了解所选文章的体裁与涉及的主题。在汇总通篇细节的基础上，初步了解文章主旨大意。有的考生在没有通读全文、了解主旨大意的情况下，就从头开始，一边阅读一边依照空格顺序选择答案；其实，欲速则不达，这是非常不好的完形填空答题习惯，因为错误的答案通常会先入为主，考生检查时一般很难发现。而且，完形填空错误率最高的是连片错误，即由于对所选文章的某一部分信息理解错误，导致下文连续几题受上文影响同时出错。

### 2. 先易后难，“瞻前顾后”

在快速浏览文章、了解文章大意之后，就进入了答题的关键阶段，先易后难是考生答题时应遵循的准则。

考生首先要将自己确信无疑的几道题选项确定下来，减少文章的空格，从而减少对整篇文章理解的障碍。

然后采用迂回答题的策略，完全按题号顺序答题是回答完形填空题的大忌。考生不能确定答案的空格建议先跳过，在回答完较容易的题后再回过头来去思考那些不能确定的选项。其实这类选项在上下文一般都有提示语，可以一题一题地去寻找语境线索，同时注意把已经确信无疑的答案恢复到原文，加深自己对文章整体意思的理解。

最后，考生必须要做到结构、语义和逻辑三线并行：要注意所选的答案填入空格后，整个句子的语法结构是否合理；看填入选项后句子的语义是否通顺，尤其是上下文之间是否连贯、呼应；如果几个选项填入空格后，结构与语义都不存在问题的话，就要从上下文的逻辑关系上



考虑哪项填入最为合理。成语“瞻前顾后”很形象地概括了完形填空题型的答题要领。

### 3. 复读全文，检查核定

考生在答完试题后必须快速复读全文，重点从语义角度检查所选答案与文章的整体意思是否吻合，文章的上下文之间是否句义通顺，重点检查并修正与全文语境不相称甚至相反的选项，最后核定答案。

高考英语完形填空虽然已经不再考查具体的语法知识，但其实对语法的要求更高。考生只有具备全面的语法和句法知识，积极扩大自己的词汇量，尤其是有效辨别近义实词的词义，同时熟悉高考英语完形填空的命题特点，并自觉扩大原汁原味英语篇章的阅读量和阅读量，结合各地历年高考真题进行一定题量的完形填空训练，才更有希望取得高考英语完形填空题的高分。



## 第二章

# 高中英语完形填空 经典试题 1500 题

### 第一节 亲身经历篇

#### Passage 1 (全国卷 I)

During my second year at the city college, I was told that the education department was offering a “free” course, called Thinking Chess, for three credits. I 1 the idea of taking the class because, after all, who doesn't want to 2 a few dollars? More than that, I'd always wanted to learn chess. And, even if I weren't 3 enough about free credits, news about our 4 was appealing enough to me. He was an international grandmaster, which 5 I would be learning from one of the game's 6. I could hardly wait to 7 him.

Maurice Ashley was kind and smart, a former graduate returning to teach, and this 8 was no game for him: he meant business. In his introduction, he made it 9 that our credits would be hard-earned. In order to 10 the class, among other criteria, we had to write a paper on how we plan to 11 what we would learn in class to our future professions and, 12, to our lives. I managed to get an A in that 13 and learned life lessons that have served me well beyond the 14.

Ten years after my chess class with Ashley, I'm still putting to use what he 15 me: “The absolute most important 16 that you learn when you play chess is how to make good 17. On every single move you have to 18 a situation, process what your opponent(对手) is doing and 19 the best move from among all your options.” These words still ring true today in my 20 as a journalist.



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|-------------------|------------------|----------------|----------------|
| 1. A. put forward | B. jumped at     | C. tried out   | D. turned down |
| 2. A. waste       | B. earn          | C. save        | D. pay         |
| 3. A. excited     | B. worried       | C. moved       | D. tired       |
| 4. A. title       | B. competitor    | C. textbook    | D. instructor  |
| 5. A. urged       | B. demanded      | C. held        | D. meant       |
| 6. A. fastest     | B. easiest       | C. best        | D. rarest      |
| 7. A. interview   | B. meet          | C. challenge   | D. beat        |
| 8. A. chance      | B. qualification | C. honor       | D. job         |
| 9. A. real        | B. perfect       | C. clear       | D. possible    |
| 10. A. attend     | B. pass          | C. skip        | D. observe     |
| 11. A. add        | B. expose        | C. apply       | D. compare     |
| 12. A. eventually | B. naturally     | C. directly    | D. normally    |
| 13. A. game       | B. presentation  | C. course      | D. experiment  |
| 14. A. criterion  | B. classroom     | C. department  | D. situation   |
| 15. A. taught     | B. wrote         | C. questioned  | D. promised    |
| 16. A. fact       | B. step          | C. manner      | D. skill       |
| 17. A. grades     | B. decisions     | C. impressions | D. comments    |
| 18. A. analyze    | B. describe      | C. rebuild     | D. control     |
| 19. A. announce   | B. signal        | C. block       | D. evaluate    |
| 20. A. role       | B. desire        | C. concern     | D. behavior    |



## Passage 2 (全国卷 II)

Two weeks earlier, my son, Ben, had got in touch. He'd moved to England with his mum when he was three and it had been 13 years since I'd 1 seen him. So imagine my 2 when he emailed me saying he wanted to come to visit me.

I was 3 ! I arrived early at Byron Bay where we were supposed to 4 . The bay was 5 in sunshine, and there was a group of kayakers around 150m off the shore. Getting a little 6 , I realized one kayak(皮划艇) was in 7 . "Something's not 8 !" I took off my T-shirt and 9 into the water. I saw there were two instructors on board and a man lying across the middle. He was 10 violently. Linking arms with one of the instructors, I helped 11 the young man out of the water. He was unconscious and as I looked at his face, something 12 to me. Those brown eyes were very 13 . "What's his name?" I asked the instructor. "Ben," he replied, and immediately I 14 . That stranger was my son!

The instructors called for an ambulance. 15 , after a brief stay in hospital, Ben was well enough to be allowed to 16 and later the family met up for dinner. We chatted about everything and then Ben 17 to me. "I just want to say thank you," he said. "You 18 my life!"

I still can't believe what a 19 it was. I'm just so glad I was there 20 to help my son.

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|--------------------|--------------|---------------|---------------|
| 1. A. also         | B. often     | C. even       | D. last       |
| 2. A. delight      | B. relief    | C. anger      | D. worry      |
| 3. A. scared       | B. shocked   | C. thrilled   | D. ashamed    |
| 4. A. talk         | B. stay      | C. meet       | D. settle     |
| 5. A. bathed       | B. clean     | C. deep       | D. formed     |
| 6. A. faster       | B. closer    | C. heavier    | D. wiser      |
| 7. A. trouble      | B. advance   | C. question   | D. battle     |
| 8. A. real         | B. right     | C. fair       | D. fit        |
| 9. A. stared       | B. sank      | C. dived      | D. fell       |
| 10. A. arguing     | B. fighting  | C. shouting   | D. shaking    |
| 11. A. lead        | B. persuade  | C. carry      | D. keep       |
| 12. A. happened    | B. occurred  | C. applied    | D. appealed   |
| 13. A. sharp       | B. pleasant  | C. attractive | D. familiar   |
| 14. A. agreed      | B. hesitated | C. doubted    | D. knew       |
| 15. A. Fortunately | B. Frankly   | C. Sadly      | D. Suddenly   |
| 16. A. return      | B. relax     | C. speak      | D. leave      |
| 17. A. joked       | B. turned    | C. listened   | D. pointed    |
| 18. A. created     | B. honored   | C. saved      | D. guided     |
| 19. A. coincidence | B. change    | C. pity       | D. pain       |
| 20. A. on board    | B. in time   | C. for sure   | D. on purpose |



### Passage 3 (浙江卷)

We have all heard how time is more valuable than money, but is it 1 to have too much?

I 2 back in high school I spent most of my day at school since I also 3 a team sport. By the time I got home, I only had a few hours to do my homework, and I had to do it 4.

When I got into college, things 5. I suddenly found myself out of class before noon time. Because of all this 6 time there was no sense of 7 to do my school work immediately. I was performing this action of waiting until it later became 8. Once that happened, I just kept 9 my studying further and further back in my day. Then I got to the point where I was 10 really late at night to get my work done.

One day I 11 a former classmate of mine who was 12 a lot of money running a sideline(副业). Since his regular job was 13, I asked him why he just didn't do his sideline full-time. He said without the job, he would 14 have too much time and would just do what I did back in 15. He said that if he 16 the job, he would lose his 17 to work and succeed.

So, try 18 your time with other work. This is why there is a 19 that if you want something done, ask a 20 person to do it.

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|--------------------|----------------|------------------|----------------|
| 1. A. true         | B. fair        | C. strange       | D. possible    |
| 2. A. remember     | B. admit       | C. understand    | D. expect      |
| 3. A. watched      | B. loved       | C. coached       | D. played      |
| 4. A. at last      | B. right away  | C. of course     | D. as usual    |
| 5. A. happened     | B. repeated    | C. changed       | D. mattered    |
| 6. A. extra        | B. difficult   | C. valuable      | D. limited     |
| 7. A. duty         | B. achievement | C. urgency       | D. direction   |
| 8. A. burden       | B. relief      | C. risk          | D. habit       |
| 9. A. pushing      | B. taking      | C. setting       | D. calling     |
| 10. A. hanging out | B. staying up  | C. jogging round | D. showing off |
| 11. A. met         | B. helped      | C. treated       | D. hired       |
| 12. A. raising     | B. wasting     | C. demanding     | D. making      |
| 13. A. safe        | B. important   | C. boring        | D. rewarding   |
| 14. A. luckily     | B. hardly      | C. hopefully     | D. simply      |
| 15. A. childhood   | B. college     | C. town          | D. business    |
| 16. A. quit        | B. found       | C. accepted      | D. kept        |
| 17. A. heart       | B. chance      | C. drive         | D. way         |
| 18. A. saving      | B. filling up  | C. giving up     | D. trading     |
| 19. A. message     | B. story       | C. saying        | D. fact        |
| 20. A. careful     | B. busy        | C. reliable      | D. kind        |