

2016版

中级英语

测试指导

— 高考英语上海卷试题汇析

○ 黄关福 主编



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(2016 版)

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复旦大学出版社

内 容 提 要

本书以高考英语上海卷试题分析为特色,介绍解题要领和相应的应试技巧,全书内容包括:2016年高考英语的题型、范围和试卷结构;2015年高考英语上海卷、答案以及考生试卷表现分析;根据2016年高考要求设计的全新英语样卷、试题单项练习和答案。

编者以严谨的科学态度、务实的编写方法,全面地为读者展示近年来高中英语教育测量和评价的基本框架、主要内涵以及高考英语的信息和发展方向。读者可以从中了解每个测试项目的要求和内容,领悟正确的学习方法,力求在高考中获得最佳成绩。

前 言

《中级英语测试指导——高考英语上海卷试题汇析》自 1995 年问世以来,每年修订出版一册,至今已度过了 22 个春秋。本书以高考英语上海卷试题汇析为鲜明特色,具有很高的权威性和指导价值,多年来获得了广大高中教师和学生的好评,也受到英语教学专家和考试研究者的重视,收到了良好的社会效益。

高考英语语言测试的主要目的是推测考生的综合语言素养,为高校招生提供决策依据。综合语言素养不仅包括由语音、语法、词汇和修辞等构成的语言知识,而且最终体现在由听力、口语、阅读、翻译和写作等形式表现出来的语言使用能力上。推测的依据就是考生的考试成绩。考生的考试成绩主要取决于考生的语言知识和语言运用能力,但也受到试卷设计、测试方法(题型)、阅读语篇题材、评分、临场发挥以及与综合语言素养无关的其他个人特质的影响。因此,考生在平时的英语学习和准备英语语言测试过程中,不仅要掌握好语言知识,切切实实地提高自身的语言应用能力,还要了解高考英语测试试卷设计的指导思想、试卷结构、不同测试项目(或题型)对语言知识和语言使用能力的要求以及评分标准,最大限度地降低其他因素对测试中自身表现的影响。本书作者正是本着这一宗旨,追踪高考英语上海卷的改革发展,向广大高中教师和考生展示高考上海卷英语语言测试的基本框架和主要内涵;同时,对高考中考生的答题表现进行分析,并为每个测试项目编写练习。考生可以从本书中了解每个测试项目的能力要求,领悟科学的学习方法和应答策略,吸取他人成功的经验和失败的教训,进行更加有效的训练。

进入 21 世纪以来,上海市基础教育领域课程改革不断发展,新的英语课程标准确立了中小学生英语学习在听、说、读、写方面应该达到的目标,同时为上海市中小学英语课堂教学注入了新的理念。另一方面,国际语言测试理论和实践也在发生变化,这种变化突出体现在对语言知识和语言能力的测试中。高考英语上海卷顺应课程标准和国际语言测试理论和实践的变化,在考试理念、考试方法、材料选择、题型和试题设计、评分标准等方面也作了相应的改变。但与课程标准的不同,这种变化是小幅但不断进行的,以免引起考生考试成绩的巨大波动。实践证明,这种小幅而不断进行的英语语言测试改革,不但避免了考生考试成绩的波动,而且可以有效地反拨英语课堂教学,与英语课堂教学改革起到很好的互相促进的作用。这些小幅而不断进行的改革包括:2003 年高考英语听力部分引入新题型;2004 年试题中使用了大量的真实语言材料;2005 年减少了语法、词汇部分的试题数,增加了阅读部分和汉译英部分的试题数,阅读部分采用新的题型,以考查考生的快速阅读能力;2008 年

词汇考查采用选词填空的形式,专门考查考生词汇知识和在连续文本语境中正确运用英语词汇的能力。2010年,高考英语上海卷又对“阅读理解”部分题型进行了调整,将原来一个语篇的多项选择题改为考生的简短回答题。2014年,高考英语上海卷再次对试卷结构进行调整,采用语篇填空的形式,考查考生在连续文本语境中正确理解和运用语法知识的能力。这一调整与国际语言测试中语法测试的发展趋势保持了一致。同时,考虑到考务管理的困难,取消阅读理解部分的快速阅读,并对词汇、阅读理解和翻译部分的分值进行了小幅调整。值得注意的是,这次调整的主要目的在于强调在连续文本语境中考查考生正确运用语法知识的能力。考生和高中教师在学习和复习中必须关注对阅读语篇的整体理解,在此基础上展示对英语语法知识的驾驭能力。切忌只根据对空白(the blank)所在句子的理解完成填空,因为这样做不但难以把握英语语言知识与思想内容表达的关系,对提高语言运用能力无补。更重要的是,这样做往往会因为没有把握语篇的整体意义(meanings)而发生错误,考生和教师对此要特别注意。

考虑到目前上海高中英语教学改革和发展的现状以及学生的综合语言素养,作者针对2016年高考英语试卷结构和题型的变化,编制了若干篇新的自测材料,旨在帮助考生在全面复习的基础上进行自测,培养学生英语语言学习的自我调控能力(self-monitoring of English language learning);同时,希望能够帮助考生缓解或克服面临考试,尤其是新题型和新的试卷结构,而产生的紧张和焦虑,争取在高考中充分展示自己的英语语言运用能力。

本书由复旦大学黄关福教授主编,参加本书编写的主要有复旦大学黄关福以及上海市长期担任高中教学的资深教师李竹荣、徐志江、邵士廻等。在编写过程中得到复旦大学等高校的大力支持,复旦大学出版社的唐敏、计美娟和施胜今同志为本书的出版做了很多工作,谨致谢意。

由于时间匆促,书中难免差错和不妥之处,敬请读者不吝指正。

编者

2016年1月

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一、英语高考和 2016 年高考英语上海卷

自从 1985 年上海高考单独命题以来,高考英语上海卷根据教育改革发展的形势和需要,不断改进完善,对高校选拔优秀学生和高中英语教学水平都起到了良好的作用。高考英语上海卷正朝着我国英语测试改革的战略方向稳步前进,在总体上将更加注重能力和素质的考查,命题范围遵循《课程标准》;增加能力型和应用性试题,强调理论联系实际;注重考查考生分析问题和解决问题的能力,以有助于高校选拔新生,有助于中学实施素质教育和对考生语言运用能力的培养。现将英语高考的性质、考试目标以及 2016 年高考英语上海卷的结构作一个简单的介绍。

考试性质

高考在教育测量和评价理论中属常模参照性测试(norm-referenced tests),分数表示的是受测者地位,即与全体受测者相比,该受测者处在什么位置。高考是选拔性考试,试卷水平基本上在课程标准范围内。难度是相对于考生水平而言的,是由高考总体水平决定的,其目的是“拉开距离”,试卷过难或过易都拉不开距离,效果都不好。因此,高考更注重考试的区分度。

高考的考生之间是竞争关系,其测试的目的是帮助国家为大学选拔优秀新生,把有限的经费用于培养最优秀的人才,使我国的经济、社会获得快速健康的发展。所以不能将高考的升学率作为评价学校教育质量的唯一标准。

高考的性质决定了它的指导思想就是既要有利于高等学校选拔合格的新生,又有利于中学英语实施素质教育,有利于发展学生的语言运用能力。就考生而言,刻苦学习,参加高考,不仅体现了对国家和民族富强的责任感,也体现了为实现理想而奋斗的决心与意志。

考试目标

英语高考的目标是测试考生的英语基础知识和运用语言的能力,而高考的性质决定了考试的目标必须以测试考生的语言运用能力为主。

语言学家认为,语言行为是个人对语言的实际运用,而语言能力则是其深层的语言知识。在英语测试中能够直接观察到的是语言行为,而语言能力是不能直接观察到的。只有通过一定量的语言行为,例如笔头做题的情况、口头回答的情况,才能推断出一个人的语言能力。然而无论是句子水平的语言能力(linguistic competence at sentence level),还是话语水平的语言能力(linguistic competence at discourse level),都少不了语音、词汇、语法(包括词法

和句法)知识,并涉及听、说、读、写、译的技能。因此对语音、词汇、语法知识的牢固掌握是高考的基础。有了这个基础,才能通过听、说、读、写、译的技能,理解和获取信息,进而表达和传递信息。

高考英语卷对英语基础知识(即词汇、语法)的测试,不仅是对这些知识本身的记忆,还须在句子和篇章层次中具体运用这些知识。而对能力的考核则包括对语言综合运用能力、听的能力、阅读理解能力、写作能力等诸方面能力的测试。近年来,英语测试也更强调语言的交际功能。

因此,扎实的基础知识和各项基本技能的熟练掌握,是达到高考目标的保证。

2016 年高考英语的范围和试卷结构

根据《上海市中小学英语课程标准(征求意见稿)》和现行教材,2016 年高考英语的内容范围如下:语法部分的项目参照上海市教育考试院编写的《2016 年全国普通高等学校招生统一考试上海卷考试手册》中的《语法》;词汇部分基本参照上海市教育考试院编写的《2016 年高考英语词汇手册》;语言功能的主要内容参考上海市教育考试院编写的《2016 年全国普通高等学校招生统一考试上海卷考试手册》中的《语言功能》。

2016 年的高考英语卷仍采用客观型考试和主观型考试相结合的形式,由两大部分(第 I 卷和第 II 卷)组成。

第 I 卷由三个大题组成,分别是:听力理解、语法和词汇和阅读理解。除听力理解部分中的 Section C、语法和词汇部分中的 Section A 及阅读理解部分中的 Section C 外,均为多项选择题。

根据第二语言习得理论,语言的输入是语言习得的最基本条件。没有语言输入就不会有语言习得,因此,听力作为一种输入型技能在语言习得中占有十分重要的地位。随着我国对外开放力度的加大,提高学生的听力水平不仅是外语教学的重要目标,而且是整个社会的需要。听力水平的提高基本上要经历三个阶段:语音识别、句子理解和语段理解。而影响听力理解的主要因素有:语言知识、背景知识和短时记忆。

语法和词汇是语言学习的基础,是中学阶段必须掌握的主要知识。为了能更准确地测试出考生对语法和词汇知识的掌握和运用能力,同时使考试能够给学校的语法和词汇教学更积极的导向,真正做到培养学生运用语法和词汇知识解决实际问题的能力,从 2008 年起,上海市高考英语卷的语法和词汇大题分成 Section A 语法和 Section B 词汇。其中,词汇题要求考生阅读一篇删去若干词汇的短文,然后从所给的选项中选择正确的词汇填空,使短文复原。此题型考查考生词汇知识和在语境中正确运用词汇的能力。从 2014 年起,语法部分从 16 题的单句多选题改为在语段中填空的形式,此题型可以更好地考查考生在具体语境中正确运用语法知识的能力,也可以在一定程度上改变学生学习语法就是做选择题的习惯。

“阅读理解”包括“完形填空”、“多项选择”和“简短回答”三种题型。

阅读是一个积极主动地思考、理解和接受信息的过程。它是作者和读者双方参与的语言交际活动。“阅读理解”就是测试辨认文字符号、理解内容、吸收信息并进行创造性思维译码的能力。考生不仅要看懂文章字面的意思,清楚地理解作者的言外之意,有时还须对作者所表达的内容说出自己的看法。

“完形填空”是一种要求较高的综合性语言测试题。它既考查语言知识水平,又检验分析判断能力和综合运用语言的实践能力。因此,考生应从语篇的整体内容出发,依据具体语境,结合语言结构、语法关系、词语关系、词语用法、语义辨析等方面,全面考虑问题。

为了更好地落实新课标理念,跟上国际语言测试理论和实践的发展,从2010年起,在阅读语篇中有一篇的答题形式由“多项选择”改为“简短回答”。“简短回答”要求考生阅读后针对问题,通过简单的书面形式表达自己对阅读内容的理解。与多项选择题相比,“简短回答”更接近现实生活中人们的阅读活动,不仅可以更准确地评估考生的阅读理解能力,还会对阅读教学起积极的反拨作用,倡导真正的理解,而不是猜测。同时,为了给予学生更多的时间阅读、思考并完成考试,从2014年起,取消原有的快速阅读部分。

第Ⅱ卷是主观题,其中包括翻译和写作。

翻译题是根据提示的单词或词组将句子从汉语译成英语,是测试考生将一种语言表达的信息用另一种语言传达出去的能力。在翻译的过程中,学生须掌握这些词的词性及搭配形式,并用符合英语习惯的句子结构表达原文意思。翻译题考核句子层次的表达,是语法、词汇、句型等多种基础知识的实际运用。此题型的加强,说明测试更强调知识的运用能力。

写作题是用英语书面语言正确、连贯、贴切地表达思想、感情和信息,测试考生与人交际的能力。中文提示采用要点或句子形式,而不是段落,以减少翻译痕迹,并逐步向命题作文和看图(图片、图形、图表)等多种体裁的写作形式发展。

事实上,翻译与写作这两种题型与语言的实践形式极为相似,是真实交际活动中常会遇到的,也是能较好观察考生水平的题型。

附:2016年高考英语上海卷试卷结构

卷号	大题结构		测试题型	题量		计分		时间
第Ⅰ卷	听力	短对话	多项选择	10题	24题	10	30	20分钟
		短文	多项选择	6题		12		
		长对话	填空	8题		8		
	语法和词汇	语法	填空	16题	26题	16	26	100分钟
		词汇	选词填空	10题		10		
	阅读	完形填空	多项选择	15题	31题	15	47	
语篇阅读		多项选择	12题	24				
		简短回答	4题	8				
第Ⅱ卷	翻译	单句表达	中译英	5题	5题	22	22	
	写作	篇章表达	指导性写作	1题	1题	25	25	
合计				87题		150		120分钟

二、2015 年上海市高考英语试卷、 答案和考生试卷表现分析

(一) 试卷

2015 年普通高等学校招生全国统一考试

上海 英语试卷

第 I 卷 (共 103 分)

I . Listening Comprehension

Section A

Directions: In Section A, you will hear ten short conversations between two speakers. At the end of each conversation, a question will be asked about what was said. The conversations and the questions will be spoken only once. After you hear a conversation and the question about it, read the four possible answers on your paper, and decide which one is the best answer to the question you have heard.

1. A. Impatient. B. Confused. C. Pleased. D. Regretful.
2. A. At a bus stop. B. At a laundry. C. At the dentist's. D. At the chemist's.
3. A. An actor. B. A salesman. C. A translator. D. A writer.
4. A. He lost his classmate's homework.
 B. He can't help the woman with her math.
 C. He broke the woman's calculator.
 D. He doesn't know where the "on" button is.
5. A. The woman should go to another counter.
 B. The woman gives the man so many choices.
 C. The man dislikes the sandwiches offered there.
 D. The man is having trouble deciding what to eat.
6. A. She has no idea where to find the man's exam result.
 B. She isn't allowed to tell students their grades.

information you have heard. Write your answers on your answer sheet.

Blanks 17 through 20 are based on the following conversation.

Complete the form. Write **ONE WORD** for each answer.

SRT Service Notes	
Account No. :	_____ 17 _____
Service Request:	Check the _____ 18 _____
Solution:	Send another _____ 19 _____ (2 p. m. on _____ 20 _____)

Blanks 21 through 24 are based on the following conversation.

Complete the form. Write **NO MORE THAN THREE WORDS** for each answer.

In what way are these climbers special?	They are all _____ 21 _____.
Why did they choose to conquer Mount Kilimanjaro?	To prove _____ 22 _____.
What did they do in time of difficulty?	They persevered, _____ 23 _____ each other.
How did they record their adventure?	By keeping _____ 24 _____.

II . Grammar and Vocabulary

Section A

Directions : After reading the passages below , fill in the blanks to make the passages coherent and grammatically correct. For the blanks with a given word , fill in each blank with the proper form of the given word ; for the other blanks , use one word that best fits each blank.

(A)

Gift from a Stranger

My local supermarket is always busy. The first parking space I found was convenient, but I'd noticed a woman in a blue car circling for a while. (25) _____ I was in a good mood, I let her have it. On the edge of the car park I backed into the next available spot — it was a tight fit.

Pretty soon I'd made my way through the supermarket and was back in the fresh air. Feeling good, I (26) _____ (empty) my purse change into the hands of a homeless man and helped a struggling woman reverse park.

Just as I approached my car, I saw the woman I'd let have my car spot earlier. She was giving me (27) _____ odd look — half puzzled, half *intent* (热切的). I smiled and wished her a pleasant day. As I squeezed back into my car, I saw the same lady (28) _____ (look) in at me. "Hello," she said, hesitantly. "This (29) _____ sound crazy but I was on my way to drop some of my mother's things off at the charity bins. You are just so much (30) _____ her.

You helped those people, I noticed, and you seemed so happy.” She looked at me meaningfully and passed a box in through the window. “I think she would like you to have it.” (31) _____ (shock), I took it from her automatically. She smiled and walked away.

After a pause, I opened the box. Inside was a beautiful gold necklace with a large grey pearl. It was (32) _____ (nice) gift I’d ever received, and it was from a complete stranger. The necklace was around my neck, a warm reminder of human kindness.

(B)

Ask Helpful Hannah

Dear Helpful Hannah,

I’ve got a problem with my husband, Sam. He bought a smartphone a couple of months ago, and he took it on our recent ski vacation to Colorado. It was a great trip except for one problem. He has a constant urge (33) _____ (check) for text messages; he checks his phone every five minutes! He’s so addicted to it that he just can’t stand the idea (34) _____ there may be an important text. He can’t help checking even at inappropriate times like when we are eating in a restaurant and I am talking to him! He behaves (35) _____ any small amount of boredom can make him feel the need to check his phone even when he knows he shouldn’t. The temptation to see (36) _____ is contacting him is just too great. When I ask him to please put down the phone and stop (37) _____ (ignore) me, he says, “In a minute,” but still checks to see if (38) _____ has posted something new on the internet. Our life (39) _____ (interrupt). If we go somewhere and I ask him to leave the phone at home, he suffers from withdrawal symptoms. Maybe this dependency on his smartphone has become more than an everyday problem.

I recently read an article about “nomophobia”, (40) _____ is a real illness people can suffer from; the fear of being without your phone! I am worried that Sam may be suffering from this illness because he feels anxious if he doesn’t have his phone with him, even for a short time.

Who would have thought that little devices like these could have brought so much trouble!

Sick and Tired Sadie

Section B

Directions: Complete the following passage by using the words in the box. Each word can only be used once. Note that there is one word more than you need.

- | | | | | | |
|-------------|-----------------|----------------|--------------|----------------|-------------|
| A. access | B. alternatives | C. assigned | D. confirmed | E. conflicting | F. elements |
| G. function | H. innovative | I. prospective | J. separate | K. supporting | |

Considering how much time people spend in offices, it is important that work spaces be well designed. Well-designed office spaces help create a corporation’s image. They motivate workers, and they make an impression on people who visit and might be potential, or _____ 41 _____, customers. They make businesses work better, and they are a part of the corporate culture we live in.

As we move away from an industrial-based economy to a knowledge-based one, office designers have come up with _____ 42 _____ to the traditional work environments of the past. The design industry has moved away from a fixed office setup and created more flexible “strategic management environments”. These _____ 43 _____ solutions are meant to support better organizational performance.

As employee *hierarchies* (等级制度) have flattened, or decreased, office designers’ response to this change has been to move open-plan areas to more desirable locations within the office and create fewer formal private offices. The need for increased flexibility has also been _____ 44 _____ by changes in workstation design. Offices and work spaces often are not _____ 45 _____ to a given person on a permanent basis. Because of changes to methods of working, new designs allow for expansion or movement of desks, storage, and equipment within the workstation. Another important design goal is communication, which designers have improved by lowering the walls that _____ 46 _____ workstations. Designers have also created informal gathering places, and upgraded employees’ _____ 47 _____ to heavily trafficked areas such as copy and coffee rooms.

Corporate and institutional office designers often struggle to resolve a number of competing and often _____ 48 _____ demands, including budgetary limits, employee hierarchies, and technological innovation (especially in relation to computerization). These demands must also be balanced with the need to create *interiors* (内饰) that in some way enhance, establish, or promote a company’s image and will enable employees to _____ 49 _____ at their best.

All these _____ 50 _____ of office design are related. The most successful office designs are like a good marriage — the well-designed office and the employees that occupy it are seemingly made for each other.

III. Reading Comprehension

Section A

Directions: For each blank in the following passage there are four words or phrases marked A, B, C and D. Fill in each blank with the word or phrase that best fits the context.

If you studied pictures that ancient people left on rock walls and you tried to determine their meaning, you would not detect a deep interest in romance among the artists. _____ 51 _____, you would see plenty of animals with people running after them. Life for ancient people seemed to center on hunting and gathering wild foods for meals.

In modern times, when food is available in grocery stores, finding love is more _____ 52 _____ to people’s lives. The _____ 53 _____ is all around us. It is easy to prepare a list of modern stories having to do with love. An endless number of books and movies qualify as love stories in popular culture.

Researchers are studying whether love, a highly valued emotional state, can be _____ 54 _____. They ask, what is love? Toothpaste companies want us to think attraction is all about clean teeth, but clean teeth go only so far. Scientists wonder how much the brain gets involved. You have probably heard that opposites attract but that _____ 55 _____ attract, too. One thing is certain: The truth about love is not yet set in stone.

First Impression

To help determine the _____ 56 _____ of attraction, researchers paired 164 college classmates and had them talk for 3, 6, or 10 minutes so they could get a sense of each other's individuality. Then students were asked to _____ 57 _____ what kind of relationship they were likely to build with their partners. After nine weeks, they reported what happened.

As it turned out, their _____ 58 _____ judgments often held true. Students seemed to _____ 59 _____ at an early stage who would best fit into their lives.

The _____ 60 _____ Knows

Scientists have also turned to nonhumans to increase understanding of attraction. Many animals give off pheromones — natural chemicals that can be detected by, and then can produce a response in, other animals of the same species. Pheromones can signal that an animal is either ready to fight or is feeling _____ 61 _____ to partnerships. In contrast, humans do not seem to be as _____ 62 _____ as other animals at detecting such chemicals. Smell, however, does seem to play a part in human attraction. Although we may not be aware of chemicals like pheromones consciously, we give and receive loads of information through smell in every interaction with other people.

Face Value

Being fond of someone seems to have a number of factors, including seeing something we find attractive. Researchers had people judge faces for _____ 63 _____. The participants had 0.013 seconds to view each face, yet somehow they generally considered the images the same as people who had more time to study the same faces. The way we _____ 64 _____ attractiveness seems to be somewhat automatic.

When shown an attractive face and then words with good or bad associations, people responded to _____ 65 _____ words faster after viewing an attractive face. Seeing something attractive seems to cause happy thinking.

- | | | | |
|----------------------|-------------------|------------------|----------------|
| 51. A. Instead | B. Therefore | C. Moreover | D. Otherwise |
| 52. A. romantic | B. stressful | C. central | D. beneficial |
| 53. A. priority | B. proof | C. possibility | D. principle |
| 54. A. tested | B. imposed | C. changed | D. created |
| 55. A. appearances | B. virtues | C. similarities | D. passions |
| 56. A. illustrations | B. implications | C. ingredients | D. intentions |
| 57. A. predict | B. investigate | C. diagnose | D. recall |
| 58. A. critical | B. initial | C. random | D. mature |
| 59. A. memorize | B. distinguish | C. negotiate | D. question |
| 60. A. Nose | B. Eye | C. Heart | D. Hand |
| 61. A. open | B. alert | C. resistant | D. superior |
| 62. A. disappointed | B. amazed | C. confused | D. gifted |
| 63. A. emotions | B. attractiveness | C. individuality | D. signals |
| 64. A. enhance | B. possess | C. maintain | D. assess |
| 65. A. familiar | B. plain | C. positive | D. insulting |

Section B

Directions: Read the following three passages. Each passage is followed by several questions or unfinished statements. For each of them there are four choices marked A, B, C and D. Choose the one that fits best according to the information given in the passage you have just read.

(A)

Look to many of history’s cultural symbols, and there you’ll find an ancestor of Frosty, the snowman in the movie *Frozen*. It appeared on some of the first postcards, starred in some of the earliest silent movies, and was the subject of a couple of the earliest photos, dating all the way back to the 1800s. I discovered even more about one of humanity’s earliest forms of folk art during several years of research around the world.

For example, snowmen were a phenomenon in the Middle Ages, built with great skill and thought. At a time of limited means of expression, snow was like free art supplies dropped from the sky. It was a popular activity for couples to leisurely walk through town to view the temporary works of chilly art. Some were created by famous artists, including a 19-year-old Michelangelo, who in 1494 was appointed by the ruler of Florence, Italy, to build a snowman in his mansion’s courtyard.

The Miracle of 1511 took place during six freezing weeks called the Winter of Death. The city of Brussels was covered in snowmen — an impressive scene that told stories on every street corner. Some were political in nature, criticizing the church and government. Some were a reflection of people’s imagination. For the people of Brussels, this was a defining moment of artistic freedom. At least until spring arrived, by which time they were dealing with damaging floods.

If you fear **the heyday of the snowman** has passed, don’t worry: I’ve learned that some explosive snowman history is still being made today. Every year since 1818, the people of Zurich, Switzerland, celebrate the beginning of spring by blowing up a snowman. On the third Monday of April, the holiday Sechseläuten is kicked off when a cotton snowman called the Böögg is stuffed with explosive and paraded through town by bakers and other tradesmen who throw bread to the crowds. The parade ends with the Böögg being placed on a 40-foot pile of firewood. After the bells of the Church of St. Peter have rung six times, representing the passing of winter, the pile is lit. When the snowman explodes, winter is considered officially over — the quicker it is burnt down, the longer summer is said to be.

66. According to the passage, why did snowmen become a phenomenon in the Middle Ages?
- A. People thought of snow as holy art supplies.
 - B. People longed to see masterpieces of snow.
 - C. Building snowmen was a way for people to express themselves.
 - D. Building snowmen helped people develop their skill and thought.
67. “**The heyday of the snowman**” (paragraph 4) means the time when _____.
- A. snowmen were made mainly by artists
 - B. snowmen enjoyed great popularity
 - C. snowmen were politically criticized
 - D. snowmen caused damaging floods

68. In Zurich, the blowing up of the Böögg symbolizes _____.
- A. the start of the parade
B. the coming of a longer summer
C. the passing of winter
D. the success of tradesmen
69. What can be concluded about snowmen from the passage?
- A. They were appreciated in history.
B. They have lost their value.
C. They were related to movies.
D. They vary in shape and size.

(B)

What's NEW Film Review



Scary Bunny

The Curse of the Were-Rabbit (2005) is the first full length feature film made by directors Nick Park and Steve Box with their amazing *plasticine* (黏土) characters Wallace and Gromit. It won an Oscar in 2006, and if you watch it, you'll understand why. It's an absolutely brilliant cartoon comedy.

Cheese-loving inventor Wallace and his brainy dog Gromit have started a company to protect the town's vegetables from hungry rabbits. However, just before the annual Giant Vegetable Competition, an enormous rabbit begins terrorising the town. It is eating all the vegetables and destroying everything in its path. The competition organiser, Lady Tottington, hires Wallace and Gromit to catch **the monster** alive. But they will have to find the were-rabbit before gun-crazy hunter Victor Quartermaine, who is desperate to kill it.

The screenplay is witty and full of amusing visual jokes. As usual, the voice of Peter Sallis is absolutely perfect for the role of Wallace, and Gromit is so beautifully brought to life he can express a huge range of emotions without saying a word. And both Helena Bonham-Carter, who plays the part of Lady Tottington, and Ralph Fiennes as Victor are really funny.

To sum up, *The Curse of the Were-Rabbit* is an amazing film which is suitable for both children and adults. If you liked Wallace and Gromit's previous adventures and you appreciate the British sense of humour, you'll love this film. Don't miss it!