

中学英语经典试题 150 系列

高考英语经典阅读 150 篇

(第三版)

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前 言

2007 高考, 全国各地有 18 份高考英语试题各展风采。与教育部考试中心命制的几份全国卷相比, 单独命题的地区和省份, 如上海、北京、天津、重庆、湖北、湖南、山东、江西、安徽、福建、浙江、辽宁、广东、四川、陕西、海南与宁夏等, 或者直接按照教育部考试中心的说明要求命题, 或者是以其为指导, 结合当地英语教学实际制订了相应的考试说明, 并据此命制反映当地特色的英语试题。

综观全国各地高考英语试题, 我们不难发现, 高考英语阅读理解比例正在加大。自 2005 年 6 月高考开始, 上海市、浙江省高考英语试题均增设了属于阅读理解泛读范围内的六选五阅读新题型, 至此, 全国 18 份高考英语试题的阅读理解篇幅均为五篇以上, 浙江省更多达六篇阅读 50 分的比重 (占总分 150 分的 1/3)。由此可见, 高考阅读理解能力的提升, 对于高考英语学科获得高分, 极为关键。因此, 熟悉高考英语命题特点, 进行系统训练, 从而快速有效地提升英语阅读理解答题能力至关重要。

参加本书编写的老师既有华东师范大学外语学院毕业的从事高考英语测试专业研究的英语教育硕士, 又有多年奋战在高三教学一线的名师。本书编者深入研究、参照了教育部考试中心对近年高考英语阅读理解命题的权威分析, 针对高考命题的方式并结合真题分析撰写了详细的高考英语阅读理解应试指导文章, 力图简明扼要地系统阐述高考英语阅读理解命题特点, 并结合各地最新试题具体分析, 为广大高中学生备战高考英语阅读理解提供详细的答题策略指导。与众多模拟试题不同的是, 本书精选了最近三年全国各地高考英语阅读理解真题 150 篇 (其中 2007 年各地高考真题 95 篇), 按照试题的选材范围分为人物经历类、科技说明类、话题谈论类、现象介绍类、广告信息类、植物动物类、异域风情类、趣闻轶事类和阅读新题型等九大板块。阅读训练部分之所以全部采用各地高考真题, 是因为真题的典型性更强, 命题方式更权威, 导向更明确, 全国各地高中各年级的学生都可以根据自己的实际情况选用。

我们编写此书的初衷就是要给广大考生提供最新、最经典的高考阅读理解试题, 让考生在最短的时间内取得阅读理解的最高分。令人欣慰的是, 本书的第一版与第二版受到了师生们的普遍欢迎, 这是对编写本书的充分肯定。

作为《中学英语经典试题 150 系列》丛书中的一本, 上海科学技术出版社英语编辑室的编辑们为这本书的出版付出了辛勤的劳动, 在此致谢。由于编写时间有限, 书中不足之处在所难免, 还望读者不吝指正。

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第一章

高考英语阅读理解命题特点与答题指导

教育部考试中心在对近年的高考英语阅读理解试题进行分析总结时指出，阅读英语文章是我国考生接触英语的最主要途径。因此，阅读理解应该在试卷中占较大的比重。

一、最新高考英语阅读理解命题特点

自 2005 年 6 月高考开始，上海市、浙江省高考英语试题均增设了属于阅读理解泛读范围的六选五阅读新题型，至此，全国 16 份高考英语试题的阅读理解篇幅均为五篇以上，浙江省更是以六篇阅读 50 分的比重（占总分 150 分的 1/3）遥遥领先。综观近年各地高考英语阅读试题，它们有以下显著特点：试题难度适中，个别省份略有起伏；文章选材符合《考试大纲》的基本要求，保证了题材、体裁类型多样；对阅读理解的几种技能考查比较全面；个别省份篇章长度有增加，阅读量略有增加；文章内容积极健康，兼具知识性、思想性与教育性。2007 年高考，主观性的阅读新题型也开始出现，如山东卷的阅读表达、湖南卷的问答题等。

从整体上看，各省市的高考阅读理解试题都基本做到了以下三个方面：第一，阅读材料信息量大，体现在五篇文章（或六篇文章）题材与体裁的多样化方面；第二，文章有易有难，搭配适度，命题者注意到合理把握文章及句子的难度；第三，恰当控制生词的数量，较好地处理合成词与派生词。每份试题的五篇文章（或六篇文章）20 道题（或 25 道题）都能合理安排好文章细节判断题、词意或句意猜测题、文意理解判断题及根据文章推理判断题的题量与出现的顺序，命题者熔知识性、趣味性、实用性于一炉，全方位多侧面对考生的阅读理解能力进行了比较科学的检测。把握好选文的难度、选文的思想性、选文的时代性以及文章实用性，的确是一门很深的学问，在这方面教育部考试中心高考英语命题组的高考英语阅读选材树立了一个非常好的榜样。最近几年阅读理解的难度系数都在 0.51 左右波动，这是命题者经过多年的潜心研究，对高考后的数据进行缜密分析，透彻了解中学教学实际，本着两个“有利于”（有利于高等学校选拔人才、有利于促进中学教学）的基本原则，站在英语测试学的角度上科学命制的结果，试题具备科学的信度、效度与区分度。相比之下，其他单独命题的省份，或者直接按照教育部考试中心的说明要求命题，或者以其为指导，结合当地的英语教学实际制订了相应的考试说明，并据此命题。

教育部考试中心对高考阅读文章选材有如下要求：

1. 阅读材料的主题要明确，话题要新，要有时代感。

2. 语言应地道, 条理清晰, 结构紧凑, 在时间顺序、空间顺序或逻辑推理上要有较大的复杂性。

3. 材料长短适宜。平均每篇短文 300 词左右, 但每篇文章要有足够的信息量, 以供设题之用。其中, 文章词量约占 2/3, 试题词量约占 1/3。

4. 语言难易要适度。材料中的生词量应控制在 1% 以内(由构词法形成的词不计为生词), 避免短文中出现太多的汉语释义。每篇注释的词控制在 3 个以内。

5. 材料应具有真实性, 原汁原味, 选材新颖, 避免选用广为流传和人所共知的材料, 可涉及科普、社会、文化、政治、经济和生活等。

6. 体裁应多样化, 应有叙述文、说明文、议论文、应用文等。每套试题最好有一篇考查特定信息能力的广告、公告类材料, 也可选用科普、新闻等体裁。

(摘自教育部考试中心的试题分析报告)

以很具代表性的 2007 年的浙江卷阅读试题为例。

从阅读文章的题材角度看, 所选文章坚持了多样性和原汁原味相结合的原则。如阅读理解第一篇, 描述了 Arthur Bonner 从囚犯到名人的人生蜕变历程, 就如同蝴蝶的脱茧而出一样, 不失为一篇对考生进行成长教育的阅读素材。第二篇阅读文章根据科学工作者对失语症患者辨别说话者是否真实地表达出自己情感的研究, 阐述了每个人都有自己的长处和不足的人生哲理。第三篇文章更是体现了英语学以致用用的特点, 选择了“2008 北京奥运会”这一学生非常熟悉的话题。第四篇阅读文章涉及到不同民族之间的文化差异。第五篇阅读文章介绍了作者八岁时的卖报经历, 父母的良苦用心跃然纸上。任务型阅读就像题目要求的那样, 选出各人所需的杂志, 其语言的应用特点不言而喻。2007 年高考的阅读理解题对我们以后的阅读训练有很大的启示, 坚持语言学习为教育、生活服务方向, 真正体现英语作为工具学科的作用。

从阅读文章的体裁角度看, 六篇文章覆盖了记叙文、应用文、说明文、议论文等多种文体, 在体裁上达到了平衡, 兼顾了应用性, 同时多方面地考查了考生的英语阅读能力。

从阅读容量的角度看, 近几年高考英语阅读试题容量有较大幅度的增加, 其主要表现是阅读语段容量的增加。这一特征从另一侧面显示了高考英语试题突出语篇处理, 加大深层信息处理力度的命题趋势。

二、高考英语阅读理解测试能力层次分类答题指导

1. 信息搜寻准确到位的能力

这类试题难度不大, 属于基础题, 考生只需要搜寻到相关信息即可。

以 2007 年北京卷 A 篇为例:

EXERCISE IN EXACTLY 4 MINUTES PER DAY!

\$14,615

TIME IS IT. Over 92% of people who own exercise equipment and 88% of people who own health club memberships do not exercise. A 4-minute complete workout is no longer hard to believe for all the people who have bought our excellent Range of Motion machine (ROM) since 1990. Over 97% of people who tent our ROM for 30 days end up buying it, due to the health benefits experienced during that tryout and the ROM performance score that tells the story of health and

fitness improvement. At under 20 cents per use, the 4-minute ROM exercise is the least expensive full body complete exercise a person can do. How do we know that it is under 20 cents per use? Over 90% of ROM machines go to private homes, but we have a few that are in commercial use for 12 years and they have endured over 80,000 uses each, without need of repair. The ROM 4-minute workout is for people from 10 to over 100 years old and highly trained athletes as well. The ROM balances blood sugar, and repairs bad backs and shoulders. Too good to be true? Get our free video and see for yourself. The best proof for us is that 97% of rentals become sales. Please visit our website at www.fitness.com or call (800) 123-6460 / Factory Showroom: ROMFAB.823 Main Street, Baton Rouge, LA70893

Fax (800)123-6461 Email: sales@fitness.com



57. How many people bought ROM after trying it out?

- A. 92% B. 88% C. 97% D. 90%

答案为 C，主要根据 Over 97% of people who tent our ROM for 30 days end up buying it 一句，考生只要准确搜集这个信息就可以答题了。

2. 对细节语义转换理解的能力

这类试题往往提供考生以数字、图表和文字描写等特定的情景，常常要求考生换个角度思考，“横看成岭侧成峰”，只不过是叙述的角度与表述的语言不同。这类试题在阅读理解题中所占比例比较大。

以 2007 年全国卷 的 A 篇第二段为例：

The bike, a black Kona 18 speed, was our only transport. Trevor used it to get to work, putting in 60-hour weeks to support his young family. And the bike was also used to get groceries (食品杂货), saving us from having to walk long distances from where we live.

56. Why was the bike so important to the couple?

- A. The man's job was bike racing. B. It was their only possession.
C. It was a nice Kona 18 speed. D. They used it for work and daily life.

答案为 D，根据文章描述可以看出，自行车在作者家中扮演着十分重要的角色，所以 D 项意思“他们在工作与日常生活中使用它”与问题符合。

3. 对词义转换的理解能力

这类试题主要是测试关键词或下划线单词、词组的意思理解。

以 2007 年上海卷 D 篇第一段为例：

The traditional tent cities at festivals such as Glastonbury may never be the same again. In a victory of green business that is certain to appeal to environmentally-aware music-lovers, a design student is to receive financial support to produce eco-friendly tents made of cardboard that can be recycled after the bands and the crowds have gone home.

76. “Eco-friendly tents” in paragraph 1 refer to tents _____.

- A. economically desirable B. favorable to the environment
C. for holding music performances D. designed for disaster relief

答案为 B，结合上下文，尤其是 environmentally-aware 的提示，可见 Eco-friendly tents 与环境保护有关。单词 friendly 与 favorable 意思接近。

4. 对文章主旨、作者意图的分析能力

这属于较高层次的对思维能力测试的试题，包括测试想象思维、逻辑思维以及从局部到整体的概括思维能力等。

虽然一篇文章的细节内容可能很多，但是其核心意思都可以用简洁的一句话或几句话概括，甚至三言两语即可。“归纳”和“概括”考查的重点是在阅读理解文意的基础上对文章进一步分析和整理的能力。“归纳”和“概括”可能要求归纳某一段落的思想内容，也可能要求对文章整篇中心做归纳，如给文章选择合适的标题等。

不妨看看 2007 年浙江卷阅读 D 篇：

Tell a story and tell it well, and you may open wide the eyes of a child, open up lines of communication in a business, or even open people's mind to another culture or race.

People in many places are digging up the old folk stories and the messages in them. For example, most American storytellers get their tales from a wide variety of sources, cultures, and times. They regard storytelling not only as a useful tool in child education, but also as a meaningful activity that helps adults understand themselves as well as those whose culture may be very different from their own.

“Most local stories are based on a larger theme,” American storyteller Opalanga Pugh says, “*Cinderella* (灰姑娘), or the central idea of a good child protected by her goodness, appears in various forms in almost every culture of the world.”

Working with students in schools, Pugh helps them understand their own cultures and the general messages of the stories. She works with prisoner too, helping them knowing who they are by telling stories that her listeners can write, direct, and act in their own lives. If they don't like the story they are living, they can rewrite the story. Pugh also works to help open up lines of communication between managers and workers. “For every advance in business,” she says, “there is a greater need for communication.” Storytelling can have a great effect on either side of the manager-worker relationship, she says.

Pugh spent several years in Nigeria, where she learned how closely storytelling was linked to the everyday life of the people there. The benefits of storytelling are found everywhere, she says.

“I learned how people used stories to spread their culture,” she says, “What I do is to focus on the value of the stories that people can translate into their own daily world of affairs. We are all storytellers. We all have a story to tell. We tell everybody's story.”

55. What is the main idea of the text?

- A. Storytelling can influence the way people think.
B. Storytelling is vital to the growth of business.
C. Storytelling is the best way to educate children in school.
D. Storytelling helps people understand themselves and others.

答案为 D，结合文意，讲故事有助于人们了解异域文化，其他选项都与中心意思不符。

5. 推理判断能力

考查推理判断能力是对考生潜在能力的测试, 阅读文章不完全是被动的“读”, 而要主动的“思”, 探究文章之外的知识。根据文章内容进行推断时要有理有据, 有时文章没有现成的结论, 要根据文章内容进行合理推断想象。有时试题的题目在设计时对文章中的说法变换了叙述角度或表达方式, 是否符合文章不能直接看出, 需要在正确把握文章的前提下分析判断, 从而推理出符合文章的正确选项。

以 2007 江苏卷 A 篇为例:

Su Hua is studying at Cambridge, UK. She has bought a bicycle and is worried about security (安全). Her friend, Kate, found this article and sent it to her.

Introduction

A lot of crime is against bicycles. About 150,000 bicycles are stolen every year and most are never found. You can prevent this happening by following a few careful steps.

Basic Security

Do not leave your bicycle in out-of-the-way places. Always lock your bicycle when you leave. Secure it to lampposts or trees. Take off smaller parts and take them with you, for example lights and saddles (车座).

Locks

Get a good lock. There are many different types in the shops. Buy one that has been tested against attack. Ask for a recommendation from a bike shop.

Marking

Security marking your bike can act a deterrent to a thief. It can also help the police find your bicycle. It should be clearly written and include your postcode and your house or flat number. This will provide a simple way to identify your bicycle.

Registration

There are a number of companies who will security mark your bicycle for you. They will then put your registration number and personal details on their computer database. Then if your bicycle is found it will be easy to contact you.

Finally

Keep a record of the bicycle yourself: its make, model and registration number. You can even take a photograph of it. This will prove the bicycle belongs to you.

59. The main purpose of this article is _____.

- A. to tell you what to do if your bicycle is stolen
- B. to suggest ways of keeping your bicycle safe
- C. to give you advice on where to buy a good lock
- D. to say why you shouldn't keep your bicycle in a quiet place

答案为 B, 结合全文, 我们推理出文章的写作意图是告诉人们如何防止自行车被盗窃。

高考英语阅读测试的内容比较全面, 方式也多种多样, 这里不再赘述。本书所提供的 150 篇最新高考阅读理解经典真题是各地高考英语命题组专家们的智慧结晶, 典型性强, 很值得考生们逐题推敲、领会, 从而把握高考阅读理解题的答题思路。

第二章

高考英语阅读理解经典真题 150 篇

第一节 人物经历篇

Passage1 (上海卷)

What do you want to be when you grow up? A teacher? A doctor? How about an ice-cream taster?

Yes, there really is a job where you can get paid to taste ice-cream. Just ask John Harrison, an “Official Taste Tester” for the past 21 years. Testing helps manufacturers to be sure of a product’s quality. During his career Harrison has been responsible for approving large quantities of the sweet ice cream — as well as for developing over 75 *flavors* (味道).

Some people think that it would be easy to do this job, after all, you just have to like ice cream, right? No — there’s more to the job than that, says Harrison, who has a degree in chemistry. He points out that a dairy or food-science degree would be very useful to someone wanting a career in this “cool” field.

In a typical morning on the job, Harrison tastes and assesses 60 ice-cream samples. He lets the ice cream warm up to about 12°. Harrison explains, “You get more flavor from warmer ice cream, which is why some kids like to stir it, creating ice-cream soup.”

While the ice cream warms up, Harrison looks over the samples and grades each one on its appearance. “Tasting begins with the eyes,” he explains. He checks to see if the ice cream is attractive and asks himself, “Does the product have the color expected from that flavor?” Next it’s time to taste!

Continuing to think up new ideas, try out new flavors, and test samples from so many kinds of ice cream each day keeps Harrison busy but happy — working at one cool job.

1. What is John Harrison’s job?

- | | |
|-----------------|-------------------------------|
| A. An official. | B. An ice-cream taster. |
| C. A chemist. | D. An ice-cream manufacturer. |

2. According to John Harrison, to be qualified in the “cool field”, it is helpful to _____.

- A. keep a diary of work B. have a degree in related subjects
C. have new ideas every day D. find out new flavors each day
3. What does Harrison do first when testing ice cream?
A. He stirs the ice cream. B. He examines the color of the ice cream.
C. He tastes the flavor of the ice cream. D. He lets the ice cream warm up.
4. Which of the following is probably the best title of the passage?
A. Tasting with Eyes B. Flavors of Ice Cream
C. John Harrison's Life D. One Cool Job

Passage 2 (天津卷)

I recently turned fifty, which is young for a tree, midlife for an elephant, and ancient for a sportsman. Fifty is a nice number for the states in the US or for a national speed limit but it is not a number that I was prepared to have hung on me. Fifty is supposed to be my father's age, but now I am stuck with this number and everything it means.

A few days ago, a friend tried to cheer me up by saying, "Fifty is what forty used to be." He had made an inspirational point. Am I over the hill? People keep telling me that the hill has been moved, and I keep telling them that the high-jump bar has dropped from the six feet I once easily cleared to the four feet that is impossible for me now.

"You are not getting older, you are getting better." says Dr. Joyce Brothers. This, however, is the kind of doctor who inspires a second opinion.

And so, as I approach the day when I cannot even jump over the tennis net, I am moved to share some thoughts on aging with you. I am moved to show how aging feels to me physically and mentally. Getting older, of course, is obviously a better change than the one that brings you eulogies (悼词). In fact, a poet named Robert Browning considered it the best change of all:

Grow old along with me!

The best is yet to me.

Whether or not Browning was right, most of my first fifty years have been golden ones, so I will settle for what is ahead being as good as what has gone by. I find myself moving toward what is ahead with a curious blend (混合) of both fighting and accepting my aging, hoping that the philosopher (哲学家) was right when he said. "Old is always fifteen years from now."

1. The author seems to tell us in Paragraph 1 that _____.
A. time alone will tell B. time goes by quickly
C. time will show what is right D. time makes one forget the past
2. When the author turned fifty, people around him _____.
A. tried to comfort him B. got inspiration with him
C. were friendlier with him D. found him more talkative
3. The author considers his fifty years of life _____.
A. peaceful B. ordinary C. satisfactory D. regretful
4. We can infer from the passage that _____.
A. the old should lead a simple life B. the old should face the fact of aging
C. the old should take more exercise D. the old should fill themselves with curiosity

Passage 3 (重庆卷)

Dear all,

Please read Professor Hume's email about his next lecture on Rosa Parks.

Susan Miller

Secretary

* * * * *

Dear Susan,

Please forward this message to students of my history class.

Besides the life story of Rosa Parks in the textbook, the students are also required to read the passage below and some related stories that can be borrowed from the school library.

Ted Hume

The early experiences of Rosa Parks (1913—2005), long known as the “mother of the civil rights movement,” were not different from those of many African-Americans at that time. The black woman, however, turned the course of American history in December 1955 when she refused to give up her seat on a bus to a white man. “By sitting down,” remarked John Lewis, “she was standing up for all Americans.”

Among the numerous awards Parks received in her life were the Presidential Medal of Freedom (1996) and the Congressional Gold Medal (1999).

Parks died on Oct. 24, 2005. At St. Paul A. M. E. Church in Montgomery, a large crowd including Secretary of State Condoleezza Rice celebrated her life. Rice said she and others, who grew up when the political activities of Parks held public attention, might not have realized her impact (影响) on their lives, “but I can honestly say that without Mrs. Parks, I probably would not be standing here as Secretary of State.”

After her casket (灵柩) was placed at the Capitol, U.S. President Bush, members of Congress and ordinary Americans paid their respects. In American history Parks is the first woman to lie in state at the Capitol, a very high regard usually reserved for Presidents of the United States.

1. What is the main purpose of Susan's email?
 - A. To make arrangements for Professor Hume's class.
 - B. To introduce to the students Rosa Parks.
 - C. To help the students organize a lecture.
 - D. To answer Professor Hume's last email.
2. What does the underlined word “forward” mean?
 - A. Explain.
 - B. Send.
 - C. Take.
 - D. Read.
3. The political impact of Rosa Parks lies in the fact that she _____.
 - A. helped Condoleezza Rice achieve political success
 - B. joined the civil rights movement at a young age
 - C. made racial equality a common value in American society
 - D. set a good example in her early life for other black Americans
4. How was Rosa Parks treated after her death?
 - A. She was named “mother of the civil rights movement.”
 - B. She was received by President Bush at the Capitol.
 - C. She was given the Presidential Medal of Freedom.

D. She was honored to lie in state at the Capitol.

Passage 4 (全国卷)

It was a winter morning, just a couple of weeks before Christmas 2005. While most people were warming up their cars, Trevor, my husband, had to get up early to ride his bike four kilometers away from home to work. On arrival, he parked his bike outside the back door as he usually does. After putting in 10 hours of labor, he returned to find his bike gone.

The bike, a black Kona 18 speed, was our only transport. Trevor used it to get to work, putting in 60-hour weeks to support his young family. And the bike was also used to get groceries (食品杂货), saving us from having to walk long distances from where we live.

I was so sad that someone would steal our bike that I wrote to the newspaper and told them our story. Shortly after that, several people in our area offered to help. One wonderful stranger even bought a bike, then called my husband to pick it up. Once again my husband had a way to get to and from his job. It really is an honor that a complete stranger would go out of their way for someone they have never met before.

People say that a smile can be passed from one person to another, but acts of kindness from strangers are even more so. This experience has had a spreading effect in our lives because it strengthened our faith in humanity (人性) as a whole. And it has influenced (影响) us to be more mindful of ways we, too, can share with others. No matter how big or how small, an act of kindness shows that someone cares. And the results can be everlasting.

1. Why was the bike so important to the couple?

- A. The man's job was bike racing.
- B. It was their only possession.
- C. It was a nice Kona 18 speed.
- D. They used it for work and daily life.

2. We can infer from the text that _____.

- A. the couple worked 60 hours a week
- B. people were busy before Christmas
- C. the stranger brought over the bike
- D. life was hard for the young family

3. How did people get to know the couple's problem?

- A. From radio broadcasts.
- B. From a newspaper.
- C. From TV news.
- D. From a stranger.

4. What do the couple learn from their experience?

- A. Strangers are usually of little help.
- B. One should take care of their bike.
- C. News reports make people famous.
- D. An act of kindness can mean a lot.

Passage 5 (全国卷)

Anyone who cares about what schools and colleges teach and how their students learn will be interested in the memoir (回忆录) of Ralph W. Tyler, who is one of the most famous men in American education.

Born in Chicago in 1902, brought up and schooled in Nebraska, the 19-year-old college graduate Ralph Tyler became hooked on teaching while teaching as a science teacher in South Dakota and changed his major from medicine to education.

Graduate work at the University of Chicago found him connected with honorable educators Charles Judd and W. W. Charters, whose ideas of teaching and testing had an effect on his later

work. In 1927, he became a teacher of Ohio State University where he further developed a new method of testing.

Tyler became well-known nationally in 1938, when he carried his work with the Eight-Year Study from Ohio State University to the University of Chicago at the invitation of Robert Hutchins.

Tyler was the first director of the Center for Advanced Study in the Behavioral Sciences at Stanford, a position he held for fourteen years. There, he firmly believed that researchers should be free to seek an independent (独立的) spirit in their work.

Although Tyler officially retired in 1967, he never actually retired. He served on a long list of educational organizations in the United States and abroad. Even in his 80s he traveled across the country to advise teachers and management people on how to set objectives (目标) that develop the best teaching and learning within their schools.

1. Who are most probably interested in Ralph W. Tyler's memoir?
A. Top managers. B. Language learners.
C. Serious educators. D. Science organizations.
2. The words "hooked on teaching" underlined in Paragraph 2 probably mean _____.
A. attracted to teaching B. tired of teaching
C. satisfied with teaching D. unhappy about teaching
3. Where did Tyler work as the leader of a research center for over 10 years?
A. The University of Chicago. B. Stanford University.
C. Ohio State University. D. Nebraska University.
4. Tyler is said to have never actually retired because _____.
A. he developed a new method of testing B. he called for free spirit in research
C. he was still active in giving advice D. he still led the Eight-Year Study

Passage 6 (全国卷)

Growing up in Philadelphia, Lieberman started cooking with his stay-at-home dad when he was seven. His food-loving family had two kitchens, and he quickly learned what was the best way to bake his cakes. Lieberman improved his kitchen skills greatly during a year abroad before college, learning from a cook in Italy and studying local specialties (地方特色菜) in Germany, Spain and France. At Yale, he was known for throwing dinner parties, single-handedly frying and baking while mixing drinks for dozens of friends. Just for fun, he and some friends decided to tape a show named Campus Cuisine about his cooking. Lieberman was a real college student showing his classmates how to do things like make drinks out of dining-hall fruit. That helped the show become very popular among the students. They would stop Lieberman after classes to ask for his advice on cooking. Tapes of the show were passed around, with which his name went beyond the school and finally to the Food Network.

Food Network producer Flay hopes the young cook will find a place on the network television. He says Lieberman's charisma is key. "Food TV isn't about food anymore," says Flay. "It's about your personality (个性) and finding a way to keep people's eyeballs on your show."

But Lieberman isn't putting all his eggs in one basket. After taping the first season of the new show, Lieberman was back in his own small kitchen preparing sandwiches. An airline company (航空公司) was looking for someone to come up with a tasteful, inexpensive and easy-to-make menu

to serve on its flights. Lieberman got the job.

1. We can learn from the text that Lieberman's family _____.
A. have relatives in Europe B. love cooking at home
C. often hold parties D. own a restaurant
2. The Food Network got to know Lieberman _____.
A. at one of his parties B. from his teachers
C. through his taped show D. on a television program
3. What does the word "charisma" underlined in the text refer to?
A. A natural ability to attract others. B. A way to show one's achievement.
C. Lieberman's after-class interest. D. Lieberman's fine cooking skill.
4. Why did the airline company give Lieberman the job?
A. He could prepare meals in a small kitchen.
B. He was famous for his show on Food TV.
C. He was good at using eggs to make sandwiches.
D. He could cook cheap, delicious and simple meals.
5. What can we learn about from Lieberman from the text?
A. He is clever but lonely. B. He is friendly and actively.
C. He enjoys traveling around. D. He often change his menus.

Passage 7 (全国卷)

Odland remembers like it was yesterday working in an expensive French restaurant in Denver. The ice cream he was serving fell onto the white dress of a rich and important woman.

Thirty years have passed, but Odland can't get the memory out of his mind, nor the woman's kind reaction (反应). She was shocked, regained calmness and, in a kind voice, told the young Odland, "It's OK. It wasn't your fault." When she left the restaurant, she also left the future *Fortune* 500 CEO (总裁) with a life lesson: You can tell a lot about a person by the way he or she treats the waiter.

Odland isn't the only CEO to have made this discovery. Rather, it seems to be one of those few laws of the land that every CEO learns on the way up. It's hard to get a dozen CEOs to agree about anything, but most agree with the Waiter Rule. They say how others treat the CEO says nothing. But how others treat the waiter is like a window into the soul.

Watch out for anyone who pulls out the power card to say something like, "I could buy this place and fire you," or "I know the owner and I could have you fired." Those who say such things have shown more about their character (人品) than about their wealth and power.

The CEO who came up with it, or at least first wrote it down, is Raytheon CEO Bill Swanson. He wrote a best-selling book called *Swanson's Unwritten Rules of Management*.

"A person who is nice to you but rude to the waiter, or to others, is not a nice person," Swanson says. "I will never offer a job to the person who is sweet to the boss but turns rude to someone cleaning the tables."

1. What happened after Odland dropped the ice cream onto the woman's dress?
A. He was fired. B. He was blamed.
C. The woman comforted him. D. The woman left the restaurant at once.

2. Odland learned one of his life lessons from _____.
 A. his experience as a waiter B. the advice given by the CEOs
 C. an article in Fortune D. an interesting best-selling book
3. According to the text, most CEOs have the same opinion about _____.
 A. Fortune 500 companies B. the Management Rules
 C. Swanson's book D. the Waiter Rule
4. From the text we can learn that _____.
 A. one should be nicer to important people
 B. CEOs often show their power before others
 C. one should respect others no matter who they are
 D. CEOs often have meals in expensive restaurants

Passage 8 (浙江卷)

If you were to walk up to Arthur Bonner and say, "Hey, Butterfly Man," his face would break into a smile. The title suits him. And he loves it.

Arthur Bonner works with the Palos Verdes blue butterfly (蝴蝶), once thought to have died out. Today the butterfly is coming back — thanks to him. But years ago if you'd told him this was what he'd be doing someday, he would have laughed, "You're crazy." As a boy, he used to be "a little tough guy on the streets". At age thirteen, he was caught by police stealing. At eighteen, he landed in prison for shooting a man.

"I knew it had hurt my mom," Bonner said after he got out of prison. "So I told myself I would not put my mom through that pain again."

One day he met Professor Mattoni, who was working to rebuild the habitat (栖息地) for an endangered butterfly called El Segundo blue.

"I saw the sign 'Butterfly Habitat' and asked, 'How can you have a habitat when the butterflies can just fly away?'" Bonner recalls. "Dr. Mattoni laughed and handed me a magnifying glass (放大镜), 'Look at the leaves.' I could see all these caterpillars (蝴蝶的幼虫) on the plant. Dr. Mattoni explained, 'Without the plant, there are no butterflies.'"

Weeks later, Bonner received a call from Dr. Mattoni, who told him there was a butterfly needed help. That was how he met the Palos Verdes blue. Since then he's been working for four years to help bring the butterfly back. He grows astragalus, the only plant the butterfly eats. He collects butterflies and brings them into a lab to lay eggs. Then he puts new butterflies into the habitat.

The butterfly's population, once almost zero, is now up to 900. For their work, Bonner and Dr. Mattoni received lots of awards. But for Bonner, he earned something more: he turned his life around.

For six years now Bonner has kept his promise to stay out of prison. While he's bringing back the Palos Verdes blue, the butterfly has helped bring him back, too.

1. When he was young, Arthur Bonner _____.
 A. broke the law and ended up in prison B. was fond of shooting and hurt his mom
 C. often laughed at people on the streets D. often caught butterflies and took them home
2. Bonner came to know the Palos Verdes blue after he _____.

- A. found the butterfly had died out B. won many prizes from his professor
C. met Dr. Mattoni, a professor of biology D. collected butterflies and put them into a lab
3. From the last sentence of the text, we learn that raising butterflies has _____.
A. made Bonner famous B. changed Bonner's life
C. brought Bonner wealth D. enriched Bonner's knowledge
4. Which of the following would be the best title for the text?
A. A Promise to Mom B. A Man Saved by Butterflies
C. A Story of Butterflies D. A Job Offered by Dr. Mattoni

Passage 9 (浙江卷)

I began working in journalism (新闻工作) when I was eight. It was my mother's idea. She wanted me to "make something" of myself, and decided I had better start young if I was to have any chance of keeping up with the competition.

With my load of magazines I headed toward Belleville Avenue. The crowds were there. There were two gas stations on the corner of Belleville and Union. For several hours I made myself highly visible, making sure everyone could see me and the heavy black letters on the bag that said *THE SATURDAY EVENING POST*. When it was supertime, I walked back home.

"How many did you sell, my boy?" my mother asked.

"None."

"Where did you go?"

"The corner of Belleville and Union Avenues."

"What did you do?"

"Stood on the corner waiting for somebody to buy a *Saturday Evening Post*."

"You just stood there?"

"Didn't sell a single one."

"My God, Russell!"

Uncle Allen put in, "Well, I've decided to take the *Post*." I handed him a copy and he paid me a nickel (五分镍币). It was the first nickel I earned.

Afterwards my mother taught me how to be a salesman. I would have to ring doorbells, address adults with self-confidence (自信), and persuade them by saying that no one, no matter how poor, could afford to be without the *Saturday Evening Post* in the home.

One day, I told my mother I'd changed my mind. I didn't want to make a success in the magazine business.

"If you think you can change your mind like this," she replied, "you'll become a good-for-nothing." She insisted that, as soon as school was over, I should start ringing doorbells, selling magazines. Whenever I said no, she would scold me.

My mother and I had fought this battle almost as long as I could remember. My mother, dissatisfied with my father's plain workman's life, determined that I would not grow up like him and his people. But never did she expect that, forty years later, such a successful journalist as me would go back to her husband's people for true life and love.

1. Why did the boy start his job young?

- A. He wanted to be famous in the future. B. The job was quite easy for him.

- C. His mother had high hopes for him. D. The competition for the job was fierce.
2. From the dialogue between the boy and his mother, we learn that the mother was _____.
A. excited B. interested C. ashamed D. disappointed
3. What did the mother do when the boy wanted to give up?
A. She forced him to continue. B. She punished him.
C. She gave him some money. D. She changed her plan.
4. What does the underlined phrase “this battle” (last paragraph) refer to?
A. The war between the boy’s parents.
B. The arguing between the boy and his mother.
C. The quarrel between the boy and his customers.
D. The fight between the boy and his father.
5. What is the text mainly about?
A. The early life of a journalist. B. The early success of a journalist.
C. The happy childhood of the writer. D. The important role of the writer in his family.

Passage 10 (江苏卷)

Some people bring out the best in you in a way that you might never have fully realized on your own. My mom was one of those people.

My father died when I was nine months old, making my mom a single mother at the age of eighteen. While I was growing up, we lived a very hard life. We had little money, but my mom gave me a lot of love. Each night, she sat me on her lap and spoke the words that would change my life, “Kemmons, you are certain to be a great man and you can do anything in life if you work hard enough to get it.”

At fourteen, I was hit by a car and the doctors said I would never walk again. Every day, my mother spoke to me in her gentle, loving voice, telling me that no matter what those doctors said, I could walk again if I wanted to badly enough. She drove that message so deep into my heart that I finally believed her. A year later, I returned to school — walking on my own!

When the Great Depression (大萧条) hit, my mom lost her job. Then I left school to support the both of us. At that moment, I was determined never to be poor again.

Over the years, I experienced various levels of business success. But the real turning point occurred on a vacation I took with my wife and five kids in 1951. I was dissatisfied with the second-class hotels available for families and was angry that they charged an extra \$2 for each child. That was too expensive for the average American family. I told my wife that I was going to open a motel (汽车旅馆) for families that would never charge extra for children. There were plenty of doubters at that time.

Not surprisingly, mom was one of my strongest supporters. She worked behind the desk and even designed the room style. As in any business, we experienced a lot of challenges. But with my mother’s words deeply rooted in my soul, I never doubted we would succeed. Fifteen years later, we had the largest hotel system in the world — Holiday Inn. In 1979 my company had 1,759 inns in more than fifty countries with an income of \$ 1 billion a year.

You may not have started out life in the best situation. But if you can find a task in life worth working for and believe in yourself, nothing can stop you.