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训练 1 阅读理解(2篇) + 语法填空 + 完形填空

(限时:30 分钟)

I 阅读理解

A

文体:记叙文 主题:人与社会 词数:314

I am a multisport athlete and seasoned coach. When I was growing up, school wasn't really my thing, but sport very much was. Athletics connected me to my school community by giving me a sense of belonging and success even when I struggled in the classroom. When I entered education, I knew I wanted to be more than a coach on the field and court—I wanted to help students like me make meaningful connections to school through sports.

I designed a programme around the concepts of comfort and stretch zones. On day one, I set up a range of equipment for different sports across a field. In groups, students discussed sports that they felt comfortable and safe playing. They then took turns selecting their comfort sport on the field, doing a brief share, and playing with their group. Afterwards, we had a class discussion on the importance of doing things that bring joy and passion, and how sharing that passion with others motivates us and the people around us.

On day two, with the same field design and sporting equipment, I introduced the idea of stretch zones. Students formed the same groups as on day one and discussed which sports were out of their comfort zone and more challenging to them. Some of my students were shy and others slightly frustrated as they struggled to perform the skills in sports in which they were not comfortable. Then we discussed, as a class, how even when something is challenging, if we recognize the difficulty and intentionally practise, we give ourselves the opportunity to overcome it over time.

The programme required more than just adjusting my curriculum—it also meant some

changes to the way I taught. I found myself opening up to my students and sharing my own hardships and successes with them. As a result, my students felt freer to be their real selves.

- () 1. What did the author think of sport when he was a student?
- A. It appealed mainly to seniors.
B. It led to a decline in his grades.
C. It helped him get attached to school.
D. It made him struggle in the classroom.
- () 2. Why did the author design the programme?
- A. To test some sports equipment.
B. To prepare students for a meet.
C. To push students to observe rules.
D. To bond students and the school.
- () 3. What was a problem facing the author on the second day of the programme?
- A. Some students feared challenges.
B. It was difficult to group students.
C. Students wanted material rewards.
D. The sports field became crowded.
- () 4. What can we infer about the author?
- A. He loves telling jokes.
B. He is a creative teacher.
C. He used to be very shy.
D. He is fond of safe sports.

B

文体:说明文 主题:人与社会 词数:333

The growth mindset is the belief that intellectual abilities can be developed and are not fixed, which has received a great deal of attention in schools and among researchers.

According to a study, a teacher's growth mindset acts as a "support" that can draw out a student's growth mindset at the very beginning and make it maintainable and actionable in the classroom. These teachers may convey how, in

their classes, mistakes are learning opportunities, not signs of low ability, and back up this view with assignments and evaluations that reward continual improvement. This could encourage a student to continue acting on their growth mindset.

The study analysed data from the National Study of Learning Mindset, which was an intervention experiment conducted with a sample of ninth-grade students' maths grades. The present focus on maths grades is motivated by the fact that students tend to find maths challenging and anxiety-inducing, and therefore, a growth mindset might help students face those challenges productively.

In the study, researchers show that the positive effect of a short growth-mindset intervention on ninth-grade students' maths grades was concentrated among students whose teachers themselves had growth mindsets. They also found that baseline students—serve as a benchmark (基准) for comparing and evaluating the progress of other students—who reported a more fixed mindset in classrooms showed a significantly positive effect on maths grades.

Successfully teaching a growth mindset to students lifted maths grades overall, but this was not enough for all students to reap the benefits of a growth-mindset intervention. Supportive classroom contexts also mattered. Students who were in classrooms with teachers who approved of more of a fixed mindset did not show gains in their maths grades over the ninth grade, whereas the same kind of students in classrooms with more growth-mindset teachers showed meaningful gains.

In general, they view the testing and understanding of the causal effect of teacher mindset as the next step for mindset science. Such research will be challenging to carry out, however.

- () 5. What is the second paragraph mainly about?
- How a student's growth mindset is inspired.
 - Why a teacher's growth mindset is important.
 - How mistakes turn into learning opportunities.
 - Why a student continues acting on a growth mindset.

- () 6. What can we learn from the study on ninth-grade students?
- Students were unable to overcome maths challenges.
 - The positive effect was concentrated on all students.
 - The sample size of the experiment was insufficient.
 - Students at the baseline were influenced considerably.
- () 7. In the growth-mindset intervention, the teachers' mindset _____.
- has an influence on the effectiveness
 - is determined by the supportive classroom
 - always brings meaningful gains to students
 - plays a decisive role in students' significant gains
- () 8. What is a suitable title for the text?
- The academic performance: the influence of students' mindset
 - Students' learning motivation: the impact of teachers' mindset
 - Encouraging a growth mindset: the role of teachers
 - The fixed and growth mindset: their relationship and impact

II 语法填空

文体:新闻报道 主题:人与社会 词数:220

Every year, hundreds of international students travel thousands of miles to study in China, 1. _____ (leave) their homes and native languages behind. As some of them immerse 2. _____ (they) in intensive Chinese language study at Tongji University in Shanghai, one unique assignment helps them bridge the miles 3. _____ lie in between—writing a letter home in Chinese.

The letter-home activity has become 4. _____ annual tradition in Tongji's pre-university Chinese programme. After months of studying vocabulary, grammar, and composition, students from all over the world 5. _____ (task) with composing a letter to their families, written 6. _____ (entire) in Chinese characters.

“At first, this activity was operated in a few classes. But when other students saw the letters on display, they took the initiative 7. _____ (write) letters home on their own,” explained Zong Qian, associate dean of the International School of the university.

As the letters started coming in, the teachers were impressed and touched by the students’ efforts to express emotions across 8. _____ (culture). Zong noted that most of the students had zero prior Chinese ability 9. _____ arriving in Shanghai for the first time just months ago.

“We realized that these letters offered a special window into the students’ experiences and 10. _____ (grow) in China,” said Zong. “The letters were very moving to read.”

完形填空

文体:记叙文 主题:人与自我 词数:261

I was a rising high school junior in the summer of 2021, when I took Philosophy 101 at Lehman College, a(n) 1 that allows New York City public school students to earn credits. Why philosophy? 2, I chose it on impulse (一时冲动). I expected this course to be interesting. I didn’t expect this class, which 3 me to the words and works of Socrates, Plato and other moral philosophers, to change my 4 to college education.

But that’s what 5. During the second week of class, when we 6 the work of Socrates, I read Socrates’ words, “The unexamined life is no life for a human being to live.” My eyes 7 in surprise and my posture was fixed. I read these words over and over until my professor broke my trance (出神, 发呆), “Could anyone in the class interpret the 8 of Socrates’ words?”

Then I did my best to explain that the wise philosopher was making a 9 on how we should live. To me, this meant getting 10 about all aspects of yourself, putting yourself in academic, social and cultural spaces that will 11 your

world view, and being open to personal growth along the way.

After reflecting on the words even after the course was over, I realized Socrates was 12. Meaningful life means a(n) 13 to exploration. Being immersed in ideas such as Socrates’ 14 me to think about the person I am. I began to see college as a place to gain knowledge and explore my interests, 15 just fulfill classes.

- | | |
|----------------------|----------------|
| ()1. A. interview | B. survey |
| C. camp | D. course |
| ()2. A. Generally | B. Honestly |
| C. Roughly | D. Briefly |
| ()3. A. recommended | B. pushed |
| C. introduced | D. compared |
| ()4. A. secret | B. solution |
| C. attitude | D. behaviour |
| ()5. A. happened | B. started |
| C. worked | D. ended |
| ()6. A. made up | B. put forward |
| C. went through | D. turned down |
| ()7. A. widened | B. clouded |
| C. narrowed | D. shut |
| ()8. A. difference | B. source |
| C. meaning | D. feature |
| ()9. A. defence | B. bet |
| C. story | D. claim |
| ()10. A. scared | B. curious |
| C. confident | D. confused |
| ()11. A. satisfy | B. challenge |
| C. block | D. expand |
| ()12. A. right | B. positive |
| C. rigid | D. cautious |
| ()13. A. dignity | B. commitment |
| C. failure | D. adjustment |
| ()14. A. inspired | B. forced |
| C. forgave | D. seized |
| ()15. A. but | B. simply |
| C. even | D. not |

训练2 阅读理解(2篇) + 阅读七选五 + 应用文写作

(限时:35 分钟)

① 阅读理解

A

文体:说明文 主题:人与自我 词数:339

Handwriting notes in class might seem outdated as smartphones and other digital technology cover every aspect of learning across schools and universities. But a steady stream of research continues to suggest that taking notes the traditional way is still the best way to learn, especially for young children. And now scientists are finally zeroing in on why.

The new research, by Audrey van der Meer and Ruud van der Weel at the Norwegian University of Science and Technology (NTNU), builds on a foundational 2014 study suggesting that people taking notes by computer were typing without thinking. “It kind of goes in through your ears and comes out through your fingertips, but you don’t process the incoming information,” she says. But when taking notes by hand, it’s often impossible to write everything down; students have to actively pay attention to the incoming information and process it—prioritize it, consolidate it and try to relate it to things they’ve learned before. This conscious action of building onto existing knowledge can make it easier to stay engaged and grasp new concepts.

To understand specific brain activity differences during the two note-taking approaches, the researchers sewed electrodes (电极) into a hairnet with 256 sensors that recorded the brain activity of 36 students as they wrote or typed 15 words from the game *Pictionary* that were displayed on a screen.

When students wrote the words by hand, the sensors detected widespread connectivity across many brain regions. Typing, however, led to minimal activity, if any, in the same areas. Handwriting set off connection patterns covering visual regions, which receive and process sensory information, and the motor cortex (运动皮层). The latter handles body movement and sensorimotor integration, which helps the brain use environmental inputs to inform a person’s next action.

Sophia Vinci-Booher, an assistant professor of educational brain science at Vanderbilt University, says, “People may not realize when they materialize something by writing or drawing it, this strengthens the concept and helps it stick in their memory.”

- () 1. What do we know about the new research?
- A. It is an initial study on note-taking.
B. It offers a new note-taking method.
C. It finds the evidence for the previous finding.
D. It introduces how to take notes effectively.
- () 2. What does the underlined word “consolidate” probably mean in Paragraph 2?
- A. Integrate. B. Demonstrate.
C. Obtain. D. Share.
- () 3. What happens in the brain when taking notes by hand?
- A. Visual systems are lacking in activities.
B. Some brain areas are highly involved.
C. Sensory information is processed rapidly.
D. The motor cortex accepts visual information.
- () 4. What is Sophia Vinci-Booher’s attitude towards the new research?
- A. Approving. B. Dismissive.
C. Doubtful. D. Unclear.

Educational optimists predict that AI will soon provide amazing efficiencies and progress in teaching and learning. But are efficiency and machine logic what our students need most?

It's certainly true that AI is a wonderful new tool dramatically transforming human life. AI is improving in speed and scope to recognize patterns in extremely complex data sets of all types, allowing it to make predictions about what might come next, be it a purchase of a customer, a word in a sentence, a sound in spoken language, or countless other processes. AI can answer specific complex questions or perform complex calculations at a rate impossible for the human mind to comprehend, let alone compete with. It can also create images and speeches which not only imitate reality but surpass it to meet programmed standards of excellence.

However, although these may be helpful to adults seeking to improve productivity, it is necessary to follow G. K. Chesterton's advice that children should not be subjected to educational projects and ideas younger than they are. Allowing students to avoid traditional learning methods with AI will have uncertain and potentially harmful results. The same could be true of educators' dependence on AI for student assessment and lesson planning. In education at least, it is quite possible that AI will work against natural human development and provide not a short cut to human formation but a short circuit.

Despite AI's influence, traditional learning and writing assignments are crucial for promoting learning and cognitive development. Homework, similar to music practice, teaches discipline and skills essential for personal growth and future

success. Deceptive (欺骗性的) practices harm genuine learning, spoiling students' competitiveness in an AI-dominated job market. Reliance on AI-generated content weakens critical thinking and creativity, damaging students' intellectual growth. Moreover, it devalues the role of teachers in guiding students' development. In contrast, real engagement with homework cultivates invaluable human qualities essential in an AI-driven world, ensuring students' competitive advantage and overall development.

- () 5. Which best describes AI according to Paragraph 2?
- A. Unavoidable. B. Dangerous.
C. Time-consuming. D. Life-changing.
- () 6. What's the author's purpose in writing Paragraph 3?
- A. To argue against the involvement of AI in education.
B. To clarify the role of AI in promoting efficiency.
C. To explore the possibility of applying AI to study.
D. To present educators' reliance on AI in class.
- () 7. What does the author say about traditional learning methods?
- A. They are out of date now.
B. They have a fair reason to stay.
C. They make students less competitive.
D. They weaken students' overall development.
- () 8. What would be a suitable title for the text?
- A. The rise of AI
B. The role of traditional learning
C. Do students really need AI?
D. Does AI help with productivity?

● 阅读七选五

文体:说明文 主题:人与自我 词数:276

Have you ever wondered what sets truly successful individuals apart? The answer lies in growth thinking. It can unlock your potential and lead you towards a successful life.

One of the most beautiful aspects of growth thinking is that it extends beyond personal development. Take opportunities to support and motivate others, and share your journey, knowledge, and experiences, as it leads to a more fulfilling life for everyone involved. Humans are social creatures, and we benefit from each other when we do things together. 1.

Building positive habits is the actual foundation of growth thinking. 2. _____ Make a point of engaging in small, purposeful actions every day, and you will create a path for long-term growth. It's the daily habits that keep you moving towards the goal you want to reach.

Challenges are not roadblocks; they are opportunities for development. 3. _____ You become better equipped to handle an unfavourable situation, adapt to change, and find innovative solutions. This kind of attitude lays the foundation for long-term success and helps you deal with any challenge that comes your way.

Reflection is a powerful tool for growth. Set aside time regularly to think about your progress and areas for improvement. 4. _____ It can be handwritten, digital, or even audio recordings—whatever works for you. Reflection allows you to learn from your experiences, develop strategies, and stay committed to your growth journey.

To foster growth thinking, expand your learning resources. Don't limit yourself to a single source of knowledge. 5. _____ It's really a lifelong project. Seek out different ideas to broaden

your understanding of any given topic. The more you learn, the better equipped you are to adapt and grow.

- A. Consistency is definitely the key.
- B. Your confidence determines the end result.
- C. Looking back also helps you learn from your mistakes.
- D. Education can mean much more than sitting in a classroom.
- E. You may keep a journal to track your thoughts and milestones.
- F. By making a positive impact on others, you enhance your own growth.
- G. Remember, the greatest growth often happens outside of your comfort zone.

● 应用文写作

本学期你校开设了每周一节的英语文学阅读课,请你就此写一篇短文向学校英文报“Student Voice”栏目投稿,内容包括:

1. 课程介绍(目的、内容、上课方式等);
2. 你的收获。

注意:写作词数应为 80 个左右。

English Literature Reading Class
opens a new world

[illegible]

训练 1 阅读理解(2篇) + 语法填空 + 完形填空

(限时:30 分钟)

I 阅读理解

A

文体:夹叙夹议文 主题:人与社会 词数:342

Even now, I have vivid memories of my last day of high school. In my mind's eye, I'm cleaning out my locker, and then staring at the emptiness for a few extra beats before slamming it shut for the last time. I'm roaming the halls with my best friend, blissfully ignoring the bells going off every 50 minutes on schedule because, just today, we're allowed to break the rules. I'm sitting on my desk, swinging my feet, and shooting the breeze (闲聊) with my English teacher, Mr Carr, in a way that makes me feel almost grown-up.

It was maybe my favourite day of the whole year. Like the final layer of watercolour, the freedom and lightness I feel seeps (渗透) into the rest of my memories of that day and turns them just a shade rosier.

If the school year hasn't yet ended for you, consider what you can do to make the finale count. Why? Because when it comes to human memory, not all moments are created equal. Instead, our remembered experiences are disproportionately (不成比例地) influenced by peaks (the best moments as well as the worst) and endings (the last moments). Nobel Prize winner Danny Kahneman, who discovered this phenomenon, called this the peak-end rule. It suggests that our judgement of a past experience is largely based on its most extreme point and its end point.

I took advantage of the peak-end rule years ago, when my girls were young enough to want a bedtime story each night. I remember thinking that whatever strife (冲突) and stress had occurred that day, I could make the last moments count. I could

end on a note of calm and act like the patient mum I hadn't quite managed to be just hours before.

Don't mistake all moments as equal in significance. There's a reason why yoga classes end with Savasana (挺卧式). There's a reason we eat dessert last. Do orchestrate (精心安排) endings. As Seattle Seahawks coach Pete Carroll might say: finish strong. Last impressions are especially lasting.

- () 1. What does the underlined word in Paragraph 1 mean?
- A. Calmly. B. Surprisingly.
C. Happily. D. Curiously.
- () 2. Which statement is true about the peak-end rule?
- A. Peaks in life can be remembered better than endings.
B. The last moments matter the most in our memories.
C. Our judgement of the past is determined by first impressions.
D. The peaks and ends of experiences are easier to remember.
- () 3. What is Paragraph 4 mainly about?
- A. How the author applied the rule to daily life.
B. How the author treated her daughters.
C. What struggles the author had in life.
D. Why the author read stories to her kids.
- () 4. Why is Pete Carroll mentioned in the last paragraph?
- A. To prove the peak-end rule can be used in sports.
B. To encourage readers to value the last moments of an experience.
C. To explain why last impressions are lasting.
D. To show the importance of doing sports.

For people living with dementia (痴呆), a new programme offers a supportive path to building social connections and reducing loneliness through music. Led by the Institute for Therapy through the Arts, Musical Bridges to Memory (MBM) is a 12-week programme designed to bridge relationships between people with dementia, their families, and the greater community that serves them through live musical interactions, training, and research in music-based approaches.

MBM engages participants in weekly sessions, which include interactive performances and training in communication skills to improve caregivers' relationships with loved ones living with dementia. According to a 2022 study that examined MBM's impacts, this music-based therapy can increase social engagement between caregivers and their loved ones despite ongoing declines in cognitive (认知的) health.

Research shows people with dementia benefit from interventions that control their preserved cognitive and functional abilities. Music taps into our implicit memory (内隐记忆), linking us to past experiences and emotions without the need for conscious awareness. This is especially true for music that is personally meaningful to us, such as a favourite song, which can promote brain plasticity and cognition.

Neurologist Dr Ronald Devere notes, "Musical understanding, musical emotion, and musical memory can survive long after other forms of memory and cognitive function have disappeared." Even as cognition declines, music can help to promote connection and shared communication—making it an efficient tool to support people with dementia.

In addition to improving communication, MBM positively impacts moods and alleviates the caregiver's burden. Caregivers who participated in this programme reported significant reductions in

distress (痛苦) as a result of improved communication through music. In short, the programme's positive health impacts extend beyond individuals with dementia to their families and loved ones because it facilitates communication and social connection, particularly in cases where verbal language is no longer possible.

These findings add to decades of research that demonstrates music can positively impact our health, and they provide further insights into the benefits of the MBM programme to people with dementia and their caregivers. They also correspond with other community-based interventions to use music to promote healing.

- () 5. What can we learn about the MBM programme?
- A. It needs to be more creative.
B. It cures patients of dementia.
C. It targets more than dementia patients.
D. It involves different types of musical instruments.
- () 6. How does music affect dementia patients?
- A. It makes their memory implicit.
B. It promotes their conscious awareness.
C. It can bring back their past memories.
D. It enables all their memories to stay long.
- () 7. What does the underlined word "alleviates" in Paragraph 5 mean?
- A. Relieves. B. Shifts.
C. Distributes. D. Measures.
- () 8. Which aspect of the programme does the last paragraph stress?
- A. Its focus. B. Its significance.
C. Its background. D. Its process.

II 语法填空

文体:说明文 主题:人与自我 词数:204

It's part of life to have challenging experiences that get you down. At times like this, you might try to change your mindset, 1. _____ (remind) yourself that it won't last forever or to focus on the bright side. Changing how you think about 2. _____ (emotion) events in this way can change how you

feel about them. 3. _____ sometimes this is easier said than done.

Imagine you lost a dream opportunity and you may wonder whether you'll ever get another chance like that again. It can be difficult to break out of your mindset when having negative experiences.

4. _____ (fortunate), getting a good friend's perspective can help.

Here 5. _____ (come) the question: Is getting a friend's perspective when rethinking a negative event more powerful than rethinking it

6. _____ your own? According to some research

7. _____ (conduct) lately, we can choose the former. How you think and feel can 8. _____

(shape) by getting a friend's perspective, both in the moment and over time. The next time you can't get rid of your negative thought 9. _____

(pattern), remember that humans are fundamentally social creatures. It's okay to turn to the people around you and your friends, from 10. _____ you can get new perspectives and some help.

完形填空

文体:记叙文 主题:人与自我 词数:242

I had never picked up a camera before my freshman year in 2012, when my journey to an artist began. For four years, I 1 G-Star School of the Arts, where my 2 for photography and film-making were awoken.

Having seen my first short film, my teacher came over, saying: "You got a good 3. Why not consider doing this as your profession? I think you've got a 4 in it." Then, it clicked. I, therefore, 5 my bank account and bought my first camera.

Since then, I was amazed by the 6 the world has to offer. I have to 7, though: I, shy and chicken-hearted, tended to capture nature-related scenes, 8 anything to do with people.

As I was 9 my way, I started photographing myself, the only one I felt 10 with. The camera soon became my strongest 11, serving as the tool for how I expressed myself.

Gradually, I gained enough 12 to start taking photos of other people, greatly touched by how I was able to 13 the best in them through the lens (镜头).

Each year, I would look back on all of the shots I did that year and would 14 them to the first one I ever took in my career. Although the progress seemed substantial, I realized the key to growth as an artist is to never be 15. This allows me to create progressively better work year after year.

- | | | |
|--------|-------------------|-----------------|
| ()1. | A. designed | B. attended |
| | C. assessed | D. arranged |
| ()2. | A. duties | B. requests |
| | C. passions | D. needs |
| ()3. | A. heart | B. hand |
| | C. eye | D. nerve |
| ()4. | A. future | B. memory |
| | C. schedule | D. certificate |
| ()5. | A. opened | B. closed |
| | C. monitored | D. emptied |
| ()6. | A. beauty | B. sound |
| | C. lesson | D. chance |
| ()7. | A. admit | B. judge |
| | C. conclude | D. negotiate |
| ()8. | A. envying | B. avoiding |
| | C. prioritizing | D. recording |
| ()9. | A. winding | B. losing |
| | C. shooting | D. clearing |
| ()10. | A. familiar | B. comfortable |
| | C. generous | D. patient |
| ()11. | A. resolve | B. voice |
| | C. shoulder | D. vision |
| ()12. | A. knowledge | B. integrity |
| | C. confidence | D. insight |
| ()13. | A. bring out | B. comment on |
| | C. call for | D. take over |
| ()14. | A. refer | B. relate |
| | C. apply | D. compare |
| ()15. | A. self-conscious | B. self-reliant |
| | C. self-centred | D. self-content |

训练2 阅读理解(2篇) + 阅读七选五 + 读后续写

(限时:40分钟)

① 阅读理解

A

文体:说明文 主题:人与社会 词数:359

Like many of the indigenous (土著的) communities across the Australian continent, the remote communities in north-west New South Wales are struggling. Many of the 300 or so residents rely on welfare. Higher electricity bills—up to \$3,000 a quarter for some households—further worsen the poverty. They're always at the end of the power line, so the service there is quite extraordinary in terms of cost. It's a real problem that needs to be fixed.

To that end, Anderson and other indigenous leaders have formed the First Nations Renewable Energy Alliance (FREA) to push for renewable energy in indigenous communities. They partner with private enterprise to support indigenous communities looking to switch to renewable energy.

"We can build a power station where the community exists," Anderson says, "so people are able to successfully live in the environment the way they want to live and have access to power which enables them to better determine their economic future."

Only a handful of indigenous communities have set up renewable energy projects in Australia. The indigenous-owned and -operated company AllGrid Energy, for instance, has installed solar panels and battery storage systems to replace diesel (柴油) generators in the communities of Ngurrara and Kurnturlpara in the Northern Territory's Barkly Tableland. Within two months of the system being installed in May 2016, people were moving back to their homelands, the communities growing from just two permanent residents to about 40.

But FREA will go one step further, working with community leaders and acting as a conduit (纽

带) between the communities and the businesses they are dealing with. This is essential, says Anderson, to avoid predatory (吞并的) practices they have seen in the past, with companies "playing on the psychology of poverty" to gain advantage. The FREA has drafted terms of agreements that will guide how companies engage with indigenous communities for renewable energy projects.

One of the next steps for FREA will be to identify a community that can act as a test case for a renewables project. "Our experience is that if we can make it work for one community, it will work in every other community," Anderson says.

- () 1. What is FREA expected to do for the remote indigenous communities?
- A. Increase power supply to them.
B. Help them return to their homelands.
C. Shake them off poverty.
D. Reduce their higher power costs.
- () 2. What does the author indicate by mentioning AllGrid Energy?
- A. Renewables projects are inaccessible.
B. Renewables projects are quite workable.
C. Renewables projects can increase locals' income.
D. Renewables projects can coexist with diesel power plants.
- () 3. What's Paragraph 5 mainly about concerning FREA?
- A. Its strategies to win over the businesses.
B. Its cooperation with community leaders.
C. Its potential conflict with energy companies.
D. Its innovation in directing renewables projects.
- () 4. What's FREA going to do next?
- A. Consult the experts.
B. Select a pilot community.
C. Collect sufficient construction funds.
D. Make renewables projects available to all.

B

文体:议论文 主题:人与社会 词数:340

Is forgiveness against our human nature? To answer our question, we need to ask a further question: What is the essence of our humanity? For the sake of simplicity, people consider two distinctly different views of humanity. The first view involves dominance and power. In an early paper on the psychology of forgiveness, Droll (1984) made the interesting claim that humans' essential nature is more aggressive than forgiving allows. Those who forgive are against their basic nature, much to their harm. In his opinion, forgivers are compromising their well-being as they offer mercy to others, who might then take advantage of them.

The second view involves the theme of cooperation, mutual respect, and even love as the basis of who we are as humans. Researchers find that to fully grow as human beings, we need both to receive love from and offer love to others. Without love, our connections with a wide range of individuals in our lives can fall apart. Even common sense strongly suggests that the will to power over others does not make for harmonious interactions. For example, how well has slavery worked as a mode of social harmony?

From this second viewpoint of who we are as humans, forgiveness plays a key role in the biological and psychological integrity of both individuals and communities because one of the outcomes of forgiveness, shown through scientific studies, is the decreasing of hatred and the restoration of harmony. Forgiveness can break the cycle of anger. At least to the extent that the people from whom you are estranged accept your love and forgiveness and are prepared to make the required adjustments. Forgiveness can heal relationships and reconnect people.

As an important note, when we take a classical philosophical perspective, that of Aristotle, we see the distinction between potentiality and actuality. We are not necessarily born with the capacity to forgive, but instead with the potential to learn about it and to grow in our ability to forgive. The actuality

of forgiving, its actual appropriation in conflict situations, develops with practice.

- ()5. What is Droll's idea about forgiveness?
- People should offer mercy to others.
 - Aggressive people should learn to forgive.
 - Forgiveness depends on the nature of humanity.
 - People who forgive can have their own welfare affected.
- ()6. What does the example in Paragraph 2 illustrate?
- To forgive is to love.
 - To dominate is to harm.
 - To fight is to grow.
 - To give is to receive.
- ()7. What is the writer's attitude towards forgiveness?
- Favourable.
 - Reserved.
 - Objective.
 - Sceptical.
- ()8. What is the message of the last paragraph?
- Forgiveness is in our nature.
 - Forgiveness grows with time.
 - It takes practice to forgive.
 - Actuality is based on potentiality.

II 阅读七选五

文体:说明文 主题:人与自我 词数:249

There are different ways to learn and grow, but all of them involve getting feedback about how you are doing. 1. _____ But whether it is positive or negative, it can bring a lot of value to your personal development.

Why ask for feedback? Because it is the only way you can see yourself through another person's eyes. You can look at your own work and skills but not see the truth. Sometimes, it's because you get used to devaluing what you do. At other times, it's because you overestimate your own ability. 2. _____ Here is how you can make this a regular part of your life.

You should ask other people what they think and how they see you. 3. _____ However, making a habit of it takes the sting out of the experience and allows you to focus on what truly matters.

4. _____ You don't have to focus only on the bad things or what is not working. You also need to hear what is going well. What is working is as important as what is not. Don't be afraid to ask for positive feedback, either.

There are a couple of things you can do to ensure you are getting authentic feedback. First, approach people when they are willing to talk to you. 5. _____ Second, don't get angry. When you ask for feedback, you might hear unpleasant things. They may be ridiculous or hurtful, but that's fine. Thank the person and decide whether the feedback is useful or not.

- A. Tell different kinds of feedback apart.
- B. Hearing about yourself may cause some anxiety.
- C. Be sure to request positive and negative feedback.
- D. Either way, feedback is of great significance to your growth.
- E. But you can't control what feedback others choose to give you.
- F. Don't, for example, disturb them when they are rushing or have a lot of stress.
- G. This can be scary because others will not just say nice things or what you want to hear.

III 读后续写

阅读下面材料,根据其内容和所给段落开头语续写两段,使之构成一篇完整的短文。

Louisa Cantoni became aware of a young man leaning against the side of her house, a cigarette hanging from his mouth. He looked to be 13 or 14 years old with threatening, dark brown eyes.

When she was younger, the little ones would flock around her. They loved her Italian accent and flowers and always stayed nearby when it was the tomato season, popping her sweet tomatoes into their mouths. Those sweet memories were just that. So much had changed in the neighbourhood. The Italian section of the downtown area had been turned into low-rent housing and overgrown yards. New renters had just moved in and worn her out with all the rudeness, the shouting, and the sad faces of the grannies.

One day, Louisa was harvesting the last of her vegetables when a shadow appeared from behind her. She knew it was the boy. "What, what do you

want from me?" she asked in a tired tone. The boy stood silent for a while. "My momma, she likes flowers. Show me how..." he offered. "Show you what, how to be a nice person?" Louisa had no interest in showing this boy anything. "Show me how to grow those," he pointed to the flowers. Louisa sighed, "Just go on away and leave me alone."

"You ain't gotta be so mean," the boy murmured and left.

The next day, the boy came as usual, but she noticed he was different, younger, innocent and beautiful with smooth brown skin and broad shoulders.

"What is your name, young man?" she asked.

"My name is Jevon."

"Thank you, I am Louisa. Miss Louisa to you." She stuck out her hand which he reluctantly shook. "What is it you want from me? You stare at me; you steal my zinnias(百日菊). That's not nice, Jevon."

"I want to learn how to grow a flower for my momma." He sounded like a little boy.

"I have rules, Jevon. No rudeness, no hoodie(连帽衫), pull your pants up, and no cigarettes, ever."

"You're not my momma. I don't have to do any of that," he responded.

注意:续写词数应为150个左右。

Paragraph 1:

Five days later, Jevon showed up in a clean T-shirt and belted pants. _____

Paragraph 2:

Time flying, Jevon became a Harvard freshman, eager to see Miss Louisa. _____

训练 1 阅读理解(2篇) + 语法填空 + 完形填空

(限时:30 分钟)

I 阅读理解

A

文体:说明文 主题:人与社会 词数:358

Going to the gym can take time and effort, it often hurts, and it can be extremely tiresome. Most weight-related exercises are a combination of sets and reps (组和次). In order to see any significant change from any exercise, it will probably need to be repeated six to eight times, for a minimum of three sets, for about three months. For some, there's nothing more boring than endless miles spent running on a treadmill (跑步机).

But what if there were a way to relieve the tedium of exercise while still getting a good workout? Luckily for us, there's virtual reality.

Many VR games are played while standing. In order to play properly, the player is forced to move around swinging their arms or using their legs. After an hour of this on a regular enough basis, it's not surprising that many people unexpectedly find themselves a little fitter. There are already a number of virtual reality games which, intentionally or not, result in their player "getting a good sweat on" if played for enough time. For example, there's a first person shooter which forces the player to sidestep, duck and do other sport actions. That's cardio (有氧运动). Or there's a music game which forces players to shadowbox in order to hit the notes—that's an upper-body workout.

The potential for VR to help people get fit has been noticed by one company. They want to take the whole experience into the gym. They are making a resistance machine, designed to be used in combination with a VR headset. Players challenge a virtual opponent in a series of games, which results in a 30-minute full-body workout. However, the cost of the equipment is expensive and there are

safety concerns to be worked out. So don't hang up your gym shorts just yet.

Although it's early days, for those of us who struggle to keep passionate about exercise, a new solution could be coming. And a world where a person can exercise and have fun at the same time might be something that many people would want—virtual or not.

- () 1. In Paragraph 1, the author mainly conveys that going to the gym _____.
A. cannot avoid being hurt
B. is hard to hold on
C. makes sense in a short time
D. means three months of exercise
- () 2. What does the underlined word "tedium" in Paragraph 2 most probably mean?
A. Boredom. B. Tiredness.
C. Expense. D. Inconvenience.
- () 3. What can be concluded about the 30-minute VR full-body workout?
A. Several security problems have been solved.
B. The relevant equipment has complex designs.
C. It has turned out to be very effective and popular.
D. It may be unavailable due to some disadvantages.
- () 4. What's the author's attitude towards virtual exercise in the future?
A. Indifferent. B. Positive.
C. Tolerant. D. Doubtful.

B

文体:说明文 主题:人与自我 词数:344

Having high self-control is often seen as a good thing. It's believed to be the key to success in life. But as suggested in a theory published by Professor Thomas Lynch, it may not always be a good thing—and for some, it could be linked to certain mental health problems.

According to Lynch's theory, everyone leans (偏向) more towards one of two personality styles: undercontrol or overcontrol. Being undercontrolled or overcontrolled is neither good nor bad because most of us are psychologically flexible, and can adapt to different situations. So, regardless of whether we're overcontrolled or undercontrolled, this flexibility helps us deal with life's challenges and setbacks in a constructive way.

But when we are much less flexible, both undercontrol and overcontrol can become problematic. Most of us are probably more familiar with highly undercontrolled people, who may struggle to control their emotions. And their behaviours may be unpredictable. This can negatively affect their relationships, education, work, and health.

Unfortunately, overcontrol isn't talked about as much. This may be because overcontrolled characteristics—such as persistence, the ability to make plans and stick to them, pursuing perfection, and being in control of emotions—are often highly regarded in our society.

However, highly overcontrolled people may struggle to adapt to changes. They may be less open to new experiences. They may experience bitter feelings of envy towards others, and struggle to relax and have fun in many social situations. They may also use fewer gestures, and rarely smile or cry. Together, these may make a person more likely to experience social isolation and loneliness. This may eventually cause their mental health to worsen.

Alongside his theory, Lynch also developed a treatment designed to treat issues of overcontrol. It helps overcontrolled people by teaching them how to let go of the need to always be in control, be more open about their emotions, better communicate with other people, and be more flexible in changing situations. Continued work in the field will hopefully make it easier for people to get the help they need.

- () 5. How does psychological flexibility help people?
- A. It backs adjusting to changes effectively.
B. It assists in dealing with similar situations.
C. It supports overcoming physical challenges.
D. It encourages choosing the right personality style.
- () 6. Why is overcontrolled personality less talked about?
- A. It is insignificant.
B. It is underestimated.
C. It fits social values.
D. It has changing features.
- () 7. What can be inferred about highly overcontrolled people in Paragraph 5?
- A. They ignore their mental health.
B. They know little of body gestures.
C. They experience few new emotions.
D. They have a poor social support network.
- () 8. What is Lynch's suggestion for highly overcontrolled people?
- A. Accepting more changes.
B. Interacting with others more.
C. Evaluating feelings more often.
D. Releasing more personal needs.

II 语法填空

文体: 记叙文 主题: 人与社会 词数: 234

Volha Halpyarovich, from Belarus, 1. _____ (experience) the healing power of traditional Chinese medicine (TCM) as a child. "When I caught a cold or had a cough, my mum used to make a cupping, a technique that involves placing cups on the skin 2. _____ (create) suction (吸力)," said Halpyarovich.

After she moved to China over 12 years ago, she became even more crazy about Chinese medicine. Living in a community with a drugstore 3. _____ traditional Chinese herbs and medicine were sold, Halpyarovich met an experienced doctor. The wise old gentleman began with a thorough

diagnosis, checking her pulse, examining her tongue, and observing her eyes. To her surprise, he accurately pointed out her health issues 4. _____ talking too much.

TCM views the body as 5. _____ universe connected with nature. It focuses on improving blood circulation and removing blocks, 6. _____ (lead) to enhanced well-being. After following the treatment, Halpyarovich felt 7. _____ (good). She believes that traditional Chinese medicine is not only a kind of treatment, but it's a lifestyle.

As more people seek harmony with nature and within 8. _____ (they), Halpyarovich recommends traditional Chinese medicine. "I find it to be a complex and 9. _____ (benefit) method that is in agreement with the goal of living in harmony," she said. From cupping to personalized herbal treatment, she encourages others to explore the diverse and useful 10. _____ (approach) that traditional Chinese medicine has to offer.

完形填空

文体:记叙文 主题:人与自我 词数:258

My long-distance cycling career of 13 years and 35,000 kilometres ended as I approached 75. Although I am now no longer strong enough to 1 the long days and big climbs, day in and day out, I have my memories.

The road behind is just memories, some soon to be forgotten, others to be 2 and enhanced with the retelling. A 6,000-kilometre cross-country ride initially appears 3, but, once done, it is simply done, much like the challenges that life 4.

Real 5 would come when I was alone on my bicycle. I enjoyed meeting and even 6 the daily targets I had set for myself. I enjoyed the technical challenges faced by tyre bursts and loose handlebars, but 7 not at that time. I loved cycling with a strong tailwind pushing me along and hated 8 into a strong headwind. I loved striking up conversations with a diversity of people and sincerely appreciated the support and comfort they 9.

Long distance cycling brings unbearable exhaustion, long hours of anxiety, even fear and desperation, but these 10 into insignificance, compared to the joy and 11 of climbing huge mountains or seeing fantastic sights for the first time. The experiences add newness and 12 to my life and the memories are 13.

Most importantly, cycling taught me to know myself better. It eventually dawned on me that I had more 14 and courage than I ever imagined. The self-awareness and long-lasting memories will give me enormous 15 as I carry on my life journey.

- | | |
|----------------------|------------------|
| ()1. A. appreciate | B. choose |
| C. expect | D. stand |
| ()2. A. treasured | B. explored |
| C. created | D. discussed |
| ()3. A. boring | B. annoying |
| C. confusing | D. discouraging |
| ()4. A. overcomes | B. greets |
| C. throws | D. ignores |
| ()5. A. loneliness | B. joy |
| C. convenience | D. panic |
| ()6. A. making | B. changing |
| C. beating | D. finalizing |
| ()7. A. reasonably | B. admittedly |
| C. fortunately | D. hopefully |
| ()8. A. battling | B. slipping |
| C. falling | D. wandering |
| ()9. A. owned | B. offered |
| C. mentioned | D. promised |
| ()10. A. fit | B. pale |
| C. run | D. back |
| ()11. A. reflection | B. anticipation |
| C. satisfaction | D. motivation |
| ()12. A. secrets | B. rules |
| C. decisions | D. dimensions |
| ()13. A. reliable | B. flexible |
| C. inaccessible | D. unforgettable |
| ()14. A. toughness | B. curiosity |
| C. imagination | D. wisdom |
| ()15. A. insight | B. knowledge |
| C. power | D. admiration |