

II. Grammar and Vocabulary

Section A

Directions: Read the following passage. Fill in each blank with one proper word or the proper form of the given word to make the passage coherent. Make sure that your answers are grammatically correct.

Have you ever seen an old movie called *Three Coins in the Fountain*? It is about three young American women (21) (search) for permanent romance in Rome and they all find it. Far-fetched Hollywood? Well, from the world history point of view, romance did, in fact, set down its roots in Rome.

The word romance evolved in Latin from *Roma* to *Romanicus* of the Roman language, to the Old French *romanz* *escribe*, (22) _____ means “to write in a Romance language,” and on to the English *romance*.

The Romance languages (23) _____ (compose) of seven groups of languages that all have Latin (24) their basis. These languages include French, Italian, Spanish and Portuguese. The common people in ancient Rome spoke _____ (25)

_____ is referred to as *Vulgar Latin*, an informal speech, as opposed to the classical Latin of the more educated. Most language experts agree that *Vulgar Latin* is the chief source of the Romance languages.

Medieval Romances were tales (26) _____ (write) primary in French verse about brave heroes. The notion of having a romance with another person is thought (27) _____ (develop) sometime during the Middle Ages. In the late 8th century and on through the 19th, a romance was not a love story (28) _____ a work of prose fiction that contained far-fetched, mysterious events. Romances of this period (29) _____ (include) English Gothic novels like *The Castle of Otranto* by Horace Walpole.

What exactly is a twentieth-century romance? Does it have any relationship with the lively, popular novels written today, with their fantastic plots of love affairs? Or did the playwright Oscar Wilde have it right in *The Picture of Dorian Gray*: “When one is in love, one always begins by deceiving (30) _____ and one always ends by deceiving others. That is what the world calls a romance.”

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. astonishingly	B. surrounding	C. collapse	D. unnoticed	E. interrupted
F. previously	G. congratulate	H. predictions	I. potential	J. producing
K. properties				

In the wake of the historic announcement of the discovery of gravitational waves on February 11, 2016 by the Laser Interferometer Gravitational-Wave Observatory (LIGO), British physicist and black hole theorist Stephen Hawking was quick to 31 _____ the US-led collaboration, sharing his excitement for the historic news.

According to Hawking, these results confirm several very important 32 _____ of Einstein’s theory of general relativity and it also confirms the existence of gravitational waves directly.

As is becoming clear, the direct detection of these ripples in space time not only confirms Einstein’s famous theory of general theory but it also opens our eyes to a(n) 33 _____ “dark” universe. Astronomers employ the electromagnetic spectrum (电磁光谱) to study the universe, but objects that do not radiate in the electromagnetic spectrum will go

34 _____. But now we know how to detect gravitational waves, which can help us detect and study some of the most energetic cosmic phenomena.

“Gravitational waves provide a completely new way of looking at the universe and the ability to detect them has the 35 _____ to revolutionize astronomy” said Hawking. “The discovery is the first observation of black holes merging. The observed 36 _____ of this system are consistent with predictions about black holes that I made in 1970 in Cambridge.”

However, this discovery also presents a puzzle for astrophysicists. The mass of each of the black holes are larger than expected for those formed by the gravitational 37 _____ of a star---so how did both of these black holes become so massive?

This question touches on one of the biggest mysterious 38 _____ black hole evolution. Currently, astronomers are having a hard time understanding how black holes grow to be so massive. On the one end of the scale, there are “stellar

mass(恒星质量)” black holes that form immediately after a massive star explodes, 39 _____ an extremely bright light. And we also have an abundance of evidence for the existence of the super-massive that live in the centers of most galaxies. There should be evidence of black holes of all sizes, but “intermediate mass” black holes and black holes of a few dozen solar masses are 40 _____ rare, throwing some black holes evolution theories into doubt.

One thing is clear, however. This is the first time that we’ve acquired direct evidence of a black hole merger. So it’s good to know we’re on the right track.

III. Reading Comprehension

Section A (15*1=15分)

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.

Cowboy or spaceman? A dilemma for a children’s party, perhaps. But also a question for economists, argued Kenneth Boulding, in an essay published in 1996. We have run our 41 _____, he warned, like cowboys on the open grassland: taking and using the world’s resources, 42 _____ that more lies over the horizon. But the Earth is 43 _____ a grassland than a spaceship--a closed system, alone in space, carrying exhaustible supplies. We need, said Boulding, an economics that takes seriously the idea of environmental 44 _____. In the half century since his essay, a new movement has responded to his challenge. “Ecological economists,” as they call themselves, want to 45 _____ its aims and assumptions. What do they say--and will their ideas take off?

To its 46 _____, ecological economics is neither ecology nor economics, but a mix of both. Their starting point is to recognize that the human economy is part of the natural world. Our environment, they note, is both a source of resources and a sink for wastes. But it is 47 _____ in traditional textbooks, where neat diagrams trace the flows between firms, households and the government as though nature did not exist. That is a huge mistake.

There are two ways our economies can grow, ecological economists point out: through technological change, or through maximum use of resources. Only the 48 _____, they say, is worth having. They are suspicious of GDP (gross domestic product), a simple 49 _____ which does not take into account resource exhaustion, unpaid work and countless other factors. 50 _____, they advocate more holistic approaches, such as GPI (genuine progress indicator), a composite (复合的) index that include things like the cost of pollution, deforestation and car accidents. While GDP has kept growing, global GPI per person 51 _____ in 1978: by destroying our environment, we are making ourselves poorer, not richer. The solution, according to expert, lies in a “steady-state” economy, where the use of materials and energy is held 52 _____.

Mainstream economists are not 53 _____. GPI, they point out, is a subjective standard. And talk of limits to growth has had a bad press since the days of Thomas Malthus, who predicted in the 18th century, wrongly, that overpopulation would lead to famine. Human beings find solutions to some of the most annoying problems. But ecological economists 54 _____ self-satisfaction. In 2009, a paper in Nature argued that human activity is already 55 _____ ecologists are at least asking some important questions, even if their answers turn out to be wrong.

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|-----|----------------|---------------|---------------|------------------|
| 41. | A. grassland | B. nation | C. economy | D. spaceship |
| 42. | A. ignorant | B. confident | C. astonished | D. Anxious |
| 43. | A. less | B. smaller | C. more | D. larger |
| 44. | A. movements | B. influences | C. limits | D. threats |
| 45. | A. reject | B. realize | C. resemble | D. revolutionize |
| 46. | A. challengers | B. learners | C. advocates | D. professors |
| 47. | A. addressed | B. ignored | C. opposed | D. reflected |

- | | | | | |
|-----|----------------|------------------|-------------------|-----------------|
| 48. | A. advanced | B. former | C. latter | D. scientific |
| 49. | A. number | B. product | C. idea | D. measure |
| 50. | A. In addition | B. For example | C. In other words | D. In its place |
| 51. | A. peaked | B. plunged | C. persisted | D. paused |
| 52. | A. sufficient | B. efficient | C. constant | D. adequate |
| 53. | A. impressed | B. involved | C. concerned | D. appointed |
| 54. | A. call for | B. contribute to | C. warn against | D. refer to |
| 55. | A. setting | B. overstepping | C. extending | D. redrawing |

Section B

Directions: read the following 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)

Every April I am troubled by the same concern-that spring might not occur this year. he landscape looks dull, with hills, sky and forest appearing gray. My spirits ebb, as they did during an April snowfall when I first came to Maine 15 years ago."Just wait," a neighbor advised."You'll wake up one morning and spring will just be here."

And look, on May 3 that year I awoke to a green so amazing as to be almost electric, as if spring were simply a matter of flipping a switch. Hills, sky and forest revealed their purples, blues and green. Leaves had unfolded and daffodils were fighting their way heavenward.

Then there was the old apple tree. It sits on an undeveloped lot in my neighborhood. It belongs to no one and therefore to everyone. The tree's dark twisted branches stretch in unpruned (未%修剪的)abandon. Each spring it blossoms so freely that the air becomes filled with the scent of apple.

Until last year, I thought I was the only one aware of this tree. And then one day, in a fit of spring madness, I set out with pruner to remove a few disorderly branches. No sooner had I arrived under its boughs than neighbors opened their windows and stepped onto their porches. These were people I barely knew and seldom spoke to, but it was as if I had come uninvited into their personal gardens.

My mobile-home neighbor was the first to speak."You're not cutting it down, are you?" Another neighbor frowned as I cut off a branch."Don't kill it, now," he cautioned. Soon half the neighborhood had joined me under the apple tree. It struck me that I had lived there for five years and only now was learning these people's names, what they did for a living and how they passed the winter. It was as if the old apple tree gathering us under its boughs for the dual purpose of acquaintanceship and shared wonder. I couldn't help recalling Robert Frost's words:

The trees that have it in their pent-up buds
To darken nature and be summer woods

One thaw led to another. Just the other day I saw one of my neighbors at the local store. He remarked how this recent winter had been especially long and complained of not having seen or spoken at length to anyone in our neighborhood. And then, he looked at me and said, "We need to prune that apple tree again."

56. By saying that "my spirits ebb" (Para 1), the authormeansthat_____.
- A. he feelsrelieved B. hefeelsblue C.heis surprised D. he istired
57. The apple tree mentioned in the passage is mostlikelyto_____.
- A. be regarded as a delight in theneighborhood
B. have been abandoned by its originalowner
C. have been neglected by everyone in thecommunity
D. be appealing only to theauthor
58. In Para. 4 "neighbors opened their windows and stepped onto their porches"probablybecause_____.
- A. they were surprised that someone unknown was pruning thetree.
B. they wanted to prevent the author from pruning thetree.

C. they were concerned about the safety of the tree.

D. they wanted to get to know the author

59. It can be inferred that author's neighbor mentioned in the last paragraph most cared about _____.

A. when spring would arrive

B. how to pass the long winter

C. the neighborhood gathering

D. the pruning of the apple tree

(C)

How many really suffer as a result of labor market problems? This is one of the most critical yet contentious social policy questions.

In many ways, our social statistics exaggerate the degree of hardship. Unemployment does not have the same dire consequences today as it did in the 1930's when most of the unemployed were primary breadwinners, when income and earnings were usually much closer to the margin of subsistence, and when there were no countervailing social programs for those failing in the labor market. Increasing affluence, the rise of families with more than one wage earner, the growing predominance of secondary earners among the unemployed, and improved social welfare protection have unquestionably mitigated the consequences of joblessness. Earnings and income data also overstate the dimensions of hardship. Among the millions with hourly earnings at or below the minimum wage level, the overwhelming majority are from multiple-earner, relatively affluent families. Most of those counted by the poverty statistics are elderly or handicapped or have family responsibilities which keep them out of the labor force, so the poverty statistics are by no means an accurate indicator of labor market problems.

Yet there are also many ways our social statistics underestimate the degree of labor-market-related hardship. The unemployment counts exclude the millions of fully employed workers whose wages are so low that their families remain in poverty. Low wages and repeated or prolonged unemployment frequently interact to undermine the capacity for self-support. Since the number experiencing joblessness at some time during the year is several times the number unemployed in any month, those who suffer as a result of forced idleness can equal or exceed average annual unemployment, even though only a minority of the jobless in any month really suffer. For every person counted in the monthly unemployment tallies, there is another working part-time because of the inability to find full-time work, or else outside the labor force but wanting a job. Finally, income transfers in our country have always focused on the elderly, disabled, and dependent, neglecting the needs of the working poor, so that the dramatic expansion of cash and in-kind transfers does not necessarily mean that those failing in the labor market are adequately protected.

As a result of such contradictory evidence, it is uncertain whether those suffering seriously as a result of thousands or the tens of millions, and, hence, whether high levels of joblessness can be tolerated or must be countered by job creation and economic stimulus. There is only one area of agreement in this debate--that the existing poverty, employment, and earnings statistics are inadequate for one of their primary applications, measuring the consequences of labor market problems.

63. In paragraph 2, the author contrasts the 1930's with the present in order to show that _____.

A. more people were unemployed in the 1930's

B. unemployment is more intolerable today

C. social programs are in need now

D. income level has increased since the 1930's

64. Which of the following is true according to the passage?

A. A majority of the low-wage workers receive earnings from more than one job.

B. Repetition of short-term unemployment mainly contributes to people's loss of working capacity.

C. Many unemployed people are from families where other members are working.

D. Labor market hardship is understated because fewer individuals are jobless than counted.

65. It can be inferred from the passage that the effect of income transfers is often not felt by _____.

A. those doing a low-paid, part-time job

B. children in single-earner families

C. workers who have just retired

D. full-time works who become unemployed

66. Which of the following is the principal topic of the passage?

- A. What causes labor market problems that result in suffering.
B. Why income statistics are imprecise in measuring degrees of poverty. C. When poverty, employment, and earning figures agree with each other.
D. How social statistics give an unclear picture of the labor-market-related suffering.

(D)

Directions: complete the following passage by using the sentences in the box. Each sentence can only be used once. Note that there are two sentences more than you need.

- A. Even being good at getting together to fight most efficiently is not being civilized.
B. Most people believe those who have conquered the most nations are the greatest.
C. However, every year conflicts between countries and nations still claim thousands of lives.
D. And not only has it won, but also because it has won, it has been in the right.
E. So there has been little time to learn in, but there will be oceans of time in which to learn better.
F. People don't fight and kill each other in the streets, but nations still behave like savages.

Most of the people who appear most often and most gloriously in the history books are great conquerors and generals, while the people who really helped civilization forward are often never mentioned. We do not know who first set a broken leg, or launched a seagoing boat, or calculated the length of the year but we know all about the killers and destroyers. People think so much of them that on all the highest pillars in the great cities of the world you will find the figure of a conqueror or a general. 67

It is possible they are, but they are not the most civilized. Animals fight, so do savages; so to be good at fighting is to be good in the way an animal or a savage is good, but it is not to be civilized. 68. People fight to settle quarrels. Fighting means killing, and civilized peoples ought to be able to find some ways of settling their disputes other than by seeing which side can kill off greater number of the other side, and then saying that the side which has killed most has won. 69. For that is what going to war means; it means power is right.

This is what the story of mankind has been like. But we must not expect too much. After all, the race of men has only just started. From the point of view of evolution, human beings are very young indeed, babies of a few months old. Scientists assume that there has been life of some sort on the earth for about twelve hundred million years; but there have been men for only one million years, and there has been civilized men for about eight thousand years.

70. Taking man's civilized past at about seven or eight hours, we may estimate his future at about one hundred thousand years. Thus mankind is only at the beginning of its whole a pretty beastly business, a business of fighting and killing. We must not expect even civilized peoples not to have done these things. All we can ask is that they will sometimes have done something else.

Summary C10 分3

Directions: Read the following passage. Summarize the main idea and the main point(s) of the passage with no more than 60 words. Use your own words as far as possible.

It's not piano lessons or dance classes. Nowadays, the biggest extra-curricular activity is going to a tutor. "I spend about 800 Canadian dollars a month on tutors. It's costly," says Pat, a mother in Canada. However, she adds, "after finding out half my daughter's class had tutors, I felt like my child was going to fall behind because everyone else seemed to be ahead."

Shelley, a mother of three, also has tutors constantly coming in and out of her home. "When I used to sit down with my children, it was hard to get them focused. I was always yelling. When I got a tutor once a week, they became focused for one entire hour and could get most of their homework done."

Tutoring isn't simply a private school phenomenon. Nor is it geared only toward lower-achieving students. In Canada alone, seven percent of high school students reported using a tutor in 2010. That increased to 15 percent last year.

Overall, parents hire tutors because they are worried schools are not meeting their expectations, but there is also a cultural shift. A special value is placed on education in Asia, where tutoring is viewed as an extension of the school day. As a large number of Asian emigrated to the West over the recent years, their attitudes toward education have had an impact.

Another reason for the growth in business is parental frustration and their packed schedules. "A lot of parents just don't have time to help their children with homework," says Julie Diamond, president of an American tutoring company. "Others couldn't help their children after Grade 3."

There has been a shift in the attitudes, too. "Children used to get bullied(欺 侮) for having a tutor," Diamond says. "Now it's becoming the norm to have one."

Children don't seem to mind that they have a tutor. One parent feels surprised that so many of her child's classmates have tutors. "For the amount we pay in tuition, they should have as much extra help as they need," she says. Still, she's now thinking of getting a tutor. Why? Her daughter has actually asked for one.

(60)

II. Translation (3+3+4+5 分)

- 1. 没过多久，失主就来认领他的行李了。(claim)
- 2. MOOC 越来越流行，但学习这需要自律才能有所收获。(take)
- 3. 各国领导人不仅就气候变化达成了共识，还强调了经济全球化，技术进步的重要性。(Not only)
- 4. 网站上的报道引起了公众对弱势群体的关心，但真正重要的是怎样才能阻止这样的悲剧再次上演。(matter)

III. Guided writing. (25 分)

DIRECTIONS: write an English composition in 120-150 word according to the instructions.

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