(2009秋考)

Most people believe they don’t have much imagination. They are \_\_51\_\_. Everyone has imagination, but most of us, once we become adults, forget how to \_\_52\_\_ it. Creativity isn’t always \_\_53\_\_ with great works of art or ideas. People at work and in their free time \_\_54\_\_ think of creative ways to solve problems. Maybe you have a goal to achieve, a tricky question to answer or you just want to expand your mind! Here are three techniques to help you.学科网(Zxxk.Com)

Making connections. This technique involves taking \_\_55\_\_ ideas and trying to find links between them. First, think about the problem you have to solve or the job you need to do. Then find an image, word, idea or object, for example, a candle. Write down all the ideas/words \_\_56\_\_ with candles: light, fire, matches, wax, night, silence, etc. Think of as many as you can. The next stage is to relate the \_\_57\_\_ to the job you have to do. So imagine you want to buy a friend an original \_\_58\_\_; you could buy him tickets to a match or take him out for the night.学科网(Zxxk.Com)

No limits! Imagine that normal limitations don’t \_\_59\_\_. You have as much time/space/money, etc. as you want. Think about your goal and the new \_\_60\_\_. If your goal is to learn to ski, \_\_61\_\_, you can now practice skiing every day of your life (because you have the time and the money). Now \_\_62\_\_ this to reality. Maybe you can practice skiing every day in December, or every Monday in January.学科网(Zxxk.Com)

Be someone else! Look at the situation from a \_\_63\_\_ point of view. Good businessmen use this technique in trade, and so do writers. Fiction writers often imagine they are the \_\_64\_\_ in their books. They ask questions: What does this character want? Why can’t she get it? What changes must she make to get what she wants? If your goal involves other people, put yourself in their \_\_65\_\_. The best fishermen think like fish!学科网(Zxxk.Com)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 51. | A. wrong | B. unbelievable | C. reasonable | D. realistic |
| 52. | A. put up with | B. catch up with | C. make use of | D. keep track of |
| 53. | A. equipped | B. compared | C. covered | D. connected |
| 54. | A. skillfully | B. routinely | C. vividly | D. deeply |
| 55. | A. familiar | B. unrelated | C. creative | D. imaginary |
| 56. | A. presented | B. marked | C. lit | D. associated |
| 57. | A. ideas | B. ambitions | C. achievement | D. technique |
| 58. | A. experience | B. service | C. present | D. object |
| 59. | A. work | B. last | C. exist | D. change |
| 60. | A. possibilities | B. limitations | C. tendency | D. practice |
| 61. | A. in fact | B. in particular | C. as a whole | D. for example |
| 62 | A. devote | B. adapt | C. lead | D. keep |
| 63. | A. private | B. global | C. different | D. practical |
| 64. | A. features | B. themes | C. creatures | D. characters |
| 65 | A. positions | B. dreams | C. images | D. directions |

学科网(Zxxk.Com)

51—65 DCDBB DACCA DBCDA

(2012春考)

A *screen door* (纱门) allows for an open view while at the same time affording a degree of privacy. 51 , communication between parents and their child away at college should have openness in expressing viewpoints but, at the same time, it should demonstrate a respect for privacy. Staying in touch with each other is important because without 52 , there is no connection and worry can take over. All involved should try to be 53 in listening to, understanding and dealing with special concerns or needs that arise whether they be from the student, parents or friends.

For the happy student adjusting well at school, calls to home can be infrequent. This is not necessarily a cause for parents to 54 . While parents are naturally 55 about what their child is up to, the majority of students are busy getting accustomed to their new home, making new friends and 56 to new schedules and activities. The fact is that without any ill intention on purpose, they can spend little time thinking about home and they may not appreciate the degree of their parents' 57 curiosity.

For the student who is not adjusting well at school, calls to home will probably be made more 58 . This circumstance can bring a 59 period for both parent and child. For the parents at home, it can be terribly 60 to sense their child is unhappy. It is difficult to judge how we should react to this challenge: as 61 , we want to bring our children home to the safety of our nest; in our parent-teacher role, we want to 62 the ties and allow our child the opportunity to make it on his/her own.

For the student away at school, unhappiness can be lonely and frightening and in some cases, it can lead to depression and illness. There is a sense of 63 for some homesick students who fear that Mom and Dad will 64 their inability to cope with the new environment. This is especially true when the homesick one sees classmates adjusting somewhat effortlessly. No matter what the circumstances are that have created 65 , communication between parent and child must remain open, honest and in balance.

51. A. Relatively B. Contrarily C. Typically D. Similarly

52. A. sacrifice B. privacy C. appreciation D. communication

53. A. sensitive B. confident C. casual D. modest

54. A. worry B. regret C. cheer D. wonder

55. A. uninformed B. curious C. happy D. sensible

56. A. adding B. referring C. adjusting D. leading

57. A. strange B. increasing C. awakened D. normal

58. A. formally B. frequently C. sincerely D. patiently

59. A. disappointing B. recovering C. challenging D. training

60. A. damaging B. disturbing C. demanding D. exhausting

61. A. protectors B. reminders C. inspectors D. individuals

62. A. maintain B. establish C. restore D. cut

63. A. relief B. responsibility C. achievement D. embarrassment

64. A. get bored with B. get upset with C. be ignorant of D. be honest with

65. A. opportunity B. uncertainty C. unhappiness D. nervousness

51—65 DDAAB CDBCB ADDBC

(2011春考)

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.*

Is there a job for you after college? What does the world of work keep in store for you? That 51 in large measure on who you are.

If you’ve enjoyed your studies in English and history, 52 , you’ll be glad to know that in a recent survey by Hobart and William Smith Colleges in New York State, a majority of CEOs said that the *liberal arts* (文科) are essential for 53 critical thinking and problem-solving skills．If you thought college was for acquiring specific work skills, only 37 percent of the CEOs in the survey agree with you.

If you plan to start your career as a secretary, be aware that this job is undergoing tremendous 54 ．In offices where secretaries have not already been eliminated, the 55 role of a clerk is now unrecognizable．Most bosses 56 their own mails and meetings and travel plans, thanks to e-mail and the Internet, so secretaries are 57 taking on higher-level tasks such as drafting contracts and handling customer service problems．Those willing to expand their 58 should do well.

If you are a woman interested in law *enforcement* (执法), note that some states and cities are working hard to reach 59 standards for female applicants．Although most small suburban police departments are deeply traditional, and some are 60 even to employ woman, among the nation’s largest forces about 15 percent of the officers are female, five times as many as a generation ago.

Degrees in sports management are also 61 ．Two hundred U.S colleges and universities, 10 times as many in 1985, now 62 undergraduate courses in sports management, and some have advanced degree programs．At some school you can also combine an MBA in sports management with a law degree.

63 , if you’ve set your sights on a traditional MBA, take heart．MBA *recruitment* (招聘) is way up, and salaries are 64 ．But money isn’t all today’s MBAs are looking for．A recent study of nearly 1,800 MBA students in the United States and Canada found that 68 percent 65 the statement, “My family will always be more important than my career.”

51．A．concentrates B．depends C．takes D．passes

52．A．by comparison B．as a result C．for instance D．in return

53．A．developing B．discouraging C．confirming D．appreciating

54．A．troubles B．pains C．tests D．changes

55．A．active B．small C．useful D．traditional

56．A．await B．handle C．transfer D．classify

57．A．increasingly B．unwillingly C．diligently D．intentionally

58．A．horizons B．activities C．organizations D．operations

59．A．medium B．high C．fair D．legal

60．A．keen B．resolved C．reluctant D．qualified

61．A．on display B．at an end C．at rest D．on the rise

62．A．cancel B．offer C．register D．drop

63．A．Contrarily B．Consequently C．Finally D．Strictly

64．A．competitive B．moderate C．fixed D．regular

65．A．give out B．agree with C．wonder about D．focus on

51—65 BCADD BAACC DBCAB

(2010春考)

A detailed study of biological diversity（多样性）in town and city gardens has found that they offer a vital refuge for animals and plants. It has also found that many of the ideas about wildlife gardening are not 51 .In fact, small gardens are just as good as big gardens at 52 wildlife, suburban gardens are not always better than city gardens and non-native plants are not always harmful to native insects and birds. Britain’s 16,000,000 gardens are a refuge for hundreds of species of animals and plants that would find it 53 to survive on *intensively* （精细地）farmed land. According to the study, gardens are amazingly varied even compared to 54 environments that are good for wildlife. Small gardens are more interesting 55 they vary a great deal in botanical environment. All the wildlife responds to the variation.

Ken Thompson of Sheffield University was involved in the first detailed study of the 56 living in British gardens when he and his colleagues surveyed 61 gardens in Sheffield. They really found a(n) 57 diversity of plants and animals. They also identified a range of simple 58 that improved a garden’s environment for wildlife. The top thing is to grow more big trees as these greatly 59 the volume of vegetation in the garden and a lot of 60 means a lot of places to live and a lot of things to eat. 61 , create a pond for insects and frogs. Think before stocking it with fish which will eat insect eggs. Also, it is not wise to light up the garden at night with bright lawn lamps, which will 62 many night creatures, Finally, don’t be too tidy: don’t be 63 to clear up everything when the garden stops flowering. Just 64 a bit of things lying around.

To sum up, people who want to turn their gardens into wildlife refuges should 65 and let the grass grow tall, the flowers turn to seed and trees expand skyward.

51．A．true B．basic C．vivid D．simple

52．A．selecting B．importing C．offering D．attracting

53．A．impossible B．illegal C．lucky D．convenient

54．A．peaceful B．warm C．natural D．clean

55．A．before B．unless C．but D．because

56．A．wildlife B．men C．germ D．pet

57．A．confusing B．complete C．surprising D．orderly

58．A．measures B．standards C．services D．functions

59．A．occupy B．increase C．limit D．reduce

60．A．vegetation B．reservation C．preparation D．decoration

61．A．By contrast B．As a result C．In other words D．In addition

62．A．block B．disturb C．benefit D．protect

63．A．in a mess B．in a way C．in a hurry D．in a while

64．A．forget B．remove C．avoid D．leave

65．A．escape B．relax C．strive D．retire

51—65 ADACD ACABA DBCDB

(2008秋考)

People think children should play sports. Sports are fun, and playing with others. However, playing sports can have \_\_51 effects on children. It may produce feelings of poor self-respect or aggressive behavior in some children. According to research on kidsand sports, 40,000,000 kids play sports in the US. Of these, 18,000,000 say they have been \_\_52 at or called names while playing sports. This leaves many children with a bad \_\_53 of sports. They think sports are just too aggressive.

Many researchers believe adults, especially parents and coaches, are the main \_54 of too much aggression in children's sports. They believe children \_55 \_ aggressive adult behavior. This behavior is then further strengthened through both positive and negative feedback. Parents and coaches are powerful teachers because children usually look up to them. Often these adults behave aggressively themselves, sending children the message that\_\_56 is everything. Many parents go to children's sporting events and shout \_\_57 \_ at other players or cheer when their child behaves \_\_58\_\_. As well, children arc even taught that hurting other players is \_ 59 or are pushed to continue playing even when they are injured. \_60 , the media makes violence seem exciting. Children watch adult sports games and see violent behavior replayed over and over on television.

As a society, we really need to 61 this problem and do something about it. Parents and coaches \_62 should act as better examples for children. They also need to teach children better\_\_63 . They should not just cheer when children win or act aggressively. They should teach children to \_\_64 \_ themselves whether they win or not. Besides, children should not be allowed to continue to play when they are injured. If adults allow children to play when injured, this gives the message that \_\_65 is not as important as winning.

|  |  |  |  |
| --- | --- | --- | --- |
| 51. A. restrictive | B. negative | C. active | D. instructive |
| 52. A. knocked | B. glanced | C. smiled | D. shouted |
| 53. A. impression | B. concept | C. taste | D. expectation |
| 54. A. resource | B. cause | C. course | D. consequence |
| 55. A. question | B. understand | C. copy | D. neglect |
| 56. A. winning | B. practising | C. fun | D. sport |
| 57. A. praises | B. orders | C. remarks | D. insults |
| 58. A. proudly | B. ambitiously | C. aggressively | D. bravely |
| 59. A. acceptable | B. impolite | C. possible | D. accessible |
| 60. A. By contrast | B. In addition | C. As a result | D. After all |
| 61. A. look up to | B. face up to | C. make up for | D. come up with |
| 62. A. in particular | B. in all | C. in return | D. in advance |
| 63. A. techniques | B. means | C. values | D.directions |
| 64. A. respect | B. relax | C. forgive | D. enjoy |
| 65. A. body | B. fame | C. health | D. spirit |

51—65 BDABC ADCAB BACDC