

## 专题 05 阅读理解之议论文

(2020 届河南省名校联盟高三联考)

They say that "a picture is worth a thousand words", but the briefest look at books and the movies based on them would have anyone questioning this common saying. All too often, great words end up being turned into cinematic "turkeys".

Good movies need good stories. If so, why has one of the earliest and greatest works in Western storytelling, Homer's *The Odyssey*, never had an equally great movie based on it? Movies need strong characters. So why have the movies based on *The Great Gatsby* never been praised as "great"? Movies of course need impressive images, so why has *Alice in Wonderland* only resulted in movies best described as "interesting"?

One of the key reasons behind this is that while a book usually takes a few days to read, a movie typically lasts under two hours. This means that great books can lose plot details and characters when they move to the big screen. This is something that even the highly successful *Harry Potter* movies can't escape from, with fans of the books disappointed not to see some of their favorite characters in the movie versions.

Movies also disappoint us when things don't look the way we imagined them in the books. Take, for example, the epic movie *Troy*, which is in part based on Homer's *The Iliad* and was met with mixed reviews from the audience. The most questionable issue was the actress chosen to play the part of Helen. Many people thought she didn't live up to Helen's title of "the most beautiful woman in the world", influencing opinions of the movie to some extent.

There are a thousand Hamlets in a thousand people's eyes. Furthermore, books and movies are two different forms of media and therefore have different rules. With this in mind, perhaps we should judge a movie in its own right, and not against its original source. Interestingly, audiences have in recent years turned to television series such as *Sherlock* or *Mad Men*, which can have many characters and gradual plot development. Perhaps, one day, readers of F. Scott Fitzgerald's most admired work will find themselves glued to their screens by episodes of *The Great Gatsby*.

12. Which of the following statements about the movie adaptation is true?

- A. The characters in *The Odyssey* do not stand out.
- B. The movie *Troy* doesn't look the way we visualized while reading the book.
- C. The visual images are not as striking as the descriptions in the book *The Great Gatsby*.
- D. Some parts of the story and characters are missing in the movie *Alice in Wonderland*.

13. One of the reasons why adaptations disappoint the audience is that \_\_\_\_\_.

- A. they lack good storytelling
- B. the images are not impressive enough
- C. the characters in the movies are not strong and interesting
- D. there is not enough time for movies to fully present the whole story

14. What does the underlined sentence in the last paragraph mean?

- A. Every shoe fits not every foot.
- B. Birds of a feather flock together.
- C. Reading is a matter of personal taste.
- D. Different people have different ideas about the books and movies.

15. What does the text mainly talk about?

- A. People are dissatisfied with the current movies.
- B. Reading books is better than watching movies.
- C. Good books may not be adapted for great movies.
- D. People are expressing their preference to reading books.

(2020 届江西省南昌市高三二模)

When I sent my daughter, Emma, off for her freshman year of college a few years ago, I found myself affected by an unbelievable feeling of melancholy. Clearly, I'm not alone. Just last week, The Wall Street Journal reported that more than 90 percent of colleges offer to help moms and dads who are "struggling with the change."

Between Thanksgiving, winter holiday, spring break and summer break, the first one out of my nest has come fluttering back home nearly every month of the year since she has been away. Good friends like to joke that they see more of her now than they did when she was a senior in high school. In the meantime, Emma calls, texts or e-mails me almost every day.

Given all this, missing Emma seems kind of silly; I've never really gotten the chance. So why, then, have I still felt on some level that I've experienced a great loss?

All summer long before Emma left that first year, I took Emma out for countless mother-daughter breakfasts, lunches, coffees and walks. At the same time, I seemed to find fault with Emma all the time. In my eyes, Emma had spent the weeks leading up to school going out with her friends too much, staying out way too late, making too big a mess, not working enough and, for goodness sake, certainly not spending enough time with me!

Although it's taken quite a while to realize what was happening, I now understand that my unhappiness and anxiety are not a reflection of how much time Emma and I spend together. Regardless of how often she comes home, or how many times a day we chat or text, Emma is now gone in a far grander sense. She is well on the road to adulthood, and from this, she will never return.

4. What does the underlined word “melancholy” in paragraph 1 refer to?

- A. Fierce anger.
- B. Deep sadness.
- C. Extreme excitement.
- D. Great satisfaction.

5. Why does it seem silly for the author to miss her daughter?

- A. They keep in touch frequently.
- B. Friends like to make fun of her.
- C. Emma has grown up to an adult.
- D. Other parents don't behave like this.

6. What actually made the author overly worried?

- A. The untidiness of Emma's room.
- B. The passing of Emma's childhood.
- C. Taking Emma out all too often.
- D. Spending little time with Emma.

7. What is the best title for the text?

- A. Changes in the Parent-Child Relationship
- B. The Most Concerned Parents of All Time
- C. Growing Pains for College Students
- D. Struggling to Let Go of My Daughter

(2020 届江西省南昌市高三二模)

On my fourth day in a self-driving car, I finally felt comfortable enough to let it stop itself. Before then, I'd allowed the car—a Volvo S90 sedan—to control the direction, with my hands still on the wheel, and to adjust speed in traffic. By Day 4, I was ready to make a jump into the future.

With the car traveling on a busy road, I activated the driverless mode. Soon, a traffic light turned red. For a split second, I prepared to get on the brakes. There was no need. The cameras and computers in the Volvo recognized the traffic conditions and smoothly began applying the brake.

If you're anything like most people, you're familiar with this anxiety. Almost 80 percent of Americans fear traveling in a self-driving car, a recent survey found.

Researchers at the University of Chicago have conducted some clever experiments studying the phenomenon. They asked participants to complete tasks and compare their performance with a computer system's. After the computer made a mistake, people were unwilling to use it again. After the people made mistakes, their self-confidence wouldn't change. It didn't matter that the human beings made more mistakes than the computer. So it is

with driving. More than 37,000 Americans died in crashes last year, most from human error. The death count from cars goes beyond that from guns. So if you are shocked and angry by guns and want things to change, you should feel the same about car crashes.

Technology creates an opportunity to save lives. Computers don't get drunk or distracted by text messages, and they don't have blind spots. Just look at commercial airlines: Automation has helped all but get rid of deadly crashes among American air carriers. The last one happened in 2009.

The technology for self-driving cars still isn't good enough. But it is improving rapidly. Within a few years, many cars will have advanced crash-avoidance systems and driving will be revolutionized sooner than many people now understand.

8. How does the author introduce the topic?

- A. By offering a piece of news.
- B. By giving background information.
- C. By describing an experience.
- D. By introducing a latest car.

9. What can be learnt about the participants of the experiments?

- A. They tended to accept the computer's faults.
- B. They seemed to care little about their own mistakes.
- C. They felt less confident after making mistakes.
- D. They performed better than computer systems.

10. The author mentioned commercial airlines \_\_\_\_\_.

- A. to prove the advantage of technology
- B. to assess the security of driverless cars
- C. to find fault with computers
- D. to advertise for the commercial airlines

11. What does the author expect of the self-driving car?

- A. It'll avoid deadly crashes entirely.
- B. It'll occupy the market in a short time.
- C. It'll be bettered in every possible way.
- D. It'll be popularized sooner than expected.

(2020 届山西省太原市高三二模)

One rainy afternoon, I was on a crosstown bus when a young woman jumped on. She had a child with her who was about three or four years old. The bus was full, bumpy(颠簸的), and it soon got noisy, as her kid began crying — he was upset that he couldn't sit next to his mother. She looked embarrassed.

Then another woman, a little older, stood up and moved so that the mother and child could sit together. The mum smiled as a thank-you. And then three words came out of the older woman's mouth that raised the entire

energy of that bus ride: "I've been there."

Simple, undramatic, and honest. In that moment, it seemed to unite the diverse people of the city. Why? Because almost all experiences are shared human experiences. They're universal. We forget that as we go through life, focused on our own troubles and needs — which are actually less unique than we think.

Sometimes painful past experiences prevent us from wanting to open up to others because we don't want to revisit our own history. But a wonderful way to honor your past hurt is to help comfort another's current pain.

When I was a little girl, we lived on donations from local families and clothing from the "lost and found" baskets. It was shameful for me at the time — I lived in fear of being caught in a friend's cast-off item.

Even when it was warmer, I refused to take off a layer in the classroom for this reason. Now I don't meet people who are in this exact situation, but I do notice when someone is struggling with financial shame or feels less than other people they meet. And I'm quick to say some version of, "I've been there."

Can the essence of these three words help you make a small difference right now? It can be as simple as volunteering your seat, sharing some helpful advice, or even lightening the mood with a joke when you notice that someone's uncomfortable — because we're all in this together.

8. What influence did the older woman's words have on the people around?

- A. Causing discomfort.
- B. Breaking long silence.
- C. Creating a heated debate.
- D. Inspiring common feelings.

9. What does the author think of personal troubles and needs?

- A. They are mostly shared experiences.
- B. They don't really matter to anyone'
- C. They will be forgotten with time.
- D. They are unique to each individual.

10. Why did the author refuse to take off the coat in the classroom?

- A. Because she had the same sweater with others.
- B. Because she stole the sweater from someone'
- C. Because she liked wearing the coat in summer.
- D. Because she felt embarrassed wearing others' clothes.

11. What's the best title for the text?

- A. Painful Experiences Are No Big Deal
- B. The Best Way to Honor Your Past Hurt
- C. True Happiness Comes from Helping Others
- D. Three Little Words That Bring Us Together

(2020 届山西省太原市高三二模)

## Do Cyber Schools Make the Grade?

Students in Caldwell, Idaho, can attend class in their pajamas!

At Vallivue Virtual Academy, courses are taught online. Students work at home with parents, who serve as learning coaches. A certified teacher oversees the students' progress.



The cyber school was launched as a free option for students in kindergarten through grade 8 who have trouble succeeding in the district's traditional public school. Supporters of the program say that virtual learning can help students work at their own pace. If students struggle with subjects, they can take those courses online and spend more time on them. Valerie VanSelous, a teacher from Hopewell Township, N.J. , agrees. "Teachers, students, and parents need to accept new technology and not be afraid of it. Offering different teaching aids just might be the key to unlocking a student' s potential. "

Some also believe that attending virtual school can prepare students for college and for work after graduation. "We need to be responsible for working on our own," says Angela Goscilo, a senior from Pound Ridge, N.Y. "We need to develop technology skills that will help us in whatever we do. Getting an early start is a good idea."

Not everyone gives cyber schools a passing grade, however. Some educators argue that online learning makes it hard for students to make friends. Payton McDonough, 13, a seventh grader from Glencoe, m., agrees. " I don't know how I could sit at a computer all day without actually interacting with my peers and teachers," he says.

In addition, virtual schools don't have enough structure. Students who take online courses can set their own schedules, which will cause problems for students who have trouble staying motivated.

Many parents also feel that cyber schools put unrealistic time demands on them because they have to oversee their kids' daily work. Many of them have full-time jobs. How are they going to run their children's education, excel in their jobs, and take care of their other responsibilities at home?

12. What is the cyber school intended for?

A. Reducing the time students spend online.

- B. Helping those who struggle in traditional schools.
  - C. Allowing teachers to work at their own pace.
  - D. Encouraging students to learn about technology.
13. What does the underlined sentence mean in paragraph 5?
- A. Not everyone approves of cyber schools.
  - B. Not everyone has attended a cyber school.
  - C. Not everyone has given cyber schools a test.
  - D. Not everyone cares about students in cyber schools.
14. How do working parents feel about overseeing their kids' daily work?
- A. It's worthwhile.
  - B. It's unnecessary.
  - C. It's demanding.
  - D. It's discouraging.
15. What is the main idea of the text?
- A. Students in Caldwell can attend class at home every day.
  - B. There are various arguments for and against virtual schools.
  - C. It's important for students to learn to work in the virtual world.
  - D. Cyber schools are better than traditional schools in many ways.

(2020 届山西省运城市高三调研)

That robots, automation, and software can replace people might seem obvious to anyone who's worked in automotive manufacturing. But MIT business scholars Erik Brynjolfsson and Andrew McAfee's claim is more troubling and controversial. They believe that rapid technological change has been destroying jobs faster than it is creating them.

They believe that technology increases productivity and makes societies wealthier, but it became clear to them that the same technologies making many jobs safer, easier, and more productive were also reducing the demand for many types of human workers. Technologies like the Web, artificial intelligence, and big data are automating many routine tasks. Countless traditional white-collar jobs, such as many in the post office and in customer service, have disappeared.

As evidence, Brynjolfsson and McAfee point to a chart on which separate lines represent productivity and

total employment in the United States. For years after World War II, the two lines closely tracked each other, with increases in jobs corresponding to increases in productivity. Then, beginning in 2000, the lines diverge; productivity continues to rise steadily, but employment suddenly shrinks. By 2011, a significant gap appears between the two lines, showing economic growth with no parallel increase in job creation.

### United States Productivity and Employment



But are these new technologies really responsible for a decade of lackluster (无生气) job growth? David Autor, an economist at MIT who has studied the connections between jobs and technology, doubts that technology could account for such a sudden change in total employment. Moreover, he also doubts that productivity has, in fact, risen steadily in the United States in the past decade. If he’s right, it raises the possibility that poor job growth could be simply a result of a depressed economy. The sudden slowdown in job creation “is a big puzzle,” he says, “but there’s not a lot of evidence that it’s linked to computers.” “To be sure, computer technologies are changing the types of jobs available, but that is very different from saying technology is affecting the total number of jobs,” he adds. “Jobs can change a lot without there being huge changes in employment rates.”

Lawrence Katz, a Harvard economist, says that while technological changes can be painful for workers whose skills no longer match the needs of employers, no historical pattern shows these shifts leading to a net decrease in jobs over an extended period. Still, Katz doesn’t dismiss the notion that there is something different about today’s digital technologies. Though he expects the historical pattern to hold, it is “genuinely a question,” he says. “If technology disrupts enough, who knows what will happen?”

8. Which period on the chart strongly supports McAfee’s claim?

A. 1947—1967.      B. 1985—1987.

C. 1997—2000.      D. 2011—2013.

9. According to David Autor, the change in job growth \_\_\_\_\_.

A. is not necessarily caused by technology



- B. results from a weakening economy
- C. has no connection with productivity
- D. affects the current types of jobs

10. What is Lawrence Katz's attitude towards the topic?

- A. Optimistic.     B. Defensive.
- C. Objective.     D. Disapproving.

11. The main purpose of the passage is to \_\_\_\_\_.

- A. show the relation between productivity and job creation
- B. discuss the effect of technological advances on employment
- C. argue against the wide use of artificial intelligence
- D. explain the impact of technologies on productivity

(2020 届四川省成都七中高三三诊)

Recently, a group of scientists decided to find out what the funniest joke in the world was. This was obviously a difficult task, as no two people really agree about what is funny and what is not—especially when they are from different countries.

Here is the joke which the experts decided was the funniest joke in the world:

Two hunters were out in the woods. One of them fell to the ground. He didn't seem to be breathing; his eyes were closed. The other hunter took out his mobile phone and called the emergency services.

"My friend is dead!" he cried to the operator. "What can I do?" The operator said, "Don't worry. First, make sure he's dead." There was a silence, and then a shot was heard. Bang! The hunter's voice came back on the line. He said, "OK, now what?"

This is perhaps amusing. Culturally, it depends on us knowing that often hunters are not considered to be very intelligent people, and that often they are quite violent. But perhaps this is not so all over the world. It's also quite a "black" joke—a joke about something which isn't really a funny subject. The experts also found the second funniest joke in the world. Here it is:

Sherlock Holmes and Dr. Watson went on a camping trip. After dinner, they went to sleep. Some hours later, Holmes woke up. "Watson, look up at the sky and tell me what you see." "I see millions of stars, Holmes," replied Watson.

"And what do you infer from that?"

“Well, there are billions of stars ... we are a small part of the universe ...”

“Watson, you idiot!” he said. “Someone has stolen our tent!” I personally think this is better.

Can scientists in the end decide what is funny? Some things are much too complicated, even for scientists.

4. What can we learn from the first paragraph?

- A. Few jokes can make scientists laugh.
- B. Only scientists can find out the funniest joke.
- C. There are different jokes in different countries.
- D. People hold different opinions about what is funny.

5. What does the author think of the first joke?

- A. It is not so funny as the experts thought.
- B. It is really the funniest joke he has ever heard.
- C. It can greatly affect readers' attitudes toward hunters.
- D. It shows that not all hunters are brave and intelligent.

6. We can learn that a person's understanding of a joke can be affected by \_\_\_\_\_.

- A. the reader's feeling
- B. the length of the joke
- C. the reader's cultural background
- D. the language that the teller uses

7. Which of the following is the best title for this passage?

- A. Uninteresting jokes
- B. Different kinds of jokes
- C. The funniest jokes in the world
- D. Tips on how to make others laugh

(2020 届广东省高三模拟一)

An advance in electronic publishing could make the ebook you are reading seem as dated as a silent film.

Publishers hope to explore the growing success of ebooks by releasing versions with added soundtracks and musical accompaniments.

The noises in the first multimedia books- released in Britain on Friday - include rain hitting a window in a Sherlock Holmes tale. When the plot of a book reaches the most exciting part, background scores will create tension. In America, works by Shakespeare and Jane Austen have already been released with music and background noise so that, for example, readers can hear tea cups clinking in Mr. Darcy's garden as they read *Pride and Prejudice*.

Supporters argue that sound effects are the next logical development for ebooks and will add excitement for younger readers. Critics, however, will argue that the noise will ruin the simple pleasure of having the imagination stimulated by reading.

Caroline Michel, chief executive of the literary agency, said the new generation of computer-literate readers was used to multiple sensory input. She said, “Young people have split computer screens where they may be watching television and replying to an email at the same time. If that's what the market wants then we should respond to the market.”

Booktrack's sound effects work by estimating the user's reading speed. Each time you “turn” a page, the software reassesses where you have reached in the text and times the sounds to switch on accordingly. If the soundtrack becomes out of synch(同步), a click on any word will re-set it.

Some authors fear that a soundtrack could destroy the peace and quiet of libraries and ruin the pleasure of reading. David Nicholls, author of *One Day*, the bestseller now released as a film, said, “This sounds like the opposite of reading. I have enough trouble reading an ebook because I’m constantly distracted by emails.”

Stuart MacBride, the crime writer whose novel *Shatter the Bones* was an ebook bestseller, sells 18% of his books as electronic downloads. He said, “If I’m reading, I will do the noise in my head. I don't need someone to tell me what tea cups clinking sounds like. That would irritate me.”

12. What's the passage mainly about?
  - A. Opinions about ebooks with soundtracks.
  - B. Response to the need of the book market.
  - C. Reasons for traditional ebooks becoming outdated.
  - D. Suggestions on encouraging readers' imagination.
13. What do publishers expect an ebook soundtrack to do?
  - A. Help to release an ebook as a film.
  - B. Help readers improve reading speed.
  - C. Add tension at a book's exciting point.
  - D. Get readers familiar with the background.
14. Who is in favour of added soundtracks for ebooks?
  - A. Mr. Darcy.
  - B. Caroline Michel.
  - C. David Nicholls.
  - D. Stuart MacBride.

15. What do we know about Stuart MacBride?
- A. He was a person who was easy to get angry.
  - B. He knew a great deal about tea and tea culture.
  - C. Eighty-two percent of his books described crime.
  - D. He imagined sounds related to the story when reading.

(2020 届广东省肇庆市高三质量监测)

More than a billion people around the world have smart phones, almost all of which come with some kind of navigation app such as Apple Maps or Amap. This raises the age-old question we meet with any technology: What abilities is our brain losing to these apps? But also, importantly: What abilities are we gaining?

Talking with people who are good at finding their way around or good at using paper maps, I often hear a lot of annoyance with digital maps. North/south direction gets messed up, and you can see only a small section at a time. I can really understand that it may be quite disturbing for the already skilled to be limited to a small phone screen.

But consider what digital navigation aids have meant for someone like me. Although being a frequent traveler, I'm so terrible at finding my way that I still use Apple Maps almost every day in the small town where I have lived for many years.

In many developed nations, street names and house numbers can be meaningful, and instructions such as go north for three blocks and—then west” make sense to those familiar with these rules. In Istanbul, however, where I grew up, none of those hold true. For one thing, the locals seldom use street names. Besides, the city is full of winding and ancient alleys(小巷) that cross with newer avenues at many angles. In such places, you'd better turn to the locals. In the countryside, however, there is often nobody outside to ask. In fact, along came Apple Maps, like a fairy grandmother whispering directions in my ear. Since then, I travel with a lot more confidence, and my world has opened up.

Which brings me back to my original question: While we often lose some skills after depending on new technology, this new equipment may also allow us to gain new abilities. Maybe when technology closes a door, we should also look for the doors it opens.

12. Why do people who are skilled at reading paper maps feel upset?
- A. They are interested in reading paper maps,
  - B. They don't know how to use navigation, apps.

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