**《阅读理解—说明文》二轮复习解题指导 课后作业**

2019朝阳二模

**The Alexander technique**

Until earlier this year, I didn’t know anything about the Alexander technique—and saw no reason to think I should. One day, the backache I regularly suffered was more painful. I was brought up to think that the preferred way of dealing with aches is to do nothing and hope they’ll go away, but I eventually went to the doctor. After examining me, he said, “You actually have bad posture (姿势). Go off and learn the Alexander technique.” Three months later I could walk straighter and sit better.

The Alexander technique is a way of learning how you can get rid of harmful tension in your body. The teaching focuses on the neck, head and back. It trains you to use your body less severely and carry out the movements that we do all the time with less effort. There is little effort in the lessons themselves, which sets apart the Alexander technique from yoga or pilates, which are exercise-based. A typical lesson involves standing in front of a chair and learning to sit and stand with minimum effort. You spend some time lying on a bench with your knees bent to straighten the spine (脊椎) and relax your body while the teacher moves your arms and legs to train you to move them correctly.

The technique helps to break the bad habits accumulated over years. Try folding your arms the opposite way to normal. This is an example of a habit the body has formed which can be hard to break. Many of us carry our heads too far back. The head weighs four to six kilos, so any inappropriate posture can cause problems for the body. The technique teaches you to let go of the muscles holding the head back, allowing it to go back to its natural place on the top of our spines.

So who was Alexander and how did he come up with the technique? Frederick Alexander, an Australian actor born in 1869, found in his youth that he had vocal (声音的) problems during performances. He analyzed himself and realized his posture was bad. He worked on improving it, with excellent results. He brought his technique to London and opened a teacher-training school, which is still successful today.

So if you’re walking along the road one day with shoulders bent forward, feeling weighed down by your troubles, give a thought to the Alexander technique. It will help you walk tall again.

38. What does the author suggest in Paragraph 1?

A. She felt no better after the treatment.

B. She got bored with the Alexander technique.

C. She was sceptical about the doctor’s method.

D. She was unwilling to seek treatment for her backache.

39. What is the principle of the Alexander technique?

A. Physical tension shouldn’t be completely relieved.

B. The technique shouldn’t be combined with other exercises.

C. The practice of the technique shouldn’t be attempted alone.

D. Familiar physical actions shouldn’t be done with much effort.

40. What can we learn about Frederick Alexander?

A. He managed to recover his vocal powers.

B. He was eager to make a name for himself.

C. He developed a form of exercise for actors.

D. He had to leave home to develop his technique.

41. What is the main idea of the passage?

A. The occurrence of back pain is widespread.

B. Alexander improved the technique to treat body pain.

C. The Alexander technique helps overcome posture problems.

D. People with back pain are victims of inappropriate postures.

2019东城二模

**Love the way you walk**

Listen carefully to the footsteps in the family home, and you can probably work out who is walking about. The features most commonly used to identify people are faces, voices and fingerprints. But the way they walk is also a giveaway.

Researchers have used video cameras and computers to analyze people’s gaits, and are now quite good at it. But translating such knowledge into a practical identification system can be tricky. Cameras are often visible, are difficult to set up, require good lighting and may have their view blocked by other people. A team led by Dr. Ozanyan and Dr. Scully have been looking for a better way to recognize gait. Their answer: pressure-sensitive mats.

Such mats are nothing new. They have been part of security systems. But Ozanyan and Scully use a complicated version that can record the amount of pressure applied in different places as someone walks across it. These measurements form a pattern unique to the walker. The researchers turned to an artificial-intelligence system to recognize such patterns, and it seemed to work. In a study in 2018, they tested the system on a database of footsteps of 127 people. They found its error rate in identifying who was who was a mere 0.7%. And Scully says even without a database of footsteps to work with, the system can determine someone’s sex and, with reasonable accuracy, a subject’s age.

One application of the mat-based gait-recognition system might be in health care, particularly for the elderly. A mat placed in a nursing home or an old person’s own residence could monitor changes in an individual’s gait that indicates certain illnesses. That would provide early warning of someone being at greater risk of falling over.

Gait analysis might also be used as a security measure in the workplace, monitoring access to restricted areas, such as parts of military bases, server farms or laboratories dealing with dangerous materials.

Perhaps the most interesting use of the mats, though, would be in public places, such as airports. For that to work, the footsteps of those to be recognized would need to have been stored in a database, which would be harder to arrange than the collection of photographs and fingerprints that existing airport security systems rely on. Many aircrew or preregistered frequent flyers would welcome anything that speeded up one of the most tiresome parts of modern travel.

38. What is mainly talked about in Paragraph 2?

A. Research equipment. B. Research findings.

C. Research assumption. D. Research background.

39. According to Paragraph 3, the mat is used to \_\_\_\_\_\_\_.

A. collect data B. ensure safety

C. determine age D. analyse pressure

40. The gait-recognition system might be applied to \_\_\_\_\_.

 A. monitor security work progress B. detect potential health problems

C. keep track of travelling frequency D. warn passengers of possible dangers

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

A. compare and educate B. examine and assess

C. discuss and persuade D. explain and inform

2109西城二模

Choosing to forget something might take more mental effort than trying to remember it, researchers at The University of Texas at Austin discovered through neuroimaging (神经成像).

These findings, published in the *Journal of Neuroscience*, suggest that in order to forget an unwanted experience, more attention should be focused on it. This surprising result continues previous research on intentional forgetting, which focused on reducing attention to the unwanted information through redirecting attention away from unwanted experiences or holding back the memory’s retrievals (恢复).

“We may want to get rid of memories that cause nonadaptive responses, such as upsetting memories, so that we can respond to new experiences in more adaptive ways,” said Jarrod Lewis-Peacock, the study’s senior author and an assistant professor of psychology at UT Austin. “Decades of research has shown that we have the ability to voluntarily forget something, but how our brains do that is still being questioned. Once we can figure out how memories are weakened and design ways to control this, we can design treatment to help people rid themselves of unwanted memories.”

Using neuroimaging to track patterns of brain activity, the researchers showed a group of healthy adults images of scenes and faces, instructing them to either remember or forget each image. Their findings not only confirmed that humans have the ability to control what they forget, but that successful intentional forgetting required “moderate (适中的) levels” of brain activity in these sensory and perceptual areas (感官区域)—more activity than what was required to remember.

“A moderate level of brain activity is critical to this forgetting mechanism. Too strong, and it will strengthen the memory; too weak, and you won’t change it,” said Tracy Wang, lead author of the study and a psychology postdoctoral fellow at UT Austin. “Importantly, it’s the intention to forget that increases the activation of the memory, and when this activation hits the ‘moderate level’ sweet spot, that’s when it leads to later forgetting of that experience.” The researchers also found that participants were more likely to forget scenes than faces, which can carry much more emotional information, the researchers said.

“We’re learning how these mechanisms in our brain respond to different types of information, and it will take a lot of further research and replication (重复) of this work before we understand how to control our ability to forget,” said Lewis-Peacock, who has begun a new study using neurofeedback to track how much attention is given to certain types of memories.

"This will make way for future studies on how we process, and hopefully get rid of, those really strong, sticky emotional memories, which can have a powerful effect on our health and well-being," Lewis-Peacock said.

38. Previous studies on intentional forgetting researched \_\_\_\_\_\_.

A. the pattern of brain activity

B. the process of recovering a memory

C. the way to reduce attention to unwanted information

D. the amount of attention required by intentional forgetting

39. According to Tracy Wang, forgetting is possible when \_\_\_\_\_\_.

A. people respond to new experiences in an adaptive way

B. the activation of the memory reaches a certain level

C. people have the strongest intention to forget

D. the information involves more emotion

40. Lewis continues his study to find out \_\_\_\_\_\_.

A. how to control people’s ability to forget

B. where to apply the findings of his team’s latest study

C. what effects upsetting memories have on people’s health

D. if different types of information requires different levels of attention

41. What is the best title of the article?

A. Where does forgetting take place?

B. How does attention affect memory?

C. Forgetting uses more brain power than remembering

D. Forgetting is far more difficult than we once imagined

2019海淀二模

It’s common knowledge that the woman in Leonardo da Vinci’s most famous painting seems to look back at observers, following them with her eyes no matter where they stand in the room. But this common knowledge turns out wrong.

A new study finds that the woman in the painting is actually looking out at an angle that’s 15.4 degrees off to the observer’s right—well outside of the range that people normally believe when they think someone is looking right at them. In other words, said the study author, Horstmann, “She’s not looking at you.” This is somewhat ironic, because the entire phenomenon of a person’s gaze (凝视) in a photograph or painting seeming to follow the viewer is called the “Mona Lisa effect” . That effect is absolutely real, Horstmann said. If a person is illustrated or photographed looking straight ahead, even people viewing the portrait from an angle will feel they are being looked at. As long as the angle of the person’s gaze is no more than about 5 degrees off to either side, the [Mona Lisa effect](https://www.livescience.com/32483-why-does-mona-lisas-smile-change.html) occurs.

This is important for human interaction with on-screen characters. If you want someone off to the right side of a room to feel that a person on-screen is looking at him or her, you don’t cut the gaze of the character to that side—surprisingly, doing so would make an observer feel like the character isn’t looking at anyone in the room at all. Instead, you keep the gaze straight ahead.

Horstmann and his co-author were studying this effect for its application in the creation of artificial-intelligence avatars(虚拟头像) when Horstmann took a long look at the “Mona Lisa” and realized she wasn’t looking at him.

To make sure it wasn’t just him, the researchers asked 24 people to view images of the “Mona Lisa” on a computer screen. They set a ruler between the viewer and the screen and asked the participants to note which number on the ruler intersected Mona Lisa’s gaze. To calculate the angle of Mona Lisa’s gaze as she looked at the viewer, they moved the ruler farther from or closer to the screen during the study. Consistently, the researchers found, participants judged that the woman in the “Mona Lisa” portrait was not looking straight at them, but slightly off to their right.

So why do people repeat the belief that her eyes seem to follow the viewer? Horstmann isn’t sure. It’s possible, he said, that people have the desire to be looked at, so they think the woman is looking straight at them. Or maybe the people who first coined the term “Mona Lisa effect” just thought it was a cool name.

38. It is generally believed that the woman in the painting “Mona Lisa”\_\_\_\_\_\_\_\_\_\_\_.

A. attracts the viewers to look back

B. seems mysterious because of her eyes

C. fixes her eyes on the back of the viewers

D. looks at the viewers wherever they stand

39. What gaze range in a painting will cause the Mona Lisa effect?

 A. B. C. D.

40. The experiment involving 24 people was conducted to\_\_\_\_\_\_.

 A. confirm Horstmann’s belief

 B. create artificial-intelligence avatars

 C. calculate the angle of Mona Lisa’s gaze

 D. explain how the Mona Lisa effect can be applied

41. What can we learn from the passage?

A. Horstmann thinks it’s cool to coin the term “Mona Lisa effect”.

B. The Mona Lisa effect contributes to the creation of artificial intelligence.

C. Feeling being gazed at by Mona Lisa may be caused by the desire for attention.

D. The position of the ruler in the experiment will influence the viewers’ judgment.