**《阅读理解——记叙文》 课后作业**

**A**海二

**My First Day of School**

Fear started taking over. I was walking into my first school in America. I had traveled a long distance from India in order to join my mother, who had been here for three years, hoping America would help my future. My father decided that I would be better off going to school here, so I enrolled(登记) in the local high school in my new town.

I was afraid how I would do. On the first day, I went to my second period class after I had missed my first. With anxiety, I reached for the door, opening it slowly. Without paying attention to my classmates, I went straight to the teacher and asked if this was the right class. With a soft voice he answered, “Yes.” His voice comforted me a little. He gave me a sheet called Course Requirements, which I would never get in India because we didn’t have anything like that. Then he asked me to choose where I would sit. I didn’t actually want to pick a seat. In India we had fixed seats, so I never needed to worry about that. I spent the rest of the class taking notes from the image produced by the overhead projector. In Indian schools, we didn’t use the technology we had. We had to take notes as the teacher spoke.

It was noon. I was very confused about when I would have lunch. I went to my next class and the bell rang as I entered. I went through the regular process of asking the teacher if I was in the right class. She said, “It’s still fourth period.”

“But the bell just rang,” I said.

Changing from a gentle tone to a harsher(刺耳的) one, she said, “That is the lunch bell, young man.”

I apologized. Without another word I headed for the cafeteria. I felt lucky because we didn’t have this in India. Every confusion seemed like a barrier I had to get through to reach my goal. At the end of the day, I was on my way to the bus which we didn’t have in India either. I spotted my bus and sat down inside happily. I was thinking, today wasn’t so bad.

31. The author attended an American high school because \_\_\_\_\_\_\_.

A. his father preferred American schools

B. his family wanted him to have a bright future   
 C. his mother had worked in it for 3 years

D. he had been longing to leave his homeland

32. What do we know about the author’s first day of school?

A. He went to the wrong class for the second period.

B. He met some enthusiastic teachers and classmates.

C. He got the Course Requirements sheet from his classmate.

D. He experienced differences from the Indian schools in many ways.

33. How did the author feel at the end of the day?

A. Worried. B. Puzzled. C. Relieved. D. Excited.

**B朝二**

**The Handshake**

I don’t remember the exact date I met Marty for the first time. Like a lot of people who want to get through a checkout line, I found my thoughts on speed, nothing more. The line I was standing in wasn’t moving as quickly as I wanted, and I glanced toward the cashier, who was receiving money from customers.

He was an old man in his sixties. I thought, well, it probably took him a little longer to get the jobs done. For the next few minutes I watched him. He greeted every customer before he began scanning the goods they were purchasing. Sure, his words were the usual, “How’s it going?” But he did something different—he actually listened to people. Then he would respond to what they had said and talk with them briefly.

I thought it was strange, but I guessed I had grown accustomed to people asking me how I was doing simply out of a conversation without thinking. Usually, after a while, you don’t give any thought to the question and just say something back quietly.

This old cashier seemed sincere about wanting to know how people were feeling. Meanwhile, the high-tech cash register rang up their purchases and he announced what they owed. When customers handed money to him, he pushed the appropriate keys, the cash drawer popped open, and he counted out their change.

Then magic happened.

He placed the change in his left hand, walked around the counter to the customers, and extended his right hand in an act of friendship. As their hands met, the old cashier looked the customers in the eyes. “I want to thank you for shopping here today,” he told them. “You have a great day. Bye-bye.” The looks on the faces of the customers were priceless.

Now it was my turn. I glanced down at the name tag on his red waistcoat, the kind experienced Wal-Mart cashier wore. It read, “Marty.”

Marty told me how much I owed and I handed him some money. The next thing I knew he was standing beside me, offering his right hand and holding my change in his left hand. His kind eyes locked onto mine. Smiling, and with a firm handshake…

34. While the author stood in the checkout line, she felt \_\_\_\_\_\_.

A. comfortable B. enthusiastic C. impatient D. embarrassed

35. In the opinion of the author, people tended to \_\_\_\_\_\_.

A. remain calm while having a talk B. talk about unimportant topics

C. develop a mindless conversation D. face communication problems

36. The author thought Marty special because \_\_\_\_\_\_.

A. he spent as much time as possible serving customers

B. he was patient with all the questions from customers

C. he showed particular interest in customers’ personal life

D. he expressed his sincerity while giving back the change

37. What can we infer from the passage?

A. Marty was a talkative man.

B. Marty cared a lot about what he did.

C. The author failed to get along well with others.

D. The author was dissatisfied with such a waste of time.

B **2018朝一**

**Dream in Heart**

On the first day of school our professor introduced a new classmate—a wrinkled little old lady—to us. Her name was Rose, and she was eighty-seven years old.

After class Rose and I walked to the Student Union Building and shared a chocolate milk-shake. She told me she always dreamed of having a college education and now she was getting one. We became instant friends. Every day for the following months, we would leave class together and talk nonstop. I was always attracted, listening to this “time machine” as she shared her wisdom and experience with me.

Rose became famous and easily made friends wherever she went. She tended to be highly motivated, responsible, and deeply involved in class participation. In spare time she had someone hang out or go to bars with. She even participated in some form of athletic activity. She said that extra-curricular activities can form a vital part of her experience, creating unique chances for friendship and learning.

At the end of the term we invited Rose to speak at our football meal. A little embarrassed, she leaned into the microphone and simply said, “I’m sorry I’m so nervous.” As we laughed, she cleared her throat and began, “We do not stop playing because we are old; we grow old because we stop playing. There is a huge difference between growing older and growing up. If you’re nineteen years old and lie in bed for one full year, you will turn twenty. If I’m eighty-seven years old and stay in bed for a year, I will turn eighty-eight. Anybody can grow older. It’s non-optional but that doesn’t take any talent or ability. The idea is to grow up by always finding the chance in change. In this way the elderly don’t have regrets for what they did, but rather for things they did not do.” Rose concluded her speech by courageously singing “The Rose”. She challenged us to study the words of the song and lived them out in daily lives.

At the year’s end Rose finished the college degree she had begun all those years ago. One week after graduation Rose died peacefully in her sleep. Over two thousand college students attended her funeral in honor of the wonderful woman who taught by example that it’s never too late to be all you can possibly be.

34. Why does the author compare Rose to “time machine” in Paragraph 2?

A. To stress her old age and knowledge of life.

B. To describe the close friendship between them.

C. To show that she always enjoyed her active life.

D. To explain why she took on a challenge in college.

35. Rose was invited to speak at the football meal most probably because \_\_\_\_\_\_.

A. she was a great football fan B. she was the smartest student

C. she tried hard to achieve her dream D. she became more educated than the others

36. We can learn that Rose agreed with the idea that \_\_\_\_\_\_.

A. growing older means growing up

B. it takes talent and ability to grow up

C. receiving high education helps to be courageous

D. one grows older at the same time when he grows up

37. The passage is intended to \_\_\_\_\_\_.

A. provide an example for the elderly B. discuss how to grow up quickly

C. tell the importance of attending college D. inspire the readers to live up to lives