

高中英语

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编写

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选词填空与完形填空

各100篇

复旦大学出版社

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(第二版)

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编写说明

《高中英语选词填空和完形填空各 100 篇》是《高中英语完形填空 100 篇》的修订版,是专为高中学生编写的词汇和完形填空练习册。选词填空是上海高考英语词汇测试的新题型,而完形填空作为高考英语的重要测试项目历来备受学生和教师关注。它们的共同点是在语篇情景中测试学生的词汇知识以及对语篇上下文内容的理解。学生普遍对选词填空和完形填空望而生畏,原因诸多:一是受本身阅读能力的限制,二是受英语词汇量以及对英语词汇的掌握程度的限制,三是对语篇结构的整体把握能力较弱,四是缺乏一定的应试技巧。因此,提高选词填空和完形填空能力的根本是广泛阅读、增加英语背景知识、熟练运用英语词汇知识,当然学生也需要在大量的练习中积累应试技巧。本书编写的目的就是希望学生通过一定量的练习,体会、感悟、掌握选词填空和完形填空的答题技巧,为学生参加高考和其他各类考试提供一点帮助。

本书共选语篇 200 篇,选词填空和完形填空各 100 篇。材料新颖,题材多样,背景知识丰富,难易适中,有易有难,适应不同层次学生的需要。学生可以根据自己的程度选用部分,或使用全部。本书是学生在参加高考前进行热身冲刺的理想复习材料。本书在选词填空和完形填空的设计上完全依据高考英语(上海卷)的同类测试题型设计。本书对如何提高选词填空和完形填空答题能力作了精要的指导,希望能为那些苦苦探索的学子指点一条迷津。

选编过程中,编者尽可能注意将词汇量限制在上海教育考试院编写《高考英语词汇手册》规定的范围内,对少量生词注释了中

文,书末附有练习答案。本书编写过程中得到上海市著名英语特级教师陈锡麟先生的指导,并审看了全部稿件,提出宝贵意见,在此表示衷心感谢。由于编者水平有限,书中难免有疏漏之处,恳请读者在使用过程中给以批评指正。

编 者
2008 年 9 月

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第一部分 选词填空

一、选词填空技巧解析

选词填空是高考英语(上海卷)词汇测试的新题型。测试题为一段留有9个空格的不完整短文。要求考生完成该短文,在所给方框内10个词中选择适当的词(不需作词形变化)分别填入短文中的9个空格。

选词填空侧重考查学生在语篇情景中对词汇的理解,要求考生能根据语篇内容,在准确判断句子结构和理解句子意思的基础上选择适当的词汇填入句子空格,能使句子语法结构正确、句子达意、上下文意思合乎逻辑。选词填空的解题须注意以下几点:

1. 选词前要先通读全文,基本理解语篇的大意。
2. 仔细阅读空格所在句子的上句和下句,以便进一步理解文章意思如何展开,从而对选词有一个初步判断。
3. 分析空格所在句子的句子成分,判断所缺的是句子什么成分,例如是缺少主语、谓语动词,还是宾语、状语等。
4. 进一步分析句子句法结构,进一步确定句子所缺成分的语法形式,如缺少主语,是名词,还是动名词、动词不定式;如缺谓语动词,是主动语态还是被动语态,是何种时态;如缺状语,是副词形式还是动词非谓语形式。
5. 从句子结构的提示中判断所填入词的词性,是名词、形容词、副词还是动词。

6. 最后选择语法结构和意义上正确的词。

下面分析 2008 年高考英语(上海卷)选词填空:

A. honoured	B. set	C. historic	D. secretly	E. citizen
F. granted	G. route	H. briefly	I. restoration	J. leading

Fredrick Douglass was an escaped slave in the movement that fought to end slavery in the United States. He became a 41 voice in the years before the Civil War.

A few weeks ago, the National Park Service (NPS) 42 Douglass's birth and Black History Month with the reopening of his home at Cedar Hill, a 43 site in Washington, D. C. The two-story house, which contains many of Douglass's personal possessions, had undergone a three-year 44. (Thanks to the NPS website, however, you don't have to live in the nation's capital to visit it. Take a tour online.)

He was born Fredrick Augustus Washington Bailey to a slave mother and a white father he never knew. Douglass grew up to become the first black 45 to hold a government office — as US minister and *consul general* (总领事) to Haiti.

As a youth, he never went to school. Educating slaves was illegal in the South, so he 46 taught himself to read and write. At 21 years old, he escaped from his slave owner to Massachusetts and changed his last name to Douglass, to hide his identity.

In the 1850s, Douglass was involved with the Underground Railroad, the system 47 up by antislavery groups to bring runaway slaves to the North and Canada. His home in Rochester, N. Y. was near the Canadian border. It became an important station on the

48 , housing as many as 11 runaway slaves at a time.

He died in 1895. In his lifetime, Douglass witnessed the end of slavery in 1865 and the adoption of the 15th *Amendment to the US Constitution* (美国宪法修正案), which 49 African-Americans the right to vote.

解题:

41. J. leading。本格应填入形容词,被选的形容词有两个:C. historic (具有历史意义的), J. leading (重要的)。根据句意应选 J. leading,本句意思为“他成了内战前那些年里发出重要声音的人物。”
42. A. honoured。本句缺少谓语动词,本句意思为,NPS 重新开放他在 Cedar Hill 的故居以纪念 Douglass 的诞生和黑人历史月。因此,只有 A. honoured (对……表示敬意)符合句意,其他动词不合句意。
43. C. historic。本格所在词组与句中 his home 是同位语,应填入形容词 historic,他的故居是华盛顿地区的历史遗址。
44. I. restoration。本格应填入名词,根据句意应填入 I. restoration,指这幢两层楼房经历了三年的修复。其他名词 E. citizen(公民), G. route(路线)不合句意。
45. E. citizen。本格应填入名词,根据句意应填入 E. citizen,指 Douglass 长大后成为了第一个在政府任职的黑人公民。
46. D. secretly。本格应填入副词。根据句意应选 D. secretly,指他偷偷自学。H. briefly (简要地)不合句意。
47. B. set。根据句子结构本格应为过去分词结构作 system 的后置修饰语,而且该动词与 up 搭配,所以只能选 B. set, the system set up by antislavery groups 反奴隶组织建立的制度。
48. G. route。本格应填入名词 G. route(路线),指“这条线路上

重要的一站”。

49. F. granted. 本格所在的定语从句缺少谓语动词, 应填入 F. granted, 本句意思为“(美国宪法修正案)同意给予非洲裔美国人以选举权”。

考生在词汇复习中除了全面复习词义外, 还要注意系统复习构词法, 掌握英语构词的常用词缀, 如构成名词的 -ness, -(t)ion, -ment, -(t)y, 构成形容词的 -al, -y, -ly, 否定意义词缀如 il-, un-, -in, im-等, 因为高考选词填空中有的被选词是以派生词形式出现, 如 2008 年高考英语(上海卷)选词填空中的 historic, restoration, leading 等, 故考生应多加注意。

二、高中英语选词填空 100 篇

Directions: Complete each of the following passages by using the words in the box. Each word can only be used once. Note that there is one word more than you need.

(1)

A. comparatively	B. formal	C. necessity	D. concern	E. share
F. lips	G. appropriately	H. familiar	I. meet	J. practice

In every cultivated language, there are two great classes of words which, taken together, make up the whole vocabulary. First, there are those words which we 1 with in daily conversation, which we learn, that is to say, from the members of our own family and from our 2 associates, and which we should know and use even if we could not read or write. They 3 the common things of life, and are the stock in trade of all who use the language. Such words may be called

“popular”, since they belong to the people at large and are not the exclusive 4 of a limited class. On the other hand, our language is made up of a great number of words which are 5 seldom used in ordinary conversation. Their meanings are known to every educated person, but there is little 6 to use them at home or in the market-place. Our first acquaintance with them comes not from our mother’s 7 or from the talk of our schoolmates, but from books that we read, lectures that we attend, or the more 8 conversation of highly educated speakers who are discussing some particular topic in a style 9 elevated above the habitual extent of everyday life. Such words are called “learned,” and the distinction between them and the “popular” words is of great importance to a right understanding of a *linguistic*(语言学的) process.

(2)

- | | | | | |
|--------------------|---------------|--------------|--------------|---------------|
| A. characteristics | B. particular | C. uniquely | D. parallels | E. products |
| F. relate | G. structured | H. associate | I. removed | J. influences |

The social sciences explore human society past and present, and the way human beings behave. They include sociology, which investigates the way society is 1 and how it functions, as well as psychology, which is the study of individual behavior and the mind. Social psychology draws on research in both these fields. It examines the way society 2 people’s behavior and attitudes.

Another social science, *anthropology* (人类学), looks at humans as a species and examines all the 3 that make us what we are. These include not only how people 4 to each other but also

how they *interact* (互相作用) with the world around them, both now and in the past. As part of this work, anthropologists often carry out long-term studies of 5 groups of people in different parts of the world. This kind of research helps to identify characteristics that all human beings share and those that are the 6 of local culture, learned and handed on from generation to generation.

The social sciences also include political science, law, and economics. Although far 7 from the world of the physical sciences, all these fields can be studied in a scientific way. Political science and law are 8 human concepts, but economics has some surprisingly close 9 with ecology. This is because the laws that govern resource use, productivity, and efficiency do not operate only in the human world, with its stock markets and global corporations, but in the nonhuman world as well.

(3)

A. dominate	B. heat	C. intentional	D. example	E. prefer
F. departs	G. throw	H. opposes	I. justifiable	J. reaction

The dictionary meaning of the term “opponent” is “enemy”; “one who 1 your interests.” Thus, when a player meets an opponent, he or she may tend to treat that opponent as an enemy. At such times, winning may 2 one’s intellect, and every action, no matter how *gross* (极端), may be considered 3. I recall an incident in a handball game when a *referee* (裁判) refused a player’s request for a time out for a glove change because he did not consider them wet enough. The player proceeded to rub his gloves across his

wet T-shirt and then exclaimed, "Are they wet enough now?"

In the 4 of battle, players have been observed to 5 themselves across the court without considering the consequences that such a move might have on anyone in their way. I have also witnessed a player reacting to his opponent's 6 and illegal blocking by purposely hitting him with the ball as hard as he could during the course of play. Off the court, they are good friends. Does that make any sense? It certainly gives proof of a court attitude which 7 from normal behavior.

Therefore, I believe it is time we elevated the game to the level where it belongs, thus a(n) 8 to the rest of the sporting world. Replacing the term "opponent" with "associate" could be an ideal way to start.

The dictionary meaning of the term "associate" is "colleague", "friend", "companion". Think for a moment! You may soon see and possibly feel the difference in your 9 to the term "associate" rather than "opponent."

(4)

A. stretches	B. incomprehensible	C. total	D. estimates	E. carrying
F. currently	G. influence	H. contrast	I. conclusion	J. barely

The rise of English is a remarkable story. When Julius Caesar landed in Britain nearly two thousand years ago, English did not exist. Five hundred years later, English, 1 to modern ears, was probably spoken by about as few people as 2 speak *Cherokee* (an American Indian language) — and with about little 3. Nearly a

thousand years later, at the end of the 16th century, when William Shakespeare was in his prime, English was the native speech of between five and seven million English people and it was, in the words of a contemporary, “of small reach, it 4 no further than this island of ours.”

Four hundred years later, the 5 is extraordinary. Between 1,600 and the present, in armies, navies, companies, and expeditions, the speakers of English — including Scots, Irish, Welsh, American, and many more — traveled into every corner of the globe, 6 their language and culture with them. Today English is used by at least 750 million people, and 7 half of those speak it as a mother tongue. Some 8 have put that figure closer to one billion. Whatever the 9, English at the end of the 20th century is more widely scattered, more widely spoken and written than any other language has ever been. It has become the language of the planet, the first truly global language.

(5)

A. saves	B. makes	C. fantastic	D. appeal	E. forced
F. go ahead	G. terms	H. alteration	I. think about	J. inconvenience

One of the most authoritative voices speaking to us today is, of course, the voice of the advertisers, which dominates our lives. It shouts at us from the television screen and the radio loudspeakers; waves to us from every page of the newspaper; signals to us from the roadside billboards all day and flashes messages to us in colored lights all night. It has 1 on us a whole new conception of the successful

man as a man no less than 20% of whose mail consists of announcements of giant carpet sales.

Advertising has been among England's biggest growth industries since the war, in 2 of the *ratio* (比率) of money earnings to demonstrable achievement. Why all this 3 *expenditure* (开支)?

Perhaps the answer is that advertising 4 the manufacturers from having to think about the customer. At the stage of designing and developing a product, there is quite enough to 5 without worrying over whether anybody will want to buy it. The designer is busy enough without adding customer-appeal to all his other problems. So they just 6 and make the thing and leave it to the advertiser to find ways of making it 7 to purchasers after they have finished it. If the advertising agency can do this authoritatively enough, the manufacturer is in comfort and luxury.

Other manufacturers find advertising saves them changing their product. And manufacturers hate change. The ideal product is one which goes on unchanged for ever. If, therefore, for one reason or another, some 8 seems called for — how much better to change the image, the packet or the pitch made by product, rather than go to all the 9 of changing the product itself.

(6)

A. productive	B. aid	C. illustrate	D. basis	E. describe
F. conducted	G. discounted	H. reasonable	I. objectives	J. devoted

However important we may consider school life to be, there is no

denying the fact that children spend more time at home than in the classroom. Therefore, the great influence of parents cannot be ignored or 1 by the teacher. They can become strong *allies* (同盟者) of the school personnel or they can consciously or unconsciously prevent the progress of curricular 2.

Administrators have been aware of the need to keep parents informed of the newer methods used in schools. Many principals have 3 workshops explaining such matters as the reading readiness program, essay writing and developmental mathematics.

Moreover, the classroom teacher, with the permission of the supervisors, can also play an important role in *enlightening* (启迪) parents. The informal tea and the many interviews carried on during the year, as well as new ways of reporting pupils' progress, can significantly 4 in achieving a harmonious *interplay* (互相作用) between school and home.

To 5, suppose that a father has been drilling his son in arithmetic processes night after night. In a friendly interview, the teacher can help the parent change his natural interest into 6 channels. He might be persuaded to let his son participate in discussing the family budget, buying the food, using a yardstick or a measuring cup at home, setting the clock, calculating mileage on a trip and engaging in scores of other activities that have a mathematical 7.

If the father follows the advice, it is 8 to assume that he will soon realize his son is making satisfactory progress in mathematics, and at the same time, enjoying the work.

Too often, however, teachers' conferences with parents are 9 to accounts of children's wrongdoings, complaints about laziness and

poor work habits, and suggestion for punishment and rewards at home.

(7)

- A. expressed B. specialized C. average D. specially E. proved
F. vacant G. worked H. history I. hunters J. suggestion

There is a new type of small advertisement becoming increasingly common in newspaper classified columns. It is sometimes placed among “situations 1”, although it does not offer anyone a job, and sometimes it appears among “situations wanted”, although it is not placed by someone looking for a job either. What it does is to offer help in applying for a job.

“Contact us before writing your application”, or “Make use of our long experience in preparing your job history”, is how it is usually 2. The growth and success of such a(n) 3 service is, of course, a reflection on the current high levels of unemployment. It is also an indication of the growing importance of job history, with the 4 that it may now qualify as an art form itself.

There was a time when those job 5 simply wrote letters of application. “Just put down your name, address, age and whether you have passed any exams”, was about the 6 level of advice offered to young people applying for their first jobs when I left school. The letter was really just for a start, it was explained, everything else could and should be saved for the interview. And in those days of full employment, the technique 7. The letter proved that you could write and were available for work. Your eager face and intelligent