



根据最新《英语课程标准》编写

全国通用

高中英语

完形填空 150 篇

最新考试大纲 最新必考题型 最新考试真题

高二

彭素梅 主编

- 强化训练
- 紧贴课标
- 名师编写
- 专项专练



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



学习必备系列丛书

· 高中英语完形填空150篇（高一） ·

· 高中英语完形填空150篇（高二） ·

· 高中英语完形填空150篇（高考） ·

· 高中英语阅读理解150篇（高一） ·

· 高中英语阅读理解150篇（高二） ·

· 高中英语阅读理解150篇（高考） ·

· 高中英语阅读理解与完形填空150篇（高一） ·

· 高中英语阅读理解与完形填空150篇（高二） ·

· 高中英语阅读理解与完形填空150篇（高考） ·

责任编辑：刘肖佟



一个学术性教育性
出版机构

网址：<http://www.fltrp.com>



ISBN 978-7-5600-9766-4



定价：27.00元

全国通用

根据最新《英语课程标准》编写

高中英语

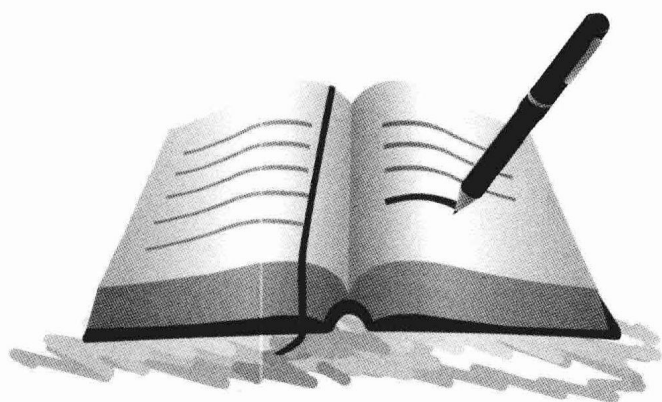
完形填空 150 篇

最新考试大纲 最新必考题型 最新考试真题

高二

彭素梅 主编

- 强化训练
- 紧贴课标
- 名师编写
- 专项专练



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

图书在版编目(CIP)数据

高中英语完形填空 150 篇. 高二 / 彭素梅主编. — 北京: 外语教学与研究出版社, 2010.6
ISBN 978-7-5600-9766-4

I. ①高… II. ①彭… III. ①英语课—高中—教学参考资料 IV. ①G634.413

中国版本图书馆 CIP 数据核字 (2010) 第 116435 号

universal tool · unique value · useful source · unanimous choice



悠游网—外语学习 一网打尽

www.2u4u.com.cn

外研社旗下网站, 打造外语阅读、视听、测试、共享的全方位平台

登录悠游网, 您可以:

- 阅读精品外语读物, 独有资源, 涵盖广泛, 学习必备。
- 观看双语视频、名家课堂、外语系列讲座。
- 多元外语测试, 检测外语水平和专项能力, 获得外语学习方案。
- 外语资源共享, 网友互动, 小组讨论, 专家答疑, 语言学习无疑难。
- 网站推出众多精彩大礼包, 可通过积分换购。

贴心小提示:

刮开封底刮刮卡, 获得网站积分充值验证码, 即可到网站注册、充值。

出版人: 于春迟

责任编辑: 刘宵佟

出版发行: 外语教学与研究出版社

社址: 北京市西三环北路 19 号 (100089)

网址: <http://www.fltrp.com>

印刷: 北京铭传印刷有限公司

开本: 889×1194 1/16

印张: 15

版次: 2010 年 7 月第 1 版 2010 年 7 月第 1 次印刷

书号: ISBN 978-7-5600-9766-4

定价: 27.00 元

* * *

购书咨询: (010)88819929 电子邮箱: club@fltrp.com

如有印刷、装订质量问题, 请与出版社联系

联系电话: (010)61207896 电子邮箱: zhijian@fltrp.com

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

物料号: 197660001

完形填空在高考等各类英语考试中占有重要的地位，但许多考生往往在此失分，造成这一现象的原因一般有以下几种：

1. 阅读量小。
2. 所选择的阅读材料不合适，没有遵循循序渐进的原则。
3. 解题思路不正确。

为了解决上述问题，我们专门组织一线名师编写了这本书。该书具有以下特点：1. 题材广泛，内容新颖；2. 由易入难，循序渐进；3. 答案详尽，便于自学。

本书的结构为：真题热身—策略指导—精讲精练—实战模拟—答案详解。

真题热身 本部分完形填空试题选自最新的高考真题，让学生在进入本书的学习之前，首先了解权威的高考试题，从而对自己的水平进行恰当的评估，这样才能够使学生有的放矢地提高自己的阅读水平。

策略指导 想要快速地提高自己的完形填空解题能力，方法很重要。本部分结合实例，从完形填空题的命题特点、解题步骤和解题技巧等几方面进行讲解。俗话说“磨刀不误砍柴工”，读了本部分内容之后，学生将对如何提高阅读速度、改善训练方法、掌握解题技巧形成自己系统的认识。

精讲精练 本部分的训练按照体裁分为记叙文类、说明文类、议论文类和夹叙夹议类四个小部分，每个部分又按照循序渐进的原则将四篇文章划分为基础篇、能力篇和提高篇。本部分所选的训练素材具有以下几个特点：1. 内容新颖，时代感强；2. 趣味生动，贴近生活；3. 题材广泛，考点全面。通过本部分的训练，学生的阅读能力将取得长足的进步。

实战模拟 学生在通过第三部分的训练后，需要对自己的解题能力进行测试。本部分不仅可以使学生对前一阶段的训练效果进行有效的考核，还可以从实战角度进行综合性的模拟训练，从而使学生在考试中从容应对完形填空类试题。

答案详解 本部分首先介绍每篇文章的大意，然后给出每一小题的正确答案，并对答案进行详尽的讲解和点评。有了答案详解，学生可以在没有老师帮助的情况下进行自主学习。

由于本书内容丰富、涉猎广泛，加之时间有限，如有不妥之处，敬请专家、读者批评指正。最后，衷心希望广大读者的阅读水平能够在本书的帮助下实现质的飞跃。

目 录

1 第一部分 真题热身

Passage 1 基础篇 爱的光明	1
Passage 2 能力篇 罗伯特警官	2
Passage 3 能力篇 享受“给予”的快乐	3
Passage 4 提升篇 “鼓励”改变了“我”	4

2 第二部分 策略指导

■ 考点透视	5
■ 解题技巧 (附实例解析)	5
■ 解题注意事项	8

3 第三部分 精讲精练

(一) 记叙文类

■ 技巧点拨	9
■ 跟踪训练	10
Unit 1 热点速递	10
Passage 1 基础篇 圣诞老人造访世博园区	10
Passage 2 能力篇 灾后“疗伤”之所	11
Passage 3 能力篇 奥巴马的故事	12
Passage 4 提升篇 阿拉巴马航空公司的“节油”措施	13
Unit 2 爱的港湾	14
Passage 1 基础篇 默默帮助	14
Passage 2 能力篇 纯真爱心	15
Passage 3 能力篇 微笑行动	16
Passage 4 提升篇 善意之举	17
Unit 3 奇闻轶事	18
Passage 1 基础篇 打电话有瘾的人	18
Passage 2 能力篇 羞愧的木匠	19
Passage 3 能力篇 爱吃毒蛇的人	20
Passage 4 提升篇 树能长成房子	21
Unit 4 成长足迹	22
Passage 1 基础篇 回忆当年学音乐的经历	22
Passage 2 能力篇 圣诞节募捐活动	23
Passage 3 能力篇 “我”的惊喜	24
Passage 4 提升篇 “耍聪明”的考生	25
Unit 5 励志故事	26
Passage 1 基础篇 白手起家的百万富翁	26
Passage 2 能力篇 苦难生活	27
Passage 3 能力篇 实现梦想	28
Passage 4 提升篇 坚持不懈	29
Unit 6 明星风采	30
Passage 1 基础篇 歌手胡彦斌	30
Passage 2 能力篇 作家Emily Dickinson	31
Passage 3 能力篇 戴安娜	32
Passage 4 提升篇 运动员Bannister	33
Unit 7 日常生活	34
Passage 1 基础篇 白人青年帮助黑人老太太	34
Passage 2 能力篇 JAVA的年轻人欢度节日	35
Passage 3 能力篇 婚后的生活	36
Passage 4 提升篇 饭盒里的便条	37
Unit 8 寓言故事	38

Passage 1 基础篇 语言的力量	38
Passage 2 能力篇 永不放弃	39
Passage 3 能力篇 善有善报、恶有恶报	40
Passage 4 提升篇 快乐城和压力城	41
Unit 9 历史文化	42
Passage 1 基础篇 情人节的传说	42
Passage 2 能力篇 文化差异	43
Passage 3 能力篇 美国“水门事件”	44
Passage 4 提升篇 格林尼治的历史	45

(二) 说明文类

■ 技巧点拨	46
■ 跟踪训练	47
Unit 1 风土人情	47
Passage 1 基础篇 与众不同的英国	47
Passage 2 能力篇 何谓礼貌	48
Passage 3 能力篇 语言的相互影响	49
Passage 4 提升篇 中国饮食文化	50
Unit 2 科学发现	51
Passage 1 基础篇 火箭发动常识	51
Passage 2 能力篇 人体内存在生物钟	52
Passage 3 能力篇 20年后的地球	53
Passage 4 提升篇 大脑损伤的新疗法	54
Unit 3 现代生活	55
Passage 1 基础篇 四季变化的传说	55
Passage 2 能力篇 航空公司改善服务	56
Passage 3 能力篇 照顾老人的责任	57
Passage 4 提升篇 博客的利弊	58
Unit 4 学习常识	59
Passage 1 基础篇 你想提高阅读速度吗?	59
Passage 2 能力篇 有效学习	60
Passage 3 能力篇 三大考试	61
Passage 4 提升篇 学校IT教育	62

(三) 议论文类

■ 技巧点拨	63
■ 跟踪训练	64
Unit 1 社会之窗	64
Passage 1 基础篇 禽流感	64
Passage 2 能力篇 盲目追星	65
Passage 3 能力篇 金钱的作用	66
Passage 4 提升篇 勿要攀比	67
Unit 2 生活道理	68
Passage 1 基础篇 道歉要真诚	68
Passage 2 能力篇 享受过程的乐趣	69
Passage 3 能力篇 扬长避短	70
Passage 4 提升篇 制定目标	71
Unit 3 关注教育	72
Passage 1 基础篇 成长的烦恼	72
Passage 2 能力篇 父母的言传身教	73
Passage 3 能力篇 怎样提高英语听力的技巧	74
Passage 4 提升篇 非智力因素的影响	75

目 录

Unit 4 环境保护	76
Passage 1 基础篇 环境污染.....	76
Passage 2 能力篇 改善卫生间环境.....	77
Passage 3 能力篇 呼吁环保.....	78
Passage 4 提升篇 设法解决农业带来的水污染.....	79

(四) 夹叙夹议类

■ 技巧点拨.....	80
■ 跟踪训练.....	81
Unit 1 思想点滴	81
Passage 1 基础篇 不必过于呵护.....	81
Passage 2 能力篇 付出即是回报.....	82
Passage 3 能力篇 纠正过去的错误行为.....	83
Passage 4 提升篇 只要努力 就能成功.....	84
Unit 2 人生感悟	85
Passage 1 基础篇 保持沉着冷静.....	85
Passage 2 能力篇 热爱生命.....	86
Passage 3 能力篇 阻挡你前进的人.....	87
Passage 4 提升篇 选择可以改变你的生活.....	88
Unit 3 心灵鸡汤	89
Passage 1 基础篇 归途漫漫.....	89
Passage 2 能力篇 付出即是回报.....	90
Passage 3 能力篇 用爱去关怀别人.....	91
Passage 4 提升篇 感谢的快乐.....	92
Unit 4 心情驿站	93
Passage 1 基础篇 证明自身的能力.....	93
Passage 2 能力篇 “我”的孤独.....	94
Passage 3 能力篇 简单的举止改变人的一生.....	95
Passage 4 提升篇 另一扇“门”.....	96
Unit 5 杂感漫谈	97
Passage 1 基础篇 老板的生意经.....	97
Passage 2 能力篇 生活没有欺骗你.....	98
Passage 3 能力篇 “冤家路窄”.....	99
Passage 4 提升篇 无声的爱.....	100
Unit 6 人间亲情	101
Passage 1 基础篇 哥哥歌唱的奇迹.....	101
Passage 2 能力篇 父亲的劝说.....	102
Passage 3 能力篇 母亲的手.....	103
Passage 4 提升篇 父爱无言.....	104
Unit 7 心得体会	105
Passage 1 基础篇 微笑温暖“我”的心扉.....	105
Passage 2 能力篇 违反规律, 必受惩罚.....	106
Passage 3 能力篇 穷人也有自尊.....	107
Passage 4 提升篇 失望中的启发.....	108
Unit 8 师恩难忘	109
Passage 1 基础篇 可敬可爱的教授.....	109
Passage 2 能力篇 设法减轻学生负担.....	110
Passage 3 能力篇 耐心教导.....	111
Passage 4 提升篇 老师的言行启迪我们.....	112
Unit 9 梦想启航	113
Passage 1 基础篇 流星点燃了“我”的希望.....	113
Passage 2 能力篇 一生都有美好时光.....	114
Passage 3 能力篇 流浪汉的鼓励.....	115
Passage 4 提升篇 受益终身的经历.....	116

4 第四部分 实战模拟

Test 1	117
Passage 1 基础篇 虚惊一场.....	117
Passage 2 能力篇 不要让孩子对运动失去兴趣.....	118
Passage 3 能力篇 关注我们周围的人.....	119
Passage 4 提升篇 对孩子多点关爱.....	120
Test 2	121
Passage 1 基础篇 何谓“how to”书.....	121
Passage 2 能力篇 多给他人一点帮助.....	122
Passage 3 能力篇 诚实做人.....	123
Passage 4 提升篇 职业选择.....	124
Test 3	125
Passage 1 基础篇 奇妙的裁决.....	125
Passage 2 能力篇 昆虫知识.....	126
Passage 3 能力篇 战胜病魔.....	127
Passage 4 提升篇 大脑的能力.....	128
Test 4	129
Passage 1 基础篇 深夜救火.....	129
Passage 2 能力篇 话说kiss.....	130
Passage 3 能力篇 出售小狗.....	131
Passage 4 提升篇 设计完美的校服.....	132
Test 5	133
Passage 1 基础篇 宴席上的礼节.....	133
Passage 2 能力篇 耐心等待.....	134
Passage 3 能力篇 出差的经历.....	135
Passage 4 提升篇 你失眠吗?.....	136
Test 6	137
Passage 1 基础篇 圣诞party.....	137
Passage 2 能力篇 电视购物.....	138
Passage 3 能力篇 何谓智力.....	139
Passage 4 提升篇 天生的博物学家.....	140
Test 7	141
Passage 1 基础篇 弄反了火车的方向.....	141
Passage 2 能力篇 孩子是父母的无价之宝.....	142
Passage 3 能力篇 怎样写求职信.....	143
Passage 4 提升篇 忽视短处.....	144
Test 8	145
Passage 1 基础篇 小狗的故事.....	145
Passage 2 能力篇 特殊的导游.....	146
Passage 3 能力篇 捐献爱心.....	147
Passage 4 提升篇 设计博物馆的特色.....	148
Test 9	149
Passage 1 基础篇 神秘的礼物.....	149
Passage 2 能力篇 “我”可以挺过去.....	150
Passage 3 能力篇 一个失业小丑的经历.....	151
Passage 4 提升篇 评价的重要.....	152
Test 10	153
Passage 1 基础篇 冬泳的经历.....	153
Passage 2 能力篇 人无完人, 何况孩子.....	154
Passage 3 能力篇 心灵的良药.....	155
Passage 4 提升篇 鼓励的作用.....	156

5 第五部分 答案详解



Passage ① 基础篇 (2010年湖北卷)

主题	爱的光明	体裁	记叙文	难度	☆☆☆	词数	313	建议用时	17分钟
----	------	----	-----	----	-----	----	-----	------	------

The passengers on the bus watched with sympathy as Susan made her way carefully up the steps. She paid the driver and then, using her hands to 1 the seats, settled in one of them.

It had been a year since Susan became blind. As the result of an accident she was suddenly thrown into a world of 2. Susan's husband Mark watched her 3 into hopelessness and he was 4 to use every possible means to help his wife.

Finally, Susan felt ready to 5 to her job, but how would she get there? She used to take the bus, but she was now too 6 to get around the city by herself. Mark 7 to ride the bus with Susan each morning and evening 8 she could manage it by herself.

For two weeks, Mark 9 Susan to and from work each day. He taught her how to rely on her other 10, specifically her hearing, to determine where she was and how to adapt to her new 11.

At last, Susan decided that she was ready to try the trip 12. Monday morning arrived. Before she left, she hugged her husband 13, her eyes filled with tears of gratitude (感激). She said good-bye and, for the first time, they went their 14 ways. Each day went perfectly, and a wild excitement 15 Susan. She was doing it!

On Friday morning, Susan took the bus to work 16. As she was getting off the bus, the driver said, "Miss, I sure 17 you." Curious, Susan asked the driver 18.

"You know, every morning for the 19 week, a fine-looking gentleman in a military uniform has been standing across the corner watching you until you enter your office building safely," the bus driver said.

Tears of happiness poured down Susan's cheeks. She was so lucky for he had given her a gift more powerful than 20. That is the gift of love that can bring light where there is darkness.

- | | | | |
|-----------------------|------------------|----------------------|---------------------|
| 1. A. touch | B. grab | C. count | D. feel |
| 2. A. weakness | B. sickness | C. darkness | D. sadness |
| 3. A. run | B. sink | C. jump | D. step |
| 4. A. inspired | B. determined | C. honored | D. pleased |
| 5. A. return | B. adjust | C. contribute | D. stick |
| 6. A. tired | B. astonished | C. depressed | D. frightened |
| 7. A. volunteered | B. attempted | C. continued | D. struggled |
| 8. A. when | B. as | C. until | D. after |
| 9. A. drove | B. directed | C. accompanied | D. sent |
| 10. A. feeling | B. organs | C. skills | D. senses |
| 11. A. position | B. environment | C. status | D. role |
| 12. A. on her own | B. in person | C. to her benefit | D. on foot |
| 13. A. politely | B. calmly | C. briefly | D. tightly |
| 14. A. opposite | B. separate | C. fixed | D. lonely |
| 15. A. took charge of | B. took place of | C. took advantage of | D. took hold of |
| 16. A. as usual | B. as a result | C. as well | D. as a consequence |
| 17. A. respect | B. envy | C. know | D. support |
| 18. A. what | B. how | C. why | D. who |
| 19. A. past | B. same | C. first | D. next |
| 20. A. courage | B. will | C. sight | D. wisdom |



Passage ② 能力篇 (2010年天津卷)

主题

罗伯特警官

体裁

记叙文

难度

☆☆☆☆

词数

289

建议用时

14分钟

Robert Moody, 52, is an experienced police officer. Much of his work involves dealing with 1 and gang (团伙) problems in the schools of his community. Knowing that many kids often 2 trouble, he decided to do something about it. So in 1991 he began to invite small groups of kids to go fishing with him on his day 3.

Those fun trips had a (an) 4 impact. A chance encounter in 2000 proved that. One day, 5 working security at a school basketball game, Moody noticed two young guys 6. He sensed trouble between them. 7, one of them headed toward Moody and gave him a hug. "I 8 you. You took me 9 when I was in fifth grade. That was one of the 10 days of my life."

Deeply touched by the boy's words, Moody decided to create a foundation (基金会) that 11 teenagers to the basics of fishing in camping programs. "As a policeman, I saw 12 there was violence, drugs were always behind it. They have a damaging 13 on the kids," says Moody.

By turning kids on to fishing, he 14 to present an alternative way of life. "When you are sitting there waiting for a 15" he says, "you can't help but talk to each other, and such 16 can be pretty deep."

"Talking about drugs helped prepare me for the peer (同龄人) pressures in high school," says Michelle, 17, who 17 the first program." And I was able to help my little brother 18 drugs."

Moody faces 19 in three years, when he hopes to run the foundation full-time. "I'm living a happy life and I have a responsibility to my 20 to give back," Moody says. "If I teach a kid to fish today, he can teach his brother to fish tomorrow."

- | | | | |
|------------------------|----------------|------------------|----------------|
| 1. A. drinking | B. drug | C. security | D. smoking |
| 2. A. ran into | B. got over | C. left behind | D. looked into |
| 3. A. ahead | B. away | C. off | D. out |
| 4. A. immediate | B. damaging | C. limited | D. lasting |
| 5. A. once | B. while | C. since | D. until |
| 6. A. quarreling | B. complaining | C. talking | D. cheering |
| 7. A. Slowly | B. Suddenly | C. Finally | D. Secretly |
| 8. A. understand | B. hear | C. see | D. remember |
| 9. A. fishing | B. sailing | C. boating | D. swimming |
| 10. A. quietest | B. longest | C. best | D. busiest |
| 11. A. connects | B. introduces | C. reduces | D. commits |
| 12. A. where | B. unless | C. as | D. whether |
| 13. A. impression | B. burden | C. decision | D. impact |
| 14. A. asked | B. intended | C. pretended | D. agreed |
| 15. A. solution | B. change | C. bite | D. surprise |
| 16. A. concerns | B. interests | C. conversations | D. emotions |
| 17. A. participated in | B. worked out | C. approved of | D. made up |
| 18. A. misuse | B. avoid | C. tolerate | D. test |
| 19. A. unemployment | B. challenge | C. competition | D. retirement |
| 20. A. team | B. school | C. family | D. community |



Passage ③ 能力篇 (2010年陕西卷)

主题 享受“给予”的快乐 体裁 夹叙夹议 难度 ☆☆☆☆ 词数 240 建议用时 14分钟

I used to live selfishly, I should admit. But one moment changed me.

I was on my lunch break and had 1 the office to get something to eat. On the way, I 2 a busker (街头艺人), with a hat in front of him. I had some 3 in my pocket, but I would not give them to him, thinking to myself he would 4 use the money to feed his addiction to drugs or alcohol. He 5 like that type—young and ragged. 6 what was I going to spend the money on? Only to feed my addiction to Coca-Cola or chocolate! I then 7 I had no right to place myself above 8 just because he was busking.

I 9 and dropped all the coins into his 10, and he smiled at me, I watched for a while. As 11 as it sounds, I expected something more to come from that moment—a feeling of 12 or satisfaction, for example. But nothing happened. 13, I walked off. “It proved to be a waste of 14,” I thought.

On my way home at the end of the 15, I saw the busker again and he was 16. I watched him pick up the hat and walk 17 a cafe counter. There he poured the 18 contents into a tin collecting 19 an earthquake fund-raising (募捐) event. He was busking for charity (慈善)!

Now I donate any 20 I have to charity tins and enjoy the feeling of giving.

- | | | | |
|-----------------------|------------------|-------------------|----------------|
| 1. A. left | B. cleaned | C. prepared | D. searched |
| 2. A. led | B. chose | C. saw | D. fooled |
| 3. A. chocolates | B. coins | C. tins | D. drugs |
| 4. A. almost | B. only | C. rather | D. still |
| 5. A. acted | B. looked | C. sounded | D. smelt |
| 6. A. Though | B. For | C. Therefore | D. But |
| 7. A. declared | B. realized | C. expected | D. guessed |
| 8. A. it | B. all | C. him | D. them |
| 9. A. waited | B. followed | C. stopped | D. arrived |
| 10. A. rag | B. hat | C. pocket | D. counter |
| 11. A. selfish | B. awkward | C. innocent | D. special |
| 12. A. happiness | B. sadness | C. love | D. hate |
| 13. A. Disappointedly | B. Unfortunately | C. Coincidentally | D. Comfortably |
| 14. A. words | B. effort | C. space | D. money |
| 15. A. moment | B. day | C. break | D. event |
| 16. A. walking around | B. passing by | C. packing up | D. running off |
| 17. A. around | B. in | C. behind | D. to |
| 18. A. chief | B. basic | C. actual | D. total |
| 19. A. by | B. for | C. on | D. with |
| 20. A. work | B. time | C. energy | D. change |



Passage ④ 提升篇 (2010年北京卷)

主题 “鼓励”改变了“我” 体裁 记叙文 难度 ☆☆☆☆☆ 词数 330 建议用时 17分钟

I met Mrs. Neidl in the ninth grade on a stage-design team for a play and she was one of the directors. Almost instantly I loved her. She had an unpleasant voice and a direct way of speaking, 1 she was encouraging and inspiring. For some reason, she was impressed with my work and me.

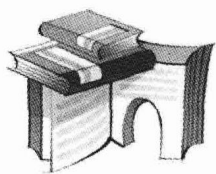
Mrs. Neidl would ask me for my 2. She wanted to know how I thought we should 3 things. At first I had no idea how to answer because I knew 4 about stage design! But I slowly began to respond to her 5. It was cause and effect: She believed I had opinions, so I began to 6 them. She trusted me to complete things, so I completed them perfectly. She loved how 7 I was, so I began to show up to paint more and more. She believed in me, so I began to believe in myself.

Mrs. Neidl's 8 that year was, "Try it. We can always paint over it 9!" I began to take 10. I had been so afraid of failing but suddenly there was no failing—only things to be 11 upon. I learned to dip my brush into the paint and 12 create something.

The shy, quiet freshman achieved success that year. I was 13 in the program as Student Art Assistant because of the time and effort I'd put in. It was that year that I 14 I wanted to spend the rest of my life doing stage design.

Being on that stage-design team 15 Mrs. Neidl changed me completely. Not only was I stronger and more competent than I had thought, but I also 16 a strong interest and a world I hadn't known existed. She taught me not to 17 what people think I should do: She taught me to take chances and not be 18. Mrs. Neidl was my comforter when I was upset. Her 19 in me has inspired me to do things that I never imagined 20.

- | | | | |
|-------------------|---------------|-----------------|-----------------|
| 1. A. and | B. yet | C. so | D. for |
| 2. A. opinion | B. impression | C. information | D. intention |
| 3. A. make | B. keep | C. handle | D. change |
| 4. A. anything | B. something | C. everything | D. nothing |
| 5. A. questions | B. comments | C. explanations | D. remarks |
| 6. A. hold | B. follow | C. evaluate | D. form |
| 7. A. happy | B. lively | C. reliable | D. punctual |
| 8. A. message | B. motto | C. saying | D. suggestion |
| 9. A. again | B. more | C. instead | D. later |
| 10. A. steps | B. control | C. charge | D. risks |
| 11. A. improved | B. acted | C. looked | D. reflected |
| 12. A. easily | B. carefully | C. confidently | D. proudly |
| 13. A. introduced | B. recognized | C. identified | D. considered |
| 14. A. confirmed | B. decided | C. realized | D. acknowledged |
| 15. A. with | B. below | C. of | D. by |
| 16. A. developed | B. discovered | C. took | D. fostered |
| 17. A. accept | B. care | C. judge | D. wonder |
| 18. A. bored | B. lazy | C. sad | D. afraid |
| 19. A. trust | B. patience | C. curiosity | D. interest |
| 20. A. accessible | B. enjoyable | C. possible | D. favorable |



第二部分策略指导.....

考点透视

纵观近几年的高考题可知,完形填空题遵循了“突出语篇,强调应用,注重交际”的设计思路。试题的特点是篇幅小、起点高、题量大,既考查了考生的阅读理解能力,又考查了考生综合运用知识的实践能力。具体地说,完形填空题主要考查:

1、文章主旨大意

完形填空题的首句通常不设空,往往是全文的关键句。考生可以依据首句的提示,通览全文,了解文章的题材、体裁、文脉结构、情节发展等基本信息,把握正确的主旨大意。

2、上下文的关系

完形填空题的文章是一个完整的统一体,词句、段落之间存在内在的逻辑关系,考生需要抓住文中有关信息的提示,理顺上下文的关系。

3、推理判断

完形填空题要求考生能根据文章的主旨大意和内容的逻辑关系进行合乎逻辑的推理判断,准确地选出符合文章情节的答案。

4、词义辨析

完形填空题注重在语境中考查词义。实词(动词、名词、形容词和副词等)的词义辨析是重点考查的内容。四个选项一般词性相同,至少有两项词义相同或相近,考查考生在具体语言环境中对所学同义词或近义词的辨析能力。

5、长难句的理解

近几年高考中完形填空题表现为长难句增多、句子结构复杂(包括定语从句、状语从句、名词性从句、插入语等)、句式丰富多样(包括陈述句、祈使句、省略句、疑问句、感叹句等),极大地增加了阅读难度,限制了学生的理解程度。

6、语言背景知识

完形填空题正朝着语言交际化、情景生活化、词汇运用灵活化的方向发展,文章的选材趋于更加地道,符合中学生的心理和年龄特征,容易引起学生的共鸣。

解题技巧(附实例解析)

完形填空是一种综合性试题,它集词法、句法、逻辑分析为一体,具有较高的检测功能和解题难度。解题时,考生需要掌握一些技巧,才能有效地提高得分。平时,考生常用的解题技巧包括:

1、根据文章首句,理解主旨大意

完形填空题的首句往往是文章的主题句,或是含有主题词的句子。因此,迅速读懂首句,能够帮助弄懂整篇文章的主题和背景,抓准文章思路的起点,找到解题的突破口。

2、依据上下文关系,巧解试题

完形填空题在选项的设置上逐步淡化语法,重在文意的干扰。因此,解题时,要学会瞻前顾后,做到词不离句、句不离段、段不离文。通过上下文的提示或暗示,对文章进行整体把握,从而轻松地解答试题。

3、弄清语篇脉络,进行推理判断

完形填空题较难的题型是对行文的逻辑、作者的态度等进行推理判断。要做好这类题目,考生必须抓住文章脉络,弄清文章的结构及上下文的内在联系等。为了能准确、快速地理解内容,考生必须把握作者的思路,



使自己的思维模式与作者的思维模式相吻合，不断地从多个角度进行合乎逻辑的推理。

4、根据文章的语境，进行词义辨析

高考完形填空题要求考生从四个选项中选出最佳答案。一般来说，有两个词语在意义和用法上十分接近，干扰性很强，迷惑性很大。考生要准确地把握词汇的用法以及在不同语境中的变化，仔细辨析词义，确定选项。

5、利用语法知识，分析理解长难句

完形填空题是在语境中考查语法运用能力，单纯的语法题很少。但是，如果具备了扎实的语法知识有助于对材料中长难句的理解，加快阅读速度，提高解题的准确性。

【实例分析】

When I was young, my parents ran a snack bar in our small town.

One evening in early April, my mother told me to fill in at the snack bar 1 a worker who had the flu. I told her I would mess it up, 2 I had never worked at the bar before. I 3 that instead of making money, I would end up owing it.

"You can do it," said my mother, " 4, you won't get much business until lunch."

"But I'll never remember the orders, and I'm no good 5 money. Please, mom, don't 6 me."

"Then I'll help you," she said.

I shrugged my shoulders. I thought my mother's 7 was a bad one, but I 8.

When I got to the bar the next day, I found my mother was 9. Because the weather that day was rainy and cold, people wanted hot snacks and drinks. 10, I was really slow at taking the orders and making change. The line of people grew, and everybody seemed 11, I was so nervous that my hands shook, and I 12 a cup into pieces. What a mess! Then my mother came to 13 me, and she also showed me how to make 14. If someone gave me \$ 5 for something that cost \$ 3.25, I handed over 15 quarters and a dollar and said, "75 cents makes four dollars, plus one dollar makes five." Things went more 16 after that.

By the end of the day, I could remember orders, 17 the bill, and make change quickly with a smile. I was even a little 18 when the sun came out and dried up business. My mother said she was proud of me, and when she 19 that I work at the snack bar again next year, I did not even shrug. I was too busy 20 the restaurant I would open one day.

- | | | | |
|--------------------|--------------|-----------------|-----------------|
| 1. A. to | B. for | C. after | D. over |
| 2. A. because | B. though | C. until | D. while |
| 3. A. promised | B. noticed | C. worried | D. hoped |
| 4. A. Therefore | B. However | C. Besides | D. Yet |
| 5. A. of | B. on | C. about | D. with |
| 6. A. blame | B. fool | C. frighten | D. make |
| 7. A. idea | B. bar | C. day | D. answer |
| 8. A. guessed | B. obeyed | C. begged | D. admitted |
| 9. A. angry | B. sad | C. wrong | D. ashamed |
| 10. A. At least | B. At last | C. At most | D. At first |
| 11. A. surprised | B. impolite | C. pleased | D. impatient |
| 12. A. damaged | B. destroyed | C. broke | D. ruined |
| 13. A. scold | B. help | C. beat | D. save |
| 14. A. money | B. lunch | C. coffee | D. change |
| 15. A. two | B. three | C. four | D. five |
| 16. A. smoothly | B. fairly | C. simply | D. conveniently |
| 17. A. turn in | B. count out | C. take over | D. add up |
| 18. A. discouraged | B. disturbed | C. disappointed | D. distrusted |
| 19. A. thought | B. stated | C. announced | D. suggested |
| 20. A. imagining | B. preparing | C. examining | D. describing |



【解题点拨】 本文主要讲述了“我”年轻时在父母经营的快餐小店帮忙一天的经历。

1. **B【解析】** 根据前面 fill in 可知此处应用 for, fill in for sb. 表示“临时代替”, 句意为“在一个四月初的晚上, 我母亲告诉我要我去小吃店去工作, 代替一个生病发烧的员工”。
2. **A【解析】** 根据上文中的 I told her I would mess it up 可判断出因为作者以前没有在那儿工作过, 所以会弄得一团糟, 故选 because 引导原因状语从句, 意为“因为”。其他选项不符合逻辑关系, though 引导让步状语从句, 意为“尽管”; until 引导时间状语从句, 意为“直到”; while 引导时间状语从句, 意为“当……的时候”。
3. **C【解析】** 根据上文中的 I told her I would mess it up 可判断出作者感到焦虑, 故选 worry, 意为“忧虑, 烦恼”。其他选项不合语境, promise 意为“允诺, 答应”; notice 意为“注意到, 留心”; hope 意为“希望”。
4. **C【解析】** 根据 You can do it 和 you won't get much business until lunch 可判断出一方面作者的妈妈认为他能做好, 另一方面, 直到午饭时才有很多事情做, 故选 Besides 意为“此外, 而且”。Therefore 意为“因此, 所以”; However 意为“然而, 可是”; Yet 意为“还, 仍然”, 均不合逻辑。
5. **D【解析】** 此处 no good with money 表示“在钱方面不在行”。句意为“可是我一定会记不得人家点的东西, 而且我对找钱又没概念”。
6. **D【解析】** 根据上文内容可判断出作者请求母亲不要让他店里干活。make me 是 make me do that 的省略形式, 表示“不要让我做”。blame 意为“责备”; fool 意为“愚弄”; frighten 意为“使惊惧”, 均不合语境。
7. **A【解析】** 根据上文的内容可判断出作者认为他妈妈让他干活的主意是个坏“主意”, 故选 idea。bar 意为“酒吧”; day 意为“天”; answer 意为“解答, 答案”, 均不合语境。
8. **B【解析】** 根据下文作者在酒吧工作的情况可判断出虽然他认为妈妈的主意是一个坏主意, 但还是“服从”了, 故选 obey。guess 意为“推测, 猜测”; beg 意为“乞求, 恳请”; admit 意为“承认, 容许”, 均不合语境。
9. **C【解析】** 根据下文中所发生的事可判断出作者认为妈妈让他去店里帮忙是“错误的”, 故选 wrong。angry 意为“生气的”; sad 意为“悲伤的”; ashamed 意为“惭愧的”, 均不合语境。
10. **D【解析】** 根据下文中所发生的一连串的事可判断出“一开始”时, 作者在订餐方面和找零钱方面都很慢, 故选 at first 意为“起先”。at least 意为“至少”; at last 意为“终于”; at most 意为“至多”, 均不合语境。
11. **D【解析】** 根据常识可知, 顾客在经过长时间的排队等候后会变得很“不耐烦的”, 故选 impatient。surprised 意为“出乎意料的, 令人惊奇的”; impolite 意为“失礼的, 粗鲁的”; pleased 意为“高兴的, 满意的”, 均不合语境。
12. **C【解析】** 根据下文中的 into pieces 可判断出把杯子打碎了, 故选 break 意为“打碎”。damage 意为“损害”, 通常指部分性的损坏, 往往暗示损坏后的价值、效率、功能等会降低; destroy 意为“破坏, 摧残”, 通常指彻底的毁掉或毁灭; ruin 意为“破坏, 毁灭”, 破坏的原因通常是自然现象。
13. **B【解析】** 根据下文内容可知作者的妈妈是过来帮助他的, 故选 help。scold 意为“责骂, 斥责”; beat 意为“打, 拍, 敲”; save 意为“救, 节省”, 均不合语境。
14. **D【解析】** 根据上文中的 I was really slow at taking the orders and making change. 可判断出作者的妈妈教给他如何找钱, 故用 make change 意为“找钱”。make money 意为“赚钱”; make lunch 意为“做午餐”; make coffee 意为“做咖啡”, 均不合语境。
15. **B【解析】** 根据常识可知 \$5 减去 \$3.25, 应是 \$1.75, 故此处选 three。
16. **A【解析】** 根据上文的内容可判断出由于作者妈妈的帮助, 他学会了如何找钱, 从那以后, 工作做得越来越“顺利”, 故选 smoothly 意为“顺利地”。fairly 意为“公正地”; simply 意为“仅仅”; conveniently 意为“便利地”, 均不合语境。
17. **D【解析】** 根据其宾语 bill 可判断出作者学会了计算账单, 故选 add up 意为“合计”。turn in 意为“交出, 转身进入”; count out 意为“点清”; take over 意为“接收, 接管”。
18. **C【解析】** 由于工作顺利, 所以在生意结束时, 作者甚至感到有点“失望”, 想继续干下去, 故选 disappointed。discouraged 意为“气馁的”; disturbed 意为“扰乱”; distrusted 意为“不信任的”, 均不合语境。
19. **D【解析】** state 意为“陈述”; announce 意为“宣告”; thought 意为“认为”; suggest 意为“建议”。根据语境判断此处应选 suggest, 表示妈妈建议作者第二年再干。
20. **A【解析】** 根据上文可知作者开始喜欢做这份工作, 故推断此处他在“想象”有一天开一家自己的餐馆,

选 imagine 意为“想象，设想”。prepare 意为“准备”；examine 意为“检查”；describe 意为“描述”，均不合语境。

解题注意事项

同学们要想提高完形填空的得分，除了大量的训练，还需科学答题。依据实践总结，要做好完形填空题，应该注意以下几点：

1. 要特别注重对文章首、尾句的理解，因为它们往往点明或提示文章的主题，对理解全文有较大帮助。
2. 第一遍跳读短文时可能一时把握不住短文内容，弄不清头绪。此时，要注意克服畏难情绪和急躁心理，应稳定情绪，再将短文读一、二遍，直到明白大意为止。
3. 做题时切勿一看到一个空格就急着选出一个答案，这样往往只见树木不见树林。由于缺乏全局观念，极易导致连续选错。因为完形填空不同于单个句子的选词填空，其空白处是位于一篇文章之中，因此必须纵观全文、通篇考虑。
4. 动笔时先易后难，先完成容易、有把握的答案，这样可以增强自信心，然后再集中精力解决难点。对于实在无法确定的，可以从文中同样结构或类似结构中寻找提示，大胆地作出猜测。在不能确定答案的情况下，要凭语感选出答案，一经确定的答案不要轻易改动。
5. 每篇完形填空所设的空多以实词为主，所提供的四个备选项中只有一个是正确的，其他三项均为干扰项。而干扰项单从语法角度判断则无法确定，还必须从语篇意义上加以鉴别，遵循语意优先于语法的原则。
6. 结合上下文，生活常识和中西方文化选出最佳答案。同时，可以适时地使用各种解题技巧来提高得分。



(一) 记叙文类



技巧
点拨

记叙文在近几年的高考完形填空中占了很大比例。它主要包括人物故事、励志故事、历史故事等，作者的写作角度涉及社会、家庭、历史、文化、健康、科学等各个方面。总体说来，一般它有两个特点：1. 情节曲折，信息量大，结尾往往出人意料。2. 文章内容为中学生所关注和熟悉的话题，有亲切感，能引起学生的共鸣。了解了记叙文类完形填空的命题特点后，如果我们再掌握一些解题技巧，将会收到事半功倍的效果。

1、读好首句，把握主旨

完形填空的首句往往不留空，是全文的“窗口”。它往往会告诉我们事件或故事发生的时间、地点和人物之间的关系等。因此，读好首句，不仅可以推断文章的大致内容，而且能预测故事的发展。

2、通读全文，掌握大意

考生在做题时，应先浏览全文，理清各种人物角色，判断作者的叙事手段，了解故事的来龙去脉，进而理解文章大意，为做题找到依据。

3、理清上下文的脉络，透彻理解文意

记叙文的情节往往跌宕起伏，曲折变化。阅读短文时，考生需要理顺事情的发生、发展和结局，从而透彻理解文意，这样才能作出合理的选择。

考例 I lift the lid and to my 51 saw nothing. I looked at David's smiling face and back into the box and said, "The box is nice, David, but it's 52."

"Oh, no, it isn't," said David. "It's full of love, my mum told me before she died that love was something you couldn't see or touch unless you know it's there." (2009年山东试题)

52. A. cheap B. empty C. useless D. improper

解析：本题考查形容词的辨析。根据上文中的 saw nothing 和下文中的 It's full of love. 可推知，此处选 B。

4、利用语境，揣摩作者的心境

作者有时在记叙过程中或记叙结束后发表自己的看法。因此，考生必须利用语境，对人物的语言、行为、心理等进行合理的想象和推理，并仔细揣摩作者的心境，以期与作者达到共鸣，从而达到对文意的准确理解。

考例 One day, Raul was miles away from the small ranch (牧场) house in a large valley. 36 seemed to be all right, yet he felt strange and somewhat uneasy.

36. A. Something B. Everything C. Anything D. Nothing

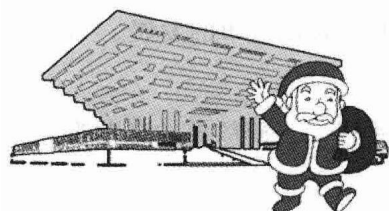
解析：根据文中关联词 yet 的提示可推测出作者想要表达的是：在“一切 (everything)”正常的外表下所隐藏的危机，故选 B。



Unit 1
热点速递

Passage ① 基础篇

主题 圣诞老人造访世博园区 体裁 记叙文 难度 ☆☆☆ 词数 176 建议用时 11分钟



Santa Claus yesterday traveled all the way from his home in Lapland, northern Finland, to the Expo site to 1 his best wishes for the 2. Santa was mobbed (围拢) 3 workers at the site and 4 happily for many photos. He 5 crowds of reporters and cameramen that he loved the China Pavilion (中国馆) 6 its red color was 7 as his clothes.

He was also 8 by the scale (规模) of the site, 9 is beyond his imagination.

Korvatunturi, where Santa Claus lives, 10 1,000 kilometers north of the capital, Helsinki. He 11 there with his wife and hundreds of elves. From the top of Korvatunturi, they can 12 the Christmas wishes of 13 the children in the world.

He glides lightly over the 14 in a sleigh to 15 gifts to children all over the world. He didn't forget to bring 16 to Chinese children this time. The present is special, 17, because it's intangible (无形的). "I 18 all parents can spend more time with their kids, and 19 them to the Expo site, where they can 20 about the culture of other countries."

- | | | | |
|-----------------|---------------|-----------------|--------------|
| 1. A. fetch | B. take | C. convey | D. carry |
| 2. A. meeting | B. activity | C. conference | D. fair |
| 3. A. for | B. by | C. of | D. to |
| 4. A. sang | B. took | C. posed | D. acted |
| 5. A. told | B. said | C. spoke | D. talked |
| 6. A. if | B. because | C. though | D. while |
| 7. A. as | B. the same | C. such | D. same |
| 8. A. admired | B. interested | C. disappointed | D. impressed |
| 9. A. that | B. where | C. which | D. who |
| 10. A. lies | B. laying | C. lying | D. lays |
| 11. A. plays | B. lives | C. spends | D. travels |
| 12. A. sees | B. listens | C. hears | D. feels |
| 13. A. whole | B. most | C. some | D. all |
| 14. A. mountain | B. snow | C. desert | D. forest |
| 15. A. deliver | B. supply | C. offer | D. take |
| 16. A. that | B. one | C. it | D. the one |
| 17. A. but | B. instead | C. however | D. therefore |
| 18. A. think | B. suppose | C. wish | D. hope |
| 19. A. carry | B. take | C. help | D. ask |
| 20. A. hear | B. talk | C. learn | D. think |