

# CLOZE TEST

# 高考英语高分指南

## 完形填空实战诀窍

主编 陈明瑶 钱晓霞

编著 钱晓霞 张艺宁 裘晶 刘瑜



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## 前言

完形填空是英语语言能力测试中的一个重要考查项目。在全国各省历年的高考英语试卷中它一直是单项分值最高的题型之一，同时也是考生感到最难把握的题项之一。完形填空要考查的是考生的语言和思维的综合能力，这种题型的解题要求考生具备较强的篇章意识以把握语篇的总体内容和结构，运用逻辑思维能力以辨别语篇层次和意义的内在联系，熟练运用语法和词汇知识以根据篇章情节和意义填入正确选项。

不少考生在做完形填空题时出错率较高，究其原因，往往是没有通览全文就开始边读边选，这样不仅不能提高解题速度，而且还难免断章取义，做出错误的选择。做完形填空时的语篇意识有如弹奏乐器时所需要的乐感，没有乐感就无法练就纯熟的演奏技巧，同样，没有语篇意识就很难把握文章的行文逻辑，从而理清篇章的脉络发展和句子中的语义联系。所以，先通览全文，然后再根据语境推理判断，是做完形填空题的诀窍之一。

做完形填空题的诀窍之二就是掌握英语的常用搭配，如：语义搭配、结构搭配及固定搭配。掌握了常用搭配，考生就能迅速判定语句过渡关系以及句中词组或习语结构。这样既节省答题时间，也提高选词的准确率。

做完形填空题的诀窍之三是正确辨析词义。完形填空每一题的四个选项往往都是词性相同或词型相近，差别就在于其语义上的不同或对特定语境的关系不同。

这三个解题诀窍涉及语篇、句法和词法，在解题时需要综合使用，不能分而用之。除此之外，相关背景知识在解题中也很重要，它能帮助考生加深对文章的理解。有时对英语国家文化的了解有助于弥补语言能力上的不足，简化解题时的斟酌过程。

本书旨在帮助提高考生的综合能力。在编排上从篇章理解入手，加强考生获取语篇思想的能力，再深入语言内核，帮助考生熟练运用语言知识。本书力求理论系统、训练有效，既有习题穿插在讲解之中，又有考题单独成篇便于集中练习。本书共分为三篇九个单元。“预备篇”由第一到第三单元组成。第一单元讲解不同文体的行文特点，并进行缺词语篇的解读练习；第二单元讲解英语词语搭配规律，并配有词语搭配练习；第三单元讲解完形填空中的词义辨析，集中进行选词填空练习；第四单元到第六单元组成“演练篇”，为高考真题的练习，旨在帮助考生进行实战演练，体验高考解题；第七到第九单元组成“拓展篇”，其中的练习主要是依照2009年浙江省高

考英语卷的自选模块形式，是针对志在高分的考生，帮助他们进一步拓展能力而编写的。

为帮助考生掌握正确而有效的解题方法，本书中的所有习题都配有篇章解读和习题详解。本书的另一个特点是将一些解题注意事项及技巧以画框或小贴士的形式散见各单元中，这样做的目的是随时提醒考生关键性的技巧，同时又免去考生阅读大量文字讲解时可能产生的烦躁。

参加本书编写的有多年从事英语学科教学理论研究、教学经验丰富的老教师，也有在研究和教学上都成绩斐然的中青年教师。在本书的编写过程中，尽管我们悉力以赴，疏漏和不妥之处在所难免，希望能得到专家、教师和读者的批评和指教。

陈明瑶 钱晓霞

2010 年秋于浙江工商大学

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## 开篇三问

### 一、完形填空考什么？

完形填空题不单是要考查考生的填词联句能力，同时也考查考生的语篇意识。也就是说，考生要把握文章的文体结构，理解文章的内容，并根据内容判断文章内部的逻辑发展，然后选择适合文章内容、符合逻辑意义、合乎语法规则的答案。

### 二、完形填空如何考？

做完形填空题首先需要通览全文以掌握篇章结构和中心思想，考生对于有待完形的文章在语篇上的理解及其行文逻辑上的把握是选词填空的前提；然后，考生调动自己的文化背景知识、生活常识、语言知识，利用上下文语境寻找关联、辨析异同、排除干扰、合理推断、确定选项；最后，考生还须带着所选答案通读全文进行复查验证。

### 三、完形填空怎么练？

第一步：在缺词的情况下，根据不同语篇体裁快速通览把握文章要义和行文逻辑。

第二步：熟练掌握英语词语的搭配关系。

第三步：熟悉常用词汇的适用语境和用法特点。



# 第一单元

## 完形填空的语篇理解

这一单元要帮助考生练习完形填空的第一步：在缺词的情况下，根据不同语篇的体裁快速通览全文把握文章结构和大意。

英语文章有四种类型：记叙文、议论文、描写文和说明文。英语议论文和说明文的篇章结构相似，两者的区别在于前者的目的在于阐明观点，而后者旨在解释说明。当然，有时文章的体裁也不是截然分明的，但总是有所偏重。如先叙述后评论的就是以叙事为主，先表明观点再举例的就是以议论为主。对不同的文体可以运用不同的阅读策略以提高阅读效率，事半功倍。

### 一、记叙文

历年来各省高考英语完形填空题以记叙文为多。用于完形填空的记叙文不会很长，一般是叙述一件或几件相关的事情。既是记人叙事就要交代人物的经历和事件的来龙去脉，也就有了我们常说的故事情节。而且，在英语考试中所选的叙事文中的情节一般都是按时间顺序或事件发生的先后而呈现，极少有倒叙或插叙的。通览记叙文的基本策略是抓住情节主线。

快速通览以下两篇记叙文（忽略空格），把握故事线索。

例1（2008 北京卷）：

When I entered Berkeley, I hoped to earn a scholarship. Having been a Straight-A student, I believed I could 1 tough subjects and really learn something. One such course was World Literature given by Professor Jayne. I was extremely interested in the ideas he 2 in class.

When I took the first exam, I was 3 to find a 77, C-plus, on my test paper, 4 English was my best subject. I went to Professor Jayne, who listened to my arguments but remained 5.

I decided to try harder, although I didn't know what that 6 because school had always been easy for me. I read the books more carefully, but got another 77. Again, I 7 with Professor Jayne. Again, he listened patiently but wouldn't change his 8.

One more test before the final exam. One more 9 to improve my grade. So I redoubled my efforts and, for the first time, 10 the meaning of the word "thorough". But my 11 did no good and everything 12 as before.

The last hurdle (障碍) was the final. No matter what 13 I got, it wouldn't cancel three C-pluses. I might as well kiss the 14 goodbye.

I stopped working hard. I felt I knew the course material as well as I ever would. The night before the final, I even 15 myself to a movie. The next day I decided for once I'd have 16 with a test.

A week later, I was surprised to find I got an A. I hurried into Professor Jayne's office. He 17 to be expecting me. "If I gave you the As you 18, you wouldn't continue to work as hard."

I stared at him, 19 that his analysis and strategy (策略) were correct. I had worked my head 20, as I had never done before.

I was speechless when my course grade arrived: A-plus. It was the only A-plus given. The next year I received my scholarship. I've always remembered Professor Jayne's lesson: you alone must set your own standard of excellence.

**想一想** 阅读篇章大意之前, 请先回答下面的问题。

- (1) What is the story about?
- (2) When he entered the university, what did the student hope to earn? Why did he think so?
- (3) What was the result of his first exam? How about his second exam? And how about the one more test before the final exam?
- (4) Why did he stop working hard before the final exam?
- (5) What did he get for his final exam?
- (6) What did he learned from this experience?

**【篇章大意】**故事的主人公一直是个非常自信的优等生。进了伯克利分校后, 他希望通过优异成绩获取奖学金。然而, 在他选修了 Professor Jayne 的“世界文学”课程后却经历了一连串的挫折, 连得三次 C+ 成绩, 他准备放弃奖学金了。可出乎他的意料, 期末考试前他放松玩乐却得了个 A。更让他惊讶的是: 他的最终课程成绩是 A+, 因而在第二年顺利获得奖学金。

**试一试** 阅读语篇攻略之前, 请先将合适的词填入文中的空格。

**【语篇攻略】**文中虽然有 20 个文字空缺, 但故事脉络还是很清楚的。完形填空的第一句一般是不设空格的。故事开头一般都会交代一下事件或人物背景: 一个自信的优等生, 进了伯克利学院后希望通过优异成绩获取奖学金。浏览叙事篇章的诀窍之一是抓住情节主线。这位学生开始自认为可以轻松选修任何有难度的课程 (1. take tough subjects), 但后来事情的发展如何呢? 文中的画线部分显示了事件发展的时间线索, 顺着这条情节主线, 考生就能知道发生了什么、事件如何发展、最后结果又是如何。

这位学生很喜欢的一门课程是 Jayne 教授上的“世界文学”, 他尤其对教授在课堂上展示的观点感兴趣 (2. the ideas he presented in class)。然而, 第一次测试的成绩令他大吃一惊, 他发现自己只得了 77 分 C+ (3. I was shocked to find a 77, C-plus), 因为 (4. for...) 英语是他最强的科目。于是, 他去找教授说理, 但教授只是听他申诉却不为所动 (5. remained unmoved)。

他决定要加倍努力, 虽然他不清楚这意味着什么 (6. what that meant), 因为学习对他来说向来是一件轻松的事。尽管如此, 第二次测试成绩又是 77 分 C+, 他又去找教授说理 (7. I reasoned with Professor Jayne), 这一次教授还是耐心地听着, 但不改变主意 (wouldn't change his mind)。

终考前还有一次测试，这就是说他还有一次机会（9. one more chance）改进成绩，所以他更加努力了，同时也是第一次懂得了（10. learned）“彻底”一词的真正含义。然而他的努力（11. my effort）还是没带来任何起色（12. everything went as before）。

他知道不管期末考试的成绩（13. grade）如何，他都无法抵消前面所得的三个 C+，他只能和奖学金说再见了（14. kiss the scholarship goodbye）。于是在期末考试来临之际，他干脆不复习了，考前一晚他甚至看了场电影（15. treated myself to a movie），在第二天考试时也破天荒地轻松以对（16. I'd have fun with a test）。

一周后，成绩出来了，出乎他的意料，这次他得了 A。他赶忙去找教授，教授似乎正等着他（17. He seemed to be expecting me），教授告诉他说：“如果我如你所愿（18. you expected）都给你 A，你就不会继续用功学习。”他凝视着教授，意识到（19. realizing）教授的分析和策略是对的，正因为这样，他才会以前所未有的努力发奋学习（20. worked my head off）。

而更让他惊讶的是：他的最终课程成绩是 A+，因而在第二年顺利获得奖学金。他也最终明白了 Professor Jayne 的一片苦心。故事的最后一段是完整的，明确交代了事情的结果。

#### 例 2（2009 浙江卷）：

The trip to that city was eye-opening for everyone, and near its end, all the young people in our group began to reflect on what it had meant. We 1 the first night we had arrived. We had all gone into the markets of the city 2 the young people could experience its energy. But what we actually saw simply 3 us all—the rundown houses, the children in rags, the people begging for money ... Walking home, 4 under a low bridge, we came across 5 families of homeless people seeking a bit of dry ground to sleep on 6 the night. We had to step over bodies as we found our way through the darkness.

The poverty (贫困) was 7 than anything my young companions had ever imagined. Back in the hotel, an air of sadness settled over the group. Many 8 and cried. Spending time in this 9 moves a person to care about humanity.

That evening, our group spent hours talking about what we had 10. Gently, I encouraged everyone to talk about the difficult 11 that day's discoveries had inspired. Sitting together 12 a circle as everyone had a chance to speak, we all began to realize that 13 of us was alone in our struggle to cope with our reactions.

Based on my 14 in poverty-stricken areas, I suggested that 15 the emotions we had were painful, they could also be important in helping us to move forward. We all 16 that we had seen things that should never be allowed to happen. 17, what could we do about it? Together, we began to brainstorm ways we could help to ease the 18 we had seen. As I encouraged group members to focus on 19 they could do, a sense of determination 20 the previous sadness. Instead of despair, these young people began to feel a call to action.

**想一想** 阅读篇章大意之前，请先回答下面的问题。

- (1) Why was the trip eye-opening?
- (2) What did the narrator and his group expect to see the first night they had arrived in the city?
- (3) What did they actually see?

- (4) How did they feel about the poverty in the city?  
 (5) What did they do back in the hotel that evening?  
 (6) What were they determined to do?

【篇章大意】故事讲述人带领一队年轻人来到一个城市，准备领略一下该城的繁忙生活，然而城市中极度的贫困却令他们震惊。悲伤之余，他们开始反思自己应担负的责任，并决定采取行动消除贫穷。

**试一试** 阅读语篇攻略之前，请先将合适的词填入文中的空格。

【语篇攻略】文章的第一句话提纲挈领地指出了故事的来龙去脉——在那座城市的经历令所有人目睹了从未见过的情景，离开这座城市之际，队里全体年轻人开始反思这对他们意味着什么。文章虽是叙述人对自己一次经历的回顾，但整个事件的记叙还是按时间顺序进行。故事的发展围绕叙述人及其队友对一座城市的访问而展开：期待（to experience its energy）——震惊（shocked）——悲伤（broke down to cry）——反思（talking about what we had witnessed）——决心（began to feel a call to action）。

故事叙述人回忆初到那座城市的第一晚的情景（1. looked back on the first night），他们已进入市区以便（2. so that）队里的年轻人能领略这座城市的生命力。然而他们真正见到的却是破败的房屋、衣衫褴褛的孩子和乞丐，这一情景令所有人震惊（3. shocked us all）。在回住所的路上，他们从一座矮桥下走过（4. passing under a low bridge）时，遇见许多流离失所的家庭（5. entire families of homeless people）正试图寻找一处干燥之地度过一夜（to sleep on for the night）。黑暗中，他们不得不从躺着的人身上跨过去。

这种贫困比他们所能想象的更为糟糕（7. worse than）。回到旅馆后，全队被笼罩在悲哀之中，许多人感情失去控制（8. broke down）而哭出声来。在这种环境中（9. in this environment）所度过的每一时刻促使一个人去关怀人类的命运。

那一晚，全队人连续几小时谈论着他们的亲眼所见（10. what we had witnessed），每个人都道出了自己被这一天的所见所闻而激起的难受的心情（11. the difficult feelings）。大家围坐一圈（12. in a circle），每人都有机会发言。大家都开始意识到，他们中没有人（13. none of us）在单独战斗。

叙述人根据自己在贫困地区的经历（14. experiences）建议：尽管（15. while）他们感到很悲痛，但这种悲痛的心情很重要，能帮助他们进一步行动。大家一致认为（16. all agreed），他们所见到的情景绝不能再让它发生。目前（17. Now）该做些什么？大家集思广益，讨论如何才能减轻所见到的疾苦（18. to ease the suffering we had seen）。当大家的思绪集中到自己能做什么的时候（19. what they could do），下决心取代（20. replaced）先前的悲伤。年轻人不再感到绝望，而是感到一种行动的召唤。

### 小贴士

篇章的首句非常关键，它一般会交代故事的来龙去脉，点明故事主题。理解记叙文要抓住五个 W：when, where, who, what, why。

## 二、议论文

与记叙文相比,英语议论文没有故事情节可追溯,比较难理解。其实议论文的文章脉络有其自己的规律,掌握了议论文的逻辑走向,学生会发现议论文并不难懂。英语议论文有两种:或在开头提出观点,中间加以论证,最后总结或再强调要点;或在开头罗列一些事实或现象,中间进行讨论,最后给出结论或亮明观点。要完成议论文体的完形填空,把握文章的议题尤为重要。考生只有先通过浏览,才能把握文章的总体结构,判断文章的思路逻辑,掌握文章的中心思想,为后面的选词填空做好准备。

快速通览以下两篇议论文(忽略空格),把握作者的论点和论证逻辑。

例1(2009 江苏卷):

The requirements for high school graduation have just changed in my community. As a result, all students must 1 sixty hours of service learning, 2 they will not receive a diploma. Service learning is academic learning that also helps the community. 3 of service learning include cleaning up a polluted river, working in a soup kitchen, or tutoring a student. 4 a service experience, students must keep a journal (日志) and then write a 5 about what they have learned.

Supporters claim that there are many 6 of service learning. Perhaps most importantly, students are forced to think 7 their own interests and become 8 of the needs of others. Students are also able to learn real-life skills that 9 responsibility, problem-solving, and working as part of a team. 10, students can explore possible careers 11 service learning. For example, if a student wonders what teaching is like, he or she can choose to work in an elementary school classroom a few afternoons each month.

12 there are many benefits, opponents (反对者) 13 problems with the new requirement. First, they 14 that the main reason students go to school is to learn core subjects and skills. Because service learning is time-consuming, students spend 15 time studying the core subjects. Second, they believe that forcing students to work without 16 goes against the law. By requiring service, the school takes away an individual's freedom to choose.

In my view, service learning is a great way to 17 to the community, learn new skills, and explore different careers. 18, I don't believe you should force people to help others—the 19 to help must come from the heart. I think the best 20 is one that gives students choices: a student should be able to choose sixty hours of independent study or sixty hours of service. Choice encourages both freedom and responsibility, and as young adults, we must learn to handle both wisely.

**想一想** 阅读篇章大意之前,请先回答下面的问题。

- (1) What issue (议题) is brought up in this passage?
- (2) What is service learning?
- (3) According to those supporters, what are the benefits of service learning?
- (4) According to those opponents, what are the problems of service learning?
- (5) What does the writer think of service learning?

(6) According to the writer, what is the best solution?

【篇章大意】这篇议论文的议题有关中学 60 个小时的社会服务学习课程。作为中学毕业的必要条件，60 小时的社会服务引起了争议。支持者认为这一举措能为学生带来许多益处，而反对者认为这种做法会带来不少问题。作者赞同学校设立社会服务学习课程，但同时也建议给学生选择的自由：进行 60 小时的独立研究或参加 60 小时的社会服务。

**试一试** 阅读语篇攻略之前，请先将合适的词填入文中的空格。

【语篇攻略】这篇议论文的逻辑脉络非常清楚。作者在第一段里提出本文的议题，在第二段和第三段中，作者引用了支持者和反对者的观点，在最后一段，作者提出自己的观点和建议。

文章开头的前两句引出本文的议题：作者所在社区修改了中学毕业的要求，所有中学生必须完成 (1. must complete) 60 小时的社会服务学习课程，不然的话 (2. or)，就不能拿到毕业证书。接着，作者介绍说，所谓社会服务学习是一种为社区提供帮助的学业科目。作者提到的诸如清理被污染的河流、参加慈善活动或辅导学生，这些就是社会服务学习的一些例子 (3. Examples of service learning)。第一段最后两句讲到学生必须写日志，还需把他们所学到的东西写下来，以此判断，这些就是学生在社会服务学习期间 (4. During a service experience) 应做的事，而 what they have learned 用的是完成时态，这就是说，学生在完成此课后，需要写一篇总结报告 (5. a report)。

第二段里，根据这些词如：supporters, learn real-life skills, problem-solving, explore possible careers 等，我们可以推测，支持者提出的是社会服务学习带来的益处 (6. benefits of service learning)。在那些支持者看来，最重要的是学生能学会超越自己的利益 (7. think beyond their own interests) 而开始意识到他人的需要 (8. become aware of the needs of others)。学生也能学到生活技能，这些生活技能包括 (9. include) 责任心、解决问题的能力及团队合作。最终 (10. Finally)，通过社会服务学习 (11. through service learning) 学生能够进行职业尝试。For example 表明，紧接着的文字是举例说明，如：学生要是想知道教学如何进行，他（她）就可以选择去一所小学每个月教几天课。

第三段里，作者的话锋转了，他给出了反对者的观点。从“益处”到“问题”在行文上有个转折，尽管 (12. While) 社会服务学习益处多多，反对者指出 (13. point out) 它的不少问题，他们争论 (14. argue) 的第一个理由是：学生上学是为了学习主要课程和技能，而由于社会服务占用很多时间，学生花在学习课程上的时间就会减少 (15. spend less time)；他们认为强迫学生进行无偿劳动 (16. work without pay) 是违法的，学校要求学生提供服务，实际上是剥夺了一个人选择的自由。

在最后一段里，根据 a great way, learn new skills, explore different careers 等词我们可以判断，作者赞同社会服务学习。他认为社会服务学习是为社区作出贡献的好方法 (17. to contribute to the community)，同时也能学习新的技能，尝试不同的职业。但是，他不认同强制一个人为他人服务，因为帮助别人是一种出自内心的意愿 (19. desire)，因此，作者建议，最好的解决办法 (20. solution) 是给学生选择的自由：进行 60 小时的独立研究或参加 60 小时的社会服务。做选择能够鼓励自由精神和责任心，作为年青人，我们应该明智地把握两者。

例 2 (2009 上海春季卷)：

Why do American schools fail to create lifetime readers? There are two basic and related “facts of life” that parents and educators seem to 1. The first fact is that human beings are 2. We are willing to do over and over that which brings us pleasure. For example, we go to the restaurants we like, order the foods we like, and listen to the radio stations that play the music we like. In contrast, we

avoid the restaurants, foods and music we dislike.

What does this pleasure principle have to 3 with reading? Children love stories, so every time we 4 to a child at home or at school, we send a “pleasure” message to the child’s brain. You could even call it a commercial, *conditioning* (使形成条件反射) the child to associate books and print with pleasure. 5, all too often, parents don’t read to their children; and, to make matter 6, schools send “unpleasant” messages about reading. Endless hours of worksheets and seemingly unconnected test questions can be 7, threatening, and meaningless. If a child seldom experiences the “pleasures” of reading at home and meets only the “unpleasures” at school, then the natural 8 will be avoidance.

The second basic fact is that reading is a building-up skill. 9, reading is like riding a bicycle, driving a car, or sewing: in order to get better at it, you must do it. And the more you do it, the better you get at it. The last twenty-five years of reading research 10 this simple formula (规律). Regardless of sex, race, nationality, or socio-economic background, the students who read the most are the ones who read the best, achieve the most, and stay in school the 11. In contrast, those who don’t read much cannot get better at it. And most Americans don’t read much, and therefore aren’t very 12 it.

Why don’t Americans read much? The reason is that a 13 of “pleasure” messages in the home, coupled with the large number of “14” messages about reading they received throughout their school years reduce the 15 a book might offer.

**想一想** 阅读篇章大意之前，请先回答下面的问题。

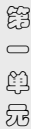
- (1) What does the writer want to discuss in this passage?
- (2) What is the first basic fact that parents and educators fail to see?
- (3) What is the second fact that parents and educators fail to see?
- (4) What does the pleasure principle have to do with reading?
- (5) Why don’t Americans read much?

**【篇章大意】**本文的中心议题是：美国的学校为什么不能培养出终身喜爱阅读的学生？作者认为有两个基本的事实似乎被家长和教育者忽视了。其一，人类喜欢做能带来愉悦的事情，阅读也是一样，孩子们在阅读时若得不到愉悦便不会喜爱阅读，学校教育往往剥夺孩子的快乐阅读；其二，阅读技能是逐渐形成的，阅读最多的学生往往是读得最好的，因而也就是成就最大、求学时间最长的学生，而不经常阅读的人也就不会有效地阅读。所以，美国人不爱读书的原因就在于：家里缺少愉快的阅读伴之以学校阅读带来的不快，这些都减少了阅读本该产生的吸引力。

**试一试** 阅读语篇攻略之前，请先将合适的词填入文中的空格。

**【语篇攻略】**这篇议论文开门见山地提出要阐明的问题：美国的学校为什么不能培养出终身喜爱阅读的学生？作者紧接着指出，有两个事实似乎被家长和学校老师所忽视（1. *seem to ignore*）。从这一段的第四句开始作者谈到我们愿意做喜欢的事情而避免做不喜欢的事情，用来解释第三句话，也就是说这是人之常情，所以，人类做事以快乐为本（2. *pleasure-centered*），这是第一个事实。

在第二段作者要回答快乐原则与阅读有什么关系（3. *have to do with*）的问题。孩子们喜欢听故事，因此，每当我们在家或学校给孩子们读故事时（4. *read to a child*），我们将“快乐”信息传递到孩子的大脑。你可以认为这像广告影响，使孩子习惯于将书和印刷物与快乐联系起来。作者接下去提到的 *parents don’t read to their children* 这一现象与上文所说的给孩子传递“快乐”



信息恰恰相反,所以,连接这句话需要有个转折(5. However)。学校更是将有关阅读的“不快乐”信息传递给了孩子,将事情弄得更糟(6. to make matter worse)。随后的一句话解释学校如何将事情弄得更糟:没完没了的作业和没有关联的考试题令人厌烦(7. boring)、使人恐惧和毫无意义。如果孩子在家感受不到阅读的快乐,在学校又只有不快乐的经历,那么他的反应(8. the natural reaction)自然就是逃避。

在第三段里,作者论述被家长和学校教师所忽视的第二个事实:阅读是一个渐进的技能。作者将阅读比作骑自行车、驾驶汽车或缝纫。要想掌握这技能,就必须练习,练习得越多,就越能熟练掌握技能。所以,第二、第三句话是用来说明第一句话的,其与第一句话的连接可用“换言之”(9. in other words)。作者进一步论证说,近25年来有关阅读的研究也证实了(10. confirms)这一简单的规律。无论性别、种族、国籍或社会经济背景如何,阅读最多的学生往往是读得最好的,因而也是成就最大、求学时间最长(11. stay in school the longest)的学生。与此相反,那些阅读甚少的学生就读不好,大多数美国人读书不多,因而也就不擅长阅读(12. aren't very good at it)。

在最后一段里作者总结上述的事实,并呼应文章开头的论题,重申美国人为什么不太读书的原因,那就是家里缺少(13. a lack of)愉快的阅读伴之以学校阅读带来的不快信息(14. “unpleasure” messages),这些都减少了阅读本该产生的吸引力(15. attraction)。

### ·小贴士

议论文完形填空的解题诀窍之一是把握文章的行文逻辑,也就是要弄清全文结构,注意句与句、段与段之间的起承转合,把握论点和论据或事件发生、发展、结果之间的内在联系。

## 三、说明文

区别一篇文章是说明文还是议论文主要看作者的写作目的,阐明观点为议论文,而解释事物就属说明文,但有时两者间的区别不是那么泾渭分明,有些说明文有时也会带有作者的某种倾向或感慨。在阅读过程中,理解一篇说明文与理解一篇议论文一样,先要通篇浏览以弄清文章的脉络,把握作者的中心话题和解释步骤。

快速通览以下两篇说明文(忽略空格),把握作者的中心话题和解释步骤。

例1 (2008 广东卷):

Tales of the supernatural are common in all parts of Britain. In particular, there was (and perhaps still is) a belief in fairies (仙女). Not all of these 1 are the friendly, people-loving characters that appear in Disney films, and in some folktales they are 2 and cause much human suffering. This is true in the tales about the Changeling. These tell the story of a mother whose baby grows 3 and pale and has changed so much that it is almost 4 to the parents. It was then 5 that the fairies had come and stolen the baby away and 6 the human baby with a fairy Changeling. There were many ways to prevent this from happening: hanging a knife over the baby's head while he slept or covering



him with some of his father's clothes were just two of the recommended 7. However, hope was not lost even if the baby had been 8. In those cases there was often a way to get the 9 baby back. You could 10 the Changeling on the fire—then it would rise up the chimney, and you would hear the sound of fairies' laughter and soon after you would find your own child safe and sound nearby.

**想一想** 阅读篇章大意之前, 请先回答下面的问题。

- (1) What is the subject (话题) of the passage?
- (2) What does the writer try to prove with the example of the Changeling tale?
- (3) What were the ways to prevent the unkind fairies from stealing the baby?
- (4) What was the way to get the baby back if it had been stolen?
- (5) Does the writer express his point of view on people's belief in fairies?

**【篇章大意】**在这篇说明文中, 作者讲述了英国各地流传的有关神灵的传说, 尤其是人们对仙女的笃信。作者以“仙女换婴”的传说为例, 说明仙女并非都是和善的, 传说也有与人为祸的仙女。

**试一试** 阅读语篇攻略之前, 请先将合适的词填入文中的空格。

**【语篇攻略】**文章的开头两句(尤其是第二句)点明话题——英国有关仙女的传说。第二句中的 Not all of these 1 回指第一句中的 fairies, 也就是说, 关于这个话题, 作者要告诉读者, 并不是所有的仙女(1. Not all of these fairies)都像迪斯尼动画片中的角色那样与人为善的, 一些民间故事里的仙女很残忍(2. cruel), 她们会给人类带来痛苦。作者列举“仙女换婴”的传说来证实这一点。从后面一句中的 pale 及 changed so much 这些词得知, 故事中一位母亲的婴儿病了(3. grows sick), 面色苍白, 疾病使他变得连他的父母都快认不出他来(4. almost unrecognizable)。再后面说到的就是父母所恐惧(5. feared)的事情了: 仙女来偷走了孩子, 并用一个仙界的替身来调换(6. replaced...with a fairy Changeling)。有许多方法可以防止这种情况发生, 其中两个被推荐的方法(7. two of the recommended methods)是, 当婴儿熟睡时, 在他头顶上方悬挂一把刀或用父亲的衣服盖住婴儿。作者转而又说, 即使婴儿被偷走(8. stolen)也不是毫无希望的, 总有办法将真正的婴儿(9. the real baby)失而复得。你可以将仙界的替身放在(10. place)火上, 它会顺着烟囱上升, 你会听到仙女们的笑声, 你就会发现你自己的孩子安然无恙地在你身边。

例2 (2008 安徽卷):

There are many different ways of seeing a town for the first time. One of them is to walk around it, guide-book 1 hand. Of course, we may 2 with our guide-books the history and 3 developments of a town and get to know them. 4 then, if we take out time and 5 in a town for a while, we may get to know it better. When we 6 it as a whole, we begin to have some 7, which even the best guide-books do not answer. Why is the town just 8 this, this shape, this plan, this size? Why do its streets 9 in this particular way, and not in any 10 way?

Here even the best guide-book 11 us. One can't find in it the information about how a town has developed to the 12 appearance. It may not describe the original (最初的) 13 of a town. However, one may get some idea of what it 14 look like by walking around the town. One can also imagine 15 the town was first planned and built. Then one can learn more about in what direction the town 16 to develop.

What is the 17 of studying towns in this way? For me, it is 18 that one gets a greater