

BREAKTHROUGH

IN CLOZE TEST

沈启智 ◎总主编

乐多英语

专项突破

完形填空

高考分册

直面考试改革 突出语言运用



Practice A 基础训练

语言能力

Practice B 测试训练

应试能力

沈启智 © 总主编



乐多英语

专项
突破

完形填空

高考分册

系列主编：卢永平

分册主编：卢永平

编委：（按姓氏笔画排序）

尹梅	王兵平	王晓	冯金星	卢永平
叶革利	石玲玲	邝海斌	刘承军	孙静婧
朱剑	朱敏	吴道虎	张连霞	张波
张洁	李丹	李进义	李季	李津茜
杜娟	杨丽	杨贵平	杨海莲	沈淑琴
肖杰	陈丽莲	周晶晶	罗爱国	范东琳
赵丽萍	徐丽伟	徐琴	徐静平	涂国伟
陶坤文	高功扬	高瑶琴	龚万红	龚永红
傅霖寰	舒晓辉	詹海燕	熊效华	熊桂枝

图书在版编目(CIP)数据

乐多英语·专项突破:完形填空·高考分册/沈启智总主编.

武汉:湖北人民出版社,2014.4

ISBN 978-7-216-08195-5

I. 乐… II. 沈… III. 英语课—高中—习题集—升学参考资料

IV. G634.415

中国版本图书馆CIP数据核字(2014)第062229号

出品人:袁定坤

责任部门:基础教育分社

责任编辑:黄晓燕

封面设计:一壹图书

责任校对:胡晨辉

责任印制:王 超

法律顾问:王在刚

出版发行:湖北人民出版社

印刷:湖北鄂南新华印刷包装有限公司

开本:880毫米×1230毫米1/16

版次:2014年4月第1版

字数:289千字

书号:ISBN 978-7-216-08195-5

地址:武汉市雄楚大道268号

邮编:430070

印张:11.75

印次:2014年4月第1次印刷

定价:28.80元

本社网址: <http://www.hbpp.com.cn>

本社旗舰店: <http://hbrmcbs.tmall.com>

读者服务部电话: 027-87679656

投诉举报电话: 027-87679757

(图书如出现印装质量问题,由本社负责调换)

编者的话

英语作为交际工具,无疑需要通过足量的合理训练来掌握,因此有“Practice makes perfect”的说法。问题在于:

练什么(What practice do we need)? 如何练(How to make it perfect)?

本套丛书功能定位为“专项突破”,希望能够帮助使用者通过适当有效的语言训练在语言知识和语言技能方面获得“突破”。

“工欲善其事,必先利其器”,本书希望为使用者提供“突破”的有效途径,同时在编写中也力图从以下几个方面能够实现“突破”:

一、编写理念前沿,要求科学合理

本书由一线教师参与编写,充分发挥其对教学与学生熟悉了解的优势。老师们对教学进行反思,将其多年来的教学成果与感悟融汇其中。各分册开宗明义,在 PART ONE (GENERAL INTRODUCTION)中按 FOCUS(要点)列出了“英语课程标准”和“考试大纲”关于英语基础知识与基本技能的相应目标与要求,希望与本书使用者共同看清方向,把握标高。

二、注重知识运用,提高语言技能

“学为用,用中学”是我们的共识,本书对语法和词汇等基础知识在做出适当讲解之后,主要通过语意充实、语境丰富的语言运用训练来掌握巩固;听力、阅读与写作等技能则也设计了合理真实的交际任务让使用者“学以致用”。本书主干内容(PART TWO)正是这样的注重语言运用的 PRACTICE。

三、区分训练目标,有效培养能力

“题与题不同”,学习语言过程中,仅以功能为语言测量工具的测试题(选择题是其代表)来占据全部训练时间的做法(即“以考代学”)是不可取的。训练分为基础训练与测试训练,前者为后者打下基础,后者侧重考查,二者不可混淆。本书分别设计了侧重形成性与过程性的 PRACTICE A 与针对测试与考查的 PRACTICE B 两类不同性质的训练。

四、尊重自主学习,显现学生主体

课程改革的一核心理念之一是要体现“学生为主体”,本书在讲解过程中,始终将学生的自主学习意识与能力的培养放在心中。训练答案的解析(ANSWER KEY)则更为集中地体现了这一原则。

五、体例相对统一,分册留有空间

本书覆盖了初高中学段,涉及语法词汇与听力、读写等各个方面,编写中虽有统一的体例框架,但也未简单强求整齐划一,各系列与分册根据其内容,仍有一定变化空间,个性特征得以彰显。可谓“和而不同”。

本书编写者包括了十多所省市重点中学的一线教师,大多经历了十年乃至数十年的教学磨砺,积累了丰富的教学经验,他们热爱学生,敬业求精,此次的编写工作也是“厚积薄发”的一次体验。衷心希望得到各地同行的认可,听到他们的建议,尤其希望能听到学生使用者的心得与意见。

英语回归到工具学科的本来地位,突出运用能力的培养,正是我们的所愿,与本套丛书的编写初衷不谋而合。在英语学习得到空前关注的时代背景下,我们期望能够有所作为,有所突破,愿以此次努力作为一次尝试。

编写说明

高考命题指导明确指出：“完形填空的命题考虑英语学科特点，在考查考生的英语语言知识和语言技能的同时，侧重考查考生综合语言运用能力，特别是运用英语获取信息、处理信息、分析问题和解决问题的能力”。这个要求反映了该题型的主要优点在于它能够多层次、全方位地考查学生综合运用语言知识的水平。因此，这一题型涉及知识面宽，综合性强，覆盖面广，它不仅能真实地反映出考生的语言知识水平，而且还能反映出考生的理解能力、逻辑推理能力以及综合运用语言、驾驭语言知识的能力。

从考试权重和语言量来看，完形填空相当重要。对于考生而言，完形填空失分的主要原因，笔者认为不外乎以下三点：

一是日常学习中语言接触量(language input)不够，没有大量的课外阅读积累；

二是与语篇文字内容有关的背景知识欠缺，语言水平未达到高考的要求；

三是解题思路 and 技巧训练不够，或者训练材料与高考命题要求不吻合。

鉴于此，我们编写本丛书的目的，在于帮助学生提高语篇阅读速度和理解能力，提升高考完形填空解题能力。通过针对性的实战演练，使学生摆脱题海的困扰，事半功倍，增强语言学习的快乐感和成就感。

本丛书内容简介如下：

PART ONE 介绍完形填空的考查目标、题型特点、解题方法等。

PART TWO 为 PRACTICE，每分册分为 16 个 PRACTICE，其中每个 PRACTICE 里分 A 和 B 两种不同的训练。

PRACTICE A(基础训练)：该部分有一到两篇短文，要求学生读懂文章并用所给的词的适当形式完成短文填空，使其文意通顺。该部分难度不大，训练学生语篇理解能力和筛查词义的能力。此部分练习较易，学生既可以增加语言输入量，巩固考纲词汇，又可以获得成就感。

PRACTICE B(测试训练)：其中包含 2 篇非标准化完形填空训练题，中等难度，原创题目为主，各地模拟题为辅。该部分在选材和设题上注重英语思维习惯培养，侧重完形填空解题技巧培养，答案讲解精练。另外还有 2 篇标准化完形填空题，选材以高考真题为主，帮助学生自我检测，同时提升能力。

PART THREE 给出了所有 PRACTICE 的答案分析，重在点拨解题思路。

本书编写特色简介如下：

1. 内容针对性强，直通高考。本书内容包含命题要求和解题范例及技巧指导；经典训练；答案解析。

2. 选材“新”、“精”。“新”是指丛书训练材料中一部分为原创习题，取材于国内外权威英语杂志和英语学习网站，语言地道，题材广泛而又贴近学生生活。“精”是指训练材料中另一部分选自近年高考真题，设题科学，保证训练高效。

3. 难度适中，循序渐进，实用性强。本丛书三册既可成套使用，也可作为单行本使用。每册书由 16 个单元组成，既可作为同步检测用书，也可作为高考总复习专题训练材料，一书多用。

4. 本丛书编者 of 高考名校一线骨干教师，在选材和难度控制上颇具匠心，答案解析有别于传统教辅“翻译式”讲解，既理清思路，又讲解技巧，指导性强。



目录 CONTENTS

PART ONE GENERAL INTRODUCTION 1

PART TWO PRACTICE 17

PRACTICE 1A	17	PRACTICE 6B	46	PRACTICE 12A	80
PRACTICE 1B	18	PRACTICE 7A	52	PRACTICE 12B	81
PRACTICE 2A	23	PRACTICE 7B	52	PRACTICE 13A	86
PRACTICE 2B	23	PRACTICE 8A	57	PRACTICE 13B	87
PRACTICE 3A	29	PRACTICE 8B	58	PRACTICE 14A	92
PRACTICE 3B	29	PRACTICE 9A	63	PRACTICE 14B	92
PRACTICE 4A	35	PRACTICE 9B	63	PRACTICE 15A	97
PRACTICE 4B	35	PRACTICE 10A	68	PRACTICE 15B	98
PRACTICE 5A	40	PRACTICE 10B	69	PRACTICE 16A	103
PRACTICE 5B	41	PRACTICE 11A	74	PRACTICE 16B	103
PRACTICE 6A	46	PRACTICE 11B	75		

PART THREE ANSWER KEY 109



GENERAL INTRODUCTION

FOCUS 1 完形填空命题分析

高考命题指导明确指出：“命题考虑英语学科特点，在考查考生的英语语言知识和语言技能的同时，侧重考查考生的综合语言运用能力，特别是运用英语获取信息、处理信息、分析问题和解决问题的能力。”这个要求反映了完形填空题的主要优点在于它能够多层次、全方位地考查学生综合运用语言知识的水平。因此，这一题型涉及知识面宽、综合性强、覆盖面广，它不仅能真实地反映出考生的语言知识水平，而且还能反映出考生的理解能力、逻辑推理能力以及综合运用语言、驾驭语言知识的能力。

完形填空题要求从所给的选项中选出最佳答案，能使短文意思通顺、前后连贯、结构完整，

答题时需要根据词汇的意义和用法、词语搭配和惯用法、词语辨析、行文逻辑等通篇考虑，掌握大意，缜密思考。设计完形填空题时，要尽可能多设需联系上下文才能得出答案的问题。换言之，从 language form, language meaning, language use 三维模式来看，完形填空提供的选项很少会从 language form, language use 方面设置障碍，而是侧重考查 language meaning。简而言之，完形填空在准确理解文意的基础上，考查学生在特定语境中的词汇运用能力。

鉴于此，我们必须培养正确的解题思路，掌握科学的解题技巧。

FOCUS 2 完形填空解题指导

FOCUS 2.1 熟悉文章结构，把握文章主旨大意

考试大纲这样描述完形填空解题要求：在一篇短文中留出 20 个空白，要求考生从每题所给的 4 个选项中选出最佳选项，使补足后的短文意思通顺、前后连贯、结构完整。因此，我们做完形填空首先要静下心来，耐心把短文从头到尾快速阅读一至两遍，以从整体上感知短文题材和文

体，掌握大意。快速阅读，困难肯定是有的，因此要跳过空格，不看选项。阅读时要注意上下文的暗示，努力找出关键词。高考完形填空大多选择记叙文或者夹叙夹议的文体，文章通常借助叙述、描写、抒情等手段“记人、叙事、写景、状物”用以表现作者的思想，抒发作者某种情感等。行文主要以叙事、记人为主。如：叙述不平凡经历、人物传记、历史故事、幽默故事、新闻报道等。快速阅读时要重视首句把握短文基本要素。作者常

常“开门见山”交代人物的姓名、身份、生平事迹或事件发生的时间、地点,然后描述事件的发生、起因、经过、发展、结局等。其次,要弄清记叙方式,理清短文线索。记叙文一般按时间先后顺序、空间顺序等方式来安排情节和内容,有时用倒叙、甚至插叙的写作手法。有时作者在叙述过程中加入自己的观点、评论等。答题时,要注意作者在其所“叙述的事件”中的“身份”、表达上“语气”的差异、短文中人物的关系、人物的各自特点以及在事件中的“转变”。作者用第一人称就是从“参与者”的角度进行记叙,用第三人称就是以“观察者”的身份展开叙述。如果快速阅读时抓住了关键词,就抓住了故事的线索,进而理解全文,此时选择就不会是胡猜乱填。可见,通读全文进而掌握大意是做好完形填空的先决条件。在掌握了大意之后,才可边读短文边选择答案。

在阅读过程中,也许有些答案会在脑海中浮现,有些觉得没有把握或是把握不大,这时最好不要急于动笔,先把文章看完。因为有些空白处,从单一的句子本身来看是难以确定答案的。有些考生想省时间,看一点做一点,缺乏全局观念,势必欲速则不达,有时甚至一步走错,步步皆错。而第一遍做的答案,往往已在头脑中形成概念,再检查时,受错误概念的影响难以找到最佳选项。

例证 1

He has been called the “missing link”. Half-man, half-beast. He is supposed to live in the highest mountain in the world—Mount Everest.

He is known as the Abominable Snowman. The 1 of the Snowman has been around for 2. Climbers in the 1920s reported finding marks like those of human feet high up on the side of Mount Everest. The native people said they 3 this creature and called it the “Yeti,” and they said that they had 4 caught Yetis on two occasions 5 none has ever been produced as evidence.

Over the years, the story of the Yetis has 6. In 1951, Eric Shipton took

photographs of a set of tracks in the snow of Everest. Shipton believed that they were not 7 the tracks of a monkey or bear and 8 that the Abominable Snowman might really 9.

Further efforts have been made to find out about Yetis. But the only things people have ever found were 10 footprints. Most believe the footprints are nothing more than 11 animal tracks, which had been made 12 as they melted and refroze in the snow. 13, in 1964, a Russian scientist said that the Abominable Snowman was 14 and was a remaining link with the prehistoric humans. But, 15, no evidence has ever 16 been produced.

These days, only a few people continue to take the story of the Abominable Snowman 17. But if they ever 18 catching one, they may face a real 19: Would they put it in a 20 or give it a room in a hotel?

- | | |
|------------------|----------------|
| 1. A. event | B. story |
| C. adventure | D. description |
| 2. A. centuries | B. too long |
| C. some time | D. many years |
| 3. A. heard from | B. cared for |
| C. knew of | D. read about |
| 4. A. even | B. hardly |
| C. certainly | D. probably |
| 5. A. as | B. though |
| C. when | D. until |
| 6. A. developed | B. changed |
| C. occurred | D. continued |
| 7. A. entirely | B. naturally |
| C. clearly | D. simply |
| 8. A. found | B. declared |
| C. felt | D. doubted |
| 9. A. exist | B. escape |
| C. disappear | D. return |
| 10. A. clearer | B. more |
| C. possible | D. rare |
| 11. A. huge | B. recent |

- C. ordinary D. frightening
12. A. strange B. large
C. deep D. rough
13. A. In the end B. Therefore
C. After all D. However
14. A. imagined B. real
C. special D. familiar
15. A. so B. besides
C. again D. instead
16. A. rightly B. actually
C. normally D. particularly
17. A. lightly B. jokingly
C. seriously D. properly
18. A. succeed in B. insist on
C. depend on D. join in
19. A. decision B. situation
C. subject D. problem
20. A. zoo B. mountain
C. museum D. laboratory

分析

1. B 逻辑推理前后照应。从本句动词为 has been around 语意的延续特征看,空缺中的主语不会是具体的某一项事件(event),也不会是一次探险(adventure),短文也不仅仅只包含对雪人的描述(description)的内容,至少还有关于它的发现、踪迹等。全篇文章讲述的是有关雪人的传说(story)。另外在第三段和最后一段的开头相继两次提及了 story,体现了全文内容的呼应及一致。

2. D 前后照应逻辑推理。雪人的传说已经流传有好些年(years)了。从第二段的 in the 1920s,第三段的 in 1951,第四段的 in 1964,以及第五段的 These years 可以推断出关于 snowman 的话题是近几十年的事情。最早的报道始于 1920s,它距今不足百年,排除 A 项 centuries; B 项“too long”并非相对于什么时间而言,可排除; C 项“some time”的时间量并不明确,也可以排除。

3. C 前后照应词义比较。上一句提到有人报道关于雪人的发现;本句则为来自当地人的另一线索。hear from 收到某人的来信,明显不符; care for 关心,照顾。假如已经找到了

snowman,这一行为自然有可能,但全文并无“真正发现雪人”的内容; read about (从报纸、杂志上) 通过阅读方式获悉,得知……信息; know of 间接听人说过而得知,听说。当地人说他们对于 snowman 早有耳闻,还为其取名为“Yeti”(藏语)。

4. A 词义比较前后照应。上文已有一系列人们对于 Yeti 的关系和行为:比如 finding marks... knew of ... called it ... 与此处 had caught Yetis on two occasions 之间的语义,用 even(甚至于)表现出了这两个行为的递进关系,使人注意到话语中令人吃惊的地方。hardly 表否定,不像此处当地人的口气; certainly 虽为肯定,但表达了一种“理所当然”的口气,难与前一行行为动作(knew of this creature)相衔接; probably 表示一种可能,也只是不确定的语气。

5. B 语句连贯。注意前文的肯定意义和 none 的否定意义。虽然(though)没有找出任何东西作为证据,但他们竟然说两次逮住过雪人。连词 though 准确地将前文“...they said they had caught ...”和后文“none has ever been produced as evidence”的两种陈述形成鲜明的对照。though 在此引导一个让步状语从句。另外三个选项中,as 引导原因或时间状语从句; when 和 until 引导时间状语从句。

6. D 前后照应逻辑推理。从本段中的“... took photographs of ...”和下段中的“Further efforts.... But the only things people have ever found were more footprints”来看,关于雪人的传说在原来的基础上并无新的进展(develop)。第三、四、五段的第一句话,分别提到了三个时期: Over the years ... Further efforts have been... These days... 它们说明有关雪人的传说仍在延续(continue)。从后文的内容可知,后面再次出现了 continue 一词。关于雪人的传说没有改变(change),仍有来自各方面的信息提供。occur 表示非延续性动作,不能与状语 over these years 连用。

7. D 逻辑推理词义比较。Shipton 认为这些足迹不是简简单单(simply)的猴子或熊的

足迹,应该与雪人有关。entirely 全部地,大体地;naturally 自然地;clearly 明显地;simply 简单地,仅仅。其他三个选项显然与亲自拍摄了照片的 Shipton 的态度不一致。

8. C 词义比较逻辑推理常识运用。found (看到实际的东西)发现,认为;declared(比较有根据地)断言,宣告;doubted(没有根据或把握地)怀疑;felt(有一定把握地)认为。本空动词为 Shipton took photographs 之后的两个动作行为之一。应该是先“found”,后有“felt”。“doubted”则与“believed”形成冲突。没有线索表明 Shipton 本人曾经宣告(declared)雪人可能真实存在的事实。

9. A 词义比较逻辑推理。Shipton 在拍摄照片后,对于雪人的传说给予一定程度上的确认。他认为雪人可能真实地存在(exist)。escape 逃跑;disappear 消失;return 返回。从逻辑上看,B、C、D 三项则应在“exist”的前提下才有可能发生。

10. B 前后照应。文中只是就又(more)发现了一些足迹而言,同时注意 footprints, marks 和 tracks 在文章中表示的是同一内容,即足迹(脚印)。

11. C 前后照应逻辑推理。大部分的人都认为这些脚印仅仅是一般(ordinary)动物,即上文中的 monkey or bear 留下的足迹,无所谓巨大的(huge),可怕的(frightening)动物,更与最近(recent)无关。与上句的“But...”的转折语气一致,对雪人的存在持否定的态度。同时,也与上段中的 Shipton 在拍摄照片后的发现形成对比。

12. B 常识运用逻辑推理。也许这些足迹有些深度(deep),不光滑(rough),看上去也有些奇怪(strange),但只是雪融化时足迹才会变大(large),而后又冻结而形成的。脚印大的特征较其他特征更容易误导以为是雪人留下的,因为雪人的脚印比猴子或熊的脚印“大”些。

13. D 前后照应词义比较。1964 年的一位苏联科学家所持的观点与本段上文否认雪人的说法相反。只有 however 起到形成鲜明对比的作用。in the end 表示事件的发生顺序;

therefore 表示因果关系;after all 用来引导或提示所说内容的原因或理由。

14. B 词义比较逻辑推理。这位苏联科学家认为雪人真实地存在,雪人是至今尚存的介于史前人类与类人猿之间的一种过渡性生物。这样,雪人便是真实的(real)了,而非想象的(imagined),特别的(special),人们并不熟悉的(familiar)。

15. C 前后照应词义比较。由 evidence 可以追溯到第二段结尾的“none has ever been produced as evidence”,由此可以判断是“再次否定”,只是又一次(again)没有找到证据。instead 相反,表示对立概念;besides 再则,表示附加意义;so 表示顺承的语气。其余三项均与语境不符。

16. B 词义比较。这位苏联科学家也拿不出证据说这件事情是实实在在地(actually)存在的。actually=in real fact 用来强调陈述的真实性;rightly 正确地,恰当地;normally 正常地,通常地;particularly 独特地,显著地。

17. C 词义比较逻辑推理。这一段对全文作出一个总结。说明雪人的传说发展至今,人们对此所持的态度。近来,仅仅只有少数一些人还对雪人的传说认真(seriously)对待。注意句中 only a few people 的意义和 these days 时间的变迁。take something seriously/lightly/jokingly/ properly 认真严肃地/轻松地/打趣地/适当地对待某事。

18. A 词义比较逻辑推理。全文结尾幽默风趣:真地逮着了雪人,人们又会如何呢?注意句中 ever 用以强调“要是,果真,确实,居然”之意,可与表示“成功地(做到)”的 succeed in 连用。insist on(坚持)一般表示意志动作,无实际行为。depend on(依靠)和 join in(加入)与句意不符。

19. D 词义比较前后照应逻辑推理。如果他们果真逮住了雪人,他们也就不是作出某一决定(decision),面临某一形势或局面(situation),讨论某一题目或话题(subject),而是可能面临一个真正的问题(problem)要去解决。注意 problem 与之后的两个疑问句的同位关系和冒号的解释说明作用。

20. A 前后照应逻辑推理常识运用。四个地点似乎都和雪人有关,但我们必须根据具体的语境来考虑。本句恰为本文的幽默所在,且与前文相呼应:开头段中提及雪人为 half-man, half-beast(半兽半人),该处又出现与空缺处单词相对应的 a room in a hotel(人住的地方),因此答案应为 zoo(野兽待的场所)。是把它当作动物放在动物园(zoo)里呢,还是把它当作人在旅馆里给它布置好房间呢?

FOCUS 2.2 利用首句或者首段信息找到关键信息

完形填空的特点是篇幅小,起点高,容量大。不仅考查词汇、语法方面的基础知识,还着重考查学生对语言材料的理解能力、分析判断能力和逻辑推理能力。按照一般的要求,完形填空所采用的短文一般不给标题,文章的首句通常是个完整的句子(首句不设空)。这个句子不容忽视,往往是全文的关键句。大多数完形填空首段也不长,常常包含对解题有用的信息,由此可判断文章的大意和主题。所以,考生要充分利用首句或者首段的提示作用,利用它找到一个突破口,据此展开思维,争取开篇顺利。

例证 2

I do a lot of management training each year for the Circle K Company. Among the topic we 1 in our classes is the 2 of quality employees.

“What has 3 you to stay long enough to become a manager?” I asked.

After a while a new manager 4 the question and said slowly, “It was a baseball 5 .”

Cynthia said that she 6 to take a Circle K clerk job as an interim(临时的) job 7 she looked for something else. On her second day behind the counter, she received a 8 from her nine-year-old son, Jessie. He needed a baseball glove for Little League. She 9 that as a single woman, 10 was

tight, and her first 11 would have to go for paying bills.

When Cynthia arrived for work the 12 morning, Patricia, the store manager, handed her a box. “I overheard you 13 to your son yesterday,” she said, “and I know that it is 14 to explain things to kids. This is a baseball glove for Jessie. I know you have to pay bills before you can buy gloves. You know we can’t 15 good people like you as 16 as we would like to, 17 we do care, and I want you to know how 18 you are to us!”

The thoughtfulness, empathy(同情) and love of the store manager 19 that people remember more how much an employer 20 than how much he pays.

- | | |
|------------------|-----------------|
| 1. A. discuss | B. write |
| C. learn | D. find |
| 2. A. managing | B. selling |
| C. keeping | D. seeking |
| 3. A. made | B. ordered |
| C. forced | D. caused |
| 4. A. made | B. took |
| C. raised | D. replied |
| 5. A. pole | B. glove |
| C. hole | D. match |
| 6. A. ought | B. liked |
| C. had | D. used |
| 7. A. when | B. because |
| C. while | D. though |
| 8. A. letter | B. call |
| C. notice | D. announcement |
| 9. A. turned out | B. pointed out |
| C. explained | D. complained |
| 10. A. work | B. food |
| C. money | D. clothing |
| 11. A. bill | B. check |
| C. day | D. visit |
| 12. A. last | B. first |
| C. next | D. past |
| 13. A. lying | B. talking |

- C. crying
14. A. good
C. hard
15. A. thank
C. employ
16. A. many
C. soon
17. A. nor
C. and
18. A. kind
C. much
19. A. shows
C. realizes
20. A. needs
C. likes
- D. murmuring
B. easy
D. necessary
B. use
D. pay
B. early
D. much
B. but
D. however
B. terrible
D. important
B. insists
D. recognizes
B. gets
D. cares

分析

本文以经理给 Cynthia 的儿子买棒球手套为切入点来谈论一个公司要留住好员工,关键是要关心员工,关心员工的生活,而不是给他们多少钱的问题。通读文章第一段两句话,就会发现此文首段是典型的主题句段落。了解这个信息,为我们通读全文作好了话题和内容上的铺垫。

1. A 从上下文来看,此处说的是在经理培训课上经常谈论一些话题。

2. C 从下文说的 Cynthia 由于她的经理关心并给她儿子买棒球手套使得她继续留在该公司来看,“我们”谈论的话题是“留住好员工的问题”。在下文中有 What has 3 you to stay long to become a manager,其中的 long 就是一个信号词。

3. D 由下文可知,Cynthia 曾在该公司工作并同时想着找其他工作,不过后来发生的一件事让她在该公司安心工作,并成为一名新经理,故此处用 caused。make 后接省 to 的不定式,force 意为“被迫”,order 意为“命令”,均不合语境。

4. B 此处是对“我”提出问题的回答,即过了一会儿后,Cynthia 就以自己的切身体会回答了这个问题。take the question 的字面意思为“接受了这个问题”,也就是“回答了这个问题”。

5. B 从下文可知是一个棒球手套使她下决心留在这里并努力工作的。

6. D 上文说 Cynthia 已是个新经理,此处讲述的是她过去在那儿做临时工的事情,可见这是以前的事情,故用 used。used to do sth 意为“过去常常做……”。

7. C 前面说她在那儿做临时工,后面说她在找其他的事情,故用 while 表示她当时不稳定的心理。

8. B 由下文 I overheard you 13 to your son yesterday 可知,此处指的是她接到了儿子的“电话”。

9. C 从后面的内容特别是 it is 14 to explain things to kids 来看,此处用 explained。

10. C 儿子要棒球手套,可她却不能给儿子买,因为从第一张支票要付账单来看,此处说的是“作为一个单身妇女,她的钱相对来说很紧张”。

11. B 从后面的 have to go for paying bills 来看,此处应用 check。check 意为“支票”,在这里指“第一份工资”。

12. C 前面提到了一天,此处指儿子打电话来的“第二天早晨”,应用 the next morning。

13. B 商店经理无意间听到了 Cynthia 与儿子打电话的内容,所以她才买了棒球手套送来。

14. C 从 She 9 that as a single woman, 10 was tight, and her first 11 would have to go for paying bills 来看,这是她苦口婆心地向儿子解释家中的困难,同时由 Cynthia 向儿子说的这些话知道儿子当时非常想要手套,由此可推断此处用 hard 为好,即“向儿子解释这些很困难”。

15. D 根据上下文此处应为“付酬”。

16. D 从 good people like you... as we would like to, 17 we do care 来看,此处经理的话的意思是“你知道像你这样的好人,我们不能想给你多少就给多少”。

17. B 前面说“像你这样的好员工我们不能想给多少钱就给多少钱”,与后面的“我们确实很关心(在乎)”有转折关系,故用 but。

18. D 从上下文知,钱不是最重要的,而关心、同情和爱心才是最重要的。此处经理的意思

是想让她明白“好员工对他们来说是多么的重要”，这才符合逻辑。

19. A 由经理给 Cynthia 的儿子买手套所体现的同情和爱心表明“人们更关注的是被关心,而不是得到了多少钱”。

20. D 由 Cynthia 的亲身经历可知,对于雇员来说“雇主的关心比多给工资要重要得多”。这也可从 thoughtfulness, empathy and love of the store manager 看出来。

FOCUS 2.3 结合上下文语境进行分析

完形填空的命题形式决定了它的解题策略:通读全文,掌握大意,根据上下文提供的语境进行推敲。选拔性较强的完形填空设空分三个层次:单句层次、段落层次和全文层次。从高考真题解析来看,全文层次设空比例较高。文章上下文是一环套一环的,只要弄明白文中关键词以及上下句或者上下段的逻辑关系,就能确定比较明显的、直接的答案。

例证 3 (节选)

In 1990 a report was published about what the earth might be like 20 years from then on. The report was a result of a three-year 1.

According to the report, the picture of the earth in the year 2010 is not a 2 one. The world will be more 3 because the population will continue to grow. The population could be 4 6, 300 million, almost 2,150 million more than in 1985. More people would move into cities, especially cities in 5 countries. Cities like Cairo and Jakarta probably would 6 have 15 million by then.

- | | |
|-----------------|--------------|
| 1. A. learning | B. project |
| C. notice | D. study |
| 2. A. pleased | B. pleasant |
| C. safe | D. blue |
| 3. A. dangerous | B. beautiful |
| C. crowded | D. terrible |

- | | |
|--------------------|----------------|
| 4. A. no more than | B. as many as |
| C. as much as | D. as large as |
| 5. A. developing | B. developed |
| C. big | D. mountainous |
| 6. A. none | B. each |
| C. all | D. neither |

分析

利用上文提示的方法,从首句得到关键信息:report about earthquake,很自然想到report就是study的结果,因此全文第一空迎刃而解。

1. D study意为“研究”,根据下文,这是对将来20年地球上的情况变化所作的研究。

2. B 与下文谈及的人口增长信息、环境污染等联系起来看,在2010年地球上的状况(picture)将会令人不愉快(not pleasant)。

3. C 依然考查上下句语义逻辑关系。因为人口继续增长,所以世界会越来越拥挤(crowded)。

4. D 此题考查数量表达法。指人口数目的多用large,少用small。指人口达到某一数目用“as large as + 数词”。

5. A 从现状来看,人口增长快的国家多为不发达的国家;而城市人口急剧增长的则是一些发展中的国家(developing countries)。

6. B 前面提到了两个城市,作为例证证明城市人口会暴涨,故此空只能填each,同时neither具有否定意义,不合句意。

FOCUS 2.4 先完形再完义

完形填空题中也有考查语法(如经典介词搭配、动词主动被动含义区分)、惯用法、固定搭配知识方面的题目。要排除干扰项,选出正确答案,就必须清楚设空处被挖掉的词在语篇中起什么作用。在理解上下文逻辑关系的基础上,必须满足结构形式(language form),避免句子出现语法错误。换言之,我们做题时要先完形再完义,从而迅速正确地解决问题。比如,动词及物、不及物、延续、非延续,动词和名词以及动词与其他词类配合使用等一系列问题。介词往往是最

活跃的,其次是副词。熟练地掌握语法、惯用法、固定搭配等基础知识并运用其分析解答完形填空是一种非常有效的解题方法。对于这类搭配,考生要常记、记牢、记熟。例如: do (a job, work, shopping, cooking, reading, typing, cleaning, sewing, listening, washing, good, wrong, damage, harm, a favor, an injury.); make (a study, an appointment, arrangements, a breakthrough, a call, a comparison, contributions to, a deal, a decision, a discovery, a guess, preparations for, a start, a survey, an attempt, an error, a mistake, a profit, a fortune, a living, one's way, sense, points, peace, beds, coffee, a fuss.); take pride in, take advantage of, take this road, take charge of, take...into account, take the blame for, take...seriously, take the place of

例证 4

A Shelter for the Homeless

Last summer I was a volunteer (志愿者) at a shelter for the homeless, a place for homeless people to sleep at night. I wasn't working that summer and was 1 only two classes in summer school, so I had some 2 time.

Three nights a week, I 3 in the kitchen of the shelter along with four other volunteers. We planned and 4 for 45 people hot meals 5 vegetables, chicken, fish and fruit. The homeless people 6 this good food because many of them usually didn't eat well.

I 7 this volunteer work, making 8 with the four volunteers in the kitchen. One was a very nice elderly housewife, one a movie actor, another a young teacher, and the other a college student, 9 me.

I talked to a lot of the homeless people at the shelter. Their life stories 10 me with sympathy (同情). Some of them had 11

with alcohol (酒) or drugs while others only had bad 12. One woman worked for almost 30 years for a small company, and 13 she lost her job. She looked for a 14 job, but couldn't find one, for she was too 15. She could do nothing but sell her furniture — sofas, chairs, and tables 16 she could pay for her food. The woman 17 on job hunting, but she 18 couldn't find one. She had no money for her 19 and had to sleep in her car. Then she had to sell her car. Alone, 20, and homeless, she finally came to the shelter.

- | | |
|-----------------|--------------|
| 1. A. studying | B. planning |
| C. holding | D. taking |
| 2. A. full | B. free |
| C. extra | D. long |
| 3. A. helped | B. waited |
| C. appeared | D. washed |
| 4. A. ordered | B. bought |
| C. cooked | D. finished |
| 5. A. with | B. from |
| C. by | D. in |
| 6. A. demanded | B. needed |
| C. collected | D. requested |
| 7. A. wanted | B. had |
| C. owned | D. enjoyed |
| 8. A. decisions | B. wishes |
| C. friends | D. changes |
| 9. A. as | B. like |
| C. except | D. besides |
| 10. A. struck | B. filled |
| C. seized | D. provided |
| 11. A. habits | B. worries |
| C. difficulties | D. problems |
| 12. A. luck | B. pain |
| C. experience | D. loss |
| 13. A. so | B. again |
| C. then | D. thus |
| 14. A. good | B. fresh |
| C. skilled | D. new |
| 15. A. old | B. poor |

- C. sick D. dull
16. A. if B. because
 C. so that D. in case
17. A. went B. moved
 C. came D. worked
18. A. also B. still
 C. almost D. even
19. A. block B. cottage
 C. building D. flat
20. A. afraid B. shy
 C. shocked D. mad

分析

此套题中 1、5、10、17 四道题均涉及“先完形再完义”。

1. D 从搭配看 take classes 为地道搭配, 语义符合上下文, 而 plan 和 study 很少直接跟 classes 连用。如果解题时知晓固定和常用搭配, 就能快速找到正确答案。

5. A 此题考查介词经典搭配。with 多用来表示“材料, 原料”, 而 by 表示方式, from 表示来源, in 则多表示范围、范畴, 所以此题从“语感”上就知道 with 为最佳, 同时也符合句意。

10. B fill sb. with (a kind of feeling) 表示充满……情绪或者怀有……感情, A、C 选项搭配不地道, 而 provide 表示“供应”之意, 不合文意。

17. A go on doing 意为“继续做某事”, 其他三项搭配不常见。

FOCUS 2.5 先完义再完形

做完形填空要排除干扰项, 选出正确答案, 就必须清楚空格处被挖掉的词在语篇中起什么作用。要理解上下文逻辑关系, 满足意义表达的需要, 避免句、篇出现逻辑偏差, 亦即先完义再完形。这种情况中干扰项之所以不正确, 是因为它们所表达的意义在逻辑上不能使上下文通顺流畅, 或者出现了逻辑错位。一般可分为三种类型: (1) 基本事实错位: 设空处选项为表达基本事实的词, 我们解题时未能把握上下文语境, 混淆事实, 导致错选。 (2) 视觉错位: 我们往往未能找

准作者的视角, 未能区分设空处选项词到底是表达事物哪一角度或哪一侧面特征的词, 从而选择视角错位的干扰项。 (3) 观点错位: 命题者通常会把设空选项词设定为反映作者或文中主角倾向的词, 从而设置观点错位的干扰项, 我们解题时要能意识到这一点。

例证 5

Early one morning, I witnessed romance at one the least-expected places in the world — a room in a rest home. At the time, my father 1 a room with three other gentlemen.

Before my daddy lived in the rest home, an elderly 2 was sent there. Since there wasn't a double room 3, they were forced to separate the couple. The gentleman, Mr West, was 4 in the bed beside Daddy. His wife, Mrs West, shared a room with several other ladies down the hall.

When I went to see Daddy that morning, I 5 Mr West. Three employees were working with him. He hadn't eaten a bite of food 6 he was sent several days earlier. I could 7 by the expression on the nurses' faces that they were worried about him. Mr West 8 to open his mouth for any of them.

“Go and get Mrs West,” the nurse told her helper. “Maybe Mr West will eat 9 her.”

In a few minutes a kind-looking lady was 10 into the room. Her smile was contagious (传染的) and Mr West smiled 11. I felt as though I was intruding (侵入) on a 12 moment, but I couldn't take my eyes off the couple. The love between them was obvious, as Mrs West patted Mr West's hand.

With a soft voice, Mrs West 13 Mr West to eat. To everyone's surprise, Mr West 14 his mouth and began to enjoy the 15 and his wife's company. While the nurses fed him, he stared at his sweetheart with a smile on his face. Mrs West began

singing a song for him. The 16 on his once solemn(严肃的)face became even brighter.

Tears 17 my eyes. The nurse then 18 the curtain around the couple to give them some quality time alone. I discovered that 19 doesn't only exist when we're young and in love. Romance 20 a lifetime and grows stronger with age.

- | | |
|------------------|---------------------|
| 1. A. lived | B. shared |
| C. stayed | D. had |
| 2. A. couple | B. husband |
| C. gentleman | D. wife |
| 3. A. accessible | B. acknowledged |
| C. available | D. acceptable |
| 4. A. sent | B. lain |
| C. fixed | D. placed |
| 5. A. met | B. found |
| C. knew | D. understood |
| 6. A. after | B. before |
| C. since | D. while |
| 7. A. say | B. tell |
| C. get | D. look |
| 8. A. expected | B. demanded |
| C. promised | D. refused |
| 9. A. to | B. for |
| C. about | D. on |
| 10. A. brought | B. sent |
| C. wheeled | D. carried |
| 11. A. quietly | B. brightly |
| C. lightly | D. secretly |
| 12. A. personal | B. personnel |
| C. selfish | D. private |
| 13. A. convinced | B. made |
| C. forced | D. urged |
| 14. A. closed | B. opened |
| C. was opening | D. was closed |
| 15. A. coffee | B. fruits |
| C. food | D. sweets |
| 16. A. happiness | B. appearance |
| C. worry | D. expression |
| 17. A. filled in | B. filled with |
| C. filled | D. were filled with |

- | | |
|----------------|------------|
| 18. A. dragged | B. pulled |
| C. put | D. pushed |
| 19. A. romance | B. love |
| C. happiness | D. smile |
| 20. A. is | B. remains |
| C. continues | D. lasts |

分析

4. D place 有“安置”的意思,从上下文意思上看,对待病人的方式就是安置,而非遣送走(send)。

7. B tell 表示“辨别、识别、看出”,常与 can, could, be able to 连用。

8. D 通过下文可知,Mr West 刚开始是拒绝吃饭的,Mrs West 来了他才高兴并配合治疗。

12. D private 意思是“属于个人的、隐私的”。作者的意思是不想打扰 the Wests 相处的温情场面。

14. B 根据上下文知,Mr West 开始张开嘴吃饭。

15. C 上一空提到 Mr West 张开嘴,那就是说他比较配合治疗,开始进食。

16. D 脸上的“表情”,而不是其他。appearance 是“外表”的意思。

FOCUS 2.6 利用语篇标志词

语篇是指句群、段落、篇章等。语篇与语篇之间往往有表明其内在联系的词语,这些词语可称为语篇标志词。它们如同路标似的把文章衔接起来(如表示因果、对比、附加、强调、让步、举例、结论、顺序和对照等),这些路标会把你直接引向作者的意图那里去。形象地讲,这些路标是使你预知目的地(作者意图)的路线,而且在任何需要作出方向选择的时候(两条或三条路交叉口),路标都会自动出现;而且在适当选择之后,又有新的路标告诉你是否选对了路线,直到指引你最终到达目的地。在做完形填空时,如果能充分利用这些语篇标志词,就可以迅速理清文章的脉络,弄清上下文的关系。

不同的体裁,不同的主题,其语段写作模式不同,可以是举例、列举、比较对照,也可以是因

果分析。解答完形填空时,考生应注意观察文章的结构模式,根据文章的发展模式,确定适当的衔接词语。

常见的语篇标志词语:

表示结构层次的: firstly, secondly, thirdly, finally 等。

表示逻辑关系的: thus, therefore, so, though 等。

表示改变话题的: by the way 等。

表示递进关系的: besides, further, furthermore, what is more 等。

表示时间关系的: before, so far, yet, meantime, meanwhile, now, later, then 等。

其他需要关注的作评注性状语的词汇: absurdly, admittedly, alas, anyway, astonishingly, at least, characteristically, coincidentally, conveniently, curiously, fortunately, happily, incredibly, interestingly, ironically, luckily, mercifully, miraculously, mysteriously, naturally, oddly, of course, paradoxically, please, predictably, remarkably, sadly, significantly, strangely, surprisingly, true, typically, unbelievably, understandably, unexpectedly, unfortunately, unhappily, unnecessarily.

例证 6

You have waited forty-five minutes for the valuable ten minutes' break between classes. **But** when the bell for the next class rings, you can't 1 how quickly time has passed.

If you are familiar with this 2, you'll know how time flies when you are having fun — and 3 when you are bored. Now scientists have 4 a reason why this is the case.

Scans have shown that patterns of activity in the brain 5 according to how we focus on a task. When we are 6, we concentrate more on how time is passing. And this makes our brains 7 the clock is ticking more slowly.

In an experiment 8 by a French

laboratory, 12 volunteers watched an image 9 researchers monitored their brain activity.

The volunteers were told to 10 concentrate on how long an image appeared, **then** 11 the color of the image, **and** **thirdly**, study both duration and color. The results showed that 12 was more active when the volunteers paid 13 subjects.

It is thought that if the brain is 14 focusing on many aspects of a task, it has to 15 its resources, and pays less attention to the clock. 16, time passes without us really 17 it, and seems to go quickly. If the brain is not so active, it concentrates its 18 energies on monitoring the passing of time. 19 time seems to drag.

Next time you feel bored 20, perhaps you should pay more attention to what the teacher is saying!

- | | |
|--------------------|-----------------|
| 1. A. guess | B. learn |
| C. believe | D. doubt |
| 2. A. view | B. point |
| C. scene | D. experience |
| 3. A. drags | B. stops |
| C. backs | D. gains |
| 4. A. thought over | B. made up |
| C. suggested | D. come up with |
| 5. A. change | B. develop |
| C. grow | D. slow |
| 6. A. sleepy | B. bored |
| C. excited | D. active |
| 7. A. report | B. think |
| C. decide | D. see |
| 8. A. produced | B. carried |
| C. tried | D. performed |
| 9. A. so | B. when |
| C. while | D. but |
| 10. A. partly | B. quickly |
| C. how | D. first |
| 11. A. remember | B. focus on |
| C. forget | D. tell apart |