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# 英语

能力飚升 :::: 高二年级

# 阅读理解与完形填空

ENGLISH READING COMPREHENSION & CLOZE

# 150 篇

高考英语命题研究专家组 编

- ➔ **体例设计系统化** 独有的“评估—训练—检测”三维学习模式，真正实现了高效备考。
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# To Fight, to Win

——代前言

《开心英语中学英语阅读150篇》系列面市一年多来，畅销全国，获得了广大读者的喜爱和认可。今年，我们认真听取了众多专家教师、大量读者的反馈意见，对这套图书进行了全面修订。修订后的这套书，将以更加扎实的内容和更加实用的体例满足更多读者的需求，引领市场。

## 【 丛书特色 】

**体例设计系统化** 科学的“评估→训练→检测”的三维学习模式，真正实现高效备考

本书以“水平测试”开篇，让你先进行自我评估，了解自己的真实水平；接着深入分析历年试题中各种题型及命题特点，解读阅读的解题策略和解题步骤，让你从战略上赢定阅读。然后，本书安排了各种题型、题材的试题，让你集中训练，从而实现专项突破；最后我们淘金式地精选了若干综合性试题，以全方位检视你前期的学习成果。

**题型设置全面化** 多角度的语言素材，多题型的题目设置，彻底告别单一与重复

本书题材广泛，涵盖了历年高考常考的话题，内容翔实，融趣味性、知识性、科学性于一体，并结合新《英语课程标准》的话题要求，编写成独立的练习单元；题型丰富，覆盖了全国高考的所有题型，由编者结合阅读理解的命题特点和考试趋势后精心编排，经典的试题全面有效地检测你在不同实际生活环境下对所学语言的感悟和接受能力。

**题目编排优质化** 真题+原创题+模拟题+预测题，科学组合，经典、优质、高效

训练题目来源广泛，编排科学。以“横向的话题训练+纵向的模拟训练”的经典组合，难度循序渐进，阅读能力层层推进，让你的英语水平实现螺旋式提高。

**答案解析人性化** 解析详尽、全面，点拨精练、到位，注重方法技巧的渗透

答案解析部分不只让你知其然和所以然，其中还渗透了我们人性化的栏目设计，告别了简单的答案罗列或者机械的文字讲解。精辟、简练的“篇章导读”为你迅时抓住文章要领。详尽、到位的解析文字为你剖析每一个难点和知识点，帮助你举一反三，触类旁通。“小贴士”发散式全面拓展，生词、短语、背景知识让你在做完题后补充更多的英语知识食粮。“障碍语句分析”为你扫除阅读的绊脚石，让阅读变成“悦”读。

英语学习可以很轻松，只要找到正确的方法！

英语学习可以很开心，只要建立积极的心态！

英语学习可以很高效，只要选择适合的图书！

开心英语，希望是你的Mr. Right！开心英语研发中心组织教育专家、一线教师及资深编辑共同编写了本书，它就是你作战的秘密武器。拥有它，并正确使用它，帮助你搞定阅读，赢定英语！

## You can make it!

编者

2010年5月

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## 全解全析

# 01 第一部分 水平测试

## I A I

It's not easy being a teenager (13 至 19 岁青少年) — nor is it easy being the parent of a teenager. You can make your child feel angry, hurt, or misunderstood by what you say without realizing it yourself. It is important to give your child the space he needs to grow while gently letting him know that you'll still be there for him when he needs you.

Expect a lot from your child, just not everything. Except for health and safety problems, such as drug use or careless driving, consider everything else open to discussion. If your child is unwilling to discuss something, don't insist he tell you what's on his mind. The more you insist, the more likely that he'll clam up. Instead, let him attempt to solve(解决) things by himself. At the same time, remind him that you're always there for him should he seek advice or help. Show respect for your teenager's privacy(隐私). Never read his mail or listen in on personal conversations.

Teach your teenager that the family phone is for the whole family. If your child talks on the family's telephone for too long, tell him he can talk for 15 minutes, but then he must stay off the phone for at least an equal period of time. This not only frees up the line so that other family members can make and receive calls, but teaches your teenager moderation(节制). Or if you are open to the idea, allow your teenager his own phone that he pays for with his own pocket money or a part-time job.

★(2009 年全国 I)

- The main purpose of the text is to tell parents \_\_\_\_\_.  
A. how to get along with a teenager  
B. how to respect a teenager  
C. how to understand a teenager  
D. how to help a teenager grow up
- What does the phrase "clam up" in Paragraph 2 probably mean?  
A. become excited  
B. show respect  
C. refuse to talk  
D. seek help
- The last paragraph is about how to teach a teenager \_\_\_\_\_.  
A. to use the phone in a sensible way  
B. to pay for his own telephone  
C. to share the phone with friends  
D. to answer the phone quickly
- What should parents do in raising a teenager according to the text?  
A. Not allow him to learn driving or take drugs.  
B. Give him advice only when necessary.  
C. Let him have his own telephone.  
D. Not talk about personal things with him.

## I B I

When I was going home to India last year, I called up my mother to ask if she wanted anything from China.

When India had not opened up its markets to the world, I carried suitcase loads of dark glasses and jeans. Thankfully, we can get all these anywhere in India now.

Still, her answer surprised me: "Green tea."

As long as I can remember she didn't even drink Indian tea.

I dutifully bought a big packet of Longjing and headed home to hear the story. My mother and her brother, both regular newspaper readers, believed that Chinese green tea was the wonder drug for all illnesses.

At the turn of the century, China was not really familiar to the average Indian. It was a strange country.

How things change! And how soon!

Now every town of any size seems to have a "China Market". And everyone is talking about China.

The government of India has planned to send a team to China to see how things are done. A minister once said that India must open the doors for more foreign investment (投资) and such a step would "work wonders as it did for China".

But it's a two-way street. I just heard about a thousand Shenzhen office workers who have gone to Rangelore to train in software. Meanwhile, all the IT majors are setting up a strong presence in China.

No wonder that trade, which was only in the millions just ten years ago, is expected to hit about US \$15 billion for last year and US \$20 billion by 2008, a goal set by both governments.

No wonder, my colleague wrote some weeks ago about this being the Sino-Indian (中印) century as the two countries started on January 1 the Sino-Indian Friendship Year.

But what is still a wonder to me is my mother drinking Chinese tea.

★(2009 年辽宁)

- Why did the mother ask for Chinese green tea?
  - A. She was tired of Indian tea.
  - B. She had a son working in China.
  - C. She believed it had a curing effect.
  - D. She was fond of Chinese products.
- What does the author mean by "it's a two-way street" in Paragraph 10?
  - A. China and India have different traffic rules.
  - B. Tea trade works wonders in both India and China.
  - C. Chinese products are popular in both China and India.
  - D. The exchanges between India and China benefit both.
- What do we know about the Indian IT industry?
  - A. It will move its head office to Shenzhen.
  - B. It is seeking further development in China.
  - C. It has attracted an investment of US \$15 billion.
  - D. It caught up with the US IT industry in 2008.
- In the text the author expresses \_\_\_\_\_.
  - A. his concern for his mother's health
  - B. his support for drinking Chinese green tea
  - C. his surprise at China's recent development
  - D. his wonder at the growth of India's IT industry

## I C I

阅读下面短文,并根据短文后的要求答题(请注意问题后的字数要求)。

[1] Hello. It's one of the first words we learn as babies, yet it's one of the last ones we think to use as adults. That's unfortunate, because saying hello is more than just saying hello — it is recognition of another's worth. How might the world change — how might we change — if we mastered this word? To find out, I spent one month saying hello to every person I met. Here's what I've learned.

[2] It can boost (促进) productivity. In one of the few studies ever done on this subject, Allan Allay, an assistant professor of special education at Oklahoma State University, had middle school teachers greet their students individually each morning. This exchange of greetings raised the kids' productivity. School went from impersonal to personal, and that resulted in more class participation and better grades.

[3] Environments influence friendliness. One study found that people in the city were less likely to one hands with a stranger than those in the countryside. And researchers say, pleasant environments generally encourage more smiles and hellos than unpleasant ones. My experience was similarly. Whatever the reason, my urban hellos were answered far less often than my rural one. Similarly, people in vacation spots, like the Jersey Shore, were far friendlier than those hurrying work downtown.

[4] It's a form of universal health insurance. It's impossible to say hello without smiling. And smiling has been shown to lower blood pressure, relieve stress and boost happiness. Apparently, a smile creates a similar effect in the recipient (接受者).

[5] So maybe we can make the world a better place by \_\_\_\_\_. After a month of doing it, I feel lighter and more connected and I have a better sense of well-being.

★(2009 年山东)

1. What does the author say about the adults according to Paragraph 1? (within 8 words)

2. Which sentence in the text is the closest in meaning to the following one?

Teachers and students got friendlier so that the students became more active in learning and scored higher in tests.

3. Fill in the blank in Paragraph 5 with proper words. (within 5 words)

4. List three effects of smiling on health according to the text. (within 8 words)

① \_\_\_\_\_ ② \_\_\_\_\_ ③ \_\_\_\_\_

5. Translate the underlined sentence in Paragraph 3 into Chinese.

## I D I

### James's New Bicycle

James shook his money box again. Nothing! He carefully 1 the coins that lay on the bed. \$24.52 was all that he had. The bicycle he wanted was at least \$90! 2 on earth was he going to get the 3 of the money?

He knew that his friends all had bicycles. It was 4 to hang around with people when you were the only one without wheels. He thought about what he could do. There was no 5 asking his parents, for he knew they had no money to 6.

There was only one way to get money, and that was to 7 it. He would have to find a job. 8 who would hire him and what could he do? He decided to ask Mr. Clay for advice, who usually had 9 on most things.

"Well, you can start right here," said Mr. Clay. "My windows need cleaning and my car needs washing."

That was the 10 of James' odd-job(零工)business. For three months he worked every day after finishing his homework. He was amazed by the 11 of jobs that people found for him to do. He took dogs and babies for walks, cleared out cupboards, and mended books. He lost count of the 12 of cars he washed and windows he cleaned, but the 13 increased and he knew that he would soon have 14 for the bicycle he longed for.

The day 15 came when James counted his money and found \$94.32. He 16 no time and went down to the shop to pick up the bicycle he wanted. He rode 17 home, looking forward to showing his new bicycle to his friends. It had been hard 18 for the money, but James knew that he valued his bicycle far more 19 he had bought it with his own money. He had 20 what he thought was impossible, and that was worth even more than the bicycle.

★(2009 年北京)

- |               |            |            |            |
|---------------|------------|------------|------------|
| 1. A. cleaned | B. covered | C. counted | D. checked |
| 2. A. How     | B. Why     | C. Who     | D. What    |
| 3. A. amount  | B. part    | C. sum     | D. rest    |
| 4. A. brave   | B. hard    | C. smart   | D. unfair  |
| 5. A. point   | B. reason  | C. result  | D. right   |
| 6. A. split   | B. spend   | C. spare   | D. save    |
| 7. A. borrow  | B. earn    | C. raise   | D. collect |

- |                   |                 |                |              |
|-------------------|-----------------|----------------|--------------|
| 8. A. Or          | B. So           | C. For         | D. But       |
| 9. A. decisions   | B. experience   | C. opinions    | D. knowledge |
| 10. A. beginning  | B. introduction | C. requirement | D. opening   |
| 11. A. similarity | B. quality      | C. suitability | D. variety   |
| 12. A. brand      | B. number       | C. size        | D. type      |
| 13. A. effort     | B. pressure     | C. money       | D. trouble   |
| 14. A. all        | B. enough       | C. much        | D. some      |
| 15. A. finally    | B. instantly    | C. normally    | D. regularly |
| 16. A. gave       | B. left         | C. took        | D. wasted    |
| 17. A. patiently  | B. proudly      | C. silently    | D. tiredly   |
| 18. A. applying   | B. asking       | C. looking     | D. working   |
| 19. A. since      | B. if           | C. than        | D. though    |
| 20. A. deserved   | B. benefited    | C. achieved    | D. learned   |

## I E I

### The True Story of *Treasure Island*

It was always thought that *Treasure Island* was the product of Robert Louis Stevenson's imagination. 1, recent research has found the true story of this exciting work.

Stevenson, a Scotsman, had lived 2 for many years. In 1881 he returned to Scotland for a 3. With him were his American wife Fanny and his son 4.

Each morning Stevenson would take them out for a long 5 over the hills. They had been 6 this for several days before the weather suddenly took a turn for the worse. Kept indoors by the heavy rain, Lloyd felt the days 7. To keep the boy happy, Robert asked the boy to do some 8.

One morning, the boy came to Robert with a beautiful map of an island. Robert 9 that the boy had drawn a large cross in the middle of 10. "What's that?" he asked. "That's the 11 treasure," said the boy. Robert suddenly 12 something of an adventure story in the boy's 13. While the rain was pouring, Robert sat down by the fire to write a story. He would make the 14 a twelve-year-old boy, just like Lloyd. But who would be the pirate (海盗)?

Robert had a good friend named Henley, who walked around with the 15 of a wooden leg. Robert had always wanted to 16 such a man in a story. 17 Long John Silver, the pirate with a wooden leg, was 18.

So, thanks to a 19 September in Scotland, a friend with a wooden leg, and the imagination of a twelve-year-old boy, we have one of the greatest 20 stories in the English language.

★(2009 年全国 I)

- |                  |              |               |               |
|------------------|--------------|---------------|---------------|
| 1. A. However    | B. Therefore | C. Besides    | D. Finally    |
| 2. A. alone      | B. next door | C. at home    | D. abroad     |
| 3. A. meeting    | B. story     | C. holiday    | D. job        |
| 4. A. Lloyd      | B. Robert    | C. Henley     | D. John       |
| 5. A. talk       | B. rest      | C. walk       | D. game       |
| 6. A. attempting | B. missing   | C. planning   | D. enjoying   |
| 7. A. quiet      | B. dull      | C. busy       | D. cold       |
| 8. A. cleaning   | B. writing   | C. drawing    | D. exercising |
| 9. A. doubted    | B. noticed   | C. decided    | D. recognized |
| 10. A. the sea   | B. the house | C. Scotland   | D. the island |
| 11. A. forgotten | B. buried    | C. discovered | D. unexpected |
| 12. A. saw       | B. drew      | C. made       | D. learned    |
| 13. A. book      | B. reply     | C. picture    | D. mind       |
| 14. A. star      | B. hero      | C. writer     | D. child      |
| 15. A. help      | B. problem   | C. use        | D. burden     |
| 16. A. praise    | B. produce   | C. include    | D. accept     |
| 17. A. Yet       | B. Also      | C. But        | D. Thus       |

18. A. injured

B. born

C. hired

D. written

19. A. rainy

B. sunny

C. cool

D. windy

20. A. news

B. love

C. humorous

D. adventure



在复习中养成检视、总结的习惯,可以随时了解自己的能力水平,同时,避免犯重复性错误。本书专家建议你坚持完成该工作,全书复习结束后,你会对自己的能力有重新的审视。

### 测评第1步——测算正确率

本测试共有\_\_\_\_\_题,其中,正确题数为\_\_\_\_\_,错误题数为\_\_\_\_\_,正确率为\_\_\_\_\_。

- 正确率 90% 以上:要继续保持,成功离你很近,加油!
- 正确率 80% 以上:提高你的答案命中率,一定会再创优秀成绩!
- 正确率 70% 以上:再斟酌一下你的解题方法,你的成绩会有很大提升空间。
- 正确率 60% 以上:认真做做接下来的练习,相信你会比你想象的更强。
- 正确率不足 60%:把这本书彻底吃透,看看你的分数是否已经迅速飙升!

### 测评第2步——分析失分原因

☐ 遭遇生词   ☐ 长句困扰   ☐ 语法点掌握不牢   ☐ 固定搭配问题   ☐ 审题不细致   ☐ 其他原因

### 测评第3步——改善建议

1. 扩大词汇量; 2. 对长难句加强学习; 3. 牢固各语法知识点和固定搭配;
4. 讲究速度,并提高解题技巧; 5. 明确复习重点,提高复习的效益。

### 测评第4步——进步计划

- 我的目标: \_\_\_\_\_
- 我的承诺: \_\_\_\_\_
- 行动计划: \_\_\_\_\_

# 02 第二部分 解题策略

## 一、高考英语阅读理解解题策略

### 第1步——透视高考阅读理解命题特点!

高考阅读理解要求考生在30~35分钟的时间内完成对4~5篇不同题材、体裁的短文的理解,是整个高考试题中难度最大、区分度最高的题型。它是对考生知识和心理素质的综合检验。可以说,阅读理解得分率的高低在很大程度上决定着英语考试的成败。

随着近几年各省高考自主命题的展开和新课标的实施,高考阅读理解在命题思路、题型设置和整体难度方面也呈现出一定的地域性差异,但还是保持了很多共同的特点:

#### 一、突出运用、文体多样

综观近几年高考阅读理解,为了考查考生对不同体裁的文章的理解和掌握,阅读理解材料通常由各种不同体裁的文章构成。概括起来,阅读材料涉及记叙文、议论文、说明文和应用文等体裁,这些不同体裁的阅读材料重在考查考生叙事、论说、表达等实际语言运用能力。

2009年全国各地区的阅读理解涉及的体裁分布比较均匀,其中记叙文、议论文和说明文所占的比重较大,以考查考生对记人记事、评论说理以及概括说明的理解能力;同时,试题中多穿插了应用文体裁,旨在体现考生捕捉事实信息的技巧和水平。

记叙文在高考英语阅读理解中的比重比上两年有所上升,总体来说五大体裁的比例变化不大。阅读理解的不同体裁特点,要求考生在备考时要有意识地涉猎各种文体的阅读和训练,着重加强对各种文体的语言实践,从而不断提高不同语境中的语言综合运用能力。

#### 二、题材丰富、话题广泛

高考阅读理解注重题材的多样化、现代化和生活化,不仅主题广泛、科学实用,而且生动有趣。阅读理解涵盖了人物故事、名人传记、前沿科技、环境保护、地理

现象和历史文化等话题,充分体现了“语言是文化的载体”这一重要思想。如:2009年阅读理解山东卷中的A篇、江苏卷的B篇、广东卷的A篇、浙江卷的A篇和海南、宁夏卷的B篇均涉及写人叙事的话题;2009年阅读理解江苏卷的C篇、安徽卷的C篇、福建卷的C篇、浙江卷的B篇均和广告信息有关。

2009年高考阅读理解选材特别关注世界上大家都关注的热点话题,如社会生活、个人情感、人生经验、科技发展等,显示了高考选材的时代性和人文性。这也是近年来高考阅读理解的总体趋势,需要考生牢牢把握。

#### 三、题型灵活、主旨突出

高考阅读理解着重考查考生对语篇的整体把握能力、根据所提供的语境进行语篇分析的能力以及综合利用有效信息解决实际问题的能力。在近几年的高考阅读理解中,在细节理解题占有一定比例的同时,词义猜测、推理判断和主旨大意等需要考生从深层次理解文章的试题占有越来越大的比重,这反映了高考突出对语言运用能力考查的命题思想。

2009年高考英语阅读理解在题型上面与前两年相比变化不大,仍旧保持着以细节理解题和推理判断题为主,主旨大意题和词义猜测题为辅的状况,而且主旨大意题的数量有所上升。专家建议,考生需要结合自己的实际情况,以及本书对近年来高考英语阅读理解题型、题材及体裁的分布情况的研究,合理安排自己的高考复习。

#### 四、选材新颖、原汁原味

高考阅读理解的材料来源广泛,有些节选自各类丛书,有些出自报刊,有些选自各类活页宣传材料。这些材料多为语言原汁原味、真实反映外国生活的文章,突出对各类广告、新闻报道以及书信、通知等应用文的考查。这符合中学生学习英语的目的,体现了“贴近时代、

贴近生活、贴近学生”的原则。

比如 2009 年山东卷中的 D 篇,文章的主题和思想均和目前世界的经济状况有着密切的联系,属当前社会中的热门话题。很明显,正是眼下社会经济的状况,导致了大众致力于经济知识的学习,目的在于:在经济因素尚未确定的背景下,能具备很好的驾驭经济的能力。而福建卷中的 A 篇介绍了一场中文博客竞赛,其话题不仅新颖,而且和学生的现代生活密切相关。

## 第 2 步——把握高考阅读理解知识清单!

从题型分类看,高考英语阅读理解一般有细节理解题、词义猜测题、推理判断题和主旨大意题四种题型。下面就对各个题型的命题思路以及解题技巧分别加以分析,希望对大家的高考英语复习有所帮助。

### 一、 细节理解题

细节理解题主要考查学生对文章具体事实和细节的理解能力,属表层理解题范畴,难度较小,但在整个阅读理解中所占比例最大。从近几年的高考试题看来,细节理解题主要考查时间、地点、人物、经过、结果、识图、数据推算、信息比较级辨别例证等,用于测试考生理解文章中具体内容的能力。一般来说,查找主要事实或特定细节常见的题目设计的方式有:

1. 以 who, what, when, where 等疑问句开头提问短文的具体内容。
2. 就文中具体内容进行简单计算、排序、识图等。
3. 以 According to the text, From the text 等开头,考查某一细节。

#### 【示例】(2009 年广东 A 篇)

Lisa was running late. Lisa, 25, had a lot to do at work, plus visitors on the way: her parents were coming in for Thanksgiving from her hometown. But as she hurried down the subway stairs, she started to feel uncomfortably warm. By the time she got to the platform, Lisa felt weak and tired — maybe it hadn't been a good idea to give blood the night before, she thought. She rested herself against a post close to the tracks.

41. What was the most probable cause for Lisa's weakness?
- A. She had run a long way.
  - B. She felt hot in the subway.
  - C. She had done a lot of work.
  - D. She had donated blood the night before.

**解析 D** 细节理解题。由第一段倒数第二句可知, Lisa 身体虚弱的原因是可能因为前一天晚上献血的缘故。本题能直接从原文中找到信息,选项和原文在表述上没有太大变化,采用“对号入座”的方法即可。

### 二、 词义猜测题

在阅读理解中遇到生词是难免的,因此在整篇文章或段落理解的基础之上,通过句子的上下文等来推测生词的含义是阅读必备的技能之一。词义猜测题一般占阅读理解总题量的 10% 左右,所猜词汇可能是生词,也可能是熟词生义,还可以是人称代词的指代内容。词义

猜测题常见的出题方式有:

1. The underlined word in the passage refers to/means \_\_\_\_\_.
2. What does the word mean in the Paragraph 4?
3. The word “...” probably means \_\_\_\_\_.
4. “...” could best be replaced by which of the following?
5. The expression phrase “...” is closest in meaning to \_\_\_\_\_.
6. “...” as used in the passage can best be defined as \_\_\_\_\_.
7. Which of the following words can take the place of the word “...”?

#### 【示例】(2009 年安徽 B 篇)

Of course, the good of oxen is not limited to plowing. In fact, they are seen as “boats on land” for their ability to carry loads. Besides, the whole body of an ox is full of treasures. Their meat and milk are food full of nutrition, and their skin can be used to make clothes and shoes. With all these qualities, oxen are regarded as generous creatures.

60. The words “boats on land” underlined in Paragraph 2 refer to \_\_\_\_\_.
- A. animals for taking goods
  - B. creatures for pulling plows
  - C. treasures of the folk culture
  - D. tools in the farming economy

**解析 A** 词义猜测题。根据画线部分后面的解释说明性的短语“for their ability to carry loads”可知牛还被当作一种运输工具。

### 三、 推理判断题

推理判断题主要考查考生在理解全文的基础上,从文章本身所提供的信息出发,运用逻辑思维,同时借助一定的常识进行分析、推理、判断的能力,属于主观性较强的高层次阅读理解题。推理判断题在近年高考中所占比例有逐渐加大的趋势。解题时要准确地理解文段的隐含信息,除了要熟练地掌握基本的语言知识,准确理解句子的字面意思外,还要求我们运用自己已有的知识、经验,结合文段的相关信息进行分析、推理、判断。

一般来说,推理判断题是指对作者语气、态度、立场、倾向、风格的推理,对作者意图、主题思想的推理,对数字的判断和对文中细节、结论的推断等。其题目的设计方式一般有:

1. From the passage we can draw the conclusion that \_\_\_\_\_.
2. We can infer/conclude from the passage that \_\_\_\_\_.
3. It can be inferred/concluded (from the passage) that \_\_\_\_\_.
4. The writer's purpose in writing the passage is to \_\_\_\_\_.

5. The passage is probably taken from \_\_\_\_\_.
6. Where did this passage most probably appear?
7. On the whole, this story is about \_\_\_\_\_.
8. The story suggests that \_\_\_\_\_.

【示例】(2009年重庆C篇)

Sports can help you keep fit and get in touch with nature. However, whether you are on the mountains, in the waves, or on the grassland, you should be aware that your sport of choice might have great influence on the environment.

67. The author writes the passage to \_\_\_\_\_.
- A. show us the function of major sports
  - B. encourage us to go in for green sports
  - C. discuss the major influence of popular sports
  - D. introduce different types of environment-friendly sports

**解析 B 推理判断题。**文章的第一段已经点明了本文的主题:提倡进行“绿色”体育运动,鼓励大家加入到其中。本文是一篇说明文,作者的写作目的在第一段中就已经很明确。

#### 四、主旨大意题

主旨大意题主要考查考生对文章的主题思想、大意的理解概括能力。它可以是文章或段落中心的陈述,也可以是对文章话题或标题的概括选择。有些文章,尤其是说明文和议论文,往往有主题句,但有些文章,比如记叙文往往就没有明确的主题句,需要考生根据段中所陈述的事实或提供的线索来认真体会、归纳文章的中心思想。主旨大意题常见的设问方式有:

1. What's the main idea of this passage?
2. What does this passage mainly discuss?
3. What's the topic of this passage?
4. The best title for this text would be/might be/is \_\_\_\_\_.

5. The most suitable title of the passage is \_\_\_\_\_.

【示例】(2009年山东D篇)

An increase in students applying to study economics at university is being attributed to (归因于) the global economic crisis awakening a public thirst for knowledge about how the financial system works.

75. What's the main idea of the text?
- A. Universities have received more applications.
  - B. Economics is attracting an increasing numbers of students.
  - C. College students benefit a lot from economic uncertainty.
  - D. Parents are concerned with children's subject selection.

**解析 B 主旨大意题。**文章第一段是本文的主题段,经济危机激起了许多在校大学生学习经济学的热情。说明文的第一段往往能表达文章的主题思想。

### 第3步——掌握高考阅读理解解题技巧!

#### 1. 兼顾阅读速度和阅读准确性

高考阅读理解要求大家不光要有速度,还要有很高的准确度。大家应该先把文章快速地浏览一遍,在准确把握文章整体的基础上,重点捕捉与题目有关的文章细节,这样就能提高做题的准确率。阅读理解解题能力强的同学在做完题后都会有明确的感觉:哪些题目是自己绝对有把握的,哪一个或几个题目自己不太肯定,然后对这些拿不准的题目要仔细推敲,以求突破。

#### 2. 抓住关键信息,弱化剩余信息

高考阅读理解文章的长度一般在300词左右,设4~5题,因此往往有较多的剩余信息,而且篇幅越长,剩余信息越多。这就要求大家在阅读时不能平均用力,而应该重点抓住与题目相关的信息,不要被剩余信息干扰或迷惑。

#### 3. 灵活应对长难句和生词

一般来说,一篇阅读理解往往包含两三个甚至多个结构复杂、难以理解的句子,这些句子是阅读理解的难点,也是容易造成考生心理紧张的原因之一。但大家应该注意,并非每个长难句都与题目有关,因此要灵活处理。如果是与题目相关的,大家若理解起来困难,应该先分析一下句子的主干成分,找出句子的主语和谓语等,然后再搞清句子的附加成分;如果是与题目没有直接关系的,只要不影响对全文的理解,不必过多纠缠。对待生词的策略也是如此。

#### 4. “难”题易做,“易”题难做

有些题目看似很难,但只要大家静下心来去仔细阅读,抓住文章中的相关内容,就会现题目并不难做,因此,关键是要保持冷静。有些题目看似简单,殊不知文章虽然语言比较浅显,但寓意往往比较深刻,对这样的阅读理解,大家一定不要掉以轻心,而应该透过平淡的语言,充分理解作者的用意,以及文章的寓意。

#### 5. 掌握新题型阅读命题特点与解题技巧

高考英语新题型阅读侧重语篇分析,剖析文章的“脉络”,即文章的结构或者框架,包括山东卷、天津卷的阅读表达、湖南卷的阅读简答和阅读填空、江苏卷的任务型阅读、安徽卷的任务型读写、广东卷的信息匹配、上海卷的配对标题、浙江卷配对阅读等。其中以阅读表达、阅读简答、阅读填空最受命题专家和一线教师们的青睐。新题型阅读的题目设置有梯度、命题形式多样化、答案开放性强,但语言简练、规范,主要考查学生的思维能力、分析能力、词汇能力,以及其他的语言深层挖掘能力等。

新题型阅读属阅读范畴,题目设置旨在围绕不同的阅读技能和语言应用而展开,涉及词性转换、词语释义、同意替换、语法结构、归纳演绎、结构分析、细节理解等。部分新题型阅读有字数限制,表达部分也暗含有一些要求,诸如大小写、答题的一致性、词性等等,这些隐性的规范需要学生自己去揣摩。新题型阅读也随着阅读材料内容、文体、题目设置、答题要求的不同而呈现不同的难易度。

新题型阅读一般的解题思路可归纳为四步:即“审题”→“略读”→“边细读边解题”→“复核”。先看清题目及要求,做到有的放矢,心中有数。接着了解阅读材料的基本信息、语篇的文体类型,如记叙文、议论文还是说明文,作者的写作目的与态度等,为下一步完成任务作铺垫。同时通过细读题目和文章中相关信息完成指定任务。全部填完后,把文章看一遍,检查所填之词是否符合文章内容,答题是否符合规范,拼写以及大小写是否正确等。

#### 第 4 步——高考阅读理解典题分析!

Outside her shabby cottage, old Mrs. Tailor was hanging out laundry on a wire line, unaware that some children lay hidden in the leaves of a nearby tree watching her every move. They were determined to find out if she really was a witch.

They watched as she took a broomstick to clean the dirt from her stone steps. But, much to their disappointment, she did not mount the broomstick and take flight. Suddenly, the old lady's work was interrupted by the cackling of her hen — a signal that an egg had been laid in the warm nest on top of the haystack.

The old broomstick was put aside as she hobbled off towards the haystack followed by Sooty, a black cat she had rescued from a fox trap some time back. With only three legs, it was hard for Sooty to keep up with the old lady. The cat provided proof — the children were sure that only a witch could own a black cat with three legs.

There, standing on a wooden box, was Mrs. Tailor, stretching out to gather her precious egg. Taking the egg in one of her hands, she began to climb down when, without warning, the box broke and the old lady fell.

"We have to go and help her," whispered Amy.

"What if it is a trick?" replied Ben.

"Don't be silly, Ben. If she were a witch, she would have turned us into frogs already," reasoned Meg. "Come on Amy, let's go." The girls climbed down the tree and ran all the way to the haystack.

Approaching carefully, they could see a wound on the old lady's face. She had knocked her head on a stone and her ankle was definitely broken. "Go and get Dad," Amy yelled to her brother. "Tell him about the accident."

The boys did not need another excuse to leave. They ran as fast as they could for help, hoping that Mrs. Tailor would not wake and turn the girls into frogs.

★(2009 年江西)

1. Why were the children hiding in the tree?
  - A. They wanted to watch Mrs. Tailor do her housework closely.
  - B. They were playing a hide-and-seek game.
  - C. They wanted to find out if the rumors about Mrs. Tailor were true.

D. They were pretending to be spies.

2. Mrs. Tailor stopped sweeping when \_\_\_\_\_.
  - A. her front steps were clean
  - B. she noticed the children in the tree
  - C. she was ready to take a flight
  - D. she heard the hen cackling
3. Ben did not rush in help Mrs. Tailor because \_\_\_\_\_.
  - A. he thought that she could be tricking them
  - B. he knew that they could not have been in the tree
  - C. he did not see the old lady fall down
  - D. he was afraid of the three-legged cat
4. Which of these old sayings best suits the story's lesson for us?
  - A. Make hay while the sun shines.
  - B. Never judge a book by its cover.
  - C. People in glasshouses should not throw stones.
  - D. A bird in the hands worth two in the bush.

#### 篇章大意

本文讲述了一群孩子们认为泰勒太太是个女巫,偷偷躲在破旧房舍的树后面观察她和那只黑色三条腿猫的有趣故事。

#### 典型表现

本篇趣闻逸事属于文学记叙文,贴近生活,语言原汁原味,富有哲理性。题型设置以考查细节推理为主,难度适中。文章语言虽然比较浅显,但千万不能掉以轻心,而应该透过平淡的语言,充分理解作者的用意及文章的寓意。阅读时要对作者重墨泼就的细节描写重点关注,抓住了故事情节,就理解了文章的脉络,其他的就会迎刃而解。

#### 思路导引

孩子们躲在树后面想证实泰勒太太是不是女巫→泰勒太太拿起扫帚在扫地→听到母鸡的咯咯声去捡鸡蛋→不小心摔倒,头部和膝盖受伤→孩子们及时通知家长来急救。

#### 解题技巧

1. C. 细节理解题。由首段尾句“to find out if she really was a witch”可知,孩子们想弄清楚泰勒太太是女巫的传言是否真实。此处能从原文中直接找到信息,而且正确选项和原文在语言表述上也没有大的变化。解题时,可以带着问题去阅读短文,采用“对号入座”的方法,即可找到答案。
2. D. 细节理解题。由第二段最后一句“the old lady's work was interrupted by the cackling of her hen”可知答案为 D。
3. A. 推理判断题。由文中的“What if it is a trick?”可知,Ben 认为泰勒太太是一个女巫,她可能在使诡计。所以在发现泰勒太太受伤时,Ben 并没有前去帮助。在做这类题目时,我们不要仅仅局限于要求透彻理解的一句,而是要注意它与整篇的联系和上下文之间的联系。

4. B. 推理判断题。通读全文可推知,作者想告诉我们“不要以貌取人”的道理。A项“晒草要趁太阳好;抓住时机”;C项“住在玻璃房子里的人不该扔石头;勿道人之短”;D项“二鸟在林,不如一鸟在手;多得不

如现得”都不符合文意。本题的关键是根据上文所述进行总结推理,不要看到选项凭感觉就给出答案,要回顾全文、理清脉络,体会作者的意图,才能概括出文意。

## 二、高考英语完形填空解题策略

### 第1步——透视高考完形填空命题特点!

#### 一、文章短,挖空多,全文保持一定的挖空密度。

短文的首句一般不设空。记叙文的第一句通常把故事发生的时间、地点、人物和事件等交代清楚,作为考生在解题时理解并掌握全文大意的的基础。很多时候议论文和说明文的第一句是文章的主题句,抓住主题句便抓住了文章的主旨。从近几年的高考真题来看,完形填空的设空具有一定的标准,两空之间不少于4个词,最多不超过32个词。一般来说,文章越短,挖空密度越大,理解起来难度就越大。

#### 二、侧重考查语境理解,淡化对语法的考查。

完形填空一般在语境中综合考查词义的理解与固定搭配,而不单纯考查语法知识。它既考查考生的语法知识、阅读理解能力,又考查考生综合运用知识的能力。单纯考查语法知识的题目已经基本没有。这要求考生根据文章的整体内容,从层次结构和内容的逻辑关系出发,去选择符合文章情节的答案。

#### 三、设空以单词填空为主,短语或词组填空为辅;考查以实词为主,虚词为辅。

在设空方面,备选答案多设置实词。另外,选项具有有效性和干扰性,充分体现了语言知识灵活运用的特征。

#### 四、体裁多为记叙文,题材趋于多样化。

完形填空通常以叙述问题的小故事为主(有时可能是夹叙夹议),内容情节深刻,常涉及人物心理活动的细致描写,篇章与语句的结构变化丰富多彩,选材体现时代性,思想健康。

#### 五、选项具有同类性。

由于情境意义选择填空的需要,4个备选答案往往是相同的词类。如果孤立地看挖空的句子,可能每个选项都能满足句子的要求,无论将哪个选项填进去,从语法上讲都是正确的,此时要确定正确答案,只能根据全文的内容和情节的发展作出判断。

#### 六、保留首句以给出提示。

为给考生理解文章奠定基础,使考生更易于理解文章内容,命题者在设计完形填空时,总是保留一个完整的或是大半个完整的句子不挖空。文章的开头往往起到开宗明义的作用,考生在做题时若能充分理解开头

句,对于做好完形填空题很有帮助。

### 第2步——预测高考完形填空命题趋势!

综观近两年新课标地区高考完形填空的考查情况,我们可以预测2010年高考英语完形填空的命题将保持相对稳定,并体现新课程理念。选材会注重选取贴近考生、贴近生活、新颖的、时代感强的材料;设题会注重考查考生英语学习策略、自主学习等方面的能力,以指导考生树立正确的人生观、世界观和价值观,增强社会责任感,全面提高人文素养。

#### 一、设空继续以实词为主,虚词为辅。

为了提高试题的难度,引导学生从整体上理解文章内容,全面接受信息,备选项多涉及实词,名词、动词、形容词和副词占90%以上。

#### 二、试题考查会继续以情景意义选择为主。

大部分题目需要考生从全文出发,根据前后语境或行文逻辑作出判断,体现“突出语篇”的命题风格。

#### 三、突出干扰性强、重细微辨析的备选项。

这就意味着有的试题选项,从全文整体意义上看,可能也勉强讲得通,但如果结合文章内容的具体情景,或备选项词语的习惯用法,考生就会发现它们并不正确。

### 第3步——把握高考完形填空知识清单!

高考完形填空主要考查语境理解、语法知识、词汇运用、逻辑推理、常识判断等各方面的运用能力。

#### 考点一:语境理解

高考完形填空注重在语境中考查词义和词语的用法,所设置的考点90%以上都是有语境的。设空处的答案有的由上文决定,有的由下文决定,有的要综合上下文决定。简单来说可分为三类:前制性设空;后制性设空;语篇性设空。考生需根据上下文提供的信息进行分析及推理。

文章中语境有一定的制约性,它有助于理解语言模糊或歧义现象,确定代词所指、属格意义等。其情感性又是文意发展、作者意图和主人公心理动机的真实体现,因此利用语境的情感性可以巧妙地进行完形填空信息推断。另外,任何完形填空文章语境都具有一定的褒贬性,它反映了作者或主人公特定的情绪状态,并支撑

着文意的发展,因此利用褒贬性语境可以巧妙进行完形填空信息推断。

### 考点二: 语法知识

高考完形填空中的语法结构问题,主要是时态、语态、虚拟语气、非谓语动词、从句(包括连接词和关系代词或关系副词)等方面的问题。因此在做涉及语法知识的题目时要充分调动平日掌握的语法知识,分析句子结构,从而从容答题。

### 考点三: 词汇运用

高考完形填空的命题原则是“以实词为主,虚词为辅,突出词汇语境化”。所以完形填空中考词汇的最大考点是实义词,其中以名词、动词、形容词、副词为主。名词的测试要点主要是同义词意义或用法辨析。形容词的测试要点是形容词作定语、表语,形容词的比较级和最高级等。动词的测试要点是固定短语、惯用搭配等。副词的考查内容包括各类副词(地点副词、时间副词、方式副词、连接副词和疑问副词)。

### 考点四: 逻辑推理

考查考生对上下文逻辑关系的理解,如转折关系、让步关系、因果关系、递进关系、增补关系、比较关系、对比关系等。四个选项都是表示文章的起承转合、上下连贯等逻辑关系的词语,必须弄清句子前后的逻辑关系,才可作出正确选择。

### 考点五: 常识判断

有些题目的设置无论从词汇、语法、惯用法,还是语境方面都可行,在这种情况下,就需要考生借助于常识或某些背景知识来解决问题。我们不仅要熟练掌握所学知识,具有一定的边缘学科知识,还要了解英语文化和风俗习惯等,养成跨文化思维意识。

## 第4步——高考完形填空典题分析!

Children find meanings in their old family tales.

When Stephen Guyer's three children were growing up, he told them stories about how his grandfather, a banker, 1 all in the 1930s, but did not lose sight of what he valued most. In one of the darkest times 2 his strong-minded grandfather was nearly 3, he loaded his family into the car and 4 them to see family members in Canada with a 5, "there are more important things in life than money."

The 6 took on a new meaning recently when Mr. Guyer downsized to a 7 house from a more expensive and comfortable one. He was 8 that his children, a daughter, 15, and twins, 22, would be upset. To his surprise, they weren't. 9, their reaction echoed (共鸣) their great-grandfather's. What they 10 was how

warm the people were in the house and how 11 of their heart was accessible.

Many parents are finding family stories have surprising power to help children 12 hard times. Storytelling experts say the phenomenon reflects a growing 13 in telling tales, evidenced by a rise in a storytelling events and festivals.

A university 14 of 65 families with children aged from 14 to 16 found kids' ability to 15 parents' stories was linked to a lower rate of anger and anxiety.

The 16 is telling the stories in a way children can 17. We're not talking here about the kind of story that 18, "When I was a kid, I walked to school every day uphill both ways, barefoot in the snow." Instead, we should choose a story suited to the child's 19, and make eye contact (接触) to create "a personal experience". We don't have to tell children 20 they should take from the story and what the moral is.

★(2009 年福建)

- |                     |                |
|---------------------|----------------|
| 1. A. missed        | B. lost        |
| C. forgot           | D. ignored     |
| 2. A. when          | B. while       |
| C. how              | D. why         |
| 3. A. friendless    | B. worthless   |
| C. penniless        | D. homeless    |
| 4. A. fetched       | B. allowed     |
| C. expected         | D. took        |
| 5. A. hope          | B. promise     |
| C. suggestion       | D. belief      |
| 6. A. tale          | B. agreement   |
| C. arrangement      | D. report      |
| 7. A. large         | B. small       |
| C. new              | D. grand       |
| 8. A. surprised     | B. annoyed     |
| C. disappointed     | D. worried     |
| 9. A. Therefore     | B. Besides     |
| C. Instead          | D. Otherwise   |
| 10. A. talked about | B. cared about |
| C. wrote about      | D. heard about |
| 11. A. much         | B. many        |
| C. little           | D. few         |
| 12. A. beyond       | B. over        |
| C. behind           | D. through     |
| 13. A. argument     | B. skill       |
| C. interest         | D. anxiety     |
| 14. A. study        | B. design      |

- C. committee  
15. A. provide  
C. support  
16. A. trouble  
C. fact  
17. A. perform  
C. hear  
18. A. means  
C. begins  
19. A. needs  
C. judgments  
20. A. that  
C. which
- D. staff  
B. retell  
D. refuse  
B. gift  
D. trick  
B. write  
D. question  
B. ends  
D. proves  
B. activities  
D. habits  
B. what  
D. whom

### 篇章大意

孩子喜欢听大人讲过去的家事,而且父母们发现家庭往事有着意想不到的力量——有助于他们渡过难关。专家们指出这是因为这种方式可以缓解他们的精神压力。另外,在讲故事的时候,父母要注意挑选真正适合孩子的,不要一味地讲自认为孩子能从中大受启迪的故事。

### 典型表现

夹叙夹议的文章,是近年高考完形填空的常考体裁。富有教育意义的文章,符合课改精神。全文层次分明,考查的内容以实词为主。

### 思路导引

孩子发现家庭往事有意思→Stephen Guyer 给他的三个孩子讲述他父亲的故事→父母们发现家庭往事有助于他们渡过难关→专家们分析原因并提出建议。

### 参考答案与解题技巧

- B.** 根据后一分句“but did not lose sight of...”中的动词 lose 可知此处选 B。
- A.** 引导定语从句,先行词是 times,关系词在从句中作状语,用 when。
- C.** 根据后文“there are more important things in life than money.”可知作者的爷爷当时身无分文(penniless)。
- D.** 爷爷用车载着家人去加拿大见那里的亲人。take

sb. to do sth. “带某人去做某事”。

- D.** 根据后文“there are more important things in life than money.”可以推断出所填词意思是“信念”,其他词语代入后意思不通。
- A.** tale“故事”与上文的 stories 呼应。
- B.** 根据“downsized(以较小尺寸设计或制造) to a 7 house from a more expensive and comfortable one.”可知此处选 B。
- D.** 上题提示从豪华舒适的房子变为小房子,自然会担心他 15 岁的女儿和 22 岁的双胞胎儿子会沮丧。另外,从后文的“To his surprise”也可以得出此题的答案。
- C.** 由“To his surprise, they weren't.”暗示后面的内容与前面的相反,故用 instead“相反”。
- B.** talk about 谈论,讨论;care about 注意,关心;write about 写关于……的事;hear about 听说。
- A.** 此处表示“有多少”,排除 C、D 项。heart 是不可数名词,故用 much。
- D.** 所填介词与 hard times 构成搭配,表示“渡过艰难时期”,用 through。
- C.** interest in sth. 意为“对某事的偏好”。
- A.** 根据上下文意思可知此处所填词词义为:调查研究,故选 A。design 设计;committee 委员会;staff (全体)职员,(全体)工作人员。
- B.** 只有 retell“复述”符合语境。
- D.** 句意:讲故事的技巧在于要能否以孩子乐于听下去的方式进行。可知所填词意思是“技巧,计谋”,故选 D。
- C.** 同上。
- C.** 由后文的“When I was a kid, I walked to school every day uphill both ways, barefoot in the snow.”可知这是故事的开头,故此处选 C。mean 意为;end 结束;prove 证明。
- A.** 由本句的谓语动词 suit 可以推断出此处选 A。need 需要;activity 活动;judge 审判,判决;habit 习惯。
- B.** 宾语从句引导词 what 在从句中作 tell 的宾语,故选 B。