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英语 阅读理解与完形填空

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★★★★ 高考+高三年级

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To Fight, to Win

——代前言

《开心英语中学英语阅读150篇》丛书面市两年多来，畅销全国。丛书由中高考英语命题专家坐阵，准确命中了2009年和2010年的多道中高考试题，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，对丛书进行了第二次全面修订。修订后的丛书，将以更扎实的内容、更科学的编排和更实用的体例满足更多读者的需求，引领市场。

丛书特色

① 强调题目的优质，题目新鲜，题量充足，涵盖真题、原创题、模拟题和预测题

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。训练题目来源广泛，涵盖了真题、原创题、模拟题和预测题，以“横向的话题训练+纵向的模拟训练”的经典组合，让阅读能力层层推进，使你的英语水平实现螺旋式提高。

② 强调体例的系统，涵盖评估、训练和检测，讲解与练习比例适当，实现高效备考

本书“水平测试”开篇对你进行自我评估，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的试题，让你集中训练，从而实现专项突破；最后，本书淘金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。

③ 强调技巧的实用，一线名师执笔，解密命题特点，总结高分技巧，提供解题策略

本书以“技巧贯穿始终”为理念，将技巧、训练和答案解析融合在一起，更加实用。本书从对考纲的总体解读到对高考命题的深度透视，关注了考查目标、考查方式、命题特点、命题趋势等，先夯实你的理论基础。随后，结合不同题型和不同体裁，进行高分突破训练，将技巧与实战相结合。在答案解析中，渗透了大量的技巧，不放过任何一个难点和知识点，让你轻松举一反三。

④ 强调编排的便捷，单页排题，单栏排版，仿真考试，增加检索，减少时间浪费

本书首度实现整题整页，减少由于前后翻页而导致的训练时间的浪费；同时延续了一直以来的单栏排版，使你的注意力更为集中，符合科学高效的学习习惯；字号、字体等对考试的高度仿真，使你可以在平时的练习中便沉浸在考试的氛围中；增加了“答案速查”，实现了快速检索。整体的设计和编排，都以使用的高效和有效为基础，最大限度地减少你的时间浪费。

⑤ 强调答案的深入，设置答案速查，解析详尽，点拨到位，注重方法技巧的渗透

答案解析部分不只让你知其然，更让你知其所以然，告别了简单的答案罗列或者机械的文字讲解。答案速查，方便快捷，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知识点，助你触类旁通；发散式的“小贴士”，为你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。

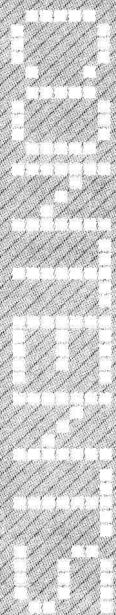
开心英语研发中心组织教育专家、一线教师及资深编辑共同编写了本书，希望它成为你的Mr.Right！拥有它，并正确使用它，它就会成为你作战的秘密武器，帮助你搞定阅读，赢定英语！

You can make it!

编者

2011年3月

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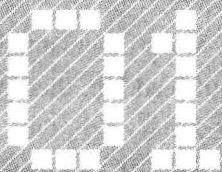
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第 | 一 | 部 | 分 水平测试

Test

●建议用时：65分钟 ●实际用时：_____ ●正确率：_____/52

A

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.

★ (2010 年陕西)

- | | | | |
|-----------------------|------------------|-------------------|----------------|
| 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 |

B

When I was six, Dad brought home a dog one day, who was called "Brownie". My brothers and I all loved Brownie and did different things with her. One of us would walk her, another would feed her, then there were baths, playing catch and many other games. Brownie, in return, loved each and every one of us. One thing that most touched my heart was that she would go to whoever was sick and just be with them. We always felt better when she was around.

One day, as I was getting her food, she chewed up (咬破) one of Dad's shoes, which had to be thrown away in the end. I knew Dad would be mad and I had to let her know what she did was wrong. When I looked at her and said, "Bad girl." She looked down at the ground and then went and hid. I saw a tear in her eyes.

Brownie turned out to be more than just our family pet. She went everywhere with us. People would stop and ask if they could pet her. Of course she'd let anyone pet her. She was just the most lovable dog. There were many times when we'd be out walking and a small child would come over and pull on her hair. She never barked (吠) or tried to get away. Funny thing is she would smile. This frightened people because they thought she was showing her teeth. Far from the truth, she loved everyone.

Now many years have passed since Brownie died of old age. I still miss the days when she was with us.

★ (2010 年全国 II)

- What would Brownie do when someone was ill in the family?
 - Look at them sadly.
 - Keep them company.
 - Play games with them.
 - Touch them gently.
- We can infer from Paragraph 2 that Brownie _____.
 - would eat anything when hungry
 - felt scary for her mistake
 - loved playing hide-and-seek
 - disliked the author's dad
- Why does the author say that Brownie was more than just a family pet?
 - She was treated as a member of the family.
 - She played games with anyone she liked.
 - She was loved by everybody she met.
 - She went everywhere with the family.
- Some people got frightened by Brownie when she _____.
 - smiled
 - barked
 - rushed to them
 - tried to be funny
- Which of the following best describes Brownie?
 - Shy.
 - Polite.
 - Brave.
 - Caring.

越测越开心

A dogfish shark contains 24 chromosomes(同源染色体) in each of its muscle cells. How many chromosomes are normally found in each of its gametes?

- (1) 6 (2) 12 (3) 24 (4) 48

答案: (2)

C

Open Letter to an Editor

I had an interesting conversation with a reporter recently — one who works for you. In fact, he's one of your best reporters. He wants to leave.

Your reporter gave me a copy of his resume (简历) and photocopies of six stories that he wrote for you. The headlines showed you played them proudly. With great enthusiasm, he talked about how he finds issues (问题), approaches them, and writes about them, which tells me he is one of your best. I'm sure you would hate to lose him. Surprisingly, your reporter is not unhappy. In fact, he told me he really likes his job. He has a great assignment (分工), and said you run a great paper. It would be easy for you to keep him, he said. He knows that the paper values him. He appreciates the responsibility you've given him, takes ownership of his profession, and enjoys his freedom.

So why is he looking for a way out?

He talked to me because he wants his editors to demand so much more of him. He wants to be pushed, challenged, coached to new heights.

The reporter believes that good stories spring from good questions, but his editors usually ask how long the story will be, when it will be in, where it can play, and what the budget is.

He longs for conversations with an editor who will help him turn his good ideas into great ones. He wants someone to get excited about what he's doing and to help him turn his story idea upside down and inside out, exploring the best ways to report it. He wants to be more valuable for your paper. That's what you want for him, too, isn't it?

So your reporter has set me thinking.

Our best hope in keeping our best reporters, copy editors, photographers, artists — everyone — is to work harder to make sure they get the help they are demanding to reach their potential. If we can't do it, they'll find someone who can.

★ (2010 年北京)

- What does the writer think of the reporter?
A. Optimistic. B. Imaginative.
C. Ambitious. D. Proud.
- What does the reporter want most from his editors in their talks?
A. Finding the news value of his stories.
B. Giving him financial support.
C. Helping him to find issues.
D. Improving his good ideas.
- Who probably wrote the letter?
A. An editor. B. An artist.
C. A reporter. D. A reader.
- The letter aims to remind editors that they should _____.
A. keep their best reporters at all costs
B. give more freedom to their reporters
C. be aware of their reporters' professional development
D. appreciate their reporters' working styles and attitudes

D

Andy rode slowly on his way to school, day-dreaming about the fishing trip that his father had promised him. He was so busy dreaming about all the fish he would catch that he was unaware of everything else around him.

He rode along until a strange sound drew him to the present. He came to a stop and looked curiously up to the heavens. What he saw shocked and terrified him. A huge swarm of bees filled the sky like black cloud and the buzzing mass seemed to be heading angrily towards him.

With no time to waste, Andy sped off in the opposite direction, riding furiously — without knowing how to escape the swarm. With a rapidly beating heart and his legs pumping furiously, he sped down the rough road. As the bees came closer, his panic increased. Andy knew that he was sensitive to bee stings (蜇). The last sting had landed him in hospital — and that was only one bee sting! He had been forced to stay in bed for two whole days. Suddenly, his father's words came to him. "When you are in a tight situation, don't panic. Use your brain and think your ways out of it."

On a nearby hill, he could see smoke waving slowly skywards from the chimney of the Nelson family home. "Bees don't like smoke," he thought. "They couldn't get into the house." Andy raced towards the Nelson house, but the bees were gaining ground. Andy knew he could not reach the house in time. He estimated that the bees would catch up with him soon.

Suddenly, out of the corner of his eyes, he spotted a small dam used by Mr. Nelson to irrigate his vegetable garden. Off his bike and into the cool water he dived, disappearing below the surface and away from the savage insects. After holding his breath for as long as he could, Andy came up for air and noticed the bees had gone. Dragging himself out of the dam, he struggled up the hilly slope and rang the doorbell. Mrs. Nelson took him inside and rang his mother.

"You'll really need that fishing break to help you recover," laughed his mother with relief. "Thank goodness you didn't panic!" But Andy did not hear her. He was dreaming once again of the fish he would catch tomorrow.

★ (2010 年江西)

1. Why did Andy fail to notice the swarm of bees earlier?
 - A. He was riding to school.
 - B. He was listening to a strange sound.
 - C. He was going fishing with his father.
 - D. He was lost in the thought of the fishing trip.
2. Which of the following is NOT mentioned about the swarm of bees in the passage?
 - A. They crowded like a black cloud.
 - B. They shocked and terrified Andy.
 - C. They tried to attack Andy in a mass.
 - D. They made Andy stay in hospital for two days.
3. How did Andy avoid the bees in the end?

A. He asked Mr. Nelson for help.	B. He hid himself under the water.
C. He rushed into the Nelson house.	D. He rode off in the opposite direction.
4. Which of the following can best describe Andy's escape from the bees?

A. No pains, no gains.	B. Once bitten, twice shy.
C. Where there is a will, there is a way.	D. In time of danger, one's mind works fast.

E

My family and I lived across the street from Southway Park since I was four years old. Then just last year the city put a chain link fence around the park and started bulldozing (用推土机推平) the trees and grass to make way for a new apartment complex. When I saw the fence and bulldozers, I asked myself, “Why don’t they just leave it alone?”

Looking back, I think what sentenced the park to oblivion (被遗忘) was the drought (旱灾) we had about four years ago. Up until then, Southway Park was a nice green park with plenty of trees and a public swimming pool. My friends and I rollerskated on the sidewalks, climbed the trees, and swam in the pool all the years I was growing up. The park was almost like my own yard. Then the summer I was fifteen the drought came and things changed.

There had been almost no rain at all that year. The city stopped watering the park grass. Within a few weeks I found myself living across the street from a huge brown desert. Leaves fell off the park trees, and pretty soon the trees started dying, too. Next, the park swimming pool was closed. The city cut down on the work force that kept the park, and pretty soon it just got too ugly and dirty to enjoy anymore.

As the drought lasted into the fall, the park got worse every month. The rubbish piled up or blew across the brown grass. Soon the only people in the park were beggars and other people down on their luck. People said drugs are being sold or traded there now. The park had gotten scary, and my mother told us kids not go there anymore.

The drought finally ended and things seemed to get back to normal, that is, everything but the park. It had gotten into such bad shape that the city just let it stay that way. Then about six months ago I heard that the city was going to “redevelop” certain worn-out areas of the city. It turned out that the city had planned to get rid of the park, sell the land and let someone build rows of apartment buildings on it.

The chain-link fencing and the bulldozers did their work. Now we live across the street from six rows of apartment buildings. Each of them is three units high and stretches a block in each direction. The neighborhood has changed without the park. The streets I used to play in are jammed with cars now. Things will never be the same again. Sometimes I wonder, though, what changes another drought would make in the way things are today.

★ (2010 年浙江)

1. How did the writer feel when he saw the fence and bulldozers?

- A. Scared. B. Confused. C. Upset. D. Curious.

2. Why was the writer told not to go to the park by his mother?

- A. It was being rebuilt. B. It was dangerous.
C. It became crowded. D. It had turned into a desert.

3. According to the writer, what eventually brought about the disappearance of the park?

- A. The drought. B. The crime.
C. The beggars and the rubbish. D. The decisions of the city.

4. The last sentence of the passage implies that if another drought came, ____.

- A. the situation would be much worse
B. people would have to desert their homes
C. the city would be fully prepared in advance
D. the city would have to redevelop the neighborhood

F

根据短文内容，从短文后的选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

I was ten when I first sat with my grandmother behind the cashier (收银台) in her general store. 1 I quickly learned the importance of treating customers politely and saying “thank you”.

At first I was paid in candy. 2 I worked every day after school, and during the summer and on weekends and holidays from 8 a.m. to 7 p.m. My father helped me set up a bank account. 3

By the time I was 12, my grandmother thought I had done such a good job that she promoted me to selling cosmetics (化妆品). I developed the ability to look customers directly in the eye. Even though I was just a kid, women would ask me such things as “What color do you think I should wear?” I took a real interest in their questions and was able to translate what they wanted into makeup (化妆) ideas. 4

The job taught me a valuable lesson: to be a successful salesperson, you didn’t need to be a rocket scientist — you needed to be a great listener. 5 Expect they are no longer women purchasing cosmetics from me; instead, they are kids who tell me which toys they would like to see designed and developed.

★ (2010 年辽宁)

- A. Later I received 50 cents an hour.
 - B. Before long, she let me sit there by myself.
 - C. I ended up selling a record amount of cosmetics.
 - D. Today I still carry that lesson with me: I listen to customers.
 - E. My grandma’s trust taught me how to handle responsibility.
 - F. Soon I found myself looking more beautiful than ever before.
 - G. Watching my money grow was more rewarding than anything I could have bought
1. _____ 2. _____ 3. _____ 4. _____ 5. _____

G

阅读下面短文，按照句子结构的语法性和上下连贯的要求，在空格处填入一个适当的词或使用括号中词语的正确形式填空。

A young man, while traveling through a desert, came across a spring of clear water. 1 water was sweet. He filled his leather container so that he could bring some back to an elder 2 had been his teacher. After a four-day journey, the young man 3 (present) the water to the old man. His teacher took a deep drink, smiled 4 (warm), and thanked his student very much for the sweet water. The young man went home 5 a happy heart. After the student left, the teacher let 6 student taste the water. He spit it out, 7 (say) it was awful. Apparently, it was no longer fresh because of the old leather container. He asked his teacher, “Sir, the water was awful. Why did you pretend to like 8?”

The teacher replied, “You tasted the water. I tasted the gift. The water was simply the container for an act of kindness and love. Nothing could be 9 (sweet).”

We understand this lesson best 10 we receive gifts of love from children. Whether it is a cheap pipe or a diamond necklace, the proper response is appreciation. We love the idea within the gift rather than the thing.

★ (2010 年广东)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____ 9. _____ 10. _____

评估诊断



在复习中养成检视、总结的习惯，可以随时了解自己的水平，同时，避免犯重复性的错误。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。

Step 1 正确率统计

- ① 本测试共有52题，其中正确题数为____，因此，你在本次水平测试中的正确率为____。
- ② 本测试共有新型题15题，其中正确题数为____，因此，你在本次水平测试中新题型的正确率为____。
- ★ 正确率为90%以上：水平不错，训练时可以尝试一下近年真题哦！
- ★ 正确率为80%以上：提高你的答案命中率，一定会再创优异成绩！
- ★ 正确率为70%以上：再斟酌一下你的解题方法，你的成绩会有很大的提升空间！
- ★ 正确率为60%以上：认真做做本书中的练习，从易到难，相信你会更强！
- ★ 正确率不足60%：借助本书中的方法指导、答案解析等将这本书练透，你的分数肯定会迅速飙升！

Step 2 易失分点及改善建议

∴ 阅读理解易失分点及改善建议

NO.1 基础知识薄弱

○遭遇过多生词	●通过本书中的小贴士或其他途径扩大生词量；
○长句困扰	●通过本书的障碍语句分析，加强长难句学习；
○语法知识掌握不牢	●牢固各语法知识点和固定搭配；
○固定搭配问题	
○阅读速度过慢	●学会采取快读、跳读和细读等方法，克服不良阅读习惯。

NO.2 解题技巧生疏

○词义猜测题	●采用情景推断，释义法，构词法等猜测词义；
○细节理解题	●回扣原文，锁定区域、识别事实；
○推理判断题	●以原文为前提，透过现象看本质，并认真比较选项；
○主旨大意题	●抓主题句或归纳、提炼各段大意。

∴ 完形填空易失分点及改善建议

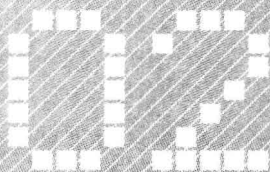
○对篇章知识理解不准确	●利用首句、首段等信息理解篇章大意；
○语境分析不够	●借助上下文，推敲文章的细节；
○语法知识运用不娴熟	●做题时多考虑句子结构及动词形式；
○词义把握不准	●采用上下文推理，定义或解释，构词法等猜测词义；
○固定搭配不熟练	●记忆常用短语搭配；
○忽略背景知识和生活常识	●多多阅读，拓宽知识面；学会利用生活常识得出答案。

Step 3 我的进步计划

我的学习目标：_____

我的承诺：_____

我的学习计划：_____



第 | 二 | 部 | 分 高分攻略

第一节 新课标对高三年级英语阅读的要求

课程目标的级别不完全等同于基础教育阶段的各个年级。但是，分级目标对 3~6 年级、7~9 年级和高中各学段或年级的教学和评价以及教材编写提供了循序渐进、稳步上升的指导性要求，有利于课程的整体实施。高三年级对应的是八级目标。

一 高三年级语言技能目标对“读”的目标描述

1. 能理解阅读材料中不同的观点和态度；
2. 能识别不同文体的特征；
3. 能通过分析句子结构理解难句和长句；
4. 能在教师的帮助下欣赏浅显的文学作品；
5. 能根据学习任务的请从电子读物或网络中获取信息并进行加工处理；
6. 除教材外，课外阅读量应累计达到 36 万词以上。

二 高中阶段语言知识目标对“词汇”和“语法”的目标描述

★词汇目标描述

1. 运用词汇理解和表达不同的功能、意图和态度等；
2. 运用词汇描述比较复杂的事物、行为和特征，说明概念等；
3. 学会使用 3000 个单词和 400~500 个习惯用语或固定搭配。

★语法目标描述

1. 进一步掌握描述时间、地点、方位的表达方式；
2. 进一步理解、掌握比较人、物体及事物的表达方式；
3. 使用适当的语言形式进行描述和表达观点、态度、情感等；
4. 学习、掌握基本语篇知识并根据特定目的有效地组织信息。

第二节 阅读理解高分攻略

一 阅读理解考纲解读

(一) 高考阅读理解的考查目标

新《高中英语课程标准》明确规定：侧重提高英语阅读能力。而在高考中，阅读理解题就显得尤为重要，具体的阅读理解能力测试的主要要求是：

1. 掌握所读材料的主旨和大意，以及用以说明主旨和大意的事实和细节；
2. 既理解具体的事实，也理解抽象的概念；
3. 既理解字面意思，也理解深层含义，包括作者的态度、意图等；
4. 既理解某句、某段的意义，也理解全篇的逻辑关系，并据此进行推理和判断；
5. 既能根据材料所提供的信息去理解，也能结合中学生应有的常识去推断。

(二) 高考阅读理解的考查方式

阅读理解的考查形式主要有四大类：

1. 细节理解题。即要求考生对阅读材料中的某一具体事实和细节进行理解。这一题型常见的命题方式有：事实认定题、排序题、图形辨认题、数字运算题等。

2. 推理判断题。这类题主要考查学生根据文章的字面意思，通过语篇逻辑关系，研究细节的暗示，推敲作者的态度，理解文章的寓意等。推理判断题属于主观性较强的高层次阅读理解题。
3. 主旨大意题。该类题主要考查学生对所读材料中心思想的概括。其考查形式有很多，如概括标题、主题、中心思想等。
4. 词义猜测题。即要求考生根据一定的上下文猜测生词的词义。

阅读理解的考查要点包括：1. 理解主旨大意；2. 寻找具体信息；3. 理解细节；4. 根据上下文提供的语境，推测生词词义，进而加深对文段的理解；5. 简单的判断和理解；6. 理解文段的基本逻辑结构；7. 理解作者的意图和态度；8. 理解文段的文化信息；9. 理解图表信息；10. 理解指代关系。

二 阅读理解命题透视

(一) 高考阅读理解的命题特点

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:

1. 突出运用、文体多样

纵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。

2010 年全国各地区的阅读理解中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。

2. 题材丰富、话题广泛

高考阅读理解注重题材的多样化、现代化和生活的,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。

2010 年的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。

3. 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,在细节理解型试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。

2010 年的高考英语阅读理解在题型上面与前两年的变化不大,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。

4. 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。

(二) 高考阅读理解的命题趋势

新课标试行以来,英语教材难度有所增加,词汇量、阅读量有较大提高,更加强调语言的运用能力。2010 年高考英语试卷难度适中,符合新课改要求,较好地体现了“稳中求变、变中求新、突出语篇、强化语境”的命题指导思想。考题的选材与考生的日常生活息息相关,时代感强。阅读理解题型的选材,题材多样,涉及生活感悟、人物报道、教育动向等多方面的话题。2011 年全国高考英语考试大纲及说明仍然保持稳中有进的特点,在考试内容、形式及试卷结构上都基本保持不变。其发展方向是注重基础,强调运用,突出能力。体现了高考改革始终坚持“在稳定中求发展”的命题指导思想,而保持命题平稳发展的思路,有利于“培养学生的语言运用能力”。

纵观整个 2010 年的阅读试题,从阅读字数来看仍然和 2009 年相当,约 2400 词左右的阅读量。从题型上看,仍然遵循 2009 年高考大纲对阅读部分的要求,共考查了四大题型,而且出题相当传统,难度中等。结合英语考纲和 2010 年高考英语试题分析,2011 年高考英语阅读理解可能从以下几个方面命题:

- (1) 理解主旨和要义;
- (2) 理解文中具体信息;
- (3) 根据上下文推断生词的词义;
- (4) 作出判断和推理;
- (5) 理解文章的基本结构;
- (6) 理解作者的意图、观点和态度。

三 阅读理解高分突破

(一) 选择型题型高分突破

总的来说,高考英语阅读理解可分为以下四大题型:细节理解题、词义猜测题、推理判断题和主旨大意题。下面就对各个题型的命题方式加以分析,希望对大家的高考英语复习有所帮助。

1. 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,属表层理解范畴,难度较小,但在整个阅读理解比重中所占比例最大。从近几年的高考试题来看,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、排序、信息比较及辨别例证等,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设问方式有:

- (1) Which of the following statement is (not) true/mentioned?
- (2) Which of the following is not the result of...?
- (3) All of the following statements are true/false except _____.

[示例] (2010 年山东 A 篇)

...

Jason Swencki's son, Kody, was diagnosed with type diabetes at six. Father and son visit the online children's forums (论坛) together most evenings. "Kody gets so excited, writing to kids from all over," says Swencki, one of the site's volunteers. "They know what he's going through, so he doesn't feel alone."

...

58. According to the text, Kody _____.

- A. feels lonely because of his illness
- B. benefits from diabeticrockstar.com
- C. helps create the online kid's forums
- D. writes children's stories online

解析 B 细节理解题。根据文章第三段内容可知 Kody 一点也不孤独, 相反他在儿童论坛上和其他小孩交流时感觉很开心。这都得益于 diabeticrockstar.com 这个论坛。因此选项 B 正确。

2. 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, 通过上下文逻辑关系推测文中画线单词或短语的意义, 或通过意义转换来理解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, 还可能是人称代词的指代内容。词义猜测题常见的设问形式有:

- (1) The underlined word in the passage refers to/ means _____.
- (2) What does the word mean in 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 place of the word "... " ?

[示例] (2010 年重庆 A 篇)

...

One morning more than thirty years ago. I entered the Track Kitchen, a restaurant where everyone from the humblest (卑微的) to the most powerful came for breakfast. I noticed an empty chair next to an elderly, Unshaven man, who looked somewhat disheveled. He was wearing a worn-out hat and was alone, I asked if I might join him. He agreed quietly and I sat down to have my breakfast.

...

56. What does the underlined word "disheveled" mean?

- A. Unfriendly.
- B. Untidy.
- C. Gentle.
- D. Kind.

解析 B 词义猜测题。由第一段第四、五句可知, 这位老人没有刮胡子, 还戴着破旧的帽子, 因此应该是不整

洁的。其他几项意思文章没有体现。

3. 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, 还要求考生运用自己已有的知识、经验, 结合文段的相关信息进行推理、判断。

推理判断题难度大、涉及面广, 包括人物的性格、心理, 故事的结局、寓意, 文章的出处、体裁, 作者的倾向、态度等等。其题目的设问方式一般有:

- (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] (2010 年陕西 B 篇)

...

The rescue happened on the day before he left for France. Duret said he didn't realize his tale of heroism he was leaving the next morning.

"I don't really think I'm a hero," said Duret. "Anyone would do the same thing."

53. When was duet most probably found to be the very hero?

- A. The day when he was leaving for home.
- B. A couple of days after the girl was rescued.
- C. The first day when he was in New York.
- D. The same day when he was interviewed.

解析 B 推理判断题。文章没有直接给出答案, 但是可以通过倒数第二段话最后一句 "Duret caught a train with his girlfriend shortly after." 推知, Duret 离开纽约的那天都不知道自己英雄事迹, 因此应该是 Duret 离开纽约后这件事情才被报道出来, Duret 才被认为是大英雄。

4. 主旨大意题

主旨大意题意在考查考生对全文或某一段落的整体概括能力, 即对整个语篇、段落的抽象概括能力。可以是文章或某一段的中心, 也可以是文章标题或话题的选择。其题目设问方式一般有:

- (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] (2010 年全国 I E 篇)

There were smiling children all the way. Clearly they knew at what time the train passed their homes and they made it their business to stand along the railway, wave to complete strangers and cheer them up as they rushed towards Penang. Often whole families stood outside their homes and waved and smiled as if those on the trains were their favorite relatives. This is the simple village people of Malaysia. I was moved.

I had always traveled to Malaysia by plane or car, so this was the first time I was on a train. I did not particularly relish the long train journey and had brought along a dozen magazines to read and reread. I looked about the train. There was not one familiar face. I sighed and sat down to read my Economics.

It was not long before the train was across the Causeway and in Malaysia. Johore Baru was just another city like Singapore, so I was tired of looking at the crowds of people as they hurried past. As we went beyond the city, I watched the straight rows of rubber trees and miles and miles of green. Then the first village came into sight. Immediately I came alive, I decided to wave back.

From then on my journey became interesting. I threw my magazine into the waste basket and decided to join in Malaysian life. Then everything came alive. The mountains seemed to speak to me. Even the trees were smiling. I stared at everything as if I was looking at it for the first time.

...

75. What can we learn from the story?

- A. Comfort in traveling by train.
- B. Pleasure of living in the country.
- C. Reading gives people delight.
- D. Smiles brighten people up.

解析 D 主旨大意题。作者在无趣的火车之旅中，见到微笑的村民朝她挥手致意后心情豁然开朗，由此可推出答案为 D。

(二) 新题型高分突破

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。任务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。

新题型一般的解题思路可归纳为四步曲：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。

1. 任务型

任务型包括江苏的任务型阅读和安徽的任务型读写。

任务型读写的题型结构为一篇 300 字左右的短文和表格，要求考生对文中的有效信息进行筛选、整合和综合概括，而后准确、有序地完成表格的空缺（根据说明，一空只填一词）。这体现出了新课改增加客观表达题的努力。笔者在平时教学中发现，学生普遍感觉很难。首先要了解表格的设置。据考试说明中的范例，表格一般是文章的整体行文结构，包括标题、段落大意、文章细节、结论等部分。其次要领悟空缺的类型。

①筛选类：通过定位题目在文章中的位置即可找到答案，一般为原词。

②整合类：要对文章的原句进行加工，根据句型结构变化和语法要求提炼出的新词，如：

There are mainly two types of sources. → There are two _____ types of sources. (main)

The person presenting the program is very passionate. → The _____ is very passionate. (presenter)

③概括类：根据说明，要能概括出文章的标题、段落大意、文章目的、结论等，要求较高。同学们在填空时务必要仔细，如单词大小写、单复数、词性等。

短文后的表格是要考生根据文章结构和层次进行填写。反过来讲表格的设计也会帮助考生理解文章内容和层次结构。只要考生按照表格中的框架结构去阅读理解短文，到文章中找到与每一小题涉及到的信息的相关位置，再运用“同义转述”技巧，则可得出答案。考生要分析所填的词在句中的语法作用、准确拼写单词的形式。

- (1) 认真阅读，理解原文主旨大意和结构层次；
- (2) 明确图表结构和要求；
- (3) 根据原文意思和图表要求确定词义；
- (4) 注意所填单词在上下文中的词性和词形。

典题 1

阅读下面短文，根据所读内容在表格中的空白处填入恰当的单词。

注意：每个空格只填一个单词。

When difficult people express themselves orally, they generally want at least two things: they've been heard and they've been understood. As a good communicator should be a good listener, five steps are advocated toward good listening.

The first step is cooperating (合作). How does a difficult person know that you're listening and understanding? In fact, it's through the way you look and sound while he is talking. You may help him to fully express his thoughts and feelings. You do this by nodding your head in agreement, making certain sounds of understanding.

When the person begins to repeat what's been said, it's a signal of step two: turning back. It means that you

repeat back some words he is using, sending a clear signal the you've listening carefully and that you think what he is saying is important.

Having heard what he has to say, the next step is clarifying. At this point, you start to gather information about what is being communicated. Ask some open-ended questions, which will allow you to figure out what intention he is hoping to satisfy.

The fourth step is to summarize (概括) what you've heard. This allows you to make sure that both you and the difficult person are on the same page. When you do this, two things happen. First, if you've missed something, he can fill in the detail (细节). Second you've shown that you're making an effort to understand completely. This increases possibility of gaining cooperation from him.

Having listened carefully, you've now arrived at the point of confirming with the person that he feels satisfied that this thoughts have been fully voiced. Ask if he feels understood.

When enough sincere listening, questioning, and remembering are brought together, understanding is usually achieved and a difficult person becomes less difficult and more cooperative.

★ (2010 年安徽)

Topic	(1)_____ to understand
Reason	Difficult people hope they have been heard and (2)_____ when they express themselves.
(3)_____ on listening	<p>◆ (4)_____ in agreement and make some sounds of understanding while a difficult person is speaking.</p> <p>◆ Repeat some (5)_____ that you have heard.</p> <p>◆ Collect information about the person's expressions and find his (6)_____.</p> <p>◆ Give a (7)_____ of what the person has said.</p> <p>◆ Confirm that the person gains (8)_____ from speaking his thoughts.</p>
Result	A difficult person will be (9)_____ to cooperate with if understanding is achieved.
Comment	You may unlock the doors to difficult people's (10)_____ after you listen and understand.

思路导引 本文是一篇说明文。一个好的沟通者首先要学会做一个好的倾听者，文章分别从五个方面介绍了优秀的倾听者应该具备的素质。解题时注意对原文语句的归纳总结和同义转换。

解题点悟

- Listen/Listening** 第一段是文章的主体段，引出话题，下文紧接着叙述倾听的五个步骤。此处可使用动词原形或动词-ing形式，注意首字母大写。
- understood** 由文章的第一句可得出两个关键词“heard, understood”阐述了倾听不能取得良好效果的原因。
- Suggestions/Tips/Advice** 第一段第二句起承上启下的作用，下面四段都是围绕倾听这个话题提出的建议。可使用的表示“建议”的名词有 suggestion, tip, advice 等，注意使用复数形式和首字母大写。
- Nod** 此处需要对第二段“You do this by nodding your head in agreement, making certain sounds of understanding.”进行转化。
- words** 第二步的关键是重复讲述者的话。
- intention** 此处对应第三步“to figure out what intention he is hoping to satisfy”。注意使用名词形式。
- summary** 此处对应第四步“to summarize what you've heard”。注意使用也名词形式。
- satisfaction** 此处答案出自倒数第二段。注意转化原文的表达。
- easier** 此处是最后一段“understanding is usually achieved and a difficult person becomes less difficult and more cooperative.”的另一种表达。
- hearts/minds** 此处需要对全文内容作出归纳总结，有一定难度。

2. 匹配型

此类题包括广东的信息匹配、浙江的配对阅读、上海的配对标题。

以考查考生通过快速阅读，获取信息和处理信息的能力。这种题型，既有助于对学生快速阅读能力的培养，也有助于对学生进行信息的加工、分析、比较能力的培养，对中学英语的教学在语言技能应用的方面会有较好的导向作用。

做信息匹配题，采用“跳读”的方法，迅速找到有用的信息即可，不可花费过多的时间。注意利用关键词的导引作用。

(1) 要立足于具体的应用文及其相关的匹配项(对象)，寻找关键词句。如招聘广告中的要求：年龄、学历、经历等。考生可快速阅读应用文，或求职者的基本情况及要求，对相关要素进行分析，抓住关键信息点。

(2) 要依据不同应用文，掌握其写作特点和写作的表现形式或格式，寻找相关信息点。有的应用文语言精炼简洁，有的甚至以短句、省略句等形式出现，考生应具备这方面的知识和能力，跳过一些与信息关联不大的生词，突破难点，匹配对应的内容。

(3) 要读懂、弄清匹配项与应用文之间的条件、范围等，有的条件有多个，范围有大有小，要列出要点，对比与其他匹配项的异同，排除干扰项，从而选定条件要