

 金点思维系列



高二


英语·阅读理解

丛书主编 蔡晔



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READING

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高二英语·阅读理解

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前言

在多年执教生涯中,我深深感到很多学生在学习英语的过程中苦恼不堪。成绩低的被找不到一条入门捷径所困扰,成绩中等的却为停滞不前的分数而烦闷,成绩高的又因无法突破高分关卡让自己继续攀升而感到遗憾。这种问题的根源是学生欠缺一套高效的英语学习思维。金点学习法是一种能够提高班级整体英语成绩的方法;是一种让学生掌握后能够迅速提高做题精准度的方法;是一种让父母相信自己的孩子掌握后能靠自己逐步提高学习成绩的方法。

什么是金点学习法?举例说明:She is the girl _____ I wanted.
A. when B. where C. who D. what。从这道题中不难看出加彩的词是题目的核心。将这两个词放在一起可以组成一个意群,即想要的姑娘。再来看答案,能代表人的只有 who。这就是金点提取学习法。金点学习法贯穿的思想是突出核心点的价值,掌握提炼句子、篇章核心词的技巧,以记忆少数几点的方式来进行演绎推理,获悉全篇内容的思维方式。让学生根据句子和篇章提供的信息主动出击,准确推理出各题所需内容,直线提高做题的精准度。金点学习法的要点如下:

- 金点提炼——每个句子或篇章都有其要阐述的核心,这里称之为“金点”。我们首先要以点的形式提出并体现要阐述的核心内容,即能体现文章文眼的语法点、词汇或句子。这一方法在教学过程中有助于教师引导并鼓励学生进行自主学习,另外,点化的知识面也有利于学生记忆。

- 取意总结——让学生自行根据提出的核心词组成意群,进行文意推测,也就是根据取意(词、句、或语法点)推理出本文在阐述什么内容或要表达何意。

- 论证推理——这是一个将“金点”“取意”的逻辑推理进行实体论证的过程。将金点还原于文章,以金点为核心,对文章进行字句的梳理。

前 言

由于已掌握大概的、正确的文章核心内容,依此方式进行解题的准确性高、时效性强。

• 训练巩固——设一定量的模式化练习,分层次、阶梯化地让学生依此模式进行定量练习,形成一种主动的淘金取意的做题思维。

• 拓展升华——分为答案、解析、延伸三部分。该部分内容不仅仅是“金点”部分内容的简单重复,还是“金点”部分内容经过论证后的一个精简的总结和向下一部分发展的有效延伸。这部分看似是对上部分内容和即将出现的内容的重复,实则是帮助学生不经意地进行记忆和拓展。

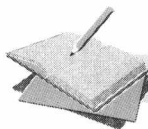
金点学习法从金点的提炼到取意的总结再到论证的推理最后到升华部分,这一有机布排,切实做到了逐词、逐句、逐篇的步步讲究、步步深究。依据此法,我们科学地为学生创造了一套改变学习方法,更新学习理念,培养主动思考,树立学习信心的思维训练丛书,希望能帮助广大还在为学习英语而感到苦恼的学生指点迷津、取得佳绩。

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Module 1 高考阅读题型点津

新题型分析

近几年,全国各地的高考英语试题一直遵循着教育部考试中心“突出语篇、强调交际、注重应用、稳定发展”的十六字命题方针。全国各地的十九份高考试题每年都呈现给我们各具特色的亮点。尤其是单独命题的省份,如上海、北京、天津、重庆、湖北、湖南、山东、江西、安徽、福建、浙江、辽宁、广东、四川、陕西、海南与宁夏等省市在高考阅读理解新题型方面都进行了深入的研究,并逐渐形成了有地方特色的新题型,从各个方面考查了学生的综合能力。

一、题型分类

高考阅读理解新题型大致分为:

类别	题型	省市
多项选择类	补全阅读(7选5)	北京、辽宁、海南、宁夏
	总结大意(6选5)	上海、陕西
	信息匹配	广东、浙江
表格类	任务型阅读	安徽、江苏、湖南
表达类	阅读表达/简答题	山东、上海、天津、湖南
填空类	短文填词	福建、上海

二、解题方法

1. 重视整体阅读

在阅读的过程中,要注意文章的开始与结束段落,尤其是文章的首段及末段末句,因为“开门见山”与“结尾总结”为常见的写作方式,首段的末句一般是全文的主题所在,说明本文将探讨哪些内容,并简要指出文章的写作思路,有时甚至会以提纲的形式呈现出来。首段的末句对于快速掌握文章的主题具有重要意义,如果它是文章的主题句,就可以使读者迅速明确文章情节将如何展开,并对文章的写作主题有整体的了解。

(2010 北京卷) 第三部分 第二节 (文章第一段)

The next time you go into a bank, a store, or a super-market, stop and listen. What do you hear? 71 It's similar to the music you listen to, but it's not exactly the same. That's because this music was especially designed to relax you, or to give you extra energy. Sometimes you don't even realize the music is playing, but you react to the music anyway.

金点

- 1. listen
- 2. similar
- 3. music
- 4. relax

取意

听到一种似曾相识却不尽相同的音乐会让你放松。



- A. Some people don't like Muzak.
 B. The music gives them extra energy.
 C. Music is playing in the background.
 D. Factory workers produce 13 percent more.
 E. Muzak tends to help people understand music better.
 F. They get as much as MYM4 million a year if their songs are used.
 G. Muzak is played in most of the big supermarkets in the world.

答案分析

71. C 根据空格前一句的提问,可以判断 C 项是对前句的回答,金点 2. similar 3. music 和本项的 music 对应。

2. 借助所给信息

在题型中较多省份利用表格呈现所设的题目。表格是文章内容条理化、形象化的具体体现,是短文结构、作者思路的具体反映。阅读填空的表格与文章内容有着内在的对应关系,但并不是简单的坐标式对应关系的表格,而是一个复杂的综合型表格。既注重了对文章中心的把握,也引导学生捕捉并获取信息。

(2010 湖南卷) Part IV Section A (文章第一段)

An **apprenticeship** is a form of on-the-job training that combines workplace experience and classroom learning. It can last anywhere from one to six years, but four years is typical for most. An apprentice spends the **majority** of the **time** in a **workplace** environment learning the practical skills of a career from a journeyman—someone who has done the job for many years. The **rest** of the apprentice's time is spent in a classroom environment learning the **theoretical skills** the career requires. Being an apprentice is a full-time undertaking.

金点

- | | |
|-----------------------|---------|
| 1. apprenticeship | |
| 2. majority | 3. time |
| 4. workplace | 5. rest |
| 6. classroom | |
| 7. theoretical skills | |

取意

学徒期员工多数时间在车间实习,其余时间在教室学习理论。

Definition —

- | | |
|--|-----------|
| on-the-job training combining workplace experience and | 72 |
| • 73 of the time in a workplace; learning the practical skills | |
| • the rest of the time in a classroom; learning the | 74 skills |

答案分析

72. classroom learning 根据金点 1. apprenticeship 2. majority 3. time 5. classroom 可知学徒期的构成情况。

73. the majority 根据金点 2. majority 3. time 4. workplace 可知答案。

74. theoretical 根据金点 5. classroom 6. theoretical skills 可知答案。



3. 整合概括信息

题目的设置旨在围绕不同的阅读技能和语言应用而展开,涉及同义替换、词语释义、词性转换、归纳演绎、语法结构分析和细节理解等。我们可以将其分为筛选类试题,通过定位题目在文章中的位置即可找到答案;整合类试题要求考生对文章原句进行加工,根据句型结构变化和语法要求提炼出新词;概括类试题对应试者概括文章或段落大意对较高。

(2010 江苏卷) 第四部分 任务型阅读 (文章第三段)

Our earth itself is a big magnet (磁体). So a little magnetic **needle** that **swings** freely lines itself with the big earth magnet to **point** north and south. When people discovered that **idea** about a thousand years ago and **invented** the **compass**, it allowed sailors to navigate (航海) on ocean voyages, even under cloudy skies.

金点

- | | |
|-------------|------------|
| 1. needle | 2. swings |
| 3. point | 4. idea |
| 5. invented | 6. compass |

取意

自由摇摆的针指明方向;根据这个想法发明了指南针。

◇ Our earth is a big magnet and a little freely 71 magnetic needle lines itself with the earth magnet to point north and south.

◇ 72 on the idea above, the navigating compass was invented.

答案解析

71. swinging 由金点 needle, swings 可知此处指的是自由摆动的磁针,所以用 swinging 作定语,修饰名词 needle lines.

72. Based 由金点 idea, invented, compass 可知:当人们发现磁针可以随着地球磁场摆动时,就发明了指南针。based on 意为“以……为基础”。

4. 根据文意自由表达

题目的目的是要学生自己组织文章,这样的文章和写作要求使学生不可死记硬背,必须学会审题,学会从题目的提示中找到发挥的支点。同时,还要具备较强的语言组织能力。无论任务型阅读是以提纲形式还是以表格形式呈现,都是在考查学生的语篇分析能力。

例如:(2010 山东卷) 第四部分 第一节 (文章第一段)

[1] One out of many important things for the whole family to do is to **have dinner together**. Researchers began reporting the **benefits** of family dinner about a decade ago, focusing mainly on how it affects children. Studies show that those families who eat dinner at least 3 or 4 times a week together, benefit in **many ways**.

金点

- | | |
|----------------|--------------|
| 1. have dinner | 2. together |
| 3. benefits | 4. many ways |

取意

全家人在一块儿吃饭在很多方面都有益处。

76. What is the main idea of the text? (no more than 8 words)

答案解析

76. Families benefit from eating together. / Having dinner together is beneficial to families. 金点 have dinner, together, many ways 说明全家人一起吃饭对孩子的性格塑造和人生影响之大,是贯穿全文的金点。



阅读理解(四选一)分析

阅读理解的题材和体裁会继续保持多样化的态势,语言材料更新、来源更广、更地道、更真实,更具新颖性、教育性、可靠性和可读性。高考阅读理解的体裁一般有应用文、记叙文、说明文和议论文,每年试题都包含了这四种体裁。题材趋向多样化,包括日常生活、古代传说、人物、社会、文化、史地、科技、政治、环保和经济等。材料来源广泛,多数来源于最新的国外书报时文,很少涉及国内题材,有些节选自各类丛书,有些出自报刊杂志。

一、题型特点

1. 近年来短文篇章构成都有相当难度。作者在阐述问题时都使用了多种语篇手法和修辞方法,具有鲜明的英语语言文化特征。其篇章和句子结构几乎囊括了英语句法修辞中的所有语句结构形式。简单句、复合句、虚拟语气、省略、倒装、插入语等无不涵盖其中。行文的跳跃程度较大,陈述次序富于变化,隐含信息较多。考生读懂了文字,也不一定就能立刻领悟语篇的意思。长难句增加,这也是高考英语阅读理解不可忽视的一个语言现象。

2. 词汇增加,速度相随

阅读的目的是获取信息。阅读能力一般指阅读速度和理解能力两个方面。阅读速度是阅读最基本的能力,没有一定的阅读速度就不能顺利地输入信息,更谈不上运用英语。词汇量逐年增大是高考阅读理解题的最明显的特征。在单位时间内词汇量增大就意味着阅读速度的提高,这就要求考生必须在有限的时间内运用略读、扫读、跳读等技巧快速阅读,搜寻关键词、主题句,捕捉时空、顺序、情节、人物、观点,理清文章脉络,把握语篇实质。在有限的时间内完成大量的阅读任务,显示了高考试卷突出语篇处理,加大深层信息处理力度的命题趋势。

(2010 全国卷I) 第三部分 阅读理解

分布 篇章	正文	设题	总数	题号	总字数
A	169	69	238	56—58	1964
B	276	125	401	59—62	
C	236	132	368	63—66	
D	313	143	456	67—70	
E	369	132	501	71—75	

3. 题型灵活,设计严密

根据考题的内容特点和要求,以及解题需要用到的思维方法,我们可以把高考英语阅读理解命题分为四大类:细节理解题、主旨大意题、推理判断题和词义猜测题。其中细节理解题占到了20个题的一半左右,然后是推理判断题和主旨大意题。这四类题的命题特点不同,解题方法自然各异。

2010 全国卷I阅读理解部分设题情况:



题号	56	57	58	59	60
考查点	细节理解题	细节理解题	细节理解题	主旨大意题	推理判断题
题号	61	62	63	64	65
考查点	细节理解题	推理判断题	主旨大意题	推理判断题	推理判断题
题号	66	67	68	69	70
考查点	细节理解题	主旨大意题	推理判断题	推理判断题	主旨大意题
题号	71	72	73	74	75
考查点	推理判断题	细节理解题	词义猜测题	细节理解题	推理判断题

二、解题方法

1. 在阅读前,我们首先要了解一下最常见的几种题型对应的一些提问方式和几种阅读方法:

题型	提问方式
细节理解题	<p>All of the following are true/wrong TRUE/WRONG EXCEPT _____.</p> <p>Which of the following is true/wrong TRUE/WRONG according to the passage/author?</p> <p>Which is the right order of the following events?</p> <p>In which order did the following events take place?</p> <p>What is the most probably discussed in the paragraph that follows this passage?</p>
推理判断题	<p>It can be inferred that _____.</p> <p>What is the author's attitude towards?</p>
主旨大意题	<p>The purpose of writing this passage is _____.</p> <p>The passage mainly tells _____. The author wants to tell us _____.</p> <p>Which would be a best title for this passage?</p>
词义猜测题	<p>The underlined word “...” in the second paragraph (probably) means _____.</p> <p>The underlined word “...” in the last sentence refers to _____.</p> <p>The underlined phrase part “...” (paragraph 1) means _____.</p> <p>In Paragraph 5, “...” can be replaced by “_____”.</p>

2. 根据以上题型分类,结合本书的特色体例,我们同样也能“寻根溯源”找到正确答案。

(1) 细节理解题

细节由直接信息、间接信息和综合信息构成。

关于直接信息题答案在文中可直接找到,选项往往与原文中的语句并非完全一样,而是用不同的词语或句型结构表达相同的意思,有时仅仅是在表达方式上稍作变化。解答此类试题时应采取“带着问题找答案”的方法,先从问题中抓住关键性词语,以此为线索,即带着问题去阅读短文,最后采取对号入座的方法,把找到的原文中的信息与后面的题目



进行对照。

(2010 年安徽卷) 第三部分 阅读理解 (文章第二段)

By 1930 there was a staff of 700 and the company turned out 13,000 machines a year. Some went to customers in Italy, but Olivetti exported more typewriters to other countries.

金点

1. By 1930 2. turn out
3. 13,000 4. typewriters

取意

到 1930 年, Olivetti 公司年产打字机 13000 台。

- () 56. From the text we learn that _____.
- A. by 1930 Olivetti produced 13,000 typewriters a year
B. Olivetti earned more in the 1960s than in the 1950s
C. some of Olivetti's 700 staff regularly visited customers in Italy
D. Olivetti set up offices in other countries from the very beginning

答案解析

56. A 根据 By 1930, turn out, 13,000 4. typewriters 可知, A 选项正确。

(2) 推理判断题

推断单词、句子和通篇的含义。在做阅读理解题时, 常常会遇到不认识的单词、看不懂的句子等。这时考生不要紧张, 而应运用学过的语言知识, 通过逻辑思维, 去推断出该单词和整个句子的含义。只要静下心来, 绝大部分是能推断出来的。我们可以通过加工表面信息、捕捉作者态度、联系上下文和已有常识来分析结构, 明朗句意。

(2010 年天津卷) 第二部分 阅读理解 (文章第三段)

"I'm just amazed you still have the same stand for holding the pad and pencil after all these years." I say to her, walking back into the living-room with a sheet of paper and the pencil. "You still use a pencil. Can't you afford a pen?"

金点

1. still have the same
2. Can't you afford

取意

还是和以前的一样台子。难道你买不起钢笔吗?

- () 47. What is the author's original opinion about the wooden stand?
- A. It has great value for the family.
B. It needs to be replaced by a better one.
C. It brings her back to her lonely childhood.
D. It should be passed on to the next generation.

答案解析

47. B 由金点 still have the same, Can't you afford 可推断, 作者认为 the wooden stand 该换成更好的了。

(3) 主旨大意题

每篇文章均讲述一个主题, 不管它有几个段落, 都围绕着一个中心思想。确定了中心思想, 即抓住了关键。然后通读全文, 找出重要的词语, 通常在下面划线, 再进行推敲。阅读时我们首先要判断有无主题句, 如果有主题句, 找出主题句所在的位置。不是所有的段落都有主题句, 有时主题句暗含在句中。这就需要考生根据文章的细节来分析, 概括出段落的主题, 从而推断出文章的主旨。



(2010 年全国卷 I) 第三部分 阅读理解 (文章第一段)

Along the river banks of the Amazon and the Orinoco there lives a bird that swims before it can fly, flies like a fat chicken, eats green leaves, has the stomach of a cow and has claws (爪) on its wings when young. They build their homes about 4.6m above the river, an important feature (特征) for the safety of the young. It is called the hoatzin.

金点

1. a bird
2. flies
3. eats
4. build

取意

一种鸟的飞行方式、饮食方式和生存方式。

() 63. What is the text mainly about?

- A. Hoatzins in dry and rainy seasons.
- B. The relatives and enemies of hoatzins.
- C. Primitive birds and hoatzins of the Amazon.
- D. The appearance and living habits of hoatzins.

答案解析

63. D 由金点 2. flies 3. eats 4. build 说明了本文是围绕着一名叫 hoatzin 鸟的外貌特征和生活特性展开的。

(4) 词义猜测题

在阅读中难免会遇到生词,如果每次遇到不认识的单词都去查词典,则会影响阅读速度和理解效果。因此,在阅读中要善于根据上下文,推断某些单词和短语的意义。我们可以根据构词法、上下文的对比关系、文中解释或者分析长难句来化解危机。

(2010 年重庆卷) 第三部分 阅读理解 A (文章第一段)

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.

金点

1. Track Kitchen
2. unshaven man
3. worn-out hat

取意

在 Track Kitchen 我遇到一个没刮胡子带着破旧帽子的人。

() 56. What does the underlined word “disheveled” mean?

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

答案解析

56. B 由金点 2. unshaven man 3. worn-out hat 可知 disheveled 在此是指“仪容不整,穿着邋遢”的意思。所以答案选 B 项。



Module 2 Emotions

金点学习法范例

Part One

体裁 记叙文 字数 447 建议时长 10 分钟

阅读下面短文,从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

The first day of school, our **professor** introduced himself and **demand**ed us to get to know someone we didn't **know**. I stood up to look around when a gentle hand touched my shoulder. Turning around I find a wrinkled, little **old lady** looking at me with a smile.

She said, "Hi, handsome. My name is Rose. I'm eighty-seven. Can I give you a hug?" I laughed and enthusiastically (热情地) responded, "Of course!" and she gave me a strong hug.

"Why are you in college at such a young, innocent age?" I asked. She jokingly replied, "I'm here to meet a rich husband, get married, have a couple of children, and then retire and travel."

"Really?" I asked. I was curious what may have advanced her to be taking on this situation at her age.

"I always **dreamed** of having a **college education** and now I'm getting one!" she told me.

After class we walked together and shared a chocolate milkshake. We became good friends. Every day for the next three months we would leave class together and talk nonstop. I love for listening to this "time machine" as she **shared** her **knowledge** and **experience** with me.

Over the year, Rose became a campus symbol and she easily made friends wherever she went. She loved to dress up and liked the attention given by upon her from the other students.

金点

1. professor, demanded
2. know

取意

教授要求我们去认识陌生人。

金点

3. old lady, dreamed of
4. a college education

取意

老太太一直梦想拥有大学教育。

金点

5. shared 6. knowledge
7. experience

取意

与我分享知识和经验。



She was enjoying herself.

At the end of the term we invited Rose to speak at our football party. I'll never forget what she taught us. She was introduced and stepped up to the platform. To her shame she leaned into the microphone and simply said, "I'm sorry I'm so nervous. I gave up beer for long and this whiskey is killing me! I'll never get my speech back in order so let me just tell you what I know."

As we laughed she cleared her throat and began, "We do not stop playing because we are old; we grow old because we stop playing. There are only four secrets."

"You have to laugh and find humor every day."

"You've got to have a dream. When you lose your dreams, you die. We have so many people walking around who are dead and don't even know it!"

"There is a huge difference between growing older and growing up. Anybody can grow older. That doesn't take any cleverness or ability. The idea is to grow up by always finding the opportunity in change."

At the years end Rose finished the college degree she had begun all those years ago. One week after graduation Rose died peacefully in her sleep.

金点

8. a huge difference

9. growing older

10. growing up

取意

在 growing older 和 growing up 之间有巨大差异。

() 1. What's the best title for the passage?

A. Growing older or growing up.

B. Never be too late to play.

C. An old campus symbol.

D. An oldest student.

() 2. What did the professor ask the writer to do at the first day of school?

A. To introduce himself to the others.

B. To find a person who was still not familiar.

C. To accept someone who is old.

D. To make friends with those who are old.

() 3. Why did Rose go to college at such an old age?

A. To find a rich husband here.

B. To find a traveling company.

C. To adopt some children.

D. To have a college education.

() 4. The writer called Rose as a time machine because _____.

A. Rose repaired the writer's machine

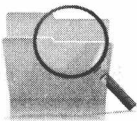
B. Rose could tell the exact time of day

C. Rose shared her experience and knowledge

D. Rose had a watch to tell the time



论证与升华



金点提取思路

本文讲述了一位老太太追随梦想读大学的故事。教授 demanded 我们去认识陌生人,我认识了一位一直 dreamed 拥有 a college education 的老太太。她与我 shared knowledge and experience,最后老太太在去世前不久得到了大学毕业证,从而表明在 growing older 和 growing up 之间有 a huge difference。

1. A 题意:本文的中心大意是什么? 解析:由金点 a huge difference, growing older, growing up 和取意“在 growing older 和 growing up 之间有巨大差异”可知答案。延伸: huge adj. 巨大的,庞大的,极大的 e. g. He spent a day studying the huge machine. 他花了一天时间研究那台巨型机器。

2. B 题意:教授要作者在学校的第一天干什么? 解析:由金点 professor, demanded, know 和取意“教授要求我们去认识陌生人”可知答案。延伸: stranger n. 陌生人; 外行。

3. D 题意: Rose 年纪这么大了为什么还要来上大学? 解析:由金点 old lady, dreamed of, a college education 和取意“老太太一直梦想拥有大学教育”可知答案。延伸: adopt v. 采用, 采纳; 收养。

4. C 题意:作者为何称呼 Rose 时间机器? 解析:由金点 shared, knowledge, experience 和取意“与我分享知识和经验”可知答案。延伸: nonstop adj. /adv. 中途不停的(地), 直达的(地) e. g. He chattered non-stop all the way. 他一路上不停地闲聊。

一级训练

Part Two

体裁 说明文 字数 337 建议时长 8 分钟

阅读下面短文,从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

While surfing the Internet I came across this topic: do plants have emotions? As we know, scientists have already proved plants do have life. So if they have life, then they must be having emotions and feelings, if so then why there is no theory behind it and if at all there is any theory, why don't we treat them as living beings?

Recently, scientists have found that plants in fact have emotions. When happy they laugh, when sad they cry.

Firstly, plants have their own color preferences. They can identify the various bands of visible light to absorb their favorite

金点

1. why 2. treat
3. living beings

取意

为什么不把它们当作生命?