

沸腾英语
Fit English

高考 英语

阅读理解

蔡晔 主编

广外中学英语新课程研究组 编写

YUJIE LIJIE



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广东高等教育出版社

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致读者

在各类英语考试中,阅读能力测试都是考查的重中之重,考生阅读水平的高低直接决定其考试成绩的优劣。

我们根据近年来高考英语阅读测试题型的特点和未来的命题趋势组织编写了这本书,旨在补充课堂阅读训练的不足,提高学生的阅读水平,增强学生攻克“阅读理解”题型难关的实战能力,为夺取“阅读理解”考试高分奠定坚实的基础。

本书特色:

一、本书内容涵盖英语学习和考试的核心。针对英语学习的重中之重和薄弱环节,重拳出击,强化训练,有效超越。

二、本书内容讲解与练习并重,讲练结合,让学生学习技能之后能运用到做题实践中。

三、本书的练习题设置,包括猜测意义题、事实细节题、推理判断题、主旨大意题、作者意图题等设题方式,充分体现了高考考试大纲要求,紧跟高考阅读理解题型的命题趋势。

四、本书精选了部分 2011 年最新高考真题,并由一线优秀教师原创了一批新题,题材新颖,选材与教材、考试内容紧密衔接,有效过渡,很适合中学生阅读和研习。

使用说明:

使用本书时,建议同学们将泛读与精读结合起来,以收到最好的效果。具体操作如下:

1. 泛读,也就是做题。

第一步:读主题句。快速浏览文章每段的前两句话,由前两句话的意思,便能大概知道文章的大意、体裁及时态等重要信息。

第二步:通读做题。在对文章的大意有所了解的前提下,再通读全文。以句子为单位,逐句细读,遇到生词时要大胆猜测。读完全文后再做题,每道题都要在文章中找到出处或依据,每道题的几个选项都要认真对待,选择最佳选项。

第三步:复读检查。做完题后再快速通读一遍文章,检查一下所选答案的可靠性和合理性。

2. 精读。

精读包括做笔记、朗读和背诵三个步骤。

第一步:做笔记。细读每篇文章,弄清每句话、每个单词的意思。将疑难句子和精彩句子标出来,或抄到笔记本上。

第二步:朗读。朗读每篇文章,直到读流利为止。将完形填空的正确答案(单词或词组)写到横线上,变成一篇阅读文章,反复朗读。

第三步:背诵。背诵新单词、短语、疑难句子和精彩句子。

如果同学们能按照我们的建议使用本书,阅读能力(包括写作能力)将会快速提高。

本书编写者是靳树文、杜晓宁、来凤杰、田宁。

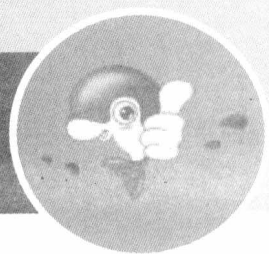
学英语就像烧开水,要一鼓作气,不能烧一把,停一阵再去烧。否则,水永远烧不开,至多成为温水。因此,我们要持之以恒,学到沸腾,消灭夹生,才能突破高分!

“沸腾英语,让您的英语沸腾起来!”

编者

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Part I 题型破解

阅读文章是我们接触外语的最主要途径,因此,阅读理解历来是高考试卷中占权重较大的一部分。概括地说,阅读能力的重点考查点为以下7种阅读和表达的技能:领悟文章的大意、话题的能力;文章主旨归纳概括的能力;文章的细节和细节转换理解的能力;了解文章的结构与写作手法及文章的寓意内涵理解能力;词义的正确理解能力;文章的推断能力;重要词汇的用法、同义词辨析、归纳、转换以及单词的拼写和大小写格式等有关词形方面的表达能力。

下面我们将高考的阅读理解题细化为多种题型加以研究和叙述,主要目的是为方便读者理解和掌握,进而破解各种类型的阅读理解题。由于篇幅有限,这里的阅读理解题型分类都是一些主要的、典型的题型,并不能概括阅读理解的所有题型。况且,我们也没有必要把阅读理解题型分得过细,因为很多题型都互有关联,比如解答主旨大意题中必然含有推理或判断的思维活动,事实细节题中也可能要进行推理判断,而推理判断题也不能离开文章的主旨或细节,等等。

第一节 主旨大意题



题型透析

主旨大意指的是文章或段落的中心思想。

文章或段落的构成有其内在的规律性,一篇文章通常是围绕一个中心思想展开的,文章中的段落是围绕文章的主旨组织和展开的。段落是发展一个主题的一群句子。段落的主题就是段落的中心思想。

文章或段落的中心思想通常是通过主题句来体现的。找出文章的主题句,也就明确了文章要讲什么,再通过速读全文,就可以把握文章的中心思想了。主题句在文章段落中的位置要视文章结构而定,有的在开头,点明段落大意;有的在结尾,总结段落大意。有些段落无明确的主题句,主要通过对细节的陈述含蓄地表现。

主旨大意题主要考查考生对一篇文章或一段文字的深层理解程度和把握文章或段落主题及理解其中心思想的能力。主旨大意题一般考查文章的基本论点、主题或段落大意、文章标题等。这类题目要求我们在理解全文的基础上能较好地运用概括、判断、归纳、推理等逻辑思维的方法,对文章进行高度的概括或总结,属于深层次阅读理解题。

1. 主题型主旨大意题

这类题通常围绕一个中心思想展开,不少文章开头就展示出文章的中心思想,首段常常是内容的梗概,同时又表达了中心思想,但是不少文章的中心思想贯穿全文,并没有用一句话明确表达出来,这就要求学生会归纳概括。每个段落往往也由一个主题句或几个陈述句构成,它们在句中的位置不同,有时在开头,首先点明本段大意;有时在结尾,总结本段大意。

常见的呈现方式有:

- (1) This passage chiefly deals with _____.
- (2) What's the topic of the article?
- (3) What is the subject discussed in the text?
- (4) With what topic is the passage chiefly concerned?

2. 目的型主旨大意题

目的型主旨大意题的命题立意在于考查推断作者的写作意图的能力。确定文章的基调或作者的写作目的,实质上是测试对全文意思的理解程度。问作者写作的目的,实际上是问作者主要想表达什么,因此这也是提问主旨大意的一种形式。

常见的呈现方式有:

- (1) The author's main purpose in writing the passage is _____.
- (2) The passage is meant to _____.
- (3) The purpose of this article is _____.
- (4) The purpose of the passage may be expressed as _____.
- (5) The purpose of the writer in writing this passage is _____.

3. 标题型主旨大意题

文章或段落的标题一般位于文章或段落之首,通常是对文章中心思想最简单、最确切的概括,是文章中心思想最精炼的表达形式。标题可以是单词、短语,也可以是句子。文章标题的特点是:短小精悍,短语者居多;涵盖性强,一般要求能覆盖全文,范围既不能太大,也不能太小;精确性强,不能随意改变语言表意的程度及色彩。

选择文章标题是测试对文章中心思想领悟能力的一种常见形式。

常见的呈现方式有:

- (1) The best title/headline for this passage would be/might be/is _____.
- (2) The text (passage) could be entitled _____.
- (3) What is the best title for the passage?
- (4) Which of the following would be suitable as a title for the passage?
- (5) What might be the best title of this passage?

4. 应用型主旨大意题

此类题目的考核范围在文章外,旨在考查考生应用文章的主旨对相关话题作出判断。

常见的呈现方式有:

- (1) Which of these old sayings best suits the story's lesson for us?
- (2) What would the author probably discuss in the paragraph that follows?
- (3) In the next part, the author would most probably discuss with you _____.

5. 例证型主旨大意题

此类题型要求考生能区分论点和论据;理解文章的总体结构以及单句之间、段落之间的关系。主要是考查考生通过段落、句子来推测文章的主旨、支持的观点等。题干中常会出现下列词汇之一:case, example, illustration, demonstration 等词语。

常见的呈现方式有:

- (1) The author wants to prove the example of... that _____.
- (2) The example of... is used to show _____.
- (3) In Paragraph... the author uses... as an example to _____.



解题技巧

解答主旨大意题的关键一是要正确理解中心思想；二是要迅速捕捉主题句；三是要认真选择或拟好标题。

要把握文章的中心，首先必须抓住每一段落的中心，然后就可以归纳出文章的中心思想。在确定表达中心思想的选择项或归纳主题思想时，应注意该选择项所包含的内容既要概括全部内容（而不是文章某些部分），又不要涉及文章中未提及的内容，既不能太窄，也不能太宽。所选短语要能准确地覆盖篇章或段落的全部内容。

在实际阅读理解过程中，找出了主题句，就抓住了中心思想。所以寻找具体段落的中心思想的方法就是找出每段的主题句。凡是与主题句意思相同或最接近的选择项一定是正确答案。

主题句的位置一般位于段首，即先点出主题，然后，围绕这一主题作具体的陈述。也有在段尾的，以强调根据文段所提供的具体事实得出的结论。还有在段落中间的，这种主题句有两种情况，或先提出问题，然后给予回答（主题句），再给予解释；或先提出论据，然后点出主题思想（主题句），最后给予解释。

文章标题短小精悍，短语者居多；涵盖性强，一般要求能覆盖全文，范围既不能太大，也不能太小；精确性强，不能随意改变语言表达的程度及色彩。选择或拟定标题时首先要仔细考虑所给的话语与文章主题是否有密切的联系，应选择最能准确表达中心思想的作为标题，避免以事实、细节替代抽象具体的大意的错误。再还要考虑所给的话语对文章的概括性或覆盖面如何，题目是不是过大或过小，应选择最能全面概括全文内容的作为标题，避免概括不够（多表现为部分代整体，从而导致范围太小）或过度概括（多表现为人为扩大范围）的错误。

第二节 事实细节题



题型透析

文章在确定主题之后，通常要通过大量的事实和细节对主题进行解释和说明。文章的基本内容包括主要事实和各个细节等要素。主要事实指文章中对于主题主旨具有典型意义的重要事实，这是文章的基本构架。细节是构成主要事实的局部因素或充实事实的例子、数据等细枝末节。文中的事实主要指的是对所发生或正在发生的事情的叙述，往往是用来说明观点、看法的，文中的观点则是作者的看法、评论、议论或判断。所以阅读理解考核中要求寻找的主要事实和特定细节都可以在文章中找到。

事实细节题既检测考生对主旨大意理解的深度，又测定他们对每个细节准确领会的广度。有很多题干都是根据短文的细节而设计的。文章的细节题有可能是直接理解题，如事物的起因、过程、结果及发生的时间、地点等。但多数情况下是间接理解题，要求在理解的基础上，通过自己的思维将理解的内容系统化、条理化。比如计算、排序、选图为题。选项的表述通常不是用文章的原话，而是使用同义的词语来表达。做题时一定要回到短文中找出与答题内容相关的词语和句子，在理解原文的基础上选择答案。

1. 数据推算题

数据推算题是在文章中直接表现出细节事实，有的要经过具体的计算才能够得出正确的答案。具体的计算题可以是对年代的计算、月份的计算或比例的计算等。文章中经常会出现许多数字，它们对解题产生一定的影响。解答此类试题的方法是先理解文章的大意，然后经过对比、分析、计算等就能够得出正确的答案。

常见的呈现方式有：

(1) How much does... have to pay for... ?

(2) How much time does... spend in doing... ?

(3) It takes... to play computer games every day according to the passage.

2. 排列顺序题

此类试题的考查形式是在选项中列举一些具体的事实，然后对上面的事实进行排序。考生要根据动作发生的先后顺序、时间顺序以及句子之间的逻辑关系，找出事件发生、发展的正确顺序。这种试题要求考生根据

动作发生的先后顺序和句子之间的逻辑关系,找出事件发生的正确顺序。

常见的呈现方式有:

- (1) Which is the right order of the events given in the passage?
- (2) Which order of steps is followed in carrying out the project?
- (3) Which is the right order for doing them?

3. 是非判断题

是非题有两种,一种是浅层次的细节理解,一种是需要综合全文内容进行分析判断。前一种题主要测试考生对文章细节的理解,所以放在这里讨论。为了有所区别,我们将后一种称为“正误判断题”,放到推理判断题中研究复习。

常见的呈现方式有:

- (1) Which of the following statements is(not) mentioned /true /correct?
- (2) All of the following statements are mentioned /true /correct except...

4. 识图解意题

识图解意题是通过图解、地图或插图的形式,形象化地表现信息,用以降低试题的难度,是短文和题目不可缺少的组成部分。在有图形试题的阅读理解中,有的图形出现在阅读理解文章中,有的出现在选项中,这些图片的出现增加了试题的直观性,同时也暗含着和文章内容相关的信息。这类题旨在考查学生的形象思维能力,根据材料进行空间想象的能力。通常有地图、人体、实物、统计表等多种形式。

常见的呈现方式有:

- (1) Which of the following maps gives the correct position of?
- (2) Which of the drawings gives an idea of what is like?
- (3) What is the diagram showing the correct position of?
- (4) Which of the pictures best describes what is like?

5. 因果关系题

在阅读理解的选择題中,要求进行因果关系分析的考题是十分常见的。此类题只在考查对短文各部分之间的内在联系,事情发展的前因后果和规律的理解。这种题也有两个层次,较深层次的因果题需要考生进行逻辑推理和判断,应当归入推理判断题一类。要求进行因果分析的考题一般会先给出短文中的一个事实,然后要求选出正确的原因。

常见的呈现方式有:

- (1) ... did something because _____.
- (2) Why did ... not do as he was told to?
- (3) For what reason does ... go to work on Sunday?



解题技巧

做事实细节题时没有必要阅读全文,宜采用“题干定位法”。应该首先阅读短文(特别是广告、说明文等)后面的问题,确定所需查找的细节及事实的范围,然后利用略读手法快速确定文中的出处,并对其进行转换、加工,直至确定最佳答案。

数据推算题关键是要弄清各数据间的逻辑关系,选准比较的数据,弄清单位换算关系,确定计算方法,问题便迎刃而解。通常采用的方法有“列表法”、“推算法”等。

做排列顺序题时可以采用“首尾定位法”。即先找出最早的一个时间、事件或第一个动作,把它作为事件发生的具体点,再找出最后一个动作,使用排除法将范围一一缩小,然后迅速缩小选择范围,从而快速选出正确答案。

做是非辨认题时要先判断是三错一对,还是三对一错。所谓“对”是指符合原文意思或作者态度,而所谓“错”是指和原文相矛盾、与作者态度相反,或原文未提及的信息。然后返回原文,找到各选项所对应的原文,将它们与原文一一进行比较,切忌凭印象进行判断。注意:这种题的选项有时考查的是集中于某段的信息或者具备一些共同的特征,所以做题时可以先看一下四个选项,找出其中的共同点,再返回原文定位。

做识图解意题时要把文章与图示结合起来,图文互相参照、互相验证。若是地图,则要明确方位。正确理解文中方位介词及有关信息词的重要意义。

做因果关系题时要注意选项中的因果颠倒,就是说因果倒置选项中涉及的两部分之间的因果关系与原文所说的因果关系正好相反,将原文的因换成了果或者将原文的果换成了因。所以原因不能凭空想象,必须在短文中找到根据,只有正确分析选项和短文内容的关系才能做出正确选择。

第三节 推理判断题



题型透析

推理判断题要求考生根据文章提供的线索和事实进行逻辑推理,推测作者未提到的事实或某事发生的可能性,将间接论据连贯起来,得出一个合理的结论。判断和推理题的答案不能在短文中直接找到。考生要根据文章中出现的暗示,抓住内含语义,用逻辑思维的方法加以整理,然后作出合理的判断。考生必须根据文章提供的事实和证据,而不是凭读者自己的意见、喜好、厌恶,从字里行间悟出作者的言外之意,掌握作者的立场、态度和观点,追踪其思路,作出合理的推论。命题人在提问时常用的词有 infer, imply(暗示), suggest, indicate 等。含有这些词的问句一般不能在文章中直接找到答案(文中“直说的”往往不是答案)。

推理分析题要求考生在语篇理解的基础上,抓住关键词句,运用逻辑思维,借助常识理解文章的深层含义或寓意。推理分析题通常考查某个句子的深层含义、推测作者的写作意图以及文章的来源等。这类题属于层次较高的设题。

1. 文章出处题

此类题在推理判断题中属于层次较低的一类题目。其难度与事实细节题不相上下,考生可以通过文章的内容或结构中的具体信息进行分析判断,根据文中的依据作出选择。推断文章出处的常见呈现方式有:

- (1) The passage is most likely to be taken from _____.
- (2) Where would this passage most probably appear?
- (3) The passage is most likely a part of _____.

2. 篇章结构题

篇章结构题主要考查理解文章的基本结构的能力。考生要学会把握文章的脉络,理解段落层次之间的关系,弄清作者的写作方法。英语的文章讲究使用主题段和主题句。主题段通常在文章的开头,简要概括文章的中心思想,主题句根据段落的写作手法的不同可能在段落的开头,也可能出现在段落的中间或末尾。段与段之间常用词语连接,承上启下,使文章行文连贯,逻辑严密。为突出主题作者可能采用不同的写作手法来组织文章,通过举例、比较、类比等手法来透彻阐明主题观点。对文章组织结构的理解,常见呈现方式有:

- (1) How is the passage organized?
- (2) Which of the following best shows the structure of the passage?

3. 作者意图题

此类题旨在考查考生作者的写作目的和意图。题干中常有 want to show, the purpose, in order to 等词语。对作者意图的理解,常见呈现方式有:

- (1) The text is written mainly for those _____.
- (2) The writer writes the passage in order to _____.

4. 作者态度题

此类题主要考查对文章中作者态度的辨别。作者态度大致分为三种：(1)支持或赞同；(2)中立或客观；(3)怀疑、批评或反对。题干中有 attitude 或 think, believe, deem, consider, regard 等词汇，选项中是一些表示态度的名词或形容词。关键词常可以反映作者观点的动词、形容词等。

常见呈现方式有：

- (1) The writer suggests that...
- (2) What the writer really means is...
- (3) What does the author think of...?

5. 写作手法题

写作手法题主要考查考生的思维模式是否与作者写作时的思维相吻合。实际上，作者是按照一定的思维模式去写作的，而命题者则根据作者的写作语言特点和高考测试能力的要求来设置试题的题干和选项。考生要以原文语言为依据，尽可能利用文章中的有用信息，使自己的思路与作者写作时的思路相吻合。写作的手法有多种，可以对比、举例、引用、推理、讲故事等。常见的呈现方式有：

- (1) How is the passage mainly developed?
- (2) The author develops the passage mainly by _____.

6. 指代判断题

指代判断题主要考察考生整体理解文章的能力，并推断出该处指代词所代表的含义。此类题在题干中明确指出原文中某处的指代词要求辨别其指代关系，常考的指代词有 it, that, one。常见的呈现方式有：

- (1) What does the word "this" underlined in the... paragraph refer to?
- (2) The underlined word "It" in Paragraph... refers to _____.



解题技巧

1. 了解文章的主题是推测作者的写作目的和意图的前提

推测作者的写作目的，必须要先了解文章的主题，然后分析作者的论述方法、重点和材料的安排。作者态度、倾向是指作者对陈述的观点是赞同、反对还是犹豫不定，对记叙或描写的人、物或事件等是赞颂、冷漠还是厌恶、憎恨。作者的这种思想倾向和感情色彩往往隐含在文章的字里行间，或流露于修饰的词语之中。因此，在推断过程中，应特别注意文中作者的措辞，尤其是表达感情色彩的形容词。

2. 把握全文中心思想是推测文章的观点或结论的基础

这类问题问的不一定是全文的中心思想或作者的全部观点，可能只是文章中的某一观点。但要推测出文中的某一观点，仍离不开对全文主要观点或中心思想的把握。阅读理解题目所有的选项都是针对文章的，所以要通读全文后进行判断。

3. 文章的内容或结构是推断文章出处的依据

从文章的内容或结构可以判断其出处，比如：文章前面出现日期、地点或通讯社名称的通常是报纸。广告格式更容易辨认。要是发现有器皿、设备的使用说明，产品名称或操作方式，药品的服用说明和服用时间、次数、药量等的属于产品说明书。如：

For children six to twelve years old, give half the amount. For children under six years old, ask your doctor's advice. 这段文字明显是药品说明书上的。

4. 作者的情感态度是推断人物性格的根本

推测人物性格是要准确把握字里行间的意义,切忌用自己的观点代替作者的观点。特别注意表达情感、态度和观点的词语。如:从“Ninety-nine years old, and I haven't an enemy in the world. They're all dead.”可以看到说话人对自己高寿的自豪。从“I can't see why you shouldn't. You look fit and healthy to me!”又可以看到说话人自己对健康状况的自信。

5. 文章结构的分析是推测出正确答案保证

有些推断题要从文章结构的角度进行分析才能推断出正确答案。因此,阅读时不仅要注重词、句的理解,而且还要分析语篇的组织结构。

总之,推理判断必须以事实为据,利用相关部分提供的背景知识、正确的思维过程和严密的逻辑性进行推断,切忌脱离原文,凭空臆断。

第四节 猜测意义题



题型透析

词义猜测能力是体现阅读理解能力的一项重要指标,因此词义猜测是高考阅读理解题主要考查的内容之一。高考中的词义猜测题旨在考查学生根据上下文对灵活变化的词义做出正确的理解判断的能力。考查内容以名词、名词短语和动词、动词短语为主,兼顾代词。考查的题量有2~4题不等。考查时既可能考生词也会考“熟词生义”。所考查的单词或短语在文中常用下画线标明,或以斜体字的形式出现。而且考查有从猜测词义过渡到猜测句意的趋势。

1. 生词词义猜测题

大多数词义猜测题都是针对考纲以外的生词设置题目的,因为在实际阅读过程中,遇见生词是常有的事情。对于阅读理解题,高考考试大纲要求考生读懂公告、说明、广告以及书、报、杂志中关于一般性话题的短文。其中有一条就是:考生应根据上下文推断生词的词义。事实上,在日常阅读中,我们不可能见一个生词就到词典中去查一个,这样的话一篇文章我们要读到猴年马月呀!所以我们必须具备一定的猜词能力,才能应付日常阅读任务。

常见的呈现方式有:

- (1) The underlined word “...” means/ refers to _____.
- (2) The word “...” in line ... probably means _____.
- (3) In line ... the word “...” refers to _____.

2. “熟词生义”猜测题

考生在解题时会遇到这样的情况:明明单词都认识,可整个句子就是读不懂。原因之一就是单词的一词多义没有掌握全面,文中的“熟词”在一定的上下文条件中变成了生词。因为考生对绝大多数词的前一二个义项都比较熟悉,而考试中考倒他们的恰好就是这些词的最末一二个义项,这就是所谓的“熟词生义”。

常见的呈现方式有:

- (1) Which of the following is the closest in meaning to the word?
- (2) The word... could best be replaced by _____.
- (3) In the... paragraph, the word... means (refers to) _____.

3. 句子意义猜测题

有些词义猜测题是针对文中的句子设置题目的,此类题目的题干中往往给出原文中具体的一句话,要求理解其意思。主要考查学生对句子的理解能力。做这类题时要立足于本句,借上下句帮助理解返回原文找到所考句子,找出句子的主干或看出作者所表达的态度,也可以利用微观阅读技巧,如标点符号或关联词对句子

进行精确理解。

常见的呈现方式有：

- (1) The underlined sentence in the... paragraph probably means that _____.
- (2) By saying "...", the writer means that _____.



解题技巧

猜测意义题的解题要根据词、词组、句子所在的语境来判断其意义，切不可脱离语境想当然。猜测词义时，我们可利用文章中一些有针对性的解释；可以根据内在逻辑关系推测词义；也可以利用说明、并列、同义、近义、反义等关系猜测词义；还可以依靠构词法方面的知识，从生词本身猜测词义。

文章作者为了更好地表达思想，在文章中对一些重要的概念、难懂的术语或高深的词汇等所做的通俗化的解释。这些解释提供的信息明确具体，所使用的语言通俗易懂，利用它们来猜测词义就非常简单。如果我们发现文章中的生词有一个句子或段落来定义，那么理解这个句子或段落本身就可以找到词义的解释。如果我们发现文章中的生词后面有对其复述的词语，这些复述的词语可以提供猜测词义的依据，至少我们可以确定复述词语的大致“义域”（意义范围）。如果我们发现文章中的生词后面有着对生词的举例，那么所举的例子就能够提供猜测生词的重要线索。

有时候文章中的生词与上下文中的相关信息存在着一定的内在逻辑关系，那么我们就可以应用已掌握的语言知识分析和判断它们之间所存在的逻辑关系的类型，然后根据逻辑联系推断生词词义或大致义域。如果在一个句子或段落中，有对两个事物或现象进行对比性的描述，那么它们之间就存在对比的逻辑关系；如果在句子或段落中，两个事物现象之间构成因果关系，那么它们之间就存在因果的逻辑关系。生词与上下文中的相关信息还会有诸如对比、反比、并列、替代、说明等逻辑关系，我们可以根据这种逻辑关系推测生词词义。

有时候文章中的生词本身就可以作为推测生词词义的根据。我们可以依靠构词法方面的知识，根据前缀、后缀、复合词的各个部分来猜测词义。

总之，推测判断词义就是要充分利用各种已知的信息来进行。在阅读中我们完全可以根据实际，灵活应用各种猜词技巧，排除生词的干扰，理解文章的思想，提高阅读水平。

Part II 考前强化训练

基础通关篇

阅读下列短文,从每题所给的 A、B、C、D 四个选项中选出最佳选项。

Passage 1

European delegates Saturday took a special train called the “Climate Express” in Brussels and headed from the important UN conference in Copenhagen which aims to reach a new global climate agreement.

The passengers included officials from the governments of France, Belgium, Luxembourg and Germany.

Jean-Pascal van Ypersele, vice-chair of the Intergovernmental Panel on Climate Change (IPCC), told AFP he was very convinced that the world's nation could agree on an accord to combat global warming during the conference which would open on Monday and run to December 18.

Getting into the spirit of the “Climate Express”, van Ypersele was wearing a railroad conductor's cap. The Belgian professor of climatology answered journalists' questions during the 12-hour journey as some of the train's cars were organised into workshops(研讨会) on climate issues.

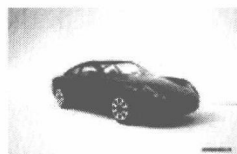
The “Climate Express” is also sending a message on means of transport. The transport industry is a major producer of CO₂ emissions, making up over one-fifth of global CO₂ emissions. Railways are important in reducing greenhouse gas emissions. A passenger is responsible for five times less carbon dioxide emissions travelling by train than by car. For the trip from Brussels to Copenhagen, the train at full capacity will produce 14.2 kilos of CO₂ emissions per passenger, compared to 43.6 kilos for a car, 82.4 kilos for a plane and 63.5 kilos for a ship.

Train operators from around the world also participated in the train to Copenhagen campaign with the aim of raising awareness of transport's influence on climate change.

The “Climate Express” passengers also included environmental activists like Alison Gannett from Colorado, who made the trip from London to Brussels on foot. “We have to save the snow which is the source of half of the world's drinking water,” said the American champion skier.

Other activists just came to wish the delegates a good trip, while they were taking even more environmentally friendly means to Copenhagen. Miriam Morena of Spain was cycling to the Danish capital. “I am very concerned about environmental issues, and they are at the very heart of our lives” said the 24-year-old teacher from Barcelona.

() 1. Which of the following is the most environmentally friendly means of transport?



A



B



C



D

- () 2. We can infer that Alison Gannett _____.
A. hates hiking
B. is a professor of climatology in a university
C. is good at winter sports
D. is against taking the "Climate Express"
- () 3. What does Jean-Pascal van Ypersele think of the accord to be reached at the Copenhagen conference?
A. He is very optimistic.
B. He is very pessimistic.
C. He is not sure.
D. He is very doubtful.
- () 4. Why did European delegates board the "Climate Express"?
A. To save time.
B. To enjoy the views along the way.
C. To raise awareness of transport's influence on climate change.
D. To reduce the use of energy.
- () 5. Miriam Morena was to get to Copenhagen _____.
A. on foot
B. by bike
C. by "Climate Express"
D. by air

Passage 2

A weekend full of parties begins today. Almost everyone is expecting the excitement of going out and drinking with friends. Few are thinking of the dangers, that is, drunk driving. "I'm OK, and I can drive" is often heard during the parties. Many times people will not realize how much alcohol they have consumed and they don't realize how they may affect them. In fact, many of us have been in situations where we have got into a car driven by a person that has had several drinks. And several drinks may be enough to lead to serious consequences.

The words "Don't drink and drive!" have been spoken enough. However, I still don't think people would listen. In order to be over the legal limit of a blood alcohol concentration (酒精含量) of 0.08, a man must have four drinks in one hour. One might brush this off saying four drinks in one hour is excessive, but driving under the legal limit may put oneself and others in danger.

One must seriously consider what one is doing while driving. When I first got my driving license, my father told me, "A car is a weapon if used irresponsibly." Most people know someone who has been killed or seriously injured due to a drunk driver. Driving is dangerous when one is not in full control.

Along with endangering the safety of oneself and others, if one is found to have been drunk-driving, major problems may follow. There is the possibility of higher insurance rates, loss of license, jail sentence or community service.

The consequences should prevent all people from driving drunk, but sadly this is not the case. People still choose to drive drunk. Part of this results from a belief that we are above the rules set out for other people. People think that it will not happen to them. But the truth is that drinking and driving really does affect people everywhere. And it needs to be taken seriously.

I suggest that anyone driving over the weekend should choose not to drink at all, even though they may be under the legal limit of drinks. This weekend should be fun. With driving safety in mind, you should be confident that you will return to your campus without any problems.

- () 1. This article may be intended for _____.
A. taxi drivers B. young students

- C. bus drivers D. cyclists
- () 2. The author thinks that the legal limit of drinks is _____.
A. very harsh
B. harmless
C. far from severe
D. of great help
- () 3. Which of the following is NOT the consequence one may face if caught driving drunk?
A. Loss of the car.
B. Higher insurance rates.
C. Loss of license.
D. Jail sentence.
- () 4. Despite the consequences, people still choose to drive drunk partly because they think _____.
A. they are much smarter than others
B. they drink little enough
C. their cars are very good
D. they somehow are different
- () 5. The phrase “brush this off” is closest in meaning to _____.
A. take it for granted
B. take it very seriously
C. refuse to read
D. intend to follow

Passage 3

A mother from Colorado, whose doctors said, had died while giving birth to her son, said it was a Christmas miracle that both she and the boy are alive.

Tracey Hermanstorfer's heart stopped beating and her son Coltyn appeared lifeless after the Caesarean (剖宫产术) section on Christmas Eve. However a few minutes after he was born, both began breathing again. Dr Stephanie Martin told Good Morning America she could not explain how the pair survived. Mrs Hermanstorfer and her husband Mike told the American television show that their baby was now healthy and they were doing “good” following the drama at Colorado Springs Memorial Hospital.

The couple, who already had two children, had to go into the hospital seven weeks earlier than planned. Her husband, 37, said his wife was tired after receiving an epidural (麻醉剂) during the labour (分娩阵痛) but after closing her eyes, she “wasn't waking up”. She stopped breathing and she was believed to have suffered a heart attack before her heart stopped beating entirely.

Dr Martin said she was called in and the outlook was grim since in most situations like this, “despite the best efforts of the team”, the mother was often unable to be revived. In that case doctors then tried to focus on delivering the baby but when he was born he was “completely lifeless”.

Mr Hermanstorfer told the Associated Press news agency: “I had everything in the world taken from me, and in an hour and a half I had everything given to me.”

Dr Martin said she did not have a “great explanation” for why Mrs Hermanstorfer's heartbeat returned. “Somewhere between four and five minutes she had been without heart rate and had stopped breathing a minute or two prior to her heart stopping,” she said. The doctors were then able to bring the baby back to life, and the mother was alive after that.

Despite tests, she said doctors were still not sure about what had happened. However Mrs Hermanstorfer and her husband Mike have said they believed it was down to a miracle. She said: “I got a second chance in life.”

- () 1. The story happened on _____.
A. December, 24 B. December, 25
C. December, 31 D. January, 1
- () 2. What might have happened to Tracey Hermanstorfer just before her heart stopped beating?
A. She became unconscious.