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周周练

阅读理解

主编 / 秦清海

高考

.....名校名师权威编写 重点中学指定用书



中国电力出版社
CHINA ELECTRIC POWER PRESS

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图书在版编目 (CIP) 数据

快捷英语. 阅读理解周周练. 高考 / 秦清海主编.

北京 : 中国电力出版社, 2013.7

ISBN 978-7-5123-4532-4

I. ①快… II. ①秦… III. ①英语—阅读教学—高中—习题集—升学参考资料 IV. ①G634.41

中国版本图书馆 CIP 数据核字 (2013) 第 117520 号

快捷英语·阅读理解周周练 高考

主编: 秦清海

出版发行 中国电力出版社

印 刷 北京雁林吉兆印刷有限公司

邮政编码 100044

购书热线 010-58383416/3328

编辑热线 010-58383425

社 址 北京市西城区三里河路6号

尺 寸 210 mm × 285 mm

印 张 12

书 号 ISBN 978-7-5123-4532-4

版 次 2013 年 7 月第 1 版

印 次 2013 年 7 月第 1 次印刷

定 价 24.80 元

敬告读者

本书封底贴有防伪标签, 刮开涂层可查询真伪

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编者的话

在英语测试中，阅读理解题在卷面考查部分占有很大的比重。因此，一个学生英语考试成绩的高低很大程度上取决于阅读能力的强弱。“阅读理解”与“完形填空”这两种题型已成为英语试卷中分值最高、分量最重、耗时最多的题型。《义务教育英语课程标准》也对中学生的英语阅读能力提出了更高的要求，而学生仅仅依靠阅读教材上的文章是不够的，课外还需要进行适量而有效的阅读训练。为此，我们特邀长期工作在教学一线的知名教师和命题专家精心编写了这套“快捷英语·阅读理解周周练”系列图书。

“快捷英语·阅读理解周周练”系列图书的编写宗旨包括以下方面：

一、理念科学：本系列图书继续遵循按周设置任务的学习模式，保证学生每周每天都能进行适量的学习，实现计划性学习。全部阅读理解文章按《义务教育英语课程标准》及中高考常考话题进行分类，题目安排由易到难、循序渐进，使训练过程更加科学化。本系列图书在挑选素材和设置测试点的思路坚持以《义务教育英语课程标准》和考纲为依据，注重语言运用能力的培养和学习策略的提升，辅以适量拔高训练，故可适用于人教版、外研版、北师大版、冀教版以及牛津版等多版本初高中教材。

二、选材新颖：书中所选文章均源于最新的英文报刊，语篇原汁原味、新颖时尚、图文并茂，融趣味性、知识性与实用性于一身，内容涉及热点新闻、科普科幻、社会时尚、环保意识等各个方面，不但能够提升学生阅读兴趣，做题的同时还可了解更多的社会、政治、文体、艺术、科技等方面的知识。

三、难易适中：图书编写以《义务教育英语课程标准》规定的词汇量与语法为依据，难度与课程同步，语法不超纲、词汇量及生词数适中，符合相应学段学生的阅读能力要求。

四、答案准确：答案解析部分先对文章进行简要的概括性说明，然后详细分析每一题的考点及解题思路，点拨简明到位，便于老师讲解与学生自学自测时参考。

五、名校名师：本书编者队伍由省市教研员、中高考试题研究专家及具有多年教学经验的名校骨干教师组成，书中所编选内容均为作者常年教学经验与智慧的体现。

六、方便实用：图书采用独特的装帧设计形式，可当作活页卷使用，合理的体例安排既适合教师课堂进行统一训练，也便于学生课下自测。

“快捷英语·阅读理解周周练”系列图书在编写过程中得到了北大附中、人大附中、北京四中、景山中学、湖北黄冈中学、苏州中学、天津南开中学、东北师大附中、山东师大附中、河北衡水中学、宁夏一中等重点名校的大力支持，在此一并表示感谢！

我们诚挚邀请全国各地使用本套图书的教师对书中的内容提出宝贵意见和建议，如果您有成熟的稿件或近期有编写计划，欢迎投稿。

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第一部分 解题指导

“英语课程标准”对高中阶段语言技能目标中“读”的要求:

七级(高中阶段必须达到的级别要求,学生完成必修课程模块1-5。)

1. 能从一般文章中获取和处理主要信息;
2. 能理解文章主旨和作者意图;
3. 能通过上下文克服生词困难,理解语篇意义;
4. 能通过文章中的线索进行推理;
5. 能根据需要从网络等资源中获取信息;
6. 能阅读适合高中生的英语报刊或杂志;
7. 除教材外,课外阅读量应累计达到25万词以上。

八级(为愿意进一步提高英语综合语言运用能力的高中学生设计的目标,学生完成选修课程模块6-8。)

1. 能识别不同文体的特征;
2. 能通过分析句子结构理解难句和长句;
3. 能理解阅读材料中不同的观点和态度;
4. 能根据学习任务的需要从多种媒体中获取信息并进行加工处理;
5. 能在教师的帮助下欣赏浅显的英语文学作品;
6. 除教材外,课外阅读量应累计达到33万词以上。

九级(为愿意进一步提高英语综合语言运用能力的高中学生设计的目标,学生完成选修课程模块9-10。)

1. 能阅读一般性的英文报刊或杂志,从中获取主要信息;
2. 能阅读一般英文原著,抓住主要情节,了解主要人物;
3. 能读懂各种商品的说明书等非专业技术性的资料;
4. 能根据情景及上下文猜测不熟悉的语言现象;
5. 能使用多种参考资料和工具书解决较复杂的语言疑难;
6. 有广泛的阅读兴趣及良好的阅读习惯;
7. 能有效地利用网络等媒体获取和处理信息。

阅读理解解题指导

英语阅读理解着重考查学生对英语的综合运用能力,集中全面地考查学生从阅读中获取信息的能力以及对文章理解的准确性。随着高考命题的改革和高考自主命题省份的增加,各地高考命题在难度和形式方面具有更大的弹性和灵活性。

阅读理解题的文章难度不一,体裁和题材各异,有记叙文、说明文、议论文等,内容涉及科普知识、天文地理、人物传记、名人轶事、哲理小品、科技教育、风土人情、新闻报道、历史文化等方面。命题采取“多项选择题”的考查形式,测试点集中,考查角度灵活。阅读理解测试题中,干扰项目的设置具



有一定的模糊性，它不仅能检测出学生理解、概括、推断等逻辑思维的精确性和深刻性，而且对学生个人心理素质也是一种考验。它既考查学生对文章的中心思想、主旨大意、作者的写作意图是否掌握，又考查学生对其中的关键词句、某个段落、某个细节、人物性格、事物特征等是否理解。有的答案可以通过扫读全文或细读文章的某个特定部分，从而获得所需要的信息，属于客观理解题；有的答案则需要透过文章的表面文字信息，进行分析、归纳、综合、推理、想象，对作者的写作意图、人物性格特征、动机目的、事件的前因后果、文章的中心思想等作出合理判断，从而对文章的潜在含意作出深层理解，属于主观理解题。阅读理解题作为考查考生语言能力的重点，基本上可分为四类题型：细节理解题，推理判断题，主旨大意题和词义猜测题。

一、细节理解题

事实细节是文章的有机组成部分，是作者表达中心思想的具体手段。同学们要准确理解一篇文章，必须重视人名、日期、事实、数据和地点等细节。在阅读理解题中，细节理解题所占比例最大。它一般是针对文章中某一特定的细节、也可能是若干个细节或文章中的主要事实进行命题。

细节理解题常见的设题方式有：

1. Choose the right order of the events in the following.
2. Which of the following is true according to the passage?
3. Which of the following is NOT mentioned?
4. Which of the following maps shows the right position of...?
5. The underlined word "it" in the fourth paragraph refers to _____.
6. How did Tom help the firemen to save his mother?
7. Why did John run downstairs first?
8. Who discovered the secret?
9. What did Jim do to protect himself?
10. When did Peter graduate from college?

做这类题的一般方法是通过略读 (skimming) 把握文章中心后，再通过寻读法 (scanning) 快速确定该细节在文中的出处 (信息源)，对照选项进行“三对一错或三错一对”的判断。若该信息句是长句或难句，要学会找出其主干部分，分析句子结构，正确理解信息句的含义。命题者在出这类题时惯用“偷梁换柱、张冠李戴”等手法来迷惑考生，即对原句细微处做一些改动，截取原文词语或结构进行改造，因果倒置，把 A 的观点说成 B 的观点等。所以正确理解题干和信息句的意义是关键。

这类细节性问题所涉及的面很广，有的需要经过简单的数学四则运算确定时间、距离、次数、数量等；有的涉及正误判断；有的询问事实、原因、结果、目的等。例如：

(江西卷)

Mark and his brother Jason both were looking at the shining new computer enviously. Jason was determined not to go against their father's wishes but Mark was more adventurous than his brother. He loved experimenting and his aim was to become a scientist like his father.

"Dad will be really mad if he finds out you've been playing with his new computer," Jason said, "He told us not to touch it."

"He won't find out," Mark said, "I'll just have a quick look and shut it down."





Mark had been scolded before for touching his father's equipment. But his curiosity was difficult to control and this new computer really puzzled him.

It was a strange-looking machine—one his dad had brought home from the laboratory where he worked. "It's an experimental model," his father had explained, "so don't touch it under any circumstances." But his warning only served to make Mark more curious. Without any further thought, Mark turned on the power switch. The computer burst into life and seconds later, the screen turned into colors, shifting and changing and then two big white words appeared in the center of the screen, "SPACE TRANSPORTER".

"Yes!" Mark cried excitedly, "It's a computer game. I knew it! Dad's only been pretending to work. He's really been playing games instead." A new message appeared on the screen:

"ENTER NAMES

VOYAGER 1: ...

VOYAGER 2: ..."

Mark's fingers flew across the keyboard as he typed in both of their names.

"INPUT ACCEPTED. START TRANSPORT PROGRAM. AUTO-RETRIEVE INITIATED (自动回收程序已启动)."

The screen turned even brighter and a noise suddenly rose in volume.

"I think we'd better shut it off, Mark," Jason yelled, reaching for the power switch. He was really frightened.

But his hand never reached the switch. A single beam of dazzling white light burst out of the computer screen, wrapping the boys in its glow (光芒), until they themselves seemed to be glowing. Then it died down just as suddenly as it had burst into life. And the boys were no longer there. On the screen, the letters changed.

"TRANSPORT SUCCESSFUL. DESTINATION (目的地): MARS. RETRIEVE DATE: 2025."

56. Why did Mark touch the computer against his father's warning?

- A. He wanted to take a voyage.
- B. He wanted to practice his skill.
- C. He was so much attracted by it.
- D. He was eager to do an experiment.

57. Where did the boy's father most likely work?

- A. In an electronic factory.
- B. In a computer company.
- C. In a scientific research center.
- D. In an information processing center.

58. Mark thought "SPACE TRANSPORTER" on the screen was the name of ____.

- A. a computer game
- B. a company website
- C. a software producer
- D. an astronomy program

59. Why did Jason want to shut off the computer?

- A. He was afraid of being scolded.
- B. He didn't like the loud noise and light.
- C. He didn't want to play games any more.
- D. He was afraid something dangerous might happen.

60. What happened to the boys at the end of the story?

- A. They were blown into the air.
- B. They were sent to another planet.
- C. They were hidden in the strong light.
- D. They were carried away to another country.

本文讲述两个小男孩受到好奇心的诱惑,私自打开了父亲的电脑,通过电脑里设定的一个程序穿越

到了另外一个星球。

56. C 细节理解题。根据第四段最后一句话可知, Mark 很难控制自己的好奇心, 而且这台新的电脑真的让他很迷惑, 换言之, 他被父亲的电脑深深地吸引住了。

57. C 细节理解题。根据第五段的第一句中的 from the laboratory where he worked 以及第一段最后一句中的 to become a scientist like his father 可知, 他的父亲是在科学研究中心工作。

58. A 细节理解题。根据第六段中 It's a computer game. I knew it! 可知, Mark 以为这两个单词是一款电脑游戏的名字。

59. D 细节理解题。根据倒数第三段内容可知, Jason 想关掉电脑, 是因为他感到很害怕。根据 frightened 这个词可知, Jason 不是害怕被责骂, 而是感受到可能会有危险的事情发生。

60. B 细节理解题。根据最后一段内容可知, 这两个孩子被发送到了另外一个星球, 即火星。

二、推理判断题

阅读的目的不仅在于读懂文章字面上的意义, 还要求在理解原文观点的基础上, 通过推理引申来领悟作者的言外之意, 弦外之音。推理是要求考生在阅读过程中沟通外现的和内涵的、已述的和未述的含义, 以文章提供的事实为依据, 经过分析、思考形成这样或那样的观点; 要求考生在通篇理解文章的基础上去领悟作者的深层含义, 并对作者的态度、观点、写作目的、意图、文章的寓意等作出正确的推理判断。引申要求考生在理解文章的主题思想、作者的态度倾向、观点意图、情节发展等的前提下, 作出合乎逻辑的引申。这类题要求我们根据“已知的”去推断“未知的”, 属于一种深层次的理解。

推理判断题题干中常常含有 infer, imply, suggest, conclude, learn, tone, attitude, intend, purpose 等词。其常见的设题方式一般有:

1. The purpose of the passage is to _____.
2. The author suggests that _____.
3. The story implies that _____.
4. The writer's attitude towards... is _____.
5. From the passage we can conclude that _____.
6. The writer's purpose in writing this passage is _____.
7. Which point of view may the author agree to?
8. It can be inferred from the passage that _____.
9. The passage is probably taken from a _____.
10. When the writer talks about..., what the writer really means is _____.

推理判断是一种创造性的思维活动, 但它并非无章可循, 关键是对文章给出的信息进行合理地分析判断, 做到有理有据。

在阅读时要抓住文章的主题和细节, 分析文章的结构, 根据上下文之间的内在联系, 推断文章的深层含义。对于隐含在字里行间或者流露于文章修饰词语中的人物的行为动机、事件中的因果关系及作者未言明的倾向、态度、观点、意图等要依据文章的主题思想进行合乎逻辑的推理判断。命题者在出推理类题时往往编造一些文中已言明的事实、超出文章范围的推理、过度发挥的引申等来作为干扰项, 用来考查学生的逻辑思维能力。因此, 特别注意: 文中已明确说明的内容不需要推理, 推理要以原文中心为依据, 引申要适度。对于涉及作者观点和态度这类的题目, 不要把自己的态度掺入其中, 还要注意区分作者的观点态度和作者引用别人的观点态度, 当作者没有明确表示态度时, 要学会根据作者使用词语的



褒贬性去判断。常用的褒义词有: positive, support, useful, interesting, enthusiasm, admiring, great, wonderful, beautiful, fantastic; 常用的贬义词有: disgusting, critical, negative, tolerant, disappointed, awful; 常用的表中性的词有: indifferent, impassive, uninterested, neutral, humor, disinterested 等。例如:

(湖北卷)

Brrriinnng. The alarm clock announces the start of another busy weekday in the morning. You jump out of bed, rush into the shower, into your clothes and out the door with hardly a moment to think. A stressful journey to work gets your blood pressure climbing. Once at the office, you glance through the newspaper with depressing stories or reports of disasters. In that sort of mood, who can get down to work, particularly some creative, original problem-solving work?

The way most of us spend our mornings is exactly opposite to the conditions that promote flexible, open-minded thinking. Imaginative ideas are most likely to come to us when we're unfocused. If you are one of those energetic morning people, your most inventive time comes in the early evening when you are relaxed. Sleepy people's lack of focus leads to an increase in creative problem solving. By not giving yourself time to tune into your wandering mind, you're missing out on the surprising solutions it may offer.

The trip you take to work doesn't help, either. The stress slows down the speed with which signals travel between neurons (神经细胞), making inspirations less likely to occur. And while we all should read a lot about what's going on in the world, it would not make you feel good for sure, so put that news website or newspaper aside until after the day's work is done.

So what would our mornings look like if we wanted to start them with a full capacity for creative problem solving? We'd set the alarm a few minutes early and lie awake in bed, following our thoughts where they lead. We'd stand a little longer under the warm water of the shower, stopping thinking about tasks in favor of a few more minutes of relaxation. We'd take some deep breaths on our way to work, instead of complaining about heavy traffic. And once in the office—after we get a cup of coffee—we'd click on links not to the news of the day but to the funniest videos the web has to offer.

68. What does the author imply about newspapers?

- A. They are solution providers.
- B. They are a source of inspiration.
- C. They are normally full of bad news.
- D. They are more educational than websites.

69. By "tune into your wandering mind" (in Para. 2), the author means ____.

- A. wander into the wild
- B. listen to a beautiful tune
- C. switch to the traffic channel
- D. stop concentrating on anything

70. The author writes the last paragraph in order to ____.

- A. offer practical suggestions
- B. summarize past experiences
- C. advocate diverse ways of life
- D. establish a routine for the future

研究表明,放松心情有利于提高工作效率,更有利于创造性地解决问题。事实上,人越紧张,注意力越集中,创造力与办事效率就越低。因为巨大的压力阻滞了神经细胞信号的传输,所以导致工作效率下降。

68. C 推理判断题。根据第一段倒数第二句可知,报纸上刊登的总是令人沮丧的事情或者对灾难事故的报道。由此可推断,作者认为报纸总是充满了坏消息。



69. D 推理判断题。根据语境可知,若一味集中注意力而无暇放松,将错失有创造性的解决问题的方法。再结合第二段倒数第二句可推断,D项“不将注意力放在某事物上”,符合语境。
70. A 推理判断题。根据最后一段可知,要想保持良好的有效解决问题的精神状态,可以把闹钟调得早一些、淋浴时间长一些、堵车时做深呼吸、到办公室先别看新闻等等。根据上述内容不难推断,作者写最后一段是为了提供切实可行的建议。

三、主旨大意题

主旨大意题是阅读理解中要求较高、难度较大的题型之一,能充分体现试题的区分度,一般占整个阅读理解题总题量的20%以上。主旨大意题主要考查考生能否通过理解、分析全文,区分主要信息和次要信息,进而总结归纳文章或段落的大意。一般来说,该类题目主要是对文章或段落的中心进行提炼,或是选择文章的最佳标题。有些文章,尤其是说明文和议论文,往往有主题句表明中心思想;但有些文章,比如记叙文,通常没有明确的主题句,需要同学们在认真体会并明确作者的写作意图的基础上概括文章的中心。

主旨大意题常见的设题方式有:

1. The story/article/passage/text mainly tells us _____.
2. What is the main idea/topic of the passage?
3. The best title of the passage should be _____.
4. We learn from the text that _____.
5. Which of the following statements is best supported by the last paragraph?
6. The second part of the text mainly shows that _____.
7. Paragraph ¥3 deals with _____.
8. What does the passage mainly discuss?
9. Which of the following best states the theme of the passage?
10. A good/suitable title for this passage would be _____.

文章的主旨是通过段落来表达的,而段落的大意主要由主题句来体现,所以段落的主题句是构成文章中心思想的有机组成部分。因此,识别各段落的主题句并由此归纳出文章的中心思想是解答这类题的关键。由于文章内容和体裁的不同,作者的写作手法也不尽相同,主题句在段落中出现的位置也不固定。一般说来,采用归纳法的段落,细节表述在前,归纳概括在后,主题句在段尾;采用演绎法的段落,先提出观点,后演绎例证,由一般到特殊,主题句出现在段首;若作者采用由“特殊→一般→特殊”的方式,主题句可能出现在段落的中间。有时,作者没有提供明显的主题句,考生要学会根据段落的内容去概括出主题句,进而归纳出文章的主题。

做主旨大意时常常用略读法。快速阅读文章找出各个段落的主题句,把各个段落的主题句联系起来着眼于全文结构安排,了解文章的重心所在,就能概括出文章的中心。文章的标题是中心思想最精炼的表达形式,选择的标题意义范围要能涵盖全文,不能太大也不能太小。命题者在出这类题时,常常把文中的细节当主旨,利用局部信息编造干扰项;或者编制超出文章范围的标题或不能涵盖文章中心意思的标题来考查考生的理解程度,考生要特别留意不要落入命题者的陷阱。例如:





(山东卷)

One of the greatest contributions to the first *Oxford English Dictionary* was also one of its most unusual. In 1879, Oxford University in England asked Prof. James Murray to serve as editor for what was to be the most ambitious dictionary in the history of the English language. It would include every English word possible and would give not only the definition but also the history of the word and quotations (引文) showing how it was used.

This was a huge task. So Murray had to find volunteers from Britain, the United States, and the British colonies to search every newspaper, magazine, and book ever written in English. Hundreds of volunteers responded, including William Chester Minor. Dr Minor was an American Surgeon who had served in the Civil War and was now living in England. He gave his address as "Broadmoor, Crowthorne, Berkshire", 50 miles from Oxford.

Minor joined the army of volunteers sending words and quotations to Murray. Over the next years, he became one of the staff's most valued contributors.

But he was also a mystery. In spite of many invitations, he would always decline to visit Oxford. So in 1897, Murray finally decided to travel to Crowthorne himself. When he arrived, he found Minor locked in a book-lined cell at the Broadmoor Asylum (精神病院) for the Criminally Insane.

Murray and Minor became friends, sharing their love of words. Minor continued contributing to the dictionary, sending in more than 10,000 submissions in 20 years. Murray continued to visit Minor regularly, sometimes taking walks with him around the asylum grounds.

In 1910, Minor left Broadmoor for an asylum in his native America. Murray was at the port to wave goodbye to his remarkable friend.

Minor died in 1920, seven years before the first edition of the *Oxford English Dictionary* was completed. The 12 volumes defined 414,825 words, and thousands of them were contributions from a very scholarly and devoted asylum patient.

66. What does the text mainly talk about?

- A. The history of the English language.
- B. The friendship between Murray and Minor.
- C. Minor and the first *Oxford English Dictionary*.
- D. Broadmoor Asylum and its patients.

66. C 主旨大意题。该题考查考生整合、浓缩文章信息的能力。文章的关键词有两个: Minor 和 *Oxford English Dictionary*, 主要讲述的 Mr Minor 的特别之处和他对编纂 *Oxford English Dictionary* 的贡献, 因此文章的大意应该把这两个词都包括进去。

四、词义猜测题

在阅读中我们经常会遇到许多生词, 这时许多同学立即翻阅词典, 查找词义。这样做不但费时费力, 而且影响阅读速度、影响对语篇的整体把握。事实上, 阅读材料中的每个词与它前后的词语或句子甚至段落都有联系。我们可以利用语境(各种已知信息)推测、判断某些生词的词义。掌握一定的猜词技巧, 对突破高考阅读理解、提高我们的英语语言能力都有非常重要的意义。



词义猜测题常见的设题方式有:

1. The word “...” in Paragraph... can best be replaced by _____.
2. The underlined word “...” most probably means _____.
3. By saying “...”, the author means _____.
4. The expression “...” is closest to _____.
5. According to the passage, the phrase “...” suggests _____.
6. The underlined part “...” (in Para. ...) means _____.

做这种类型的题目, 要根据词、词组、句子所在的语境来判断其意义。因此熟练掌握一些猜词技巧是做好这类题的关键。命题者在出这类题时惯用常规词义来麻痹考生, 我们要特别注意熟词生义, 切不可脱离语境想当然。

(一) 利用内在逻辑关系猜测词义

根据内在逻辑关系猜测词义是指运用语言知识分析和判断相关信息之间存在的逻辑关系, 然后据此推断生词词义或大致的义域。

1. 根据对比关系猜测词义

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, 我们可以根据生词或难词的反义词猜测其词义。表示对比关系的词汇和短语主要是 *unlike, not, but, however, despite, in spite of, in contrast, on the other hand* 和 *while* 引导的并列句等。

2. 根据比较关系猜测词义

比较关系表示意义上的相似关系, 表示比较关系的词和短语主要是 *similarly, like, just as, also, as... as* 等。

3. 根据因果关系猜测词义

在句子或段落中, 若两个事物、现象之间构成因果关系, 我们可以根据这种逻辑关系推知生词词义。*because, since* 与 *as* 是连结原因状语从句的从属连词, *so* 是连结表示结果的并列句的连词, *so...that...与 such...that...* 中的 *that* 连结结果状语从句。此外, 还可根据 *result, lead to, result in, because of, due to* 等表示因果关系的关键词进行推断。当这些信息词出现在有生词的句子中, 我们就可以依据已知部分, 猜出生词的词义。

4. 根据同义词的替代关系猜测词义

有的文章为了使意思表达得更清楚明白, 通常用一个同义词或近义词来解释另一个比较难的词或关键词, 这些同义词或近义词为我们推断生词的词义提供了线索。因此, 在句子或段落中, 我们可以利用熟悉的词语, 根据语言环境来推断生词的词义。

5. 根据该词所在的句子的句意或上下文内容进行猜测和推断。

(福建卷)

Do you know how it is when you see someone yawn and you start yawning too? Or how hard it is to be among people laughing and not laugh yourself? Well, apparently it's because we have mirror neurons (神经元) in our brains.

Put simply, the existence of mirror neurons suggests that every time we see someone else do something, our brains imitate (模仿) it, whether or not we actually perform the same action. This explains a great deal about how we learn to smile, talk, walk, dance or play sports. But the idea goes further: mirror neurons not only appear to explain physical actions, they also tell us that there is a biological basis for the way we