

根据最新《英语课程标准》编写

· 最新修订版 ·

赋予无与伦比的英语活力

# POWER

## 英语阅读理解与 完形填空 活力训练



活力英语

高二年级

- 1 全面打造你的英语学习力
- 2 彻底锤炼你的英语意志力
- 3 持续获得英语学习的动力
- 4 赋予无与伦比的英语活力

上海大学出版社

根据最新《英语课程标准》编写

# POWER

赋予无与伦比的英语活力

## 英语阅读理解与完形填空 活力训练



高二年级

丛书主编 金 浩

本书主编 刘丽云 申海花 张金枝 石 磊

孙 骞 贾庆文 李燕萍

上海大学出版社

## 图书在版编目 ( CIP ) 数据

英语阅读理解与完形填空活力训练. 高二年级 / 金浩主编  
-- 上海: 上海大学出版社, 2012. 3  
ISBN 978-7-5671-0093-0/G.741

I. ①英… II. ①金… III. ①英语课—高中—教学参考资料 IV. ①G634.413

中国版本图书馆CIP数据核字 (2012) 第025627号

责任编辑 陈 强

装帧设计 吴闲工作室

英语阅读理解与完形填空活力训练. 高二年级

金浩 主编

上海大学出版社出版发行

(上海市上大路99号 邮政编码200444)

(<http://shangdapress.com> 发行热线66135110)

出版人: 郭纯生

\*

云梦县鑫光印刷有限公司印刷 各地新华书店经销

开本 889 × 1230 1/16 印张 13

2012年5月第1版 2013年5月第2次印刷

ISBN 978-7-5671-0093-0/G.741 定价: 25.00元

# 你知道答案吗？

## —— 唤醒你心中的巨人

为什么有的人无数次下定决心，却坚持不了几天又一切照旧？

为什么很多人整日埋头苦读、废寝忘食却成绩一般？

为什么在考试过后、用不了几天我的英语成绩又回到了起点？

为什么面对我呕心沥血、来之不易的英语成绩，我却一点儿也高兴不起来？

为什么……为什么……很多很多的为什么……

难道，这辈子，只能这样吗？

其实，你能猜到这些问题的答案吗？是的，所有的疑问都指向同一个答案：积极的心态和恰当的方法。

我们知道的太多，去做的太少，坚持做下来的就更少，因而做到的就少之又少。

阅读这本书，我强烈建议你仔细研究一下这本书，掌握了正确的方法，你就能在最短的时间激发你内在的潜能，释放能量！为了发挥最大潜能，你一定要摒除积习，学习新的技巧。明确知道自己要什么，并依计划循序渐进，就一定会成功。否则，就像一直撞玻璃的苍蝇一样，永远都会遭遇无形的障碍。

阅读这本书，拆掉思维的墙，打开梦想的窗，走出生命的困境，加速人生的巡航。

这本书就像是一张地图、一套计划，也是一整组的工具。本书聚集了数十位一线资深英语教师，将多年教研成果汇聚本书中，内容优质，题量充足，题材广泛，答案详尽，所有题目的题型、难度和篇幅均与考试保持一致。本书提供了实用、高效的方法，让你可以突破自我，获得英语学习的持续动力。

对于你，这本书有一定的催化和推助作用，而要真正发挥其效力从而影响人生，则需巧妙恰当的加以合理运用，才能唤醒心中沉睡的巨人。拖延是沉默的杀手，很多时候我都会找出各种各样的借口去拖延行动，现在我才知道，其实行动就是一个决定，只要我决定了，就立刻去做！我不知道我能坚持多久，但我相信，成功者永不放弃，放弃者永不成功！

—— 谨以此书，献给那些长了翅膀，却飞不起来的人！ ——

# 目录



## 第一部分 能力测试 001

A~F .....	001
能力评估 .....	006

## 第二部分 高分攻略 007

## 第三部分 题组训练 012

Unit 1 .....	012
Unit 2 .....	018
Unit 3 .....	024
Unit 4 .....	028
Unit 5 .....	034
Unit 6 .....	040
Unit 7 .....	043
Unit 8 .....	049
Unit 9 .....	055
Unit 10 .....	059
Unit 11 .....	065
Unit 12 .....	070
Unit 13 .....	073
Unit 14 .....	079
Unit 15 .....	084
Unit 16 .....	087
Unit 17 .....	093
Unit 18 .....	100

## 第四部分 实战考场 106

Test 1 .....	106
Test 2 .....	112
Test 3 .....	116
Test 4 .....	122
Test 5 .....	125
Test 6 .....	131
能力验收 .....	134

## 全解全析

答案速查 .....	135
答案详解 .....	138



## 第一部分

## 能力测试

建议用时	60分钟	实际用时		正确率	/ 59
------	------	------	--	-----	------

## A

Body language is the quiet, secret and most powerful language of all! It speaks 1 than words. According to specialists, our bodies send out more 2 than we realize. In fact, non-verbal communication(非言语交际) takes up about 50% of what we really 3. And body language is particularly 4 when we attempt to communicate across cultures(文化). Indeed, what is called body language is so 5 a part of us that it's actually often unnoticed. And misunderstandings occur as a result of it. 6, different societies treat the 7 between people differently. Northern Europeans usually do not like having 8 contact(接触) even with friends, and certainly not with 9. People from Latin American countries, 10, touch each other quite a lot. Therefore, it's possible that in 11, it may look like a Latino is 12 a Norwegian all over the room. The Latino, trying to express friendship, will keep moving 13. The Norwegian, very probably seeing this as pushiness, will keep 14 — which the Latino will in return regard as 15.

Clearly, a great deal is going on when people 16. And only a part of it is in the words themselves. And when parties are from 17 cultures, there's a strong possibility of 18. But whatever the situation, the best 19 is to obey the Golden Rule: treat others as you would like to be 20.

★(2012 全国新课标卷)

- |                         |                      |                     |                 |
|-------------------------|----------------------|---------------------|-----------------|
| 1. A. straighter        | B. louder            | C. harder           | D. further      |
| 2. A. sounds            | B. invitations       | C. feelings         | D. messages     |
| 3. A. hope              | B. receive           | C. discover         | D. mean         |
| 4. A. immediate         | B. misleading        | C. important        | D. difficult    |
| 5. A. well              | B. far               | C. much             | D. long         |
| 6. A. For example       | B. Thus              | C. However          | D. In short     |
| 7. A. trade             | B. distance          | C. connections      | D. greetings    |
| 8. A. eye               | B. verbal            | C. bodily           | D. telephone    |
| 9. A. strangers         | B. relatives         | C. neighbours       | D. Enemies      |
| 10. A. in other words   | B. on the other hand | C. in a similar way | D. by all means |
| 11. A. trouble          | B. conversation      | C. silence          | D. experiment   |
| 12. A. disturbing       | B. helping           | C. guiding          | D. following    |
| 13. A. closer           | B. faster            | C. in               | D. away         |
| 14. A. stepping forward | B. going on          | C. backing away     | D. coming out   |
| 15. A. weakness         | B. carelessness      | C. friendliness     | D. coldness     |
| 16. A. talk             | B. travel            | C. laugh            | D. think        |
| 17. A. different        | B. European          | C. Latino           | D. rich         |
| 18. A. curiosity        | B. excitement        | C. misunderstanding | D. nervousness  |
| 19. A. chance           | B. time              | C. result           | D. advice       |
| 20. A. noticed          | B. treated           | C. respected        | D. pleased      |

B

Inspiration

"Mama, when I grow up, I'm going to be one of those!" I said this after seeing the Capital Dancing Company perform when I was three. It was the first time that my 1 took on a vivid form and acted as something important to start my training. As I grew older and was 2 to more, my interests in the world of dance 3 varied but that little girl's dream of someday becoming a 4 in the company never left me. In the summer of 2005 when I was 18, I received the phone call which made that dream a 5; I became a member of the company 6 back to 1925.

As I look back on that day now, it surely 7 any sense of reality. I believe I stayed in a state of pleasant disbelief 8 I was halfway through rehearsals (排练) on my first day. I never actually 9 to get the job. After being offered the position, I was completely 10. I remember shaking with excitement.

Though I was absolutely thrilled with the change, it did not come without its fair share of 11. Through the strict rehearsal period of dancing six days a week, I found it vital to 12 up the material fast with every last bit of concentration. It is that extreme 13 to detail (细节) and stress on practice that set us 14. To then follow those high' energy rehearsals 15 a busy show schedule of up to five performances a day, I discovered a new 16 of the words "hard work". What I thought were my physical 17 were pushed much further than I thought 18. I learned to make each performance better than the last.

Today, when I look at the unbelievable company that I have the great 19 of being a part of, not only as a member, but as a dance captain, I see a 20 that has inspired not only generations of little girls but a splendid company that continues to develop and grow, and inspires people every day to follow their dreams.

★(2012 北京卷)

- |                   |                |               |                   |
|-------------------|----------------|---------------|-------------------|
| 1. A. hobby       | B. plan        | C. dream      | D. word           |
| 2. A. connected   | B. expanded    | C. exposed    | D. extended       |
| 3. A. rarely      | B. certainly   | C. probably   | D. consistently   |
| 4. A. director    | B. trainer     | C. probably   | D. dancer         |
| 5. A. symbol      | B. memory      | C. truth      | D. reality        |
| 6. A. bouncing    | B. dating      | C. turning    | D. tracking       |
| 7. A. lacks       | B. adds        | C. makes      | D. brings         |
| 8. A. while       | B. since       | C. until      | D. when           |
| 9. A. cared       | B. expected    | C. asked      | D. decided        |
| 10. A. motivated  | B. relaxed     | C. convinced  | D. astonished     |
| 11. A. challenges | B. profits     | C. advantages | D. adventures     |
| 12. A. put        | B. mix         | C. build      | D. pick           |
| 13. A. attention  | B. association | C. attraction | D. adaptation     |
| 14. A. apart      | B. aside       | C. off        | D. back           |
| 15. A. over       | B. by          | C. with       | D. beyond         |
| 16. A. function   | B. meaning     | C. expression | D. usage          |
| 17. A. boundaries | B. problems    | C. barriers   | D. efforts        |
| 18. A. necessary  | B. perfect     | C. proper     | D. possible       |
| 19. A. talent     | B. honor       | C. potential  | D. responsibility |
| 20. A. victory    | B. trend       | C. tradition  | D. desire         |

## C

Grown-ups are often surprised by how well they remember something they learned as children but have never practiced ever since. A man who has not had a chance to go swimming for years can still swim as well as ever when he gets back in the water. He can get on a bicycle after many years and still ride away. He can play catch and hit a ball as well as his son. A mother who has not thought about the words for years can teach her daughter the poem that begins "Twinkle, twinkle, little star" or remember the story of *Cinderella* or *Goldilocks* and the *Three Bears*.

One explanation is *the law of overlearning*, which can be stated as follows: Once we have learned something, additional learning trials( 尝试 )increase the length of time we will remember it.

In childhood we usually continue to practice such skills as swimming, bicycle riding, and playing baseball long after we have learned them. We continue to listen to and remind ourselves of words such as "Twinkle, twinkle, little star" and childhood tales such as *Cinderella* and *Goldilocks*. We not only learn but overlearn.

The multiplication tables( 乘法口诀表 )are an exception to the general rule that we forget rather quickly the things that we learn in school, because they are another of the things we overlearn in childhood.

The law of overlearning explains why cramming( 突击学习 )for an examination, though it may result in a passing grade, is not a satisfactory way to learn a college course. By cramming, a student may learn the subject well enough to get by on the examination, but he is likely soon to forget almost everything he learned. A little overlearning, on the other hand, is really necessary for one's future development.

★(2012 课标卷)

- What's the main idea of paragraph1?
  - People remember well what they learned in childhood.
  - Children have a better memory than grown-ups.
  - Poem reading is a good way to learn words.
  - Stories for children are easy to remember.
- The author explains the law of overlearning by \_\_\_\_\_.
  - presenting research findings
  - selling down general rules
  - making a comparison
  - using examples
- According to the author, being able to use multiplication tables is \_\_\_\_\_.
  - a result of overlearning
  - a special case of cramming
  - a skill to deal with math problems
  - a basic step towards advanced studies
- What is the author's opinion on cramming?
  - It leads to failure in college exams.
  - It's helpful only in a limited way.
  - It's possible to result in poor memory.
  - It increases students' learning interest.



## D

Are you looking for some new and exciting places to take your kids ( 孩子 ) to? Try some of these places.

Visit art museums. They offer a variety of activities to excite your kids' interest. Many offer workshops for making land-made pieces, traveling exhibits, book signings by children's favorite writer, and even musical performances and other arts.

Head to a natural history museum. This is where kids can discover the past from dinosaur( 恐龙 ) models to rock collections and pictures of stars in the sky. Also, ask what kind of workshops and educational programs are prepared for kids and any special events that are coming up.

Go to a Youtheater. Look for one in your area offering plays for child and family visitors. Pre-show play shops are conducted by area artists and educators where kids can discover the secret about performing arts. Puppet( 木偶 )making and stage make-up are just a couple of the special offerings you might find.

Try hands-on science. Visit one of the many hands-on science museums around the country. These science play-lands are great fun for kids and grown-ups alike. They'll keep your child mentally and physically active the whole day through while pushing buttons, experimenting, and building. When everyone is tired, enjoy a fun family science show, commonly found in these museums.

★(2012 课标卷)

1. If a child is interested in the universe, he probably will visit \_\_\_\_\_.

- A. a Youtheater
- B. an art museum
- C. a natural history museum
- D. a hands-on science museum

2. What can kids do at a Youtheater?

- A. Look at rock collections.
- B. See dinosaur models.
- C. Watch puppet making.
- D. Give performances.

3. What does "hands-on science" mean in the last paragraph?

- A. Science games designed by kids.
- B. Learning science by doing things.
- C. A show of kids' science work.
- D. Reading science books.

4. Where does this text probably come from?

- A. A science textbook.
- B. A tourist map.
- C. A museum guide.
- D. A news report.

## E

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: MARS. RETRIEVE DATE: 2025."

★ (2012 江西卷)

- Why did Mark touch the computer against his father's warning?
  - He wanted to take a voyage.
  - He wanted to practice his skill.
  - He was so much attracted by it.
  - He was eager to do an experiment.
- Where did the boy's father most likely work?
  - In an electronic factory.
  - In a computer company.
  - In a scientific research center.
  - In an information processing center.
- Mark thought "SPACE TRANSPORTER" on the screen was the name of \_\_\_\_\_.
  - a computer game
  - a company website
  - a software producer
  - an astronomy program
- Why did Jason want to shut off the computer?
  - He was afraid of being scolded.
  - He didn't like the loud noise and light.
  - He didn't want to play games any more.
  - He was afraid something dangerous might happen.
- What happened to the boys at the end of the story?
  - They were blown into the air.
  - They were sent to another planet.
  - They were hidden in the strong light.
  - They were carried away to another country.

F

阅读下面短文并回答问题, 请注意问题后的词数要求。

[1] Stamp collectors usually collect stamps only from certain countries or regions. The traditional method of stamp collecting is to organize stamp collection according to the issue dates.

[2] Of course, there are many \_\_\_\_\_. You can collect stamps relating to a particular theme. For example, sport lovers may choose the Olympic theme. They try their best to find Olympic stamps issued by various parts of the world every four years. Some of them may want to concentrate on even more specific sport activities like ball games, gymnasium, swimming, etc.

[3] If you like astronomy, you may be keen on collecting stamps describing the stars, planets, spacecraft, spacemen, etc. Once you have fixed the topic, you no longer need to bother about stamps other than the theme you selected. Then, you can put all your effort to collect the stamps around it.

[4] China issues zodiac animal stamps (十二生肖邮票) every year to celebrate the Lunar New Year. They are extremely popular and a lot of collectors wait patiently for 12 years to collect a full set of them. Hong Kong's Lunar New Year special stamp series began in 2000 with the Year of Dragon and the twelfth and final set was issued in 2011, the Year of Rabbit. Recently some Western countries have issued zodiac animal stamps, which attract a lot of attention as well.

[5] You may choose any theme you like. However, you should bear in mind an essential point. The topic you choose should not be too narrow. Otherwise, it is very difficult to accumulate stamps around the topic. You will be depressed and even lose your interest in collecting stamps.

[6] Collecting stamps with themes is especially popular among teenagers because there is a wide range of choices for them. The main challenge is how you organize and expand your collection around your theme.

★(2012 江西卷)

1. What is the main idea of the passage? (no more than 5 words)

2. Fill in the blank in Paragraph 2 with proper words. (no more than 5 words)

Of course, there are many \_\_\_\_\_

3. What should you do if you want to collect a full set of zodiac animal stamps? (no more than 7 words)

4. List the three general themes in collecting stamps mentioned in the passage. (3 words)

5. What does the word "them" (Line 2, Paragraph 6) probably refer to? (1 word)



能力评估

I 测试结果

本测试共有 58 题, 其中正确题数为 \_\_\_\_\_. 你在本次水平测试中的正确率为 \_\_\_\_%。

II 做题中常见问题及改进策略

1. 基础知识方面

常见问题	改进策略
○ 遭遇过多生词	● 熟记高二范围内所有词汇, 掌握常见的构词方法, 熟练运用猜词方法, 尽可能扩大词汇量;
○ 长句、难句困扰	● 通过本书的障碍语句分析, 加强长难句学习, 熟悉长难句阅读与分析方法;
○ 语法知识掌握不牢	● 牢固掌握高二要求的全部基本语法知识; 熟悉常用固定搭配意义及用法。
○ 固定搭配意思不明	

2. 解题技巧方面

常见问题	改进策略
○ 阅读速度过慢	● 学会运用快读, 善于迅速抓文章大意;
○ 阅读技巧单一	● 掌握多种阅读方法, 快慢结合, 粗细结合;
○ 阅读方法欠佳	● 克服用嘴默念、动手指划、深陷于某一难词、难句等不良阅读习惯。养成先看试题, 再读材料, 带着问题阅读的习惯。

## 第二部分

# 高分攻略

## 第一部分 新课标对高二年级英语的要求

### 新课标语言技能目标

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文学作品；
6. 除教材外，课外阅读量应累计达到 30 万词以上。

### 新课标语言知识目标

1. 熟悉个人、家庭和社会交往等方面的话题；
2. 进一步熟悉有关日常生活、兴趣爱好、风俗习惯、科学文化方面的话题；
3. 熟悉我国一般社会生活的话题：职业、节日、风俗、社交礼仪等；
4. 了解有关英语国家日常生活习惯的话题。

5. 理解文章的基本结构；
6. 理解作者的意图、观点和态度。

因此，我们要让学生学会判断题目所属的类型以及它们常见的形式，掌握每种类型的解题方法，理顺思路，这样才能有利于他们在训练中及时反馈，提高解题的针对性，真正提高解题的能力。

### 考查方式

考查方式分为两种：一是传统的选择题型，主要分为主旨大意题、细节理解题、词义猜测题和推理判断题；二是新题型，新课改高考英语试题与传统高考英语试题相比最大的变化最主要体现在新题型上。新题型在阅读理解试题上体现得最为明显，各地高考先后出现了七选五阅读理解、任务型阅读、任务型读写、阅读表达、阅读简答等不同的阅读试题新模式。

这两种题型的选材真实地道，题材广泛，涵盖人文、科技、社会、教育、文化、环保、体育等各方面；材料选择注重思想性和实用性，兼具时代性和新颖性，同时关注语言知识与运用的关系，突出对综合能力的考查。

## 二 阅读理解命题透视

### 命题特点

1. 为了考查考生对短文总体的把握程度，命题者往往考查文章的主旨、大意、最佳标题等；
2. 除了考查考生对短文的总体把握以外，命题者还往往要求考生对具体的词汇作出词义上的判断。如果是生词，命题者往往还要考查考生根据上下文的判断能力；
3. 命题者往往要从常识角度、跨文化差异角度来考查考生有关方面的知识和判断能力；
4. 命题者往往要求考生根据信息材料的表述判断作者的倾向和态度；
5. 命题者往往要考查考生对短文深层含义的理解能力；

## 第二部分 阅读理解高分攻略

### 一 阅读理解考纲解读

#### 考查目标

要求考生读懂熟悉的有关日常生活话题的简短文字材料，例如公告、说明、广告以及书、报、杂志中关于一般性话题的简短文章。考生应能：

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. 做出简单判断和推理；

6. 命题者往往考查考生在审视整个信息材料的基础上解决实际生活中问题的能力；

7. 命题者往往要考查考生对最新科技动态是否有初步知晓的知识能力。

### 命题趋势

今后高考阅读理解测试的内容和形式将朝着纵深方向发展，高考英语试题将有以下发展趋势：

1. 信息量增大，甚至篇章还会增多，短文涉及面更广，包括社会文化、教育、科普、日常生活等各个领域，并更突出思想性、时代性和实用性；

2. 试题的设计发生变化，增加有深层含义的试题，重视让学生挖掘作者的写作思路和真正意图；

3. 词汇量继续增大，且超纲词汇也会更多；

4. 语篇结构较为复杂。作者在阐述问题时使用多种句式方法，行文跳跃程度较大，陈述次序富于变化，隐含信息较多，题干的设计有加长的趋势，同样需要加快阅读速度。

## 三 阅读理解高分突破

### 选择型题型高分突破

纵观近几年的高考命题，根据《考试说明》对阅读理解能力的要求，阅读理解所考查的内容可归纳成以下几种题型：

#### 1. 细节理解题

在阅读理解中，有相当一部分属于事实细节理解题，旨在考查考生对某个具体事实或某个具体情节，或对某个特定的细节是否理解，有的答案可从所提供的阅读材料中直接找出；有的答案是短文中某个句子或经过改写的句子；有的则需要结合上下文提供的信息进行简单的分析和概括，最后得出正确答案。

如 2011 年北京卷 A 篇阅读中的 60 题：

60. Before sending a manuscript to the *Post*, a contributor is advised to \_\_\_\_\_.

- A. get a better understanding of American issues
- B. find out the range of the articles in the *post*
- C. increase his knowledge in many fields
- D. broaden his research focus

文章第一段为：Before sending us a manuscript (稿件)，look through recent issues (刊物) of the *Post* to get an idea of the range and style of articles we publish. You will discover that our focus has broadened to include well-researched, timely and informative articles on finance, home improvement, travel, humor, and many other fields.

根据题干 Before sending a manuscript to the *Post* 可知与第一段首句内容相符，选项 B 与第一句后半部分 get an idea of the range and style of articles we publish 所表述内容一致，故正确答案为 B。

#### 2. 词义猜测题

考查内容多为名词、动词或其他词组。英语中很多单词和词组在不同的语言环境中有着不同的内涵，掌握大量单词和习语是重要的，但语言是活的东西，做这类题时，考生应尽可能通过上下文猜测词义，即利用所熟悉的词或短语和上下文已知的部分来进行合理推理，有时还需要依靠常识和经验。

如 2011 年浙江卷 A 篇阅读中的 42 题：

42. The phrase “near miss” (Paragraph 2) can best be replaced by \_\_\_\_\_.

- A. close hit
- B. heavy loss
- C. narrow escape
- D. big mistake

文章第二段为：Ceely's near miss made the news because she blamed it on her GPS (导航仪). She had never driven the route before. It was dark and raining heavily. Ceely was relying on her GPS, but it made no mention of the crossing. “I put my complete trust in the device and it led me right into the path of a speeding train,” she told the BBC.

GPS 把她带到了飞速运行的火车线路上，这是一次非常危险的经历，但是她并没有发生意外，算是死里逃生，near miss, narrow escape 表达的就是这层含义。其实根据第一段最后一句 the train drag her car almost a kilometer down the railway tracks, 火车拖着她的车差点就进入铁轨了，所以是死里逃生啊。故正确答案为 C。

#### 3. 推理判断题

高考中推断性考题即考查对文章层次的理解能力，在阅读理解中的分量越来越重。推断判断考题旨在考查考生透过表面的文字信息，对某些深层次情节经过分析、综合、归纳，作出合乎逻辑的推理。这类题的答案通常不在文章中明确表现出来，要求考生在通盘理解全文的基础上，推断文章的潜在含义，找出结论。

#### 4. 主旨大意题

主旨大意题考查考生对文章的主题、标题、中心思想的理解程度及辨别主要信息和次要信息的能力。常见题型为最佳标题 (title) 或中心思想 (main idea) 等。主题思想是文章的核心，能否抓住文章的主题思想，是考生阅读能力最主要的体现。高考中阅读理解的测试，自然也以此作为检验考生阅读理解能力最重要的标准。要准确地抓住文章的主题思想，就要十分留意文章的开头和结尾，要抓住文中具有概括性的信息，从上下文连贯的意思来理解全文，看作者主要谈的是什么，透过文字叙述的过程来归纳主题，再从选择项中找出最符合表达主题思想的选项。有



些干扰项从局部看也许不算错,但从全局看却又片面。这类干扰项与正确答案之差,其实是局部与全局之差。考生在做题时不要为局部现象迷惑,而忽略了文章的整体思想。有的文章一开始就亮出主题,全文随着主题而展开。

如 2011 年安徽卷 C 篇阅读中的 67 题:

67. The main idea of the text is that \_\_\_\_\_.

- A. two heads are better than one
- B. friendship is precious in life
- C. the disabled should never give up
- D. a man can be destroyed but cannot be defeated

文章开头和结尾是这样的:

They are the sort of friends who are so close they trust each other with their lives. If one falls the other is there to catch him.

...

"Your partner can save your life—you can save your partner's life," Wellman said as the pair received congratulations from friends. "There are real close ties."

对比四个选项, A 选项“三个臭皮匠胜过一个诸葛亮”和文章的主题“友谊”无关; B 选项“友谊很珍贵”正是在文章的开头和结尾都作了交代。所以正确答案是 B。C 和 D 两项的落脚点都在强调个人的奋斗, 精神很重要, 没有强调友谊。

### 任务型阅读题

#### 1. 先表后文, 学会预测

“先表后文”是指先读表格, 了解表格的内容和要求, 再根据表格的要求快速阅读短文, 这样便使阅读带有较强的目的性和针对性, 从而有助于保证所获取的信息的准确性, 同时也节省了阅读的时间, 提高了正确做题的速度。

#### 2. 抓住大意, 把握细节

任务型阅读在很大程度上是考查学生对所读材料细节的理解和把握。要做好这类题型, 学生一定要在理解文章大意的同时, 充分把握所读材料的细节, 尤其是与表格内容直接相关的细节, 这是做好这类题型的关键。

#### 3. 分类整理, 善于归纳

任务型阅读题要求学生在读懂材料的同时, 要对所读材料进行整理、分类、加工等, 从而过滤出自己所需的有用信息。在通常情况下, 表格所涉及的内容都具有一定的规律性, 可能是同一个问题的几个方面, 也可能是几个不同问题的同一个方面。比如涉及几个物体的大小、形状、颜色、功能等。解题时既要注意相关信息的细节问题, 更要注意这些细节的共性或规律, 同时结合表格(尤其是表格的表头)的要求, 过滤出自己所需的信息。

#### 4. 寻找出处, 对号入座

任务型阅读题的解题要以所读材料为依据, 在通常情况下, 每个空格的所填内容一般可以从给定的材料中找到

出处或依据。做题时要充分利用这一特点, 将空格与出处对号入座, 然后根据表格中已有信息的表现形式, 准确填出要填的内容。同时, 要注意如果表格所填的信息和原文中的出处基本相同, 则可以直接对号入座; 如果表格所填的信息与原文中的出处有较大的出入, 则要进行转换(尤其是同义转换或加否定词的反义转换), 然后确定答案。

#### 5. 正确运算, 注重要求

简单的数字运算是任务型阅读题经常涉及的一个考点。一般说来, 这类试题就运算本身来说并不难, 难的是要在弄清文章意思的基础上, 结合表格要求去进行运算。

#### 6. 准确拼写, 表述科学

任务型阅读与普通的阅读题不同的是, 它不仅要求学生能读懂, 而且要求学生能正确地表述出来。读懂材料是前提, 是基础, 但最终要正确地表达出来才算达到目的。具体怎样表达, 要注意参考表格中其他相应栏目的表达方式, 要注意整个表格的统一性以及表达的规范性和科学性。

## 第三部分 完形填空高分攻略

### 一 完形填空考纲解读

#### 考查目标

1. 词语辨析、基本句型、基础语法;
2. 固定搭配与习惯表达;
3. 阅读理解能力和逻辑推理能力。
4. 近年来, 完形填空题更侧重对语言应用能力、阅读理解能力的考查。

#### 考查方式

##### 1. 选择题型

近义词或词组的辨析正成为考试的热点。四个选项要么都是词义相近的名词单数或复数, 要么都是近义词的同一时态等, 只能根据上下文的语境作出正确的选择。如果提供的四个选项词义相差悬殊, 则上文或下文肯定有答题提示, 有时第一个空格要读完全文才能回答。

##### 2. 语法填空

(1) 纯空格题: 通常考冠词、介词、代词和连词等四类词。

(2) 用括号中所给词填空: 通常考谓语动词的时态和语态、非谓语动词、形容词和副词的比较等级、词类转换等。

完形填空 (Cloze Test) 也称综合填空, 有人根据其英语谐音也把它叫做“克漏字”测验。因为完形填空本是一篇残文, 内有许多漏掉的字词, 做完形填空就是要攻克这些漏掉的词语, 还其完整文章的本来面目。完形填空的



命题原理是格式塔心理学。格式塔心理学强调整体感知和对文章从语义上的整体把握。从高考试卷中对完形填空题的描述：“阅读下面短文，从短文后各题所给的四个选项中，选出可以填入空白处的最佳选项。”可看出高考对完形填空的要求正是遵循了这一教育心理学原理，即完形填空的设计及答题都应遵循“整体性”这一原则。现在高考中的完形填空选项设计主要采用以能反映文章整体语义的实词，而反映词法或语法及句子结构的虚词较少。这也能很好地帮助考生较为完整地把握文章的整体含义，为突破空格打下厚实的基础。

## 二 完形填空命题透视

### 命题特点

考试说明中明确提出完形填空“命题重视‘新材料、新情境’的创设与运用，测试考生的综合语言运用能力”这一命题指导思想在完形填空中也得以体现。同时，高考完形填空的命题在以往一贯规律的情况下继续保持相对稳定，并进一步体现了新课程理念。如选题更加注重了选取贴近考生、贴近生活、新颖的、时代感强的材料；设题时也注重到了考查考生英语学习策略、自主学习等方面的能力，以引导考生树立正确的世界观、人生观和价值观，增强社会责任感，全面提高人文素养。

### 命题趋势

1. 阅读量逐年提高，阅读时间减少。《高考考纲》要求完形填空题篇幅为一段约 250~300 单词的文章，不过近年高考的字数逐年增加，这在阅读难度及速度上都对考生提出了更高的要求。

2. 生词量有增无减。这些生词的出现影响了阅读的速度，使学生出现理解偏差或理解困难，从而降低了答题正确率。

3. 长句增多，句式灵活，结构复杂。近几年高考完形材料在句子上突出了对行文逻辑及理解能力方面的考查，在选材上主要表现为长句、复合句增多，句子结构复杂（定语从句、状语从句、插入语等），句式丰富多样（陈述句、祈使句、省略句、疑问句、感叹句等），极大地增加了阅读难度，限制了学生的理解程度。

4. 题目设置上单纯语法考查减少，上下文联系考查力度加大，并且以同义词、相似词为典型的迷惑选项增多。近几年《考纲》明确要求加强对考生应用能力的考查，在应用中测试考生运用英语基础知识的能力，这一点在近几年高考完形填空中得到了淋漓尽致的体现。具体体现在文章在题目设置上相似项增多，迷惑选项较强，考生必须通过寻找上下文隐含信息，感受语境，采用直接和排除等技

巧才能找出符合题意的最佳选项。

5. 完形填空的第一句都是完整的句子，并且每篇文章都有一个主题。

## 三 完形填空高分突破

### 选择型题型高分突破

#### 1. 研读首尾——抓主题

一般来说，很多文章会按照“总—分—总”的思路来写。首先提出主题，接着对主题进行分析、叙述，最后进行归纳、总结，得出结论或提出建议。因此，一般根据文章的首句及尾句就能抓住文章的主题。

但是，主题句不总是在文章的开头，有时在文中，有时在文尾，因此，考生在做题时一方面要快速通读全文，另一方面应注意连接词，如 **but, however, yet, though, therefore, otherwise** 等，它们的前面一句或后面一句就有可能为主题句。

考生抓住了主题，就等于掌握了整篇文章，就可根据主题顺藤摸瓜选出正确答案。

#### 2. 上下联系——寻信息

文章中句与句之间、段与段之间紧密相联、浑然一体。因此，完形填空中经常会出现前面的信息为后面的空白提供暗示，而后面的信息有可能是前面空白的答案的情况。这时，考生切不可死盯住空白不放，而要联系上下文，寻求信息以确定答案。

#### 3. 左顾右盼——找搭配

英语中，有些单词词义相近，而句型结构及跟其他词的搭配却截然不同。考生不能单从词义上去辨析，而应审查空白前后的名词、动词、介词或非谓语动词等，比较与各选项的搭配关系，然后确定答案。

#### 4. 思前想后——觅逻辑

逻辑是作者的行文方式，主要包括并列、转折、条件、因果、递进、让步等。它们之间有的通过连接词来表达，关系非常明显；有的隐含在句与句之间，关系比较隐晦。考生应该根据前后信息进行思考，拨开迷雾，准确理解上下文间的逻辑关系。

#### 5. 语境分析——辨词义

词不离句，句不离篇。考生做完形填空时必须从句子的语境出发，根据文章的中心、上下文的意思，确定空白处的意思，然后选出合乎语境的单词。

#### 6. 集中精力——破难题

每篇完形填空 20 道题，其中有 2~4 道题的难度较大，考生可能在短时间内很难确定答案。此时，考生应该在完成全文后，集中精力，对其进行分析、综合，作出决定。必要时，大胆相信第一感觉。

## 7. 回读检查——查漏洞

做完之后,再用2~3分钟的时间将全文联系起来进行回读,查看所填单词或短语是否跟语境相符,是否与逻辑相悖。这样,通过查漏补缺,使答案万无一失,提高得分。

## 新题型高分突破

## 1. 通读全文,把握大意

既然是通过语篇在语境中考语法,那么,我们在解题前,应快速浏览短文,把握全文大意,这一步非常重要。

## 2. 结合语境,试填空格

读懂短文之后,要结合短文所提供的特定的语言环境,从句子结构的完整性去分析思考空格所缺单词的词性,再根据句子的结构和意义,以及句子之间的逻辑关系来确定具体要填的单词和所给词的正确形式。具体来说,可按设题类型分为三类情况:

## (1) 纯空格试题的解题技巧

首先,分析句子结构,确定填哪类词。然后,再根据句子的意思,确定具体填什么词;或根据两句间的逻辑关系确定具体用哪个连词。确定填哪类词有以下7个技巧:

技巧1: 缺主语或宾语,一定是填代词或名词(多考代词)。

技巧2: 名词前面,若没有限定词(冠词、形容词性物主代词、不定代词),很可能是填限定词。

技巧3: 句子不缺主语、表语,动词后不缺宾语的情况下,名词或代词前面,一定是填介词。

技巧4: 若两个或几个单词或短语之间没有连词,可能是填连词。

技巧5: 若两句(一个主谓关系算一个句子)之间没有连词,也没有分号或句号,一定是填并列连词或从属连词。

技巧6: 若结构较完整,空格后的谓语动词是原形,特别是与上下文时态不一致或主谓不一致时,很可能是填情态动词或表示强调或倒装的助动词(do, does, did等)。

技巧7: 由特殊的句式结构来判断空格应填的词。

(a) 由 it is... that... 强调结构形式,判断填 it 还是 that。

(b) 由倒装句式判断,是填构成倒装的条件的 only, so, neither, nor, never, hardly, seldom, not, until, had 等,还是填 do, does, did 等。

(c) 由 it 作形式主语或形式宾语的句式判断,空格处是否填 it。

(d) so / such... that... 句型

(e) more... than... (与其说……不如说……,比……

更……) 句型。

## (2) 用所给动词的适当形式填空的解题技巧

首先,判断要填的动词是谓语动词还是非谓语动词。然后按以下两点进行思考:

技巧1: 若句中没有别的谓语动词,或者虽然已有谓语动词,但需填的动词与之是并列关系时,所给动词就是谓语动词;若是谓语动词,就要考虑时态语态。

技巧2: 若句中已有谓语动词,又不是并列谓语时,所给动词就是非谓语动词。若是非谓语动词就要确定用-ing形式、-ed形式,还是用不定式形式,确定的方法主要有:

(a) 作主语或宾语,通常用-ing形式表示习惯或一般情况,用不定式表示具体的情况。

(b) 作目的状语或者在形容词后的作状语,一般用不定式。

(c) 作伴随状语,常用分词;与逻辑主语是主动关系,用现在分词;是被动关系,用过去分词。

(d) 不论非谓语动词在句中作何种成分,若判断需要用分词,与逻辑主语是主动关系用-ing形式,是被动关系用-ed形式。

## (3) 词类转换题的解题技巧

根据该词在句子所作句子成分确定用哪种形式。具体方法有:

技巧1: 作表语、定语或补语,通常用形容词形式。

技巧2: 作主语,在及物动词或介词后作宾语,用名词形式。

技巧3: 在形容词性物主代词后,或者在“冠词(+形容词)”后,用名词形式。

技巧4: 修饰动词、形容词、副词或整个句子,作状语,用副词形式。

技巧5: 括号中所给词有可能是要求词义转换,词类不一定要变,主要是考查具有与词根意义相反的派生词,需根据句子意思及前后逻辑关系,在词根前加 un-, im- 等,在词根后加 -less 等。

技巧6: 括号中所给动词也不一定是考动词的时态语态或非谓语动词,而是考词类转换;若是形容词或副词,有可能是考查其比较等级。

## 3. 重读全文,解决难题

在解题过程中要先易后难,难题在大部分空格填好后,再经过仔细推敲,难题也就不会再难了。所有空格填好后,把整篇文章从头至尾复读一遍。

## 第三部分

## 题 组 训 练

## Unit 1

## 单元精练

## Passage 1

题材: 个人经历

体裁: 记叙文

难度系数: ★★★★★

词数: 328

建议时间: 6 分钟

正确率: \_\_\_\_/5

## Opportunity of Starting a New Business

As a student of Applied Maths at the University of Manchester back in 2009, Edwin Broni used to like nothing more than getting away from the books and into the fresh air for some fitness. His energetic body meant he drank lots of water, but he resented (怨恨) having to keep buying new bottles and wished he could just pop into a local cafe for a refill.

The predicament led him to create a social enterprise called Give Me Tap. The idea was simple — a person buys a one-off £ 7 branded aluminium bottle from his company, and participating restaurants and cafes will fill that person's bottle up with free water whenever they like. As well as helping to reduce pollution and waste, the company gives 70% of its profits to water projects in the developing world.

Today, just over a year after it launched in Manchester, more than 40 restaurants and cafes across the city have agreed to sign up to Give Me Tap. Edwin is now in the process of expanding the business to London and there are even plans for soft trials in France, the Netherlands and Ireland. He is also working on a new iPhone app which will allow people to see the location of their nearest free tap.

"I'm the only person working full-time on this at the moment, but I have fantastic support," says Edwin. "And as well my four mentors, there are four people volunteering their time." He has also been named as the most outstanding black student in Britain by *Future Leaders* magazine.

Now his course has finished, Edwin is devoting all his energy to Give Me Tap. With the support of his team, his aim is create a registered company, with a foundation arm attached for the business to pay money into. "My target is to help 10,000 people to access water in the next year and by 2015, I want to have helped one million people get more access."

★(原创试题)

- According to the passage, Edwin Broni disliked \_\_\_\_\_.  
A. getting away from the books      B. breathing the fresh air  
C. drinking lots of water      D. buying new bottles
- The underlined word "predicament" in the second paragraph refers to "\_\_\_\_\_".  
A. troublesome situation    B. satisfactory situation    C. dangerous situation    D. comfortable situation
- What kind person is Edwin Broni?  
A. A man with no ambition or creativity.      B. A man with great satisfaction and success.  
C. A man with great ambition and creativity.      D. A man with great ambition but no creativity.
- How many part-time employees works for Edwin Broni?  
A. Nine.      B. Eight.      C. Five.      D. Four.
- What conclusion can you draw from the last paragraph?  
A. He has already owned a registered company.