

ENGLISH

初中英语能力培养 ——阅读理解与完形填空

张海翔 万紫红 马淑英 周 斌

中国旅游出版社

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——阅读理解与完形填空

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前 言

《初中英语能力培养——阅读理解与完形填空》一书主要编写目的在于培养读者综合运用英语语言能力，帮助读者在阅读理解和完形填空方面开拓思路，改进方法，培养阅读技能，提高解题能力。

本书分为阅读理解和完形填空两大部分，各包括两项主要内容：答题思路与方法；解题能力训练。在第一项内容中，作者通过各类题型介绍、答题步骤及方法、各种题型实例与注解，帮助读者了解不同题型的特点，掌握正确的解题思路和方法，并通过做相应的题型练习和参照详尽的注解，找到自己的薄弱环节，以达到自我检测、自我提高的目的。这是本书不同于其他辅导书籍的一大特点。第二项内容由各类训练题组成，以便读者经过大量的实践训练，提高阅读技能，巩固所学知识。

本书选材精当，内容丰富，体裁多样，语言流畅，练习题具有典型性及代表性。

希望本书能成为广大初中师生及同等英语水平自学者的好帮手和知心朋友。

本书由北京市海淀区教师进修学校张海翔、马淑英、万紫红、周斌老师编写，由杨平整理并审校。

《中国中小学英语》编辑部

一九九三年十二月·北京

有话大声说——

我要上清华！我要上北大！

——《走向清华北大·同步导读》序

“我要上清华！”“我要上北大！”这是时代的强音，是立志成才报效祖国的莘莘学子发自内心的呼声。两年前，在文教图书界享有盛誉的龙门书局应时推出了鼓舞人心、大气凝重的《走向清华北大·高考阶梯训练》丛书，在强手如林、竞争激烈的图书市场异军突起，好评如潮。丛书主编曾应邀在北京图书大厦及全国各大城市中心书店签名售书，又掀起一股股小波澜。两年来，读者争相购买，销量达18万套之多。1999年9月10日，在全国很有影响的报纸《南方周末》第19版评论说：那套《走向清华北大》，既响亮，又吉利，听得人浮想联翩，意气风发，士气高涨……

为了培养人才，培养高级人才，培养中国国宝级人才，而今，龙门书局又隆重推出了《走向清华北大·高考阶梯训练》丛书的姊妹篇——《走向清华北大·同步导读》丛书。

这套与现行教材同步的丛书，计48本，以能力培养为目的，以教育部最新教改精神为准绳，以2000年最新教材为依据，精心编纂，自成一家。它具有“三名”“三全”“一新”的显著特色。

“三名”即名家策划、名师主笔、名社出版。

为了编纂一套高质量的教辅书，以便多为全国重点院校培养人才，龙门书局特邀了教育界有影响的专家学者研究、策划，并编

制蓝图与提纲;又聘请了多位工作在教学第一线的“高分老师”,尤其聘请了辅导高考卓有成效,每年都为清华北大等名校输送较多新生的特、高级教师撰稿;再由久负盛名的龙门书局出版,构成了本书的“三名”特色。

“三全”即年级全、学科全、配套全,堪称“三全其美”。

年级全。有小学版——上清华北大,须从娃娃抓起;有初中版——上清华北大,初中打好基础;有高中版——上清华北大,高中阶段强势准备,蓄势待发。

学科全。除语、英、数、理、化学科外,新增政、史、地、生等学科,以利于学生综合能力的培养。

配套全。既有与统编教材配套的同步书,又有与“十省市试验教材”配套的同步书。

“一新”即体例新,使本书别具一格,书香四溢。

品牌是跨入 21 世纪的入场券。教辅书的竞争,就是品牌的竞争,且往往是你中有我,我中有你。龙门书局在广泛调查文教图书市场之后,引发了新的思考,在博采众长的基础上,设计了科学、高效、实用、创新的新体例。同时,将试题中基础题、中等题和难题的比例设计为 5:3:2,以便于拉开档次,使高材生能脱颖而出。

据教育行家说:新出版的《走向清华北大·同步导读》丛书,从内容剖析、体例安排到样题设置,均有其独到之处,使千百万小学生、初中生、高中生都能踏着时代的节拍,感受到教改的脉动;这是龙门书局为他们构架起的通向清华北大的宽阔桥梁。

最后以“我劝天公重抖擞,不拘一格降人才!”与大家共勉。

希 扬

2000 年 4 月

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第 一 部 分

阅 读 理 解

一、阅读理解题的答题思路与方法

(一) 概 述

外语是一门实践性很强的学科。要学好一种外语，仅仅靠掌握一些单词，知道一些语法规则和术语是远远不够的，还必须活用学过的语言材料，培养综合运用语言的能力。阅读能力是中学生学习外语应具备的一种基本能力。

阅读理解题是当前各类外语考试中不可缺少的重要题型，因为学习外语的一个重要目的在于获取信息，而通过阅读这一重要手段，我们可以大量地吸收知识，扩展知识面。一个人外语阅读能力的强弱正是评价他外语水平的一个重要标准。

(二) 阅读理解题的题型

目前我国英语阅读初级训练和测试中常采用两种题型：正误判断题和多项选择题。

1. 正误判断题

这种题型是在短文后给出几个句子，作为考题，要求考生根据短文内容来判断各个句子是否正确或错误（真实或不真实）。

2. 多项选择题

在短文后设置若干考题，题干或为有一空白处的句子，或是半句，也可以是个问句。题干后常有四个或三个选项。题

目要求考生选出能使句子完整或能回答所提问题的正确（最佳）选项。此题型的一大特点在于设置多个具有迷惑性的选项，干扰和阻碍考生做出正确判断，因而具有一定难度，这也使它成为当前阅读测试中的主要题型。

根据命题的目的和要求不同，考题的设置还可分为以下四种。

1. 直接解答题

这类题一般较为容易，属于客观性题，答案可在短文中直接找到。尽管有时考题的句子与短文中原句略有不同，但只要辨认清楚文章提供的事实和细节，稍作分析，即可得出正确答案。

2. 词语释义题

这类题要求考生对短文中某些词，词组或句子做出解释。英语词汇具有多义性，一个单词或词组可拥有多个义项，而同一种意思可有不同的表达方式。因此做题时，一定要在理解全文大意的基础上，判断词语在文中的确切含义，决不可脱离原文进行解释。

3. 归纳概括题

这类题要求考生在理解全文的情况下，对全文的中心思想进行概括、总结和评价。有时还需分析事物发生或发展的原因。答这类题的关键在于具有概括综合能力，这需要通过大量的阅读训练，分析不同题材、体裁文章的特点，找出规律。

4. 推理判断题

这类题单从阅读材料的字面意义中是找不到答案的，必须透彻理解文章的深层含义，分析事物的内在矛盾及其发展

趋势、人物性格和内心活动等。这种题的要求包括分析事物的因果关系、人物的目的或动机、说话的语气、作者的倾向性、态度、故事的最终结局等。做题时要排除考生本人的主观看法和成见，避免产生错觉。

（三）阅读理解题的答题步骤及方法

1. 首先将全文速读一遍，搞清短文的中心意思及段落大意。对全文做到整体理解。

开始阅读前可常问自己几个问题。这些问题包括：故事的主要人物（who）；故事发生的地点（where）和时间（when）；发生的原因（why）及如何解决问题（how）等。带着问题看短文就使阅读具有目的性。

阅读一篇短文要先从宏观入手，掌握中心意思，同时也要注意那些用以说明中心意思的主要事实和细节，抓住关键性词语。不但了解其意义，而且还要把握它们之间的相互联系。另外要体会全文的逻辑关系。

阅读时如遇生词，应先跳过它，继续通读全文，切忌长时间停留一处，或逐字逐句进行翻译。有些生词并不影响对全文大意的理解，还有一些生词完全可以从上下文中推知其含义。如果死抠生词，势必影响理解，降低阅读速度。

2. 如果所读短文结构复杂，难以理解。读过一遍后，中心意思和段落大意仍不甚明确，可仔细将短文后的考题认真看一遍，然后带着问题阅读。这样做一方面有助于对文章作进一步理解，另一方面可有针对性地寻找答案。

3. 在掌握全文中心意思及段落大意的基础上展开做题。

解答阅读理解题时，可先判断该试题属于哪一类，根据

考题类型，采用适当的方法。在答题时，特别要注意那些概念上模糊及意义上差别甚微的选项。做出选择时，既要依据全文中心思想及段落大意，又要参照文中人物的语气、作者的意图等等，进行认真、细致的判断。

综上所述，掌握阅读方法，加强阅读训练，不仅可以提高阅读能力和阅读速度，还可增强语感，培养英语语言思维能力。读者应坚持广泛而大量的阅读，在实践中逐步体会和掌握适合自己的阅读方法和技巧。

(四) 正误判断题型实例及注解

阅读以下段落和短文，判断其后的句子是否与短文内容相符，符合的在后面的括号内写“T”，否则写“F”。

Paragraphs

One

Some birds are good at acting. They talk, sing, or fly. One bird was trained to fly across the stage at a certain time. After the bird appeared on stage, its owner was paid three hundred dollars.

1. The bird appeared on stage, before its owner was paid three hundred dollars. ()

Two

Terry wanted a dog. She knew she would never hear the dog bark. Terry was deaf (聋的). By chance, Terry met a dog that was deaf, too. She began using the sign language with which she talks to other deaf people. Terry got her new dog to understand her.

2. The new dog understood Terry when she used the sign language. ()

Passage One

Dick was seven years old, and his sister, Catherine, was five. One day their mother took them to their aunt's house to play while she went to the big city to buy some new clothes for them.

The children played for an hour, and then at half past four their aunt took Dick into the kitchen (厨房). She gave him a nice cake and a knife and said to him, "Now here's a knife, Dick. Cut this cake in half and give one of the pieces to your sister, but remember to do it like a gentleman, please."

"Like a gentleman?" Dick asked. "How does a gentleman do it?"

"He always gives the bigger piece to the other person," answered his aunt at once.

"Oh," said Dick. He thought about this for a few seconds. Then he took the cake to his sister and said to her, "Cut this cake in half, Catherine."

1. Dick and Catherine were left at their aunt's house because their mother wanted to go to the big city to buy a nice cake for them. ()
2. Dick's aunt wanted him to cut the cake in half and eat the cake together with Catherine. ()
3. A gentleman always takes the smaller piece for himself when there are two pieces of cake. ()
4. Dick's aunt wanted him to give Catherine the bigger piece. ()
5. Dick took the cake to his younger sister and asked her to cut the cake in half because he wanted the bigger piece. ()

Passage Two

One hot day, some mice were playing in a forest and a lion (狮子) was having a rest under a tree. One mouse did not look where he was going and hit the lion's leg.

The lion was very angry, and he caught the mouse. The little animal did not know what to do.

"I'm sorry, sir," the mouse said. "Will you free (释放) me, please?"

"I don't know why I should," the lion said. "I'm very hungry, and it's time to have lunch."

"Please don't eat me," the mouse said. "I'm so small and wouldn't satisfy you. Besides (而且), if you free me, I might be able to help you one day."

The lion laughed loudly and said, "How could a great animal like me ever need your help?" But the lion had a kind heart, and he freed his little friend.

"Thank you so much," the mouse said. "Some day you'll see that I was telling the truth (实话)."

Several days after this, some men were trying to catch the lion. They put a net in the forest, so the lion was caught in it. He couldn't understand how this could happen because he was usually very careful.

The great animal was in big trouble. Loud, angry noises could be heard everywhere in the forest.

The mouse heard these noises and went to see what was wrong. He found the lion in the net and knew what he had to do. The small mouse started to bite (咬) the net. Soon a little piece of the net fell on the ground. Then another piece fell, and another. In a short time the great animal was freed.

1. In a forest, a small mouse hit a lion's head. The lion got

very angry and caught him. ()

2. The lion was very hungry, so he wanted to have the mouse for lunch. ()
3. The lion didn' t think he would need the small mouse' s help. ()
4. The lion had to free the small mouse because he was caught in a net. ()
5. When the small mouse heard the loud, angry noises, he was too frightened to help the lion. ()
6. The mouse set the lion free just by biting the net into pieces. ()

Passage Three

Long, long ago there lived a king. He was not good at drawing but he liked to draw very much. In his palace people could see piles and piles of paper. On every piece of paper was a picture, a very bad picture. Yet the king thought all his pictures were good and he often showed them to others. The people were afraid of the king and said his pictures were very beautiful. The king was very happy.

One day, the king showed some of his pictures to an artist. The artist looked at the pictures for some time and said they were very bad. The king was very angry and put him into prison.

Some time later on his birthday the king set the artist