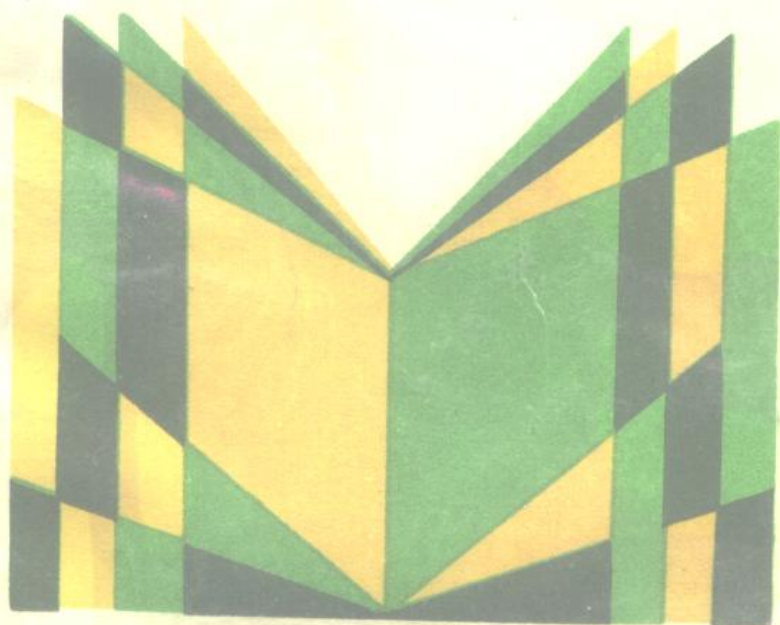


基础英语丛书

基础英语

新编完形填空 练习与讲解



主审 李玉麟
主编 孙长祥

北京经济学院出版社

基 础 英 语

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前 言

完形填空(Cloze Test)是近年来国内外在外语测试方面常用的一种综合考查应试者语言能力的格式。既能考查阅读理解能力,又能考查综合运用词汇、语法知识的水平,考查应试者综合外语知识的运用能力。在各种级别、各种类型的试题中,都占有较大的比例,且难度与其他格式相比,均较难,丢分率很高。对此格式,许许多多的教师也普遍感到头痛,难以提高学生的综合运用能力。为此,作者与同行们前几年编写过一本《MET 完形填空 100 篇》,深受全国读者欢迎。那只是一本帮助读者熟悉该形式的练习册。根据广大读者的要求,作者在原来的基础上,又重新研究了完形填空测试的理论,以讲解的形式对全书 50 篇体裁不同的完形练习逐项讲解。它不是单纯的练习册,而是一本完形填空讲解汇编。作者力图以简明的语言,抓住关键,讲述选项答案的依据。本书是一本比较理想的综合知识运用讲解资料,可以说是一本难得的学习工具书。

全书分为五大部分:第一,完形填空试题答题技巧浅析;第二,完形填空练习与讲解五十篇。包括书信、记叙文、论说文、等不同体裁。第三,综合知识运用:自我水平测试。第四,1986 年至 1992 年高考完形填空试题汇编。第五,练习参考答案。

本书的编写原则是:在研究了国内外完形填空格式的基础上,结合新的教学大纲,选用最新的国外报刊杂志中与其深浅相当的不同体裁的文章,先编成练习,后逐一讲解。本书力图作到:内容新、格式新、讲解新;三项均别具一格,具有作者

独特风格。本书是作者“基础英语系列丛书”之一,这套丛书将以独特的构思与风格出现在全国读者面前,定会成为广大读者的良师益友。

由于水平所限,时间仓促,书中不当之处在所难免,盼望广大读者提出宝贵意见,以便再版时修订。

编著者

1992. 2.

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一、完形填空试题答题技巧浅析

我们知道,完形填空这一测试格式,是一种综合知识运用的好格式,是近几年来国内外常用的一种综合考查应试者语言能力的有效测试方法。它既能考查应试者的阅读能力,又能考查综合运用词汇、语法知识的能力。在各级各类的考试中,完形填空占着相当大的比例,就其难度而言,均较其他部分难得多,因此,该题丢分现象特别严重,教师与学生对此题均大伤脑筋。应广大读者要求,就该题的答题技巧简介如下:

1. 快速阅读短文,基本掌握文章大意。近几年来 MET 考试,大学四级、六级考试,EPT 考试,完形填空部分的体裁多为记叙文或说明文,有时即使是一篇科普文章,但体裁还是属于上者。文章一般都有一定的故事情节,每篇大约 200~300 个单词左右,根据国外此题设计专家们的要求,每 7~9 个单词要留一个空,供应试者选择。这就要求应试者在有限的时间内尽量快速阅读短文,基本掌握其大意。这类格式,一般分三步进行:第一遍不要盲目选择,首先快速阅读一遍,了解该短文的大意,文中究竟讲的是什么,什么中心意思。第二遍结合四项选择再细读一遍,边读边选择。第三遍再返过头来从头至尾检查一遍,你的选择是否恰当,是否符合句中之意,符合上下文之意。有的就单个句子而言是适合的,但就上下文的连贯性上不符合,若就整体而言是合适的,那么该选择到此就可以结束了,这三步是优秀学生总结出来的经验,值得借鉴。但也不一定用统一的格式,自己有自己的学习方法,但要强调的是,要敢于运用自己已有的知识、经验、作题技巧,再根据已

掌握的短文大意以及上下文之间的关联关系对整体文章内容作出合理的推断、判断或猜测。要敢于有根据地猜测或判断，而且要善于培养个人的分析、判断、推论及猜测能力。其他知识是这样，外语知识也是一样的。

2. 抓住首句与尾句的大意来联想文章中间的内容，这是在时间不够用的情况下，所采用的粗略办法。这种办法有时也是很有效的，因为完形填空首句一般不设空间，以交待文章的背景，故事的开端。抓住首句意义至关重要，以便使应试者依此推断、引申、发挥或猜测。所以我们认为突破首句或突破段头句，对于把握大意，理顺思路，引申发挥，顺利理解，正确选择是极为重要的。尾句或段尾句是总结文章的主体思想，概括文章大意的关键句子，也是必须引起重视的。尾句不像首句一样不设空间，往往在尾句中设一个关键词或关键短语供应试者选择。一般的规律凡是首句与尾句能基本掌握的考生，文章大意也能基本掌握，选择的命中率也比较理想。

3. 采用优选法或排除法来明确范围。在抓住首句与尾句大意，推断出整体文章大意的基础上，应结合四项选择，逐句推敲，从句意上、上下文的关联上、语法结构上确定所选答案的大致范围。最好运用优选法或叫排除法来缩小选择范围。把明确不符合的选项尽量排除掉 1~2 项，再在剩余的选项中根据句意、上下文的意思明确所选的内容。这时千万不能孤立的看每一个句子，要从上下文的关联上，从整体意义上来缩小范围，明确答案。近年来，完形填空试题的设计，随着不断运用，所设的干扰性也越来越强，往往在本句中可以满足的选项，但从上下文的角度上来讲则不适宜。例如，对词汇部分的要求，逐渐扩展到词形、词类、词义、同义词、近义词等内容。不管怎

么扩展,总有一个或两个显而易见的干扰项,假如应试者有一定的词汇知识与语法知识,就不难排除此部分干扰,缩小选择范围,然后在小范围内再推敲或判断所需之词,这是可取的经验,应值得学习。

4. 重读全文,反复推敲,局部调整。所有选项选择完之后,不要以为到此就万事大吉了,实践证明,仍有部分选项有出入。这时要重读全文,对句意、段意、上下文之意反复推敲,发现不合理的选项要及时调整,以纠正因只注意个别单句选择而忽视上下文关联意思所造成的片面性错误,最后一步不可忽视,假如时间允许,这一步是必不可少的。检查或叫复核时,要从词汇与语法知识两个方面考虑,不能孤立地、片面地从某一个角度来选择。有的人强调选择时的“第一印象”是重要的,但这必须建立在从整体文意语意全面理解的基础之上,否则,光强调第一印象是没有依据的。

5. 完形填空是项综合知识运用,需要多方面的知识,缺一不可,但最重要的是词汇知识与语法知识,及惯用法与阅读能力。正如新教学大纲上所强调的那样:“英语学习的任务是通过基本训练的途径培养学生运用英语的能力。”要大量阅读,广泛阅读,培养学生的“语感”。“阅读是理解和吸收书面信息的能力。阅读有助于扩大词汇,丰富语言知识,提高运用语言的能力。”扩大词汇量,不能孤立地死板地记单词,有的人死背“字典”,这是一种收效极差的机械记忆法,当时记得快,但事后很快就会忘掉,应在广泛阅读中记单词,在阅读中记短语,记习惯用法。总之,外语水平的提高,需要从听、说、读、写诸方面来提高,它们之间是不可分的,是相辅相成的。

二、完形填空练习与讲解五十篇

完形填空。先通读下面各短文,掌握其大意,然后从下列各小题的 A、B、C、D 四个答案中选出最佳答案。

(1)

Drawing a picture is the simplest way of putting an idea down on paper. That is 1 men first began to write, six thousand years ago or 2. The alphabet we now use 3 down to us over a long period of time. It was 4 from the picture-writing of ancient Egypt.

Picture-writing was useful in many 5. It could be used to express ideas as well as 6. For example, a drawing of a 7 meant the object "man". 8 a drawing of a man 9 on the ground with a spear in him meant 10.

Besides the Egyptians, the Chinese 11 the American Indians also developed ways 12 writing in pictures. But only 13 much could be said 14. Thousands of pictures would have been needed 15 all the ideas that people might have. It would have 16 many thousands more to express all the objects 17 to men. No one could 18 so many pictures in a lifetime. 19 could anyone learn the meaning of all 20 drawings in a lifetime.

- () 1. A. when B. because
C. where D. how

- () 2. A. over
C. else
B. more
D. later
- () 3. A. went
C. appeared
B. showed
D. came
- () 4. A. developed
C. increased
B. discovered
D. grown
- () 5. A. sides
C. ways
B. colours
D. meanings
- () 6. A. stories
C. objects
B. animals
D. subjects
- () 7. A. creature
C. woman
B. being
D. man
- () 8. A. But
C. Besides
B. For
D. Because
- () 9. A. lies
C. laying
B. lying
D. lain
- () 10. A. "die"
C. "sleep"
B. "death"
D. "down"
- () 11. A. and
C. helped
B. with
D. followed
- () 12. A. to
C. on
B. about
D. of
- () 13. A. not
C. so
B. very
D. too
- () 14. A. as follows
B. this way

- | | | |
|---------|--------------------|---------------|
| | C. that much | D. at least |
| () 15. | A. to express | B. expressing |
| | C. to be expressed | D. expressed |
| () 16. | A. drawn | B. shown |
| | C. done | D. taken |
| () 17. | A. known | B. with |
| | C. called | D. in |
| () 18. | A. write | B. draw |
| | C. watch | D. take |
| () 19. | A. Either | B. So |
| | C. Nor | D. Also |
| () 20. | A. many | B. some |
| | C. that | D. such |

(2)

Thousands 1 people work in San Francisco. Many of them live 2 the bay (海湾). They travel to the city every morning and go 3 home every afternoon.

A few years 4 , most of the people went to work by ferryboat. After they got 5 the boat, they took a bus and went to their offices. In the late afternoon, they took a bus to the ferry (渡口). They spent a lot of time 6 back and forth to work.

The people of San Francisco began to complain about the ferry. The ferry was too 7 , they said. 8 they began

to use cars to work. Soon 9 cars were being 10, and the roads were getting more and more 11. The cars were being delayed because the roads were so crowded. Cars were being delayed in the tunnels under the bay. They were being delayed on the bridges over the bay. People began to complain 12. Travel 13 was becoming too slow, they said.

- | | |
|-------------------------|---------------------|
| () 1. A. the | B. of |
| C. about | D. on |
| () 2. A. across | B. cross |
| C. crossing | D. crossed |
| () 3. A. to | B. for |
| C. back | D. at |
| () 4. A. ago | B. later |
| C. before | D. recent |
| () 5. A. on | B. out |
| C. of | D. off |
| () 6. A. go | B. going |
| C. to go | D. have gone |
| () 7. A. fast | B. slower |
| C. slow | D. faster |
| () 8. A. Because | B. Since |
| C. As | D. So |
| () 9. A. more and more | B. most and most |
| C. fewer and fewer | D. little by little |
| () 10. A. using | B. used |

- | | | |
|---------|-------------|-------------|
| | C. use | D. to use |
| () 11. | A. crowd | B. crowded |
| | C. crowding | D. to crowd |
| () 12. | A. over | B. more |
| | C. again | D. first |
| () 13. | A. by car | B. by cars |
| | C. by a car | D. in car |

(3)

Before science became an important field of knowledge, people 1 such things as eclipses (日食、月食), earthquakes (地震) and storms. They believed that those 2 by a certain god. Over long years of observation and discovery step by step the scientist 3 these fears by giving resonable explanations. There is now 4 excuse for superstitions (迷信).

But if you 5 that in this age of science, no one could be superstitions, you are wrong. In Europe and America people try 6 breaking a mirror, letting a black cat cross their way, 7 under a ladder. They believe 8 they do so, something terrible is going to happen. Some hotels there don't have Room 13 because a lot of guests would refuse 9 it. Would you say that 10 person has a scientific way of thinking?

- | | | |
|--------|-------------------|-------------------|
| () 1. | A. were afraid of | B. were afraid to |
| | C. frightened | D. terrified |

- | | |
|----------------------|---------------------|
| () 2. A. had caused | B. would cause |
| C. were caused | D. have been caused |
| () 3. A. took off | B. got rid of |
| C. is given up | D. has taken away |
| () 4. A. not | B. no |
| C. none | D. any |
| () 5. A. thought | B. think over |
| C. think | D. think out |
| () 6. A. avoiding | B. enjoying |
| C. to enjoy | D. to avoid |
| () 7. A. to walk | B. walking |
| C. walk | D. walked |
| () 8. A. what | B. whether |
| C. when | D. why |
| () 9. A. to live | B. staying |
| C. to take | D. entering |
| () 10. A. a such | B. such a |
| C. so a | D. a so |

(4)

One year Miss Wyatt, a Londoner, decided 1 a holiday in Italy. She did not 2 much 3 , but wherever 4 , she was lucky to meet people who knew English to be able 5 6 she wanted, until one day she tried to have lunch in a little restaurant in a village in 7 Italy.

She 8 some nice mushrooms (蘑菇) in a market of 9 village near there and thought they 10 taste 11. When the waiter came, she tried to ask whether she could have some mushrooms for her meal, but she had 12 13 it to him, because she didn't know the Italian 14 for mushrooms.

15 last she took out a pencil and 16 a picture of a mushroom with it. The waiter 17 with 18 at once, and he hurried back. A minute later he 19, 20 an umbrella.

- | | |
|-------------------------|------------------|
| () 1. A. to go | B. to make |
| C. to have | D. taking |
| () 2. A. speak | B. say |
| C. talk | D. tell |
| () 3. A. English | B. Russian |
| C. French | D. Italian |
| () 4. A. going | B. she went |
| C. she has gone | D. she gone |
| () 5. A. to understand | B. understanding |
| C. to be understood | D. understood |
| () 6. A. that | B. which |
| C. what | D. whom |
| () 7. A. the north | B. north |
| C. north of | D. a north |
| () 8. A. saw | B. found |