



长喜英语

高考提分的革命

创新解题法

高考 完形填空

总主编：王长喜

审订：PICK STONE

讲考官如何出题 教考生如何答题

完形困惑

完形题目量少
上了考场还难做



长喜支招

5大考查重点
——剖析

9招解题法
见招拆招

熟悉题型 掌握方法

权威预测

即讲即练

综合集训

趁热打铁



华艺出版社
HUA YI PUBLISHING HOUSE



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高考 完形填空

总主编：王长喜

本册主编：连松

舒象财

审订：Pick Stone



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完形填空提高难

按照惯例，高考结束后，我们对全国各地具有代表性的50所中学的师生做了问卷调查和电话访谈，很多考生反映，完形部分很糟糕。

首先，题目做得没把握，心里没底。其实，考前完形题目也没少练，但分数提高很少，甚至没有提高。我们的问卷调查结果也显示，完形是师生们公认的提高最慢的题型。

其次，时间不够用，做题不从容。20个空的完形，很难在15分钟内从容完成。要么是题目做不完，要么是在完形上花的时间过多而耽误了其他题。

对于这样一种不练不行，练又很难提高的题型，究竟有没有一种行之有效的突破方法？

复习得法是关键

当你做完一篇完形时，一定要问自己三个问题：“把这20个空全补回去，你能把文章读懂吗？选项中的每个词汇、短语你能理解、灵活运用吗？每一个空和上下文有什么联系，你意识到了吗？”

其实，完形填空考查的不仅仅是“完形填空”，做好完形填空必须解决三个层面的能力：

一是能够读懂文章，也就是阅读能力要过关。文章读不懂，单纯谈完形没有意义。

二是能够准确理解、灵活运用每个空的四个选项。如果选项的意思看不懂、用法不清楚，完形恐怕只能靠胡乱猜测了。

三是能够清晰的看透文章的段与段、句与句之间隐含的联系，也就是通过分析上下文做完形，利用文中已知信息推导出未知信息。这是完形提

高的关键所在。如果意识不到这一点，做完形就会限于孤立、被动。

总之，仅仅就完形谈完形，很难得到真正的提高，这也是很多同学练习完形的误区。只有扎扎实实从上面三个层面进行训练，才能彻底突破完形。

本书结构与特色

全书共3章。第1章和第2章讲练结合，分别介绍了完形填空的5大考查重点、3大解题步骤和9大解题方法；第3章给出20篇预测题，帮助你融会贯通、整合提升。

1 题型特点 清晰透视

第1章对完形填空的5大考查重点——审视，层层透析，并给出做完形填空的3大解题步骤以及各步骤的时间分配，让你深入理解、领会做好完形填空的能力要求和努力方向。

2 实用方法 全面揭秘

9大创新解题法，全面披露完形本质，教你利用已知求未知，见招拆招；同时，每种解题方法后都辅以“典题示例”，实现理论与高考实际的无缝对接，让你看了就能懂，学了就能用！从此告别无效训练，踏上完形训练的正途！

3 经典练习 高效演练

全书练习精选最新真题、模拟题、原创题，为考生搭建最权威、最有效的演练平台。

即讲即练 每节内容结合实例讲完后，趁热打铁，马上给出典型练习，让你领会刚刚讲过的内容。

创新实战 每章内容后，给出5篇相关典型练习，让你再对该章内容进行单项的综合训练，全面融会贯通该章所学内容。

创新预测 第3章给出20篇练习，帮助你整合模拟、全面升华，培养临

考状态。

4 连线解析 直观明了

例题、练习题全部连线解析。连线解析是9大创新解题法在解题时的具体表现形式，直观地把空与原文中的关键信息的关系展现给你。正所谓“万语千言，不如连线一点”。

5 思路点拨 全解全析

每篇练习在连线解析下给出“思路点拨”，点拨解题关键，警示解题误区，帮助你逐渐形成科学、流畅的解题思路。同时，对四个选项全解全析，帮助你练一篇就消化一篇，让你的完形分数随阅读能力的提升而水涨船高。

6 语境词汇 难句突破

“语境词汇”对原文生词，一一标注；“难句突破”对文中难句，逐一分析。

7 全文翻译 突破难篇

对书中的重难点文章，我们给出了“全文翻译”，帮助你彻底理解，不放过任何一个细节。

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考纲解读与命题分析



考纲解读

完形填空考查考生在阅读理解的基础上对英语语言知识的综合运用能力,包括词汇辨析能力、阅读理解能力、分析判断能力、逻辑推理能力和跨文化交际能力。完形填空更注重整体理解,强调句与句、段与段之间的逻辑关系,真正体现了以语篇代替词语分析,以整体思维代替局部思维的特点,是高考试题中要求最高、区分度最大的一种题型。



命题特点

1. 文章一般在 300 词左右,一般设 20 个空,空格间距为 13 个词左右。
2. 选材多为有一定故事情节的记叙文,内容深刻,可谓“小故事,大道理”。
3. 以考查对文章的理解和词汇意义为主,常识、语法和惯用搭配为辅。大部分题需从全文出发,根据前后语境或行文逻辑做出判断,体现了“突出语篇”的命题风格。
4. 选项往往是相同的或对等的词类,即四个选项一般在词法上都是正确的。
5. 以实词考查为主(名、动、形、副约占 90%),虚词为辅(以连词为主)。
6. 以单词填空为主,短语整体填空为辅。
7. 答案在四个选项中的分布比较均等。



命题趋势

未来完形填空测试要朝着语言交际化、情景生活化、词汇运用灵活化的方向发展,将语言运用与情景融为一体。因此,在备考过程中要加强对语言的实际功用的掌握,而不可一味以语法为中心,脱离语言的实际作用。此外,完形填空在文体上由单一化向多样化转变。因此,在练习时要以记叙文和夹叙夹议的文体为主,同时还要涉猎一些说明文和应用文等。





第1章

完形填空的考查重点和解题步骤



一 5大考查重点

1 对上下文语义的理解

完形填空题首先考查的就是考生对上下文语义的理解,它要求考生在充分理解上下文的基础上,填入一个符合上下文语境的词,从而使文章意思完整。

典题示例

- 1 After the birth of my second child, I got a job at a restaurant. Having worked with an experienced waitress for a few days, I was 37 to wait tables on my own. (08 全国 I)
- A. promised
B. invited
C. allowed
D. advised

【思路点拨】四个选项(A. 承诺、B. 邀请、C. 允许、D. 建议)从词法上讲,都可以填入空白处,但上文提到她在饭店刚工作,故本题句意应为“在老服务员带领了几天后,我被‘允许’单独上岗”,因此选 C 最合适。

- 2 But I also began to gradually lose my 38. Doctors concluded that the nerve damage was the cause and by age twelve, I was completely deaf. (08 江苏)
- A. sight
B. hearing
C. touch
D. taste

【思路点拨】四个选项都是感官词汇(A. 视觉、B. 听觉、C. 触觉、D. 味觉),孤立地看待这句话,这四个词都可以填入空白处,但下文提到“到 12 岁时,我彻底聋了”,由此可知选 B。

2 对上下文逻辑关系的把握

除了理解文中各个句子的含义,完形填空题还要求考生能够把握前后句子之间的逻辑关系,并能根据前后的逻辑关系选择正确的连接词,从而使上下文的衔接自然、顺畅、合理。



典题示例

- 3 When Saturday night came, I was luckily 40 the tables not far from the kitchen. A. Therefore B. However
C. Otherwise D. Finally

40, I still felt a little hard to carry 转折关系

the heavy trays (托盘). (08 全国 I)

【思路点拨】空前说到“我很幸运,被分的桌子离厨房不远,”空后又说“端那些沉重的托盘,我仍觉有点困难”,很明显两句之间存在着转折关系,故应选 B(然而,但是)。A(所以)、C(否则)、D(最终)均不表示转折。

- 4 Neilson considers herself lucky 58 she suffered injuries. (08 江苏) A. and B. but
C. though D. when 让步关系

【思路点拨】空前说“Neilson 认为她很幸运”,空后则说“她受了伤”,很明显两者之间存在着让步关系,故答案为 C。

3 对固定(惯用)搭配和习惯表达的掌握

固定搭配是完形填空题的考查重点之一,主要包括动词短语、名词短语、形容词短语、介词短语等;惯用搭配指语言使用中形成的相对固定的词汇组合,如 commit crimes(犯罪), smoke heavily(抽烟凶);习惯表达主要指英语中表达某些含义时的一些固定句式和习惯表达方式。

典题示例

- 5 As a society, we really need to 11 this problem and do something about it. (08 上海) A. look up to B. face up to
C. make up for D. come up with 固定搭配

【思路点拨】四个选项为动词短语,分别意为:A 尊敬;B(大胆)面对;C 补偿;D 想出。题意为“作为一个社会,我们真地需要大胆地面对这个问题,并采取行动”,故答案为 B。

- 6 From the time each of my children started school, I packed their lunches. And in 21 each lunch, I 21 a note. (08 全国 II) A. carried B. found
C. included D. held 固定搭配

【思路点拨】include sth. in sth. 是固定搭配,意为“把某物纳入某物中”,符合题意“在每顿午饭里,我都放入一个小纸条”,故答案为 C。

- 7 Money was always tight, but we had a 36 over our heads, food on the table, clothes on our backs, 37 and if not a lot 37, always enough. (08 辽宁) A. roof B. hat
C. sky D. star 习惯表达



【思路点拨】a roof over one's head 是习惯表达,意为“栖身之处”,故答案为 A。

- 8 Will you be so 39 as to do it for me? 习惯 A. proud B. kind
(08 陕西) 表达 C. fine D. smart

【思路点拨】Will you be so kind as to do sth.? 是习惯表达,用于礼貌地提出请求,故答案为 B。

4 对近义、近形词的辨析

英语中有很多近义或近形的易混词语,有些词语在意义上十分相近,但在用法上却往往有所不同;有的词语在词形上十分相近,在词义上却大相径庭。完形填空题中经常会涉及到这些近义或近形词的辨别,这就需要考生不但能够充分理解上下文的意思,还要对这些近义或近形词有比较扎实的掌握。

典题示例

近义词辨析

- 9 Again, I 42 with Professor Jayne. A. quarreled B. reasoned
Again, he listened patiently but wouldn't C. bargained D. chatted
change his mind. (08 北京)

【思路点拨】题意为“我再次去和 Jayne 教授理论”。A 和 B 意义相近,但感情色彩不同:reason with 表示为了说服某人而与之理论,而 quarrel with 则表示与某人争吵,故答案为 B。C(讨价还价)、D(聊天)均不合题意。

- 10 As well, children are even taught 近形词 A. acceptable B. impolite
that hurting other players is 9 辨析 C. possible D. accessible
or A. acceptable B. impolite
are pushed to continue playing even C. possible D. accessible
when they are injured. (08 上海)

【思路点拨】题意为“甚至教导孩子们可以去伤害其它玩伴”,A 和 D 虽然形似,但意义不同:A 意为“可接受的”,D 意为“可得到的,易接近的,可进入的”,故答案为 A。

5 对句子语法结构的分析

完形填空题对语法结构的考查主要集中在对结构词(即代词、连词、介词等),以及对名词性从句、定语从句、状语从句、非谓语动词和虚拟语气的考查上,偶尔也会考查情态动词。另外,除了在题目中直接考查对语法结构的掌



握以外,完形填空题的所有题目中都贯穿着对考生理解句子语法结构能力的考查。

典题示例

- 11 I was about to turn off my computer 49 I received an email from Garth, my Director. A. while B. when
C. where D. after
(08 山东) 时间状语从句

【思路点拨】分析句子可知,空前部分为主句,空后部分为时间状语从句,结合句意“我正要关电脑时突然收到主管 Garth 的一封电子邮件”可知,从句动作紧接着主句发生,能够表达这一意思的只有 B (when 引导时间状语从句可和短暂性动词连用)。A (在……期间,只能和延续性动词连用,并且主句动作是在 while 引导的从句动作发生过程中出现的)、C (在……地方,引导地点状语从句)、D (在……之后) 引导的状语从句均不合题意。

- 12 However, one may get some idea of what it used to look like by walking around the town. One can also imagine 50 the town was first planned and built. (08 安徽) A. what B. how
C. when D. where
方式状语

【思路点拨】结合上文及分析该句可知,要填入的词在句中引导从句,作动词 imagine 的宾语,且在从句中作方式状语,故答案为 B。题意为“你也可以想象这个城镇起初是如何设计和建造的”。

- 13 In the complex and technological society 41 the United States has become, each member must fulfill a number of personal and occupational roles and be in contact with many other members. (08 福建) A. that B. where
C. when D. what
表语

【思路点拨】分析句子可知,空白处在句中引导定语从句,且在从句中作表语,符合条件的只有 A。B 和 C 引导定语从句时,在从句中作状语, D 不能引导定语从句。



即讲即练

(08 北京) When I entered Berkeley, I hoped to earn a scholarship. Having been a Straight-A student, I believed I could 1 tough subjects and

- 1 A. take B. discuss
C. cover D. get



really learn something. One such course was World Literature given by Professor Jayne. I was extremely interested in the ideas he 2 in class.

When I took the first exam, I was 3 to find a 77, C-plus, on my test paper, 4 English was my best subject. I went to Professor Jayne, who listened to my arguments but remained 5.

I decided to try harder, although I didn't know what that 6 because school had always been easy for me. I read the books more carefully, but got another 77. Again, I 7 with Professor Jayne. Again, he listened patiently but wouldn't change his 8.

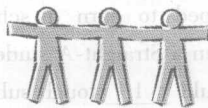
One more test before the final exam. One more 9 to improve my grade. So I redoubled my efforts and, for the first time, 10 the meaning of the word "thorough". But my 11 did no good and everything 12 as before.

The last hurdle(障碍) was the final. No matter what 13 I got, it wouldn't cancel three C-pluses. I might as well kiss the 14 goodbye.

I stopped working hard. I felt I knew the course material as well as I ever would. The night before the final, I even 15 myself to a movie. The next day I decided for once I'd have 16 with a test.

A week later, I was surprised to find I got an A. I hurried into Professor

- 2 A. sought B. presented
C. exchanged D. obtained
- 3 A. shocked B. worried
C. scared D. anxious
- 4 A. but B. so
C. for D. or
- 5 A. unchanged B. unpleasant
C. unfriendly D. unmoved
- 6 A. reflected B. meant
C. improved D. affected
- 7 A. quarreled B. reasoned
C. bargained D. chatted
- 8 A. attitude B. mind
C. plan D. view
- 9 A. choice B. step
C. chance D. measure
- 10 A. memorized B. considered
C. accepted D. learned
- 11 A. ambition B. confidence
C. effort D. method
- 12 A. stayed B. went
C. worked D. changed
- 13 A. grade B. answer
C. lesson D. comment
- 14 A. scholarship B. course
C. degree D. subject
- 15 A. helped B. favored
C. treated D. relaxed
- 16 A. fun B. luck
C. problems D. tricks



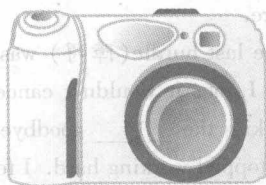


Jayne's office. He 17 to be expecting me. "If I gave you the As you 18, you wouldn't continue to work as hard."

I stared at him, 19 that his analysis and strategy (策略) were correct. I had worked my head 20, as I had never done before.

I was speechless when my course grade arrived: A-plus. It was the only A-plus given. The next year I received my scholarship. I've always remembered Professor Jayne's lesson: you alone must set your own standard of excellence.

- 17** A. happened B. proved
C. pretended D. seemed
- 18** A. valued B. imagined
C. expected D. welcomed
- 19** A. remembering B. guessing
C. supposing D. realizing
- 20** A. out B. over
C. on D. off



连线解析

思路导航

记叙文。“我”成绩优秀,考入了伯克利大学→却不想世界文学课的考试连续三次只得了C⁺,为此我与老师争辩过好几次→这个过程中,“我”加倍地努力,想争回A→在期末考试前,突然觉得所有的知识对我来说都很熟悉,很轻松地参加考试,没想到这次得了个A→之后我才明白原来老师故意每次给我C⁺成绩,是想让我不放弃努力的念头。

When I entered Berkeley, I hoped to earn a scholarship. Having been a Straight-A student, I believed I could 1 tough subjects and really learn something. One such course was World Literature given by Professor Jayne. I was extremely interested in the ideas he 2 in class.

When I took the first exam, I was 3 to find a 77, C-plus, on my test paper, 4 English was my best subject. I went to Professor Jayne, who listened to my arguments but remained 5.

I decided to try harder, although I didn't know what

- 1** A. take **14**
固定搭配
- 2** B. presented
语义限定
- 3** A. shocked
语义限定
- 4** C. for
因果关系
- 5** D. unmoved
语义限定



that 6 because school had always been easy for me. I 6 B. meant
read the books more carefully, but got another 77. Again, 7 B. reasoned
I 7 with Professor Jayne. Again, he listened patiently 7 语义限定
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Jayne's lesson: you alone must set your own standard of ex-
cellence.

【思路点拨】

- 1 A take lessons/subjects 是固定搭配,意为“上某一学科的课”,符合题意,即“由于一直是尖子生,我相信我可以上一些有难度的课程并且能真正地学到东西。”
- 2 B 四个选项中(A. sought“寻找”、B. presented“讲述”、C. exchanged“交换”、D. obtained“得到”)B符合题意,即“我极其地喜欢他在课堂上