

中 级 英 语 完 形 填 空

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ENGLISH CLOZE TEST FOR SENIOR



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前 言

完形填空 (Cloze Test) 是目前国外考试中颇为盛行的题型。它能有效地测试出考生的外语能力和水平, 近年来为我国外语教学界所普遍采用, 作为高考英语标准化命题 (MET) 中的一个重要固定题型, 引起广泛的关注和重视。

编写本书, 旨在使广大英语爱好者和高中学生了解其题型特点, 掌握解题技巧, 提高阅读理解能力和综合运用语言知识的水平。全书内容分三部分: 一、英语完形填空题型及解题技巧。二、完形填空练习, 其中记叙文 22 篇 (1—22)、说明文 14 篇 (23—36)、议论文 7 篇 (37—43)、应用文 6 篇 (44—49)、试题荟萃 11 篇 (50—60)。三、附录收录 1985—1990MET 中的完形填空题 (6 篇)。全书短文题材、体裁多样, 难易适中, 内容丰富, 知识性、趣味性强。

本书是闽、浙、赣三省十三个地 (市) 教学教研人员和部分高校教师协作的成果。

在编写过程中, 承蒙华中师大周渭渔副教授多方关怀指导, 并且引用了一些书籍和优秀试卷中的资料。在此, 谨向周副教授和资料的编者、作者表示衷心的感谢。

编者

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第一部分

英语完形填空及其解题技巧

完形填空(Cloze Test)是一种测试外语语言能力、区分水平高低的有效方式,国内外颇为盛行。近年来,它作为我国MET中的一个固定题型,受到外语教学界的广泛关注和重视。

1. 完形填空的理论溯源

完形填空最初是作为测量阅读材料的可读性的一种方法,于1958年提出来的,以后又用于考查阅读能力。70年代初,它成为外语教学中的一种测试方法。

Cloze一词来源于“格式塔心理学派”(Gestalt Psychology)的术语。这个学派于20世纪初创始于德国,是现代欧美心理学中的一个主要流派。它主张要理解整体的全部性质,就需自上而下地分析从整体结构到各个组成部分的特性;还认为,人具有填补空缺的欲望和能力。人们对事物的认识可能通过各种感知对事物进行补充,并使之完整。德语Gestalt指事物被“放置”或“构成整体”。英语里没有精确的同义词,常译为form(形式)、shape(形状)。在心理学中它

的意思是 pattern (模式) 或 configuration (完形)。因此这种心理学亦称“完形心理学。”

语言学家 Wilson L. Taylor 等人首先将 Gestalt Psychology 用于外语测试上。按照这种心理学理论, 一篇文章是一个整体, 有自己的立意主题、段落结构和语言特点。去掉一些词, 仍提供足够的线索。通过上下文的分析, 可对这些被抽掉的词汇作出正确的判断。一个人所具备的语言水平越高, 可容忍被抽去的词汇就越多, 这就是完形填空的理论依据。

2. 完形填空的题型性质

完形填空, 可以用不同的形式, 从不同的角度对考生进行测试。从内容看, 有动词填空、介词填空、综合填空等; 从形式看, 有给词填空、选词填空、提示填空、自由填空和选择填空等。要解答这类测试题, 考生首先必须具备一定的阅读理解能力, 其次还要掌握相当数量的词汇, 习惯用语, 句型和熟练的语法知识。因此, 完形填空是一种难度较大的题型。

我国目前 MET 中的完形填空题是一种综合选择填空, 简称综合填空。它和单项填空虽然有相似之处, 但在测试的目的和题型性质上是截然不同的。单项填空以句子形式出现, 通过选择填空, 完成句子。目的在于测试考生对词汇、习惯用语、句型以语法等语言知识掌握程度, 属于知识测试题型, 归 K. (Knowledge) 类。综合填空以短文形式出现, 通过选择填空, 完成一篇短文。目的在于测试考生的阅读理解能力和综合运用语言知识的能力, 属于知识运用能力测试题型, 归 KU. (Knowledge Usage) 类。由于两种题型性质不同, 解题方法也必然不同, 这是考生必须注意的。

3. 完形填空的命题特色

一般来说,完形填空试题的难易程度,取决于两个因素。其一是短文本身的难易,其二是留空之间的平均间隔。间隔的数字越多,难度越小,反之就越大。为了使 MET 中完形填空题型和难度保持相对的稳定,近几年高考英语科说明中作了如下规定:“在一段深浅与中学教材大致相当的短文中留出 25 个空白处,要求考生填进适当的词语,使短文的意思和结构恢复完整。考生必须通篇考虑,掌握大意,综合运用所学的词汇和语法知识,选择最佳答案”。

综观 1985 年至 1989 年高考完形填空题,短文字数大致在 200—300 之间,平均 10 个字左右。体裁以记叙文居多(4 篇),其次为说明文(1 篇)。每篇短文第一句均为完整句子。留空测试的内容,从词法角度看以实词居多(重点为动词、形容词、副词、名词)兼顾虚词(主要是关联词),从句成份来,以谓语、定语、宾语和状语居多,兼顾表语和其他成份。对非谓语动词、习惯搭配,固定词组和句型的测试也有相当的比例。

严格说来,完形填空是一种对考生阅读理解能力的测试。为了测试考生对整篇短文的把握程度,必定设计多处空白,若考生仅从单句语言知识考虑,几个答案填入都能成立,而从全篇考虑,最佳答案只有一个。这是完形填空命题的最大特色。

4. 完形填空的解题技巧

完形填空是通过完形达到测试目的的。解题有两个基本

程序：一是“完义”（阅读、理解短文），二是“完形”（选择、填补空白）。完形必须首先完义，语句必须服从全文，这是解题基本原则。违背了这个原则，读一句填一句，不符合完形填空测试目的和要求，当然也不能顺利完形，不是可能作出错误的选择，就是碰到几个答案均对而无法选择。正确的解题方法只有两句话：先从整体到局部完义，再从局部到整体完形。

解题大致分为完义、完形和复查三个基本步骤。

一、完义：读懂短文，理解大意。通读时跳过空白，借助关键词语和所学的知识进行推测和联想，努力把握全篇。如尚不清楚，再复读一遍，借助选择答案的提示，进行理解。要特别重视文章首句和各段标题句的启示作用。首句一般为完整句子，它是了解全文的窗口，可以判断出体裁，大意或主题。标题句是各段的中心，有助于理顺思路，摸清脉络。完义是完形的基础和条件，没有把握，不能动笔。

二、完形：立足全篇，逐句填空。根据上下文关联进行推理判断，逐句完形。要注意充分运用所学过的词汇、句型、语法等语言知识进行分析，选择意义上和结构上的都正确的最佳答案。选择时要立足全篇，瞻前顾后，才能排除干扰，顺理成章，选好选准。

三、复查：复读检查，仔细验证。将初步完形的短文认真复读一遍，检查验证所选的答案能否使短文情节清楚、层次合理、流畅贯通。如有不妥，应着眼全篇，从语义与语法两方面加以推敲权衡，以便完形后的短文在意义、语法、逻辑、修辞诸方面都无懈可击。

张桂声

第二部分

1 A Newspaperman

I'm a newspaperman. I don't have much money, but I meet a lot of interesting people. Some are (1); (2) are poor. I (3) my job very much and I'm good at it. I don't talk a lot, but I'm a good (4). Perhaps I'm the best listener in the city, and I look stupid and soon I am getting a lot of (5).

Let me (6) you (7) of how I got people to talk. I was writing an article about (8) in the city, how they live, what they do, and so on. So yesterday afternoon I went to the park, sat on a bench (9) the sun, and waited. Soon, (10) old woman came and sat next to me. She was carrying two large paper bags and an old hand-bag. I sat quietly (11) her about ten minutes, and then I (12) out some chocolate (巧克力) and I offered her a piece. After that, she (13) me about (14). She doesn't have a (15). She and two friends sleep in the bus station. (16) days she comes to the park (17) her few clothes and things in two paper bags. (18) we went to an eating place for a cup of coffee and (19) to eat. I paid, of course. I

didn't (20). I asked her a few questions about TV and films, and so on. She wasn't (21) those things. She (22) money and a place to live in. She told me (23) about the bus station. I gave her a dollar. Then, I (24) her in the park, went (25) to the office, and wrote the story for my article.

1. A. old B. young C. happy D. rich
2. A. others B. another
C. the others D. the other
3. A. like B. dislike C. need D. want
4. A. actor B. writer C. listener D. editor
5. A. money B. news C. things D. time
6. A. make B. talk to C. write D. give
7. A. a story B. an example C. a place D. a news
8. A. young girls B. young fellows
C. old people D. old men
9. A. in B. under C. below D. down
10. A. the B. a C. an D. /
11. A. besides B. beside
C. near D. by my right side of
12. A. took B. carried
C. brought D. fetched
13. A. spoke B. said C. talked D. told
14. A. myself B. herself C. ourselves D. themselves
15. A. work B. friend C. home D. living place
16. A. On warm B. In winter
C. On raining D. During summer

17. A. to wear B. to put on C. with D. to dress
18. A. Lately B. Later C. Laterly D. Recently
19. A. something B. nothing
C. everything D. anything
20. A. say a word B. ask any questions
C. look after her D. take any notes
21. A. satisfied with B. interested in
C. surprised at D. pleased with
22. A. had no B. had much C. needed D. saved
23. A. a lot B. a lot of C. a bit D. a great deal of
24. A. led B. lost C. met D. left
25. A. backwards B. along
C. down D. downwards

2 In the Museum

Dark black clouds in the sky meant one thing and one thing only; there was going to be a (1). (2) of us had brought an umbrella, (3) even a raincoat, so when Jack (4) that we go into the nearby museum, we all agreed (5). Since we (6) all morning and were now feeling very tired, it would be (7) to sit down. We (8) at the entrance to the museum just as large drops of rain were (9).

The museum was completely (10) and very peaceful. We sat down in the main hall and (11) the rain beating (12) the windows. Suddenly there was a (13) commotion (骚动) out in the entry (入口) hall. Then a large group of schoolchildren (14), led by two teachers. The poor teachers were trying to keep them (15) and get them to behave (循规蹈矩), but they did not (16) the slightest attention. The children ran here and there (17) wild animals. (18) for this lack of discipline (缺乏纪律), the teachers explained that the children were too excited to settle down. Eventually the noise proved (19) us and we decided to (20). (21) Jack remarked (评论) (22) we were back outside walking in the rain, the children (23) to be in the museum than we did. (24), they had come on an educational visit, while we had simply wanted to (25) the rain.

1. A. snow B. wind C. storm D. cloudy day
2. A. No one B. None C. All D. Each
3. A. or B. nor C. and D. but
4. A. told B. asked C. warned D. suggested
5. A. gradually B. slowly
C. immediately D. carefully
6. A. were shopping B. had been shopping
C. would shop D. shopped
7. A. a pleasure B. a pity C. a rest D. an honour
8. A. sat B. hurried C. got D. arrived
9. A. falling B. beginning
C. beginning to fall D. to fall
10. A. deserted B. crowded C. hollow D. burnt
11. A. made B. kept
C. left D. listened to
12. A. to B. of C. against D. through
13. A. bit B. lot C. few D. big
14. A. ran out B. came out
C. ran inside it D. came in
15. A. quiet B. silence C. joyful D. careful
16. A. call B. pay C. draw D. come to
17. A. for B. with C. like D. from

18. A. Apologizing B. Thanking
C. Thinking D. Knowing
19. A. much to B. too much to
C. too much for D. much for
20. A. wait B. leave C. walk D. stand
21. A. Because B. As C. Though D. Since
22. A. when B. that C. what D. why
23. A. had more right B. were more right
C. had all right D. were all right
24. A. Above all B. First of all
C. After all D. For all
25. A. get in out of B. get out of
C. get in D. get out

3 The Early Americans

In 1620, a small sailboat (1) the Mayflower left England (2) the New World. The Mayflower sailed for the Jamestown colony (殖民地) on the warm (3) of Virginia. Its one hundred (4) were the pilgrims (清教徒). They were looking for a place (5) they could worship (朝拜) God in their own way.

(6) strong wind and heavy rains, the Mayflower lost its course (=shipping line). The brave group of colonists (移民) finally had to (7) at Plymouth on the rocky coast of Massachusetts in December 1620. It was the middle of the cold (8) winter. Terrible months of hunger, disease and death were ahead of them. (9) the strongest of the Pilgrims continued to live after that winter. Many women gave their own share to their children and (10) for being short of food (11) themselves. The Governor of the Plymouth Colony, John Carver, died in April 1621. In his (12), the pilgrims elected William Bradford.

Conditions began to (13) in the spring of 1621. There were wild vegetables. There were plenty of fruit, fish and things from hunting. Therefore, they were able to get enough meat (14) they were short of skill or experience in hunting and fishing. The colonists' health improved (15) the warm weather and their (16).

In the autumn, they (17) back over the (18) year. They were (19) regretful and thankful. Only fifty of the earliest one hundred passengers remained. The price in human lives had been great. (20), they saw new hope for the (21). A splendid harvest was behind them. They were (22) for the second winter with confidence(信心). They had eleven houses to protect themselves against the cold winter. (23), they had made friends with their Indian neighbours under Chief Massasoit in the summer. The woods and forests became (24). When the Mayflower (25) to England that summer, there were no colonists abroad.

1. A. name B. naming C. named D. to name
2. A. for B. in C. towards D. to
3. A. bank B. shore C. land D. fields
4. A. visitors B. members
C. travellers D. passengers
5. A. where B. which C. what D. how
6. A. Because B. Because of C. For D. As
7. A. land B. leave C. get up D. move
8. A. south B. southern C. north D. northern
9. A. Few B. Seldom C. Only D. Just
10. A. lived B. died C. cried D. were wounded
11. A. in B. to C. for D. of
12. A. turn B. job C. position D. place
13. A. improve B. continue C. get worse D. prove
14. A. as though B. no matter though
C. even though D. whatever