



根据新课标编写

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高考英语 阅读理解 **真题** **特训**

洞穿命题规律+解题思路透析



—————→ **真题研究**

是提高应试能力的捷径

- ★ 命题规律 ★ 解题技巧
- ★ 精选试题 ★ 精讲答案



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PART **01**

高考英语传统阅读理解 (Part A)
命题规律及解题技巧

一、《2011 年全国高考英语考试大纲》对于阅读的要求

要求考生读懂公告、说明、广告以及书、报、杂志中关于一般性话题的短文。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. 作出简单判断和推理；
5. 理解文章的基本结构；
6. 理解作者的意图、观点和态度。

二、2010 年—2011 年全国高考英语试卷阅读理解主要题型分布比例

序 号	合 计	细节题	推断题	主旨题	含义题	态度题	文章结构题
1(全国卷 I)	20	12、10	4、5	3、2	1、3	0	0
2(全国卷 II)	20	13	3、4	3、1	1、2	0	0
3(新课标全国卷)	15	9、8	2、5	3、1	1	0	0
4(广东卷)	15、20	9、11	3、4	2、3	1	0、1	0
5(重庆卷)	20	13、9	0、4	3	2、1	0、2	2、1
6(江西卷)	20	12、10	1、4	4、3	1、3	1、0	1、0
7(辽宁卷)	15	7、10	3、2	2、0	1、2	2、1	0
8(安徽卷)	20	9、6	5、7	4、5	1	0	1
9(湖南卷)	15	11、7	1、3	2、3	1、2	0	0
10(湖北卷)	20	13、14	0、4	4、1	2、1	0	1、0
11(天津卷)	20	11、9	5、8	1、2	2、1	1、0	0
12(北京卷)	15	7、8	5、2	0、1	2、1	0、3	1、0
13(山东卷)	20	11、10	7	1、2	1、0	0、1	0
14(福建卷)	20	7、6	6、5	4	2、3	0、2	1、0
15(四川卷)	20	8、7	5	4、3	3、4	0、1	0
16(陕西卷)	15	10	3、2	1、0	1	0、1	0、1
17(江苏卷)	15	8、10	4、2	1、3	1、0	1、0	0
18(上海卷)	11	5、6	3、4	2、1	1、0	0	0
19(浙江卷)	20	10、8	5、4	1、2	3、5	1	0
小 计	336、341	185、172	65、81	45、40	28、32	6、13	7、3
比 例	100%	55%、50%	19%、24%	13%、12%	8%、8%	2%、4%	2%、1%

表格内有两个统计数字分别为 2010 年、2011 年试题统计结果,仅有一个数字表示 2010 年、2011 年试题数字统计结果完全相同。

分析:从上表可以看出,在高考英语阅读理解的主要题型中,考查最多的是细节题,占50%以上。事实上,细节题是最简单和最易拿满分的一种题型,它往往针对文章中的一两处信息进行考查。考生只要做到了精确定位,熟悉本书后面章节所讲解的解答策略和思路,就可以轻松应对。其次是推断题,分别占到19%、24%。试题数量呈上升趋势,这种题从形式上看是推断题,但考生一定不要被它吓倒。因为大多数推断题实质还是在考查原文的局部细节性信息(通常是一两句话),只有很少一部分是针对全文主旨或段落主旨来进行考查。考生只要找准了原文信息,然后进行句子层面上的同义转化,就可以解答好它。第三是主旨题,占12%左右。第四位的是含义题,占到8%。这种题目考生已经司空见惯了。记住:这种题型,命题专家往往把能够猜测出所考含义的线索安排在附近的上下文中,考生只要搞清内在的句际关系,不难找出答案。第五位的是态度题。这种题目也是“细微处见解”,常针对一两个关键词和一两处句子来进行考查。最后是文章结构题。这种题型考查考生对于文章总体结构的深层次语篇解读能力,这样的题目以后会陆续出现在各地高考英语试卷中。考生只要平时辅以针对性训练,就可以取得满意的分数。

三、2011 年全国高考英语阅读理解文章体裁、内容全解读

卷目	A		B		C		D		E	
	体裁	内容	体裁	内容	体裁	内容	体裁	内容	体裁	内容
全国卷 I	记叙文	童年回忆	说明文	广告发展历程	说明文	高个子俱乐部	说明文	美国家庭种植蔬菜应对经济困境	应用文	招聘广告
全国卷 II	说明文	费城壁画艺术项目	说明文	动物自我意识	应用文	招募广告	记叙文	语言文化差异	记叙文	美国妙龄小姐访谈
新课标全国卷	记叙文	童年回忆	说明文	高个子俱乐部	说明文	美国家庭种植蔬菜应对经济困境	应用文	招聘广告		
北京卷	记叙文	(夹叙夹议)84岁老太太跳伞	说明文	Post 杂志特点	记叙文	(夹叙夹议)作者独特的教学体验	议论文	太阳能发电站对美国西部的影响		
江苏卷	议论文	小发明的重要意义	说明文	海报	说明文	在深海中建立风力发电机	议论文	孩子们善待残疾人		
浙江卷	议论文	科技与人类的关系	应用文	检索英语词典	说明文	企业如何处理好消费者关系	记叙文	往事回忆		
湖北卷	记叙文	诚信所导致的麻烦	说明文	狼嚎的原因	说明文	英语爱丁堡垃圾处理	应用文	书评 (book review)	说明文	美国手机消费 (NFC 技术)
湖南卷	说明文	波斯小饭店介绍	记叙文	船舶工程师战时经历	说明文	非洲大象物种分化				
广东卷	记叙文	(夹叙夹议)生活中应勇于承认困境和不足	说明文	猫和狗和平相处给人类的启示	记叙文	“我”的第一堂课的失望经历	说明文	可持续发展		
辽宁卷	记叙文	考取驾照经历	说明文	美国网络教育	记叙文	Ford 早期的汽车人生	说明文	美国帮助无家可归者的组织		

卷目	A		B		C		D		E	
	体裁	内容	体裁	内容	体裁	内容	体裁	内容	体裁	内容
天津卷	应用文	英国 homestay 介绍	记叙文	作者为梦想而奋斗的人生	说明文	美国“If All of Seattle Read the Same Book”项目	议论文	盲目模仿的负面影响		
重庆卷	记叙文	寓言故事	说明文	两种地图介绍	说明文	人类对待污垢态度的变化	记叙文	叶芝的文学成就	议论文	新闻媒体的责任
四川卷	记叙文	作者健康的生活态度	应用文	利用自家多余空间赚钱	应用文	新闻报道(伯明翰城市数字化项目)	说明文	图书介绍	说明文	策略速度(Strategic Speed)的重要性
陕西卷	应用文	商业广告	记叙文	居里夫人女儿献身科学的人生	记叙文	作者追寻人生理想的故事	说明文	转基因食品		
安徽卷	Passage 1: 说明文 Passage 2: 应用文	Passage 1: 信息高速公路 Passage 2: 演讲海报	说明文	风能过去和现在	记叙文	生死与共的友谊	说明文	爱尔兰发展史	说明文	在嘈杂世界中寻找安宁
江西卷	记叙文	家庭生活片断	应用文	商业广告	说明文	英国花园城市的起源	说明文	人类空间探索原因		
山东卷	记叙文	剧作家作品介绍	记叙文	教师重新思考生命意义	说明文	政府资金资助经济困难人群	说明文	Brain-computer Interface (BCI) 技术		
福建卷	说明文	酒后驾车危害	说明文	音乐节介绍	应用文	图书简介	记叙文	肯尼迪夫人出版成就	说明文	因特网对人际交往的影响
上海卷	记叙文	教师鼓励学生开发潜能	说明文	驼背鲸科普知识	说明文	英国考古学界的担忧				

分析:通过对历年高考阅读理解文章选材的分析,我们发现呈现出以下特点:

1. 新颖性。文章所反映的内容和信息都紧贴时代脉搏,积极传达现代社会中出现的新事物、新现象。如 2011 年湖北卷 E 篇(美国手机消费——NFC 技术)、2011 年山东卷 D 篇(Brain-computer Interface——BCI 技术)、2010 年陕西卷 D 篇(网络中广泛存在的 spamming 现象)、2010 年江西卷 D 篇(我国高铁技术发展所带来的积极影响)、2009 年辽宁卷 B 篇(eBay——电子商务交易平台)、2008 年安徽卷 D 篇(DINKS——亚洲“丁克族”现象)。

2. 现实性。选材强调与现实生活的紧密结合,强调“语言为生活所用”的实用原则。如 2011 年浙江卷 B 篇(检索英语词典)、2010 年浙江卷 E 篇(现代消费中出现的电子产品更新过快现象)、2010 年湖南卷 B 篇(药品使用说明)、2010 年湖北卷 B 篇(父母和孩子间的相处问题)等。

3. 选材具有一定的趣味性,考生在阅读的过程中不至于感到乏味。如 2011 年北京卷 A 篇(84 岁老太太跳伞实现人生价值)、2011 年湖北卷 B 篇(狼嚎的原因分析)、2010 年湖北卷 C 篇(老太太们追赶潮流)、2010 年江西卷 A 篇(主人公机智摆脱马蜂追赶的有趣故事)。

4. 选材蕴含启发、教育和警示意义,具有积极向上的教育功用。如 2011 年天津卷 D 篇(盲目模仿的负面影响)、2011 年重庆卷 E 篇(新闻媒体的责任)以及历年有关环保题材的文章等等。

5. 选材贴近高中阶段学生心理。如每年各省市高考英语试卷中记叙文是必然出现的一种考查文体。

四、高考英语阅读理解高分必备思维——改变传统阅读思维模式

1 大量的背景知识对获取阅读理解高分不起决定作用。

考生需要注意的是:大量的背景知识对于阅读和理解文章有一定的辅助作用,但是不起决定作用。高考英语阅读理解每一篇文章本身就给出了足够选出正确答案所需的支撑性背景知识和信息。阅读理解考查的是考生在有限时间里对文章中的特定信息的提取、再现和识别能力,而不是考查考生的背景知识有多么丰富。

2 不用理解每一句话也可以选对答案。

高考英语文章背后一般会出现 3—5 个题目。因此,一篇文章中并非每个句子都对选择答案有用。事实上,每一篇文章本身都有一定量的冗余、重复信息。所以考生没有必要把每句话都完全弄懂,时间上也不允许。

3 要想准确选择答案,就要把握作者观点和原文信息,而不是把主观臆断和生活常识代替作者观点和原文信息。

阅读理解文章本身蕴含着作者的态度、情感和立场。考生要避免把自己的思维定势和已有的生活常识与文章所传达的作者观点、看法和立场混为一谈。因为阅读理解不是考查考生个人主观的观点和评价,它是考查考生对于原文信息的“解码”能力。

4 用科学的方法去训练,避免题海战术。

历年高考英语实考试题是最宝贵的复习备考资料,大家一定要从历年不同的试题中找出它们的共性,找到其中隐藏的规律。做到了这一点,我们就可以“以不变应万变”,举一反三,事半功倍。需要提醒的是,以往的试题已经暗示了我们今后命题的趋势和方向,甚至把正确答案信息已经悄然传达出来了。关键是大家一定要自己去分析、提炼出这些重要信息,从而“内化”为自己的阅读和解题技巧。

Tip

考生在分析历年真题时一定要从以下几个角度入手:1. 高考阅读理解文章的宏观结构是如何布局的,这对我们快速阅读文章获取重要信息大有裨益。每年的文章内容在不断更新,但有一点基本不变——作者的写作模式和文章的基本架构。高考常考的四大文体如记叙文、应用文、说明文和议论文都有相对稳定性的文章特有结构和模式。考生需要去仔细分析和把握。2. 题干、选项和原文存在着什么关系——解决我们精确定位原文的问题,这是我们做题的第一步。3. 正确答案和原文存在着什么关系(包含正确答案和原文一字一词的细微变化)——可以帮助我们看清命题专家是如何“乔装打扮”正确答案的。4. 错误答案和原文存在着什么差异——可以让我们弄清错误答案的特征,使在考场有限的时间里快速、有效排除错误项。5. 选出正确答案所直接对应的原文信息具有什么样的特征即思考为什么这些地方会成为命题点——可以使阅读变被动为主动。达到了这种境界,我们在初读文章时就能摸清哪些位置有可能会被命题专家利用来设置考题,从而实现更快、更精准的解题。

只要大家平时多从这几个角度去慢慢分析、研究、总结心得,就会发现以后在考场上阅读、做题将会得心应手、游刃有余。

5 不同的题型应采用不同的解答策略和技巧。

阅读理解题型分为很多种(详见本书后面章节),不同的题型有不同的解决思路 and 技巧。相应地,我们在备考过程中就要去掌握这些技巧,并要勤于思考为什么存在这样的技巧——其背后的“原理”。做到“知其然,更要知

其所以然”。

6 对待高考阅读理解试题的难度要有科学、客观的界定和认识。

作为一项英语标准化测试,高考阅读理解试题的安排一般按照先易后难的序列来进行布置。事实上,难题的数量在高考英语试卷中仅占据很小一部分,大部分还是简单题和中等难度的题目。所以大家对此要有清晰的认识,避免在心态上吃了亏。实际上有很多题目同学们都可以做对,关键是在考场上有限的时间里,紧迫的气氛下,同学们就不一定都能发挥出水平。所以,要想取得好成绩,除了要扎实好基本功外,同学们要注重训练自己的解题速度和精确度。

CHAPTER 02

宏微观阅读策略解读

高考英语阅读理解试题主要测试考生在有限时间里快速、精确提取、再现和识别原文重要信息的能力。目前阅读理解试题选材篇幅越来越长、生词量也在不断增加、长难句频繁出现在文章的各个角落。考生要想在高考考场上该部分取得理想的分数,必须达到两方面的能力:精确度和速度。而阅读策略对于阅读的作用是不言而喻的,特别对于基础较差、词汇量不大、考试心态不好的学生来说,就更为重要。本节先从宏观阅读策略谈起。大家一定要思考这些阅读策略与高考阅读和解题之间内在的关联性,使之更好地为我们服务。

一、宏观阅读策略

1 了解高考英语阅读理解的文体基本结构

英语的各种文体都有相对稳定性的基本架构,在备考的过程中掌握了它,实际上就相当于掌握了文体的大致写作脉络和思路,从而有利于加快阅读速度、有效区分文章中的重点信息群和次要信息群、解题时更易做到精准定位,提高做题的准确率和速度。

1. 问题型:提出问题——分析问题(解决问题)

Ever since they were first put on the market in the early 1990s, genetically modified (GM, 转基因) foods have been increasingly developed and marketed in many countries in the world, mainly on the basis of their promise to end the worldwide food crisis. But can GM technology solve world hunger problems? Even if it would, is it the best solution? (首段提出两个问题:转基因技术可以解决世界饥饿问题吗?即使可以,它是最好的解决方案吗?注意,下文对问题的回答即是全文的中心和主旨)

Despite what it promises, GM technology actually has not increased the production potential(潜力) of any crop.(本句回答问题一:转基因技术实际上没有增加农作物的产量) In fact, studies show that the most widely grown GM crop, GM soybeans, has suffered reduced productivity. For instance, a report that analysed nearly two decades of research on major GM food crops shows that GM engineering has failed to significantly increase US crop production.

Something else, however, has been on the rise. (本句回答问题二:转基因技术不是最好的解决方案,因为与传统农作物相比,它需使用更多的杀虫剂) While GM seeds are expensive, GM companies tell farmers that they will make good profits by saving money on pesticides(杀虫剂). On the contrary, US government data show that GM crops in the US have produced an overall increase in pesticide use compared to traditional crops. “The promise was that you could use less chemicals and boost production. But neither is true,” said Bill Christison, President of the US National

Family Farm Coalition.

At the same time, the authors of the book *World Hunger: Twelve Myths* argue that there actually is more than enough food in the world and that the hunger crisis is not caused by production, but by problems in food distribution and politics. (进一步引用他人观点例证:事实上已经有足够多的粮食储备并且饥饿问题不是由产量造成的,而是由食物分配和政治造成的。进一步否定回答问题一) These indeed deserve our efforts and money. Meanwhile, the rise in food prices results from the increased use of crops for fuel rather than food, according to a 2008 World Bank report.

As a matter of fact, scientists see better ways to feed the world. (进一步否定回答问题二:实际上科学家们已经找到了更好地处理饥饿问题的办法) Another World Bank report concluded that GM crops have little to offer to the challenges of worldwide poverty and hunger, because better ways out are available, among which “green” farming is supposed to be the first choice. (2011 陕西卷 D 篇)

2. 因果型:结果 / 现象——原因 / 起因

Why should mankind explore space? Why should money, time and effort be spent exploring and researching something with so few apparent benefits? Why should resources be spent on space rather than on conditions and people on Earth? (首段以疑问形式提出三个现象。因此,对于这些现象的解释就是全文的主旨所在) These are questions that, understandably, are very often asked.

Perhaps the best answer lies in our genetic make-up (基因构成) as human beings. (原因一:人类的基因结构使然,注意因果关系提示词 *lie in*) What drove our ancestors to move from the trees into the plains, and on into all possible areas and environments? The wider the spread of a species, the better its chance of survival. Perhaps the best reason for exploring space is this genetic tendency to expand wherever possible.

Nearly every successful civilization has explored, because by doing so, any dangers in surrounding areas can be identified and prepared for. (原因二:可以搞清和应对我们周围环境的危害,注意因果关系提示词 *because*) Without knowledge, we may be completely destroyed by the danger. With knowledge, we can lessen its effects.

Exploration also allows minerals and other potential (潜在的) resources to be found. (原因三:同时,探索可以发现矿物质和其他潜在的资源,注意关键的 *also* 表意义上的递进) Even if we have no immediate need of them, they will perhaps be useful later. Resources may be more than physical possessions. Knowledge or techniques have been acquired through exploration. The techniques may have medical applications which can improve the length or quality of our lives. We have already benefited from other spin-offs including improvements in earthquake prediction, in satellites for weather forecasting and in communications systems. Even non-stick pans and mirrored sunglasses are by-products (副产品) of technological developments in the space industry!

While many resources are spent on what seems a small return, the exploration of space allows creative, brave and intelligent members of our species to focus on what may serve to save us. (原因四:空间探索使具有创造性、勇敢和有智慧的人类群体去关注可以拯救我们的事物) While space may hold many wonders and explanations of how the universe was formed or how it works, it also holds dangers. The danger exists, but knowledge can help human being to survive. Without the ability to reach out across space, the chance to save ourselves might not exist.

While Earth is the only planet known to support life, surely the adaptive ability of humans would allow us to live on other planets. (尾段作总结,人类的适应能力使得我们可以在其他星球上存在) It is true that the lifestyle would be different, but human life and cultures have adapted in the past and surely could in the future. (2011 江西卷 D 篇)

3. 对立观点型:支持(某一事物、现象)——反对(某一事物、现象)

It is reported that conservation groups in North America have been arguing about the benefits and dangers of wolves. Some groups believe wolves should be killed. (观点一: *For Killing Wolves*) Other people believe wolves must be protected so that they will not disappear from the wilderness (荒野). (观点二: *Against Killing Wolves*)

For Killing Wolves

In Alaska, the wolf almost disappeared a few years ago, because hunters were killing hundreds of them for sport. However, laws were established to protect the wolves from sportsmen and people who catch the animals for their fur. So the wolf population has greatly increased. Now there are so many wolves that they are destroying their own food supply. (支持理由一:狼群破坏了他们的食物来源)

A wolf naturally eats animals in the deer family. People in the wilderness also hunt deer for food. Many of the animals have been destroyed by the very cold winters recently and by changes in the wilderness plant life. When the deer can't find enough food, they die.

If the wolves continue to kill large numbers of deer, their prey(猎物) will disappear some day. And the wolves will, too. (支持理由二:狼群破坏了生态平衡) So we must change the cycle of life in the wilderness to balance the ecology. If we killed more wolves, we would save them and their prey from dying out. We'd also save some farm animals.

In another northern state, wolves attack cows and chickens for food. (支持理由三:狼群攻击奶牛和鸡群) Farmers want the government to send biologists to study the problem. They believe it necessary to kill wolves in some areas and to protect them in places where there is a small wolf population.

Against Killing Wolves

If you had lived long ago, you would have heard many different stories about the dangerous wolf. According to most stories, hungry wolves often kill people for food. Even today, the stories of the "big bad wolf" will not disappear.

But the fact is wolves are afraid of people, and they seldom travel in areas where there is a human smell. (反对理由一:狼群几乎不在人群范围圈内活动) When wolves eat other animals, they usually kill the very young, or the sick and injured. The strongest survive. No kind of animal would have survived through the centuries if the weak members had lived. That has always been a law of nature.

Although some people say it is good sense to kill wolves, we say it is nonsense! Researchers have found wolves and their prey living in balance. (反对理由二:研究发现狼群和它们的猎物处于生态平衡状态) The wolves keep the deer population from becoming too large, and that keeps a balance in the wilderness plant life.

The real problem is that the areas where wolves can live are being used by people. (反对理由三:问题的实质在于人类占据了狼群本来的生存空间) Even if wilderness land is not used directly for human needs, the wolves can't always find enough food. So they travel to the nearest source, which is often a farm. Then there is danger. The "big bad wolf" has arrived! And everyone knows what happens next. (2010 江苏卷 B 篇)

4. 议论型:论点——论据——论证(总结)

The Cost of Higher Education

Individuals (个人) should pay for their higher education. (首段提出论点:个人应该为高等教育付费,注意情态动词 should。注意把握作者的论点即全文的中心和主旨)

A university education is of huge and direct benefit to the individual. (论据一:大学教育对于个人的好处。正面论证) Graduates earn more than non-graduates. Meanwhile, social mobility is ever more dependent on having a degree. However, only some people have it. So the individual, not the taxpayers, should pay for it. There are pressing calls on the resources (资源) of the government. Using taxpayers' money to help a small number of people to earn high incomes in

the future is not one of them.

Full government funding (资助) is not very good for universities. (论据二: 完全由政府资助对大学教育所产生的负面影响。反面论证) Adam Smith worked in a Scottish university whose teachers lived off student fees. He knew and looked down upon 18th-century Oxford, where the academics lived comfortably off the income received from the government. Guaranteed salaries, Smith argued, were the enemy of hard work; and when the academics were lazy and incompetent, the students were similarly lazy.

If students have to pay for their education, they not only work harder, but also demand more from their teachers. (论据三: 学生付费教育对于学生和教师的双重好处。正面论证) And their teachers have to keep them satisfied. If that means taking teaching seriously, and giving less time to their own research interests, that is surely something to celebrate.

Many people believe that higher education should be free because it is good for the economy (经济). Many graduates clearly do contribute to national wealth, but so do all the businesses that invest (投资) and create jobs. If you believe that the government should pay for higher education because graduates are economically productive, you should also believe that the government should pay part of business costs. (论据四: 如果大学教育需要资助, 那么商业成本也需要资助。反面论证) Anyone promising to create jobs should receive a gift of capital from the government to invest. Therefore, it is the individual, not the government, who should pay for their university education. (尾段作总结: 再次重申论点) (2010 北京卷 D 篇)

5. 一枝独秀型: 核心概念——定义——举例说明

The word advertising refers to (首段提出核心概念 advertising, 并下定义界定其属性) any kind of public announcement that brings products and services to the attention of people. Throughout history, advertising has been an effective way to promote (促进) the trading and selling of goods. (说明 advertising 的功用) In the Middle Ages, merchants employed “town criers” to read public messages aloud to promote their goods. (中世纪的状况: 口头广告形式) When printing was invented in the fifteenth century, (15 世纪的状况: 开始了书面广告形式) pages of advertisements (ads) could be printed easily and were either hung in public places or put in books.

By the end of the seventeenth century, when newspapers were beginning to be read by more people, printed materials became an important way to promote products and services. The *London Gazette* was the first newspaper to set aside a place just for advertising. (17 世纪末的状况: 出现了专业的纸质广告载体) This was so successful that by the end of the century several companies started businesses for the purpose of making newspaper ads for merchants.

Advertising spread quickly throughout the eighteenth century. Ad writers were starting to pay more attention to the design of the ad text. Everything, (18 世纪的状况: 广告主开始注重广告的文本设计, 且广告普及到几乎所有的商品) from clothes to drinks, was promoted with clever methods such as repetition of the firm's name or product, words organized in eye-catching patterns, the use of pretty pictures and expressions easy to remember.

Near the end of the nineteenth century, companies that were devoted to the production of ads came to be known as “advertising agencies (广告商).” (19 世纪末, 出现了“广告商”这一专门称谓) The agencies developed new ways to get people to think of themselves as members of a group. Throughout the twentieth century, advertising agencies promoted consumerism (消费主义) as a way of life, (20 世纪, 广告机构促使了消费主义理念的形成) spreading the belief that people could be happy only if they bought the “right” products. (2011 全国卷 I B 篇)

2 把握全文主旨和段落主旨

考生在面对一篇文章时, 首先要搞清全文主旨是什么, 作者的观点和立场是什么。在面对一个段落时, 一定要先搞清段落主旨或段落阐述的基本点是什么。做到了这一点, 我们才不至于产生这种情况“单词都认识、句子

似乎也读懂了,但不知道作者主要想表达什么”。同时,我们如果具备了这种很重要的宏观阅读能力,那就不会被文章中的细节性信息所纠缠住,就更能深刻理解作者举例的目的和用意,这样阅读速度就会大大提高。通过对历年高考阅读理解文章的分析,我们发现,全文主旨的提出有六种情况。

1. 首段作者开门见山地提出全文主旨或中心思想。(说明文和议论文中很常见)

Forget Twitter and Facebook, Google and the Kindle. Television is still the most influential medium around. Indeed, for many of the poorest regions (地区) of the world, it remains the next big thing—finally becomes globally available. And that is a good thing, because the TV revolution is changing lives for the better.(全文主旨:电视正在改善人们的生活)

Across the developing world, around 45% of families had a TV in 1995; by 2005 the number had climbed above 60%. That is some way behind the U.S., where there are more TVs than people, and where people now easily get access to the Internet. Five million more families in Sub-Saharan Africa will get a TV over the next five years. In 2005, after the fall of the Taliban (塔利班), which had outlawed TV, 1 in 5 Afghans had one. The global total is another 150 million by 2013—pushing the numbers to well beyond two thirds of families.

Television's most powerful effect will be on the lives of women.(分论点 1: 电视对于妇女生活的积极影响) In India, researchers Robert Jensen and Emily Oster found that when TVs reached villages, women were more likely to go to the market without their husbands approval and less likely to want a boy rather than a girl. They were more likely to make decisions over child health care. TV is also a powerful medium for adult education.(分论点 2: 电视对于成人教育的积极影响) In the Indian state of Gujarat, Chitrageet is a popular show that plays Bollywood songs with words in Gujarati on the screen. Within six months, viewers had made a small but significant (有意义的) improvement in their reading skills.

Too much TV has been associated with violence, overweight and loneliness. However, TV is having a positive influence on the lives of billions worldwide.(尾段总结:电视对于全世界的积极影响)(2010 福建卷 B 篇)

63 What would be the best title for the passage?

- A. TV Will Rule the World B. TV Will Disturb the World
C. TV Will Better the World D. TV Will Remain in the World

语篇分析

本文是一篇说明文。文章的宏观结构如下:

首段作者在尾句提出了全文主旨——电视革命正在改善人们的生活。

第二段扫描文章,发现出现了一系列的数据:“45%”、“1995”、“2005”、“60%”、“2005”、“150 million”、“2013”、“two thirds”。这时我们马上要敏感判断出作者开始用数据来具体说明电视的普及情况了。由于是细节支撑性信息,我们一定要采取跳读、快速扫描的阅读策略,并在相关地方如特殊符号处等做好简单标记即可。

第三段分了两个小层次。首先分析说“Television's most powerful effect will be on the lives of women(电视最大的影响将体现在妇女的生活中)”。紧接着说“TV is also a powerful medium for adult education.(电视对于成人教育来说,也是有积极影响的媒介)”。

尾段作者具有唯物主义观点,同时讲了电视的两面性。注意尾句出现了重要的信号词“However”,暗示我们作者强调的信息在尾句。我们只要扫描出“positive”一词就可以判断出作者对于“电视的影响”的正评价态度。

其实,我们只要抓住 3 处关键的形容词“better”,“powerful”,“positive”就可以快速求解。

因此,答案为 C 项。“better”一词不仅体现出了作者的正评价态度,用得也很形象、到位。

2. 尾段作者对全文进行最后总结提出全文主旨。(高考记叙文一般都是这种模式,作者常常在尾段对全文叙述进行思考、反思和总结,提出全文主旨。所以,在读到记叙文时,我们要重点关注尾段。)

Honesty, my mum always used to tell me, is the best policy. (作者先提出一般化认知, 引出本文讨论主题: Honesty) Of course, this didn't include her when she told me that if I didn't eat all my vegetables Father Christmas would find out and wouldn't give me any presents.

But when it comes to medicine, I had assumed it was important to be always honest with my patients. (继续提到“我”的固有认识: 在医患关系上诚实就是最好的处理原则) After all, the doctor-patient relationship is based on trust, and therefore honesty is essential. Or so I thought.

I had just started working in geriatrics (老年病科). Mr. McMahon was brought in when his belly was found very swollen. I took a medical history from his daughter who'd accompanied him in the ambulance. She'd been his main carer for years. I stood looking at him as she gave a detailed history. "Has he lost any weight recently?" I asked. "Well, it's funny you should mention that, but yes," She said slowly. There was silence for a few moments. "Why? What are you worried about?" she asked. I hesitated. She was obviously very involved in his care and it was only fair that I told her the truth. "Well, we need to prove it's not cancer," I said and talked briefly about some of the tests I was going to order.

Half an hour later, a nurse called me, "Mr. McMahon's daughter broke down — she said you told her he had cancer." My heart sank. By the time I arrived at the ward, my consultant was already there, explaining that we still had to run lots of tests and that it was by no means confirmed that he had cancer. I stood silently at the end of the bed. My consultant was obviously angry with me and as we left Mr. McMahon, she turned to me. "Why on earth did you do that?" she asked in disbelief. I looked at her and bit my lip. "She asked me what I was worried about and I told her," I said, hanging my head. "And give her more to worry about?" replied my consultant. "You don't say the word 'cancer' until it's confirmed. Even if you suspect it, think very carefully before you tell people."

As it turned out, it wasn't cancer. But I did learn that when someone is stressed and worried about their loved one they're sometimes selective in what they hear — and as a doctor it's important to be mindful of this. In being truthful, I'd made the situation worse. (尾段作者进行思考总结, 提出全文主旨: 当人们在为亲人身体状况忧虑时, 他们在听医生的话时是具有选择性的。因此, 作为医生应该知道: 原原本本地如实向病人的家属反映情况会使状况更糟糕。)(2011 湖北卷 A 篇)

54 What lesson has the author learnt from his experience?

- A. Learning from parents is necessary.
- B. Jumping to a conclusion is dangerous.
- C. Telling the truth may not always be the best solution.
- D. Selecting pleasant words may not be the perfect policy.

语篇分析

本文是一篇记叙文。作者在开篇就提到: "Honesty, ..., is the best policy. (诚实是最好的处事原则)"。紧接着在第二段首句说 "But when it comes to medicine, I had assumed it was important to be always honest with my patients. (在处理医患关系上, “我”的固有认识是诚实非常重要)"。注意本句有过去完成时 "I had assumed"。接着作者以自己亲身的医务实践告诉我们诚实给病人的家属所带来的痛苦和焦虑。尾段作者进行了反思, 说 "In being truthful, I'd made the situation worse. (诚实会使事情变得更为糟糕)"。启示: 高考记叙文的全文主旨大多都在尾段出现。所以, 我们在读到记叙文时, 要记得快速扫描前方文字。重点关注尾段具有深意的抽象概括性文字, 它们通常就是全文主旨。在做主旨题时, 我们也要紧紧抓住尾段这种信息。故选 C 项。

3. 作者在段落中间提出全文主旨和中心意思。这种情况比较少见, 这样的段落一般起承上启下的过渡作用。

For many parents, raising a teenager is like fighting a long war, but years go by without any clear winner. Like a

border conflict between neighboring countries, the parent-teen war is about boundaries: Where is the line between what I control and what you do?(首段引出话题:父母和孩子间的相处难题。)

Both sides want peace, but neither feels it has any power to stop the conflict. In part, this is because neither is willing to admit any responsibility for starting it. From the parents' point of view, the only cause of their fight is their adolescents' complete unreasonableness. And of course, the teens see it in exactly the same way, except oppositely. Both feel trapped.(第二段开始分析原因:父母和孩子相互指责。出现了因果信号词“because”,“cause”,暗示我们这里可能会出原因细节题。)

In this article, I'll describe three no-win situations that commonly arise between teens and parents and then suggest some ways out of the trap.(段落中间提出全文主旨:首先描述发生在父母和孩子间的均没有胜者的三种冲突,然后作者将给出摆脱目前这种困境的建议。)

The first (第一) no-win situation is quarrels over unimportant things. Examples include the color of the teen's hair, the cleanliness of the bedroom, the preferred style of clothing, the child's failure to eat a good breakfast before school, or his tendency to sleep until noon on the weekends. Second (第二), blaming. The goal of a blaming battle is to make the other admit that his bad attitude is the reason why everything goes wrong. Third (第三), needing to be right. It doesn't matter what the topic is—politics, the laws of physics, or the proper way to break an egg—the point of these arguments is to prove that you are right and the other person is wrong, for both wish to be considered an authority—someone who actually knows something—and therefore to command respect. Unfortunately, as long as parents and teens continue to assume that they know more than the other, they'll continue to fight these battles forever and never make any real progress.(2010 湖北卷 B 篇)

54 What will the author most probably discuss in the paragraph that follows?

- A. Causes for the parent-teen conflicts.
- B. Examples of the parent-teen war.
- C. Solutions for the parent-teen problems.
- D. Future of the parent-teen relationship.

语篇分析

本文是一篇议论文。文章的宏观结构如下:

首段作者引出话题(introduce the topic)——“父母和孩子间的相处问题”。

第二段作者开始分析原因——“父母和孩子相互指责,都说对方是造成冲突的原因”。考生要注意文章中出现了很明显的因果信号词“because”,“cause”,需要在初读文章时做好标记,准备出原因细节题。

第三段作者在首句提出了全文主旨和写作意图。注意很关键的两点“I'll describe three no-win situations that commonly arise between teens...”,“...and then suggest some ways out of the trap.”注意作者使用的是第一人称“I'll”。同时,我们可以知道作者将在该段首先描述发生在父母和孩子间的三种冲突,这三种情形双方均没有胜者。那下文就是分述性文字,我们只要快速扫描即可,并在三种情形的重要信息处做好标记,准备出细节题。扫描后我们可以很明显地发现有序数词“The first”,“Second”,“Third”,恰好对应作者首句中的“three no-win situations”,按照作者首句告诉我们的写作思路,下文接着就要讲“suggest some ways out of the trap”。因此,选 C。

4. 全文主旨比较零散,需要考生把每一个段落的主旨串起来或加起来就能得到全文的中心意思和主旨。(这种情况在高考英语阅读理解中出现的很频繁。)

The term “multitasking” originally referred to a computer's ability to carry out several tasks at one time. For many people, multitasking has become a way of life and even a key to success. In fact, some excellent mental aerobic exercises (大脑训练) involve engaging the brain in two or more challenging activities at a time. Although checking e-mail while talking on a phone and reading the newspaper may be second nature for some people, many times multitasking can make us less productive, rather than more. And studies show that too much multitasking can lead to increased stress, anxiety and memory loss.(首段尾句显现核心概念“multitasking”,并指出其弊端。)

In order to multitask, the brain uses an area known as the prefrontal cortex (前额叶脑皮层). Brain scans of volunteers performing multiple tasks together show that as they shift from task to task, this front part of the brain actually takes a moment of rest between tasks. You may have experienced a prefrontal cortex “moment of rest” yourself if you’ve ever dialed (拨打电话) a phone number and suddenly forgotten who you called when the line is answered. What probably occurred is that between the dialing and the answering, your mind shifted to another thought or task, and then took that “moment” to come back. Research has also shown that for many volunteers, job efficiency (效率) declines while multitasking, as compared to when they perform only one task at a time. (第二段尾句再次重现核心概念 “multitasking”, 并指出其弊端。)

Multitasking is easiest when at least one of the tasks is habitual, or requires little thought. Most people don’t find it difficult to eat and read the newspaper at the same time. However, when two or more attention-requiring tasks are attempted at one time, people sometimes make mistakes. (第三段尾句以同义结构 “two or more attention-requiring tasks are attempted at one time” 再现核心概念, 并指出其弊端。)

We often don’t remember things as well when we’re trying to manage several details at the same time. (尾段首句继续以同义结构 “when we’re trying to manage several details at the same time” 再现核心概念, 并指出其弊端。)

Without mental focus, we may not pay enough attention to new information coming in, so it never makes it into our memory stores. That is one of the main reasons we forget people’s names—even sometimes right after they have introduced themselves. Multitasking can also affect our relationships. If someone checks their e-mail while on the phone with a friend, they may come off as absent-minded or disinterested. It can also cause that person to miss or overlook key information being passed on to them. (尾段尾句以代词替代方式 “It” 再现核心概念, 并指出其弊端。)(2010 浙江卷 C 篇)

52 What is the main idea of the passage?

- A. Multitasking has become a way of life.
- B. Multitasking often leads to efficiency decline.
- C. Multitasking exercises need to be improved.
- D. Multitasking enables people to remember things better.

语篇分析

本文是一篇科普性说明文。文章的宏观结构如下:

首段作者引出话题“multitasking(多任务处理)”。该段尾句为段落主旨句,讲了多任务同时处理导致的诸多弊端——“stress”, “anxiety”, “memory loss”。

第二段主要还是在分析多任务处理的负面影响,我们仅通过尾句即可判断出来。尾句中有一个重要的信号词“also”就很清楚地告诉我们该段前方文字都是在讲多任务处理的弊端。考生仅抓住关键信息“efficiency (效率) declines while multitasking”即可。

第三段原文尾句出现了重要的转折词“however”。仍然在分析其弊端,仅扫描出一个简单词组“make mistakes”即可。

尾段我们仅抓住首尾句即可。首尾句分别讲到 “We often don’t remember things”, “miss or overlook key information”。很明显,仍然在讲其弊端。注意,尾句中再次出现重要信号词“also”。

本文的核心关键词是“multitasking(多任务处理)”。英文作者在作文时,一定会在文章中反复以同义词、近义词或反义词的形式来不断重现或强调文中的核心概念词。本篇中的体现见文中括号注释。因此,选 B。

5. 最典型的一种:首段和尾段均出现全文主旨,前后相互照应。(议论文中会出现)

The Cost of Higher Education

Individuals (个人) should pay for their higher education.(首段提出全文主旨:个人应为高等教育付费。)

A university education is of huge and direct benefit to the individual.(论据一:从个人角度分析高等教育的好处。段落主旨句,正面论证。)Graduates earn more than non-graduates. Meanwhile, social mobility is ever more dependent on having a degree. However, only some people have it. So the individual, not the taxpayers, should pay for it. There are pressing calls on the resources (资源) of the government. Using taxpayers' money to help a small number of people to earn high incomes in the future is not one of them.

Full government funding (资助) is not very good for universities.(论据二第1层次:从大学角度分析政府资助教育的弊端。段落主旨句,反面论证。)Adam Smith worked in a Scottish university whose teachers lived off student fees. He knew and looked down upon 18th-century Oxford, where the academics lived comfortably off the income received from the government. Guaranteed salaries, Smith argued, were the enemy of hard work; and when the academics were lazy and incompetent, the students were similarly lazy.

If students have to pay for their education, they not only work harder, but also demand more from their teachers.(论据二第2层次:假设是付费教育,它所产生的积极影响。正面论证。)And their teachers have to keep them satisfied. If that means taking teaching seriously, and giving less time to their own research interests, that is surely something to celebrate.

Many people believe that higher education should be free because it is good for the economy (经济).(作者先给出大众化观点,暗示作者将对该观点进行驳斥。该段以商业为例,反面论证免费教育行不通。)Many graduates clearly do contribute to national wealth, but so do all the businesses that invest (投资) and create jobs. If you believe that the government should pay for higher education because graduates are economically productive, you should also believe that the government should pay part of business costs. Anyone promising to create jobs should receive a gift of capital from the government to invest.

Therefore, it is the individual, not the government, who should pay for their university education.(再次重申全文主旨,注意信号词“Therefore”和强调句“it is...who...”。)(2010 北京卷 D 篇)

70 The author mentions businesses in Paragraph 5 in order to _____.

- | | |
|--|--|
| A. argue against free university education | B. call on them to finance students' studies |
| C. encourage graduates to go into business | D. show their contribution to higher education |

语篇分析

本文是一篇议论文。文章的宏观结构如下:

首段作者提出全文主旨即论点——“个人应为高等教育买单”。

第二段首句是段落主旨句,作者从“individual”角度分析原因一——大学教育对个人来说意义重大。正面论证其益处。

第三段首句是段落主旨句,作者从“universities”角度分析原因二——完全由政府资助对于大学教育的负面影响。反面论证其危害。

第四段作者仍从“universities”角度分析原因,只不过采取了假设的情况论证了“付费高等教育所带来的积极影响”。注意本段中出现了两个由 if 引导的条件状语从句。

第五段作者先提出大众化观点“Many people believe that...”,然后驳斥其不合理性。进而从反面论证“高等教育不应该免费”。

尾段出现了表总结和结果的重要信号词“Therefore”，再次点明全文主旨，和段落首句形成完美呼应。

注意，题目问的是作者第五段举例的目的是什么，我们只要具备这点常识：例子的目的就是要佐证全文中心，就可以很快地选出正确答案 A 项。这就是为什么我们经常说“只要抓住了全文主旨和段落主旨，其余的细节性部分我们在初读时可以加快阅读速度的原因所在”。这样有两大好处：一、读得准。二、读得快。

6. 全文没有明确的中心意思和主旨，需要考生在阅读完文章后自己分析、整合、归纳得出。

The word advertising refers to (开篇提出本文讨论的核心概念:advertising, 并下定义) any kind of public announcement that brings products and services to the attention of people. Throughout history(时间上的总括,暗示下文将以时间序列来进行说理), advertising has been an effective way to promote(促进) the trading and selling of goods(点明广告的功用). In the Middle Ages(中世纪), merchants employed “town criers” to read public messages aloud to promote their goods. When printing was invented in the fifteenth century(15 世纪), pages of advertisements (ads) could be printed easily and were either hung in public places or put in books.

By the end of the seventeenth century(17 世纪末), when newspapers were beginning to be read by more people, printed materials became an important way to promote products and services. The London Gazette was the first newspaper to set aside a place just for advertising. This was so successful that by the end of the century several companies started businesses for the purpose of making newspaper ads for merchants.

Advertising spread quickly throughout the eighteenth century(18 世纪). Ad writers were starting to pay more attention to the design of the ad text. Everything, from clothes to drinks, was promoted with clever methods such as repetition of the firm’s name or product, words organized in eye-catching patterns, the use of pretty pictures and expressions easy to remember.

Near the end of the nineteenth century(19 世纪末), companies that were devoted to the production of ads came to be known as “advertising agencies(广告商).” The agencies developed new ways to get people to think of themselves as members of a group. Throughout the twentieth century(20 世纪), advertising agencies promoted consumerism(消费主义) as a way of life, spreading the belief that people could be happy only if they bought the “right” products. (2011 全国卷 I B 篇)

63 Which of the following might be the best title for the text?

- A. The Story of Advertising B. The Value of Advertising Designs
C. The Role of Newspaper Advertising D. The Development of Printing for Advertising

语篇分析

本文是一篇说明文。文章的宏观结构如下：

首段作者引出主题——“advertising”，并界定其内涵 “The word advertising refers to...”。接着作者说 “Throughout history, advertising has been an effective way to promote(促进) the trading and selling of goods. (从整个历史来看, advertising 是一种有效的促进商业贸易的方式)”。暗示我们下文将会以时间的序列来进行说理分析。第 3 句出现时间 1——“In the Middle Ages(中世纪)”。说到当时“商人雇佣 ‘town criers’ 并大声说出商品信息来进行促销, 即口头广告形式”。尾句出现时间 2——“...in the fifteenth century(15 世纪)”, 这时发明了印刷术, 从而有利于广告的发展。

第二段首句出现时间 3——“By the end of the seventeenth century(17 世纪末)”, 讲到“人们开始广泛阅读报纸, 这时广告的载体形式是印刷品即书面广告形式”。

第三段开头出现时间 4——“...throughout the eighteenth century(18 世纪)”, 文章中说到“广告得到进一步发展, 广告主开始关注广告文本的设计”。

第四段首句出现时间 5——“Near the end of the nineteenth century(19 世纪末)”, 说“出现了专门以广告为盈

利手段的广告公司”。尾句出现时间 6——“Throughout the twentieth century(20 世纪)”,说“广告公司促进了消费主义的形成”。

很明显,本文以清晰的时间顺序对各个历史时期的广告特点进行了分析和说明,全文就是在讲“The Story of Advertising”(广告的发展概况)。因此选 A 项。B、C、D 三项均为文章的一个方面。

对于全文没有明确给出主旨的情况:考生只要把各个段落的主旨加以提炼,然后进行综合分析就不难得出全文主旨。在平时备考时需要加强这方面能力的训练。

关于段落主旨,大多出现在段落中的开头或结尾,当然出现在中间的也有。甚至有的需要考生自己去归纳总结。考生只需要把握一点:主题句的概括性较强,比较笼统和抽象。全段均是围绕着它进行展开。这里不再详说。

3 注意段际、句际关系

阅读文章时我们一定要重视两种很重要的关系:段际关系和句际关系。

从段落之间的逻辑关系来看,考生需留意它们之间是顺接关系还是转折关系。假如是顺接关系,说明下一段和上一段的内容没有大的变化。若是转折关系,说明接下来讨论的内容与前面不同、相反或者对前面的说法作出修正。

从段落内部的逻辑关系来看,考生需把握段落的两种基本扩展方式即总分式和分总式。这与我们理解全文和做题有很大关系。理解了这点,我们在初读时就可以抓住重点,忽略次要枝节性信息,从而提高我们做题的正确率和速度。段落的内部基本结构一般有三种:

1. 段落主旨句——支持句——总结句。
2. 段落主旨句——支持句。
3. 支持句——总结句。

还有一种常见的情况:段落中间出现转折。**段落的重点信息是段落主旨句以及段落中出现转折后的信息。**阅读和解题时要时刻提醒自己抓住这些地方:因为它们一般就是段落主旨,也往往**是我们解题的快速定位点和正确答案所对应的地方。**

4 注意文章中反复出现的关键词

英文作者在写作文章时有个很明显的特点:喜欢用不同的说法来表示同一事物。考生需要注意的是:作者会在文章中反复以同义词(或信息)、近义词(或信息)和反义词(或信息)的形式来指代或强调同一事物和关键概念,它们一般就是文章中讨论的中心问题和全文主旨。抓住了它们,我们就可以很好地理解全文主旨和主题。在解题时,可以帮助我们轻松排除掉看似一些强干扰的选项。下面将以高考试题为例来进行说明。

Pacing and Pausing

Sara tried to befriend her old friend Steve's new wife, but Betty never seemed to have anything to say. While Sara felt Betty didn't hold up her end of the conversation, Betty complained to Steve that Sara never gave her a chance to talk. The problem had to do with expectations about pacing and pausing.

Conversation is a turn-taking game. When our habits are similar, there's no problem. But if our habits are different, you may start to talk before I'm finished or fail to take your turn when I'm finished. That's what was happening with Betty and Sara.

It may not be coincidental that Betty, who expected relatively longer pauses between turns, is British, and Sara, who expected relatively shorter pauses, is American. Betty often felt interrupted by Sara. But Betty herself became an interrupter and found herself doing most of the talking when she met a visitor from Finland. And Sara had a hard time