

中国英语教育领先品牌  
200万英语教师的选择



# 快捷英语



NLIC 2970627549

精品英语教辅 全新再版修订  
全国重点名校英语训练必备丛书

阅读理解与完形填空

## 周周练

高二年级上

第2版

丛书主编 蔡章兵 分册主编 蔡章兵 张石山



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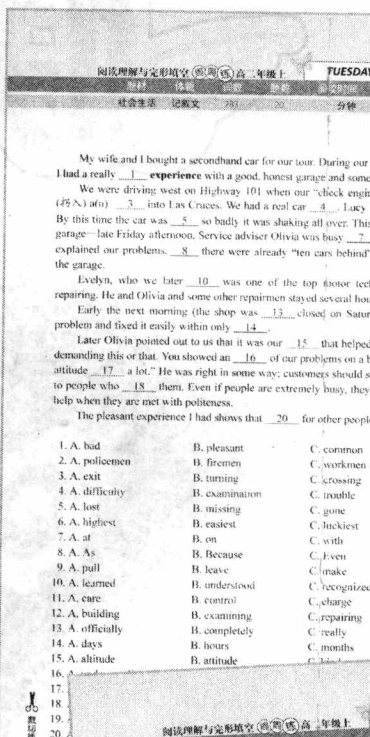
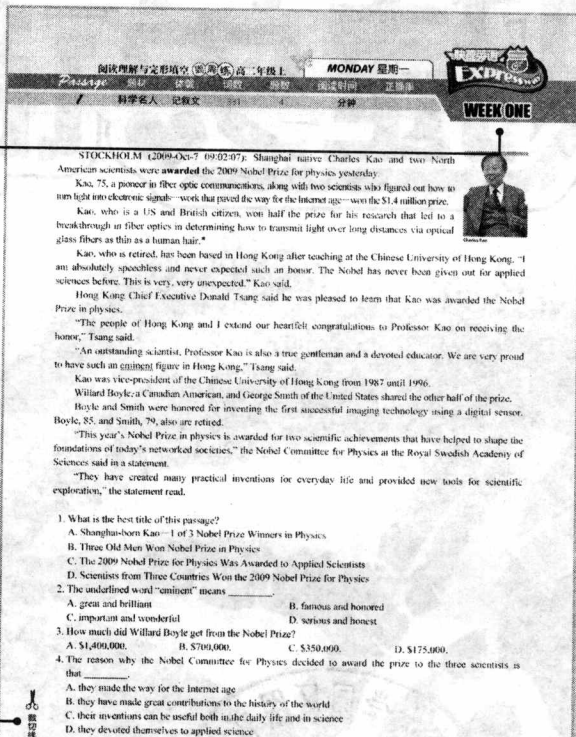
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## 分周编排

全书共分16周，与实际教学周次相吻合，既适合学生自学，又适合教师课堂使用。

## 活页设计

快捷英语周周练系列丛书均采用活页工艺，学生可以根据自身情况选择裁切成活页或者保持书本原貌。



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双卷合一

本书采取“阅读理解+完形填空”合二为一的编写体例，集中训练了占中、高考分值最多的两大题型，符合学生实际需求。

## 细化目录

目录中对文章的主题进行索引，学生和教师可以根据自身兴趣或者教学需要选择文章精读。

## 词汇拓展

对本篇文章中的考纲重点词汇进行拓展讲解，让学生在结合具体语篇的阅读训练中不失时机地对重点词汇进行积累，及时总结提高。



## 《阅读理解与完形填空周周练》使用说明

### 阅读指导

在全书的开篇部分设置“阅读指导”，针对各个年级分析“课标”对本年级阶段“读”的要求，点明阅读的重要性，点拨常用的阅读技巧，提高实际解题能力，起四两拨千斤之效。

## 答案精析

总结文章主旨大意，提示题目设题类型，点拨解题思路。

### 答案与解析

茲將 頁

## WEEK ONE

**MONDAY 星期一**

本文重点介绍了生命科学高级获得 2009 年诺贝尔奖的情况, 同时也将信息分为两种: 生物学研究和医学研究。

A 主旨大意。通读全文可以判断本文主旨为介绍生命科学高级获得 2009 年诺贝尔奖的情况。

B 同义转述。这里香港特区区长在讲话中以判断, eminent 在这里是“著名的和受人尊敬的人”的意思。

C 细节理解。根据第一段和第五段可以判断选项 C 正确。1,400-900=500=350,600。

D 细节理解。最后一段的之意是: 他们的发现表明在日常生活中的许多, 他们比许多科学家获得了更多的荣誉。

## Passage 2

本文讲述了美国的校园暴力事件及其一些解决办法。

A. 主旨大意题。第一句或是第一段的中心句。其值几个选项是同一句的改写句。

C. 细节理解题。倒数第二段反复提出寻找此问题的办法是使学生把事理讲出来。

D. 细节理解题。从最后一段可以找出答案。

B. 推理判断题。第二段讲到了逃学的害处。因此“逃学是最好的解决办法”也不对。

**TUESDAY 星期二**

1. B 根据上下文,作者通过修车受到了启发,明白了这个道理,且文章最后一句 The pleasant experience I had shows that...也有提示。

## 难句解读

对本篇文章中的重点句型或者长难句进行分析讲解,帮助学生更好地理解篇章内容,在进行阅读训练的同时提高表达能力,积累写作素材。



## 编 者 的 话

### ❶ 这套丛书最主要的特色是什么？

编者：这套丛书有两大特色：“专项训练+专题辅导”二合一，“阅读理解+完形填空”二合一。平时我们的英语训练，要么是采用单一的专项训练，要么是采取专题辅导，两者割裂开来，致使学生往往在做完训练题后得不到及时有效的技能辅导。而这套丛书则将二者合为一体，做到了学、练、讲有机结合。同时，这套丛书采取“阅读理解+完形填空”合为一本书的编写体例，既节约了学生的时间，又集中训练了中、高考中分值最高的两大题型，符合学生的实际需求。

### ❷ 这套丛书的选材有哪些特点？

编者：本套丛书选材新颖、内容翔实、题材丰富、难度适中、针对性强，既包括国内外时事，又包括经典名篇、轶闻趣事等。所有材料均由易到难排列，符合学生的兴趣爱好和学习规律，融趣味性、知识性和科学性于一体。

### ❸ 这套丛书是怎样保证编写质量的？

编者：这套丛书坚持名师主笔、专家审稿的原则。丛书由来自国家级示范高中和省级示范高中的一批特、高级教师及优秀骨干教师联合编写，并由中外教育专家审稿。习题难度循序渐进，按照中、高考角度设题。各单元均含有中、高考传统阅读题型及创新题型(对今后高考题型趋势的预测)，即由多项选择题和开放类习题两部分组成。

### ❹ 这套丛书适合于哪个版本的教材？

编者：这套丛书以新课标及最新考纲为依据，可适用于人教版、外研版、北师大版、湘教版、冀教版以及牛津版等多种版本的初、高中教材。各册图书同步性好、适用性广。

### ❺ 学生怎样才能保证文章的阅读量呢？

编者：要坚持每天做一定量的题目。这一点在这套丛书中体现得很突出。编者根据实际教学课时，对每周的周一到周五都做了恰当的内容安排，保证学生每天都能得到充分的练习。周一、三、五为阅读理解练习，高中阶段每天设置两篇文章，考虑到初中学生的阅读能力有限，初中阶段每天设置了一篇文章；周二、四为完形填空练习，每天一篇文章。

我们诚挚邀请全国各地使用本套丛书的教师对书中的内容提出您的宝贵意见和建议，您的意见和建议一经采纳，您将获得出版社提供的赠书。如果您有成熟的稿件或近期有编写计划，欢迎投稿。请致电 010-58383425，或邮件至 Wang\_huijuan@cepp.com.cn。



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# 阅读技能目标及解题技巧

## 阅读指导

《英语课程标准》对高二年级阶段“读”的要求:

1. 能从文章中获取主要信息并能摘录要点;
2. 能理解文章主旨、作者意图;
3. 能提取、筛选和重新组织简单文章中的信息;
4. 能利用上下文的线索帮助理解;
5. 能理解和欣赏一些浅显的经典英语诗歌;
6. 除教材外, 课外阅读量应累计达到 30 万词以上。

### 阅读指导 1 阅读理解的重要性

我国语言学权威吕淑湘谈到如何学好英语时说:“阅读量课内与课外的比例应是 1:30。”新课程标准也明确规定七级(高二)课外阅读量要累计达到 30 万词以上。课外阅读为何被看得如此重要呢?这是因为:

1. 阅读能力是语言的基本功之一。听、说、读、写、译是掌握一门语言的五项基本功, 其中, 阅读占重要的位置。而且, 阅读能力的提高还有助于其他各项能力的提高。

2. 阅读是学生获取信息, 尤其是语言信息的重要渠道。按照现代信息学的理论, 语言学习活动包括语言信息的输入和输出两大方面。听、读分别为获取口头和书面信息的两大途径。而英语学习往往缺乏真实的语言环境, 书面信息的获得则更显得重要, 尤其是高中阶段。

3. 阅读是复习、巩固所学语言知识的必要环节。课外阅读是课堂教学的延伸、扩展以及必要的补充。课外阅读可以通过阅读材料这一语言载体, 帮助同学们更好地复习、巩固所学的词汇、语法等知识, 也为同学们运用所学知识提供了机会。实践证明, 通过一定量的课外阅读, 为所学的语言知识获得重现的机会, 可以不断地强化所学知识在同学们头脑中的记忆, 以致达到能运用的程度。

4. 阅读是培养、激发学习英语的兴趣的一个有效手段。兴趣是最好的老师。而兴趣的培养应是动态的过程, 并不能“一蹴而就”“一劳永逸”。已有的兴趣需要不断强化刺激才能得以保持, 而课外阅读就可以达到这样的目的。一则其材料有新意, 避免了只反复学习课文的枯燥感。二则课外材料大都具有较强的趣味性, 让同学们在紧张的学习之余得以放松, 同时增长了知识, 也必然会拓展自己的兴趣, 可谓一举多得。

5. 阅读是培养和发展各种能力的根基。通过阅读理解, 同学们可以较好地培养和发展自己的分析与综合、归纳与推理、想象、记忆等思维能力。

6. 阅读能力的培养和提高是备战高考之需要。大家都非常清楚, 阅读理解在高考中的重要地位。它不但是全卷考查分值最高的题型, 而且阅读理解能力的高低还直接影响到完形填空、短文改错、单项填空等题型答题能力的提高, 难怪有人将高考英语测试看成“主要是阅读理解能力的较量”。

### 阅读指导 2 技巧点拨: 长难句

在阅读中, 我们经常会遇到一些长难句, 这些句子往往结构复杂、令人费解, 不但会影响同学们的阅读速度, 还会影响阅读质量, 实在是同学们阅读理解中的一大拦路虎。但是, 若同学们掌握一定的方法和技巧, 面对这些长难句解读起来就会游刃有余了!

#### 1. 意群阅读法

在读一个长句子时, 如果对每一个词都给予同等的重视, 从头逐词读到尾, 则往往是读完最后一个词还不知道句子是什么意思。例如:

例 1: And for reasons I won't get into today, I began to write stories using all the Englishes I grew up with: the English she used with me, which for lack of a better term might be described as “broken”, and what

## 阅读指导

I imagine to be her translation of her Chinese, her internal language, and for that I sought to preserve the essence, but neither an English nor a Chinese structure. (2009 年天津卷 B 篇)

读到最后一个词时,读者是否能抓住句意了呢?是否需反复几次才能明白这个句子呢?

因此,这种阅读方式从所花的时间和所取得的效果来看都是不可取的。当然,读这样长的句子一气呵成也是不现实的,正确的阅读方法应该是:在阅读过程中读者依据自己的语言知识将句子划分成若干个意义群。如我们在阅读上述句子时,就可以将其划分为如下几个意群:

[1] And for reasons I won't get into today, [2] I began to write stories [3] using all the Englishes I grew up with: [4] the English she used with me, [5] which for lack of a better term might be described as "broken", [6] and what I imagine to be her translation of her Chinese, her internal language, [7] and for that I sought to preserve the essence, [8] but neither an English nor a Chinese structure.

这样阅读单位锐减到 8 个,阅读速度自然就大大提高了。

意群阅读法是指以意群而不是单词为最小阅读单位的一种快速阅读法。使用此种方法,可以提高阅读速度,而且有利于对句子的整体理解,而不是死抠字眼,逐词理解。如上例,若逐词阅读理解的话,一个词就是一个阅读单位,每读一词都思索、琢磨一下其含义,就要耗费大量的时间,而且将一个完整的句子拆得支离破碎。显然,采用意群阅读法可大大地提高阅读的速度和理解的效果。

意群是由单词组成的基本表意单位,是介于单词与句子之间的中间层次。

意群可以由一个单词、词组或短语组成,也可以由一个从句或一定的语法结构组成。一定的语法结构包括:(1)先行词+定语从句;(2)同位语+同位语从句;(3)被修饰词+后置定语;(4)动名词的复合结构;(5)动词不定式的复合结构;(6)动宾结构等。

有时甚至可以是某个单句或句子的主干部分。例如:

例 2: [1] Wilson suggests changing this situation [2] by looking into ten thousand species [3] that could be made use of, [4] which will be a way [5] to reduce the clearing of the natural homes of plants and animals [6] to enlarge farming areas. (2008 年全国 I 卷 E 篇)

上例中,[1]为句子主干部分,为一个单句,[2]by 引导的介词短语,表示方式,[3]为 that 引导的定语从句,修饰先行词 species,[4]为 which 引导的非限制性定语从句,先行词为 looking into ten thousand species,[5]为动词不定式做定语修饰 way,[6]为动词不定式做目的状语。

正确地划分意群取决于考生对基础英语语法和表达方式的掌握程度。根据语法结构和表达方式划分成意群的句子读起来既省时省力,考生也能高效地完成阅读任务。

### 2. 结构分析理解法

结构分析理解法就是通过对阅读材料中的长难句进行分析,迅速弄清其结构,把握住其基本框架,进而全面理解句子的方法。

所谓的长难句,其实只不过是结构稍微复杂一点,只要同学们善于分析,对其理解自然也就迎刃而解。例如:

例 3: Supporting this claim was discovery that those children who were unable to form normal emotional ties with others did not experience contagions (有感染力的) yawning, which showed that humans communicate regularly without words. (2008 年湖南卷 C 篇)

该句不但长,多达 31 个单词,而且结构复杂,属于典型的难句,故阅读理解起来难度较大。但我们只要先分析一下其结构,理顺其内部关系,就不难理解其含义了。

该句为一倒装句,其正常结构为:Discovery that...was supporting this claim.由于主语 discovery 后有一个 that 引导的同位语从句修饰,较长,故采用倒装结构。谓语部分为 was supporting this claim. that 引导的同位语从句的主干为 those children...did not experience contagions yawning, 其中的 who...with others



为定语从句，修饰先行词 *those children*。句末 *which* 引导的非限制性定语从句修饰 *discovery*，该从句中含有一个 *that* 引导的宾语从句做 *showed* 的宾语。

通过这样理顺，全句脉络分明，句意也就自然明朗了。

掌握这种方法的关键是分析和弄清句子的基本框架和结构。这就要求平时要努力学好英语语法知识，尤其是有关句子的基本类型、各种从句的知识（如定语从句、名词性从句、状语从句等）、动词的非谓语形式等。还要特别注意并列连词 *or, but, for, not only...but also, however, thus, therefore, neither...nor* 等的用法。例如：

例 4: A statement of opinion by one writer may be re-stated as fact by another, who may in turn be quoted by yet another; and this process may continue, unless it occurs to someone to question the facts on which the original writer based his opinion or to challenge the interpretation he placed upon those facts. (2008 年天津卷 D 篇)

该句长达 55 个单词，为 *and* 连接的并列句。第一句的主干结构是：A statement of opinion may be re-stated..., *who* 引导的定语从句修饰先行词 *another (writer)*。第二句的主干为：this process may continue..., *unless* 引导条件状语从句，该从句 *it* 为形式主语，真正的主语为 *to question the facts...or to challenge the interpretation, facts* 后接一个 *on which* 引导的定语从句，*interpretation* 后接一个省略 *that/which* 的定语从句。

### 3. 分层次阅读理解法

对于有些结构特别复杂、信息容量特别大的长难句，同学们还可先弄清句子的框架，然后再顺藤摸瓜，逐层理清句子的内容，这样的阅读理解方法就叫作分层次阅读理解法。例如：

例 5: [1] Here are some more suggestions for effective team performance during these activities: [2] Make sure each group member understands and agrees to the task given to him or her, [3] and everyone knows exactly when, why and what to do; [2] take turns doing various tasks during similar and repeated activities; [2] be aware of where other group members are and what they are doing so as to ensure safety; [2] be responsible for your own learning. [3] though it is by no means unwise to compare your observations with those of other group members. (2008 年江苏卷任务型阅读)

该句长达 89 个单词，是历年高考试卷中最长的句子，且信息量大，理解起来有相当大的难度，但采用分层次阅读理解法，逐层理顺其内容及内容间的逻辑关系，该句即可迎刃而解。

该句可分三个层次来阅读和理解。第一层次为 *Here are some more suggestions for effective team performance during these activities:*；第二层次就是 *some more suggestions* 的展开，共有四点，用分号分隔开来；第三层次为这四个建议内部，有些还可以继续划分，如第一、第四条建议。第一条建议的 *Make sure* 下有两个由 *and* 连接的并列宾语，第一个为 *each group member understands and agrees to the task given to him or her*，第二个为 *and everyone knows exactly when, why and what to do*。第四条建议中含有一个 *though* 引导的让步状语从句。

例 6: The researchers said that among the problems with some earlier studies is that they often failed to take into account that those people most at risk for skin cancer—people with fair skin and freckles (雀斑), for example—are more likely to use sunscreen. (2008 年福建卷 E 篇)

该句的第一层次为：The researchers said that..., 其中的 *that* 引导宾语从句，做 *said* 的宾语。第二层次为 *among the problems with some earlier studies is that...*，其中的 *that* 引导主语从句，该句采用了倒装结构，正常结构为 *That they often failed to take into account...is among the problems with some earlier studies*。第三层次为 *they often failed to take into account that...*，*that* 引导宾语从句，做 *take* 的宾语。第

## 阅读指导

四层次为 those people most at risk for skin cancer—people with fair skin and freckles (雀斑), for example—are more likely to use sunscreen, 该层次的主干为 people are more likely to use sunscreen.

### 4. 关键词语阅读法

有时受时间限制, 对于每一个长难句, 不可能都细读慢嚼地分析其结构、理顺其内容等。这时, 为提高速度, 对于有些长难句, 也可采用关键词语阅读法。

顾名思义, 关键词语阅读法就是指根据材料的内容、上下文间的逻辑联系以及自己的阅读需要, 通过抓住材料中的关键性词语, 捕捉住文章中的关键信息或所需要的信息, 并据此了解全文内容的一种方法。例如:

例 7:

Most health experts believe that by protecting the skin from the harmful effects of the sun, sunscreen helps prevent skin cancer, which is increasing in incidence (发生率) faster than any other cancer in the United States. (2008 年福建卷 E 篇)

阅读该句时, 应主要抓住下列关键性词语: ...health experts believe...sunscreen helps prevent skin cancer...increasing in incidence..., 抓住了这些词语即可达到理解全句之目的。

例 8: Tanner and his team found that students in classrooms with unblocked views of at least 50 feet outside the window had higher scores on tests of vocabulary, language arts and maths than did students whose classrooms primarily overlooked roads and parking lots. (2009 年北京卷 C 篇)

阅读本句时, 把握以下重点词语即可掌握句子的大意: Tanner and his team found students...with unblocked views...had higher scores...than did students whose classrooms primarily overlooked roads and parking lots.

阅读时, 把所获信息全都存入大脑是不现实的。对所有的词语不加区分都贮存到大脑中, 不但记不住, 而且也极易造成大脑疲劳。采取关键词语阅读法效果就会大不一样, 不但减少了所需(重点)阅读的词汇量, 也有利于我们集中注意力, 更好地把握材料的核心内容, 提高获取信息的效率。同时, 减轻大脑的负担, 可大大提高大脑记忆之功效。

### 阅读指导 3 常见问题解答: 如何把握文章的主旨大意? 如何推理?

问题 1: 如何捕捉文章的主旨大意?

一个段落、一篇文章总会有个中心, 总是围绕着某个中心而展开的, 这个中心即为该段落或文章的主旨。阅读时, 若能快速把握住文章的主旨, 无疑会大大地提高读速和理解效果。那么, 如何才能把握住段落或文章的主题句呢?

主题句通常位于段落、文章之首或末尾, 当然, 也有位于段落、文章中间的。现举例分析如下:

#### 1. 位于文首的主题句

段落或文章的开头和结尾无疑是其两个重心, 故此也是主题句出现较多的位置, 将主题句置于这两种位置下, 无疑也可起到强调之功效。置于段落或文章的开头, 也可以给读者以开门见山之感。例如:

There is a difference between science and technology. Science is a method of answering theoretical (理论上的) questions; technology is a method of solving practical problems. Science has to do with discovering the facts and relationships between things in nature and with finding ways to organize the facts and relationships; technology has to do with tools, techniques, and procedures (程序) for making practical use of scientific findings.

该段的首句 There is a difference between science and technology. 即为段落的主题句。



## 2. 位于文尾的主题句

将主题句置于文尾用以收尾,同样可以起到强调之功效,因为,按照心理学和信息学的原理,在阅读任务结束时所接受的信息比阅读进行中所接受到的信息在大脑中保持的时间会长久得多。例如:

Reading English newspapers is good for us middle school students.

First of all, it can help enlarge our vocabulary. For example, we can learn some fresh words and expressions we can't learn through our textbooks.

Secondly, by reading English newspapers often, we can develop all kinds of reading skills and improve our reading ability.

Thirdly, reading newspapers can widen our scope of knowledge. We can get all kinds of information in newspaper.

This helps us to understand the fast-developing world better.

Finally, reading newspaper can also help us to improve our writing ability.

Therefore, reading newspapers is a good habit for us middle school students.

文末的最后一句 Therefore, reading newspapers is a good habit for us middle school students. 是本文的主题句。

主题句位于文末尤其常见于议论文中,作者往往先列举事实、摆出论据,然后再亮出自己的观点,以达到让读者在不知不觉中接受其观点之目的,相反,若在文首就亮出自己的观点,当读者持有不同观点时,则会令读者在思想上形成一道防线,以致难以接受作者的说服。

## 3. 位于文章中间的主题句

有时,主题句既不位于文首,也不位于文尾,而是位于文中。例如:

Meat and vegetables are measured in grams or kilograms. These units only measure quantity; they do not measure the value of the food to the body. The unit which measures the quality or value of food is the "calorie". A calorie is the amount of heat given off by food when it burns. This measurement tells how much energy a certain food has when it is completely used by the body.

该段的主题句 The unit which measures the quality or value of food is the "calorie". 位于段落中间。

## 4. 首尾呼应的主题句

有些文章在文首和文尾各有一个主题句,这两个主题句的内容基本相同,只是表述不同而已。使用这样首尾呼应的两个主题句,可以达到给读者深刻印象之功效,同时也可以起到从不同的角度来揭示文章中心思想的作用。例如:

Water is very important to living things. Without water, there can be no life on earth. All animals and plants need water. Man also needs water.

Water is found almost everywhere. Even in the driest part of the world, there is some water in the air.

Water may be in the state of solid or gas. When it is a solid, it may be as hard as a rock. When it is a liquid, you can pour it out of a container. When it is a gas, you can't see it or feel it.

Although about 70 percent of the earth surface is covered by water, there are many places in the world still short of water. So we must make good use of water on earth.

该文文首的 Water is very important to living things. 首次点明主题,文尾的 So we must make good use of water on earth. 一句再次强调了主题。

## 5. 无主题句的段落或文章

有些段落或文章中没有出现主题句,而需要同学们在阅读后自己去概括、总结。例如:

Guo Jin was sent to the best kindergarten in the block when he was only three. Then at six he went to a



# 阅读指导

first-rate primary school in his city. Five years later he entered Nankai Middle School. In 1980 he was admitted to Business Department of Beijing University. And in 1984 he went to study in New York State University to study for a postgraduate degree and then for a doctor's degree.

该文即没有主题句，需要根据段落内容去概括，其主旨是：Guo Jin received a good education.

有些段落或短文的主题可能是围绕某个人或事物而展开，其主题是该人或事物，而不是某种观点，故其主题往往只需用一个词或词组来概括，而不是一个句子。例如：

The brain allows us to think, to invent an idea, and to remember it.

The brain has three main parts. Each part does a different task, each part is equally important.

The cerebrum (大脑) is where you think, decide, remember, and feel. This is the large part on top. Under the cerebrum is the cerebellum (小脑). This part controls your muscles (肌肉), so this part directs your body movements. The third part, called the medulla (延髓) controls a very important group of nerves (神经元). It is through these nerves that messages pass from your brain to your body. The medulla does not help you think. It tells the muscles in your body to work. For example, the medulla keeps you breathing, it makes your heart continue to beat, and it tells your stomach to digest the food that you just ate.

The human brain is a very complicated organ (器官). Each of the three parts does different jobs, but no one knows for certain how the brain works.

该文的主题可以用 human brain 这一词组来概括。又如：

Marie Curie, born in Sklodovka, Poland in 1867 led a hard life as a girl. Her parents, both teachers, had small salaries and were quite poor, especially after her mother stopped teaching to raise five children and take care of her poor health. Marie's mother suffered from tuberculosis (肺结核) and died of it when Marie was ten.

When Marie was small, she showed great interest in science. She loved to study and hoped to become a scientist when she grew up. Her interest in science was encouraged by her parents. Excellent as she was in her studies, she couldn't go on with the advanced education she needed because Poland was then ruled by Russia and women were not permitted to go to college.

In order to continue her education, she smoothed away many difficulties and entered Paris University. There she lived a simple life and studied hard, so she graduated with the highest grades in her class.

After graduation she was engaged in scientific research in Paris University. There she met Pierre Curie, whom she married. Pierre joined her in her research into an unknown phenomenon "radiation", which a certain scientist had declared that uranium gave off. The Curies spent several years trying their best to find the element that produced radiation. Finally they succeeded in 1902.

Marie Curie won two Noble Prizes, one for physics in 1906, together with her husband and another scientist, the other for chemistry herself, in 1911. Madame Curie was a scientist of great achievements, and the first woman ever to be honored in the Nobel Prize history.

The best title of this passage is

A. A Brief Account of Madame Curie's Life

B. Madame Curie and Radium

C. Marie Curie's Childhood

D. Madame Curie's Interest in Science

根据文章内容，应选 A。选项 B、C、D 均不能概括文章的全部内容。该主题在文中未以句子形式出现，需要读者阅读后概括总结才能得出。

## 问题 2: 如何进行推理?

我们在阅读的过程中, 需要不时地根据已知信息推出未知信息, 这样的思维过程就是推理。例如:

Lucy looked at her returned exam paper. She tore it up and threw it in the waste basket.

Question: What inference can you make from this sentence?

根据露西撕掉试卷并将其扔进废纸篓中, 我们不难推出: 她考得不好, 并且相当不理想。否则, 她就不至于会撕掉试卷。故答案为: Lucy did too badly in the exam.

现在大家再试试下面几句:

1. The child took a toy off from the shelf in the store. Her mother spoke to her and she began to cry.

Question: What do you think the mother spoke to the child? Why did the child cry?

2. The student took a book from the shelf in the store. After reading it for a few minutes, he put it back.

Question: Did the student like the book?

3. While the strike was on, the students had to clean the dormitories themselves.

Question: Did the students clean the dormitories as a rule? Who held the strike?

4. Let me say immediately that if I thought more gun control laws would help diminish (削减) all the crimes in the United States, I would be the first to vote for them.

Question: What did the author think of the gun control laws?

答案如下:

1. The mother didn't agree to buy the toy. She might have said, "We can't take it. It's too expensive," or "You've got the same at home."

2. No, he didn't.

3. No, they didn't. The dustmen.

4. The author wasn't for the gun control laws.

试看 2009 年安徽卷 E 篇:

A rainforest is an area covered by tall trees with the total high rainfall spreading quite equally through the year and the temperature rarely dipping below 16°C. Rainforests have a great effect on the world environment because they can take in heat from the sun and adjust the climate. Without the forest cover, these areas would reflect more heat into the atmosphere, warming the rest of the world. Losing the rainforests may also influence wind and rainfall patterns, potentially causing certain natural disasters all over the world.

In the past hundred years, humans have begun destroying rainforests in search of three major resources (资源): land for crops, wood for paper and other products, land for raising farm animals. This action affects the environment as a whole. For example, a lot of carbon dioxide (二氧化碳) in the air comes from burning the rainforests. People obviously have a need for the resources we gain from cutting trees but we will suffer much more than we will benefit.

There are two main reasons for this. Firstly, when people cut down trees, generally they can only use the land for a year or two. Secondly, cutting large sections of rainforests may provide a good supply of wood right now, but in the long run it actually reduces the world's wood supply.

Rainforests are often called the world's drug store. More than 25% of the medicines we use today come from plants in rainforests. However, fewer than 1% of rainforest plants have been examined for their medical value. It is extremely likely that our best chance to cure diseases lies somewhere in the world's shrinking rainforests.