



大学士大学英语系列辅导

CET-4

大学英语四级 考试教程

◆ 总主编 王宗文
◆ 主 编 宋 燕 彭建武

完形填空

大连海事大学出版社

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前言

为了帮助广大考生顺利通过四、六级考试,通过有针对性的考前训练提高应试能力,我们精心编写了《大学英语四级考试教程》和《大学英语六级考试教程》两套系列丛书。

在编写本丛书时,我们根据《全国大学英语四、六级考试改革方案(试行)》的精神和《大学英语四级考试大纲》的要求,在题型设计方面与新题型完全一致,试题的难度与真题基本一致,目的是让广大考生在备考时熟悉题型,从严训练,从而真正提高应试能力和英语综合应用能力。只有平时训练当“实战”,到考场上才能轻车熟路,充满自信,从容应对。

《大学英语四级考试教程》丛书包括《综合指导》、《听力理解》、《阅读理解》、《完形填空》、《写作与翻译》,共五册。每册选材力求语言地道、体裁多样、题材广泛、内容新颖、长度适宜、难度适中,整体编排科学、设计合理、别具一格。本丛书是由全国从事大学英语六级教学与研究的专家学者与一线教师精心编写的,具有权威、全面、实用和新颖的特点。

《大学英语四级考试教程——完形填空》包括以下内容:

1. 完形填空测试的题材、设计特点与解题策略。
2. 十个单元的专项训练与详解。

感谢所有参与编写的老师,他们在繁忙的教学工作之余,不辞劳苦,潜心科研,严肃认真、保质保量地完成了本丛书的编写工作。冬去春来花枝俏,春华秋实汗水浇。既有桃李满天下,又有书香飘万家。

感谢大连海事大学出版社,一是感谢社长助理徐华东先生,是他驾驭全局的策划能力、开拓进取的敬业精神和精益求精的务实精神使本丛书有了良好的开端,是他热情的鼓励和精心的指导使我们的编写工作得以顺利进行;二是感谢出版社领导和各位责任编辑,是他们认真的工作作风、严谨的工作态度和出色的业务能力,使本丛书的质量得到了保证,并得以按时与广大读者见面。

最后感谢全国大学英语四、六级考试委员会主任金艳教授,在本丛书编写前,我们曾听取了她的中肯的建议,在编写过程中,我们又得到了她的悉心指导。

我们相信,本书对广大考生准确把握四级考试内容及要求,提高四级应试能力及英语素养并顺利通过大学英语四级考试会有裨益,希望本书能成为广大师生的良师益友,也希望广大读者提出宝贵的意见和建议。

王宗文
2009年9月

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第一部分 完形填空测试的题材、设计特点与解题策略

完形填空(Cloze Test)出现于20世纪50年代,由威尔逊·泰勒(Wilson Taylor)在1953年的《完形程序》(Cloze Procedure)中创立,其中的“Cloze”一词源自 Closure(闭合、完形),其概念来源于格式塔心理学(Gestalt psychology)。Gestalt 在德语中指“完形”或“经验的整体”。格式塔心理学家认为,人的大脑里储存着已有的知识和完整的知识体系,当人们感知外部事物和对信息进行加工时,这些已有的知识和完整的知识体系会有意识或无意识地起作用。人们观察物体形状时,往往会无意识地把物体看成是完整的,即使形状中有空缺也会填补上去。人在阅读过程中将空缺的词语填补上去,也是同样的道理。

这种语言测试的方法于1968年首次应用于测试非英语国家学习者的英语水平。自20世纪70年代以来,语言学界对完形填空这种测试形式进行了理论与实践的深入研究,分析了完形填空作为测试手段的优势和劣势,使得我们对它有了一个基本认识,即:在表达意义连贯的文章中有目的地挖去一些词语形成文章的空格,要求学生在给出的对应备选答案中,从整个语段的内容、组织结构和语言特点等方面出发,全面考虑问题,综合运用所学词汇、语法知识、文化风俗背景和一般常识性知识,选出一个正确或最佳答案填充空格。实践证明,完形填空是一种能够有效测试英语学习者语言综合运用能力的手段,可以用来作为标准化综合性语言水平测试的组成部分,也可以用来配合课堂语言教学。

完形填空测试的形式一般采取提供备选项和不提供备选项两种,其中不提供备选项的完形填空测试中受试者的自由度更大,当然也能够更好地检测受试者的语言水平。目前我国英语测试大都采取提供备选项的完形填空,而专业性比较强的(比如英语专业研究生入学考试)则多不提供备选项。从测试目的看,完形填空又可以分为成就性测试和综合性能力测试两种,一般的英语教材配套练习中常见此类针对某一篇文章的完形填空测试;而综合性能力测试中多数都包含完形填空类试题,其标准化水平高、测试面广和语篇技能测试效果好等优点得到了各类考试命题者的持久青睐。

1987年9月我国首次举行了全国大学英语考试,从首届考试至如今的四、六级考试,多数试卷中都出现了完形填空。就完形填空文章的体裁来看,所选用的文章一般以说明文或论述文为主,文章难度一般低于精读课文的难度,基本上无超纲生词。《大学英语四级考试大纲》(2006版)规定:“完形填空测试学生各个层面上的语言理解能力及语言运用能力。短文长度为220~250词,内容是学生所熟悉的题材。这部分的分值比例为10%,考试时间15分钟。完形填空部分的短文有20个空白,空白处所删去的词既有实词也有虚词,每个空白为一题,每题有四个选择项。要求考生选择一个最佳答案,使短文的意思和结构恢复完整。”学习者不仅应具备一定的阅读理解能力和比较扎实的语法知识,该题形对词汇量、词语用法、上下文逻辑关系和固定搭配等方面要求也相当高,因此在历年大学英语四级考试中成为学生普遍反映难度比较大的一类题目。

从近五年的大学英语四级考试真题来看,完形填空测试灵活多样,题材涉及多个学科领域,测试类型主要包括逻辑分析题、语法结构题、词义辨析题、固定搭配题等,具体题材和各类题目的数量分配参见如下表格:

考试	题材	逻辑分析题	语法结构题	词义辨析题	固定搭配题
2004年6月	历史教育	5	3	10	2
2005年1月	消费理财	1	5	12	2
2005年6月	被简短回答题取代				
2005年12月	航空医疗	4	4	9	3

2006 年 6 月老	环保建材	4	2	12	2
2006 年 6 月新	睡眠研究	3	6	9	2
2006 年 12 月	语言交际	4	2	11	3
2007 年 6 月	自然灾害	2	5	11	2
2007 年 12 月	消费心理	5	3	9	3
2008 年 6 月	大学教育	3	1	11	5
2008 年 12 月	青少年体育	2	4	12	2

从上表可以看出,过去五年真题的完形填空选材比较广泛,但内容涉及教育与社会方面的居多;从题目类型看,词义辨析题是重头戏,一般都占到 50% 甚至更多;其次是语法结构和固定搭配,而逻辑分析类题目要求较高,比较难于处理。下面,结合历年真题,我们从上述四个基本题型来详细分析大学英语四级考试中的完形填空测试。

一、词义辨析题

该类题目主要考查考生对英语中的实词(如名词、动词、形容词和副词等有实际意义的词)掌握情况,选项主要围绕某类词的同义词、近义词、形似词等展开。例如 2008 年 12 月的 68 题(上下文中涉及的题目均以以下划线形式给出答案,下同):

Playing organized sports is such a common experience in the United States that many children and teenagers take them for granted. This is especially true among children from families and communities that have the resources needed to organize and 68 sports programs and make sure that there is easy access to participation opportunities.

68. A. spread B. speed C. spur D. sponsor

该题考查动词词义辨析,原文中由 and 连接的有 organize 一词,无疑这里需填入动词与后面的 sports programs 构成动宾短语;而选项中的四个词均以字母 sp 开头,外形近似,属于易混淆词汇。但只要牢记各词的基本含义:spread(推广,扩展)、speed(加速)、spur(鞭策)和 sponsor(赞助),再结合上下文(体育项目需要组织和资助),便很容易选出正确答案 D。

有的测试中根据词形把备选项分为两组,要求学生分别辨析,这样难度略有降低。例如 2008 年 6 月的 75 题:

Most students attend a university mainly to 75 the knowledge needed for their chosen profession. Educationists believe that this aim should not be the only one. Universities have always aimed to produce men and women with judgment and wisdom as well as knowledge.

75. A. ensure B. endure C. accept D. acquire

这篇介绍大学教育的短文提到大学生的求学目的应该多样化,这里考查的正是我们经常说的一个短语“学知识”,而很多学生一看到“学”就想到 learn 或 study,如果被测试者用这两个词替换 ensure(确保)和 endure(忍受),那正答率肯定会下降不少。而命题者把选项分为前后词形相近的两组,有利于考生辨别,正确答案应该为 acquire(习得,获取)。

二、固定搭配题

该类题目主要考查动词与介词和副词小品词(如 take up 中的 up)、形容词/名词与介词的搭配情况。有些常用搭配复现率高,而且具有不同的含义,动词短语 take up 在具体的语境中主要含义如下:① That huge bed **takes up** (占用) most of the room. ② The bus stopped to **take up** (接纳) passengers. ③ He will **take up** (从事) a new post next month. ④ They **took up** (拿起) arms to fight the invaders. ⑤

Congress will **take up** (研讨) this proposal tomorrow afternoon. ⑥ That dress is too long; you had better **take the hem up** (改短边缘). 当然并不是所有固定搭配都有如此多的含义,而且有些意义确实比较生僻,学习者可以不去识记。但是,从某种意义上讲,掌握英语短语数量的多少,可以反映出一个学习者的英语基本功和表达能力。例如 2007 年 6 月的 84 题:

In many villages, electrical lines have not been repaired, nor have roads. Aid workers estimate that it will take years to rebuild what the earthquake took 84.

84. A. aside B. away C. up D. out

该题中 take 后可以跟备选项中的任何一个副词小品词表示不同含义: take aside(拉到一边)、take away(带走)、take up(占用)、take out(拿出)。根据上下文,地震造成了各种设施毁损严重,应该取“带走”之意,正确答案为 B。

而有些固定搭配则比较容易识别,例如 2007 年 12 月的 71 题:

71 one sense, the effect of a consumer's mood can be thought of in much the same way as can our reactions to the behavior of our friends—when our friends are happy and “up”, that tends to influence us positively, but when they are “down”, that can have a negative impact on us.

71. A. In B. On C. By D. Of

该长句 54 词,共包含 5 个空格,需要真正读懂上下文才能选出合适的答案,但是从 71 题备选项中的四个介词即可辨别出固定搭配 in one sense(从一种意义上说),其他均不能构成有意义的短语。类似的还有: in any sense(无论如何)、in no sense(无论如何……也不)、in some sense(在某种意义上)等。

三、语法结构题

该类题目主要考查英语重点语法知识的运用,包括介词与连词用法、非谓语动词(不定式、现在分词和过去分词)、各类从句等。例如 2007 年 6 月的 76、77 题:

For most of the refugees, the thought of going back brings mixed emotions. The past six months have been difficult. Families of 76 many as 10 people have had to shelter 77 a single tent and share cookstoves and bathing facilities with neighbors.

76. A. like B. as C. so D. too
77. A. by B. below C. under D. with

76 题四个备选项中有介词和副词,而空格后的 many as 提示我们这是一个紧缩了的比较结构,表示地震中受害家庭的居住条件令人惊讶,故正确答案 as。而 77 题中需要填入合适的介词与 a single tent 构成状语,注意区分 below 和 under,前者主要用于抽象性事物,如 below zero(零度以下),故应选择 under。

有些语法结构类题目考查对从句的成分与功能的掌握情况,对这种题目要综合考虑上下文。例如 2008 年 12 月的 76 题:

Organized youth sports first appeared during the early 20th century in the United States and other wealthy nations. They were originally developed 76 some educators and developmental experts realized that the behavior and character of children were strongly influenced by their social surrounding and everyday experiences.

76. A. before B. while C. until D. when

选文中主要追溯有组织的青少年运动的历史,很明显空格处应填入一个时间状语从句的引导词, before 不符合基本的先认识再开发的逻辑, until 一般后跟表时间的名词性短语且常与否定词 not 连用, 而 while 一般表示主从句动作同时进行,故选择 when 表示前后连贯的时间与动作最为合适。

四、逻辑分析题

该类题目考查学生在语篇层次上对选文的综合理解能力,一般涉及段与段、句与句以及句子内部成

分之间的语义关系和词汇衔接。基本的表示列举、原因、结果、让步、对照、补充、时间、目的、条件等逻辑意义的连词有:

列举: first, second, third...; firstly, secondly, thirdly...; first, next, then...; in the first place, in the second place...; for one thing, for another thing...; to begin with, to conclude, etc.

原因: because, since, as, now that, etc.

结果: so, therefore, thus, hence, accordingly, consequently, as a result, etc.

让步和转折: however, nevertheless, nonetheless, still, though, yet, in spite of, at any rate, in any case, whoever, whatever, etc.

对照: on the contrary, in contrast, by contrast, in comparison, by comparison, conversely, etc.

补充: also, further, furthermore, likewise, similarly, moreover, in addition, what's more, too, either, neither, not... but... not only... but also, etc.

时间: when, while, as, after, before, since, until, as soon as, once, etc.

目的: that, so that, in order that, lest, for fear that, etc.

条件: if, suppose (that), supposing (that), unless, in case, so (as) long as, so far as, on condition (that), provided (that), providing (that), etc.

例如 2008 年 6 月的 72 题:

Universities are institutions that teach a wide variety of subjects at advanced levels. They also carry out research work aimed at extending man's knowledge of these subjects. The emphasis given to each of these functions varies from university to university, according to the views of the people in prospect and according to the resources available. The smaller and newer universities do not possess the staff or equipment to carry out the vast research projects possible in larger institutions. 72 most experts agree that some research activity is essential to keep the staff and their students in touch with the latest developments in their subjects.

72. A. While

B. But

C. As

D. For

该段选文主要有三层含义:先是大学的教学与科研两大功能,接下来讲学校实力的大小决定了其开展研究活动的规模,最后通过专家指出有些科研对师生来讲是必须的。本段基本上遵循“总分总”的发展模式,通过中间部分得知学校鉴于人才和设备的差异而在科研活动上也有较大不同,但作者反对实力弱的大学忽视科研。综上分析,原文中末句与前文是转折关系,故正确答案为 B。

此外,常考查的还有作状语的修饰性以及评注性副词,看如下例句:① They speak English **fairly** fluently. 他们英语说得相当流利。(修饰性副词)② **Admittedly**, he is a cheat. 不可否认,他是个骗子。(评注性副词)2007 年 6 月的 68 题即是对此知识点的考查:

An earthquake hit Kashmir on Oct. 8, 2005. It took some 75,000 lives, injured 130,000 and left nearly 3.5 million without food, jobs or homes. 68 overnight, scores of tent villages bloomed across the region, tended by international aid organizations, military personnel and aid groups working day and night to shelter the survivors before winter set in.

68. A. Altogether

B. Almost

C. Scarcely

D. Surely

该选文讲述了发生在克什米尔的大地震及震后救援,第二句着重强调了其破坏程度之强令人震惊,但是与之形成鲜明对照的是灾后救援全面展开,而这里强调的就是时间短,对此类突发事件反应及时。备选项中能够表示此含义的只有 almost 最为合适,救援的开展速度之快令人惊讶。

通过对以上真题的分析,相信您对完形填空中考考的这四类题型应该有了比较深入的了解。可以看出,不论哪种题型,要想做出正确的选择就必须苦练基本功,准确掌握词义,牢记某些固定搭配,夯实语法基础知识,提高语篇认知能力。同时,应对完形填空还要讲究一定的做题技巧。针对完形填空的命

题特点及规律,综合以往真题研究,我们总结列出五大完形填空实战技巧,希望能够给广大考生一把金钥匙,开启成功之门。为了方便大家记忆,我们编成了顺口溜形式:完形填空它不难,统观全局最关键。提纲挈领看首句,固定搭配常遇见。同义复现利用好,背景常识不能少。语法结构深分析,瞻前顾后找逻辑。备选项目细推敲,不忘以上小技巧。

1. 重视开头一句

正规的英语完形填空测试的第一句都是不设空格的,对于首句应该给予足够的重视,因为往往它就是中心句或是引导句,而且它的时态往往决定了全文的时态,所以多花一点时间看首句是值得的。例如2004年6月的完形填空测试首句是:Historians tend to tell the same joke when they are describing history education in America. 我们可以判断出后文的中心议题应该是 history education in America(美国的历史教育)。再看2006年6月的新四级测试第一段:Do you wake up every day feeling too tired, or even upset? If so, then a new alarm clock could be just for you. 一问一答中已经明确告诉我们:该文是讨论关于睡眠研究的新发明的。完形填空就像拼图游戏,首句扮演的是预设的提示,考生应该高度重视,因为它起着窥一斑而知全貌的作用。

2. 利用词汇复现

词汇复现是一种英语篇章衔接手段,指通过原词、同义词、近义词、反义词、上义词(如 animal 是 dog 的上义词)等形式重复使用的某一概念,一段或者一篇文章能够语义连贯、结构衔接。看以下例句:

Algy is always afraid of bears. And he met a bear yesterday. (同词复现)

Everyone cheered. The leader acknowledged the applause. (同义复现)

He fell asleep. What woke him was a loud crash. (反义复现)

Helen likes pets. Anyone entering her room always finds himself surrounded by cats, dogs and even snakes. (上下文词汇复现)

After an hour or so—the sun was rapidly sinking, the white clouds had turned red, the hills were violet, the woods purple, the valleys black—a trumpet sounded. (上下文词汇复现)

2006年12月的完形填空测试中的69题完全可以利用同词复现技巧来解答:

Many animals can 69. The dance of the honeybee communicates the location of flowers to other members of the hive (蜂群). But human language permits communication about anything, even things like unicorn (独角兽) that have never existed.

69. A. transfer B. transmit C. convey D. communicate

原句中对人与动物在语言使用上进行了对比,第二句话中的 but 一词说明了这一点;而两句中除空格外出现了 communicate 及其派生名词 communication,那么我们完全可以判断出空格处就是介绍动物如何进行交流的,只能选择 communicate 一词。此外,还可将 dance 一词理解为 communicate 的下义词,这样也可从容选出正确答案。

下面的试题可以利用词汇复现这一技巧进行解答:

As was discussed before, it was not until the 19th century that the newspaper became the dominant pre-electronic _____, after the book and magazine.

A. means B. method C. medium D. measure

原句中出现了 newspaper, book 以及 magazine 这些词,而此处又是说 newspaper 成为什么。显然,我们可以使用上下文词汇复现技巧判定此处应选 medium(媒介、媒体)来与上述词语构成上下文关系。同时我们也可以利用常识判断,媒体一词应该是 media,而它正是 medium 的复数形式。

1) 联系背景常识

格式塔理论告诉我们,常识在我们认识世界的过程中起着巨大的作用。解答完形填空题时,有时文章中提供的信息还不够,还需要考生把符合常识的一些有用信息结合起来考虑,最后选出符合常识的最

佳答案。因此,考生的知识范围越广,对文章的理解就越容易,整体上知道所选短文在说什么,那么局部上的每一个空填起来也会得心应手。如讨论人类语言的 2006 年 12 月的完形填空测试:

Language is the most important learning we do. Nothing 75 humans so much as our ability to communicate abstract thoughts, whether about the universe, the mind, love, dreams, or ordering a drink.

75. A. combines B. contains C. defines D. declares

常识告诉我们,语言对于人类来讲非常重要,其重要性完全可以把人与动物区分开来。空格处讨论的正是人类的这一特有能能力,所以只有动词 define 具有这一“界定”含义。

2) 分析句法结构

虽然大学阶段已经没有新的语法知识要学,但是个别重要的语法知识点还是备受命题者的青睐,如定语从句、同位语从句、状语从句和倒装句等等。也正是因为规则繁杂、特殊用法多,这些语法点成为不少英语学习者的棘手难题。具体说来,定语从句要注意找出先行词、引导词以及先行词在从句中的成分,尤其是介词加关系代词引导从句的情况。例如 2004 年 6 月试题:

The recent surveys on historical illiteracy (无知) are beginning to numb (令人震惊): nearly one third of American 17-year-olds cannot even 66 which countries the United States 67 against in that war.

66. A. distinguish B. acknowledge C. identify D. convey
67. A. defeated B. attacked C. fought D. struck

原句中有三处空格,两处涉及定语从句;引导词省略,先行词 which countries 在从句中作宾语,题目要求选择主、从句中的主动词。做了如此分析后,题目的难度就大大降低了,正确答案都是 C。

同位语从句的先行词为有一定内容或需要解释的名词,如: news, idea, fact, promise, hope, message, etc., 引导词一般为 that, 有时也根据名词内容的需要由 whether, why, when, where, how 等引导。关于倒装句,要特别注意置于句首的有些词要求部分倒装,如: never, no, neither, not only, hardly, not until, no sooner... than, on no account, etc.; only then, only when, only because, etc.; often, so, to such an extent, etc.。而状语从句要特别注意各类别状语从句的先行词,2005 年 1 月的完形填空便考查这一点:

Wise buying is a positive way in which you can make your money go further. The 61 you go about purchasing an article or a service can actually save you money or can add to the cost.

61. A. form B. fashion C. way D. method

状语从句在这里作主语,缺乏引导词;从语法角度判断只有方式和个别时间(如 the moment)状语从句有这种用法,所以锁定答案 way,原句意为:人们购物的方式决定了是否能够省钱。

3) 进行逻辑推理

一个完整的语篇应该是符合逻辑的,也就是说完形填空的解答是以对篇章的逻辑理解为基础的。而文章的逻辑关系主要是通过连词和关联词来实现的。考生在做完形填空时应该通过对上下文的理解,理清逻辑关系,然后选择正确的关联词语。分析历年试题,常考的逻辑关系是因果(如 because 和 so)和转折(如 however 和 nevertheless)。例如 2006 年 6 月老四级的 80 题:

Home builders can now use materials—such as paints that release significantly reduced amounts of organic compounds—that don't destroy the quality of the air, water, or soil. Ultimately, 80, our basic design strategy is focused not simply on being “less bad” but on creating completely healthful materials that can be either safely returned to the soil or reused by industry again and again.

80. A. besides B. however C. anyhow D. anyway

分析两句中的逻辑关系,可以从第二句中的 not... but 结构入手,很明显 being “less bad”指的是前句中的现有建筑材料,而新型建材旨在可完全降解或者被重复利用。两相比照,可以发现前后句是转折

关系,需填入 however,而不是递进(besides)或让步(anyhow 和 anyway)关系。

大学英语四级考试完形填空的解题过程可以概括为“总、分、总”三步走。

第一步:总,速读全文,把握大局。考生用 2~3 分钟,以略读方式快速浏览全文,主要目的是要了解文章的体裁和题材,从整体上把握全文内容和结构框架,找出文章的主题、大意,作者的观点、态度、思路,文章展开的线索,句与句以及段与段之间的逻辑关系及文章的语言风格或特点。考生应当格外注意段首句和段尾句,因为段首句往往就是主题句,而段尾句往往是结论句,同样为主题服务。另外,还要注意各种重复出现的词语,这些词语相互呼应,从不同角度反复说明文章的主题,影射作者的意图,与段首句段尾句一起勾勒出全文的脉络走向。文章总是按照一定的思路发展的。论说文一般按照逻辑推理关系论述,叙述文常常按照时间顺序来发展,而描写文的发展往往表现为空间关系。不同文体的文章在发展层次上常常要用不同的连接和过渡方式。考生通过速读全文可以把握文章思路发展的基本线索,为下一步解题确定语境线索。这一步必不可少,考生千万不要贪图节省时间而拿起笔就做题,这样往往会“误入歧途”,把自己的理解强加给文章。

第二步:分,往返迂回,各个击破。考生逐句通读全文,但是先不要看四个选择项,做到通读与猜测并行。另外,千万不要拘泥于题目顺序,这一步解题过程可以针对不同情况分三轮解题,通俗地讲就是,好做的先做,不会的留到下一轮。第一轮,对含义明显的词汇、固定搭配或习惯用法、常用句式等纯语言知识问题,可以边读边随时猜测出答案,包括介词的用法、倒装句、虚拟语气等固定的句型或语法。第二轮,针对在通读过程中未能轻易猜测出答案的题目。这类题目的答案,不仅仅取决于对文章局部的理解,而是要在对语篇理解的基础上,利用上下文中、字里行间的线索才能猜测出答案。此时,考生首先看清题区的句法关系,辨别句子是简单句、并列句还是主从复合句,并根据语法判断词性,然后根据考生自己的生活常识、背景知识与文章主题猜测该词或短语的语义范围。例如,对于动词、名词、形容词、副词等实义词,应该在语篇基础上判断它们的性质:动态、静态、积极、消极、褒义、贬义等。对形容词和副词还要分辨它们是强还是弱,是修饰数量、质量、长度、面积还是形状。对于连词,更要从上下文中判断它的逻辑意义,表示并列、递进、让步还是转折等。对猜测出答案的题目,应当首先对照选择项,找出选择项中与自己猜测完全相同或十分接近的那个答案,把它填入原文,看一看还原后的句子是否符合语法规律,语义是否符合文章主题;如若不符合上述要求,就必须推翻原解,重新猜测。第三轮,集中突破前两轮未能解决的“拦路虎”。在前两轮的基础上,针对最后难关,直接对照选择项,利用前两轮已填入的选项缩小填空范围,采用排除法,排除不恰当的选项,最后敲定答案。

第三步:总,检查核实,通读赏析。通读选定答案后的全文,此时的文章应当是一个语法结构正确、用词语义准确、上下文逻辑关系严密、主题突出、内容充实、意思连贯、层次清晰的整体。

第二部分 专项训练与详解

Unit 1 教育与学习

Passage One

Methods of studying vary; what works 1 for some students doesn't work at all for others. The only thing you can do is experiment 2 you find a system that does work for you. But two things are sure: 3 else can do your studying for you, and unless you do find a system that works, you won't get through college. Meantime, there are a few rules that 4 for everybody. The hint is "don't get 5".

The problem of studying, 6 enough to start with, becomes almost 7 when you are trying to do 8 in one weekend. 9 the fastest readers have trouble 10 that. And if you are behind in written work that must be 11, the teacher who accepts it 12 late will probably not give you good credit. Perhaps he may not accept it 13. Getting behind in one class because you are spending so much time on another is really no 14. Feeling pretty virtuous about the seven hours you spend on chemistry won't 15 one bit if the history teacher pops a quiz. And many freshmen do get into trouble by spending too much time on one class at the 16 of the others, either because they like one class much better or because they find it so much harder that they think, they should 17 all their time to it.

18 the reason, going the whole work for one class and neglecting the rest of them is a mistake, if you face this 19, begin with the shortest and easiest 20. Get them out of the way and then go to the more difficult, time consuming work.

- | | | | |
|-------------------------|-----------------------|----------------------|-----------------------|
| 1. A. good | B. easily | C. sufficiently | D. well |
| 2. A. until | B. after | C. while | D. so |
| 3. A. somebody | B. nobody | C. everybody | D. anybody |
| 4. A. from | B. over | C. on | D. work |
| 5. A. behind | B. after | C. slow | D. later |
| 6. A. hardly | B. unpleasant | C. hard | D. heavy |
| 7. A. improbable | B. necessary | C. impossible | D. inevitable |
| 8. A. three week's work | B. three weeks' works | C. three weeks' work | D. three week's works |
| 9. A. Even | B. Almost | C. If | D. With |
| 10. A. to do | B. doing | C. at doing | D. with doing |
| 11. A. turned in | B. tuned up | C. turned out | D. given in |
| 12. A. very | B. quite | C. such | D. too |
| 13. A. anyway | B. either | C. at all | D. that |
| 14. A. solution | B. method | C. answer | D. excuse |
| 15. A. help | B. encourage | C. assist | D. improve |
| 16. A. expense | B. pay | C. debt | D. charge |
| 17. A. devote | B. put | C. spend | D. take |

- | | | | |
|---------------------|-------------|----------------|-------------|
| 18. A. Whichever | B. Whatever | C. However | D. Wherever |
| 19. A. attraction | B. decision | C. temptation | D. dilemma |
| 20. A. arrangements | B. way | C. assignments | D. class |

Passage Two

More and more students want to study in "hot" majors. 1 a result, many students want to 2 their interests and study in these 3 such as foreign languages, international business and law, etc.

Fewer and fewer students choose scientific majors, 4 maths, physics and biology, and art majors, 5 history, Chinese and philosophy.

6 students can study in these "hot" majors, because the number of these "hot" majors 7 limited.

If one 8 interest in his work or study, 9 can he do well?

I 10 this from one of my classmates. He is 11 the countryside. His parents are farmers. Though he 12 biology, he chose "international business". He 13 to live a life which is different 14 of his parents. In the end, he found he 15 in doing business. He found all the subjects to be 16.

17 this wouldn't have happened if he had chosen his major according to his own interests.

Choosing a major in university 18 decide one's whole life. Majors 19 are not "hot" today may become the "hot" major of tomorrow. Choosing your major according to your own 20 is the best way to succeed.

- | | | | |
|-----------------------|-----------------|-----------------------|----------------------|
| 1. A. Being | B. For | C. Having | D. As |
| 2. A. give up | B. appear | C. give | D. master |
| 3. A. place | B. room | C. areas | D. space |
| 4. A. for example | B. such as | C. and soon | D. as a result |
| 5. A. even | B. like | C. just | D. or |
| 6. A. Only a few | B. Quite a few | C. Perhaps | D. Many |
| 7. A. is | B. are | C. would be | D. have been |
| 8. A. had no | B. had | C. has no | D. has |
| 9. A. why | B. and what | C. how | D. and how |
| 10. A. suggested | B. guessed | C. searched | D. learned |
| 11. A. out of | B. off | C. in | D. from |
| 12. A. studied | B. likes | C. learns | D. succeeds to study |
| 13. A. wants | B. doesn't want | C. enjoys | D. doesn't like |
| 14. A. from which | B. from that | C. for which | D. for that |
| 15. A. was interested | B. was clever | C. was not interested | D. was not clever |
| 16. A. lovely | B. rare | C. obvious | D. tiresome |
| 17. A. So | B. Then | C. Just then | D. Maybe |
| 18. A. can | B. does not | C. probably | D. perhaps not to |
| 19. A. on which | B. in which | C. which | D. / |
| 20. A. interests | B. experience | C. mind | D. heart |

Passage Three

There are more than forty universities in Britain—nearly twice as many as in 1960. During the 1960s eight completely new ones were founded, and ten other new ones were created 1 converting old colleges of technology into universities. In the same period the 2 of students more than doubled, from 70,000 to 3 than 200,000. By 1973 about 10% of men aged from eighteen 4 twenty-one were in universities and about 5% of women. All the universities are private institutions. Each has its 5 governing councils, 6 some local businessmen and local politicians as 7 a few academics (大学教师). The state began to give grants to them fifty years 8, and by 1970 each university derived nearly all its 9 from state grants. Students have to 10 fees and living costs, but every student may receive from the local authority of the place 11 he lives a personal grant which is enough to pay his full costs, including lodging and 12 unless his parents are 13.

Most 14 take jobs in the summer 15 about six weeks, but they do not normally do outside 16 during the academic year. The Department of Education takes 17 for the payment which covers the whole expenditure of the 18, but it does not exercise direct control. It can have an important influence 19 new developments through its power to distribute funds, but it takes the advice of the University Grants Committee, a body which is mainly 20 of academics.

- | | | | |
|-----------------------|---------------|-----------------|----------------|
| 1. A. with | B. by | C. at | D. into |
| 2. A. amount | B. quantity | C. lot | D. number |
| 3. A. more | B. much | C. less | D. fewer |
| 4. A. with | B. to | C. from | D. beyond |
| 5. A. self | B. kind | C. own | D. personal |
| 6. A. making | B. consisting | C. including | D. taking |
| 7. A. good | B. long | C. little | D. well |
| 8. A. ago | B. before | C. after | D. ever |
| 9. A. suggestions | B. grades | C. profits | D. funds |
| 10. A. make | B. pay | C. change | D. delay |
| 11. A. what | B. which | C. where | D. how |
| 12. A. living | B. drinking | C. food | D. shelter |
| 13. A. poor | B. generous | C. kindhearted | D. rich |
| 14. A. professors | B. students | C. politicians | D. businessmen |
| 15. A. at | B. since | C. with | D. for |
| 16. A. travel | B. work | C. experiment | D. study |
| 17. A. responsibility | B. advice | C. duty | D. pleasure |
| 18. A. government | B. school | C. universities | D. committees |
| 19. A. at | B. to | C. on | D. form |
| 20. A. consisted | B. composed | C. made | D. taken |

Passage Four

Most parents, I suppose, have had the experience of reading a bedtime story to their children. And they must have 1 how difficult it is to write a 2 children's book. Either the author has aimed too 3, so that the children can't follow what is in his (or more often, her) story, 4 the story seems