

英语

阅读理解“七选五”解题技巧

北京汇文中学高级教师 梁亚平

本学期,高三生迎来备考冲刺时期,多数考生已进入重难点题型及不同能力点的复习阶段。其中,高考英语阅读微技能之信息还原,即“七选五”题型,是对理解能力和阅读思维能力的综合测试,主要考查考生对文章的整体内容、结构以及上下文逻辑意义的理解和把握。具体而言,考生要理解文本的主旨大意,判断作者的写作意图,把握文章脉络层次和常见的写作手法,借助上下文的逻辑关系,将正确的选项回填至原文。

考点解读

解题技巧点拨

该题型命题的表述为:“主要考查考生对文章的整体内容和结构以及上下文逻辑意义的理解和掌握。”这就要求我们从整体上把握文章的逻辑结构和内容上的联系,理解句子之间、段落之间的关系,对诸如连贯

性、一致性等语段特征有较强的意识和熟练的把握,并具备运用语法知识分析理解长难句的能力。具体来说,分析文章的层次包含两种形式:一种是分析整篇文章的层次,也就是段落;另一种是分析每一个段落内部的层

次,也就是语篇层次。构成语段的方式有两种,一是靠句间意义的结合,二是靠句间的关联词。我们在分析语段层次时,可以借助句间的连接词语作出判断,但最主要的还是要真正体会句间意义的关系。

命题特征

这一题型主要考查考生对文章整体的理解和掌握情况,是阅读理解和完形填空考查点的结合。文章词数在250词左右,以说明文居多,偶有议论文,选项在40至80词之间。

一、主要考点可分为三类

1. **主题句**:考查考生理解段落主题句与段内衔接关系的能力。

2. **过渡句**:考查考生理解上下文语义,建立段落内连贯语义的能力。

3. **细节句**:考查考生理解篇章段内句间衔接关系的能力。总的来说,一份试题至少包含一个主题句和过渡句的考查,通常以考查细节句为主。

二、设空位置

1. **段首**:主题句或过渡句

2. **段中**:过渡句

3. **段尾**:结论句

三、选项特点

1. **正确选项**:主题句能准确概括段落大意;过渡句与段落主旨相关;前后语义衔接,前后连贯。

2. **干扰项**:主旨句以偏概全或偏离主题;过渡句与上下句语义不连贯。

解题技巧

一、观察结构:

1. 各段主题句句式结构相同
2. 排比句

二、寻找词语

1. **复现词**:原词复现,近义复现,同根

词复现,上下文复现,结构复现如排比等。

2. **同现词**:

(1)与某一主题相关的词可能同时出现。

(2)搭配同现:one...the other/some...others.../on the one hand...on the other hand.../whether...or.../not only...but also...

/not only...but also...

(3)反义同现:ask...answer, problem...solution等。

三、分析逻辑

分析前后句的逻辑关系——总分/顺承/因果/转折/对比/并列/解释/举例等。

解题步骤

步骤一:浏览选项

阅读还原填空和完形填空不同,前者所给的选项较少,并且选项都是句子,这样便于考生判断该选项在文章中的位置。通过阅读选项,考生有时也可以将干扰选项排除掉;同时,对选项中的表示句际关系的词汇、代词、过去时态、关键信息词等用不同的符号进行标识。

步骤二:判断考点类别

考生首先分清5个考点分别属于哪类句子,最先可以做出选择的是主题句,之后是过渡句,最后才是细节句。考生把最容易的选项先确定好,就等于为后面的空白处缩小了选择的范围,减小了难度,提高了准确性。

步骤三:瞻前顾后

阅读填空的空白处是一个完整的句子,这个句子与上下

文之间有必然的逻辑关系,考生可以通过阅读本段落的主题句或结论句,或是空白处前后句子来确定正确选项。

步骤四:带入选项,通读全文

完成所有选项后,考生将所选的5个句子代入文章中,通读一遍,检查是否与上下文构成语义及逻辑上的关系、是否符合语境要求。选项要能够使文章的衔接和内容都自然通顺。

考生要了解文章的宏观语篇结构。“七选五”通常是“总一分一总”结构或者“总一分”结构,具体一般按照提出问题—分析问题—解决问题或者 what-why-how 的顺序。如:

At one point or another, you've probably heard someone speak with confidence on a topic that they actually know almost nothing about. This phenomenon is known as the Dunning-Kruger effect, which refers to the finding that people who are relatively unskilled or knowledgeable in a particular subject sometimes have the tendency to overestimate their knowledge and abilities.

In a set of studies, researchers Justin Kruger and David Dunning asked participants to complete tests of their skills in a particular domain. Then, participants were asked to guess how well they had done on the test. 46 This effect was most pronounced among participants with the lowest scores on the test.

David Dunning explains that “the knowledge and intelligence that are required to be good at a task are often the same qualities needed to recognize that one is not good at that task.” In other words, if someone knows very little about a particular topic, they may not even know enough about the topic to realize that their knowledge is limited. Importantly, someone may be highly skilled in one area, but be influenced by the Dunning-Kruger effect in another domain. 47

If people who know very little about a topic think they're experts, what do experts think of themselves? Interestingly, Dunning and Kruger found that although experts typically guessed their performance was above average, they didn't realize quite how well they had done. They often make a different mistake: 48

What can people do to overcome the effect? Dunning and Kruger

once had some of the participants take a logic test and then complete a short training session on logical reasoning. After the training, the participants were asked to assess how they'd done on the previous test. 49

Afterward, the participants who scored in the bottom 25 percent lowered their estimate of how well they thought they had done on the initial test. In other words, one way to overcome the effect may be to learn more about a topic.

The Dunning-Kruger effect suggests that we may not always know as much as we think we do.

50 However, by challenging ourselves to learn more and by reading about opposing views, we can work to overcome the effect.

A. Researchers found that the training made a difference.

B. They assume that everyone else is knowledgeable, too.

C. This happens when people don't know much about a topic.

D. All of them had a more accurate view of their performance.

E. They found that participants tended to overestimate their abilities.

F. This means that everyone can potentially be affected by the Dunning-Kruger effect.

G. In some domains, we may not know enough about a topic to realize that we are unskilled.

这是比较典型的“总一分一总”结构的文章,先提出什么是 the Dunning-Kruger effect: 能力欠缺的人在对自己欠考虑的决定的基础上得出错误结论,但是无法正确认识到自身的不足,辨别错误行为。然后分析其产生的原因: 能力欠缺者通常沉浸在自我营造的虚幻的优势中,常常高估自己的能力水平,却无法客观评价他人的能力。最后提出解决方案: 不要自以为是、盲目自信,而要保持开放的心态,主动增长尽可能多、尽可能广的见识。