**《阅读理解—七选五》二轮复习解题指导 学习指南**

**【学习目标】**

高中英语课程的具体目标是培养学生在高中英语教育后具备应有的语言能力、文化意识、思维品质、学习能力等学科核心素养。阅读七选五题型能够比较全面地反映学生在语言能力、思维品质方面的能力，有时也能体现学生的文化意识和学习迁移能力。这种题型主要考查包括主题句（标题）概括、过渡句和细节信息衔接等方面的逻辑思维、判断、推理和综合等思辨能力。通过本专题的学习，希望同学们能够达到如下目标：

1. 能通过读首尾段、首尾句或者是独立成段的句子以及文章中带转折词的句子，能够快速掌握文章的主要内容。

2. 能通过重点读各个问题附近的句子，划出关键词，再从选项中找出相关的特征词，进而确定答案。

3. 基本确定选项后，把选项句子代入文章，看内容上是否语义连贯合理，结构上是否通顺连贯，逻辑是否具有一致性，最终确定答案。

4. 自觉汲取文本语言和文化知识，提高自己的英语学科核心素养。

**【学法指导】**

解答阅读七选五题目，要对文章的结构、主旨、写作意图、观点等都要有所了解，做题的时候边读边做。各个问题附近的句子都需要重点阅读，圈画一些线索，再从选项中寻找相关的特征词用来判断正确答案。带入排除法也是一种很好的方法，把可能的选项放到文中试一下，排除逻辑不清或语气不一致的选项。另外，如果发现有一题拿不准的，先跳过，先做容易的能做出的题，直到读完整篇文章。至此，文章的要点和主旨、各个段落之间的逻辑关系应该基本就能清楚了，然后再回过去做之前不确定的题目。

**【学习任务】**

根据短文内容，从短文后的七个选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

**Can We Stop Food Longing Through Imaginary Eating?**

Are you fighting an urge to reach for chocolate? Then, let it melt in your mind, not in your mouth. According to the recent research, imagining eating a specific food reduces your interest in that food, so you eat less of it.

This reaction to repeated exposure to food—being less interested in something because you’ve experienced it too much—is called habituation. \_\_\_\_46\_\_\_\_

The research is the first to show that habituation can occur through the power of the mind. “If you just think about the food itself—how it tastes and smells—that will increase your appetite,” said Carey Morewedge, a well-known psychologist. “It might be better to force yourself to repeatedly think about chewing and swallowing the food in order to reduce your longing. \_\_\_\_47\_\_\_\_ Visualizing yourself eating chocolate wouldn’t prevent you from eating lots of cheese,” he added.

Morewedge conducted an interesting experiment. 51 subjects were divided into three groups. One group was asked to imagine putting 30 coins into a laundry machine and then eating three chocolates. \_\_\_\_48\_\_\_\_ Another group was asked to imagine putting three coins into a laundry machine and then eating 30 chocolates. Lastly, a control group imagined just putting 33 coins into the machine—with no chocolates. \_\_\_\_49\_\_\_\_ When they said they had finished, these were taken away and weighed. The results showed the group that had imagined eating 30 chocolates each ate fewer of the chocolates than the other groups.

\_\_\_\_50\_\_\_\_ Physical signals—that full stomach feeling—are only part of what tells us we’ve finished a meal. The research suggests that psychological effects, such as habituation, also influence how much a person eats. It may lead to new behavioral techniques for people looking to eat more healthily, or have control over other habits.

A. What’s more, this only works with the specific food you’ve imagined.

B. People were advised to try different methods to perform the experiment.

C. For example, a tenth bite is desired less than the first bite, according to the study.

D. All of them then ate freely from bowls containing the same amount of chocolate each.

E. It meant those who repeatedly imagined eating would concern about some specific food.

F. This requires the same motor skills as eating small chocolates from a packet, the study says.

G. This study is part of the research looking into what makes us eat more than we actually need.

（朝阳一模）

**Benefits of Sports**

Doing sports is a physical, mental and social adventure. It’s a great way for children to take a break from academics and release extra energy. It also helps them lead fuller and happier lives as regular sports have proven to improve overall well-being.

The physical benefits of doing sports are probably the most obvious. Regardless of your fitness level when you start playing sports, you’ll notice an increase in your overall fitness once you’re involved.  46 Basketball players focus on strength training; football players work on speed while track athletes train through longer runs. The training process helps promote physical fitness and performances in competitions.

 47 Playing sports contributes to mental health, helping to increase confidence and self-worth. A pat on the back, high-five from a teammate, or handshake after a match really boosts a child’s confidence. Words of praise and encouragement from the coach, parents and other players raise the self-worth. 48 So after a game, it’s a better idea to ask “Did you enjoy the game?” rather than “Did you win?”

Children who participate in sports might also benefit from the social aspect, feeling part of a group, building up accountability and leadership.  49 Teamwork involves both being dependable as a teammate and learning to rely on your teammates to achieve a positive outcome. Teamwork breeds accountability and challenges you to be responsible for your actions. Being part of a team gives you an opportunity to be a leader.

Discipline is another social advantage. Most organized sports require a strict training and practice schedule. As a student-athlete, you need to balance academics and athletics. 50

There is no shortage of reasons to find a sport to get involved in. Are you ready to go? Pick one and get moving!

A. It’s not just your body that benefits from sports.

B. Therefore, playing sports is going to make you more fit.

C. But remember, a child’s self-worth should not be distinguished by victory or loss.

D. If you play group sports, you’ll be part of a team that takes direction from a coach.

E. Nearly every sport requires physical activity and the skills needed to be competitive.

F. Among these, learning how to function as part of a team is the most important advantage.

G. Only with strict discipline can you be successful both in the classroom and in the sports field.

（海淀一模）

**Are You a Prisoner of Perfection?**

Do you struggle for a goal that is beyond your reach? 46 Are you setting yourself up for failure and shame when you can’t achieve the unachievable? Understanding what drives perfectionism is the first step toward releasing this self-created anchor that keeps us stuck.

Shame and fear are often the hidden drivers of perfectionism. We believe that if we can fashion a perfectly polished personality, flash our intelligence, and perfect our humour, then no one can hurt us with criticism and we’ll win respect and approval.

 47 Politicians who display a desperate need to be right and refuse to acknowledge mistakes or uncertainty are often driven by a secret shame. They fear that showing vulnerability(弱点) will expose them to the accusation that they’re weak. They stick to a desire to be right, perfect, and polished, even when it’s obvious that the emperor has no clothes.

Perfectionism keeps us leaning toward the future. We’re constantly evaluating ourselves in order to do better. 48 However, if we can’t relax and enjoy lighter moments, then we become prisoners of our perfectionism. We get painfully self-conscious and take ourselves too seriously. Sadly, we deprive(剥夺) ourselves of the simple pleasure of enjoying the moment and being ourselves.

 49 We realize that failing at any enterprise doesn’t mean that we are a failure. Without failures, we’ll never learn from our mistakes; we’ll never move forward in our lives. Those who succeed have made countless mistakes. The important thing is to learn from our error, forgive ourselves and move on.

Being human, perfection is impossible. 50 Releasing ourselves from the desire to protect our image, we’re freed to sail gracefully through our successes and failures—and enjoy our precious life.

A. Do you hold an idealized vision that is impossible to realize?

B. A cure to perfectionism is to make room for our human shortcomings.

C. Do you fear that others will be horrified by what you judge about yourself?

D. The addiction to staying perfect protects us from any sign of being imperfect.

E. There’s nothing wrong with wanting to do our best and self-correcting along the way.

F. People who are addicted to perfection are often isolated, even if they seem outgoing and popular.

G. By accepting ourselves as we are and doing our best, we begin to rid the shame that drives perfectionism.

（东城一模）

Today’s students are surrounded by information. The ability to figure out exactly why authors write—and not accept every opinion as fact—is a key skill. 46 The following strategies teach them how to figure out why authors really write.

 Start with why. “Why did the author write this piece?” is the key question asked to identify author’s purpose. To help students expand their understanding of “why,” post various types of nonfiction (an advertisement, opinion article, news article, etc.) around your classroom and have students quickly identify a purpose for each. 47

Talk about structure. Authors use different structures for different purposes. For example, one author may use time order to explain an event, while another author uses compare and contrast to put that event into context.

 48 Often when authors write, they’re trying to get readers to feel a certain way. Perhaps the author of an article about whale conservation wants readers to feel sad about the difficult situation of whales. Or the author of a letter may want to make the recipient feel better about a situation. After students read a text, stop and ask: How do you feel? And how did the author get you to feel this way?

 Connect it to students’ own writing. It doesn’t have to be said that writing and reading go hand in hand. 49 When students are asked to write about a topic that they think everyone should know about, to explain a procedure or to share a personal memory, they’ll become more conscious of how authors approach writing.

Observe how purpose changes within a text. Author’s purpose is often studied through the text as a whole, but authors have different reasons for writing within texts as well. 50 Then, they may launch into a list of facts that make the reader feel discouraged about the situation. And finally, they may conclude with an appeal. Take a short article and break it apart, identifying the different purposes so that students see how author’s purpose changes as they read.

A. Get to the heart.

B. Identify the topic.

C. The readers may get more advanced in their work with informational text.

D. For example, an author may include a funny anecdote (轶事) to draw the reader in.

E. In particular, they'll need to figure out author’s purpose and draw their own conclusions.

F. Expand students' awareness of why people write by having them write for different purposes.

G. Or keep a running Author's Purpose board with a list of the various reasons that authors write.

（西城一模）

**答案与解析**

朝阳一模：

46—50 CAFDG

本文是一篇说明文，文章介绍了心理因素对人们饮食数量的影响。

【46题详解】

根据空格前面一句“This reaction to repeated exposure to food—being less interested in something because you’ve experienced it too much—is called habituation”可知当我们多次接触到某一食物的时候，我们对它的兴趣就会减少，因为我们已经熟悉了它。本句是对这一理论的举例说明，C项“For example, a tenth bite is desired less than the first bite, according to the study.”与前面一句相吻合，故选择C项。

【47题详解】

根据空格后面一句“Visualizing yourself eating chocolate wouldn’t prevent you from eating lots of cheese”可知，想象自己吃巧克力的样子不会阻止你吃奶酪。也就是说我们要想象自己吃某种具体的食物，这样才会减少你对这种食物的渴望。A项“What’s more, this only works with the specific food you’ve imagined.”恰好与此吻合，故选择A项。

【48题详解】

根据本段前面两句“Morewedge conducted an interesting experiment. 51 subjects were divided into three groups.”可知，研究人员对此问题进行了分组研究。第一组的研究对象被要求想象把30个硬币扔进洗衣机，然后想象吃了3个巧克力。这和从口袋里拿出巧克力来吃有类似的运动神经技巧，所以研究人员才会这样开展研究。F项“This requires the same motor skills as eating small chocolates from a packet, the study says.”与上下文语境一致，故F项正确。

【49题详解】

根据本段最后一句“The results showed the group that had imagined eating 30 chocolates each ate fewer of the chocolates than the other groups.”可知，在这些人吃完以后，进行称重，结果发现想象每次吃了30个巧克力的人实际上吃了最少。也就是说在他们实验结束以后，会让他们自由地吃巧克力。D项“All of them then ate freely from bowls containing the same amount of chocolate each.”符合上下文语境，故选择D项。

【50题详解】

根据本段第三句“The research suggests that psychological effects, such as habituation, also influence how much a person eats.”可知，本次研究说明心理方面的因素会影响人们吃的东西的量。由此可见这个研究是关于人们饮食数量的话题。G项“This study is part of the research looking into what makes us eat more than we actually need.”符合中心思想，故选择G项。

海淀一模：

46. E 47. A 48. C 49. F 50. G

本文是一篇说明文，主要介绍了体育运动的益处。

【46题详解】

根据后句的例证Basketball players focus on strength training; football players work on speed while track athletes train through longer runs. 篮球运动员注重力量训练；足球运动员提高速度，而田径运动员则通过长跑训练，可知，几乎每一项运动都需要体力活动和具有竞争力的技能。故选E。

【47题详解】

这是段落总领句。根据后句Playing sports contributes to mental health, helping to increase confidence and self-worth. （运动有助于心理健康，有助于增强自信和自我价值），可知，运动受益的不仅仅是你的身体。故选A。

【48题详解】

根据前句Words of praise and encouragement from the coach, parents and other players raise the self-worth. （来自教练、家长和其他球员的赞扬和鼓励提高了自我价值），和后句So after a game, it’s a better idea to ask “Did you enjoy the game?” rather than “Did you win?” （在比赛结束后，最好问一问“你喜欢比赛吗?”而不是“你赢了吗?” ）可知，这里句子为转折关系，故选C（但是请记住，一个孩子的自我价值不应该以胜利或失败来区分）。

【49题详解】

根据前句Children who participate in sports might also benefit from the social aspect, feeling part of a group, building up accountability and leadership. （参加体育运动的孩子也可能从社交方面受益，感觉自己是群体的一部分，建立责任感和领导力），和后句Teamwork involves both being dependable as a teammate and learning to rely on your teammates to achieve a positive outcome. （团队合作包括作为一个队友是可靠的和学会依靠你的队友来取得一个积极的结果），可知，这里为承上启下句，其中，学习如何成为团队的一员是最重要的优势。故选F。

【50题详解】

根据前两句Discipline is another social advantage. Most organized sports require a strict training and practice schedule. As a student-athlete, you need to balance academics and athletics.可知，这里对本段进行总结，只有严格的纪律，你才能在课堂上和运动场上都取得成功。故选G。

东城一模：

46．A 47．D 48．E 49．B 50．G

这是一篇说明文。羞耻和恐惧往往是完美主义背后的驱动力，如果我们能塑造一个完美的人格，展示我们的智慧，完善我们的幽默，那么没有人可以用批评来伤害我们，我们会赢得尊重和认可。

【46题详解】

根据上文Do you struggle for a goal that is beyond your reach?可知，本空为列举完美主义带来的问题是为一个你无法达到的目标而奋斗、有一个无法实现的理想愿景，故选A。

【47题详解】

本句为段首主题句。根据本段最后一句They stick to a desire to be right, perfect, and polished, even when it’s obvious that the emperor has no clothes.（坚持正确、完美和优雅的愿望，即使很明显皇帝没有穿衣服。）可知，沉迷于保持完美让我们不能忍受任何不完美的迹象，故选D。

【48题详解】

本空之前一句We’re constantly evaluating ourselves in order to do better. （为了做得更好，我们不断地评估自己）是肯定完美主义的内容，本空之后进行了转折，从逻辑判断，空格句子应该顺着上句继续肯定完美主义，故选E（想要做最好的自己，并在过程中自我纠正，这没有什么错）。

【49题详解】

根据下文We realize that failing at any enterprise doesn’t mean that we are a failure. （我们意识到，在任何企业中失败都不意味着我们就是一个失败者）可知，本段强调要学会容忍我们人类的缺点是治愈完美主义的方法，故选B。

【50题详解】

根据下文Releasing ourselves from the desire to protect our image, we’re freed to sail gracefully through our successes and failures—and enjoy our precious life.可知，把自己从保护形象的欲望中释放出来，我们就能从容地走过成功和失败——享受我们宝贵的生命。故本空强调要通过接受我们自己，并尽我们最大的努力，开始摆脱驱动完美主义的羞耻，故选G。

西城一模：

46．E 47．G 48．A 49．F 50．D

本文是一篇说明文，介绍了如何找出作者真正写作原因的策略。

【46题详解】

考查承上启下句。根据前句The ability to figure out exactly why authors write—and not accept every opinion as fact—is a key skill.（明确作者写作目的，并且不把每个观点当成事实，是一项关键能力），和后句The following strategies teach them how to figure out why authors really write. （下面的策略教他们如何找出作者真正写作的原因），可知，学生需要弄清楚作者的意图并得出自己的结论，故选E。

【47题详解】

根据文章首句Start with why. “Why did the author write this piece?” is the key question asked to identify author’s purpose.（弄清作者写作目的），和空前一句提及到的具体的操作方法，可知，这里与前句是并列关系，其内容也是具体的办法，故选G。

【48题详解】

考查本段主题句。根据后句Often when authors write, they’re trying to get readers to feel a certain way. 当作者写作时，他们常常试图让读者有某种特定的感觉，后文反复提到feel这个词，让学生挖掘自身的感受，并思考作者是如何让人产生这种感受。对应这A选择项中的heart，故选A。

【49题详解】

根据前句It doesn’t have to be said that writing and reading go hand in hand. （写作和阅读是相辅相成的），和后句When students are asked to write about a topic that they think everyone should know about, to explain a procedure or to share a personal memory, they’ll become more conscious of how authors approach writing.（当学生被要求写一个他们认为每个人都应该知道的话题，解释一个过程或分享个人记忆时，他们会更清楚作者是如何写作的），可知，这里都提及到读与写之间的关系，提出要以写作促进阅读。所以，这里为：通过让学生为不同的目的写作来提高他们对写作原因的认识，故选F。

【50题详解】

考查承上启下句。根据前句Author’s purpose is often studied through the text as a whole, but authors have different reasons for writing within texts as well. （作者的写作目的通常是通过文本整体来研究的，但作者在文本内部写作的原因也不尽相同），和后句Then, they may launch into a list of facts that make the reader feel discouraged about the situation. （然后，他们可能会列出一系列事实，让读者对这种情况感到气馁），可知，这里应该为：例如,作者可能包括一个有趣的轶事来吸引读者。故选D。