



第一章

六大语篇逻辑题概述

本书将所有的阅读理解题，归为两类——事实题和观点题。

事实是什么？事实是客观的、已知的、确定的信息，因此事实题就是对原文信息的客观、直接的还原，是不以人的意志为转移的。相比之下，观点题需要对原文信息进行加工，是对已知信息筛选加工之后的产物，是相对主观的，是一部分人对于某件事情的主观看法。而这种看法可能并没有事实依据，不具有客观性。

举个例子，比如说“疏疏老师的视力**看起来**比我的视力好”，这就是观点；“疏疏老师左眼视力 5.0，右眼视力 4.7，而小蔬菜的双眼视力都是 4.5”，说明疏疏老师的视力比小蔬菜的视力好，这就是事实。

阅读理解题型多样，解题方法也各有不同。事实题和观点题的分类方法就是所有阅读理解题“做减法”。

在本书中，我对事实题和观点题进行了进一步拆解：将事实题细分为语篇评价题、细节事实题和语篇猜词题三类，将观点题细分为语篇例子题、写作手法题和语篇主旨题三类。



扫码看讲解视频



细节事实题考查学生对于文中具体信息的理解能力。语篇猜词题包括词义推断题和代词指代题，具体来说，词义推断题要求学生在特定语境中推断某词的正确意思，而代词指代题需要学生通过文章所给信息判断原文中 *it*, *they*, *them* 等代词的指代对象。语篇评价题需要根据文章内容为题干中的描述对象选择最恰当的评价，即选出与描述对象匹配度最高的选项。

语篇例子题考查的是作者举例的原因和目的。语篇主旨题主要包括**标题**题、文章**出**处题、文章**大**意题、**目**的意图题、作者**态**度题，可通过“标出大目态”来记忆。写作手法题，考查学生对文章谋篇布局手法的理解，即分析作者如何通过特定写作手段组织文章结构，属于文章结构的范畴。

综上，写作手法题需整合文章局部或整体信息，分析写作框架；语篇主旨题则基于原文信息概括，提炼作者观点意图。因此，语篇例子题、写作手法题、语篇主旨题归为观点题，这类题目需要对信息进行加工推理。而语篇评

价题、细节事实题、语篇猜词题归为事实题，其答案仅需还原原文信息，无需主观加工，遵循“原文信息即答案”的原则。

基于上述分类逻辑，本书采用“先事实题后观点题”的编排顺序：先系统讲解语篇评价题、细节事实题和语篇猜词题三类事实题，再深入剖析语篇例子题、写作手法题和语篇主旨题三类观点题。

让我们先来看下面这个例子。

【例】（2021·新高考Ⅱ卷）

I have worked as a keeper at the National Zoo, Paris for 11 years. Spot and Stripe are the first tiger cubs (幼兽) that have ever been born here. Globally, a third of Sumatran cubs in zoos don't make it to adulthood, so I decided to give them round-the-clock care at home.

I've got two children—the younger one, Kynan, was extremely happy about the tigers arriving—but all of us really looked forward to being part of their lives and watching them grow. I wasn't worried about bringing them into my home with my wife and kids. These were cubs. They weighed about 2.5 kg and were so small that there was absolutely no risk.

As they grew more mobile, we let them move freely around the house during the day, but when we were asleep, we had to contain them in a large room, otherwise they'd get up to mischief. We'd come down in the morning to find they'd turned the room upside down, and left it looking like a zoo.

Things quickly got very intense due to the huge amount of energy required to look after them. There were some tough times and I just felt extremely tired. I was grateful that my family was there to help. We had to have a bit of a production line going, making up “tiger milk”, washing baby bottles, and cleaning the floors.

When Spot and Stripe were four months old, they were learning how to open doors and jump fences, and we knew it really was time for them to go. It was hard for us to finally part with them. For the first few days, Kynan was always a bit disappointed that the cubs weren't there.

I'm not sad about it. I'm hands-on with them every day at the zoo, and I do look back very fondly on the time that we had them.

- 1 Why did the author bring the tiger cubs home?
 - A. To ensure their survival.
 - B. To observe their differences.
 - C. To teach them life skills.
 - D. To let them play with his kids.
- 2 What do the underlined words “get up to mischief” mean in Paragraph 3?
 - A. Behave badly.
 - B. Lose their way.
 - C. Sleep soundly.
 - D. Miss their mom.
- 3 What did the author think of raising the tiger cubs at home?
 - A. Boring.
 - B. Tiring.
 - C. Costly.
 - D. Risky.
- 4 Why did the author decide to send Spot and Stripe back to the zoo?
 - A. They frightened the children.
 - B. They became difficult to contain.
 - C. They annoyed the neighbours.
 - D. They started fighting each other.

通常，你做阅读理解的流程应该是先通读一遍文章，逐一读完题目和选项再回到原文找信息，而语篇阅读法要教会你的是先读题干，标记关键信息后再快速读文章找对应信息。在对题目有了基本理解之后，再带着问题回去读原文，做题会更加高效。

在这个例子中，若按照本书的分类，则第 1 题属于**细节事实题**，第 2 题属于**语篇猜词题**，第 4 题则属于**语篇主旨题**。在对每题都有大概的印象后，再运用语篇阅读法，可以快速定位关键信息，排除干扰选项，提高做题的正确率。

那么接下来，我将带你深入剖析每类题型的解题要点与技巧，帮助你掌握语篇阅读法的精髓。



第二章

六大语篇逻辑题



在解决阅读理解的选择题时，第一步总是需要回到原文进行“定位”，锁定该考点对应的原文位置，即出处，然后再通过对比选项和出处来做出选择。但是有些小蔬菜们在回原文锁定位置的时候，可能总是一头雾水，思维混乱。不过不用担心，本书会给你介绍一种“放之四海而皆准”的关键词“锁位法”，本书将这些关键词称为“锁位词”。那么，所谓“锁位词”是什么呢？

大中号袋鼠

名词

动词

形容词/副词

其他词性

(1) “大中号袋鼠”

多数例子题的题干和选项中含有大写字母、数量词等锁位词，这类词在文章中往往以特殊形式呈现（如专有名词、数字符号等），能够很容易地快速锁定到原文位置。

我们可以将这一些特殊的锁位词归纳为“大中号袋鼠”：“大”指大写字母；“中”指原文中出现的中文注释；“号”指特殊的标点符号（不包括逗号和句号）；“袋”指代词；“鼠”指数量词（既包括序数词，也包括基数词）。

【疏疏提醒】

题干中是没有“中文注释”的，但是题干中的生词经常对应着原文中的“中文注释”，所以“大中号袋鼠”亦可以理解为“大生号袋鼠”。

(2) “名词→动词→形容词/副词→其他词性”

万一题干中没有“大中号袋鼠”这一类的特殊锁位词呢？那我们可以按“名词→动词→形容词/副词→其他词性”的顺序进行定位。

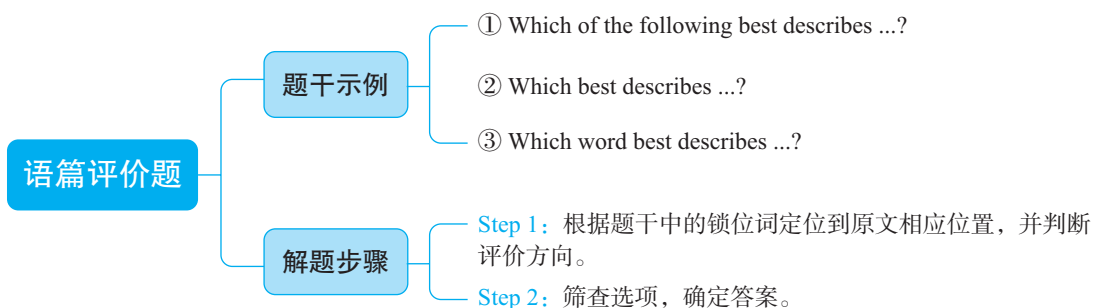
为什么首先要通过名词进行定位呢？在定位时，名词在文章当中本身的词义并不重要，重要的是名词的功能和作用。实际上，名词在文章中扮演着“书签”的角色。你使用过书签吧？书签本身是白色的还是黑色的，是圆形的还是方形的，并不重要，重要的是我们可以通过书签快速锁定文章当中的具体段落甚至精确到某一句。此外，名词“书签”的基本形式都是固定的，即题干中的名词在原文中仍是原词，不像动词、形容词、副词，其形式变化多端——比如题干中是 qualifications，原文中可能是 qualified。既然是定位标签，自然要选形式稳定的词。

了解了锁位词之后，就可以进入到快乐的解题环节啦。

2.1 语篇评价题

题型释义

在阅读理解中，有一类题需要根据文章内容为题干中的描述对象选择最恰当的评价，我将这类题归纳为语篇评价题。解答此类题目时，需要选出与描述对象相符的语篇评价。评价题的选项具有鲜明特点，通常会用 1~2 个词来概括题干中的描述对象。



题型识别

语篇评价题常见的题干如下：

- (1) Which of the following best describes ...?
- (2) Which best describes ...?
- (3) Which word best describes ...?

题型破解

Step 1 根据题干中的锁位词定位到原文相应位置，并判断评价方向。

首先找出题干中的锁位词。锁位词通常是题干中“describes”之后的名词或词组，即题干中的描述对象。同时要注意锁位词前后是否有限定词，如果有限定词，还需要根据限定词进行定位。

此外，如果题干中的描述对象是全文的介绍对象，即锁位词会出现在文章中的不同段落和位置，这种情况下不方便定位，那么就需要重点定位到文章的首段和尾段，通过首段和尾段进行归纳，从而判断出描述对象的特点。

Step 2 筛查选项，确定答案。

通过排除法，或者逐一对照各选项，找出跟上一步中的描述和评价方向最接近的一项，即为答案。

题型详解

【例 1】

难度指数：★★★★☆



扫码看讲解视频

Turning soil, pulling weeds, and harvesting cabbage sound like tough work for middle and high school kids. And at first it is, says Abby Jaramillo, who with another teacher started Urban Sprouts, a school garden program at four low-income schools. The program aims to help students develop science skills, environmental awareness, and healthy lifestyles.

Jaramillo's students live in neighborhoods where fresh food and green space are not easy to find and fast food restaurants outnumber grocery stores. "The kids literally come to school with bags of snacks and large bottles of soft drinks," she says. "They come to us thinking vegetables are awful, dirt is awful, insects are awful." Though some are initially scared of the insects and turned off by the dirt, most are eager to try something new.

Urban Sprouts' classes, at two middle schools and two high schools, include hands-on experiments such as soil testing, flower-and-seed dissection, tastings of fresh or dried produce, and work in the garden. Several times a year, students cook the vegetables they grow, and they occasionally make salads for their entire schools.

Program evaluations show that kids eat more vegetables as a result of the classes. "We have students who say they went home and talked to their parents and now they're eating differently," Jaramillo says.

She adds that the program's benefits go beyond nutrition. Some students get so interested in gardening that they bring home seeds to start their own vegetable gardens. Besides, working in the garden seems to have a calming effect on Jaramillo's special education students, many of whom have emotional control issues. "They get outside," she says, "and they feel successful."

Q: Which of the following best describes the impact of the program?

- A. Far-reaching.
- B. Predictable.
- C. Short-lived.
- D. Unidentifiable.

【疏疏解题】

Step 1 根据题干中的锁位词定位到原文相应位置，并判断评价方向。

题干中有 describes，其后的词组 impact of the program 可视为锁位词，即本题的描述对象。同时，program 也是全文主要描述的对象，因此需要定位到文章的首段和尾段。根据文章第一段可知，该项目旨在帮助学生培养科学技能、环境意识和健康的生活方式。尾段第一句中提到 go beyond nutrition，根据其后续几句的描述，可判断文章对 program 是一种正向的评价。

Step 2 筛选选项，确定答案。

根据上一步的分析，文章对 program 的评价是正向的，因此排除 C 选项 short-lived（短暂的）和 D 选项 unidentifiable（无法识别的）。对比 A 选项和 B 选项，far-reaching（影响深远的）与最后一段中 go beyond nutrition 的描述更接近，故选 A。

【疏疏译文】

定位段落	文意梳理
① Turning soil, pulling weeds, and harvesting cabbage sound like tough work for middle and high school kids. ② And at first it is, says Abby Jaramillo, who with another teacher started Urban Sprouts, a school garden program at four low-income schools. ③ The program aims to help students develop science skills, environmental awareness, and healthy lifestyles.	① 翻土、除草、收割卷心菜，这些对中学生来说听起来都像是艰难的工作。② 艾比·哈拉米洛说，一开始的确是。她和另一位教师开创了“城市新芽”项目，在四所低收入学校开展校园菜园项目。③ 该项目旨在帮助学生培养科学技能、环境意识和健康的生活方式。

续表

定位段落	文意梳理
④ She adds that the program's benefits go beyond nutrition. ⑤ Some students get so interested in gardening that they bring home seeds to start their own vegetable gardens. ⑥ Besides, working in the garden seems to have a calming effect on Jaramillo's special education students, many of whom have emotional control issues. ⑦ "They get outside," she says, "and they feel successful."	④ 她补充说，该项目的好处不止于营养层面。⑤ 一些学生对园艺非常感兴趣，他们把种子带回家，开辟自己的菜园。⑥ 此外，在菜园劳作似乎对哈拉米洛的特殊教育学生有镇静作用——他们中的许多人都有情绪控制问题。⑦ “他们走出去，”她说，“然后他们会感到成功。”

【疏疏提醒】

通常情况下，文章中首段和尾段的文字有一定的总结性，所以遇到描述对象是全文介绍对象、无法用“锁位词”直接定位的时候，可以先定位到文章的首段和尾段，对描述对象的特点进行判断。

【例 2】

难度指数：★★★★☆

What comes into your mind when you think of British food? Probably fish and chips or a Sunday dinner of meat and two vegetables. But is British food really so uninteresting? Even though Britain has a reputation for less-than-impressive cuisine, it is producing more top class chefs who appear frequently on our television screens and whose recipe books frequently top the best seller lists.

It's thanks to these TV chefs rather than any advertising campaign that Britons are turning away from meat-and-two-veg and ready-made meals and becoming more adventurous in their cooking habits. It is recently reported that the number of those sticking to a traditional diet is slowly declining and around half of Britain's consumers would like to change or improve their cooking in some way. There has been a rise in the number of students applying for food courses at UK universities and colleges. It seems that TV programs have helped change what people thinking about cooking.