**高考英语阅读理解技巧点拨—推理判断题**

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| **授课班级** | 高三 | **学科** | 英语 | **授课时间** |  |
| **课型** | 阅读理解技巧训练课 | | | **学时** | 1 |
| **教学内容** | 高考英语阅读理解技巧点拨—推理判断题 | | | **听课教师** |  |
| **学习内容**  **分析** | 高考推理判断题要求考生在阅读过程中沟通外现的和内涵的、已述的和未述的含义，以文章所提供的事实为依据，经过分析、思考形成相关的观点；要求考生在整篇理解文章的基础上去领悟作者的言外之意，并对作者的态度、观点、写作目的及意图、文章的寓意等做出正确的推理判断。引申要求考生在理解文章主题思想、作者的态度倾向、观点意图、情节发展等的前提下，做出合乎逻辑的引申。这类题要求考生由“已知的”去推断“未知的”，属于一种深层次的理解。  本课将从推断隐含意义,推断作者的观点态度，推断写作目的，推断文章的出处等方面，向学生解密如何解答阅读理解的推理判断题。选取的材料来源于全国各地的高考题或调研测试，有一定的代表性。由于本校是生源比较薄弱的学校，学生基础比较薄弱，所以选取的高考题偏易。 | | | | |
| **学习者**  **分析** | 本校是生源比较薄弱的学校，本人教授的高三（11）班是荔城中学的文科班，差生较多。经过两年半的高中英语学习，他们虽已掌握了一定的词汇和语法，具备了一定的英语综合能力，但由于他们本身英语底子比较薄弱，词汇积累不扎实，并且在学习英语的过程中，缺乏主动性和积极性，所以总体来说，他们的英语阅读能力和推理判断能力并不高。在解答阅读理解时，他们感到最大困难的题就是推理判断题。在本课中，主要训练学生能对推理判断题的类型和推理判断设计的问题形式有所认识，并且能够运用教师点拨的技巧去解题。 | | | | |
| **教学目标** | **知识与技能：**  通过学习推理判断题的类型，熟悉推理判断题的设问，掌握推断隐含意义,推断作者的观点态度，推断写作目的，推断文章的出处等方面的解题技巧，并且能从出题者的角度去思考如何对推理判断题设答。 | | | | |
| **过程与方法：**  通过自主学习、小组合作学习和探究学习去体验和灵活运用推理判断的技巧。 | | | | |
| **情感、态度与价值观：**  通过掌握阅读理解推理判断的技巧，感受快速和准确找到答案的成功感和愉悦感，享受阅读带来的快乐。 | | | | |
| **重点难点** | 重点掌握推理判断题中推断隐含意义,推断作者的观点态度，推断写作目的，推断文章的出处等方面的技巧 | | | | |
| **教学方法** | 讲练法，任务型教学法，启发式教学法 | | | | |
| **教学媒体** | 黑板、多媒体、学案 | | | | |
| **教学流程** | | | | | |
| **教学环节** | | **时间** | **活动方式** | **活动目标** | |
| **Step 1** Offer the students a flash, let one student to retell the story and guide students to answer the question: What can you learn from the story? | | 2min. | 师生活动 | 导入本课内容：高考英语阅读理解技巧点拨—推理判断题 | |
| **Step 2** Present the types of the inference questions, ask the students to judge the types of some questions and and show them question forms of the inference questions. | | 4 min. | 师生活动 | 让学生了解推断题的类型和设问形式，并且学会判断推断题的类型 | |
| **Step3** Have the students find the answers to the inference questions in the reading personally, discuss the answers with the partners in groups and check the answers. | | 17 min. | 师生活动  生生活动 | 通过自主学习，小组活动，和教师的技巧点拨讲解，让学生掌握推理判断技巧 | |
| **Step 4** Offer more exercises for the students to consolidate the skills and let them choose 3 questions according to their English level. | | 8 min. | 学生活动 | 强化训练,巩固技巧 | |
| **Step 5** Offer a passage for the students to design answers in group work to some inference questions and let them show their work. | | 7 min. | 生生活动 | 通过设计问题，更加深化和巩固学生推理判断技能，并且开拓学生推理判断思维 | |
| **Step 6** Sum up the class. | | 1 min. | 师生活动 | 归纳 | |
| **Step 7** Homework assignment | | 0.5 min. | 师生活动 | 巩固并运用本节课所学的内容。 | |
| **Step 8**  Self-assessment | | 0.5 min | 学生活动 | 让学生自我评价，促进教师有效教学 | |

**Teaching Procedure**

**Step1 Leading-in（时间：2min.）**

First, offer the students a flash, then let one student to retell the story and finally, guide students to answer a question.

T: What can you learn from the story?

Ss: A. Where there is a will, there is a way.

B. Time and tide waits for no man.

C. No pains, no gains.

The key: C. 动画《守株待兔》反映了人们不劳而获的侥幸心理。

**【设计说明】**

导入部分首先让学生**观看动画**《守株待兔》，通过有趣的动画营造课堂气氛，解除高三学生疲劳，吸引学生目光。该部分**以故事为背景**设计，故事的选取基于2005年全国高考英语试题广东卷的书面表达。导入运用多媒体技术，激发学生的想象力，**进行推理判断，找出与动画相匹配的寓意**，以此进入授课的主要内容：高考英语阅读理解技巧点拨—推理判断题。同时，让学生根据画面内容进行**复述**，构成“视、说、判”三位一体的教学活动，启发学生推理判断思维，并与2011年的广东英语口语高考训练接轨。

**Step2 Presentation and Making a judgement（时间：4 min.）**

Present the types of the inference questions, ask the students to judge the types of some questions and show them question forms of the inference questions.

**Task1: 呈现阅读推理判断题类型**

1. 推断隐含意义

2. 推断作者观点或态度

3. 推断写作目的

4. 推断文章出处

5. 推断人物的观点、情感、品性

6. 推断读者对象或文章的作者

7. 推断作者的情感

**Task2:判断下列问题的类型**

第1题What does the author think of her mother’s English now? 判断题型\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

第2题This text is most probably taken from a \_\_\_\_\_\_. 判断题型\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

第3题The author intends to\_\_\_\_\_\_\_\_\_\_\_\_. 判断题型\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

第4题The second paragraph indicates the importance of \_\_\_\_\_\_\_\_. 判断题型\_\_\_\_\_\_\_\_\_\_\_

第5题How did the author probably feel after he talked with his friend? 判断题型\_\_\_\_\_\_\_\_\_\_

第6题Rae Armantrout’s colleagues think that she\_\_\_\_\_\_\_\_. 判断题型\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

第7题Who probably wrote the letter? 判断题型\_\_\_\_\_\_\_\_\_\_\_

**【答案点拨】**

第1题：推断作者观点或态度

第2题：推断文章出处

第3题：推断写作目的

第4题：推断隐含意义

第5题：推断作者的情感

第6题：推断人物的观点、情感、品性

第7题：推断读者对象或文章的作者

**Task3: 导出阅读推理判断题的提问形式和标志性词语**

**1. 推断隐含意义**

It can be **inferred** from the text that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The story **indicates** that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

标志性词语：**infer, indicate, suggest, imply, conclude...**

**2. 推断作者观点或态度**

What does the author **think of** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

What's the author's **attitude** toward\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

In the author's **opinion**, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

标志性词语：**according to the writer, attitude, think, opinion, consider...**

**3. 推断写作目的**

What is the author's main **purpose** in this passage?

In the passage the author **wants** to tell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The article is **intended** to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

标志性词语：**purpose, intend to, show, want ...**

**4. 推断文章出处**

Where would this passage most probably appear?

The passage is most likely a part of \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

标志性词语：**be taken from, appear, a part of, be taken out of ...**

**5. 推断人物的观点、情感、品性**

Sb think that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What do we know/learn about sb in the text?

How did …feel about…?

标志性词语：**attitude, learn form, know from, feel about ...**

**6. 推断读者对象或文章的作者**

Who probably wrote the letter?

Who is the passage written for?

Who are the intended readers of the passage?

标志性词语：**the intended reader, writer, author…**

**7. 推断作者的情感**

How does the author feel about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

The writer probably feelsthat\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

标志性词语：**feel, feel about...**

**【设计说明】**

学生对推断类型的题型和设问形式认识还是比较模糊的,此部分的设计重点在于使学生清晰掌握推断类型的题型和设问形式。教师利用黑板的固态特征，在黑板左方呈现推断题类型，让学生清楚推理判断题类型。运用PPT设计学生对多个句子进行题型判断，了解他们的认识反馈，并且**由句到篇章的过渡**，易于学生接受。导出阅读推理判断题的提问形式和标志性词语，强化学生对此类题的意识。

**Step3 Let the students do some related exercises（时间：17 min.）**

Firstly, have the students find the answers to the inference questions in the reading materials personally, discuss the answers with the partners in groups, and check the answers.

**Task1: Find the answers to the inference questions in the reading materials personally.**

**阅读材料，选出最佳选项。**

**第1题**When I was a teenager, my mother’s broken English embarrassed me. But now, I see it differently. To me, my mother’s English is perfectly clear, perfectly natural. It is my mother tongue. Her language, as I hear it, is vivid, direct, and full of observation and wisdom. It was the language that helped shape the way 1 saw things, expressed ideas, and made sense of the world. **[**2010年广东卷A篇44**]**

【**题目**】What does the author think of her mother’s English now?

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】A. It confuses her.

B. It embarrasses her.

C. It helps her understand the world.

D. It helps her tolerate rude people.

**【答案点拨】**

第1题的题型是推断作者观点或态度。由文章最后一句It was the language…and made sense of the world.可知我现在对母亲的汉语式英语有了新的认识。C选项正确。

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| **技巧点拨**： |
| 1. 注意转折词but的意味； 2. 注意作者表达感情色彩的形容词、副词、动词及所举的例子，推断出作者的弦外之音。 |

**第2题**Batteries can power anything from small sensors to large systems. While scientists are finding ways to make them smaller but even more powerful, problems can arise when these batteries are much larger and heavier than the devices themselves. University of Missouri researchers are developing a nuclear energy source that is smaller, lighter and more efficient.

…

Together with J. David Robertson, chemistry professor and associate director of the MU Research Reactor, Kwon is working to build and test the battery. In the future, they hope to increase the battery’s power, shrink its size and try with various other materials. Kwon said that the battery could be thinner than the thickness of human hair.【2010山东卷D篇75】

【**题目**】The text is most probably a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】A. science news report B. book review

C. newspaper ad D. science fiction story

**【答案点拨】**

第2题的题型是推断文章出处。综合全文可知，这是一篇科技新闻报道。报道了一种超薄的新能源电池的研究近况。由此看出A项正确。

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| **技巧点拨**： |
| 这类问题应从文章的内容,结构和体裁来判断其出处。 |

**第3题**Forget Twitter and Facebook, Google and the Kindle. Television is still the most influential medium around. Indeed ,for many of the poorest regions(地区)of the world, it remains the next big thing——finally becomes globally available. And that is a good thing, because the TV revolution is changing lives for the better.

...

Too much TV has been associated with violence, overweight and loneliness. However, TV is having a positive influence on the lives of billions worldwide.

【**题目**】The author intends to\_\_\_\_\_\_. **[**2010年福建卷B篇62**]**

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】 A. stress the advantages of TV to people’s lives

B. persuade women to become more independent

C. encourage people to improve their reading skills

D. introduce the readers some websites such as Google

**【答案点拨】**

第3题的题型是推断写作目的。文章开始到结束都在强调电视对生活的积极影响，特别是

首段中的“And that is a good thing, because the TV revolution is changing lives for the better.”和尾段中的“However, TV is having a positive influence on the lives of billions worldwide.”可看出作者的写作意图，故A项为正确选项。

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| **技巧点拨**： |
| 1. 找写作目的，特别注意首段和末段**；** 2. 注意转折副词however。 |

**第4题**Dress to impress: Stylist and business consultant Daniela Smith says, “Girls should keep in mind that your college professors will often be the bridge that connects you to your future career and your classmates will become your professional network. You don’t need to dress like you’re going to the office, but you should display an ability to properly present yourself with appropriate maturity and confidence, and look put together.”[2011年广州市高三年级调研测试A篇26]

【**题目**】The second paragraph indicates the importance of \_\_\_\_\_\_\_\_.

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】A. impressing professors

B. getting on well with classmates

C. creating a professional image

D. dressing appropriately

**【答案点拨】**

第4题的题型是推断隐含意义。文段强调了穿戴要合适，文中提到“but you should display an ability to properly present yourself with appropriate maturity and confidence, and look put together.”故选项D是正确的。

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| **技巧点拨**： |
| 1. 全面分析,忠实原文，不要选择表层信息**；** 2. 注意连词but。 |

**Task2: Discuss the answers with the partners in the group.**

**小组讨论答案，并说明来由。**

**Task 3:** **The teacher checks the answers and gives some tips of skills.**

**教师校对答案，点拨答题技巧。**

**【设计说明】**

阅读材料来源于全国的高考题或调研测试题，材料典型，有一定的代表性。考虑到学生基础比较薄弱，所以选取的题目难度适中。本部分通过**学生自主学习**，**小组讨论**和**教师点拨**来让学生掌握推理判断题的解题技巧。自主学习，是让学生通过个人体验，体会推理判断题的设问形式和寻找答案的思维过程；小组讨论，目的在于鼓励学生相互交流学习，深刻解题技巧，活跃课堂气氛，主动参与课堂；教师点拨，可以深化学生推理判断题的解题技巧，开拓学生解题的思维。

**Step 4 Consolidate the skills.拓展训练（时间：8 min.）**

More exercises are offered for the students to consolidate the skills and let them choose 3 questions according to their English level.

根据所训练的内容，选择近几年的高考题，以巩固训练，学生可以依据自己的英语水平选择三道题作答。

**说明：根据选题的难易程度，以星号“\*”来表示难度的递增。**

**第5题\***

But in London, dinner parties are in people's homes. Not only that, the guests are an interesting mix. The last time I went to one, the guests were from France, India, Denmark and Nigeria; it was like a gathering at the United Nations. In New York the mix is less striking. It's like a gathering at Bloomingdale's, a well-known department store.**[**2010年辽宁卷B篇62**]**

【**题目**】What does the author think of the parties in London?

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】A. A bit unusual. B. Full of tricks.

C. Less costly. D. More interesting.

**【答案点拨】**

第5题是推断作者观点态度。上段讲到，在伦敦dinner parties不仅家中举行，而且客人都是来自四面八方有趣的组合。文中讲到“an interesting mix”和“a gathering at the United Nations”也暗示伦敦的派对更好玩，故D选项正确。

**第6题\*\***

My mother has long realized the limitations of her English as well. When I was fifteen, she used to have me call people on the phone to pretend I was she. I was forced to ask for information or even to yell at people who had been rode to her. One time 1 had to call her stockbroker (股票经纪人). I said in an adolescent voice that was not very convincing, "This is Mrs. Tan. "**[**2010年高考广东卷A篇42**]**

【**题目**】From Paragraph 2, we know that the author was \_\_\_\_\_\_\_\_\_ .

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】 A. good at pretending

B. rode to the stockbroker

C. ready to help her mother

D. unwilling to phone for her mother

**【答案点拨】**

第6题是推断作者的情感。由第二段I was forced to ask for information…以及One time I had to call…等关键信息可知，作者“我是被迫打听信息，或对她粗鲁的人大喊大叫”“有一次我不得不给她的股票经纪人打电话”中作出推断，作者是不愿意帮母亲打电话，D选项为正确答案。

**第7题\*\*\***

He talked to me because he wants his editors to demand so much more of him. He wants to be pushed, challenged, coached to new heights.

The reporter believes that good stories spring from good questions, but his editors usually ask how long the story will be, when it will be in, where it can play, and what the budget is.

He longs for conversations with an editor who will help him turn his good ideas into great ones. He wants someone to get excited about what he's doing and to help him turn his story idea upside down and inside out, exploring the best ways to report it. He wants to be more valuable for your paper. That's what you want for him, too, isn't it?

...**[**2010年高考北京卷B篇60**]**

【**题目**】What does the writer think of the reporter?

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】A. Optimistic. B. Imaginative.

C. Ambitious. D. Proud.

**【答案点拨】**

第7题是推断作者观点。根据文章内容可知，文中的那位记者想在自己的工作岗位上不断挑战新的高度，由此可知他很有抱负。故C选项正确。

**第8题\*\***

Columbus College , 241 Queen Elizabeth Drive ,Kowloon City

To: All Staff

From: Jakie Mok , Secretary;Sports Development Committee

Date: May 20, 2010

A week ago , “Sports for Life” pregramme was sent to the parents, requiring them to select a sport they wanted their child to play. Since then , our staff have received lots of calls from parents asking for more information about it . Here is a memo (备忘录) for your reference when you answer the phones.**[**2010年高考福建卷D篇71**]**

【**题目**】The purpose of the memo is to\_\_\_\_\_\_\_\_\_\_\_\_\_.

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】A.attract students’interest in the programme

B.require the parents to select a sport for their child

C.help the staff explain the programme to the parents

D.remind teachers and lifeguards to be present on time

**【答案点拨】**

第8题是推断写作意图。文中“Here is a memo for your reference when you answer the phones.”清楚说明了这个备忘录的作用就是为了让工作人员更好地向咨询的家长解释和介绍相关的信息，故C选项正确。

**第9题\***

One day a man walked a pet shop and said to the shop assistant，“I need two small mice and about five dozen roaches（蟑螂） and two spiders（蜘蛛）.”

“What do you need these things for?” the shop assistant was very surprised.

“Well，”replied the man，“I’m moving out of my apartment and the landlord insists that I should leave the house in exactly the same condition as I found it.”

【**题目**】The passage suggests that when the writer moved into the apartment，it was \_\_\_\_\_\_.

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】A. very clean B. just cleaned by the landlord

C. tidy and comfortable D. dirty and full of insects

**【答案点拨】**

第9题是推断文章隐含意义。文中“I need two small mice and about five dozen roaches and two spiders”和“I’m moving out of my apartment and the landlord insists that I should leave the house in exactly the same condition as I found it.”隐含了作者搬进的公寓，有很多虫子。故D选项正确。

**【设计说明】**

此部分的设计是拓展训练，目的是强化训练学生，巩固学生对技巧的掌握。由于学生的英语水平不一样，**对选题划分三个层次（易：\*；中：\*\*；难：\*\*\*）**。学生可以依据自己的实际情况，选择不同层次的练习。最后，练习由学生来讲解，教师提供标准答案。

**Step 5 Design the answers（时间：7 min.）**

Offer a passage for the students to design the anwsers in group work to some inference questions.阅读下列短文，根据提供的问题设计答案，并且说明答案的来由。

A young man from a village called Nawalapitiya married a young woman from Maliyuwa, a nearby village. They lived with the man's big family--his parents, his brothers, their wives and children. The family kept an elephant, in which the young woman soon took a great interest. Every day she fed it with fruit and sugar.

Three months later the woman went back to her parents' home, having quarreled with her husband. Soon the elephant refused to eat or work. It appeared to be ill and heart-broken. One morning after several weeks the animal disappeared from the house.

It went to the woman's home. On seeing her, the elephant waved its trunk and touched her with it. The young woman was so moved by the act of the animal that she returned to her husband’s home.

**请根据问题，编写合适的答案。**

1. This text is most probably taken from a \_\_\_\_\_\_\_\_\_\_\_.

**Your answer:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The passage indicates the \_\_\_\_\_\_\_\_\_\_\_\_\_ relationship between the woman and the elephant.

**Your answer:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.What's the husband's attitude toward the elephant, when the elephant brought the woman to her husband's home?

**Your answer:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**【设计说明】**

高考推理判断题命题越来越灵活。命题者可以根据选文中作者的写作意图、观点、态度或文中人物的情感态度等方面来设题。为了深刻学生对推断题的认识，此部分**让学生从出题者的角度来设计答案**，并且通过小组活动的形式，让学生交流彼此的答案。设计答案环节，力图开拓学生的推理判断思维，探寻合理的答案，体验出题角度；小组活动交流，在于让学生体验答案的非唯一性和合作交流的愉悦。

**Step 6 Ask the students to sum up the class.**小结本课内容**（时间：1 min.）**

推理判断题的解题技巧：

1.推断隐含意义,必须吃透相关文段的意思。

2.推断作者的写作目的，应当关注主题句,首段和末段，同时把握文章的体裁也可以推断作者的写作目的。

3.推断作者的观点或态度，注意作者表达感情色彩的形容词、副词、动词及所举的例子，推断出作者的弦外之音。。

4.推断文章的出处，注意文章的体裁特点，内容或结构。

**【设计说明】**

指导学生总结归纳本课内容，深化学生推理判断题的解题技巧。

**Step 7 Homework : Do more reading comprehension**.设计作业**（时间：0.5min.）**

**第1题**“Have you ever been out on a boat and felt it lifted up by a wave? Or have you jumped in the water and felt the rush of energy as waves came over you?” asked Jamie Taylor of the Wave Energy Group at the University of Edinburgh. “There is certainly a lot of energy in waves,” he said.

Scientists are working to use that energy to make electricity. Most waves are created when winds blow across the ocean. "The wind starts out by making little ripples, but if they keep on blowing, those ripples get bigger and bigger and turn into waves," Taylor said. "Waves are one of nature's ways of picking up energy and then sending it off on a journey." **[**2005年广东卷C篇64**]**

【**题目**】The writer uses the two questions at the beginning of the passage to \_\_\_\_\_.

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】A. test the readers’ knowledge about waves

B. draw the readers’ attention to the topic

C. show Jamie Taylor’ s importance

D. invite the readers to answer them

**【答案点拨】答案选B.**

**第2题**Some people are never right. They never have good luck. They usually do the wrong thing and say the wrong thing. And even if what they say or do is OK， they as a rule say it or do it at the wrong time. So these people always have problems. They often break dishes. They sometimes miss buses and airplanes.

Mr. Neff is different. He is always right. He is never wrong. He usually has good luck. He seldom has problems. He never breaks dishes. He never misses buses or airplanes. Even if he does miss them， it is always the fault of the buses or air planes. Mr. Neff knows almost everything. He doesn’t ask questions；he answers questions. He never says，“I don’t know.”

【**题目**】Which of the following best describes the writer’s attitude（态度） towards Mr. Neff?

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】A. He finds Mr. Neff hard to understand

B. He thinks Mr. Neff wonderful

C. He feels pity for Mr. Neff

D. He does not like Mr. Neff

**【答案点拨】答案选D.**

**第3题**This story—which happened before I was born—reminds me how extraordinary my mother was, and is, as a gifted mathematician. I feel embarrassed that I complain about not having enough child-free time to work. Later, when my mother is in the bathroom, I go into her kitchen and turn over the breadboards. Sure enough, on the back of the smallest one, are some penciled marks I recognize as mathematics. Those symbols have traveled unaffected through fifty years, rooted in the soil of a cheap wooden breadboard, invisible（看不到的）exhibits at every meal. **[**2010年天津卷C篇50**]**

【**题目**】In the author’s mind ,her mother is\_\_\_\_\_\_\_\_\_\_\_\_ .

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】A. strange in behavior.

B. keen on her research.

C. fond of collecting old things.

D. careless about her appearance.

**【答案点拨】答案选B.**

**第4题**The world of make-believe is not necessarily bad. But when the world of fantasy becomes the only outlet(出路) for our sense of wonder, then we are really missing something. We are missing a connection with the living world. Other wonderful worlds exist all around us. But even more interesting is that if we look closely enough, we can see that these worlds, in a broad sense, are really part of our own. **[**2010年重庆卷E篇75**]**

【**题目**】What is the main purpose of the passage?

【**分析题型**】\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

【**判断选项**】 A. To show us the hidden beauty in our world.

B. To warn us not to get lost in the fantasy world.

C. To argue against the misuse of the sense of wonder.

D. To discuss the influence of the world of make-believe.

**【答案点拨】答案选B.**

**【设计说明】**

运用并巩固推理判断题的解题技巧。

**Step 8 Self-assessment**.学生自评**（时间：0.5min.）**

**学生自评表**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 自评项目 | 优 | 良 | 中 | 差 |
| 清楚推理判断题的类型 |  |  |  |  |
| 了解推理判断题的设问形式 |  |  |  |  |
| 掌握推理判断题的技巧 |  |  |  |  |
| 学会根据短文设计问题的答案 |  |  |  |  |
| 积极参与小组交流活动 |  |  |  |  |

**板书设计**

|  |
| --- |
| **高考英语阅读理解技巧点拨—推理判断题**  推理判断题类型 标志性词语 设计的答案  1. 推断隐含意义 infer… 1….  2. 推断作者观点或态度 attitude…  3. 推断写作目的 purpose… 2….  4. 推断文章出处 appear…  5. 推断人物的观点、情感、品性 learn from… 3….  6. 推断读者对象或文章的作者 whois the author…  7. 推断作者的情感 feel about… |

**教学总结及反思：**

|  |
| --- |
| 1. 通过本节课的学习，帮助学生了解了推理判断题推断隐含意义,推断作者的观点态度，推断写作目的，推断文章的出处等四个方面的类型，熟悉了它们的设问形式，基本掌握了它们的解题技巧。 2. 在教学过程中，学生通过自主学习，小组合作学习和探究学习体验了推理判断题的解题技巧和解题思维，感受了快速和准确找到答案的成功感和愉悦感，并在设计题目的答案环节体会出题者的出题角度。 3. 本节课材料来源于全国各地的高考题和调研测试题，有代表性，适合学生高考的需要。材料难度不大，并且有针对性，易于基础薄弱的学生理解和掌握。而且选材比较有趣，吸引了学生的兴趣。第四部分的练习划分了层次，考虑到了不同层次的学生的需要。 4. 设计的环节，环环相扣，步步为营，十分紧凑。活动较多，所以要把握好活动时间，确保各项活动顺利完成。 |