

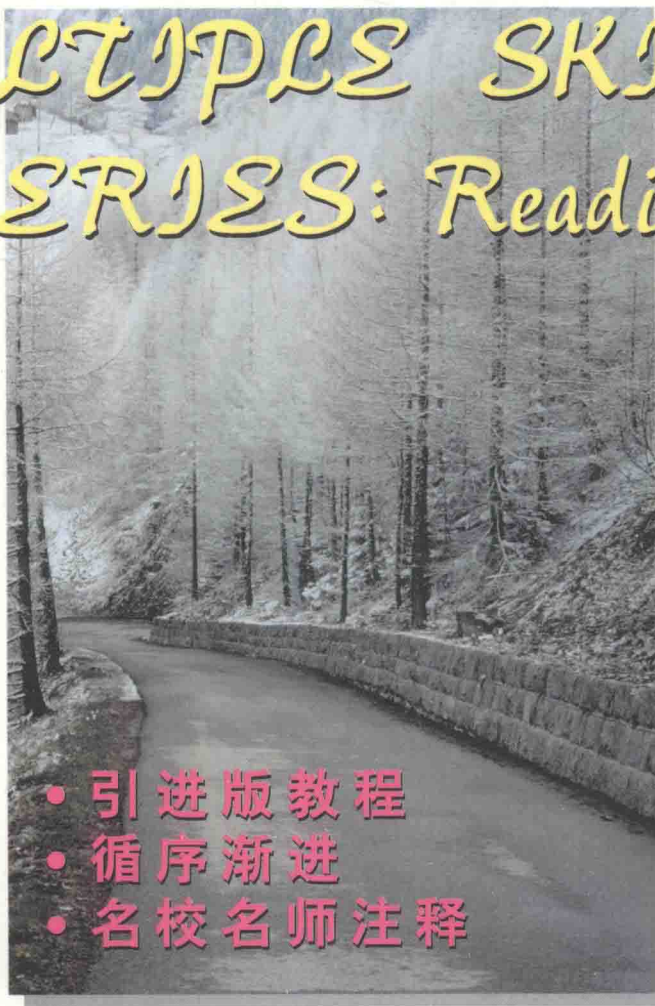
E 级

# 新编中学英语 阅读精粹

(第3版)

[美] 理查德·A·博宁 编著

*MULTIPLE SKILLS  
SERIES: Reading*



- 引进版教程
- 循序渐进
- 名校名师注释

世界图书出版公司

**LEVEL E**



# **MULTIPLE SKILLS**

**SERIES: Reading**

## **新编中学英语阅读精粹**

第3版

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王 辰 齐平昌 注释



**SRA  
McGraw-Hill**

**世界图书出版公司**

北京·广州·上海·西安

## 图书在版编目(CIP)数据

新编中学英语阅读精粹 .E 级/(美)博宁编著 .3 版 .- 北京:世界图书出版公司北京公司, 2000.2

ISBN 7-5062-4460-8

I. 新… II. 博… III. 英语课-阅读教学-中学-教学参考资料 IV. G634.413

中国版本图书馆 CIP 数据核字(2000)第 12725 号

**MULTIPLE SKILLS SERIES: Reading** Level E 3rd ed.

by Richard A. Boning

**SRA/McGraw-Hill**



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IE ISBN 0-07-116222-4

## 新编中学英语阅读精粹: E 级 第 3 版

编 著: [美] 理查德·A·博宁

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责任编辑: 王志平

装帧设计: 董 利

出 版: 世界图书出版公司北京公司

发 行: 世界图书出版公司北京公司

(北京朝内大街 137 号 邮编 100010 电话 64077922)

销 售: 各地新华书店和外文书店

印 刷: 北京中西印刷厂

开 本: 787×1245 毫米 1/20 印张: 14

字 数: 124 千

版 次: 2000 年 10 月第 1 版 2000 年 10 月第 1 次印刷

印 数: 0001-6000

版权登记: 图字 01-1999-3215

ISBN 7-5062-4460-8/H·335

定价: 20.00 元

世界图书出版公司北京公司已获得麦格劳·希尔图书公司授权在中国境内独家出版发行

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## 宗旨

《新编中学英语阅读精粹》是一种非消耗型阅读教学课程，旨在开发一组关键性阅读技能，并使这些技能彼此结合，同时也和其他语言技巧结合。《新编中学英语阅读精粹》也具有诊断作用，使您能够识别可能对个别学生造成困难的特定类型的阅读技能。

## 对象

共 12 个级别的《新编中学英语阅读精粹》适合于具有预备班——九年级水平阅读理解能力的学生。

- 图解级适合尚不具备基本看图识字能力的儿童。
- 预备 1 级适合略具基本看图识字能力的儿童。
- 预备 2 级适合具备基本看图识字能力但尚不能阅读一年级水平书籍的儿童。
- A 级至 I 级适合于能阅读分别为一年级至九年级水平的书籍的学生。由于这些书具有很强的趣味性，它们也可以有效地供其他年级具有同等水平的学生使用。

《新编中学英语阅读精粹编班测验》将帮助您确定每个学生的合适级别。

## 编班测验

初级编班测验(针对预备 1 级至三年级)和中期编班测验(针对四至九年级)将帮助您恰当地编班每个学生。测验由从丛书中挑选出来的一些代表性单元组成。测验书包含 X 和 Y 两种形式。一种形式可以用于编班，另一种形式则当作一种测验的手段，用来衡量进步情况。测验的实行和评分都很容易。本书黑线条格纸可做作业纸和学生成绩记分表之用。(我公司未安排出版——世界图书出版公司北京公司注)。

## 关于本丛书各册

《新编中学英语阅读精粹》第三版保持了该教程 25 年来表现出的杰出的质量和聚焦准确的特点。丛书包括从图解级到 I 级，每个级别四册书(现已合订成一本——世界图书出版公司北京公司注)。从图解级到 B 级的每册书包含 25 个单元，从 C 级到 I 级的每册书包含 50 个单元。每册书中各个单元的难度越来越大，同一级别的几册书的难度也越来越大——A 级第二册书比 A 级第一册书稍微难一些，依此类推。这种逐渐加大的难度可以使学生的阅读不受挫折地从一本书进入到下一本书，并从一个级别上升到下一个级别。

每册书都包含一篇《本书介绍》，它向学生解释技能，并向他们说明如何对

待阅读精选读物和问题。在最低的级别中，您应把《本书介绍》读给孩子们听。

列在每个单元后面的问题立意要开发特定的阅读技能。在最低的级别中，您应把问题读给孩子们听。

在 E 级中，每个单元的问题格式是：

1. 选择标题(中心思想)
2. 陈述的细节
3. 陈述的细节
4. 推断和结论
5. 词汇

每个级别的《语言活动专页》(LAP)由四个部分组成：练习你的技能，扩展你的技能，钻研语言和表达自己的意思。这些专页引导学生超越书本，从头至尾参加某种个人与集体的语言活动。这些活动将不断扩大、加深孩子们的听说和读写内容，提高其他运用、扩展和开发技能。您可以采用任何《语言活动专页》中的全部或部分活动，也可以什么活动都不采用；然而，有些《语言活动专页》中的活动是依前面的活动而定的。在最低的级别中，您应把《语言活动专页》读给孩子们听。

在 C 至 I 级中，每册的《语言活动专页》都聚焦于本册要开发的特定技能，侧重于从最具体思维进展到最抽象思维的技能练习。

- |             |       |
|-------------|-------|
| 第一个《语言活动专页》 | 细节    |
| 第二个《语言活动专页》 | 词汇    |
| 第三个《语言活动专页》 | 中心思想  |
| 第四个《语言活动专页》 | 推断和结论 |

#### 课时

《新编中学英语阅读精粹》是一种可以对小组或全班使用的个人化阅读课程。短课时是最有效的。每天或每隔一天用一段短课时完成几个单元。分配给《语言活动专页》的时间依学生个人的能力而定。

#### 评分

学生应把他们的回答记录在能复印的作业纸上。作业纸使得评分更加容易，并且提供了有关孩子作业的统一记录。使用作业纸也避免了耗费书本。

由于让学生知道他们的进步情况，这一点很重要，因此您应该在一些单元一结束就评分。然后您可以和学生一起讨论各种问题与活动，并鼓励他们为自己的回答进行辩护。许多《语言活动专页》是开放性的，并不适宜于客观评分，因此，这些专页是没有标准答案的。

## PURPOSE

The *Multiple Skills Series* is a nonconsumable reading program designed to develop a cluster of key reading skills and to integrate these skills with each other and with the other language arts. *Multiple Skills* is also diagnostic, making it possible for you to identify specific types of reading skills that might be causing difficulty for individual students.

## FOR WHOM

The twelve levels of the *Multiple Skills Series* are geared to students who comprehend on the pre-first- through ninth-grade reading levels.

- The Picture Level is for children who have not acquired a basic sight vocabulary.
- The Preparatory 1 Level is for children who have developed a limited basic sight vocabulary.
- The Preparatory 2 Level is for children who have a basic sight vocabulary but are not yet reading on the first-grade level.
- Books A through I are appropriate for students who can read on grade levels one through nine respectively. Because of their high interest level, the books may also be used effectively with students functioning at these levels of competence in other grades.

The **Multiple Skills Series Placement Tests** will help you determine the appropriate level for each student.

## PLACEMENT TESTS

The Elementary Placement Test (for grades Pre-1 through 3) and the Midway Placement Tests (for grades 4–9) will help you place each student properly. The tests consist of representative units selected from the series. The test books contain two forms, X and Y. One form may be used for placement and the second as a post-test to measure progress. The tests are easy to administer and score. Blackline Masters are provided for worksheets and student performance profiles.

## THE BOOKS

This third edition of the *Multiple Skills Series* maintains the quality and focus that have distinguished this program for over 25 years. The series includes four books at each level, Picture Level through Level I. Each book in the Picture Level through Level B contains 25 units. Each book in Level C through Level I contains 50 units. The units within each book increase in difficulty. The books within a level also increase in difficulty—Level A, Book 2 is slightly more difficult than Level A, Book 1, and so on. This gradual increase in difficulty permits students to advance from one book to the next and from one level to the next without frustration.

Each book contains an **About This Book** page, which explains the skills to the students and shows them how to approach reading the selections

and questions. In the lowest levels, you should read *About This Book* to the children.

The questions that follow each unit are designed to develop specific reading skills. In the lowest levels, you should read the questions to the children.

In Level E, the question pattern in each unit is

1. Title (main idea)
2. Stated detail
3. Stated detail
4. Inference or conclusion
5. Vocabulary

The **Language Activity Pages** (LAP) in each level consist of four parts: Exercising Your Skill, Expanding Your Skill, Exploring Language, and Expressing Yourself. These pages lead the students beyond the book through a broadening spiral of writing, speaking, and other individual and group language activities that apply, extend, and integrate the skills being developed. You may use all, some, or none of the activities in any LAP; however, some LAP activities depend on preceding ones. In the lowest levels, you should read the LAPs to the children.

In Levels C-I, each set of Language Activity Pages focuses on a particular skill developed through the book. Emphasis progresses from the most concrete to the most abstract:

First LAP	Details
Second LAP	Vocabulary
Third LAP	Main ideas
Last LAP	Inferences and conclusions

## SESSIONS

The **Multiple Skills Series** is basically an individualized reading program that may be used with small groups or an entire class. Short sessions are the most effective. Use a short session every day or every other day, completing a few units in each session. Time allocated to the Language Activity Pages depends on the abilities of the individual students.

## SCORING

Students should record their answers on the reproducible worksheets. The worksheets make scoring easier and provide uniform records of the children's work. Using worksheets also avoids consuming the books.

Because it is important for the students to know how they are progressing, you should score the units as soon as they've been completed. Then you can discuss the questions and activities with the students and encourage them to justify their responses. Many of the LAPs are open-ended and do not lend themselves to an objective score; for this reason, there are no answer keys for these pages.



一位细心的读者会思索作者的用词，注意故事或文章主要讲的是什么；他还会“阅读字里行间的内容”，揣摩其中内在的含义；他也会尽力弄明白新词的正确意思。阅读本书中的故事和文章时，你就会练习所有这些阅读技巧。

首先你将阅读一篇文章或一个故事，并为它选择一个好的标题。标题会点出文章或故事的**中心思想**。要选择一个好的标题，你必须知道这个故事或文章主要讲的是什么。

随后的两个问题将问你一些关于这个故事或文章中所讲的事情。要回答这些问题，就得仔细阅读，留意细节。

第四个问题是要求推断出**作者没有直接告诉你的那些东西**。例如，你可能阅读到藤原医生接到一个紧急电话，开车到榆树街，奔进一所房子。纵然作者没有直接告诉你，你也能推断出藤原医生会开车，而且那所房子里有人生病了。你用作者提供的情况、你自己的理解和经验来断定什么情况可能是正确的。

最后的问题是要你讲出这个故事或文章中的一个词的正确意思。你可以通过研究它的**上下文**——故事中的其他词和句子来弄明白这个词的意思。请阅读下列句子。

Clara ran out to the garden excitedly. Vegetables were growing in neat rows in the small, raised beds. Each bed was surrounded by flowers. Clara was not interested in the vegetables. She wanted to see the daisies and the bright yellow *marigolds*. (克莱拉兴奋地向菜园跑去，蔬菜在一行行整齐的、很小的、凸起的苗床上生长，每个苗床被花包围着。克莱拉在菜地里不愉快，她想看雏菊和漂亮的黄色的万寿菊。)

你能断定万寿菊是一种花吗？故事中有些什么线索能帮助你断定这一点呢？

本书将帮助你练习你的阅读技巧。当你学会把所有这些技巧总合起来使用时，你就会成为一个更好的读者。

A careful reader thinks about the writer's words and pays attention to what the story or article is mainly about. A careful reader also "reads between the lines" because a writer does not tell the reader everything. A careful reader tries to figure out the meaning of new words too. As you read the stories and articles in this book, you will practice all of these reading skills.

First you will read a story and choose a good title for it. The title will tell something about the **main idea** of the article or story. To choose a good title, you must know what the story or article is mainly about.

The next two questions will ask you about facts that are stated in the story or article. To answer these questions, read carefully. Pay attention to the **details**.

The fourth question will ask you to figure out **something the writer doesn't tell you directly**. For example, you might read that Dr. Fujihara received an emergency call, drove to Elm Street, and rushed into a house. Even though the writer doesn't tell you directly, you can figure out that Dr. Fujihara knows how to drive and that someone in the house is probably sick. You use the information the author provides plus your own knowledge and experience to figure out what is probably true.

The last question will ask you to tell the meaning of a word in the story or article. You can figure out what the word means by studying its **context**—the other words and sentences in the story. Read the following sentences.

Clara ran out to the garden excitedly. Vegetables were growing in neat rows in the small, raised beds. Each bed was surrounded by flowers. Clara was not interested in the vegetables. She wanted to see the daisies and the bright yellow *marigolds*.

Did you figure out that marigolds are flowers? What clues in the story helped you figure this out?

This book will help you practice your reading skills. As you learn to use all of these skills together, you will become a better reader.

# BOOK 1

Few people would be foolish enough to walk among lions and other wild animals. Today you can drive safely through wild animal country, if you keep your car windows closed. There are a number of such open-space zoos in the United States. The first was opened in 1967 in Florida. It is called Lion Country Safari.

Lion Country Safari has 650 acres full of wild African animals. There are many lions and about 350 other animals, such as elephants, giraffes, zebras, rhinos, ostriches, and chimps. To keep visitors safe, there are a few rules—no cloth-top convertibles, all windows closed, and no getting out of cars.

For those who like to get closer to the animals, there is a petting section where there are baby animals only. It's safer that way.

- 
1. The best title is—
    - (A) Walking with Wild Animals
    - (B) Elephants and Lions
    - (C) Follow the Rules
    - (D) A Drive-in Zoo
  2. One thing *not* allowed in Lion Country Safari is—

(A) hard-top cars	(B) closed windows
(C) cloth-top convertibles	(D) wild animals
  3. In Lion Country Safari there are—

(A) 640 elephants	(B) 35 animals
(C) 1,967 giraffes	(D) many lions
  4. Leaving car windows open in the Lion Country Safari would be—

(A) fun	(B) safe
(C) dangerous	(D) wise
  5. The word "section" in line twelve means—

(A) hospital	(B) animal
(C) area	(D) glove

Ginny was a big orange cat—a cat with money!

In Keston, England, some years ago, Ginny's owner noticed that something was wrong with Ginny. The cat was limping—limping badly. Ginny was picked up and examined. It was discovered that there were two pieces of what looked like glass in one of her paws.

Her owner took the pieces of “glass” out of Ginny's paw and had them tested. They were diamonds—and worth one hundred dollars each.

On her travels, Ginny had “picked up” the diamonds somewhere. No one ever found out where, although many people *searched*. No one knew except Ginny—and she couldn't tell!

- 
1. The best title is—
    - (A) Finding Broken Glass
    - (B) A Cat with Diamonds
    - (C) Testing a Cat's Paw
    - (D) A Talking Cat
  2. Ginny, the cat, lived in—
 

(A) America	(B) Norway
(C) England	(D) Ireland
  3. The two diamonds looked like pieces of—
 

(A) rock	(B) wood
(C) shell	(D) glass
  4. After discovering the diamonds, Ginny's owner was probably—
 

(A) happy	(B) tired
(C) upset	(D) hungry
  5. The word “searched” in line ten means—
 

(A) needed	(B) slipped
(C) looked	(D) forgot

Would you believe that in Tokyo new police officers take a course in how to use chopsticks correctly? It's true. Tara Falk learned this when she went to Japan with her father on a business trip. Her father's friend, Mr. Sato, told them that the Japanese are really worried about the *decline* in the use of chopsticks.

He said that fifty years ago children used chopsticks correctly by the age of three. Today it may take until they are six or seven. Some never learn at all.

Tara saw "trainer chopsticks" in many Japanese stores. They were made of plastic with loops that show where to put your fingers. From the many thousands sold each day, you can see that the Japanese do not want to lose this old and important skill.

---

1. The best title is—
  - (A) Chopsticks in Japan
  - (B) Plastic Toys
  - (C) Knives and Forks
  - (D) A Trip to Japan
  
2. Tara went to Japan—
  - (A) alone
  - (B) with her mother
  - (C) with her father
  - (D) on a class trip
  
3. When Tara went shopping, she saw—
  - (A) many gifts
  - (B) "trainer chopsticks"
  - (C) her best friend
  - (D) beautiful kites
  
4. The story suggests that more and more Japanese are—
  - (A) in school
  - (B) eating in restaurants
  - (C) using forks
  - (D) cooking at home
  
5. The word "decline" in line five means—
  - (A) interest
  - (B) increase
  - (C) lessening
  - (D) playfulness

One day a wild bull moose walked out of the woods and came over to a *herd* of cows on a farm in Minnesota. He became friendly with the cows and began staying around them all day as they grazed in the pasture.

The moose even began eating with the cows, helping to finish up the grass in the pasture. Soon he became the leader of the whole herd. The cows wanted to stay out with the moose when it was time to go back to the barn. Each night the farmer had to chase the moose away in order to get the cows to come home.

---

1. The best title is—
  - (A) Milking Cows
  - (B) Farming in Minnesota
  - (C) The Friendly Moose
  - (D) A Big Mean Moose
  
2. The moose came out of the—

(A) cave	(B) barn
(C) woods	(D) zoo
  
3. The moose ate the—

(A) cows	(B) grass
(C) farmer	(D) oats
  
4. The story suggests that different kinds of animals—

(A) are always enemies	(B) can be friends
(C) cannot be friends	(D) cannot be found
  
5. The word “herd” in line two means—

(A) sign	(B) group
(C) milk	(D) single

How many times have you squeezed toothpaste from a tube? Too many times to count? You may be interested to know that it was not always packaged in tubes.

Toothpaste was once sold only in jars—and often the family members all dipped their toothbrushes into the same jar. Not very healthful!

In 1892, Dr. Washington Sheffield, a dentist, had the idea of putting toothpaste in tubes. He began to sell tubes of toothpaste, and business was so good that he *produced* tubes for other products also. The next time you squeeze a tube of toothpaste, think of Dr. Sheffield and his wonderful idea.

---

1. The best title is—
  - (A) Jars and Brushes
  - (B) An Unhealthy Idea
  - (C) The Beginning of Toothpaste Tubes
  - (D) A Dentist Makes a Million Dollars
2. The story says that toothpaste was once sold in—
  - (A) boxes
  - (B) pipes
  - (C) jars
  - (D) bowls
3. Dr. Washington Sheffield was—
  - (A) an eye doctor
  - (B) a dentist
  - (C) a teacher
  - (D) a foot doctor
4. One thing the story does *not* tell about the toothpaste tube is—
  - (A) when Sheffield got the idea
  - (B) who invented it
  - (C) how much it cost
  - (D) if it was a success
5. The word “produced” in line nine means—
  - (A) cleaned
  - (B) lost
  - (C) made
  - (D) squeezed



Did you ever hear of a dog that flies or a horse that sings? Of course not! But there is a fish that walks. It is the walking catfish of Florida.

In the late 1960s, a few were brought from India to Florida. The walking catfish has no enemies in Florida, so its numbers have increased enormously.

The walking catfish walks on its fins. It usually travels at night and can walk a quarter of a mile in a few hours. It has *organs* like lungs as well as gills to help it breathe.

The walking catfish eats almost anything—worms, mussels, insects, plants, and other fish. When its watery home does not have enough food, it simply walks to a new one!

- 
1. The best title is—
    - (A) The Night Walker
    - (B) The Walking Catfish
    - (C) Changing Homes
    - (D) From India to Florida
  2. The walking catfish walks on its—
    - (A) short legs
    - (B) gills
    - (C) lungs
    - (D) fins
  3. In Florida you can see a—
    - (A) dog that flies
    - (B) horse that sings
    - (C) fish that walks
    - (D) tree that cries
  4. If the walking catfish had enemies, there would be—
    - (A) more of them
    - (B) less of them
    - (C) the same number
    - (D) less cats
  5. The word “organs” in line eight means—
    - (A) pianos
    - (B) gills
    - (C) body parts
    - (D) moving parts