



高中英语 阅读直通车

(高一分册)

■ 黄亦欣 主编



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出版前言

当前,高中阶段的新课程改革正在全国推广,课改的目的是要从根本上改变学生的学习方式,变被动学习为自主学习,变接受学习为探究学习,变个体学习为合作学习。英语作为一门语言学习科目,虽然与之前的教材大纲有共通之处,但新课程标准对学生的自主学习、语言应用能力等方面提出了更高的要求。高中生在学习英语的过程中,应通过积极尝试、自我探究、自我发现和主动实践等学习方式,形成具有自身特点的学习过程和方法,主动地、富有个性地学习,实现学习方式的变革。如何更有效地实现这些目标,是广大师生急需解决的问题,因此,我社邀请较早开展英语新课程教学的江苏省重点中学的骨干教师编写了本套丛书。

本丛书包括阅读理解训练和完形填空训练两部分,分年级编写,目的是通过一定量的阅读理解、完形填空题的训练,达到熟练应用英语、培养英语思维的目标。

本丛书选材较新,设问科学,难度与新课程标准对各年级的要求相适应,对广大学生来说是一本实用的助学读物。

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题型介绍及解题思路

阅读在英语学习中起着至关重要的作用。在高考英语试卷中,阅读理解占了整个试卷分值的很大比重。从考查的要求和形式来看,阅读理解可分为以下几种题型:主旨大意题、推断题、事实细节题、猜测词义题等。

一、主旨大意题

阅读理解是对整个文章的目的、意图、观点、立场、态度以及内在的逻辑关系的理解,而不是断章取义的一孔之见,所以统览全篇很有必要。在统览全篇的同时要注意抓住文章的中心大意,捕捉主题句。主题句一般位于段首、段尾或位于段中。

主旨题常见的命题形式:

- (1) The main idea of this text may be...
- (2) This passage is mainly about...
- (3) The author's purpose in writing this text is...
- (4) Which of the following is the best title for the passage?
- (5) What's the topic of the text?
- (6) What the passage gives us is...

二、推断题

这种题目有一定难度,往往不能直接从文中找到答案,而必须根据上下文及其相互间的关系或对整篇文章进行深层理解后,才能找到答案。有时甚至还得联系作者的态度、观点、意图、语气等弦外之音、文外之意加以推理。这类题在提问中常用的词有 suggest, mean, infer(推断), from the fact, indicate(暗示), conclusion, according to 等。

推断题常有的命题形式:

- (1) It can be known from the text that...
- (2) From the text we know that...
- (3) The story implies that...
- (4) The paragraph following the passage will most probably be...
- (5) The writer suggests that...



三、事实细节题

首先是直接理解性题目,这种题目比较简单,只要通读全文,了解文中所叙述的重要事实或细节,就可以解答出来,有的甚至可以从文章的原句中直接找到答案;另外还有一些题目要求对文中个别难词、关键词、词组或句子作出解释,或需要对有关的上下文提供的语境和信息,甚至对整篇文章的内容建立准确、立体的理解和判断。

四、猜测词义题

猜词的活动是阅读中经常遇到的,阅读理解题目中的作为干扰项出现的错误选项,一般多是学生比较熟悉、想当然的词典意义,或者适应学生习惯的汉语思维方式;而正确的含义往往不只是词典上的,而是要通过上下文内容的提示才能确定的。

解这类题时应注意以下特点:

1. 注意一些过渡词语,如 that is, this is, in other words 等,它们直接引出了同义解释。
2. 注意连接词及被猜测的词前后的因果、让步、递进、转折、列举及承上启下等各种连接上下文的特殊功能。
3. 注意同义词、近义词、反义词、同位语、定语从句、相似或相反的结构等。
4. 对于句中首字母或全部是大写的单词,应该猜出可能是专有名词(人名、地名、组织等),因此拼读有时是最合适的方法。

影响阅读理解的因素可分为知识性障碍和非知识性障碍。知识性障碍包括词汇障碍、语法障碍、背景知识障碍等。非知识性障碍包括心理障碍、阅读习惯、阅读速度、阅读技巧等。因此,要提高阅读理解能力,应该从以下几个方面入手:

1. 不断扩大词汇量。具体方法有:① 利用构词法猜测生词意义。② 利用语境,分析句子结构的关系,结合常识来推测词的意义,如同位语关系、反义关系、因果关系等,在对文章句子理解的基础上猜测词义。③ 运用归纳法,即把同一类词归纳在一起,如把有关货币与金融的词汇、文艺与体育的词汇归纳在一起记忆。

2. 巩固掌握语法知识。近年来的 NMET 阅读理解短文的句式结构趋向复杂,语法知识在阅读中的作用已经凸显出来。如在阅读中遇到令人费解的长句、难句,就可以借助语法,对句子进行适当的分析,搞清各部分的关系,从而准确理解整句的意思。以 Decision-thinking is not unlike poker—it often matters not only what you think, but also what others think you think and what you think they think you think. (NMET 2000) 为例。该句的 29 个词中包含了主语从句、宾语从句、并列句和破折号连接的附加说明等多种关系。其中并列句中又有复合句,复合句中又有并列句。只有把句子的成分一一理清,才能掌握其意思。

3. 拓宽知识面,增加背景知识。我们要充分理解阅读材料,准确把事因、动机、细节、写作意图和态度等运用常识及背景知识去理解文章所传递的信息。如果对文章所涉及的历史、文化、政治、经济、宗教、风土人情等知识缺乏了解,就不能真正读懂文章的内涵,从而导致理解困难。

4. 熟练掌握阅读技巧。

(1) 摒弃那种先读文章后看问题再读文章的做法,采用先看问题后读文章。两者比较,后者不仅少读一遍文章,节约了时间,而且后者带有目的的阅读效率更高。

(2) 采用浏览阅读方式,即读者很快浏览标题、副标题,从而对文章的大意有所了解,并且找出文章中一些重要的信息。眼睛通常从文章的一头迅速地移到另一头。这种阅读方式使读者无需浪费太多的时间,从而查找出有用的内容,尽快地了解到文章的大意。

(3) 采用扫描型阅读方式,即快速地阅读文章查找自己所需信息,如在电话簿中查一号码,在字典中查找某一单词的意思等。采用此方法的关键是读者必须知道自己要找什么,而不需逐词逐句地进行阅读。这种方法适用于读者在复习文章、研究文章、写论文、列表格、查地图时使用。

(4) 采用细读方式(read in detail)。这种方式要求读者仔细地、深入地对文章中的单词、词组及句子进行分析、研究。不仅要求读者了解字面意思,而且要求读者把握文章细节,了解到文章所隐含的意思。

5. 纠正不良的阅读习惯及阅读方法。具体表现在:慢读、指读、声读、回视、心译、过多地依赖工具书等。

“滴水穿石,非一日之功。”提高阅读能力,不是一朝一夕就能做到的。只要坚持正确的阅读方法,培养兴趣,广泛阅读,积累词汇,并且养成良好的阅读习惯,阅读理解能力一定会逐步提高。



分类训练题

故事小品类

1

I was 9 years old when I found out my father was ill. It was 1994, but I can remember my mother's words as if it were yesterday. "Kernel, I don't want you to take food from your father, because he has AIDS. Be very careful when you are around him."

AIDS wasn't something we talked about in my country when I was growing up. From then on, I knew that this would be a family secret. My parents were not together anymore, and my dad lived alone. For a while, he could take care of himself. But when I was 12, his condition worsened. My father's other children lived far away, so it fell to me to look after him.

We couldn't afford all the necessary medicine for him, and because Dad was unable to work, I had no money for school supplies and often couldn't even buy food for dinner. I would sit in class feeling completely lost. The teacher's words muffled as I tried to figure out how I was going to manage.

I did not share my burden(负担) with anyone. I had seen people react to AIDS. Kids laughed at classmates who had parents with the disease. And even adults could be cruel. When my father was moved to the hospital, the nurses would leave his food on the bedside even though he was too weak to feed himself.

I had known that he was going to die, but after so many years of keeping his condition a secret, I was completely unprepared when he reached his final days. Sad and hopeless, I called a woman at the non-profit National AIDS Support. That day she kept me on the phone for hours. I was so lucky to find someone who cared. She

saved my life.

I was 15 when my father died. He took his secret away with him, having never spoken about AIDS to anyone, even me. He didn't want to call attention to AIDS. I do.

- () 1. What does Kernel tell us about her father?
- A. He had stayed in the hospital since he fell ill.
B. He depended on the nurses in his final days.
C. He worked hard to pay for his medication.
D. He told no one about his disease.
- () 2. What can we learn from the underlined sentence?
- A. Kernel couldn't understand her teacher.
B. Kernel had special difficulty in hearing.
C. Kernel was too troubled to focus on the lesson.
D. Kernel was too tired to hear her teacher's words.
- () 3. Why did Kernel keep her father's disease a secret?
- A. She was afraid of being looked down upon.
B. She thought it was shameful to have AIDS.
C. She found no one willing to listen to her.
D. She wanted to obey her mother.
- () 4. Why did Kernel write the passage?
- A. To tell people about the sufferings of her father.
B. To show how little people knew about AIDS.
C. To draw people's attention to AIDS.
D. To remember her father.

2

Whose chocolate I ate?

Last Friday, after doing all the family shopping in town I wanted a rest before catching the train, so I bought a newspaper and some chocolate and went into the station coffee shop. It was a cheap self-service place with long table to keep a place and I went to get a cup of coffee.

When I came back with the coffee, there was someone in the next seat. It was one of those wild-looking boys, with dark glasses and old clothes, and his hair was colored bright red at the front. What did surprise me was that he'd started to eat my chocolate.

I was rather uneasy about him, but I didn't want to make more trouble. I just

looked down at the front page of the newspaper, tasted my coffee and took a bit of chocolate. The boy looked at me closely. Then he took a second piece of chocolate. I could hardly believe it. Still I didn't say anything to him. When he took a third piece, I felt angrier. I thought, well, I should have the last piece. And I got it. The boy gave me a strange look, and then stood up. As he left he shouted out, "There is something wrong with the woman." Everybody looked at me, but it was worse when I finished my coffee and got ready to leave. My face turned red when I knew I'd made a mistake. It wasn't my chocolate that I had eaten. There was mine, just under my newspaper.

- () 1. In which order did the writer do the following things?
- Went into a coffee shop.
 - Got a cup of coffee.
 - Started to eat some chocolate.
 - Did some shopping.
 - Found a seat in the shop.
 - Bought some chocolate.
- A. a, e, f, b, c, d B. a, d, f, b, e, c
C. d, f, a, e, b, c D. d, a, f, c, b, e
- () 2. The writer went into the station coffee shop to _____.
A. buy a newspaper B. meet a boy with dark glasses
C. put her heavy bag D. take a short rest
- () 3. When the writer came back to the table, she was surprised because _____.
A. her chocolate had been eaten up
B. the boy was eating her chocolate
C. there was a boy sitting next to her
D. what the boy did seemed quite rude
- () 4. From the last paragraph of the story, we can know that _____.
A. the writer ate the boy's chocolate
B. the boy ate the writer's chocolate
C. neither of them ate his/her chocolate
D. both of them ate their own chocolate
- () 5. How do you think the writer felt at last?
A. She felt disappointed. B. She felt ashamed.
C. She became angrier. D. She thought it very funny.



In May 1944, when Ralph was a sailor stationed in the Pacific, he wrote a love letter to a girl named Gloria back in Chicago. He also wrote to his wife, Lillian. You can imagine Lillian's surprise when she opened her letter and found Gloria's included.

"Dear Gloria," it began. "It's about time I introduced myself. We haven't met, yet I have heard so much about you. I must say I've fallen in love."

"This confession might come as a shock, since you know nothing about me except what other people have told you. Don't take them too seriously. I'm really not a bad fellow once you get to know me. And my feelings for you will never change as long as I live."

"I hope this makes the proper impression and you won't think me too old. Send me a picture. And please keep my love for you locked in your heart, to be opened only when I call for it in person."

Gloria, now in her mid-40s, mailed me the letter, along with the one Ralph wrote in May 1944 to Lillian. Gloria was three months old when Ralph, her father, mailed them both. He'd been on a warship for ten months and had never seen her. He's 80 now and still happily married to Lillian, Gloria's mom.

- () 1. After Lillian read these letters, _____.
A. she was very angry with her husband
B. she didn't know what to do
C. she was very surprised
D. she was very glad and laughed
- () 2. How did Ralph know about Gloria?
A. From other sailors.
B. From her letters.
C. From his wife.
D. From the letters Gloria had sent to him.
- () 3. When Ralph wrote these two letters, he was _____.
A. in his 40s
B. a young fellow
C. in his 30s
D. at the age of 80
- () 4. We can infer that _____.
A. Lillian hated Ralph

- 4

He got born like the cotton in the boll or the rabbit in the pea patch. He didn't get born in the Big House, or the overseer's house, or any place where the bearing was easy or the work light. No, Lord. He came out of his mammy in a field hand's cabin one sharp winter, and about the first thing he remembered was his mammy's face and the taste of a piece of bacon rind and the light and shine of the pitch-pine fire up the chimney. Well, now, he got born and there he was.

()1. Cue was .

- ()2. About Sarah, which of the following is RIGHT?

- ()3. Where did Cuffee's family live?

- 8

- () 4. The story may happen _____.
- A. in England before the Independent War
 - B. in India a long time ago
 - C. in Southern America before the Civil War
 - D. in Northern America before the Independent War
- () 5. Which of the following might Cue and his parents be doing in the morning?
- A. Cue was reading and his mother was singing.
 - B. Cue was feeding pigs; his mother was singing and his father was playing the piano.
 - C. Cue was working in the corn fields and his mother was cooking for him.
 - D. Cue was fetching water and his parents were working in the corn fields.



How easy it was all for police and emergency(紧急) service. A siren(警报器), a flashing light and like magic everyone was out of the way.

Going home from work one night he passed a garage. There in front of him was the answer to his problem, an old ambulance(救护车) was for sale.

The red cross had been removed. But not the flashing light or the siren. He bought it and opened up for himself a dream world of driving.

It began early in the morning; all his things in the back of the ambulance and the highway in Germany look reasonably clear. Soon, as always, a long line of traffic was ahead. He turned on the flashing light and set off the siren. Cars quickly slowed down and pulled off the fast lane(车道). Other cars stopped and drivers waved him ahead to an open road all his own. In record time he crossed the border into Austria. But then the Yugoslav made his big mistake. Until then he had only stopped for oil. Now he was driving past a real accident—it was too late for him to realize that it was not another traffic jam as he had expected. Police on the scene had never seen an ambulance do that before. They stopped him before he could turn off the flashing light and siren. And after hearing the story of his ride across two countries they fined him 18.50 marks.

- () 1. What was the Yugoslav's problem?
- A. He met other foreign drivers.
 - B. He couldn't find any ambulance.
 - C. He admired police any emergency services.



- D. He often got caught in terrible traffic jams.
- () 2. He decided to buy the ambulance because _____.
 A. he knew other traffic always made way for it
 B. he had always wanted one
 C. he hoped to resell it and make money
 D. he liked the siren and the flashing light
- () 3. Other cars on the highway slowed down or pulled off the fast lane _____.
 A. when they waved to him
 B. when they heard the siren or saw the flashing light
 C. when the police told them to let the ambulance pass
 D. when they saw the red cross on the ambulance
- () 4. When the police stopped him _____.
 A. they told him he had been followed all the way
 B. he had been driving dangerously
 C. they found he had 18.50 marks in his pocket
 D. he had just driven straight past an accident
- () 5. The word "fined" in the last sentence means _____.
 A. gave... as a reward
 B. found... in his pocket
 C. took... from him as a punishment
 D. paid... for his stop

Once upon a time a merchant was going on a journey. He left two bags of money with a friend. "My friend," said the merchant, "there are three hundred ducats in these bags. Will you keep them for me while I go upon a long journey? If I do not return, give the money to the poor and ask them to pray for me. But if I do return, give me back whatever you want."

The merchant went on a long journey. When he returned he went to his friend and asked for his three hundred ducats. But the man said, "Before you went on your journey, you left me two bags of money. You said that if you did not return from your journey, I was to give the money to the poor and ask them to pray for you." "Yes," said the merchant. "That is what I said." The man spoke again, "You also said that

if you returned from your journey, I was to give back to you whatever I wanted.” “What you say is true,” the merchant said. “I did tell you to give me back what you wanted. But I thought you were my friend.” “I want to give back to you only ten ducats. And I want to keep two hundred and ninety ducats for myself,” the man replied.

The merchant was very angry and he said, “You are not my friend. You are a robber.” “No! No!” said the man. “I am only being honest and keeping my word to you. Let us go and ask the judge if I am not right.” The merchant and the man went before the judge. The merchant said to the judge, “Before I went on my journey, I left two bags of money with this man. And I said ‘There are three hundred ducats in these bags. Will you keep them for me while I go upon a long journey? If I do not return, give the money to the poor and ask them to pray for me. But if I do return, give me back whatever you want.’”

“And when he came back,” said the man, “I wanted to give him back ten ducats. And so I kept my word to him.” “The merchant said that you were to return to him whatever you wanted,” said the judge. “That was the bargain.” The man smiled at the merchant and was about to hand the merchant ten ducats.

The judge spoke again. “But wait. Isn’t it true that you want the two hundred and ninety ducats that are in the bags? Now since you are to return to the merchant whatever you want, you are to return to him the two hundred and ninety ducats. You may keep the ten ducats.”

“You are a just and wise judge,” said the merchant as he took his two bags of money and went home.

- () 1. What does the underlined sentence in the first paragraph mean?
- A. His friend should return all the three hundreds ducats if the merchant returned.
 - B. His friend could return however much of the three hundred ducats at his own will.
 - C. His friend could keep all the three hundreds ducats even if the merchant returned.
 - D. His friend should give the three hundreds ducats to the poor.
- () 2. When the merchant returned from the long journey, his friend _____.
- A. gave the three hundred ducats to the poor
 - B. gave the three hundred ducats back to the merchant

- C. wanted to keep ten ducats for himself
D. wanted to keep two hundred and ninety ducats for himself
- () 3. What do you think of the merchant's friend?
A. Greedy. B. Just.
C. Humorous. D. Warm-hearted.
- () 4. What does the judge mean by saying "Now since you are to return to the merchant whatever you want"?
A. The man could return however much money he wanted to give back.
B. The man should return however much money he wanted to keep for himself.
C. The man should return all the three hundred ducats.
D. The man should return ten ducats to the merchant.
- () 5. Which statement best expresses the main idea?
A. Two Good Friends. B. Three Hundred Ducats.
C. A Wise judge. D. A Poor Merchant.

7

Curse of Iceman

Who would have thought a man that lived in the Stone Age would be dressed in clothes made in China? A thousand-year-old mummy, nicknamed Otzi the Iceman was wearing a Chinese jacket, latest research has found. But where and how he got the jacket has become a topic of great debate.

Otzi is the nickname of a well-preserved mummy from about 3300 BC. He was found in 1991 in the Otztal valley in the Alps, near the border between Austria and Italy. Two German tourists, Helmut and Erika Simon found him when they were climbing.

Otzi was thought to be the body of a soldier who fought during World War I but later was found to be thousands of years older. Analyzing Otzi showed that the items with him were all of different ages. His arrows are 7,000 years old, the axe(斧) belonged to a time hundreds of years later and the skin in which the man was dressed originally belonged to a goat that lived in China. Otzi's tattoo(纹身) shows that he might have been a wizard(巫师), according to Prauda, the official newspaper in Russia.

There are still many mysteries surrounding Otzi; yet the most famous and frightening one is his curse. It is said that Otzi had mystic powers and those who trouble his dead body will be doomed to die. With the death of several people who have