

中学英语学习辅导丛书

# 高中英语阅读能力训练

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## 前 言

《全日制六年制重点中学英语教学大纲》谈到阅读教学时说,阅读教学的主要目的是帮助学生正确理解读物的内容,写出内容,或者回答有关内容的问题。我们根据大纲的要求编写了这本《高中英语阅读能力训练》。本书除提供课外阅读的文章外,还比较系统地介绍了国外的英语阅读技巧。朗读能增强记忆力,对培养阅读能力有好处,因此本书还安排了少量朗读技巧的介绍和训练。

英语读物种类繁多,例如小说、散文、剧本、诗歌、报纸、词典等。根据高中学生的情况,我们选用了和高中英语课本程度相当的外国文学作品简易读物和一定数量的说明文及论说文。在编写过程中,我们参考了最近出版的英美等国训练阅读的书籍,汲取了他们的一部分经验(例如猜测词义、句子分析、文章分析、精读、泛读等)。对于可以试行的阅读方法(例如速读和查阅),我们择要介绍。对于目前实行尚有困难的阅读方法(例如计量阅读)我们则把指标降低,希望学生能通过训练,逐步提高每分钟阅读的字数。

本书共分三级,每级包括十五篇选文。选文基本上是和这一课的阅读技巧配合的。文章简介放在课文前面,生词和专有名词放在课文后面,短语并入注解里。注解后面安排与本课课文有关或与本课的阅读技巧有关的练习。练习方式有多种选择题,是非选择题,填空,回答问题,猜测词义,推测文意,写摘要,查阅有关信息等。书末有练习答案。

本书第一级中的精读和泛读、猜测词义、构词技巧,以及第二级、第三级的全部阅读技巧由林子清编写。第一级中的句子分析、标点符号、连接用语,以及全部朗读由刘金川编写。全书由林子清通读整理。

由于我们水平有限,经验不足,缺点在所难免,恳请使用本书的同志们指正。

编 者

一九八五年十月

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## Level I

### Lesson 1

**Reading Skills** 泛读和精读 (Extensive reading and intensive reading)

一般说,阅读有两种:精读和泛读。精读基本上是逐句细读,而泛读则是逐段略读。这两种阅读法并不是互相排斥的。在同一篇文章中可能交互使用这两种读法,精读几段,泛读另外几段。

通过精读来研究的项目是:

- (1) 词 (words): 应用构词法来理解词的意义。
- (2) 基本语法 (basic grammar): 认识句子结构的基本部分。
- (3) 长句的结构 (structure of longer sentences): 在并列句和复杂句中识别主要结构和从属结构,理解主句概念和从句概念之间的关系。

通过泛读来研究的项目是:

(1) 段落 (paragraphs): 认识段落结构的类型,找出段落的中心思想 (central idea), 同时查出特定的信息。

(2) 全部选文 (the entire selection): 察看几个中心思想,查出特定的信息;为全面理解而阅读。

现在我们以阅读 *Survive the Savage Sea* (《怒海余生》, 1978 年版) 为例初步说明这两种阅读法, 详细情况以后分课陆续介绍。《怒海余生》是一本四十八页的小册子, 其中插图

约占二十四页。我们阅读这本小册子时，开头几页读得比较仔细，其余的部分都是泛读。本书用日记的体裁讲述 Dougal Roberson 一家人在太平洋上历险的故事。他们乘坐的纵帆船中途被杀人鲸撞破沉没了，只好改乘救生筏；这只救生筏坏了，又改乘另一只更小的救生筏。他们和狂风恶浪斗，和鲨鱼斗。饥食鱼肉，渴饮龟血，在茫茫大洋上搏斗了三十八天；最后碰到一艘日本船，全家脱险。泛读全书之后我们选了一篇日记作为精读教材。

*Text They Had to Kill to Eat (narration, 171 words)*

本文的中心思想是：They had to kill to eat.（他们不得不杀鱼充饥。）Dougal 一家人在太平洋上遇难时面临饥饿的威胁，他用大鱼钩钩着一条凶猛的鲨鱼，把它斩成碎片给家人充饥。本文文字简洁，成语丰富。

## **They Had to Kill to Eat**

**Day 29 (July 13)** 7°50' north, 256 kilometres west of Espinosa

They had now accepted one thing: they had to kill to eat. Early that morning Dougal was working on his gaff. The sea was quite calm. He looked down and saw a one-and-a-half metre Mako shark under the dinghy. 'Why not try to catch it?' he thought. He put a small flying fish on the large fish hook, held the line and threw it out.

'What are you doing, Dad?' said Douglas.

'Catching a shark,' Dougal said calmly.

'You're mad!' said Lyn and Douglas.

'Good old Dad,' said the twins. But the others thought he was mad.

Dougal felt a pull on the line. The shark bit and Dougal pulled it in. The shark fought hard, but in the end he pulled it to the dinghy. Lyn put the paddle into the shark's jaws. Dougal caught its tail and pulled it into the dinghy. After that he killed it with the knife and cut off its head. Then he cut it up. They had a good meal that day: raw shark meat!

### *New Words*

1. gaff [gæf] *n.* (把大鱼拉上岸用的)手钩
2. Mako ['mɑ:kəu] *n.* 一种力量极大的鲨鱼
3. shark [ʃɑ:k] *n.* 鲨鱼
4. dinghy ['dɪŋgi] *n.* 橡皮艇
5. hook [huk] *n.* 钩
6. twin [twin] *n.* 孪生儿之一
7. paddle ['pædl] *n.* 桨
8. raw [rɔ:] *a.* 生的

### *Proper Names*

1. Espinosa [ˌeɪspi:'nəʊsə:] 爱斯披诺沙(太平洋上一小岛名)
2. Dougal ['dɔ:ɡəl] 杜格尔(他是一家之长, 过去当过船长)

3. Douglas ['dʌɡləs] 道格拉斯(杜格尔之子)

4. Lyn [lin] 林(杜格尔之妻)

### Notes

1. had to kill to eat 不得不杀鱼吃。“have to + 动词原形”表示“不得不”的意思。
2. was working on ... 正在做……。work on 表示“从事(某项工作)”的意思。
3. Why not try to catch it? 为什么不想办法抓住它呢? 这个问句是 Why don't I try to catch it? 的省略形式。疑问副词 why 后面有时只跟一个不带 to 的不定式就可以构成问句。例如: Why not go by bus? (为什么不乘公共汽车去呢?)
4. Catching a shark 我在抓鲨鱼。这个句子是 I'm catching a shark 的省略形式。口语中常用这种省略形式。
5. Good old dad 好爸爸呀。old 在这里起加强语气的作用。
6. pulled it in 把它向身边拖来。副词 in 在这里表示“朝里”(即“朝自己身边”)的意思。
7. cut off 割下。
8. cut it up 把它切成小块。
9. had a good meal 饱餐了一顿。had 在这里作“吃”解。

### Exercises

I. Choose the best answer:

1. Why did they have to kill to eat?

a. Because they liked to eat.



- b. Because they wanted to keep alive.
  - c. Because they must keep fit (健康的).
2. When was Dougal working on his gaff?
- a. Late into the night.
  - b. On the afternoon of that day.
  - c. Early that morning.
3. Where did Dougal see a one-and-a-half metre mako shark?
- a. Under the dinghy.
  - b. In front of the dinghy.
  - c. On the left side of the dinghy.
4. What did Douglas say?
- a. 'What are you looking at, Dad?'
  - b. 'What are you thinking about, Dad?'
  - c. 'What are you doing, Dad?'
5. What did the twins say?
- a. 'It is dangerous.'
  - b. 'Good old Dad.'
  - c. 'Brave Dad.'
6. What did the others think?
- a. The others thought he was mad.
  - b. The others thought he was right.
  - c. The others thought he was wonderful.
7. What did Lyn put into the shark's jaws?
- a. Lyn put the hook into the shark's jaws.
  - b. Lyn put the paddle into the shark's jaws.
  - c. Lyn put the knife into the shark's jaws.