

# 读易

中学英语  
分类阅读 高一年级

READING EASE

湖北教育出版社 文斌主编 沈启智审定



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## 前言

国家教育部最新颁布的《(全日制义务教育及普通高中)英语课程标准》为我国中小学阶段的英语教学制定了全新的目标,其中,尤其对于英语阅读应该达到的目标提出了更高的要求,即五级(相当于目前初中毕业水平)和八级(相当于目前高中毕业水平)目标,分别要求达到 15 万和 36 万词的课外阅读量。为适应这一形势需要,我们编写了适合初高中各年级(初中三册、高中三册)学生使用的《考易·中学英语分类阅读》丛书。

本套丛书具有以下特点:

1. 阅读材料分类编排。将所选读物分为叙述、描述、说明、议论四大类型,以利于帮助中学生读者把握英语中不同类型阅读材料的文体特征,使读者能够对其篇章结构、信息分布及写作技巧等方面有较深刻的了解与认识。

2. 作者均为大专院校的英语教师。他们对阅读理论与技巧有较深的研究,并有丰富的教学经验,对国外最新的阅读理论及阅读教学发展的动态也有较全面的了解。丛书在选材、阅读技巧的运用、文章的分类、练习的设计等方面都有自己的特点。

3. 作者在选择材料时十分注意题材与体裁的多样性。所选材料涉及政治、军事、历史、地理、科普、英美文化等多个方面,体裁包括故事、新闻、诗歌等多类文体,使读者有机会对不同文体的读物都能有所了解。

4. 编写出版本套丛书的主要目的是要帮助广大中学生提高阅读水平与理解

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能力,而不只是简单应付考试。因此,在选材与练习设计方面并没有完全仿效一般的考试模式。我们希望能让读者接触到更为广泛多样的阅读材料与练习,使自己的阅读能力得到切实锻炼与提高。

5. 基于《(全日制义务教育及普通高中)英语课程标准》中关于“形成学习策略”与“发展自主学习能力”等方面的要求,丛书中部分材料的难度略高于现行教材,涉及到的阅读技巧也更为全面,其中包括:

- ☐ 通过上下文推断生词含义;
- ☐ 区分所读材料中的主要信息与次要信息;
- ☐ 理解作者的语气与读物的交际目的;
- ☐ 理解英语文章的篇章段落结构及作者所采用的写作技巧;
- ☐ 理解文章中各部分内容之间的逻辑联系;
- ☐ 把握文章主题,预测情节发展,提高在快速阅读中获取信息、解决问题的能力。

由于编写时间仓促,书中难免有疏漏之处,敬请广大读者指正。

编者

2001年12月

## 代序

# 关于阅读能力的培养

田湖龙

17 世纪英国哲学家和散文家培根 (Francis Bacon) 曾就阅读问题说过这样的话: Some books are to be tasted, others to be swallowed, and some few to be chewed and digested. (有些书是应当尝尝滋味的, 有些书是应该大口吞食的, 还有少数的书是应当细嚼慢咽、好生消化的。) 这个经典名言告诉我们: 阅读的目的不同, 则阅读的方法各异。例如, 为了消遣娱乐, 可以粗读、泛读; 为了查询资料, 可以寻读、查读; 为了研究问题, 则必须精读、细读。

用当前的英语教学语言来说, 阅读有精读和泛读之分。精读要求“细嚼慢咽, 好生消化”, 既要见树, 又要见林。也就是说, 既要注意词语和句子的结构, 又要掌握篇章、段落的主旨大意。中学英语课本是精读的主要材料, 应通过精读来发展学生的口头和笔头表达能力, 巩固和扩大学生的语言知识。泛读则要求“大口吞食”, 既要读得快, 还要读得多; 要求抓篇章的主旨大意, 但不要求作词语和句子的结构分析; 在阅读量大和重复率大的基础上, 熟练掌握已学的语言知识、扩大词汇量

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和提高表达能力。从实用价值上看,泛读优于精读,因为泛读才是获取大量信息的主要手段。但从教学意义上讲,要在精读的基础上进行泛读,因为没有一定的语言基础知识是很难开展泛读的。

精读是在教师指导下进行的阅读,这种指导因人而异。泛读基本上是学生自主地阅读,教师指导较少。因此,学生如何通过泛读来发展自己的阅读能力,可能是进行阅读训练的重点问题。

从中学英语教学大纲的要求看,我认为提高阅读能力就是提高**阅读速度**和**提高阅读理解度**,既要读得快,又要理解正确。这个要求是必须达到的,经过努力,也一定能够达到。我们应该有意识地培养快速阅读的能力。快速阅读在某种意义上说比课文的精读更为重要,因为它是今后学习和工作最为实际的一种书面交际形式。

影响阅读速度的障碍是词汇量的限制。你掌握的词汇量越大,你的阅读速度就越高,阅读理解度就越大。因此,在阅读训练中就应采取多种形式,不断扩大词汇面,增加词汇量。其中一种行之有效的办法是**猜词技巧** (guessing technique),也就是说,通过上下文的意思来猜测某个生词的词义。这里举三个例子来说明:

1. The house was beginning to get cold, so Daisy pulled her red, wollen cardigan out of her bag and put it on.

这句中的“cardigan”可能是生词,但根据上下文的“to get cold”,“wollen”和“put it on”,你不难猜出“cardigan”一定是一种保暖的衣服。

2. Psychology is the study of mind and mental activities. For example, psychologists are interested in why some things make you sad, but other things make you happy. They want to know why some people are shy, but others are quite talkative. . . .

句中的生词“psychology”是一门学问 (the study), 而其派生词“psychologists”表示研究这门学问的人。从他所感兴趣的事以及“mind and mental activities”等词义中,你不难猜测出这两个生词分别是“心理学”和“心理学家”。

3. Last Thanksgiving Day, I was invited by Mrs Read to dinner with her family. She prepared foods in the kitchen, and we children exchanged greetings

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and played games. After that, we sat down to dinner, in which traditional Thanksgiving foods such as turkey, chestnuts, sweet potatoes and pumpkin pies were served.

句中的“turkey, chestnuts, pumpkin pies”可能都是生词,但是通过上文“...traditional Thanksgiving foods such as...”以及整段文章所给情景,你不难猜出这些生词都是感恩节的传统食物。

上述三个例子都是作为泛读而言的。当你进行快速阅读时,通过上下文了解生词的大意就行了,用不着逐一查阅词典而影响阅读速度和阅读理解度。如果你泛读的量多了,接触的面广了,猜词的技巧熟练了,你就会在不知不觉中扩大了词汇量。而词汇量的扩大反过来又提高你的阅读速度和阅读理解度。

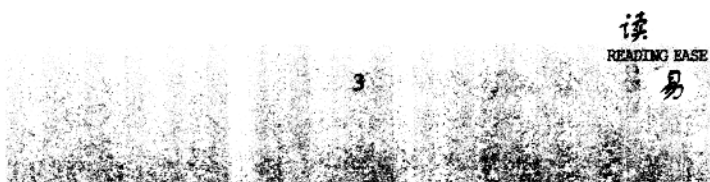
教学大纲除了对阅读速度提出了要求外,同时还对阅读理解度提出了要求。我们决不能因为加快读速而影响了理解度。应该在阅读时“把握主要的事实和中心思想”。这就是说,在阅读文章或读物时,要注意**抓主旨大意和主要情节**,不要因为一个生词或一个难句而使阅读停滞不前。不少人在阅读中见到生词就查词典,见到难句、长句就作句法分析,结果是词义虽然懂得了,句子结构也清楚了,但是整篇文章的大意或读物的主要情节却弄不明白,这种“见木不见林”的弊病实在是阅读中的一大禁忌。试以下面这篇短文的阅读理解为例:

A good friend of mine has the name “Tree”. Having a name like that can be a very big problem. When she was a child, she was called “Woody” by her friends. But that is nothing compared to the problem her brother has. His parents decided to call him “Christmas”—Christmas Tree. Some parents are really horrible! Here's a list of names that parents have given to their children: John Will Fail, Be Careful, May January, February March, Football Match.

Q: The best title for this passage must be \_\_\_\_\_.

- |                  |                  |
|------------------|------------------|
| A. Funny People  | B. Silly Names   |
| C. A Big Problem | D. A Good Friend |

这篇短文,包括问题 Q 在内,约 100 个词,按照读速的要求,你应该在两分钟内看完,然后回答这个抓大意的问题(正确答案为 B)。如



果你达到了上述要求,你就完成了这项快速阅读的任务。如果你因为查生词(如 *woody, horrible*)或分析难句(如 *But that is nothing compared to the problem her brother has*)而没有达到要求,那你就是“见木不见林”了。

但是,作为精读,特别是课文阅读来说,你不仅要见林,而且要见木。也就是说,你不仅要掌握篇章大意,而且要对词语、句子作深入的理解。试看下面这段对话:

Son: Can I have the car tonight?

Father: Hmm?

Son: Can I have the car tonight?

Father: May I?

Son: OK. May I?

Father: May you what?

Son: You mean you didn't hear anything except "Can I"?

Father: Haven't you heard the generation gap?

上述对话中用了“Can I...?”和“May I...?”两个口语句型。如果你不了解 *can* 和 *may* 的细微区别(后者比前者更正式、更客气),你就不容易理解这段有趣的对话内容:儿子要向父亲借汽车用,父亲不高兴地哼了一声,因为他听到儿子说“Can I...?”他认为儿子没礼貌,应该说“May I...?”最后他教训儿子说这是个 *generation gap*(代沟)的问题。

有时,在常规的简单句中的各成分之间插入了一些修饰词语,使句子复杂化。这时,你要进行句子分析,去除枝叶,抓住主干,才能理解句意。请看下面这句话:

Dad, in a hurry to get home before dark so he could go for a run, had forgotten to wear his safety belt—a mistake 75% of the US population make every day.

上述句子的主体是“Dad had forgotten to wear his safety belt”(父亲忘了系安全带)。句中插入了一个状语“in a hurry to get home before dark so he could go for a run”,说明“忘了系安全带”的原因。在“...his safety belt”后有一个破折号,紧跟的名词“a mistake”是同位语,随后是一个省

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略了关系代词 which 的定语从句——(which) 75% of the US population make every day。经过这段分析之后,全句的意思就明白了:父亲在天黑之前匆忙地赶着回家,以便能去跑步,可他忘记系安全带了——这是 75% 的美国人每天要犯的一个错误。

除了句子分析之外,还应学会抓**主题句**(topic sentence),它是代表段落中心思想的句子,其他句子都是围绕着这个主题句而展开的,因此,抓住了主题句就抓住了这个段落的大意。

主题句常常出现在段落的开头,以突出段落的主题思想,随后的句子对此主题作出阐述、补充、发挥或提供细节。下面这篇文章有两个段落,其中每段的主题句都是安排在段首:

(1) **The Great Wall has a history of over twenty centuries.** The first part of the wall was built during the Spring and Autumn Period (770 B.C. — 476 B.C.). During the Warring States Period (475 B.C. — 221 B.C.), more walls were put up to defend the borders of the different kingdoms.

(2) **It was very difficult to build and rebuild such a great wall over wild and distant country without any modern machines.** All the work had to be done by hand. Many people were forced to work on the wall far away from their homes. They lifted earth in baskets, passed bricks from hand to hand and dragged heavy stones with ropes over their shoulders. Their living conditions were terrible. Thousands of men died and were buried under the wall they built. The Great Wall was made not only of stone and earth, but of the flesh and blood of millions of men.

第(1)段的主题句是“长城有两千多年的历史”,随后的两个句子就这个主题作了历史事实的说明;第(2)段的主题句是“长城的兴建异常艰苦”,随后就其艰苦性进行了描述——人们背井离乡到这里来做苦工,数以万计的人不堪其苦,丧生于长城脚下……

当然主题句不一定都在段首,也可能在段落的中间或末尾。有时是两个或多个段落才表现一个主题,这些都要靠你在阅读实践中去摸索。Practise more, perfect more——功夫下得深,铁杵磨成针。相信大家经过努力,一定能闯过阅读关!





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## Narration

## 叙 述

# Unit 1

## A

A woman saw the picture of a murder suspect on television. She recognized him. She called investigators.

The woman says she met the man not long after the murders happened. She met him at a nudist camp. She said that she talked to the man.

The man was a handyman. He joked about being questioned about the murders. At the time the woman did not think much about it.

When the woman saw his picture on television she called investigators right away. She told them where the man was at that time. She also told them everything that the man had said to her.

Investigators showed up about an hour later. They arrested the man. There was no struggle.

( ) 1. The woman says she met the man \_\_\_\_\_.

- A. the day of the murders  
B. not long after the murders happened  
C. about a week before the murders happened
- ( ) 2. When the woman \_\_\_\_\_ she called investigators right away.  
A. saw the man's picture in a store window  
B. saw the man's picture on a wanted poster  
C. saw the man's picture on television
- ( ) 3. She told investigators \_\_\_\_\_.  
A. where the man was at that time  
B. where the man was last week  
C. where the man would be next month
- ( ) 4. She also told investigators everything that the man \_\_\_\_\_.  
A. had said to her  
B. had brought with him  
C. had eaten that day
- ( ) 5. Investigators showed up \_\_\_\_\_.  
A. about a week later  
B. about an hour later  
C. about a day earlier
- ( ) 6. What did a woman see on the television?  
A. She saw a really good movie.  
B. She saw the picture of a murder suspect.  
C. She saw the picture of someone who robbed a local bank.
- ( ) 7. Where did the woman recognize the murder suspect from?  
A. She recognized him from the grocery store.  
B. She recognized him from the campground at the national park.

- C. She recognized him from the nudist camp they were both staying at.
- ( ) 8. What did the man joke to the woman about?
- A. The man joked about being questioned about the murders.
- B. The man joked about not having any clothes on.
- C. The man joked about moving in with the woman after only knowing her for a day.
- ( ) 9. What did the woman tell investigators when she called them?
- A. She told investigators where the man was hiding the bodies.
- B. She told investigators all the details of the murders.
- C. She told investigators where the man was and everything he had said to her.
- ( ) 10. What happened when investigators showed up at the nudist camp?
- A. Investigators talked to the man and then let him go.
- B. Investigators took off their clothes so they would fit in with the rest of the crowd.
- C. Investigators arrested the man.

## B

A man's son is leaving California to stay safe. The boy was threatened at school. A group of kids said they were going to hurt him.

The group of boys said they were going to shoot him. They wanted him dead because of his race. The boy said he was very scared.

The boy and his father told people at the school about the threats. The father said that they did not do anything about it. The father called the police and filed a report.

The father and son are very upset. They think the school should have taken care of the problem. They decided that the boy should leave the state in order to stay safe.

People from the school say that they take all threats seriously. They are looking into the threats. They also say that it takes time to find out what exactly happened.

- ( ) 11. A man's son is leaving California \_\_\_\_\_.  
 A. to live in the snow  
 B. to visit his friends  
 C. to stay safe
- ( ) 12. The group of boys said they \_\_\_\_\_.  
 A. were going to shoot the boy  
 B. wanted to play basketball with the boy  
 C. wanted to go to lunch with the boy
- ( ) 13. They boy and his father told people at the school \_\_\_\_\_.  
 A. about a teacher they were not happy with  
 B. about the threats  
 C. about someone breaking into they gym
- ( ) 14. People from the school say that \_\_\_\_\_.  
 A. they take all threats seriously  
 B. nobody threatened the boy  
 C. they do not take this threat seriously
- ( ) 15. They also say that it takes time to \_\_\_\_\_.

- A. make new friends
  - B. figure out why someone is threatening you
  - C. find out what exactly happened
- ( )16. Why is the boy leaving the state?
- A. He is leaving because he wants to visit relatives.
  - B. He is leaving because he was threatened.
  - C. He is running away from home.
- ( )17. Who threatened the boy?
- A. His father threatened him.
  - B. A teacher threatened him.
  - C. A group of boys from school threatened him.
- ( )18. What did the group say they were going to do to the boy?
- A. The group of boys said they were going to burn his house down.
  - B. The group of boys said they were going to shoot him.
  - C. The group of boys said they were going to beat him up.
- ( )19. Why did the group say they were going to shoot the boy?
- A. They said they were going to shoot him because they did not like people of his race.
  - B. They said they were going to shoot him because they did not like his car.
  - C. They said they were going to shoot him because he was not good at basketball.
- ( )20. Why was the father upset with people at the school?
- A. The father was upset because he thought the school should have taken care of the problem right away.

- B. The father was upset because he thought his son deserved better grades.
- C. The father was upset because he thought the school should have paid for his son to leave the state.

## C

The state of Montana is called Big Sky country. In the state, there are rolling plains, wheat fields, cattle and sheep ranches. There are not many people that live there but there is plenty of space.

The capture of the unabomber suspect brought a lot of attention to Montana. The standoff between FBI agents and the Freeman group on a farm has also brought a lot of attention to this state.

The people who live in Montana do not like what people are thinking about the state. A local said that no one pays any attention out here to what you do.

A person at the local college is getting calls from worried parents. They ask if it is safe to live in Montana. They are told that the state is very large.

The local farmers hope the idea of Montana as a place for bad people to hide out will pass. A Montana fanner, said that he didn't realize it would get to a high level. He hoped the FBI would get it taken care of quickly.

The people living near the Freeman holdout are worried that someone might get hurt. Most of residents are related to someone inside the



compound. Some are related to the local officials threatened by the Freemen. Everyone wants it to turn out all right.

- ( ) 21. The state of Montana is a very big state. Why has it NOT been in more news until recently?
- A. All of the people never break laws.
  - B. There are not a lot of people living there.
  - C. The news is not reported from there.
- ( ) 22. Why is it easy for bad people to hide out in Montana?
- A. No one pays much attention to what visitors do.
  - B. They are paid to come to Montana.
  - C. There are a lot of empty houses in Montana.
- ( ) 23. A Montana farmer said that he did not realize it would get to a high level. What did he mean by "a high level"?
- A. That it's crops are getting too big.
  - B. That too many people are moving to the state.
  - C. That a lot of bad attention is centered on the state.
- ( ) 24. The Freemen holdout is causing a lot of problems. What is a "holdout"?
- A. When you hold out your hand for money.
  - B. When you will not follow the rules until something is changed.
  - C. When you hold something outside.
- ( ) 25. Why are the people who are related to the Freemen group and the government officials worried?
- A. They are afraid their homes will be taken away.
  - B. They do not want their relatives to be hurt.