

Be A Better Reader

英语阅读 高手

从美国培生教育出版集团引进

本丛书 1~5、6 册适合初、高中水平, 5、6~8 册适合大学水平

NILA BANTON SMITH 著

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Be A Better Reader

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前言

30多年来,《英语阅读高手》一直致力于帮助学生提高他们的阅读能力。该丛书主要阐述和讲解阅读和欣赏各种材料所需要的专门的理解和阅读技巧,这些材料包括图书馆里的各种图书,以及你在学校里学习的各种教材和文章。

为了充分使用本丛书,你首先需要了解本丛书的每个单元是如何组织的。在每个单元的前4课,你将会学习阅读文学、社会科学、科学、数学等材料所需要的某一个重要的阅读技巧。每一课主要包括以下几部分:

● 背景资料 (Background Information)

这部分主要介绍和本课阅读文章相关的一些背景知识,它将帮助你在阅读本课文章之前作好心理上和认识上的准备。

● 导读 (Skill Focus)

这部分将给你讲解一个专门的阅读技巧。你应仔细阅读本部分,特别注意其中的黑体字。这个专门的阅读技巧在你阅读本课文章时将会派上用场。

● 词汇求索 (Word Clues)

这部分将给你讲解如何识别和利用不同类型的上下文线索。这些线索可以帮助你理解本文章中划线单词的含义。

● 策略指导 (Strategy Tip)

这部分将简单介绍本课的阅读文章,并建议你在阅读时应留心哪些内容。这些建议有助于你更好地理解本课文章。

● 选读 (Selection)

每个单元的选读文章都有几种完全不同的类型,如文学选读、社会科学选读、科学选读和数学选读等。

● 课文回放 (Recalling Facts)

这是本课练习的第一部分。这部分练习的答案可以在本课选读文章中直接找到。必要时你可以重新读一下选读材料中的有关段落。

● 阐述事实 (Interpreting Facts)

这部分练习的答案不能在选读材料中直接找到。回答这些问题,你必须把选读材料中提供的信息和你已有的知识结合起来,以推理出正确的答案。

● 技能聚焦 (Skill Focus)

在这部分练习中,你需要使用本课前面导读部分提及的阅读技巧来回答这些和本课选读材料相关的问题。如果有什么困难,你可以再读一下这部分的内容。

值得一提的是,本套英文原版丛书起始两册的每个单元都设计了语音知识的讲解和训练,这在其他英语学习辅导书籍中是鲜见的。读者通过语音知识的学习和练习,不但可以达到正音的效果,还可以帮助掌握单词的音和形之间的联系,从而减少拼读单词的困难,扫除记忆单词的障碍。

每个单元的其它课文给你阐述和讲解其他一些实用的阅读技巧,如:如何阅读字典、百科全书、交通时刻表、菜单和其他参考资料,利用语音和音节知识来认识新单词,寻找和组织信息,调整阅读速度等等。

为了方便我国学生阅读,我们在书末都附有重点和疑难单词注释。本丛书1~5、6册适合我国初、高中水平,5、6~8册适合大学水平。

Pronunciation Key 语音对照表

Symbol	Key	Word	Respelling	
a	æ	act	(akt)	/ækt/
ah	ɑ:	star	(stahr)	/stɑ:/
ai	eə	dare	(dair)	/deə/
aw	ɔ:	also	(awl soh)	/'ɔ:lsəʊ/
ay	eɪ	flavor	(flay vər)	/'flɛvə/
e	e	end	(end)	/end/
ee	i:	eat	(eet)	/i:t/
er	ɜ:	learn	(lern)	/lɜ:n/
		sir	(ser)	/sɜ:/
		fur	(fer)	/fɜ:/
i	ɪ	hit	(hit)	/hɪt/
eye	aɪ	idea	(eye dee ə)	/aɪ'diə/
y	aɪ	like	(lyk)	/laɪk/
ir	ɪə	deer	(dir)	/dɪə/
		fear	(fir)	/fɪə/
oh	əʊ	open	(oh pen)	/'əʊpən/
oi	ɔɪ	foil	(foil)	/fɔɪl/
		boy	(boi)	/bɔɪ/
or	ɔ:	horn	(horn)	/hɔ:n/
ou	aʊ	out	(out)	/aʊt/
		flower	(flou ə)	/'flaʊə/
oo	u:	hoot	(hoot)	/hu:t/
		rule	(rool)	/ru:l/
yoo	ju:	few	(fyoo)	/fju:/
		use	(yooz)	/ju:z/

Symbol	Key	Word	Respelling	
u	ʊ	book	(buk)	/bʊk/
		put	(put)	/pʊt/
uh	ʌ	cup	(kuhp)	/kʌp/
ə	ə	a as in		
		along	(ə lawng)	/ə'lɒŋ/
		e as in		
		moment	(moh mənt)	/'məʊmənt/
		i as in		
		modify	(mahd ə fy)	/'mɒdɪfaɪ/
		o as in		
		protect	(prə tekt)	/prə'tekt/
		u as in		
		circus	(ser kəs)	/'sɜ:kəs/
ch	tʃ	chill	(chil)	/tʃɪl/
g	g	go	(goh)	/gəʊ/
j	dʒ	joke	(johk)	/dʒəʊk/
		bridge	(brij)	/brɪdʒ/
k	k	kite	(kyt)	/kaɪt/
		cart	(kahrt)	/kɑ:t/
ng	ŋ	bring	(bring)	/brɪŋ/
s	s	sum	(suhm)	/sʌm/
		cent	(sent)	/sent/
sh	ʃ	sharp	(shahrp)	/ʃɑ:p/
th	θ	thin	(thin)	/θɪn/
z	z	zebra	(zee brə)	/'zi:brə/
		pose	(pohz)	/pəʊz/
zh	ʒ	treasure	(treszh ə)	/'treʒə/

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UNIT 1

The Ocean

海洋

Lesson 1

Sequence of Events 事件发生顺序

Reading a Literature Selection 文学选读

► Background Information 背景资料

Have you ever dreamed of going around the world? The Robertson family did, and they decided to make their dream a reality.

"Broken Voyage" is a true story about their trip. They set sail from England in a 43-foot sailboat named the *Lucette*. They made their way halfway around the world to the Pacific Ocean. For part of the trip, the Robertsons sailed in a small raft and finally in a rowboat. Look at the map on page 7 to see just how far the Robertson family traveled. In this selection, you will read about a dangerous adventure that the Robertsons had on the Pacific Ocean.

► Skill Focus 导读

As you read a story, pay close attention to the **sequence of events**. One way you can keep track of the plot, or sequence of events in a story, is to think about the story as having three parts: a **beginning**, a **middle**, and an **end**. Most stories follow the same plot

sequence. You can think of a story's sequence of events as a mountain. The most exciting part of the story occurs at the top of the peak.

The following questions may help you to identify the three parts.

Beginning

1. What are the people doing when the story begins?
2. What problems do the people have at first?

Middle

3. What is the most exciting event of the story?
4. What happens as a result of this event?

End

5. What is the most serious problem the people face?
6. How do the people solve this problem by the end of the story?

► Word Clues 词汇求索

When you read a word that you do not know, look for context clues to help you understand it. Context clues are words near the unknown word that make its meaning clearer. Read the following sentences.

It was thirteen-year-old Neil's turn to wash dishes and clean the galley after breakfast. The boat's kitchen was very small, but it had everything they needed.

If you do not know the meaning of the word *galley*, the word *kitchen* in the next sentence can help you. The words *kitchen* and *galley* are synonyms. A galley is a ship's kitchen.

Look for **synonym** (同义词) context clues to find the meaning of the three underlined words in the selection.

► Strategy Tip 策略指导

As you read the story, keep track of the sequence of events. Think about which events happened in the beginning, middle, and end of the story. When you finish, you should be able to recall the important events.

Broken Voyage

惊险的海上之旅

The first two days of sailing on the Pacific had been stormy. On the third day, the Robertson family was happy to see the sun rise through the clouds. They had bravely battled the waves of the Pacific in their small sailboat, and they needed a rest.

Their 43-foot sailboat was named the *Lucette*. It had carried the Robertsons from their home in England across the Atlantic and into the Pacific on their journey around the world. They had just left the Galapagos Islands off the northwest coast of South America.

During the last six months, they had sailed the *Lucette* through many storms, but they agreed that the last two days were the worst they had seen. As the Robertsons ate breakfast, they talked happily about the day of quiet sailing ahead.

"But now we have work to do," said Mr. Robertson.

It was thirteen-year-old Neil's turn to wash dishes and clean the galley after breakfast. The boat's kitchen was very small, but it had everything they needed. Neil's twin

sister Sandy gathered the broken fishing gear to repair it. Douglas, their older brother, was already at the wheel in the cockpit, keeping the *Lucette* on course. It was his responsibility to make sure that they were going in the right direction.

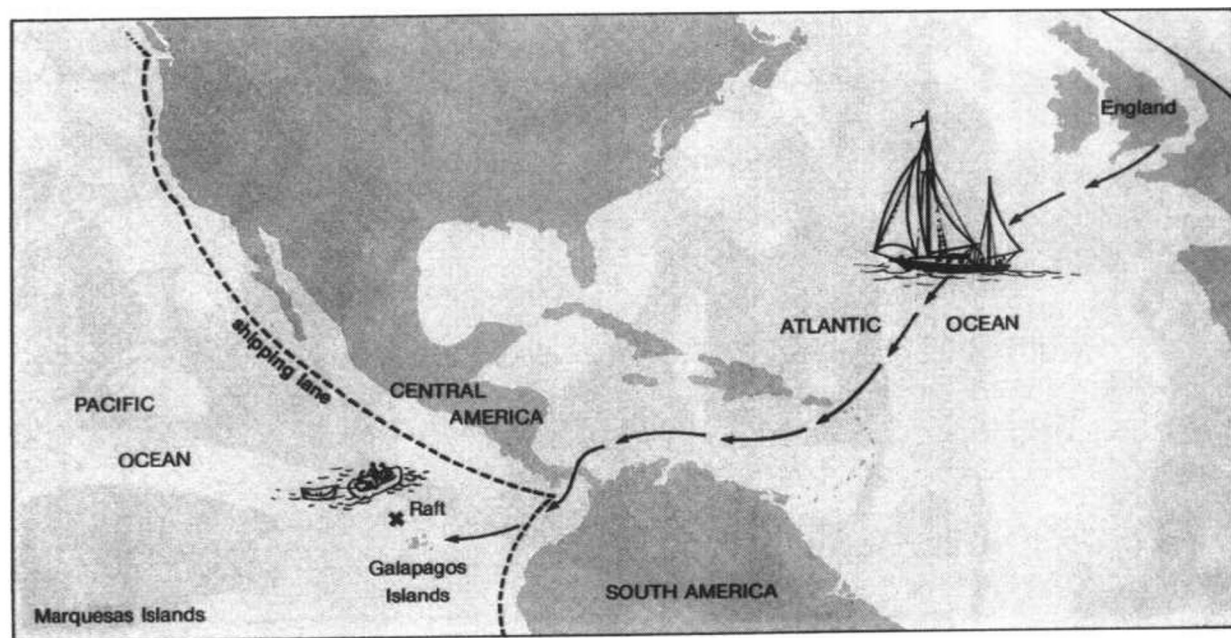
On deck, Mrs. Robertson picked up the rubbish left by the storm. Below, Mr. Robertson checked the *Lucette's* course. He read the charts to make sure they were on course. According to the maps, the Robertsons were 3,000 miles from the islands where they planned to stop next.

In the galley, Neil washed the last pan and put the towel out to dry. He had finished his work for the morning, and now

he planned to read a book. As he headed for the cabin, he could hear the water gently slapping against the sides of the boat. It was a comfortable sound. Neil, who had lived all his life on a farm in England, now called this sailboat his home.

He climbed into his bunk and leaned back to enjoy his book. He had just started to read

"Yes! Get ready to abandon ship!" shouted Mr. Robertson.



The map shows the course of the Robertson family on the *Lucette* and on the raft.

when something hit the side of the boat. Neil was thrown across the cabin and against the far wall. The *Lucette* was rolling wildly from side to side. Neil was on the floor. His ears were ringing and his shoulder hurt.

As he tried to stand up, Neil heard his family shouting outside. Then he heard his mother yell, "Whales!" A moment later, she ran into the cabin. "Neil, put on your life jacket and get on deck."

The whales had punched a huge hole in the *Lucette's* side, and water was rushing in. As Neil left the cabin, the water already covered the floorboards. He heard his brother Douglas call, "Are we sinking, Dad?"

"Yes! Get ready to abandon ship!" shouted Mr. Robertson. He picked up a knife as he dashed out of the galley. He then cut the ropes to free the small rowboat tied to the mast. "Get the raft ready. We'll need that too," he cried.

The boys pulled down the raft. Douglas pressed the button to fill it with air. Then he and Neil turned to help their father free the rowboat. The sea was nearly up to the *Lucette's* deck. She was sinking fast. The rubber life raft swiftly filled with air. Douglas

looked at his father. "When do we lower the raft, Dad?"

"Now! And tie the rowboat to the raft." Mr. Robertson shouted as he ran into the galley.

Water was rolling over the sailboat's decks as Mr. Robertson returned with a bag of food. He had thrown bread, biscuits, sugar, and other foods into the bag. He gave it to Neil. "Put this in the raft and tell everyone to get in. Hurry! She's going under."

Mr. Robertson made one last trip into the galley. He returned with two bags of oranges, lemons, and onions. He tossed them into the rowboat, now tied to the raft. Then he took a last look around. His family waited in the raft. Behind it, the sea stretched as far as he could see. The killer whales were nowhere in sight. The Robertsons were alone. Mr. Robertson jumped into the water and began swimming to the raft. A moment later, the *Lucette* began sinking into the deep, dark heart of the Pacific.

That afternoon, Neil wrote on a piece of sail: *June 15. Neil's log in the lifeboat. Lucette sunk by killer whales. Very sad. She went down in 2 minutes.*

The Robertson family aboard the tuna boat that rescued them.



The Robertson family aboard the tuna boat that rescued them.

The Robertsons were lucky to be alive. As the sun went down, they wondered about their chances of staying alive. They had no radio. They were hundreds of miles away from a shipping lane and 3,000 miles from their next port. They would not be missed for at least five weeks.

That night, each person had a piece of biscuit and a sip of water. They divided one orange among them.

A week passed on the lonely Pacific. The rubber life raft had tiny pinholes in the sides. Soon it had to be blown up every hour. High waves forced the Robertsons to bail the raft regularly. After almost three weeks, the family knew that the raft would soon sink. They moved to the tiny rowboat.

The five members of the family crowded together in the little boat. Everyone knew that a sudden movement might cause the boat to tip over. No one moved without warning the others.

Their two greatest problems were thirst and hunger. Their mouths always felt like cotton. Because most of the food from the *Lucette* was gone, they were always hungry. Also, their skin was raw from the burning sun and the stinging salt water.

But as long as the rowboat could carry them, they could stay alive on the dangerous sea. During storms, they caught rain water with a rubber sheet. They filled all the cans they had with water. But each person drank only a little water each day. They did not know when another rain might come. By the time their food was gone, they had learned to catch

fish with hooks of wire. Sometimes big turtles poked their heads up next to the boat. Douglas and his father pulled them aboard and quickly slit them open with a knife. The turtle meat would keep them all alive for another day.

The tiny rowboat crept along the course the Robertsons had set for South America. Five weeks had passed since they had abandoned the *Lucette*. "With luck we should make the coast in about three weeks," said Mr. Robertson, "but I'm afraid the wind's changing. So we may have to start rowing . . ."

Suddenly, he stopped talking and stared straight ahead. The others looked at him. "A ship," he said. "There's a ship!"

"Where?" they asked, and everyone turned to look.

"Keep still!" shouted Mr. Robertson. "We don't want to tip over now. I must signal the ship. Neil, hand me a flare from that box."

Carefully standing up, he lit the flare and held it high overhead until it burned his fingers. Then he threw it into the air.

The family watched him, hardly breathing. Mr. Robertson stood frozen, eyes fixed on the distant ship. Moments passed. Then he looked at his family and quietly said, "She's seen us. She's changed course. We're saved."

A passing Japanese tuna boat picked up the Robertsons on July 22. Mr. Robertson was the last to climb on board. He was surprised to see that his family was lying down on the deck. Suddenly, he realized why. Living for 38 days on a raft and in a rowboat had weakened his legs, too. Four days later, the Robertson family was back on land.

RECALLING FACTS 课文回放

Write the answers to the following questions on the lines provided. If necessary, you may go back to the selection to find an answer.

1. Who are the members of the Robertson family?

2. What course did the Robertsons sail?

3. At what point in the Robertson's journey does this story begin?

4. Tell what work each member of the Robertson family had to do after breakfast.

Mrs. Robertson _____

Mr. Robertson _____

Sandy _____

Neil _____

Douglas _____

5. What did Neil do after he finished cleaning the galley?

6. What caused the *Lucette* to sink?

7. What are the two most serious problems that the Robertsons faced at sea?

8. How did the Robertsons get fresh drinking water?

9. How did they get food?

10. Why did Mr. Robertson tell the family to keep still when he saw a ship?

11. What effect did living at sea for 38 days have on the Robertsons?

12. Write the letter of the correct meaning in front of each word.

- | | |
|--------------|-------------------------------------------|
| _____ course | a. maps used by sailors |
| _____ charts | b. the direction taken by a ship |
| _____ flare | c. a bright light used to signal for help |

INTERPRETING FACTS 阐述事实

Not all questions about a story are answered directly in the story. For the following questions, you will have to figure out answers not directly stated in the story. Write the answers to the questions on the lines provided.

1. At what time of day did the *Lucette* sink? How do you know?

2. Why did the Robertsons take the rowboat with them?

3. Why did the Robertsons use the raft instead of the rowboat?

4. Put a check mark before the words that describe the Robertson family. .

_____ playful

_____ lazy

_____ responsible

_____ cooperative

_____ helpful

_____ nervous

5. What is the meaning of the title "Broken Voyage"?

SKILL FOCUS 技能聚焦

Below are some of the events in "Broken Voyage." On the numbered lines, write the events in the sequence in which they took place. Which events happened at the beginning of the story? in the middle? at the end? Then on the blank lines, fill in a different incident that occurs during each part of the story.

- a. Killer whales hit the *Lucette*.
- b. The Robertsons are alone with little food and water.
- c. The Robertsons get into the rubber raft and watch the *Lucette* sink.
- d. A passing ship rescues the Robertsons.
- e. The Robertsons hit storms in the Pacific.
- f. The Robertsons look forward to a quiet day of sailing.

Beginning

1. _____

2. _____

Middle

3. _____

4. _____

End

5. _____

6. _____

► **Real Life Connections** 学以致用 Imagine being on board the *Lucette* as it starts to sink. What is the first thing that you might do to help the situation?

Cause and Effect 原因与结果

Reading a Social Studies Selection 社会科学选读

► Background Information 背景资料

Whales have been hunted for many centuries and in many parts of the world. As a result of their being hunted, many types of whales are extinct. These whales no longer exist. Other types of whales are endangered. There are so few of these types of whales that if they are not protected, they may soon become extinct. Laws in the United States now prohibit people from hunting certain types of whales. However, some countries around the world still allow people to hunt them.

As you read "The Whaling Industry," you will find out when the whaling industry started and what caused it to grow. You will also find out about the two kinds of whales that whalers hunted most often. After reading the selection, you will know what caused the end of the American whaling industry.

When reading textbooks, you may find words that are difficult to say, or pronounce. Sometimes these words are *respelled* to help you pronounce them. Sometimes

the meaning of the word is explained in a *definition*. In this selection, the first word that is respelled is *baleen* (bə LEEN). As you read, look for other words that are respelled. Try saying each word quietly to yourself.

► Skill Focus 导读

Many events that you read about in textbooks are connected by **cause and effect**. When events are connected in this way, it means one event or condition (the cause) made another event happen (the effect). Look at the following example.

Cause: People needed food and oil.

Effect: They hunted whales for food and oil.

Because people needed food and oil, they hunted whales. The cause and effect are connected.

When you read this article, try to find the conditions and events that are connected in this way. When you come to an important event, think about what caused it to happen.

► Word Clues 词汇求索

Read the sentences below. Look for context clues that explain the underlined word.

By 1700, whales had become very important for their blubber, whalebone, and meat. Blubber is the fat under the skin of the whale.

If you do not know the meaning of the word *blubber* in the first sentence, read on. The second sentence states what the word *blubber* means. A word meaning that is stated directly can often be found before or after a new word.

Use **definition** context clues to find the meaning of the three underlined words in the selection.

► Strategy Tip 策略指导

Before you read "The Whaling Industry," look at the headings in heavy type. Look at the pictures and read their captions. As you read the article, remember to look for the important events and what caused them.

The Whaling Industry

鯨魚工業

People have hunted whales for food and oil since early times. Even before there were whaling voyages, people killed whales that they found washed up on beaches. Later, people used boats to hunt whales. They killed whales with hand-thrown harpoons. A harpoon is a spear with a line attached to it. Today many countries are against commercial whaling.

The Early Days of Whaling

The people of southern France and northern Spain hunted whales during the 1200s. They made the first whaling voyages. They used large ships in the part of the Atlantic Ocean called the Bay of Biscay. Each ship carried small boats in which whalers set out to kill whales. When whales no longer came close to shore, the whalers went farther out to sea. During the 1500s, they hunted whales across the Atlantic Ocean as far as Newfoundland.

In the 1600s, Dutch and English sailors found many whales in the Arctic waters. Soon a group of islands north of Norway became the center of Arctic whaling.

At the same time, American Indians were also hunting whales. They hunted whales in much the same way as the first whalers. Shortly after the American colonists arrived in the 1600s, they hunted whales off the Atlantic coast. Lookout towers were built in many New England towns along the coast. When whales were sighted from the towers, the whalers launched their boats.

The "Right" Whale to Hunt

The whales that were hunted up to this time had no teeth. They are called baleen (bə LEEN) whales.

Baleen whales have whalebone, or baleen, instead of teeth. They have about four hundred thin plates of baleen in their mouths. Through these plates, baleen whales filter sea water to strain out the small fish they feed on.

There are many kinds of baleen whales. The whalers, however, hunted for the kind that swam slowly, was easily overtaken, floated when dead, and provided great quantities of oil and whalebone. Because this whale was the right kind to hunt, whalers

called it the right whale. Today the whale is still called by that name.

By 1700, whales had become very important for their blubber, whalebone, and meat. Blubber is the fat under the skin of the whale. Nearly two hundred gallons of whale oil could be gotten from one ton of melted blubber. This oil was used for cooking and lighting lamps. Whalebone was used for fishing rods, buggy whips, and umbrellas. Whale meat was cooked and eaten.

Discovery of the Sperm Whale

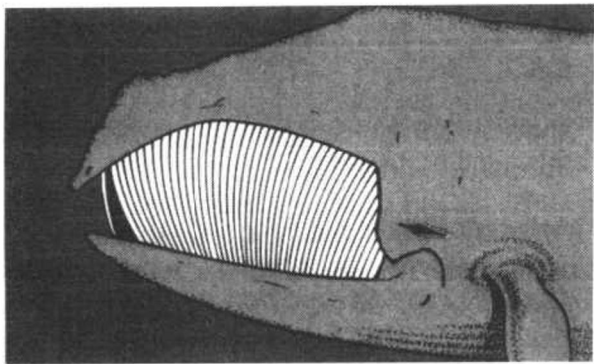
In 1712, an American whaling ship was caught in a storm at sea and blown off course. The whalers came upon a school of whales, killed one, and brought it back to shore. To the whalers' surprise, the whale, unlike a right whale, had teeth.

Whales with teeth are called toothed whales. The New England whalers had discovered the largest of the toothed whales, the sperm whale. The sperm whale was larger and stronger than the right whale. This discovery started the American whaling industry.

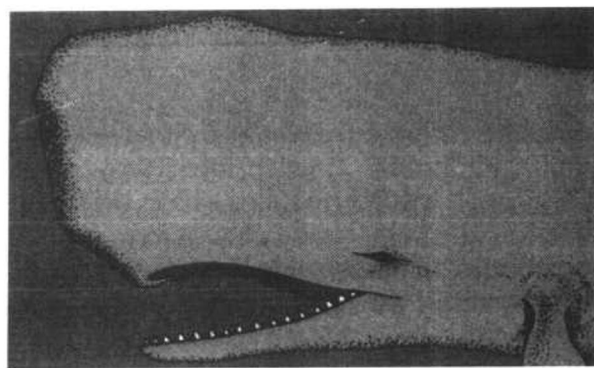
The Golden Age of American Whaling

✓ The sperm whale soon became the prime catch of the American whalers. By 1800, Americans were hunting sperm whales throughout the Atlantic Ocean. The town of New Bedford in Massachusetts became the whaling capital of the world. Nantucket, Salem, and other New England cities with harbors also became centers for large whaling fleets. By 1835, Americans were whaling in the Pacific Ocean. San Francisco became an important whaling center.

✓ Whalers got three valuable substances from sperm whales. The first was sperm oil, which was used for lamps. It was better than the oil of the right whale. Another important substance was spermaceti (sper mə SET ee). Spermaceti is a pure wax found in the whale's head. It was used in making candles. A third substance, called ambergris (am ber GREES), was used for perfumes. The high value of sperm oil, spermaceti, and ambergris more than made up for the absence of whalebone in the sperm whale.



Baleen hangs from the upper jaw of baleen whales.



Teeth grow from the lower jaw of most toothed whales.

The Decline of the Whaling Industry

The American sperm whaling industry grew until about 1850. Whale oil had become the chief lamp fuel. However, when gold was found in 1848, many whalers left their ships to search for gold in California. During the Civil War, the Confederate navy sunk many whaling ships. With fewer whalers and ships, whaling began to suffer. The discovery of oil in the ground hurt whaling most of all. It led to the start of a new industry. Soon it was cheaper to use this oil for lamps than to use sperm oil.

Whales spend most of their life on the surface of the water and are able to swim up to 35 miles per hour.

Whaling in the Twentieth Century

During the first half of the 1900s, whaling fleets killed large numbers of whales. As a result, they reduced the world's whale population and endangered many kinds of

whales. Nevertheless, whale oil and sperm oil are still used in making cosmetics and soaps. Ambergris is still used in making perfumes. Whalebone is often ground up and used as meal for livestock. People in Japan and

Norway, still eat the meat of baleen whales.

To prevent the extinction of certain whales, several nations met in 1946 and formed the International Whaling Commission. This commission decides the length of the whaling

season, limits the number of whales that may be killed each year, and does not allow the killing of certain whales. Because the whale population continued to decline, the commission placed a ban on commercial whaling, which was supported by twenty-five nations and began in 1986. Other antiwhaling groups have since tried to limit further or to ban whaling altogether.

RECALLING FACTS 课文回放

Write the answers to the following questions on the lines provided. You may go back to the selection to find an answer. Use the headings in the selection to help you find information.

1. Who were the first whalers?

2. What is baleen?

3. Why did the early whalers hunt for the right whale?

4. Name the two groups of whales.

5. What discovery caused the beginning of the whaling industry in America?

6. Name one difference between right whales and sperm whales.

7. What parts of the right whale were valuable?

8. What parts of the sperm whale were valuable?

9. Tell one event that caused the decline of whaling in America.

10. Number the following events in the order in which they happened.

- _____ The islands north of Norway became the center of Arctic whaling.
- _____ The discovery of ground oil hurt the whaling industry.
- _____ Whalers hunted whales in the Bay of Biscay.
- _____ New Bedford, Massachusetts, became the whaling capital of the world.
- _____ Twenty-five nations supported a ban on commercial whaling.

11. Two paragraphs have check marks next to them. Reread both paragraphs. Then underline the sentence that tells what each paragraph is about.

12. Write the letter of the correct meaning in front of each word.

- _____ harpoons a. a pure wax found in the head of sperm whales
- _____ spermaceti b. spears used to kill whales
- _____ ambergris c. a substance found in sperm whales that is used in making perfume

INTERPRETING FACTS 阐述事实

Not all questions about a selection are answered directly in the selection. For the following questions, you will have to figure out answers not directly stated in the selection. Write the answers to the questions on the lines provided.

1. Why was the sperm whale more valuable than the right whale?
