

C Reading
Comprehension



校园篇

Hot280

高考英语
热门阅读

东 师 范 大 学 出 版 社

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——高考英语 热门阅读

(校园篇)

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致 读 者

《Hot280——高考英语热门阅读》是一套面向 2003 年高考考生的系列丛书,全套书共四册,分为《科技篇》、《校园篇》、《社会篇》、《实用篇》,总计约 280 篇短文。每篇短文都包括正文、生词注解和阅读理解题三大部分。选文和设题完全遵循高考的命题原则,具有很高的参考价值。近年来“普通高等学校招生全国统一考试英语科说明”和教育部考试中心高考命题专家组对近年高考英语试题的“评析报告”,揭示了高考英语命题的一种发展趋势:命题遵循“突出语篇(短文)、强调应用、注重实际”的原则,牢牢抓住语篇和应用这个中心。专家组的评析报告特别提到:“阅读是我国学生接触英语的最主要途径,也是高中外语教学的重点,在试卷设计和试题难度方面应该予以重视,因此……阅读理解部分的难度继续稳定在去年的较高水平上。”“阅读理解部分继续加强对考生读速的要求。”

分析从 2001 年开始的高考英语试卷,我们知道,近两年来的高考英语试卷增加了听力部分,减少了单句层次的多项选择题,去掉了语音知识、补全对话和单词拼写题。试卷中以语篇为单位设计的试题的数量有所增加,试题设计语境化的程度有所加强,考生的语言交际能力得到了更加充分的考查。具体来讲,以听力占 30 分的全国卷来分析,试卷结构如下:听力(二)为小篇幅的独白或对话,22.5 分;英语知识应用(二)是根据一篇约 200 词的短文设计的完形填空题,30 分;阅读理解部分 5 篇短文,40 分;写作(一)为一篇约 100 词的短文,让学生来改错,10 分;写作(二)要求写一篇 100 个单词左右的短文,25 分。从卷面整体来看,通过短文语篇来考查学生英语能力的共计 127.5 分,占试卷总分的 80% 以上。另外其他各地的英语高考试卷中短文语篇也占有类似的比重。

实际上,阅读理解题目只是短文考试的一种形式,听力题、语法题、改错题和写作等都是短文考试的变体。短文选篇的内容多样,多为适应时代特征,如广告、科技发明,和贴近实际生活的文章,如校园生活、报纸上的新闻段落等等。这些文章的特点是知识性和趣味性强、信息含量大、题材与体裁广泛。这对考生们提出很高的要求。特别是近年的考试还出现了广告、字典片断、图表、目录标题等的阅读,对平时读不惯这类应用性文字的考生是一个巨大的挑战。

综观之,短文阅读越来越成为高考的重中之重。即使是英语知识运用部分的单项选择,仍然注意知识面的覆盖及语境的设置,注重考查考生在具体的语言环境中运用语言及语法知识的能力。整个一份高考英语试题的文字输入量虽然每年都有波动,但是对考生的阅读速度的要求还是很高的。因此考生的阅读能力和实际运用语言的能力,已经在高考成绩中起到了举足轻重的影响作用。

面对这样的变化,考生应该调整自己的学习方法,应适当增加课外阅读量。但是,在高中阶段的教学和高考复习期间,教师和考生都普遍感到缺乏具有时代气息、题材和体裁多样的阅



读材料,或者阅读材料过于艰深、过于冗长,远远超出学生的能力,或者阅读材料与高考命题的趋势相去甚远。因此我们认为有必要为教师和考生提供一批合适的阅读材料,并配上阅读理解的训练题。我们约请了参与过高考命题和工作在教学第一线的教师们,通过他们精心选材,编写了本丛书。文章来源有最新的英语报纸、刊物,近年的英语图书,以及部分正规的英文网站,文章长度适宜,难度略高于高考的阅读材料,语言流畅、规范;内容具有知识性和趣味性(英国的教育、教育平等权以及远程教育和学生的综合能力教育等等,具体内容可以参看书后的中英文目录),设题完全符合高考命题原则。这套丛书不仅可以帮助学生拓展阅读面,扩大阅读量,提高阅读能力,而且可以训练学生阅读理解题的解题能力,可收一石二鸟之功,提高能力与应试备考两不耽误。

同学们在学习本丛书时,关键是理解文章的内容,争取阅读一篇,了解一篇,从而提高自己的阅读能力,增强自己的语言应用能力。因为高考考试的内容不管题型怎么变化,考的只是灵活运用语言的能力。本套丛书在每篇文章后面都配有数目不同的习题,我们设计这些题目的目的是使同学们更好地理解文章。由于这些短文语言都很规范,信息量也很大,因此同学们在使用本套丛书时,不要把做题目看成唯一的任务,相反要认真研读这些短文,汲取其中有用的知识。我们建议同学们在使用的时候,把你认为有用的词语、词组或者句子标示出来,反复阅读并加以记忆,做到知识的活学活用,强化运用语言的能力。也可以选择其中一些作为平时练习口语和写作的范文。在书中部分短文后有空白地,大家可以记录学习心得、做错题目或者应该注意的问题,方便大家定期进行复习。

我们相信同学们在使用本套丛书后会取得更大进步。

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Passage 1

If teachers fail to distinguish between teaching and learning, they will continue to do for children what children can do for themselves. Teaching children to read is not passing reading on to them. It is certainly not endless hours spent in activities about reading. Douglas insists that “reading cannot be taught directly and schools should stop trying to do the impossible.”

Teaching and learning are two entirely different processes. They differ in kind and function. The function of teaching is to create the conditions and the climate that will make it possible for children to *devise* the most efficient system for teaching themselves to read. Teaching is also a public activity; It can be seen and observed.

Learning to read involves all that each individual does to make sense of the world of printed language. Almost all of it is private, for learning is an occupation of the mind, and that process is not open to public *scrutiny*.

If teacher and learner roles are not interchangeable, what then can be done through teaching that will aid the child in the *quest* for knowledge? Smith has a principal rule for all teaching instructions. “Make learning to read easy, which means making reading a meaningful, enjoyable and frequent experience for children.”

When the roles of teacher and learner are seen for what they are, and when both teacher and learner fulfill them appropriately, then much of the pressure and feeling of failure for both is eliminated. Learning to read is made easier when teachers create an environment where children are given the opportunity to solve the problem of learning to read by reading.

New Words and Expressions

devise	vt.	想出;设计
scrutiny	n.	仔细而彻底的检查
quest	n.	探索



Reading Comprehension

1. The problem with the reading course as mentioned in the first paragraph is that _____.
 - A. it is one of the most difficult school courses
 - B. students spend endless hours in reading
 - C. reading tasks are assigned with little guidance
 - D. too much time is spent in teaching about reading
2. The teaching of reading will be successful if _____.
 - A. teachers can improve conditions at school for the students
 - B. teachers can enable students to develop their own ways of reading
 - C. teachers can devise the most efficient system for reading
 - D. teachers can make their teaching activities observable
3. According to the passage, learning to read will no longer be a difficult task when _____.
 - A. children become highly motivated
 - B. teacher and learner roles are interchangeable
 - C. teaching helps children in the search for knowledge
 - D. reading enriches children's experience
4. The main idea of the passage is that _____.
 - A. teachers should do as little as possible in helping students learn to read
 - B. teachers should encourage students to read as widely as possible
 - C. reading ability is something acquired rather than taught
 - D. reading is more complicated than generally believed

Passage 2

On paper, both the state and *federal* government support education. Parents force their children to go to school every day. Teachers do a tremendous job trying to help students in school. Yet all these efforts seem ineffective and frustrating. The national *dropout* rate continues to rise and so does the percentage of high school graduates who are *functionally illiterate*. It is a real crisis.

I once had a student whose family was experiencing financial difficulty. His parents' frequent arguments about money in front of their children *frustrated* him. Full of anger and sadness, he could not concentrate in class. Finally he decided to drop out in fifth grade. I was shocked when he told me that his mother had found him a connection for a full-time job. This man agreed to find him a job paying \$400 a month. He was extremely excited. \$400 a month was big money for a nine-year-old boy. If American children can make "enough" money for their needs at a certain age by delivering or doing something, how can they be convinced that staying in school and finishing their education will help them lead a better life in the future?

Another story concerns a boy who dropped out of high school and landed a decent job at McDonald's. While his former classmates were struggling to prepare for college entrance exams, he was gaining more and more job-related experience. Several years later when these same friends were searching for an *entry-level* position with their college degree, he was being promoted into middle management at McDonald's headquarters. This boy was not selling illegal drugs for "quick" money. He simply dropped out, found a good job and succeeded. He made his dream come true. American school children, given an example like this, will naturally ask themselves "Why stay in school?"

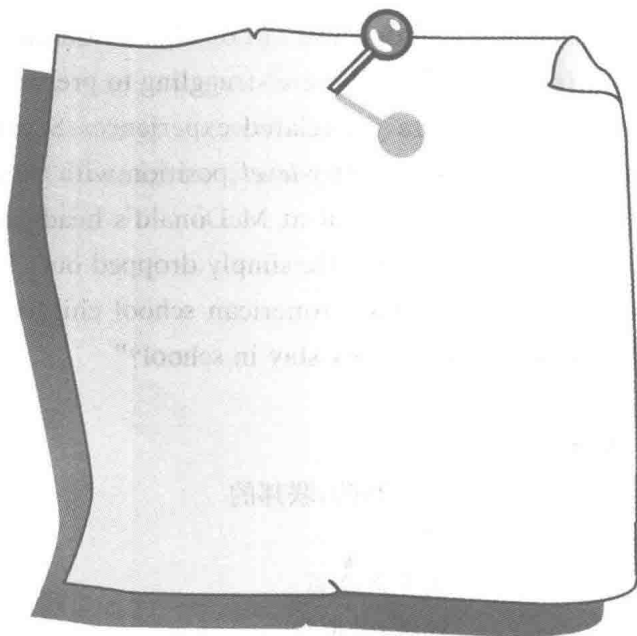
New Words and Expressions

federal	adj.	联邦制的; 联邦的
dropout	n.	退学
functionally illiterate		功能性文盲
frustrate	vt.	挫败; 使泄气
entry-level	adj.	起步的



Reading Comprehension

1. The sentence "On paper, both the state and federal government support education" means _____.
 - A. that both the state and federal government support education
 - B. that both the state and federal government say on paper that they don't support education
 - C. that the state and federal government support education only in words, but not in action
 - D. that the state and federal government support education both in words and in action
2. The word "landed" means _____.
 - A. went ashore
 - B. came down on the ground
 - C. succeeded in obtaining
 - D. kept
3. According to the passage, the chief reason why more and more students drop out of schools is that _____.
 - A. they are "functionally illiterate"
 - B. they think education will not make their life any better
 - C. they cannot concentrate on their studies because of their parents' frequent arguments
 - D. they think they can live quite well even without a good education



Passage 3

In America, the first aim of education was to prepare children to read the Bible and its intent was religious. Later on the purpose was to enable people to read and write, and take part in the *democratic* process. Still later, the purpose became to prepare young people for jobs in a modern society. At no time was the aim of education to prepare students to become individuals or complete human beings. This aspect of education was left to the home, church, mass media, and the city streets. To a certain large extent, it still remains there. Yet in a society that can easily be foreseen, one in which mechanization will reduce the human factors in industrial production, the purpose of education must once again change. It must begin to educate people to live full and meaningful lives in which "jobs" are at best only incidental, or at least for jobs that are *oriented toward* human service rather than physical productivity.

New Words and Expressions

democratic *adj.* 民主的
oriented toward 面向

Reading Comprehension

1. In the early days of America, education was controlled by _____.
A. private citizens
B. individual townships
C. political organizations
D. church groups
2. It can be concluded that the author's philosophy of education is aimed at _____.
A. increasing the gross national product
B. improving the quality of human life
C. preparing loyal and patriotic citizens
D. keeping America strong
3. Which of the following conclusions does the passage support?
A. Jobs eventually will become unnecessary.
B. Financial considerations should never replace human considerations.
C. Industrial productivity is a necessary evil.
D. People should not be educated against their will.
4. The author's attitude towards the aims of education in the past is one of _____.
A. criticism
B. approval
C. respect
D. indifference

Passage 4

Sheri Straily never knew how far life's highway could take her — until her dream for her children helped her find out. . . .

Growing up, Sheri never thought for a moment that she'd make it to college. Instead, she took a job driving a *tractor-trailer*. As years passed, Sheri fell in love, married and had three children. Because she wanted to be close to home, she switched to a desk job at the trucking company.

But one day after work, as Sheri watched her kids playing, she began to think: I want them to achieve so much, but how can I afford to give them the opportunities they'll need, like college?

Then it came to her: She was the one who needed college first!

"Go for it," her husband Steve encouraged her. So Sheri *enrolled* at the University of Denver's Women's College, which let her take all of her classes on weekends so she could still work.

Though Sheri loved her studies, she missed home; Rather than make the two-hour *commutation* to school, Sheri stayed in a dorm on weekends. I wish I were home with Steve and the kids, she'd think. But Eric, eight, Ryan, seven, and Kristin, five, backed their mom all the way. "Just do your best," they said.

Sheri did, getting *straight A's* as she entered a degree in business administration. Now she is attending the University of Denver Law School on a *merit scholarship*.

"It hasn't been easy," notes Sheri, "but it's rewarding — for me and my family."

New Words and Expressions

tractor-trailer	n.	拖拉机拖车
enroll	v.	注册;入学
commutation	n.	经常来往
straight A's		全优
merit scholarship		优秀生奖学金

Reading Comprehension

1. The phrase “make it to” in second paragraph means all the following except _____.
 - A. achieve a place in
 - B. enroll at
 - C. make her way through
 - D. go to
2. Sheri decided to go to college because _____.
 - A. it was her dream
 - B. she did not like her work in the trucking company
 - C. she wanted to give more to her children
 - D. she loved to study
3. Sheri stayed in a dorm on weekends because _____.
 - A. she loved her studies so much
 - B. she would not miss her home this way
 - C. she wanted to have more time for her studies
 - D. her school days were on weekends
4. Which of the following titles is most appropriate for the story?
 - A. Mother Goes to College.
 - B. A Most Rewarding Experience for a Mother.
 - C. A Woman Tractor-Trailer Driver and Her Kids.
 - D. A Mother Who Achieves Her Childhood Dream.



Passage 5

Kindergarten is a classroom program that consists of children aged three to seven years old. The programs range from half days to full days of school depending on the availability of the school system. For most children this is the first step towards developing social skills in a group setting without the assistance of Mom or Dad. Most kindergartens share the objectives of teaching social skills, *self-esteem* and developing a child's academic ability.

There was a kindergarten in Watertown, Wisconsin, founded by Margarethe Schurz in 1856. Elizabeth Peabody had established one in Boston in 1873. But a man named Friedrich Froebel founded the first kindergarten in the world. Friedrich Froebel was known as the "Father of Kindergarten" because he developed the first kindergarten in Germany in 1837. His kindergarten developed theories and practices that are still being used today in kindergarten classrooms. His ideas were that children need to have playtime in order to learn. Kindergarten should be a place for children to grow and learn from their social interaction with other children.

Friedrich Froebel wrote a book based on his theories and practices concerning the kindergarten environment. The book was burned by the German community. They did not believe children needed to play in order to learn. They thought his theories were unreasonable.

The first kindergarten was established to help children of poverty and those who had special needs. These kindergartens would stress the systematic play of Froebel's philosophy. Through systematic play the children are able to learn to *discriminate*, analyze, share and solve problems.

In 1872, kindergartens gained support from the National Education Association, which in 1884 established a department of kindergarten instruction. Through the efforts of many people, the kindergarten has worked its way into many schools, private and public.

New Words and Expressions

- | | | |
|--------------|----|----------|
| self-esteem | n. | 自尊, 自尊心 |
| discriminate | v. | 区别, 区别待遇 |

1. The first kindergarten was established by _____.
 - A. Margarethe Schurz
 - B. Elizabeth Peabody
 - C. Friedrich Froebel
 - D. the National Education Association
2. Kindergarten is important in all of the following aspects except that _____.
 - A. it provides half days to full days of school
 - B. it is the first step towards developing social skills without parents at hand
 - C. it teaches children's self-esteem
 - D. it develops a child's academic ability
3. Which of the following is Not true about the first kindergarten?
 - A. It developed theories and practices that are still being used today.
 - B. It was a place for children to grow and learn from their social interaction with other children.
 - C. It was an ideal place to play without any pressure of learning.
 - D. It was established to help children of poverty and those who had special needs.
4. The German community burned Froebel's book because _____.
 - A. it was illegally published
 - B. it was regarded as impractical
 - C. it received warm welcome
 - D. it was unhealthy to people's development
5. The department of kindergarten instruction was established in _____.
 - A. 1872
 - B. 1856
 - C. 1873
 - D. 1884

Passage 6

Pembroke is one of Oxford's oldest colleges tracing its origins back to *medieval* days. It became an official college from James I in 1624, taking its name from its first *chancellor*, William Herbert, Earl of Pembroke. Its buildings are everybody's image of Oxford, built around three impressive *quadrangles* with their carpet-like lawns. The writer Dr. Johnson was a scholar there and other past students have included: Michael Heseltine, the former deputy *Tory* prime minister; Ivor Richard, former leader of the Lords; and Sir Rocco Forte, former owner of the hotel empire. The athlete Sir Roger Bannister was once *master* of the college. Despite its grand history, it is one of the least wealthy of the 39 colleges that make up the university. Unlike many of the older colleges, Pembroke has not gathered many *endowments* that might make it less dependent on *donors*. The latest accounts show Pembroke earned £662 000 on its endowments in the last year — the kind of money that would be the envy of the newer universities but is small in Oxford terms. St. John's, one of the wealthiest colleges, banked £6m on its endowments. The overall capital value of Oxford college endowments is huge — between £1.2 and £1.5 billion.

While Pembroke may consider itself poor, it is only relatively so. Many newer universities such as Oxford Brookes, Nottingham Trent, Westminster and Bournemouth receive no endowment income at all.

New Words and Expressions

medieval	adj.	中世纪的
chancellor	n.	(某些大学的)名义上的校长
quadrangle	n.	围成四方院子的建筑物
Tory	n.	英国保守党
master	n.	男教师;校长
endowment	n.	捐赠的金钱、财产等
donor	n.	捐赠者
6m		6 million

Reading Comprehension

1. From the author's point of view, Pembroke College is _____.
 - A. very poor
 - B. not very poor in fact
 - C. one of the poorest colleges in the city
 - D. one of the least poor college in the United Kingdom

2. Which of the following could be a fact?
 - A. James I gave Pembroke College the name.
 - B. Dr. Johnson gave Pembroke College the name.
 - C. Pembroke College took its name from its first chancellor.
 - D. Pembroke College took its name from the first chancellor of Oxford.

3. Both _____ graduated from Pembroke College.
 - A. Michael Heseltine and the athlete Sir Roger Bannister
 - B. Sir Rocco Forte and the former leader of the Lords Ivor Richard
 - C. Dr. Johnson and the former deputy Tory prime minister Michael Heseltine
 - D. Sir Roger Bannister and the former owner of the hotel empire Rocco Forte

4. The best title of the passage is _____.
 - A. the "Poor" College
 - B. the Poor College
 - C. Poor Pembroke College
 - D. one of Oxford's Oldest Colleges



Passage 7

In the English educational system, students take three very important examinations. The first is the eleven-plus, which is taken at the age of eleven or a little past. At one time the ability or *aptitude* shown on the eleven-plus would have determined if a child stayed in school. Now, however, all children continue in “comprehensive” schools, and the eleven-plus determines which course of study the child will follow. At the age of fifteen or sixteen, the students are tested for the Ordinary Level of the General Certificate of Education. This examination covers a wide range of subjects; once students have passed this exam, they are allowed to specialize, so that two-thirds or more of their courses will be in physics, chemistry, classical languages, or whatever they wish to study at greater length. The final examination, at eighteen, covers only the content of the special subjects. Even at the universities, students study only in their concentrated area, and very few students ever venture outside that subject again; in a real sense, the English boy or girl is a specialist from the age of fifteen.

New Words and Expressions

aptitude *n.* 才能