

领航英语
ENGLISH



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READING

扩充词汇
strengthen

同步阅读
accompany



西安交通大学出版社



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初2

初二



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内 容 提 要

本书为《领航英语——英语扩充词汇同步阅读》系列丛书中初中部分的第2分册,其主要面向初中二年级学生和具有同等程度的英语爱好者。在内容编排上,共设置了15个单元,每个单元选取了3篇题材不同的文章,并在每篇文章的后面设置阅读理解题3个,每单元共计9小题,每题2分,满分18。文章篇首的小表格由读者本人填写,以此掌握和了解自己的阅读速度和理解能力,以便不断总结提高。

我们对每篇文章中生词或中学课本上有过而复现率较低的词进行了注释、讲解和例句以及疑难句的翻译和分析。我们建议在统计过阅读速度并打了分之后再对照阅读。

词汇扩充练习、语法结构练习,旨在将文中出现的生词、短语等进行巩固和考查,以不断扩大词汇量。精点句型练习,我们建议读者在理解的基础上朗读、背诵这些句子。此外,本书还特别设置了为读者提供与文章内容相关的背景知识栏目。

每单元设置的单元练习,将本单元中的重点生词和句子结构再次考查和巩固。写作练习供读者写作之用,我们在书后所附的答案中提供了范文,读者可以进行模仿写作。

图书在版编目(CIP)数据

领航英语:英语扩充词汇同步阅读/雷香兰等编
西安:西安交通大学出版社,2003.1
ISBN 7-5605-1643-2

I. 领… II. 雷… III. 英语-阅读教学-高等学校-教学参考资料 IV. H319.4

中国版本图书馆CIP数据核字(2003)第000111号

*

西安交通大学出版社出版发行
(西安市兴庆南路25号 邮政编码:710049 电话:(029)2668315)
陕西向阳印务有限公司印装
各地新华书店经销

*

开本:727mm×960mm 1/16 印张:10 字数:196千字
2003年2月第1版 2003年2月第1次印刷
全套(共6册)定价:76.80元(本册定价:12.80元)

发行科电话:(029)2668357,2667874

前言

阅读作为我国学生学习外语的主要途径之一,在全国普通高等英语科考试(NMET)中占了很大比重(大约26%)。阅读理解题的分值在整个高考试卷中高达40分。考生要想提高阅读能力,就必须加强两个方面的训练:一是理解,二是速度。过去我们多采用分析型精读,而现在应该采用理解型速读,用大量的阅读来有目的、有计划、系统地培养理解能力,在理解的前提下,不断加快阅读速度,限时,计分,阶梯式循序渐进,以达到扩大词汇量、拓展知识面、提高阅读速度及理解准确度的目标,而对阅读能力的训练不能忽视初中这一重要阶段。

本书作者对近十年来各省级重点中学中考阅读试题的取材类型、题型结构、考察方向、篇幅长短、生词比例、文章难易程度等各个方面进行了综合统计分析和详细的研究,通过研究发现:(一)中考阅读材料的取材非常新,绝大部分材料来自国外,基本上在国内各种报刊、杂志等各种媒体上从未出现过;(二)阅读材料的取材涵盖范围非常广,涉及人文、地理、科学、自然科学及社会、文化等各类题材的文章;(三)各类题材的文章在阅读考察中所占比例是不同的,这就要求学生在具有广泛知识的同时,对不同的知识领域又有不同的侧重;(四)阅读材料的考查方向和命题设置侧重于对阅读能力进行多角度考察,本书主要从七个方面进行了分析(详见阅读理解题的解题技巧);(五)每篇文章的生词量有一定限度且基本维持在3%~5%之间;(六)每篇文章的长度一般在80~300字之间。

本书主要包含以下五大特点:

(一)选材新。书中所选文章全部为国外最新资料。这些材料均由旅居美国的英语专家、教授结合国内数十年教学经验,从国外数百种最新资料中精心挑选而成,材料新,针对性强,且最大限度地保留了外文资料的原汁原味。而练习部分则由有多年丰富教学经验的重点中学资深担任主编,并邀请曾参加过各种英语考试并取得优异成绩的海外留学生参与编撰,以期使中考、高考与四、六级、托福、雅思、GRE等紧密衔接。最后由英语专家、海外留学生和重点中学名师共同校验、审定。

(二)题材全。本系列丛书每册包含45篇文章,分为15个单元,每个单元选编了3篇题材类型不同的文章。由于每个单元3篇文章的取材类型不同,全书涵盖范围较广。通过训练,不但可以横向地提高学生对各种题材文章的理解能力,全面地增加知识,同时,如果学生对某一类题材文章的阅读能力相对较弱,可以有针对性地对此类文章进行专门的阅读和训练,从而纵向地提高学生对某一知识领域材料的阅读理解能力。

(三)编排独特、科学。我们在题型设计、题下分析、试题结构、版面设置等方面大胆创新,精心编撰,力求全书编排既有独特性,又具科学性。

首先,在题型设计上,通过对近年来中考试卷中阅读试题的分析研究,我们将阅读理解的题型大体分为七种:主旨大意题、推理判断题、数据推断题、识图解意题、时空顺序题、事实询问题、经验常识题。

其次,进行题下分析,提炼总结出常用的“典型题十句”,并以这些常用基本题十句贯穿试题设计的始终。在本书的编辑中,通过对多年来的NMET试卷阅读部分的资料分析,我们将高考阅读试题中经常出现的“典型题十句”提炼并加以总结,分为5种类型共计67条(详见阅读理解题典型题十句),读者可在答题前浏览一下这些句子,先弄明白这些基本题十句的含义,为阅读后答题扫清障碍,也可以给读者在阅读中对重、难点的把握做以指导。

第三,在试题结构上,除了 Comprehension 理解题外,每篇短文的后面,还增加了词汇 (Vocabulary)、句型结构 (Structure)、重点句背诵 (Key Point) 和背景知识 (Background) 等四部分内容,从而使读者加深对原文的理解,全面掌握文章内容和其涵盖的知识点,进一步拓展知识面。同时通过对提炼的重点句背诵,可以使读者增加对重点、常用句型的积累,为高中乃至大学的英语学习打下坚实的基础。

除此之外,每单元之后设有一个单元练习,目的之一是对本单元中的重点生词和句型结构进行考查。考查方式是中考第二部分第一节相仿的单项填空,共 10 个,每题 1 分,满分 10 分。目的之二是以 3 篇短文之一为例,进行模仿写作。本书后所附的答案中有范文示例,以供读者作文参考。

第四,我们对每篇文章中生词或中学课本上有过而复现率较低的词有注释、讲解和例句,以及对文中涉及到的疑难句子的翻译和分析。我们建议读者在阅读过程中不要看这些内容,在统计过阅读速度并打了分之后复读时对照和参考,以加深对原文的理解。

(四)限时训练,效果明显。按中考的命题方法,每册书包含 15 个单元,每单元按各种不同内容、题材选取 3 篇短文,每篇短文设置理解选择题 3~5 个,各单元共计 9~15 小题,每题 2 分,满分 18~30。每个单元阅读和答题的时间为 9~21 分钟,每篇文章的阅读和答题时间应控制在 5~9 分钟之内。另外,每篇文章篇首的表格,标明了该篇文章的词汇数目和时间要求,表中预留的“对题数”和“得分”两项由读者本人填写,以此掌握和了解自己的阅读速度和答题正确率,以便不断总结提高。

(五)难度适中。根据对近十年中考阅读材料分析结果,结合中学教学大纲对初中阶段不同年级学生词汇量的要求,本书所选文章的生词量一般控制在 3%~5%,学生在阅读中可以猜测这些生词的意思,但基本不影响学生对整篇文章的理解。这样,学生在提高阅读速度和阅读能力的同时,进一步提高了词汇量和对词汇的理解能力。

本系列丛书共分三册,读者对象分别为初中一、二、三年级学生以及同等程度的学生,也可作为教师教学参考用书。

在本书的编写过程中,国家有突出贡献的专家,原北京科技大学外语系主任、现旅居美国的王仁才教授亲手筛选、整理和提供了大量极其珍贵的第一手资料,并对全书进行了最终审定。现工作于美国贝尔实验室的袁弋非博士和他的妻子谭志慧硕士,对全书进行了仔细的校验,提出了许多宝贵的意见。本系列书还承蒙西安交通大学附中、西北工业大学附中、陕西师范大学附中资深教师的大力支持和审加审阅,谨在此表示衷心的感谢。

最后,我们真诚地希望广大读者喜爱该系列书。如果您在使用中有什么感想、要求、意见或建议,请来信告知,并欢迎投稿。

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西安交通大学出版社
2002 年 10 月于西安

阅读理解题的解题技巧综述

阅读理解的题型大体分为下列七种:

1. **主旨大意题**:这类题主要考查学生对文章主题和中心思想的领会和理解能力。题目可针对全文的主旨,也可针对段落的大意进行设问,要注意看清问题,找准主题句。主题句多在段首或段尾,是用以说明该段或该篇要讨论的总话题。主题往往是一个出现频率较高的单词或者短语。找出主题后,就要关注细节,看它们解释、表达和支撑的是什么。经过概括、归纳、挖掘关于主体的中心思想,从而确立主题。中心思想是一个完整的观点,多由一个陈述句表达。

2. **推理判断题**:这类题主要考查学生对文章句与句、段与段之间的逻辑关系的理解,如何推测文章表面信息的深层含义、判断作者的意图、态度、观点、语气,以及依据上下文判断词义。这类题涉及范围极广。如:作者的态度、情绪、目的或身份;事物的起因、结果、结论;文章可能的出处;事件中人物的关系;某句话是幽默、讽刺、夸张还是批评;某生词或短语在文中的含义等。解这类题要注意从文中所表达的事实发展的规律去判断,从作者的角度去判断,不要从自我或自己生活的小圈子出发,固执己见。不要忽略任何一条有用的信息,要善于就提出的问题去捕捉有用的信息。

3. **数据推算题**:这类题主要考查学生对文中提供的数据与文中其他信息的关系的理解及加工整理的能力。做这类题时,首先要正确理解数字与文字的关系,找出众多信息中与数据有关的信息,然后将多个数字间的关系理清后进行推断和计算,得出正确答案,切忌孤立的看待数据、进行简单的照搬。

4. **识图解意题**:这类题主要考查学生的识图能力以及对图表与文字信息关系的理解能力。地图、插图、图表等形象化地表现了信息,有助于考生理解文字信息。做这类题时,要注意图文参照、相互验证,尤其关注介词、副词。平时也应注意积累一些最基本的识图经验。

5. **时空顺序题**:这类题主要考查学生依据事物某一特征进行空间排序或按事件发展的顺序进行时间的排序的能力。按事件发生的时间顺序排列,先注意起始时间和终止时间,这样准确率高,也可大大缩短解题时间。按空间位置排序,如自西向东,从南往北,某人物所经之地顺序排列等。关注介词、副词和连词。抽象概念的排序,如按所述事或物的危险性、重要性等排序。注意文中的形容词和副词,尤其是比较级、最高级的变化。

6. **事实询问题**:这类题多以 wh-词引导提问,主要考查学生对词、句的理解及捕捉信息的能力。做这类题时,要先看清、明确问题是什么,然后顺藤摸瓜,有的放矢。注意此类问题几乎没有可直接找到答案的,一般要进行“同义互释”的变换。即:文中有这个词,题干中用同义或否定式反义词;文中有了这个短语,题干中另换一同义短语或句型对其设置问题。

7. **经验常识题**:这类题主要考查学生应有的综合知识。如:社会、法制、天文史地、科技、生活等常识的主观掌握程度等。一般来看,这类题无法直接从文中找到答案,要考生凭常识进行判断。但要注意:不要以个人的、具体的、特例为依据,应从符合社会道德、法律准则、自然规律、科学常规、生活常识的视角出发,做出正确的推断和选择。

另外,要学会纵览即略读。通常拿到文章应先纵览,对文章有个整体印象,悟到主题,然后在读过所有的问题后,再进行跳读,即“一目数行”。此法用于查询细节和核查事实。文章若较长、有难度或有充分时间,再进行一次浏览。感受通篇语气,注意作者的写作手法,进行必要的联想和想象,对判断推论做最后的验证。

阅读理解题典型题干

一、主旨：

1. This article mainly tells us about _____.
2. The text is mainly about _____.
3. The main idea of the article is _____.
4. What is the general topic / possible title / the subject of the paragraph ?
5. The passage mainly deals with _____.
6. From the text we learn / know that _____.
7. Which of the following could be the title for the paragraph?
8. The key point of the passage is that _____.
9. The best headline for the newspaper article would be _____.
10. The main purpose of the announcement is about _____.
11. What does the second paragraph mainly discuss?
12. Which of the following may best summarize paragraph 1?
13. In this passage the author argues that _____.
14. From the passage, we can infer that the writer clearly aims at _____.
15. We may infer that the author argues that _____.
16. The author's purpose in writing this paragraph is most probably to _____.
17. The purpose that the writer wrote this article for is to _____.
18. In the first two paragraphs the writer wanted to make it clear that _____.

二、猜测词义：

1. The word "... " in the fourth paragraph means _____.
2. The underlined word "... " in the article most probably means _____.
3. The word "... " in the first paragraph refers to _____.
4. The phrase "... " in the article stands for _____.
5. Which of the following is similar in meaning to "... " in the second paragraph?
6. The word "... " in the third paragraph is used in the sense of _____.
7. In line 7, the word "... " could best be replaced by _____.

三、顺序：

1. Which of the following shows the right order of what happened to...?
2. In which order did the writer do the following things?
3. In what order did the following events happen?

四、识别语气：

1. What's the writer's attitude towards...?
2. The writer probably thinks / believes / insists / suggests _____?

3. Which of the following statements best describes the writer's view?
4. According to the writer, which of the following best describes the tone of the passage?
5. What kind of atmosphere does the writer want to create in the paragraph?
6. The tone of the selection seems to be informal largely because _____.
7. The mood of the passage is one of _____.
8. In reference to ..., the writer feels regret / sympathy
9. The writer is critical of _____.

五、判断：

1. What did the author / writer mean by saying "..."? .
2. It can be inferred from the passage that _____.
3. What does the passage imply about ...?
4. The writer implied that _____.
5. Which of the following implications is NOT true?
6. What is the writer's main purpose in the passage / story?
7. It seems that the writer agrees that _____.
8. What is the writer's overall attitude toward _____.
9. From the passage we can see that the writer probably takes the side of _____.
10. According to the writer, what does the first natural paragraph suggest?
11. Which paragraph does the following diagram show?
12. Which of the following pictures shows the correct...?
13. According to the passage, which of the following is the cause / reason / result of...?
14. Which of the following best suggests the fact that _____?
15. According to the writer, the belief / fact that "... " was supported by _____.
16. From the information given here, ...appears to be
17. All of the following are the "facts / causes / ..." except that _____.
18. From the story we can draw a conclusion that _____.
19. Which of the following statements is true / false / not true according to the article?
20. What's the relationship between ... and ...?
21. This paragraph is most probably taken from a _____.
22. It is an obvious trend that _____.
23. Which of the following led to _____?
24. What is implied but not stated?
25. The author is very likely _____ . (a professional writer / an economic adviser / ...)
26. Where does this story probably take place?
27. The passage is probably written for _____ . (newspaper / students / ...)
28. Which of the following question is NOT answered by the information in the passage?
29. Which of the following remarks gives the reader a clear in sight into the character of ...?
30. Which of the following states the author's opinion about _____?

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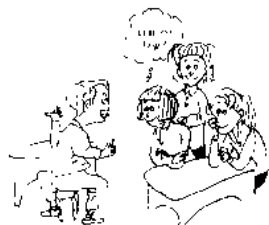
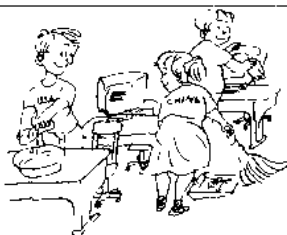
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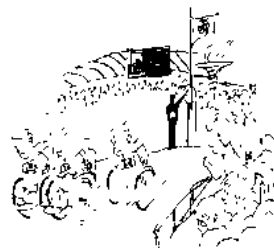


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题数

103

规定阅读时间

4 分钟

题数

得分



The Fisher and the Little Fish

小鱼和渔夫

After fishing all day, a fisher caught (抓住) only a little fish. "Pray, let me go, master," said (说) the fish. "I am too small for you to eat just now. If you put me back into the river, I shall soon grow, then you can make a fine meal of me."

"Nay, nay, my little fish," said the fisher, "I have you now. I may not catch you hereafter(今后)."

A little thing in hand is **worth** more than a great thing in **prospect**.



nay: *adv.* <古> 否, 不

worth: *n.* 价值, 财产 *adj.* 值钱的, 值的看中的

prospect: *n.* 景色, 前景



I. 根据短文意思选出正确的答案

1. The fisher worked

A. two hours

C. one day and one night

B. all day long

D. harder and harder

2. The fisher caught

A. many fish

C. a little fish

B. nothing

D. everything

3. The little fish asked the fisher

A. to set him free

C. for help

B. a question

D. to have a good meal





4. The fisher was a _____ man.

A. good

B. bad

C. clever

D. silly



II. 词汇扩充

学习词形变化:

1. said 说 (过去式) — say (原形);
2. caught 抓住 (过去式) — catch (原形);
3. more 许多 (比较级) — much/many (原级);
4. fish 捕鱼, 钓鱼 (动词) — fisher 渔民 (名词)



III. 句型结构

A little thing in hand is worth more than a great thing in prospect.

译文: 所拥有的尽管少也胜于遥不可及的要多。 / 寥胜于无。

1. 翻译下列各句, 注意 “be worth” 词意:

a. It is worth one dollar.

b. The coat is not worth the price.

c. That's worth nothing.

d. This book is worth reading.

2. 用 “be worth” 造句:



IV. 重点句背诵

I am too small for you to eat just now.

译文: 我太小了, 你现在吃不成。

精点: 1. 此处, “just now” 意为 at this moment “此刻, 现在”。 例如:

I'm busy just now.



2. just now 还有一个意思:a short time ago, “刚才,方才”。例如:
Tom came in just now.



题数	规定阅读时间	题数	得分
260	10 分钟		



A Foreign Student in China

留学中国

I am Jane Smith from America. On February 10, I came to China to study at a high school. I am now staying with a Chinese family.

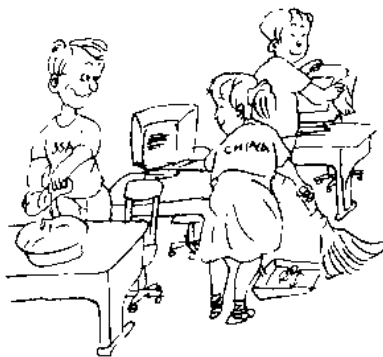
The high school is large and beautiful. It stands on a green hill and we can see the center of the city from the school. I am the only American student in our school, but I have many Chinese friends. They are very kind to me. They always help me when I don't know what to do.

I am **interested** in everything at school. Every afternoon all the students clean their rooms before going home. I think it is very good for us to work with other students. I was very **surprised** when I saw the students in uniform(制服). At first I didn't like the uniform, but now I like it.

Every day from Monday to Friday, I have four lessons in the morning and two in the afternoon. On Saturday I have four lessons. Mr. Lin teaches us English. He often asks me to help him in his English lessons. He is liked by every student in my class. It is not easy for Chinese students to speak English, but some of my friends speak it very well.

After school I usually help my friends in the English **Club**. But sometimes I have many things to do and I cannot help them.

I am having a very good time. I want to know more about China.





interested: *adj.* 感兴趣的

surprised: *adj.* 感到惊讶的

club: *n.* 俱乐部 a football club 一个足球俱乐部



I. 根据短文意思选出正确的答案

1. The writer is a _____.
A. pupil
B. middle school student
C. college student
D. high school teacher
2. In the school Jane is _____.
A. the only student who knows English
B. interested in everything
C. helpless and unhappy
D. very lonely
3. Every week Jane has _____ classes.
A. 34
B. 30
C. 32
D. 28
4. Which of the following is true?
A. Jane teaches his classmates English in class.
B. Jane studies in China with her family.
C. Jane doesn't like the uniform at all.
D. Jane enjoys staying in China.



II. 词汇扩充

在下列各句的横线上填入正确的介词。

1. They are very kind _____ me.
2. My sister is interested _____ dancing.
3. We clean our classroom every afternoon _____ going home.
4. _____ Monday _____ Friday, we go to school.
5. They want to know more _____ our country.





III. 句型结构

1. 在下列各句的横线上填入正确的助动词

- He _____ writing on the blackboard.
- _____ they wearing the uniform?
- Jim and John _____ making paper planes there.
- I _____ helping my mother do some housework now.

2. 用“be+doing”造句:



IV. 重点句背诵

I am interested in everything at school.

译文:我对学校的一切都很感兴趣。

I was very surprised when I saw the students in uniform.

译文:这儿的学生都穿校服,我很吃惊。

精点: interest, surprise 为使动词, 修饰人时, 用过去分词形式, 常见的词还有:

excite, tire 等。例如:

1. He was excited when he came back.

2. I'm tired after the match.



V. 背景知识

中国实施高等教育的机构为大学、学院和高等专科学校。高等学校具有教学、科研和社会服务三大功能。全国共有普通高等院校 1166 所(截止 2001 年 6 月 20 日统计), 民办普通高等院校 72 所(截止 2001 年 6 月 18 日统计), 教职工 103 万人, 在校生 413 万人(1998 年底统计数据)。成人高等院校 718 所(截止 2001 年 6 月 18 日统计), 民办成人高等院校 4 所(截止 2001 年 6 月 18 日统计), 教职工 20 万人。为促进高等教育的发展和改革, 国家“九五”计划期间, 提出了“211 工程”, 即面向 21 世纪, 重点建设 100 所左右的高等学校和一批重点学科。