

领航英语
ENGLISH



主编 霍奇兰
主审 高建伟

READING

扩充词汇
strengthen

同步阅读
accompany

高中版

高2



西安交通大学出版社



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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”系列丛书中高中部分的第2分册,其主要面向高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9个单元,根据高考试题模式,每个单元选取了5篇题材不同的文章,并在每篇文章的后面设置阅读理解题3~5个,每单元共计20小题,每题2分,满分40。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、讲解和举例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,以使读者不断扩大词汇量。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。

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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)中占了很大的比重(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、阶梯式循序渐进式地进行阅读,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。

本书作者对近十年来高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)高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)高考阅读材料的取材涵盖范围非常广,涉及人文、地理、科学、自然及社会、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,说明高考导向在要求学生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)高考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综述);(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200~400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教师担任主编,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。本系列丛书高中部分每册包含45篇文章,分为9个单元,每个单元选编了5篇题材类型不同的文章。由于每个单元5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、题干分析、试题结构、版面设置等方面大胆创新,细心编撰,力求全书编排既有独特性,又具科学性。

首先,在题型设计上,通过对近年来高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。

其次在本书的编撰中,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“典型题干句”提炼并加以总结,分为 5 种类型共计 67 条(详见阅读理解典型题干),读者可在答题前浏览一下这些句子,先弄明白这些基本题干句的含义,为阅读后答题扫清障碍。

第三,在试题结构上,除了阅读理解(Comprehension)题外,每篇短文的后面,还增加了词汇(Vocabulary)、句型结构(Structure)、重点难点(Key Point)和背景知识(Background)等四部分内容,从而使读者能读一篇、精学一篇。此外,每单元一练是针对高考仿真第二部分第一节而编撰的,以期让读者进行全方位的高考前热身训练。

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有翻译和分析,建议读者在阅读过程中先不要看这些内容,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。每个单元阅读和答题的时间为 35~40 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。以便自我检查,自我测评。

(五)难度适中。根据中学教学英语大纲的要求,本书所选文章的生词量一般控制在 3%~5%以内,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。

本系列丛书共分六册,读者对象分别为初、高中一、二、三年级学生以及同等程度的大中专学生,也可作为教师教学参考用书和大学英语四、六级,托福,雅思, GRE 等考试的基础阅读参考书籍。

在本书的编写过程中,对国家有突出贡献的专家、原北京科技大学外语系主任、现旅居美国的王文才教授亲手筛选、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。我的好友、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。本书还承蒙西安交通大学附中英语教研组长、高级教师杨晓宇、高级教师高健伟的大力支持和详加审阅,谨在此表示衷心的感谢。

编者

2002 年 10 月于西安市第一中学

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。注意要和细节描写句区分开来。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。

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,且忌孤立的看待数据、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。

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。

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 insight into the character of ...?
30. Which of the following states the author's opinion about _____?

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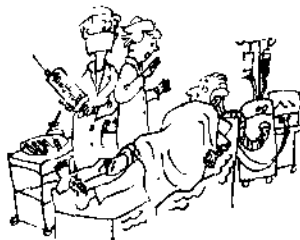


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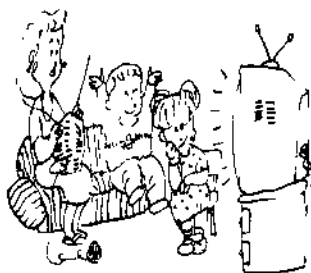
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Keys



题号

275

规定阅读时间

7 分钟

题数

得分

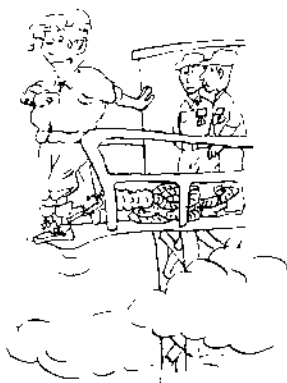


Bungee Jumping

蹦极

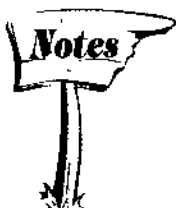
Around the world more and more people have been taking part in dangerous sports and activities. Of course, there have always been people who have looked for adventure —those who have climbed the highest mountains, traveled into unknown parts of the world or sailed in small boats across the greatest oceans. Now, however, there are people who look for an immediate excitement from a risky activity which may only last a few minutes or even seconds.

I would consider **bungee jumping** to be a good example of such an activity. You jump from a high place (perhaps a bridge or a hot-air balloon) 200 metres above the ground with an **elastic** rope tied to your ankles. You fall at up to 150 kilometres an hour until the rope stops you from hitting the ground. It is said that about 2 million people around the world have now tried bungee jumping, from tall buildings and diving into the sea from the top of high cliffs.



Why do people take part in such activities as these? Some **psychologists** suggest that it is because life in modern societies has become safe and boring. Not very long ago, people's lives were constantly in danger. They had to go out and hunt for food. Diseases could not easily be cured, and life was a continuous battle for survival.

Nowadays, according to many people, life offers little excitement. They live and work in **comparatively** safe conditions; they buy food in shops; and there are doctors and hospitals to look after them if they become ill. The answer for some of these people is to look for danger in activities such as bungee jumping.



bungee jumping: 蹦极
elastic: *adj.* 有弹性的
psychologist: *n.* 心理学者
comparatively: *adv.* 比较地, 相当地



I. Reading Comprehension

- 1 More and more people today are _____.
A. climbing the highest mountains
B. coming close to death in sports
C. looking for adventures such as traveling into unknown place
D. trying risky activities such as bungee jumping
- 2 In bungee jumping, you _____.
A. jump as high as you can
B. slide down a rope to the ground
C. attach yourself to a rope and fall to the ground
D. fall towards the ground without a rubber band
- 3 People probably take part in dangerous sports nowadays because _____.
A. they have a lot of free time
B. their life is short of excitement
C. they no longer need to hunt for food
D. they can go to hospital if they are injured
- 4 The underlined word "survival" is closest to the meaning of "_____".
A. continue to be alive
B. food and shelter
C. better life
D. struggle



II. Vocabulary

Write out the words which mean the following:

- 1 蹦极 _____
- 2 冒险的 _____
- 3 有弹性的 _____
- 4 心理学家 _____
- 5 继续生存 _____



III. Structure

You jump from a high place (perhaps a bridge or a hot-air balloon) 200 metres above the ground with an elastic rope tied to your ankles.

1. Put the part in the brackets into English to complete the sentence:

- The murderer was brought in, _____ (双手被绑在背后).
- All the performers are dancing _____ (长发扎在脑后).

2. Make up a sentence using "with sth. done":



IV. Key point

Why do people take part in such activities as these?

精点: 当先行词前有 such 修饰时, 定语从句要用关系代词 as 引导。例如:

I want to have such a reference book as our teacher has.

我想要一本像老师所有的那样的参考书。

He is not such a man as I admire.

他不是我所景慕的那种人。



V. Background

一根维系生命的绳索, 牵着一腔勇敢的激情, 不在乎脚下几十米的深渊, 像鸟儿般展翅, 作一次真正意义上的投身, 这就是勇敢者的游戏——目前户外活动中刺激度排行榜名列榜首的“蹦极”。

蹦极在国外被称为 BUNGEE (中文音译“蹦极”, 也有译成“绑扎跳”), 这一活动一出现, 就以其新颖刺激和极富挑战性而吸引了各地的勇敢者。蹦极不同于人类现代发展过程中出现的跳伞运动, 因为跳伞运动的最初本意是为了解救被置于高空之上的人们, 使其安全着陆。而蹦极的原动力, 是人们试图寻找在万无一失的情况下与死神交臂的感觉, 是对恐惧的最好挑战。

弹跳时每小时超过 55 公里的速度, 这是最恐怖、最惊险、且最刺激的感觉, 就好比是向死亡之神挑战, 尤其是 80% 反弹的感觉最为过瘾, 反弹大约 4~5 次, 弹跳过程约 5 秒钟, 这将是您一生中最长的 5 秒钟。



New Guinea Island

新几内亚——语言最丰富的岛屿

Do you know where **New Guinea** is? It's a big island near Australia. On this island, surprisingly, 1,300 different languages are spoken. Unfortunately, almost all the languages are about to become extinct. In other words, soon there will be no living speakers of these languages.

The reason is that New Guinea has many areas that are **isolated** because of mountains, rivers, and the sea, so the people in these areas have little **contact** with other people. For example, there will be a language spoken by the people on one side of a mountain, and on the other side of the mountain the language will be totally different. In fact, these neighboring languages can be as different from each other as Spanish is from Japanese.



There are some interesting things about these languages in New Guinea. One **apparently** has a vocabulary of only a few hundred basic words. This is probably because the people have a very simple life. Another language has a name for each bird and animal according to the sound the animal makes; for example they call a dog "rrruff" because for them that's the sound of a dog bark (吠声). Another interesting language has a word for "stand" but now a special word for "walk". If they want to say "walk," they must say "stand here and stand there." Another language has 36 names for bananas. It's also interesting that none of the languages in New Guinea has words for "thank for" or "hello." Isn't that **amazing**? And yet, by contrast, these languages have lots of words for **mature and magic**.

Many languages around the world are dying because of the spread of English and other more common languages. In fact, experts think that 90% of the languages



in the world will disappear within the next 50 years. For many languages, their use is **declining** just because there are no words for new technology, for example, for computers, so the speakers have to use English for another of the languages now spoken worldwide to talk about technology.

How do people try to **preserve** their uncommon languages? Many ways are being tried. For example, *in order to keep the languages of New Guinea alive, the government wants the schools to use the local language in the first three grades of elementary school.* Then, starting in the 4th grade, the students can use English or another world language in their studies.



New Guinea: *n.* 新几内亚岛(位于太平洋)

isolated: *adj.* 隔离的, 孤立的, 单独

contact: *n.* 接触, 联系 *vt.* 接触, 联系

apparently: *adv.* 显然地

amazing: *adj.* 令人惊奇的

What an amazing embroidery! 多么了不起的一幅刺绣作品!

mature and magic: 成熟, 魅力

declining: *adj.* 倾斜的, 衰退中的

preserve: *vt.* 保护, 保持, 保存, 保藏 *vi.* 做蜜饯, 禁猎

n. 禁猎地, 禁区, 防护物



I. Reading Comprehension

- Which of the following could be the best title for the passage?
 - Amazing Languages
 - Saving the Uncommon Languages
 - Different Languages in New Guinea
 - Common and Uncommon Languages
- In the first paragraph, the underlined word "extinct" can be best replaced by "____".
 - rare
 - dying
 - distinctive
 - uncommon
- The languages are so different from each other just because ____.