

外研社·朗文

中学英语辅助系列



English Support Series

Chris Jacques (英), 王薇 合作编著

Senior
Three
高三

Reading Skills

阅读



外语教学与研究出版社



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Reading Skills Senior 3 阅读(高三)

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编者语

“中学英语辅助系列”(English Support Series)丛书由外研社与全球最大的跨国教育出版集团培生教育出版集团(Pearson Education)合作出版,聘请现行中学英语教材 *Senior English for China* 的主编 Chris Jacques 和北京外国语大学英语教师王薇为丛书主编;同时特邀现行中学英语教材 *Junior English for China* 的主编 Neville Grant 为丛书顾问;此外还吸收了富有实践经验的数十位中学教员参加审阅工作。

本系列丛书与中学英语教学同步,分初一到高三共6级,每级4种:《听说》(*Listening and Speaking*)、《语法》(*Grammar in Context*)、《阅读》(*Reading Skills*)、《写作》(*Reading to Writing*),分别针对听、说、读、写四种语言技能和语法,给学生提供练习活动。

我们决定出版本丛书,是有鉴于目前国内中学英语辅助教材的出版较乱较滥,质量参差不齐,往往未如人意。许多老师都迫切需要高素质的辅助材料。为此,我们不惜在人力、物力与财力上的重大投资,决心为中学编写出一套适合国内需要,符合国际水准的高质量辅助教材,以解老师们之难,也为同学们在中学阶段打好英语基础准备一套较好的丛书。

本丛书有以下特点:

1. 语言地道精确:由国外从事教材编写的专业作者和国内有多年中师培训经验的教师联合编写,由外国专家录音。语言、语音均地道精确。
2. 与课堂同步:配合中学英语教学的单元进度,可以用作课堂同步练习。
3. 适度扩展知识:在教材和教育部最新的基础教育阶段英语课程标准的基础上适度扩展词汇,增加文化背景介绍,尤其增加了一些生活中的常用词汇和用语。
4. 配合测验考试:结合国内中考、高考,以及国际多种标准测试要求设计练习,实用性强。
5. 题型活泼多样:在语境中学英语,内容活泼,形式多样,配合插图,趣味性强。
6. 全面训练提高:听、说、读、写4种技能交互培训,从基础开始,全面提高学生的语用能力。

本丛书从开始策划到出版历经两年多时间,其间两家出版社进行了广泛细致的教学情况调查。外方主编和顾问几次专程来华,与中方主编共商编写计划和纲要,认真研究了教学大纲和教育部最新的基础教育阶段英语课程标准及各种考试要求,到不同层次的课堂听课,与老师和学生直接交流,广泛征求意见,了解最新的教学要求和考试的最新动向,以及老师和同学们的真正需要,使这套丛书既立足于现实的需要,又超出一般的水平,成为教师的好帮手,学生的好朋友。

在丛书的策划、编写过程中，我们得到了北京市一〇一中学、十一中学、八一中学、理工大学附中、交通大学附中、石油大学附中、科技大学附中、十九中、首都师范大学附属育新学校、知春里中学、六十七中等学校和海淀教师进修学校的大力支持和帮助，在此，特向这些学校的师生们表示衷心的感谢。其中要特别感谢的是以下为我们认真审阅书稿的咨询教师们：

初中部分：朱振洪（北方交通大学附中） 回颖（北京市知春里中学）
蒋静芳（北京市十九中学） 刘白玫（北京市六十七中）
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段春英（北方交通大学附中） 邢淑琴（首都师范大学附属育新学校）

最后，欢迎广大师生在使用丛书的过程中向我们提出宝贵意见，以便我们及时改进。

Introduction to the Teacher

This book has been designed to help you develop your students' reading skills. It follows the new revised syllabus of English and covers the general objectives which have been detailed by the Ministry of Education.

The twin aims of *Reading Skills Senior 3* are:

- To provide systematic practice in the exam tasks that are tested in the NMET.
- To develop a range of reading skills needed by Senior Middle School students.

Organisation of the book

The book is organised like the Students' Book into 24 Units that generally follow the topics of *Senior English for China*. Students and classes can read these Units in any order. You can choose to read first the texts that are of special interest to your students.

Part A: Units 1 – 12

This section includes a variety of reading tasks, like the ones in *ESS Reading Skills Senior 1 – 2*. In addition, each unit contains either a Reading Practice Test (with Multiple Choice Questions or MCQs [多项选择]) or a Cloze Practice Test.

Part B: Units 13 – 24

This section consists of revision and test practice for the NMET. Each unit has two Reading Practice Tests (with MCQs) and one Cloze Practice Test.

Subjects

The subjects in this book are a little different from the ones in *SEFC 3*. There are more texts on the lifestyles of young people, sports, outdoor activities, computers and new technology. There are fewer texts about famous people from the past. We hope your students will find the subjects interesting and useful. The best thing to do is to look at the Contents and get a general idea. Then you can choose the texts that are of special interest to your students, as some are longer and more technical.

Text types

Part A includes different kinds of text types, for example, interview, diary, narrative,

description, opinion survey, biography, story. The purpose is not only to introduce variety, but also to show students the different ways language is used in texts.

Structures

The texts are longer and more advanced than the ones in *SEFC 3*. Sentences are longer and grammatically more complex too.

Vocabulary

Throughout the *English Support Series* the wordlist is expanded in line with the new requirements of the Ministry of Education. The purpose of this expansion is to allow the introduction of some very common words and phrases that did not appear in *Senior English for China*.

Students should realise that they don't have to learn non-syllabus words; it's enough to recognise them and understand their meaning. By introducing non-syllabus words, we have been able to write texts about more interesting topics.

Formality

Teachers may notice that contractions (e.g. "aren't") are regularly used in many texts, not only in dialogues. There is an increasing trend in current English to use informal forms in written English.

How to read: Part A (Non-exam tasks)

There are many different ways of reading and different reading speeds. That is why this book is called "Reading skills". (skills = plural)

We suggest the following method:

- 1 The first task is a fast reading to get the general idea of the text. Students should not stop to look up new words. They may have to answer a general comprehension question, or mark the text in some way (write numbers or symbols at the side, circle or underline), just as we do in real life. Sometimes they will be asked to give their own response to a text and to compare their response with a classmate. For these latter tasks, there is of course no Answer Key.
- 2 The next reading task is a slower, more careful reading to understand the main points of the text or to find out detailed information. Again, students should not look up new words, unless these are needed to complete the task.

- 3 Students do the remaining reading tasks, if any. These may include vocabulary study, or the study of some phrases.
- 4 If they wish, they can read the text again. At this stage, they can look up some of the new words. A useful guideline is to look up only those words that they personally would like to understand better. In other words, they should select.

Developing a repertoire of reading skills

This book is designed to help students become more effective readers, and to use the appropriate reading approach. During the course of this book, students are required to:

- read fast to understand the main points of a text (skimming).
- search a text for specific information, e.g. dates, numbers, names (scanning).
- read a text to understand detail.
- read a text and make notes.
- retrieve information from different parts of a text.
- compare information from different parts of a text.
- study phrases carefully in order to check understanding.

How to do the Reading Practice Tests

These can be done in class or as self-study. Generally, the approach is the similar to the one detailed above.

- 1 Students read the text rapidly to get a general idea. As they skim, they should notice some of the key words and get an idea of the structure of the text.
- 2 They read each MCQ rapidly, but not all of the choices. This will give them an idea of what information or opinion is required.
- 3 They locate the source of information for each MCQ. For example, is the answer to be found in the first or second paragraph, or both? Alternatively, does the MCQ require an understanding of the meaning of the whole text, as in the case of choosing a title for the passage?
- 4 They check and choose and check again! They must also pay attention to little words like “very, little, too, sometimes, usually”, since these may hold the key to the answer. Some of the MCQ answers are explained in the Answer Key.
- 5 In some MCQs, students have to choose one false statement / question among three correct ones. This is more difficult than spotting one correct one among three false ones. Students should therefore read the questions extremely carefully, which is good training for exams.

- 6 Texts are a little longer than the usual exam texts and some contain more difficult language. This gives the students practice in fast reading and develops the skill of rapidly locating that part of the text which holds the answer to a question. A full range of question types is used in Part B, including reference, inference, gist, opinion and detail.

How to do the Cloze Tests

When doing Practice Cloze Tests, students need to consider three things:

- **The correct choice of word.** The word must be the right type of word, with the right meaning and the right degree of formality.
- **The grammar of vocabulary.** A word might fit the gap, but not go with the preposition that follows the gap.
- **The discourse of the text.** A word might fit the gap and complete a sentence. But it might not make sense in the context of the sentence that comes before or afterwards.

Classroom techniques

Out of the many procedures for a reading class, two should be mentioned here:

- 1 Justifying the answer. Where students do a True/False exercise or a MCQ task, it is not enough to give students the answers. Even if students have found the correct answer, they should justify these by referring to the relevant part of the text. Some of these tasks in Part A are titled “Finding the evidence”.
- 2 Inferring an answer to a question. Some answers to questions are inferred, i.e. these answers are not explicitly contained in the text, but may be deduced by students. In Part A, these questions are phrased by “Why do you think ...?” Explore all the plausible answers from students to these questions. Ask students to justify their thinking. Possible answers are put in brackets (括号) in the Answer Key.

In short, it is important to get students to interact with a text and to think the answers out for themselves.

Using the Internet

If you or your students are interested in a certain topic and have access to the Internet, you can follow up your reading by searching the Net for more information. We have not included Internet references since these can quickly become out-of-date. Instead use a Search Engine like:

Google www.google.com

AltaVista www.av.com

前言 (1)

写给老师

本书是为了培养你的学生的阅读技能而设计，与高中英语教学同步。它遵循新的英语大纲（修订版），覆盖了教育部详述的各项要求。

高三英语阅读技巧有两重目的：

- 在NMET测试中提供系统的练习。
- 提高高中学生所需要的阅读技能。

全书结构

与课本一样，本书共分为24个单元，每个单元基本因循课本原有的话题。这些单元可以按任何顺序阅读。你可以首先选择全班学生特别感兴趣的文章先读。

A部分：第1—12单元

这部分同高一、高二英语辅助系列阅读技能一样，包括多种阅读练习。此外，每个单元有一个阅读理解测验（多项选择练习）和一个完形填空测验。

B部分：第13—24单元

这部分包括为NMET而进行的复习和测验。每个单元有两个阅读理解测验（多项选择练习）和一个完形填空测验。

主题

和高三英语教材相比，本书主题略有不同，收入的文章更多是关于年轻人的生活方式、体育运动、户外活动、计算机和新科技等方面的。和旧版相比，新版减少了关于名人的文章。我们希望这些主题是有趣的，能对学生有所裨益。由于一些文章的篇幅比较长并且更加专业化，所以最好能先浏览“目录”，可以对全书有个大致的了解；然后，再确定哪些文章是学生特别感兴趣的。

文章类型

本书收入了各种不同类型的文章，例如：访谈录、日记、叙述文、描写文、舆论观察、个人传记、故事。目的是不仅引入多种题材，而且学生可以接触到不同文体的英语。

语言结构

和高三英语教材相比，本书收入的文章更难、更长。句子更长，语法也更复杂。

词汇

依据教育部的新要求，对整套“中学英语辅助系列”丛书的词汇进行了适度扩展，目的是为了引介一些教材未收入而实属很常见的单词和短语。

学生不必掌握超纲词汇，而只须辨识它们，了解其意义即可。通过超纲词汇的引入，我们得以收编更加有趣的话题。

正式程度

教师们会发现，诸如“aren't”之类的缩略语不仅出现在对话中，还常用于许多其他类型的文章中。将非正式用语用于书面语体，这已是当今英语的一大流行趋势。

怎样阅读：A 部分(没有测试练习)

每个人的阅读方式和阅读速度均不一样；所以本书题为“阅读技能”。

我们建议如下：

1. 首先是快速阅读，以求抓住文章大意。学生此时不要停下来查生词。他们可能要回答关于全文理解的问题，或在文中做记号(如在文章旁边写下某个数字或符号、划圈或划下划线)，就像其他练习那样。有时会要求学生写出对某篇文章的感觉，并和其他同学做比较。当然，许多诸如此类的练习并无固定答案可言。
2. 接下来的阅读，要放慢速度，更加仔细，以抓住文章要点，或找出更详细的信息。除非是完成此阅读任务所需，否则别查生词。
3. 如果有其他阅读任务，如词汇练习、某些短语的学习等，学生要完成它们。
4. 如果愿意的话，再重读一遍文章。这时，学生可以查些他们认为应该进一步了解的生词。这完全由你决定。

发展一套阅读技巧

本书的目的是为了帮助学生成为更富有效率的读者，使他们能运用恰当的方法，高效阅读。使用本书时，学生应学会：

- 快速阅读，抓住文章主要观点(skimming)；
- 查找具体信息，如日期、数字、名称等(scanning)；
- 阅读全文，理解细节；
- 阅读全文，做注释；
- 查找文章的各个部分，核对信息；
- 比较文章各部分的内容；
- 仔细学习短语，检查理解程度。

怎样做阅读理解测试题

你可以在课堂上或自学练习，大体上看，这与前面提到的方法类似。

1. 快速阅读，抓住大意。阅读时，注意一些关键词，抓住文章的结构要领。
2. 快速浏览每个问题，但不是所有的选择答案。这将有助于学生知道什么信息和观点是需要的。
3. 找出每个问题的信息在文章中的位置，例如，答案可能在第一或第二段，或两段都有。或者在为文章选标题时，需要对整篇文章的含义进行理解。
4. 核对——选择——再核对，他们必须十分注意一些小单词，如“很，一点儿，也，有时，通常”等，这些单词可能隐含着问题的答案。一些阅读理解的问题是在参考答案中进行阐明的。
5. 在一些多项选择测试中，学生必须在三个正确的叙述/问题中选择出一个错误的。这比从三个错误的叙述/问题中找出一个正确的更困难。此时，学生应更加仔细地阅读这些问题，这对考试而言是一个很好的训练。
6. 与通常测验相比，文章有些长，并且一些文章包含一些理解困难的语言。这有助于学生练习快速阅读，提高学生迅速找出问题答案所在文章位置的技能。B部分包含了所有的问题类型：提到的事、推论、要旨、观点和细节。

怎样做完形填空

做完形填空时，学生要考虑下面三个问题：

- 单词的正确选择：单词必须是正确的形式，有正确的含义和恰当的正式程度。
- 词汇的语法：一个单词可能适合这个“空”，但与“空”后面的介词不搭配。
- 文章的讲述内容：一个单词可能适合这个“空”，形成一个完整的句子，但在上下文的内容上不通顺。

课堂教学方法

在阅读课的许多步骤中，有两点须强调一下：

1. 证明答案是正确的。做正/误题与多项选择题时，只给学生答案是不够的。即使学生已经得出正确的答案，他们也应该能够运用文章相关信息来解释为什么这个答案是正确的。在A部分中，类似的习题包括“找出相应的证据”。
2. 推导问题的答案。有些问题的答案须推导得出，即具体答案并未明白地出现在文章中，但学生们可以从中推出那一答案。在A部分中，这类问题常以“你为什么认为……”的形式出现。学生提供的答案可能各不相同，只要说得出理由，都是成立的。教师要求学生解释他们的想法。“参考答案”部分用“()”标出可能的答案。

总之，应使学生充分与文章交流，使他们自己想出问题的答案，这一点非常重要。

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如果你或你的学生对某些话题有兴趣，并能使用互联网。阅读文章后，你们可以上网查找更多的相关信息进行阅读。我们没有提供网上参考信息，因为它们很快就会过时。不过，你们可以使用搜索引擎如：

Google www.google.com

AltaVista www.av.com

Introduction to the Student

You can use this book to develop your reading skills while you are studying *Senior English for China 3*.

Organisation of the book

The book is organised like the Students' Book into 24 Units and generally follows the topics of the coursebook. You can do these Units in any order at your own speed. You can choose to read first the texts that are of particular interest to you.

Part A: Units 1 – 12

This section includes a variety of reading tasks, like the ones in *ESS Reading Skills Senior 1 – 2*. In addition, each unit contains either a Reading Practice Test (with Multiple Choice Questions) or a Cloze Practice Test.

Part B: Units 13 – 24

This section consists of revision and test practice for the NMET. Each unit has two Reading Practice Tests (with MCQs) and one Cloze Practice Test.

Subjects

The subjects in this book are a little different from the ones in *SEFC 3*. There are more texts on the lifestyles of young people, sports, outdoor activities, computers and new technology. There are fewer texts about famous people from the past. We hope you'll find the subjects interesting and useful. The best thing to do is to look at the Contents and get a general idea, as some are longer and more technical. Then you can choose the texts that are of special interest to you.

Text types

Part A includes different kinds of text types, for example, interview, diary, narrative, description, opinion survey, biography, story. In this way, you will see how language is used in different types of text.

Structures

The texts are longer and more advanced than the ones in *SEFC 3*. Sentences are longer and grammatically more complex too.

Vocabulary

Throughout the *English Support Series* the wordlist is expanded in line with the new requirements of the Ministry of Education. The purpose of this expansion is to allow the introduction of some very common words and phrases that did not appear in *Senior English for China*.

Don't feel that you have to learn non-syllabus words; it's enough to recognise them and understand their meaning. By introducing non-syllabus words, we have been able to write texts about more interesting topics.

How to read: Part A (Non-exam tasks)

There are many different ways of reading and different reading speeds. That is why this book is called "Reading skills". (skills = plural)

We suggest the following method:

- 1 The first task is a fast reading to get the general idea of the text. Don't stop to look up new words. You may have to answer a general comprehension question, or mark the text in some way (write numbers or symbols at the side, circle or underline), just as we do in real life. Sometimes you will be asked to give your own response to a text and to compare your response with a classmate. For these latter tasks, there is of course no Answer Key.
- 2 The next reading task is a slower, more careful reading to understand the main points of the text or to find out detailed information. Again, don't look up new words, unless you need them to complete the task.
- 3 Do the remaining reading tasks, if any. These may include vocabulary study, or the study of some phrases.
- 4 If you wish, read the text again. At this stage, you can look up some of the new words. Only look up those words that you personally would like to understand better. In other words, choose!

Answer Key

To give you practice in reading and to develop your reading skills, nearly all the texts have at least one task for you to do. These include:

- Reading to get the general idea.
- Reading to answer detailed questions.
- Reading and note writing (in a table at the bottom of the text).
- Other tasks related to understanding, e.g. putting sentences in order, True / False exercises, MCQs, labelling pictures and so on.
- Vocabulary study.

There is an Answer Key at the back of the book.

How to do the Reading Practice Tests

These can be done in class or as self-study. Generally, the approach is similar to the method suggested above.

- 1 Read the text rapidly to get a general idea. As you read, notice some of the key words and get an idea of the structure of the text.
- 2 Read each MCQ rapidly, but not all of the choices. This will give you an idea of what information or opinion is required.
- 3 Locate the source of information for each MCQ. For example, is the answer to be found in the first or second paragraph, or both? Alternatively, does the MCQ require an understanding of the meaning of the whole text, as in the case of choosing a title for the passage?
- 4 Check and choose and check again! You must also pay attention to little words like “very, little, too, sometimes, usually”, since these may hold the key to the answer. Some of the MCQ answers are explained in the Answer Key.
- 5 In some MCQs, you have to choose one false statement/question among three correct ones. This is more difficult than finding one correct one among three false ones. You should therefore read the questions extremely carefully, which is good training for your exams.

How to do the Cloze Tests

When doing Practice Cloze Tests, you need to consider three things:

- **The correct choice of word.** The word must be the right type of word, with the right meaning and the right degree of formality.
- **The grammar of vocabulary.** A word might fit the gap, but not go with the preposition that follows the gap.
- **The discourse of the text.** A word might fit the gap and complete a sentence. But it might not make sense in the context of the sentence that comes before or afterwards.