



全日制普通高级中学选修教材（试验本）

# 英语阅读与表达

第四册

Reading & Presentation Course  
for Senior Students  
Book 4

(美) Milada Broukal 著

七市高中选修教材编写委员会 改编



机械工业出版社  
China Machine Press

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Milada Broukal: Weaving It Together 4

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# 编者的话

同学们现在翻开的，是一套供普通高中开设任意选修课使用的高中选修教材。

21世纪需要创新型的人才，创新人才的出现离不开个性的发展。高中的学生，已经到了可以独立规划人生，形成自己独立人格和思维方式的年龄。一个高中学生，光是学好必修课的基础知识是不够的，还需要按照自己的爱好、特长和发展方向，挑选自己感兴趣的课程，有选择地进行学习。增大课程的选择性，是当今世界高中课程改革的一个潮流。我们现在的高中课程计划，已经留有一定比例的选修课学习时间，而将要实施的高中新课程标准，选修课占的比例就更大了。

在选修课中，除了国家规定的限定性选修，还有地方和学校的任意性选修。这套教材就是为高中开设任意性选修课而编写的。全套选修教材采用专题模块结构，其中有课本知识的延拓和深化，有学科能力与学科思想的专题讲习，有跨学科的知识应用和专题探究，有新知识新发展的介绍；有学科类的，有非学科类的。总之，这是一个丰盛的“自助餐”。我们期望，她能为不同学习基础不同发展方向和学习需求的学生提供一个宽广的学习天地，成为促进同学们个性发展的一片沃土。

本教材是由“七市高中选修教材编写委员会”编写的，编委会由天津、重庆、广州、武汉、南京、成都、长春七个城市的教研室（教科所）组成。参与教材编写的，有高等院校的专家、教授，有七个中心城市的教研员、特级教师、高级教师，集中了我国各个地区主要中心城市基础教育发展的优势力量，可以供七个城市使用，也可以供全国其他地区的高中纳入地方课程和校本课程自由选用。

《英语阅读与表达》是依据国家高中英语课程改革的理念编写的一套选修课程实验教材，是教育部“英语课程标准”研制专家组的支撑性研究课题项目之一。

本书旨在提高高中学生阅读与写作的能力和技巧，加强学习策略的培养。在选材、体例、课程和练习设计上具有开放性、灵活性和选择性。其中的文章均取自国外原版，为学生提供引人入胜的多元文化背景的阅读素材，练习由编写人员精心设计改编，符合国内教学与学习的需要。全书用系统而引人入胜的方法把阅读与写作有机地融为一体，引导学生独立思考，以合作的学习方式练习写作，并自主性地学习。全书共4册，可供高中年级选修使用。

参与编写工作的英语学科编委会成员是：顾问：张连仲；主编：刘光义，黄子成；编委：刘玉琦，李辉炫，沈启智，周文筑，姜云芳，陶纯恭，梁吉泰，罗炯彬；审定：刘道义。第四册主编梁吉泰，参加编写的有梁吉泰、刘欣、李惠燕、林露。

七市高中选修教材编写委员会

2002年11月

# 写给高中同学们的话

高中阶段，同学们处在人生道路的十字路口，必须思考并规划自己的未来。大家应该充分利用高中课程学习这一平台，为自己步入社会、走向未来奠定基础。为此，同学们需要努力做到以下几点：

要学会学习、学会生存、学会做人。

要主动参与、乐于探索、勤于动手，培养自己收集和处理英语信息的能力、获取新知识的能力、分析和解决问题的能力以及运用听、说、读、写的技能开展交流与合作的能力。

要有积极主动的学习态度，关注自己的学习过程与方式，使自己获得基础知识与基本技能的过程成为学会学习和形成正确价值观的过程。

高中课程包括基础课程和拓展课程（选修课程）。在学好基础课程的基础上，阅读和写作能力的培养尤为重要，而阅读和写作通常是密切联系，相辅相成的。善读者写得好，善写者读得透。为了提高高中学生的阅读和写作能力，我们在汤姆森学习出版集团出版的阅读图书中精选了一些较新的文章，改编成为《英语阅读与表达》，供广大学生使用。

为使同学们深入理解并使用好本教材，我们将编写原则和本书结构及使用建议详述如下：

## 一、编写原则

《英语阅读与表达》根据教育部普通高中课程改革的理念和“高中英语课程标准”研制的基本思路编写。在编写过程中，我们始终遵循以下原则：

- 充分体现选修课程的特点。
- 旨在培养同学们的阅读和写作技巧，因此，本教材不追求知识的系统性和完整性，而是体现其开放性、灵活性和选择性。
- 突出阅读和写作技巧训练、学习策略的培养、阅读和写作的实践等。
- 重在培养同学们独立自主的学习能力。
- 选材上注重思想性、实用性和多样化，并注意贯彻循序渐进的原则，以便使学生的能力逐步地得到提高。
- 本教材中的活动有利于激发同学们的思维活动和创造性。

## 二、《英语阅读与表达》的结构及使用建议

《英语阅读与表达》通过系统而又引人入胜的方法，把阅读和写作有机地融为一体，为同学们提供了典型的、丰富有趣的多元文化阅读素材，同时引导大家独立思考并以合作的学习方式练习写作，从而使同学们逐步领会阅读和写作之间的内在联系，打下坚实的读与写的基础，获得英

语学习的成功，并掌握终身学习的本领。

依据教育部英语课程标准第6、7、8、9级目标要求，全日制普通高级中学选修教材（试验本）——《英语阅读与表达》共有四册。第四册分8个主题单元（UNIT），每一单元有两课（LESSON）。每一单元和课文的基本结构及使用建议：

### 1. Pre-reading Questions

就图片进行讨论，目的是激活同学们的背景知识。大家可以积极回忆自己的有关经历并相互交流，为下一步阅读做准备。

### 2. Speed Reading

阅读与本单元主题相关、趣味性强的短文。要求同学们在本部分进行快速计时阅读，即阅读之前记下开始的时间（Starting time），阅读完成后记下完成时的时间（Finishing time）。在阅读过程中应该采用多种方式记忆有关内容，如：记忆要点（memorizing）、记录要点（taking notes）等。

### 3. Vocabulary

这一部分是为扩充同学们的词汇量而设计的，旨在通过一定的练习使同学们对阅读中出现的生词进行反馈和强化，使单词量能够不断的积累、巩固，从而为英语水平的进一步提高做准备。

### 4. Comprehension

这是为提高同学们的阅读技巧（包括思维能力）而设计的活动，包括三种理解性练习。第一种练习重点是提高一般性快速把握文章主旨大意的能力；第二种练习重点是提高略读能力；第三种练习旨在提高推测或判断能力，要求同学们根据文章上下文推测或判断文字中没有直接表述的意思。

本练习要求同学们在快速默读（silent reading）并记忆后，不重复阅读文章即完成理解性练习。

### 5. Self-assessment

本部分要求同学们对阅读和理解的过程及结果进行及时的反思和评价，对阅读的内容和理解进行反馈和强化，从而逐步提高自己反思和评价的能力，不断调整自己的学习策略，形成独立获取和处理英语信息及自主学习的能力。

本部分首先要求各自计算出完成短文所用的时间（min.）和阅读速度（每分钟阅读多少词，即wpm）并填入自我评价表（Assessment Chart）中相应的位置。然后再读一遍文章并核对理解练习的答案，将结果填入评价表中并计算出自己理解的正确率（%）。最后再次把短文阅读一遍并重点注意文章的结构和表现手段，从而为下面的练习做好准备。

### 6. Group Activity

本部分要求同学们分组讨论与课文相关的内容。大家可以采用相互提问的方式表达自己对某

问题或事件的观点和态度，对文中的人物进行评价等。在讨论中要积极把阅读中所获取的信息或知识和自己的经验联系起来。这一活动不仅可以巩固、强化和提高大家的阅读能力，还能够锻炼英语表达能力并为写作做好铺垫。

## 7. Writing Skills

这是为提高同学们的写作技巧而设计的活动。本部分根据阅读素材的内容及其写作技巧设计了写句子 (Write sentences)、提问和回答 (Write questions and answers)、组织段落 (Rewrite in paragraph form) 等多种活动，旨在帮助同学们理解读和写之间的内在联系；逐步学会用正确和贴切的句子或者段落表达自己的思想；不断强化自己的阅读能力，提高写作的技巧和水平。

写作练习包括以下几个步骤：

Pre-write 要求写作前运用背景知识和自己的经验，对将要写的文章进行构思。

Develop an outline 根据写前的构思进一步进行组织，列出文章结构的框架，为下一步写作做准备。

Write a rough draft 拟出文章的草稿。

Revise your draft using the checklist 两个同学一起或者以小组为单位，根据教材所提供的检查表认真地修改文章的草稿。

Edit your paragraph 与自己的同桌或学习同伴一起对所写文章的拼写、标点、词汇及语法等进行修改。

Write your final copy 最后，工整地写出或用电脑打出自己的文章。

另外，我们也正在组织编写《拓展阅读卡片》，供同学们配合《英语阅读与表达》教材作拓展性阅读使用。

《英语阅读与表达》力图使同学们掌握如何运用英语进行阅读和写作。在使用本教材时，同学们不仅要阅读书中精选的文章，而且要分析文章的结构特点，学习其写作技巧；要按所提供的写作方法和程序等方面的建议，认真完成各种写作的练习；在学习过程中，要独立思考、乐于探索，并积极与其他同学合作，学会学习，不断取得进步和成功！

## 8. Words list

每一单元后都附有Words list，以便于同学们对单词的巩固，同时减少阅读的难度，更充分的理解原文。

英语学科编委会

2002年11月





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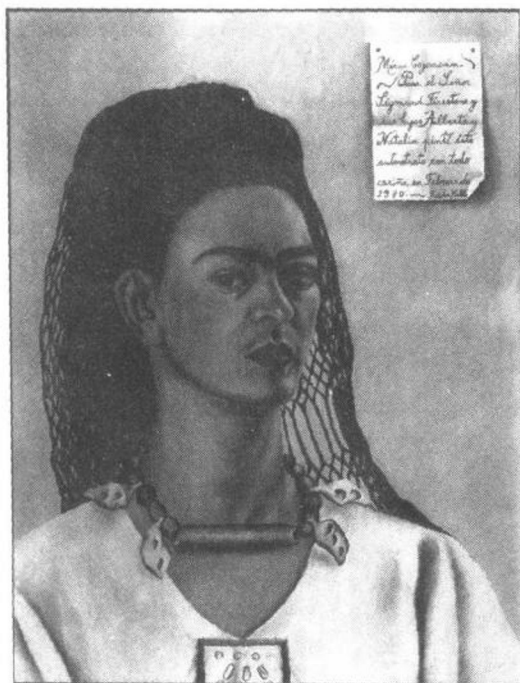
# UNIT 1

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## ARTISTS



# Lesson 1 Frida Kahlo



## Pre-reading Questions

*Discuss these questions with your classmates or teacher:*

1. Most of Frida Kahlo's works are portraits of herself, like the one above. What do you think this tells us about her?
2. Describe the life of an artist that you know.
3. Do you think it difficult to be an artist? Are there hardships they have to face that other working people don't?

## Speed Reading

*Fill in your starting time and then read the passage as fast as you can.*

Independence, rebelliousness, self-assurance - these are characteristics shared by many famous people. It seems particularly true of artists, and is certainly true of Frida Kahlo, who belonged to the first generation of famous North American women artists.

Even as a child, Mexico's best-known woman painter showed an independent, rebellious spirit and lack of restraint that often got her into trouble. She preferred to run, jump, and skip instead of walk, and she found it difficult to control herself even in church, where she giggled and teased her younger sister.

At the age of six, however, Frida's life changed dramatically. She got polio and was limited to her bed for nine months. The disease left Frida's right leg shorter and thinner than her left, and when she had recovered enough to return to school, she walked with a limp. She was often teased by her playmates, and although that was emotionally painful for her, she compensated by being outgoing and gained a reputation as a "character". Her father encouraged her to play sports to strengthen her leg, and eventually she was able to walk quite well. Frida's father, Guillermo, a professional photographer and amateur painter, was a great influence in her life.

In 1922, at the age of fifteen, Frida was admitted to the National Preparatory School in Mexico City, which was near her hometown of Coyoacan. This was the beginning of the post-revolutionary period in Mexico and the country was experiencing a time of cultural rebirth as well as reform. There was a strong spirit of nationalism and pride in Mexico's heritage. Frida identified with the revolution heartily, emotionally, and spiritually.

After a few months at the school, Frida took on a radical new look. Although her father, whom she adored was European, Frida rejected her European clothes in favor of overalls. She cut her thick, black hair short like a boy's and rode around Coyoacan on a bicycle - shocking everyone. She even changed her birthdate from 1907 to 1910 to show her sympathy with the Mexican Revolution and also to make herself keep up with the beginnings of modern Mexico.

Frida developed the intellectual, social, and cultural motivation at school. She made friends easily, and quickly became part of the notorious Cachuchas, a group of seven boys and two girls - intelligent yet rebellious students who named themselves after the caps worn at the school. Their keen minds were matched only by their contempt for authority and capacity for trouble. Kahlo's natural independence and naughty nature fit right in. She cut classes and joined in the escapades.

One day the Cachuchas let a donkey loose in a classroom. Another time one of the Cachuchas set off fireworks next to a dog, who ran wildly through the school creating chaos. Frida was even dismissed from school once but managed to regain entrance by bravely turning to the minister of education for help.

Meanwhile Frida was developing a strong sense of self-assurance and belief in herself. She showed a capacity for science and intended to go on to medical school and become a doctor. Although she didn't become a physician, her studies in biology and physiology later influenced her work. In many of her paintings, hearts, glands, and other organs are displayed, both inside and outside the body.

A turning point occurred in Kahlo's life in September 1925, when she was involved in a near-fatal accident. The bus in which she was riding home after school collided with a trolley car. The impact caused a metal rail to break loose, piercing Frida's entire body with the steel rod. The Red Cross doctors who arrived and examined the victims separated the injured from the dying, giving the injured first priority. They took one look at Frida and put her with the hopeless cases.

The doctors eventually treated Frida and unbelievably she survived. She suffered a broken spine, collarbone, pelvis, and two broken ribs. Her left shoulder was dislocated. From that point on, Frida Kahlo would never live a day without pain.

Although Frida recovered enough to lead a fairly normal life, the accident had severe mental and physical cost. She had to give up her plans to become a doctor, and she had to recognize that she would be a near-disabled for the rest of her life. Her slowly healing body kept her in bed for months, and it was during this time that Kahlo began to paint. She read every book on art she could get her hands on and, exactly one year after her accident, produced her first painting, a self-portrait dedicated to her school boyfriend, the leader of the Cachuchas.

Some artists look to nature or society for their inspiration, but Frida Kahlo looked inward. After her crippling accident, Kahlo depicted her pain in unforgettable, dreamlike self-portraits. Most of her two hundred paintings explore her mental pictures of herself. In *The Broken Column* (1944), her body is open to expose a broken column in place of her spine. In *The Wounded Deer* (1946), a small deer with Frida's head and a body pierced with arrows, runs through the woods.

In 1929, Kahlo married the famous Mexican artist Diego Rivera. It would be an emotionally turbulent marriage, however, with a divorce in 1939 and remarriage in 1940. Rivera made no secret of his infidelities and caused Kahlo much pain, although his devotion and admiration for her as an artist never became less. Rivera's betrayal of Kahlo's devotion caused great injury on her, as is discovered in a series of paintings describing their relationship. "I have suffered two accidents in my life," she wrote, "One in which a streetcar ran over me. The other is Diego."

Kahlo's condition required many operations to try to straighten her spine and repair her foot, but with each one, her condition seemed to worsen. Often she painted in bed with an easel her mother had designed for her. Her health seriously declined in her forties but Kahlo always kept her lively spirit. By then she was internationally known. When a Mexican gallery wanted to have a major exhibition of her work, she arranged to have her elaborately decorated, four-poster bed carried into the gallery so that she could receive people.

Frida died in July 1954, in the same room of the bright blue house in which she had been born. She left her work as her heritage, to be sure. But equally inspirational is her life story and the fact that by changing pain into brilliant art, Kahlo won over misfortune.

(1085 words)

*Starting time:* \_\_\_\_\_ *Finishing time:* \_\_\_\_\_

*Total reading time:* \_\_\_\_\_ *minutes*

# Vocabulary

Select the letter of the answer that is closest in meaning to the italicized word or phrase.

1. Independence, rebelliousness, *self-assurance* - these are characteristics shared by many famous people.  
A. love                      B. confidence                      C. strength                      D. respect
2. Kahlo showed a lack of *restraint* that often got her into trouble.  
A. rule                      B. force                      C. self-control                      D. laziness
3. In church she giggled and *teased* her sister.  
A. made fun of                      B. encouraged                      C. taught                      D. punished
4. Although her playmates often teased her, and this was emotionally painful for her, she *compensated* by being outgoing.  
A. was rewarded                      B. was repaid                      C. was forgiven                      D. was attacked
5. Kahlo became part of the *notorious* Cachuchas, a group of seven boys and two girls - intelligent yet rebellious students who named themselves after the caps worn at school.  
A. unpopular                      B. fearless                      C. unrespectable                      D. unequaled
6. The Cachuchas' keen minds were matched only by their *contempt* for authority and capacity for trouble.  
A. doubt                      B. devotion                      C. envy                      D. disrespect
7. The *impact* of the bus colliding with the trolley car caused a metal rail to break loose.  
A. crash                      B. disaster                      C. difference                      D. influence
8. In September 1925, Kahlo was involved in a *near-fatal* accident.  
A. dangerous                      B. alarming                      C. unavoidable                      D. deadly
9. After her accident Kahlo *depicted* her pain in self-portraits.  
A. advertised                      B. taught                      C. described                      D. determined
10. Kahlo's marriage to Diego Rivera was emotionally *turbulent*.  
A. stormy                      B. romantic                      C. strong                      D. fine

# Comprehension

## A Looking for Main Ideas

*Write complete answers to the following questions.*

1. What's the main idea of paragraph 3?
2. What is paragraph 9 mostly about?
3. Which line states the main idea of paragraph 11?
4. Which sentence contains the main idea in paragraph 12?

## R & P Strategy

### Skimming

Skimming means reading something quickly to get the main idea.

When you skim, you should:

- read the title and subheadings carefully.
- keep your eyes moving quickly over the text.
- look for "key" words that will give you important information about the text.

## B Skimming and Scanning for Details

*Scan the passage quickly to find the answers to these questions. Circle the letter of the correct answer:*

1. As a young girl, Frida Kahlo was \_\_\_\_\_.

A. sweet-natured      B. hardworking      C. lazy      D. rebellious



2. Polio left Frida with a limp, and as a result she became \_\_\_\_\_.  
A. shy and quiet  
B. outgoing and unusual  
C. polite and graceful  
D. unfriendly and mean
3. Frida's father was a \_\_\_\_\_.  
A. photographer  
B. politician  
C. psychologist  
D. professor
4. At school, Frida joined \_\_\_\_\_.  
A. the revolution  
B. the debating team  
C. a rebellious group of students  
D. an art club
5. When Frida was in school, her goal was to become \_\_\_\_\_.  
A. an artist  
B. a scientist  
C. a doctor  
D. a revolutionary soldier
6. Which area of study eventually influenced Kahlo's painting?  
A. Math  
B. Physiology  
C. History  
D. Literature
7. Kahlo began to paint \_\_\_\_\_.  
A. while she was a member of the Cachuchas  
B. after an accident left her staying in bed  
C. during the Mexican revolution  
D. when she was still a child
8. Which of the following does not describe Kahlo's artwork?  
A. She painted many beautiful landscapes.  
B. She often used herself as a subject for her work.  
C. She painted pictures showing pain and suffering.  
D. She painted even when she was very ill.
9. Kahlo considered her marriage to Diego Rivera \_\_\_\_\_.  
A. a convenient arrangement  
B. one of the best things that ever happened to her  
C. helpful to the advancement of her career  
D. a painful experience in her life