

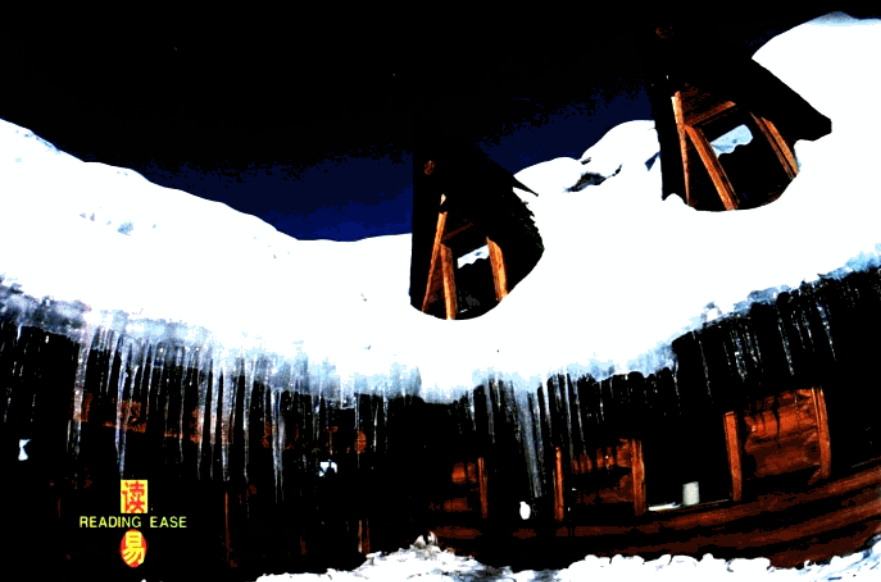
读易

中学英语
分类阅读

初一年级

READING EASE

湖北教育出版社 文 斌 主编 沈启智 审定



前言

国家教育部最新颁布的《(全日制义务教育及普通高中)英语课程标准》为我国中小学阶段的英语教学制定了全新的目标,其中,尤其对于英语阅读应该达到的目标提出了更高的要求,即五级(相当于目前初中毕业水平)和八级(相当于目前高中毕业水平)目标,分别要求达到15万和36万词的课外阅读量。为适应这一形势需要,我们编写了适合初高中各年级(初中三册、高中三册)学生使用的《考易·中学英语分类阅读》丛书。

本套丛书具有以下特点:

1. 阅读材料分类编排。将所选读物分为叙述、描述、说明、议论四大类型,以利于帮助中学生读者把握英语中不同类型阅读材料的文体特征,使读者能够对其篇章结构、信息分布及写作技巧等方面有较深刻的了解与认识。
2. 作者均为大专院校的英语教师。他们对阅读理论与技巧有较深的研究,并有丰富的教学经验,对国外最新的阅读理论及阅读教学发展的动态也有较全面的了解。丛书在选材、阅读技巧的运用、文章的分类、练习的设计等方面都有自己的特点。
3. 作者在选择材料时十分注意题材与体裁的多样性。所选材料涉及政治、军事、历史、地理、科普、英美文化等多个方面,体裁包括故事、新闻、诗歌等多类文体,使读者有机会对不同文体的读物都能有所了解。
4. 编写出版本套丛书的主要目的是要帮助广大中学生提高阅读水平与理解

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能力,而不只是简单应付考试。因此,在选材与练习设计方面并没有完全仿效一般的考试模式。我们希望能让读者接触到更为广泛多样的阅读材料与练习,使自己的阅读能力得到切实锻炼与提高。

5. 基于《(全日制义务教育及普通高中)英语课程标准》中关于“形成学习策略”与“发展自主学习能力”等方面的要求,丛书中部分材料的难度略高于现行教材,涉及到的阅读技巧也更为全面,其中包括:

- ☐ 通过上下文推断生词含义;
- ☐ 区分所读材料中的主要信息与次要信息;
- ☐ 理解作者的语气与读物的交际目的;
- ☐ 理解英语文章的篇章段落结构及作者所采用的写作技巧;
- ☐ 理解文章中各部分内容之间的逻辑联系;
- ☐ 把握文章主题,预测情节发展,提高在快速阅读中获取信息、解决问题的能力。

由于编写时间仓促,书中难免有疏漏之处,敬请广大读者指正。

编者

2001年12月

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关于阅读能力的培养

田 湖 龙

17 世纪英国哲学家和散文家培根 (Francis Bacon) 曾就阅读问题说过这样的话: Some books are to be tasted, others to be swallowed, and some few to be chewed and digested. (有些书是应当尝尝滋味的, 有些书是应该大口吞食的, 还有少数的书是应当细嚼慢咽、好生消化的。) 这个经典名言告诉我们: 阅读的目的不同, 则阅读的方法各异。例如, 为了消遣娱乐, 可以粗读、泛读; 为了查询资料, 可以寻读、查读; 为了研究问题, 则必须精读、细读。

用当前的英语教学语言来说, 阅读有精读和泛读之分。精读要求“细嚼慢咽, 好生消化”, 既要见树, 又要见林。也就是说, 既要注意词语和句子的结构, 又要掌握篇章、段落的主旨大意。中学英语课本是精读的主要材料, 应通过精读来发展学生的口头和笔头表达能力, 巩固和扩大学生的语言知识。泛读则要求“大口吞食”, 既要读得快, 还要读得多; 要求抓篇章的主旨大意, 但不要求作词语和句子的结构分析; 在阅读量大和重复率大的基础上, 熟练掌握已学的语言知识、扩大词汇量

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和提高表达能力。从实用价值上看,泛读优于精读,因为泛读才是获取大量信息的主要手段。但从教学意义上讲,要在精读的基础上进行泛读,因为没有一定的语言基础知识是很难开展泛读的。

精读是在教师指导下进行的阅读,这种指导因人而异。泛读基本上是学生自主地阅读,教师指导较少。因此,学生如何通过泛读来发展自己的阅读能力,可能是进行阅读训练的重点问题。

从中学英语教学大纲的要求看,我认为提高阅读能力就是提高**阅读速度**和提高**阅读理解度**,既要读得快,又要理解正确。这个要求是必须达到的,经过努力,也一定能够达到。我们应该有意识地培养快速阅读的能力。快速阅读在某种意义上说比课文的精读更为重要,因为它是今后学习和工作最为实际的一种书面交际形式。

影响阅读速度的障碍是词汇量的限制。你掌握的词汇量越大,你的阅读速度就越高,阅读理解度就越大。因此,在阅读训练中就应采取多种形式,不断扩大词汇面,增加词汇量。其中一种行之有效的方法是**猜词技巧** (guessing technique),也就是说,通过上下文的意思来猜测某个生词的词义。这里举三个例子来说明:

1. The house was beginning to get cold, so Daisy pulled her red, wollen cardigan out of her bag and put it on.

这句中的“cardigan”可能是生词,但根据上下文的“to get cold”,“wollen”和“put it on”,你不难猜出“cardigan”一定是一种保暖的衣服。

2. Psychology is the study of mind and mental activities. For example, psychologists are interested in why some things make you sad, but other things make you happy. They want to know why some people are shy, but others are quite talkative....

句中的生词“psychology”是一门学问(the study),而其派生词“psychologists”表示研究这门学问的人。从他所感兴趣的事以及“mind and mental activities”等词义中,你不难猜测出这两个生词分别是“心理学”和“心理学家”。

3. Last Thanksgiving Day, I was invited by Mrs Read to dinner with her family. She prepared foods in the kitchen, and we children exchanged greetings

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and played games. After that, we sat down to dinner, in which traditional Thanksgiving foods such as turkey, chestnuts, sweet potatoes and pumpkin pies were served.

句中的“turkey, chestnuts, pumpkin pies”可能都是生词,但是通过上文“... traditional Thanksgiving foods such as...”以及整段文章所给情景,你不难猜出这些生词都是感恩节的传统食物。

上述三个例子都是作为泛读而言的。当你进行快速阅读时,通过上下文了解生词的大意就行了,用不着逐一查阅词典而影响阅读速度和阅读理解度。如果你泛读的量多了,接触的面广了,猜词的技巧熟练了,你就会在不知不觉中扩大了词汇量。而词汇量的扩大反过来又提高你的阅读速度和阅读理解度。

教学大纲除了对阅读速度提出了要求外,同时还对阅读理解度提出了要求。我们决不能因为加快读速而影响了理解度。应该在阅读时“把握主要的事实和中心思想”。这就是说,在阅读文章或读物时,要注意抓主旨大意和主要情节,不要因为一个生词或一个难句而使阅读停滞不前。不少人在阅读中见到生词就查词典,见到难句、长句就作句法分析,结果是词义虽然懂得了,句子结构也清楚了,但是整篇文章的大意或读物的主要情节却弄不明白,这种“见木不见林”的弊病实在是阅读中的一大禁忌。试以下面这篇短文的阅读理解为例:

A good friend of mine has the name “Trec”. Having a name like that can be a very big problem. When she was a child, she was called “Woody” by her friends. But that is nothing compared to the problem her brother has. His parents decided to call him “Christmas”—Christmas Tree. Some parents are really horrible! Here's a list of names that parents have given to their children: John Will Fail, Be Careful, May January, February March, Football Match.

Q: The best title for this passage must be _____.

- A. Funny People B. Silly Names
C. A Big Problem D. A Good Friend

这篇短文,包括问题 Q 在内,约 100 个词,按照读速的要求,你应该在两分钟内看完,然后回答这个抓大意的问题(正确答案为 B)。如

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果你达到了上述要求,你就完成了这项快速阅读的任务。如果你因为查生词(如 *woody, horrible*)或分析难句(如 *But that is nothing compared to the problem her brother has*)而没有达到要求,那你就是“见木不见林”了。

但是,作为精读,特别是课文阅读来说,你不仅要见林,而且要见木。也就是说,你不仅要掌握篇章大意,而且要对词语、句子作深入的理解。试看下面这段对话:

Son: Can I have the car tonight?

Father: Hmm?

Son: Can I have the car tonight?

Father: May I?

Son: OK. May I?

Father: May you what?

Son: You mean you didn't hear anything except "Can I"?

Father: Haven't you heard the *generation gap*?

上述对话中用了“Can I...?”和“May I...?”两个口语句型。如果你不了解 *can* 和 *may* 的细微区别(后者比前者更正式、更客气),你就不容易理解这段有趣的对话内容:儿子要向父亲借汽车用,父亲不高兴地哼了一声,因为他听到儿子说“Can I...?”他认为儿子没礼貌,应该说“May I...?”最后他教训儿子说这是个 *generation gap*(代沟)的问题。

有时,在常规的简单句中的各成分之间插入了一些修饰词语,使句子复杂化。这时,你要进行句子分析,去除枝叶,抓住主干,才能理解句意。请看下面这句话:

Dad, in a hurry to get home before dark so he could go for a run, had forgotten to wear his safety belt—a mistake 75% of the US population make every day.

上述句子的主体是“Dad had forgotten to wear his safety belt”(父亲忘了系安全带)。句中插入了一个状语“in a hurry to get home before dark so he could go for a run”,说明“忘了系安全带”的原因。在“...his safety belt”后有一个破折号,紧跟的名词“a mistake”是同位语,随后是一个省

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略了关系代词 which 的定语从句——(which) 75% of the US population make every day. 经过这段分析之后, 全句的意思就明白了: 父亲在天黑之前匆忙地赶着回家, 以便能去跑步, 可他忘记系安全带了——这是 75% 的美国人每天要犯的一个错误。

除了句子分析之外, 还应学会抓**主题句 (topic sentence)**, 它是代表段落中心思想的句子, 其他句子都是围绕这个主题句而展开的, 因此, 抓住了主题句就抓住了这个段落的大意。

主题句常常出现在段落的开头, 以突出段落的主题思想, 随后的句子对此主题作出阐述、补充、发挥或提供细节。下面这篇文章有两个段落, 其中每段的主题句都是安排在段首:

(1) **The Great Wall has a history of over twenty centuries.** The first part of the wall was built during the Spring and Autumn Period (770 B.C.—476 B.C.). During the Warring States Period (475 B.C.—221 B.C.), more walls were put up to defend the borders of the different kingdoms.

(2) **It was very difficult to build and rebuild such a great wall over wild and distant country without any modern machines.** All the work had to be done by hand. Many people were forced to work on the wall far away from their homes. They lifted earth in baskets, passed bricks from hand to hand and dragged heavy stones with ropes over their shoulders. Their living conditions were terrible. Thousands of men died and were buried under the wall they built. The Great Wall was made not only of stone and earth, but of the flesh and blood of millions of men.

第(1)段的主题句是“长城有两千多年的历史”, 随后的两个句子就这个主题作了历史事实的说明; 第(2)段的主题句是“长城的兴建异常艰苦”, 随后就其艰苦性进行了描述——人们背井离乡到这里来做苦工, 数以万计的人不堪其苦, 丧生于长城脚下……

当然主题句不一定都在段首, 也可能在段落的中间或末尾。有时是两个或多个段落才表现一个主题, 这些都要靠你在阅读实践中去摸索。Practise more, perfect more——功夫下得深, 铁杵磨成针。相信大家经过努力, 一定能闯过阅读关!

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Description

描 述

Unit 1

A

Billy has a bean. To grow a bean he needs five things: a cup, a bean, dirt, light and water.

Billy fills the cup with dirt. He puts the seed into the dirt. He covers the seed. He puts water on it. He puts the cup into the sunshine.

After a week a little green bud pops up. It grows and grows. Billy waters it once a week.

When it is big, Billy takes it to the garden. He plants it. Soon it will grow some more. Then it will have real beans.

() 1. What does Billy need to grow a bean?

- | | |
|----------------------|--------------------|
| A. A cup and a bean. | B. Dirt and light. |
| C. Water. | D. A, B and C. |

() 2. What does Billy do first?

- A. He puts the seed into the dirt first.

- B. He covers the seed first.
C. He fills the cup with dirt first.
D. He waters the bean first.
- () 3. How long does it take the green bud to pop up?
A. Seven days. B. Two or three days.
C. Two weeks. D. Two or three weeks.
- () 4. How often does Billy water the green bud?
A. Every day. B. Once a week.
C. Twice a week. D. Twice a day.
- () 5. Where does Billy plant the little bud?
A. In the cup. B. In the house.
C. In water. D. In the garden.

B

Daisy wasn't in England a year ago. She couldn't speak English. She had no time to study English. Her family had a big farm and she had to do a lot of work on it. She had to work hard.

There were all kinds of animals on their farm: cows, sheep, horses, pigs and chickens. She liked the farm very much. She and her sister had to cook all the food for the farmers. There were fifteen men working on the farm. They were all big eaters. It was nearly a full day's work to cook their food. They could always eat everything on the table. Oh, yes, it was hard work and they couldn't find time for study, but they had a happy time on the farm. Daisy said she was very sorry to go away from the farm.

- () 6. Daisy was from _____.

- A. England B. American
C. Canada D. We don't know
- () 7. Daisy had no time to study English because she _____.
A. was lazy
B. had a lot of work to do on the farm
C. didn't like English
D. felt English very hard
- () 8. There were _____ men working on the farm.
A. 15 B. 50 C. 5 D. 55
- () 9. It is _____ to cook food for big eaters all day on the farm.
A. hard and tiring B. easy but tiring
C. hard but happy D. easy and happy
- () 10. Daisy was _____ going away from the farm.
A. very glad for B. very sad for
C. very afraid of D. very sorry for

C

Helen is unhappy. She points to the tree, and Tom looks up there.

He sees that Helen's cat is high up in the tree. It can't get down and is looking as unhappy as Helen is.

Tom goes over the garden fence and climbs up the tree and carries the cat down safely.

Helen is so pleased to get her cat again that she puts her arms round Tom's neck and gives him a kiss. Tom is very glad. He would like to see

Helen every day.

So that night he waits until it is dark and then he climbs the tree. He carries a hammer and nail and a fish in his hand. He knows that cats like fish so he nails the fish to the tree. He wants to get another kiss the next day.

- () 11. Helen's cat is _____.
 A. gone B. in the tree
 C. happy D. in the room
- () 12. Helen is _____ when Tom carries the cat down the tree.
 A. unhappy B. sorry
 C. angry D. happy
- () 13. Tom is glad because _____.
 A. he likes fish B. he likes the cat
 C. Helen kisses him D. the cat is safe
- () 14. That night when it is dark Tom _____.
 A. visits Helen B. goes fishing
 C. nails a fish to the tree D. eats fish
- () 15. Tom and Helen are _____.
 A. husband and wife B. neighbors
 C. brother and sister D. classmates

【Keys】 8.A 7.B 6.D 5.D 4.B 3.A 2.C 1.D 9.C 10.D 11.B 12.D 13.C 14.C 15.B

Unit 2

A

Two men are walking in the park. One is Mr. Green, a worker, the other is Mr. Brown. Mr. Green is going to the chair which is beside the road. Mr. Brown is after Mr. Green, Mr. Green finds Mr. Brown walking behind him. He walks faster because he wants to get to the chair before Mr. Brown. Now, Mr. Brown begins to walk faster, because he also wants to get to the chair first. Then they both run. Mr. Brown runs faster than Mr. Green. So he reaches the chair first and he sits down on it. Mr. Green runs after Mr. Brown. When he gets to the chair, He sees Mr. Brown sitting on it. He is sorry to show a notice with the words "Wet Paint!" to Mr. Brown. Now Mr. Brown knows why Mr. Green was going to the chair.

() 1. Where are Mr. Green and Mr. Brown?

A. In the garden.

B. On the chair.

C. In the park.

D. Beside the road.

() 2. — What were they doing?

— They were _____.

- A. talking happy
- B. walking towards a chair
- C. holding a notice
- D. sitting on a chair

()3. _____ is after _____ at first.

- A. Mr. Green; Mr. Brown
- B. The worker; Mr. Green
- C. Mr. Brown; Mr. Green
- D. Mr. Green; the worker

()4. _____ get to the chair first.

- A. The worker
- B. Mr. Brown
- C. Mr. Green
- D. A stranger

()5. Mr. Green goes to the chair because _____.

- A. he wants to sit there
- B. it is his chair
- C. he wants to tell people that the paint is not dry yet
- D. he wants to talk to Mr. Brown on the chair

B

Fred goes home from school in a hurry. He is hungry. And he has a lot of homework to do. He wants to visit Tom and play football, too.

Fred goes to the kitchen. His mother is sitting at the table. She's drinking a cup of coffee.

"I'm hungry," says Fred.