

中学英语 分类阅读

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HISTORY

历史

文化
CULTURE



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前 言

我们知道,英语语言能力包括听、说、读、写、译这五项技能,但阅读理解¹是其他技能的基础,是英语教学的难点和侧重点。如果我们把说、写、译看作是语言输出的话,那么听和读就是语言输入。阅读本身是一种积极的思维活动,是理解和吸收书面信息的能力,可以说一个人的阅读理解水平在很大程度上也反映了一个人的语言水平。阅读理解能力是由英语知识的积累和阅读训练发展而来的能力,是英语学习目的的体现,也是英语语言的直接使用。就英语学习的现状而言,我国的中学生缺乏一个听英语的语言环境,说的机会也不多,所以英语信息的输入主要是依赖阅读完成的,增强阅读理解能力已成为英语学习的重要任务之一。近几年高考英语阅读理解题呈现出新的趋势,现有教材在对²学生阅读能力的培养上显得不足。怎样在高中阶段有效培养和提高阅读理解能力,提高英语语言素质,同时不加重学生负担,这是广大师生和家长十分关注的问题。编写《中学英语分类阅读》丛书,便是尝试解决这个问题³的一个途径。

这套丛书共分四册:《人物·生活》,《社会·经济》,《科普·应用》和《历史·文化》。之所以将阅读训练采用分类的形式,是考虑到学生面对的阅读材料内容繁杂、难度不一,而经过筛选分类,则有助于学生根据自己的文理知识水平有意识地对某一类别的阅读知识及能力训练“查漏补缺”,促使学生阅读能力得到全面训练和提高。本丛书均含有相关的阅读理解试题分析与解题指导,每册精选阅读材料 100 篇,分为 A、B 两级,每级各为 50 篇。每篇阅读材料题

在全书最后部分均有答案和疑难解析。A级主要适合高一、高二年级及相应程度的学生进行分类阅读训练,B级主要适合高三年级学生及低年级阅读水平较高和能力较强的学生。本丛书也适合具有高中起点水平的英语自学者使用。

本丛书所选材料尽力体现时代特征,联系现实生活,文化意味浓厚,文章大多引自原版英语材料。鉴于近几年高考英语阅读理解难度大于教材同类文章的题目,本丛书力求在题型设置上与高考阅读理解题的变化和要求同步。理论阐述部分深入浅出,易于消化吸收。阅读材料体裁多样、题材广泛、内容丰富。使用者不仅能得到阅读能力的训练和培养,而且能从中汲取知识,拓宽视野,保持对英语长久的兴趣。每个分册还针对性地配有近几年高考阅读理解中相关类别的篇目,以帮助学生了解考题的难度,同时也可用来检测自己的水平和能力。

本书编者都是长期工作在高中英语教学第一线,具有丰富教学经验的教师。

我们希望本丛书能成为学生的良师益友。由于水平有限,不当之处实恐难免,恳请广大师生批评指正。

编 者
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阅读理解试题分析与解题指导

一、试题简介

国家教育部制定的《全日制高中英语教学大纲》(试行)中明确规定,在高中英语教学中要进行听、说、读、写综合训练,侧重培养阅读能力。阅读是理解和吸收书面信息的主要手段,有助于扩大词汇量、丰富语言知识,了解英语国家的社会文化背景。阅读理解能力是由英语知识的不断积累和通过阅读训练发展而来的能力。

阅读不仅是教学中的重要部分,也是高考对学生英语运用能力的考察重点。在高考英语试题中,阅读理解题所占篇幅最多、分值最高,是整份试卷的重头戏。该项分值为40~50分(听力部分占30分的试卷阅读理解占40分),考生在英语高考中能否取得好成绩,该项得分的高低具有举足轻重的作用。

高考阅读理解题考察的核心并不在衡量考生的英语语言知识,而在于考察学生对语篇的篇章结构和深层次信息的处理能力。对能力测试要求主要体现在以下几个方面:

1. 领会文章主旨大意的综合能力;
2. 获取特定信息的筛选能力;
3. 体会作者意图的分析能力;
4. 推断单词词义的推理能力。

要达到以上能力要求,考生须具备:

1. 较大的词汇量。NMET2000中,阅读理解的单词量从去年的2,211个增加到2,403个。学生还应不断训练自己根据上下文和构词法知识去猜测生词词义、词性的能力;
2. 较宽阔的知识面;

3. 较高的分析、归纳、演绎和概括能力;

4. 较高的阅读速度和理解准确率。

以上可以归纳为两点:一是在阅读中获得信息的能力;二是推断隐含意义的能力。

二、试题特点

阅读理解是考察学生直接运用英语能力的主要题型。近年来高考阅读理解题呈现出以下特点:

1. 题材趋向于多样化,所给语篇内容丰富,信息量大;

2. 一方面,阅读材料语言规范、表达地道;另一方面,结构较为复杂、较长的难句增加,较多采用了倒叙、插叙等特殊叙述方式。

3. 阅读量大,生词增多,往往出现一词多义、熟词新义的现象。按照《大纲》要求,考生应能阅读生词效率约为3%的文章,学生能够根据构词法和上下文推测出词义和词性的单词都不作为生词处理。除此以外,近年来在高考阅读理解题中,没有任何注释的生词量呈逐年上升趋势。

4. 设题灵活、巧妙,注重对文章的内涵和深层喻义的理解。这种深层理解和推理判断题是阅读理解中的难点。

三、一篇典型阅读理解题分析

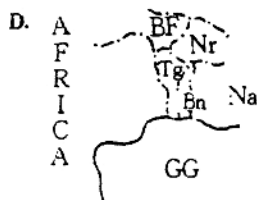
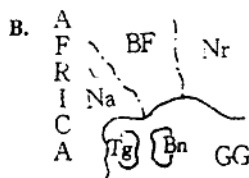
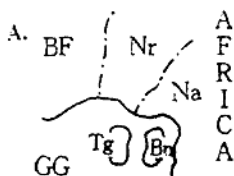
BENIN is one of the smallest African states. It lies in West Africa on the Gulf (海湾) of Guinea, to the south of Burkina Faso and Niger, between Togo on the west and Nigeria on the east.

BENIN used to be called Dahomey and was controlled and ruled by France from 1893 to 1960, when it became independent(独立). In 1963 the army general Soglo overthrew(推翻) the first president Maga. Soglo set up an army government and called himself head of state in 1965, but was overthrown and replaced(取代) by a civilian

(非军人)government in 1967. In December 1969 Benin had another change of power with the army again taking over(接管). In May 1970, Maga and two other men set up a new government, with each of them acting as president in turn for two years. However, half a year after Maga turned over power to the second man Ahomadegbe, the three-man government was overthrown by the army once more and General Kerekou became president. In November 1975 Kerekou changed the name of the nation from Dahomey to Benin. Benin being the name of a 17th century kingdom covering the same place. Kerekou also announced that Benin would be a People's Republic based on Marxism-Leninism.

1) Which of the following maps shows rightly the positions of Benin and its neighbouring countries?

(Bn = Benin; Tg = Togo; Nr = Niger; BF = Burkina Faso; Na = Nigeria; GG = Gulf of Guinea)



- 2) For how long was Benin under the rule of France?
 A. For over a century. B. For roughly a century.
 C. For over half a century. D. Under half a century.
- 3) For how long was Benin an independent state before it became a People's Republic?
 A. 15 years. B. 25 years. C. 20 years. D. 30 years.
- 4) Choose the right order in which the following people ruled in Benin.
 (Ah = Ahomadegbe; Ke = Kerekou; Ma = Maga; So = Soglo)
 A. So, Ma, Ah, Ma, Ke B. Ma, So, Ma, Ke, Ah
 C. So, Ma, Ke, Ma, Ah D. Ma, So, Ma, Ah, Ke
- 5) When and how did Benin get its two names—Benin and Dahomey?
 A. Dahomey was its oldest name, but it has been replaced by Benin.
 B. Benin was its oldest name. The name Dahomey was used later, but has been replaced by Benin again.
 C. Dahomey was its oldest name. The name Benin was used later, but has been replaced by Dahomey again.
 D. Benin was its oldest name, but it has been replaced by Dahomey.

答案与分析:

- 1) C 根据第一段中对 Benin 及其邻国的位置描述,再根据地理地图常识:上北下南,左西右东,即可选出 C。
- 2) C 文中提到 1893—1960 的 67 年间 Benin 被法国统治,故推知 C 为正确答案。
- 3) A 自 1960 年独立到 1975 年 Kerekou 总统宣布成立共和国,其间为 15 年。

- 4) D 第二段叙述了 Benin 自独立以来的多次政变,只要找出第一位总统 Maga 和文中最后一位总统 Kerekou,即可找出正确答案。
- 5) B 综合第二段信息进行判断,正确答案为 B。一旦忽略了“Benin being the name of a 17th century Kingdom covering the same place.”这一关键信息,就会错选 A 选项。

通过以上材料的分析,我们可以总结出这样的一条结论:在阅读历史、文化类短文时,必须掌握一些关键线索:即了解事件发生的过程,历史变迁,政治、经济、文化成因。此外还必须涉猎一些与历史、文化相关的背景知识,以扩大知识面。这就要求读者不但要读懂选文本身,还必须具有一定的历史、文化知识及与之相关的常识,这样才能准确无误地选出正确答案。

四、解题步骤

完成阅读理解题可遵循以下步骤:

1. 快速通读阅读理解题干和选项,明确阅读的目的和重点。
2. 再把文章的全部或相关段落细读一遍,即遵循从整体到细节的原则。以求在短时间内获得对文章的主题、中心思想、重要细节的大概了解。
3. 在文章找出与选择题问题有关的句子和部分。一篇文章的理解往往是相互关联的,要以文章的主旨为出发点,注意各题的相互照应,避免前后矛盾。
4. 要多注意文章中的隐含意义、话外之音,注意寻找文章中的关键词语。正确把握关键词语能提高对文章理解的准确性。
5. 当根据一两句话不能确定答案时,要注意归纳,结合各种线索,再作出判断。

在平时英语学习中如何提高阅读理解能力呢?我们建议,对学生阅读能力的测试主要通过以下几种题型加以体现:

1. 主旨题。主旨题一般涉及短文中心思想、作者的观点、态度、目的及文章风格等问题,学生理解整个语篇后才能顺利答题。做这类题时要善于找出主题句。主题句的位置通常在段首、段中或段尾,也有既在段首又在段尾的。然而有的短文或段落没有主题句,做这种题目时,可以先将主旨题放在一边,先做其他题目。此时可用笔将各段或各句中的重点词或表达重要思想的部分划出来,在做完其他题目时,你已经对短文有了一个较为全面的了解,这样就容易归纳出整篇短文的主题,从而选出正确答案。

2. 辩认重要细节题。对于细节题可以带着问题去寻找有关信息,一边读短文,一边寻找能够回答问题的特定信息,有时还需要进行比较、计算。

3. 推理判断题。推理判断题要求透过表面文字推断出隐含的意思,如作者的倾向,文章来源,作者的观点,也可能是推断特定细节等。做这类题时,如果仅凭常识、专业知识或智力,则往往会选错。因为作者有时观点偏激,所述也许与事实不符;有时作者对事件提出标新立异的想法,以吸引更多的读者。因此要以一种客观的态度去思考,避免主观臆断,否则无法作出正确的推理判断。

4. 词汇题。针对词汇题要注意两种情况:第一,如果是熟词,不一定是你已知的某个词义,而须结合上下文推断该词的含义;第二,面对生词,必须自信,不要因为不熟悉而轻易放弃,仍须结合该词所在的上下文和构词法知识进行合理推测,注意文中有关该词的定义或解释。

要提高阅读理解能力,除了要掌握一定的解题技巧之外,还要做到以下几点:

1. 精选阅读文章,注意体裁的多样性和题材的广泛性;

2. 进行限时阅读,提高阅读理解的速度;

3. 广泛阅读如《21 世纪报》、《上海学生英文报》及世界名著简写本等读物;

4. 进行分类阅读训练。学生所掌握的知识面难免有宽有窄,词汇量有多有少,要针对自己的缺项或弱项,安排适量的分类阅读训练;

5. 进行阅读技巧的训练,如:略读、寻读、跳读、目光的平移等。

另外,近几年高考英语阅读理解题中长句、难句明显增加,这也是学生常遇到的阅读障碍之一。因此学生要理解长句的基本结构及内部的相互关系,重视对句子的整体理解,即分清意群,逐层理解。

以上所述只是做阅读理解题的一般方法和步骤。每个学生已经养成了一定的阅读习惯,平时要注意在阅读实践中经常总结阅读经验,养成良好的阅读习惯,力求取得最佳效果。

高考英语同类阅读理解题示例及解析

①

THIS year some twenty three hundred teenagers (young people aged from 13—19) from all over the world will spend about ten months in US homes. They will attend US schools, meet US teenagers, and form impressions of the real America. At the same time, about thirteen hundred American teenagers will go to other countries to learn new languages and gain a new understanding of the rest of the world.

HERE is a two-way student exchange in action. Fred, nineteen, spent last year in Germany with George's family. In turn, George's son Mike spent a year in Fred's home in America.

FRED, a lively young man, knew little German when he arrived, but after two months' study, the language began to come to him. School was completely different from what he had expected—much harder. Students rose respectfully when the teacher entered the room. They took fourteen subjects instead of the six that are usual in the United States. There were almost no outside activities.

FAMILY life, too, was different. The father's word was law, and all activities were around the family rather than the individual (个人). Fred found the food too simple at first. Also, he missed having a car.

"BACK home, you pick up some friends in a car and go out and have a good time. In Germany, you walk, but you soon learn to like it."

AT the same time, in America, Mike, a friendly German boy, was also forming his idea. "I suppose I should criticize(批评) American schools," he says. "It is far too easy by our level. But I have to say that I like it very much. In Germany we do nothing but study. Here we take part in many outside activities. I think that maybe your schools are better in training for citizens. There ought to be some middle ground between the two."

- 1) This year _____ teenagers will take part in the exchange programme between America and other countries.
A. twenty three hundred B. thirteen hundred
C. over three thousand D. less than two thousand
- 2) The whole exchange programme is mainly to _____.
A. help teenagers in other countries know the real America
B. send students in America to travel in Germany
C. let students learn something about other countries
D. have teenagers learn new languages
- 3) Fred and Mike agreed that _____.
A. American food tasted better than German food
B. German schools were harder than American schools
C. Americans and Germans were both friendly
D. There were more cars on the streets in America
- 4) What is particular in American schools is that _____.
A. there is some middle ground between the two teaching buildings
B. there are a lot of after-school activities
C. students usually take fourteen subjects in all
D. students go outside to enjoy themselves in a car
- 5) After experiencing the American school life, Mike thought _____.

- A. a better education should include something good from both America and Germany
- B. German schools trained students to be better citizens
- C. American schools were not as good as German schools
- D. the easy life in the American school was more helpful to students

2

TOM Brennan was working in a Philadelphia office building when he noticed a black bag. The bag contained a book.

THIS chance discovery ended a 12-day search by the Library Company of Philadelphia for a historical treasure—a 120-page diary kept 190 years ago by Deborah Logan, “a woman who knew everybody in her day,” James Green, the librarian told the magazine *American Libraries*.

MOST of the diary is a record of big events in Philadelphia. It also includes a description of British soldiers burning Washington, D. C. in the war of 1812. She describes President James Madison on horseback as “perfectly shaking with fear” during the troubled days. George Washington, she writes, mistook her for the wife of a French man, and praised her excellent English.

THE adventure of the lost book began on September 4 when Cory Luxmoore arrived from England to deliver the diary of his ancestor (祖先) to the Library Company, which he and his wife considered to be the best home for the diary.

GREEN told *American Libraries* he had the diary in his possession “about five minutes” when Luxmoore took it back because he had promised to show it to one other person. On returning to his hotel

after showing the precious book to Green, Luxmoore was shocked to realise that he had left it in the taxi.

WITHOUT any delay, Green began calling every taxi company in the city, with no luck. "I've felt sick since then," Luxmoore told reporters.

ACCORDING to Green, no one has yet learned how the diary came to the office building. Tom Brennan received a reward (奖励) of \$1,000. Philadelphia gained another treasure for its history, and Luxmoore told reporters, "It's wonderful news. I'm on high."

- 1) This article mainly tells about the story of _____.
 - A. a lost diary
 - B. Deborah Logan
 - C. Cory Luxmoore
 - D. the Library Company
- 2) From the text, we learn that the diary is now owned by _____.
 - A. Tom Brennan
 - B. an unknown person
 - C. a Philadelphia magazine
 - D. the Library Company of Philadelphia
- 3) Philadelphia is thought to be the best home for the diary because _____.
 - A. it was written in Philadelphia
 - B. it tells stories about Philadelphia
 - C. people in the city are interested in old things
 - D. the British and the Americans once fought in Philadelphia
- 4) Which of the following shows the right order of what happened to the diary?
 - a. Tom Brennan found the book in an office building.
 - b. The book was shown to James Green.
 - c. Cory Luxmoore arrived from England.

d. The book was left behind in a taxi.

A. a b c d B. c b d a C. a c d b D. c a b d

5) What did Cory Luxmoore mean when he said "I'm on high. "?

A. I'm rich. B. I'm famous.

C. I'm excited. D. I'm lucky.

[3]

AN American Woman Anna Jarvis was the first person to decide that mothers should have a holiday in their honour each year. Miss Jarvis started her campaign in 1906 in her home city Philadelphia. She wrote thousands of letters to congressmen (国会议员), city officials, teachers and newspaper publishers, proposing an official holiday for mothers. She travelled all over America, trying to get support for the idea. Her battle went on for years.

IN 1914 the Congress declared the second Sunday in May each year as Mother's Day. Anna Jarvis wanted Mother's Day to be a simple event. She thought children could honour their mothers by spending some time with them as an act of love and respect. However, the holiday turned out to be a major event for department stores, flower shops and greeting-card industry, which Miss Jarvis didn't like.

AMERICANS spend millions of dollars on gifts for their mothers on this day. Younger children often try to prepare and serve breakfast for their mothers. Fathers may offer to take care of children so that mothers can enjoy themselves. The holiday becomes an important time for family gatherings.

1) Miss Jarvis _____.

A. kept writing letters to persuade people to love and respect their mothers

- B. kept writing letters and making speeches for people to support her idea
- C. declared the second Sunday in May as Mother's Day
- D. did all she could to persuade people to accept the second Sunday in May as Mother's Day
- 2) Miss Jarvis proposed Mother's day in order that people could show their love and respect to their mothers _____.
 A. by spending some time with them
 B. by offering them precious(珍贵的)gifts
 C. by eating in restaurants together
 D. by taking care of children for them
- 3) On Mother's Day, department stores, flower shops and greeting-card shops _____.
 A. are closed
 B. have fewer customers
 C. are full of people
 D. only have women customers
- 4) Miss Jarvis didn't like _____.
 A. department stores
 B. flower shops
 C. greeting-card industry
 D. the way people spend Mother's Day
- 5) On Mother's Day _____.
 A. all women, young or old, receive gifts
 B. families gather together
 C. all people stay at home
 D. no one goes to work
- 6) "Major" is supposed to mean "_____" in this passage.
 A. more important
 B. usual
 C. common
 D. ordinary