

# 读易

中学  
英语  
阅读

高考 分册

READING EASE

湖北教育出版社

沈启智 主编

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## 前言

《高中英语教学大纲》明确规定高中阶段应侧重培养阅读能力。为体现语言运用能力测试的特征,高考(NMET)试卷中给分比重最大的内容也是阅读。广大师生迫切需要适合高考的阅读理解材料。为此,我们在认真研究高考“阅读理解”命题特征的基础上,精心选编了本书。

本书具有以下主要特征:

1. 选材题材、体裁广泛多样,体现“贴近生活、贴近学生、贴近时代”的特点,注意大纲词汇(即考试说明词汇表)范围,适当保留少量不加注中文的生词,以利于提高学生在阅读过程中处理词汇的能力。

2. 文长参照考试要求。每单元5篇短文文题总量为2000词左右。建议限定时间完成(高考含听力卷中“参考给时”为35分钟),力求达到每分钟55—60词的阅读速度。

3. 理解题的设计遵循NMET的命题原则,力求反映高考试题的特征风貌,“形似”之后,还望求得“神似”。

全书共40单元(Unit),每单元含5篇短文,20道理解题;与一套NMET试卷中的题量相当。

本书供高中年级使用。既可课外作个人自我检测,也可由教师掌握作为课堂训练。两种情况下都希望注意限定时间,高三应为每单元35分钟,其他年级可放宽至40或45分钟。

成书时间仍嫌仓促,书中难免有疏漏之处,敬请广大读者不吝指正。

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## 关于阅读能力的培养

田 潮 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; 在阅读量多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 beginnig 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

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 “Tree”. 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



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,其他句子都是围绕着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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附录:2001 年普通高等学校招生全国

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# Unit 1



Since March this year dusty wind and sandstorms have hit north China seven times, polluting the air and affecting the health of the local people and the local transportation.

In fact, the increasing desertification in north China is part of the reason for the dusty weather. Deserts and sand lands cover 1,689,000 km<sup>2</sup> in China, accounting for 17.6% of the total land area. The desert area is expanding at the yearly speed of 2,460 km<sup>2</sup>, equal to the land area of a medium-sized county. The alarming rate shows the desertification in China is far from being brought under control.

In recent years, the direct financial losses caused by the dusty wind have reached 34 billion yuan a year, three times that of the total financial income of the five provinces in the northwestern part of China.

The government has attached great importance to the anti-desertification movement. Since the founding of PRC, the anti-desertification has been in full swing, thus making dramatic improvements in the environment of some areas. However, owing to various factors, the nationwide condition

is still worsening.

Some scholars point out that joint and continued efforts should be made to **combat** the desertification.

- ( ) 1. According to the passage, the total yearly financial income of one north western province is close to \_\_\_\_\_.
- A. 50,000,000                      B. 5,400,000,000  
C. 1,800,000,000                D. 2,200,000,000
- ( ) 2. The second paragraph mainly wants to tell us \_\_\_\_\_.
- A. the reason of the increasing desertification  
B. the speed of the expanding of the desert area  
C. the serious worsening environmental situation  
D. the size of the land deserted
- ( ) 3. The word **combat** in the last paragraph may mean "\_\_\_\_\_".
- A. limit                              B. fight against  
C. reduce                            D. control
- ( ) 4. Which of the following titles would be the best for the article?
- A. North China Hit by Sandstorms.  
B. Sandstorms out of Control.  
C. The Worsening Nationwide Condition.  
D. Efforts to Be Made to Stop Sandstorms.



There was great interest when a big hole mysteriously appeared in the middle of a field. Engineers were called in to explain how it had got there.

They offered various explanations but were not at all sure how the hole had been caused. It was thought that a large bomb which came suddenly exploded (爆炸), but it was not possible to prove this. A "simple", but highly improbable explanation was offered by a man who declares to know well about "flying saucers", the strange objects which are round in shape and are said to visit the earth from outer space. The man's explanation may have been nonsense (胡说八道), but at least it was imaginative. At any rate, it was far more interesting than the one given by the army.

After examining the ground carefully, the man declares to have seen special marks on the soil quite near the hole. These, he said, could only have been caused by a flying saucer. Moreover, the leaves on some bushes nearby had turned yellow because of a strange hot gas which had come from the saucer just before it landed. Even a small tree some way off appeared to have been burnt slightly. A small piece of metal found in the hole itself gave further proof (证据) that a strange object had been there. According to the man, it was quite clear that people from another world had been going round the earth trying to pick up information, when something had gone wrong. Because of this they had been forced to land in a field so that the damage could be repaired. The hole had been caused when the saucer struck the earth, while the strange marks nearby were made when it took off again. This, said the man, was the simplest explanation of how the hole had appeared. Judging from the interest the public took in the matter, there must be quite a few people who secretly believe or hope that this "simple" explanation is the true one.

( ) 5. What aroused public interest?

A. A mysterious hole in a field.

- B. Various explanations offered by experts.  
C. A simple explanation given by a man.  
D. The shape of the flying saucers.
- ( ) 6. The author thought the man's explanation was \_\_\_\_\_.  
A. boring but imaginative  
B. reasonable and interesting  
C. meaningless but interesting  
D. mysterious and unbelievable
- ( ) 7. It is said the outer-space people were circling the earth \_\_\_\_\_.  
A. to repair their saucer  
B. to strike the earth  
C. to collect information  
D. to make strange marks
- ( ) 8. Many people believed the man's explanation was true because \_\_\_\_\_.  
A. it was simple, clear and understandable  
B. it was to the taste of the public  
C. there were many proofs found nearby  
D. there was really a hole made by the flying saucer



The flying fox is not a fox at all. It is an extra large bat that has got a fox's head, and that feeds on fruit instead of insects. Like all bats, flying foxes hang themselves by their toes when at rest, and travel in great



crowds when out flying. A group will live in one spot for years. Sometimes several hundred of them occupy (占据) a single tree. As they return to the tree towards sunrise, they quarrel among themselves and fight for the best places until long after daylight.

Flying foxes have babies once a year, giving birth to only one at a time. At first the mother has to carry the baby on her breast wherever she goes, later she leaves it hanging up and brings back food for it to eat. Sometimes a baby bat falls down to the ground and cries for help. Then the old ones run down at once and try to pick it up. If they fail to do so, it will die. Often hundreds of dead baby bats can be found on the ground at the foot of a tree.

- ( )9. According to the passage, a flying fox and an ordinary bat are very much alike in \_\_\_\_\_.  
 A. the way they rest  
 B. the food they eat  
 C. their appearance  
 D. their size and shape
- ( )10. Before sunset flying foxes \_\_\_\_\_.  
 A. fly out in crowds for food  
 B. rest themselves by hanging upside down  
 C. carry babies on their breast whenever they go  
 D. come back to their home
- ( )11. Returning home at daybreak, flying foxes fight to \_\_\_\_\_.  
 A. feed the young  
 B. defend themselves against the outsiders  
 C. occupy the best resting place