



# Breakthrough

## 英语阅读突破

同步阅读理解·书面表达与拓展训练

高一年级

严晓玲 主编



中国少年儿童出版社

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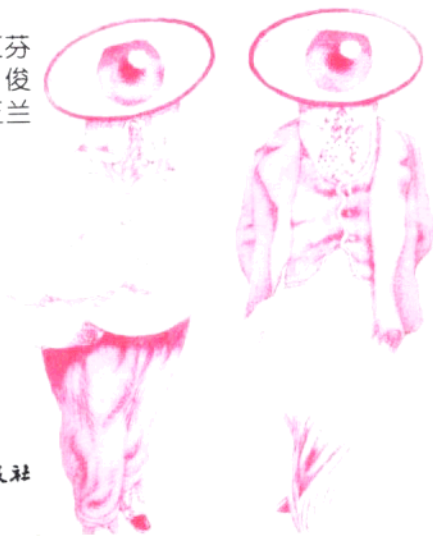
高一年级

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## 前言

本丛书旨在培养学生阅读英语文章的能力及提高口头和书面表达能力。

阅读是一种接受性(receptive)技能,是学习外语的人获得语言知识和种种信息的重要手段之一。尤其在我国,英语是作为外语来学习的,走出课堂其他特定的学习环境,我们很少有机会和以英语做为母语的人交谈。我们获取语言信息的途径,除了听英语节目、看英文电影外,就是阅读了。一位西方外语教育工作者根据其多年积累的经验指出:对没有机会出国进修的外语学习者来说,阅读是学外语的主要途径。足见阅读在外语学习中的重要地位。

阅读的目的是获取篇章信息。经过反复实践表明,语言的形式和意义结合在一起时,学生易于记忆,难以遗忘。阅读使学生体会到主动学习成功的兴奋和喜悦,有利于激发学生在课余时间主动地学习。阅读会使学生开阔眼界,增长知识,不断提高认识世界、认识自然的能力。

阅读理解是阅读的核心。阅读是一个以辨认词汇和句子为基础,继而理解它们所传递的信息的特殊心理过程。理解指的是读了一篇文章或一本书之后,能够正确把握其中的词、句、段落和篇章的内容及含义。我们所说的阅读能力是人们通过阅读接受知识和信息的能力。它包括阅读速度和接受知识、接受信息的准确度,也可理解为是单位时间内接受知识和信息的量。一般来说,阅读理解包括下列内容:

1. 能识别阅读材料中的词汇和短语。





2. 能找出语篇中的主要和次要信息,判断整体和部分的关  
系,如时间关、地点关系、并列关系和从属关系等。

3. 根据上下文推测不熟悉的词汇的意义和用法。

4. 理解句子结构的功能意义,如原因、结果、目的、时间等。

5. 识别语段中语言信号词的关系,如 however(转折), there-  
fore(结论)等。

6. 能在没有语言信号词的情况下辨认段落功能,如时间、空  
间、人物、事件等。

7. 判断句子里的语义关系、句子音的逻辑关系、段内和篇章  
内的语义关系。

8. 通过速读,理解文章主旨并看出其组织关系。

9. 理解信息内涵和作者的风格、目的、态度、口气等。

10. 判断印刷信息,如标题、目录、斜体、脚注等的作用。

阅读速度是衡量语言能力和阅读能力的重要标志。一般来  
说,阅读速度是用一分钟阅读的词数来衡量的。

《全日制普通高级中学英语教学大纲》二级目标要求学生每分钟  
70~80个词的阅读速度,读懂生词率不超过3%不同题材的材料,  
并除教材内容外,课外阅读量应达到20万字左右。

本丛书以试用修订版英语教材为主线,从阅读理解与书面表  
达的角度加以点拨,且从最新英语报刊上精选与各单元课文风  
格、题材相近的短文进行针对性的提速训练,既可拓展各年级学  
生的阅读面,又能提高学生的阅读速度与理解能力,是全面激发  
学生学习英语的兴趣、全面提升学生阅读理解与书面表达能力的  
实用的助学读物。

编 者



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## Unit 1 The summer holidays

### 重点摘要

内容类别	知 识 要 点	学习要求
交 际 用 语	1. 1) Nice to meet you. Nice meeting you. 2) I'll introduce you. 3) I must go / be off / be leaving now. 4) See you soon. 5) Hello / Hi 2. 1) Give one's regards / best wishes / love to...	1. 四会      2. 三会
单 词 词 组	1. introduce, go away, find out, well, dark, go on doing, result, as a result, state, the States, physics, chemistry, biology 2. partner, opinion, in one's opinion, vacation, general, general idea, dawn, wheat, employ, area, pump, channel, beer, regard, harvest, expression 3. Harry, Bob, Oral, Charlie, Steve.	1. 四会  2. 三会  3. 二会
句 型 结 构	1. So was my friend. 2. Although the farm is large, my Dad has... 3. Here is part of his letter... 4. How was your summer vacation? 5. That's nice of him. 6. I prefer... to...	1~6 四会
语 法	复习学过的各种时态的特殊疑问句	比较熟练地掌握







## 名师点拨

1. What's your name?

Which school were you at last year?

Who's that boy over there?

这三句都是特殊疑问句,其句型为“疑问代(副)词+助动词+主语+谓语+其他成分。尤其要注意,疑问词在句中一定要充当某个成分。例如:

Who is the man in the car? (主语)

What do you know about Bob White? (宾语)

Which school did he go to last year? (宾语)

Where did he live when he was a boy? (状语)

“so+助动词+主语”或“so+情态动词+主语”,表示前面所说的内容适合于另一人。如:

He can swim. So can his brother. 他会游泳,他兄弟也会。

使用必须注意:

1)so 后面不跟完整的动词或句子。

2)so 只用于肯定句,如遇否定句型,要改用 neither 或 nor。试比较:

Bill goes to school at seven. So does Tom. 比尔七点上学,汤姆也是。

Bill doesn't get to school on time. Neither(Nor)does Tom.

比尔不按时到校,汤姆也不。

3)前后两句的时态一般来讲应一致,在后一句中要注意主谓一致。

3. introduce 注意以下句子中该词的用法及其搭配:

He introduced me to his parents. 他向他的父母介绍我。

Potatoes were introduced into Europe from America.

土豆是由美洲引进欧洲的。

This sentence is used to introduce the next paragraph.

这句话被用来引出下文。

4. part of/a part of 一部分,其中“a”可有可无。如作主语,谓语的形式视具体情况而定。比如:

Part of the work was done. 一部分工作完成了。

Part of the students were planting trees then. 那时,一部分学生在植树。





5. 与 from dawn until dark 相似的短语还有 from morning till night。但有时用 to:

from door to door(挨家挨户)

from head to foot(从头到脚)

6. by the lights of our tractors

1) by 表示行为方式。如:

It's bad to read by candle light 在烛光下看书不好。

He makes a living by teaching. 他靠教书谋生。

2) with 表示使用的工具和手段。如:

We see with our own eyes. 我们用眼看物。

He caught the ball with his left hand. 他用左手接球。

3) 注意固定搭配: by hand, by car, in ink.

7. in the north where it is colder they grow wheat

此句可以分为: a. They grow wheat in the north.

b. in the north it is colder

将 b 中 in the north 改为 where, 并与 a 合并而成:

They grow wheat in the north where it is colder.

其中 Where it is colder 称为定语从句, 我们在以后要专门学习。

8. have two men working for him. 请注意其中结构:

have sb + 补足语  $\left\{ \begin{array}{l} \text{do} \\ \text{doing} \\ \text{done} \end{array} \right.$

(1) I will have him do it again. 我要让他再做一遍。(强调动作)

(2) Don't have the water running! 不要让水一直流。(强调状态)

(3) She had her bag stolen. 她的书包被偷了。(强调宾语被动)

9. Send my regards to sb. 注意此句中 regard 应用复数, 译为“代我向……问好”。相似的词组还有:

give my love to...

send my best wishes to...

regard 也可用做动词。比如:

I regard him as my friend. 我把他看作是我的朋友。





## 表达释疑

### 1. Which school were you at last year?

此句中, at 一词应与前半句相连, 不能与后面的 last year 相连而变成 at last year。学生在写作中经常会犯以下错误:

at last time, in next year, in these days。其实, 当表示时间的词语前有 last, next, this, those, these 等词时, 习惯上不用介词。

### 2. 写作指导。

英文书信格式包括信的格式和信封的格式。

#### 1) 信的格式通常包括:

- a. 信头(heading)
- b. 称呼(salutation)
- c. 正文(body)
- d. 谦称和结束语(complimentary close)
- e. 签名(signature)

上述 5 个部分在信笺中的位置如下:

	Beijing No. 1 Middle School
(信头)	Beijing, China(写信人地址)
	May 28, 2000-(写信的日期)
Dear Bob, (称呼)	
Thank you for your letter. ...	
...	
(正文)	
...	
Best wishes. (结束语)	
	Yours sincerely, (谦称)
	Cheng Ming(签名)

信头(heading)包括写信人地址和写信日期, 通常放在信笺的右上角, 顺序是先写地址, 后写日期。地址和日期的写法都要符合英语习惯。写地址应由小到大, 即: 门牌号码、街名、城名、省名、国名。这同汉语的习惯完全相反。日



期有两种写法: (1) 月、日、年 (如 June 8, 200-); (2) 日、月、年 (如 8th June, 200-). 正式的商务信函, 一般在信的左上方写收信人的地址, 位置比右上方写信人的地址、日期要低一至二行。

**称呼 (salutation)** 是指写信人对收信人的称谓, 应根据写信人和收信人的关系而定。英文信里的称呼一般以 Dear... 或 My dear... 开头。

**正文 (body)** 是书信的主体部分, 是写信人要给收信人谈论或陈述的内容。正文要求文字简明达意、层次分明。注意英文书信通常不像中文信那样用“你好!”开头, 如果是写回信通常应先提到收到对方的信, 并表示谢意, 如 Thank you for your letter of August 7, 200-, 然后再回答对方的问题, 或者陈述自己的意见。

**谦称和结束语 (complimentary close)** 位于正文之后, 常用的有: Sincerely yours; Yours sincerely; Yours truly; Truly yours。注意: 在谦称致敬语后, 必须加上逗号, 结束语通常写在正文最后一行的下边, 常用的结束语有 Best wishes/ regards! ; Wish you luck/success! ; Give my love/regards to...。

**签名 (signature)** 最好是用笔手写。签名的位置是在谦称下面一行至二行。

英文信封的写法同中文信封的写法不一样, 有以下两点要注意:

(1) 收信人的姓名和地址应写在信封的中央位置上, 先写姓名, 后写地址, 每行左边齐头。

(2) 写信人的姓名和地址写在信封的左上角或信封背面的口盖上, 也是先写姓名, 后写地址。有时姓名可不写。例如:

<p>Wang Xiaojun No. 39 Middle School Shouyi Road, Wuchang Wu han, Hubei, China</p>	<p>} 写信人的姓名地址</p>	<div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">             stamp           </div>
<p>} 收信人的姓名和地址</p>	<p>Mr Robert Brown Department of Education Sydney University, N. S. W. 2006 Australia</p>	



或者



Wang Xiaojun  
No. 39 Middle School  
Shouyi Road, Wuchang  
Wuhan, Hubei, China

## 同步训练

### 1. 根据下列句子及所给单词的首字母写出单词。

- 1) Time is different in different a \_\_\_\_\_.
- 2) The boss needed three more workers, so he e \_\_\_\_\_ three men.
- 3) People in the north usually p \_\_\_\_\_ water from wells to water their crops.
- 4) I'm sleepy because I worked from d \_\_\_\_\_ until dark yesterday.
- 5) If you don't remember many words and e \_\_\_\_\_, you won't learn English well.
- 6) This year we'll study many subjects, such as maths and b \_\_\_\_\_.
- 7) The teacher asked me to read this dialogue and I needed a p \_\_\_\_\_.
- 8) There was a large apple h \_\_\_\_\_ this year.
- 9) No one goes to school during the v \_\_\_\_\_.
- 10) The best way of reading is to go over the passage as fast as possible first to find out the g \_\_\_\_\_ idea.

### 2. 选择填空。

- 1) We had a picnic in the forest. We cooked fish \_\_\_\_\_ an open fire.  
A. in                      B. on                      C. at                      D. with
- 2) My brother \_\_\_\_\_ at this time last night.  
A. read                      B. reads                      C. is reading                      D. was reading
- 3) I'm afraid I must \_\_\_\_\_ now.  
A. leaving                      B. be leaving off                      C. be off                      D. off
- 4) He has had \_\_\_\_\_ beer that he can't drive home.  
A. so much                      B. so many                      C. too much                      D. must too
- 5) —Hi! I'm Bob. Yang Lan asked me to visit you.  
\_\_\_\_\_.



- A. All right    B. That's a good idea    C. Sure    D. Nice to meet you
- 6) — \_\_\_\_\_ .  
— Oh, that's nice of him.
- A. Mary sends her love  
B. Please send my best wishes to your father  
C. Give my regards to your brother  
D. Bill sends his regards
- 7) This beautiful lady enjoys \_\_\_\_\_ to others.  
A. being introduced    B. be introduced  
C. introduce    D. introducing
- 8) He is not good \_\_\_\_\_ maths, but I believe he can do well \_\_\_\_\_ biology because he shows great interest \_\_\_\_\_ animals.  
A. in; in; to    B. at; for; to    C. in; for; in    D. at; in; in
- 9) Here \_\_\_\_\_ two letters \_\_\_\_\_ your parents, John.  
A. is; with    B. are; with    C. are; from    D. is; from
- 10) If it doesn't rain tomorrow, she'll go to Shanghai. So \_\_\_\_\_.  
A. do I    B. will I    C. can I    D. am I
- 11) Please tell him \_\_\_\_\_ the meeting.  
A. when will we have    B. when we'll have  
C. when do we have    D. when we have
- 12) — What shall we do after supper?  
— What about \_\_\_\_\_ ?  
A. go out for a walk    B. to go out for a walk  
C. going out for a walk    D. go for a walk
- 13) The States \_\_\_\_\_ one of the strongest countries in the world and it has \_\_\_\_\_ states.  
A. is; 48    B. are; 50    C. was; 52    D. is; 50
- 14) The bad man has gone \_\_\_\_\_ with my money and my car.  
A. out    B. on    C. away    D. in
- 15) — \_\_\_\_\_ do you like better, drink or beer?  
— I prefer drink \_\_\_\_\_ beer.





A. Which; to    B. Which; than    C. What; to    D. What; than

3. 用所给动词的适当形式填空。

go on, go on (to do), go on (doing), go on with

1) After reading the text, the pupils were asked to \_\_\_\_\_ (do) Exercise I.

2) They were very tired, but they \_\_\_\_\_ (work) all through the night.

3) After a short rest, the teacher \_\_\_\_\_ the story.

4) The war \_\_\_\_\_ for several years.

5) Don't stop. \_\_\_\_\_ your work.

6) If he \_\_\_\_\_ like this, he'll lose his job.

7) Don't give up hope, \_\_\_\_\_ (try).

8) The professor learned to speak French and then \_\_\_\_\_ (teach) himself Japanese.

4. 仿照例句, 完成下列句子。

例: He is a worker. So am I.

1) He did well in the exam.

\_\_\_\_\_ (我也是如此。)

2) It is very hot today.

\_\_\_\_\_ (昨天也是很热。)

3) They have seen the film.

\_\_\_\_\_ (我们也看过。)

4) Tom can speak good Chinese.

\_\_\_\_\_ (他妹妹也是如此。)

5) I like sports very much.

\_\_\_\_\_ (他也是一样。)

6) I'll finish my homework in half an hour.

\_\_\_\_\_ (我的弟弟也是如此。)

5. 仿照例句改写句子。

例: The Smiths are in Nanjing now.

①

②

① Who are in Nanjing now?

② Where are the Smiths now?



1) Charlie's brother took care of the vegetable garden.

①

②

① \_\_\_\_\_

② \_\_\_\_\_

2) Charlie usually goes to the evening parties on Saturday by car.

①

②

① \_\_\_\_\_

② \_\_\_\_\_

3) Charlie received Li Xiaojun's letter last week.

①

②

① \_\_\_\_\_

② \_\_\_\_\_

4) Bill met Harry for the first time at the school gate.

①

②

① \_\_\_\_\_

② \_\_\_\_\_

5) Charlie's father employs more men because it is the time of year for the rice harvest.

①

②

① \_\_\_\_\_

② \_\_\_\_\_

6) There are five different time areas in the United States.

①

②

① \_\_\_\_\_

② \_\_\_\_\_

6. 用本单元出现的词组翻译下列句子。

1) 大多数学生认为学习英语是非常重要的。

\_\_\_\_\_

2) 今天轮到谁打扫教室?

\_\_\_\_\_

3) 昨天下了一场大雪,结果许多学生上课迟到了。

\_\_\_\_\_

*The summer holidays*







4) 过去农民们虽然从早干到晚,但是他们还是经常吃不饱。

5) 星期天他宁愿待在家里也不去看电影。

6) 你能不能为我打听一下火车什么时候开?

7) 这是我第一次来南京,因此我不知如何去金陵饭店。

8) 虽然天气很冷,但是农民们仍继续在田里工作着。

## 拓展训练

### 阅读理解

#### A

Robert is nine years old and Joanna is seven. They live at Mount Ebenezer. Their father has a big property. In Australia they call a farm a property.

Robert and Joanna like school very much. At school they can talk to their friends but Robert and Joanna cannot see their friends. They live 100, perhaps 300, miles away and like Robert and Joanna, they all go to school by radio.

Mount Ebenezer is in the centre of Australia. Not many people live in "The Centre". There are no schools with desks and blackboards and no teachers in "The Centre". School is a room at home with a two-way radio. The teacher also has a two-way radio. Every morning she calls each student on the radio. When all students answer, lessons begin. . . . Think of your teacher 300 miles away!

1. The children in "The Centre" do not go to school because \_\_\_\_\_

- A. they live too far away from one another.
- B. they do not like school.
- C. they are not old enough to go to school.
- D. their families are too poor.

2. In order to send their children to school, parents in "The Centre" of Australia must have \_\_\_\_\_