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高中英语阅读

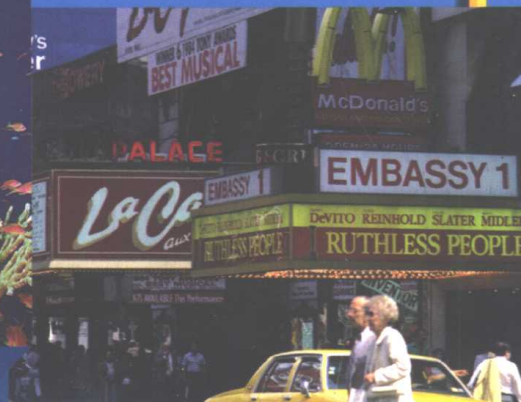
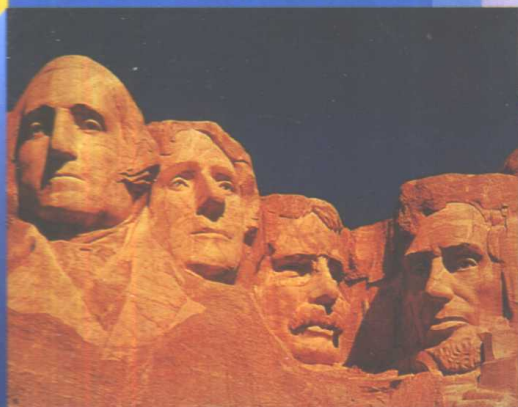
供高中三年级第一学期使用

第三册 (上)

学生用书

Senior English Reader

Student's Book 3A



MORAG REIVE

SERIES EDITOR Nicholas Sampson



上海外语教育出版社



Macmillan Publishers

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前言

改革开放以来，我国的中学英语教学水平不断提高，具体表现在广大中学英语教师的教学水平和广大中学生英语听、说、读、写能力的不断提高上。然而，按照现行中学英语教学大纲的要求编写的主干英语教材给学生提供的阅读、词汇及练习量已远远无法满足中学英语教学和广大学生学习英语的需要，而能系统、全面地帮助广大学生扩大词汇量、提高阅读能力的优质出版物则更是凤毛麟角。故而编写一套既符合和体现大纲的教学要求又能在现行教材的基础上提高一步的中学英语教材，特别是英语阅读教材，便成了广大中学英语教师和出版者的当务之急。基于这种需要，经过精心策划和设计，我社与麦克米伦出版（中国）有限公司密切合作，联手推出了展现在大家面前的这套《高中英语阅读》教材。

本教材主要有以下特点：

1. 严格按照现行中学英语教学大纲的要求编写，并在此基础上适当提高难度，增加词汇量；
2. 密切配合现行高中英语教材，选收的阅读文章的主题与教材主题相近或相关，可以当作课本的扩充和提高；
3. 每课提供两篇阅读文章，文章难度和词汇要求与现行教材相当并略有提高和增加。每篇阅读文章后配以形式多样、设计合理的阅读理解练习和词汇练习，帮助学生巩固语言知识、加强对词汇的掌握；
4. 每一册书后还附有十篇补充阅读文章和练习，最后还配有英汉双解的全书总词汇表；
5. 整套教材由英国、美国和澳大利亚等地的资深教师和作者参与编写，语言纯正地道，内容新鲜活泼，选材科学合理；
6. 教材各册配有教师用书，收录各册全部内容并提供所有练习的参考答案，使教与学更为方便有效。

《高中英语阅读》全套教材由六册学生用书组成，每学期一册，供各校高中阶段配合现行主教材使用或补充教学量选用。本册为《高中英语阅读》第三册（上）学生用书，供高中三年级第一学期使用，配套教师用书可供教师参考使用或学生自学用。本教材也可供广大青少年业余学习英语用。

上海外语教育出版社

2000年7月

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UNIT 1 Great Scientists

PASSAGE 1

The Nobel Prize

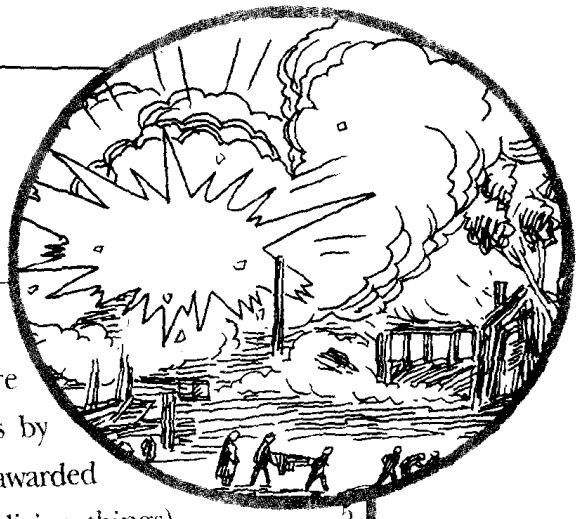
The Nobel prizes are among the most important and internationally recognized prizes in the world. The prizes are given to honour great discoveries or special achievements by individuals or institutions. The fields in which the prizes are awarded are physics, chemistry, medicine or physiology (the study of living things), literature, world peace and economics.

The prizes were first given out in 1901 (except the economics prize, which began only in 1969) and since then have been presented almost every year. The winners receive a large sum of money, a medal and a certificate. They are admired and respected around the world for their hard work and the achievements they have made.

The prizes were created by a Swedish chemist called Alfred Nobel. Nobel was born in 1833, in Sweden. However, he was educated in Russia and the USA. Nobel devoted much of his life to his father's business, working with explosives. In 1864, his younger brother and several other people were killed in an explosion in a factory. After the terrible shock of his brother's death, Nobel was determined to discover a way of making explosives safer to handle and use. He believed in the importance of his work, and he worked hard. In 1867, his hard work paid off, and he invented 'dynamite', a safer form of explosive.

Dynamite made Nobel very rich. When he died in 1896, he left around US\$9 million. In his will, Nobel said that he wanted this money to be used to pay for annual prizes to be given to people who had done the most good for mankind each year. He also said that the nationality of the winners did not matter. The prizes were to be given to the people or institutions who had achieved the most, regardless of which country they were from.

Since 1901, the prizes have been given out every year except for some years during the World Wars. Marie Curie, who won a prize twice, first in 1903 for physics and again in 1911 for chemistry, is still one of the most famous winners. She was one of the very few people to win a Nobel prize more than once – only two other people have succeeded in winning two Nobel prizes. She was also the first woman winner, although there have been many others since. One of the other women to win a prize was Marie and Pierre Curie's daughter, Irene Joliot-Curie, who won the prize for chemistry in 1935.



COMPREHENSION

A Answer the questions. Follow the example.

- 1 How many Nobel prizes are given out each year?

Six Nobel prizes are given out each year.

- 2 Who can win a Nobel prize?

- 3 Which Nobel prize was not given out in 1901? Why?

- 4 What did Alfred Nobel's father do?

- 5 How long did Alfred Nobel take to invent dynamite?

- 6 How did Nobel become rich?

- 7 What did Nobel want to be done with his money according to his will?

- 8 Name **two** ways in which Marie Curie was an unusual Nobel Prize winner.

B Answer the questions. Follow the example.

- 1 Is there a Nobel Prize for sport?

No, there is not a Nobel Prize for sport.

- 2 Are all the prizes given for achievements in science?

- 3 Did Nobel invent the first explosives?

- 4 Are Nobel Prizes given out once every four years?

- 5 Can you win a Nobel Prize if you are from Japan?

- 6 How many people have won two Nobel Prizes?

- 7 Did Marie Curie only succeed in physics?

- 8 Did Marie Curie win a Nobel Prize in 1935?

C Answer the questions. Follow the example.

1 Would you like to win a Nobel Prize?

Yes, because I would win a lot of money and people would respect me.

2 For the winner, what do you think is the best part of the Nobel prize – the money, the medal, the certificate or the respect and admiration?

3 Do you think Alfred Nobel was a successful man?

4 Why did Alfred Nobel want to invent a safer form of explosives?

5 Do you think that Alfred Nobel was a generous or a selfish man?

6 Why did Nobel say that the nationality of the winners did not matter?

7 Why do you think the prizes were not given out during the World Wars?

8 Do you think Marie Curie would have been proud of her daughter Irene, or disappointed in her?

VOCABULARY

A Complete the sentences with words from the passage. Follow the example.

1 A subject or area of study can be called a field of study.

2 A _____ is a large building where something is made or produced.

3 _____ is a kind of explosive which is safe to handle and use.

4 A _____ is a letter you write to tell people what to do with your possessions after you die.

5 _____ is the study of matter and energy.

6 _____ is the study of how different substances react with each other.

7 Great imaginative writing is known as _____.

8 _____ are small sections of a field in which all the items have something in common.

B Here are some words from the passage. Replace the words in bold with synonyms from the box. Follow the example.

now, not future or past	firm	area of study	industrious
area of grassy land	gift	difficult	give out

- 1 This mathematics test is very ^{difficult}~~hard~~.
- 2 This apple is very *hard*.
- 3 He is a very *hard* worker.
- 4 Who is going to *present* the prize?
- 5 The most important time to consider is the present.
- 6 Did you get a nice *present* for your birthday?
- 7 What do you do? My *field* is medical research.
- 8 The sheep were in a large *field*.

C Here are some words from the passage. Choose the best meaning for each one. Circle the letters. Follow the example.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 recognized (line 2) <ul style="list-style-type: none"> <input checked="" type="radio"/> a) famous b) worldwide c) familiar 2 institutions (line 4) <ul style="list-style-type: none"> a) groups of people b) clubs c) organizations 3 chemist (line 12) <ul style="list-style-type: none"> a) someone who collects chemicals b) someone who studies chemistry c) someone who invents many things 4 explosion (line 15) <ul style="list-style-type: none"> a) a loud noise b) a bright flash of light c) a sudden, violent outburst of energy | <ol style="list-style-type: none"> 5 handle (line 17) <ul style="list-style-type: none"> a) hold or touch with your hands b) carry or lift something c) throw or catch 6 annual (line 22) <ul style="list-style-type: none"> a) expensive b) important and famous c) yearly 7 matter (line 23) <ul style="list-style-type: none"> a) be important b) substance; material c) be a secret 8 regardless (line 25) <ul style="list-style-type: none"> a) based upon b) because of c) in spite of |
|---|--|

PASSAGE 2

X-rays

In the later years of her life, Marie Curie devoted most of her time to working with radiation. She discovered many ways to use the different kinds of radiation given off by radioactive materials. Above all, she worked to show that radiation was useful and could be used to help mankind.

Marie Curie was very interested in one form of radiation called the 'X-ray'. X-rays were discovered accidentally by the German physicist Wilhelm Roentgen in 1895. Roentgen discovered, during an experiment, that some material in his laboratory gave off rays which could pass through cardboard. He didn't know what the rays were, or where they came from, so he called them 'X-rays' to show they were rather mysterious. Later the rays were called Roentgen rays in honour of their discoverer.

Since the discovery of X-rays more than 100 years ago, many scientists have studied them and have succeeded in finding out a lot more about them. X-rays are in fact made up of a series of rays of different lengths. As Roentgen discovered, the rays can pass through solid material. The shorter rays are the strongest; they can pass through most kinds of material, except lead, which is an extremely dense metal. The longer rays are the weakest and can only pass through soft, less dense material.

It is this difference between X-rays of different lengths that makes them so useful. By looking at which rays pass through and which rays cannot pass through an object, we can tell what the object is made of, and by using special photographic paper, we can take an X-ray photograph of what is inside the object without taking it apart.

The best known use for X-rays is of course in hospitals. Ill people can be X-rayed so that doctors can see inside their bodies without cutting them open. Many of the rays cannot pass through bones, but pass more easily through the softer muscles and organs. Doctors can look at an X-ray photograph of the inside of the body to help them to discover what is wrong with the patient. During World War I, Marie Curie used her early X-ray machines to find bullets and other pieces of metal in the bodies of wounded soldiers. Now doctors use the same sort of photographs to look at broken bones and damaged organs and to recognize many different diseases.

X-rays are also used in many other ways. Anyone who travels by plane has their bags X-rayed by airport staff. All passengers have to put their bags through an X-ray machine. A staff member looks at the picture produced by the machine and can see the kind of things in the bag. They will be able to see anything metal clearly, like a gun or a knife. People can also be X-rayed at airports if a staff-member thinks they may have swallowed illegal objects, such as parcels of drugs.

5

10

15

20

25

30

COMPREHENSION

A Answer the questions. Follow the example.

1 How long ago were X-rays discovered?

X-rays were discovered more than 100 years ago.

2 Did Wilhelm Roentgen work for a long time in order to discover X-rays?

3 Why are the rays called 'X-rays'?

4 What is special about X-rays?

5 Are all X-rays the same length?

6 What was Marie Curie looking for when she used X-ray machines in World War I?

7 Name **two** places where X-rays are used nowadays.

8 Why are people sometimes X-rayed at airports?

B Match the headings with the correct paragraphs. Follow the example.

Paragraph 1	[c]	a) X-rays in Airports
Paragraph 2	[]	b) X-rays in Hospitals
Paragraph 3	[]	c) Marie Curie and Radiation
Paragraph 4	[]	d) How X-rays are Different
Paragraph 5	[]	e) How X-rays are Useful
Paragraph 6	[]	f) The Discovery of X-rays

C Answer the questions. Follow the example.

1 Did Marie Curie think radiation was a waste of time?

No, she thought that radiation was very useful.

2 What is the difference between long and short X-rays?

- 3 Why does this difference make X-rays very useful?
- _____
- _____
- 4 If you wanted to hide something so that it would not show on an X-ray photograph, what material would you put around it?
- _____
- _____
- 5 Name **four** things that doctors can see in an X-ray of someone's body.
- _____
- _____
- 6 Put these materials in order of density, the most dense first: muscles and organs, pieces of metal, bones and lead.
- _____
- 7 Why do airport staff want to know whether a passenger has a gun or a knife in their bag?
- _____
- _____
- 8 Why would someone swallow a bag of drugs?
- _____
- _____

VOCABULARY

A Find antonyms for these words in the passage. Use the line numbers to help you. Follow the example.

- | | |
|---------------------------------------|------------------|
| 1 absorbed (lines 1–5 / two words) | <u>given off</u> |
| 2 on purpose (lines 6–10) | _____ |
| 3 understandable (lines 6–10) | _____ |
| 4 failed in (lines 11–15 / two words) | _____ |
| 5 similarity (lines 16–20) | _____ |
| 6 ordinary (lines 16–20) | _____ |
| 7 healthy (person) (lines 16–20) | _____ |
| 8 legal (lines 26–31) | _____ |

B Complete the sentences with words from the passage. Follow the example.

- 1 Mankind refers to humans in general.
- 2 Scientists might carry out an _____ to find out what would happen in particular circumstances.
- 3 Most scientists have a _____ where they carry out their research.
- 4 _____ is a very thick kind of paper.
- 5 The Australian island of Tasmania was named _____ the early explorer, Abel Tasman. (*three words*)
- 6 X-rays can _____ solid objects. (*two words*)
- 7 _____ is a very dense material.
- 8 _____ in the body, like the heart and lungs, are not very dense.

C Find these words in the passage. Follow the example.

- 1 One type of scientist.
physicist
- 2 Three things which could indicate that someone is ill.

- 3 Three parts of the human body.

- 4 Two kinds of paper.

- 5 Three things which are made of metal.

- 6 Two kinds of people who spend time in a hospital.

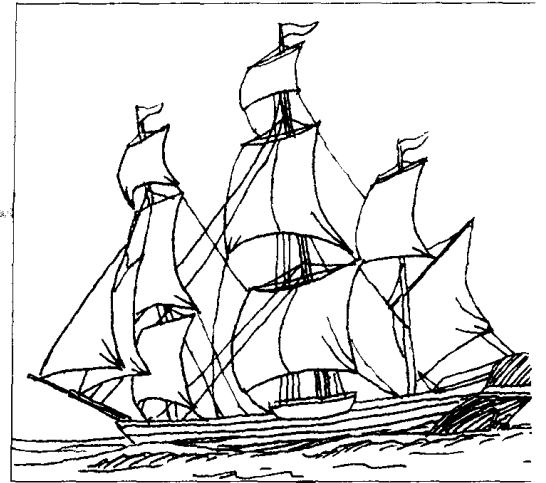
- 7 Two kinds of people who spend time in airports.

- 8 Three things you are not allowed to take on a plane.

UNIT 2 Great Explorers

PASSAGE 1

In Search of a Continent



After his astonishing 8,000-mile voyage around the coastlines of New Zealand and Australia, Captain Cook continued to sail around the world discovering new peoples and places. Cook himself did not believe in the existence of a great southern 5 continent, but the Admiralty (the men who were in charge of the British navy) were sure that one existed. They believed that there must be a large piece of land in the southern part of the earth because there was so much land in the northern part. Otherwise, they thought, the earth would not be in balance.

So in 1772, exactly one year after he had arrived back in England, Cook set out on another expedition in search of land in the south. He set sail in the Resolution, but was in charge of two ships, both the Resolution and the Adventure. As on his previous voyages, he was determined to stop his crew falling ill, so he took plenty of healthy food and made sure that the ships 10 were kept as clean as possible. Cook's plan was to sail all the way round the earth as far south as he could go. He thought that in this way he would be sure to find a southern continent if one existed.

In July 1772, the two ships sailed south, crossing the Antarctic Circle in January 1773. However, the icy waters were very dangerous and the 15 Resolution and the Adventure were separated. After meeting up again in New Zealand the Adventure returned to England and Cook set off south in the Resolution. Again he braved the ice of the Antarctic Circle and as a result of his skilled seamanship, managed to sail farther south than any ship had been before. Turning north again Cook continued to chart the islands that he passed by, including some that had never been visited by Europeans before. The Resolution returned home to England in July 1775. 20 Cook had been at sea for three years and thought he had finally proved that no great southern continent existed.

In 1776, Cook made another voyage to the Pacific, but this ended in disaster. He was killed in Hawaii in 1779 during a fight with some local people. This was a sad end to a kind man. Captain Cook was a skilled seaman whose ideas about cleanliness and diet greatly improved the health of the crews on his ships. He also had a caring attitude to the people that he discovered on his voyages. He was interested in seeing new races of people and learning 25 about them, but he did not want to change them. He saw all people as equal – sadly, an idea that is unusual even today.

COMPREHENSION

A Answer the questions. Follow the example.

- 1 How long had Captain Cook stayed at home before setting out on his next expedition in 1772?

He had stayed at home for a year.

- 2 What was he looking for on this expedition?

- 3 Did he expect to find it?

- 4 How did Cook keep his crew healthy on this voyage?

- 5 What direction did the ships set off in?

- 6 Cook was in charge of two ships, but which ship did he sail in?

- 7 What did Cook achieve on this voyage that no-one had ever done before?

- 8 What did Cook think of the people he met on his voyages?

B Put the sentences in order. Write the number in the space. Follow the example.

Cook heads north in the Resolution. []

The Resolution and the Adventure are separated. []

Cook sets off for the Pacific for a third time. []

Cook is killed in Hawaii. []

The Adventure returns home. []

Cook arrives home from his voyage charting New Zealand and Australia. [1]

Cook crosses the Antarctic Circle. []

Cook sets off south in the Resolution. []

Cook arrives home from his voyage looking for land in the south. []

The Resolution and the Adventure meet up in New Zealand. []

C Answer the questions. Follow the example.

- 1 Did the Admiralty think that Captain Cook was a good seaman?
Yes, they gave him two ships to sail, so they must have thought he was very skilled.
- 2 Why do you think the 'icy waters' of the Antarctic would be dangerous?

- 3 Was the voyage to find the great southern continent a failure or a success?

- 4 Captain Cook had strong ideas about cleanliness and diet. Were his ideas right?

- 5 When did Captain Cook return home from his final expedition to the Pacific?

- 6 What do you think Captain Cook's crew thought of him?

- 7 How do you think Captain Cook's wife, at home in England, felt about his voyages and expeditions?

- 8 Why was the way that Captain Cook died especially sad?

VOCABULARY

A Find synonyms of these words in the passage. Use the line numbers to help you. Follow the example.

- | | |
|---|-------------------|
| 1 amazing (lines 1–5) | <u>astounding</u> |
| 2 more than enough (lines 11–15) | _____ |
| 3 map; record (lines 21–25) | _____ |
| 4 showed; demonstrated (lines 26–30) | _____ |
| 5 tragedy (lines 26–30) | _____ |
| 6 native (lines 31–37) | _____ |
| 7 hygiene (lines 31–37) | _____ |
| 8 exactly the same; as good (lines 31–37) | _____ |

B Complete the sentences with words from the passage. Follow the example.

- 1 Looking down from an aroplane, you can always see the coastline of a continent very clearly.
- 2 The headmaster is _____ the whole school. (*three words*)
- 3 If you work hard, but also relax and enjoy yourself, then your life is _____. (*two words*)
- 4 My grandmother lives in Hainan, but every year she sets off on an _____ to Beijing to visit her sister.
- 5 The _____ at sea was so bad that all the crew were sick.
- 6 Some people think that ghosts _____, but others do not believe in them.
- 7 Even though it was December we _____ the cold and went for a swim in the sea.
- 8 He has a very good _____: he eats lots of fresh vegetables and fruit.

C These sentences all include phrases using the word 'set'. Read the sentences, then match each phrase with the correct meaning. Follow the example.

- 1 After Captain Cook got married he *set up* home in England.
- 2 Captain Cook *set sail* for the Pacific three times.
- 3 Captain Cook *set down* his thoughts and experiences in a diary.
- 4 It was a beautiful morning so we *set out* for the beach early.
- 5 When we got there we *set out* all the picnic things.
- 6 We *set about* lighting the barbecue.
- 7 Our plans were *set back* because it started raining.
- 8 I *set aside* a small part of my wages each week for the future.

- | | | | |
|---|------------------|-------|---|
| 1 | <i>set up</i> | [g] | a) begin a journey by ship |
| 2 | <i>set sail</i> | [] | b) begin a journey |
| 3 | <i>set down</i> | [] | c) delay due to a problem or difficulty |
| 4 | <i>set out</i> | [] | d) arrange neatly |
| 5 | <i>set out</i> | [] | e) write down or record |
| 6 | <i>set about</i> | [] | f) put to one side |
| 7 | <i>set back</i> | [] | g) establish something new |
| 8 | <i>set aside</i> | [] | h) start |