

新课标模范英语强化阅读

Pep UP Your English

Graded Readers

Paul Simmonds (英), Maggie Aldhamland (澳) 著

Neville Grant (英), 刘道义 主编

广东省教学教材研究室 修订

Senior
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人民教育出版社

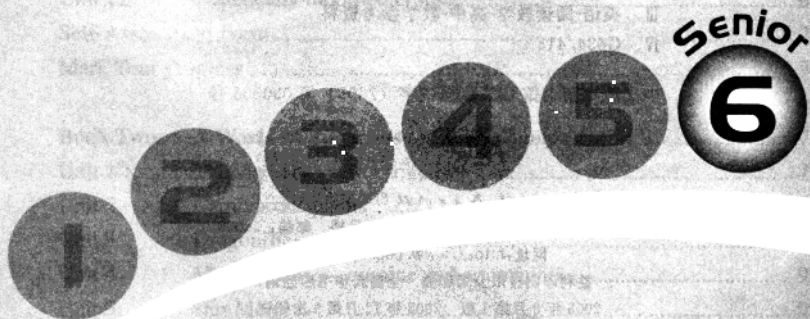
高中
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前 言

阅读是理解和吸收语言文化信息的最重要的手段。对学生来说,阅读又是语言文化信息的最便捷的输入源。没有足够的可理解性语言的输入,就不可能有高质量的语言输出。古人云:“读书破万卷,下笔若有神”,讲的就是这个道理。

因此,“国家英语课程标准”很重视学生的阅读训练,对阅读技能的九级要求做了详细的目标描述,并对第三至八级的课外阅读量定出了明确的要求(由4万词累积到36万词)。而且,历届的中考和高考都特别重视语篇的理解。显然,要达到课程标准的要求,要获得良好的考试成绩,学生单靠教科书是远远不够的,必须开展大量的阅读。于是为了配合实施课程标准,为了满足我国中学生英语阅读的需要,我们专门设计编制了本套读物,可供选择与主教材配套使用。与许多引进版的读物不同的是,这套读物是由中外专家合作,完全根据课程标准规定的教育目标、教学要求、教学内容设计编写的。书中文章不仅语言地道、规范,而且具有较强的跨文化交际的意识,既介绍了世界各国的文化,也注意弘扬中华民族的优秀文化。

本套读物具有以下六个特色:

● **针对性强** 适于初中、高中或同等水平的学生阅读。本套读物的初中第1、2册适于小学起始学习英语的初中一年级学生阅读,程度大体相当于英语课程标准的三级。由此类推,其高中第5、6册则适于高中三年级的学生阅读,程度可达到八级。内容分级由易到难,具有弹性。书中的练习、注释等也是针对我国学生的认知特点编写的。

内容分级比较

| 本丛书 | 课程标准(约相当于) | 中学(小学起始学英语) |
|-----|------------|-------------|
| 第1级 | 三级 | 初中一年级 |
| 第2级 | 四级 | 初中二年级 |
| 第3级 | 五级 | 初中三年级 |
| 第4级 | 六级 | 高中一年级 |
| 第5级 | 七级 | 高中二年级 |
| 第6级 | 八级以上 | 高中三年级 |

● **实用性强** 每册读物 (Reader) 包含 3 或 4 分册 (Book), 每分册由 10 至 12 单元 (Unit / Chapter) 构成, 每个单元有 1~3 个语篇 (Reading passage)。文章短小精悍, 配有练习和注释。可用于课外阅读也可用于课堂阅读教学。

● **时代感强** 读物的内容今昔兼容, 但侧重表现最新题材, 其中包括当代社会、时事新闻、文理各科基础知识、高新科技、环境保护、文教、艺术、体育、卫生、娱乐、家庭、习俗等。书中不乏古今中外名人传记, 其高尚的情操、美好的人格将感染青少年, 对他们的健康成长和素质的提高会产生积极的作用。

● **趣味性强** 富有时代气息的内容和浩瀚的知识信息, 对学生很有吸引力。读物采用的表现手法又多种多样, 有记叙、论述、传记、游记、日记、故事、科幻、演讲、诗歌、戏剧、新闻报道, 一直到实用文体——信件、文件、广告、简历、说明、图表等, 使其具有较强的可读性。此外, 插图和真实的照片也使全书面貌新颖, 生动、活泼、有趣。

● **自主性强** 本读物的编制以学生自主阅读为出发点。初中、高中各有 6 册读物, 每册约可供学生一个学期阅读和练习用。而实际选读哪一册、用多少时间读完, 可按学生的情况而定。书中附有难点注释; 每个语篇末尾标明字数, 便于学生记录阅读速度; 每分册附有自我评估的图表可供学生填绘; 每册读物最后附有练习答案。这一切为学生自主学习提供了空间。长期使用这套读物会有力地帮助学生成为好的自学者 (Independent learners), 具有终身学习的能力。

● **有效性** 本套读物能够有效地帮助学生提高阅读技能。中学生阅读理解力不够, 主要起因于词汇量小、文化知识缺乏。目前, 又缺少高质量的针对性强的读物, 而这套读物好似“及时雨、雪中炭”, 可以扩大词汇量, 拓宽他们的文化视野。更重要的是, 可以切实提高他们的阅读技能: 通过阅读, 分析和理解语言材料, 并能捕获和处理文中的信息。为此, 读者要充分利用本书所提供的资源, 在阅读时应力求做到限时阅读, 抓住主旨大意和中心思想; 理清事实情节, 进行推理判断; 通过语境猜测词义, 学会使用辞典和工具书, 分析复杂结构, 识图解意; 增强阅读兴趣, 寻求更多相关的信息。

本套读物将成为我国中学生学习英语的一个重要的资源库, 会不断增加新书以飨读者。祝愿广大的读者能从中受益, 提高英语阅读的兴趣和能力, 以达到课程标准的要求!

刘道义

2005 年 3 月于北京

Introduction

For far too many of our students, reading is something you do in class with your teacher — or in the examination! It's something you need your teacher for to explain new words; it's something you need questions for: no questions, no comprehension!

We need to change all that. Reading is an activity that above all citizens of the twenty-first century need to do by, and for, themselves. That means we need to give our students time and opportunity to do just that — to read “by and for themselves”. The Ministry of Education's new National Syllabus requires students to read 360, 000 words outside class, to obtain maximum reinforcement.

This is partly what our new series, *Pep Up Your English: Graded Readers*, is all about. But it does more than that. We believe that reading widely — what is known as extensive reading — has a large number of very important educational advantages.

1. Extensive reading can provide “comprehensible input”.

Many theorists have commented on the need for our learners to be exposed to enough language to help to “fix” it in their minds. But the language has to be readily “comprehensible”. If it isn't, our learners will be frustrated!

Pep Up Your English: Graded Readers has been designed to provide plenty of materials that are — just — within their grasp: sufficiently easy to be attractive to the learners, sufficiently hard to stretch and develop as well as consolidate their learning.

2. Extensive reading can enhance students' general knowledge.

One of the main motivations for our students learning English is that through English they can broaden their horizons, and extend their knowledge of today's world.

3. Extensive reading motivates learners to read.

Written by an international team of authors, the books in *Pep Up Your English: Graded*

Readers bring up-to-date information about the world we live in in up-to-date authentic English. Trials around China have shown that students find the books exciting, interesting, and accessible.

4. Extensive reading consolidates and increases knowledge of vocabulary.

Research shows that children between grades 3 and 12 in the United States learn up to 3,000 words a year. These words are not taught in class: they are learnt largely through reading widely. It is possible that the time we spend teaching new vocabulary in China may be to some extent better spent by simply asking our students to read!

5. Extensive reading can lead to improvements in writing.

Research shows that the more widely children read, the better they write: it is partly because their knowledge of the language is broadened, and partly because they know more about the world, and feel more able to write about it.

6. Extensive reading can develop independent learning.

The classroom focuses inevitably on shorter texts, and extensive reading provides learners with the opportunity of reading longer texts, on more varied subjects, on their own, and in their own way. This is a very important aspect of extensive reading: students do need to be liberated from dependence on the teacher, and reading gives them the opportunity to do so. Many of our students go on from Senior Middle School to formal or informal learning situations, where they may have to study extensively on their own. Extensive reading can give them the confidence and competence to cope with longer texts.

Pep Up Your English: Graded Readers can play an important part in helping our students to read more independently, and become more self-reliant. The series contains a wide range of different kinds of writing, both fiction and non-fiction, as required by the National Syllabus.

One other feature of this series is the role of grading. In the past, the emphasis has traditionally been placed on graded readers, which have a controlled grammatical and lexical load, and these certainly have the advantage of providing regular repetition and reinforcement of language forms. However, in recent years there has been an increased

emphasis on “real” books written in authentic English, rather than the pre-digested, controlled reading diet offered by traditional graded reading schemes.

Pep Up Your English: Graded Readers adopts a compromise approach — real books written in authentic English roughly tuned to the likely language level of the readers. Grading is as much focused on interest levels and relevance to the students, as on language forms. It is a fact that this approach has the advantage of catering for wide variations in educational policy across China, both within and beyond provinces and autonomous regions, as local curriculum initiatives make it increasingly difficult to adjust language levels to targeted segments of the student population.

How to use *Pep Up Your English: Graded Readers*

Approaches may vary, as teachers will certainly wish to use the series in different ways, to accommodate their own particular requirements, and to cater for their classes’ needs. We suggest three possible approaches — though there will be many variations:

1. Using the books for shared reading

Using this approach, the whole class will read the same book at the same time; most of the book will be read outside class, but teachers will want to take selected readings — from, for example, Units 1, 3 and 5 — for more detailed treatment in class. Using this approach, a given book might be treated in class three or four times, perhaps, over the course of half a semester. That means that roughly two or three books per semester might be treated in this way.

This approach will still require students to read most of each book on their own, thus achieving the prime objective — to encourage students to read “by and for themselves”. But it enables the teacher to keep a closer watch on what the students are (or are not!) doing, and enables the teacher to intervene as necessary. During these classroom sessions, a selection of the exercises provided in the books will be treated, but there is no doubt that many teachers will wish to devise their own activities, too.

2. Private reading

Using this approach, the students will be left almost entirely alone, to read the books “by and for themselves”. They may come to the teacher occasionally perhaps with questions; but teachers would do well to ensure that the students try to answer their own questions independently of the teacher.

It will still be necessary to monitor what the students are reading; it is suggested that a student should read a whole book, independently, in about three weeks. At the end of that time — or when they say they have completed a book — they may be asked to give a short oral report on it (though there will not of course be time for more than two or three students to do this); the rest should write down a short comment on the book they have read, together with the dates when they read it. Teachers may randomly choose some students to question them, to make sure that they have indeed read the book; many teachers will wish to award “Extensive reading marks” to go down in the mark book, so that student will realize that their efforts are being noticed, and valued.

3. A mixed approach

Many teachers will feel the need to start their students off on a reading task, and provide an initial impetus, to encourage them. So they may start off with, say, a whole (or half a) lesson, getting the students started, and creating some enthusiasm and excitement. This method has the disadvantage that every student would be expected to start off with the same book; but it has the advantage of creating space for individuals to read at their own pace; typically, the fastest reader will complete about two weeks or more before the slowest reader. Once a book is read, the student can go on to read another, independently.

Monitoring the students' reading

Whatever approach is adopted, teachers are urged to create time so that at least one lesson a fortnight is spent on either shared reading, or silent reading in class; during the latter type of lesson, the teacher can deal with selected individuals, and give assistance or encouragement when needed.

Teachers should keep a centralized record of how the reading is going; every time a

student finishes a book, the teacher should make sure that this event is recorded; by the end of a semester, typically some students will have read perhaps four or even five books; others will only have managed two. Teachers may like to award marks accordingly, as a form of encouragement.

Many teachers will keep some pages of their mark books to keep such records; others may like to try displaying progress on a wall-chart: the names of the students can go across the top of the chart, the titles down the side; each time a student completes a book, a tick is placed in the square where both converge, along with the date the book was completed.

The exercises

Every reading text in the series is followed by a short series of exercises. Teachers and students should use their discretion about how many of these exercises they should do. The main purpose of *Pep Up Your English: Graded Readers* is to encourage the students to read widely on their own, so the exercises are less crucial than the texts. It is suggested that after a given text, the students should typically do the first exercise, and one other exercise of their choice, before proceeding to the next text.

If a text is treated in class, as a “Shared Reading” exercise, teachers should try to ensure that they do not turn the text into yet another English reading lesson; these texts should be treated swiftly, lightly, and in a manner which enhances enjoyment and motivation. The exercises should be treated in the same way.

Finally:

In short, our students should be encouraged to believe that reading by and for oneself is FUN! We very much hope that this will be the case, and that *Pep Up Your English: Graded Readers* will help to create a new generation of eager English learners. Please do write in to the publishers with details of your own experience, and tell us about the methods you have found most effective.

Neville Grant

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PEP UP Your English

Graded Readers

Book 1

Good Health and Food



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Unit 1

Fast food and restaurant chains

Before you start (1) and (2)

What type of restaurants have you got in your area? What types of restaurants have you been to? Some restaurants are very cheap and friendly, while others may be expensive and serve special types of food. What type of restaurants do you like best?

Reading (1)

Fast food and restaurant chains

Fast food is a relatively new expression that did not appear in the dictionary until about the 1970s. The idea of fast food has been with us since about the early 1960s, but the massive growth in fast-food establishments has only taken place over about the last twenty years. Today, there are a small number of international restaurant chains selling food in almost every country in the world. Where did this idea of fast food come from?

The concept of fast food in the modern world began in America. The very first fast-food establishments were quite small and they were designed to provide food quickly and cheaply. Most of these fast-food establishments provided very few seats, and the customers were encouraged to buy the food and take it away to eat it elsewhere. Normally, the restaurants served a very limited range of food; in most cases this consisted only of hamburgers, French fries ("chips" in British English) and milk shakes. They bought the meat and potatoes and milk in bulk and therefore at low prices. Since there were no waiters or waitresses, the cost of supplying the food was quite low.



The great advantage for the owner of the fast-food eating place was that the overheads were low, and the profit levels were high. The restaurants also became very popular with customers. They didn't need to think too much about what to buy because they knew that the same range of food was always on sale. They also knew that they would receive their food quickly and the cost would be quite low. They could either eat it then and there, or take it away to eat elsewhere. The fast-food centres were successful because life was beginning to speed up and people had less time to think about food.

(304 words / ____ minutes)

Vocabulary

| | |
|--|----------------------|
| restaurant chains | 连锁餐馆 |
| massive /'mæsɪv/ <i>adj</i> | 大量的, 大规模的 |
| establishment /ɪ'stæblɪʃmənt/ <i>n</i> | 企业 |
| concept /'kɒnsept/ <i>n</i> | 概念 |
| milk shake /'mɪlk'ʃeɪk/ <i>n</i> | 奶昔 (牛奶和冰淇淋的混合饮料) |
| bulk /bʌlk/ <i>adj</i> | 大批的 (cf: in bulk 整批) |
| overhead /'əʊvəhed/ <i>n</i> | (常用复数) 经常费用, 管理费用 |
| speed up <i>phr v</i> | 加速 |

Notes

1. **fast-food establishments:** The early fast-food establishments were "drive-ins" designed so that people could drive up in their cars and order through a window, or by using a telephone. This type of restaurant still exists in America but it has never become popular in the same way as in other countries.
2. **restaurant chains:** When a company wants to expand it may offer franchises (特许经营权) to people wanting to open a new restaurant. When people buy a franchise the chain help them to set up the restaurant and then supply the food. The restaurant is managed by the owners and the profits will be divided with the restaurant chain.

Exercise 1

Choose the best option.

1. The idea of fast food is a modern one ...
 - A and massive restaurants have now been built all over the world.
 - B and over the last twenty years the number of fast-food restaurants has greatly increased.
 - C that started in 1960 and has grown since then.
 - D and since about 1960 there has been an increase in the number of restaurants.



2. In many of the early restaurants the customers were encouraged to ...
 - A leave quickly.
 - B eat in the restaurant and then leave quickly.
 - C take the food and eat it at home.
 - D buy their food but not to stay in the restaurant too long.
3. The restaurant owners served a limited range of food because ...
 - A it was cheaper and more profitable.
 - B this meant that the customers always knew what was for sale.
 - C then they didn't have to think too much about what to buy.
 - D because they had no waiters or waitresses.

Reading (2)

The spread of fast food

Today, in America, there are about 170,000 fast-food restaurants serving about 45 million Americans every day. Sales countrywide are around \$50 billion a year and several million people are employed world-wide by American chains. New fast-food restaurants are opening daily all over the world, including in China. People often like such places because the food is tasty and sweet, and easy to eat. Wherever you are in the world, you know that a particular chain will provide you with exactly the same product. This standardisation of the food on sale is comforting for many customers.



The young people who serve the customers are expected to provide them with the food that they have ordered in a very short time, perhaps two or three minutes after making their order. Everything behind the counter is highly regulated so that the process of serving a customer is as brief as possible. Each move made by the young people behind the counter has been scrutinised with great care so that not a moment is lost. Each hamburger is precisely the same size; each chip is the same thickness, each item is cooked in exactly the same way for precisely the same amount of time.

