

普通高中课程标准实验教科书



外研版

英语阅读

If you try,
you will succeed.
— Be a better reader

必修
5



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(必修5)

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说 明

由教育部制定的《普通高中英语课程标准(实验)》在语言技能目标中规定:六级目标“除教材外,课外阅读量应累计达到 18 万词以上”;七级目标“除教材外,课外阅读量应累计达到 23 万词左右”;八级目标“除教材外,课外阅读量应累计达到 30 万词左右。”要达到此阅读目标,单纯通过教科书中的阅读材料是远远不够的,还要按年级和学生的具体情况,有计划地指导学生在课外阅读一定数量的读物。为满足广大中学师生对英语阅读资料的需求,山东教育出版社组织富有教学经验的中学英语教师及资深研究人员编写了这套《英语阅读》丛书,旨在帮助中学生巩固和扩充教材中所学英语知识,给学生提供更为丰富的教育教学资源,有助于他们开阔视野、增加语言输入量,丰富语言知识,提高阅读能力,扩大词汇量和了解英语国家的社会文化等。

本丛书的编选注重知识性、趣味性、科学性和教育性,选文涉及人物、故事、事件记述、社会文化及科普知识等方面面,既有助于学生提高英语综合能力,又体现了各科知识相互渗透、实施素质教育的精神。

本丛书每单元围绕教材中的单元话题编排 6 篇选文。



为便于检验阅读效果,每篇选文之后都编有与高考题型一致的单项选择题。本丛书各册中选文的生词率不超过 3%。

本册为配合 2005 年外研社最新出版的《普通高中课程标准实验教科书英语》(必修 5)的使用而编写。

本书由田教修主编,田教修、张雪峰、刘莉、刘爱萍等共同编写。

编 者

2005 年 7 月

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Module 1

British and American English

A

Every people uses its own special words to describe things



and express ideas. Some of these expressions are commonly used for many years. Others are popular for many years. Others are popular for just a short time.

One such American expression is “where’s the beef?” It is used when something is not as good as it is said to be. In the early 1980s, “Where’s the beef?” was one of the most popular expressions in the United States. It seemed as if everyone was using it all the time.

Beef, of course, is the meat from a cow, and probably no food is more popular in America than the hamburger made from it, in the 1960s a businessman named Ray Kroc began building small restaurants that sold hamburgers at a



low price. Kroc called his restaurant "McDonald's". Kroc cooked hamburgers quickly so people in a hurry could buy and eat them without waiting. By the end of the



1960s the McDonald's Company was selling hamburgers in hundreds of restaurants from California to Maine. Not surprisingly, Ray Kroc became one of the richest businessmen in America.

Other business people watched his success. Some of them opened their own hamburger restaurants. One company, called "Wendy's", began to compete with McDonald's. Wendy's said these hamburgers were bigger than those sold by McDonald's or anyone else. The Wendy's Company created the expression "Where's the beef?" to make people believe that Wendy's hamburgers were the biggest. It produced a television advertisement to sell this idea. The Wendy's television advertisement showed three old women eating hamburgers. The bread that covered the meat was very big, but inside there was

only a tiny bit of meat. One of the women said she would not eat a hamburger with such a little piece of beef. "Where's the beef?" she shouted in a funny voice. These advertisements for Wendy's hamburger restaurants were a success from the





first day they appeared on television. As we said, it seemed every one began using the expression "Where's the beef?" (336 words)

1. What does the expression "Where's the beef?" mean?
 - A. The beef is lost.
 - B. The beef is not as good as it is said to be.
 - C. Something is not as good as described.
 - D. The food has turned bad.
2. Wendy's made the expression known to everybody by .
 - A. a newspaper advertisement
 - B. writing letters to people
 - C. a TV advertisement
 - D. a notice in front of the restaurant
3. Hamburgers are so popular in America because .
 - A. they are made from beef
 - B. they are cheaper than any other kind of food
 - C. they are the only fast food in America
 - D. they are served quickly and at a low price
4. Other people wanted to open hamburger restaurants because .
 - A. they thought they could make a lot of money
 - B. hamburgers are easy to make
 - C. they could sell hamburgers throughout the country
 - D. hamburgers are good to eat



Language learning begins with listening. Children are greatly different in the amount of listening they do before



they start speaking, and later starters are often long listeners. Most children will "obey" spoken instructions some time before they can speak, though the word "obey" is hardly accurate^① as a description of the eager and delighted cooperation^② usually shown by the child. Before they can speak, many children will also ask questions by gesture and by making questioning noises.

Any attempt to study the development from the noises babies make to their first spoken words leads to considerable difficulties. It is agreed that they enjoy making noises, and that during the first few months one or two noises sort themselves as particularly expressive as delight, pain, friendliness, and so on. But since these can't be said to show the baby's intention to communicate, they can hardly be regarded as early forms of language. It is agreed, too, that from about three months they play with sounds for enjoyment, and that by six months they are able to add new words to their store. This self-imitation^③ leads on to deliberate imitation of sounds made or words spoken to them by other people. The problem then arises as to the point at which one can say that these imitations can be considered as speech.

It is a problem we need to get our teeth into. The meaning of a word depends on what a particular person means by it in a particular situation and it is clear that what a child means by a word will change as he gains more experience of the world. Thus the use at seven months of



“mama” as a greeting for his mother cannot be dismissed as a meaningless sound simply because he also uses it at other times for his father, his dog, or anything else he likes. Playful and meaningless imitation of what other people say continues after the child has begun to speak for himself, I doubt, however, whether anything is gained when parents take advantage of this ability in an attempt to teach new sounds. (353 words)

① accurate /'ækjʊrɪt/ *adj.* 准确的

② cooperation /kəʊpə'reɪʃn/ *n.* 合作

③ self-imitation /'self,ɪmɪ'teɪʃən/ *n.* 自我模仿

5. Before children start speaking, _____.
- A. they need equal amount of listening
 - B. they need different amounts of listening
 - C. they are all eager to cooperate with the adults by obeying spoken instructions
 - D. they can't understand and obey the adult's oral instructions
6. Children who start speaking late _____.
- A. may have problems with their listening
 - B. probably do not hear enough language spoken around them
 - C. usually pay close attention to what they hear
 - D. often take a long time in learning to listen properly
7. A baby's first noises are _____.
- A. an expression of his moods and feelings
 - B. an early form of language
 - C. a sign that he means to tell you something



- D. an imitation of the speech of adults
8. The problem of deciding at what point a baby's imitations can be considered as speech _____.
- A. is important because words have different meanings for different people
 - B. is not especially important because the changeover takes place gradually
 - C. is one that should be properly understood because the meaning of words changes with age
 - D. is one that should be completely ignored (忽略) because children's use of words is often meaningless
9. The speaker implies _____.
- A. parents can never hope to teach their children new sounds
 - B. children no longer imitate people after they begin to speak
 - C. children who are good at imitating learn new words more quickly
 - D. even after they have learnt to speak, children still enjoy imitating

C

A story from the Bible tells of old Babylon, where the men decided to build a tower that would touch the sky. But God was unhappy, and he made them speak different languages. They couldn't understand each other, so their dream never came true.

Yet the dream remains alive; if all men speak the same language, they can do anything. L. L. Zamenhof from



Poland was among the men who pursue this dream. He developed Esperanto^① between 1877 and 1885.

As the most successful man-made world language, it is spoken by over two million people around the world. Last month, the World Esperanto



Congress^②, dealing with language rights, ended in Sweden. Most Esperanto speakers are in Central and Eastern Europe and in East Asia, particularly Chinese mainland.

Esperanto has two advantages. First, it's easy. Each letter has exactly one sound and there are just 16 basic grammar rules. The second advantage is that it belongs to no one country. But Esperanto has only reached a small number of people compared with natural languages widely used around the world—such as English or Chinese. While these languages are deeply connected with their nations and cultures, Esperanto doesn't have this background.

Will Esperanto really become a global language? It remains a question. (226 words)

① Esperanto /ˈespəˈræntəʊ/ n. 世界语

② Congress /ˈkɒŋɡres/ n. 大会



- A. explain why men have been making the effort to create a language shared by all
 - B. explain why men now speak different languages
 - C. show the relationship between man and God
 - D. prove that language is very important
11. What does the underlined word "pursue" in the second paragraph mean?
- A. Realize.
 - B. Work for.
 - C. Be against.
 - D. Follow.
12. What is the basic difference between Esperanto and English?
- A. More people speak English than Esperanto.
 - B. Esperanto letters are easier to spell.
 - C. Esperanto has fewer grammar rules.
 - D. Esperanto is not supported by any country or culture.
13. What does the story mainly talk about?
- A. Advantages and disadvantages of Esperanto.
 - B. Men's dream of sharing the same language.
 - C. The most successful planned language Esperanto.
 - D. Comparison of Esperanto and other languages like English and Chinese.



Ms Robson's students are studying French and German. She would like to speak both languages at some point while they're away.

Hilary's students are 14 years old. Some of them learn French, so she wants to find a holiday course which can



offer individual language lessons for those who would like to improve their French.

Rosie had a small group of students. They all want to sail but unfortunately some of them are unable to swim, although they're eager to learn.

Mr Pearson's class has just started to learn German but he wants a holiday which mixes studying the language with plenty of free time to explore the foreign country.

John has a class of eleven-year-olds who are crazy about sport. He'd like a course which organizes a complete program including all kinds of sports, meals and entertainments.

NO. 1. Summer Schools in the Czech Republic^①

Spend a week in a sports center 15 minutes south of Prague, each day's program is organized by our professional^② trainers for children aged 10-14. Prices include breakfast, lunch and dinner as well as sightseeing trips.

NO. 2. Summer in Austria

We will arrange a program to suit your students. All our courses take place at the university in Linz. Morning classes are held in German, evening lectures on Austrian history are in English. We offer an exciting programme of evening activities including music, dance and theater.

NO. 3. Greek Sailing Holidays

Arrive by air and then hire one of our new boats with all the latest equipment to sail around the Greek islands.



These boats sleep up to twenty students and two teachers. Trained sailing staff are available but you must be able to swim.

NO. 4. Summer Courses in Finland

If you love water sports you'll love our one-week sports holiday on the Finnish lakes. There are opportunities to swim, sail and water-ski. Lessons are available if you need them, there is also a chance to learn Finnish at no extra cost! Everyone welcome.

NO. 5. Touring in France

Fly to Paris and spend a few days sightseeing in this wonderful city before traveling on to Toulouse. All our tours have a French-speaking guide and accommodation^③ is in comfortable hotels. Prices include breakfast and evening meal only.

NO. 6. Holiday Programs in Germany

We offer morning classes in the German language at all levels from beginners upwards. In the afternoon you are free to join our mountain walks or to go shopping in the nearby town. In the evening we organize a full program of entertainments. All ages welcome.

NO. 7. Swiss Study Tours

Using the excellent railway system we offer an unusual holiday, sport and study program. Your hotel is a train; eat and sleep on board and spend each day in a different part of Switzerland. Opportunities to speak French, German and