

21 世纪中学生英语文库

陈锡麟 赵启敏 编写

高中英语

阅读精选

(第二版)

Selected Reading
for Senior Students



复旦大学

出版社

21 世纪中学生英语文库

丛书主编 陈锡麟

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图书在版编目(CIP)数据

高中英语阅读精选/陈锡麟,赵启敏编写. —2版.
—上海:复旦大学出版社,2005.4
(21世纪中学生英语文库)
ISBN 7-309-04451-7

I. 高… II. ①陈…②赵… III. 英语-阅读教学-
高中-教学参考资料 IV. G634.413

中国版本图书馆 CIP 数据核字(2005)第 027250 号

高中英语阅读精选(第二版)

陈锡麟 赵启敏 编写

出版发行 复旦大学出版社

上海市国权路 579 号 邮编 200433

86-21-65118853(发行部) 86-21-65109143(邮购)

fupnet@fudanpress.com http://www.fudanpress.com

责任编辑 唐 敏

总 编 辑 高若海

出 品 人 贺圣遂

印 刷 上海崇明裕安印刷厂

开 本 850 × 1168 1/32

印 张 12.5

字 数 313 千

版 次 2005 年 4 月第二版第一次印刷

印 数 1—6 100

书 号 ISBN 7-309-04451-7/H · 878

定 价 18.00 元

如有印装质量问题,请向复旦大学出版社发行部调换。

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前 言

随着我国改革开放形势的发展,广大的青少年及家长们都知道英语非常有用,迫切希望尽快掌握好这一门工具,为今后的学习和工作创造良好的条件。

英语是一门实践性很强的学科。英语学习有它自身的规律。要想学好英语,不仅要学词和语法,更重要的是让学习者接触大量的语言材料,经过充分的语言操练,才能使他们具备较好的语言能力,也就是英语的理解和表达能力。任何“捷径”、“突击”和“速成”都只可能是一种不现实的愿望。英语学习必须是循序渐进的和全方位的,既要学习英语的语音、词汇和语法知识,又要接受听、说、读、写各方面的训练。《21 世纪中学生英语文库》正是基于这一前提而为中学生编写的涉及英语学习各个环节的参考丛书,它们包括英语阅读、语法、常用词用法、说话和写作等各个方面。这些参考书既为读者提供了有益的学习材料,同时又指导学习者遵循英语学习的规律,用正确的方法去学习,以期达到事半功倍的效果。这些参考书是对现用教材的补充,也是对校内英语学习的一种辅助和促进。希望这一套丛书能帮助中学生在英语学习方面打好扎实的基础,以利于将来的深造和熟练掌握英语。

陈锡麟

2005 年 2 月

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Part One —
Passages on Social
Studies & Culture (1—70)

Passage 1

When Joe Bates was twelve years old, he lost interest in school. He stopped listening in his classes. Some of his teachers began to consider him a problem.

But a few of Joe's teachers thought that Joe might have lost interest in schoolwork because he already understood it. They proposed that Joe try taking a university class in computer science. Joe did. He was the best student in the class. Later tests showed that his intelligence and knowledge were far greater than most children of his age. He entered the university when he was thirteen, about four years earlier than most children. And by the time he was in his early twenties, Joe was teaching computer science at a university.

Joe's story shows what can happen when a child's unusual ability is recognized. Sadly, however, not all gifted children get this recognition. And educational experts say unusually gifted children may waste their abilities if they do not get help to develop them.

Studies show that almost twenty percent of the students who fail to complete high school in the United States are gifted children.

This is because gifted children can have special problems as well as special abilities. Teachers may not recognize their abilities, or may not know how to keep them interested. Or they may consider such students to be trouble-makers or rebels. Gifted children may feel lonely or different because they do not know other children who share their interests.

Educators say there are more than two million gifted children in the United States today. But they say fewer than half are taking part in special education programs designed for them.

So, around the country, parents, educators and business leaders have formed groups to create and support programs for the gifted. There also is a national organization to support such programs.

One of the most successful programs is held every summer at John Hopkins University in the state of Maryland, where Joe Bates went to school. It started in 1980 when educators saw that there must be many children like Joe.

At first, only 100 children took part, now more than 1,000 children between the ages of nine and sixteen are students in the summer program.

The John Hopkins program provides studies in math and science. It also has classes for children with unusual ability in language and writing. The children study the same subject every day for several weeks. It could be biology, or history, or English literature. In those few weeks, they learn as much as in a normal nine-month school year.

William Durden, the director says the program succeeds because it permits children to make progress more quickly than in a traditional program. And the children get to meet others like themselves.

Multiple-choice Exercises:

1. Joe Bates stopped listening in his classes because _____.
 - A. he lost interest in school
 - B. he hated those teachers who considered him a problem

- C. he had already understood what he was taught
- D. he wanted to take a university class
2. When a child's unusual ability is recognized, _____.
- A. he can do whatever he likes
- B. he will no longer be considered to be a trouble-maker or rebel
- C. he may make more success than most children of his age
- D. he will certainly take part in a special education program
3. According to the passage, the most important thing is _____.
- A. to recognize and develop gifted children's unusual abilities
- B. to design and support special education programs for gifted children
- C. to help gifted children get to meet others who share their interests
- D. to encourage gifted children instead of treating them as a problem when they lose interest in school
4. Quite some gifted students fail to complete high school in the United States because _____.
- A. they take part in traditional education programs
- B. their unusual abilities are not recognized
- C. their teachers don't know how to keep them interested in schoolwork
- D. they have special problems
5. Which of the following statements is true of the John Hopkins program?
- A. The John Hopkins program provides studies in math and science, but a normal school doesn't.
- B. Gifted children can learn as much in the John Hopkins program

as in a normal school within nine months.

- C. The John Hopkins program permits gifted children to learn at their own speed.
- D. Joe Bates once took part in the John Hopkins program.

Passage 2

Do you like to learn about what is in the world around you? Do you often notice things that your friends don't notice? When you become interested in something, do you ask people about it and read books about it? Do you sometimes do experiments to find answers? If so, then you think in much the same way that a scientist thinks.

In school and at home you will no doubt read about scientific discoveries. In school you may be asked to give oral reports on what you have read, or you may be required to carry out experiments. If you are to do such work successfully, you must become a better reader in the field of science.

Are there any good ways to help you read science then? Let's consider each of the four rules that you should follow.

1. KEEP YOUR MIND ON WHAT YOU ARE READING. Surely no one can successfully read a science article or a science textbook and think of other things. You should always keep your mind on what you are doing. Many a car has run through a stop light because a careless driver was thinking of something besides his driving. Many a word is misspelled because the one who wrote it was thinking of something besides spelling. The same thing is true of reading. If you think of noth-

ing else while you are reading, you will become a better reader.

2. **KNOW WHY YOU READ.** The chapter titles and the center heads in science texts are usually worded in such a way that they arouse your curiosity and make you want to read. They often tell you what you are going to read about and why you should read. The questions sometimes found at the beginnings of the chapters guide you toward the information you want. Knowing why you read will help you become a better reader in science.

3. **KNOW THE MEANING AND THE PRONUNCIATION OF EVERY WORD.** One unknown word can keep you from understanding what you read. Mispronounced words can keep you from making a good oral report. Through the use of *context*¹ clues, word structure rules, and the *glossary*² in your science book you can discover the meaning and the pronunciation of most words in the text. If a word is not in the glossary, use the dictionary.

4. **FIT YOUR SPEED TO YOUR NEEDS.** To get all the important information from your science book, you must read slowly and carefully. Directions for experiments demand especially careful reading. If you misread them, the experiment may fail, and you may reach wrong conclusions.

Notes:

1. context /'kɒntekst/ *n.* 上下文
2. glossary /'glɒsəri/ *n.* 词汇表

Multiple-choice Exercises :

1. The first paragraph tells of all of the following fine qualities of a scientist except _____.
 - A. curiosity
 - B. self-confidence
 - C. powerful observation
 - D. an eager desire for knowledge
2. According to the passage, _____ helps you most to read a science book successfully.
 - A. fitting your reading speed to your needs
 - B. keeping your mind on what you are reading
 - C. reading titles and sideheads carefully
 - D. knowing how to discover the meaning of unknown words
3. Which of the following may not keep you from understanding what you read?
 - A. Careless reading.
 - B. Unknown words.
 - C. Mispronounced words.
 - D. Misreading titles and center heads.
4. If a word that has one more meaning keeps you from understanding what you read, you had better decide which meaning the word has through the use of _____.
 - A. a dictionary
 - B. pronunciation
 - C. context clues
 - D. word structure rules
5. This passage is about how to _____.
 - A. make scientific discoveries

- B. carry out experiments
- C. read science books or science articles
- D. get important information from books

Passage 3

A number of schools in Toronto are using volunteers to offer services to students. This has come under attack by certain laid-off workers. They are afraid that the volunteers will take their places and there won't be a chance for them to go back to work later.

Last winter some schools were forced to cut library clerks in order to save money. "We let them go for lack of money," said Frank Bobesich, headmaster of Roland School. "It's not that we're using the volunteers to replace them. But the fact is that we must keep the library open for the students and without the required amount of money we won't be able to have paid clerks."

"It's very simple," said another headmaster. "If the service is to be offered, there has to be a job."

However, the trade union members don't agree. They try to protect the jobs of their people. "Bringing in volunteers means to put sticks in the wheels," said one of them.

But it seems all the schools are looking for volunteers in the city. "If everybody's using volunteers, why not in our school?" said Mr Bobesich.

Are people doing a bad job just because they serve as volunteers? What is going to happen without their services?

- Some people _____ the system of using volunteers in schools.
A. criticize
B. are afraid of
C. maintain
D. protect
- "Laid-off" workers are those who _____.
A. leave their work undone
B. are fired by their bosses
C. have to leave their jobs for a period of time
D. have lost their jobs
- The headmasters cut some library clerks because _____.
A. they used some volunteers
B. they couldn't get enough money from the government
C. libraries were not necessary
D. the clerks asked for more money
- The trade union members thought that volunteers _____.
A. were trying their best to help others
B. were making trouble to the laid-off workers
C. were protecting their jobs
D. were taking the place of the laid-off workers

• 10 •

ago, the answer in every country in the world would have been "No". If you had asked "Why not?" you would have been told that women were weaker and less clever than men, and had worse characters. Even now, towards the end of the Twentieth Century, there are many countries where women are still treated almost like servants, or even slaves.

It is certainly true that the average woman has weaker muscles than the average man. Thousands of years ago, when men lived in caves and hunted animals for food, strength of body was the most important thing, but now, in the Twentieth Century, brains are more important. Strength of body is still needed for a few kinds of work, but the fact that such kinds of work are not well paid shows that the Twentieth Century does not think that muscles are of very great importance.

What about women's brains? Of course, in countries where girls are not given so good an education as boys they know less. But in countries where there is the same education for both, it has been clearly shown that there is no difference at all between the brain of the average woman and that of the average man. There have been women judges in Turkey, women ministers in the British and American governments and women University professors in many countries. And among the greatest and strongest rulers of England were Queen Elizabeth and Queen Victoria.

But women can do one thing that men cannot; they can produce children. Because they, and not men, do this, they usually love their children more, and are better able to look after them, since they are more patient and understanding with small children. For this reason, many women are happier if they can stay at home and look after their house and family than if they go out and do the same work as men do.

It is their own choice, and not the result of being less clever than men.

Multiple-choice Exercises:

1. The best title for the passage is _____.
 - A. Women's Rights
 - B. Strong Points of Women
 - C. Comparing Men and Women
 - D. Outstanding Women in History
2. Many years ago, one might be told that women shouldn't have the same rights as men because women were thought to be _____.
 - A. not so strong as men
 - B. not as clever as men
 - C. inferior to men
 - D. slower than men
3. Strength of body is not the most important thing now because _____.
 - A. the kinds of work which need it are badly paid
 - B. work that needs strength is no longer wanted
 - C. more and more work needs intelligence instead of muscles
 - D. human beings are weaker than they used to be
4. The writer mentions that women have been the following as well as men except _____.
 - A. judges
 - B. leaders of the country
 - C. professors
 - D. porters
5. Which of the following statements is NOT true?
 - A. If not given education, the girl will surely not know much.
 - B. Women are weaker than men in all respects.