

中学英语 阅读教程

(适于高中一年级程度使用)

北京师范学院出版社

中学英语阅读教程 C

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董凤举 选注

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内 容 提 要

《中学英语阅读教程》原文选自美国《Reading for Concepts》丛书，共分8册（A~H）。它配合新颁中学英语教学大纲使用，供学生进行阅读能力的训练，是一套理想的阅读教材。每册约75篇短文，语言地道，内容丰富，涉及人类学、生物、地理、历史、经济、艺术、数学、宇宙空间等十几个领域。文章的深浅程度与现行中学教材平行发展，相应的生词量一般不超过4%，编者专门作了注释。每课都配有练习题（书末附有答案），从不同方面科学地引导和考查学生阅读能力的发展。《教程》具有广泛的使用性和较高的保留价值，除供中学师生参考使用外，还可供广大英语爱好者阅读。

本书是《教程》的C册，适合于高中一年级程度使用。

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序 言

一、新颁中学英语教学大纲指出：中学英语教学的目的是，对学生进行听、说、读、写的基本训练，培养学生在口头上和书面上初步运用英语的能力，侧重培养阅读能力，为进一步学习和运用英语切实打好基础。大纲同时还指出：阅读是理解和吸收书面信息的能力。阅读有助于扩大词汇，丰富语言知识，提高运用语言的能力。阅读材料宜选用原著或经过改写的原著。这类读物的难点往往不只是词汇和语法，还有英语特有的表达法、习惯用语、思维习惯和社会文化背景知识。

为适应新颁中学英语教学大纲提出的这些要求，帮助中学生和英语自学者提高英语素质以及阅读能力，满足对阅读教材的急切需求，我们选注了这套阅读教程。

二、《中学英语阅读教程》选自美国《Reading for Concepts》丛书，全套共8册（A～H），每册约75篇短文。从初三起始至高三结束，每一年级配备两册，供上、下学期开设阅读课使用。普通中学可要求学生从高一开始，读完A～F册，重点中学可要求学生从初三开始，读完A～H册。当然，对于英语基础较好的读者，它也不失是一套很好的阅读教材。

三、全套教材采用符合初三及高中各年级学生心理特点和逻辑思维的知识性材料，题材广泛，篇幅适中，极富启发

性。语言深度与现行教科书平行发展，由浅入深，对生词量有严格控制，一般不超过4%。

每篇课文包括三项内容：1. 课文；2. 课文注释；3. 练习题（书末附有答案）。练习题的设置遵循着一定的理论依据，指导学生从不同的方面去提高他们的阅读能力和水平。如A册的七个方面是：

1. 获知能力，要求回忆起一个具体事实。
2. 理解单词在上、下文中的含义。
3. 掌握语言结构——找到代词的先行词。
4. 理解文章暗含意思与推理能力。
5. 证实课文中一个具体的句子。
6. 理解文章中心意思。
7. 在上、下文中理解词义——找出反义词。

随着学习的深入，阅读能力测验的范围也逐渐扩大。读者可以根据练习情况，对照书末的答案检查自己阅读能力的发展。

四、全套教程具有百科知识性质，涉及人类学、生物、地理、历史、经济、艺术、数学、宇宙空间等十几个领域。每册还穿插了三至四篇兴趣阅读材料（不附测试题），如：民间故事、科学幻想等。

五、全套教程的选注由王辰主持。

编者 1988年3月

TABLE OF CONTENTS

Concept I	(1)
1. The Day the Indians Cried	(2)
2. Another Kind of People	(4)
3. The Changing Tribe	(7)
4. The Fussy Bees	(9)
5. A New Kind of Farm	(12)
6. The Grass That Is Painted Green	(14)
7. Weather the Way We Want It	(17)
8. The Magic Sticks	(19)
9. Black Gold	(22)
10. Beavers by Parachute	(24)
11. The Ugly Shores	(27)
12. The Bug War	(29)
13. The Town That Saved Its Water	(32)
14. Land of the Past	(34)
15. Clinton's Ditch	(36)
16. Gifts for a River	(38)
17. New Face for Japan	(41)
18. The City That Grew in a Lake	(43)

19. The King Would Not Listen	(45)
20. The Salt March	(48)
21. The Day King John Could Not Forget	(50)
22. Spin-Off and You	(53)
23. The Engine for Space	(55)
24. The New Way to Eat	(58)
<i>The Man Who Saved the Moon</i>	(60)
Concept II	(64)
25. The Puppet Teachers	(65)
26. They Never Left Pitcairn	(67)
27. The Strangers	(69)
28. Not Made for Swimming	(72)
29. The Animal That Keeps to Itself	(75)
30. Traveler's Friend	(77)
31. The Man with a Hammer	(79)
32. Buried Treasure	(81)
33. Call a Geologist	(83)
34. Feet Like Snowshoes	(86)
35. The Land of Dripping Water	(88)
36. Where the Grass Is Twelve Feet High	(90)
37. The Machine That Hatches Eggs	(93)
38. At Home in the Sky	(95)
39. A Day in May	(98)
40. Halfway Country	(101)
41. Have an Apple!	(103)

42. Four Million Cows	(105)
43. A Way to Remember	(107)
44. History on Strings	(110)
45. The Writing on Leaves	(113)
46. Only 26 Million Miles Away	(116)
47. The Plants on Mars	(118)
48. The Moon Suit	(120)
<i>The Wise Father</i>	(122)
Concept III	(128)
49. Prizes for Maria	(123)
50. The Holy Grounds	(131)
51. From the Head of a Whale	(134)
52. Food for Tomorrow	(136)
53. New Uses for Old Plants	(139)
54. Two Plants in One	(141)
55. What's in a Rock?	(144)
56. Mirrors from Volcanoes	(146)
57. Growing Rocks for Television	(149)
58. Fences That Bloom	(151)
59. Fish That Climb Ladders	(153)
60. The Brown Snow	(156)
61. Plant from the Sea	(158)
62. Who Has the Salt?	(160)
63. For Rings and Roads	(163)
64. Beehive Houses	(165)

65. Houses on Stilts	(167)
66. Houses the Breezes Blow Through	(169)
67. The Daring People	(172)
68. Sea of Darkness	(174)
69. A Ship Called the Flyboat	(177)
70. A New Resource	(179)
71. Space Junk	(182)
72. Spacemen Without Space Suits	(184)
<i>The Wonderful Hammer</i>	(186)
Book C Answer Key	(191)

I

Changes Grow Out of Needs

In this section you will read about changes that grow out of needs. You will read about these changes in the areas of anthropology, biology, earth science, ecology (reactions to environment), economics, geography, history, and space.

. Keep these questions in mind when you are reading.

1. What are some basic needs of people?
2. What changes can you think of that have taken place to meet these needs better?
3. Have any of these changes affected me?
4. Have these changes been good for us?
5. Have any of these changes been harmful?



1. *The Day the Indians Cried*

The line of Potawatomi (pot ə woʹ ə mē) Indians moved slowly ahead. The old people and children cried when they looked back. The Potawatomi did not want to leave their home in Indiana. Many said they would rather die than go, but they had to leave.

Once the forests and plains had belonged only to the Indians. They had roamed freely over their land. Then new settlers came to America. Things began to change. As the settlers pushed further and further west, they needed more land. The Indians were forced to sell their land to the settlers. The Indians were sent from their homes to land called reservations.

In the 1840s, the last Indians in Indiana, the Miami, left Indiana for their reservation in Kansas. The Miami were not happy there. Many died that first cold winter.

The Indians wanted to go back to the places they knew as home. But settlers lived in these places now. Each year more

settlers came. The Indians could never come back again.

Notes

1. Indian [ˈɪndjən] n. 印第安人
2. plain [pleɪn] n. 平原, 旷野
3. belong [biˈlɒŋ] vi. 属, 属于
4. roam [rəʊm] vi. 漫步, 漫游, 游历
5. force [fɔ:s] vt. 强迫, 迫使
6. reservation [ˌrezəˈveɪʃən] n. 保留地, 居留地
7. Miami [maɪˈæmi] n. 迈阿密人 (一种美国印第安人)
8. Kansas [ˈkænzəs] n. 堪萨斯 (美国州名)

FIND THE ANSWERS

1. The forests and plains had once belonged to the
 - a. animals.
 - b. settlers.
 - c. Indians.
 - d. birds.
2. The word in the story that means *land set aside for Indians to live on* is _____.
3. The story says: "As the settlers pushed further and further west, *they* needed more land." The word *they* means _____.
4. The story does not say this, but from what we have read, we can tell that
 - a. all of the English settlers stayed in the East.
 - b. many Indians could not get used to their new life.
 - c. the Miami Indians left Kansas to go to New York.

5. How did the Miami Indians feel about living in Kansas?
(Which sentence is exactly like the one in your book?)
 - a. The Miami were not happy there.
 - b. The Miami were very happy there.
 - c. The Miami were not a happy tribe.
6. The main idea of the whole story is that
 - a. the Indians liked to move away from their lands.
 - b. Indians had to leave their land when settlers came.
 - c. the Potawatomi Indians liked to stand in lines.
7. The word in paragraph 1, sentence 1, that is the opposite of *quickly* is _____.
8. Which of the following does this story lead you to believe?
 - a. The Indians still live together in Indiana.
 - b. Indians were glad to see the settlers come.
 - c. It is not easy to leave a home you love.

2. *Another Kind of People*

The Ainu (Īnū) are people who live in Japan. They do not look like the other Japanese people. They have fair skin and wavy hair. Japanese people have yellow skin and straight black hair.

No one knows where the Ainu came from. Once there were thousands, but only a few hundred are left today. Like the American Indians, the land of the Ainu was taken from them by another race of people.



The old Ainu still do the Ainu dances, make baskets, and weave fine cloth. But they also like the new ways. Many of them live in new houses instead of the old grass huts. Today, Ainu children go to school. They dress like the other Japanese. But boys are still taught to be good hunters and fishermen. Girls still learn to sew and embroider.

The Ainu want to keep the best of the old ways. But they do not want to live only in the past. They are learning the new ways of the world around them.

Notes

1. Ainu ['ainu:] n. (日本) 阿伊努人
2. look like 看来像
3. feel about 摸索
4. wavy ['weɪvɪ] a. 波状的, 起伏的, 有波纹的
5. weave [wi:v] vt. 织
6. instead of 代替

7. hut [hʌt] n. 小屋, 棚屋
 8. embroider [im'brɔɪdə] vt. 绣 (花纹); vi. 绣花

FIND THE ANSWERS

1. The Ainu have fair
 - a. weather.
 - b. hair.
 - c. clothing.
 - d. skin.
2. The word in the story that means *small simple houses made of grass or other natural materials* is _____.
3. The story says: "Like the American Indians, the land of the Ainu was taken from *them* by another race of people."
 The word *them* means the land belonged to the _____.
4. The story does not say this, but from what we have read, we can tell that
 - a. the Ainu people all look like American Indians.
 - b. all Ainu girls are good at hunting and fishing.
 - c. different people can live together in one land.
5. What do Ainu children do today? (Which sentence is exactly like the one in your book?)
 - a. Today, Ainu children make baskets.
 - b. Today, Ainu children go to school.
 - c. Today, Ainu children are good hunters.
6. The main idea of the whole story is that
 - a. the Ainu live in large groups all over the world.
 - b. the Ainu like both the old and new ways of life.
 - c. Ainu boys are taught to sew and embroider.

7. The word in paragraph 1, sentence 3, that is the opposite of *straight* is _____.
8. Which of the following does this story lead you to believe?
- a. It is a good thing to remember some old ways.
 - b. The Ainu boys do not hunt or fish any more.
 - c. All the American Indians once lived in Japan.

3. *The Changing Tribe*

For hundreds of years, the Masai (mā sī') and the Kikuyu (kə kū' yū) have lived as neighbors. They live in a part of Africa that is now called Kenya (kēn'yə).

The Masai move about, never staying in one spot for long. They live off their cattle. The Masai seldom go to school. Very few have ever handled money. Many changes have come to Kenya now, but not to the Masai. They like the old ways best. They do not let their children go to the new schools. They see no reason to change.

The Kikuyus are very different. They have welcomed the winds of change. Kikuyu children go to school in great numbers. They leave their tribal clothing behind. Their clothes are just like those worn by others around the world. Kikuyu men work in the cities where many have become doctors, lawyers, and businessmen.

The Kikuyus know the world around them has changed. They want to be part of this world. They are changing, too.

Notes

1. Masai ['ma:sai] n. 马塞族 (东北一个善战的部落民族); 马塞族人
2. Kikuyu [ki'ku:ju:] n. 吉库尤人 (肯尼亚的基本居民)
3. Kenya ['ki:njə, 'kenjə] n. 肯尼亚 (非洲)
4. spot [spɒt] n. 地点, 场所
5. cattle ['kætl] n. 〔总称〕牛; 牲口, 家畜
6. live off 靠……生活, 靠……供养
7. seldom ['seldəm] ad. 很少, 不常, 难得
8. handle ['hændl] vt. 摸, 弄, 拿
9. tribal ['traibl] a. 部落的, 宗族的
10. lawyer ['lɔ:jə] n. 律师, 法学家

FIND THE ANSWERS

1. The Masai live in
 - a. Kenya.
 - b. the Congo.
 - c. Algeria.
 - d. Italy.
2. The word in the story that means *people who live near each other* is _____.
3. The story says: "The Kikuyus know the world around *them* has changed." The word *them* takes us back to the _____.
4. The story does not say this, but from what we have read, we can tell that
 - a. all children in Africa must go to school.