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教育部(普通高中毕业)《英语课程标准》要求

除教材外,课外阅读量应累计达到36万词以上。

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高中英语课外阅读

丛书主編 王迈迈 本册主編 徐启宮 李志坤 审定 张献臣



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图书在版编目(CIP)数据

高中英语课外阅读 365 篇/徐启富主编, 一北京:中国致公出版社, 2003.11 ISBN 7-80179-229-7

I. 高... II. 徐... II. 英语 - 阅读教学 - 高中 - ↓课外读物 IV. G634.413

中国版本图书馆 CIP 数据核字(2003)第 101510 号

高中英语课外阅读 365 篇(高三) 中国致公出版社出版 新华书店经销 文字六〇三厂印装

开本:850×1168 毫米 1/32 印张 58 字数 1380 千字 2005 年 8 月第 2 版 2005 年 8 月第 1 次印刷 印数:1—10000 册 ISBN 7-80179-229-7/G·101

定价:21.00元

迈迈中学英语系列丛书是一套深受中学生喜爱的好书。 这套丛书的作者都是中学英语教学教研一线的中坚力量,其中包括原湖北省教研室中学英语学科负责人陈松林先生、黄冈市英语教研员蒋辉明先生、宜昌市英语教研员徐启富先生、荆州市英语教研员王石林先生、孝感市英语教研员左唯英先生、原黄冈中学英语特级教师杨方正先生等,另外还有一些外籍专家也为这套丛书的出版做出了巨大贡献。

一套中学英语系列丛书要想得到广大读者的认可,成为畅销品牌,首先要有一种全心全意为读者朋友服务的思想,急他们之所急,想他们之所想。其次,一流的作者队伍则是这套丛书走向成功的可靠保证。这些英语教学专家常年奋斗在中学英语教学、科研的第一线,既深知中学生英语学习的实际困难和实际需求,又有新的教学理念和教学方法、能引领中学英语教学改革的方向和潮流。有这样的指导思想,用这样的作者队伍,打造出一种高质量的畅销品牌应该是情理之中的事。

培养阅读能力是中学英语教学的主要目的之一。国家教育部颁 布的《英语课程标准》对阅读提出了明确要求。其中:

五级(九年级/初中毕业)要求是:

- 📤 能根据上下文和构词法推断、理解生词的含义;
- 3 能理解段落中各句子之间的逻辑关系;
- 能找出文章中的主题,理解故事的情节,预测故事情节的发展和可能的结局;
- ▲『能读懂常见体裁的阅读材料; 質員 案负容内,富事及類
- \$ 能根据不同的阅读目的运用简单的阅读策略获取信息;
- ▲ 能利用字典等工具书进行学习; 类图面等引出要需因不怕与
- 📤 能理解阅读材料中不同的观点和态度; 🚊 🖂 📆 表示 🖫 —
- **3**能识别不同文体的特征; 图图 点 粉离剔破不 西 具霉菌 来表
- 3 能通过分析句子结构理解难句和长句;
- ▲ 能在教师的帮助下欣赏浅显的文学作品; □ * □ # 澤 季 四 要需
- 除教材外,课外阅读量应累计达到36万词以上。

很多师生经常感到困惑的是:为什么很多没有超越中学英语语法和词汇的短文,读起来却不能正确理解呢?或者能基本读懂短文,但做理解题的正确率却不能令人满意呢?其中最主要的原因之一就是阅读的量不够,阅读的题材不广,阅读的技能不强。《中学英语课

外阅读 365 篇》就是根据《英语课程标准》的要求,由一批教学经验丰富,从国内外最新报刊和网络上精心选择符合中学教学实际,紧扣各年级教学要求的各种题材的短文,然后经过精心加工而成的优秀阅读专著。相信该书会成为你训练阅读能力的最佳选择。

《中学英语课外阅读365篇》全套6本,供七年级至高三年级使用。具有以下特点:

№ 1.編排新額

时间为经,每天一篇;阅读为纬,知识与文化相融合;构织出英语学习新时空,让读者自觉形成英语阅读的习惯。

☎ 2.信息量大

题材丰富,内容充实,具有一般阅读书刊难以比拟的知识性,趣味性,可读性和系统性相互兼容的优点。可供不同读者根据自己的不同需要进行超前阅读、选择阅读和反复阅读。

∅ 3.针对性强

每篇阅读材料均配有理解——检测你对短文的理解程度;表达——让你表达对短文的见解;注释——帮助你准确理解短文,逐步掌握技巧,不断提高能力。同时配有"每日一句"的谚语警句,既可培养读者立体学习运用英语的能力,又可方便不同层次不同需要的读者进行"自助式阅读",提供阅读佐餐。

多读能生技巧(Reading makes perfect.),多读能长智慧(Reading makes a wise man.)。愿本套丛书伴你进步,助你成功!编者

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1st Day



Before Felix arrived in Ankara, Miss Jones had arranged for him to have lessons with Mr Palmer of the Education Office. Mr Palmer, as a busy man; he not only had his government job but also taught some Arab boys from wealthy families who hoped to go to an English university. He had agreed to "fit" Felix in his spare time, which meant that sometimes Felix went to Mr Palmer's office and was told to study this or that, and now and then Mr Palmer managed to find a spare hour when he dropped into Miss Jones's and gave Felix some instructions. Most of Felix's day was spent studying in his bedroom. He knew he would not get far in this way and he knew also that Mr Palmer would have been disappointed in him. Miss Jones did not say or do anything that gave Felix any clue as to how he had failed her, but Mr Palmer, after testing his knowledge, said without hesitation, "What on earth have you been doing with yourself since you left?"

Felix explained that in Cairo he had taken lessons with an old English lady, who had taught him English composition, French, drawing, geography and history. Unluckily she had known less Greek, Latin and maths than he did. His mother had treated lessons there as a joke, "Never mind, darling. When we return to England we'll make up for the lost time."

"Your parents ought to have been ashamed of themselves, keeping you away from school during the most important years of your life. I can't understand it," said Mr Palmer. "Your father is an educated man, isn't he?"

Felix explained, "It wasn't my father's fault. Mother wouldn't let me go back to England when the war started. Father was angry, but Mother said, 'If he goes, I may not see him again.'" Mr. Palmer said, "You'll never make up for it."

But Felix, although he knew it to e a serious matter, could not really care.

- 1. Felix did not feel the arrangements Miss Jones had made good enough because
 - A. he knew Miss Jones was disappointed in him
 - B. he did not want to study at Miss Jones's
 - C. his lessons were very irregular
 - D. he did not like Mr Palmer
- 2. Before Felix arrived, Miss Jones had arranged for him
 - A. to be taught by someone who had another job
 - B. to have lessons with some Arab boys
 - C. to go to school in the Education Office

- D. to study at home every morning
- 3. Felix's lessons, before he came to stay with Miss Jones,
 - A. were shared with some children
 - B. had often been interrupted by his mother
 - C. were thought suitable by his father
 - D. had not covered some subjects properly

NOTEJ

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- ② make up for 弥补 and 4 1M and 10 and and 16 and 16 and 11 the drive





Do a thing quickly often means doing it badly. 数速则不







There is a saying that cats have nine lives. A recent study examined why. Scientists carried out a study of cats which had fallen out of windows of buildings. Nine out of ten remained alive after a fall of two storeys or more. One cat which fell from the thirty – second floor of a building only broke a tooth. Interestingly, the cats were in greatest danger of being killed if they fell from the seventh floor. Falling from either a lesser or greater height gave them a better chance of survival.

Damage to a body depends on how fast it hits the ground, which in turn depends on how fast it has fallen. But it is not quite that simple because, as an object falls through the air, the air holds it back and slows the object down. After a while the object stops accelerating and continues at a fixed speed. This is the terminal speed. Bulky things have a lower terminal speed because there is a large area for the air to push up on. Heavy things have a higher terminal speed because they push down harder against the air. Cats have a lower terminal speed than falling people, for example, because they are quite bulky and not very heavy so that they hit the ground more slowly and are less likely to be hurt.

Then what does the seventh floor matter? This is the distance cats take to reach their terminal speed. After the seventh floor, they may relax and spread out their legs like a flying squirrel and change their falling position so that they may land on their feet. This would slow them down and allow their muscles to reduce the force of impact, and thus reduce the damage.

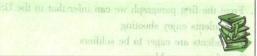
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1. The scientist	ts came to a conclus	ion that a fall from the	floor was most likely to
kill a cat.		received the second	
A. sixth	B. eighth	C. thirty - third	D. seventh
2. A falling cat	has a low terminal	speed because it is	we the his all that a large
A. bigger bu			
B. bigger an	d relatively lighter		
C. lighter bu	t relatively bigger		
D. smaller a	nd lighter		
3. Falling from	higher than the sev	enth floor allows the fallin	g cat
	me to reduce its fall		de evogahane te b
B. to relax a	nd spread out its les	gs and land on a safer pos	ition
	he ground softly on		

OTES

1) accelerate 加速

D. to fall slower than from the sixth floor

- ② terminal 终极的
- ③ bulky 庞大的
- 4 spread out 伸出
- ⑤ impact 冲击



865

Though we are poor, we have lofty aspiration. 人穷志不



3rd Day



More than 6,000 children were expelled from US schools last year for bringing guns and bombs to school, the US Department of Education said on July 24 this year. The department gave a report on the expulsions saying handguns accounted for 58 percent of the 60,93 expulsions in 1999 – 2001, against 7 percent rifles or shotguns and 35 percent for other types of firearms.

"The report is a clear sign that our nation's public schools are cracking down on students who bring guns to school," Education Secretary Richard Riley said in a statement. "We need to be tough - minded about keeping guns out of our schools and do everything to keep our children safe."

and do everything to keep our children safe."

In March 2000, an 11 - year - old boy and a 13 - year - old boy using handguns and rifles shot dead four children and a teacher at a school in Joneboro, Arkansas. In October, two were killed and seven wounded in a shooting at a Mississippi school. Two months later, a 14 - year - old boy killed three high school students and wounded five in Daducah, Kentucky.

Most of the expulsions, 56 percent, were from high schools, which have students of about age 13, 34 percent were from junior high schools and 9 percent were from elementary schools, the report said.

- 1. From the first paragraph we can infer that in the US schools
 - A. Students enjoy shooting
 - B. students are eager to be soldiers
 - C. safety is a problem
 - D. students can make guns
- 2. The report from the US Department of Education shows that
 - A. the number of the expulsions is not large
 - B. the number of the expulsions is wrong
 - C. there are soldiers hiding among the students
 - D. bringing guns is a serious problem in the US schools
- 3. Paragraph 3 shows us _____.
 - A. some examples of shooting in the US schools
 - B. the Americans' feeling
 - C. some famous schools
 - D. that some teachers were killed by students