



非常英语读·写系列

高三

英语读·写 联通训练

SUPERB

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英语学习当中,阅读和写作是两个非常重要的环节。尤其是近年来,在各种英语相关考试当中,阅读和写作所占的比例越来越大。针对这种情况,我们根据国家最新课程标准,编写了本系列《英语读·写联通训练》丛书。

本系列丛书分为七年级、八年级、九年级、高一、高二、高三共六册,每册根据不同年级的知识点和阅读难度,编写了相应的阅读文章和写作题目,把阅读理解与书面表达有机地结合在一起,体现了英语学习中读写之间的紧密性和关联性。

本系列丛书以阅读为基础,以提高写作水平为目标,有针对性地选择阅读材料,根据阅读材料中相关的知识点设定选择、填空、造句等题型,在微观上锻炼英语词汇运用能力,测试相应的语法掌握情况。在此基础上,围绕相关的字词用法、句型、习惯表达等设定题型,以此为桥梁,设立了“延伸写作(Writing Extension)”题型,最终达到提高读者写作能力的目标。

此外,在书面表达题的设定中,给出具体的要求,如扩展、缩写阅读材料,要求用上某些字词句型以及一些习惯表达,或根据阅读材料的题材练习相应作文写法等。在这一过程中,读者需要将阅读中的知识点运用到写作练习中,并与阅读材料相比较,寻找差距。这样有助于读者积累经验,同时提高阅读与写作水平。

在编写过程中,我们参阅了许多相关资料,但由于水平有限,不妥之处在所难免,敬请读者批评指正。

编者

编者 导读

一、本书特色

1. 阅读理解与书面表达有机地结合在一起,体现英语学习中读写之间的紧密性和关联性,相辅相成,互相促进;
2. 阅读材料与书面表达以及中间环节的设置体现该年级课标要求的读写能力及相关知识点,并逐步引出课标对下一年级要求的知识点;
3. 读·写联通,以阅读为基础,围绕相关的字词用法、句型、习惯表达等设定题型,并以此为桥梁,最终达到提高读者写作能力的目标。如下图:

读

微观上启发: 设定相关字词、句型、习惯用法的题目
宏观上启发: 分析阅读材料的写作技巧方法或格式等

写

有针对性地提高写作水平

(写作题设定:

1. 符合该年级应具备的写作水平
2. 模仿阅读材料内容或格式
3. 要求用上某些具体字词、句型、习惯表达等)

4. 在书面表达题的设定中,给出具体的要求,如模仿、缩写阅读材料,要求用上某些字词句型以及一些习惯表达等。将阅读中的知识点运用到写作练习,并与阅读材料相比较,寻找差距,积累经验,提高阅读与写作能力。

二、本书体例

1. 阅读理解(Reading Comprehension): 以提高写作能力为目标, 在此基础上有针对性地选择阅读材料。

2. 相关题型(Related Exercises): 根据阅读材料中相关的知识点设定填空、选择、改写句子、改错、情景填空等题型, 在微观上启发写作。(题型不限)

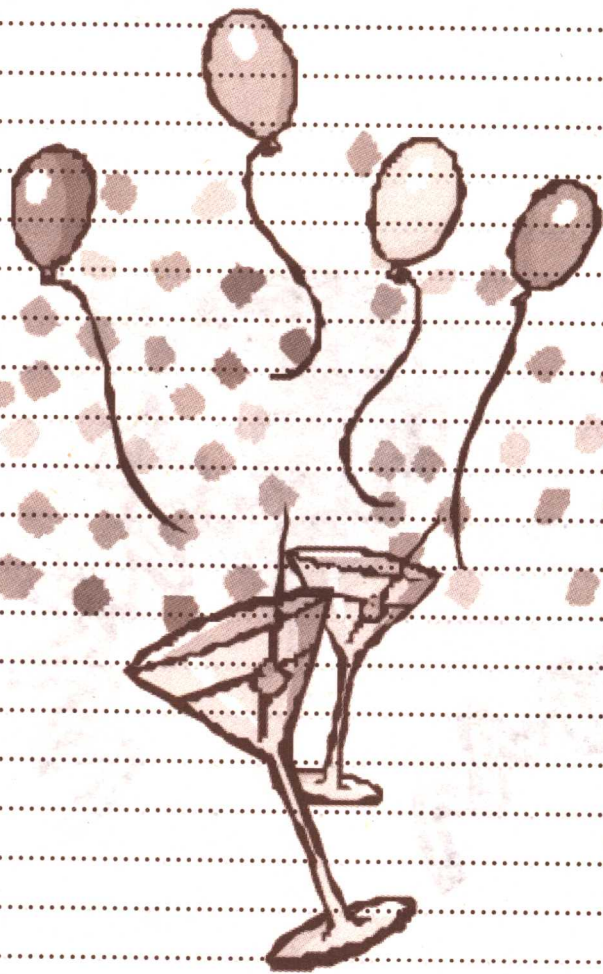
3. 延伸写作(Writing Extension): 针对阅读材料, 拟订内容或者格式相类似的写作题目, 甚至明确规定必须运用相关题型中的字词、句型、习惯表达; 另一方面体现同步类的梯度层次, 将课标要求学生掌握的知识点运用进去, 从宏观上启发写作。



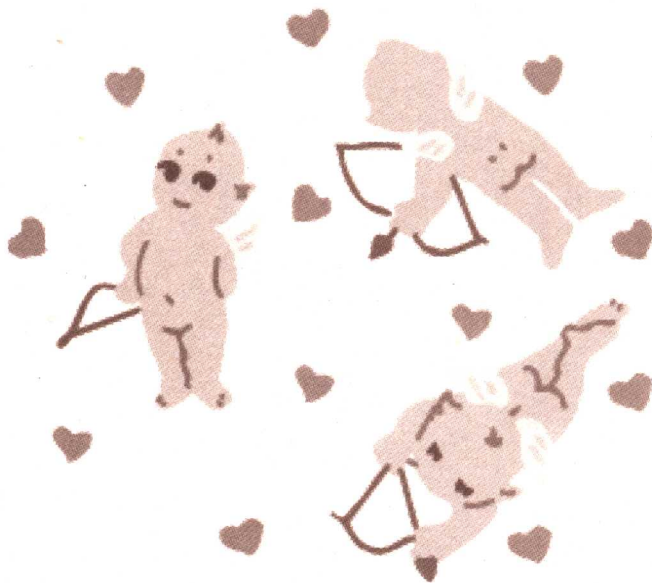
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联通训练 1

Why are so many people so afraid of failure? Quite simply because no one tells us how to fail so that failure becomes an experience that will lead to growth. We forget that failure is part of the human condition and that every person has the right to fail.

Most parents work hard at either preventing failure to protecting their children from the knowledge that they have failed. One way is to lower standards. A mother describes her child's hastily-made table as "Perfect!" even though it doesn't stand still. Another way is to shift blame. If John fails science, his teacher is unfair or stupid.



The trouble with failure-prevention devices is that they leave a child unequipped for life in the real world. The young need to learn that no one can be best at everything, no one can win all the time—and that it's possible to enjoy a game even when we don't win. A child who's not invited to a birthday party, who doesn't make the honor roll on the baseball team, feels terrible, of course. But parents should not offer a quick consolation(安慰), prize or say, "It doesn't matter." because it does. The young should be allowed to experience disappointment—and be helped to master it.

Failure is never pleasurable. It hurts grown-ups and children alike. But it can make a positive contribution to your life once you learn to use it. Step one is to ask "Why did I fail?"

Don't blame someone else. Ask yourself what you did wrong, how you can improve. If someone else can help, don't be shy about inquiring. Success, which encourages repetition of old behavior, is not nearly as good a teacher as failure. You can learn from a bad party how to give a good one, from an ill-chosen first house what to look for in a second. Even a failure that seems definitive can prompt fresh thinking, a change of direction. After 12 years of studying ballet a friend of mine auditioned(面试) for a professional company. She was turned down. "Would further



training help?" she asked. The ballet master shook his head. "You will never be a dancer," he said, "You haven't the body for it."

In such cases, the way to use failure is to take stock bravely asking. "What have I left? What else can I do?" My friend put away her shoes and moved into dance treatment center, a field where she's both able and useful. Failure frees one to take risks because there's less to lose. Often there is recovery of energy—a way to find new possibilities.

I Reading Comprehension

- The second paragraph tells us _____.
☐ A how a mother praised her children
☐ B two ways of failure prevention most parents used when their children fail
☐ C how to shift blame
☐ D parents should blame their children at the proper time
- According to the author, what should a child know in the real world? _____.
☐ A He should be equipped for life
☐ B No one can be best all the time at everything
☐ C No parents should offer quick consolations
☐ D He can get pleasure from failure as well as success
- The underlined word "prompt" in the fifth paragraph can be best replaced by "_____".
☐ A improve ☐ B prevent ☐ C continue ☐ D cause
- From the passage we know that _____ can affect one's life greatly once he learns to use it.
☐ A success ☐ B disappointment ☐ C failure ☐ D value

II Related Exercises

A. 填空

- No one tells us how to fail so that failure becomes an experience that will lead to _____ (grow).
- If John fails science, his teacher is _____ (fair) or stupid.
- The trouble with failure-prevention devices is that they leave a child _____ (unequip) for life in the real world.
- Failure is never _____ (pleasure).
- In such cases, the way to use failure is to take stock _____ (brave) asking.

B. 造句

1. lead to _____
2. either... or... _____
3. be best at _____
4. put away _____
5. allow _____

III

Writing Extension

请以“How to Treat Failure”为题写一篇短文,你可以提炼文中的观点,也可陈述你自己的观点,词数 100 ~ 120。



答案

I. 1. D 2. B 3. D 4. B

II. A. 1. growth 2. unfair 3. unequipped 4. pleasurable 5. bravely

B. 1. Smoking cigarettes leads to lung disease.

2. If either my parents or my sister, please let them in.

3. The young need to learn no one can be best at everything.

4. Put away the books and into the bag, please.

5. Children are not allowed to smoke.

Genius only means hard-working all one's life.

(Mendeleyev, Russian Chemist)

天才只意味着终身不懈的努力。

(俄国化学家 门捷列耶夫)

联通训练 2

Who taught you to speak English? Your parents, while you were a young child? Your teachers at school? Perhaps even the BBC as a grown-up. Whoever it is, somehow you have developed an understanding of what is rapidly becoming a truly global language.

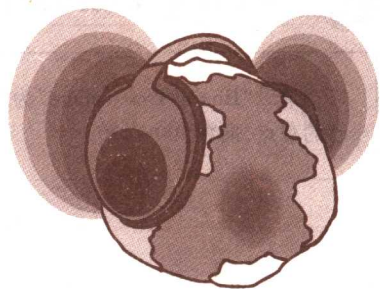
There are now about 376 million people who speak English as their first language, and about the same number who have learnt it in addition to their mother tongue. There are said to be one billion people learning English now and about 80% of the information on the Internet is in English.

Is this a good thing, a bad thing? Should we celebrate the fact that more and more of us communicate, using a common language, across countries and cultures? Or should we worry about the charges of “mono-culturalism”, a world in which we all speak the same language, eat the same food and listen to the same music?

Does it matter if an increasing number of people speak the same language? On the contrary, I would have thought—although I have never accepted the argument that if only we all understood each other better, there would be fewer wars. Ask the people of India (where many of them speak at least some English) and Pakistan (the same situation with India)...

If we all speak English, will we then all start eating McDonald's burgers? Surely not. If English becomes more dominant, it will kill other languages? I doubt it. When I travel in Africa or Asia, I am always surprised. By how many people can speak not only their own language but often one or more other related languages, as well as English and perhaps some French or German as well.

When we discussed this on Talking Point a couple of years ago, we received a wonderfully poetic email from a listener in Ireland. “The English language is a beautiful language. Maybe it's like a rose,” he said, “But who would ever want their



garden just full of rose.”

Well, I love roses, and I think they make a beautiful addition to any garden. But the way I see it, just by planting a few roses, you don't necessarily need to pull out everything else. If more and more people want to plant English roses, that's fine by me.

I

Reading Comprehension

- By saying, “Ask the people of India... and Pakistan” (in Paragraph 4) the author is trying to show that _____.
 A speaking the same language doesn't necessarily bring peace
 B wars can destroy the relationship between two countries
 C English doesn't kill other languages
 D English is widely used in the world
- What does “garden” in the last two paragraphs stand for? _____.
 A Language
 B Family
 C The world
 D The earth
- The author would probably agree that _____.
 A it's very hard to plant many kinds of flowers in a garden
 B it's good for people from other countries to learn English
 C more and more people like to plant roses in their gardens
 D English is easier to learn than other languages
- This passage is mainly about _____.
 A why English has become a global language
 B how many people in the world learn English as a foreign language
 C how many people in the world speak English
 D whether we need to worry about English being a world language

II

Related Exercises

A. 选择

- The bad news _____ her mother had died had frightened her.
 A that
 B which
 C if
 D when

- ### B. 短文改错

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

III

Writing Extension

世界进入 E 时代,学习的途径也开始 E 化了。请你根据以下提示,为“在线环球英语”写一段介绍,以贴在英文网站上。

课程设置	1. 高级大众英语课程(Advanced General English Course),重要技能训练,词 汇、高水平英语交际的对策 2. 基础课程非常适合于初学者
课时数	每门课程提供平均 50 小时的在线讲授
特色	电子老师随时提供在线帮助
注册方法	1. 点击 Global English. com 2. 试用免费课程 3. 复习课程指导 4. 购买课程
已注册者	进入 My Page,继续学习
听说训练	访问聊天室(Hosted Voice Chatroom),可训练听说技能,可以和老师及世界 各地的环球英语学生聊天

注意:1. 全文要连贯;

2. 词数:100 ~ 120;

3. 短文开头和结尾已写好,不计入总词数;

4. Note:对策 strategies.

We're proud to introduce the Global English on line _____

You can ask questions and talk with a teacher and with other Global English students from around the world.



答案

I. 1. A 2. C 3. B 4. D

II. A. 1. A 2. A 3. A 4. C 5. B

B. 1. the other→other 2. 去掉 to 3. As→For

4. that→what 5. hand→hands 6. look→looks 7. wants→want

8. good→well 9. they→they are 10. say→says 11. with→in

12. not→does not 13. ✓ 14. have 后加 a 15. other→the other

联通训练 3

Children have their own rules in playing games. They seldom need a referee (裁判) and rarely trouble to keep scores. They don't care much about who wins or loses, and it doesn't seem to worry them if the game is not finished. Yet, they like games that depend a lot on luck, so that their personal abilities cannot be directly compared. They also enjoy games that move in stages, in which each stage, the choosing of leaders, the picking-up of sides or the determining of which side shall start is almost a game in itself.



Grown-ups can hardly find children's game exciting, and they often feel puzzled at why their kids play such simple games again and again. However, it is found that a child plays games for very important reasons. He can be a good player without having to think whether he is a popular man, and he can find himself being a useful partner to someone of whom he is ordinarily afraid. He becomes a leader when it comes to his turn. He can be confident, too, in particular games, that it is his place to give orders, to pretend to be dead, to throw a ball actually at someone, or to kiss someone he has caught.

It appears to us that when children play a game they imagine a situation under their control. Everyone knows the rule, and more importantly, everyone plays according to the rules. Those rules may be childish, but they make sure that every child has a chance to win.

I Reading Comprehension

1. What is TRUE about children when they play games? _____.

- ☐ A They can stop playing any time they like
- ☐ B They can test their personal abilities