中学英语阅读能力训练

（高三年级）

主编：《高中英语阅读》编写组

新 大纲要求

高中英语课外阅读量 **20** 万字

首师社帮你轻松 达标

首都师范大学出版社

高中英语阅读达标必备

Short Storys

中学英语阅读能力训练

（高三年级）

教你用好这本书

《中学英语阅读能力训练》是系列英语读物，全套共三册，分别与高中一至三年级水平相匹配。

本书是遵照中华人民共和国教育部 2001 年 6 月修订的《全日制普通高级中学英语教学大纲(试验修订版)》的要求编写的。《大纲》要求高中三年级毕业时，"除教材外，课外阅读量应不低于 20 万字"。并要求达到二级目标中对阅读的 6 点要求。

1. 能以每分钟 70 ～ 80 个词的速度，读懂生词率不超过 3% 的有关人物传记、故事、记叙文、科普小品和有关社会文化、文史知识等不同题材的材料。

2. 能读懂简单的应用文，如信件、请柬、通知、便条和常见标志等。

3. 能运用一般的阅读技巧，基本把握所读材料的中心思想、主要事实、主要逻辑线索、时间和空间的顺序。

4. 能根据上下文理解作者的态度和观点。

5. 能根据已知的事实推断语篇未直接写出的意思。

6. 除教材内容外，课外阅读量应达到 20 万字左右。

为了尽快落实新修订大纲的精神，我们特地聘请英语特级教师梁丽冰策划了这套英语阅读丛书。

本套书充分体现了新修订大纲的特点，从满足高中学生的需要为出发点，以训练有用的技能为突破点。本书题材广泛、体裁丰富、信息量大、有时代感。文章内容在知识性、趣味性、复杂性及时尚性等各方面都力图与高中学生认知规律相符；测试题的设计在思维技巧和思维力度等方面都针对各年级的教学目标和学生特点、各自侧重，旨在帮助高中学生养成良好的阅读习惯，尽快帮助学生提高阅读理解的正确率。**本书高一分册、高二分册在习题中体现了新特色，将调研成果运用在出题思路中，即要求学生在答题时标出行号，目的是培养学生从原文中查找有关信息的习惯，避免猜蒙答案。**本书一改以往单纯的四选一模式，设计了一定比例的需要写答案的问题，把读和写有机地结合起来，确实有效地帮助学生提高英语的综合能力。

本书的主编和作者均为经验丰富的中学高级教师，这些教师多年从事高中教学和高考辅导工作，颇有成效。

本书以教育部制订的《英语课程标准》的话题为纲，所选读物基本覆盖 24 个话题项目。与现行课本水平配套，各有侧重，第一册重点培养准确获取信息的基本技巧，同时有意识地复现初中词汇，第二册突出基本思维技巧和解决问题的策略训练，第三册体现与高考水平接轨，突出深刻性、综合性和灵活性。本书特聘首都师范大学英语系和大学英语教研部副教授刘北丽、孙小芬、刘宝芬审订书稿；刘锐老师为高三分册选编了"Reading For Fun"。
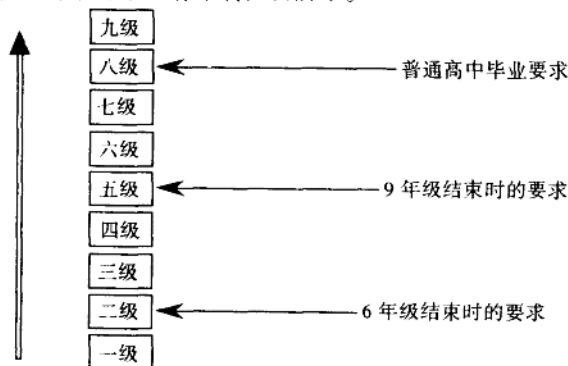
英语课程标准设计思路

本书读物的难易度根据教育部制订的《英语课程标准》，现引用如下，以便读者明确级别目标。

《标准》采用国际通用的分级方式，将英语课程目标按照能力水平设为九个级别。该设计遵循了语言学习的规律和不同年龄段学生生理和心理发展的需求和特点，也考虑到我国民族众多，地域辽阔，经济和教育发展不平衡的实际，旨在体现国家英语课程标准的整体性、灵活性和开放性。

国家英语课程要求从3年级起开设英语课程。《标准》第二级为6年级结束时应达到的基本要求；第五级为9年级结束时应达到的基本要求；第八级为高中毕业的基本要求。第三、四、六、七级为第二、五、八级之间的过渡级。过渡级别的设置既有利于对各层次教学的指导，又为课程的灵活性和开放性提供了依据。

英语课程分级目标结构如图所示。

```
           九级
           八级  ←————————  普通高中毕业要求
           七级
           六级
           五级  ←————————  9 年级结束时的要求
           四级
           三级
           二级  ←————————  6 年级结束时的要求
           一级
```

课程目标的级别不完全等同于基础教育阶段的各个年级。但是，分级目标对3～6年级、7～9年级和高中各学段或年级的教学和评价以及教材编写提供了循序渐进、稳步上升的指导性要求，有利于课程的整体实施。从3年级开设英语课程的学校，3、4年级应完成一级目标，5、6年级完成二级目标；7～9年级分别完成三、四、五级目标；高中阶段完成六、七、八级目标。第九级为外国语学校和外语特色学校高中毕业课程目标的指导级，该级别也可以作为部分学校少数英语特长学生基础教育阶段的培养方向。

各地区可以根据国家课程三级管理的有关政策规定，根据当地的条件和需要，适当调整相应学段英语课程的目标。教育基础和师资条件暂不具备的地区或学校，以及把英语作为第二外语开设的学校，可以适当降低相应学段英语课程目标的要求。英语教育基础和条件较好的(如从1年级起就开设英语课程的地区或学校)，在不加重学生负担的前提下，可以适当提高相应学段级别的要求。

目录

Passage 1

There are three separate sources of danger in supplying energy by nuclear power(原子能).

First, the radioactive material must travel from its place of production to the power station. Although the power stations themselves are strongly built, the containers used for the transport of the materials are not. Normally, only two methods of transport are in use, namely road or rail. Unfortunately, both of these may have an effect on the general public, since they are sure to pass near, or even through, heavily populated areas.

Second, there is the problem of waste. All nuclear power stations produce wastes that in most cases will remain radioactive for thousands of years. It is impossible to make these wastes nonradioactive, and so they must be stored in one of the inconvenient ways that scientists have invented. For example, they may be buried under the ground, or dropped into deserted mines, or sunk in the sea. However, these methods do not solve the problem, since an earthquake could easily break the containers.

Third, there may occur the danger of a leak(泄漏) or an explosion at the power station. As with the other two dangers, this is not very likely, so it does not provide a serious objection to the nuclear program. However, it can happen.

Separately, these three types of dangers are not a great cause for worry. Taken together, though, the probability of disaster(灾难) is extremely high.

(约 234 字)

一、阅读短文,从下面所给的 A、B、C、D 四个选项中选出最佳答案。

1. Which of the following is FALSE?

A. It is possible that a leak or an explosion happens at a power station.

B. It is unusual for radioactive materials to be transported across land.

C. Nuclear wastes remain dangerous in most cases for many years.

D. The containers are likely to be broken by an earthquake

2. The author thinks that the ways to store nuclear wastes are _____.

A. easy   B. impossible

C. ineffective   D. reasonable

3. We can learn from the last paragraph that _____.

A. none of the three dangers is very likely to cause much worry by itself.

B. the general public are strongly against the nuclear program

C. the dangers of nuclear energy can be prevented

D. the power station is a safe place

4. This passage is mainly about _____.

A. ways to store nuclear wastes

B. public objection to nuclear power

C. accidents caused by nuclear power

D. dangers from nuclear power

二、阅读短文,回答下列问题,并将问题的答案写下来。

1. Why is a nuclear power very dangerous?

_____

_____

2. How do people usually deal with the nuclear wastes?

_____

_____

三、阅读短文,根据原子能为人类提供能量的同时,给人类带来的危害,写出 80～
100 字的文段。

_____

_____

_____

_____

_____

_____

_____

Passage 2

As Shakespeare's works were written in about 1600s, there are imaginable difficulties for modern Chinese readers. In Shakespeare's time, the English language was in a transitional period from medieval inflected English to flexible modern English with an expanding vocabulary. Latin and French exercised a great influence on it. Many words in Shakespeare are different from modern English in spelling and meaning. In addition, Shakespeare contributed inventions and creations to English vocabulary and usage.

To overcome the above difficulties, the Annotated Series(注释重点) focused the annotations(注释) on definition, grammar, word order and rhetorical(修辞的) devices. Some annotations give both the root and derivative(引出来的) meanings, while some explain puns(双关语). In case of a complex structure, the main structure of the sentence is presented. Therefore, most of the notes in English can be used to paraphrase the original accurately. Where easy and brief English explanation is impossible, Chinese explanation is used. Background knowledge about fables, myths, stories, associations, etc. is also in Chinese. Besides annotation, for every title there is a Chinese preface that includes essential Shakespeare biography, stories, sources and texts. Shakespeare scholars, members of the Shakespeare Society of China, and university professors are invited to undertake the annotation project. Well educated with English literature and knowing Chinese readers' barriers and difficulties in reading Shakespeare's English, they provide notes specially suited for the Chinese readers. They choose and collate(整理) opinions of modern Shakespeare scholars in the western countries, and so achieved simplicity and a higher academic level.

(约 245 字)

一、阅读短文,从下面所给的 A、B、C、D 四个选项中选出正确答案。

1. From the passage what can we know about the English language in the 1600s?

   A. Most of the expressions in the language came from Latin and French.

B. There must be a lot of ill-formed things in English language at that time.

C. People liked to create words and expressions while using the language.

D. The old English language had an expanding vocabulary.

2. Which of the following is the aim of the passage?

A. It is to introduce something about the great writer Shakespeare.

B. It is to introduce the main character of a book.

C. It tells people how to read Shakespeares's works.

D. It tells people how to read different kinds of works in English.

3. What is the use for the first paragraph? It tells us _____.

A. Shakespeare did a great contribution to English language.

B. the English vocabulary at that time was larger than it is now.

C. the language at that time was difficult to understand.

D. Shakespeare's works were written about 400 years ago.

4. Which of the following is NOT true?

A. Besides the annotations on definition, grammar, word order etc., some difficult sentence structures are also presented.

B. Most of the notes in English are quite accurate.

C. Background knowledge about fables, stories etc. is in Chinese.

D. Shakespeare scholars and Chinese readers are invited to undertake the project.

二、阅读短文,回答下列问题,并将问题的答案写下来。

1. When were Shakespeare's works written?

_____

_____

2. To overcome the mentioned difficulties in the passage, what should people do?

_____

_____

3. How could Chinese readers learn more about the great writer Shakespeare?

_____

_____

三、阅读短文，根据有关"English language in Shakespeare's time"的信息，写出 80～100字的文段。

_____
_____
_____
_____
_____
_____
_____
_____

Passage 3

Louis Pasteur, the famous French chemist and bacteriologist, invented "pasteurization". In 1854 Pasteur was made head of the department of science at the University of Lille, and it was there that he made one of his most famous discoveries. Lille was a major center for wine and beer-making, and some of the local wine-makers asked Pasteur if he could help solve the problem of keeping wine fresh. At that time, it was believed that food and drinks go "bad" due to a purely chemical process(变化过程). But during a series of experiments Pasteur proved that the living organisms(微生物) caused food and drinks to go bad. In the case of wine and beer the organisms are already present in the form of the various yeasts(酵母) that caused the fermentation(发酵) process. Pasteur discovered that heating the wine gently for a few minutes after it had fermented would kill off the yeast that was left in the wine, with the result that the wine would remain fresh for much longer. He also proved that food and drinks could be turned bad by other organisms that were present in the air, and that they too would keep fresh much longer if they were kept in airtight containers.

The heating process was so successful that it made Pasteur famous. It was named "pasteurization" in his honour, and by about 1900 it had been widely used for processing and bottling cows' milk. The result was a huge drop in the number of bottle-fed babies dying from infant diarrhea(婴儿腹泻) and from that time on it has been a standard treatment for milk and many other food products. This simple process has saved thousands, possibly millions, of lives worldwide.

(约 279 字)

一、阅读短文,从下面所给的 A、B、C、D 四个选项中选出最佳答案。

1. According to the passage, Lille was a major centre for _____ in the mid-19th century.

    A. processing food and drinks

    B. making beer and wine

    C. doing chemical research

    D. producing various kinds of yeasts

2. In the last sentence of Paragraph 1, the underlined word "they" refers to _____.

A. other organisms

B. the various yeasts

C. food and drinks

D. wine and beer

3. We can infer from the passage that Pasteur's discovery _____.

A. is no longer widely used for treating milk and other food products

B. made him head of University of Lille

C. did not solve the local wine makers' problem

D. has done a lot of good to childcare in the world

二、阅读短文,回答下列问题,并将问题的答案写下来。

1. What can people do to keep wine and beer or food and drinks fresh much longer?

_____

_____

2. Was Pasteur's discovery very successful? Why?

_____

_____

三、阅读短文,根据 Louis Pasteur 发明"The Heating Process"的过程,写出 80～100 字的文段。

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Passage 4

When I first started teaching in New York City public schools, I was shocked. I found students running wild and not paying any attention. So, before my first day of classes, I thought about the teacher from whom I had learned the most and the class in which I paid the most attention. I asked myself, "What was it about that teacher that made me like her so much? What specific things did she do that kept me so interested?"

What I realized was, her students were always so engaged in every lesson that we didn't have time to misbehave. The reason was that she made asking questions an important part of every class. Every time we asked her a question, she threw it right back at us and made us answer. She was a tough, relentless woman when it came to making us answer the questions, but every one of her students appreciated it.

So I tried it myself. I asked my students in-depth, thought-provoking questions. My nightmare about students running wild didn't come true, instead, had a successful teaching career.

When I left teaching and entered the business world as a salesperson and trainer, I retained that questions mind set and began to research it in greater depth. My first book, *Smart Questions*, was written for managers and focused on how questions can help hire, coach, and motivate. Since then, I've continued to research the effect of questions. I've discovered that they are indeed powerful and can help us in every aspect of life. From the conference table to the dining table, questions can transform our lives.

As a trainer who's a teacher at heart, I'm especially interested in the use of questions by instructors. With a question, we can teach and inspire change. Questions are our most valuable tool. They have several powers that are essential for training success.

(约 318 字)

一、阅读短文,从下面所给的 A、B、C、D 四个选项中选出最佳答案。

1. The author is a _____ now.

    A. manager   B. student

C. teacher   D. trainer

2．The author learned from his teacher that _____．

  A. a teacher must pay most attention to the class

  B. students have enough time to misbehave in class

  C. asking questions can help students pay attention to classes

  D. how to throw the questions back at students

3．The underlined word "it" in Paragraph 3 refers to _____．

  A. questioning   B. nightmare

  C. teaching career   D. business world

4．The main idea of the passage should be _____．

  A. I had much working experience

  B. the research focuses on the effect of questions

  C. my teaching career is successful

  D. questioning is a powerful tool in our life

二、阅读短文，回答下列问题，并将问题的答案写下来。

  1．Why did the author remember of his teacher?

  _____

  _____

  2．What can questions be used for?

  _____

  _____

三、阅读短文，根据作者的经历，写出 80～100 字的文段。

_____
_____
_____
_____
_____
_____
_____
_____

Passage 5

In a game that ended, Los Angeles(湖人队) defeated the Philadelphia 76ers(费城 76 人队) 108 - 96 in Game 5 of the NBA Finals on Friday night and won its second successive championship.

With O'Neal leading the way and Kobe Bryant, Derek Fisher and Fox making big contributions, the Lakers finished the playoffs with a record of 15 - 1, the best ever. They won 23 of their final 24 games.

"This time is fun," said O'Neal, who also won his second straight finals MVP award.

Iverson left the game for good with 40.3 seconds left, getting a stating ovation and chants of M - V - P from the fans who had hoped for the Sixers' first title in a almost two decades.

The fans defiantly chanted "Let's Go Sixers" as the Lakers left the court to safely receive their championship trophy somewhere other than at the center court.

Bryant jumped around exuberantly after the final buzzer, cradling the game ball while extending his other arm high in the air. O'Neal ended up in the arms of Lakers rookie Mark Madsen, while Bryant and Fox found Sixers coach Larry Brown and hugged him.

All four of those Lakers had outstanding games. O'Neal finished with 29 points and 13 rebounds, Bryant scored 26, Fox had 20 and Fisher 18.

"They were phenomenal," Brown said of the Lakers. "They were well-coached. They played like a class team all series and certainly deserved to win."

The series ended somewhat anticlimactically given the way it began. The heavy underdog Sixers surprised the Lakers and the basketball world by winning Game 1 in overtime, but Los Angeles regained the momentum by holding off the Sixers in Games 2 and 3 and then winning Game 4 decisively.

The 76ers played a gritty, determined Game 5. They just didn't have enough offense to keep up with a team that methodically answered every run they made.

Iverson had four points in an 10 - 1 run that cut the deficit to nine, 93 - 84