

外研社·朗文

中学英语辅助系列



English Support Series

Chris Jacques (英), 王薇 合作编著

Senior One
高一

阅读

Reading Skills



外语教学与研究出版社



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NB7D85/10



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(京)新登字 155 号

京权图字: 01-1999-3231

图书在版编目(CIP)数据

中学英语辅助系列: 阅读(高一)/(英)杰克斯(Jacques, C.), 王薇编著. - 北京: 外语教学与研究出版社, 2001. 7

ISBN 7-5600-2419-X

I. 中… II. ①杰… ②王… 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(2001)第 059939 号

外研社·朗文中学英语辅助系列

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出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京华威冶金印刷厂

开 本: 787×1092 1/16

印 张: 14.75

版 次: 2001 年 8 月第 1 版 2001 年 8 月第 1 次印刷

印 数: 1—21000 册

书 号: ISBN 7-5600-2419-X/G·1132

定 价: 16.90 元

* * *

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外研社
朗文 中学英语辅助系列
English Support Series
Reading Skills Senior 1 阅读(高一)

Original English material of this *Reading Skills Senior 1* © Pearson Education North Asia Ltd. and Foreign Language Teaching and Research Press 2000

This edition of *English Support Series* with the addition of Chinese translation is published by arrangement with Pearson Education North Asia Limited, Hong Kong.

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This simplified Chinese characters edition first published in 2000 jointly by Foreign Language Teaching and Research Press and Pearson Education North Asia Ltd.

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合作编著者: C. 杰克斯(Chris Jacques), 王薇
策划编辑: (外研社)蔡剑峰, (朗文)蔡女良
责任编辑: (外研社)宋微微, 朱云奇
执行编辑: 刘自知
绘 图: (香港)黄志兴
封面设计: (朗文)梁若基

外语教学与研究出版社 联合出版
培生教育出版中国有限公司

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编者语

“中学英语辅助系列”(English Support Series)丛书由外研社与全球最大的跨国教育出版集团培生教育出版集团(Pearson Education)合作出版,聘请现行中学英语教材 *Senior English for China* 的主编 Chris Jacques 和北京外国语大学英语教师王薇为丛书主编;同时特邀现行中学英语教材 *Junior English for China* 的主编 Neville Grant 为丛书顾问;此外还吸收了富有实践经验的数十位中学教员参加审阅工作。

本系列丛书与中学英语教学同步,分初一到高三共6级,每级4种:《听说》(*Listening and Speaking*)、《语法》(*Grammar in Context*)、《阅读》(*Reading Skills*)、《写作》(*Reading to Writing*),分别针对听、说、读、写四种语言技能和语法,给学生提供练习活动。

我们决定出版本丛书,是有鉴于目前国内中学英语辅助教材的出版较乱较滥,质量参差不齐,往往未如人意。许多老师都迫切需要高素质的辅助材料。为此,我们不惜在人力、物力与财力上的重大投资,决心为中学编写出一套适合国内需要,符合国际水准的高质量辅助教材,以解老师们之难,也为同学们在中学阶段打好英语基础准备一套较好的丛书。

本丛书有以下特点:

1. 语言地道精确:由国外从事教材编写的专业作者和国内有多年中师培训经验的教师联合编写,由外国专家录音。语言、语音均地道精确。
2. 与课堂同步:配合中学英语教学的单元进度,可以用作课堂同步练习。
3. 适度扩展知识:在教材和教育部最新的基础教育阶段英语课程标准的基础上适度扩展词汇,增加文化背景介绍,尤其增加了一些生活中的常用词汇和用语。
4. 配合测验考试:结合国内中考、高考,以及国际多种标准测试要求设计练习,实用性强。
5. 题型活泼多样:在语境中学英语,内容活泼,形式多样,配合插图,趣味性强。
6. 全面训练提高:听、说、读、写4种技能交互培训,从基础开始,全面提高学生的语用能力。

本丛书从开始策划到出版历经两年多时间,其间两家出版社进行了广泛细致的教学情况调查。外方主编和顾问几次专程来华,与中方主编共商编写计划和纲要,认真研究了教学大纲和教育部最新的基础教育阶段英语课程标准及各种考试要求,到不同层次的课堂听课,与老师和学生直接交流,广泛征求意见,了解最新的教学要求和考试的最新动向,以及老师和同学们的真正需要,使这套丛书既立足于现实的需要,又超出一般的水平,成为教师的好帮手,学生的的好朋友。

在丛书的策划、编写过程中，我们得到了北京市一〇一中学、十一中学、八一中学、理工大学附中、交通大学附中、石油大学附中、科技大学附中、十九中、首都师范大学附属育新学校、知春里中学、六十七中等学校和海淀教师进修学校的大力支持和帮助，在此，特向这些学校的师生们表示衷心的感谢。其中要特别感谢的是以下为我们认真审阅书稿的咨询教师们：

初中部分：朱振洪（北方交通大学附中） 回颖（北京市知春里中学）
蒋静芳（北京市十九中学） 刘白玫（北京市六十七中）
王小悦（石油大学附中） 宋燕（北京市十一中学）
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段春英（北方交通大学附中） 邢淑琴（首都师范大学附属育新学校）

最后，欢迎广大师生在使用丛书的过程中向我们提出宝贵意见，以便我们及时改进。

Introduction to the Teacher

This book has been designed to help you develop your students' reading skills. It follows the new revised syllabus of English and covers the general objectives which have been detailed by the Ministry of Education. The book also parallels the contents of *Senior English for China 1 (SEFC 1)* unit by unit.

Organization of the book

The book is organized like the Students' Book into 26 units that follow more or less the topics of the coursebook. Students and classes can read these units in any order. You can choose to read first the texts that are of special interest to your class.

Subjects

The subjects in this book are a little different from the ones in *SEFC 1*. There are more texts on the lifestyles of young people, sport, outdoor activities, computers and new technology. There are fewer texts about famous people from the past. We hope your students will find the subjects interesting and useful. The best thing to do is to look at the Contents and get a general idea. Then you can choose the texts that are of special interest to your class.

Text types

This book includes different kinds of text types, for example, dialogue, interview, diary, narrative, description, biography, quiz, questionnaire, story, joke, factfile. The purpose is not only to introduce variety, but also to show students the different ways language is used in texts. In addition, the text type has an influence on reading speed. For example, a dialogue, or narrative with dialogue is likely to have simpler sentence structures; this encourages a faster reading speed.

Structures

The texts are more advanced than the ones in *SEFC 1*. Texts are longer. Sentences are longer too and the whole book includes the new structures that are introduced in Senior 1.

Vocabulary

Throughout the *English Support Series* the wordlist is expanded in line with the new requirements of the Ministry of Education. The purpose of this expansion is to allow the

introduction of some very common words and phrases that did not appear in *SEFC*.

Some of the new words are syllabus-words for Senior 1~3, but others are non-syllabus words. Students should recognize that they don't have to learn non-syllabus words; it's enough to recognize them and understand their meaning. By introducing non-syllabus words, we have been able to write texts about more interesting topics.

Formality

Teachers may notice that contractions (e.g. "aren't") are regularly used in many texts, not only in dialogues. There is an increasing trend in current English to use informal forms in written English.

Training students to read effectively

There are many different ways of reading, and there are different reading speeds too. That is why this book is called "Developing reading skills". (skills = plural)

We suggest the following method:

- 1 The first task is a fast reading to get the general idea of the text. Students shouldn't stop to look up new words. They may have to answer a general comprehension question, or mark the text in some way (write numbers or symbols at the side, circle or underline), just as we do in real life. Sometimes they will be asked to give their own response to a text and to compare their response with a classmate. For many of these tasks, of course, there is no Answer Key.
- 2 The next reading task is a slower, more careful reading to understand the main points of the text or to find out more detailed information. Again, students shouldn't look up new words, unless they need them to complete the task.
- 3 Students do the remaining reading tasks, if there are any. These may include vocabulary study, or the study of some phrases.
- 4 If you wish, get students to read the text again, perhaps for homework. At this stage, they can look up some of the new words; encourage them to look up only those words that they personally would like to understand better. In other words, they must choose!

There are some extra texts, like factfiles and jokes, which have no tasks (and no answers in the Answer Key). Students can read these if they have time and if they are interested in the subject. In other words, they can choose!

Answer Key

To give students practice in reading and to develop their reading skills, nearly all the texts have at least one task. These include:

- Reading to get the general idea.
- Reading to answer detailed questions.
- Reading and note writing (in a table at the bottom of the text).
- Other tasks related to understanding, e.g. putting pictures or sentences in order, True / False exercises, MCQs (multiple choice questions), labelling pictures and so on.
- Vocabulary study.

There is an Answer Key at the back of the book.

Developing a repertoire of reading skills

From the above sections it can be seen that this book is designed to help students become more effective readers, and to use the appropriate reading approach. In other words, during the course of this book students will be required to:

- Read fast to get the gist (要义) of a text (skimming).
- Search a text for specific information, e.g. dates, numbers, names (scanning).
- Read a text to understand detail.
- Read a text and make notes.
- Retrieve information from different parts of a text.
- Compare information from different parts of a text.
- Study phrases carefully in order to check understanding.

Classroom techniques

This is not the place to suggest to teachers further procedures for conducting a reading class. However, two particular procedures should be emphasized:

- 1 Justifying the answer. Where students do a True / False exercise or a MCQ task, it is not enough to give students the answers. Even if students have found the correct answer, they should justify these by referring to the relevant part of the text. Some of these tasks are titled “Finding the evidence”.
- 2 Inferring an answer to a question. Some answers to questions are inferred, i.e. these answers are not explicitly contained in the text, but may be deduced by students. Commonly these questions are phrased by “Why do you think ...?” Explore all the plausible answers from students to these questions. Ask students to justify their thinking. Possible answers are put in brackets (括号) in the Answer Key.

In short, it is important to get students to interact with a text and to think the answers out for themselves.

Cultural notes

For some of the texts, there are cultural notes in the Answer Key. These give extra information about the background of the topic, or the writer and so on.

Using the Internet

If your students are interested in a certain topic and have access to the Internet, they can follow up their reading by searching the Net for more information. For some texts we have included World Wide Web references to help them to do this.

前言 (1)

写给老师

本书是为了培养你的学生的阅读技能而设计，与高中英语教学同步。它遵循新的英语大纲(修定版)，覆盖了教育部详述的各项要求。内容上，本书与高一英语逐单元并行。

全书结构

本书共26个单元，基本沿用课本原有的话题。这些单元可按任何顺序阅读，你可以首先选择全班学生特别感兴趣的文章。

主题

和高中英语课本比较，本书主题略有不同，更多的是关于年轻人的生活方式、体育运动、户外活动、计算机和新科技等等。减少了关于名人的文章。我们希望你的学生对它们感兴趣，能从中受益。最好先看一遍目录，大致了解一下全书。然后再挑出你的学生最感兴趣的文章来。

文章类型

本书收录了不同类型的文章，有对话、访谈录、日记、叙述文、说明文、传记、小测试、调查问卷、故事、小幽默及简介等。这样做的目的，不仅为寻求多样化，更是为了向学生展示语言是如何以不同的方式组合构架篇章的。此外，文章类型影响阅读速度。譬如，对话，或是有对话的叙述文，其句子结构可能更简单；这就会加快一个人的阅读速度。

语言结构

和高一英语课本比较，本书收录的文章更难。课文长度增加了，句子也更长。全书涵盖了高一涉及的所有语言结构。

词汇

依据教育部的新要求，整套“中学英语辅导系列”丛书的词汇进行了适度扩展，目的是为了引介一些高中英语未收入，而实属很常见的单词和短语。

这类新词，有些是高中英语要求掌握的大纲词汇，其他则为非大纲词汇。学生们须知道，他们不必掌握超纲词汇，而只要能够辩识它们，了解它们的意义即可。通过

引入超纲词汇，我们得以收编更加有趣的话题。

正式程度

教师们会发现，诸如“aren't”之类的缩略语不仅出现在对话中，还常用于许多其他类型的篇章中。将非正式用语用于书面语体，这已是当今英语的一大流行趋势了。

训练学生快速阅读

每个人的阅读方式、阅读速度各不相同。所以，本书题为“发展阅读技能”(“技能”可以是复数的)。

我们建议如下：

1. 首先是快速阅读，以求文章大意。此时不要停下来查生词。或要求学生回答关于全文理解的问题，或要求学生在文中做记号(如在文章旁边写下某个数字或符号、划圈或划下划线)。真正的阅读就是这样的嘛。有时你可以要求学生写出对某篇文章的感受，并要求他(她)和其他同学作比较。当然，此类练习并无固定答案可言。
2. 接下来的阅读，要放慢速度，要更加仔细，以抓取文章要点，或找出更详细的信息。除非是完成此阅读任务所需，否则，别查生词。
3. 如果有其他阅读任务，如词汇学习、某些短语的学习等，完成它们。
4. 愿意的话，重读一遍文章。这时，允许学生查查生词，但只限于他们认为应进一步了解的词。换言之，他们可以自行选择！

还有些文章是简介和小幽默，没有布置阅读任务(因而没有“参考答案”)。如果有时间或兴趣，学生可以读读这些文章。换言之，他们可以自行选择！

参考答案

为使学生可以操练阅读，发展阅读技能，几乎所有的文章都配有至少一个阅读练习，包括：

- 阅读，并了解大意；
- 阅读，并回答有关文章具体内容的问题；
- 阅读，并做笔记(填写文后的表格)；
- 其他练习检测对文章内容的理解，如：将图画或句子排序，正/误练习，多项选择练习，标注图画，等等；
- 词汇学习。

书后附有参考答案。

发展一套阅读技巧

以上各部分内容表明，本书的目的是为了帮助学生成为更富效率的读者，使他们能运用恰当的方法、途径高效阅读。换言之，使用本书时，学生要学会

- 快速阅读，抓文章主旨 (skimming);
- 查找具体信息，如日期、数字、名字等(scanning);
- 读全文，理解细处;
- 查找文章的各个部分，核对信息;
- 比较文章各部分的内容;
- 详尽学习词语，检查理解程度。

课堂教学方法

此处并非要为教师们提供阅读课的具体步骤，但有两点须强调一下：

1. 解释答案。做正/误题与多项选择题时，光给学生答案是不够的。即使学生已经得出正确的答案，他们也应该能够运用文章相关信息来解释为什么这个答案是正确的。类似的习题包括“找出相应的证据”。
2. 推导问题的答案。有些问题的答案须推导得出，即具体答案并未明白地出现在文章中，但学生们可以从中推出那一答案。这类问题常以“你为什么认为……”的形式出现。学生提供的答案可能各不相同，只要说得有理由，都是成立的。教师应要求学生解释他们的想法。“参考答案”部分用“()”标出可能的答案。总之，应使学生充分与文章交流，使他们自己想出问题的答案。这一点非常的重要。

文化注释

我们为有些文章提供了文化注释，都放在“参考答案”中。这些注释对话题、作者等进行补充说明。

使用因特网

学生如果对某话题有兴趣，能使用因特网，他们可以在完成所有的阅读任务后再上网查找更多的相关信息。我们在“参考答案”中为部分文章提供了全球通网上参考信息，以供查找。

Introduction to the Student

This book is designed to help you develop your reading skills while you are studying *Senior English for China 1 (SEFC 1)*.

Organization of the book

The book is organized like the Students' Book into 26 units that follow more or less the topics of the coursebook. You can read these units in any order at your own speed. You can choose to read first the texts that are of special interest to you.

Subjects

The subjects in this book are a little different from the ones in *SEFC 1*. There are more texts on the lifestyles of young people, sport, outdoor activities, computers and new technology. There are fewer texts about famous people from the past. We hope you will find the subjects interesting and useful. The best thing to do is to look at the Contents and get a general idea. Then you can choose the texts that are of special interest to you.

Text types

This book includes different kinds of text types, for example, dialogue, interview, diary, narrative, description, biography, quiz, questionnaire, story, joke, factfile. In this way, you will see how language is used in different types of text.

Structures

The texts are more advanced than the ones in *SEFC 1*. Texts are longer. Sentences are longer too and the whole book includes the new structures that are introduced in Senior 1.

Vocabulary

Throughout the *English Support Series* the wordlist is expanded in line with the new requirements of the Ministry of Education. The purpose of this expansion is to allow the introduction of some very common words and phrases that did not appear in *SEFC*.

Some of the new words are syllabus-words for Senior 1 – 3, but others are non-syllabus words. Don't feel that you have to learn non-syllabus words; it's enough to recognize them and understand their meaning. By introducing non-syllabus words, we have been able to write texts about more interesting topics.

How to read

There are many different ways of reading, and there are different reading speeds too. That is why this book is called “Developing reading skills”. (skills = plural)

We suggest the following method:

- 1 The first task is a fast reading to get the general idea of the text. Don't stop to look up new words. You may have to answer a general comprehension question, or mark the text in some way (write numbers or symbols at the side, circle or underline), just as we do in real life. Sometimes you will be asked to give your own response to a text and to compare your response with a classmate. For many of these tasks, of course, there is no Answer Key.
- 2 The next reading task is a slower, more careful reading to understand the main points of the text or to find out more detailed information. Again, don't look up new words, unless you need them to complete the task.
- 3 Do the remaining reading tasks, if there are any. These may include vocabulary study, or the study of some phrases.
- 4 If you wish, read the text again. At this stage, you can look up some of the new words; only look up those words that you personally would like to understand better. In other words, choose!

There are some extra texts, like factfiles and jokes, which have no tasks (and therefore no answers in the Answer Key). Do read these if you have time and if you are interested in the subject. In other words, choose!

Answer Key

To give you practice in reading and to develop your reading skills, nearly all the texts have at least one task for you to do. These include:

- Reading to get the general idea.
- Reading to answer detailed questions.
- Reading and note writing (in a table at the bottom of the text).
- Other tasks related to understanding, e.g. putting pictures or sentences in order, True / False exercises, MCQs (multiple choice questions), labelling pictures and so on.
- Vocabulary study.

There is an Answer Key at the back of the book.

Cultural notes

For some of the texts, there are cultural notes in the Answer Key. These give extra information about the background of the topic, or the writer and so on.

Using the Internet

If you are interested in a certain topic and have access to the Internet, you can follow up your reading by searching the Net for more information. For some texts we have included World Wide Web references in the Answer Key to help you to do this.

Enjoy your year in Senior 1, and happy reading!

前言 (2)

写给同学

本书是为了培养你的阅读技能而编写的，与高中英语教学同步。

全书结构

本书共分 26 个单元，每单元基本因循课本原有的话题。先读哪单元，后读哪单元，用什么样的速度阅读，由你选择。你可以挑你特别感兴趣的文章先读。

主题

和高一英语课本比较，本书主题略有不同，收入的文章更多的是关于年轻人的生活方式、体育运动、户外活动、计算机和新科技等方面的。和旧版比较，新版减少了关于名人的文章。我们希望这些主题是有趣的，能对你们有所裨益。最好能先浏览“目录”，可以对全书有个大致的了解。然后再确定哪些文章是自己特别感兴趣的。

文章类型

本书收入了各种不同类型的文章，有对话、访谈录、日记、叙述文、描写文、传记、小测试、调查问卷、故事、小幽默及简介。藉此，你们可以接触到不同文体的英语。

语言结构

和高中英语一年级教材比较，本书收入的文章更难。课文长度增加了，句子也更长。全书涵盖了高中第一册课本涉及的所有新结构。

词汇

依据教育部的新要求，整套“中学英语辅导系列”丛书的词汇进行了适度扩展，目的是为了引介一些教材未收入，而实属很常见的单词和短语。

这类新词，有些是高中英语第一至三册要求掌握的大纲词汇，其他则为非大纲词汇。你们不必掌握超纲词汇，而只须辨识它们，了解其意义即可。通过超纲词汇的引入，我们得以收编更加有趣的话题。

怎样阅读

每个人的阅读方式、阅读速度各不相同。所以，本书题为“发展阅读技能”(“技能”可以是复数的)。