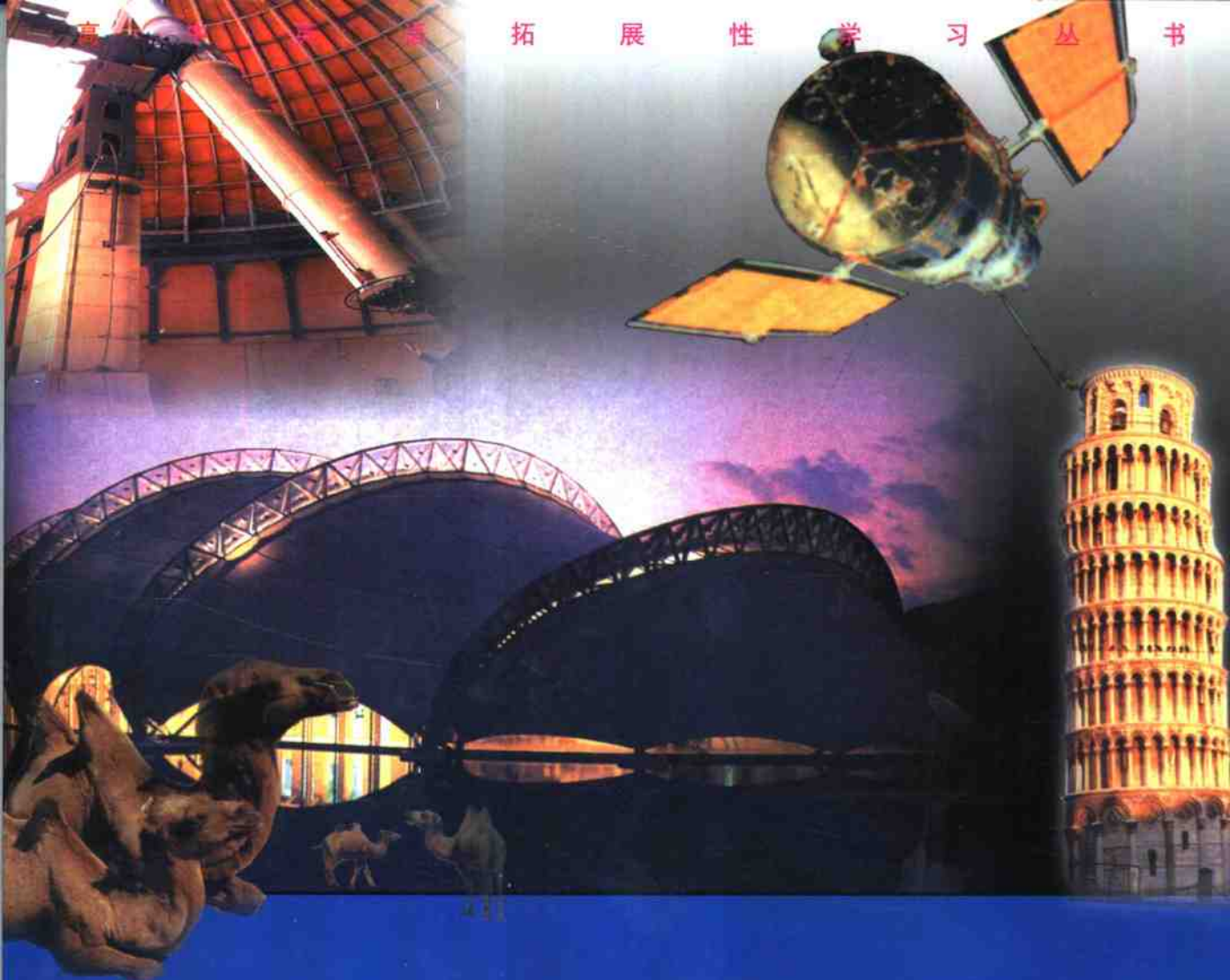
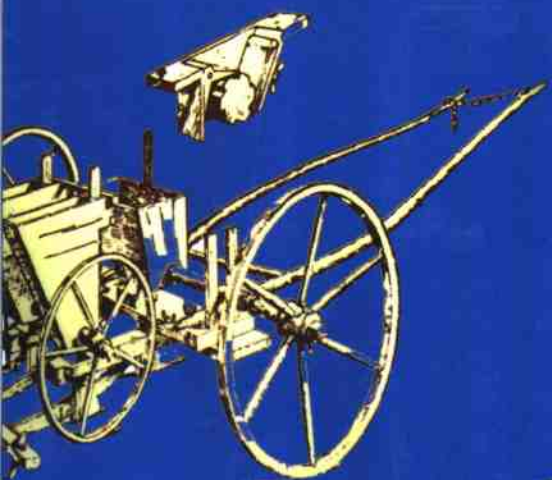


拓 展 性 学 习 丛 书



本书编写组◎编写



高中英语 拓展性阅读

(第四册)

Extensive English Readings
for Senior High School Students

Book 4

高中英语拓展性学习丛书

高中英语拓展性阅读

(第 四 册)

本书编写组

上海大学出版社

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前言

教育部最近公布的教学大纲中明确提出了“加强听读训练,特别要注意增加泛读训练”的要求。同时,关于高中毕业生应掌握词汇量的新标准也正在酝酿之中,一般水平应掌握 3500 个单词,优秀水平则应掌握 5500 个单词,因此,原有的 2200 个单词的要求已经明显偏低了。根据这一情况,各地纷纷出台了新的课程标准,一般地区要求高中生课外阅读量 30 万至 40 万单词,沿海发达地区则提高到 60 万至 80 万单词。可以说形势变化要求产生新的阅读材料,然而市场上可供选择的版本却十分有限。我们正是为了这一教学需要,及时推出了这套《高中英语拓展性阅读》。

本套书的特点和优势体现在以下两个方面:

第一,选材丰富,编排合理。本套书采用“主题阅读”的编排形式,每套题均选用体裁和题材相近的文章,内容涉及人物、故事、史地、文化、生活、科普、新闻、广告等,便于学生熟悉相关知识及背景,同时我们尽可能采用原汁原味及富有时代感的文章,使学生能通过阅读本套书真正达到提高能力的目的。

第二,容量适当,使用方便。本套书共选文 500 余篇,分 152 套题,每套题均设计为 4 个页码,撕下即可作检测练习卷使用,同时,每套题的词汇量及阅读时间也大致与高考相当。教师或学生可根据如下公式大致推算分数:(正确答题数/总题数) $\times 100\%$,这样,我们就找到了课外阅读与高考之间的结合点,学生只需坚持每周一套,循序渐进,不断练习,3 年下来,即可轻松超越高考。

本套书以“拓展性阅读”命名,意在源于课本,高于课本。全套书共分 4 册,第一至第三册可供高一至高三学生使用,第四册供高考总复习使用。在编排上,各册之间体现了循环往复、螺旋上升的特点。考虑到近几年高考阅读词汇量增加、难度也相应有所提高的实际情况,我们设计的每册难度均略高于同年级教材或高考,学生可以根据自己的情况灵活选用。

愿本书助你成功。

编者

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第一章 记叙文

拓展性阅读训练 1(测试时间 45 分钟)

班级_____姓名_____分数_____

●记叙文:人物

(A)

FAMOUS MOVIE STARS

CLINT EASTWOOD. Born 1930

After a childhood following his father along much of the West Coast of the USA, many menial jobs and a spell in the army as a swimming instructor, a chance introduction by a friend resulted in a contract with Universal International Studios. After being run through their "charm school" and being given a few small movie roles, he spent 1955 as an absent-minded scientist in *Revenge of the Creature* and napalming a giant spider in *Tarantula*. Then Eastwood spent eight seasons as the amiable, fresh-faced sidekick Rowdy Yates in the Western TV series *Rawhide*. He left the show when the producers went back on a promise to let him direct an episode. His fortunes seemed to be on the downturn when he accepted a part in a low-budget Western called *A Fistful of Dollars* (1964). This film, and its two sequels, were sensational successes.

MEL GIBSON. Born 1956

Born in America, Gibson moved with his family to Australia when he was 12 because of his father's determination to keep his elder brothers from being sent to the Vietnam War. He studied at the National Institute of Dramatic Art in Sydney, Australia. A street fight that left his face badly bruised gave him the look that won him the role of *Mad Max* (1979), the high-way policeman in a world where society is **coming apart**, but the film made little impression outside Australia. It was not until the huge success of the second *Mad Max* film, closely followed by his performance in *Gallipoli* (1981), that his career took off.

SAM NEILL. Born 1948

The rather elegant Sam Neill is a good-value character actor. Born in Northern Ireland, he was transplanted with his family to New Zealand at the age of seven. After leaving the University of Canterbury, he joined New Zealand's National Film Unit as an actor. He moved to Australia in the 1970s and found work there. He first caught the eye of international audiences as the handsome proud young landowner smitten with the head-

strong heroine of *My Brilliant Career* (1979), and remained in Australia long enough to play a tough commando sergeant under junior officer Mel Gibson in *Attack Force Z* (1980).

JEAN-CLAUDE VAN DAMME. Born 1961

Jean-Claude Van Damme is the popular Belgian star of numerous martial arts movies. He took up karate at the age of 11 and proved a natural at this sport. He studied ballet (hence his unusual grace in the choreographed fights). He appeared in the French film *Rue Barbier* (1981) and then resolved to leave Europe and try his chances in Hollywood. He spent three years in a variety of jobs—chauffeur, bouncer, carpet-layer, martial arts instructor—until he got his first break in the lacklustre film *No Retreat, No Surrender* (1985).

1. Which movie star had formal training as an actor before entering the movies?

A. Sam Neill.

B. Mel Gibson.

C. Clint Eastwood.

D. Jean-Claude Van Damme.

2. According to the information the two actors who have appeared together in a movie are _____.

A. Sam Neill and Mel Gibson

B. Mel Gibson and Clint Eastwood

C. Jean-Claude Van Damme and Sam Neill

D. Clint Eastwood and Jean-Claude Van Damme

3. Jean-Claude Van Damme's first jobs in Hollywood can best be described as _____.

A. diverse

B. artistic

C. depressing

D. repetitive

4. For Jean-Claude Van Damme, the study of karate and ballet _____.

A. taught him how to act

B. made him large sums of money

C. equipped him for roles in martial arts movies

D. prepared him for his first jobs in America

5. Clint Eastwood played a character called Rowdy Yates in a television series. Rowdy Yates is described as _____.

A. good-natured

B. sentimental

C. stubborn

D. fearless

6. Which of the following statements is FALSE? In 1979 _____.

A. Mel Gibson acted in a film as a policeman

B. Sam Neill played the part of a man in love

C. Jean-Claude Van Damme was living in Europe

D. Clint Eastwood had an ongoing role in *Rawhide*

7. The world of the movie *Mad Max* is described as "a world where society is coming apart". The phrase "coming apart" is closest in meaning to _____.

A. vibrating

B. adjusting

C. dominating

D. disintegrating

8. Which of the actors is most likely to have attended many schools as a child?

A. Sam Neill.

B. Mel Gibson.

C. Clint Eastwood.

D. Jean-Claude Van Damme.

(B)

One day in 1965, when I was a librarian at View Ridge school in Seattle a fourth-grade teacher approached me. She had a student who finished his work before all the others and needed a challenge. "Could he help in the library?" she asked. I said, "Send him along."

Soon a slight, sandy-haired boy in jeans and a T-shirt appeared. "Do you have a job for me?" he asked.

I told him about the Dewey Decimal System for shelving books. He picked up the idea immediately. Then I showed him a stack of cards for long-overdue books that I was beginning to think had actually been returned but were misshelved with the wrong cards in them. He said, "Is it kind of a detective job?" I answered "yes", and he became an unrelenting sleuth.

He had found three books with wrong cards by the time his teacher opened the door and announced, "Time for recess!" He argued for finishing the job; she made the case for fresh air. She won.

The next morning, he arrived early. "I wanted to finish finding those books," he said. At the end of the day, when he asked to be a librarian on a regular basis, it was easy to say yes. He worked untiringly.

After a few weeks I found a note on my desk, inviting me to dinner at the boy's home. At the end of a pleasant evening, his mother announced that the family would be moving to the adjoining (贴邻的) school district. Her son's first concern, she said, was leaving the View Ridge library. "Who will find the lost books?" he asked.

When the time came, I said a reluctant good-bye. Though initially he had seemed an ordinary kid, his zeal had set him apart.

I missed him, but not for long. A few days later he popped in the door and joyfully announced, "The librarian over there doesn't let boys work in the library. My mother got me transferred back to View Ridge. My dad will drop me off on his way to work. And if he can't, I'll walk!"

拓展性阅读训练 2(测试时间 45 分钟)

班级_____姓名_____分数_____

●记叙文:人物

(A)

Washington Irving was America's first man of letters to be known internationally. His works were received enthusiastically both in England and in the United States. He was, in fact, one of the most successful writers of his time in either country, delighting a large general public and at the same time winning the admiration of fellow writers like Scott in Britain and Poe and Hawthorne in the United States. The respect in which he was held was partly owing to the man himself, with his warm friendliness, his good sense, his urbanity, his gay spirits, his artistic integrity, his love of both the Old World and the New. Thackeray described Irving as "a gentleman, who, though himself born in no very high sphere, was most finished, polished, witty, socially the equal of the most refined Europeans." In England he was granted an honorary degree from Oxford—an unusual honor for a citizen of a young, uncultured nation—and he received the medal of the Royal Society of Literature; America made him ambassador to Spain.

1. The main point of the passage is that Washington Irving was _____.
A. America's first man of letters
B. a writer who had great success both in his own country and outside it
C. a man who was able to move from literature to politics
D. a man whose personal charm enabled him to sell basically inferior work
2. What is implied by the comment about Scott, Poe, and Hawthorne? _____.
A. Irving enjoyed great popular admiration.
B. Scott, Poe, and Hawthorne were primarily responsible for Irving's success.
C. Irving's work was not only popular, but also of high literary quality.
D. More Americans than Britons admired Irving.
3. Thackeray considered Irving _____.
A. the most refined European of the time
B. one of the most refined Europeans
C. refined, like most Europeans
D. not inferior to Europeans of the highest refinement
4. Why did Thackeray think that Irving's social grace was unusual? _____.
A. Irving's parents were not aristocratic.
B. Irving exhibited warm friendliness.
C. Irving had gay spirits.

D. Irving's degree was honorary rather than earned.

(B)

Grandma Moses is among the most celebrated twentieth-century painters of the United States, yet she had barely started painting before she was in her late seventies. As she once said of herself, "I would never sit back in a rocking chair, waiting for someone to help me." No one could have had a more productive old age.

She was born Anna Mary Robertson on a farm in New York State, one of five boys and five girls. ("We came in bunches, like radishes.") At twelve she left home and was in domestic service until, at twenty-seven, she married Thomas Moses, the hired hand of one of her employers. They farmed most of their lives, first in Virginia and then in New York State, at Eagle Bridge. She had ten children, of whom five survived. Her husband died in 1927.

Grandma Moses painted a little as a child and made embroidery pictures as a hobby, but only switched to oils in old age because her hands had become too stiff to sew and she wanted to keep busy and pass the time. Her pictures were first sold at the local drugstore and at a fair, and were soon spotted by a dealer who bought everything she painted. Three of the pictures were exhibited in the Museum of Modern Art, and in 1940 she had her first exhibition in New York. Between the 1930's and her death she produced some 2000 pictures, detailed and lively portrayals of the rural life she had known for so long, with a marvelous sense of color and form. "I think real hard till I think of something real pretty, and then I paint it," she said.

1. Which of the following would be the best title for the passage? _____

- A. Grandma Moses: A Biographical Sketch
- B. The Children of Grandma Moses
- C. Grandma Moses: Her Best Exhibition
- D. Grandma Moses and Other Older Artists

2. According to the passage, Grandma Moses began to paint because she wanted to

_____.

- A. decorate her home
- B. keep active
- C. improve her salary
- D. gain an international reputation

3. From Grandma Moses' description of herself in the first paragraph, it can be inferred that she was _____.

- | | |
|----------------|-----------|
| A. independent | B. pretty |
| C. wealthy | D. timid |

4. Grandma Moses spent most of her life _____.

A. nursing

B. painting

C. embroidering

D. farming

5. The underlined word "spotted" could best be replaced by _____.

A. speckled

B. featured

C. noticed

D. damaged

(C)

The great composer Frédéric Chopin was born in Poland on February 22, 1810. His mother was Polish and from a well-to-do family. His father was a French immigrant tutor and school teacher. Many of Chopin's works were really poetry in music. He was the great musical poet of the romantic age, much admired for his sensitive and tender piano pieces. Chopin was one of the few composers who wrote almost exclusively for the piano.

As a child, Chopin could understand music and had a great love for it. At age seven, he had his first lesson and published his first piano composition. Encouraged by his parents, Chopin gave his first public piano recital (独奏会) at age eight and began giving concerts when he was 18 years old. From the time of his first piano recital, Chopin's main goal in life was to compose music.

In 1830, Chopin left Warsaw, never again to return to his much-beloved Poland. In 1832, he moved to Paris, where he became a member of the top social and cultural elite. Paris was at that time the most exciting city in Europe, and Chopin received a warm welcome. In Paris, he shared with his friends a taste for fine clothes, fine manners, and elegant (优雅的) living.

Frédéric Chopin was one of the most powerful and influential masters in the history of piano music. Extremely original in his writing, he often ignored the accepted rules and disciplines of composing. Chopin was also responsible for bringing the great folk melodies (旋律) and rhythms of Poland to western Europe.

Chopin suffered for many years with breathing problems, and his health was delicate throughout his life. Although he loved to perform, Chopin gave only about 30 large public concerts during his lifetime. He preferred smaller, more private gatherings that did not tax his strength. By 1848, his health had broken down completely. He died on October 17, 1849 in Paris.

Frédéric Chopin was a major contributor (贡献者) to the world's musical heritage. His delicate touch and his ability to write beautiful music for the piano made him popular in his own time, and his music endures (持久) today.

1. What is the topic of this passage? _____

A. Europe's Musical Heritage

B. Chopin's Music

C. Poetry in Music

D. How to Write Music

2. What is the main idea of this passage? _____

A. Chopin's music was popular in his own time.

B. Chopin was a sensitive composer who lived an exciting life.

C. Chopin was a great composer who wrote almost exclusively for the piano.

D. Frédéric Chopin was part of the top social and cultural elite in Europe.

3. Which detail best supports the main idea of this passage? _____

A. Chopin was one of the most influential composers in piano music.

B. Chopin only performed 30 times in his career.

C. Chopin suffered for many years with chronic breathing problems.

D. Chopin left Poland forever in 1830 and, in 1832, moved to Paris.

4. Chopin was different from many of the other composers of his day in that he

_____.

A. had published his piano compositions

B. ignored the accepted rules and disciplines of composing

C. enjoyed elegant living and fine clothes

D. was encouraged to study music by his parents

5. Chopin probably did not give many large public concerts during his lifetime because he _____.

A. thought large audiences were harder to please

B. could play more folk music at smaller gatherings

C. was shy and did not enjoy playing in public

D. found them too difficult for his poor health

拓展性阅读训练 3(测试时间 45 分钟)

班级_____姓名_____分数_____

●记叙文:人物

(A)

"I wish I had lived in my grandfather's time!" George Catlin often said. "The country was wild then. Indians lived a free life, even here in the East."

Mr. Catlin was a fine painter who sold many of his pictures. But he was never happy in cities. Though his home was in the East, he was always thinking of the great rivers and plains in the West.

In the West, he knew, many Indians still lived as they had always lived. He wanted to see them!

"The lives of the Indians are changing fast," he told his wife. "More and more people are going to the West. Cities are being built there. In a few years, no one will know how the Indians once lived or how they looked. I must paint pictures of them while there is still time."

Mr. Catlin saved money for his family to live on while he was away. Then at last he started off. In 1830, many Indians from the West came to trade along the Mississippi River. So Mr. Catlin went to that part of the country.

On trips along the Mississippi, he met many Indians. They wore animal skins decorated with paint, feathers, fur, beads and bear claws. George Catlin painted pictures of some of the great chiefs.

He took his paintings back to the East. People there were surprised by them. How wild and strange the Indians looked!

Mr. Catlin stayed home only a short time. He had not yet seen the Indians of Great Plains. And he wanted to paint pictures of these Indians hunting buffalo.

Again he left for the west. This time, he took a steamboat up the Mississippi River. On the boat was an Indian chief, Wi-jun-jon. He was going home after a trip to east.

Mr. Catlin had painted Wi-jun-jon in the West two years before. Then, the chief was dressed as an Indian and looked like a great warrior.

On the boat, Mr. Catlin painted the chief again. But now the chief was dressed like a city man. He had lost the look of a proud, free Indian.

George Catlin was afraid that soon all Indians might change this way. More than ever, he wanted to paint the "real" Indians.

Far up the river, Mr. Catlin left the steamboat. He walked into the country of the Sioux. He loved these tall Indians who rode horses so well. Again and again he painted

pictures of them riding their horses.

The Sioux became his good friends. Here is what he wrote about these Indians:

"I love a people who have always made me welcome to the best they had. And oh! How I love a people who don't live for the love of money."

He made friends with other Indians—the Blackfeet and Crows. While hunting with them, he drew their pictures. Later on, he made paintings from the drawings. Everything in the paintings was just as he had seen it. They were true to life.

The more George Catlin learned about Indians, the more he liked them and the way they lived. At home again, he tried to share his feeling with others.

He thought there should be a big park near the Rocky Mountains. There, Indians of the Great Plains could live always.

He kept on showing his paintings and talking about the Indians, but few people listened. Now we know how right he was.

Mr. Catlin painted before there were cameras. He painted what he saw. He did not make up things as artists sometimes do. His paintings showed Indians as they really were. When you see his pictures, you meet the proud, free Indians of early America.

1. George Catlin wished he had lived in his grandfather's time, because _____.

- A. all the country was wild then
- B. as an Indian, he could live a free life
- C. he could live a free life with Indians
- D. Indians could live a free life in the East

2. Mr. Catlin wanted to go to the great rivers and plains of the West for _____.

- A. painting freely and leading a happy life
- B. selling pictures there
- C. seeing the real free Indians and painting them
- D. exploring there and making money

3. The statements of the following are true, EXCEPT _____.

- A. Mr. Catlin at first left for Mississippi.
- B. Mr. Catlin met many Indians along the Mississippi and painted pictures for them
- C. Indians always wore animal skins
- D. city people were surprised by the pictures and didn't believe Mr. Catlin

4. Why was Mr. Catlin eager to see Indians hunt buffalos? _____

- A. Almost all Indians lived on buffalos.
- B. Hunting buffalos was the typical picture of Indians' free lives.
- C. He dreamed of hunting buffalos when he was a child.
- D. Maybe the Indians wouldn't be hunting buffalos any more.

5. Mr. Catlin's contribution is to _____.

- A. be an example of showing love to Indians

- B. suggest building a big park for Indians
- C. paint only the things he saw
- D. show us Indians' real life many years ago

(B)

No one paid much attention to a young Swiss gentleman who was traveling in Italy in 1859. He was quiet and polite. In both dress and manner he had the air of one born to wealth and position. But something that happened in the midst of his tour changed young Henri Dunant.

Italy and France were at war with Austria. Henri Dunant came upon one of their battlefields. It was at Solferino, at the close of a day of fighting. For the first time in his life, Dunant saw how heartless war could be. All round him lay suffering men, untended and left to die where they fell.

Henri Dunant went to work at once. Helped by several peasant women, he formed an ambulance service. He set up headquarters in a little church not far away. He made use of anyone who came along. He himself helped to bind up the wounds of Frenchmen, Italians, and Austrians alike.

Someone asked Dunant why he cared for Italy's enemies. His answer showed a spirit of humanity that was not common in those days. "We are all brothers. A wounded enemy is no longer an enemy."

Henri Dunant was too modest to think for long of his work in helping the sufferers. But he could not forget what had happened at Solferino. He could not forget the needless suffering on the battlefield. The soldiers had been left to suffer, some of them to die, because no group of people had been ready to look after the wounded. The more he thought of it, the more he felt that something must be done.

He thought of a great organization. It should be planned to take in many nations. It should have everything needed to relieve human suffering, especially in time of war. It would do its work with the approval of all countries.

Bit by bit the plan grew in his mind. Each detail grew clear. All nations would support and share in such a great work of humanity. It must operate under a sign that all would know; its symbol would be a red cross against a white background.

First of all he must reach the public. It must see the need for this great organization. One of Dunant's own countrymen was the first to act. Gustav Meunier, a wealthy lawyer in Geneva, had been greatly stirred by the book. He chose Dunant and four others to form the Committee of Five. It was to look into the idea of an international society.

After some careful study, the committee invited all the nations of Europe to a meeting in Geneva. The meeting, held on October 26, 1863, was a success. Thirty-six delegates from fourteen nations were present. Dunant's suggestions were approved. It was