

◆ 总主编 衍霞 邹世仁

新课标培优专项通

本册主编 姜发兵 杜兴馨



英语随身读



(高二上)



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◆总主编 彷徨 邹世仁

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Preface

前 言

《新课标培优专项通·英语随身读》是面向中学生的一套阅读辅助教材。初中每年级一册，共三册；高中每学期一册，共六册。入选的文章体裁多样，有对话、记叙、论说、说明、书信、广告等；题材广泛，涵盖文化、教育、历史、地理、科技、经济、友情、亲情、校园生活等。文章具有趣味性、时代性、可思性，与学生的学习、生活密切相关。每篇阅读配有少量形式多样的练习，以增进英语的习得。既可提高学生英语素养，又能增强学生的应试能力。

本册是《新课标培优专项通·英语随身读》的第六册，主要面向高中二年级第一学期的学生。全书有十个单元，每一个单元由同一主题的四篇短文组成。短文后配备了是非题、填空题、连线题、选择题等形式多样的自测题，可以帮助学生检测自己对短文的阅读理解程度，同时也有助于学生在具体的语言环境中更好地掌握词汇和语法要点。本书所选材料短小精悍，引人入胜，是高二学生提高词汇量、扩展知识面、培养英语学习兴趣的好帮手。

总体而言，阅读理解能力包含以下几个方面：（1）理解文章的主旨和要义；（2）理解文章的具体信息；（3）根据上下文推断生词的词义；（4）依据文章做出简单的判断和推理；（5）理解文章的基本结构；（6）理解作者的意图、观点和态度。在做多项选择题时，要注意以上能力的运用。另外，必须注意的是：答题总是以文章为依据，这就是说，答案要在文章中找到根据。

《新课标培优专项通·英语随身读》的编委有（以姓氏笔画为序）：杜兴馨、陈国清、陈黎峰、张静燕、余霞、周建林、姜发兵、倪耀辉、曹雅娟。他们都是长期从事重点大学或重点中学英语教学的骨干教师，教学经验丰富，对



英语阅读与测试在理论和实践两方面都很有研究。书中的大部分习题在教学中使用过，有关语言问题由英语文教专家审阅把关，保证了本书的质量。

欢迎教师和学生在使用本套书的过程中提出问题，不吝指教，以便于我们在重印或再版时修正提高。

编者

2009 年夏



How to Read English Effectively

英语阅读技巧突破

阅读是语言运用中最频繁的一种活动。可以说，一个人在具备了基本的文化素质后，主要是通过阅读来汲取信息，陶冶文化情操的。大量的阅读还能促进其他语言技能的提高。譬如说，你要提高口语水平，就不能满足于简单的会话，你的谈吐要有深度，对问题有自己的见解，就必须有大量阅读的“输入”；只读不写也是远远不够的，而要写出地道的英文，得先从阅读入手。

如何进行成功的阅读呢？当然，这是一个日积月累的过程。从材料的角度来说，难度要适当，主要是控制生词量。国外对母语为英语的读者的研究表明：对一个学生来说，阅读材料的生词平均不宜超过总词数的1%~2%。而对把英语作为外语的中国学生来说，阅读材料的生词以不超过总词数的5%为宜。此外，成功的阅读必须保持一定的速度。一般来说，与母语读者比，外语学习者的词汇量及阅读量有限，但却有较强的语言意识。这个因素往往造成短时记忆中的认知负担过重而影响阅读处理速度，在这种情况下，生词过多将进一步影响阅读理解的效率。要提高阅读能力，应提倡广泛阅读难度适中，并能让读者保持一定速度的“浅英语”。

要进行卓有成效的阅读，首先应有一个明确的目的，也就是说要主动地读，你得问问自己：我为什么读这篇文章或这本书呢？在阅读中我想得到什么？显然，这两个问题与材料有关。如果是精读材料，那你不仅要理解全文的意义，还要弄清篇章结构、遣词造句、修辞手段等等。如果是报纸、百科全书、专业参考书等，那你就要根据上面的两个问题，通篇细读，而其他更多的则是通过略读(skimming)来有选择地读。略读又分为两类：跳读(surveying)和查读(scanning)。跳读是对一篇文章或一个章节，可以通过只读每一段落的第一句或文章的第一段和最后一段来把握全文的中心思想；查读则是利用材料的信息结

构来迅速查找某一具体事实或特定信息的技能。篇章的编排结构各不相同，例如：词典、百科全书一般按照字母顺序编排；电视节目表、体育赛事一般按照时间顺序编排；议论文有论点、论据、论证；故事、传记则有五个带 w 词的要点——何事(what)、何因(why)、何地(where)、何时(when)、如何(how)。在很多情况下，利用篇章结构，根据你的阅读目的，查读就可以达到你的阅读目的。

阅读过程中遇到生词是读者常感头痛的事，这时一般不应停下来查词典。我们必须懂得：认识一篇文章的所有单词并不等于能理解这篇文章，而透彻理解一篇文章并不一定要认识文章的所有单词。英语单词是可以分析的，所以我们可以用构词法来猜测、确定词义。除此之外，我们还可以根据生词所处的句子或段落从上下文来推断该词的含义。请看以下例子，你能推断出画线词的含义吗？

(1)同义：

When the officer surrendered, the others gave up too.

(2)对照：

At the beach, some parts are deep, and others are shallow.

(3)比喻：

Rhythmic speech or writing is like waves of the sea, moving onward with alternating rise and fall.

(4)定义：

Linguistics is the study of the way in which language works.

(5)重述：

Professor Wilson's approach to research is eclectic. He learns all the currently relevant theories and then tries to combine the best features of each theory.

(6)逻辑推理：

I gripped the wheel as hard as I could with both hands and began to turn it.

逻辑连接词也能帮助我们推断词义。请看例证，你能确定画线词的含义吗？

(1)重述关系。这类连接词主要有 similarly, that is, in other words, for example, likewise 等。

They seemed to have problem with directionality. In other words, they got lost.

(2)对照关系。这类连接词主要有 but, in spite of, on the contrary, whereas 等。

The questions were civil enough in form, but Ms Taylor thought she could detect a hidden malice.

(3)因果关系。这类连接词主要有 so, therefore, hence 等。



Ian had not cleaned his car for over two months so it was filthy.

有时，标点符号也起着解释词义的作用。请看下例：

The disease is not contagious: you can't catch it by touching somebody.

冒号后的分句注释画线词的含义：接触传染性的。

以上主要谈了阅读技能之一，即生词意思的推断问题，但这并不意味着掌握词汇不重要。恰恰相反，词汇量是中国学生提高阅读能力的“瓶颈”，尤其是在阅读的初、中级阶段。所以，中学生或同等水平的英语学习者应通过大量阅读或其他手段尽可能地扩大词汇量。

要真正学好英语，一是不要局限于学“课本英语”。只学课本，学不好英语。由于教学上的需要，“课本英语”多是一种“理想化”的语言材料，它与现实生活中以交流为目的的真实语言材料有一定的距离。二是不要学“考试英语”，大量做各类考题也许能帮助你在考试中提高分数，但这绝对不是提高英语水平的明智之举！大量的阅读是学好英语的一个主要途径，而阅读本身也是学习外语的目的之一。



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UNIT 1

Scientists 科学家

从牙牙学语的稚儿面对一切事物惊奇的表情，到仰望苍穹的科学巨匠永不停歇的追问，我们看到了人类与生俱来的好奇天性。好奇是科学的种子，在你的心中，它是已经永远扎根，抑或已经逐渐泯灭？

I sometimes ask myself how it came about that I was the one to develop the Theory of Relativity. The reason, I think, is that a normal adult never stops to think about problems of space and time. These are things which he has thought about as a child. But my intellectual development was retarded (迟钝的), as a result of which I began to wonder about space and time only when I had already grown up.

—Albert Einstein

Text 1 ☆☆

My “little scientist”

我的小小科学家

Little Tim was still in the jargon stage, with lots of imitating. I'm sticking with “Mama” and he's getting “Ahmee” though it sounds more like “Ahma”.

jargon *n.* 难懂的话

imitate *v.* 模仿

He's pointing at things now too. He really likes

birds and things that are above us (like most babies). When do we stop noticing the things above us? He is very aware of his environment now, and very interested in things that are different or new.

Everything has to be experimented on. **Banging** bang v. (砰砰) 猛击 is a fun thing to do with everything, of course, and banging one thing on several other objects is interesting because they make different noises. Dropping objects is also exciting. I built him a hollow Lego tower that spits the small objects out of a window at the bottom, and this is especially fun to spit v. 吐出 play with right now. The objects disappear at the top and reappear at the bottom! How do they do that? In the car seat and in the highchair, dropping objects is not exciting for Mama. Playing with the dog's water bowl is fun, especially if you have a cup to scoop the scoop v. 舀 water out with. Books are still good to talk about and for cuddling, but sometimes he's too busy for them cuddle v. 搂抱 and I have to read them alone.

We took the wooden puzzles out a couple of weeks ago. He likes to take the pieces out and chew chew v. 嚼 on them. He also likes to put them into a Kleenex box. I guess the slot seems to be just the right size. I picked slot n. 投入口 up a shape sorter at a garage sale too, and he is very interested in putting things in and taking things out of that. I can't seem to translate this into putting toys away, although we did celebrate him placing one block in the bin. After celebration, he immediately took it out. Actually, he might have taken it out before I'd even finished the celebration.

(323 words)

**Test Yourself 自我测评**

1. Choose the best answer based on your understanding of the text.

- (1) The writer must be _____.
A. Little Tim's mother
B. Little Tim's father
C. Little Tim's teacher
D. the baby-sitter
- (2) Little Tim _____.
A. sometimes reads alone
B. drops things when he gets annoyed
C. cares about the protection of the environment
D. seems to be interested in everything around him
- (3) Little Tim was described as _____.
A. clumsy
B. curious
C. cautious
D. clever

2. Circle the choice with the word that means the same as the one in the sentence from the text.

- (1) I'm sticking with "Mama"....
A. Stick with me and I'll make you a millionaire!
B. They decided to stick with their original plan.
- (2) I picked up a shape sorter....
A. The pool was in the shape of a heart.
B. He's in good shape for a man of his age.
- (3) I can't seem to translate this....
A. Her books have been translated into 24 languages.
B. He whispered something which I translated as agreement.

Text 2 ☆

Interview with Joshua Lederberg

乔舒亚·莱德伯格访谈

Joshua Lederberg 美

国科学家，细菌遗传重组的发现者。

1958 年获诺贝尔生理医学奖。

LP: What influence did Stuyvesant have on you?

JL: It enabled me to pursue the **ambitions** that were already very clearly fixed. **ambition n.** 抱负

LP: When did they become fixed?

JL: Oh, by the time I was 6 or 7.

LP: Oh really? You were already interested in science?

JL: Yes.

LP: Biology in particular, or...?

JL: No, it was everything. But I became more into biology by the time I was 12 or 13. I was studying biochemistry textbooks by then.

LP: You say you were one of the best students in high school.

JL: To put it in simple terms, yes. They actually had an IQ test, and I found out later on that I had scored the highest in the Northeastern region. I was reading 5 or 6 years ahead of my grade. Sometimes they would ask me to help out, and be sort of an assistant teacher. **IQ 智商**

LP: Someone pointed out that what makes you very interesting is that you are a person of more than one discovery while most scientists just basically discover one thing, and that is all that they are famous for, but you did a number. What **motivated** you to go on? **motivate v.** 激发



JL: Well, I wish I had a talent for dropping things as well as taking on new ones. It gets to be quite a **clutter** after a while, but I've just been curious about new things. My real strength is going into a field that has not been investigated before, and finding new approaches to it. And being successful at a very young age gave me the confidence and the capability to try out other things. If it takes you 20 or 25 years to **establish** yourself in one field, you really ought to be pretty careful not to stray too far, you really need a lot of focus of attention, but I was very lucky.

clutter *n.* 杂乱 (的东西)

establish *v.* 使……立足于

LP: Do you have any advice for young people today?

JL: Well, we are all very **individual**, it's gonna be a different answer for different people. But you really have to find out what you're good at and what your **passions** are. Also try to think of what the **alternatives** might be, and try to come down to something as practical as possible. But above all, don't just wait for things to happen.

individual *adj.* 个体的, 独特的

passion *n.* 热情

alternative *n.* 供选择的東西

LP: Well, I guess that's about it. Thank you very much.

(398 words)

Test Yourself 自我测评

1. Circle the best explanation (A or B).

- (1) It enabled me to pursue the ambitions that were already very clearly fixed.

A. not to be changed

B. achieved

- (2) I became more into biology by the time I was 12 or 13.

A. interested in

B. concerned about

(3) To put it in simple terms...

A. state

B. write

(4) I wish I had a talent for dropping things as well as taking on new ones.

A. stopping doing

B. throwing onto the ground

(5) My real strength is going into a field that has not been investigated before.

A. opened up

B. explored

(6) You really ought to be pretty careful not to stray too far.

A. begin to think about a different subject

B. get lost

2. *Decide whether the following statements about Joshua Lederberg are true or false. Write "T" for true and "F" for false.*

(1) One of his former teachers was called Stuyvesant.

(2) He didn't show any interest in biology until he was 12 or 13.

(3) He was very annoyed about the IQ test.

(4) He started school about 5 years earlier than students of his age.

(5) He once worked as an assistant teacher at a high school.

(6) He had wide scientific interests.

(7) He regretted not being concentrated enough when he was young.

(8) He encouraged young people to be more independent in the interview.

Text 3 ☆☆

Making a difference

有所作为

It is not necessary to be a great scientist to make a difference, but there are things we can learn from the best minds in this world. Great scientists like Stephen Hawking always want to know more. They are never satisfied with a simple answer and