

国际阅读协会隆重推荐 美国最权威的英语阅读教材

Modern
Curriculum
Press
Pearson Learning Group

E 级上
(适用于高中二年级)

从美国培生教育集团引进



Comprehension Plus

成功英语阅读策略

[美] Diane Lapp 著
[美] James Flood
中方主编 吕良环
教育出版社

国际阅读协会隆重推荐 美国最权威的英语阅读教材

Modern
Curriculum
Press

Pearson Learning Group

E 级上
(适用于高中二年级)

从美国培生教育集团引进



Comprehension Plus

长沙市图书馆

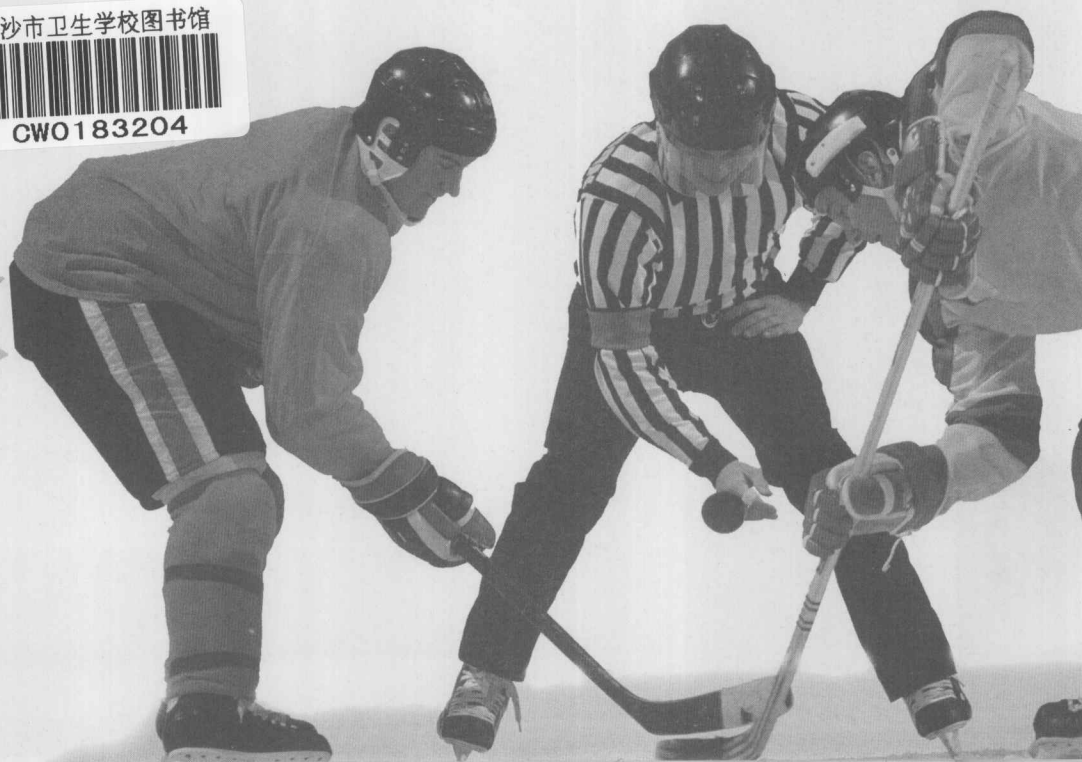
成功英语阅读策略

长沙市卫生学校图书馆



CW0183204

[美] Diane Lapp 著
[美] James Flood
中方主编 吕良环
浙江教育出版社



图书在版编目(CIP)数据

成功英语阅读策略. E 级. 上=Comprehension Plus /
(美) 拉普 (Lapp, D.), (美) 弗勒德 (Flood, J.)
著; 吕良环编注. —杭州: 浙江教育出版社, 2004.7
(2004.9 重印)

(成功英语阅读策略 / 吕良环主编)

ISBN 7-5338-5386-5

I. 成... II. ①拉... ②弗... ③吕... 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(2004)第 059382 号

成功英语阅读策略 (E 级上)

出版发行 浙江教育出版社

(杭州市天目山路 40 号 邮编 310013)

原 著 名 Comprehension Plus

原 出 版 Modern Curriculum Press

中方主编 吕良环

责任编辑 陈 颖

责任校对 戴正泉

责任出版 温劲风

装帧设计 福尔工作室

图文制作 杭州兴邦电子印务有限公司

印 刷 杭州富春印务有限公司

开 本 890×1240 1/16

印 张 8

字 数 215 000

版 次 2004 年 7 月第一版

印 次 2004 年 9 月第二次

印 数 10 001-25 000

书 号 ISBN 7-5338-5386-5/G·5356

定 价 13.50 元

联系电话 0571-85170300-80928

E-mail: zjjy@zjcb.com 网址: www.jys.zjcb.com

本书封底贴有 Pearson Education(培生教育
集团)的激光防伪标签,无标签者不得销售

Published by Zhejiang Education Publishing House in arrangement with Pearson Education Asia Limited, Copyright ©2004 by Pearson Education, Inc.

Authorized adaptation from the English language edition, entitled "Comprehension Plus" by Dr. Diane Lapp and Dr. James Flood. Copyright ©2002 by Pearson Education, Inc., publishing as Modern Curriculum Press, an imprint of Pearson Learning Group.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education, Inc.

This Edition is authorized for sale and distribution in the People's Republic of China exclusively (except Taiwan, Hong Kong SAR and Macau SAR).

中文简体字版由培生教育亚洲集团授权浙江教育出版社出版, Copyright ©2004 培生教育集团。

培生教育集团授权改编英文版《成功英语阅读策略》, 作者: Diane Lapp 博士和 James Flood 博士, Copyright ©2002 培生教育集团, Modern Curriculum 出版公司出品。

培生教育集团拥有版权。未经培生教育集团许可, 不得以任何形式, 包括以电子的或机械的方式进行照片复制或录音, 或是将信息存贮在任何检索系统上, 来翻印或转载书中的任何内容。

该版本只在中华人民共和国境内销售, 不包括台湾、香港及澳门特别行政区。

浙江省版权局著作权合同登记号: 图字 11-2004-39 号

使用说明

编辑理念

我国 2001 年和 2003 年分别颁布并实施了《全日制义务教育普通高级中学英语课程标准(实验稿)》和《普通高中英语课程标准(实验)》(以下简称《英语课程标准》),所制定的基础教育阶段英语课程的总体目标是“培养学生的综合语言运用能力”。综合语言运用能力的形成建立在学生语言技能、语言知识、情感态度、学习策略和文化意识等素养整体发展的基础上。其中学习策略是提高学习效率、发展自主学习能力的保证。提倡自主学习是我国英语课程改革的一个重点。自主学习不仅有利于提高学生在学校的学习成绩,而且是学生终身学习和终身发展的基础。

英语阅读策略是学习策略的组成部分,有助于提高学生的英语阅读效率和阅读水平,增强学生英语学习和英语考试的自信心。《成功英语阅读策略》从美国培生教育集团引进,是一套以阅读策略为核心,为具有初级和中级英语阅读水平的学生全面系统掌握英语阅读策略、进一步提高阅读水平而编写的系列英语阅读教材。

为了确保教材内容能够为我国学生理解和掌握,同时在一定程度上满足他们考试的需要,我们在引进该套教材的过程中,紧密结合我国《英语课程标准》所规定的各分级阅读目标,充分考虑我国中学生和具有相当英语水平的学习者的学习特点,以及他们所面临的英语阅读困难,在保留原有课文和练习的情况下,对该套教材的内容进行了丰富和拓展。

我们根据美国应用语言学家 Krashen 提出的“语言输入的可理解性”原则,采用建构主义所提倡的“搭脚手架”方式,从阅读策略、背景知识和英语语言三方面入手,增加案例解读、背景链接和拓展训练三个栏目,并对原书策略聚焦的内容进行了适当的拓展。尤其值得一提的是,在案例解读中,我们把每一课的阅读策略的运用过程尽可能详细地展现给学生,以强化他们对阅读策略的运用意识。

丛书特色

真实性 所有课文都是真实的语言材料。真实语言材料是人们在现实生活中为达到一定的交际目的而说或写出的语言材料。本族语使用者用这些材料来交流信息、表达感情。真实材料不会根据一定的语法结构进行有意识的编排,也不会为了突出某一种语法规则或句型而有意识地组织语言材料,更不会使用学生熟悉的单词取代一些不熟悉的单词。因此,这种具有各种各样语料的真实语言材料有助于学生形成准确的语感,丰富学习者的外语经验,提高学生得体地运用英语表达自己思想的能力和水平。



策略性 丛书以英语阅读策略为中心,采用螺旋式阅读策略设计,分级别系统地对阅读策略进行呈现、介绍和分析,并精心设计练习,为学生提供运用阅读策略的机会。

趣味性 课文内容新颖、有趣、丰富;插图生动、活泼;照片真实、自然。学习者在学习英语阅读策略、提高阅读水平的同时,还可以感受异域文化的丰富内蕴,领略大自然的神奇魅力。

丰富性 课文题材丰富,涉及人们日常生活、工作和学习的各个方面;体裁十分广泛,包括广告、科幻、短篇小说、新闻报道、诗歌、剧本、议论文、说明文等;练习形式灵活多样,如针对阅读策略的应用设有热身练习、阅读理解、技能实践、任务型写作等栏目,主观题型与客观题型的比例适当、科学。

友善性 友善性体现在以下四个方面:第一,我们在页下脚对该页出现的生词进行注释,这既为读者创造了一定猜测生词的空间,给他们提供了挑战自我的机会;也为猜出生词含义的读者验证自己的猜测提供了便利;又为未猜出生词含义的读者快速查阅提供了方便,不至于被生词破坏了阅读的兴致。第二,考虑到音标对单词记忆起重要作用,我们还为生词标注国际音标,为学生的学习提供方便。第三,对一些可能给学习者带来理解困难的背景知识,进行一定的注解,帮助学习者理解课文,拓宽自己的知识面。第四,我们紧跟国家的考试取向,设计了针对性很强的练习,以满足学生应试的实际需要。

适用范围

A 级上、下两册适用于中学 7 年级学生和具有相当英语水平的英语学习者;

B 级上、下两册适用于中学 8 年级学生和具有相当英语水平的英语学习者;

C 级上、下两册适用于中学 9 年级学生和具有相当英语水平的英语学习者;

D 级上、下两册适用于高中一年级学生和具有相当英语水平的英语学习者;

E 级上、下两册适用于高中二年级学生和具有相当英语水平的英语学习者;

F 级上、下两册适用于高中三年级学生和具有相当英语水平的英语学习者。

中方编写人员

主 编 吕良环

E 册 副 主 编 史清泉 钱良平

E 册参编人员 史清泉 吕良环 宋仁福 张付田

郑 磊 南美善 钱良平 缪 丽

(按姓氏笔画顺序排列)



栏目概览

Strategy 策略聚焦

描述《英语课程标准》对该项阅读策略的要求;说明并适当阐述该项策略的内涵。

Analysis 案例解读

提供一个运用阅读策略进行阅读的例子,详细地展示阅读活动中的思维过程,使学生形成自主监控、调节和评价自己的阅读、思维过程的意识;并能在热身练习和技能实践活动中,自觉地运用策略,解决出现的问题。

当这位顾客通过百万英镑时,小裁缝的那句“Goodness me!”无疑表明了他内心所受到的强大冲击;也为我们推断出裁缝店老板和小裁缝的下一步活动及表现提供了线索,为下文的发展做了铺垫。

你能够想象出裁缝店老板接下来的表现吗?也许你一定推断出来了。裁缝店老板笑容可掬,亲自接待这位顾客,对待顾客的态度发生了180度大转变。

通过这些细节描写,作者刻画了裁缝店老板和小裁缝,而我们也通过这些细节,推断出人物的特征和故事的结局。“人不可貌相”,我们不要一味相信眼睛看到的,有时,我们的眼睛也会“骗人”哦!

Warming-up Exercise 热身练习

Read the following passage. As you read, look for facts and details that will help you draw conclusions.

Have you ever noticed that you can see more detail when you get closer to an object? An artist named Georges Seurat who lived in the late 1800s used this fact to create a special effect in his paintings called pointillism¹. In pointillism, a painter uses thousands of tiny colored dots to create an image.

Seurat studied light and color. He used what he learned to apply colors that contrasted with each other. When the points of color in a Seurat painting are viewed from a distance, the eye is unable to tell them apart. The colors blur together to form a solid picture. You can see this technique today if you look very closely at a TV screen or a newspaper photograph.

1. What do you think you would see if you looked very closely at a television screen or a newspaper photograph?

Fill in the circle next to the best answer.

- You can conclude that a pointillist painter would
 - ☐ mix the colors first and then paint lines.
 - ☐ use a few, large dots to create an image.
 - ☐ apply small dots of color that contrast with each other.
 - ☐ use large, sweeping brushstrokes.

Tip

在做出结论时,你要仔细思考文中所呈现的事实,并结合自己已有的知识和经验进行推理。要确保你的结论是建立在文中的信息或自己的推理有支持你的结论。

[Notes]

1. pointillism /ˈpɔɪntɪlɪzəm/ n. 点画法,点画法(在印象派主义基础上,以19世纪后期法国的乔治·修拉(Georges Seurat)和他人行为代称,特征为运用细小的点或短线来构成画面)

Strategy: Drawing Conclusions

LESSON 2

Drawing Conclusions

推断结论

Strategy 策略聚焦

《英语课程标准》所制定的四级阅读目标之一是“能从简单的文章中找出有关信息,理解大意”;五级阅读目标之一是“能理解段落中各句子之间的逻辑关系”;七级阅读目标之一是“能通过文章中的线索进行推理”。

我们阅读故事或文章时,需要对人物、事件、观点和其他一些细节进行推断。所谓推断的结论(conclusion)就是对所读的内容进行仔细思考后形成的观点或做出的决定。为了能够准确地推断出结论,我们需要认真思考该物中的细节,然后将这些细节与自己的亲身经历相结合。我们可以自我提问:作者的观点是什么?我对该物中的人物或主题有何了解?从这些细节中我能推断出什么?

Analysis 案例解读

AT THE TAILOR'S SHOP

(M=Manager, SA=shop assistant, C=Customer)

M: There's a customer, Tod. Will you serve him?

SA: I don't know why he's in a tailor's shop. Just look at his clothes!

M: No matter what he's wearing. Tod, just show him the cheapest.

SA: Do you want anything?

C: Yes, please. I want to buy a suit.

SA: Of course. You may find these rather expensive. We've got some cheaper ones in the back room.

Will you come through to the back, please? ...Why don't you try this one on?

M: Hmm, it doesn't seem to fit very well.

SA: I'm afraid it's the cheapest one we've got.

C: Very well, I'll take it. Could you wait a few days for the money? I don't have any small notes on me.

SA: Oh, you haven't? Well, of course, I know that gentlemen like you carry only large notes.

C: My friend, you shouldn't judge strangers always by the clothes they wear. I'm quite able to pay for this suit. I just didn't wish to put you to the trouble of changing a large note.

(Hands him the note—a million-pound note.)

C: Just a moment and I'll get you your change. (Looks at the note.) Goodness me!

(选自 SEFC Students' Book 2A, Lesson 38)

读完上面《百万英镑》这个剧本的片断之后,你对裁缝店老板得出了什么结论?他的一句“Tod, just show him the cheapest.”使我们初步推断出裁缝店老板以貌取人,而小裁缝所说的“I don't know why he's in a tailor's shop. Just look at his clothes! I know that gentlemen like you carry only large notes.”这几句话,也能够帮助我们推断出他是一个势利小人。

Lesson 2

Warming-up Exercise 热身练习

配有阅读短文,并根据短文内容设计了可运用所学阅读策略加以解决的、简单的阅读理解题,以深化学生对阅读策略的理解。

Tip

给出了掌握该阅读策略的要领或诀窍。

Notes

标注生词音标、词性和词义,为学生验证自己的猜测和快速查阅生词提供方便。

On Your Own 自主阅读

Read the article about optical illusions. As you read, draw conclusions about why you see certain things.

Fooling the Eye

What your eye really sees and what your brain thinks it sees are not always the same. The brain tends to see what it expects to see. Sometimes there are not enough clues in an image. Then the brain fills in the missing pieces. Other times there is too much stimulation in an image. Then the brain becomes tired. It continues to act even when the stimulation stops. When either of these things happen, you will usually see an optical illusion.

The invention of motion pictures relied on an optical illusion. Think about the pictures you see in a movie theater. The pictures are not really moving. What you see is really a series of still pictures that are shown to you very quickly. Your brain cannot process the still pictures as fast as they are shown. As a result, it fills in the motion that it expects to see between pictures.

The colors you perceive on a computer screen are also optical illusions. Actually, there are only three colors of dots on your computer screen: red, green, and blue. When you see many different combinations of dots, your brain is fooled into thinking it sees a variety of colors on the screen.

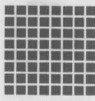
There are also many other kinds of optical illusions that trick your brain. Look at the drawings below. Do you see a star shape in the middle of

design A? Do you see a circle in the middle of Design B?

Neither of these shapes is really there. Your brain has just filled them in. Now look at Design C, where dark squares are aligned in rows. Do you see many gray dots, some brighter than others, in the white spaces? The dots are caused by light receptors in

your eyes that help you see strong light and dark patterns. In the places where you see dots, the receptors are not doing their job! Cartoonist W. E. Hill created the following famous eye trick.

Look at the drawing. What is the first thing you see? Some people see a young woman looking over her right shoulder. Other people see a girl's face, older woman going downward. If you have trouble seeing both, here are some hints: The young woman's chin and jaw are the older woman's nose. The young woman's left ear is the old woman's left eye. The young woman's necklace is the old woman's mouth. Now what do you see?



C



D

- [Notes]
1. stimulation / stimulation / n. 刺激
 2. perception / perception / n. 感知, 知觉
 3. perceive / perceive / v. 感知, 察觉
 4. align / align / v. 排列, 对齐
 5. receptor / receptor / n. 接收器
 6. perceive / perceive / v. 感知, 察觉

Lesson 2

On Your Own 自主阅读

创设机会, 鼓励学生运用所学的阅读策略和语言知识, 自主阅读题材较为广泛的科普文章或文学作品。

Checking Comprehension 阅读理解

以开放性理解题的形式帮助学生自主检测对课文内容的理解。

Checking Comprehension 阅读理解

3. If the image on a computer screen could be enlarged a hundred times, what would you see? Why?

4. What is one cause of an optical illusion?

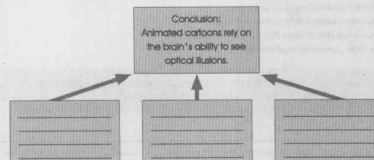
Practicing Comprehension Skills 技能实践

Fill in the circle next to the correct answer.

5. Which conclusion can you draw about cartoonist W. E. Hill?
 - ☐ He drew a picture of an old woman.
 - ☐ He drew many optical illusions.
 - ☐ He drew a picture of a young woman.
 - ☐ He created the optical illusion on purpose.
6. Which conclusion can you draw about optical illusions?
 - ☐ All optical illusions are the same.
 - ☐ They are tricks created by your brain.
 - ☐ Most people see the same thing when they see W. E. Hill's optical illusion.
 - ☐ They are cartoonists' mistakes.

7. Do you agree or disagree with this conclusion? Write your answer on the lines. Explain your reasoning: Your brain is not working efficiently if it is tricked by an optical illusion.

8. In the top box is a conclusion you might draw after reading "Fooling the Eye." In the three boxes below, write facts you know and details from the article that support this conclusion. Write one fact or detail in each box.



Strategy: Drawing Conclusions

Practicing Comprehension Skills 技能实践

提供可灵活运用阅读策略加以解决的较难的阅读理解题, 帮助学生进一步掌握和巩固阅读策略。



Background Information 背景链接

图形—背景 (Figure-ground) 在大多数情况下,图形与背景是容易区分的,凡是那些熟悉的、封闭的、对称的区域,常常被知觉为图形,但有些情况下,图形与背景会相互转化,最简单的例子就是看两图的时候,原来觉得是背景的部分会被看成是图形,而原来是图形的部分却成了背景。而且这种转化还有一定的周期性,就像课文中的图 D,我们一会儿看到的是一位年轻的姑娘,一会儿看到的是一位老妇。

Practicing Vocabulary 词汇巩固

Choose the word from the box that best completes the analogy.
Write the word on the line.

9. speaking is to oral as vision is to _____
10. broke is to fixed as bent is to _____
11. bored is to sameness as excited is to _____
12. even is to straight as twisted is to _____
13. true is to false as reality is to _____
14. joking is to comedian as drawing is to _____
15. foot is to ankle as arm is to _____

aligned
carbonist
gratified
illusion
optical
shoulder
stimulation

Extension 拓展训练

Fill in the blanks with the words in the box, using the correct forms when necessary.

trick still view contrary stimulation close illusion seem move process

When you get _____ 16 _____ to a TV screen or a newspaper photograph, you will see thousands of tiny colored dots. It's much different from the picture _____ 17 _____ from a distance. Your eye _____ 18 _____ you. Sometimes what your eye really sees is not the same as what your brain thinks. We can call this an optical _____ 19 _____. One reason of this is that if there aren't enough clues in an image, the brain will fill in the missing pieces. On the _____ 20 _____, if there is too much _____ 21 _____ in an image, the brain will feel tired and can't work well.

When you are in a cinema, you must notice those _____ 22 _____ pictures. But to tell you the truth, they are only a series of _____ 23 _____ pictures that are shown to you quickly. Our brain can't _____ 24 _____ the still pictures as fast as they are shown, so the pictures _____ 25 _____ to move.

Making the Reading and Writing Connection 任务型写作

Writing About a Conclusion
Write a paragraph describing a conclusion you drew about a person or place that later turned out to be incorrect. Tell why your conclusion was incorrect and what you learned from that experience. Write your paragraph on another sheet of paper.

Lesson 2

Background Information 背景链接

提供与课文内容有关的背景信息,有助于学生深入理解课文,进一步拓宽知识面。

Practicing Vocabulary 词汇巩固

巩固课文中出现的重点词汇。

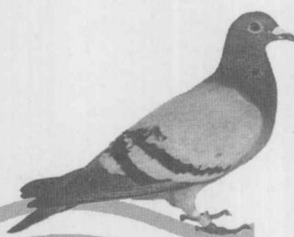
Extension 拓展训练

以练习的形式帮助学生重新理解课文,使新学习的语言知识得到及时的运用。

Making the Reading and Writing Connection 任务型写作

促使学生综合运用从各项阅读活动中所学习和掌握的知识与技能,完成写作任务。

Table of Contents 目录



Lesson 1	Main Idea and Details 理解主旨大意与细节	1
Lesson 2	Drawing Conclusions 推断结论	8
Lesson 3	Sequence: Order of Events 理解事件发生的顺序	13
Lesson 4	Sequence: Steps in a Process 理解做事的步骤	20
Lesson 5	Predicting Outcomes 预测结果	25
Lesson 6	Recognizing Cause and Effect 理解因果关系	30
Lesson 7	Using Context Clues 运用上下文线索推断生词词义	35
Lesson 8	Comparing and Contrasting 比较与对比	40
Lesson 9	Summarizing 概述	45
Lesson 10	Paraphrasing 复述	52
Lesson 11	Author's Purpose 理解作者的写作意图	57
Lesson 12	Statements of Fact and Opinion 识别事实和观点	65
Lesson 13	Making Judgments 做出判断	70
Lesson 14	Point of View 理解作者的写作角度	75
Lesson 15	Text Structure 理解篇章结构	82
Lesson 16	Author's Viewpoint 理解作者的观点	89
Lesson 17	Making Generalizations 归纳	94
Lesson 18	Outlining 列提纲	99
Keys		104
Glossary		114



LESSON 1

Main Idea and Details

理解主旨大意与细节

Strategy 策略聚焦 1

《英语课程标准》所制定的三级阅读目标之一是“能读懂简单故事和短文并抓住大意”；四级阅读目标之一是“能从简单的文章中找出有关信息，理解大意”；七级阅读目标之一是“能理解文章主旨和作者意图”。

我们阅读的每个段落、每则故事或每篇文章都有主题(**topic**)，即这段文字的主要内容是什么。主旨大意(**main idea**)是作者想要我们记住的有关主题的最重要的思想。识别主旨大意有助于我们理解并记住读物内容。作者有时运用主题句陈述主旨大意。主题句常常出现在一段文字的开头、中间或结尾处。

细节(**details**)是进一步阐述主旨大意的具体信息。阅读时，我们可运用细节帮助自己识别主旨大意。

Analysis 案例解读 1

作者有时会运用主题句陈述主旨大意。请读下面这段文字，注意其中的主题句。

Just as I settle down to read or watch television, he demands that I play with him. If I get a telephone call, he screams in the background or knocks something over. I always have to hang up to find out what's wrong with him. **Babysitting with my little brother is no fun.** He refuses to let me eat a snack in peace. Usually he wants half of whatever I have to eat. Then, when he finally grows tired, it takes about an hour for him to fall asleep.

我们知道，细节句常常提供一些非常具体的信息，帮助说明主题句所要表达的思想。在上面这段文字中，作者不厌其烦，呈现了若干个具体的事例：

- * he demands that I play with him
- * he screams in the background or knocks something over
- * he refuses to let me eat a snack in peace
- * he wants half of whatever I have to eat
- * it takes about an hour for him to fall asleep

作者运用这些具体事例，试图说明他想表达的主旨大意：“Babysitting with my little brother is no fun.”这是主题句，与其他细节句相比，它更加宏观，更具有概括力，可以把细节句所表达的意义全部涵盖其中。



Warming-up Exercise 热身练习 1

Read this passage about mountain climbing. As you read, look for the main idea and supporting details.

Over the last hundred years, mountain climbing gear has changed a lot. In the 1800s, climbers wore heavy clothes and boots with spikes¹. Today companies have created clothes that are both warm and light, so climbers can move more freely.

Modern climbers also use nylon rope and pitons². Pitons are large nails with a ring in one end. Rope is attached to the ring. Climbers pull themselves up a few feet at a time. They pound pitons into rock as they go. In the past these nails were made of iron. Climbers found, however, that the heavy nails damaged the surface of the mountain. Climbers now use soft metal nails. These do much less damage.



1. Is the main idea of this passage stated or unstated? _____
2. Fill in the circle next to the sentence that best expresses the main idea of the passage.
 - ☐ Mountain climbing equipment used to be heavy.
 - ☐ Modern equipment causes less damage to mountains.
 - ☐ Today, mountain climbing equipment is lighter than in the past.
 - ☐ Over the last 100 years mountain climbing gear has changed a lot.
3. Write one detail that supports the main idea. _____

Strategy 策略聚焦 2

有时作者并不直接陈述段落或文章的主旨大意,因此,我们阅读时,需要自己推断。我们可仔细思考文中所呈现的具体信息,然后自我提问:这些具体细节主要讲述了什么内容?最后用一个主题句,概括其中最重要的信息。



Analysis 案例解读 2

请看下面这段文字,并归纳其主旨大意。

At one shop, the assistant almost laughed at her. He judged that, because she was a woman, she did not understand about wine. In another shop, the assistant treated her very well and advised her to buy some ordinary, but very pleasant wine. The situation in the sixth shop was the most interesting. The assistant did not take her seriously, and advised her to buy two bottles of very expensive wine. What

[Notes]

1. spike / spaik / n. 大钉 2. piton / 'pi:ton / n. (登山用的)钢锥(顶端有环可以穿绳子)



was worse, this wine was not at all suitable for drinking with a meal. Finally, he did not give her the right change, but kept back five pounds.

(选自 SEFC Students' Book 2A, Lesson 39)

在上面这段文字中,作者呈现的都是具体的信息,没有直接陈述主旨大意,因此,我们必须自己归纳。

首先,我们对出现在这段文字中的具体信息进行分析。在这段文字中,作者围绕三个地点呈现具体信息:(1)one wine shop;(2)another shop;(3)the sixth shop。三家店的店员对她的态度各不相同。孰好孰坏,我们读完这一段后也一清二楚。根据这诸多的细节,我们可以概括出这一段文字的主旨大意:“The assistants in different wine shops showed different attitudes to her.”

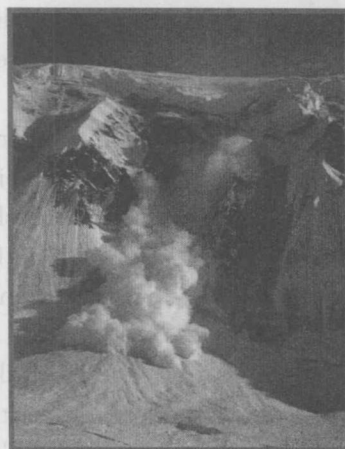
Warming-up Exercise 热身练习 2

Read the following passage. As you read, think about the main idea.

An experienced climbing party gathers at the foot of a mountain. Recent storms have put layers of snow on the rocks and trees. The climbers know that the snow layers may be unstable. Because each heavy layer of snow may not stick well to the next, avalanche³ danger is high.

During an avalanche, snow can slide down a mountain slope at speeds from 20 to 100 miles an hour. Avalanches can catch climbers by surprise and carry them miles down the mountain.

The climbers study the conditions. They are judging the chances of a snow slide. Then the careful group turns back. They decide that the danger of an avalanche is too high to climb that day.



4. Is the main idea of this passage stated or unstated? _____
5. One way to figure out the main idea of a passage is to look for an important word that is repeated in many of the sentences. List some of the words that are repeated throughout the passage: _____
6. Reread the supporting details. Then fill in the circle next to the best main idea for this passage.
 - ☐ The climbers are starting up the mountain and notice the heavy snow.
 - ☐ An avalanche can slide down a mountain slope at speeds from 20 to 100 miles an hour.
 - ☐ Experienced mountain climbers must be aware of the danger of avalanches.
 - ☐ Mountain climbing is an extremely dangerous sport.
7. Write two supporting details that helped you figure out the main idea.

Tip

如果作者没有直接陈述主旨大意,你需要仔细思考细节,进行自我提问:这些细节主要讲述了什么内容?然后自己推断出主旨大意。

[Notes]

3. avalanche / 'ævələ:ntʃ / n. 雪崩



Read the following article about a mountain climber named Erik Weihenmayer. As you read, look for the main idea and supporting details.

Erik Weihenmayer: Climbing to Meet Every Challenge

by Lou Ann Walker

Erik Weihenmayer's dream is to climb the Seven Summits⁴, the highest mountain on each of the world's continents. Many climbers have scaled⁵ the Lucky Seven—but none of them has been blind. Erik was born with a rare disease that caused his sight to deteriorate⁶ as he grew.

Erik loved sports and wouldn't let anything stop him from being an athlete. At age 8 he could see the basketball backboard but not the basket. With his father's help, he devised a system of planning shots by spotting marks on the court.

By age 13, Erik was totally blind. At first, he worried that it wasn't cool to read Braille and use canes. Then one day when he was 13, Erik fell off a dock. He realized he would have to accept himself as he was. "Blindness is a nuisance⁷, but it's not the reason you can't do something," he says.

In high school, Erik became captain of his wrestling team. He also began hiking with his family. When he took on rock climbing, he was always attached to climbing partners by a system of safety ropes and clips. Erik admits he left a lot of skin on the rocks! Soon he learned to search for handholds and footholds.

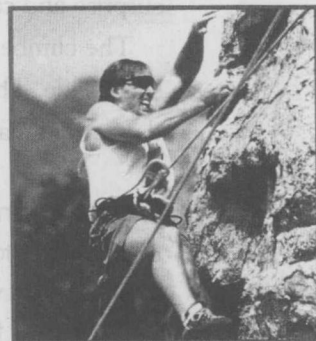
As his confidence grew, Erik took on the challenge of mountain climbing. In time he climbed South America's highest peak, Aconcagua⁸ (ah-kan-KAH-gwuh), in fierce

winds. Erik used the mountaineer's standard system of safety ropes. His partner attached sleigh bells to his ice ax to help guide Erik. Still, winds were so strong that his partner had to whistle loudly so Erik would know which way to climb.

To train for climbs, Erik wears a 70-pound backpack to run up all the stairs in a 50-story building. He is so strong he can do pull-ups with his fingertips. As part of his work-out, Erik anchors⁹ cords¹⁰ to a bicycle and jogs along while someone else rides. That someone is often his wife, Ellen Weihenmayer. Erik proposed to Ellen, who is also a mountaineer, while on a climb. They were married on a mountain.

Erik began a teaching career, but later left teaching to spend more time climbing. He has written a book called *Touch the Top of the World*. He also travels the country giving motivational¹¹ speeches.

His words encourage others not to give up. "When I start something, I know I'm going to flop¹² on my face," Erik explains, "but failure is a valid way of learning." For Erik, life is all about character. It's not just about achievement. It's about reaching to be the best he can be.



[Notes]

4. summit / 'sæmɪt / n. 最高点, 顶点 5. scale / skeɪl / v. 攀登 6. deteriorate / dɪ'tɪəriəreɪt / v. 恶化 7. nuisance / 'njuːsəns / n. 恼人的事情
8. Aconcagua / ,ækən'kɑːgwə / n. (阿根廷西部、近智利边界)阿空加瓜山 9. anchor / 'æŋkə / v. 把...系住 10. cord / kɔːd / n. 绳子
11. motivational / ,məʊtɪ'veɪʃənəl / adj. 激发积极性的 12. flop / flɒp / v. 失败





Checking Comprehension 阅读理解

8. How does Erik Weiheymayer meet the challenge of blindness?

9. Do you think it is likely that Erik will eventually climb the Seven Summits? Explain your response.



Practicing Comprehension Skills 技能实践

Write the answer on the lines.

10. Was the main idea of "Erik Weiheymayer: Climbing to Meet Every Challenge" stated or unstated?

11. What is the main idea of the article?

Fill in the circle next to the correct answer.

12. Which sentence is **NOT** a supporting detail for the main idea?

- ☐ Erik is determined to climb the Seven Summits.
- ☐ Erik's wife, Ellen, is also a mountaineer and his training partner.
- ☐ Erik has found ways to tackle different sports, despite his blindness.
- ☐ For Erik, life is about reaching to be the best he can be.

13. Which sentence gives the main idea of paragraph 3?

- ☐ Blindness is a nuisance.
- ☐ Erik had to learn to accept himself the way he was.
- ☐ At first, Erik didn't think it was cool to read Braille.
- ☐ By age 13, Erik was totally blind.

Read the following passage. Think about the main idea.

Mount Everest¹³ is the highest mountain in the world. It is part of a large Asian mountain range called the Himalayas. Over the years, mountaineers have braved fierce winds and thin air to take on the challenge of climbing Mount Everest. In 1921 a group of English climbers made it to 22,900 feet. A year later another group made it to 27,000 feet. Still, no one had reached the peak at 29,028 feet.

[Notes]

13. Mount Everest 珠穆朗玛峰



In 1952, Edmund Hillary and his guide, Tenzing Norgay of Nepal, climbed to more than 28,000 feet. Determined to reach the top of the world, Hillary and Norgay tried again the next year. On May 29, 1953, after 80 days of climbing, the two men became the first humans to conquer¹⁴ Everest's peak. Since then, there have been more climbs. In 1975 the first woman, Junko Tabei of Japan, reached the top. The first solo¹⁵ climb to the peak, made by Reinhold Messner of Italy, came in 1980. Many have tried to reach the top of Everest. Some have died trying. Only a few have been able to say, "I stood on top of the world!"

14. Is the main idea of the paragraph stated or unstated? _____

Write the main idea of the passage in the top box. In each of the smaller boxes, write a supporting detail that tells more about the main idea.

15. _____ _____				
16. _____ _____ _____ _____ _____	17. _____ _____ _____ _____ _____	18. _____ _____ _____ _____ _____	19. _____ _____ _____ _____ _____	20. _____ _____ _____ _____ _____

21. What if the following statement had been the main idea of the passage? "Changes in mountaineering clothing and equipment have made today's Everest climbs very different from Hillary and Norgay's climb to the top of Mount Everest." What kinds of details would the author have needed to include to support this main idea?

22. Fill in the circle next to the best title for the passage.

- ☐ The Life of Edmund Hillary
- ☐ Reaching the Top of the World
- ☐ A Dangerous Sport
- ☐ Mountains of the World

【Notes】

14. conquer / 'kɒŋkə / v. 征服 15. solo / 'səʊləʊ / adj. 单独的

【Notes】

12. Main Idea: The main idea of the passage is that...





Practicing Vocabulary 词汇巩固

Write the word from the box that belongs in each group.

23. created, designed, _____
24. secures, fastens, _____
25. stimulating, inspirational, _____
26. accomplishment, attainment, _____
27. bother, trouble, _____
28. convincing, solid, _____
29. decline, weaken, _____

achievement
anchors
deteriorate
devised
motivational
nuisance
valid



Extension 拓展训练

Fill in each blank with a proper word. The first letter is given.

Erik Weihermayer's dream is to climb the seven highest mountains on the world's continents. Many climbers in the world have s_____ 30 _____ them, but none of them has been blind.

Erik was totally blind when he was 13. In spite of that, he took on rock c_____ 31 _____. Soon he learned to search for handholds and footholds. As his confidence grew, he took on the challenge of m_____ 32 _____ climbing.

To train for his climbs, he w_____ 33 _____ a 70-pound backpack to run up all the stairs in a 50-story building. He also a_____ 34 _____ cords to a bike and jogs along while his wife rides.

On the day when he climbed South America's highest peak, Aconcagua, winds were f_____ 35 _____. He used the mountaineer's standard system of s_____ 36 _____ ropes. His partner helped to guide him with sleigh bells attached to his ice ax. Winds were so strong that the partner had to whistle loudly e_____ 37 _____ to let Eric know which way to climb.

Do you think it is likely that Eric will eventually reach the top of Aconcagua?



Making the Reading and Writing Connection 任务型写作

Writing a Character Sketch

On a separate sheet of paper, write a paragraph about a person you admire. Be sure to tell what you respect about the person. Your main idea can be stated or unstated. Provide details that support your main idea.

