

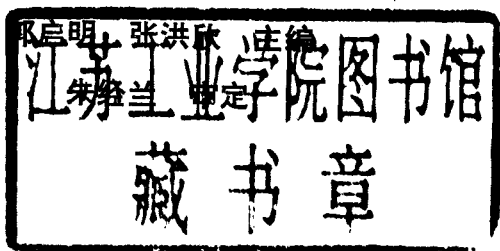
中学英语阅读训练

ENGLISH READING DRILL

郭启明 张洪欣

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序 言

学习英语，最基本的途径是要大量地接触英语口语和书面语。但是，从当前普通中学的情况来看，绝大多数英语学习者很少有机会与讲英语的外国人士交谈；英语影片、英语广播也还没有普及，听的机会也不多，唯一简便可行的办法就是大量阅读。然而，多年来我国外语教学只重视精读，对泛读注意不够，在一定程度上影响了学生理解能力的提高。当然，学习外语，精读是必要的，尤其在起始阶段。但当学生掌握了基本的语音、语法知识和一定数量的词汇之后，就应当开始泛读。因为中学课时有限，精读的英文文章不可能很多。现行高中教材（高中课本第一、二册）只有34篇课文，语言、词汇的复盖面十分狭窄。仅仅通过这几十篇文章，使学生具备实际运用外语的能力是不可能的。因此，必须加强泛读，使学生大量涉猎各种文章。文章读多了，不但可以复习巩固旧知识，还可以扩大词汇量，培养语感，提高实际运用外语的能力。正因如此，近几年来，高考中对学生阅读能力的考查越来越重视。高考试题中，阅读理解部分占英语总分的40%，所以提高阅读能力对提高学生高考成绩至关重要。

为了有效地提高学生阅读英语文章的能力，首先要解决的是读什么的问题。在这方面，英语教师应起指导作用，应注意为学生选择难易程度合适的文章，这些文章可包含一定数量的生词（一般不超过2%—3%），文章题材要广泛，篇幅不

宜太长,因为短小精悍、生动风趣的文章容易引起学生的兴趣(精读与泛读的比例大致为 1:3,一般学 1 篇课文可配合 3 篇短文)。

其次是怎样读的问题,也就是阅读方法问题。

怎样才能提高阅读速度,正确理解文章内容呢?正确的阅读方法十分重要。有些学生阅读时小声念文章,有的学生用手指或笔尖指着,一行一行地往下读,这些辅助动作都减慢了阅读速度。最好的办法是泛读时一不要出声,二不要指指点点,而要用眼睛看,用脑子想,尽量使眼脑协调配合。眼睛做扫描式运动,大脑积极思维,这样读比附带其它动作要快得多。

遇到生词怎么办?泛读时遇到生词一般不要查字典,而要根据上下文理解全文的内容。实在看不懂时则查阅少数几个关键词(阅读和扩大词汇量是相辅相成的,文章读多了,记忆的生词也会多,通过阅读记忆生词比孤立地背单词要容易得多)。

如何检验自己对每篇文章理解的程度呢?每篇短文后有一些考查题。可以先读完文章,再看题;也可以先看文章后的题目,后读短文。第一种方法可以使读者在全面理解文章的基础上回答文章后面的问题,这种方法对于选择文章的中心思想较为合适。第二种方法是带着问题读,重点明确,有利于回答根据原文中一句话或几句话说明的问题。有时这两种方法可以结合起来使用。

本书在编写过程中,严格遵循了泛读教材的选材原则,注意了文章的思想性、知识性和趣味性。全书共分 20 个单元,每个单元包括 A、B、C、D 4 篇短文,每篇短文后都有 5 个小

问题,并附答案。为了帮助学生正确理解,对某些较难的题目还加了简要说明。

最后还要提醒大家,提高阅读水平不是一蹴而就的。但只要掌握了正确的方法,通过大量练习与实践,坚持不懈地努力,一定可以达到预期的效果。这本书给广大中学生提供了一些很好的阅读材料,其中有故事、日记、短信、科学小品等,语言地道,内容丰富(包括不少反映英美风俗习惯、生活方式的片断),读起来引人入胜。希望通过阅读本书后能使同学们的阅读水平得到明显的提高。

北京师范大学实验中学 杨玉芝

1990年12月于北京

$$5 \times 20 = 100$$

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Unit 1

A

Can you imagine how difficult life would become if all supplies of paper suddenly disappeared? Banks and post offices, schools and colleges would be forced to close. Food makers would be unable to cover or label (标明) their products. There would be no magazines, newspapers or books. And we would no longer be able to write to our friends and relations.

Those would be only a few of the troubles of paperless world. Everywhere we turn we find paper. Without it our modern world would come to a stop. Paper is the lifeblood of industry, the bringer of news and the distributor (传播者) of knowledge. It wouldn't be much fun writing our letters or schoolwork on slates!

1. The author imagines _____.
 - A. paperless past
 - B. the future without paper
 - C. the world without paper
 - D. the time we would use slates instead of paper
2. The passage tells us that ____ in a country.

- A. paper is very important
 - B. paper is badly needed
 - C. newspapers and magazines are very important
 - D. we cannot use slates now
3. _____ if there were no paper.
- A. Industry would suffer the most
 - B. Man would disappear
 - C. We must not have food
 - D. Our modern world would stop developing
4. The passage supports which of the following conclusions?
- A serious paper shortage (短缺) could _____.
- A. affect a country's literacy (文化)
 - B. reduce the level of spending
 - C. benefit the tourist trade
 - D. encourage better education
5. Which sentence in the passage supports the conclusion that paper is a universal commodity (物品)?
- A. There would be no newspapers, magazines or books.
 - B. Everywhere we turn we find paper.
 - C. We would no longer be able to write letters.
 - D. Paper is the lifeblood of industry.

B

If I'm able to build myself a house there, I'll take

my mother to live with me. I'll divide the house in two and keep her there. That would be a good life, living in the country in Puerto Rico with my wife and with everything that I own here: my TV set, the record player, and all. And with the rest of my family near me. Every day I wake up with that hope. Although I have doubts, too, now and then. Sometimes I have a dream. I see myself leaving New York and going back to Puerto Rico, but when I get there I find myself friendless and alone.

6. In this paragraph, character is revealed (展现) through

_____.
A. action B. speech C. thoughts D. appearance

7. The character's high spirits changes to sadness because he _____.

A. expects disappointment B. lacks courage
C. enjoys self-pity D. loves pity

8. Which sentence is right?

A. He is living in the country in Puerto Rico.
 B. If he would have a house in Puerto Rico, he would buy a TV set, a record player and so on.
 C. He hopes to live in the country in Puerto Rico.
D. There are three people in the author's family.

9. What will make him unhappy when he lives in Puerto Rico?

A. He cannot see high buildings.
B. He will have less time to play with his friends.

- C. He cannot go back to New York every day.
D. He will feel lonely without the rest of his family.
10. It is concluded that the author may be a _____.
- A. wanted man B. peasant C. dreamer D. family man

C

Sometimes fear pays off. At least it does for Dean Watson, a man who has a one-horse stable (马厩) in Quebec, Canada. His horse, Charon, has won six races for Watson and earned him \$93,000 last year.

"Charon," Watson explained, "is afraid of the other horses. When he finds them all around him at the start of a race, he tries very hard to get away from them. He finds it easiest to get away by getting out in front."

11. Which sentence is true?
- A. Watson owns only one horse.
B. Charon didn't win much last year.
C. Charon likes to be with other horses.
D. The horse always follow the other horses.
12. Charon wins because he _____.
- A. runs in many races
B. finds it easy to win
C. is often the first to start running
D. feels strong at the start of a race

13. What makes Charon a winner?

- A. The horse's bravery. B. Charon's fear.
C. Standing in the middle. D. Watson's good training.

14. "pay off" in the first sentence means "_____" in Chinese.

- A. 还清 B. 不重要 C. 赛马 D. 有报偿

15. What would be a good title for the passage?

- A. The Fearful Horse
B. How to Make Horses Win
C. A Horse in Front Always Wins
D. Watson Is a Lucky Man



People the world over recognize the sign (卐) as the symbol (象征) of Hitler's tyranny (暴政), but few realize that its origin can be followed back to prehistoric times. In fact, it was once an American Indian symbol of mercy. During the late 1800s the Carlsberg Brewery in Denmark accepted the symbol as its trademark. It quickly had the same meaning as excellence. In the early 1930s it became the design of Hitler's Germany. It is ironic (讽刺性的) that a symbol of love and quality was changed to stand for power and cruelty.

16. The sign (卐) was first used as the symbol of _____

- A. mercy B. tyranny C. trade D. excellence

17. Perhaps the sign (卐) had been used by Hitler in_____.
- A. the 1800s B.1900 C. 1932 D. prehistoric times
18. The sign (卐) had different meanings. But which of the following words has nothing to do with it?
- A. badness B. knowledge C. power D. evil
19. The main idea of the passage suggests that_____.
- A. a symbol can be given different meanings.
B. a thing of beauty is easily recognized
C. a wretched person usually gets his way
D. a symbol usually changes over the years
20. Which is the best title for the passage?
- A. Might Is Right
B. The Power of Suggestion
C. The Fall of Germany
D. Use and Misuse

Key: 1.C 2.A 3.D 4.A 5.B 6.C 7.A 8.C 9.B 10.D 11.A
12.C 13.B 14.D 15.A 16.A 17.C 18.B 19.A 20.D

说明:

1. 第4题正确答案是A. 因为在这个选项中,“文化”与“纸张”有直接的影响。

2. 第5题正确答案是B. 因为“我们一转身就能发现纸”这种情况才能与 universal 一词相符,其它选项只涉及到某一细节。

3. 第7题最佳答案是A. 短文最后一句话说出了作者失望的心理。

4. 第 10 题作者对迁居的一些想法集中在家产及家庭成员上,故选 D.

5. 第 12 题正确答案是 C. Charon 在起跑时总害怕别的马,它感到站在最前面可离开它们,所以它起跑后总在前面。

6. 第 18 题选 B. 文中谈到(卍)可代表 mercy, tyranny, trademark, excellence, love, quality, power, cruelty, 但它不能代表 knowledge.

7. 第 20 题选 D 最佳。(卍)原代表 mercy, 是代表美好事物的象征,但希特勒 misuse 了(卍),使它代表了罪恶。

Unit 2

A

Mr. Ellis is very old. He has seen many changes in the world. He knows things are different now. But he can't help remembering the old days. He likes to talk about them. He often talks about his favorite birds, the robins (知更鸟):

"When I was a little boy, these houses weren't here. Oh, there were some. But the houses were far apart. There were wide fields and tall trees. Every spring the robins would come. There were thousands of them. They would fly up from the South, where they spent the winter. Some would build their nests in the trees near our house. We knew it was spring when the robins came. When they left, we knew winter was coming.

"Then people started building more houses. They cut down trees, and they filled the fields with houses. The robins stopped coming. Oh, we'd see some once in a while. But they couldn't build their nests near our house because the trees were gone.

W

“Now there are too many houses and too many roads. There’s no place for the robins. They don’t come any more.”

1. Mr. Ellis often can’t help talking about the robins because
A. he likes them very much. B. he doesn’t like them.
C. he sees them. D. he hears of them.
2. When Mr. Ellis was a little boy, there were _____ near his house.
A. many houses B. wide fields C. tall trees D. both B and C
3. Being a little boy, Mr. Ellis could know _____ by the robins’ coming and leaving.
A. the surrounding change B. the weather change
C. the climate change D. the living change
4. Which of the following statements is wrong?
A. People cut trees to build houses and roads.
B. After the fields near his house were full of houses, Mr. Ellis didn’t see the robins any more.
C. Mr. Ellis didn’t see the robins build their nests any longer near his house because there were no trees.
D. Now Mr. Ellis’s hometown is no longer a place for the robins.
5. According to the passage, Mr. Ellis’s hometown has
A. many houses. B. many roads.
C. no robins. D. changed a great deal.

B

We often hear people talking about a generation gap (代沟). The name is new, but the idea is old. Young people and their parents don't understand each other. The world keeps changing. It has always kept changing.

There has always been a gap between generations, but more people talk about it now. ^{比如}Old Mr. Ellis thinks he understands what has happened.

"When I was a boy, I thought the world was a beautiful place. My life was very pleasant. But when I was older, I learned about people who were treated badly, people who didn't have enough to eat. I wanted to help them, and I married a girl who wanted to help them, too. We went to meetings and talked a lot, but it didn't seem to make much difference.

"Our children grew up in a world at war. They didn't know when the fighting would stop. They wanted their children to have nice clothes and toys. They didn't want to think about the future. They thought nothing could be done about it.

"Now I have grandchildren, and they have their own ideas. They are trying to make the world better. They are trying to help other people. They are making people