

义务教育英语课程标准泛读教材

常青树英语

EVERGREEN

ENGLISH

(初二)·下

三级

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Evergreen English

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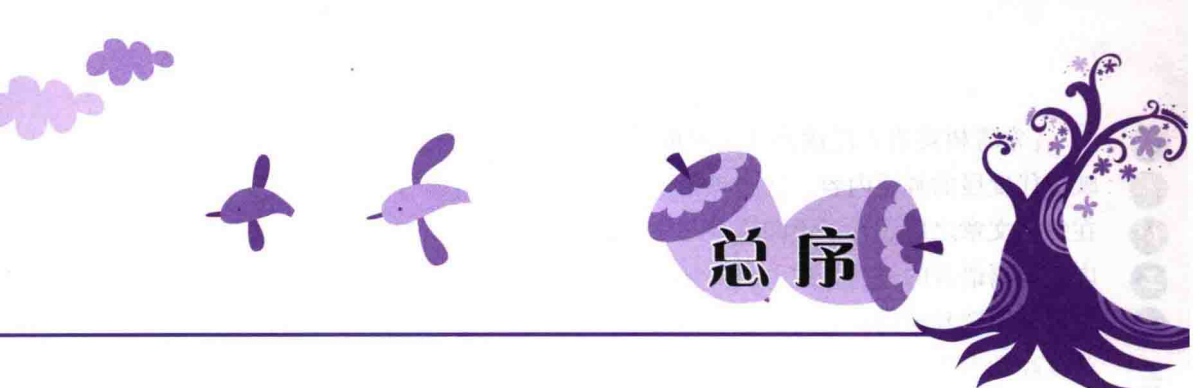
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总序

英语是西方文化的重要载体。英语课程的价值是在培养学生英语语言运用能力的同时，拓展学生的文化视野，提高学生的文化意识，培育良好的思想道德素质，形成良好的公民素养。广泛的阅读是实现英语课程价值的必要手段。

国家英语课程标准强调语言学习的实践性，主张学生在语境中接触、体验和理解真实语言，在此基础上学习和运用语言；提倡利用广播电视、报刊、图书馆等多种资源，提供充足的条件，拓展学生自主学习的渠道和空间，并且针对不同阶段的学生，明确提出了最低阅读量要求。

《常青树英语》泛读系列就是为了响应国家的学科育人方针，依据英语课程标准的具体要求编写而成的中学英语泛读教材。其内容涵盖广泛，题材丰富。各个话题具有持续性、渐进性特点，贴合学生的认知规律。旨在让学生通过阅读丰富学习生活，发展语言运用能力，获得科学文化信息，领悟中外文化的内涵，提升综合人文素养。

《常青树英语》泛读系列共 11 册：

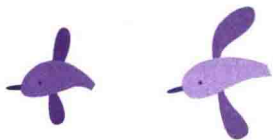
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《常青树英语》泛读系列主要取材于英语国家的主流教材，选材上既注重体现反映时代发展的鲜活内容，又收录了大量语言生动、传递价值观正能量的经典篇章，并在每篇文章之后设计了不同梯度的练习题目，力图使学生由表及里读透文章，理解和内化英语语言的表达方式，提高学生的思维能力，引领学生的价值观念。许多文章值得反复研读和记诵，成为学生丰富的精神营养。相信《常青树英语》泛读系列能够显著提高学生的英语阅读水平，并为提高我国英语教学水平提供一条有效的路径。

编委会

2015年8月



本册是参照义务教育阶段《英语课程标准》(2011年版)三级要求编写的,适合七年级学生阅读。既可用于学生课外阅读读物使用,亦可以作为教师课堂阅读教学的补充材料。

本册由 61 篇文章组成,来源于英、美、加、澳等国经典书刊、报纸、网站等各类媒体,经过数十位初中英语名师反复审读后选定。所选文章兼顾知识性和趣味性,特别注重教化性。

本册读物特点如下:

一、话题广泛,内容丰富。本书所选取的语言材料涵盖了《英语课程标准》规定的话题。在充分考虑读者的年龄、心理特点及认知水平的前提下,所选语篇以学生的兴趣为切入点,贴近学生的生活,既有原创故事,也有经典语料;既有反映日常生活的精彩片段,也有中西文化的对比。读来耳目一新,趣味盎然。有利于学生英语兴趣的激发,有助于他们学科素养的提高。

二、语言地道,难度适中。本书材料的来源和编者的精心选取,不仅确保了语言地道,而且难度适中,可最大程度地满足不同层次学生的需求。通过阅读这些原汁原味的文章,读者可以品味地道的语言,感受语言的魅力,享受阅读的乐趣。

三、设置悬念,引发动机。每篇文章之前都设有 Guidance (阅读导语) 栏目,这是本书与其他读物的最大不同。该部分由名师用中英文双语撰写,旨在设置悬念,引发学生的阅读动机,激发他们的阅读兴趣。

四、词句注释,扫清障碍。每个语篇后都附有生词读音和释义。同时,对话篇中出现的较难理解的句子进行注解。旨在帮助学生扫清阅读障碍,提高他们的阅读兴趣和效率。

五、以读促写,提升能力。每个语篇后均配有一定量的习题。在考虑主、客观题比例的同时,还兼顾了读后写作(Read for Writing)。以读促写,不仅可以帮助学生把握主题思想,欣赏英文之美,尝试表达之乐,而且有助于学生语感的形成,有助于其良好英语思维能力和综合语言运用能力的培养。

六、图文并茂,设计精美。书中大量优美的图片,不但给学生带来视觉上的享受,





而且，图所包含的信息有助于他们更直观地感受和理解语篇内容，有利于学生读图技能的训练和能力的培养。利用图片等对所读文章的主旨大意进行推测和判断也是课程标准的阅读要求之一。

大量的课外阅读是学好英语的必要途径，但阅读英语的收获不会仅仅是英语水平的提高。让读者通过阅读体验快乐，培养兴趣，进而形成持久的阅读习惯，不断从阅读的源头活水汲取营养，成为幸福的读书人——是此套丛书的最高目标。本书若能帮助读者朋友向这一目标迈出哪怕一小步，便会令我们欣慰无比。

由于时间仓促，再加水平有限，编写过程中，难免存在一些不足。期待着您的反馈和指正。

编者

2015年8月



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Lesson 1

American Eating



Guidance

Do you know something about American eating? What will they plan for their meals? 你知道美国人吃什么吗? 他们做饭都做什么呢?

1 Americans usually eat three **meals** a day. Breakfast usually comes before eight o'clock in the morning. They usually have eggs, some meat, bread, fruit juice and coffee. Lunch is between twelve and one o'clock.^① It is like a light meal and working people must take lunch with them or get it near **workplace**.

2 Children in school take **sandwiches**, fruit, and cookies with them or eat in school. Supper, the main meal, is between six and eight in the evening. People cook it carefully. They may have meat or chicken, **turkey** and duck.^② They may all have potatoes or rice, vegetables or salad. The drink is coffee, tea or milk. Then comes the dessert.



(134 words)



Word bank



meal	[mi:l]	<i>n.</i>	饭; 餐
workplace	['wɜ:kpleɪs]	<i>n.</i>	工作场所
sandwich	['sænwɪdʒ]	<i>n.</i>	三明治
turkey	['tɜ:kɪ]	<i>n.</i>	火鸡

Notes



- ① Lunch is between twelve and one o'clock. 午饭在 12 点到 1 点之间。between 是介词, 在……之间。
- ② They may have meat or chicken, turkey and duck. 他们或许会吃肉或鸡肉, 火鸡肉和鸭肉。

Practice



I. Read for Comprehension

1. Americans have breakfast _____.
A. after eight o'clock B. at eight o'clock
C. before eight o'clock in the morning D. in the morning
2. _____ is the most important meal in a day.
A. Breakfast B. Lunch C. Meals D. Supper
3. Where do Americans usually have for breakfast and supper?



II. Read for Writing

What do we Chinese plan for our meals? Write something about Chinese eating. (about 50 words)



Lesson 2

I Was Lonely, Too



Guidance

What a lovely bear head! Do you want to have a toy like this? 多可爱的小熊头啊！你想不想要一个这样的玩具？

1 Whitebridge was a small village, and old people often came and lived there. Some of them had a lot of old **furniture**, and they often did not want some of it, ^① because they were in a small house now, so every Saturday morning they put it out, and other people came and looked at it, and sometimes they took it away because they wanted it.

2 Every Saturday, Mr. and Mrs. Morton put a very **ugly** old bear's head out at the side of their gate, but nobody wanted it. Then last Saturday, they wrote, "I'm very lonely here. Please take me." on a piece of paper and put it near the bear's head. They went to the town, and came in the evening. There were now two bears' heads in front of their house, and there was another piece of paper. It said, "I was lonely, too."

(147 words)





Word bank

furniture	['fɜːnɪtʃə(r)]	<i>n.</i>	家具
ugly	['ʌɡli]	<i>adj.</i>	难看的 ; 丑陋的



Notes

- ① Some of them had a lot of old furniture, and they often did not want some of it... 他们中一些人有很多旧家具，其中一些他们常常不需要。a lot of 许多，后面可跟可数和不可数名词。furniture 家具，不可数名词。



Practice

I. Read for Comprehension

- Why didn't the old people want some of the furniture?
 - Because the furniture was old.
 - Because the house was small.
 - Because the old people wanted to sell the furniture.
- The other people took some of the furniture because _____.
 - they wanted it
 - the furniture was cheap
 - some of it was new
- Why nobody wanted the bear's head?
 - It's old and ugly.
 - It's expensive.
 - It's new.

II. Read for Writing

Do you have toys? Do you like them? Write a short story about your toys.



Lesson 3

My Job



Guidance

What kind of job do you like? Do you like nature? 你喜欢什么类型的工作？你喜欢大自然吗？

- 1 I'm Steve. I like **nature**, so I went to **university** and worked hard at gardening.
- 2 I became a gardener in a park. I love my job.
- 3 I like the outdoor life—not sitting at a desk for me, though sometimes it is a bit lonely.^① I have to spend the whole day in the park and can not see anyone else. I enjoy all kinds of things I do. I know I also have to be outside in really bad weather sometimes.
- 4 When people visit the park, I try to walk to them and **encourage** them to love nature and the outdoors.^② I don't like to see **branches** broken off the trees, plants pulled up, animals hurt and so on. On the whole, it's a useful job.

(139 words)