

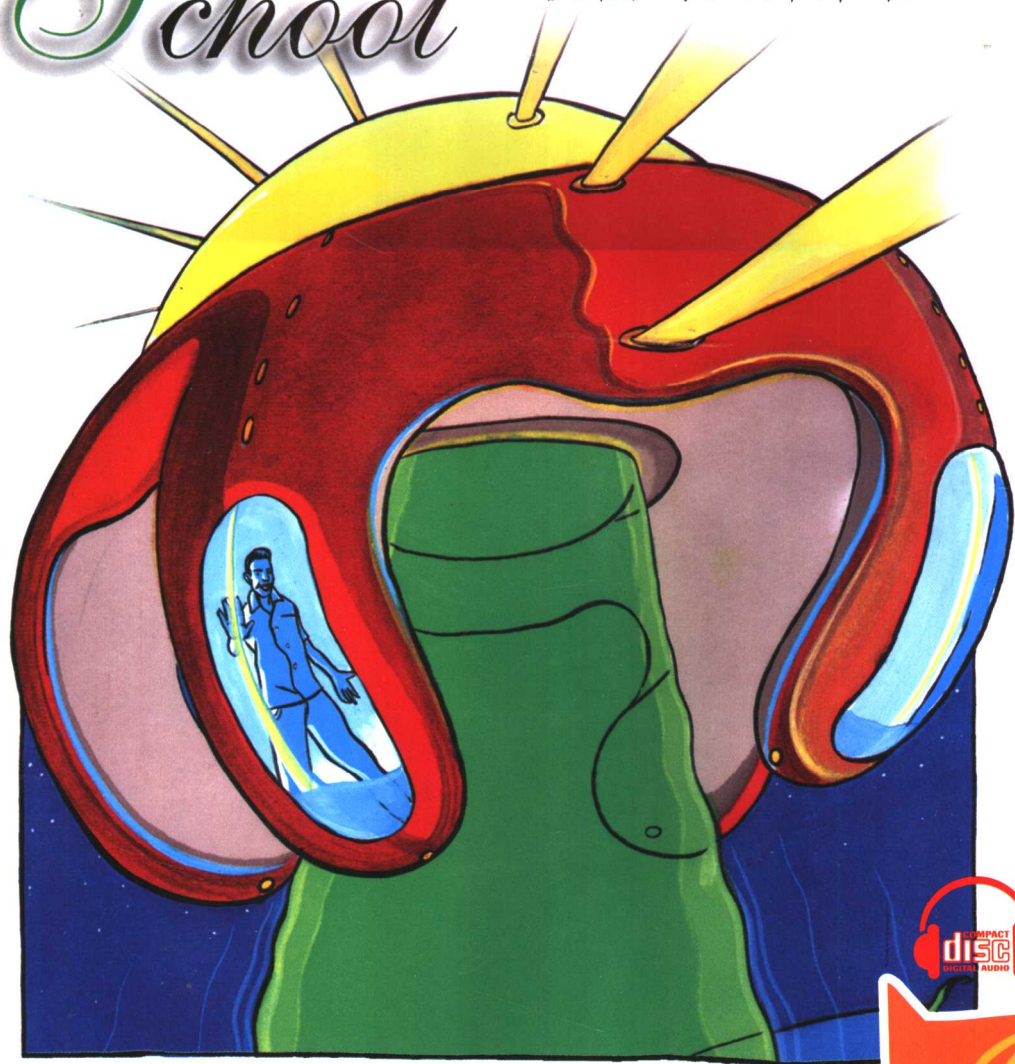


总顾问 · 陈琳

Alien at

School

校园的天外来客



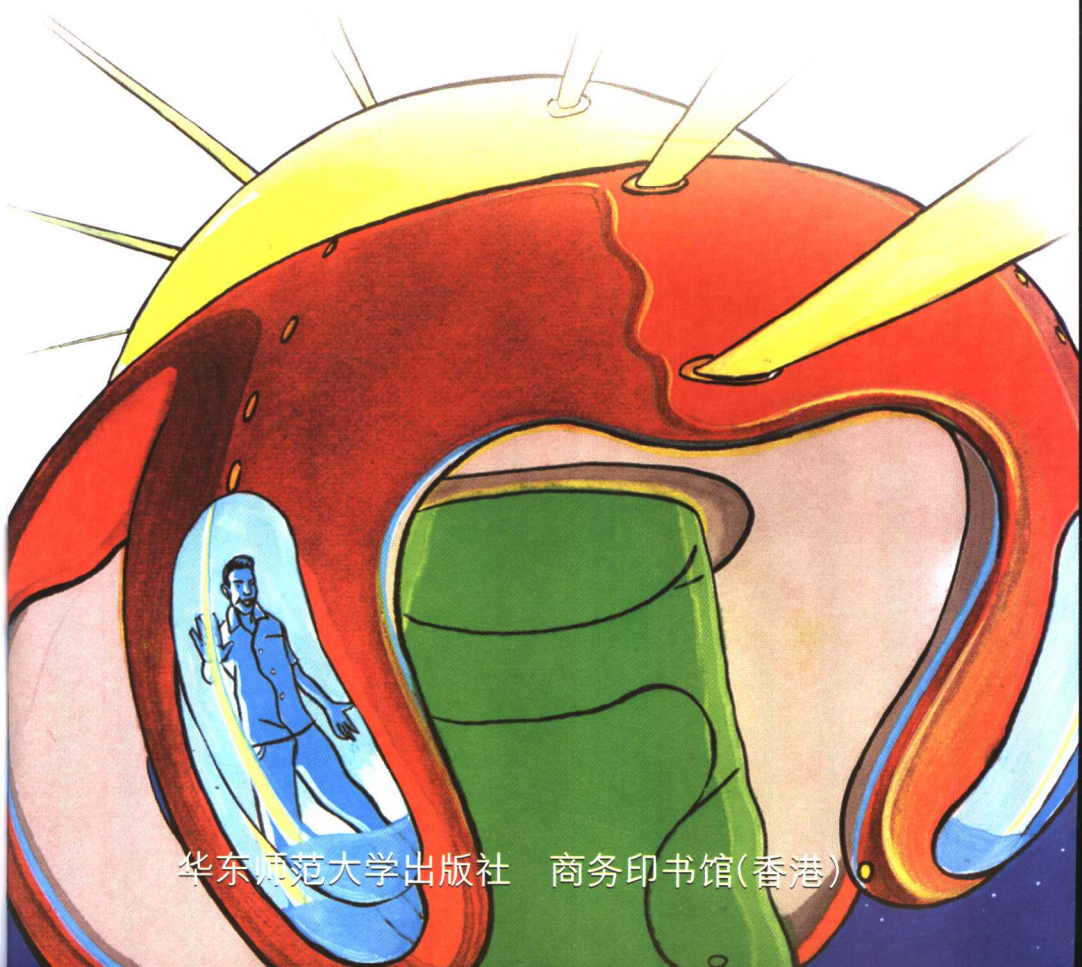
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Alien at School

校园的天外来客



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序

一套供青少年和英语爱好者阅读的丛书，应满足三个要求：

Read for pleasure;

Read for information;

Read for language improvement.

《Black Cat 有声名著阶梯阅读》满足了以上要求而有余。

首先，这是一套同时供听觉享受的书。一部作品，当它由专业演员朗读时，就能以其优美的声音、抑扬顿挫的语调、加上传神的表达，使读者和听者真正身临其境，最充分地领会作品中的情、境、思。而这一效果，就不是只有白纸黑字的书面材料所能提供的了。加之这套书图文并茂，更使视、听两种感官得以完美地结合。

其次，这套书为读、听者提供了有益的背景资料，包括作家生平、时代背景、人文知识等，有助于培养青少年的跨文化意识。书中许多传世名画，更给人充分的艺术享受。

再者，虽是读物，却兼具教科书的功能。每本书都编入为数不少的练习，涉及阅读理解、词汇辨析以及语法结构等，为课堂的语言教学提供了有效的补充。

在教育部新近颁布的国家英语课程标准中指出了泛读的重要性，明确规定了学生每学期的课外阅读量。学习任何外语，只有课内的精读，没有课外大量的泛读，是不可能学好的，更不用说获得语感。《Black Cat 有声名著阶梯阅读》丛书的编印出版，为广大青少年和英语爱好者提供了一个学习英语的新天地——我为你们庆幸。

教育部《英语课程标准》
专家组成员

陈琳

二〇〇三年冬 北京

使用说明

❖ 1 应该怎样选书？

按阅读兴趣选书

《Black Cat 有声名著阶梯阅读》精选世界经典作品，也包括富于创意的现代作品；既有脍炙人口的小说、戏剧，又有非小说类的文化知识读物，品种丰富，内容多样，适合口味不同的读者挑选自己感兴趣的书籍，享受阅读的乐趣。

按英语程度选书

《Black Cat 有声名著阶梯阅读》现设 Level 1 至 Level 6，由浅入深，涵盖初、中级英语程度。读物分级采用了国际上通用的划分标准，主要以词汇 (vocabulary) 和结构 (structures) 划分。

Level 1 至 Level 3 出现的词汇较浅显，相对深的核心词汇均配上中文解释，节省读者查找词典的时间，以专心理解正文内容。在注释的帮助下，读者若能流畅地阅读正文内容，就不用担心这一本书程度过深。

Level 1 至 Level 3 出现的动词时态形式和句子结构比较简单。动词时态形式以一般现在时 (present simple)、现在进行时 (present continuous)、一般过去时 (past simple) 为主，句子结构大部分是简单句 (simple sentences)。此外，还包括比较级和最高级 (comparative and superlative forms)、可数和不可数名词 (countable and uncountable nouns) 以及冠词 (articles) 等语法知识点。

Level 4 至 Level 6 出现的动词时态形式，以现在完成时 (present perfect)、现在完成进行时 (present perfect continuous)、过去完成进行时 (past perfect continuous) 为主，句子结构大部分是复合句 (compound sentences)、条件从句 (1st and 2nd conditional sentences) 等。此外，还包括情态动词 (modal verbs)、被动形式 (passive forms)、动名词 (gerunds)、短语动词 (phrasal verbs) 等语法知识点。

根据上述的语法范围，读者可按自己实际的英语水平，如词汇量、语法知识、理解能力、阅读能力等自主选择，不再受制于学校年级划分或学历高低约束，完全根据个人需要选择合适的读物。

2 怎样提高阅读效果？

阅读的方法主要有两种：一是泛读，二是精读。两者各有功能，适当地结合使用，相辅相成，有事半功倍之效。

泛读，指阅读大量适合自己程度（可稍浅，但不能过深），不同内容、风格、体裁的读物，但求明白内容大意，不用花费太多时间钻研细节，主要作用是多接触英语，减轻对它的生疏感，巩固以前所学过的英语，让脑子在潜意识中吸收词汇用法、语法结构等。

精读，指小心认真地阅读内容精彩、组织有条理、遣词造句又正确的作品，着重点在于理解“准确”及“深入”，欣赏其精彩独到之处。精读时，可充分利用书中精心设计的练习，学习掌握有用的英语词汇和语法知识。精读后，可再花十分钟朗读其中一小段有趣的文字，边念边细心领会文字的结构和意思。

《Black Cat 有声名著阶梯阅读》中的作品均值得精读，如时间有限，不妨尝试每两个星期泛读一本，辅以每星期挑选书中一章精彩的文字精读。要学好英语，持之以恒地泛读和精读英文是最有效的方法。

3 如何充分利用本系列 CD？

本系列每本书均配有 CD，提供作品朗读，朗读者都是专业演员，英国作品由英国演员录音，美国作品由美国演员录音，务求增加聆听的真实感和感染力。多聆听英式和美式英语两种发音，可让读者熟悉二者的差异，逐渐培养分辨英美发音的能力，提高聆听理解的准确度。

聆听与阅读的安排可随读者喜爱，先读后听，先听后读，边听边读或交替进行。读者亦可以本系列的 CD 为核心，着重提高听的能力，此时应选择

程度稍浅的品种。

若将 CD 随身携带，反复聆听、诵读，日积月累，对英语理解能力和表达能力的提高必有显著成效。

4 本系列的练习与测试有何功能？

《Black Cat 有声名著阶梯阅读》特别注重练习的设计，为读者考虑周到，切合实用需求，学习功能强。每章后均配有训练听、说、读、写四项技能的练习，分量、难度恰到好处。

听力练习分两类，一是重听故事回答问题，二是聆听主角对话、书信朗读或模拟记者访问后写出答案，旨在以生活化的练习形式逐步提高听力。

模仿录音朗读故事或模仿主人翁在戏剧中的对白，则是训练口语能力的好方法。

阅读理解练习形式多样化，有纵横字谜、配对、填空、字句重组等等，注重训练读者的理解、推敲和联想等多种阅读技能。

写作练习尤具新意，教读者使用网式图示（spidergrams）记录重点，采用问答、书信、电报、记者采访等多样化形式，鼓励读者动手写作。

书后更设有升级测试（Exit Test）及答案，供读者检查学习效果。

充分利用书中的练习和测试，可全面提升听、说、读、写四项技能。

5 本系列还能提供什么帮助？

《Black Cat 有声名著阶梯阅读》提倡丰富多元的现代阅读，巧用书中提供的资讯，有助于提升英语理解力，拓展视野。

每本书都设有专章介绍相关的历史文化知识，经典名著更有作者生平、社会背景等资讯。书内富有表现力的彩色插图、绘图和照片，使阅读充满趣味，部分加上如何解读古典名画的指导，增长见识。有些剧作包含舞台演出台本，可供戏剧爱好者一显身手。有的书还提供一些与主题相关的网址，比如关于不同国家的节庆源流的网址，让读者多利用网上资源增进知识。

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This story is recorded in full. 故事录音



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These symbols indicate the beginning and end of the extracts linked to the listening activities. 听力练习开始和结束的标记



This symbol indicates the exercises featured on the accompanying CD. 听力练习的录音标记



CHAPTER 1

The New Teacher

My name is Jennifer Dale. My friends call me Jenny. I'm 16 years old and I live near Boston. My town is beautiful and very green. I live here with my parents and my dog, Fred. I go to school at Jefferson High and I want to become a journalist. In my free time I play volleyball and I listen to "heavy metal" music.

I want to tell you my story.

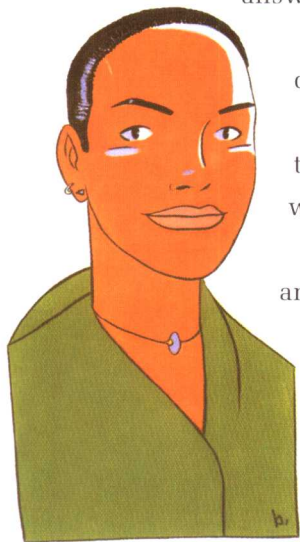
It was the first day of high school. I was excited. I already knew most of my classmates, but I didn't know my new teachers. I got up, ate my breakfast and went to school. On the street I met my friend, Dana; her house is near mine and we always walk to school together.

"I hope our new teachers are men. And I hope they're handsome!" Dana said. Dana loves talking about boys.

Alien at School



“Yes, I need something new and interesting in my life,” I answered.



We arrived at school and went into our classroom. A young man was inside.

“Hello, boys and girls. I’m your new science teacher. My name is Mr Adams. I hope to work well with you this year.”

Dana and I looked at Mr Adams. He was tall and thin. He had blond hair and brown eyes. He seemed friendly.

“We’re lucky! I think he’s a very handsome teacher!” Dana said to me.

“Yes, he is!” I answered. I looked at him and he looked at me. Our eyes met.

“What’s your name?” he asked, smiling.

“Uh, Jennifer,” I answered. I was a little nervous.

He turned to Dana. “And who are you?”

“I’m Dana!” Dana gave him a big, enthusiastic smile. At that moment the noise of an airplane ¹ attracted our attention. Everyone in the class looked out of the window, but the sun was in front of us. It bothered ² our eyes. We turned away from the window. Except Mr Adams. He was at the window and was looking directly at the sun. The sun didn’t irritate his eyes!

1. airplane : 飞机。

2. bothered : 干扰。

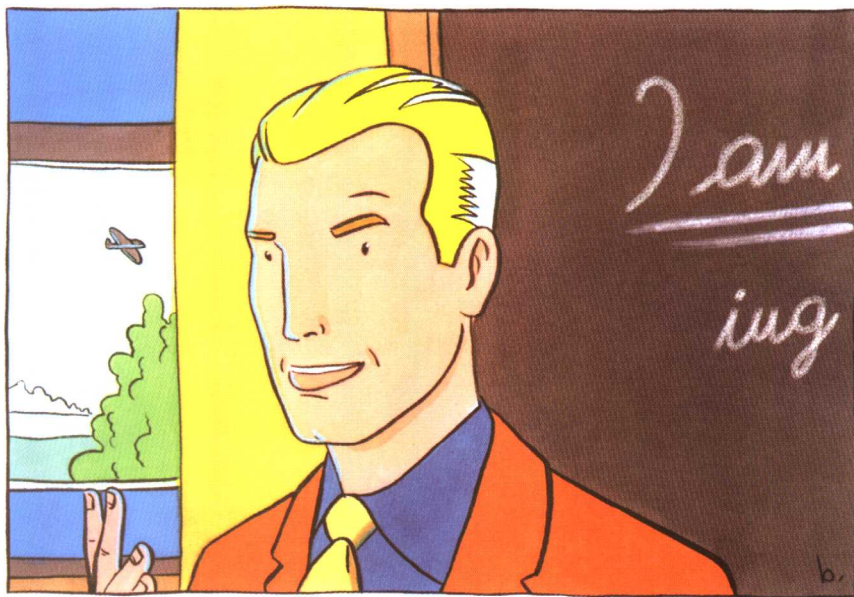
The New Teacher



“Gee!”¹ I thought, “How can he look at it like that?!”

The airplane then passed and the lesson continued. When the hour finished, another man walked in. This one had black hair and green eyes. His nose was small and pointed, and he had strangely high cheekbones.²

“What a weird³-looking teacher!” I said to Dana.



1. Gee!: (美式口语, 表示惊讶) 哎呀!

2. cheekbones: 颧骨。



3. weird: 古怪的。

Alien at School



“Wow, you’re right!” she exclaimed.

The teacher didn’t smile and spoke coldly to the class.

“I’m your English teacher. I want you to be on your best behaviour this year. The lesson can begin. And remember, no talking!”

Everyone in class was evidently shocked, but no one said anything. Another student, Steve, raised his hand.

“What?” asked the new teacher in his cold voice.

“Excuse me, but what’s your name?”

“Mr Stone,” he answered. I then noticed that his voice wasn’t just cold: it was metallic and monotonous! ¹ Dana looked at me with disappointment. She raised her eyebrows. “What’s his problem?” she mouthed. ²

The lesson proceeded. Mr Stone read a poem from our English Literature book. His voice was weird, very weird. It had no emotion. It was almost robotic!

Someone touched me. It was Dana. “Isn’t he horrible?” she whispered. I nodded.

The other teachers we met that morning were Miss Smith, the arts teacher, and Mrs Ching, who taught math. ³ Both seemed nice. Miss Smith, in particular, was a very cheerful ⁴ person.

1. **monotonous** : (声音) 单调的。

2. **mouthed** : 不作声地动嘴唇说话。

3. **math** : 数学。

4. **cheerful** : 开朗的。

1 Give an identikit of the main character.

Name:

Age:

School:

Aspirations: 1

Hobbies:

Now give an identikit of yourself.

Name:

Age:

School:

Aspirations:

Hobbies:

2 Answer the following questions.

- a. Who is Dana?
- b. Who is Mr Adams?
- c. What distracts the attention of the class?
- d. As a teacher how is Mr Stone different from Mr Adams?
- e. Write five adjectives that describe Mr Stone's voice.

1. aspirations : 志向。

- 3 List the physical traits of Mr Adams and Mr Stone.

MR ADAMS	MR STONE
.....
.....
.....
.....

- 4 Nouns are often used to create adjectives and adverbs.

NOUN ADJECTIVE ADVERB
science → *scientific* → *scientifically*

Can you fill in the chart with the missing words?

NOUN	ADJECTIVE	ADVERB
poverty		
	lucky	
		happily
honesty		
	courageous	
elegance		
		angrily
	musical	

- 5 How was your first day of school this year?

☐ fun ☐ frightening ☐ boring ☐ unhappy ☐ interesting

Why?

6 What do you do during the school day? Fill in this timetable.

6:30 am	I get up and I...
7:00	5:00
8:00	
9:00	7:00
NOON	9:00
1:00	
	11:00
3:00	

7 Now write a paragraph about your day yesterday.

8 Describe your best friend or a school friend, and say what you like about him/her.



CHAPTER 2

Clues

I always eat lunch at school. That day I ate with Dana and Paul Miller, another friend from my class. Paul was a very intelligent boy. He was always the best in math. His parents were divorced and he lived with his father and his black cat, Apollo. He missed his mother. She lived with another man and didn't want to see Paul. His father was never at home, so Paul was very lonely. He didn't have many friends at school because he was too intellectual. He loved Apollo very much and spent a lot of time with him.

