

供全日制普通初级中学使用

# 初中英语阅读

供初中一年级使用

第一册

学生用书

## Junior English Reader

Student's Book 1



EMMA DIXON AND MORAG REIVE

SERIES EDITOR: Nicholas Sampson



上海外语教育出版社



Macmillan Publishers

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# 前言

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改革开放以来,我国的中学英语教学水平不断提高,具体表现在广大中学英语教师的教学水平和广大中学生英语听、说、读、写能力的不断提高上。然而,按照现行中学英语教学大纲的要求编写的主干英语教材给学生提供的阅读、词汇及练习量已远远无法满足中学英语教学和广大学生学习英语的需要,而能系统、全面地帮助广大学生扩大词汇量、提高阅读能力的优质出版物则更是凤毛麟角。故而编写一套既符合和体现大纲的教学要求又能在现行教材的基础上提高一步的中学英语教材,特别是英语阅读教材,便成了广大中学英语教师和出版者的当务之急。基于这种需要,经过精心策划和设计,我社与麦克米伦出版(中国)有限公司密切合作,联手推出了展现在大家面前的这套《初中英语阅读》教材。

本教材主要有以下特点:

1. 严格按照现行中学英语教学大纲的要求编写,并在此基础上适当提高难度,增加词汇量;
2. 密切配合现行高中英语教材,选收的阅读文章的主题与教材主题相近或相关,可以用作课本的扩充和提高;
3. 每课提供两篇阅读文章,文章难度和词汇要求与现行教材相当并略有提高和增加。每篇阅读文章后配以形式多样、设计合理的阅读理解学习和词汇练习,帮助学生巩固语言知识、加强对词汇的掌握;
4. 每一册书后还附有十篇补充阅读文章和练习,最后还配有英汉双解的全书总词汇表;
5. 整套教材由英国、美国和澳大利亚等地的资深教师和作者参与编写,语言纯正地道,内容新鲜活泼,选材科学合理;
6. 教材各册配有教师用书,收录各册全部内容并提供所有练习的参考答案,使教与学更为方便有效。

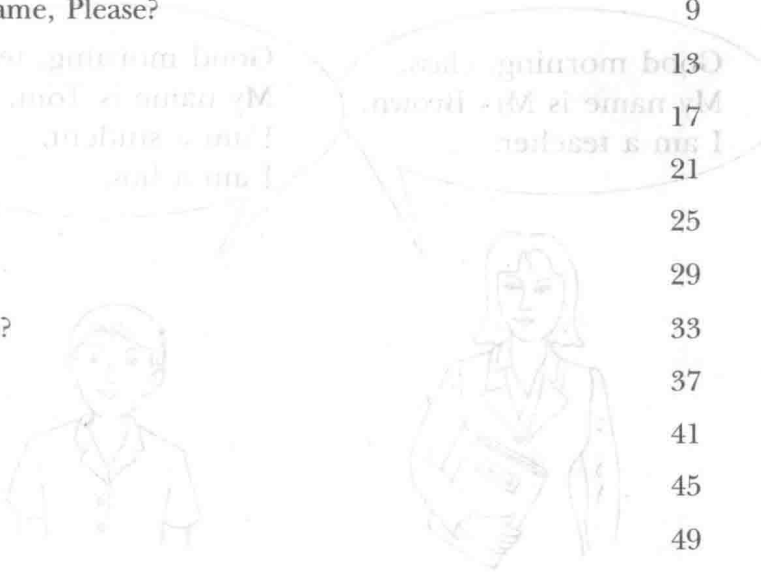
《初中英语阅读》全套教材由三册学生用书组成,每学年一册,供各校初中阶段配合现行主教材使用或补充教学量选用。本册为《初中英语阅读》第一册学生用书,供初中一年级第一和第二学期使用,配套教师用书可供教师参考使用或学生自学用。本教材也可供广大青少年业余学习英语用。

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2000年3月

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# UNIT 1 Good Morning, Class

## READING EXERCISES

A Meet Mrs Brown, Tom and Anne. Look at the pictures and read. Then complete the sentences. Follow the example.

Good morning, class.  
My name is Mrs Brown.  
I am a teacher.



Good morning, teacher.  
My name is Tom.  
I am a student.  
I am a boy.



Good morning, teacher.  
My name is Anne.  
I am a student.  
I am a girl.



- 1 Mrs Brown is a teacher.
- 2 Tom is a \_\_\_\_\_.
- 3 Anne is a \_\_\_\_\_.

B Anne meets Peter. Read. Then give short answers to the questions. Follow the example.

**Peter:** Hello. My name's Peter. What's your name?

**Anne:** Hello. My name's Anne.

**Peter:** How are you, Anne?

**Anne:** I'm fine, thanks. How are you?

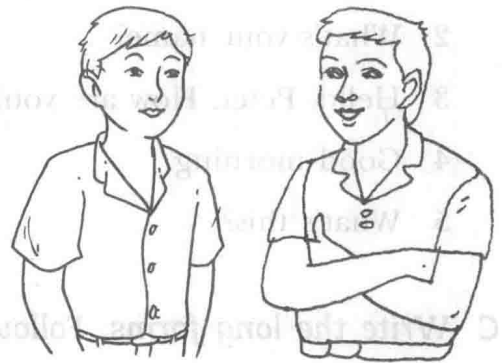
**Peter:** I'm fine, too.



- 1 What is the boy's name? Peter.
- 2 What is the girl's name? \_\_\_\_\_
- 3 How is Anne? \_\_\_\_\_
- 4 How is Peter? \_\_\_\_\_

C Tom meets Alex. Complete the dialogue with words from the box. Follow the example.

|              |        |
|--------------|--------|
| fine         | your   |
| How          | What's |
| My           | too    |
| Good morning |        |



Tom: Good morning.

Alex: Good morning.

Tom: What's                      name?

Alex:                      name's Alex.                      yours?

Tom: Tom.

Alex: How are you, Tom?

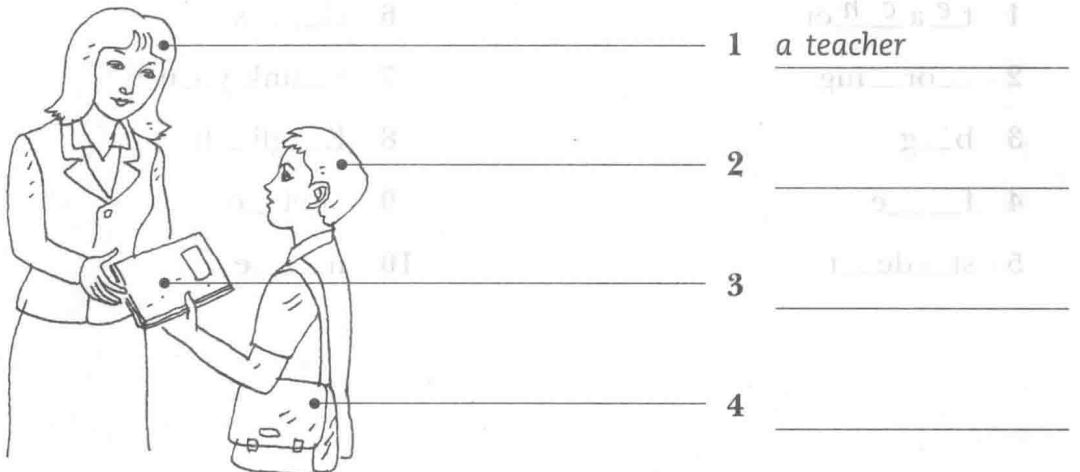
Tom: I'm                     , thanks.                      are you?

Alex: I'm fine,                     .

## EXTENSION EXERCISES

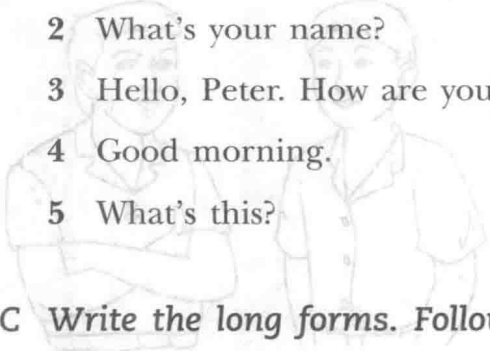
A Look at the picture. Label the picture with words from the box. Follow the example.

|           |       |           |        |
|-----------|-------|-----------|--------|
| a student | a bag | a teacher | a book |
|-----------|-------|-----------|--------|



**B Match the sentences. Follow the example.**

- |                              |       |                          |
|------------------------------|-------|--------------------------|
| 1 Hello!                     | [ c ] | a) Good morning.         |
| 2 What's your name?          | [ ]   | b) It's a book.          |
| 3 Hello, Peter. How are you? | [ ]   | c) Hello!                |
| 4 Good morning.              | [ ]   | d) Maggie.               |
| 5 What's this?               | [ ]   | e) Fine, thank you, Tom. |



**C Write the long forms. Follow the example.**

- |                     |                    |
|---------------------|--------------------|
| 1 What's your name? | What is your name? |
| 2 My name's Tom.    | _____              |
| 3 What's this?      | _____              |
| 4 It's a bag.       | _____              |
| 5 What's that?      | _____              |
| 6 It's a book.      | _____              |

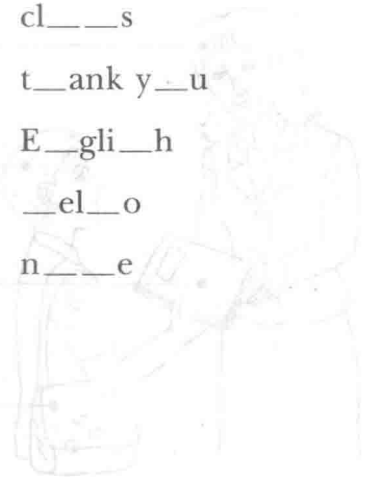
**D Write the missing letters in the alphabet. Follow the example.**

A B C D E \_ G H I \_ \_ L M \_ \_ P \_ R S \_ \_ V W \_ Y \_

a b c d \_ f g \_ \_ j \_ m \_ o \_ r s t \_ w x \_ \_

**E Write the missing letters in the words. Follow the example.**

- |                |               |
|----------------|---------------|
| 1 t_e a_c_h_er | 6 cl__s       |
| 2 __or__ing    | 7 t__ank y__u |
| 3 b__g         | 8 E__gli__h   |
| 4 f__e         | 9 __el__o     |
| 5 st__de__t    | 10 n__e       |





F Jackie meets Sarah. Put the dialogue in order. Number the boxes 1-5. Follow the example.

- [ 1 ] Hello. My name is Jackie. What's your name?
- [ ] I'm fine, too.
- [ ] How are you?
- [ ] My name is Sarah.
- [ ] I'm fine, thank you. How are you?

G Look at the words in the box. Then find them in the wordsquare. Follow the example.

|      |      |         |         |
|------|------|---------|---------|
| BAG  | BOOK | BOY     | CLASS   |
| GIRL | NAME | STUDENT | TEACHER |

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| D | R | S | I | B | J | C | T |
| C | E | B | O | O | K | O | E |
| L | N | L | A | Y | L | B | A |
| A | K | A | T | G | I | P | C |
| S | F | O | M | R | H | Q | H |
| S | T | U | D | E | N | T | E |
| M | V | G | U | G | Y | G | R |
| A | N | W | G | I | R | L | T |

# UNIT 2 Are You Kate?

## READING EXERCISES

A Susan meets Paul. Read. Then give short answers to the questions. Follow the example.

**Paul:** Hello! Are you Kate?

**Susan:** No, I'm not. I'm Susan.

**Paul:** My name is Paul.

**Susan:** Hello, Paul. How are you?

**Paul:** I'm OK. And you?

**Susan:** I'm fine, thanks.

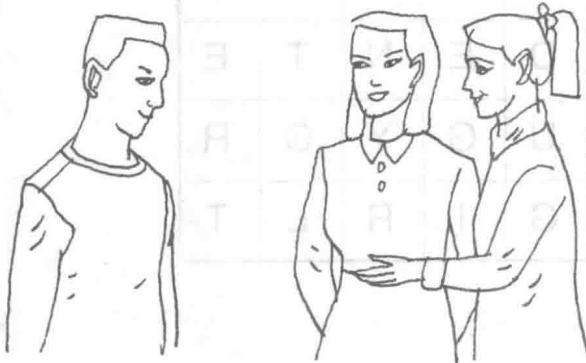
**Paul:** It's nice to meet you, Susan.

**Susan:** It's nice to meet you, too.



- 1 Is the girl's name Kate? No. \_\_\_\_\_
- 2 Is the boy's name Paul? \_\_\_\_\_
- 3 How is Paul? \_\_\_\_\_
- 4 How is Susan? \_\_\_\_\_

B Tony meets Kate. Complete the dialogue with words from the box. Follow the example.



|      |      |
|------|------|
| this | fine |
| It's | meet |
| nice | OK   |
| you  | to   |
| is   | are  |
| is   |      |

**Sally:** Hi, Tony. How are you?

**Tony:** I'm \_\_\_\_\_, thanks. How are \_\_\_\_\_?

**Sally:** I'm \_\_\_\_\_. Tony, \_\_\_\_\_ Kate.

**Tony:** Hi, Kate. It's \_\_\_\_\_ to \_\_\_\_\_ you.

**Sally:** Kate, this \_\_\_\_\_ Tony.

**Kate:** Hello, Tony. \_\_\_\_\_ nice \_\_\_\_\_ meet you, too.

**C Alex meets Peter. Complete the dialogue with words from the box. Follow the example.**

|     |      |       |     |
|-----|------|-------|-----|
| My  | Are  | No    | too |
| you | name | Hello | I'm |

Alex: \_\_\_\_\_ you Tony?  
 Peter: Hello.  
 Alex: Hello \_\_\_\_\_.  
 Peter: \_\_\_\_\_, I'm not. \_\_\_\_\_ Henry.  
 Alex: Oh. Hello, Henry. \_\_\_\_\_ is Alan.  
 Peter: Hello, Alan. It's nice to meet \_\_\_\_\_.  
 Alex: It's nice to meet you, \_\_\_\_\_, Henry.

## EXTENSION EXERCISES

A Mrs Brown meets the students. Look at the picture. Then answer the questions. Follow the examples.



**Mrs Brown:** Are you Peter?

**Student 1:** No, I'm not. I'm Jim.

**Mrs Brown:** Are you Alice?

**Student 2:** Yes, I am.

**Mrs Brown:** Are you Alex?

**Student 3:** \_\_\_\_\_

**Mrs Brown:** Are you Kate?

**Student 4:** \_\_\_\_\_

**Mrs Brown:** Are you Alex?

**Student 5:** \_\_\_\_\_

**Mrs Brown:** Are you Kate?

**Student 6:** \_\_\_\_\_

**B Match the sentences. Follow the example.**

- |   |                                    |       |  |
|---|------------------------------------|-------|--|
| 1 | Are you Tony?                      | [ c ] | a) I'm OK.                                   |
| 2 | How are you?                       | [ ]   | b) I'm here.                                 |
| 3 | Hello, Tom. It's nice to meet you. | [ ]   | c) Yes, I am.                                |
| 4 | Are you Kate?                      | [ ]   | d) No, I'm not. I'm Alice.                   |
| 5 | Where is Lisa?                     | [ ]   | e) Hello, Peter. It's nice to meet you, too. |

**C Look at the words in the box. Then find them in the wordsquare. Follow the example.**

- FRIEND

HELLO

MEET

NICE

NOT

STUDENT

YES

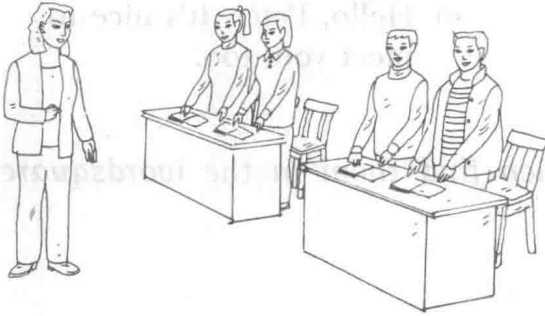
|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| F | C | V | Y | E | S | R | F |
| S | T | M | D | Y | J | A | R |
| T | E | D | E | S | N | O | I |
| U | K | U | U | E | O | R | E |
| D | B | E | A | I | T | W | N |
| E | P | X | H | N | Q | I | D |
| N | I | C | E | M | V | O | A |
| T | G | Z | H | E | L | L | O |

# UNIT 3 Can You Spell Your Name, Please?

## READING EXERCISES

A Look at the pictures of Mrs Brown's classroom and read. Are the sentences true or false? Tick (✓) the boxes. Follow the example.

Picture 1



Picture 2



Peter is in a classroom. Mrs Brown is the teacher. Mrs Brown says "stand up". The students stand up. Then she says "sit down". The students sit down.

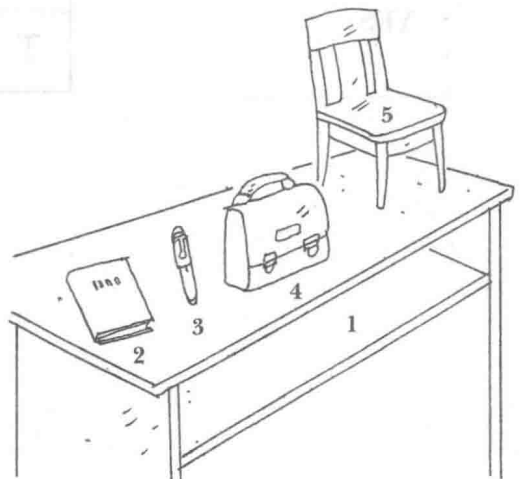
- 1 Peter is in a classroom.
- 2 Mrs Brown is a student.
- 3 Mrs Brown says "stand up".
- 4 Peter says "sit down".

True False

- |     |     |
|-----|-----|
| [✓] | [ ] |
| [ ] | [ ] |
| [ ] | [ ] |
| [ ] | [ ] |

B Look at the picture of Peter's desk. Then answer the questions. Follow the example.

- 1 Is it a desk? Yes, it is.
- 2 Is it a bag? \_\_\_\_\_
- 3 Is it a pen? \_\_\_\_\_
- 4 Is it a pencil? \_\_\_\_\_
- 5 Is it a book? \_\_\_\_\_



C Mrs Brown talks to the class. Read. Then give short answers to the questions. Follow the example.

**Mrs Brown:** Good morning, class.

**Class:** Good morning, Mrs Brown.

**Mrs Brown:** What's your name?

**Student 1:** My name's Tony Brooks.

**Mrs Brown:** Can you spell it, please?

**Student 1:** Yes, it's T-O-N-Y, then B-R-O-O-K-S.

**Mrs Brown:** And what's your name?

**Student 2:** My name's Kate Morrison.

**Mrs Brown:** Can you spell your name, please?

**Student 2:** Yes, it's K-A-T-E, then M-O-R-R-I-S-O-N.



1 What does Mrs Brown say to the class? *Good morning, class.*

---

2 What do the students say to Mrs Brown?

---

3 Is student 1 a boy or a girl?

---

4 What is the student's name?

---

5 Is student 2 a boy or a girl?

---

6 What is the student's name?

---

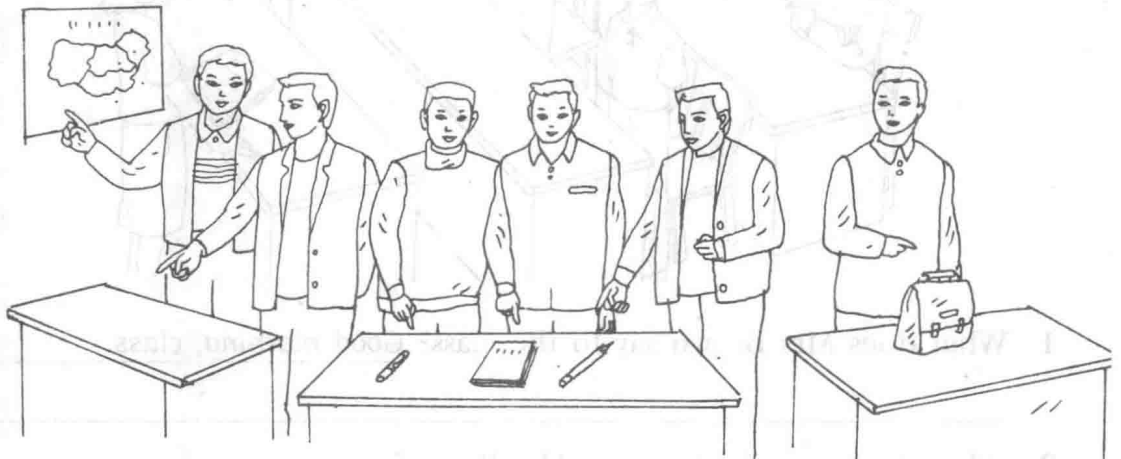
**EXTENSION EXERCISES**

A Look at the words in the box. Then find them in the wordsquare. Follow the example.

- BAG
- BOOK
- DESK
- MAP
- PEN
- PENCIL

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| P | D | C | B | A | G | E |
| A | E | F | P | S | X | P |
| B | S | N | Y | A | O | E |
| M | K | R | C | O | I | N |
| Q | A | M | N | I | U | I |
| D | N | P | R | W | L | V |
| B | O | O | K | S | T | J |

B Look at the picture. Then answer the questions. Follow the example.



- 1 What's this in English? It's a map.
- 2 What's this in English? \_\_\_\_\_
- 3 What's this in English? \_\_\_\_\_
- 4 What's this in English? \_\_\_\_\_
- 5 What's this in English? \_\_\_\_\_
- 6 What's this in English? \_\_\_\_\_



**C What do the letters spell? Write the words. Follow the example.**

- 1 gba \_\_\_\_\_ bag
- 2 nep \_\_\_\_\_
- 3 kdse \_\_\_\_\_
- 4 lipnec \_\_\_\_\_
- 5 amp \_\_\_\_\_
- 6 okob \_\_\_\_\_

**D Put the dialogues in order. Number the boxes. Follow the examples.**

- 1 [ ] I'm fine, too.
- [ 1 ] Hello, Michael.
- [ ] How are you?
- [ ] Hello, Simon.
- [ ] I'm fine, thanks. And you?
- 2 [ 1 ] Good afternoon.
- [ ] Can you spell it, please?
- [ ] What's your name?
- [ ] Good afternoon.
- [ ] Yes, it's M-A-R-Y, then  
T-H-O-M-P-S-O-N.
- [ ] It's Mary Thompson.
- 3 [ ] No, I'm not.
- [ ] I'm sorry.
- [ 1 ] Excuse me. Are you Mrs Brown?
- 4 [ ] Yes, I am.
- [ ] It's nice to meet you, too.
- [ ] Oh, good. I'm Sandy Brooks.
- [ 1 ] Excuse me. Are you Mrs Brown?
- [ ] It's nice to meet you, Sandy.
- 5 [ ] How do you do, Peter?
- [ ] How do you do?
- [ 1 ] John, this is Peter.