



英语奥林匹克(初级)

于淑卿 编著

Gregory Maillet 审订

阅读篇



Climbing

北京大学出版社

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序 言

近年来,英语学习在青少年中早已成为经久不衰之文化活动,各类的英语课程、英语竞赛更是吸引着勤奋的学子们。外语教材教法的研究,近年来也尤其活跃:各种论文、教材、工具书纷纷问世,以应社会上学习外语的大量需求。总起来说,这仍然是好现象。粗制滥造的作品经不起时间与实践的考验,日后必然遭受淘汰。能够长远站住脚的,一定是对教学内容与方法真正下过功夫,经过深入研究而做出的成果。我国外语普及水平以及外语教学水平必将随之迅速提高,这是改革开放以前的时代无法比得上的。

林继玲、王松美、杨力红、于淑卿等同志都是北京教育学院(包括前北京市英语教师培训中心)的骨干教师。她们都曾到澳大利亚新南威尔士大学留过学,受过英语教学理论与方法的教育,回国以后,又长期从事英语教师培训工作,积累了丰富的实践经验。她们合作编写的这一套英语学习丛书,主要是为了基础较好的中学生巩固提高用的,可以自修,也可以在教师指导下学习,尤其适合准备参加各类英语竞赛的学生使用。我以为她们编书会有两个突出的优点。一是她们在教学理论观点上受过同一学派的正规培训,在教学方法和学习方法的基本原则上必然有共同的认识与默契。二是她们都有长期的教学经验,对中国学生学习英语的规律与难点,有较深的体会。

基于此,她们合作的成果必有独树一帜的特点;在英语教材与教法百家争鸣的形势下,她们的成绩必占应得的一席之地;而这也正是这套学习丛书的价值所在。

杨传伟

1996年2月

前 言

“Climbing Bars”是一本培养英语阅读能力的教材。适用于初、中级阶段在课堂英语学习的基础上进一步提高英语阅读能力,提高阅读速度和技巧,同时扩大词汇量,巩固加深对英语语法知识的了解的学生。

“Climbing Bars”是按照当前世界上流行的现代英语教学方法的基本理论原则编写的。所选阅读材料全部来源于现实生活,既有英语国家的语言背景材料,也有日常生活为背景的内容。本教材所选编的语言材料地道规范,内容丰富,题材广泛,体裁多样,叙述生动、练习多变,开发智力。许多文章趣味浓烈,具有严格的语言科学性和广泛的知识性。有些篇目经常诵读,对于培养语感、丰富词汇、巩固知识、提高口笔头表达能力极为有益。

本书共分 19 个单元。每单元为一课。每课都是精心设计,尽量给使用该教材的教师和读者提供方便,每单元编写程序如下:

- | | |
|------------------------------|------------|
| 1. Warming-up activities | (热身练习或导入) |
| 2. Before you read | (读前准备) |
| 3. Read the text | (阅读正文) |
| 4. Check your understanding | (阅读理解检测) |
| 5. New words and expressions | (生词和习惯表达法) |
| 6. Word study | (词汇学习) |
| 7. Grammar points | (语法知识点) |
| 8. Writing task | (写作作业) |

以上的编写程序,不仅可供学生自学,也可供教师在英语阅读课上使用。在课堂上使用时,教师要注意按照阅读课教学的步骤进行。第一步 Warming-up activities,充分利用学生已有知识去引导学生对将要阅读的材料背景知识,架起一座学生与阅读材料之间的桥梁,以达到导入正题,作为阅读前的心理准备。如在课堂上,老师可用提问方式或小组讨论等多种形式来实施这一步。第二步 Before you read,一般都是密切结合文章本身的内容,提出问题或判断正误等多种形式将学生迅速准确地导入第三步 Read the text。在阅读课文时,要严格按照教材要求的阅读速

■

度和任务进行速读或略读。紧接着就是第四步 Check your understanding,这是最主要的一步。理解题的设计目的主要是检测信息获取是否准确无误,对文章整体中心思想到个体详细情节的理解。对那些有难度的词及表达法有目的地进行检查。并通过这些习题,以求得对新知识的学习和掌握。如有不理解的可参阅第五步 New words and expressions,以此帮助学生解决文章及练习题中的生词和习语问题。第六步 Word study,主要是以文章中提炼出的句子结构为主线,注意从中英文差异较大的词汇及句子结构中进行练习,以形成英语的语言习惯。第七步 Grammar Points,用以帮助学生巩固所学语法知识,掌握英语语言规律。最后第八步 Writing task,是根据阅读文章的类型,练习书面表达能力,一般都是控制性的书面表达练习,题目与学生的现实生活紧密相连。这样就把阅读与写作有机地联系起来了。通过阅读和写作提高运用语言的交际能力。

在阅读训练中,本书更强调对信息的获取,即读懂文章所写的内容,并不单单注意语言表达的形式。每课的阅读理解练习就是为此而设计的,从略读到详读,从检测学生对文章大意的理解到具体细节的提炼,由宏观到微观,由浅入深,由易到难,由简到繁都体现了书的名字“Climbing Bars”,它既是在爬爬梯,但又是在游艺中向上爬,始终把阅读看成是一种乐趣。这也许就是现在所说的“情绪智力”的开发吧。让我们带着无穷的乐趣,逐渐向上攀登,去迎接无限风光。

“Climbing Bars”是《英语奥林匹克(初级)》丛书的阅读篇,若与此丛书中的其它篇配合使用,定会取得更好的效果。

编者

1996年9月

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Unit 1 To Mum

Warming-up Activities:

1. What does your mother look like?
2. How old is she?
3. Does she work outside the home? What does she do?
4. Which of the following words describe her?

beautiful	hard-working	kind	tall
friendly	helpful	nervous	thin
healthy	interesting	quiet	young
funny	famous	serious	terrible
5. What other words would you use to describe your mother?

Before you read

You are going to read nine short passages from a book called TO MUM. In this book children between the ages of ten and sixteen talk about their mothers. Put a tick(√)next to the sentence(s) which you think are true. (请阅读下面九篇写给妈妈的短信。然后在下面句子中,在你认为正确的句子后面打“√”。)

1. They are going to say nice things about their mothers.
2. They are going to say funny things about their mothers.
3. They are going to talk about the strange things mothers say and do.

Read the text

Read the passages. Put a tick(√)next to those you think are funny. (请在你认为有趣的信右下角的方框里打“√”。)

My mum she works so very hard,
She must be near to tears,
Cos' gimie, gimie! More, More!
Are the only words she hears.

She only wants the magic word,
Oh by the way it's PLEASE
She acts just like a servant,
But never asks for fees.

Susan Harris
(Age 10)



Mothers do not die
because they live in
the hearts of their
children.

Berna Tahmiscoğlu
(Age 16)



The way my mum
worries at exam
time anyone would
think she was taking
them not me.

Robert Booth
(Age 13)



My mum is going
to have a baby
and she told me
that she can't
smack me till
after April.

Simon
(Age 10)



My mum says 'Yes
dear' when she does
not know what
I'm talking about.

Tanya
(Age 10)



When I ask Mum
how old she is she
always says
twenty-one. As I
have a sister who
is twenty-two even
dumb old me knows
this cannot be right.

Billy Mayhook
(Age 13)



Mums are the sort
of people who, before
a film starts in the
evening, send you to
bed saying how awful
it will be and then
wake you up saying
what a fantastic
film it was.

Nicholas (Age 11)



I have a super
mother who makes
cakes, puts them
in the pantry and
doesn't notice when
I eat them.

Mark Wickham-
Jones
(Age 13)



My mum says
I'm nicest when
I'm asleep
because I can
not say anything
wrong.

Richard
(Age 12)



Check your understanding

1. Find the words in the texts which have the same meanings as the words in Column A. Write these words in the blanks. (请从课文中找出与 A 栏词义相同的词, 把它们填写在 B 栏相应的横线上。)

COLUMN A

- 1) not clever (Billy)
- 2) hit (Simon)
- 3) very bad (Nicholas)
- 4) very good (Nichlas)
- 5) very good (Mark)
- 6) see (Mark)

COLUMN B

2. Read what Billy, Robert and Nicholas said again. The sentences below say the same thing but use different words. Fill in the blanks with the correct words. (请再读一遍 Billy, Robert 和 Nicholas 的信。看这些用不同的词表达相同意思的句子。请你在横线上面填上正确的词。)

1) "Mum, _____ are you?" I often ask my mother.

"_____ "she says. This _____ correct because my sister is _____.

2) When I take my _____, my mother _____ a lot. This is very strange because she is not _____. I am taking them.

3) Even if there is a film on TV in the evening, you still must go to _____. Mothers don't want you to feel bad so they say, "The film will be _____." But when they wake you up in the morning, they say, "The film was _____."

3. Imagine that the children's mothers have written about their children. Match the mothers' words with the names of the children. Write down the names of the children in the blanks. Look at number 2 as an example. (Be careful! One mother's words are missing.) (请你想象这些孩子们的母亲也写了关于她们的孩子。请把母亲的话与孩子的名字对号入座。把孩子的名字写在句子后面的横线上。请看第二句例子。注意: 有一个母亲的话不在其中。)

1) "I want my son to be a good student."

2) "My son is lucky. I can't smack (打) him these days."

3) "I never tell people my real age."

4) "My daughter thinks that I don't hear what she says."

5) "My son always says the wrong thing at the wrong time."

6) "I would like somebody to help me in the house."

_____ Simon

- 7) "My son always wants to watch films that are on late at night." _____
- 8) "My son loves my food." _____

New words and expressions

funny ['fʌni] a. 滑稽的, 可笑的	的
famous ['feiməs] a. 出名的, 著名的	magic ['mædʒik] a. 神奇的
serious ['siəriəs] a. 严重的, 严肃的	servant ['sə:vənt] n. 佣人, 侍者
nervous ['nə:vəs] a. 紧张不安的	pantry ['pæntri] n. 平底或浅底锅
terrible ['teribl] a. 糟透了的, 坏透了的	smack [smæk] v. 打, 揍
fantastic [fæn'tæstik] a. 好极了的, 棒极了	awful ['ɔ:fl] a. 糟的

Word Study

My mother makes cakes. My mother sometimes does strange things.

1. Look at the words below. Write in the columns under the correct verb. Look at the examples. (请看下列这些词。将它们填写在习惯搭配的正确动词栏里。参阅例句。)

homework	some shopping	some washing
exercises	a mistake	sport
a good job	(someone) a favour	faces
a promise	money	housework
dinner	a paper plane	some cooking

MAKE	DO
<i>a mistake</i>	<i>a good job</i>

2. Use your own ideas to fill in the blanks with the words from Exercise 1. If you wish, you can use the same words twice. (请从练习 1 中找出词, 用自己的想法填空, 有些词可以重复用。)

- | | |
|-------------------------|-------------------------|
| 1) I hate doing _____. | 2) I love doing _____. |
| 3) Will you do _____? | 4) I never do _____. |
| 5) I hate making _____. | 6) I love making _____. |
| 7) Will you make _____? | 8) I never make _____. |

Grammar points

When I ask how old she is she always says **twenty-one**.

Look at the different word order in the sentence above and in this question:
How old is she? (请看问句在宾语从句中的不同词序。)

In the question the verb comes before she. In the sentence the verb comes after she. (在问句中动词在 she 前。在宾语从句中动词在 she 后。)

1. Put these words in the correct order. (按照正确的词序联句。)

1) where/lives/do/she/you/know _____?

2) was/asked/late/her/I/why/she _____.

3) happened/I/how/don't/it/know _____.

4) costs/she/it/much/know/how/does _____?

2. Put a tick (✓) next to the sentences which are correct. Put a cross (×) next to the sentences which are wrong and correct them. Look at questions 1 and 2 as examples.

1) Please tell me where he lives.

☒

2) Do you want to know what ~~did I buy~~? I bought

☒

3) Ask her how much this does cost.

☐

4) Do you know what time is it?

☐

5) He doesn't know where she went.

☐

6) I'd like to know why is Barbara unhappy.

☐

7) Can you tell me where I can get some water?

☐

Writing task

Imagine that the authors of To Mum have asked you to write about your mother or another relative. You can say what she (or he) looks like and what she (or he) is like as a person. Begin like this:

My _____ is a very special person. She (or He)...

Unit 2 We Are Family

Warming-up Activities

1. How many people are there in your family?
2. Who are they?
3. Fill in the chart with as much correct information about your family as possible.

	MY MOTHER	MY FATHER	MY GRANDMOTHER	MY GRANDFATHER
1) Where was he or she born?				
2) When was he or she born?				
3) At what age did he or she start working?				
4) At what age did he or she get married?				

Before you read

You are going to read an interview with a grandmother, her daughter and her sixteen-year-old granddaughter. The interviewer asked the sixteen-year-old, "What are your ambitions(志向)for the future?" Below is part of her answer. Write what you think she said in the blanks. (在三个人接受采访中,十六岁的孙女在谈话中可能说些什么? 请你把她可能说的话填在空格中。)

"I'd like to _____ for the next ten years. After that I'd like to _____. I don't want to get married until I'm _____ or _____ because I want to _____."

Read the text

Read the interview. Do the women's answers surprise you? ☐ Yes ☐ No (请读采访记录, 她们的回答会令你吃惊吗?)

WE ARE FAMILY

The teenager: Joan Black

What are you going to do in the future?

I'd like to have a career for the next 10 years. I'd like to work abroad, although I'm not sure in which job — I just want to go there, because I want to study there first. After I've had a career, I'd like to get married. I don't want to get married until I'm 29 or 30, because I want to meet a lot of men and make sure I marry the right one.



Joan Black

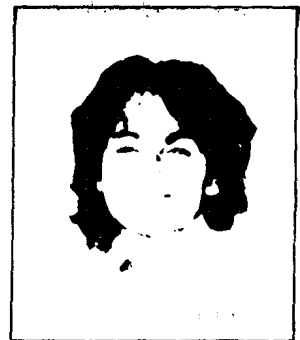
The mum: Helen Black

What were your ambitions when you were 16?

When I was a nurse, I wanted to be a very good nurse. After that I wanted to travel around the world. I never really planned very far in the future, but I didn't want a career, as girls do today. I wanted to get married and have children.

Would you like to be a teenager now?

Yes, I would, because more money and a lot more freedom than I did. I'd like to be a teenager now — days, but knowing all the things I know now.



Helen Black

The granny: Mary Johnson

At 16, what did you think you would do in the future?

The most important thing was to get married as quickly as possible. Women worked until they got married. Then they stopped their jobs to look after their husbands and to have children.

Do you think a teenager has a harder life now than when you were young?

Yes, I do. I don't think teenagers are very happy,



Mary Johnson

even though they have more money and life is easier for them. I'm glad I was a teenager then and not now.

Check your understanding

1. Put a tick (✓) in each box if the statement is true. Put a cross (×) if it is not true. Put a question mark(?) if the text doesn't say. (文中提到谁的情况,就在相应的人下面划“✓”,与事实不符划“×”,没提到划“?”。)

	Teenager	Mum	Granny
1) She wants to work outside the home/ She worked outside the home.			
2) She wants/wanted a career.			
3) Marriage and children are/were important.			
4) She thinks teenagers today are happier than teenagers were many years ago.			
5) She likes being a teenager nowadays/ She would like to be a teenager now.			

2. Put a tick (✓) if the text tells you the answer to the question and then write down the answer in the blank. Put a cross (×) if the text doesn't tell you the answer to the question. (按照文章内容回答下列问题。如果文中有答案先打“✓”然后再回答。没有答案打“×”,作出否定回答。)

1) Is Joan working now?

2) What work did Helen do?

3) What work did Mary do?

4) At what age did Helen get married?

5) At what age did Mary get married?

6) At what age does Joan want to get married?

New words and expressions

ambition [əm'biʃən] *n.* 志向,雄心

career [kə'riə] *n.* 职业

get married 结婚

teenager ['ti:neɪdʒə] *n.* 十几岁的青少年

go abroad 出国

freedom ['fri:dəm] *n.* 自由(自在)

nowadays ['naʊədeɪz] *adv.* 目前

interview ['intəvjʊ:] *n.* 会面 *v.* 交谈,采访

interviewer ['intəvjʊə] *n.* 面试或采访中提问的人

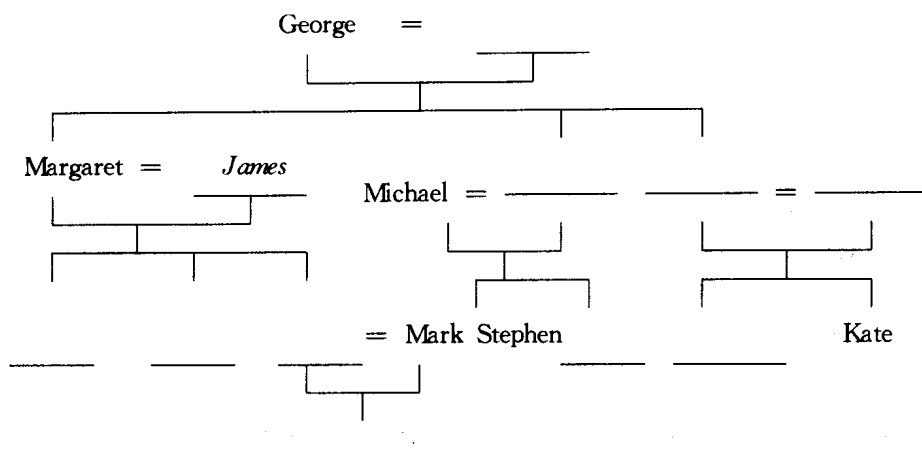
Word study

1. Below is a list of family relations. Put a tick (✓) next to the words which you know. Use your dictionary to find the meaning of any words which you do not know. (下面是家庭关系称谓表, 在你知道的词后打“✓”。凡是不知道的, 请查字典。)

grandparents	<input type="checkbox"/>	grandmother	<input type="checkbox"/>	grandfather	<input type="checkbox"/>
grandchildren	<input type="checkbox"/>	granddaughter	<input type="checkbox"/>	grandson	<input type="checkbox"/>
great grandparents	<input type="checkbox"/>	great grandmother	<input type="checkbox"/>	great grandfather	<input type="checkbox"/>
great grandchildren	<input type="checkbox"/>	great granddaughter	<input type="checkbox"/>	great grandson	<input type="checkbox"/>
father-in-law	<input type="checkbox"/>	son-in-law	<input type="checkbox"/>	brother-in-law	<input type="checkbox"/>
mother-in-law	<input type="checkbox"/>	daughter-in-law	<input type="checkbox"/>	sister-in-law	<input type="checkbox"/>
aunt	<input type="checkbox"/>	niece	<input type="checkbox"/>	cousin	<input type="checkbox"/>
uncle	<input type="checkbox"/>	nephew	<input type="checkbox"/>		

2. Read the sentences below and write each name in the correct blanks in the family tree. Look at number 1 as an example. (Note: “=” means married to) (阅读下列句子。把每一个人的名字填到下面的“家庭关系表中, 其中一个已经填好。“=”等号表示与...结婚。)

- 1) James is Mark's father-in-law.
- 2) Mary is Michael's mother-in-law.
- 3) John is James's brother-in-law.
- 4) Ann is George's daughter-in-law.
- 5) Jenny is George and Mary's great granddaughter.
- 6) Edward is Jenny's uncle.
- 7) Charles is John and James's nephew.
- 8) Liz is Mark's wife.
- 9) Diana is Ann and John's niece.
- 10) Barbara is Charles's cousin.
- 11) Susan is Diana's aunt.



Grammar points

I never really **planned**... I **wanted** to travel.
Then they **stopped** their jobs.

We say [d] for some -ed endings, for example planned. We say [t] for other -ed endings, for example stopped. And we say [id] for other -ed endings, for example wanted. (凡以-ed 结尾的词有时发成[d], 有时发成[t], 还有时发成[id], 如 planned[d], stopped[t], wanted [id].)

1. Say the words below to yourself and then write them in the correct columns below. Look at the examples. (请你默念下列词, 并将它们填入正确的发音下面。)

cleaned fixed lived preferred started walked
cooked helped needed rained stopped wanted
decided lifted planned remembered visited watched

[d]	[t]	[id]
planned	stopped	wanted

Writing task

If you are sixteen or younger, write a paragraph about your ambitions for the future. (如果你不到 16 岁, 写出你今后的志向。)

You can include;