

Graded English  
Reading

# 英语阶梯阅读

第二级

(A)

(初三下至高中一年级适用)



林之火

马酒吧

王

● 花园宝藏

● 乡村一日

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上海译文出版社

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魏孟勋 选编

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## 编写说明

这套《英语阶梯阅读》是供中学生泛读用的，分三个等级，循序渐进。编写的出发点有二：一是激发学生的阅读兴趣，不论选材内容、注释方法和练习题编配，都首先考虑提高学生的兴趣，使他们在精读校内的课本之外，愿意逐步扩大阅读量，在日益增加的泛读中提高英语水平；二是希望中学生的阅读习惯有所改变，阅读技能有所提高，使他们除了已学到的精读方法之外，再能养成良好的泛读习惯，获得有效的泛读技能，从而提高阅读速度，提高直接阅读理解的能力，增强语感，扩大信息量。

具体的编写原则如下：

**一、选材：**从英美较新的原版书刊中，选择适合我国中学生心理发展水平、兴趣和求知欲的材料。故事类和百科知识类约各占半数。内容要求既不是中学生已熟知的比较陈旧的材料，又不是他们完全生疏的比较冷僻的东西。每篇长度掌握在100—600个单词之间。程度略低于同级课本，生词量基本控制在每篇总词汇量的1—1.5%左右。语法难度不超过同级教材。

**二、注释：**对已学过的相应教材中未出现过的生词，而又属阅读材料中的关键词作了注释。注释中，最低一级（初中二年级下学期至初中三年级）的释义用中文，其余各级都用浅易的英文和中文双解，以逐步培养学生以英文思考的能力。

同时，为了培养学生的阅读习惯和能力，对专有名词(人名、地名等)和某些不影响上下文理解的生词，一般不注或少注。所有注释都不搞语法分析。

**三、练习题：**练习题的编配对指导学生阅读具有直接的作用。为评分的客观和方便，本书练习题型为选择题(Multiple-choice exercise)，着重测试理解程度。主要检查三个方面的内容：1. 文章的主题；2. 基本内容；3. 根据上下文判断生词、词组或句子的意义。

**四、测定手段：**为了提高中学生的阅读速度，我们在每篇读物后提供了一个测定读速(Reading speed)的公式，以便学生自己计算、记录每分钟阅读了多少个单词。同时，为了避免单纯追求速度，我们又在练习题之后提供一个公式，让学生将每分钟的读速数乘以练习得分的百分数，得出每分钟阅读的有效字数(Reading efficiency)。这样的测定手段，将有助于学生了解自己的阅读水平和随时调整读速。

参加这套读物设计、研究和选编工作的，有上海市不同类型院校的一些教师，包括周令仪、陈锡麟、魏孟勋、何林松等同志。其中，上海师范大学教育科研所张伟俊同志，特别从外语教学理论的角度，对以上工作提供了宝贵的意见。由于我们还在探索过程中，选材来源等方面也有客观上的局限性，我们的愿望与成果之间尚有相当距离，谨请读者和同行帮助指正，以不断完善。

## 使用须知

一、这套《英语阶梯阅读》分三级。第一级供初二下、初三学生使用，第二级供初三下、高一学生使用，第三级供高二、三年级学生使用。

二、翻开每篇读物，先快速浏览一下书页上首的三件东西：一是标题，二是引导题(Find Out)，三是插图。这样可以对本篇的内容有一个最初的印象。

三、接着就可以着手阅读正文，这时要看一下钟表，记下阅读开始的时间，然后集中精力进入阅读过程。在阅读进行中，最好不要停顿和复读，要一气从头看到底。注释可以在做完练习后，再次复读时，再去参看。阅读时，要控制自己不要动嘴巴读出声来，不要用手指点着词句阅读，也不要去心译，更不要去作语法分析，逐渐养成良好的泛读习惯和技能。

四、读完之后，再看一下钟表，得出一共用了多少分钟时间，填入下面的公式进行计算，例如：

$$\frac{210 \text{ words}}{3 \text{ minutes}} = 70 \text{ wpm (words per minute)}$$

即阅读速度为每分钟70个单词。

五、练习是五道选择题，每一道为20分(个别篇章为十道，每道10分)。做完练习后，可以同书后的答案 (Key to the Exercises) 核对，给自己打上理解得分 (Comprehension

score)。满分为100分，得80即可。得分低于80，可考虑放慢读速，得满分者则应加快读速。

六、将你的阅读速度乘以理解得分(以百分数表示)，即  $\text{speed} \times \text{score}$ ，就可以得出阅读有效字数 (Reading efficiency)。例如：你的阅读速度为70wpm，做5道题对了4道，得分80，把  $70 \times 80\%$ ，得56，即你每分钟阅读有效字数为56个。如果你把自己从第一篇到最后一篇读物的阅读速度、理解得分和阅读有效字数都记下来，或画成曲线，就可以看到自己在阅读上的变化和进展情况。

## CONTENTS

|   |    |
|---|----|
| 1. A Clever Monkey .....                    | 1  |
| 2. Five Minutes of Football .....           | 4  |
| 3. Oil and Water .....                      | 7  |
| 4. The Policeman and the Thief .....        | 11 |
| 5. Molly's Dream .....                      | 16 |
| 6. Man's Best Friend .....                  | 20 |
| 7. A Fish Dish .....                        | 24 |
| 8. The Writer and the Thief .....           | 28 |
| 9. A Visit to the Dentist .....             | 31 |
| 10. The Man Who Never Put a Foot Wrong..... | 35 |
| 11. Mr Oink Nelson.....                     | 39 |
| 12. Blind, the Old Man or the Dog?.....     | 43 |
| 13. A Day in the Country .....              | 47 |
| 14. Treasure in the Garden .....            | 50 |
| 15. I Shot the Target .....                 | 54 |
| 16. It Isn't 1,900 Now .....                | 58 |
| 17. Out of the Forest.....                  | 62 |
| 18. Too Fat to Run .....                    | 67 |
| 19. There Are a Lot of You .....            | 72 |
| 20. The Black Horse .....                   | 77 |
| 21. Trip at Sea .....                       | 81 |

|   |     |
|---|-----|
| 22. The Hole Isn't Empty .....                                    | 85  |
| 23. It Broke in the Post .....                                    | 89  |
| 24. I Want Slices from the Middle.....                            | 93  |
| 25. At the Dress Shop .....                                       | 98  |
| 26. Street Fights .....   | 102 |
| 27. A Forest Fire .....   | 107 |
| 28. The Great Fire of London.....                                 | 111 |
| 29. What Does Man Do with His Big Brain? .....                    | 115 |
| 30. The Saving Sneeze.....  | 119 |
| 31. Tokyo .....   | 125 |
| 32. A Girl with Red Hair .....                                    | 131 |
| 33. A Woman with a Pistol on Rome-London<br>Plane .....           | 138 |
| 34. A Strange Hobby .....   | 143 |
| 35. Mrs Kent's Umbrella .....                                     | 147 |
| 36. Hot Air Balloons and Wings Made from Chicken<br>Feathers..... | 153 |
| 37. The Longest Race .....  | 157 |
| 38. Chess .....   | 162 |
| 39. Two Half-naked Men in a Balloon... ..                         | 166 |
| 40. Genie at Sea .....  | 171 |
| Key to the Exercises .....  | 176 |

## 1. A Clever Monkey

### Find Out —

What interesting thing did the professor find in his test with a monkey?



A university professor recently made several tests with different animals to find out which was the cleverest. He found out that the monkey was cleverer than other animals.

In one test the professor put a monkey in a room where there were several small boxes. Some boxes were inside other boxes. One small box had some food inside of it. The professor wanted to watch the monkey and to find out how long it would take the monkey to find the food. The professor left the room. He waited a few minutes outside the door. Then he got down on his knees and put his eye to the keyhole<sup>1</sup>. What did he see? To his surprise

he found himself looking into the eye of the monkey.  
The monkey was on the other side of the door and  
looked at the professor through the keyhole.

(144 words)

**Notes:**

1. keyhole ['ki:həʊl] \_\_\_\_\_ n. hole in a lock, door into  
which a key fits 钥匙眼

**Reading speed:**  $\frac{144 \text{ words}}{\text{minutes}} =$  (wpm)

**Multiple-choice exercise:** (20 marks each)

1. The professor wondered
  - A. whether animals were clever.
  - B. how clever a monkey was.
  - C. which animal was the cleverest.
  - D. if the monkey was cleverer than other animals.
2. The professor wanted to watch the monkey
  - A. look for the small boxes.
  - B. look for the food.
  - C. move the boxes.
  - D. eat the food.
3. After the professor left the room, the monkey began to

- A. guard the door.
  - B. look at the keyhole.
  - C. watch the door.
  - D. put one of its eyes to the keyhole.
4. What was the thing that surprised the professor?
- The monkey
- A. found the keyhole.
  - B. was on the other side of the door.
  - C. got down on its knees.
  - D. was watching him through the keyhole.
5. A university professor recently made several tests with different animals. The tests were made
- A. long before
  - B. before long
  - C. not long ago
  - D. just now

**Comprehension score:**

**Reading efficiency (speed  $\times$  score):**

## 2. Five Minutes of Football

### Find Out —

How does the football game go on when there are only five minutes left?



'This is really a very fast game, the fastest I have seen this year. Both sides are fighting for the ball all the time. The crowd<sup>1</sup> is loving every minute of it. They're shouting at the tops of their voices.

'Willis has the ball now. This is only his third game for England, but he's playing so well that it won't be his last, I'm quite sure.

'Willis passes the ball to Cotton. Cotton kicks<sup>2</sup> it over the heads of the Frenchmen, towards the goal<sup>3</sup>. But he's too far away. Dupont picks it up easily, and throws it to Patou, out on the left.

'France and England still have one goal each, and there are only two minutes left of the game.

But in that time, anything can happen. Patou kicks the ball across to Crozat. It's a beautiful kick, but Stevens jumps and just stops the ball with the side of his head. But Meunier is there, he passes to Crozat, and Crozat, without waiting a second, puts the ball into the back of the goal. It surprises everybody. I've never seen a goal like it.

'And the game is over. France has won the cup.'

(198 words)

### Notes:

1. crowd [kraʊd] — *n.* a large number of people  
人群
2. kick [kɪk] — *v.* hit with the foot 踢
3. goal [ɡəʊl] — *n.* 球门, 进球得分

**Reading speed:**  $\frac{198 \text{ words}}{\text{minutes}} =$  (wpm)

### Multiple-choice exercise: (20 marks each)

1. When there are five minutes left,
  - A. a Frenchman has got the ball.
  - B. an Englishman has got the ball.
  - C. the ball is high up in the air.

- D. the Frenchmen are passing the ball.
2. Cotton can't kick the ball into the goal because
- A. he is too far away from the goal.
  - B. the Frenchmen stop the ball with their heads.
  - C. he doesn't kick the ball hard enough.
  - D. he kicks the ball over the goal.
3. In that time, anything can happen. It means that
- A. nothing more will happen to change the game.
  - B. there is time for another goal.
  - C. the game is nearly over.
  - D. anything can happen after the game.
4. Crozat gets a goal
- A. when the game is over.
  - B. as soon as Meunier passes him the ball.
  - C. the second time he has the ball.
  - D. when Patou kicks the ball to him.
5. Both sides are fighting for the ball all the time.  
They are trying to \_\_\_\_\_ it.
- A. get
  - B. stop
  - C. carry
  - D. hold

**Comprehension score:**

**Reading efficiency (speed  $\times$  score):**

### 3. Oil and Water

#### Find Out —

Why will my friend not tell anybody that he has found oil ?



A good friend of mine lives with six hundred wild animals on a Greek<sup>1</sup> island. Ever since he left school (where I first knew him) he has travelled all over the world collecting animals for his very own zoo. He hoped to collect two examples of every kind of animal on his island, like Noah<sup>2</sup> before the Great Flood<sup>3</sup>. (But the flood that my friend was afraid of, was a flood not of water, but of people.) I think you have heard of my friend: he writes books about his travels, and about the wild and wonderful

animals that he collects. The money from the books helps to pay for all the food that these animals eat.

My friend told me that when he was out looking for water last week (there is not enough water on the island, though there is plenty all round it), he found oil. He needs money for his travels, and for his zoo, and a little oil would buy enough water for all his life; but he knows that if he tells anybody else about it, it will be the end of his zoo, and his life's work.

So, if I know my friend, he will not tell anybody (except you and me) about what he found — because oil and water do not mix.

(220 words)

### Notes:

1. Greek [gri:k] — *adj.* 希腊的
2. Noah ['naʊə] — *n.* 诺亚, 基督教《圣经》中所说的洪水后的人类始祖
3. the Great Flood [flʌd] — 基督教《圣经》中, 诺亚时代中的大洪水时期

**Reading speed:**  $\frac{220 \text{ words}}{\text{minutes}} =$  (wpm)