

# Graded English Reading

## 英语阶梯阅读

第三级

(B)

(高中二、三年级适用)

船上六十年

- 钟的传说
- 飞碟
- 一首歌的诞生
- 语言的秘密

.....

上海译文出版社

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张端余 选编

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高中二年级至高中三年级适用

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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均各占半数。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标题、引导题(Find Out)和插图。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, 给自己打上阅读理解得分 (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阅读理解得分 (以百分数表示), 即  $\text{scores} \times \text{speed}$ , 就可以得出阅读有效字数 (Reading efficiency)。例如: 你的阅读速度为每分钟 70 wpm, 做 5 道题对了 4 题, 得 80 分,  $70 \times 80 \% = 56$ , 即你的每分钟阅读的有效字数为 56 个。如果你把自己从第一篇到最后一篇读物的阅读速度、阅读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。

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## 1. How Lenin Studied Foreign Languages

### Find Out —

Do you agree it is not easy to master a foreign language?



Vladimir Lenin knew several foreign languages. He was good at German, French and English. He understood also Polish<sup>1</sup>, Italian, Czech<sup>2</sup> and Swedish<sup>3</sup>. His knowledge of foreign languages helped him greatly to get information about revolutionary movements<sup>4</sup> in different parts of the world.

The way Lenin tried to improve his spoken English is both interesting and instructive. Lenin and his wife Nadezhda Krupskaya went to London in 1902 at the railway station, they were met by a comrade living in London, who had a fine knowl-

edge of English. This comrade came to help them because they could almost do nothing without the ability to understand English. They had thought they knew English. Lenin had learnt English while he was in prison. He and his wife had even translated a whole book from English into Russian, but they had never heard English spoken. When they arrived in London, they found they could not understand even a word, and nobody understood them. Lenin was very anxious about this and started trying to improve his English.

They started going to all kinds of meetings, standing in the front line and carefully watching the speaker's mouth. They went very often to Hyde Park<sup>5</sup>, where speakers spoke to passing people on different subjects. They learned a great deal in this way. Later Lenin found two Englishmen who wanted to learn Russian and they began to teach each other. He got to know the language well.

Lenin also studied London. He loved to climb to the top of a bus and go on long rides about the city. When he saw the rich homes with their shining windows and green grass ground and the dirty streets

near them lived in by the London working people, he would often say, in English: "Two nations!"

(297 words)

### Notes:

1. Polish ['pəʊlɪʃ] — *n.* 波兰语
2. Czech [tʃek] — *n.* 捷克语
3. Swedish ['swɪ:diʃ] — *n.* 瑞典语
4. movement ['mu:vmənt] — *n.* activity 运动; 活动
5. Hyde Park ['haɪd ,pɑ:k] — 海德公园 (英国伦敦一公园, 以常常举行各种政治集会著称)

**Reading speed:**  $\frac{297 \text{ words}}{\text{minutes}} = \quad (\text{wpm})$

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

1. This passage is about \_\_\_\_\_.
  - A. why Lenin wanted to study English
  - B. how Lenin improved his spoken English
  - C. how Lenin began to learn English in London
  - D. what Lenin learned from his living in London
2. The passage tells us \_\_\_\_\_.
  - A. why one should learn English
  - B. Lenin worked very hard and learned English

well

- C. Lenin was very good at learning foreign languages
- D. Lenin's way of improving his spoken English is good
3. Lenin and his wife had thought they knew English because -----.
- A. they could speak English well
- B. they had read a lot of English books before arriving in London
- C. they had translated a whole book from English into Russian
- D. they had written a book in English
4. "Lenin also studied London." means -----.
- A. he studied London language
- B. he loved to climb to the top of a bus and go on long rides about the city
- C. he went to see the rich homes and the dirty streets in London
- D. he made friends with London people
5. According to the passage, which of the following sentences is not correct?
- A. Lenin could hardly speak English when he arrived in London.
- B. Lenin was good at German, English and Polish.
- C. Lenin taught two Englishmen Russian in order

to learn English from them.

D. Lenin's knowledge of foreign languages helped him greatly to get useful news all over the world.

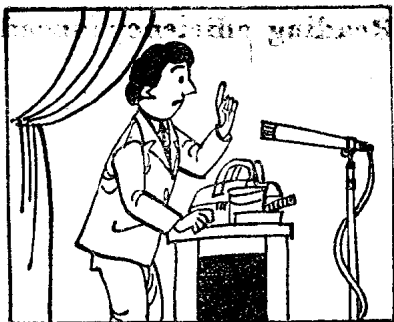
**Comprehension score:**

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

## 2. A Solution<sup>1</sup> for Two Problems

### Find Out —

Have you ever found a way which can solve two problems at the same time?



At the end of a busy week, I was anxious because I didn't have a "how-to"<sup>2</sup> speech for my class. My ride home was leaving immediately after the class, and I hadn't packed<sup>3</sup> yet. Then I thought of a solution for both problems.

Rushing back to my room, I threw everything I needed into my traveling bag and ran to class hurriedly. When I was asked to speak, I carried my bag to the front of the room and put it on the table. All the disorderly things in the bag went out suddenly. "This is not the way to pack a bag," I said. I then explained the right way to pack

clothing and books, showing clearly as I went along. By the time my speech was finished, my travelling bag was packed.

I received an A for my speech and didn't miss my ride home.

(147 words)

**Notes:**

1. solution [sə'lu:ʃən] — *n.* a way of finding an answer to a problem 解决(办法); 解答
2. how-to — *adj.* 解释如何做法的
3. pack [pæk] — *v.* to put things into cases for travelling or storing 把...打包; 打行李

**Reading speed:**  $\frac{147 \text{ words}}{\text{minutes}} = \text{ (wpm)}$

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

1. The writer of the passage is very clever, for he \_\_\_\_\_.  
A. received an A for his speech  
B. found out a solution for two problems  
C. didn't miss his ride home  
D. was able to pack his travelling bag well.
2. From the fact that the writer got an A for his speech on how to pack a bag, we may know that \_\_\_\_\_.  
A. the writer is good at packing things



- B. the writer is much cleverer than his classmates  
C. the teacher enjoyed his speech very much  
D. his classmates liked to learn how to pack things
3. The writer went home just after \_\_\_\_\_.  
A. his speech  
B. the bag being packed  
C. the class in which he made a speech  
D. receiving an A for his speech
4. The writer did not miss his ride home, for \_\_\_\_\_.  
A. he packed his bag quickly  
B. he packed his bag while he was making the speech  
C. he threw everything he needed into his bag and went to the class hurriedly  
D. his ride home was leaving immediately after the class
5. "I then explained the right way to pack clothing and books, showing clearly as I went along." Here "went along" means \_\_\_\_\_.  
A. walking along  
B. kept along  
C. went on speaking  
D. was about to speak

**Comprehension score:**

**Reading efficiency (speed × score):**