

外研社·朗文

中学英语辅助系列



English Support Series

Chris Jacques (英), 王薇 合作编著

Junior
Two
初二

阅读

Reading Skills



外语教学与研究出版社



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English Support Series

Reading Skills Junior 2 阅读(初二)

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编者语

“中学英语辅助系列”(English Support Series)丛书由外研社与全球最大的跨国教育出版集团培生教育出版集团(Pearson Education)合作出版,聘请现行中学英语教材 *Senior English for China* 的主编 Chris Jacques 和北京外国语大学英语教师王薇为丛书主编;同时特邀现行中学英语教材 *Junior English for China* 的主编 Neville Grant 为丛书顾问;此外还吸收了富有实践经验的数十位中学英语教员参加审阅工作。

本系列丛书与中学英语教学同步,分初一到高三共6级,每级4种:《听说》(*Listening and Speaking*)、《语法》(*Grammar in Context*)、《阅读》(*Reading Skills*)、《写作》(*Reading to Writing*),分别针对听、说、读、写4种语言技能和语法,给学生提供练习活动。

我们决定出版本丛书,是有鉴于目前国内中学英语辅助教材的出版较乱较滥,质量参差不齐,往往未如人意。许多老师都迫切需要高素质的辅助材料。为此,我们不惜在人力、物力与财力上的重大投资,决心为中学编写出一套适合国内需要,符合国际水准的高质量辅助教材,以解老师们之难,也为同学们在中学阶段打好英语基础准备一套较好的丛书。

本丛书有以下特点:

1. 语言地道精确:由国外从事教材编写的专业作者和国内有多年中师培训经验的教师联合编写,由外国专家录音。语言、语音均地道精确。
2. 与课堂同步:配合中学英语教学的单元进度,可以用作课堂同步练习。
3. 适度扩展知识:在教材和教育部最新的基础教育阶段英语课程标准的基础上适度扩展词汇,增加文化背景介绍,尤其增加了一些生活中的常用词汇和用语。
4. 配合测验考试:结合国内中考、高考,以及国际多种标准测试要求设计练习,实用性强。
5. 题型活泼多样:在语境中学英语,内容活泼,形式多样,配合插图,趣味性强。
6. 全面训练提高:听、说、读、写4种技能交互培训,从基础开始,全面提高学生的语用能力。

本丛书从开始策划到出版历经两年多时间,其间两家出版社进行了广泛细致的教学情况调查。外方主编和顾问几次专程来华,与中方主编共商编写计划和纲要,认真研究了教学大纲和教育部最新的基础教育阶段英语课程标准及各种考试要求,到不同层次的课堂听课,与老师和学生直接交流,广泛征求意见,了解最新的教学要求和考试的最新动向,以及老师和同学们的真正需要,使这套丛书既立

足于现实的需要，又超出一般的水平，成为教师的好帮手，学生的好朋友。在丛书的策划、编写过程中，我们得到了北京市一〇一中学、十一中学、八一中学、理工大学附中、交通大学附中、石油大学附中、科技大学附中、十九中、首都师范大学附属育新学校、知春里中学、六十七中等学校和海淀教师进修学校的大力支持和帮助，在此，特向这些学校的师生们表示衷心的感谢。其中要特别感谢的是以下为我们认真审阅书稿的咨询教师们：

初中部分：朱振洪（北方交通大学附中） 回颖（北京市知春里中学）
蒋静芳（北京市十九中学） 刘白玫（北京市六十七中）
王小悦（石油大学附中） 宋燕（北京市十一中学）
燕素霞（北京市十一中学） 朱红（北京市十一中学）
陈牧星（北京市一七一中学）

高中部分：石晓岚（北京市一〇一中学） 段亚非（北京市十一中学）
刘雪清（北方交通大学附中） 尤丽丽（北京科技大学附中）
段春英（北方交通大学附中） 邢淑琴（首都师范大学附属育新学校）

最后，欢迎广大师生在使用丛书的过程中向我们提出宝贵意见，以便我们及时改进。

Introduction to the Teacher

This book has been designed to help you develop your students' reading skills. It follows the new revised syllabus of English and covers the general objectives which have been detailed by the Ministry of Education. The book also parallels the contents of *Junior English for China* unit by unit. Like the coursebook, this book progresses in difficulty at a very gentle pace. It does not introduce new structures before these are introduced in the coursebook.

New words

Mainly, this book follows the word list of the coursebook. Some important new words are introduced a few units earlier than they appear in the coursebook. In these cases, they are marked as new words in the text with a translation and in the list of new words at the back. Throughout the English Support Series *Reading Skills* the wordlist is expanded in line with the new requirements of the Ministry of Education. The purpose of this expansion is to allow the introduction of very common words and phrases that did not appear in *Junior English for China*.

It is important to encourage students to guess the meaning of new words. This book introduces many "new" words that can be guessed from the base form, which the students already know, e.g. football → footballer. Other words can often be guessed from the context or from the pictures.

Text types

This book includes different kinds of text type, e.g. dialogue, story, rhyme, word puzzle, game, description, riddle, instructions, directions. The purpose is not only to introduce variety to this reading book but also to show students the different ways language is used in texts.

Teachers may notice that contractions (e.g. aren't) are regularly used in most texts, not only in dialogues. There is an increasing tendency in current English to use more informal forms in written English. In later books in this series, different degrees of formality will be introduced.

Reading tasks

Most texts include one or more simple reading tasks. The intention of this approach is to give

students a purpose for reading and provide motivation.

Before reading the text, students should be encouraged to read the title, introduction and to look at the pictures, as these often provide useful background information.

The first reading of a dialogue or story should be a fast one so that students get the general idea. Discourage students from looking up words during this first reading. They should be able to answer the general comprehension question(s) without understanding every single word.

There are also simple comprehension exercises that can be done during the second reading, e.g. "True or False", numbering events in the correct order, matching pictures to parts of the text, answering questions with short answers (to reduce any writing to a minimum).

There is an Answer Key at the back of this book.

Exam Practice

Each of the Revision Units contains one or more multiple choice exercises that help prepare students for the exam at the end of Junior 3. *Reading Skills Junior 3* in this series provides more practice of this type of exercise.

Using the book in the classroom

This reading book is suitable for use in the classroom. Teachers should make their choice of text according to the interests of the students, the difficulty of the texts and the type of tasks that accompany them.

Here is one way of using a text in the classroom.

- 1 The teacher introduces the topic of the text, asks questions about the pictures and introduces any key items of vocabulary. It is not necessary at this stage to teach all the new vocabulary items. In fact, it is better not to do this.
 - 2 The students do the first reading task to get a general idea and the teacher checks the answer(s) to the gist questions with the class.
 - 3 The students read the text again, and do the comprehension exercises individually. Then they check their answers in pairs. Then the teacher checks the answers with the class.
- Where there is a task "Answer the questions with short answers", this may be done orally by students in pairs.

What about you?

At the end of some of the texts, there is a section “What about you?” with some personal questions for students to think about and answer. For example, they may be asked to list their preferences for a holiday or for different foods.

This stage can be done in the classroom and also by students doing self-study. Do include this stage in your classroom work; it helps students to feel involved in the topic that they have been reading about. Also encourage students to do this section if they are studying a text for homework. You can collect some personal responses at the beginning of the next lesson.

Tapes

Encourage the students to buy the cassette that accompanies this book, or at least to share a cassette with a classmate. There are several advantages in using the tape with this reading book.

- * It exposes students to a variety of accents and voices.
- * It trains students in listening to the sound of spoken English.
- * It adds life and entertainment to the stories, dialogues and rhymes.
- * When students listen and read simultaneously, it sets a pace for the students to follow and encourages faster reading in “sense-chunks”, rather than word-by-word processing.

前言 (1)

写给老师

本书旨在帮助各位老师提高学生的阅读技能。它依据九年义务教育三年制初级中学英语第二册教学大纲编写而成。与课本一样，本书在难度上严格遵循循序渐进的原则，对语言点的介绍一般不会早于课本的进度。

新词

本书的词汇量基本上不超出课本。有些重要的新词可能会出现在比课本早一些的单元里，在这种情况下，我们在行文中给出新词的中文翻译，并把它列入书后的生词表。在“中学英语辅助系列”的阅读丛书中，生词的数量已按教育部最新要求加以扩展，以求引进一些极其常用，但在初中英语课本中没有出现过的词。

提高学生阅读能力的重点之一在于鼓励学生通过阅读猜测新词的含义。在本书介绍的“新”词中，有一部分可以从它们的词根猜出含义，而这些词根正是一些学过的词，例如 football 足球 --> footballer 足球运动员。另外一些新词的含义则可以根据上下文或插图猜测出来。

文章类型

本书包括多种不同的文章类型，如对话、故事、歌谣、字谜、游戏、描述、谜语、说明文等。这样做不仅可以使本书内容丰富多彩，而且可以向学生们介绍语言在不同文体中的用法。

老师们也许会注意到我们不仅在对话中，而且在大部分文章中经常使用缩写形式（如 aren't）。这是因为当代英语中人们越来越多地在书面语中使用一些较为不正式的形式。在本系列丛书里，我们将逐步介绍从非正式到正式的不同文体形式。

阅读练习

大部分文章都带有一到两个简单的阅读练习。这种设计的目的是给学生们提出阅读目标，提供阅读动力。

在阅读正文以前，应该鼓励学生先看文章的题目、引言以及插图，这里常有一些很有用的背景信息。

阅读时，应该要求学生先速读一遍对话或故事，以了解大意。不提倡学生在读第一遍时就查找生词。第一遍阅读之后，学生并不一定对每一个单词都理解，但应该可以回答出一些笼统的问题。

读第二遍时，学生们应该可以做一些简单的理解练习，如判断对错、排序、把文章的各个看图配文、简要回答问题（以便尽量少写多读）。

书后附有练习的参考答案。

测试题型练习

每个复习单元中都有多项选择练习。这些练习可以为初中三年级的升学考试做准备。本丛书中的《阅读》（初三）一书里，这种测试练习更多。

课堂用法

本书很适于在课堂上使用。老师应根据学生的兴趣、文章的难易程度及其搭配的练习类型，来选用适当的文章。

下面介绍在课堂上使用本书的一种方法；

- 1 教师介绍所选文章的主题，就插图提问，并讲解一些关键词汇。在此阶段，我们建议最好不要解释词汇表中的所有新词。事实上，不解释所有的新词对学习更有益。
- 2 要求学生做第一遍速读，了解文章大意；然后核对并讲解要点问题的答案。
- 3 要求学生做第二遍阅读，独立完成理解练习，然后互相核对答案。最后再由老师向全班讲解答案。

对于要求“简要回答问题”的练习，可以让学生两人一组口头完成。

说说你自己的情况

在许多文章的后面都有一个练习：“你自己呢？”这个练习要求学生思考并回答一些关于个人的问题，例如，列出他们喜欢的节日或食物。这个练习可以在课堂上完成，也可以由学生课下自己做。

在课堂教学中一定要包括这一步骤；它有助于学生对所阅读的话题更感兴趣，如果学生课下做阅读，一定要鼓励他们做这一关于个人的练习。教师可以在下一节课开始的时候要求学生回答这些问题。

录音带

鼓励学生购买与本书配套的录音带，或者至少两个同学共用一盒音带。听配套录音对学生有几个好处：

- * 学生能听到不同的口音和嗓音。
- * 训练学生理解英语口语的能力。
- * 学生边听边读时，跟着录音里的朗读节奏，有利于培养学生理解“意群”，加快阅读速度，避免总是逐字阅读、逐字理解。

Introduction to the Student

This book is full of texts and tasks to help you develop your reading skills. You can use this book while you are studying *Junior English for China Book 2*.

How can you improve your reading skills? The answer is – practice, practice and more practice. However, practice need not be boring. We've written lots of varied and interesting texts specially for this book. There are word puzzles, riddles, rhymes, games and stories too. The texts are linked to the unit of the coursebook JEFC2.

The best way to improve your reading skills is to read in English as much as possible. If you are able to buy the tape for this book, buy it! Then you can play the tape again and practise your pronunciation. The tape has lots of different speakers with different voices and different accents. When you read and listen at the same time, it encourages you to read faster. Also, it makes the texts more entertaining.

How should you read in English?

- * Read the story or dialogue fast so that you get the general idea. Don't stop to look up new words.
- * Read it again more slowly a second time.
- * Don't look up new words unless you feel that you have to; very often you can guess the meaning of new words from the context, or from the pictures.
- * Do the comprehension exercises to check that you have understood the details. You might have to read certain parts of the text again carefully; this is good practice. At this stage you can look up any new words that you have not yet understood.
- * There is an Answer Key at the back of the book.

Good luck, enjoy this book and have fun!

前言 (2)

写给同学

本书包含丰富的文章和阅读练习，帮助你提高阅读技能，可以与初中英语第二册同步使用。

怎样提高阅读技能呢？答案是——练习，练习，再练习。但是别以为练习就一定枯燥乏味，这本书里就有许多形式活泼、生动有趣的阅读材料，如字谜、谜语、歌谣、游戏、故事等。本书中文章内容与初中英语课本第二册各单元的内容密切相关。

提高英语阅读技能的最佳途径就是抓住每个读英语的机会。最好能买一套配套录音带，以便通过反复听录音来练习自己的语音，听到各种不同的嗓音和口音，通过边听边读来提高你的阅读速度，同时文章本身听起来也会更加生动有趣。

英语阅读有什么技巧呢？

- * 首先，快速阅读一遍故事或对话，了解大意。不要停下来查找生词。
- * 然后，放慢速度再读一遍。
- * 除非实在读不懂，否则不要查找生词，一般可以通过上下文或插图猜出生词的含义。
- * 通过做阅读理解练习来检查自己是否已经理解了文章细节。这时也许需要再仔细读一遍文章的某些部分，这样对提高阅读能力很有帮助。读这一遍时，可以用字典查找一些自己仍然不理解的生词。
- * 利用书后所附参考答案来检查自己的理解能力。

好了，祝你在学这本书时一切顺利，学得开心！

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Unit 1 Welcome back to school! 欢迎回校!

1 Read this rhyme, listen and write. 先阅读歌谣, 然后听录音并记录。

(Daisy)

I'm learning

I'm acting

I'm playing

I'm going back to school today.

(Frankie)

I'm not listening to

I'm not playing

I have today.

Is that the time? (时间到了吗?) I can't stay long.

We're running down the street,
We're jumping in the air,
It's nine o'clock and time for school,
We're not going anywhere(任何地方).



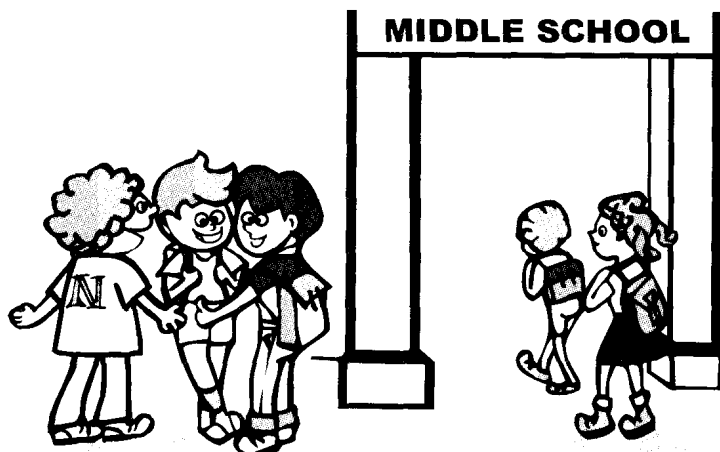
Good morning, Miss!
Can we listen to a song?
Can I clean the blackboard, Miss?
(Miss Black)
Sit down, please, it's time for class.
What's the English word for this?



2 Read the dialogue and listen to the tape. 阅读对话，然后听录音。

Where does Stan /stæn/ come from?

Who buys the drinks after a game?



E=Ed; B=Ben; S=Stan.

E: Hi, Ben. How are you?

B: Ed! Nice to see you. How are things? (你还好吗?)

E: Fine. And you? Nice holiday?

B: Yes, great! And you?

E: Very good! Ben, this is Stan.

B: Hi, Stan. Where are you from?

S: I'm from Toronto (多伦多).

B: Where's that?

S: It's in Canada /'kænədə/. This is my first time in England.

B: Oh, welcome! So do you like it here? (你喜欢这儿吗?)

S: It's OK.

B: What sports do you like?

S: I like football, basketball, swimming. I run a lot. (我经常跑步。) And I play tennis (网球) too.

B: Oh, me too! Let's have a game tomorrow.

S: OK. Are you good? (你网球打得好吗?)

B: Not very. We can play a few games. Let's meet at 3 o'clock at the school gate.

S: OK. The winner (获胜者) can buy the drinks.

B: OK! Bye.

What about you? 说说你自己的情况。

Stan plays football and basketball. He can swim and he runs a lot. What sports do you do? Who buys the drinks after a game with your friends? Stan去踢足球, 打篮球, 游泳, 还常跑步。平时你都做什么运动? 和你的朋友们运动之后, 谁去买水喝?

3 Word search 找单词

Circle the words in this puzzle. There are 26 words. The words go “→” and “↓”. 在字谜中圈出所给的26个单词。横向纵向都要找哟! 可以用彩笔标出来。

The words are:

yellow, four, half, pencil, school, classroom, homework, map, blackboard, desk, ruler, basketball, shopping, pair, short, long, second, time, matter, call, term, lesson, first, welcome, paper, third

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