

# Graded English Reading

## 英语阶梯阅读

第三级

(D)

(高中三年级适用)

- 最佳年龄
- 恐惧的价值
- 假钻石
- 屋顶女郎
- 征婚广告

上海译文出版社

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陈锡麟 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进，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—700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，他们是周令仪、陈锡麟、魏孟勋、何林松、过珊珊、朱震一、赵圣骅等同志。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，以求不断完善。

## 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。阅读时，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。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 70 wpm, 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。

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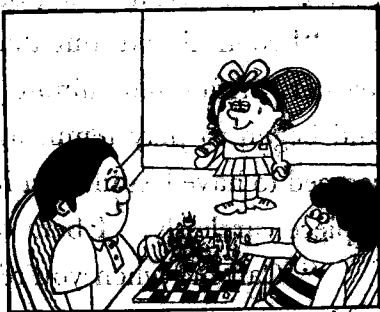


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## 1. A Name to Remember

### Find out —

How did Watson win the silver cup in the chess game?



Watson won his all-important game and became American Chess Master for the year 1985. He was given the silver cup, a rare honour.

"It isn't rightly mine," he said, holding the cup. "It was won two years ago when I was on holiday in..."

He began to tell us the story.

"A family called Prag was staying at my hotel. Mrs Prag had somehow heard that I played chess, and she begged me to give her son a game. 'He's only ten,' she said, 'but I've been told that he plays very well. I hope you can prove it.'"

"Well, as you can imagine, I was not very happy.

A player likes to meet somebody at his own standard<sup>2</sup>. But it was holiday time, and I agreed to play. We set up the board in the garden. The game began. I hoped it would be quick — and so it was.

“I soon found out that David Prag was no learner. After ten minutes his sister came outside and began to play tennis against a wall. The boy seemed to have lost interest in our game. He moved a piece carelessly. I bent over the board.

“‘Call me when you’re ready, Mr Watson,’ he said.

“When I was ready? I looked up. He had gone off to play with his sister. I studied the board — and found myself in difficulty. So it went on with David: a quick move, then tennis, back to the board, then back to his sister. My difficulties became impossible. I was beaten, so easily by a born chess player. The victory was his — in twenty seven minutes.

“David Prag: a name to remember. I had a chance to use his game today, and it won this cup for me. To him, of course, it is only one of a hundred, or perhaps a thousand, winning games.”

(309 words)

## Notes:

1. chess [tʃes] — *n.* 棋
2. standard ['stændəd] — *n.* level 水平

**Reading speed:**  $\frac{309 \text{ words}}{\text{minutes}} = \text{ (wpm)}$

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

1. Watson always remembered David Prag because \_\_\_\_\_.
  - A. he felt hurt
  - B. he was thankful to him
  - C. he was angry at the shame put to him
  - D. the boy was so unusual
2. When Watson was asked to play with the boy, he thought \_\_\_\_\_.
  - A. he could beat the child easily
  - B. he would soon be beaten by the boy
  - C. he could not play as well as the boy
  - D. it would be quick because he was ready to lose
3. At first Watson was not happy because he expected to meet somebody who could play \_\_\_\_\_.
  - A. almost as well as him
  - B. much worse than him
  - C. very little
  - D. according to his own rules
4. The boy seemed to have lost his interest because

- \_\_\_\_\_:
- A. he wanted to play tennis
  - B. he saw his sister
  - C. he found Watson was playing poorly
  - D. he knew he could not succeed easily
5. The boy was a born chess player. He \_\_\_\_\_.
- A. could do nothing but play chess
  - B. started playing chess right after he was born
  - C. could play chess by nature
  - D. learned how to play chess from his parents

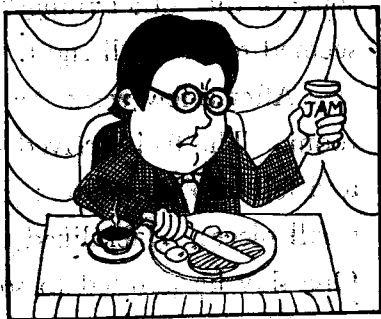
**Comprehension score:**

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

## 2. A Holiday Job

### Find out —

Why does Jack refuse to eat jam<sup>1</sup>?



Jack came home from the university for the long summer holiday.

His mother said the next morning, "What are you going to do with yourself till September? Won't you be tired of the long holiday?"

Jack was having breakfast: bread and butter, thickly covered with jam. Looking at the jam, he had a sudden idea. "Perhaps I should find a job at the jam factory," he said.

He found a job there easily enough. Jam factories need more workers in the summer, because there's a lot of fruit then. It's the best time to make jam, as any housewife will tell you.

Jack's first job was in the washing department. He worked at a machine which washed the dust and dirt and other things off the fruit. When he saw some of the "other things", he was glad the machine seemed to work all right. Well, he hoped it did.

After a few weeks he was moved to the cutting room. The fruit arrived there on a moving belt<sup>2</sup> and fell into the cutter; the machine cut it up into small pieces. Jack liked the sound of the machine. One day he pointed to something on the belt and asked his boss, "What kind of fruit is that?"

The man laughed. "That's all right, Jack. Don't worry. But if you see anything with legs, try to pull it out."

Jack never saw the jam actually being made. His last job was at the labelling<sup>3</sup> machine. The jam looked very nice as it passed the machine in little glass pots. Jack's machine stuck a bright label on each pot. He kept that job till the end of August. Then he left the factory, as he had to go back to school. He was glad to have got some working experience. But he was sorry in one way that he had worked in that factory. Bread and butter is his favorite breakfast now, with no jam, of course.

He has never eaten jam since.

(332 words)

**Notes:**

1. jam [dʒæm] — *n.* fruit boiled and preserved in sugar, used for spreading on bread. 果酱
2. belt [belt] — *n.* long piece of leather or other material 带子
3. label ['leɪbl] — *n.* piece of paper on which is written what it is, where it is produced, etc. 标签  
*v.* to fix a label on 贴标签

**Reading speed:**  $\frac{332 \text{ words}}{\text{minutes}} = \text{ (wpm)}$

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

1. Jack \_\_\_\_\_ right after he got home from the university.  
A. didn't think about working  
B. thought about jam  
C. had an idea of how to spend the holiday  
D. planned to go to the jam factory
2. He went to the factory because \_\_\_\_\_.  
A. his mother wanted him to be there  
B. he knew there was a lot of fruit there  
C. he liked jam very much  
D. it was summer-time



3. Working in the jam factory, he learned \_\_\_\_\_.

A. it was not easy to make jam

B. it was no easy job to make money

C. jam was not so good as he had expected

D. jam was the cleanest food of all

4. In the washing department he saw dust, dirt and other things. Here "other things" probably means \_\_\_\_\_.

A. sugar

B. other food

C. something eatable

D. dirty things like dead flies or dead rats

5. After Jack finished the job he never ate jam any longer because \_\_\_\_\_.

A. other food tasted better

B. he thought jam was too dirty

C. he would like to have a change

D. he knew other food was dirty too

**Comprehension score:**

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