



阅读空间 · 新课标英语分级读物

· 英文注释版 ·

英语课程标准七级之二

7

Jane Eyre

简爱

→ Charlotte Brontë →



中国教育学会外语教学专业委员会推荐

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CENTURY ORIENTAL 世纪东方

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— 第 7 级 —

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出版说明

这是一套针对英语为外语的学生而出版的世界文学名著分级读物。丛书的编写紧密结合新《英语课程标准》的要求,按难易程度分为 8 个级别,适合各阶段学生的阅读需求,帮助学生在语言技能、语言知识、学习策略和文化意识等方面达到新课标的培养目标。

丛书主要有以下特点:

囊括西方经典文学名著,在帮助学生提高语言水平的同时,能通过阅读与自己外语水平相当的简写本一窥文学名著之全貌。

按新课标分级,词汇量从 150 词到 3500 词,满足中小学生的阅读需要。语言难度循序渐进,有助于教师拓展学生的语言知识和文化背景信息,提升学生的英语阅读技能。

第 1 至第 5 级一页一练,练习量大,测试题型丰富多样,非常有利于学生和教师以量化的方式考核和检测阅读能力与水平,是课堂教学的较好补充。

语言浅显、生动、地道,以英文注释的形式出版,既保留了英文的原汁原味,中英文双语注释又为读者在阅读英文时扫除了语言障碍,能够充分调动读者的阅读兴趣,使英语阅读更轻松。

希望本丛书能够增强我国学生的英语阅读能力,提升他们的文学素养。



序

随着国家《英语课程标准》的颁布和实施，中小学英语教学进入了一个新的阶段。新课标对学生课外阅读量和阅读目标都提出了更高的要求。作为课堂阅读的继续和延伸，课外阅读是中学英语阅读教学中的一个重要环节。新课标对课外阅读的新要求需要广大英语教师更好地解决以下三个问题：

- ❶ 如何激发和持久地保持学生的阅读兴趣？
 - ❷ 如何将课外阅读活动与课堂阅读活动有效地结合？
 - ❸ 如何在有限的课堂教学指导下监控和评价学生的课外阅读效果？
- 要解决上述问题，可以从以下几个方面考虑：

阅读选材 阅读材料的题材和难度是影响学生阅读兴趣的主要因素，因此教师在选择和推荐课外阅读材料时，首先应注意阅读材料是否符合学生的认知水平和语言水平，并在两者间找到平衡点。许多材料容易读懂，但对该年龄段的学生可能内容太过浅显，引不起学生的兴趣；也许材料符合学生的心理和认知水平，但语言太难，使学生望而却步。另外，阅读材料还应给学生提供更多的英语国家文化背景知识。许多英语文学名著、寓言故事等在英语国家家喻户晓，人们在言谈、写作时往往予以引用，如同我们引用古诗词和成语一样。如果学生对此毫不了解，就会造成交流和理解上的困难。这套百本之巨的《阅读空间·新课标英语分级读物》（西方文学名著系列）是在《英语课程标准》推广以来出版规模最大的一套中小学生英语阅读丛书，选题的设计者严格按照新课标的各个级别遴选阅读材料，提倡让英语阅读更轻松、更系统、更高效，这样的主导思想和策划方案无疑是正确的。这套丛书分级明确，语言浅显、地道，且与《英语课程标准》的分级标准相匹配，教师可以根据学生的外语水平和兴趣爱好帮助学生选择。

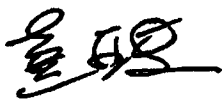
练习活动 阅读的练习和活动形式也是影响学生阅读兴趣的另一个重要因素。在以往的阅读教学中，由于教学时间的限制和应试的压力，阅读的练习和活动形式往往局限于单一的限时应试练习，给学生带来很强的压迫感，严重地影响了他们的阅读兴趣。因此，教师应该设计类型丰富、形式活泼的练习与活动，使学生从被动的阅读者转变为积极的参

与者，并使学生获得更多实践英语和使用英语的机会，如此才能激发和增强他们的阅读热情和兴趣。《阅读空间·新课标英语分级读物》丛书检测方式灵活，其多样化的阅读训练题型，对有意识地培养学生正确的学习策略很有意义。这套丛书的检测训练层级清晰，从初级的看图配话、趣味学用、拼字游戏、常识判断，到较深层的读前思考、推论归纳、背景探索，加上组对练习与互动讨论，明确地突出了学生语言应用能力的培养。

系统性与连续性 阅读材料的系统性，是指根据《英语课程标准》，从语言知识、语言技能、文化意识和学习策略等几个方面，对阅读材料进行科学分级，使学生能够循序渐近，拾级而上。阅读材料的连续性，则是指阅读材料的篇幅和内容的关联性能够让课堂阅读活动延续并拓展到课外。阅读教学中经常采用的短篇限时阅读，虽然容易控制时间，提高阅读速度，但是因学生的阅读能力存在差异而不能“面向全体”，且阅读限时和单一的应试练习形式也很难将课堂阅读活动延伸到课外。市面上的英文名著简写本版本虽多，但像《阅读空间·新课标英语分级读物》这样内容系统、分级明确，并配有大量形式多样、活泼的分项练习的，确实不多。它弥补了短篇阅读理解内容相对独立，不具有连续性的缺陷，使阅读活动能够从课堂延伸到课外。学生可以自己选择他们喜欢的、适合自己水平的读本，教师可以通过诸如写故事梗概、预测故事情节、进行小组讨论等多样、互动的阅读练习与活动，将学生在课堂中的思维延伸到课外，并在下一次课堂教学中检验和评价学生上一次课外阅读活动的结果。

希望有更多的一线教师积极总结自身的教学经验，广泛开展和参与阅读教学的课题研究与探讨，总结出更好、更有效率的阅读教学方法。

中国教育学会外语教学专业委员会理事长
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龚亚夫

2004年4月18日

第 7 级

Title	书名
Women in Love	《恋爱中的女人》
Pride and Prejudice	《傲慢与偏见》
Jane Eyre	《简爱》
England, My England and Other Stories	《D·H·劳伦斯短篇小说集》
The Phantom of Opera	《歌剧魅影》
Hamlet	《哈姆雷特》
The Woman in White	《白衣女人》
Rapa Nui the Mystery of Easter Island	《复活岛之谜》

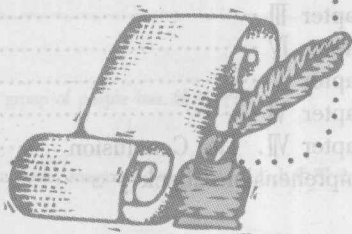
简

介

《简爱》是英国文学中最受欢迎的作品之一。它的作者夏洛蒂·勃朗特出生于1816年4月21日,是家中的第三个孩子。她的妹妹艾米莉·勃朗特写出了著名的《呼啸山庄》。她的小妹妹安妮·勃朗特的作品有《爱格妮斯·格雷》和《怀特费尔大厅的租户》。

夏洛蒂做过几份工作。1839年,在能够提供给受过教育的年轻女子的少数工作中,她得到了一份家庭教师的工作。然而,那是一个充满艰辛和孤独的工作:家庭教师既不能和家庭的主人交往,也不能和其他的佣人交往。这种孤独的被人忘却的生活在《简爱》中有着深刻的描写。

作为兄弟姐妹中活得时间最长的,夏洛蒂继续写作,创作出《雪莉》和《维莱特》。1854年,夏洛蒂与尼克尔斯结婚,但他们在一起的生活很短暂。夏洛蒂于1855年3月31日去世,年仅39岁。



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VOLUME I

Chapter I

Eliza, John, and Georgiana Reed, my cousins gathered around their mother in the drawing-room of Gateshead House. As she lay on a sofa by the fire-side, with her darlings about her, my aunt said she regretted keeping me at a distance, but that until she felt that I was trying to be more open and cheerful¹ in my manner, she must exclude me from privileges² intended only for contented, happy little children.

"What do you say I have done?" I asked.

"Jane, a child should not speak to her elders in that manner. Sit down somewhere; and remain silent."

I slipped into³ the small breakfast room adjoining, took a book from the book-case and, sitting cross-legged on the window-seat, closed the red woollen curtains and began to study the illustrations⁴.

"Boo! Madame Mope!" cried the voice of John Reed, who finding the room apparently empty, called his sisters, "Lizzy! Georgy! Jane is not here!"

I hoped they would not discover my hiding place behind the curtain, but Eliza said at once; "She's in the window seat, of course Jack."

I came out immediately. "What do you want?" I asked awkwardly.

"Say 'What do you want Master Reed?'" was the answer. And seating himself in an armchair he made me stand before him.

John Reed was a schoolboy of fourteen, four years older than I and as large and stout as I was thin and small. No-one defended me from his threats and blows; the servants did not like to offend the young master and Mrs Reed never seemed to notice when he hit me.

1. **cheerful**: good humoured, happy. 愉快的

2. **privilege**: advantage that only one person or group of people has. 特别待遇

3. **slip into**: enter quickly and silently. 溜进

4. **illustration**: drawing, diagram or picture in a book, magazine, etc. 书或杂志上的图画



"What were you doing behind the curtain, you rat?!" he asked.

"I was reading."

"You have no business to take our books, mama says you have no money, you ought not to live here with gentlemen's children at her expense. Go and stand by the door away from the windows and the mirror."

When he raised the book to throw it at me, I instinctively moved to one side, but wasn't quick enough. The book hit me and I fell, striking my head against the door and cutting it.

"Wicked¹ and cruel boy!" I shouted, "You are worse than the Roman emperors!"

"What did you say to me? Did you hear her, Eliza and Georgiana? I'll tell mama," he said, jumping up to hit me. Eliza and Georgiana ran upstairs to call their mother and she came upon the scene with her maid² and Bessie who soon parted us. I was taken upstairs resisting all the way.

"For shame, Miss Eyre," cried the maid, "to strike your young master in such a way!"

Bessie added, not unkindly: "You must try to be useful and pleasant, and perhaps you will always have a home here. Otherwise the missis³ will send you away"

With that they went, shutting the door behind them.

Chapter II

The room was cold, dark and silent. Mr Reed, my mother's brother, had breathed his last here nine years before and since that day it had been little used. Daylight faded and I could hear the rain beating against the window and the wind howling⁴. Bessie's evening stories of witches and ghosts, came to my mind.

A strange idea came to me. I knew that Mr Reed had made his wife promise on his death bed, to treat me kindly and I thought his spirit, troubled by the broken promise, might rise up

1. **wicked**: morally bad. 邪恶的

2. **maid**: a woman who works as a servant. 佣人

3. **missis**: used as a form of address to a woman. (俚) 太太

4. **howl**: make a noise like a wild animal. 嚎叫

before me in this chamber¹. I was very frightened and ran to the door screaming and shook the lock desperately trying to open it.

“Take me out! Let me go into the nursery²!” was my cry.

“What for, Miss Eyre, are you ill? have you seen something?” demanded Bessie.

“Oh, I saw a light and thought a ghost was coming, ” I replied holding Bessie's hand tight.

“What is all this?” another voice demanded and Mrs Reed came along the corridor³, cap flying and gown rustling. “I gave orders that Jane Eyre should be left in the red-room until I came to her myself”

“But she screamed so loud ma'am, ” pleaded Bessie.

And although I cried and held tight to Bessie's hand, my aunt abruptly⁴ thrust me back into the room and locked me in, and soon after I suppose, I had a kind of fit and fell unconscious to the floor.

Chapter III

The next thing I remember is waking from a nightmare. I heard voices and became aware of someone lifting me up and holding me more tenderly than I had ever been held before. I was in my own bed in the nursery. It was night, Bessie stood at the foot of the bed and a gentleman sat in a chair nearby, leaning over me. It was Mr Lloyd, an apothecary⁵ called by Mrs Reed when the servants were ill.

“Well, who am I?” he asked.

I said his name and offered him my hand at the same time. He took it smiling and laid me down telling Bessie to be careful that I was not disturbed⁶ during the night. Adding that he would call again the next day, he departed and an inexpressible sadness came over me.

1. **chamber**: a room in a house, especially a bedroom. 房间

2. **nursery**: a room in a house where small children sleep and play. 婴儿室

3. **corridor**: a long passage in a building. 走廊

4. **abruptly**: suddenly. 突然地

5. **apothecary**: a person who in the past made and sold medicines. 药剂师

6. **disturb**: interrupt. 打扰



Bessie asked me if I wanted anything to eat or drink and when I replied "No, thank you," she invited me to call her if I wanted anything during the night.

Encouraged by this unusual kindness I asked a question. "Bessie, what is the matter with me? Am I ill?"

"You fell sick from crying, I suppose, you'll soon be better." With this Bessie went into the housemaid's apartment next to the nursery where she slept.

By noon the next day I was up and dressed and although no bodily¹ illness followed the incident² I felt weak and depressed, and yet I should have been happy for once, because the Reeds were not there.

In the course of the morning Mr Lloyd returned.

"What! Already up!" he said as he entered the nursery.

Bessie answered that I was doing very well.

"But you have been crying Miss Jane, can you tell me what about?"

I answered promptly³ that I cried because I was miserable. Mr Lloyd seemed puzzled and fixed his eyes on me steadily, hearing the bell ringing for the servants dinner he said, "That's for you, nurse. I'll look after Miss Jane until you come back."

When Bessie was gone he returned to me, "What's the matter, Jane?" he asked.

How difficult it is for a child to answer such a question. However, fearful of losing this opportunity⁴ sharing my pain I began my story.

I told Mr. Lloyd that I had no parents or brothers and sisters and when he enquired about my kind aunt and cousins I replied that John Reed had hit me and my aunt had locked me up alone in the red-room.

"Would you like to go to school?" was his next question.

I hardly knew what school was. John Reed hated his, but Bessie's stories of the things that young ladies learned at school were attractive. "I would like that" was my conclusion⁵.

1. **bodily**: relating to the human body. 身体的

2. **incident**: an event which is either unpleasant or unusual. 突发事件

3. **promptly**: quickly. 迅速地

4. **opportunity**: chance. 机会

5. **conclusion**: the opinion you have after considering all the information. 结论



"Well, well, who knows what may happen?" said Mr Lloyd and on Bessie's return asked to speak to my aunt.

In the interview which followed the apothecary suggested my being sent to school; and the idea was readily accepted.

Chapter IV

It was the fifteenth of January, about nine o'clock when Bessie came to call me. Mrs Reed wanted to see me.

Mrs Reed occupied¹ her usual seat by the fire, a hard-faced stranger at her side. "This is the little girl I spoke of, Mr Brocklehurst," she said.

He examined me slowly and solemnly² and asked me my name and age. When I told him I was ten he seemed surprised and said in a low voice. "Her size is small."

He then proceeded³ to ask me if I was a good child to which my aunt replied: "The less said on the subject the better, Mr Brocklehurst," and continued by telling him that she wished the teachers to keep a strict eye on me and to guard against my worst fault-attendance to deceit⁴.

It seemed that she was already doing her best to ruin⁵ this new part of my life, presenting me to Mr Brocklehurst as a false and wicked child.

"Sorry indeed to hear it. She and I must have a talk. Do you know where the wicked go after death?" he asked, bending down until his face was level with mine.

"They go to hell," was my prompt reply.

"What must you do to avoid it?"

I thought about this for a moment and when my answer did come it did not impress Mr Brocklehurst.

"I mustn't die."

Mr Brocklehurst then continued with his interview - Did I say my prayers⁶? Did I read the bible? Did I know the psalms?

The interrogation⁷ was brought to an end by Mrs Reed who, perfectly satisfied that I would be educated in a way suiting my prospects, announced she would send me to Lowood School as soon as possible.

1. occupy: move into. 占用

2. solemnly: seriously. 严肃地

3. proceed: continue as planned. 进行

4. deceit: 撒谎, 说谎, 欺骗

5. ruin: destroy completely. 毁坏

6. prayer: the words that someone says or thinks when they are praying. 祷告

7. interrogation: inquiry. 询问



So Mrs Reed and I were left alone. Minutes passed in silence and resentment¹ took hold of me. I gathered my courage and pronounced one short sentence. "I am not deceitful. If I were I would say, I loved you but I do not. I dislike you worse than anyone except John Reed; it 's your girl Georgiana who tells lies not I."

"What more have you to say?" she asked, her eyes looking coldly into mine.

"I am glad you are no relative of mine. I will never call you aunt again as long as I live and if anyone asks me how I liked you and how you treated² me, I will say that you broke your promise to my uncle and treated me cruelly."

As soon as I had finished I felt the strangest sense of freedom and not without reason for Mrs Reed suddenly seemed frightened.

I walked out of the glass doors into the garden, leaving her alone, and shortly after Bessie came and called me for lunch.

She smiled and said: "You are a solitary³ strange little thing Miss Jane, and now you are going to school I suppose? Will you be sorry to leave poor Bessie?"

"Do you like me Bessie?"

"I'm fonder of you than of all the others." And with that she bent down and gave me a kiss.

That afternoon she told me her best stories and sang her sweetest songs. Even for me life had its moments of sunshine.

Chapter V

I remember little of the journey⁴. I only know that the day seemed unnaturally long as if we had travelled hundreds of miles instead of just fifty. The sound of the wind in the trees made me sleepy but before long the movement stopped and I was lifted from the coach, led through a door in a wall and left alone in a room with a fire.

The first person to enter the room was a tall lady with

1. **resentment**: hate. 憎恨

2. **treated**: deal with. 对待

3. **solitary**: habitually alone. 喜欢独自一人的

4. **journey**: the act of travelling from one place to another. 旅程



.....

dark hair eyes and a pale face. "The child is young to be sent alone," she remarked to a second lady who had followed her, considering me carefully for a minute or two. "She looks tired too. Are you tired?" she asked.

"A little, ma'am."

"And hungry, no doubt. Give her some supper before she goes to bed, Miss Miller."

She touched my cheek¹ gently and saying she hoped I would be a good child left me in the care of Miss Miller, the under-teacher.

We walked in silence to a wide, long room full of tables and seated all around on benches there were girls of every age from nine or ten to twenty. They all wore the same brown dresses made to an old fashioned style. Miss Miller led me to a bench near the door, then walking to the top of the room she called out: "Monitors² fetch³ the supper trays." They returned, each carrying a tray with a pitcher⁴ of water and a mug and portions of oaten⁵ cake broken into pieces.

The meal over, prayers were read and two by two we went upstairs. I was so tired I hardly noticed the bedroom. In silence and complete darkness, I fell asleep.

When I opened my eyes again a loud bell was ringing: the girls were up and dressing although it was still dark and bitterly cold. I washed and dressed as well as I could. After the bell rang for the second time the girls again formed lines of two and in that order descended⁶ to the schoolroom where prayers were once again read by Miss Miller.

After this she ordered: "Form classes!"

There was a great deal of noise, during which Miss Miller repeatedly called out "Silence" and "Order". I saw we were grouped in four semicircles one in front of each of the four large tables. At each table sat a teacher. I found myself in Miss Miller's class with the younger girls. After an hour long bible reading the bell rang for breakfast, which consisted of boiling hot substance that

1. **cheek**: the soft part of your face which is below your eye and between your mouth and ear. 脸颊

2. **monitor**: senior student. 值勤生

3. **fetch**: go to get something and bring it back. 取来

4. **pitcher**: large jug. (带柄和倾口的) 大水罐

5. **oaten**: made of or from oat. 燕麦的

6. **descend**: come down. 从...下来



gave off a horrible smell. From the older girls came the whispered words “Disgusting¹! The porridge² is burnt again.” Grace³ was said and a hymn sung before, finally, the meal began.

I devoured⁴ the first spoonful without thinking of the taste. But after the worst of my hunger was satisfied I realised that burnt porridge is almost as bad as rotten potatoes. I saw the girls try to swallow it in vain⁵ and soon breakfast was over although none had breakfasted.

As the clock struck nine Miss Miller returned to the centre of the room and called the classes to order. At intervals during the lessons of geography, history and grammar, I observed my companions and the teachers.

As my eye wandered from face to face, the whole school rose together and I saw the lady who had received me the night before, entering the room. By day she seemed younger and fairer with dark brown eyes under long lashes. She wore a purple dress trimmed in black and carried herself with a dignified and stately air. She was Miss Maria Temple, the superintendent of Lowood.

“This morning you were served a meal you could not eat,” she said. “So I have ordered a lunch of bread and cheese to be served.” The teachers looked at her in surprise. “I have done this on my own responsibility,” she added by way of explanation, and with that immediately left the room.

After the bread and cheese had been consumed the order “to the garden” was given. The stronger girls ran about playing, but a large number of pale and thin ones stayed together for warmth and shelter⁶ in the verandah⁷.

I looked around the garden and then up at the house; a stone tablet over the door bore this inscription. “Lowood Institution, built by Naomi Brocklehurst of Brocklehurst Hall.”

I did not know what the word “Institution” meant. I heard a cough close behind me. I turned and saw a girl sitting on a stone

1. **disgusting**: unpleasant. 令人恶心的

2. **porridge**: soft food made by boiling a cereal (esp. crushed oats). 麦片粥

3. **grace**: a prayer said before meals. 感恩祷告

4. **devour**: eat something eagerly and in large amounts. 吞吃

5. **in vain**: unsuccessful. 徒然地

6. **shelter**: protection. 掩蔽处

7. **verandah**: a raised, covered and partly enclosed area. 走廊

