

新课标

英语分级阅读

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仰余

决岩



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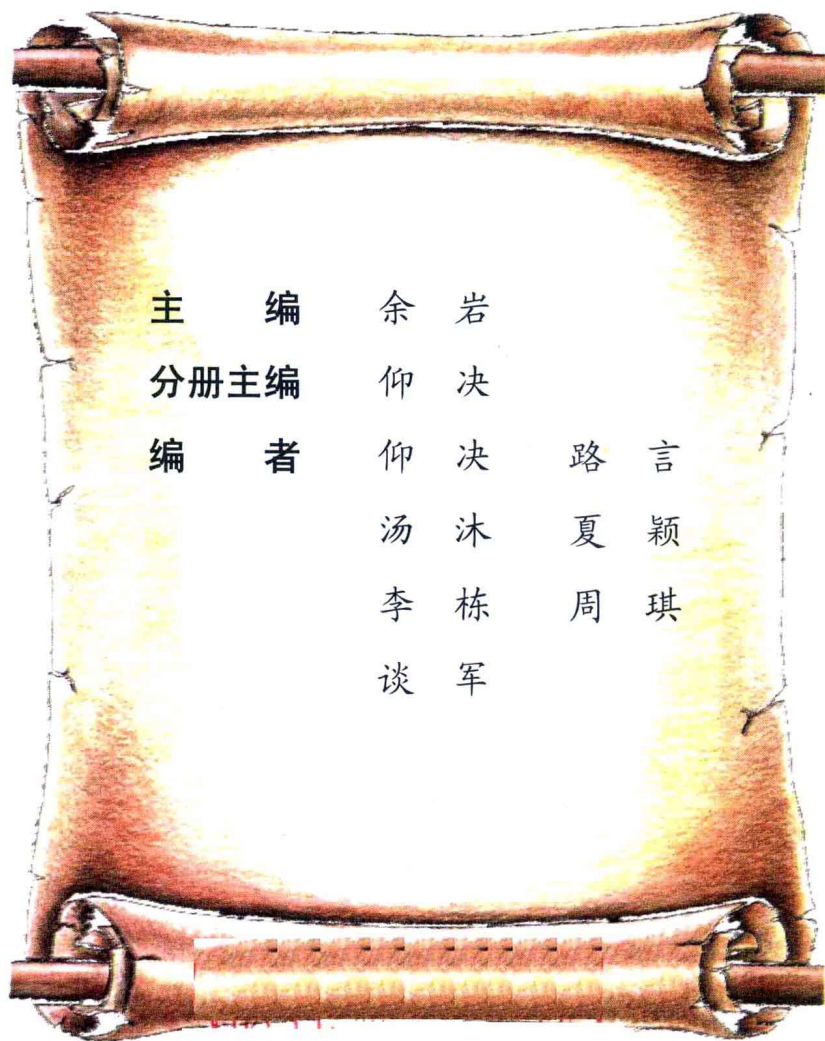
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上海交通大学出版社

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内容提要

本书结合教学进度，精心选编了 50 篇取材广泛，内容生动的文章，并配以简要注释和相应练习，供初中生结合自身情况作为课外阅读的材料，并以此增强学习兴趣和提高阅读能力。



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前 言

教育部《九年制义务教育全日制初级中学英语教学大纲》指出：“阅读是理解和吸收书面信息的手段，它有助于扩大词汇量，丰富语言知识，了解英语国家的社会和文化。要指导学生查阅字典、语法等工具书，鼓励学生根据上下文猜测词义，使学生逐渐获得独立阅读的能力。”《教学大纲》还规定：初中生“除教材外，课外阅读量应不低于 10 万字。”《上海市中小学英语课程标准》更进一步明确规定：三级课外阅读量不少于 18 万字，四级课外阅读量不少于 20 万字。

在现行的各种教材中，由于受到篇幅、体裁、题材和体例等方面的约束和限制，选取的文章内容往往只注重典型和规范，而在丰富性和多样性方面存在较大的缺陷；从教材包含的容量来看，要达到《课程标准》规定的词汇量也是远远不够的。由此致使绝大多数初中学生无法通过课堂获得合格的阅读能力。为了帮助广大初中学生通过阅读一系列原汁原味、地道标准的英语文章，扩大英语词汇量，丰富语言知识，增强阅读兴趣，掌握阅读技巧，提高综合运用语言能力，也为初中毕业生参加英语中考打下扎实的基础，我们编写了这套《新课标英语分级阅读》丛书。

本丛书共分八册，按学期分册，每册内容的深度与该学期同步教材的深度相当或略深于教材。每一册共有 50 个单元，每单元除选编各种题材的文章外，还提供大量与中考题型相一致的练习题，供同学的课外阅读后练习和自我评析用。书末附有全部练习题的答案。

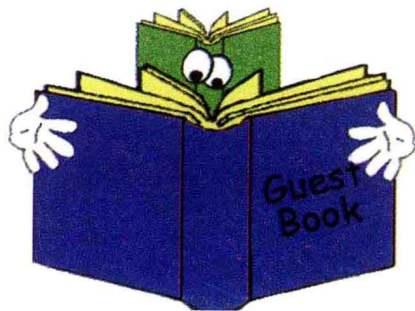
本书选材新颖广泛，内容丰富多样，有故事、对话、广告、通知、海报、图表、连环画等。编者在编写时还注意文章的知识性、科学性和趣味性；难度和篇幅均由浅入深，循序渐进；每篇文章均配有知识点和语法知识的注释，帮助同学更准确地理解文章。

为帮助读者提高阅读兴趣，本丛书采用彩色印刷，每篇文章均配有精美的卡通和图案。

本书由余岩主编，仰决、路言、汤沐、夏颖、李栋、周琪、谈军等参加了编写。

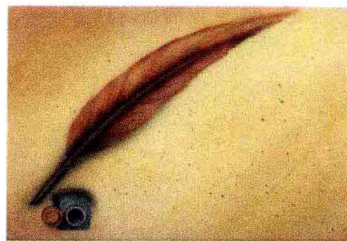
由于编者水平有限，加之时间仓促，书中难免存在谬误或不当之处，恳请广大读者不吝指正。

编 者



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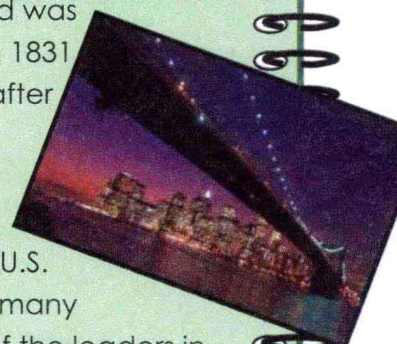
John Augustus Roebling

John Augustus Roebling (1806-1869), German-American engineer, was one of the leaders in building suspension bridges.

Roebling was born on June 12th, in Germany, and was educated at the Royal Polytechnic School, Berlin. In 1831 he moved to Saxonburg in the United States. Shortly after that he was employed by the Pennsylvania Railroad Corp. He then demonstrated the practicality of steel cables in bridge construction. In 1841 the first factory was set up at Saxonburg to produce steel-wire in the U.S.

Roebling used steel cables in the construction of many suspension bridges and is generally considered one of the leaders in building suspension bridge. He built the Allegheny Suspension Bridge (completed 1845) at Pittsburgh, the Niagara Falls Suspension Bridge (completed 1855), and the Cincinnati and Covington Bridge over the Ohio (completed 1867). His most famous project was the Brooklyn Bridge. It was hardly begun when Roebling, who directed operations, was injured in an accident and died a few days later.

The Brooklyn Bridge was built in 1883 over the East River in New York City. The bridge links districts of Brooklyn and Manhattan, New York. It used to be the longest suspension bridge in the world.



[Notes]

the Royal Polytechnic School 皇家技术学院

practicality *n.* 实用性

generally *adv.* 广泛地, 普遍地

direct *vt.* 指挥, 指导

Read and decide True or False.

- () 1. Roebling was a German-American engineer.
- () 2. He was born in America and died in Germany.
- () 3. The first factory which produced steel-wire was set up in 1841.
- () 4. Roebling was one of the leaders in building suspension bridge.
- () 5. The Brooklyn Bridge was built by Roebling.
- () 6. The longest suspension bridge in the world was the Brooklyn Bridge.

2

How did I get up here?

George was a quiet, serious young man. He had been studying particularly hard one year, and when he passed his examination, his friend Jim went to give him his congratulations and then had an earnest conversation with him.

“You’ve never been to a dance, George,” he said. “It’s boring always studying and never enjoying oneself. Come out with me this evening.”

“Perhaps you’re right, Jim,” replied George after a moment’s hesitation.

So they went to a dance and had an enjoyable time. But George drank more than he was used to, and by midnight Jim had become worried about him, so he said, “now we’ll walk home in the cool air.”

On their way home, they came to a bridge, and George looked down at the river below attentively. The stars were reflected in its smooth surface.

“What are those lights down there?” George inquired.

“They’re the stars, George.” Jim replied.

“The stars?” George said. “Well, then, how did I get up here?”



[Notes]

serious *adj.* 严肃的; 一本正经的

particularly *adv.* 特别, 尤其, 格外

hesitation *n.* 踌躇, 犹豫

attentively *adv.* 注意的, 留心的

reflect *v.* 反射

Read and choose.

1. George passed his examination, which made _____ .
 - A. him want to have a change
 - B. him want to have a dance
 - C. Jim happy
 - D. him go to have an earnest conversation with Jim
2. _____, Jim thought that George needed a change.
 - A. To congratulate George on his success
 - B. Since George had been studying particularly hard and never knew how to enjoy himself
 - C. As George wanted to go out with Jim
 - D. George's reserve(内向) made him get along with others
3. According to the passage, which of the following is **not true**? _____ .
 - A. They had a good time that evening
 - B. They were friendly to each other
 - C. George was drunk
 - D. Both Jim and George were drunk
4. Jim became worried about George because _____ .
 - A. it was midnight
 - B. they were friends
 - C. Jim asked George to the dance
 - D. George didn't know the way home
5. When George said, "How did I get up here?" He meant " _____ ?"
 - A. how did I rise from bed
 - B. how did I stand up
 - C. how did I get to the stars
 - D. how did I wake up
6. From the passage we know _____ .
 - A. George studied hard
 - B. Jim studied hard, too
 - C. both George and Jim studied hard
 - D. neither George nor Jim studied hard

3

New pilot

The war had begun, and Simon had joined the air force. He wanted to be a pilot, and after some months he managed to get to the air force training school where they taught pilots to fly.

There, the first thing that new students had to do was to be taken up in a plane by an experienced pilot, to give them some idea of what it felt like. Even those who had traveled as passengers in airline planes before found it strange to be in the cockpit of a small fighter plane, and most of the new students felt nervous.

The officer who had to take the students up for their first flight allowed them to fly the plane for a few seconds if they wanted to and if they were not too frightened to try, but he was always ready to take over as soon as the plane started to do dangerous things.

Simon was one of those who took over the control of the plane when he went up in it for the first time, and after the officer had taken them from him again, Simon thought that he had better ask a few questions to show how interested he was and how much he wanted to learn to fly. There were a number of instruments in front of him, so he chose one and asked the officer what it was.

The officer looked at him strangely for a moment and then answered, That — is the clock.



[Notes]

experienced *adj.* 有经验的, 经验丰富的
cockpit *n.* 座舱
instruments *n.* 仪器, 仪表

Read and answer.

1. Why were the new students taken up in a plane?
They were _____ of what it felt like.
2. How did most of them feel when they were taken up in the cockpit of the plane?
They _____.
3. The officer didn't allow the students to fly the plane even if the students wanted to, did he?
_____, _____.
4. When was the officer ready to take over the plane?
When the plane started _____.
5. Why did Simon want to ask the officer a few questions?
Because he wanted to show his _____ in it and how much he wanted to learn to fly.
6. What did you think of Simon from this passage?
He was eager to _____.

4

Fishing

As one of the world's oldest industries, fishing has a history of one thousand years. Today there are over five million people in the world who make their living by working in this field. In the United States alone, about one hundred and forty thousand people catch fish, sell fish or do some other work in the fishing industry.

The fishermen all over the world catch millions of kilograms of fish a year. Today each person in the world can have seventeen kilograms of fish a year. Yet people in some places still use small boats and old fishing methods to catch fish as they did in the past; however, some countries search for and catch fish by making full use of advanced fishing methods.

Years ago people began building and using factory ships. Such ships can carry hundreds of workers who clean and package the fish as soon as they are caught. With the rapid development of science, people are catching more and more fish. But sometimes they catch too many of them, so that some types of fish have almost disappeared. To make sure that there will always be plenty of fish for humans in the years to come, scientists all over the world are trying to keep checking on the population of fish in different parts of the world, and many governments have taken or are taking measures to protect the fishing resources.



[Notes]

industry *n.* 工业

measure *n.* 手段, 措施

resource *n.* 资源

Read and decide True of False.

- () 1. More than five million people make their living by fishing in the world.
- () 2. About 14,000 people in the US catch fish, sell fish or do some other work in the fishing industry.
- () 3. In some places people use small boats and old fishing methods to catch fish as they used to do.
- () 4. Few countries have searched for some new methods to catch fish.
- () 5. Some kinds of fish have almost disappeared because people caught too many of them.
- () 6. Scientists are checking on the population of fish in some parts of the world in order to provide enough fish for humans.

5

Study in Japan

Japanese students work very hard, but many are unhappy. They feel heavy pressures from their parents. Most students are always told by their parents to study harder and better so that they can have a wonderful life in the future. Though this may be a good idea for those very bright students, it can have terrible results for many students who are not gifted enough. Many of them have tried very hard at school but have failed in the exams and have their parents lose hope. Such students feel that they are hated by everyone else they meet and they don't want to go to school any longer. They become dropouts.

It is surprising that though most Japanese parents are worried about their children, they do not help them in any way. Many parents feel that they are not able to help their children and that it is the teachers' work to help their children. To make matters worse, a lot of parents send their children to those schools opening in the evenings and on weekends—they only teach the students how to pass the exams and never teach them any real sense of the world.

Many Japanese schools usually have rules about everything from the students' hair to their clothes and things in their school bags. Child psychologists now think that such strict rules are harmful to the feelings of the students. Almost 40% of the students said that no one had taught them how to get on with others, how to tell right from wrong and how to show love and care for others, even for their parents.



[Notes]

pressure *n.* 压力

gifted *adj.* 有天才的, 天赋的

psychologist *n.* 心理学家

Read and choose.

1. Most Japanese parents tell their children to study harder and better so that _____.
 - A. they can be happy and healthy
 - B. they don't have terrible results
 - C. they won't feel heavy pressures
 - D. they will have a wonderful life in the future
2. Many Japanese students have tried very hard at school, _____.
 - A. but they have lost hope
 - B. but they haven't passed the exams
 - C. and they became gifted
 - D. and they do what their parents hoped
3. "Dropouts" are those who _____.
 - A. make troubles in and out of schools
 - B. try hard but always fail in the exams
 - C. leave school before they have finished their studies
 - D. lose hope and give up some of their subjects
4. Most Japanese parents _____.
 - A. don't help their children in any way
 - B. are worried about the teachers' work
 - C. aren't able to help their children's teachers
 - D. can do something to help their children
5. Which of the following is **NOT TRUE**? _____.
 - A. Almost 40% students weren't told how to get on with others
 - B. Most teachers told their students how to care for others
 - C. Child psychologists think such strict rules are bad for students' feelings
 - D. Lots of children are sent to schools opening in the evenings and on weekends
6. Which is the best title for this passage? _____.
 - A. The Pressures on the Parents in Japan
 - B. The Trouble in Japanese School
 - C. Japanese Students Feel Happy in School
 - D. The Education Problems of Japanese Students

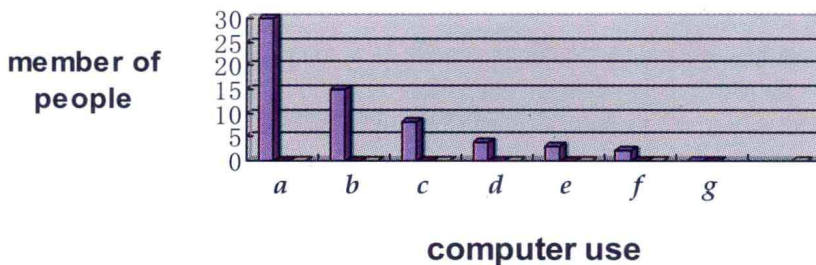
6

Home computer used by young people

The report shows something of home computers used by a group of young people. We decided to find out if it was true. We asked thirty young people between 14 and 18. All the children had computers at home. The usual time spent on a computer in a week was about 12 hours, with the highest user about 32 hours, and the lowest user only 5 hours.

All the children said they usually used computers to play games. Fourteen children told they did some word processing at times. Only two of them said computers helped with their lessons, and eight told us they kept addresses and phone numbers on their computers or used them as diaries. Only three said they were learning to make computer programs and nobody looked up databases. None of them used computers for any other use. The diagram gives all the results one by one.

Home computer used by 14-18-year-old children



The results show that computer use is quite high among 14~18-year-old children. They also show quite clearly that computers are looked by most young people as little more than game machines. The only other great uses are for word processing and keeping address lists. It seems to us that, though computers are common in the homes of young people, they have not yet become useful in everyday life.

[Notes]

processing *n.* 进程

database *n.* 数据库

result *n.* 结果

Read and answer.

1. What aged young people were asked some questions on the use of computer?

The young people _____.

2. How long did the highest user spend on a computer in a week?

The highest user spent _____.

3. How many children of the group used computers to help their lessons?

_____.

4. What did eight of them do on their computers?

They _____ or used them as diaries.

5. Computers have become very useful in children's studies, haven't they?

_____.

6. What does the report tell us?

It tells us that _____.