

新标准 中小学分级英语读物

# The Black Tulip

## 黑郁金香

Alexandre Dumas (法) 著 刘展鹏 注

外语教学与研究出版社  
英国麦克米伦出版公司

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BEGINNER LEVEL

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## A Note About the Author

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Alexandre Dumas was French. He was born on 24th July 1802 in Villers-Cotterêts, in northern France. His father was an important soldier – a general in Napoleon's army. Dumas' mother was the daughter of an innkeeper.<sup>①</sup>

In 1823, Dumas went to Paris. He wanted to become a lawyer. But he worked in the house of a rich man. Dumas started to write historical plays and novels. They were exciting and they were successful. Dumas became a famous man. He was one of the most popular French writers of the nineteenth century.

Dumas liked good food, fine wines and beautiful women. He spent a lot of money. He travelled to many countries. He gave money to his friends. Later, he owed money to many people. Then he had to write more books. He had to get more money.

Alexandre Dumas' most famous stories are: *The Three Musketeers* (1844), *Twenty Years After* (1845), *The Count of Monte Cristo* (1844–1845), *The Viscount of Bragelonne* (1844–1850) and *The Black Tulip*<sup>②</sup> (1850).

Dumas died on 5th December 1870 at Puys, near Dieppe, in northern France. He was 68 years old.

## A Note About This Story

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**Time:** 1671 to 1673. **Place:** The Netherlands.

In the middle of the nineteenth century, Alexandre Dumas heard two interesting stories about the Netherlands. They were stories about the Netherlands in the seventeenth century. Then Dumas himself wrote a novel about the Netherlands in the 1670s. He put the two interesting stories into his new novel.

One of these stories was about two brothers, John and Cornelius De Witt. The brothers lived in The Hague in the seventeenth century. They were officials in the government of the Dutch Republic.

At that time, the Netherlands belonged to two countries. The area in the south had belonged to Spain for many years. This was the Spanish Netherlands. But France wanted this land, and in 1668, France took a large part of the land. Today, most of this area is called Belgium. The area in the north was the Dutch Republic. Seven states were joined in this republic. These states were Holland, Zeeland, Utrecht, Gelderland, Friesland, Groningen and Overijssel. The Dutch Republic was often called the Seven States. Today, this area is sometimes called Holland and it is sometimes called the Netherlands. The Hague was the capital city of the Seven States.

In the 1670s, there was trouble in the Seven States. Many people wanted a new ruler. Earlier, the ruler of the Seven States had been the Stadtholder. But there

had not been a Stadtholder for some years. In the 1670s, some people wanted a new Stadtholder. They wanted William, Prince of Orange. But other people did not want a Stadtholder – they wanted a king. They wanted King Louis XIV of France.

John and Cornelius De Witt did not want a new Stadtholder. They were against the Prince of Orange. But most of the people wanted a new government. They put the De Witts in prison. On 27th August 1672, a crowd of angry people murdered the brothers. And in 1672, William, Prince of Orange, became Stadtholder of the Dutch Republic.

From 1672 to 1678, the Republic was at war with France and England. The French army fought the Dutch army. There were battles on land and in ships at sea. In 1677, William of Orange married an English princess. In 1689, William became King of England, Scotland and Ireland and he moved to Britain.

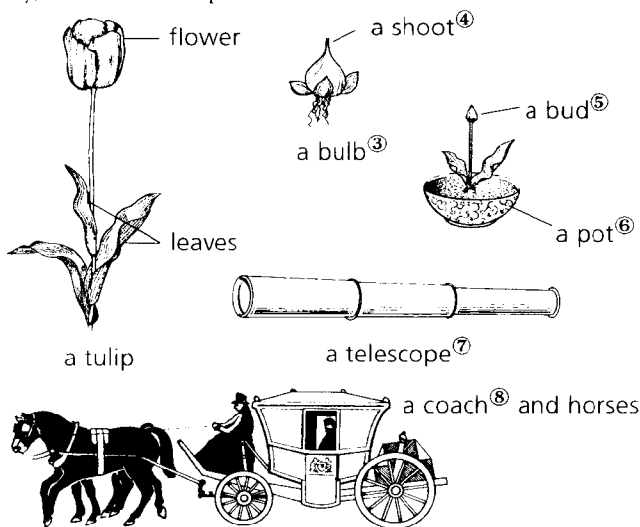
In the seventeenth century, many people in the Netherlands grew tulips. The first tulips were brought to the Netherlands from Turkey in 1571. Soon, everybody in the Netherlands loved the flowers. Everybody wanted tulips. Stories, songs and poems were written about tulips.

The land in the Netherlands is good. Tulips grow well there. From the seventeenth century, thousands of Dutch people grew tulips. They grew tulips in the ground, in the spring. In the summer, they took the tulip bulbs<sup>③</sup> out of the ground. They put the bulbs in

drying-rooms. Then, the people planted their bulbs in the ground in the winter. The flowers grew again in the spring.

Tulip flowers are many different colours. In the seventeenth century, many people tried to grow black tulips. There was going to be a big prize for the grower of the first black tulip.

In the 1840s, Dumas read about the De Witts. And he heard stories about tulips in the Netherlands. Then he wrote a romantic adventure story. He called the story, *The Black Tulip*.



**Note:** Master = Mr

- ① innkeeper 客栈老板
- ② tulip 郁金香
- ③ bulb 球茎
- ④ shoot 嫩芽、幼苗

- ⑤ bud 花蕾
- ⑥ pot 花盆
- ⑦ telescope 望远镜
- ⑧ coach 马车

## The People in This Story

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Cornelius Van Baerle  
/kɔ:'neɪljəs fən 'bæ:lə/



Isaac Boxtel  
/'aɪzæk 'bɒkstəl/



Cornelius De Witt  
/kɔ:'neɪljəs də vɪt/



John De Witt  
/dʒɒn də vɪt/



Gryphus  
/'grɪfəs/



Rosa  
/'rəʊsə/



Craeke  
/'kreɪkə/



William, Prince of Orange  
/'wɪljəm, prɪns əv 'ɒrɪndʒ/



Van Systems  
/fən 'sɪstəns/



## 这是一套优秀的分级英语读物

亲爱的老师、同学们，由外语教学与研究出版社和英国麦克米伦出版公司联合出版的这套《新标准中小学分级英语读物》终于与大家见面了。它不仅内容丰富有趣，打开了英美文化的一扇窗，而且还是学习英语路途中的一个得力助手与伙伴。

这套读物根据难易程度分为4级：Beginner Level, Elementary Level, Intermediate Level 和 Upper Level。读物内容包括独立成篇的小说及其他作品，均选自原版小说、改写的名著或科普读物，涉及中小學生都感兴趣或热中的题材。读物根据不同等级在词汇、语法、语言难度上加以注释，使同学们能以不同的语言水平阅读英文作品。每一本读物都配有自测练习，用以引导和辅助同学们阅读，也可由老师用来组织、指导学生进行系统的阅读活动。

我们衷心希望这套《新标准中小学分级英语读物》能够成为老师们在英语教学中的得力助手，也愿这套读物能够丰富同学们的阅历，开阔你们的视野，缩小你们与英语语言及文化的距离。

如果老师、同学们喜欢这套读物，请把它推荐给你们的朋发。如果你对读物有什么不满意之处或有什么好的建议，也请别忘了告诉我们！

很多具有丰富教学经验的中小学老师为这套读物做了注释和相关练习，我们在此表示衷心感谢，感谢他们对我们的大力支持。此外，东南大学的程俊瑜老师为如何编辑与更好地使用这套读物提供了许多宝贵意见，在此我们特向程老师深表谢意。

## 我们想对老师们说

亲爱的老师，首先感谢您关注我们这套读物，感谢您推荐和指导您的学生阅读这套读物。作为出版者，我们想奉上几条建议，以供您在教学中参考。

对读物的使用不必像在课堂上讲解课文那样。使用读物可以有多种形式，既可以让学主独自并按照自己合适的进度去阅读，允许他们选择自己喜爱的内容，以满足不同学生对不同兴趣爱好的实际需求，也可以作为课堂教学的补充，在给予一定的指导与帮助下进行阅读。对于前者，老师可帮助学生选择最合适的读物，并担负起督促、指导的责任；对于后者，则有利于老师系统地、有组织地对学生的阅读进行指导、帮助，并可组织许多与阅读相关的集体活动。

老师在组织学生阅读的过程中，应注意不仅要激发学生们的阅读兴趣，而且要使这种兴趣和热情持续下去。老师可以对全班同学的阅读情况作个记录，如使用表格形式，并可将表格公布在班级的墙上，同时鼓励同学们相互交流，推荐自己已读过的读物。老师也可组织同学们在班上汇报阅读的内容，还可以以小组为单位，组织集体阅读，鼓励同学们在阅读中互相帮助、互相学习、共同解决困难。读后可以组织同学们发展或改写故事的某些情节，并把故事表演出来，这样的表演活动常常可以成为学生们阅读的巨大动力。老师还可以利用录音带或介绍相关的文化背景知识，来激发学生们阅读的欲望，引导学生们积极地去预测将要阅读的内容。同时老师也可以帮助学生们解决一些阅读中的障碍，如生词问题、文化差异造成的理解难点等等，使得学生能够顺利地完成阅读。当然老师更应该鼓励学生们运用各种阅读技巧去克服阅读中的困难，提高实际阅读的能力。阅读后老师应引

导学生们进一步深化对内容的理解,并可以以读物内容为原材料,设计多种活动来为学生提供使用英语的机会,如模仿故事人物、情节等。老师应通过一切可能的、有效的方法培养学生的阅读兴趣,增强他们独立阅读的信心,最终实现自主地、独立地阅读原文,那么这些大量的课外阅读必将给学生们的英语能力带来极大的改观。

这套读物所配的练习非常新颖实用,为学生们提供实践英语和使用英语的机会。老师在使用时,可根据学生情况适当加以改进、补充,取其精华,为我所用。对于全英文的练习题要求,老师可以适当用中文形式给出。对可能出现的生词和需要提前了解的文化背景知识,老师也要事先有所掌握,并相应给予学生辅导。对于中西文化的差异,在阅读后可组织学生就有关话题进行讨论,加深学生对有关问题的认识和理解。老师对 Before Reading 练习要起到帮助学生做好阅读准备,引导他们入门的作用。对 While Reading 练习,老师则应该负好帮助学生顺利有效进行阅读的责任,注意激发学生的丰富想像力。同时引导他们通过活跃的思维,获得丰富完整的阅读信息。对 After Reading 练习,老师则要担负起巩固和深化阅读成果的作用,应注重学生的思想和他们对书中内容的理解,可以设计一些活动,让学生对文中的焦点人物、故事情节、相关话题等展开讲座、辩论或研究等,为学生提供使用英语进行交流的良好契机。

总之,这套读物无论在总体设计、编排上,还是练习设置中,都采用了较新的语言教学指导思想。老师们在使用中,要结合实际情况,充分利用其优势和长处,对不当之处进行灵活改进,以期取得很好的辅助教学效果。

## 我们想对同学们说

这套读物为你们提供了一个大量接触英语的好机会。大量地阅读不仅可以使你们真正提高阅读能力,还可以巩固你们课堂所学的语言知识,扩大词汇量,增强语感。分级读物可以使你们体验成功的喜悦,增强你们使用英语的信心。

在你们开始阅读这套读物前,我们还有几点建议想要告诉你们。首先,你们应该选择自己感兴趣的故事去阅读,这样才能很好地享受阅读的乐趣。在阅读中,你们真正的主人,寻找你们感兴趣的事物,而不要成为生词或语法的奴隶。切记你们并不需要认识每一个单词或知道每一句的准确译文,如果感到内容有趣,能带给你们快乐,就读下去,如果觉得阻力太大,文章太难,就干脆换一本。你们可以在老师的辅导下阅读,也可以自己读,还可以几个同学一起来读,在阅读过程中相互交流感受和体会。要学会通过上下文推测出某些生词的含义,而不是频繁地查字典。阅读的成绩最终应以看完了多少本书来衡量,对新词和语法的巩固则应该通过一些辅助练习和你们自己的理解与心得来完成。正文前的Notes可帮你们扫除一些生词障碍和了解有关的文化背景知识,你们也可以通过Notes和其后的Before Reading练习预测正文内容。做这样的阅读前热身准备,有助于你们顺利积极地去阅读故事。While Reading练习帮助你们克服阅读障碍,引导阅读方向,指点你们抓住主题、要点,整理归纳信息及如何使用正确的阅读技巧等。After Reading练习则帮助你们在语言学习、思想收获等方面达到最佳效果。通过做以上练习,使你们不再是被动的读者。走进读物、与书中人物互动交流会使你们的阅读活动更有意义,乐趣无穷。

愿这套读物不仅为你们的英语学习提供帮助,更成为你们成长道路上的好朋友、好伙伴。

**Notes** 频繁地查阅词典一定会让你阅读受阻，不如一次扫清这些“拦路虎”！

p3  
guild 荷兰盾

p4  
drawer 抽屉  
cupboard 柜子  
jealous 妒嫉  
hate 憎恨

p6  
visitor 造访者  
government 政府  
guardian 监护人  
politics 政治  
candle 蜡烛

p8  
package 包裹  
secret 秘密

p9  
prison 监狱  
prince 王子  
strange 奇怪的  
punish 惩罚  
torture 拷打；折磨  
injure 伤害

p10  
courtroom 法庭

judge 法官  
servant 仆人  
jailer 狱卒  
bad-tempered 坏脾气的

p11  
cell 房间  
unlock 打开

p13  
traitor 叛徒  
peace 和平  
immediately 立即地  
tear 撕（过去式 tore）

p15  
murder 谋杀

p16  
pale 苍白的  
narrow 狭窄的  
scream 尖叫  
kick 踢

p20  
damage 破坏  
God 上帝

p21  
arrest 逮捕  
frighten 惊吓

empty 空的

notebook 笔记本

p24

mean 意思是

gentleman 绅士(复数 gentlemen)

enemy 敌人(复数 enemies)

handsome 英俊的

p27

square 广场

executioner 刽子手

sharp 锋利的

sword 剑

execution 处决

knell 下跪(过去式 knelt)

p28

dangerous 危险的

p31

wooden 木头的

p33

bowl 碗

earth 泥土

p36

ugly 丑陋的

p37

mad 疯的

market 市场

p38

special 特别的;与众不同的

sad 难过的

dream 做梦(过去式 dreamt); 梦

p41

marry 出嫁

lip 嘴唇

p42

hide 隐藏(过去分词 hidden)

everywhere 到处

centimetre 厘米

p43

straight 挺直的

p44

steal 偷窃

p48

mistake 错误

p50

lucky 幸运的

p51

suddenly 突然地

p55

stick 手仗

p56

ride 骑(马)(过去式 rode)

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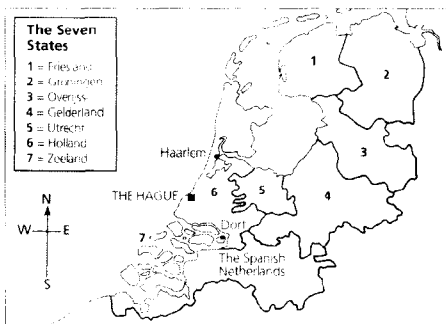
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## 新标准中小学分级英语读物 64



The Netherlands, 1671

## A Before Reading

- 1 Look at pages 1 to 4 before the main body of this book. Are these sentences True or False?

(a) Alexandre Dumas came from The Netherlands.

(b) *The Black Tulip* is a true story.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- 2 Here are some chapter titles from this story. Make some guesses. Put the titles in the correct order.

\_\_\_ Lovenstein Prison

\_\_\_ The Truth at Last

\_\_\_ Two Tulip-growers

\_\_\_ The Prize

\_\_\_ Murder in the Street

My Notes:

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