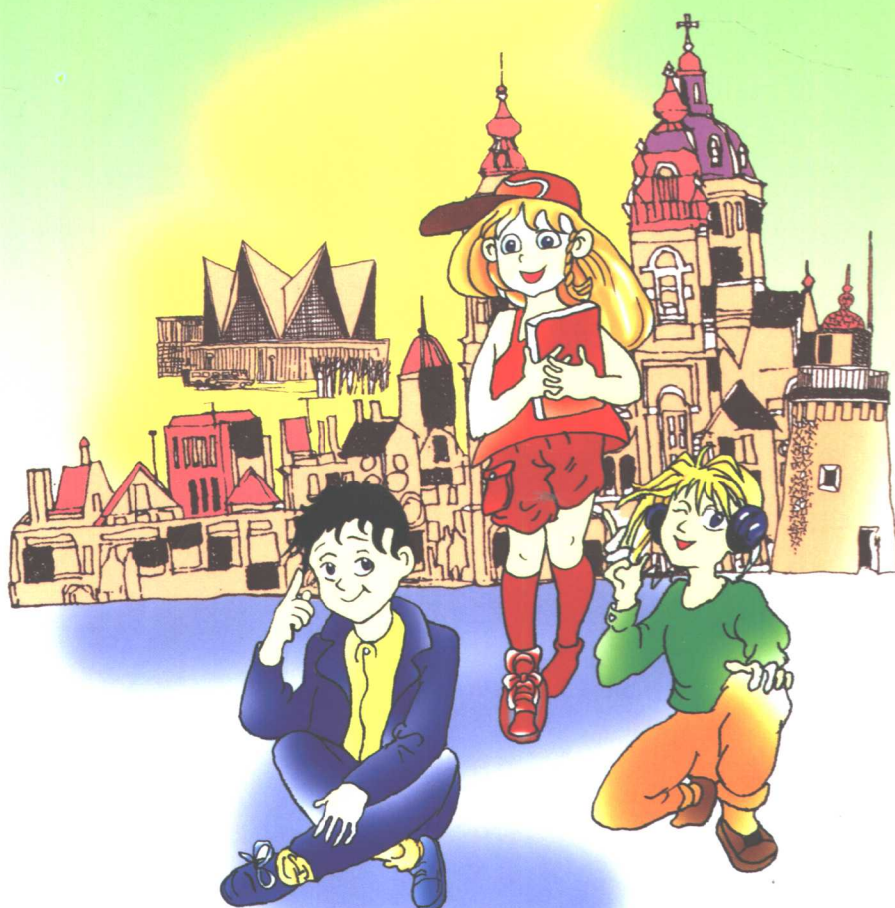


九年义务教育三·四年制初级中学

英语阅读教程

ENGLISH READING COURSE

初一（上）同步阅读



人民教育出版社英语室审定 中国少年儿童出版社

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第一册 (上) 同步阅读

(供初中一年级第一学期使用)

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前 言

阅读是英语学习的重要内容。初中和高中英语教学大纲都对学生的阅读量作出了规定。大量阅读确有裨益:

1、增加语言的认知感。语言是交流的工具,大量阅读能够帮助学生了解各类表达方式、组词结构,能把语言从枯燥的字、词、语法变成生动的表达手段。

2、了解语言产生的不同文化背景。不同的文化背景产生不同的语言。在语言学习中了解文化背景对于迅速掌握语言具有重要作用。

3、提供更为丰富的学习资源。用不同的语言了解新信息,对于开拓学生视野、丰富知识、促进成长都具有一定的意义。

在现阶段,阅读仍然是学生在语言学习中遇到的最大困难。许多老师都在不厌其烦地向学生传授科学的阅读技巧、方法,鼓励学生根据上下文去猜测词义等,但效果似乎并不明显。这里的一个关键原因在于缺少适合初、高中学生的阅读材料。

《英语阅读教程》正是为了满足广大教师、学生对阅读的要求而推出的一套丛书。在编辑过程中,我们遵循了以下原则:

1、篇幅适中。初、高中学生的词汇、知识有限,篇幅适当的阅读材料既能培养学生的阅读能力,又能培养他们的阅读兴趣。

2、分级阅读。每个阅读材料的难度不同,总体呈递增的趋势,按循序渐进的原则不断扩充学生的知识,提高其阅读技巧。

3、教材同步。在每一个阅读单元中,第一篇文章都与人民教育出版社最新英语教材所涉及的课文有关,是课文的延伸。这样,既有利于教师、学生的阅读导入,又能丰富教材内容。

4、题材丰富。阅读材料不仅包括人物介绍、故事、社会文化、科普知识,还包括广告、图表使用等内容。

5、原汁原味。阅读材料多采用国外原版文章,并加以修改,使其符合国内中学生的阅读要求,可以使学生更好地理解、领会。

6、时代性强。阅读材料跟踪时代特点,符合当代中学生的兴趣、要求,保持与时代同步的特色。

当然,本套丛书虽尽力满足读者要求,但也存在某些不足之处,希望广大教师、同学多提宝贵意见。

编 者
2002 年 5 月

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Unit 1

Hello! Nice to meet you!

Part 1

观察下列各图，看看分别像本单元学过的哪些字母，将它们的大写形式写在四线格内。



Four-line grid for writing the uppercase letter H.



Four-line grid for writing the uppercase letter O.



Four-line grid for writing the uppercase letter E.



Four-line grid for writing the uppercase letter G.



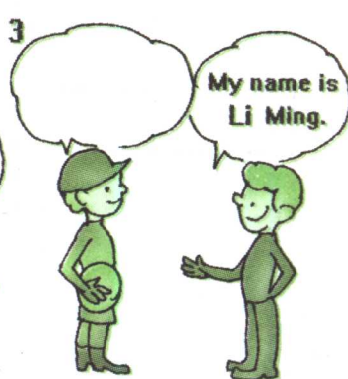
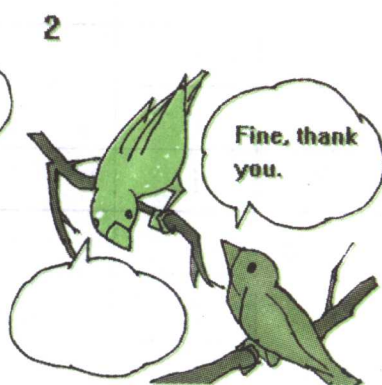
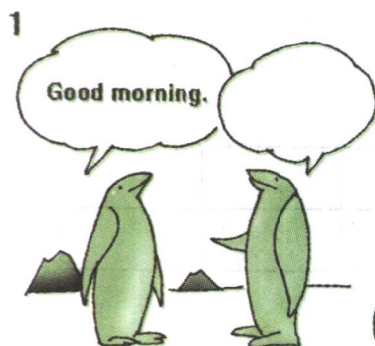
Four-line grid for writing the uppercase letter A.

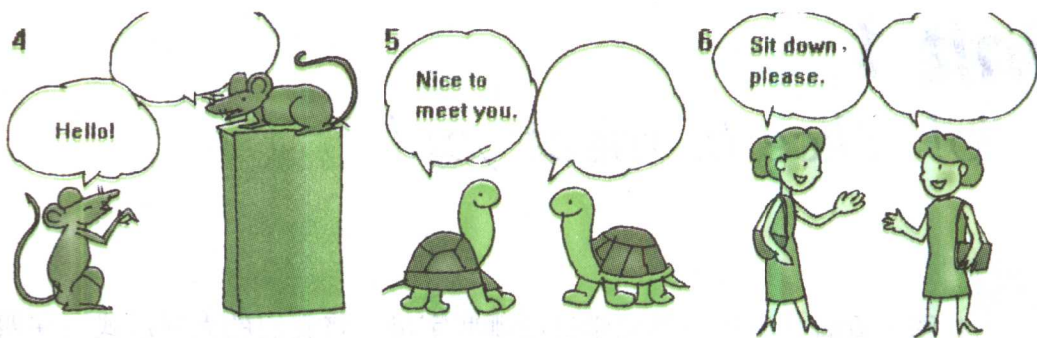


Four-line grid for writing the uppercase letter F.

Part 2

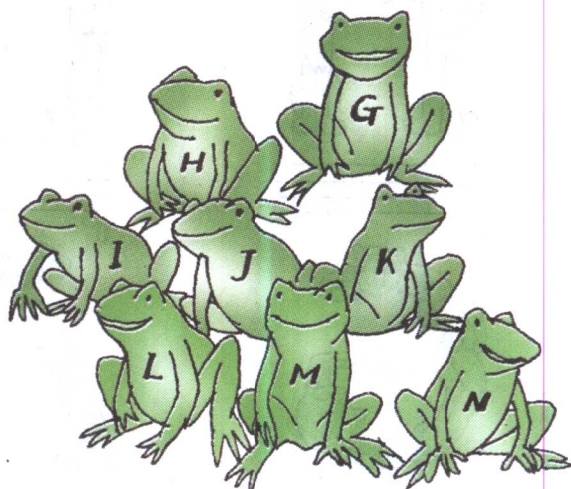
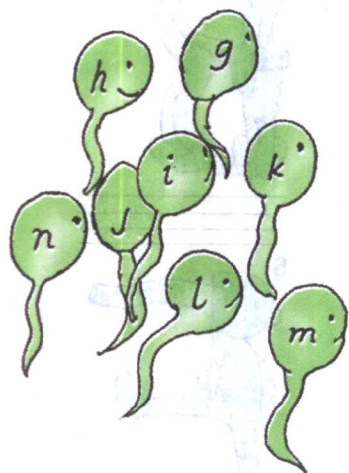
根据图画，填写所缺的句子。





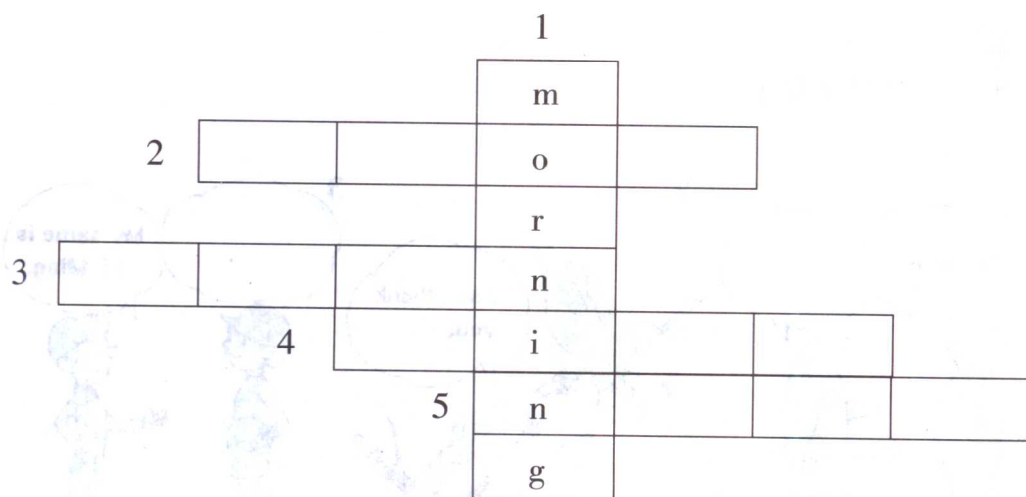
Part 3

请根据大小写字母相对应的关系,帮助小蝌蚪找到它们的妈妈。



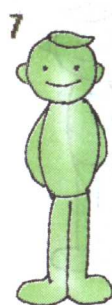
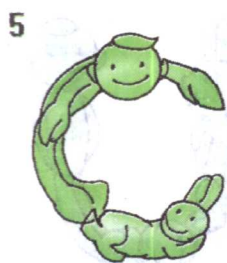
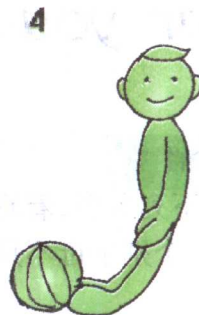
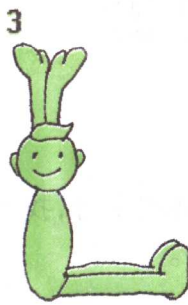
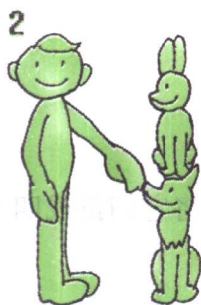
Part 4

填词游戏。



Part 5

看图找字母并写出它们的小写形式。



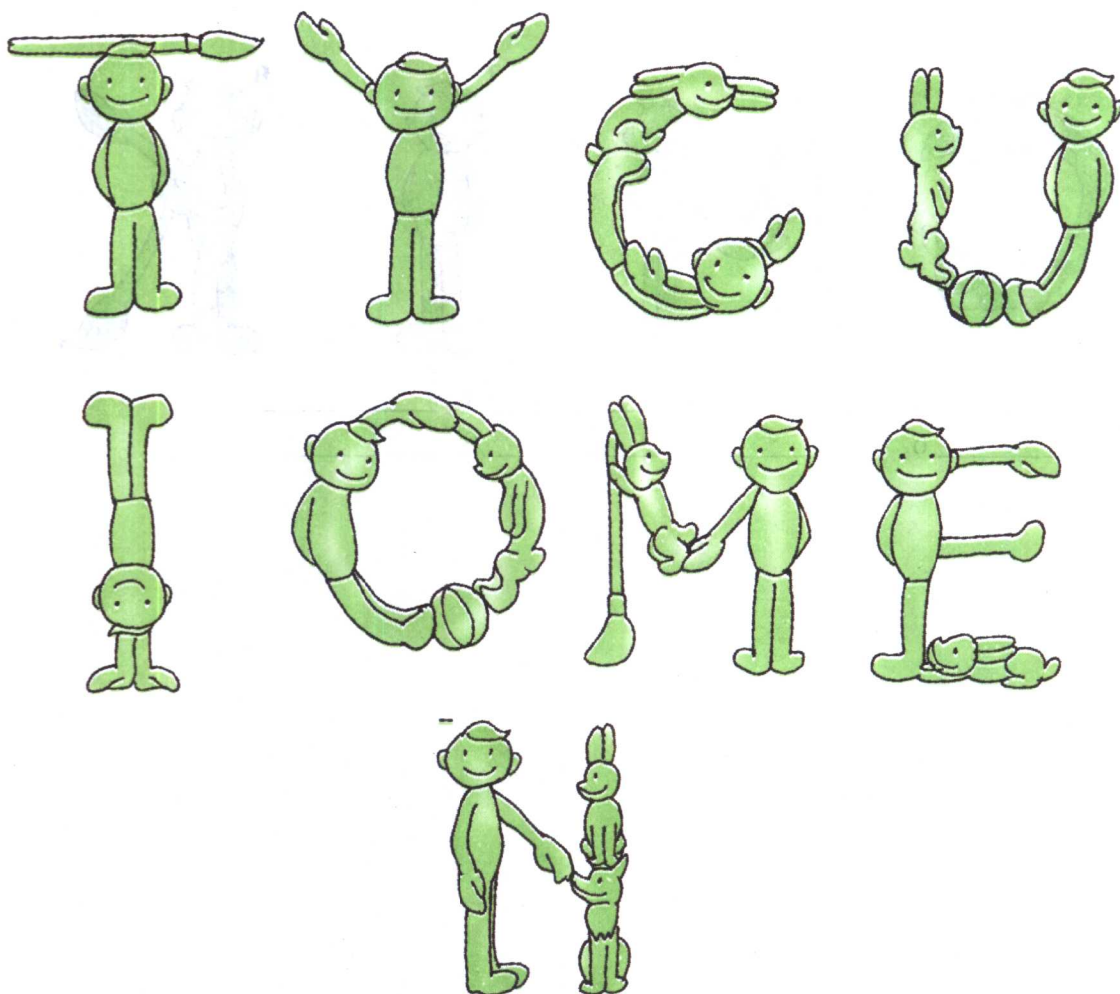
1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____

Unit 2

Can you spell it?

Part 1

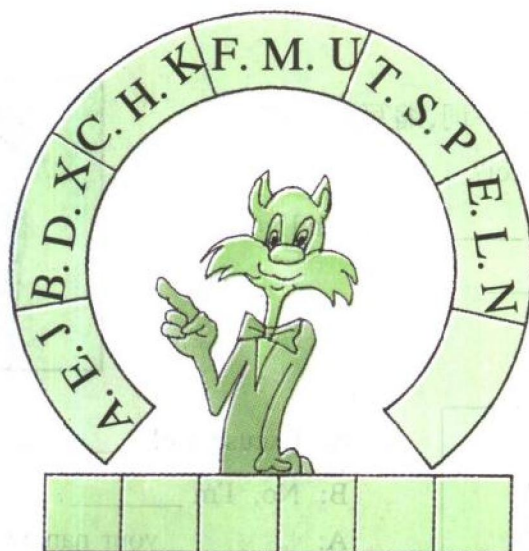
观察下列各图,看看分别像哪些字母,找到字母后将它们拼成四个单词,然后组成一个句子(个别字母不只用一次)。



组成的句子是: _____

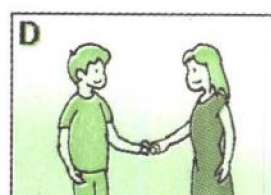
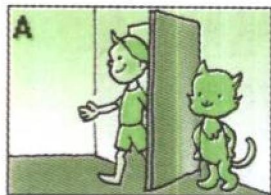
Part 2

在图中的每组字母中根据发音的特点，找出其发音不同的字母，并按顺序填写在图下的六个空格内，你知道它是什么单词吗？



Part 3

根据句子内容，选择正确的的图画。



1. Good morning, Mr. Zhang! _____
2. Where is my cat? _____
3. Nice to meet you! _____
4. This is Lucy. _____

Part 4

重新排列下面的句子，使其成为一个完整的对话。

- A. Sorry.
- B. Excuse me. Are you Wang Bin?
- C. That's all right.

D. No, I'm not. I'm Huang Lei.

对话:

1. _____ 2. _____ 3. _____ 4. _____

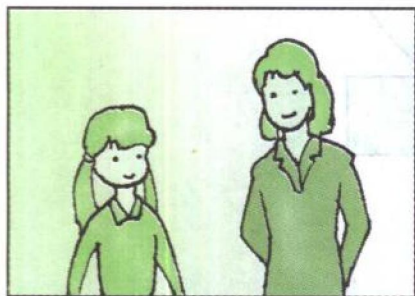
Part 5

根据图画,补全对话(每空一词,缩写算一词)。

1. A: How are you, Li Lei?

B: Fine, _____ . And you?

A: I'm fine, _____ .



2. A: Excuse me! _____ you Li Ping?

B: No, I'm _____ .

A: _____ your name?

B: My name is Zhang Ping.

A: Can you _____ it, please?

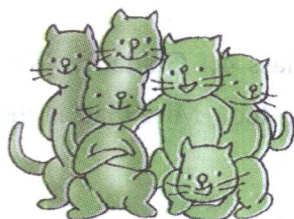
B: Yes. Z-H-A-N-G, Zhang, P-I-N-G, Ping.

Unit 3

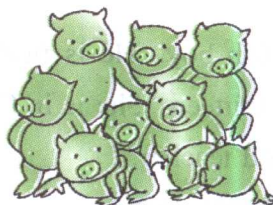
Numbers in English

Part 1

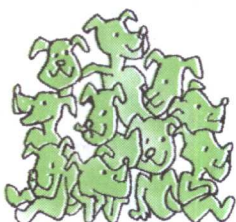
请根据图画,用英文写出数字。



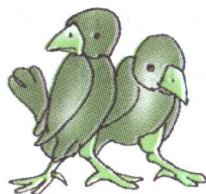
_____ cats



_____ pigs



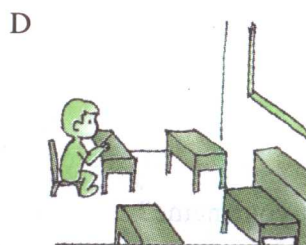
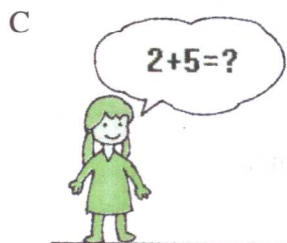
_____ dogs



_____ birds

Part 2

请根据句子内容,选择正确图画。



1. I'm in Row Two. _____
2. Are you in Class Four? _____
3. What's two plus five? _____
4. How old are you? _____

Part 3

阅读下面短文, 并根据短文内容判断句子的正误(正确的用“T”表示; 错误的用“F”表示)。

Tom is an English boy. He is twelve. He is in Class 4, Grade 1. Wei Hua is a Chinese girl. She is thirteen. She is in Class 4, Grade 1, too. Miss Gao is their English teacher. She is a good teacher.

- () 1. Tom is a Chinese boy.
- () 2. Tom and Wei Hua are in Class 4, Grade 1.
- () 3. Tom is 12.
- () 4. Miss Gao is their English teacher.
- () 5. Wei Hua is 12, too.

Part 4

补全对话(每空一词)。

A: Good morning!

B: _____ .

A: What's your name, _____ ?

B: I _____ Wang Fang.

A: _____ class are you in?

B: I'm in Class 4.

A: _____ in Row 3?

B: Yes, I am.

Part 5

笑话一则

My Parer ① ② Me the Name

Teacher: What's your name?

Student: I'm Jack.

Teacher: How do you spell it?

Student: I don't know.

Teacher: Don't you **know** ^③ how to spell your name?

Student: No. My parents give **me** ^④ the name.

注释:

1. parent ['peərənt] 父母(名词)
2. give [giv] 给(动词)
3. know [nəʊ] 知道(动词)
4. me [mi:] 我(代词宾格)

Unit 4

What's this in English?

Part 1

填词游戏:根据图画,填出本单元含有字母 c 的单词。

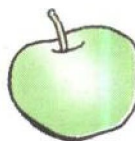
1	c							
2	c							
3	c							
4	c							
5	C							
6	c							
7	c							

Part 2

看图将对话补充完整(每空一词,缩写算一词)。

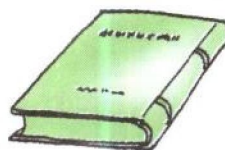
1. A: _____ this?

B: It's _____.



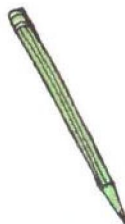
2. A: Is that a book?

B: _____, _____.



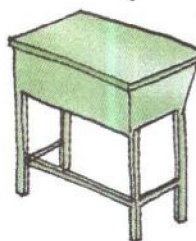
3. A: Is this a pen?

B: _____, _____.



4. A: What's this _____ English?

B: It's a _____.



Part 3

阅读下面对话,从题后方框所给的选项中选择最佳答案,每个选项只能用一次,其中有两项是多余的。

A: ____1____ ____2____

B: My name is Mary.

A: ____3____

B: Fine. ____4____ And you?

A: ____5____ ____6____ What's this in English?

B: ____7____

A: Can you spell it, please?

B: ____8____ P-E-N-C-I-L, pencil.

A: Thanks. ____9____

B: I'm twelve.

A: What class are you in?

B: ____10____

A: Goodbye!

B: ____11____

- A. I'm fine, too.
- B. It's a pencil.
- C. Hi!
- D. How old are you?
- E. Goodbye!
- F. Nice to meet you.
- G. What's your name?
- H. Sorry.
- I. How are you?
- J. Yes.
- K. Thank you.
- L. I'm in Class 3, Grade 2.
- M. Excuse me.

Part 4

根据对话内容,选择正确答案。

Peter: Hello, Tom!

Tom: Hello, Peter.

Peter: Is this Number 15?

Tom: Yes, it is.

Peter: Thank you.

(Peter sits down.)

Tom: Oh, no. You can't sit here. My teacher sits here.

Peter: What row is this?

Tom: It's Row 12.

Peter: Sorry. I'm in Row 11.

() 1. Peter is _____.

A. Number 15 in Row 11

B. Number 15 in Row 12

C. Number 14 in Row 11

D. Number 14 in Row 12

() 2. _____ is Number 15 in Row 12.

A. Tom

B. Peter

C. Tom's teacher

D. Peter's teacher

Part 5

歌曲

We are all ^① happy ^②

The image shows a musical score for the song "We are All Happy". It includes a key signature of one flat (D-flat) and a time signature of 4/4. The melody is written on a five-line staff with numbers 1-5 representing notes. The lyrics are written below the staff, with the words "I love you, you love me, we are all happy." repeated twice. The score is presented in a stylized, hand-drawn format.

1 = D $\frac{2}{4}$

5 3 | 5 - | 5 3 | 5 - | 6 6 | 1̇ 1̇ | 5 - |

I love^③ you, you love me, we are all hap - py.

I help you, you help me, we are all hap - py.

4 2 | 3 - | 4 2 | 3 - | 2 4 | 3 2 | 1 - :||

I love you, you love me, we are all hap - py.

I help you, you help me, we are all hap - py.