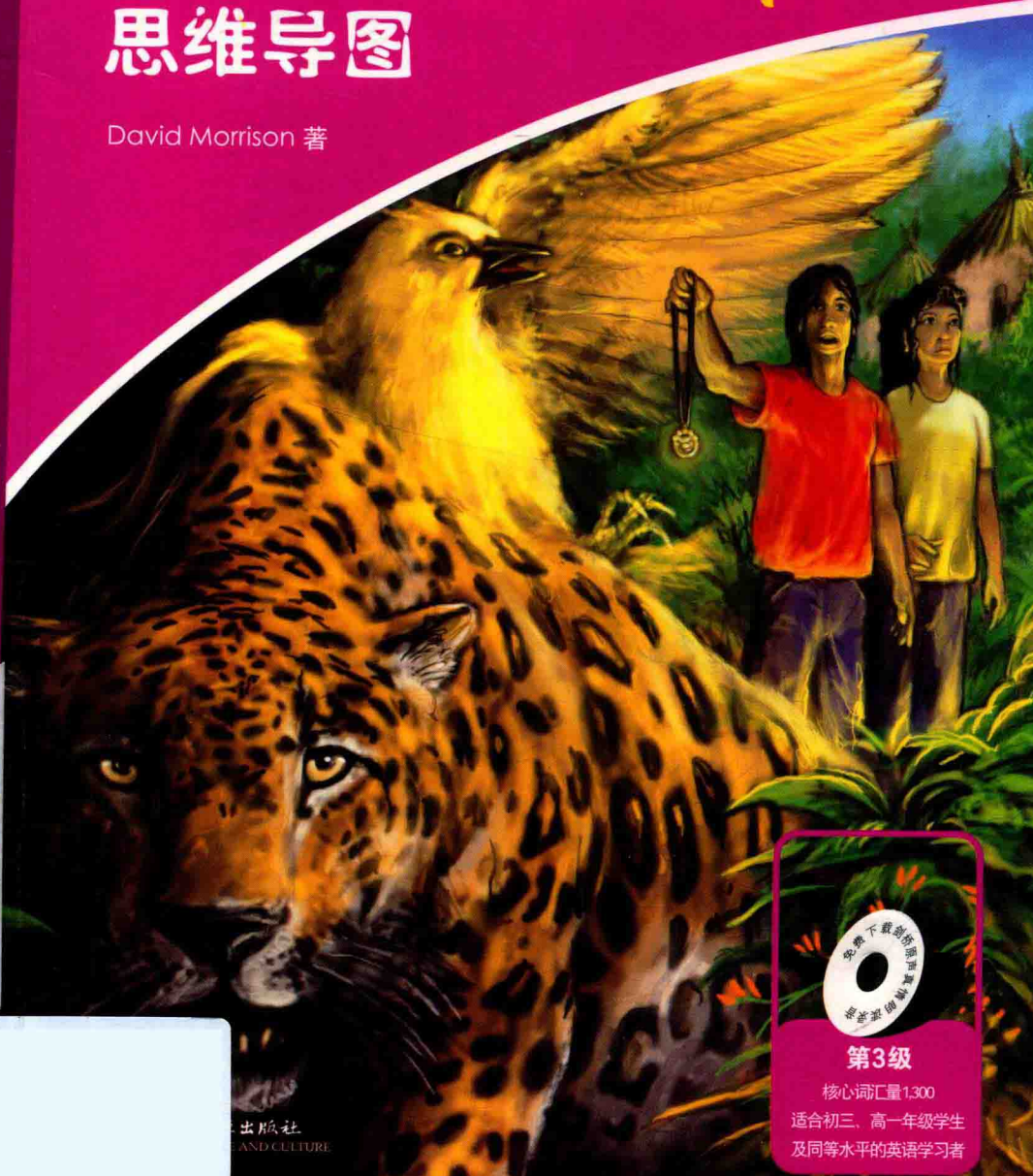




# The Mind Map

## 思维导图

David Morrison 著




**第3级**  
核心词汇量1,300  
适合初三、高一年级学生  
及同等水平的英语学习者



剑桥双语分级阅读

彩绘小说馆

原版系列编辑 Nicholas Tims

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黄瑶 朱晓萌 编译



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS



CAMBRIDGE  
UNIVERSITY PRESS

社图号16073

*The Mind Map* [978-84-832-3537-9] by David Morrison was first published by Cambridge University Press in 2009. All rights reserved.

This bilingual (English-Simplified Chinese) edition for the People's Republic of China is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

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北京市版权局著作权合同登记图字：01-2016-2974号

### 图书在版编目(CIP)数据

思维导图：英汉对照 / (英) 莫里森

(Morrison, D.) 著；黄瑶，朱晓萌编译。——北京：北

京语言大学出版社，2016.6

(剑桥双语分级阅读·彩绘小说馆)

书名原文：The Mind Map

ISBN 978-7-5619-4517-9

I. ①思… II. ①莫… ②黄… ③朱… III. ①英语—  
汉语—对照读物②短篇小说—英国—现代 IV.

① H319.4: I

中国版本图书馆 CIP 数据核字 (2016) 第 105547 号

### 思维导图 SIWEI DAOTU

责任编辑：于华颖 张轶莹

美术设计：冯志才

责任印制：陈 辉

出版发行：北京语言大学出版社

社 址：北京市海淀区学院路 15 号，100083

网 址：www.blcup.com

电子信箱：service@blcup.com

电 话：编辑部 8610-8230 3700

发行部 8610-8230 3650/3591/3648

读者服务部 8610-8230 3653

网购咨询 8610-8230 3908

印 刷：保定市中国画美凯印刷有限公司

版 次：2016 年 6 月第 1 版

印 次：2016 年 6 月第 1 次印刷

开 本：880 毫米 × 1230 毫米 1/32

印 张：3.875

字 数：95 千字

定 价：18.00 元

PRINTED IN CHINA

此为试读，需要完整PDF请访问：[www.ertongbook.com](http://www.ertongbook.com)

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印 刷：保定市中国画美凯印刷有限公司

版 次：2016 年 6 月第 1 版

印 次：2016 年 6 月第 1 次印刷

开 本：880 毫米 × 1230 毫米 1/32

印 张：3.875

字 数：95 千字

定 价：18.00 元

PRINTED IN CHINA

“剑桥双语分级阅读·彩绘小说馆”从剑桥大学出版社原版引进，是“剑桥双语分级阅读·小说馆”的彩色升级版。“彩绘小说馆”由英美著名语言教学专家及小说家合力创作，是专为非英语国家的青少年英语学习者打造的分级阅读系列读物。

“剑桥双语分级阅读”丛书总规模 100 余册，其中本系列 20 余册，出版以来深受世界各地英语教师和学习者的喜爱，已有多个读本荣获英国“语言学习文学奖”和“语言学习文学奖提名奖”。

“彩绘小说馆”具有以下突出特色：

1. 它的故事均以青少年为主人公，从孩子的视角讲述那些充满冒险与挑战、幻想与新奇、开心与失落的故事，充分满足孩子的心理需求，使小读者在欣赏跌宕起伏故事情节的同时不知不觉提升英语水平。

2. 它是专为非英语国家的英语学习者量身定制的读物，而非为英语母语者而写的大众读物。因此，本系列是中国读者首选的英语学习读物。

3. 它是英美知名小说家和英语语言教学专家合力创作的读物，小说家保障了读物的可读性与可欣赏性，英语语言教学专家保障了读物语言作为英语习得材料的科学性与可学性。因此，阅读本系列读物，我们会在欣赏小说的同时，自然而然地、有效地提高自己的英语水平。

4. 它的故事题材丰富多样，包括历险、悬疑、人文、奇幻、喜剧、历史、戏剧等，读者可以随心选择自己喜欢的类别进行阅读；它的故事内容生动有趣，故事情节引人入胜、扣人心弦，一旦开始阅读，就想一口气读完，使阅读真正升华到“悦读”。

5. 赠送原版配套单词互动游戏及剑桥原声真情朗读录音。所配音频不是普通英语母语者的朗读录音，而是专业配音员的演绎再创作。听着它，我们犹如在听广播剧、听评书，又仿佛是在听电影、听话剧……这种聆听英语的享受将彻底扫除学生对英语听力的畏难心理。

6. 读本中所使用的语言，既有英式英语，也有美式英语，对应的音频材料也相应分为英音和美音。读者可根据自己的喜好来选择。

7. 本系列读物根据“欧洲共同语言参考框架 (CEF)”和“剑桥大学外语考试部 (ESOL)”的标准来确定级别划分，是建立在科学研究和实践基础之上的分级。全套共分七个级别（与中国读者英语基础水平的大致对应关系，请参见图书封底表格），读者可根据自己的英语基础选择相应级别的读本来学习。

为了更好地帮助读者学习和欣赏，“彩绘小说馆”在阅读理解、文化扩展、词汇积累等方面进行了精心设计。

1. 增加适量辅助学习的内容。在章节中间设置了对页练习，包括 Looking back (前情回顾)、Activities (阅读活动)、Looking forward (情节预测) 三个板块，重点培养读者的阅读理解能力与思维判断能力。还增加了 Cultural note (文化点滴) 和 Words & expressions (词汇与表达) 板块，帮助读者扫除阅读障碍，提升鉴赏能力。

2. 增加了小说全文的参考译文。出于语言学习的考虑，译文尽量采用直译，保证两种语言句子的基本对应，避免文学式意译。值得一提的是，所增加的辅助学习内容和参考译文，均由来自全国不同省市著名中学 (包括人大附中、北大附中、清华附中、黄冈中学、上海中学等三十余所中学) 的一线英语教师完成，从而确保了所加内容与中国学生的英语学习特点和学习需求相吻合，为学生阅读和欣赏读物、提高英语水平给予恰到好处的助力。

3. 提供配套网络资源。本系列读物配有专题网页，读者可以在网页上了解读物的基本信息、故事梗概、作者和编译者介绍；可以通过“在线测试” ([http://cdextras.cambridge.org/Readers/RPT\\_last.swf](http://cdextras.cambridge.org/Readers/RPT_last.swf)) 帮助自己确定适合的阅读级别，再结合自己对题材和英式或美式英语的偏好，来选择具体的读本；还可以进行故事预览和试听，下载录音和拓展习题，与其他读者分享、交流读书心得。教师还可以分享教学经验并下载教案等相关资源 (<http://www.blcup.com> 和 <http://www.camstory.cn>)。

英语阅读是英语课堂的延伸和补充，也是培养英语语感、提高英语水平的有效途径。选择好的英语读物，收获的将不仅仅是语言的进步。欢迎年轻朋友们来到“剑桥双语分级阅读·彩绘小说馆”，打开一本本好书，品味一个个好故事，为实现梦想搭建桥梁。

北京语言大学出版社

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## People in the story

### 故事中的人物

**Lucho Valdez:** a fifteen-year-old boy

**Eva Villa:** Lucho's classmate

**Mr Parra:** the history teacher at Lucho's school

**Pablo Silva:** another of Lucho's classmates

**Mario:** a young man; he works in Salvador's antique shop

**Salvador Lana:** the owner of an antique shop

**the chief:** the leader of the Kogi tribe

卢乔·瓦尔德斯：一个15岁的男孩儿

埃娃·维亚：卢乔的同学

帕拉先生：卢乔所在学校的历史老师

帕布罗·席尔瓦：卢乔的另一个同学

马里奥：一名年轻男子，他在萨尔瓦多的古董店工作

萨尔瓦多·拉纳：古董店老板

首领：科吉部落的领袖

### BEFORE YOU READ

- ① Look at the cover and the pictures in the first chapter.

Answer the questions.

1 Where is the story set?

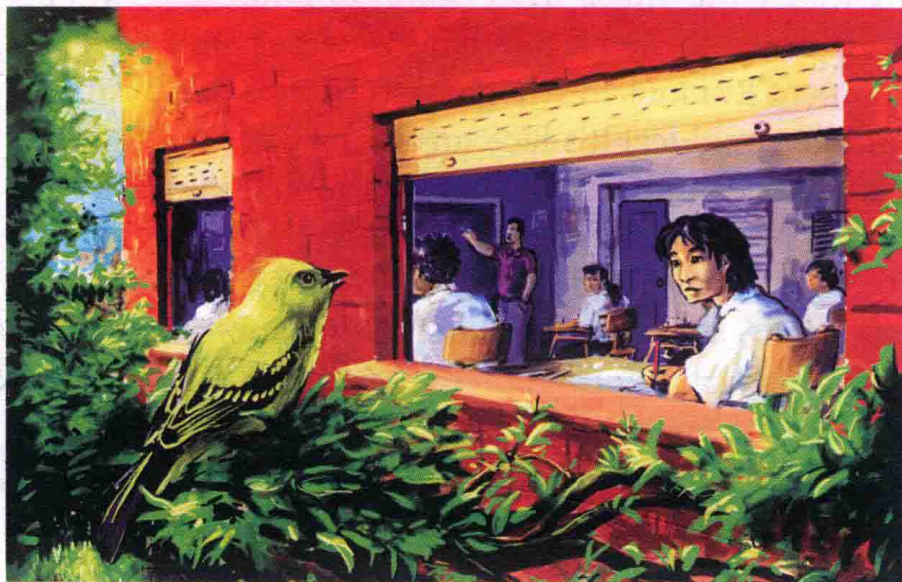
.....

2 What animals are there in the story?

.....

# Chapter 1

## Homework



Lucho Valdez looked at the little yellow bird singing happily in a tree on the other side of the classroom window.

‘It’s almost as beautiful as Eva Villa,’ he thought to himself.

Eva was sitting at the front of the class. Lucho could only see the back of her head, but he knew she was listening to every word their history teacher, Mr Parra, was saying.

‘The problem is that I don’t know anything about her,’ Lucho said to himself. ‘I don’t know what she does after school. I don’t know if she likes going to the cinema, if she likes pizza, or if she has a boyfriend. I don’t even know where she lives in Santa Marta! And I certainly don’t know what she thinks about me!’

‘And what do you think, Lucho?’

Lucho’s name woke him from his daydream.

‘Did you even hear my question, Lucho?’ asked Mr Parra.

The students at the front of the class turned round to watch the show. They were all smiling. Eva Villa had turned to watch too, but she wasn’t smiling. For a moment Eva looked straight into Lucho’s dark, sad eyes and he could feel his face turning bright red. Then she turned back to the front and said something to the girl sitting next to her. The girl laughed.

Mr Parra walked towards Lucho’s desk. Lucho liked Mr Parra, although he didn’t like history class. There was too much information to remember.

‘Maybe you could tell us what I have been talking about for the last twenty minutes, Lucho, while you were looking out of the window,’ said Mr Parra.



Lucho's heart felt heavy. He had no idea what to say. He looked down at his history textbook. The page was about 'The stolen past' and there was a photograph of a gold object that looked very old. Next, he looked quickly at the board and saw one of Mr Parra's favourite things: a mind map. Every time they had to write about something for homework, Mr Parra asked them to make a mind map.

The mind map had four empty circles joined by four lines to a bigger circle in the centre. In the centre circle Mr Parra had written the word 'guaca'. Lucho tried to remember where he had heard the word before.

They were all waiting. Lucho looked out of the window for a second and saw the little yellow bird. Yes, that was it! *Guaca* was a word that his grandmother had used, but what did it mean? The class was still waiting for him to speak. Suddenly he heard the little yellow bird singing in the tree outside and he opened his mouth.

'We were talking about *guaca*, sir,' he answered.

'And what is *guaca*, Lucho?' Mr Parra asked.

'*Guaca* means "special object". An antique object that was made by South American tribes, usually from gold, sir.'

Mr Parra looked surprised. He hadn't expected Lucho to know the answer. Lucho felt strange. He had no idea where the words were coming from.

'The people who lived here in Colombia, before Christopher Columbus and the Spanish arrived, made lots of gold *guaca*. But many years later collectors all over the world became very interested in these objects and took the *guaca* out of Colombia.'

The girl next to Eva turned to look at Lucho again. The rest of Lucho's classmates had lost interest. Lucho felt better, but Mr Parra hadn't finished with him yet.

'That's correct, Lucho,' said Mr Parra. 'And what is today's homework?'

Homework? Lucho hadn't heard Mr Parra talk about homework. He looked at the mind map on the blackboard again. Outside, the bird had stopped singing.

'I'm not sure, sir,' Lucho said quietly. He felt stupid. 'Is it something about *guaca*?'

His classmates laughed. Mr Parra turned to another student in the class.

'Can you help us, Pablo?'

Pablo Silva was every teacher's favourite student. He always knew the answer to every question. Some people didn't like him and laughed at his old-fashioned glasses, but Lucho thought he was OK. And he sometimes helped Lucho with his homework when he hadn't listened in class.

'We have to write four hundred words by next Thursday about why *guaca* should be returned to Colombia, sir,' Pablo answered. 'But first we have to find out some information and organise it into a mind map like the one on the board.'

'That's correct, Pablo. Thank you. Give me your mind maps on Monday, and ...'

When they heard the bell for end of class, everybody started putting their things in their bags.

'Wait a minute; wait a minute!' shouted Mr Parra.

Mr Parra made a loud noise with his ruler. Lucho saw the little yellow bird fly into the air when it heard the noise.

'I'll check your mind maps in class on Monday.'

Remember, they are as important as the written work!

Lucho put his books into his bag and walked towards the classroom door with the rest of the class.

‘We can do this really quickly.’

The voice was Eva Villa’s. Lucho turned and saw that she was standing behind him waiting to leave the class.

‘Sorry?’ he said.

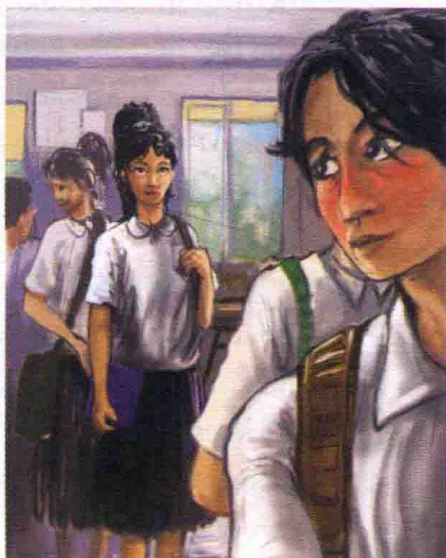
Lucho looked at Eva’s lovely, dark brown eyes and her long, black hair. Unfortunately, he turned red again.

‘I said that we can do this really quickly. We can do the mind map together tomorrow in the library. That way we won’t have to meet this weekend,’ Eva continued.

She could see that Lucho didn’t understand.

‘Don’t worry. You were probably asleep!’ she joked.

‘Mr Parra said we had to do the homework in pairs. I have to work with you,’ she explained patiently. ‘It’s Friday tomorrow so we have a free hour after English class. We can use the Internet in the library.’



Lucho wanted to shout with happiness. He was going to spend an hour in the library with Eva Villa. Eva Villa!

‘Umm, yes, OK,’ Lucho replied. ‘Tomorrow morning, in the library, after English class.’

He had tried to sound cool but, when he walked out of the classroom, he could feel his heart beating hard in his chest.

## LOOKING BACK

- 1 Check your answers to *Before you read* on page 6.

## ACTIVITIES

- 2 Are the sentences true (T) or false (F)?

- 1 Mr Parra is Lucho's geography teacher.  F
- 2 Eva lives in a town called Santa Marta.
- 3 A mind map has got lines and circles.
- 4 *Guaca* is the name of gold objects from North America.
- 5 Lucho lives in Colombia.
- 6 All the teachers like Pablo Silva.
- 7 Mr Parra says that mind maps are not important.
- 8 Lucho and Pablo are going to do their homework together.
- 9 Lucho and Eva are going to meet in the library the next day.

- 3 Underline the correct words in each sentence.

- 1 Lucho is / isn't listening to his teacher.
- 2 Lucho knows a lot / very little about Eva.
- 3 Lucho likes Mr Parra / history.
- 4 There is / isn't a lot of guaca in Colombia now.
- 5 The students have to do their mind maps before / after they do their written work.
- 6 The students have to do their mind maps for Monday / Thursday.
- 7 Lucho and Eva are going to do their homework on Friday / at the weekend.
- 8 Eva thinks / doesn't think that they can do the homework quickly.
- 9 Lucho feels / doesn't feel nervous at the end of Chapter 1.

4 What do the underlined words refer to in these lines from the text?

- 1 'It's almost as beautiful as Eva Villa.' (page 7)  
the yellow bird
- 2 Lucho could only see the back of her head. (page 7)  
.....
- 3 They were all smiling. (page 8) .....
- 4 He had no idea what to say. (page 9) .....
- 5 He always knew the answer to every question. (page 10)  
.....
- 6 'We can do this really quickly.' (page 11) .....
- 7 'I have to work with you.' (page 11) .....

5 Answer the questions.

- 1 What is Lucho looking at at the beginning of the story?  
.....
- 2 Why doesn't Lucho like history?  
.....
- 3 Who took the *guaca* out of Colombia?  
.....
- 4 What is the homework for Thursday?  
.....

## LOOKING FORWARD

.....

6 Tick (✓) what you think happens in the next two chapters.

- 1 Lucho talks to his mother about *guaca*.
- 2 Lucho and Eva find a piece of *guaca*.

### Cultural note 文化点滴

**Columbia:** 哥伦比亚共和国，国土位于南美洲西北部，人口主要以印欧混血为主，为资源丰富的发展中国家，首都为波哥大。