

Extensive Reading

阅读拓展

教师用书
Teacher Book

主 编 林莉兰 程家才
编著者 林莉兰 黄学静
任静明 王 炎
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2

安徽大学出版社

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总 序

21 世纪是一个高度全球化的时代, 社会对英语人才的需求也已呈现多元化趋势。培养具有扎实的基本功、宽广的知识面、一定的专业知识、较强能力和较好素质的新型英语专业人才, 是我国目前对高等学校英语专业教学的迫切要求。与之相适应, 编写符合新的时代要求的英语专业教材自然也成为广大师生的必然需要。

根据高等学校外语教学指导委员会《关于外语专业面向 21 世纪本科教育改革的若干意见》, 21 世纪英语专业教材至少应具备以下几个基本特征: (1) 教学内容和语言能够反映快速变化的时代; (2) 要处理好专业知识、语言训练和相关学科知识间的关系; (3) 教材不仅仅着眼于知识的传授, 而且要有助于学生的鉴赏批评能力、思维能力、创新能力的培养; (4) 具有较强的实用性和针对性。

针对这些要求, 结合近几年高等学校英语专业教学改革的实践经验, 以及我省英语教学的实际需要, 安徽大学外语学院张红霞博士等主持设计了新教材的编写方案, 安徽大学出版社组织了数位省内英语教学专家, 对教材编写方案进行了多次研讨与论证, 在尽量吸取国内其他英语专业教材及公共英语教材、国外主要英语(外语)教材宝贵经验的基础上, 注意取其长并避缺、补短, 力求新教材科学、有效且有所突破与创新。

在科学论证、广泛讨论的基础上, 我们组织全省十几所高校英语专业院系的骨干力量, 编写了这套“新开端英语专业基础课系列教材”。作为安徽省自主编写的第一套英语专业基础课教材, 本套教材从一开始就受到安徽省教育厅的充分肯定、重视, 被列入安徽省高等学校“十一五”规划教材。

本套教材包括三种:《读写教程》、《视听说》及《阅读拓展》, 每种 4 册, 每册均有配套的教师用书, 适合大学英语专业一、二年级的学生及相应水平的英语学习者使用。教师用书不仅附有学生用书练习答案, 还为教师提供了丰富的背景、专业知识介绍以及相应的教学建议, 方便教师使用。

本套教材具有以下主要特点:

1. 以整体语言理论为指导, 充分体现“同步发展”的编写理念。每种教材在突出自身重点的基础上, 又注重听、说、读、写、译技能的全面发展和提高。三种教材不同的课型间有着密切联系, 每种每册教材的相应单元都围绕同一主题, 从不同的角度加以编排, 内容互相关联, 便于学习互动、迁移。由此可以拓宽学生视野, 提高基础词汇、重点词汇的出现率, 扩大词汇量, 使重点语言知识、文化信息在不同的情境中反复出现, 得到强化, 加深记忆, 促进学生对语言的理解和接受, 有效地提高学习效果。可以说, 整套教材的“套”的概念名副其实, 不仅能够促进任课教师之间互相交流、统一进度, 而且能够提高学生的学习兴趣, 促进学生语言能力全面、均衡地发展。

2. 语言素材题材、体裁多样化。本套教材除《视听说》每册另增3个新闻单元外,均为12个单元,围绕12个主题展开教学。这12个主题涉及政治、经济、文化、历史、文学、教育、体育、医药卫生、科学技术等多个领域,涵盖记叙文、论说文、科学小品、新闻报道等不同体裁,避免以文学作品为主要素材,更加符合专业培养目标。所选素材贴近学生现实生活,并涉及社会热点问题,容易被学生理解和接受;选材力求语言真实、自然、有趣,保持原汁原味,让学生能够在原生态的英语语境中学习到地道的英语。

3. 语言训练由易到难,循序渐进。本套教材根据“支架”(scaffolding)的认知原理,为学生提供可理解性语言输入,题材情景的呈现、语言功能的训练皆由近及远、由易到难,循序渐进。比如教材12个单元的主题设置皆从最接近学生现实生活,最容易被学生理解、接受的内容入手,逐渐深入和拓展。教材通过不断搭建并逐步拆除引导框架,为学生提供一步步攀登的阶梯,帮助学生稳步提高。

4. 任务驱动型语言教学。高等学校英语专业英语教学大纲明确提出在教学中要多开展以任务为中心的、形式多样的教学活动。本套教材向学生提出了明确的关于语言活动结果的目标要求,每一课都设置了“任务前(pre-)”、“任务中(while-)”、“任务后(post-)”三个教学阶段,采用启发式、讨论式、发现式和研究式等各种方法,将语言学习、运用系统地融于任务前、任务中、任务后的各种交际活动中,并配置科学的、新颖的多元测试任务,从而促进学生对语言的有效习得。每单元后还附有“学习反思”及“拓展学习”等,充分调动学生学习的主动性、积极性,激发学生的学习动机,最大限度地让学生参与学习的全过程,并引导学生主动积极地利用现有图书资料和网上信息,获取知识、提高能力。

5. 符合记忆规律。本套教材在为学生提供可理解性语言输入的同时,通过文字、图片、视频、音频等多种形式提高学生的注意程度。在相关知识进入短期记忆后,通过各种精细复述的手段,帮助学生将新近所学的知识转存到长期记忆中,补充、重构已有的知识库,从而强化学习效果。

6. 注重跨文化交际能力的培养。针对目前英语专业教学中存在的忽略中国文化元素、把外语教育与本土文化人为割裂开来等现象,本套教材的话题、情景设计皆以全球多元文化(包括我们中华文化及社会发展的内容)为背景,置英语学习于世界文化语境之中,以使我们的学生努力成长为符合全球化时代发展要求的人才。

教材的编写是一项任务艰巨而又非常有意义的工作,其中的每一个参与者都为此付出了大量的时间和辛苦的劳动。我们希求完美,却难能做到尽善尽美,疏漏之处在所难免,惟愿我们这套书能够得到广大师生的认可和喜欢,并在使用中提出宝贵的意见和建议,以便我们不断完善。

安徽大学外语学院

陈正发

前 言

在知识爆炸、信息量膨胀的今天,阅读能力的培养显得尤为重要。因此,在目前的英语教学中,阅读受到前所未有的重视,这对阅读教材的编写提出了更高的要求。作为英语专业的泛读教材,必须克服过去那种文字陈旧、选材不宽、起点偏低、练习单一、课堂操作性差等一系列缺陷,以便更好更快地提高英语专业学生的阅读能力,培养高质量的复合型、实用型英语人才。“新开端英语专业基础课系列教材”之《阅读拓展》就是在这一指导思想下编写完成的。

“新开端英语专业基础课系列教材”是安徽大学外语学院陈正发教授主持的安徽省“十一五”规划教材项目。《阅读拓展》是本系列教材的其中一套。本套教材共分4册,取材广泛,内容丰富,文体多样,由浅入深。文章大都选自英语国家近年来出版的正规纸质图书和网络材料,其中很大一部分来自 *Reader's Digest*, *The Economist*, *www.nytimes.com*, *Time* 等知名杂志和网站。题材涉及教育、科学、体育、文学、文化等诸多领域,体裁涵盖报告文学、新闻通讯、科学小品、回忆录、说明文、记叙文、议论文、散文、小说、传记、演讲等。所选文章经过精挑细选,长度适中,难度相宜,少数地方做了必要的改写和删减,适合英语专业第一至第四学期教学使用,每学期一册。

材料编排上,每个单元围绕一个题材和一个阅读技巧,提供三篇阅读材料,按照通行的阅读课模式把 Lesson A 和 Lesson B 分别分成 Pre-reading, While-reading, Post-reading 和 Extension Activity 四大模块,合理设计课堂练习和课外活动,有针对性地训练学生的阅读技能,而 Lesson C 则作为学生课后阅读材料。值得一提的是,练习中安排了一定的口语和写作活动,目的是整合学生语言能力,激发学生学习兴趣,提高课堂教学效果。为了便于教学,与该书配套的教师用书为授课教师提供了较好的教学参考,使课堂教学易于组织和操作。

许有江教授担任《阅读拓展》的总主编,林莉兰、程家才教授担任本套教材第二册的主编,全面负责第二册教材的材料收集、筛选和最后选定,阅读技巧编写的把握,练习题型和题量的敲定,以及定稿前的主审工作。第二册编写分工如下:林莉兰教授负责第1单元的编写工作,任静明老师负责第2、3单元的编写工作,庞学通老师负责第4、5、6单元的编写工作,黄学静老师负责第7、8、9单元的编写工作,王炎老师负责第10、11、12单

元的编写工作。另外,陈正发教授、许有江教授、朱跃教授、周乾教授也校阅了全书,提出了很多宝贵的修改意见和建议,在此一并表示衷心感谢!

编写工作虽历时两年,编者皆为从教多年的老教师,但书中不妥之处仍在所难免,欢迎同行专家不吝赐教!

编 者

2010 年 1 月

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We have the utmost respect for intellectual property rights; however, sadly lacking in correct contact information, we cannot approach every rights-holder for permission to copy or alter the related material. We apologize for this. Meanwhile, we plead for kind and generous consideration for granting us permission to use the material for teaching and learning purposes.

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Unit 1

Lesson A

Pre-reading

Brainstorming

This proverb means that the bonds of those related by blood are stronger than bonds between unrelated people or it generally means that family ties are closer than other relationships.

Pre-reading Questions

1. The text might deal with issues of family bonds.
2. The problems include resistance from family, friends and society, as well as individual ideas, and expectations within the relationship. Failure to understand the language, culture and religion of their spouse may become obstacles in their marriage. Family members may feel as though the person isn't embracing his/her culture or religion. They may not understand the other person's culture. Some family members may disown the person altogether. The biggest problems in mixed marriages have to do with children—children's education and youth identity. When their children grow up, they often can not find a sense of belonging. Society may be cruel to the couple and their children. Mean, ignorant comments, discrimination and sometimes physical assaults may be perpetrated by strangers who do not understand or approve of mixed marriages.
3. Children are a common concern and source of problems within mixed marriages as couples with different racial backgrounds may not agree on which faith and values to teach their children.

While-reading

Focus on the Main Idea

This story is about the conflicts between Frank, a frontier white man and his native American wife on how to raise their son. Frank bought a squaw from the Crow Reservation. The conflict between the two traditions grows when the other white settlers arrived. Frank was afraid that his son would become an outsider like himself, so he decided to bring up his son the white way, which caused great pain to the mother.

Focus on Reading Comprehension

1-4 BCDB 5-8 BABC

Focus on Reading Skill(s)

1. Alienated from the other white settlers because of being a squaw man, Frank began to realize the fatal mistake he had made.
2. Jim's remark that his son was growing up made Frank decide to bring up the boy in the white way.

Post-reading

Topics for Discussion

1. The text does not give the exact reason why Frank decided to marry the girl. Maybe at this time he realized the faith and values in his culture—the responsibility a husband had for a wife and a father for his children. Frank's decision also suggests that he started to like the Indian girl at this time.
2. Before the other whites arrived, there had already been a few problems in their relationship: Both of them were steeped in their customs, and both of them were inflexible. What's worse, they were not able to talk to each other. All these problems led to the misunderstandings and conflicts between them.
3. Frank bought this Indian girl simply because she was an object to his lust. As time moved on, Frank began to like her. Although they were not able to talk to each other, this Indian girl was pretty, smart and dutiful. So he married her in the white way after she was pregnant. When the other farmers saw it a shame to keep their Indian wives, Frank gave his wife the promise to keep her. But after becoming an outsider in the community and seeing no hope to change his wife, Frank recognized his mistake of not sending his wife away.
4. Frank is a brave and strong character in the story. Frank came to the Yellow Hills because he wanted to start a new life. It is quite brave of him to settle alone in an Indian country. Besides, when other settlers sent their Indian wives back to the reservation because it would be a shame in the eyes of the others to keep them, Frank decided to keep his wife. He took her to town, because he was not ashamed of her. In spite of bravery he was vulnerable to social pressure.

The Indian girl is also a strong character in the story. From the very beginning she stuck to her own culture and values. Frank wanted her to act like a white woman would do, but she wanted to keep her Indian way of living. When Frank took her to town, she followed behind him, obediently and with her head faintly lowered, as a squaw always did. Finding Frank regretted marrying and keeping her and the son, she returned to her old way of table manners. When there was a disagreement between her and Frank on how to raise their children, she refused to give in.

Focus on Structure and Meaning

1. Although he was confident, he had not anticipated the extreme loneliness that soon haunted him.
2. Frank married the girl not because she showed the needs of marrying him, but because he thought it was right to treat the girl that way.
3. For a while the squaw had regarded it as a shame that her husband should share her work. She used to eat on a floor blanket with legs crossed, but now by her husband's angry command she had formed the habit of eating at table.
4. She faithfully performed her duty of a squaw to her husband, but behind the girl's face was her strong will not to be changed.
5. Frank thought that nothing could be done for himself or the Indian girl to remedy the mistake.

He began to think slowly and painfully what to do for his son.

Extension Activity

My View on an Ideal Family

Family as it says in a dictionary “is a fundamental social group in society that typically consists of one or two parents and their children”. We all have families. No matter how they are composed, we share some characteristics that make a family. For example: living in the same roof, sharing the same values and goals, etc. Some families try to assemble themselves as better as they can so they can accomplish the thought of an “ideal” family. But, what is actually an “ideal family”?

First of all, healthy involvement with each other is one trait of an ideal family. The family is a group of people who share not only a house, and an economy, but also an emotional feeling and attachment to each other. They care and have a deep sense of commitment. They stay together no matter what. They respect one another and understand that each one is a different person so they work together to fulfill their individual needs.

Second, an ideal family knows how to protect their members, providing a secure environment within the home. Its members will help each other in good and bad situations.

Third, parents in an ideal family know how to pass on values to the next generation, through modeling, discussion, teaching, and problem solving.

Lesson B

Pre-reading

1. Yes. A family is not only bound by blood, love and togetherness, but also by family values and morals. Our values begin to come to us in our cribs when we are infants. They are the *shoulds* and *shoul’n’ts* that guide our footsteps through our life and beliefs we feel compelled to stand for: They tell us what to respect and what to oppose. It is through those values and morals that we come to know what is important in life and set our goals accordingly, and we come to know right from wrong.
2. It might be a story about how the family makes a success of their lives in the face of hardships.

While-reading

Focus on the Main Idea

This is a story about how a black father motivated his five daughters to excel in their studies and how he inspired them to succeed in their chosen career.

Focus on Reading Comprehension

1. The father’s dream was for his five daughters to become doctors.
2. The father drummed one thing into his daughters: “If you are educated, once you’ve got something in your head, it’s yours as long as you live.” Being black, the father knew that the

only way for his daughters to become independent was to have a good education.

3. While working full-time as a ditchdigger, the father also took odd jobs to keep the girls properly fed and clothed. When the family could not make ends meet, the father took the trouble to do the shopping. To help family purse stretch some, he bought day-old bread for a nickel a loaf; at the meat market he got a markdown on cuts of meat and chicken that had lingered in the case too long.
4.
 - 1) Work hard at school.
 - 2) Set the nearer goals but never forget the ultimate aim in life.
 - 3) Never give up in the face of odds.
 - 4) Always remember that there's more to be grasped and if you put your heart and soul to it, you'll do it.
 - 5) Be independent.
 - 6) Be devoted to the family.
5. For his daughters, life with their father was a series of constant challenges and ever-higher expectations. He was by turns, loving, motivating, overpowering, shrewd, single-minded, hardworking and very often, right.

Focus on Reading Skill(s)

My father taught me never to be satisfied with what we had achieved and that there was more to be grasped.

Post-reading

Focus on structure and Meaning

1. The progressive tense can only be used for temporary activity or behavior that is going on just around the moment of speaking. By "he wasn't harsh", we mean that he was never harsh. By "he wasn't being harsh", we mean that at the moment of speaking he was not harsh.
2. As the story took place in the 1950s, a time when the blacks were denied the equal opportunity or rights as the whites, the chances for the girls to become doctors were slim.
3. I'll see if I can use less of the money than we usually would so that we have it for a longer time.
4. Just as the probability of giving birth to identical quintuplets is one in millions, the probability for us to become successful in the world was one to a million although we had elegant names. Here the author implies that it was almost impossible for them to become successful in the world.
5. By instructing the author to "pick out a rabbit", the father wanted his daughter to set a goal for herself and try to be the best.

Topics for discussion

1. A good parent is a person who is patient, kind, considerate, understanding, and helpful, a good listener, and a disciplinarian at the proper times. Here are some qualities for being a good parent:
 - 1) A good parent is a good disciplinarianA good parent loves his/her children, but they strongly disapprove of their children's

misdeeds, using tough love to prove a point. They do this through the power of their words, not their fists.

2) A good parent protects their family at all costs

As the provider of security and necessities, a parent will do whatever they can for their family. This is how a parent instills in their children the importance of personal sacrifice.

3) A good parent gets involved in their kids' lives

If your kid has a game, be there. If they have a piano recital, be there. If they are singing on stage or starring in a play, be there. Don't let your kids be the only ones whose parent never takes an interest.

4) A good parent shows unconditional love

This is the greatest quality of a good parent. Even though they get upset at their children's faults and may lament that they did not attain what they hoped for them, a parent loves their children no less for it.

5) A good parent allows their kids to make some mistakes

A good parent realizes that their children are human, and that making mistakes is part of growing up. However, they make it clear that repeated irresponsibility won't be tolerated.

6) A good parent leads by example

A good parent is above the old "do as I say, not as I do" credo. They teach their children to deal with conflict with a family member and with others by being firm but reasonable at the same time.

2. Like many great fathers who are devoted and sacrificing, the father decided to do the grandest thing he could think of: force his daughters to make a success of their lives. Along with their mother, he inspired the girls to succeed while working two full-time jobs to keep them properly fed and clothed. But what makes the father remarkable is that he transcended racial and gender discrimination to raise appreciative daughters to be independent women. All six became successful, independent, accomplished women.

Extension Activity

"When I was your age, I worked from dusk to dawn" exclaimed my father as he lectured me on my laziness. This nostalgic statement appears in almost all of the arguments we had. "Here we go again" I thought. The statement did not concern me at all and I thought that he was bragging about his diligence. However, as I grew older and began to understand things better, my father told me about his past in detail. After learning about his life, I felt ashamed of myself for being ignorant towards his lectures. My father's story revealed the rough life he had lived and failures he had been through.

Persevering throughout his entire life, my father had fought through numerous obstacles to achieve what he had today. Determined, responsible, and dedicated are characteristics that my father inherits. These characteristics helped my father endure through all of the challenges that he has faced.

Growing up in a family in poverty, my father worked hard since he was young to earn enough money to support his family and to pay for his education. He took on almost every job that he could find. From selling coffee by the streets of Thailand, to working as a waiter in a restaurant, my father has done it all. Working as a waiter for several years, he was rewarded with a promotion for his hard work. His extensive years in the food industry got him a job at a company in the city, where he would work for more than twenty years. But despite his commitment and loyalty to his company, he was deposed from his position from the new management team. However, he did not give up from this tragic event and aimed to compete with the company he once worked at. He began to establish his own private company, using his knowledge in the field of food science that he acquired throughout his life. The company gained outrageous amounts of profit even though it was only in its first year. It grew from a small business that hired only four employees into a company hiring more than thirty employees.

My father's story was an inspirational story that changed my perspective on life. Born into a poor family, he was able to build himself up of poverty, and to achieve what he has achieved today. The obstacles that he encountered through his life did not make him give up. Instead, he fought it through his will power and his desire to become a successful man despite his lack of proper education. During times of hardship and difficulties in my life, I would remind myself of my father's story and how he remained tough when faced with problems. My father may accomplish little compared to other people, but to me, my father is a model that I strive to be like.

Lesson C

Questions to Think About

1. She thought she had lived a very selfish life by busying herself with her work and now she wanted to make a difference in her life by taking care of her parents, which, she believed, had expanded her heart and given her a chance to reclaim something she'd lost.
2. No, it's not. First, it is not an easy job to care for her aged parents, one lost to dementia and the other to sorrow. Second, the monotony of the days is hard for her, as is the loss of independence and privacy. Third, compared with her previous six-figure salary, her present job means a big financial loss.

Unit 2

Lesson A

Pre-reading

Brainstorming

to enrich one's knowledge, to know one's own limits, to improve one's ability, to furnish one with ornament and delight.

Pre-reading Questions

1. To most of us, "learning" means an attempt to create a memory that lasts. Mastering new dance steps, learning foreign languages, or remembering acquaintances' names require our brains to encode and store new information until we need it.
2. This is an open-ended question and different students may have different answers. Some of them may think learning is interesting because they acquire more knowledge in the process and thus become educated. Some may hold it is boring because it takes so much time, efforts and other things. There may be some who think it can be either interesting or boring, depending on what kind of sources they learn.

While-reading

Focus on Reading the Main Idea

In this text, the author expresses his idea that learning is a natural pleasure, inborn and instinctive, one of the essential pleasures of the human race. The pleasure is not confined to learning from textbooks, which are too often tedious. But it does include learning from books. Moreover, learning means keeping the mind open and active to receive all kinds of experience and it also means learning to practice, or at least to appreciate, an art. In a word, one can live longest and best and most rewardingly by attaining and preserving the happiness of learning.

Focus on Reading Comprehension

1. It means that students don't learn out of their own willingness but they are forced to. Therefore, young people are negative about this kind of learning.
2. It is a natural pleasure, inborn and instinctive, one of the essential pleasures of the human race.
3. Because they were made dull, by bad teaching, by surrender to routine, sometimes, too, by the pressure of hard work and poverty, or by the toxin of riches, with all their ephemeral and trivial delights.
4. According to the author, learning means keeping the mind open and active to receive all kinds of experience.