



全国成人高等教育规划教材

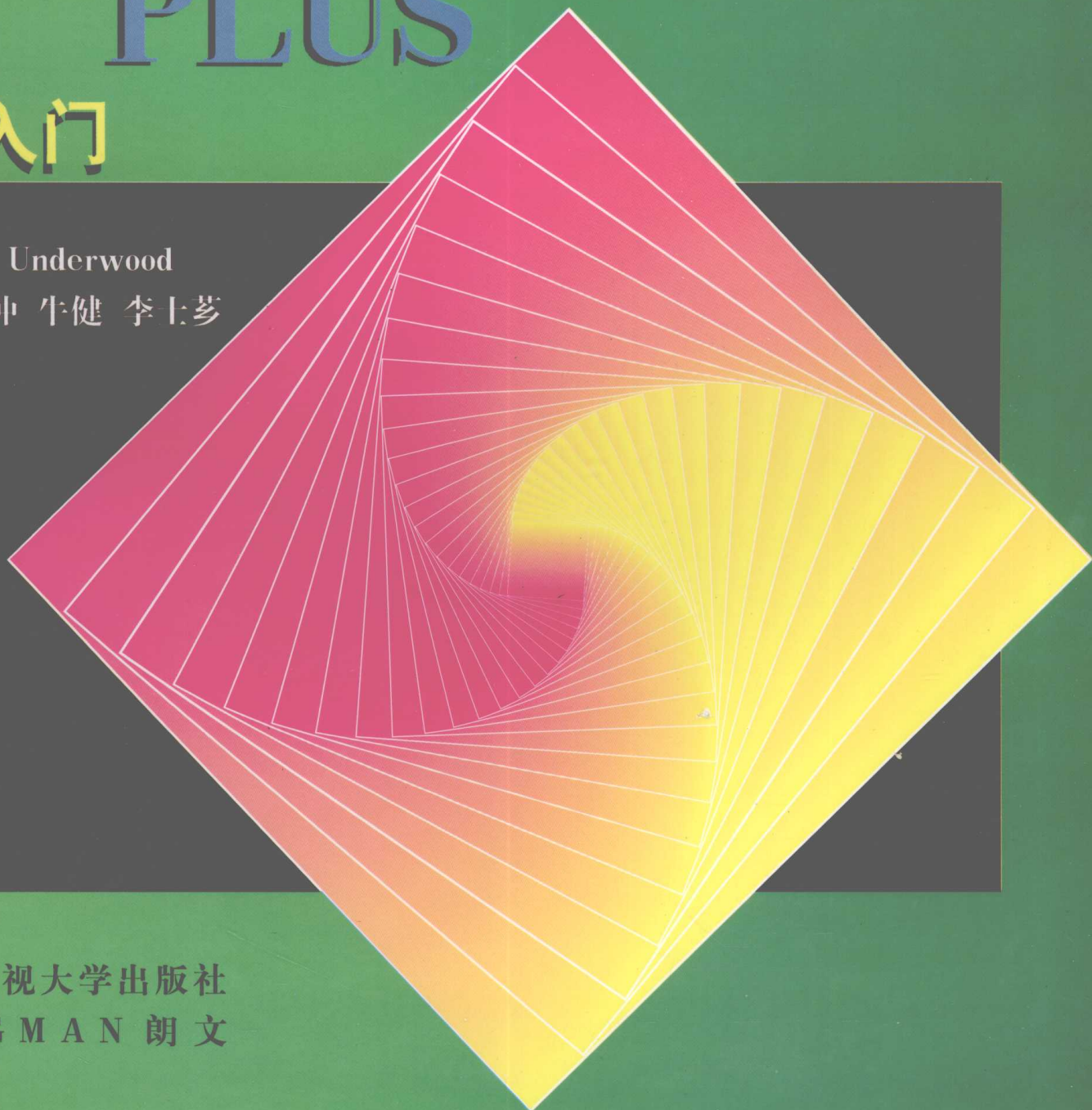
# 新思维英语阅读

## READING PLUS II

轻松入门

原著: Mary Underwood

改编: 张连仲 牛健 李士芴



中央广播电视大学出版社



LONGMAN 朗文

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# 前言

《新思维英语阅读》系列教材共四册，是教育部成人高等教育规划教材，供各类成人高等院校及普通高校英语专业、专科“英语阅读”课程使用。

《新思维英语阅读Ⅰ》和《新思维英语阅读Ⅱ》是中央广播电视大学外语部在引进培生教育出版集团(Pearson Education Group)出版的 *Reading Plus* 1~4册的基础上，严格按照国家教育部1997年颁发的《全国成人高等教育英语专业(专科)英语教学基本要求》改编而成的一套教材。

## 1. 教学对象

本教材为大学英语专业(专科)“英语阅读”课程第一学年的教材，《新思维英语阅读Ⅰ》供第一学期使用，《新思维英语阅读Ⅱ》供第二学期使用，适用的对象为普通高校以及成人高校的英语大专学生。起点水平低于英语大专要求的学习者可将本教材作为课外扩充阅读材料，起点水平高于此要求的学习者可将本教材作为补充阅读材料。

## 2. 教材内容结构

本教材由正文、补充读物和附录三部分组成。正文包括36个学习单元，每个单元后附有单元小结及单元练习答案。补充读物由18篇文章组成，内容皆是有关当今中国的热门话题。附录包括“分页词汇表”和“词汇索引表”两项内容。

## 3. 教学安排

本教材的教学安排以每学期18个教学周来设计，每周课内2学时，课外2学时，课内外教学时数的比例为1:1。课内2学时学习正文中的两个单元，课外2学时学习1篇相应的补充读物。若学习者完全自学，则每周需4学时，具体学习进度可自行安排。

## 4. 教学方法

本教材的教学活动设计力求体现“以学生为中心”的教学思想，多数练习学习者可独立完成，一部分练习涉及pair work 或group work, 需学习者在一起共同完成。所以，本教材兼顾了课堂教学与自学的不同需要。关于课堂教学的具体方法，可参见本教材中Introduction的Some hints on using *Reading Plus* in class 部分，其核心内容是建议教师在整个教学过程中要发挥“导”而不是“教”的作用，以利于学生自学能力的培养。

## 5. 教材特色

本套教材取名为《新思维英语阅读》，主要想体现一种学习阅读的新思路和新方法。这种新思路和新方法表现在语言材料及其表现形式的真实性、实用性、趣味性、题材和体裁的广泛性、练习形式的多样性、活泼性以及适合学习者自学等方面。

1) 题材范围 (Text Areas): 本教材取材广泛，内容新颖，《全国成人高等教育英语专业(专科)英语教学基本要求》中划定的6个语篇题材范围在本教材中均有所体现。但本教材更强调语言素材与日





常生活紧密结合, 语言材料真实、实用、有趣, 学习者在本教材所读的内容即为在日常环境下真实的英语。另外, 每个正文单元由几篇不同的文章组成, 内容围绕同一话题(Topic/Theme)展开, 便于学习者掌握相关内容, 了解不同文体, 感知词汇的内涵及应用。

**2) 体裁类型(Text Types):** 本教材涉及的体裁类型十分丰富, 涵盖了《全国成人高等教育英语专业(专科)英语教学基本要求》中规定的全部15种有关阅读的语篇类型, 请参见“Contents Chart”和“单元小结”中的相关部分。

**3) 阅读技能(Reading Skills):** 《全国成人高等教育英语专业(专科)英语教学基本要求》规定了10项阅读技能。《新思维英语阅读 I》和《新思维英语阅读 II》没有直接了当地介绍这些阅读技能, 而是通过各种不同形式的练习间接地进行操练。这种处理方式旨在先让学习者轻松地走进阅读世界中, 积累大量的感性阅读认识, 然后再转向理性的思考。关于10项阅读技能的详细介绍, 将在《新思维英语阅读 III》和《新思维英语阅读 IV》中处理。不过, 为了使学习者, 特别是自学者, 在学习之初能取得较好的学习效果, 《新思维英语阅读 I》和《新思维英语阅读 II》在“单元小结”中提供了中文提示, 提示每单元每项练习实际操练的阅读技能, 使学习者在完成各项练习之后能够停下来作些有益的思考, 即“在本单元我主要练习了哪些阅读技能? ”。鉴于此, “单元小结”部分的中文提示只是点到为止, 不作细述。

**4) 插图及版式设计(Artwork & Layout):** 本教材的特色之一是含有大量的插图, 这些插图大多不仅起装饰作用, 同时本身也是一种阅读手段和阅读活动。在版式设计上, 力求做到新颖、轻松、活泼。为方便学习者读题做题, 避免因前后翻页而带来的阅读不便, 一个完整的练习尽量不断开在两页上, 凡涉及相互参照的内容也尽可能地安排在同一面上, 每个练习后留有足够的答题空间。

**5) 练习形式(Tasks/Exercise Types):** 本教材的正文练习形式多样, 生动活泼, 主观题型与客观题型相结合, 但以主观题型为主(写、说), 体现出本教材注重语言输入的同时, 更注重语言输出的教学理论和原则。在内容安排上, 每个单元的阅读文章有意被分成几个小段或几个部分, 每段文章之后紧接练习。这种编排的目的, 一是不使初学者因文章篇幅过长而产生压力, 影响学习阅读的兴趣和效果; 二是培养学习者读后就做的紧凑感, 激发他们及时完成练习的成就感。

**6) 单元小结 (Unit Summary):** 为了帮助学习者, 尤其是自学者, 快速有效地掌握每单元的学习内容, 每个单元之后都配有单元小结。单元小结用中文写成, 主要小结每一单元所涉及的题材/话题、体裁/文体和阅读技能。此外, 单元小结中还设计了一项与读前(pre-reading)或读后(post-reading)有关的思考题, 主要涉及单元背景知识和中外文化比较方面的问题, 以提高学习者全面的语言文化意识。

**7) 练习答案 (Answer Key):** 各单元练习答案放在单元小结之后, 以方便学习者自行核对。

**8) 补充读物及题型 (Supplementary Readings):** 《新思维英语阅读 I》和《新思维英语阅读 II》各配有18篇补充读物, 供一学期18个教学周的课外补充阅读使用。补充读物有两个特点: 一是内容涉及了当今中国方方面面的热门话题, 题材广泛, 以使学习者有机会“用英语看中国, 用英语讲中国”, 同时也达到整套教材中西文化背景相结合的目的; 二是补充读物皆为完整的文章, 体裁多样, 且长度由短到长, 以弥补正文的文章被割裂的不足。补充读物全部采用多项选择题型, 其目的是为了适应国内及国际大规模考试题型的需求, 同时也方便学习者利用补充读物进行快速阅读的训练。补充读物全部选自国内出版的英文报纸和杂志, 在此, 我们对慷慨提供材料来源的《今日中国》



(*China Today*)、《中国日报》(*China Daily*)和《北京周报》(*Beijing Review*)表示深深的谢意。

9) 分页词汇表和词汇索引表(Page-by-Page Vocabulary List & Index): 本教材末尾附有分页词汇表和词汇索引表,前者统计每页出现的生词,后者将生词按字母表顺序排列。这两个词汇表的制订,都严格按照《全国成人高等教育英语专业(专科)英语教学基本要求》中的6000词汇进行。《新思维英语阅读 I》出现超纲词汇181个,《新思维英语阅读 II》出现超纲词汇291个,两册书共计出现超纲词汇472个。

10) 阅读量(Reading Input of Solid Texts): 这里,阅读量仅指阅读文章本身的量,不包括注释与练习。阅读文章包括正文和补充读物。《新思维英语阅读 I》的总阅读量约为6万词,按18个教学周平均计算,每周的实际阅读量为3000~4000词。《新思维英语阅读 II》的总阅读量约为10万词,每周的实际阅读量为4000~5500词。

参加本教材改编工作的有首都师范大学外语系张连仲、中央广播电视大学外语部牛健和李士芾。张连仲指导整个教材的改编工作,参与教材的选定、改编方案的设计、统稿并编写《新思维英语阅读 II》补充读物部分的练习题。牛健主持整个教材的改编工作,协调改编工作中的各个环节,遴选教材及补充读物材料,提出并修订改编方案,编写单元小结及《新思维英语阅读 I》补充读物部分,并参与统稿。李士芾编写分页词汇表和词汇索引表,并参与整个改编工作的设计与协调。

前后参加本教材审定工作的有:北京外国语大学丁往道、教育部高教司张大也和岑建君、北京气象学院陈忠美、北京理工大学吴树敬、北京第二外国语学院马登阁、高等教育出版社刘援、人民教育出版社龚亚夫和北京教育学院宣武分院夏根良。教材改编组对这些审定专家付出的辛勤劳动以及提出的宝贵意见深表谢意。

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本套教材从选材、确定改编方案到改编完成,前后历时三年多,一直得到了中央广播电视大学外语部各位同事的大力支持与协助与密切配合,可以说,本套教材是中央电大外语部集体智慧和努力的结晶。

三年多来,我们殚精竭虑,力求为国内提供一套符合国家要求的、适合英语大专学生学习的阅读教材。但我们相信,本套教材仍会有许多不足之处,故诚恳希望使用本教材的院校及师生能将使用意见及时反馈回中央广播电视大学外语部,以便修订时改进完善。地址:北京复兴门内大街160号,邮编:100031。

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牛 健  
李士芴  
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# Introduction

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## The main aims of *Reading Plus*, Books 1 and 2

*Reading Plus*, Books 1 and 2, aims to help students read English effectively and with pleasure. As they work through the units, students will become increasingly aware of the way in which the skills of reading they already use in their own language – skimming, scanning, predicting, responding, etc. – can and should be applied to reading English.

The texts are taken from the widest possible range of sources, from labels to novels, from textbooks to magazines, so that students will get used to reading English wherever they may find it.

The focus is on achieving the greatest possible development of students' reading skills, but using the material will inevitably contribute significantly to their knowledge of the English language too. Both the texts and the tasks have been chosen with the advancing level of the students in mind, the first book starting with simpler, more straightforward texts and tasks and the difficulty gradually increasing to bring in more complex structures, a wider range of vocabulary, and more tasks which focus on the text at sentence and paragraph level.

The books can be used in class, adding variety and content to English lessons and giving many opportunities for individual/pair/group work. They can also be used for homework, when students can work quietly through the material on their own. Teachers may choose to start a unit in class and then ask students to complete it for homework, or they may find the books useful as additional work, either for students who finish classwork quickly or for students who need extra practice. Many of the units deal with topics/themes which students may enjoy discussing at home or with their friends.

Although many course books do not introduce the Simple Past tense until the second book, *Reading Plus* uses this tense from the beginning, partly because a large proportion of what people read in day-to-day life relates to things which have already happened, and partly because straightforward stories which follow a sequence of events are relatively easy to understand. So, while students may not be able to *produce* the Simple Past, they will learn to recognise it as they read.

## The organisation of the book

Each book of *Reading Plus* is divided into thirty-six units, each based on a topic or a theme which contains different types of text and a variety of tasks which practise the various sub-skills of reading (see Contents Chart).

The books are designed for students to record their responses on the actual pages as they work, using the margins and making marks on the texts as well as completing charts and carrying out other 'immediate' activities. This approach has been found to be much more motivating. Students feel the immediacy of their response to the texts, rather than having to write answers, with numbers, etc. in their note books, where their ability to write English correctly has too great an effect on their performance and thus on their attitude to reading English. This also means that the way students use the book is like the way they use the books they read in their own language, where they might make jottings on the pages for future reference.

In most units, pictures, questions and statements of various kinds serve to introduce the unit and provide the 'pre-reading' focus, although occasionally a unit begins with a 'What's this?' type of activity to accustom students to recognising a type of text which they might come across, without any introduction, in real life.

The texts are presented in realistic formats so that students will learn to recognise the shape and appearance of, for example, newspaper columns or a play as they are presented in English for native-speaker readers.

There are a number of texts in each unit, so that students who are struggling with one text, or are less attracted by it, feel that there are 'new' things still to do and don't lose interest in the whole unit. This sub-division of the work within a unit means that, whether the material is being used in class or at home, there is no need to complete the unit in a single lesson or homework session.

The normal sequence in reading a text (whether it is a prose passage, a chart, a letter or whatever) is first to recognise what it is, second to 'decode' it and third, to interpret its meaning. This occurs naturally in one's own language, where readers know why they are reading a particular text and bring their own knowledge, interest and language skills to bear on it, but in a foreign language, students need guidance and support to achieve a similar performance. *Reading Plus* encourages students to look at the layout and presentation of the texts and to use any non-verbal clues to assist them with their reading. It also provides practice in 'decoding' and interpreting, using a range of strategies but avoiding the 'testing of comprehension' approach.

The tasks emerge naturally from reading the particular text types and reflect the different ways we read in real life, for example, scanning a newspaper for a specific piece of news or judging character from a passage in a novel. In some cases, the tasks require students to look across a number of texts. The tasks are deliberately short, so that students do not become demotivated if they find a particular task difficult or of less interest than others.

At the beginning of Book 1, any questions that are asked generally have definite answers, as students at this level are usually keen to know whether they have got something 'right' or 'wrong'. A small number of the tasks, however, don't have definite answers (e.g. Book 1, Unit 8, 1b; Unit 18, 3a) and so a variety of answers is acceptable. Later, when students have gained confidence in their ability to interpret English texts and are able to respond more freely, in the same way that they respond to texts in their own native language, there are more activities of this latter type.

Each unit concludes with a Challenge! to the students. Some of the Challenges can be completed in a few minutes (e.g. Book 2, Unit 7) and teachers may decide to use them immediately, in class. Others are more extensive and students will need to spend some time outside class completing them (e.g. Book 2, Unit 10). They are deliberately extremely varied and should be treated lightheartedly.

### Some hints on using *Reading Plus* in class

- Before you go to the lesson, it's useful to check the unit and decide whether you want to prepare anything which relates to the theme or topic that you are going to work on. (The book is designed so that there is no need to have anything extra, but teachers often wish to use pictures, flash cards, etc. to introduce their lessons.)

It's also a good idea, at this stage, to check what the Challenge is so that a) you can avoid using that kind of activity as your pre-reading work, and b) you can decide how and when you want your students to complete it.

- If a unit clearly begins with a text identification exercise (asking 'What's this?'), avoid telling the class before they open their books what they are going to see. For all the other units, spend a few minutes on a 'pre-reading' activity to bring the topic/theme to the front of the students' minds before they open their books. Ways to do this are:
  - (i) by asking a few questions (e.g. for Book 2, Unit 9, you could ask: 'Do you ever play word games at home? Or with your friends?' 'What's your favourite word game? Do you usually win?' and, if necessary, 'Do you like games like that?' etc.)
  - (ii) by showing a picture and saying something about it or asking questions e.g. for Book 2, Unit 5, you could bring a picture from a newspaper to class and say: 'Did you see the news on television yesterday/at the weekend?' And then go on to talk about a recent disaster, showing the class a picture from a newspaper.
  - (iii) by telling the students something (preferably something recent) which relates to the topic/theme e.g. Book 2, Unit 6, 'Yesterday, I hurt my back when I was trying to lift (...) . It's really quite painful. What can I do? Is it better to exercise or to rest?' Then, when you have received some answers, 'The problem is that everyone has different ideas about how to cure things.'
- In order to avoid the temptation to go through every text line by line, asking for or giving explanations of each word and sentence, which makes students over-dependent on your intervention and undermines their confidence in their ability to work things out for themselves, fix the focus firmly on the content of the texts and on the tasks that are to be done and only provide the support that is asked for, or very clearly needed, to enable the students to complete the tasks successfully.

- Be careful about the length of time you give students to read through the text when the task is about doing something quickly or just scanning for a small number of points as you read (e.g. Book 2, Unit 4, 1; Unit 19, 1a). One way to estimate how much time you should allow is to do the task yourself, quite quickly, and then double your time for the students.
- When the task necessitates a more thorough reading of the text (e.g. Book 2, Unit 10, 4a; Unit 27, 1b), students will need to concentrate hard and have time to stop and think. It is best to avoid interrupting students when they are actually reading through a text or clearly trying to work something out. In real life, reading is a 'silent' activity and however much we may chat in between reading bits of a text, we do not speak as part of the actual reading (unless we are reading aloud). When learners are at the stage when they have to work hard to follow a text, it is extremely distracting, and irritating, to be interrupted during the reading process.
- However, do make it plain that you are always available to help, even if the students are, as it were, interrupting themselves to ask their questions. And do encourage your students to ask each other for help so that they feel that the whole thing is about reading to achieve something and not some form of test. It is a very natural activity to speak to somebody who is near you when you have read something (even just a few words) which you want to share or want to ask someone to explain, so it's a good idea to encourage this kind of communication among the students.
- When checking answers try not to give undue importance to individual students' answers being 'right' or 'wrong'. Students do want to know whether they have got things right or wrong, but your response to their success or otherwise should be to help them explore the reasons for their answers or for failing to find an answer, not to give scores or an impression that you are testing their achievement.
- It's important to help students become proficient users of dictionaries as they will, perhaps, often need to resort to these when they are reading English in a non-learning situation in the future. The book occasionally specifically suggests the use of dictionaries, but this doesn't mean that they shouldn't be used at other times when required.
- As a general rule, don't ask students to read texts aloud to the rest of the class. Listening to fellow students reading, sometimes hesitantly and without really understanding the words they are reading, is counterproductive as it makes reading seem a boring activity and, incidentally, may teach poor pronunciation, etc. In any case, many of the texts (charts, labels, etc.) don't lend themselves to reading aloud.
- Although the tasks can all be done by individuals working on their own, many of them can be done more enjoyably by pairs working together (e.g. Book 2, Unit 2, 2a; Unit 24, 1a, 1b, 1c) and some are suitable for small groups to discuss and work out (e.g. Book 2, Unit 7, 8a; Unit 8, 3; Unit 27, 1b). Even when working in pairs or groups, however, the reading part is still an individual activity, so it is important for the students to have a quiet period in which to read the text for themselves before embarking on the joint activity of completing the task.

Quite a lot of students enjoy working on their own and then being able to compare what they have done with what others have done before the teacher starts checking the answers.

- It is best not to spend too much time on 'post-reading' activities and explanations when the students have finished a particular section of the unit as these tend to demotivate students who want to be getting on with the next thing. In addition, there is sometimes a temptation to focus overmuch on details of the language and on the meaning of individual words, which is not the purpose of this particular work.

It is hoped that students will learn that it is possible to read and enjoy English without always understanding every single word or analysing how the sentences are structured. If students ask for explanations, it is obviously right to give them, but by focusing on what has to be done and on the content of the texts, you will persuade your students that they can read much more in English than they perhaps thought they could. They will become confident in their ability to deal with a variety of texts and will more easily transfer these skills to their future reading, which is the main aim of *Reading Plus*.



# Contents Chart

Unit	Text type	Main sub-skills practised
1 'Right Now'	magazine: cover contents competition letters	scanning for specific information matching titles and descriptions deducing context from sentences deducing reasons from text proof-reading and correcting words, from context identifying main point of short texts
2 The rehearsal	cast list etc. for a play stage plan description of scenes stage directions excerpt from a play	identifying sections on a page scanning for specific information transferring information from text to a plan/list recognising differences between narrative and dialogue deducing from clues in dialogue
3 Mountain bikes	labels on a diagram technical advice from a magazine technical questions and answers	matching between pictures and texts identifying main contents of paragraphs identifying language of time and sequence transferring data from chart to check list identifying key words in text matching problems and solutions between texts
4 We're going to Madame Tussaud's	notice historical account fact sheet plan of a building, with key extract from a museum handbook	rapid scanning for factual information understanding the use of prepositions transferring data from speech to written note style using a plan with a key scanning a plan to verify information identifying specific language used for specific effect applying knowledge of world to text
5 Disaster	newspaper headlines newspaper article factual information list verbatim report of an interview	using knowledge of world and headlines to deduce transferring data from text to chart understanding reference distinguishing between fact and opinion distinguishing between statements of different status recognising synonyms recognising the language of dialogue deducing from text
6 Quick cures?	list of problems and solutions extracts from a reference book newspaper report statement made by an expert	deducing, using knowledge of world scanning for specific information comparing texts on a similar topic distinguishing between statements of different status recognising the language used for making suggestions verifying information from text recognising synonymous expressions
7 A 'whodunit'	narrative (a complete story)	deducing from title scanning for specific information deducing from text recognising the language of story-writing understanding reference comparing content between texts understanding sequencing
8 'What's it for?'	labels on boxes, bottles, packets, etc.	recognising the language on packets matching names and products applying information from texts to solve problems using language from texts in new context verifying facts from texts deducing purpose from text recognising synonyms deducing context for statements

Unit	Text type	Main sub-skills practised
9 Word games	word patterns instructions for games explanations narrative crossword puzzles	following instructions manipulating words understanding explanations of processes selecting, by using knowledge of the world recognising the language of crossword puzzles
10 'Yummy! I love chocolate!'	labels on wrappings charts narrative	deducing meaning of a word from associated words using a chart to verify information scanning texts on packets to deduce contents understanding a sequence of statements recognising the language of a story for children understanding reference scanning text for specific language
11 Freedom at last	newspaper headlines newspaper reports	using knowledge of the world to recognise events from pictures matching headlines and photographs scanning for specific words recognising synonyms distinguishing between nouns, adjectives and verbs locating specific information within texts distinguishing between reported story and direct speech scanning for specific information recognising 'likeness' between texts recognising 'differences' between texts
12 How good is your memory?	memory tests (words and pictures) advice from an expert descriptive prose descriptive list	recognising essential features of pictures identifying location of specific information recognising the language of notes applying language from notes to describe pictures summarising key points applying general rule to specific situation
13 The wildebeest	descriptive prose hand-written lecture notes map, with information added description 'spoken' description	using description to label photographs reading hand-written abbreviated notes verifying information from notes understanding abbreviations transferring information from a map scanning for specific information understanding synonyms verifying information from texts interpreting/deducing from text understanding reference
14 A holiday to remember!	hand-written letter hand-written, informal notes	recognising the shape and language of an informal letter completing words and sentences by deducing from context recognising 'positive' adjectives deducing character of writer from text proof-reading and correcting spelling mistakes scanning list for specific information deducing location of notes in a picture deducing reasons from text comparing knowledge gained of writer between two texts
15 The ancient Olympic Games	descriptions factual reports plans	understanding reference transferring data from a plan to a text comprehending definitions scanning for specific information rapid scanning for specific words deducing reasons from text summarising scanning across texts

Unit	Text type	Main sub-skills practised
16 Sir Isaac Newton (1643~1727)	historical accounts chronological lists scientific statements narrative verse	sequencing events scanning for specific events resolving problems by using principles from texts applying structures from a text to another context deducing reasons from text identifying parts of a text which convey specific information interpreting meaning of verse
17 Badminton's best	historical account chronological lists news reports biography book list	interpreting meaning matching information from text with chronological list scanning for specific information recognising language used to express emotions identifying parts of a text which convey specific information extracting and evaluating relevant information
18 Kidnapped	newspaper headlines newspaper reports	recognising the language and presentation of newspaper reports skimming for gist scanning for specific information distinguishing between the language of newspaper-reporting and letter-writing recognising the language of implication scanning text for specific language summarising key point in a short text comparing content of two texts recognising the language of informal conversation
19 What bad luck!	narrative news report	skimming for topic scanning for specific information predicting deducing matching headings and texts comprehending words and phrases in specific contexts verifying information from text understanding reference understanding 'connectors' using a dictionary transferring information to new context
20 What's your favourite colour?	charts advice from a magazine newspaper article	scanning for specific information applying personal opinion to text to draw conclusions recognising abstract nouns creating text based on a 'model' recognising adjectives identifying parts of a text which give specific information
21 'The Lion'	magazine: articles Contents list notices reports diary excerpts a poem	skimming for general nature of text scanning for specific information identifying parts of a text which give specific information matching Contents list and topics recognising the language and style of biography applying personal opinion to text to draw conclusions deducing recognising the language and style of diaries distinguishing between statements of fact and expressions of feeling in a text recognising rhyme and rhythm in a poem
22 Agatha Christie's greatest mystery	newspaper headlines newspaper reports an 'appeal' in a newspaper 'spoken' statements biography autobiography	scanning for specific information identifying parts of a text which give specific information recognising synonyms recognising the language of official (spoken) statements deducing comparing data between texts

Unit	Text type	Main sub-skills practised
23 Interesting numbers	extracts from text book instructions (for carrying out mathematical 'puzzles') numerical tables	scanning for specific information using descriptions to complete task following instructions using a dictionary identifying paragraphs which give specific information recognising the language of (simple) mathematics deducing from table to produce instructions
24 A part-time job	newspaper advertisements (job ads) letters of application for a job notice of 'Rules'	applying knowledge of the world to draw conclusions deducing understanding abbreviations proof-reading and correcting errors identifying parts of text which express conditions verifying information recognising 'connectors' recognising the language and style of rules
25 Frankenstein's monster	summary of story narrative simplified narrative instructions for a game	applying personal opinion to text to draw conclusions scanning for specific language recognising synonymous words and phrases using notes (provided) to assist comprehension matching between texts understanding reference comprehending story-line identifying parts of a text which give specific information verifying facts from narrative matching headlines and texts understanding the language of board games
26 Well done!	language examination questions written comments (on student performance)	recognising prepositions in context proof-reading and correcting errors (prepositions) distinguishing between language of obligation, ability and desire distinguishing between statements and questions in the Simple Past tense (word order and structure of verb) deducing
27 Staying at the Wessex	narrative dialogue fax messages bills (hotel)	scanning for specific information resolving problems by using clues in text recognising where additional (given) information can be incorporated in a text understanding the use of question tags understanding reference distinguishing between facts and opinions identifying language which expresses anger linking 'cause' and 'effect' in a text
28 Visitors	a poem short story 'spoken' comments excerpt from a humorous book	deducing scanning for specific information recognising word sets summarising identifying main purpose of each paragraph in a text scanning for specific language proof-reading and correcting spelling errors giving a personal response to texts skimming to establish tone of text understanding the functions of parts of a text
29 Nasty moments in sport	newspaper headlines newspaper articles timetable of events 'spoken' statements	predicting from headlines verifying facts from text scanning for specific information simplifying language of a newspaper report deducing comparing data between two texts matching between texts recognising synonyms



Unit	Text type	Main sub-skills practised
30 The Channel Tunnel	publicity leaflets 'spoken' questions 'key facts' from a newspaper report a schedule of action postcards a diagram	scanning for specific information deducing associating adjectives with nouns recognising where additional (given) information can be incorporated in a text matching between texts giving personal response to information in a text labelling a diagram, using data from texts recognising the language used in schedules of action comprehending specific words and phrases, using contextual clues matching pictures and texts recognising the language of 'permission' identifying key words and phrases
31 Is it a fake?	dictionary definitions statements from a magazine advice from a magazine newspaper reports a crossword	using a dictionary predicting, using knowledge of the world skimming for topic scanning for specific information recognising nouns, adjectives and verbs from a common 'stem' identifying parts of a text which give specific information understanding reference simplifying language of a newspaper report applying knowledge of the world to establish consequences recognising the language of crossword clues
32 The world of computers	charts data on computer screen narrative newspaper article magazine article descriptive paragraphs	matching text with personal experience scanning chart for specific information recognising definitions transferring data from one text to another deducing
33 People and their religions	text book definitions 'spoken' answers charts lecture notes	identifying synonyms in text identifying 'families' of words transferring data from one text type to another scanning for specific information recognising the language of direct speech recognising the language used to express uncertainty deducing from the content of a text expanding lecture notes into full text understanding abbreviations verifying facts from text
34 Blondin	newspaper headlines narrative	scanning for specific information deducing reasons from text understanding the language of headlines proof-reading direct speech and correcting the language identifying parts of a text which convey specific information verifying facts from text matching headings with texts
35 The Haze	news reports scientific statements 'spoken' descriptions and comments lists of problems newspaper articles	using knowledge of the world to deduce meaning and solve problems scanning for specific information recognising the language of news reports recognising the language used to express emotion recognising the informal language used in direct speech identifying parts of a text which convey specific information scanning across texts
36 Person to person	dialogue information maze appointments diary fax messages informal note	following instructions deducing from contextual clues relating new information to already known facts in text recognising the language and style of fax messages recognising the language of politeness and apology transferring data from one text to another