



普通高等教育“十一五”国家级规划教材
教育部推荐使用大学外语类教材



全新版大学英语 New College English 视听阅读

3

Watch, Listen and Read

教师手册

Teacher's Manual

主编 美方 Rob Waring
中方 李霄翔

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教师手册

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前言

《全新版大学英语视听阅读》是一套根据美国国家地理(National Geographic)视听素材改编而成的创新型大学英语教材,由上海外语教育出版社、美国国家地理和圣智学习出版公司(Cengage Learning)联合开发出版。本套教材以教育部颁布的《大学英语课程教学要求》为指导,在教材设计、选材和编写中力求准确把握大学英语教学的性质和目标,努力体现大学英语教学中以听说技能为先导、其他技能跟进的教学指导思想。它所采用的将视听说与阅读技能融为一体的教材设计,旨在探索一条教材编写新路,创新教学模式,从而提高教学的绩效。

《全新版大学英语视听阅读》是为我国普通高校大学生设计和编写的,共6册,每册10个单元。与同类教材相比,它具有以下几个显著的特点:

1. 编写体例创新。它将英语视听说技能培训与阅读技能培训融为一体,力求从编写思想、素材选编、练习设计和版面设计上反映当代外语教育的最新研究成果,兼容并蓄各学术流派所提出的有益的教学理念和原则。针对我国大学英语教学和考核要求,本套教材既体现当前英语教学中融多种技能为一体的整体性教学原则,又在语言技能训练中突出视听说技能,以弥补目前大学生入校前在英语视听说技能训练方面的不足。学习主题和内容的高度关联方便了英语训练中各种技能的有机转换,同时也可借助于与视听说主题一致的阅读素材,既保持视听说素材的真实性和原有风味,又可有效降低视听说素材的难度,起到了积极的协调和辅助作用。本套教材新颖独特的体例设计,为教学方法论的探究提供了方便。在处理视、听、说与读的关系时,既可以视听为导入,以研究项目式的“做中学”和“视听说相连,层层深入”为目标,也可以“读听说相辅,多种技能共同推进”。阅读教学过程可以作为视听说的导入,也可以作为视听说的温习与强化。可以针对不同的学生群体和学习目标灵活安排不同的教学活动。

2. 题材广泛,内容丰富。本套教材针对我国大学生的社会生活经历和知识结构,广泛地选取了具有较强知识性、趣味性和针对性的视听和配套

的文字素材，主题涉及中外文化、天文地理、历史名胜、科技探索、自然生态、风土人情、生活常识、名人轶事等各个层面。题材的趣味性和多样性增强了学习素材的可视、可听和可读性，同时也可以有效地激发学生学习的积极性，有利于学习者借助于本教材这样一个窗口，拓展生活视野，丰富生活经历。

3. 高质量的语言素材，原汁原味的语境呈现。本套教材在选材内涵丰富的基础上，十分注重语言的表述和场景的呈现技巧。鲜活生动的语言加上优美的画面和纯正的语音，将学生带入一个异域的环境，这种身临其境的感觉将会有效地调动学生多种认知感官，促进多种语言认知策略的形成和发展，在感官和心理上有助于充分激发和维系学生的好奇心、求知欲和模仿内驱力，使得教学活动沉浸在一种既有挑战又有享受的氛围中。

4. 良好的梯度，有机的衔接。本套教材采用词汇控制的方法均衡各册内容的难易度，各册教材的中心词（headword）词汇量分别为：基础1：1300；基础2：1600；第1册：1900；第2册：2200；第3册：2600；第4册：3000。每册教材词汇覆盖面按梯度递增，6册教材呈现出合理的梯度和有机的承接与递进。全套教材的语速基本上保持了均衡的速度，这一方面是借鉴了交际教学法的原则，保持了语言的真实性，有利于缩短英语学习与应用之间的距离；另一方面通过词汇控制手段、视频辅助理解和文本阅读等方法，有效降低视听难度，保证了对原汁原味语言的学习、模仿和应用。

5. 多种技能训练层次分明，形式多样。本套教材练习设计体现了不同技能采用不同训练方法、突出技能转换和教学互动的三大原则。练习整体框架参照建构主义的认知原理，由多种手段辅助主题引入，体现“高质量输入为先，吸收消化为重，互动式输出为主”的练习设计指导思想。在理解环节上，遵循由总体理解向细节理解过渡；在练习环节上，体现“控制型向半控制型再向自由式”逐层递进；在信息流的流向上，由视频、音频和文本所提供的信息流向学习者，学习者不再是被动地接受信息，而是通过多种形式的交互活动，既分享教师指导下由教材所提供的信息，又参与信息的反馈、评价与补充和完善活动，充分体现教师主导和学生主体的作用。形式多样的交互式练习旨在将英语语言基础知识学习、语言应用技能训练和影响到交际效能的文化背景知识介绍有机地融合在一起，突出语言的交际语境和实用的功能意念，在强化语言基本功训练的同时，又注重语言交际技能的培养和训练，力求使英语学习做到学用结合，学以致用，学后会用。

6. 每册教材均附有含视听和语音素材的光盘。本套教材的编排图文并茂，图解文意，新颖独特。音视频资料具有很高的专业水准，令人耳目一新，给人以美的享受。视听和语音素材均提供美音和英音两种选择，有效满足不同学习者的学习和训练需求。

需要指出的是，本套教材印刷文本上的词汇拼写和表达以美式英语为准，美音的录音与印刷文本完全一致，但英音是基于英式表达来录制的，所以会出现英音中的某些表达与印刷文本不一致的情况，请注意区别。如：第1册第1单元的 carry-on 在英音中用 hand luggage。

7. 每册教材均配有教师手册，提供教学参考资料和指导，其内容除涵盖常规的视频和语音的脚本和各种练习的参考答案以外，还提供许多文化背景介绍、教学重点注释以及教学提示和建议等。教师手册还附有教学测试光盘，内含试卷生成软件和与各单元主题相关的试题库，方便教师检测学生的学习效果。

由于编者的水平有限，本套教材的不足之处在所难免，恳请各位专家、同仁和广大读者多提宝贵意见。

编者

2010年4月于南京

story, the sentences for the Listen and Repeat exercises, and the audio recordings for the Home Listening section. The audio program is also available in both American and British English.

Teacher's Manual

The Teacher's Manual includes the following:

- Student's Book pages with overprinted **answer keys** for easy reference.
- Concise **story summaries**.
- Easy-to-follow, step-by-step **teaching notes** for each of the Student's Book sections.
- Photocopiable **video and audio scripts** that can be used as a reference while watching the video or listening to the listening passage, or for additional activities.
- **Culture salon** sections offering background information.
- **Word bank** sections providing detailed explanation of important words and expressions, and their usage, and Chinese translations of collocations.

Teacher's Manual DVD

The Teacher's Manual DVD includes an **ExamView® Assessment Suite** which offers a quick and convenient way to generate tests and quizzes based on the Student's Book content. In addition, the video and audio programs included in the Student Book DVD are also available on the Teacher's Manual DVD.

Unit flow

The *New College English: Watch, Listen and Read* series offers a unique approach to language learning. Each unit consists of four main sections and is based on the idea that you should have students (1) watch the video parts and complete the video-based activities, (2) listen to the recorded story, and (3) read the story and answer the Reading Comprehension questions. You should then (4) assign the Home Listening section for homework. However, this does not have to be a strict recipe. You can use the materials to suit your own teaching situation, the language ability of your students and the curriculum learning objectives.

Here is a detailed outline of each section that you may refer back to when teaching each unit:

Warming Up

These are introductory activities to present the topic and key language and concepts, and can be used before students watch the video or read the story. Here are some teaching suggestions:

- Ask students to look at the unit title and the photograph, and elicit unit-related words and phrases.
- Show students theme-related pictures from the story or other sources you can find.
- In pairs or groups, have students read the text on the unit-opening page and discuss the questions. Then have them share their answers with the whole class.
- Focus students' attention on the underlined words/phrases and those in the word boxes. Ensure that students are familiar with the pronunciation.
- Have students work in pairs to complete the exercises. Check answers with the whole class.
- Ask students to predict what will happen in the video. Write the best predictions on the board. You may want to check if the predictions were right after watching the video.

Watching

This section includes two main sub-sections: Parts 1/2/3/4, and Follow-Up.

Parts 1/2/3/4

These activities require students to watch the video in manageable segments and complete a variety

of activities after each part to ensure students' understanding of the video content and familiarize them with the new language. Each part also provides opportunities for communicative practice in pairs or groups.

The video is available in both American and British English. You can focus on one of the versions depending on the curriculum requirements and your students' preferences. Alternatively, you can play both versions to raise students' awareness of the differences between the two varieties of English. As the stories feature characters from different backgrounds and cultures, students are given plenty of exposure to a wide range of native and non-native English accents.

Here are some teaching suggestions:

I. Watch Parts 1/2/3/4.

- Before viewing, have students read through the questions and/or incomplete answers so they know what to focus on. Explain any unfamiliar words and phrases.
- Play the video segment with the subtitles off while students answer the questions individually. Ensure that students have enough time to complete their writing.
- Alternatively, play the video segment with the sound and subtitles off, and have students concentrate on the actions and guess the answers. Elicit students' guesses and have them give reasons for each one. Have students watch the part again with the sound on and compare their guesses with what the narrator or a character actually says.
- For weaker classes, have students view the subtitles as they watch.
- For gap-fill exercises, first explain to students the main idea of the paragraph. Play the video part and pause it at appropriate places, just before the word or phrase that students are expected to write down.
- Have students compare answers in pairs. Elicit the correct answers from the whole class and write them on the board to help students check their spelling.
- In pairs, have students summarize this part of the video and present their summaries to the class.

II. Watch again.

- Put students into pairs or small groups. Focus their attention on the questions and have each group recall as many things as possible from the first viewing.
- Play the video part and have students do the exercise individually. Ensure that they have enough time to complete their writing.
- Elicit the correct answers from the whole class and write them on the board to help students with the spelling.
- Have students go through the completed sentences, charts or paragraphs, or the true statements and try to memorize the new expressions.
- Write some of the expressions from this part on the board. In pairs, have students translate them into Chinese and make a sentence with each one.
- Put students into pairs. Have each student tell his/her partner the main points of the video part without looking in his/her books.

III. Listen and repeat.

This is an optional activity using sentences from the video to focus on features of natural English. The aim is to raise awareness of English pronunciation, intonation and stress patterns, and other features of connected speech. It also practices writing from dictation. Make sure that you have the MP3 audio files, which can be downloaded from the DVD. As the Listen and Repeat sentences are available in both American and British English, students can choose the accent they would like to practice.

- Play the audio twice. Pause after each sentence and have students repeat it out loud. Play the audio again pausing after each sentence to allow students to write it down.
- Have students listen again, and mark the word stress on content words using a stress mark (').

- Elicit from students what they know about English intonation (i.e., when their voice rises and falls to indicate different syntactic structures or pragmatic meanings).
- Explain that, in general, we use falling intonation towards the end of a statement, command or “wh”-question. Give some examples from the video.
- Explain that we usually use rising intonation within sentences that list items, and for Yes/No questions or requests. Give some examples.
- Have students listen to the sentences again and draw an upward arrow ↗ for rising intonation and a downward arrow ↘ for falling intonation.
- Explain to students that in connected speech the final sounds of a word often blend with the beginning of the next word. This leads to elision of weak syllables (e.g., What’s the time? => Whatsa time?) and liaison (i.e., the insertion of a sound as in “more (r)and more”, “not (t)at all” and “go (w) away”).
- Have students listen to the sentences again and draw a curved line ∪ to mark any words that are linked or blended together.
- Have students practice the sentences until they can say them using appropriate intonation and stress patterns.

IV. Oral work.

This is an oral task at the end of each video part, which integrates essential vocabulary, pronunciation, listening and speaking skills in a communicative activity. This provides opportunities for students to practice the new language and express ideas and opinions on the topic, and show creativity and imagination. There are a lot of images from the video and other illustrative material on the pages of the Student’s Book which can aid comprehension of vocabulary and concepts, and help students recall useful information from the story.

- Explain the context of the communicative task. Review words and expressions from the video that can help students answer the questions or do the role-play.
- Put students into pairs and have them discuss the questions and brainstorm ideas.
- Play parts of the video and encourage students to take notes of useful words and phrases.
- Encourage students to use the images on the Student’s Book pages during their discussions and brainstorming of ideas. The visual clues will also help them to better structure their oral presentations or role-plays.
- Invite pairs or groups of students to present their ideas, summaries, or role-plays to the class.

Follow-Up

These activities require students to watch the entire video and provide further opportunities to practice and consolidate the language they have learned, and discuss the video topic and build communication skills.

I. Watch the entire video.

- Have students close their books and try to recall as much information as they can from the video.
- Put students into pairs or groups. Have them discuss the questions, predict the answers, and give reasons for their choices.
- Play the entire video and have students complete the activity. Elicit the correct answers.
- Play a game. Elicit a heading for each part of the video, and write the headings on the board. Put students into groups of three. Ask each group to write the headings in big letters on three cards. Read a sentence from the video script and have students guess the part it comes from by showing the correct card. The group that makes a mistake is out of the game. Continue playing until there is only one group left. Alternatively, you can play the video at random points and have students make the guesses.

II. Oral work.

Please also refer to the oral work teaching suggestions above.

- Explain the context of the communication activity. Go through the useful words and expressions,

- or sentence patterns. Have students elicit additional words or phrases from the video.
- Put students into pairs or groups, and have them work together, and role-play the situation or dialogue.
 - Have students add more information to the topic.
 - Invite pairs or groups of students to present their summaries, dialogues or role-plays to the class.

III. Project.

This task provides further opportunities for students to interact with the information from the video and use their research and presentation skills. The project can be assigned as homework and the research can be done before class. If students have access to computers and an Internet connection in class, the research can be done as a classroom activity.

- Put students into groups of three or four. Explain the task and go through the information provided.
- Have students divide the work among themselves. Make sure that each group member is assigned one or two questions to research.
- Allow students enough time to do the research. In the next class, have groups work together to consolidate the information each of them has found.
- Invite a representative from each group to report their findings to the class. Encourage students to take notes on a piece of paper as they listen.
- After all groups have presented to the class, have each group compare their results to other groups' findings and report any differences.

Reading

This section can be used in two ways: as independent reading out of the classroom and as classroom reading.

As independent reading out of the classroom: this will allow students to read at their own pace, and enjoy the reading experience as well as build reading fluency and consolidate their knowledge.

As classroom reading: each student will be led through the reading by the teacher. The aim of this type of reading is to ensure a thorough understanding of the story. Use the audio recording of the story, which is available in both American and British English.

Before Reading Activity Ideas

- Write some comprehension questions on the board and have students guess the answers. In pairs, have students discuss the questions. Then elicit the answers from different pairs.
- Point out the vocabulary boxes and have students go through the pronunciations and definitions.

While Reading Activity Ideas

- Assign different paragraphs to individual students or pairs of students. Give the class 5 minutes to read their parts, then ask each student or pair to retell or summarize what they have read and report to the class.
- Play the audio as students read to help them connect the written words with their pronunciation and improve their understanding of how the text is read.
- Have students read the story as a whole class activity. Stop them before they turn a page and ask them to predict what will happen next.
- Have students read the story and discuss how the written version differs from the video.

After Reading Activity Ideas

- Have students complete the Reading Comprehension questions. Students can do this either as an individual activity or in pairs/groups. Check answers with the whole class. Ask them to refer to the story and find evidence to support their choice of answers.
- Ask students to read the entire story again, but faster. This will improve their recognition, reading speed, and fluency.
- Ask students to write a short summary of the story.

Home Listening

This section expands on the topic of the story and helps students further consolidate and recycle the new language. It can be used in two ways: as independent listening out of the classroom or as classroom listening.

As independent listening, this section will provide additional listening practice for students who want to further develop their listening comprehension skills and learn more about the topic. You can assign this section or parts of it for homework, and then review the answers and provide feedback on students' work. You need to make sure that students have the MP3 audio files, which can be downloaded from the DVD.

As classroom listening, this section will provide the opportunity to do the listening exercises and oral work in class.

I. Listen to the passage.

- Have students read through the questions and predict the answers.
- Play the audio and have students fill in the blanks individually. If students have already downloaded the MP3 files onto their MP3 players, mobile phones or other personal mobile devices, they can listen to the audio at their own pace, but you may need to set a time limit for listening.
- Have students compare the answers in pairs. Play the audio again and have them check their answers and correct any mistakes.
- Have students summarize the main idea of the listening passage.

II. Listen again.

- Have students play a guessing game. Put them into groups of three or four. Have each group read through the questions and try to recall the answers they heard during the first listening. Write down the groups' predictions on the board.
- Play the audio and have students check their answers.
- Go through the predictions on the board and identify the correct or the closest answers. Praise the winners.

III. Listen and repeat.

This is an optional activity using sentences from the listening passage to focus on features of natural English. The aim is to raise students' awareness of English pronunciation, intonation and stress patterns, and other features of connected speech. It also practices writing from dictation. Make sure that you have the MP3 audio files, which can be downloaded from the DVD. Please refer to the Listen and Repeat teaching suggestions in the Watching section.

IV. Oral work.

This is an oral task at the end of each Home Listening section based on information from the listening passage, which integrates essential vocabulary, pronunciation, listening and speaking skills in a communicative activity. This provides opportunities for students to practice the new language and express ideas and opinions on the listening passage topic, and show creativity and imagination.

- Explain the task. Have students read through the useful words and expression. Elicit any additional language that students may use in their discussions, role-plays or summaries.
- Put students into pairs or small groups. Have them ask and answer questions about different aspects of the task, brainstorm ideas and take notes.
- Remind students of some of the grammar aspects of the task, e.g., the tenses they could use when describing the events in their summaries.
- Have pairs present their summaries or role-plays to the class.

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The King of the SPIDERS



This story is set in South America. It takes place in the country of French Guiana.

Goliath tarantulas are the most enormous spiders in the world. Most people consider them to be extremely dangerous and avoid them, but not tarantula expert Rick West. He seeks out tarantulas because he has an important story to tell. What information does West want to share with the world? Are tarantulas as dangerous as people think?

WARMING UP



I Goliath Tarantulas. Read the paragraph. Then write the basic form of each underlined word next to the correct definition.

The Goliath tarantula is the largest spider in the world and can have a leg span of over 30 centimeters when fully extended. It's native to the rain forest regions of northern South America and usually lives in burrows in the ground. Like some other tarantulas, the Goliath has sharp fangs and thousands of barbed hairs on its body, abdomen, and legs. The Goliath also produces silk, which it uses to make nests in trees or webs near the ground.

1. having sharp points that curve backwards: barbed
2. the stomach area; the lower part of an insect's body: abdomen
3. a hole in the ground in which animals live: burrow
4. a long, sharp, pointed tooth: fang
5. a delicate fiber or thread spun by spiders: silk
6. the measure of space from one point to another: span

II Tarantula Hunt. Read the paragraph. Then match each word with the correct definition.

Tarantula expert Rick West has traveled into the dense rain forests of French Guiana to find Goliath tarantulas in their natural habitat. West's intention is to educate people about tarantulas since the spiders have often been given a bad rap. Although they carry venom in their fangs and have been known to bite humans when threatened, they are not usually deadly. However, their venom does prove to be a valuable weapon against their prey. The Goliath is a very dangerous predator for birds and other small animals.

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| 1. dense <u>C</u> | A. poison |
| 2. habitat <u>D</u> | B. a tool used to harm or kill |
| 3. bad rap <u>G</u> | C. thick; crowded together |
| 4. venom <u>A</u> | D. the area in which an animal lives |
| 5. weapon <u>B</u> | E. an animal that kills and eats other animals |
| 6. prey <u>F</u> | F. animals killed for food by other animals |
| 7. predator <u>E</u> | G. a negative general opinion about the quality of something untrue or without reason |

SUMMARY

The tarantula is an ancient and skilled hunter who has evolved over 25 million years. While often given a bad rap in the media, tarantulas are usually harmless to humans. Spider hunter Rick West is in the rain forest of French Guiana searching for the biggest tarantula in the world: the Goliath. His expedition takes him through jungles and caves to find the Goliath, the fascinating King of Spiders.



1. Before introducing the tarantula, ask questions about the types of spiders and other species related to them.
2. Ask students questions about how tarantulas have been depicted in movies.
3. Elicit some opinions on the possible dangers of tarantulas to human beings.

CULTURE SALON

Worldwide Distribution of Tarantulas

There are about 850 species of tarantulas worldwide, according to some authoritative scientists' research. Their range includes Africa and Madagascar, parts of the Middle East, southern Europe, southern Asia, the Indo-pacific region, Australia, northern New Zealand, some of the Micronesian Islands, all of Central and South America, parts of the Caribbean, and the United States north to central California and east to the Mississippi River. More than four dozen of all the species of tarantulas populate the U.S. range.

The Origin of the Name

The name "tarantula" originated in the 14th century in the town of Taranto, a port town in southeast Italy, where people felt forced to dance the wildly erotic Tarantella

if bitten by a spider. It was originally used for an unrelated species of European spider. When Europeans started traveling to areas where such large spiders were found, the name was borrowed to refer to the so-called "theraphosids," which, in Africa, are often called "baboon spiders" and in Asia, "earth tigers" or "bird-eating spiders" while in Australia, "barking spiders" or "whistling spiders."

Moulting and Life Cycle

Tarantulas, like other spiders, need to shed their exoskeleton periodically in order to grow. This process is called moulting. A young tarantula may go through this process a few times a year while full grown specimens will only moult once a year or even less, or sooner so they can replace lost body parts such as limbs or urticating hairs.

Tarantula may live for years, with most species taking 2 to 5 years to reach adulthood. But some species may take longer time to reach full maturity; some may take up to 10 years, at the point of which, males typically have but 1 to 1.5 year period left to live. Females will continue to moult after reaching maturity. They may live for several decades. The oldest spider, according to Guinness World Records, lived to be 49 years old.

Medical Implications

As we have seen on the video, no fatalities have been attributed to tarantula

bites. Nevertheless, sometimes spider bites can become sources of infection. Proper medical advice and preventative measures are more helpful in this respect. The consequences from contact with a tarantula's hairs are more serious than those from its bite. People may experience allergic rhinitis, which causes cold-like symptoms such as a runny nose, congestion, sneezing and sinus pressure. Medical intervention is regarded as necessary when these symptoms or more serious ones, such as breathing difficulty or chest pain, develop.



Narrator: For some, seeing one of these enormous hairy creatures can seem like a scene from a scary movie or a terrible dream. Its size alone may fill one with terror. Tarantulas are considered to be the biggest spider species in the world and can reach the size of a dinner plate! There are several different types of tarantula, and they come in a wide range of shapes, colors, and sizes. There are more than 800 known species, and scientists are finding new ones all the time.

Rick West, Tarantula Expert: “They’ll just walk on you, because they don’t know me from a piece of wood.”

Narrator: Most people would prefer to stay as far away as possible from hairy monsters like the Goliath, but tarantula expert Rick West is not like most people. The tarantula is truly the “King of the Spiders.” It’s a skilled hunter and a tough survivor, able to do well in almost every climate and landscape. These ancient hunters are the product of 25 million years of evolution, which has made them master predators, perfectly adapted to their habitats. The biggest and “baddest” of them all is the Goliath. It can grow to over 30 centimeters wide, with fangs up to five centimeters long. This huge spider makes its home in the remote rain forests of French Guiana, and that’s where Rick West must go to find it.

West is one of the world’s leading tarantula experts, and his interest in the giant spiders often takes him from his home in British Columbia, Canada, to some of the most far-off and inaccessible places on the planet. He’s come to French Guiana in search of the Goliath. Over the years, Rick has become a great supporter of tarantulas, and has devoted much of his time to explaining them to people worldwide. He feels that they need his support since people are often biased against them despite having no reason to be afraid.

West: “They have had a bad rap. They’ve been maligned in horror movies. These are the things that — as we’ve come up through our years watching television science fiction movies — it’s always the thing that creeps out of the shadow and goes for the jugular. And it does, it creeps people out and gives them the wrong impression.”

Narrator: In his search for these huge spiders, Rick often goes into locations where most of us wouldn’t dare to step.

West: “There’s a cave here in French Guiana. It is primordial. As you enter down into this dark cavern and look backwards into the light, the vines are hanging down at the entrance. And you know there’s snakes in there. You can hear the bats starting to swirl around as you enter the cave. You just don’t know where they are, so that creeps you out. It’s one of those compelling things; I have to go in to see what’s in there.”

Narrator: At last he sees what he’s come for: a tarantula burrow. There could be a good-sized spider in there, so he approaches it cautiously.

West: “I can see a tarantula in it. I don’t know what kind it is until I get it out, so . . . Wait a minute. It’s come out the back. There’s a hole in the back here. It’s just on the back wall. Maybe I can tease it out. There it is, there it is. I don’t know if I can get it. That’s a big spider. This is *Epebopus rufescens*. It’s a tarantula that lives both in burrows in the ground as well as on