



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

阅读教程

Reading to Develop Your Ideas

主 编 蒋静仪

副主编 杨 瑛

Ann Hendricks

Wang Suchen



教师用书

Teacher's Book

3-4

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总 序

普通高等教育“十五”国家级规划教材
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编

写委员会的专家在仔细审阅校稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足 21 世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋

上海外国语大学校长

前言

这是一套为全国英语专业本科一二年级学生编写的英语泛读教材。全套共分为四册,供第一、第二学年计四个学期使用。

什么是泛读?应用语言学家的定义是:泛读就是大量阅读,阅读者对所读的材料不必面面俱到。泛读旨在培养学习者良好的阅读习惯,学习者通过阅读不断积累词汇和语言结构知识,提高对阅读的兴趣(Richards et al, 1985)。

诚然,泛读的基本意义就是多读,以增加对目的语的语感,这一点对初级和初中级语言水平的学习者十分重要。对中、高级语言水平的学习者而言,通过阅读来积累目的语的语言知识依然十分重要,但是他们要学会在一个更高的层次上来习得目的语,要学会总结、归纳文章作者的观点和思想并与自己的思想和观点融合在一起,也就是说要学会通过阅读来总结和发展自己的观点,只有这样学习者才能更好、更有效地习得目的语。

本套教材本着这一编写宗旨,结合英语专业本科学生较高的目的语水平,在设计了常规的阅读理解、词汇等练习外,还设计了各种形式与主题相关的讨论题让学习者围绕文章拓展讨论,让他们将所阅读的文章与自己的观点融会在一起,从而更好地掌握所学内容,帮助习得目的语。

本套教材是在“主题为基础”、“协作性学习”的原则下编写的。每个阅读单元的主题就像一根绳索,将所有阅读文章有机地串联在一起。学习者通过阅读同一主题下各种体裁的文章,可从不同角度深化自己对每个相关主题的理解。“协作性学习”将学习者从传统的学习模式中解放出来,变被动为主动,提高学习兴趣。学习者通过协作性学习,达成知识共享,学会从多角度看待和理解问题,同时提出问题和解决问题的能力也得到了加强。

为体现本套教材编写的宗旨和原则,使用本教材时可遵循如下步骤:

1. “课前阅读”(Pre-reading):

“课前阅读”是每一单元的引子,从诠释名人名言切入,过渡到教材中设计的与本单元主题相关的问题,激活学习者的思维,为课中阅读作一个铺垫。

2. “课中阅读”(In-reading):

“课中阅读”每一主题下的四篇文章以不同的形式、从不同的角度描述或论证与主题相关的各种思想观点。为培养学习者的自主学习能力,学习者应在课堂讲解、讨论之前独立完成所有的阅读文章(快速阅读文章除外)。课堂教学以学习者为主,以教师指导、小组讨论、课堂辩论等为辅;教师对学习者的就阅读中难以解决的问题提供支持,不必也不需要逐句的解释。要大力鼓励学习者参加协作性的小组和班级讨论,运用文章中的内容和语言知识表达自己的观点。

3. “课后阅读”(Post-reading):

“课后阅读”是本套教材的重要部分,也就是教材所要强调的:通过阅读来发展自己的观点。教材中设计的各种练习是为了促进学习者与文章、文章作者以及其他学习者之间的互动。所以这一部分设计的活动和任务学习者应逐一去完成,并要充分利用信息时代所提供的大量资源去进行更多的真实阅读,然后去总结、归纳所作的大量阅读,最终形成自己的观点,与同学

共享。

课堂教学时间非常有限,对泛读教学来讲更是如此。要让学生多读书、读好书,教师一定要从传统的教学模式中脱离出来,在课堂上要避免不停地讲解,利用有限的时间来启发、指导学生,增加有限课堂教学时间内教师与学生、学生与学生的互动。教师退出主导地位而以学习者为中心的教学模式在国外的第二语言教学中已得到充分认可,相信中国的学习者经过一定的训练后也会成为这种学习模式的受益者。

本套教材希望以一种较新颖的形式,将学习者置于整个学习过程的中心,通过教师提供必要的支持,使其更快、更好地习得目的语。

最后本套教材的编写者要就此机会向秦秀白教授表示衷心的感谢。可以这样讲,没有秦秀白教授的鼓励、支持和指导就没有这套教材。

由于时间仓促,加之编写者水平有限,书中错漏之处在所难免,还请各位专家及本书的使用者批评指正。

编者

2005年3月

Suggested Teaching Principles and Procedure

GENERAL IDEAS

1. Each unit is expected to be covered in two weeks (4 periods, 180 minutes).
2. All readings are expected to be finished by students on their own before class.
3. It is not necessary to go through every reading sentence by sentence.

Pre-reading (20 minutes)

1. Discuss the quotations in class and invite students to give their interpretations (6 minutes).
2. Ask students to give all ideas that jump to their mind in relevance to the topic in discussion (6 minutes).
3. Group discussion on the pre-reading questions (8 minutes).

In-reading (115 minutes)

1. The explanation of the content of each reading is done at the same time the answers to the exercises are being discussed.
2. Each reading may take about 25 – 35 minutes depending on the length and difficulty level.
3. Always encourage students to relate discussion questions to the reading passages and then expand on them.

Post-reading (45 minutes)

Group work

- a. Ask students to share in small groups the summaries of the readings they have done on their own (8 minutes).
- b. Make sure that one student takes notes of their discussion in their collaborative task. (12 minutes).
- c. It is important that each student participate in the class debate. The students may be divided into two groups, one group for the position, and the other against the position. (25 minutes).

ASSIGNMENT

1. Of all the readings the group members have searched and read, each group selects 2 readings, which they think are the best to turn in as group work. The teacher collects all the passages and puts them in a folder and assigns students to read them later after

ii READING TO DEVELOP YOUR IDEAS (3-4)

class.

2. **Written report on their presentation topic:** The students in each group are expected to work together to turn in a written report of the debate their group holds. The report should consist of two parts; summary of the reading the group has read together, and their view on the issue.

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FOR

STUDENT'S BOOK THREE



UNIT ONE

FAMILY AND MARRIAGE

PART ONE: Interpretation of the quotations

1. All happy families resemble one another; every unhappy family is unhappy in its own fashion. (Leo Tolstoy)

Happy families share common characteristics. Unhappy families are unhappy for various reasons.

2. Nobody who has not been in the interior of a family can say what the difficulties of any individual of that family may be. (Jane Austin)

Unless you have experienced living in a specific family, you cannot understand the difficulties of any member of that family.

3. Marriage is the best of human statuses and the worst, and it will continue to be. And that is why, though its future in some form or other is as assured as anything can be, this future is as equivocal as its past. The demands that men and women make on marriage will never be fully met; they cannot be. (Jessie Bernard)

Marriage is, and always will be, the best and worst of human experience. That is why some of its future may be certain and clear, while it can also be as uncertain and hard to understand as in the past. Certain expectations made by men and women will not be fully met because it is impossible to meet all these expectations.

PART TWO: Relevant background information to the texts

READING ONE: THE WINK

Idea on marriage

Marriage as a contract between a man and a woman has existed since ancient times. It is a social institution uniting men and women in special forms of mutual dependence, often for the purpose of founding and maintaining families. In view of the necessity for children to undergo a long period of development before attaining maturity, the care of children during their years of relative helplessness appears to have been the chief incentive for the evolution of the family structure.

How to keep a happy marriage

As is often manifested, some marriages are good while some are sour. How to maintain a happy marriage? The following are some important ingredients in a happy marriage:

- ◆ Trust
- ◆ Confidence
- ◆ Understanding
- ◆ Adjustments
- ◆ Sexual gratification
- ◆ Good role model
- ◆ Commitment
- ◆ Respect

READING TWO: WHEN FEATHERS FLY

Reasons for conflicts in marriage

- ◆ Attack on identity
- ◆ Lack of satisfaction
- ◆ Misunderstanding and communication gap
- ◆ Lack of understanding and support during one's emotions
- ◆ Non-performance of duties and non-fulfillment of responsibilities
- ◆ Different perceptions on priorities and lack of handling the issue jointly
- ◆ Lack of uncritical humour
- ◆ Arguments
- ◆ Adhering to instigating attitudes

How to deal with conflicts in marriage

Inevitably all marriages — even the very best of marriages — have conflict. That is a normal part of having two people work out a life together. But there are good ways to work out differences — and there are bad ways. The following are some suggestions to handle conflict in marriage:

- ◆ Learn to live with things that cannot change: You may wish that your partner were different in many ways. Some of those things simply cannot change. Learn to accept that. Be glad that you can bring to your partnership some qualities that your partner does not have. Be glad that your partner can bring qualities that you do not have.
- ◆ Start a relationship discussion at a time when you want to strengthen your relationship:

If you are feeling angry or tired and want to correct or hurt your partner, it is not a good time to start a discussion. If your partner is tired or frustrated, save the discussion until later.

- ◆ Do not dwell on your complaints: Sometimes we feel irritated about things in our relationship. We list our complaints and stew about them. By the time we bring up our problem we may have talked ourselves into being mad. Rather than make big complaints, we can make requests along the way.
- ◆ Make requests: There are some statements that do NOT motivate change: "You never help me. You don't seem to notice anyone's needs but your own." There are more inviting statements: "I'm very stressed right now. I wonder if you could help me by getting dinner, helping me clean up the house, or helping the children with homework."
- ◆ Rather than argue about details, find common ground: In any disagreement it is easy to get stuck arguing about who did what and why. Don't waste your time dealing with such issues. Instead, focus on ways you can help each other. When people feel attacked and angry, they do not think as clearly as when they are calm. We can do things to help ourselves and our partners feel more calm. We can start discussions without attack: "I would like your ideas on an issue." We can look for solutions rather than accusations: "Do you think it would help if ... ?" If we are feeling too frustrated, we may need to reschedule our discussions: "I need some time to think about what you are saying. Could we talk about this tomorrow?"

READING THREE: THE ODD COUPLE

Federal Bureau of Investigation (FBI)

The FBI is an agency of the United States Department of Justice, and the principal federal investigative agency. Functions of the FBI, under its general responsibility of investigating violations of federal law, include the investigation of espionage, sabotage, subversive activities, and other actions related to national security; organized crime and drug trafficking; terrorism; and white-collar crime.

PART THREE

The following expressions may be introduced to your students to facilitate their discussion on the theme of family and marriage.

Expressions that are likely to be used to talk about relationship:

- ◆ a bumpy relationship
- ◆ a broken home
- ◆ a family feud
- ◆ Relationships can break down because of genuine misunderstandings.
- ◆ A rift can develop between two people or groups.

- ◆ His love affair with Jane has turned sour. I think they'll split up(break up).
- ◆ Our marriage has had its ups and downs, but basically we are OK.
- ◆ Let's try and make up.
- ◆ Their relationship is on the rocks.
- ◆ They are still in a honeymoon period.
- ◆ They aren't getting along very well.
- ◆ They are going through a rough patch.
- ◆ They can't see enough of each other.
- ◆ She can't put up with him any more.
- ◆ They are going (their) separate ways.
- ◆ They stick together through thick and thin.

Collocations that are possible to go with the target word "marriage":

- ◆ a happy/successful marriage
- ◆ a(n) broken/disastrous/failed/unhappy marriage
- ◆ marriage vows/marriage break-up/marriage breakdown/marriage counseling
- ◆ to save one's marriage
- ◆ a marriage of convenience
- ◆ a shotgun marriage
- ◆ The marriage is over/breaks down(up)/ends/falls apart/fails.

Expressions that may be used to talk about marital problems and solutions to the problems:

Problems and possible causes:

- ◆ have very different role expectations
- ◆ completely withdraw emotionally (stonewalling)
- ◆ unfaithfulness/criticism and nagging/bossiness/clinging dependency/domination/abuse/loss of love/self-centeredness/abusive contempt
- ◆ Depression/anger can wreak havoc with our lives.
- ◆ Having unrealistically blissful expectations of marriage guarantees our disappointment.
- ◆ Marital satisfaction goes down after children are born.
- ◆ Couples drift apart.

Solutions:

- ◆ Listen carefully, give empathy and positive responses.
- ◆ Assume responsibility for your own feelings.
- ◆ State tentative opinions, not absolute certainties.
- ◆ A little empathy will work miracles.
- ◆ Stop the escalating bitterness.
- ◆ Don't expect it to be easy; there are many challenging barriers to having a good marriage.