

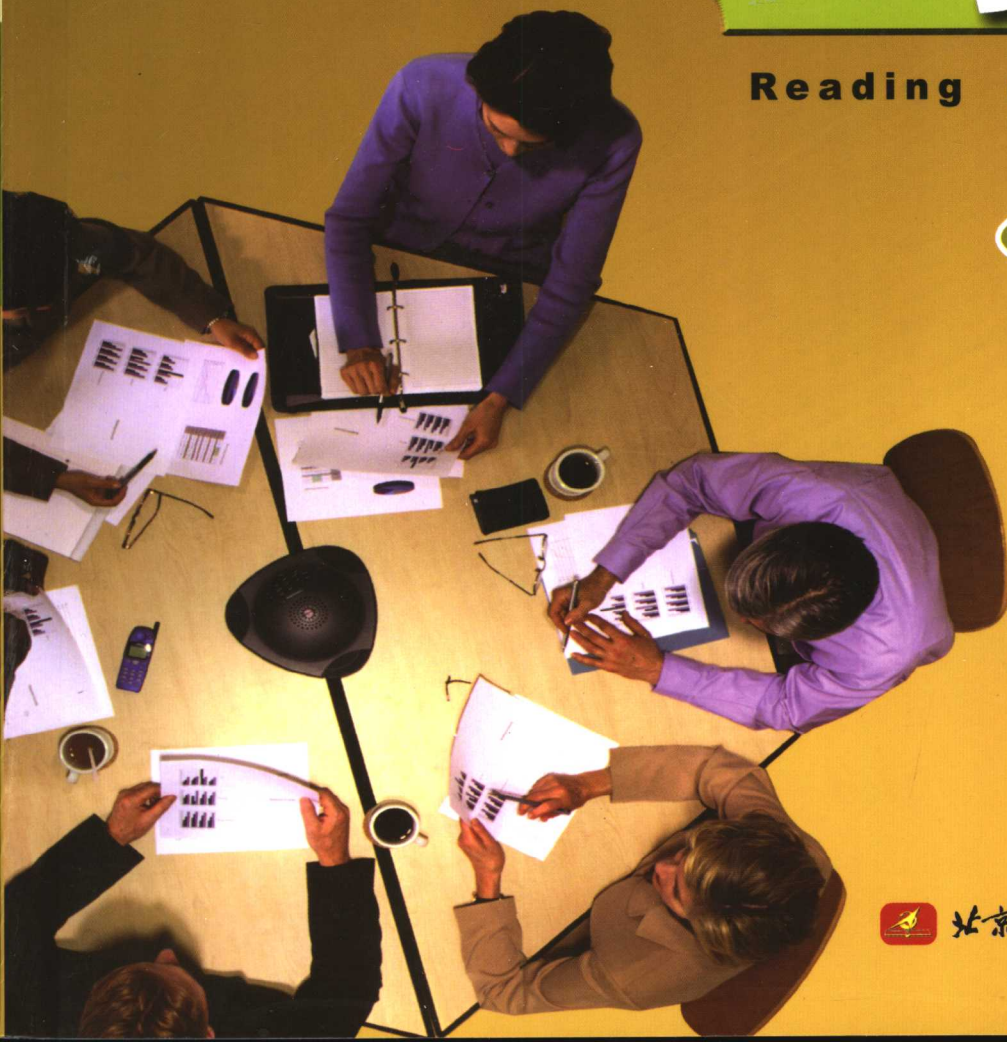
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# 全新英语读写一体化教程

# 阅读与写作

Reading & Writing

教师用书



北京航空航天大学出版社

**全新英语读写一体化教程**  
**阅读与写作**  
**Reading & Writing**

教师用书

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## A Few Words to Teachers

From what aspects can teachers help their students improve their reading ability?

The primary duty for teachers even before students begin to read is to enhance their students' reading readiness; that is to say, on the one hand, determining the students' preparation in prior knowledge, and, on the other, encouraging their impulse to read. A well-designed pre-reading activity is the spur to students' thinking. I have included at the beginning of each unit various Pre-reading Focuses. You may create other or additional activities that best serve your purposes.

I would like to stress that there are no simple routines for teachers to observe. In fact, routine is a sure way to kill interest. But a few general ideas may be helpful:

1. The teacher may always use the title, heading, and the first paragraph to make predictions about the probable content of the selection, and to form questions about the text. In order to test their own predictions or to find the answers to their own questions, students will definitely read the text more eagerly.

2. The teacher may ask the students to skim the text in a very short period of time (say, one minute). Then, they may write a brief outline (or call it out to a student at the blackboard) of what they feel the text is about. Finally, they may read the text again, more carefully, and compare what they have written with what the text says. It is important to note that this also involves *projecting* or *forecasting* meaning. Some students may be better at it than others, but, as this is a reading skill training, the teacher had better not stress that there are *incorrect* answers.

3. For nonfiction texts, the teacher may give students an incomplete outline and then ask students to read the text to fill in the outline.

The teacher must constantly be aware that although students cannot understand reading material without a certain linguistic competence—without a certain amount of vocabulary, syntactical awareness and semantic knowledge of the language—linguistic competence alone cannot ensure students' comprehension. Do not insist, therefore, that the meaning of each and every word must be understood in order to say something about the passage. A knowledge of the ways writers organize and construct paragraphs and whole articles will assist them in understanding meaning at least as much as, if not more than, the knowledge of individual words. That is why a reading course, combined with a writing course, may be a more effective approach. In class, writing activities may also be handled by asking a student

to write on the blackboard the answers as supplied by the rest of the class members.

Last but not least, teachers must aid students to build their skill in drawing inferences from the material. This will assist students in forming their own critical views of a text.

It is upon these considerations that the exercises and teaching directions (ways of approaching the text; not "orders") are designed, and upon them you as a teacher may build your own teaching plan.

In the textbook, I use the following terms in specific ways:

**Read quickly**, to read the whole text at the quickest speed the students can in about three minutes (or more) without using a dictionary and skipping those words they do not know.

**Skim**, to read for the general idea or the whole picture of the material.

**Scan**, to look for exact answers for specific questions.

These terms will be more fully discussed as the course progresses.

Teachers may instruct the students to read the explanations in the reading skill section of every unit. Then the teacher may call upon them at random to explain the parts in their own words and assign them a grade for their explanation. The teacher should also ask for the definitions of technical terms; situational sets, semantic sets, associative field, and so on, and should return to these definitions from time to time in subsequent class meetings to ensure that the students remember them. This suggestion is made in order to encourage active learning (where the students are responsible for their learning), rather than passive learning (where the teacher is responsible for everything).

When a pre-reading question is asked, the teacher may tell the students to close their books to answer it. This would guarantee that the students are not continuing their slow reading beyond the time limit, and encourage them to try to speed up their reading by skipping what they do not understand and by focusing on what they do understand.

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# Section One Human Relationships

## Unit 1 An Open Heart

### Suggestions for Teaching

1. In order to assist students in making quick judgments about the meanings of unknown words with the help of context clues, you may give them some classifications for the types of context clues. Below are some of the clues, with their signal words or structures, which may aid students in their thinking:

#### (1) Explanation Clues

In job *evaluation*, all of the requirements of each job are defined in a detailed description.

A *contributory* cause is one that helps to produce an effect but cannot do so by itself.

##### Signal structures:

- placing words side by side or next to each other to explain (apposition)
- explaining the meaning (attribution)

##### Signal words:

- be, mean, can be taken as
- similarly, that is, in other words

#### (2) Example Clues

It seems that such *maladies* as colds, fevers and sore throats will always be a part of life.

##### Signal words:

- such as, for example, for instance, ... belong to...

#### (3) Comparison-contrast Clues

John likes to spend his money. On the other hand, his girlfriend is very *frugal*.

##### Signal words:

- but, instead, however, or, rather than, on the other hand, unlike

#### (4) Experience Clues

Anne disliked Terry so much that everything Terry did *infuriated* her.

**Signal structure:**

—continuation of the thought with the result continuation

#### (5) Summary Clues

Ted refused to do homework. He lacked respect for his teachers. He was disobedient. He cut school. Finally, the principal had to take *disciplinary* action.

#### (6) Co-occurrence Clues

A large computer can add or subtract nine thousand times a second, *multiply* a thousand times a second, or divide five hundred times a second.

#### (7) Mood or Setting Clues

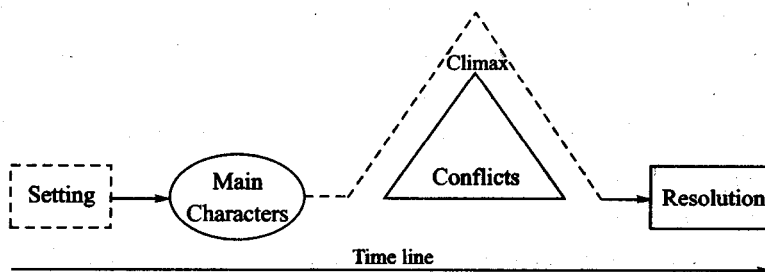
The speed, with which he moved across the room, quickly reached the door, and dashed down the steps, showed his great *agility*.

2. In the early stages of language learning, words are usually learned in lists of paired words. The lists contain a word from the target language and a synonym in that target language or a translation in the mother tongue. But the more words are analyzed or are enriched by imagistic and other associations, the more likely it is that they will be retained. Therefore, when the students become more proficient, help them learn to rely more on their own inferential skills by decoding words in context and retaining words through semantic relations. **Synonymy** (the quality of having the same meaning) and **antonymy** (the quality of having an opposite meaning) are the two basic semantic relations between words. These two relations alone can serve to group a number of words and expressions in certain texts.

**Finding a theme for a group of words** in the discourse can also build up a type of relation for these words and, therefore, ease the mastery of them. If the theme is connected with the thesis of the whole article, the grasp of these words can be even easier.

3. In a narrative, the general structure may be similar to the following: the **category setting** includes those elements indicating time, place or other circumstances of the episode. In a given setting the *character(s)* is/are introduced, whose **personality(ies)** is/are greatly influenced by and may be inferred through the setting. The character will form *conflicts* with the environment, one certain situation or other characters. Readers will follow the character to pursue his/her goal. Many events may happen before the goal is reached, and

readers will feel tension when the character tries to overcome the difficulties. Near the end of the story, one important event will happen which becomes the turning point or the *climax* of the story; at the same time the conflicts are coming to their *resolution*. Stories are usually sequenced: one thing happens before the next, and the introduction of the time for each episode will form a *time line*. The relationship of these categories may be shown clearly by the following chart:



It is advisable that the teacher point out to the students for each text the above basic elements and give them outside assignments to read in order to draw up their own chart. The knowledge of the narrative's structure will activate student's reading readiness for the story reading and promote their ability to make guesses about the unclear parts of the content.

In **Text A**, the story happens in an economically depressive setting. The main character Ben is depicted as a joyful and warm-hearted man despite the gloomy situation—the setting. But his kindness seems to have been made use of by a pitiable woman customer. Will Ben remain a warm-hearted man or become a sour person? This is the biggest problem for the character. After a period of psychological struggle, Ben conquers his small self and solves the problem for himself by accepting the narrator's advice. At the end of the story, the woman customer returns the money and this episode forms the climax of the story. The resolution is that Ben refuses to take the money in spite of his own difficulties.

### Text A Angel on a Doorstep

#### Close Study of the Text

1. ... he wasn't his usual sunny self. (para. 1)

**Meaning:** ... he was not cheerful and happy as usual.

**self:** a particular or typical part of one's nature

**Similar expression:** be oneself—in one's usual state of mind

2. ... seemed in no mood for talking. (para. 2)

**Meaning:** ... it seemed that he didn't want to spend time talking with me.

3. It took slow, careful questioning to extract the story from him. (para. 3)

**Meaning:** I asked him with care and bit by bit, painfully, he told me what had happened.

**extract from:** to get information or response from (someone) with difficulty

4. With six children and another on the way. (para. 4)

**Note:** Here *on the way* means the woman has a baby developing in her body. She is pregnant.

5. "I was a stranger and you took me in." (para. 11)

**Meaning:** You received me as a guest.

**Note:** The writer here cites from *the Bible*, persuading Ben to be kind-hearted to the poor family.

6. "Don't you mean she took *me* in"? (para. 12)

**Note:** In his anger, Ben refers to another meaning of "take someone in"—instead of "receive," Ben means, "she deceived me."

7. ... playing on my sympathies. (para. 15)

**Meaning:** ... making use of my feelings to take advantage of me.

8. ... he had been on a different route, covering for another milkman. (para. 21)

**Meaning:** ... he went to a different area, delivering bottles of milk for a milkman who was absent for some reason.

**cover for:** to do work for someone who is ill or away

9. ... I didn't have the foggiest idea what I was crying about. (para. 29)

**Note:** Haven't the foggiest idea is an informal and emphatic way of saying someone does not know or understand something.

10. "Heck no,"... (para. 31)

**Note:** "Heck" is an exclamatory word expressing slight irritation or surprise. "Heck no" vividly implies that Ben was not happy in that his kind heart was misunderstood by the author.

### Text-related Information

**The Angel Gabriel (para. 27):** In the new testament of *the Bible*, Gabriel is the archangel

who told Virgin Mary that she would be the mother of Jesus (See Luke I, 26~38). He is more frequently regarded as one of God's chief messengers.

In the text, the woman seems to regard Ben as a present-day angel who has showered blessings upon her family.

## Text B The Woman Who Would Not Tell

### Close Study of the Text

1. ... trying not to be sick as she thought of what she had seen... (para. 6)  
**Meaning:** ... she tried hard not to vomit when she remembered the wounded soldier...
2. The man's papers Bettie found in the attic established his identity. (para. 7)  
**Meaning:** The man's documents told Bettie who he was.
3. ... 11<sup>th</sup> Vermont Volunteers... (para. 7)  
**Meaning:** ... the 11<sup>th</sup> Regiment of volunteers from the state Vermont...
4. ... James Van Metre's wife fanned the spark of life that flickered in Henry Bedell. (para. 8)  
**Meaning:** ... James Van Metre's wife gradually drew the critically wounded Henry Bedell back from the verge of death. Bedell recovered his health bit by bit.  
**Note:** Notice the metaphor employed in the sentence. "The spark of life" and "flicker" are enough to tell us the wounded officer was in a critical position.
5. The infection... flared up... (para. 10)  
**flare up:** (of a disease or injury) to return suddenly or become painful again
6. He brushed aside Bettie's thanks. (para. 19)  
**brush aside:** to refuse to pay attention to or consider (something)
7. ... Dr. Osborne brought Bedell through the crisis. (para. 20)  
**bring through:** to save (someone) from (danger, crisis or trouble)

### Text-related Information

All that I hated was the war. (para. 1)

**The war;** the American Civil War, 1861, 4~1865, 5.

## Text C Mama and the Garfield Boys

### Close Study of the Text

1. ... and I, along with several other students, wet my pants. (para. 1)

**Meaning:** ... several other students and I were so scared that our pants became soaked with urine.

2. Having your mother as a member of your school's faculty had its advantages. (para. 3)

**Meaning:** If your mother were a faculty member in your school, you could benefit generally from it.

3. I managed to stay unmarked by the Garfield brothers,... (para. 4)

**Meaning:** I tried my best to escape the attention of the Garfield brothers so that they could not look for an occasion for a fight.

4. I spent the next morning daydreaming... I was certain that's where I'd go. (para. 21)

**Note:** The whole paragraph is what the child is daydreaming in his mind. He is sure that the end of the world was coming for him. He imagines how the Garfield brothers will inflict a terrible revenge upon him and how they will celebrate his death. He even begins to make arrangements for his life in heaven. Notice the writer deliberately assumes a boy's tone while narrating the story. Vivid examples appear here and elsewhere in the story.

5. "... I ain't got no car to take 'em nowhere." (para. 36)

**Note:** The employment of two negatives in one sentence is very common in English uneducated speech. The meaning of the combination of two negatives seems to be positive or affirmative, but, in fact, this is only a special way of stressing the negative, the speaker repeating the negatives only because she believes that this will make her negative meaning clear and unmistakable, that one negative alone might not be heard. This use of double negatives is not allowed in the speech of educated people. The writer is using this structure to show the educational background of the family. The above sentence actually means: "I don't have a car to take them anywhere."

6. They were always at her beck and call. (para. 56)

**be at someone's beck and call:** be bound to obey someone's orders, to come and go, all the time

## Unit 2 Parents and Children

### Suggestions for Teaching

1. The knowledge of word-formation and context clues when employed together as skills helps students guess the meaning of unfamiliar words. Firstly, let students look at the word itself to see if it is made up of smaller words, or if it has a prefix or suffix that hints at its meaning. They should then look through the whole paragraph—or at least the sentences before and after the word—for clues to its meaning.

Giving them the basic knowledge of word formation or word building will greatly increase their ability to recognize new words in reading and speed up the growth of their vocabulary.

#### (1) Teach Students to Analyze Compound Words

Components	Formed words
door+step	doorstep
middle+aged	middle-aged
new+comer	newcomer
milk+men	milkmen
house+hunting	house-hunting
grand+mother	grandmother
great+aunt	great-aunt
farm+house	farmhouse
head+quarters	headquarters
blood+stained	blood-stained

#### (2) Encourage Students to Memorize Prefixes

(en- becomes em- before p, b, m; en- becomes el- or er- before l, r.)

(in- becomes im- before p, b, m; in- becomes il- before l; in- becomes ir- before r.)

Prefixes	Meaning	Examples
anti-	against	antitank
bi-	two	biannual, bicycle
com-	with	comrade
dia-	through, across	diameter, diagram



dis-	not	disagree
en-	in	enclose
ex-	former, out of, away from	extract
de-	from, the opposite of	depart
in-, im-	not	inactive, impossible
kilo-	a thousand times	kilometer
macro-	large	macrocosm
micro-	small	microscope
mis-	wrong	misbehavior
non-	not	nonconformity
pre-	before	predicate, predestined
per-	fully	perfection
re-	again	rearrange
un-	with an opposite meaning	unload, unlock

### (3) Encourage Students to Memorize Suffixes

#### Suffixes used to form nouns from verbs

	Verbs	Examples
-ment	abandon	abandonment
	agree	agreement
-ation	inform	information
-tion	appreciate	appreciation
	educate	education
	predict	prediction
-sion	divide	division
-ance	guide	guidance
	reassure	reassurance

#### Suffixes used to form nouns from adjectives

	Adjectives	Examples
-ness	kind	kindness
-y	difficult	difficulty
-ence	different	difference
-ous	courage	courageous

#### Suffixes used to form adjectives from nouns

Nouns	Examples
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