



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

邓旭东

Radhika Jaidev



教师用书

Teacher's Book

1-2



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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12

江苏工业学院图书馆
藏书章

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图书在版编目(CIP)数据

阅读教程(1~2)教师用书/蒋静仪主编.

—上海:上海外语教育出版社,2005

(新世纪高等院校英语专业本科生系列教材)

ISBN 7-81095-542-X

I. 阅… II. 蒋… III. 英语—阅读教学—高等院校—教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2005)第 004008 号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 顾岳 刘 璟

印 刷: 商务印书馆上海印刷股份有限公司

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 10 字数 250 千字

版 次: 2005 年 7 月第 1 版 2005 年 7 月第 1 次印刷

印 数: 5 000 册

书 号: ISBN 7-81095-542-X / H · 206

定 价: 15.00 元

本版图书如有印装质量问题,可向本社调换

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。尔后,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

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Suggested Teaching Principles and Procedure

GENERAL IDEAS

1. Each unit is expected to be covered within two weeks (four periods, 180 minutes).
2. All readings except the passage for fast reading should 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 own interpretations (six minutes).
2. Ask students to give all the ideas that jump to their minds in relevance to the topic under discussion (six minutes).
3. Group discussion on the pre-reading questions (eight minutes).

In-reading (120 minutes)

1. The explanation of the content of each reading should be done at the same time when 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 texts and then expand on them.

Post-reading (40 minutes)

1. The reading passage is done in class as a fast reading practice and is timed by the teacher. (ten minutes)
2. Group work
 - a. Ask students to share in small groups the summaries of the readings they have done on their own (eight minutes).
 - b. Each student takes turns to lead the discussion and ask each other questions prepared before class (seven minutes).
 - c. Ask students to share their understanding of the book they have read in Reading Salon. Ask them to describe the contents and main characters and present to others what they like about the book, what they don't like about the book, and why. It is important that each student participate (15 minutes).

ASSIGNMENT

Of all the readings the group members have searched and read, each group selects two

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 class.

MINI-LECTURE

At the end of every two or three units, a mini-lecture on how to conduct reading research or how to improve reading skills will be delivered by the teacher. (The lectures are provided at the end of Teacher's Book 1 – 2).

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FOR

STUDENT'S Book ONE



UNIT ONE

PARENTS AND CHILDREN

PART ONE: Interpretation of the quotations

1. Children will not remember you for the material things you provided but for the feeling that you cherished them. (Richard L. Evans)

What is important to a child is not the material things that he /she is given, but the feelings of being loved. Parental love will accompany a child for the rest of his /her life.

2. Perhaps the greatest social service that can be rendered by anybody to the country and to mankind is to bring up a family. (George Bernard Shaw)

Raising a healthy family is perhaps the most important service that a grown-up citizen can offer to his/her country and to humanity in general.

3. Many things we need can wait, the child cannot. Now is the time his bones are formed, his mind developed. To him we cannot say tomorrow, his name is today. (Gabriela Mistral)

Parents may have a lot of things to do, but looking after a child should be the top priority. This is because the child is right in the process of physical and mental growth. We cannot delay our attention to him/her even for one day.

PART TWO: Background information relevant to the texts

READING ONE: FAMILY DAY, 2002

Family Day

“Family Day — A Day to Eat Dinner with Your Children” is a national effort to promote

parental engagement as a simple, effective way to reduce youth substance abuse risk and raise healthier children. Family Day is meant to emphasize the importance of regular family activities as a way to facilitate parent-child communication and encourage Americans to make family dinners a regular feature of their lives.

In 2001, the National Center on Addiction and Substance Abuse (CASA) at Columbia University launched Family Day as an annual event, which takes place on the fourth Monday of each September. It fell on 23rd of September in 2002 and the 22nd in 2003.

Celebrating Family Day is as simple as eating dinner with one's children and engaging in other family activities. CASA encourages employers to let their employees off early on Family day, and ask schools and other organizations not to schedule activities during dinnertime on this day.

About the National Center on Addiction and Substance Abuse (CASA) at Columbia University

The mission of the National Center on Addiction and Substance Abuse (CASA) at Columbia University is to inform Americans of the economic and social costs of substance abuse and its impact on their lives. CASA encourages every individual and institution to take responsibility to combat substance abuse and addiction. It provides those on the front lines with the tools they need to succeed and remove the stigma of abuse and replace shame and despair with hope. Founded in 1991, CASA remains the only national organization in the US that brings together under one roof all the professional disciplines needed to combat abuse of all substances — alcohol, tobacco, and illegal prescription and performance-enhancing drugs — in all sectors of society.

READING TWO: ALMIE ROSE

Christmas celebrations in the West today

From November onwards, it is impossible to forget that Christmas is coming. Coloured lights decorate many town centres and shops, along with shiny decorations, and artificial snow painted on shop windows.

In streets and shops, "Christmas trees" will also be decorated with lights and Christmas ornaments.

Shopping centres become busier as December approaches and often stay open till late. Shopping centre speaker systems will play Christmas "carols" — the traditional Christmas Christian songs, and groups of people will often sing carols on the streets to raise money for charity. Most places of work will hold a short Christmas party about a week before Christmas. Although traditional Christmas foods may be eaten, drink (and plenty of it) means that little work will be done after the party!

By mid-December, most homes will also be decorated with Christmas trees, coloured lights, and paper or plastic decorations around the rooms. These days, many more people will also decorate garden trees or house walls with coloured electric lights, a habit which has long been popular in the US.

In many countries, most people post Christmas greeting cards to their friends and fam-

ily, and these cards will be hung on the walls of their homes.

READING FOUR: CHILD ABUSE

About Child Abuse Prevention and Treatment Act in the US

The key Federal legislation addressing child abuse and neglect is the Child Abuse Prevention and Treatment Act (CAPTA) and it was originally enacted in 1974 (Public Law 93 – 247). This Act was amended several times and was most recently amended and reauthorized on June 25, 2003. For instance, the law was completely rewritten in the Child Abuse Prevention, Adoption and Family Services Act of 1988 (P.L. 100 – 294, 4/25/88). It was further amended by the Child Abuse Prevention Challenge Grants Reauthorization Act of 1989 (P.L. 101 – 126, 10/25/89) and the Drug Free School Amendments of 1989 (P.L. 101 – 226, 12/12/89).

PART THREE

The following expressions may be introduced to your students to facilitate their discussions on the theme of parents and children.

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

- ◆ accessible/caring/devoted/doting/fond/kind and amiable/ loving/thoughtful parents
- ◆ abusive/alcoholic/heartless/neglectful/tyrannous parents
- ◆ A good father usually fosters a sense of trust and confidence.
- ◆ Parents will have an easier time maintaining parental authority.
- ◆ They are good at giving systematic guidance.
- ◆ Being a parent is a tall order.
- ◆ They ought to help children stand on their own feet.
- ◆ Education commences at the mother's knee.
- ◆ Both parents need to maintain a close relationship with their children.
- ◆ Many parents are the ones footing the bill for their child's college education.

Collocations that are possible to go with the target word “children”:

- ◆ happy/well-balanced/disciplined/winsome children
- ◆ wayward/incorrigible/troublesome /overwhelmed children
- ◆ level the playing field for children
- ◆ show tender affection for children
- ◆ make a pet of /dote on/pamper children

- ◆ be hard on/pick on children
- ◆ Children owe to parents what young grass owes to spring sunshine.
- ◆ Children grow up watching their parents' back.

Expressions that may be used to talk about ways to improve the communication between parents and children:

- ◆ Let children say what is on their mind.
- ◆ Treat your children as individuals, not as extensions of yourselves.
- ◆ Be available when your children want to talk.
- ◆ Help build your child's self-confidence.
- ◆ Remember to make eye contact when you're having a conversation with your children.
- ◆ Share your agenda with your children.
- ◆ Let your children express their opinions.
- ◆ Ask open-ended questions.
- ◆ Let your children finish their thoughts; do not interrupt them.
- ◆ Discuss current events with your children.

PART FOUR: Reference answers to the exercises

READING ONE

Check your comprehension

1. They learn from their parents proper standards of conduct, principled values, and the importance of service.
2. They get from their families encouragement, support, and love. All these are important for helping them become confident, compassionate, and successful members of society.
3. The more time parents spend with their children, the less likely the children will be subjected to drugs and crimes.
4. Yes, it's very important. Because by spending quality time with their children, parents can help their children cope with social problems, such as drug abuse, alcoholism etc. , and hence help them grow up healthily.
5. To spend quality time with family members and engage in meaningful activities.

Check your vocabulary

1. We should keep up the values that America as a country has been sticking to in history so that the health and security of our families can be promoted and preserved.