

朗文

# 新思维英语教程

A Reading Strategies Course

# Read and Think!

● [加] Ken Beatty 著 ● 陈丽娅 译 ● 周成刚 审订

# 1

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## 图文新思维英语教程 1

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# Introduction to students

## Getting the most out of *Read and Think!*

Do you like to read? Would you like to read better?

Reading is more than just knowing a lot of words. When you read different kinds of texts, you need to know what strategies and skills to use. You also need to have a basic knowledge of different disciplines, such as university subjects.

***Read and Think!*** is a four-level series to help you improve your reading. It's made up of many different parts. Each unit is divided into two lessons. Each lesson features an interesting reading passage. The passages included are presented as articles, movie reviews, letters, plays, poems, speeches and stories.

The two passages in each unit give two points of view on the same topic. The topics are followed by different kinds of exercises, such as fill in the blanks, multiple choice, matching and short answer. Once you've finished the unit, you have a chance to show what you know by discussing debate topics.

Reading is not just a skill for words, but also for images. So, to make the book more interesting for you, cartoons, charts, diagrams, illustrations, maps and photos are included, with activities to help you think.

Throughout each unit, help in the form of *Reading strategies*, *Language notes*, *Exam strategies*, *Debate strategies*, *Computer notes* and *Culture notes* is provided. Special *Concepts* boxes expand on core ideas within readings and *What about you?* sections let you think about how the topic of the unit relates to you.

Beyond the book, topics for further study and online resources are included on the companion website. Your teacher can also help you measure what you learn by using online or photocopied quizzes.

Reading is a lifetime skill—learn to do it well!

Ken Beatty

# 学生指南

阅读不仅需要认识大量单词,还需要懂得运用各种阅读策略和技巧,以及对各学科(如大学设置的各种学科)有基本的了解。

《朗文新思维英语教程》系列丛书分为4册,旨在提高学生的阅读能力。每分册都由多个部分组成,共有12个单元,每单元包含两篇课文,每篇课文都是一篇精彩的阅读材料。文章体裁多样,包括短文、影评、书信、戏剧、诗歌、演讲、短篇小说等。

每单元中的两篇课文的主题相同而观点各异。课文后有各种形式的练习,例如填空题、选择题、搭配题、简答题等。完成一个单元后,学生可以就本单元中的主题进行讨论、发表自己的见解。

阅读不仅是一种文字技能,而且是一种形象技能。为了使这套教材更加生动有趣,书中选配了许多漫画、曲线图、示意图、插图、地图和照片,并给出一些与之相关的思考题。

每单元中还有多种形式的阅读帮助,如 Reading strategies、Language notes、Exam strategies、Debate strategies、Computer notes 和 Culture notes 等等。特别设计的 Concepts 专栏是对课文主题思想的延伸,而 What about you? 专栏帮助学生就本单元的主题联系自身情况进行思考。为了方便学生的阅读学习,在每篇文章结束后,附有相对应的《教师用书》的学习指导及参考译文的页码。

此外,学生还可以登录相关网站获取更多的学习资料。教师也可以通过在线小测试帮助测评学生的学习成果。

阅读是与人相伴一生的技能——学会好好掌握它吧!

肯·贝蒂

# Introduction to teachers

## Working with *Read and Think!*

***Read and Think!*** is written by a teacher for teachers. The purpose of the four-level series is to help your students see reading as an interesting problem-solving activity. The series improves students' reading skills while covering issues important to students, including ethical and academic issues. These issues are presented in a variety of text types with carefully integrated graphics.

The four Student Books each offer twelve units. Each unit is divided into two lessons.

Level 1: 250–300 words per reading

Level 2: 300–400 words per reading

Level 3: 600–700 words per reading

Level 4: 800+ words per reading

### Unit content

Each unit begins with a title and key words taken from general areas of knowledge, usually university disciplines.

### Lesson One

- **Before you read** starts off with questions to make students think about the new topic. Ask students to discuss the questions in pairs or small groups or use them as a whole-class activity. A picture, map, diagram or illustration follows with something for the students to do. Use this to create more interest in the topic and explore new vocabulary.
- **Read about it** takes students into the first of the unit's two main readings. After listening, students read on their own. Finally, students read and listen together to match pronunciation with comprehension. Key vocabulary notes from the *Longman Active Study Dictionary* help students learn key words, and space at the back of the book is provided for students to write their own dictionary, adding unfamiliar words as they encounter them.
- **After you read** gives students a chance to show what they know by asking questions about the reading. A *Reading strategy* section on understanding what they read helps to explain a key point of learning English. The *What about you?* section helps students see their own place in the topic.

## Lesson Two

- **Read about it** offers another perspective on the unit topic to help students think about what they read. Sometimes these second readings take the opposite point of view. Start off by listening to get the students involved. Ask students to listen with their books closed.
- **After you read** has a higher level task, such as summarizing a paragraph in one sentence, as well as fun activities, including a word puzzles. This is followed by multiple choice comprehension questions.
- **Debate** gives students a chance to show what they know based on arguing a point made in the unit. Two perspectives on the same idea are given with supporting points and room for students to add their own ideas.

*Strategies* and *notes* help students with reading, language, culture and exams, and are found throughout the unit.

Other ***Read and Think!*** components include:

- Teacher's Manual, with teaching notes and answer keys
- CD and cassette of all passages
- CD-ROM Test Bank, which can be used online or to produce photocopy masters
- Website at **[www.read-and-think.com](http://www.read-and-think.com)**, with teacher and student support

# 教师指南

《朗文新思维英语教程》是适用于各种教学方式的系列阅读教程，分为四册，旨在帮助学习者逐渐把英语阅读作为一种富有趣味性并能解决问题的活动。这套系列教程的课文体裁多样，涉及从伦理到学术等各方面的重要议题，并配有生动形象的图片。

每册学生用书包括 12 个单元，每单元有两篇课文。

第一级：每篇 250—300 单词，

第二级：每篇 300—400 单词，

第三级：每篇 600—700 单词，

第四级：每篇 800 多词。

## 单元内容：

每单元的开始都有一个标题和相关学科（一般指大学学科）的若干主要专业词汇。

### 课文一 (Lesson One)

- **Before you read** 部分先提出问题引发学生对新接触主题的兴趣。要求学生以两人或多人为小组，或以全班为单位对问题进行讨论。使用图片、图表或解析图等使学生产生更多兴趣，并扩展词汇量。
- **Read about it** 部分使学生先接触本单元两篇课文中的第一篇。学生先听课文录音，然后独立阅读。最后，学生一边阅读一边听磁带朗读，将听力理解和阅读理解结合起来。参考《朗文当代英语辞典》所作的关键词汇译注将帮助学生掌握主要词汇。本书最后的空白页部分供学生自行总结并添加所遇到的其他陌生单词。
- **After you read** 部分，通过提问了解学生对课文的理解程度。与理解文章内容有关的 **Reading strategy** 部分给出学习英语的要点。**What about you?** 部分则有助于学生发现自身与课文主题的相关性。

### 课文二 (Lesson Two)

- **Read about it** 部分从另一个角度讨论本单元的话题，帮助学生思考文章内容。有时第二篇文章会持相反的观点。一开始先听课文录音，让学生参与进来。要求学生合上课本听录音。
- **After you read** 部分提出了要求更高一些的任务，比如以一句话总结段落大意、填词游戏等等。之后可以进行阅读理解单项选择练习。
- **Debate** 部分让学生有机会通过对本单元中的某个观点进行辩论来展示自己掌握的知识。这一部分给出同一个问题的两种观点，同时列出相应的论据，并留给学生自我发挥的空间。

**Strategies** 和 **notes** 帮助学生学习阅读、掌握语言点、了解文化背景和应对考试，这些部分贯穿整个单元。



本教材的辅助材料包括：

- 教师用书（内有教学提示和练习答案）
- 教学 CD 及全套课文朗诵磁带
- CD-ROM 试题库，可在线使用或生成可供复制使用的测试资源包
- 网站 [www.read-and-think.com](http://www.read-and-think.com) 为教师和学生提供更多帮助

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Units	Lessons	Text types	Fields of study	Reading focus	Debate topic
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# Are You Good Looking?

## Lesson One

UNIT

1

Psychology  
Theater

### Before you read

- Who do you think is beautiful or handsome? Why?
- How can you measure beauty?

**What makes each of these women beautiful?**



Beauty comes in many forms

### Language note

There are many synonyms for *beauty*, each with slightly different meanings.

Listen



## Read about it

- Why do different people have different ideas of beauty?
- How do ideas of beauty influence boys?

# What Is Beauty?



I want to be just like you!

### Language note

Women are generally called *pretty* or *beautiful*. The similar adjectives for men are *good-looking* and *handsome*.

Ideas about what makes people physically attractive are always changing. When we think of a man who is handsome or a woman who is beautiful, our ideas are influenced by who we know and where we live. They are also changed by the era we live in.

Kids' ideas of what is beautiful are often shaped by the toys and pop stars they see around them. One of the greatest examples is Barbie, a toy for girls introduced in 1959. If Barbie were a real woman, she



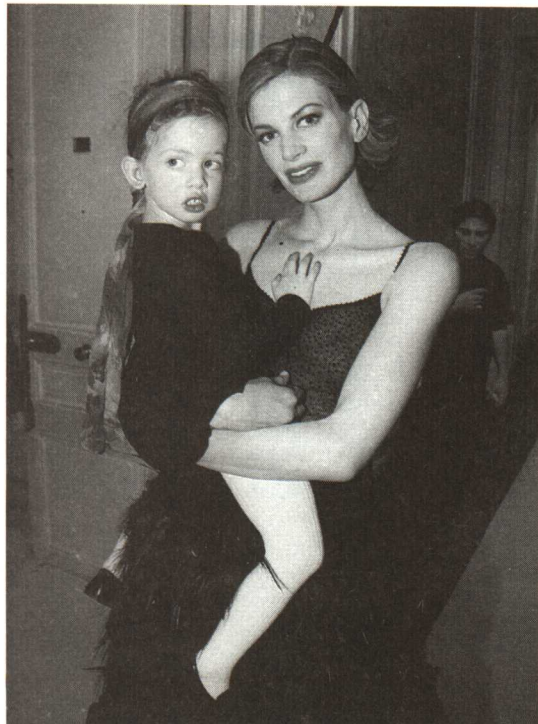
would be 2.1 meters tall, have a chest that was 96 centimeters, a waist of 45 centimeters and hips of 83 centimeters. But she would only weigh 50 kilograms. These unrealistic proportions not only persuade girls to think of themselves as inadequate, they also influence boys' decisions about how attractive they find girls.

Adding to the image presented by toys are so-called "supermodels," women whose unusual appearance is used in countless advertisements for clothing and beauty products.

### How ideas of beauty are changing

Average size of models			
	Barbie	1950s–1960s	Today
Height	2.1 meters	1.7 meters	1.8 meters
Weight	50 kilograms	60 kilograms	50 kilograms

fig. 1



A supermodel and her daughter

So, what's the problem with having unrealistic standards for beauty? Well, there are several problems. For one, it lowers a young woman's self-image to try to compare herself to someone she can never be. Second, some young women who cannot look like supermodels end up starving themselves. Third, it's expensive: the beauty industry sells dissatisfaction with women's bodies in order to make a profit.

(256 words)

(P4, P50)

### Language note

Illustrations, charts and graphs often have the abbreviation *fig.* It stands for *figure*.

### Reading strategy

Authors often introduce numbered lists in their writing. Sometimes they use numerals 1, 2, 3, etc., and other times they use ordinal numbers, *first*, *second*, *third* and so on. Make sure you understand each point before going on to the next one.

## Vocabulary notes

1. **appearance** (noun) the way that someone or something looks or seems to other people 外表, 外貌
2. **dissatisfaction** (adjective) not satisfied, especially because something is not as good as you had expected 不满意
3. **era** (noun) a period of time in history that is different from other periods 时代
4. **influence** (verb) to have an effect on the way someone or something develops, behaves or thinks 影响
5. **offender** (noun) someone who is guilty of a crime 犯人
6. **persuade** (verb) to make someone decide to do something by explaining to them why it is a good idea 劝说, 说服
7. **physically** (adjective) in relation to the body rather than the mind 身体上的, 肉体上的
8. **unrealistic** (adjective) not basing your ideas on what is really likely to happen or what someone is really able to do 不真实的, 虚幻的

Add new words to your personal dictionary on page 154.



**Read and listen again to practice your pronunciation.**



## After you read

### A. Answer these questions.

1. What helps to shape kids' ideas about beauty?
2. When was Barbie introduced?
3. Why might ideas about physical beauty continue to change?
4. Why are unrealistic standards for beauty a problem?
5. How have ideas of beauty changed since the 1950s?

### Understand what you read

#### Parts of speech

Grammar classifies most words based on eight parts of speech. These eight parts are the *verb*, the *noun*, the *pronoun*, the *adjective*, the *adverb*, the *preposition*, the *conjunction* and the *interjection*.

Each of these parts of speech explains how the word is used in a sentence. The same words can be used in different ways in different sentences or even in the same sentence.

*Nouns* are often thought of as people, places and things. Nouns can be described by *adjectives*. A word that takes the place of a *noun* is a *pronoun*. Nouns do an action using a *verb*. Words that describe verbs are called *adverbs*. A *conjunction* shows where a noun is and a conjunction joins two nouns together. An *interjection* shows emotion and is unrelated to other parts of speech. Examples include *ouch*, *hey*, *huh*, *eh*.

Here are four tips for working with parts of speech:

- Noun phrases and verb phrases often take the place of a single word.
- Adjectives usually come before the words they modify.
- Adverbs can be found in different parts of a sentence.
- Interjections are usually followed by an exclamation mark, either immediately, or at the end of a sentence.



**B. Write the name of the parts of speech for the underlined words.**

1. Albert was the most handsome boy we knew.
2. He was good at all kinds of sports.
3. "Hey, Albert!" we said. "Why don't you run for class president?"
4. But he quickly said no and ran away.
5. We found him behind the school buildings. "I'm afraid!" he cried.

**C. Fill in the missing words. Use the correct form of the word.**

- **inspire** (verb) to make someone want to do or achieve something
- **medical** (adjective) relating to medicine and the treatment of disease or injury
- **muscular** (adjective) having a lot of big muscles
- **naturally** (adverb) if something happens naturally, it happens without people trying to make it happen, or without using drugs, chemicals, etc.
- **starve** (verb) to become ill or die because you do not have enough to eat, or to make someone do this

Ideas about beauty are always changing. Many of these ideas lead to medical problems. Twiggy was a \_\_\_\_\_ -thin 41 kilogram model in the 1960s who \_\_\_\_\_ many girls to lose weight. Some even \_\_\_\_\_ themselves to death. They wanted to look like Twiggy. At the same time, boys began to want to look more \_\_\_\_\_. Some tried to get there the fast way and used drugs such as steroids. These drugs help build muscle quickly, but lead to many health problems.

**What are some fad diets you have heard about?**

**What about you?**

How would you describe a good-looking person of the opposite sex?