



教育部师范教育司组织专家审定
高等院校小学教育专业教材

英语阅读 (上)

□ 主编 方健壮



高等教育出版社
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前 言

本阅读教材为全国小学教育专业（英语方向）的英语系列教材之一，专为该专业一、二年级本、专科生而编写，也可以作为英语专业学生和自学者的阅读教材。本教材分为上、下两册，每册24个单元，两册共计48个单元，可供三个学期使用。

本教材在编写过程中遵循生本主义理念，注重小学教育专业（英语方向）学生的阅读需求，满足本专业教师的教学需要。目的明确，重点突出，无论在编排体例和选文，还是语言难度和题材范围，或是练习设计和文化导入等方面都有大胆的创新，为使用者提供了充足而有特色、广泛而有针对性的英语阅读训练材料，也以其鲜明的特色为广大读者打开了提高文化素养、拓宽视野、了解世界的一扇窗口。

加强针对性。本教材按主题编写，兼顾阅读技巧。每个单元一长三短四篇文章均围绕一个主题展开，便于学生学习和教师的教学安排。课文与练习按照循序渐进、由简到难的原则编排，使学生逐步了解和掌握阅读技能。上册主要训练词、句子层面和简单的段落篇章层面的阅读技巧；下册重点在于篇章、段落和推理、理解等较高层面的阅读技巧。选文中约40%与教育领域有关，并特地设置了课堂教学设计、课后反思等模块，可以帮助小学教育专业（英语方向）学生在提高阅读技能的同时，熟悉有关教育体制、师生关系、学习技能、校园生活等知识与词汇，初步了解小学教育的特点以及小学生的语言认知发展和教育规律，并锻炼自己的教学能力。

注重实用性。每单元的具体结构为：热身问题、技巧引入、正文、词汇解释、阅读理解测试、词汇语言操练、短文与练习、课堂教学设计和读后讨论、自学任务布置以及课后反思，以阅读为主，兼顾说、写、教等技能。为了培养学生良好的阅读方法和习惯，各个单元侧重训练一些阅读技巧，并配套相应的阅读练习，如成组视读法、成篇略读法、照题查阅法、跳读等。练习形式多种多样，仅词汇练习就包括选择题、填空题、解释定义、翻译、中英对应等。还设置了阅读时间统计、正确率等，方便教师和学生对照检查，树立信心或调整教学。学生通过从课内延伸到课外的大量阅读实践，将逐步提高阅读速度，并增强阅读理解能力，如：猜词解词能力、理解句子与段落的能力、判断与推理、预测与推测、归纳总结能力等。

突出知识性。语言与文化有着密切的关系，实际上外语学习就是两种文化的碰撞和交流。本教材在选文方面独辟蹊径，精心挑选了一批有关英语国家的文化背景知识的文章，每个单元重点介绍其社会文化生

活的一个侧面。学生在训练英语阅读技能的过程中，可以逐步了解英语国家的科技发展、教育制度、环境保护、风俗习惯、婚姻家庭、影视文化、时尚品位等方面的知识。既扩大知识面，开阔视野，又培养学生对文化差异的敏感性、包容性以及处理文化差异的灵活性，学会理解和尊重不同民族的文化，从而达到提高跨文化交际能力的目的。

强调时代性。阅读材料中有部分选自报刊和网络，语言生动活泼，表达新颖有趣，信息丰富，启发性大，可以让学生体验到语言在反映时代的变迁中也在不断变化。此外，为了提高自主学习能力，“自学任务布置”模块要求学生主动利用现有图书资料和网上信息，获取知识，提高“搜商”；“课堂教学设计”以及“课后反思”则促使学生转换角色，积极思考，分析总结，在运用知识的过程中培养各种能力，做学习型社会的成功一员。

使用建议。第一学期学习上册的1—16单元，用32学时左右完成；第二学期学习上册的17—24单元和下册的1—8单元，用32学时左右完成；第三学期学习下册的9—24单元，用32学时左右完成。主体文章比较长，紧扣主题，可以作为重点训练；其他三篇短文，可以用于课堂限时阅读，与之配套的各种阅读理解测试题目，教师在学生做完后可略作讲解。至于这三篇短文的重点词汇练习以及其他练习，可以根据学生的实际情况灵活处理，或布置课前准备、课堂抽查与交流，或供学生课后自学之用。

本教材由广东外语艺术职业学院教师编写。主编方健壮、副主编赖定来负责全书的策划、组织与定稿工作，包括制定编写指导原则和全书的框架、统稿和审校。本教材上册的其他参编人员分工如下：

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由于编者水平有限，书中难免有缺点和疏漏，恳请专家和读者予以批评指正。

编者
2009年3月

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Unit One Preparation

Section A Text

Part I Pre-reading Task

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Directions: Before you read the text, share with each other your reading experience in terms of the following aspects:

1. Types of reading: what do you read?
2. Methods of reading: how do you read?
3. Results in reading: how well do you understand?

Part II About Skills

.....

In this unit, you are going to practice the following skills:

1. *Learn to find the main idea and the topic sentence.*
2. *Try to guess the meanings of some words.*
3. *Learn to skim and scan the text.*

Part III Now read the text. Try to finish reading it within 9 minutes.

.....

How to Improve Your Reading Ability

- The best way to improve your reading ability is, of course, to read. But only going through pages and pages of printed words is not the quickest or easiest way to read better or faster. In fact, it may **turn you off reading**¹ altogether. Reading involves three major areas: comprehension, 5 recognition of new words, and flexibility in reading speed. But the single most important influence on how much and how fast you will become a better reader is your attitude.

10 You must have a positive attitude. That means you must be willing to break some old habits and try new *approaches*². You must be willing to be uncomfortable at times as you get used to reading more actively. You must believe that you indeed have the ability to read faster and understand more, and that you will.

15 Believing that you can and will read faster and understand more requires a commitment from you to this course of study. It requires a commitment to yourself and to developing your potential. It means you should decide that you will do everything you can to succeed. This decision will *carry you over*³ any hard or uncomfortable moments you might find as you practice the techniques that will make you a more effective reader. It will also help you meet demands in your personal life that sometimes discourage you if you let them. Most of all, your attitude should include patience, especially toward yourself. You are learning, which occurs step by step, not instantly.

Here are five suggestions to help you become a better reader:

25 1. Relax. Reading, like everything else in life, is best done when you're relaxed, not tense. First, check your breathing. Make sure you're not holding your breath and that your breathing is even and regular. Then use your imagination to make reading a pleasure. Surrender yourself to the characters in the story, the ideas in the article, the colorfulness of the details. Some good readers find it helpful to use their sense to visualize—or picture—what they have read. They feel this technique lets them use the right part of the brain that is good at learning things through the senses.

35 2. Concentrate. The key to improvement in anything is concentration. For just a second, close your eyes and picture yourself when you concentrate. Do *bulging eyeballs and strained muscles*⁴ immediately appear in your mind? If the word “concentration” makes you feel tired, you have the wrong idea of its meaning. Another word for concentration could be “awareness.” The reading process requires physical and mental awareness. You may have heard of the five W's that newspaper reporters use: Who, What, When, Where, Why. Add to this list How. Look for these elements in what you read.

40

Try to create a picture of what you're reading, and your concentration (and memory) will automatically improve.

45 3. Form good habits. Although learning to read better takes time and energy, you can control certain aspects almost immediately. Some of these aspects are physical, others mental. For instance, how aware are you of the importance of these physical influences on the act of reading? Do you:

- 50 a. hold the book about 16 inches from your face?
- b. choose a quiet spot to read?
- c. read during the time of the day when you're at your mental best?
- d. have a **100-watt bulb** in your reading area?
- e. know your eyesight is adequate and doesn't need correcting?

55 4. Correct bad habits. Here are some negative habits to be aware of when you read: Do you have these bad habits?

- a. Do your lips move, even slightly, when you read? Are you sounding out every word with your lips?
- b. Do you say the words "aloud" in your mind as you read? Do you form the words in your throat? Does your breathing change even when you are not reading something exciting?
- 60 c. Are your eyes straining to see the lines?

In addition to these poor physical habits, poor mental habits also interfere with your ability to concentrate:

- 65 d. Do you sometimes read in the same way you take a shower, letting the words wash over you, retaining whatever meaning from them that just happens to strike you?
- e. Do you read without a purpose? Do you sometimes forget what the beginning of a sentence was about by the time you get to its end?
- 70 f. Do you often regress (have to reread phrases, sentences, or even whole paragraphs, sometimes whole pages)? Do you find you have passed your eyes over a page, recognizing the words but remembering nothing?

75 5. Read in phrases. Bad mental habits often result from not paying attention to the basic unit of meaning. The basic unit of meaning is a

Total words: 836

Notes

1. turn you off reading: make you feel bored in reading
2. approach: n. way, method
3. carry sb. over: help sb. deal with some problems successfully
4. bulging eyeballs and strained muscles: this indicates very nervous reaction
5. 100-watt bulb: a bulb that gives out very bright light

Part IV Reading Comprehension

1. What is the main idea of the text?

1) The main idea of the text is _____.

2) The key ideas of the text are mainly one reading attitude and five suggestions. Underline all the key ideas of the text.

2. Scanning practice: Find the sentences that contain the following information.

1) try new approaches It is in paragraph_____.

2) a more effective reader It is in paragraph_____.

3) bulging eyeballs and strained muscles
It is in paragraph_____.

4) Do you read without a purpose?
It is in paragraph_____.

3. Choose the best answer according to the text.

- 1) The three major areas in reading are the following EXCEPT _____.
 - A. understanding the reading materials
 - B. knowing the unfamiliar words
 - C. flexibility in reading speed
 - D. one's attitude
- 2) It can be inferred that a reader with a negative attitude in reading is _____.
 - A. willing to change his old reading habits
 - B. reluctant to try new methods of reading
 - C. a confident reader
 - D. a committed reader
- 3) Which of the following is FALSE?
 - A. A positive attitude alone can help us read fast and understand well.
 - B. A committed reader will do everything to improve his reading ability.
 - C. A commitment to yourself can help you overcome difficulties in reading.
 - D. Patience should also be included in your attitude.
- 4) The word "concentration" in suggestion 2 refers to _____.
 - A. bulging eyeballs and strained muscles
 - B. an idea that makes you tired
 - C. your physical and mental awareness about reading
 - D. the five W's in reading
- 5) Bad habits in reading include the following EXCEPT _____.
 - A. moving your lips when you are reading aloud
 - B. making your eyes very nervous when reading
 - C. reading without a purpose
 - D. reading in separate words

4. Discussion: Do you have the same bad habits as listed in the text?

Your accuracy for all the exercises: _____

Part V Vocabulary Drill

.....

1. Write down in the box the words that you think are important to you and compare with your fellow students. Then check with the teacher.

Nouns	
Verbs	
Adjectives	
Adverbs	
Other words	

2. Below are the new words that appear in the text. Write down some other forms you know of the words if there is any. Then fill in the blanks with the proper words in their right forms.

involve		concentrate	
flexibility		strain	
visualize		retain	
potential		approach	
interfere		regress	

- 1) Too much _____ in reading may greatly reduce your reading speed.
- 2) She presents a new _____ to the problem.
- 3) He walked away from the car accident because he did not want to get _____.
- 4) A lot of young people would like to have part time jobs in MacDonald's because it provides _____ working hours.
- 5) Can you _____ the scene as is described?
- 6) _____ in reading is close to awareness about some key elements in understanding a text.
- 7) He has not realized his _____ yet. He could have been very suc-

cessful.

- 8) If you could _____ 90% of the information in a text, you will have little problem in understanding it.
- 9) _____ your eyes when reading is not helping you much to concentrate.
- 10) He tries not to let his business _____ with his home life.

Part VI How to Deal with the Text

.....

Directions: Imagine that you are to teach this text, how are you going to approach it? Try to fill in the following form to make a rough plan. Note that you have to make it understandable to your fellow students. You may use pictures, statistics, PPT projects and so on to help you.

Teaching Plan

Teaching properties to be employed:
Classroom activities:
Important points to be explained:

The most important thing to be taught:

Section B Reading Practice

Directions: Read the following passages and do the exercises below. Use the skills you have just learned or you have known of. Record the time you use to read each of them.

Passage one

.....

Perhaps the best way to understand the main idea is to think of it as the central idea, or the most important idea, in a paragraph. Simply stated, if there is no main idea in a paragraph, there is no paragraph. For example, the core is the most important part of an apple, for it is the center around which the fruit grows. A candle provides a similar example. At its center is a wick without which there is no candle; just a lump of wax.

The same holds true for a paragraph. One sentence in a paragraph expresses the main idea; the other sentences explain, develop or support it. If the main idea is taken away, the paragraph loses purpose and direction; it is no longer a paragraph.

The main idea, therefore, is the most important idea and it gives the paragraph purpose and direction.

Every well-written paragraph has purpose and direction. The purpose may be to inform, define, explain, give directions, narrate an event, persuade, compare, contrast, etc. Its direction is usually single-minded. It seeks to focus on the main idea.

A paragraph represents a basic unit of meaning. A basic unit of meaning consists of one main idea expressed and developed by minor or

small ideas or supporting details.

The main idea of a paragraph is stated in what is called a topic sentence. A topic sentence expresses a concept whose full meaning and significance are developed and made clear by the supporting details. More often than not, the topic sentence is the first sentence of a paragraph. It is followed by other sentences, containing supporting details, which explain, develop, or support the main idea expressed in the topic sentence. The topic sentence usually comes first in the paragraph for obvious reasons. The following example explains why:

You have had a long and hard day at school. Your first words as you open the door are: "I had a miserable day." This statement can be considered a topic sentence, which expresses a main idea. You may then add supporting details which explain why your day was miserable. "My car wouldn't start this morning and I arrived late for an important exam. I'm sure the nervous state I was in will affect my grade. To top it off, Julie gave me the cold shoulder." (390 words)

Time used _____

Directions: Decide whether the following statements are TRUE or FALSE.

1. The importance of the main idea to a paragraph is compared to the importance of the core to an apple.
☐ TRUE ☐ FALSE
2. Usually the main idea is followed by supporting details.
☐ TRUE ☐ FALSE
3. In a well-written paragraph, we can see both the main idea and the possible small ideas.
☐ TRUE ☐ FALSE
4. The example in the last paragraph is used to stress the importance of the topic sentence.

☐ TRUE

☐ FALSE

5. The topic sentence of a paragraph can be found anywhere in the paragraph.

☐ TRUE

☐ FALSE

Your accuracy for all the exercises: _____

Passage two

.....

Efficient reading requires the use of various problem-solving skills. For example, it is impossible for you to know the exact meaning of every word you read, but by developing your guessing ability, you will be able to understand enough to arrive at the total meaning of a sentence, a paragraph, or an essay.

Using Context Clues

1. Use the meanings of other words in the sentence or paragraph and the meaning of the sentence as a whole to reduce the number of possible meanings.
2. Use grammar and punctuation clues which point to the relationships among the various parts of the sentence.
3. Use your general or common knowledge of the world.
4. Be satisfied with a general idea about the unfamiliar word; the exact definition or synonym is not always necessary.
5. Learn to recognize situations in which it is not necessary to know the meanings of the word.

Stems and Affixes (Word Analysis)

Another way is word analysis, that is, looking at the meaning of parts of words. Many English words have been formed by combining parts of older English, Greek, and Latin words. If you know the meaning of some of these word parts, you can often guess the meaning of an unfamiliar English word.

Here is an example:

stem: pay (verb); prefix: repay (verb); suffix: repayment (noun)

Word analysis is not always enough to give you the precise definition of a word you come across in reading a passage, but often it will help you to understand the general meaning of the word so that you can continue reading without stopping to use a dictionary. (269 words)

Time used _____

Direction: Choose the best answer according to the passage.

1. The main idea of the passage is _____.
 - A. how to have efficient reading
 - B. how to use context clues
 - C. how to develop guessing ability
 - D. how to develop problem-solving skills
2. _____ is not helpful in developing guessing ability.
 - A. Using context clues
 - B. Looking at stems of the new words
 - C. Looking at prefixes and suffixes of the new words
 - D. Using a dictionary
3. In guessing the meaning of some new words, _____ can be helpful.
 - A. the meaning of other words and sentences
 - B. grammar and punctuation
 - C. your common knowledge of the world
 - D. all of the above
4. The meaning of unfamiliar words can be _____.
 - A. exact all the time by guessing
 - B. sometimes of little use in helping you understanding the text
 - C. got by knowing the meaning of parts of words
 - D. both B and C
5. The best title for this passage is _____.
 - A. Guessing Ability