



全国成人高等教育规划教材

新思维英语阅读

READING I PLUS

轻松入门

原著: Mary Underwood

改编: 张连仲 牛健 李士芴

中央广播电视大学出版社

 LONGMAN 朗文

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前言

《新思维英语阅读》系列教材共四册，是教育部成人高等教育规划教材，供各类成人高等教育英语专业专科“英语阅读”课程使用。

《新思维英语阅读 I》和《新思维英语阅读 II》是中央广播电视大学外语部在引进培生教育出版集团(Pearson Education Group)出版的 *Reading Plus* 1-4册的基础上，严格按照原国家教育委员会1997年颁布的《全国成人高等教育英语专业(专科)英语教学基本要求》改编而成的一套教材。

1. 教学对象

本教材为成人高等教育英语专业(专科)“英语阅读”课程第一学年的教材，适用的对象为各类成人高等教育英语大专学生。起点水平低于英语大专要求的学习者可将本教材作为课外扩充阅读材料，起点水平高于此要求的学习者可将本教材作为补充阅读材料。

2. 教材内容结构

本教材由正文、补充读物和附录三部分组成。正文包括36个学习单元，每个单元后附有单元小结及单元练习答案。补充读物由18篇文章组成，内容皆是有关当今中国的热门话题。附录包括“分页词汇表”和“词汇索引表”两项内容。

3. 教学安排

本教材的教学安排以每学期18个教学周来设计，每周课内2学时，课外2学时，课内外教学时数的比例为1:1。课内2学时学习正文中的两个单元，课外2学时学习1篇相应的补充读物。若学习者完全自学，则每周需4学时，具体学习进度可自行安排。

4. 教学方法

本教材的教学活动设计力求体现“以学生为中心”的教学思想，多数练习学习者可独立完成，一部分练习涉及pair work 或group work，需学习者在一起共同完成。所以，本教材既适合自学，又可供课堂教学。关于课堂教学的具体方法，可参见本教材中Introduction的Some hints on using *Reading Plus* in class 部分，其核心内容是建议教师在整个教学过程中要发挥“导”而不是“教”的作用，以利于学生自学能力的培养。

5. 教材特色

本套教材取名为《新思维英语阅读》，主要想体现一种学习阅读的新思路和新方法。这种新思路和新方法表现在语言材料及其表现形式的真实性、实用性、趣味性，题材和体裁的广泛性，练习形式的多样性、活泼性以及适合学习者自学等方面。

1) 题材范围 (Text Areas): 本教材取材广泛，内容新颖，《全国成人高等教育英语专业(专科)英语教学基本要求》中划定的6个语篇题材范围在本教材中均有所体现。本教材十分强调语言素材与日常生活紧密结合，语言材料真实、实用、有趣，学习者在本教材所读的内容即为在日常环境下真实

的英语。每个正文单元由几篇不同的文章组成，内容围绕同一话题(Topic/Theme)展开，方便学习者掌握相关内容，了解不同文体，感知词汇的重复使用。

2) **体裁类型(Text Types):** 本教材涉及的体裁类型十分丰富，涵盖了《全国成人高等教育英语专业(专科)英语教学基本要求》中规定的全部15种有关阅读的语篇类型，请参见“Contents Chart”和“单元小结”中的相关部分。

3) **阅读技能(Reading Skills):** 《全国成人高等教育英语专业(专科)英语教学基本要求》规定了10项阅读技能。《新思维英语阅读 I》和《新思维英语阅读 II》没有直截了当地介绍这些阅读技能，而是通过各种不同形式的练习间接地进行训练。这种处理方式旨在先让学习者轻松地走进阅读世界中来，积累大量的感性阅读认识，然后再转向理性的思考。关于10项阅读技能的详细介绍，将在《新思维英语阅读 III》和《新思维英语阅读 IV》中处理。不过，为了使学习者、特别是自学者在学习之初能取得较好的学习效果，《新思维英语阅读 I》和《新思维英语阅读 II》在“单元小结”中提供了中文提示，提示每单元每项练习实际训练的阅读技能，使学习者在完成各项练习之后能够停下来作些有益的思考，即“在本单元我主要练习了哪些阅读技能”？鉴于此，“单元小结”部分的中文提示只是点到为止，不作细述。

4) **插图及版式设计(Artwork & Layout):** 本教材的特色之一是含有大量的插图，这些插图大多不仅起装饰作用，同时本身也是一种阅读手段和阅读活动。在版式设计上，力求做到新颖、轻松、活泼。为方便学习者读题做题，避免因前后翻页而带来的阅读不便，一个完整的练习尽量不断开在两页上，凡涉及相互参照的内容也尽可能地安排在同一面上，每个练习后留有足够的答题空间。

5) **练习形式(Tasks/Exercise Types):** 本教材的正文练习形式多样，生动活泼，主观题型与客观题型相结合，但以主观题型为主(写、说)，体现出本教材注重语言输入的同时，更注重语言输出的教学理论和原则。在内容安排上，每个单元的阅读文章有意被分成几个小段或几个部分，每段文章之后紧接练习。这种编排的目的，一是不使初学者因文章篇幅过长而产生压力，影响学习阅读的兴趣和效果；二是培养学习者读后就做的紧凑感，激发他们及时完成练习的成就感。

6) **单元小结 (Unit Summary):** 为了帮助学习者、尤其是自学者快速有效地掌握每单元的学习内容，每个单元之后都配有单元小结。单元小结用中文写成，主要小结每一单元所涉及的题材/话题、体裁/文体和阅读技能。此外，单元小结中还设计了一项与读前(pre-reading)或读后(post-reading)有关的思考题，主要涉及单元背景知识和中外文化比较方面的问题，以提高学习者全面的语言文化意识。

7) **练习答案 (Answer Key):** 各单元练习答案放在单元小结之后，以方便学习者自行核对。

8) **补充读物及题型 (Supplementary Readings):** 《新思维英语阅读 I》和《新思维英语阅读 II》各配有18篇补充读物，供一学期18个教学周的课外补充阅读使用。补充读物有两个特点：一是内容涉及了当今中国方方面面的热门话题，题材广泛，以使学习者有机会“用英语看中国，用英语讲中国”，同时也达到整套教材中西文化背景相结合的目的；二是补充读物皆为完整的文章，体裁多样，且长度由短到长，以弥补正文的文章被割裂的不足。补充读物全部采用多项选择题型，其目的是为了适应国内及国际大规模考试题型的需求，同时也方便学习者利用补充读物进行快速阅读的训练。补充读物全部选自国内出版的英文报纸和杂志，在此，我们对慷慨提供材料来源的《今日中国》(China Today)、《中国日报》(China Daily)和《北京周报》(Beijing Review)表示深深的谢意。



9) 分页词汇表和词汇索引表(Page-by-Page Vocabulary List & Index): 本教材末尾附有分页词汇表和词汇索引表, 前者统计每页出现的生词, 后者将生词按字母表顺序排列。这两个词汇表严格按照《全国成人高等教育英语专业(专科)英语教学基本要求》中的词汇表制订。《新思维英语阅读 I》出现词汇表以外的词汇181个,《新思维英语阅读 II》出现词汇表以外的词汇291个, 两册书共计出现词汇表以外的词汇472个。

10) 阅读量(Reading Input of Solid Texts): 这里, 阅读量仅限阅读文章本身, 不包括注释与练习, 阅读文章包括正文和补充读物。《新思维英语阅读 I》的总阅读量约为6万词, 按18个教学周平均计算, 每周的实际阅读量为3000-4000词。《新思维英语阅读 II》的总阅读量约为10万词, 每周的实际阅读量为4000-5500词。

参加本教材改编工作的有首都师范大学外语系张连仲、中央广播电视大学外语部牛健和李士芴。张连仲指导整个教材的改编工作, 参与教材的选定、改编方案的设计、统稿并编写《新思维英语阅读 II》补充读物部分的练习题。牛健任课题组长, 主持整个教材的改编工作, 协调改编工作中的各个环节, 遴选教材及补充读物材料, 提出并修订改编方案, 编写单元小结及《新思维英语阅读 I》补充读物部分, 并参与统稿。李士芴编写分页词汇表和词汇索引表, 并参与整个改编工作的设计与协调。

前后参加本教材审定工作的有: 北京外国语大学丁往道、教育部高教司张大也和岑建君、北京气象学院陈忠美、北京理工大学吴树敬、北京第二外国语学院马登阁、高等教育出版社刘援、人民教育出版社龚亚夫和北京教育学院宣武分院夏根良。教材改编组对这些审定专家付出的辛勤劳动以及提出的宝贵意见深表谢意。

本教材由中央广播电视大学出版社与培生教育出版集团(Pearson Education Group)合作出版。在此, 我们十分感谢合作方中央广播电视大学出版社的任岩先生与原普林蒂斯·霍尔教育图书公司北京代表处的姜峰先生和袁江小姐。没有他们的鼎力协助, 本教材的进展不会如此顺利。另外, 我们要特别感谢本书的责任编辑来继文女士以及美编马增千、杨德友先生, 他们对本书部分单元的版式设计及图片资料的遴选付出了大量的时间和精力。

本教材从选材、确定改编方案到改编完成, 前后历时三年多, 一直得到了中央广播电视大学外语部各位同事的大力支持与协助, 可以说, 本教材是外语部集体智慧和努力的结晶。

三年多来, 我们殚精竭虑, 力求为国内提供一套符合国家要求的、适合英语大专学生学习的阅读教材。但本套教材肯定仍有许多不足之处, 故诚恳希望使用本教材的师生能将使用意见及时反馈回中央广播电视大学外语部, 以便修订时改进完善。地址: 北京复兴门内大街160号, 邮编: 100031。

学习阅读, 请从这里开始。

《新思维英语阅读》改编组
1998年4月



Introduction

The main aims of *Reading Plus*, Books 1 and 2

Reading Plus, Books 1 and 2, aims to help students read English effectively and with pleasure. As they work through the units, students will become increasingly aware of the way in which the skills of reading they already use in their own language — skimming, scanning, predicting, responding, etc. — can and should be applied to reading English.

The texts are taken from the widest possible range of sources, from labels to novels, from text books to magazines, so that students will get used to reading English wherever they may find it.

The focus is on achieving the greatest possible development of students' reading skills, but using the material will inevitably contribute significantly to their knowledge of the English language too. Both the texts and the tasks have been chosen with the advancing level of the students in mind, the first book starting with simpler, more straightforward texts and tasks and the difficulty gradually increasing to bring in more complex structures, a wider range of vocabulary, and more tasks which focus on the text at sentence and paragraph level.

The books can be used in class, adding variety and content to English lessons and giving many opportunities for individual/pair/group work. They can also be used for homework, when students can work quietly through the material on their own. Teachers may choose to start a unit in class and then ask students to complete it for homework, or they may find the books useful as additional work, either for students who finish classwork quickly or for students who need extra practice. Many of the units deal with topics/themes which students may enjoy discussing at home or with their friends.

Although many course books do not introduce the Simple Past tense until the second book, *Reading Plus* uses this tense from the beginning, partly because a large proportion of what people read in day-to-day life relates to things which have already happened, and partly because straightforward stories which follow a sequence of events are relatively easy to understand. So, while students may not be able to *produce* the Simple Past, they will learn to recognise it as they read.

The organisation of the book

Each book of *Reading Plus* is divided into thirty-six units, each based on a topic or a theme which contains different types of text and a variety of tasks which practise the various sub-skills of reading (see Contents Chart).

The books are designed for students to record their responses on the actual pages as they work, using the margins and making marks on the texts as well as completing charts and carrying out other 'immediate' activities. This approach has been found to be much more motivating. Students feel the immediacy of their response to the texts, rather than having to write answers, with numbers, etc. in their note books, where their ability to write English correctly has too great an effect on their performance and thus on their attitude to reading English. This also means that the way students use the book is like the way they use the books they read in their own language, where they might make jottings on the pages for future reference.

In most units, pictures, questions and statements of various kinds serve to introduce the unit and provide the 'pre-reading' focus, although occasionally a unit begins with a 'What's this?' type of activity to accustom students to recognising a type of text which they might come across, without any introduction, in real life.

The texts are presented in realistic formats so that students will learn to recognise the shape and appearance of, for example, newspaper columns or a play as they are presented in English for native-speaker readers.

There are a number of texts in each unit, so that students who are struggling with one text, or are less attracted by it, feel that there are 'new' things still to do and don't lose interest in the whole unit. This sub-division of the work within a unit means that, whether the material is being used in class or at home, there is no need to complete the unit in a single lesson or homework session.

The normal sequence in reading a text (whether it is a prose passage, a chart, a letter or whatever) is first to recognise what it is, second to 'decode' it and third, to interpret its meaning. This occurs naturally in one's own language, where readers know why they are reading a particular text and bring their own knowledge, interest and language skills to bear on it, but in a foreign language, students need guidance and support to achieve a similar performance. *Reading Plus* encourages students to look at the layout and presentation of the texts and to use any non-verbal clues to assist them with their reading. It also provides practice in 'decoding' and interpreting, using a range of strategies but avoiding the 'testing of comprehension' approach.

The tasks emerge naturally from reading the particular text types and reflect the different ways we read in real life, for example, scanning a newspaper for a specific piece of news or judging character from a passage in a novel. In some cases, the tasks require students to look across a number of texts. The tasks are deliberately short, so that students do not become demotivated if they find a particular task difficult or of less interest than others.

At the beginning of Book 1, any questions that are asked generally have definite answers, as students at this level are usually keen to know whether they have got something 'right' or 'wrong.' A small number of the tasks, however, don't have definite answers (e.g. Book 1, Unit 8, 1b; Unit 18, 3a) and so a variety of answers is acceptable. Later, when students have gained confidence in their ability to interpret English texts and are able to respond more freely, in the same way that they respond to texts in their own native language, there are more activities of this latter type.

Each unit concludes with a Challenge! to the students. Some of the Challenges can be completed in a few minutes (e.g. Book 1, Unit 1; Unit 35) and teachers may decide to use them immediately, in class. Others are more extensive and students will need to spend some time outside class completing them (e.g. Book 1, Unit 5; Unit 26). They are deliberately extremely varied and should be treated lightheartedly.

Some hints on using *Reading Plus* in class

- Before you go to the lesson, it's useful to check the unit and decide whether you want to prepare anything which relates to the theme or topic that you are going to work on. (The book is designed so that there is no need to have anything extra, but teachers often wish to use pictures, flash cards, etc. to introduce their lessons.)

It's also a good idea, at this stage, to check what the Challenge is so that a) you can avoid using that kind of activity as your pre-reading work, and b) you can decide how and when you want your students to complete it.

- If a unit clearly begins with a text identification exercise (asking 'What's this?'), avoid telling the class before they open their books what they are going to see. For all the other units, spend a few minutes on a 'pre-reading' activity to bring the topic/theme to the front of the students' minds before they open their books. Ways to do this are:
 - (i) by asking a few questions (e.g. for Book 1, Unit 3, you could ask: 'What lesson do you have at 10 o'clock on Thursday? Has anyone got a timetable here?' 'What have you got written on your time-table for 10 o'clock on Thursday?' etc.)
 - (ii) by showing a picture and saying something about it or asking questions e.g. for Book 1, Unit 4, you could bring a letter to class and say: 'I got this letter yesterday. Who is it from? Is it from a friend or is it from the tax man?' 'Where is my friend's name on the letter? What word do you think he/she starts the letter with?'—all the time pointing to the relevant sections of the letter (which the students don't need to be able to see in detail because you will probably answer all the questions yourself after they have made guesses) or 'Who sends you letters? Your grandmother? Your friend?'
 - (iii) by telling the students something (preferably something recent) which relates to the topic/theme e.g. Book 1, Unit 12, 'Yesterday, I saw a huge spider in my bath!' (drawing a spider on the board). 'I'm afraid of spiders. I don't like wasps either!' (drawing one on the board). 'Do you like spiders? Today we're going to read about things which people are scared of.'

- In order to avoid the temptation to go through every text line by line, asking for or giving explanations of each word and sentence, which makes students over-dependent on your intervention and undermines their confidence in their ability to work things out for themselves, fix the focus firmly on the content of the texts and on the tasks that are to be done and only provide the support that is asked for, or very clearly needed, to enable the students to complete the tasks successfully.
- Be careful about the length of time you give students to read through the text when the task is about doing something quickly or just scanning for a small number of points as you read (e.g. Book 1, Unit 10, 1a). One way to estimate how much time you should allow is to do the task yourself, quite quickly, and then double your time for the students.
- When the task necessitates a more thorough reading of the text (e.g. Book 1, Unit 14, 2a; Unit 29, 3a, 3b), students will need to concentrate hard and have time to stop and think. It is best to avoid interrupting students when they are actually reading through a text or clearly trying to work something out. In real life, reading is a 'silent' activity and however much we may chat in between reading bits of a text, we do not speak as part of the actual reading (unless we are reading aloud). When learners are at the stage when they have to work hard to follow a text, it is extremely distracting, and irritating, to be interrupted during the reading process.
- However, do make it plain that you are always available to help, even if the students are, as it were, interrupting themselves to ask their questions. And do encourage your students to ask each other for help so that they feel that the whole thing is about reading to achieve something and not some form of test. It is a very natural activity to speak to somebody who is near you when you have read something (even just a few words) which you want to share or want to ask someone to explain, so it's a good idea to encourage this kind of communication among the students.
- When checking answers try not to give undue importance to individual students' answers being 'right' or 'wrong.' Students do want to know whether they have got things right or wrong, but your response to their success or otherwise should be to help them explore the reasons for their answers or for failing to find an answer, not to give scores or an impression that you are testing their achievement.
- It's important to help students become proficient users of dictionaries as they will, perhaps, often need to resort to these when they are reading English in a non-learning situation in the future. The book occasionally specifically suggests the use of dictionaries, but this doesn't mean that they shouldn't be used at other times when required.
- As a general rule, don't ask students to read texts aloud to the rest of the class. Listening to fellow students reading, sometimes hesitantly and without really understanding the words they are reading, is counterproductive as it makes reading seem a boring activity and, incidentally, may teach poor pronunciation, etc. In any case, many of the texts (charts, labels, etc.) don't lend themselves to reading aloud. The ones which are worth *you* reading aloud are the poems, where students will benefit from hearing, and enjoying, the rhyme and rhythm of the verses (e.g. Book 1, Unit 26, 3a).
- Although the tasks can all be done by individuals working on their own, many of them can be done more enjoyably by pairs working together (e.g. Book 1, Unit 6, 2a) and some are suitable for small groups to discuss and work out (e.g. Book 1, Unit 25, 2b). Even when working in pairs or groups, however, the reading part is still an individual activity, so it is important for the students to have a quiet period in which to read the text for themselves before embarking on the joint activity of completing the task.

Quite a lot of students enjoy working on their own and then being able to compare what they have done with what others have done before the teacher starts checking the answers.

- It is best not to spend too much time on 'post-reading' activities and explanations when the students have finished a particular section of the unit as these tend to demotivate students who want to be getting on with the next thing. In addition, there is sometimes a temptation to focus overmuch on details of the language and on the meaning of individual words, which is not the purpose of this particular work.

It is hoped that students will learn that it is possible to read and enjoy English without always understanding every single word or analysing how the sentences are structured. If students ask for explanations, it is obviously right to give them, but by focusing on what has to be done and on the content of the texts, you will persuade your students that they can read much more in English than they perhaps thought they could. They will become confident in their ability to deal with a variety of texts and will more easily transfer these skills to their future reading, which is the main aim of *Reading Plus*.

Contents Chart

Unit	Text type	Main sub-skills practised
1 Are you a good detective?	notices (in a shop) list of clues labels (on items in a shop)	matching pictures and words matching statements and clues scanning for specific information transferring words from one context to another
2 Peter's mistake	postcards picture stories pictures with captions	recognising the language of postcards labelling pictures deducing from clues in text matching pictures and descriptions scanning for specific information deducing dialogue from pictures
3 Back to school	time-table notices rules shown diagrammatically	scanning across two texts deducing from clues in pictures proof-reading and correcting spelling errors deducing from diagrams recognising the language of school and school subjects
4 Penfriends	letters to friends addressed envelopes	recognising the layout of a letter recognising the layout of an address on an envelope reading handwriting scanning for specific information labelling parts of a text transferring data from one text to another scanning across two texts matching photographs and personal descriptions deducing from information in text
5 One, two, three	instructions narrative catalogues	recognising the language of instructions following instructions using a dictionary recognising expressions of sequence (<i>just/now/then/finally</i>) following sequence to solve problems scanning for specific information (colours) identifying adjectives and using them in a new context
6 Open Day	notice of an event programme titles (for pictures)	identifying parts of a notice using data from a text to plan action solving problems from information in text scanning for specific information matching pictures and titles
7 Would you buy it?	advertisements charts	skimming scanning across texts matching identifying adjectives recognising logic within sentences transferring data from one text-type to another deducing
8 Favourite cities	descriptions of places advertisements (for a place) tourist literature	matching pictures and descriptive texts applying knowledge of the world identifying adjectives and the things they describe scanning for specific information to use in a new context contrasting data in two texts

Unit	Text type	Main sub-skills practised
9 Perfect pizza	menus advertisements (for food) survey results statistical data	problem-solving based on data in text deducing from language in text identifying adjectives and using them in a new context selecting vocabulary relating to text topic transferring data from a survey to another context selecting appropriate data according to context
10 Invitations	invitations replies to invitations letters	recognising the language and layout of invitations skimming to find the main topic of a text identifying language which gives reasons contrasting information between texts scanning across form texts recognising appropriate responses to invitations proof-reading and correcting spelling errors reading handwriting scanning for specific language using language from a number of texts to complete a new one
11 Holiday weather?	descriptions of the weather charts map with key narrative	applying personal experience to a text transferring data from text to a chart understanding reference recognising 'sets' of words using data from a keyed map deducing from facts in text recognising narrative language identifying parts of a text which convey specific information
12 Phobias	magazine article advice in magazine statements made by magazine readers chart	recognising the language of advice scanning identifying paragraphs which give specific information identifying words which convey specific emotion (fear) recognising informal language in dialogue recognising sets of words recognising language used to express consequence linking cause and effect relating text to personal experience
13 Strange creatures	labels and pictures (of animals) school text-books	matching pictures and labels referring forward referring back using information from text to label pictures using vocabulary from text in a new context finding synonyms within a text applying knowledge of the world using clues within statements to link them to texts
14 Famous faces in motor racing	photographs and captions biographies	applying knowledge of the world scanning across texts to find specific information verifying points within a text identifying words and phrases which say 'when' deducing from text transferring information from one text to another recognising sets of words
15 'Star Choice'	magazine cover contents list letters to editor articles	scanning for specific information matching headings with texts identifying and summarizing the main point of a text deducing from clues in a text applying knowledge of the world to a task

Unit	Text type	Main sub-skills practised
16 Choosing a job	descriptions(of jobs) 'spoken' statements charts a quiz	scanning for specific information applying knowledge of the world to a task deducing from clues in a text identifying parts of a text which convey specific information
17 Writing home	informal letters	reading handwriting scanning for specific information skimming for 'mood' recognising the informal language of family correspondence recognising the language used to express sympathy and care scanning text for specific language
18 How blind people read	description(of Braille) historical account 'spoken' statements dialogue	scanning for specific information proof-reading and correcting factual inaccuracies applying knowledge of the world to the general topic matching information in text with readers' own thoughts understanding reference applying personal opinion to texts to draw conclusions
19 It's a great game!	labels on video boxes users' comments from a magazine article charts 'star-ratings'	matching names with pictures matching descriptions with names and pictures recognising the language of evaluation distinguishing between 'good' and 'bad' points applying personal choice to text to draw conclusions
20 We need some more envelopes	faxes e-mail messages order forms hand-written notes	recognising the language and layout of faxes recognising the language and layout of e-mails proof-reading and correcting spelling and typing errors comparing between texts reading hand-written notes transferring data from one text type to another deducing reasons from text
21 Seeing is believing!	descriptions and explanations of visual illusions charts instructions (for drawing a diagram)	recognising the language of explanation making statements based on visually presented information transferring data from diagram into chart form following instructions applying recognition of the shape of letters of the alphabet to reading incomplete print
22 The Grand Opening	formal note (from head teacher to parents) notices telephone messages personal notes for a speech a commemorative plaque	skimming for general topic scanning for specific information identifying synonyms deducing missing parts of text from context contrasting information between two texts applying new information to change a text recognising the format and language of a commemorative plaque
23 The sights of Singapore	quiz tourist brochure article rules displayed on a notice A-Z of information	applying knowledge of the world to a general topic verifying answers to a questionnaire from information in another text deducing purpose of text from language and information scanning across texts finding synonyms recognising rhyming words

Unit	Text type	Main sub-skills practised
24 We all make mistakes	narrative (three stories) schedule of events	recognising the language of narrative text recognising how direct speech is incorporated in narrative text understanding reference transferring facts from narrative to direct speech transferring facts from text to schedule recognising abbreviations identifying parts of text which convey specific information
25 Dinosaurs	map and key definitions (of dinosaurs) articles from scientific journal charts diagram	applying knowledge of the world to general topic using a keyed map recognising and reproducing the language of 'rules' matching descriptions across texts transferring data from text to a chart deducing appropriate words from context labelling a diagram
26 Wedding superstitions	list of statements (superstitions) poetry picture story with dialogue	using a dictionary applying knowledge of the world to a text recognising the form of a poem interpreting the meaning of lines of a poem recognising rhyme finding synonyms scanning deducing relationship between direct speech statements and their significance in a particular context
27 What a day!	diary entries	recognising the language of diary-writing reading hand-writing deducing probable facts and explanations from texts understanding reference distinguishing between statements of fact and emotion identifying parts of a text which convey specific information scanning across texts to collate information deducing identity of writer from text deducing topic of text from short snippets
28 Love by the lake	narrative (love story)	matching dialogue and pictures recognising how dialogue is incorporated in narrative text scanning for specific information deducing feeling from statements identifying parts of text which convey specific information matching headings and pictures selecting appropriate headings for parts of a story
29 Pins	dictionary definitions description (of an object) historical account chart magazine article	scanning for specific information understanding reference comprehension of factual detail in a story applying personal assessment to decide on the shape of an object
30 Why April?	calendars factual statement chart entry from an encyclopaedia narrative historical account	applying knowledge of the world to general topic and to text referring forward using text to verify information scanning for specific vocabulary scanning for specific information comprehension of factual detail in a story applying personal assessment to decide on relative truth of texts

Unit	Text type	Main sub-skills practised
31 Sports reports	vocabulary lists news paper(sports) reports diagrams with descriptions snippets of sports news	deducing topic from vocabulary using a dictionary choosing appropriate words by deducing from context using description to mark information on a diagram using language and vocabulary of short snippets of text to identify topic
32 'The Iron Man'	title page of a book extracts from a novel	skimming for general topic scanning for specific information understanding punctuation used with direct speech identifying parts of text which convey specific information interpreting the meaning of specific parts of a text finding synonyms summarising a small part of a story transferring facts accurately from a text to statements making a word-set according to given criteria
33 Stopping smoking	list of statements chart expert advice notes 'spoken' questions and answers 'conversations'	applying knowledge of the world to a problem recognising the language of encouragement transferring data from a text to a chart deducing questions from answers scanning for specific information matching advice with problems
34 Diamonds	descriptions (of processes) map technical descriptions	matching between a text and a map recognising synonyms deducing reasons from text proof-reading and correcting errors scanning for specific information summarising key points
35 The world's water	factual reports descriptions statistical texts narrative	scanning for facts verifying information from texts recognising the language of formal reports scanning for specific words understanding synonyms deducing reasons from texts
36 Left-handed or right-handed?	instructions factual account from a text book a song a catalogue	following instructions and recording results proof-reading and correcting word-choice errors transferring vocabulary from one text to another matching pictures and statements selecting appropriate items from text for a given situation

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来继文

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