



高等院校特色课程英语系列教材

• 总主编 傅广生 张树德 梁正宇 •

英语泛读教程

• 主 编 汤燕瑜 邬跃生 •



Extensive
Reading



苏州大学出版社
Soochow University Press



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前 言

根据教育部 2006 年颁布的《高等学校英语专业英语教学大纲》，我们编写了这套《英语泛读教程》系列教材，本教材适用于高等学校英语专业一、二年级泛读（阅读）课教学，也适用于同等程度的英语自学者。

本教材编写的目的在于传授学生有关的阅读理论与技巧，提升学生的英语阅读水平与理解能力，扩大词汇量，增加英语国家文化背景知识，为参加英语专业四、八级考试及其他形式的英语考试奠定良好的基础。

本教材编写有如下几个主要特点。

第一，题材广泛，内容丰富，体裁多样。本系列教材的题材既关注了大学生活的有关方面，也涵盖了英语国家社会与文化的方方面面；既有人文知识方面的文献，也不乏科普常识方面的文章。教材选材注重时代感，集思想性、知识性、实用性和趣味性为一体，涉及历史、地理、政治、军事、法律、经济、科技、金融、宗教、体育、环保、能源、医药、食品、艺术、娱乐、休闲、旅游、风俗等各方面的内容。

第二，文章注重长度与难度的適切性，阅读量较适中。本系列教材的编写注重学习的规律性，所选文章由易到难，由浅入深，由短到长。而在阅读量的安排方面，遵循适中的原则，既不因太少而让学生感到吃不饱，也不因过量而使得学生产生厌烦情绪。文章长度从第 1 册的 550 至 600 词（每分钟阅读量为 60 词至 80 词）逐渐增加到第四册的 1,500 词左右（每分钟阅读量为 180 词）。

第三，读与写结合，读与说结合。每个单元的 Text A 与 Text D 部分除了安排阅读理解的练习之外，还适当地融入了写与说的训练，以期达到充分利用所学材料进行写与说等综合技能训练的目的。

第四，借助技巧指导阅读，通过实践强化理论。每册安排 4 个阅读技巧，每 4 个单元呈现 1 个阅读技巧，使得学生在理论与技巧的指导下进行实践。每 4 个单元话题与技巧的呈现顺序为：感性认识（非呈现技巧）→理性认识（呈现技巧）→训练与巩固（运用技巧进行训练与巩固）。第 1 册、第 2 册及第 3 册前半部分安排的是关于阅

读方面的基本技巧,第3册以训练英语专业四、八级考试的应试技巧为主,第4册前半部分也以综合技巧的训练为主,后半部分安排了大学英语六级考试仔细阅读与快速阅读题型的训练,可为参加大学英语六级考试的学生提供强化训练。

《英语泛读教程》全套共4册,每册16单元,每单元由Text A,Text B,Text C与Text D组成。其中Text A为主课文,Text B,Text C与Text D用于快速阅读训练。

本系列教材的编写与出版得到了苏州大学出版社的大力支持,苏州大学外国语学院顾卫星教授和莫俊华博士、苏州科技学院外国语学院宋更宇副教授等为此教材付出了辛劳,在此,我们谨致以诚挚的谢意!

由于编者水平与经验有限,书中一定会有许多不足之处,欢迎同行与广大读者批评指正。

编者
2009年7月

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Unit One

●●●●● Personality and Cultivation

→ Text A

Hopelessly Devoted

Being a fan is like having your own personal time machine.

By Michael Elliott

It was a little after 5 a. m. in my home in Hong Kong when Jerzy Dudek, the Polish goalkeeper^[1] of Liverpool Football Club, saved a penalty^[2] from Andriy Shevchenko, a Ukrainian playing for AC Milan. The save ended the most exciting sporting event you will ever see, secured for Liverpool the top European soccer championship for the first time in 21 years, and allowed me to breathe. Within seconds, my wife had called from London, and the e-mails started to flood in—the first from *Time's* Baghdad bureau, others from Sydney, London, Washington and New York. In my fumbled^[3] excitement, I misdialled my brother's phone number three times. Then Steven Gerrard, Liverpool's captain, lifted the trophy, and behind the Cantonese chatter of the TV commentators I could just make out 40,000 Liverpoolian voices singing their club's anthem, "You'll Never Walk Alone." And that's when I started to cry.

Apart from the big, obvious things—love, death, children—most of the walloping^[4] emotional highs and lows of my life have involved watching Liverpool. There was the ecstasy^[5] of being in the crowd when the club won the European championship in 1978, and the horror of settling down in my office for a 1985 European championship game—only to watch Juventus fans get crushed to death when some Liverpool supporters rioted. Through long experience, my family has come to know that their chances of having a vaguely pleasant husband and father on

any given Sunday depend largely on how Liverpool fared the previous day. But what on earth makes this—let's admit it—pretty unsophisticated devotion to the fortunes of men I've never met and don't really want to so powerful?

Fandom—the obsessional identification with a sports team—is universal. The greatest book ever on the psychology of being a fan, Nick Hornsby's *Fever Pitch*, was written about a London soccer team but easily translated into a film about the Boston Red Sox. Particularly in the US, it seems possible to be a fan of a team that's based far from where you have ever lived, but I suspect the origins of my obsession are more common. I didn't have much choice in the matter. Both my parents were born in tiny row houses a stone's throw from Liverpool stadium. My father took me to my first game as a small child, and from the moment I saw what was behind the familiar brick walls—all those people! That wall of noise! The forbidden, dangerous smells of cigarettes and beer! —I was hooked!

We fans like to describe our passion in religious terms, as if the places where our heroes play are secular^[6] cathedrals^[7]. It's easy to see why. When you truly, deeply love a sports team, you give yourself up to something bigger than yourself, not just because your individuality is rendered insignificant in the mass of the crowd, but being a fan involves faith. No matter what its current form may be, your team is worthy of blind devotion—or will soon redeem^[8] itself. Belief is all. As Brooklyn Dodgers fans said in the 1950s: Wait till next year.

But as you get older, it becomes harder to believe. Yes, the Dodgers won the World Series in 1955; but they aren't ever coming back from Los Angeles. Loss of faith can set in. That, however, is when you appreciate the deeper benefits of being a fan. For me, following one soccer team has been the connective tissue of my life. I left Liverpool to go to college and have never had the slightest desire to live there again, but wandering around the world, living in seven different cities in three continents, my passion was the thing that gave me the senses of what "home" meant. Being a fan became a fixed point, wherever I lived; it was—it is—one of the two or three things that I think of as making me, well, me.

But fandom does more than defeat distance and geography. It acts as a time machine. There is only one thing that I have done consistently for nearly 50 years, and that is support Liverpool. To be a fan is a blessing, for it connects you as nothing else can to childhood, and to everything and everyone that marked your life between your time as a child and the present. So when I sat in Hong Kong at dawn last week watching the game on TV, I didn't have to try to manufacture the tiny, inconsequential strands that make up a life. They were there all around me. Tea at

my grandma's after a game; a favorite uncle who died too young; bemused^[9] girlfriends who didn't get it (I married the one who did); the 21st birthday cake that my mother iced in Liverpool's colors; my tiny daughters in their first club shirts; the best friends with whom I've long lost touch. What does being a fan mean? It means you'll never walk alone.

(855 words)

From: <http://edu.sina.com.cn/en/2005-11-10/220134949.html>

Notes

- [1] goalkeeper: player whose duty is to keep the ball out of the goal
- [2] penalty: a free kick at the goal
- [3] fumbled; nervous or incompetent
- [4] walloping: severe, hard
- [5] ecstasy: great joy and spiritual uplift
- [6] secular: worldly or material, not religious or spiritual
- [7] cathedral: chief church in a diocese, in which is the bishop's throne, under the charge of a dean
- [8] redeem: get something back by payment or by doing something
- [9] bemused: preoccupied, confused, bewildered

Exercises

I. Comprehension of the text.

Directions: Answer the following questions.

1. What is the topic sentence of the second paragraph?
2. What kind of fan is the writer? And which team does the writer support, Liverpool or AC Milan?
3. In the writer's opinion, what are the really walloping emotional things to him?

4. Without watching, how can the writer's family judge Liverpool won or lost the game on any given Sunday from their husband or father?
5. What makes the writer unsophisticatedly devoted to the Liverpool soccer team?
6. What is the third paragraph's topic sentence?
7. Why do the soccer fans like to describe their passion in religious terms?
8. What is the meaning of the last sentence of the 5th paragraph "Being a fan became a fixed point, wherever I lived; it was—it is—one of the two or three things that I think of as making me, well, me"?
9. Why did the writer say that being a fan meant you would never walk alone?
10. What is the main idea of the last paragraph?

Reading Skills

Understanding the Main Ideas (I)

Extracting the Main Ideas

The main idea of a passage is the thought that is present from the beginning to the end. In a well-written paragraph, most of the sentences support, describe, or explain the main idea. It is for the reader to bring his own background knowledge and thinking ability to bear in order to get the main idea.

Text B

What Teachers Want Your Child to Know

The social and emotional development milestones teachers expect of children.

By Karen Levine

Teachers have academic^[1] goals for each grade, of course, but many parents aren't aware that there are also some important expectations for our children's social and emotional development. If your child meets those expectations around the same time as others in her class, she'll likely do better. If she doesn't, she may have trouble keeping up with the rest of the group. Knowing what teachers expect from grade to grade will help you figure out whether your child might need some extra help and how to work with her teacher to provide it.

Kindergarten: Getting in Step

Emerging independence For some children, kindergarten^[2] marks the first big separation from their family. They have to be able to cope with the events of any given day—both disappointments and triumphs^[3]—on their own, put the urge to see Mom or Dad or a familiar baby-sitter on hold, become more self-reliant and learn to turn to adults other than their parents for help.

Learning to be part of a group Sitting in a circle, standing in a line and working with other kids to build a block town are part of a typical kindergarten day. These activities are not as easy for children as they seem to the rest of us. They require many social skills, such as being able to compromise^[4] and to control the impulse to shout or jump up whenever they feel like it.

Staying on task In preschool, kids can start coloring a picture and move on to building with blocks when their interest wanes^[5]. But in kindergarten, they begin learning to stay with a task until it's finished. Very short, focused activities, such as tracing numbers or telling a story, are designed to help kids do that.

First Grade: More Serious Stuff

Stronger task focus The ability to complete a task is even more important now than it was in kindergarten because in most schools first grade is the year instruction in reading and understanding numbers begins. This requires an ability to focus on serious work that may not always be fun. Even smart children may fall behind if they can't focus in this way or become easily frustrated.

Responding to authority First-graders are expected to listen when it's required, wait their turn and do what their teacher asks. The atmosphere in kindergarten is more lenient. But first-grade teachers have much more academic work to cover. For kids, that means more sitting down, more listening and more self-control are necessary.

Seeing their place in the world First-graders are beginning to see themselves and their families in a wider context and recognize differences and similarities. At this stage, your child is likely to discover a passionate “best” friend who is “just like” him. Bear in mind that these intense friendships may last anywhere from an hour to a year.

Second Grade: Learning to Think

Becoming more abstract and conceptual Second-graders are just beginning to think in an abstract way. Rather than always manipulating objects in order to do math—counting marbles, for example—they should begin to think about numbers in their heads.

Problem solving Most teachers expect second-graders to start using problem-solving skills: being able to think about a problem, come up with possible solutions, evaluate them and choose one to try. Teachers assume children will use these skills both in academic work like math and in dealing with other kids. Those who are good at problem solving usually get along much better in school.

Third and Fourth Grade: Good Work

Academic polish By now it's no longer enough for your child just to complete a task; how good a job she's done is also important. Teachers want to see work that's neatly written, math that's been checked for errors, and reports that are well organized and well presented.

Planning ahead Children start learning to keep track of long-range assignments in late third grade and fourth grade. A spelling test every Friday means doing a bit of studying each night. A report due in two weeks means mapping out a step-by-step plan. As most parents learn, this ability doesn't come as naturally to our kids as procrastination^[6] seems to. Often we don't recognize how much they need our help to develop thinking-ahead strategies.

Cultivating camaraderie^[7] Children begin to have a strong sense of themselves in relation to the group, as in "I'm a sports kind of kid, and so are my friends". Trouble may arise if your child has difficulty finding something in common with his other classmates.

Fifth and Sixth Grade: Peer Power

Peer pressure By this age children have developed a huge need to conform, so peer pressure can have a big impact—both positive and negative—on school performance. Many children become so distracted by social issues that academic responsibilities take a back seat or get lost in the day-to-day social shuffle.

Changeable moods Typically students are happy one day, miserable the next, love school one day, hate it the day after. A best friend changes to a worst enemy overnight. All this moodiness takes a toll on life in school just as it does on the family at home—for some kids worse than others. Many teachers rely on a fairly structured class environment to counterbalance kids' internal chaos, with quizzes every Friday, homework every Tuesday and Thursday, and so on.

Study skills Being able to study effectively for tests, apportion study time appropriately and keep track of long-range assignments are now highly important. Can students always do it? Of course not.

Being organized In many schools these grades mark the beginning of departmentalization. Students may start to move around from classroom to

classroom and have more than one teacher for different subjects. Many kids react to this shift by becoming even more disorganized and distracted than they were before: forgotten homework, lunches, jackets and shoes (Yes, shoes!). They may also panic about tests that they forgot to study for. Make a special effort to stay on top of your child until you're sure she's got the hang of the new routine.

(1,016 words)

From: [http://www. rd. com/your-america-inspiring-people-and-stories/teacher-inspires-harlem-children/article28045. html](http://www.rd.com/your-america-inspiring-people-and-stories/teacher-inspires-harlem-children/article28045.html)

Notes

- [1] academic: relating to schools, colleges and universities, or connected with studying and thinking, not with practical skills
- [2] kindergarten: the first year of school, for children aged 5
- [3] triumph: a very great success, achievement or victory, or a feeling of great satisfaction or pleasure caused by this
- [4] compromise: to arrive at a settlement by making concessions
- [5] wane: to decrease gradually in size, amount, intensity, or degree; decline
- [6] procrastination: the act or habit of procrastinating, or putting off to a future time; delay; dilatoriness
- [7] camaraderie: the quality or condition of being friends

Exercises

I. Understanding of the main idea of the text.

What is the main idea of the text?

- A. Teachers have academic goals for each grade.
- B. Many parents aren't aware that there are also some important expectations for their children's social and emotional development.
- C. Parents should know their children's social and emotional development.