

Extensive Reading

阅读拓展

主 编 许有江
副 主 编 胡慧勇
编 著 者 张丽红 王 敏
杨 进 高明玉
Brittany Rose Hansen

教师用书
Teacher Book

1



安徽大学出版社

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主编 许有江

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电子信箱: roseahbb@yahoo.com.cn

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总 序

21 世纪是一个高度全球化的时代,社会对英语人才的需求也已呈现多元化趋势。培养具有扎实的基本功、宽广的知识面、一定的专业知识、较强能力和较好素质的新型英语专业人才,是我国目前对高等学校英语专业教学的迫切要求。与之相适应,编写符合新的时代要求的英语专业教材自然也成为广大师生的必然需要。

根据高等学校外语教学指导委员会《关于外语专业面向 21 世纪本科教育改革的若干意见》,21 世纪英语专业教材至少应具备以下几个基本特征:(1)教学内容和语言能够反映快速变化的时代;(2)要处理好专业知识、语言训练和相关学科知识间的关系;(3)教材不仅仅着眼于知识的传授,而且要有助于学生的鉴赏批评能力、思维能力、创新能力的培养;(4)具有较强的实用性和针对性。

针对这些要求,结合近几年高等学校英语专业教学改革的实践经验,以及我省英语教学的实际需要,安徽大学外语学院张红霞博士等主持设计了新教材的编写方案,安徽大学出版社组织了数位省内英语教学专家,对教材编写方案进行了多次研讨与论证,在尽量吸取国内其他英语专业教材及公共英语教材、国外主要英语(外语)教材宝贵经验的基础上,注意取其长并避缺、补短,力求新教材科学、有效且有所突破与创新。

在科学论证、广泛讨论的基础上,我们组织全省十几所高校英语专业院系的骨干力量,编写了这套“新开端英语专业基础课系列教材”。作为安徽省自主编写的第一套英语专业基础课教材,本套教材从一开始就受到安徽省教育厅的充分肯定、重视,被列入安徽省高等学校“十一五”规划教材。

本套教材包括三种:《读写教程》、《视听说》及《阅读拓展》,每种 4 册,每册均有相配套的教师用书,适合大学英语专业一、二年级的学生及相应水平的英语学习者使用。教师用书不仅附有学生用书练习答案,还为教师提供了丰富的背景、专业知识介绍以及相应的教学建议,方便教师使用。

本套教材具有以下主要特点:

1. 以整体语言理论为指导,充分体现“同步发展”的编写理念。每种教材在突出自身重点的基础上,又注重听、说、读、写、译技能的全面发展和提高。三种教材不同的课型间有着密切联系,每种每册教材的相应单元都围绕同一主题,从不同的角度加以编排,内容互相关联,便于学习互动、迁移。由此可以拓宽学生视野,提高基础词汇、重点词汇的出现率,扩大词汇量,使重点语言知识、文化信息在不同的情境中反复出现,得到强化,加深记忆,促进学生对语言的理解和接受,有效地提高学习效果。可以说,整套教材的“套”的

概念名副其实,不仅能够促进任课教师之间互相交流、统一进度,而且能够提高学生的
学习兴趣,促进学生语言能力全面、均衡地发展。

2. 语言素材题材、体裁多样化。本套教材除《视听说》每册另增3个新闻单元外,均
为12个单元,围绕12个主题展开教学。这12个主题涉及政治、经济、文化、历史、文学、教
育、体育、医药卫生、科学技术等多个领域,涵盖记叙文、论说文、科学小品、新闻报道等不
同体裁,避免以文学作品为主要素材,更加符合专业培养目标。所选素材贴近学生现实
生活,并涉及社会热点问题,容易被学生理解和接受;选材力求语言真实、自然、有趣,保
持原汁原味,让学生能够在原生态的英语语境中学习地道的英语。

3. 语言训练由易到难,循序渐进。本套教材根据“支架”(scaffolding)的认知原理,为学
生提供可理解性语言输入,题材情景的呈现、语言功能的训练皆由近及远、由易到难,循
序渐进。比如教材12个单元的主题设置皆从最接近学生现实生活、最容易被学生理解、
接受的内容入手,逐渐深入和拓展。教材通过不断搭建并逐步拆除引导框架,为学生提
供一步步攀登的阶梯,帮助学生稳步提高。

4. 任务驱动型语言教学。高等学校英语专业英语教学大纲明确提出在教学中要多开
展以任务为中心的、形式多样的教学活动。本套教材向学生提出了明确的关于语言活动结
果的目标要求,每一课都设置了“任务前(pre-)”、“任务中(while-)”、“任务后(post-)”三个
教学阶段,采用启发式、讨论式、发现式和研究式等各种方法,将语言学习、运用系统地融
于任务前、任务中、任务后的各种交际活动中,并配置科学的、新颖的多元测试任务,从而
促进学生对语言的有效习得。每单元后还附有“学习反思”及“拓展学习”等,充分调动学生
学习的主动性、积极性,激发学生的学习动机,最大限度地让学生参与学习的全过程,并引
导学生主动积极地利用现有图书资料和网上信息,获取知识、提高能力。

5. 符合记忆规律。本套教材在为学生提供可理解性语言输入的同时,通过文字、图
片、视频、音频等多种形式提高学生的注意程度。在相关知识进入短期记忆后,通过各种
精细复述的手段,帮助学生将新近所学的知识转存到长期记忆中,补充、重构已有的知识
库,从而强化学习效果。

6. 注重跨文化交际能力的培养。针对目前英语专业教学中存在的忽略中国文化元素、
把外语教育与本土文化人为割裂开来等现象,本套教材的话题、情景设计皆以全球多元
文化(包括我们中华文化及社会发展的内容)为背景,置英语学习于世界文化语境之中,
以使我们的学生努力成长为符合全球化时代发展要求的人才。

教材的编写是一项任务艰巨而又非常有意义的工作,其中的每一个参与者都为此付
出了大量的时间和辛苦的劳动。我们希求完美,却难能做到尽善尽美,疏漏之处在所难
免,惟愿我们这套书能够得到广大师生的认可和喜欢,并在使用中提出宝贵的意见和建
议,以便我们不断完善。

安徽大学外语学院

陈正发

前言

在知识爆炸、信息量膨胀的今天,阅读能力的培养显得尤为重要。因此,在目前的英语教学中,阅读受到前所未有的重视,这对阅读教材的编写提出了更高的要求。作为英语专业的泛读教材,必须克服过去那种文字陈旧、选材不宽、起点偏低、练习单一、课堂操作性差等一系列缺陷,以便更好更快地提高英语专业学生的阅读能力,培养高质量的复合型、实用型英语人才。“新开端英语专业基础课系列教材”之《阅读拓展》就是在这一指导思想下编写完成的。

“新开端英语专业基础课系列教材”是安徽大学外语学院陈正发教授主持的安徽省“十一五”规划教材项目。《阅读拓展》是本系列教材的其中一套。本套教材共分4册,取材广泛,内容丰富,文体多样,由浅入深。文章大都选自英语国家近年来出版的正规纸质图书和网络材料,其中很大一部分来自 *Reader's Digest*, *The Economist*, *www.nytimes.com*, *Time* 等知名杂志和网站。题材涉及教育、科学、体育、文学、文化等诸多领域,体裁涵盖报告文学、新闻通讯、科学小品、回忆录、说明文、记叙文、议论文、散文、小说、传记、演讲等。所选文章经过精挑细选,长度适中,难度相宜,少数地方做了必要的改写和删减,适合英语专业第一至第四学期教学使用,每学期一册。

材料编排上,每个单元围绕一个题材和一个阅读技巧,提供三篇阅读材料,按照通行的阅读课模式把 Lesson A 和 Lesson B 分别分成 Pre-reading, While-reading, Post-reading 和 Extension Activity 四大模块,合理设计课堂练习和课外活动,有针对性地训练学生的阅读技能,而 Lesson C 则作为学生课后阅读材料。值得一提的是,练习中安排了一定的口语和写作活动,目的是整合学生语言能力,激发学生学习兴趣,提高课堂教学效果。为了便于教学,与该书配套的教师用书为授课教师提供了较好的教学参考,使课堂教学易于组织和操作。

许有江教授担任《阅读拓展》的总主编,同时担任本套教材第一册的主编,全面负责第一册教材的材料收集、筛选和最后选定,阅读技巧编写的把握,练习题型和题量的敲定,以及定稿前的主审工作。胡慧勇老师担任第一册的副主编,负责全书的统稿以及第9、10两个单元的具体编写工作。参加第一册编写的还有张丽红老师(负责第1、2、3单元的编写工作)、王敏老师(负责第4、5、6单元的编写工作)、杨进老师(负责第7、8单元的编写工作)和高明玉老师(负责第11、12单元的编写工作)。另外,外籍教师 Brittany Rose Hansen 两次仔细审阅了第一册的全稿,周乾教授、刘先珍教授也校阅了全书,提出了很多宝贵的修改

意见和建议,在此一并表示衷心感谢!

编写工作虽历时两年,编者皆为从教多年的老教师,但书中不妥之处仍在所难免,欢迎同行专家不吝赐教!

编者

2009年5月

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We have the utmost respect for intellectual property rights; however, sadly lacking in correct contact information, we cannot approach every rights-holder for permission to copy or alter the related material. We apologize for this. Meanwhile, we plead for kind and generous consideration of granting us permission to use the material for teaching and learning purpose.

Table of Contents

Unit 1	1
Lesson A	1
Lesson B	1
Unit 2	3
Lesson A	3
Lesson B	4
Unit 3	6
Lesson A	6
Lesson B	7
Unit 4	9
Lesson A	9
Lesson B	10
Unit 5	12
Lesson A	12
Lesson B	13
Unit 6	15
Lesson A	15
Lesson B	15
Unit 7	17
Lesson A	17
Lesson B	18
Unit 8	20
Lesson A	20
Lesson B	21
Unit 9	24
Lesson A	24
Lesson B	26
Unit 10	29
Lesson A	29
Lesson B	31
Unit 11	33
Lesson A	33
Lesson B	34
Unit 12	37
Lesson A	37
Lesson B	38

Unit 1

Lesson A

Pre-reading

studying abroad, homesick, parents, language, environment

While-reading

Focus on Main Idea

An American, Miki Sato introduces his/her experience of study in Santiago, Chile, especially the difficulties he/she has confronted.

Focus On Comprehension

1-5 C C D A B

Post-reading

Topics for Discussion

1. Problems might be found in the following aspects: environment, weather, daily life, friends, language and culture.
2. This is an open-ended question. For example, one should be friendly and extrovert to make new friends in a new environment, or to be enthusiastic to take part in some school clubs.

Focus on Structure and Meaning

1. Studying abroad is often a difficult and rugged experience for most people.
2. One can't develop if s/he always lives in an overprotected and comfortable environment.
3. I didn't feel defeated; on the contrary, I felt I should make use of the struggles as a starting point to make my life more meaningful.
4. Finally, I realized that through contributing to society and learning from the people I can get the greatest feeling of satisfaction from my study abroad experience.
5. No matter how difficult a situation may be, the daily encouragement from students helped me keep going forward.

Lesson B

Pre-reading

Campus life is different from the previous experience in middle schools. One has to be independent in daily life and study. More communication with classmates and teachers might be helpful for the freshman to get used to the new environment quickly.

While-reading

Focus on Main Idea

This article introduces several practical tips for freshmen to follow in order to get themselves familiar with the new campus life.

Focus on Comprehension

1-5 F T T T F

Post-reading

Focus on Structure and Meaning

1. But after you admire the stack of new textbooks and school supplies on your desk, the excitement gradually disappears and you realize that you have just left behind everyone you know.
2. Among so many unfamiliar faces that pass your window, you can't find your best friend from high school, your ex-boyfriend, the girl who lived down the street from you, etc.
3. The floor bathroom is an ideal place to get familiar with the people living on the same floor.
4. Though some people don't go to events like the freshman barbeque or floor meetings because they think these events are too childish, student leaders still try their best to arrange such events in order to help freshmen get familiar with campus life.
5. You may feel like a compliment when someone turns to you for help on an assignment or science lab, but you should know the small difference between "helping someone" and "doing it for someone".
6. It is all right to help explain an assignment or proofread an occasional paper, but each of you should do your own share of work.

Topics for Discussion

1. All these tips are quite practical and specific.
2. This is an open-ended question. Students' interest might vary from individual to individual. Anyway, certain school clubs might help them to develop their interest and make friends who share the same interest.

Extension Activity

1. Be easy-going and helpful, and one may win more trust from the classmates.
2. Have more communication with each other.
3. Be realistic and don't be nostalgic.
4. Deliberately eliminate the negative influence of culture conflicts.

Unit 2

Lesson A

Pre-reading

swimming: swimming pool, butterfly stroke, back stroke, breaststroke, diving platform

While-reading

Focus on Main Idea

This article introduces the history and rules of basketball.

Focus on Comprehension

1-5 D D B A C

Focus on Reading Skills

Post-reading

Focus on Structure and Meaning

1. At that time, a game that could be played indoors in winter was needed to keep students interested in physical training.
2. At first, Naismith attempted a different kind of football in which students could knock down the opponents by grasping them above the waist when running.
3. If there is a dispute, the referee shall throw the ball into the field. The thrower has 5 seconds to do it, if he delays it, the ball shall go to the opponent.
4. The referee will announce an action against the rules if any side persists in delaying the game.
5. The winner is the side which has made the most goals. If the scores are equal, the match, by agreement of the captains, will continue until another goal is made.
6. The name Naismithball was only a suggested name; however, the actual name came from a student. He thought that since they had a basket and a ball, the sport should be named basketball.

Topics for Discussion

1. Physical exercise is important for maintaining physical fitness and can contribute positively to maintaining a healthy weight, building and maintaining healthy bone density, muscle strength, and joint mobility, promoting physiological well-being, reducing surgical risks, and strengthening the immune system.
2. Good sportsmanship occurs when teammates, opponents, coaches, and officials treat each other with respect. People learn the basics of sportsmanship from the adults in their lives, especially their parents and their coaches. Especially, kids who see adults behaving in a

sportsmanlike way gradually come to understand that the real winners in sports are those who know how to persevere and to behave with dignity—whether they win or lose a game.

Extension Activity

1. A rally is the period during which the ball is in play.
2. The ball is in play from the last moment at which it is stationary on the palm of the free hand before being intentionally projected in service until the rally is decided as a let or a point.
3. A let is a rally of which the result is not scored.
4. A point is a rally of which the result is scored.
5. The racket hand is the hand carrying the racket.
6. The free hand is the hand not carrying the racket.
7. A player strikes the ball if he touches it in play with his racket, held in the hand, or with his racket hand below the wrist.
8. A player obstructs the ball if he, or anything he wears or carries, touches it in play when it is traveling towards the playing surface and has not passed beyond his end line, not having touched his court since last being struck by his opponent.
9. The server is the player due to strike the ball first in a rally.
10. The receiver is the player due to strike the ball second in a rally.
11. The umpire is the person appointed to control a match.
12. The assistant umpire is the person appointed to assist the umpire with certain decisions.
13. Anything that a player wears or carries includes anything that he was wearing or carrying, other than the ball, at the start of the rally.
14. The ball shall be regarded as passing over or around the net assembly if it passes anywhere other than between the net and the net post or between the net and the playing surface.
15. The end line shall be regarded as extending indefinitely in both directions.

Lesson B

Pre-reading

Jesse Owens took part in the Olympic Games held in Berlin. He won gold medals in the track and field events. However, Adolf Hitler was prejudiced against his race. Later, President Gerald Ford awarded him the Medal of Freedom.

While-reading

Focus on Main Idea

This article tells the life story of a famous athlete—Jesse Owens.

Focus on Comprehension

1 - 4 F F T F 5 - 8 T T F T

Post-reading

Focus on Structure and Meaning

1. They were prejudiced against other races of people, especially the black people.
2. I only paid attention to the finish line of the race.
3. He ran and jumped easily as if he was not making any effort.
4. But soon Riley found that Jesse had the potential of a champion.
5. "The road to the Olympics," he said, "leads to no city, no country. It goes far beyond New York or Moscow, ancient Greece or Nazi Germany. The road to Olympics will help us find the best potential within us."

Topics for Discussion

1. The Olympic motto is "Faster, Higher, and Stronger." The most important thing in the Olympic Games is not to win but to participate.
2. Sports and social development can benefit each other. Sports will help to produce energetic labourers for the construction of the society. Social development will promote the progress in sports in return.

Extension Activity

Students may consult reference books and make a list of the events:

1896: the first modern Olympic Games and so on.

Unit 3

Lesson A

Pre-reading

1. *Jane Eyre, Wuthering Heights, The Adventures of Tom Sawyer, David Copperfield, etc.*
2. This is an open-ended question; Students might talk about the book from the perspective of the theme, the character, the plot, etc.

While-reading

Focus on Main Idea

Orison Swett Marden points out in this essay that books are indispensable and valuable possessions of human, and the life without books is unimaginable.

Focus on Comprehension

1-4 D B B A 5-8 D D D C

Post-reading

Focus on Structure and Meaning

1. Books more than anything else can lift the poor out of his poverty, the miserable out of his misery.
2. Books can lighten the darkness.
3. If we often read books which are elevating in tone, pure in style, sound in reasoning, keen in insight, our characters will be positively influenced by them.
4. On the contrary, bad books will negatively influence readers.
5. A home without books and periodicals and newspapers is a type of household that is completely ignorant about the world around them.
6. Wearing old and cheap clothes and shoes doesn't matter, but one shouldn't save money by not buying books.
7. Good books can improve the taste of the readers and their way of thinking and living.
8. Mechanical readers only remember words and their superficial meanings, and they cannot appreciate the true essence of the books.

Topics for Discussion

1. Yes, I agree with the writer. I think from the books we learn useful skills and powerful knowledge, and books can benefit us all through the life.
2. Young students have various interests in choosing their favorite books. Some complain when the teacher asks them to read classic novels. But I think classic novels are worth

reading and rereading because they must be outstanding in certain respects, for example, diction, writing skills, the employment of rhetoric devices and so on.

Extension Activity

Reading is the most convenient way to take in information. Be exposed to original writings, classic works, short stories, and newspaper and magazine articles.

Lesson B

Pre-reading

1. Shift work might mean change of work.
2. Study is an endless pursuit, for with the development of the society, new things will come into our life continuously. Therefore, if we don't learn them, we'll be sifted out of the society.

While-reading

Focus on Main Idea

When the mother wanted to learn computer game "Scrabble", her child, the writer shouldered the responsibility to teach her, and the mother's determination and success also taught the writer a lot.

Focus on Comprehension

1-4 F F T F 5-8 T F F T

Post-reading

Focus on Structure and Meaning

1. It is an admirable pursuit, but I doubted if my mother's single-player version of Scrabble would realize that goal.
2. For me, it meant a different kind of teaching task.
3. My mother gradually began to understand more by making notes.
4. I apologized for giving her a slow and unreliable computer.
5. My mother had learned it as well as her mother tongue—there was nothing to worry about.
6. "Are you so critical with your kindergarten students?" she asked.
7. My mother is not alone in making great progress, because my father, who did not like answering telephone before, is now used to it.
8. I have learned that the game Scrabble is like life: determination is one way to be successful.

Topics for Discussion

1. This article is both practical and significant. Because with the development of the science and technology, more and more devices are invented, and at the same time, due to the