

# 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

学 生 用 书  
Student Book

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安徽大学出版社

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江苏工业学院图书馆  
王 藏 书 章  
高明卡

1

图书在版编目(CIP)数据

阅读拓展 第1册 学生用书 / 许有江主编. — 合肥: 安徽大学出版社, 2009.6

(新开端英语专业基础课系列教材 / 陈正发主编)

ISBN 978-7-81110-566-7

I. 阅… II. 许… III. 英语-阅读教学-高等学校-教材

IV. H319.4

中国版本图书馆 CIP 数据核字(2009)第 077062 号

《阅读拓展》 第1册 学生用书

主编 许有江

出版发行 安徽大学出版社

(合肥市肥西路3号 邮编 230039)

联系电话 编辑室 0551-5108468

发行部 0551-5107716

电子信箱: roseahbb@yahoo.com.cn

责任编辑 刘 云

封面设计 张 伟

印 刷 合肥朝阳印刷有限责任公司

开 本 850×1168 1/16

印 张 14.5

字 数 530 千

版 次 2009年6月第1版

印 次 2009年6月第1次印刷

ISBN 978-7-81110-566-7

定 价 30.00 元

如有影响阅读的印装质量问题,请与出版社发行部联系调换

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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到地道的英语。

**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



## Acknowledgements

We are deeply indebted to all the authors, journals, publishers, institutions and specialized web sites for the texts we have chosen for this textbook. We are also greatly grateful to both the gifted amateurs and professional artists for the bright images and fine paintings.

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.

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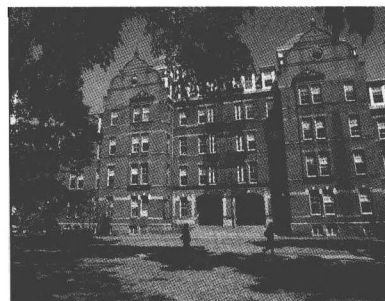
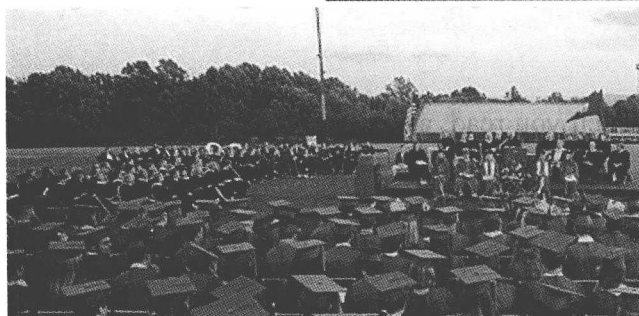
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# Unit 1

## A New Start

### Learning Objectives

	Lesson A	Lesson B
Topic	Studying in a Foreign Country	Making New Friends on Campus
Vocabulary	Living and Studying in a New Place	Friendship and Personality
Reading Skill	Major Concepts of Reading	
Self-reflection		



## Raising Awareness: Major Concepts of Reading

What do you think reading is? Is it just reading an article word by word and understanding the meaning of each word and that of the whole article?

What do you think reading course should be like? Is it just reading several articles and finishing exercises before or after them?

Actually reading is much more important than you might think. It is often said and accepted that “English is learned through reading”. Certainly the meanings of words, sentences and passages are crucial for the readers to interpret the passages, but reading is much more than that. Many cognitive processes are involved in reading, together with many skills and techniques. You may have already had some idea about these skills and used them while reading though you do not realize that. Being aware of what is going on while reading and applying some skills while you are reading, you will undoubtedly read faster and more efficiently.

Before exploring reading process and skills, we should firstly be clear about some major concepts about reading. Do you know or can you guess what reading rate, reading efficiency, and reading flexibility are?

**Reading rate** is actually the speed at which you read, and it is measured in words per minute (WPM, or W/M).

*Reading rate = total number of words / reading time*

**Reading efficiency** refers to the accomplishment of a reading task within an appropriate time frame and with appropriate comprehension. In order to be an efficient reader, you have to pay

due attention to both reading rate and comprehension rate, that is, the accuracy rate of reading comprehension.

*Reading efficiency = reading rate  $\times$  comprehension rate*  
(the unit for reading efficiency: EW/M, effective words per minute)

**Reading flexibility** implies that you have to adjust the reading rate and methods to suit the type of the material to be read and the purpose of reading. Reading rate and methods may vary greatly according to different materials and different purposes.

After this unit and throughout this book, try to calculate your reading rate and, with the help of comprehension exercises, your reading efficiency. Do not feel depressed if they are not that high. Remember that reading results are flexible according to the material and your purpose!



## Lesson A

# Experience of Studying Abroad

## I Pre-reading

### Brainstorming

Discuss your feelings of living in a new place with a partner, and write five words about this topic.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

### Pre-reading Questions

1. Is this the first time that you have been away from home? What do you miss most back at home?
2. Do you have some special ways to overcome homesickness? Discuss with your partner, and write down the key words of your discussion in the box below.

## II While-reading

Write down your starting time and ending time, and then calculate your own reading rate.

Starting Time: \_\_\_\_\_

Ending Time: \_\_\_\_\_

# Experience of Studying Abroad

By Miki Sato

- 1 I am **currently** studying abroad in Santiago, Chile, and I am so happy to be given this opportunity to share my experience thus far. The journey of study abroad has been an

up-and-down challenge as I'm sure everyone who has gone through his own study abroad would agree. Nothing can ever prepare you for the struggles one has to face when arriving in a completely foreign country.

- 2 One of the goals that I personally wanted to fulfill during my study abroad was to become a more capable and independent individual. Thus, one of the reasons why I chose Chile for my study abroad was because that I knew I would be the only SUA (Soka University of America, California) student going there. I truly feel that this was one of the best decisions that I made prior to study abroad.
- 3 After arriving in Chile this past July 2007, I was filled with so much excitement and nervousness. It was the first time I was completely alone without the presence of my family or SUA friends. Initially, the **transition** to life in Santiago was difficult. I was used to living a comfortable life at SUA, where classes were located just five-minutes away and I would always get to see the familiar faces of SUA students wherever I went. Now, I have to **commute** 45 minutes every day on the subway to attend class in a huge **metropolitan** city full of strangers. It has been very **overwhelming**.
- 4 Learning the Spanish language was also a major challenge as I quickly realized that Chilean-Spanish was one of the most difficult to understand among the Spanish-speaking countries because they speak very quickly with a strong accent. As time progressed, I have learned to appreciate the small victories that I have been able to accomplish including being able to go back home on my own without getting lost or having a meaningful conversation with my host mother in Spanish. These small victories **boosted** my confidence and helped me to become more comfortable living here.
- 5 By August, I became more at ease with my new life and made many new friends within my program. I began to plan out many trips to see all of the beautiful places in South America, including Iguazu Waterfall<sup>1</sup>, Patagonia<sup>2</sup>, Lake Titicaca<sup>3</sup>, and Machu Picchu<sup>4</sup>. As many SUA upperclassmen advised me, I wanted to enjoy my study abroad to the fullest. But as days passed, I began to struggle more over why exactly I was in Chile. Although traveling and enjoying my time here was nice, I wanted to gain something of more meaning and value. As I struggled with this, I began to miss the daily support of my SUA friends **tremendously**. I missed being able to openly share my struggles and have heart-to-heart dialogues.
- 6 While I struggled with my sense of purpose, new obstacles began to arise. My family

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<sup>1</sup> Iguazu Waterfalls (伊瓜苏瀑布), or Iguassu Falls, are waterfalls of the Iguazu River located on the border of the Brazilian state of Paraná and the Argentine province of Misiones. The falls divide the river into the upper and lower Iguazu.

<sup>2</sup> Patagonia (巴塔哥尼亚) is an enormous region south of Buenos Aires province, featuring the awesome peaks of Fitz Roy and the Paine Range that runs into both the Argentinian and Chilean Patagonia.

<sup>3</sup> Lake Titicaca (的的喀喀湖) is a lake located on the border of Bolivia and Peru. It sits 3,812 m (12,507 ft) above sea level making it the highest commercially navigable lake in the world.

<sup>4</sup> Machu Picchu (马丘比丘) is a pre-Columbian Inca site located 2,400 meters (7,875 ft) above sea level. It is situated on a mountain ridge above the Urubamba Valley in Peru, which is 80 km northwest of Cusco.

was struggling financially. Hearing of this marked a turning-point in my study abroad experience. I began to question so much why I was in Chile and why I picked Santiago of all places to study abroad when city-life has never been cheap. I felt all of this was a big mistake. I didn't understand why I was studying abroad when my parents were struggling so much. I felt I was just adding more stress to them by just being here. As I struggled with this, I read a quote written by SUA Founder Daisaku Ikeda<sup>5</sup> that helped me to change my outlook on my obstacles, which reads: "Youth should not seek an easy, comfortable path. No one develops in a pampered environment. Youth should actively seek out challenges and hardships, transforming them all into valuable assets as they strive to become individuals of outstanding character and ability."

7 Instead of feeling defeated, I realized I needed to utilize these struggles as a **springboard** to create something of more value in my life. As I was about to turn 20, I made a determination to be more independent and to be able to express my appreciation toward my parents through my own action. I realized that because of my financial situation, I could not travel to all of the beautiful places that I originally wanted to but rather I could do something more **productive** with my time here by doing volunteer work.

8 Thus, I made a goal to volunteer a minimum of 100 hours during the semester. I am currently volunteering at a place, called El Hogar San Francisco de Regis, which is a house for domestically abused girls ranging from ages 5-16. My responsibilities include translating cards from Spanish to English and also working with a specific girl and helping her with her schoolwork. The second place that I am volunteering is at a local high school, called Liceo Arturo Alessandri through the English Open Doors program. It is an all-boy's high school located in the center of Santiago. I help assist the English teachers with their class activities and interact with the students in English.

9 My volunteer work has enabled me to open my eyes to the realities of Chilean society and to see that there are many problems taking place. As many of the students that I work with do not have dreams or any real sense of purpose in their lives, I really hope that through my contribution over the next two months I can **empower** them even in the slightest to realize the power of education and inspire in them a desire to challenge their lives by striving to achieve their own respective dreams and goals despite their struggles and hardships.

10 Through this experience, I have gained a clearer sense of purpose as to what I want to accomplish during my study abroad. I realize that ultimately, it is by contributing to society and learning from the people that I can gain the greatest sense of fulfillment from my study abroad experience. Although my parents have agreed to let me go on some trips to see the beautiful diverse landscape of Chile, I still feel a tremendous sense

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<sup>5</sup> Daisaku Ikeda (池田大作) is president of Soka Gakkai International (SGI), a Buddhist association which claims 12 million members in more than 190 countries and territories, and founder of several educational, cultural and research institutions.