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# Comprehension Plus

成功英语阅读策略

[美] Diane Lapp 著  
[美] James Flood  
方主编 吕良环  
育出版社

浙江





## 中外英语教学权威倾力打造 浙江教育出版社特别奉献

### 本丛书特色

☆ **先进性**：国际最新的设计理念，完全符合国家英语课程标准的**精神**

☆ **策略性**：采用螺旋式设计，分级别系统地对阅读策略进行介绍、解读和练习

☆ **真实性**：材料真实自然，语言原汁原味，有助于丰富学生的外语经验

☆ **趣味性**：感受异域文化的精彩内涵，领略大自然的神奇魅力

☆ **实用性**：紧跟国家考试取向，提高自我评价和应试能力  
本丛书分为 A-F 级，共 12 册，适用于中学 7 年级至高中三年级。本丛书既可以作为英语阅读教材供教师和学生课堂上使用，也可以作为必备学习手册供学生在课外自主学习。

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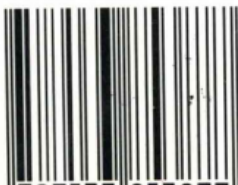
Diane Lapp 博士，美国圣地亚哥州立大学阅读与语言艺术学科教授；国际阅读协会中学阅读与语言艺术委员会主席；美国公立中小学阅读与语言艺术教学计划的顾问、督导和评估员；曾获国际阅读协会“杰出教师教育家”等荣誉，入选加利福尼亚“名人堂”。



James Flood 博士，美国圣地亚哥州立大学阅读与读写能力发展学科教授；曾任国际阅读协会、美国国家英语教师协会及美国教育研究协会主席；美国国家阅读会议主席及董事会成员。主编多部阅读与语言艺术学科方面的教材及助学读物。

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# 使用说明

## 编辑理念

我国 2001 年和 2003 年分别颁布并实施了《全日制义务教育普通高级中学英语课程标准(实验稿)》和《普通高中英语课程标准(实验)》(以下简称《英语课程标准》),所制定的基础教育阶段英语课程的总体目标是“培养学生的综合语言运用能力”。综合语言运用能力的形成建立在学生语言技能、语言知识、情感态度、学习策略和文化意识等素养整体发展的基础上。其中学习策略是提高学习效率、发展自主学习能力的保证。提倡自主学习是我国英语课程改革的一个重点。自主学习不仅有利于提高学生在学校的学习成绩,而且是学生终身学习和终身发展的基础。

英语阅读策略是学习策略的组成部分,有助于提高学生的英语阅读效率和阅读水平,增强学生英语学习和英语考试的自信心。《成功英语阅读策略》从美国培生教育集团引进,是一套以阅读策略为核心,为具有初级和中级英语阅读水平的学生全面系统掌握英语阅读策略、进一步提高阅读水平而编写的系列英语阅读教材。

为了确保教材内容能够为我国学生理解和掌握,同时在一定程度上满足他们考试的需要,我们在引进该套教材的过程中,紧密结合我国《英语课程标准》所规定的各分级阅读目标,充分考虑我国中学生和具有相当英语水平的学习者的学习特点,以及他们所面临的英语阅读困难,在保留原有课文和练习的情况下,对该套教材的内容进行了丰富和拓展。

我们根据 Krashen 提出的“语言输入的可理解性”原则,采用建构主义所提倡的“搭脚手架”方式,从阅读策略、背景知识和英语语言三方面入手,增加案例解读、背景链接和拓展训练三个栏目,并对原书策略聚焦的内容进行了适当的拓展。尤其值得一提的是,在案例解读中,我们把每一课的阅读策略的运用过程尽可能详细地展现给学生,以强化他们对阅读策略的运用意识。

## 丛书特色

**真实性** 所有课文都是真实的语言材料。真实语言材料是人们在现实生活中为达到一定的交际目的而说或写出的语言材料。本族语使用者用这些材料来交流信息、表达感情。真实材料不会根据一定的语法结构进行有意识的编排,也不会为了突出某一种语法规则或句型而有意识地组织语言材料,更不会使用学生熟悉的单词取代一些不熟悉的单词。因此,这种具有各种各样语料的真实语言材料有助于学生形成准确的语感,丰富学习者的外语经验,提高学生得体地运用英语表达自己思想的能力和水平。

**策略性** 丛书以英语阅读策略为中心,采用螺旋式阅读策略设计,分级别系统地对阅读策略



进行呈现、介绍和分析,并精心设计练习,为学生提供运用阅读策略的机会。

**趣味性** 课文内容新颖、有趣、丰富;插图生动、活泼;照片真实、自然。学习者在学习英语阅读策略、提高阅读水平的同时,还可以感受异域文化的丰富内涵,领略大自然的神奇魅力。

**丰富性** 课文题材丰富,涉及人们日常生活、工作和学习的各个方面;体裁十分广泛,包括广告、科幻、短篇小说、新闻报道、诗歌、剧本、议论文、说明文等;练习形式灵活多样,如针对阅读策略的应用设有热身练习、阅读理解、技能实践、任务型写作等栏目,主观题型与客观题型的比例适当、科学。

**友善性** 友善性体现在以下四个方面:第一,我们在页下脚对该页出现的生词进行注释,这既为读者创造了一定猜测生词的空间,给他们提供了挑战自我的机会;也为猜出生词含义的读者验证自己的猜测提供了便利;又为未猜出生词含义的读者快速查阅提供了方便,不至于被生词破坏了阅读的兴致。第二,考虑到音标对单词记忆起重要作用,我们还为生词标注国际音标,为学生的学习提供方便。第三,对一些可能给学习者带来理解困难的背景知识,进行一定的注解,帮助学习者理解课文,拓宽自己的知识面。第四,我们紧跟国家的考试取向,设计了针对性很强的练习,以满足学生应试的实际需要。

## 适用范围

A 级上、下两册适用于中学 7 年级学生和具有相当英语水平的英语学习者;

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F 级上、下两册适用于高中三年级学生和具有相当英语水平的英语学习者。

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## Strategy 策略聚焦

描述《英语课程标准》对该项阅读策略的要求;说明并适当阐述该项策略的内涵。

## Analysis 案例解读

提供一个运用阅读策略进行阅读的例子,详细地展示阅读活动中的思维过程,使学生形成自主监控、调节和评价自己的阅读、思维过程的意识;并能在热身练习和技能实践活动中,自觉地运用策略,解决出现的问题。

终于把英格兰人赶出了苏格兰。

想必你也读过了故事,也猜出了故事的主题。实际上,Robert Bruce 在故事中所学到的就是作者想让你理解和把握的主题,即无论做什么事情,无论在何种艰苦的条件下,我们都要有坚忍不拔的毅力和不屈不挠的精神!

### Warming-up Exercise 热身练习

Read this story about figure skating. As you read, think about its theme or underlying meaning.

Carl closed his eyes. In his mind he went over each part of the jump. He tried to feel his body make the midair turn. He had been practicing the axel<sup>1</sup>, over and over. Coach Marion would be surprised to see that he'd finally mastered the jump. "OK, Carl, let's try that axel," shouted Coach Marion. Carl took a deep breath. "Take it nice and easy!" Coach Marion's voice echoed<sup>2</sup> across the rink<sup>3</sup>. Carl skated backward. "Don't rush the takeoff!" yelled the coach. Carl switched<sup>4</sup> directions, gliding forward on the outside edge of the blade<sup>5</sup>. He lifted himself up, turned himself around in the air, and then made an almost perfect landing.

For once, Coach Marion was speechless!

1. What is the theme of this story?

2. What evidence from the story helped you figure out the theme?

### Tip

往往,作者不会直接点明故事的主题,有时需要你自己去理解和把握。这时,你就需要从故事情节中推断出故事的主要思想是什么。

### On Your Own 自主阅读

Read the following story about an ice skating party. Notice how the characters' actions relate to the story's theme.

[Notes]

1. axel / 'æksəl / n. (花样滑冰)起跳或落地时足尖点冰的跳跃 2. echo / 'i:kə / n. (回声) 3. rink / 'rɪŋ / n. (滑冰、冰球)场地 4. switch / swɪtʃ / n. (转换) 5. blade / 'bleɪd / n. (滑冰鞋的)刀

Lesson 23

LESSON  
23

## Literary Elements: Theme

理解文学要素:主题

### Strategy 策略聚焦

《英语课程标准》所对应的主题阅读目标之一是“能找出文章中的主题,理解故事的情节,预测故事情节的发展和可能的结局”;七级阅读目标之一是“能理解文章主旨和作者意图”。阅读故事时,我们会发现故事中的作者做出各种决定,并从中获得成功或失败的经验,从自己的失败中吸取教训。如果有人问这个故事的主要内容是什么,我们就需要认真思考故事中的主要人物学到了什么,以及作者想要表达的主要思想是什么。作者努力表达的主要思想就是故事的主题(Theme)。故事所反映的主题可能是我们非常熟悉的,如“以身作则”,也可能是作者自己独特的一些观点,如“做决定要慎重”。有时,作者直接陈述故事主题;有时,作者需要利用故事中的各种线索自己去理解和把握主题。

把握主题可以帮助读者更好地理解故事内容,还有助于训练读者对阅读内容进行推断和概括。

### Strategy 案例解读

阅读下面的故事,思考故事的主题。

Robert Bruce was a famous Scotch general. In the early fourteenth century he tried to drive the English out of Scotland, but he was not successful because the English was too strong. Finally Bruce got away and hid himself in a cave.

One day, he lay in his cave thinking of the sad state of Scotland. A spider began to make a web above his head. Simply to pass the time, Bruce broke the web. Immediately the spider began to make a new one. Six times Bruce broke the web and six times the spider immediately made a new one. Bruce was surprised at this. He told himself that he would break the web a seventh time. If the spider made a new one, it would be good lesson to him, for like the spider, he had been defeated six times. Bruce then broke the web. Again the spider made a new one.

From this simple fact, Bruce became encouraged. He again called on his army and attacked the enemy. In the end he and his people drove the English out of Scotland.

(选自 SEFC Students' Book 2 A, Unit 12)

如果有人问这个故事的主题是什么,你需要认真思考故事中的主要人物 Robert Bruce 学到了什么。让我们一起来分析 Robert Bruce 到底从故事中学到了什么。

Robert Bruce 曾经数次率兵把英格兰人赶出苏格兰,无奈事不成就,一次次败北。在他隐居洞穴时,无意间看到了蜘蛛结网。蜘蛛网丝六次遭到破坏,但蜘蛛并不气馁,每一次网破后都再结新网。正是蜘蛛这种坚忍不拔、不屈不挠的精神打动了 Robert Bruce,于是,他决定东山再起,最后

Strategy: Literary Elements: Theme

## Warming-up Exercise 热身练习

配有阅读短文,并根据短文内容设计了可运用所学阅读策略加以解决的、简单的阅读理解题,以深化学生对阅读策略的理解。

## Tip

给出了掌握该阅读策略的要领或诀窍。

## On Your Own 自主阅读

创设机会,鼓励学生运用所学的阅读策略和语言知识,自主阅读题材较为广泛的科普文章或文学作品。



# MAKE NEW FRIENDS...

by Norma Johnston

"What do you want to do for your birthday this year?" Betty's mother asked her one morning.

"How about a skating party?" Betty asked. She was just learning how to figure skate.  
"That sounds like fun," her mother said.  
"Whom do you want to invite?"

"I'll think about it," Betty promised and ran outside just as Trevor, the new kid next door, came down his steps. As usual, Trevor had a book bag slung over his shoulder. In contrast to Betty's friends' usual backpacks. He was a grade ahead of Betty, so Betty didn't know him very well.

At lunchtime she told her friends Tasha, Lauren, and Jill about the skating party. "Who else will you invite?" Tasha asked.

"I was thinking about Brian, Will, Mark, and Doug," Betty said. They were old friends who had attended school with the girls since kindergarten.

When her father asked Betty about her guest list at dinner, Betty recited the names of her seven friends.

"And Trevor, of course," her mother added.

"Mom!" Betty said. "He's in sixth

grade. He doesn't know any of my friends. He won't even want to come."

"How do you know?" her

mother inquired. "Give him a chance, Betty. Remember, 'Make new friends, but keep the old.'" Betty knew from the glint<sup>10</sup> in her mother's eye that further discussion would be futile<sup>11</sup>.

On Betty's birthday her father drove the girls to the rink. The boys were already there, warming up on the ice. Betty spotted Trevor trying his skates across the rink. She watched as he tried a few experimental strokes<sup>12</sup>. Then he pushed off across the ice. He executed a glide and an effortless axel jump. Then he swooped to a stop. "Happy Birthday, Betty!" he said.

"Hey, Trevor, where'd you learn to skate like that? Do you play hockey?" Brian asked.

Trevor grinned. "I grew up in northern Minnesota, and I've been skating and playing hockey all my life. I practice here just about every day. I also like figure skating."

"So that's why he carries a book bag, rather than a backpack—for his skates!" Betty thought.

"Trevor, can you show me some jumps?" Lauren asked.

"Sure," Trevor said. "Betty, do you want to watch, too? I can give you some tips."

Betty skated to the center of the ice after Trevor. "I'm glad I gave him a chance," she thought. "Make new friends, but keep the old"—sometimes Mom really does know best!



[Notes]

1. figure skater 花样滑冰运动员 2. glide 滑行 3. execute 执行 4. effortless 轻而易举的 5. swoop 掠过 6. axel jump 阿克塞尔跳 7. rink 溜冰场 8. skate 滑冰 9. skate like a pro 像专业人士一样滑冰 10. glint 闪光 11. futile 无效的 12. strokes 动作

Strategy: Literary Elements: Theme

## Notes

标注生词音标、词性和词义,为学生验证自己的猜测和快速查阅生词提供方便。

## Checking Comprehension 阅读理解

以开放性理解题的形式帮助学生自主检测对课文内容的理解。

## Practicing Comprehension Skills 技能实践

提供可灵活运用阅读策略加以解决的较难的阅读理解题,帮助学生进一步掌握和巩固阅读策略。

### Checking Comprehension 阅读理解

3. Why doesn't Betty want to invite Trevor to her party?

4. How do you think Trevor feels about being invited?

### Practicing Comprehension Skills 技能实践

Reread "Make New Friends..." Then answer the questions.

5. Is the theme of the story stated or unstated?

6. What is the theme of the story? Write it on the line, then explain it in your own words.

7. How might Betty behave differently in the future because of what she has learned?

Fill in the circle next to the correct answer.

8. Why does Betty's mom want Trevor to be invited?

- ☐ She knows Trevor can skate.
- ☐ She wants Betty to make a new friend.
- ☐ She knows Trevor will like Brian and Lauren.
- ☐ She wants Betty to skate better.

9. Explain your answer to question 8 on the lines provided.

10. "Mom knows best" sounds as if it could be a theme. Why isn't it the best theme for this story?

- ☐ The story is about ice skating, not relationships.
- ☐ The best theme for the story should say something about friendship, because that is the "big idea" of the whole story.
- ☐ This theme is directly stated, and writers never state a story's theme directly.
- ☐ Betty's father is part of the birthday planning, too.

11. Which of these lines from the story supports the theme by showing what a character has learned?

- ☐ "Do you play hockey?" Brian asked.
- ☐ "Who else will you invite?" Tasha asked.
- ☐ "I'm glad I gave him a chance," she thought.
- ☐ "Happy birthday, Betty!" he said.



**Background Information 背景链接**

花样滑冰 (figure skate) 包括单人滑和双人滑。在单人滑比赛中,运动员表演各种高难度动作,如各种旋转、跳跃、转体和花式平衡等。双人滑动作也丰富多样,包括托举和抛掷动作。特别是在自由滑中,运动员有更多独特和创造性的表演。滑冰运动要求运动员具有力量、耐力、速度、协调、柔韧、灵活、平衡、优美、稳定等素质。

**Practicing Vocabulary 词汇巩固**

Choose a word from the box to complete each analogy. Write the word on the line.

12. father is to his as \_\_\_\_\_ is to hers  
 13. useful is to useless as helpful is to \_\_\_\_\_  
 14. difficult is to hard as \_\_\_\_\_ is to easy  
 15. relationships is to families' as friendships is to \_\_\_\_\_  
 16. missed is to absent as \_\_\_\_\_ is to present  
 17. stared is to eyes as \_\_\_\_\_ is to voice  
 18. usual is to familiar as \_\_\_\_\_ is to new

attended  
 effortless  
 experimental  
 friends  
 full  
 mother's  
 noticed

**Extension 拓展训练**

Fill in the blanks with the words in the box, using the correct forms when necessary.

any spot with recte tip list execute rink stop spot

My birthday was coming. Mum asked me what I would want for my birthday present. I was learning how to figure skate, so I suggested a skate party and \_\_\_\_\_ 19 \_\_\_\_\_ the names of my seven friends I planned to invite. Mum wondered why my guest \_\_\_\_\_ 20 \_\_\_\_\_ didn't include Trevor, my new neighbor. I told her that I didn't like to be with a person I'm not familiar \_\_\_\_\_ 21 \_\_\_\_\_. Besides he didn't know \_\_\_\_\_ 22 \_\_\_\_\_ of my friends and he might not be feeling easy with so many strangers. But Mum insisted that I should seize the \_\_\_\_\_ 23 \_\_\_\_\_ to make new friends.

On my birthday, all my friends came to the \_\_\_\_\_ 24 \_\_\_\_\_. When I \_\_\_\_\_ 25 \_\_\_\_\_ Trevor, he was trying his skates across the rink. He tried a few experimental strolks and then pushed off across the ice and \_\_\_\_\_ 26 \_\_\_\_\_ a glide and an effortless oel jump. Then he swooped to a \_\_\_\_\_ 27 \_\_\_\_\_ and said "Happy Birthday" to me. Immediately I understood that Mum was right. Very quickly we became good friends and I got many \_\_\_\_\_ 28 \_\_\_\_\_ about figure skating from him. From this, I realized giving others a chance means giving myself a chance.

**Making the Reading and Writing Connection 任务型写作**

Writing a Realistic Story  
 On a separate sheet of paper, write a realistic story that shows a big idea you have learned about friendship. Trade stories with a partner. Then try to identify the theme in your partner's story. Think about the evidence in the story that supports the theme.

Strategy: Literary Elements: Theme

## Background Information 背景链接

提供与课文内容有关的背景信息,有助于学生深入理解课文,进一步拓宽知识面。

## Practicing Vocabulary 词汇巩固

巩固课文中出现的重点词汇。

## Extension 拓展训练

以练习的形式帮助学生重新理解课文,使新学习的语言知识得到及时的运用。

## Making the Reading and Writing Connection 任务型写作

促使学生综合运用从各项阅读活动中所学习和掌握的知识与技能,完成写作任务。

Lesson 26 Understanding Homonyms 理解同形同音异义词

Lesson 27 Using Figurative Language 运用修辞语言

Lesson 28 Connotation and Denotation 理解隐含意义与指示意义

Lesson 29 Using Maps 使用地图

Lesson 30 Understanding Charts and Tables 理解图表和表格

Lesson 31 Using Graphs 运用图表

Lesson 32 Using a Dictionary 运用词典

Lesson 33 Using an Encyclopedia 运用百科全书

Lesson 34 Using a Library Card Catalog / the Internet 运用图书馆卡片目录和因特网

Keys

Glossary

Assessment Tests



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# LESSON 19

## Persuasive Devices and Propaganda

### 说服策略与宣传

#### Strategy 策略聚焦

有时作者的写作意图是说服我们去做某事或按照某种方式进行思考。作者为说服我们所付出的努力通常被称为宣传(propaganda)。广告商总是试图说服别人,因此,我们会在看到或听到的多数广告中,发现他们所运用的宣传手法。

为了能够识别这些宣传方法,我们可以自我提问:作者的写作意图是什么?另外,我们还要注意作者所陈述的内容是否有事实和具体细节的支持,然后再决定我们是否赞成这些观点。

下表描述了作者常用的三种说服读者的宣传手法:

手法	定义	范例
从众心理 (bandwagon)	这种方法暗示我们,如此之多的人都在做这件事,做这件事肯定是正确的。	Join the thousands of smart shoppers who make their first stop the Save-Rite Market!
名人推荐 (testimonial)	这种方法是利用名人向我们推荐一种观念或推销一种产品。	Olympic long jumper Rock Ridges says, "Every jump takes a burst of energy. I get mine from a breakfast of Muscle Mush <sup>1</sup> ."
充满感情色彩的词语 (loaded words)	这些充满感情色彩的词语可唤起我们某种强烈的、积极的或消极的情感,试图使我们对某种产品、人物或观点产生一种倾向。	Are you suffering with a miserable cold? Feel better fast with a steaming cup of soothing <sup>2</sup> , delicious Health Nog <sup>3</sup> .

#### Analysis 案例解读

请看下面这段文字,然后指出文中使用了什么样的宣传手法。

Many foreigners like to read this newspaper. It is also popular with students of English, who read it in order to improve their English. Sun Yao, a student of English in Beijing, said, "I like reading *China Daily*. Learning new words and useful expressions is very important for me, so I read it every day. I can see how English is used in everyday life as well. Besides, I enjoy learning about new things from politics to sports and music."

(选自 SEFC Students' Book 2A, Lesson 15)

#### [Notes]

1. mush / mʌʃ / n. 玉米粥 2. soothing / 'su:ðɪŋ / adj. 镇痛的 3. nog / nɒɡ / n. 浓啤酒

在这段文字中,第一句话“**Many** foreigners like to read this newspaper.”和第二句话“**It is also popular** with students of English, who read it in order to improve their English.”利用了读者的从众心理以宣传推销 *China Daily*, 我们应该注意到作者使用了 many 和 popular 这两个表示“人气旺盛”的单词。除此之外,作者还引用了 Sun Yao 的话,并通过她向读者宣传 *China Daily* 在学习英语方面所起的重要作用。虽然 Sun Yao 不是名人,但她的话里运用了许多充满感情色彩的词语,如“**very important**, so I read it every day. I can see **how English is used in everyday life as well. Besides, I enjoy learning** about **new things from politics to sports and music.**”

作者在这一小段里主要运用了两种说服读者的宣传手法,意图非常明显,就是向我们推荐 *China Daily*。

### Warming-up Exercise 热身练习

Read the statements below. Fill in the circle before the name of the propaganda device that each statement uses. On the blank lines, write clue words that helped you identify the device.

1. Each day, millions of happy Americans are brightening their smiles with Glisten Toothpaste. Wouldn't you like a whiter smile, too?

☐ bandwagon                      ☐ testimonial                      ☐ loaded words

Clue words: \_\_\_\_\_

2. A vote for Millie Masters for mayor is a vote for honesty, honor, and experience.

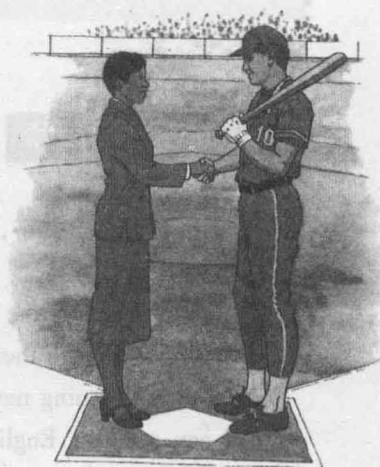
☐ bandwagon                      ☐ testimonial                      ☐ loaded words

Clue words: \_\_\_\_\_

The following passage describes a television commercial for a person who is running for governor. Look for persuasive devices in the commercial.

As the ad begins, the viewer hears a group of people singing. The tune is the beginning of “Take Me Out to the Ball Game.” The words are, “Let's all vote for Joy Reynolds. She'll bat for you and for me.”

Candidate<sup>4</sup> Joy Reynolds and baseball star Roy Farrow shake hands. They are both smiling. Roy turns to the camera and says, “At the plate, I need a good eye and quick hands. In the governor's office, you need honesty and experience. Joy Reynolds has both of those. She hits a home run on my ballot<sup>5</sup>. Let's all join the right team with a vote for Reynolds. She cares about all of us.”



#### [Notes]

4. candidate / 'kændɪdnt / n. 候选人 5. ballot / 'bælət / n. (一轮)选举



Write the answers on the lines provided.

3. What makes this commercial a testimonial?

4. In the commercial, find two loaded words or phrases.

5. Find two words, phrases, or ideas in the commercial that use the bandwagon technique.

On the lines provided, write the name of the propaganda device used in each of these statements.

6. Joy Reynolds has the energy, ambition, and enthusiasm needed to govern the state.

7. Local television talk show host Chip Chase says, "I'm casting my vote for Joy!"

**Tip**

你可以通过自我提问识别宣传手法,如:作者的写作意图是什么?所陈述的内容有事实证明吗?作者运用了从众心理、名人推荐和充满感情色彩的词语这些宣传手段了吗?



### On Your Own 自主阅读

Read the following speech. As you read, think about the speaker's reasons for giving the speech. Look for persuasive devices.



## Vote for Beth Chang!

Hi, folks! You know me, Joseph Wall. You know what I stand for. I've been student council president for the last year. Now I'm standing here to ask you to vote for my friend Beth Chang in the next election!

Let me tell you about Beth. She's a real go-getter<sup>6</sup>. I worked closely with her when the student council organized our successful food drive<sup>7</sup> last winter. As a homeroom representative<sup>8</sup>, Beth did more than her share

### [Notes]

6. go-getter / 'gəʊ'getə / n. 有冲劲和进取心的人, 老手 7. food drive 食物捐助活动 8. representative / ,reprɪ'zentatɪv / n. 代表

of work. She convinced local businesses to put out food collection bins. She was responsible for collecting more food than any other volunteer. When Beth sets out to<sup>9</sup> reach a goal, nothing can stop her. She's also someone who really cares about our school, just like you and me. She knows this election is not a popularity<sup>10</sup> contest. She will work night and day for our school.

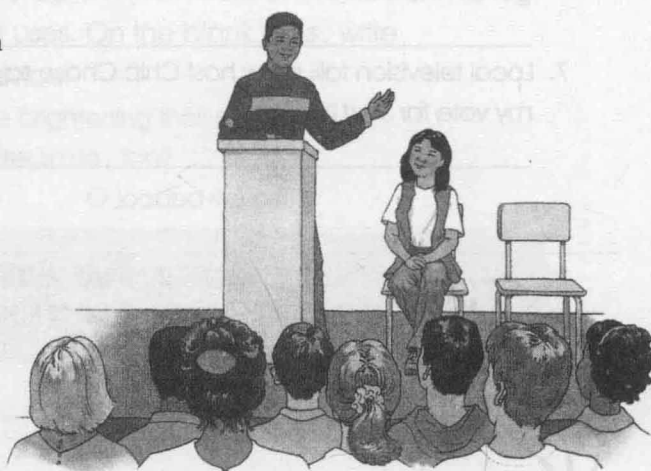
Beth is honest and energetic. She's helped the chess team become city champs<sup>11</sup>. She has marched in parades with the school band. She has helped younger students as a peer tutor. She's the best president you could have! With Beth as student president, our school will be a better place for everyone.

Truth and fairness are what Beth Chang stands for. She'll be open-minded and will listen to everyone's concerns. She'll try to make the school lunches more interesting and flavorful. She'll improve the recess<sup>12</sup> activities and the after-school programs. A student president has to give 100% to the job. Trust me—I've been there and I know. If you tell Beth something is important, she will work

for it!

Zack Pappas, star center of the school basketball team, says Beth has spirit! Mr. Brodsky, our music teacher, says Beth is a marvelous<sup>13</sup> leader. Fellow student Jodi Katz says, "Beth is the most loyal friend I've ever had!" You have their words for it as well as mine—Beth is the one for the job!

On election day, join me and Beth's many supporters in casting ballots for Chang. Remember her motto: "Just add an e to *Chang*, and you get *CHANGE!*" *Change* means a better school for us all! Thank you very much.



## Checking Comprehension 阅读理解

8. Why do you think Joseph wants Beth to be elected?

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9. If you were in the crowd listening to the speech, would you be tempted to vote for Beth Chang? Why or why not?

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### [Notes]

9. set out to 打算做, 试图做 10. popularity /ˌpɒpjʊˈlærəti/ n. 声望 11. champ /tʃæmp/ n. 冠军 12. recess /rɪˈses/ n. 课间休息  
13. marvelous /ˈmɑːvələs/ adj. 非凡的, 了不起的





## Practicing Comprehension Skills 技能实践

Reread "Vote for Chang!" Look for examples of *bandwagon*, *testimonial*, and *loaded words*. Write one example of each in the chart below.

PERSUASIVE DEVICE	EXAMPLE
10. bandwagon	<hr/> <hr/>
11. testimonial	<hr/> <hr/> <hr/>
12. loaded words	<hr/> <hr/>

Read the following "Beth Chang for President" poster. Look for persuasive devices as you study it.

### BETH CHANG FOR STUDENT PRESIDENT

*Chang + e = Change!*

*Change = delicious, more nutritious lunches*

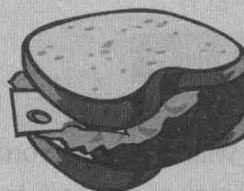
*Change = a longer recess with more exciting, fun-filled activities*

*Change = more computers in an updated, modern computer lab*

*Join students who know what's best for the school.*

*Vote for Chang!*

*Beth Chang is backed by student president Joseph Wall  
and student athlete Zack Pappas.*



13. What persuasive device is mainly used in this part of the poster?  
*Change = delicious, more nutritious lunches*  
*Change = a longer recess with more exciting, fun-filled activities*  
*Change = more computers in an updated, modern computer lab*

14. What persuasive device does this sentence use?  
*Join students who know what's best for the school.*

15. What persuasive device is used in the last sentence of the ad?

Give your own examples of statements that a speaker could make to support Beth Chang's campaign. Use the following persuasive devices.

16. Bandwagon: \_\_\_\_\_  
 17. Testimonial: \_\_\_\_\_  
 18. Loaded words: \_\_\_\_\_

### Practicing Vocabulary 词汇巩固

Fill in the circle next to the word or phrase that means about the same as the underlined word.

19. This new ice cream is very flavorful.  
☐ colorful      ☐ delicious    ☐ boring      ☐ cold
20. The judge showed fairness by listening to all sides.  
☐ honesty      ☐ humility    ☐ greed      ☐ intelligence
21. The candidate was elected after a successful campaign.  
☐ losing      ☐ boring      ☐ winning    ☐ unfair
22. Because he was a peer, students listened to their president's advice.  
☐ onlooker    ☐ equal      ☐ enemy      ☐ athlete
23. We chose Anna to be our representative on the student council.  
☐ chosen speaker    ☐ junior      ☐ trainer      ☐ good friend
24. Some games enjoy popularity among both children and adults.  
☐ wide acceptance    ☐ loudness    ☐ density      ☐ great concentration
25. She was an energetic helper, never seeming tired or bored.  
☐ terrible      ☐ lively      ☐ tired      ☐ convincing

energetic  
 fairness  
 flavorful  
 peer  
 popularity  
 representative  
 successful

### Extension 拓展训练

Fill in each blank with a proper word. The first letter is given.

Joseph Wall is making a speech to persuade the students to vote for Beth Chang.

He thinks Beth is the best c\_\_\_\_\_ 26 \_\_\_\_\_ for student council president. One r\_\_\_\_\_ 27 \_\_\_\_\_ is that Beth is a real go-getter. In last winter's food drive, she did more than her s\_\_\_\_\_ 28 \_\_\_\_\_ of

work. Another reason is that Beth is honest and e 29 . She's helped the chess team become city champs. She has marched in p 30 with the school band. She has helped younger students a 31 a peer tutor. Besides, Beth s 32 for truth and fairness. She is open-minded and will listen to everyone's c 33 . In Joseph's opinion, with Beth as student council president, the school will be a better place for everyone.

## Making the Reading and Writing Connection 任务型写作

### Making a Poster

Imagine that a friend of yours is running for an office. On another sheet of paper, make a campaign poster for your friend that uses the bandwagon, testimonial, and loaded words devices.