

● 大学英语拓展课程系列

拓展课程



# A Humanistic View: College English Reading 人文英语阅读教程

学生用书（下册）

主编 邓 红



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**A Humanistic View:  
College English Reading**  
**人文英语阅读教程**

学生用书（下册）

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**A Humanistic View:**

*College English Reading*

Student's Book

**人文英语阅读教程**

学生用书(下册)

# 前言

在这个经济全球化、科学技术一体化的时代，英语作为当今国际上使用最为广泛的信息载体和交流工具，发挥着越来越重要的作用。同时，随着中国对外交流的日益频繁，国家和社会对大学英语教学提出了更高的要求。顺应时代的需求，上海外语教育出版社修订出版了《人文英语阅读教程》（*A Humanistic View: College English Reading*）。它是根据《大学英语课程教学要求》，“大学英语不仅是一门语言基础课程，也是拓宽知识面、了解世界文化的素质教育课程，兼有工具性和人文性”，从一个全新的角度编写而成。该教程题材广泛、选文新颖，内容丰富、结构合理，形式独特、启发性强。该教程的宗旨是：寓人文素质教育于大学英语教学之中，充分发掘英语教学中的人文素质教育资源，在培养学生语言技能和学习能力的同时，拓宽他们的知识面，提升其精神品位，丰富其心灵世界，塑造他们的和谐人格，使他们学到的不仅仅是一些语言知识，而是一种更为重要的人文思想，并使其学有所思，思有所得，得有所用。

哈佛大学荣誉校长尼尔·陆登庭（Neil Rudenstine）指出：“地球上最稀缺的资源是经过人文教育和创新性培训的智力资源。”因此，培养和造就大批掌握高新科技与现代科学管理知识、具有良好人文素质的复合型人才是21世纪中国高等教育的根本任务。然而，市场经济大潮对身处大学校园的莘莘学子产生了很大冲击。一些学生重实用、轻精神；重眼前、轻长远。他们认为人文素质远不如分数、奖学金和证书有用。另外由于历史的原因，理工科高校普遍存在人文氛围较弱，学生人文科学知识匮乏的现象，这种现状不仅有碍英语教学改革深化，也不符合我国高等教育的目标。

正是在这种形势下,本教程编者通过对全国部分高校学生人文素质的深入调研,结合实际,精心设计,认真编写了《人文英语阅读教程》。作为完善大学英语系列课程的一股新生力量,本教程的主要特色如下:

## 一、题材广泛 选文新颖

题材广泛,涉及人文素质教育的诸多方面。人文素质教育主要是指人文精神和人文知识的教育。人文精神包括正确的人生观、价值观、审美观、社会责任感、爱国奉献精神、独立的人格意识等;人文知识的主要表现形式是经典文学作品、名言警句、文化艺术作品等。从广义上讲,一切能传承人文精神的载体都属于它的范畴。因此,《人文英语阅读教程》所选题材跨越古今、纵横中外:从古希腊古罗马神话到圣经故事,从名句名篇到人物传记,从人文地理到传统习俗,从历史事件到社会热点,集广泛性、典型性、趣味性和时代性于一体。该教程能扩大学生的知识面,增强学生的英语语感,激发学生的阅读兴趣,使学生在哲学、历史、文化、语言、文学素养、思想意识等方面都得到提高。

## 二、内容丰富 结构合理

《人文英语阅读教程》分为上、下两册,适用于普通高等院校理工科本科学生。每册包含8个Units,分属8个不同话题。每个Unit包括Section A、Section B、Section C和Section D四个部分。每个Section由Preface、Text、Exercises、Knowledge Extension和Great Quote五个环节组成。

Preface部分为200字左右的中文导读,言简意赅地引出文章的主题。

Text部分每篇文章长度在1 000个单词左右。课文词汇以《大学英语课程教学要求》的词汇表为参照标准,文中少量生词加以夹注。所有选文本着文字规范、语言鲜活、时代感强、知识性与趣味性相结合的原则,题材广泛深入,揭示了人文精神和人文知识的内涵与实质。

Exercises部分首先循序渐进地介绍各种阅读技能,接着通过阅读理解培养学生把握文章中心和掌握相关细节的能力,再通过新颖、独特的词汇记忆方法扩大学生的词汇量,达到分类建构词库的目的,最后通过开放式的Open Questions启发学生思考。

Knowledge Extension部分围绕课文主题,提供更广泛的人文背景知识,进一步激发学生兴趣,扩大学生知识面,帮助学生开阔视野,加深对世界文化的了解,借鉴并吸收外国文化精粹,从而进入较高层次的人文智慧和精神境界。

Great Quote部分精选与课文主题密切相关的名人名言、格言警句,语言简洁、文字隽永,进一步升华了文章主题,突出了人文素质教育的主旋律。



每册书最后附有总词汇表,供学生查找和记忆。

### 三、形式独特 启发性强

国内现有的阅读教程多以应试型为主,其结构不外乎阅读文章后设置多项选择题。这种形式在某种程度上有利于检测学生的语言技能和理解能力,但未能深入地挖掘文章的人文内涵和精神实质。

《人文英语阅读教程》在形式上不同于普通阅读教程,它具有较强的启迪性和趣味性,不仅让学生学到语言知识,同时,又能引导学生积极主动地思考,将技能学习与知识面拓宽、思维能力的培养有机结合起来。以练习的设计为例,它以“问题驱动”和“输出驱动”为导向,以Unit为单位,从一个全新的角度进行整体设计。在每个Unit中,设置了Reading Skills、Reading Comprehension、Vocabulary Building、Open Questions四大类练习,包含20个小项。其优点在于既能从不同角度对学生进行阅读技能、阅读理解、语篇分析和词库建构等诸方面的训练,又避免了同一个Unit中四个Sections练习模式的雷同。另外,Open Questions除了让学生学到语言知识,还能启发学生进行独立思考,培养其自主学习的能力。通过广泛探讨的形式,鼓励学生发表个人观点,将知识的输入和输出相结合。学生在掌握语言规律,了解不同文化的同时,能够潜移默化地受到情感的熏陶、品格的培养,从而提升人文素质,淡化目前英语教育浓厚的功利性,使其不再是单纯的应付考试、出国、求职、晋升职称的应急工具,而是回归其人文学科的本质。

《人文英语阅读教程》(第二版)主编为武汉理工大学邓红教授,参与编写的教授和骨干教师有:何谨然、傅竹珩、王爱军、吴非、周宏、周静、贺小聃。全国著名英语教育专家董亚芬教授审阅全书,并给予了许多的关心和指导,国家级精品课程主持人许之所教授在编写过程中提出许多具体的改进意见,外籍专家Kai Evenson和Mellet Clare审定了本书的英文部分。在此,对他们的无私奉献和辛勤付出表示最崇高的敬意和衷心的感谢。

深化教育领域综合改革必须坚持立德树人的基本导向。《人文英语阅读教程》自2007年8月第一版问世以来,深受当代大学生的欢迎,现已被上海外语教育出版社纳入“大学英语拓展课程系列”的EAP英语技能提高类系列教材。

《人文英语阅读教程》的设计、编写与制作过程是一个不断探索的过程,其中定然有一些不足之处,敬请读者指正。

编者

2014年4月

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# Unit 1

## Myths & Tales

### Section A

*Noah's Ark*

### Section B

*Pandora's Box*

### Section C

*The Animals of Aesop*

### Section D

*The Fisherman and the Jinni*

## Section A

### Preface

大洪水的神话并不新鲜, 亚洲和南北美洲很多地方都有, 甚至中国也不例外。诺亚方舟(Noah's ark)的故事出自《圣经·旧约》。上帝对人类所犯下的罪孽非常忧伤, 决定用洪水消灭人类。诺亚是个正直的人, 上帝吩咐他造船避灾。经过40个昼夜的洪水, 除诺亚一家和部分动物外, 其他生物都被洪水吞没。诺亚方舟后被用来比喻灾难中的避难所或救星。

## **TEXT**

### **Noah's Ark**

- 1\_ Gradually the children and the grandchildren of Adam and Eve began to populate the earth. They went east and they went west and they went northwards into the mountains and they lost themselves amidst the sandy wastes of the southern desert.
- 2\_ But the crime of Cain (该隐) had set its mark upon the early race. Forever the hand of man was lifted against his neighbour. People murdered each other and they stole each other's sheep. It was not safe for a girl to leave her home, lest she be kidnapped by the boys of the neighbouring village.
- 3\_ The world was in a sad state. A false start had been made. It was necessary to begin all over again. Perhaps a new generation would prove to be more obedient to the will of God.
- 4\_ In those days there lived a man called Noah. He was the grandson of Methuselah (who lived to be so terribly old) and he was a descendant of Serh, a younger brother of Cain and Abel, who was born after the family tragedy had taken place.
- 5\_ Noah was a good man who tried to be at peace with his conscience and with his fellow men. If the human race had to begin once more, Noah would make a very good ancestor.
- 6\_ God therefore decided to kill all other people, but to spare Noah. He came to Noah and told him to build a ship. The vessel was to be four hundred and fifty feet long and seventy-five feet wide and it was to have a depth of forty-three feet.
- 7\_ Noah and his faithful workmen cut down the mighty cypress (柏) trees and laid the keel (龙骨) and built the sides and covered them with pitch, that the hold might be dry. When the third deck had been finished, a roof was built. It was made of heavy timber, to withstand the violence of the rain that was to pour down upon this wicked earth.
- 8\_ Then Noah and his household, his three sons and their wives, made ready for the voyage. They went into the fields and into the mountains

- and gathered all the animals they could find that they might have beasts for food and for sacrifices when they should return to dry land.
- 9\_ A whole week they hunted. And then the Ark (for so the ship was called) was full of the noise of strange creatures who did not like their cramped (狭窄的) quarters and who bit at the bars of their cages.
- 10\_ On the evening of the seventh day, Noah and his family went on board.
- 11\_ Late that night, it began to rain. It rained for forty nights and for forty days. At the end of this time, the whole earth was covered with water, and Noah and his fellow travelers in the Ark were the only living ones to survive this terrible *deluge*.
- 12\_ Then, however, God had mercy. A violent wind swept the clouds away. Once more the rays of the sun rested upon the *turbulent* waves as they had done when the world was first created.
- 13\_ Carefully Noah opened a window and peered out. But his ship floated peacefully in the midst of an endless ocean and no land was in sight.
- 14\_ Noah sent out a raven (乌鸦), but the bird came back. Next he sent out a pigeon. Pigeons can fly longer than almost any other bird, but the poor thing could not find a single branch upon which to rest its feet, and it came back to the Ark and Noah took it and put it back into its cage.
- 15\_ He waited a week, and once more he set the pigeon free. It was gone all day, but in the evening it returned with a freshly plucked olive leaf in its *beak*. Apparently, the waters were receding.
- 16\_ Another week went by before Noah released the pigeon for the third time. It did not return, and this was a good sign. Soon afterwards the Ark landed on top of Mount Ararat, in the country which is now called Armenia.
- 17\_ The next day Noah went ashore. At once he took some stones and built an altar and killed a number of his animals and made a sacrifice. And *behold*, the sky was bright with the colours of a mighty rainbow. It was a sign of God to his faithful servant. It was a promise of future happiness.
- 18\_ Then Noah and his sons, Shem, Ham and Japheth, and their wives, went forth and once more they became farmers and shepherds and lived

peacefully among their children and their flocks.

19\_\_ But it is very doubtful whether the danger through which they had just passed had taught them a lesson. For it happened that Noah, who possessed a vineyard, had made himself a very pleasant wine, and when he had partaken ( 分享 ) thereof, more than wise, he became drunken, and behaved after the fashion of such people.

20\_\_ Two of his sons felt sorry for their old father, and were quite decent about it. But the third one, called Ham, laughed loudly.

21\_\_ When Noah awoke from his sleep, he was exceedingly angry and he drove Ham away from his house, and the Jew believed that he went to Africa and became the first ancestor of the Negro race, for which they felt a great and most unjust contempt.

22\_\_ Thereafter, we don't hear much about Noah. One of his descendants, called Nimrod, achieved fame as a hunter, but the Bible does not tell what became of Shem and Japheth.

## **Exercises**

### **Reading Skills**

#### **Identifying Word Meaning from Context**

To guess the meaning of an important but unfamiliar word in a passage, try the following strategy: First, think about how the new word is related to the topic of the reading. Second, notice the word's part of speech. Third, look at the words around the new word for synonyms, antonyms, a definition of the word or word-formation clues.

**Read the following sentences and try to figure out the meanings of the underlined words, using context clues.**

**1. *At the end of this time, the whole earth was covered with water, and Noah and his fellow travelers in the Ark were the only living ones to survive this terrible deluge.***

A. flood

B. ruin

C. storm

D. earthquake

2. *Once more the rays of the sun rested upon the turbulent waves as they had done when the world was first created.*  
 A. long                      B. violent                      C. quiet                      D. continuous
3. *It was gone all day, but in the evening it returned with a freshly plucked olive leaf in its beak.*  
 A. mouth                      B. wing                      C. claw                      D. neck
4. *And behold, the sky was bright with the colours of a mighty rainbow.*  
 A. hold up                      B. hold about                      C. look                      D. watch out

## Reading Comprehension

### What Do You Remember?

Decide if the following statements about the text are true (T) or false (F).

	T	F
1. It was necessary to begin a new generation more obedient to God, because people lost themselves in the desert.	<input type="checkbox"/>	<input type="checkbox"/>
2. Having decided to kill all other people, God came to Noah and told him to build a ship.	<input type="checkbox"/>	<input type="checkbox"/>
3. After seven days, Noah and his family went out of the Ark.	<input type="checkbox"/>	<input type="checkbox"/>
4. Noah sent out some birds, but they came back with no message.	<input type="checkbox"/>	<input type="checkbox"/>
5. Noah was drunken one day, so he drove his son Ham away.	<input type="checkbox"/>	<input type="checkbox"/>
6. Black people are regarded unfairly because of Ham's unwise laughter at his father according to the Bible.	<input type="checkbox"/>	<input type="checkbox"/>

## Vocabulary Building

### Idioms Using Earth

An idiom, or expression, is a fixed group of words that has a special meaning. There are many idioms that are formed using the word "earth". Sometimes it's possible to know the idiom's meaning by looking at the individual words, but not always. Learning some of the most common types of idioms can help you increase your vocabulary.

**A. The following are some common idioms that use the word *earth*.**

**Match each idiom with its definition.**

- |                       |       |  |
|-----------------------|-------|--|
| 1. come back to earth | _____ | a. really, exactly                         |
| 2. down to earth      | _____ | b. in the world                            |
| 3. on earth           | _____ | c. live in the world                       |
| 4. tread this earth   | _____ | d. stop imagining and come back to reality |
| 5. on God's earth     | _____ | e. practical                               |

**B. Complete the following sentences with one of the idioms from**

**Exercise A. Be sure to use the correct form of the verb in each idiom.**

1. Do not think about the impossibilities. We need an estimate \_\_\_\_\_.
2. When she discovered he was married, she \_\_\_\_\_.
3. It is said that the king ruled all the people \_\_\_\_\_.
4. \_\_\_\_\_, he found it hard to look for a good heart.
5. No force \_\_\_\_\_ can hold back the progress of society.

## Open Questions

1. Do you think that God seems to feel sorry for his punishment on man?  
Why or why not?
2. Why was Noah spared? And how?
3. Compare the flood story from the Bible with those in other cultures.
4. List some English idioms originating from the Bible and tell the meanings of them.

---

## Knowledge Extension

1. 该隐(Cain)是亚当夏娃之子, 亚伯(Abel)之兄。一天, 该隐和亚伯带了自己的收获祭献上帝, 上帝更喜欢亚伯和他的供奉。该隐又气恼又妒忌, 便杀死了亚伯。为惩罚该隐, 上帝让他永世漂泊, 无家可归。
2. 诺亚为了探测洪水是否已经退却, 放出了一只乌鸦, 但乌鸦却没有带来消息, 于是就又放出了一只鸽子, 鸽子很快就飞回来报信。七天后再放出鸽子, 飞回来的鸽子嘴里竟衔着一段新折下来的橄榄绿枝。诺亚由此断定洪水已退, 这才从方舟里走了出来。后来, 人们在写文章时就把橄榄枝(olive branch)与鸽子当成了和平的象征, 并把鸽子称为



“和平鸽”。

3. 彩虹(rainbow)是上帝和人类及所有生灵立约的标志,上帝许诺将永远不再发动洪水毁灭地上的生灵。

## **Great Quote**

**Prosperity is the blessing of the Old Testament; adversity is the  
Blessing of the New.**

— *Francis Bacon*

## Section B

### Preface

潘多拉之魔盒(Pandora's Box), 来自希腊神话。普罗米修斯(Prometheus)盗天火给人间, 宙斯恼怒, 想用新的灾害来毁灭人类。他命令火神创造了一个美丽的少女潘多拉, 她被奥林匹斯诸神送到人间, 赠与普罗米修斯之弟埃庇米修斯(Epimetheus)。埃庇米修斯不听普罗米修斯的劝告, 与潘多拉结婚, 并接受她带来的一个宝盒礼物。当她打开宝盒后, 一切不幸和痛苦统统跑了出来, 布满人间。

### TEXT

#### Pandora's Box

- 1\_\_ A very long time ago, in the Golden Age, everyone was good and happy. It was always spring; the earth was covered with flowers, and only gentle winds blew to set the flowers dancing. People lived on mountain strawberries, wild grapes and sweet acorns (橡树上的橡果), which grew plentifully in the oak forests. River flowed with milk and nectar (甘甜的饮品). Even the bees did not need to lay up honey, for it fell in tiny drops from the trees. There was abundance everywhere.
- 2\_\_ In all the whole world, there was not a sword, nor any weapon by means of which men might fight with one another. No one had ever heard of any such thing. All the iron and the gold were buried deep underground.
- 3\_\_ Besides, people were never ill; they had no troubles of any kind; and never grew old.
- 4\_\_ The two brothers, Prometheus and Epimetheus, lived in those wonderful days. After stealing the fire for man, Prometheus, knowing that Zeus would be angry, decided to go away for a time on a distant journey; but before he went, he warned Epimetheus not to receive any gifts from the gods.
- 5\_\_ One day, after Prometheus had been gone for some time, Hermes came to the cottage of Epimetheus, leading by the hand a beautiful young