



普通高等教育“十五”国家级规划教材

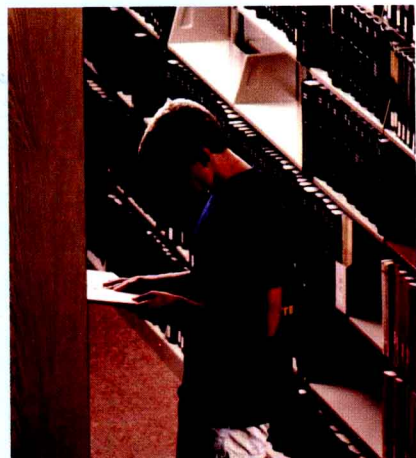
新世纪中国语言文学专业本科生系列教材（修订版）

总主编 戴炜栋

# 阅读教程 4

*Reading to Develop Your Ideas*

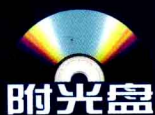
主编 蒋静仪



**学生用书**  
Student's Book

**第2版**

Second Edition



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新世纪高等院校英语专业本科生系列教材（修订版）

总主编 戴炜栋

# 阅读教程 4

*Reading to Develop Your Ideas*

主 编 蒋静仪  
副主编 杨 瑛 Ann Hendricks  
          巫喜丽  
编 写 缪 梅 Gan-Lim Meng Choo  
          黄淑英

第2版

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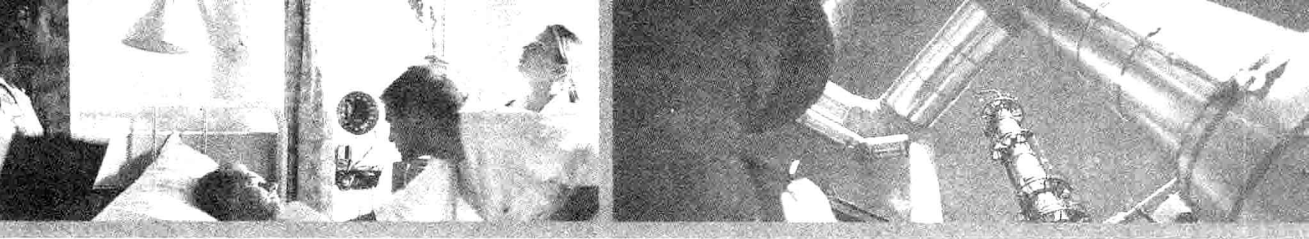
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# 总序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这 30 多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才”。为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国 30 余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。



作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校 40 余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业四大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾 200 种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

**戴炜栋**

教育部高校外语专业教学指导委员会主任委员  
国务院学位委员会外语学科评议组组长



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## 第二版前言

《阅读教程》这套教材是在“主题为基础”、“协作性学习”的原则下编写的,我们希望学习者通过学习同一主题下各种题材的文章从不同角度来加深对每一个主题的理解,通过参与协作性学习学会合作与分享,从而达到提高理解问题和解决问题的能力,同时提高语言习得水平。

本套教材自2005年出版投入使用至今已四年有余,在此期间我们与使用该套教材的老师 and 同学们进行了多种方式的沟通,认真听取了大家对这套教材的意见和建议,很高兴教材得到众多的认可。出于多方面考虑,我们在第一版的基础上对教材进行了修订。第二版坚持第一版的编写理念和原则,保留了第一版的主要内容,作了以下几点修改和补充:

1. 替换了一些阅读文章,力求各个主题下的文章连贯性更好,文体类型更多样,时效性更强。这次替换的文章在语言和内容层面都要胜过原来的文章。

2. 增加了短语词汇的解释和练习。希望通过增加这一部分以增强学习者对语块的意识,从而有助于词汇的习得。

3. 每单元添加了一幅与主题相关的插图,图文并茂,希望可以起到吸引学习者注意力的辅助作用,增加学习者的学习兴趣。

4. 制作了配套的学习光盘。光盘在纸质教材的基础上,增加了补充阅读(每单元保证四篇以上),各种词汇的知识介绍和练习(词缀、语义网)和测试题(每两单元一个测试题)等等。制作的光盘获得广东省多媒体课件一等奖、全国多媒体课件优秀奖。希望通过光盘的辅助可以培养学习者的自主学习能力,同时弥补课堂教学时间的不足。

希望通过这次修订,《阅读教程》(第二版)可以更好地帮助学习者提高阅读理解和分析能力,在学习的过程中学会学习(Learn how to learn),并最终成为一个真正自主、自动的学习者。



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# 前 言

这是一套为全国英语专业本科一、二年级学生编写的英语泛读教材。全套共分为四册,供第一、第二学年计四个学期使用。

什么是泛读?应用语言学家的定义是:泛读就是大量地阅读,阅读者对所读的材料不必面面俱到。泛读旨在培养学习者良好的阅读习惯,学习者通过阅读不断积累词汇和语言结构知识,提高对阅读的兴趣(Richards et al, 1985)。

诚然,泛读的基本意义就是多读,以增加对目的语的语感,这一点对初级语言水平的学习者十分重要。而对中、高级语言水平的学习者而言,通过阅读来积累目的语的语言知识依然十分重要,但是他们要学会在一个更高的层次上来习得目的语,要学会总结、归纳文章作者的观点和思想并与自己的思想和观点融合在一起,也就是说要学会通过阅读来总结和发展自己的观点,只有这样学习者才能更好、更有效地习得目的语。

本套教材本着这一编写宗旨,结合英语专业本科学生较高的目的语水平,在常规的阅读理解、词汇等练习外,还设计了各种形式与主题相关的讨论题让学习者围绕文章拓展讨论,让他们将所阅读的文章与自己的观点融合在一起,从而更好地掌握所学内容,帮助习得目的语。

本套教材是在“主题为基础”、“协作性学习”的原则下编写的。每个阅读单元的主题就像一根绳索,将所有阅读文章有机地串联在一起。学习者通过阅读同一主题下各种体裁的文章,可从不同角度深化自己对每个相关主题的理解。“协作性学习”将学习者从传统的学习模式中解放出来,变被动为主动,提高学习兴趣。学习者通过协作性学习,达成知识共享,学会从多角度看待和理解问题,这样提出问题和解决问题的能力也得到加强。

为体现本套教材编写的宗旨和原则,使用本教材时可遵循如下步骤:

1. “课前阅读”(Pre-reading):

“课前阅读”是每一单元的引子,从诠释名人名言切入,过渡到



教材中设计的与本单元主题相关的问题,激活学习者的思维,为课中阅读作一个铺垫。

## 2. “课中阅读”(In-reading):

“课中阅读”每一主题下的四篇文章以不同的形式、从不同的角度描述或论证与主题相关的各种思想观点。为培养学习者的自主学习能力,学习者应在课堂讲解、讨论之前独立完成所有的阅读文章(快速阅读文章除外)。课堂教学以学习者为主,以教师指导、小组讨论、课堂辩论等为辅;教师对学习者的阅读中难以解决的问题提供支持,不必也不需要逐句逐句的解释。要大力鼓励学习者参加协作性的小组和班级讨论,运用文章中的内容和语言知识表达自己的观点。

## 3. “课后阅读”(Post-reading):

“课后阅读”是本套教材的重要部分,也就是教材所要强调的:通过阅读来发展自己的观点。教材中设计的各种练习是为了促进学习者与文章、文章作者以及其他学习者之间的互动。所以学习者应逐一去完成这一部分设计的活动和任务,并要充分利用信息时代所提供的大量资源去进行更多的真实阅读,然后去总结、归纳所作的大量阅读,最终形成自己的观点,与同学共享。

课堂教学时间非常有限,对泛读教学来讲更是如此。要让学生多读书、读好书,教师一定要从传统的教学模式中脱离出来,在课堂上要避免不停地讲解,利用有限的时间来启发、指导学生,增加有限课堂教学时间内教师与学生、学生与学生的互动。教师退出主导地位而以学习者为中心的教学模式在国外的第二语言教学中已得到充分认可,相信中国的学习者经过一定的训练后也会成为这种学习模式的受益者。

本套教材希望以一种较新颖的形式,将学习者置于整个学习过程的中心,通过教师提供必要的支持,使其更快、更好地习得目的语。

最后,本套教材的编写者要借此机会向秦秀白教授表示衷心的感谢。可以这样讲,没有秦秀白教授的鼓励、支持和指导,就没有这套教材。

由于时间仓促,加之编写者水平有限,书中错漏之处在所难免,还请各位专家及本书的使用者批评指正。

编者  
2005年3月



Reading to Develop  
Your Ideas

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Unit

# 1

## *Animals and Their Rights*



There would be nothing left of human society if we treated animals not as property but as independent holders of rights ... (W)ould bacteria have rights?

— *Richard Epstein*

There is simply no “defect” that humans and animals don’t share, in contrast to human infants and the mentally retarded, who have very limited intelligence. Since the retarded have the same rights as people who aren’t retarded, it is nothing but “speciesism” to deny animals their rights.

— *Gary Francione*

The animal liberation movement is not saying that all lives are of equal worth or that all interests of humans and other animals are to be given equal weight, no matter what those interests might be. It is saying that where animals and humans have similar interests [avoiding pain and enjoying pleasure]... those interests are to be counted equally, with no automatic discount just because one of the beings is not human.



## **Section One Pre-reading**

Fairy tales we read in our childhood often have animals as heroes. When very young, we learned that monkeys are smart, rabbits clever, mice busy carrying food into their holes, and Mother Bear and Daddy Bear work hard to raise their children as humans do. However, we grow up by eating animal flesh; we grow up to see little animals being experimented on in laboratories. Medical advances in treating diseases of human beings, it is claimed, are made through such experiments on animals. Don't you think our childhood education about animals seems to be paradoxical to what we have to face later in life? Are we justified to test on and kill animals to appease human suffering? Please think about the following questions before reading the texts.

1. Reflect on your childhood experience. Did you keep pets? How would you feel if your pet was killed for meat?
2. Some people say that those who eat meat are always more energetic. Do you agree? Do you think eating meat is a necessary means for keeping healthy?
3. Do you know that rabbits and mice are animals constantly experimented on in laboratories? Do you feel bad about this? Explain.
4. In some countries in the world, there are organizations specially set up for the protection of animals. What do you think their major responsibilities are? What do you personally think of their work?
5. People claim that animals are tested on so that medical science can improve. Diseases in human beings can be better treated based on our discoveries through animal testing. How do you personally feel about such a claim?
6. Do you think tests on animals can be substituted so that medical experiments can still be done without hurting or killing animals? Give examples.



## Section Two In-reading



### READING ONE

Most of our childhood readings contain stories about lovable animals. We are, on the other hand, persuaded by our parents to eat animal meat, as it is believed to benefit health. This seems to place us in a conflicting situation. The author of “Animal Liberation” presents to us this paradox in our childhood education.

### *Animal Liberation*

1 Our attitudes to animals begin to form when we are very young, and they are dominated by the fact that we begin to eat meat at an early age. Interestingly enough, many children at first refuse to eat animal flesh, and only become accustomed to it after strenuous efforts by their parents, who mistakenly believe that it is necessary for good health. Whatever the child’s initial reaction, though, the point to notice is that we eat animal flesh long before we are capable of understanding what we eat is the dead body of an animal. Thus we never make a conscious, informed decision, **free from** the **bias** that accompanies any long-established habit, reinforced by all the pressures of social conformity, to eat animal flesh. At the same time children have a natural love of animals, and our society encourages them to be affectionate towards pets and **cuddly**, stuffed toy animals. From these facts stems the most distinctive characteristic of the attitude of children in our society to animals — namely, that there is not one unified attitude to animals, but two conflicting attitudes that coexist in one individual, carefully **segregated** so that the inherent contradiction between them rarely causes trouble.

2 Not so long ago children were brought up on fairy tales in which animals, especially wolves, were pictured as cunning enemies of man. A characteristic happy ending would leave the wolf drowning in a pond, weighed down by stones which the **ingenious** hero had sewn in its belly

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**free from** If someone or something is free from/of an unpleasant or unwanted thing, they do not have it or they are not affected by it.

**bias** *n.* Bias is a tendency to prefer one person or thing to another, and to favour that person or thing.

**cuddly** *adj.* A cuddly person or animal makes you want to put your arms round them and hold them

close to show your affection.

**segregated** *adj.* A segregated group of people is kept apart from other people belonging to a different sex, race, or religious group.

**ingenious** *adj.* Something that is ingenious is very clever and involves new ideas, methods, or equipment.

while it was asleep. And in case children missed the implications of these stories, they could all join hands and sing a nursery rhyme like:

“Three blind mice, see how they run!  
They all ran after the farmer’s wife  
Who cut off their tails with a carving knife.  
Did you ever see such a thing in your life  
As three blind mice?”

3 For children brought up on these stories and rhymes there was no inconsistency between what they were taught and what they are. Today, however, such stories have gone **out of fashion**, and on the surface all is sweetness and light, so far as children’s attitudes to animals are concerned. Thereby a problem has arisen: what about the animals we eat?

4 One response to this problem is simple evasion. The child’s affection for animals is directed towards animals that are not eaten: dogs, cats and other pets. These are the animals that an urban or suburban child is most likely to see. Cuddly, stuffed toy animals are more likely to be bears or lions than pigs or cows. When farm animals are mentioned in picture books and stories, however, evasion may become a deliberate attempt to mislead the child about the nature of modern farms, and so screen him from reality. An example of this is the popular Hallmark book *Farm Animals* which presents the child with pictures of hens, turkeys, cows and pigs, all surrounded by their young, with not a cage, shed or **stall** in sight. The text tells us that pigs “enjoy a good meal, then roll in the mud and **let out a squeal!**” while cows “don’t have a thing to do, but switch their tails, eat grass and moo.” British books, like *The Farm* in the best selling Ladybird series, convey the same impression of rural simplicity, showing the hen running freely in an orchard with her chicks, and all the other animals living with their offspring in spacious quarters. With this kind of early reading it is not surprising that children grow up believing that even if animals “must” die to provide human beings with food, they live happily until that time comes.

5 Recognizing the importance of the attitudes we form when young, the Women’s Liberation movement has suggested changes in the stories we read to our children. They want brave princesses to rescue helpless princes occasionally. To alter the stories about animals that we read to our children will not be easy, since cruelty is not an ideal subject for children’s stories. Yet it should be possible to avoid the more **gruesome** details, and still give

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out of fashion If something is out of fashion, it is no longer popular or approved of.

stall *n.* A stall is a small area of a shed where one cow or horse is kept. There are usually several stalls in a shed, separated from each other by a wall or a fence.

let out If you let out a particular sound, you make that

sound.

squeal *n.* A squeal is the long, high-pitched sound people or things can make.

gruesome *adj.* Something that is gruesome involves death or injury and is very unpleasant and shocking.



children picture books and stories that encourage respect for animals as independent beings, and not as cute little objects that exist for our amusement and tables; and as children grow older, they can be made aware that most animals live under conditions that are not very pleasant. The difficulty will be that non-vegetarian parents are going to be reluctant to let their children learn the full story, for fear that the child's affection for animals may disrupt family meals. Even now, one frequently hears that, on learning that animals are killed to provide meat, a friend's child has refused to eat meat. Unfortunately this instinctive rebellion is likely to meet strong resistance from non-vegetarian parents, and most children are unable to keep their refusal in the face of opposition from parents who provide their meals and tell them that they will not grow up big and strong without meat. One hopes, as knowledge of nutrition spreads, more parents will realize that on this issue their children may be wiser than they are. (858 words)

(From *Animals & Humans* By Peter Singer, *Reprinted 1982*)

### CHECK YOUR COMPREHENSION A

Answer each of the following questions with the information from the text.

1. What is the contradiction in animal education mentioned in the text?
2. In the text, the author quotes a nursery rhyme. What is the theme of the nursery rhyme?
3. How are the animals described in the book *Farm Animals* and *The Farm*? What kind of false impression does that kind of description leave on children who read them?
4. What is the author's attitude towards eating meat? What expressions in the text indicate his attitude?

### CHECK YOUR COMPREHENSION B

Read the following statements and then decide whether each of them is true or false, based on the information in the text. Write T for true or F for false in the space provided.

- \_\_\_\_\_ 1. Many children want to eat meat because they understand meat is good for health.
- \_\_\_\_\_ 2. When we start eating meat in our childhood, we understand that we are eating the dead body of an animal.
- \_\_\_\_\_ 3. According to the author, we eat meat because it's a habit and other people in our community are doing the same.
- \_\_\_\_\_ 4. In our childhood, the choice between eating meat and loving animals gives