

BWPC-PH 英语学习丛书

MORE REASONS FOR READING

英语阅读教程
(附中译文)

C. S. Dobbs & F. Dobbs 著

邹湊 王玲 译

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前 言

本教材的对象是把英语作为第二语言的学生。难度相当于次中级至大学前的中级水平,主要适用于课堂精读教学。每课的练习是为了帮助学生理解该篇课文,并让他们学到一些技能,有助于理解以后的阅读材料。

这个程度的学生需要扩大词汇量,因此,本书的词汇练习很广泛。词汇是通过上下文学习掌握的,而且在各篇课文中复现率很高。此外,这样的学生需要接触较为复杂的句法,所以书中设计了技能训练,以便在这方面帮助他们,使他们能区分出主题,细节和段落安排。

设计写作练习是为了鼓励学生用自己的个人经历对所读材料作出反应。

阅读材料的选择偏重于内容,包括文化人类学、人脑、非西方思想、天文学和传记五个单元。每个单元有三篇文章。这样,学生的阅读既有广度,又有深度。

我通常让学生看着书听我大声朗读课文。这样可以使学生在不停下来查词典的情况下完成第一次阅读。由于受本族语的影响,有的学生会读错某些单词,如把 light 读作 right,把 crowd 读作 cloud,把 grin 读作 green 等等。

大声朗读能帮助学生读准这些词。给学生朗读还可以让他们听到语调以及意群之间、句子之间的停顿。而且,大声朗读还可以强化单词的音、形之间的联系,对于那些听觉学习能力比视觉学习能力强的学生很有帮助。

做简略回答题和词汇练习时不应使用词典。我觉得,如果在复习这些练习后再使用词典,有些学生可以多学一些东西。我知道,这一点还有待讨论,但不同的学生有不同的学习方法。以我的经验看,在某些时候,有的学生使用词典收益很大。

现场试验说明,在很小的组里进行读前讨论最有益,收效最大。其他的练习也可以分成小组或俩人一组进行。

PREFACE

This text is designed for the low-intermediate to intermediate pre-college/university ESL student. It is designed primarily for close reading in-class work. The exercises are intended to help students comprehend the specific reading selection while learning skills that will help them comprehend future readings.

Students at this level need to expand their vocabulary, so the vocabulary exercises are quite extensive. Vocabulary is taught in context and is recycled consistently throughout the reading selections. In addition, these students need to be exposed to somewhat more complex syntax, so the skill exercises are designed to help them in this area and with recognition of topics, details, and organization.

The writing assignments are designed to encourage the students to interact with the readings or to react to them, using personal experience.

The reading selections are content oriented and include the areas of cultural anthropology, the human brain, non-Western ideas, astronomy, and biographies. There are three chapters in each unit, so that students read in depth on a wide variety of topics.

I usually read the reading selections aloud, while the students follow in their books. This helps the students complete the first reading of the selection without stopping to use their dictionaries. Reading aloud also helps the students with pronunciation of individual words that the sound systems of their own languages may cause them to misread—for example, *right* for *light*, *cloud* for *crowd*, *green* for *grin*, and so forth. Reading aloud to the students also allows them to hear intonation and juncture of parts of sentences and between sentences. In addition, reading aloud reinforces the connection between the written and spoken words, and can aid those whose learning abilities are more aural than visual.

Scanning exercises and vocabulary exercises should be completed without using dictionaries. After reviewing these exercises, I feel that some students will learn more, if they use their dictionaries. This is debatable, I realize, but different students learn differently, and it has been my experience that some students benefit from the use of dictionaries at certain times.

Field testing has indicated that the pre-reading discussions are most helpful and productive if done in small groups. There are also suggestions for other exercises which can be done in small groups or in pairs.

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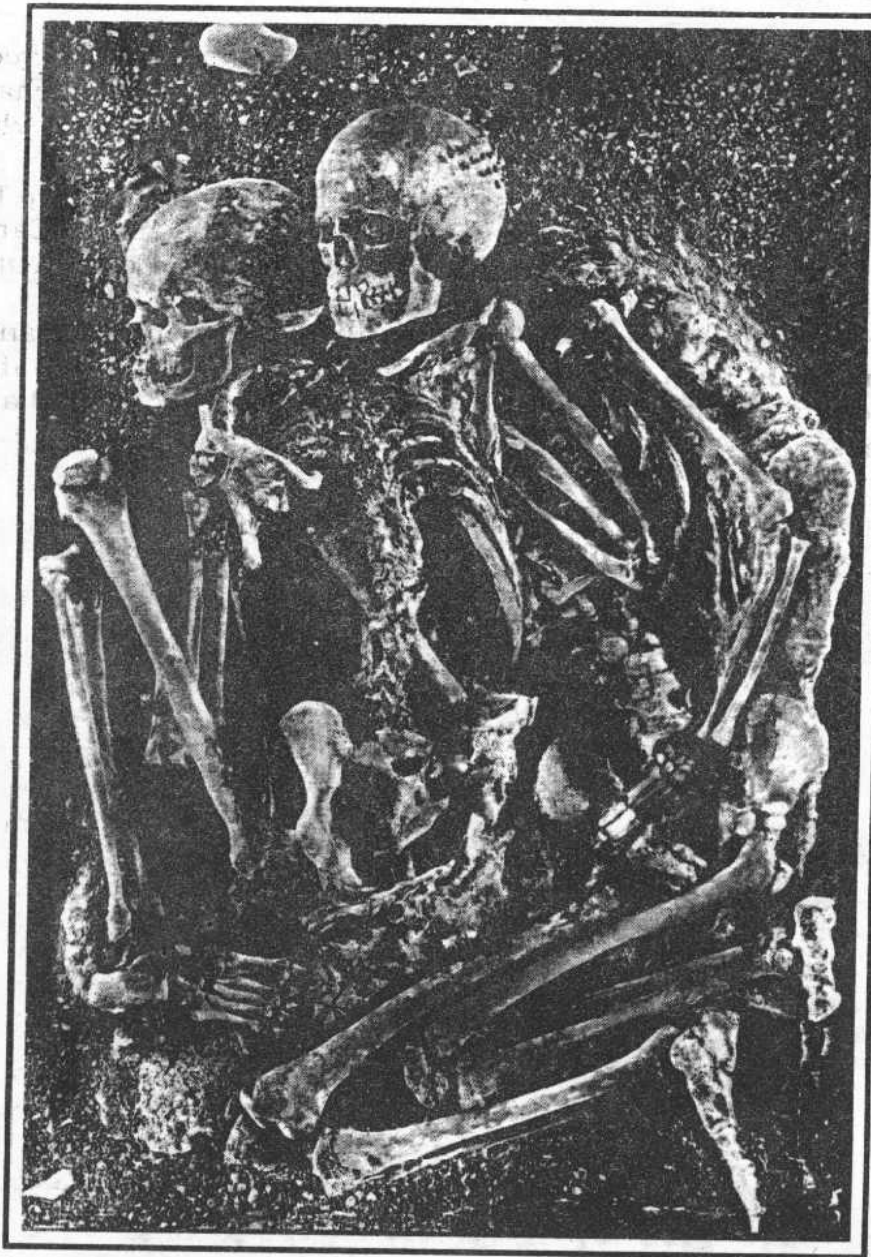
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Ancient burial sites often provide clues to cultural beliefs and practices.
Courtesy of the American Museum of Natural History.

1

What Is Culture?

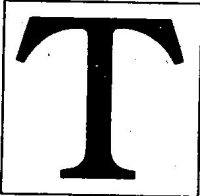
PRE-READING DISCUSSION

In small groups, discuss the following questions. When the discussions are finished, the groups can share their answers with the rest of the class.

- What does the word "culture" mean to you?
- Where do people get married in your country?
- What do you wear to get married?
- Do you have a party after you get married? What is it like?
- Are there cultures where it is legal for a man to have more than one wife?
- Is there any place where it is legal for a woman to have more than one husband?
- Do you think it would be good to have more than one wife or husband? Why? Why not?
- What are the most popular foods in your country?
- What do you like most to eat?
- What are some things that you don't like to eat?
- Do you think that red hair is beautiful? Black hair?
- Would you like someone who had green hair?
- When people die, what are the customs in your country?
- Do other people have different customs for this?
- Are other people's customs good or bad?

READING SELECTION

What Is Culture?



he word *culture* has many different meanings. For example, we sometimes say that people who know about art, music, and literature are cultured. However, the word *culture* has a different meaning for anthropologists (people who study humankind). To an anthropologist the word *culture* means all the ways in which a group of people act, dress, think, and feel. People have to learn the cultural ways of their community; they are not something that the people in the group are born with.

(2) Instinctive behavior, on the other hand, is a pattern of behavior that an animal is born with. Spiders spinning their webs are examples of instinctive behavior. The mother spider does not teach her babies how to spin webs. (In fact, she is not even there when they are born.) They know how to do it when they are born. This is what we mean by instinctive behavior. Baby birds will instinctively run away if a cardboard shape of a hawk is moved forwards over their heads. However, they do not run if the cardboard shape is moved backwards. Hawks do not fly backwards, so the baby birds' instinct does not tell them that there is any danger. Their instinct is quite specific: The shape of the hawk must be moving in the correct direction.

(3) As humans, we learn some of the ways of our culture by being taught by our teachers or parents. We learn more of the ways of our culture by growing up in it. We see how other people in our culture do things, and we do them the same way. We even learn how to think and feel in this way.

(4) All human beings have certain basic needs, such as eating, drinking, keeping warm and dry, and so on. However, the way in which they take care of these needs depends on the culture in which they grow up. All cultures have ways of eating, drinking, dressing, finding shelter, marrying, and dealing with death. The foods that we think are good to eat, the kinds of clothes we wear, and how many people we can marry at one time are all parts of our culture.

(5) Our own culture seems very natural to us. We feel in our hearts that the way that we do things is the only right way to do them. Other people's cultures often make us laugh or feel disgusted or shocked. We may laugh at clothing that seems ridiculous to us. Many people think that eating octopus or a juicy red piece of roast beef is disgusting. The idea that a

man can have more than one wife or that brothers and sisters can marry each other may shock other cultures.

(6) Ideas of what is beautiful differ from one culture to another. The Flathead Indians of North America used to bind the heads of babies between boards so they would have long sloping foreheads. In the Flathead culture, long sloping foreheads were beautiful. Other cultures might think that they are strange-looking and unattractive. A tribe of Peruvian Indians shaped their children's skulls into tall, narrow, domes. The Chinese used to bind women's feet because they regarded small feet as beautiful. (These small feet were also a sign that the husband was wealthy. Because the women could not walk very well, they could not do much housework, and so the small feet showed that the husband could afford to have many servants.) Many people cut scars into their bodies or tattoo themselves so that others in their culture will think they are beautiful. Objects are inserted in holes in the nose, lips, and ears in a number of different cultures. In many twentieth-century societies, rouge, lipstick, eye shadow, perfume, and hair spray are all used to increase attractiveness.

(7) When people die, different cultures dispose of their bodies in different ways. Sometimes bodies are burned. Sometimes bodies are buried in the ground. In many cultures in the past, people were buried with food, weapons, jewelry, and other things that might be useful in the next life. For example, the ancient Egyptians buried people with little human figures made from clay. These clay figures were supposed to work for the dead person in the other world. A religious group called the Parsees exposed their dead on platforms for birds to eat. Some people practice a second burial. After the bodies have been in the earth for several years, the bones are dug up and reburied, sometimes in a smaller container.

(8) These are just a few of the many different customs that are found in different cultures. Most of the time, the different ways that are the customs of different cultures are neither right nor wrong. It is simply that different people do the same things in different ways.

EXERCISES

Scanning Questions

Look back at the reading selection for the answers to the following questions. Each answer is part of a sentence in the reading. Do not write the whole sentence. Write only the part that is asked for.

➡ **Example**

What has many different meanings? _____

Look for the words "different meanings" in paragraph 1. The sentence with the words "different meanings" is

The word *culture* has many different meanings.

The answer to the Example question is: The word *culture*

Do not read every word. Look quickly through (scan) each paragraph and look for key words, as in the example above.

Paragraph 1

1. What are anthropologists?

2. To an anthropologist, what does the word *culture* mean?

3. Do people know the ways of their culture when they are born, or do they have to learn these ways?
