21世纪CBI内容依托系列英语教材

Ancient Greek and Roman Mythology

古希腊罗马神话

杨俊峰 黄洁芳 常俊跃 主编

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Ancient Greek and Roman Mythology

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前　言

《古希腊罗马神话》是在内容依托教学理念指导下，依托国家哲学社会科学项目“英语专业基础阶段内容依托式课程改革研究”推出的系列英语内容依托教材之一，是大连外国语学院优秀教学成果一等奖、辽宁省优秀教学成果一等奖、第六届国家级优秀教学成果奖获奖成果的重要组成部分。这套系列教材和研究成果的推出具有重要的理论意义和现实意义。

随着我国英语教育的快速发展，英语专业长期贯彻的“以技能为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家教师们密切关注的现行英语专业教育大、中、小学英语教学脱节，语言、内容教学割裂，单纯语言技能训练过多，专业内容课程不足，学科内容课程系统性差，高低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸显。

针对上述问题，国家哲学社会科学项目“英语专业基础阶段内容依托式教学改革研究”以内容依托教学(CBI)理念为指导，确定了如下改革思路：

(一) 更新语言教学理念，改革英语专业教学的课程结构。在不改变专业总体培养目标和教学时限的前提下，对课程结构进行革命性的变革，改变传统单一的语言技能课程模式，实现内容课程与语言课程的融合，扩展学生的知识面，提高学生的语言技能。

(二) 开发课程自身潜力，同步提高专业知识和语言技能。内容依托课程本身也同时关注内容和语言，把内容教学和语言教学有机结合。以英语为媒介，系统教授专业内容；以专业内容为依托，在使用语言过程中提高语言技能，扩展学生的知识面。

(三) 改革教学方法手段，全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性，通过问题驱动、输出驱动等方法调动学生主动学习，把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合，提高学生的语言技能，激发学生的兴趣，培养学生的自主性和创造性，提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构，改变了英语专业基础阶段通过开设单纯的听、说、读、写四种语言技能课提高学生语言技能的传统课程建设理念，对英语课程及教学方法进行了创新性的改革。首创了有英语专业基础阶段具有我国特色的“内容·语言”融合的课程体系；率先开发了适合英语专业基础阶段的内容依托课程；系统开发了英语国家历史、地理、社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、古希腊罗马神话教材；以英语为媒介，系统教授专业内容；以内容为依托，全面发展学生的语言技能；扩展学生的知识面，提高学生的综合素质，以崭新的途径实现英语专业教育的总体培养目标。

经过七年的酝酿、准备、实验，内容依托教学改革取得了鼓舞人心的结果。

(一) 构建了英语专业基础阶段内容依托课程与语言课程融合的课程体系。新的课程体系改变了传统单一的听、说、读、写语言技能课程模式，实现了内容依托课程和语言技能课程两种模块的融合；语言技能课程包含综合英语、听力、语音、写作，内容课程包含了美国历史文化、美国自然人文地理、美国社会文化、英国历史文化、英国自然人文地理、英国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、古希腊罗马神话；语言技

能课程密切关注听、说、读、写技能的发展，内容依托课程不仅关注系统的学科内容，而且也关注综合语言技能的培养。在课程外和课程内两个层面把内容教学和语言教学有机结合，通过内容教学培养学生综合语言运用能力，扩展学生的知识面，提高学生的综合素质和多元文化意识，从根本上改变英语专业学生知识面偏窄、综合素质偏低的问题。

(二) 系统开发了相关国家的历史、地理、社会文化以及跨文化交际课程资源。在CBI教学理论的指导下，在实施内容依托教学的关键期——英语专业的第一学年，成功开出了美国和英国的历史、地理、社会文化等课程。第二学年开出澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、古希腊罗马神话等课程。内容依托教材改变了传统的组织模式，系统组织了教学内容，设计了新颖的栏目板块，设计的活动也丰富多样，实践教学中受到了学生的广泛欢迎。此外还开发了开设课程所需要的大量资源。在北京大学出版社的支持下，系列教材已经陆续出版。

(三) 牵动了教学手段和教学方法的改革，取得了突出的教学效果。在内容依托教学理论的指导下，教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习，把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合，激发学生的兴趣，培养学生自主性和创造性，提高学生的语言技能，提升思辨能力和综合素质。曾有专家教师担心取消专门的英语泛读课以及缩减基础英语精读课对阅读技能发展会产生消极影响。实验数据证明，内容依托教学不仅没有对学生的语言技能发展和语言知识的学习产生消极影响，而且还产生了多方面的积极影响；在取消专门英语阅读课的情况下，阅读能力发展迅速；内容依托教学对学科知识的学习产生了巨大的积极影响。

(四) 提高了教师的科研意识和科研水平，取得了丰硕的教研成果。项目开展以来，团队对内容依托教学问题进行了系列研究，活跃了整个教学单位的科研气氛，科研意识和科研水平也得到很大提高。课题组已经撰写研究论文30多篇，在国际、国内学术研讨会交流25篇，在国际学术期刊 *World Englishes*、国内外语类核心期刊《外语与外语教学》、《中国外语》、《教育理论与实践》等发表研究论文17篇。

教学改革开展以来，每次成果发布都引起强烈反响。在2008年3月的第三届中国外语教学法国际研讨会上，与会的知名外语教育专家戴炜栋教授等对这项改革给予关注，博士生导师蔡基刚教授认为本项研究“具有导向性作用”。在2008年5月的“第二届全国英语专业院系主任高级论坛”上，研究成果得到知名专家博士生导师王守仁教授和与会专家教授的高度评价。在2008年7月的中国英语教学研究会东北地区年会上，改革的系列成果引起与会专家的强烈反响，研究论文获得3个优秀论文一等奖，3个二等奖，1个三等奖。在2008年11月在中国英语教学研究会年会上，成果再次引起与会专家的强烈反响，博士生导师石坚教授等给予了高度评价。在2008年10月和12月，本项改革成果分别获得大连外国语学院教学研究成果一等奖和辽宁省优秀教学成果奖一等奖，而且还被辽宁省特别推荐参评国家教学成果奖。在2009年5月的“第三届全国英语专业院系主任高级论坛”，本项改革成果再次赢得专家同行们的关注和赞誉。2009年10月“中国英语教学研究会2009年会”上，中国英语教学研究会会长、中国外语教育研究中心主任文秋芳教授和我国外语教学指导委员会主任戴炜栋教授对我们的教学研究所取得的成果给予高度肯定和赞扬。2011年5月和2012年4

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月，中国教育语言学研究会专门召开了由国内外学者参加的“以内容为依托的外语教学模式探索”和“基于学科的外语教学新模式”学术研讨会，该项研究成果得到了与会专家的高度评价和广泛的赞誉。

目前，该项成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲，影响了课程建设的理念，引领了英语专业的教学改革，改善了教学实践，必将对未来英语专业教育的发展产生积极影响。

本项改革开展过程中得到了全国各地专家的关注、支持和帮助。衷心感谢戴炜栋教授、王守仁教授、文秋芳教授、石坚教授、蔡基刚教授、杨忠教授等前辈们给予的关注、鼓励、指导和帮助，衷心感谢大连外国语学院校长孙玉华教授、赵忠德教授、杨俊峰教授及其他各位领导的大力支持，感谢大连外国语学院教务处刘宏处长、姜凤春副处长以及工作人员们在改革实验中给予的大力支持，感谢大连外国语学院科研处张雪处长和工作人员们给予的热情帮助，感谢大连外国语学院英语学院的领导全力支持和同事们的理解、帮助以及团队成员的共同努力。同时也真诚感谢为我们内容依托教学改革提供丰富教学材料的国内外专家们。特别感谢的是北京大学出版社富有远见的张冰主任和刘强助理，没有他们对新教学理念的认同，没有他们对英语专业教育的关注和支持，这套教材不可能如此迅速地面世。

《古希腊罗马神话》针对的学生群体是具有中学英语基础的大学生。既适合英语专业基础阶段的学生，也适合具有中学英语基础的非英语专业学生和英语爱好者学习使用。总体来看，本教材具备以下主要特色：

（一）打破了传统的教材建设理念

本教材打破了“以提高语言技能为终极目的”的传统教材建设理念，在先进的内容依托教学理论指导下，改变了片面关注语言知识和语言技能却忽视内容学习的作法，围绕希腊罗马神话的主题组织素材，给学习者提供能沉浸其中的英语教材，在轻松愉悦的氛围中通过积极参与课堂教学活动达到学习使用语言的目的。

（二）涵盖了古典神话的主要内容

《古希腊罗马神话》设定了15个单元，关注了学习希腊罗马神话的意义、主要神话人物故事及其文化象征意义等生动丰富的内容。教材使用了大量真实、地道的语言材料，为学生提供了高质量的语言输入，并为他们的语言输出提供了素材打下了坚实的基础。内容力求具有知识性、趣味性和启发性，引导学生关注异域文化，培养文化敏感性，树立多元文化的意识，在批判中汲取西方文化的精华，建构合理的人文知识结构，提高人文修养水平。

（三）突出了学生的主体地位

本教材设计了新颖的活动板块，每一单元的主体内容均包括Before You Read、Start to Read、After You Read、Read More四大板块，突出了以学生为中心的思想，而且也方便教师借助教材开展生动有趣的教学活动。在Before You Read部分，学生通过自测了解自己的不足，激发学习热情；在Start to Read部分获得主要知识内容，拓展知识面；在After You Read部分通过练习检测对单元内容的掌握情况；Read More提供的两或三篇辅助阅读材料是对单元内容的延伸。这种设计理念，从学生的要求和实际情况出发，培养他们的自主学习能力。

（四）设计了多样的训练活动

在强调内容学习的同时，教材也关注培养学生的语言技能和综合素质。教材精心设计了生动多样的综合练习。这些练习有关注丰富文化知识的，也有专门训练语言技能的，还有

Contents

Unit 1 Why Mythology? ····· 1
Text A Why Mythology ····· 2
Text B What Is a Myth? ····· 9
Text C Myths and Mythology ····· 11

Unit 2 The Olympian Gods (I) ····· 15
Text A The Olympian Gods (I) ····· 15
Text B Zeus' Consorts and Some of Their Tribulations ····· 24
Text C Athena ····· 27

Unit 3 The Olympian Gods (II) ····· 30
Text A The Olympian Gods (II) ····· 31
Text B Artemis and Actaeon ····· 40
Text C Venus and Adonis ····· 41

Unit 4 The Gods of the Underworld ····· 43
Text A The Gods of the Underworld ····· 44
Text B Persephone ····· 52
Text C Cerberus: Three Headed Dog in Greek Mythology ····· 55

Unit 5 Other Gods ····· 57
Text A Other Gods ····· 58
Text B The Wood-Folk ····· 66
Text C The Judgement of Midas ····· 68

Unit 6 Myths of Origin ····· 71
Text A Myths of Origin ····· 72
Text B The Vampire Origin Story ····· 79
Text C The Mythology Chiron—the Wounded Healer ····· 83

Unit 7 Gods and Mortals ····· 85
Text A Gods and Mortals ····· 85
Text B Atalanta and the Golden Apples ····· 94
Text C Orpheus and Eurydice ····· 95

Unit 8 The Age of Heroes (I) ····· 100
Text A The Age of Heroes (I) ····· 101
Text B Hercules: An Ageless Icon ····· 110
Text C Perseus and Medusa ····· 113

Unit 9 The Age of Heroes (II) ····· 115
Text A The Age of Heroes (II) ····· 116
Text B Jason and the Argonauts ····· 126
Text C Oedipus Complex ····· 128

Unit 10 The Trojan War ····· 131
Text A The Trojan War ····· 132
Text B Troy ····· 141
Text C Helen of Troy ····· 144

Unit 11 After the Trojan War ····· 147
Text A After the Trojan War ····· 148
Text B Odysseus ····· 157
Text C Rome ····· 159

Unit 12 Apollo and Daphne ····· 163
Text A Apollo and Daphne ····· 164
Text B Apollo ····· 170
Text C Apollo and Delphi ····· 173

Unit 13 Echo and Narcissus ····· 177
Text A Echo and Narcissus ····· 178
Text B Echo and Narcissus' Story in Metamorphoses ····· 184
Text C Understanding Narcissism ····· 185

Unit 14 Pygmalion ····· 188
Text A Pygmalion ····· 189
Text B Bernard Shaw's Pygmalion ····· 195
Text C The City of Paphos ····· 196

Unit 15 Eros/Cupid and Psyche ····· 199
Text A Eros/Cupid and Psyche ····· 200
Text B Voluptas and The Kharites ····· 206
Text C Beauty and Beast ····· 208

Key to Exercises ····· 211
Bibliography ····· 230

Unit 1

Why Mythology?

> **A myth is story that has never happened and is always happening.**
>
> **— Howard Sasportas**
>
> **Myth is an eternal mirror in which we see ourselves.**
>
> **— J.F. Bierlein, *Parallel Myths***

Unit Goals

- To know the basic definition of "myth"
- To understand the significance of learning classical myths
- To have some knowledge of Greco-Roman mythology
- To learn the useful words and expressions that describe myths and mythology
- To improve language skills and critical thinking through the content of this unit

Before You Read

1. What is a myth? The following is a list of stories that you are very familiar with. Are they myths, fables, legends or fairy tales?

Cinderella		The Wolf in Sheep's Clothing	
The Hare and the Tortoise		King Arthur and the Knights of the Round Table	
Pandora's Box		Beauty and Beast	
Robin Hood		King Midas and the golden touch	

2. Do you understand the following words or phrases? They are all derived from classical mythology. Please work in pairs to find out their meanings.

Words from mythology	Meaning
chaotic	
hypnotic	
narcissistic	
the Trojan Horse	

Pandora's box	
Apple of discord	
Achilles' heel	

Start to Read

Text A Why Mythology

"Myth may be defined as those paradigmatic events, conditions, deeds outside ordinary human life yet basic to it. Set in a time different from historical time, often at the beginning of creation or at an early stage of prehistory, Myth provides models of human behavior, institutions or universal conditions."

—Octavio Paz, *The Labyrinth of Solitude*

"…myths evolved because people needed a way to explain where fire came from and why there was evil in the world."

—Sharon Creech, *Walk Two Moons*

"Contemporary man has rationalized the myths, but he has not been able to destroy them."

—Tom Wolfe, *The Electric Kool-Aid Acid Test*

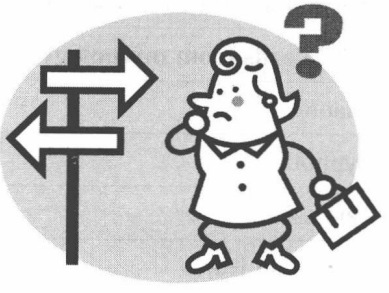
"Hey, Thompson, I read your thing," said Emilie.

"My thing?"

"Yeah," she replied. "You know, that thing you wrote on the Internet about why we have to study English."

"Wow!" I said, surprised that a ninth grader would willingly, and for no reward, read a seven-page treatise written by one of her teachers.

"But I still want to know why we have to do mythology!" The word mythology came out with the utter distaste of vomit. We had recently completed an extensive unit on Greek mythology, and it was apparent that Emilie still had not forgiven me. "Why do we have to learn mythology?! What good will that ever do us?"



Why is it important for students to understand mythology? Are they ever going to be tested on it? If so, does the test relate to anything even remotely connected to real life? Will knowing it ever help them get a job? Or, does any of that even matter?

There are different reasons people learn. One is purely to graduate from school and move on with life. That is the least

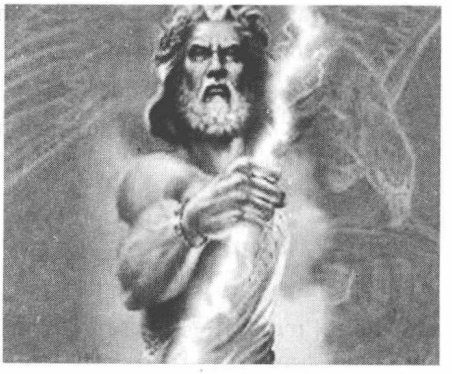
important one. The second is to "succeed" in everyday life. The most important reason people learn is to spiritually uplift, to motivate, and to help us find purpose in our lives. The study of mythology does all these things.

Why do we have to study mythology? (The Academic Response)

Knowing Greek mythology is necessary to understand the countless allusions that appear in poetry and literature throughout your schooling and in the reading that you will do every day for the rest of your life. If you have ever been tantalized, if you have ever looked in an atlas or known someone who had the **Midas** touch or an **Achilles** heel, if you've ever seen the movie *Titanic* or listened to an old rock band called **Styx**, if you have ever been in a panic after reading ***Frankenstein*** (the Modern ***Prometheus***), if you have ever opened **Pandora's box**, if you have ever been on an Odyssey or heard a **siren**, if you have ever made a Herculean effort to complete a Sisyphean task, or slept in a procrustean bed, you can thank mythology. Modern language is suffused with so many mythological references that it would be almost impossible to communicate without them. To fully understand and appreciate the richness of powerful literature, you must understand mythology. Shakespeare's plays are full of mythological references. **Mercutio**, the quick-witted rabble-rouser in *Romeo and Juliet* who calls **Dido** a Dowdy, is aptly named after the god **Mercury**, and Juliet reminds her young husband, "...at lovers' perjuries they say **Jove** laughs...." Later in the play, she wishes **Phaeton**'s chariot would move the sun more quickly across the sky so that night (and her Romeo) would arrive. If you do not know Mercury, Dido, Jove, or Phaeton, you don't fully understand the content of the play or the richness of the language. Part of the reason young audiences struggle so much with Shakespeare is not because they cannot understand the words, but rather that they can't understand the mythological allusions. There are countless such references throughout all literature. In fact, Emilie's favorite book even contains a chapter called "Pandora's Box."

Why do we have to study mythology? (The Everyday Life Response)

Myths are still relevant. Although it is true you are not likely to see **Zeus** casting lightning bolts down Main Street, it is also true that the human condition is reflected in the characters presented in mythology, and we can learn from those characters. Pride is not a quality unique to **Agamemnon**, nor is sulkiness unique to Achilles. The disastrous consequences of these qualities are personified in these mythological characters, and if we see those qualities in ourselves or in those around us, we might learn from their example. The infidelity of Zeus and the suspicion of **Hera** do not make a good marriage. But was this true only in ancient Greece? Nope. It is still true today, and in a society where more than half the marriages end in divorce, it cannot hurt to study these ancient examples and try to improve upon them in our own relationships. Yes, we are part of the modern world and myths are ancient, but if we continue making the same foolish mistakes that Zeus made, are we truly any more civilized?



Although today we no longer need magical explanations for why the sun shines, why winter comes once a year, or why there is evil in the world, we can benefit from understanding human nature. Regardless of what job you end up doing, who you end up marrying, where you end up living, you will have to deal with other people. The characters in mythology all represent human

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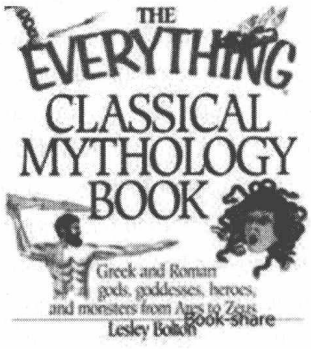
qualities, the virtues and flaws that make us real. How then do myths help us in everyday life? They illustrate for us those virtues we would do well to develop in ourselves and the idiosyncrasies we would do well to beware of in others. Understanding human nature is a key to success in any venture that involves people, and myths help us do that.



Why do we have to study mythology? (The Cosmic and Most Important Response)

Myths challenge us to question ourselves. If you do not think this is a good thing, then you aren't very secure in your own beliefs and philosophies. If you are a student of **the Old Testament**, you will find that much of what is there is similar to the stories of mythology. In fact, a fairly clear argument can be made that much of the Bible is based on mythology. The Christian story of creation, offerings and animal sacrifices to God, and the idea that God once was directly involved in human affairs and regularly communicated with humanity (the burning bush, **the Ten Commandments**, Moses' miracles) are all ideas which appeared in classical mythology 2500 years before any Christian scriptures were written down. That is hard for most of us in the Judeo-Christian world to stomach because it implies that our scriptures are the works of a bunch of ancient poets. And what if they are?

It is a dynamic world we live in, but many of our greatest stories, fondest entertainments, and legendary traditions started with mythology. Myths serve to show us that although the world and our knowledge of it may change, humanity remains the same. We are still searching for answers to unanswerable questions: What happens when we die? What is our purpose for being? Why are we here? Just as the ancient myths answered such questions for ancient peoples, modern religion and spirituality attempts to answer them for us now. Mythology was once considered religion just as Catholicism, Judaism, and **Mormonism** are now. Mythology was as firmly believed as modern faiths. We may scoff at that, but does it trouble you to consider that human progress may one day turn our modern scriptures into myths that future generations will scorn? The study of mythology reminds us that we, as individuals, must think clearly about who we are and what we believe. Mythology challenges us to ask the difficult questions, and if we rise to the challenge, we find the answers within ourselves.

And if all that still does not satisfy you, Emilie, then the only other reason I can give for studying mythology is that it is fun. Even though we doubt the reality of the myths, it's fun to believe that Zeus, **Poseidon**, and **Hades** are out there somewhere making thunder and causing earthquakes, and keeping us a little bit scared of all that stuff we do not really understand. Studying mythology is a way to hang on to the magic of childhood.

Does that answer your question?

(Excerpted from http://www.davis.k12.ut.us/ffjh/thompson/whymyths.pdf)

Proper Nouns

1. **Midas** ['maidəs]:弥达斯,希腊神话中的人物,具有点石成金的本领。

2. **Achilles** [əˈkiliːz]：阿喀琉斯，荷马史诗《伊利亚特》中最伟大的英雄。
3. **Styx** [stiks]：希腊神话中的冥河。
4. **Frankenstein**：弗兰肯斯坦，英国作家雪莱所著同名小说中的主角，是一个人形的怪物。
5. **Prometheus** [prəuˈmiːθjuːs; -θiəs]：普罗米修斯，希腊神话中的人物，因盗取火种而受到惩罚。
6. **Pandora** [pænˈdɔːrə]：潘多拉。
7. **Siren** [ˈsaiərən]：塞壬，希腊神话中的众多海妖。
8. **Mercutio**：马库修，莎士比亚戏剧《罗密欧与朱丽叶》中的人物之一，是罗密欧的好友。
9. **Dido** [ˈdaidəu]：狄朵，传说中的迦太基女王，迦太基的创建者和王后，与埃涅阿斯坠入情网，在被抛弃后自杀。
10. **Mercury** [ˈməːkjuri]：墨丘利，罗马诸神之一，在希腊神话中被称为赫耳墨斯，是众神的信使。
11. **Jove** [dʒəuv]：指罗马主神朱庇特。
12. **Phaeton** [ˈfeiətən]：法厄同（又作 Phaethon），希腊神话里的人物，为了证明自己的父亲是太阳神，他借来太阳车自己驾驶，却差点儿毁灭了大地。
13. **Zeus** [zjuːs]：宙斯，希腊神话中的主神。
14. **Agamemnon** [ˌægəˈmemnən]：阿伽门农，特洛伊战争中希腊的总统帅。
15. **Hera** [ˈhiərə]：赫拉，希腊神话中的天后，宙斯的妻子。
16. **The Old Testament**：圣经《旧约》。
17. **The Ten Commandments**：十诫，圣经中记载，摩西在西奈山上接受了上帝的十条戒律。
18. **Mormonism**：摩门教，其正式名称为耶稣基督后期圣徒教会。
19. **Poseidon** [pəˈsaidən]：波塞冬，希腊神话中的海神。
20. **Hades** [ˈheidiːz]：哈得斯，希腊神话中的冥界之神。

After You Read

Knowledge Focus

1. Solo Work: Decide whether the following statements are true or false.

1) ( ) Knowing Greek mythology is helpful to understand the allusions that appear in English poetry and literature.
2) ( ) The most important reason why people need to study mythology is that it helps to find purpose in life.
3) ( ) Without a basic understanding of mythology, it is almost impossible to understand modern language and literature.
4) ( ) Shakespeare's plays are full of mythological references.
5) ( ) Mythological characters are often flawless, who are virtue examples of modern people.
6) ( ) The story of Zeus and Hera's marriage makes sense only in ancient Greece.
7) ( ) Myths help us in everyday life because they illustrate those virtues we would do well to develop and the idiosyncrasies we would do to beware of in others.
8) ( ) According to the author, the stories of mythology are very similar to what is written in the New Testament.
9) ( ) We can learn from myths that the world is changing, and humanity changes as well.
10) ( ) Studying mythology is a way to continue our childhood magic and fantasies.

2. Pair Work: Discuss the following questions with your partner.

1) What is Emilie's question regarding mythology? Why does she have such doubts?
2) What is the academic response for why we have to study mythology?
3) Is modern language related to classical mythology? Give examples to explain.
4) According to the author, why do young audiences today have difficulty in understanding Shakespearean language?
5) How is mythology relevant to our everyday life? Give examples to explain.
6) What lesson can we learn from Zeus and Hera?
7) Why does the author say that the characters in mythology all represent human qualities?
8) What is the most important reason for studying mythology?
9) Why does the author say that it is also fun to study mythology?
10) What is your personal reason for learning mythology? Of all the reasons given by the author, which one do you agree with more?

Language Focus

1. Please explain the following words/phrases with the help of dictionary.

New Word/Phrase	Meaning	Origin
1) tantalize		
2) a Herculean effort		
3) a Sisyphean task		
4) a Procrustean bed		
5) to open Pandora's box		
6) Midas touch		
7) Achilles heel		
8) on an Odyssey		
9) hear a siren		
10) Titanic		

2. Fill in the blanks with the words or expressions you have learned from the text.

treatise	distaste	uplift	suffuse	sulkiness
personify	infidelity	stomach	scoff at	allusion

1) In Greek myth, love is _____ by the goddess Aphrodite.
2) Her novels are packed with literary _____.
3) He cannot _____ the idea that Peter might be the next chairman.
4) Our professor asked him to write a _____ on the subject.
5) Art was created to _____ the mind and the spirit.

6) She closed her eyes to her husband's _____.
7) He could not put up with her moods, her _____, and her bad temper.
8) The evening sky was _____ with crimson.
9) Years ago, people _____ at the idea that cars would be built by robots.
10) She looked at the advertisement with _____ before walking quickly on.

3. Fill in the blanks with the proper form of the word in the brackets.

1) Pluto is the _____ (mythology) king of the underworld.
2) He becomes more _____ (appreciate) of the meaning of life and its permanent spiritual values.
3) The New York's circulation remained the same but the number of all pages dropped _____ (disaster).
4) She had a nagging _____ (suspect) that she might have sent the letter to the wrong address.
5) As to how long this war will last, it is an _____ (answer) question.
6) Saint is used as a title of respect for a person renowned for _____ (spiritual) and high-mindedness.
7) Was King Arthur a real or a _____ (legend) character?
8) They are openly _____ (scorn) of the new plans.
9) The Chinese are usually described as a _____ (virtue) and hard-working people.
10) If only he would show a little _____ (human) for once!

4. Fill in the blanks with the proper prepositions or adverbs that collocate with the neighboring words.

1) Researchers are trying to relate low exam results _____ large class sizes.
2) He was _____ a panic that he would forget his lines on stage.
3) This book is suffused _____ Shaw's characteristic Irish humor.
4) The new school was named _____ the famous Civil Rights leader.
5) After working her way around the world, she ended _____ teaching English as a foreign language.
6) For the entire last year, he was involved _____ writing his doctoral dissertation.
7) He searched _____ his pockets _____ some change.
8) She asked us not to be noisy _____ fear of waking the baby.
9) In this dictionary "reality" is defined _____ "the state of things as they are, rather than as they are imagined to be".
10) The company rewarded him _____ his years of service with a grand farewell party and several presents.

5. Proofreading: The following passage contains ten errors. Each indicated line contains a maximum of one error. In each case, only ONE word is involved. Read the passage and correct the errors.

Greek mythology is the body of myths and legends belonged to the ancient (1) _____
Greeks, concerned their gods and heroes, the nature of the world, and the origins and (2) _____
significance of their own cult and ritual practice. They were a part of religion in (3) _____
ancient Greece. Modern scholars refer to, and study the myths for an attempt to throw (4) _____

light in the religious and political institutions of Ancient Greece, its civilization, and gain understanding of the nature of myth-making itself. (5)_____ (6)_____

Greek myth attempt to explain the origins of the world, and details the lives and adventures of a widely variety of gods, goddesses, heroes, heroines, and mythological creatures. It has exerted an intensive influence on the culture, the arts, and the literature of Western civilization and remain part of Western heritage and language. Poets and artists from ancient times to the present have derived inspiration from Greek mythology and have discovered contemporary significance and relevance in these mythological themes. (7)_____ (8)_____ (9)_____ (10)_____

Comprehensive Work

1. It Came from a Myth.

Mythology is everywhere! Daily you run across instances of words and expressions that derive from ancient myths. Study the following names/words, and discuss how they are related to classical myths.

Term	Use Today	About Which Mythological Character?	Why Does the Term Fit?
Amazon			
Atlas			
Chaos			
Iris			
Nike			
Oracle			
Phoenix			
Psyche			
Sirens			
Styx			
Titans			

2. Translating and Writing Practice

The following statement is remarked by Thomas Bulfinch, an American writer, on the significance of studying mythology.

Our young reader will find it (mythology) a source of entertainment; those more advanced, a useful companion in their reading; those who travel, and visit museums and galleries of art, an interpreter of paintings and sculptures; those who mingle in cultivated society, a key to allusions which are occasionally made; and last of all, those in advanced life, pleasure in retracting a path of literature which leads them back to the days of their childhood and revives at every step the

associations of the morning of life.

Thomas Bulfinch, *The Age of Fable, 1855*

1) Please translate the above statement into Chinese.
2) To what extent do you agree with the author? Please write a composition of about 250 words to express your opinion on this topic.

Read More

Text B What Is a Myth?

The Oxford English Dictionary defines myth as a synonym for "untruth", "falsehood", or "lie". But the word has a long history and an equally long range of meanings. The English word comes from the Greek mythos, which Liddell and Scott's Greek-English lexicon defines much more variously than OED defines myth, with most of the meanings of the Greek word corresponding to the English story. Only towards the end of the entry is the issue of truth or falsehood explicitly raised; and it is raised in such a way as to cast doubt on the possibility of making any simple, straightforward distinction between the two.

What Is Truth?

The ancient Greeks were capable of treating "truth" and "falsehood" as mere opposites; but they were also capable of seeing an intimate connection between the two categories.

The Greeks told many stories about characters who inquired after the truth, and about others who were inveterate tricksters. Achilles, the hero of the Iliad, declares that he hates like death the man who keeps one thing hidden in his heart, but speaks another (Iliad 9.310). But Achilles speaks these words to Odysseus—hero of the second great epic poem of archaic Greece, the Odyssey, a poem in which the hero tells many extravagant lies, all of which stand in complex relation to the truth.

Many people from all over the ancient world consulted oracles, and one of the most famous was the oracle of Apollo at Delphi in central Greece. This oracle was regarded by many as the most authoritative in the world; but its prophecies were typically so worded as to be completely misleading. A famous story concerns the Lydian king Croesus, who asked the oracle whether he ought to make war on the Persians. When the oracle answered that, if he did so, he would destroy a great empire, he went to war — and in the process destroyed his own empire (Herodotus 1.53).

Hesiod, one of the earliest Greek poets and the first surviving Greek mythographer, commented rather enigmatically on the complex relationship between truth and falsehood in his own craft (Theogony 25). In doing so, he gave early expression to what remained in later times as well a very uncertain relationship between "truth" the representation of truths in stories.

These few examples illustrate the complexity of the relationship between truth and falsehood in Greek thought generally, and locate this relationship especially in the telling and interpretation of stories.

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