

朗文 新思维英语教程

A Reading Strategies Course

Read and Think!

● [加] Ken Beatty 著 ● 曾 艳 译 ● 周成刚 审订

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世界图书出版公司

北京·广州·上海·西安

图书在版编目 (CIP) 数据

朗文新思维英语教程. 2/ (加) 贝蒂 (Beatty, K.) 著.
北京: 世界图书出版公司北京公司, 2005. 10
ISBN 7-5062-7845-6

I. 朗... II. 贝... III. 英语—阅读教学—自学参
考资料 IV. H319.4

中国版本图书馆 CIP 数据核字 (2005) 第 124413 号

Authorized reprint from the English language edition, entitled Read and Think 2, ISBN 962-00-5648-5 by Ken Beatty, published by Pearson Education, Inc., publishing as Pearson Education Asia Limited, Copyright ©2004 by Pearson Education Asia Limited.

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English Adaptation published by Pearson Education Asia Limited and World Publishing Corporation. Copyright ©2005

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朗文新思维英语教程 2

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出 版: 世界图书出版公司北京公司

发 行: 世界图书出版公司北京公司

(北京朝内大街 137 号 邮编 100010 电话 64077922)

销 售: 各地新华书店和外文书店

印 刷: 北京飞达印刷有限责任公司

开 本: 850×1168 1/16

印 张: 13.75

字 数: 105 千

版 次: 2006 年 2 月第 1 版 2006 年 2 月第 1 次印刷

版权登记: 图字 01-2005-4983

ISBN 7-5062-7845-6/H·853

定价: 28.00 元

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Introduction to students

Getting the most out of *Read and Think!*

Do you like to read? Would you like to read better?

Reading is more than just knowing a lot of words. When you read different kinds of texts, you need to know what strategies and skills to use. You also need to have a basic knowledge of different disciplines, such as university subjects.

Read and Think! is a four-level series to help you improve your reading. It's made up of many different parts. Each unit is divided into two lessons. Each lesson features an interesting reading passage. The passages included are presented as articles, movie reviews, letters, plays, poems, speeches and stories.

The two passages in each unit give two points of view on the same topic. The topics are followed by different kinds of exercises, such as fill-in-the-blanks, multiple choice, matching and short answer. Once you've finished the unit, you have a chance to show what you know by discussing debate topics.

Reading is not just a skill for words, but also for images. So, to make the book more interesting for you, cartoons, charts, diagrams, illustrations, maps and photos are included, with activities to help you think.

Throughout each unit, help in the form of *Reading strategies*, *Language notes*, *Exam strategies*, *Debate strategies*, *Computer notes* and *Culture notes* is provided. Special *Concepts* boxes expand on core ideas within readings and *What about you?* sections let you think about how the topic of the unit relates to you.

Beyond the book, topics for further study and online resources are included on the companion website. Your teacher can also help you measure what you learn by using online or photocopied quizzes.

Reading is a lifetime skill—learn to do it well!

Ken Beatty

学生指南

阅读不仅需要认识大量单词,还需要懂得运用各种阅读策略和技巧,以及对各学科(如大学设置的各种学科)有基本的了解。

《朗文新思维英语教程》系列丛书为四册,旨在提高学生的阅读能力。每分册都由多个部分组成,共有12个单元,每单元包含两篇课文,每篇课文都是一篇精彩的阅读材料。文章体裁多样,包括短文、影评、书信、戏剧、诗歌、演讲、短篇小说等。

每单元中的两篇课文的主题相同而观点各异。课文后有各种形式的练习,例如填空题、选择题、搭配题、简答题等。完成一个单元后,学生可以就本单元中的主题进行讨论、发表自己的见解。

阅读不仅是一种文字技能,而且是一种形象技能。为了使这套教材更加生动有趣,书中选配了许多漫画、曲线图、示意图、插图、地图和照片,并给出一些与之相关的思考题。

每单元中还有多种形式的阅读帮助,如 Reading strategies、Language notes、Exam strategies、Debate strategies、Computer notes 和 Culture notes 等等。特别设计的 Concepts 专栏是对课文主题思想的延伸,而 What about you? 专栏帮助学生就本单元的主题联系自身情况进行思考。为了方便学生的阅读学习,在每篇文章结束后,附有相对应的《教师用书》的学习指导及参考译文的页码。

此外,学生还可以登录相关网站获取更多的学习资料。教师也可以通过在线小测试帮助测评学生的学习成果。

阅读是与人相伴一生的技能——学会好好掌握它吧!

肯·贝蒂

Introduction to teachers

Working with *Read and Think!*

Read and Think! is written by a teacher for teachers. The purpose of the four-level series is to help your students see reading as an interesting problem-solving activity. The series improves students' reading skills while covering issues important to students, including ethical and academic issues. These issues are presented in a variety of text types with carefully integrated graphics.

The four Student Books each offer twelve units. Each unit is divided into two lessons.

Level 1: 250–300 words per reading

Level 2: 300–400 words per reading

Level 3: 600–700 words per reading

Level 4: 800+ words per reading

Unit content

Each unit begins with a title and key words taken from general areas of knowledge, usually university disciplines.

Lesson One

- **Before you read** starts off with questions to make students think about the new topic. Ask students to discuss the questions in pairs or small groups or use them as a whole-class activity. A picture, map, diagram or illustration follows with something for the students to do. Use this to create more interest in the topic and explore new vocabulary.
- **Read about it** takes students into the first of the unit's two main readings. After listening, students read on their own. Finally, students read and listen together to match pronunciation with comprehension. Key vocabulary notes from the *Longman Active Study Dictionary* help students learn key words, and space at the back of the book is provided for students to write their own dictionary, adding unfamiliar words as they encounter them.
- **After you read** gives students a chance to show what they know by asking questions about the reading. An *Understand what you read* section on understanding what they read helps to explain a key point of learning English. The *What about you?* section helps students see their own place in the topic.

Lesson Two

- **Read about it** offers another perspective on the unit topic to help students think about what they read. Sometimes these second readings take the opposite point of view. Start off by listening to get the students involved. Ask students to listen with their books closed.
- **After you read** has a higher level task, such as summarizing a paragraph in one sentence, as well as fun activities, including word puzzles. This is followed by multiple choice comprehension questions.
- **Debate** gives students a chance to show what they know based on arguing a point made in the unit. Two perspectives on the same idea are given with supporting points and room for students to add their own ideas.

Strategies and *notes* help students with reading, language, culture and exams, and are found throughout the unit.

Other ***Read and Think!*** components include:

- Teacher's Manual, with teaching notes and answer keys
- CD and cassette of all passages
- CD-ROM Test Bank, which can be used online or to produce photocopy masters
- Website at www.read-and-think.com, with teacher and student support

教师指南

《朗文新思维英语教程》是适用于各种教学方式的系列阅读教程，分为四册，旨在帮助学习者逐渐把英语阅读作为一种富有趣味性并能解决问题的活动。这套系列教程的课文体裁多样，涉及从伦理到学术等各方面的重要议题，并配有生动形象的图片。

每册学生用书包括 12 个单元，每单元有两篇课文。

第一级——每篇 250—300 单词；

第二级——每篇 300—400 单词；

第三级——每篇 600—700 单词；

第四级——每篇 800 多词。

单元内容：

每单元的开头都有一个标题和相关学科（一般指大学学科）的若干主要专业词汇。

课文一 (Lesson One)

- Before you read 部分先提出问题引发学生对新接触主题的兴趣。要求学生以两人或多人为小组，或以全班为单位对问题进行讨论。使用图片、图表或解析图等使学生产生更多兴趣，并扩展词汇量。
- Read about it 部分使学生先接触本单元两篇课文中的第一篇。学生先听课文录音，然后独立阅读。最后，学生一边阅读一边听磁带朗读，将听力理解和阅读理解结合起来。参考《朗文当代英语辞典》所作的关键词汇译注将帮助学生掌握主要词汇。本书最后的空白页部分供学生自行总结并添加所遇到的其他陌生单词。
- After you read 部分，通过提问了解学生对课文的理解程度。与理解文章内容有关的 Reading strategy 部分给出学习英语的要点。What about you? 部分则有助于学生发现自身与课文主题的相关性。

课文二 (Lesson Two)

- Read about it 部分从另一个角度讨论本单元的话题，帮助学生思考文章内容。有时第二篇文章会持相反的观点。一开始先听课文录音，让学生参与进来。要求学生合上课本听录音。
- After you read 部分提出了要求更高一些的任务，比如以一句话总结段落大意、填词游戏等等。之后可以进行阅读理解单项选择练习。
- Debate 部分让学生有机会通过对本单元中的某个观点进行辩论来展示自己掌握的知识。这一部分给出同一个问题的两种观点，同时列出相应的论据，并留给学生自我发挥的空间。

Strategies 和 notes 帮助学生阅读、掌握语言点、了解文化背景和应对考试，这些部分贯穿整个单元。

本教材的辅助材料包括：

- 教师用书（内有教学提示和练习答案）
- 教学 CD 及全套课文朗诵磁带
- CD-ROM 试题库，可在线使用或生成可供复制使用的测试资源包
- 网站 www.read-and-think.com 为教师和学生提供更多帮助

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1. The Search for Atlantis 寻访亚特兰蒂斯 Page 1	1. Where Is the Lost City? 失落之城位于何处? 2. Evidence for Atlantis? 亚特兰蒂斯之说的证据?	Articles	Geography Philosophy Mythology	Dictionary skills	Atlantis will eventually be found one day.
2. The Olympic Games 奥林匹克运动会 Page 13	1. The Birth of the Modern Olympics 现代奥林匹克运动会的诞生 2. Olympic Tribulations 奥运史上的磨难	Articles	Tourism Leisure Sports	Thesaurus skills	The Olympics is a true sign of our civilization.
3. Reach for the Stars 探索星空 Page 25	1. A New Home in the Stars 去星球安家 2. Why Explore the Universe? 为什么要探索宇宙?	Letters	Astronomy Economics	Reading letters	Everyone should support space exploration.
4. The Lord of the Rings 指环王 Page 37	1. Metaphors in <i>The Lord of the Rings</i> 《指环王》中的隐喻 2. The Creator of Middle Earth 中土世界的缔造者	Literary criticism Biography	Literature Biography Fantasy	Looking at metaphors	A few people who believe in the right things can change the world.
5. Small Is Beautiful 小即是美 Page 48	1. Buddhist Economics 佛家经济学 2. Anti-Globalization: Problems and Solutions 反全球化：问题和对策	Articles	Environment Economics Sociology	Commas and periods	Globalization has helped make the world a better place.
6. Is Money Everything? 金钱是一切吗? Page 61	1. Healthy, Wealthy and Wise 健康、财富和智慧 2. Money Isn't Everything 金钱不是一切	Articles	Philosophy Psychology Business	Survey	Making money is the best way of achieving dreams.

Units	Lessons	Text types	Fields of study	Reading focus	Debate topic
7. What Killed the Dinosaurs? 谁是恐龙的杀手? Page 73	1. Where Did They Go? 它们去了哪儿? 2. An Explosive End? 在爆炸中灭绝?	Theory Rebuttal	Paleontology Geology	Adjectives and adverbs	The same thing that killed the dinosaurs could kill us.
8. Looking for Lost Treasure! 寻找失落的宝藏! Page 84	1. Lucky Accidents 意外的走运 2. The Mystery of Oak Island 橡树岛之迷	Articles	Cartography Archaeology History	Phrasal verbs	There are lots of treasures out there for people to find.
9. Into Battle! 投入战斗! Page 96	1. The Battle of Agincourt 阿金库尔战役 2. Band of Brothers 兄弟连	Article Speech	Military studies History	Conjunctions	There are always many sides to history.
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11. Extinct! 灭绝了! Page 120	1. Island Biogeography 岛屿生物地理学 2. How Many Species Become Extinct Each Year? 每年有多少物种灭绝?	Articles	Biology Geography	Prepositions	People are destroying the world's environment.
12. Angels or Outcasts? 天使还是怪物? Page 131	1. I Love Your Wings! 我喜欢你的翅膀! 2. Making Outcasts 制造怪物	Articles	Psychology Sociology Medicine	Colons, em-dashes and semicolons	People should be able to change the way they look.

The Search for Atlantis

Lesson One

UNIT

1

Geography
Philosophy
Mythology



Before you read

- What did this structure look like when it was new?
- What was it used for?

Why do you think this building was allowed to fall apart?



Ruins in Greece



Read about it

- Why is the city "lost"?
- What words sound like capitals, names, places and the first words of sentences?

Where Is the Lost City?

For more than a thousand years, people have wondered about the location of the lost city of Atlantis, a rich paradise once ruled by a wise king.

Plato is the person most closely thought of when talking about Atlantis.

5 Plato (427–347 BC) was a student of the Greek philosopher Socrates (469–399 BC). Socrates was a very influential thinker, but when his ideas became too controversial, he was forced to kill himself by drinking poison. After he died, Plato traveled for a few years before returning to establish a school in Athens called the Academy. It has become the role
10 model for today's universities. At the Academy, Plato taught the students through the use of debates, where two or more people took different sides of an argument. Often these debates used
15 Socrates' stories as a starting point. Atlantis was a good example.

20 Socrates did not like writing. He thought that reading and writing made



Ruins of the Acropolis, Athens

Language note

BC (Before Christ) or BCE (Before Common Era) are used for dates before the year 1. The year 1 and later dates use AD (Anno Domini, meaning Year of our Lord) or CE (Common Era).



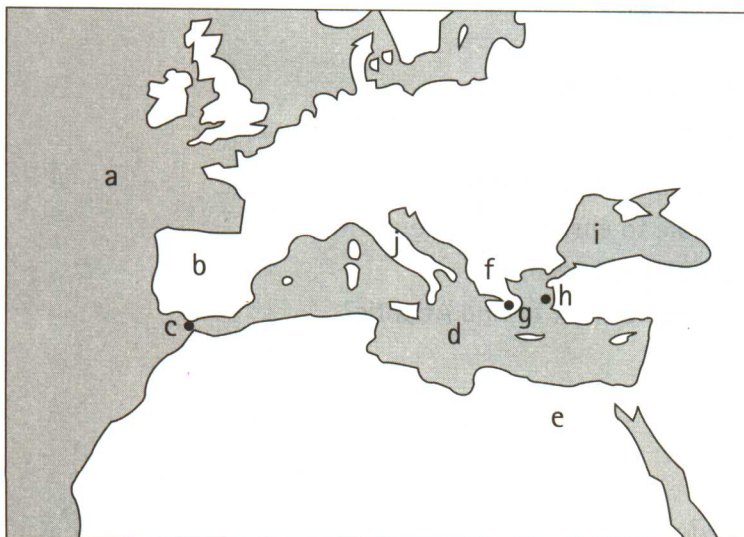
Plato and Aristotle

people stupid! Fortunately, Plato did not feel the same way, and his students copied down what Plato remembered of the teachings of Socrates. He described Atlantis as a culturally- and scientifically-advanced civilization that had existed long ago. The people of Atlantis had used their knowledge to enslave much of the world. Atlantis was finally defeated by Athens, but then all records of it were lost when a great flood destroyed both Athens and Atlantis.

Did Atlantis ever exist? Or was it just a story to show what happens to people when they become too powerful? If it did exist, where was it? One clue is that it was supposedly beyond the Pillars of Hercules, now known as the Strait of Gibraltar, somewhere in the Atlantic Ocean. Countless explorers, who have had their own ideas, looked everywhere from England to China. Perhaps you will find it one day or solve one of the other great unknown mysteries of the world. Perhaps you will find something that no one was even looking for.

(326 words)

(P4, P46)

**Legend**

- a. Atlantic Ocean
- b. Spain
- c. Strait of Gibraltar
- d. Mediterranean Sea
- e. Egypt
- f. Greece
- g. Athens
- h. Thera
- i. The Black Sea
- j. Italy

Reading strategy

Improve your reading comprehension by discussing what you read with a friend. Explain what you have read and add your opinions about the passage. Putting your ideas into spoken words helps you remember.

Reading strategy

To help with your reading comprehension, keep a personal dictionary to you list new words and phrases. Constantly review your new words.

Vocabulary notes

1. **civilization**(noun) a society that is well organized and developed 文明社会, 文明国家
2. **culturally**(adverb) relating to a particular society and its way of life 文化地, 和文化有关地
3. **debate** (noun) an organized discussion on an important subject 辩论, 讨论
4. **enslave** (verb) to make someone a slave 使某人成为奴隶, 征服
5. **philosopher** (noun) someone who studies and develops ideas about philosophy 哲学家
6. **poison** (noun) a substance that can kill or harm you if you eat it, drink it, etc. 毒药, 毒物
7. **supposedly** (adverb) used to say that you do not believe what you are saying about the thing or person you are describing, even though other people think it is true 根据推测, 据称

Add new words to your personal dictionary on page 146.



Read and listen again to practice your pronunciation.



After you read

Computer note

Don't rely on your computer to take care of your spelling problems.

Word processors don't recognize some words and ignore wrong words you may have typed, for example: *there*, *their* and *they're*. Check your work carefully.

A. Answer these questions.

1. What did Plato establish?
2. What was once the name for the Strait of Gibraltar?
3. How was Atlantis able to enslave other countries?
4. What two things destroyed Atlantis?
5. Why do you think people want to find Atlantis?

Understand what you read**Dictionary skills**

English has too many words to keep them all in one dictionary. In fact, the English language is constantly growing, adding new words every day. Many words we use about computers, for example, did not exist 20 years ago. You may have many kinds of dictionaries: bilingual, thick and comprehensive monolingual, computer-based, pocket-sized. Choosing the best dictionary may depend on where you use it. If you need to take it to class, choose a smaller one that is easier to carry. If you mostly use it at home, get a larger one.

Here are four tips for working with your dictionary:

- When you read, try to understand by context, but keep a list of new words.
- Every time you look up a word, put a dot next to the word in pen.
- If you look up a word more than once, try to understand why it's a problem for you to spell or remember.
- Use the pronunciation guide to learn how to say a word correctly.

B. Circle the wrong words.

Around the world, there are many stories about great floods. Often, the floods are a punishment by a god. A hero usually escapes to tell the story and continue the human race. Is there any truth to the stories? Recent discoveries around the Black Sea show it suffered a terrible flood from the Mediterranean Sea around 5500 BC.

C. Fill in the missing words. Use the correct form of the word.

- **discern** (verb) to see, notice, or understand something
- **illustrate** (verb) to explain or make something clear by giving examples
- **model** (noun) someone or something that people want to copy because they are successful or have good qualities
- **mythical** (adjective) not real or true, but only imagined
- **satisfaction** (noun) a feeling of happiness or pleasure because you have achieved something or got what you wanted
- **social** (adjective) relating to human society and its organization, or the quality of people's lives

What do people hope to _____ from a lost civilization like Atlantis?
Besides the _____ of knowing a lost treasure actually exists, people may want a _____ for their own _____ development. This may actually have been the point of Atlantis, a _____ city of science and culture that was only meant to _____ how people should live.

Why else might someone want to find the lost city of Atlantis?

What about you?

If you found directions to take you to Atlantis, could you follow them? Try following these directions and circle Atlantis: The biggest island, Macro, isn't Atlantis. The smallest island, Micro, isn't either. Micro is to the left of Medial. Between Medial and Distal is another island. Distal is next to the largest island. And Distal is between it and Atlantis.

