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# 英语短文经典阅读

*Our Global Village*

风土人情篇

Angela Labarca

James M. Hendrickson



大连理工大学出版社

THE UNIVERSITY OF CHICAGO PRESS

1997

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程昕译

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汤姆森学习出版集团

Angela Labarca, James M. Hendrickson: Our Global Village

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# Preface

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本书是专门为具有中级英语水平的读者设计的。以英语为母语的学习者可把本书用在阅读基础课的课堂上,也可把它作为高中、大专、大学或其他教育机构的阅读补习班的课堂用书。本书主要目的是帮助学生通过积极主动地参与多种学习活动,全面地提高英语水平,扩大词汇量,增强英语口语能力,提高英语写作水平。

本书以跨文化背景为出发点。大量文章展示了众多世界各地的风土人情。在每篇阅读文章后附有大量的多样化的练习,使学生在享受阅读的乐趣中同时提高听、说、读、写能力。本书可用做自学用书,也可用做培训班教材。使用本书作为教材可以促进教师与学生之间的互动学习,同时本书也是学生了解世界的窗口。

# To the Reader

## 写给读者的话

本书共包括14章和7个单元词汇复习。每一章又分为三个部分:阅读、学习活动和本章词汇总结。

**阅读部分** 本书有13篇选自不同英语杂志的文章,还有1篇文章是本书一位作者的亲身经历。作者选的这些文章都是学生们感兴趣的话题。文章题材丰富,其中有教婴儿在俄罗斯儿童健康中心学游泳,解救肯尼亚大象,和汤加国王聊天,在墨西哥发现外星景观等。从这些文章的选材可以看到,这本书的阅读文章包括世界不同地区的各个生活层面。

本书的阅读文章是通过欣赏阅读材料来提高阅读理解能力,目的是要以学生们所熟知的形式来掌握阅读理解文章的技巧。在这里,一些简短的句子代替了复杂的语法结构;一些短语和表达也由简单的解释和文章旁边的注释取而代之;在页脚处还有一些对特殊词汇的解释。

阅读文章是按照从易到难排列的,其可读性用计算机按音节的多少、字的长短、句子的长短进行了科学认定。内容包括:孩子与动物、家庭联系、国外旅行、家庭娱乐、人类生命科学、商务活动、未来世界。

**学习活动** 在学习活动中读者可以做阅读练习、口语和写作练习。大部分的学习活动是开放式的,可以有多种答案,帮助学生生活学活用;有些带有问号的题目,除了给出的答案外,还提示学生给出其他合适的答案。所有答案附在书后。每一章的学习内容不同,每种学习活动都有不同的学习策略。不同的主题,分析的深度也不同。这些学习活动包括:阅读理解、阅读技巧、发音、构词法、语法练习、小组讨论、写作和自主学习项目。

短语都按字母顺序列出。这种词汇目录对学生和教师都有帮助。可以将它作为**词汇考试复习**,也可用于**词汇分类**:分成**主题词或功能词**(例如,家庭,母亲,父亲),用于**合理理解和使用词**(例如,地球,陆地,地面),用于**研究词法特征**,**认出和使用同义词和反义词**。作者鼓励教师运用所有这些内容和其他的阅读策略帮助学生成为更熟练和更独立的英语学习者。

**词汇复习** 七个单元词汇复习列在每一个主题单元之后,包括出现在阅读选项中的常用词和短语练习。练习有五种:**词的搭配**帮助学生按语义练习词汇;**意思阅读**是指词的替换练习,基于两篇给定的词汇复习材料其中的一个进行词汇练习;**选择活动**让学生表达自己的好恶和对相关题目的观点;**认识活动**鼓励学生进一步熟悉同班同学;**字谜**主要练习对字的分辨能力。

# Preface

*Our Global Village* is an intermediate-level reader designed for students of English as a second or foreign language. The book can also be used by native English-speakers enrolled in developmental and remedial reading programs offered by high schools, colleges, universities, and other educational institutions. Its primary purpose is to aid students in acquiring English through active participation in a variety of learning activities. A broader goal of the book is to help students learn some formal aspects of English, increase their vocabulary knowledge, and further develop their oral and written proficiency in English.

As its title indicates, this book has a strong cross-cultural focus. The authors have included reading selections on a broad range of human interest themes and geographical regions of the world. These readings, together with the learning activities, are intended to help students enjoy improving their English-language skills and become more acquainted with their classmates and the world community.



# To the Instructor

*Our Global Village* contains fourteen chapters and seven vocabulary reviews. Each chapter is divided into three sections: a reading selection, learning activities, and a chapter vocabulary.

**Reading Selections.** Thirteen reading selections in this book are adaptations of articles that appeared in different English-language magazines; one reading selection is based on a coauthor's personal experience. The authors chose these articles primarily for their high student interest and for their wide range of geographic locations—from teaching infants to swim at children's centers in Russia and rescuing baby elephants in Kenya to a chat with the King of Tonga and discovering extraterrestrial sightings in Mexico. As these examples indicate, the readings consist of a collection of interesting slices of life from different regions of our interdependent world community—our “global village.”

The primary function of these reading selections is the improvement of basic reading skills through enjoyable reading material in English. A broader goal of the readings is to facilitate students' progress in reading English-language materials in their adapted form. Some complex grammatical structures were replaced with shorter, simpler sentences, and some terms or expressions were either replaced with simpler ones or accompanied by a gloss note in the margin. Other lexical or topical items that required clarification are explained in footnotes.

The reading selections are sequenced in order of difficulty from the beginning of the book to the end. Essentially, the sequence of the readings was based on their readability as measured by the following four instruments:

1. *Flesch Reading Ease*: Computes readability based on the average number of syllables per word and the average number of words per sentence. Scores range from 0 (zero) to 100. Standard writing averages approximately 60 to 70. The higher the score, the greater the number of people who can easily understand the text.
2. *Flesch-Kincaid Grade Level*: Computes readability based on the average number of syllables per word and the average number of words per sentence. The score in this case indicates a grade-school level. For example, a score of 8.0 means that an eighth grader would understand the document. Standard writing equates approximately to the seventh-to-eighth-grade level.

3. *Coleman-Liau Grade Level*: Uses word length in characters and sentence length to determine a grade level.
4. *Bormuth Grade Level*: Uses word length in characters and sentence length in words to determine a grade level.

The authors made additional modifications in the sequence of the readings, within a narrow readability range, according to seven themes: Children and Animals, Family Ties, Foreign Travel, Home Entertainment, Human Life Sciences, Business Affairs, and The Future.

**Learning Activities.** The learning activities in *Our Global Village* provide many opportunities for students to improve their proficiency in reading and using English to express themselves in conversation and in writing. The majority of the learning activities are open-ended—that is, they do not require specific responses from students. In some of the activities a question mark prompts students to give other appropriate answers apart from those provided. Answers to all the close-ended activities appear in the Answer Key at the end of the book.

The kinds of learning activities vary considerably from chapter to chapter. They accommodate differences in learning strategies, topic interests, and depth of analysis. The activities include reading comprehension, reading strategies, pronunciation, vocabulary building, grammar practice, small-group discussions, writing tasks, and independent study projects.

**Reading Comprehension.** Reading comprehension exercises check a student's understanding of the reading selections. Varied formats are used to evaluate how well students have understood what they read and to help them develop efficient analytic skills. The formats include answering questions, true-false statements, multiple choice questions, compiling brief lists, rank ordering events, matching columns of information, and completing charts.

**Reading Strategies.** Many learning activities in the book provide practice in extracting information from the reading selections. Students are directed to scan paragraphs for main ideas, to infer meaning with the assistance of contextual clues, and to organize information into meaningful chunks for easier recall by using charts, graphs, and tables. These kinds of activities develop students' confidence in reading unfamiliar materials in English by using some strategies applied unconsciously in their first language. Such structured activities encourage students to become more independent readers.

**Pronunciation.** Significant features of spoken English appear in several chapters. Pronunciation exercises drill individual sounds, linking, and intonation patterns.

**Vocabulary Building.** These exercises appear in many different formats throughout the book. For example, students use idiomatic and figurative language, analyze word families and word sets, complete crossword puzzles, match associated words and phrases, and use synonyms and antonyms.

**Grammar Practice.** Students complete varied exercises for understanding the functions of different morphological elements and syntactic structures of English. These exercises are always presented in the context of a chapter's theme. They include, for example, practice in using third person present tense *-s*, in completing regular and irregular past tense verb forms, in using regular and irregular comparative adjectives, and in making comparisons.

**Small-Group Discussions.** An abundant variety of activities invites students to share their thoughts and feelings with their classmates in response to what they have read in the reading selections. Most of these activities are cross-culturally oriented; that is, students compare and contrast information based on their own social and cultural backgrounds. In this way students develop a better understanding and appreciation of our world community as well as a greater insight into ideas that differ from their own. Small-group activities include interviews, role playing, free interaction through problem solving, surveys, group consensus activities, debates, and various small-group projects.

**Writing Tasks.** The book includes activities for expanding communication in writing. Students are given specific writing tasks such as expressing opinions, narrating an event, and taking notes. Students can subsequently incorporate the text produced into other pieces such as letters.

**Independent Study Projects.** These projects encourage students to investigate in depth specific topics introduced in the reading selections and in some of the other learning activities. Students are asked to report their findings either orally or in writing. By seeking, discovering, and reporting information in this way, students not only improve their ability to communicate effectively in English but also expand their knowledge of our world community and their own unique place in it.

**Chapter Vocabularies.** Every chapter ends with a list of content words and phrases that appear in its reading selection. The vocabulary lists are divided into categories of nouns, adjectives, verbs, adverbs, proper nouns, and expressions. Each word or expression is listed alphabetically within its respective category.

The vocabulary lists are a useful tool for students and their instructors. The lists provide a reference for reviewing lexical items for testing. They also serve as a resource for grouping words into thematic or functional categories (e.g., *family, mother, father*), for understanding and using words appropriately (e.g., *earth, land, ground*), for studying morphological features (e.g., *beautiful, wonderful, grateful*), and for recognizing and using synonyms and antonyms. The authors encourage instructors to experiment with these and other reading strategies for helping their students become more proficient and independent learners of English.

**The Vocabulary Reviews.** The seven vocabulary reviews, one after every thematic unit, contain activities for using common words and phrases that appear in the reading selections. These reviews present five different kinds of activities. **Word sets** are exercises that help students associate words in semantic categories. **Reading for meaning** activities are word replacement exercises that focus on a topic presented in one of the two readings on which a given vocabulary review is based. **Which do you prefer?** activities provide students with opportunities to express their likes, dislikes, and opinions about many topics. **Getting to know you** are interview activities that encourage students to become better acquainted with their classmates. **Crossword puzzles** are entertaining exercises based on word definitions.

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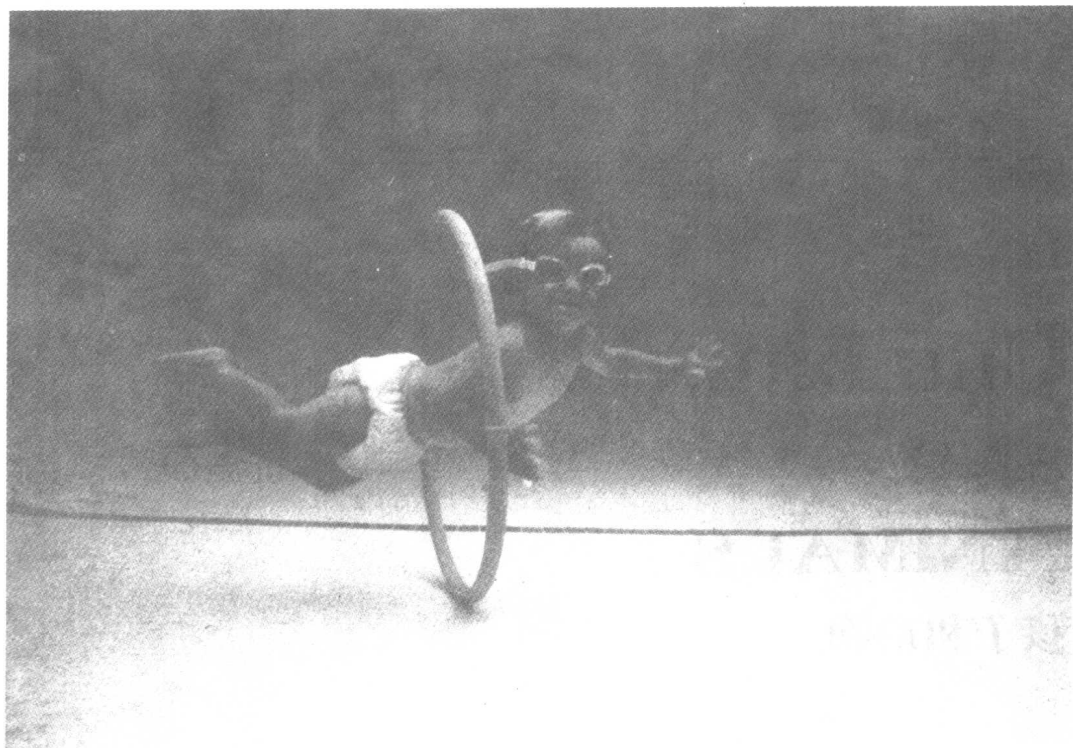
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# UNIT I

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## CHILDREN AND ANIMALS

孩子和动物



# **I** Swim First, Walk Later

先学游泳,后学走路

**B**efore babies walk, many of them learn how to swim at children's centers. There are centers for children in the United States, Japan, Austria, Germany, England, and Russia. The slogan in these centers is "Swim first, walk later."

important phrase

Igor Charkovsky is a swimming instructor in Russia. He says that teaching babies to swim is easy. "First, lower the baby to the water. Wait for the moment when the baby begins to exhale. Then gently submerge the baby into the water. Babies float up to the surface easily. Teach the infants to hold their breath for two seconds, then for a longer period. Babies learn very fast."

breathe out  
put / top  
babies / not breathe

In Moscow many infants swim in pools at special polyclinics. They are stronger and healthier than babies who do not swim. Also, they are happy, relaxed, and not afraid of water. These babies are happy because they enjoy themselves so much in the swimming pool, instead of crying in their cradles. They are also very healthy; on the average, only eighteen out of one hundred baby swimmers get colds in the winter. In contrast, eighty-two out of one hundred nonswimmer babies get bad colds.

health care centers

baby beds, cribs / more or less

But

Kolya, a two-year-old boy, is the oldest "water baby" at one polyclinic in Russia. Every morning, he does chin-ups on a bar. Then he jogs with his father. Kolya's mother takes him to the swimming pool every day. He climbs the steps to the diving board, then cheerfully

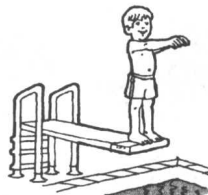
happily



chin-ups



jogging



diving board



dives° into the water. He dives into the water many times and swims until he is tired. When Kolya comes out of the pool, his mother gives him a good rubdown.° Then she wraps him in a large towel and he rests. Nadya, his nine-month-old sister, also swims every day.

"The earlier you start training babies, the better,"° says Charkovsky. "The more the babies exercise, the better they adapt to their environment."° And the more they swim, the stronger they become.° Kolya is a good example of Charkovsky's philosophy.° He is a strong, independent boy who uses his hands and legs very well. "Swimming is a wonderful exercise for everybody. It builds strong bodies and sound° minds," says Charkovsky.

jumps

massage

"It is good to teach babies early,"

surroundings / grow ideas

healthy

## LEARNING ACTIVITIES

(活学活用练习)

### A. Check your comprehension (检查你的阅读理解程度)

1. Drawings 1 to 5 below represent paragraphs 1 to 5 in the reading. Select the drawing (A, B, or C) that *best* represents the ideas in each paragraph.

在下列 5 组图画中, 哪一幅图画 A, B 或 C 最能代表每段的中心思想意思。

	A	B	C
1			
2			
3			
4			