



English Reading

英语阅读

文化、技巧与实践

Cultures, Skills and Practices

主编 李清平 黄永安

湖南人民出版社

W O R L D



广州航海高等专科学校资助项目



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前 言

在外语教学中,阅读是一门很重要的课程,这种重要性大致体现在以下三个方面。第一,在外语环境中,阅读是获取输入的主要途径,有时甚至是惟一途径,而输入是学好外语的先决条件;第二,阅读是外语学习中的一项基本技能,其中的许多微技巧是要通过教才能学会的;第三,阅读理解能力是外语语言能力的一个重要方面。因而,一般水平测试都把阅读理解当作很重要的一个方面来进行检测。

外语阅读在外语教学中如此重要,但“读什么”和“如何读”一直是人们争执不下的问题。综观现行的阅读教材,一般的做法都是搜集一些原版文章,然后编一些练习题。这样做至少忽视了两点。一是阅读理论和技巧的介绍不系统,二是目标文章的选择具有很大的随意性。努力克服这两个缺陷正是我们这套教材的特色。

这套教材是为英语专业基础阶段的学生编写的。但由于该教材对阅读理论和技巧有较详细和系统的介绍,它也可供非英语专业的学生、参加自学考试的人员和其他英语爱好者使用。全套教材分为四册,一年级使用一、二册,二年级使用三、四册。课文选材的基本主题是东西方文化,因此该教材又可以作为跨文化交际的入门读本来使用。在文化这一主题的统领下,尽可能选择各种体裁的文章,以增强学习者对不同类型语篇之间的互通。现将教材的编排布局介绍如下:

1.主题名言。每个单元覆盖一个主题,用一句名人名言来概括。学习者可以就此名言进行讨论,以拓宽自己的视野和提高自己的认识水平。

2.阅读技巧。我们知道,阅读是一个解码语篇的过程,这种解码有时在单词层面上进行,有时在句子层面上进行,有时在语篇层面上进行。每个单元就阅读技巧的一个方面进行论述并辅以例句。老师可在课堂上进行补充说明,自学





者可仔细阅读这一部分，并将所阐述的阅读技巧应用到每个单元的阅读实践中去。

3. 课前测试。每个单元由四篇课文组成；每篇课文由 **Text A** 和 **Text B** 两部分组成。课前测试是根据 **Text A** 设计的，目的是检测学习者在具体语境中猜词的能力。建议学习者进行自我测试，看自己的词义识别能力是否在不断提高。词义识别的自动化是阅读理解能力非常重要的一个方面。

4. **Text A**。这是每一课的正课文，要求从细节和总体上都能把握。比较难的背景知识在课后都有注释，每一课后都编有阅读理解题（包括多项选择、正误判断和完型填空），要求学习者自己先做，然后再看后面的参考答案。

5. **Text B**。这是副课文，话题与 **Text A** 大致相关。没有注释，练习题包括多项选择和正误判断。在课堂上，这也可以作为快速阅读练习材料来使用。

6. 谚语两则。每一课书后都有谚语两则，学习者可以从中体会英语民族的智慧和人生哲学，也可以尝试找出汉语相应的谚语表达方式，以增强跨文化交际的自愿和自觉。

教材编写是一项复杂的系统工程，而全部课文贯穿同一主题，并穿插阅读理论和技巧的介绍，犹如带着镣铐起舞。感谢中南大学外国语学院英语系的同学在教材试用过程中提出的宝贵意见。感谢广州航海高等专科学校出版基金的大力资助。更应该感谢湖南人民出版社，他们的严谨和高效使得这套教材能够在保证质量的前提下，在最短的时间里面世。

由于编者的水平有限，书中可能还存在这样或那样的不妥之处，希望使用者能不吝赐教，以便我们的工作能不断完善，从而让更多的英语学习者最大程度地获益。

主 编
2006年7月

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Unit

13

Mythology

Quote: Myth is an attempt to narrate a whole human experience, of which the purpose is too deep, going too deep in the blood and soul, for mental explanation or description.

Author: D. H. Lawrence, 1885 — 1930, British Author

Reading Skill

Starting from Questions

I. Starting from Questions

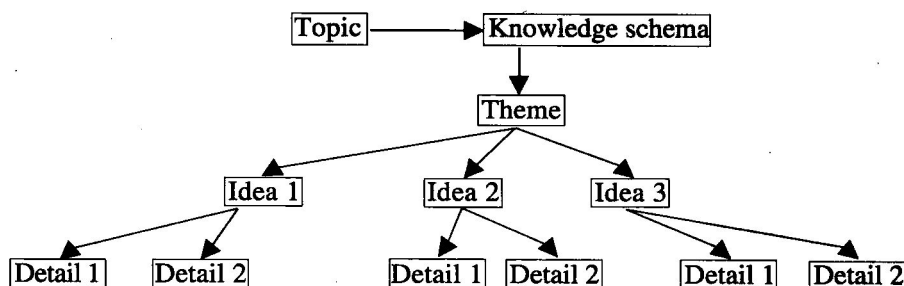
In FL classrooms, reading is always followed by answering comprehension questions (see Unit 9 for different types of questions). Many readers find it an effective practice to start from the comprehension questions, rather than from the text. It is a good practice because it can help the reader to establish a purpose for reading. If the question is about specific details, the reader does not have to go through the whole text word by word. Instead he only scans the text for the details by locating them in the text. If the question requires the reader to infer, he can skim the text to have a general idea about the writer's intention, tone, or attitude, and then make the inference accordingly. If the question asks for a conclusion, then the reader only has to scan for the necessary details which can support the conclusion.

II. Starting from the Title

Before actual reading, it always helps to read the title or the topic of a text. First, the title serves as an introduction that helps the reader to recall any information that he knows about it. In this sense, content schema (内容图式, see Unit 11) is activated(激活) when the reader relates the title to his personal experience or others' experiences which he read or heard



about. The activation of this background knowledge surely helps him to make sense of the information he will come across in the text. Second, starting from the title should increase the reader's interest in the text and thus increase his motivation to read it. Third, if the teacher consciously encourages the students to start from the title, he can review or introduce the relevant vocabulary for that topic, so as to strengthen students' knowledge schema (or content schema). Furthermore, starting from the title can also activate the reader's formal schema (形式图式, see Unit 11). The following figure illustrates how knowledge and/or formal schema are activated in this reading process.



This figure indicates that when the reader reads the title, his knowledge schema will be activated. That is, he will relate the title to what he knows about, and such microprocesses may be automatic. Then he reads the text, which is governed by one central idea (i.e., Theme). The theme of a text is usually elaborated by some sub-ideas (i.e., Idea 1, Idea 2, Idea 3,...), which are often the main ideas of paragraphs. And each of these ideas is supported by one or more details. The reader's job is to examine the coherence(一致) of details, establish the logical relationships of sub-ideas, and work out the central idea of the text. In doing so, his formal schema are activated. He automatically relates to what he knows about how such ideas should be developed, and how details should be presented and arranged. Again, such processes may be automatic.

Lesson Forty-nine

Preliminary Vocabulary Test

In each of the following sentences, there is one word in italics taken from the text. Choose, from A, B, C, D listed below the sentences, the item that is closest in meaning to the italicized word.

1. Standing on deck, he felt he was moving into an endless *void* of blue which reminded him of the forever stretching sea and sky.

- A. vacancy
- B. heaven
- C. a big vault
- D. large empty space

2. The roof of that luxury house was a miracle of rare device. It was a sunny pleasure *dome* made of glass which looks like a crystal ball.

- A. roof
- B. a ball-like shape
- C. crystal
- D. box

3. The manatee(海牛) living permanently in sea is a harmless animal which lives on marine *vegetation*.

- A. plants
- B. vegetables
- C. beasts
- D. creatures

4. He is not frightened of one bee or several, but *swarms* of them would really scare him.

- A. dozens
- B. crowds
- C. couples
- D. a few

5. To drain up the stagnant water(积水) where mosquitoes(蚊子) *multiply* is one of the most efficient ways to exterminate them.

- A. contaminate
- B. copulate
- C. develop
- D. generate offspring

6. In European history, Spain and Britain naval forces had been fighting for *dominion* over the sea for centuries.

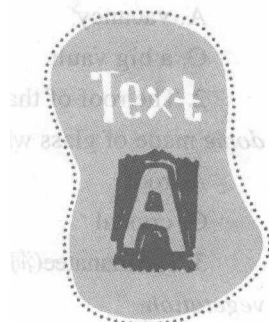
- A. decision
- B. designation
- C. domination
- D. devotion

7. What makes us some great minds and others little minds is that the latter are *subdued* by misfortune but the former rise above from it.

- A. surbased
- B. subjected
- C. washed out
- D. smashed

8. The legendary Holy Grail(圣杯) was considered to be the grail used by Jesus Christ so it is *hallowed* in Western countries.

- A. considered holy B. imagined artistic
 C. christianized D. converted
9. The man makes their garden waste by pulling off all its *herbs* and flowers.
 A. grasses B. land
 C. trees D. moss
10. The man unscrewed the cap of the perfume bottle and put it to his *nostrils* and smelt it.
 A. eyes B. mouth
 C. holes at the end of nose D. tongue



The Story of Creation

Six Days of Creation and the Sabbath

In the beginning when God created the heavens and the earth, the earth was a formless void and darkness covered by the face of the deep, while a wind from God swept over the face of the waters. Then God said, "Let there be light"; and there was light. And God saw that the light was good; and God separated the light from the darkness. God called the light Day, and the darkness he called Night. And there was evening and there was morning, the first day.

And God said, "Let there be a dome in the midst of the waters, and let it separate the waters from the waters." So God made the dome and separated the waters that were under the dome from the waters that were above the dome. And it was so. God called the dome Sky. And there was evening and there was morning, the second day.

And God said, "Let the waters under the sky be gathered together into one place, and let the dry land appear." And it was so. God called the dry land Earth, and the waters that were gathered together he called Seas. And God saw that it was good. Then God said, "Let the earth put forth vegetation: plants yielding seed, and fruit trees of every kind on earth that bear fruit with the seed in it." And it was so. The earth brought forth vegetation: plants yielding seed of every kind, and trees of every kind bearing fruit with the seed in it. And God saw that it was good. And there was evening and there was morning, the third day.

And God said, "Let there be lights in the dome of the sky to separate the day from the

night; and let them be for signs and for seasons and for days and years, and let them be lights in the dome of the sky to give light upon the earth.” And it was so. God made the two great lights — the greater light to rule the day and the lesser light to rule the night — and the stars. God set them in the dome of the sky to give light upon the earth, to rule over the day and over the night, and to separate the light from the darkness. And God saw that it was good. And there was evening and there was morning, the fourth day.

And God said, “Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky.” So God created the great sea monsters and every living creature that moves, of every kind, with which the waters swarm, and every winged bird of every kind. And God saw that it was good. God blessed them, saying, “Be fruitful and multiply and fill the waters in the seas, and let birds multiply on the earth.” And there was evening and there was morning, the fifth day.

And God said, “Let the earth bring forth living creatures of every kind: cattle and creeping things and wild animals of the earth of every kind.” And it was so. God made the wild animals of the earth of every kind, and the cattle of every kind, and everything that creeps upon the ground of every kind. And God saw that it was good.

Then God said, “Let us make humankind in our image, according to our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the wild animals of the earth, and over every creeping thing that creeps upon the earth.”

So God created humankind in his image, in the image of God he created them; male and female he created them. God blessed them, and God said to them, “Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.” God said, “See, I have given you every plant yielding seed that is upon the face of all the earth, and every tree with seed in its fruit; you shall have them for food. And to every beast of the earth, and to every bird of the air, and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food.” And it was so. God saw everything that he had made, and indeed, it was very good. And there was evening and there was morning, the sixth day.

Thus the heavens and the earth were finished, and all their multitude. And on the seventh day God finished the work that he had done, and he rested on the seventh day from all the work that he had done. So God blessed the seventh day and hallowed it, because on it God rested from all the work that he had done in creation.

These are the generations of the heavens and the Earth when they were created.

In the day that the LORD God made the Earth and the heavens, when no plant of the field was yet in the earth and no herb of the field had yet sprung up—for the LORD God had not caused it to rain upon the earth, and there was no one to till the ground; but a stream would rise from the earth, and water the whole face of the ground — then the LORD God formed man from the dust of the ground, and breathed into his nostrils the breath of life; and the man became a living being. And the LORD God planted a garden in Eden, in the east; and there he put the man whom he had formed. Out of the ground the LORD God made to grow every tree that is pleasant to the sight and good for food, the tree of life also in the midst of the garden, and the tree of the knowledge of good and evil.

A river flows out of Eden to water the garden, and from there it divides and becomes four branches. The name of the first is Pishon(比逊河); it is the one that flows around the whole land of Havilah(哈腓拉), where there is gold; and the gold of that land is good; bdellium(红宝石) and onyx(玛瑙) stone are there. The name of the second river is Gihon(基训河); it is the one that flows around the whole land of Cush(古实). The name of the third river is Tigris(底格里斯河), which flows east of Assyria(亚述). And the fourth river is the Euphrates(幼发拉底河).

The LORD God took the man and put him in the garden of Eden to till it and keep it. And the LORD God commanded the man, “You may freely eat of every tree of the garden; but of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall die.”

Then the LORD God said, “It is not good that the man should be alone; I will make him a helper as his partner.” So out of the ground the LORD God formed every animal of the field and every bird of the air, and brought them to the man to see what he would call them; and whatever the man called every living creature, that was its name. The man gave names to all cattle, and to the birds of the air, and to every animal of the field; but for the man there was not found a helper as his partner. So the LORD God caused a deep sleep to fall upon the man, and he slept; then he took one of his ribs and closed up its place with flesh. And the rib that the LORD God had taken from the man he made into a woman and brought her to the man. Then the man said,

“This at last is bone of my bones
and flesh of my flesh;
this one shall be called Woman,
for out of Man this one was taken.”

Exercises

Complete each of the following sentences by choosing one of the items from A, B, C, D listed below in conformity with the meanings of the text.

- ## II. True or False

1. Before God created the world, there's no light.
2. God created plants and animals to provide human beings with food.

3. Human beings were created according to God's appearance.
4. The river Euphrates originates in the Eden.
5. God made all the living creatures and named them after the job was done.

III. Cloze Test

Below the following article, there are 16 words or phrases in the box. Choose the best one to fill each of the blanks in the article.

In his book, *A Brief History of Time*, the well-known British physicist, Stephen W. Hawking(霍金), identifies the ultimate question behind everything. "Today we still yearn to know why we are here and where we came from?"

In the last chapter of his book he says:

"We find ourselves in a bewildering(令人迷惑的) world. We want to make 1 of what we see around us and to ask: What is the nature of the 2? What is our place in it and where did it and we come from? Why is it the way it is?"

Like so many other astronomers and physicists, Hawking tries to explain the universe without acknowledging its Creator. But Isaac Newton (1642—1727), possibly the greatest physicist of all time and a predecessor of Hawking in the same chair at Cambridge University, firmly 3 that the solar system was created by God.

The idea that the solar system 4 from a swirl(漩涡) of matter began with Immanuel Kant(康德, 1724—1804). Many present-day cosmologists(宇宙哲学家) describe the cosmos(宇宙) in 5 of evolutionary development and most of them accept the so-called big bang theory.

According to this 6, the universe began about 10 to 20 thousand million years ago as an inconceivably small volume of space (or a single point of vast energy) which has been expanding ever since.

Space does not permit a full discussion of the evidence for and 7 the big bang. However, many discoveries made in recent years with improved instruments and improved observational methods have repeatedly shaken this theory.

If the universe came from a big bang, then matter should be evenly distributed. However, the universe contains an extremely 8 distribution of mass. This means that matter is concentrated into zones and planes around relatively empty regions. Two astronomers, Geller and Huchra, embarked 9 a measuring program expecting to find evidence to support the big bang model. By compiling large star maps, they hoped to demonstrate that 10 is uniformly distributed throughout the cosmos (when a large enough scale is considered).

The more 11 they made with their cartographic(制图的) overview of space, the clearer