

● 专门用途英语课程系列



An English Course in Humanities (2nd Edition)

人文英语教程 (第二版)

学生用书

邓红 主编



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出版说明

根据高等教育本科阶段人才培养新目标和大学英语教学新要求，外教社策划推出了“专门用途英语课程系列”。本系列教材以外教社已出版的多种拓展课教材为基础，吸纳专家学者的最新研究成果和建议，充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，必将进一步推动我国大学英语教学的发展。

本系列教材包含“学术英语课程群”和“职业英语课程群”两大类。

●学术英语课程群

侧重高级英语及学术英语听、说、读、写、译等技能的培养，为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括综合、视听说、演讲、写作等。

●职业英语课程群

侧重提升与专业及职场相关的英语运用能力，在培养学生基本语言技能的基础上，教授与专业相关的英语词汇和表达，并尽可能传授专业知识，以使大学生轻松通过英语媒介获取本专业知识和信息，游刃有余地应对英语职场生活。

除了已出版的专门用途英语教材外，外教社还通过邀请更多海内外英语教学专家参与编写、和国外出版社合作出版等方式，扩大本系列教材的选题规模，以满足各专业大学生的学习需求。本系列教材具有时代感强、实用性强、课堂可操作性强等特点，相信会给我国大学英语教学带来新风向。

上海外语教育出版社

前言

正在研制的《大学英语教学指南》指出：“当今世界，经济全球化和科技进步将不同国家与地区的人们紧密联系在一起。英语作为全球目前使用最广泛的语言，是国际交往和科技、文化交流的重要工具。通过学习和使用英语，可以直接了解国外前沿的科技进展、管理经验和思想理念，学习和了解世界优秀的文化和文明，同时也有助于增强国家语言实力，有效传播中华文化，促进与各国人民的广泛交往，提升国家软实力。”大学英语作为一门课程，其育人价值主要体现在：培养具有中国情怀、国际视野和跨文化沟通能力的21世纪新中国公民。

《人文英语教程》(*An English Course in Humanities*)自2007年8月问世以来，一直深受广大使用者的欢迎。如今，顺应时代需求，上海外语教育出版社修订出版了教程的第二版。它依据“大学英语课程是高等学校人文教育的一部分，兼有工具性和人文性双重性质”的理念，基于编写团队对全国部分高校大学生人文素质近10年的深入研究，结合“互联网+”时代的校园实情，以“十二五”国家规划教材的各项指标为标准，精心设计、潜心编写而成，作为完善大学英语系列课程的一股新生力量，具有以下特点：

一、顶层设计 高屋建瓴

《人文英语教程》顶层设计以“十二五”国家规划教材的各项指标为标准。

1. 思想水平方面：宣扬爱国主义，弘扬民族文化，反映时代特色；教材体系力争反映内容的内在联系及本专业特有的思维方法。
2. 科学水平方面：力争反映本学科国内外科学研究和教学研究的先进成果，完整地体现本课程应包含的知识，反映其相互联系及发展规律；正确地阐述本学科的科学理论和概念，注意理论联系实际。

3. 教学水平方面：取材合适，深度适宜，份量恰当；符合认知规律，富有启发性，有利于激发学生的学习兴趣，促进各种能力的培养；结构完整，内容齐全。
4. 文图水平方面：文字规范、简练，语言流畅，叙述生动；精心选图，与文字配合恰当。

二、题材广泛 选文新颖

《人文英语教程》编写以历时顺序精心挑选8个Unit的课文内容，又从共时角度在每个Unit的4个Section中进行跨文化的设置和比较。所选题材跨越古今，贯穿中外。从希腊神话、圣经故事到华夏传说，从历史事件到名人传记，从传统习俗到人文地理，从生活万象到全球热点，集广泛性、典型性、趣味性和时代性为一体。以第一单元为例：

	标 题	成语精选	简 介
Unit 1	Myths and Tales		以Unit为单位进行整体设计，采用3+1选文模式（3篇有关西方文化的文章，1篇有关中国文化的文章），并在Ability Cultivation部分设计与课文主题相匹配的练习。
Section A	The Creation of the World	开天辟地	
Section B	Pandora's Box	女娲造人	
Section C	King Arthur and His Knights	三顾茅庐	
Section D	Great Yu Controlled the Flood	愚公移山	

三、内容丰富 结构合理

《人文英语教程》包含8个Unit，每个Unit有4个Section。每个Section由Preview、Text、New Words、Knowledge Extension和Ability Cultivation五个环节组成。

1. Preview部分为200字左右的中文导读，言简意赅地引出文章的主题。
2. Text部分每篇文章长度在1200个单词左右。所有选文文字规范、语言鲜活、时代感强、知识性与趣味性完美结合。
3. New Words部分以大学英语的词汇表为参照标准。每课生词量控制在20个左右，按出现先后排序，生词注解为本课词义。
4. Knowledge Extension部分围绕课文主题提供更广泛的人文背景知识。
5. Ability Cultivation部分首先通过新颖、独特的词汇练习Vocabulary Activities，扩大学生的词汇量，达到分类构建词库的目的；接着循序渐进地介绍各种阅读技能（Reading Skills），再通过阅读理解（Reading Comprehension）练习培养学生把握文章主旨和掌握相关细节的能力；最后通过颇具特色、课堂可操作性强的教学活动Initiative Activities启发学生思考，激励学生加强课堂交流与互动。

为了提高学生的学习兴趣，我们在学生用书中精心挑选了一些与文章相配的图片，希望能帮助学生理解课文内容。为了方便教师教学，教师用书中的Background Information与学生用书中的Knowledge Extension内容原则上相互匹配。

四、形式独特 启发性强

《人文英语教程》在形式上不同于普通阅读教程，它具有较强的启迪性和趣味性，不仅让学生学到语言知识，同时又引导学生积极主动地思考，将技能学习与拓宽知识面、培养思维能力有机结合起来。以Ability Cultivation为例，它以“需求驱动”和“输出驱动”为导向，以Unit为单位，从一个全新的角度进行整体设计。每个Unit中设置了Vocabulary Activities、Reading Skills、Reading Comprehension、Initiative Activities 4大类、16种题型，其优点在于既能从不同角度对学生进行词库构建、阅读技能、阅读理解、创新能力与跨文化沟通能力等诸方面的训练，又避免了同一个Unit中4个Section练习模式的雷同。

Ability Cultivation部分4大类、16种题型一览表

4大类	16种题型
I. 词汇构建 Vocabulary Activities (6种题型)	Compounds and Derivatives 合成词与派生词
	Synonyms and Antonyms 同义词与反义词
	Denotation and Connotation 本义与转义
	Acronyms and Abbreviations 首字母缩拼词与缩写词
	Idioms 成语
	Collocation 搭配
II. 阅读技巧 Reading Skills (5种题型)	Identifying Word Meaning from the Context 猜词
	Reading for the Key Idea in a Sentence 句子主旨理解
	Completing Sentences with Information from the Text 填词
	Explaining Figurative Expressions with Your Own Words 修辞理解
	Matching Information with Corresponding Paragraphs 信息匹配

III. 阅读理解 Reading Comprehension (4种题型)	Recognizing the Sequence of Events 排序
	Deciding Whether the Statements Are Y, N, or NG 判断
	Completing the Form with Information from the Text 填表
	Reading for Major Details 细节查寻
IV. 创新互动 Initiative Activities (1种题型)	Story-telling 故事讲述

五、多维创新 积极探索

现代信息技术应用于大学英语教学，不仅使教学手段实现了现代化、多样化和便捷化，也促使教学理念、教学内容、教学方式发生改变。正逢“万众创新”的“互联网+”时代，编写团队也尝试着从多个维度进行创新。

1. **理念创新：在教育生态学视阈下进行编写**，着重考虑教材编排体系的生态化、选文系统的生态化、教材学习方法的生态化、教材学习空间的生态化等因素。
2. **内容创新：以25%的比例纳入中国文化元素**，旨在提高90后大学生在多元文化背景下的跨文化沟通能力和用英语传播中国文化精髓的能力。
3. **方式创新：立体化制作教材**，尝试微型移动课程的协同性、多维性、共时性、动态性、连接性、网络性等特点。编写团队创建了微型移动课程，尝试“面授教学”+“在线学习”的混合教学（blended learning）模式，力争使学生朝着主动学习、自主学习和个性化学习的方向发展。

“大学英语课程重要任务之一是进行跨文化教育。因此，要充分挖掘大学英语课丰富的人文内涵，实现工具性和人文性的有机统一。”基于此，在编写《人文英语教程》第二版时，主编武汉理工大学邓红教授与团队成员一起，总结了近10年来在大学英语中进行人文素质教育的研究成果，更新了原教材50%以上的内容，历时一年有余，潜心开展了这次修订再版工作。《人文英语教程》第二版的宗旨是：在培养学生语言技能、学习能力、创新能力和跨文化沟通能力的同时，拓宽他们的知识面，提升其精神品位，丰富其心灵世界，塑造其健全人格，使他们学到的不仅仅是语言知识，更有丰富深邃的人文思想，能够学有所思，思有所得，得有所用。同时，学生也能满足国家战略需求与国际交流的需要，为迎接全球化时代的机遇和挑战做好准备。

特别需要感谢的是，在《人文英语教程》编写过程中，我们得到了多位前辈和专家的支持和鼓励。全国著名英语教育专家董亚芬教授审阅了第一版，并给予了许多的关心和指导；国家级精品课程主持人许之所教授对教材的编写和修订提出了具体的改进意见；外籍专家Kai Evenson和Mellet Clare审定了本书的英文部分。非常幸运的是，“将人文素质教育融于大学英语教学的新探索”得到了中科院杨叔子院士的肯定，他认为“该研究在转变教育思想和教育观念，进行课程内容、教学方法研究，促进学生人性与灵性的和谐发展等方面进行了有益的尝试，其研究成果《人文英语教程》是一套具有探索意义的好教材”。在此，编写团队对各位前辈、专家的支持鼓励以及上海外语教育出版社各位编辑老师的专业指导和辛勤付出表示最崇高的敬意和衷心的感谢。

《人文英语教程》的设计、编写是一个不断探索的过程，其中定然还有不足之处，敬请各位读者斧正。

编 者

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Unit 1

Myths and Tales

Section A

Preview

《圣经》(the Bible)由《旧约》(the Old Testament)和《新约》(the New Testament)两部分组成。千百年来,它对西方社会的发展起到了无法估量的巨大作用。它深入人们的生活,影响人们的思想,以至成为许多人寻求慰藉的精神支柱和待人处世的实践准则。本文《开天辟地》(The Creation of the World)选自《圣经》的《旧约》。它告诉人们上帝如何在六天的时间里创造了世间的一切,包括万物之灵——人类。

Text

The Creation of the World

- 1_ In the beginning God created the heavens and the earth. Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.
- 2_ And God said, "Let there be light," and there was light. God saw that the light was good, and he separated the light from the darkness. God called the light "day," and the darkness he called "night". There was evening, and there was morning — the first day.
- 3_ And God said, "Let there be a vault between the waters to separate water from water." So God made the vault and separated the water under the vault from the water above it. And it was so. God called the vault "sky." And there was evening, and there was morning — the second day.
- 4_ And God said, "Let the waters under the sky be gathered to one place, and let dry ground appear." And it was so. God called the dry ground "land," and the gathered waters he called "seas." And God saw that it was good.
- 5_ Then God said, "Let the land produce vegetation: seed-bearing



plants and trees on the land that bear fruit with seed in it, according to their various kinds.” And it was so. The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their various kinds. And God saw that it was good. And there was evening, and there was morning — the third day.

6_ And God said, “Let there be lights in the vault of the sky to separate the day from the night, and let them serve as signs to mark sacred times, and days and years. And let there be lights in the vault of sky to give light on the earth.” And it was so. God made two great lights — the greater light to govern the day and the lesser light to govern the night. He also made the stars. God set them in the vault of sky to give light on the earth, to govern the day and 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.

7_ And God said, “Let the waters teem with living creatures, and let birds fly above the earth across the vault of the sky.” So God created the great creatures of the sea and every living thing with which the water teems and that moves about in it, according to their kinds, and every winged bird according to its kind. And God saw that it was good. God blessed them and said, “Be fruitful and increase in number and fill the water in the seas, and let the birds increase on the earth.” And there was evening, and there was morning — the fifth day.

8_ And God said, “Let the land produce living creatures according to

their kinds: the livestock, the creatures that move along the ground, and the wild animals, each according to its kinds.” And it was so. God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good.

9_ Then God said, “Let us make mankind in our image, in our likeness so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and all the living creatures that move along the ground.”

10_ So God created mankind in his own image, in the image of God he created them. God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. Now God had planted a garden in the east, in Eden; and there he put the man he had formed. God made all kinds of trees grow out of the ground — trees that were pleasing to the eye and good for food. In the middle of the garden were the tree of life and the tree of the knowledge of good and evil.

11_ God took the man and put him in the Garden of Eden to work it and take care of it. He commanded the man, “You are free to eat from any tree in the garden, but you must not eat the fruit from the tree of the knowledge of good and evil, for when you eat from it you will certainly die.”

12_ Then God said, “It is not good for the man to be alone. I will make a helper suitable for him.” But for Adam no suitable helper was found. So God caused the man to fall into a deep sleep, and while he was sleeping, he took one of the man’s ribs and then closed up the place with flesh. Then God made a woman from the rib he had taken out of the man, and he brought her to the man.

13_ Then the man said:
“This is now bone of my bones
and flesh of my flesh;
She shall be called ‘woman,’
for she was taken out of man.”

14_ This is why a man leaves his father and mother and is united to his wife, and they become one flesh.

15_ God blessed them and said to them, “Be fruitful and increase in number, fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.”

16_ God saw all that he had made, and it was very good. And there was

evening, and there was morning — the sixth day.

17 By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done.

18 Thus the heavens and the earth were completed in all their vast array.

New Words

hover ['hɒvə] *v.* (of birds, helicopters, etc.) to stay in the air in one place (鸟、直升机等) 翱翔; 盘旋

vault [vɔ:lt] *n.* an arched roof; a thing like an arched roof, especially the sky 穹隆; 天空

vegetation [ˌvedʒɪ'teɪʃən] *n.* plants in general, especially the plants that are found in a particular area or environment (统称) 植物; (尤指某地或某环境中的) 植被, 植物群落, 草木

sacred ['seɪkrɪd] *a.* connected with God or a god; considered to be holy 上帝的; 神的; 神圣的

teem [ti:m] *v.* to be full of people, animals, etc. moving around 充满, 遍布, 到处都是 (移动着的人、动物等)

livestock ['laɪvstɒk] *n.* [mass noun] the animals kept on a farm, for example cows or sheep 牲畜; 家畜

nostril ['nɒstrəl] *n.* either of the two openings at the end of the nose that you breathe through 鼻孔

rib [rɪb] *n.* any of the curved bones that are connected to the spine and surround the chest 肋骨

subdue [səb'dju:] *v.* to bring sb./sth. under control, especially by using force 制伏; 征服; 控制

vast [vɑ:st] *a.* extremely large in area, size, amount, etc. 辽阔的; 巨大的; 大量的

array [ə'reɪ] *n.* [usually single] a group or collection of things or people, often one that is large or impressive 大堆; 大群; 大量

Knowledge Extension

1. 《圣经》是我们了解西方的一个窗口。当世界面临新的文化格局时,《圣经》为东西方的思想对话标识出一个重要的入口。文化的多元共存要求异质文化的相互了解,这种了解既是学术的渐进,也是知识的普及。建议阅读时取其精华、去其糟粕。
2. “基督”是希伯来文“弥赛亚”的希腊文译词,意为“受傅者”。“受傅者”是君王的尊称,即头衔。基督教起源于公元1世纪中叶的巴勒斯坦、小亚细亚一带,早期先传到希腊,然后传播到世界各地。它的创始人是犹太的拿撒勒人耶稣(Jesus)。基督教认为世界上一切事物是由上帝创造的。耶稣在传道中宣扬如何进入天国,在耶路撒冷的犹太祭司压力下,被古罗马犹太行省执政官本丢·彼拉多判处在耶路撒冷东郊橄榄山的十字架上钉死,传说死后复活升入天国。基督教主要分为天主教(亦称罗马公教)、东正教(亦称正教)、新教(我国一般称基督教或耶稣教)。基督教的标志为十字架,其经典是《圣经》。基督教与伊斯兰教、佛教并列为当今三大世界性宗教。

3. 《圣经》(the Bible 或 the Holy Scriptures)由《旧约》(the Old Testament)和《新约》(the New Testament)两部分组成。《旧约》最早是用希伯来语(Hebrew)写成的,讲述了上帝创造世界的故事及希伯来人的历史和宗教生活。《新约》则用希腊文写成。公元4世纪时,罗马帝国的君主君士坦丁一世(Constantine I)把基督教定为国教,因此《圣经》就有了拉丁文译本(The Vulgate)。到了17世纪初,英王詹姆斯一世(James I)指令47位高僧编译,于1611年正式出版了英文圣经,这就是后来世界通用的、最有权威的《钦定圣经》(The Authorized Version, 又称The King James Version)。
4. 英文《圣经》又是一部重要的文学著作,在英美等国的文学艺术史上有着无法比拟的深远影响。许多伟大的诗人、文豪、艺术家以圣经故事为题材,创造出大量不朽作品。如英国17世纪文学家约翰·班扬(John Bunyan)的名著《天路历程》(*The Pilgrim's Progress*),英国17世纪伟大诗人约翰·密尔顿(John Milton)的长诗《失乐园》(*Paradise Lost*)、《复乐园》(*Paradise Regained*)等皆出自《圣经》中的典故。
5. 与《圣经》中亚当相关的典故:
 - Adam: the symbol of being old, obsolete and primitive
 - Adam's ale: water
 - Adam's apple: the protruding part in a man's throat
 - Adam's profession: agriculture, gardening
 - Adam's son: men or human beings
 - Adam and Eve: the first humans created by God
6. 基督教主要节日:
 - 圣诞节(Christmas): 每年12月25日是纪念耶稣诞生的节日。12月24日晚“圣诞夜”,唱诗班唱圣诞颂歌,称为“报佳音”,即报告耶稣降生的好消息。
 - 受难日(Good Friday): 复活节前的星期五,纪念耶稣被钉死在十字架上。
 - 复活节(Easter Day): 每年春分月圆后第一个星期日(3月21日至4月25日之间),纪念耶稣被钉死在十字架之后第三天复活。
 - 感恩节(Thanksgiving Day): 美国的感恩节是每年11月的第四个星期四;加拿大的感恩节则是每年10月的第二个星期一,与美国的哥伦布日相同。感恩节的由来可追溯到美国历史的发端,原意是为了感谢上天赐予的好收成、感谢印第安人的帮助。

Ability Cultivation

Vocabulary Activities

Idioms

- An idiom is a phrase or sentence whose meaning is not clear from the meaning of its individual words but must be learnt as a whole unit. Used properly, idioms can make your language idiomatic, that is, colourful and natural to a native speaker.

A. The following are some common idioms from the Bible. Match each idiom with its definition.

- | | |
|--------------------------------------|--|
| 1. Adam's apple | a. the dominant portion |
| 2. the salt of the earth | b. separate the good from the wicked |
| 3. the writing on the wall | c. a cherished person or object |
| 4. Benjamin's mess | d. the most valuable members of society |
| 5. the apple of the eye | e. the protruding part in a man's throat |
| 6. separate the sheep from the goats | f. a sign or warning of impending disaster |

B. Complete the following sentences with the idioms from Exercise A above.

1. We'll go through the list of members, and _____.
2. _____ can be more clearly seen on men than women's throats.
3. Keep me as _____, hide me under the shadow of the wings.
4. You all are _____. Our hope is placed on you.
5. When Bill's team lost four games in a row, he saw _____.
6. In the joint venture, _____ of the benefit goes to him.

Reading Skills

Explaining Figurative Expressions with Your Own Words

○ Many figurative expressions come from the Bible and can be employed by skillful writers to make comparisons, convey subtle meanings and bring vivid pictures to readers' mind.

Comprehend the following underlined figurative expressions and explain them with your own words.

1. God took the man and put him in the Garden of Eden to work it and take care of it.

2. Then the man said: "This is now bone of my bones and flesh of my flesh; she shall be called 'woman,' for she was taken out of man."

3. So God caused the man Adam to fall into a deep sleep, and while Adam was sleeping, God took one of the man's ribs and then closed up the place with flesh. Then God made a woman Eve from the rib he had taken
