

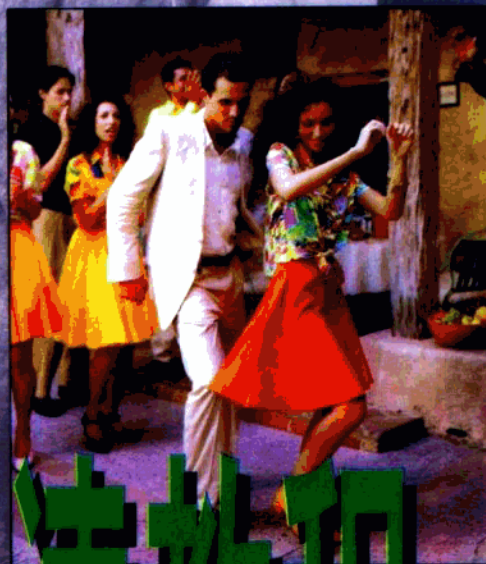
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CENTURY ENGLISH READING COURSE

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世纪英语阅读教程

编者的话

1 编写的思路

随着社会的发展,国力的增强,我国与国外的交流日益增多,再加上电讯网络事业的迅猛发展,外语的使用在更大的范围内得到普及。在各级学校里外语已成为一门必修课,受到极大的重视。由于对外语学习的认识与了解因经济的发展,社会的需求以及各学科之间的交叉发展而不断深化,外语教学理论与流派也随之不断涌现。但到目前为止,由于我国地域广阔、地区经济发展不平衡,各校师资力量参差不齐,要求各异,因而在我国很难说哪种教学法(包括目前较流行的交际法)能满足英语教学的需要,哪种教材能满足目前广大英语学习者的需求。

为了跟上时代的步伐和在一定范围内满足英语学习者的需求,本套教材——《世纪英语阅读教程》(1~5)作为“湖南省普通高等教育面向 21 世纪教学内容和课程体系改革计划”重点资助项目,在编写过程中得到省内各高等院校的大力支持,参编的同志们充分参考了现在在各高校使用的教材,如由复旦大学主编的《大学英语》,外语教学与研究出版社出版的《新编大学英语》,上海交通大学与复旦大学合编的《21 世纪英语》,与此同时还参考了由国外出版社出版的多种新教材。在编写中,我们除继承一般教材编写原则(如编写的“四性”原则:针对性、实践性、科学性和趣味性)和组织原则(如线性排列“linear gradation”与螺旋式排列“spiral gradation”)外,还吸取了现代语言学的新成果——图式理论的基本原则以及 20 世纪 80 年代兴起于我国对外汉语教学的文化导入理论,促进人脑知识网络的发展,同时通过词汇文化内涵的介绍,加深同学们的对词汇的理解,体现语言与文化的深层关系。

我们这一套教程毕竟是一套供英语学习者使用的教材而不是研究语言规律的专著,有选择地引入上述两项理论旨在弥补当前我国一些教材对词汇的文化内涵解释不够的不足:比如“breakfast”就是“早餐”,“individualism”就是“个人主义”,或“个体主义”,而没有从文化的角度对该词作进一步的解释,如指出早餐的内容、时间及伴随早餐的一些习俗在不同文化背景国家里的差别。更何况“个人主义”一词在不同文化体系的国家里,该词的解释是截然不同的。我们在这里只想说明在中国这一现实环境里,我们的学习者要学好英语,除学好英语的语言知识外,还要通过英语语言形式的学习,了解体现这些形式的文化成因。而现实的第一步就是通过学习英语词汇去了解蕴含在词汇里面的文化因素。因为这些文化因素最能触及西方文化中有关行为文化(behavior culture)的一些现象,而行为文化是“活”的文化,是文化中最敏感的部分。学习者如能培养出这种文化意识(cultural awareness)就会对英语有更深的了解和体会,这就是为什么我们在每篇课文的练习设计里,在 Words and Expressions 后加上 Cultural Hints(文化提示)这一栏目的目的。

图式理论发展于德国的格式塔(Gestalt)心理学派。1932 年心理学家 Bartlett 将“图式”定义为人们过去的经历在大脑中的动态组织。1963 年著名教育家、心理学家 Ausubel 用图式概念去解释学习过程,认为有意义的学习是将新的知识和大脑原有的知识联系起来扩充原有的知识。直到 20 世纪 70 年代后期,在人工智能专家的努力下,自成一体的图式理论才趋向成

熟。近年来,心理语言学家将图式理论运用到外语教学这一领域,企图通过它来解释外语学习和阅读理解的心理过程,这一尝试取得了积极的成果。据此,我们在编写这一教程时,参考了由 Alan Maley 编著的 *Cultural Awareness*(《文化意识》)一书的一些练习设计,并加以改进,使之更贴近课文。关于这点,读者在做我们设计的 Vocabulary Map 这一练习时会有所体会。这一练习将通过一个关键词调动读者原已储存在脑子里的信息并通过课文学习增加新信息,使之成为一个较为完整的信息网络,永久地储存在读者的记忆里。

在编写过程中,我们对课文的练习设计也给予充分的考虑,我们保留了在各种考试中常用的一部分试题形式,但同时注意设计一些能启发同学们思考的练习题,如第四册中的 Words in Context(一项通过上下文培养学生推测词意的能力训练),从而尽量避免应试教育带来的小部分同学高分低能的倾向。

2 课文编写的框架结构

1)《世纪英语阅读教程》,共5册,前4册为课文,每册12课,第5册为参考答案汇编。

2)每册课文均选自英、美等国原版读物,内容涉及英美社会生活的各个方面,如家庭宗教、体育、音乐、交通、科技与历史等。课文思想内容力求客观、真实;语言力求规范、流畅。当然在个别文章中也许会出现不同价值取向,不同世界观的问题,但在开放改革的今天,笔者相信读者会运用马克思主义的观点,吸收精华,弃其糟粕,作出正确的判断。此外,对个别难度较大的单词,我们力求给出解释。第一、二册的正课文字数一般均控制在800~1000词之间。第三、四册在1000~1200词之间。

3)每篇课文分三部分。Part One: A First Look; Part Two: Look Again; Part Three: Look Back。从标题可以看出,三部分是有机组合的,自成体系,后二部分的补充阅读材料与练习旨在加深对正课文的了解,并通过各种形式的练习巩固和开拓同学们所学的知识。

4)Part One: A First Look 的第一个题目是 Look and Say,目的是通过图片提供的内容及预设的问题,在老师的组织下,让同学们就问题用英语展开积极的讨论,从而一开始就使课堂的气氛活跃起来。

5)Part One: A First Look 的第二题为正文阅读(Reading the Passage)。笔者建议在正课文讲解之前,安排几分钟让同学们对正课文进行默读,使同学们了解课文的大意,这样既培养了同学们快速阅读的能力,又为接下来老师对正课文的讲解作好准备。

6)正文之后,除 Words and Expressions 外,还有 Cultural Hints(文化提示)一栏。这正是本教程的特点之一。要注意的是,Cultural Hints 的中文部分并不是英文部分的翻译,只是英文部分的归纳与说明。

7)Cultural Hints 之后是 Vocabulary Map 练习。如上文所述,这是本教程为开拓同学们思考能力和概括能力而设计的练习,其目的是为同学们提供更大的想象空间。我们深信这一练习将受到同学们的欢迎。

8)Part Two: Look Again 为同学们提供两篇其主题与正文大致相同的短文,目的是为学习者进一步提供与主题类似的文字信息,进而让学习者加深和巩固从正课文里所学到语言知识。

9)Part Three: Look Back,顾名思义,是对正课文学习的小结。

3 编写的分工说明

本教程为湖南省教育厅重点资助项目,由湖南大学林汝昌教授牵头组织编写,并任该套教程的主编。参加编写的学校有中南大学,负责第一册的编写,由彭金定教授主持并任该册的主编。湘潭大学负责编写第二册,由文卫平教授主持并任该册的主编。湖南师范大学负责编写第三册,由罗德芬教授主持并任该册主编。长沙国防科技大学负责编写第四册,由刘晶教授主持并任该册的主编。第五册是前四册参考答案的汇编,由湖南大学陈意含副教授和许俊讲师任主编。

本册是第二册,由文卫平任主编,编写人员为:郭兰英(第一、二、四单元)、陈淑芳(第五、六、七单元)、胡慧(第八、九、十单元)、魏清华(第三、十一、十二单元)。

本套教程在编写过程中得到各个方面的大力支持,首先是湖南省教育厅的大力支持,没有湖南省教育厅高教处与科研处的大力资助,这套教程的出版是不可能的。其次是得到省内各高校外语学院的大力支持,他们为教材提供不少新的资料和意见,特别是湖南省大学英语专业委员会前会长程中文教授与现任会长曾凡贵副教授,他们对全书进行了审核并提出宝贵的改进意见。在此我们对曾给我们支持与帮助的同志们表示衷心的感谢和敬意。

编 者

2001年8月于岳麓山下

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Unit
1

American Freedom



*Liberty consists in the power of
doing that which is permitted by law*

—Cicero

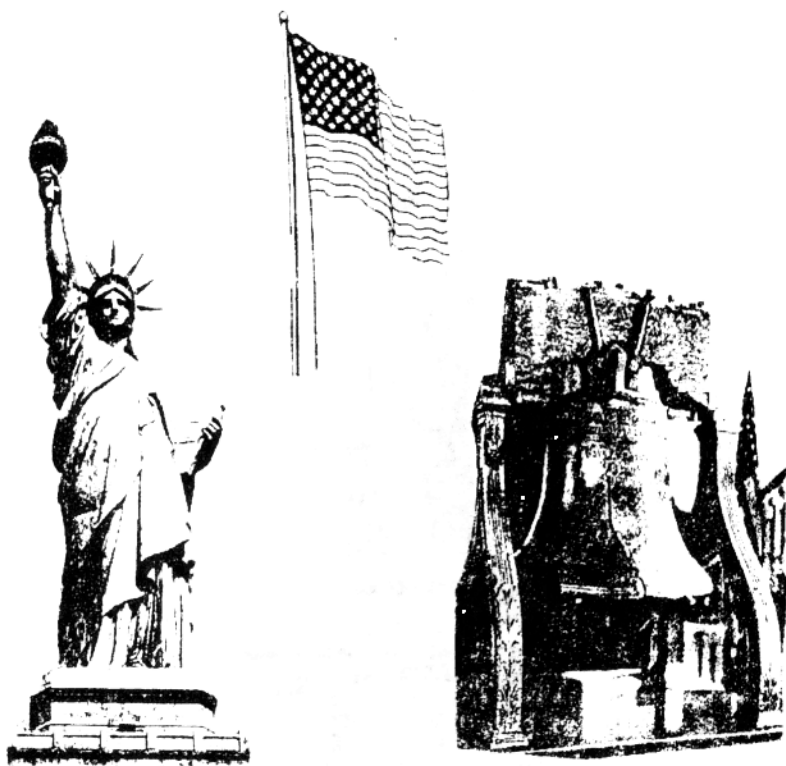


Part One

A First Look

● Look and Say

Directions: Read the following pictures carefully and discuss the questions below with your partner.



Questions for discussion

1. What does the thirteen blue and white stripes and the fifty stars stand for on the American national flag?
2. Make a description of the Statue of Liberty.
3. Do you know any history of the Statue of Liberty and the Liberty Bell?
4. What do the three things mean to the American?

● Reading the Passage

Directions: Read the passage in 10 minutes and try to get the main idea through your first reading.

American Freedom

Sense of Freedom

- 1 The heart of the American calendar is July 4. Americans have celebrated this date as Independence Day since 1776. On this holiday, parades, picnics and fireworks create a festive atmosphere. Red, white and blue ribbons mimic the colors of the "Stars and Stripes". Patriotic speeches remind Americans of their heritage. But July 4 is more than a national holiday. It represents the heartbeat of America: freedom.
- 2 Ask the average American, "What is freedom?" You will probably hear, "It's being able to do what I want to do." When Americans think of freedom they often think of individualism. They see themselves, more as individuals than as members of a family or social group. American-style democracy tries to protect individual rights. It also promises each person the freedom to make choices. People in other cultures may not understand this emphasis on individuals. Stressing individual human rights seems strange to cultures where the rights of society are more important.
- 3 Privacy is one good example of individual rights. Personal freedom in America often means the right to one's own space. In many American homes, each child has his or her own bedroom. When Americans want to visit friends or relatives, they usually call first. They don't want to invade someone's privacy, even if they know the person quite well. Also, in some cultures, people have strong ties to their extended family. They openly share time, money and information with their kinfolk. Americans, on the other hand, prefer to keep many "family matters" private. For them, a "family unit" is just a husband and wife and their children. They dislike having relatives or outsiders meddle in their affairs. Likewise, individuals may not want to share private information in everyday conversation. If a stranger asks about their salary, age, marital status or religion, Americans might feel embarrassed or uncomfortable.
- 4 In American culture, freedom also implies equality. The Declaration of Independence states that "all men are created equal." That does not mean equal in ability or status. For American, equality refers to equal worth and equal opportunity. Every individual should have an equal chance to improve his life. True, America has not lived up to that ideal. For many years, Native Americans, African Americans and immigrants have protested their unequal treatment. But American culture still teaches that people can work hard and fulfill their dreams. Whether this idea is true or not, people hear rags-to-riches stories often enough to confirm it in the minds of many.
- 5 Freedom arouses strong feelings for Americans. The idea of liberty binds people together in this "land of the free." However, problems still exist. One individual's freedom can conflict with the rights of others. Someone once said, "You have the freedom to swing your fist around if you want. But your freedom ends where my nose begins." People can also become too concerned about their own rights. They might demand special treatment. No, the path to freedom is not completely



smooth. Even so, for Americans, no other road is really worth traveling.

The Concept of Freedom

6 Perhaps the word "freedom" is one of the most respected popular words in the United States today.

7 By "freedom," Americans mean the desire and the ability of all individuals to control their own destiny without outside interference from the government, a ruling noble class, the church or any other organized authority. The desire to be free of controls was a basic value of the new nation in 1776, and it has continued to attract immigrants to this country.

8 There is, however, a price to be paid for this individual freedom, self-reliance. Americans believe that individuals must learn to rely on themselves or risk losing freedom. This means achieving both financial independence and emotional independence from their parents as early as possible, usually by age 18 or 21. It means that Americans believe they should take care of themselves, solve their own problems and "stand on their own two feet." Tocqueville observed the Americans belief in self-reliance 150 years ago in the 1830s:

9 They owe nothing to any man, they expect nothing from any man; they acquire the habit of always considering themselves as standing alone, and they are apt to imagine that their whole destiny is in their own hands.

10 This strong belief in self-reliance continues today as a basic American value. It is perhaps one of the most difficult aspects of the American character to understand, but it is profoundly important, Americans believe that they must be self-reliant in order to keep their freedom. If they rely too much on the support of their families or the government or any organization, they may not be free to do what they want.

11 By being dependent, not only do they risk losing freedom, but they also risk losing the respect of their peers. Even if they are not truly self-reliant, most Americans believe they must at least appear to be so. In order to be in the mainstream of American life — to have power and/or respect — individuals must be seen as self-reliant. Although receiving financial support from charity, family, or the government is allowed, it is never admired. Many people believe that such individuals are setting a bad example that may weaken the American character as a whole.

(845 words)

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● Words and Expressions

calendar [ˈkælɪndə] n. pages printed to show days, weeks, and months of a particular year, that you hang on the wall 日历

parade [pəˈreɪd] n. a public celebration when musical bands, brightly decorated vehicles etc. move down the street 游行

festive [ˈfestɪv] adj. looking or feeling bright and cheerful in a way that seems suitable for celebrating something 喜庆的, 节日的

atmosphere [ˈætməsfɪə] n. the feeling that an event or place gives you 气氛

- mimic [ˈmɪmɪk] v. to behave or operate in exactly the same way as something or someone else 与……相似
- heritage [ˈherɪtɪʃ] n. important qualities, customs, and traditions that have been in a society for a long time (文化、历史的)遗产,传统
- heartbeat [ˈhaːtbiːt] n. the action or sound of your heart as it pumps blood through your body 心跳,心搏
- individual [ɪndəˈvɪʃuəl] adj. (only before noun) belonging to or intended for one person rather than a group 个人的、属于个人的,独自的
- destiny [ˈdestəni] n. (usually singular) the things that will happen to someone in the future, especially those that cannot be changed or controlled 命运
- interference [ɪntəˈfɪərəns] n. an act of interfering 干涉,干预
- authority [ɔːˈθɒrəti] n. an official organization or local government department which controls public affairs, provides public service etc. 权威
- immigrant [ˈɪmægrənt] n. someone who comes from abroad to live permanently in another country 移民
- self-reliance [ˌselfˈrɪlaɪəns] n. ability to decide what to do by yourself, without depending on the help and advice of other people 自力更生,依靠自己
- financial [faɪˈnænʃəl] adj. connected with money or management of money 财政上的,金融的
- profoundly [prəˈfaʊndli] adv. having a strong influence or effect 深远地,非常地
- peer [piə] n. someone of the same age, social class etc. as you 同等的人,同辈
- mainstream [ˈmeɪnstriːm] n. the people whose ideas about a subject are shared by most people and regarded as normal (运动,思想等的)主流
- privacy [ˈpraɪvəsi] n. the state of being able to be alone, and not seen or heard by other people 隐私,独处
- tie [taɪ] n. a relationship between two people, groups or countries that connects them 关系
- kinfolk [ˈkɪnfəʊk] n. (plural) relatives 亲戚,家属
- meddle [ˈmedi] v. to deliberately become involved in a situation that does not concern you, or that you do not understand 干涉,爱管闲事
- marital [ˈmærɪtl] adj. connected with marriage 婚姻的,夫妻的
- embarrassed [ɪmˈbærəst] adj. ashamed, nervous, or uncomfortable in a social situation 觉得不好意思的,发窘的
- confirm [kənˈfɜːm] v. to show that something is definitely true, especially by providing more proof 证实,确定
- bind [baɪnd] v. to form a strong emotional or economic connection between two people, countries etc. 使……团结,结合
- swing [swɪŋ] v. move backwards and forwards (前后)摆动,使……摆动



● Phrases

national holiday	国家法定假日
rely on	to trust someone or something to do what you need or expect them to do 依靠, 信赖
take care of	to look after someone or something 照料, 注意
be apt to	having a natural tendency to do something 有……倾向的, 易于……的
set an example	to behave in a sensible way so that other people will copy you 树立榜样
extended family	a family group that consists not only of parents and children but also of grandparents, aunts, etc. 大家庭(除双亲及子女外另包含近亲属的家庭)与 nuclear family (核心家庭)相对应
live up to	to do as well as they were expected to do what they promised 回应(期待等)配得上
refer to	to mention or speak about someone or something 提到

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● Proper Names

- Independence Day (美国)独立纪念日(7月4日)
Stars and Stripes 星条旗(美国国旗)
Tocqueville ['tokvil] 托克维尔(1805~1859)全名为 Alexis Charles de Tocqueville 法国政治家, 曾任法国外交部长
the Declaration of Independence (美国的)独立宣言(1776年7月4日发表)

● Cultural Hints

Stars and Stripes It is the first official flag of the United states. It was created by Congress on June 14, 1777. It consisted of 13 alternate red and white stripes and 13 white stars in a field of blue, representing the 13 colonies that had declared their independence in 1776. Congress adopted a new flag of 15 stars and 15 stripes in 1795, to give representation to the two new states admitted into the Union, Vermont and Kentucky.

By 1817, there were 20 states in the Union, and it became apparent that adding one stripe for each new state would destroy the shape of the flag. As a result, Congress in 1818 restored the original design of 13 stripes and provided that each state was to be represented by one star. In 1912 President William H. Taft made the first official provision for the arrangement of the stars. He ordered that there be six even rows of eight stars each. Previously the arrangement of the stars had been left to the flagmaker's fancy.

The evolution of the Stars and Stripes reflects the growth of the United States. After the admission of Hawaii into the Union in 1959, the flag was officially changed for the 26th time since its cre-

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ation.

星条旗 星条旗为美国第一面正式旗帜,是由国会 1777 年 6 月 14 日制定的。它由 13 道红、白相间的横条和衬以蓝底的 13 颗白星组成,代表 1776 年宣布独立的 13 个殖民地。国会于 1795 年采用了有着 15 颗星和 15 道横条的新国旗,以表明被接纳参加联邦的两个新州:弗蒙特和肯塔基。

到 1871 年,联邦里已有 20 个州;显然,如果为每一个新州都增加一道横条,那就会破坏国旗的形象。于是,国会于 1818 年恢复了原来设计的 13 道横条,并规定每一个州用一颗星来代表。1912 年,威廉·赫·塔夫脱总统对国旗上的白星应如何排列第一次做了正式规定。他命令把国旗上的那些星排成均匀的六行,每行八颗。在此之前,那些星一直是由旗帜制作者按照自己的设想排列的。

星条旗的演变反映着美国的成长过程。在 1959 年接纳夏威夷进入联邦后,对这一旗帜作了自它产生之日起的第 26 次正式变动。

Individualism America's individualism culture springs from a 2 000 year tradition of Roman and Greek arts, philosophy and government, as well as the moral and legal traditions of Christianity. Mere centuries ago, Europeans settled a vast, relatively unpopulated continent, where they enjoyed unprecedented freedom and opportunity as their government mobilized them to settle the frontier. Though America's frontiers have vanished, the frontier mentality of individualism remains the emotional and philosophical cornerstone of American culture.

个人主义 美国强调个体意识的文化,起源于有两千年传统的罗马和希腊的艺术、哲学、政体,以及基督教的道德和法律传统。仅仅几个世纪以前,欧洲人开拓了一个广阔的、人口比较稀少的大陆。在那里,由于政府动员他们在偏远地区落户,他们享受着空前未有的自由和机会。虽然美国的荒原已经不存在了,但作者认为美国人强调独立个性的心理状态,仍然是美国文化的感情和理性基础。

privacy In order to understand the American, or Western idea of personal privacy, you should start by thinking of a nation's concept of "territoriality". A nation has borders or boundaries and everything within those boundaries belongs to that nation and no other. And so is it in case of a private house. If one enters a private house without asking for permission, he is likely to be accused of trespassing or even burglary. And there is, again, individual territory, even in a house: a person's bedroom, for example, is his or her territory. Those who do not live in that bedroom must not enter without asking and must not open the closet, desk or drawer in that room. On top of the desk, there may be letters, business papers or other articles. You must not pick up one of these and read it. If a person is reading something, you must not lean over his shoulder to "share" it with him. It is his private property. The same concept is true in an office. If it is somebody else's office, always ask, "May I come in?" and wait for an affirmative answer before entering the room.

In the United States, one's income is the top secret. People at the same office have the faintest idea of how much each person earns, except the boss.

It is also considered impolite to inquire about one's property. If one of American shows you something that he has just bought, you will, of course, say "What a nice skirt. It looks fabulous", or something like that, but don't inquire about the price.

In the United States one must not ask about the age of others. If you do, they will feel unhap-



py, especially ladies, young and old. Americans hate to find they are getting old. If an American lady tells you about her age, you may say "Oh, dear me! you don't expect that I believe you," or "No, really you don't look it."

隐私(权) 要了解美国的或西方的“个人私事”概念,应该从国家“领土权”的概念来着手捉摸。一个国家有它的边境,或边界线,在边界线内的一切都属于此国。对一间私人住宅来说,也存在着同样的问题。假如某人未经许可擅入私宅,他就会因侵入甚至盗窃行为而受到控告。同样,就在一幢房子里,个人也有他自己的领土。例如某一个人的卧室就是他或她的领土。不住在这间卧室内的人,千万别不请自入,更不能打开房内的壁橱,桌子和抽屉。桌上可能有信件,事务文件和其他文稿,你一件也不可拿起翻阅。假如别人在阅读什么,你不可从人家背后偷看,因为这是属于他个人所有的。这种概念也同样适用于办公室。倘若要进别人的办公室,你得先问一下“我可以进来吗?”在得到肯定回答后才能进入。

在美国,一个人的收入是尖端机密。除老板外,各人挣多少钱就连同一办公室的同事也搞不太清楚。

去了解某人的私有财产也被认为是失礼的。假如一位美国朋友,给你看他(她)刚买来的东西,你可以这样说“多好的裙子,真是太好看了”或类似这样的话,但千万不要打听它的价钱。

在美国,你切不可问别人的年龄。如果你问了,他们会感到不高兴,特别是妇女,不管她年轻还是年老。美国人最不喜欢听人讲自己变老了。假如一位美国女士告诉你她的年龄,那么,你可以这样说:“啊!老天!真以为我会相信你吗?”或“不,你看来一点也不像”。

self-reliance Early in 19th century, in the essay “Self-reliance”, Ralph Waldo Emerson, American philosopher and writer stresses the importance of sturdy independence in thought and actions. In the U. S., traits which lead to success are generally considered to be the willingness to work hard (at any kind of job), scholarship or skill, initiative, an agreeable and outgoing personality. In other words, even in the realm of personal progress, this is a “do-it-yourself” society. By and large, success is neither inherited nor bestowed.

自力更生 早在19世纪,美国的哲学家,作家爱默生曾在《自力更生》一文中强调了独立思想、独立行动的重要性。在美国,一般认为以下几个性格特点有助于成功,如埋头苦干(不管干什么)、学历或一技之长、创造积极性、和蔼乐施等个性。也就是说,在个人发展领域里,美国社会靠的是“自己动手”。总的来说,成功既不是家传,也非恩赐。

age 18 or 21 At 21, the age of majority (now lowered to 18 in many countries), one becomes an adult; Usually the family has a big party for the new adult and a major present — an expensive watch or a car — is given to him or her. The present, of course, varies from family to family.

18或21周岁 在大多数国家到21岁这个年龄(现在不少国家降至18周岁)一个人就成年了。通常,家里会举行一个大型的生日宴会,庆祝其成年,还会送给他或她一份大礼物——一只贵重的表或是一辆车。当然礼物的轻重会因家庭经济条件的不同而不同。

charity It has become an American tradition that those who attain great wealth return some of it to the public through philanthropy. Many philanthropists donate their money to help the people who are poor and in trouble. For example, John D. Rockefeller, who began as a poor boy, became fabulously rich through oil refineries and other enterprises. In his old age, in the early 1900, he began to donate millions for beneficial undertakings. The various Rockefeller foundations support re-



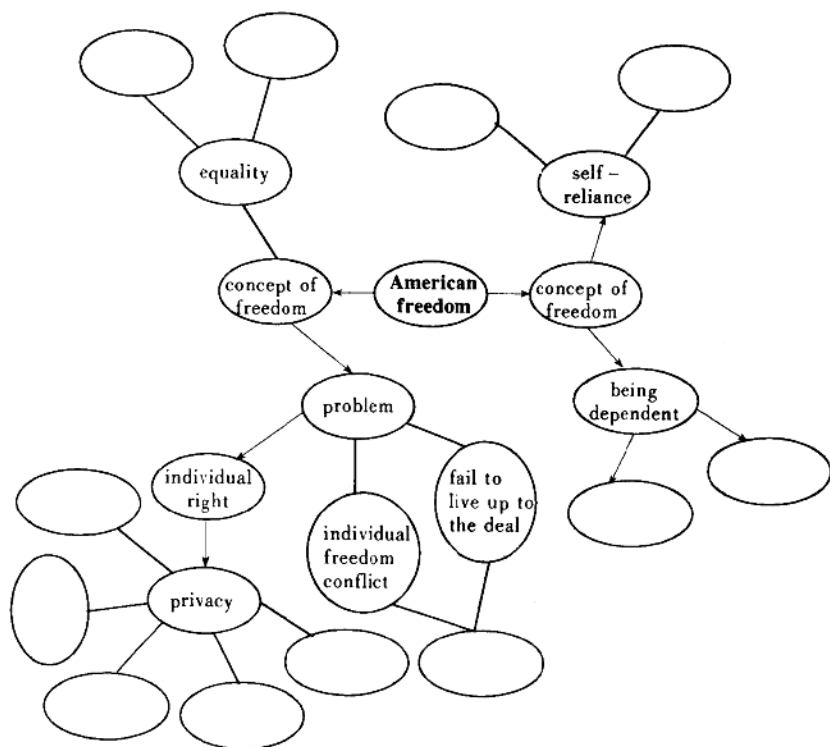


search as well as humanitarian causes in the United States and in other parts of the world. There are also many charities that collect money or goods in order to help people who are poor, sick etc. For example, when you go to church in western countries, you will often see a collection box at the gate of the church. People who pass it will never ignore it. People sometimes have charity performance to collect money for charities.

慈善(机构) 在美国有许多赚得巨笔财富的人会通过慈善事业将部分财富回报社会,这已成为美国的传统。许多慈善家将一些钱捐赠出来去帮助贫困和处于困境中的人们。例如,约翰·D·洛克非勒,开始是个穷孩子,通过办炼油厂和其他产业而变得令人难以置信的富有。在他老年时,即1900年初,他开始捐赠数百万元创办公益事业。各种洛克非勒基金支助美国和世界各地的研究和人道主义事业。也有许多慈善机构募集钱物,以帮助那些贫困的、患病的人。例如,在西方国家,当你进入教堂的时候,在教堂的门口,你经常会看到一个募捐箱,从此经过的人都不能对此熟视无睹。有时,人们会举行义演为慈善机构募集钱财。

● Vocabulary Map

Directions: The following vocabulary map may help you form a schema on the main idea of the passage. Fill in the map with what you think suitable based on the passage.



● Reading Comprehension

Directions: Write the topic sentence of each paragraph of the first part of the passage "Sense of Freedom" in the space provided.

Para 1:

Para 2:

Para 3:

Para 4:

Para 5:

世

纪

英

语

阅

读

教

程

Directions: Write the main idea of the second part of the passage "The Concept of Freedom" according to the vocabulary map.

Directions: After reading the passage, choose the best answer from the four choices to answer each question or to finish each statement.

- Why is July 4 more than just an American national holiday?
 - Because it is celebrated with fireworks.
 - Because it is a day of festivities.
 - Because it represents freedom.
 - Because it is a day when people make patriotic speech.
- What does freedom mean to the average American?
 - It means they are free to live with their kinfolk.
 - It means individual human rights.
 - It means freedom to belong to any social group.
 - It means equality in ability or status.
- Why do Americans prefer to keep family matters private?
 - Because they dislike relatives meddling in their affairs.
 - Because they dislike invasions of their privacy.
 - Because they don't have habit of sharing private information in everyday conversation.
 - All of the above.
- In America who is included in a family unit?
 - husband and wife and their children.
 - extended family members.
 - kinfolk and relatives.
 - husband and wife.



5. Which of the following applies to the phrase "all men are created equal?"
 - A. Equal abilities or status.
 - B. Equal worth and opportunity.
 - C. Equal salary and benefit.
 - D. Equal treatment.
6. What does the sentence "... But your freedom ends where my nose begin." probably mean?
 - A. You will have no freedom if I smell.
 - B. You will have no freedom if your freedom conflicts with mine.
 - C. You will have no freedom if your freedom violates mine.
 - D. You will have no freedom if you hit my nose.
7. The desire to be free of control _____.
 - A. was a basic value of the American in 1776
 - B. has been a basic value of the American
 - C. has continued to attract immigrants to America
 - D. All of the above
8. For their individual freedom, the Americans _____.
 - A. pay a lot of money
 - B. take care of themselves and solve their own problems
 - C. rely on themselves
 - D. take risk of getting independence from their parents
9. The Americans believe strongly in self-reliance since _____.
 - A. they want to hold their freedom
 - B. they do not believe their families or their government or any organization
 - C. it is their character
 - D. they expect nothing from others
10. The Americans must at least be seen as self-reliant because _____.
 - A. they are not allowed to get financial support from others
 - B. they don't want to risk losing freedom and the respect of others
 - C. they don't want to weaken the American character as a whole
 - D. they owe nothing to any man



● Vocabulary and structure

Directions: Complete the sentences with words or phrases given in the box. Change the form if necessary.

atmosphere	tie	meddle	arouse	pay for
acquire	financial	fulfill	privacy	expect... from

1. The _____ at home's been depressing since they had that fight.
2. She _____ a knowledge of French.
3. I wish you wouldn't _____ in my affairs.

4. The science fiction _____ my curiosity to the universe.
5. The officer _____ complete obedience _____ his troops.
6. In the crisis of 1998, Japan met with great _____ difficulties.
7. You'll have to _____ your selfishness some day.
8. Close economic _____ between the two countries have been set up since 1990.
9. To _____ his ambition to become a politician, he intends to go to law school.
10. When Alex is sad, he often withdraws from his family. He stays in the _____ of his bedroom.

Part Two Look Again

● Timed Reading(1)

Directions: Read the following passage in 10 minutes and then do the exercises.

Lives, Fortunes, Sacred Honor

*The men who signed the Declaration of Independence
committed an act of treason. What happened to them?*

By Rush Limbaugh Jr.

- 1 It was a glorious morning with the sun shining. Up early, Thomas Jefferson found time to buy gloves for his wife, Martha, at home in Monticule, before he arrived at the State House in Philadelphia, where the Continental Congress was meeting.
- 2 The temperature was 72 degrees. But the moment the door was shut, the large room became an oven(火炉). The windows were mostly closed, so that loud, quarreling voices could not be heard by passers-by. But small openings atop(在……顶上) the windows allowed in a slight stir(微动, 吵闹) of air -and a large number of horseflies(马蝇, 虻) and mosquitoes(蚊子) from a nearby stable(马房). The men's silk stockings did not protect them from the insect's(昆虫, 虫) bites.
- 3 The Revolutionary War had been under way for over a year. Today Congress was debating(辩论) the Declaration of Independence. While Jefferson had prepared the draft(草稿, 草案) and was the best writer, he had been verbose(冗长的, 用字多的). Congress hacked away(砍掉) the excess. They did a good job, though Jefferson groaned(呻吟, 苦哼) at what he later called their depredations(破坏, 掠夺). For instance, "inherent(固有的, 天生的) and inalienable(不可剥夺的) rights" came out "certain and inalienable rights". A total of 86 alternations were made, says scholar Julian Boyd, and almost 500 words were eliminated(除去, 删除).
- 4 At last, after three days of wrangling(争论), the document was put to vote. The loud, sometimes, bitter argument stilled(平静), and without fanfare(喇叭等的嘴, 虚张之声势吹奏) votes were taken. On July 2, 1776, a resolution of independence had been adopted. On July 4, the Declaration was approved.
- 5 There were no trumpets(喇叭). No one stood on his chair and cheered. The afternoon was wa-

