

朗文 新思维英语教程

A Reading Strategies Course

Read and Think!

● [加] Ken Beatty 著 ● 杨培丹 丁琰琰 译 ● 周成刚 审订

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朗文新思维英语教程 3

著 者: (加) Ken Beatty

译 者: 杨培丹 丁琰琰

审 订: 周成刚

责任编辑: 王志平 孙春红

封面设计: 王 琳

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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4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 Dictionary of Contemporary English* 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4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

Contents

Units	Lessons	Text types	Fields of study	Reading focus	Debate topic
1. Are You a Genius? 你是天才吗? Page 1	1. Leonardo da Vinci 莱昂纳多·达·芬奇 2. Albert Einstein 阿尔伯特·爱因斯坦	Biographies	Mathematics Physics Art	Foreign words	Everyone can be a genius at something.
2. Your Rights? 你的权利? Page 14	1. Who—and What—Has Rights? 谁享有权利? 2. Spirit of Brotherhood: Universal Declaration of Human Rights 友爱精神—— 《世界人权宣言》	Article Declaration	International studies History Law	Explanations in context	Everyone should have the same human rights.
3. Jane Austen 简·奥斯丁 Page 28	1. A Romantic Life 浪漫的一生 2. <i>Pride and Prejudice</i> 傲慢与偏见	Article Novel excerpt	Literature Biography Culture	Biography	Everyone wants the same things in life.
4. Do You Believe in Ghosts? 你相信幽灵吗? Page 42	1. Looking for Ghosts! 寻找幽灵! 2. A Dead Secret 亡灵的秘密	Article Short story	Psychology History	Reported speech	Ghosts must exist.
5. You Are What You Eat! 吃什么就是什么! Page 56	1. A Short History of Chocolate 巧克力简史 2. How Much Do You Eat? How Much Do You Burn? 你摄入了多少能量? 消耗了多少能量?	Articles	Nutrition Chemistry History	Idioms	Soon everyone in the world will be overweight.
6. Marco Polo 马可·波罗 Page 70	1. The Travels of Marco Polo 马可·波罗的旅行 2. A Million Lies 百万谎言	Articles	Geography Literature History	Similes	There is still a lot of the world waiting to be discovered.

Units	Lessons	Text types	Fields of study	Reading focus	Debate topic
7. Mazes and Labyrinths 迷宫和曲径 Page 84	1. Are You Lost? 你迷路了吗? 2. Forgotten Promises 忘记的承诺	Article Play	Mathematics Mythology Theater	Sequence phrases	A maze is a good metaphor for life.
8. Let's Play a Game! 咱们来玩游戏! Page 98	1. Chess 国际象棋 2. The Girl in Gray 穿灰制服的女孩	Article Short story	Mathematics Literature Leisure	Inference	Games are a great way to pass the time.
9. Ang Lee 李安 Page 112	1. Making Movies 制作电影 2. Two Reviews: <i>Crouching Tiger, Hidden Dragon</i> 两篇评论:《卧虎藏龙》	Biography Film reviews	Biography Criticism Film	Conflict in fiction	Movies are becoming predictable and boring.
10. Epidemic! 流行病 Page 127	1. The Black Death 黑死病 2. The Spanish Flu 西班牙流感	Articles	Geography Sociology Medicine	Collocations	We are in danger of another global epidemic.
11. The Tale of Genji 源氏物语 Page 142	1. The World's First Novelist 世界上第一位小说家 2. The Many Loves of Genji 源氏的许多情人	Articles	Biography Literature History	Alliteration	Novels are an important part of life.
12. The Robots Are Coming! 机器人来了! Page 157	1. Killer Robots 杀手机器人 2. The Last Letter 最后的信	Articles Letter	Computing Sociology Physics	Personification	Computers and robots will one day be smarter than humans.

Are You a Genius?

Lesson One

UNIT

1

Mathematics
Physics
Art

Discussion

Before you read

- What is a genius?
- Who are some famous geniuses?

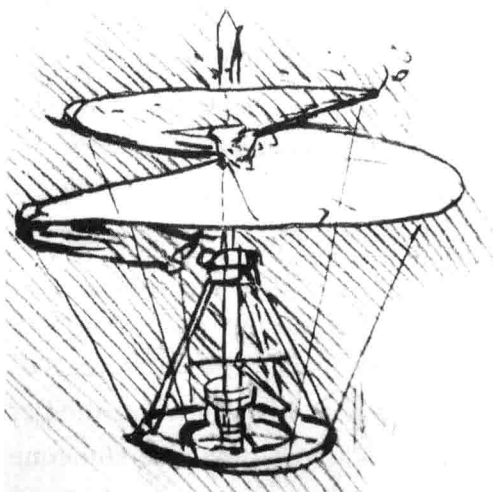
Label the pictures.

helicopter

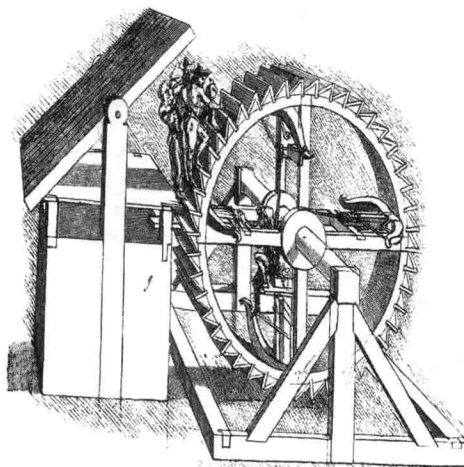
giant crossbow

crossbow machine

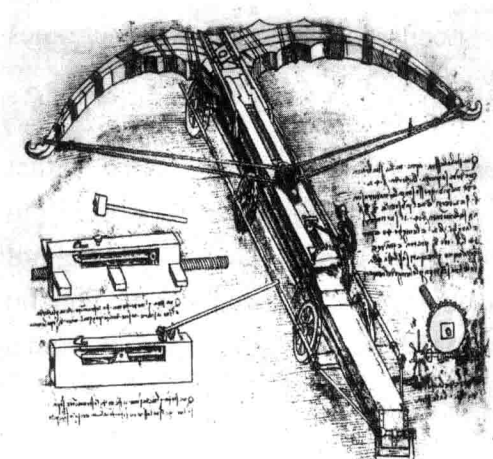
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a.



b.



c.



d.

Reading strategy

Reading a picture is just like reading a passage. Look for the main idea. In a photograph, it's often whatever is at the center of the picture. In a drawing, it's often the part with the most detail.



- Listen for words from other languages.

Leonardo da Vinci



Leonardo da Vinci, self-portrait

Leonardo da Vinci was born on April 15, 1452, to a young woman named Caterina, who may have been one of his father's servants. Leonardo's father, Ser Piero, lived in Vinci, a small town close to the city of Florence, in what is now Italy. The name of the town gave Leonardo his last name: the *da* in *da Vinci* means *of*. Ser Piero was a wealthy notary.

As his parents were not married, Leonardo lived the first five years of his life with his mother in another town. When she married someone else, Leonardo was sent to live with his father's ever-growing family.

Leonardo's father married four times in his long life and eventually had eighteen children!

Because Ser Piero was educated and wealthy, he had something valuable that most people never even had a chance to touch: books. In Europe, printing wasn't invented until the mid-fifteenth century and so most people did not have books. Up to that time, books were made by hand, usually copied out on expensive sheep skin. As for school, Leonardo only took a few lessons from a local priest but never had a proper education.

So how did Leonardo come to be regarded as one of the greatest geniuses of all time? There are probably at least six factors.

The first and saddest reason may simply have been a need to belong. Leonardo was born without a proper father in his home and, when he was five, his mother left, and possibly never saw him again. It must have been difficult for a young child. Perhaps Leonardo's attempts to understand the world grew from trying to understand why he had been abandoned.

Second, Leonardo had the opportunity to observe creative people. His hometown of Vinci was famous for its many painting workshops. As a child, Leonardo probably wandered the streets and sat watching local artists painting in their studios.

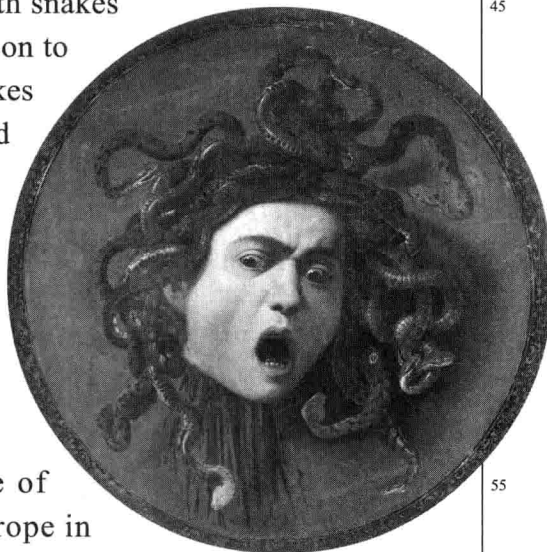
Third, Leonardo was fascinated with nature. One of his earliest memories was of a bird waking him in his bed. When he was young, Leonardo roamed the countryside around Vinci and seems to have taken a great interest in everything around him: insects, plants, animals, natural features, bodies of water and the weather. His interest in nature continued throughout his life.

Fourth, Leonardo developed systematic skills for looking at and recording his world. Contemporary accounts suggest that when he was a child, he was already skillful as a painter. One particular story told about him says that he was asked to draw a decoration on a battle shield. Leonardo decided to paint a fearsome Medusa head: a woman with snakes for hair whose glance could turn a person to stone. Leonardo collected not only snakes but also lizards and various insects and drew them until the stench drove everyone from his room. He did not notice, but merely concentrated on his painting. In the end, it was so good, his father decided to sell it rather than give it to the man who had asked for it.

Fifth, Leonardo was born at a time of exciting change and opportunity. Europe in the fifteenth century began what is called a *renaissance*, or rebirth, during which the ancient

Reading strategy

Authors often introduce numbered lists in their writing. Sometimes they use numerals 1, 2, 3, etc., and other times they use ordinal numbers, *first, second, third* and so on. Make sure you understand each point before going on to the next one.



Medusa, by Caravaggio

writings of Greek and Roman thinkers, as well as those of Muslim academics, were re-examined. Both science and art flourished, especially as wealthy patrons were willing to pay artists and thinkers to create new ideas. When he was eight, Leonardo moved to Florence. It was one of the wealthiest and most interesting cities in the world at that time, under the control of the Medici family, international bankers who had the largest library in Europe. When he was fifteen, Leonardo was apprenticed to a famous artist whose studio made everything from decorations to paintings to sculpture.

Finally, Leonardo wrote about and drew what he learned. His advice, which you should follow, is: "With slight strokes, take a note in a little book which you should always carry with you."

(644 words)

(P4, P51)

Vocabulary notes

1. **abandon** (verb) to leave someone, especially someone you are responsible for 放弃, 遗弃
2. **apprentice** (verb) to work for an employer for a fixed period of time in order to learn a particular skill or job 当学徒
3. **factor** (noun) one of several things that influence or cause a situation 因素, 要素
4. **invent** (verb) to make, design, or think of a new type of thing 发明, 创造
5. **notary** (noun) someone, especially a lawyer, who has the legal power to make a signed statement or document official 公证人, 公证员
6. **proper** (adjective) right, suitable or correct 合适的, 正确的
7. **roam** (verb) to walk or travel, usually for a long time, with no clear purpose or direction 漫步, 漫游
8. **shield** (noun) a large piece of metal or leather that soldiers used in the past to protect themselves when fighting 盾牌
9. **systematic** (adjective) organized carefully and done thoroughly 系统化的
10. **studio** (noun) a room where a painter or a photographer regularly works 绘画室, 工作室

Add new words to your personal dictionary on page 176.



Read and listen again to practice your pronunciation.



After you read

A. Answer these questions.

1. Why might young Leonardo have felt he did not belong?
2. How did Leonardo learn about nature?
3. What advice did Leonardo have for others?
4. When did Leonardo move to Florence?
5. Who did Leonardo observe to learn about art?

Understand what you read

Foreign words

Foreign words are often used in English for a variety of reasons. The first reason is to use original place names: *Firenza*, for example, may be used instead of its English version, *Florence*. Another reason is for concepts that are not easily translated into English or which are more common in their original language. Often, foreign words are used for humor.

Here are four tips for dealing with foreign words:

- Try to understand the reason the author has included the foreign word.
- Foreign words are often set in *italics*.
- Countless foreign words from *pajamas* (Indian) to *café* (French) have become English words and are not set in italics.
- Decide whether the foreign word you read is useful and should be memorized.

Computer note

Many foreign words will be identified as possible misspellings by word processor spell checks. Double check them.

B. Read these sentences and decide the meaning of the foreign words by context.

1. The Moroccan *tagine* is made by cooking chicken pieces with vegetables and dried fruit for several hours.
2. The Russian ambassador absolutely disagreed; she said *nyet* to everything!
3. It's hard to truly understand beauty; it has a certain *je ne sais quoi*.
4. Many people think it's cruel to go to a bull ring just to see a *matador* show his skill.
5. He didn't want to argue, so he pleaded *nolo contendere* before the judge.

Reading strategy

Most foreign words can be understood by context. Read ahead and see if they become clear. If not, go back and look up the word or expression later. If it's not in your dictionary, try the WWW.

C. What do you know?

To go from being an apprentice to a master, Leonardo had to paint a *masterpiece*. Now all of his fifteen remaining paintings are considered masterpieces. How many can you name?

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

- **downfall** (noun) complete loss of your money, moral standards, social position, etc., or the sudden failure of an organization
- **experiment** (verb) to try using various ideas, methods, etc., to find out how good or effective they are
- **innovate** (verb) to start to use new ideas, methods or inventions
- **masterpiece** (noun) a work of art, a piece of writing or music, etc., that is of very high quality or that is the best that a particular artist, writer, etc., has produced
- **technique** (noun) a special way of doing something

Reading strategy

Remember that titles of artwork and the names of books are usually set in *italics*.

A great deal of Leonardo's genius lay in the fact that he was always innovating. But it was also his _____. He was never satisfied to do things the way they were done before so he _____ with new _____ in painting and sculpture. One of his most famous _____, *The Last Supper*, began to decay almost as soon as he finished it.

What inventions made Leonardo da Vinci famous?

What about you?

You might want to join Mensa if you're a genius. To join, you need to pass some intelligence tests. Start with these three simple questions:

1. Write the next number in the sequence. 3, 5, 8, 13, _____
2. Write the next set of letters in the sequence: bat, cet, dit, fot, _____
3. An American plane carrying Canadian passengers crashes in Mexico and 212 people are killed. Where are the survivors buried?

Answers
1. 21: the numbers are additive; each new number is the sum of the previous two.
2. gut: based on the order of the consonants and vowels in the English alphabet.
3. Nowhere. You don't bury survivors.