

# 阅读基础L6

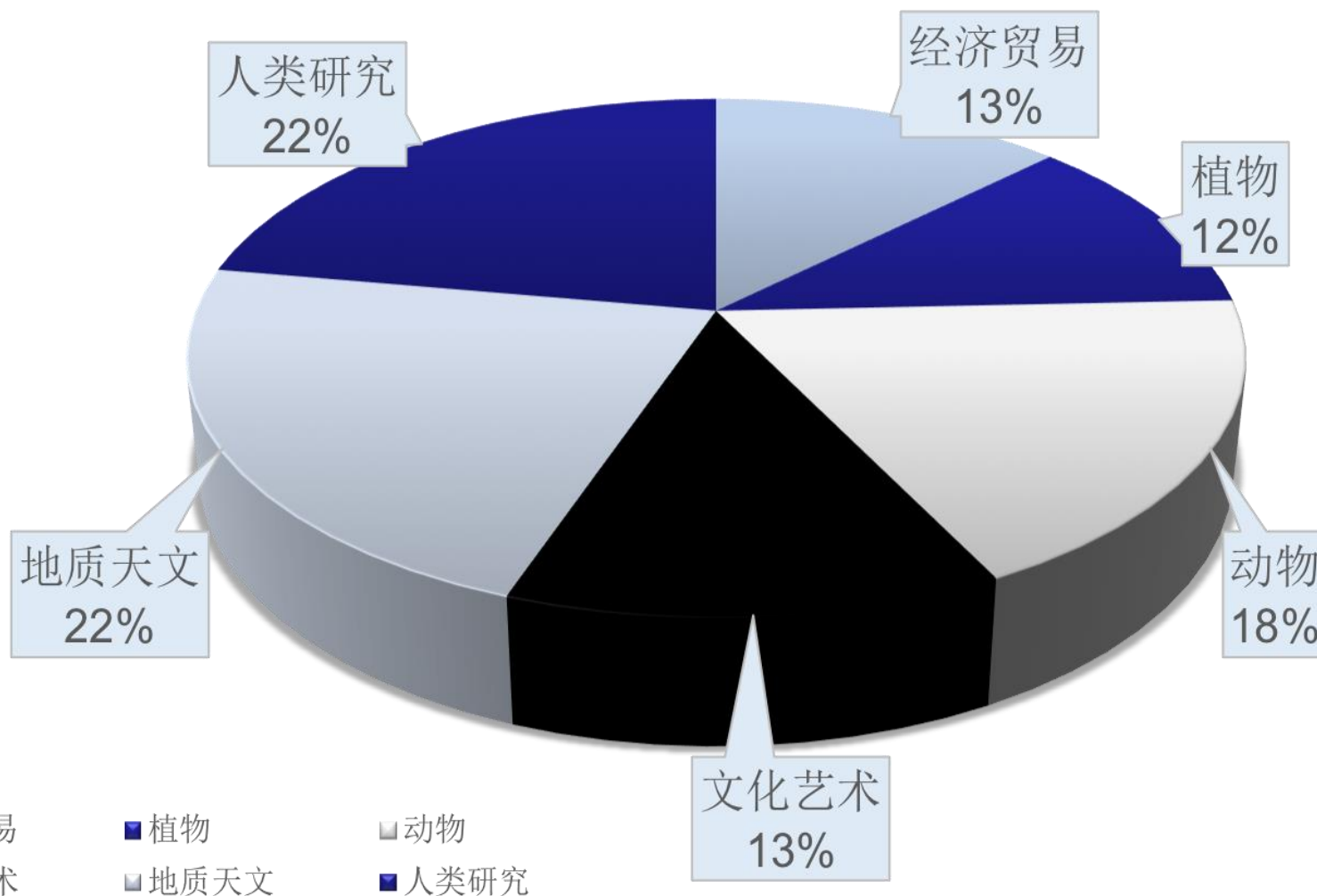
## 人类研究类

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## 课程安排

1. 经济贸易类
2. 地质天文类
3. 动物类
4. 植物类
5. 文化艺术类
6. 人类研究类





## Contents

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2. 人类研究类高频词汇及背景知识
3. 人类研究类文章演练

# 人类研究



# 人类研究

## 1. 生理研究 Physiology

考察较少

## 2. 文明社会研究 Sociology

A. 罗马、希腊、中国、中东等文明古国

B. 农业社会的发展研究

# 1. 生理研究 Physiology

TPO12-1 Which Hand Did They Use?

TPO13-1 Types of Social Groups

TPO13-3 Methods of Studying Infant Perception

TPO14-1 Children and Advertising

TPO18-2 The Mystery of Yawning

TPO21-3 Autobiographical Memory

TPO24-2 Breathing During Sleep

TPO31-2 Early Childhood Education

OG1-2 The Expression of Emotions



## 1. 生理研究

考察较少，一般涉及实验

physiology /ˌfɪzɪˈɒlədʒi/ 生理学、生理机能

physiologist 生理学家

psychology /saɪˈkɒlədʒi/ 心理学

psycho 精神病患者

psychologist 心理学家

subject 实验对象，主题，科目

assessment 评估

stimulant 兴奋剂，刺激物

irritant 刺激物



# TPO 6-3 Infantile Amnesia

# Paragraph 1

What do you remember about your life before you were three? Few people can remember anything that happened to them in their early years. Adults' memories of the next few years also tend to be **scanty**. Most people remember only a few events-usually ones that were meaningful and distinctive, such as being **hospitalized** or a **sibling's** birth.

scanty

不足的

hospitalize

住院治疗

sibling

兄弟姐妹

Introduction

Scanty memories

What do you remember about your life before you were three? 【】 Few people can remember anything that happened to them in their early years. 【】 Adults' memories of the next few years also tend to be scanty. 【】 Most people remember only a few events--usually ones that were meaningful and distinctive, such as being hospitalized or a sibling's birth. 【】

13. Look at the four squares 【】 that indicate where the following sentence could be added to the passage

Other important occasions are school graduations and weddings.

Where would the sentence best fit?

# Paragraph 2

How might this inability to recall early experiences be explained? The sheer passage of time does not account for it; adults have excellent recognition of pictures of people who attended high school with them 35 years earlier. Another seemingly plausible explanation — that infants do not form enduring memories at this point in development — also is incorrect. Children two and a half to three years old remember experiences that occurred in their first year, and eleven month olds remember some events a year later. Nor does the hypothesis that **infantile amnesia** reflects **repression** — or holding back — of **sexually charged episodes** explain the phenomenon. While such repression may occur, people cannot remember ordinary events from the infant and **toddler** periods either.

infantile

婴儿的

amnesia

失忆症

repression

压抑，压制

sexually charged

充满性欲的

episode

一个/一组事件

toddler

学步的儿童

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

How might this inability to recall early experiences be explained? The sheer passage of time does not account for it; adults have excellent recognition of pictures of people who attended high school with them 35 years earlier. Another seemingly plausible explanation — that infants do not form enduring memories at this point in development — also is incorrect. Children two and a half to three years old remember experiences that occurred in their first year, and eleven month olds remember some events a year later. Nor does the hypothesis that infantile amnesia reflects repression — or holding back — of sexually charged episodes explain the phenomenon. While such repression may occur, people cannot remember ordinary events from the infant and toddler periods either.

Main idea:

How?

1. passage of time
2. No enduring memories
3. Repression of sexually charged episodes

论证方法:

问题解释

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

1. What purpose does paragraph 2 serve in the larger discussion of children's inability to recall early experiences?

☐ To argue that the ones that are not substantiated by evidence should generally be considered unreliable

☐ To argue that the hypotheses mentioned in paragraph 2 have been more thoroughly researched than have the theories mentioned later in the passage

☐ To explain why some theories about infantile amnesia are wrong before presenting ones more likely to be true

☐ To explain why infantile amnesia is of great interest to researchers

How might this inability to recall early experiences be explained? The sheer passage of time does not account for it; adults have excellent recognition of pictures of people who attended high school with them 35 years earlier. Another seemingly plausible explanation — that infants do not form enduring memories at this point in development — also is incorrect. Children two and a half to three years old remember experiences that occurred in their first year, and eleven month olds remember some events a year later. Nor does the hypothesis that infantile amnesia reflects repression—or holding back—of sexually charged episodes explain the phenomenon. While such repression may occur, people cannot remember ordinary events from the infant and toddler periods either.



2. The word plausible in the passage is closest in meaning to

- ☐ flexible
- ☐ believable
- ☐ debatable
- ☐ predictable

3. The word phenomenon in the passage is closest in meaning to

- ☐ exception
- ☐ repetition
- ☐ occurrence
- ☐ idea

How might this inability to recall early experiences be explained? The sheer passage of time does not account for it; adults have excellent recognition of pictures of people who attended high school with them 35 years earlier. Another seemingly **plausible** explanation—that infants do not form enduring memories at this point in development—also is incorrect. Children two and a half to three years old remember experiences that occurred in their first year, and eleven month olds remember some events a year later. Nor does the hypothesis that infantile amnesia reflects repression—or holding back—of sexually charged episodes explain the **phenomenon**. While such repression may occur, people cannot remember ordinary events from the infant and toddler periods either.

4. All of the following theories about the inability to recall early experiences are rejected in paragraph 2 EXCEPT:

○The ability to recall an event decreases as the time after the event increases.

○Young children are not capable of forming memories that last for more than a short time.

○People may hold back sexually meaningful memories.

○Most events in childhood are too ordinary to be worth remembering.

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# Paragraph 3



## 长难句

Demonstrations of infants' and toddlers' long-term memory have involved their repeating motor activities that they had seen or done earlier, such as reaching in the dark for objects, putting a bottle in a doll's mouth, or pulling apart two pieces of a toy.

### 复合句

主语: Demonstrations of infants' and toddlers' long-term memory

谓语动词: have involved

宾语: their repeating motor activities

定语: that they had seen or done earlier, such as reaching in the dark for objects, putting a bottle in a doll's mouth, or pulling apart two pieces of a toy.

Three other explanations seem more promising. One involves **physiological** changes relevant to memory. **Maturation** of the **frontal lobes** of the brain continues throughout early childhood, and this part of the brain may be critical for remembering particular episodes in ways that can be **retrieved** later. Demonstrations of infants' and toddlers' long-term memory have involved their repeating **motor activities** that they had seen or done earlier, such as reaching in the dark for objects, putting a bottle in a doll's mouth, or pulling apart two pieces of a toy. The brain's level of physiological maturation may support these types of memories, but not ones requiring **explicit verbal** descriptions.

physiological

生理的

maturation /ˌmætʃə'reɪʃən/

发育成熟

frontal lobe

额叶

retrieve

恢复

motor activities

肌动活动

explicit

明确表达的

verbal

口头的

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

Three other explanations seem more promising. One involves physiological changes relevant to memory. Maturation of the frontal lobes of the brain continues throughout early childhood, and this part of the brain may be critical for remembering particular episodes in ways that can be retrieved later. Demonstrations of infants' and toddlers' long-term memory have involved their repeating motor activities that they had seen or done earlier, such as reaching in the dark for objects, putting a bottle in a doll's mouth, or pulling apart two pieces of a toy. The brain's level of physiological maturation may support these types of memories, but not ones requiring explicit verbal descriptions.

Main idea:

1. physiological changes relevant to memory

论证方法:

分类描述

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

5. What does paragraph 3 suggest about long-term memory in children?

○Maturation of the frontal lobes of the brain is important for the long-term memory of motor activities but not verbal descriptions.

○Young children may form long-term memories of actions they see earlier than of things they hear or are told.

○Young children have better long-term recall of short verbal exchanges than of long ones.

○Children's long-term recall of motor activities increases when such activities are accompanied by explicit verbal descriptions

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# Paragraph 4

A second explanation involves the influence of the social world on children's language use. Hearing and telling stories about events may help children store information in ways that will endure into later childhood and adulthood. Through hearing stories with a clear beginning, middle, and ending children may learn to extract the **gist** of events in ways that they will be able to describe many years later. Consistent with this view parents and children increasingly engage in discussions of past events when children are about three years old. However, hearing such stories is not sufficient for younger children to form enduring memories. Telling such stories to two year olds does not seem to produce long-lasting **verbalizable** memories.

gist

主旨

verbalizable

可用言辞表达的

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

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Main idea:

2. influence of the social world on children's language use

论证方法:

分类描述

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

6. According to paragraph 4, what role may storytelling play in forming childhood memories?

☐ It may encourage the physiological maturing of the brain

☐ It may help preschool children tell the difference between ordinary and unusual memories

☐ It may help preschool children retrieve memories quickly

☐ It may provide an ordered structure that facilitates memory retrieval

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# Paragraph 5

A third likely explanation for infantile amnesia involves **incompatibilities** between the ways in which infants **encode** information and the ways in which older children and adults retrieve it. Whether people can remember an event depends critically on the fit between the way in which they earlier encoded the information and the way in which they later attempt to retrieve it. The better able the person is to reconstruct the perspective from which the material was encoded, the more likely that recall will be successful.

incompatibility

不一致

encode

为.....编码

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述



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Main idea:

3. incompatibilities

Encode/ retrieve information

论证方法:

分类描述

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

7. The word critically in the passage is closest in meaning to

- ☐ fundamentally
- ☐ partially
- ☐ consistently
- ☐ subsequently

8. The word “perspective” in the passage is closest in meaning to

- ☐ system
- ☐ theory
- ☐ source
- ☐ viewpoint

A third likely explanation for infantile amnesia involves incompatibilities between the ways in which infants encode information and the ways in which older children and adults retrieve it. Whether people can remember an event depends **critically** on the fit between the way in which they earlier encoded the information and the way in which they later attempt to retrieve it. The better able the person is to reconstruct the **perspective** from which the material was encoded, the more likely that recall will be successful.

# Paragraph 6

This view is supported by a variety of factors that can create mismatches between very young children's encoding and older children's and adults' retrieval efforts. The world looks very different to a person whose head is only two or three feet above the ground than to one whose head is five or six feet above it, older children and adults often try to retrieve the names of things they saw, but infants would not have encoded the information verbally. General knowledge of categories of events such as a birthday party or a visit to the doctor's office helps older individuals encode their experiences, but again, infants and toddlers are unlikely to encode many experiences within such knowledge structures.

Main idea:

3. Incompatibilities  
supported by a variety of factors

论证方法:  
对比论证

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

9. The phrase “This view” in the passage refers to the belief that

○ the ability to retrieve a memory partly depends on the similarity between the encoding and retrieving process

○ the process of encoding information is less complex for adults than it is for young adults and infants

○ infants and older children are equally dependent on discussion of past events for the retrieval of information

○ infants encode information in the same way older children and adults do

**This view** is supported by a variety of factors that can create mismatches between very young children's encoding and older children's and adults' retrieval efforts. The world looks very different to a person whose head is only two or three feet above the ground than to one whose head is five or six feet above it. Older children and adults often try to retrieve the names of things they saw, but infants would not have encoded the information verbally. General knowledge of categories of events such as a birthday party or a visit to the doctor's office helps older individuals encode their experiences, but again, infants and toddlers are unlikely to encode many experiences within such knowledge structures.

10. According to paragraphs 5 and 6, one disadvantage very young children face in processing information is that they cannot

○process a lot of information at one time

○organize experiences according to type

○block out interruptions

○interpret the tone of adult language

A third likely explanation for infantile amnesia involves incompatibilities between the ways in which infants encode information and the ways in which older children and adults retrieve it. Whether people can remember an event depends critically on the fit between the way in which they earlier encoded the information and the way in which they later attempt to retrieve it. The better able the person is to reconstruct the perspective from which the material was encoded, the more likely that recall will be successful.

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# Paragraph 7



These three explanations of infantile amnesia are not mutually exclusive: indeed, they support each other. Physiological immaturity may be part of why infants and toddlers do not form extremely enduring memories, even when they hear stories that promote such remembering in preschoolers. Hearing the stories may lead preschoolers to encode aspects of events that allow them to form memories they can access as adults. Conversely, improved encoding of what they hear may help them better understand and remember stories and thus make the stories more useful for remembering future events. Thus, all three explanations—physiological maturation hearing and producing stories about past events, and improved encoding of key aspects of events — seem likely to be involved in overcoming Infantile amnesia.

Main idea:

3 explanations support each other

论证方法:

问题解释

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

11. Physiological immaturity may be part of why infants and toddlers do not form extremely enduring memories, even when they hear stories that promote such remembering in preschoolers.

○ Incomplete physiological development may partly explain why hearing stories does not improve long-term memory in infants and toddlers

○ One reason why preschoolers fail to comprehend the stories they hear is that they are physiologically immature

○ Given the chance to hear stories, infants and toddlers may form enduring memories despite physiological immaturity.

○ Physiologically mature children seem to have no difficulty remembering stories they heard as preschoolers.

12. How does paragraph 7 relate to the earlier discussion of infantile amnesia?

○ It introduces a new theory about the causes of infantile amnesia.

○ It argues that particular theories discussed earlier in the passage require further research.

○ It explains how particular theories discussed earlier in the passage may work in combination.

○ It evaluates which of the theories discussed earlier is most likely to be true.

These three explanations of infantile amnesia are not mutually exclusive: indeed, they support each other. Physiological immaturity may be part of why infants and toddlers do not form extremely enduring memories, even when they hear stories that promote such remembering in preschoolers. Hearing the stories may lead preschoolers to encode aspects of events that allow them to form memories they can access as adult. Conversely, improved encoding of what they hear may help them better understand and remember stories and thus make the stories more useful for remembering future events. Thus, all three explanations-- physiological maturation hearing and producing stories about past events, and improved encoding of key aspects of events-- seem likely to be involved in overcoming infantile amnesia.

Q 14



## Summary

1. Few people remember anything in their early years.
2. seemingly plausible explanations
3. A. physiological changes
4. B. influence of the social world on language use
5. C. incompatibilities
6. Incompatibilities supported by a variety of factors
7. 3 explanations support each other

14. There are several possible explanations why people cannot easily remember their early childhoods.

A. Preschoolers typically do not recall events from their first year.

B. Frontal lobe function of the brain may need to develop before memory retrieval can occur.

C. Children recall physical activities more easily if they are verbalized.

D. The opportunity to hear chronologically narrated stories may help three-year-old children produce long-lasting memories.

E. The content of a memory determines the way in which it is encoded

F. The contrasting ways in which young children and adults process information may determine their relative success in remembering.

14. There are several possible explanations why people cannot easily remember their early childhoods.

A.Preschoolers typically do not recall events from their first year. 无

B.Frontal lobe function of the brain may need to develop before memory retrieval can occur. 第三段

C.Children recall physical activities more easily if they are verbalized. 错，第3段

D.The opportunity to hear chronologically narrated stories may help three-year-old children produce long-lasting memories. 第四段

E.The content of a memory determines the way in which it is encoded. 错，第六段

F.The contrasting ways in which young children and adults process information may determine their relative success in remembering. 五六段

## 2. 文明社会 Sociology



TPO14-2 Maya Water Problems

TPO14-3 Pastoralism in Ancient Inner Eurasia

TPO19-1 The Roman Army's Impact on Britain

TPO20-3 Early Settlements in the Southwest Asia

TPO21-2 The Origins of Agriculture

TPO24-3 Moving into Pueblos

TPO26-3 Sumer and the First Cities of the Ancient Near East

TPO28-2 Early Saharan Pastoralists

TPO32-2 Siam, 1851-1910

TPO33-1 The First Civilizations

EX1-1 Europe in the Twelfth Century

TPO40-1 Ancient Athens

TPO43-1 The Empire of Alexander the Great

TPO46-1 The Origins of Writing

TPO47-1 Roman Cultural Influence on Britain

1. 农业社会的发展研究
2. 罗马、希腊、中国、中东等文明古国

# 1. 农业社会的发展

农业出现之前:

nomadic

pastoral

hunting and gathering

domestication

cultivation

游牧的

放牧的

狩猎和采集

驯养

培养, 耕种





古代文明：



Stone Age

Paleolithic Age /peɪlɪə(ʊ)'liθɪk/

Mesolithic Age /,mez.ə'liθɪk/

Neolithic Age /,ni:əʊ'liθɪk/

Bronze Age

Iron Age

石器时代

旧石器时代（打制石器）

中时期时代（简单磨制石器）

新石器时代（农业起源）

青铜时代

铁器时代





## 2. 文明古国

希腊、罗马、中国、中东

Greece

Rome

the Middle East (Babylonia)





## 军事&政治

military	军队，军事的
troop	军队
legion	军团
garrison /'gæriʃən/	卫戍部队
unit	分队
auxiliary regiment /'redʒɪmənt/	辅助军团
mercenary /'mɜːsənəri/	雇佣兵
recruit	v.招募 n.新兵
requisition	征用

empire	帝国
emperor	皇帝
empress ['ɛmprəs]	皇后/女皇
reign /reɪn/	统治时期
monarchy /'mɒnəˌki/	君主制
hierarchy	等级制度
hereditary [hə'redə'tɛri]	世袭的





## 古代欧洲建筑



Triumphal Arch /traɪ'ʌmfəl/

凯旋门

Column /'kæləm/

柱子

Trajan's Column ['treɪdʒən]

纪功柱

Pantheon /'pænθiɑ:n/

万神庙

The Colosseum /,kələ'siəm/

罗马斗兽场

Roman Baths [bæðz]

浴场

Caesar ['si:zə]

凯撒

Octavian [ɒk'teɪviən]

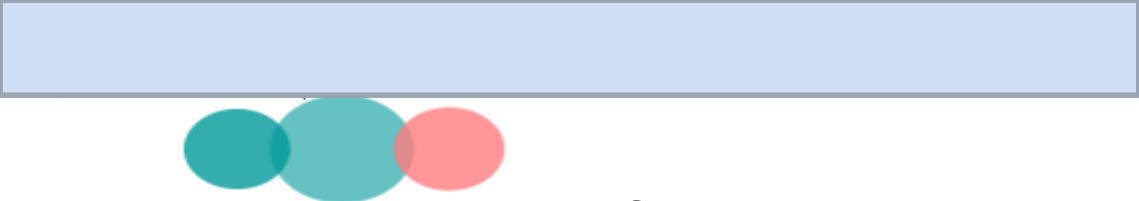
屋大维





# TPO 7-2 Ancient Rome and Greece

# Paragraph 1



There is a quality of cohesiveness about the Roman world that applied neither to Greece nor perhaps to any other civilization, ancient or modern. Like the stone of Roman wall, which were held together both by the regularity of the design and by that peculiarly powerful Roman **cement**, so the various parts of the Roman **realm** were bonded into a massive, **monolithic entity** by physical, organizational, and psychological controls. The physical bonds included the network of military **garrisons**, which were **stationed** in every province, and the network of stone-built roads that linked the provinces with Rome. The organizational bonds were based on the common principles of law and administration and on the universal army of officials who enforced common standards of conduct. The psychological controls were built on fear and punishment—on the absolute certainty that anyone or anything that threatened the authority of Rome would be utterly destroyed.

cement [sə'ment]

水泥

realm [rɛlm]

王国，领域

monolithic entity

单一体

garrison

卫戍部队

station

驻扎

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

There is a quality of cohesiveness about the Roman world that applied neither to Greece nor perhaps to any other civilization, ancient or modern. Like the stone of Roman wall, which were held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls. The **physical** bonds included the network of military garrisons, which were stationed in every province, and the network of stone-built roads that linked the provinces with Rome. The **organizational** bonds were based on the common principles of law and administration and on the universal army of officials who enforced common standards of conduct. The **psychological** controls were built on fear and punishment—on the absolute certainty that anyone or anything that threatened the authority of Rome would be utterly destroyed.

Main idea:  
Bonded by  
physical,  
organizational,  
psychological controls

论证方法:  
分类描述

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

1. Like the stone of Roman wall, which were held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls.

A. The regularity and power of stone walls inspired Romans attempting to unify the parts of their realm.

B. Although the Romans used different types of designs when building their walls, they used regular controls to maintain their realm.

**C.** Several types of control united the Roman realm, just as design and cement held Roman walls together.

D. Romans built walls to unite the various parts of their realm into a single entity, which was controlled by powerful laws.

2. According to paragraph 1, all of the following are controls that held together the Roman world EXCEPT

- A. administrative and legal systems
- B. the presence of the military
- C. a common language
- D. transportation networks

There is a quality of cohesiveness about the Roman world that applied neither to Greece nor perhaps to any other civilization, ancient or modern. Like the stone of Roman wall, which were held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls. The physical bonds included the network of military garrisons, which were stationed in every province, and the network of stone-built roads that linked the provinces with Rome. The organizational bonds were based on the common principles of law and administration and on the universal army of officials who enforced common standards of conduct. The psychological controls were built on fear and punishment—on the absolute certainty that anyone or anything that threatened the authority of Rome would be utterly destroyed.

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# Paragraph 2



The source of Roman obsession with unity and cohesion may well have lain in the pattern of Rome's early development. Whereas Greece had grown from **scores** of scattered cities, Rome grew from one single organism. While the Greek world had expanded along the Mediterranean seas lanes, the Roman world was assembled by territorial conquest. Of course, the contrast is not quite so stark: in Alexander the Great the Greeks had found the greatest territorial conqueror of all time; and the Romans, once they moved outside Italy, did not fail to learn the lessons of sea power. Yet the essential difference is undeniable. The key to the Greek world lay in its high-powered ships; the key to Roman power lay in its marching **legions**. The Greeks were wedded to the sea; the Romans, to the land. The Greek was a sailor at heart; the Roman, a landsman.

score

二十

legion /'li:dʒən/

军团

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

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Main idea:

Obsession with unity and cohesion lie in the pattern of Rome's early development.

论证方法:

对比论证

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

3. The phrase “obsession with” in the passage is closest in meaning to

- A. thinking about
- B. fixation on**
- C. interest in
- D. attitude toward

The source of Roman **obsession** with unity and cohesion may well have lain in the pattern of Rome’s early development. Whereas Greece had grown from scores of scattered cities, Rome grew from one single organism. While the Greek world had expanded along the Mediterranean seas lanes, the Roman world was assembled by territorial conquest. Of course, the contrast is not quite so stark: in Alexander the Great the Greeks had found the greatest territorial conqueror of all time; and the Romans, once they moved outside Italy, did not fail to learn the lessons of sea power. Yet the essential difference is undeniable. The key to the Greek world lay in its high-powered ships; the key to Roman power lay in its marching legions. The Greeks were wedded to the sea; the Romans, to the land. The Greek was a sailor at heart; the Roman, a landsman.

4. According to paragraph 2, which of the following was NOT characteristic of Rome's early development?

- A. Expansion by sea invasion
- B. Territorial expansion
- C. Expansion from one original settlement
- D. Expansion through invading armies

The source of Roman obsession with unity and cohesion may well have lain in the pattern of Rome's early development. Whereas Greece had grown from scores of scattered cities, Rome grew from one single organism. While the Greek world had expanded along the Mediterranean seas lanes, the Roman world was assembled by territorial conquest. Of course, the contrast is not quite so stark: in Alexander the Great the Greeks had found the greatest territorial conqueror of all time; and the Romans, once they moved outside Italy, did not fail to learn the lessons of sea power. Yet the essential difference is undeniable. The key to the Greek world lay in its high-powered ships; the key to Roman power lay in its marching legions. The Greeks were wedded to the sea; the Romans, to the land. The Greek was a sailor at heart; the Roman, a landsman.

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5. Why does the author mention “Alexander the Great” in the passage?

- A. To acknowledge that Greek civilization also expanded by land conquest
- B. To compare Greek leaders to Roman leaders
- C. To give an example of Greek leader whom Romans studied
- D. To indicate the superior organization of the Greek military

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# Paragraph 3



Certainly, in trying to explain the Roman phenomenon, one would have to place great emphasis on this almost **instinct** for the territorial **imperative**. Roman **priorities** lay in the organization, exploitation, and defense of their territory. In all probability it was the fertile plain of **Latium**, where the Latins who founded Rome originated, that created the habits and skills of **landed** settlement, landed property, landed economy, landed administration, and a land-based society. From this arose the Roman genius for military organization and orderly government. In turn, a deep attachment to the land, and to the stability which rural life **engenders**, fostered the Roman virtues: **gravitas**, a sense of responsibility, **pietas**, a sense of devotion to family and country, and **iustitia**, a sense of the natural order.

instinct

直觉

imperative

紧迫之事

engender

引起

gravitas

庄严

pietas

敬意

iustitia

正义

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

Certainly, in trying to explain the Roman phenomenon, one would have to place great emphasis on this almost instinct for the territorial imperative. Roman priorities lay in the organization, exploitation, and defense of their territory. In all probability it was the fertile plain of Latium, where the Latins who founded Rome originated, that created the habits and skills of landed settlement, landed property, landed economy, landed administration, and a land-based society. From this arose the Roman genius for military organization and orderly government. In turn, a deep attachment to the land, and to the stability which rural life engenders, fostered the Roman virtues: gravitas, a sense of responsibility, pietas, a sense of devotion to family and country, and iustitia, a sense of the natural order.

Main idea:  
instinct for the  
territorial imperative

论证方法:  
问题解释

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

6. The word “fostered” in the passage is closest in meaning to

- A. accepted
- B. combined
- C. introduced
- D. encouraged

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7. Paragraph 3 suggests which of the following about the people of Latium?

- A. Their economy was based on trade relations with other settlements.
- B. They held different values than the people of Rome.
- C. Agriculture played a significant role in the society.
- D. They possessed unusual knowledge of animal instincts.

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# Paragraph 4

Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. As always, there are the power worshippers, especially among historians, who are **predisposed** to admire whatever is strong, who feel more attracted to the **might** of Rome than to the **subtlety** of Greece. At the same time, there is a solid body of opinion that dislikes Rome. For many, Rome is at best the imitator and the continuator of Greece on a larger scale. Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, **derivative**. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. "Had the Greeks held novelty in such **disdain** as we," asked Horace in his epistle, "what work of ancient date would now exist?"

Be predisposed to

倾向于

might

力量

subtlety

精巧

Derivative

缺乏独创性的

Disdain

鄙视

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

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Main idea:  
attitudes to Roman civilization differ

论证方法:  
对比论证

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述



8. Paragraph 4 indicates that some historians admire Roman civilization because of
- A. the diversity of cultures within Roman society
  - B. its strength
  - C. its innovative nature
  - D. the large body of literature that it developed

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9. In paragraph 4, the author develops a description of Roman civilization by

A. comparing the opinions of Roman intellectuals to Greek intellectuals

B. identifying which characteristics of Roman civilization were copied from Greece

C. explaining how the differences between Roman and Greece developed as time passed

D. contrasting characteristics of Roman civilization with characteristics of Greek civilization

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10. According to paragraph 4, intellectual Romans such as Horace held which of the following opinions about their civilization?

- A. Ancient works of Greece held little value in the Roman world.
- B. The Greek civilization had been surpassed by the Romans.
- C. Roman civilization produced little that was original or memorable.
- D. Romans valued certain types of innovations that had been ignored by ancient Greeks.

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# Paragraph 5

Rome's debt to Greece was enormous. The Romans adopted Greek religion and moral philosophy. In literature, Greek writers were consciously used as models by their Latin successors. It was absolutely accepted that an educated Roman should be fluent in Greek. In **speculative philosophy** and the sciences, the Romans made virtually no advance on early achievements.

speculative philosophy

思辨哲学

Main idea:

Rome's debt to Greece:

religion and moral philosophy

Literature

speculative philosophy and Sciences

论证方法:

问题解释

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

# Paragraph 6

Yet it would be wrong to suggest that Rome was somehow a junior partner in **Greco-Roman civilization**. The Roman genius was **projected** into new spheres—especially into those of law, military organization, administration, and engineering. Moreover, the tensions that arose within the Roman state produced literary and artistic **sensibilities** of the highest order. It was no accident that many leading Roman soldiers and states men were writers of high **caliber**.

Greco-Roman

希腊罗马的

Project

呈现

Sensibility

鉴赏力

Caliber /'kælɪbə/

素质，能力

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述



Yet it would be wrong to suggest that Rome was somehow a junior partner in Greco-Roman civilization. The Roman genius was projected into new spheres—especially into those of law, military organization, administration, and engineering. Moreover, the tensions that arose within the Roman state produced literary and artistic sensibilities of the highest order. It was no accident that many leading Roman soldiers and states men were writers of high caliber.

Main idea:

Not a junior partner:  
genius in new spheres  
literary and artistic sensibilities

论证方法:  
问题解释

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

11. The word “spheres” in the passage is closest in meaning to

- A. abilities
- B. areas
- C. combinations
- D. models

Yet it would be wrong to suggest that Rome was somehow a junior partner in Greco-Roman civilization. The Roman genius was projected into new **spheres**—especially into those of law, military organization, administration, and engineering. Moreover, the tensions that arose within the Roman state produced literary and artistic sensibilities of the highest order. It was no accident that many leading Roman soldiers and statesmen were writers of high caliber.

12. Which of the following statements about leading Roman soldiers and statesmen is supported by paragraphs 5 and 6?

- A. They could read and write the Greek language.
- B. They frequently wrote poetry and plays.
- C. They focused their writing on military matters.
- D. They wrote according to the philosophical laws of the Greeks.

Rome's debt to Greece was enormous. The Romans adopted Greek religion and moral philosophy. In literature, Greek writers were consciously used as models by their Latin successors. It was absolutely accepted that an educated Roman should be fluent in Greek. In speculative philosophy and the sciences, the Romans made virtually no advance on early achievements.

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13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

*They esteem symbols of Roman power, such as the massive Colosseum.*

Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. ■ 【A】 As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. ■ 【B】 At the same time, there is a solid body of opinion that dislikes Rome. ■ 【C】 For many, Rome is at best the imitator and the continuator of Greece on a larger scale. ■ 【D】 Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. “Had the Greeks held novelty in such disdain as we,” asked Horace in his epistle, “what work of ancient date would now exist?”





# Colosseum [ˌkɒlə'siəm] 罗马斗兽场



Q 14





## Summary

1. Bonded by physical, organizational, and psychological controls
2. Obsession with unity and cohesion lie in early development.
3. instinct for the territorial imperative
4. attitudes to Roman civilization differ
5. Rome's debt to Greece
6. Not a junior partner, genius in new spheres

## 14. The Roman world drew its strength from several important sources.

- A. Numerous controls imposed by Roman rulers held its territory together.
- B. The Roman military was organized differently from older military organizations.
- C. Romans valued sea power as did the Latins, the original inhabitants of Rome.
- D. Roman values were rooted in a strong attachment to the land and the stability of rural life.
- E. Rome combined aspects of ancient Greek civilization with its own contributions in new areas.
- F. Educated Romans modeled their own literature and philosophy on the ancient Greeks.

14. The Roman world drew its strength from several important sources.

A. Numerous controls imposed by Roman rulers held its territory together. 第一段

B. The Roman military was organized differently from older military organizations.

没说

C. Romans valued sea power as did the Latins, the original inhabitants of Rome.

错，第三段

D. Roman values were rooted in a strong attachment to the land and the stability of rural life.

第三段

E. Rome combined aspects of ancient Greek civilization with its own contributions in new areas. 第五六段

F. Educated Romans modeled their own literature and philosophy on the ancient Greeks. 没说



## 基础阅读第六课作业

1. 复习人类研究类词汇

2. 完成习题

阅读真经五

P142 Sumerian contributions

P186 the origins of plant and animal domestication

Thanks!

出自阅读真经五P6, Agricultural Society in Eighteenth-Century British America, Para. 5

The decreasing fertility of the soil compounded the problem of dwindling farm size in New England. When land had been plentiful, farmers had planted crops in the same field for three years and then let it lie fallow in pasture seven years or more until it regained its fertility. On the smaller farms of the eighteenth century, however, farmers reduced fallow time to only a year or two. Such intense use of the soil reduced crop yields, forcing farmers to plow marginal land or shift to livestock production.

添加理由：串讲农业社会单词，如fertility, dwindling, plentiful, fallow, crop yield, marginal land, livestock

出自阅读真经五P143, Sumerian Contributions, Para. 2

This delta, a land of swamps rich in fish, wildlife, and date palms, was the most challenging and rewarding of the three natural units into which the river valleys were divided. Reasons for their being challenging lie in that the rivers not only sustained life, but they also destroyed it with frequent floods that ravaged entire cities. Although land nearer to the rivers was fertile and good for crops, portions of land farther from the water were dry and largely uninhabitable. Therefore, the development of drainage and irrigation systems was essential for Sumerians to harness the full productivity of this land, which in turn required a large and well-disciplined workforce, as well as skilled management and supervision--the latter were supplied by a class of priests and warriors who ruled a large population of peasants and artisans.

添加理由：串讲人类研究单词，如delta, swamp, sustain, ravage, uninhabitable, drainage and irrigation systems, Sumerian, harness, priests and warriors, peasants and artisans