

1. **Lesson1. For Teachers:** Please have the students read the sentences one at a time and correct their pronunciation of each sentence then have them repeat after you. Wait until after they read the sentence (use the number in place of the missing word) to have the students choose the correct answer to fill in the blank. When the students finish the article, move on to the further questions.

2[A] – Religion and Education



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2. Several studies of religious behavior have shown that, generally speaking, as a country gets richer, the number of people who define themselves as “religious” becomes smaller. There is one country, though, that seems to (**26**). People in Britain and Japan—countries that enjoy similar levels of wealth—are, on the whole, not nearly as religious as those in less developed countries such as India, Lebanon and Brazil. Residents of the wealthy and developed United States, however, are much closer to the poorer countries in terms of their high level of religious commitment.

3. **Further Questions***Ask student to answer the question on their own at first. If the student can't answer correctly, have him look at the last page and read the “example answer” for the question. Have the student try to memorize the answer, if it's too long or difficult, you should divide the sentence into 2 or 3 parts to make it easier to remember. Once they have memorized the answer, the teacher should ask the question one last time so that the student can practice answering. Also if you find any mistakes, please mark the page and let me know ASAP.

4. **1) What generally happens when a country gets richer?**

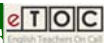
The number of people who define themselves as “religious” becomes smaller.

5. **2) What is unusual about the United States?**

6. *The residents are much closer to the poorer countries in terms of their high levels of religious commitment.*

With this in mind, researchers at the University of Michigan analyzed the degree to which education affects the religiousness of Americans. Using data gathered over 20 years, they found a strong, correlation between college students' choice of majors and changes in the intensity of their religious beliefs. Some of the results were surprising. For example, physical science is often seen as a direct threat to religious belief. In fact, students majoring in science (**27**).

7. Further Questions



8. **3) What did the researchers at the University of Michigan find?**

9. *They found a strong correlation between college students' choice of majors and changes in the intensity of religious belief.*

10. **4) What is usually seen as a direct threat to religious belief?**

11. *Physical science is often seen as a direct threat to religious belief.*

12. After four years of college, they were more likely to find religion of diminished importance. Nonetheless, they reported attending religious services more frequently than they had before entering college. The respondents associated with the clearest increase in religiousness were those majoring in education. They were most likely to report both greater religious faith and more frequent church attendance after graduating from college.

13. Further Questions

14. **5) What did students of science do more frequently?**
15. *They reported attending religious services more frequently than they had before entering college.*
16. **6) Which students were most likely to report greater religious faith?**
17. *The students majoring in education were.*
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18. The study found that students in the humanities and social sciences were most likely to experience a lessening of religious commitment. To explain this, the researchers suggest that different academic majors (**28**). For example, many fields within the humanities and social sciences, such as literary criticism and anthropology, have been heavily influenced by postmodernism, a vein of thinking characterized by its skepticism about the idea of absolute moral truths. Perhaps it is this influence which makes it hard for those pursuing humanities and social-sciences degrees to view themselves as religious. The long conflict between religion and science notwithstanding, it seems easier for people to reconcile their beliefs with a scientific education than for religious convictions to survive the impact of postmodernism teachings.

19. Further Questions

20. **7) Which students were most likely to experience a lessening of religious commitments?**
21. *Students in the humanities and social sciences were.*
22. **8) What factors may make it hard for those pursuing humanities and social-science degrees to view themselves as religious?**
23. *Those fields have been heavily influences by postmodernism, a vein of thinking characterized by its skepticism about the idea of absolute moral truths.*
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24. *Choose the correct answer from these choices.

25. **(26)** 1 contradicts this pattern
26. 2 be responsible for this trend
27. 3 conceal its religious commitment
28. 4 be changing too rapidly to assess
29. **(27)** 1 were reluctant to discuss the issue
30. 2 found their academic performance improved
31. 3 demonstrated a mixed effect
32. 4 felt pressured to quit their studies
33. **(28)** 1 require varying degrees of religious study
34. 2 approach learning from different perspectives
35. 3 involve varying time commitments
36. 4 are offered at different institutions
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37. Answers for "Further Questions"



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5. **3) What did the researchers at the University of Michigan find?**

6. *They found a strong correlation between college students' choice of majors and changes in the intensity of religious belief.*

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14. *Students in the humanities and social sciences were.*

15. **8) What factors may make it hard for those pursuing humanities and social-science degrees to view themselves as religious?**

16. *Those fields have been heavily influenced by postmodernism, a vein of thinking characterized by its skepticism about the idea of absolute moral truths.*

解答: (26) 1 (27) 2 (28) 2