




大学英语伴读伴听 主题训练营 第1册

《含超大容量mp3光盘一张》



王新博 武学锋 / 编著

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新理念英语

大学英语

伴读伴听主题训练营

(第一册)

主编 王新博 武学锋

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内 容 简 介

本书是《大学英语精读课堂》的姊妹篇,随大学英语课堂教学同步进行的配套用书。全书以主题教学模式为线索,分为10个单元,每个单元均配有难易搭配合理的各类与主题相关的阅读短文10余篇,共有100余篇短小精悍,适合背诵与朗读的优秀短文,以满足不同层面学生的需要。该书弥补了课堂教学中信息量的不足;通过课堂精讲,再配有本书课外大量同类话题的泛读,既能使学生拓展知识面,培养自主学习的意识和能力,又能使他们凭借广泛的阅读,内化课本知识,迅速提高语言的交际能力。

本书各章均由两大板块组成。第一板块是 **Reading for Language Enhancement**,是利用语篇进行必要的语言技能训练,是课堂语言知识学习的延伸。通常由四篇短文组成,提供各种不同类型的语言训练任务。第二板块是 **Reading for Pleasure and Information**,主要是针对各单元的话题提供更多的相关资料供学生拓展视野,增长知识,培养技能。所有篇章均带有汉语翻译,非常方便学生自学。本书的另一大特色是听读结合,随书配带 mp3 光盘。书中所选的阅读短文均配有纯正的外籍专家的录音,从而做到“听读相长”。本书是在大学英语教学面临重大转折形势下的一次积极探索和尝试,特别适合于在校大学生和广大教师使用,对贯彻新的大学英语教学要求,推动大学英语教学改革具有十分重要的参考价值。

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序

以听读为先导,培养自主学习能力, 提高综合文化素养

伴随着大学英语课程教学要求的出台,新一轮的大学英语教学改革正在全国各高校蓬勃地开展着。大学英语教学在历经近 20 年的风风雨雨之后迈入了一个崭新的发展阶段。简言之,新的教学要求把以学生**听说能力**为主的英语综合应用能力作为教学的目标,凸显出新的外语教育理念与现代社会需求的融合。新的教学要求把学生外语能力的培养目标定义为以下的四个方面:英语语言知识、英语综合应用技能特别是听说技能、英语学习策略和跨文化交际。新的教学要求是对“曾经不适应现代教育原则和现代社会需求的教学弊端的纠正”(夏纪梅《外语界》2005 年第 2 期)。换言之,新的教学要求把过去大学英语教学中存在的“重教轻学、重知识轻能力、重语言轻文化、重输入轻输出、重笔语轻口语、重讲授轻交际、重结果轻过程”(夏纪梅《外语界》2005 年第 2 期)的不妥做法作了纠正。这无疑引发了对大学英语从教学设计、教学方法与手段到教学评价等的重大改革。要实现这些目标,除了需要教师及时转变教学、教育观念以外,更需要在新形势下处理好以下几个方面的关系:

1) **语言能力与交际能力的关系**。一说到交际能力,很多教师就片面地认为以交际能力为培养目标的外语教学不必教授语音、语法等属于语言能力方面的内容。产生这种误解的原因主要是由于在提倡交际教学法的过程中过分地突出了语言运用在语言教学中的地位。在传统的外语教学中,语言能力的培养是教学的主要目的,因此,语音、语法和词汇的教学是外语教学的中心任务。当我们引进并运用交际教学法时,为了纠正或回避传统教学方法的一些不当之处,往往采取“矫枉过正”的办法来强调交际教学法的某些原则,特别是强调语言运用的得体性。结果使得人们误以为交际教学法排斥语言规则的教学。语言能力是交际能力的基础,交际能力的培养必须建立在语言能力的基础之上,二者是皮与毛的关系,“皮之不存,毛将焉附”。因此,以交际能力为培养目标的外语教学决不能忽视语言能力的培养。只有把二者有机的结合起来,才能真正达到培养学习者交际能力的目标。这也是遵循了现代外语教育理论提倡的“在干中学习和应用(learning by doing)”、“在交际中学交际(learning to communicate by communicating)”、“学应用(use)比学用法(usage)更有效”等原则。

2) **听、说、读与综合应用能力培养的关系**。首先,新的教学要求提到的以听说为主不是片面地只强调这二者,而是在综合能力的培养中,凸显这两项技能,决不是孤立地看待二者的关

系。听、说、读、写这四项语言技能是一个整体,体现着语言学习者的综合应用能力。事实上,交际能力不仅包括口语交际能力,而且还包括书面语的交际能力。因此,用交际教学法来培养学生的交际能力,我们既可以利用小组讨论、对话等形式来组织课堂教学,以便达到培养学生口语交际能力的目的;同时我们也可以让学生各自为阵,独立地完成阅读、写作等书面语交际任务来达到培养学生的书面语交际能力。只有把听说训练放在综合应用这个水平上,保证读写不脱离听说,听说不脱离读写,以读写助听说,以听说促读写,才是在培养综合应用能力的过程中强调听说能力的最佳结果,最终达到真正意义上的提高语言综合应用能力的目标。

3) 处理好教与学的关系。就课堂教学而言,以学生为中心并不意味着放任自流,教学完全演变成学生自己的活动。如此以学生为中心的教学是对教学的严重扭曲和误解。教师应该是教学的组织者和指导者,指导学生主动参与语言活动,营造宽松和谐的学习氛围,教学过程是师生交往共同发展的互动过程。师生平等对话,互教互学,构建师生“学习共同体”,变过去的“一言堂”为“群言堂”。同时,课程资源需要由教师有效地组织、开发、利用;使学生能寓教于乐,积极参与,满足学习者的需求和愿望。教师还应该善于激发学生的学习兴趣,通过有效得体的课程资源,引导学生主动学习,满足学习者的求知欲望。所以,以学生为中心的课堂教学应该说对教师提出了更高的要求。这就要求教师转变角色,从讲授语言知识转变为组织交际活动,从单纯语言教师转变为语言文化专家。

学生自主学习的培养,应该作为课堂教学的一项重要内容,这也是当今高等教育的主要任务之一。外语教育说到底就是对人才素质的培养。因此教学活动的设计不应忽略对学习者的自主学习能力的培养。教师可利用教学任务有意识地帮助学生创造一个有利于培养自主学习的良好环境,使学生在一个一个的学习任务中潜移默化地培养自主学习意识和能力。

4) 语言教学与跨文化交际能力的培养的关系。语言既是文化的一部分,同时又是文化的载体。因此语言会直接或间接地反映出文化的方方面面,包括社会体制、科学技术以及人们的思维方式、价值观念、道德准则、风俗习惯、社会地位和处事方式等。外语教学的目的,说到底,是为了实现跨文化的交际,即把本国文化介绍到国外和把国外的文化介绍到国内。这也就是说,作为外语教师,我们在教授语言知识,帮助学生学习和掌握外语的同时,还应帮助学生学习和了解目标文化,并用外语来表达中国文化,从而逐步培养学生的跨文化交际的能力。达成了这样的共识就可以最大限度地避免在教学中无原则漫无边际地讲授语言知识,做到语言知识的讲解为文化交际服务,把语言知识的讲解置于语言交际的背景下进行,实现语言学习从“实践中来”到“实践中去”的过程,避免“纸上谈兵”式的一味灌输。

虽然新教学要求凸显了听说能力的培养,但这并不是孤立或忽视其他技能。听说能力离不开扎实的读写能力,在强调听说的同时,更应该加强阅读和写作能力的培养。在目前的国内环境下,阅读依然是语言输入和积累的主要来源。关于阅读的重要性,还是以英语专家的话做一验证吧。

吴古华(清华大学):“从长远来说,大量阅读是扩大词汇量的根本途径——大量阅读易上口的、地道的英语阅读材料或书籍,是提高口语的根本途径之一。”(《英语学习》2000年第10期)

胡文仲(北京外国语大学):“对于初、中级英语学习者我特别推荐英语简易读物,读的材料要浅易,故事性要强,读的速度尽可能快一些,读得越多越好。这是学好英语屡试不爽的一个好办法。”(《英语学习》1999年第8期)

李观仪(上海外国语大学):“要提高英语水平必须依靠不间断的大量阅读,而阅读又必须做到精泛结合,默读与朗读相结合,有了扎实的读与写的基础,听说跟上是不难的。”(个人访谈)

何其莘(北京外国语大学):“用英语思维是许多英语学习者都希望达到的一种境界。从自己学习英语的经历中,我体会到坚持大量阅读是实现这一目标最有效的途径之一。”(《英语学习》2000年第4期)

英语专家黄源深:“大量阅读对英语学习至关重要,没有大量阅读很难学好英语。现今学生的一个通病是阅读量太小,拘泥于短文章上的‘精耕细作’,产生不了语感,因而口笔语都缺少外国味。多读文学作品和外国报刊不失为一剂良药。”(访谈摘录)

姚乃强(解放军外国语学院教授、博士生导师):“要强调多读多写,读和写都要精泛结合,不仅要读文学名著,也要读其它类的书以及报纸杂志。要强迫自己写,写日记、写读书心得、写短文。我的口号是:眼快手勤,翻烂一本词典,磨出手指老茧。”(《英语世界》2002年第4期)

董亚芬(复旦大学):“广泛阅读及多读原著是学好外语不可或缺的条件。千万别把背诵、翻译、复述、听写等传统的学习方法视为落后的过时方法。”(《外语界》03年第1期)

以上几位英语界的著名教授学者对阅读重要性的深刻阐述,值得我们深思。

目前的大学英语教学在强调听说技能培养的同时,要坚决避免出现重听说、轻读写的现象;避免过度夸大甚至听说至上等有违交际原则的倾向。我们还是强调听说技能的培养应建立在综合技能的基础之上。在新的教学形式下,我们理应顺应时代的发展和要求,积极进取,锐意改革,推动大学英语教学走上一个新的台阶。但同时,我们也应清醒地看到,在经过若干年验证并且是行之有效的教学方法不应随意抛弃,因为这些方法是外语教学内在客观规律的体现。违背规律,我们的外语教学会碰钉子,就会走弯路,就会与美好愿望的实现背道而驰。改革的目的是为了提高教学质量,最终培养学生的英语综合应用能力,使他们在以后的工作和社会交往中能用英语有效地进行口头和书面的信息交流。

本书正是在这一大的背景下经过前期几年的酝酿和探索后的一次积极的尝试。它是《大学英语精读课堂》的姊妹篇,与之配套使用。全书共分十个单元,每个单元有两大板块组成。第一板块主要是通过阅读进行语言的技能训练(Reading for Language Enhancement and Comprehension);第二板块是阅读欣赏(Reading for Information and Pleasure),主要是为了获取信息、了解

文化、开阔视野、增长知识。每个单元都围绕一个主题从不同侧面展开,从而对该主题进行全方位、多角度的剖析。使学生在获取信息和文化的同时,在逼真的环境下习得语言知识。该书和课堂的主题教学相配套,是课堂教学的必要补充和延伸,与课堂教学互相弥补,互相补充,相得益彰。这一编写模式还最大限度地兼顾了培养学生的自主学习能力。所选篇章短小精悍,难易搭配,语言规范,力求满足学生个性化学习的需要。为了方便自学,书后还配有每篇文章的汉语译文。

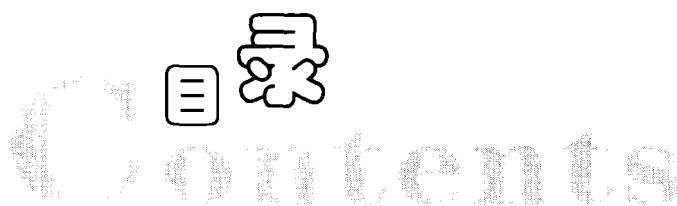
该书承蒙中国石油大学外国语学院院长栾述文教授,副院长孙秀丽教授的精心指导,他们为本书提出了许多宝贵的意见、建议和设想。该书的部分内容曾在笔者及部分教师所任教的班级经过近一年的尝试,后在倾听多方反馈意见之后,作了大面积的修订和完善。在本书的成书过程中,还应感谢石油大学外国语学院第一系全体教师,他们对我们这一教学设想给与了莫大的支持和合作。本书能得以出版,还应感谢东华大学出版社张福元编辑,他在百忙中及时审阅了全部书稿,为本书的联系出版做了大量的工作,没有他的支持和帮助实难有拙著的付梓。

本书的编著者们都是多年从事大学英语教学工作,具有丰富教学经验,且教学效果优良的一线教师。他们最了解学生的苦衷和语言学习中的困难和障碍,因而使该书更具有针对性。在长期的编写时间里,编者本着一丝不苟、高度负责的精神,放弃了无数个星期天和节假日的休息时间,克服了各种各样的困难,付出了非常艰辛的劳动。本书由王新博主持策划,王新博、武学锋担任主编,副主编彭翠萍、赵宁、展伟伟、王鹏、张宁、孙继平、武倩、张雪、李金彩、熊小秦、陈效新。参与本书编写工作的还有王华琴、贾聚年、刘瑞琴、张慧丹、邓燕、蔡宏武、牛力维、齐华敏、王芳、王新福、王力新、张清华、韦超、周惠玲、张梅雪。

本书在成书的过程还参阅了大量的国内外公开出版的教材、各种英语学习的报章杂志等。在此无法一一列出,谨向这些书及文章的作者们一并表示衷心的感谢。

由于我们学识水平有限,再加之时间紧、任务重,书中错误和疏漏之处在所难免,敬请广大读者及外语界同仁批评指正。

编者



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Unit One Personal Relationships

Part I Reading for Language Enhancement and Comprehension

Passage One

Time

A man came home from work late, tired and **irritated**, to find his 5-year-old son waiting for him at the door.

"Daddy, may I ask you a question?" "Yes, sure, what is it?" replied the man. "Daddy, how much do you make an hour?" "That's none of your business, why do you ask such a thing?" the man said angrily. "I just want to know, please tell me, how much do you make an hour?" **pleaded** the little boy. "If you must know, I make \$20 an hour." "Oh," the little boy replied, with his head down, **looking up**, he said, "Dad, may I please borrow \$10?" "Why do you need that much money? Back to your room now!" The little boy quietly went to his room and shut the door.

The man sat down and started to get even angrier about the little boy's questions. How dare he ask such questions only to get some money? After about an hour **or so**, the man **calmed down**, and started to think he might have been a little hard on his son. Maybe there was something he really needed to buy with that \$10, and he really didn't ask for money very often.

The man went to the door of the little boy's room and opened the door.

"Are you asleep, son?" he asked. "No, daddy, I'm **awake**," replied the boy. "I've been thinking, maybe I was too hard on you earlier," said the man. "It's been a long day and I took out my anger on you. Here's the \$10 you asked for." The little boy sat straight up, smiling. "Oh, thank you daddy!" he **yelled**. Then, reaching under his **pillow** he **pulled out** some **crumpled up bills**. The man, seeing that the boy already had money, started to get angry again.

The little boy slowly **counted out** his money, then looked up at his father.

"Why do you want more money if you already have some?" the father **grumbled**.

"Because I didn't have enough, but now I do," the little boy replied. "Daddy, I have \$20 now, can I buy an hour of your time? Please come home early tomorrow, I would like to have dinner with you."

It's just a short **reminder** to all of you working so hard in life: We should

疑难注释

Passage One

irritated /'ɪrɪteɪtɪd/ *adj.* 烦躁的

plead /pli:d/ *v.* 恳求, 请求

look up 抬起头, 往上看

or so 大约, 左右

calm down 平静下来

awake /ə'weɪk/ *adj.* 醒着的

yell /jel/ *v.* 号叫, 叫喊

pillow /'pɪləʊ/ *n.* 枕头

pull out 拿出

crumpled /'krʌmpld/ *adj.* 弄皱的

bill /bɪl/ *n.* 钞票

count out 逐一数出

grumble /'grʌmbl/ *vi.* 抱怨, 发牢骚

reminder /rɪ'maɪndə/ *n.* 提醒物, 提示

not let time slip through our fingers without having spent some time with those really **matter** to us, those close to our hearts.

Comprehension Exercise

Decide whether the following statements are True or False. Write T for True and F for False.

- _____ 1. The father returned home from work, feeling very delighted.
- _____ 2. The father decided immediately to give the sum his son demanded.
- _____ 3. When the father calmed down, he felt a bit sorry for being hard on his son.
- _____ 4. The child borrowed the money for the purpose of comforting his father.
- _____ 5. What the child did made the father aware of the importance of taking care of others.

Passage Two

The Smile

Words Within Context

While reading, you are required to choose an appropriate word in the following box (11 words are given) to fill in each of the 10 blanks in the passage to link the ideas together. Change the forms of these words where necessary.

connection unlock as though stay terribly
take out simply contact escape light edge

"I was sure that I was to be killed. I became (1) _____ nervous. I **fumbled** in my pockets to see if there were only **cigarettes** which has (2) _____ their search. I found one and because of my shaking hands, I could **barely** get it to my **lips**. But I had no matches, they had taken those. I looked through the **bars** at my **jailer**. He did not **make eye** (3) _____ with me. I called out to him, 'Have you got a light?' He looked at me, **shrugged** and came over to (4) _____ my cigarette. As he came close and lit the match, his eyes **inadvertently** locked with mine. At that moment, I smiled. I don't know why I did that. Perhaps it was nervousness, perhaps it was (5) _____, when you get very close, one to another, it is very hard not to smile. **In any case**, I smiled. In that instant, it was (6) _____ a **spark** jumped across the **gap** between our two hearts, our two human souls. I know he didn't want to, but my smile **leaped** through the bars and **generated** a smile on his lips, too. He lit my cigarette but

疑难注释

matter /'mætə/ vi. 要紧, 有关系

Passage Two

fumble /'fʌmbl/ v. 乱摸, 摸索

cigarette /sɪgə'ret/ n. 香烟, 卷烟

barely /'beəli/ adv. 几乎不

lip /lɪp/ n. 嘴唇

bar /bɑ:(r)/ n. (门、窗等的) 门, 栅栏

jailer /'dʒeɪlə(r)/ n. 监狱警卫

shrug /ʃrʌg/ v. 耸肩

***inadvertently** /,ɪnəd'vɜ:təntli/ adv. 无意中地

in any case 无论如何, 不管怎样

spark /spɑ:k/ n. 火花, 火星

gap /gæp/ n. 间隔, 隔阂

leap /li:p/ v. 跳, 跃, 跳动

generate /'dʒenəreɪt/ vt. 生成, 产生

(7) _____ near, looking at me directly in the eyes and continuing to smile.”

“I kept smiling at him, now **aware of** him as a person and not just a jailer. And the way he was looking at me seemed to have a new **dimension** too. ‘Do you have kids?’ he asked. ‘Yes, here, here.’ I (8) _____ my wallet and nervously fumbled for the pictures of my family. He, too, took out the pictures of his family and began to talk about his plans and hopes for them. My eyes filled with tears. I said that I feared that I’d never see my family again, never have the chance to see them **grow up**. Tears came to his eyes, too. Suddenly, without another word, he (9) _____ my **cell** and silently led me out. Out of the jail, quietly and by back **routes**, out of the town. There, **at the edge of** town, he **released** me. And without another word, he turned back toward the town.

“My life was saved by a smile.”

Yes, the smile is unaffected, unplanned, natural (10) _____ between people. I really believe that if that part of you and that part of me could recognize each other, we wouldn’t be enemies. We wouldn’t have hate or **envy** or fear.

Passage Three

Color of Friendship

Translation from Chinese to English

Put the following part into English based on the context so as to link the whole passage together and then finish reading the rest of the passage.

很久以前,世界上的颜色开始争吵起来。

他们都说自己是最好的、最重要的、最有用的,是最受人欢迎的。

绿色说:“显然,我是最重要的,我是生命与希望之色。小草、树木和树叶都被赋予了绿色。如果没有我,所有的动物都会死去。放眼看郊外,你们就会发现大部分颜色都是绿色。”

(Keep on reading)

Blue interrupted:

“You only think about the earth, but consider the sky and the sea. It is the water that is the **basis** of life. The sky gives space and peace and **security**. Without my peace, you would all be nothing.”

Yellow chuckled:

“You are all serious. I bring laughter, **gaiety**, and warmth into the world. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower, the whole world starts to smile. Without me there would be no fun.”

Orange started next to blow her **trumpet**:

“I am the color of health and **strength**. I may be **scarce**, but I am

疑难注释

be aware of 意识到

dimension /di'menʃən/ *n.*

特点

grow up 长大成人

cell /sel/ *n.* 小牢房,单人小室

route /ru:t/ *n.* 路线

at the edge of 在……边缘

release /rɪ'li:s/ *vt.* 释放

envy /'envi/ *n.* 嫉妒

Passage Three

interrupt /,ɪntə'rʌpt/ *v.* 打断

basis /'beɪsɪs/ *n.* 基础

security /sɪ'kjʊərɪti/ *n.* 安全

chuckle /'tʃʌkl/ *vi.* 轻声笑,咯咯笑

***gaiety** /'geɪəti/ *n.* 欢乐的精神

trumpet /'trʌmpɪt/ *n.* 喇叭,小号

strength /streŋθ/ *n.* 力量

scarce /skeəs/ *adj.* 稀少的,罕见的

precious for I serve the needs of human life. I carry the most important **vita-**
mins. Think of **carrots**, **pumpkins**, oranges, **mangoes**, and **papayas**. I
don't hang around all the time, but when I fill the sky at sunrise or sunset, my
beauty is so striking that no one **gives** another **thought** to any of you."

Red could stand it no longer he shouted out:

"I am the ruler of all of you. I am blood — life's blood! I am the color of
danger and of **bravery**. Without me, the earth would be as empty as the moon. I
am the color of **passion** and of love, the red rose, the **poinsettia** and the **poppy**."

Purple **rose up to his full height**:

"I am the color of **royalty** and power. Kings, chiefs and **bishops** have al-
ways chosen me for I am the sign of **authority** and **wisdom**. People do not
question me!"

Finally **Indigo** spoke, much more quietly than all the others, but with just as
much **determination**:

"Think of me. I am the color of silence. You hardly notice me, but without
me you all become **superficial**. I **represent** thought and **reflection**, **twilight**
and deep water. You need me for balance and inner peace."

And so the colors went on **boasting**, each **convinced** of his or her own
superiority. Their quarreling became louder and louder. Suddenly there was a
startling flash of bright lightening **thunder rolled** and **boomed**. Rain started
to pour down **relentlessly**. The colors **crouched** down in fear, drawing close to
one another for comfort.

In the **midst** of the **clamor**, rain began to speak:

"You foolish colors, fighting **amongst** yourselves, each trying to **domi-**
nate the rest. Don't you know that you were each made for a special purpose,
unique, and different? Join hands with one another and come to me."

Doing as they were told, the colors united and joined hands.

The rain continued:

"From now on, when it rains, each of you will **stretch** across the sky in a great
bow of color as a reminder that you can all live in peace. The **rainbow** is a sign
of hope." And so, whenever a good rain washes the world, and a rainbow ap-
pears in the sky, let us remember to appreciate one another.

疑难注释

relentlessly /rɪ'lentlɪsli/ *adv.* 残酷地,不留情地

crouch /'kraʊtʃ/ *vi.* 蹲,蹲伏

midst /'mɪdst/ *n.* 中间,当中

clamor /'klæmə/ *n.* 喧嚣,叫嚷

amongst /ə'mʌŋst/ *prep.* 在……中间

dominate /'domɪneɪt/ *vt.* 支配,统治,控制

unique /ju:'ni:k/ *adj.* 独一无二的

stretch /stretʃ/ *v.* 伸展,延伸,延续

rainbow /'reɪnbəʊ/ *n.* 彩虹

疑难注释

precious /'preʃəs/ *adj.* 珍贵的

vitamin /'vaɪtəmɪn, 'vi-/ *n.*

维生素

carrot /'kærət/ *n.* 胡萝卜

pumpkin /'pʌmpkɪn/ *n.* 南瓜

***mango** /'mæŋɡəʊ/ *n.* 芒果

***papaya** /pə'paɪə/ *n.* 番木瓜

give thought to 想到,想起

bravery /'breɪvəri/ *n.* 勇敢

passion /'pæʃən/ *n.* 激情,热情

***poinsettia** /pɔɪn'setɪə, -'setə/

n. 猩猩木

***poppy** /'pɒpi/ *n.* 罂粟

rise up to one's full height 亮

出最大嗓门,大声说

royalty /'rɔɪəltɪ/ *n.* 忠诚

bishop /'bɪʃəp/ *n.* 主教

authority /ɔ:'θɒrɪtɪ/ *n.* 权威,

权力

wisdom /'wɪzdəm/ *n.* 智慧

***indigo** /'ɪndɪɡəʊ/ *n.* 青色

determination /dɪtə'mɪneɪʃən/

n. 决心,决定

superficial /sju:pə'fɪʃəl/ *adj.*

肤浅的,浅薄的

represent /,rɪ:'prɪzənt/ *vi.* 作

为……的代表

reflection /rɪ'flekʃən/ *n.* 深思,

考虑,反省

twilight /'twɑɪlaɪt/ *n.* 暮光,

黄昏

boast /bəʊst/ *v.* 自夸,夸耀

convince /kən'vɪns/ *vt.* (of)

使确信,使信服

superiority /sju:(ɪ)pɪərɪ'brɪtɪ/

n. 优越(性)

startling /'stɑ:tɪŋ/ *adj.* 令人

吃惊的

thunder /'θʌndə/ *n.* 雷,雷声

roll /rəʊl/ *v.* (使)滚动,转动

boom /bu:m/ *vi.* 发出隆隆声

Passage Four

Teaching Thank-You

Of all the people on my holiday shopping list, there was one little boy for whom buying a gift had become **increasingly** difficult. He's a wonderful child, **adorable** and loving, and he's not **spoiled**. Though he lives across the country from me, I receive **regular updates** and photos, and he likes all the things that the boys his age want to play with. Shopping for him should be easy, but I find it hard to **summon up** any **enthusiasm**, because in all the years I've given him presents, he has never once sent me a thank-you note.

"Sending thank-you notes is becoming a lost art," **mourns** Mary Mitchell, a **columnist** known as "Ms. **Demeanor**" and author of six **etiquette** books. In her view, each **generation**, **compared with** one before, is losing a sense of consideration for other people. "Without respect," she says, "you have **conflict**."

Ms. Demeanor would be proud of me: I have **figured out** a way to **ensure** that my children always send thank-you notes. And such a **gesture** is important, says Ms. Demeanor, because "a grateful attitude is a **tremendous** life skill, an **efficient** and inexpensive way to set ourselves **apart** in the work force and in our adult lives. Teach your children that the habit of manners comes from inside — it's an attitude based on respecting other people."

So, five years ago, in one of my rare **flashes** of parental **insight**, I decided that the best time to teach this basic **courtesy** is while the **tinsel** is hot. **To the horror of** my children, I announced that **henceforth** every gift received will be an occasion for a thank-you note written immediately, **on the spot**. I have explained to my kids how I have **reacted to** not hearing from that little boy — how it made me feel unappreciated and **unmotivated** to repeat the **process** next year.

I have **reluctantly** given my kids the green light to send e-mail thank-you notes; though hand-lettered ones (at least to me) still seem friendlier. But pretty much any thank-you makes the gift giver feel special — just as, we hope, the **recipient** feels.

Comprehension Exercise

Decide the following statements True or False. Write T for True and F for False.

- _____ 1. Since the child earns his parents' excessive love, it becomes harder and harder to satisfy his wishes.
- _____ 2. The child is becoming too selfish to be considerate of others.
- _____ 3. Expressing gratitude is a beneficial life skill, which is based on showing respect for others.

疑难注释

Passage Four

increasingly /ɪn'kri:siŋli/ *adv.*

日益,越来越多地

adorable /ə'dɔ:rəbl/ *adj.* 可爱的

spoil /spɔɪl/ *vt.* 宠坏,溺爱

regular /'regjələ/ *adj.* 经常的

update /ʌp'det/ *n.* 最新信息

summon up 鼓起(勇气、热情等)

enthusiasm /ɪn'θju:ziæzəm/ *n.* 热情

mourn /mɔ:n/ *v.* (对……)感到痛心

columnist /'kɒləmnɪst/

n. 专栏作家

***demeanor** /dr'mi:nə/ 行为, 风度

etiquette /etr'ket, 'etiket/ *n.* 礼节,礼仪

generation /,dʒenə'reiʃən/ *n.* 一代人

compare with 与……相比

conflict /'kɒnflɪkt/ *n.* 冲突, 抵触

figure out 想出

ensure /ɪn'ʃʊə/ *vt.* 保证,确保

gesture /'dʒestʃə/ *n.* 姿势, 手势

tremendous /trɪ'mendəs/ *adj.* 精彩的,了不起的

efficient /ɪ'fɪʃənt/ *adj.* 效率高的

apart /ə'pɑ:t/ *adv.* 分离,分开

flash /flæʃ/ *n.* 闪烁,闪现

insight /'ɪnsaɪt/ *n.* 洞察力,深刻的见解

courtesy /'kɔ:tɪsɪ, 'kɔ:-/ *n.* 谦恭有礼

***tinsel** /'tɪnsəl/ *n.* 金属箔

to the horror of 让……感到恐惧的是

henceforth /hens'fɔ:θ/ *adv.* 从今以后,从此以后

on the spot 在场,当场

react to 对……作出反应

unmotivated /ʌn'məʊtɪveɪtɪd/ *adj.* 没有动力的

process /prə'ses/ *n.* 过程

reluctantly /rɪ'lʌktəntli/ *adv.* 勉强地,不情愿地

recipient /rɪ'sɪpiənt/ *n.* 接受者,接收者

- _____ 4. The author's own experience once made him less willing to send a gift to the little kid next year.
- _____ 5. On the writer's part, receiving a thank-you note makes him feel respected.

Passage Five

Gratitude

To be **grateful** means you are thankful for and **appreciative** of what you have and where you are on your path right now. **Gratitude** fills your heart with the **joyful** feeling and allows you to fully **appreciate** everything that **arises** on your path. As you **strive** to keep your focus on the present moment, you can experience the full wonder of "here".

There are many ways to **cultivate** gratitude. Here are just a few suggestions you may wish to try:

1. Imagine what your life would be like if you lost all that you had. This will most surely **remind** you of how much you do appreciate it.
2. Make a list each day of all that you are grateful for, so that you can **stay conscious** daily of your **blessings**. Do this especially when you are feeling as though you have nothing to feel grateful for. Or spend a few minutes before you go to sleep giving thanks for all that you have.
3. Spend time **offering assistance** to those who are less **fortunate** than you, so that you may gain perspective.

However you choose to learn gratitude is **irrelevant**. What really matters is that you create a space in your **consciousness** for **appreciation** for all that you enjoy now, so that you may live more joyously in your present moment.

Translation from English to Chinese

Put the following part into Chinese with the help of your dictionary.

There are many ways to cultivate gratitude. Here are just a few suggestions you may wish to try:

1. Imagine what your life would be like if you lost all that you had. This will most surely remind you of how much you do appreciate it.
2. Make a list each day of all that you are grateful for, so that you can stay conscious daily of your blessings. Do this especially when you are feeling as though you have nothing to feel grateful for. Or spend a few minutes before you go to sleep giving thanks for all that you have.
3. Spend time offering assistance to those who are less fortunate than you, so that you may gain perspective.

疑难注释

Passage Five

- gratitude** /'grætɪtju:d/ *n.* 感激,感谢
- grateful** /'greɪtful/ *adj.* 感激的,感谢的
- appreciative** /ə'pri:ʃjətɪv/ *adj.* (of) 珍惜的
- joyful** /'dʒɔɪfʊl/ *adj.* 欢欣的,喜悦的
- appreciate** /ə'pri:ʃeɪt/ *vt.* 欣赏
- arise** /ə'reɪz/ *vi.* 产生,出现
- strive** /straɪv/ *vi.* 努力,力求
- cultivate** /'kʌltɪveɪt/ *vt.* 培养,陶冶
- remind** /rɪ'maɪnd/ *vt.* 提醒,使想起
- stay conscious of** 有意识的
- blessing** /'blesɪŋ/ *n.* 幸福
- offer** /'ɒfə/ *vt.* 提供,给予
- assistance** /ə'sɪstəns/ *n.* 帮助
- fortunate** /'fɔ:tʃənɪt/ *adj.* 幸运的
- irrelevant** /ɪ'relɪvənt/ *adj.* 不相关的
- consciousness** /'kɒnfəsnɪs/ *n.* 意识
- appreciation** /ə'pri:ʃɪ'eɪʃən/ *n.* 欣赏,重视