



普通高等教育“十一五”国家级规划教材

英语专业精品教材

CONTEMPORARY COLLEGE ENGLISH 现代大学英语

总主编：杨立民
编者：杨立民 徐克容

第二版 Second Edition

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精读
教师用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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编者说明

本书为《现代大学英语精读》(第二版)(*Contemporary College English*)教材第三册的教师用书,供使用该书的同行们采用。多年来我们一直担心这类教参会妨害同行们的创造性教学实践,但又觉得作为编者有责任提供必要的辅助材料和建议。最后只好两害取其轻,选择一些较为基本的东西,给使用者作参考。本书也可以为使用我们教材的学生提供某些方便,但我们希望并且相信,他们不会对此产生依赖,误以为抄录教参可以代替自主的创造性的劳动。为了照顾自学者的需要,我们在本书中还增加了一些新的内容,方便他们的使用。

关于本套精读教材的编写原则、教学目的、基本框架和使用方法,我们在相应的学生用书的前言里已有详细说明,这里仅就教师用书本身的五部分内容分别作一些介绍。

1. 每单元的第一部分是对 Text A 中内容和背景的介绍 (Introduction)。作为精读课,如何准确、全面、深刻地理解课文是一切教学活动的出发点和基础。但要做到这一点很不容易。同一篇文章,往往仁者见仁,智者见智。正因为如此,我们没有采用“课文导读”的说法,以避免患那种以督导自居,动辄强加于人的毛病。我们只是尽我们的力量,对课文作出我们认为是正确的分析,和同行们商榷、交流。我们相信,经过实践,我们能一起做到对课文比较全面的掌握。在这一部分里,我们还对课文的结构作了简单的分析,提供了课文的提纲。此外,我们也对课文的处理和围绕课文进行的教学活动提出了一些建议。
2. 每单元的第二部分是 Text A 中的语言重点 (Language Focus)。其中包括词汇和语法两大项,各项下面列出了本课有用的新句型、新语法、新短语、新词组、新搭配,以及新的构词法规则等。我们虽然不能要求学生全部正确熟练掌握所列各项,但是一定要培养学生对语言重点的判断以及归纳的自觉性和能力。
3. 每单元的第三部分是对 Text A 的详细分析 (Detailed Discussion of Text A)。通过分析,希望解决语言难点,让学生真正透彻地理解课文。其中还有对重点词汇、词组、句型及其用法的介绍、归纳和训练。在这方面,重要的是要掌握时机和分寸,一定要恰当,避免过早或过多,反之也不可取。对课文要理解透彻,还必须对其内容、观点加以分析。学生用书中每篇课文的课前预习和各项口语活动的设计都是为了这个目的。
4. 每单元的第四部分是课文的译文 (Translation of Text A)。这是第一版教师用书中没有的项目。因为我们担心使用本书的自学者会过分依赖译文,而忽视循序渐进地打好英语基本功。但如果能正确使用本教参,学生对照汉语和英语两种文本,对于正确理解

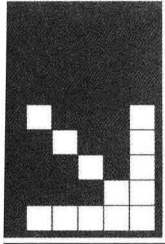
课文应该会有积极的意义，对日后翻译技巧的培养应该也是有利的。不过需要说明的是：翻译是一种艺术，翻译家历来提倡的“信、达、雅”这三点我们可能无法全部做到。一来限于我们的水平；二来我们的目的主要在于帮助使用者通过对照译文更好地掌握课文。所以我们只能力求忠实于原文，不敢有更高要求。

5. 每单元的第五部分是练习答案 (Key to Exercises)。关于这一部分，有几点需要特别加以说明。首先，我们虽然尽量提供各个练习的答案，但是有相当一部分练习，比如口语练习中的对话讨论，很难提供标准答案，勉强提供恐怕会画蛇添足，贻笑大方。所以只能让使用者自由发挥。其次，有不少练习其实可以有不止一个答案，比如翻译，完全可以有不同的译文。我们在答案中只能根据该练习考查的重点来提供其中一种。这就要求教师灵活处理，不要因为我们的参考答案影响学生创造性的发挥。第三，我们在有些地方除了提供答案，还作了一些说明和解释。希望学生知其然，又知其所以然。但语言是一个千变万化的东西，我们在告诉学生各项条规的时候，必须慎重。

最后，请允许我们对使用本书的朋友们表示感谢和歉意。由于水平有限，加上编写过程永远没有编者希望的那种从容，所以每次交稿的时候，总是留下很多不安和遗憾。希望使用本书的老少朋友不吝指教。好在现在从网上取得各种材料十分便当，而且任何教科书都不可能超越大批才华出众的教师的实践发挥。这些都已经成为常识，因此不再作谦虚的表白，就此打住。

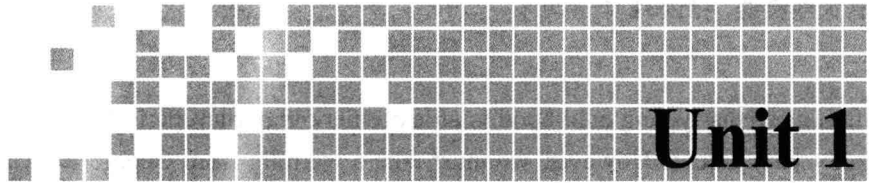
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Unit 1

Text A

Your College Years

Bob Hartman

I Introduction

1 Background

This is a text about what students will experience in their “college years.” It is addressed to college students in the United States. But with some modifications, what the author says here will also make perfect sense to our students. It is particularly appropriate now as we are just beginning the second academic year, which is considered by many the most important in our college life, because with our first year’s experience we are in a better position to understand the issues involved and the ways to deal with them effectively.

College life is both an exciting and frustrating experience. First of all, to go to a university usually means to go to a new place far away from home and live among strangers. It means that we are on our own. It means that instead of being taken care of, we now have to take care of ourselves and even learn to take care of others. It means that from now on we have to handle our own finance, choose our own wardrobe and determine our own agenda. In short, we have to face many what the author calls “developmental changes” and make many important adjustments and decisions, decisions that will concern our education and career, and values and social responsibilities.

It is clear that young adulthood is an extremely important period in our life. After all we are only young once. However, we must take a warning from George Bernard Shaw, who says, "Youth is often wasted in the young." We cannot take for granted that we young people automatically know how to deal with all those problems. To make our college experience meaningful and rewarding, we must learn to handle what the author calls "the identity crisis," to find out who we are, what are our strong points and weaknesses, what we should do and where we should go. Of course we must learn to be independent or self-reliant psychologically as well as in other matters. But to be independent does not mean to be isolated. It simply means that we have to relate to our family, our teachers, our school, the people around us and the society as a whole in a new and more mature way. It means that we have to learn new knowledge, develop new ideas, form new habits, adopt new attitudes, and cultivate new relationships.

Not everyone knows how to handle their sudden independence or freedom. There are some who still find it scary. They are often at a loss because they can no longer get parental guidance for everything they do and they complain that the university professors do not seem to care much what they do or do not do.

There are also those who take their newly found independence to mean that they can do anything they want. They can go to class late or not at all. They can copy their exercises or term papers. They can learn to smoke. They can just "enjoy life" and muddle through the four years. These students do not realize that independence really means self-discipline and a strong sense of responsibility. To abuse their independence is actually an indication that they have remained in their childhood.

There are other challenges too. Not everyone is happy with the progress they are making in their studies. Some may have serious difficulty keeping up with the class. They feel disappointed and discouraged. And this sometimes leads to serious consequences. Then there are also students who feel that they have failed socially because they are not as popular as others. They cannot make friends easily. They therefore feel lonely and depressed.

For English language students, there are some special problems. Since people all say that language is a tool, shouldn't we try to major in something else? When is the best time to specialize?

In this article, the author talks quite a bit about students' need to achieve sexual identity. It obviously is also an important issue for our students. It may, if handled correctly, lead to a meaningful discussion. The teacher is advised to encourage students to exchange their views

on this. The author also mentions the need to internalize religious faith. In our context, it means the need to form a correct world outlook. Education after all is not just for making a living. It is about how to live. There are things of greater importance other than jobs, money, houses and cars. For English language students it is particularly important for them to realize their duty to understand Western culture properly and use what is good in it for our development and make our contribution in this age of globalization.

In handling this text, teachers are advised to pay more attention to the content than to the language, which is a bit too pedantic for our students at this stage.

2 Structure

I. The introduction (para. 1)

At college students move from adolescence to young adulthood.

II. The body (paras. 2–9)

A. During this time, students experience an identity crisis. (paras. 2–4)

1. This identity crisis is marked by an independence/dependence struggle. (paras. 2–3)
2. Students endeavor to gain functional, attitudinal and emotional independence from their parents. (para. 4)

B. In their college years students grow in a number of aspects. (paras. 5–9)

1. They establish their sexual identity and learn to relate to the opposite sex. (para. 5)
2. They learn to relate to family and friends in a new way. (para. 6)
3. They foster their own beliefs, values and morals. (para. 7)
4. They develop new ways of organizing and using knowledge. (para. 8)
5. They become concerned with people of other cultures. (para. 9)

III. The conclusion (para. 10)

College is a time of personal growth and expansion.

3 Teaching Tips

1. It is our hope that this essay can serve as a little warm-up for the new semester. The success of handling this article may depend on well stimulating students' interest in a lively discussion of the problems raised by the author. So encourage students to raise genuine

questions and share with them your personal experience when you were their age. If we could start our college days all over again, there would be a lot of things we might have done differently.

2. The text is written in a quite formal style. While we would like to suggest putting more stress on content, it might also be a good idea to draw students' attention to the features of formal writings. Students should in fact be encouraged to conduct their discussions in more informal style.
3. Attention should also be paid to the use of technical terms such as "developmental changes," "identity crisis," "functional, emotional, attitudinal and psychological independence," "internalizing religious faith," etc., without a clear understanding of which it will be hard to grasp the meaning of the whole text.

II Language Focus

1. Phrases, idioms and expressions

be dependent on	in one's sixties
be independent from	inherit from
be prejudiced against	interact with
contribute to	over the years
define sth as	perceive sb/sth as
for certain	react to
freedom from	rebel against
from a background	relate to
happen to	separate from
have a romantic relationship with	

2. Collocations

accept the consequence	encourage the young people
acquire new ways	enter the work world
affirm personal values	establish one's sexual identity
apply knowledge	evaluate knowledge
assemble information	gather information
choose one's own wardrobe	handle personal finances
design a machine	influence the environment
determine one's daily agenda	internalize one's religious faith
develop skills	interpret life

make good grades
 process knowledge
 project the future role
 pursue a college education

question these morals
 select one's major
 show respect for

3. Sentence patterns

1) **Has it ever occurred to you that...**

Has it ever dawned on you that...

2) He had many conversations with his father **in which...**

She is a very charming girl from Taiwan **with whom...**

About two miles away is a mountain **on the top of which...**

It is a small satellite orbiting the planet **on which...**

It must have been something **with which** the cavemen used to...

4. Grammar

1) four uses of the conjunction *while*

2) parallel structure

III Detailed Discussion of Text A

1. Has it ever occurred to you that... (para. 1)

Draw students' attention to the difference between Chinese and English in expressing one's idea: In Chinese, the subject is usually a personal pronoun, whereas in English, the anticipatory "it" is often used.

More examples:

It never occurred to me that wealth could ruin a person's life.

It suddenly occurred to him that he had not touched any meat for months.

It suddenly dawned on us that high savings rate may not be a good thing.

It gradually began to dawn on the economists that the problem was not overproduction, but under-consumption.

It struck her that although she was now rich by her own standard, she was not really happy.

2. other school personnel have certain goals for your growth (para. 1)

personnel: The word is plural. We never say "a personnel."

3. ... certain developmental changes will occur in your life as you move from adolescence to young adulthood? (para. 1)

developmental changes: This is a psychological term which refers to the physiological and behavioral changes throughout the life span.

from adolescence to young adulthood: The term “adolescence” began as a Western concept, which means the period between childhood and adulthood. This passage to adulthood is often marked by a number of small changes in status during or near the end of adolescence. Graduation from high school, the right to vote, to drink liquor, and to drive a car are all events that, to some degree, signify adult status. But the main changes are psychological as well as physical. It is usually fraught with anxiety and conflict.

4. During this time, students are going through an identity crisis... (para. 2)

go through: to experience

Cf.

He really believed that by saying those magic words he could go through walls without any trouble.

I don't think this plan will go through the Security Council. (be accepted by)

We have gone through all these arguments. (go over carefully from beginning to end)

It's too late to back out. We just have to go through with it. (do sth because sb has promised or planned to do it, even though no longer sure whether he or she wants to do it)

identity crisis: It refers to the difficulties, confusions and anxieties that people go through during adolescence when they are not sure who they really are and what their purposes in life are.

Also: national identity; political identity; cultural identity; social identity

5. ... how people perceive themselves as well as how other people perceive them. (para. 2)

perceive: to think of as, e.g.

He perceived himself a loser who could not even support his family.

Cf.

I gradually perceived that culture and language cannot really be separated. (understand)

Musicians can perceive very small differences in sounds. (notice; observe)

6. ... identity is determined by genetic endowment (what is inherited from parents), shaped by environment, and influenced by chance events. (para. 2)

Who we are is determined by three things: first, our genes, or what our parents have given us,

our legacy; second, environment; third, luck or opportunities.

chance events: “Chance” here is an adjective, meaning “accidental,” e.g.

This chance meeting with the famous writer changed his whole life.

This medicine is said to be a chance discovery.

7. ... they are becoming independent from their parents yet are probably still very dependent on them. (para. 3)

Note: The prepositions used after “dependent” and “independent” are different, e.g.

Financially, they are still dependent on their parents.

These banks are now completely independent from/of each other.

8. In fact, it may be heightened by their choice to pursue a college education. (para. 3)

“It” here refers to the word “struggle” in the previous sentence. The whole sentence means that if they choose to go to college to continue their education, they will face an even more serious struggle between the desire to be independent and the need to depend on the financial support of their parents.

9. First, there is functional independence... such as handling finances, choosing their own wardrobes, and determining their daily agenda. (para. 4)

functional independence: independence in handling everyday life situations; the ability to solve practical problems

handle finances: to learn how to spend money wisely

choose their own wardrobes: to choose their own clothes

determine their daily agenda: to make a list of what they are going to do every day

10. Hoffman defines this process as “freedom from an excessive need for approval, closeness, togetherness, and emotional support in relation to the mother and father.” (para. 4)

freedom from sth: no longer having sth that sb does not want, e.g.

The most important freedom our people should have is the freedom from hunger.

Also: to be free from sth, e.g.

An ideal society is one free from exploitation and oppression.

Within a month, the whole building is free from flies and mosquitoes.

Note: “Freedom from sth” is different from “freedom of sth,” e.g.

... we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression—everywhere in the world. The second is

freedom of every person to worship God in his own way—everywhere in the world. The third is freedom from want... everywhere in the world. The fourth is freedom from fear... anywhere in the world.

— Franklin D. Roosevelt

excessive: much more than reasonable or necessary

If someone has an excessive need for approval, it means that he or she is too dependent on other people's approval. Children need their parents to tell them what to do and what not to do. They also need to be close to their parents and receive encouragement, love, and all kinds of emotional support which give them strength. But when they grow up, this should change. They should no longer have the same needs like babies.

11. Fourth is freedom from “excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment, and anger in relation to the mother and father.” (para. 4)

Children often feel very guilty in relation to their parents because they think they have done something wrong; they are also anxious because they are eager to please their parents; they sometimes feel unhappy because they think that their parents have not been fair to them; they feel that they are responsible to their parents for everything they do; they are always afraid of saying the wrong thing or not behaving properly; all this may make them angry with their parents or make them feel resentful. These feelings reflect their emotional dependence on their parents. When they grow up, they usually strive for the freedom from these.

12. Probably nothing can make students feel lower or higher emotionally... (para. 5)

feel lower: to feel unhappy, without much hope for the future

13. ... my father... was seeing his world shrink and his options narrow. (para. 6)

My father was beginning to realize that his world was getting smaller and his choices fewer.

narrow: Here it is used as a verb, e.g.

We must try to narrow the difference in income between the rich and the poor without delay.

This mighty river narrows to a gorge of about 50 meters when it comes to this place between the mountains.

14. Another change for college students is internalizing their religious faith, their values, and their morals. (para. 7)

internalize: (a psychological term) to make faith, values, morals, attitudes, behavior, language, etc. part of one's nature by learning or assimilating them unconsciously

15. one or more parents have been modeling for them (para. 7)

model for sb: to serve as a model for sb; to set an example for sb

Cf.

model oneself on/after: (*AmE*) to try to be or behave like (sb that one admires), e.g.

Children often model themselves after their parents and teachers.

Nowadays young people tend to model themselves after pop icons.

16. ... however, these matters are questioned and in some cases rebelled against. (para. 7)

However, adolescents begin to doubt about the beliefs, values and morals their parent have taught them, and sometimes openly refuse to accept them.

rebel against: to oppose or fight against, e.g.

Sooner or later, a child will rebel against the tyrannical rule of his father.

Young people tend to rebel against traditional practices.

17. a background that was extremely prejudiced against people from other races (para. 7)

be prejudiced against: Do not drop the preposition “against.”

Also: be agreed on; be attended to; be discriminated against; be done away with; be focused on; be looked after; be put an end to; be put up with; be rebelled against; be taken care of

18. ... a dorm that had people from a variety of ethnic backgrounds. (para. 7)

a variety of ethnic backgrounds: (here) many different races in the US

Today sociologists often prefer “ethnic” to “racial,” and “ethnic group” to “race.”

19. people of other races were not only equal to her (para. 7)

be equal to: to be just as good as, e.g.

Many of our products are equal to the best in the world.

It is ridiculous to think one race is not equal to another simply because it has a different skin color.

20. These religious, moral, and ethical values that are set during the college years often last a lifetime. (para. 7)

These values that are established during the college years often last a lifetime. It is believed that our character or basic moral principles are formulated during this period of time.

21. In addition to affirming personal values... (para. 8)

affirm: to strengthen beliefs, ideas, or feelings

values: moral principles; principles of what is right and what is wrong

personal values: values concerning personal life or behavior, as opposed to social values

22. ... seeing the people from other countries in a different light. (para. 9)

see sb/sth in a certain light: to see sb/sth in a certain way, e.g.

What he did made us see him in a new light.

After I took that course, I began to see the world in a different light.

23. For certain, it is an experience that contributes to young adults' growth and maturity. (para. 10)

for certain: certainly; definitely; no doubt, e.g.

He is probably an accountant. I don't know it for certain.

I can't say for certain how much this car will cost.

contribute to: to help to cause sth to happen, e.g.

These measures contributed greatly to the economic recovery of that country.

What do you think are the main factors that contributed to the success of that company?

24. ... they are also acquiring new ways of assembling and processing information. (para. 10)

They are also finding or learning new ways of arranging, organizing, analyzing or understanding information. It implies that unrelated, unclassified information is not scientific truth. Scientific truth requires the processing of information. In college, students will learn new approaches, methods, and theories which will change many of their prejudices.

IV Translation of Text A

大学时代

鲍勃·哈特曼

你是否考虑过, 作为一名大学生, 你的生活现在起着什么变化, 将来又会有什么变化? 你是否想过, 大学教授和其他学校工作人员对你大学期间的成长及成熟是有目标的? 你是否想过, 在你由青春期迈向成年的过程中, 你的个人发展会发生某些变化? 虽大大学生们很少思考这些问题, 但是他们在大学时代很可能会发生一些重大的变化。

在此期间，学生要经历一次认同危机，他们想弄明白自己是什么样的人，自己的优点和弱点在哪里。他们当然有不少优点和弱点。知道人们怎样看待自己，以及别人如何看待自己，这一点很重要。在《国际社会科学百科全书》(1979)的一篇讨论爱利克·H.埃里克森(心理学)理论的文章里，皮尔斯和兰多认为，身份的形成取决于基因(由父母遗传)，受环境的塑造，并且被不确定的事件影响。人们受环境影响，转面也影响他们所处的环境。人们怎样看待这双重角色，毫无疑问构成了他们身份的一部分。

学生在经历自我认同危机的过程中，逐渐独立于父母，但可能仍然很依赖他们。这一独立与依赖的挣扎构成了青春期后期生活的一大部分。事实上，选择大学教育可能会加剧这一矛盾。有些人中学毕业后，选择立即参加工作，因此他们在经济上可能不再依赖父母。可是大学生选择了发展，选择了学习需要几年的工夫才能掌握的新技能，因而他们至少在一定程度上可能还得继续依靠父母。

J. A. 霍夫曼在其 1984 年 4 月刊登于《咨询心理学杂志》上的《青春期后期青少年与父母的心理分离》一文中提出，与父母心理分离包含四个方面。第一，功能独立，涉及个人处理实际事务和私人事务的能力，如打理财务、选择着装、确定日程安排。第二，态度独立，即个人学会区分并接受自己在态度、价值观、信仰等方面和父母的差异，并且能够有所取舍。心理分离的第三个过程是感情独立。霍夫曼把这个过程界定为“在认可、亲近、亲密、及感情支持这些方面摆脱对父母的过多依赖”。比如大学生可以自由选择自己想学习的专业，不会认为必须得到父母的同意。第四，摆脱“对父母过多的内疚、忧虑、疑心、责任感、犹豫、不满及愤怒”。大学生需要以局外人的目光审视自己在独立与依赖的挣扎中所处的位置。

对于年轻的大学生们来说，压力最大的事情之一可能是确立自己的性别身份，这包括建立与异性的关系以及规划自己未来作为男人或女人的角色。他们每个人都必须界定自己的性别角色。这个阶段既令人兴奋，也令人沮丧。也许没有什么会比恋爱更能使大学生的感情向两个极端波动了。

与此同时，这些年轻的成年人也不断地学会如何给予和接纳成人世界中的感情。这方面的成长不仅涉及与异性的关系，也涉及到与两种性别以及所有年龄段的朋友的相处。随着他们逐渐成年，他们与人交往的方式也发生着变化。在这个时期，作为成年人，他们应该考虑如何与同龄人相处，如何适当表达对同龄人的尊重；如何与在生活中所遇到的儿童和青少年相处；如何与父母相处并表现出对他们的关爱。我在西南浸礼教会神学院读研究生的时候，有一次在修完一门辅导学课程后，我去看望父母。我发现在我的世界不断扩展、一个个新选择向我开放的同时，我 60 多岁的父亲却目睹着他的世界渐渐缩小，选择也变得越来越少。那次回家，我和父亲交谈过几次，谈到了我修的那门课程的内容，以及这些内容如何适用于我们的生活。我发现自己在以一种与以往不同的方式看待父亲，我把他看作我的朋友，一个我可以鼓励的朋友。我有意识地鼓励一位多年来一直鼓励我的人。我和父亲的关系变了。

大学生们的另一个变化是逐步内化宗教信仰、价值观以及道德标准。从出生以来，他们的父亲或母亲，或是双亲，就一直言传身教，教给他们一些信念、价值观和道德观。不过，在青春期，他们会怀疑，甚至反叛这些观念。现在，作为成年人，他们有机会自己决定接受什么样的信念、价值观以及道德观。在 20 世纪 60 年代末，有个女生，一直深受极端歧视其他种族思想的影