



北京高等教育精品教材 全国高等教育“十一五”规划教材
高职高专公共英语系列教材

PRACTICAL ENGLISH

Reading and Writing Course
Teacher's Book



首都师范大学出版社

应用英语

读写
教程

教学参考书



本册主编 王贵明
许建平

系列主编 王贵明
许建平

顾 问 刘润清
主 审 吴树敬

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系列主编	王贵明	许建平
主 编	王贵明	许建平
编 者	刘 芳	孙德娴
	赵宏凌	李玲玲
	李 英	黄清如
	朱 蔓	纪爱梅
	李华山	王长喜

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王贵明 许建平 系列主编

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E-mail master@cnuph.com.cn

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前言

近年来,我国高职高专教育加快了发展步伐。根据2007年教育部统计数据,全国普通高校共计1867所,而职业技术类院校达到981所,成人本专科在校生近525万。根据《国务院关于大力发展职业教育的决定》的要求,到2010年,“高等职业学校招生规模占高等教育招生规模的一半以上,为社会输送1100多万名高等职业学校毕业生、建设100所示范性高等职业院校”。

为了适应高职高专英语教育的发展,进一步贯彻教育部高教司颁布的《普通高等专科学校英语课程教学基本要求》和《高职高专教育英语课程教学基本要求》,以达到这两个《要求》中提出的“以实用为主,应用为目的”的教学目标,我们对2002年6月出版的《高职高专公共英语系列教程》做了全面修订,形成了目前的《应用英语》系列教程。该套教程包括《读写教程》、《听说教程》与《专业教程》三个板块,适用于高职高专全程英语教学,同时也适用于成人教育或继续教育,以及英语学习者自学。下面我们着重介绍《读写教程》。

一、《读写教程》的框架结构

《读写教程》是《应用英语》的主干教材,由原来的《高职高专公共英语系列教程综合英语》修订而成。根据《高职英语教学大纲(试行)》提出的“统一要求,分级指导”的原则要求,本教材按《大纲》规定的B级(基础级)和A级(提高级)程度分为两个级别(本教材按《大纲》的要求分为B级(基础级)和A级(提高级)两个级别),共4册,包括B级(上、下册)与A级(上、下册),分别供4个学期使用。

为了便于广大师生的使用,本教程还编配了《应用英语读写教程B级教学参考书》、《应用英语读写教程A级教学参考书》和同步练习性质的《练习册》B级(上、下册)与A级(上、下册)。

二、《读写教程》编写核心

本教程以培养学生实际运用语言的能力为目标,突出教学内容的实用性和针对性。就语言学习的理论而言,语言学习突出学与用的密切结合。在整个高职高专英语精读学习过程中,其基础级的“学”是指对基本语言知识的掌握,“用”则是指对语言基本技能的操练以及运用基本技能做适应性的基本训练,即加强训练《大纲》中所规定的对基本语法知识和基本句型的掌握,并提高读、写、译的基本技能。提高既指对这些基本技能的巩固与加深,同时更强调学生将这些技能运用到实际场景中。

三、《读写教程》编写特色

本教材四分册各包括12个单元,每分册的第6单元和第12单元后备有期中、期末试题,其编写结合课文内容,题型与《高等学校英语应用能力考试》题型保持一致。

同时,针对高职学生英语基础较弱和重点需要提高语言实践能力的学习特点,本教材强调了以下几个方面,这几个方面也是本教材的特色所在:

1. 阅读部分:设计了A、B两篇读物和相关练习,内容编排上,B级和A级之间做线形梯度关联,即在字数上,由B级(上)的每篇课文(A篇)350~400词,以每册50个词的梯度上升,到A级(下)的每篇课文(A篇)500~550词,而且相关练习的用词和结构难度也呈阶梯状设计;同时,本教程所有的阅读篇章都是精心选材,真正做到了题材新颖、语言生动;编写过程中注重教学互动、寓教于乐。

2. 语法部分:针对学生英语基础薄弱的现状,设计为B级和A级之间呈复式梯度行进,即两级内容相同、级差显示:B级部分只陈述最基本的概念和简单的例句,A级部分扩充概念并加大例句的难度,完善和深化语法教学。

3. 写作部分:本教程做到了系统全面、由浅入深、繁简得当、学用结合,以便尽快地提高学生的写作水平。

4. 翻译部分:B级只在练习中编有与课文内容相关的翻译题,让学生接受翻译的感性认识;A级则系统地介绍翻译理论与翻译技巧,并结合《高等学校英语应用能力考试》翻译题型,提供一定难度的相关练习。

5. 结尾部分:每单元还配有一个语言活泼、内容生动有趣的幽默故事,这种小幽默既可以作为英语快速阅读材料,也可以培养学生学习英语的兴趣;而每个单元课文A后配有一个有关学习、道德、价值观等方面的谚语,既丰富学生的语言知识,又使学生在道德情操方面受到教育。

四、《读写教程》的编写队伍

在原有的《综合英语》基础上修订而成的《读写教程》是北京多所院校专家学者和教师协作配合的成果。修订具体分工是:王贵明、许建平制定《读写教程》的修改规划,组织安排教材的整体结构、审阅各分册及《教学参考书》的文稿。董启明、杨会兰负责《读写教程B级(上、下)》的主编修订工作;杨会兰负责《读写教程B级(上)》学生用书和《读写教程B级教学参考书》前12课的修订工作,屈晓丽负责《读写教程B级(下)》学生用书和《读写教程B级教学参考书》后12课的修订工作。王贵明、许建平负责《读写教程A级(上、下)》的主编修订工作,许建平负责全部翻译内容的修订增补及配套练习;朱蔓负责《读写教程A级教学参考书》上册部分修订,纪爱梅负责《读写教程A级教学参考书》下册部分的修订;许建平、李华山对全部课文中各单元的译文做了审校、修订。

由于时间和水平有限,本教材错讹之处在所难免,敬请各位专家、同仁及读者指正。

王贵明 许建平

2007年12月

编写委员会名单

- | | |
|------|----------------|
| 系列主编 | 王贵明 (北京理工大学) |
| | 许建平 (清华大学) |
| 顾问 | 刘润清 (北京外国语大学) |
| 主编 | 吴树敬 (北京理工大学) |
| 编委 | (以姓氏笔画为序) |
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Unit 1

In-Class Activities

Activity One: 两两讨论

教师提问:你认为自己倾向乐观还是悲观?请大家举手示意。然后请同学们自行组合成乐观和悲观小组进行讨论。讨论话题是:乐观与悲观的利与弊。由两个同学做记录,将多数同学认同的观点写在黑板上。

Activity Two: 角色表演

乐观者在每次危难中都能看到机会,而悲观的人在每个机会中看到的都是危难。乐观者与悲观者之间的差别很有趣:乐观者看到的是油炸圈饼,悲观者看到的是一个窟窿。正如英国作家兰布里奇(F. Langbridge)所说:两个人透过同一铁栅向外望:一个看到烂泥,一个看到星光。(Two men look out through the same bars: One sees the mud, and one the stars.)

教师可以讲一个有关乐观者和悲观者的故事,然后请学生将该故事改编成对话形式,到前面进行表演。这项活动可以四人一组(父亲,两个儿子和一个旁白),也可五人一组进行(父亲,母亲,两个儿子和一个旁白)。鼓励学生扩充情节使之更加生动、有趣和生活化。

Pessimist and Optimist

A family had twin boys whose only resemblance to each other was their looks. If one felt it was too hot, the other thought it was too cold. If one said the TV was too loud, the other claimed the volume needed to be turned up. Opposite in every way, one was an eternal optimist, the other a doom & gloom pessimist. Just to see what would happen, on the twins' birthday their father loaded the pessimist's room with every imaginable toy and game. The optimist's room he loaded with horse manure.

That night the father passed by the pessimist's room and found him sitting amid his new gifts crying bitterly.

"Why are you crying?" the father asked.

"Because my friends will be jealous, I'll have to read all these instructions before I can do anything with this stuff, I'll constantly need batteries, and my toys will eventually get broken," answered the pessimist twin.

Passing the optimist twin's room, the father found him dancing for joy in the pile of manure. "What are you so happy about?" he asked.

To which his optimist twin replied, "There's got to be a pony in here somewhere!"

Text A Two Types of People

Background Information

It is found that some people tend to think positively while some others tend to think negatively. People who are likely to think positively are generally called optimists and those who are likely to think negatively are called pessimists.

Generally speaking, optimism has been linked to higher levels of positive emotions and more active social interactions. Yet thinking positively is more than simply avoiding negative emotions. The researchers have noted that optimism has been linked in the past to an increased likelihood of engaging in healthy behaviors such as avoiding excessive alcohol consumption and smoking. It has also been discovered that a more optimistic attitude in elderly men is linked with a dramatically reduced risk of coronary heart disease. The results of a study carried out in Howard University in 2001 suggested that the benefits of an optimistic explanatory style hold even after taking account of unhealthy behaviors such as alcohol consumption and cigarette smoking, as well as other traditional coronary risk factors. Study participants with the highest levels of optimism accounted for less than half the number of cases of angina, nonfatal and fatal heart attacks during the course of the study, when compared to pessimistic participants.

Warm-up Questions

1. Open.
2. No. Unhappy people bring on an atmosphere of depression, sadness, or even despair, which will influence the mood of the people around them. Moreover, unhappy people are more likely to fail as it is hard for them to get help from others.
3. Open.
4. To stay with happy people, to talk about happy things, to stop complaining, to smile to themselves every morning, etc.

Detailed Explanation of the Text

1. Para. 2: Those who are to be unhappy think and *speak* only of the contrary things.
speak of: to talk about
e. g. We mustn't speak ill of others behind them.
2. Para. 2: The tendency to criticize and be disgusted is perhaps *taken up* originally by imitation.
take up:
(1) to begin to spend time doing
e. g. John took up playing the piano when he was only five years old.
(2) to ask about
e. g. I will take this matter up with my lawyer.
(3) to fill or use (space or time)
e. g. Reading books has taken up most of his free time.

- (4) to continue
e. g. I will take up the story where I stopped yesterday.
3. Para. 2: It *grows into a habit*, unknown to its possessors.
 grow into a habit; to become a habit
e. g. It grows into her habit to borrow money from her friends.
4. Para. 2: The habit may be strong, . . . who have it are *convinced of* its bad effects . . .
 convince (someone) of (something); to make completely certain about
e. g. We finally convince them of our innocence.
5. Para. 3: . . . since it *brings on* deep sorrow and bad tuck.
 bring on:
 (1) to cause or result in
e. g. Going out on the rain brought on her fever.
 (2) to cause to develop or improve
e. g. A month in the United States will bring on your English.
6. Para. 3: This frequently puts them *in bad temper* and draws them into arguments.
 This very often makes them angry and gets them involved into arguments.
 in bad temper; angry
e. g. Mary's in bad temper because she lost her key.
 Other words that are often used with the word "temper" include:
 even/sweet temper; calm and pleasant
 keep one's temper; control oneself
 lose one's temper; become angry
7. Para. 3: *Nor* will anyone stir a step or speak a word to *favor* their hopes.
 nor; when the word "nor" is used at the beginning of the sentence, the sentence must be in inverted order.
e. g. I am not going to Shanghai with my parents tomorrow, nor is my brother.
 Some other words used in this way include: seldom, neither, hardly, rarely, scarcely, etc.
 favor; to support or believe
e. g. The president is believed to favor further tax cut.
8. Para. 3: These people should change the bad habit and condescend to *be pleased with* what is pleasing, . . .
 be pleased with; to be satisfied with
e. g. Are you pleased with your new house?
9. Para. 3: Otherwise . . . especially when one becomes *mixed up* in their quarrels.
 mix up:
 (1) to put into disorder
e. g. If you mix up those papers, we won't be able to find the one we need quickly.
 (2) to mistakenly think
e. g. It's easy to mix him up with his brother; they are alike.

Text ③ Do You Estimate Your Ability Correctly?

Detailed Explanation of the Text

1. Para. 1: A person may have an idea about himself that will *prevent* him *from* doing good work.
prevent... from: to stop from happening
e. g. In summer women wear hats to prevent their faces from the sun.
2. Para. 2: A child may think he is stupid because he does not understand how to *make the most of* his mental faculties,...
make the most of: to get the best advantage from
e. g. We've got only one day in Paris; let's make the most of it and see everything.
3. Para. 3: He won't go at a job with the confidence *necessary for success*,...
The phrase "necessary for success" is used to modify the word "confidence." It is put after "confidence" because the prepositional phrase "for success" is put after the adjective "necessary."
4. Para. 3:... and the failure will *strengthen* his belief in his *incompetence*.
strengthen: to make strong or stronger
e. g. Their objection only strengthened her determination.
incompetence: lack of ability and skill
The adjective form of the word is "incompetent"; the opposite of the word is "competence" and adjective "competent."
5. Para. 4: Alfred Adler, a famous psychiatrist, had an experience which *illustrates* this.
illustrate: to make the meaning clearer by giving related examples
e. g. The changes in her life illustrate the fast development in China in the last decade.
6. Para. 4: When he was a small boy he *got off* to a poor start in arithmetic.
get off: to make or have (a start)
Note: The phrase cannot be used in passive voice.
e. g. His performance got off to a poor start when he forgot his first words.
7. Para. 6: He *rejected* the idea that ...
reject: to refuse to accept
e. g. She rejected my suggestion.
8. Para. 6: ... and *was determined to* show them that he could.
be determined (to do): to have a strong will (to do)
e. g. She was determined to go on and nothing could change her mind.
9. Para. 6: His anger and his new found confidence *stimulated* him to go...
stimulate:
(1) to encourage by exciting the mind or interest
e. g. A vivid lecture can stimulate students' interest in learning.
(2) to cause to become more active, grow faster, etc.
e. g. Light stimulates plant growth.
10. Para. 6: ... but he learned early in life from his own experience that, if a person goes at a job with determination and purpose

注意这个句子前后时态的差别,前面是一般过去时而后面是一般现在时,这是因为作者为了说明 Adler 所发现的是一个到现在都依然正确的事实,而不是只在当时是这样。

11. Para. 6: ... he may *astonish* himself as well as others by his ability.

astonish: to fill with great surprise

e. g. We were all astonished to hear that he had been promoted again.

12. Para. 7 ... and that lack of success is as often the result of lack of knowledge of how to apply one's lack of confidence, and lack of determination as it is the result of lack of ability.

理解这个句子的关键是对这个句子结构的分析。句子的主语、谓语非常明确,主语是“lack of success”而谓语是“is”,关键是表语部分。这个句子的表语部分是由基本结构“as+adv. +as”(像……一样……)连接的,具体到这个句子,是由“as often as”连接的。“lack of knowledge of how to apply one's lack of confidence, and lack of determination”用来修饰“the result”,“how to apply one's lack of confidence, and lack of determination”修饰“knowledge”,动词“apply”的宾语有两个,“one's lack of confidence”。和“lack of determination”。句子中“it”代指“lack of success”。

Keys to the Exercises

Text A

Reading Comprehension

I. 1. A 2. A 3. B 4. B 5. C

II. 1. T 2. T 3. T 4. F 5. F

Vocabulary & Structure

1. D 2. C 3. A 4. C 5. B 6. D 7. D 8. D 9. B 10. C

Translation

1. 他的意见和我的相反。
2. 你忘了我的生日,我很生气。
3. 我同情任何以如此微薄的收入养活全家的人。
4. 新的规定对在海外学习过的人有好处。
5. 批评别人很容易,但是自我批评很难。

Text B

Reading Comprehension

I. 1. C 2. A 3. D 4. B 5. C

II. 1. T 2. T 3. F 4. F 5. T

Grammar

Exercise 1

1. homework 2. information 3. my sister's 4. Mr. Jones's 5. some sugars

Exercise 2

1. a 2. x, x 3. the 4. A, x 5. The, the, a, x, the, the

Writing

Exercise 1

The United Kingdom lies to the west of Europe. It is a country made up of islands. London is her capital. The River Thames flows through the city. London has a lot of famous, scenic spots, e. g. Buckingham Palace, London Bridge, Hyde Park, and so on.

Exercise 2

1. Last Sunday my father, my mother and I went to the park in the morning, had lunch in the McDonald's, went to the cinema in the afternoon, and then went back home.
2. I will ask my father to buy me a computer next year.

Translation

裴多菲的《自由, 爱情》一诗译文 A 为茅盾先生的直译; 译文 B 为殷夫的意译, 前者准确无误, 后者更有诗意。

[参考资料]裴多菲 Petöfi (1823~1849)

Petöfi, Sándor, originally Sándor Petrovics, Hungarian poet, born in Kiskörös in the county of Pest. He became successively an actor and a soldier. His first poem, published in 1842, was followed in 1844 by a volume that secured his fame as a poet. In 1848 he identified himself with the Hungarian revolutionary cause, writing numerous popular war poems, including "Rise, Magyar" (1848), which became the Hungarian national anthem. He died in battle at Segesvár (now Sighişoara, Romania). His poetry, dealing in a clear, direct style with the themes of love and patriotism and revealing the intense feelings and convictions of the author, began a new epoch in Hungarian literature. His long epic about peasant life in Hungary, János the Hero (1845; trans. 1866), is considered his best poem.

Translation of the Texts

Text A

两种人

世界上有两种人, 他们虽然同样健康, 同样有钱, 生活也同样舒适, 然而一种人却活得幸福乐观, 另一种人则活得痛苦悲观。此种差异乃是源于他们对人、对事的不同看法以及这些看法对他们产生的不同影响。

乐观者所注意的是事物的方便之处、愉快的谈话、美酒佳肴和好天气。他们欣赏一切令人高兴的事物。

而那些悲观者无论是脑中所想的还是嘴上所说的，都是那些令人不快的事。因而这些人总是没有满意的时候。在社交场合，他们出言或大煞风景，或冒犯他人，处处显得与人格格不入。如果这种性格是天生的，那么不快乐的人将更令人同情，但此种吹毛求疵而令人厌恶的毛病最先可能是出于模仿，久而久之就潜移默化，成了习性。这种习性可能是根深蒂固的。但是，只要具有这种习性的人能认识到它对自己的情趣形成了恶劣影响，这种习性还是可以改正的。希望这篇短文能对这些人人有所帮助，并能帮助他们改掉这种恶习。

尽管事实上此种习性主要是一种思维定势，但在生活当中这种思维定势却会产生严重的后果，从而导致很大的苦恼和不幸。有这种习性的人 would 得罪很多人，谁也不喜欢他们，人们对待他们充其量也不过是维持最起码的礼貌和面子，甚至连这些也做得很勉强。而这种境遇又常常会使他们大动肝火，与人争吵。如果他们希望能在晋升或在命运安排上取得优势，谁也不希望他们能如愿以偿。谁也不会站出来为他们帮忙或说好话。如果他们遭到公众的非议，谁也不会为他们辩护，而且很多人对于他们的不端行为都会群起而攻之。因此，这些人应该痛改自己的恶习，做到随遇而安，没有必要整天忧心忡忡。如果他们坚持不改，那其他人最好不要再同他们来往。否则就会招致不愉快，有时甚至会招致麻烦，特别是如果掺和到他们同他人的争吵中去就更会招致不快或麻烦。

Text B

你正确估计你的能力了吗？

一个人可能会由于对自己有某种看法而阻碍自己干好工作。

他可能会认为自己没有能力做好事情。虽然没有正当的理由，但是人们却很容易有这样的想法。一个孩子可能会因为他不能最大限度地利用他的智慧而感到自己很笨，或者他可能会接受别人对他的能力的错误估计。而上了年纪的人可能会有错误的想法，认为由于他们的年龄，他们没有能力学习任何新的知识了。

一个认为自己没有能力的人将不会做出什么努力，因为他会觉得这样做是徒劳无功的。他不会带着成功所必需的信心去投入工作，他也不会使出全力去努力，即使他可能会认为自己已经尽全力了。因此他就很有可能失败，而失败又反过来增强了他对自己能力不足的看法。

一位著名的精神病医生阿尔弗雷德·阿德勒的经历就说明了这一点。当阿尔弗雷德还是个孩子的时候，他在算术学习上起步很糟糕。老师认为他没有能力学习算术，于是将她的这一想法告诉了他的父母以使他们对孩子寄予太多的期望。于是，他的父母也有了这样的想法：“阿尔弗雷德学不好算术，这不是太糟糕了吗？”阿尔弗雷德相信了这种对他的能力的错误估计。不出父母和老师的预料，他的算术学习非常糟糕。

但是有一天他对老师和同学非常生气，因为当他说自己知道如何解一道其他同学都不会的算术题时，大家都笑了。

阿尔弗雷德做出了那道算术题。这使得他对自己有了信心。他不再相信他不能学好算术的想法，并且决心让别人看到自己可以学好。他的愤怒和刚刚找到的信心激励着他以新的面貌面对算术问题。他开始带着兴趣、决心和目的学习算术，并且很快就在算术学习上表现出超出一流的优秀。他不仅仅证明了自己能学好算术，而且在他的少年时期就从亲身经历当中懂得，如果一个人能够带着决心和目的去做事情的话，那么他自己的能力可能既会震惊自己，也会震惊他人。

这段亲身经历使得他认识到，很多人的实际能力比他们自己想象的要高，而有些人之所以成就甚少，缺乏能力是常见的一个原因，但另一个同样常见的原因是因为他们不知道如何让他们所缺乏的那种信心和决心得以建立并发挥作用。

Unit 2

In-Class Activities

Activity One: 畅游迪斯尼乐园

目前世界上共有 5 家迪斯尼乐园,分别是位于美国佛罗里达州奥兰多(Orlando)的 Walt Disney World Resort, 位于美国加州橘郡安那翰市(Anaheim)的 Disneyland Resort, 位于日本千叶县浦安市(Urayasu)的 Tokyo Disney Resort, 位于法国巴黎马恩河谷镇(Marne-la-Vallée)的 Disneyland Resort Paris 和位于中国香港大屿山竹篙湾(Penny's Bay)的 Hong Kong Disneyland Resort。很多人去迪斯尼乐园游玩,这是年轻人的梦想。安排一组同学(3~5 人)借助各种信息来源准备,向全班同学介绍一家迪斯尼乐园(推荐香港迪斯尼乐园)。介绍要借助互动环节,比如采用提问和抢答的方式。其余的同学分成若干组进行比赛,看哪一组答对的最多。

Activity Two: 小组讨论

通过旅游来放松和调剂紧张的大脑和身体日趋成为生活的时尚和主题。把学生分成 3~4 人一组的若干小组,交流各自最难忘的一次旅游经历,旅途过程中的感受以及旅游带给了自己什么收获。然后各组选出一个最有趣的故事与全班同学分享。

Text A Disney World

Background Information

Walt Disney has become an icon of Americana. Like many mythic American figures, Disney had a humble beginning, an ambitious entrepreneurial spirit, and a passion for modern technology.

The Walt Disney Company started in 1923 in the rear of a small office occupied by Holly-Vermont Realty in Los Angeles. It was there that Walt Disney, and his brother Roy, produced a series of short live-action/animated films collectively called the Alice Comedies. The rent was a mere \$10 a month. Within four months, the ever-growing staff moved next door to larger facilities, where the sign on the window read "Disney Bros. Studio." During the next 14 years, many changes took place at the Disney studio: Mickey Mouse was "born" in 1928, followed by Pluto, Goofy, Donald Duck, and the rest of the Disney gang.

In 1937, *Snow White and the Seven Dwarfs* was an immediate success and proved the world-