

新编大学英语

冯晓梅
主编 王芳
董金娣

拓展课堂

(第三册)

*New College English
Ability
Development*

中国石油大学出版社



New College English

新编大学英语 拓展课堂

Ability Development

第 3 册

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前言

Preface

《新编大学英语》是由浙江大学编著、外语教学与研究出版社出版的一套大学英语教材，该教材采用的以学生为中心的主题教学模式在大学英语教学中取得了良好的效果。《新编大学英语拓展课堂》（第3册）是根据《新编大学英语》，并以《大学英语课程教学要求》为指导而编写的一本课堂同步辅助教材。本书融入了教学互动的各个环节，强调了听读能力和语言的实际应用能力的培养，通过课堂上教师辛勤的教学活动，激发学生参与的积极性和主动性，帮助学生树立学习英语的信心，掌握基本的学习方法；通过课下学生的自主学习，培养学生的自主学习能力，有助于巩固和提高语言综合运用能力。

本书共分10个单元，与《新编大学英语》（第3册）的单元主题同步。每单元分6个部分。第一部分为Preparation，主要供学生自学，帮助学生掌握本单元出现的生词。第二部分Lead-in是以听读活动为主的单元主题导入。通过与主题相关的听力与阅读材料，向学生提供真实场景的语言运用的素材和文化背景，提高学生的听力水平，拓展学生的背景知识空间。第三部分是In-Class Reading Passage，包含课文结构分析、内容分析、长难句翻译、课文小结和语境词汇练习。课文相关练习旨在培养学生的分析理解能力，语境词汇练习旨在打好学生语言基础，提高学生的语言实际应用能力。第四部分和第五部分是After-Class Reading Passage I和After-Class Reading Passage II，结构均与第三部分相同，与In-Class Reading的内容相辅相成，循序渐进。第六部分是Homework，这一部分通过多种多样的练习，将巩固和加强词汇量与拓展学生的语言基本功结合起来，全面提高学生的英语综合运用能力。

针对四级考试题型的变化,本书增加了四级考试的新题型——快速阅读理解、篇章词汇理解和改错。每篇阅读文章均与单元主题相关,难度适中、命题科学。旨在帮助学生提高阅读能力,适应新四级的考试要求。

本书听力部分配有语音清晰、语速适中的 MP3 光盘,包括所有的语音文件,全部由美籍教师录音。

本书承蒙中国石油大学外国语学院院长栾述文教授和副院长孙秀丽教授的指导和审阅,感谢他们为本书提出了宝贵的意见和建议。本书的内容已在我校 2004 级的教学过程中试用,在听取学生和教师的反馈意见后进行了全面的修改、补充和完善,在此感谢中国石油大学外国语学院大学英语二系的全体教师和 2004 级全体学生,感谢他们在教学工作中的热情投入、积极合作与建设性的建议。

本书在编写过程中还参阅大量的国内外出版的教材、各种英语报纸杂志及有关网站的资料,在此我们向这些作者表示衷心的感谢。

本书中的疏漏或不当之处恳请广大读者和同行专家赐教指正,以期进一步修改完善。

编 者

2007.8

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Unit 1 Personality

Section 1 Preparation

Part 1 Input the New Words

In-Class Reading Passage

New Words

misery	/ˈmɪzəri/ <i>n.</i> 痛苦, 苦恼	inferiority	/ɪnˌfɪəriˈɒrəti/ <i>n.</i> 低劣; 自卑
overweight	/ˌəʊvəˈweɪt/ <i>a.</i> 超重的, 过重的	compliment	/ˈkɒmplɪmənt/ <i>n. / v.</i> 称赞, 恭维
self-conscious	/ˈselfˈkɒnʃəs/ <i>a.</i> (在他人面前) 不自然的, 自 我意识过强的	unworthy	/ʌnˈwɜːði/ <i>a.</i> 不值得的, 不足取的
excessively	/ɪkˈsesɪvli/ <i>ad.</i> 过多地, 过分地	overdo	/ˌəʊvəˈduː/ <i>v.</i> 做得过头
worrisome	/ˈwʌrɪsəm/ <i>a.</i> 令人忧虑的, 令人烦恼的	detrimental	/dɪˈtriːməntəl/ <i>a.</i> 有害的, 不利的
constantly	/ˈkɒnstəntli/ <i>ad.</i> 不断地, 经 常地; 坚持 不懈地	eliminate	/ɪˈlɪmɪneɪt/ <i>v.</i> 消除, 排除; 淘汰
swirl	/swɜːl/ <i>v.</i> 打转, 旋动; 盘绕	overcome	/ˌəʊvəˈkʌm/ <i>v.</i> 消除, 克服; (感 情等) 压倒, 使 受不了
unattractive	/ˌʌnəˈtræktɪv/ <i>a.</i> 无吸引力 的, 不美的	inadequacy	/ɪnˈædɪkwəsi/ <i>n.</i> 无法胜任, 不够 格; 不充分, 不 适当
uncomfortable	/ˌʌnˈkʌmfətəbl/ <i>a.</i> 不自在的, 不舒服的	diminish	/dɪˈmɪnɪʃ/ <i>v.</i> (使) 减少, (使) 变小
adversely	/ˈædvərsli/ <i>ad.</i> 不利地, 有害地	converse	/ˈkɒnˈvɜːs/ <i>v.</i> 聊天, 交谈 <i>n.</i> 相反的事物 <i>a.</i> 相反的
profound	/prəˈfaʊnd/ <i>a.</i> 深刻的, 意义 深远的	accomplish	/əˈkɒmplɪʃ/ <i>v.</i> 完成, 达到, 实现
self-esteem	/ˌselfɪˈstiːm/ <i>n.</i> 自尊, 自尊心	numerous	/ˈnjuːmərəs/ <i>a.</i> 众多的, 许多的
self-assurance	/ˌselfəˈʃʊərəns/ <i>n.</i> 自信	accent	/ˈækˈsent/ <i>v.</i> 强调, 突出; 重读 /ˈæksənt/ <i>n.</i> 口音, 腔调; 重音
enthusiastically	/ɪnˌθjuːzɪˈæstɪkəli/ <i>ad.</i> 满腔热 情地, 热心地	thoughtfully	/ˈθɔːtfuli/ <i>ad.</i> 经缜密思考地, 沉 思地
spontaneously	/spɒnˈteɪniəsli/ <i>ad.</i> 自发地, 本能地	interpret	/ɪnˈtɜːprɪt/ <i>v.</i> 解释, 说明, 阐明; 口译, 翻译
reassurance	/ˌrɪːəˈʃʊərəns/ <i>n.</i> 放心	associate	/əˈsəʊʃieɪt/ <i>v.</i> 交往, 结交; 使发 生联系 /əˈsəʊʃiɪt/ <i>n.</i> 合作人, 同事

acquaintance /ə'kweintəns/ <i>n.</i> 相识的人, 泛泛之交; 认识, 相识, 了解	circulate /'sə:kjuleit/ <i>v.</i> 周旋; (使) 循环, (使) 流通
eventually /i'ventjuəli/ <i>ad.</i> 最后, 终于	potential /pə'tenʃəl/ <i>n.</i> 潜能, 潜力 <i>a.</i> 潜在的, 可能的

Phrases

a great many 很多	come along 出现, 到达; 与别人一起来到
in general 一般说来, 大体上	of one's choice 中意的, 自己选中的
participate in 参与, 参加	have... at heart 对……深切关心
in contrast 与……形成对比, 与……截然相反	set aside 留出, 拨出(时间、金钱等); 把……置于一旁, 不理睬
hand in hand 相伴, 形影相随地; 手拉手地	isolate... from 使隔离, 使孤立
as well as 除……之外(也), 既……又	at a time 一次
dwelt on 老是想着, 想得太多; 详述	live up to 符合, 不辜负(期望); 遵守, 实践(诺言、原则等)
speak up 大声地说, 大胆地说	
profit from 得益于	

After-Class Reading Passage I

New Words

outlook /'autluk/ <i>n.</i> 观点, 见解; 展望, 前景	neurologically /ˌnjuərə'lɒdʒikəli/ <i>ad.</i> 神经系统方面
pessimist /'pesimist/ <i>n.</i> 悲观的人, 悲观主义者	
optimist /'ɒptimist/ <i>n.</i> 乐观的人, 乐观主义者	
overflow /ˌəʊvə'fləʊ/ <i>v.</i> 充满或洋溢(某种感情); 满得外溢, 外流	frown /fraʊn/ <i>n. /v.</i> 皱眉, 蹙额
awe /ɔ:/ <i>n. /v.</i> 敬畏	bankruptcy /'bæŋkrəptsi/ <i>n.</i> 破产
attach /ə'tætʃ/ <i>v.</i> 缚, 贴, 系, 连接; 认为有(重要性、责任等)	jail /dʒeɪl/ <i>n.</i> 监狱 <i>v.</i> 监禁
crib /krib/ <i>n.</i> 有围栏的婴儿床	divorce /di'vɔ:s/ <i>n.</i> 离婚; 分离, 脱离 <i>v.</i> 与……离婚; (使) 分离
jingle /'dʒɪŋɡl/ <i>v.</i> (使某物) 发出叮当声 <i>n.</i> 叮当声	prone /prəʊn/ <i>a.</i> 易于……的, 有……倾向的
clap /klæp/ <i>v. /n.</i> 鼓掌, 轻拍	depression /di'prefən/ <i>n.</i> 沮丧, 消沉
startle /'stɑ:təl/ <i>v.</i> 使惊吓或吓一跳	temporary /'tempərəri/ <i>a.</i> 暂时的, 短暂的
pediatrician /ˌpi:diə'triʃən/ <i>n.</i> 儿科医生	reversal /ri've:səl/ <i>n.</i> 挫折, 逆转
	bounce /baʊns/ <i>v.</i> (使) 反跳, 弹起
	undermine /ˌʌndə'maɪn/ <i>v.</i> 逐渐削弱, 暗中

	破坏	apt	/æpt/ <i>a.</i> 易于……的, 有……倾向的
confront	/kən'frʌnt/ <i>v.</i> 使面临, 对抗		
misfortune	/mis'fɔ:tʃən/ <i>n.</i> 不幸, 厄运	habitually	/hə'bitʃuəli/ <i>ad.</i> 习惯性地, 通常地
setback	/'setbæk/ <i>n.</i> 挫折	enduring	/in'dʒuəriŋ/ <i>a.</i> 持续的, 持久的
literally	/'litərəli/ <i>ad.</i> 确实地, 不加夸张地; 照字面意义, 逐字地	prophecy	/'prəfisi/ <i>n.</i> 预言, 预告
		self-fulfilling	/ˌselfful'filiŋ/ <i>a.</i> (预言等) 本身自然会实现的, 自我应验的
prediction	/pri'dikʃən/ <i>n.</i> 预言, 预测, 预告		
aptitude	/'æptitju:d/ <i>n.</i> 天资, 天赋		

Phrases

in the meantime	在此期间, 与此同时	in a... light	从……的角度, 从……的观点
cheer up	(使)高兴起来, (使)振奋起来	run for	竞选
cut off	使隔绝, 使分离; 切断, 阻断	in the grip of	受……控制
be prone to	易于(做某事, 常指不好的事)		

After-Class Reading Passage II

New Words

doughnut	/'dəʊnʌt/ <i>n.</i> 炸面圈	incline	/in'klaɪn/ <i>v.</i> (使)倾向于; (使)倾斜
cliché	/'kli:ʃei/ <i>n.</i> 陈词滥调		
scrutinize	/'skru:tinaɪz/ <i>v.</i> 仔细检查	caution	/'kɔ:ʃən/ <i>n.</i> 小心, 谨慎; 警告
inoculate	/i'nɒkjuleɪt/ <i>v.</i> 给……接种, 给……预防注射		<i>v.</i> 警告
representative	/ˌrepri'zentətɪv/ <i>n.</i> 代表	incompetent	/in'kɒmpɪtənt/ <i>a.</i> 不够格的, 不胜任的
	<i>a.</i> 有代表性的	fearful	/'fiəfʊl/ <i>a.</i> 担心的, 惊恐的; 可怕的, 吓人的
explanatory	/ɪks'plænətəri/ <i>a.</i> 解释的, 说明的	triumph	/'traɪəmf/ <i>n.</i> 胜利, 成功; (胜利或成功的)喜悦
connection	/kə'nekʃən/ <i>n.</i> 接线, 线路; 连接; 关系		<i>v.</i> 获胜, 得胜, 成功
acquire	/ə'kwaiə(r)/ <i>v.</i> 学到; 获得, 取得	breed	/'bri:d/ <i>v.</i> 酿成, 产生; (使)繁殖; 教养, 抚养
assume	/ə'sju:m/ <i>v.</i> 假定, 设想; 采取; 呈现		<i>n.</i> 品种, 种类
justify	/'dʒʌstɪfaɪ/ <i>v.</i> 证明……正当 (或有理、正确)	academic	/ˌækə'demɪk/ <i>a.</i> (高校)教学方面的, 学术的
immune	/i'mju:n/ <i>a.</i> 免疫的	performance	/pə'fɔ:məns/ <i>n.</i> 表现, 业绩; 工作情况, 性能; 演出, 表演
dodge	/dɒdʒ/ <i>v.</i> 躲闪, 躲避; (施计)逃避做某事		

résumé	/ˈrezju(:)meɪ/	n. 简历;摘要,概要	guarantee	/ˌɡærənˈtiː, ˌɡɔːr/	n. 保证,担保;
investigate	/ɪnˈvestigeɪt/	v. 详细研究,调查;侦查			保证书
					v. 保证,担保

Phrases

keep an eye upon	密切注意;照看	reach out for	急切地寻求
by contrast	对比之下	be contrary to	与……相反
in part	部分地	keep track of	了解……的情况
take credit	接受荣誉	hold back	阻碍,阻止,抑制;踌躇,退缩;保守(秘密),隐瞒
due to	由于,因为		

Part 2 Check Your Vocabulary

Directions: Fill in the blanks with the words you have learned in Part 1, using the proper forms.

In-Class Reading Passage

- When a person or team is _____ from a competition, they are defeated and so take no part in the competition.
- A(n) _____ is someone who you have met but do not know very well.
- If you _____ a word or a musical note, you emphasize it, for example by making it louder.
- A(n) _____ is something that you say to someone to show that you admire them.
- Someone who is _____ is easily embarrassed and nervous because they feel that everyone is looking at them and judging them.
- If you _____ a problem or a feeling, you successfully deal with it or control it.
- If something happens _____, it happens at the end of a process or a series of events, or as the final result of it.
- If you _____ at a party, you move among the guests and talk to different people.
- If you give someone _____, you say things to them that help them to stop worrying.
- _____ is great unhappiness, caused especially by living or working in very bad conditions.

After-Class Reading Passage I

- If you _____ something to an object, you join it or fasten it to the object.
- A(n) _____ is an event that delays your progress or makes your position worse than it was before.
- Something that is _____ lasts or exists for only a short period of time.
- When someone _____, they move their eyebrows towards each other because

they are annoyed, worried, or concentrating on something.

15. You use _____ to emphasize that what you are saying is actually true, even though it seems surprising or exaggerated.
16. If something such as a sudden noise _____ you, it surprises and frightens you slightly.
17. If you are _____ with a problem or task, you have to deal with it.
18. _____ is the feeling of respect and amazement that you have when you are faced with something wonderful and often rather frightening.
19. When someone _____ their husband or wife, their marriage is legally ended.
20. If someone is _____ with a feeling, they are experiencing it very strongly and show this in their behavior.

After-Class Reading Passage II

21. If you think someone is _____ in doing something, you think that they have good reasons for doing it.
22. _____ is a feeling of great satisfaction when you win or achieve something.
23. If you _____ that something is true, you imagine that it is true, sometimes wrongly.
24. If you _____ a skill or habit, you learn it or develop it as you live your daily life or grow up.
25. A(n) _____ is a person who has been chosen to act on behalf of another person or a group of people.
26. If you are _____ to behave in a particular way, you often behave in that way.
27. _____ is great care which you take in order to avoid possible danger.
28. If companies _____ their product or work, they give a written promise that if it has any faults within a particular time it will be repaired or replaced free of charge.
29. If you _____ an event, situation or person, you try to find out all the facts about them.
30. Someone who is _____ does their job badly or does a particular thing badly.

Section 2 Lead-in

Part 1 Listening-in

Directions: Listen to the conversations and decide which is the best answer.

Conversation One

Questions 1 to 4 are based on the conversation you have just heard.

- | | |
|---------------------|------------------|
| 1. A) In Canada. | B) In Korea. |
| C) In America. | D) In China. |
| 2. A) 10 years old. | B) 20 years old. |

- C) 30 years old. D) 40 years old.
3. A) Waving hello to your teachers.
B) Bowing to your parents' friends when they visit your home.
C) Looking at your feet when listening to an elder.
D) Trying to be shy and silent when listening to elders.
4. A) It makes her confused all the time.
B) It makes her a richer person.
C) It's wonderful.
D) It makes no difference.

Conversation Two

Questions 5 to 7 are based on the conversation you have just heard.

5. A) Health. B) Neatness.
C) Honesty. D) A good sense of humor.
6. A) It's very natural. B) It's impossible.
C) It's disappointing. D) It's very thoughtful.
7. A) He thinks a perfect person will ruin the relationship.
B) He thinks it's impossible for a roommate to be perfect.
C) He expects his roommate to be perfect.
D) He hates his roommate to be perfect.

Part 2 Listen and Answer

Directions: Listen to the recording and answer the following questions.

1. Why does the speaker say that it isn't a fault to be shy?

2. What are the two ways suggested by psychologists for measuring shyness?

Part 3 Bridge the Cultural Gap

Directions: Listen to the recording and fill in the missing information.

In a general sense, the term personality refers to all the personal and moral characteristics that determine the way a person thinks, feels and acts in his or her social and personal relations. These traits include a vast (1) _____ of attitudes and attributes such as shyness, generosity, patience, flexibility, sadness, humor, cheerfulness, selfishness, (2) _____ and aggressiveness. Most people are a (3) _____ of positive and negative traits. Personality traits that are valued in one culture may be (4) _____ upon in another culture. Similarly, qualities that are (5) _____ in boys might be regarded as negative traits in girls.

In recent years, various studies have shown that health and personality are interrelated.

Negative attitudes can have negative effects on a person's health. In (6) _____ looking at the dark side of things, a pessimist can become discouraged to the point of feeling (7) _____. This passivity can, in turn, lead to destructive behavior such as drinking too much alcohol or becoming mean and bitter. (8) _____. They do not regard themselves as victims; instead, they feel that they have some control over their lives. (9) _____

_____. By visualizing themselves in a winning situation, athletes increase their chances of being successful. Similar approaches are being used with cancer patients. (10) _____. Optimism is associated with hope, and hope, at any stage in one's life, is always a mobilizing and energizing force.

Part 4 Get to Know the Background

Directions: Read the passage through carefully and select one word for each blank from the list of choices given in the word bank following the passage.

It is difficult to know exactly how much of our personality is inherited and how much is determined by parental and peer group influences. Is there a gene for shyness or stubbornness? Are we born compassionate or do we 1 certain attitudes from our parents, our grandparents, our friends and other role models? Most research 2 to suggest that our basic personality is inherited but that many 3 shape and mould our personality as we mature. If our personality were entirely a result of our genes, then it would be 4 impossible to alter undesirable traits or to strengthen our weaknesses.

Most lucid (理性的) individuals, at some point in their lives, realize that certain aspects of their personalities 5 drawbacks in their relationships with other people. A selfish person might discover that selfishness does not create 6 friendships. An ill-tempered or intolerant person might find 7 teamwork very difficult. A quiet shy person might find some work situations very stressful. Recognizing one's strengths and weaknesses is an important step in the process of personal development because this can boost one's self-confidence and 8 the desire to improve oneself. A person who is able to 9 his or her strong points and weak points — with the help of parents, friends, teachers or aptitude tests — is also better 10 to make career choices. Different jobs require different personalities. A person who is matched appropriately to the skills and attitudes required for a particular job is more likely to be successful.

- | | | |
|----------------|--------------|----------------|
| A) constitute | F) profound | K) equipped |
| B) guarantees | G) acquire | L) cooperative |
| C) eventually | H) lasting | M) evaluate |
| D) compliments | I) justified | N) tends |
| E) motivate | J) virtually | O) factors |

Section 3 In-Class Reading Passage

The Misery of Shyness

Part 1 Structural Information

- Para. 1 (Introduction) Shyness is the cause of _____ for a great many people.
 Para. 2~3 Reasons why shyness can have a _____ effect.
 Para. 4~15 Ways of _____ shyness.
 Para. 16 (Conclusion) The better we _____, the easier it becomes to _____.

Part 2 Content Information

- What are the characteristics of shy people? (Para. 1)

- Why is shyness a negative feeling according to Paragraph 1? (Para. 1)

- How can we tell whether a person has high or low self-concept? Why? (Para. 2)

- Our behaviors are usually affected by other people's opinions. Why are there some people who always act with confidence, without being affected by what others think they "should" do? (Para. 2)

- Why are shy people easily influenced by others? (Para. 3)

- Does other people's praise always please shy people? Why? (Para. 3)

- How can we eliminate or reduce shyness? (Para. 4)

- Why is it important for people to accept their weaknesses as well as their strengths? (Para. 4)

