

第三版
THIRD
EDITION

NEW COLLEGE ENGLISH

新编大学英语

浙江大学 编著

3

综合教程 教师用书

AN INTEGRATED COURSE TEACHER'S BOOK



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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主 编：应惠兰

编 者：丁展平 方富民 顾 晔 何莲珍

蒋景阳 李 航 熊海虹 袁 靖（按姓氏拼音排序）

审 稿：邵永真 Don Huffman（美）

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前言

《新编大学英语》（第一版）首次将“以学生为中心”的主题教学模式引入大学英语课堂，自1999年出版以来，在全国范围内广泛使用，受到普遍好评。

2004年，我们以教育部大学英语教学改革精神为指导，依据新的社会需求与高校的教学发展，开发了《新编大学英语》（第二版），完善了教材结构，充实了教材内容，实现了教材的立体化建设。

随着时代的进步与社会的发展，以及外语教学理论的不断更新与高校教学改革的不断深入，我们在前两版教材的基础上又一次对教材进行了全面的修订和完善，开发了《新编大学英语》（第三版），以满足新形势下大学英语教学的需要以及新时期国家人才培养的需求。

教材特色

《新编大学英语》（第三版）延续前两版的特色与优势，在总体框架基本不变的情况下，从语言材料的筛选、级别的设置、练习和活动的设计等方面进行完善，更体现时代性，更贴近当前大学英语教学情况，更突出对思维能力及文化交流与传播能力的培养。

教学理念突出，特点鲜明：继续采用“以学生为中心”的主题教学模式，并随着教学的发展不断丰富和创新这一理念：

- 关注学生的学习信念、条件、兴趣和策略，强调教与学的互动性以及课堂教学与自主学习的结合。
- 提倡接近真实语境、贴近学生学习生活的语言教学，使学生能充分参与语言学习。
- 实现各分册相应单元围绕同一主题，彼此呼应，相辅相成，从不同侧面展开语言训练及实践，培养语言综合应用能力。

选篇语言精良，内涵丰富：选篇主题广泛，题材丰富，语言规范，兼具时代特色与人文内涵，引导学生观察世界，深入思考，寓文化素养的熏陶于语言能力训练之中，帮助学生提高双向的文化理解与沟通能力。

活动设计灵活，启发思考：结合主题与课文，设计符合学生兴趣特点及知识情感的练习与活动，形式灵活，趣味性强，激发学生的智慧与参与精神，实现从语言知识到语言能力的转化。

难易设置合理，循序渐进：调整后的教材级别与难易度更加符合目前大学英语教学的实际情况，选篇与练习整体难易适度，循序渐进。

提供立体化的教学资源：同步提供课本、光盘、网络课程等学习资源，为学生创造个性化、自主化的学习环境，为教师提供全面便捷的教学资源与教学管理平台。

教材体系

《新编大学英语》(第三版)针对大学英语“一般要求”进行设计,包含1—4级,供两个学年使用。每一级别由以下分册构成:《综合教程》(配教师用书)、《视听说教程》(配教师用书)和《快速阅读》。与教材配套的还有学习光盘、教学光盘、网络教学管理平台、配套测试题等教学资源,全面辅助学生自学及教师教学。

教材	级别	配套资源			
综合教程	1—4级	教师用书	MP3光盘	助教课件	配套测试题 网络教学 管理平台
视听说教程	1—4级	教师用书	DVD-ROM光盘		
快速阅读	1—4级				

分册介绍

《综合教程》

围绕与校园、社会生活相关的主题,选取思想性强、语言精良的文章,展开读、写、说、译技能的综合训练,注重教学双方的互动性,强调语言技能的融会贯通以及语言应用能力与文化素养的综合培养。

每册10个单元,每单元分为四个板块:

Preparation: 形式多样的课前活动,便于教师展开课堂教学,激发学生学习兴趣。

Reading-Centered Activities: 围绕主题提供两篇不同角度的阅读文章,配有详细的词汇释义、丰富的例句及多样的读、写、说、译练习。

Further Development: 巩固词汇及语法等相关知识,并通过丰富多样的扩展活动帮助学生学以致用,提高语言综合应用能力,拓宽视野,提高能力。

Translation and Writing: 包含翻译技巧讲解、翻译实践和写作三个部分,互为补充,相辅相成。

《综合教程教师用书》

针对单元话题提供相关文化背景的介绍,帮助教师拓宽教学内容。就文章的语言、词汇难点进行详细讲解,为学生扫清阅读障碍。提供客观题的全部答案以及课内和课外阅读文章的参考译文。针对主观题及作文提供不同视角的参考答案,便于教师开阔学生思路、展开课堂活动。此外,书中还提供了额外的课堂活动,供教师根据教学对象选择使用。附录中的作文评分原则和方法便于教师进行作文教学和评估。

《视听说教程》

通过鲜活生动的原版视频、专门拍摄的录像短剧、内容丰富的听力材料以及多层次的口语活动,从不同角度帮助学生提高听说技能,培养交际能力。

每册10个单元,每单元分为四个板块:

Listening, Understanding and Speaking: 提供结合主题的听力练习,训练听力技能,并展开相关口语活动。

Viewing, Understanding and Speaking: 围绕录像短剧展开听说训练, 培养学生有效理解、捕捉重要信息点、进行有效得体交流的能力。

Video Appreciation and Singing for Fun: 通过形式多样、内容生动的原版视频为学生提供真实的语境和鲜活的语言, 并展开相应的听说活动。相关主题的英文歌曲帮助活跃课堂气氛, 展现英语魅力。

Further Speaking and Listening: 综合性的口语活动着重培养学生积极思考、表达观点的语言应用能力; 扩展性听力训练为学生自主学习提供更多资源。

《视听说教程教师用书》

提供全部听力、视频材料的脚本和练习答案。针对口语活动提供不同角度的参考答案。补充词汇注释和例句, 供教师选择使用。此外, 对各类课堂活动提供有针对性的教学建议和指导, 辅助教师更好地展开课堂活动, 发挥教材特色。

《快速阅读》

通过有针对性的系统训练, 帮助学生掌握重要阅读技能, 培养良好阅读习惯, 提高阅读效率。

每册分为两大部分:

快速阅读常用技能: 系统介绍快速阅读九项常用技能, 内容深入浅出, 易于掌握。

快速阅读综合技能训练:

- 选篇主题与主教材呼应, 在题材、长度、难易递进方面充分体现快速阅读的特点。
- 练习形式丰富多样, 既注重寻读、略读、猜词悟意、写摘要等快速阅读基本技能训练, 又与大学英语四、六级考试快速阅读题型相结合。

《新编大学英语》网络教学管理平台

《新编大学英语》网络教学管理平台集教学资源、测试资源以及教学管理等功能于一体, 提供自主学习、教学管理、教学资源、评估测试、服务支持等板块, 功能完善, 操作方便, 充分体现交互式、个性化、自主化学习的理念。

网络教学管理平台为学生提供与教材主题紧密相关的自主学习内容及经典电影片段、英文歌曲、阅读素材等丰富的拓展资源, 并为学生提供在线自主学习提供各种学习工具, 充分发挥在线课程交互式、自主化的优势, 使英语学习成为个性化的愉悦体验。

同时, 网络教学管理平台为教师提供全面便捷的教学管理功能, 方便教师对学生的学习进程进行设置、监督, 并对学习成果进行有效评估。教师还可借助平台与学生进行交流答疑, 在线布置与批改作业等。

编写团队

《新编大学英语》(第三版)系列教程由应惠兰任总主编。

本册主编: 应惠兰。编者: 丁展平、方富民、顾晔、何莲珍、蒋景阳、李航、熊海虹、袁靖(按姓氏拼音排序)。审稿: 邵永真, Don Huffman(美)。参加本册编写工作的还有: 傅莹、傅政、黄小扬、李敏、马以容、庞继贤、邵永真、王元春、闻人行、徐慧芳、杨敏、应惠兰、章红新、周颂波、周星(按姓氏拼音排序)。

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Useful 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 variety of attitudes and attributes such as shyness, generosity, patience, flexibility, sadness, humor, cheerfulness, selfishness, independence and aggressiveness. Most people are a mix of positive and negative traits. Personality traits that are valued in one culture may be frowned upon in another.

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, for example? Are we born compassionate or do we acquire certain attributes from our parents, our grandparents, our friends and other role models? Most research suggests that our basic personality is inherited but that many factors shape and mould our personality as we mature. If our personality were entirely a result of our genes, then it would be virtually impossible to alter undesirable personality traits.

Most individuals, at some point in their lives, realize that certain aspects of their personalities constitute drawbacks in their relationships with other people. A selfish person might discover that selfishness does not create lasting friendships. An ill-tempered or intolerant person might find cooperative teamwork very difficult. A 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 bolster self-confidence and motivate the desire to improve oneself. A person who is able to evaluate his or her strong points and weak points—with the help of parents, friends, teachers or aptitude tests—is also better equipped to make wise career choices. Different jobs require different personalities. A person who has the skills and attitudes required for a particular job is more likely to be effective and successful.

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 constantly looking at the dark side of things, a pessimist can become discouraged to the point of feeling helpless. This passivity can, in turn, lead to destructive behavior such as drinking too much alcohol or becoming mean and bitter. Optimists, on the other hand, attempt to make the best of a situation. Rather than regarding themselves as victims, they feel that they have control over their lives.

The power of positive thinking has been used by sports psychologists for many years to help athletes control their nerves and build up their self-confidence. By visualizing themselves in a winning

situation, athletes increase their chances of winning. Similar approaches are being used for treating patients. While optimism or positive thinking cannot actually cure a disease, it appears to contribute to well-being and to keep the disease at bay. Optimism is associated with hope, and hope, at any stage in one's life, is always a mobilizing and energizing force.

PART 1 Preparation

1 Describing-Guessing Game

Teaching tips

Before class, the teacher prepares a paper hat and personality-related adjectives with each written on a post-it. The number of adjectives should be no less than the number of pairs in the class.

Adjectives for the teacher to choose from:

acute	adventurous	aggressive	alert	ambitious
boastful	bossy	brave	calm	careful
cautious	considerate	cooperative	courteous	creative
critical	cruel	curious	dedicated	diligent
diplomatic	easy-going	efficient	elegant	eloquent
emotional	energetic	enthusiastic	expressive	extroverted
flexible	forgiving	frank	friendly	fussy
generous	gentle	good-tempered	hard-working	honest
humorous	impartial	independent	intelligent	introverted
irresponsible	jealous	kind	knowledgeable	lazy
loving	loyal	matter-of-fact	modest	moody
open-minded	optimistic	outgoing	passionate	patient
persuasive	quick-minded	reasonable	reliable	rigid
risky	self-confident	selfish	sensitive	sentimental
serious	shy	sincere	sociable	strong
stubborn	sympathetic	talkative	thoughtful	timid
tolerant	truthful	unselfish	warm-hearted	

Learning English doesn't have to be a dreary undertaking. There are many activities that activate language production skills and are fun for students of any age. Some activities involve competition and others cooperation. Anything that gets students speaking and using the new words or expressions they have learned is worthwhile trying.

This activity involves speaking, listening, guessing, cooperation and competition.

Cooperation takes place between the two people in a pair as well as in the big group. In order to make themselves understood, they will have to try to speak louder and in a clearer voice. The one who guesses will have to make wild guesses when the clues are insufficient. In this case, they are not forced to speak. They strongly desire to speak more to provide the necessary information

Competition takes place between the two big groups. There is no doubt that in most cases students are motivated to compete, whether for points, honor, or small prizes. While competing, students usually show more enthusiasm and initiative in the activity because they want their own group to win.

2 Personality and Job

3 Personality Test

Example: Mr. L a z y does not like working.

- ## Personality

- 4 Mr. Ad_____ous likes to go to wild and unexplored places and do risky things.
- 5 It is hard to upset Mr. C_____m.
- 6 Mr. Ag_____ve is always ready for a fight.
- 7 Miss C_____al enjoys finding fault with things.
- 8 Mr. E_____ic works 14 hours a day, plays tennis and goes jogging.
- 9 Miss Se_____h won't share her own things with anyone, and always thinks about herself.
- 10 Miss Am_____us wants to be good, better, and the best.
- 11 Mr. Self-c_____t knows he is good, and believes he can do things well.
- 12 Mr. E_____ing does not get angry or upset easily for small things and gets along with others well.
- 13 Miss Tr_____ful never tells any lies.
- 14 Mr. Out_____g likes meeting people and is sociable.
- 15 My name is Mr. F_____k. I do not like your make-up.
- 16 Mr. S_____ve understands other people's feelings and problems. But he is also easily hurt or upset.
- 17 Mr. B_____y is always telling others what to do.
- 18 Miss P_____t never gets annoyed when doing something that takes a long time.
- 19 Mr. T_____ve speaks too much on any occasion.
- 20 Mr. P_____ve is likely to persuade others to believe or do a particular thing.
- 21 Miss Sy_____ic is kind to those people suffering misfortune.
- 22 Miss E_____al shows her feelings very openly.

Key

- | | | | |
|----------------|--------------|-------------------|---------------|
| 1 Gentle | 2 Dedicated | 3 Considerate | 4 Adventurous |
| 5 Calm | 6 Aggressive | 7 Critical | 8 Energetic |
| 9 Selfish | 10 Ambitious | 11 Self-confident | 12 Easy-going |
| 13 Truthful | 14 Outgoing | 15 Frank | 16 Sensitive |
| 17 Bossy | 18 Patient | 19 Talkative | 20 Persuasive |
| 21 Sympathetic | 22 Emotional | | |

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

1 Sample

- 1 There are many factors that contribute to shyness. Some of them are low self-esteem, lack of self-confidence, limited social activities, and lack of education. Some people, I think, are born shy. It's a trait inherited from their parents. I still remember when I was a little girl, I was

extremely shy. I was brought up in the country, and there weren't many social activities for me to take part in. There were very few chances for me to meet or communicate with different sorts of people. What's more, I believed that I was ugly. So I seldom talked to people. Even when I was spoken to, I was reluctant to respond. My face would flush immediately. But after I entered college, I gained more self-confidence. I came to realize that appearance is only skin-deep. What's more important is one's knowledge, one's personal qualities, one's character, and one's good virtues.

- 2 Everyone feels shy sometimes. But being too shy can limit many aspects of one's life. There are several ways to overcome shyness. First we should remember that nobody can be perfect, so there's no reason to feel discouraged if we have some shortcomings. On the contrary, we should know our strengths and emphasize our good aspects to build our self-confidence. We need not focus on our weaknesses because we can improve ourselves, for example, by studying hard and reading widely to enrich our knowledge. Try to make more friends, and encourage ourselves to get involved in more activities in school. We can also observe friends or even strangers who aren't shy to learn from them personally. We should not take other people's comments too seriously, but trust ourselves. We should feel positive about ourselves and enjoy our experiences.

Passage Reading

Words, Phrases and Grammatical Points

1 All kinds of people describe themselves as shy... (Lines 2-3, Para. 1)

和 describe... as 类似的词组有: accept... as, interpret... as, regard... as, view... as, look on... as, consider... as, take... as, perceive... as, label... as, see... as。as 后面可以接名词、动名词、形容词。

- e.g. I) He did not accept this reply as valid.
II) Would you describe yourself as a hard worker?
III) You should not interpret the silence as a refusal.
IV) Many conservatives disapprove of the tax, regarding it as unfair.
V) She is viewed as a strong candidate for the job.
VI) We look on her as a daughter.
VII) Do you consider him (as) a friend or a colleague?
VIII) She took what he said as a compliment.
IX) Stress is widely perceived as contributing to heart disease.
X) If you spend any time in prison you will be labeled as a criminal for the rest of your life.
XI) This was seen as an attempt to fool the voters.

2 confirm (Line 5, Para. 3) 证实, 肯定, 进一步确定

- e.g. I) New evidence has confirmed the first witness' story.
II) Her remarks confirmed me in my opinion that she was a very gentle young lady.

比较: conform, affirm

conform: 遵照, 遵守; 服从

- e.g. I) You must either conform to the rules or leave the school.
II) This piece of equipment does not conform to the official safety standards.

affirm: 断言, 声明

e.g. I) He affirmed that he was innocent.

II) She affirmed that she was telling the truth.

3 compliment (Line 7, Para. 3) 赞美的话, 恭维的话

e.g. I) She paid me a very charming compliment on my paintings.

II) She accepted his compliments about her dress with a smile.

在表示“问候, 祝福”等意时, compliment用复数形式。

e.g. With the compliments of the season. 谨致节日的祝贺。(西方人在圣诞和新年时的贺词。)

4 eliminate (Line 1, Para. 4), reduce (Line 2, Para. 4), diminish (Line 3, Para. 6)

“Eliminate” means to “remove or get rid of completely”. “Reduce” means to “make less in size, amount, price, degree, etc.”. Both “eliminate” and “reduce” are transitive verbs. They have to be followed by an object. “Diminish” is to “(cause to) become less in size or importance”. It can be used either as a transitive verb or an intransitive verb.

e.g. I) We can't eliminate the use of paper, but we can certainly reduce the amount of paper we waste.

II) I don't expect students to eliminate all of their grammar mistakes, but they should make an effort to reduce the number of careless mistakes.

III) I reduced my weight by going on a diet.

IV) I don't want to diminish her achievements, but she did have a lot of help.

V) The threat of nuclear war has diminished.

5 expectation (Line 11, Para. 4)

和expectation有关的词组有: in expectation of (预计会有……), against / contrary to all expectations (出乎意料地), beyond all expectations (出乎意料地/的), live up to expectations (达到期望)

e.g. I) She took an umbrella with her in expectation of rain.

II) Contrary to all expectations, she was accepted by the academy.

III) The plan has succeeded beyond our expectations.

IV) We usually enjoy his films, but the latest one didn't live up to our expectations.

6 associate (Line 1, Para. 13)

v.

1 spend time with sb. 结交, 交往

e.g. I) I don't like you to associate with such people.

II) While she was in Paris, she associated with many well-known artists.

2 join or connect (different people, things or ideas) together 把……联系在一起

e.g. I) Why do men associate enjoying themselves with getting drunk?

II) You wouldn't normally associate these two writers—their styles are completely different.

n. sb. you work with, do business with or spend a lot of time with 同事, 合伙人, 伙伴

e.g. I) Tina's party was very boring—it was full of her business associates.

II) So why do so many of his own White House associates speak of him in tones of regret?

adj. of a lower rank 副的

e.g. I) He is an associate professor in the Biology Department.

II) He has recently been appointed Associate Director of the Royal National Theatre.

羞怯的痛苦

1 对许多人来说，羞怯是很多不愉快的起因。各种各样的人——矮的、高的、愚笨的、聪明的、年轻的、年老的、瘦的、胖的——都说自己羞怯。羞怯的人会焦虑不安，感到不自然；也就是说，他们过分地关注自己的外表和举止。脑海中不断地盘旋着一些使自己不安的想法：我给人留下的是什么印象？他们喜欢我吗？我讲话是不是傻里傻气？我长得难看。我穿的衣服毫不引人注目。

2 很显然这种不安的感觉会对人们产生不利的影响。一个人的自我看法反映在自己的行为方式之中，而一个人的行为方式又会影响他人的反应。通常，人们如何看待自己对他们生活的各个方面都会产生深刻的影响。例如，具有积极的自我价值观或很强的自尊心的人往往表现出自信。由于自信，他们不需要他人不断地称赞和鼓励，也能使自己感觉良好。自信的人热情地、自发地投入生活。他们不因别人认为他们“该”做什么而受到影响。有很强自尊心的人不会被批评所伤害，不会把批评看作是人身攻击。相反，他们认为批评是一种提醒他们改进的建议。

3 相比之下，羞怯的人自尊心较弱，往往消极被动并且容易受他人影响。他们需要别人确认他们是否在做“该做的事情”。害羞的人对批评非常敏感；他们觉得批评正好证实了他们比别人差。他们也很难因别人的赞美而高兴，因为他们相信自己不值得称赞。羞怯的人也许会用这样的话来回答别人的赞美之词：“你这么说只是为了让我感觉好一些。我知道这不是真的。”显然，尽管自我意识是一种健康的品质，过强的自我意识却是不利的、有害的。

4 能否彻底消除或者至少减轻羞怯感呢？幸运的是，人们能够通过坚持不懈的努力建立自信，从而克服羞怯。由于羞怯和缺少自尊是密切相关的，因此正视自己的弱点和正视自己的优点一样重要。例如，大多数人希望每门功课都得A。如果仅仅因为在某些领域学习有困难，就把自己列为差生，这就不恰当。人们对自己的期望必须现实。老是想那些不可能的事情会令自己觉得无能，甚至产生嫉妒。当我们嫉妒比自己成绩好的学生时，我们是在自我毁灭。

5 如果你害羞，这里有些具体有效的措施帮助你树立信心并克服羞怯感：

- 6 1. 认清自己的优缺点。每个人都既有优点又有缺点。随着对自我的不断认同，羞怯感就会自然减弱。
- 7 2. 确定合理的目标。例如，在聚会时和一群陌生人在一起，你也许会怯场。不要以为你必须和每个人交谈。集中精力，仅和一两个人交谈，你会感到更自在些。
- 8 3. 内疚和羞耻感是消极的情感。不要把时间和精力浪费在这上头。假设你伤害了某人的感情，光感到羞愧是无济于事的。相反，应该承认你犯了个错误，决心在将来更加善解人意。
- 9 4. 所有问题都有多种解决办法。很少有完全正确或完全错误的意见。要敢于表达自己的观点。
- 10 5. 不要对自己做消极的评论。这是一种自我否定。千万别把自己描述为愚蠢的、丑陋的，或者一个失败者。注重自己积极的方面。
- 11 6. 接受批评时要缜密思考。不要把批评理解为人身攻击。例如，如果一位朋友抱怨你的烹饪技术，要把这当成对你的烹饪技术而不是对你本人的评价。放心，你们还是好朋友，但你的烹饪技术也许确实有待改进。
- 12 7. 记住，每个人都会经历一些失败和挫折。把它们当作长见识的经历，会从中受益。挫折往往会成为转机，随之而来的将是一段美妙的经历。例如，你可能被中意的大学拒之门外。然而，在你就读的大学里，你可能发现这里教育的某一特点比你料想的好得多。

- 13 8. 有些人会使你感到自己无能, 不要和这种人交往。想办法改变他们的态度或者改变你对自己的态度, 要不就脱离这种关系。伤害你的人并不关心你的最大利益。
- 14 9. 留出时间休息, 享受自己的业余爱好, 并定期重新审定自己的目标。为此所花费的时间有助于更好地了解你自己。
- 15 10. 多在社交场合中锻炼。不要把自己同他人隔离开来。设法一次结识一位朋友; 最终你将能娴熟而自信地在众人中周旋。
- 16 我们每个人都是独一无二、难能可贵的个体。我们自有吸引人的地方。我们对自己了解得越多, 就越容易充分发挥自己的潜力。不要让羞怯成为阻碍我们拥有丰富和成功生活的绊脚石。

Exercises

Post-Reading

Reading Comprehension

- 1 1 Introduction: (Para. 1)
Shyness is the cause of much unhappiness for a great many people.
- 2 Reasons why shyness can have a negative effect: (Paras. 2-3)
People's self-concept has a profound effect on all areas of their lives.
People with high self-esteem usually act with confidence.
People with low self-esteem are likely to be passive and easily influenced by others.
- 3 Ways of overcoming shyness: (Paras. 4-15)
A Recognize your personal strengths and weaknesses.
B Set reasonable goals.
C Don't waste time and energy on destructive feelings such as guilt and shame.
D Don't be afraid to speak up and give your point of view.
E Don't make negative comments about yourself.
F Accept criticism thoughtfully.
G Profit from failures and disappointments by viewing them as learning experiences.
H Don't associate with people who make you feel inadequate.
I Set aside time to relax, enjoy hobbies, and reevaluate your goals regularly.
J Practice being in social situations.
- 4 Conclusion: (Para. 16)
The better we understand ourselves, the easier it becomes to live up to our full potential.

2 1 F 2 T 3 T 4 T 5 F 6 T 7 F 8 F

3 Sample

- 1 I think the most effective ways of overcoming shyness are the first and seventh steps. Recognizing our personal strengths and weaknesses is useful because if we know ourselves better, we can feel more self-confident. We can be more objective instead of being blind. The seventh step is to profit from failures and disappointments as learning experiences. If we allow ourselves to get discouraged and sad when we fail, then we will feel more unsure of ourselves.

But if we think of a failure as a learning experience, we are adopting a positive attitude. By analyzing objectively why we failed and planning how to set about doing things differently we will be more likely to succeed next time.

- 2 Modesty is used to describe a reserved appraisal of one's merits, abilities or success. The opposite of modesty is arrogance or boastfulness. Modest people don't want to talk about their abilities or achievements. Modest people know their strengths and their worth, but choose to downplay their greatness and be humble. So modesty is the result of confidence. Shyness is used to describe the uncomfortable feeling one has in the company of others. It often implies a lack of self-confidence and a timid, reserved manner. Modesty is a good personality trait while shyness in many cases is undesirable.
- 3 Being shy isn't necessarily a bad thing. It is appropriate and normal to be shy in some circumstances, for example, in the presence of teachers, your boss, your parents' friends or your prospective in-laws; when you are dating someone, especially the first time; when you are with strangers; when you are in a new environment; when you're facing a large audience. In fact, it can even be helpful to be a little shy. When you are shy and keep silent, you may spend a little time observing the surroundings and people around before jumping right into the new situation.

Vocabulary

- 1 "Self-" is a prefix which means "of, to or by oneself or itself". Words with the prefix "self-" appearing in the text: self-conscious, self-concept, self-assurance, self-worth, self-confidence, self-esteem, self-destructive, self-awareness, self-acceptance, self-rejection, self-confident.

- 1 self-conscious (worried and embarrassed about what you look like or what other people think of you)
- 2 self-confidence (belief in one's own ability, power, judgment, etc.; confidence in oneself)
- 3 self-esteem (the feeling that you are someone who deserves to be liked, respected, or admired)
- 4 self-destructive (with thoughts or actions that are counter to one's own best interests)
- 5 self-worth (the value you give to your life and achievements)
- 6 self-concept (one's conception or general idea of one's own basic character and nature)
- 7 Self-awareness (realistic knowledge and judgment about oneself)
- 8 self-assurance / self-confidence (the belief that you are able to deal with people or problems easily)

2 Section A

- 1 G 2 I 3 A 4 F 5 C 6 D 7 J 8 B 9 E 10 H

Section B

- | | | | | |
|------------|---------------|---------------|--------------|---------------|
| 1 profound | 2 jealousy | 3 overcome | 4 eventually | 5 compliments |
| 6 diminish | 7 reassurance | 8 detrimental | 9 isolated | 10 accented |
- 3 1 reflected 2 concerned / worried 3 profound effect / influence 4 viewed / regarded
 - 5 sensitive 6 respond / react 7 eliminated 8 overcome my fear
 - 9 concentrate on 10 made no comment

Translation

- 1 Shyness can vary from feeling mild discomfort to high levels of anxiety that impact us in almost everything we do.
- 2 Despite his stubbornness, he knew in his heart that he should avoid arousing any suspicions.
- 3 It will be interpreted as criticism no matter what you say.
- 4 Let's not allow ourselves to be upset by trifles (which) we should ignore and forget.
- 5 Too much time spent dwelling on the past can get in the way of enjoying life as it happens.
- 6 People who believe they can accomplish goals and solve problems are more likely to do well in school.

After-Class Reading

参考译文

看待生活的两种方式

你的生活态度是你个人人生观的深刻体现。让我们更仔细地看一下两者的关系。你是个悲观主义者，还是个乐观主义者？你看待生活的方式确实影响着你的生活态度，你清楚吗？请记住：改变了你的人生观，就改变了你的人生态度。

1 父亲低头看着婴儿床里睡得正熟的女儿，女儿出生没几天，刚从医院回家。她的漂亮和完美使他心中充满了敬畏和感激。

2 这时孩子睁开了眼睛，直直地向上方望着。

3 父亲叫她的名字，期待着她转头看他。她的眼睛却一动不动。

4 他拿起系在婴儿床围栏上的小绒毛玩具摇起来，玩具上的响铃发出叮叮当当的声音。孩子的眼睛还是一动不动。

5 他的心跳开始加速。他在卧室里找到了妻子并把刚刚发生的事告诉了她。“她似乎对声音毫无反应，”他说，“好像她根本听不到。”

6 “我敢肯定她一切正常，”妻子说着，一边披上晨衣。他们一起走进了婴儿的房间。

7 她叫着孩子的名字，把铃摇得叮当响，还拍手。随后她把孩子抱起来，这时孩子一下子变得活泼起来并发出开心的声音。

8 “天哪，”父亲说，“她是个聋子。”

9 “不，不会的，”母亲说，“我是说，现在这么说太早了。你看，她刚出生不久，视线还不能集中呢。”

10 “可是刚才你那么用力地拍手，她都没有一点反应。”

11 母亲从书架上拿了一本书。“让我们看看这本育儿书上怎么说，”她说道。她查到“听觉”栏，大声读道：“如果你的新生儿听到响声不吃惊，或者不会把头转向发出声音的方向，不必慌张。因为对声音的反应通常要过一段时间才会出现。你的儿科医生可以从神经系统方面对孩子的听觉进行测试。”

12 “瞧，”母亲说道，“这是不是让你感觉好多了？”

13 “没好多少，”父亲说，“书里甚至都没提还有另一种可能性，那就是孩子是聋子。我只知道我的宝贝什么也听不见。我有一种最可怕的预感。也许这是因为我的祖父就是聋子。如果我们漂亮的小宝贝真是聋子而且是我这一方的原因，我将永远无法原谅自己。”

14 “嗨，等等，”妻子说。“你太多虑了。星期一我们第一件要做的事就是给儿科大夫打电话。现在，高