



英语阅读与写作教程

总主编 余玲丽 本册主编 苗丽霞 朱音尔

第2册

ENGLISH
READING
AND WRITING COURSE BOOK



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浙江省十一五重点教材建设项目

英语阅读与写作教程

English Reading and Writing Course

第 2 册

Book 2

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·北京·

内 容 简 介

本书以“主题”为线索进行编排,含阅读篇、写作篇和拓展篇三个板块,每一板块既相互独立,又前后呼应,相辅相成;通过“读写结合、以读促写”,使学习者有内容可写、有范文可依,实现语言输入与输出的有机结合;作业设计主要采用“团队探究”的模式,重点设计以“小组”为单位的课外阅读、赏析和写作作业,培养学生积极主动的探索能力和团队合作精神。同时根据不同的教学内容和任务,制定详细的评价指标,指导学生学习活动的全过程,增强其自我监控能力。本书可作为高等学校英语专业本科一、二年级阅读与写作的教程使用。

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序

《英语阅读与写作教程》是一套英语阅读与写作系列教材,教材以教育部 2000 年颁发的《高等学校英语专业教学大纲》为指导方针,通过引进国内外先进的阅读与写作理论,将阅读与写作有机地结合起来。这套教程分一、二、三、四册,供高等学校英语专业本科一、二年级阅读课和写作课教学使用。每册有六个单元,使用一个学期,共计使用四个学期。

本教材以“主题”为线索进行编排,以便帮助学生在掌握一定的阅读技能和策略同时,拓宽人文学科知识和科技知识,提高人文素养,培养逻辑推导、批评鉴赏能力;通过“读写结合、以读促写”,使学习者有内容可写、有范文可依,帮助学生逐步掌握英语段落和各种文体的写作规律和方法,实现语言输入与输出的有机结合;作业设计主要采用“团队探究”的模式,重点设计以“小组”为单位的课外阅读、赏析和写作作业,培养学生积极主动探索能力和团队合作精神。根据不同的教学内容和任务,制定详细的评价指标,指导学生活动的全过程,同时使学生自我评价及同伴评价时有据可依,增强其自我监控能力。

《英语阅读与写作教程》每单元含阅读篇、写作篇和拓展篇三个板块,每一板块既相对独立,又前后呼应,相辅相成。

第一板块:阅读篇

该板块选用的阅读文章主题宽泛,包括历史、经济、社会、文化、体育、医药、传说、人物传记、科普常识等领域的文章,富有时代性、典型性和针对性特点。主题阅读为写作实践提供一定量的输入。阅读篇主要内容包括快速阅读、阅读方法、阅读练习、补充性阅读和阅读作业五个部分。快速阅读指导学生学会迅速、准确捕捉信息;阅读方法循序渐进地系统介绍各种阅读技能;第 1 册首先帮助学生了解段落大意、段落结构和段落支撑性细节,根据上下文和构词法等猜测词义。第 2 册重点培养学生把握略读、寻找、推测作者观点、得出结论、区分事实和观点等阅读技巧,增强阅读评析能力。第 3 册和第 4 册强调阅读策略的综合应用,其中第 3 册侧重培养学生对篇章内部逻辑推理、衔接和修辞等方面的理解能力,第 4 册针对议论文和图表作文等文体进行相应的阅读技能训练。阅读练习通过阅读文章,帮助学生了解、熟练掌握所学阅读策略;补充性阅读为两篇同主题的阅读文章,巩固和拓展阅读面;阅读作业主要布置课外团队探究作业和名著导读,进行课外延伸阅读。

第二板块: 写作篇

该板块目的是培养学生能用英语写出内容切题,结构严谨、条理清楚,用词恰当的文章。通过读写结合,以读促写,帮助学生掌握英语段落、篇章布局、记叙文、描写文、说明文、议论文和应用文的写作规律及特点。在以主题为中心的前提下,所有写作策略和实践逐一展开。写作篇包括快速写作、写作方法、以读促写、写作练习和作业等。快速写作为学生顺利进入写作状态做好必要的铺垫;写作方法主要介绍段落、篇章的写作步骤和方法;第1册主要帮助学生掌握段落类型,学会写作段落主题句、扩展句、结论句,能够运用多种方法开展段落写作。第2册重点教会学生谋篇布局,掌握文章写作的基本步骤,运用所学的段落写作知识完成文章开头段、中间段及结尾段的写作。第3册主要训练记叙文、描写文和说明文的写作。第4册着重训练议论文、图表作文和读书报告的写作。以读促写部分安排了体现本单元写作策略实际运用的同主题阅读材料,通过阅读和分析这些文章,学生可进一步掌握相应的写作策略,为写作实践提供很好的参考。写作练习和作业针对写作策略而设计,兼顾学生所关心的问题,贴近目前的形势,激发学生写作的积极性;同时设计相应的写作评价指标,以便学生和教师评价时参考。

第三板块: 拓展篇

该板块包括基础篇和应用篇。第1、2册侧重基础,涵盖标点的正确使用,措辞造句,文章统一性、连贯性、精确性和多样化等特点的实现等。第3、4册侧重应用,主要包括各种便条、通知、信函和履历等应用文的写作。

本套教材由宁波大学英语专业阅读与写作课程群老师负责编写,余玲丽担任系列教材总主编。第2册由苗丽霞、朱音尔和盛盈编写,其中第1单元由朱音尔编写,第5单元由苗丽霞编写,第6单元由盛盈编写,第2、3、4单元由三位编者合作完成。在编写过程中,我们参考了国内外大量的文献资料,得到了浙江省重点建设教材和宁波大学重点教材建设项目的支持,谨此一并致谢。

本套教材的编写者特就此机会向宁波大学赵敏娜副教授表示衷心的感谢。赵敏娜副教授为阅读与写作课程建设做了大量的前期工作,最终使本套教材能够顺利编写。

由于编者水平和经验有限,书中错漏之处在所难免,我们恳切希望国内专家、同行及本书使用者批评指正。

编著者

2012年2月

前言

本册为《英语阅读与写作教程》第2册,供英语专业一年级第二学期使用。本册共有六个单元,每个单元分三个板块,具体结构如下:

第一板块(Session A): 阅读板块

快速阅读(Fast Reading)是为课堂教学而设计,要求学生不作预习,快速阅读的篇章长度约为800词,可以将阅读和完成相关练习的时间限定为8至12分钟,指导学生迅速、准确捕捉信息。同时,由于篇章题材与本单元其他篇章相同,练习涉及本单元主要的阅读方法,快速阅读同时起到“热身”的作用。

阅读方法(Reading Strategy)介绍本单元阅读策略的基本概念和实践该策略的具体方法,并辅以实例。本册六个单元分别指导学生在阅读篇章时运用跳读和略读等快速阅读技巧寻找某些特定信息或把握篇章主要内容,运用预测和推理技巧深入理解篇章内容及其发展脉络,运用事实与意见辨别技能对篇章进行批判性阅读,运用阅读评估策略从内容、结构和语言三个层面对篇章进行综合评估。

阅读练习(Reading Practice)从快速阅读、细致阅读和批判性阅读三个层面来设计,帮助学生熟练掌握所学阅读策略,练习形式丰富,针对性强。阅读练习部分还包括形式多样的词汇练习,帮助学生通过阅读输入扩展词汇知识。本部分容量较大,建议教师提前布置学生预习。

补充性阅读(Supplementary Reading)是两篇同主题文章,内容是对相关题材的深化或补充,用于学生课外阅读。教师可以根据学生的程度,另行布置难度适宜的文章作为补充性阅读。

阅读作业(Reading Assignments)主要包括团队探究性阅读和名著阅读,目的在于帮助学生巩固和活用所学阅读技巧、拓宽学生的阅读面、通过个人阅读和团队交流培养学生思维能力和团队合作精神。

第二板块(Session B): 写作板块

快速写作(Quick Write)是一个与本单元的写作技巧相关的写作练习,要求学生在课堂上完成,时间大约为10分钟,快速写作为学生顺利进入该单元的写作技巧学习做好准备。

写作方法(Writing Strategy)介绍写作策略,包括该策略的基本概念和掌握该策略的具体方法。本册六个单元主要介绍了写作过程的主要步骤、篇章的基本结构、篇

章开篇段和结尾段的主要功能及常见类型。本部分引导学生训练的写作策略如下:运用头脑风暴等技巧进行写作前构思、运用篇章结构知识写作提纲、运用篇章开篇段知识写作主旨句和开篇段、运用篇章结尾段知识写作结尾段、基于写作目的构思写作内容并选择写作策略、从内容和语言等方面对写作内容进行修订。本部分还设计了针对性练习帮助学生进一步了解该策略,并为运用该策略进行写作做充分的铺垫。

以读促写(Reading for Writing)包括一个运用本单元策略写作的典型篇章和若干关于写作技巧的问题,旨在通过引导学生阅读和分析该篇章,进一步掌握相应的写作策略。

写作步骤(Writing Steps)将写作策略分解为具体的步骤,操作性强。

写作练习(Writing Practice)是写作步骤的具体运用,部分练习采用提纲式,便于学生组织思想。教师可以在课堂上分析练习的要求,布置学生在课后完成写作。练习后附有两个运用本单元策略写作的典型段落供学生参考。

写作作业(Writing Assignments)针对本单元的写作策略而设计,目的在于帮助学生巩固和活用所学的写作技巧。

第三板块(Session C):拓展板块

第1、2和3单元的拓展部分分别介绍了段落和篇章写作中的一致性、连贯性和简洁性原则,第4单元介绍通过运用句子写作技巧实现强调的各种写作策略,第5单元对实现写作多样性的各种策略进行了介绍,第6单元介绍了内容梗概的写作。本部分还设置了有针对性的练习,以帮助学生实践和巩固所学策略。

教师在指导学生完成教材中的练习之外,应注重让学生将所学技巧应用于作文实践中,对自己和同伴的作文作针对性的修改。

关于教学进度,建议使用本书的教师在六至八课时内完成一个单元的教学。

编著者
2012年2月

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Unit 1

Schooling

OBJECTIVES

- To locate specific information in speed reading.
- To develop awareness of the complete writing process.
- To develop strategies of prewriting.
- To achieve unity in a paragraph and an essay.

Session A Scanning

I. Fast Reading

Directions: *The passage in this section is meant to be read through quickly. Do not preview.*

The Myth of the Math Gender Gap

A new report by researchers at University of Wisconsin and University of California, Berkeley, aims to overturn the long-held belief that girls aren't as good at math as boys. According to new data, the researchers say, that gender gap has become a myth—a finding they hope will help shift the very real gender gap in math, science and technology professions, which are currently dominated by men.

Janet Hyde, a psychologist at University of Wisconsin, and her (all-female) collaborators culled data from federally mandated annual math tests administered to 7.2 million 2nd-through 11th-grade students in 10 states. They found little difference between boys' and girls' average math scores. Hyde also searched for a gender difference in the outlying scores—that is, whether more boys were among the top math scorers than girls—but again found negligible difference, although boys did still slightly outnumber girls in the 99th percentile.

The equalizing of math scores may reflect the simple fact that more female students are now taking math courses, says Hyde, whose study, funded by the Na-

tional Science Foundation, appears in the current issue of *Science*. In Hyde's earlier research in the 1990s, she found that girls and boys scored similarly on math tests in elementary school, but that by high school the boys were overtaking the girls. Why? Because somewhere along the way, girls stopped taking math and never learned the skills required to do well on standardized tests. Today, girls are increasingly sticking with math classes through school—according to the paper, girls and boys take advanced math in high school in equal numbers, and women receive nearly half of all bachelor degrees given in math in the U. S. —and their scores are closing the gap. But “the stereotype that boys are better at math is alive and strong,” Hyde says. “Parents still believe it, and teachers still believe it.”

That skewed view—and not some lack of aptitude—may be what keeps girls from pursuing math and science as a career. But Hyde notes that more and more girls are continuing to study math through high school and college, which points to the fact that female students are increasingly aware of the careers that are open to them. These students are making forward-looking decisions about what courses to take in high school, Hyde says, based in part on what they want to do next. The next step, she says, is attracting more women to the graduate and career levels in math. “Mathematics and science departments need to work on making graduate departments more women-friendly for not just the students but for the faculty as well,” says Hyde, by encouraging more women into their ranks where they can serve as role models for future generations of female students.

“What I am hoping is that as this cohort of girls, who are taking calculus in school, pass through the system, they will get more gender equity in the highest level research jobs in science and math,” she says.

Total words: 509

Total reading time: minutes seconds

(From <http://www.time.com/time/health/article/0,8599,1826399,00.html>)

Comprehension of the Text

Directions: *Each of the following questions or unfinished statements is with four suggested answers. Choose the one that you think is the best answer.*

- 1) The new report from University of Wisconsin and University of California, Berkeley intends to _____.
- A. overturn the belief of the math gender gap
- B. make readers believe that science and technology professions are currently dominated by men

- C. reveal that there is very real gender gap in math
D. disclose the reason why boys do better than girls in math
- 2) How many students were administered to the annual math tests where Janet and her collaborators selected data?
- A. 9.9 million.
B. 11 million.
C. 7.2 million.
D. 6.8 million.
- 3) What did Hyde find in her research in the 1990s?
- A. Girls did better than boys on math tests in elementary school.
B. Girls were overtaken by boys on math tests in high school.
C. Girls were not as good at math as boys in elementary school.
D. Girls and boys scored similarly on math tests in high school.
- 4) What is the skewed view that prevents girls from pursuing math and science as a career?
- A. Boys are better at math than girls.
B. More boys than girls take advanced math.
C. Girls are increasingly sticking with math classes.
D. Girls stop taking math in high school.
- 5) What is Hyde hoping?
- A. More girls will take advanced math in high school than boys.
B. Girls will serve as role models for boys.
C. Mathematics and science departments will be stricter with girls.
D. Girls will get more gender equity while pursuing science and math as a career.

II. Scanning

1. Basic Ideas

- Scanning is necessary and useful for efficient reading.
- Scanning is reading quickly to locate specific information.
- When you scan, you search for specific numbers, words, facts, information, and ideas, and look for answers to specific questions.
- Scanning can make you become fast, flexible and independent readers and is also helpful in training you to tailor your reading speed according to your purpose.

2. Reading Tips

- Decide exactly what information you are looking for and what form it is likely to

take.

- Next, decide where you need to look to find the information.
- Move your eyes quickly down the page until you find what you want. Read to get the information.
- When you find what you need, you usually stop reading.

Example

Directions: *Read the following statements, mark*

Y (for YES) *if the statement agrees with the information given in the text;*

N (for NO) *if the statement contradicts the information given in the text.*

- _____ 1) When you skim, you read every word.
_____ 2) The purpose of skimming is to get a general idea.
_____ 3) When we are scanning, we move our eyes quickly to find specific details we need.

Skimming is when you “browse” online, or glance randomly through a book. It has great importance in learning and is emphasized as a strategy in speed reading particularly for exam taking. The purpose of skimming is to get an “overview” not the specific details of the material. We use it to decide if the book, article or report is worth our time, and has anything new and worthwhile to tell us. Why waste time if it is a rehash of stuff we already know?

Scanning originally meant to read in a cursory or hasty way—to glance at. Its origins are Latin, meaning to climb. Today scanning means to see and reproduce every thing it sees; an optical scanner is fast but it does not miss anything. An MRI (magnetic resonance imaging) produces an exact version of what it examines. When we “scan” in speed reading we read each and every word, punctuation mark and symbol on the page. We move our eyes quickly over the page to find particular words or phrases that are relevant to the task you’re doing.

Suggested answer:

- 1) N 2) Y 3) Y

III. Reading Practice

1. Paragraph Reading

Paragraph 1

Directions: *Read the statements, mark*

Y (for YES) *if the statement agrees with the information given in the text;*

N (for NO) *if the statement contradicts the information given in the text.*

Student athletes in brown and gold uniforms filled their water coolers with more than \$19,000 in donations last weekend by standing on street corners here to ask friends, neighbors and strangers alike to help revive the school district's \$1.1 million athletic program, which was eliminated last month in budget cuts. On Long Island, a group of parents started a charitable corporation, Wantagh S O S (Save Our Students), to collect money for nearly 100 sports teams and extracurricular clubs that were dropped from the school district's budget last month. The group has raised more than \$334,000, about half of its goal, through dinner parties, car washes, a lacrosse tournament and a walk-a-thon at Jones Beach. And come fall, middle school students in Dearborn, Mich., will have to settle for fewer games after every team's season was cut by a quarter, or about two weeks, to save \$130,000 annually on busing and coaching. The district trimmed the schedules after students and parents opposed its plan to replace the sports teams with an intramural program, in which students would not have competed against other schools.

- _____ 1) The school district's \$19,000 million athletic program was eliminated last month in budget cuts.
- _____ 2) Last month the school district dropped about 100 sports teams and extracurricular clubs from its budget.
- _____ 3) Wantagh S O S has reached her goal of raising \$334,000 through various means, such as car washes, and a walk-a-thon.
- _____ 4) The district finally agreed that sports teams would have fewer games to compete against other school rather than be replaced by an intramural program.

Paragraph 2

Directions: Scan the paragraph. Complete the statements based on the given information.

Books are not Nadia Konyk's thing. Her mother, hoping to entice her, brings them home from the library, but Nadia rarely shows an interest. Instead, like so many other teenagers, Nadia, 15, is addicted to the Internet. She regularly spends at least six hours a day in front of the computer here in this suburb southwest of Cleveland. A slender, chatty blonde who wears black-framed plastic glasses, Nadia checks her e-mail and peruses myyearbook.com, a social networking site, reading messages or posting updates on her mood. She searches for music videos on YouTube and logs onto Gaia Online, a role-playing site where members fashion alternate

identities as cutesy cartoon characters. But she spends most of her time on quizilla.com or fanfiction.net, reading and commenting on stories written by other users and based on books, television shows or movies. Her mother, Deborah Konyk, would prefer that Nadia, who gets A's and B's at school, read books for a change. But at this point, Ms. Konyk said, "I'm just pleased that she reads something anymore."

- 1) Nadia often spends time on a social networking site—myyearbook.com, _____.
- 2) Nadia reads and comments on stories written by other users on _____.
- 3) YouTube is a site where Nadia _____.

Paragraph 3

Directions: *Read the questions first. Then scan the text to locate answers to the questions.*

Throughout Europe, institutions of higher learning had developed, bearing the ancient name of university. In Germany a different kind of university had developed. The German university was concerned primarily with creating and spreading knowledge, not morals. Between mid-century and the end of the 1800's, more than nine thousand young Americans, dissatisfied with their training at home, went to Germany for advanced study. Some of them returned to become presidents of venerable colleges—Harvard, Yale, Colombia—and transformed them into modern universities. The new presidents broke all ties with the churches and brought in a new kind of faculty. Professors were hired for their knowledge of a subject, not because they were of the proper faith and had a strong arm for disciplining students. The new principle was that a university was to create knowledge as well as pass it on, and this called for a faculty composed of teacher scholars. Drilling and learning by rote were replaced by the German method of lecturing, in which the professor's own research was presented in class. Graduate training leading to the PhD, an ancient German degree signifying the highest level of advanced scholarly attainment, was introduced. With the establishment of the seminar system, graduate students learned to question, analyze, and conduct their own research.

- 1) The word "this" in "*this* called for a faculty composed of teacher scholars" refers to which of the following?
 - A. Creating and passing on knowledge.
 - B. Drilling and learning by rote.
 - C. Disciplining students.
 - D. Developing moral principles.

- 2) According to the passage, what did the seminar system encourage students to do?
- A. To discuss moral issues.
 - B. To study the classics, rhetoric, and music.
 - C. To study overseas.
 - D. To work more independently.

2. Passage Reading

Passage 1

Helping Children Like Themselves

A major goal of parenthood, childcare, and education is to give children the chance to feel they are a “WOW.”

Self-worth or self-esteem is what children think of themselves or the way they view themselves. It takes quite a bit of growing up for children to begin to picture themselves as separate persons who are able to do and to think for themselves. The formation of the self-image begins very early. It results largely from relationships with adults close to the children, especially parents. When we cuddle babies, coo at them, and meet their needs, we’re saying to them, “You and your feelings and needs are important to me.”

A child must have self-esteem to feel secure and be ready to meet life with courage and vigor. The child who lacks self-esteem will be fearful of new experiences and new challenges.

Occasional uncertainty and self-doubt are natural for children—and adults as well. But when children chronically lack self-confidence, every occasion can become stressful. A negative self-image can be devastating to a child’s inner motivation and well-being.

Whether a child’s self-image is positive or negative may depend on you. Parents and caregivers supply many things to children, including the image that children have of themselves. We feed our children to nourish their bodies, provide moral and spiritual values to nourish their souls, and offer music and stories to enrich their lives. At the same time, whether we are conscious of it or not, we are imparting to our children feelings which they fit together to build their self-image.

We are all vulnerable to the damage that others can do to us, but children are especially vulnerable. At the same time, children are very susceptible to positive steps to build or restore their self-image.

Since self-esteem is so important to a child’s present and future happiness and achievement, we need to think about what we can do to make our children feel capa-

ble and worthy. Here are a few ways parents and caregivers can help young children feel good about themselves.

- **Give unconditional love.** Perhaps the most basic prescription for assuring a child's feeling of self-worth is a generous dose of love and tenderness. It's especially important to appreciate children for what they are, not just for what they do. Psychologists call this "unconditional positive regard"—total or nearly total acceptance of the child.
- **Help children to help themselves.** Another crucial factor in the development of self-esteem is the way you offer help to your children. A particularly revealing test is how you respond when a child asks, "Will you do it for me?" Above all, don't rush in and take over. Suggest ways your youngster might solve the problem himself.
- **Provide opportunities for success.** Although it's important to set high standards for children, don't overestimate their capabilities. Be sensitive to what they can and can't do. Then provide opportunities and offer activities that allow children to succeed as often as possible.
- **Show appreciation.** Remember that little children need to be encouraged, appreciated, listened to, and assured they're all right. Show true admiration for who they are. Let them know how happy you are they are part of your family. Why not say to a child, just as to an adult, "I enjoy being with you. It's fun."
- **Avoid comparisons.** In their eagerness to have their children excel and be a credit to them, sometimes parents make the mistake of measuring one child against another. This competitiveness can cause children to feel that they must be something they are not to win parents' approval. Keep in mind that children in the same family are often very unlike each other. Respect each child for his or her individuality and praise him or her for achievements.
- **Try not to embarrass or humiliate children.** Children's feelings are even more easily wounded than those of grownups. Young minds are stung by what they see as contempt or ridicule, by lack of consideration, by intrusion on their privacy. Even though children lack the words to register a protest, they may brood bitterly over such experiences. Often they don't speak about their feelings for fear of a still more painful humiliation. Most of us, of course, do not deliberately set out to embarrass our children. When we do commit this offense, it is usually because we are not thinking or because we are preoccupied with our own feelings.

The ability to feel comfortable about oneself, to feel worthwhile, is an important step in growing up. Before children can like others, they must first be able to like themselves. Children who are appreciated for who they are, who are not con-