College
Applied English
Reading

大学应用英语
阅读教程 2

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前　言

　　《大学应用英语阅读教程》针对普通本科院校（包括三本院校）非英语专业的学生规划、设计、编写而成，共分为三册，第一、二册为基础阅读理解阶段，第三册为阅读提高阶段。

　　本书为第二册，共有8个主题单元，每单元学习时间为4个课时。每个单元围绕同一主题展开，包括以下四个部分：第一部分Reading for General Ideas，内容为长篇阅读材料，由两篇阅读课文构成，旨在培养学生把握文章整体内容和相关事实的能力，并通过词汇练习达到扩大学生词汇量的目的；第二部分Reading for Details，内容为仔细阅读材料，练习主要围绕帮助学生较快地获取阅读材料中准确信息而编写；第三部分Reading Skill and Word Building系统介绍阅读理解技巧和词汇结构知识，在帮助学生掌握阅读理解技巧的基础上强化语言基本功，提高阅读理解能力；第四部分Leisure Reading为休闲阅读，增强本教材阅读的趣味性和娱乐性，使学生在快乐阅读中增长知识，增强语感。同时，本书紧密结合课文内容设置了翻译练习，旨在帮助学生将阅读中学到的词汇和语法知识应用到语言输出中，全面提升学生的英语语言应用能力。

　　本教程有三大特点：首先，本教程的阅读材料以与普通本科院校非英语专业学生密切相关的生活、家庭、健康、时尚、网络等话题为中心展开，使学生能够一边快乐阅读，一边复习英语基础语法概念和句法结构。其次，本教程阅读材料选材地道，多半取自英语国家新闻报道等，语言及内容具有较新的近现率。最后，本教程的编写设计充分考虑到普通院校非英语专业学生的语言实际水平，针对可能出现的疑难点给出了较为详细的辅助材料，包括详尽的词表、注释和习题答案，方便学生自主学习。

　　嘉兴学院外国语学院的部分教师参与了本教程的编写。本教程在完稿后，还听取了广州南方医科大学胡晓曦教授、宁波大学外国语学院院长卢植教授、南京理工大学外国语学院院长张权教授（同名非本书作者）、广州大学宋专茂教授、浙江大学外国语学院院长何莲珍教授、广东外语外贸大学肖建芬教授、广东外语艺术师范职业学院院长曾用强教授、河北大学汤新兰教授，以及国内有关同行专家的意见和建议，部分专家对教材进行了审阅，在此一并表示感谢。

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编写组

2014年春于浙江嘉兴南湖之畔

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Contents

People Who Influence Our Life

Part I Reading for General Ideas

Preview

Before you look at the question for each part of the reading, you should spend a couple of minutes getting a general idea of what the text is about. This will help you to tackle the task.

1. Read the titles and the first two or three sentences of Text A and B to identify the topics. Spend no more than 30 seconds on this.

   a) Which text is about the famous psychologist Sigmund Freud? Text _____ .

   b) Which is about Bill Gates, the chairman of Microsoft as a boy? Text _____ .

2. Before you read the rest of each text, think about these questions to prepare yourself.

   a) Was Bill Gates a good student in a traditional sense?

   b) How did Sigmund Freud treat his patients who were sick of mind?

3. Look through both texts quickly and compare the information given with your ideas in question No. 2.

The following two texts are meant for getting general ideas in reading. Read them and then finish the exercises given after each text.

Text A   Bill Gates in His Boyhood

As a child — and as an adult as well — Bill was untidy. It has been said that in order to counteract this, Mary drew up weekly clothing plans for him. On Mondays he might go to school in blue, on Tuesdays in green, on Wednesdays in brown, on Thursdays in black, and so on. Weekend meal schedules might also be planned in detail. Everything should be in perfect order. Bill disliked wasting time, at work or during his leisure time.

Dinner table discussions in the Gates' family home were always lively and educational. "It was a rich environment in which to learn," Bill remembered.

Bill's contemporaries, even at their age, recognized that he was exceptional. Every year, he and his friends would go to summer camp. Bill especially liked swimming and other sports. One of his summer camp friends recalled, "He was never a nerd or a goof or the kind of kid you didn't want your team. We all knew Bill was smarter than us. Even back then, when he was nine or ten years old, he talked like an adult and could express himself in ways that none of us understood."

Bill was also well ahead of his classmates in mathematics and science. He needed to go to a school that challenged him to Lakeside[1] — an all-boys' school for exceptional students. It was Seattle's[2] most exclusive school and was noted for its rigorous academic demands, a place where "even the dumb kids were smart."

Lakeside allowed students to pursue their own interests, to whatever extent they wished. The school prided itself on making conditions and facilities available that would enable all its students to reach their full potential. It was the ideal environment for someone like Bill Gates.

In 1968, the school made a decision that would change thirteen-year-old Bill Cates's life — and that of many of others, too.

Funds were raised, mainly by parents, that enabled the school to gain access to a computer — a Program Data processor (PDP)[3] — through a teletype machine. Type in a few instructions on the teletype machine and a few seconds later the PDP would type back its response. Bill Gates was immediately hooked — so was his best friend at the time, Kent Evans, and another student, Paul Allen, who was two years older than Bill.

Whenever they had free time, and sometimes when they didn't, they would dash over to the computer room to use the machine. The students became so single-minded that they soon overtook their teachers in knowledge about computing and got into a lot of trouble because of their obsession. They were neglecting their other studies — every piece of word was handed in late. Classes were cut. Computer time was also proving to be very expensive. Within months, the

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1. **Lakeside:** 即Lakeside Middle School，西雅图湖畔中学，美国著名的私立学校。
2. **Seattle:** 西雅图，美国太平洋西北区最大的城市，也是美国太平洋西北部商业、文化和高科技的中心，是贯穿太平洋及欧洲斯堪的纳维亚半岛的主要旅游及贸易港口城市。
3. **Program Data processor (PDP):** 程序数据处理器。

whole budget that had been set aside for the year had been used up.

At fourteen, Bill was already writing short programs for the computer to perform. Early games programs such as Tic-Tac-Toe, or Noughts and Crosses, and Lunar Landing were written in what was to become Bill's second language, BASIC[4].

One of the reasons Bill was so good at programming is because it is mathematical and logical. During his time at Lakeside, Bill scored a perfect eight hundred on a mathematics test. It was extremely important to him to get this grade — he had to take the test more than once in order to do it.

If Bill Gates was going to be good at something, it was essential to be the best. Bill's and Paul's fascination with computers and the business world meant that they read a great deal. Paul enjoyed magazines like *Popular Electronics*. Computer time was expensive and, because both boys were desperate to get more time and because Bill already had an insight into what they could achieve financially, the two of them decided to set themselves up as a company: The Lakeside Programmers Group[5]. "Let's call the real world and try to sell something to it!" Bill announced.

Such was Bill Gates in his childhood. His hard work and genius lead to his later success.
(690 words)
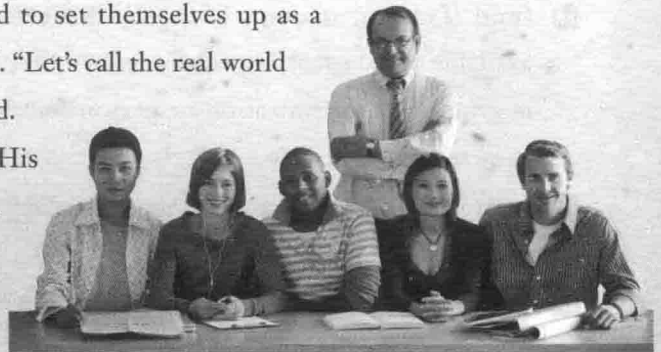
Words and Expressions

1. **counteract** /ˌkaʊntərˈækt/ *v.* to reduce its effect by doing something that produces an opposite effect 抵消，中和

2. **in detail**: thoroughly (including all important particulars) 详细地

3. **contemporary** /kənˈtempərərɪ/ *n.* a person who is or was alive at the same time 同代人，同辈人，同龄人

4. **exceptional** /ɪkˈsepʃənl/ *adj.* having a particular quality, usually a good quality, to an unusually high degree 优越的，杰出的，例外的，独特的

5. **recall** /rɪˈkɔːl/ *v.* to remember something and tell others about it 使想起，回想

6. **nerd** /nɜːd/ *n.* a stupid or ridiculous person, especially because they wear unfashionable clothes or show too much interest in computers or science 蠢人，(书)呆子

7. **goof** /guːf/ *n.* a silly person 傻瓜，笨蛋

8. **ahead of**: better than 比…高，比…强

9. **challenge** /ˈtʃælɪndʒ/ *v.* to invite (someone) to fight or compete with you in some way 挑战，向…下战书

10. **exclusive** /ɪkˈskluːsɪv/ *adj.* limited to people who have a lot of money or who belong to a high social class, and is therefore not available

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4. **BASIC:** BASIC语言，一种计算机程序语言。
5. **The Lakeside Programmers Group:** 湖畔程序设计者集团。

to everyone 专用的；高级的，高档的

⑪ **noted** /ˈnəʊtɪd/ *adj.* well-known, famous 闻名的，著名的

⑫ **rigorous** /ˈrɪɡərəs/ *adj.* very thorough and strict 严格的，严密的，缜密的

⑬ **pride** /praɪd/ *v.* to be proud of 以…而自豪，得意于…

⑭ **facility** /fəˈsɪlətɪ/ *n.* buildings, pieces of equipment, or services that are provided for a particular purpose 设备，设施

⑮ **enable** /ɪˈneɪbl/ *v.* to give the opportunity to do something 使能够，使可能

⑯ **fund** /fʌnd/ *n.* amounts of money that are available to be spent, especially money that is given to an organization or person for a particular purpose 基金，专款

⑰ **raise** /reɪz/ *v.* to collect money on the behalf of a charity or an institution 募捐，筹（款）

⑱ **access (to)** /ˈækses/ *n.* having the opportunity or right (to see or use some information or equipment) 接近，进入，使用

⑲ **teletype** /ˈtelɪtaɪp/ *n.* a type of teleprinter 电传打字机，电报交换机，打字电报通讯

⑳ **instruction** /ɪnˈstrʌkʃn/ *n.* (computer science) a line of code written as part of a computer program（计算机科学）指令

㉑ **immediately** /ɪˈmiːdɪətlɪ/ *adv.* without any delay 立即，马上

㉒ **hook** /hʊk/ *v.* to fasten or hang something onto something else, especially using a hook 钩，钩住；牢牢抓住

㉓ **dash** /dæʃ/ *v.* to run or go quickly and suddenly 猛冲，飞奔

㉔ **single-minded** /ˌsɪŋɡlˈmaɪndɪd/ *adj.* having only one aim or purpose and is determined to achieve it 专一的，坚定的，诚心的

㉕ **overtake** /ˌəʊvəˈteɪk/ *v.* to become greater in number, amount or importance than something else（在数量或重要性上）超过

㉖ **obsession** /əbˈseʃn/ *n.* spending too much time thinking about something or someone 痴迷，迷恋

㉗ **neglect** /nɪˈɡlekt/ *v.* to fail to give someone or something the amount of attention that they deserve 不予重视，忽视

㉘ **set aside:** to keep for a special use or purpose 留用，留作

㉙ **score** /skɔː(r)/ *v.* to gain one or more points in a game, competition etc.（考试、比赛等中）得（分），进（球）

㉚ **fascination** /ˌfæsɪˈneɪʃn/ *n.* the state of being greatly interested in or delighted by something 入迷，着迷，酷爱

㉛ **desperate** /ˈdespərət/ *adj.* suffering extreme need or anxiety to do something 急切的，极度渴望的

㉜ **financially** /faɪˈnænʃəlɪ/ *adv.* from a financial point of view 财政上，金融上，经济上

Exercise 1 *Text comprehension: Choose the best answer for the following questions or incomplete statements.*

1. The main purpose of the text is to show _____.

   A. how Bill Gates and his friend Paul Allen succeeded in writing programs for the computer and sell them to the world

   B. what Bill Gates as a boy student did in his school time

   C. how Bill Gates became so exceptional in his school time

    D. that Bill was untidy as a boy student though he was extremely good at mathematics and logics

2. One of his summer camp friends thought _____.

    A. Bill was a guy whom they did not want as a team member

    B. their team did not want Bill because he was smarter than them

    C. their team wanted Bill because he was smarter than other members

    D. Bill was a guy who was very much liked in the summer camp

3. Bill needed to go to Lakeside because _____.

    A. it was Seattle's most exclusive school

    B. it was a school for exceptional boy students

    C. it was famous for its rigorous academic demands

    D. all of the above reasons

4. "Even dumb students are smart." The sentence means that _____.

    A. the students in Lakeside are quiet but very smart

    B. some students can not speak but they are smart

    C. all students are smart

    D. they are quiet students but they are smart

5. The school were proud that _____.

    A. the students could fully reach their potential with the convenient conditions and facilities offered to them

    B. the facilities offered by them were much more advanced than in other schools

    C. they had the smartest students than in other schools

    D. they had Bill, the smartest student in this school

6. Why would the decision made by the school in 1968 change thirteen-year-old Bill Gates' life?

    A. Because the school would offer students very much advanced computers to use.

    B. Because Bill Gates and his classmates would be able to have computer lessons since then.

    C. Because since then Bill Gates, as well as his classmates, would be able to use computers at school.

    D. Because the school offered Bill Gates a computer that he could use for free.

7. Within months, Bill Gates used up the money that had been planned for the whole year because _____.

    A. he spent too much time using the computer

    B. his parents did not give him enough money

    C. the computer time was very expensive

    D. Bill Gates and his friend were both using the computer

8. The two boys decided to set up a company because _____.

    A. it was not very expensive to set up a company

    B. they could have more time spending on the computer

C. Bill believed that they would make good profits in the future

D. both B and C

Exercise 2 *Vocabulary: Use contextual clues in the text and choose the answer that can best define the meaning of the underlined word or phrase.*

1. It has been said that in order to <u>counteract</u> this, Mary drew up weekly clothing plans for him.

   A. object   B. oppose   C. correct   D. protest

2. Bill's contemporaries, even at their age, recognized that he was <u>exceptional</u>.

   A. extraordinary   B. different   C. strange   D. supernatural

3. Bill <u>was</u> also well <u>ahead of</u> his classmates in mathematics and science.

   A. was better than   B. was in front of

   C. was the leader of   D. was earlier than

4. It was Seattle's most exclusive school and was noted for its <u>rigorous</u> academic demands.

   A. harsh   B. rigid   C. stern   D. strict

5. Bill Gates was immediately <u>hooked</u> — so was his best friend at the time.

   A. attracted   B. held   C. seized   D. attached

6. They soon overtook their teachers in knowledge about computing and got into a lot of trouble because of their <u>obsession</u>.

   A. attraction   B. interest   C. addiction   D. determination

7. Within months, the whole budget that had been set aside for the year had been <u>used up</u>.

   A. run away   B. run out   C. given out   D. gone through

8. Both boys were <u>desperate</u> to get more time.

   A. extremely eager   B. wild   C. hopeless   D. crazy

Exercise 3 *Text comprehension: There are two explanations given after each sentence. Choose the one that can best fit the meaning of the sentence.*

1. It was a rich environment in which to learn.

   A. The dinner time at home became a very good time for Bill to learn.

   B. The family was rich and provided a very good environment for Bill to learn.

2. He needed to go to a school that challenged him to Lakeside — an all-boys' school for exceptional students.

   A. He wanted to go Lakeside School, because students in this all-boys' school were unusual, thus it became very competitive for him.

   B. He wanted to go Lakeside, an all-boys' school, but it was difficult for him since all the students there were very smart.

3. The school prided itself on making conditions and facilities available that would enable all its students to reach their full potential.

A. The school was very proud that all students could make good use of the school conditions and facilities, which helped to bring their potential ability and interest into full play.

B. All students knew how to use the school conditions and facilities to develop themselves, and the school people were very proud of that.

4. The students became so single-minded that they soon overtook their teachers in knowledge about computing and got into a lot of trouble because of their obsession.

A. The students were so determined to surpass their teachers in computing that they got into a lot of trouble.

B. The students were so concentrated that within a short time they surpassed their teachers in computing. In the mean time, they had troubles with other lessons since they spent too much time on the computer.

5. Bill's and Paul's fascination with computers and the business world meant that they read a great deal.

A. Bill and Paul spent so much time on the computer and the business world, so they had an extensive reading about them.

B. Bill and Paul had to read a great deal in order to know more about the computer and the business world.

Exercise 4 *Vocabulary: Complete the following summary according to the text, using the words or phrases given in the box. You may not use any of the words or phrases more than once.*

A. carry out	B. desperate	C. perform	D. diligence
E. pursue	F. untidy	G. educational	H. insight
I. hooked	J. ahead of	K. noted	L. in detail
M. exceptional	N. weekly	O. obsession	P. potential
Q. range	R. influence		

Bill was __1__ when he was a child. In order to improve things, Mary had to make __2__ clothing plans for him. Weekend meal schedules might also be planned __3__. But Bill remembered the family dinner time as a rich environment to learn. He thought the dinner table discussions in his family were always lively and __4__.

Bill in the eye of his friends was __5__ and very much liked by his team members. He was also __6__ his classmates in mathematics and science. So he went to Lakeside — Seattle's most exclusive school __7__ for its rigorous academic demands.

Lakeside encourages students to __8__ their own interests. The school offered conditions and facilities that would enable all its students to reach their full __9__. Bill Gates and his friends were immediately __10__ by the Program Data processor in the computer. They spent all their

free time in the computer room and even got into a lot of trouble because of their __11__. At fourteen, Bill was already writing short programs for the computer to __12__.

Bill and his friend Paul read a great deal and were __13__ to get more time in the computer room although the time was expensive. Bill then already had a(n) __14__ into the financial market they would achieve, so the two boys decided to set up a company: The Lakeside Programmers Group.

Such was Bill Gates in his childhood. His __15__ and genius lead to his later success.

Text B   Sigmund Freud and the Dreams

① People often dream at night. When they wake in the morning they say to themselves, "What a strange dream I had! I wonder what made me dream that."

② Sometimes dreams are frightening. Sometimes, in dreams, wishes come true. At other times we are troubled by strange dreams in which the world seems to have been turned upside-down and nothing makes sense.

③ In dreams we do things which we would never do when we're awake. We think and say things we would never think and say. Why are dreams so strange and unfamiliar? Where do dreams come from?

④ No one has produced a more satisfying answer than a man called Sigmund Freud[1]. He said that dreams come from a part of one's mind which one can neither recognize nor control. He named this the "unconscious mind."

⑤ The unconscious mind is like a deep well, full of memories and feelings, which have been stored there from the moment of our birth. Our conscious mind has forgotten them. We do not suspect that they are there until some unhappy or unusual experience causes us to remember, or to dream dreams.

⑥ This discovery of Freud's is very important if we wish to understand why people act as they do. For the unconscious forces inside us are at least as powerful as the conscious forces we know about. Sometimes we do things without knowing why. If we don't, the reasons may lie deep in our unconscious minds.

⑦ At that time it seemed that no one knew very much about the mind. If a person went mad, or "out of his mind," there was not much that could be done about it. People didn't understand at all what was happening to the madman. Had he been possessed by a devil or evil spirit? Was God punishing him for wrong-doing? Often such people were shut away from the ordinary people as if they had done some terrible crime. In Freud's day few doctors were interested in these subjects.

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1. **Sigmund Freud:** 西格蒙德·弗洛伊德, 奥地利精神病医生及精神分析学家, 精神分析学派的创始人。

Freud wanted to know how our minds work. He learned a lot from Charcot[2], a famous French doctor.

⑧ In 1886 Freud began to work as a doctor in nerve diseases. He got married and began to receive more and more patients at home. Most of the patients were women. They were over-excited and anxious, sick in mind rather than in body. Medicine did not help them. Freud was full of sympathy but he could do little to make them better.

⑨ Then one day a friend, Dr. Josef Breuer told Freud about a girl he was looking after. The girl seemed to get better when she was allowed to talk about herself. She told Dr. Breuer everything that came into her mind. And each time she talked to him she remembered more about her life as a little child.

⑩ Freud was excited when he heard this. He began to try to cure his patients in the same way. He asked about the events of their early childhood. He urged them to talk about their own experiences and relationships. He himself said very little.

⑪ Often, as he listened, his patients relived moments from their past life. They trembled with anger and fear, hate and love. They acted as though Freud was their father or mother or lover. The doctor did not make any attempt to stop them. He quietly accepted whatever they told him, the good things and the bad.

⑫ One young woman who came to him couldn't drink anything, although she was very thirsty. Something prevented her from drinking. Freud discovered the reason for this. One day, as they were talking, the girl remembered having seen a dog drink from her nurse's glass. She hadn't told the nurse, whom she disliked. She had forgotten the whole experience. But suddenly this childhood memory returned to mind. When she had told it all to Dr. Freud, the girl was able to drink again.

⑬ Freud called this treatment the "talking cure." Later it was called psychoanalysis. When patients talked freely about the things that were troubling them they often felt better.

⑭ The things that patients told him sometimes gave Freud a shock. He discovered that the feelings of very young children are not so different from those of their parents. A small boy may love his mother so much that he wants to kill his father. At the same time he loves his father and is deeply ashamed of this wish. It is difficult to live with such mixed feelings, so they fade away into the unconscious mind and only return in troubled dreams.

⑮ Although Freud was attacked from all sides, many people believed that he had at last found a way to unlock the secrets of the human mind, and to help people who were very miserable. He had found the answer to many of life's great questions. Because of him, and them, there is more hope today for people who were once just called "crazy." (822 words)

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2. **Charcot:** 全名是Jean-Martin Charcot, 即让·马丁·夏科特, 法国神经学家, 现代神经病学的奠基人, 被称为神经病学之父。

Words and Expressions

1 **frightening** /ˈfraɪtnɪŋ/ *adj.* making afraid or fearful; scaring 令人恐惧的，引起突然惊恐的

2 **trouble** /ˈtrʌbl/ *v.* to make someone feel rather worried 使烦恼，使忧虑

3 **upside-down** /ˌʌpsaɪd ˈdaʊn/ *adv.* in complete disorder 颠倒；乱七八糟，混乱

4 **make sense:** to be reasonable or comprehensible 讲得通，有意义

5 **awake** /əˈweɪk/ *adj.* not sleeping 醒着的

6 **unfamiliar** /ˌʌnfəˈmɪliə(r)/ *adj.* not familiar or not acquainted with 不熟悉的，不常见的，陌生的

7 **satisfying** /ˈsætɪsfaɪŋ/ *adj.* giving pleasure or satisfaction 令人满意的，令人满足的

8 **recognize** /ˈrekəgnaɪz/ *v.* to be fully aware or cognizant of 认出，识别

9 **unconscious** /ʌnˈkɒnʃəs/ *adj.* not conscious; lacking awareness and the capacity for sensory perception as if asleep or dead 失去知觉的，无意识的

10 **store** /stɔː(r)/ *v.* to keep or lay aside for future use 贮存，储备，存放

11 **suspect** /səˈspekt/ *v.* to imagine to be the case or true or probable 猜想，觉得

12 **act** /ækt/ *v.* to behave in a certain manner 行动，举止，表现

13 **out of one's mind:** to be crazy and irrational 精神错乱，不正常

14 **possess** /pəˈzes/ *v.* to enter into and control, as of emotions or ideas（在情感或信仰方面）影响，控制

15 **devil** /ˈdevl/ *n.* an evil spirit 魔鬼，恶魔

16 **evil** /ˈiːvl/ *adj.* tending to cause great harm 邪恶的，罪恶的

17 **spirit** /ˈspɪrɪt/ *n.* a ghost or supernatural being 鬼魂，幽灵

18 **punish** /ˈpʌnɪʃ/ *v.* to make someone suffer in some way because they have done something wrong 处罚，惩罚

19 **crime** /kraɪm/ *n.* an illegal action or activity for which a person can be punished by law 罪行，罪恶

20 **nerve** /nɜːv/ *n.* long thin fibres that transmit messages between your brain and other parts of your body 神经

21 **sympathy** /ˈsɪmpəθɪ/ *n.* sharing the feelings of others 同情，同情心；同感

22 **cure** /kjʊə(r)/ *v.* to make somebody healthy again after an illness 治愈（疾病或创伤）

23 **urge** /ɜːdʒ/ *v.* to try hard to persuade somebody to do something 力劝，规劝

24 **relive** /rɪˈlɪv/ *v.* to experience again, often in one's memory or imagination（在记忆或想象中）再次体验，回味，重温

25 **tremble** /ˈtrembl/ *v.* to shake slightly 发抖，颤动

26 **make an attempt to:** to make an effort to 尝试，试图

27 **treatment** /ˈtriːtmənt/ *n.* medical attention given to a sick or injured person or animal 治疗，疗法

28 **psychoanalysis** /ˌsaɪkəʊəˈnæləsɪs/ *n.* the treatment of someone who has mental problems by asking them about their feelings and their past in order to try to discover what may be causing their condition 精神分析（学），心理分析

29 **ashamed** /əˈʃeɪmd/ *adj.* feeling embarrassed or guilty 惭愧的，羞耻的

30 **mixed** /mɪkst/ *adj.* including or consisting of different things of the same general kind 混合的，混杂的

Exercise 1 *Text comprehension: According to the text, decide whether each of the following statements is T (True) or F (False).*

1. Dreams most often come from one's experiences during the day time.

2. The unconscious mind seems to have the same force as the conscious mind in controlling people's action and thoughts.

3. Freud tended to be a very good listener when his patients were talking about their past experiences.

4. "Talking cure" was crucial in curing the patients because talking could help relive the lost memory of the patients.

5. A small boy tends to have troubled dreams because he always has a wish to kill his father.

6. Freud in his time was one of the few doctors who were interested in finding out why some people were "out of their mind".

7. Psychoanalysis established by Freud offered to some extent some answers to the problems of his patients at that time.

8. The importance of psychoanalysis that Freud tried to use in curing his patients was widely accepted by the medical world in his time.

Exercise 2 *Text comprehension: Facts or opinions? The following are sentences of either factual statements or expressions of opinion. See if you can tell the difference. Write F for a fact and O for an opinion in front of the sentence.*

1. People often dream at night. (Para.1)

2. This discovery of Freud's is very important if we wish to understand why people act as they do. (Para.6)

3. At that time it seemed that no one knew very much about the mind. (Para.7)

4. Often such people were shut away from the ordinary people as if they had done some terrible crime. (Para.7)

5. In 1886 Freud began to work as a doctor in nerve diseases. (Para.8)

6. The girl seemed to get better when she was allowed to talk about herself. (Para.9)

7. They acted as though Freud was their father or mother or lover. (Para.11)

8. When she had told it all to Dr. Freud, the girl was able to drink again. (Para.12)

Exercise 3 *Translate the following passage into English.*

西格蒙德·弗洛伊德出生于一个犹太人家庭，他是奥地利著名精神病医生及精神分析学家，被世人誉为"精神分析之父"。弗洛伊德于1885年前往巴黎并拜法国著名精神病学家夏科特为师，受到他的影响，开始了精神病的早期研究。精神分析是现代心理咨询与治疗的正式开端，其理论的中心概念是无意识。弗洛伊德的理论自诞生至今，一直受到许多人的攻击。

（精神病学家：neurologist　精神病：neurosis）

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Topics for Discussion

1. In what way do you think psychoanalysis is helpful in treating patients who are sick in mind?

2. What do you know about Freud's psychoanalysis? Do you think it is still accepted and used in the contemporary medical field?

Part **II** Reading for Details

The following two passages are meant for seeking details in reading. Read them and then finish the exercise given after each passage.

Passage 1

An American friend has invited you to visit his family. You've never been to an American's home before, and you're not sure what to do. Should you take a gift? How should you dress? What time should you arrive? What should you do when you get there? Glad you asked. When you're the guest, you should just make yourself at home. That's what hospitality is all about: making people feel at home when they're not.

The question of whether or not to bring a gift often makes guests squirm. Giving your host a gift is not just a social nicety in some cultures — it's expected. But in American culture,