



全国电力高职高专“十二五”规划教材
公共基础课系列教材

中国电力教育协会审定

应用英语教程

学习指导

全国电力职业教育教材编审委员会 组 编
刘俊花 郭 卫 总主编
蔡伟奇 梁小明 主 编



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中国电力出版社
CHINA ELECTRIC POWER PRESS



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内 容 提 要

本套教材为全国电力高职高专“十二五”规划教材（公共基础课系列教材）。

本套教材共分三册，每册由学生用书及相配套的学习指导组成，各册分别有相应的听力、课文及课后生词录音光盘和相应的教学课件。本书为《应用英语教程（1）》的配套教材。学习指导的主要宗旨是通过每项任务的示范性操作，引导和帮助学生通过听、说、读、写、译等方面的训练，掌握快速获取各种信息的能力，并使学生的语言综合能力得到较大的提高。内容丰富，示范繁多，可选择面广，能同时满足教师教学的需要和学生自学的需要，可谓教师教学的“好帮手”、学生自学的“航向标”。

本套教材可作为各类高职高专院校公共英语课配套教材，也可作为相关在职人员培训教材的配套教材及自学用书。

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序

为深入贯彻《国家中长期教育改革和规划纲要(2010—2020)》精神,落实鼓励企业参与职业教育的要求,总结、推广电力类高职高专院校人才培养模式的创新成果,进一步深化“工学结合”的专业建设,推进“行动导向”教学模式改革,不断提高人才培养质量,满足电力发展对高素质技能型人才的需求,促进电力发展方式的转变,在中国电力企业联合会和国家电网公司的倡导下,由中国电力教育协会和中国电力出版社组织全国14所电力高职高专院校,通过统筹规划、分类指导、专题研讨、合作开发的方式,经过两年时间的艰苦工作,编写完成本套系列教材。

全国电力高职高专“十二五”规划教材分为电力工程、动力工程、实习实训、公共基础课、工科基础课、学生素质教育六大系列。其中,公共基础课系列汇集了电力行业高等职业院校专家的力量进行编写,各分册主编为该课程的教学带头人,有丰富的教学经验。教材以行动导向形式编写而成,既体现了高等职业教育的教学规律,又融入电力行业特色,适合高职高专的公共基础课教学,是难得的行动导向式精品教材。

本套教材的设计思路及特点主要体现在以下几方面。

(1) 按照“项目导向、任务驱动、理实一体、突出特色”的原则,以岗位分析为基础,以课程标准为依据,充分体现高等职业教育教学规律,在内容设计上突出能力培养为核心的教学理念,引入国家标准、行业标准和职业规范,科学合理设计任务或项目。

(2) 在内容编排上充分考虑学生认知规律,充分体现“理实一体”的特征,有利于调动学生学习积极性,是实现“教、学、做”一体化教学的适应性教材。

(3) 在编写方式上主要采用任务驱动、项目导向等方式,包括学习情境描述、教学目标、学习任务描述、任务准备、相关知识等环节,目标任务明确,有利于提高学生学习的专业针对性和实用性。

(4) 在编写人员组成上,融合了各电力高职高专院校骨干教师和企业技术人员,充分体现院校合作优势互补,校企合作共同育人的特征,为打造中国电力职业教育精品教材奠定了基础。

本套教材的出版是贯彻落实国家人才队伍建设总体战略,实现高端技能型人才培养的重要举措,是加快高职高专教育教学改革、全面提高高等职业教育教学质量的具体实践,必将对课程教学模式的改革与创新起到积极的推动作用。

本套教材的编写是一项创新性的、探索性的工作,由于编者的时间和经验有限,书中难免有疏漏和不当之处,恳切希望专家、学者和广大读者不吝赐教。



前言

随着我国高等职业教育的蓬勃发展,强调教学必须与职业能力培养的紧密联系、学以致用和“能力中心”的职业教育理念日益深入人心,作为公共必修课的高职高专英语教学正在经历着一场新的变革,《应用英语教程》应运而生。

《应用英语教程》是从当代高职高专学生的生活实际出发,紧贴高职高专院校英语教学实际和社会需求,依据教育部颁发的《高职高专教育英语课程教学基本要求》和全国高职高专英语应用能力考试(A、B级考试)大纲要求而编写的。

本套教材共分三册:每册由《学生用书》和《学习指导》组成,各册分别有相应的听力、课文及课后生词录音光盘和相应的教学课件。

全套学习指导教材的整体设计如下。

一、整体教学目标设计

《应用英语教程学习指导》是《应用英语教程》的配套辅助教材。根据高职高专学生的身心特点和语言学习的基本规律,学习指导书突出了内容新颖、面向应用、重视学生英语综合应用能力和自学能力的培养等特点。其主要宗旨是通过每项任务的示范性操作,引导和帮助学生通过听说读写译等方面的训练,掌握快速获取各种信息的能力,并使学生的语言综合能力得到较大的提高。

二、整体结构设计

《应用英语教程学习指导》教材的编写与《应用英语教程》每个单元的内容相对应,涉及的知识面很宽,分为三大模块,每册即为一个模块。每个模块分别设计有八个教学单元。每个单元即一个学习项目。每单元项目主题是围绕当前社会热点话题,依据学生视野的开阔、认知能力的增强和生活阅历的丰富由浅入深的顺序进行排列和设计的。

三、单元结构设计

每个单元或学习项目的学习指导由四大部分组成,即单元学习目标及要点(Aims and Key Points)、各部分详解(Detailed Answers)、词汇学习(Word Study)和课文参考译文(Translation of the Texts)。通过对每部分学习的指导,可以使学生的各种语言技能和应用语言的能力得到显著的提高。

四、教学建议

《应用英语教程学习指导》内容丰富,范例多样,可选择面广,能同时满足教师教学的需要和学生自学的需要,可谓教师教学的“好帮手”、学生自学的“航向标”。可供不同学时的教学和适应不同基础的学生使用。在实际教学中,教师可根据学生实际的英语水平对各部分的内容进行有效的取舍,指导学生灵活使用。

五、编写队伍

《应用英语教程学习指导》全三册由郑州电力高等专科学校刘俊花副教授、郭卫副教授共

同担任总主编，由全国电力系统所属的六所高职高专院校的经验丰富的教师参与编写。第一册由蔡伟奇（郑州电力高等专科学校）、梁小明（武汉电力职业技术学院）担任主编，陈珂（郑州电力高等专科学校）、陈婧（武汉电力职业技术学院）、马沁园（国家电网技术学院）、王少武（长沙电力职业技术学院）担任副主编，张艳丽（郑州电力高等专科学校）、王铮（郑州电力高等专科学校）、李磊（郑州电力高等专科学校）、王志江（郑州电力高等专科学校）、李红（郑州电力高等专科学校）、孟丽君（郑州电力高等专科学校）、许晓晨（国家电网技术学院）参编。第一册由北京外国语大学吴相松教授担任主审，他提出了很多宝贵意见，在此表示感谢。

本套教材在编写和出版过程中，中国电力出版社、郑州电力高等专科学校教务处和国际教育部等相关领导都给予了大力的支持。同时，本书在编写过程中还参考了许多专家学者的文献资料。在此一并致谢。

教材的编写是一项开创性工作。由于作者水平有限，时间紧张，难免存在不妥或错漏之处，诚挚地希望广大专家及读者批评指正。

编 者
2012 年 6 月

目 录

序

前言

Module 1 Education	1
一、本单元学习目标及要点 (Aims and Key Points)	1
二、本单元各部分详解 (Detailed Answers)	1
Part A Listening Activities	1
Part B Reading Activities	2
Part C Further Development	7
三、本单元词汇学习 (Word Study)	15
四、本单元课文参考译文 (Translation of the Texts)	19
Module 2 Food and Lifestyles	22
一、本单元学习目标及要点 (Aims and Key Points)	22
二、本单元各部分详解 (Detailed Answers)	22
Part A Listening Activities	22
Part B Reading Activities	23
Part C Further Development	28
三、本单元词汇学习 (Word Study)	36
四、本单元课文参考译文 (Translation of the Texts)	40
Module 3 Leisure and Entertainment	43
一、本单元学习目标及要点 (Aims and Key Points)	43
二、本单元各部分详解 (Detailed Answers)	43
Part A Listening Activities	43
Part B Reading Activities	44
Part C Further Development	52
三、本单元词汇学习 (Word Study)	59
四、本单元课文参考译文 (Translation of the Texts)	65
Module 4 Family and Love	68
一、本单元学习目标及要点 (Aims and Key Points)	68
二、本单元各部分详解 (Detailed Answers)	68
Part A Listening Activities	68

Part B Reading Activities	69
Part C Further Development	76
三、本单元词汇学习 (Word Study)	84
四、本单元课文参考译文 (Translation of the Texts)	90
Module 5 Life Stories	93
一、本单元学习目标及要点 (Aims and Key Points)	93
二、本单元各部分详解 (Detailed Answers)	93
Part A Listening Activities	93
Part B Reading Activities	94
Part C Further Development	99
三、本单元词汇学习 (Word Study)	105
四、本单元课文参考译文 (Translation of the Texts)	109
Module 6 Environment	112
一、本单元学习目标及要点 (Aims and Key Points)	112
二、本单元各部分详解 (Detailed Answers)	112
Part A Listening Activities	112
Part B Reading Activities	113
Part C Further Development	118
三、本单元词汇学习 (Word Study)	124
四、本单元课文参考译文 (Translation of the Texts)	128
Module 7 Sports and Health	131
一、本单元学习目标及要点 (Aims and Key Points)	131
二、本单元各部分详解 (Detailed Answers)	131
Part A Listening Activities	131
Part B Reading Activities	132
Part C Further Development	138
三、本单元词汇学习 (Word Study)	146
四、本单元课文参考译文 (Translation of the Texts)	151
Module 8 Success	154
一、本单元学习目标及要点 (Aims and Key Points)	154
二、本单元各部分详解 (Detailed Answers)	154
Part A Listening Activities	154
Part B Reading Activities	155
Part C Further Development	159
三、本单元词汇学习 (Word Study)	166
四、本单元课文参考译文 (Translation of the Texts)	170
附录 听力原稿	173



Module 1

Education

一、本单元学习目标及要点 (Aims and Key Points)

1. 学习目标 (Aims)

- 1) To learn some new words and phrases about education
- 2) To learn some useful sentences
- 3) To discuss learning difficulties and the stressful school life
- 4) To learn to use *auxiliary verbs* such as *be*, *have* and *do*, etc.
- 5) To learn to write a note

2. 重点词汇 (Important words and phrases)

- 1) Text 1: credit, dean, freshman, overwhelmed, compelling, blow away
- 2) Text 2: inherit, attitude, chalkboard, concentrate, frustrated, mental

3. 重点句型 (Important sentence patterns)

- 1) 宾语从句的用法
- 2) 定语从句的用法

4. 学习难点 (Difficult points)

- 1) 与主题相关的词汇
- 2) 复杂句子的分析和翻译

二、本单元各部分详解 (Detailed Answers)

Part A Listening Activities

1. Directions: Listen to the passage and do the following exercises as required.

- 1) C 2) A 3) A 4) B

5) to give common knowledge

to prepare for either higher education or vocational education

to train directly to a profession

2. Directions: Listen to the conversation between a student and an Admission Officer and complete the gaps according to what you hear.

1) 18

2) 4B

3) 15th June

4) 92125267

5) 3 years

6) playing table tennis

7) emailing friends

Part B Reading Activities

Text 1

Pre-reading Activities

1. Directions: Brainstorm some words and expressions related to the topic.

Sample:

homework, subject, fun, stressful, excessive demands, drop out, stress-induced insomnia

2. Directions: Discuss with your partner—Do you have much pressure and stress? If yes, who is responsible for the pressure and stress? How do you deal with it?

Samples:

Our attitudes about success should be reconsidered (esp. long-term goals for our children); and the school policies that create or exacerbate the problem should be changed. Here are some ways to deal with stress:

Don't overwhelm yourself by your entire workload. Handle each task as it comes, or selectively deal with matters in some priority.

Remove yourself from the stressful situation. Give yourself a break if only for a few moments daily.

Learn how to best relax yourself. Meditation and breathing exercises have been proven to be very effective in controlling stress. Practice clearing your mind of disturbing thoughts.

Get enough sleep. Lack of rest just aggravates stress.

Try to "use" stress if you can't remedy, nor escape from what is bothering you, flow with it and try to use it in a productive way.

While-reading Activities

For Some Teens

A Busy Life Takes Fun out of High School

Task 1 What is the Freshman Survey about?

Emotional health and stress. 原文 Some of the questions in the Freshman Survey relate to emotional health and stress.

Task 2 Which of the following statements is TRUE?

A. Students in high school have much pressure.

B. Students in universities have much pressure.

选项 A 为 TRUE。原文...they often felt "overwhelmed" by all they had to do in their last

year of high school.

Task 3 Fill in the gaps from a to c with the most possible words according to the context.

- a. women b. students c. pressure/stress

Task 4 Where did Professor Stipek voice her opinion about the pressure the students face?

In the journal *Science*. 文中第一句。

Task 5 Why did Stipek's daughter study AP courses in French?

- A. Because she likes speaking French.
B. Because it was necessary to get into the college she had chosen.

选项 B 正确。原文...to earn credit toward college 表示目的。

Task 6 How often do the schools do a survey to their students?

Once a year. 原文...that schools are doing is doing yearly surveys of students...

Task 7 Which of the following statements is TRUE according to this paragraph?

- A. High schools often listen to their students' ideas.
B. High schools know well about what the students need.
C. High schools are able to solve the problems students put forward.

选项 A 为 TRUE。与原文...doing yearly surveys...相一致。选项 B 文中未提起, 选项 C 与原文...they are just blown away by what they get back from the students 意思相反。

Task 8 What is the main idea of the documentary film?

- A. It describes how successful the students are in their daily life.
B. It shows how clever the students are.
C. It describes the students' happy life in schools.
D. It reveals the pressure the students have in school and in lives.

选项 D 正确。原文...a documentary film looked at the pressure on many students to succeed in school and in lives busy with activities and homework.

Task 9 What does "that" in the sentence "Plus the homework on top of that" refer to?

soccer practice 原文 "Plus the homework on top of that" 说明 homework 是比 soccer practice 重要的任务。

Task 10 The word "underscore" has the closest meaning to _____.

- A. explain B. emphasize
C. underestimate D. overestimate

选项 B 正确。"perform" 被先后提起两次, 按照逻辑, 后者是对上一次的强调 (emphasize)。

Pre-reading Activities

1. Directions: Complete the following sentences with the words from the text.

- 1) twenty-nine percent 2) getting a score on an AP test 3) are just blown away

2. Directions: Debate—What can schools and parents do to relieve (减少) some of the pressure that young people are feeling? In an article named *Reconsider Attitudes About*

Success, the author suggests: 1) Awards and class rank should be eliminated. 2) Absurd quantities of mostly pointless homework force students to work a second shift after having spent all day in school. 3) Advanced Placement courses often just accelerate the worst sort of lecture-based, textbook-driven teaching. Do you agree or disagree with the author?

✎ Samples:

A. (from a teacher) While a minority of parents are preparing for Harvard, most are not. Having taught for 10 years, I can say that I see the motivation of students decreasing and parents defending them. How would you have written this article if you were in school with no homework? Competition is what has made America great, otherwise everyone could write for the NY Times.

B. (from a student) As a high school student myself, I am stressed out with Advanced Placement courses, my GPA, my class rank, and filling my schedule with extracurricular activities that my school doesn't have due to budget cuts. Although a healthy stress, known as eustress (良性刺激), can motivate (激发, 激励) us to do well, too much breaks us down. I know that colleges are very selective and I know that I can't slack off (懈怠), but neither should I spend the best years of my life stressing over school and studying for hours a night. School is important, but not at the cost of my sanity and emotional status. So, I might not get into Harvard. It's not the end of the world.

3. Directions: Write a 100-word summary about the text. Exchange your ideas with your partner.

✎ Sample:

According to a national survey of first-year college students done by the University of California, all students felt stressful to study in high school. However, there was a big difference between men and women. A lot of women are under much pressure from parents and schools. Professor Stipek said that revealed the real basic problem, which students study for entering college, not for experiencing the joys of learning. Professor Stipek suggests that high schools should do something to change this situation. At the same time, our society should rethink what will happen if the students grow up lacking interest in learning.

Text 2

Pre-reading Activities

1. Directions: Brainstorm the difficult points related to learning.

✎ Samples:

bad memory, unable to concentrate, carelessness, difficult to calculate, difficult to read...

Anna tries to answer a question, but the wrong words come out. Thomas studies hard for a spelling test and can tell his mother how each word is spelled, but spells every word wrong in the test. Kurt tries to listen in class, but all he can hear is the wind and the birds outside. Marie forgets her lunch, her homework, and her books even she tries hard to remember them. They all share something. They are smart, but they have trouble learning certain skills.

2. Directions: Have you ever heard of the term Dyslexia before? What do you know about it?

✦ Samples:

No two people with dyslexia are exactly alike because dyslexia ranges from mild to moderate to severe to profound. Some people with dyslexia also have ADHD (Attention Deficit Hyperactivity Disorder). Dyslexia is the most common reason a bright child will struggle with spelling, writing, or reading. But it affects many other areas as well. Children should be tested for dyslexia when the children become five years old. Also, phonemic awareness games and other reading readiness activities should be done daily during the preschool years.

♣ While-reading Activities

Learning Difficulties: Dyslexia

Task 1 Is the following statement TRUE or FALSE?

Dyslexia means difficulty with words and language.

该说法为 FALSE。根据本段 it is more than just a difficulty with language. It includes a number of learning difficulties.

Task 2 The main point of this paragraph is _____.

- A. most boys are considered to have dyslexia
- B. dyslexic children have a range of problems
- C. dyslexia children may be unable to concentrate

选项 B 正确。本段列举了各种问题（参考问题 3 的答案）。

Task 3 How many kinds of problems are mentioned in this paragraph? What are they?

4 kinds of problems are mentioned—recognizing directions, concentrating, learning and memory, basic mathematics

Task 4 The main idea of Paragraph C is _____.

the range of the problem and the factors leading to this problem 本段主要介绍该问题涉及面及导致该问题的原因。

Task 5 Are the following statements TRUE or FALSE or NOT GIVEN?

- 1) About 60 percent of dyslexics have trouble with foreign languages.
- 2) One out of ten boys is dyslexic.
- 3) Some 85% dyslexic children have a family member with dyslexia.
- 4) It has been found that dyslexic children have some slight brain damage.

1) NOT GIVEN

2) FALSE 文中说 one out of ten school children, not boys

3) TRUE 文中说 For 85 percent of children with dyslexia...

4) NOT GIVEN

Task 6 According to the writer, dyslexic children often _____.

- A. are considered as smart as other children
- B. are not as smart as other children
- C. are as smart as other children
- D. score lower on standardized intelligence tests

选项 C 正确。原文 They are generally smart, though...Other people, sometimes even their teachers, however, usually don't consider them to be very smart.

Task 7 Dr. Levinson calls the kids "upside-down" because _____.

- A. they have a wide range of symptoms
- B. they are often misunderstood
- C. they study in different ways from other children

选项 C 正确。原文...because their brains work differently from other people's.

Task 8 Which of the following statements best describes how Dr. Levinson compares the brain to a TV set?

- A. It has millions of channels to choose from.
- B. You need to change the channels to tune them in.
- C. The channels must be tuned in correctly to work right.

选项 C 正确。本段第二句: Remember, this idea is that the brain is a TV set, and the parts in the brain that receive information are computer chips. Every day, the computer chips receive information, and every day, the information comes in as signals to the brain. If the computer chips aren't working right, they can't tune in the signals correctly, the signals aren't clear. This means they can't tune in the correct channels.

Task 9 Are the following statements TRUE or FALSE?

1) According to Dr. Levinson, "computer chips" in the brain receive information about what we see and touch.

2) Children with dyslexia have difficulty hearing because the "computer chips" in their brains don't receive signals correctly.

1) TRUE。原文 The signals are about what we see, what we hear and touch...

2) TRUE。原文 If the computer chips aren't working right, they can't tune in the signals correctly, the signals aren't clear.

Task 10 Is the following statement TRUE or FALSE?

Dr. Levinson believes these "computer chips" only control our ability to write, walk, read and speak.

该说法为 FALSE。原文 Dr. Levinson believes these computer chips control more than just our ability to write, walk, read, and speak. They also control energy levels.

Task 11 Complete the sentence according to the paragraph:

Dr. Levinson believes it is possible for the brain to _____ itself as the kids grow up.

应填入 fix。原文 Dr. Levinson believes it is possible for the brain to fix itself as the kids

grow up.

Y Post-reading Activities

1. Directions: Complete the notes about what dyslexia is. Use some of the words from the box.

1) range 2) understand 3) right 4) mathematics 5) remembering

2. Directions: In pairs or small groups, discuss the following topics with your classmates.

1) Do you know anyone who has difficulty reading or doing mathematics?

2) Do you know any children who can't sit still or pay attention?

Sample:

One of my colleagues' nephews is very smart, but he can't sit still. He always stands up and moves around the classroom when other students are listening to the teacher. His teacher can't tolerate it, so one of his parents must stop working and stay at the same classroom with him.

3. Directions: Briefly explain Dr. Levinson's theory about why people have dyslexia. Exchange your ideas with your partner.

Sample:

Dr. Levinson believes dyslexia is caused by the parts in the brain that receive wrong information. He tells us to see these parts as computer chips that receive information about what we hear, touch, smell, and feel. He tells us to think of our brains as a large TV with many channels. The computer chips help us tune in each channel. If the brain can't tune in the signals of the information, the signals will drift and the person will have problems. The drifting signals can cause many types of problems, such as problems with reading.

Part C Further Development

Section One Improving your word skills

1. Directions: Fill in the gaps with correct forms of the given words.

1) He is in hopeless trouble. 他陷入无望的困境之中。

2) One person may have difficulty with language development. 一个人可能在语言发展上有困难。

3) They were often compelled to work eleven or twelve hours a day. 他们常常被迫每天工作十一二小时。

4) Dyslexic children often think they are unable to learn. 阅读困难的孩子常认为他们没有学习的能力。

5) About 200 doctors and other medical workers from Mumbai take part in the yearly event. 大约 200 名从孟买来的医生参与了此项活动。

6) It is incredible how very little things can make a real change. 很小的事情竟然能带来真正的变化, 这简直难以置信。