

# Unit One

# 微型讲座

## Mini-lecture

### “词”以类聚，“义”以群分

中国有句古话：物以类聚，人以群分。意思是：性质接近的事物，往往集聚一处，职业、爱好相同或性格、情趣相近的人往往在同一场合出现。我们把这句话运用到猜测词义上来就可以说成：“词”以类聚，“义”以群分。每一篇文章都会有特定的话题，与这个话题相关的单词在文章中会聚集到一起。这就叫作“词以类聚”。所以，当我们猜测这些生词意思的时候，我们可以把它们和话题相关联。“义”以群分是什么意思呢？在词典中，一个单词往往有多条释义，比如：worker 一般解释为“工人”；an office worker 解释为“上班族”；如果文章是谈昆虫筑巢，那么 worker 多半是指“工蜂”或“工蚁”。又比如：skin 有“皮肤；外壳”等释义。如果在日常生活或者医学类文章中，skin 的词义通常是前一种，比如 a tent made of goat skins（用软羊皮制成的帐篷）；可是如果文章内容与飞机有关，如 the skin of an airplane，它的词义则为后一种。这就是所谓的“义以群分”。明白了这个道理，我们推测生词的时候就又多了一种方法。请看例句：

Asian *music* sounds different from Western music because the *scales*, *instruments*, and *composing skills* used are different.

这句话所谈的话题是 *music*，因此我们在推测句子中其他单词 *scales*、*instruments* 和 *composing skills* 的词义的时候就应该把它们与音乐相联系。*scale* 在词典中有多种解释，作名词用时，可以是“规模，刻度，比例尺，天平；鱼鳞；音阶”等多种含义。*instrument* 在词典中也有多种解释，如“工具，器具，仪表；手段；乐器”等。*composing (compose)* 意为“创作，编著；组成；（使）安定，调解”等。根据话题相关性和“词”以类聚，“义”以群分的原则，*scales* 词义是“音阶”，*instruments* 词义是“乐器”，*composing skills* 词义是“作曲方法”。整句话的意思是：亚洲音乐听上去与西方音乐的不同之处在于所使用的音阶、乐器和作曲方法。

有了这样的推测思路，有时候即使遇到一些生词，我们也能大概判断出它们的意思或类别，而不至于茫然不知所措。



## 即学即练

根据句子上下文猜测划线单词的意思。

1. In the insect zoo, there is a beehive<sup>(1)</sup> with a queen bee<sup>(2)</sup>, hundreds of workers<sup>(3)</sup>, and layers of honey-filled honeycombs<sup>(4)</sup>.

- |              |         |         |
|--------------|---------|---------|
| (1) A. 拥挤的场面 | B. 蜂箱   | C. 养蜂场  |
| (2) A. 女王    | B. 女养蜂人 | C. 蜂王   |
| (3) A. 养蜂人   | B. 工蜂   | C. 工蚁   |
| (4) A. 蜂巢    | B. 蜜糖   | C. 梳状饰物 |

2. Some airships have no major inside structures and no framework for the outer skin<sup>(1)</sup>. The gas pressure causes this skin, called the envelope, to keep its shape. Modern envelopes<sup>(2)</sup> are made of man-made materials.

- |               |             |            |
|---------------|-------------|------------|
| (1) A. 人的皮肤   | B. 兽皮       | C. 蒙皮      |
| (2) A. 现代化的信封 | B. 现代化的航空气囊 | C. 现代飞机的外壳 |

3. As the last step in the composing process, review your text to be sure it is correct. Check your spelling, punctuation, and capitalisation, and make certain you are using acceptable grammar.

- |       |           |       |
|-------|-----------|-------|
| A. 复习 | B. 重新仔细察看 | C. 评论 |
|-------|-----------|-------|

4. Few newspapers are able to review more than a handful of the books published each week.

- |       |           |       |
|-------|-----------|-------|
| A. 复习 | B. 重新仔细察看 | C. 评论 |
|-------|-----------|-------|

# 阅读实践

## Reading Practice

### 1

### Cyberschools

About 21,000 young people in 17 American states do not attend classes in school buildings. Instead, they receive their elementary and high school education by working at home on computers. The United States has 67 public “cyberschools”, about two times as many as two years ago.

Electronic education makes students work at their own speed. Cyberschools help students who were unhappy or unsuccessful in traditional schools. Learning at home by computer ends long bus rides for children who live far from school.

Cyberschools are growing in popularity. For example, a new cyberschool called Commonwealth

## 4 新起点 学习方法与阅读

Connections Academy will launch classes this fall. It will serve children in the state of Pennsylvania from ages five through thirteen. The state's Department of Education gave the academy a three-year charter, an agreement permitting the school to operate.

Teachers and a director will operate the academy's educational program from Harrisburg, Pennsylvania. Academy experts will manage subject materials and technical services. Connections Academy already has opened three cyberschools. The academy is a private company that is part of the Sylvan Learning Centres. The centres have been developing educational programmes for more than 20 years.

Children get free equipment for their online education. This includes a computer, printer, books and technical services. Parents and students communicate with teachers by telephone or by immediate message systems on their computers.

### Notes

- |  |  |
|--|--|
| 1. cyberschool /'saɪbəsku:l/ <i>n.</i> 网校      | 4. academy /ə'kædəmɪ/ <i>n.</i> 大学, 学院       |
| 2. popularity /ˌpɒpjə'lærəti/ <i>n.</i> 流行; 普及 | 5. launch /lɔːntʃ, lɑːntʃ/ <i>vt.</i> 开办, 创办 |
| 3. commonwealth /'kɒmənweɪθ/ <i>n.</i> 联合体, 联邦 | 6. charter /'tʃɑ:tə(r)/ <i>n.</i> 营业执照; 特权   |

#### I. Translate the following phrases or expressions into Chinese.

- |  |  |
|--|--|
| 1. launch a new enterprise<br>_____      | launch classes<br>_____                    |
| 2. enjoy/win general popularity<br>_____ | grow in popularity<br>_____                |
| 3. fine arts academy<br>_____            | military academy<br>_____                  |
| 4. a business programme<br>_____         | educational programmes<br>_____            |
| 5. a chartered plane<br>_____            | the Charter of the United Nations<br>_____ |

#### II. Choose the best answer for each of the following incomplete statements or questions according to the passage.

- The students who attended cyberschools \_\_\_\_\_.
  - didn't receive any education at all
  - received their education from their computers at home
  - had no public school in their hometowns
  - had no money to pay their expenses at public schools
- What benefits do cyberschools bring to their students?
  - They can learn at their own speed.
  - They can save a lot of money.
  - They can avoid traveling long distances from their homes.
  - Both A and C.

3. According to the passage, which of the following statements is true?
  - A. Now in the US, cyberschools gain less and less trust from the public.
  - B. Commonwealth Connections Academy is a failure, because the state government permits it to operate only three years.
  - C. Cyberschools are becoming more and more popular.
  - D. Cyberschools are cheating children from ages five through thirteen.
4. According to the passage, which of the following statements is NOT true?
  - A. Cyberschool students get free equipment for their online education.
  - B. Cyberschool students get subject materials from the academy.
  - C. Cyberschool students needn't pay any tuition (学费).
  - D. Academy experts will provide technical services for their students.
5. In what ways do the students communicate with their teachers?
  - A. By telephone or by immediate message systems on their computers.
  - B. Through face to face conversations at the end of each term.
  - C. Through face to face lectures at both the beginning and end of each term.
  - D. By interactions on the computer screens.

## E-learning Advice

Why do so many e-learning initiatives fail? How can you keep your project out of the ditch?

1. DON'T over-promise and under-deliver. People new to e-learning sometimes have highly unrealistic ideas about the effort involved in creating e-learning courses, the change management necessary to ensure adoption, and the cost-savings. For example, your management team may expect that everyone in the company will use e-learning, or that e-learning can replace all other forms of learning. Take time to educate stakeholders, so your initiative is held to realistic goals and standards for success.

2. DON'T be exclusive. Don't try to do it alone. Don't exclude IT, purchasing, legal, and other key stakeholders because you think it will speed the process. Part of your job is educating others in the company about e-learning. Never sign a contract without legal review. You may need your boss or a vice president to sign the contract. Enlist your management team's support and keep them informed along the way. If you fail to listen to your stakeholders, you won't get their help when you need it!

3. DON'T try to boil the ocean (start too big). Unless your company has millions of dollars to burn and won't hold you accountable, don't start with big, complex solutions. When trying a new course supplier, only contract for the first course rather than a whole curriculum.

4. DON'T fail to plan. While you need to be fast, don't be careless. Planning allows you to define business requirements, communicate your vision, get buy-in from your stakeholders, and set your initiative up for success. Even if you get a great price for your course or solution and have a superb product, the investment will waste money if it isn't implemented well or used by the staff.

5. DON'T win the battle and then lose the war. The most notorious e-learning failures involve internal struggles about who "owns" e-learning and who will win out. The reality is that there are

several good options for each of these issues. The most important success factor is moving the company quickly to e-learning successes linked to specific business needs. These successes make your sponsors look good, and help overcome resistance.

6. DON'T lose your sense of humour. As a change agent, you'll need a solid sense of humour to handle all those tough questions and the natural resistance from your stakeholders.

### Background Information

“E-learning”（电子化学习）是指运用“Internet”（国际互联网）和“Intranet”（局域网）技术进行远程网络教学，依托网络多媒体技术、网上社区技术及网络硬件平台，将专业知识、技术经验通过网络远程传送到学员面前，使学员可以随时随地利用网络进行学习或接受培训。

“E-learning”将改变教师的作用和师生之间的关系。与传统的教学不同，“E-learning”强调以学生为中心，突出了学生在教学活动中的主动性，增进了教师与学生的交流。

电子化学习包含两种形式：

#### 1. 教师引导学习方式（instructor-led e-learning）

该方式使教师和学员可以在不同的地点同时登陆“Internet”或“Intranet”进行授课和学习。最大的特点是：

\* 在指定的时间，师生同步学习。最新的“Internet”技术已使这种同步的学习环境实现与传统教室相同的感受，即虚拟教室；

\* 学员可以在自己个人习惯的空间学习，不受场地的限制。

#### 2. 自我控制的学习方式（self-paced e-learning）

该方式使学员可以不受时间地点的限制，选择适合自己的时间和地点自学。

### Notes

- |  |   |
|--|---|
| 1. initiative /ɪ'nɪʃɪətɪv, -jətɪv/ <i>n.</i> 计划；积极性      | 7. curriculum /kə'rɪkjʊləm/ <i>n.</i> ([复] -lums, -la) 课程 |
| 2. ditch /dɪtʃ/ <i>n.</i> 沟，渠                            | 8. superb /sɜːpə'bɜːb, sə-/ <i>adj.</i> 上乘的，超等的，极好的       |
| 3. exclusive /ɪk'sklʊ:sɪv/ <i>adj.</i> 排他的；排外的           | 9. implement /'ɪmplɪmənt/ <i>vt.</i> 实现；履行（契约）            |
| 4. exclude /ɪks'klʊ:d/ <i>vt.</i> 拒绝；排除                  | 10. notorious /nəʊ'tɔːrɪəs/ <i>adj.</i> 众人皆知的，臭名远扬的       |
| 5. stakeholder /'steɪk.həʊldə(r)/ <i>n.</i> 股东，享有股份或利润的人 | 11. sponsor /'spɒnsə(r)/ <i>n.</i> 负责人；赞助人                |
| 6. enlist /ɪn'lɪst/ <i>v.</i> 获得（赞助、同情、支持等）              |   |

### I. Decide whether the following statements are true (T) or false (F).

- E-learners are unrealistic about their e-learning courses, thinking that e-learning can replace all the other forms of learning.

2. It is important to get support from the management team when you take e-learning courses.
3. A complete curriculum of e-learning is essential to both the learners and the stakeholders.
4. Careful planning for e-learning plays a decisive role in setting the initiative up for success.
5. A sense of humour helps you deal with the difficult questions and the resistance from the stakeholders.

II. Match the following English expressions with their Chinese equivalents.

- |                              |              |
|------------------------------|--------------|
| 1. curriculum schedule       | A. 学术课程      |
| 2. curriculum vitae          | B. 以儿童为中心的课程 |
| 3. academic curriculum       | C. 课程表       |
| 4. activity curriculum       | D. 适应个别差异的课程 |
| 5. child-centred curriculum  | E. 相关课程      |
| 6. classical curriculum      | F. 核心课程      |
| 7. core curriculum           | G. 经验课程      |
| 8. correlated curriculum     | H. 活动课程      |
| 9. differentiated curriculum | I. [拉] 履历    |
| 10. experience curriculum    | J. 经典课程      |

## 3 Three Certificates

### A. A Graduation Certificate

No.: 040023

July 7, 2005

It is hereby certified that Wang Ming, male, native of Nanjing, Jiangsu Province, born on April 24, 1982, was enrolled to study at Jinling University from September 2000 to July 2004. He has completed all the required courses and satisfied all the requirements, and is given this Certificate of Graduation.

President Zhang Haiyu

Jinling University

### B. A Degree Certificate

The University of Miami, upon the recommendation of the faculty, has conferred on Stephen G. Long the degree of Master of Arts with all the rights, honours and privileges thereto appertaining. In

witness whereof, the seal of the University and the signatures of the President and the Dean are hereunto affixed.

Given at Coral Gables, Florida  
on June 11, 2004  
President          Dean

### C. A Notarisation of Graduation Certificate

#### NOTARISATION LETTER

(99) HF, Min, Zi, No. 240

This is to certify that the preceding duplicate is in conformity with the original copy of No. 675048604, Certificate of Graduation issued to Li Dawei by Nanjing University in September 1999. Both the stamp of Nanjing University and the signature of President Jiang Shusheng on the original copy are found to be genuine.

Notary: Xiao Yin  
Nanjing Notary Public Office  
Jiangsu Province  
The People's Republic of China  
January 29, 2005

#### Notes

- |   |  |
|---|--|
| 1. certificate /sə'tɪfɪkeɪt/ <i>n.</i> 证书                         | 11. witness /'wɪtnɪs/ <i>n.</i> 证明; 证人   |
| 2. hereby /hɪə'baɪ/ <i>adv.</i> (公文、布告等用语) 兹, 特此                  | 12. whereof /hweər'ɒv, -'ʌv/ <i>adv.</i> [关系副词] (=of whom, of which, of what) 关于那人; 关于那事; 关于那物 |
| 3. certify /'sɜ:tɪfaɪ/ <i>vt.</i> 证明; 证实                          | 13. in witness whereof 以资证明  |
| 4. Certificate of Graduation 毕业证书                                 | 14. seal /si:l/ <i>n.</i> 印记, 图章   |
| 5. recommendation /ˌrekəmen'deɪʃən/ <i>n.</i> 推荐, 介绍; 介绍信         | 15. signature/'sɪgnətʃə(r)/ <i>n.</i> 签字, 签名   |
| 6. faculty /'fækəltɪ/ <i>n.</i> (大学的) 学院, 系                       | 16. hereunto /hɪərən'tu:/ <i>adv.</i> 于此   |
| 7. confer /kən'fɜ:(r)/ <i>vt.</i> 授予, 颁予(称号、学位等)                  | 17. affix /ə'fɪks/ <i>vt.</i> 贴上; 附加   |
| 8. the degree of Master of Arts 文学硕士学位                            | 18. notarisation/nəʊtəraɪ'zeɪʃən; -rɪ'z-/ <i>n.</i> 公证, 公证人的证实                                 |
| 9. privilege /'prɪvɪlɪdʒ/ <i>n.</i> 特权, 特殊的荣幸                     | 19. duplicate /'dju:plɪkət/ <i>n.</i> 副本   |
| 10. appertain /æpə'teɪn/ <i>vi.</i> [正式用语](作为一种权利而) 属于; 和……有关(to) | 20. conformity /kən'fɔ:məti/ <i>n.</i> 遵守; 服从  |
|   | 21. in conformity with 和……相适应, 遵照  |
|   | 22. notary /'nəʊtəri/ <i>n.</i> 公证人  |



## I. Translate the following expressions into Chinese.

1. upon the recommendation of \_\_\_\_\_
2. It is hereby certified that... \_\_\_\_\_
3. a marriage certificate \_\_\_\_\_
4. the Faculty of Science \_\_\_\_\_
5. confer a medal on/upon sb. \_\_\_\_\_
6. a witness to the accident \_\_\_\_\_
7. affix one's signature \_\_\_\_\_
8. the matter whereof we speak \_\_\_\_\_
9. in duplicate \_\_\_\_\_

## II. Complete the following sentences with the words given below. Change the form where necessary.

privilege	hereby	conformity	genuine	issue
duplicate	certify	appertain	witness	enroll

1. I \_\_\_\_\_ declare Mr. Jin elected.
2. The accounts were \_\_\_\_\_ correct.
3. Education should not be considered a \_\_\_\_\_ in modern society.
4. The control of traffic \_\_\_\_\_ to the police.
5. These facts are a \_\_\_\_\_ to his carelessness.
6. Was his action in \_\_\_\_\_ with the law?
7. All \_\_\_\_\_ knowledge originates in direct experience.
8. I like your institute but I do not want to \_\_\_\_\_.
9. The teacher \_\_\_\_\_ paper and pencils to all the children.
10. He typed the document in \_\_\_\_\_.

## 4 A Survey on Teaching

Student evaluation is one of the methods used for improving the quality of teaching at university. This survey will provide the staff member with valuable feedback about their teaching effectiveness. Your name is NOT required and all information is confidential. Please complete as accurately as possible. **You should base your responses on this staff member's teaching in this unit.**

STAFF MEMBER'S NAME:

UNIT/CLASS:

DATE:

INSTRUCTIONS \* Use a blue/black pen or 2B pencil  
\* DO NOT use red pen or felt tip pen

\* Erase mistakes fully  
\* Make no stray marks

## 4 学习方法与阅读

Please indicate the EXTENT of your agreement/disagreement with the following statements as descriptions of this class by using this scale:

Strongly Disagree 1 Disagree 2 Neutral 3 Agree 4 Strongly agree 5

**NOTE: Leave blank any items that do not apply for this staff member's teaching.**

### LEARNING/ACADEMIC VALUE

You found the class intellectually challenging and stimulating. 1 2 3 4 5

You have learned something which you considered valuable. 1 2 3 4 5

Your interest in the subject has increased as a consequence of this class. 1 2 3 4 5

You have learned and understood the subject materials in this class. 1 2 3 4 5

### STAFF MEMBER'S ENTHUSIASM

Staff member was enthusiastic about teaching the class. 1 2 3 4 5

Staff member was dynamic and energetic in conducting the class. 1 2 3 4 5

Staff member enhanced presentations with the use of humour. 1 2 3 4 5

Staff member's style of presentation held your interest during class. 1 2 3 4 5

### ORGANISATION/CLARITY

Staff member's explanations were clear. 1 2 3 4 5

Class materials were well prepared and carefully explained. 1 2 3 4 5

Proposed objectives agreed with those actually taught so you knew where the class was going. 1 2 3 4 5

Staff member gave presentations that facilitated taking notes. 1 2 3 4 5

### GROUP INTERACTION

Students were encouraged to participate in class discussions. 1 2 3 4 5

Students were invited to share their ideas and knowledge. 1 2 3 4 5

Students were encouraged to ask questions and were given meaningful answers. 1 2 3 4 5

Students were encouraged to express their own ideas and/or question the staff member. 1 2 3 4 5

### INDIVIDUAL RAPPORT

Staff member was friendly towards individual students. 1 2 3 4 5

Staff member had a genuine interest in individual students. 1 2 3 4 5

Staff member made students feel welcome in seeking help/advice in or outside of class. 1 2 3 4 5

Staff member was adequately accessible to students during office hours or after class. 1 2 3 4 5

### BREADTH OF COVERAGE

Staff member contrasted the implications of various theories. 1 2 3 4 5

Staff member presented the background or origin of ideas/concepts developed in class. 1 2 3 4 5

(待续)

(续表)

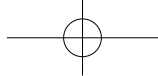
Staff member adequately discussed current developments in the field.	1 2 3 4 5
EXAMINATIONS/GRADING	
Feedback on assessments/graded material was valuable.	1 2 3 4 5
Methods of assessing student work were fair and appropriate.	1 2 3 4 5
Assessments/Examinations tested units content as emphasised by staff member.	1 2 3 4 5
ASSIGNMENTS/READINGS	
Required readings/texts were valuable.	1 2 3 4 5
Readings, assignments, etc. contributed to appreciation and understanding of the unit.	1 2 3 4 5
OVERALL RATING	
(1= Very Poor 2= Poor 3= Average 4= Good 5= Very Good)	
Overall, how is the class compared with other classes at this institution?	1 2 3 4 5
Overall, how is this staff member compared with other staff members at this institution?	1 2 3 4 5

### Notes

- |   |   |
|---|---|
| 1. evaluation /ɪˌvæljuː'eɪʃən/ <i>n.</i> 评估, 评价   | 11. enhance /ɪn'hɑːns/ <i>vt.</i> 提高, 提升                    |
| 2. feedback /'fiːdbæk/ <i>n.</i> 反馈               | 12. presentation /ˌprezən'teɪʃən, ˌpriː- / <i>n.</i> 演示, 讲解 |
| 3. effectiveness /ɪ'fektɪvnis/ <i>n.</i> 有效性      | 13. clarity /'klærəti/ <i>n.</i> 清晰                         |
| 4. confidential /ˌkɒnfɪ'denʃəl/ <i>adj.</i> 保密的   | 14. facilitate /fə'sɪlɪteɪt/ <i>vt.</i> 有助于                 |
| 5. erase /ɪ'reɪz, r'reɪs/ <i>vt.</i> 擦掉           | 15. rapport /rə'pɔː(r), rə-/ <i>n.</i> 关系和睦                 |
| 6. stray /streɪ/ <i>adj.</i> 迷惑的                  | 16. breadth /bredθ/ <i>n.</i> 宽度                            |
| 7. scale /skeɪl/ <i>n.</i> 级别                     | 17. appropriate /ə'prəʊprɪət/ <i>adj.</i> 合适的               |
| 8. enthusiastic /ɪn.θjuːzɪ'æstɪk/ <i>adj.</i> 热情的 | 18. emphasise /'emfəsaɪz/ <i>vt.</i> 强调                     |
| 9. dynamic /daɪ'næmɪk/ <i>adj.</i> 生动的            | 19. institution /ˌɪnstɪ'tjuːʃən/ <i>n.</i> 机构               |
| 10. energetic /ˌenə'dʒetɪk/ <i>adj.</i> 充满活力的     |   |

#### I. Answer the following questions based on your own experiences.

- Is it necessary to conduct a survey on teaching at the end of a course? Why or why not?  
\_\_\_\_\_
- How does the teachers' enthusiasm affect your learning in class?  
\_\_\_\_\_
- Do the teachers often encourage you to take part in the class discussion? What are the benefits of group interaction?  
\_\_\_\_\_



## 4 新起点 学习方法与阅读

4. Are the readings and other assignments after class helpful to your understanding of the lectures? Why or why not?  
\_\_\_\_\_
5. What is your overall impression of your college English course? How do you evaluate your English teacher?  
\_\_\_\_\_

II. Write a comment on one of the courses you took this term in about 150 words. Your writing may cover the teaching content, the teaching methods, the teacher's attitude to the class, the assignments, the assessment of the course, your overall impression of the course and of the teacher, etc.

# 对照阅读

## Bilingual Reading

### Dragon Dance

The dragon dance, also known as the dragon lantern dance, is a unique folk dance in China. The performers wave props shaped like a dragon to the accompaniment of drums and gongs, displaying a powerful and majestic momentum.

The image of the dragon appeared in prehistoric times. The Yellow Emperor, the legendary ancestor of the Chinese nation, adopted the dragon as the totem of his tribe. In ancient China, agriculture was the base on which to build up the nation. The time and amount of rainfall were very important for harvests. The dragon dance was performed to pray for rain since people believed that rain was under the control of the dragon.

During the Song Dynasty, founded in the 10th century, the dragon was combined with lanterns to form a kind of visual art. The dragon lantern dance became a major item of entertainment during festivals, especially the Lantern Festival on the 15th day of the first lunar month.

### 舞龙

舞龙又叫舞龙灯，是中国特有的民间舞。伴随着锣鼓声，舞龙者挥舞着龙形道具，展示出威武宏大的气势。

龙的形象早在史前就已经出现。传说华人祖先黄帝把龙作为他的部落的图腾。古代的中国以农业为立国之本。下雨的时节和雨量对农业收成至关重要。由于古人认为龙主宰着雨，因此舞龙是为了求雨。

在公元10世纪的宋朝，龙和灯相结合，从而产生了一种视觉艺术形式。舞龙灯成为了一种节日庆祝活动的主要形式，特别是在正月十五元宵节。

我们现在还可以看到历史上最早舞龙的形式。龙头和龙身是用竹、木、纸、布等材料制成，然后涂上颜料。一条龙有多少节数，要根据舞龙的人数决定。一条龙的长度通常是十几米，甚至几十米。舞龙的时候，一个表演者挥舞着球形的龙珠，龙头带着龙身跟着龙珠的运动，前冲后仰，上下翻飞，展现出神话传说中龙的各种姿态。

Today we can still see the earliest form of the dragon dance. The head and body of the dragon are made of bamboo, wood, paper and cloth and painted with pigments. The number of segments of the dragon depends on the number of performers. Usually it is a dozen or even dozens of metres long. When the dragon lantern dance is performed, the dragon head follows the movement of somebody waving a pearl-shaped ball while the dragon body moves forward or backward and turns up and down, displaying various postures of the legendary dragon.

The dragon is an emblem of the Chinese nation. It is also an emblem of good harvest, national prosperity and people's happiness. So the dragon dance is indispensable for festivities in Chinese communities all over the world.

龙是中华民族的一种象征,也是五谷丰登、国富民安的体现。所以,在世界各地,凡是有华人的地方,节庆活动都少不了舞龙灯。

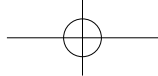
### Notes

- |   |   |
|---|---|
| 1. dragon /'dræɡən/ <i>n.</i> 龙               | 10. tribe /traɪb/ <i>n.</i> 部落, 部族                  |
| 2. lantern /'læntən/ <i>n.</i> 灯笼, 提灯         | 11. visual /'vɪzjuəl, -ʒuəl/ <i>adj.</i> 视觉的, 形象的   |
| 3. unique /ju:'ni:k/ <i>adj.</i> 唯一的, 独特的     | 12. pigment /'pɪgmənt/ <i>n.</i> 颜料                 |
| 4. prop /prɒp/ <i>n.</i> 小道具                  | 13. segment /'segmənt/ <i>n.</i> 段, 节               |
| 5. to the accompaniment of 在……的伴奏下            | 14. posture /'pɒstʃə(r)/ <i>n.</i> (身体的) 姿势, 体态, 状态 |
| 6. majestic /mə'dʒestɪk/ <i>adj.</i> 宏伟的, 庄严的 | 15. emblem /'embləm/ <i>n.</i> 象征; 标志               |
| 7. momentum /məʊ'mentəm/ <i>n.</i> 气势         | 16. prosperity /prɒ'sperəti/ <i>n.</i> 繁荣           |
| 8. legendary /'ledʒəndəri/ <i>adj.</i> 传说中的   |   |
| 9. totem /'təʊtəm/ <i>n.</i> 图腾, 标识           |   |

## 格言锦句

### Proverbs

- The primary purpose of education is not to teach you to earn your bread, but to make every mouthful sweeter. — J. Angell  
教育最主要的目的, 不是教你挣得面包, 而是使每一口面包都更加香甜。——安吉尔
- Education is a progressive discovery of our own ignorance. — W. Durant  
教育是一个逐步发现自己无知的过程。——杜兰特



## 4 新起点 学习方法与阅读

3. In education we are striving not to teach youth to make a living, but to make a life. — W. A. White  
教育不是为了教会青年人谋生，而是教会他们创造生活。—— 怀特

4. The object of education is to prepare the young to educate themselves throughout their lives.  
— R. Hutchins

教育的目的在于让青年人能够毕生进行自我教育。—— 哈钦斯

5. The one real object of education is to have a man in the condition of continually asking questions.  
— M. Creighton

教育的真正目的是让一个人习惯于不断提出问题。—— 克赖顿

# 看电影学英语

## Film Clips

### Forrest Gump (I)

#### 故事梗概

阿甘是个智商只有 75 的低能儿。在“说到就要做到”这一信条的指引下，阿甘最终闯出了一片属于自己的天空。在他的生活中，他结识了许多美国的名人，最后通过捕虾成了一名企业家。阿甘和青梅竹马的朋友珍妮有一个儿子，经过多年的分分合合，最后他们三人一同回到了家乡，一起度过了一段幸福的时光。珍妮不幸过世，他们的儿子也已到了上学的年龄。阿甘经历了世界风云变幻的各个历史时期，但无论何时，无论何处，无论和谁在一起，他都依然如故，纯朴而善良。

本片以独特的视角对美国几十年来社会政治生活中的重要事件做了展现，它使美国人重新审视国家和个人的过去，重新反省美国人的本质。

阿甘回忆自己第一次坐校车，认识珍妮的经历。

**Forrest:** (voice-over) I remember the bus ride on the first day of school very well.

**Bus driver:** Are you coming along?

**Forrest:** No, Mister. I'm not to be taking rides from strangers.

**Bus driver:** This is the bus to school.

**Forrest:** I'm Forrest, Forrest Gump.

**Bus driver:** I'm Dorothy Harris.

**Forrest:** Well, now we aren't strangers anymore.

**Boys:** Can't sit here. The seat is taken. Taken.

**Forrest:** (voice-over) You know it's funny what a young man recollects.

Cuz I don't remember being born. I don't recall what I got for my first Christmas and I don't know when I went on my first outdoor picnic. But I do remember the first time I heard the sweetest voice in the whole wide world.

**Jenny:** You can sit here if you want.

**Forrest:** *(voice-over)* I had never seen anything so beautiful in my life. She was like an angel.

**Jenny:** Well, are you gonna sit down or aren't you? What's wrong with your legs?

**Forrest:** I'm nothing at all, thank you. My legs are just fine and dandy.

**Forrest:** *(voice-over)* I just sat next to her on that bus and had a conversation all the way to school.

**Jenny:** Then why do you have those shoes on?

**Forrest:** My Momma said my backs crooked like a question mark. These are going to make me as straight as an arrow. They're my magic shoes.

**Forrest:** *(voice-over)* Except Momma, no one ever talked to me or asked me questions.

**Jenny:** Are you stupid or something?

**Forrest:** Mom says that stupid is as stupid does.  
*(Jenny puts her hand out toward Forrest. Forrest reaches over and shakes her hand.)*

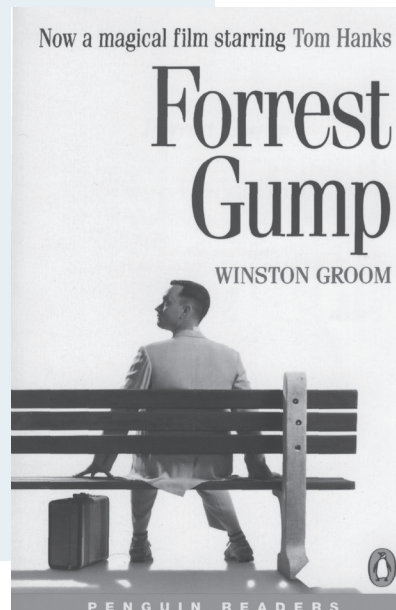
**Jenny:** I'm Jenny.

**Forrest:** I'm Forrest, Forrest Gump.

**Forrest:** *(voice-over)* From that day on, we were always together, Jenny and me were like peas and carrots. She taught me how to climb.  
*(Jenny sits on a large branch and calls down to Forrest.)*

**Jenny:** Come on, Forrest, you can do it.

**Forrest:** *(voice-over)* I showed her how to dangle. She helped me learn how to read, and I showed her how to swing. Sometimes we'd just sit out and wait for the stars.



## 4 新起点 学习方法与阅读

### Notes

1. mister /'mɪstə(r)/ *n.* 先生（招呼不认识的人）
2. recollect /ˌrekə'lekt/ *vt.* 回忆，记起
3. cuz /kəz/ *conj.* 因为（because 的简写形式）
4. dandy /'dændɪ/ *adj.* 好的
5. or something（口语化的表达）或诸如此类的事物
6. stupid is as stupid does 笨人有笨人的作为
7. peas and carrots 豌豆和胡萝卜。这两种蔬菜在市场上常常一起出售，因此用以比喻形影不离的人。
8. dangle /'dæŋɡl/ *v.* 摇摆