

前言

教育部颁布的《大学英语课程教学要求》明确了我国大学英语的教学目标是“培养学生的英语综合应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。”

编写原则



对于大多数学生而言，电影所带来的视听享受和随之而来的冲击力大大超过纯语言文字的吸引。在本教程中，编者力图采用多样题材的英语影片，通过真实的场景和地道的语言来提高学生的英语视听能力。同时，由于每一部影片都反映了其特有的历史、文化背景和风土人情，学生还可以透过影片了解其中的文化元素，逐步提高自身的综合文化素养。

教材特色



一. 经典与流行相结合的多元化题材

遵循经典和流行相结合的原则，本教程选用了八部让人百看不厌、回味无穷的影片。

- ◆ 《死亡诗社》年复一年地令无数师生含泪唏嘘不已，在校园中反观教育、反思人生。
- ◆ 《单亲插班生》讲述了一个男人与一个男孩的共同成长、

分享与关怀：电视机、DVD、网络世界，现代科技似乎验证了“每个人都是一座孤岛”；孤独的我们是否需要他人的存在？

- ◆《喜福会》讲述了中国移民母亲与在美国土生土长的女儿之间的代沟与跨文化的冲突。
- ◆《时尚女魔头》揭开了光鲜诱人的名利场和重金堆砌的优雅时尚背后的沉重与虚幻。
- ◆《费城故事》讲述了艾滋病与同性恋的故事，折射出人们对平等、友爱与正义的向往。
- ◆《美女与野兽》让我们重新思考何为“美”，何为“兽”，何为“爱”；再次印证了爱的真谛：爱在于内心。
- ◆《女王》透过英国女王在戴安娜王妃之死事件中的矛盾与挣扎引发对历史传统与政治革新、权力与责任的重新认识。
- ◆《特洛伊》在古老的特洛伊战争中贯穿的，是爱情这个永恒的话题，是勇士们张扬出来的人类对于成为永恒、成为传奇的向往与努力。

所有的影片都体现了人性的尊严和力量，具有较强的现实意义。本教程在帮助学生提高英语听说技能的同时，引导学生直面社会的纷繁复杂，深入思考人生的价值。

二. 知识性与趣味性相结合的内容

拥有宽广的知识面是当代大学生应具备的重要素质之一。为此，本教程不仅为学生提供了丰富的视听语料素材，还归纳了单元主题所涉及的词汇和习语，选取影片最有代表性的片断，并从语境、角色、修辞等方面分析其语言特色，最后还提炼了经典台词，

供学生模仿、记忆。此外，学生透过影片可以了解英、美等国的风俗习惯、相关学科知识以及文化背景知识，并正确运用英语进行跨文化交流。

同时，本教程的设计贴近大学生的生活，关注大学生的智力和情感因素，激发学生学习热情和主动性。

三. 具有启发性和旨在培养学生科研能力的任务活动设计

任务活动的目标是培养学生解决问题并获得新知的能力。本教程的任务活动根据学生认识事物的规律和心理特征，以学生的生活经验和兴趣为出发点，具有明确的目的和启发性，有利于学生学习英语知识、发展语言技能，训练思维能力，从而提高实际语言运用能力。另外，任务活动不仅限于课堂教学，而且延伸至课堂之外的学习和生活之中。课后学生可以学习小组的形式，协作完成任务活动。为完成课堂小组讨论或演讲，学生需要到图书馆或网站查阅资料，搜集数据。这种科研体验为学生将来的独立学习和工作打下了良好的基础。

每单元的结尾处提供了几部与本单元主题相关的影片片名，进一步拓展学生的信息源，促使其独立观赏和分析相同题材的影片，深化对主题的理解。

四. 视听说立体化的教学模式

本教程辅以配套的CD-ROM光盘，每个单元均包含视、听、说三大主要环节。“看”电影，了解其主题和梗概，学生“看”到的是一个时代甚至整个历史和文化，“看”到的是艺术和表现的技巧；“听”地道的表达方式和标准的语音语调，逐步适应英

美人士日常交流的语速，提高相似语境的交流效率；然后运用所学知识，“说”出自己的观点，实现了语言训练中的视听说三位一体，真正做到了不流于表面。

本教程从构思、编写到最后成形整个过程得到了许多专家的支持。在此向他们表示感谢。我们真诚地希望这套教材能得到广大使用者的喜爱。

编者
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使用说明

教材的构成



《英语电影听说》是一套英语视听说教材，其中包括学生用书、教师用书和配套教学光盘，适合高等院校非英语专业高年级选修课学生及其他水平相当的英语学习者使用。

全书共8个单元，每个单元介绍一部英语电影，包括以下板块：

学生用书		教师用书	
Warm-up			
Part 1 Movie Exploration	Section A Movie Story	More Information About the Movie	
	Section B Character Analysis	References	
	Section C An Interview / A Dialog / A Review on the Movie	Audio Scripts & Answers	
Part 2 Culture Reflection	Section A Culture Point 1	Supplementary Culture Points & References	
	Section B Culture Point 2		
Part 3 Language Appreciation	Section A Language Tips	I. Lexical Groups	References
		II. Idiomatic Expressions	
	Section B Excerpts and Expressions		
	Section C Memorable Lines		
Recommendation of Similar Movies			



各板块使用说明

Warm-up 为导视性思考题。通过对问题的思考和讨论，引入主题。

Part 1 Movie Exploration

Section A Movie Story: 包括影片的一些基本信息，如导演、编剧、主演、发布年代、获奖情况，以及影片故事梗概。学生在观看影片之前，先阅读这部分内容，以便对影片有所了解。观看影片之后，学生可以根据所给线索提示，简要复述电影故事，提高视听理解力及口头归纳和表达能力。

教师用书中提供了更多有关影片的信息，教师可根据实际教学需求来选用。

Section B Character Analysis: 该板块提炼、归纳影片中的一些主要场景，学生仔细观看这些场景后完成对这些场景的归纳以及对主要人物的性格特征及角色功能的分析、评述，并回答一些有关主要场景和人物的问题。该板块旨在帮助学生深入了解影片，并进一步培养其视听理解力以及分析、归纳和评论的能力。

Section C An Interview / A Dialog / A Review on the Movie: 该板块包括一篇针对影片的访谈或一篇影评。学生先听访谈（或影评），进行听写练习，然后仿照访谈（或影评），完成一个访谈活动或小组专题讨论。该板块旨在强化学生的听写能力，并进一步培养学生评析影片的能力。

Part 2 Culture Reflection

该板块包括从片中提炼出的两个文化点。学生在初步了解这

些文化信息的基础上，根据所给任务，完成相应的课后调查、研究和讨论。该板块旨在让学生透过影片了解文化，逐步提高其综合文化素养。

教师用书中提供了更多相关的文化点，以拓展单元影片主题，给教师提供更多文化视角以及组织课堂讨论的线索。教师可根据实际教学需求来选用。

Part 3 Language Appreciation

Section A Language Tips: 包括Lexical Groups和Idiomatic Expressions两部分。Lexical Groups归纳了与影片主题相关词汇和短语，引导学生积累与主题有关的表达，并开拓视野。Idiomatic Expressions归纳了影片中的一些习语表达，使学生得以接触并模仿地道而生动的西方社会生活用语。

Section B Excerpts and Expressions: 提供影片精华片断，分析片断中的语言特色，如各种修辞手法、各种语气的运用、角色在不同场合、以不同身份采用的不同表达模式等。学生在了解相关信息的同时，学习地道的表达，并根据所给提示，运用这些语言技巧完成情景对话或讨论，从而提高语用能力。同时，学生通过模仿和扮演电影角色，提高自己的语音、语调和表达能力，更为重要的是，学生通过切实的演剧体验，加强了彼此的互动，并提高了观看影片的兴趣和鉴赏能力。

Section C Memorable Lines: 提供部分经典台词及其译文，学生通过模仿和背诵电影台词来提高语言表达和鉴赏能力。

Recommendation of Similar Movies 该板块提供几部与本单元影片主题相似的电影，拓展学生的信息源，促使其独立观赏和分析相同题材的影片，以深化其对影片主题的理解。



课时安排以及教学建议

本教程包括8个单元，可以供一个学期使用，如果课时允许，也可分为两个学期使用。如果使用一个学期，每班周学时为2学时，教师可根据各自学校的实际教学情况，选用4至6个单元。

建议四周完成一个单元，以便真正做到深化、细化教学环节。第一周完成导视思考题，并简要介绍影片的一些基本信息和内容，然后让学生观看影片（课堂上不能看完的部分，要求学生课后看完、看懂）。学生组建学习小组（如3-4人一组），课后在学习小组内讨论故事情节和人物特征，并完成简要复述电影故事的任务，同时，为下周要上的课堂内容做准备。第二周教师先抽查学生简要复述电影故事的情况，再完成对影片中主要场景和主要人物的分析、评述，并引导学生熟悉文化点。课后让学习小组成员分工协作，就文化点部分的思考题做相应的课后调查、研究或讨论。第三周让学生在课堂上反馈调查、研究或讨论的结果，进一步讨论文化信息，并让学生课后预习语言欣赏部分。第四周完成语言欣赏部分，并归纳本单元要点。

以上各步骤环环相扣，互为补充，教师可根据实际教学情况有所取舍，学生无论在课堂学习还是课后自学时，都可由浅至深，完成从单纯的信息输入到对影片从语言习得和文化认知角度的深入了解，再到课堂上的各抒己见，充分互动的学习过程。

编者

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Unit 1

Dead Poets Society

CAMPUS LIFE

Directed by Peter Weir
Written by Tom Schulman
Starring: Robin Williams ... John Keating
Robert Sean Leonard ... Neil Perry
Dylan Kussman ... Richard Cameron
Norman Lloyd ... Mr. Nolan
Kurtwood Smith ... Mr. Perry
Leon Pownall ... McAllister

Release Year: 1989
Awards: 1990—Won **Oscar Academy Award** for **Best Writing, Screenplay Written Directly for the Screen**
1990—Won **BAFTA Film Award** for **Best Film** and **Best Original Film Score**

Warm-up

1. Should students be encouraged to participate in extracurricular activities?
How do you balance your study and extracurricular activities?
2. In many schools, students are taught to conform and put their beliefs aside. Should individualism be encouraged at school?
3. Have you ever met an outstanding teacher who not only teaches the subject but also exerts a lifelong influence on students? Share your experience with the class.




Section A

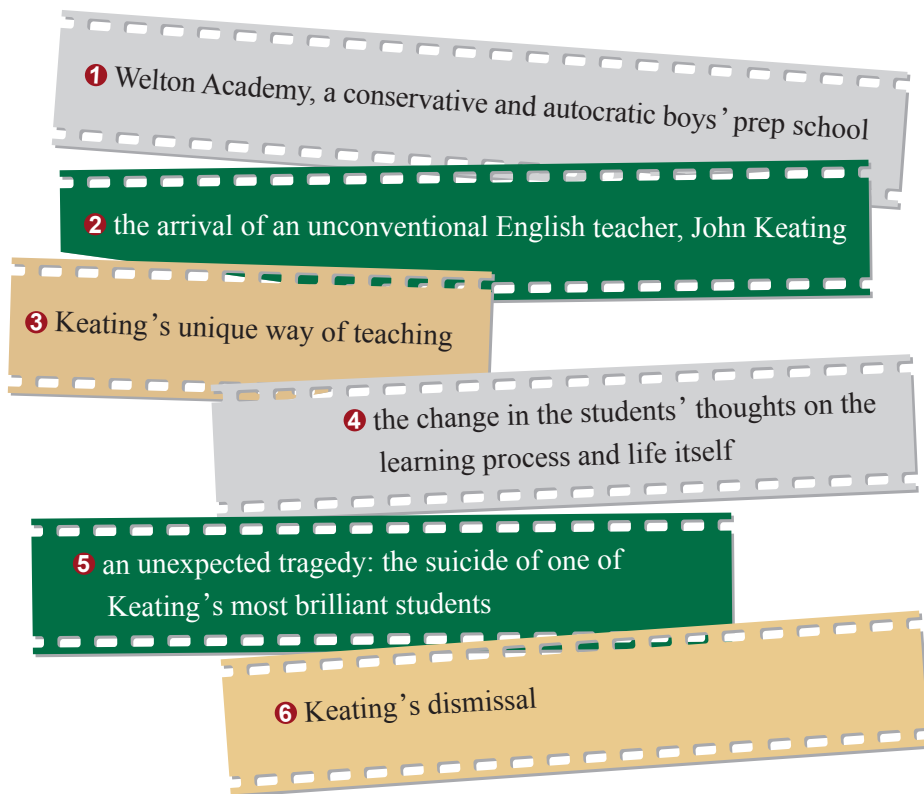
Movie Story



The story took place in 1959. Welton Academy was a conservative but well-respected boys' prep school where education was a pragmatic and rather dull affair. The school life dragged on with all the formal and inactive lectures until one day a new English teacher, John Keating, came and stirred the stagnant water. Keating was an unconventional educator who tried to shape his students into "free thinkers" in and after classes. He guided the students in feeling the power of words and ideas. He urged them to fully experience every moment, to perceive the world from different angles, and to maintain uniqueness and individuality. The students' vision was magically transformed by Dead Poets Society—an old organization in which the young Keating had read and felt romantic poetry with his fellow students and had started his quest for the true essence of life. Keating's students revived it and followed suit by meeting at night in a cave. The adventures of mind and soul gave them big thrills as well as the temptation to explore the unknown. Yet Keating's unconventional teaching methods turned the school authority against him. The story ended up with a disaster: one of his most brilliant students committed suicide because he found parental interference and pressure unbearable. Keating was blamed for the boy's death and forced to leave. Yet his relentless idealist experiments in Welton did bear fruits and added a hopeful and comforting touch to his dismissal: despite the school master's threats, Keating's students stood on the desks—the very stance Keating would like them to take so that they could see things differently—to pay respect to their teacher.

 stagnant (水或空气) 不流动的, 停滞的; 死气沉沉的
autocratic 独断专行的

Task 1 Retell the story with the help of the hints given below.



Section B Character Analysis

Task 2 Work in pairs. Focus on the following scenes, discuss the personality traits of the characters and fill in the blanks.

Dead Poets Society features a rich parade of characters. They are teachers and students whose values and personalities seem to be poles apart. The following tables involve the most impressive scenes in the movie which serve as clues to understand these characters better.



marrow 精华, 精髓
villain 首犯, 主要肇事者

TEACHERS

**Mr. Nolan** (Headmaster)

Highlights	<p>a. (<i>at the ceremony</i>) deliver a speech, emphasizing _____ and _____</p> <p>b. (<i>in the classroom</i>) question Keating's conduct in the courtyard and warn him _____</p>
Personality Traits	_____

**Mr. Keating** (Teacher of English Literature)

Highlights	<p>a. (<i>on the corridor</i>) shock the students a bit by encouraging them to call him _____ and to “_____” (<i>carpe diem</i>)</p> <p>b. (<i>in the classroom</i>) give the boys further shocks by pressing them to rip out _____ and urge them to think about the meaning of _____</p> <p>c. (<i>on the campus</i>) be stopped by the boys; share with them his secret of _____ and his experience of “sucking the marrow of life”</p> <p>d. (<i>in the classroom</i>) render _____ in a funny way; ask the students to stand on the desk to _____</p> <p>e. (<i>in the courtyard</i>) make the boys walk at their own paces to show them that _____</p>
Personality Traits	_____



STUDENTS

Neil

Highlights

- a. (*in Keating's dorm*) confide to Keating his fear and worries about his father's _____
- b. (*in his father's study*) _____ with his father's gun

Personality Traits



Cameron

Highlights

- a. (*on Keating's class*) be puzzled by and uncomfortable with _____
- b. (*in the attic*) shout _____ and _____

Personality Traits

Task 3 Work in pairs and answer the following questions.

1. What do you think of Keating's first English literature class session at Welton?
2. When Neil confides to Keating his fear and worries about his father's objection to his interest in theater, what does Keating advise Neil to do?
3. It is clear from the beginning that Mr. Perry is determined about Neil's progress towards a future that only he, Mr. Perry, envisions for him. Do you think Mr. Perry's plan will benefit Neil?
4. In the eyes of official justice and established morality, Keating seems to be the villain who is to be blamed for Neil's suicide. But who in the world should be the most responsible for Neil's death?

Section C An Interview on the Movie

Task 4 Listen to the interview and complete it by filling in the blanks.

In this section, Daisy, a reporter from the Movie Review column of the Oriental Daily, is interviewing two professors, Professor Chen who teaches English literature and Professor Wang whose field is linguistics, for their ideas about the movie Dead Poets Society.

D for Daisy

C for Chen

W for Wang

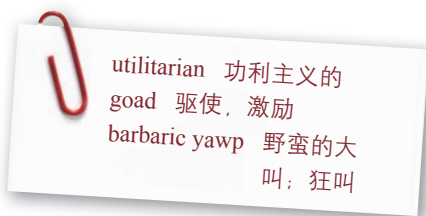
- D:** This movie, *Dead Poets Society*, was made nearly 20 years ago. Yet it's still very popular with the young people today. Now, what, in your view, contributes to its lasting charm?
- C:** Adolescent passion and ambition. That's the most cherished life experience. But not every young guy is lucky enough to (1) _____ by someone mature, and insightful and willing to help. The movie presents John Keating not only as a teacher but as a mentor or a guide who inspired confidence and enthusiasm, love and respect. No wonder he becomes (2) _____.
- D:** Yes. You just mentioned Keating, the leading role. In most movie reviews, he is hailed as a hero for challenging the rigid and utilitarian authority and advocating free thinking. Then Professor Wang, could you be more specific about your impressions of this figure?
- W:** A hero? No. A modern Don Quixote, yes. He appears (3) _____ but is in fact very (4) _____.
- D:** Misleading and dangerous? In what way?

W: A responsible teacher never (5) _____. Despite his claim to pursue independent and integral personality, he was imposing his own ideas on the students. The students were turned against the school authority and pushed to accept Keating's authority. They (6) _____ made up by Keating. Worse still, they were dragged into a hopeless war against traditions and conformity and suffered a heavy loss—in vain.

C: I venture to disagree. Keating was preaching and practicing what he really believed in. He was not experimenting on his students. Nor did he attempt to establish his authority. Instead, he just put forward his views and invited the students to open their minds and (7) _____. He gave the students a chance to speak for themselves. By doing so, he could find out what was hidden in them, tailor his teaching strategies to their needs and bring out the best of them.

W: Are you serious in calling the stuff “strategies”? I mean, ripping up books, standing on desks, marching up and down the school courtyard, and goading Todd Anderson, a timid boy, into making a “barbaric yawp”? Don't you think they are (8) _____?

D: It seems that Keating's methodology arouses much concern and controversy as well. His point is to prompt the students to (9) _____. But the argument is that there could have been a more decent and less drastic way of illustrating the concept.



Task 5 Work in groups of three and conduct an interview based on the situation given below.

A, a reporter from the Movie Review column of a newspaper, is interviewing two university students, B and C, for their ideas about the movie *Dead Poets Society*. The opinions elicited from the two students are opposed.

Section A

The Goals of American Education

Since Dead Poets Society is a movie set on campus, a glimpse into the major goals of American education will definitely enable Chinese audiences to keep track of certain Western cultural notions.



Education is a cultural phenomenon. Different education reflects different cultural traditions. American education is an indispensable part of the American dream. Not only does it determine the individual's social status and economic prospects, but it also brings general social benefits such as elimination of poverty and improvement of citizenship. The following are two of the most prominent features of American educational goals.

1. Self-actualization

American schools highly value the full realization of one's potential. They lay emphasis on personal development including basic skills education, understanding of basic processes, intellectual development, critical thinking (to evaluate ideas) and creative thinking (to generate ideas), recreational and aesthetic interests, emotional and physical well-being, and most importantly, character formation.

2. Team Spirit

American education also intends to foster the learner's commitment to the country, the neighborhood and the family. Patriotism is taught as the cardinal principle. Interpersonal skills are cultivated to enhance human cooperation and appreciation.

Task 6 Work in groups and compare the similarities and differences between American and Chinese educational systems.

Section B Prep School

Welton Academy, as presented in the movie, is a venerable private boys' prep school, which distinguishes itself with dazzling scholarly achievements and a rigorous style of study.

A university-preparatory school or college-preparatory school (usually abbreviated to preparatory school, college prep school, or prep school) is a secondary school, usually private, designed to prepare students for higher education. Some schools will also include a junior or elementary school.

There are three types of preparatory schools in the United States. Some have living quarters (dormitory and dining room) where students reside (known as boarding schools). Most are day schools. A few schools combine the two approaches by providing boarding school services to out-of-area students and also admitting local students to the day-school programs. Some admit students of only one sex; others are co-educational.

Prep schools are selective, academically challenging, and largely independent of state and local control. The financial burden for going to top-tier prep schools is so considerable that common families can never bear it. However, the high tuition allows schools to hire highly-qualified teachers. And these schools often have significant endowments financing scholarships. In addition, the student-to-teacher ratio is comparatively low in prep schools, hence, smaller class sizes than in public schools.

Preparatory schools often place a strong emphasis on sports. In many private schools students are required to participate in one or more of the schools' sports teams.

Task 7 Work in pairs and exchange ideas with your partner.

How much do you know about prep school? Is there any comparable educational pattern in China?

Section A

Language Tips



I Lexical Groups

Task 8 *Dead Poets Society* centers on school life. Familiarize yourself with the following words and expressions concerning school and learn to use them properly.

be admitted to 被录取到……

enrollment 入学；注册；入学、注册人数

to register 注册

registration 注册

registrar 注册主任

registrar's office 注册办公室

orientation 新生入学培训

school 学院

School of Engineering 工学院

School of Liberal Arts and Sciences 文理学院

School of Fine Arts 艺术学院

School of Business Administration 管理学院

department 系

professor 正教授

assistant professor 助理教授

associate professor 副教授

adjunct / visiting professor 客座 / 访问教授

teaching assistant (TA) 助教

advisor 导师

dean 在大学里负责管理一个学院、系或部门的负责人

dean of studies 教务长

dean of students 教导主任

student 学生

undergraduate (student) 大学生

graduate student 研究生

commuter student 非住校学生

Student Union 学生会

student ID 学号

student card 学生证

major 主修

to major in physics 主修物理

minor 辅修

placement (通常作为学习的一部分的) 工作; 实习职位

transcript 成绩单

credit 学分

thesis (硕士) 论文

dissertation (博士) 论文

degree 学位

bachelor's degree (BA) 学士学位

master's degree (MA) 硕士学位

doctorate (PhD) 博士学位

to graduate with honors 以优异的成绩毕业

valedictorian 在毕业典礼上做告别演说的优秀毕业生



II Idiomatic Expressions

Task 9 A list of idiomatic expressions may help you understand the movie better. Familiarize yourself with the following words and expressions and learn to use them properly.

You have some big shoes to fill.

to have some big shoes to fill 任重道远

Don't mind him. He's born with his foot in his mouth.

to be born with one's foot in one's mouth 总是说蠢话

I urge you not to test me on this point.

to test sb. on this point 向某人挑衅

Suit yourself. 由自己做主；自便

He's the spitting image of his father.

to be the spitting image of sb. 很像某人；与某人长得一模一样

I know where you're headed, like father, like son, huh?

like father, like son 有其父必有其子

You can just butt out!

to butt out 别多嘴

He got his goat.

to get sb.'s goat 激怒……；惹……发火

I'm to turn everybody in, and apologize to the school.

to turn sb. in 告发……；把……交给警方

Keep your head about you.

to keep one's head 保持头脑冷静

Section B Excerpts and Expressions

Task 10 Have a study of the underlined sentences, and try to understand their language power or rhetorical effects.

A dominating tone of arbitrariness permeates this part, which is mainly facilitated by interrogative sentences and imperative sentences.

Setting: Neil's clash with his father

Neil: It's open... Father, I thought you'd gone.

Boys: Mr. Perry, sir.

Mr. Perry: Keep your seats, fellas. Keep your seats. Neil, I've just spoken to Mr. Nolan. I think that you're taking too many extracurricular activities this semester. And I've decided that you should drop school annual.

Neil: But I'm the assistant editor this year.

Mr. Perry: Well, I'm, I'm sorry, Neil.

Neil: But, father, I can't. It wouldn't be fair.

Mr. Perry: Fellas? Would you excuse us for a moment? ... Don't you ever dispute me in public! Do you understand?

Neil: Father, I wasn't disputing you...

Mr. Perry: After you've finished medical school and you are on your own, then you can do as you damn will please. But until then, you do as I tell you. Is that clear?

Neil: Yes, sir. I'm sorry.

Mr. Perry: You know how much this means to your mother, don't you?

Neil: Yes, sir. You know me. I'm always taking on too much.

Mr. Perry: Well, that's my boy. Now, listen, you need anything, you let us know, huh?

Neil: Yes, sir.

Setting: Neil's clash with his father

Neil: Father.

Mr. Perry: Neil.

Neil: Before you say anything, please let me ex...

Mr. Perry: Don't you dare talk back to me! It's bad enough that you've wasted your time with this, this absurd acting business. But you deliberately deceived me! How, how, how did you expect to get away with this? Answer me! Who put you up to it? Was it this new man? This, uh, Mr. Keating?

Neil: No. Nobody. I thought I'd surprise you. I've got all A's in every class.

Mr. Perry: Did you think I wasn't going to find out? "Oh, my niece is in a play with your son," says Mrs. Marks. "No, no, no," I say. "You must be mistaken. My son's not in a play." You made a liar out of me, Neil! Now, tomorrow, you go to them and you tell them that you are quitting.

Neil: No, I can't. I have the main part. The performance is tomorrow night.

Mr. Perry: I don't care if the world comes to an end tomorrow night. You are through with that play. Is that clear? Is that clear?

Neil: Yes, sir.

Mr. Perry: I made a great many sacrifices to get you here, Neil... and you will not let me down.

Neil: No, sir.

Task 11 Work in pairs and make a dialog based on the situation given below. Try to employ the language features in this part.

A is a student who doesn't want to act on his father B's will, and this leads to a clash between them.

Task 12 Have a study of the underlined sentences, and try to analyze their functions or rhetorical effects.

This part shows the heated verbal exchange between Keating and McAllister which is facilitated by a figure of speech: verbal irony.

Setting: Keating's confrontation with his colleague McAllister

McAllister: Quite an interesting class you gave today, Mr. Keating.

Keating: Sorry if I shocked you, Mr. McAllister.

McAllister: Oh, there's no need to apologize. It was very fascinating, misguided though it was.

Keating: You think so?

McAllister: You take a big risk by encouraging them to become artists, John. When they realize that they're not Rembrandts, Shakespeares or Mozarts, they'll hate you for it.

Keating: We're not talking artists, George, we're talking free thinkers.

McAllister: Free thinkers at 17?

Keating: Funny. I never pegged you as a cynic.

McAllister: Not a cynic. A realist. Show me the heart unfettered by foolish dreams, and I'll show you a happy man.

Keating: But only in their dreams can men be truly free. It was always thus and always thus will be.

McAllister: Tennyson?

Keating: No, Keating.



Task 13 Work in pairs and play the roles in the excerpt above. Pay special attention to your delivery.

Section C Memorable Lines

Task 14 Appreciate the following lines and learn them by heart.

1. *Setting: During his first English class, Keating takes the boys out in the hallway and tells the boys they are powerful individuals.*

They're not that different from you, are they? Same haircuts. Full of hormones, just like you. Invincible, just like you feel. The world is their oyster. They believe they're destined for great things, just like many of you. Their eyes are full of hope, just like you.

他们与你们并没有很大不同，不是吗？同样的发型，同样精力充沛，同样坚定不移。世界任其摆布。同你们一样，他们相信自己注定要干一番大事业。同你们一样，他们眼中充满希望。

2. *Setting: Also in his first English class, Keating explains the importance of poetry.*

We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion. And medicine, law, business, engineering, these are noble pursuits and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for.

我们读诗、写诗并非因为诗可爱，而是因为我们是人类的一分子。人类充满热情。医学、法律、商业、工程学是崇高的追求，也是维系生活所必需的。但诗歌、美丽、浪漫、爱情，是我们活着的理由。



3. *Setting: When the boys ask Mr. Keating what Dead Poets Society is, he replies that the DPS was dedicated to taking the meaning out of life. To do so, the members would sit in a cave near a certain pond and recite poetry.*

... We would gather at the old Indian caves and take turns reading from Thoreau, Whiteman, Shelley—the biggest—even some of our own verse, and in the enchantment of the moment we'd let poetry work its magic.

我们几个人聚在印第安人以前居住的山洞里，轮流读着梭罗、惠特曼、雪莱这些最伟大诗人的诗作，有时甚至也读我们自己的作品。在这个令人心醉神迷的时刻，我们让诗歌尽情施展它的魔力。

Recommendation of Similar Movies

Cheers for Miss Bishop (1941)

Goodbye, Mr. Chips (1969)

Madame Sousatzka (1988)

Mr. Holland's Opus (1996)

The Great Debaters (2007)