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Unit

# 1

# A better me

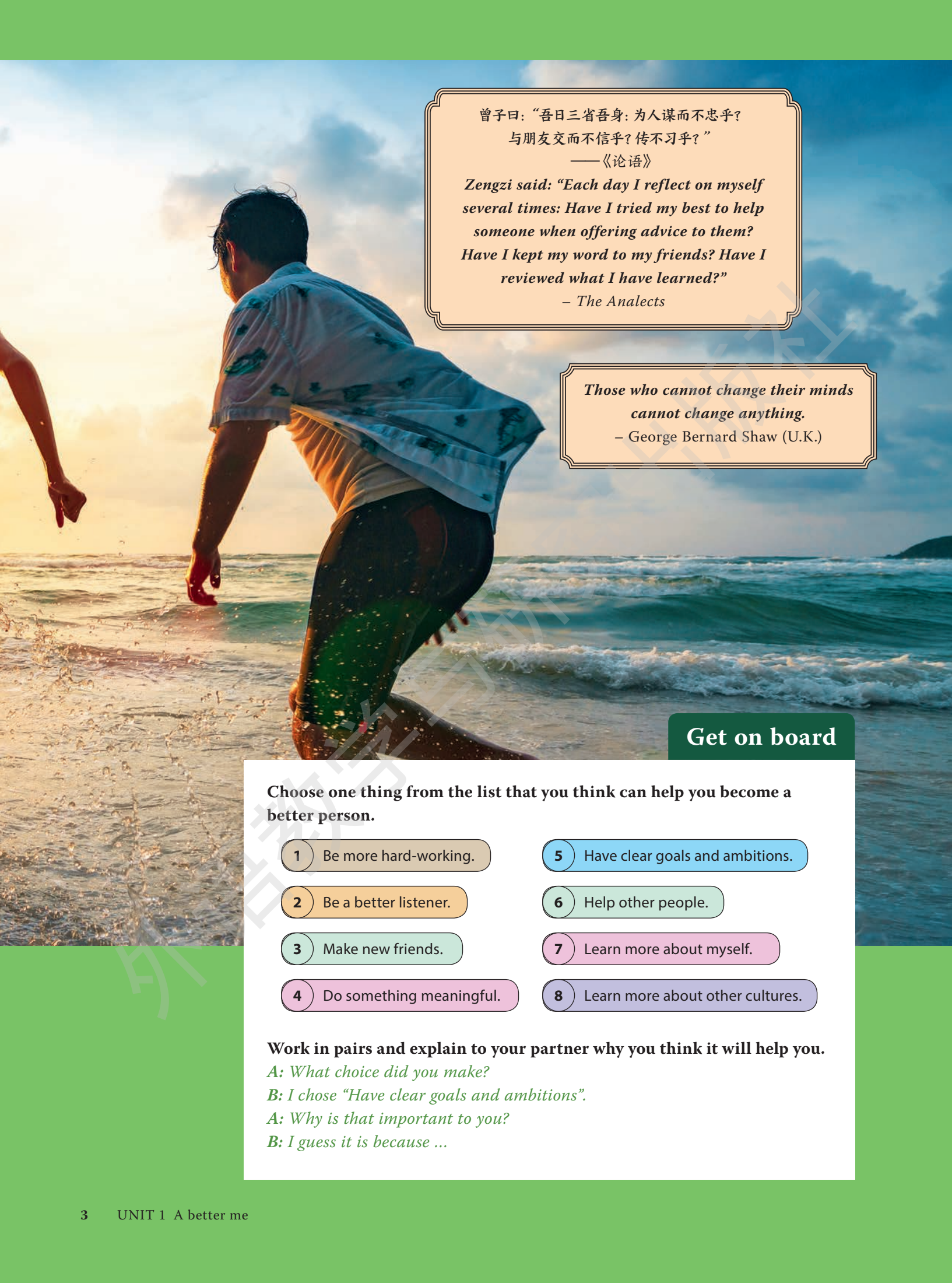


## LEARNING OBJECTIVES

After learning this unit, you will be able to:

- ◆ start a conversation
- ◆ pronounce the *-ed* ending of verbs accurately
- ◆ listen for main ideas
- ◆ take alternative perspectives
- ◆ get more curious about and ready to explore other cultures
- ◆ give a self-introduction
- ◆ use multimedia





曾子曰：“吾日三省吾身：为人谋而不忠乎？  
与朋友交而不信乎？传不习乎？”  
——《论语》

*Zengzi said: “Each day I reflect on myself  
several times: Have I tried my best to help  
someone when offering advice to them?  
Have I kept my word to my friends? Have I  
reviewed what I have learned?”*  
– The Analects

*Those who cannot change their minds  
cannot change anything.*  
– George Bernard Shaw (U.K.)

## Get on board

Choose one thing from the list that you think can help you become a better person.

1 Be more hard-working.

5 Have clear goals and ambitions.

2 Be a better listener.

6 Help other people.

3 Make new friends.

7 Learn more about myself.

4 Do something meaningful.

8 Learn more about other cultures.

Work in pairs and explain to your partner why you think it will help you.

*A: What choice did you make?*

*B: I chose “Have clear goals and ambitions”.*

*A: Why is that important to you?*

*B: I guess it is because ...*

## Quotation notes

The topic of this unit is the importance of becoming a better version of oneself. While both of the quotes are about self-improvement, they address the topic of this unit from different perspectives.

The first quote is from Zengzi (505–435 B.C.), who was a Chinese philosopher and a disciple of Confucius. The quote stresses the importance of self-reflection in making oneself a better person, and offers three essential aspects for one to reflect upon: performing duties for others, treating others faithfully, and reviewing what one has learned.

The second quote is from George Bernard Shaw (1856–1950), who was a highly influential British playwright and critic. The quote states that being too sure of ourselves hinders us from learning new things, and, as a result, from making real change to the world around us.

## Additional activity

This activity is to encourage Ss to compare Zengzi's and George Bernard Shaw's quotations. How are they different? How are they alike? Put Ss in pairs and ask them to discuss the following questions:

1. What can you learn from the two quotes?
2. Which quotation speaks more to you? Why? What examples can you think of that illustrate this quotation?

## Reference answers

1. From the Zengzi quotation, I can learn that daily self-reflection is an important way of becoming a better person. I should not only reflect on how I have treated others, but also review what I have learned. From the

Shaw quotation, I see how important it is to remain open-minded. It reminds me that I should always be willing to listen to others and question my own thoughts.

2. The Zengzi quotation speaks more to me. For example, when I gave advice to my friends in the past, I did not take it seriously enough. In the future, if a friend comes to me for some advice on his or her studies, I should give it careful consideration before I provide my suggestions.

## Get on board

### Reference answers

A: What choice did you make?

B: I think that making new friends can help me become a better person.

A: Why do you think it is helpful?

B: Because making new friends is a good way to learn new things. For example, if I make friends with someone who plays a musical instrument and goes to concerts, perhaps I could learn more about music. What about you?

A: I think I should do something meaningful, such as tutoring my classmates who need help in their studies, or possibly volunteering during summer breaks.

B: Good idea! Why are these things meaningful to you?

A: Well, I think doing these could be helpful to others and also make me feel good about how I spend my time.

## Listening 1

## New words

**introvert** /'ɪntrə,vɜ:t/ *n.* 性格内向的人

**introverted** /'ɪntrə,vɜ:tɪd/ *a.* 性格内向的

**extrovert** /'ekstrə,vɜ:t/ *a.* 性格外向的 *n.* 性格外向的人

**confident** /'kɒnfɪd(ə)nt/ *a.* 自信的

**thoughtful** /'θɔ:tfʊl/ *a.* 为他人着想的

## Before you listen

- 1 Read the seven statements below. Decide which statements are true and which are false about you.

**Are you an introvert or an extrovert?**



**Introvert**



**Extrovert**

1. I like to work alone.
2. I think before I speak.
3. I am a good listener.
4. I have a couple of good friends.
5. I worry a lot.
6. I prefer watching to doing.
7. I don't like a lot of noise.

If you have four or more "true" responses, you are probably an introvert: someone who is quiet and prefers spending time alone rather than being with other people.

If you have four or more "false" responses, you are probably an extrovert: someone who is active and enjoys being with other people.

Work in pairs and compare your answers.

## While you listen

- 2 Listen to a conversation between two students, Julie and Paul, talking about introvert and extrovert behavior and choose the statement that best summarizes their conclusion.

1. People should try to be both confident and thoughtful.
2. It is best to seek advice in order to change your behavior.
3. People should be more thoughtful and less extrovert.

- 3 Listen to the conversation again and check (✓) the correct answer for each of the questions.

Question	Julie	Paul
1. Who feels like an introvert in the Math class?		
2. Who prefers talking to friends than to strangers?		
3. Who got help and advice from a cousin?		
4. Who was able to change behavior in a positive way?		
5. Who thinks introverts can understand other people better?		

## Listening 1

### Scripts

**Julie:** Hi, Paul. How is the new Math class going?

**Paul:** Hi, Julie. Not bad. The teacher is really interesting. The only problem is we have to do group work and I'm such an introvert. I find it difficult to speak up.

**Julie:** Really? You always talk a lot with me!

**Paul:** That's different. You're my friend! I find it hard to talk to strangers.

**Julie:** I used to feel that way. So, I asked my extrovert cousin for advice.

**Paul:** What did she say?

**Julie:** She told me to just act like an extrovert.

**Paul:** What do you mean?

**Julie:** She said that just "acting" like an extrovert would make you realize there's nothing to worry about.

**Paul:** Did it work?

**Julie:** Yes! I was nervous the first time, but I do find it easier now.

**Paul:** That's good advice. But I do think there are some benefits of being introverted.

**Julie:** Like what?

**Paul:** Well, I feel some extroverts don't always know how their actions make others feel. Introverts think about that a lot, so they don't have the same problem.

**Julie:** Good point. I guess it's good to be a little bit of both ...

**Paul:** Confident like an extrovert ...

**Julie:** ... and thoughtful like an introvert!

guess I'm an introvert.

**A:** Yes, I've noticed that about you. I suppose the only one that's true for me is that I don't have very many good friends, just a couple. But I enjoy being with them. I am always active and talkative when I'm with them. So, I'm definitely an extrovert.

### ② Answers

1

### ③ Answers

- |          |         |          |
|----------|---------|----------|
| 1. Paul  | 2. Paul | 3. Julie |
| 4. Julie | 5. Paul |          |

### ① Reference answers

**A:** Which ones are true for you?

**B:** Well, four of these statements are true for me. I definitely prefer to work alone, and to watch rather than do. I hate a lot of noise. Oh yes, I also worry a lot. I don't actually think a lot before I speak, but I'm pretty quiet so I don't speak a lot anyway. So, I



**4 Work in pairs and discuss the questions.**

1. Have you noticed how Julie and Paul started their conversation?
2. How do you usually start a conversation with your classmates or friends?

**Conversation skill** 

**Starting a conversation**

When you speak to someone, often the hardest part is starting the conversation.

When speaking to someone you know, you can ask them questions about themselves.

- *How have things been going?*
- *What have you been doing lately?*

You can also use greetings to start a conversation.

- *What's up?*
- *How is it going?*

Alternatively, ask about the person's family or their health or interests, etc. For example, in the conversation above, Julie starts the conversation with Paul by asking about his studies.

- *Hi, Paul. How is the new Math class going?*

Starting a conversation with people you don't know can be more difficult. The most direct method is to introduce yourself.

- *Hello! I don't think we've met. My name is ...*
- *Hi! I'm a student here. Are you too?*

If you prefer, you can make a statement about the situation you are both in.

- *What terrible weather we're having!*
- *That lecture was really interesting.*
- *Have you tried the food here? It's delicious.*

Such opening statements give the other person something simple to respond to.

**After you listen**

**5 Work in pairs and take turns role-playing starting a conversation in the situations on campus. Try to keep each conversation going for more than four turns.**

- in the classroom
- in the gym
- in the canteen

*A: That was an interesting lesson!*

*B: I know! I found it really interesting. I'm not sure whether I'm an introvert or an extrovert, though. What about you?*

*A: I think I'm a bit of an introvert. By the way, my name is ...*



#### ④ Reference answers

1. Yes. Julie greeted Paul and then asked how he felt about the new Math class.
2. I usually ask them how they are doing. Then I ask them about something that's happening in their life, or I tell them about something in my life.

#### Teaching tips

This activity is designed to activate Ss' prior knowledge of conversation starters before presenting more information in the Conversation skill box.

- Ask Ss to answer the two questions individually at first. Then, put Ss into pairs to discuss the questions. After they finish, have some Ss share their answers with the class.
- Encourage Ss to say what else they might ask when starting a conversation. Note some of their answers on the board.
- Have Ss read through the left half of the Conversation skill box (i.e. the two types of conversation starters with someone you know), and see if any of their conversation starters appear there.
- Have Ss look through their conversation starters and see if any of them would be appropriate for starting a conversation with people they don't know. Then, have them read the other half of the Conversation skill box (i.e. the conversation starters with someone you don't know).

#### ⑤ Reference answers

**In the classroom (between acquaintances):**

**A:** Good morning, Grace. I really like your dress.

**B:** Morning, Lu. Are you prepared for this morning's presentation?

**A:** I think so, yes. But I am a bit nervous.

**B:** Don't worry. I'm sure you'll do fine.

**In the gym (between strangers):**

**A:** Hi. We met at the Learning Center this morning, right?

**B:** Oh, yes. Hi there. I'm Bruce.

**A:** I'm Ben. Do you exercise here regularly?

**B:** Yes, I do. I come here every Tuesday, Friday and Saturday. What about you?

**In the canteen (between acquaintances):**

**A:** Hi, Li Ke. How's it going?

**B:** Hey, Ming. Not too bad. Have you eaten here before? I'm not sure what's good to eat.

**A:** No, this is my first time here. Everything looks good, though. I think I'll try some of that.

**B:** Me, too. I put my things down over there. Why don't you join me?

#### Teaching tips

- Divide Ss into three groups, with each group practicing one of the situations given in the Student's Book. For each situation, Ss work in pairs and practice starting a conversation with an acquaintance and a stranger, respectively.
- When it's time to share, choose one pair from each of the three groups to share their conversations with the class.
- For Ss with a higher English level, prepare some cards with different situations written on them. Have each pair of Ss draw one randomly and create a conversation starter. Possible situations include:
  - You are sitting next to each other on a plane.
  - You are standing next to each other at a buffet or at a party.
  - You are the first two people to arrive in the classroom for a new class.
  - You are on a basketball court, and one of you wants to play a game with the other.

## Listening 2

### New words

**enlightened** /ɪnˈlaɪtnd/ *a.* 明智的

**weakness** /ˈwiːknəs/ *n.* 缺点

**meaningful** /ˈmiːnɪŋfl/ *a.* 有意义的; 重要的

**truly** /ˈtruːli/ *ad.* 真正地

### Before you listen

- 1 Read the adjectives. Choose the ones which you would use to describe your personality.

helpful

extroverted

friendly

impatient

confident

introverted

sociable

modest

thoughtful

Work in pairs and compare your answers. Explain which ones you consider to be your strengths, and which ones you consider to be your weaknesses.

### While you listen

- 2 Listen to a short talk on the subject of “knowing yourself” and complete the summary with the words and phrases you hear.

## Knowing yourself



### What is “knowing yourself”?

“Knowing yourself” is not just knowing your 1) \_\_\_\_\_ or what music you like. It is a journey to discover 2) \_\_\_\_\_.

### How to know yourself?

1. Think carefully about what you are 3) \_\_\_\_\_ and what you are not.
2. Understanding your 4) \_\_\_\_\_ is another important part of knowing yourself.

## Listening 2

### Scripts

Over thousands of years, many great thinkers have talked about the importance of “knowing yourself”. For example, Laozi said, “He who knows others is wise. He who knows himself is enlightened.”

But “knowing yourself” is not as simple as just knowing your favorite color or what music you like. It is a journey to discover who you really are.

The question is: How can we achieve this?

One important step you can take is thinking carefully about what you are good at and what you are not. Knowing your weaknesses gives you the opportunity to make up for them, or work to overcome them. Knowing your strengths allows you to make best use of them. This knowledge can help you choose a path in life more appropriate for you.

Understanding your feelings is another important part of knowing yourself. You probably have a good idea of what you enjoy, and what you don't. However, it is the deeper, more meaningful things that can make us truly happy. These can be things such as successful careers, or healthy relationships. Knowing these things can enable you to set your goals, make better decisions, and build a happier life.

### Culture note

#### Laozi

He was a Chinese philosopher who lived during the time of Confucius, in the 6th century B.C. He is known as the founder of Daoism. “He who knows others is wise. He who knows himself is enlightened” (知人者智, 自知者明) is a quote from Laozi, which talks about the importance of knowing yourself.

### ① Reference answers

- I believe I am a thoughtful person. I care about other people, and I'm always willing to help. I think those are my strengths. Yesterday, my roommate didn't have time to go to the canteen for lunch, so I brought some food back for her. But sometimes I think I can be a bit too introverted. For example, my friends often ask me to go to the cinema or visit galleries with them, and I usually say no because I'd rather stay alone. I should probably say yes more often.
- It's easy for me to be friendly because I am very sociable and rather extroverted. Some people say that I am a little too extroverted at times, though! For example, I always try to be the center of attention during group discussions and spend most of my spare time with friends. I guess that is my strength and also my weakness. Perhaps I should try to be a better listener and learn to enjoy being alone.

### Teaching tips

- Ask Ss to read through the list of adjectives and choose the ones that describe their personalities. Encourage them to add their own if they don't find any appropriate adjectives.
- Have Ss put an “S” next to the ones they consider to be strengths, and a “W” next to the ones they consider to be weaknesses or areas they want to change in themselves.
- Put Ss in pairs to compare their choices. Have them share their strengths first, giving specific examples where possible. Then, have them talk about their weaknesses and discuss how they might work on them in order to improve themselves.

### ② Answers

1. favorite color
2. who you really are
3. good at
4. feelings



3  Listen to the talk again and decide whether the statements are true (T) or false (F).

- 1. Laozi said that knowing yourself was not as important as knowing others.
- 2. Going on a journey is the best way to discover who you really are.
- 3. One advantage of knowing your weaknesses is that it can help you turn them into your strengths.
- 4. You'll be better at choosing an appropriate path in life if you have a good understanding of what you can and can't do well.

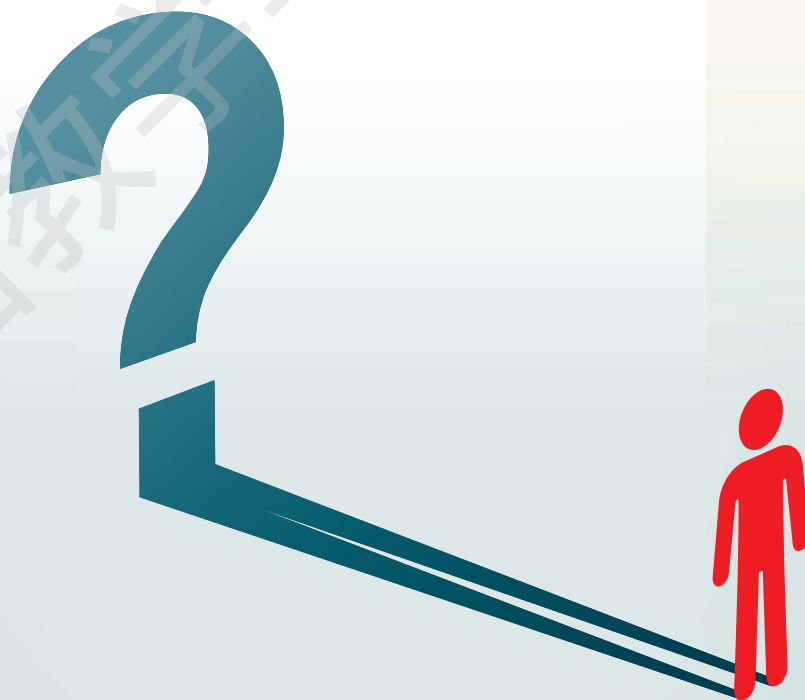
### After you listen

4 Work in pairs and discuss the questions.

1. Do you think that “knowing yourself” is very important? Why or why not?
2. Besides the ways mentioned in the talk, what would be another effective way to get to know yourself better?

*A: I think knowing yourself is very important, because it can help you make more intelligent decisions in life.*

*B: I agree. Knowing yourself can also benefit ...*



### ③ Answers

1. F      2. F      3. F      4. T

### ④ Reference answers

**A:** I think that knowing yourself is important because it is a journey of exploring your strengths and weaknesses.

**B:** But this journey might last for your entire lifetime.

**A:** Yes. It is worthwhile because after you have a better understanding of yourself, you can make good use of your strengths and engage in self-improvement to make up for your weaknesses. What do you think?

**B:** I don't think knowing yourself is important. Instead, I think it's more important to try and learn about other people around you.

**A:** That's interesting. But why do you think so?

**B:** I just think that the better you can understand people, and learn how to get along with lots of different types of people, the easier your life will be!

**A:** Yes, that makes sense. And, maybe other people around you can help you to learn about yourself, too. Their comments on you might give you something to reflect on.

## Language in focus

### Usage

1  Listen to the sentences and repeat after the speaker. Pay attention to the words and expressions in bold.

1. I **asked** my extrovert cousin **for advice**.
2. She told me to just **act like** an extrovert.
3. I do think there are some **benefits of** being introverted.
4. Knowing your **weaknesses** gives you the opportunity to **make up for** them, or work to overcome them.
5. Knowing your **strengths** allows you to **make best use of** them.
6. Knowing these things can enable you to **set your goals**, **make better decisions**, and **build a happier life**.

2 Complete the sentences with the words and expressions in bold from Activity 1. Change the form of the words and expressions if necessary.

1. Most people understand that they are not good at everything and they need to overcome their \_\_\_\_\_.
2. If I need help with personal issues, I will often \_\_\_\_\_ my friends \_\_\_\_\_, but for career questions, I would usually go to my parents.
3. People usually know what they will never do well. Then they \_\_\_\_\_ it by developing other skills.
4. Your \_\_\_\_\_ are the things you already do well.
5. Some people say that if you try to always \_\_\_\_\_ a successful person, then you will eventually find success.
6. Even though there are many downsides of living in a busy city, there are definitely also many \_\_\_\_\_ living in a modern city.
7. Successful people know how to \_\_\_\_\_ their skills.
8. With self-knowledge we can \_\_\_\_\_ that we may achieve in life.
9. When we have to choose between two things, we can \_\_\_\_\_ that are favorable for us.
10. We all want to \_\_\_\_\_ that will bring happiness and security to ourselves and our family. Knowing ourselves will help us do just that.

## Language in focus

### Usage

#### Language notes

**ask sb. for advice** to ask for opinions from someone that will help you with a problem or particular situation

*Kai often asks his elder brother for advice about problems he's having at school.*

**act like** to behave in a specific way  
*He tried to act like a dog to make the baby laugh.*

**benefit of sth.** a good thing resulting from other things  
*One of the benefits of getting enough sleep is the higher level of energy.*

**weakness** *n.* a fault or problem that makes something or someone less effective or attractive  
*Larry's main weakness is that he always waits till the last minute to do anything.*

**make up for** to compensate for  
*She rarely does housework, but she makes up for it by doing all the grocery shopping for her parents.*

**strength** *n.* the things a person is good at  
*Billy's friends find that being a good listener is one of his strengths.*

**make best use of** to use something well or effectively  
*To make best use of his semester break, he made a full schedule.*

**set a goal** to decide what you or someone else should try to achieve  
*It's important to set goals for yourself at the beginning of each year.*

**make a decision** to choose what should be done or which is the best of various alternatives  
*Having good analysis skills can help you make better decisions.*

**build a life** to develop a lifestyle  
*After leaving college, she worked really hard to build an easy life for her family.*

### ② Answers

- |                     |                       |
|---------------------|-----------------------|
| 1. weaknesses       | 2. ask ... for advice |
| 3. make up for      | 4. strengths          |
| 5. act like         | 6. benefits of        |
| 7. make best use of | 8. set goals          |
| 9. make decisions   | 10. build a life      |

### Teaching tips

- Help Ss review different ways to pay attention to language *usage*. Ask Ss what they should be looking for. Elicit *grammar* and *meaning*. For *grammar*, remind Ss that they might want to look at what comes before and after the words or expressions, and the roles the words or expressions play in the sentence. For *meaning*, remind Ss to think about whether or not there is a positive or negative connotation, and to see if they can replace the words or expressions with something else that they know.
- Tell Ss to keep *grammar* and *meaning* in mind while reading the sentences. Then, put Ss in pairs or small groups to discuss what they have discovered about the words or phrases in bold.



**Pronunciation of the -ed ending of verbs**

In spoken English, there are three different ways to pronounce the past tense ending (-ed or -d) of a verb.

If a verb ends in a voiceless consonant, like /p/, /f/, /s/, /k/, /tʃ/, /ʃ/, etc., the past tense ending is pronounced as /t/.


- helped*
- coughed*
- noticed*
- asked*
- fetchd*
- flashed*

If a verb ends in a vowel or voiced consonant, like /eɪ/, /eə/, /ɪ/, /v/, etc., the past tense ending is pronounced as /d/.

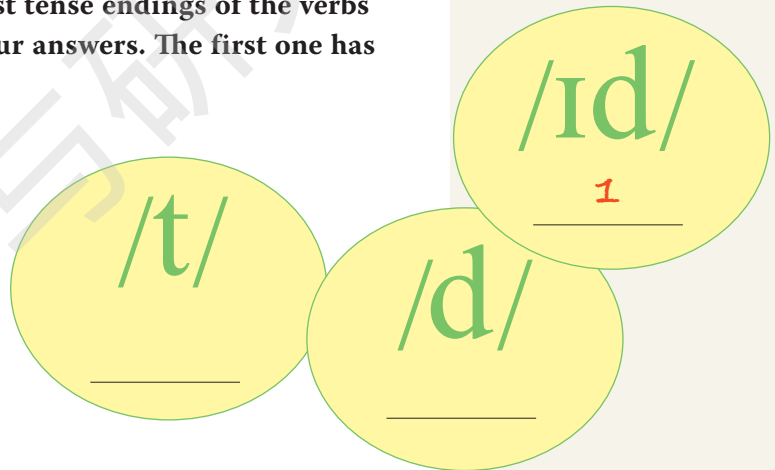
- played*
- cared*
- learned*
- loved*


If a verb ends in a /t/ or /d/ sound, the past tense ending is pronounced as /ɪd/.

- accepted*
- celebrated*
- decided*

**1**  Listen to the sentences and put the numbers into the circle according to the pronunciation of the past tense endings of the verbs in italics. Then listen again and check your answers. The first one has been done for you.

1. The exercise has *started*.
2. She *dropped* her wallet.
3. He *voiced* some doubts about our plan.
4. He *returned* the book to Mary.
5. She *selected* the red coat.
6. The skirt *matched* her hat very well.
7. I *carried* a heavy bag.
8. He *shared* his room with me.
9. I *thanked* her for doing me the favor.
10. The actor *ended* his speech with a joke.



**2**  Listen to the sentences and pay attention to the pronunciation of the past tense endings of the verbs. Then read the sentences out loud.

1. Success is counted sweetest by those who never succeed.
2. Charity is the bone shared with the dog, when you are just as hungry as the dog.
3. The summit of happiness is reached when a person is ready to be what he is.
4. The person who thinks by the inch and talks by the yard deserves to be kicked by the foot.
5. Nothing great was ever achieved without enthusiasm.

## Pronunciation

### ① Answers

/t/ 2, 3, 6, 9

/d/ 4, 7, 8

/ɪd/ 1, 5, 10

外语教学与研究出版社

## Listening 1

## New words

**experiment** /ɪk'sperɪmənt/ *n.*  
试验

**kindness** /'kaindnəs/ *n.* 善举;  
好意

## Proper names

**Dublin** /'dʌblɪn/ 都柏林 (爱尔兰共和国首都)

## Before you listen

- 1 Think of three things you could do to show kindness to other people. Then work in pairs and compare your answers.

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## While you listen

Listening skill 

## Listening for main ideas

Listening for the main idea of a text can be a very useful skill. In your studies, there are many situations where you are required to summarize a text. In these situations, focusing on details would be unnecessary. To get the main idea of a text, you rarely need to know every word spoken. Here are some things to keep in mind when listening for the main idea of a text:

- **Pay attention to the beginning and / or conclusion.** Texts often feature a simple introduction stating the main idea at the beginning, and then repeat it at the end.
- **Listen for key words and expressions.** Once you have a basic understanding of the text, you can keep in mind some key words or expressions that you expect to hear and guide you through the text's main idea. For example, if the speaker is telling a story, you should listen for key words and expressions about where and when the story takes place (e.g. "last year") and what the story is about (e.g. "from the story, we can see ..."). Also pay attention to discourse markers; that is, there are certain phrases that tell you a main idea is coming, such as "The point I want to make here is ...", "What I'm trying to show is ...", etc.
- **Pay attention to repetition.** Key words and expressions related to main ideas are often repeated more than once. If something is repeated several times, it suggests that it's important.
- **Pay attention to the speaker's speed and volume.** Speakers often stress important ideas by speaking more slowly or loudly. Paying attention to these clues can also help you determine the main ideas.

- 2  Listen to a passage about a woman who decided to do something kind for a stranger every day for a year and choose the statement that best summarizes the main idea of the passage.

1. Frequently doing things for other people can make you a better person.
2. You should always help people in need, even if it makes you worse off.
3. If you do things for other people, you will become more popular.

## Listening 1

### Scripts

On a cold winter day, Helen Moon went into a local shop in Dublin, Ireland. There, she saw an old man who didn't have enough money for his shopping. Helen paid the five Euros he needed. He thanked her, and left. The man would never know how much this small event would influence Helen's life.

Giving that stranger five Euros had made Helen happier than anything else that year. So, she decided to try an experiment; she would do something kind for a stranger every day for a whole year.

In her year of kindness, Helen cleaned, did shopping, walked dogs, and carried heavy bags ... all for strangers. She also continued to give away small amounts of money when she saw people who were in need. That year, her experiment helped her to meet many people and have great fun.

When the year was over, Helen realized that being kind to strangers made her much more positive about herself and the world in general. She believes that her acts of kindness changed her life and made her a better person.

### Language notes

**give away** to give something of your own to others for free

*When I graduated, I gave away all my textbooks to junior students.*

**act of kindness** things people do that help others and are motivated simply by wanting to help others

*An act of kindness can be as simple as opening a door for a stranger who is holding many bags.*

### ① Reference answers

I show kindness to strangers sometimes. For example, when I'm at the checkout in a supermarket, if the person behind me has only one or two items and I have a lot, I would ask if they want to go before me. Another thing I do is to help my friend with her Math homework. I not only help her with specific questions but also give her tips on how to study Math well. I also volunteer my time at a local senior living community.

### Teaching tips

The purpose of this activity is to encourage Ss to think about the topic of showing kindness before listening to the passage. This helps them to connect with the passage they are about to hear and have a better understanding.

### ② Answers

1



3  Listen to the passage again and put the items below in the order you hear them.

- Helen began to help people in a variety of ways.
- Helen consequently met new people and began to enjoy life more.
- Helen realized that helping someone made her much more positive about herself.
- Helen decided to try an experiment in kindness.
- Helen paid for the shopping of an old man who hadn't enough money.

### After you listen

4 Work in pairs and have a conversation about helping others. You can ask your partner the following questions to keep the conversation going.

- When was the last time you helped somebody?
- Why did you do it?
- How did you feel afterward?

*A: The last time I helped somebody was just last week. A friend of mine needed help moving into a new dorm room.*

*B: For me, it was just yesterday. I helped my classmates with their homework ...*



### ③ Answers

3, 4, 5, 2, 1

### ④ Reference answers

**A:** So when was the last time you helped somebody?

**B:** Actually, it was a couple of days ago. I was at a market and saw a little girl crying. She was only about three years old, and she wasn't with anyone. I figured she had gotten separated from her mother or father.

**A:** So what did you do?

**B:** I took her to the customer service desk and they broadcasted an announcement asking for this little girl's parents to come and collect her. I stayed with her until her father came running over.

**A:** That's great. How did you feel afterward?

**B:** I was glad I was able to help. When I saw that little girl's face breaking into a huge smile, and jumping into her dad's arms, I felt very happy.

## Viewing

### New words

**forgive** /fə'gɪv/ vt. 原谅

**deserve** /dɪ'zɜ:v/ vt. 应得

**fault** /fɔ:lt/ n. 缺点; 毛病

**resilient** /rɪ'zɪliənt/ a. 适应力强的

**prosperous** /'prɒsp(ə)rəs/ a. 成功的; 富足的

**punctual** /'pʌŋktʃuəl/ a. 守时的

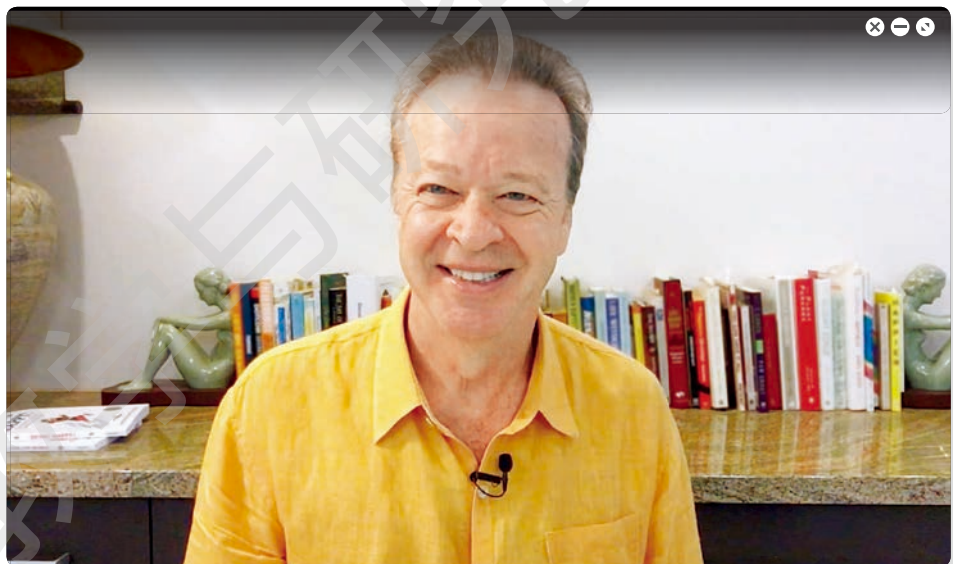
**focus** /'fəʊkəs/ v. 集中 (注意力)

### Before you watch

- 1 Work in groups and conduct a survey about happiness. Ask the questions and report your findings to the class.

S1	S2	S3	S4
1 Are you happy with your college life so far?			
2 If yes, what makes you happy? If no, what makes you unhappy?			
3 What do you think is the key to happiness?			

### While you watch



- 2 Watch a video clip in which an author talks about happiness and choose the correct sentence from each pair according to what you hear.

- He has written a book of new thoughts about happiness.
  - He has collected the ideas his readers have found useful from his book.
- He tells us we should like ourselves and be kind to ourselves.
  - He tells us how to become a perfect self.
- He thinks that being honest with people can lead to happiness.
  - He thinks we will be happier if we look for good things in people.
- He thinks that we can't build a better life without first imagining it.
  - He thinks that as long as we imagine having a positive life, our life will improve.

## Viewing

### Scripts

Being happy can be hard, so here are three tips.

Thirty years after my first book *Being Happy* was published, I still get emails from readers saying “that book really helped”. So what are some tips that readers found useful?

Number 1: Be kind to yourself.

Most of us grew up believing that we weren't good enough; (that) we weren't smart enough; that we weren't attractive enough. We become our own worst enemy. We beat ourselves up. I know I did.

For your life to get better, you need to be your own best friend and forgive yourself for not being perfect. And if you can think of nothing good to say about yourself, then say nothing.

You have to at least like yourself. Why? Because to be happy, and to enjoy loving relationships, you have to feel “I deserve this”.

2: You find in life what you look for.

If you look for faults in your girlfriend or your husband, you find them. If you look for faults in your job or where you live, you find them. And if you look for good things in your partner, or your boss, in your friends and neighbors, you find them. Unhappy people are always waiting for the world to change. But life changes when you change. Ask yourself every day, “What's good about my life?”

And 3: You become what you think about.

Everything in your life happens twice: First as an idea in your mind, and then you become the picture. A better life doesn't just happen. It first begins as an idea. You first see yourself as being happy or resilient, and then you become the picture. You must first see yourself as healthy, or confident, or prosperous, or punctual, and then you become the picture.

Focus on what you want and you move toward it. So, life gets better from the inside out.

So, be kind to yourself, look for good things every day, and you become what you think about. So continue to focus on how you want your life to be, getting better and better.

If you take one of these ideas and live by it, it can change your life.

### Language notes

**beat yourself up** to blame or criticize yourself, usually in a way that is unfair or unnecessary  
*Although you are upset about the failure, you shouldn't beat yourself up about it.*

### ① Reference answers

- I am happy about my college life so far. I am enjoying meeting so many new people, and also the classes are very interesting.
- I am not enjoying my college life that much so far. I don't really like the food they serve in the canteen, and I really miss my friends back home.
- For me, connecting with people is the key to happiness. I remember reading that people can have a happier and healthier life if they develop strong and broad social relationships. It's good to feel loved and supported by family and friends.

### ② Answers

1. b      2. a      3. b      4. a



- 3 ▶ Watch the video clip again and complete the summary with the words and phrases you hear.

## Three happiness

### tips

#### 1 Be kind to yourself.

- Most of us grew up believing that we weren't good enough; that we weren't 1) \_\_\_\_\_; that we weren't attractive enough.
- For your life to get better, you need to be your own 2) \_\_\_\_\_ and forgive yourself for not being perfect.

#### 2 You find in life what you look for.

- If you look for faults in people, you find them.
- If you 3) \_\_\_\_\_ in people, you find them.
- Unhappy people are always waiting for 4) \_\_\_\_\_. But life changes when you change.

#### 3 You become what you think about.

- Everything in your life happens twice: First as 5) \_\_\_\_\_ in your mind, and then you become the picture.
- Focus on what you want and you move toward it. So, life gets better from the 6) \_\_\_\_\_.

### After you watch

### Critical thinking skill

#### Taking alternative perspectives

There are many occasions in life when it is useful to be able to see situations from multiple perspectives.

Methods for doing this can include trying to take the perspectives of the other people who may be involved in a situation; using viewpoints that would be typical of different cultures or time periods to examine the same phenomenon; and examining both positive and negative perspectives on the same issue.

In the video clip, the author talks about how both positive and negative perspectives can be taken to

examine the same people, situations and events:

"If you look for faults in your girlfriend or your husband ... in your job or where you live, you find them. And if you look for good things in your partner, or your boss, in your friends and neighbors, you find them."

After comparing the results of seeing the same people from both positive and negative perspectives, the author makes his conclusion that taking a positive perspective is the key to happiness.

- 4 Work in groups. Think of a situation in which you have negative thoughts or feelings about a particular problem. Then have each member of your group come up with an alternative, positive perspective you can take in that situation.

A: I felt very sad when my best friend left to go to South Africa for further studies.

B: You don't have to feel sad about it. Now you have an opportunity to visit South Africa! You could take an adventure tour and see the wildlife of the African continent.

A: Sounds great. I think my friend would love this idea.



### ③ Answers

- 1) smart enough
- 2) best friend
- 3) look for good things
- 4) the world to change
- 5) an idea
- 6) inside out

### ④ Reference answers

**S1:** Last month I took my driving test for the first time. I didn't pass, and now I have to wait until the end of the semester to take it again. I'm really disappointed.

**S2:** That can be really frustrating. You shouldn't beat yourself up, though. A lot of people have to take the test more than once.

**S3:** That's true, and now you have lots of extra time to prepare for it.

**S4:** Also, you have already given it a try. Now you have more experience of the test, so you'll be better prepared for it next time.

#### Teaching tips

- Have Ss think of something they experienced recently that didn't go the way they wanted or was a negative experience for them.
- Put Ss in groups to take turns telling each other about their experience. Explain that the listening Ss should be thinking of a more positive way to look at the experience. After one student has finished, the other Ss offer their different perspectives until everyone in the group has shared their experiences.
- Have groups decide which experience and alternative perspectives they would like to share with the class.

## Listening 2

## Voice of China

## New words

award /ə'wɔ:d/ vt. 授予

found /faʊnd/ vt. 建立

medal /'medl/ n. 奖章; 勋章

outstanding /aʊt'stændɪŋ/ a.  
杰出的

## Before you listen

1 Work in pairs. Think of a famous foreigner in China and discuss the questions.

1. What is their occupation?
2. How did they become famous?
3. How have they contributed to China?
4. Did you learn anything from them?

## While you listen

2 Listen to a news report about Isabel Crook, who for many years taught English in China, and choose the best answer to each of the questions.

1. What is the news report mainly about?
  - A. Isabel Crook awarded the Friendship Medal.
  - B. Isabel Crook teaching English in China for 40 years.
  - C. Isabel Crook celebrating her 104th birthday in 2019.
  - D. Isabel Crook learning so much from Chinese culture.
2. What do we learn about Isabel Crook from the news report?
  - A. She gave her students the love they needed.
  - B. She explained the importance of learning English.
  - C. She made her students successful English learners.
  - D. She made great contributions to China's educational development.

## Culture note

**The Friendship Medal**

It is one of the highest orders of honor in the People's Republic of China. The Friendship Medal is awarded to foreigners who have made outstanding contributions to Chinese society, its relations with other countries and the protection of world peace.



Professor Isabel Crook (1915-)

## Listening 2 – Voice of China

### Scripts

2019 was a special year for Chinese people, as they celebrated the 70th anniversary of the founding of the People's Republic of China. However, for 104-year-old Canadian professor Isabel Crook, 2019 was extra-special. In this year, China awarded Isabel the Friendship Medal. This medal is given to foreigners who have contributed to China's growth and development.

Isabel's parents were working in Chengdu when Isabel was born in 1915. In the 1940s, after spending time back in Canada for college, she returned to China to conduct research into the lives of Chinese people in the countryside.

After the founding of the People's Republic of China, Isabel decided to stay and become a teacher in a foreign language school, known today as Beijing Foreign Studies University.

As well as being a much-loved teacher of English, Isabel spent her time helping to shape foreign language education in China. She has made outstanding contributions to China's educational development as well as its cultural communication with the world.

Looking back on her life and career in China, Isabel feels that her intercultural experience has made her life rich and meaningful. Her story is also a good example of how the Chinese Dream is shared not only by Chinese people, but people around the world.

### Language notes

**award sb. sth.** to give a special reward to somebody for doing something special  
*Some teachers like to award their students*

*something special, like a certificate of merit, at the end of the year.*

**contribute to / make contributions to** to do something or to give something that helps something else to happen

- *If everyone contributes a little bit of time to the project, it will be completed before the end of this week.*
- *We have a very limited budget for the class party, so we are asking students to make contributions to its success.*

**look back on** to think about things from your past  
*When he looked back on his time at college, it was one of the best times of his life.*

### ① Reference answers

There was a famous Canadian doctor who came to China to help Chinese people in the Second World War. His name is Norman Bethune (his Chinese name: Bai Qiu'en). He is known for bringing medicine to rural areas and helping villagers, and also helping soldiers. He saved a large number of Chinese people with his knowledge of medicine. We can see great selflessness and a sense of responsibility in Norman Bethune's story.

### ② Answers

1. A      2. D

**3**  Listen to the news report again and decide whether the statements are true (T) or false (F).

- 1. Isabel Crook is a Canadian professor.
- 2. Isabel was born in China in 1915.
- 3. Isabel began her research into life in the Chinese countryside before her college education.
- 4. Isabel taught cultural communication in a foreign language school.

**After you listen**

**Intercultural skill** 

**Getting more curious about and ready to explore other cultures**

An interculturally competent person is one who has the desire or curiosity to learn about other people and their cultures. People with high levels of curiosity are more likely to be successful when working with people who have different cultural backgrounds or when living and working abroad.

Isabel Crook had a strong curiosity about Chinese people and their culture. In order to understand Chinese society and culture, she conducted research projects in rural China. As a result of all these experiences, she learned a lot about Chinese culture. She must also have met people with new perspectives and listened to stories that made her life so rich. As a matter of fact, she wrote a book to share her many interesting life stories.

As you learn English during this course, you should always be prepared to step out of your comfort zone to learn about different perspectives and different ways of life.

**4** Work in groups and share your intercultural stories about traveling abroad or to a place in China. Think about the items below:

- food
- music
- people
- painting
- architecture
- custom
- language
- costume

*A: When I was a teenager, I visited the countryside in Yunnan with my family. I remember being surprised by how different the food was.*

*B: Yes, I felt the same when I visited Shaanxi recently. And it wasn't just the food. The local music and arts were also very different and interesting.*

...

### 3 Answers

1. T      2. T      3. F      4. F

### 4 Reference answers

**S1:** Last summer I took a trip to Sri Lanka. It was very beautiful. The food was similar to Indian food, except they use more coconut.

**S2:** That's interesting. Once I traveled to Nepal. The food there was also very similar to Indian food.

**S1:** I really liked the clothes that Sri Lankan people wear. Women wear saris and men wear sarongs or loose trousers like pajama pants. The sarongs are like a big piece of cloth that you wrap around your waist. I tried it and it was very comfortable, but you have to tie it correctly or it falls off!

**S3:** Really? I hope I can try it myself when I visit Sri Lanka next month. How about Sri Lankan music? I heard they have some very special instruments.

#### Teaching tips

- Ask Ss to think about a place they've visited either in China or abroad, where things were very different from what they are used to. Have them call out the places they are thinking of.
- Have Ss look at the list of items and check the ones that are different in the place they are thinking of. Encourage them to provide concrete examples of how each thing is different. Give them an example from your experience. For example, in Switzerland, although people are always very polite, they do not appear to be as friendly as one expects. Also, in many places there are very strict rules about noise.
- Put Ss in pairs to share their intercultural stories. Allow Ss to find photos on their phones that illustrate some of their points to share. Alternatively ask Ss to bring photos to the next class.

### Additional activity

Put Ss into small groups to research a place on the Internet that they think might be very different from China or from the area of China that they know best. Have Ss make a list of the differences they find. Tell them to try and find some differences not already listed in the Student's Book. Have groups present their places along with the differences to the class.

### Reference answers

We researched life in Switzerland because that is a country I've always wanted to visit. We found many differences in life and culture between Switzerland and China. First, the food is very different. In Switzerland, people eat a lot of dairy products, especially cheese. They have a special dish called cheese fondue where they melt cheese and dip different things into it. They do this with chocolate, too. We definitely don't have anything like that here.

Of course the languages are very different, too. In Switzerland, there are four national languages, namely German, French, Italian and Romansh.

Another different aspect is how people treat others. Although Swiss people are always very polite, they usually do not show as much hospitality to strangers as we do.



## Project

### Giving a self-introduction

*It is the beginning of your freshman year at college and you have been asked to give a self-introduction to your English teacher and your classmates.*

**Step 1** Decide what basic information about yourself you want to introduce. For example, your name, hometown, major, etc.

**Step 2** Prepare more in-depth information. Try to think about the following things:

- What is your personality like? For example, are you an introvert or extrovert?
- What are your strengths and weaknesses?
- Do you have any interesting or important life experiences you'd like to mention?
- What do you want to do to improve yourself during your college years?

**Step 3** Organize and plan your self-introduction. Write notes for yourself in the form of bullet points and rehearse it in groups.

**Step 4** Give your self-introduction to the class. Then the class vote for the top three using the Evaluation form on Page 21.



### Project: Giving a self-introduction

#### Teaching tips

- For Step 1, give Ss 10–15 minutes to make some notes. Then, go over the instructions in Step 2 with Ss. If necessary, elicit a list of personality traits for them to choose from. Put Ss into pairs to talk about their answers to the questions.
- Have Ss do Step 3 individually. Model on the board how they should write their notes. Explain that the notes are there to remind them what they want to say, and they should not write full sentences. Walk around while Ss are writing their notes to make sure they are not writing full scripts, and to help with vocabulary as needed.
- Put Ss in groups of three or four to rehearse their self-introductions. Explain that they should be looking at their fellow Ss when they are talking, not at their notes. If they need to refer to their notes, they should look at the notes quickly, and try not to affect the flow of their speech.

## Project builder

Each time you meet a new English speaker, you will need to introduce yourself and your introduction will help you make a good first impression. How you introduce yourself to them depends on the situation. In this project, you will be introducing yourself to your teacher and fellow students in a casual manner. You can organize your self-introduction in the following way.

### Start with some basic information about yourself

Introducing yourself involves giving your audience some general facts about yourself such as:

- *My name is ...*
- *I'm from ...*
- *I was born in ...*
- *I grew up in ...*

### Continue with more in-depth information about yourself

If you want to say something interesting and special about yourself, you could use some of the following points.

- Your personality
  - *My friends and family describe me as being ...*
  - *People say that I am ...*
- Your strengths and weaknesses
  - *I like ... and I'm good at ...*
  - *I'm not good at ...*
- Your life experiences
  - *I'll never forget the time ...*
  - *One unforgettable experience in my life was ...*
- Your self-improvement plans for your college years
  - *I want to learn English well so that ...*
  - *I feel that my biggest weaknesses are ... so, I would like to ...*

### Close your self-introduction

- *Thank you for listening.*
- *That's all from me, thank you.*

## Presentation skill

### Using multimedia

One way to make your self-introduction more engaging is to use multimedia in your presentation, such as photos or video clips that illustrate your introduction. However, be careful not to include too much.

## Reference answers

My name is Zhao Quan. I come from Shanghai. This is a photo of me in my neighborhood. My major is Civil Engineering. As for my personality, I'm a relatively sociable person. I have a lot of friends and I like spending time with them. Here is a video clip of the farewell party my friends threw me before I left home to come here. I enjoy doing things with my friends like going to concerts and movies, and exploring interesting places.

I think some of my strengths are being a good friend, and being fun to be with. One of my weaknesses is not liking to be alone. Once I got very sick and I couldn't see any of my friends for a while. I got really lonely. I hope to learn to be more independent and to enjoy spending time by myself. So far, I've done a bit of exploring around the area on my own, but most of the time I've been spending time with the new friends that I have made.

As for self-improvement, I'm hoping to study at a Canadian university during my third year to improve my English, and also to develop a global mindset. Thank you for listening.

### Self-introduction speech notes

- Name, hometown (photo), major
- Personality
  - relatively sociable (video of farewell party)
  - things enjoy doing (e.g. going to concerts and movies; exploring places)
- Strengths
  - a good friend
  - fun to be with
- Weaknesses
  - not liking to be alone (experience of getting sick and lonely; learn to be more independent)
- Self-improvement plan
  - study in a Canadian university to improve English and to develop a global mindset

**New words****inventor** /ɪn'ventə/ *n.* 发明家**electricity** /ɪ,lek'trɪsəti/ *n.* 电;  
电力**film-maker** /'fɪlm ,meɪkə/ *n.* 电影  
制片人**Proper names****Adamu Uba** /ædə,mu: 'u:bə/ 阿达  
穆·乌巴(人名)**Kenya** /'kenjə/ 肯尼亚(非洲国家)**New words****contest** /'kɒntest/ *n.* 竞赛; 比赛**preparation** /,prepə'reɪʃn/ *n.* 准备  
工作**Proper names****Anika Bedi** /ə,nɪ:kə 'bedi/ 阿妮  
卡·贝迪(人名)**Conversation****① Listen to an interview between a journalist and a young inventor and choose the best answer to each of the questions.**

- As a young boy, how did the man help his community?
  - Making batteries.
  - Educating people.
  - Clearing the rubbish.
  - Making people richer.
- According to the man, how did his invention help local people?
  - They found it easier to find work.
  - They were able to control their lives.
  - They were able to become much richer.
  - They were able to stop strangers coming in.
- How did the man first become famous?
  - He started to make TV programs.
  - Some people made a film about him.
  - He made a film about his experiences.
  - He communicated with the outside world.
- What is the man's goal in life?
  - To take it easy and relax.
  - To become more famous.
  - To make people's lives better.
  - To start an even bigger project.

**Passage 1****② Listen to a news report about Anika Bedi and choose the best answer to each of the questions.**

- What is the news report mainly about?
  - Why Anika came to England.
  - Anika winning a beauty contest.
  - Anika's family too poor to send her to school.
  - People's surprise at the outcome of the contest.
- According to Anika, what has been difficult for her to do?
  - To balance modeling with studying.
  - To understand the subject of medicine.
  - To get a place at a very good university.
  - To take her university studies seriously.
- What is the most important thing in life for Anika?
  - Being pretty.
  - Being a beauty queen.
  - Being useful to society.
  - Receiving a good education.



## Conversation

### Scripts

I = Interviewer; A = Adamu

- I: I am talking to Adamu Uba, a young inventor from Kenya. So, Adamu, how did your story begin?
- A: Well, when I was young, I could see that my community had many problems. I really wanted to help. I noticed that problems with electricity were making life especially difficult, so I became determined to solve them.
- I: And how did you do that?
- A: I managed to make a battery out of rubbish that I found. It was able to power 10 homes. No one could believe it!
- I: Wow! What impact did this have on the community?
- A: It gave people control over their lives. They could read at night and educate themselves. They could communicate with the outside world and do business. It was huge.
- I: Was this when some film-makers helped make you famous?
- A: Yes, about this time they made a short film about me.
- I: You even made some TV appearances, right?
- A: Yes, I'm very happy about the recognition and opportunities I have been given.
- I: So, would you say that now your dreams have been realized?
- A: Oh, no, not at all. My goal has always been to improve people's lives. And that is a project that will never end.

### ① Answers

1. A      2. B      3. B      4. C

## Passage 1

### Scripts

Last week, 23-year-old Anika Bedi was made the winner of the Miss England Beauty Contest. However, people around the country did not just fall in love with her looks, but also her brains.

Anika's family arrived in England from India when she was nine. The family were too poor to buy books, so Anika studied every day in the public library.

During her last years at school, Anika started modeling to help her family out with money. During this time, she continued to take her studies seriously, and she was eventually accepted to study medicine at a top university.

Anika continued modeling to support herself throughout her education in medicine. Then, in her last year at university, she was selected for the finals of Miss England. Anika says that balancing her last year at university with her preparations for the Miss England contest was not always easy. However, she is glad that she kept on trying.

“Winning the beauty contest and becoming a doctor were very meaningful yet very different experiences. Being a doctor means I can contribute to society, and that means a lot more to me than just being pretty.”

### ② Answers

1. B      2. A      3. C

## Passage 2

③ Listen to an introduction to a film and choose the best answer to each of the questions.

1. What is the film about?
  - A. People with impossible goals.
  - B. People who dislike safe sports.
  - C. People doing dangerous sports.
  - D. People living in Hawaii and France.
2. What kind of lifestyle does the film's director believe that most people want?
  - A. A life full of adventure and excitement.
  - B. A life in which they are free from dangers.
  - C. A life in which they don't have to worry about safety.
  - D. A life with many opportunities to take part in sports.
3. What does the film's director say about people who take part in extreme sports?
  - A. They want to be famous.
  - B. They are not afraid to die.
  - C. They cannot lead ordinary lives.
  - D. They learn about what it means to be alive.
4. Why do extreme sports fans push themselves to the edge?
  - A. To test their strength and courage.
  - B. To set an example for other people.
  - C. To make us learn how to respect people.
  - D. To make us learn that we can achieve anything.

### New words

**channel** /'tʃænl/ *n.* 电视频道

**surf** /sɜ:f/ *vi.* 冲浪

**lifestyle** /'laɪf,staɪl/ *n.* 生活方式

**excitement** /ɪk'saɪtmənt/ *n.* 激动;  
兴奋



## Passage 2

### Scripts

Tonight, Channel 8 is showing the film *Life in the Extreme*. The film shows real people rock climbing in France, surfing in Hawaii, and doing many other dangerous sports.

You will see people attempting almost impossible goals on land, at sea and in the air.

The film's director, Simon Hunt, had this to say:

"Too many of us lead very safe lives: We try to avoid accidents of any kind. Extreme sports fans follow the opposite lifestyle. They love to feel their hearts beating at top speed."

However, Hunt says that extreme sports are so much more than just excitement and showing off.

"By looking death in the face, these people also learn about what it means to be alive."

Extreme sports fans push themselves to the edge, and for what? To win our respect, and make us feel that we ourselves can achieve anything.

Most people go their whole lives never taking part in an extreme sport. However, tonight we can share the excitement of other people as they perform actions that we never could ourselves.

### ③ Answers

1. C      2. C      3. D      4. D



**New words**lifelong /'laɪf,lɒŋ/ *a.* 终生的curious /'kjʊəriəs/ *a.* 好奇的passion /'pæʃn/ *n.* 兴趣; 酷爱的  
事物**Passage 3**

④ Listen to a talk about lifelong learning and answer the questions with information from the talk. Use no more than three words for each answer. You will hear the recording twice.

1. According to the speaker, what is the purpose of lifelong learning?

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2. What kind of plan do you need to make in order for a project to succeed?

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3. How does the speaker suggest that we read?

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4. If you are in a study group, what is a great way to test your own understanding of a subject?

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5. According to the speaker, when is the best time to start lifelong learning?

---



## Passage 3

### Scripts

There are many different methods for self-improvement. One of the best is something known as “lifelong learning”. The idea is simple. You just need to be curious about the world you live in, and open to new ideas.

Here are four quick tips to get you going.

1. Start your own special projects. Follow your passions. Learn a language. Improve your sports skills. Or create a mobile phone app. Plan your project with clear goals, then make a step-by-step plan to complete it.
2. Read widely and often. You’ll be surprised at how much useful knowledge you can find even reading just 1,000 words per day.
3. Start a study group with friends. You can discuss subjects you are interested in and learn from people with different points of view. Try teaching each other what you know; this is a great way to test your own understanding of subjects you think you know well.
4. Take action. Don’t wait until tomorrow. Start lifelong learning now.

### 4 Answers

1. Self-improvement
2. A step-by-step plan
3. Widely and often
4. Teaching each other
5. Now



What have you learned in this unit? Rate your performance.

Experience the world		very poor	poor	average	good	very good
<b>Conversation skill</b>	Starting a conversation					
<b>Pronunciation skill</b>	Pronouncing the <i>-ed</i> ending of verbs accurately					
Understand the world						
<b>Listening skill</b>	Listening for main ideas					
<b>Critical thinking skill</b>	Taking alternative perspectives					
<b>Intercultural skill</b>	Getting more curious about and ready to explore other cultures					
Over to you						
<b>Project</b>	Giving a self-introduction					
<b>Presentation skill</b>	Using multimedia					

Answer the following reflection questions.

1. What are the three most useful things you have learned in this unit?

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2. What do you still need to improve? How do you think you can improve it?

---

### OTY Evaluation form

- Read the criteria below. Keep them in mind when you present and watch your classmates' presentations.
- Note down your comments in the "Written feedback" row when watching your classmates' presentations. Then grade the presentations in the "Points" column on a scale of 1–5.

**Rating scale:** very poor = 1   poor = 2   average = 3   good = 4   very good = 5

	Criteria	Points
<b>Content</b>	<ul style="list-style-type: none"> <li>• provided basic information requested</li> <li>• delivered in-depth information</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>• presented with a clear structure</li> <li>• connected the main points logically</li> </ul>	
<b>Language</b>	<ul style="list-style-type: none"> <li>• spoke clearly, fluently and appropriately</li> <li>• used some expressions learned</li> </ul>	
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• used multimedia to make the self-introduction more engaging</li> <li>• managed time effectively</li> </ul>	
<b>Written feedback</b>		