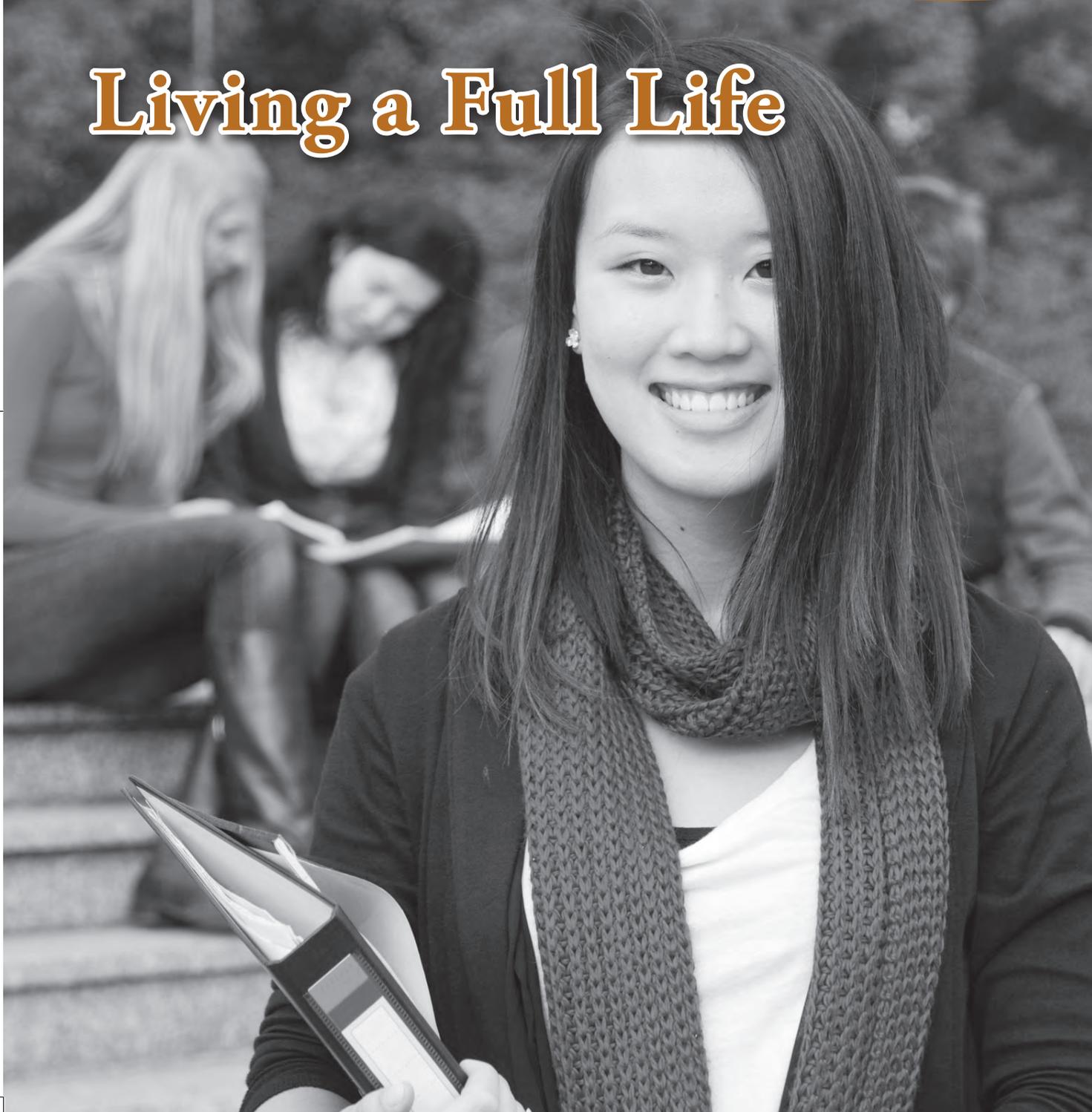
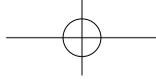


Unit 1

Living a Full Life





STARTING OUT

Task 1

Discuss with members of your group what is/are the most important element(s) for living a full life. You may choose one or more from the following list or provide your own answer. Then give reasons why you have made such a choice.

- a good appearance
- a happy mindset
- perfect health
- a good job
- a happy family
- close friends
- a good neighborhood
- an absorbing hobby
- lottery winnings

Task 2

Your best friend has recently been in low spirits ever since she was diagnosed with COPD (慢性阻塞性肺病). She stays in bed most of the time and misses a lot of classes. She has nothing to do, and moreover wants to do nothing. How would you encourage her to cope with the disease with a positive attitude?

Task 3

Read the letter from John Doe and, with your partner, discuss how you could help him.

Dear Abby,

I feel like I almost can't breathe now. I work a ridiculous amount of hours and I don't have time to relax. My parents live 1,400 miles away and I am here all by myself. I have no time to make friends. Sometimes I feel I don't even have a life. What should I do?

Kind regards,

John

READING FOCUS



Pleasure only gets you so far. A rich, rewarding life often requires a messy battle with adversity.

THE HIDDEN SIDE OF HAPPINESS

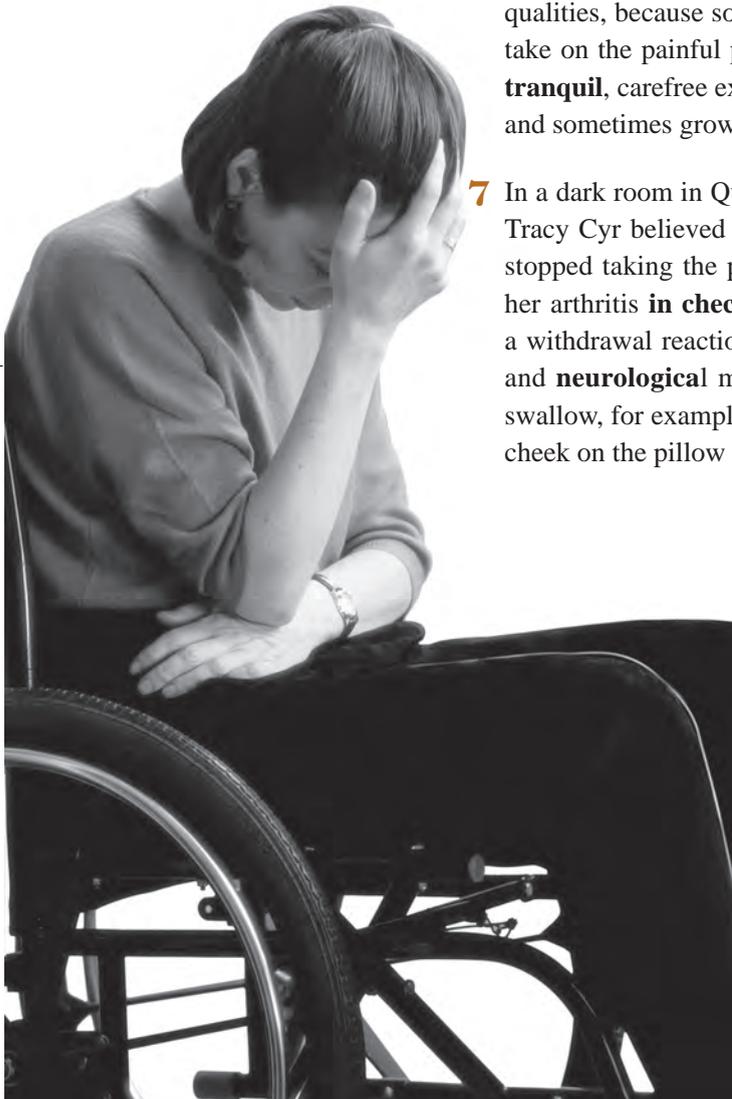
Kathleen McGowan

- 1 Hurricanes, house fires, cancer, whitewater rafting¹ accidents, plane crashes, vicious attacks in dark **alleyways**. Nobody asks for any of it. But to their surprise, many people find that enduring such a **harrowing ordeal** ultimately changes them **for the better**. Their **refrain** might go something like this: “I wish it hadn’t happened, but I’m a better person for it.”
- 2 We love to hear the stories of people who have been transformed by their **tribulations**, perhaps because they testify to a **bona fide** type of psychological truth, one that sometimes gets lost amid endless reports of disaster: There seems to be a built-in human capacity to flourish under the most difficult circumstances. Positive responses to profoundly disturbing experiences are not limited to the toughest or the bravest. In fact, roughly half the people who struggle with **adversity** say that their lives have subsequently in some ways improved.
- 3 This and other promising findings about the life-changing effects of crises are the **province** of the new science of post-**traumatic** growth. This fledgling field has already proved the truth of what once passed as **bromide**: What doesn’t kill you can actually make you stronger. Post-traumatic stress is far from the only possible outcome. **In the wake of** even the most terrifying experiences, only a small proportion of adults become chronically troubled². More commonly, people rebound—or even eventually thrive.
- 4 Those who weather³ adversity well are living proof of the paradoxes of happiness. We need more than pleasure to live the best possible life. Our contemporary quest for happiness has **shriveled** to a hunt for **bliss**—a life protected from bad feelings, free from pain and confusion.
- 5 This **anodyne** definition of well-being leaves out the better half of the story, the rich, full joy that comes from a meaningful life. It is the dark matter of happiness, the **ineffable** quality we admire in wise men and women and **aspire** to cultivate in our



own lives. It turns out that some of the people who have suffered the most, who have been forced to contend with shocks they never anticipated and to rethink the meaning of their lives, may have the most to tell us about that profound and intensely fulfilling journey that philosophers used to call the search for “the good life”.

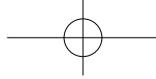
- 6** This broader definition of good living blends deep satisfaction and a profound connection to others through empathy. It is dominated by happy feelings but seasoned⁴ also with **nostalgia** and regret. “Happiness is only one among many values in human life,” contends Laura King, a psychologist at the University of Missouri in Columbia. Compassion, wisdom, **altruism**, insight, creativity—sometimes only the trials of adversity can foster these qualities, because sometimes only drastic situations can force us to take on the painful process of change. To live a full human life, a **tranquil**, carefree existence is not enough. We also need to grow—and sometimes growing hurts.



- 7** In a dark room in Queens, New York, 31-year-old fashion designer Tracy Cyr believed she was dying. A few months before, she had stopped taking the powerful immune-suppressing drugs that **kept** her arthritis **in check**. She never anticipated what would happen: a withdrawal reaction⁵ that eventually left her in total body agony and **neurological** meltdown. The slightest movement—trying to swallow, for example—was **excruciating**. Even the pressure of her cheek on the pillow was almost unbearable.

- 8** Cyr is no **wimp**—diagnosed with juvenile **rheumatoid arthritis** at the age of two, she had endured the symptoms and the treatments (drugs, surgery) her whole life. But this time, she was way⁶ past her limits, and nothing her doctors did seemed to help. Either the disease was going to kill her or, pretty soon, she felt she might have to kill herself.

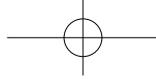
- 9** As her sleepless nights wore on, though, her suicidal thoughts began to be interrupted by new feelings of gratitude. She was still in agony, but a new consciousness grew stronger each



Unit 1

night: an awesome sense of liberation, combined with an all-**encompassing** feeling of sympathy and compassion. “I felt stripped of everything I’d ever identified myself with,” she said six months later. “Everything I thought I’d known or believed in was useless—time, money, self-image, perception. Recognizing that was so freeing.”

- 10** Within a few months, she began to be able to move more freely, thanks to a cocktail of **steroids** and other drugs. She says now there’s no question that her life is better. “I felt I had been shown the secret of life and why we’re here: to be happy and to nurture other life. It’s that simple.”
- 11** Her **mind-blowing** experience came as a total surprise. But that feeling of transformation is in some ways typical, says Rich Tedeschi, a professor of psychology at the University of North Carolina in Charlotte who coined the term “post-traumatic growth”. His studies of people who have endured extreme events, like combat, violent crime or sudden serious illness show that most feel **dazed** and anxious in the immediate **aftermath**; they are **preoccupied** with the idea that their lives have been shattered. A few are haunted long afterward by memory problems, sleep trouble and similar symptoms of post-traumatic stress disorder⁷. But Tedeschi and others have found that for many people—perhaps even the majority—life ultimately becomes richer and more **gratifying**.
- 12** Something similar happens to many people who experience a terrifying physical threat. In that moment, our sense of invulnerability is pierced, and the self-protective mental armor that normally stands between us and our perceptions of the world is torn away. Our everyday life scripts—our habits, self-perceptions and assumptions—go out the window, and we are left with a raw experience of the world.
- 13** Still, actually implementing these changes, as well as fully **coming to terms with** a new reality, usually takes conscious effort. Being willing and able to take on this process is one of the major differences between those who grow through adversity and those who are destroyed by it. The people who find value in adversity aren’t the toughest or the most rational. What makes them different is that they are able to incorporate what happened into the story of their own life.
- 14** Eventually, they may find themselves freed in ways they never imagined. Survivors often say they have become more tolerant and forgiving of others, capable of bringing peace to formerly troubled relationships. They say that material ambitions suddenly seem silly and the pleasures of friends and family **paramount**—and that the crisis allowed them to recognize life **in line with** their new priorities.

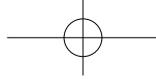


- 15** People who have grown from adversity often feel much less fear, despite the frightening things they've been through. They are surprised by their own strength, confident that they can handle whatever else life throws at them. "People don't say that what they went through was wonderful," says Tedeschi. "They weren't meaning to grow from it. They were just trying to survive. But in retrospect, what they gained was more than they ever anticipated."
- 16** In his recent book *Satisfaction*, Emory University psychiatrist Gregory Berns points to extreme endurance athletes who push themselves to their physical limits for days at a time. They cycle through the same sequence of sensations as do **trauma** survivors: self-loss, confusion and, finally, a new sense of mastery. For **ultramarathoners**, who regularly run 100-mile races that last more than 24 hours, vomiting and **hallucinating** are normal. After a day and night of running without stopping or sleeping, competitors sometimes forget who they are and what they are doing.

17 For a more common example of growth through adversity, look to one of life's biggest challenges: parenting. Having a baby has been shown to decrease levels of happiness. The sleep deprivation and the necessity of putting aside personal pleasure in order to care for an infant mean that people with newborns are more likely to be depressed and find their marriage **on the rocks**. Nonetheless, over the long haul, raising a child is one of the most rewarding and meaningful of all human undertakings. The short-term sacrifice of happiness is outweighed by other benefits, like fulfillment, altruism and the chance to leave a meaningful **legacy**.

18 Ultimately, the emotional reward can compensate for the pain and difficulty of adversity. This perspective does not **cancel out** what happened, but it puts it all in a different context: that it's possible to live an extraordinary rewarding life even within the constraints and struggles we face. In some form or other, says King, we all must go through this realization. "You're not going to be the person you thought you were, but here's who you are going to be instead—and that turns out to be a pretty great life."





Unit 1

Proper Names

Emory University 埃默里大学 (位于美国城市亚特兰大)

Gregory Berns /'gɪɡəri bɜ:nz/ 格列高利·伯恩斯

Kathleen McGowan /'kæθli:n 'mekɡəʊən/ 凯思琳·麦克高恩

Laura King /'lə:rə kiŋ/ 劳拉·金

Rich Tedeschi /ri:tʃ 'tedɪski/ 里奇·特德斯基

Tracy Cyr /'treɪsi sɜ:/ 特蕾西·塞尔

New Words

adversity /əd'vɜ:səti/ *n.* a situation in which you have a lot of problems that seem to be caused by bad luck 逆境, 不幸, 厄运

e.g. 1) But out of this adversity has sprung a surprisingly fine vintage (酒的酿造年份).

2) She somehow manages to keep laughing in the face of adversity.

aftermath /'ɑ:ftəməθ/ *n.* the period of time after something, such as a war, storm, or accident, when people are still dealing with the results 后果, 余殃, 余波

alleyway /'æliwei/ *n.* a narrow street between or behind buildings, not usually used by cars 小巷, 胡同

altruism /'æltrɔɪzəm/ *n.* the practice of thinking of the needs and desires of other people instead of your own 利他主义, 无私

anodyne /'ænəʊdaɪn/ *adj.* expressed in a way that is unlikely to offend anyone 不冒犯他人的, 四平八稳的

aspire /ə'spaɪə/ *v.* to desire and work toward achieving something important 追求, 渴望, 有志于

bliss /blɪs/ *n.* perfect happiness or enjoyment 极乐, 无上幸福, 福佑, 至福

e.g. I didn't have to get up till 11—it was sheer bliss.

bona fide /'bəʊnə 'faɪdi/ *adj.* real, true, and not intended to deceive anyone 真正的; 真实的; 真诚的

e.g. Only bona fide members are allowed to use the club pool.

bromide /'brəʊmaɪd/ *n.* a statement which is intended to make someone less angry but which is not effective 意在使人消气却没有效果的话

dazed /deɪzd/ *adj.* unable to think clearly, especially because of a shock, accident, etc. (尤指因震惊、意外事故等而) 茫然的, 迷乱的, 恍惚的

e.g. Her face was very pale and she wore a dazed expression.

encompass /ɪn'kʌmpəs/ *v.* to completely cover or surround something 覆盖; 围住

e.g. The fog soon encompassed the whole valley.

excruciating /ɪk'skru:ʃɪeɪtɪŋ/ *adj.* extremely painful 剧烈疼痛的

gratifying /'grætɪfaɪɪŋ/ *adj.* pleasing and satisfying 令人高兴的, 使人满足的

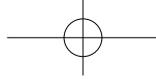
e.g. 1) It's gratifying to note that already much has been achieved.

2) He felt a gratifying sense of being respected and appreciated.

hallucinate /hə'lu:sɪneɪt/ *v.* to see or hear things that are not really there 产生幻觉

harrowing /'hærəʊɪŋ/ *adj.* very frightening or shocking and making one feel very upset 折磨人的, 可怕的, 令人痛苦的

ineffable /ɪn'efəbl/ *adj.* too great to be described in words (好或美得) 难以名状的, 不可言喻的



legacy /'legəsi/ *n.* something that happens or exists as a result of things that happened at an earlier time 遗留下来的状况

e.g. The invasion left a legacy of hatred and fear.

mind-blowing /'maɪnd.bləʊɪŋ/ *adj.* very exciting, shocking, or strange 令人极度兴奋(震惊)的; 非常奇怪的

e.g. Astronauts have mind-blowing views of planet Earth.

neurological /ˌnjuːrəʊ'lɒdʒɪkəl/ *adj.* relating to the nervous system and its diseases 神经的

nostalgia /nɒ'stældʒɪə/ *n.* a feeling that a time in the past was better, or the phenomenon of remembering a good time in the past and wishing that things had not changed 对往昔事物的留恋, 怀旧情绪

e.g. 1) Her work is pervaded by nostalgia for a bygone age.

2) He looked back on his university days with a certain amount of nostalgia.

ordeal /ɔ:'di:l/ *n.* a terrible or painful experience that continues for a period of time 可怕的经历, 痛苦的折磨

paramount /'pærəmaʊnt/ *adj.* more important than anything else 至高无上的, 最重要的

e.g. A woman's role as a mother is of paramount importance to society.

province /'prɒvɪns/ *n.* a subject that someone knows a lot about or something that they are responsible for (知识、研究的) 范围、领域; 职责范围

e.g. Sales forecasts are outside my province—talk to the Sales Manager.

preoccupied /pri:'ɒkjʊpaɪd/ *adj.* thinking about something a lot, with the result that you do not pay attention to other things 全神贯注的, 入神的

e.g. Rod's completely preoccupied with all the wedding preparations at the moment.

refrain /rɪ'freɪn/ *n.* formal a remark or idea that is often repeated 【正式】一再重复的话(想法)

e.g. Their proposal met with constant refrain that it was impractical.

rheumatoid arthritis /'ru:mətɔɪd ɑ:'θraɪtɪs/ *n.* a disease that continues for many years and makes your joints painful and stiff, and often makes them lose their normal shape 类风湿性关节炎

shriveled /'ʃrɪvl/ *v.* if something shrivels or is shriveled, it becomes smaller and its surface is covered in lines because it is very dry or old (使)皱缩; (使)干枯; (使)干瘪

steroid /'stɪərɔɪd/ *n.* a chemical that the body produces naturally or that can be made as a drug to treat illness and injuries. Steroids are sometimes used illegally by people doing sports to improve their performance 类固醇, 甾族化合物

tranquil /'træŋkwɪl/ *adj.* pleasantly calm, quiet, and peaceful 平静的, 宁静的, 安谧的

e.g. In summer, the normally calm, tranquil streets fill with crowds of tourists.

trauma /'trɔ:mə/ *n.* an unpleasant and upsetting experience that affects you for a long time 痛苦的经历

traumatic /trɔ:'mætrɪk/ *adj.* so shocking and upsetting that it has long-term effects (经历) 痛苦难忘的; 造成精神创伤的

tribulation /ˌtrɪbjʊ'leɪʃən/ *n.* serious trouble or a serious problem 苦难, 艰难

ultramarathoner /ˌʌltrə'mærəθɒnə/ *n.* a person who takes part in ultramarathon that is a footrace longer than a marathon, usually for 30 miles or more 超级马拉松运动员

vomit /'vɒmɪt/ *v.* to bring food or drink up from your stomach out through your mouth,



Unit 1

because you are ill 呕吐, 呕出, 吐出

wimp /wɪmp/ *n.* someone who has a weak character and is afraid to do something difficult or unpleasant 懦弱无用的人

Phrases and Expressions

(be) on the rocks a relationship or business that is on the rocks is having a lot of problems and is likely to fail soon 困难重重, 濒临失败

e.g. I'm afraid Tim's marriage is on the rocks.

cancel out to have an equal but opposite effect on something, so that a situation does not change 抵消

e.g. Recent losses have cancelled out any profits made at the start of the year.

come to terms with to accept an unpleasant or sad situation and no longer feel upset or angry about it 妥协, 接受

e.g. Counseling helps her come to terms with

her grief.

for the better in a way that improves the situation 好转

e.g. The weather has taken a turn for the better.

in line with if something changes in line with something else, it changes in the same way and at the same rate as it 与……一致 (符合)

e.g. Annual pay increases will be in line with inflation.

in the wake of sth. if something, especially something bad, happens in the wake of an event, it happens afterwards and usually as a result of it (尤指不好的事) 紧随……而来; 作为……的后果

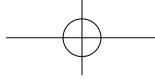
e.g. Outbreaks of disease occurred in the wake of the drought.

keep...in check to keep someone or something under control 控制某人 (物)

e.g. You must learn to keep your emotions in check.

Notes

1. Rafting or whitewater rafting is a challenging recreational activity using an inflatable (可充气的) raft to navigate a river or other bodies of water. This is usually done through whitewater rapids or different degrees of rough water, in order to thrill and excite the raft passengers. The development of this activity as a leisure sport has gained popularity since the mid-1970s.
2. People who are chronically troubled are suffering from an ailment that has continued for a long time and cannot be cured.
3. The word "weather" is used here as a verb, meaning "to come through a very difficult situation safely".
4. The verb "season" originally means "adding salt, pepper, etc. to food being cooked". Here, it is used in a figurative sense, meaning "mixing with".
5. A withdrawal reaction is what happens to someone during the period after they have given up a drug that they were dependent on, including the unpleasant mental and physical effects that causes.
6. The word "way" in this sentence is an adverb, meaning "by a large amount".
7. Post-traumatic stress disorder is a mental illness that can develop after a very bad experience, such as a plane crash.



Text Exploration

Task 1

Work in pairs to complete the following outline of the text.

<p>Introduction (Paras. 1-3)</p>	<p>Main idea: Many people find that enduring a harrowing ordeal _____.</p> <p>There seems to be a built-in human capacity to _____.</p> <p>What doesn't kill you can actually make you stronger.</p>
<p>Body (Paras. 4-17)</p>	<p>Main idea: People who have suffered the most, who have been forced to contend with shocks they never anticipated and to re-think the meaning of their lives, _____.</p> <p>Argument 1: Happiness is only one among many values in human life. Sometimes only _____ can foster such qualities as _____ because _____.</p> <p>Example: 31-year-old fashion designer Tracy Cyr. "I felt I had been shown the secret of life and why we're here: to be happy and to nurture other life. It's that simple."</p> <p>Argument 2: For many people who have endured extreme events like combat, violent crime or sudden serious illness—perhaps even the majority—life _____.</p> <p>Argument 3: Actually implementing these changes, as well as fully coming to terms with a new reality, _____.</p> <p>And, eventually, people may find themselves freed in ways they never imagined.</p> <p>Example: _____.</p> <p>Although parenting can bring sleep deprivation and the necessity of putting aside personal pleasure, ultimately, the emotional rewards can compensate for the pain and difficulties of adversity.</p>
<p>Conclusion (Para. 18)</p>	<p>Main idea: _____.</p>

Task 2

Choose the sentence that best expresses the meaning of the sentence from the text.

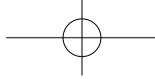
1. Positive responses to profoundly disturbing experiences are not limited to the toughest or the bravest.
 - A. Positive responses only happen to the toughest and the bravest people.
 - B. Anyone could obtain positive outcomes from difficult experiences.
 - C. Only the toughest and the bravest people will undergo disturbing circumstances.
 - D. The toughest and the bravest people are more likely to encounter profoundly disturbing experiences.

2. What doesn't kill you can actually make you stronger.
 - A. You are lucky not to be killed.
 - B. You could become stronger after experiencing an attempted murder.
 - C. You could become stronger after going through a hard experience.
 - D. The strong people have a better chance of survival.

3. Post-traumatic stress is far from the only possible outcome.
 - A. One could experience much more than post-traumatic stress.
 - B. The only thing to get from a hard experience is post-traumatic stress.
 - C. Post-traumatic stress is a much stronger reaction than others.
 - D. Everyone who has gone through a profoundly disturbing experience will have post-traumatic stress.

4. Those who weather adversity well are living proof of the paradoxes of happiness.
 - A. Those who experience different weather conditions can find happiness.
 - B. Weathermen are most likely to experience the paradoxes of happiness.
 - C. Those who come out of a difficult situation soundly are the best examples of the paradoxes of happiness.
 - D. People gain happiness and sorrow if they handle adversity well.





5. We need more than pleasure to live the best possible life.
- A. The best possible life of humans depends on whether they are happy.
 - B. The best possible life comes from pleasure.
 - C. The best possible life needs more pleasure.
 - D. Pleasure is not the only thing that contributes to the best life.
6. It is dominated by happy feelings but seasoned also with nostalgia and regret.
- A. A good life is made up of a greater part of happiness with some nostalgia and regret.
 - B. Nostalgia and regret may ruin a happy life.
 - C. Nostalgia and regret is common in average people's feelings.
 - D. Happy feelings may drive out nostalgia and regret.
7. But this time, she was way past her limits, and nothing her doctors did seemed to help.
- A. This time her doctors couldn't set a limit for her.
 - B. This time she went beyond her doctors' demands.
 - C. This time her doctors couldn't help her go over her limits.
 - D. This time the pain was too much for her and couldn't be controlled.
8. Still, actually implementing these changes, as well as fully coming to terms with a new reality, usually takes conscious effort.
- A. Changes do not come by themselves without action being taken.
 - B. It is not easy for people to accept a new reality and make these changes.
 - C. Reality and changes may come together.
 - D. Many people have made conscious effort for changes but they failed.
9. What makes them different is that they are able to incorporate what happened into the story of their own life.
- A. They are different because they have their own business and life.
 - B. They have become special by making their experience a part of their life.
 - C. They become good story-tellers once they put their own experience into the stories.
 - D. They are able to distinguish stories from real life.
10. The short-term sacrifice of happiness is outweighed by other benefits, like fulfillment, altruism and the chance to leave a meaningful legacy.
- A. It is more meaningful to have a child than enjoying life as a couple.
 - B. Giving birth to a child brings more happiness than enough sleep.
 - C. A family with children has more financial benefits.
 - D. Other valuable benefits are more important than the loss of some happiness for a short period.

Critical Thinking



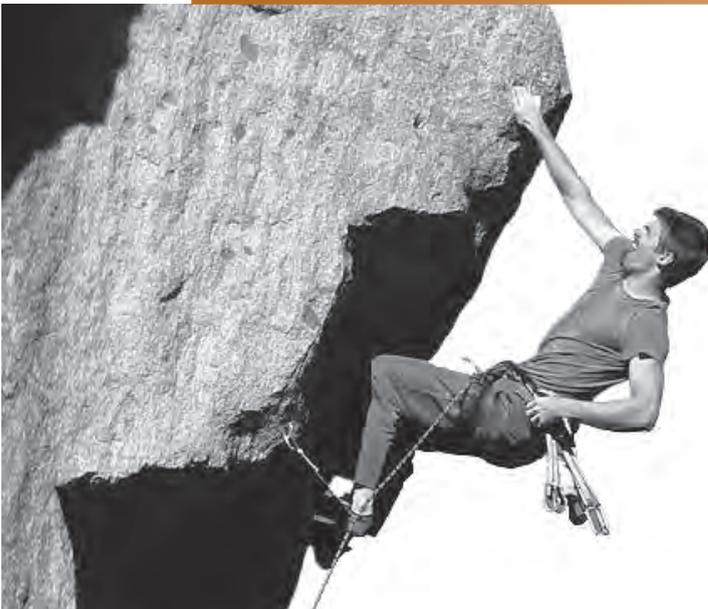
Work together with your partner to answer the following questions based on the text you've just read.

1. The writer claims in the first paragraph that, "many people find that enduring such a harrowing ordeal ultimately changes them for the better." In which sense does she mean by saying "to change for the better", physically or mentally?
2. In the second paragraph, the writer believes in "a built-in capacity to flourish under the most difficult circumstances." Do you agree with her? Provide examples to elaborate your opinion.
3. Do you agree with the statement "What doesn't kill you actually makes you stronger"? Why or why not?



Discuss in groups the following questions.

1. Have you had the experience of going through a very difficult situation and coming out as a better person? Or do you know someone who has experienced this?
2. Unlike those who are so unfortunate to have been struck by diseases or who have been forced to go through extreme difficulties in life, some people choose to voluntarily take adventures or challenges, like extreme sports, to push themselves to limits. Why do these people do so and what can they obtain from these experiences?



Vocabulary in Action

Task 1

Read the words and their explanations in the box. Choose a word to complete each of the sentences below and explain its meaning. Change the form if necessary.

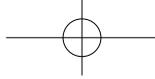
season	<p>a. <i>n.</i> one of the four main periods in a year: spring, summer, autumn or winter</p> <p>b. <i>n.</i> a period of time in a year when something happens most often or when something is usually done</p> <p>c. <i>n.</i> the time of the year when most people take their holidays</p> <p>d. <i>n.</i> a period during which a series of films, television programs, etc. is shown, especially ones of a similar type</p> <p>e. <i>v.</i> to add salt, pepper, etc. to food being cooked</p>
weather	<p>a. <i>n.</i> the temperature and other conditions such as sun, rain, and wind</p> <p>b. <i>n.</i> [keep a weather eye on] to watch a situation carefully so that you notice anything unusual or unpleasant</p> <p>c. <i>v.</i> to come through a very difficult situation safely</p> <p>d. <i>v.</i> of rock, wood, or wind, sun, rain, etc. to change color or shape over a period of time</p>
refrain	<p>a. <i>n.</i> part of a song that is repeated, especially at the end of each verse</p> <p>b. <i>n.</i> a remark or idea that is often repeated</p> <p>c. <i>v.</i> to not do something that one wants to do</p>
province	<p>a. <i>n.</i> one of the large areas into which some countries are divided</p> <p>b. <i>n.</i> [the provinces] the parts of a country that are not near the capital city</p> <p>c. <i>n.</i> a subject that someone knows a lot about or something one is responsible for</p>
haunt	<p>a. <i>v.</i> of a spirit or ghost, to appear repeatedly</p> <p>b. <i>v.</i> to worry someone or make them sad</p> <p>c. <i>v.</i> to cause problems for someone over a long period of time</p> <p>d. <i>n.</i> a place that someone likes to go to often</p>
value	<p>a. <i>n.</i> the amount of money that something is worth</p> <p>b. <i>n.</i> the importance or usefulness of something</p> <p>c. <i>n.</i> one's principles about what is right and wrong, or one's idea about what is important in life</p>



Unit 1

	<p>d. <i>v.</i> to think that something is important to one</p> <p>e. <i>v.</i> to decide how much money something is worth, by comparing it with similar things</p>
coin	<p>a. <i>n.</i> a piece of metal, usually flat and round, that is used as money</p> <p>b. <i>n.</i> [the other side of the coin] a different or opposite way of thinking about something</p> <p>c. <i>v.</i> to invent a new word or expression, especially one that many people start to use</p> <p>d. <i>v.</i> [to coin a phrase] used as a joke when one has just said something so familiar and ordinary that it is funny</p>
promise	<p>a. <i>v.</i> to state that one will definitely do something or that something will happen</p> <p>b. <i>v.</i> to make one expect that something will happen</p> <p>c. <i>n.</i> a statement that one will definitely do something or that something will definitely happen</p> <p>d. <i>n.</i> signs that something or someone will be good or successful</p>
wake	<p>a. <i>v.</i> [to wake (up) to sth.] to experience something as you are waking up</p> <p>b. <i>n.</i> [in the wake of an event] if something, especially something bad, happens in the wake of an event, it happens afterwards and usually as a result of it</p> <p>c. <i>n.</i> a track behind or after someone or something</p>
trouble	<p>a. <i>n.</i> problems that make something difficult, spoil one's plans, make one worry, etc.</p> <p>b. <i>n.</i> used when saying what is bad about a person or situation or what causes problems</p> <p>c. <i>n.</i> an amount of effort and time that is needed to do something</p> <p>d. <i>n.</i> a health-related problem</p> <p>e. <i>v.</i> to make one feel worried or upset</p>

1. The show will tour the _____ after it closes in London.
2. Nancy _____ to the sound of birds outside her window.
3. The stigma of being a bankrupt is likely to _____ him for the rest of his life.
4. We've never had much _____ with vandals (故意破坏公共财物者) around here.
5. Unpainted wooden furniture _____ to a gray color.
6. There have been demonstrations in the streets in the _____ of the recent bomb attack.
7. The term "cardboard city" was _____ to describe communities of homeless people living in cardboard boxes.
8. The _____ is that these restrictions have remained while other things have changed.
9. The company just managed to _____ the recession.



10. Renaissance art is not really his _____ —he specializes in the modern period.
11. Let's toss a _____ to see who goes first.
12. The winner will receive a prize with a _____ of £1,000.
13. A headless rider _____ the country lanes.
14. The post office _____ to resume first-class mail delivery to the area on Friday.
15. Thank you for going to so much _____ to find what I was looking for.
16. On the other side of the _____, there'll be tax incentives for small businesses.
17. The day dawned bright and clear, with the _____ of warm, sunny weather.
18. The young have a completely different set of _____ and expectations.
19. The protest began with a small group, but then others took up the _____.
20. He _____ the house for me at £80,000.

Task 2

Complete the following sentences with an appropriate word or phrase from the box. Change the form if necessary.

adversity	ordeal	anticipate	drastic	suicidal
preoccupy	legacy	nostalgia	retrospect	tranquil
deprivation	aspire	aftermath	cancel out	ultimately

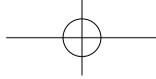
1. The _____ atmosphere of the inn allows guests to feel totally at home.
2. Technological advances might _____ lead to even more job losses.
3. In the _____ of the shootings, there were calls for tighter controls on gun ownership.
4. Her kindness and generosity _____ her occasional flashes of temper.
5. He was beginning to wonder if he would survive the _____.
6. Foreign food aid has led to a _____ reduction in the numbers of people dying of starvation.
7. Perhaps her most important _____ was her program of educational reform.
8. There were food shortages and other _____ during the Civil War.
9. The new economic policies could prove _____ for the party.
10. The building will be completed around six months earlier than _____.
11. The experience was enough to keep him _____ for some time.
12. The road to happiness is paved with _____.
13. She _____ to nothing no less than the chairmanship of the company.
14. He might be influenced by _____ for the surroundings of his happy youth.
15. In _____, I wish that I had thought about alternative courses of action.

Task 3

Complete the following sentences by translating the Chinese in brackets into English. Try to use the expressions you have learned from the text.

1. Watching your baby being born is _____ (极其令人兴奋的经历).
2. There is _____ (内置储藏空间) in all bedrooms.
3. This handout focuses on _____ (自我保护措施) under difficult climatic conditions.
4. I'm sure we could offer you some _____ (短期的工作).
5. So, how is it that we all, or at least many of us, have such a _____ (歪曲的、否定的自我观念)?
6. Helen Hunt stars as a character undergoing _____ (改变了生活的事件) in *Then She Found Me*.
7. She has written a book that is beautiful because of the honesty and the raw emotion that is portrayed in _____ (无所不包的细节).
8. Having a decent job contributes to _____ (一个好的自我形象).





READING MORE



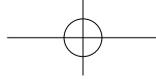
To have a mind to do a thing is to foresee a future possibility; it is to have a plan for its accomplishment; it is to note the means which make the plan capable of execution and the obstructions in the way—or, if it is really a mind to do the thing and not a vague aspiration—it is to have a plan which takes account of resources and difficulties.

—John Dewey

THE GOOD MIND IS FLEXIBLE

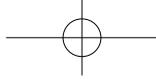
Edgar Dale

- 1 For many years we have talked about education in a changing society but have done little to educate for uncertainty. Perhaps the best insurance we can offer for this uncertainty is the presence of a good mind. To develop a good mind the student must learn how to learn and develop a taste for learning. The world of tomorrow needs flexible individuals, intelligently mobile individuals, individuals who can **land on their feet** when their jobs become technologically **obsolete**, individuals who can cope with the unexpected.
- 2 To educate for flexibility we must distinguish between training and education. To train is to emphasize fixed responses, to stress immediate goals to the neglect of long-term growth. To educate, however, is to foster limitless growth, lifelong learning, to develop the good mind.
- 3 Mark Twain's story about the cat is in order here. He said that a cat that jumps onto a hot stove will never jump on a hot stove again. Nor, he added, will she ever jump on a cold one. The cat can be trained but, contrary to what cat-lovers may say, cannot be educated.
- 4 The person educated for flexibility will see the world in a fresh, inventive way. Such a person is not chained to the immediate, the customary, the habitual, not dependent on someone else to plan the route and how to get there. Such persons will chart¹ their own course.



Unit 1

- 5 To develop the flexible person with the good mind we must favor those learning experiences that have high transfer value to varied life situations,² we must learn how to teach skill, attitudes, and concepts so that they not only meet current needs but can be generalized to future needs as well.
- 6 Education for flexibility will certainly include guidance in the fine arts³. If we accept Dewey's definition of art as "the intensification of the ordinary", then the teacher's task is to help learners turn the commonplace into the creative. Mel Strawn of Antioch College⁴ described this approach to learning as "a heightening of the individual's perceptual awareness, an intensification of his sense of form. He sees more and comprehends more of what he sees."
- 7 In Anne Morrow Lindbergh's book, *Hour of Gold, Hour of Lead: Diaries and Letters 1929–1932*, she says that "an experience was not finished until it was written or shared in conversation." She also makes the point that "truth that is locked up in the heart—or in a diary—is **sterile**." It must be given back to life so that "the hour of lead" may be transformed or **transmuted** into the hour of gold. The good mind is a sharing mind.
- 8 An inescapable element in education for flexibility is an attitude favorable to change. This is hard to develop. It requires faith in oneself and in the future. Insecure people dread change; they walk backwards into the future, clinging anxiously and defensively to the past.
- 9 Often such people think they don't amount to much. They do not accept themselves and consequently do not accept others. Thus they remain either negative or emotionally immature in their outlook toward the future. Lacking insight into their own feelings of inadequacy and unimportance, they shrink their world to **meager** and manageable proportions. They may wish to be more flexible, more open-minded, but they do not feel up to it.
- 10 What can the school and college do to build an attitude more favorable to the unprejudiced examination of new ideas? Certainly they can and must develop the self-confidence of students, build them up with repeated success instead of constant failure. They can develop a group atmosphere friendly toward and supportive of change. Schools and colleges can help students admire what is admirable, become acquainted with heroic men and women who changed the world. They can provide continuing guidance in how to become a genuine person, one who has faith in the future, who has a good mind of his own.



- 11** To meet the striking social changes of the future, continuing education is a necessity. Emerson put it this way: “The things taught in colleges and schools are not an education, but a means of education.” And Seneca noted that, “You should keep on learning as long as you’re ignorant.”
- 12** The flexibly educated person knows that today’s fact may be tomorrow’s **fallacy**. He agrees with Alfred North Whitehead that, “Knowledge does not keep any better than fish,” and accepts his warning against “the aimless accumulation of precise knowledge, **inert** and unutilized.”
- 13** The test of a modern society capable of meeting change with accelerated evolution instead of revolution does not lie in asking, “Is everybody happy?” but rather, “Is everybody learning?” To be learning is not only a condition for survival; it is also the basis for being richly alive.

Proper Names

Alfred North Whitehead /'ælfrið nɔ:θ '(h)waɪt .hed/ 阿尔弗雷德·诺思·怀特海德 (1861–1947, 英国数学家、哲学家)

Anne Morrow Lindbergh /æn 'mɔ:rəʊ 'lɪndbɜ:ɡ/ 安·莫罗·林德伯格 (1906–2001, 美国著名飞行员兼作家)

Antioch College /'æntɪɔ:k 'kɒlɪdʒ/ 安条克学院

Dewey /'dju:ɪ/ 杜威 (1859–1952, 美国哲学家、教育家和心理学家, 实用主义哲学学派创立者之一)

Edgar Dale /'edgə deɪl/ 埃德加·戴尔 (1900–1985, 美国著名教育家)

Emerson /'eməsən/ 爱默生 (1803–1882, 美国思想家、散文作家、诗人, 美国超验主义运动的主要代表)

Mel Strawn /mel 'strɔ:n/ 梅尔·斯特朗

Seneca /'senɪkə/ 塞内加 (4 BC – AD 65, 古罗马哲学家、政治家和剧作家)

New Words

fallacy /'fæləsi/ *n.* a false idea or belief, especially

one that a lot of people believe is true 谬论, 谬见

e.g. It's a common fallacy to think that crime is caused by poverty.

inert /'ɪnɜ:t/ *adj.* very slow and unwilling to take any action 呆滞的, 迟缓的

e.g. Congress remained inert and skeptical about the proposal.

meager /'mi:gə(r)/ *adj.* a meager amount of food, money, etc. is too small and is much less than needed (食物、金钱等) 不足的, 贫乏的

e.g. He supplements his meager income by working on Saturdays.

obsolete /'ɒbsəli:t/ *adj.* no longer useful, because something newer and better has been invented 废弃的; 淘汰的; 过时的

sterile /'sterail/ *adj.* lacking new ideas or imagination 缺乏新观念 (想象力) 的

transmute /trænz'mju:t/ *v.* to change one substance or type of thing into another 使变化; 把……变成……

e.g. Art is about creativity, transmuting the humblest subjects into the sublime (高尚, 崇高).



Unit 1

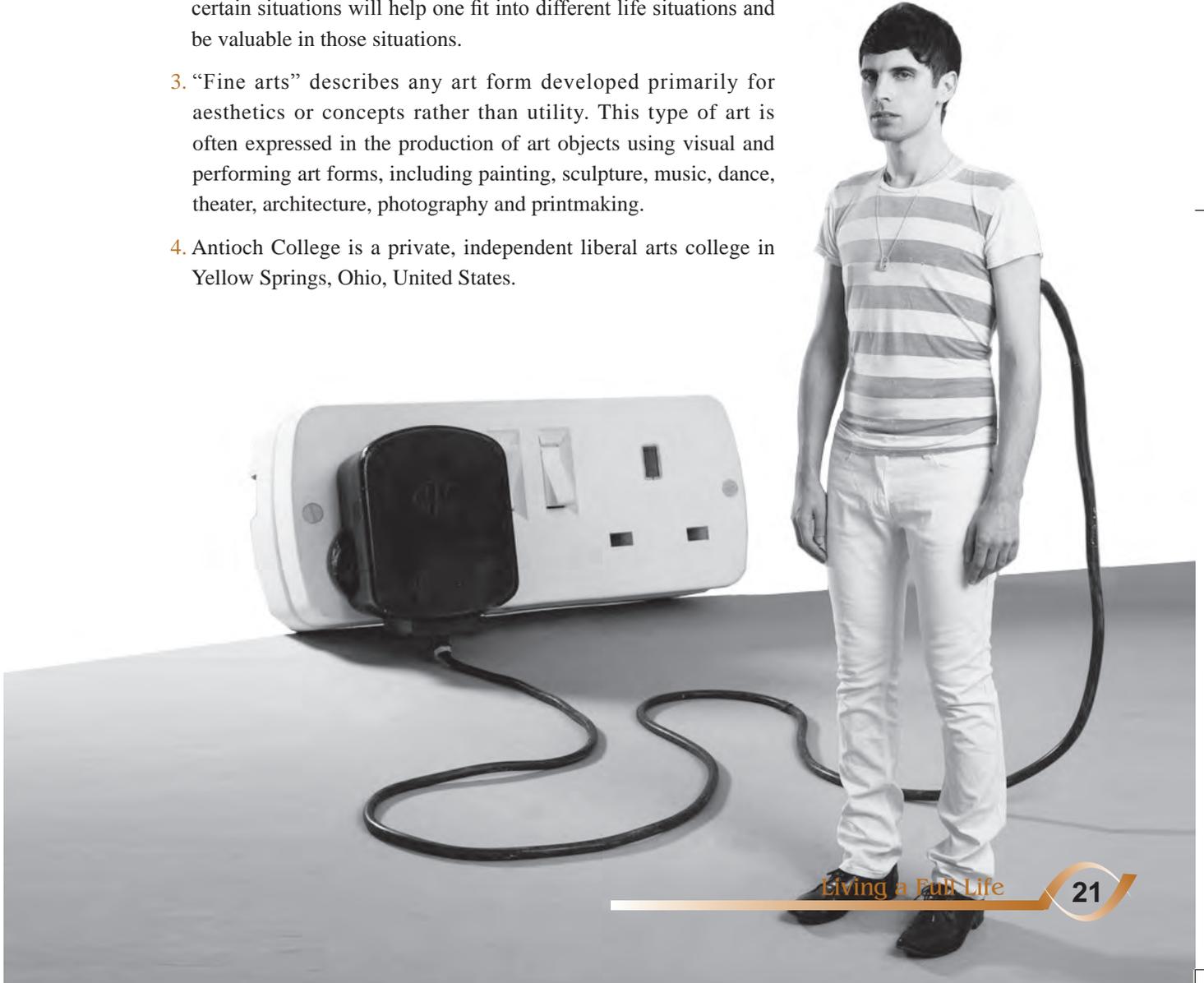
Phrase and Expression

land on one's feet to get into a good situation again after having problems 安全脱离困境；(无论发生什么) 总会成功

e.g. Whatever risks Jim takes, he always seems to land on his feet.

Notes

1. The word “chart” is used as a verb here, meaning “to make a plan of what should be done to achieve a particular result”.
2. A “transfer value” is a cash sum representing the value of your pension rights. This sentence means that lessons learned from certain situations will help one fit into different life situations and be valuable in those situations.
3. “Fine arts” describes any art form developed primarily for aesthetics or concepts rather than utility. This type of art is often expressed in the production of art objects using visual and performing art forms, including painting, sculpture, music, dance, theater, architecture, photography and printmaking.
4. Antioch College is a private, independent liberal arts college in Yellow Springs, Ohio, United States.





Text Exploration

Answer the following questions.

1. What kind of people does the world of tomorrow need?

2. What is the difference between training and education?

3. How can we develop into a flexible person with a good mind?

4. What is the teacher's task if art is "the intensification of the ordinary"?

5. What is the inescapable element in education for flexibility?

6. How do people who dread change think of themselves?

7. What can schools and colleges do to build an attitude favorable to the unprejudiced examination of ideas?

8. Why is continuing education a necessity?

Critical Thinking



Discuss with your partner the following questions, based on the text you've just read.

1. Do you agree with the writer that to develop a good mind a student must learn how to cultivate and develop a taste for learning? In your mind, what is a taste for learning?
2. What are those learning experiences that have high transfer value to varied life situations? Can you give some examples?
3. How important is one's attitude to changes in his life?



Discuss with your partner the following questions.

1. What should be the role of schooling in one's education?
2. Do you agree with Edgar Dale's view? Which do you think is more important, higher education or job training?
3. Some people say a good heart is most important for a person to live a meaningful life. Others say a good mind is more important. What is your opinion?

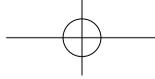
Vocabulary in Action

Task 1

Fill in each of the blanks with an appropriate form of the word given and explain its meaning.

1. favor

- A. A mother shouldn't show too much _____ to one of her children.
- B. We have had a(n) _____ response to the plan so far.
- C. Brittany is a(n) _____ holiday destination for families.
- D. I will take you to my _____ restaurant tomorrow.



2. constant

- A. Never doubt the _____ of my love for you.
- B. There was a _____ stream of visitors to the house.
- C. We are _____ on the lookout for new ideas.

3. intense

- A. His mother's death _____ his loneliness.
- B. Zoe took part in a one-week _____ course in English during the winter holiday.
- C. The country was on the verge of collapse because of the _____ of violent rebel attacks.
- D. This type of work requires _____ concentration.

4. prejudice

- A. A criminal record _____ your chances of getting a job.
- B. The newspaper reported his remarks, to the _____ of his chances of being elected.
- C. It is impossible to be completely fair and _____.

5. perception

- A. He is interested in how our _____ of death affects the way we live.
- B. According to Reynolds, there has been a slight but _____ change in public attitudes lately.
- C. He had enough _____ to realize that I wanted to be alone.
- D. The most _____ of the three, she was the first to realize the potential danger of their situation.
- E. Some children have more finely trained _____ skills than others.

6. secure

- A. Strict _____ measures are in force in the capital.
- B. Check that all windows and doors have been made as _____ as possible.
- C. Many of them work in low-paid, _____ jobs.
- D. After the attack, the family often suffer from a great sense of _____.

7. flexible

- A. You need to be more _____ and imaginative in your approach.
- B. The _____ of distance learning would be particularly suited to busy managers.
- C. The proposed law is poorly written and _____.
- D. The _____ of the country's labor market seriously impedes its economic recovery.

8. accumulate

- A. The consensus is that risk factors have an _____ effect.
- B. Dust and dirt soon _____ if a house is not cleaned regularly.
- C. _____ of sand can be formed by the action of waves on coastal beaches.

9. mature

- A. Technology in this field has _____ considerably over the last decade.
 B. We're _____ enough to disagree on this issue but still respect each other.
 C. Humans experience a delayed _____; we arrive at all stages of life later than other mammals.
 D. While the animals are still _____, they do not breed.

10. custom

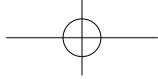
- A. She arranged everything with her _____ efficiency.
 B. General Motors will _____ Cadillacs for special clients.
 C. His son operates a _____ furniture business.
 D. On Wednesday evening, as was his _____, he went down to the village.

Task 2

Fill in each of the blanks with an appropriate word from the box. Change the form if necessary.

connection	search	absence	future	inventive
discerning	identify	individual	value	continuity
self-discipline	cultivate	scrutiny	fallacy	anticipate

What then is a good mind? It is the whole mental faculty in action. It discerns, doubts, 1) _____, probes. It answers questions and questions answers. A good mind is critical. It conceptualizes, sees relationships, makes 2) _____, relates discrete facts, sees differences in similarities and similarities in differences. A good mind is 3) _____. It produces something new, fresh, 4) _____. A good mind knows that only the creative society survives. A good mind embraces creative interaction. It 5) _____ what schools and colleges will need in the near and distant future. A good mind looks closely at its 6) _____, its priorities. It considers the national and 7) _____ values and ideals. A good mind is a critical mind, not carping or captious, but creative, evaluative, constructive. It is flexible. It makes good choices. It 8) _____ issues, questions assumptions, and draws logical conclusions. It distinguishes fact from 9) _____. The development of the critical mind should be a prime objective of the schools. A good mind thoughtfully uses the past in planning for the future. A good mind wishes but it also wills. It practices 10) _____ until it becomes habitual.



PRACTICAL TRANSLATION

语篇层次的翻译——衔接

语篇 (discourse) 是在交际功能上相对完整和独立的一个语言片断。为了进行有效的交际活动, 语篇应衔接 (cohesion) 得当, 连贯性 (coherence) 好。衔接手段 (cohesive device) 是一种谋篇手段, 是生成语篇的重要条件之一, 也是译者在翻译过程中首先要考虑的问题, 因为它直接关系到译文的质量。衔接自然的译文读起来通顺、流畅、连贯; 缺乏衔接或衔接不当的译文晦涩难懂, 影响阅读, 也影响交际功能的实现。

英语和汉语分属不同的体系: 英语属于印欧语系 (Indo-European Family), 汉语属于汉藏语系 (Sino-Tibetan Family)。它们在许多方面都有各自的规律和特点。从语篇层面上说, 需要强调英汉两种语言在形合 (hypotaxis) 和意合 (parataxis) 方面的差异。由于英汉两种语言逻辑思维的不同, 英语重“形合”, 句子内部的连接或句子间的连接采用显性的语言手段来实现, 主要是通过各种语法手段和词汇手段, 以表示其结构和逻辑关系。因此, 英语中长句多。汉语重“意合”, 句中各成分之间或句子之间的结合少用甚至不用形式衔接手段, 主要靠句子内部的隐性逻辑联系, 注重逻辑事理的顺序以及意义和主旨上的衔接和连贯。因此, 汉语中短句多, 短句间的逻辑关系靠意义来表达, 语法处于次要地位。在翻译过程中, 要牢记英汉两种语言在形合和意合上的差别, 注意形合和意合之间的转换和调整。

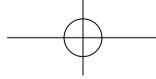
1) I had so worked upon my imagination as really to believe that about the whole mansion and domain there hung an atmosphere peculiar to themselves and their immediate vicinity—an atmosphere which had no affinity with the air of heaven, but which had reeked up from the decayed trees, and the grey wall, and the silent tarn—a pestilent and mystic vapor, dull, sluggish, faintly discernible, and leaden-hued. (Edgar Allan Poe: “The Fall of the House of Usher”)



译文: 我如此沉湎于自己的想象, 以至于我实实在在地认为那宅院及其周围悬浮着一种它们所特有的空气。那种空气并非生发于天地自然, 而是生发于那些枯树残枝、灰墙暗壁, 生发于那一汪死气沉沉的湖水。那是一种神秘而致命的雾霭, 阴晦, 凝滞, 朦胧, 沉浊如铅。(曹明伦译)



解析: 这个例句选自美国作家爱伦·坡的小说名篇《厄舍府之倒塌》。整段话其实只有一个完整的句子, 共 70 个字, 它不仅通过多个消极、晦涩、阴暗的形容词, 如: decayed, grey, silent, pestilent, mystic, dull, sluggish, leaden-hued 来营造一种凄凉、萧瑟的自然氛围和压抑、沉闷的心理气氛, 而且通过一个典型“形合”的长句来烘托这种乏味、阴晦的自然氛围和心理气氛。这个“形合”长句主要采用各种语法手段 (如并列句、状语从句、同位语从句、定语从句) 以及词汇手段 (如词汇 atmosphere 的重复) 等来表示其结构关系, 并进行有机的衔接。在翻译过程中, 原语中“显性的语法和词汇手段”不能完全照搬到目标语中, 也就是说, 不能用带有各种成分的长句来处理这个句子, 否则整个汉语句子就会显得拖沓、冗长。因此在正确理解原文内



Unit 1

容、弄清原文内在结构的基础上，用三个分句来处理这个长句。分句之间虽然也运用了一定的词汇和语法手段，如重复“空气”一词和运用并列结构“生发于……，生发于……”，分句之间的衔接主要还是靠意义和逻辑关系的连接，先是讲我想象的内容，然后讲想象内容“空气”和周围环境的关系，最后讲这种空气的实质。三个分句环环相扣，层层展开，如果缺少了分句中意义和逻辑关系的衔接，整个句子就无法成为一个有机而连贯的汉语句子。

2) She had a very thin face like the dial of a small clock seen faintly in a dark room in the middle of a night when you waken to see the time and see the clock telling you the hour and the minute and the second, with a white silence and a glowing, all certainty and knowing what it has to tell of the night passing swiftly on toward further darkness but moving also toward a new sun. (Ray Douglas Bradbury: *Fahrenheit 451*)



译文：（她的）容貌那么清秀，就像半夜里醒来时在黑暗中隐约可见的小小的钟面，报告时刻的钟面。它皎洁而安静，深知时间在飞驰，深信黑暗虽然越来越深沉，却也越来越接近新生的太阳。（苗怀新译）



解析：这个例句选自美国作家布拉德伯利的著名的反乌托邦小说《华氏451度》。整段话共80个字，是一个完整而典型的“形合”句，主要是采用各种语法手段（如被动句、定语从句、宾语从句、并列句）以及运用修辞手法来进行有机的衔接，使原文一气呵成。在翻译过程中，在正确理解原文内容、理清原文内在结构，原语中“显性的语法和词汇手段”，除了两组重复的词（“钟面”、“深知”和“深信”）以及前后指代（“钟面”和“它”）外，大部分都被隐去，取而代之的是汉语中意义和逻辑上的衔接和连贯。译文充分利用汉语的短句形式，按照原文的逻辑顺序，把整个句子切分成两个单句、七个部分。每个部分间层层相连，环环相扣，读起来有读原文那种一气呵成的感觉。如果脱离了汉语句子间意义和逻辑的衔接，整个句子将支离破碎、读起来拗口、别扭。

Translation Practice

Translate the following paragraphs into Chinese.

1. I've been spared a lot, one of the blessed of the earth, at least one of its lucky, that privileged handful of the dramatically prospering, the sort whose secrets are asked, like the hundred-year-old man.
2. And so Franklin Roosevelt found that he had, in effect, to recruit an entirely new and temporary government to be piled on top of the old one, the new government to get the tanks and airplanes built, the uniforms made, the men and women assembled and trained and shipped abroad, and the battles fought and won.



FOCUSED WRITING

Personal Letters

A personal letter is a letter which provides communication between a small number of people, usually two. There are many types of personal letters and they are written for a wide variety of reasons, for example:

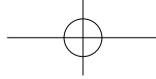
- * obtaining information from an individual or a business;
- * telling somebody about themselves, for example, pen pals;
- * sending an individual or a business a social note, such as a thank-you or congratulations;
- * contacting an acquaintance, a friend or family member, for example, to exchange information.

The Format of a Letter

In general, a letter, be it personal or formal, is comprised of the same parts. Let's take a look at the following specimen format of a personal letter. (See Unit 2 for formal letters)

The diagram shows a vertical rectangular area representing a letter. On the right side, there are three horizontal lines for the sender's address, with a label 'Sender's address (not punctuated in current practice)'. Below that is a single line for the date, labeled 'Date'. On the left side, there is a line for the salutation, labeled 'Salutation'. The main body of the letter consists of several horizontal lines, labeled 'Body of the letter'. Below the body, there is a line for the complimentary close, labeled 'Complimentary close', and a final line for the name or signature, labeled 'Name or Signature'.

The address of the sender. The sender's address is written on the top right-hand corner of the page. Remember that the address of the receiver, which is often referred to as the receiver's or addressee's address, is not appropriate in a personal letter.



Unit 1

The date. The date is written below the sender's address with a blank line in between. In the month-day-year system, popular in the United States, a comma is used between the day and the year, as in September 10, 2009 whereas British people tend to adopt the day-month-year mode, as in 10th September 2009 or 10-9-2009.

The salutation. The salutation always appears at the left-hand side of the page. The customary "Dear" is used along with the recipient's first name, if appropriate.

The body of the letter. It is the most important part, conveying information to the recipient of the letter. Personal letters are usually "newsy" (信息丰富的) and are written in a chatty or conversational style in most cases. Thus, such contractions like "I'll" or "doesn't", incomplete sentences like "Wonderful news!" and colloquial expressions are acceptable.

The complimentary close. It can be placed either on the right-hand or left-hand side below the body of the letter. The most common forms of closing a personal letter are "Yours sincerely" or "Kind regards". Some other closing phrases, such as "Yours affectionately" and "Love" can also be used where appropriate as a mark of intimacy.

The name or signature. It is placed directly below the complimentary close. The first name only is usual in personal letters e.g. "Kind regards, Jane". However, the full name or signature may be used in formal letters or when writing to businesses, e.g. "Yours sincerely, Jane White or J. M. White".

Sample

Suite 975
495 West Village Way
New York
10023

October 15th, 2009

Dear Mavis,

Please accept my heartiest congratulations on your recent selection for inclusion on the short-list for the NY City Writers Prize.

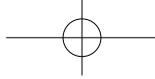
I just heard the news today from Francis Goodspeed when she dropped into my office with the marked-up proofs for her latest collection of stories. As you can imagine, Fran was very excited too! I am so proud of you. As you know, I have been a long-time promoter of your work, and in my mind it's about time they finally recognized your talent. In fact, I believe that your selection for the NYCWP short-list is long overdue.

I have already read two of the other books that are short-listed and in my opinion they don't hold a candle to your *No Turning Back*. I will read the other three books nominated and let you know what I think although I could hardly be considered an objective reviewer on this one.

Once again Mavis, my sincere congratulations on your nomination. Just being nominated for the NYCWP is an honor in itself. I will be keeping my fingers crossed for you until they announce the winner on March 1st.

Best wishes,

Brad



Writing Assignment

Write a letter to your cousin in UCLA (University of California, Los Angeles) asking him to extend all possible help to your teacher and his or her family who plan to visit Los Angeles.

FINAL PROJECT

Interview and Presentation

1.

Step One →

Interview five successful people (professor, school competition winner, scholarship recipient, leader of innovation teams, etc.) about what they have gone through to get where they are. You should include in your questionnaire: age, gender, educational background, life experience, outstanding achievements, opinions on their own life, etc.

Step Two →

Present to the class their experiences and opinions on life.

2.

Step One →

Interview five students from different schools about their opinions on the following questions.

1. What is the motto of your school (if it has one)?
2. What kind of students does your school aim to educate?
3. How do the professors help to achieve the aims of the school?
4. What do you think the school can do to improve the educating of its students?

Step Two →

Summarize their opinions and present them in the class.

