



UNIT

4 Responsibility



After studying this unit, you will be able to:

- ▶ understand how socially responsible entrepreneurs give back to society;
- ▶ know students' responsibility for their education;
- ▶ learn how to write a descriptive essay;
- ▶ learn to identify the writing purposes when reading;
- ▶ conduct a series of activities related to responsibility.



Warm-up

Task 1 Appreciate the quotes in Column A and then match them with the authors in Column B.

Column A

- 1 In dreams begins responsibility.
- 2 I believe that every right implies a responsibility; every opportunity, an obligation; every possession, a duty.
- 3 You cannot escape the responsibility of tomorrow by evading it today.
- 4 The price of greatness is responsibility.
- 5 Although I don't have a prescription for what others should do, I know I have been very fortunate and feel a responsibility to give back to society in a very significant way.

Column B

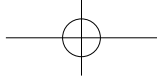
- A Abraham Lincoln
- B Winston Churchill
- C Bill Gates
- D William B. Yeats
- E John D. Rockefeller

Task 2 The following statements are related to responsibility. Do you agree with them? Why or why not?

- 1 It is important to be always responsible for whatever we did.

- 2 Each of us has the responsibility to make the world a better place.

- 3 Each of us has the responsibility for our own education.



In-depth Reading

Topic Preview:

Responsibility is a kind of social, moral and personal obligation that one is supposed to take. For human beings, it is a responsibility to repay society for the opportunities one has received. For successful entrepreneurs, it is a responsibility to make a difference in other people's life. Just as John Holmes, an American veteran, says, "There is no exercise better for the heart than reaching down and lifting people up."



Charity—the Most Gratifying Job on Earth

- 1 I grew up in a family where giving back to society—whether through volunteer time or financial **resources**—was just part of what you did. At the dinner table, both of my parents talked **frequently** about their volunteer work with no profits and their **advocacy** work for children and the less fortunate in our community.
- 2 Community service was also an important part of Melinda's **upbringing**; so even when we were still just engaged to be married, we talked about our responsibility to give back the great majority of our wealth—even though at that point we didn't know exactly how or when we'd do it.
- 3 Anyone who wants to seriously engage in giving faces two important questions: where can you make the biggest impact, and how do you structure your giving so it's effective.
- 4 Our **viewpoint evolved** over time, but there was a real turning point when we read an article about **rotavirus**, a disease that was pretty much a **non-event** in the United States, but which still killed half a million children a year in the developing world. It seemed impossible to us that it was receiving so little worldwide attention. And so we dug in, learnt a lot more about the problem, and eventually began a serious effort to reduce childhood **mortality** worldwide.
- 5 Today, the **framework** that guides our giving is based on the simple **premise** that everyone **deserves** the chance to live a healthy, **productive** life. Given the resources at our disposal, we believed we could make the biggest difference by **concentrating** in three areas: global health, global development, and in the US, education.



- 6 Half our foundation's funds are spent addressing global health problems, with a focus on **malaria**, **tuberculosis**, **AIDS**, **diarrhea**, and **respiratory** diseases.
- 7 Twenty-five percent of the foundation's funds **assist** the poorest people in the world in ways other than health care through development projects. And the other 25% is **devoted** to improving public education in the US, where, in spite of our nation's great wealth, our education system continues to fail too many of our children.
- 8 A few basic principles guide the way in which we give. Our approach emphasizes **partnerships**, and looks to **foster** innovation, often **pursuing** new technologies or delivery schemes.
- 9 We try to apply new thinking and approaches to solving big problems, which sometimes means taking calculated risks on **promising** ideas. We set goals and are quite serious about measuring our results. Often, this means attempting to be a **catalyst** by investing in areas where governments can't or won't invest, or where there is a **vacuum** or failure in the marketplace.
- 10 Diseases that affect the poor are a great case in point. Rich-world diseases attract research investments that **dwarf** the money going to problems like rotavirus. (Think of how much more money goes to **curing** male pattern **baldness** than malaria!) As a foundation, we have the chance to help address that **inequality**.
- 11 The question of risk is something we think about a lot. Warren Buffett, our good friend and the third **trustee** of our foundation, reminds us that failure will be part of any bold approach. "You can have a perfect batting average by not doing anything too important. Or you'll bat something less than that if you take on the really **tough** problems."
- 12 We're willing to accept failure at times in the name of trying new things to solve old and difficult problems.
- 13 At the end of the day, what draws people to **philanthropy** is something **universal**—the connection to other human beings and the desire to make a difference. This is what **tugs** at people and that makes them want to get involved, to imagine how they can help create a better world.
- 14 For me, philanthropy is a responsibility, a passion, and an honor. And so far as I can tell—after being a parent—it's the most gratifying job on earth.

(643 words)

Words

charity /'tʃærəti/ *n.* 1. the aim of giving money, food, help, etc. to people who are in need 慈善; 2. an organization for helping people in need 慈善机构(或组织); 3. kindness that you show to other people, especially when you are judging them 仁爱, 宽容

gratifying /'græti,faɪɪŋ/ *a.* pleasing and giving satisfaction 令人高兴的, 使人满意的

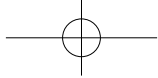
resource /rɪ'zɔ:s/ *n.* 1. sth. that can be used to

achieve sth., especially to increase wealth 资源, 财力; 2. the ability to deal with problems effectively 应变能力, 机智

frequently /'fri:kwəntli/ *ad.* very often or many times 频繁地, 经常

advocacy /'ædvəkəsi/ *n.* public support for sth. 提倡, 主张, 拥护

upbringing /'ʌp,briŋɪŋ/ *n.* the way in which a child is cared for and taught how to behave 养育, 教养, 培养



viewpoint /'vju:ɔɪnt/ *n.* 1. a way of thinking about sth. 观点, 看法; 2. a direction or place from which you look at sth. 角度

evolve /'vɒlv/ *v.* 1. develop and change gradually over a period of time 逐步发展, 演化; 2. develop into forms that are better adapted to survive changes 进化, 演变

rotavirus /'rəʊtəvaɪrəs/ *n.* 轮状病毒

non-event /,nɒn r'vent/ *n.* an event that is unimportant or gets little attention 不成其为大事的事件

mortality /mɔ: 'tæləti/ *n.* 1. the number of deaths in a particular situation or period of time 死亡数, 死亡率; 2. death 死亡

framework /'freɪmwɜ:k/ *n.* 1. a set of beliefs, ideas or rules used as the basis for making judgments, decisions, etc. 判断标准; 2. a structure that supports sth. and makes it a particular shape 架构, 框架

premise /'premɪs/ *n.* (*BrE* *premiss*) a statement or an idea that forms the basis for a reasonable line of argument 前提, 假定

deserve /dɪ'zɜ:v/ *v.* if you deserve sth., it is right that you should get it, for example because of the way you have behaved 应得, 应受

productive /prə'dʌktɪv/ *a.* 1. doing or achieving a lot 有效益的, 有成效的; 2. making goods or growing crops, especially in large quantities 生产的, (尤指)多产的

concentrate /'kɒnsn,treɪt/ *v.* 1. bring sth. together in one place 使……集中(或聚集); 2. pay all your attention to sth. and not think about anything else 集中注意力, 专注

malaria /mə'leəriə/ *n.* 疟疾

tuberculosis /tju:,bɜ:kju'ləʊsɪs/ *n.* 结核病

diarrhea /,daɪə'ri:ə/ *n.* (*BrE* *diarrhoea*) 腹泻

respiratory /rɪ'spɪrət(ə)ri/ *a.* relating to breathing 呼吸的

assist /ə'sɪst/ *v.* 1. help sb. to do sth. 帮助, 协助,

援助; 2. help sth. to happen more easily 促进

devote /dɪ'vəʊt/ *v.* give most of your time, energy, attention, etc. to sb. /sth. 献身于, 致力于

partnership /'pɑ:tnəʃɪp/ *n.* 1. a relationship between two or more people, organizations, etc. 合作关系, 伙伴关系; 2. the state of being a partner in business 合伙人身份

foster /'fɒstə/ *v.* 1. encourage sth. to develop 促进, 培养, 助长; 2. look after sb. else's child for a period of time, without becoming his or her legal parents 代养

pursue /pə'sju: / *v.* 1. try to achieve sth. 追求, 致力于; 2. follow or chase sb. /sth., especially in order to catch them 追逐, 追赶

promising /'prɒmɪsɪŋ/ *a.* likely to be successful or very good 有希望的, 有前途的

catalyst /'kætəlɪst/ *n.* 1. a person or thing that causes a change 促使变化的人, 触发因素; 2. a substance that makes a chemical reaction happen faster without being changed itself 催化剂

vacuum /'vækjuəm/ *n.* a situation in which sb. /sth. is missing or lacking 真空状态, 空白

dwarf /dwɔ:f/ *v.* make sth. seem small or unimportant 使显得矮小, 使相形见绌

cure /kjʊə/ *v.* 1. make an illness go away 治好(疾病); 2. deal with a problem successfully 解决(问题)

baldness /'bɔ:ldnəs/ *n.* the fact of having little or no hair on the head 秃头, 秃顶

inequality /,ɪnɪ'kwɒləti/ *n.* the unfair difference between groups of people, when some have more wealth, status or opportunities than others 不平等, 不平均, 不公平

trustee /,trʌ'sti: / *n.* sb. who is responsible for looking after money or property that belongs to sb. else 受托人, 托管人

tough /tʌf/ *a.* 1. having or causing problems or difficulties 棘手的, 艰苦的; 2. strong enough to deal successfully with difficulties 坚强的, 坚定的



philanthropy /fɪˈlæntʰrəpi/ *n.* the practice of helping the poor and those in need, especially by giving money 博爱, 慈善, 捐助

universal /ˌjuːnɪˈvɜːsl/ *a.* 1. involving all the people in the world or in a particular group 普遍的, 全世界的; 2. true or right at all times and in all places 普遍存在的, 广泛适用的

tug /tʌg/ *v.* pull sth. hard, often several times 猛拉, 拖, 拽

Phrases and Expressions

turning point the time when an important change takes place, usually with the result that a situation improves 转折点, 转机

dig in work hard to do sth. 努力做某事

at sb.'s disposal available for use as sb. prefers 任某人处理或支配

in spite of although, despite, for all 不管, 尽管

apply... to use sth. or make sth. work in a particular situation 应用, 运用

take risks / take a risk do sth. even though you know that sth. bad could happen as a result 冒险

in the name of used to give a reason or an excuse for doing sth., often when what you are doing is wrong 以……的名义

Proper Names

Melinda /məˈlɪndə/ 梅琳达 (女子名)

Warren Buffett /ˈwɒr(ə)n ˈbʌfɪt/ 沃伦·巴菲特 (人名)

Comprehension

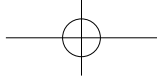
Task 1 Complete each of the following five sentences by matching the first part in Column A with its second part in Column B.

Column A

- 1 We made the decision on how to give back to society,
- 2 We spend half our foundation's funds on global health problems,
- 3 A quarter of our foundation's funds are used to help the poorest people in the world,
- 4 A quarter of our foundation's funds go to public education in the US,
- 5 We employ new thinking and approaches to solve big problems,

Column B

- A in ways other than health care through development projects.
- B when we read a report about the serious effect of rotavirus on children in developing countries.
- C combating malaria, tuberculosis, AIDS, diarrhea and respiratory diseases.
- D taking calculated risks on good plans.
- E meeting the needs of many of our children.



Task 2 Complete the following summary according to the text. Write no more than three words on each line.

SUMMARY

In the author's opinion, the family education on _____ to society exerts a strong influence on both him and his wife and they _____ the responsibility to give back the great majority of their wealth, focusing on global health, global development and education in the US.

There are a few _____ guiding the way in which they give. Their approach places emphasis on partnerships, takes innovation into consideration, often _____ new technologies or delivery schemes. They try to _____ new thinking and approaches _____ solving big problems. For him, _____ is a responsibility, a passion, and an honor. It's the most _____ job on earth.

Follow-up Exercises

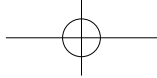
I Vocabulary

Task 1 Work out the words on the left according to their meanings on the right.

1 _____	often or many times at short intervals
2 _____	have something because of the way you behave
3 _____	involving or affecting everyone in the world
4 _____	spend a lot of time or effort doing something
5 _____	strong and able to deal with difficult situations or pain
6 _____	make a person or an animal healthy again after an illness
7 _____	give all your attention to the thing you are doing
8 _____	do something or try to achieve something

Task 2 Complete the following sentences with words from Task 1. Change the form if necessary.

- A person will sometimes _____ all his life to the development of one part of his body—the wishbone. (Robert Frost, US poet)
- Flaming enthusiasm, backed up by horse sense and persistence, is the quality that most _____ makes for success. (Dale Carnegie, US writer and lecturer)
- The _____ of truth and beauty is a sphere of activity in which we are permitted to remain children all our lives. (Albert Einstein)
- Tough times don't last; _____ people do. (French proverb)
- It is better to _____ honors and not have them than to have them and not _____ them. (Mark Twain, US writer)
- The _____ for anything is salt water—sweat, tears, or the sea. (Isak Dinesen, Danish writer)
- Live your life as though your every act were to become a(n) _____ law. (Immanuel Kant, German philosopher)
- _____ is the root of all the higher abilities in man. (Bruce Lee, Action film actor)



Task 3 Fill in the blanks in the following passage by selecting suitable words from the word bank. You may not use any of the words more than once.

The PHS Foundation has been founded to promote our aim of making a real contribution to the communities in which we all live and work. In 2013, the PHS Foundation announced its first charitable partnership with Together for Short Lives, the leading UK (1) _____ for children's hospice services. The tailored charitable (2) _____ also operates under the umbrella of the PHS Foundation alongside our main (3) _____. Each of these has been carefully selected to ensure that PHS employees can work together to achieve genuine local impact on a nationwide scale.

For us, our partnership with Together for Short Lives isn't just about raising money for what is undoubtedly a great cause, it's about providing an outlet for our staff to actively contribute and (4) _____ projects that deliver genuine impact at a very local level. Fundraising activities will not only (5) _____ with money for these valuable services but will also raise their image in the community, and among our thousands of customers and suppliers.

The generosity of the PHS team and their willingness to share their time and skills with those less (6) _____ than themselves (7) _____ us, and is a genuine source of pride within our organization. We know that many of our employees are already active in their communities in a wide range of roles, and as a business we want to (8) _____, reward and recognize this contribution.

A) fortunate	B) pursue	C) charity	D) gratifies
E) partnership	F) assist	G) foster	H) framework

II Sentence Structure

Task 1 Combine two short sentences into a long one after the model.

Model:

Today, the framework that guides our giving is based on the simple premise.

The premise is that everyone deserves the chance to live a healthy, productive life.

→ Today, the framework that guides our giving is based on the simple premise that everyone deserves the chance to live a healthy, productive life.

1 The news cheered us up. The news is that father would be back next week.

2 Tom made a suggestion. The suggestion is that we should not stay up late every night.

3 Our decision has been canceled. The decision is that we shall have a party this weekend.



Task 2 Rewrite the following sentences after the model by using “*prep. + which.*”

Model:

A few basic principles guide the way.

We give in that way.

→ A few basic principles guide the way in which we give.

1 He will never forget that day. He delivered a speech on that day.

2 The Minister formulated a basis. The talks could start on this basis.

3 The scientist produced a working model. Reliable tests could be conducted on this model.

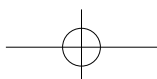
III Translation

Task 1 Translate the following paragraph from Chinese into English.

孝道 (filial piety) 是中华民族的传统美德, 同时也是社会公德 (social morals) 和个人品德 (personal qualities) 建设所需的基本元素之一。给我国的孝道文化以科学和现代的诠释, 对当下的公民教育肯定是大有裨益的 (be beneficial to)。

Task 2 Translate the following paragraph from English into Chinese.

When you learn to respect yourself, you learn to stand up for yourself when needed. When you learn to accept responsibility, you learn to recognize when someone is trying to escape from their responsibilities. Teaching, sharing and showing these global human values helps kids understand their value as human beings.





Further Reading

My Education, My Future

- 1 I've talked about teachers' responsibility for inspiring students and pushing you to learn. I've talked about your parents' responsibility for making sure you stay on track, and you get your homework done, and don't spend every waking hour in front of the TV or with the Xbox.
- 2 I've talked a lot about your government's responsibility for setting high standards, and supporting teachers and **principals**, and turning around schools that aren't working, where students aren't getting the opportunities that they deserve.
- 3 But at the end of the day we can have the most dedicated teachers, the most **supportive** parents, the best schools in the world, and none of it will make a difference, none of it will matter unless all of you **fulfill** your responsibilities, unless you show up to those schools, unless you pay attention to those teachers, unless you listen to your parents and **grandparents** and other adults, and put in the hard work it takes to succeed.
- 4 That's what I want to focus on today: the responsibility each of you has for your education. I want to start with the responsibility you have to yourself.
- 5 Every single one of you has something that you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide... And no matter what you want to do with your life I **guarantee** that you'll need an education to do it.
- 6 And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country. The future of America depends on you. What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future.
- 7 We need every single one of you to develop your talents and your skills and your **intellect**, so you can help us old **folks** solve our most difficult problems. If you don't do that, if you **quit** on school, you're not just quitting on yourself, you're quitting on your country.
- 8 But whatever you **resolve** to do, I want you to commit to it. I want you to really work at it.
- 9 I know that sometimes you get that sense from TV that you can be rich and successful without any hard work, that your ticket to success is through **rapping** or basketball or being a reality TV star. Chances are you're not going to be any of those things.





- 10 The truth is, being successful is hard. You won't love every **subject** that you study. You won't click with every teacher that you have. Not every homework **assignment** will seem completely relevant to your life right at this minute. And you won't necessarily succeed at everything the first time you try.
- 11 No one's born being good at all things; you become good at things through hard work... And even when you're struggling, even when you're discouraged, and you feel like other people have given up on you, don't ever give up on yourself. Because when you give up on yourself, you give up on your country.

(529 words)

Words

principal /'prɪnsəpl/ *n.* 1. the head of a school, a college or a university 校长, 学院院长, 大学校长; 2. the money that you lend to sb. or invest to earn interest 本金, 资本

supportive /sə'pɔ:tv/ *a.* giving help, encouragement or sympathy to sb. 支持的, 鼓励的, 同情的

fulfill /fʊl'fɪl/ *v.* (*BrE* fulfil) 1. do or have what is required or necessary 履行, 执行; 2. do or achieve what was expected 实现

grandparent /'græn,peərənt/ *n.* the father or mother of your father or mother 祖父, 祖母, 外祖父, 外祖母

guarantee /,gærən'ti:/ *v.* 1. promise to do sth. or promise sth. will happen 保证, 确保; 2. agree to repair or replace sth. that sb. has bought 保修, 包换

intellect /'ɪntəlekt/ *n.* 1. the ability to think in a logical way and understand things, especially at an advanced level 智力, 逻辑思维能力; 2. a very clever person 智商高的人, 才智超群的人

folk /fəʊk/ *n.* (*folks*) 1. people in general 人们; 2. a friendly way of addressing more than one person 各位, 大伙儿

quit /kwɪt/ *v.* 1. stop doing sth. 停止, 放弃; 2. leave your job, school, etc. 退(学), 离(职); 3. leave the place where you live 离开, 迁出

resolve /rɪ'zɒlv/ *v.* 1. make a firm decision to do sth. 决心, 决定; 2. find an acceptable solution

to a problem or difficulty 解决(问题或困难); 3. reach a decision by means of a formal vote (正式投票) 决议, 表决

rap /ræp/ *v.* 1. say the words of a rap 念白, 说唱; 2. hit sth. hard and quickly 猛敲, 急拍

subject /'sʌbdʒɪkt/ *n.* 1. an area of knowledge studied in a school or university 学科, 科目, 课程; 2. an idea, problem or situation that you discuss or deal with 主题, 话题

assignment /ə'saɪnmənt/ *n.* 1. a task or a piece of work that sb. needs to do, usually as part of their studies or job 作业, 任务; 2. the act of giving sb. a particular task (工作等的) 分派, 布置

Phrases and Expressions

on track doing the right thing to achieve a particular result 在正轨上, 做法正确

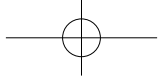
turn around 1. cause to get better 使好转; 2. change the direction you are moving or traveling 转向

show up arrive where you have arranged to meet sb. or do sth. 到场, 出现, 露面

pay attention to listen to, watch or consider sth. or sb. very carefully 注意, 留心

put in spend a lot of time or make a lot of effort doing sth. 花费, 投入

have sth. (all) to oneself not have to share sth. with anyone else 独享, 独自拥有



make of 1. understand the meaning or character of sb. / sth. 领会, 理解, 懂得; 2. use chances and opportunities to be successful 利用(机会)

nothing less than used to emphasize how great or extreme sth. is 简直是, 不亚于

work at make great efforts to achieve sth. or do sth. well 致力于, 努力做

click (with) become friends with sb. at once or

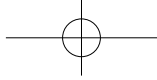
become popular with sb. 成为朋友, 受欢迎

give up on stop hoping or believing that sb. will change, get better, etc. 对……不再抱希望, 对……表示绝望

Proper Names

Xbox 微软开发的一种游戏主机





Comprehension

Task The following are eight statements related to the text. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived.

- () 1 Your talents, skills and intellect are the key to solving our most difficult problems.
- () 2 No matter what situation you are in, you should never give up on yourself.
- () 3 Success is not what it looks like on TV and you won't be likely to be any of those on TV.
- () 4 If you don't take responsibility for your education, what the teachers, parents, and schools do would be useless.
- () 5 What you are studying in school today affects not only what you will be like tomorrow, but also what our nation will be like in the future.
- () 6 One of your parents' responsibilities is to make sure that you do the right thing and put effort into your schoolwork.
- () 7 Education plays a vital role in helping you find out what you are good at.
- () 8 The government should spare no effort in creating ideal conditions for both students and teachers.

Level-up Exercise

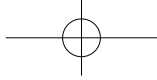
Task Make an analysis of the role of school education in personal and social development and give your opinions on how to take responsibility for your education.

Roles of school education

- School education helps students learn how to study.
-
-
-
-

My opinion

- In my opinion, attending school regularly is students' duty.
-
-
-
-



Applied Listening and Speaking

Task 1 Listen to five short conversations and choose the best answer to each question you have just heard.

- 1 A. Hopeful.
B. Hopeless.
C. Anxious.
D. Relieved.
- 2 A. He is rather disappointed.
B. He is highly ambitious.
C. He cannot face up to the situation.
D. He knows his own limitation.
- 3 A. Indifferent.
B. Doubtful.
C. Pleased.
D. Surprised.
- 4 A. He is selling a product.
B. He is looking for a job.
C. He is delivering a welcome speech.
D. He is interviewing a job applicant.
- 5 A. Very happy.
B. Excited.
C. Proud.
D. A little worried.

Word Bank

tournament /'tuənəmənt/ *n.* 联赛
resign /rɪ'zaɪn/ *v.* 辞职

- 2 A. Give them some money.
B. Give them some food.
C. Chat with them.
D. Do nothing for them.
- 3 A. Because she couldn't make a living.
B. Because she is disabled.
C. Because she has no children.
D. Because it's more difficult for her to make a living.

Conversation Two

- 4 A. To make the children have fun.
B. To play with the children in poor areas.
C. To raise money for the children in poor areas.
D. To teach the children to sing and dance.
- 5 A. An oral English class.
B. A rehearsal.
C. A classic music class.
D. A dance class.
- 6 A. Wednesday evening.
B. Next Wednesday evening.
C. This weekend.
D. Next weekend.

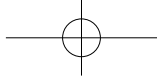
Word Bank

rehearsal /rɪ'hɜːsl/ *n.* 排练

Task 2 Listen to two long conversations and choose the best answer to each question you have just heard.

Conversation One

- 1 A. Time.
B. Money.
C. Clothes.
D. Books.



Task 3 Listen to a passage and choose the best answer to each question you have just heard.

- 1
 - A. Respect and responsibility are two different values that have positive influences on kids.
 - B. Respect means understanding that all people are deserving of happiness.
 - C. Responsibility means acknowledging that everything is easier when the burden is shared.
 - D. Responsibility takes respect into action.

- 2
 - A. Children who learn to show respect at a young age are likely to become more responsible adults.
 - B. A person who achieves personal and professional success knows the values of respect and responsibility.
 - C. Learning the values of respect and responsibility early in life can ease the transition to adulthood.
 - D. Teaching respect and responsibility never helps kids understand their value as a human being.

- 3
 - A. Taking care of dogs teaches kids respect and responsibility.
 - B. Being exposed to different people helps kids learn to respect others.
 - C. Volunteering with poor children teaches teenagers how to learn.
 - D. Exposing kids to less fortunate people teaches them compassion and integrity.


Task 4 Work in pairs to make a conversation according to the situation given below, using the useful expressions given in the box if necessary.

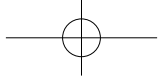
Situation: Lyn and Brian are classmates. During the break time, they are exchanging their opinions on working in a big company and being self-employed. They discuss the advantages and disadvantages of each case.

	Advantages	Disadvantages
Working in a big company	The working hours are fixed. ...	You don't have much say in decision-making. ...
Being self-employed	You have the final say in most cases. ...	You must take all responsibility, and you might be under great pressure. ...

Useful Expressions

<p>Asking for opinions:</p> <ul style="list-style-type: none"> What do you think of...? / What are your thoughts on...? How about...? / How do you feel about...? <p>Giving opinions:</p> <ul style="list-style-type: none"> Frankly speaking, I think... / To be honest... I think... / The way I see it... / In my opinion... 	<p>Asking about comparisons:</p> <ul style="list-style-type: none"> What do you think of... in comparison to...? How is... in comparison to...? / How would you compare... with...? Compared with..., I like... better / more / less. <p>Talking about comparisons:</p> <ul style="list-style-type: none"> ... tends to be more / less... than... It's no better than...
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Essay Writing

描写文(2)

根据描写对象的不同，描写文一般可以分为人物描写、地点描写、物体描写和情景描写。

人物描写就是描写人物的外貌、语言、神情、动作和心理活动等。描写人物时需要抓住其与众不同之处，揭示其个性特征和情感。

地点描写是对某一地方或环境的具体描述。描写某地点既可能是为了反映其本身的特征，也可能是为了表现人物的性格特征或者营造某种氛围。同描写人物一样，描写地点时也应着重突出其与众不同之处。

描写物体是为了突出物体的重要特征。因此，在描写物体时，可以从其颜色、大小、形态、质地、声音及观察者看到、听到或想到该物体时的感受等方面着手，展示其特征。

情景描写是对特定人物活动的总体情况的描写，通常包括场景、人物和行为三个基本要素。情景描写也可能是对某一自然现象的描述。

下面以人物描写和物体描写为例展示描写文的写作特征：

人物描写：在小说《红字》(*The Scarlet Letter*) 中，为了凸显女主人公海斯特·白兰 (Hester Prynne) 与牧师丁梅斯代尔 (Dimmesdale) 的女儿珠儿 (Pearl) 的可爱，作者纳撒尼尔·霍桑 (Nathaniel Hawthorne) 描写了她完美的外形、展现的活力以及灵活的四肢；同时，霍桑还将她与天使联系起来，以说明她的纯洁。

该描写对象的主要组成部分

Sample:
Certainly, there was no physical defect. By its perfect shape, its vigor, and its natural dexterity in the use of all its untried limbs, the infant was worthy to have been brought forth in Eden; worthy to have been left there, to be the plaything of the angels, after the world's first parents were driven out.

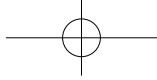
描写对象

物体描写：在小说《杀鹿者》(*The Deerslayer*) 中，作者詹姆斯·费尼莫尔·库珀 (James Fenimore Cooper) 描写一座走时不准的时钟时分别描写了该时钟美观的黑色木质外壳、一刻不停的和没有光泽的铅质指针。读者在阅读过程中有如见其物之感。

描写的切入点

Sample:
... there was a clock, with a handsome case of dark wood, in a corner... The clock was industriously ticking, but its leaden-looking hands did no discredit to their dull aspect, for they pointed to the hour of eleven, though the sun plainly showed it was some time past the turn of the day.

描写对象



Task 1 Look at the following picture and work in pairs to discuss the Great Wall, such as its shape and location.



Task 2 Write a descriptive essay on the Great Wall according to your discussion. You should write at least 120 words but no more than 180 words.

Handwriting practice area with horizontal lines on a light green background.



Reading Skills

Identifying the Writing Purpose

Authors write for many reasons. These reasons are called writing purposes (写作意图). Depending on different purposes, authors may choose different writing formats or styles. Though there are many reasons to write, to persuade, to inform and to entertain represent the three most common categories of writing purposes. Most writing purposes can be grouped into these three categories.

To persuade is the first major type of writing purpose, aiming at persuading readers to agree with the author. This might mean the author wants readers to think or even act in a specific way. Any text that presents a certain viewpoint or calls for action is a persuasive writing. Examples of this kind of writing include texts of advertisements, speeches and commercials.

The second major type of writing purpose is to inform, i.e. providing readers with information about a topic. Examples of such texts include textbooks, cookbooks, instructions and encyclopedias.

The third major type of writing purpose is to entertain. People always read for fun. Authors who write to entertain have the goal of telling a story or describing real or imaginary characters, places and events. Many literary works fall into this category.

The following three markers can help to identify the writing purpose of a text:

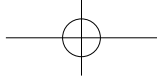
The first marker is the text attempts to make readers do something. If it contains many arguments or it attempts to get readers to take action, its primary purpose is to persuade readers.

The second marker is the text provides a lot of facts and information. If it primarily provides readers with facts and information, then its primary purpose is to inform readers.

The third marker is the text is a literary work. If it is a literary work, its primary purpose may be to entertain readers.

Task 1 Read the description of each item and determine the writing purpose (to entertain, to persuade, or to inform).

- 1 A story about a family trying to stick together and survive the Second World War.
Writing purpose: _____
- 2 A section in a history book describing the conditions and causes of the Second World War.
Writing purpose: _____
- 3 A speech written by a famous doctor listing the negative effects of steroids and urging young athletes not to use them.
Writing purpose: _____
- 4 A story of a young athlete who takes stimulants and makes his life and future fall apart.
Writing purpose: _____
- 5 A medical report describing the effects of hormone on the human body.
Writing purpose: _____
- 6 An article in which the author argues that an iPod music player is better than a Zune.
Writing purpose: _____



Task 2 Read the following paragraphs carefully and tell their writing purposes. Then explain your answer in one or two sentences.

1 When you accept responsibility for your career, a sense of calm will emerge. No longer will your energies be focused outward but inward on you. You will feel great, motivated, and empowered. Your sense of purpose and direction will reappear. You will enjoy being with you again. And, you will learn to trust and rely on yourself in ways that you did not know were possible before. Accepting responsibility for your career will empower you to direct its course. You can plan again. You can open your calendar and put items into it again. You can take your goals and break them into small achievable pieces. You can look toward the future and the future will be brighter. You can move forward and achieve results. You can reach your goals. You are also freed up to look at other areas of your life where you want to be more responsible.

Writing purpose: _____

Explain your answer: _____

2 There is a story of a man who died and went to heaven to find two signs above two different lines. One sign said: "ALL THOSE MEN WHO HAVE BEEN DOMINATED BY THEIR WIVES, STAND HERE." That line of men seemed to stretch off through the clouds into infinity. The second sign read: "ALL THOSE WHO HAVE NEVER BEEN DOMINATED BY THEIR WIVES, STAND HERE." Underneath the sign stood one man. He went over to the man, grabbed his arm and said, "What's the secret, how did you do it? That other line has millions of men and you are the only one standing in this line." The man looked around with a puzzled expression and said, "Why, I am not sure I know. My wife just told me to stand here."

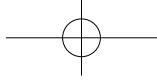
Writing purpose: _____

Explain your answer: _____

3 International corporate responsibility is an ethical theory that integrates acting with a conscience into a business model in order to ensure that corporations act in a manner that is generally beneficial to society as a whole. The goal of international corporate responsibility is to encourage corporations to take responsibility for all of their actions, in terms of their impact on the environment, the community, their employees, their consumers, and the public at large. International corporate responsibility promotes the inclusion of the public interest in all corporate decisions.

Writing purpose: _____

Explain your answer: _____



Team Project



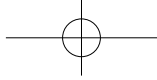
Work in groups to discuss the benefits of being a responsible person at home, at school and at work. Each member in the group is supposed to write down in the following chart the steps that can be taken to become responsible and then exchange and discuss your opinions within the group. After finishing that, each group will give an oral presentation based on the discussion.

My responsibility chart

The benefits of being a responsible person			The steps that can be taken to become responsible		
At home	At school	At work	At home	At school	At work

Your presentation should:

- ▶ include your group members' general opinions on the benefits of being a responsible person;
- ▶ include your group members' general opinions on the steps that can be taken to become responsible;
- ▶ offer a conclusion of your discussion.



A Glimpse of Workplace

Get Paid More and Promoted Faster



All of life is a **contest** of some kind. You are in competition with everyone else who wants a salary increase and **promotion**, whether you like it or not. Your job is to move yourself into the lead and then figure out how to move ahead faster than the other people around you.

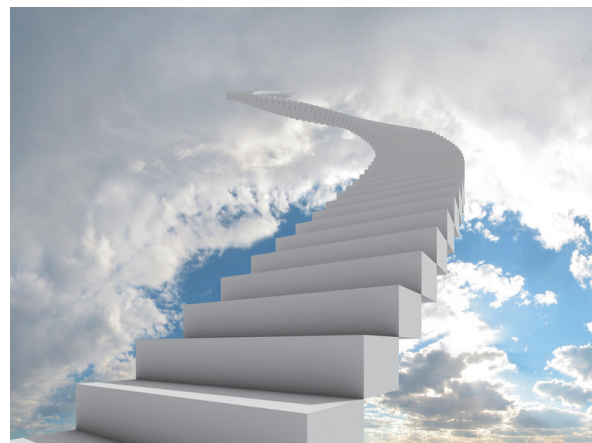
Fortunately, there are **proven** and tested ways to get ahead and stay ahead. One of the most important strategies is to continually ask for more responsibility. Volunteer for every assignment.

Go to your boss at least once every week and ask him or her if there is something more that you can do.

Most people in the world of work have never thought of this simple strategy. They do only what is asked of them, when they are asked of. They even think it is clever only to do the very least possible. But you do the opposite. You keep asking for more tasks and responsibilities. You then move to complete these tasks quickly and **dependably**.

Don't worry about being taken advantage of. By asking for more and more responsibility, you are actually taking advantage of your company and your boss. You are **expanding** and increasing your knowledge and skill, your ability to get results. You are building a better and better **reputation** for contributing value to your organization. This will always benefit you, both in the short term and throughout your career.

Few strategies are better for helping you to get paid more and promoted faster than for you to develop a reputation for offering to do more than anyone else. Whatever extra effort or **sacrifice** you have to make, treat every assignment that you receive as if it were a test upon which your future career depended, and then go to work to complete it quickly and well.





Questions:



- 1 What are the advantages of asking for more tasks and responsibilities?

- 2 As an employee, how can you get paid more and promoted faster?

Words

contest /'kɒntest/ *n.* 1. a competition in which people try to win sth. 比赛, 竞赛; 2. a struggle to gain control or power 争夺, 竞争

promotion /prə'məʊʃn/ *n.* 1. a move to a more important job or rank 提拔, 晋升; 2. activities or advertisements for increasing the sales of sth. 促销活动, 广告宣传

proven /'pru:vɪn/ *a.* tested and shown to be true 被证明的, 已证实的

dependably /dɪ'pendəbli/ *ad.* in a way that can be trusted or relied on 可信赖地, 可靠地

expand /ɪk'spænd/ *v.* become or make sth. become greater in size, number or importance 扩大, 增加, 增强

reputation /,repju'teɪʃn/ *n.* the opinion people have about how good or bad sb. / sth. is 名誉, 名声

sacrifice /'sækrɪfaɪs/ *n.* 1. the fact of giving up sth. important or valuable to get or do sth. that seems more important 牺牲, 舍弃; 2. the act of offering sth., especially an animal that has been killed in a special way 祭献, 祭祀

Phrases and Expressions

in competition with in a situation in which you are trying to get sth. that other people also want 与……竞争

in the short term after a short period of time 短期来看

Welcome To
The Future