



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.

I agree because responsibility means owning up to our behavior. When we make a mistake, we have to accept the consequences. Never blame others for what we did. A responsible person earns respect and trust from others.

I disagree because even if I admit my mistake, I can do nothing to make up for it. Besides, maybe others will laugh at me and scold me for it. If I deny it, then I can be free from the consequences at the moment. It's not bad.

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

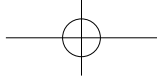
I agree because the world is a common family for each of us. We all should do our bit to protect the environment and beautify the world. It's not easy for an individual to make the world a better place. However, if each of us can do this, the world will definitely be a better place.

I disagree because an individual to the world is just like a drop of water to the sea. It's impossible for an individual to make the world a better place. Furthermore, in order to make the world a better place, one has to give up the comfort in one's life, which might have a negative effect on one's quality of life.

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

I agree because education can provide us an opportunity to discover our own ability, which is very important for our personal development and our future. To some degree, we can say whether we are responsible for our own education is closely related to our nation's future.

I disagree because it doesn't matter whether I'm responsible for my education or not. Someday, when necessary, my parents will help me to make a life. Besides, my parents have already prepared a large sum of money for me.



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.



T In-depth Reading

Text Analysis

In this text the author, Bill Gates, explains why charity is the most gratifying job on earth. For him, it is a responsibility to give back to society, and charity is a passion and an honor though there might be risks and difficulties.

The text can be roughly divided into four parts. The first part consists of the first two paragraphs, in which the author introduces the reason why he and his wife took the responsibility to give back to society. The second part runs from Paragraph 3 to 7, introducing the structure of their foundation's funds. The third part goes from Paragraph 8 to 12, telling the basic principles of their foundation's giving. The fourth part includes paragraphs 13 and 14, which echoes the beginning of the text and strengthens that charity is the most gratifying job on earth.

Detailed Study

Paragraph 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.
- 1) 该句包含一个关系副词 where 引导的定语从句, family 为先行词, 破折号之间的内容为插入语。
- 2) volunteer time 指“做义工”, 与下句中的 volunteer work 意思相同。

Paragraph 2

- Community service was also an important part of Melinda's upbringing... even though at that point we didn't know exactly how or when we'd do it.
- 1) community service 意为“社区服务”, 即 unpaid service for the benefit of people in the local community.
- 2) at that point 意为“在那时”, 即 at that time, on the occasion.

Paragraph 3

- ... and how do you structure your giving so it's effective.
此处 structure 作动词, 意为“计划, 组织, 安排”, 即 plan or organize sth.

Paragraph 4

- ... a disease that was pretty much a non-event in the United States, but which... in the developing world.
- 1) pretty much: almost, almost completely 几乎, 差不多
- e.g. ① Pretty much all the honest truth-telling in the world is done by children.
② Imitation can acquire pretty much everything but the power that creates the thing imitated.
- 2) a disease that was pretty much a non-event in the

United States 可以理解为: in the US, rotavirus was nothing serious.

- a serious effort: a great and real effort 极大的努力, 真的努力
- e.g. The company fails to make a serious effort to control its expenditure.

Paragraph 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.
画线部分是由 that 引导的同位语从句, 用于阐述 the simple premise 的具体内容。
- Given the resources at our disposal, we believed we could make the biggest difference by concentrating in...
1) given: when you consider... 考虑到, 鉴于
- e.g. Given his great interest in music, his parents decided to send him to a conservatory.
- 2) at our disposal: 由我们(自己)支配
- e.g. I am so happy that this room will be at my disposal.
【拓展】dispose of: 去掉, 清除; 处理, 解决
- 3) make the biggest difference 是指“发挥最大的效应”, 即 achieve the greatest accomplishments or have the greatest effect.

参考译文

慈善——世界上最令人欣慰的工作

1 在我成长的家庭里, 通过做义工或者捐款回报社会是每个家庭成员的必修课。在社区无偿做义工、帮助弱小者或不幸者, 这些是我父母在餐桌上经常谈论的话题。

2 社区服务也是梅琳达成长经历的重要部分。因此, 刚订婚时我们就讨论将来的责任: 将我们的绝大部分财富回馈给社会。尽管当时我们还不清楚能在何时以何种方式做到这一点。

3 每个认真对待捐赠的人都会面临两个重要问题: 一是自己能在哪方面发挥最大的作用; 二是如何进行捐赠才能行之有效。

4 我们的观点是逐渐形成的, 但真正的转折点出现在我们读到一篇关于轮状病毒的报道时。在美国, 轮状病毒不是什么大不了的事; 但在发展中国家, 它每年仍然夺走 50 万名儿童的生命。这种病毒在全球受到的关注如此之少, 这让我们很难相信。于是我们开始对这个问题进行挖掘, 并有了更深入的了解, 最后开始花大力气降低世界儿童的死亡率。

5 现在, 指导我们捐赠的信念基于一个简单的前提: 每个人都应该获得健康充实地生活的机会。考虑到我们可以支配的资金, 我们相信将资金集中于全球健康、全球发展和美国教育这三个方面可以发挥最大的效应。



Paragraph 6

8. Half our foundation's funds are spent addressing global health problems, with a focus on malaria...
- 1) address 在此处意为“处理，解决”(deal with)，再如：If we continue to address the issue of the environment in which we live as though we're the only species that lives here, we'll create a disaster for ourselves.
 - 2) with a focus on malaria... 在此处作状语。

Paragraph 7

9. Twenty-five percent of the foundation's funds assist the poorest people in the world in ways other than health care through development projects.
该句可以理解为：Except health care on which we spend half of our foundation's funds, we spend another twenty-five percent helping the poorest people in the world through development projects.
10. devote: vt. 献身于，致力于（常见用法为 devote... to）
e.g. The sum of wisdom is that time is never lost that is devoted to work.
11. in spite of: 不管，尽管（同义词：despite）
e.g. In spite of the rain, we still got there on time.

Paragraph 8

12. Our approach emphasizes partnerships, and looks to foster innovation, often pursuing new technologies or delivery schemes.
- 1) foster innovation: 促进创新
 - 2) delivery schemes 的字面意思为“运送方案，配送方案”(plans for bringing goods or letters to a place)，但是在此处应该理解为“(捐赠的)实施方案”。

Paragraph 9

13. We try to apply new thinking and approaches to solving big problems, which sometimes means taking calculated risks on promising ideas.
- 1) calculated risks: risks that you take after carefully considering the possible results 适当的冒险，思虑后的冒险
 - 2) promising ideas: ideas that are likely to be successful or good 好的想法，可能成功的想法
 - 3) 该句可以理解为：We try to use new thinking and approaches to solve important problems, and this means that we sometimes need to take risks to carry out some good ideas even though we might not achieve the expected results.

Paragraph 10

14. Diseases that affect the poor are a great case in point.
- 1) a case in point: a clear example of the problem, situation, etc. that is being discussed 明证，恰当的例子
 - 2) 该句是一个过渡句(a transitional sentence)，可以理解为：Diseases that affect the poor are a clear example indicating the serious problem that there are areas where governments can't or won't invest in, and there is a vacuum or failure in the marketplace.

Paragraph 11

15. You can have a perfect batting average... if you take on the really tough problems.
该句可以理解为：It is easy for you to achieve good results in the batting, but dealing with difficult problems is not that easy.

Paragraph 13

16. This is what tugs at people and that makes them want to get involved, to imagine how they can help create a better world.
- 1) tug at 的原意为“猛拉，拖，拽”，但是在此处应该理解为“触动”。
 - 2) get involved: take part in 参与，投入

Paragraph 14

17. so far as I can tell: used to say that you think you understand sth. but cannot be completely sure 依我看

6 我们基金会的资金有一半用于解决全球健康问题，重点防治疟疾、结核病、艾滋病、腹泻和呼吸道疾病。

7 有四分之一的资金用于援助世界上最贫困的人口，这部分资金通过发展项目帮助他们解决健康以外的问题。另外四分之一的资金用于改善美国的公立教育。尽管我们国家财力雄厚，但是我们的教育体制仍然让很多孩子感到失望。

8 我们的捐赠方式遵循一些基本原则。我们的方法强调合作，寻求并促进创新，常常致力于采用新技术或者实施方案。

9 我们努力用新思维和新方法去解决重大问题，这意味着有时候要为一些不错的想法承担适当的风险。我们制定目标，然后对结果进行认真的评估。这通常意味着我们要试图成为推动者，投资政府不能或不打算投资的领域，或者投资市场尚未涉足或投资失败的领域。

10 影响贫困人口疾病就是明证。发达国家的疾病问题吸引着大量的研究资金投入。相形之下，用于解决类似轮状病毒问题的资金则微不足道。(用于治疗男性秃顶的资金要远远超过用于防治疟疾的资金!)成立基金会以后，我们就有机会来帮助解决这类不平衡问题了。

11 风险问题是我们经常要考虑的。沃伦·巴菲特是我们的好朋友，也是基金会的第三方委托人。他提醒我们说，任何大胆的举措都难免遭遇失败。“你不用费多大劲就可以取得很好的击球率，但是解决真正棘手的问题可不像打球那么简单。”

12 我们尝试用新事物来解决长期存在的难题，愿意接受该名义下的失败。

13 最终，吸引人们投入慈善事业的是普遍性的东西，即人与人之间的联系和发挥作用的愿望。它强烈地吸引着人们积极参与进来，并且让人们设想如何为创造一个更美好的世界贡献力量。

14 对我而言，慈善是责任，是激情，是荣誉。作为一名父亲，依我看，慈善是世界上最令人欣慰的工作。



- 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

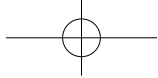
resource /rɪ'zɔ:s/ *n.* 1. sth. that can be used to

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,brɪŋɪŋ/ *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

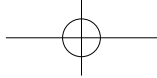
cure /kjʊə/ *v.* 1. make an illness go away 治好(疾病); 2. deal with a problem successfully 解决(问题)

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

universal /ˌjuːnɪ'vɜːsl/ *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 /mə'lɪndə/ 梅琳达 (女子名)

Warren Buffett /'wɒr(ə)n 'bʌfɪt/ 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 giving back to society exerts a strong influence on both him and his wife and they take on 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 basic principles guiding the way in which they give. Their approach places emphasis on partnerships, takes innovation into consideration, often pursuing new technologies or delivery schemes. They try to apply new thinking and approaches to solving big problems. For him, charity / philanthropy is a responsibility, a passion, and an honor. It's the most gratifying 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 <u>frequently</u>	often or many times at short intervals
2 <u>deserve</u>	have something because of the way you behave
3 <u>universal</u>	involving or affecting everyone in the world
4 <u>devote</u>	spend a lot of time or effort doing something
5 <u>tough</u>	strong and able to deal with difficult situations or pain
6 <u>cure</u>	make a person or an animal healthy again after an illness
7 <u>concentrate</u>	give all your attention to the thing you are doing
8 <u>pursue</u>	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 devote 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 frequently makes for success. (Dale Carnegie, US writer and lecturer)
- The pursuit 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; tough people do. (French proverb)
- It is better to deserve honors and not have them than to have them and not deserve them. (Mark Twain, US writer)
- The cure 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) universal law. (Immanuel Kant, German philosopher)
- Concentration 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) C for children's hospice services. The tailored charitable (2) H also operates under the umbrella of the PHS Foundation alongside our main (3) E. 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) B projects that deliver genuine impact at a very local level. Fundraising activities will not only (5) F 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) A than themselves (7) D 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) G, 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.

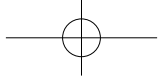
The news that father would be back next week cheered us up.

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

Tom made a suggestion 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.

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



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.

He will never forget that day on which he delivered a speech.

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

The Minister formulated a basis on which the talks could start.

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

The scientist produced a working model on which reliable tests could be conducted.

III Translation

Task 1 Translate the following paragraph from Chinese into English.

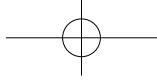
孝道 (filial piety) 是中华民族的传统美德, 同时也是社会公德 (social morals) 和个人品德 (personal qualities) 建设所需的基本元素之一。给我国的孝道文化以科学和现代的诠释, 对当下的公民教育肯定是有裨益的 (be beneficial to)。

Filial piety is a traditional virtue of the Chinese nation. It also is one of the fundamental elements in the construction of social morals and personal qualities. A scientific and modern interpretation of the culture of filial piety is certainly beneficial to the citizenship education today.

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.

学会尊重自己, 才能学会在必要时维护自己。学会接受责任, 才能学会识别他人什么时候在逃避责任。教给孩子这些人类共同的价值观, 与他们分享并且向他们展示这些价值观有助于孩子理解自己作为人的价值所在。

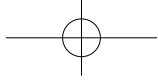


Further Reading

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

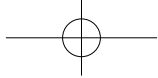
turn around 1. cause to get better 使好转; 2. change the direction you are moving or traveling 转向

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

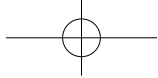
become popular with sb. 成为朋友, 受欢迎

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





T Further Reading

Detailed Study

Paragraph 1

1. I've talked about your parents' responsibility for making sure you stay on track, and you get your homework done... in front of the TV or with the Xbox.
- 1) responsibility for doing sth.: a duty to deal with or take care of sth. 做某事的责任

e.g. We have responsibility for ensuring that the plan is carried out.

- 2) on track: 在正轨上, 做法正确
- 3) get your homework done: finish your homework 做完你们的作业
get sth. done: cause sth. to happen or to be done 完成某事

Paragraph 2

2. ... your government's responsibility for setting high standards, and supporting teachers and principals, and turning around schools that aren't working, where... deserve.

- 1) set standards: 制定标准

e.g. They should set standards for institutions like hospitals.
2) 画线部分可理解为: It is the government's responsibility to make the schools that aren't doing well start working well, so students can really get the opportunities that they should get.

Paragraph 3

3. ... and none of it will make a difference, none of it will matter unless all of you fulfill your responsibilities, unless you show up... unless you pay attention to... unless you listen to... and put in the hard work it takes to succeed.

- 1) none of it 较口语化, 因此用了 it, 正式一些的话应该用 them。none of it will matter 可以理解为: none of them will be important or all of them will be of no importance 无一重要。
- 2) 画线部分三个 unless 引导的条件状语从句和前面 unless 引导的条件状语从句共用主句 none of it will make a difference, none of it will matter。
- 3) ... put in the hard work it takes to succeed 可以理解为: Success requires great efforts and you should work hard to achieve it.

Paragraph 4

4. That's what I want to focus on today: the responsibility each of you has for your education.
This sentence indicates the main idea of this text, that is, each student has the responsibility for their own education.

5. I want to start with the responsibility you have to yourself.

- 1) have sth. (all) to oneself: 独享, 独自拥有

e.g. It is possible to have a place to yourself if it's early.

- 2) 该句可以理解为: The students should take responsibility for their education by themselves.

Paragraph 5

6. Every single one of you has something to offer.
此处的 has something to offer 意为 has something that other people want, 即 “能有所贡献”。

Paragraph 6

7. What you make of your education will decide nothing less than the future of this country.

- 1) make of: 领会, 理解, 懂得; 利用 (机会)

e.g. ① Society is what we make of it, so we'd better try to make it the best we can.

- ② I want to make something of my new life at college.

- 2) nothing less than: 简直是, 不亚于

e.g. The mind is nothing less than a garden of inestimable value which man should strive to cultivate.

- 3) 该句可以理解为: The future of our country depends on your understanding of the role that education plays in your life.

Paragraph 7

8. If you don't do that, if you quit on school, you're not just quitting on yourself, you're quitting on your country.
此处的 quit on 也是一种比较口语化的用法, 一般情况下用 quit 即可。

Paragraph 8

9. But whatever you resolve to do, I want you to commit to it. I want you to really work at it.

- 1) whatever you resolve to do 放在句首部分能够起到强调的作用, 后面用两个 it 来指代。

- 2) resolve: v. 决心, 决定; 解决 (问题或困难); (正式投票) 决议, 表决

e.g. ① Resolve to perform what you ought; perform without fail what you resolve.

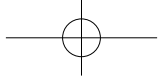
- ② Divide each difficulty into as many parts as is feasible and necessary to resolve it.

- ③ The committee resolved to review the overall spending.

【拓展】resolved: a. 下决心的, 果断的, 坚定的

- 3) work at: 致力于, 努力做

e.g. ① You should work at improving your skills to be a champion.
② Communication works for those who work at it.



- 4) 该句可以理解为: I want you to promise that you'll definitely do whatever you determine to do, and to make efforts to achieve whatever you determine to achieve.

Paragraph 9

10. 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.

- 1) 画线部分是由 that 引导的宾语从句, 作为谓语动词 know 的宾语。
- 2) 宾语从句中的 that you can be rich and successful without any hard work 和 that your ticket to success is through rapping or basketball or being a reality TV star 是两个并列的同位语从句, 是对 sense 的具体内容的阐释。

11. Chances are you're not going to be any of those things. 此处 chances are 后面省略了 that. chances are (that...) 意为“很可能”, 即 it is likely that...

e.g. The chances are (that) you won't have to pay.

Paragraph 10

12. The truth is, being successful is hard.

该句画线部分其实是一个表语从句, 前面的引导词 that 被省略掉了。

13. And you won't necessarily succeed at everything the first time you try.

该句中画线部分其实是限制性定语从句, 省略了关系代词 that.

参考译文

我的教育、我的未来

1 我谈到过, 老师的责任是激励和督促你们学习, 家长的责任是确保你们不偏离正轨, 督促你们完成作业, 不让你们整天看电视或者打游戏。

2 我多次谈到过政府的责任是制定高标准, 支持老师和校长, 如果学校不能正常运转, 学生得不到应有

的学习机会, 政府有责任改善这些学校的状况。

3 但最终, 我们有最尽责的老师、全力支持你们的家长、世界上最好的学校。要让这些产生影响, 凸显重要性, 你们就要履行自己的责任、按时上学、认真听讲; 要把父母、祖父母辈和其他长辈说的话放在心上, 要付出成功所需的努力。

4 这就是我今天想谈的主题: 你们每个人为自己的教育所负有的责任。首先, 我想谈谈你们要独自承担的责任。

5 你们每个人都有自己擅长的东西, 每个人都能够有所贡献, 你们有责任去发现这些。这也是教育能提供的机会。……不管将来你们想要做什么, 我保证你们都需要通过教育来实现。

6 教育对你们自己的生活和未来很重要, 你们如何理解自己所受的教育对我们国家的未来也极其重要。美国的未来在你们身上。将来我们这个国家能否迎接最重大的挑战将取决于现在你们在学校所学的知识。

7 因此, 你们都要发掘才能、提高技能、提升才智, 帮助我们解决老一代人最棘手的问题。如果你们不这么做, 如果你们放弃学校教育, 那么你们不仅放弃了自己, 也放弃了自己的国家。

8 不管你们决定做什么, 我都希望你们全身心投入, 希望你们真正努力地去。

9 我知道有时候电视节目会让你们以为不需要付出努力就能够变得富有、获得成功, 以为通过说唱、打篮球或者上电视真人秀节目就可以获得通往成功的入场券。然而, 你们可能不会走上其中任何一条道路。

10 其实取得成功没那么容易。你们不可能喜欢所学的每门功课, 不可能与每位任课老师都合得来, 不是所有的作业都能与你们当前的生活完全相关, 每件事情也不一定一经尝试就能取得成功。

11 没有人天生就擅长做所有事情, 只有通过努力才能让自己有所专长。……哪怕在艰难地行进, 哪怕感到信心全无, 哪怕觉得身边的人都已经对自己不再抱有希望, 你们也永远不要放弃自己。因为一旦放弃了自己, 你们就放弃了自己的国家。



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.

- (7) 1 Your talents, skills and intellect are the key to solving our most difficult problems.
- (11) 2 No matter what situation you are in, you should never give up on yourself.
- (9) 3 Success is not what it looks like on TV and you won't be likely to be any of those on TV.
- (3) 4 If you don't take responsibility for your education, what the teachers, parents, and schools do would be useless.
- (6) 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.
- (1) 6 One of your parents' responsibilities is to make sure that you do the right thing and put effort into your schoolwork.
- (5) 7 Education plays a vital role in helping you find out what you are good at.
- (2) 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.
- School education guides students to find out what they are good at.
- School education helps to promote the social development.
- School education contributes to the development of social personality.

My opinion

- In my opinion, attending school regularly is students' duty.
- Personally, I believe paying attention to the lectures is essential for students' academic improvement.
- In my view, advice from parents, grandparents, teachers and other adults helps students stay on track.
- To some extent, success is based on what one has learned in school.



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.

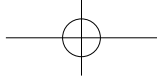
Word Bank

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.



Applied Listening and Speaking

Task 1 Transcript

- M: Mary, you've really done a good job. Without your successful pitch, our team wouldn't have won.
W: But, sir, I am anxious about playing for the state tournament.
Q: How does Mary feel about the state tournament?
- W: You didn't get promoted this time. A little disappointed, right?
M: Maybe, but I know I need more experience, and shall be ready for that kind of responsibility.
Q: What do we learn about the man from this conversation?
- W: Bill, have you heard the latest news? It appears we two won't be fired.
M: Oh, I'm planning to leave for another company. I will resign in several days. Anyway, the news seems to be good for you.
Q: How does the man feel about the news?
- M: You seem to be interested in working for our company. Why?
W: I think it can provide a better chance for career development.
Q: What is the man probably doing now?
- W: John, are you happy with your new job?
M: Well, I'm a little worried. You know, I have more responsibilities now.
Q: How does the man feel about his new job?

Task 2 Transcript

Conversation One

- M: Katia, do you give money to charities?
W: Well, personally I rarely give money to charities. I'd rather give my time, so I know whether things actually work out.
M: If it's a registered charity then I don't see there's a problem with giving a donation.
W: But there are so many charities in the world, and you don't know how much money the people actually get.
M: When you're walking down the street and see a homeless person asking for money, what would you do?
W: A homeless person! I would rather give some food, but if it's a disabled person, I am willing to give some money.
M: Yeah, I'd agree with you. It's difficult to know what they'll use the money for, so usually I never give money to men, but if it's an elderly woman, I'm happy to give a small donation.
W: Why not men; but only women, Paul?
M: I think it's more difficult for a woman. Would you give money if you see children on the street?
W: Well, it depends. If giving money means they can continue asking for money, I wouldn't do it.

Questions 1 to 3 are based on the conversation you have just heard.

1. What does Katia usually give to charities?
2. What does Katia prefer to do for homeless people?
3. Why would Paul like to donate money to an elderly woman?



Conversation Two

M: Hi, Jane, you seem to be in a hurry.

W: Yeah, I'm pretty busy these days. I'm going to the Lecture Hall. We have a rehearsal there in 10 minutes.

M: Rehearsal? Interesting! What are you rehearsing for?

W: A charity show. Are you interested in it?

M: Certainly. What kind of charity show?

W: A concert organized by the Student Union. They would like to raise money for the children in poor areas.

M: That's great!

W: Yes, as college students, we should take the responsibility and give a hand to those in need. Would you like to join us?

M: Of course. But, Jane, do I need to practice with you together very often? I have an oral English class every other evening.

W: Not too often. I think you can practice on your own and then take part in the last rehearsal.

M: By the way, when is the show?

W: Next weekend. And we'll have the final rehearsal next Wednesday evening. Is it OK for you?

M: Let me think. Next Wednesday... No problem.

W: Terrific! I've got to go. See you, John!

M: See you!

Questions 4 to 6 are based on the conversation you have just heard.

4. What is the purpose of the charity show?
5. What does John have every other evening?
6. When will the show take place?

Task 3 Transcript

Respect can mean understanding that people might look, talk and live a little differently, but that we are all deserving of happiness. Responsibility takes respect into action, acknowledging that everything is easier when the burden is shared. These global values can help children shape their lives in a positive way and achieve personal and professional success. For example, a child who learns responsibility by taking care of his dog—walking the dog, feeding the dog, cleaning up after the dog—will be better prepared for parenthood. Yet a child who begs for a dog, but then does nothing to care for it will think that dogs (and, in turn, humans) magically get taken care of, regardless of personal responsibility. Likewise, teenagers who volunteer with poor children will learn to respect others more heartily and appreciate the small things. Kids who are never exposed to people who are different or less fortunate will not learn these same lessons. These experiences also teach compassion and integrity.

Questions 1 to 3 are based on the passage you have just heard.

1. What is the passage mainly about?
2. Which of the following cannot be inferred from the passage?
3. Which of the following is NOT mentioned in the passage?



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.

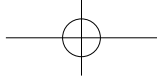
描写对象

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



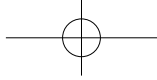
Task 1 Look at the following picture and work in pairs to discuss the Great Wall, such as its shape and location.



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.

The Great Wall is one of the most recognized structures of the world. It snakes westward from Shanhaiguan on the Bohai Bay to Jiayuguan in Gansu Province. It is mainly constructed from earth, brick, and stone. The path of the Great Wall is paved with bricks and held together with lime, forming a transportation corridor.

The Great Wall is massive and glorious. It extends across the mountainous terrain of the northern part of China. For thousands of miles, it winds like a huge sleeping dragon through the varied landscape and follows the natural contours of the countryside. The wall zigzags in a wavy pattern, rising and falling with the mountain's shape. Some parts of the mountain on which the Great Wall lies are so steep that there is a saying in China that "You are not a hero unless you climb on the Great Wall." For many centuries, the Great Wall has been considered one of the world's wonders.



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:

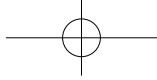
The first marker is the text attempts to make readers do something. If it contains many arguments or it attempts to get readers to take action, its primary purpose is to persuade readers.

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



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: To persuade.

Explain your answer: The primary purpose of the paragraph is to persuade readers to accept responsibility for their career. Therefore, the purpose for writing this paragraph is to persuade readers.

- 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: To entertain.

Explain your answer: The primary purpose of the paragraph is to share the joke with readers. Therefore, the writing purpose of this paragraph is to entertain readers.

- 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: To inform.

Explain your answer: The primary purpose of the paragraph is to provide readers with the concept of international corporate responsibility and its goal. Therefore, its writing purpose is to inform readers.



Team Project



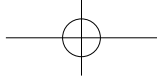
Work in groups to discuss the benefits of being a responsible person at home, at school and at work. Each member in the group is supposed to write down in the following chart the steps that can be taken to become responsible and then exchange and discuss your opinions within the group. After finishing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



Team Project

This part is to help students explore the benefits of being a responsible person and the steps that can be taken to become responsible, and think about the responsibilities they are expected to take.

First, the students are required to work in groups. All group members should give their viewpoints on the topic and fill in the chart accordingly. Then, they should share their information, discuss the benefits of being a responsible person and the steps that can be taken to become responsible, and make a summary according to the discussion. Each group needs to give an oral presentation in the end.

Project A:

Steps:

- ▼ Introduce the task and clarify the requirements.
- ▼ Divide the students into several groups and give them enough time to do the work.
- ▼ Inspire them to list the benefits of being a responsible person at home, at school and at work by giving them an example like this: Being a responsible person, you can help to free your parents from some housework at home, gain trust and respect from classmates and teachers at school and get promoted more easily at work.
- ▼ Ask the students to try to explain what “responsibility” stands for. For example, the teacher can ask the students to use each letter of the word “responsibility” as a clue to brainstorm the traits that a responsible person has. For example:

RESPONSIBILITY stands for...

Remember the rules

Effort

Self-control

Politeness

Observant

Neat

Self-reliant

Interest

Best behavior

Integrity

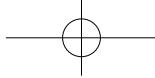
Listen

Independent

Trustworthy

You are responsible!

- ▼ Ask the students to think of the most responsible person they know at home and at school, and then list the traits that these persons have.



- ▼ Ask each group to share their opinions with the class. Comment on their performances positively and give some constructive suggestions for future improvement.
- ▼ Ask the students to think more about the following questions:
 - (1) Do you think that you are a responsible person? If you do, please list the traits you show in your life.
 - (2) What are you determined to do to become responsible if you think that you are not so responsible in some aspects?

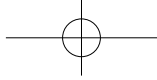
Project B:

Steps:

- ▼ Introduce the task and clarify the requirements.
- ▼ Divide the students into several groups and give them enough time to do the work.
- ▼ Guide them to list the responsibilities they are supposed to take. The teacher can give the students different situations to help them know more about their responsibilities. For example:
 - (1) Suppose that you are an employee in a company, what responsibilities should you take for the company as well as for yourself? What should you do to take those responsibilities?
 - (2) Suppose that you are a manager of a company, what responsibilities should you take for the company, your employees and your consumers? How should you take those responsibilities?
 - (3) As a citizen, what responsibilities are you supposed to take for your country? What are you determined to do to be a responsible citizen?
- ▼ Invite one student from each group to give an oral presentation about their discussion.
- ▼ Comment on their performances positively and give some constructive suggestions for future improvement.
- ▼ After the presentation, the teacher can encourage the students to think about the following questions:
 - (1) Is responsibility motivated internally or externally? Which is better? Why?
 - (2) As a student, what are the areas that you need to show more responsibilities for?

Notes:

- The two projects are designed for students of different English levels.
- Project A is for students at a comparatively lower level. In this case, it is better for the teacher to divide the whole class into some larger groups to avoid silence during the discussion.
- Project B is for students at a comparatively higher level. The teacher should divide the whole class into groups of a maximum of six students so that each student has a chance to share opinions.
- The teacher should walk around the classroom, monitor the process and provide help when needed.
- The teacher should set a time limit for the presentation.



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.

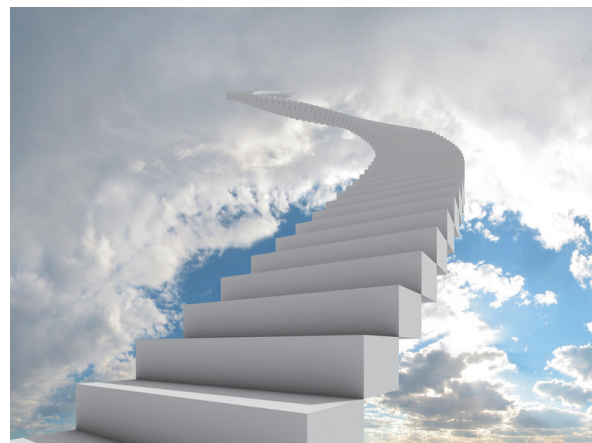
Fortunately, there are **proven** and tested ways to get ahead and stay ahead. One of the most important strategies is to continually ask for more responsibility. Volunteer for every assignment.

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?

Asking for more tasks and responsibilities can expand and increase one's knowledge and skill as well as the ability to get results. In this way, one can build a continually improving reputation for contributing value to his or her organization, which will always benefit him or her both in the short term and throughout his or her career.

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

I'd ask for more responsibility and volunteer for every assignment. Firstly, I'll list the tasks that I'm doing and the additional experience and skill I've developed since the last raise of salary. Then, I'll explain the financial impact of my work on the overall operation of the company and the contribution I'm making. At last, I'll present all this information to my boss and ask for a raise of salary.

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

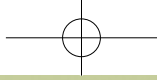
sacrifice /'sækrɪfaɪs/ *n.* 1. the fact of giving up sth. important or valuable to get or do sth. that seems more important 牺牲, 舍弃; 2. the act of offering sth., especially an animal that has been killed in a special way 祭献, 祭祀

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



UNIT

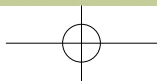
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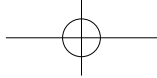
Social Behavior



After studying this unit, you will be able to:

- ▶ understand the importance of good manners in modern society;
- ▶ know the art of apologizing;
- ▶ have a general understanding of expository writing;
- ▶ know how to distinguish facts from opinions in reading;
- ▶ conduct a survey on social behavior.





Warm-up

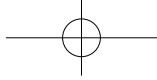
Task 1 Match the following countries in Column A with their way of greeting in Column B.

Column A	Column B
1 India	A Bowing is the most common way of greeting for people in this country. The extent of the bow shows the closeness between them or how much respect they hold for each other.
2 UK	B People in this country press their hands together in front of their chest and say "Namaste" with a slight bow when they greet each other.
3 France	C People in this country often do no more than say "hello" when they see friends. Adults usually shake hands only when they meet for the first time.
4 Japan	D People in this country shake hands with their friends, or kiss them on both cheeks each time they meet and leave.

Task 2 Work in pairs to discuss the similarities and differences of table manners in America and China and then answer the following questions.

Questions about American table manners	Questions about Chinese table manners
1. What cutlery (餐具) should be used first in eating Western-style food?	1. What is the seating arrangement for a formal Chinese banquet?
2. What is the proper way of eating soup?	2. What are the common taboos (禁忌) on using chopsticks?
3. Why do Americans think a direct answer is expected when a guest is offered food?	3. How do the Chinese serve drinks to their guests?





In-depth Reading



Topic Preview:

When visiting another culture, we are likely to find that their way of doing things is quite different from ours. It is sure that different cultures have different manners for life. Good manners define how people should behave under particular circumstances in a particular society. We usually follow the good manners of our culture so readily that we are hardly aware of their existence and significance.

Why Do Good Manners Matter?

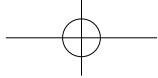
*Take your **elbows** off the table.*

Don't talk with your mouth full.

Look at people in the eye when you speak to them.

Write your thank-you notes.

- 1 You've probably heard all or most of those orders from your parents. And even though you follow them, you might wonder why **grown-ups** make such a **fuss** about good manners.
- 2 "I think manners are important, but I wouldn't like to be one of those **high-society** English people with their **pinkie** stuck out," said Isabel, 11, of Washington. "For myself at home, I could care less about manners, but at other people's homes I'm more careful."
- 3 Manners are about more than using the right fork or not **slurping** when you drink. Those rules of **etiquette** might be expected in certain situations, but not doing those things isn't going to hurt anyone's feelings. Good manners are a way to show others that you care about them. Manners also make it easier for everyone to feel comfortable in social situations.
- 4 Think of manners as traffic lights for life, said Pier Forni, a professor at Johns Hopkins University in Baltimore who has written books about manners. On the road, traffic lights turn a world full of cars moving in different directions into an orderly system that allows everyone to get where they are going.
- 5 "The rules of good manners are the traffic lights of human interaction," Forni said. "They make it so that we don't crash into one another in everyday behavior."



T In-depth Reading

Text Analysis

The text mainly talks about the reasons why good manners are important to human beings, i.e. they can make people feel comfortable, appreciated and respected, and also help to develop friendships.

In the beginning, the author brings up the topic by citing some orders from parents. The text can be roughly divided into four parts. The first part goes from Paragraph 1 to 5, in which manners are compared to traffic lights for life. The second part consists of Paragraphs 6, 7 and 8, tracing the origins of manners. The third part starts from Paragraph 9 to Paragraph 12, discussing the changes of manners. The fourth part includes the last two paragraphs, in which the author concludes that good manners are so important that they make you and those around you feel good, echoing the beginning of the text.

Detailed Study

Paragraph 1

1. And even though you follow them, you might wonder why grown-ups make such a fuss about good manners.
 - 1) 这是一个过渡句，从前面的引语过渡到下文对礼仪规范及其重要性的论述。其中，them 指代前文的 orders。
 - 2) fuss: *n.* (为小事) 大吵大闹，大发牢骚；无谓的激动，大惊小怪
make a fuss about sth. 意为“对某事大惊小怪或大发牢骚”。
- e.g. I'm so sorry for making such a fuss about the discussion.
【拓展】make a fuss of / over sb.: pay a lot of attention to sb. 对某人关爱备至，对某人过分爱护

Paragraph 3

2. Manners are about more than using the right fork or not slurping when you drink.
此处的 more than 意为“不只是，不仅仅是”，再如：Life is more than food, and the body more than clothes. 此外，more than 还有“多于；极其，非常；难以，完全不能”等意思。
- e.g. ① Years know more than books.
② She was more than kind to all of us.
③ That is more than I can tell.

Paragraph 4

3. On the road, traffic lights turn a world full of cars moving in different directions into an orderly system

that allows everyone to get where they are going.

- 1) turn... into: make... become 使……变成
e.g. Thirty years of hard work has turned him into an old man.
- 2) a world full of cars moving in different directions 包含了两个省略形式的定语从句，其完整形式应该为：a world that is full of cars which move in different directions.

Paragraph 5

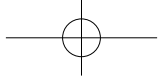
4. “The rules of good manners are the traffic lights of human interaction.” Forni said. “They make it so that we don't crash into one another in everyday behavior.”
- 1) 画线部分用了隐喻 (metaphor) 的修辞手法，作者把“礼仪规范”比喻成人际交往中的“交通信号灯”。
- 2) traffic lights: stoplights 交通信号灯
e.g. You can turn right at the traffic lights.
- 3) crash into: hit sb. / sth. and cause damage 碰撞，撞击
e.g. A car suddenly went out of control and crashed into the back of another car.

参考译文

礼仪规范为何重要？

手肘不要支在桌子上。
嘴里塞满食物时不要讲话。
跟别人说话时要看着对方的眼睛。
要记得给人写感谢信。

- 1 这些规矩你可能从父母那里听到过或者听过其中的大多数。即使你这样做了，可能还是会好奇为何人们对礼仪规范如此大惊小怪。
- 2 “虽然我觉得礼仪很重要，但是我不像英国上流社会人士那样翘起小手指，”来自华盛顿州的 11 岁的伊莎贝尔说道，“在自己家时，我可能对举止不太在意，但是在别人家里时，我会比较注意。”
- 3 礼仪并不仅仅是指正确使用餐叉或者在喝东西时不发出声音。可能在某些情况下需要注意这些礼仪，但如果不遵守这些礼仪也不会伤害任何人的感情。举止得体是向他人表示你在乎他们的一种方式。礼仪规范也可以让人们在社交场合更容易感到舒适。
- 4 巴尔的摩约翰斯·霍普金斯大学的皮尔·福尼教授认为，礼仪是生活中的交通信号灯。道路上满是驶向不同方向的车辆，交通信号灯使这样的世界变得井然有序，让每个人都能去往自己的目的地。
- 5 福尼说：“礼仪规范就像人际交往中的交通信号灯，让我们在日常行为中避免冲撞到彼此。”



Paragraph 6

5. Even cavemen used manners! Manners have developed over tens of thousands of years as a key element of human society, and they might even have helped the species survive.
- 1) 画线的句子起转折和过渡作用, 接下来开始阐述“礼仪规范”的发展历史, 以表明其对人类社会的重要性。
- 2) species: *n.* 种, 物种
这个词属于集合名词, 其单复数形式都是 species。

e.g. ① This is a rare species of flower.

② There are many species of birds in this country.

Paragraph 7

6. If every person in the group looked out for only himself, the group would fall apart.

1) look out for oneself: 只考虑自己

e.g. You should not look out for yourself from now on.

【拓展】look out for sb. / sth.: 1. try to avoid sth. bad happening 提防, 留心防备; 2. keep trying to find sth. or meet sb. 留心寻觅

2) fall apart: 破裂, 崩溃

e.g. The deal fell apart because they failed to reach an agreement on the price.

Paragraph 8

7. Those have evolved into today's manners.

此处的 evolve into 意为“发展成, 演变成”, 即 develop into, 再如: His excellent idea has evolved into a plan.

Paragraph 9

8. They are more relaxed than they were 100 years ago...

此处的 relaxed 为形容词, 意为“宽松的, 不拘束的”, 此外还有“放松的, 镇定的”等意思。

e.g. Be relaxed. You are going to get it through.

【拓展】relax: *v.* 放松, 使轻松; 放宽, 放松(规定等)
relaxation: *n.* 消遣, 娱乐; 放宽, 放松
relaxing: *a.* 令人放松的; 轻松的

Paragraph 10

9. The rule dates from the Middle Ages, Forni said, when...

此处的 date from 是指“追溯到, 始于”, 再如: The skill dates from the middle of the 6th century.

【同义词组】date back to: 追溯到, 始于

10. Leaning on the table with your elbows could easily tip the table and make others lose their food!

此处的 tip 相当于 tip over, 意为“(使)翻倒”, 即 fall or make sth. fall, 再如: Be careful! Don't tip (over) the milk.

Paragraph 12

11. But even as they change, manners are always aimed at doing the same thing: making other people feel appreciated and respected, which also helps friendships develop.

1) be aimed at: 目的在于, 旨在

e.g. The plan is aimed at reducing unemployment among soldiers returning home.

2) 该句总结了礼仪规范及其变化的意义, 是对全文主旨的深化和呼应。

6 即使是穴居人也讲究礼仪规范! 礼仪规范作为人类社会的一个关键因素, 已经有数万年的历史, 它们甚至很有可能推动了人类这一物种的生存发展。

7 早期人类为了狩猎、分享食物以及相互取暖过着群居生活。福尼认为, 人类要能如此紧密地生活在一起, 必须学会为他人考虑, 不能只顾自己。不妨想想: 如果群体中的每个人都只为自己考虑的话, 那么这个群体将会瓦解。

8 我们的远祖已经形成了一些向他人表示尊重、公平与善意的行为习惯。这些行为习惯已经演变成了今天的礼仪规范。福尼说: “如果没有一定的规则, 人们不可能形成任何团体。”

9 当然, 经过这么多年, 礼仪规范已经发生了很大的改变, 而且仍然在不断变化。跟百年前相比, 如今的礼仪更加宽松。比如, 那时候对小孩子来说, 礼仪意味着只有当大人们主动跟他们说话时, 他们才可以开口说话。

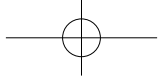
10 有些规矩形成的最初原因基本上不存在了, 但这些规矩依然沿用至今。你有没有想过, 为什么不让把手肘支在桌子上? 福尼认为, 这个规矩始于中世纪, 那时候的桌子通常就是把一块大木板搁在木桩子上, 将手肘支在桌子上会很容易打翻桌子, 让大家都吃不上饭!

11 现如今, 吃饭的时候发短信是不礼貌的行为, 因为它传达了这样的信息——你对周围的人不在乎。其实在短信出现之前, 人们对此类行为同样反感。三十多年前, 在白宫的一次正式宴会上, 吉米·卡特总统九岁的女儿埃米被发现在用餐时看书, 结果引发了激烈的礼仪之争。

12 即使礼仪规范在变化, 但万变不离其宗: 礼仪让人感到被重视、被尊重, 这也有助于友谊的发展。

13 在贝塞斯达讲授礼仪的贝卡·哈尔涅茨基解释说: “这(礼仪)是一个自然的、内置式的回报机制, 它会让你和周围的人感觉舒适。”

14 还有更好的理由让你注意自己的言行举止吗?



- 6 Even **cavemen** used manners! Manners have developed over tens of thousands of years as a key element of human society, and they might even have helped the **species** survive.
- 7 Early humans lived in groups in order to hunt, share food and keep one another warm. But to live so close together, Forni said, humans had to learn to think about others, not just themselves. Think of it this way: If every person in the group looked out for only himself, the group would fall apart.
- 8 Our distant **ancestors** developed certain kinds of behavior to show others respect, **fairness** and kindness. Those have evolved into today's manners. "You cannot have any kind of community if without some rules," Forni said.
- 9 Of course, manners have changed a lot through the years and are still changing. They are more **relaxed** than they were 100 years ago, for example, when good manners for kids meant never speaking unless an adult spoke to them first.
- 10 Some manners are still used even though the original reason for them is **largely** gone. Have you ever wondered why you're told to keep your elbows off the table? The rule dates from the Middle Ages, Forni said, when a table was often just a big board placed on a **stump**. Leaning on the table with your elbows could easily tip the table and make others lose their food!
- 11 Today, it's not good manners to text at the table, because it sends a message that you aren't interested in the people around you. People felt just as strongly about that kind of thing before texting existed: President Jimmy Carter's 9-year-old daughter, Amy, caused a manners **outcry** more than 30 years ago when she was **spotted** reading at the table at a **formal** White House dinner.
- 12 But even as they change, manners are always aimed at doing the same thing: making other people feel appreciated and respected, which also helps friendships develop.
- 13 "It's a natural, **built-in reward** system," explained Becca Czarniecki, who teaches manners and etiquette in Bethesda. "It makes you, and those around you, feel good."
- 14 Could there be a better reason to mind your manners?

(601 words)

Words

elbow /'elbəʊ/ *n.* 1. the part in the middle of your arm, where it bends 肘, 肘部; 2. the part of a sleeve that covers the elbow (衣服的)肘部

grown-up /'grəʊn ,ʌp/ *n.* an adult person 大人, 成年人

fuss /fʌs/ *n.* 1. anger or complaints about sth., especially sth. that is not important (为小事)大吵大闹, 大发牢骚; 2. unnecessary excitement, worry or activity 无谓的激动, 大惊小怪

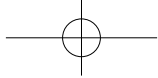
high-society /'haɪ sə'saɪəti/ *a.* of people who come from rich and important families 上层社会的, 上流社会的

pinkie /'pɪŋki/ *n.* (also **pinky**) the smallest finger of the hand (手的)小指

slurp /slɜ:p/ *v.* make a loud noise while you are drinking sth. 大声地啜, 喝出声

etiquette /'etɪket/ *n.* a set of rules for behaving correctly in social situations 社交礼仪, 礼节, 规范

caveman /'keɪv,mæn/ *n.* 1. a person who lived in a cave thousands of years ago 穴居人; 2. a man



who behaves in an aggressive way 野蛮的人, 粗野的人

species /'spi:ʃi:z/ *n.* a plant or animal group whose members all have similar general features and are able to produce young plants or animals together 种, 物种

ancestor /'ænsɛstə/ *n.* 1. a person in your family who lived a long time ago 祖宗, 祖先; 2. an earlier form from which sth. modern has developed 原型

fairness /'feənəs/ *n.* 1. the quality of treating people equally or in a way that is reasonable 公正性, 公平合理性; 2. a pale color 白皙, 浅色

relaxed /rɪ'læksɪd/ *a.* 1. not strict, not caring too much about sth. 不拘束的; 2. calm and not anxious or worried 放松的, 镇定的

largely /'lɑ:dʒli/ *ad.* to a great extent, mostly or mainly 很大程度上, 大部分地, 主要地

stump /stʌmp/ *n.* 1. the bottom part of a tree left in the ground after the rest has fallen or been cut down 树墩, 树桩; 2. the end of sth. or the part that is left after the main part has been cut, broken off or worn away 残余部分, 残段

outcry /'aʊt,kraɪ/ *n.* a reaction of anger or strong protest shown by people in public 强烈的抗议, 呐喊

spot /spɒt/ *v.* see or notice sb. / sth., especially suddenly or when it is not easy to do so 看见, 注意到, 发现

formal /'fɔ:məl/ *a.* 1. official, following an agreed or official way of doing things 正式的, 合乎规矩的; 2. very correct and suitable for official or important occasions 正规的, 庄重的

built-in /bɪlt 'ɪn/ *a.* included as part of sth. and not separate from it 内置的, 成为组成部分的, 嵌入的

reward /rɪ'wɔ:d/ *n.* a thing that you are given because you have done sth. good, worked hard, etc. 奖励, 回报, 报酬

Phrases and Expressions

stick out extend part of your body away from your body 伸出, 探出

look out for oneself think only about oneself, without worrying about other people 只考虑自己

fall apart have so many problems that it is no longer possible to exist or function 破裂, 崩溃

date from go back, date back 追溯到, 始于

be aimed at have the goal of 目的在于, 旨在

Proper Names

Isabel /'ɪzəbel/ 伊莎贝尔 (女子名)

Washington /'wɒʃɪŋtən/ 华盛顿州 (位于美国西北部)

Pier Forni /pɪə 'fɔ:ni/ 皮尔·福尼 (人名)

Johns Hopkins University 约翰斯·霍普金斯大学 (位于美国马里兰州)

Baltimore /'bɔ:ltɪmɔ:/ 巴尔的摩 (位于美国马里兰州)

the Middle Ages 中世纪 (欧洲历史上的一个时期)

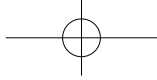
Jimmy Carter /'dʒɪmi 'kɑ:tə/ 吉米·卡特 (美国第 39 任总统)

Amy /'eɪmi/ 艾米 (女子名)

White House 白宫 (美国总统官邸)

Becca Czarniecki /'bekə ,tʃɑ:'nɪəzki/ 贝卡·恰尔涅茨基 (人名)

Bethesda /be'θezdə/ 贝塞斯达 (位于美国马里兰州)



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

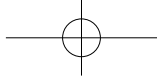
- 1 Not using the right fork would not hurt anyone's feelings,
- 2 Good manners are like traffic lights of human interaction,
- 3 Humans developed manners and learned to think about others,
- 4 Texting at the table is not a good manner,
- 5 Manners have changed a lot and are still changing,

Column B

- A but they are always doing the same thing.
- B yet it may show that you don't care much about them.
- C as it shows you care little about the people around you.
- D so that they could survive till today.
- E with which people won't crash into one another in everyday behavior.

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

SUMMARY	
Introduction	Manners are about more than using the <u>right fork</u> or not slurping when you drink, they can show that you <u>care about</u> others. They are like the <u>traffic lights</u> of human interaction, with which we won't crash into one another.
Origins	Manners have developed over tens of thousands of years as <u>a key element</u> of human society. Those kinds of behavior showing others <u>respect, fairness</u> and kindness were developed by our <u>distant ancestors</u> and have evolved into today's manners.
Changes	Absolutely, manners have <u>changed a lot</u> over the years and are <u>still changing</u> . However, they are always making other people feel <u>appreciated and respected</u> , which also helps develop friendships.
Conclusion	Manners can make you and those around you <u>feel good</u> . So we should always <u>mind our manners</u> .



Follow-up Exercises

I Vocabulary

Task 1 Match the following words in Column A with their meanings in Column B.

Column A	Column B
1 etiquette	A a family member who lived long ago
2 fuss	B following established forms, conventions or requirements
3 ancestor	C catch sight of
4 largely	D anxious or excited behavior for no useful purpose
5 formal	E the smallest finger of your hand
6 spot	F a set of rules for socially acceptable behavior
7 pinkie	G without anxiety or worry
8 relaxed	H in large part, mainly or chiefly

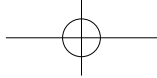
Task 2 Complete the following sentences with the proper form of the words given in brackets.

- 1 In fact, no two individuals are the same in a species (species).
- 2 The boys like the headmaster very much because he always plays fair (fairness).
- 3 Your success will largely (large) depend on what you will do and how you will do it.
- 4 Her persistence was finally rewarded (reward) when the insurance company agreed to pay for the damage.
- 5 They had alertly spotted (spot) the potential trouble in the project and dealt with it quickly.
- 6 This arrangement is more a(n) formality (formal) than a genuine partnership.
- 7 Cavemen (caveman) were also good at cooking, so enjoying tasty food is not unique to modern times.
- 8 The public outcry (outcry) and the threat of further action forced them to change the rules.

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.

Socially correct behavior is all about observing the Golden Rule you learned in childhood—treating others the way you want to be treated. This means acknowledging their presence with a pleasant greeting, always remembering to say “please” and “thank you,” (1) D their privacy, opinions and possessions, and being a thoughtful and (2) G guest. Opening doors for others, offering your seat to the aged on buses or simply lending a helpful hand to someone in need voluntarily are all demonstrations of proper (3) F. To this (4) H list is added the necessity of giving others your undivided attention by not (5) C, taking or making cell phone calls, or reading while they’re trying to interact with you.

If you dine with other people, focus on making it a pleasant experience for everyone at the table. They may not act fussily if you accidentally use the wrong (6) B. However, they will



notice if you talk with your mouth full, chew with your mouth open, park your (7) E on the table, burp, belch and (8) A, or reach across the table for something rather than asking someone to pass it to you.

A) slurp	B) fork	C) texting	D) respecting
E) elbows	F) manners	G) kind	H) etiquette

II Sentence Structure

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

Model:

Some manners are still used. The original reason for them is largely gone.

→ Some manners are still used even though the original reason for them is largely gone.

- He is quite a reserved person. He likes meeting people.
Even though he is quite a reserved person, he likes meeting people.
- He is a busy man. He always has time to write a reply to any letter.
Even though he is a busy man, he always has time to write a reply to any letter.
- We wish each other a long life so as to share the beauty of this graceful moonlight. We are miles apart.
We wish each other a long life so as to share the beauty of this graceful moonlight, even though we are miles apart.

Task 2 Rewrite the following sentences after the model by using “more than.”

Model:

Manners are about not only using the right fork or not slurping when you drink.

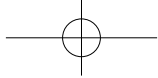
→ Manners are about more than using the right fork or not slurping when you drink.

- Jason is not only a lecturer; he is a writer, too.
Jason is more than a lecturer; he is a writer, too.
- We need not only material wealth to build our country.
We need more than material wealth to build our country.
- There is not only one way to skin a cat, goes the old American saying.
There is more than one way to skin a cat, goes the old American saying.

III Translation

Task 1 Translate the following paragraph from Chinese into English.

中国的宴会 (banquet) 通常在饭店的包间 (private room) 举行, 要么是晚宴, 要么是午宴。主宾 (the guest of honor) 通常第一个进入房间。在正式的晚宴上, 主陪和主宾对面坐, 主陪 (the main host) 背对着门, 主宾面对着门。宴会的主菜通常包括凉菜和热炒、象征 (symbolize) 富足的整条鱼, 还有汤。上水果则表示饭局即将结束。



Chinese banquets are usually held in private rooms in restaurants, either for supper or lunch. The guest of honor typically enters the room first. At a formal dinner, the main host and the guest of honor are seated facing each other, the host with his back to the door and the guest facing the door. Usually, the main courses of banquets include cold dishes, stir-fried dishes, a whole cooked fish which symbolizes abundance, and soup. Serving fruit indicates the end of the meal.

Task 2 Translate the following paragraph from English into Chinese.

The Golden Rule states “treat others the way you want them to treat you.” Good manners and etiquette help you earn respect. Rude and offensive behavior does not go down well with anyone. And as they say, “respect given is respect earned.” Hence, if you treat others with respect and acknowledge them, you are most likely to be respected, trusted and loved.

有这样一条金科玉律：“用你希望别人对待你的方式去对待别人。”良好的举止和礼仪会为你赢得尊重。任何人都不会接受粗鲁无礼的行为。正如人们所说的，“尊重别人才能赢得尊重”。因此，如果你尊重别人、感谢别人，你很可能也会得到尊重、信任和关爱。





Further Reading



Sorry—Say It, Mean It, Live It

- 1 How to apologize? Say, “I’m sorry.” That’s it. You can **rephrase** it or put more **emphasis** on it by saying, “I apologize” or “I’m really sorry.” In fact, that’s how to say it. And if you say anything else, nothing more can really be added to that. Two words: “I’m” and “sorry.” Say it, mean it, and live it.
- 2 Obviously, there’s more to say about it than that. Not in the wording, of course, because you can say it in whatever way works for you. But the basic meaning will essentially be the same. So what else is there in saying that you’re sorry? Let’s explore this.

Say it

- 3 Suppose you just had a fight with a family member. As is typical in **knock-down-drag-out** fights, you probably ended up saying things you didn’t mean. Then, after the words came out, you wished you could take them back. You may have to wait until **tensions** ease before you say sorry, but if you value the relationship, you must apologize in time.

Mean it

- 4 Don’t even bother wasting your breath saying you’re sorry if you don’t mean it. However, when your blood pressure returns to normal and you’re no longer **seething** with anger, if you feel you haven’t been **truthful** to your feelings by saying some **hurtful** things, then it’s **imperative** to the long-term health of your relationship, and to your own personal **well-being**, to apologize. If you



apologize but you don't really mean it, eventually you will begin to feel **resentful** because you're masking your true feelings and saying you're sorry when actually you feel like you're not being heard or valued in the relationship.

Live it

- 5 So you said you're sorry, and you really do mean it. What's next? Well, nothing really. Oh, except one little detail. Don't do it again! If you are constantly saying or doing things that hurt that family member and you are constantly repeating you're sorry, there's a **label** for that. It's called the **Abuse Cycle**. The best way to prove that you sincerely didn't mean to say or do what you did is to never say or do it again.
- 6 My attitude is, since you love your family members, why would you ever **intentionally** say anything or do anything to hurt them? Even if you're **frustrated** with them or feel like you're not being heard, you need to find a way to address these **issues** calmly and **lovingly** because love, trust, and **mutual** respect is the **glue** that will hold your relationship under any **circumstances**.
- 7 I understand that we all have our moments when our own biases get in the way of saying or doing the right thing. So if you think that's happened, and your family members didn't say what you were hoping that they would say, just let it go until later when you're both in the right **mood** to talk about it. Focus on other things, rather than dwell on your fight.
- 8 If you're uncomfortable apologizing, practice it on small things first, but this is a skill you should master. The bottom line is, your love for family members should guide your words and actions during and after an argument at all times, really.
- 9 So how do you apologize? With all your heart.

(542 words)

Words

rephrase /ˌri:'freɪz/ *v.* say or write sth. using different words to make the meaning clearer 换个说法, 改述

emphasis /'emfə'sɪs/ *n.* 1. special importance that is given to sth. 强调, 重视, 重要性; 2. the extra force given to a word or phrase (语气上的) 强调, 重音

knock-down-drag-out /ˌnɒk daʊn 'dræg aʊt/ *a.* (of a fight or an argument) very aggressive and unpleasant (打架或争吵) 激烈的, 猛烈的

tension /'tenʃn/ *n.* 1. a situation in which people do not trust each other, or feel unfriendly toward each other, and may attack each other 紧张局势, 紧张关系; 2. a feeling of anxiety and stress 紧张, 烦躁

seethe /si:'ð/ *v.* 1. be extremely angry 怒火中烧; 2. be full of a lot of people or animals that are all moving around 充满, 遍布; 3. (of liquids) move around quickly and violently 翻腾, 涌动

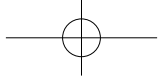
truthful /'tru:θfl/ *a.* 1. (of a person) saying what is true 诚实的, 讲真话的; 2. (of a statement) giving the true facts 真实的, 如实的

hurtful /'hɜ:tfl/ *a.* making you feel upset and offended 伤感情的

imperative /ɪm'perətɪv/ *a.* 1. very important and urgent 紧迫的, 紧要的; 2. expressing authority 表示权威的; 3. expressing an order 命令式的

well-being /ˌwel 'bi:ɪŋ/ *n.* general health and happiness 健康, 安乐

resentful /rɪ'zentfl/ *a.* feeling bitter or angry 感到气愤的, 愤慨的



label /'leɪbl/ *n.* 1. a word or phrase used to describe sb. / sth. in a way that seems too general, unfair or not correct (不恰当的) 称谓, 叫法; 2. a piece of paper, etc. fastened to an object giving information about it 标签, 标记

abuse /ə'bjʊ:s/ *n.* 1. unfair, cruel or violent treatment of sb. 虐待; 2. the use of sth. in a way that is wrong or harmful 滥用

intentionally /ɪn'tenʃn(ə)li/ *ad.* deliberately 故意地, 有意地, 存心地

frustrate /frʌ'streɪt/ *v.* 1. make sb. feel annoyed or impatient because they cannot do or achieve sth. 使懊恼, 使沮丧; 2. prevent sb. from doing sth. or prevent sth. from happening 阻止, 挫败

issue /'ɪʃu:/ *n.* 1. a subject that people discuss or argue about 议题, 争论点; 2. one of a regular series of magazines or newspapers 一期, 期号

lovingly /'lʌvɪŋli/ *ad.* 1. in a way that expresses love 深情地; 2. with great care and interest 精心地

mutual /'mju:tʃʊəl/ *a.* 1. felt or done in the same way by each of two or more people 相互的, 彼此的; 2. shared by two or more people 共同的, 共有的

glue /glu:/ *n.* 1. an idea, person or thing that unites people 凝聚力; 2. a sticky substance that is used for joining things together 胶水

circumstance /'sɜ:kəmstəns/ *n.* 1. the conditions and facts that affect a situation, an event or an action 条件, 环境, 状况; 2. the conditions of your life, especially the money you have 境况, (尤指) 经济状况

mood /mu:d/ *n.* 1. the way you are feeling at a particular time 情绪, 心情; 2. a period of being angry or impatient 坏心境, 坏脾气; 3. the atmosphere in a place or among a group of people 气氛, 氛围

Phrases and Expressions

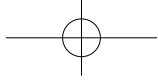
get in the way of prevent sth. from happening 妨碍

dwell on think or talk a lot about sth., especially sth. that would be better to forget 老想着, 唠叨 (令人不快之事)

the bottom line the most important thing that you have to consider or accept 最基本的事实

at all times always 总是, 一直





T Further Reading

Detailed Study

Paragraph 1

1. You can rephrase it or put more emphasis on it by saying, "I apologize" or "I'm really sorry."

1) rephrase: 换个说法, 改述

e.g. Can you rephrase what he said at the meeting?

【近义词】reword paraphrase

2) put emphasis on: lay stress on, emphasize 强调, 重视

e.g. His parents put emphasis on his independence.

Paragraph 2

2. Obviously, there's more to say about it than that.
该句中的 it 指代的是 I'm sorry。

3. Not in the wording, of course, because you can say it in whatever way works for you.

1) wording: the words that are used in a piece of writing or speech 用词

e.g. The wording is very careful in this text.

2) 该句中的 it 指代的也是 I'm sorry。

Paragraph 3

4. Suppose you just had a fight with a family member. As is typical in knock-down-drag-out fights, you probably ended up saying things you didn't mean.

1) have a fight with 意为“争吵, 争论”, 即 have an argument with。

2) as 引导非限制性定语从句, 它指代的是后面的主句 you probably ended up saying things you didn't mean。

3) knock-down-drag-out: (打架或争吵) 激烈的, 猛烈的

e.g. The negotiation turned out to be a knock-down-drag-out fight.

Paragraph 4

5. Don't even bother wasting your breath saying you're sorry if you don't mean it.

1) 该句为段落主旨句, 也是过渡句。上文讲了道歉的第一要点“口到”(say it), 此处接着讲第二要点“心到”(mean it)。

2) waste your breath: say sth. that nobody takes any notice of 白费唇舌

6. However, when your blood pressure returns to normal...

1) blood pressure: 血压

2) blood pressure returns to normal 的字面意思是“血压恢复正常”, 引申为“情绪恢复正常, 冷静下来”, 即 calm down。

7. masking your true feelings 是指“隐藏或掩盖你的真实感受”。

Paragraph 5

8. ... there's a label for that. It's called the Abuse Cycle.

1) label: (不恰当的) 称谓, 叫法; 标签, 标记

e.g. ① I don't like the label "housewife" for it sounds scornful.

② You should read the information on the label first.

2) the Abuse Cycle: 反复滥用

9. The best way to prove that you sincerely didn't mean to say or do what you did is to never say or do it again.

该句是本段的总结句和主旨句, 对“做到”(live it) 进行了简明扼要的诠释。

Paragraph 6

10. ... because love, trust, and mutual respect is the glue that will hold your relationship under any circumstances.

1) glue: 凝聚力; 胶水

e.g. ① The common goal is the glue that keeps the team together.

② You can stick two pieces of paper together with some glue.

2) under any circumstances 意为“在任何情况下, 无论如何”, under 可以用 in 替换。

【拓展】under / in no circumstances: 无论如何不, 决不

Paragraph 7

11. I understand that we all have our moments when our own biases get in the way of saying or doing the right thing.

1) get in the way of: 妨碍

e.g. As long as they have a common goal, nothing can get in the way of their love.

2) 画线部分可以理解为: our own biases prevent us from saying or doing the right thing.

12. ... just let it go until later when you're both in the right mood to talk about it.

1) let it go: take no action 任它去, 放下

e.g. I knew what she really wanted, so I let it go.

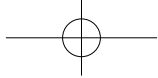
2) in the right mood: feeling happy or good 心情好

e.g. Will he be in the right mood this Sunday?

【拓展】in a mood: feeling unhappy or angry 心情不佳, 生气

13. Focus on other things, rather than dwell on your fight.

该句中的 dwell on 意为“老是想, 唠叨(令人不快之事), on 可以用 upon 替换。



e.g. She likes dwelling on the negative aspects of her performance.

【拓展】dwell: vi. live somewhere 居住

dweller: n. sb. living in a particular place 居民, 居住者

dwelling: n. a house, flat, etc. where sb. lives 住所

参考译文

对不起——口到，心到，做到

1 该如何道歉？说声“对不起”，就这么简单。你也可以换个说法或者对其进行强调，比如：“我道歉”或者“我真的很抱歉”。事实上，道歉就是这样的。如果你说了些别的，那么接下来便真没什么可说的了。就两个词：“我”以及“对不起”。口到，心到，行动到。

2 很显然，除了上述具体的道歉方式，关于如何道歉还有更多值得注意的方面。当然，关键不在用词方面，因为你可以采用任何适合自己的表达方式。但是基本的意思在本质上都是一样的。那么你向人道歉时还需要注意哪些方面呢？我们一起来探究一下。

口到

3 假设你和家人吵架了。你很可能会说出一些并非出于本意的话，这在激烈的争执中是常有的事。当这些话说出口之后，你希望能把它们收回。你可能要等到紧张状况缓解之后再去做对不起；但是，如果你珍惜你们之间的关系，就必须及时道歉。

心到

4 如果不是出于真心，你就不要浪费口舌说“对不起”了。然而，当你的情绪恢复正常，不再那么气愤

的时候，如果你觉得自己当初说过的那些伤人的话并非出于本意，那么为了你们之间长久健康的关系和你自己的舒心愉快，你很有必要道歉。如果你的道歉并非出于真心，那么你最终会心生怨恨。因为你在掩饰自己的真实感受，虽然说了对不起，但实际上你认为自己在这段关系中并没有被理解或被珍惜。

做到

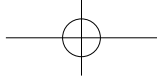
5 当你说了对不起，而且是发自内心的，那接下来该如何呢？好像真的没什么了。噢，还有一个小细节。不要重蹈覆辙！如果你不断说一些伤害对方的话或者做一些伤害对方的事，而且不断道歉，那么这种行为可以叫做“反复滥用”。证明你真的不是有意说那些话或者做那些事的最好方式就是不要再犯了。

6 我觉得，既然你真心爱自己的家人，为什么要有意识说一些话或者做一些事情去伤害他们呢？即使他们让你感到沮丧或者你觉得他们没有倾听你的想法，你也应该想办法把这些问题平静温和地告诉他们，因为不管怎样，爱、信任和互相尊重都是维持你们之间关系的凝聚力。

7 我知道，每个人都有被自己内心的偏见所蒙蔽的时候，致使我们不能说对话或做对事。如果你认为出现了这样的情况，而且对方没有按照你所希望的那样说话，那你就暂时先别管它，等到呆会儿你们心平气和时再谈谈。你要把注意力转移到其他事情上去，不要总想着你们的争吵。

8 如果道歉会让你感觉不自在，那么你可以先在一些小事上练习一下。但道歉是你应该掌握的一项技能。说到底，你的言语和行动应该一直由你对家人的爱来引导，不管是在发生争吵时还是在争吵过后。

9 那么，该如何进行道歉呢？要诚心诚意。



Comprehension

Task Choose the best answer to each of the following questions or statements according to the text.

- 1 The phrase “works for” in Paragraph 2 most probably means D.
A. engages B. makes efforts C. operates D. fits
- 2 Don’t waste your breath saying you’re sorry if you don’t mean it because B.
A. your apology might be rejected
B. you will feel unfair for concealing your true feelings
C. you are not truthful to the relationship
D. the relationship is actually not valued
- 3 How can you prove that you are sincere in an apology? C
A. Say sorry in time.
B. Say sorry and do mean it.
C. Say sorry and never do the wrong thing again.
D. Say sorry and constantly repeat it.
- 4 What can you do if you’re frustrated with your family members? B
A. Do not mention it and let it go.
B. Deal with the problem calmly.
C. Find a way to say sorry.
D. Try to maintain the relationship.
- 5 What can we learn from the text? A
A. Family love should always direct our words and actions in a family argument.
B. Don’t bother wasting our time and energy to say sorry if we feel uncomfortable.
C. We should focus on what we are talking about and thinking of.
D. We should learn to apologize without considering our true feelings.

Level-up Exercise

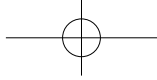
Task Make a summary of how and when to apologize according to the text and your own viewpoints.

How to apologize

- Say sorry bravely and frankly after saying or doing something wrong.
- Say sorry and do mean it with all our heart.
- Never say or do the wrong thing again after saying sorry for it.

When to apologize

- Apologize when we realize that we have said or done something wrong.
- Apologize when our mood returns to normal and our anger disappears.
- Apologize when we really value the relationship of the two sides.



Applied Listening and Speaking

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

- A. Sandy is very forgetful.
B. This is the first day he knows Sandy.
C. Sandy attended the conference.
D. The woman should have reminded Sandy earlier.
- A. The woman finished her work last night.
B. The woman worked so hard that she got a pain in her back.
C. The woman has been overworking for a long time.
D. The woman doesn't mind working at night.
- A. He is worried about the loss of the shop.
B. He wonders why the crazy thing happened.
C. He wishes that the broken glass didn't injure anybody.
D. He wonders how the crazy woman will be punished.
- A. The man is looking for a house.
B. The woman will ask her colleagues.
C. The man needs a non-smoking roommate.
D. The woman has a preference for non-smokers.
- A. The man can phone the hotel for directions.
B. She is also a bit lost.
C. She doesn't have the hotel's phone number.
D. The hotel is just around the corner.

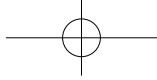
Task 2 Listen to two long conversations and choose the best answer to each question you have just heard.

Conversation One

- A. More than half an hour ago.
B. Half an hour ago.
C. Less than an hour ago.
D. An hour ago.
- A. Close the office.
B. Make an appointment.
C. File some documents.
D. Send several emails.
- A. In a cinema. B. In a post office.
C. In a restaurant. D. On the street.

Conversation Two

- A. She dares not to run for the election.
B. She dares not to give an account of herself.
C. She doesn't have much confidence.
D. She doesn't tell stories to others.
- A. It is common that many people get stage fright.
B. He gets stage fright when speaking to others.
C. He did nothing for his stage fright.
D. Lack of opportunities is the reason for his stage fright.
- A. It helps him to win the scholarship.
B. It helps him to be more confident.
C. It helps him to become the chairman.
D. It helps him to overcome stage fright.



Applied Listening and Speaking

Task 1 Transcript

- W: I can't believe it. Sandy is late for such an important conference. I reminded her yesterday.
M: Really? You know her. Everything you tell her goes in one ear and out the other.
Q: What does the man mean?
- M: What's up, Linda? You look so tired today.
W: Yes, I have been working all night. Now I am suffering from a pain in the middle of my back.
Q: What can we learn from the conversation?
- W: The paper says a crazy woman picked up a large stone and threw it at the shop window. There was glass everywhere.
M: What a terrible thing! I hope no one was hurt.
Q: What does the man mean?
- M: Hi, Helen. Do you know of anyone who wants to share an apartment?
W: I can ask around at work. Do you have a preference for smokers or non-smokers?
Q: What can we learn from the conversation?
- M: Excuse me, but could you tell me how to get to the Doubletree Hotel? I thought it was on the corner, but I seem to be a bit lost.
W: I'm sorry, but I'm not from around here myself. Maybe you can try calling them or ask someone else.
Q: What does the woman mean?

Task 2 Transcript

Conversation One

- M: Sorry, I'm late.
- W: Well, you finally got here. I've been waiting for a full 30 minutes.
- M: I'm awfully sorry for being late, but I didn't mean it.
- W: Oh, really? You are always late. Five, 10, 30 minutes all the time. Everybody knows, and I'm really getting tired of it.
- M: I do apologize. I promise it will never happen again. But please let me explain.
- W: Fine.
- M: I got off work late, and then I missed the bus. Unluckily, the bus I did catch got caught in a traffic jam.
- W: Well, but why did you get off work so late?
- M: My boss asked me to file some urgent documents.
- W: But you'd have told him you had an appointment.
- M: Yes, but I thought it wouldn't take that long. In fact, if I hadn't missed the bus and got stuck in the traffic, I wouldn't have been so late.
- W: Oh, that's all right. At least you're here now.
- M: Well, shall we order something?

Questions 1 to 3 are based on the conversation you have just heard.

- When should the appointment have started?
- What did the man do for his boss?
- Where does the conversation probably take place?



Conversation Two

W: Hi, Tom. I hear you will run for chairman of the Student Union.

M: Yes. I've got a lot of encouragement and support from my friends and I wanna have a try.

W: Sure, you've done so much to our campus. I'm sure you will be successful.

M: Thank you. Have you applied for any position in the Student Union?

W: No, you know, I usually get stage fright when I speak to a large crowd of people.

M: Ah, stage fright! Actually, that's the case with many people.

W: And when I'm afraid of making mistakes, I will feel even worse.

M: That is where the problem lies. You need to be confident.

W: Yeah, you're right. Have you ever got stage fright?

M: To be honest, I have got really bad stage fright before. Even when I was speaking before a small group of people, I couldn't help feeling nervous.

W: What? I can't believe it. You are such an excellent speaker. What did you do for stage fright?

M: I forced myself to tell stories and sing songs to others. I tried to catch every opportunity standing in front of people. That's also why I'm running for the election.

W: Wow, that's cool.

Questions 4 to 6 are based on the conversation you have just heard.

4. What's the problem with the woman?
5. What does the man say about stage fright?
6. Why does the man run for chairman of the Student Union?

Task 3 Transcript

Many times people deserve praise for what they've done well. For example, a friend excitedly telling you "I aced my exam" really does deserve praise. Do you give a very general response like "Good job" or "Well done"? Great that you've responded but you can do it better.

Try and give praise that focuses on the specific achievement by finding out more details. This will show that you are really interested rather than a quick "Way to Go!" response.

Effective praise works wonders in relationship building as it tells others that you are really listening, and are interested in their well-being. Try and match your emotion to that of the people sharing their good news. If they're excited, you should feel excited as well! There's nothing quite as discouraging as excitedly telling someone about what you've done and they are behaving like a cold fish. Let your praise be authentic. When someone shares their achievement with you, take the opportunity to focus on them and build them up.

Questions 1 to 3 are based on the passage you have just heard.

1. What is the passage mainly about?
2. How may people feel when they excitedly tell someone about what they've done and get no response?
3. Which of the following is NOT correct according to the passage?



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

- 1 A. Many times people deserve praise for what they've done well.
B. Someone who excitedly shares their achievement really deserves praise.
C. It is great to give a general response like "good job" or "well done."
D. You can improve your way of responding to those who deserve praise.
- 2 A. Encouraged.
B. Cold.
C. Depressed.
D. Excited.
- 3 A. Try and give a general response that will show you are really interested.
B. Effective praise can achieve good results in relationship building.
C. Try and match your emotion to that of the people who share good news.
D. Focus on those who share their achievement with you and encourage them.

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: Ellen is planning to travel abroad this summer. Last night, she stayed up late looking for related information on the Internet. This morning, she made an apology to her roommate Jenny for having disturbed her. Jenny accepted her apology and shared some traveling experience with her.

Useful Expressions

Making an apology:

- I'm terribly / really sorry for having disturbed you last night.
- I'd like to apologize for having disturbed you last night.
- I must apologize to you for having disturbed you last night.
- Please forgive me...

Responding to an apology:

- Don't worry about it.
- That's all right.
- Never mind.
- Apology accepted.

Talking about traveling experience:

- I'd like to share my traveling experience with you.
- That's what I did when...
- We had a good time / enjoyed ourselves very much there.
- It's an amazing travel that I will never forget.



Essay Writing

说明文概述

说明文 (Exposition) 以说明为主要表达方式, 用简洁明了的语言来解说事物、阐明事理, 从而给读者提供知识和信息。说明文一般可分为事物说明文和事理说明文两大类。不管是哪一类, 行文都要客观准确, 使读者能够清楚地了解所说明的事物或掌握所说明的道理。说明文是一种非常实用的文体, 在日常生活中应用较广, 如解说词、说明书、书文/籍介绍、内容提要、科普小品、商品介绍、旅游指南、操作规程等都属于说明文。

写说明文时, 应注意语言的简洁性、准确性, 条理也要清晰。此外, 还应避免出现纯粹的描写, 而是要用具体翔实材料进行说明。与其他文体相似, 说明文也由导言、正文和结尾组成。导言即文章的开头部分, 主要是指出说明对象。正文即文章的主体部分, 一般由一段或若干段组成, 主要是从某些方面对说明对象进行具体阐述。结尾是文章的结束部分, 主要是对说明对象进行概括性说明, 以归纳重点、深化主题。

以下范文是对“肉夹馍——世界上第一个汉堡”的介绍。

导言: 指出说明对象——世界上最早的汉堡来自中国。

正文: 从不同方面具体介绍肉夹馍。

结尾: 深化主题, 进一步概括说明肉夹馍是世界上最早的汉堡。

Sample:

Chinese Hamburger—the World's First Hamburger

The world's first hamburger doesn't come from where you think it comes from. It wasn't invented in the United States, and it didn't originate in Germany. No, **the world's first hamburger came from China.**

Chinese hamburger, known as *rou jia mo*, which translates as “meat burger” or “meat sandwich,” has been around since the Qin Dynasty, from **about 221 BC to 206 BC.** It **originated in Shaanxi Province of China,** and is now eaten all over the country.

Chinese hamburger is **typically prepared and eaten on the street.** The dough for the bun, or *mo*, consists of a **simple mixture of wheat flour and water.** This basic equation makes for a chewy and subtle pillow for the delicious filling.

The meat filling might consist of chopped pork, beef, lamb or chicken that has been stewed with a variety of spices, like ginger and star anise. You might also find **herbs like cilantro or greens like lettuce** garnishing the sandwich.

Despite the differences between this Chinese street food and American-style burgers, Chinese hamburger has been called the world's first hamburger.

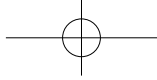
说明对象

方面一: 起源

方面二: 享用习惯

方面三: 制作材料

方面四: 配菜



Task 1 Discuss and answer the following questions related to afternoon tea.



When is it served?
It is typically served between 4: 00 p.m. and 6: 00 p.m.

What's its origin?
The concept of afternoon tea first appeared in the UK in the mid 19th century.

What's its definition?
It is a truly British custom, and technically it is a small meal, not a drink.

What's included?
Sandwiches, scones, cakes, pastries, and tea or coffee are usually provided.

Task 2 Write a short essay entitled "Afternoon Tea" according to the clues above. You should write at least 120 words but no more than 180 words.

Afternoon Tea

Afternoon tea is a truly British custom now known worldwide. While the tradition of drinking tea dates back to several thousand years ago in China, the concept of "afternoon tea" first appeared in the UK.

The credit for this custom goes to Anna, the 7th Duchess of Bedford in the early 19th century. Dinner then was usually served at 8 : 00 p.m. and Anna was always left hungry at 4 p.m.. To stave off that hunger she ordered tea and snacks in her room late in the afternoon. The habit caught on and afternoon tea was born.

Traditional afternoon tea, which is typically served between 4: 00 p.m. and 6: 00 p.m., is technically a small meal, not a drink. It consists of a selection of delicate sandwiches, freshly baked scones served with cream and fruit jam, cakes and pastries. Of course, tea or coffee, served with milk and sugar, is also provided.

Nowadays, you can enjoy a traditional yet fancy afternoon tea in many restaurants and hotels. But in the average home, afternoon tea is likely to be much simpler—biscuits with a mug of tea.



Reading Skills

Distinguishing Facts from Opinions

Facts and opinions (事实与观点) are both important for readers in reading. They both contribute a lot to the understanding of a text. Meanwhile, facts and opinions are very different.

1 What are the differences between facts and opinions?

- Facts provide information and evidence on the basis of which opinions can be formed.
- Opinions put a personal stamp on a topic or offer an individual view on an issue.

Unlike facts, opinions express an attitude or a point of view about a fact or a set of facts. Opinions by themselves may be interesting to state, to hear, or to debate. But they are of little value unless they are supported with evidence in the form of facts, details, examples, reasons, or other information. Authors may use many facts to express their opinions. Take the following paragraph as an example:

I believe that most Americans would not want my job. I work from nine to five, six days a week. The room that I work in is 14 by 20 feet. Ten people work in that space. There are no windows. We're given 20 minutes for lunch. There is no overtime pay...

In the above paragraph, the author expressed his opinion about his job by saying "I believe that most Americans would not want my job." Then he used many facts—work from nine to five, six days a week, work in a 14 by 20 feet room, ten people work in that space, no windows, 20 minutes for lunch, no overtime pay—to support his opinion.

2 Why does it matter to distinguish facts from opinions?

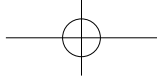
First, being able to distinguish facts from opinions will help you grasp the author's point of view so that you may achieve a better understanding in reading.

Second, when you assess others' arguments or support your own arguments, facts carry more weight than opinions. As people usually tend to confuse their opinions with facts, you need to make sure that you're working with evidence rather than emotions when presenting your arguments.

3 How to distinguish facts from opinions?

One way to identify an opinion is to be alert to markers that indicate an opinion is being put forward. Words and phrases such as the following often introduce an author's opinion:

apparently	it might be	I feel	it appears
in my view	it seems	perhaps	maybe

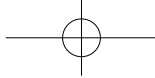


Task 1 Decide whether each of the following sentences is a fact or an opinion. Write an “F” for a fact and an “O” for an opinion.

- (O) 1 I feel that the closing of the factory will destroy the economy of this region.
- (F) 2 Three million credit cards are stolen every year.
- (O) 3 California is the best place for retired people.
- (O) 4 Advertising is a big and difficult business.
- (O) 5 Some of the television commercials are not interesting.
- (F) 6 The sun rose over Atlanta at 6:05 a.m. that day.
- (O) 7 The sunrise was especially beautiful this morning.
- (F) 8 The Boston Marathon draws thousands of competitors from all over the world.

Task 2 List the fact(s) and opinion(s) contained in each of the following statements.

- 1 The Boston Marathon, which was held for the first time in 1897, is most runners’ favorite race.
Fact: The Boston Marathon was held for the first time in 1897.
Opinion: The Boston Marathon is most runners’ favorite race.
- 2 The Cinderella story exists in many versions, but the Walt Disney version is the most important one by far.
Fact: The Cinderella story exists in many versions.
Opinion: The Walt Disney version of the Cinderella story is the most important one by far.
- 3 The New York Yankees, probably the greatest team in the history of sports, have won more World Series titles than any other team.
Fact: The New York Yankees have won more World Series titles than any other team.
Opinion: The New York Yankees are probably the greatest team in the history of sports.
- 4 The Bush-Gore presidential election of 2000, the most exciting election in political history, was one of only three in which the winner did not receive a majority of the popular vote.
Fact: The Bush-Gore presidential election of 2000 was one of only three in which the winner did not receive a majority of the popular vote.
Opinion: The Bush-Gore presidential election of 2000 was the most exciting election in political history.
- 5 Gas prices are higher than they have been in months because the president has failed to enact an effective energy policy.
Facts: Gas prices are higher than they have been in months. The president has failed to enact an effective energy policy.
Opinion: Gas prices are higher than they have been in months because the president has failed to enact an effective energy policy.



Team Project



What is good social behavior? Have you ever been touched by some people for their good deeds? Work in groups to conduct a face-to-face or online survey on social behavior. The respondents can either be your friends or strangers.

Think about the following questions about your survey:

- What is your understanding of good social behavior?
- What good social behavior have you witnessed?
- Where can you find more information about good social behavior?
- Why do people often do good deeds?
- What can we learn from those people?
- Would you do the same thing if you were in a similar situation?
- Should those people doing good deeds be publicized? Why?
- ...

Choose one member from your group to give a five-minute presentation about your survey to the class. In the presentation, the speaker should introduce how the group has conducted the survey and talk about the good deeds that have been found. After the presentation, the whole class is supposed to vote the best project.

The outline and useful expressions for the presentation:

A. Introduction

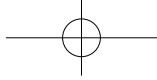
- Hello, everybody. Thank you for listening to my presentation.
- I'm going to talk about... / present... / brief you on... / inform you about...
- The purpose of this talk / presentation is to...

B. Body

- Now let's move on to the... part of my presentation, which is about...
- Let's move on to...
- Now I'd like to talk about...

C. Conclusion

- This is the conclusion of my presentation.
- Thank you for your attention. If there are any questions, I'd be happy to answer them now.



Team Project

This part is to guide students to look for good deeds done by their friends or people in society, which may help them to gain a better understanding of good social behavior. Hopefully, they will mind their manners wherever they are and try to make a contribution to society.

The teacher may choose one of the following two projects to organize this activity.

Project A:

The students are required to conduct a face-to-face or online survey after class. They may work in groups to look for some friends or strangers who have done good deeds. They should bear those questions listed in mind and try to find as more answers as possible when conducting the survey. They can add more questions to the list by themselves if necessary. After finishing the survey, all group members should share their information and design a presentation about their survey. Then they are required to vote the best project.

Project B:

The students are required to conduct a face-to-face survey in class. They may work in groups to discuss their understanding of good social behavior. Based on their experiences, they may talk about the good deeds they've done or heard of. They should also bear those questions listed in mind and try to find as more answers as possible when conducting the survey. They can add more questions to the list by themselves if necessary. After finishing the survey, each group should recommend one member to give a five-minute presentation about their survey to the class. Then they are required to vote the best project.

Steps:

- ▼ Introduce the task and clarify the requirements.
- ▼ Guide the students to go through the questions listed and clarify the major purpose for asking those questions.
- ▼ List some acts which can be considered good deeds. For example:
 - (1) A college student often participates in volunteer programs to help others.
 - (2) An old man picks up litter wherever he goes.
- ▼ (For Project A) Give some tips for conducting the face-to-face or online survey after class. For example:
 - (1) Post advertisements looking for good deeds and collect related information.
 - (2) If possible, arrange to interview the people who have done good deeds.
 - (3) Use a recording device and take some brief notes when interviewing people.
- ▼ (For Project B) Give some tips for conducting the face-to-face survey in class. For example:
 - (1) Take turns to share their understanding of good social behavior and share the good deeds they've done or heard of.
 - (2) Recommend one member in the group to take notes.
- ▼ Divide the students into several groups and give them enough time to do the survey.

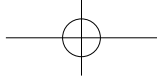


- ▼ Invite one student from each group to give a presentation.
- ▼ Give some tips and useful expressions for the presentation.
- ▼ Comment on their performances positively and give some constructive suggestions for better performances in the future.

Notes:

- Following the presentation, the teacher can give a summary of the best presentation made by the students.
- This is also a good time for the teacher to share his / her understanding of good social behavior and call the students' attention to good manners.





A Glimpse of Workplace

My Favorite Team-building Icebreaker



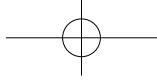
I've used this successful team-building icebreaker for so many years that I no longer remember where it **originated**. It's fast, easy, and fun. Try out this always successful, laughter-generating, team-building icebreaker.

Team-building icebreaker steps

1. Divide the participants into groups of four or five by having them number off. (You do this because people tend to sit with those they already know.)
2. Tell the **newly** formed groups that their assignment is to find ten things they have in common with every other person in the group: things that have nothing to do with work. I tell people "no body parts" (we all have legs; we all have arms) and "no clothing" (we all wear shoes; we all wear **pants**). This helps them explore shared interests more **broadly**.
3. Tell the groups that in each group there must be one person who takes notes and reads their list to all the groups upon **completion** of the assignment.
4. Ask each group to share their list with the other groups. Because people are the best source of laughter and fun, the reading of the lists always generates good **humor** and discussion. You can also catch the **drift** of the conversation in small groups based on the **transitions** made from item to item.

This team-building icebreaker takes 10-15 minutes, depending on the number of groups. To keep the activity to 15 minutes, after seven minutes of **brainstorming** together, I usually tell the groups that the lists they have created are perfect, no matter how many items they have, and they are to share the lists. After each group finishes their reading, I'll **conclude** the activity.





Questions:



- 1 Why do interpersonal relationships matter in the workplace?
 - A worker spends about eight hours in the workplace every day and it is practically not possible for anyone to work all alone.
 - Good working relationships can help workers do their job better.
 - Good interpersonal relationships have a positive effect on the organization culture.
- 2 How to get along with colleagues in the workplace?
 - Be more of a listener than a talker.
 - Don't spread gossip in the workplace.
 - Be willing to lend a hand to those colleagues in need of help.

Words

icebreaker /'aɪs,breɪkə/ *n.* 1. sth. that you say or do to make people feel more relaxed at a party or other social event 活跃气氛的事物; 2. a strong ship designed to break a way through floating ice 破冰船

originate /ə'ɪrɪdʒɪneɪt/ *v.* 1. begin to exist or appear for the first time 发源, 开始; 2. create or start sth. 创始, 开创

newly /'nju:li/ *ad.* recently 最近, 新近

pants /pænts/ *n.* 1. (AmE) trousers 裤子; 2. (BrE) underpants or knickers 内裤, 短裤

broadly /'brɔ:dlɪ/ *ad.* generally, without considering details 大体上, 基本上

completion /kəm'pli:ʃn/ *n.* the process of finishing sth. or the state of being finished 完成, 结束

humor /'hju:mə/ *n.* (BrE humour) 1. the quality in sth. that makes it funny or amusing or the ability to laugh at things that are amusing 幽默, 幽默感; 2. the state of your feelings or mind at a particular time 心情, 精神状态

drift /drɪft/ *n.* 1. the general meaning that sb. is trying to express 大意, 主旨; 2. a slow steady movement or a gradual change 流动, 渐变; 3. the movement of a ship or a plane away from its direction 偏航, 航差

transition /træn'zɪʃn/ *n.* the process or a period of changing from one state or condition to another 过渡, 转变, 变革

brainstorm /'breɪn,stɔ:m/ *v.* make a group of people all think about sth. together to solve a problem or to create good ideas 集思广益

conclude /kən'klu:d/ *v.* 1. end sth. especially by doing or saying sth. 结束; 2. decide that sth. is true after looking at all the evidence you have 推断出, 推论出

Phrases and Expressions

try out test or use sth. in order to see how good or effective it is 试用, 测验, 试验

number off count off 报数