

经全国中小学教材审定委员会2004年初审通过

普通高中课程标准实验教科书

ENGLISH

英语

必修

3

SENIOR ENGLISH



教育科学出版社

ESPH Education Science Publishing House

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· 北京 ·



亲爱的同学们：

高中这段时光，常被喻为人生的花季，也是你们学习和成长过程中的一个重要转折点，对外语学习而言尤其如此。高中阶段的三年是学好英语最为关键的一段时间，希望这套普通高中《英语》教科书能够为你们学好英语提供指导和帮助。

本教科书根据教育部 2003 年 4 月颁布的《普通高中英语课程标准(实验)》编写。课程标准的特点是强调语言运用能力的培养，并把这种能力看作“语言知识”“语言技能”“学习策略”“情感态度”和“文化意识”等综合素养的体现。这一特点对英语教学提出了新的要求。首先，你们必须彻底告别原来那种以单词、语法等单纯语言知识为中心的教学模式。事实上，即便是一个最简单的英语单词，在你们完全掌握了它的拼写、读音、词义和词性等知识之后，可能仍然达不到课标对“综合语言运用能力”的要求。例如，在下面的例子中你们很可能就听不清 her 这个词：

1. I'm waiting for her.

2. Fill her up.

3. —I adore her.

—Dora indeed!

不错，her 就在那儿，在每句话中。但是，如果请你们的老师或外国朋友用日常交谈的正常语速说出这三句话，恐怕难觅“她”的芳踪。你们知道 her 读作 /hɜ:(r)/，但这只是 her 在孤立状态下的一种理想读音。在正常的语句环境中，代词 her 因为很少重读，常常被弱化为 /hər/、/ə/ 或 /ə/，并可能通过连读，以同一读音的不同变体形式隐身于连续的语流当中\*。“众里寻他千百度，蓦然回首，那人却在，灯火阑珊处”，幼安词的意境，正是语言学习中这种彷徨状态的写照。不过，对于英语学习而言，要想真正掌握一个单词，单凭“蓦然回首”的机缘是远远不够的，你们还必须在听、说这两种“语言技能”上多下功夫，通过实际语言交流去体会句子的语音、语调、重音和节奏规律，特别要注意对弱化、同化和连读等语音过程的把握。

再进一步，就词义的理解而言，her 又是什么意思？问这样一个问题，绝不是小视各位同学的智力水平。事实上，我们通常认为符号意义的理解就是一个由书写符号到语音符号，再由语音符号到意义的解码过程。对于语言符号的这种理解尽管与我们的常识一致，而且还可能有着某种深厚的哲学和文化传统的支持，但是，对于“综合语言运用能力”的培养来说，这种看法则可能是有害的。过度依赖符号的

\* 在真实的日常谈话的正常语流中，这三句话的读音可能分别是：

I'm waiting for her. — /aɪm 'weɪtɪŋ fəə/

Fill her up. — /fɪlə'ʌp/

I adore her. — /aɪə 'dɔ:rə/

声音和视觉特征，容易使你们忽略对社会、文化等其他方面信息的有效利用。在“Fill her up.”这句话中，her是谁？“她”可能是一辆车！在加油站你们常常听到有人这样吩咐工作人员：Fill her up. ——加满油！英美人通常是用she或her等作为对爱车的昵称。同样，例3的两句对话源于英国小说家狄更斯的名著《大卫·科波菲尔》。小说主人公在和姨婆谈到其女友Dora时，情不自禁地感叹道：I adore her (with my whole soul)! 由于弱化和连读，I adore her听起来就成了I a Dora，招来姨婆善意的嘲讽：Dora indeed. ——真是句句不离Dora呀！这里不得不叹服作家的机智和对母语得心应手的运用。以上两个例子似乎能够说明“文化意识”作为“综合语言运用能力”要素的重要性。了解有关目的语文化的知识以及对其民族优秀文化的认同这些非语言因素，不仅有助于提高你们自身的人文素质和思想修养，也是你们语言运用能力的有机组成部分。

当然，你们的情感、态度——学习的兴趣和动机、遭遇困难时应有的意志力和自信心——在“综合语言运用能力”的培养过程中也起着重要的作用，在此不赘述。最后，我想问一句，你们是否经常上网？在互联网以及多媒体技术迅猛发展的今天，网上的英语学习资源相当丰富，有效选择、利用这些资源是学好英语的一个重要途径，你们所采取的学习策略——与人交往的愿望、策略，对于学习资源的运用等——同样是综合语言运用能力的一个表现。

本套教科书力图从形式和内容两个方面来反映课程标准的要求。每个模块突出一个中心主题，课文的选材涵盖了学校生活、社会文化、自然地理、科学技术和文学艺术等多方面的内容，鼓励同学将自身文化知识、人文素养的提高与英语学习有机地联系起来。每个单元为你们设计了热身、阅读、听说、讨论、轻松一刻、自我评估以及任务型的作业练习等栏目。课文和大多数栏目都配备了录音材料，以便你们能够在真实的语境中学习、体会每一个单词。

你们有机会在普通高中学习，是自己选择和努力的结果。这其中有父母的支持，同时也离不开整个社会的付出，包括你们周围许多不能上学的同龄人的付出。因此，希望你们能够珍惜这个机会，在愉快、健康成长的同时，努力学习，顺利完成高中阶段的学业！

编者

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3	LOVE THY NEIGHBOR	Interpersonal relationships: neighbor	Indifferent attitude; Comparison
4	ARE YOU THE ONLY ONE?	Interpersonal relationships: social behavior	Comparison; Intentions and plans
5	COMMUNICATION IN CULTURE	Language and culture; Language learning strategies	Surprise; Judgment and evaluation; Disagreement
6	SEE YOURSELF	Interpersonal relationships: social behavior, people	Likes and dislikes; Asking for opinions
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Words and Expressions in Each Unit  
Vocabulary

EXPRESSIONS	WORD STUDY	GRAMMAR	
point of view, range from... to, pick sb. up, lie in, in common, in touch with, bare to	over-, -ship, -ence → <i>adj.</i>	The comparative degree of adjectives and adverbs	P1
in terms of, thankful, force ( <i>v.</i> ), share with	expressions of parts of the body	The superlative degree of adjectives and adverbs	P13
rough times, on friendly terms, over time, flow with, remind sb. of sth.		Numerals: cardinal and ordinal	P25
require/requirement/request, have a tendency, take notice, relate to	-oriented	Articles: a/an, the	P37
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It's no good doing sth., on one's back/stomach, exciting vs. excited, it takes time, leave it (up) to sb. to do sth.		Prepositions (2): complex prepositions	P61
act on, build up, work through, make sure, give in	dis-	Prepositions (3): collocation	P73
make the most, have confidence in, accept, compare with, to the point, speak for, in return	in/im/il/ir-, un-, mis-	Pronouns (1): personal, reflexive	P85
			P97
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# FRIENDS

## WARM-UP

Discuss the following questions in groups.

As teenagers we all have friends. What would you say about your friends when thinking of them?

Do you agree that there can be different types of friends?



Do you know anything about your parents' friends and their friendships?

Are you OK, John? You look pale.

*Now are you curious about friendships among adults? Read the following passage and see if there is something different from what you know about friendship.*

## READING

### *Friends, Good Friends — and Such Good Friends*

I once believed that a friend is a friend “all the way”. Now I think that’s a narrow **point of view**, for the friendships I have, and I see, are **carried out** to different **degrees** and can meet different needs. They **range** from very close friendships to the most **casual** ones.



## Varieties of Friendship

**1. Friends of convenience.** They can be a next-door neighbor or the mother of one of our children's closest friends. Friends of **convenience** are convenient indeed. They'll pick us up when we need it. They'll sit our cats when we go on **vacation**. But we don't ever get too close or tell too much: we keep our public face and **emotional** distance, which means that we'll talk about being overweight but not about being sad or disappointed. This doesn't mean that there isn't any value to be found in these friendships of **mutual aid**.



Diane, could you keep an eye on my Sweetie for a while?

**2. Special-interest friends.** These friendships aren't deeply personal or emotional. Their value lies in some shared interest, so we may have an office friend, a **yoga** friend, a tennis friend, or even a shopping friend.



The pink dress looks great on you!

**3. Historical friends.** We all have a friend who knew us when... maybe we were back in the second grade of **elementary school**, when our family lived in that two-room apartment downtown. He or she was the first, the only friend we told our secrets to.



We did have a lot of fun that summer!

The years have gone by, and we have gone different ways. We have little **in common** now, but we're still a personal part of each other's past. We know how we looked before our teeth were **straightened**, and our getting together puts us **in touch with** an earlier part of ourselves, which is important and never lost.

**4. Cross-generational friends.** These are friendships that form across generations. I have in my own life a **precious** friend, a woman of 65, who is wise, who listens well, and who **represents** not only an **ideal** mother to me but also the person I'd like to be when I grow up.



Have you ever given a thought to your future, son?

Best friends, I believe, totally love, **support**, and **trust** each other and **bare** to each other the secrets of their **souls**. They run — no questions asked — to help each other, and tell **cruel** truths to each other when they must be told.

## COMPREHENSION

1. What types do we divide our friends into? Fill in the table below according to your understanding of the text.

Types of friends	What's special about them?	Who are they?
	friends of mutual aid; ...	
		a yoga friend; ...
	those who know how we looked before our teeth were straightened; ...	
Best friends		

2. Discuss the following questions in class.

Do you accept what the author says about friendship? Why or why not?

I've got something different to say!

What types do you divide your friends into? And why?

Try to think of people you know who fit into the types of friends mentioned by the author.



What types of friends seem the most valuable to you?

## EXPRESSIONS

1. Find out how the italicized words and expressions are used in the text.

- (1) Each member of the group may hold a different *point of view* on how to make the plan.
- (2) The store sells everything, *ranging from* toys to gardening tools.
- (3) Is it convenient for you to *pick me up* at the hospital this afternoon?
- (4) A mother's love *lies in* the hot soup and warm clothes she prepares for you, and many other things.



- (5) We talked for just a few minutes and found that we had so much *in common*.  
 (6) The old lady kept all these photos so as to remain *in touch with* her happy old days.  
 (7) Even parents and kids may find it hard to *bare to* each other their true emotions.

**2. Complete the following sentences with the italicized words and expressions above.**

- (1) Dad is coming back from a business trip, and Mom is going to \_\_\_\_\_ him \_\_\_\_\_ at the airport.  
 (2) True wealth doesn't \_\_\_\_\_ what we have but \_\_\_\_\_ what we are.  
 (3) The Internet helps us keep closely \_\_\_\_\_ the outside world.  
 (4) Only in his letters did he \_\_\_\_\_ his true thoughts and feelings \_\_\_\_\_ the people who had known him for so long.  
 (5) It is fantastic that people in the world have so much \_\_\_\_\_ across cultures.  
 (6) The little boy has a large collection of stamps, which \_\_\_\_\_ the earliest stamps ever used in China \_\_\_\_\_ those from the far corners of the world.  
 (7) It is important to have your own \_\_\_\_\_ in your writing, but that doesn't mean that you cannot use other people's words when it is necessary.

**WORD STUDY**

**Word-formation: *over-*, *-ship*, *-ence* → adjective**

**1. Do you know that “*over-*” and “*-ship*” can be used to make other words apart from those in the text?**

overdo/overdone    overcrowd/overcrowded/overcrowding

“*Over-*” means “too much” or “to too great an extent”.

hardship    ownership    authorship

leadership

“*-ship*” means “the qualities, status, or ability of being sth.”.

**2. Nouns with the “*-ence*” ending can be easily changed into adjectives. Here is how:**

convenience → convenient    patience → patient    presence → present

**Try them out yourself!**

difference                      dependence                      confidence  
excellence                      innocence

*Check them out in the dictionary. What about nouns with the “-ency” ending?*

**GRAMMAR**

**Grammar from the text**

**Study the given examples and rewrite.**

(1) We keep our public face and emotional distance, *which* means that we’ll talk about being overweight but not about being sad or disappointed.

**Please rewrite:** We are still in touch with each other. This means that the emotional connection between us is still there.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(2) A woman of 65, *who* is wise, *who* listens well, *and who*...

**Please rewrite:** I couldn’t move my eyes from those children. They were laughing and shouting. They were talking in their own language. They were far away from the adults’ world.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Step-by-step grammar: *the comparative degree of adjectives and adverbs***

**1. The comparative degree of adjectives and adverbs can be expressed in two ways.**

**Look at the following examples. Try to tell what all the adjectives and adverbs in each group have in common and how their comparatives are indicated.**

**Group 1:** hard – harder    old – older    fast – faster  
tall – taller    clever – cleverer  
narrow – narrower  
shallow – shallower

*What is in common?*

\_\_\_\_\_

*How do we form the comparatives?*

\_\_\_\_\_

**Group 2:** difficult – more difficult  
exciting – more exciting  
probable – more probable  
quickly – more quickly

*What is in common?*

\_\_\_\_\_

*How do we form the comparatives?*

\_\_\_\_\_

**Group 3:** fat – fatter sad – sadder  
thin – thinner big – bigger

*What is in common?*

*How do we form the comparatives?*

**Group 4:** nice – nicer late – later  
safe – safer fine – finer  
large – larger

*What is in common?*

*How do we form the comparatives?*

**Group 5:** dry – drier lucky – luckier  
heavy – heavier  
busy – busier

*What is in common?*

*How do we form the comparatives?*

**2. Complete the following sentences with the comparative forms of the adjectives or adverbs.**

- (1) It costs less to live in \_\_\_\_\_ (small) towns and rural areas than in big cities.
- (2) Can you talk a bit \_\_\_\_\_ (quietly)?
- (3) Cloning is a \_\_\_\_\_ (recent) technology than many others in biological sciences.
- (4) She thought Beidaihe would probably be somewhat \_\_\_\_\_ (lively) and possibly \_\_\_\_\_ (safe) and \_\_\_\_\_ (cheap) than other resorts.

**3. Complete the following sentences with *the* + comparative.**

- (1) \_\_\_\_\_ (old) we grow, \_\_\_\_\_ (poor) our memory will become.
- (2) \_\_\_\_\_ (much) he talked, \_\_\_\_\_ (much) bored I became.
- (3) \_\_\_\_\_ (expensive) petrol becomes, \_\_\_\_\_ (few) people drive.

**4. Complete the following sentences with comparative + *than*.**

- (1) She is two years \_\_\_\_\_ (young) \_\_\_\_\_ I.
- (2) The yearly production at Milkco has grown ten times \_\_\_\_\_ (much) in 2002 \_\_\_\_\_ that in 1982.
- (3) The shopping mall has \_\_\_\_\_ (many) customers \_\_\_\_\_ that supermarket.
- (4) Madam Curie is \_\_\_\_\_ (famous) \_\_\_\_\_ many male scientists.
- (5) Time is \_\_\_\_\_ (precious) \_\_\_\_\_ anything else.

# LISTENING AND SPEAKING

## 1. Listen for the key words in the two dialogues.

*Dialogue 1: Gao Ming is going to treat Wang Song to a delicious meal at a restaurant.*

Gao Ming: Hey, Wang Song! My \_\_\_\_\_ told me that they're not coming back for \_\_\_\_\_ this evening. So I'm going to \_\_\_\_\_. Will you come with me?

Wang Song: I'm \_\_\_\_\_. I've gone through my \_\_\_\_\_ for the week already.

Gao Ming: Don't worry about it. It's my \_\_\_\_\_.

Wang Song: Are you sure? You're so \_\_\_\_\_!

Gao Ming: And \_\_\_\_\_, too.

Wang Song: So, where are you \_\_\_\_\_ me?

Gao Ming: It's \_\_\_\_\_ to choose. But, don't \_\_\_\_\_ it, man!



*Dialogue 2: Steve doesn't seem to be getting enough sleep. He's been under a lot of stress recently.*

Sydney: Steve, you look \_\_\_\_\_. What's the matter?

Steve: I \_\_\_\_\_ all night last night.

Sydney: Is something on your \_\_\_\_\_? You look so \_\_\_\_\_!

Steve: Well, I'm terribly \_\_\_\_\_. My teacher is very \_\_\_\_\_. He asked me to write \_\_\_\_\_. Now the \_\_\_\_\_ are near, and I still haven't finished all of my \_\_\_\_\_.

Sydney: Is there \_\_\_\_\_?

Steve: Well, I guess no one can help me but myself. For the moment, I just need someone to \_\_\_\_\_ so that I can \_\_\_\_\_.

Sydney: Don't take it \_\_\_\_\_! Everything will be \_\_\_\_\_ soon.

## 2. Learn the expressions the two friends used in the dialogues by answering the following questions.

- (1) How do they make suggestions?
- (2) How do they express their concerns for friends?
- (3) How do they comfort worried friends?
- (4) How do they offer help?
- (5) How do they express their own worries?
- (6) How do they express thankfulness?

3. Practice the dialogues with a partner. You may use different words and exchange roles between yourselves.

## TASK 1

Try writing a poem to express your own thoughts and feelings about friendship. You can write just for your own friends!

The following expressions may be useful:

*personal, emotional, mutual, ideal, casual, precious, wise; secret, soul; share, bare to, represent; in common, in touch with*

### Learning Tip

You have to be careful that all the lines in your poem are acceptable grammatically. Don't worry too much about rhyme, but, of course, rhyme will make your poem sound more beautiful.



*Read this little poem written by an American teenager about her friendship. Do you enjoy it?  
Try writing a poem on your own.*



## Promise

*Jessica Sills*

As you sit in silence  
Wondering why  
I'll be your shoulder to cry on  
Until your tears run dry.

When you've been hurt  
And can't believe what they've done  
If you need someone to talk to  
I'll be the one.

If a close friend hurts you  
And you don't understand  
Remember I'm here  
I'll lend a helping hand.

# SELF-ASSESSMENT

1. Score your own performance in the LISTENING AND SPEAKING activities in this unit.

- A. "Excellent!"      B. "Pretty good!"
- C. "Not bad, but I need some improvement."      D. "Work harder next time!"

Pronunciation and intonation	Vocabulary	Sentence management	Performance and cooperation with classmates

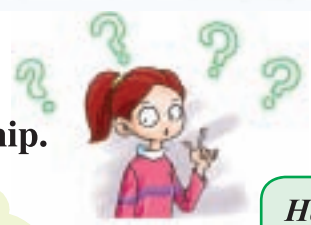
2. Find a partner and exchange the poems you have written on friendship. Do you like your partner's work? How many stars do you think his or her work deserves?

- ★★★★★ "Beautiful and touching!"
- ★★★★ "Pretty good!"
- ★★★ "OK, but needs some improvement."

My partner's poem	My poem

# FUN TIME

Some witty words on friendship.



A friend in need is a friend indeed!

*Have you realized that there can be a variety of viewpoints on friendship? Sometimes they sound so different from each other!*



Prosperity makes friends, adversity tries them.

A hedge between keeps friendship green.

The holy passion of friendship is of so sweet and steady and loyal and enduring a nature that it will last through a whole lifetime — if not asked to lend money.  
*Mark Twain*



## FURTHER READING

### On the Street

Vivian Gornick

A writer who lived at the end of my block died.

I had known this woman more than twenty years. She admired my work, shared my politics, and liked my face when she saw it coming toward her. I could see that, but she didn't want to



spend time with me. We would run into each other on the street, and it was always big smiles, a wide embrace, kisses on both cheeks, a few minutes of happy unguarded chat. We would always talk quickly and excitedly. Inevitably I would say, "Let's get together." She would nod and say, "Call me."

I would call, and she would make an excuse to call back, then she never would. Next time we would run into each other: big smile, great hug, kisses on both cheeks, not a word about the unreturned call. It was very difficult to understand her: I could not see through the mask of smiling politeness. We went on like this for years.

Sometimes I would run into her in other parts of town. I would always be startled, and she too. New York is like a country; the neighborhood is your town. Sometimes you spot someone from the block or the building in another neighborhood, and the first thought coming to the brain is, "What are you doing here?" We would each see the thought on the other's face and start to laugh. Then we would both give a brief wave and keep walking.

Six months after her death I passed her house one day and felt stricken. I realized that never again would I look at her and think, "Why doesn't she want my friendship?" She was gone from the landscape of small and unimportant encounters. I missed her then. I missed her terribly.

**Match the words in the left column with their paraphrases in the right column, with the help of the examples in the text above.**

- |                |  |
|----------------|--|
| (1) block      | A. an area of land in a town with streets on all its sides         |
| (2) inevitable | B. surprised and frightened slightly by sth. sudden and unexpected |
| (3) startled   | C. a meeting with someone unexpectedly                             |
| (4) landscape  | D. certain to happen and cannot be prevented or avoided            |
| (5) encounter  | E. everything one can see when looking across an area of land      |

**DISCUSSION**

1. Does the author want to make friends with her neighbor? Why?
2. Does the author try to make friends with her neighbor? And how?
3. Why does the author mention her encounters with her neighbor in other parts of town? (Were these encounters the same as those in the author's neighborhood? If not, what's the significance of the difference?)
4. The author used to ask, "Why doesn't she want my friendship?" Can you answer this question?
5. How do people become friends? Why do some people fail to be friends even if they want to?

**TASK 2**

Ask your parents about their friends and friendships, including the ways they define and classify friends, their description of friends, their actual experiences of friendship, and anything else they would like to tell you about friendship.

Compare what you hear from your parents with your own understanding and experience of friendship, and write down the results in the following table.

	My father/mother	Myself
What's a friend?		
Different kinds of friends?		
My friend is like...		
The best friend of mine is..., because...		
The happiest memory of friendship is...		
Any sad experience of friendship?		
What are the similarities and differences between my parents and me in friends and friendship?		

## FOR YOUR ENJOYMENT

Let's sing a song about friendship!



## BRIDGE OVER TROUBLED WATER

*Simon and Garfunkel*

*When you're weary, feeling small  
When tears are in your eyes, I will dry them all  
I'm on your side, when times get rough  
And friends just can't be found  
Like a bridge over troubled water, I will lay me down*

*When you're down and out, when you're on the street  
When evening falls so hard, I will comfort you  
I'll take your part, when darkness comes  
And pain is all around  
Like a bridge over troubled water, I will lay me down*

*Sail on Silvergirl, sail on by  
Your time has come to shine, all your dreams are on their way  
See how they shine, if you need a friend  
I'm sailing right behind  
Like a bridge over troubled water, I will ease your mind*

**Find the tune of this song, and learn to sing along with your friends.**

**There must be some other songs, English or Chinese, about friendship. Maybe we can hold a concert entitled "Friendship in Music".**

# GROWING UP IN A FAMILY

**WARM-UP**



**1. When do you think children have grown up? Check your choices in the boxes below. Can you suggest any other ideas?**

**I think children have grown up when they...**

- have their own pocket money.
- have their first date.
- don't want to show their diaries to their parents.
- drink their first glass of wine.
- bicycle to school by themselves.
- wash their own clothes.
- cook their own breakfast in the early morning.
- do the housework at home.
- are good helpers to their parents.



**Your ideas:**

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---

**Do you have the same choices as your partners? Talk about why you made these choices.**

**2. When do you think you grew up? (When do you think you will be grown-up? )**

I think I grew up when I... (I think I will be grown-up when I...)



## Get Space at Home



Jiang Mei has been **upset recently**. She caught her mother in her room looking through her letters and diaries. “It all happened after a parents’ meeting where they heard that some girls and boys at school were **dating**,” Jiang said. Though she does have some friends of the opposite sex, Jiang says they are just ordinary friends. “Anyway, I do enjoy a lot of freedom because I have my own room and a cell phone,” she said.

As living conditions **continue** to improve in China, more and more teenagers are getting their own bedrooms. This means more freedom **in terms of physical** space. But many students are not psychologically free, like Jiang. However, some parents are realizing that they need to give their children more space to grow **mentally**.

Wang Yeye, a student at a high school in Beijing, was very thankful to her mother. “She thinks that if parents **force** their own way of thinking on the child, the child won’t really grow up,” Wang Yeye said.

Wang believes **communication** helps her keep close to her parents. When something **delighting** or upsetting happens in school, she shares the experience with her parents. At first, when male classmates phoned her at home, her mother, like Jiang’s, would ask who they were. “After I told her the names of the callers, with whom she was **familiar**, she would no longer bother to ask,” she said.

“Allowing children enough free space plays an important part in parent-children relations,” Zhao Qiusheng said. Zhao is now an **experienced** and successful high school head teacher. She has had many heart-to-heart conversations with her students and their parents.

“My students often complain that their parents have forgotten how they felt when they were young,” Zhao said. She suggests parents should try to communicate with their children in an understanding way. They should listen to their problems and offer necessary help.

Wang Jisheng, a **researcher**, agrees to Wang Yeye’s way of **dealing with** her parents. “Children can start with talking about things that happen in their daily school life. This helps build up a natural **atmosphere** of communication.” He believes that if students can communicate well with their parents, they are more likely to **cooperate** with people in society.

## COMPREHENSION

### 1. Which of the following descriptions are true of Jiang Mei? And which are true of Wang Yeye?

- (1) She has been unhappy lately.
- (2) She has some friends of the opposite sex, but they are just ordinary friends.
- (3) She believes communication helps her keep closer to her parents.
- (4) She was very thankful to her mother.
- (5) She has her own room and a cell phone.
- (6) She is not psychologically free.
- (7) Her mother thinks that parents shouldn't make decisions for the children.
- (8) Her mother looked through her letters and diaries one day.
- (9) She shares her feelings with her parents.
- (10) Her mother doesn't ask her anymore about her telephone calls with her male classmates.

### 2. Answer the following questions.

For teenagers who do not have their own rooms, and how do they "get space at home"?

## EXPRESSIONS

### 1. Study the following expressions and examples carefully. Work out their meanings with a partner.

- (1) This means more freedom *in terms of* physical space.
  - ① Distances can be expressed *in terms of* kilometers as well as miles.
  - ② Playing video games is cheap *in terms of* money spent, but costly *in terms of* time wasted.
  
- (2) Wang Yeye was very *thankful to* her mother.
  - ① We are *thankful to you for* your timely and unselfish help.
  - ② You should be *thankful to him for* it.
  
- (3) She thinks that parents sometimes *force* their own way of thinking *on* the child.
  - ① He was *forced* to open the door by the burglars.
  - ② My mother *forced* her opinion of the boy *on* me.
  
- (4) She *shares* the experience *with* her parents.
  - ① She *shared* her chocolate bar *with* a friend.
  - ② Mary *shares* her room *with* her sister.



## 2. Match the words in Column A with their meanings in Column B.

### A

- (1) share sth. with sb.
- (2) force
- (3) in terms of
- (4) thankful (to sb.) for sth.

### B

- A. pleased and grateful (to sb.) for sth.
- B. to use physical strength to do sth.
- C. to have, use, do, or pay sth. together with another person or other people
- D. showing which particular way you are thinking about sth.

## 3. Fill in the blanks with the appropriate expressions you have learned from above.

- (1) His sad story \_\_\_\_\_ me to examine my attitudes.
- (2) If you have a bike, let me \_\_\_\_\_ it with you.
- (3) I am \_\_\_\_\_ to you for your kindness.
- (4) Let each student read \_\_\_\_\_ his own taste.
- (5) The apartment is ideal \_\_\_\_\_ size, but it is very expensive.
- (6) I was \_\_\_\_\_ for my thick coat when it started to snow.
- (7) We should \_\_\_\_\_ with the world the sorrow resulting from the death of this great man.
- (8) The man \_\_\_\_\_ his way into my house.

## 4. Now can you and your partner make more sentences with each of the expressions? Share your sentences with the class, and let's see whose pair work is the best!

## WORD STUDY

### Learn expressions of parts of the body.

*Sometimes we use expressions of different parts of the human body to describe the way people do things. Such words give vivid pictures and are easy to understand and remember.*



### Try to guess the meaning of each italicized expression in the following sentences.

- (1) True friends will communicate *heart to heart* with each other.
- (2) People often see that old couple taking a walk *hand in hand* in the park.
- (3) Selfishness and unhappiness often go *hand in hand*.
- (4) It'll be hard for me to work *shoulder to shoulder* with someone I hate.
- (5) I get nervous easily when answering phone calls. I prefer to talk to the other person *face to face*.

- (6) My father sees *eye to eye* with me on most things.
- (7) Whenever you see this child grin from *ear to ear*, you can bet he has just played some trick on somebody.
- (8) He and his brother have to go *head to head* in this competition.

**With small changes to the forms of these expressions, they will become adjectives.**

<i>heart-to-heart</i> conversations	<i>face-to-face</i> communication
<i>hand-in-hand</i> relationship	<i>head-to-head</i> competition

## GRAMMAR

### Step-by-step grammar: *the superlative degree of adjectives and adverbs*



Mr. Bond is a *strong* man.



Mr. Bingo is *stronger* than Mr. Bond.



Mr. Armstrong is *the strongest* man of the three.



This is an *exciting* book.



This is a *more exciting* book.



This is *the most exciting* book.



Mary sings *well*.



Jane sings *better*.



Mrs. Smith sings *the best*.

(1) Write down some adjectives or adverbs whose comparative and superlative forms are irregular.



(2) Find the six mistakes in the following passage and correct them.

One of the successfulest pop stars in the 1980s and 1990s, Janet Jackson was born on May 16, 1966, to a well-known musical family. As the most youngest of nine children, Janet grew up in the music business. Janet began singing as a child, but she was even most popular among the TV audiences through her appearances on such shows as “Good Times” and “Fame”. Her second album, *Dreamstreet*, sold well but not as good as her first one. In 1991 Janet signed a \$32 million contract with Virgin Records, the big recording contract at that time. With a new image, Jackson’s 1993 album, *Janet*, sold over 15 million copies and continued to make her even famous. Later that year Jackson re-signed with Virgin for a reported \$80 million, making her most highest paid recording artist of all time. To date she has sold 40 million albums, won three Grammy awards, and earned an Oscar nomination.

## LISTENING AND SPEAKING



### 1. Listen to the conversation between a parent and a teacher, and then answer the following questions.

- (1) What does the teacher think of the parent?
- (2) If the parent always controls the child, what problem might the child have according to the teacher?
- (3) What are the worries of the parent if the child is not controlled?
- (4) What does the child need at his age?

### 2. Pair work. Suppose you are the head teacher of your class and you want to have a talk with the parent of one of your students. Work out the problem with him/her and think how you can make him/her accept your advice. Practice the dialogue with your partner and then act it out.

### 3. People have different views on child raising.



*Children should be allowed to make their own decisions. If they make mistakes, don't get upset about it; they can learn something from the mistakes.*



*Parents should give children adequate advice on what to do.*

*It is important to be strict with children.*



*Parents should set a good example for children; what matters is not what parents say, but what they do.*



What do you think is the most important aspect of child-raising? Work in groups and discuss with your classmates.

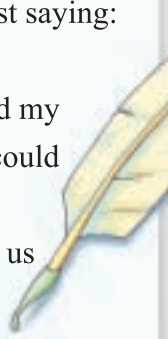
*I think parents should...*

**TASK**

**1. Children sometimes think their parents do not understand them. They complain about their fathers being too strict and their mothers being worried about almost everything. What do you think of your parents? Here is a letter written by a grown-up daughter to her mother published in a magazine. How do you feel about it?**

Dear Editor,  
Will you please print this letter on Mothers' Day? It would mean a lot to me. I think it might also mean a lot to others who feel the same as me but don't know how to put it into words.

Dear Mom,  
I wish I could spend Mothers' Day with you but I can't, so I'm writing a letter and hope you'll read it from this magazine.  
Mom, I love you so much. So many things that I didn't understand when I was young, I understand now. I didn't know how much you were hurt until I was hurt the same way by my own children. I didn't realize how lonely you were until I was lonely.  
I didn't know how tough it was when you were having trouble with Dad and us kids. Now I know. I didn't have any idea of how hard you worked and the burdens you carried until I traveled that road myself. I didn't know how many times I could have made you happy by just saying: "I love you, Mom." Now I know what it would mean to hear it from my children.  
I didn't know how completely a mother can love her children until I grew up and had my own. It took me all my life to learn what a mother is. I wish there were some way I could let you know that I appreciate everything you did — and everything you are.  
Thank you, Mom, for your years of devotion and unselfishness, your efforts to teach us by example and help us to grow up straight and strong. You are the greatest.



Your daughter

**2. Write a letter to your parents and tell them how much you love them.**

## SELF-ASSESSMENT

### 1. What have you learned from this unit? Check the items that are true of you.

I understand that my parents' love for me is important in my life.

I know that my conflict with my parents is common among teenagers.

I think I need to spend more time communicating with my parents.

I think I should not do exactly what my parents want me to do.

When I don't agree with my parents, I will not just argue. I will explain how I feel to them.

### 2. After you have finished this unit, can you tell which learning strategies are the most useful?

I liked reading the text which tells about our own lives.

I liked listening to people talking.

I liked talking about something interesting.

I liked writing a letter to show my real feelings.

## FUN TIME

Many people have tried to express their ideas of childhood and adulthood in very short, witty sayings. Read the sentences below. Can you understand them?

- *The child is the father of the man.*
- *Like father, like son.*
- *Every child is born a genius.*
- *Youth is a disease from which we all recover.*
- *No man is ever old enough to know better.*
- *What is an adult? A child blown up by age.*
- *To be adult is to be alone.*



FURTHER READING

Busy Student Forgets to Help out at Home

I am the only person in my family who has reached senior high school, so I am the “best-educated”. I also used to be the most impolite because I never thought about my manners.

As a busy senior student, I always came home from school late. When I got home at noon, it was time for lunch. After eating, I went to school again. I didn’t think there was anything wrong with this. But one day, when I was ready to go to school after lunch as usual, Dad stopped me. “Could you spare me one minute?” he asked. “Just one minute.” I looked at the clock and found I didn’t have much time left. “OK, Dad, but please make it quick.” “All right. I know you are busy, so I will just ask you two questions. Could you find out how many things you have done for our family, such as washing or cleaning the floor? And, could you tell me how often you say hello to the family members when you get home? I don’t want you to answer my questions now. Tell me when you come back from school.”



That day, when I was at school, I thought about the questions without understanding why Dad had suddenly asked them. Then, my friend, a girl from a rich family, asked me what was puzzling me. After I told her, she laughed. “Hey! That’s nothing important! You know, I never do anything or say hello to anybody when I am at home either.” Then she added, “I bet 90 percent of our class have never done these things.”

Really? At that moment, I understood why my dad had asked those questions. It was because it is good manners to do the washing or say hello to your family. However, most of us students don’t know or even care about this. How sad we are!

Imagine we have never helped out at home.

Imagine we never say hello to our family when we get home.

Imagine we don’t know what good manners are.



I finally realized how I should answer my dad’s questions. First, I would do all those things that are called good manners. Second, I would call on my classmates to be aware of their manners as soon as possible.

That night I told my decisions to Dad. “Good,” he said. “Better late than never.” The next afternoon, when I got home, I saw Mom in the kitchen cooking. “Hi, Mom, I’m home,” I said. She looked at me and gave me a big smile.

## 1. Check the correct answers according to your understanding of the text.

- ( ) (1) I am the “best-educated” because...
- A. I have good manners.
  - B. I am the only person in my family who reached senior high school.
  - C. I teach my family to read and write.
  - D. I study very hard at school.
- ( ) (2) Dad asked me...
- A. if I had done any housework such as washing or cleaning for the family and said hello to the family.
  - B. why I had bad manners at home.
  - C. why I was so busy.
  - D. why I came back home so late every day from school.
- ( ) (3) My friend thought my dad’s questions were...
- A. the questions she wanted to ask me.
  - B. very important for her.
  - C. not important at all.
  - D. the same questions her dad had asked her.
- ( ) (4) I understood why my dad asked those questions when I learned that...
- A. most students had good manners.
  - B. most students had done the housework at home.
  - C. nobody had done the housework.
  - D. 90 percent of our class had never done any housework or said hello to the family.
- ( ) (5) In the text, “ Better late than never” means...
- A. I should have started to have good manners earlier.
  - B. it is still a good thing to start to have good manners although I am starting to do it at a late time.
  - C. it is too late for me to have good manners.
  - D. I should never behave badly.





**2. Answer the questions below based on your own situation, and then compare your answers with those of your classmates. Can you find anything in common?**

How often do you do the housework at home?

What kinds of housework would you like to do?

What could be your reasons for doing the housework?

What could be your reasons for not doing the housework?

Do you think you can learn anything from doing the housework? If yes, what is it?

## FOR YOUR ENJOYMENT

This is a poem written in a young person's point of view. What do you think of it? Read and discuss it with your classmates.



### CONFLICT

*Ulrich Schaffer*

They say:  
Make up your mind;  
Decide;  
Exercise your will power;  
Don't go by just your feelings;  
Be rational.

And when I do that  
They say:  
Don't be so stubborn;  
You're so rigid;  
Give a little;  
Don't you have feelings?

Yes, I do.

# LOVE THY NEIGHBOR

## WARM-UP

1. “Love thy neighbor” is a saying which encourages people to keep good relationships with their neighbors. Do you love your neighbors? Or rather, do you know your neighbors? Look at the following statements and check those that are true of your situation.

- I know my neighbors’ names.
- I sometimes visit my neighbors’ homes.
- I exchange greetings with my neighbors.
- I sometimes borrow things from my neighbors.
- I don’t know where my neighbors work or study.
- I seldom see my neighbors.
- I have never talked to any of my neighbors.
- My neighbors are always making a lot of noise.
- I sometimes invite my neighbors to come in for a chat.
- I don’t think I’ll ever make friends with my neighbors.
- I love my neighbors.
- I hate my neighbors.

2. If you were asked to choose one of the following groups of people to be your neighbor, which group would you choose? What are the reasons for your decision?







## Love Thy Neighbor

*George A. Crispin*

On my fortieth birthday, I moved into my **present** home. In doing so I also moved into a new neighborhood. Over the course of time I made many friends, and it would be nice to say I made friends with everybody, but this was not true. With my next-door neighbor I had **rough** times. On most days we were on friendly terms and **occasionally** were able to do each other a **favor**. The **conflict** came around the **hunting** season. Once my neighbor came knocking on my door, saying that he had wounded a deer that then ran onto my land and asking if he could follow and finish it. I politely refused and, by myself, walked my land for several hours but found no signs of any deer.

This caused **tense relations** to be sure, and when my neighbor did kill a deer, he hung it behind his house within a few feet of my house. For days as we drove in and out, there was that deer. I knew they needed the meat; it was part of their **income**, but the hanging deer really **annoyed** me. In the neighborhood I was one of the few who **opposed** hunting.

For exercise and **profit**, my neighbor cut wood. Some he sold, some he used to **heat** his home. One cold winter day I asked him the price of his wood. The next day it was **delivered**. Although it looked big, it did not last as long as I expected, so I ordered some more. I was worried this could get expensive. Not long after, as I drove down my **lane**, he **waved** to me and said he had just cut some wood, but it was poor quality and he needed the space. He said he would give it to me for free. I happily accepted this **gift**.

Over time he must have discovered that our need was great, for every time he had **extra** wood, we could have it. Our debt in **gratefulness** began to grow. Then one day I had an idea. Summertime is when my land flows with milk. Remembering his **generous** offer of **firewood**, I wondered if he might need milk. He did. He offered **payment**, but I **reminded** him of the firewood. Now every day I walk to his door to deliver the milk. We use these **occasions** to visit and talk about the weather and our gardens. One day, he said, “My green beans are just now **ripe**. You want some?”

In the daily exchange with my neighbor, I have come to know that love does not always require deep **emotion**. What it requires is helpfulness, trust, and kindness. All of these qualities have been built over the past years between my neighbor and me. Now I believe I really understand the meaning of the instruction, “Love thy neighbor”.

# COMPREHENSION



## 1. Below are the answers to some questions about the passage you have just read. What are the questions?

- (1) On his fortieth birthday.  
\_\_\_\_\_ ?
- (2) Around the hunting season.  
\_\_\_\_\_ ?
- (3) He wanted to look for a wounded deer.  
\_\_\_\_\_ ?
- (4) He hung it behind his house.  
\_\_\_\_\_ ?
- (5) He was annoyed.  
\_\_\_\_\_ ?
- (6) For exercise and profit.  
\_\_\_\_\_ ?
- (7) The wood was poor quality and he needed the space.  
\_\_\_\_\_ ?
- (8) Summertime.  
\_\_\_\_\_ ?
- (9) They talked about the weather and their gardens.  
\_\_\_\_\_ ?
- (10) Helpfulness, trust, and kindness.  
\_\_\_\_\_ ?

## 2. Read the passage again and put these events in proper order.

- \_\_\_ A. I bought some firewood from my neighbor.
- \_\_\_ B. I got annoyed with my neighbor.
- \_\_\_ C. My neighbor gave me some green beans.
- \_\_\_ D. I have really come to understand what is meant by "Love thy neighbor".
- \_\_\_ E. I moved into a new neighborhood.
- \_\_\_ F. I offered to give my neighbor some milk.
- \_\_\_ G. My neighbor gave me some firewood for free for the first time.
- \_\_\_ H. My neighbor hung a killed deer behind his house.
- \_\_\_ I. My neighbor wanted to look for a wounded deer on my land.
- \_\_\_ J. The hunting season began.

## 1. Find the following expressions in the text and study the examples carefully.

(1) *rough times*

Mick and his girlfriend are going through *a rough time*.

Even good friends can have *rough times*.

(2) *on friendly terms*

We used to be *on friendly terms*, but after the accident we began to avoid each other.

Very quickly, Mary and the other students were *on friendly terms*.

(3) *over time*

*Over time* he must have discovered that our need was great.

*Over time* you will understand what I have said today.

*Over ten years time*, he donated a million *yuan* to the Hope Project.

(4) *flow with*

The battlefield *flowed with* rivers of blood.

Her heart was *overflowing with* happiness.

(5) *remind sb. of sth.*

That song always *reminds me of* my happy days in primary school.

Her voice *reminds me of* my mother's voice.

## 2. Rewrite the following sentences with the expressions you have learned.

(1) There was garbage everywhere in the city.

---

(2) Most of us will experience some difficulties in our lives.

---

(3) Whenever I see this old dictionary, I remember my first English teacher.

---

(4) After some time I came to know that John was a kind person inside.

---

(5) Although Mick and Mary don't love each other, they have a good relationship.

---



### Step-by-step grammar: *numerals: cardinal and ordinal*

#### 1. Write down the following numbers in English.

(1) 36 000 \_\_\_\_\_

- (2) 345 000 \_\_\_\_\_
- (3) 987 324 \_\_\_\_\_
- (4) 5 322 432 \_\_\_\_\_
- (5) 564 347 143 \_\_\_\_\_

**2. Put the following cardinal numbers into the ordinal numbers.**

*Example:* 18 — *eighteen* → 18th — *eighteenth*

- (1) 1 — one →
- (2) 2 — two →
- (3) 3 — three →
- (4) 9 — nine →
- (5) 12 — twelve →
- (6) 20 — twenty →
- (7) 55 — fifty-five →
- (8) 101 — one hundred and one →
- (9) 100 000 — one hundred thousand →
- (10) 100 003 — one hundred thousand and three →

**3. Fill in the blanks with the words that correspond to the numbers in brackets, making changes (such as from the cardinal numbers to the ordinal numbers) where necessary.**

- (1) Today is the \_\_\_\_\_ (12) of November.
- (2) There were \_\_\_\_\_ (24) members in the team. Li Ming was the \_\_\_\_\_ (21) on the list.
- (3) She was only \_\_\_\_\_ (6) when she won \_\_\_\_\_ (2) prize for the singing contest.
- (4) The \_\_\_\_\_ (1), \_\_\_\_\_ (2) and \_\_\_\_\_ (3) runners won medals.
- (5) Wang’s books were very popular in the late \_\_\_\_\_ (1990s). She was then in her mid-\_\_\_\_\_ (40s), and her son was in his early teens.
- (6) The artist lived in the \_\_\_\_\_ (1900s).
- (7) —How would you like your money?  
—In \_\_\_\_\_ (10), please.
- (8) The temperature today is \_\_\_\_\_ (−14°C).
- (9) You have a \_\_\_\_\_ (50-50) chance of success.
- (10) There are over \_\_\_\_\_ (100) people attending the conference, among whom \_\_\_\_\_ (1/4) are from abroad and \_\_\_\_\_ (3/4) are from home.

#### 4. Complete the following sentences.

- (1) Tom earns \_\_\_\_\_ (比约翰多一倍). And Mary earns \_\_\_\_\_  
\_\_\_\_\_ (比汤姆多两倍). John's salary \_\_\_\_\_  
\_\_\_\_\_ (是玛丽的 1/6).
- (2) The production this year \_\_\_\_\_ (增加了 35%).
- (3) He won the race \_\_\_\_\_ (以 1% 秒的优势).
- (4) To speed up the project \_\_\_\_\_ (3 倍), we need \_\_\_\_\_  
\_\_\_\_\_ (6 倍的钱).
- (5) \_\_\_\_\_ (数十人) participated in the contest and there were \_\_\_\_\_  
\_\_\_\_\_ (成百上千的观众).
- (6) There are altogether 2000 employees in the company. \_\_\_\_\_  
(他们中的 800 人) are in Beijing.
- (7) They have exported \_\_\_\_\_ (3 万台电脑), \_\_\_\_\_  
\_\_\_\_\_ (其中的两万台) were produced in Shenzhen.
- (8) Hong Kong has a population of about \_\_\_\_\_ (600 万).
- (9) The package weighs \_\_\_\_\_ (9 磅 11 盎司).
- (10) This is \_\_\_\_\_ (一个 9 磅 11 盎司重的包裹).
- (11) The tennis player is \_\_\_\_\_ (5 英尺 8 英寸高).
- (12) The tennis player \_\_\_\_\_ (是一个 5 英尺 8 英寸高的女人).

#### *Learning Tip*

When a cardinal number is changed into an ordinal number, we usually put "th" at the end of the word. But those cardinal numbers which end with the letter "e", i.e. *one, three, five, nine, twelve*, are irregular. Thus we have *first, third, fifth, ninth, twelfth*, all of which have lost the letter "e".

### LISTENING AND SPEAKING



#### 1. Listen to the interview about relationships between neighbors in Britain.

Take notes on the reasons why young people do not have close relationships with their neighbors. Some key words have been provided for you. You may

also write down anything else you think is important.

Why do young people not have close relationships with their neighbors?	
Reason 1	<i>Different lives:</i> They move more _____; they don't live _____ very long; they have no desire to _____.
Reason 2	<i>Struggle for career:</i> They go to work _____ and come home _____; they _____ very frequently; so they have little _____ to _____ each other.
Reason 3	<i>Information technology:</i> It makes it _____ for people to keep in touch with _____, so there is _____ to make new friends.
Reason 4	<i>General indifference:</i> People are more wrapped up in _____; they don't want to be part of _____.

**2. Speak in pairs.**

*Role A: a young person who has a job and who has moved out of his/her parents' home to live alone*

*Role B: Role A's parent*

**You can make necessary changes to the interview you have just heard. You may begin like this:**

Parent: Do you know your next door neighbor, my dear?

Child: Do I have to? I've got no desire to know them.

Parent: Why? You know we've been getting along well with our neighbors here for years.

Child: Well, Mom/Dad, I'm living a very different life from yours. I...



**TASK 1**

Use the questionnaire below to interview as many people as you can. If some of them do not speak English, you can talk in Chinese. Based on your interview results, write a short report. If you like, post your report on the wall of your classroom.

(1) If your neighbor wanted to borrow 100 *yuan* for an emergency, would you lend him/her the money?  
 Yes  No  Why? \_\_\_\_\_.

(2) If your neighbor wanted to borrow some eggs, would you lend him/her?  
 Yes  No  Why? \_\_\_\_\_.

(3) If your neighbor had a lot of fruit and wanted to give you some, would you take it?  
 Yes  No  Why? \_\_\_\_\_.

(4) If you were cooking dinner but found you had no more salt, would you ask your neighbor for any?  
 Yes  No  Why? \_\_\_\_\_.

(5) If your neighbor was going away for some time and he/she asked you to watch over his/her home, would you agree?  
 Yes  No  Why? \_\_\_\_\_.

(6) If your neighbor had some guests stay for the night, but he/she didn't have enough rooms, so he/she asked you to lodge one of the guests in your house, would you agree?  
 Yes  No  Why? \_\_\_\_\_.

## SELF-ASSESSMENT

### 1. To what extent did you enjoy learning this unit?

- (1) I find the topic of this unit \_\_\_\_\_.
- A. very interesting
  - B. somewhat interesting
  - C. not interesting
- (2) As for the reading and listening materials, \_\_\_\_\_.
- A. I enjoyed them very much
  - B. I think they are just OK
  - C. I don't like them at all
- (3) I think the activities and the task in this unit are \_\_\_\_\_.
- A. interesting and worth doing
  - B. interesting but not very useful for English learning
  - C. boring and useless

### 2. What do you think of the reading passage in this unit? Please check your answers.

- It is too difficult.
- It is too easy.
- The contents are interesting.
- There are too many new words.
- I understand most of it.
- I find the language is very natural.
- I've learned new words and gained new knowledge.

**3. Can you put the new words and expressions in this unit into the following three groups?**

**Words and expressions that are easy for me to learn:**

**Words and expressions that are difficult for me to learn:**

**Words and expressions that I find most useful:**

**FUN TIME**

**Below are some quotations about neighbors. What is your understanding of these quotations? Do you agree with them?**



Love your neighbor, yet pull not down your hedge.

**(English proverb)**



My neighbor doesn't want to be loved as much as he wants to be envied.

*Irving Layton, Canadian poet*

In great cities men are brought together by the desire of gain. They are not in a state of co-operation, but of isolation, as to the making of fortunes; and for all the rest they are careless of neighbors. God teaches us to love our neighbor as ourselves; modern society acknowledges no neighbor.

*Benjamin Disraeli, English statesman*



Your next-door neighbor is not a man; he is an environment. He is the barking of a dog; he is the noise of a piano; he is a dispute about a party wall; he is drains that are worse than yours, or roses that are better than yours.

*G. K. Chesterton, British writer*



Good fences make good neighbors.

*Robert Frost, American poet*



## FURTHER READING

A letter from a reader to the editor of *Good Neighbors* magazine.

### *I Hate My Neighbor*

Dear Editor,

My next door neighbor, Lucy, is a 48-year-old divorced woman. I have a small child, and she adored him. So Lucy and I became close friends.

One time Lucy needed to take a trip out of state due to some family issues. Lucy asked me and my small son to go with her because she was scared to travel alone. Being concerned about her, I took time off from work without pay to go with her.

We booked a hotel room with two twin beds and agreed to share the cost. When we reached the town, we went to dinner before checking into the hotel. At the hotel desk Lucy protested that we should share the cost three ways because of my three-year-old son. She said he was a person and in all fairness should count, even though he would be sleeping with me in my twin bed.

The next day my son and I noticed a park activity for kids across the street from the hotel. Lucy didn't want us to go there just yet; she wanted to go into the city to do her business first, which made sense. While we were in the city she did nothing that looked like business, except going into shops and going into places only she wanted to go. In the taxi, Lucy wanted to split the cost three ways. I told her my son was sitting on my lap, but she ignored me with her smile and would only give the driver her "share" of the fare.

Our friendship soured by the third day. Every day my son would complain because we never made it to the park. I could only try to convince him we would go later. One day when Lucy wanted to find a place to do her hair, I told her to go ahead and my son and I would stay behind at the hotel and go across the street to the park. She said, "No, we are all on this trip together, no splitting up."

The fourth day I told Lucy I had to leave and go home, cutting short the trip by one day, because I did not feel well and was uncomfortable with this whole trip. I told her she could stay for another day by herself, but I must leave. Of course she did not like this too well.

When I got back to work, I found I had missed a chance for an interview for a promotion for which I was very qualified. Lucy had not spoken to me since we were back, but one day I saw Lucy outside so I decided to break the ice. I complimented her flowers. She said thanks and would say nothing more. How can I love my neighbor?

Could you give me some advice on how to solve my problem?

Yours sincerely,  
Hilary Jones

**COMPREHENSION**

**1. Read the passage and list the incidents in which the writer felt her neighbor Lucy had been unfair during the trip. Use your own words to retell the incidents in simpler ways.**

**2. What do the following italicized parts mean in the text?**

(1) I have a small child and *she adored him*.

---

(2) *Being concerned about her*, I took time off from work without pay to go with her.

---

(3) Lucy protested that we should *share the cost three ways*.

---

(4) She said he was a person and *in all fairness* should count.

---

(5) ... she wanted to go into the city to do her business first, *which made sense*.

---

(6) *Our friendship soured* by the third day.

---

(7) Every day my son would complain because *we never made it to the park*.

---

(8) The fourth day I told Lucy I had to leave and go home, *cutting short the trip by one day*.

---

**DISCUSSION**

**1. If you were the writer of this passage, would you have gone with Lucy on that trip?**

**2. If you had been on that trip, how would you have dealt with Lucy over the matters mentioned in the passage?**

**3. If you were the writer, what would you do next?**

## TASK 2

**Write a short passage about one of the neighbors you have had. You can write about any of the following.**

- things you know about your neighbor
- a happy or unhappy incident between you and your neighbor
- something strange about your neighbor
- something you would like your neighbor to know
- something you and your neighbor did together

## FOR YOUR ENJOYMENT

### MENDING WALL

*Robert Frost*



Something there is that doesn't love a wall,  
That sends the frozen-ground-swell under it,  
And spills the upper boulders in the sun,  
And makes gaps even two can pass abreast.  
The work of hunters is another thing:  
I have come after them and made repair  
Where they have left not one stone on a stone,  
But they would have the rabbit out of hiding,  
To please the yelping dogs. The gaps I mean,  
No one has seen them made or heard them made,  
But at spring mending-time we find them there.  
I let my neighbor know beyond the hill;  
And on a day we meet to walk the line  
And set the wall between us once again.  
We keep the wall between us as we go.  
To each the boulders that have fallen to each.  
And some are loaves and some so nearly balls  
We have to use a spell to make them balance:  
"Stay where you are until our backs are turned!"  
We wear our fingers rough with handling them.

Oh, just another kind of outdoor game,  
One on a side. It comes to little more:  
There where it is we do not need the wall:  
He is all pine and I am apple orchard.  
My apple trees will never get across  
And eat the cones under his pines, I tell him.  
He only says, "Good fences make good neighbors."  
Spring is the mischief in me, and I wonder  
If I could put a notion in his head:  
"Why do they make good neighbors? Isn't it  
Where there are cows?  
But here there are no cows.  
Before I built a wall I'd ask to know  
What I was walling in or walling out,  
And to whom I was like to give offense.  
Something there is that doesn't love a wall,  
That wants it down." I could say "Elves" to him,  
But it's not elves exactly, and I'd rather  
He said it for himself. I see him there  
Bringing a stone grasped firmly by the top  
In each hand, like an old-stone savage armed.  
He moves in darkness as it seems to me  
Not of woods only and the shade of trees.  
He will not go behind his father's saying,  
And he likes having thought of it so well  
He says again, "Good fences make good  
neighbors."

# ARE YOU THE ONLY ONE?

## WARM-UP

Read the following statements and see if you agree with them.

- (1) Are you the only child of your parents? If yes, check your choices in the table below.  
If no, please skip to the next table.

Do you agree with these statements?	Yes	No
I'm glad that I'm an only child.		
My parents usually try hard to give me what I want.		
I can easily get attention from my parents whenever I need it.		
I'm the center of family interest, and I feel comfortable with that.		
How I wish that I had a brother or sister!		
I often feel lonely at home.		
I'm independent because I've been trained to be like that since I was small.		
I think I'm smart.		

- (2) Do you know the word "sibling"? What is your birth order (or sibling order)? Check your choices in the table below.

Do you agree with these statements?	Yes	No
I think I'm luckier than an only child because I've got a sibling/siblings.		
I wish I were the only child of my parents.		
Only children are generally quite different from us in many aspects.		
I seldom feel lonely back at home.		
I get along very well with my sibling(s).		
I cannot always get my parents' attention when I want it just because I'm not the only child.		
I find it easy to get along with other people because I have sibling(s).		

- (3) Compare your choices with a partner and discuss with him/her why you agree or disagree with the statements.

## READING



# An Only Child

Mattie Lennon

I haven't ever been described as the black sheep of the family. That's simply because I am an only child. According to present-day experts, here are some common **personality traits** of "only children":

**Confident:** Only children are usually not afraid to make decisions and are comfortable with their opinions.

**Highly organized:** They like things to be organized and are often on time.

**Good in school:** They tend to read a lot and have a good memory for facts and **figures**.

**"It's MINE!":** Only children might have difficulty sharing or going second because they have always been the first in line for everything.

**Overly critical:** Only children may have a **tendency** to be very critical of themselves and others. If you're an "only", these feelings may be familiar: "I didn't do as well as I should have." "I would be much happier with a brother or sister." "I'm not getting enough attention."

Professor Floyd Pepper of **Portland, Oregon**, said that the only child is usually **pampered**. He/she enjoys his/her position as a center of interest and is usually interested only in himself/herself. For some only children, to want something is to get it. If his or her **requests** are not satisfied, he or she may feel unfairly treated and refuse to cooperate.

Here are some different views from only children on their being "the only":

- "Being an only child helped me become very independent and has created in me a greater **sense of reason**. I feel I **matured** mentally earlier than others of my age."

- "When you say something as an only child, your parents listen to you and pay attention to you. There is not, therefore, the competition to be heard or taken notice of. I see the result of this today in that I will not 'fight' to the front of a conversation."

Not all only children are thankful for their birth order:

- "Being an only child was terrible — much loneliness in a totally **adult-oriented** world. I



*I'm an only child, my parents' ONLY ONE!*

couldn't **relate** properly to other children... I hated my childhood."

- "My childhood life was lonely... It created problems for me later in life. I was shy and did not **socialize** with others until I got to know them well."

It is said that the **marriage** of two only children is the least likely to last. Well, I married an only child, and she has **tolerated** me for a quarter of a century. I mean it has to have advantages — think of the **absence** of **in-laws**!



## COMPREHENSION

**1. Which of the following are true for only children, and which are not? Judge the statements according to what you have read in the text, and mark them with either "yes" or "no".**

- (1) They always feel unsure of their own opinions.
- (2) They pay little attention to things like where to put their books or when to arrive at a meeting.
- (3) They get good marks in their studies.
- (4) They have no one ahead of them in line to get what they want from their parents.
- (5) They are easily satisfied with their present situations.
- (6) They are ready to cooperate even if their requests are not satisfied.
- (7) They are smarter and mentally more grown-up than their peers.
- (8) They always try hard to be heard or noticed, or to speak first in a conversation.
- (9) They spend their childhood in a world where adults decide everything.
- (10) They don't become familiar with strangers easily.
- (11) They have no brothers-in-law or sisters-in-law when they get married.

*Why do you say "yes" to this and "no" to that?*



**2. Tell your partner which parts of the text give you the information needed for the judgment.**

## DISCUSSION

- 1. If you are asked about your opinions on being "the only", what would you say? Share your comments with the class.**
- 2. Do you think the traits of only children mentioned in the text are generally true of the only children in China? What other traits can be found in the only children in China? What could be the cause of such traits?**

## EXPRESSIONS

### The difference between “*require/requirement*” and “*request*”.

If you *request* something, you ask for it politely or formally.

You can *make a request for something* — using the word as a noun.

*On request* means “if asked for”.

*Be careful in making your choice among these words!*



If you *require* something, you need it.

If you *are required to do something*, you have to do it because someone says you must.

A *requirement* is something that one must have or must do.

### 1. Use the appropriate forms of the expressions in Column B to complete the sentences in Column A.

A	B
(1) A polite _____ is more likely to be satisfied.	request ( <i>n.</i> )
(2) This task _____ courage and patience.	
(3) The final scores are given according to how you've met the teacher's _____.	request ( <i>v.</i> )
(4) We _____ a meeting for the director to listen to our opinions.	require
(5) They _____ to clean their own rooms twice a week.	
(6) Work experience is a _____ for getting the job.	requirement
(7) Visitors should be prepared to provide their identification on _____ before they are admitted.	

### 2. Find these expressions in the text and see how they are used in context. Can you use their appropriate forms to fill in the following blanks?

*have a tendency    take notice    relate to*

- (1) We cannot employ a person who is not able to \_\_\_\_\_ his co-workers.
- (2) While he was driving, he had not \_\_\_\_\_ of the crossing ducks.

- (3) \_\_\_\_\_ no \_\_\_\_\_ of what they are saying about you.
- (4) They make a good couple: the man is generally quiet, and his wife \_\_\_\_\_ to talk a lot.
- (5) The generation gap makes it hard for children to \_\_\_\_\_ their parents.
- (6) What troubles him most is that he always \_\_\_\_\_ to get fat.

**WORD STUDY**

**Word-formation: -oriented**

*-oriented*

**TIP**

**Learning Tip**  
It is used as an adjective to mean “interested in or directed toward the thing specified”.

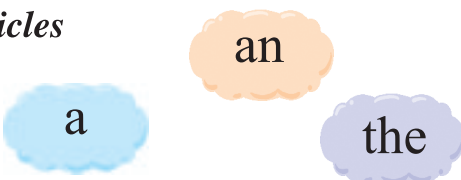
**Please give the appropriate phrases following the example.**

**Example:** women who think their jobs are important and who don't want to be just housewives → *career-oriented women*

- (1) a family that pays close attention to the education of their children →
- (2) an area where the major source of economy is agriculture →
- (3) industries whose products are generally exported →
- (4) a course in college which places emphasis on field work →

**GRAMMAR**

**Step-by-step grammar: articles**



**1. The use of a/an.**

(1) Sometimes, *a/an* is not used to mean just “one thing” “one person” or “one time”. What is the meaning of *a/an* in the following sentences?

- *A square* has four sides.
- *A child* needs love and affection.
- *A tiger* is *a dangerous animal*.
- He makes 3000 *yuan a month*.

*Can we say it this way?*

(2) If *a/an* is used before uncountable nouns, don't feel surprised. Think about why!

- Can I get you *a coffee*?
- I'd like *a tea*, please.





- (3) We all know that *an* is used when the next word begins with a vowel sound. But do you know that in speaking, we are usually expected to make *sound linking* between *an* and the following vowel?

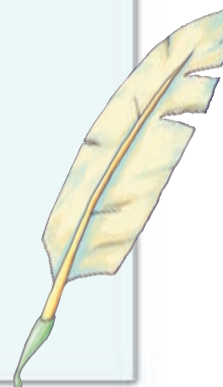
e.g., *an apple, an alien, an easy job, an excuse, an honest person, an hour; an idea, an M, an old man, an orange, an ugly face*

**Can you make sound linking while reading out these phrases?**

## 2. The use of *the*.

- (1) Why do we use *the* in each group of sentences or expressions below?

- I ordered fish and salad. *The fish* was nice, but *the salad* was terrible.
- Please put my books on *the table* over there.
- *The sun* always rises in *the east*.
- What is *the weather* like?
- *The environment* in Beijing is getting better and better.
- I'll put it in *the mail* for you today.
- Fiona is learning to play *the flute*.
- He plays *the piano*.
- *the 3rd* of November
- *the 21st* century
- *The Johnsons* have lived in this house for many years.
- *The computer* has changed everyone's life in so many ways.



- (2) Can *the* be used before an adjective? Yes! But what for?

- She devoted her life to helping *the poor*.
- A school for *the deaf* was established.

## 3. Fill in the blanks with *a/an* or *the*.

- (1) Harold is \_\_\_\_\_ most interesting person I know.
- (2) \_\_\_\_\_ triangle has three sides and three angles.
- (3) I'm sure Diana is \_\_\_\_\_ honest person.
- (4) Last night we went out for \_\_\_\_\_ meal.
- (5) Rick went to the bar and ordered \_\_\_\_\_ beer.
- (6) The eggs cost \$ 2 \_\_\_\_\_ dozen.
- (7) I think \_\_\_\_\_ Smiths must have gone to bed. \_\_\_\_\_ lights are all out.
- (8) Tonight we are probably going to eat in \_\_\_\_\_ hotel restaurant and then go to bed early. I hate staying in hotels, but it's part of \_\_\_\_\_ job.
- (9) I cannot remember if I saw that film on television or at \_\_\_\_\_ cinema.
- (10) Make sure you put your name at \_\_\_\_\_ top of the exam paper.

- (11) Could you close \_\_\_\_\_ door, please? It's really cold.
- (12) We have got new offices near \_\_\_\_\_ center of the city.
- (13) Peter said he had \_\_\_\_\_ unhappy childhood.
- (14) For lunch I had \_\_\_\_\_ sandwich. I cannot remember what filling was in \_\_\_\_\_ sandwich.
- (15) We need to do more for \_\_\_\_\_ poor.
- (16) The greatest invention of \_\_\_\_\_ 20th century is \_\_\_\_\_ computer.
- (17) I saw \_\_\_\_\_ man going into the office. I don't know who \_\_\_\_\_ man was.
- (18) When you're ready, I'll take you to \_\_\_\_\_ airport.
- (19) Quite a few students in our class play \_\_\_\_\_ guitar very well.
- (20) The new term usually starts on \_\_\_\_\_ first of September.

**LISTENING AND SPEAKING** 

**1. Are you from a one-child family? If yes, where do you think would be the best place for your parents to spend the rest of their lives in retirement? What will they need most in retirement? Listen to the four speakers' answers to these questions, and make notes in the table below.**

Speakers	Place for his/her parents in retirement	Reasons given for this choice	Is he/she an only child?
A		They _____ a lot in _____. It's time for me to _____.	
B		_____ is necessary to prevent old people from _____.	(not mentioned)
C		(1) With community _____ they can be provided with professional _____ and _____ activities; (2) _____ will make their life full; (3) Of course, young people should _____ _____ _____.	
D		They told their children that _____ _____, bothering _____.	

**2. Tell your opinion on this topic to your classmates. Make sure your speech includes the following points.**

- (1) Where do you think would be the best place for your parents' retirement?
- (2) What are the reasons for your choice?
- (3) Do you expect your parents to agree to your suggestion? Why or why not?
- (4) Do you agree what you've been talking about is a big problem at present in China? Do you think it will be a problem when your parents get old? Why or why not?



*We'll all get old someday...*

**TASK**

**Do you want to have any children in the future? If yes, how many children do you think would be ideal for your family, and why?**

**Write two or three paragraphs on these questions. If you have never thought of such questions and are unsure about what to say, it would be helpful to read the following opinions of some young people.**

**Learning Tip**

It's often an easy and effective way to support your argument by talking about yourself.

"I want two children. When I was a child, I often felt lonely. When I needed help, my parents usually weren't around. I don't want my children to experience that loneliness."

"Jobs are hard to come by. Fierce competition may still be what the next generation faces in the days to come. Parents' responsibility lies not simply in giving life to a child, but also in bringing the child

up and providing the child with a good education. I have a medium income and prefer a one-child family, which would allow me to take full responsibility for my child's development."

“In my opinion, the ideal family should have two or more children. This kind of family structure has a lot of advantages. First, children with siblings never know what loneliness is. Second, children in a big family are used to helping and cooperating. Third, children can share the responsibility of taking care of elderly parents. A reasonable family structure makes a healthy society.”




## SELF-ASSESSMENT

- 1. What are the advantages and disadvantages of being an only child in a family? Write down what you have learned from this unit so far.**
- 2. Find a partner and compare what you have written. Ask him/her to comment on your performance in this part.**

- What is good about being an only child?

- What is bad about being an only child?

## Comments:

-  Excellent! You remember almost all the characteristics of being an only child.
-  Good. You can list at least four or five features of only children.
-  Well, you have to work harder since you can only remember three points or fewer about only children.

## FUN TIME

When talking about family, you may find the following proverbs interesting and useful. Can you translate them into Chinese?

- *Blood is thicker than water.*
- *East or west, home is best.*
- *The hand that rocks the cradle rules the world.*
- *It is a wise child that knows its own father.*
- *Charity begins at home.*
- *A house divided against itself cannot stand.*
- *Every family has a skeleton in the closet.*

## FURTHER READING

### **Special Needs Bring Special Joy**

On September 9, 1995, I was told that I had a new baby sister. I had a selfish thought at that moment — the kind all kids have when a new baby is born: Mom and Dad are going to be with the baby all the time and buy her all kinds of toys.

A few days later my dad told me that hospital tests didn't turn out well. My sister had hearing problems.

We made several trips to a well-known hearing center, but the treatments didn't work, so my family began learning sign language. I should correct myself when I say "my family", because I didn't want to sit down every night and learn sign after sign. I did my own things. My parents spent hours with my sister teaching her and themselves by playing sign language games.

Years passed. The summer before ninth grade, as my parents had to work, it was up to me to

take care of my sister. This meant getting her to summer school in the morning, cooking for her, and playing with her.

One day my mother asked me to sign something, and I failed. My mom was almost in tears. She was so sad that I didn't care enough about my sister. This hit me very hard, knowing how selfish I had been. I needed to talk to her. But I couldn't even sign basic phrases like: "Where are you going?" "What time will you be home?" "What do you want to eat?" and other questions I wanted to ask but didn't know how.

My family and I started attending sign language classes at my sister's school. We sat down as a family watching sign language movies and playing sign language games.

Today I can communicate very well with my sister. It brings a smile to my face when my sister signs something to me about one of my friends, and they can't understand. I realized it was no fun not knowing what my family was saying.

So, if you have a family member with special needs, don't put him or her aside. This person should be the first thing on your mind. With me, signing now comes before school, friends, and sports, because it is the language of my family.



## COMPREHENSION

### 1. Retell the story without looking back at the text by putting the following statements in the proper order.

- ( ) Because treatments at the hearing center *were not effective*, my family began to learn sign language.
- ( ) The summer before ninth grade, *it became my job* to take care of my sister.
- ( ) I had a selfish thought as soon as I was told that I had a new baby sister.
- ( ) I did my own things instead of sitting there all night and learning *one sign after another*.
- ( ) My father told me that *the result of hospital tests showed* that my sister had hearing problems.
- ( ) When *I was not able to* sign something to my sister, my mother felt so sad that *she almost cried*.
- ( ) Now I've realized that *it is a serious problem* if you don't understand the language of your own family.
- ( ) I can communicate with my sister very well now, and sometimes what she signs can *make me smile*, knowing that no other people but I understand her.
- ( ) I began to realize how selfish I had been.
- ( ) The whole family attended sign language classes at my sister's school.

2. Find in the text the expressions that are similar in meaning to those italicized in the above statements.

## DISCUSSION

It is said that only children have less opportunities than children with siblings to learn to care about others and not to be selfish. Children who have siblings learn to care and not to be selfish naturally through getting along with their brothers or sisters, like the girl telling the story in the text.

Discuss the following questions with your classmates.

- (1) Are you ready to care about others when they need you?
- (2) How do you learn to care about others? If you are an only child, where can you get such learning experience?

## FOR YOUR ENJOYMENT



Here is a beautiful poem written by a mother to her only child.

### MY ONE AND ONLY

My one and only child you are  
Not exactly by our choice  
I strive to keep in my memory  
The sound of your little child voice.

I study the soft curves of your face  
I'm so afraid I might forget  
That trusting look that you have for me  
That innocent look you haven't lost yet.

As your little boy days  
Turn far too quickly into a young man's  
I struggle to hold on to the feeling  
Of my little guy holding my hand.

I pray for the knowledge to guide you  
In the ways that are right for you  
I hope you'll feel you can confide in me  
And trust me with your feelings, too.

I want only the very best for you  
To always feel loved, confident, and happy  
I want you to know you can tell me anything  
And I want you to be proud of me.

Love,  
Mommy



# COMMUNICATION IN CULTURE

## WARM-UP



Listen to the passage about gestures and then have a group discussion following the steps below.

- (1) Guess the meaning of the gesture shown in the picture.
- (2) Tell your classmates about the gestures that you sometimes use.
- (3) Find out which gestures your classmates use most often.
- (4) If you have ever noticed how some foreigners use gestures, tell your classmates about what you have seen.



## READING



### Body Language

**Apart from** the words we use, there are other ways of communicating, which all together may be called “body language”.

Eye communication, for example, is one form of body language. A listener usually looks at the speaker to show that he is paying attention to him. If the speaker wants one of the listeners to start talking next, he will look toward that person.

Americans seem to **rely on** eye contact more than body **contact** in communication. They believe that people should be kept at a distance





and that body contact should be **avoided** except for very close friends and relatives.

In America, two **strangers** will talk to each other at a distance of about four feet. If one moves closer, the other will **back** away. In Latin America, however, personal discussion **normally** occurs at a distance of two to three feet. As a result, it is impossible for a North American and a South American both to be comfortable when they talk to one another. If the South American **advances** to a distance that is comfortable for him/her, it will be too close for the North American, and he / she will **withdraw**. The result is that one will **chase** the other all round the room. The North American seems unfriendly to the South American, while the South American seems **aggressive** to the North American.

Misunderstanding of **gestures** can be a source of international **friction**. For example, few Americans **understand** that some Chinese hate to be touched or **slapped** on the back or even to **shake** hands.

These examples show that body language is as important as the normal spoken language in communication. We should be just as careful with it as we should with the choice of words, **otherwise** it may also lead to serious misunderstandings.



## COMPREHENSION

**Take turns with a partner to answer the following questions according to what you have read.**

- (1) What is the use of eye contact mentioned in the text?
- (2) According to the text, when people talk, the distance between strangers in North America is \_\_\_\_\_, while the distance between strangers in South America is \_\_\_\_\_.
- (3) What will happen when a North American talks with a South American? What will each of them think of the other?

## DISCUSSION

- 1. Do you agree with the author's view about the Chinese attitude toward body contact? Why or why not?**
  
- 2. Do you have any personal experience involving a misunderstanding caused by body language? If yes, tell your partner the story.**

## EXPRESSIONS

**1. Find the following words and expressions below in the text and study the examples carefully.**(1) *apart from*

*Apart from* Gao Ming, I didn't know anyone else when I came.

*Apart from* football, he also loves swimming and table tennis.

(2) *pay attention to*

In class you must *pay attention to* the teacher, otherwise you will not understand the lesson.

He never *pays attention to* details.

(3) *as a result*

Man has tamed the jungle; but *as a result*, many kinds of birds and animals have disappeared.

I didn't work very hard, and *as a result*, I failed in the exam.

There was an earthquake in that region. *As a result*, several people were killed.

(4) *seem*

Take care. You *seem* to have caught a cold.

He *seemed* very pleased.

(5) *a source of*

Their father is out of work, and they will have to find *a new source of* income.

These sharks are *a source of* worry on the beach.

(6) *lead to*

Take the left path, and it will *lead you to* a house.

I don't think this idea will *lead to* a good result.

**2. Rewrite the sentences with the words and expressions you have learned.**

(1) Things are not always what they *appear* to be.

(2) They traveled up the river for many days in order to discover its *starting place*.

(3) *Besides* English, what languages do you speak?

(4) The doctor warned him, "You must *take notice of* my words, otherwise you'll get worse."

(5) Be careful, or a bad cold can *develop into* something serious.

(6) He had a bad experience in the first year of primary school, and *because of that* he has not dared to speak in class ever since.

3. What does the word “*while*” mean in “The North American seems unfriendly to the South American, *while* the South American seems aggressive to the North American”? Does it mean the same as “*when*”? If you do not know the answer, look it up in the dictionary. Then make a sentence with “*while*” in this sense.



### Step-by-step grammar: *prepositions (1)*

1. Some prepositions are used to talk about the place where someone or something is. Some are used to talk about the direction in which someone or something is moving. Many prepositions can be used both for place and direction. Read the following sentences. Which of the prepositions are for place? Which are for direction?

- (1) He stood *near* the door.
- (2) The bank is just *across* Wangfujing Street.
- (3) I walked *across* the room.
- (4) Two minutes later we were safely *inside* the car.
- (5) They dived *into* the river.
- (6) The books were piled *on top of* each other.
- (7) She turned and rushed *out of* the classroom.

2. Prepositions are used with forms of transportation. Study the following pairs of sentences. Why are different prepositions used?

- (1) A. She had come *by car* with her husband and her four children.  
B. I followed them *in my car*.
- (2) A. I left my hometown in the afternoon and went *by bus and train* to Beijing.  
B. He got back *into the train* quickly, before I could stop him.
- (3) A. I usually go home *by bus*.  
B. I jumped *out of the bus* and ran into the nearest shop.

#### *Learning Tip*

When we talk about the type of vehicle or transportation we use to travel somewhere, we use *by* (but *on foot*).

## LISTENING AND SPEAKING



## 1. Listen to the dialogues and fill in the blanks.

*Dialogue 1*

Wang Ying: Hi, Gao Ming! I found something strange yesterday.

Gao Ming: Really? What was it?

Wang Ying: I was talking with some \_\_\_\_\_ friends, and one boy from Greece looked at me and stuck out his tongue. I didn't know what he \_\_\_\_\_.

Gao Ming: You're talking to the \_\_\_\_\_ person now. I \_\_\_\_\_ to be reading a book on body language and know that the same gesture may have different meanings in different \_\_\_\_\_.

Wang Ying: Come on! Tell me right now. Don't keep me \_\_\_\_\_.

Gao Ming: Well, \_\_\_\_\_ to the book, in Greece sticking out one's tongue is a gesture of drawing \_\_\_\_\_ to oneself, not a gesture of contempt.

Wang Ying: I knew he meant no \_\_\_\_\_; he was smiling sincerely at the same time.

Gao Ming: That's it. You must interpret a gesture in its context, together with information from \_\_\_\_\_ sources.

Wang Ying: Exactly! I usually stick out my tongue when I \_\_\_\_\_ that I have done something \_\_\_\_\_.

Gao Ming: By the way, that book also says that when they \_\_\_\_\_ to point to oneself, people in the West would point to their \_\_\_\_\_ with a finger.

Wang Ying: We do the same in China.

Gao Ming: Yes, but there is another way of pointing to oneself in China. That is, we may also point to the \_\_\_\_\_ of one's \_\_\_\_\_. And an American may find that \_\_\_\_\_ or \_\_\_\_\_.

Wang Ying: Really, I didn't know that before. Next time I must be more careful \_\_\_\_\_ gestures.

Gao Ming: That's right. Body language is as \_\_\_\_\_ as spoken language.

*Dialogue 2*

Wang Ying: What do you think of the author's view about the Chinese attitude toward body contact?

Gao Ming: Well, I think there's some \_\_\_\_\_ in it. But his view might have been \_\_\_\_\_ on some earlier facts.

Wang Ying: I don't agree with you. His view is entirely \_\_\_\_\_.

Gao Ming: Well, haven't you heard of the old saying that a boy and a girl should not touch the \_\_\_\_\_ of each other? It was said that in the old days if a girl \_\_\_\_\_ into a river accidentally and was drowning and a boy came and rescued her, then the girl would have to \_\_\_\_\_ the boy.

Wang Ying: That was what happened in the past, long, long ago.

Gao Ming: I'm not saying that we still have that practice today. But on the \_\_\_\_\_ we Chinese tend to be more reserved and do not like to express feelings \_\_\_\_\_.

Wang Ying: That, however, doesn't mean we hate to be \_\_\_\_\_ or slapped on the back or even to shake hands.

Gao Ming: Nevertheless, it is also true that the practice of shaking hands has a \_\_\_\_\_ of only about a hundred years in China. The Chinese people used to bow when \_\_\_\_\_ each other.

Wang Ying: Yes, but we have changed now, so their views should also have changed.

Gao Ming: I agree that the author may have been looking at us Chinese through \_\_\_\_\_. On the other hand, I think that he was right in saying that we Chinese do not like body contact as \_\_\_\_\_ as Western people.

Wang Ying: Well, in that case, I may find it easier to accept. It is a matter of \_\_\_\_\_, a matter of "more or less", not a matter of "\_\_\_\_\_".

Gao Ming: I think the Chinese and Western people should both be more \_\_\_\_\_-minded and more tolerant of each other's culture.

Wang Ying: I couldn't agree \_\_\_\_\_. Learning another language is at the same time learning about another \_\_\_\_\_.

**What are the main arguments on each side? Use simple words to fill in the table.**

There is some truth in the author's view.	The author's view is entirely groundless.

**2. Choose one of the two dialogues as a model and do role-play with a partner.**

You may choose to talk about the story of “sticking out one’s tongue”.

Or you may prefer to argue with your partner about the viewpoints of the author of the text.

*Try to use the words and patterns you have heard from the dialogues, and don’t forget to add your own ideas to your dialogue!*

**TASK 1**

The author of the text said that in America, strangers usually keep a distance of about four feet from each other when talking. Observe how strangers behave in China, and try to discover the usual distance they keep.

What is the distance between classmates? Is the distance between a boy and a girl the same as the distance between two boys or two girls? What is the difference?

The distance between strangers in China	
The distance between classmates of the same sex	
The distance between a boy and a girl	

Report to the class about what you have found.

**SELF-ASSESSMENT**

**1. After learning this unit, I have come to know...**

- communication can be realized by spoken language and \_\_\_\_\_ language.
- there are similarities and differences in communication between Chinese and \_\_\_\_\_.
- And...? Write down the new things you have learned in this unit.

**2. I have no problem writing something about communication and culture for the Students’ Poster of the class. Of course, I will first put my ideas down in my diaries. In this case, I am the first reader of my own writing.**

**3. Now give yourself the mark you think you deserve, and comment on your performance in this unit.**



“Excellent!”

“Pretty good!”

“Not bad, but I need some improvement.”

“Work harder next time!”

**FUN TIME**



***Dog's Body Language***



**“I’m feeling relaxed, normally...”**

My posture is calm and relaxed, just kind of standing around. Please ask my owner before you approach me or pet me, just to be on the safe side.

**“I’m afraid!”**

My tail is probably tucked between my legs, and the front part of my body may be a little lower to the ground. My ears may be down and back as well. I’m feeling scared or threatened by something or someone. Please give me some space, because I’ll bite if I think I need to.

**“Stay away!”**

I’m feeling protective... It may seem that I’m afraid (which I might also be) because my tail is tucked between my legs... but you will notice that the hairs on my back are raised, too. Keep away from me—I might bite!

**“Will you play with me?”**

My tail is wagging, my forequarters are on the ground, and my hindquarters in the air. Please remember to ask my owner first if you can play with me — just to be safe!

**“I’m feeling aggressive!”**

My back hairs are raised, my teeth are showing, and my tail is all fluffed up. Don’t run away from me — stand still and be calm, and do not make eye contact. I could bite!

## FURTHER READING

## Language and Society

Everyone knows what will happen when two Englishmen meet for the first time in a railway compartment — they start talking about the weather. Sometimes this may be because they find the subject interesting. Most of the time, however, there are other reasons for conversations of this kind.



One explanation is that it can often be quite embarrassing to be alone in the company of someone you are not familiar with if you do not speak to him/her. If no conversation takes place, the atmosphere can become rather tense. By talking to the other person about some safe topic like the weather, it is possible to strike up a conversation with him/her without actually having to say very much.

Railway-compartment conversations of this kind are a good example of the sort of important social function that is often played by language. Language is not simply a means of communicating information about the weather or any other subject. It is also a very important means of establishing and maintaining relationships with other people. Probably the most important thing about the conversation between the two Englishmen is not the words they are using but the fact that they are talking.

There is also a second explanation. It is quite possible that the first Englishman, probably subconsciously, would like to get to know certain things about the second, for example, what sort of job he does and what social status he has. Without this kind of information he will not be sure exactly how he should behave towards him. He can, of course, make guesses about his companion from the sort of clothes he is wearing and other visual clues, but he can hardly ask him direct questions about his social background, at least not at this stage of the relationship. What he can do — and any reasoning along these lines on his part is again usually subconscious — is to have a conversation with the other person.

Whenever we speak, we cannot avoid giving our listeners clues about our origins and the sort of person we are. Our accent and our speech generally show what part of the country we come from and what sort of background we have. We may even give some indication of our ideas and



attitudes, and all of this information can be used by the people we are speaking with to help them form an opinion about us.



## COMPREHENSION

**Check the correct answers according to your understanding of the text.**

- ( ) (1) When two Englishmen meet for the first time in a railway compartment, ...
- A. they do not talk but sit there silently.
  - B. they start talking by asking each other's name.
  - C. they exchange a cigarette and start talking.
  - D. they begin to talk about the weather.
- ( ) (2) They choose that topic...
- A. because they find it interesting.
  - B. because it is embarrassing if they don't talk to each other.
  - C. because it is a safe topic.
  - D. because they are both weathermen.
- ( ) (3) The two basic functions of language are...
- A. communicating information and establishing and maintaining social relations.
  - B. communicating information and establishing relationships with other people.
  - C. communicating information and maintaining relationships with other people.
  - D. talking about the weather and getting to know other people.
- ( ) (4) The second explanation of conversations of this kind is that...
- A. the first Englishman wants to know the other person.
  - B. the first Englishman is a weatherman.
  - C. the first Englishman guesses that the other person is a weatherman.
  - D. the first Englishman finds it embarrassing not to talk.

## DISCUSSION

**Some people claim that as soon as you begin to speak, they will know what sort of person you are. Do you believe that? Give your reasons.**

**TASK 2**

Traditionally, Chinese people ask each other, “Have you had your meal yet?” or “Where are you going?” when they meet. Things are changing now. Many people say “Hi!” “Morning!” and “How are you?” instead. Interview your family members, your relatives, or your friends to see what types of greetings they use in daily life. It is possible that the same person uses different greetings on different occasions or with different people. In this case, you should try to find out the reasons for the differences. Write down your discoveries below.

Whom did you interview?	What type of greetings does he/she usually use?	With whom does he/she use the greetings?	Why does he/she use this type of greetings?



## *A FRIENDLY GESTURE*

We can bring joy to someone's life,  
By lessening stress and strife;  
It may just take a little while,  
And may involve only a smile.

So many people are distraught,  
They see their effort go for naught;  
Encouragement may bring them back,  
It is some backing that they lack.

A friendly gesture all they need,  
To new endeavor act as seed;  
Let's look for opportunity,  
To help some soul in misery.



# SEE YOURSELF

## WARM-UP

1. What kind of person do you think you are? Look at the following statements, think about your personality, and check those that are true for you.

- I'm a friendly person.
- I'm **self-centered**.
- I often **hesitate** when making decisions.
- I'm a natural leader.
- I enjoy **adventures**.
- I don't always trust people around me.
- I'm young and lively.
- I'm too shy and quiet.
- I'm careful and **cautious**.
- I'm a **practical** person.
- I'm **talented** and **imaginative**.
- I'm always **loyal** to my friends.
- I worry about everything.
- I'm **considerate**.
- I'm **nervous** when meeting new people.
- I let very few people get close to me.



2. Work in groups of four. Based on what you have checked above, describe your personality to your group members like this:

*I think I'm a little too...*

*I often... when I...*

*I guess I'm...*

When you finish describing yourself, ask other group members if they agree with you. Do they have the same opinion about you? Take notes while you are discussing.

<i>I think I'm...</i>	<i>But the others disagree. They think I'm...</i>



## Do Other People See You as You See Yourself?

It is no good looking into a mirror if you wish to see the person who is really you. The only real test is to see yourself in the same way as other people see you. The following quiz has been designed to help you do exactly that.

1. **When do you feel your best, ...**
  - A. soon after waking up?
  - B. during the afternoon and early evening?
  - C. before you go to bed?
2. **Do you usually walk...**
  - A. quite fast, with long steps?
  - B. quite fast, but with short and quick steps?
  - C. not very fast, with your head up looking at the world?
  - D. not very fast, with your head down?
  - E. very slowly?
3. **When you are talking to people, do you...**
  - A. stand with your arms folded?
  - B. put your hands in front of you?
  - C. put your hands behind you?
  - D. touch the person you are talking to?
  - E. touch your ear or face?
  - F. have something like a pencil in your hands?
4. **When you are relaxing, do you sit with...**
  - A. your legs together?
  - B. your legs crossed?
  - C. your legs **stretched** straight out?
  - D. one leg under the other?
5. **When you find something funny, do you...**
  - A. give a loud laugh?
  - B. laugh, but not very loudly?
  - C. laugh softly?
  - D. smile slowly?
6. **When you go to a party, do you...**
  - A. try to attract attention?
  - B. walk in quietly and look for your friends?
  - C. hope nobody will see you walking in?
7. **When you are interrupted while you are working, do you...**
  - A. feel pleased to be interrupted?
  - B. feel very annoyed?
  - C. feel neither pleased nor annoyed?
8. **Which of the following colors do you like best, ...**
  - A. red or orange?
  - B. white?
  - C. black?
  - D. dark blue or purple?
  - E. yellow or light blue?
  - F. brown or grey?
  - G. green?
9. **When you sleep, do you lie...**
  - A. flat out on your back?
  - B. stretched out on your stomach?
  - C. on your side?
  - D. with your head under one arm?
  - E. with your head covered?
10. **Do you often dream that you are...**
  - A. falling?
  - B. fighting with someone?
  - C. looking for something or someone?
  - D. taking your clothes off?
  - E. flying?

Score your answers according to this:

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. A. 2 B. 4 C. 6                | 6. A. 6 B. 4 C. 2                     |
| 2. A. 6 B. 4 C. 7 D. 2 E. 1      | 7. A. 6 B. 2 C. 4                     |
| 3. A. 4 B. 2 C. 5 D. 7 E. 6 F. 1 | 8. A. 6 B. 2 C. 7 D. 3 E. 5 F. 1 G. 4 |
| 4. A. 4 B. 6 C. 2 D. 1           | 9. A. 7 B. 6 C. 4 D. 2 E. 1           |
| 5. A. 6 B. 4 C. 3 D. 5           | 10. A. 4 B. 2 C. 3 D. 7 E. 5          |

Now add up your total score and find the explanation for your score below.

### Explanations: What Does Your Score Mean?

**Over 60:** Others see you as very self-centered and always trying to control others. They may admire you and wish they could be more like you, but they don't always trust you and hesitate to become too deeply connected with you.

**From 51 to 60:** Your friends see you as an exciting person and a natural leader. You are quick to make decisions, although they are not always right. You enjoy adventures and will try almost anything. Others enjoy being in your **company** because you bring them excitement.

**From 41 to 50:** Others see you as young, lively, and amusing. You are always the center of attention. They also see you as kind and considerate. You often cheer them up or help them out as the situation requires.

**From 31 to 40:** Others see you as cautious, careful, and practical. They see you as clever, gifted, or talented, but **modest**. You don't make friends very quickly or too easily, but you are very loyal to your friends.

**From 21 to 30:** Your friends see you as a bit too **fussy** at times. You **examine** everything very carefully. It takes time for you to make a decision.

**Under 21:** You are shy and nervous. You need someone else to look after you. You always leave it to someone else to make a decision. You are a worrier. You let very few people get close to you.



## COMPREHENSION

1. Read the interpretations again and choose the best answers.

- ( ) (1) What are self-centered persons like?
- A. They are surrounded by others.
  - B. They try to get other people under their control.
  - C. They try to isolate themselves from other people.

- ( ) (2) If we say someone is an exciting person, we mean...
- A. he/she makes other people excited.
  - B. he/she often gets excited.
  - C. he/she is not calm.
- ( ) (3) If others enjoy being in your company, they...
- A. enjoy working for you.
  - B. want to make friends with you.
  - C. enjoy staying together with you.
- ( ) (4) A considerate person always...
- A. considers things carefully.
  - B. tries to understand other people.
  - C. avoids making mistakes.
- ( ) (5) If someone always leaves it to others to make a decision, he/she is...
- A. probably very lazy.
  - B. too careless.
  - C. dependent.

## 2. Discuss the question.

If the meaning of your score turns out to be different from the way you see yourself, what do you think might be the reasons?

## EXPRESSIONS

### 1. Find the following words and expressions in the text and study the examples carefully.

(1) *it is no good doing sth.*

*It is no good arguing* with such an unreasonable person.

*It is no good crying* over spilled milk.

(2) *on one's back/on one's stomach*

He *lay on his back* and gazed at the ceiling.

He was asleep, *lying on his stomach* with his head turned to one side.

(3) *exciting vs. excited*

I've got some very *exciting* news for you.

Weekend parties are where you can meet *exciting* people.

We are *excited* to hear the news.

(4) *it takes time*

*It takes time* for him to make new friends in the new school.

Learning a foreign language cannot be done overnight. *It takes time.*

(5) *leave it (up) to sb. to do sth.*

I'll *leave it up to you* to decide.

She *leaves it to the readers* to draw their own conclusions.



*lie on your back*



*lie on your stomach*

## 2. Complete the following sentences with the words and expressions you have just learned.

- (1) We were extremely \_\_\_\_\_ when the Chinese football team qualified for the World Cup for the first time.
- (2) My English teacher always says that \_\_\_\_\_ trying to memorize word lists if you want to expand your vocabulary.
- (3) Some people find it difficult to breathe when they sleep \_\_\_\_\_.
- (4) When people lose friends, it \_\_\_\_\_ for them to recover from their sadness.
- (5) Our office is too quiet. I think we need someone who is more \_\_\_\_\_.
- (6) It is said that those who sleep \_\_\_\_\_ are likely to snore.
- (7) The teacher \_\_\_\_\_ the students to decide what was the right answer.
- (8) You look very happy. Is there anything \_\_\_\_\_?
- (9) \_\_\_\_\_ living in dreams. You must face reality.

## GRAMMAR

### Step-by-step grammar: *prepositions (2): complex prepositions*

#### 1. Look at the following sentences. What do the bold parts have in common?

- (1) I came back **because of** the rain.
- (2) The road was empty **except for** a few cars.
- (3) He went out **in spite of** the storm.
- (4) Please listen: I'm not talking **for the sake of** hearing myself!

There are many complex prepositions in English, such as

*according to, ahead of, along with, apart from, as for, as to, due to, irrespective of, out of, previous to, prior to, thanks to, together with, up to, by means of, by way of, for the sake of, on the point of, with a view to, with regard to, in favor of, etc.*

What do they mean?



#### Learning Tip

The bold parts containing two or more words are called “complex prepositions”.





## 2. Complete the following sentences with the complex prepositions in the box.

*according to    for the sake of    due to    ahead of*  
*together with    by means of    in favor of    by way of*

- (1) The game will be played \_\_\_\_\_ the rules laid down for the 1992 World Cup.
- (2) Most people at the meeting voted \_\_\_\_\_ any immediate action against pollution.
- (3) She has been absent from work \_\_\_\_\_ her illness.
- (4) There were four people \_\_\_\_\_ me at the doctor's.
- (5) He moved to the seashore \_\_\_\_\_ his health.
- (6) Dunne was murdered, \_\_\_\_\_ three guards.
- (7) Everything went \_\_\_\_\_ the plan, and we arrived on time.
- (8) The blocks are raised \_\_\_\_\_ pulleys.
- (9) We went \_\_\_\_\_ London.
- (10) The restaurant's success was \_\_\_\_\_ largely \_\_\_\_\_ its new manager.

## LISTENING AND SPEAKING



### 1. Pre-listening discussion.

*Why would you look into the mirror?*



*Although it is often said that it is no good looking into a mirror if you wish to see the person you really are, many of us do pay a lot of attention to what we look like in the mirror. Why?*

### 2. Use the following questions and answers as clues for understanding what you hear. Fill in the blanks with the key words.

(1) What do you see when you look in the mirror?

You see \_\_\_\_\_, your \_\_\_\_\_.

(2) Why do many people want to have a thin body?

Not only because \_\_\_\_\_, but also because they think other people may judge their \_\_\_\_\_ by their \_\_\_\_\_.

(3) In America, which of these aspects are associated with thin bodies and which with heavy bodies?

	Thin bodies	Heavy bodies
confidence		
laziness		
success		
self-control		
lack of self-control		
lack of knowledge		
energy		
wealth		
better relationships with other people		

(4) What does the speaker think of the ideas reported before?

The idea that \_\_\_\_\_ determines \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_, and is unfair to people who have \_\_\_\_\_ body images.

(5) What does the speaker think of women's trying to lose weight?

They do it even though they are not considered \_\_\_\_\_ by the \_\_\_\_\_ standard.

(6) What determines our personality?

Not our \_\_\_\_\_, but our \_\_\_\_\_ and \_\_\_\_\_.

**3. Speak in pairs. Suppose one of you is from the US and the other is from China. Create a dialogue by making necessary changes to the questions and answers above.**

**Examples:**

Why do many people in the US /in China want to have a thin body?

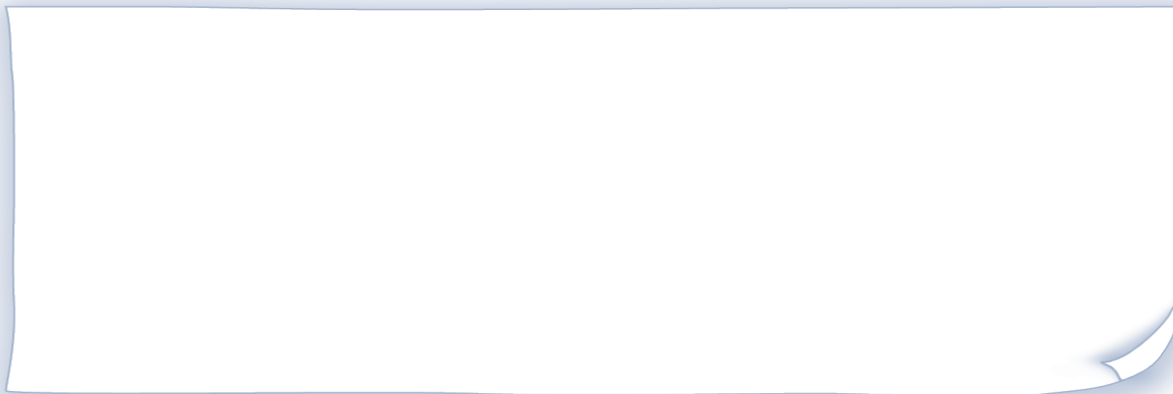
Is it the same in your country?

What do you think of the idea...?

**You may exchange roles and express different opinions on the same points.**

## TASK 1

Think about the major points discussed in **READING, LISTENING AND SPEAKING**. Then write a short passage describing yourself, including aspects of both your body image and your personality.



## SELF-ASSESSMENT

**1. What do you think you have learned in this unit? Please check the appropriate items.**

- I learned more about myself.
- I learned how to see myself as others see me.
- I learned that body **image** may **affect** our interpersonal relationships.
- I learned that some people's inner self may be different from their outside appearance.
- I learned many useful words and expressions about personality.

**2. To what extent did you enjoy studying this unit?**

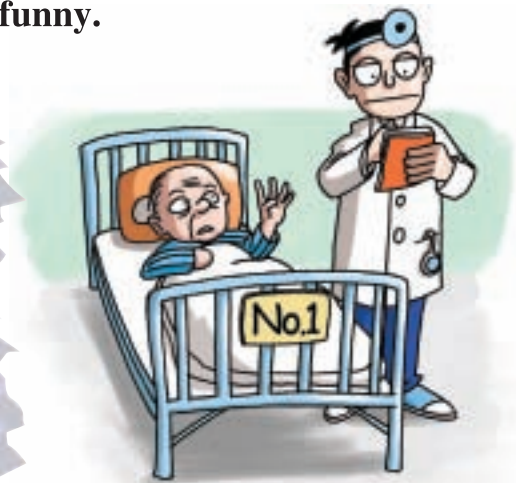
- ( ) (1) I find the topic of this unit is...
  - A. very interesting.
  - B. somewhat interesting.
  - C. not interesting.
- ( ) (2) As for the reading and listening materials, ...
  - A. I enjoyed them very much.
  - B. I think they are just so-so.
  - C. I don't like them at all.
- ( ) (3) I think the activities and tasks in this unit are...
  - A. interesting and worth doing.
  - B. interesting but not very useful for learning English.
  - C. boring and useless.

**3. I am still unsure about the meaning and usage of the following words and expressions.**

**FUN TIME**

**Here are a few jokes making fun of people's concern about their image. Read the jokes and think about why they are funny.**

One day, a woman went to see a doctor. When the doctor asked how old she was, the woman hesitated for a while and then said, "I'm thirty-five years old, but I don't look like that age, right?" The doctor smiled and said, "No, no. Of course you don't look like thirty-five. You look like forty-five."



One morning, after getting up, a lady looked in the mirror and found she was probably putting on weight, so she said to her husband, "Oh, dear, I'm afraid I'm putting on weight again." In an indifferent tone, the husband said, "I haven't noticed that. Are you sure there is nothing wrong with the mirror?"

One day, an old lady went to see a doctor. When the doctor inquired about her age, the lady was a little bit annoyed. Not wanting to tell the doctor her real age, the lady said she was forty. Then in the lady's medical record book the doctor wrote "Loss of memory".



## *What You See Is the Real You?*

*Tara Jones*

A famous psychology professor Willard Gaylin once wrote an essay called “What You See Is the Real You”. In this essay, Gaylin argues that what one acts like and what he or she is on the outside is who he or she really is. That is to say, a person is not what he or she believes or wishes himself or herself to be. In Gaylin’s words, “You are what we (all of us) perceive you to be, not what you think you are.”

In contrast to Gaylin’s argument, I truly believe there is much more to a person than his/her visible actions. I believe that the inner self is what people want to be or really are, because it is made up of his or her true thoughts and feelings. My life is a perfect example. When I was in school, I was always shy, and sometimes people mistook that for sad or mad. I was neither sad nor mad. Most of the time I was thinking when other people were shouting out their ideas. As my young life went on, I grew less shy, but I still had good manners. To this day, there are still many misunderstandings I have with people who believe my soul is completely changed because I am not as shy as I used to be. This is not true at all. In fact, I am still shy at times, and I have the same feelings and purposes inside as I did in elementary school.

I believe that if people could see each other’s inner self, there would be fewer misunderstandings. Many conflicts are caused by actions whose purpose was mistaken by someone. When I have arguments with my sister, it is normally because one of us said something that was meant to be nice or funny, but the other took it the wrong way.

I think Gaylin’s argument in “What You See Is the Real You” is wrong. Everyone has an inner self. My personality is formed by my thoughts and my feelings. I am my real self; however, no one can see my inner self as I do. This is mainly because there is not one person who knows every thought and emotion that goes through my head every second of the day. Only I do. Our real selves are our souls, and our souls keep us alive. Who would we be if we weren’t alive?



## TASK 2

1. Sometimes people's feelings are hurt because good intentions are mistaken or misunderstood. Very often we say something that is meant to be nice or funny, but others take it the wrong way. Have you ever had any of these experiences? Think about one such experience. Take notes below and get ready to share them with other students in your class.
2. Interview as many students as possible about their experiences of being mistaken or misunderstood. Then, with the information from your interviews, write a brief report about the common causes of misunderstandings between people.

## FOR YOUR ENJOYMENT

Many songs are written and sung to help us remember friends and family members who have passed away. Some of these songs are very sad. When Eric Clapton's son died, he was very sad and wrote a song called *Tears in Heaven*, which has become one of Clapton's greatest songs.



### TEARS IN HEAVEN

*Eric Clapton and Will Jennings*

Would you know my name  
If I saw you in heaven?  
Would it be the same  
If I saw you in heaven?  
I must be strong  
And carry on,  
'Cause I know I don't belong  
Here in heaven.  
Would you hold my hand  
If I saw you in heaven?  
Would you help me stand  
If I saw you in heaven?  
I'll find my way  
Through night and day,  
'Cause I know I just can't stay  
Here in heaven.

Time can bring you down,  
Time can bend your knees.  
Time can break your heart,  
Have you begging please, begging please.  
Beyond the door,  
There's peace I'm sure,  
And I know there'll be no more  
Tears in heaven.  
Would you know my name  
If I saw you in heaven?  
Would it be the same  
If I saw you in heaven?  
I must be strong  
And carry on,  
'Cause I know I don't belong  
Here in heaven.



# EMOTIONS

## WARM-UP

Discuss the following questions in groups.

- (1) How do you feel today?
- (2) Can you read others' feelings or emotions?
- (3) What do we mean by using "emotions" instead of "emotion"?
- (4) What kind of emotion does each of the following pictures show?
- (5) Which of them are positive emotions and which are not?
- (6) What kind of emotion do you have most often? When and where?
- (7) How do you keep your emotion under control in that case?



## READING





## *Keep Cool Even When You're Hot*

### — The Seven Steps for Managing Anger

Something has made you angry, and the whole world knows about it. Is this really the way you want to deal with your anger? Anger shuts down an open mind and the problem-solving process. The key is dealing with anger before it takes control.

**1. Give permission to be angry.** It's OK for you and for others to be angry. Anger is neither right nor wrong in itself. The important point is how you choose to **act on** it.

**2. Report feelings of anger.** Anger needs to be **calmly** reported to the one with whom you're angry. "John, it really makes me angry when that happens." Talk about it right then, but do it **in private**.

Too often people choose to hide their anger, thinking they are keeping the **peace**. **In reality** they are doing harm to themselves.

**Venting** your anger is equally harmful if it is a **blowup** at another person. **Positive** venting can be cleaning the house or going for a run. If problems are **handled** one at a time, as they **arise**, anger can be **got rid of**. But when they are **allowed** to build up, an **explosion** can't be **prevented**.

**3. Don't hurt anyone.** Decide with the other person that when one of you becomes angry, you will not hurt each other, **verbally** or **physically**. Most people who are hurt physically have first been verbally **abused**.

**4. Ask for help.** "Will you help me **work through** my anger?" This request for help will open the lines of communication with the person who has angered you.

**5. Try first to be understanding, and then to be understood.** Make sure that you are hearing the other person correctly. You might say, "I heard you say... Is that what you meant?"

**6. Give in.** Let the other person **have his or her way**. Say, "It's really no big deal to me, and since you obviously have some strong feelings about this, I think we should just do it your way." There is no **contest**, so you don't have to feel **defeated**. It can often be the most loving thing you can do.

**7. Try the win-win theory.** Try to find an **agreeable solution** in which both people gain something.

**COMPREHENSION****1. Read the text quickly and answer the following questions.**

- (1) What does the title mean?
- (2) What is the purpose of the text?
- (3) What do the leading sentences of the seven parts have in common?
- (4) Can you guess the meaning of “verbally” from the context?

**2. Read the text again, and do the following exercises.**

- (1) Decide whether each of the following statements is true (T) or false (F).

- ① When something has made you angry, you should let everyone know about it. (    )
- ② Anger is neither right nor wrong; the most important point is what you do about it. (    )
- ③ Anger, like explosives, can lead to an explosion in the house. (    )
- ④ Usually verbal hurt comes before physical hurt. (    )
- ⑤ Step 5 tells us that in order to solve the problem, we should first make ourselves understood. (    )
- ⑥ In order not to feel defeated, we should do things the way we like. (    )
- ⑦ The win-win theory is what earns both sides some money. (    )

- (2) Find the words and expressions in the text...

- ① that refer to “anger”:
  
- ② that indicate consequences of anger:
  
- ③ that express improper ways of dealing with anger:

- (3) Discuss in groups, and then report to the class.

- ① What tense of verbs is used most often in the text? Why?
- ② On which points do you agree or disagree? Why?
- ③ Choose a spokesperson from each group to report to the class. You may hold a debate between groups.



## EXPRESSIONS

### 1. Fill in the blanks with the proper forms of the words in brackets.

- (1) In \_\_\_\_\_ (realize) they are doing harm to themselves.
- (2) Venting your anger is \_\_\_\_\_ (equal) \_\_\_\_\_ (harm) if it is a blowup at another person.
- (3) Try to find an \_\_\_\_\_ (agree) \_\_\_\_\_ (solve) in which both people gain something.

### 2. Fill in the blanks with the proper forms of the italicized expressions.

The important point is how you choose to *act on* it.

When they are allowed to *build up*, an explosion can't be prevented.

Will you help me *work through* my anger?

*Make sure* that you are hearing the other person correctly.

*Give in*. Let the other person have his or her way.

- (1) It's no big deal that you are late today. But \_\_\_\_\_ (that) you get here on time tomorrow.
- (2) Does the medicine take long to \_\_\_\_\_ the pain?
- (3) She never \_\_\_\_\_ when she knows she is right.
- (4) I feel hopeless. I can find no way to \_\_\_\_\_ the problems.
- (5) His business \_\_\_\_\_ over the years.

## WORD STUDY

### Word-formation: *dis-*

Write out the negative forms of the following words, guess **their** meanings, and then write the specific meanings of "dis-" in the boxes below.

Negative prefix: *dis-*

approve  
allow  
agree

connect  
cover  
close

arm  
comfort  
courage

# GRAMMAR

## Step-by-step grammar: *prepositions (3): collocation*

Look at the following sentences and decide which preposition is needed to complete each sentence. Pay attention to the collocation of each preposition.

- (1) If you have any problems, you should *refer* \_\_\_\_\_ the instructions.
- (2) When I started learning Spanish, I *concentrated* \_\_\_\_\_ learning lots of vocabulary.
- (3) The *highlight* \_\_\_\_\_ his career was winning a World Cup medal as part of the Brazilian team.
- (4) He was very *concerned* \_\_\_\_\_ the outcome of the meeting.
- (5) Students are normally given a *certificate* \_\_\_\_\_ completion of the course.
- (6) I can't make it this afternoon. I have an *appointment* \_\_\_\_\_ the dentist's.
- (7) His *attitude* \_\_\_\_\_ his family changed as he grew older.
- (8) She *apologized* \_\_\_\_\_ the mess after the party, but her parents were still very angry.
- (9) They say he is *fluent* \_\_\_\_\_ five languages.
- (10) I don't think the software is *appropriate* \_\_\_\_\_ children under 12 years old.

# LISTENING AND SPEAKING

1. When people see someone not behaving politely, some would like to point it out. Most of the time, a polite request will change a rude person's behavior. So do not be afraid to speak up! Listen to Dialogue 1 and fill in the blanks.



- (1) The conversations take place \_\_\_\_\_  
\_\_\_\_\_.
- (2) The person Jeff is speaking to is \_\_\_\_\_  
\_\_\_\_\_.
- (3) Jeff begins his request with \_\_\_\_\_  
\_\_\_\_\_.

- (4) The person answers his request with \_\_\_\_\_  
\_\_\_\_\_.



2. Listen to Dialogue 2 and fill in the blanks.  
(1) The conversation takes place \_\_\_\_\_  
\_\_\_\_\_.

(2) The person Jeff is speaking to is \_\_\_\_\_.

(3) Jeff's request is \_\_\_\_\_.

(4) The person answers his request with \_\_\_\_\_.

**3. Discuss the differences between the two dialogues in terms of the relationship between the speakers and how polite requests are made.**

**4. We use different ways of making polite requests when we talk with different people. Can you find the politeness markers in the following expressions? Do you know which are more polite?**

(1) Excuse me. Do you realize there's a line here?

(2) Could I ask you to be a little quieter, please?

(3) I was wondering if you'd mind turning the music down just a bit? I don't want to spoil your party, but the music is too loud.

(4) Excuse me, sir. I realize you have the right to smoke. But could I ask you to put out your cigarette, please? Your smoke is coming right at us.

(5) I'm really sorry to bother you, but the noise from your slippers is coming right through my ceiling. Would it be possible for you to wear soft slippers instead?

*Use these polite expressions in your daily life!*



**5. Practice making polite requests in pairs or groups according to the following situations.**

(1) You are enjoying a movie in the theater. The people in the row in front of you keep talking and laughing. You try to talk to them.



(2) You are studying in the classroom. The music outside is very loud. You try to talk to the player.



- (3) You go to a restaurant for dinner. A smoker at the next table is blowing clouds of smoke in your direction. You try to talk to him.



## TASK

Prepare in groups a questionnaire with the following questions.

- (1) Did you ever get angry?
- (2) Why did you get angry?
- (3) Did you handle your anger properly? If not, what was the result? If yes, what did you say or do?

Use the questionnaire to interview people around you, and then report your results to the class. Let's see if you can offer more suggestions on how to deal with anger.

## SELF-ASSESSMENT

1. Read the following suggestions on controlling emotions. If there is anything you do not understand, try to guess the meaning from the context.

- (1) **Take a deep breath.** Deep breathing will help you relax. It also forces you to slow down and let your mind catch up with your emotions.
- (2) **Figure it out.** Understanding what you're feeling is the key to dealing with your emotions. Don't worry about other people's behavior. Figure out what you can do to help the situation that's troubling you.
- (3) **Get moving.** Taking a walk or exercising provides a healthy way to use your emotional energy. It will also help relieve stress.
- (4) **Laugh about it.** Tell jokes, find the funny side of the situation, or watch a funny movie. You'll feel better and your problems might seem smaller.
- (5) **Talk about it.** Putting your feelings into words helps you feel more in control. Find someone you trust, and tell them what's troubling you.
- (6) **Take care of yourself.** Always eat right, do exercise, and get enough sleep. Emotions are easier to control when you're well-rested and healthy.
- (7) **Take responsibility.** Emotions aren't always under your control, but your actions are. So take responsibility for what you do; don't blame others.

- (8) **Learn to forgive.** Most important, learn to accept and forgive yourself and others.
- (9) **Take five.** Take a moment to calm down. If you need to, tell the other person you'll talk to them later.
- (10) **Don't assume anything.** Tell the other person what you think. He or she may not know what you mean or how you feel. At the same time, don't assume you know what the other person is thinking.
- (11) **Be proactive.** Don't wait until a problem really begins to bother you to deal with it. Face each small problem as it occurs.
- (12) **Walk in another person's shoes.** Try to understand things from another person's point of view. How would you feel if you were he or she?
- (13) **Use "I" statements.** Tell the other person how you feel, not what he or she did wrong. Say, "I feel hurt when you call me names," instead of saying, "You are really rude."
- (14) **Offer alternatives.** Work with the other person to figure out ways to make things better. Then be patient. Change takes time.
- (15) **Be kind.** Remember the reason you deal with conflicts is to make the situation better, not to prove you're right. Find ways to bridge the differences you have with each other.

**2. Score yourself by filling in the table below with stars or with the numbers of the suggestions above.**

How well do you understand the suggestions?		Have you ever tried to control your own emotions in the ways suggested above?		
I understand all of them. (4 stars)		I've tried these suggestions.	I haven't tried these suggestions, but I think they'll be helpful.	I don't think these suggestions will be helpful.
I understand most of them, except 2 or 3 points like... (3 stars)				
I only understand a few of them, like... (2 stars)				

### 3. Which of the suggestions are NOT mentioned in the text?

#### FUN TIME

Can you find some Chinese proverbs to match the following English ones?

- *Anger restrained is wisdom gained.*
- *Joys shared with others are more enjoyed.*
- *Sadness and gladness succeed each other.*
- *Love makes all hard hearts gentle.*

#### FURTHER READING

### How to Pursue Happiness

Amy climbed on the scale after two weeks of dry toast. The needle still pointed to the number where she'd started. Everything seemed to have disappointed her lately. She was certain she would never be happy.

*Life is so beautiful!*





As she dressed, complaining about her tight jeans, she found \$20 in her pocket. Then her sister called with a funny story. When she hurried out to the car — angry that she had to get gas — she discovered her roommate had already filled the tank for her.

What most people experience is actually not a permanent state of happiness. It is something more ordinary. Maybe you wouldn't say yesterday was a happy day because you had a misunderstanding with your boss. But weren't there moments of happiness, moments of peace? Wasn't there a letter from an old friend or a stranger who asked where you got such a great haircut? You remember having a bad day, yet those good moments did occur.

Happiness is like a visitor who turns up when you least expect her, orders around of drinks and then disappears. You can't command her appearance; you can only appreciate her when she does show up. And you can't force happiness to happen — but you can make sure you are aware of it when it does.

While you're walking home with a head full of problems, try to notice the sun setting the windows of the city on fire. Listen to the shouts of kids playing in the dawn light, and feel your spirits rise, just from having paid attention.

Happiness is an attitude, not a condition. It's cleaning the windows while listening to music or spending a pleasant hour organizing your closet. Happiness is your family gathered at dinner. It's in the present, not in the distant promise of a "someday when...". How much luckier we are — and how much more happiness we experience — if we can fall in love with the life we're living.

Happiness is a choice. Reach out for it at the moment it appears, like a balloon drifting upward in the bright blue sky.



**COMPREHENSION**

**1. Fill in the blanks according to how you understand the text.**

(1) Amy wasn't happy because...

- ① \_\_\_\_\_
- ② \_\_\_\_\_

(2) But wasn't there something good to make her happy?

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_

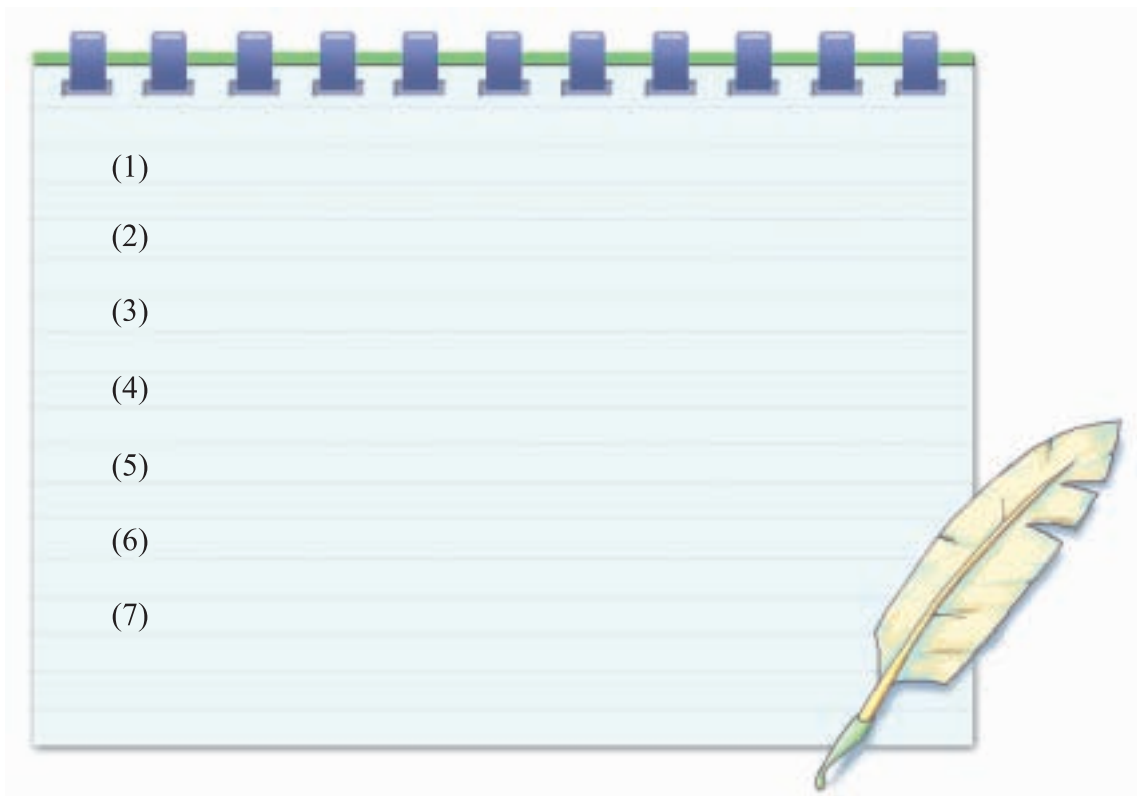
(3) To the author, Amy would have been happy if only she...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. According to the author, there are moments of happiness when...**



**DISCUSSION**

- 1. What is the purpose of this passage?**
- 2. Which tenses of verbs are used in it? In what situations are they used?**
- 3. In your opinion, there are moments of happiness when...**

(1)

(2)

(3)

...

## FOR YOUR ENJOYMENT

Read this beautiful little poem by Christina Rossetti (1830–1894), and think: *Isn't happiness just like the "wind" in this poem?*



*Christina Rossetti  
and her mother*

### WHO HAS SEEN THE WIND

Who has seen the wind?  
Neither I nor you.  
But when the leaves hang trembling,  
The wind is passing through.

Who has seen the wind?  
Neither you nor I.  
But when the trees bow down their heads,  
The wind is passing by.

# HOW DO WE GET ALONG WITH OTHERS?

## WARM-UP

Discuss the following questions in groups.

- (1) Do you like to get together with friends and relatives or stay alone? Give your reasons.
- (2) Have you ever had an unforgettable experience in getting along with others? Share your story with your classmates.
- (3) According to your understanding, is it important to handle **interpersonal** relationships carefully?
- (4) List as many kinds of relationships as you can.



## READING



### *Tips on Interpersonal Relationships*

Your success in all your social activities **depends** on how effective you are in **interacting** and communicating with your **fellow** human beings. You can't afford to be an island in this world! Since man is a social animal, his **continuous** interaction with a member of his own **species** is something that cannot be avoided! I have listed some **techniques** that you can practice to **make the most out of** your **relationships** with others. Please read on.

#### **Keep in mind!**

♥ People tend to remember unpleasant happenings more than good ones, so it would be wise to avoid being a bringer of bad news!

- Once I did bad  
That I heard ever.  
Once I did good  
That I heard never!

♥ **Remember others' names!**

- One's name is the sweetest thing that one has **longed** to hear! — *Dale Carnegie*

♥ **If you want others to have confidence in you, you must appear self-confident first!**

♥ **We must accept others as we are — imperfect and incomplete!**

- Do not apply double standards!

♥ **Do not compare yourself with others!**

♥ **Show people what you can do, not what you can't!**

♥ **Communicate with**

- Open eyes
- Open mind
- And open ears!



♥ **Communication is an Art!**

- Miscommunication is one of the chief **causes** of conflict.
- One word may evoke different **responses** from people with different backgrounds. Body movement can **convey** not only different but also opposite meanings.
- Be clear in your own mind as to what you want to communicate. Use everyday language.
- Always be “**to the point**”; do not beat around the **bush**.
- Look into the eye and speak!
- Write in simple sentences, using **plain** and clear language.

♥ **Don't believe that your actions will speak for themselves.**

- Your actions might speak, but not in a language which will be understood by your teachers and people who matter!
- So you must speak for yourself!

I wish to deal further with one of the secrets for getting along with others: the art of truly loving your fellow people. There is no better emotion than **affection**. Please remember: there is nothing greater in life than loving another and being loved in return! So give your love all round. You will receive an abundance in return!

**COMPREHENSION**

The author gives the reader some DOs and DON'Ts for building up good interpersonal relationships. Complete the following table with information from the text.

DOs	DON'Ts

With which of the suggestions do you agree or disagree?

**DISCUSSION**

1. Do you think the suggestions the author has provided are sufficient for effective communication? Are there any other tips you want to add? Do you think there are other factors that influence personal relationships? If you do, what are they?
2. In the last paragraph, the author talks about giving love to others. It seems he still has a lot to say about it. Using your own personal experience, give some tips or suggestions on how to show love and affection to others.

*We all have something to say about getting along with other people. Speak out!*



**EXPRESSIONS**

1. Find out how the italicized words and expressions are used in the following sentences.

- (1) I have listed some techniques that you can practice to *make the most* out of your relationships with others.
- (2) If you want others to *have confidence* in you, you must appear self-confident first!
- (3) We must *accept* others *as* we are — imperfect and incomplete!
- (4) Don't *compare* yourself *with* others!
- (5) Always be "*to the point*"; do not beat around the bush.
- (6) Don't believe that your actions will *speak for* themselves.
- (7) You will receive an abundance *in return*!

**2. Complete the following sentences with the words and expressions you have learned.**

- (1) I have no need to explain anything about this matter, and truth will \_\_\_\_\_.
- (2) Marian found a company that could \_\_\_\_\_ her \_\_\_\_\_ a new member without any examination.
- (3) Don't \_\_\_\_\_ too much \_\_\_\_\_ the person who lies all the time.
- (4) We would do well to cherish this opportunity and \_\_\_\_\_ of it.
- (5) I gave the little boy some cookies. \_\_\_\_\_, he drew many beautiful pictures for me.
- (6) During the entire meeting, he was beating around the bush. Why couldn't he be more \_\_\_\_\_?
- (7) The teacher asked us to \_\_\_\_\_ our translations \_\_\_\_\_ the model translation on the blackboard.

**3. Fill in the blanks with the proper forms of the verbs in brackets.**

- (1) He can hardly \_\_\_\_\_ (afford) to miss another day at school.
- (2) At that time, the little girl \_\_\_\_\_ (practice) the piano two hours each day.
- (3) Illnesses can \_\_\_\_\_ (avoid) with rest and a balanced diet.
- (4) \_\_\_\_\_ (compare) with Shakespeare, as a writer he is not so great.
- (5) The Minister for Foreign Affairs already \_\_\_\_\_ (communicate) about this event with the President of the United States.
- (6) Mr. Smith \_\_\_\_\_ (believe) to be the cleverest person in our village.
- (7) Please speak more clearly so as to make yourself \_\_\_\_\_ (understand).
- (8) I \_\_\_\_\_ (deal) with this shop for about twenty years.

**WORD STUDY**

**Word-formation: *in/im/il/ir-*, *un-*, *mis-***

**1. Which of the following words have a negative prefix?**

*indicate interact imperfect important incomplete unselfish understand  
miscommunication missile*

**2. Do you know other examples using “*in/im/il/ir-*” “*un-*” or “*mis-*” as negative prefixes? Write down the negative forms of the following words.**

polite	perfect	legal
dependent	comfortable	fair
usual	certain	understand
possible	believable	fortunate

**3. Think of as many negative prefixes as possible in addition to “*in/im/il/ir-*” “*un-*” and “*mis-*” and give examples.**

### Grammar from the text: *some tips on how to express the superlative meaning*

#### 1. Comparison of three or more people or things is expressed by the superlative with *the... in/of*.

- (1) This is *the oldest theater in London*.
- (2) In old folktales, *the youngest of the family* is always *the most successful*.
- (3) We can practice more to *make the most of this opportunity*.
- (4) He likes swimming *best of all*.

#### 2. A relative clause is useful especially in perfect tense.

- (1) One's name is *the sweetest thing that one has longed to hear!*
- (2) He is *the kindest man I have ever met*.

#### 3. Sometimes we can also express the same idea with a comparative.

- (1) I have *never met a kinder man*.
- (2) There is *no better emotion than affection*.
- (3) There is *nothing greater in life than loving another and being loved in return!*

Now make sentences to express the superlative meaning, using the types of structures introduced above. Compare your sentences with those made by your classmates.

(1) *with "in/of":*

(2) *with relative clauses in the perfect aspect:*

(3) *using a comparative:*

### Step-by-step grammar: *pronouns (1): personal, reflexive*

#### 1. Each of the pronouns in bold below refers to a clause. Underline the clause in each case.

*Example:*

I'm tired out. **That's** why I'm going home early.

- (1) He's always complaining, and **this** is why nobody likes him.
- (2) **That's** why Bob was so pleased with himself. He had just got a new job.
- (3) I've mended the machine. I hope **this** will solve the problem.
- (4) George likes Susan, but she doesn't like him. **That's** what annoys him.
- (5) The traffic was dreadful even though we left home early. **That's** why we're late.

#### 2. Choose a personal pronoun or a reflexive pronoun to complete each of the following sentences.

*Examples:*

He was tired out but he forced himself to go on.



I could hear someone walking behind me.

- (1) She had cut \_\_\_\_\_ so badly she had to be rushed to hospital.
- (2) He realized that the car in front of \_\_\_\_\_ had stopped suddenly.
- (3) They built \_\_\_\_\_ a garage behind the house.
- (4) He fried \_\_\_\_\_ a couple of eggs for breakfast.
- (5) If you've got a sleeping bag, bring it with \_\_\_\_\_.
- (6) On Sunday mornings the children were left to take care of \_\_\_\_\_.



## LISTENING AND SPEAKING



### 1. Listen to the two dialogues describing different situations, and then try to fill in the blanks according to what you hear.

#### *Dialogue 1:*

- (1) Kevin wants to \_\_\_\_\_ this Saturday night.
- (2) Kevin invites Ellen over \_\_\_\_\_.
- (3) — How does Ellen accept Kevin's invitation?  
— She says \_\_\_\_\_.
- (4) The concert will begin at \_\_\_\_\_ o'clock, but they will meet at \_\_\_\_\_ o'clock in front of \_\_\_\_\_ apartment building.

#### *Dialogue 2:*

- (1) The two girls are talking about \_\_\_\_\_.
- (2) Ben has been sick for \_\_\_\_\_.
- (3) —How is Ben now?  
— Luckily he seems to \_\_\_\_\_.
- (4) —When are they going to see Ben at the hospital?

—\_\_\_\_\_. They're going to bring him \_\_\_\_\_, and tell him \_\_\_\_\_.

**2. Talk with your partner according to the following situations. Try to use the expressions and structures you have learned from the dialogues.**

- (1) You are inviting your partner to your birthday party on the coming weekend.
- (2) You and your partner are talking about a classmate who has broken his/her leg and has stayed at home for a couple of days.

**TASK 1**

**Hold a class debate on the following topic.**

*Interacting and communicating with others is always necessary for us in our daily life.*

**The side which says “yes”:**

I believe that interacting and communicating with others is a necessary part of our daily life. I would like to share whatever I think or feel with my friends or relatives.

...

**The side which says “no”:**

I would rather keep my thoughts and feelings to myself most of the time. I enjoy being alone much more than interacting with other people.

...

**Which side do you choose to support? Please follow the steps below.**

- A. Prepare a presentation summarizing your opinions.
- B. Divide the whole class into two sides, and give your presentation within your side.
- C. Choose the four best presentations from your side and form a team for the class debate.  
Each team member should have his/her own share of the work.
- D. Hold a debate between two teams, and give the audience a chance to say something.

## SELF-ASSESSMENT

1. Ask your partners in the dialogues and the TASK to score your performance using the following form, and then discuss with them the reasons for the scores.



“Excellent!”

“Good!”

“Not bad, but you need practice more.”

“Work harder next time.”

	Pronunciation and intonation	Vocabulary	Sentence management	Performance and cooperation
TASK 1				
Dialogues				

2. Go over the words and expressions you have just learned in this unit, and classify them into the following groups by asking yourself such questions as:

- (1) Have I used these words/expressions in my own speaking or writing? If yes, how many times?
- (2) Can I use these words/expressions appropriately? If no, what's the problem?

**Group 1:**

“These are mine now!”

**Group 2:**

“I still need to practice more so that I really know what they mean.”

**Group 3:**

“I just have no idea what they mean.”

## FUN TIME

Let's relax a little bit and listen to an excerpt from the script for the movie *The Lion King*.

(Uncle Scar intended to frame and kill the young prince Simba. The ignorant Simba ran shamefully away from his kingdom and met up with a warthog, Pumbaa, and a palm civet, Timon.)

Timon: You okay kid?

Simba: I guess so.

Pumbaa: You nearly died.

Timon: I saved you. Well, Pumbaa helped. A little.

Simba: Thanks for your help.  
 Timon: Hey, where are you going?  
 Simba: Nowhere.  
 Timon: Gee, he looks blue.  
 Pumbaa: I'd say brownish gold!  
 Timon: No, no, no, I mean he's depressed.  
 Pumbaa: (to Simba) Oh, kid, what's eating ya?  
 Timon: Nothing. He's at the top of the food chain. The food chain! So where are you from?  
 Simba: Who cares, I can't go back.  
 Timon: Ah, you're an outcast. That's great. So are we.  
 Pumbaa: What did you do, kid?  
 Simba: Something terrible. I don't wanna talk about it.  
 Timon: Good! We don't wanna hear about it.  
 Pumbaa: Come on Timon, anything we can do?  
 Simba: Not unless you can change the past.  
 Pumbaa: You know, kid, in times like this my buddy Timon here says, "You gotta put you behind in your past."  
 Timon: No, no, no, amateur. Lie down before you hurt yourself. It's "You gotta put your past behind you". Look, kid. Bad things happen and you can't do anything about it, right?  
 Simba: Right.  
 Timon: Wrong! When the world turns its back on you, you turn your back on the world.  
 Simba: That's not what I was taught.  
 Timon: Then maybe you need a new lesson! Repeat after me: "Hakuna Matata".  
 Simba: What?  
 Pumbaa: Hakuna Matata! It means no worries.



**FURTHER READING**

**Social Support**

Since we are social beings, the quality of our lives depends in large measure on our interpersonal relationships. One strength of the human is our ability to give and receive support from one another under stressful conditions.

Social support makes up the exchange of resources among people based on their interpersonal ties. Those of us with strong support systems appear better able to deal with major life changes and daily problems. People with social ties live longer and have better health than those without such ties. Studies of types of illnesses, from depression to heart disease, show that the presence of social support helps people defend themselves against illness while the absence of such support

makes poor health more likely.

Social support cushions stress in a number of ways. First, friends, relatives, and co-workers may let us know that they value us. Our self-respect is strengthened when we feel accepted by others in spite of our faults and difficulties. Second, other people often provide us with informational support. They help us define and understand our problems and find solutions to them. Third, we typically find social companionship supportive. Taking part in free-time activities with others helps us to meet our social needs while at the same time distracting us from our worries and troubles. Finally, other people may give us instrumental support — money aid, material resources, and needed services — that reduces stress by helping us resolve and deal with our problems.



## COMPREHENSION

**Choose the best answers according to your understanding of the text.**

- ( ) (1) Interpersonal relationships are important because they can \_\_\_\_\_.
- A. make people live more easily
  - B. smooth away daily problems
  - C. deal with life changes
  - D. cure types of illnesses
- ( ) (2) Research shows that people's physical and mental health \_\_\_\_\_.
- A. lies in the social and medical care systems that support them
  - B. has much to do with the amount of support they get from others
  - C. depends on their ability to deal with daily worries and troubles
  - D. is related to their courage in dealing with major life changes
- ( ) (3) Which of the following is closest in meaning to the word "cushions"?
- A. takes the place of
  - B. makes up for
  - C. lessens the effect of
  - D. gets rid of
- ( ) (4) Helping a sick neighbor with some repair work in your spare time is an example of \_\_\_\_\_.
- A. instrumental support
  - B. informational support
  - C. social companionship
  - D. the strengthening of self-respect
- ( ) (5) What is the subject discussed in the text?
- A. Interpersonal relationships
  - B. Kinds of social support
  - C. Ways to deal with stress
  - D. Effects of stressful condition

## DISCUSSION

**Try to make an outline of the text, including all the main information. Then share your outline with your classmates, and discuss with them the skills needed to be together with others and gain social support.**

## TASK 2

### Do you like self-disclosure?

*Self-disclosure* means sharing with someone information that helps him or her understand you.



*Self-disclosure* is most revealing when the sharing is in the present and least revealing when the sharing is about the past.

*David W. Johnson, author of Reaching Out*

There are many kinds of relationships, and you may share different information (see items in the table below) with different people. Thinking about interpersonal relationships will give you a better understanding of yourself.

Use the following choices to complete the table below.

- 1 — would definitely disclose
- 2 — would probably disclose
- 3 — uncertain if I would disclose
- 4 — would probably not disclose
- 5 — would definitely not disclose

Step 1	Step 2					
Identify a relationship	Rate the following items using the above scale					
With	Items	Rating scale				
strangers schoolmates teachers acquaintances friends family members	My hobbies	1	2	3	4	5
	My ideal boyfriend or girlfriend	1	2	3	4	5
	My doubts about myself	1	2	3	4	5
	My hopes and fears	1	2	3	4	5
	My satisfaction or dissatisfaction with my studies	1	2	3	4	5
	My satisfaction or dissatisfaction with this relationship	1	2	3	4	5
	My family background	1	2	3	4	5
	My parents' attitudes toward other religions, nationalities, and political groups	1	2	3	4	5
	My feelings about my parents	1	2	3	4	5
	My feelings about other people in the relevant group (e.g., other classmates, friends, relatives, etc.)	1	2	3	4	5

## *AULD LANG SYNE*

Should auld acquaintance be forgot,  
And never brought to mind?  
Should auld acquaintance be forgot,  
And days of auld lang syne?  
For auld lang syne, my dear,  
For auld lang syne,  
We'll take a cup o' kindness yet  
For auld lang syne.



# Words and Expressions in Each Unit

## Unit 1

**degree** /dɪ'ɡri:/ *n.* the extent to which sth.

happens 程度

**range** /reɪndʒ/ *vi.* to vary within certain points

on a scale of measurement or quality (在一定范围内) 变化; 涉及

**casual** /'kæʒʊəl/ *adj.* not formal, relaxed

非正式的; 随便的

**variety** /və'raɪəti/ *n.* a number of different

kinds or examples 多样化; 种类

**convenience** /kən'vi:njəns/ *n.* sth. that is

very useful or suitable for sb. 方便, 便利

**vacation** /və'keɪʃən, veɪ'keɪʃən/ *n.* a period of

time during which you relax and enjoy yourself 假期

**emotional** /ɪ'məʊʃənəl/ *adj.* concerned with

emotions and feelings 情感的

**mutual** /'mju:tʃʊəl/ *adj.* equally shared by

each one 相互的, 共同的

**aid** /eɪd/ *n.* help, assistance 帮助

**yoga** /'jəʊgə/ *n.* a type of exercise in which

you move your body into various positions in order to become more fit or flexible, to improve your breathing, and to relax your mind 瑜伽

**historical** /hɪs'tɒrɪkəl/ *adj.* concerning

past events 历史上的

**straighten** /'streɪtn/ *vt.& vi.* to cause sth. to

become straight 使某物变直

**generational** /,dʒenə'reɪʃənəl/ *adj.* relating

to generation 代与代之间的

**precious** /'preʃəs/ *adj.* valuable; important

珍贵的

**represent** /,reprɪ'zent/ *vt.* to act on behalf

of; to be as the symbol or expression of 代表

**ideal** /aɪ'di:əl, aɪ'diəl/ *adj.* being the best

possible person or thing for sth. 理想的

**support** /sə'pɔ:t/ *vt.* to help sb./sth. by

one's approval or sympathy or by giving money (以表示赞同、同情或给钱) 帮助某人/某事物; 支持; 支援; 资助

**bare** /beə/ *vt.* to uncover and show 袒露

**trust** /trʌst/ *vt.* to believe that sb. is honest

and sincere and will not deliberately do anything to harm you 信赖, 信任; 相信

**soul** /səʊl/ *n.* the part of you that consists

of your mind, character, thoughts, and feelings 灵魂

**cruel** /'kru:əl, 'krʊəl/ *adj.* very harsh and



causing people distressed 残酷的

**elementary school** *n. phr.* ( *AmE.* ) a

school where children are taught for the first 6 or 8 years of their education ( 美 )  
小学

**point of view** *n. phr.* the way that one thinks about things in general, or the way that one thinks about a particular thing  
观点, 看法

**carry out** *v. phr.* to act according to an instruction 执行; 实行

**in common** *prep. phr.* having the same characteristic or feature; sharing the same interests or experiences 共同的

**in touch with** *prep. phr.* If you are *in touch with* a subject or situation, you know the latest news or information about it. 接触

## Unit 2

**upset** /ʌp'set/ *adj.* being in a state of emotional or mental distress 心烦意乱的, 极其烦恼的

*vt.* to distress emotionally 使心烦

**recently** /'ri:səntli/ *adv.* not long ago; lately 最近, 新近

**date** /deɪt/ *vt.& vi.* to have an appointment,

especially with a member of the opposite sex ( 与某人 ) 谈恋爱

**continue** /kən'tɪnju:/ *v.* to go on with a particular action or in a particular condition 继续; 连续

**in terms of** *prep. phr.* If you talk about sth. *in terms of sth.*, you are specifying which aspect of it you are discussing or from what point of view you are considering it. 用……的话; 在……方面

**physical** /'fɪzɪkəl/ *adj.* of or relating to material things 物质的; 有形的

**mentally** /'mentəli/ *adv.* in a way relating to the process of thinking 精神上地

**force** /fɔ:s/ *v.* to make ( an unwilling person or animal ) do sth.; to drive 强迫

**communication** /kə,mju:nɪ'keɪʃən/ *n.* act of communicating 交流; 沟通

**delight** /dɪ'laɪt/ *vt.* to give great pleasure or joy 给人愉快或乐趣

**familiar** /fə'mɪliə/ *adj.* well known or easily recognized 熟知的

**experienced** /ɪk'spɪərɪənst/ *adj.* having had experience in an activity or in life 有经验的

**researcher** /rɪ'sɜ:tʃə/ *n.* a person who does research 研究者

**deal with** *v. phr.* to give one's attention

to... , and often to solve a problem or  
make a decision concerning sb./sth. 安  
排; 处理; 涉及

**atmosphere** /'ætməsfiə/ *n.* the general  
character or feeling of a place 气氛

**cooperate** /kəʊ'pəreɪt/ *vi.* to work or act  
together toward a common end or  
purpose 合作

## Unit 3

**tense** /tens/ *adj.* feeling very anxious and  
worried 紧张的

**relation** /rɪ'leɪʃən/ *n.* the way in which  
people or groups of people behave toward  
each other 关系

**present** /'prezənt/ *adj.* happening or  
existing now 目前的; 现在的

**rough** /rʌf/ *adj.* A *rough* period is one in  
which you have a lot of problems or  
difficulties. 艰难的; 苦难的

**occasionally** /ə'keɪzənəli/ *adv.* now and  
then, at times 偶尔地

**favor** /'feɪvə/ *n.* act of kindness beyond  
what is due or usual 善行; 恩惠

**hunt** /hʌnt/ *vi.& vt.* to chase (wild animals or  
game) and try to kill or capture them,  
for food or sport 打猎; 猎取(野生禽兽)

**conflict** /'kɒnflɪkt/ *n.* disagreement or  
argument between people 矛盾; 冲突

**annoy** /ə'nɔɪ/ *vt.* to make sb. feel slightly  
angry and unhappy about sth. 使恼怒

**income** /'ɪnkʌm/ *n.* the money that you  
earn from your work 收入

**oppose** /ə'pəʊz/ *vt.* to disagree with sth.  
反对

**heat** /hi:t/ *vt.& vi.* to cause sth. to become hot  
or warm 使(某物)变热或变暖

**profit** /'prɒfɪt/ *n.* money that you gain by  
selling things or doing business  
利润; 收益

**deliver** /dɪ'lɪvə/ *vt.& vi.* to take goods, letters,  
packages, etc. to a particular place or  
person 送货; 送信

**lane** /leɪn/ *n.* a narrow road in the  
countryside 乡间小道

**wave** /weɪv/ *vi.& vt.* to raise your arm and  
move your hand from side to side in  
order to make sb. notice you 招手; 挥手

**gift** /gɪft/ *n.* sth. given willingly without  
payment; present 礼物; 赠品

**generous** /'dʒenərəs/ *adj.* willing to give  
money, spend time, etc., in order to  
help people 慷慨的

**extra** /'ekstrə/ *adj.* more than or beyond  
what is usual, expected or necessary;

additional 额外的；附加的；外加的

**firewood** /'faɪəwʊd/ *n.* wood that has been cut or collected in order to be burned in a fire 木柴

**gratefulness** /'ɡreɪtfulnɪs/ *n.* warm, friendly feelings toward or wish to thank sb. who has done you a favor 感激；感恩；谢意

**remind** /rɪ'maɪnd/ *vt.* to make sb. remember sth. 提醒

**payment** /'peɪmənt/ *n.* an amount of money that has been or must be paid 付款

**occasion** /ə'keɪzən/ *n.* a time when sth. happens 场合；时机

**ripe** /raɪp/ *adj.* fully grown and ready to eat 成熟的

**emotion** /ɪ'məʊʃən/ *n.* a strong feeling such as love, hate, or anger 强烈的情感

## Unit 4

**personality** /ˌpɜːsə'næləti/ *n.* Your personality is your character and nature. 性格

**trait** /treɪt/ *n.* a particular characteristic or tendency 特征；特性

**figure** /'fɪɡə/ *n.* a written number or the amount a number stands for 数量；数字；

数据

**overly** /'əʊvəli/ *adv.* excessively 过度地，过分地

**tendency** /'tendənsi/ *n.* a trend or type of behavior that happens very often 趋势；倾向；潮流

**pamper** /'pæmpə/ *vt.* If you pamper sb., you give him/her too much kindness and comfort. 纵容

**request** /rɪ'kwest/ *n.* the act or an instance of asking for sth. 要求

**sense** /sens/ *n.* the ability to think and behave sensibly 理智

**reason** /'riːzən/ *n.* the ability to think and make judgments 思考力，理解力

**mature** /mə'tjʊə/ *vi.* when a child or young animal matures, it becomes adult 成熟

**oriented** /'ɔːriəntɪd/ *adj.* If sb. is interested in a particular thing, you can say he/she is *oriented* toward. 钟情的，感兴趣的，兴趣被引导的

**socialize** /'səʊʃəlaɪz/ *vi.* to meet other people socially, for example at parties 同他人交往；交际

**marriage** /'mæɪrɪdʒ/ *n.* the relationship between a husband and wife; the act of marrying sb. 婚姻

**tolerate** /'tɒləreɪt/ *vt.* to accept sth. even though it is unsatisfactory or unpleasant  
忍受, 容忍

**absence** /'æbsəns/ *n.* not being present in a place or situation  
缺席, 不在

**in-laws** *n.* Your *in-laws* are members of your husband/wife's family.  
姻亲, 亲家

**relate to** *v. phr.* If you can *relate to* sb., you understand his/her thoughts and feelings, or you get along well with him/her.  
能理解并同情

**Portland** /'pɔ:tlənd/ *n.* 波特兰 (美国俄勒冈州西北部港市)

**Oregon** /'ɒrɪgən/ *n.* 俄勒冈州 (美国州名)

**contact** /'kɒntækt/ *n.* the condition of meeting, touching or coming together with  
接触

**avoid** /ə'vɔɪd/ *vt.* to keep away from  
避免

**stranger** /'streɪndʒə/ *n.* sb. that one does not know  
陌生人

**back** /bæk/ *vi.* to move backwards  
后退

**normally** /'nɔ:məli/ *adv.* usually  
通常地

**advance** /əd'vɑ:ns,əd'væns/ *vi.* to move forward  
前进

**withdraw** /wɪð'drɔ:z/ *vi.& vt.* to move away or

back  
离开; 撤退

**chase** /tʃeɪs/ *vt.* to follow closely in order to catch  
追逐

**aggressive** /ə'ɡresɪv/ *adj.* always ready to quarrel or attack; threatening  
好斗的, 侵略性的

**understanding** /,ʌndə'stændɪŋ/ *n.* interpretation of information received  
理解

**gesture** /'dʒestʃə/ *n.* movement that you make with a part of your body, especially your hands, to express emotion or information  
姿势; 手势

**friction** /'frɪkʃən/ *n.* the rubbing of one thing against another; (of people) disagreement and quarrel  
摩擦

**slap** /slæp/ *vt.* to hit with the palm of a hand  
拍击

**shake** /ʃeɪk/ *vt.* to cause sb. or sth. to move quickly  
震动; 摇动; 晃动

**otherwise** /'ʌðəwaɪz/ *adv.* in another or a different way  
否则; 不然

**rely on** *v. phr.* If you *rely on* sb. or sth., you need them and depend on them in order to live or work properly.  
依靠

**apart from** *prep. phr.* You use *apart from* to indicate that you are aware of one aspect of a situation, but that you are

## Unit 5

going to focus on another aspect.

除了……以外

## Unit 6

**self-centered** /'self'sentəd/ *adj.* paying so much attention to yourself that you do not notice what is happening to other people 以自我为中心的

**hesitate** /'hezɪteɪt/ *vi. & vt.* to pause before saying or doing sth. because you are nervous or not sure 犹豫

**adventure** /əd'ventʃə/ *n.* an exciting experience in which dangerous or unusual things happen 冒险

**cautious** /'kɔːʃəs/ *adj.* careful to avoid risks 谨慎小心的

**practical** /'præktɪkəl/ *adj.* likely to succeed or be effective in a situation 现实的

**talented** /'tæləntɪd/ *adj.* having a natural ability to do sth. well 有天赋的

**imaginative** /ɪ'mædʒɪnətɪv/ *adj.* good at thinking of new and interesting ideas 有想象力的

**loyal** /'lɔɪəl/ *adj.* always supporting your friends, country, etc. 忠实的, 忠诚的

**considerate** /kən'sɪdərɪt/ *adj.* always thinking of what other people need or

want and being careful not to upset them  
体贴的

**nervous** /'nɜːvəs/ *adj.* often becoming worried or frightened, and easily upset  
紧张的

**relax** /rɪ'læks/ *vi.* to rest or do sth. that is enjoyable, especially after you have been working 放松; 休息

**stretch** /stretʃ/ *vi. & vt.* to straighten your arms, legs, or body to full length 伸展; 张开

**interrupt** /ɪntə'rʌpt/ *vi. & vt.* to stop sb. from continuing what he/she is saying or doing by suddenly speaking to him/her, making a noise, etc. 打断

**company** /'kʌmpəni/ *n.* the state of being with other people and not alone 陪伴; 伴随

**modest** /'mɒdɪst/ *adj.* sb. who is modest does not want to talk about his/her abilities or achievements 谦虚的

**fussy** /'fʌsi/ *adj.* very concerned about small, usually unimportant details 小题大做的; 爱挑剔的

**examine** /ɪg'zæmɪn/ *vt.* to look at sth. carefully and thoroughly 仔细检查或考虑

**affect** /ə'fekt/ *vt.* to do sth. that produces an effect or change in sth. 影响

**image** /'ɪmɪdʒ/ *n.* a picture of an object in

a mirror 形象

## Unit 7

**anger** /'æŋgə/ *n.* strong feeling of displeasure and hostility 愤怒, 怒气

**permission** /pə'mɪʃən/ *n.* an act of permitting; agreement 允许

**feelings** /'fi:lɪŋz/ *n.* emotions 感情

**calm** /kɑ:m/ *adj.* free from excitement; quiet; untroubled 不激动的; 安静的; 无忧无虑的

**peace** /pi:s/ *n.* a condition in which there is no war between two or more nations; calmness; quietness 和平, 太平; 镇定, 安静; 平静, 安心

**reality** /rɪ'æləti/ *n.* the real world 现实

**vent** /vent/ *vt.* to give expression to (one's feelings) 发泄

**blowup** /'bləʊʌp/ *n.* an explosion; a sudden moment of anger 爆炸; 暴怒

**positive** /'pɒzətɪv/ *adj.* effective; actually helpful (常褒义)有效的; 有实际帮助的

**handle** /'hændl/ *vt.* to deal with, manage or control 处理

**arise** /ə'raɪz/ *vi.* to come into being or to notice; to happen; to appear 出现; 发生; 呈现

**allow** /ə'laʊ/ *vt.* to permit 允许, 准许

**defeat** /dɪ'fi:t/ *v.* to cause to fail 使受挫败

**explosion** /ɪk'spləʊʒən/ *n.* ( a loud noise caused by) an act of exploding; a sudden bursting out ( of the stated feeling or its expression) 爆炸; 发出 (感情或表达该感情的言语)

**prevent** /prɪ'vent/ *vt.* to stop or hinder ( sb. or sth.) 阻止

**verbally** /'vɜ:bəli/ *adv.* in spoken words and not in writing 口头上

**physically** /'fɪzɪkli/ *adv.* bodily 身体上

**abuse** /ə'bju:s/ *v.* to say unkind, cruel, or rude things to ( sb. )or about ( sb. or sth.) 辱骂, 诋毁

**contest** /'kɒntest/ *n.* a struggle or fight in which two or more people compete for victory; a competition 竞争; 比赛; 角逐

**theory** /'θɪəri/ *n.* a set of reasoned ideas intended to explain facts or events 理论

**agreeable** /ə'gri:əbl/ *adj.* to one's liking; pleasant 令人愉快的, 宜人的

**solution** /sə'lu:ʃən/ *n.* ( action or way of finding) an answer to a problem, question, difficulty, etc. 解决; 解答; 解决方法

**in private** *prep. phr.* secretly; away from public notice; away from others 私下

**in reality** *prep. phr.* in fact 事实上,  
实际上

**act on** *v. phr.* If a force or substance *acts*  
*on* sb. or sth., it has a certain effect on  
them. 对……采取行动; 影响

**get rid of** *v. phr.* to become free of 摆脱;  
戒除

**work through** *v. phr.* to move or progress  
slowly, often with difficulty 艰难地行进

**give in** *v. phr.* to allow oneself to be  
defeated or overcome 让步, 屈服

**have one's way** *v. phr.* to get or do what  
one wants, often in spite of opposition  
为所欲为 (常指不顾反对意见)

## Unit 8

**depend** /dɪ'pend/ *vt.* to be decided by  
sth., follow from sth. 取决于

**interact** /,ɪntə'rækt/ *vi.* to act on each  
other 互相作用, 互相影响

**fellow** /'feləʊ/ *n.* companion 同伴  
*adj.* of the same class, kind 同类的;  
同级的; 同种的

**continuous** /kən'tɪnjʊəs/ *adj.* going on  
without stopping or being interrupted 持续  
的; 连续的

**species** /'spi:ʃi:z/ *n.* (*pl.* unchanged) group

having some common characteristics; sort  
(复数不变) 种类

**technique** /tek'ni:k/ *n.* skill or command  
in handling such fundamentals 技术;  
技巧

**relationship** /rɪ'leɪʃənʃɪp/ *n.* a friendship  
or connection between people 关系

**long** /lɔ:ŋ/ *vi.* to have an intense desire 渴求,  
渴望

**art** /ɑ:t/ *n.* creation or expression of  
sth. beautiful 艺术

**cause** /kɔ:z/ *n.* that which produces an  
effect, a thing, or an event 原因

**response** /rɪ'spɒns/ *n.* a reply or an  
answer 回答; 反应

**convey** /kən'veɪ/ *vt.* to take, carry, or  
transmit 运输; 运载; 传送

**bush** /bʊʃ/ *n.* low thickly-growing plant  
with several woody stems coming up from  
the root 灌木

**plain** /pleɪn/ *adj.* simple, easy to see,  
hear, or understand; clear 清楚的; 简单  
的; 明白易懂的

**affection** /ə'fekʃən/ *n.* kindly feeling;  
love 友爱

**interpersonal** /,ɪntə'pɜ:sənəl/ *adj.* relating  
to, occurring among, or involving several  
people 人与人之间的

**make the most out of** *v. phr.* to profit as

much as one can from sb./sth. 充分

利用; 从……尽可能多地获得好处

**keep in mind** *v. phr.* to remember 记住

**compare... with** *v. phr.* to examine people

or things to see how they are alike or

how they are different 与……比较, 相比

**to the point** *prep. phr.* in a way that is

relevant and appropriate 中肯; 恰当





# Vocabulary

## A

**absence** /'æbsəns/ *n.* not being present in a place or situation 缺席，不在 (U4)

**abuse** /ə'bjʊ:s/ *v.* to say unkind, cruel, or rude things to (sb.) or about (sb. or sth.) 辱骂，诋毁 (U7)

**act on** *v. phr.* If a force or substance acts on sb. or sth., it has a certain effect on them. 对……采取行动；影响 (U7)

**advance** /əd'vɑ:ns,əd'væns/ *vi.* to move forward 前进 (U5)

**adventure** /əd'ventʃə/ *n.* an exciting experience in which dangerous or unusual things happen 冒险 (U6)

**affect** /ə'fekt/ *vt.* to do sth. that produces an effect or change in sth. 影响 (U6)

**affection** /ə'fekʃən/ *n.* kindly feeling; love 友爱 (U8)

**aggressive** /ə'gresɪv/ *adj.* always ready to quarrel or attack; threatening 好斗的，侵略性的 (U5)

**agreeable** /ə'gri:əbl/ *adj.* to one's liking, pleasant 令人愉快的，宜人的 (U7)

**aid** /eɪd/ *n.* help, assistance 帮助 (U1)

**allow** /ə'laʊ/ *vt.* to permit 允许，准许 (U7)

**anger** /'æŋgə/ *n.* strong feeling of displeasure and hostility 愤怒；怒气 (U7)

**annoy** /ə'nɔɪ/ *vt.* to make sb. feel slightly angry and unhappy about sth. 使恼怒 (U3)

**apart from** *prep. phr.* You use *apart from* to indicate that you are aware of one aspect of a situation, but that you are going to focus on another aspect. 除了……以外 (U5)

**arise** /ə'raɪz/ *vi.* to come into being or to notice; to happen; to appear 出现；发生；呈现 (U7)

**art** /ɑ:t/ *n.* creation or expression of sth. beautiful 艺术 (U8)

**atmosphere** /'ætməsfiə/ *n.* the general character or feeling of a place 气氛 (U2)

**avoid** /ə'vɔɪd/ *vt.* to keep away from 避免 (U5)

## B

**back** /bæk/ *vi.* to move backwards 后退  
( U5 )

**bare** /beə/ *vt.* to uncover and show 袒露  
( U1 )

**blowup** /'bləʊʌp/ *n.* an explosion; a sudden moment of anger 爆炸; 暴怒  
( U7 )

**bush** /bʊʃ/ *n.* low thickly-growing plant with several woody stems coming up from the root 灌木 ( U8 )

## C

**calm** /kɑ:m/ *adj.* free from excitement; quiet; untroubled 不激动的; 安静的; 无忧虑的 ( U7 )

**carry out** *v. phr.* to act according to an instruction 执行; 实行 ( U1 )

**casual** /'kæʒʊəl/ *adj.* not formal, relaxed 非正式的; 随便的 ( U1 )

**cause** /kɔ:z/ *n.* that which produces an effect, a thing, or an event 原因 ( U8 )

**cautious** /'kɔ:ʃəs/ *adj.* careful to avoid risks 谨慎小心的 ( U6 )

**chase** /tʃeɪs/ *vt.* to follow closely in order to catch 追逐 ( U5 )

**communication** /kə,mju:nɪ'keɪʃən/ *n.* act of communicating 交流, 沟通 ( U2 )

**company** /'kʌmpəni/ *n.* the state of being with other people and not alone 陪伴; 伴随 ( U6 )

**compare... with** *v. phr.* to examine people or things to see how they are alike or how they are different 与……比较, 相比 ( U8 )

**conflict** /'kɒnflɪkt/ *n.* disagreement or argument between people 矛盾; 冲突 ( U3 )

**considerate** /kən'sɪdərɪt/ *adj.* always thinking of what other people need or want and being careful not to upset them 体贴的 ( U6 )

**contact** /'kɒntækt/ *n.* the condition of meeting, touching or coming together with 接触 ( U5 )

**contest** /'kɒntest/ *n.* a struggle or fight in which two or more people compete for victory; a competition 竞争; 比赛; 角逐 ( U7 )

**continue** /kən'tɪnju: / *v.* to go on with a particular action or in a particular condition 继续; 连续 ( U2 )

**continuous** /kən'tɪnjuəs/ *adj.* going on without stopping or being interrupted 持续的；连续的（U8）

**convenience** /kən'vi:njəns/ *n.* sth. that is very useful or suitable for sb. 方便，便利（U1）

**convey** /kən'veɪ/ *vt.* to take, carry, or transmit 运输；运载；传送（U8）

**cooperate** /kəʊ'pɒrɪt/ *vi.* to work or act together toward a common end or purpose 合作（U2）

**cruel** /'kru:əl, 'krʊəl/ *adj.* very harsh and causing people distressed 残酷的（U1）

## D

**date** /deɪt/ *vt. & vi.* to have an appointment, especially with a member of the opposite sex (与某人) 谈恋爱（U2）

**deal with** *v. phr.* to give one's attention to..., and often to solve a problem or make a decision concerning sb./sth. 安排；处理；涉及（U2）

**defeat** /dɪ'fi:t/ *v.* to cause to fail 使受挫败（U7）

**degree** /dɪ'ɡri:/ *n.* the extent to which sth. happens 程度（U1）

**delight** /dɪ'laɪt/ *vt.* to give great pleasure or joy 给人愉快或乐趣（U2）

**deliver** /dɪ'lɪvə/ *vt. & vi.* to take goods, letters, packages, etc. to a particular place or person 送货；送信（U3）

**depend** /dɪ'pend/ *vt.* to be decided by sth. , follow from sth. 取决于（U8）

## E

**elementary school** *n. phr. (AmE.)* a school where children are taught for the first 6 or 8 years of their education (美) 小学（U1）

**emotion** /ɪ'məʊʃən/ *n.* a strong feeling such as love, hate, or anger 强烈的情感（U3）

**emotional** /ɪ'məʊʃənəl/ *adj.* concerned with emotions and feelings 情感的（U1）

**examine** /ɪɡ'zæmɪn/ *vt.* to look at sth. carefully and thoroughly 仔细检查或考虑（U6）

**experienced** /ɪk'spɪərɪənst/ *adj.* having had experience in an activity or in life 有经验的（U2）

**explosion** /ɪk'spləʊʒən/ *n.* ( a loud noise caused by ) an act of exploding; a sudden

bursting out ( of the stated feeling or its expression ) 爆炸; 发出 ( 感情或表达该感情的言语 ) ( U7 )

**extra** /'ekstrə/ *adj.* more than or beyond what is usual, expected or necessary; additional 额外的; 附加的; 外加的 ( U3 )

## F

**familiar** /fə'mɪlɪə/ *adj.* well known or easily recognized 熟知的 ( U2 )

**favor** /'feɪvə/ *n.* act of kindness beyond what is due or usual 善行; 恩惠 ( U3 )

**feelings** /'fi:liŋz/ *n.* emotions 感情 ( U7 )

**fellow** /'feləʊ/ *n.* companion 同伴  
*adj.* of the same class, kind 同类的; 同级的; 同种的 ( U8 )

**figure** /'fɪgə/ *n.* a written number or the amount a number stands for 数量; 数字; 数据 ( U4 )

**firewood** /'faɪəwɊd/ *n.* wood that has been cut or collected in order to be burned in a fire 木柴 ( U3 )

**force** /fɔ:s/ *v.* to make ( an unwilling person or animal ) do sth.; to drive 强迫 ( U2 )

**friction** /'frɪkʃən/ *n.* the rubbing of one thing against another; ( of people ) disagreement and quarrel 摩擦 ( U5 )

**fussy** /'fʌsi/ *adj.* very concerned about small, usually unimportant details 小题大做的; 爱挑剔的 ( U6 )

## G

**generational** /,dʒenə'reɪʃənəl/ *adj.* relating to generation 代与代之间的 ( U1 )

**generous** /'dʒenərəs/ *adj.* willing to give money, spend time, etc. , in order to help people 慷慨的 ( U3 )

**gesture** /'dʒestʃə/ *n.* movement that you make with a part of your body, especially your hands, to express emotion or information 姿势; 手势 ( U5 )

**get rid of** *v. phr.* to become free of 摆脱; 戒除 ( U7 )

**gift** /gɪft/ *n.* sth. given willingly without payment; present 礼物, 赠品 ( U3 )

**give in** *v. phr.* to allow oneself to be defeated or overcome 让步, 屈服 ( U7 )

**gratefulness** /'grɛtfulnɪs/ *n.* warm, friendly feelings toward or wish to thank

sb. who has done you a favor 感激;  
感恩; 谢意 (U3)



**handle** /'hændl/ *vt.* to deal with, manage  
or control 处理 (U7)

**have one's way** *v. phr.* to get or do what  
one wants, often in spite of opposition  
为所欲为 (常指不顾反对意见) (U7)

**heat** /hi:t/ *vt. & vi.* to cause sth. to become hot  
or warm 使 (某物) 变热或变暖 (U3)

**hesitate** /'heziteit/ *vi. & vt.* to pause before  
saying or doing sth. because you are  
nervous or not sure 犹豫 (U6)

**historical** /his'tɒrɪkəl/ *adj.* concerning  
past events 历史上的 (U1)

**hunt** /hʌnt/ *vi. & vt.* to chase (wild animals or  
game) and try to kill or capture them, for  
food or sport 打猎; 猎取 (野生禽兽)  
(U3)



**ideal** /aɪ'diəl/ *adj.* being the best possible  
person or thing for sth. 理想的 (U1)

**image** /'ɪmɪdʒ/ *n.* a picture of an object in  
a mirror 形象 (U6)

**imaginative** /ɪ'mædʒɪnətɪv/ *adj.* good at  
thinking of new and interesting ideas  
有想象力的 (U6)

**in common** *prep. phr.* having the same  
characteristic or feature; sharing the same  
interests or experiences 共同的 (U1)

**in private** *prep. phr.* secretly; away from  
public notice; away from others  
私下 (U7)

**in reality** *prep. phr.* in fact 事实上,  
实际上 (U7)

**in terms of** *prep. phr.* If you talk about  
sth. *in terms of* sth. , you are specifying  
which aspect of it you are discussing or  
from what point of view you are  
considering it. 用……的话; 在……方面  
(U2)

**in touch with** *prep. phr.* If you are *in touch*  
*with* a subject or situation, you know the  
latest news or information about it. 接触  
(U1)

**income** /'ɪnkʌm/ *n.* the money that you  
earn from your work 收入 (U3)

**in-laws** *n.* Your *in-laws* are members of  
your husband/wife's family. 姻亲, 亲家  
(U4)

**interact** /,ɪntə'rækt/ *vi.* to act on each  
other 互相作用, 互相影响 (U8)

**interpersonal** /,ɪntə'pɜː sənəl/ *adj.* relating to, occurring among, or involving several people 人与人之间的 (U8)

**interrupt** /,ɪntə'rʌpt/ *vi. & vt.* to stop sb. from continuing what he/she is saying or doing by suddenly speaking to him/her, making a noise, etc. 打断 (U6)

## K

**keep in mind** *v. phr.* to remember 记住 (U8)

## L

**lane** /leɪn/ *n.* a narrow road in the countryside 乡间小道 (U3)

**long** /lɔːŋ/ *vi.* to have an intense desire 渴求, 渴望 (U8)

**loyal** /'lɔɪəl/ *adj.* always supporting your friends, country, etc. 忠实的, 忠诚的 (U6)

## M

**make the most out of** *v. phr.* to profit as much as one can from sb./sth. 充分利用; 从……尽可能多地获得好处 (U8)

**marriage** /'mæɪrɪdʒ/ *n.* the relationship

between a husband and wife; the act of marrying sb. 婚姻 (U4)

**mature** /mə'tʃʊə/ *vi.* when a child or young animal *matures*, it becomes adult 成熟 (U4)

**mentally** /'mentəli/ *adv.* in a way relating to the process of thinking 精神上地 (U2)

**modest** /'mɒdɪst/ *adj.* sb. who is *modest* does not want to talk about his/her abilities or achievements 谦虚的 (U6)

**mutual** /'mju:tʃʊəl/ *adj.* equally shared by each one 相互的, 共同的 (U1)

## N

**nervous** /'nɜː vəs / *adj.* often becoming worried or frightened, and easily upset 紧张的 (U6)

**normally** /'nɔːməli/ *adv.* usually 通常地 (U5)

## O

**occasion** /ə'keɪʒən/ *n.* a time when sth. happens 场合; 时机 (U3)

**occasionally** /ə'keɪʒənəli/ *adv.* now and then, at times 偶尔地 (U3)

**oppose** /ə'pəʊz/ *vt.* to disagree with sb.

反对 (U3)

**Oregon** /'ɒrɪgən/ *n.* 俄勒冈州 (美国州名)

(U4)

**oriented** /'ɔ:riəntɪd/ *adj.* If sb. is interested

in a particular thing, you can say he/she is *oriented* toward it. 钟情的, 感兴趣的, 兴趣被引导的 (U4)

**otherwise** /'ʌðəwaɪz/ *adv.* in another or a

different way 否则; 不然 (U5)

**overly** /'əʊvəli/ *adv.* excessively 过度地,

过分地 (U4)



**pamper** /'pæmpə/ *vt.* If you *pamper* sb. ,

you give him/her too much kindness and comfort. 纵容 (U4)

**payment** /'peɪmənt/ *n.* an amount of

money that has been or must be paid 付款 (U3)

**peace** /pi:s/ *n.* a condition in which there

is no war between two or more nations; calmness; quietness 和平, 太平; 镇定, 安静; 平静, 安心 (U7)

**permission** /pə'mɪʃən/ *n.* an act of

permitting; agreement 允许 (U7)

**personality** /ˌpɜ: sə'neɪləti / *n.* Your

*personality* is your character and nature.

性格 (U4)

**physical** /'fɪzɪkəl/ *adj.* of or relating to

material things 物质的; 有形的 (U2)

**physically** /'fɪzɪklɪ/ *adv.* bodily 身体上

(U7)

**plain** /pleɪn/ *adj.* simple, easy to see,

hear, or understand; clear 清楚的; 简单的; 明白易懂的 (U8)

**point of view** *n. phr.* the way that one

thinks about things in general, or the way that one thinks about a particular thing 观点, 看法 (U1)

**Portland** /'pɔ:tlənd/ *n.* 波特兰 (美国俄勒

冈州西北部港市) (U4)

**positive** /'pɒzətɪv/ *adj.* effective; actually

helpful (常褒义) 有效的; 有实际帮助的 (U7)

**practical** /'præktɪkəl/ *adj.* likely to succeed

or be effective in a situation 现实的 (U6)

**precious** /'preʃəs/ *adj.* valuable; important

珍贵的 (U1)

**present** /'preznt/ *adj.* happening or

existing now 目前的; 现在的 (U3)

**prevent** /prɪ'vent/ *vt.* to stop or hinder

(sb. or sth.) 阻止 (U7)



**profit** /'prɒfɪt/ *n.* money that you gain by selling things or doing business 利润; 收益 (U3)

## R

**range** /reɪndʒ/ *vi.* to vary within certain points on a scale of measurement or quality (在一定范围内) 变化; 涉及 (U1)

**reality** /rɪ'æləti/ *n.* the real world 现实 (U7)

**reason** /'riːzən/ *n.* the ability to think and make judgments 思考力, 理解力 (U4)

**recently** /'riːsəntli/ *adv.* not long ago; lately 最近, 新近 (U2)

**relate to** *v. phr.* If you can *relate to* sb., you understand his/her thoughts and feelings, or you get along well with him/her. 能理解并同情 (U4)

**relation** /rɪ'leɪʃən/ *n.* the way in which people or groups of people behave toward each other 关系 (U3)

**relationship** /rɪ'leɪʃənʃɪp/ *n.* a friendship or connection between people 关系 (U8)

**relax** /rɪ'læks/ *vi.* to rest or do sth. that is enjoyable, especially after you have been working 放松; 休息 (U6)

**rely on** *v. phr.* If you *rely on* sb. or sth.,

you need them and depend on them in order to live or work properly. 依靠 (U5)

**remind** /rɪ'maɪnd/ *vt.* to make sb. remember sth. 提醒 (U3)

**represent** /,rɛprɪ'zɛnt/ *vt.* to act on behalf of; to be as the symbol or expression of 代表 (U1)

**request** /rɪ'kwest/ *n.* the act or an instance of asking for sth. 要求 (U4)

**researcher** /rɪ'sɜːtʃə/ *n.* a person who does research 研究者 (U2)

**response** /rɪ'spɒns/ *n.* a reply or an answer 回答; 反应 (U8)

**ripe** /raɪp/ *adj.* fully grown and ready to eat 成熟的 (U3)

**rough** /rʌf/ *adj.* A *rough* period is one in which you have a lot of problems or difficulties. 艰难的; 苦难的 (U3)

## S

**self-centered** /'self'sentəd/ *adj.* paying so much attention to yourself that you do not notice what is happening to other people 以自我为中心的 (U6)

**sense** /sens/ *n.* the ability to think and behave sensibly 理智 (U4)

**shake** /ʃeɪk/ *vt.* to cause sb. or sth. to

move quickly 震动；摇动；晃动（U5）

**slap** /slæp/ *vt.* to hit with the palm of a hand 拍击（U5）

**socialize** /'səʊʃəlaɪz/ *vi.* to meet other people socially, for example at parties 同他人来往；交际（U4）

**solution** /sə'lu:ʃən/ *n.* (action or way of finding) an answer to a problem, question, difficulty, etc. 解决；解答；解决方法（U7）

**soul** /səʊl/ *n.* the part of you that consists of your mind, character, thoughts, and feelings 灵魂（U1）

**species** /'spi:ʃi:z/ *n.* (*pl.* unchanged) group having some common characteristics; sort (复数不变) 种类（U8）

**straighten** /'streɪtn/ *vt.& vi.* to cause sth. to become straight 使某物变直（U1）

**stranger** /'streɪndʒə/ *n.* sb. that one does not know 陌生人（U5）

**stretch** /stretʃ/ *vi.& vt.* to straighten your arms, legs, or body to full length 伸展；张开（U6）

**support** /sə'pɔ:t/ *vt.* to help sb./sth. by one's approval or sympathy or by giving money (以表示赞同、同情或给钱) 帮助某人/某事物；支持；支援；资助（U1）



**talented** /'tæləntɪd/ *adj.* having a natural ability to do sth. well 有天赋的（U6）

**technique** /tek'ni:k/ *n.* skill or command in handling such fundamentals 技术；技巧（U8）

**tendency** /'tendənsi/ *n.* a trend or type of behavior that happens very often 趋势；倾向；潮流（U4）

**tense** /tens/ *adj.* feeling very anxious and worried 紧张的（U3）

**theory** /'θiəri/ *n.* a set of reasoned ideas intended to explain facts or events 理论（U7）

**to the point** *prep. phr.* in a way that is relevant and appropriate 中肯；恰当（U8）

**tolerate** /'tɒləreɪt/ *vt.* to accept sth. even though it is unsatisfactory or unpleasant 忍受，容忍（U4）

**trait** /treɪt/ *n.* a particular characteristic or tendency 特征；特性（U4）

**trust** /trʌst/ *vt.* to believe that sb. is honest and sincere and will not deliberately do anything to harm you

信赖，信任；相信（U1）



**understanding** /ˌʌndə'stændɪŋ/ *n.*

interpretation of information received 理解  
（U5）

**upset** /ʌp'set/ *adj.* being in a state of

emotional or mental distress 心烦意乱  
的，极其烦恼的

*vt.* to distress emotionally 使心烦（U2）



**vacation** /və'keɪʃən, veɪ'keɪʃən/ *n.*

a period of time during which  
you relax and enjoy yourself 假期（U1）

**variety** /və'raɪəti/ *n.* a number of

different kinds or examples 多样化；  
种类（U1）

**vent** /vent/ *vt.* to give expression to (one's

feelings) 发泄（U7）

**verbally** /'vɜ:bəli/ *adv.* in spoken words

and not in writing 口头上（U7）



**wave** /weɪv/ *vi.& vt.* to raise your arm and

move your hand from side to side in  
order to make sb. notice you 招手；挥手  
（U3）

**withdraw** /wɪð'drɔ:z/ *vi.& vt.* to move away or

back 离开；撤退（U5）

**work through** *v. phr.* to move or progress

slowly, often with difficulty 艰难地行进  
（U7）



**yoga** /'jəʊgə/ *n.* a type of exercise in

which you move your body into various  
positions in order to become more fit or  
flexible, to improve your breathing, and  
to relax your mind 瑜伽（U1）