ENGLISH

英语

选择性必修

第三册

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选择性必修 第三册

普通高中教科书

英 语

选择性必修
第三册

出版者的话

亲爱的同学们：

欢迎使用冀教版高中英语教科书。这套教材由国内外富有英语教育经验的学者、科研人员及一线教师根据 2017 版《普通高中英语课程标准》编写。

本套教材必修阶段共 3 册，满足高中毕业基本要求；选择性必修阶段有 4 册，满足高考升学要求；提高类阶段有 3 册，满足有意继续提高英语能力的发展需求。

让我们了解一下教材的结构。每册教材有 5 个单元，每个单元包括 4 个板块。第 1 板块（Reading for Meaning）为同学们提供了地道、优美的语篇，文章体裁丰富多样、内容有趣且富有时代特色；第 2 板块（Learning through Practice）提供了有意义的语言探究和语言实践活动，同学们通过完成任务可以体验语言并归纳知识，提高语言运用能力；第 3 板块（Using English in Context）设计有专题调查、访问纪实、讨论汇总、活动设计等多种形式的项目活动，帮助同学们发展听、说、读、看、写等语言技能，为真实语言交际打下基础。第 4 板块（Expanding Our Horizons）为同学们提供了更多与单元主题相关的经典、有趣的文章。

另外，教材中的评价部分（Evaluate yourself）可以帮助同学们积极反思学习过程，及时调整学习策略，提高学习效率；单元反思（Unit Reflection）帮助同学们对整个单元进行回顾；链接部分（More Connections）便于同学们拓展相关主题知识。

本套教材内容涉及人文、社会、自然、科学等多个领域，注重中外文化的介绍与比较。通过学习本套教材，同学们会在提高语言能力的同时，增强对中华优秀传统文化和社会主义先进文化的认识，成长为新时代有文明素养和社会责任感的人。

同学们，中学时代是人生美好的一段时光，相信在使用这套教材的过程中，你们通过自己不懈的努力和老师的正确引导，能够顺利完成教科书中的学习任务，为终身学习打下良好基础。

愿同学们在英语学海中徜徉，感受英语学习带给你们的新奇、充实与快乐。

Contents

UNIT 1

WHAT'S BEING GIFTED

Genius is one percent inspiration and ninety-nine percent perspiration.

— Thomas A. Edison, American inventor

We must have perseverance and above all, confidence in ourselves. We must believe that we are gifted for something and that this thing must be attained.

— Marie Curie, Polish physicist and chemist

Genius can be recognized by its childish simplicity.

— Chinese proverb

What Is Given in Giftedness?

BEFORE YOU READ

1 What does "being gifted" mean? What do you expect to read in "What Is Given in Giftedness"?
2 Do you know or have you heard of any gifted children? What are their special gifts?
3 What are the characteristics of gifted children?

Recently Jenny's school was offering a lecture on "What Is Being Gifted" to students and parents. David Field, an expert in gifted education, was invited as a guest speaker. This is an excerpt from his lecture and his discussion with the audience.

David Field:

Good afternoon, everyone. We're here today to talk about the concept of being gifted and what it means to high school students. People understand the word "giftedness" differently and have, over the years, attempted to define the term and its **criteria**. While there is no **reliable**, single, agreed-upon **definition** in the study of gifted education, at **minimum**, it is apparent that some children have abilities that **distinguish** them from their peers. These children **demonstrate** advanced abilities and express interest in one or more areas of learning. When these abilities are developed, there may be no limits to a child's potential. Would anyone like to share their experiences with gifted children?

Mrs. Smith (Jenny's mother):

I have a friend whose youngest daughter, Maya, is a child gifted at the violin. At age 10, she won a full **scholarship** to the Curtis Institute to study with the world's finest teachers, who are all amazed by her **superb** talent. No amount of extra work or practice could have contributed to this child's gift. **Professor**, could you explain whether this genius is born or made?

David Field:

Thank you, Mrs. Smith. This is a common question without a definite answer. Only recently has science begun to do a **thorough** exploration of the cultural and biological **roots** of child geniuses. Studies show that **raw** intelligence, as measured through IQ tests, is inheritable, but the connection between brilliance and behaviour is far from absolute. Geniuses tend to master very specific skills. My favourite example is Tathagat Avatar Tulsi, an Indian physicist. At age six, he could take any

date in history and instantly figure out which day of the week it was. The newspapers named him the "computer brain". This type of intelligence cannot be inherited.

However, more and more experts agree that a child's upbringing has a big impact on his or her possible giftedness. According to an **educator**, "Geniuses are half born, half made." Parents provide stimulating environments: a home full of books, for example. These parents read to children at an early age and take them to cultural events. They allow their kids a higher degree of independence.

Mr. Harmer (Jeremy's father):

Professor, I'm sorry to **interrupt**. It seems that the giftedness mainly concerns a select few. What does it mean to students who are not gifted?

David Field:

Great question, thank you! Each child is born with his or her own unique potential, capabilities and limitations. Therefore, we should discover, nurture, and help them develop their gifts. It's important to remember to treat giftedness as an "ordinary difference", just as some children are taller or shorter than their classmates, or have varied interests and personalities. All children must be equally valued and appreciated for their unique natures and talents. Although gifted children are still children, their **superior** skill requires different tools and a broader understanding in order to ensure their positive development and satisfying educational **outcomes**. Let's hear from some students now.

Jenny:

Professor, do gifted children have specific characteristics?

David Field:

Gifted children are not all the same. Research suggests that even though some characteristics indicate giftedness, not all children will demonstrate all gifted behaviours, in all contexts,

at all times. There's a range of types and degrees of giftedness. It affirms a child's potential for growth and achievement, and parents and teachers should provide them with the tools they need. However, giftedness is a developmental concept that doesn't **guarantee** superior success or otherwise.

Danny:

Professor, my name is Danny. Is being gifted good or bad?

David Field:

Hi, Danny. Giftedness is a **delicate mixture** of blessing and burden – these children learn quickly and more easily, but if their gifts aren't valued or they aren't challenged and **stimulated** in the classroom, they may lose interest. Other students might also dislike these **exceptional** students. Gifted kids may enjoy their capacity for creativity, **insight**, and understanding that both enrich their experience and **astonish** others, but there are certainly some challenges in terms of keeping up with their learning and finding **appropriate** environments where they can grow and be happy. The main purpose of this lecture is to help students, teachers, and parents realize that gifted students need support in order to succeed, but also that all students have something to contribute. It's important for us to take the time to listen and guide this next generation. I'm **optimistic** that our kids will accomplish great things.

AFTER YOU READ

Reading Comprehension

1   What is the major purpose of David Field's lecture? How does David Field define "giftedness"?
2   How does David Field begin his lecture? And how does he end the lecture? What are the benefits of doing it like this?
3   Does "this type of intelligence" refer to raw intelligence or behaviour of geniuses according to Paragraph 3? Can it be inherited?
4   What does David Field want to show by mentioning the Indian gifted child, Tathagat Avatar Tulsi?
5   What is David's attitude towards giftedness by saying "ordinary difference" in Paragraph 5?
6   According to David Field, why is giftedness a delicate mixture of blessing and burden for children?

Post-reading Activities

1   Suppose you are also attending David Field's lecture. Now it is your turn to ask David Field some questions. Write down three questions about the issue of "being gifted" on a piece of paper and be

ready to ask your group these questions. In groups of three or four, each group member will act as a student attending the lecture and David Field in turn.

2　Some people suggest that "we stop trying to fit in when we were born to stand out", but others think successful people are not gifted; they just work hard, and then succeed on purpose. What do you think of these two different views? Discuss in groups and share your opinions with some supporting examples.

3　Discuss in groups. What should we do in our growth once we have found we are gifted in certain areas? How should we do things in areas where we are not gifted?

4　View the pictures and discuss. Do you think you have some inborn talent different from your peers? What would you do to develop it?

NATURALIST Nature Smart	**INTERPERSONAL** People Smart	**LOGICAL-MATHEMATICAL** Number Smart	**VISUAL-SPATIAL** Picture Smart
INTRAPERSONAL Self Smart	**BODILY-KINESTHETIC** Body Smart	**MUSICAL** Music Smart	**LINGUISTIC** Word Smart

SONG

Gifted

I knew a girl who could solve any problem
to her, numbers were a joy.
I knew another child who played Mozart
even though he was a little boy.

I saw a man who could run faster
than anyone else in the land.
One day he decided to try to race.
There are now many medals in his hand.

What is it like to see a little further?
How does it feel to reach a little higher?
What does it mean to be so very gifted?
It means you have a great responsibility.

Perhaps all of us have a special gift
something special that we do.
Just giving people's spirits a really nice lift
is a talent that makes you gifted too.

Whatever your gift you have inside you
however it develops over time
you owe it to the world to show it
or else it's just gold in the mine.

Task One **Knowing Your Musical Talents**

Are you musically talented? A gifted musician would be able to play a song on the guitar even when hearing it only once. In this task, you will get a better understanding of your musical talents. First, you will read a list of musical talents and check whether you have them. Then, you will discuss the results in your group and share your opinions.

>> Step 1 Pre-task Resources

Here is a list of ten characteristics of musically talented people. Check it with your own situation and decide whether you are more or less musically talented.

CHARACTERISTICS OF MUSICALLY TALENTED PEOPLE

1 Natural response to rhythm and music
2 Love for singing familiar and made-up songs
3 Good sense of **tone** colour
4 Memory for music heard
5 Appreciation for the structure of music
6 Highly developed ear
7 Ability to relate tune to visual symbols
8 Use of music to express feelings
9 Focus on music
10 Desire to take music lessons or play an instrument

≫Step 2 Exploring the Language

1 Examine the first seven items (1–7) in the list of Step 1. Fill in the table based on the information provided in the list.

	Adjective (phrase)	Noun	Preposition /Infinitive marker	Noun/V-ing/ Infinitive	Other element
1	natural	response	to	rhythm and music	/
2	/			singing	familiar and made-up songs
3	good		of		/
4	/	memory			
5	/	appreciation			
6	highly developed		/	/	/
7	/	ability			

2 Change the remaining three items (8–10) in the list into complete sentences. The first one is already done:

> *Use of music to express feelings* ➡
> *If a person usually uses music to express his/her feelings, (we tend to believe/ think that) he/she has musical talent.*

Now, it is your turn to change the last two items into complete sentences:

> *Focus on music* ➡
> _____
> *Desire to take music lessons or play an instrument* ➡
> _____

≫Step 3 Task Cycle

1 Read the list in Step 1 again and make sure you fully understand what it means.
2 Work in groups and share how you judge yourself – musically talented or not. Remember to use the new words and collocations you have learned in Step 1.
3 Choose one student as the representative of your group and report your cases in front of the class.

Task Two Comparing & Contrasting Gifted Readers and Less-gifted Readers

In this task, you will get a deeper understanding of gifted readers by comparing and contrasting gifted readers with less-gifted ones.

≫ Step 1 Pre-task Resources

Read the passage carefully and pay attention to the sentences in blue.

According to some **scientific** research, children who have unusual ability in reading and working with text information are considered gifted readers. Their reading abilities develop naturally without formal instruction. They usually have advanced language abilities when compared with their peers. They use words easily, accurately, and creatively in new contexts and speak in complex sentences.

Gifted readers, also called talented readers, have characteristics and learning needs that differ from their peers. These students use more varied reading strategies in context than their less-gifted peers do. These strategies are rereading, analyzing structure, **predicting**, **evaluating**, asking questions, and remembering the main idea and details.

Gifted readers are those who are reading with ease. Gifted readers' great enjoyment is reading. They read more than their peers do. Gifted readers take reading first as a pleasurable activity and second as a way to get information. In **contrast**, many less-gifted readers take obtaining information as the primary reason for reading, with leisure being **secondary**. Gifted readers read various text types and spend more time reading than less-gifted readers do. Gifted readers are also better able to self-manage their behaviour to read, which is a strategy that allows them to focus on the text when they are reading.
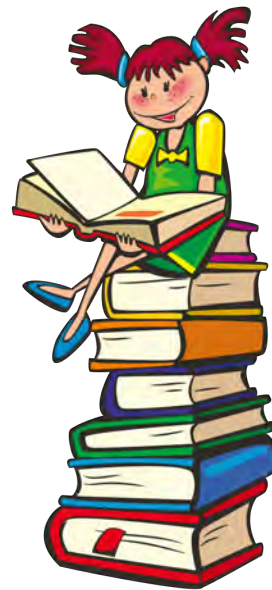
≫ Step 2 Task Cycle

1   Read the passage in Step 1 again and make sure you fully understand it.

2   Complete the table to find the differences between gifted readers and less-gifted readers.

	Gifted readers	Less-gifted readers
Reading strategies adopted		
Motivation of reading		
Time spent		
Self-regulating		

3   Write a short paragraph of 5 – 8 sentences to report the major differences between gifted readers and less-gifted ones. Remember to use the key expressions you have learned so far.

≫Step 3 Language Focus

The v-ing form can be used as predicative. Here are two examples in Step 1:

> ● *Gifted readers' great enjoyment is reading.*
> ● *These strategies are rereading, analyzing structure, predicting, evaluating, asking questions, and remembering the main idea and details.*

The structure of using the v-ing form as predicative is as follows:

    subject + link verb + the v-ing form

> ● *What annoyed me most was his accepting everything.*

The v-ing form combines nominal and verbal features. Here are more examples:

> ● *The main thing is getting there in time.*
> ● *My hobby is dancing.*
> ● *Seeing is believing.*

How can we tell the v-ing form as predicative? Generally speaking, the answer is that the subject and the predicative can be interchangeable.

> ● *My hobby is dancing. → Dancing is my hobby.*

Project **Researching Social Functions of Being Gifted**

In this project, you will first read a passage and discuss the meaning of being gifted. Then, you will listen to a story and share what you have learned. You will explore and discover the social functions of being gifted and understand how you can better nurture or develop your giftedness. Finally, based on your research, you will write a paper about the topic.

≫Step 1 Read and Discuss

Read the passage, and then discuss the following questions in groups.

The Meaning of Being Gifted

Discovering your gift means finding what makes you different and unique. It's about realizing what makes you, you – and me, me. But this is not something you can simply determine by yourselves; it depends on the opinion and appreciation of others, without which your gift may never bear fruit, and you may never "find yourself".

A well-developed gift which shines through our ordinary **routines** helps us understand that all the good things can be achieved, but that we cannot accomplish them by ourselves. When others realize their own gift, we see the potential we each carry. This explains why we feel so inspired after **witnessing** a fantastic performance or success. Others' talents encourage us to study harder, or simply question our own unique purpose in life. Others' gifts help us understand our own gifts better. A gift realizes itself, then, not just in self-realization but to the extent that others are drawn into a consideration of its broader, deeper, and **inner** meaning.

Can we "discover our gift" on our own? How does it relate to other people?

What do we see, or learn from a well-developed gift that shines through our ordinary routines?

Why do we feel inspired when we see an amazing performance of very gifted people? What does their giftedness mean to us?

Being gifted is inherited. But it is also developed by external influences. What are the major external influences? How can we develop our gift?

≫Step 2 Listen, Fill in Blanks and Discuss

Listen to a short story and fill in the blanks. After you finish, think about the meaning of the story. What do you learn from the story? Why did the grandpa in the story ask the writer to think of himself as the stone? How does an individual's attitude affect others? Discuss and share what you have learned from the story with your classmates.

The Splashes of Life

My grandfather took me to the fish pond on a farm when I was about seven years old. He had me _____ a stone into the water and told me to watch the small waves _____ by the stone. Then, he asked me to think of myself as that stone.

"You may create a lot of splashes in your life, but the waves that come from those splashes will break up the _____ of all your **fellow** creatures," he said. "Remember that you are responsible for what you put in your circle and that the circle will also _____ many other people." I nodded along, hoping to understand. My grandfather knelt down to look into my eyes.

"You will need to live in a way that _____ the goodness from your circle to spread to others. A splash that comes from **anger** or **envy** will send those _____ to other circles. You are responsible for both."

That was the first time I _____ that each person creates a part of the inner peace or disharmony that flows out into the world. We cannot achieve world peace if we are burdened with inner **conflict**, hate, doubt, or anger.

We share the feelings and _____ that we hold inside, whether we speak them aloud or not. Whatever is splashing around inside of us is spilling out into the world, creating beauty or pain _____ all the other circles of life.

≫Step 3 Explore, Contrast and Discuss

1
Surf the Internet, or read library books to try to find some information about a few gifted people and see how their talents have contributed to the life of others or of the general public. Make a list of their positive contributions.

2
Try to find some information about a few gifted people, who were too selfish to selflessly share their talents. Eventually they probably lost their talents or were ruined by their talents. Take notes of what you have found or read.

3
Discuss in groups of four or five. In your discussion, make sure you cover the following topics:
- Positive contributions of the gifted to society
- Problems and challenges of the gifted in their growth
- Major external influences on developing the giftedness

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>>Step 4 Analyze and Write

Based on your research and discussion, your group will work together and analyze what you have found, and then write your group research paper about major social functions of being gifted and how we can better nurture our gift. It is suggested that your paper include:

- your understanding of being gifted;
- positive contributions of the gifted;
- problems and challenges of the gifted in growth;
- suggestions for developing our giftedness.
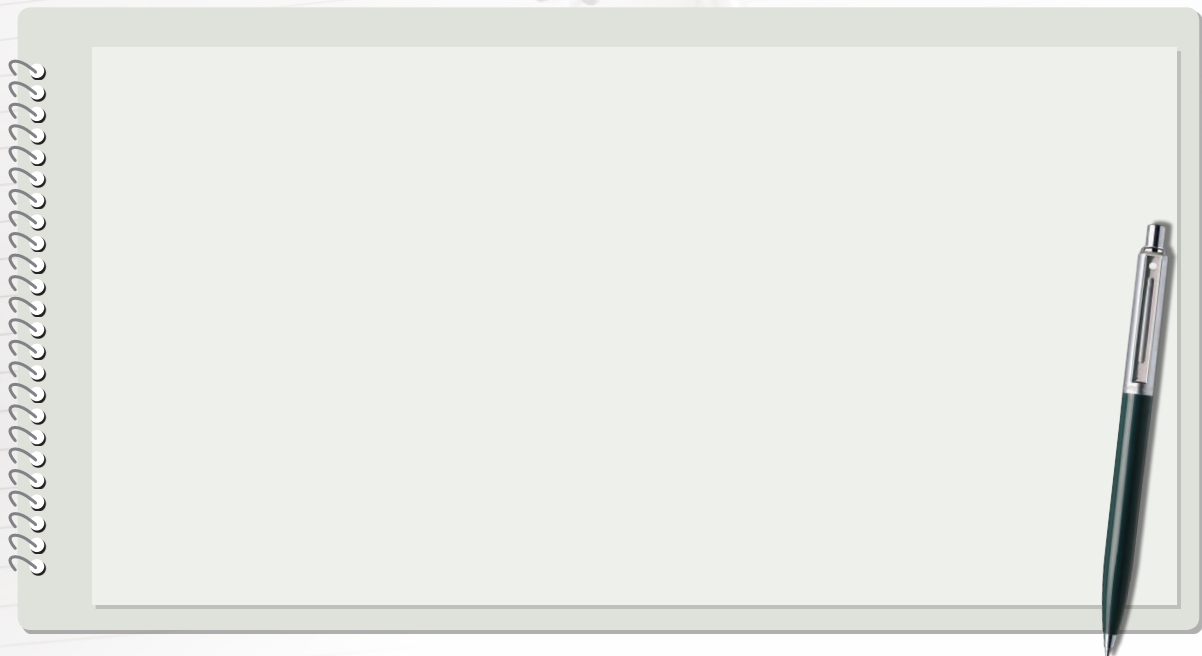
Evaluate yourself!

Can you comment and give your opinion in English about your gift?
Which matters more, your gift or your effort? Can you tell from your past experiences of success?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Finding both the advantages and disadvantages of being gifted	○	○	○	○
Making necessary repetition and explanation when talking or giving a speech in English	○	○	○	○
Surfing the Internet to find more information about the meaning of being gifted	○	○	○	○

The Burden of Being Gifted

Little Mark may have only just turned six, but he has the intelligence of someone four times his age. He has an IQ of 200 and is a genius among geniuses.

Mark has been fascinated with the way the world works since he was a baby. His mother, Rachel, says that by the time he was three, Mark was reading fluently, and he was mostly self-taught. She and her husband haven't been able to keep him away from books since.

"I tried many times to stop him from reading. We worry about this addiction because he constantly wants to read everything, whether it's a **comic** book or the newspaper. He'll read all day and it's very hard to get him outside to throw a ball or run around."

A psychologist at the Gerric Centre for gifted children at the University of New South Wales tested Mark and determined after several **trials**, that his IQ is 200, which is in the "highly gifted" range. The average child of Mark's age has an IQ of 100. Gifted children are around the 130 level. At 200, Mark is a genius – even compared to other child geniuses.

"With children like Mark, you can tell they're bright as soon as they walk in. They just have this sort of intensity, and often they're not so good at relating to people," the psychologist said. "He will never fit perfectly into a class where he's with children of his age."

But Mark's mother worries about the social isolation that accompanies the IQ score. "Nobody

DO YOU KNOW?

IQ is short for **intelligence quotient**, which is a total score designed to assess human intelligence. It was coined by the psychologist William Stern.

wants their child to grow up with that image. I want him to be able to communicate with other people, but not to be frustrated academically, so it's really hard to find a balance," she says.

Helen Dudeney, speaking on **behalf** of the Talented and Gifted Children Association, says Mark is one in a million with such a high IQ. She mostly deals with kids who are two in every hundred – still **rare** and still difficult for the public education system to handle. "The teachers aren't trained in teaching gifted children," says Dudeney, "which makes it hard for both students and teachers to deal with."

Dudeney also believes it's **vital** for those children to be recognized and supported because of their talents, in the same way that gifted athletes are given extra attention. "Initially, they may not realize they're in the very high range. Very often, parents find their kids different from the other kids in the preschool or playgroup. While the other kids are playing with sand, and **clay**, Mark is thinking about something as complicated as how a **missile** is launched, what causes a **typhoon** or how a **bomb** is **exploded**. However, what parents notice first is always that their children don't mix with other children, but they may not think it's because they're gifted," she says.

Mark's parents are trying to figure out how to best help their son. At the moment, there are few options. Mark finds first year work painfully boring and simple, but he must learn to complete the work. His mother says, "We just want him to be happy. To have a happy childhood, to be content, and to want to go to school every day."

POST-READING QUESTIONS

1   Is Mark in the story a gifted child? What does this mean to his parents? To his school?
2   What is Mark's problem in his growth? Why do Mark's parents worry about him?
3   What do you think should be done to help Mark?

A Story of a Gifted and Talented Boy

When he was nearly three years old, Nguyen Ngoc Truong Son, a **sensitive** child, watched his mother and father playing chess in the family's poor home in the Mekong Delta, and like any young child, **bothered** them until they let him play, too. To their astonishment, not only did Son know how to set up the board, he had also learned many of the complex rules of the game. Within a month, he was defeating his parents with ease. By the age of four, Son was **competing**

in national **tournaments** against **opponents** many years older. By age seven, he was winning them. Now, at age twelve, he is Vietnam's youngest champion and a future grand master.

Son's parents – teachers with a **weekly** pay of less than $30 – are at a loss to explain their otherwise ordinary child's talents. "It's a natural gift," says his father. "You couldn't train an ordinary three-year-old to play like that." The young genius, for his part, doesn't think the question is worth **chewing** over. To him, the strategies and logic of chess play comes as naturally as chewing gum. "I just see things on the board and know what to do," he says. "It has always made sense to me."

How a child genius like Son comes by his talent has never made much sense to scientists. Throughout history, geniuses have been celebrated as objects of envy and admiration. Rarely, however, have they been understood. Often made fun of by their peers, **hunted** by the press, and tied to expectations of greatness, they are treated as both a riddle and a fantastic treasure. In the words of Maria McCann, a **specialist** in the education of gifted children, "They're our beautiful freaks."

QUICK CHECK!

To **chew** something over means that you think about something over a period of time.

POST-READING QUESTIONS

1. What happened to Son in the story? Is it amazing?
2. What do Son's parents think of his talents? What does it mean to Son?
3. What problems and challenges do child geniuses have?

Left Brain, Right Brain

Are you good at mathematics? How about writing poems or painting beautiful pictures? Do you love to sing, or would you rather sit down and work out a complicated puzzle? It all depends on whether you are a "right-brain" or a "left-brain" person.

The human brain is truly an amazing **organ**. It's not easy to study the brain, but science is slowly beginning to understand how it works. The brain is divided into two equal but separate parts: the left side and the right side. Some people use one side of the brain more than the other.

We can understand a lot about our learning skills based on which side of the brain we use most. It's still a theory, but many brain specialists are convinced that most of us have a tendency to be either left-brain or right-brain people.

Although everyone uses the left and right sides of the brain equally at birth, we **gradually** begin to use one side of the brain more than the other. Only a small **minority** of people continues to use them equally later in life.

Left-brain people stand out in math, science, and reading. They do well in school. They concentrate easily, and can focus on specific tasks. They like to work independently, and often enjoy studying alone.

Right-brain people are good at arts. They love the symphony and singing. They like to be around lots of people, and they learn best in groups. They are more active. It isn't surprising
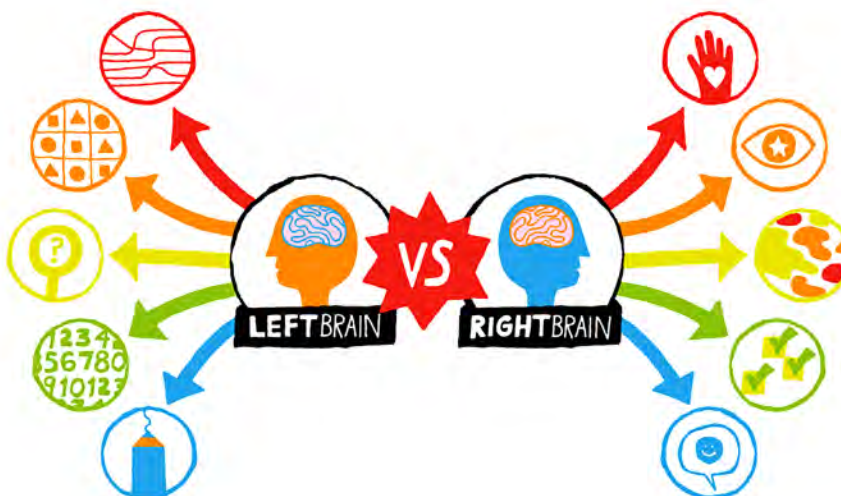
if they become **photographers**, painters or **novelists**.

The fact that you use one side of your brain more often doesn't mean that you don't use the other side. It just means that you prefer one side to the other. One way is not better than the other. The **division** only indicates the way you learn best.

Think about your friends. What are they good at in school? How do they study? If your best friend loves painting, she is probably a right-brain person. If she really shines when working out a complicated math problem or **submitting** a lab report, chances are that she is a left-brain person.

What about you? Which side of the brain do you think you use most often?

POST-READING QUESTIONS

1 What is the main idea about our left brain and right brain? What do you think of the idea?
2 What are the major differences between left-brain people and right-brain people?
3 Are you a right-brain person or a left-brain person? What are you good at?

Unit Reflection

Review the whole unit and reflect on what you have learned.

1 Do you think that we are all gifted in something? Do you think you are gifted? What is your gift? What have you learned about "being gifted" in this unit? Its definition and social function? Its benefits and problems?
2 What have you learned about ways of developing our gift from this unit? What are the major differences between gifted people and successful people? How do you value the role of "being gifted" and "being diligent" in our growth?
3 Do you use the v-ing form as predicative in writing or speech in English? What have you learned about the structure and use of the v-ing form as predicative from this unit?

More Connections

● Would you like to know more about the topic of this unit? If so, you can read the book *The Talent Code* written by Daniel Coyle. This work uncovers the secret of talent, and tells us how we can unlock it and provides us with tools we can use to maximize potential in ourselves and others.

● If you want to discover more stories about talent, watch the 2017 American drama film *Gifted* directed by Marc Webb. A 7-year-old girl named Mary shows remarkable mathematical talent on her first day of first grade. Mary is offered a scholarship to a private school for gifted children. However, her uncle, Frank, turns it down.

UNIT
2 SCIENCE FICTION

Science fiction writers foresee the inevitable, and although problems and catastrophes may be inevitable, solutions are not.
– Isaac Asimov, Russian-born writer

Science fiction encourages us to explore... all the futures, good and bad, that the human mind can envision.
– Marion Zimmer Bradley, American author

With science fiction there's endless possibilities.
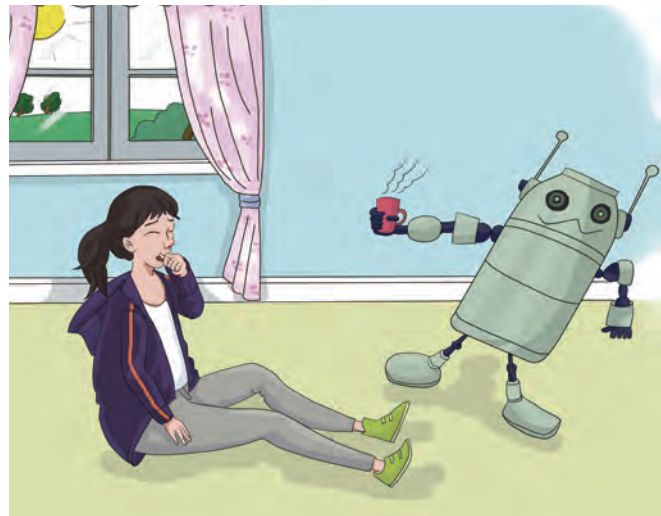*– Anna Torv, Australian actress*

Yu Jie and the Robots

BEFORE YOU READ

1 How much do you know about science fiction? Have you read any?
2 Did you have any experiences with using robots? What can they do? How do we use robots in our life and work?
3 What kind of robots do you expect to see in this story? Nice and friendly to humans? Or very rude and out of control?

Yu Jie wandered aimlessly in her dreams. This peaceful sleep was broken by the soft voice of her personal robot: "It is 7 o'clock on March 27, 2172. You must now wake up."

Yu Jie opened her eyes at the sound. She could feel her heart racing in her **breast** as she thought ahead. Today, she would take her entrance exams to prove her **qualification** for the 2172 **directory** of Best Colleges in the galaxy: Intergalactic Academy 100. The Academy was built as part of a large **satellite** that **orbited** the Earth. Yu Jie threw open the window. She fell to the floor, clutching her **chest**, unable to tolerate the extreme heat. Her robot immediately rushed to her side.

"Yu Jie, you must not forget to wear your breathing **device**," the robot said, closing the window. "I can't believe humans used to walk around in the air without breathing devices or space **suits** to protect them from the **threat** of **intense** heat on every street corner," Yu Jie **sneezed** and rubbed her nose. "The **radiation** is too strong now."

Yu Jie arrived at her high school, a little nervous but confident. The guard robot that stood at the gate scanned her fingerprints and her eyes. Yu Jie took a **garlic capsule** to give herself extra energy. The usually crowded building was strangely quiet.

"Right this way," the guard robot said. She inspected him closely. His **uniform** was made of

a **wool fabric**. The robot took Yu Jie to a room filled with other kids. When she entered, they stared at her and whispered. The robot forcefully shut the door.

"No more talking!" it yelled. Yu Jie was astonished. She had never heard a robot yell. As she stepped **backward**, confused, she felt a sudden rush of heat as her space suit was torn off her left arm. An intense cold followed. It started at her **waist** and went all the way to her wrists. After that, everything was black.

After an unknown **duration** of time, Yu Jie awoke and found herself chained to a boy, whom she later came to know as Li Ming. She did not have a **clue** about what was happening.

"Where am I?" Yu Jie asked.

"The outer reaches of the universe, where the robots conduct their experiments," Li Ming replied.

"What experiments?" Yu Jie asked fearfully.

"Experiments on us. Every day, the robots take us out and search for weaknesses. They want to know how to best use their weapons against us. And worst of all, they want to **clone** us to conquer the rest of humanity!"

"What have they done?" Yu Jie asked.

"First," Li Ming whispered, "they polluted the air. They hoped we would be greatly weakened or even **choke** to death because of the pollution. Today, they are testing the effects of **exposure** to extreme heat followed by extreme cold."

The next morning, the two awoke to the sound of shouting. The robots were driving people into testing areas. Yu Jie was taken by the arm and led into a room with steel bars. A robot pushed her into a metal chair and her arms and legs were attached to the chair. Another robot lowered a giant **microscope** to her level and focused it on her face.

Yu Jie sat for a couple of minutes in complete fear. Suddenly, her left side was hit with a blast of cold. Then came the heat, and soon she went completely numb. Sweat poured down her body and she begged for water. She passed out as the robots released her from the chair.

When Yu Jie regained consciousness, she found Li Ming placing a cool, **damp towel** on her **forehead**.

"We have to get out of here – we have to escape," mouthed Yu Jie. Li Ming looked away.
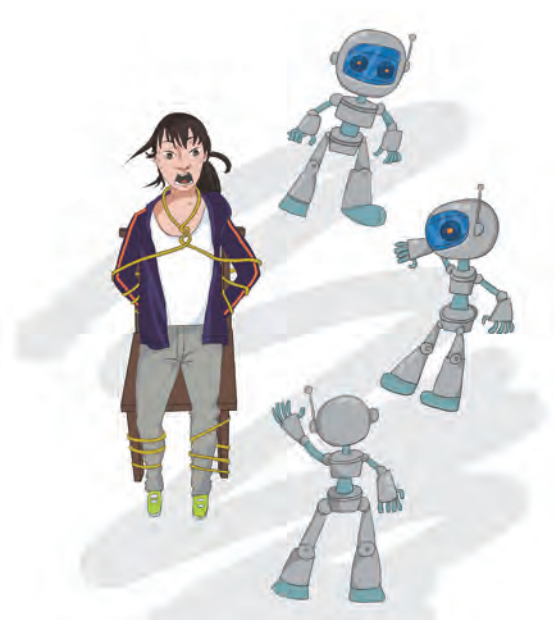
"If only it were that easy," he replied sadly. He was **pessimistic** regarding their chances of survival.

"This is an **emergency**!" she cried. "Do the robots ever get together and leave us? What about their backup source of power? I know that my robot at home is **solar** powered and refuels while it's **plugged** in until the sun has risen."

"Well, I have heard that they have a **hydrogen** power source very far from the place where we're being held, but it's dangerous there," Li Ming answered. They whispered and planned all night.

When the guards entered the room the next morning, Li Ming **pretended** to be very sick in bed. When the robots approached him, he jumped up and unplugged their vision cord. They were temporarily blinded. Li Ming and Yu Jie were able to escape.

They started on their journey. The air was hot and **foggy** and the land was rocky, full of mountains and caves. They had been walking for hours when they reached a **massive** mountain. Li Ming **convinced** Yu Jie that going around would take too long.

"We have to do this not just for ourselves, but for all people, and especially for all of the children trapped by the robots. We must make our **maximum** effort and achieve this **urgent** goal," Yu Jie shouted. Li Ming steeled himself and started to climb.

The two climbed the mountain and found the power source, which wasn't guarded. The children used rocks to disconnect it. Every robot fell to the ground and the prisoners went free. Yu Jie and Li Ming were heroes.

"It's already 7:15. Time for you to wake up." Yu Jie opened her eyes, and saw her mother standing a **millimetre** from her face. "Wake up! You have a test today."

"What year is it?" Yu Jie asked.

"2019! Oh, my dear, if your memory is that bad, you'll have a difficult time with the test."

QUICK CHECK!

If you have a second piece of equipment or a plan as **backup**, you have arranged for it to be available for use in case the first one is unsuccessful.

AFTER YOU READ

Reading Comprehension

1 Does the story have a theme? What is it? What does the author want to express about the relationship between humans and robots?
2 In the story, Yu Jie's dream followed the time and space sequence. Can you identify the time and space markers for the setting of the dream?
3 What happened to Yu Jie in her dream? What did robots want to do to Yu Jie and Li Ming?
4 What difficulties did Yu Jie and Li Ming meet on their way to the power station?
5 What would happen if Yu Jie and Li Ming failed to disconnect the robots' power source?
6 How did Yu Jie and Li Ming become heroes in the story? What does it mean to us?

Post-reading Activities

1 Interviewing characters. One of you will play the role of Yu Jie, and the other, Li Ming. The third interviews and asks questions that draw on the characters' personality and events in the story.
2 Understanding the plot structure. The following terms are components of the plot structure in science fiction: orientation, complication, climax, resolution. Work in pairs and fill in the table below about the story, *Yu Jie and the Robots.*

Elements of plot structure	Contents in *Yu Jie and the Robots*
Orientation (beginning of the story, characters, time, place)	
Complication (events, problems, conflicts)	
Climax (most exciting part, turning point)	
Resolution (problem solved, ending of the story)	

3 Compare the story of *Yu Jie and the Robots* with the story of *The Little Match Girl.* In groups, compare and contrast the similarities and differences between the stories, including characters, setting (both time and place), plots, etc.
4 As robots become more humanized, some people hold that the future robots will bring more threats to human beings. Others, however, believe they will bring more services. Discuss and give your opinion.

Task One **Commenting on Your Favourite Character**

In this task, you will read two excerpts of character descriptions and comments on them. Then you will find a similar excerpt of a character description from one of your favourite fiction stories, and write your comments on the character.

≫Step 1 Pre-task Resources

Imagination is used in fantasy magic fiction and science fiction. Read two excerpts from fantasy magic fiction and their comments. Focus on the descriptive language.

From *Lord of the Rings: The Fellowship of the Ring*,
by J.R.R. Tolkien (page 274)

*The face of Elrond was ageless, neither old nor young, though in it was written the memory of many things both glad and sorrowful. His hair was dark as the **shadows** of twilight, and upon it was set a circlet of silver; his eyes were grey as a clear evening, and in them was a light like the light of stars.*

Comments: I could almost feel night falling as I read that passage. I first pictured the grey of evening, but by the end of the passage, I imagined the night sky. Despite the claim of agelessness, I got the impression that Elrond is of great age.

From *Harry Potter and the Philosopher's Stone*,
by J.K. Rowling (page 8)

*If the motorcycle was huge, it was nothing to the man sitting astride it. He was twice as tall as a normal man and at least five times as wide. He looked simply too big to be allowed, and so wild – long tangles of bushy black hair and beard hid most of his face. He had hands the size of trash can lids, and his feet in their **leather** boots were like baby dolphins.*

Comments: The idea that Hagrid is "simply too big to be allowed" is fantastic – it's the Dursleys' viewpoint flowing through, but also emphasizes how big and unruly he seems. Rowling's **comparisons** to baby dolphins and trash can lids are comical and lodge themselves in my brain.

≫Step 2　Exploring the Language

In fiction stories, literary devices are often used to describe characters' appearance and character. They help the reader to create images in the mind. Please read some examples from the two excerpts in Step 1. Then read the table about literary devices.

- *His hair was dark as the shadows of twilight,…; his eyes were grey as a clear evening, and in them was a light like the light of stars.*
- *… his feet in their leather boots were like baby dolphins.*

Literary devices	Meaning and examples
Simile	A comparison between two things using *like* or *as* e.g. *His feet in their leather boots were like baby dolphins.*
Metaphor	A direct comparison between two things e.g. *The storm was a raging beast.*
Personification	Attributing human characteristics to objects, ideas, animals or nature e.g. *She could feel her heart racing in her breast as she thought ahead.*

An understanding of these literary devices is not only helpful in creating pleasurable reading experiences, but also useful when we write stories of our own. In addition to recognizing literary devices in a story, it is important to understand how the author uses the devices to create a particular effect.

≫Step 3　Task Cycle

1　Recall a fictional character who impressed you most from a fiction story in English.
2　Go back to the story and find the excerpt that describes your favourite character. Read the excerpt again and see how the author tried to create an image, and examine what literary devices this author used.
3　Copy or type this excerpt and write a brief comment (4 – 5 sentences) on the literary devices used and their effect.

Task Two Writing a Sequel to a Science Fiction Story

In this task, you will read a short science fiction story. Then you are invited to write a sequel to it. While doing the task, please pay attention to the sentence structures and writing style of the story and make your writing coherent in content and style with the original story.

≫Step 1 Pre-task Resources

Read the following part of a science fiction story and pay attention to the words in blue.

Last night, in his dreams, Eric became a monstrous ant, and had been digging himself a passage in the fresh, soft earth. The dream was incredibly realistic. When he awoke, he felt tired as if he had actually been digging. His arms ached, and he was astonished, upon examining his hands, to find them raw. He had dirt under his **nails**.

Dressing hastily, Eric rushed to the backyard. Sure enough, near the **fence**, was a large hole about two feet wide and three feet deep. Hurriedly, he filled it in and returned to the house.

"I must rest for a few days. I think I'm suffering from the intense excitement caused by my investigations," he said to himself. "At this time, I feel that I should make a brief summary of my **findings** with respect to the ants, so that Barclay may go over these notes upon his return from his vacation."

≫Step 2 Task Cycle

Group discussion.
- What did Eric do in the dreams?
- How did Eric feel when he woke up?
- What is the probable relationship between Eric and Barclay?

Individual work. Make up a short sequel to this story with those five words in blue.

Group work. Tell your story to your group members.

Learning tips

Any prediction about the future must be based on whatever science or technology we already have or have conceived to make the prediction as "real" as possible.

▶▶Step 3 Language Focus

A sentence is composed of words grouped into phrases and clauses. Analyzing a sentence and its components helps you understand it better, and enables you to write better sentences. In the fiction story of Step 1, we can find verb phrases (VP), adverb phrases (AP) and prepositional phrases (PP). They act as different components.

- A verb phrase (VP) can be used as a predicate indicating an action or as an adverbial indicating an action which happens "before or while" the predicate in the sentence.
- An adverb phrase (AP) can be used as an adverbial.
- A prepositional phrase (PP) can be used as an adverbial indicating time or a place, or as a post modifier to modify a noun.

Then we can analyze two sentences as follows.

- *Last night,* in his dreams, *Eric became a monstrous ant, and* had been digging

  PP (adverbial)   VP (predicate)

  himself a passage in the fresh, soft earth.

  PP (adverbial)

- Dressing hastily, *Eric rushed to the backyard.* Sure enough, near the fence,

  VP (adverbial)   AP (adverbial)   PP (adverbial)

  was a large hole about two feet wide and three feet deep.

  PP (post modifier)

SECTION 3
USING ENGLISH IN CONTEXT

Project **Composing a Science Fiction Story**

Science fiction is a genre of fiction in which the stories often tell about science and technology of the future. In this project, you will use your imagination and knowledge of science to write a science fiction story in groups.

≫**Step 1** **Read, Compare and Discuss**

Read the following passage and then compare and contrast the major differences between short stories and science fiction stories. Discuss the major features of science fiction stories.

Writing a Science Fiction Story

Science fiction refers to writings that describe a future shaped by the effects of science or technology that has not yet come to pass. Science fiction stories usually centre on a scientific advance or a major change in the environment. They aim to change our perception of what could be real and normal by taking us into other, imagined future worlds. Common subjects include the future, travel through space or time, life on other planets, and **crisis** created by sentient technology or alien creatures and environments.

"Imagination is one of the core elements for writing science fiction," said Chinese writer Liu Cixin as he recounted the writing process of his award-winning novel, *The Three-body Problem*. He explained that being open to any possibility, reading science fiction stories, and writing down all your ideas for later writing will help you create your own science fiction story. Developing your knowledge of science and technology will help you write stories that are not wild fantasy, but plausible futures or real-world events. To make our science fiction stories attractive, it is important that we include crises, puzzles, unexpected endings, and cliffhangers in our writing. These are some essential elements which will make a science fiction writer successful.

▶▶Step 2 View, Read and Discuss

View the following pictures and then read the passage. When you finish, fill in the table. Try to see if the house in the future is comfortable and smart, and how it is different from the house we have now.

The House of the Future

How will we live in the future? We can expect to see devices that are not only more efficient but also provide global connectivity between people and machines, allowing them to "talk" seamlessly to one another. New technology will offer the possibility of a life of knowledge and entertainment.

Great changes may take place in living rooms. Dreams of interacting with the television would come true. Rather than hunting around for the remote control, users could simply say "pause". Maybe they will wave their arms to browse through a list of programs. Maybe televisions will be accompanied by retractable, high-definition cameras which could show you what your friends and family are watching and ask if you'd like to simulate the experience of all gathering around the same set.

The bathroom of the future will combine energy-efficient and water-conserving technology with tasteful, space-saving design. We're likely to see an increasing number of houses with smart water metres that will **monitor** how much water is used and when. We'll install showers with more efficient heads. Bathroom scales will allow you to keep track of your weight online and help you **adjust** your diet and **quantity** and quality of exercise accordingly.

Kitchen products will hopefully be more durable so there is less waste and less **garbage** in landfills. Dishes and spoons will be cleaned and **polished** in an **automatic** process. Fridges and freezers will "communicate" with other devices such as mobile phones, so homeowners can see what's inside. Via a screen on the door, appliances could suggest meals to cook with food that you have in the house. Life could become so much easier!

The House of the Future		
	Changes	Advantages
Living room		
Bathroom		
Kitchen		

≫Step 3　Listen, Answer and Imagine 🎧

Listen to an email message sent from Waynoka in the future. Answer the following questions and learn how Waynoka's life is different from ours.

- When and where does Waynoka live?
- How is Waynoka's food different from ours?
- How does Waynoka attend school?
- Why does Waynoka love her school?
- What's Waynoka's purpose of writing this email?

Imagine that you are a scientist now and get ready to describe how you can make our life easy and smart in the near future in a science fiction story.

≫Step 4　Explore and Design

1 Surf the Internet, or read in the library. Try to find some science fiction stories about the future. While reading, please pay attention to how characters, settings and events are presented. Try to see how life in these stories different from our life.

2 After you finish surfing and reading, discuss in your group. You may then begin to design your science fiction story. For instance: you may brainstorm and have some images as the character for your story such as Waynoka. You may work together and choose a particular setting for your story, i.e. time and place. Try to include the imagined effect that new discoveries, happenings and scientific developments will have on us in our future life. Determine the specifics of certain aspects of your society, such as clothes and food, school, transport, and health.

≫Step 5 Write and Present

When you start writing your science fiction story, it is suggested that your writing process include:

1 Pre-writing/Planning
First choose a topic. Your topic could focus on future transport, health service or equipment, classrooms or schools, housing and employment, food and clothes, etc. Then you can plan and organize what you are going to write according to your topic. You may use a mind map or graphic organizer to help you plan and organize your ideas.

2 Drafting
You may make an outline together and then write a rough **draft**. Do not worry too much about making mistakes. You can correct them later. Just write!

3 Revising
You sit together and read what you have written. Write down how you feel while you are reading. Make revisions based on your notes to improve your draft. Think about what to add, what to cut and what to change. You may use pictures or diagrams if necessary to make your story fun and easy to read.

4 Proofreading/Editing
Read your revised draft carefully and look for mistakes in grammar, spelling, capitalization and punctuation. Correct any mistakes that you find.

5 Presenting your story to the class

Evaluate yourself!

Can you give your opinions about the meaning of science fiction in English?
Can you create and improve your own science fiction story by planning, drafting, revising and editing?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Identifying time and space markers to achieve its coherence while reading science fiction	◯	◯	◯	◯
Describing a character from a science fiction with the aid of similes	◯	◯	◯	◯
Talking about future life logically with others using key science fiction elements	◯	◯	◯	◯

What Is Science Fiction?

Science fiction is the branch of literature that deals with the effects of change on people in the real world as it can be projected into the past, the future, or to distant places. It often concerns itself with scientific or technological change, and it usually involves matters whose importance is greater than the individual or the community; often civilization or the race itself is in danger.

– James Edwin Gunn

The future depicted in a good science fiction story ought to be possible, or at least plausible. It must not be **contrary** to reality. That means that writers should be able to convince their readers that the wonders they have described really could come true... and that gets tricky when you take a good, hard look at the world around you.

Does the story tell me something worth knowing that I had not known before, about the relationship between man and technology, for instance? Does it enlighten me on some area of science where I had previously been in the dark? Does it propose a new perspective that I would never have considered? Does it evoke possible **alternative** courses for the future? Does it **highlight** today's events and trends by showing me where they may lead tomorrow? Does it give me a fresh and **objective** point of view on my own world and culture, perhaps by letting me see it through the eyes of a different kind of creature entirely, from a planet light-years away?

These qualities are not only among those that make science fiction good, they are what make it unique, as Frederik George Pohl Jr. said. Be it ever so beautifully written, a story is not a good science fiction story unless it rates highly in these aspects.

DO YOU KNOW?

James Edwin Gunn (1923 –) is an American science fiction writer, editor, scholar, and anthologist. His work as an editor of anthologies includes the six-volume *Road to Science Fiction* series.

POST-READING QUESTIONS

1 What is science fiction? How is a science fiction story different from an ordinary story?
2 What is science fiction most concerned about according to James Edwin Gunn?
3 What makes a science fiction story good according to Frederik George Pohl Jr.?

Influential Science Fiction Writers

A few authors have had a great and lasting influence on the science fiction genre.

H. G. Wells might be both the best and the most significant science fiction writer ever. His **classic** books are still read and loved today. One of the books **entitled** *The Time Machine* (1895) is considered by many to be the best science fiction novel ever written, and *The War of the Worlds* (1898) and *The Invisible Man* (1897) are held in high esteem as well. Over a century after they were written, these books are still fresh and **substantial** enough to be made into Hollywood films. Wells set the bar for everyone else and ensured that science fiction would be alive and **widespread** well into the 20th century and beyond.

H. G. Wells
(1866 – 1946)

Jules Verne's writings made him the pioneer of science fiction. *Journey to the Center of the Earth* (1864), *20,000 Leagues Under the Sea* (1870), and *Around the World in 80 Days* (1872) are **remarkable** classics that changed fictional literature. Their **innovation** and **dynamic** style gave birth to what would become the science fiction genre. Verne wrote incredibly detailed stories about space travel and submarines **prior** to any such **practical** travel on a large scale, and he laid the **foundation** for arguably the greatest science fiction writer ever.

Jules Verne
(1828 – 1905)

Isaac Asimov is a Russian-born American writer, once **suspected** of being a **spy**. He is generally considered one of the most prolific writers in science fiction of all time, having written or edited more than 500 books and an **estimated** 90,000 letters. *The Foundation*

Series and *The Robot Series* are Asimov's most famous works, which laid the groundwork for most modern science fiction and are still widely read today. Besides, he penned numerous short stories, among them *Nightfall*, which in 1964 was voted by the Science Fiction Writers of America the best short science fiction story of all time, a title many still honour.

Considered one of the big three of science fiction, Arthur C. Clarke is known for his *Space Odyssey Series* (1968 – 1997), particularly the novel *2001: A Space Odyssey*, which has become one of the most influential science fiction novels ever written, and was also **transformed** into a wildly popular movie. It helped bring the genre into the mainstream. Clarke is also known for his short stories and his work in encouraging **emerging** science fiction writers. He was also a long-time member of the H. G. Wells Society.

Apart from artistic values, science fiction has many effects on society. Science fiction promotes an interest in science. It enhances our understanding of the **respective** processes of sociology and history, and also forces us to think about the future. Science fiction allows us to examine the **consequences** of our actions today.

Isaac Asimov
(1920 – 1992)

Arthur C. Clarke
(1917 – 2008)

POST-READING QUESTIONS

1   Who are mentioned as influential science fiction writers in the text?
2   Who is the most productive writer? Why?
3   What are the values of science fiction?

The Classic Works of Science Fiction

Nightfall is a 1941 science fiction short story by Isaac Asimov. It is about the arrival of darkness to a planet ordinarily illuminated by sunlight at all times. The fictional planet Lagash is located in a stellar system containing six suns, which keep the whole planet continuously illuminated; total darkness is unknown, and as a result, so are all the stars outside the planet's

stellar system. A group of scientists believe the world would be destroyed in darkness: the appearance of stars would bring fire upon them. They conclude that the darkness would hurt the people and that they need to prepare for it. The short story concludes with the arrival of the night and a dark red glow, implying that social **collapse** has occurred once again.

The War of the Worlds is a science fiction novel by English author H. G. Wells first published in 1897. In this novel, the Martians invade England, **threaten** the countryside and **ruin** the heart of London. The Martians are much more highly developed than humans, arriving in huge, spider-like engines. They are worm-like monsters who intend to feed on humans. Despite their best efforts, the humans are unable to defend against the Martians and their deadly attack. The Martians aren't prepared for the Earth's bacteria, though. Nevertheless, in the end, their nervous systems are destroyed, and they die not from a human attack, but from human illnesses.

The Three-body Problem, whose author is Liu Cixin, is the first chance for English-speaking readers to experience this multiple award-winning **phenomenon** from China's most beloved science fiction author. It is the first, and then *The Dark Forest* and *Death's End*. The series centres
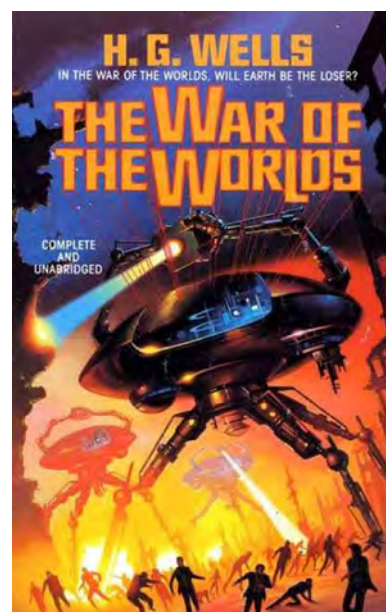
on governments and scientists on the Earth as they react to the invasion of an alien **species**. It was published in China from 2006 to 2010, and the English version of the novels was published in 2014. Acclaimed as the best Chinese science fiction novel, *The Three-body Problem* received the Chinese Science Fiction Galaxy Award in 2006 and 2010 and was nominated for the 2014 Nebula Award for Best Novel. It was the first Asian novel ever to win a Hugo Award for Best Novel, in 2015.

DO YOU KNOW?

The Chinese Science Fiction Galaxy Award is China's most prestigious science fiction award, which was started in 1986. The structure of the prize has evolved over time, becoming an annual prize in 1991 and has recognized different categories over time.

POST-READING QUESTIONS

1   What would be the possible results if the darkness fell on Lagash?
2   Why do the Martians invade the Earth?
3   What influence do you think Liu Cixin's works will have on the development of China's science fiction?

Unit Reflection

Review the whole unit and reflect on what you have learned.

1   How much do you know about science fiction after completing this unit? What have you learned about major content and influence of science fiction?
2   With the development of science and technology, robots are becoming more intelligent. Do you believe robots will develop feelings and emotions just like humans? Do you think robots will take the place of humans in the future? What might life be like in one thousand years' time?
3   What new information did you get about the verb phrases, adverb phrases and prepositional phrases in this unit? What have you learned about the structures and functions of the phrases in English?

More Connections

- *Star Wars* is a film series created by George Lucas. It depicts the adventures of characters a long time ago in a galaxy far, far away. It has become a worldwide pop culture phenomenon.

- *Frankenstein* is a novel written by English author Mary Shelley, which tells the story of Victor Frankenstein, a young scientist who creates a monster in a scientific experiment. Shelley published the first edition of her novel anonymously in 1818.

UNIT
3 CONFUCIUS AND TODAY'S SOCIETY

Learning without thought is pointless. Thought without learning is dangerous.

– Confucius, Chinese philosopher

No man is truly great who is great only in his lifetime. The test of greatness is the page of history.

– William Hazlitt, English writer

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

– William Arthur Ward, American writer

Confucius:
A Great Teacher and Philosopher in Chinese History

BEFORE YOU READ

1 Who is Confucius? What can we learn from him? Can you think of one of his famous sayings?
2 Do you know that Confucius is a great philosopher and a great teacher? What do you know about his philosophical views? His views in learning? Are they still influential today?
3 What are the major contributions Confucius has made to education? To philosophy?

Among ancient peoples the Hebrews were unique having prophets, and Romans honoured their statesmen. In China and Greece philosophers were people who made great contributions to their cultures. Today we will read Confucius, the most influential philosopher in Chinese history. Though he lived more than 2,000 years ago, we can see that many of his ideas are still helpful in today's society.

The most influential philosopher in Chinese history is Confucius, who lived during the Spring and Autumn Period. He was born in the State of Lu, in present-day Shandong Province, in 551 BCE.

Young Confucius showed a great interest in studying. Later, while recalling his youth as an emerging philosopher, Confucius said, "At fifteen I set my mind on learning; by thirty I had found my footing." Confucius studied all the classics and formed his own conclusions regarding the most important problems of history, society, and **mankind**. His main goal was to practice and spread his views, and in doing so, to help people find a better way of life.

The method he adopted was education. Confucius was the first person in Chinese history to bring education to all people, and in particular to those of ordinary birth. From the age of about 30 to his death at 73, he never stopped
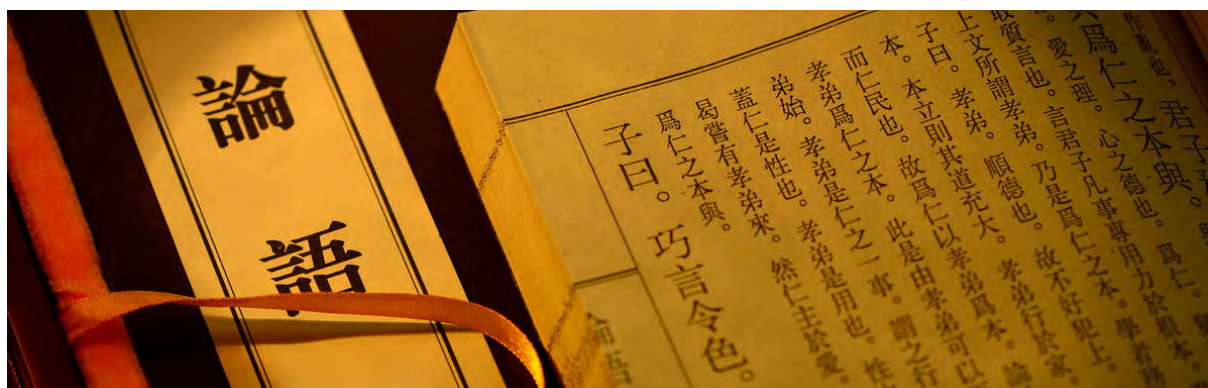
teaching. It was said that **altogether** he taught about 3,000 students, 72 of whom had outstanding achievements in the academic or political fields.

The Analects of Confucius is a book of Confucius' views and theories. It is a collection of about 500 sayings of Confucius and his major disciples, and their comments and answers to various philosophical questions. The sayings deal with a wide range of topics: humanity and rights, government and law, education and knowledge, music and poetry, the qualities of gentlemen and the weaknesses of petty men. In addition, the book contains a few brief descriptions of Confucius' manner, lifestyle, and personality. Discussions of Confucius' philosophy are generally based on this priceless volume.

Confucius spent all his life studying, spreading, and promoting the Way, which was a series of theories about man, life, society, and government. To him, the Way was life or what he lived for. Confucius once said, "Hear the Way in the morning, and it won't matter if you die that evening." This saying expresses his love for the truth and eagerness to seek the truth.

As we know, the ruling class of his day was **greedy**, ambitious, and cruel. The common people, on the other hand, lived in tragic conditions. Confucius was determined to save mankind by means of reason. He wanted to awaken all people to a proper **comprehension** of the nature of man and consequently stressed the importance of man's moral nature.

QUICK CHECK!

If you describe someone as **greedy**, you mean that they want to have more of something such as food or money than is necessary or fair.

Confucius believed that humaneness is among the **fundamental** qualities of man, and that it is this particular quality that makes a man true; without it, man is not real. Confucius mentioned many other virtues, such as wisdom, trustworthiness, loyalty, and brotherly love. A man with these virtues was a gentle man and a man without, a mean man. Gentlemen were always open and sincere, ready to help others, free from worries and fears, and at peace with themselves and the world.

As to the way to govern a state, Confucius urged those in power to rule by virtue and to act as a humane government. He was against the use of cruel laws and severe punishments, which were common in those days. Confucius **clarified** his idea of "humane government" during a conversation with his student. Confucius was in the State of Wei, and Ran You was driving him. Confucius said, "A sizable population!" to which Ran You responded, "Once you have a sizable population, what should you do next?" Confucius answered, "Make them rich." When Ran You asked what should be done after they became rich, Confucius said to instruct them.

This **principle** should still be applied today, for it covers both material and spiritual civilization. Both have to be developed at the same time to ensure the **stability** of the state and the happiness of the people. What great wisdom is shown in this political view!

Since **Emperor** Wu of the Han Dynasty decided to make **Confucianism** the state thought in 140 BCE, Confucianism has been the mainstream of Chinese philosophy. Later, it gradually became mixed with other social or moral guidelines. Many customs, manners or rules in China are based on Confucianism, which influenced Chinese people for more than 2,000 years and is still influential today in China and some East Asian countries.

QUICK CHECK!

Loyalty is the quality of staying firm in your friendship or support for someone or something.

Confucius Institute
at Colorado State University
1413 South College Avenue

AFTER YOU READ

Reading Comprehension

1 What are the main ideas expressed in the text?

2 What was Confucius' goal of studying when he was young? What did he study? What was the method he chose to realize his goal?

3 What are the major topics covered in *The Analects of Confucius* according to the text?

4 What does the word "Way" mean according to the text? Is it a good translation?

5 What did Confucius say to awaken people to a correct understanding of the nature of man and the right way to be a man?

6 What does "mean man" mean? What are the virtues Confucius mentioned according to the text? Do you think they are still useful and appropriate for people in today's society?

Post-reading Activities

1 Imagine Confucius is visiting your school and you have the opportunity to interview him. Work in pairs. One person is the student interviewer and the other is Confucius. Ask the philosopher about his life and his ideas. Don't worry if you are not sure about the answers. Just try to imagine what he might answer. When you finish, change roles. Be creative in your interview!

2 In the book, *The Analects of Confucius*, there are many very intelligent and smart sayings. How do you get and benefit from this kind of wise sayings? Surf the Internet and get your favourite saying from Confucius, bring it to class, and show it to your group. Then, explain how you understand it, why you like it and how you benefit from it.

3 Some people say that we now live in a world that is very different from the world Confucius lived in, and many of his teachings have already become outdated in today's society. Do you agree or disagree with this point of view? Discuss and share your opinions in groups.

4 Confucius and Socrates were two great thinkers and philosophers who shaped the Eastern and Western ways of thinking. In some way, they were similar. However, there were many differences as well. In small groups, discuss some of their similarities and differences.

SECTION 2
LEARNING THROUGH PRACTICE

Task One **Talking about Confucius' Philosophy on Learning**

Suppose you are taking part in an international students' camp. In this task, you will first read a passage about Confucius' beliefs in education and some of his quotes about learning. Then, you will select one or two of Confucius' quotes on learning, explain their meaning in English, and make comments on how they captivate and enlighten you, especially on the topic of learning. Explain these aspects to your new foreign friends in the camp.

⏩Step 1 Pre-task Resources

Read the following passage with some famous quotes from Confucius on education and learning, and then be ready to search for and select your favourite quotes.

> ### Teacher of Great Wisdom
>
> Confucius was a great teacher and thinker in ancient China. He believed in understanding and learning, and in people's ability to improve themselves. During Confucius' time in China, parents sometimes **hired** special tutors to teach their children. Only the wealthy could afford tutors, and poor children had fewer chances for education. Confucius wanted to make education available to all because he believed everyone needed to acquire knowledge and build character. He believed that education was the best way to understand oneself and improve the world.
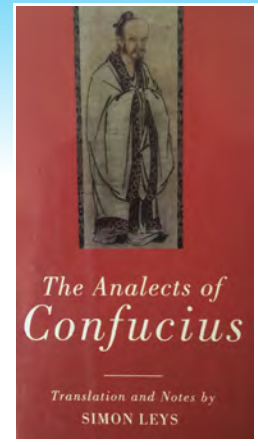
Confucius spent his whole life learning and teaching so that he could change society for the better. Many of his wise sayings were collected in a work called *The Analects of Confucius.*

- *To have a friend come from a long way off – that's a pleasure, isn't it?*
- *Studying, and from time to time going over what you've learned – that's enjoyable, isn't it?*
- *When you see a **worthy** person, think about how you can equal him. When you see an unworthy person, reflect on your own conduct.*
- *In matters of instruction, there should be no class distinctions.*

≫Step 2 Task Cycle

1 Read the quotes on education and learning in the passage again. You may either select your favourite from the quotes in the passage, or surf the Internet for more quotes you like.

2 Discuss with a partner your favourites among Confucius' quotes. Tell your classmate the reasons why you chose these quotes and how you benefit from them.

3 Now you are taking part in cultural exchange activities at a camp with international students. Be ready to show and discuss your quotes on learning from Confucius in English. Don't forget to tell them about Confucius' philosophy contained in the quotes.

≫Step 3 Language Focus

The word "you" is a commonly-seen pronoun in English, usually referring to the person or people addressed, but not including the speaker, as in the following sentences.

> - *It is you who are to blame.*
> - *This package came for you.*

However, in the following sentences, the word "you" refers to an unspecified person or people in general instead of referring to a specified person or people.

> - *When you see a worthy person, think about how you can equal him.*
> - *You can lead a horse to water, but you can't make it drink.*

Just as "you", some other pronouns like "I" "we" "he" "she" also can be used similarly to "one/ a (an) +noun".

> - *When I walk with two others, I'm bound to find my teacher there.*
> - *It is not possible for one to teach others who cannot teach his own family.*
> - *God helps he who helps himself.*

As you can see, when "you" and these other pronouns are used to refer to an unspecified person or people in general, they often appear in quotes or sayings to express a philosophy or an idea.

Task Two Talking about Philosophy in Stories

Philosophy is a way of thinking about the world, the universe, and society. It works by asking very basic questions about the nature of human thought, the nature of the universe, and the connections between them. In this task, you will read a story of philosophy first, and then try to discover the "wisdom" behind the story. Each of you is invited to tell a story of philosophy in groups, and the audience will work together to discover the "wisdom" of the story.

≫Step 1 Pre-task Resources

Read the following story and think about what leads to the differences in opinions on what the elephant looks like.

Six Blind Men and the Elephant

Once upon a time, in a village far away, there lived six blind men. One day, they heard that an elephant was coming to the village with a travelling circus.

They had no idea what an elephant was like and had a discussion. "Even though we will not be able to see it, we can feel it. Let's go," one of them said. So, they all went to visit the elephant, and each of them touched it.

"Hey, the elephant is a pillar," said the first man, who was touching its leg. "Oh, no! It's like a rope," said the second man, who was touching its tail. "Not really! It's more like the branch of a tree," said the third man, who was touching the elephant's tusk. "It's like a big hand fan," said the fourth man, who was touching its ear. "No! It's like a huge wall," said the fifth man, who was touching the elephant's side. "You're all wrong! It's a **pipe**," said the sixth man, who was touching the elephant's **trunk**.

They began to argue about what the elephant was like, each man insisting he was right. They were getting angry. **Fists** were about to fly when a wise man, who had come to see the elephant, asked what the debate was about.

They replied, "We cannot agree what this elephant looks like," and each of them told the wise man what he had thought the elephant was like.

The wise man smiled and said, "You are all correct. Each of you distinguished it differently because you had touched a different part of the elephant. Actually, the elephant has all these features. Its legs are like pillars, its tail is like a rope, its tusks are like tree branches, its ears are like fans, and it has a trunk, which is just like a pipe."

The fighting stopped. The blind men were happy that they had all been right.

≫Step 2 Exploring the Language

The past perfect tense describes something that happened before another event in the past. The event in the past perfect tense happened earlier than that in the past tense. Read the following sentences from the passage to figure out which event in these sentences happened earlier and then discover how the past perfect tense is formed.

- *Fists were about to fly when a wise man, who had come to see the elephant, asked what the debate was about.*
- *… and each of them told the wise man what he had thought the elephant was like.*

As you can see, to use the past perfect tense, we need the auxiliary "had" before the main verb to show that we "had done" something. Then, we need to add the main verb in its form of past participle.

≫Step 3 Task Cycle

1 In groups of three or four, examine and discuss the wisdom, or lessons you can learn from the story, "Six Blind Men and the Elephant".

2 Prepare philosophical story and tell your story in groups. You may recall a story of philosophy you have read before or surf the Internet for one story with wisdom. After the story is told in the group, please take time and work together to discover the wisdom. Pay attention to how the wisdom is presented and what you can learn from it.

Project **Exploring the Major Contributions and Social Influence of Confucius**

Confucius is considered one of the most important and influential individuals in Chinese history. His teachings have had a great impact upon our life for more than 2,000 years. What was his life like? What were his main contributions? And how is his thought still influential in today's society? In this group project, you will make a booklet in English. In your booklet, you will briefly describe the life of Confucius, his beliefs and contributions, and his influence upon people in today's society.

≫Step 1 View and Discuss

View the video about Confucius and discuss the following questions in groups.

- Was Confucius born into a wealthy family?
- What should rulers do for the people according to Confucianism?
- What did Confucius do to promote his thinking?
- Why is Confucius' philosophy regarded as the symbol of the oriental culture?

≫Step 2 Read and Choose

Read the passage below, choose a heading for each part from the Heading List and learn more about Confucius.

As an ancient Chinese philosopher, Confucius is one of the few individuals who has shaped Chinese education and Chinese philosophy. For over 2,000 years, his teachings have had great influence on the society and culture. There is so much to know about Confucius' teachings, their impact, and his major contributions.

1

Confucius was a great scholar and a teacher throughout his life. In the Zhou Dynasty, education was only for the nobility. Schooling took place within government offices and was controlled by public officials. Confucius was not in **favour** of this one-sided system and was among the few who set up private

academies for the rich and the poor alike. He famously said, "My teachings are for everyone, without distinction."

2

Confucius laid a lot of emphasis on social **harmony**, which forms the basis of Chinese society. Confucian thought says that all individuals have a place in the social order and they need to be respected for it, whether they are **politicians** or **civilians**. This respect has to be mutual, so while the wife has to respect her husband, the husband needs to be caring towards her. The young must show respect for their elders; and the elders in turn must be kind to them and guide them. The ruler must be responsible and show **mercy** to his people in exchange for obedience.

3

Confucius also had a great impact on Chinese political history. In Confucian thought, the state is seen as a tool to bring out the best in people. Great emphasis is given to people's faith in their rulers. The rulers must keep working to maintain the faith people have in them. The three things for the government are stated as thus in decreasing order of **priority**:

- Confidence of the people in their ruler
- Plenty of food
- Plenty of military power

Confucius also stresses how people should govern themselves and how society should work towards being **harmonious** and virtuous.

4

Confucius advocated that too much is as bad as too little, and this thought **justified** itself in Chinese eating habits. Confucius had many sayings relating to food, such as "eat less more often", "do not speak while eating or falling asleep", and "eat only rice of finest quality", etc. Confucius also promoted thrift. Nowadays, Chinese people are encouraged to practice thrift in their daily lives.

Heading List

Diet Culture	Social Harmony
Education System	Political Philosophy

≫Step 3 Discuss, Plan and Design

It is time for you to explore and learn more about Confucius, make a booklet in English, and then present it to international readers in cross-cultural communication. Here are some suggested steps for your group to make a booklet on Confucius.

Form your group first. Each group should have 5 – 6 students.

1

Make a group plan, and then assign a task for each group member.

2

3

In your plan, you may choose a particular field of Confucius' contributions, for instance, education and learning, social harmony, cultivation of gentleman, traditional virtues, or theory of the Way, etc. You will decide how many pages for your booklet, and major contents for each page. It is suggested that you have a front cover, a page for table of contents, 1 – 2 pages for his life, 2 – 3 pages for his beliefs and major contributions, and 2 – 3 pages for his influence in today's society. You may collect and use some pictures and quotes to make your booklet attractive.

≫Step 4 Explore, Read and Write

Each member of the group will surf the Internet, or do some research in the library. Try to collect information, pictures or Confucius' quotes relating to your task in the booklet project. Then, each member will write the first draft according to the group plan.
Here are some Confucius' quotes. You may use them as reference in the process of preparing the first draft.

- *To know it is not as good as to approve it. To approve it is not as good as to find joy in it.*

- *Don't worry about whether other people understand you. Worry about whether you understand other people.*

- *When I walk with two others, I'm bound to find my teacher there. I single out their good points and pursue them, note their bad points and make my corrections.*

- *What you do not want others to do to you, do not do to others.*

- *To make a mistake and not correct it is to make a mistake indeed.*

- *Be thoroughly versed in the old, and understand the new – then you can be a teacher.*

- *Each day I examine myself on three matters.*

≫Step 5 Revise, Edit and Print

When the first drafts are finished, the group members should put them together, read and decide if anything should be added, deleted, replaced or revised. Then you will edit the language, select pictures and quotes for the final edition before you print.

Evaluate yourself!

Can you quote and explain some Confucius' sayings on learning and self-cultivation in English?
Can you comment and give your opinion of Confucius' Golden Rule "What you do not want others to do to you, do not do to others"?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Reflecting on how to improve my study after learning Confucius' philosophy on education and learning	○	○	○	○
Discovering the meaning and the implied theme from stories of philosophy	○	○	○	○
Having after-school activities of reading, listening to or viewing videos in English every week	○	○	○	○

How Confucius Changed My World

I never expected a Chinese man who lived 2,500 years ago to crash my wedding.

In the spring of 2009, I married my girlfriend, Eunice, a Korean-American journalist. Although we planned a standard western wedding, she also wanted to add a Korean ceremony, paebaek, which demanded a forehead-to-the-floor kind of bow.

When Eunice informed me about the paebaek I felt sick. I was extremely uncomfortable with bowing. Growing up Jewish, I was taught that people should not bow down before anyone. But in East Asia, bowing is a regular feature of everyday life. A friend who spent many years working in Tokyo once joked that "you know you've been in Japan too long when you start bowing while talking on the phone".

I could thank Confucius for my difficult situation. The famous Chinese philosopher considered filial duty the foundation of a harmonious society. But I guess I'm not a very good Confucian. I decided to take a chance and express to Eunice my discomfort. Maybe I'd catch a break.

I should have known better. Although Eunice is far from being a traditional Korean girl – she was born and raised in the mid-western United States – she can suddenly become very Confucian, especially when it comes to her parents. When I told her of my discomfort about the paebaek, her Confucian heritage came bubbling to the surface. "Get over it," she shot back.

🧭 **DO YOU KNOW?**

Paebaek (pyebaek) is a Korean wedding custom with only family members present. The ceremony begins with the older couple seated on cushions behind a table in front of a painted screen, with the newlyweds opposite them. The newlyweds perform a deep bow which begins standing and ends with the newlyweds pressing their foreheads to their hands while kneeling on the floor.

So, with difficulty, I set aside my reservations. The morning of the wedding, I asked her brother James for bowing lessons. As the paebaek began, my heart was racing. It was the most nervous moment of my wedding. But I got through the ceremony, and it pleased Eunice's father very much.

I took a deep breath of relief – until events took an unexpected turn. Eunice's parents insisted that we repeat the paebaek to my own mother. Although my mother was well aware of my discomfort with the ceremony, she readily accepted and enjoyed watching her son bow before her. I guess we're all Confucians at heart.

POST-READING QUESTIONS

1 Why did the author dislike the paebaek?
2 What does "Confucian heritage" in Paragraph 5 mean? Why did the author believe Eunice has such a heritage?
3 What happened to the author at the end of the story? Why does he conclude that "we're all Confucians at heart"?

Are You a Philosopher?

Confucius was a philosopher in ancient China. Socrates was a philosopher in ancient Greece. You and your friends are students in **contemporary** society. Ask yourself a question. Are you also philosophers?

You may think philosophers look a little **abnormal** and are only concerned with **abstract** questions. Philosophers ask questions about life. Why are we here? What is our purpose? How should we live? What is a good or bad society? What does it mean to be a good person?

Philosophers try to find the answers to these questions by using logic. They examine everything, from their own thoughts to the distant planets. Socrates and Confucius gave the same advice. If you hope to learn about the world, you must first learn about yourself.

Socrates and Confucius also took pleasure and displeasure in everyday things. Confucius loved music. He was also a picky eater. If ginger was used in his food, if his rice was imperfect, or if his meat wasn't cut properly, he refused to eat it. He did not spend all his time thinking and drawing conclusions. In fact, he spent a lot of time complaining.

Socrates liked to drink wine. He liked to argue. He liked food. He was interested in everything about life. If he lived today, he would be amazed by the technology we now have; he and Confucius would surely watch television. They would see it as a wonderful source of information about the world, but they would also examine it closely. How does TV affect people? What do they watch? Why? Is it good for their minds? Could it be better? That is what philosophers do. They never **cease** asking questions.

Great philosophers also realized that they did not know everything. They were not "know-it-alls". In fact, to **cite** Socrates, "The only thing I know is that I know nothing."

Socrates' way of learning was to ask questions of everyone. It was also his way of teaching. By asking "why" about everything, he often forced people to examine their ideas in new ways.

Do you want to be a philosopher? A good way to start is by asking "why". Many philosophy students make a game of it. Take a simple statement like, "I want to go **costume** shopping today." Ask yourself why. You will learn a great deal about yourself if you question your own desires.

Confucius and Socrates believed that people will be better, and have better lives, if they seek what is true, and act according to the truth. "He who knows what good is will do good," thought Socrates.

What do you think "good" is? Why? What do you think "truth" is? Why? Ask yourself these questions and by doing so, you will be **reformed** and be on your way to becoming a **decent** man. You will **cast** off self-doubts, realize your own nature and enjoy your **freedom**.
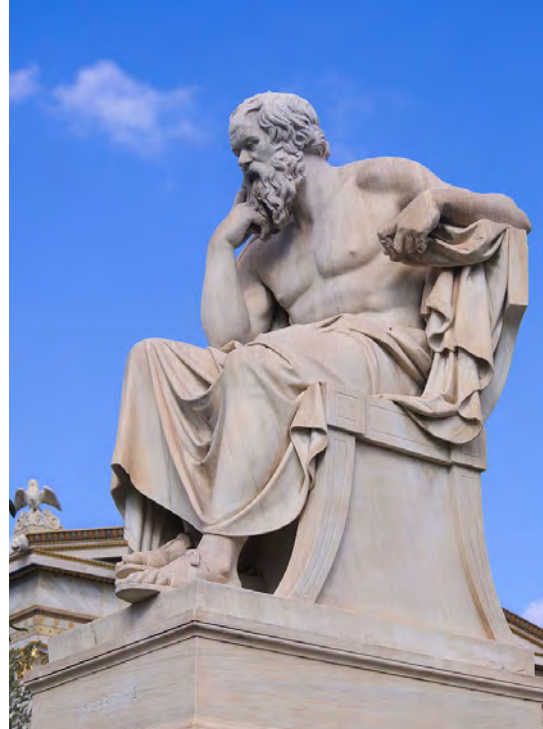
DO YOU KNOW?

If you say that someone is a **know-it-all** or a **know-all**, you are critical of them because they think that they know a lot more than other people.

POST-READING QUESTIONS

1 What does philosophy mean to you?
2 We live in a world that is very different from the world Confucius and Socrates lived in. Do you think we still need to think about the basic questions they were asking? Why or why not?
3 Can the modern world produce such great philosophers as Confucius and Socrates? Why or why not?

The Paradox of Buridan's Ass

Jean Buridan (1300 – 1358) was an influential 14th century French philosopher. He spent his entire career teaching in the Faculty of Arts at the University of Paris, focusing on logic and on the works of Aristotle. His name is most familiar due to an experiment known as Buridan's donkey.

Buridan's donkey illustrates a paradox in philosophy regarding the conception of free will. It refers to a hypothetical **contradictory** situation wherein a donkey that is equally hungry and thirsty is placed **precisely** midway between a pile of hay and a pail of water. Since the paradox assumes the donkey will always go to whichever is closer, it dies of both hunger and thirst since it cannot make any rational decision between the hay and water. If two **identical** piles of hay replace the hay and water, the animal, unable to choose between the two, dies of hunger.

It happens that there is a similar story in one of the Chinese literary classics, *The Strange Tales of Liaozhai*. The story goes like this:

A wolf had his two cubs taken away by two boys while it was away. The two boys climbed up two trees with the cubs and stayed in them. When the wolf came back and began to look for the missing cubs, the boys made the cubs **bark** and

howl in turn. The wolf kept running between the two trees until it was died of exhaustion.

The donkey paradox and the wolf story might sound silly, but they actually bring up some interesting points and challenge some of our **assumptions**. So what happens when two alternatives are judged equally good? Buridan himself outlined that no rational choice could be made and that we should **suspend** action or judgment until **circumstances** change. That is to say, we should only act based on the greater good, and any situation without a clear "right" action should result in inaction. However, inaction may force us to miss an opportunity, or in some cases, lead to serious consequences.

POST-READING QUESTIONS

1 What does the paradox of Buridan's ass and of the Chinese story of the wolf have in common?
2 What is the moral of Buridan's ass?
3 In what ways can human beings be like Buridan's ass?

Unit Reflection

Review the whole unit and reflect on what you have learned.

1 Have you discovered anything new about Confucius? What do you think of the role and influence of Confucius as a teacher? A thinker? A philosopher? What do you think of Confucius' contributions in comparison with scientists, or western philosophers?
2 What do you think of Confucius' teachings and their influence on today's society? Have you learned anything from this unit about this issue? What did you learn?
3 What is the past perfect tense? What have you learned about the meaning and use of the past perfect tense?

More Connections

● Wang Yangming was a distinguished philosopher in the Ming Dynasty. You are strongly recommended to watch Zhejiang University Open Course "Wang Yangming's Mind" by Dong Ping, which covers his major philosophical ideas.

● Do you want to know more about the western philosophers and their philosophy? Yale University Open Course "Philosophy and the Science of Human Nature" by Tamar Szabó Gendler, introduces works by Plato, by Aristotle, by Epictetus, by Boethius, by Hobbes, by Hume, and by Mill, who are all major philosophers in the West.

UNIT
4 THE RISE OF BIOENGINEERING

Genetic engineers don't make new genes, they rearrange existing ones.

– Thomas E. Lovejoy, American biologist

Biology is the study of complicated things that have the appearance of having been designed with a purpose.

– Richard Dawkins, English ethologist

What Makes Us Human

BEFORE YOU READ

1 What do you think makes us human?
2 Is it possible for family members to avoid or be completely cured of a family inherited disease?
3 Have you ever heard of "gene and gene-editing"? How much do you know about it?

What makes us human? Is it our thoughts? Our emotions? Our behaviours? All of these things make us who we are, but at the centre lies the genes, which determine everything from our hair colour to our intelligence. But if we could change our genes, what would we gain? Would we still be human?

"Recently, a group of scientists from the United States and South Korea worked together to successfully 'edit' a human embryo and **delete** a genetic mutation that would have led to heart disease," reported *The Guardian*.

This was achieved with the help of CRISPR, a gene-editing tool that allows scientists to edit the gene by cutting, changing or adding to parts of it.

DO YOU KNOW?

Gene is a part of a cell in a living thing that controls what it looks like, how it grows, and how it develops.

QUICK CHECK!

embryo: an animal or human that has not yet been born, and has just begun to develop

Scientists involved in DNA editing are convinced of the good of their work, and hope that in the future, diseases or birth defects could simply be "edited out" and no one will be **disabled** anymore.

However, others do not **dismiss** the dangers with this technology. People are worried that this branch of science, bioengineering, could be used not only to remove life-threatening conditions, but also to make a "perfect" baby whose DNA has been chosen to improve its intelligence or other qualities. It could even allow parents to pick the **gender** of their baby or its **racial** characteristics! It might make having a baby similar to choosing a new house or car. Critics say that this is a shallow way of thinking about raising children and will lead to **discrimination**.

"It makes you think about who we are as people, and it makes you ask if humans should be using the kind of power... to disturb and change human evolution," Jennifer Doudna, professor of the University of California, Berkeley campus, told *MIT Technology Review*.

Still, others worry that DNA editing could be turned into an expensive service that would only be available to the people who could afford it. This system would benefit the

rich in a world where this select few already has plenty of advantages.

"You could find wealthy parents buying the latest 'upgrades' for their children, leading to even greater inequality than we already live with," said Marcy Darnovsky, director of the San Francisco Center for Genetics.

QUICK CHECK!

inequality: the unfair difference between groups of people in society, when some have more wealth, status or opportunities than others

AFTER YOU READ

Reading Comprehension

1 What is the main topic of the text?
2 What is the function of Paragraph 1?
3 According to the text, what makes us human?
4 How did the scientists from the United States and South Korea successfully prevent a potential heart disease?
5 What is CRISPR?
6 What do you think the author's attitude towards the application of gene-editing is?

Post-reading Activities

1 The word *bioengineering* is composed of the prefix *bio* and the noun *engineering*. The prefix *bio* is used at the beginning of nouns that refer to life or to the study of living things.

biochemist   biochemistry   biography   biophysics

Work in groups and add more to this list.

2 Work in pairs and fill in the table using the information from the text.

Advantages of gene-editing	Problems or dangers of gene-editing

3 Bioengineering can have both constructive and destructive effects on our life. Work in groups and list all the positive and negative sides of bioengineering you can think of.

4 What's your attitude towards GM (Genetically Modified) foods? What do you think of the idea of gene-editing for babies? Exchange your ideas with your partners.

POEM

What Makes Us Human

I believe ability makes us intelligent, it distinguishes us from animals

I believe all have the ability to learn, to create art, to love

I believe we can let our ability go to waste, or we can let it flourish

I believe our ability that makes us human is our intelligence and good judgement

I believe many choose to ignore this ability and rely on animalistic instinct

I believe some humans treat animals better than humans

I believe to make this world peaceful we need to let our abilities flourish
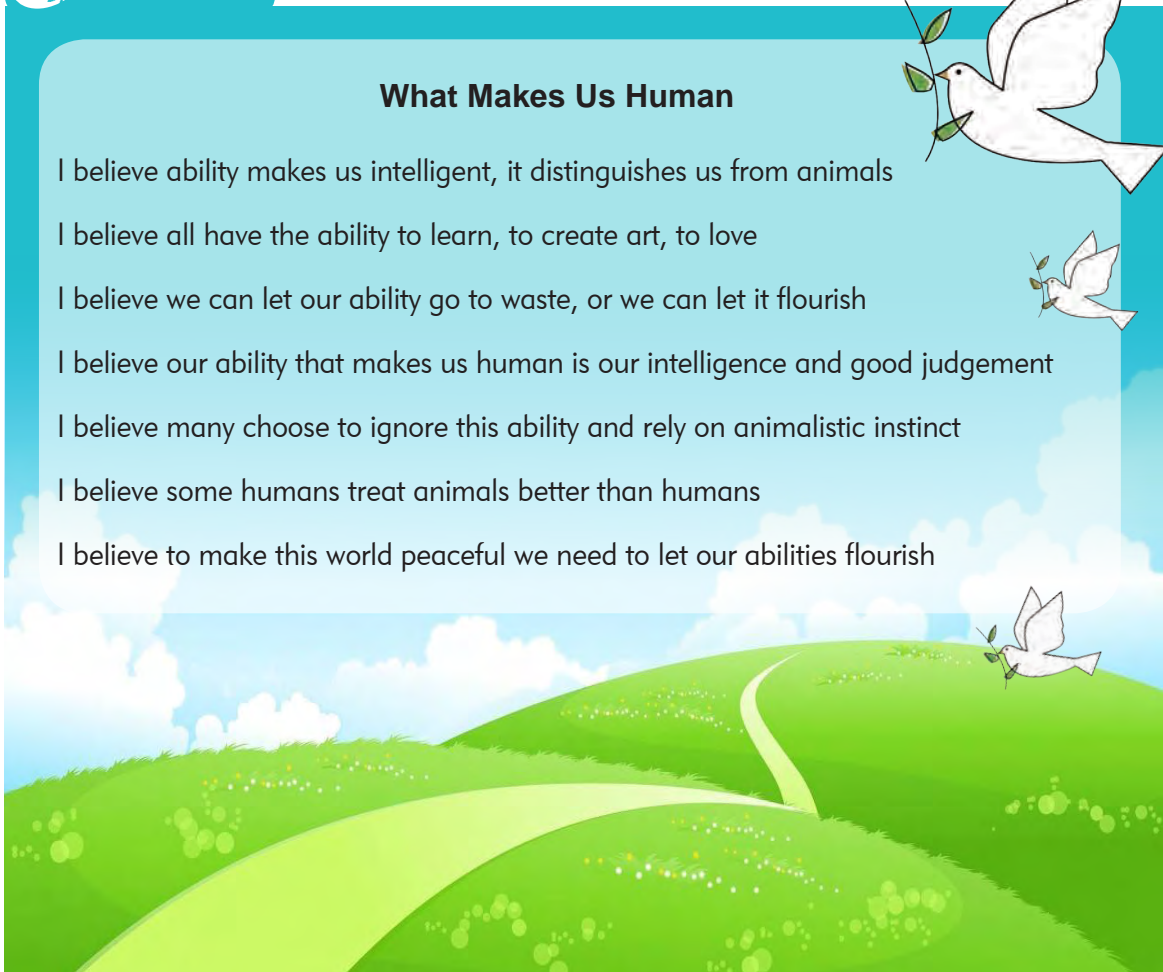
SECTION 2
LEARNING THROUGH PRACTICE

Task One **Discovering Reasons for Choosing Bioengineering**

In this task, you will first listen to three college students (A, B and C) responding to the question "Why did you choose bioengineering as your major in college?" You will discuss the students' choices and make an oral report to the class.

>> **Step 1** **Pre-task Resources**

Listen to the three mini-texts carefully. Fill in the blanks and pay close attention to the words and expressions in green.

Student A:

Well, when I first began applying to colleges, I wasn't exactly sure which major I wanted to pursue. I liked both math and (1)_____ and found it hard to make a choice. I did not know how to cope with it. It was really difficult, you know, until one day my mom told me about an emerging field (2)_____ biomedical engineering. Perfect! This blend of two subjects I was interested in ended up being my major in college.

Student B:

When I was about 15 years old, I happened to read a book on biomedical engineering. From the book, I learned the main (3)_____ of a biomedical engineering program is the clinical relevance. Great fun! Another thing: I also learned this field cuts across many **disciplines** such as medicine, health, **biology**, and (4)_____ engineering, which sounds amazing. I would like to take the challenge. So you see I chose it.

Student C:

Well, when I was a 11th grader, one day a famous professor came to our school and gave us a lecture on bioengineering. The professor was like a powerful presenter. He used many **vivid** examples in his lectures to make us (5)_____ what bioengineering was for. From then on, you know, I became quite interested in the bioengineering field. I think bioengineering

> **Stating a decision**
> - I've decided to/decided on...
> - I've made a decision to...
> - I've taken the first step towards...
> - I've made up my mind to...

is just the right (6)_____ for me. Why is that? The professor told us that bioengineering students tend to be more research-oriented, compared with other engineering majors. Doing research is the most attractive part for me, I mean.

⏩ Step 2 Exploring the Language

Let's explore the use of conversational English.

> Did you notice the use of "Perfect!" by Student A?
> Unlike written English, many casual talks do not display the typical subject – predicate structure. For example:
>
> Waiter: *What would you like?*
> Customer: *A glass of beer.*
>
> Clearly, the customer's reply is not a grammatically complete sentence.

> Please find more examples of incomplete sentences from Student B's and Student C's responses:
>
> _____
> _____

> Did you notice that both Student A and Student C begin their talk with "Well"?
> "Well" here is not used as an adverb, but a discourse marker instead, which is commonly used in casual talk to signal a change of topic or to introduce a new point. Here is an example:
>
> • *Well, it annoys me...*
>
> Other discourse particles commonly used in conversation include *you know*, *sort of*, and *like*.

> Please find more examples of discourse markers in Step 1.
>
> _____
> _____
> _____

≫Step 3 Task Cycle

- Read the passage in Step 1 again. Make sure you understand the conversational English. Work in group of three students. Role play Student A, Student B and Student C respectively.

- Discuss in a larger group of 4 – 5 students. Share your views about the three students' choices. Remember to use informal English expressions appropriately.

- Make an oral report to your class about each student's reasons for choosing bioengineering as his/her major.

Task Two Describing What Biochemists and Biophysicists Do

You are curious about what the bioengineers do. A professor working in this field introduces some materials to you. In this task, you will read the passage and describe what biochemists and biophysicists do.

≫Step 1 Pre-task Resources

Read the passage carefully. Pay attention to the clauses in blue.

Biochemists and biophysicists study the **chemical** and physical principles of living things and of biological processes, such as **cell** development, growth, and disease.

These engineers use advanced technologies to conduct scientific experiments and analyses. They use X-rays and computer modelling software to determine the three-dimensional structures of proteins.

Biochemists and biophysicists work in basic and applied research. Basic research, which aims to expand human knowledge, is conducted without any immediately known application.

Applied research, however, attempts to develop products and processes that improve people's lives. For example, in medicine, biochemists and biophysicists develop tests to **detect** viral **infections**, genetic disorders, and other diseases.

Applied research in biochemistry and biophysics has many uses outside of medicine. In agriculture, biochemists and biophysicists research ways to genetically engineer genes of crops. They also investigate bio-fuels. They even establish methods to protect the environment and clean up pollution, which is undoubtedly beneficial to us all.

>>Step 2 Task Cycle

1 Talk with your partner about what biochemists and biophysicists do. Get some clues by filling in the following table.

What biochemists and biophysicists do	
study	the chemical and physical principles of living things and of biological processes
conduct	
develop	
detect	
investigate	

2 Discuss in groups what else bioengineers do as far as you know and share your opinions.

3 Report the result of your group discussion to the class before making it into a short passage.

>>Step 3 Language Focus

Here are two sentences from Step 1. Pay close attention to the sentence structure of the two clauses in blue and how the meaning of the clause relates to the whole sentence.

> - *Basic research, which aims to expand human knowledge, is conducted without any immediately known application.*
> - *They even establish methods to protect the environment and clean up pollution, which is undoubtedly beneficial to us all.*

It is clear that these two non-restrictive attributive clauses are separated by commas from the main part of the sentence. You will find that these two clauses add extra information to express a feeling or value judgment, but their meaning is not essential to the meaning of the sentence.

Now let's compare the following restrictive attributive clause with non-restrictive attributive clause. What is the difference?

> - *Our doctor, who we all liked very much, retired last week.*
> - *The information children get from TV is not always good for them.*

Project **Reporting New Developments in Bioengineering**

Bioengineering is growing rapidly in the 21st century. There are new experiments, new discoveries, and new advancements in bioengineering daily. In this project, you will explore, read, select and report the new trends in bioengineering.

≫Step 1 Read, Analyze and Learn

Read the following passage and answer the questions. Then analyze the main idea of the passage. Learn about the major features of a news report.

Crops That Kill Pests by Shutting Off Their Genes

Can a **botanical** solution be found to stop the damage caused by crop-killing pests? Plants "turn off" one or several genes with RNA interference to block protein translation. Researchers engineer specific RNA fragments to shut down a target gene to kill the insects.

"RNA interference-based pest control provides protection at no cost, replacing additional applications of insecticide," says director Ralph Bock, from the German Max Planck Institute of Molecular Plant Physiology.

"An RNA interference strategy could also **apparently** address environmental and human toxicity questions regarding chemical pesticides," says director Heckel, from the Max Planck Institute of Chemical **Ecology**.

However, scientists still can't produce enough RNA fragments to remove pests at high rates. Certain pests can degrade the fragments and slow the shutdown of the target gene.

Both Bock and Heckel expect to see integration of RNA interference technology into agriculture and hope its advantages come before the opposition to genetically modified crops.

1   What do the researchers do to kill the insects according to the report?
2   Who thinks RNA interference-based pest control provides protection at no cost?
3   Why can't scientists produce enough RNA fragments to remove pests at high rates?

≫Step 2 View, Read, and Discuss

View the following pictures and then read the passage. Discuss with your classmates and learn about what the new developments in bioengineering are and how we can benefit from them.

More Bioengineering Experiments to Save the World

The **prospect** of industrial production doesn't depend on oil **drills** and mines, but on biology. Scientists are transforming microbes into specialized factories that turn waste water into fuel, and even fight **cancer**.

Transforming Waste Water

The demand for clean drinking water continuously increases. Although 71% of the Earth is water, making waste or salt water drinkable is costly. However, water filtration systems partially powered by "exoelectrogenic biofilms" or Geobacteraceae – specially-prepared, electrically conductive bacteria – also produce fuel.

Using modified fuel cells, Penn State environmental engineer Bruce Logan and his team removed 90% of the salt from waste water from a California wine maker, leaving the **liquid** slightly salty, during an experiment. Researchers at Sam Houston University created a biofilm that separates waste **components** from water in thousands of litres per day.

Fighting Cancer

Clostridium can target and replicate inside tumours. Harmless versions of the bacteria could be engineered to carry cancer therapy agents directly to tumours. Bacteria affects cancers; even 19th century reports described regressing cancer activity in patients suffering from Erysipelas, a bacterial infection.

≫Step 3 Listen, Fill in Blanks and Learn 🎧

Listen and fill in the blanks. Then learn about the structure and major content of the news report.

Headline: Genetically Boosting the Nutritional Value of _____ Could Benefit Millions

Lead: Rutgers scientists have found an efficient way to enhance the nutritional value of corn by inserting a bacterial _____.

Body: Methionine is needed for _____ and tissue repair, improves the tone and flexibility of _____ and _____, and strengthens nails. Methionine is added because animals won't _____ without it. In many _____ _____ where corn is a staple, methionine is also important for people, especially _____. It's vital nutrition, like a vitamin.

Conclusion: One important outcome was that _____.

≫Step 4 Explore, Search and Select

Surf the Internet, read in the library, and search for the recent news in bioengineering. Write one sentence containing the information as a lead sentence for each news report you have collected.

1

2

When you finish, put all these lead sentences in a list. Give a copy to each group member. Check if these new developments are related to bioengineering; if they are recent developments; and if they will bring more benefits to human beings.

3

Select the top three most recent and significant developments in bioengineering.

>>Step 5 **Write and Report**

1   Write your report. It is suggested that your report should include:

- A brief introduction of bioengineering, purpose of your report and results of your research
- Description of the three recent research findings in bioengineering
- A brief conclusion explaining the significance of this research (benefit)

2   Please make sure that your report will give a clear description about who, what, when, where, why, and how for each research finding. Revise and edit wherever necessary. You may use pictures or diagrams to make your report easy to understand and full of fun.

3   Present your report to the class and share it with others.
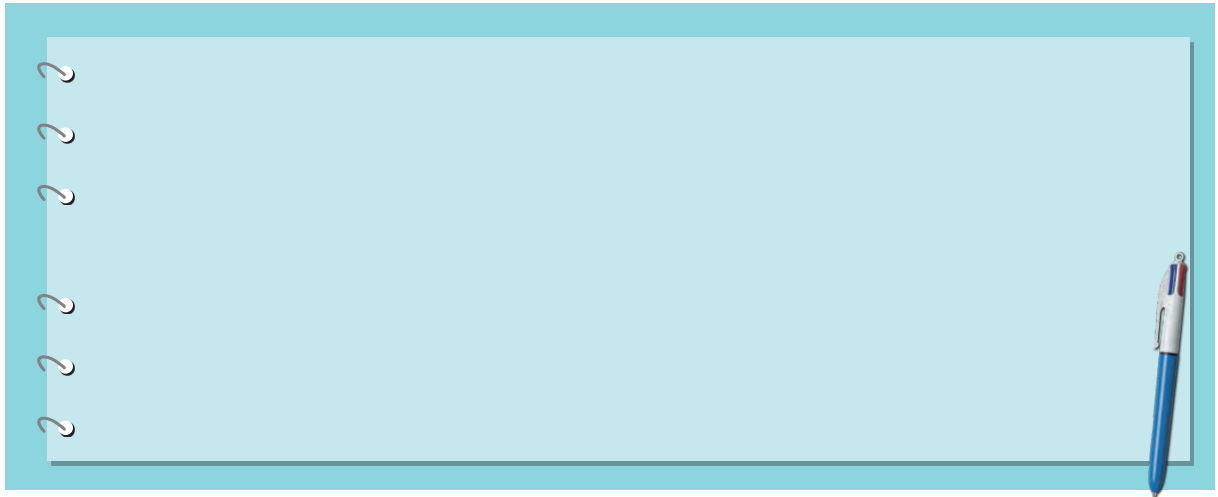
Evaluate yourself!

Can you list and give your opinions on some GM foods in English?
Can you explain in English what gene-editing might bring us and its potential impacts?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Giving an oral report on bioengineering using correct terms	○	○	○	○
Describing what biochemists and biophysicists do with the help of gestures	○	○	○	○
Writing a news report about bioengineering with a logical structure	○	○	○	○

The Biotech Century

Bioengineering combines engineering and scientific discovery to offer us healthier lives. Bioengineers study, research, and **employ** advanced resources to create **artificial** body parts.

The Rise of Bioengineering

Since the 1950s, biology has expanded, catching up to physics and chemistry. On March 10, 1997, an issue of *Business Week* applauded the arrival of "The Biotech Century" as the defining "scientific progress of the 21st century".

Although some date the rise of biological sciences to 1953's discovery of DNA, significant advances earlier on laid the foundation for developments that appeared in recent years. The ability to grow living, biological cells in the research laboratory was, in a sense, a cultural revolution.

Now, the human gene project intends to map our entire genetic structure. However, identifying the genetic design of biological systems is far from enough. The greater challenge is to relate cell, tissue, and organ functions to genetic programming.

Bioengineering is becoming a new discipline altogether, focusing on the application of engineering principles to biology and requiring a complex integration of its fields, just as physics and chemistry mixed with engineering.

Biologists have uncovered possibilities too important to be left to biology alone. The engineering **profession** must now consider how to address the biological revolution and make the necessary engineering contributions for the "biotech century" to achieve its full potential.

Bioengineers

There is high demand for bioengineers to solve problems in unique ways, identify new applications of biology in both engineering and commercial development, and put forward new approaches to solving problems in biology and medicine.
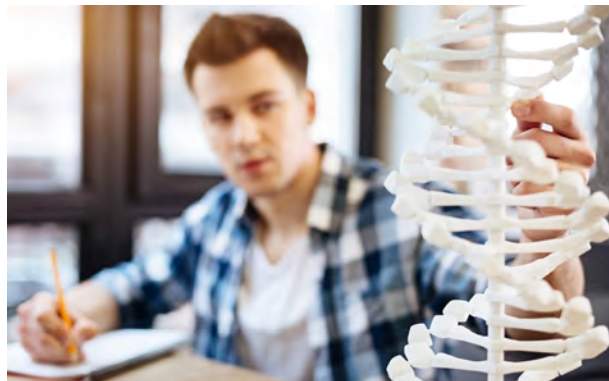
In bioengineering and engineering alike, measurements and integrated knowledge are vital. Several bioengineering fields favour the application of mathematical approaches and computational biology to **resolve** various problems.

Today, biomedical engineering has its priority solving medical problems and designing new healthcare devices and diagnostic procedures.

POST-READING QUESTIONS

1 What is bioengineering? Please briefly summarize the development of bioengineering.
2 What is a major application of bioengineering today?
3 What should a bioengineer be able to do?

Genetically Modified Plants

Can you think of some possible risks of growing plants that contain genes from other organisms? We've already covered the potential advantages of these plants, but what are the concerns?

A primary concern is the effort needed to prevent genetically modified versions from mixing with the naturally existing populations of plants from which they're derived. Plants rely on the transfer of pollen, via insects or the air, to breed, and it's difficult to control how they cross-breed in the wild.

In most cases, it's not yet clear how the introduction of

QUICK CHECK!

breed: to keep animals or plants in order to produce young ones in a controlled way

the non-native gene would affect wild populations. Critics of genetically modified plant technology affirm the need to learn more about the potential long-term impacts of genetically modified plants on the environment before mass-producing them.

Many people suffer from allergies to various food items, including nuts, wheat, eggs, or dairy products such as **cheese** and milk. There is concern that the protein products of the new GM foods may be allergic to certain individuals.

When farmers start growing genetically modified crops, they typically stop growing the old varieties. The latter are a **crucial** source of diverse genes that give plants other desirable characteristics.

It has been estimated that 70% of all processed foods in the United States contain at least one genetically modified ingredient – usually a product of soy plants such as **bean curd**. Certain **initiatives** demand that food manufacturers be forced to provide clear labelling on processed food products that contain genetically modified ingredients. This would make it easier for people with allergies to avoid foods that might **pose** a danger to them and allow those who oppose genetically modified foods not to choose them.

Unlike countries such as Australia and Japan, the United States currently has no laws requiring companies to label products containing genetically modified ingredients.

Despite the debate surrounding them, one cannot **deny** that genetically modified organisms have taken root in our world. As with any new technology, members of society are responsible for being informed about genetically modified plants in order to make decisions about their sensible use and regulation.

QUICK CHECK!

initiative: a new plan for dealing with a particular problem or for achieving a particular purpose

POST-READING QUESTIONS

1 How are genes transferred between two organisms?
2 What are the advantages and possible risks of genetically modified plants?
3 How can you tell whether a product contains genetically modified ingredients or not? Will you choose genetically modified food? Why or why not?

Chinese Scientists to Develop High-yield Sea Rice

SANYA, December 20, 2016 (Xinhua) – Yuan Longping, China's famous rice scientist and "father of hybrid rice", is leading a research project to cultivate a new type of high-yield "sea rice".

"The research team plans to spend three years developing a breed that can survive water with a salinity of up to 0.8 percent, with a yield over 300 kilograms per mu," said Yuan during a conference in Sanya City in southern Hainan Province.

"Over half of the world's population relies on rice as their staple food, while it is over 60 percent in China," stated Yuan. He also revealed that the change of China's over one billion mu of saline-alkaline soil into arable land by developing sea rice will greatly impact the region.

Using 100 million mu of land to grow sea rice, the country could produce an extra 30 billion kilograms of rice and feed an extra 80 million people.

Sea rice is sometimes found in saline-alkaline soil at the place where rivers join the sea. Currently, the most advanced sea-rice breed in China has a yield of 400 kilograms per mu, but can only be grown in water with salinity measuring less than 0.3 percent.

A sea-rice research centre, with Yuan as the chief scientist, was established in October in Qingdao, Shandong Province. With **dozens** of breeds of sea rice brought in from across the world, researchers will use gene technology to cultivate new types of sea rice.

Over the past decades, Chinese scientists, led by Yuan, have worked on new approaches to significantly increase rice yields.

POST-READING QUESTIONS

1 Why did Yuan Longping decide to develop high-yield sea rice?
2 What are the advantages of sea rice?
3 What stage of development was sea rice in at the time of the news? What is the goal of the research team?

Unit Reflection

Review the whole unit and reflect on what you have learned.

1 What is "bioengineering"? What have you learned about "bioengineering" from this unit? How is it different from engineering?

2 What are the major benefits and risks of bioengineering? What moral and ethical problems will bioengineering bring us? What do you think of these problems?

3 What does "non-restrictive" mean? What is a non-restrictive attributive clause? What have you learned about the function and use of non-restrictive attributive clauses from this unit?

More Connections

- *Bioengineering: Discover How Nature Inspires Human Designs with 25 Projects (Build It Yourself)*, is written by Christine Burillo-Kirch, and illustrated by Alexis Cornell. It is a hands-on book for kids and teens, which explores different fields, including communication, transportation, and construction, making reading this book an engaging and illuminating experience.

- Bioengineering is a subject that employs engineering principles of design and analysis to biological systems and biomedical technologies. In higher education, the average length of bioengineering study is about 4 years, with a degree of a bachelor of engineering. Surf the Internet for its key courses and sub-disciplines.

UNIT
5 SELF-CONTROL

True liberty is to have power over oneself in all things.
– Michel de Montaigne, French philosopher

The greatest hero is the one who has control over his desires.
– Sanskirt proverb

By constant self-discipline and self-control, you can develop greatness of character.

– Grenville Kleiser, American writer

Smartphone Addiction

BEFORE YOU READ

1 What functions does a smartphone have? What do you often do with your smartphone?
2 Are there many people playing on smartphones around you?
3 What does "self-control" mean to you? What do you expect to read in "Smartphone Addiction"?

Smartphone: An All-around Gadget or an "Extended Limb"?

Today's smartphone is regarded as a very useful tool. It has revolutionized our lives in so many ways. Thanks to thousands of new apps available, we are now able to do almost anything when we are out and about with this all-around gadget. In addition to the traditional functions of a phone such as making phone calls and texting, a smartphone works its magic in web surfing, social networking, online shopping, game playing, and watching our favourite TV **episode**. It has become a day-to-day necessity for most users and helps people accomplish daily tasks with a whole new level of efficiency. Smartphones and **tablets** are also used in the workplace to track information, reach **clients** and help them **subscribe** to a service!

Smartphones have become such an essential part of daily life that they have begun to acquire the position of an "extended limb" especially among young people. In the earlier days of the "Smartphone Era", the negative effects of its overuse were neglected, but now have become an increasing concern in particular with younger users. While smartphones are hugely productive tools, people's daily lives, work, and relationships have already been seriously

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impacted by compulsive use even before they are aware of it. When people spend more time on their devices browsing social media or playing games than they do having real **interactions** with real people, or when checking texts or emails or newsfeeds becomes a compulsive behaviour, it can have real negative consequences that can't be easily ignored. Current research would suggest that it may be time to reassess our technology use.

A Study on Smartphone Addiction among Young People

A study titled "The World without Electric Instruments Project" asked more than 1,000 students from 10 countries around the world to go without any media for 24 hours and closely monitored their feelings and reactions. Many young people reported mental and physical symptoms of distress when describing their experience of going without their smartphones for a full day.

"Students talked about how scary it was, how addicted they were, and how unaware they were of their dependency on their gadgets before participating in the study," said the professor, who led the project. "They expected the frustration. But they didn't expect the psychological effects, the feelings of loneliness, the **panic** or the anxiousness that accompanied." The professor said that more than 50 percent of the students failed to go the full 24 hours and everyone claimed to suffer some kind of withdrawal symptoms.

QUICK CHECK!

panic: a sudden feeling of great fear that cannot be controlled and prevents you from thinking clearly

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Withdrawal Symptoms from Smartphone Addiction

A common warning sign of smartphone or Internet addiction is that you are experiencing withdrawal symptoms when you try to cut back on your smartphone use. These may include:

- Restlessness
- Anger or bad temper
- Difficulty concentrating
- Sleep problems
- Craving access to your smartphone or other devices

One of the students who participated in this project compared the experience of going without a smartphone to missing a limb. He said, "I felt like my messages had been received by my smartphone even though I didn't have it on me." Another student said, "My smartphone is my **drug**. Without it I was lost. I am an addict."

The findings show the growing dependence that the younger generation has on smartphones and how it has become such a central part of their lives. They all used almost the same words to describe their reactions, including: confused, anxious, bad-tempered, insecure, nervous, restless, crazy, addicted, panicked, jealous, angry, lonely, dependent, and **depressed**.

There are a number of steps you can take to get your smartphone use under control. However, none of these steps will work if the significance of exercising self-control is not recognized and fully appreciated. Awareness of its importance is the most fundamental step to exercise self-control effectively.

AFTER YOU READ

Reading Comprehension

1　What is the major theme of the text?

2　In what ways does the author comment on the influence or function of smartphones in our lives?

3　How was the study on smartphone addiction among young people conducted?

4　What are the findings of the study?

5　What is the main content and structure of the text based on the title "Smartphone Addiction"?

6　What is the author's purpose in writing the text?

Post-reading Activities

1　Based on "withdrawal symptoms from smartphone addiction" listed in the text, talk with your partners about the experience of being away from smartphones, computer games or TV. Try to work out some solutions to the problems.

2　While people have benefited from modern communication with smartphones, it can't be denied that there are some negative aspects of using smartphones too much. What are they?

3　Is there anything the smartphone designers can do to help the phone addicts? If yes, what can they do? If not, why?

4　How can you modify your smartphone use? Here are some suggestions. Try to add more.

- Set goals when you can use your smartphone.
- Turn off your smartphone at certain times of the day.
- _____
- _____
- _____
- _____
- _____

Task One **Giving Advice on Fighting Webaholism**

The word "addiction" usually makes you think of alcohol or drugs, but in modern society, there are some new kinds of addictions, such as webaholism. In this task, you will make a poster and give some suggestions on how to kick this bad habit.

≫Step 1 Pre-task Resources

Read a passage about webaholism and focus on the descriptive expressions.

Webaholism: A New Addiction

A "new generation" addiction is quickly spreading all over the world. Webaholism, like a disease, affects people of different ages. People who suffer from "webaholism" compulsively feel the need to surf the Internet, check their emails, and browse social media content. They spend many hours in front of a screen to the point that it takes over their lives.

High school and college students may spend long hours browsing the Internet for their studies, but without their noticing, all this time spent on the Internet may gradually turn into an addiction that is not beneficial to their well-being or their studies.

Moreover, an addiction to web browsing can have seriously negative impacts on their social life. They spend more time in front of their computer screens than they do with their friends. The **virtual** life becomes more important than their real life. And although they may feel more confident in the virtual world, this confidence does not translate to the real world in their real life with real people.

The solution to kicking this habit is not an easy one to define. This addiction to our devices and the Internet is no longer a problem **merely** among younger users, but rather is beginning to become a concerning problem for users at large all around the world.

>>Step 2 Exploring the Language

1   Use suffixes (word endings) to make nouns.
You can use the endings **-oholic** or **-aholic** to say a person is an addict, such as *alcoholic, workaholic, shopaholic, webaholic, chocoholic*, etc. You can use the ending **-ism** to name some addictions, like *alcoholism, workaholism, shopaholism, webaholism,* etc.

2   Build a word bank related to webaholism.

Adjectives
virtual
real
addictive

webaholism

Verbs
become hooked on
concentrate on
kick this habit

Nouns
computer
website
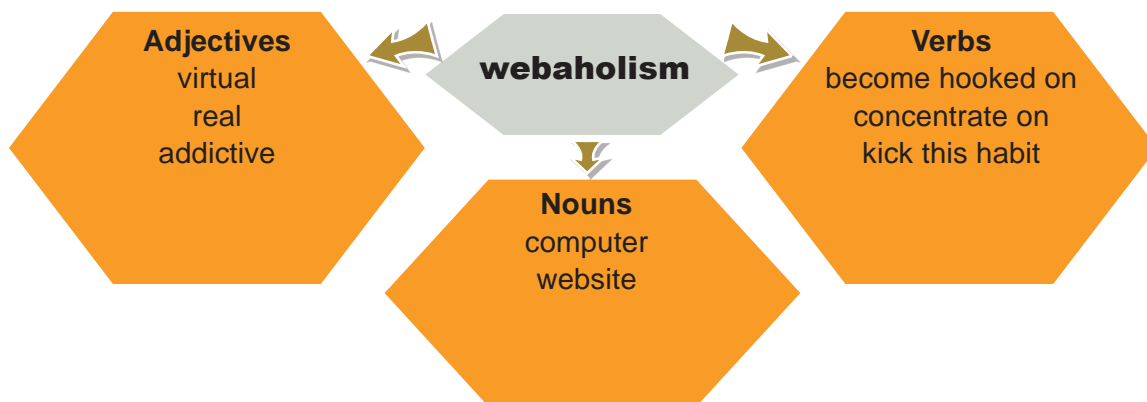
>>Step 3 Task Cycle

■   Discuss in groups about how a webaholic behaves in real life.

■   Talk about some possible suggestions for how to kick webaholism.

■   Collect your group suggestions and make a poster.

■   Present your group's ideas about fighting against webaholism to the class.

Asking about the cause of a problem

● How long has this been going on/happening?
● When/How did this start/happen?
● How did this all come about?
● What's the story?
● What/Who caused the problem?

Offering sympathy

● I can imagine what you are going through.
● I know exactly how you feel/what you mean.
● I'm sorry to hear that.
● What a pity/shame!
● That's too bad.

Task Two Telling a Story about Anger Control

Sometimes self-control is a much better way of dealing with problems caused by anger. In this task, tell one of your stories about anger control or one you read in books or online, and then share it in your group. If possible, attempt to use the past perfect passive voice.

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▶▶ Step 1 Pre-task Resources

Read a story about how Sparky Hooves won his freedom and pay attention to the words in blue.

Sparky Hooves

Sparky Hooves was a fighting bull. He was preparing for the big day – the day of his first fight. The day soon came and Sparky entered the bullring. The crowd cheered loudly and Sparky felt nervous. He walked to the centre of the ring and tried to remain perfectly still. Before he could get his feet firmly planted on the ground, he had suddenly been pushed from the back. The bullfighter was beating him – trying to **annoy** him and make him crazy. Sparky swallowed his anger. The crowd continued to cheer and the bullfighter kept **abusing** him, but Sparky never reacted.

After some time, the crowd started whistling. Sparky had been regarded as the most courageous fighting bull, but now the crowd saw him as only a very boring bull. The fight was soon over, and Sparky had managed to remain calm throughout. He was returned to the country to spend the rest of his days lying in the field in peace.

Sparky Hooves refused to give into what the world tried to force him to be. He remained true to himself and won his freedom. Had he given in to those people, Sparky would have gone down a very different path – one that would have gone against his true nature and true wishes.

We can all learn something from Sparky. The world may try to force you in different directions, but as long as you remain true to yourself, you will always find yourself exactly where you wish to be.

▶▶ Step 2 Task Cycle

1   Have a discussion with your group members.

What happened when Sparky Hooves tried to remain still?

How did Sparky Hooves win his freedom?

What did you learn from Sparky Hooves?

2　Tell one of your stories or one you read in books or online about anger control.

What had been done to cause the anger?	How did you/he/she behave to control the anger?	What was the result?
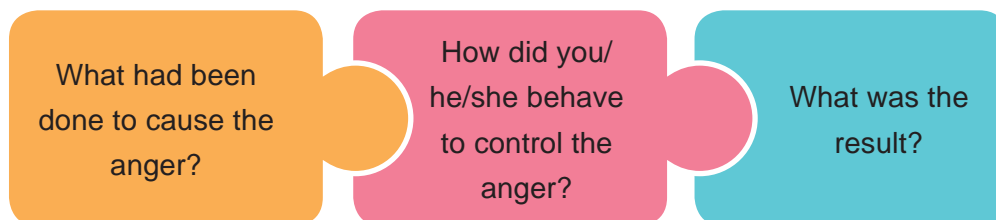
3　Share the story with your group members, using the past perfect passive voice as much as possible.

≫Step 3　Language Focus

Observe the sentences from the story in Step 1, which use the past perfect passive voice.

> - *Before he could get his feet firmly planted on the ground, he had suddenly been pushed from the back.*
> - *Sparky had been regarded as the most courageous fighting bull,…*

The past perfect refers to a time in the past, not the present. We can use the past perfect tense for something that started in the past and continued up to a given time in the past. Passive voice is used when the focus is on the action. Sometimes, it's not important or not known who or what is performing the action.

> - *Because a room had not been booked in advance, we were unable to find a hotel.*
> - *Had the new plan been discussed before the meeting?*

We form the past perfect passive voice:

> - In statements by using *had (not) been + past participle*
>   *The boy was reminded that his homework had not been handed in.*
> - In questions by inverting the subject and *had*
>   *Had the meeting been cancelled before telling us?*
> - In short answers by using *had (not)*
>   *Yes, he had./No, he had not/hadn't.*
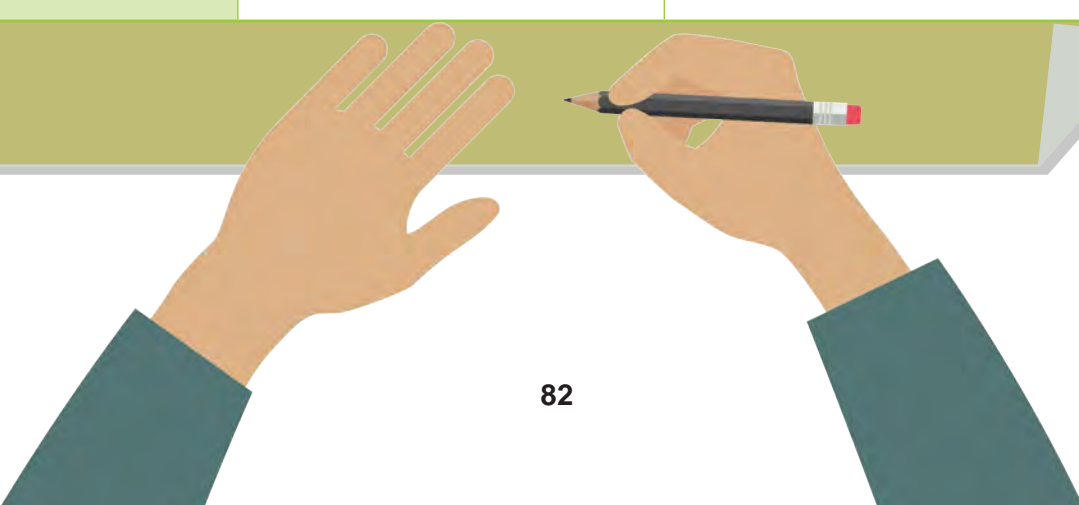
Project **Writing an Advice Column for the Common Problem(s) of Your Class**

Self-control is the ability to manage one's emotions. It is useful and helpful for you to develop some self-control strategies. In this project, you will investigate and learn about your major discipline and habit problems first. Then you will work together in groups to write an advice column and to find proper ways to solve these problems.

≫Step 1 Listen and Discuss

Listen to a short passage about an advice column and complete the table. When you finish, discuss with your classmates, and learn about the major structure and contents of an advice column.

Where to find	_____ or _____; other news media: Internet and news **broadcast** media	
Aim	to give _____ to readers' problems	
Who gives advice	knowledgeable female with a pen name	
Parts	advice-seeking letter	advice-giving letter
Contents	(1) a salutation (2) _____ of writing (3) details of the _____ (4) request for advice (5) signature	(1) a salutation (2) restating the problem (3) your point of view (4) giving suggested _____ (5) _____ and wishes

≫Step 2 Read, Answer and Discuss

Read the following passage first and answer the questions that follow. Then discuss and learn how the problem is presented and how the advice is offered.

How to Stop Procrastinating

If you've been a procrastinator for a long time, you're familiar with the pain and stress that goes along with putting things off. Even if you want to finish a task, you're likely having trouble getting started in the first place! There are several strategies that can help you stop procrastinating right now.

First, stop punishing yourself for procrastinating. The more stressed out you are, the harder it'll be to get your work done. Don't be mad at yourself. Move on and focus on what you've got to do instead.

Second, **tackle** your most important task for 15 minutes. Tell yourself you've only got to do it for 15 minutes. This will deal with the threatening factor, and you'll likely spend much longer than 15 minutes on your task.

Third, break tasks down into small parts. Instead of thinking about everything you have to do as one big problem, break it all down into really tiny pieces. You'll be able to get started on the smallest part and go forward from there.

Fourth, start your day with the hardest tasks. Make yourself a plan in the morning, pick and tackle the hardest task first. You'll feel better once it's done, and then you can move on to a few easier tasks for the rest of the day.

Fifth, aim for done over perfect. Imagining the perfect essay, assignment, or project could be what's holding you back. It's nothing at all if it's not finished, so **abandon** your vision of the perfect product. You also can't fix what doesn't exist yet.

Sixth, promise yourself you'll get a reward when it's done. Just tell yourself that when it's over, you get to celebrate with one of your favourite things. Use that anticipation to push yourself through the pain.

1 According to the passage, what is procrastination?

2 Among the listed strategies to stop procrastinating in the passage, which one do you think works best for you?

≫Step 3 Explore, Investigate and Act Out

1 In a group of six, you will make a plan to surf the Internet, or read in the library, and try to find some advice columns in English. Then, you share and read the columns you could find and learn how problems and advice are presented and given in English. Pay attention to language features in the letters seeking advice and in those giving advice from Step 1. Be ready to write your advice-seeking or advice-giving letters.

2 Your group will prepare and complete the questionnaire below and determine the top three common problems.

Questionnaire

- Do you usually hand in your homework on time? ☐ Yes. ☐ No.
- Do you usually participate in group discussion actively? ☐ Yes. ☐ No.
- Are you usually involved in class activities? ☐ Yes. ☐ No.
- Are you often late for school or class? ☐ Yes. ☐ No.
- Do you often feel sleepy in class? ☐ Yes. ☐ No.
- Do you often postpone doing things? ☐ Yes. ☐ No.
- Do you highly value your time? ☐ Yes. ☐ No.
- Do you often talk to your parents about your school life? ☐ Yes. ☐ No.
- Do you often do physical exercise? ☐ Yes. ☐ No.

3 Act out the situation. Three of you will be the students seeking advice for the top three problems. The other three will provide advice and solutions.

≫Step 4 Write and Present

1 Write the first draft of your letters of seeking or giving advice. The expressions below may be helpful to you.

Seeking advice	Giving advice
● I have a serious problem. ● I have been suffering… ● I have tried to… but… ● I don't want to refuse him/her but… ● What should I do? ● Please help me.	● I understand your feeling but… ● Have you tried to…? ● How about…? ● Why don't you…? ● Perhaps you should… ● If I were you, I would…

2 After you finish the draft, you sit together and read what you have written. Match your advice-seeking letter and advice-giving letter in content, tone and language. Make revision and edit wherever necessary. You may use pictures or diagrams if necessary to make your advice column attractive and encouraging.

3 Present your advice column to the class and share it with others.

Evaluate yourself!

Can you describe in English some common addictions?
Can you give suggestions in English on how to get rid of a certain addiction?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Developing a critical understanding of smartphone addiction	○	○	○	○
Finding out reasons and giving practical advice by analyzing the common problems of my class	○	○	○	○
Willing to adopt effective ways to further develop my self-control	○	○	○	○

How to Develop and Strengthen Your Self-control: the Six Secrets

Self-control is the ability to control impulses and reactions, and is another name for self-discipline. Self-control is vital for overcoming fears, addictions, and any kind of undesirable behaviour. It puts you in control of your life, your behaviour, and your reactions. It improves your relationships, develops **patience** and tolerance, and is an important tool for **attaining** success and happiness.
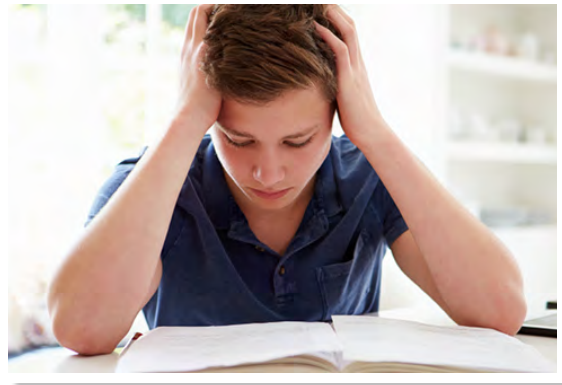
Six Self-control Secrets

Self-control Secret 1 – Meditate

Meditation actually trains your brain to become a self-control machine and it improves your emotional intelligence. Even simple techniques like mindfulness, which involves taking as little as five minutes a day to focus on nothing more than your breathing and your senses, improve your self-awareness and your brain's ability to resist destructive impulses.

🔄 DO YOU KNOW?

Mindfulness suggests that the mind is fully attending to what's happening, to what you're doing, to the space you're moving through.

Self-control Secret 2 – Eat

If your blood sugar is low, you are far more likely to give in to destructive impulses. An **input** of sugary foods increases your sugar levels quickly. Eating something that provides a slow burn for your body, such as whole grain rice or meat, will give you a longer window of self-control. So, if you're having trouble keeping yourself out of the company candy bin when you're hungry, make sure you eat something if you want to have a fighting chance.

Self-control Secret 3 – Exercise

Physical **recreation** of all types is good for you. Getting your body moving for as little as 10 minutes releases GABA, which makes your brain feel at ease and keeps you in control of your impulses. If you're having trouble resisting the impulse to walk over to the office next door to let somebody have it, just keep on walking. You should have the impulse under

control by the time you get back.

Self-control Secret 4 – Sleep

When you are tired, your brain cells' ability to absorb sugar falls quickly. What's worse, without enough sleep you are more likely to desire sweet snacks to make up for low blood sugar levels. So, if you're trying to use self-control over your eating, getting a good night's sleep – every night – is one of the best moves you can make.

Self-control Secret 5 – Ride the Wave

When the impulse you need to control is strong, waiting out this wave is usually enough to keep yourself in control. The rule here is to wait at least 10 minutes. You'll often find that the great wave turns so small now that you have the power to step right over it.

Self-control Secret 6 – **Forgive** Yourself

Don't be too hard on yourself. When you **slip** up, it is important that you forgive yourself and move on. Don't ignore how the mistake makes you feel; just don't trap yourself in it. Instead, **shift** your attention to what you're going to do to improve yourself in the future.

Putting These Strategies to Work

The important thing to remember is that you have to give these strategies the opportunity to work. This means recognizing the moments where you are struggling with self-control and, rather than giving in to impulse, taking a look at the Six Self-control Secrets and giving them a go before you give in. It takes time to develop mindfulness, but the new habits you form can last a lifetime.

POST-READING QUESTIONS

1   What is self-control?
2   How does meditation help us with self-control?
3   How do you understand the last paragraph?

Self-control Regained: Tony Russell's Victory

A Manchester teenager has survived a severe accident and obtained a personal victory over his smartphone addiction.

Dad Bans Smartphone after a Severe Accident

Tony Russell has had his new smartphone for only three months, but now his father, Lionel, has taken it away. "He had been asking me for a mobile for years because all his friends had

got one," explained Lionel. "I finally bought one for his birthday because he's a good **outgoing** boy and he's been doing so well at school, but he and his mates are 'smartphone-crazy'. They use the smartphones to **amuse** themselves all the time."

This craze stopped for Tony after he had the car accident. He had almost gotten himself killed when he was crossing the street with his eyes glued to his screen.

His father banned Tony from using a smartphone after that. "Thank God Tony was okay. Even though he is kept apart from the smartphone, his addiction remains in his mind, which keeps annoying him all the time."

The Family Turned the Clock Back for Tony

Tony Russell's personal victory over his smartphone addiction is a direct result of an experiment his father designed and conducted.

To help Tony recover from his addiction to his smartphone, Lionel decided to take things a step further and asked his family to turn the clock back fifty years and **switch** off all their electronic entertainment for three days. The family members were **enthusiastic** and agreed to give it a try.

And so the three days got under way! The electronics were put away and old-fashioned entertainment was planned instead. After eating together at the kitchen table, they sat playing cards. At first it was difficult to get used to it, but soon they enjoyed the slower, more relaxed pace of living. This lack of technology, particularly the smartphone, had a dramatic effect on Tony. His family enjoyed having his full attention again, and he was enjoying their company.

"All sorts of things that we had put off were now getting done," said Lionel. "Bikes got repaired, rooms tidied, bookshelves sorted and pet cages cleaned. The children started to play games together and even read stories."

QUICK CHECK!

Turn the clock back means to return to a situation that existed in the past.

What Tony liked most was the peace. "For the first time I noticed the birds singing, and made time to talk to my family. The whole experience was positive in the end. This was the first step towards recovery from my smartphone addiction."

Free from the Control of the Smartphone

After regaining self-control over his smartphone use, Tony began to see the whole world in a new light.

"I realized that my addiction was not merely a phase in my life. The main thing to focus on when faced with an addiction is your awareness of its destructive effects while maintaining your confidence to overcome them. As long as you are aware of the damage being caused and take positives steps towards fixing it, you're on your way to **liberation** and a brand new world!" Tony said.

POST-READING QUESTIONS

1 How did the severe car accident happen to Tony?
2 Why did the Russell household turn back the clock?
3 What can we learn from Tony's experience?

The Fruits of Labour

Zhang Wei is a fifth grade student. He struggles to focus in class and his grades are suffering. After receiving poor grades on his last report card, his mother, a high school teacher, decided her boy was not reaching his full potential, and she set three rules for him to follow.

> **No. 1** He would be allowed to watch only two pre-selected TV shows per week.
>
> **No. 2** He had to finish his homework before he could watch any TV or play outside.
>
> **No. 3** He had to read two books from the library each week and write a book report on each of them.

Zhang Wei's **jaw** dropped when he heard the news. He was **disappointed** at the new rules and did his best to talk his mother out of it, but his mother stood firm. He knew that no matter how much he didn't like the new rules, he could not disobey his mother. It wasn't long before he began to see the fruits of his labour. He was more engaged in class discussions and more involved with his schoolwork. Sometimes he would find that he was the only student in the class who could answer the teacher's question. That was a great feeling!

All his classmates and teachers were surprised that Zhang Wei, a kid who used to struggle with his studies, was now making great progress. Zhang Wei had even surprised himself and realized that his newfound knowledge and focus came from the books he read. He was highly **motivated** and he continued on this path of growth and became an academic leader at his school. He had learned to love reading and realized that he could **channel** his love for reading into a love of learning.

Some years later Zhang Wei's love of reading and learning led him to attend Qinghua University and eventually to become a famous **architect**.

POST-READING QUESTIONS

1 Why did the boy perform poorly in 5th grade?
2 How did the boy become a smart student?
3 What did the boy do after seeing the fruits of his labour?

Unit Reflection

Review the whole unit and reflect on what you have learned.

1 What is "self-control"? What have you learned about "self-control" from this unit? What do you think of the statement, "Freedom grows with one's strict self-control"?
2 What have you learned about strategies for developing our ability for self-control in this unit? If you are invited to give suggestions for self-improvement to those young people who broke the law, what would you include about self-control?
3 What have you learned about the meaning and use of the past perfect passive voice from this unit? Do you think you understand what it means and you can use it in your speech or writing?

More Connections

● Do you want to know more about self-control? A world-famous book, *How to Stop Worrying and Start Living*, may help you. Its author is Dale Carnegie and it deals with fundamental emotions and ideas. It tries to lead the reader to a more enjoyable life, helping them to become more aware of, not only themselves, but also others.

● If you want to discover more quotes about self-control, try to surf the Internet. Here are some key words for your reference: quote, self-control, and emotion.

APPENDICES

WRAP IT UP!

UNIT 1 WHAT'S BEING GIFTED

Build Your Vocabulary

A Do the word puzzle.

							8 p								
1 o							e		9						
	2/6 c					i		t							
										10					
						3		u			n				
			7												
		4	o				t								
	5		e												
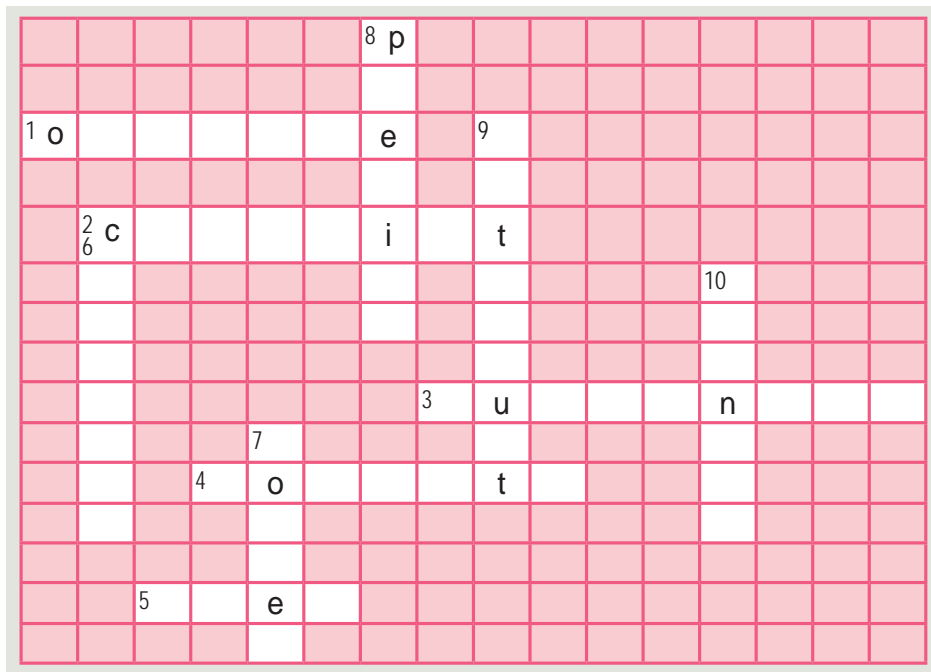
Across ➡

1 She was satisfied with the _____ of her efforts.
2 She found herself in _____ with her parents over her future career.
3 If you send the application form right away, I can _____ you an interview.
4 The stores have to _____ for customers in the Christmas season.
5 Be certain to eat slowly and _____ your food extremely well.

Down ⬇

6 There is an obvious _____ between the cultures of East and West.

7 Would it _____ you if I put on some music?

8 No matter how carefully you make the plan, no one can _____ when the unexpected will happen.

9 I'm sorry to _____, but there's something important I have to tell you.

10 He is the _____ to the killing.

B **Fill in the blanks with the correct forms of the words in the box.**

> appropriate   blessing   definition   evaluate   fellow
> raw   stimulate   vital   insight

It is widely accepted that some students who have abilities different from their (1)_____ are gifted. They get great (2)_____ and do things easily and quickly. In fact, all of us are willing to be gifted. The question is how we students can develop (3)_____. Scientists say giftedness is hard to (4)_____: half born, half made; it has something to do with what is called (5)_____ intelligence. Such kind of intelligence can be a (6)_____, but it can be a burden if not valued properly or not (7)_____ in a certain environment. Therefore, it is (8)_____ for all students to be equally (9)_____ and appreciated for their unique natures and talents.

Grammar Makes Sense

A **Fill in the blanks using v-ing forms or v-ed forms according to the situation below.**

1 He likes playing football with students, which makes him delighted. ➡
   His hobby is _____.
   He feels _____ at it.

2 That he passed the exam surprised everyone. ➡
   It was _____ that he passed the exam.
   Everyone felt _____ at it.

3   She does the same job again and she doesn't enjoy it anymore. ➡

She is _____ with her job.

Her job is _____.

4   I had thought the movie was good, but in fact it wasn't. ➡

I was _____ at the movie.

The movie was _____.

B **Tick the correct words.**

1   The task of this class is practicing/practiced the idioms.

2   It has been raining all day. This weather is really depressing/depressed.

3   The speech he delivered at the meeting was inspired/inspiring.

4   His job is promoted/promoting new products for the company.

5   Frank is good at telling jokes. He is amusing/amused.

6   One of his bad habits is smoking/smoked.

7   Mary remained stood/standing beside the table.

8   As is known to us all, travelling is tiring/tired but worthwhile.

9   Why do you always look so puzzling/puzzled?

10   At the end of a day's work, she is often exhausted/exhausting.

C **Fill in the blanks with the correct forms of the given words.**

Henry and the Lion

Henry was walking through the forest one day when he heard a lion's roar, which was [(1)]_____ (fill) with pain. What he saw made him [(2)]_____ (surprise). The lion was groaning. There was a thorn in its paw. Henry, filled with compassion, carefully removed it.

A few weeks later, when Henry was walking through the forest, he saw many lions running towards him, which was [(3)]_____ (shock). He felt [(4)]_____ (frighten) so he turned and ran as fast as he could. Suddenly, a familiar roar stopped the lions from chasing Henry. What Henry saw next was [(5)]_____ (encourage), the lion that he had saved before came to his rescue. He stood there, feeling [(6)]_____ (relieve).

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UNIT 2 SCIENCE FICTION

Build Your Vocabulary

A **Fill in the blanks with the words you've learned in this unit. The first letter is given.**

1 They decided to build a new and higher f_ _ _ _ to prevent the sheep from jumping over it.

2 Out of that discussion grew an i_ _ _ _ _ _ desire to find out the truth of the case.

3 I used the underlines to h_ _ _ _ _ _ _ _ the structure of the sentence.

4 After you wash your hair, dry it with a dry t_ _ _ _, especially in winter.

5 Almost everything you can do on your d_ _ _ _ _ requires an Internet connection.

6 The mother put her hand on the f_ _ _ _ _ _ _ of the kid to see whether he had a fever.

7 Can you knock this n_ _ _ into the wall for me to hang clothes?

8 Many s_ _ _ _ _ _ of animals are in danger of dying out.

9 The statement was carefully p_ _ _ _ _ _ _ and checked before release.

10 His voice struggled to come out from deep inside of his painful c_ _ _ _.

B **Complete the passage with the correct forms of the words in the box.**

collapse	comparison	consequence	convince	influential	practical
	phenomenon	quantity	scientific	shadow	

The Finnish economic crisis of the 1990s was much more severe than ever expected. The (1)_____ of the GDP in 1991 – 1993 was about 12 percent. It was four times bigger (2)_____ with that in Finland during the Great Depression of the 1930s. The unemployment rate rose from 3.5 percent in 1990 to 18.4 percent in 1994. The motivation to do economic and social science research on these (3)_____ is certainly very strong.

The Board of the Academy of Finland decided to organize a research program on the economic crisis of the 1990s in Finland. The main aim of the program was to boost research on the economic crisis on a broad basis. The events, causes, and (4)_____ of the crisis were to be taken into consideration. It was hoped that the

research work could indicate if the crisis has left some permanent negative traces in the society or if the [(5)]_____ of the crisis has already disappeared. Especially valuable and [(6)]_____ would be results showing us what lessons could be learned from the crisis. The findings of the research program could be [(7)]_____, especially in the economic and social decision making of the society.

The research work done under the program has been successful so far. Research teams have published [(8)]_____ of publications on different forums. Many [(9)]_____ conferences have been arranged. We are [(10)]_____ that this investment into the research work has been productive.

Grammar Makes Sense

A **Underline the verb phrases in the following sentences.**

1 If heated, water will transform from the state of liquid to the state of gas.

2 He would like to hunt online for some books on cooking when he is free on Sundays.

3 It might take me around five to seven days to adjust to living in such extreme temperatures.

4 They would pretend to be concerned about freedom, but the only "free" they care about was "free of charge".

5 It's like a leaky pot. You pour in water ten times over but it will never fill.

B **Complete the sentences with the proper adverb phrases or preposition phrases in the box.**

> only occasionally   much earlier than usual   in the most painful way
> as quickly as possible   during the Christmas break   across the field
> surprisingly enough   on my new bike   dearly and tenderly
> with the neighbours

1 Snow fell _____ this year.

2 I can get there more quickly _____.

3 Their marriage broke up _____.

4 After the game, I had to run quickly _____.

5 _____, I visited my old school behind our house.

6 _____ is there a rainbow in the sky after a rain.

7 Bernie watched Jim's face for a reaction. _____, he grinned.

8   The best way to preserve the flavour of fresh vegetables is to cook them

_____.

9   We ended our game _____ when we heard our parents calling.

10 Laura is now a better, gentler and more beautiful Laura, who everybody loves _____.

C **Choose proper verb phrases, adverb phrases or prepositional phrases to complete the letter.**

Dear Teachers,

I've grown up with you, you have often been the first person I see (1)_____, and on some days I've spent more time with you in your classrooms than (2)_____ in my own home. Thank you (3)_____ you've made to teach me to the best of your ability. Each one of you has had an impact on the way that I see life, and (4)_____ the person I am today.

I thank you for being so consistent in the classroom, even on days when you weren't (5)_____ but still spent the effort and time to teach the class. Thank you for taking the time to review our work, and for the times that you gave real and honest feedback to us.

I thank you for being so motivated, (6)_____ we have shown little or no interest in lectures by sleeping, texting, or talking, or even speaking slanderous words behind your back. It takes guts to do that, and I'm sure we don't realize or acknowledge (7)_____ you have to sacrifice of yourself in order to teach us.

I appreciate you for all that you've sacrificed and who you are, and my interactions with you in the classroom (8)_____ the inspiration for my dream (9)_____ and empower you to connect and teach your students on a whole new level. You've instilled in me a great value for education, and a real heart (10)_____ younger generations and inspire them to truly become themselves.

A. how much   B. even when   C. have been   D. to believe in
E. contributed to   F. in the morning   G. to come around   H. with my family
I. for the sacrifices   J. in high spirits

UNIT 3 CONFUCIUS AND TODAY'S SOCIETY

🔤 Build Your Vocabulary

A Replace the words in blue with a synonym from this unit.

1 There are 50 guests in the hall in all. (　　　)

2 Don't throw away these old papers; they might be useful. (　　　)

3 What ideas do you have if we employ you? (　　　)

4 An example will help to make clear what I mean. (　　　)

5 The twins are so alike that no one can tell one from the other. (　　　)

6 The storm continued until midnight, then stopped. (　　　)

B Fill in the blanks with the correct forms of the given words in brackets.

1 The children enjoyed the ＿＿＿＿＿＿ (free) of the school holidays.

2 Don't be so ＿＿＿＿＿＿ (greed) – leave some of the food for the rest of us.

3 The birthrate in the city has been ＿＿＿＿＿＿ (decrease).

4 That's ＿＿＿＿＿＿ (precise) what I want you to do.

5 He always gives ＿＿＿＿＿＿ (prior) to others rather than to himself.

6 The government has taken a measure to maintain the ＿＿＿＿＿＿ (stable) of prices.

7 The problem is beyond my ＿＿＿＿＿＿ (comprehend).

8 This ＿＿＿＿＿＿ (assume) will be justified by the work of the builder.

9 People found this sort of ＿＿＿＿＿＿ (contradict) reality hard to accept.

C Fill in each blank with a proper word in the box. There are two extra words.

abstract	decent	fundamental	identical	worthy	harmonious
	precise	abnormal	contemporary		

In (1)＿＿＿＿＿＿ society, many people who earn much are not truly happy. The (2)＿＿＿＿＿＿ problem lies in their dissatisfaction with the fast-paced modern lifestyle.

My friend Derek is such an example. He works for a big company and earns a (3)＿＿＿＿＿＿ salary but he always spends his spare time in the rural areas, living a simple life and working

on the farms. When asked why he takes the trouble to travel a long way to the countryside and work hard in the fields, he says, "It is quite (4)_____ of trouble, for it is where I can live a (5)_____ life with nature and get rid of the trifles in daily life. I just want to be as simple as possible."

That is one philosophy of life: being as simple as possible. Many people have (6)_____ thoughts but they just don't have the wit or to be (7)_____, the courage to face the reality.

Grammar **Grammar Makes Sense**

A **Complete the sentences with the given words referring to the example.**

Example: when, the train, got to, I, had already left, the station ➡

The train had already left when I got to the station.

1   she, by the end of last month, 2,000 English words, had learned ➡

_____

2   had lost, I, the book, which, I, found ➡

_____

3   it, I, but, rained, had meant to come ➡

_____

4   the window, the teacher, who, asked, had broken ➡

_____

5   she, the novel, he had read, thought ➡

_____

6   up to that time, had, everything, gone well ➡

_____

B **Fill in the blanks with the correct forms of the given verbs in brackets.**

On a day in 399 BCE, the philosopher Socrates (1)_____ (stand) before a jury of 500 of his fellow Athenians, accused of "refusing to recognize the gods recognized by the state". The trial (2)_____ (take) place in the heart of the city. Socrates' accusers (3)_____ (give) three hours to present their case, after which the philosopher would have three hours to defend himself. Socrates was 70 years old and familiar to most Athenians. His views (4)_____ (turn) many in the city against him.

After hearing the arguments of both Socrates and his accusers, the jury was asked to vote

on his guilt. Socrates (5)_____ (find) guilty by a vote of 280 to 220 and then (6)_____ (offer) the opportunity to suggest his own punishment. Faced with two choices, Socrates (7)_____ (select) death.

The philosopher (8)_____ (take) to the nearby prison where his sentence would be carried out. After Socrates (9)_____ (drink) the poison, numbness slowly reached his heart. Before he died, Socrates (10)_____ (describe) his death as a release of the soul from the body.

C Use a dice and play a game in a group of four.

What had you done before you went to bed last night?	What had you wanted for your birthday last year but you didn't get?	What had you eaten before you had dinner yesterday?	**STOP FOR A ROUND**	What had you prepared before you went to travel last summer?	Had you studied English before you entered junior high school?	**START**
Where had you gone before you came to class today?						
FREE QUESTION	**END**	Describe the last time you had done something silly that you wished you hadn't done.	As soon as you had gotten off the bus, it began to rain. Where did you go for cover?	What did you do the last time you had forgotten the birthday of someone close to you?	Had you ever gone swimming before you came to the beach?
If you had ever met a celebrity, which one do you wish you had met and why?					**FREE QUESTION**
Had you handed in your last assignment before it was due? What is it?	**TWO STEPS FORWARD**	What had you looked like before you changed your hair style?	What had happened before you decided to exercise more?	**RETURN TO THE BEGINNING**	When was the last time you had gone to bed without brushing your teeth?	Describe the last time you had slept past your alarm clock.

TELL US ABOUT

Let's PLAY

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UNIT 4 THE RISE OF BIOENGINEERING

Build Your Vocabulary

A **Complete the sentences with the help of the explanations in brackets. Remember to use their proper forms.**

1   The theatre has good access for the _____. (unable physically)

2   Your name has been _____ from the list. (remove)

3   _____ her fears, she climbed higher. (neglect)

4   The _____ for peace in the country after the civil war is becoming brighter. (something likely to happen)

5   He gave a _____ account of his life as a fighter pilot. (clear)

6   He _____ attempting to murder his wife. (to say something is not true)

B **Fill in each blank with a proper word in the box.**

initiative   emotion   detect   native   analyses

1   The resource conservation _____ demands that we all strive to save every drop of water.

2   Our _____ can be effectively conveyed with the use of colours, fonts and icons.

3   _____ species disappeared at a rate of roughly two per year, while more than one newcomer arrived.

4   After three different scientists completed _____ of the data, the results of the study were ready to be published.

5   A new machine called "The Revealer" has been invented and used to _____ gold buried in the ground.

C **Complete the passage with the correct forms of the words in the box.**

employ   threatening   crop   decade   pose   chemical   crucial

Climate change is one of the biggest problems (1)_____ our earth. Especially

in the last ⁽²⁾_____, the scientific community attributes global climate change to the emissions of greenhouse gases into the atmosphere which ⁽³⁾_____ global warming. In this context, it is particularly ⁽⁴⁾_____ to focus attention on environmental technology and related materials. Thus, bioengineering materials and combined techniques are ⁽⁵⁾_____ to reduce the human impact on the environment. Exploring how the use of bioengineering materials in environmental engineering can help us is an important issue. As an example, ⁽⁶⁾_____ and plant materials can be used for erosion control and slope protection; using vegetation for green roofs and walls is also an important bioengineering measure to protect buildings and for adsorbing rainwater, containing ⁽⁷⁾_____ and greenhouse gas emissions, and extending roof life.

Grammar Makes Sense

A Fill in the blanks using relative pronouns or adverbials in each non-restrictive attributive clause.

1   Bioengineering, _____ includes biological systems engineering, is the application of concepts and methods of biology to solve real world problems.

2   Biochemical engineers are analytical, creative and innovative thinkers, _____ have a natural love and talent for mathematics, biology and chemistry, and so on.

3   Bioengineers conduct research in many areas, _____ government researchers often work in product testing and safety and establish safety standards for medical devices.

4   Bioengineering involves a great deal of interaction with other professionals, _____ requires communicating effectively.

B Fill the blanks with the correct forms of the words in the box.

> that   which   where   who   whose   as

Bioengineers are experts or specialists in bioengineering, ⁽¹⁾_____ can be employed by the following specialty areas in bioengineering.

Biomaterial. It involves living tissue and artificial materials ⁽²⁾_____ are implanted in individuals. This is an area ⁽³⁾_____ a deep understanding of living material is required.

Classical mechanics. They can be applied to solve medical problems through biomechanics. (4)_____ is known to us, developments in this area have led to the artificial heart and valves, artificial joint replacements and so on.

Clinical engineering. It involves the development and maintenance of computer databases of medical instrumentation and equipment records, (5)_____ can be applied to a specific healthcare system.

Rehabilitation engineering. It is a growing specialty, (6)_____ function is to enhance the capabilities and improve the quality of life.

C **Read the passage and rewrite the underlined sentences with non-restrictive attributive clauses.**

Georgia Institute of Technology is a public institution. It was founded in 1885. It is one of the top undergraduate schools where the highest engineering degree offered is a doctorate. Georgia Institute of Technology's ranking in the 2018 edition of Best Colleges is National Universities, 34. Georgia Tech, located in the heart of Atlanta, offers a wide range of student activities.

In addition to its campuses in Atlanta and Savannah, Georgia Tech has campuses in France, Ireland, Costa Rica, Singapore and China. Georgia Tech has six colleges. Its highly ranked graduate schools include the College of Engineering and Scheller College of Business. Georgia Tech is very active in research. The school's efforts are key to the Georgia Research Alliance. The Georgia Research Alliance plays a role in the state's economic development strategy.

1 _____

2 _____

3 _____

UNIT 5 SELF-CONTROL

Build Your Vocabulary

A Do the word puzzle.
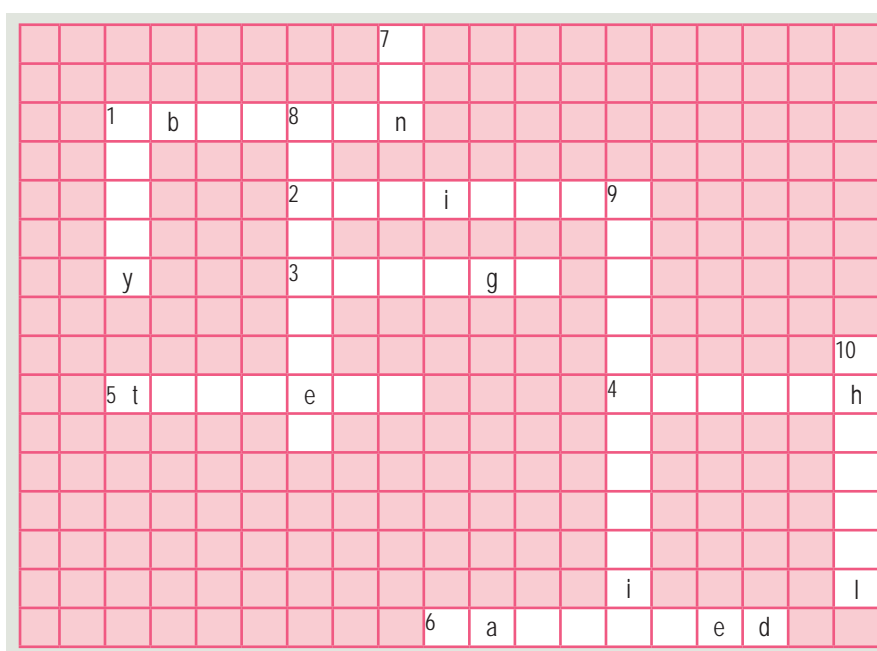
Across ➡️

1 Snow forced many drivers to _____ their vehicles.
2 Teaching children with special needs requires _____ and understanding.
3 Even in prison, he continued to _____ in criminal activities.
4 Do you think she'll notice if I _____ my glass with hers?
5 The doctor asked me to take three _____ with water before meals.
6 Guests _____ and screamed when the bomb exploded.

Down ⬇️

1 His constant joking was beginning to _____ her.
7 There is to be a total _____ on smoking in the office.
8 She's been very _____ and upset about this whole situation.
9 The singer got an _____ reception.
10 Jacques Delors wants a system set up to _____ funds to the poor countries.

B Replace the blue part in each sentence with a proper word.

1 As an art historian and collector, he was also a practising person who designs building. (   )

2 Most of the students succeeded in getting five "A" grades in their exams. (   )

3 He does not smoke or take illegal substances for the physical or mental effects. (   )

4 I'd never stop feeling angry with myself if she heard the truth from someone else. (   )

5 The price will include the physical work and materials. (   )

C Complete the passage with the correct forms of the given words.

attain	forgive	engage	annoy	abandon

It is said that the game will have to ⁽¹⁾_____ due to the bad weather, which makes all the audience ⁽²⁾_____. For this, the Organizing Committee apologized for upsetting the audience and begged for ⁽³⁾_____. As an apology, they are ⁽⁴⁾_____ in organizing an amazing party in an effort to ⁽⁵⁾_____ the public's belief again.

Grammar Grammar Makes Sense

A Complete the passage with the correct forms of the given verbs.

I still remember last winter, when I woke up in the morning, it ⁽¹⁾_____ (stop) snowing. Looking outside, I saw that my father had ⁽²⁾_____ (clean) the shiny white snow from our sidewalk. I closed the book that I ⁽³⁾_____ (borrow) from the local library and went downstairs for breakfast, which ⁽⁴⁾_____ (prepare) well on the kitchen table. Then my little brother came to tell me that he ⁽⁵⁾_____ (finish) all his homework. During breakfast, one of my best friends came to visit my family. She told us about her unforgettable experience abroad. She went to Australia last year. Before that, she ⁽⁶⁾_____ (prepare) for the examination of University of Sydney for half a year, and ⁽⁷⁾_____ (learn) the culture of Australia.

B Christmas Day is coming. Little Tom wants to get his Christmas gift by sharing his successful self-control story in a correct way. Please do him a favour by circling the right verbs.

1 | A cell phone (has been given/had been given) to me before I was ten years old.

2 | As a result, I (was addicted/had been addicted) to it before I decided to get rid of it.

3 | Then, I turned to my parents for help. Last Monday, it (was handed over/had been handed over) to them by the time I went to school.

4 | Finally, it (had been forgotten/had forgotten) by me when my parents praised me for my self-control.

My Christmas gift

C Here is a list of the events in Einstein's life. Read it and complete the questions or answers.

1879 born in Germany
1900 received his academic diploma from the Swiss
      Federal Polytechnic School
1905 was awarded a PhD by the University of Zurich
1915 published a paper entitled "General Relativity"
1916 applied the general theory of relativity to model the structure of the universe
1940 settled in the United States and became an American citizen
1955 affiliated with the Institute for Advanced Study in Princeton, New Jersey
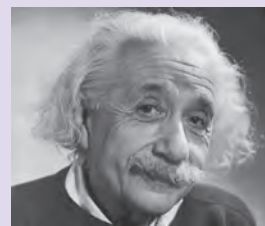
1 Q: What did he receive from the Swiss Federal Polytechnic School in 1900?
   A: _____

2 Q: _____
   A: A PhD had been awarded before he published the "General Relativity".

3 Q: _____
   A: A paper entitled "General Relativity" was published that year.

4 Q: What had been applied to model the structure of the universe before he settled in
      the United States?
   A: _____

VOCABULARY (Ⅰ)

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Unit 1

gifted /ˈgɪftɪd/ *adj.* 有天赋的；
   天资聪慧的 2
define /dɪˈfaɪn/ *v.* 给…下定义；解释 2
criteria /kraɪˈtɪəriə/ *n.* 标准；原则 2
reliable /rɪˈlaɪəbl/ *adj.* 可靠的；
   真实可信的 2
definition /ˌdefɪˈnɪʃn/ *n.* 定义；释义 2
minimum /ˈmɪnɪməm/ *n.* 最小值；
   最少量 2
distinguish /dɪsˈtɪŋgwɪʃ/ *v.* 区分；辨别 2
demonstrate /ˈdemənstreɪt/ *v.* 表现；
   说明 2
scholarship /ˈskɒləʃɪp/ *n.* 奖学金 2
superb /suːˈpɜːb/ *adj.* 卓越的；极佳的 2
professor /prəˈfesə(r)/ *n.* 教授 2
definite /ˈdefɪnət/ *adj.* 确定的；清楚的 2
thorough /ˈθʌrə/ *adj.* 彻底的；深入的；
   细致的 2
root /ruːt/ *n.* 根源；根 2
raw /rɔː/ *adj.* 自然状态的；生的 2
inheritable /ɪnˈherɪtəbl/ *adj.* 可遗传的；
   有遗传性的 2
upbringing /ˈʌpbrɪŋɪŋ/ *n.* 培养；养育 3
educator /ˈedʒukeɪtə(r)/ *n.* 教育学家；
   教育家 3
interrupt /ˌɪntəˈrʌpt/ *v.* 插嘴；打扰 3
superior /suːˈpɪəriə(r)/ *adj.* （在品质上）
   更好的；占优势的 3
outcome /ˈaʊtkʌm/ *n.* 结果；效果 3
affirm /əˈfɜːm/ *v.* 申明；断言 4
guarantee /ˌgærənˈtiː/ *v.* 保证；确保 4
delicate /ˈdelɪkət/ *adj.* 微妙的；脆弱的 4
mixture /ˈmɪkstʃə(r)/ *n.* 混合；结合体 4
blessing /ˈblesɪŋ/ *n.* 好事；祝福 4
burden /ˈbɜːdn/ *n.* 负担，重担 4

stimulate /ˈstɪmjuleɪt/ *v.* 激发；刺激 4
exceptional /ɪkˈsepʃənl/ *adj.* 特别的；
   优秀的 4
insight /ˈɪnsaɪt/ *n.* 洞察力；洞悉 4
astonish /əˈstɒnɪʃ/ *v.* 使人为惊奇 4
appropriate /əˈprəupriət/ *adj.* 合适的；
   恰当的 4
optimistic /ˌɒptɪˈmɪstɪk/ *adj.* 乐观的 4
tone /təun/ *n.* 音色；语气 6
scientific /ˌsaɪənˈtɪfɪk/ *adj.* 科学（上）的；
   关于科学的 8
predict /prɪˈdɪkt/ *v.* 预言；预报 8
evaluate /ɪˈvæljueɪt/ *v.* 评估；估计 8
contrast /ˈkɒntrɑːst/ *n.* 对比；对照
   /kənˈtrɑːst/ *v.* 对比 8
secondary /ˈsekəndri/ *adj.* 次要的；
   中学的 8
appreciation /əˌpriːʃiˈeɪʃn/ *n.* 欣赏；感激 10
routine /ruːˈtiːn/ *n.* 常规
   adj. 常规的；正常的 10
accomplish /əˈkʌmplɪʃ/ *v.* 完成 10
witness /ˈwɪtnəs/ *v.* 见证，当场看到
   n. 证人；目击者 10
consideration /kənˌsɪdəˈreɪʃn/ *n.*
   仔细考虑；深思 10
inner /ˈɪnə(r)/ *adj.* 隐藏的；里面的 10
splash /splæʃ/ *n.* 色块；光斑 11
fellow /ˈfeləu/ *adj.* 同伴的；同类的
   n. 家伙；同事 12
anger /ˈæŋgə(r)/ *n.* 怒火；怒气 12
envy /ˈenvi/ *n. & v.* 羡慕；忌妒 12
conflict /ˈkɒnflɪkt/ *n.* 冲突；矛盾 12
comic /ˈkɒmɪk/ *adj.* 滑稽的；使人发笑的 14
trial /ˈtraɪəl/ *n.* 试验，适用 14
isolation /ˌaɪsəˈleɪʃn/ *n.* 孤独；隔离 14

Unit 2

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Unit 4

pesticide /ˈpestɪsaɪd/ *n.* 杀虫剂　　64
ecology /iˈkɒlədʒi/ *n.* 生态；生态学　64
degrade /dɪˈɡreɪd/ *v.* 分解；降解　　64
prospect /ˈprɒspekt/ *n.* 前景；可能性　65
drill /drɪl/ *n.* 钻；钻机
　　　　　 v. 钻（孔）；打（眼）　65
microbe /ˈmaɪkrəʊb/ *n.* 微生物　　65
cancer /ˈkænsə(r)/ *n.* 癌；癌症　　65
liquid /ˈlɪkwɪd/ *n.* 液体　　　　65
component /kəmˈpəʊnənt/ *n.* 成分；
　　部件　　　　　　　　　　　　65
litre /ˈliːtə(r)/ *n.* 升　　　　　　65
clostridium /klɒˈstrɪdɪəm/ *n.* 梭菌　65
replicate /ˈreplɪkeɪt/ *v.* 复制；再造　65
tumour /ˈtjuːmə(r)/ *n.* 瘤；肿瘤　　65
methionine /mɪˈθaɪəniːn/ *n.* 蛋氨酸　66
employ /ɪmˈplɔɪ/ *v.* 使用；雇用　　68
artificial /ˌɑːtɪˈfɪʃl/ *adj.* 人工的；人造的；
　　假的　　　　　　　　　　　　68
revolution /ˌrevəˈluːʃn/ *n.* 革命；大变革
　　　　　　　　　　　　　　　　68
profession /prəˈfeʃn/ *n.* 业内人士；行业
　　　　　　　　　　　　　　　　68
resolve /rɪˈzɒlv/ *v.* 解决（问题或困难）；
　　决心　　　　　　　　　　　　69
diagnostic /ˌdaɪəɡˈnɒstɪk/ *adj.* 诊断的 69
pollen /ˈpɒlən/ *n.* 花粉　　　　　69
breed /briːd/ *v.* 培育，饲养（动植物）
　　　　　 n. 品种　　　　　　69
allergy /ˈælədʒi/ *n.* 变态反应；过敏反应
　　　　　　　　　　　　　　　　70
cheese /tʃiːz/ *n.* 干酪；奶酪　　　70
allergic /əˈlədʒɪk/ *adj.* 引起过敏反应的
　　　　　　　　　　　　　　　　70
crucial /ˈkruːʃl/ *adj.* 至关重要的；
　　关键性的　　　　　　　　　　70
bean curd /biːn kɜːd/ *n.* 豆腐　　70
initiative /ɪˈnɪʃətɪv/ *n.* 倡议；主动性 70
ingredient /ɪnˈɡriːdiənt/ *n.* 成分　　70
pose /pəʊz/ *v.* 造成（威胁、问题等）；
　　引起；摆好姿势
　　　　　 n. 姿势　　　　　　70
deny /dɪˈnaɪ/ *v.* 否认；否定　　　70

organism /ˈɔːɡənɪzəm/ *n.* 有机体；
　　有机组织　　　　　　　　　　70
yield /jiːld/ *n.* 产量；产出　　　　71
hybrid /ˈhaɪbrɪd/ *n.* 杂交植物；杂种动物
　　　　　　　　　　　　　　　　71
salinity /səˈlɪnəti/ *n.* 盐度　　　　71
saline /ˈseɪlaɪn/ *adj.* 盐的；含盐的　71
alkaline /ˈælkəlaɪn/ *adj.* 碱性的　　71
arable /ˈærəbl/ *adj.* 耕作的；可耕的　71
dozen /ˈdʌzn/ *n.* （一）打；十二个　72

Unit 5

gadget /ˈɡædʒɪt/ *n.* 小器具；小装置　74
limb /lɪm/ *n.* 肢；臂；腿　　　　74
episode /ˈepɪsəʊd/ *n.* （电视剧）一集；
　　插曲　　　　　　　　　　　　74
tablet /ˈtæblət/ *n.* 平板电脑；药片　74
client /ˈklaɪənt/ *n.* 客户　　　　74
subscribe /səbˈskraɪb/ *v.*
　　定期订购（或订阅等）　　　　74
compulsive /kəmˈpʌlsɪv/ *adj.* 难控制的；
　　禁不住的　　　　　　　　　　75
interaction /ˌɪntərˈækʃn/ *n.* 互动　75
distress /dɪsˈtres/ *n.* 悲伤；痛苦　　75
dependency /dɪˈpendənsi/ *n.* 依靠；依赖
　　　　　　　　　　　　　　　　75
panic /ˈpænɪk/ *n.* 恐慌
　　　　　 v. （-ck-）（使）惊慌　75
drug /drʌɡ/ *n.* 毒品　　　　　76
jealous /ˈdʒeləs/ *adj.* 妒忌的；吃醋的 76
depressed /dɪˈprest/ *adj.* 沮丧的；
　　不景气的　　　　　　　　　　76
virtual /ˈvɜːtʃuəl/ *adj.* 虚拟的；模拟的
　　　　　　　　　　　　　　　　78
merely /ˈmɪəli/ *adv.* 仅仅；只不过　78
bullring /ˈbʊlrɪŋ/ *n.* 斗牛场　　　80
annoy /əˈnɔɪ/ *v.* 使恼怒；打扰　　80
swallow /ˈswɒləʊ/ *v.* 吞下；默默忍受 80
abuse /əˈbjuːz/ *v.* 虐待；滥用
　　　　　 /əˈbjuːs/ *n.* 虐待；滥用　80
whistle /ˈwɪsl/ *v.* 吹口哨　　　　80
broadcast /ˈbrɔːdkɑːst/ *n.* 广播节目 82

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A

abandon /əˈbændən/ v. 放弃；抛弃　83
abnormal /æbˈnɔːml/ adj. 反常的；
　　不正常的　51
abstract /ˈæbstrækt/ adj. 抽象的；
　　纯理论的　51
abuse /əˈbjuːz/ v. 虐待；滥用
　　　　 /əˈbjuːs/ n. 虐待；滥用　80
accomplish /əˈkʌmplɪʃ/ v. 完成　10
adjust /əˈdʒʌst/ v. 调整；调节；适应　29
affirm /əˈfɜːm/ v. 申明；断言　4
alkaline /ˈælkəlaɪn/ adj. 碱性的　71
allergic /əˈlɜːdʒɪk/ adj. 引起过敏反应的　70
allergy /ˈælədʒi/ n. 变态反应；过敏反应　70
alternative /ɔːlˈtɜːnətɪv/ adj.
　　可供替代的　32
altogether /ˌɔːltəˈɡeðə(r)/ adv. 总共　39
amuse /əˈmjuːz/ v. （使）娱乐；使消遣　88
analects /ˈænəlekts/ n. 文选；论集　39
analysis /əˈnæləsɪs/ n. (pl. analyses)
　　分析　62
anger /ˈæŋɡə(r)/ n. 怒火；怒气　12
annoy /əˈnɔɪ/ v. 使恼怒；打扰　80
apparently /əˈpærəntli/ adv. 可见；看来；
　　显然　64
appliance /əˈplaɪəns/ n. （家用）电器，
　　器具　29
appreciation /əˌpriːʃiˈeɪʃn/ n. 欣赏；感激　10
appropriate /əˈprəupriət/ adj. 合适的；
　　恰当的　4
arable /ˈærəbl/ adj. 耕作的；可耕的　71
architect /ˈɑːkɪtekt/ n. 建筑师　90
artificial /ˌɑːtɪˈfɪʃl/ adj. 人工的；人造的；
　　假的　68
artistic /ɑːˈtɪstɪk/ adj. 有艺术天赋的；
　　艺术的　34
ass /æs/ n. 驴；屁股　53
assumption /əˈsʌmpʃn/ n. 假设；假定　54
astonish /əˈstɒnɪʃ/ v. 使人为惊奇　4
astride /əˈstraɪd/ prep. 跨（或骑）在…上　24
attain /əˈteɪn/ v. 获得；达到　86
automatic /ˌɔːtəˈmætɪk/ adj. 自动的　29

B

backup /ˈbækʌp/ n. 增援；后援　22
backward /ˈbækwəd/ adv. 朝后地；
　　向后地　21
bacteria /bækˈtɪəriə/ n. 细菌　35
ban /bæn/ v. 禁止　87
bark /bɑːk/ v. 吠叫　53
bean curd /biːn kɜːd/ n. 豆腐　70
behalf /bɪˈhɑːf/ n. 代表（或代替）某人　15
on behalf of　代表（或代替）某人　15
bioengineering /ˌbaɪəuˌendʒɪˈnɪərɪŋ/
　　n. 生物工程　57
biology /baɪˈɒlədʒi/ n. 生物学；生理　60
biomedical /ˌbaɪəuˈmedɪkl/ adj.
　　生物医学的　60
blast /blɑːst/ n. 突如其来的强劲气流；
　　爆炸　21
blessing /ˈblesɪŋ/ n. 好事；祝福　4
bomb /bɒm/ n. 炸弹
　　　　 v. 轰炸；对…投炸弹　15
botanical /bəˈtænɪkl/ adj. 植物学的　64
bother /ˈbɒðə(r)/ v. 打扰；使（某人）烦
　　恼（或担忧、不安）　15
breast /brest/ n. 胸部；胸脯　20
breed /briːd/ v. 培育，饲养（动植物）
　　　　 n. 品种　69
broadcast /ˈbrɔːdkɑːst/ n. 广播节目　82

M

N

O

P

LIST OF PROPER NAMES

Unit 4

Unit 5

GRAMMAR

动词的-ing形式作表语
the v-ing form as predicative

一、概念

动词的-ing形式作表语时相当于形容词和名词，放在系动词之后，用来说明主语的内容、特征和性质等。

二、用法

1 说明主语的内容

The task of this class is **practicing** the idioms.

Our job is **playing** all kinds of music.

2 说明主语的性质和特征

The speech he delivered at the meeting was **inspiring**.

As is known to us all, travelling is **tiring** but worthwhile.

动词短语
the verb phrase

一、概念

广义上讲，除主语外，以谓语动词为中心的整个谓语部分，均称为动词短语；传统意义上讲，以一个动词为中心，由该动词与其辅助词构成的一组词，称为动词短语。

二、构成

主要动词+辅助词（助动词、情态动词、系动词、否定词等）

三、用法

一般来说，与单个动词一样，动词短语在句子中充当谓语。例如：

Do you **think** she will join us?

We **have gotten** a lot of rainfall lately.

Ethan **should take** his watch to get repaired.

Selena **is** always **disobeying** the speed limit.

Selena **should have been driving** with more care, for then she **would not have gotten** her third ticket this year.

副词短语
the adverb phrase

一、概念

以副词为中心，与其他若干个单词组合在一起，相当于一个副词，在句子中起副词作用的一组词，称为副词短语。

二、构成

主要副词+修饰词（其他副词等）

三、用法

一般来说，与单个副词一样，副词短语在句子中充当状语，修饰动词、形容词、其他副词或句子等。例如：

1　修饰动词

The air was warm, stirred **only occasionally** by a breeze.

2　修饰形容词

He knew now that he was **much too** tired and weak to walk on.

3　修饰其他副词

They walked **much too** far.

4　修饰句子

My daughter's choice of driving music is, **surprisingly enough**, classic rock.

介词短语
the prepositional phrase

一、概念

介词与其宾语构成的一组词，称为介词短语。

二、构成

介词+宾语（名词、代词、名词短语等）

三、用法

一般来说，介词短语有两个性质，相当于形容词，在句子中作定语；相当于副词，在句子中作状语。例如：

1　相当于形容词，位于被修饰名词之后，作定语。回答Which? How many? How much?等问题。例如：

The cat **on the shed** is black.

I would like to buy some flowers **in a glass vase**.

People **from many different countries** have visited here.

2　相当于副词，修饰动词、形容词或其他副词，作状语。回答When? Where? How? Why?等问题。例如：

She will leave **after a short run**.

I ran a mile **down the road**.

I was delighted **with the results**.

I can get there more quickly **on my new bike**.

Because of my operation, I had to cancel my flight.

While I was home **for the summer after my first semester of college**, I decided to work **in a store** to earn some extra cash.

过去完成时
the past perfect tense

一、概念

过去完成时表示过去某一时间或动作前已经发生或完成了的动作。它表示动作发生的时间是"过去的过去"，侧重事情的结果。

二、构成

had (not) + 过去分词

三、用法

1 表示在过去某一时刻或动作以前完成了的动作，即"过去的过去"，常与by、before等时间状语连用。例如：

By nine o'clock last night, we **had got** 200 pictures from the spaceship.

2 表示由过去的某一时刻开始，一直延续到过去另一时间的动作或状态，常和for、since构成的时间状语连用。例如：

He said he **had worked** in that firm since 2010.

3 过去完成时常常用在told、said、knew、heard、thought等动词后的宾语从句（或间接引语）中，这时从句中的动作发生在主句表示的过去动作之前。例如：

He said that he **had known** her well.

4 在过去不同时间发生的两个动作中，发生在前，用过去完成时；发生在后，用一般过去时。例如：

When I woke up, it **had** already **stopped** raining.

5 动词think、want、hope、mean、plan、intend等用过去完成时来表示过去未曾实现的想法、希望、打算或意图等。例如：

They **had wanted** to help but could not get there in time.

6 用在"hardly... when..."和"no sooner... than..."等固定句型中。例如：

Hardly **had** he **begun** to speak when the audience interrupted him.

No sooner **had** he **arrived** than he went away again.

非限制性定语从句
non-restrictive attributive clauses

一、概念

定语从句有限制性和非限制性两种。非限制性定语从句在句子中起补充说明作用，但是不充当成分，对所修饰的词没有限制词义作用。如省去，主句仍意义完整。

二、用法

在非限制性定语从句的前面往往用逗号与先行词隔开，若将非限制性定语从句放在句子中间，其前后都需要用逗号隔开。引导非限制性定语从句的关系代词有which、who、whom、whose、as等；关系副词有when、where等。例如：

Richard, **who worked for a business company**, was eager to work for himself.

The school shop, **whose customers are mainly students**, is closed for the holidays.

She said she had finished her work, **which I doubted very much**.

As we all know, there are no short cuts to learning English.

Many people, **some of whom are not overweight**, are going on diets.

Yesterday Jimmy left for Canada, **where he had stayed two years**.

We will put off the picnic in the park until next week, **when the weather may be better**.

🔔 **注意**

限制性定语从句和非限制性定语从句的区别：

　　限制性定语从句与主句的语意关系紧凑，两者之间不用逗号隔开，定语从句不能删除；非限制性定语从句与主句的语意关系松散，两者之间用逗号隔开，定语从句可以删除。限制性定语从句修饰先行词，从句可以用that引导；非限制性定语从句修饰先行词或整个句子，从句不可以用that引导。

关系代词as和which引导非限制性定语从句时的区别：

　　as和which都可以在定语从句中做主语或宾语，代表整个主句。which常意为"这……"，as常有"正如……"之义。as引导的非限制性定语从句，既可以在主句前，又可以在主句后，有时还可插入主句中，而which引导的非限制性定语从句只能置于主句之后。例如：

I advise you to learn the history of the Tang Dynasty in advance, **which can help you better understand the poems to be learned**.

The number of smokers, **as is reported**, has dropped by 17 percent in just one year.

As our coach often says, everything is possible.

过去完成时的被动语态
the past perfect passive voice

一、概念

　　过去完成时的被动语态通常表示过去某个时刻之前已经发生的动作（即过去的过去），且这个动作与发出这一动作的主语存在被动关系。

二、构成

　　had (not) + been + 过去分词

三、用法

　　表示一个被动的动作发生在另一个过去的动作之前，时间由上下文体现。例如：

The rice didn't taste good. It **had been cooked** for too long.

The car was three years old but **hadn't been used** much.

I found that the bike **had been repaired**.

As the meeting **had been put off**, he changed his plan.

注意

　　过去完成时的被动语态是相对于过去某时或某动作的表达。如果单纯说过去，只用过去时的被动语态。例如：

The fish was kept in the refrigerator for a month.

When she cleaned the refrigerator, she found that the fish had been kept in the refrigerator for a month.

过去完成时的被动语态可以看作是"现在完成时的被动语态的过去时"。例如：

He has just come.

She said that he had just come.

　　在含有时间状语从句的复合句中，先发生的被动动作通常用过去完成时的被动语态表达。句中常用by、before、after、until、when等词引导时间状语。例如：

By the time she got home, the room **had been cleaned**.

When I arrived, the ticket **had been sold out**.

Before the flood ended, more than 1,000 houses **had been destroyed**.

Jane didn't go to bed until her work **had been finished**.

The machine ran better after it **had been oiled**.

　　常与现在完成时被动语态连用的副词already、just、ever、never、before等，也常与过去完成时的被动语态连用。例如：

He said that such things had never been seen before.

When the police arrived, the thief had already been caught by the guards in the shop.