

1000 SENTENCES TO START SPEAKING ENGLISH

流利英语 1000 句

Level 5
五年级

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INTRODUCTION

During my first year at college, I joined Harvard's Chinatown ESL program as an English teacher. As an avid language enthusiast, I felt that teaching English to Chinese immigrants in the greater Boston area would be a great way to maintain my Chinese while living my dream of being a language teacher.

I soon realized that the teaching materials used by the program had little to no basis in effective language pedagogy, and that both students and teachers were frustrated as a result. Given my experience in language acquisition, I saw this curricular deficiency as an opportunity for program improvement, and as chance for me to finally present my language learning insights and strategies in the form of an instructional course book.

I began writing the first chapters of *1000 Sentences to Start Speaking English: Level 1* in the spring of 2016. Each week, I would write one chapter's worth of lesson material and hand it out to my students during our weekend classes. I also created accompanying audio recordings to every practice sentence in the lesson materials. By the end of the program's 8-week course, I compiled the 8 weeks' worth of materials into a book with accompanying audio. I have since written Levels 2-3 of *1000 Sentences to Start Speaking English*. Levels 4-5 of will be completed by spring of 2018. The new materials were incredibly well-received by the students. My class size grew from 8 students to 82, and the audio recordings have been played back over 10,000 times.

Although originally designed for the adult Chinese immigrants participating in Harvard's Chinatown ESL program, the *1000 Sentences to Start Speaking English* series is meant for any Chinese-speaking person seeking to speak English as fast as possible. I have done my best to include what I would personally look for in a language learning resource if I were to self-study English, which means that the material is structured such that the student can get through the book with or without the guidance of a teacher. While the book, along with its audio component, will introduce the student to the four essential skills of language learning (speaking, listening, reading, writing), the emphasis throughout is on acquiring the spoken language.

The Method

Speaking a new language is a skill. Producing the sounds of the target language with accurate pronunciation with native-like fluidity requires dedicated training and practice. Just as a basketball player practices the same motions hundreds of thousands of times so he can execute them with precision during a game, or a jazz musician repeats his scales over and over so that his improvised solo is as fluid as possible during a concert, language learners must develop muscle memory and coordination of the lips, tongue, and mouth so that our extemporaneous speech can be expressed fluently, without awkward pauses or stuttering, during conversation.

There are two key components to developing spoken fluency. The first is developing muscle memory in the speech organs (tongue, lips, teeth, and vocal cords) to accurately

pronounce the sounds of the target language at an appropriate speed. This is akin to a pianist who practices scales and arpeggios to develop muscle memory in the fingers. The second is developing the creative ability to form sentences. This is akin to a jazz musician who is able to effortlessly improvise and string together different licks. Both of these components are equally important; a jazz musician who can play all his scales perfectly but lacks the creativity to improvise is just as useless as one who has the most brilliant creative ideas but lacks the technical expertise to express them. In order to speak a new language, we must become familiar with the grammar and syntax in order to effortlessly form sentences, and develop sufficient facility with our speech organs to say these sentences out loud.

The sentence-based method used in this book is meant to train the mind-muscle connection through strategic repetition. In the groups of sentences below, the bolded words train muscle memory through repetition, and the underlined words train creativity through strategic changes to grammar and syntax.

I want to go to the <u>store</u>.
I want to go to the <u>bank</u>.
I want to go to the <u>restaurant</u>.

<u>I need to</u> go to the store.
<u>I have to</u> go to the store.
<u>I should</u> go to the store.

<u>I don't</u> want to go.
<u>She doesn't</u> want to go.
<u>We don't</u> want to go.

These simple sentences can be easily combined to form longer sentences with useful connecting words:

We need to go to the store **today**, **but** he doesn't want to go **because** he wants to go to the restaurant.

The next question is how to choose which sentences to train. On the next page I have summarized what I believe are the 12 most important aspects for learning a new language in a short amount of time. This book follows several of these principles. Notably, verbs and sentence patterns are highly emphasized over nouns. The main reason for this is that the most important verbs are the most important verbs for all language learners: “to be”, “to want”, “to need”, “to have”, etc., whereas the most important nouns may be different for everyone. For example, a student may wish to [learn words like “student”, “teacher”, or “book”, while a missionary may wish to learn words like “religion”, or “church”. Therefore, I focus on sentence structures that are widely applicable to common situations.

1. Pronunciation

Learning the pronunciation and writing system of the target language is always the necessary first step before starting to speak. If the target language has an unfamiliar writing system, try to find resources that use a transliterated writing system, like 'pinyin' for Mandarin Chinese. Listening to audio can be helpful to learn accurate pronunciation.

2. Pronouns

Pronouns are used in almost every sentence. Learn the most important declensions, which are usually the nominative (subject pronouns), accusative (direct object pronouns), and dative (indirect object pronouns). To save time, focus on the most important pronouns, which are usually 'I', 'you', and 'it'.

3. Top Verbs

Mastering the most important verbs (auxiliary/modal/handle) will allow you to converse in any context.

TOP 10 VERBS IN ANY LANGUAGE:

to be, to have (to)*, to want*, to need*, to be able to*, to go*, to know*, to do, to understand, to think/believe

4. Important Irregulars

Learning all the exceptions to all the rules is not reasonable. Therefore, only learn the irregular conjugations for the most important verbs in the most important tenses. This principle also applies to other rules/exceptions. Do not learn them unless they will be used frequently.

5. Tenses / Moods

Only learn the most important tenses. Present tense is by far the most important. Other tenses may be learned quickly given the language. For example, some languages use the infinitive as the imperative, or use a single word to signify the future tense. Only focusing on the conjugations for 'I', 'you', and 'it' can save time. Other tenses/moods are not needed for basic speech.

6. Word Order

Learn the word order for the 3 most important simple sentences: declaratives, negations, and interrogatives. If it is different, learn the syntax for handle verbs, and using conjunctions like 'but' and 'because' to join two simple sentences.

7. Interrogatives

Learn the basics: who, what, where, when, why, how, how much. Some language may have other interrogatives – only choose the most relevant ones.

8. Articles and Nouns

Learn how to use nouns. This may require learning articles. Articles are more complicated in some languages than in others, but they are important omitting or misusing articles in a language that has articles can result in foreign-sounding speech. Ex. "I go to restaurant to eat sandwich."

9. Possessives

Possessive adjectives are very useful. Focusing only on "my" and "yours" can save time.

10. Demonstratives

Both demonstrative adjectives and pronouns are important. Learning these will enable useful sentences like "I want that" or "I want to go to this place".

11. Other Useful Words

These include the basic 'yes'/'no'; conjunctions like 'but' and 'because'; indispensable prepositions like 'to', 'in', 'for', and 'from'; adjectives like 'also', 'a lot', and 'very'; and the numbers.

12. Top Nouns

Learning nouns is the lowest priority because they are easy to learn. With a simple dictionary app, you can look up any noun you want. It is hard to generalize what the most important nouns are because this will depend greatly on the context and situation of the learner. For example, a student would want to learn words like 'university' and 'student', whereas a businessman would want to learn words like 'meeting' and 'business'.

For the student

As a language learner, there are a few important points to keep in mind throughout the learning process, especially when trying to acquire the spoken language:

- **Speaking a new language is a *skill*, not a *subject*.** You should treat your experience learning a language as you would learning to play an instrument or a sport as opposed to learning a subject like science or history. You will improve by *doing* with your body, not just by learning with your mind.
- **Aim for fluidity.** Fluid speech is uninterrupted by pausing, stuttering, and hesitation. Treat every phrase that comes out of your mouth as an important opportunity to improve. You should aim to speak with the same ease and fluidity of a native speaker (speed and accent will come later). If you hear yourself say a sentence interrupted by pauses and hesitation, take the time to repeat that sentence again until you can say it as fluidly as a native speaker.
- **Self-evaluation is your most valuable tool.** Constantly ask yourself, “Why does my speech not sound like a native’s?”, “Which word or sound am I saying wrong?” and “What is the difference between what I am saying and what the native speaker is saying?” Be aware of your mistakes and make changes to improve. If you can develop the ability to recognize your mistakes without relying on someone else, your progress will grow by leaps and bounds.
- **Have a high tolerance for ambiguity.** Language is full of exceptions and contradictions. It takes a lot of time and exposure to develop the intuition and feel for a language. If you don’t understand something at first, trust that you will eventually. Treat your brain like a handwriting recognition software. The software needs to see hundreds of examples of handwriting from many different people before it can recognize words on its own. Similarly, your brain needs to see the same sentence patterns over and over again before it can make sense of them and start creating its own sentences.

There are several methods that you can use to structure your speaking practice:

Rapid Translation

Using the “Sentence Pattern” sentences in the book, cover the English side with a piece of paper. For each sentence, say the Chinese translation out loud, and then immediately say the English. The goal is for your English to sound as fluent and smooth as your Chinese. Don’t look at the English unless you are unsure of how to say something. To challenge yourself further, don’t say the Chinese out loud – translate to English immediately after reading the Chinese in your head. The purpose of this exercise is to develop your ability to translate in your head and then speak as quickly and fluidly as possible, since this is the same process that happens during extemporaneous conversation.

Substitution and Combination

Take a sentence that will serve as the basis for this exercise. Repeat it until you can say it fluidly. Then, substitute the nouns, verbs, and adjectives, and practice each one until you can say it fluidly. Then, combine two of your shorter sentences using connecting words like “and”, “but”, “because”, and “so”. The possibilities are endless. See the example sentences in the “The Method” section.

Reading out loud

Reading out loud is a good way to focus on pronunciation and fluidity without having to go through the mental gymnastics of translating. Unless you speak perfectly, you should never read anything aloud just once. Repeat and repeat until you can say the sentence or passage fluidly. Use the audio component to check your pronunciation. For an added challenge, memorize a passage and then repeat it out loud without reading.

Shadowing

Listening to the audio recordings, preferably using headphones, repeat what you hear immediately as you hear it. This takes practice, but it will force you to speak at the same speed as a native. Practice until your pronunciation becomes as accurate as possible. This technique was first described by Professor Alexander Arguelles.

Audio Dissection

This technique will help you achieve 100% listening comprehension, rather than only being able to understand the general meaning of what you hear. You can read about the details in my article here: <https://www.languagemagazine.com/audio-dissection/>.

Predicting Conversations

Just like musicians rehearse before a performance, language learners can rehearse before a conversation. If you know that you are going to encounter a particular situation, try to predict what you will have to say as well as what you will hear as a response so that you can prepare for the conversation before it happens. For example, if you know you are going to meet someone for the first time, practice how you will introduce yourself, and then predict how they may respond: “How did you learn English?”, “Where are you living now?”, “Where do you work?”.

Talking to Yourself

Speaking practice doesn’t require someone else to speak with, just like a basketball player can still work on his game without his other teammates. You can talk to yourself in the shower, in the car, when you’re walking, or when you’re taking public transportation. Come up with simple sentences (using techniques like substitution and combination) to describe what you’re doing or thinking, and then repeat for fluidity. You don’t need to speak loudly, but it is important that you speak out loud and not just go over the sentences in your mind.

For the instructor

As a language instructor, there are a few important points that I have found helpful in my personal experience:

- **Get to know your students.** Be curious about their story and understand their motivations. Don't just blindly follow the curriculum set forth in the book; modify the content of your lessons based on the observed level of your students. Getting to know your students also means being accessible to them and creating a two-way learning experience. Making yourself available for questions and even assigning homework and providing feedback shows that you are invested in their progress.
- **Encourage fluidity.** Language instructors are like sports coaches. If a coach sees his team mess up during a play, he will stop them and make them rerun the play until they can execute flawlessly. Likewise, if we hear a student say a sentence interrupted by pauses, stuttering, and hesitation, we must resist the urge to say “good job” and move on, and instead take the extra 15 seconds to say “good try, now say it again more fluently” and wait until they demonstrate improvement. In order to help students develop the physical skill of speaking, language classes should be structured more like sports practices or music lessons than like history or science lectures.
- **Be prepared.** Being prepared means coming into class having a clear vision of what you want to accomplish. Plan in advance a set of activities that you can do with your class. Being prepared also means preparing to answer students' questions. Learn Chinese language terminology to avoid awkward circumlocutions when explaining English grammar rules. Here are some useful ones:

- | | |
|--|---|
| ▪ Part of speech: 词性 (ci2xing4) | ▪ Pronunciation: 发音 (fa1yin1) |
| ▪ Noun: 名词 (ming2ci2) | ▪ Tongue: 舌头 (she2tou0) |
| ▪ Proper noun: 专有名词 (zhuan1you3ming2ci2) | ▪ Lips: 唇 (chun2) |
| ▪ Verb: 动词 (dong4ci2) | ▪ Mouth: 口 (kou3) |
| ▪ Adjective: 形容词 (xing2rong2ci2) | ▪ Sentence: 句子 (ju4zi) |
| ▪ Pronoun: 代名词 (dai4ming2ci2) | ▪ Letter: 字母 (zi4mu3), 字 (zi4) |
| ▪ Adverb: 副词 (fu4ci2) | ▪ Word: 词 (ci2) |
| ▪ Preposition: 介词 (jie4ci2) | ▪ Pronunciation: 发音 (fa1yin1) |
| ▪ Article: 冠词 (guan4ci2) | ▪ Accent: 口音 (kou3yin1) |
| ▪ Definite/Indefinite: 定/不定 (ding4/bu2ding4) | ▪ Consonant: 辅音 (fu3yin1) |
| ▪ Object: 宾语 (bin1yu3) | ▪ Vowel: 元音 (yuan2yin1) |
| ▪ Subject: 主语 (zhu3yu3) | ▪ Tense: 时态 (shi2tai4) |
| ▪ Conjugation: 词形 (ci2xing2) | ▪ Present tense: 现在时 (xian4zai4shi2) |
| ▪ Demonstrative: 指示词 (zhi3shi4ci2) | ▪ Past tense: 过去时 (guo4qu4shi2) |
| ▪ Possessive adjective: 物主形容词 (wu4zhu3xing2rong2ci2) | ▪ Infinitive: 不定式 (bu2ding4shi4) |
| ▪ Sentence pattern: 句型 (ju4xing2) | ▪ Future tense: 未来时 (wei4lai2shi2) |
| | ▪ Person (1st, 2nd, etc): 人称 (ren2cheng1) |

There are several activities that you can use to structure your language classes. See the “For the Student” section for additional activities that you can guide your students through:

Group Repetition

This activity aims to give every student in a large class the opportunity to practice speaking. You will say a sentence in English, and the students will repeat after you. Choose which sentences you train using the substitution and combination methods outlined above. For longer sentences, it is useful to break down the sentences into digestible and meaningful chunks, working backwards. For example, “I need to buy food today” would be broken down as: today → food today → buy food today → I need → I need to buy → buy food today → I need to buy food today. For an added challenge, you should speak Chinese and have the students repeat the corresponding English. This is much harder for learners, since the students have to translate and are no longer simply repeating what they hear.

Ear training

This activity is meant to help students understand 100% of native-speed speech. Start by saying a sentence at native speed and see what proportion of students can repeat what you said (note that just asking students to translate what you said is not a good measure of comprehension, since it is possible and often much easier to translate into another language without being able to repeat back what was heard word for word). Aim for 10-30% comprehension. Then, repeat the sentence multiple times, starting very slowly, and gradually increasing the speed each time. Throughout this process, students should be actively listening, trying to hear and understand every single word that you say. Don’t be afraid to repeat a sentence up to twenty or thirty times. Although it may seem monotonous to us, hearing authentic speech at a slow speed is a valuable learning opportunity for students. As you increase the speed, explain pronunciation changes that occur when natives speak. For example, “I want to go to the hospital” said at native speed often sounds like “I *wanna* *goda* the *hospiddle*.” Explicitly pointing out these pronunciation changes will greatly help students to decipher fast speech. Once you have completed this process for one sentence, repeat the activity with another sentence that has the same structure but different vocabulary. For example, the first sentence may be “I asked my mother to go with me to the restaurant today” and the second maybe “My brother asked me to go with him to the park yesterday.”

Audio dissection

This technique will help students achieve 100% listening comprehension, rather than only being able to understand the general meaning of what they hear. You can read about the details in my article here: <https://www.languagemagazine.com/audio-dissection/>. I recommend using a split-screen set up where half of the screen shows the audio/video and the other half contains a word document where you can type what students hear and guide them through the process of transcribing the audio.

Dictation

Say a sentence out loud and ask students to write down what they hear. Although this is partly a writing exercise, you can modify the activity to train speaking by having students simply repeat what you say to them out loud.

Find the Error/Homework Review

Say or write down a sentence with one or more errors and have the students identify the mistake. This can tie into reviewing common mistakes made on homework assignments.

Reading out Loud/Monologue Practice

Having students read a passage from a textbook for the first time in class is usually a waste of time, since reading something aloud only once does not develop muscle memory. Instead, assign a passage for homework, and use class time to have students recite the passage that they have practiced reading. This way, you are evaluating the results of their speaking practice, rather than their ability to read something that they have never seen before. Make this more challenging by having them recite the practiced passage from memory rather than reading.

Individual Fluency Practice

Go over a sentence or two in class, and give students 30 seconds – 2 minutes to practice repeating the sentences over and over to themselves to develop muscle memory. At the end of the dedicated time, see how many of them are able to say the sentences fluidly. As a form of motivation/comparison, I sometimes do the same activity with a difficult Chinese sentence while they practice their English, and then at the end of the dedicated time the students can see how my ability to say a new sentence compares to theirs.

Paired Dialogues/Dialogues with the Teacher

Go over a dialogue in class and have students pair up and practice together. The emphasis should be on reducing pauses, stuttering, and hesitation.

前言

我大学第一年的时候，加入了“哈佛大学唐人街英文班”，并成为了一名英文老师。作为一名热忱的外语爱好者，我认为在大波士顿区给华裔移民教授英文，既圆了我的“外语老师”梦，也在相当程度上保持了 my 中文水平。

然而我迅速地意识到，英文班所使用的授课材料并不遵从有效的语言教育法，因此学生和老 师均受挫不小。根据我在外语学习中的经验，我把这种课程设置上的缺陷看作是这一项目获得提升的大好机会；这同时也给了我一个契机，将我的洞察、思索与策略以一部教学课本的形式展现出来，那便是这本书了。

2016 年春天，我开始编写《流利英语 1000 句》系列的第一册（1000 Sentences to Start Speaking English: Level 1）。每周我都会准备课程内容中的一章，并在周末的课上发给我的学生。同时我也制作了课程中每个练习语句的音频录音。在八周的课程结束时，我把这八周里的学习内容及音频整理起来，编纂成为这本书。至今，《流利英语 1000 句》的第二册和第三册已编写完成，第四册和第五册预计将在 2018 年春天完成。新的课程材料在学生中反响极好，我的学生数量从原先的 8 名一跃涨至 82 名，音频录音的总播放量也超过了 10000 次。

尽管最初《流利英语 1000 句》仅仅作作为哈佛大学唐人街英文班教授中国移民的课程教材使用，但它的价值实际上远远不止于此。这个系列旨在帮助任何想要尽快开口说英文的中国学习者。我站在一个英文学习者的角度，努力囊括了所有我认为我自学英文时所需要的材料；因此，这本书在设计上兼顾了学生在有师、无师两种情况下的学习体验。本教材及其音频将会全面地介绍语言学习的四大方面（听，说，读，写），其中尤为重要的是口语方面的学习与提高。

学习方法

会讲一门新的语言是一种技能。以准确的读音与母语般的流利来说一门语言，需要专门的训练和刻苦的练习。就像是一个篮球运动员成百上千次地练习相同的动作，以期在比赛中能够准确地执行；或是一个爵士乐手反反复复地练习音阶，以期在音乐会上的原创独奏可以流畅地演绎；外语学习者必须锻炼出肌肉记忆以及唇，舌，口的协调性，从而使我们的即兴讲话可以更加流利，在对话中也不会再有笨拙的停顿或吞吐不清。

塑造流利度的成功之匙有两个。一是锻炼发声器官（舌，唇，齿和声带）的肌肉记忆，以便能以合适的速度准确地发音。这就类似于钢琴家练习音阶和琶音，以加强手指的肌肉记忆。二是提高造句的灵感。这就像对于一个爵士乐手来说，能够毫不费力地即兴创作，串联起不同的乐句。这两方面是同等重要的：一个可以完美演奏音阶却毫无创造、作曲能力的爵士乐手，与另一个只有新奇想法却没有专业技艺的人，是同样无用的。为了能够讲一

门新的语言，我们必须熟悉语法和句法，才能毫无困难地造句。然后，我们必须将这些句子与我们的发声器官紧密地关联起来，这样才能使我们说得更加响亮、流利。

本书中使用的以句子为基础的学习方法，旨在通过有技巧的重复性训练，来锻炼大脑和肌肉的关联。在下面的句组中，黑体的单词注重反复、重复，来锻炼肌肉记忆，而划线的单词则注重语法与句型的技巧性变化，来提高你的创造力。

我想去商店。
我想去银行。
我想去饭店。

我需要去商店。
我不得不去商店。
我应该去商店。

我不想走。
她不想走。
我们不想走。

使用适当的连词，可以把这些简单的句子轻易地组合到一起，组成更长的句子：

我们需要今天去商店，但是他不想去，因为他想去饭店。

下一个问题就是如何选择要练习的语句。在下一页中，我总结了我认为在短时间内学习一门语言最重要的 12 个方面。这本书贯彻了其中的一些理念。

值得注意的是，动词和句型远比名词要重要得多。主要原因是，最基础的那些动词对所有语言学习者来说都是最重要的，比如“to be（是）”，“to want（想要）”，“to need（需要）”，“to have（有）”等等。然而对每个人来说，重要的名词可能都会有所不同。比如说，学生也许会对“student（学生）”，“teacher（老师）”，或“book（书）”这样的单词更有兴趣，而传教士也许会更关心“religion（宗教）”或“church（教堂）”这样的单词。因此，我更注重能够在一般情境中广泛运用的句子结构。

1. 发音

学习一门语言的发音和书写系统通常是开口去说这门语言的第一步，也是必须的一步。如果目标语言有着不同的书写系统，那就试着找到对应的音译系统，比如说拼音就是中文汉字的音译系统。多听音频也能够帮助你学会更准确的发音。

2. 代词

代词几乎在每个句子中都会用到。我们应当着重学习最重要的几个格的变化，主格（主语代词），宾格（直接宾语代词），和与格（间接宾语代词）。为了节省时间，着重学习最重要的几个代词，通常是“I（我）”，“you（你）”和“it（它）”。

3. 重要动词

掌握一门语言中最重要的动词（助动词），能够让你在任意情境下交谈自如。

任何语言中最重要的十个动词：

to be（是），to have (to)*（有 / 不得不），to want*（想要），to need*（需要），to be able to*（能够），to go*（去），to know*（知道），to do（做），to understand（懂），to think/believe（认为 / 相信）

4. 重要的不规则形式

掌握语言规则中所有的例外情况是不现实的。因此，我们只需要学习最重要的动词在最重要的时态下的不规则变形。这个概念也适用于其他的语法规则和例外。除非这些例外经常用到，否则不需要学习。

5. 时态和语气

只学习最重要的时态。目前看来，现在时毫无疑问是最重要的。根据语言的不同，其他时态也许也能很快学会。比如说，在有些语言中，祈使句使用不定式，将来时仅使用单独一个词表示。把重点放在“I（我）”，“you（你）”，和“it（它）”的动词变形上，可以大大节约时间。基本语言交流也不太需要其他的时态和语气。

6. 语序

学习三种最重要的简单句语序：陈述句，否定句，和疑问句。如果并非这三种之一，就先学习助动词

的用法，然后使用像“but（但是）”和“because（因为）”这样的连词，把两个简单句连起来构成一个长句子。

7. 疑问句

学习最基本的疑问词：who（谁），what（什么），where（哪里），when（何时），why（为何），how（如何），how much（多少）。有些语言中可能还有其他疑问词，但是只需要学习最常用的几个。

8. 冠词和名词

学习怎样使用名词，或许需要从学习冠词的用法开始。在一些语言中冠词可能相对更复杂，但是总的来说这些冠词非常重要，遗漏或错误地使用冠词会造成外国腔。比如，“I go to restaurant to eat sandwich.（我去饭店吃三明治）”

9. 所有格

所有格形容词非常有用。重点关注“my（我的）”和“yours（你的）”的用法，可以节约时间。

10. 指示词

指示形容词和指示代词都很重要。学习指示词可以让我们造出极有用的句子，比如“I want that（我想要这个）”，或者“I want to go to this place（我想去这个地方）”。

11. 其他有用的单词

英文中其他有用的单词包括基本的“yes（是）”/“no（否）”；连词，如“but（但是）”和“because（因为）”；必不可少的介词，如“to”，“in”和“from”；副词，如“also（也）”，“a lot（很多）”和“very（非常）”；还有数字。

12. 首要名词

学习名词可放在最后，因为名词最容易学。有一个简单的词典软件，你就可以查找任何你想要的名词。想总结出最重要的名词是非常难的，因为这很大程度上取决于学习者所处的情境。比如，一个学生可能想学像“university（大学）”和“student（学生）”这样的单词，但是一个商人可能想学像“meeting（会议）”和“business（生意）”这样的词。

写给学生

作为一名语言学习者，在学习的过程中需要时刻谨记这些要点（尤其是在口语学习中）：

- **学一门新的语言就像学一项技能，而不是上一门课。**你应该像对待学习乐器演奏和体育技能一样来对待语言学习，而不像学习科学或历史一样的学科。你需要通过切身练习才能有所提高，而不是仅仅靠脑袋学习。
- **以流畅为目标。**在流利的口语中，不应出现停顿，结巴或犹豫的现象。把每个说出口的语句都当成是提高的机会。你应该把母语者般的轻松和流畅定为目标（速度和口音将会随之而来）。如果你听到你自己的表达中出现了停顿或者犹豫，花些时间再把那个句子重复几遍，直到你可以说得像母语者一样流利。
- **自我评估是你最有用的工具。**反复问自己，“为什么我说话听起来不像母语者？”，“哪个单词或读音我说错了？”，“我说的和母语者说的区别在哪里？”。要意识到你的错误，并且做到随时矫正，以便提高。如果能在不依赖旁人指点的情况下自己认识到错误，你就会突飞猛进地提高。
- **对语言的模糊性有高容忍度。**语言充满了例外和矛盾。唯有花大量的时间接触和感受才能够给你带来语感。即使有一些东西你一开始不理解，也要相信自己最终能把它们搞定。把你的大脑当作一个手写识别软件，这个软件需要见过成百上千的、来自不同人的手写输入，才能真正自己识别单词。同样的，你的大脑需要一遍又一遍地重复见到相同的句型，才能够真正理解这些句子的意思，并且开始自己造句。

你可以使用以下几个方法来安排你的口语练习：

快速翻译

使用本书中“Sentence Pattern”里的句子，用一张纸遮住英文的那边。大声说出中文语句，并立即说出对应的英文。这个练习的目的是使你的英文听起来像你的中文一样流利。除非你不确定英文该怎么说，否则不要看英文。若想进一步挑战自己，不要把中文说出来——在脑中默念中文之后，立马翻译成英文。这个练习的目的，是锻炼你在脑中翻译，并快速、流利地出口的能力，因为这和即兴对话的过程是相同的。

替换和组合

找一个句子，作为这个练习的基础句。反复重复这个句子直到你能够很流利地把它说出来。然后，替换句中的名词，动词，和形容词，并对每个替换进行练习，直到你能够说得很流利。接着，试着用“and（和）”，“but（但是）”，“because（因为）”和“so（所以）”一类的连接词把两个短句组合在一起。这些组合是无穷无尽的。参考“The Method”部分中的例句。

大声朗读

大声朗读是一个重点练习发音和流利度的好方法（因为省去了脑中翻译的过程）。除非你已经能说得极其完美，否则你永远不该只大声朗读一遍。一定要重复再重复，直到你能把句子和段落说得极其流利。用附带音频检查你的发音。想要进一步的挑战，就试着记住一个段落，然后大声背诵出来。

跟读

听音频(最好戴着耳机), 边听边立马复述出你听到的语句。这需要大量的练习, 但这些练习能够切实帮助你说得像母语者一般迅速、流利。坚持练习, 直到你的读音也极为标准。这个技巧是最先被 Alexander Arguelles 教授提出的。

听力剖析

这个方法能够使你 100%地理解你所听到的内容, 而不仅仅是听个大概。更多细节请参阅我的文章: <https://www.language magazine.com/audio-dissection/>

预测聊天

就像是音乐家在演奏前需要排练, 语言学习者可以在对话之前进行模拟。如果你知道你会遇到某个特别的情境, 试着预测你可能会说些什么、可能会听到怎样的回复, 这样就可以在聊天开始之前就有所准备。比如说, 如果你知道你将会和某人第一次会面, 那就练习自我介绍, 并且预测他们可能会怎样回复: “你怎么学的英语?”, “你现在在哪里住?”, “你在哪里工作?”。

和自己练习讲话

练习口语, 并不一定需要和其他人讲话, 就像篮球运动员在其他队友不在的情况下, 也可以为比赛做训练。洗澡时, 坐车时, 走路时, 你都可以对自己讲话。想一些简单的句子(使用替换和组合一类的方法), 去描述你在做什么, 你在想什么, 并且不断重复以达到流利。你不需要很大声, 但一定要开口说出来, 而不是只在脑子里想想。

写给教师

作为一名外语教师, 我从我的个人教学经历中, 总结出了我认为很有帮助的几个要点:

- **了解你的学生。**了解学生的经历, 理解他们的动机。不要只是盲目地照本宣科; 根据学生的水平, 来适当地调整课程的内容。了解你的学生, 也意味着让他们可以接触到你, 这对你来说也是一种收获。解答问题, 甚至布置作业和给予评语, 都能显示出你在真正地关注着他们的进步。
- **鼓励学生的流利度。**外语教师就像体育教练。如果一名教练看到自己的队伍对某个动作执行不佳, 他就会叫停, 重来, 直到他们可以完美、流畅地执行。同样地, 如果我们听到一个学生说一个句子, 中间有停顿, 结巴, 或犹豫, 那我们不能只是说“说得好”就开始下一个句子, 而应该再多花 15 秒, 对他们说“这次不错, 现在试着更流利地再说一遍”, 让他们重复, 直到有进步为止。为了帮助学生提高实际的口语技巧, 语言课程应该设计得更像体育训练或音乐课, 而不是历史课或科学课。
- **充分备课。**充分备课意味着你走进课堂时, 就知道自己想要在这节课上达到怎样的目标。在课前准备一套可以在班上进行的活动。充分备课同时也意味着准备好回答学生们的问题。学习一些中文的术语, 这样就可以防止在解释英文语法时, 要尴尬地绕圈子。这里是一些有用的术语:

- Part of speech: 词性 (ci2xing4)
- Noun: 名词 (ming2ci2)
- Proper noun: 专有名词 (zhuan1you3ming2ci2)
- Verb: 动词 (dong4ci2)
- Adjective: 形容词 (xing2rong2ci2)
- Pronoun: 代名词 (dai4ming2ci2)
- Adverb: 副词 (fu4ci2)
- Preposition: 介词 (jie4ci2)
- Article: 冠词 (guan4ci2)
- Definite/Indefinite: 定/不定 (ding4/bu2ding4)
- Object: 宾语 (bin1yu3)
- Subject: 主语 (zhu3yu3)
- Conjugation: 词形 (ci2xing2)
- Demonstrative: 指示词 (zhi3shi4ci2)
- Possessive adjective: 物主形容词 (wu4zhu3xing2rong2ci2)
- Sentence pattern: 句型 (ju4xing2)
- Pronunciation: 发音 (fa1yin1)
- Tongue: 舌头 (she2tou0)
- Lips: 唇 (chun2)
- Mouth: 口 (kou3)
- Sentence: 句子 (ju4zi)
- Letter: 字母 (zi4mu3), 字 (zi4)
- Word: 词 (ci2)
- Pronunciation: 发音 (fa1yin1)
- Accent: 口音 (kou3yin1)
- Consonant: 辅音 (fu3yin1)
- Vowel: 元音 (yuan2yin1)
- Tense: 时态 (shi2tai4)
- Present tense: 现在时 (xian4zai4shi2)
- Past tense: 过去时 (guo4qu4shi2)
- Infinitive: 不定式 (bu2ding4shi4)
- Future tense: 未来时 (wei4lai2shi2)
- Person (1st, 2nd, etc): 人称 (ren2cheng1)

以下是一些可以充实你外语课堂的课堂活动（更多可以带领学生做的课堂活动，见“**For the Student**”的章节）：

大组复述

这个课堂活动旨在给大课中的每个学生练习英语的机会。你先用英文说一个句子，然后让学生跟着你重复。在选择训练所使用的句子时，参考上述“替换和组合”的方法。对于更长的句子，先把它分解成更好消化和理解的小节，然后从后往前说。比如，“**I need to buy food today**（我今天需要买食物）”可以被分解为：**today → food today → buy food today → I need → I need to buy → buy food today → I need to buy food today**。要想有更进一步的挑战，你可以说中文，然后让学生复述相应的英文。这对学生来说要难得多，因为他们需要进行翻译，而不能只是简单地重复他们听到的话。

听力训练

这个练习旨在帮助学生 100%地听懂母语者语速的话。先以母语者的语速说一个句子，看有多少学生能够重复你说的句子。（注意，只要求学生翻译你所说的句子并不是一个很好的衡量他们理解水平的方式，因为直接翻译到另一门语言，相对而言，更加简单，而逐字重复，就困难些。）第一遍力求达到 10%—30%的理解。然后，多次重复这个句子，开始时慢一些，之后逐渐提高语速。在这个过程中，学生应该积极地聆听，试着听到并理解你说的每一个词。不要害怕一个句子重复二三十遍。虽然对我们来说，这个过程可能很乏味，但听到真正的慢速讲话，对于学生来说，却是个宝贵的学习机会。随着你加快语速，要解释母语者讲话时的语音变化。比如，以母语者语速讲出的“**I want to go to the hospital**（我想去医院）”可能经常会听起来很像“**I wanna goda the hospiddle**。”明确地指出这些语音变化对学生理解快速讲话会有很大的帮助。在对一个句子完成这样的练习之后，用一个结构相同但用词不同的句子，再重复这个练习。比如，第一个句子可以是“**I asked my mother to go with me to the restaurant today**（我今天请我妈妈和我一起去饭店）”，

而第二个句子是“My brother asked me to go with him to the park yesterday（我哥哥昨天请我和他一起去公园）”。

听力剖析

这个技巧能够帮助学生达到对听力 100%的理解，而不只是听个大概。更多细节请参阅我的这篇文章：<https://www.language magazine.com/audio-dissection/>. 我建议在教学时使用分割屏幕，半个屏幕显示音频 / 视频，另外半个屏幕显示一个 word 文档，你可以在上面打字，提示学生所听到的语句，引导他们更好地理解音频。

听写

大声说出一个句子，并让学生写下他们听到的句子。虽然这在一定程度上是一种写作训练，但你可以适当调整这个练习，比如让学生大声重复你说的话，以练习口语。

纠错 / 作业点评

说出或写下一个句子，里面包含一个或多个错误，并让学生找错误。这可以和回顾学生作业中的常见错误联系起来。

大声朗读 / 独白练习

让学生在课堂上第一次朗读课本上的文段通常都是浪费时间，因为只大声朗读一次并不会获得肌肉记忆。而应该把新的文段布置成作业，然后用课堂时间让学生朗读他们已经练习过的段落。用这种方式，你可以评估他们口语练习的成果，而不是他们读全新段落的能力。让他们背诵记忆过的段落，会比朗读要更有挑战性。

流利度专项练习

在课堂上展示一两个句子，然后给学生三十秒到两分钟时间去练习重复这个句子，以此来锻炼肌肉记忆。在练习时间结束后，看他们中有多少人能够流利地重复这些句子。作为一种激励和对比，我有时会在学生练习英文时，自己用一个很难的中文句子做同样的练习。在练习时间结束后，学生也能看到我讲新句子的水平，并和自己进行对比。

双人对话 / 和老师对话

在课堂上展示一段对话，让学生两人一组，共同练习。重点放在减少停顿，结巴和犹豫上。



ABOUT THE AUTHOR

Akshay Swaminathan is an undergraduate at Harvard College studying Statistics and Global Health. Inspired by the YouTube polyglot community, he began studying foreign languages at the age of 14 and has since achieved proficiency in over 10 languages nearly exclusively through independent study. He has challenged the traditional classroom paradigm for foreign language instruction by incorporating unique learning strategies into his language study. He shares his innovative language acquisition techniques on his YouTube channel. In the future, Akshay plans to pursue a career in public health where he can apply his language skills to address global healthcare problems.

作者介绍

孙文轩，就读哈佛大学本科，双主修分子生物学与统计学。十四岁时受到 YouTube 语言社区的感奋，开始藉此平台自学十多种外语。他用自己独特的学习方法挑战传统课堂里的语言教学法，也在 YouTube 上分享外语学习建议与经历。并且打算在未来进军公共卫生的领域，使用外语技巧解决全球医疗的难题。

Audio Dissection (听力剖析)

Listen to the dialogue and fill in the blanks. If you cannot make out a word, looking at the vocabulary list may help you. Content adapted from:

https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days/transcript

A few years ago, I felt like I was _____, so I
_____ follow in the footsteps of the great American
philosopher, Morgan Spurlock, and
_____. The idea is actually
_____. Think about something you've always
_____ life and try it
_____. It turns out 30 days is just about the
_____ time _____ new habit or
subtract a habit -- like watching the news -- from your life.

There's _____ while doing these 30-
day challenges. The first was, _____ the months flying by,
forgotten, the time was much more memorable. This was
_____ challenge I did _____
_____. _____ remember
exactly where I was and _____ that day. I also noticed
that as I _____ more and harder 30-day challenges,
my self-confidence grew. I went from desk-dwelling computer nerd to
_____. For fun!

Even _____, I ended up _____
Mount Kilimanjaro, the highest _____ Africa. I would never
have been _____ adventurous before I started my 30-day challenges.

I also figured out that if you _____,
you can do anything for 30 days. Have

_____ novel? Every November, tens of thousands of people try to _____ fifty-thousand-word novel, from scratch, in 30 days. It turns out, _____ is write 1,667 (sixteen hundred and sixty-seven) words a day for a month. _____. By the way, the secret is _____ sleep until you've written your words for the day. You might be sleep-deprived, but you'll finish your novel. Now is my book the next great American novel? No. _____. It's awful. But _____, if I meet John Hodgman at a TED party, _____, "I'm a computer scientist." No, no, if I want to, I can say, "I'm a _____."

So here's one last thing I'd like to mention. _____ when I made small, sustainable changes, things I could keep doing, they were more likely _____. There's nothing wrong with _____. In fact, they're a _____ fun. But they're less _____. When I _____, day 31 looked like this. So here's my question to you: _____ waiting for? I guarantee you the next 30 days are _____ whether _____, so why not _____ you have always _____ and _____! For the next 30 days. Thanks.

Vocabulary

English	IPA	Part of Speech	Chinese
adventurous	əd'ventʃərəs	adjective	爱冒险的
awful	'ɔ:ful	adjective	可怕
badly	'bædli	adverb	非常
computer	kəm'pjʊ:tə	noun	电脑
deprived	dɪ'praɪvd	adjective	剥夺
desk	dɛsk	noun	书桌
fact	fækt	noun	事实
footstep	'fʊtstɛp	noun	脚步
guy	gaɪ	noun	人
habit	'hæbɪt	noun	习惯
instead	ɪn'stɛd	preposition	代替
less	lɛs	adjective	少
likely	'laɪkli	adverb	有可能
memorable	'mɛməərəbl	adjective	难忘
Mount Kilimanjaro	maʊnt 'kɪlɪmən'dʒɑ:rɔʊ	noun	乞力马扎罗山
mountain	'maʊntɪn	noun	山
much	mʌʃ	adjective	多
nerd	nɜ:d	noun	书呆子
news	nju:z	noun	新闻
novel	'nɒvəl	noun	小说
novelist	'nɒvəlɪst	noun	小说家
philosopher	fɪ'lɒsəfə	noun	哲学家
rest	rɛst	noun	余
scientist	'saɪəntɪst	noun	科学家
secret	'si:kri:t	noun	秘密
self-confidence	self-'kɒnfɪdəns	noun	自信心
something	'sʌmθɪŋ	noun	某东西
sugar	'ʃʊgə	noun	糖
sustainable	səs'teɪnəbl	adjective	可持续
thousand	'θaʊzənd	adjective	千
while	waɪl	adverb	。。。的时候
word	wɜ:d	noun	字
wrong	rɒŋ	adjective	错的
Verbs			
English	IPA	Past Tense/Past Participle	Chinese
to add	tu: æd	added	加上
to bike	tu: baɪk	biked	骑自行车

to change	tu: tʃeɪndʒ	changed	改变
to dwell	tu: dwɛl	dwelled	住
to end up	tu: ɛnd ʌp	ended up	结束
to figure out	tu: 'fɪɡər aʊt	figured out	弄清楚
to fly by	tu: flai baɪ	flew by/ flown by	飞逝
to follow	tu: 'fɒləʊ	followed	跟随
to give up	tu: gɪv ʌp	gave up/ given up	放弃
to grow	tu: grəʊ	grew/ grown	成长
to guarantee	tu: ,gærən'ti:	guaranteed	保证
to hike	tu: haɪk	hiked	徒步旅行
to mention	tu: 'menʃən	mentioned	提及
to notice	tu: 'nəʊtɪs	noticed	发现/意识到
to pass	tu: pɑ:s	passed	度过
to stick	tu: stɪk	stuck/ stuck	坚持
to subtract	səb'trækt	subtracted	减去
to turn out	tu: tɜ:n aʊt	turned out	原来

Transcript (笔录)

A few years ago, I felt like I was stuck in a rut¹, so I decided to follow in the footsteps of the great American philosopher, Morgan Spurlock^A, and try something new for 30 days. The idea is actually pretty simple. Think about something you've always wanted to add to your life and try it for the next 30 days. It turns out 30 days is just about² the right amount of time to add a new habit or subtract a habit -- like watching the news -- from your life.

There's* a few things that I learned while doing these 30-day challenges. The first was, instead of the months flying by, forgotten, the time was much more memorable. This was part of a challenge I did to take a picture every day for a month. And I remember exactly where I was and what I was doing that day. I also noticed that as I started to do more and harder 30-day challenges, my self-confidence grew. I went from desk-dwelling computer nerd to the kind of guy who bikes to work. For fun!

Even last year, I ended up hiking up Mount Kilimanjaro, the highest mountain in Africa. I would never have been that adventurous before I started my 30-day challenges.

I also figured out that if you really want something badly³ enough, you can do anything for 30 days. Have you ever wanted to write a novel? Every November, tens of thousands of people try to write their own fifty-thousand-word novel, from scratch⁴, in 30 days. It turns out, all you have to do is write 1,667 (sixteen hundred and sixty-seven) words a day for a month. So I did. By the way, the secret is not to go to sleep until you've written your words for the day. You might be sleep-deprived, but you'll finish your novel. Now is my book the next great American novel? No. I wrote it in a month. It's awful.

But for the rest of my life, if I meet John Hodgman^B at a TED^C party, I don't have to say, "I'm a computer scientist." No, no, if I want to, I can say, "I'm a novelist."

So here's one last thing I'd like to mention. I learned that when I made small, sustainable changes, things I could keep doing, they were more likely to stick. There's nothing wrong with big, crazy challenges. In fact, they're a ton of⁵ fun. But they're less likely to stick. When I gave up sugar for 30 days, day 31 looked like this. So here's my question to you: What are you waiting for? I guarantee you the next 30 days are going to pass whether you like it or not, so why not think about something you have always wanted to try and give it a shot⁶! For the next 30 days. Thanks.

Contextual Information (上下文信息)

- A. Morgan Spurlock is a famous American movie director. He makes documentaries about trying new things (https://en.wikipedia.org/wiki/Morgan_Spurlock).
- B. John Hodgman is a famous American author and actor (https://en.wikipedia.org/wiki/John_Hodgman).
- C. TED is an organization that hosts educational conferences about technology, education, and design ([https://en.wikipedia.org/wiki/TED_\(conference\)](https://en.wikipedia.org/wiki/TED_(conference))).

Content Questions (内容题目)

1. What are some of the different things the speaker tries to do for 30 days?
2. What difficulties does he face while completing his challenges?
3. Why does he recommend trying something totally new for 30 days?
4. Have you tried doing something new for 30 days?
5. If you had to do something new for 30 days what would you choose to try first?

Conversation Modification

Sentence Pattern 1	<i>I decided to follow in the footsteps of the great American philosopher, Morgan Spurlock.</i>
A	I decided follow the path of the great American philosopher, Morgan Spurlock
B	I decided to do what the great American philosopher, Morgan Spurlock did
C	I decided to take the advice of the great American philosopher, Morgan Spurlock

Sentence Pattern 2	<i>The idea is actually pretty simple.</i>
A	It's a pretty simple idea, actually.
B	The idea is actually really simple.
C	It's a really simple idea, actually.

Sentence Pattern 3	<i>There're* a few things that I learned while doing these 30-day challenges.</i>
A	There're a couple of things that I learned while doing these 30-day challenges.
B	There're a couple of things that I learned while I was doing these 30-day challenges.
C	There're a few of things that I learned when I was doing these 30-day challenges.
D	I learned a few things while doing these 30-day challenges.
E	I learned a couple of things when I was doing these 30-day challenges.

*NOTE: The speaker says "there's a few things", when he should have said "there're a few things". Because "few things" is plural, the verb should be "are", not "is". Native speakers sometimes make these types of small grammatical mistakes when speaking.

Sentence Pattern 4	<i>I went from desk-dwelling computer nerd to the kind of guy who bikes to work.</i>
A	I went from a computer nerd who lived at his desk all day to the kind of guy who bikes to work.
B	I went from a guy who lived at his desk on the computer to a guy who bikes to work.
C	I started out as a desk-dwelling computer nerd, but ended up as the kind of guy who bikes to work.
D	At the start, I spent most of my time at my desk on the computer, but by the end, I started biking to work.

Sentence Pattern 5	<i>I would never have been that adventurous before I started my 30-day challenges.</i>
A	Before I started my 30-day challenges, I would never have been that adventurous.

B	I would've never been that adventurous before I started my 30-day challenges.
C	Before starting my 30-day challenges, I would have never been that adventurous.

Sentence Pattern 6	<i>It turns out, all you have to do is write 1,667 words a day for a month.</i>
A	It just so happens that, all you have to do is write 1,667 words every day for a month.
B	It turns out, you only have to write 1,667 words every day for a month.
C	You actually only have to write 1,667 words a day for a month

Sentence Pattern 7	<i>So here's one last thing I'd like to mention.</i>
A	So here's one last thing that I want to mention.
B	So here's one last thing that I want to talk about.
C	So here's one last thing that I want to bring up.
D	So there's one last thing I'd like to mention.
E	So there's one last thing that I'd like to talk about.
F	So there's one last thing that I'd like to bring up.

Sentence Pattern 8	<i>things I could keep doing</i>
A	things that I could keep doing
B	things that I could continue doing
C	things that I could continue to do
D	things I could keep on doing
E	things I could do over and over again

Sentence Pattern 9	<i>They were more likely to stick.</i>
A	They were more likely to become habits.
B	I was more likely to stick with them.
C	I was less likely to give them up.
D	I was less likely to lose them.

Sentence Pattern 10	<i>I guarantee you the next 30 days are going to pass whether you like it or not.</i>
A	Whether you like it or not, I guarantee you the next 30 days are going to pass.
B	Whether you like it or not, I guarantee you the next 30 days are going to go by.
C	Whether you want it or not, I guarantee you the next 30 days are going to pass.

D

The next 30 days are going to go by whether you like it or not, I guarantee you.

¹**NOTE:** To feel like you are “stuck in a rut” means that you feel like you are bored doing the same things over and over again.

²**NOTE:** “just about” means 不大离 or 差不多. “about” here does not mean 关于.

³**NOTE:** “badly” here does not mean 坏 or 不好. It expresses intense desire: “I want to go really badly” = 我很想去.

⁴**NOTE:** To start something “from scratch” means to start from nothing, or to start from the very beginning.

⁵**NOTE:** “a ton of” means a lot of.

⁵**NOTE:** “to give it a shot” means to try something new. Here, “shot” means “opportunity”.

Pronunciation Changes

A few years ago, I felt like I was stuck in a rut, so I decided to (da) follow in the footsteps of the great American philosopher, Morgan Spurlock, and try something new for (fur) 30 days. The idea is actually pretty (priddee) simple. Think about something you've always wanted (wannid) to (ta) add to your (tyur/chyur) life and try it for (fur) the next 30 days. It turns out 30 days is just about the right amount of (righda mounuv) time to add a (ta ada) new habit or subtract a habit - like watching the news -- from your life.

There's a few things that I (thadai) learned while doing these 30-day challenges. The first was, instead of (insteaduv) the months flying by, forgotten, the time was much more memorable (memrabi). This was part of a (parduva) challenge I did to (da) take a picture every day for a (fura) month. And I (anai) remember exactly where I was and what I (whaddai) was doing that day. I also noticed that as I started to (stardid da) do more and harder 30-day challenges, my self-confidence grew. I went from desk-dwelling computer nerd to the kind of (kainuv) guy who bikes to work. For (fur) fun!

Even last year (lascheer), I ended up hiking up (hikin up) Mount Kilimanjaro, the highest mountain in (mounnin) Africa. I would never have been that adventurous (thadid vengeris) before I started my 30-day challenges.

I also figured out that if you really want something badly enough, you can do anything for 30 days. Have you ever (yever) wanted to (da) write a (wrida) novel? Every November, tens of thousands of people try to (tryda) write their own fifty-thousand-word novel, from scratch, in 30 days. It turns out, all you have to (hafta) do is write 1,667 (sixteen hundred and sixty-seven) words a day for a month. So I did. By the way, the secret is not to go to (not ta goda) sleep until you've written your words for the day. You might be sleep-deprived, but you'll

finish your novel. Now is my book the next great American novel? No. I wrote it in a (wrodid ina) month. It's awful.

But for the rest of my life, if I meet John Hodgman at a TED party, I don't have to (hafta) say, "I'm a computer scientist." No, no, if I want to, I can say, "I'm a novelist."

So here's one last thing I'd like to mention. I learned that when I made small, sustainable changes, things I could keep doing, they were more likely to (da) stick. There's nothing wrong with big, crazy challenges. In fact, they're a ton of (tunuv) fun. But they're less likely to (da) stick. When I gave up sugar for 30 days, day 31 looked like this. So here's my question to you: What are (whadr) you waiting for? I guarantee you the next 30 days are going to (da) pass whether you like it or (likidr) not, so why not think about something you have always wanted (wannid) to try and give it a (givida) shot! For the next 30 days. Thanks.

Translation

几年前，我感觉对老一套感到枯燥乏味，所以我决定追随伟大的美国哲学家摩根·斯普尔洛克（Morgan Spurlock）的脚步，尝试做新事情 30 天。这个想法的确是非常简单。考虑下，你常想在你生命中做的一些事情 接下来 30 天尝试做这些。这就是，30 天刚好是这么一段合适的时间 去养成一个新的习惯或者改掉一个习惯-- 例如看新闻 -- 在你生活中。

当我在 30 天做这些挑战性事情时，我学到以下一些事。第一件事是，取代了飞逝而过易被遗忘的岁月的是 这段时间非常的更加令人难忘。挑战的一部分是要一个月内每天我要去拍摄一张照片。我清楚地记得那一天我所处的位置 我都在干什么。我也注意到 随着我开始做更多的，更难的 30 天里具有挑战性的事时，我自信心也增强了。 我从一个台式计算机宅男极客 变成了一个爱骑自行车去工作的人 - 为了玩乐。 甚至去年，我完成了在非洲最高山峰 乞力马扎罗山的远足。在我开始这 30 天做挑战性的事之前 我从来没有这样爱冒险过。

我也认识到 如果你真想一些糟糕透顶的事，你可以在 30 天里做这些事。你曾想写小说吗？ 每年 11 月，数以万计的人们在 30 天里，从零起点 尝试写他们自己的 5 万字小说。这结果就是，你所要去做的事 就是每天写 1667 个字 要写一个月。所以我做到了。顺便说一下，秘密是除非在一天里你已经写完了 1667 个字，要不你就甭想睡觉。你可能被剥夺睡眠，但你将会完成你的小说。那么我写的书会是下一部伟大的美国小说吗？不是的。我在一个月内写完它。它看上去太可怕了。但在我的余生，如果我在一个 TED 聚会上遇见约翰·霍奇曼（John Hoggan），我不必开口说，“我是一个电脑科学家。”不，不会的，如果我想我可以说，“我是一个小说家。”

我这儿想提的最后一件事。当我做些小的，持续性的变化，我可以不断尝试做的事时，我学到我可以把它们更容易地坚持做下来。这和又大又疯狂的具有挑战性

的事情无关。事实上，它们的乐趣无穷。但是，它们就不太可能坚持做下来。当我在 30 天里拒绝吃糖果，31 天后看上去就像这样。

所以我给大家提的问题是：大家还在等什么呀？我保准大家在未来的 30 天会去经历你喜欢或者不喜欢的事，那么为什么不考虑一些你常想去尝试并在未来 30 天里试试给自己一个机会。

谢谢。

LESSON 2

RIC ELIAS: THREE THINGS I LEARNED WHEN MY PLANE CRASHED

Audio Dissection

Listen to the dialogue and fill in the blanks. If you cannot make out a word, looking at the vocabulary list may help you. Content adapted from: https://www.ted.com/talks/ric_elias

Imagine a big _____ as you _____. Imagine a plane _____ engine going clack, clack, clack. It sounds scary. _____ that day. I was sitting in 1D. _____ who could talk to the flight attendants. So I looked at them _____, and they said, "_____. We _____ birds." The pilot had already turned the plane around, _____. You could see Manhattan. _____ later, three things happened _____.

The pilot lines up the plane with the Hudson River. That's usually not the route. He _____. Now, _____ with no sound. And then _____. The most unemotional three words I've ever heard. He says, "_____." I _____ flight attendant anymore. I could _____, it was terror. _____.

Now _____ share with you three things I learned about myself that day. I learned _____ instant. We have this bucket list, we have these things

_____, and I thought about all the people I wanted to reach out to that I didn't, all the fences I

_____, _____ I wanted to have and I never did. As I thought about that later on, I came up with a saying, which is, "_____. Because if the wine is ready and _____, I'm opening it. I

_____ postpone anything in life. And that urgency, that purpose, has really changed my life.

The _____ day -- and this is as we clear the George Washington Bridge, which was by _____

I thought about, wow, I really feel one real regret. _____. In my own humanity and mistakes, I've _____ at everything I tried. But in my humanity, I also allow my ego to get in. _____ on things that did not matter _____. And I

_____, with my friends, with people. And after, as I reflected on that, I decided to eliminate _____. It's not perfect, but it's a lot better. _____ fight _____ two years. It feels great. I no longer try to be right; _____.

The _____ -- and this is as your mental clock starts going, "15, 14, 13." You can _____. I'm saying, "Please blow up." I don't want this thing to break in 20 pieces like you've seen in those documentaries. _____, I had a sense of, wow, _____. It's almost like _____. But _____ go; _____ life. And that sadness really framed in one thought, which is, I only wish for one thing. I only wish _____. _____ later, I was at a performance by my daughter -- first-grader, not much artistic talent -- _____!

And I'm bawling, _____. And it made all the sense in the world to me. _____ at that point, by connecting those two dots, that the only thing that matters in my life is being a great dad. Above all, above all, the _____. I was given the gift of a miracle, of not dying that day. _____ gift, which was _____ future and _____. I challenge

_____, _____
_ plane -- and please don't -- but imagine, and
_____? What would you get done that
_____ because you think you'll be here forever? How
would you _____ and the _____
in them? And more than anything, are you being the best parent you can? Thank you.

Vocabulary

English	IPA	Part of Speech	Chinese
artistic	ɑr'tɪstɪk	adjective	艺术的
bridge	brɪdʒ	noun	桥
clock	klɒk	noun	时钟
differently	<u>'dɪfrəntli</u>	adverb	不同地
documentary	<u>.dɒkjə'mentəri</u>	noun	纪录片
dot	dɒt	noun	点
down	daʊn	preposition	下
ego	'iɡoʊ	noun	自我
energy	'ɛnədʒi	noun	能源
engine	<u>'ɛndʒɪn</u>	noun	发动机
explosion	ɪk'splɒʊʒən	noun	爆炸
fence	fɛns	noun	篱笆
fight	fɑɪt	noun	斗争
first-grader	fɜrst-'greɪdər	noun	一年级学生
flight attendant	flaɪt ə'tendənt	noun	空姐
forever	fə'revər	adverb	永远
gift	ɡɪft	noun	礼物
goal	ɡoʊl	noun	目标
Hudson River	'hʌdsən 'rɪvər	noun	哈得逊河
humanity	<u>hju'mænɪti</u>	noun	人性
instant	'ɪnstənt	noun	瞬间
list	lɪst	noun	表
Manhattan	mæn'hætən	noun	曼哈顿
mental	'mentəl	adjective	心理
miracle	'mɪrəkel	noun	奇迹
mistake	mɪs'teɪk	noun	错误
most	moʊst	adjective	最
to open	tu 'oʊpən	noun	打开
parent	'perənt	noun	亲
perfect	<u>'pɜr fɪkt</u>	adjective	完善
performance	pər'fɔrməns	noun	表现
piece	pi:s	noun	一块
pilot	'paɪlət	noun	飞行员
point	pɔɪnt	noun	时候
probably	<u>'prɒbəbli</u>	adverb	大概
purpose	'pɜrpəs	noun	目的
ready	'redi	adjective	准备
real	<u>riəl</u>	adjective	真实

regret	rə'grɛt	noun	后悔
relationship	ri'lɛɪʃən,ʃɪp	noun	关系
river	'rɪvər	noun	河
route	rut	noun	路线
sad	sæd	adjective	伤心
sadness	'sædnəs	noun	悲
scary	'skəri	adjective	害怕
sense	sɛns	noun	感
smoke	smoʊk	noun	烟雾
talent	'tælənt	noun	天赋
terror	'tɛrər	noun	恐怖
third	θɜrd	adjective	第三
unemotional	ʌni'moʊʃənəl	adjective	不露声色
unique	ju'nik	adjective	独特
up	ʌp	preposition	上
urgency	'ɜrdʒənsi	noun	急
wow	wəʊ	interjection	哇

Verbs

English	IPA	Past Tense/Past Participle	Chinese
to bawl	tu bɔl	bawled	哭泣
to blow up	tu bləʊ ʌp	blew up/blown up	去炸掉
to clear	tu klɪr	cleared	清除
to climb	tu klaɪm	climbed	爬
to collect	tu kə'lekt	collected	去收集
to connect	tu kə'nekt	connected	连接
to die	tu daɪ	died	死亡
to eliminate	tu ɪ'lɪmɪnə,neɪt	eliminated	消除
to fly	tu flai	flew/flown	飞行
to frame	tu freɪm	framed	框架
to get done	tu ɡɛt dʌn	got done/gotten done	完成
to imagine	tu ɪ'mædʒən	imagined	想像
to line up	tu laɪn ʌp	lined up	排队
to make sense	tu meɪk sɛns	made sense	有道理
to matter	tu 'mætər	mattered	重要
to mend	tu mɛnd	mended	修补
to postpone	tu pəʊst'pəʊn	postponed	推迟
to reach out	tu riʃ aʊt	reached out	联络
to realize	tu 'riə,laɪz	realized	意识到
to reflect	tu rɛ'flekt	reflected	反射
to regret	tu rɛ'grɛt	regretted	感到遗憾

to sit	tu sɪt	sat	坐
to turn around	tu tɜrn ə'raʊnd	turned around	转身
to turn off	tu tɜrn ɔf	turned off	关闭
to waste	tu weɪst	wasted	浪费

Transcript (笔录)

Imagine a big explosion as you climb through 3,000 ft. Imagine a plane full of smoke. Imagine an engine going clack, clack, clack. It sounds scary. Well, I had a unique seat that day. I was sitting in 1D. I was the only one who could talk to the flight attendants. So I looked at them right away, and they said, "No problem. We probably hit some birds." The pilot had already turned the plane around, and we weren't that far. You could see Manhattan. Two minutes later, three things happened at the same time.

The pilot lines up the plane with the Hudson River. That's usually not the route. He turns off the engines. Now, imagine being in a plane with no sound. And then he says three words. The most unemotional three words I've ever heard. He says, "Brace for impact¹." I didn't have to talk to the flight attendant anymore. I could see in her eyes, it was terror. Life was over.

Now I want to share with you three things I learned about myself that day. I learned that it all changes in an instant. We have this bucket list², we have these things we want to do in life, and I thought about all the people I wanted to reach out to that I didn't, all the fences I wanted to mend, all the experiences I wanted to have and I never did. As I thought about that later on, I came up with a saying, which is, "I collect bad wines." Because if the wine is ready and the person is there, I'm opening it. I no longer want to postpone anything in life. And that urgency, that purpose, has really changed my life.

The second thing I learned that day -- and this is as we clear the George Washington Bridge, which was by not a lot -- I thought about, wow, I really feel one real regret. I've lived a good life. In my own humanity and mistakes, I've tried to get better³ at everything I tried. But in my humanity, I also allow my ego to get in. And I regretted the time I wasted on things that did not matter with people that matter. And I thought about my relationship with my wife, with my friends, with people. And after, as I reflected on that, I decided to eliminate negative energy

from my life. It's not perfect, but it's a lot better. I've not had a fight with my wife in two years. It feels great. I no longer try to be right; I choose to be happy.

The third thing I learned -- and this is as your mental clock starts going, "15, 14, 13." You can see the water coming. I'm saying, "Please blow up." I don't want this thing to break in 20 pieces like you've seen in those documentaries. And as we're coming down, I had a sense of, wow, dying is not scary. It's almost like we've been preparing for it our whole lives. But it was very sad. I didn't want to go; I love my life. And that sadness really framed in one thought, which is, I only wish for one thing. I only wish I could see my kids grow up. About a month later, I was at a performance by my daughter -- first-grader, not much artistic talent -- yet!

And I'm bawling, I'm crying, like a little kid. And it made all the sense in the world to me. I realized at that point, by connecting those two dots, that the only thing that matters in my life is being a great dad. Above all, above all, the only goal I have in life is to be a good dad.

I was given the gift of a miracle, of not dying that day. I was given another gift, which was to be able to see into the future and come back and live differently. I challenge you guys that are flying today, imagine the same thing happens on your plane -- and please don't -- but imagine, and how would you change? What would you get done that you're waiting to get done because you think you'll be here forever? How would you change your relationships and the negative energy in them? And more than anything, are you being the best parent you can? Thank you.

Contextual Information

- D. Seats on an airplane are organized by numbers and letters. The numbers correspond to the row number; row 1 is in the first row at the front of the plane.
- E. On January 15, 2009, US Airways flight 1549 hit a flock of birds and was unable to return to the airport. The pilot, Chelsey Sullenberger, managed to land the plane safely in the Hudson River. No one on the plane died (https://en.wikipedia.org/wiki/US_Airways_Flight_1549).

Content Questions

- 6. What are the different emotions that the speaker feels after the pilot makes his announcement?
- 7. What are some regrets you have in life?
- 8. What is the speaker's main goal in life? What is yours?
- 9. The speaker says he hasn't fought with his wife in two years. Do you believe him?
- 10. Do you think it's possible to live life without postponing anything?

Conversation Modification

Sentence Pattern 11	<i>Imagine a big explosion as you climb through 3,000 ft.</i>
A	Imagine a big explosion as you're climbing through 3,000 ft.
B	Imagine a big explosion while you're climbing through 3,000 ft.
C	Imagine a big explosion when you're 3,000 ft. in the air.
D	Imagine a big explosion when you're 3,000 ft. high.
Sentence Pattern 12	<i>Imagine a plane full of smoke.</i>
A	Imagine a plane with smoke everywhere.
B	Imagine being on a plane full of smoke.
C	Imagine being on a plane filled with smoke.
Sentence Pattern 13	<i>That's usually not the route.</i>
A	That's not usually the route.
B	Usually that's not the route.
C	That usually not the way.
D	That's not usually the right way to go.
E	That's usually not the right way.
Sentence Pattern 14	<i>Now I want to share with you three things I learned about myself that day.</i>
A	Now I want to share with you three things about myself that I learned that day.
B	Now I want to share three things I learned about myself that day with you.
C	Now I want to tell you about three things I learned about myself that day.
Sentence Pattern 15	<i>I learned that it all changes in an instant.</i>
A	I learned that everything changes in an instant.
B	I learned that it all changes at a moment's notice.
C	I learned that everything changes at a moment's notice.
D	I learned that it all changes just like that.
E	I learned that everything changes just like that.
Sentence Pattern 16	<i>I regretted the time I wasted on things that did not matter with people that matter.</i>
A	I regretted wasting time on things that didn't matter with people that matter.
B	I regretted the time that I wasted on unimportant things with important people.
C	I regretted wasting time on unimportant things with important people.

Sentence Pattern 17	<i>I've not had a fight with my wife in two years.</i>
A	I haven't had a fight with my wife in two years.
B	I haven't fought with my wife in two years.
C	It's been two years since I've fought with my wife.
D	It's been two years since I've had a fight with my wife.
Sentence Pattern 18	<i>I only wish I could see my kids grow up.</i>
A	I only wish I could watch my kids grow up.
B	I just wish I could see my kids grow up.
C	I only wish I could see my kids as they grow up.
D	I just wish I could watch my kids as they grow up.
Sentence Pattern 19	<i>I was at a performance by my daughter.</i>
A	I was at my daughter's performance.
B	I was at one of my daughter's performances.
C	I was at a show that my daughter was in.
D	I was at a performance that my daughter was in.
Sentence Pattern 20	<i>The only thing that matters in my life is being a great dad.</i>
A	The only thing that matters in my life is being a great father.
B	Being a great dad is the only things that matters in my life.
Sentence Pattern 21	<i>Are you being the best parent you can?</i>
A	Are you being the best parent that you can be?
B	Are you doing your best to be a good parent?

¹**NOTE:** "Brace for impact" is a phrase that is usually said before a crash to warn passengers. It be translated as "即将迫降，小心冲击".

²**NOTE:** A bucket list is a list of things that you want to do or accomplish before you die.

³**NOTE:** "to get better" means to improve.

Pronunciation Changes

Imagine a big explosion as you climb through 3,000 ft. Imagine a plane full of smoke. Imagine an engine going clack, clack, clack. It sounds scary. Well, I had a unique seat that day. I was sitting in 1D. I was the only one who could talk to the flight attendants. So I looked at them right away, and they said, "No problem. We probably hit some birds." The pilot had already turned the plane around, and we weren't that far. You could see Manhattan. Two minutes later, three things happened at the same time. The pilot lines up the plane with the Hudson River. That's usually not the route. He turns off the engines. Now, imagine being in a plane with no sound. And then he says three words. The most unemotional three words I've ever heard (**as unemotional three words as I have ever heard**)*. He says, "Brace for impact." I didn't (**din**) have to talk to the flight attendant (**flighda tendan**) anymore.

I could see in her (**inner**) eyes, it was terror. Life was over.

Now I want to (**na wanna**) share with you three things I learned about myself that day. I learned that it all (**thadid all**) changes in an instant. We have this bucket list, we have these things we want to (**wanna**) do in life, and I thought about (**thodda bout**) all the people I wanted to (**wannidda**) reach out to (-) that I didn't, all the fences I wanted to (**wannidda**) mend, all the experiences I wanted to (**wannidda**) have (**had**)* and I never did. As I thought about that later on, I came up with a saying, which is, "I collect bad wines." Because if the wine is ready and the person is there, I'm opening it. I no longer want to postpone anything in life. And that urgency, that purpose, has really changed my life.

The second thing I learned that day -- and this is as we clear the George Washington Bridge, which was by not a (**nodda**) lot –

I thought about, wow, I really feel one real regret. I've lived a good life. In my own humanity and mistakes, I've tried to (**triedda**) get better at everything I tried. But in (**buddin**) my humanity, I also allow my ego to get in (**geddin**). And I (**annai**) regretted the time I wasted on (**in**)* things that did not matter with people that matter. And I (**annai**) thought about (**thodda bout**) my relationship with my wife, with my friends, with people. And after, as I reflected on that, I decided to (**decideder**) eliminate negative

energy from my life. It's not perfect, but it's a lot better. I've not had a fight with my wife in two years. It feels great. I no longer try to be right; I choose to be happy.

The third thing I learned -- and this is as your mental clock starts going, "15, 14, 13." You can see the water coming. I'm saying, "Please blow up." I don't want this thing to break in 20 pieces like you've seen in those documentaries. And as we're coming down, I had a sense of, wow, dying is not scary. It's almost ('samos) like we've been (we bin) preparing for it (furrit) our whole lives. But it (buddit) was very sad. I didn't want to (I din wanna) go; I love my life. And that sadness really framed in one thought, which is, I only wish for one thing. I only wish I could see my kids grow up. About a (aboudda) month later, I was at a (inna)* performance by my daughter - - first-grader, not much artistic talent -- Yet!

And I'm bawling, I'm crying, like a little kid. And it (annit) made all the sense in the world to me. I realized at that point, by connecting those two dots, that the only thing that matters in my life is being a great dad. Above all, above all, the only goal I have in life is to be a good dad.

I was given the gift of a miracle, of not dying that day. I was given another (givinna nother) gift, which was to be able to (ableda) see into the future and come back and live differently. I challenge you guys that are flying today, imagine the same thing happens on your plane -- and please don't -- but imagine, and how would you change? What would you get done that you're waiting to get done because you think you'll be here forever? How would you change your relationships and the negative energy in them? And more than anything, are you being the best parent you can? Thank you.

***NOTE:** In this talk, the speaker makes a few grammatical mistakes while speaking. The transcript shows the corrected version of what he said, and the pronunciation changes show what he actually said. It is common for native speakers to make these sorts of mistakes while speaking.

Translation

想像一个大爆炸 当你在三千多呎的高空 想像机舱内布满黑烟 想像引擎发出喀啦，喀啦，喀啦，喀啦，喀啦的声响 这声响很可怕 那天我的位置很特别，我坐在 1D 我是唯一可以和空服员说话的人 于是我看着他们 他们说“没问题，我们应该只是撞上鸟了。” 机长已经把机头转向 我们离目的地很近 已经可以看到曼哈顿了 两分钟以后 三件事情同时发生 机长把飞机对齐哈德逊河 一般的航道可不是这样 他关上引擎 想像一台没有声音的飞机然后他说了几个字 我听过最不带情绪的几个字 他说“即将迫降，小心冲击” 我不用再问空服员什么了 我可以从她的眼神看到恐惧 人生结束了

现在我想和你分享那天我所学到的三件事 瞬间内一切改变了 我们的人生目标清单 那些我们想做的事 所有那些我想连络却没有连络的人 那些我应该修补的围墙，人际关系 所有我想要经历却没有经历的事 之后我回想那些事 我想到一个说法 那就是“我收藏的酒都很差” 因为如果酒已成熟，对象也有，我早就把酒打开了 我不想再把任何事延后 这种急迫的目的性 改变了我的生命

我所学到的第二件事是 正当我们通过乔治华盛顿大桥 那也没过多久 我想，哇 我只有一件真正后悔的事 虽然我犯了些错 但我的生命其实不错 我试着把每件事做得更好 但因为人性 我难免有些自我中心 我后悔竟然花了许多时间 和生命中重要的人 讨论那些不重要的事 我想到我和妻子，和朋友 和人们的关系 之后，我回想这件事 我决定除掉我人生中的负面情绪 还没完全做到，但好多了 过去两年我从未和妻子吵架 感觉很好 我不再尝试争论对错 我选择快乐

我所学到的第三件事 当你脑中的时钟开始倒数“15，14，13” 看到旁边的水位开始上升 心想“拜托爆炸吧” 我不想这个东西碎成 20 片 像纪录片里那样 当我们逐渐下沉 我突然感觉到，哇 死并不可怕 就像是我们一直在为此做准备 但很令人悲伤 我不想就这样离开，我热爱我的生命 这个悲伤的主要来源是 我只期待一件事 我希望我能够看我的孩子长大 一个月以后，我参加女儿的表演 — 她一年级，没什么艺术天份…… 就算如此 我泪流满面 像个孩子 让我的世界重新有了意义 当时我意

识到 把这两个事件连上 其实我生命中唯一重要的事 就是成为一个好父亲 比任何事情都重要 我人生中唯一的目标 就是做个好父亲

那天我经历了一个神迹 我活下来了 同时我得到另一个启示 像是看见自己的未来再回来 改变自己的人生 我鼓励今天要坐飞机的各位 想像若是一样事发生在你身上 — 最好不要 — 但想像，你会如何改变？有什么是你想做却没做的 因为你觉得你会有其它机会做它？ 你会如何改变你的人际关系 不再如此负面？ 最重要的是，你是否尽力成为一个好的父母？

谢谢各位。

LESSON 3

MARK BEZOS: A LIFE LESSON FROM A VOLUNTEER FIREFIGHTER

Audio Dissection

Listen to the dialogue and fill in the blanks. If you cannot make out a word, looking at the vocabulary list may help you. Content adapted from:

https://www.ted.com/talks/mark_bezos_a_life_lesson_from_a_volunteer_firefighter

_____, I am the head of development for a non-profit called _____. When I'm not fighting _____, I'm fighting _____ as the assistant captain of a _____. Now _____, where the volunteers supplement a _____, you _____ scene pretty early to _____ action.

I _____ fire. I was the _____ on the _____, so there was a pretty good chance I was _____. But still it was a real footrace against the other volunteers _____ to _____ assignments _____. When I _____, he was having a very engaging _____, who was surely _____. Here it was, the _____, _____ in the pouring rain, _____ umbrella, in her pajamas, barefoot, _____ flames.

The other volunteer _____ -- let's call him Lex Luther -- got to the captain first and _____. The dog! I was stunned with jealousy. Here was some lawyer or money manager who,

_____ life, _____ that he went into
a burning building _____, just because
_____. Well, I was next. The captain waved me over. He
said, "Bezos, I _____ house. I
_____ upstairs, past the fire, and
_____ shoes." I swear. So,
_____ what I was hoping for, but off I went --
_____, _____, past the 'real' firefighters, who
were pretty much done _____ at this point, into the
master bedroom _____.

Now I know _____, but I'm no hero. I carried my
payload back downstairs where I met my nemesis and the precious dog by the
front door. _____ treasures _____,
where, not surprisingly, his _____ than did
mine. A _____, the department
_____ thanking us for the valiant effort
displayed in _____. The act of kindness she noted
above all others:

_____.
In both my vocation at _____ and my avocation as
a _____, I am witness to acts of generosity and
kindness on a monumental scale, but I'm also witness to acts of grace and
courage on an individual basis. And _____?
_____. So _____ at
people who either _____, or _____
_____, remarkable levels of success, I would offer this reminder:
don't wait. Don't wait _____ to
_____ life. If
_____, _____ now. Serve food at a

_____. _____ neighborhood park. Be a mentor.

_____ offer us a chance to _____, but

_____ to affect one. So get in the game. _____. Thank you.

Vocabulary

English	IPA	Part of Speech	Chinese
action	'ækʃən	noun	行动
against	<u>ə'geɪnst</u>	preposition	反对
assignment	ə'saɪnmənt	noun	任务
assistant	ə'sɪstənt	noun	助理
attention	ə'tenʃən	noun	关注
avocation	,ævə'keɪʃən	noun	副业
barefoot	'bɜː,fʊt	adjective	赤脚
basis	<u>'beɪsəs</u>	noun	基础
bedroom	'beɪ,drʊm	noun	卧室
captain	'kæptən	noun	队长
career	kə'ɪrɪ	noun	事业
clean	kliːn	adjective	干净
conversation	,kɒnvər'seɪʃən	noun	谈话
courage	<u>'kʌrɪdʒ</u>	noun	勇气
creature	'kri:tʃə	noun	生物
department	dɪ'pɑːtmənt	noun	部
development	dɪ'veləpmənt	noun	发展
downstairs	'daʊn'steɪz	preposition	楼下
effort	'ɛfɔːt	noun	努力
firefighter	'faɪə,fɑɪtə	noun	消防队员
flame	fleɪm	noun	火焰
footrace	'fʊ,treɪs	noun	竞走
front	frʌnt	noun/preposition	面前
generosity	,dʒenə'rasəti	noun	慷慨
grace	ɡreɪs	noun	恩典
hall	hɔːl	noun	大厅
head	hed	noun	头
hero	<u>'hɪrəʊ</u>	noun	英雄
highly	'haɪli	adverb	高度
homeowner	'həʊ,məʊnə	noun	房主
individual	,ɪndə'vɪdʒəwəl	noun	个人
jealousy	'dʒeləsi	noun	妒忌
kindness	'kaɪndnəs	noun	善良
laughter	'læftə	noun	笑声
lawyer	<u>'lɔɪjə</u>	noun	律师
level	'levəl	noun	水平
master	'mæstə	noun	主
mentor	<u>'men.tər</u>	noun	导师

middle	'mɪdəl	adjective	中间
million	'mɪljən	adjective	百万
mine	maɪn	adjective	矿
monumental	<u>ˌmɒnjə'mentəl</u>	adjective	巨大的
nemesis	'nɛməsɪs	noun	克星
off	ɒf	preposition	离
pair	pɛə	noun	对
pajamas	<u>pə'dʒaməz</u>	noun	睡衣
payload	'peɪləʊd	noun	有效负载
poverty	'pɒvərti	noun	贫穷
precious	'preʃəs	adjective	珍贵
profit	<u>'prɒfɪt</u>	noun	利润
rain	reɪn	noun	雨
remarkable	rɪ'mɑːkəbəl	adjective	卓越
reminder	rɪ'maɪndər	noun	提醒
scale	skeɪl	noun	规模
scene	sɪn	noun	现场
shoe	ʃu	noun	鞋
skilled	skɪld	adjective	技能的
soup	sʊp	noun	汤
staff	stæf	noun	员工
stunned	stʌnd	adjective	目瞪口呆
success	sək'sɛs	noun	成功
surely	'ʃʊrli	adverb	一定
surprisingly	<u>sər'praɪzɪŋli</u>	adverb	出奇
treasure	'treʒər	noun	宝藏
umbrella	<u>əm'brɛlə</u>	noun	雨伞
under	'ʌndər	preposition	下
upstairs	əp'stɜːz	preposition	楼上
valiant	'væljənt	adjective	英勇
vocation	vəʊ'keɪʃən	noun	职业
witness	'wɪtnəs	noun	见证

Verbs

English	IPA	Past Tense/Past Participle	Chinese
to achieve	tu ə'tʃɪv	achieved	实现
to act	tu ækt	acted	行动
to affect	<u>tu ə'fɛkt</u>	affected	影响
to beat	tu bi:t	beat/beaten	赢
to engage	tu ɛn'geɪdʒ	engaged	参与
to fight	tu faɪt	fought	打架

to find out	tu faɪnd aʊt	found out	发现
to meet	tu mi:t	met	见面
to note	tu nəʊt	noted	注意到
to offer	tu 'ɒfə	offered	提供
to pour	tu pɔː	poured	倾倒
to put out	tu pʊt aʊt	put out	消灭
to receive	<u>tu rə'si:v</u>	received	受到
to save	tu seɪv	saved	保存
to stand	tu stænd	stood	站立
to supplement	<u>tu 'sʌpləmənt</u>	supplemented	补充
to swear	tu swɛə	swore/sworn	发誓
to wave	tu weɪv	waved	挥手

Transcript

Back in¹ New York, I am the head of development for a non-profit called Robin Hood^A. When I'm not fighting poverty, I'm fighting fires as the assistant captain of a volunteer fire company. Now² in our town, where the volunteers supplement a highly skilled career staff, you have to get to the fire scene pretty early to get in³ on any action.

I remember my first fire. I was the second volunteer on the scene, so there was a pretty good chance I was going to get in. But still it was a real footrace against the other volunteers to get to the captain in charge⁴ to find out what our assignments would be. When I found the captain, he was having a very engaging conversation with the homeowner, who was surely having one of the worst days of her life. Here it was, the middle of the night, she was standing outside in the pouring rain, under an umbrella, in her pajamas, barefoot, while her house was in flames.

The other volunteer who had arrived just before me -- let's call him Lex Luther^B -- got to the captain first and was asked to go inside and save the homeowner's dog. The dog! I was stunned with jealousy. Here was some lawyer or money manager who, for the rest of his life, gets to tell people that he went into a burning building to save a living creature, just because he beat me by five seconds. Well, I was next. The captain waved me over⁵. He said, "Bezos⁶, I need you to go into the house. I need you to go upstairs, past the fire, and I need you to get this woman a pair of shoes." I swear. So, not exactly what I was hoping for, but off I went -- up the stairs, down the hall, past the 'real' firefighters, who were pretty much done putting out the fire at this point, into the master bedroom to get a pair of shoes.

Now I know what you're thinking, but I'm no hero. I carried my payload back downstairs where I met my nemesis and the precious dog by the front door. We took our treasures outside to the homeowner, where, not surprisingly, his

received much more attention than did mine. A few weeks later, the department received a letter from the homeowner thanking us for the valiant effort displayed in saving her home. The act of kindness she noted above all others: someone had even gotten her a pair of shoes.

In both my vocation at Robin Hood and my avocation as a volunteer firefighter, I am witness to acts of generosity and kindness on a monumental scale, but I'm also witness to acts of grace and courage on an individual basis. And you know what I've learned? They all matter. So as I look around this room at people who either have achieved, or are on their way to achieving, remarkable levels of success, I would offer this reminder: don't wait. Don't wait until you make your first million to make a difference in somebody's life. If you have something to give, give it now. Serve food at a soup kitchen. Clean up a neighborhood park. Be a mentor.

Not every day is going to offer us a chance to save somebody's life, but every day offers us an opportunity to affect one. So get in the game⁷. Save the shoes. Thank you.

Contextual Information

- F. Robin Hood is the name of a story about a man who steals from the rich to help the poor.
- G. Lex Luther is the name of the main villain in Superman, a popular fiction story.

Content Questions

- 11. Why does the speaker call the other volunteer Lex Luther?
- 12. Is the speaker a full-time fire fighter?
- 13. Have you ever participated in a volunteer activity?
- 14. Do you believe that you can make a difference in someone's life every day?
- 15. Talk about some simple ways to make a difference in someone's life.

Conversation Modification

Sentence Pattern 22	<i>You have to get to the fire scene pretty early to get in on any action.</i>
A	You have to get to the fire scene pretty early to participate.
B	You have to arrive at the fire scene pretty early to participate in the action.
C	To get in on the action you have to get to the fire scene pretty early.
D	In order to participate in the action you have to arrive at the scene pretty early.
E	You have to get there pretty early if you want to participate.
Sentence Pattern 23	<i>There was a pretty good chance I was going to get in.</i>
A	I was probably going to get in.
B	Chances were that I was going to get in.
C	Odds were that I was going to get in.
D	There was a good chance that I was going to get in.
Sentence Pattern 24	<i>She was standing outside in the pouring rain, under an umbrella, in her pajamas, barefoot, while her house was in flames.</i>
A	She was outside in the pouring rain, standing under an umbrella, in her PJs, with no shoes, while her house was on fire.
B	She was standing barefoot outside in the pouring rain, in her night clothes, under an umbrella, while her house was burning.
Sentence Pattern 25	<i>The other volunteer who had arrived just before me</i>
A	The other volunteer who had gotten there just before me
B	The other volunteer who had gotten there just before I had
Sentence Pattern 26	<i>Not exactly what I was hoping for</i>
A	Not exactly what I wanted
B	Not exactly what I was imagining
Sentence Pattern 27	<i>I'm no hero.</i>
A	I'm not a hero.
Sentence Pattern 28	<i>His received much more attention than did mine.</i>
A	His received much more attention than mine did.
B	His received much more attention than mine.
C	His got much more attention than mine did.
D	His got a lot more attention than mine.

Sentence Pattern 29	<i>The act of kindness she noted above all others</i>
A	The act of kindness that she recognized above all others
B	The act of kindness that she recognized most of all

Sentence Pattern 30	<i>I am witness to acts of generosity and kindness on a monumental scale, but I'm also witness to acts of grace and courage on an individual basis.</i>
A	I witness acts of generosity and kindness on a monumental scale, but I also witness acts of grace and courage on an individual basis.
B	I see acts of generosity and kindness on a huge scale, but I also see acts of grace and courage on a small scale.

¹**NOTE:** “Back” here does not mean “后”. The phrase “back in” means “in”, and is used when the place that you are talking about is far away.

²**NOTE:** “Now” here does not mean “现在”. It is a filler word, like “so” or “well”.

³**NOTE:** “to get in” means “to participate” or “to join in” (参加/加入).

⁴**NOTE:** “in charge” = “主管”.

⁵**NOTE:** “waved me over” means “waved me to come over”.

⁶**NOTE:** Sometimes, in a team, people are called by their last name.

⁷**NOTE:** “to get in the game” means “to participate”.

Pronunciation Changes

Back in New York, I am the head of (headuv) development for a non-profit called Robin Hood. When I'm not fighting poverty, I'm fighting fires as (is) the assistant captain of a volunteer fire company. Now in our town, where the volunteers supplement a (supplemenna) highly skilled career staff, you have to (hafta) get to the fire scene pretty early to get in (geddin) on any action. I remember my first fire. I was the second volunteer on the scene, so there was a pretty good chance I was going to get in (gonna geddin). But still it was a real footrace against the other volunteers to get to the captain in charge to find out what our (whaddar) assignments would be. When I found the captain, he was having a very engaging conversation with the homeowner, who was surely having one of the worst days of her life. Here it was, the middle of the night, she was standing outside in the pouring rain, under an (underin) umbrella, in her pajamas, barefoot, while her house was in flames.

The other volunteer who had arrived just before me -- let's call him Lex Luther -- got to the captain first and was asked to go inside and save the homeowner's dog. The dog! I was stunned with jealousy. Here was some lawyer or money manager who, for the rest of his life, gets to (gets ta) tell people that he went into (wen into) a burning building to save a living creature, just because he beat me by five seconds. Well, I was next. The captain waved me over. He said, "Bezos, I need you to (neejoo da) go into the (inda the) house. I need you to (neejoo da) go upstairs, past the fire, and I need you to (neejoo da) get this woman a pair of shoes." I swear. So, not exactly what I was hoping for, but off I went -- up the stairs, down the hall, past the 'real' firefighters, who were pretty much done putting out the fire at this point, into the master bedroom to get a (gedda) pair of shoes.

Now I know what you're (what chur) thinking, but I'm no hero. I carried my payload back downstairs where I met my nemesis and the precious dog by the front door. We took our treasures outside to the homeowner, where, not surprisingly, his received much more attention than did mine. A few weeks later, the department received a letter from the homeowner thanking us for the valiant effort displayed in saving her home. The act of kindness she noted above all others: someone had even gotten her a pair of (pair a) shoes. In both my vocation at Robin Hood and my avocation as a

volunteer firefighter, I am witness to acts of generosity and kindness on a monumental scale, but I'm also witness to acts of grace and courage on an individual basis. And you know (ya know) what I've learned? They all matter. So as I look around this room at people who either have achieved, or are on their way to achieving, remarkable levels of success, I would offer this reminder: don't wait. Don't wait until you (til ya) make your first million to make a difference in somebody's life. If you have something to give, give it now. Serve food at a (adda) soup kitchen. Clean up a neighborhood park. Be a mentor.

Not every day is going to offer us a chance to save somebody's life, but every day offers us an opportunity to affect one. So get in the game. Save the shoes. Thank you.

Translation

在纽约，我是“罗宾汉”非营利机构 发展部门的主管 在我消灭贫穷之余，我也灭火 我是志愿消防局的副指挥 在我们的小镇 在一个志愿者都是成功人士的地方 你必须很早到现场 才有可能加入战况

我记得我第一场火 我是第二个到现场的志愿者 很有可能可以进火场 但你还得跑赢其它志愿者 先找到总指挥 让他分配工作给你 当我好不容易找到总指挥 他正全神贯注地 和屋主讨论 她显然正经历人生中最糟糕的一天 当时是大半夜 她站在滂沱大雨中 穿着睡衣、打赤脚、撑着伞 她的房子正在熊熊燃烧

另外一个比我先来一步的志愿者 就叫他 Lex Luther（超人中的反派）好了（笑声） 先到了总指挥身边 他被分配到 杀进火场去拯救屋主的小狗 小狗哎！我嫉妒死了 这个律师或财务经理 终身都可以告诉别人 他深入火场 救出一条活生生的小狗 就因为他比我早到五秒 好吧，接下来轮到我了 总指挥叫我过去 他说，

“Bezos，我需要你杀进火场 我需要你上楼，越过火焰 我需要你为这位女士拿双鞋。”（笑声）是真的，我发誓 这不是我心中描绘的图像 但我去了 上楼，走到走廊底，穿过那些”真正的“消防员 他们差不多已经把火熄灭了 我走进主卧室，拿了一双鞋

我知道你在想什么 但我非英雄（笑声） 我把我的任务带下楼 在前门遇见那位早我五秒的先生 和他救出的那条狗 我们带着我们的宝藏走向前门 毫无意外的 他比我获得更多关注 几个礼拜后 我们部门收到从屋主来的一封信 谢谢我们的拯救她家的 义勇行为 她特别提到一件温馨的细节 甚至有人为她拿来一双鞋

无论是我在“罗宾汉”的工作 或是我身为志愿消防员的副业 我目睹许多非常慷慨的 善行 我同时也目睹一个人的勇气和慈悲 能带来多大的不同 你知道我学到什么？它们都一样重要。当我环顾四周 这些成功的 或正要成功的人士 你们都有着令人激赏的成就 我想在这里提醒你们：不要等待 不要等待你赚到第一个一百万才开始改变别人的生活 如果你有什么可以给予 现在就开始付出 无论是供应穷人食物 做个榜样

不是每一天我们都有机会 拯救他人的生命 但每一天我们都有机会影响他人的生命
来吧：救那双鞋。

谢谢各位

REVIEW LESSONS 1 – 3

Sentence Pattern Review

Say each sentence out loud as fluidly as possible. Repeat each sentence until you can say it fluently without looking at the book.

Sentence Pattern 1	<i>I decided to follow in the footsteps of the great American philosopher, Morgan Spurlock.</i>
A	I decided follow the path of the great American philosopher, Morgan Spurlock
B	I decided to do what the great American philosopher, Morgan Spurlock did
C	I decided to take the advice of the great American philosopher, Morgan Spurlock

I decided to finally pursue my childhood dream of becoming a novelist.
They decided to follow in the footsteps of their ancestors and climb Mount Kilimanjaro.
We decided to take our parents' advice and give up sugar for a month.
I decided to do what he did, and it all turned out ok.
Why did you decide to follow in your brother's footsteps instead of your sister's?

Sentence Pattern 2	<i>The idea is actually pretty simple.</i>
A	It's a pretty simple idea, actually.
B	The idea is actually really simple.
C	It's a really simple idea, actually.

The idea is pretty simple: stop eating sugar for thirty days.
It's a pretty simple idea, actually: just give up smoking.
Your idea sounds pretty simple, but I don't think it's sustainable.
The idea was pretty simple, but it ended up being a lot harder than we thought.
You say that it's a simple idea, but I guarantee you're going to give up.

Sentence Pattern 3	<i>There're* a few things that I learned while doing these 30-day challenges.</i>
A	There're a couple of things that I learned while doing these 30-day challenges.
B	There're a couple of things that I learned while I was doing these 30-day challenges.
C	There're a few of things that I learned when I was doing these 30-day challenges.
D	I learned a few things while doing these 30-day challenges.
E	I learned a couple of things when I was doing these 30-day challenges.

There are a few things that I learned this morning from watching the news.

There are a few things I learned after becoming a novelist.

There're a few things that you're likely to forget because they're less memorable.

There are a few secrets that I figured out while learning how to bike.

There are a couple of things that I need to work on, like my self-confidence.

Sentence Pattern 4	<i>I went from desk-dwelling computer nerd to the kind of guy who bikes to work.</i>
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- | | |
|----------|---|
| A | I went from a computer nerd who lived at his desk all day to the kind of guy who bikes to work. |
| B | I went from a guy who lived at his desk on the computer to a guy who bikes to work. |
| C | I started out as a desk-dwelling computer nerd, but ended up as the kind of guy who bikes to work. |
| D | At the start, I spent most of my time at my desk on the computer, but by the end, I started biking to work. |

I went from a scientist to a novelist in only six months.

I went from a guy who couldn't live without sugar to sugar-free.

At the start, my self-confidence was really low, but by the end, I really believed in myself.

I went from a kid who didn't know the difference between adding and subtracting to a scientist.

I started out with a lot of awful habits, but by the end they were all gone.

Sentence Pattern 5	<i>I would never have been that adventurous before I started my 30-day challenges.</i>
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- | | |
|----------|--|
| A | Before I started my 30-day challenges, I would never have been that adventurous. |
| B | I would've never been that adventurous before I started my 30-day challenges. |
| C | Before starting my 30-day challenges, I would have never been that adventurous. |

Before following in his footsteps, I would have been much less likely to do any of this.

Before I figured out the secret, I would never have even tried.

I would never have followed you before you mentioned that you were the boss.

They would never have been that badly injured if they had worn a helmet.

She would have never ended up dead if she had kept the secret.

Sentence Pattern 6	<i>It turns out, all you have to do is write 1,667 words a day for a month.</i>
---------------------------	--

- A** It just so happens that, all you have to do is write 1,667 words every day for a month.
- B** It turns out, you only have to write 1,667 words every day for a month.
- C** You actually only have to write 1,667 words a day for a month

It turns out, he's not as adventurous as I had thought.

It just so happens that being sleep-deprived is very unhealthy.

It turns out, sleeping more makes you less likely to die young.

It turns out, no one can guarantee what will happen.

It just so happens that I didn't notice him coming in.

Sentence Pattern 7	<i>So here's one last thing I'd like to mention.</i>
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- A** So here's one last thing that I want to mention.
- B** So here's one last thing that I want to talk about.
- C** So here's one last thing that I want to bring up.
- D** So there's one last thing I'd like to mention.
- E** So there's one last thing that I'd like to talk about.
- F** So there's one last thing that I'd like to bring up.

Here's one last thing that I want to mention: the secret is self-confidence.

The one last thing I'd like to mention is that you don't have to be a novelist to write a novel.

I'd like to mention the fact that sugar is much worse than many other foods.

I want to mention one last thing: it's better to make a thousand mistakes than to give up.

One last thing I want to mention is that philosophers are much smarter than scientists.

Sentence Pattern 8	<i>things I could keep doing</i>
---------------------------	---

- A** things that I could keep doing
- B** things that I could continue doing
- C** things that I could continue to do
- D** things I could keep on doing
- E** things I could do over and over again

One of the things that I wish I could keep doing is biking to work.

Reading the news is something I could do over and over again for my entire life.

You will not keep on growing for your entire life.

Hiking is difficult, but walking is something that I could keep doing for many years.

You should find a job that you could continue to do for years.

Sentence Pattern 9	<i>They were more likely to stick.</i>
A	They were more likely to become habits.
B	I was more likely to stick with them.
C	I was less likely to give them up.
D	I was less likely to lose them.

My good habits were more likely to stick, and I was more likely to lose my bad habits.

I was more likely to forget the secret than to tell it to someone else.

If I get up earlier, I am more likely to watch the news.

If it's raining, we're less likely to bike to work.

The more you ask me, the less likely I am to finish on time.

Sentence Pattern 10	<i>I guarantee you the next 30 days are going to pass whether you like it or not.</i>
A	Whether you like it or not, I guarantee you the next 30 days are going to pass.
B	Whether you like it or not, I guarantee you the next 30 days are going to go by.
C	Whether you want it or not, I guarantee you the next 30 days are going to pass.
D	The next 30 days are going to go by whether you like it or not, I guarantee you.

Whether you like it or not, I am going to climb this mountain.

Whether I like it or not, I have to finish writing this novel.

Whether I want to know or not, my computer will tell me.

I guarantee you that eating this much sugar will kill you.

I guarantee that whether you like it or not, being a scientist is hard.

Sentence Pattern 11	<i>Imagine a big explosion as you climb through 3,000 ft.</i>
A	Imagine a big explosion as you're climbing through 3,000 ft.
B	Imagine a big explosion while you're climbing through 3,000 ft.
C	Imagine a big explosion when you're 3,000 ft. in the air.
D	Imagine a big explosion when you're 3,000 ft. high.

As I went inside, I realized I had made a mistake.

While we lined up, the flight attendants entered the plane first.

When I saw the smoke, I knew I was going to die.

I reflected on my life as I watched my first-grade daughter perform.

Sentence Pattern 12	<i>Imagine a plane full of smoke.</i>
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- | | |
|----------|---|
| A | Imagine a plane with smoke everywhere. |
| B | Imagine being on a plane full of smoke. |
| C | Imagine being on a plane filled with smoke. |

My house was full of smoke.

The river was full of garbage.

Manhattan is full of big buildings.

On the Hudson River, there are boats everywhere.

Everyone on the plane was filled with terror.

Sentence Pattern 13	<i>That's usually not the route.</i>
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- | | |
|----------|---|
| A | That's not usually the route. |
| B | Usually that's not the route. |
| C | That usually not the way. |
| D | That's not usually the right way to go. |
| E | That's usually not the right way. |

Giving a gift isn't the right way to mend a relationship.

Postponing isn't the way to get your work done.

Climbing a mountain isn't usually the way most people exercise.

Setting a goal is usually the right way to get things done.

An explosion isn't usually a good thing.

Sentence Pattern 14	<i>Now I want to share with you three things I learned about myself that day.</i>
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- | | |
|----------|---|
| A | Now I want to share with you three things about myself that I learned that day. |
| B | Now I want to share three things I learned about myself that day with you. |
| C | Now I want to tell you about three things I learned about myself that day. |

I want to share with you a miracle that I saw yesterday.

I want to tell you about my goals for the new year.

He wants to share his mistakes with us so that he can improve.

We want to share with you this documentary that we made.

I want to share a very important piece of information with you.

Sentence Pattern 15	<i>I learned that it all changes in an instant.</i>
A	I learned that everything changes in an instant.
B	I learned that it all changes at a moment's notice.
C	I learned that everything changes at a moment's notice.
D	I learned that it all changes just like that.
E	I learned that everything changes just like that.

In an instant, the bridge exploded.

Just like that, our relationship was over.

Just like that, I had eliminated my fear of flying.

I realized in an instant what I had done wrong.

Just like that, I wasted all my hard work.

Sentence Pattern 16	<i>I regretted the time I wasted on things that did not matter with people that matter.</i>
A	I regretted wasting time on things that didn't matter with people that matter.
B	I regretted the time that I wasted on unimportant things with important people.
C	I regretted wasting time on unimportant things with important people.

I regretted postponing all my goals.

I regretted reaching out to people that didn't matter instead of mending my previous relationships.

He regretted not reflecting enough on his mistakes.

When I saw my house full of smoke, I immediately regretted not turning off the stove before I left.

I regretted the energy that I had wasted on the projects that I probably would have never completed.

Sentence Pattern 17	<i>I've not had a fight with my wife in two years.</i>
A	I haven't had a fight with my wife in two years.
B	I haven't fought with my wife in two years.
C	It's been two years since I've fought with my wife.
D	It's been two years since I've had a fight with my wife.

I haven't made a mistake in weeks.

I haven't flown in years.

It's been three hours since we lined up, but we're still not on the plane.

It's been years since I climbed Mount Kilimanjaro, but I can still remember everything.

I haven't given a performance since I was in college.

Sentence Pattern 18	<i>I only wish I could see my kids grow up.</i>
A	I only wish I could watch my kids grow up.
B	I just wish I could see my kids grow up.
C	I only wish I could see my kids as they grow up.
D	I just wish I could watch my kids as they grow up.

I just wish I had mended my most important relationships.

I just wish your ego wasn't so big.

I only wish I could have seen him one last time.

I just wish we hadn't had a fight.

I just wish we could sit here forever.

Sentence Pattern 19	<i>I was at a performance by my daughter.</i>
A	I was at my daughter's performance.
B	I was at one of my daughter's performances.
C	I was at a show that my daughter was in.
D	I was at a performance that my daughter was in.

I was at a performance by my grandchildren.

I was at a performance in Manhattan last Sunday.

We were at a performance by the most famous musician in the world.

I went to a performance that all of my friends were in.

I was at one of his performances when we heard the explosion.

**Sentence
Pattern 20**

The only thing that matters in my life is being a great dad.

- A** The only thing that matters in my life is being a great father.
B Being a great dad is the only things that matters in my life.

The only thing that matters is your relationships.

The only thing that matters to me right now is making this documentary.

Becoming a pilot is the only thing that matters to me.

Reaching out to my old friends doesn't matter to me.

Getting my homework done is not the only thing that matters to me.

**Sentence
Pattern 21**

Are you being the best parent you can?

- A** Are you being the best parent that you can be?
B Are you doing your best to be a good parent?

Are you being the best friend that you can be?

How can I be the best parent that I can be?

What should I do to be a good friend?

How do I become the best pilot I can?

I want to be the best flight-attendant I can be.

**Sentence
Pattern 22**

You have to get to the fire scene pretty early to get in on any action.

- A** You have to get to the fire scene pretty early to participate.
B You have to arrive at the fire scene pretty early to participate in the action.
C To get in on the action you have to get to the fire scene pretty early.
D In order to participate in the action you have to arrive at the scene pretty early.
E You have to get there pretty early if you want to participate.

You have to get there on time if you want to participate in the conversation.

If you don't get there on time, you won't be able to talk to the captain.

You have to arrive before five o'clock if you want to find out.

If you want to get upstairs, you have to take the elevator.

If you want to get their attention you have to get to the front.

Sentence Pattern 23	<i>There was a pretty good chance I was going to get in.</i>
A	I was probably going to get in.
B	Chances were that I was going to get in.
C	Odds were that I was going to get in.
D	There was a good chance that I was going to get in.

There was a good chance that the house would cost more than a million dollars.

There was a good chance that the witness would have forgotten what happened.

Odds are that the firefighters already put out the fire.

There's a good chance that if you get there in 5 minutes, you'll get to meet the captain.

Chances are that the homeowner did not clean the house well.

Sentence Pattern 24	<i>She was standing outside in the pouring rain, under an umbrella, in her pajamas, barefoot, while her house was in flames.</i>
A	She was outside in the pouring rain, standing under an umbrella, in her PJs, with no shoes, while her house was on fire.
B	She was standing barefoot outside in the pouring rain, in her night clothes, under an umbrella, while her house was burning.

We were standing downstairs while the firefighters were upstairs.

We were having a conversation in the kitchen while the kids were upstairs doing their homework.

I was in the bedroom going to sleep when I heard the firefighters come in.

I was waiting for you outside in the rain while you were eating in the restaurant.

I was standing right in front of you while we lined up but you didn't realize!

Sentence Pattern 25	<i>The other volunteer who had arrived just before me</i>
A	The other volunteer who had gotten there just before me
B	The other volunteer who had gotten there just before I had

The man who got to the restaurant before us is our lawyer.

The volunteer who had gotten there just before me got to go upstairs and put out the fire.

The student who finished his homework before me got a better grade.

The kid who finished the race before me won.

The man who lined up before me got the last bowl of soup.

Sentence Pattern 26	<i>Not exactly what I was hoping for</i>
A	Not exactly what I wanted
B	Not exactly what I was imagining

Pajamas were not exactly what I wanted for my birthday gift.

The shoes that he got me weren't exactly what I was hoping for.

A fire was not exactly what I was hoping for as a new homeowner.

Although it was not exactly what I had imagined, it was much more than I wanted.

Even though it was less than what I wanted, it's better than what I had imagined.

Sentence Pattern 27	<i>I'm no hero.</i>
A	I'm not a hero.

I'm no hero, I'm just a volunteer.

I'm no captain, I'm just another volunteer.

I'm no genius, I'm just a hard worker.

I'm no novelist, I just like to write.

I'm no scientist, I just like to read a lot.

Sentence Pattern 28	<i>His received much more attention than did mine.</i>
A	His received much more attention than mine did.
B	His received much more attention than mine.
C	His got much more attention than mine did.
D	His got a lot more attention than mine.

His performance had a lot more people than mine.

His effort and courage are a lot more remarkable than mine.

His ego and self-confidence are much bigger than mine.

Today's soup got a lot more attention than the one from yesterday.

The news today got a lot more attention than yesterday's news.

Sentence Pattern 29	<i>The act of kindness she noted above all others</i>
A	The act of kindness that she recognized above all others
B	The act of kindness that she recognized most of all

The volunteer that she recognized was me.

The student that the teacher recognized above all others was my son.

The individual that they noted above all others was our captain.

The person that the news recognized most of all was the pilot.

Above all, she noted our generosity and kindness.

Sentence Pattern 30	<i>I am witness to acts of generosity and kindness on a monumental scale, but I'm also witness to acts of grace and courage on an individual basis.</i>
A	I witness acts of generosity and kindness on a monumental scale, but I also witness acts of grace and courage on an individual basis.
B	I see acts of generosity and kindness on a huge scale, but I also see acts of grace and courage on a small scale.

As a firefighter, I see some terrible fires, but I also see some that we can put out pretty easily.

I see generosity and kindness in almost everyone, but for some people, their jealousy is much more memorable.

I have met pilots and novelists and scientists, but I have also met people living in poverty.

I have affected people's lives on a large scale, but also on a small scale.

I have saved the lives of people around the world, but also right here at home.

LESSON 4

RITA PIERSON: EVERY KIDS NEEDS A CHAMPION

Audio Dissection

Listen to the dialogue and fill in the blanks. If you cannot make out a word, looking at the vocabulary list may help you. Content adapted from:

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion/transcript

_____ life _____ at the schoolhouse, on the way to the schoolhouse, or _____ in the schoolhouse. Both my parents were _____, my maternal _____ were _____, and _____, I've done the same thing. And so, needless to say, _____ I've had a chance to _____ reform from a lot of _____. _____ those reforms have been good. Some of them have been _____. And we know why kids drop out. We know why kids don't learn. It's _____, low attendance, _____ peer _____... We know why. But _____ things that we never discuss or we rarely discuss is the _____ of human connection. Relationships.

James Comer says that no _____ learning can occur without a _____ relationship. George Washington Carver says all learning is understanding _____. Everyone in this room _____ by a teacher or an adult. For years, I have watched people teach. I have looked at the best and I've looked at _____ worst. A colleague said to me one time, "They don't _____ kids. They pay me _____. The kids _____. I _____, they _____, case closed." Well, I said to her, "_____, kids don't learn from people they don't like." She said, "That's just a bunch of hooey." And _____, "Well, your year is _____ long and arduous, dear."

Needless to say, it was. Some people think that you can _____ to build a relationship, or _____. I think

Stephen Covey had the right idea. He said you ought to just throw in a few simple things, like seeking first to understand, as opposed to being understood. Simple things, like apologizing. You ever _____ that? Tell a kid _____, they're in shock. I _____ on ratios. I'm not real good with math, but I was working on it. And I got back and looked at that teacher edition.

_____ wrong. So I _____, "Look, guys, I need to apologize. I _____. _____." They said, "That's okay, Ms. Pierson. You were so excited, _____." I _____, so academically _____, that I cried. I wondered, "How am I going to take this group, in nine months, _____? And it was difficult, it was awfully hard. How do I _____ the _____ achievement at the same time? One year I came up with a bright idea. I told all my students, "You were chosen to be in my class because I am the best teacher and you are the best students, they _____." _____ said, "Really?" I said, "Really. We _____, so when we walk down the hall, people will notice us, so _____. _____ strut."

And I _____ a saying to say: "I am somebody. I was somebody when I came. I'll be a better somebody when I leave. I am powerful, and I am strong. I _____. I have things to do, people to impress, and places to go." And they said, "Yeah!" You say it long enough, _____. I gave a quiz, 20 questions. A student missed 18. I put a "+2" on his paper and a big smiley face. He said, "Ms. Pierson, is this an F?" I said, "Yes." He said, "Then _____ smiley face?" I said, "Because you're on a roll. You got two right. You didn't _____. I said, "And when we review this, _____?" He said, "Yes, ma'am, _____." You see, "-18" sucks all the life out of you (***ouda ya***). "+2" said, "I ain't all bad."

For years, I watched my mother take the time at recess to review, _____, buy combs and brushes and

peanut butter and crackers to _____ drawer
_____, and a washcloth and some soap for the kids
_____. See, it's hard to teach kids who stink. And kids can be
cruel. And so she _____, and years later, after she retired, I
watched _____ come through and _____
her, "You know, Ms. Walker, _____. You made it work for
me. You made me feel like I was somebody, when I knew, at the bottom, I wasn't.
_____."

And _____, there were so many former
students at her funeral, it brought tears to my eyes, not because she was gone, but
because she left a legacy of relationships that could never disappear. Can we stand to
have more relationships? Absolutely. _____?
_____. And you know your toughest kids are never absent. Never.
_____, and the tough ones show up for a reason. It's the
connection. It's the relationships. And _____, the
_____. So teachers become great
actors and great actresses, and _____, and
we're listening to policy that doesn't make sense, and we teach anyway. We teach
anyway, because that's what we do.

_____ joy. How powerful would our world be
if we had kids who were not afraid to take risks, who were _____, and
who _____? Every child deserves a champion, an adult
_____, who _____,
and insists that they become the _____. Is this job tough? You
betcha. Oh God, you betcha. But it is not impossible. We can do this. We're educators.
We're born to make a difference. Thank you so much.

Vocabulary

English	IPA	Part of Speech	Chinese
absent	'æbsənt	adjective	缺席
academic	,ækə'demɪk	adjective	学术的
achievement	ə'tʃɪvmənt	noun	成就
actor	'æktər	noun	演员
actress	'æktɹəs	noun	演员 (女)
afraid	ə'freɪd	adjective	害怕
anyway	'eni,wei	adverb	无论如何
arduous	'ɑrdʒuəs	adjective	艰巨
attendance	ə'tendəns	noun	考勤
awfully	'ɔfli	adverb	非常
bright	braɪt	adjective	聪明
brush	brʌʃ	noun	刷子
bunch	bʌntʃ	noun	束
butter	'bʌtər	noun	牛油
champion	'tʃæmpiən	noun	支持
colleague	'kɒlɪg	noun	同事
comb	kəʊm	noun	梳
connection	kə'nekʃən	noun	连接
course	kɔrs	noun	课程
cracker	'krækər	noun	饼干
cruel	'kruəl	adjective	残忍
dear	dɪr	adjective	亲
deficient	dɪ'fɪʃənt	adjective	匮乏
drawer	dɹɔr	noun	抽屉
edition	ə'dɪʃən	noun	版
education	,edʒə'keɪʃən	noun	教育
educator	'edʒə,keɪtər	noun	教育家
excited	ɪk'saɪtəd	adjective	兴奋
former	'fɔrmər	adjective	前任的
funeral	'fju:nərəl	noun	葬礼
grandparents	'grænd,perənts	noun	祖父母
group	grʊp	noun	组
hooey	'hui	noun	胡言乱语
human	'hju:mən	noun	人的
importance	ɪm'pɔ:təns	noun	重要性
impossible	ɪm'pɒsəbəl	adjective	不可能
joy	dʒɔɪ	noun	喜悦
key	ki	noun	关键

legacy	'lɛɡəsi	noun	遗产
ma'am	mæm	noun	夫人
mama	'mɑmə	noun	妈妈
maternal	mə'tɜrnəl	adjective	母系
needless	'nidləs	adjective	不必要
noise	nɔɪz	noun	噪声
paper	'peɪpər	noun	纸
peanut	'pi:nət	noun	花生
peer	pɪr	noun	同学
perspective	pər'spektɪv	noun	角度
policy	'pɑləsi	noun	政策
possibly	'pɒsəbli	adverb	有可能
power	'paʊər	noun	能力
powerful	'paʊərfəl	adjective	强大
quiz	kwɪz	noun	测验
rarely	'rɛrli	adverb	很少
ratio	'reɪʃi, ʊ	noun	比例
recess	rɪ'sɛs	noun	课间休息时间
reform	ri'fɔrm	noun	改革
saying	'seɪɪŋ	noun	名言
schoolhouse	'skul, haʊs	noun	校舍
self-esteem	self-ə'stim	noun	自尊
shock	ʃɒk	noun	休克
significant	səg'nɪfɪkənt	adjective	重大
smiley	'smɑɪli	adjective	笑脸
strong	strɒŋ	noun	强大
tear	tɛr	noun	眼泪
tough	tʌf	adjective	强硬
value	'vælju	noun	价值
washcloth	'wɒʃ, kləθ	noun	面巾
without	wɪ'θaʊt	preposition	无

Verbs

English	IPA	Past Tense/Past Participle	Chinese
to apologize	tu ə'pɒlə, dʒaɪz	apologized	道歉
to become	tu bɪ'kʌm	became/become	成为
to build	tu bɪld	built	建立
to close	tu kləʊs	closed	关闭
to deserve	tu dɪ'zɜrv	deserved	值得
to disappear	tu ,dɪsə'pɪr	disappeared	消失
to discuss	tu dɪ'skʌs	discussed	讨论

to drop	tu drʌp	dropped	下降
to impress	tu 'ɪmˌpres	impressed	打动
to influence	tu 'ɪnfluəns	influenced	影响
to insist	tu ɪn'sɪst	insisted	坚持
ought	ɔt	ought	应该
to occur	tu ə'kɜː	occurred	发生
to oppose	tu ə'pəʊz	opposed	反对
to raise	tu reɪz	raised	提高
to review	tu ˌriːvju	reviewed	回顾
to roll	tu rɒl	rolled	滚动
to seek	tu sɪk	sought	寻求
to smell	tu smel	smelled	闻
to stink	tu stɪŋk	stank/stunk	发臭
to strut	tu strʌt	strutted	昂首阔步
to suck	tu sʌk	sucked	吸吮
to throw	tu θrou	threw/thrown	扔
to visit	tu 'vɪzət	visited	拜访
to win	tu wɪn	won/won	赢
to wonder	tu 'wʌndə	wondered	想

Transcript

I have spent my entire life either at the schoolhouse, on the way to the schoolhouse, or talking about what happens in the schoolhouse. Both my parents were educators, my maternal grandparents were educators, and for the past 40 years, I've done the same thing. And so, needless to say, over those years I've had a chance to look at education reform from a lot of perspectives. Some of those reforms have been good. Some of them have been not so good. And we know why kids drop out. We know why kids don't learn. It's either poverty, low attendance, negative peer influences... We know why. But one of the things that we never discuss or we rarely discuss is the value and importance of human connection. Relationships.

James Comer^A says that no significant learning can occur without a significant relationship. George Washington Carver^B says all learning is understanding relationships. Everyone in this room has been affected by a teacher or an adult. For years, I have watched people teach. I have looked at the best and I've looked at some of the worst. A colleague said to me one time, "They don't pay me to like the kids. They pay me to teach a lesson. The kids should learn it. I should teach it, they should learn it, Case closed¹." Well, I said to her, "You know, kids don't learn from people they don't like." She said, "That's just a bunch of hooey." And I said to her, "Well, your year is going to be long and arduous, dear."

Needless to say, it was. Some people think that you can either have it in you to build a relationship, or you don't. I think Stephen Covey^C had the right idea. He said you ought to just throw in a few simple things, like seeking first to understand, as opposed to being understood. Simple things, like apologizing. You ever thought about that²? Tell a kid you're sorry, they're in shock³. I taught a lesson once on ratios. I'm not real good with math⁴, but I was working on it. And I got back and looked at that teacher edition. I'd taught the whole lesson wrong. So I came back to class the next day and I said, "Look, guys, I need to apologize. I taught the whole lesson wrong. I'm so sorry." They said, "That's okay, Ms. Pierson. You were so excited, we just let you go."

I have had classes that were so low, so academically deficient, that I cried. I wondered, "How am I going to take this group, in nine months, from where they are to where they need to be? And it was difficult, it was awfully hard. How do I raise the self-

esteem of a child and his academic achievement at the same time? One year I came up with a bright idea. I told all my students, "You were chosen to be in my class because I am the best teacher and you are the best students, they put us all together so we could show everybody else how to do it." One of the students said, "Really?" I said, "Really. We have to show the other classes how to do it, so when we walk down the hall, people will notice us, so you can't make noise. You just have to strut."

And I gave them a saying to say: "I am somebody. I was somebody when I came. I'll be a better somebody when I leave. I am powerful, and I am strong. I deserve the education that I get here. I have things to do, people to impress, and places to go." And they said, "Yeah!" You say it long enough, it starts to be a part of you⁵. I gave a quiz, 20 questions. A student missed 18. I put a "+2" on his paper and a big smiley face. He said, "Ms. Pierson, is this an F^D?" I said, "Yes." He said, "Then why'd you put a smiley face?" I said, "Because you're on a roll. You got two right. You didn't miss them all." I said, "And when we review this, won't you do better?" He said, "Yes, ma'am⁶, I can do better." You see, "-18" sucks all the life out of you. "+2" said, "I ain't⁷ all bad."

For years, I watched my mother take the time at recess to review, go on home visits in the afternoon, buy combs and brushes and peanut butter and crackers to put in her desk drawer for kids that needed to eat, and a washcloth and some soap for the kids who didn't smell so good. See, it's hard to teach kids who stink. And kids can be cruel. And so she kept those things in her desk, and years later, after she retired, I watched some of those same kids come through and say to her, "You know, Ms. Walker, you made a difference in my life. You made it work for me. You made me feel like I was somebody, when I knew, at the bottom, I wasn't. And I want you to just see what I've become."

And when my mama died two years ago at 92, there were so many former students at her funeral, it brought tears to my eyes, not because she was gone, but because she left a legacy of relationships that could never disappear. Can we stand to have more relationships? Absolutely. Will you like all your children? Of course not. And you know your toughest kids are never absent. Never. You won't like them all, and the tough ones show up for a reason. It's the connection. It's the relationships. And while you won't like them all, the key is they can never, ever know it. So teachers become

great actors and great actresses, and we come to work when we don't feel like it, and we're listening to policy that doesn't make sense, and we teach anyway. We teach anyway, because that's what we do.

Teaching and learning should bring joy. How powerful would our world be if we had kids who were not afraid to take risks, who were not afraid to think, and who had a champion? Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be. Is this job tough? You betcha⁸. Oh God, you betcha. But it is not impossible. We can do this. We're educators. We're born to make a difference. Thank you so much.

Contextual Information

- H. James Comer is a famous American child psychologist.
- I. George Washington Carver was a famous American educator.
- J. Stephen Covey was a famous American educator and author.
- K. In the US, grades are represented by letters, where “A” is the best, and “F” is the worst.

Content Questions

- 17. Do you think the speaker is a good teacher? Why or why not?
- 18. Do you think the speaker's suggestions are realistic? Why or why not?
- 19. What was your relationship like with your teachers?
- 20. Who was your favorite teacher? Why?
- 21. Why does the speaker bring up names like George Washington Carver, Stephen Covey, and James Comer?

Conversation Modification

Sentence Pattern 31	<i>needless to say, over those years</i>
A	it goes without saying, throughout those years
B	obviously, across those years
C	naturally, during those years
D	as one may expect, over the course of those years

Sentence Pattern 32	<i>I've had a chance to look at education reform from a lot of perspectives.</i>
A	I've had a chance to look at education reform from many different perspectives.
B	I've gotten to look at education reform from a lot of perspectives.
C	I've gotten to look at education reform from many different angles.
D	I've been able to look at education reform in many different ways.
E	I've been able to see education reform from many perspectives.

Sentence Pattern 33	<i>No significant learning can occur without a significant relationship.</i>
A	Without a significant relationship, no significant learning can occur.
B	Without a meaningful relationship, you can't have meaningful learning.
C	Significant learning can't happen without a significant relationship.
D	Meaningful learning can only occur with a meaningful relationship.
E	Without a meaningful relationship, significant learning will not happen.

Sentence Pattern 34	<i>Your year is going to be long and arduous.</i>
A	Your year is going to be long and hard.
B	You are going to have a long and hard year.

Sentence Pattern 35	<i>Some people think that you can either have it in you to build a relationship, or you don't.</i>
A	Some people think you either have it in you to build a relationship, or you don't.
B	When it comes to building relationships, some people think you either have it or you don't.
C	With regards to building relationships, some people think you either have it or you don't.
D	Some people think that you either have the ability to build relationships, or you don't.
E	Some people think that you either know how to build relationships, or you don't.

Sentence Pattern 36	<i>You ought to just throw in a few simple things.</i>
A	You should just throw in a few simple things.
B	You just need to throw in a few simple things.
C	You just have to throw in a few simple things.
Sentence Pattern 37	<i>One year I came up with a bright idea.</i>
A	One year I had a good idea.
B	One year I thought of a good idea.
C	One year I thought of a good idea.
Sentence Pattern 38	<i>I am somebody.</i>
A	I am somebody important.
B	I am important.
Sentence Pattern 39	<i>I watched some of those same kids come through.</i>
A	I watched some of those same kids come back.
B	I watched some of those same kids come over.
Sentence Pattern 40	<i>The tough ones show up for a reason.</i>
A	The difficult ones come for a reason.
B	There's a reason the tough ones show up.
C	There's a reason the difficult students show up.
D	There's a reason the tough students come.
Sentence Pattern 41	<i>We come to work when we don't feel like it.</i>
A	We come to work when we don't want to.
B	We come to work when we aren't in the mood.
C	We go to work when we aren't in the mood to.
D	We go to work when we don't feel like going to work.

¹**NOTE:** "Case closed" is something that a judge says when a case has ended or when a decision has been made. It means "

²**NOTE:** This sentence means "Have you ever thought about that?" Some people drop the initial "have" when they speak.

³**NOTE:** This sentence means “If you tell a kid you’re sorry, they’ll be in shock.” Some people drop the initial “if” when they speak.

⁴**NOTE:** This sentence means “I’m not really good at math.” The phrase “real good” is not grammatically correct technically, but it is sometimes used in spoken language.

⁵**NOTE:** This sentence means “If you say it long enough, it starts to become a part of you.” Some people drop the initial “if” when they speak.

⁶**NOTE:** “Ma’am” is a respectful title for a woman.

⁷**NOTE:** “Ain’t” is a very informal way to say [to be] + “not”. It is not grammatically correct technically.

⁸**NOTE:** “You betcha” is an informal way of saying “you bet” or “bet you” and means “definitely” or “of course”. “Betcha” is literally the words “bet” and “you” said together very quickly. The “you” turns into “ya”, and the “t” + “y” come together to form a “ch” sound.

Pronunciation Changes

I have spent my entire (*intaya*) life either (*either*) at the schoolhouse, on the way to the schoolhouse, or talking about (*talkina bout*) what happens in the schoolhouse. Both my parents were educators, my maternal grandparents were educators, and for the (*fa the*) past 40 years, I've done the same thing. And so, needless to say, over (*ova*) those years I've had a chance to look at (*lookit*) education reform from a lot of perspectives. Some of (*Some a*) those reforms have been good. Some of them have been not so good. And we know why kids drop out. We know why kids don't learn. It's either (*either*) poverty, low attendance, negative peer influences... We know why. But one of the (*one a the*) things that we never discuss or we rarely discuss is the value and (*an*) importance of human connection. Relationships.

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And I gave them (gave um) a saying to (sayingda) say: "I am somebody. I was somebody when I came. I'll be a better somebody when I leave. I am powerful, and I am strong. I deserve the education that I get here. I have things to do, people to impress, and places to go." And they said, "Yeah!" You say it long enough, it starts to be a part of you. I gave a quiz, 20 questions. A student missed 18. I put a "+2" on his paper and a big smiley face. He said, "Ms. Pierson, is this an F?" I said, "Yes." He said, "Then why'd you (why'd joo) put a smiley face?" I said, "Because you're (you) on a roll. You got two right. You didn't miss them (miss um) all." I said, "And when we review this, won't you do better?" He said, "Yes, ma'am, I can do better." You see, "-18" sucks all the life out of you (ouda ya). "+2" said, "I ain't all bad."

For years, I watched my mother take the time at recess to review, go on home visits in the afternoon, buy combs and brushes and peanut butter and crackers to put in her (puddiner) desk drawer for kids that needed to (da) eat, and a washcloth and some soap for the kids who didn't smell so good. See, it's hard to teach kids who stink. And kids can be cruel. And so she kept those things in her desk, and years later, after she retired, I watched some of those (some a those) same kids come through and say to (sayda) her, "You know, Ms. Walker, you made a difference in my life. You made it work for me. You made me feel like I was somebody, when I knew, at the bottom, I wasn't. And I want you to just see what I've become."

And when my mama died two years ago at 92, there were so many former students at her funeral, it brought tears to my eyes, not because she was gone, but because she left a legacy of relationships that could never disappear. Can we stand to

have more relationships? Absolutely. Will you like all your children? Of course not. And you know your toughest kids are never absent. Never. You won't like them (like um) all, and the tough ones show up for a reason. It's the connection. It's the relationships. And while you won't like them (like um) all, the key is they can never, ever know it. So teachers become great actors and great actresses, and we come to (come da) work when we don't feel like it, and we're listening to policy that doesn't make sense, and we teach anyway. We teach anyway, because that's what we do.

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Translation

我这辈子 要么是在学校，要么是在去学校的路上， 要么是在讨论学校里发生了什么事。我的父母都是教育家， 我的外祖父母也都是搞教育的， 过去 40 年我也在从事同样的事业。所以，很显然，过去的这些年里， 我有机会从各个角度 审视教育改革。一些改革是有成效的。而另一些却收效甚微。我们知道孩子们为什么掉队辍学。我们知道孩子们为什么学不下去。原因无非是贫穷，低出席率， 同龄人的坏影响。我们知道为什么。但是我们从未讨论 或者极少讨论的是人和人之间的那种联系的价值和重要性， 这就是“关系”。

James Comer (美国著名儿童精神科医师) 说过 没有强有力的联系，学习就不会有显著的进步。George Washington Carver (美国著名教育学家) 说过 学习就是理解各种关系。在座的各位都曾经被一位老师 或者一个成年人影响过。这么多年，我都在看人们怎么教学。我看过最好的也看过最差的。一次有个同事跟我说，“我的职责不是喜欢那些孩子们。我的职责是教书。孩子们就该去学。我管教课，他们管学习。就是这么个理儿。”

然后，我就跟她说，“你知道，孩子们可不跟他们讨厌的人学习。”她接着说，“一派胡言。”然后我对她说，“那么，亲爱的，你这一年会变得 十分漫长和痛苦。”

事实也果真如此。有些人认为 一个人或者天生可以建立一种关系 或者不具有这种能力。我认为 Stephen Covey (美国教育家) 是对的。他说你只需要做一些简单的事情， 比如试着首先理解他人 而不是想要被理解， 比如道歉。你想过吗？跟一个孩子说你很对不起，他们都惊呆了。我有一次讲比例。我数学不是很好，但是我当时在教数学。然后我下了课，翻看了教师用书。我完全教错了。所以我第二天回到班上说，“同学们，我要道歉。我昨天的课都教错了。我非常抱歉。”他们说，“没关系，Pierson 老师。你当时教得非常投入，我们就让你继续了。”

我曾经教过程度非常低的班级， 学术素养差到我都哭了。我当时就想，我怎么能在 9 个月之内 把这些孩子 提升到他们必须具备的水平？这真的很难，太艰难了。我怎么能让一个孩子重拾自信的同时 他在学术上也有进步？有一年我有了一个非

常好的主意。我告诉我的学生们，“你们进了我的班级 因为我是最好的老师 而你们是最好的学生， 他们把我们放在一起 来给其他人做个好榜样。”

一个学生说，“真的吗？”我说，“当然是真的。我们要给其他班级做个榜样， 当我们走在楼道里， 因为大家都会注意到我们， 我们不能吵闹。大家要昂首阔步。”我还给了他们一个口号：“我是个人物。我来的时候是个人物。我毕业的时候会变成一个更好的人物。我很有力，很强大。我值得在这里受教育。我有很多事情要做，我要让人们记住我，我要去很多地方。”然后他们说：“是啊！”如果你长时间的这么说， 它就会开始变成事实。

所以 — 我做了一个小测验，20 道题。一个孩子错了 18 道。我在他的卷子上写了个“+2”和一个大的笑脸。他说，“Pierson 老师，这是不及格吗？”我说，“是的。”他接着说，“那你为什么给我一个笑脸？”我说，“因为你正渐入佳境。你没有全错，还对了两个。”我说，“我们复习这些题的时候，难道你不会做得更好吗？”他说，“是的，老师。我可以做得更好。”大家看，“-18”让人感觉想死。“+2”意味着，“我没有那么糟。”

好多年了，我看着我妈妈 利用课间休息时间批改作业，下午去家访，买梳子、刷子、花生酱和饼干 把他们放在自己的抽屉里给那些饿了的孩子吃，还有为那些脏孩子们准备了一条毛巾和一些肥皂。看吧，教那些发臭的孩子是困难的一件事。而孩子们有时也是比较“残忍”的。所以她把这些东西都放在她的抽屉里，然后过了很多年，在她退休以后，我看到一些当年的孩子们回来告诉她，“您知道，Walker 老师，您改变了我的生活。您让它有了意义。您让我觉得我是个人物，虽说在心底我知道我不是。我就是想让您看看我现在成为了个什么样的人。”

当我妈妈两年前以 92 岁高龄去世的时候，有好多好多的以前的学生来参加了她的葬礼，我哭了，不是因为她去世了，而是因为她留下了这些永远不会消失的各种联系。我们真的可以有更多的关系吗？当然可以。你会喜欢你所有的学生吗？当然不。你也知道那些最难搞的孩子总是很难甩掉。永远不会。你不会喜欢每一个人，然而难搞的那几个的出现也是有理由的。这就是联系，是关系。当你不会喜欢他们每一个人的时候，关键就是他们永远也不会知道这一点。所以老师们变成伟大的演员，我们得强迫自己工作，我们得听从那些毫无道理的政策，我们还得上课。我们还得上课，因为这是我们的责任。

教学和学习应该是让人愉快的事情。 我们的世界会变得多么的强大 如果我们的孩子都不害怕接受挑战， 不害怕思考， 都赢得了一个冠军？ 每个孩子都可以成为一个冠军， 一个成年人要永远不放弃他们， 懂得联系的强大力量， 坚信他们可以变成那个最好的自己。 这个职业很艰巨不？ 当然。 上帝， 毫无疑问。 但是这不是不可能的。 我们可以的， 因为我们是教育家。 我们天生就是重塑他人的。

非常感谢大家。

LESSON 5

GRIT: THE POWER OF PASSION AND PERSEVERANCE

Audio Dissection

Listen to the dialogue and fill in the blanks. If you cannot make out a word, looking at the vocabulary list may help you. Content adapted from:

https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance/transcript

When I _____, I left a very
_____ in management consulting for a job
_____ demanding: teaching. I went to
_____ math in the New York City
public schools. And like any teacher, I _____. I
gave out homework _____. When the
_____, I calculated grades.

What _____ IQ was not
_____ between my best and _____
students. Some of _____ did not have
stratospheric IQ scores. Some of
_____ so well. And
_____ thinking. The _____ need to
learn in _____, sure, they're hard: ratios, decimals,
the area of a parallelogram. But these
_____, and I was firmly convinced
_____ my students could learn _____ they
worked _____ enough.

After _____ teaching, I came to the
conclusion that _____ education is a much
_____ of students and learning
_____ perspective, from a psychological
perspective. In education, the _____ how to measure

best is IQ. But _____ in school and in life depends on much _____ to learn quickly and easily?

So I left the classroom, and _____ school to become a psychologist. I started _____ in all kinds of super _____ settings, and _____ my question was, who is successful here and why? My

_____ went to West Point Military Academy. We _____ cadets would _____ military training and _____. We went to the National Spelling Bee and tried to predict which

_____ in competition. We studied rookie teachers _____ neighborhoods, asking _____ going to be here in teaching _____ the school year, and of those, who _____ the most effective at

_____ their students? We partnered _____, asking, which of these salespeople _____ their jobs? And who's going to earn the most money? In all

_____, one characteristic _____ a significant predictor of success. And it wasn't social intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was grit.

Grit is _____ for very long-term goals. Grit is having stamina. Grit _____ future, day in, day out, not _____, not just for the month, but for years, and _____ make that future a reality. Grit _____ it's a marathon, not a sprint.

A few years ago, I _____ in the Chicago public schools. I asked thousands of _____ take grit questionnaires, and _____ around more than _____ who would graduate. Turns out that grittier _____ likely to graduate, even

_____ on every characteristic I could measure, things like _____, standardized achievement _____, even how safe kids _____ at school. So _____ West Point or the National Spelling Bee _____. It's also in school, especially _____ for dropping out.

To me, the most _____ is how little we know, how little science knows, about building it. Every day, _____ me, "How do I _____? What do I do _____ solid work ethic? How _____ motivated for the long run?" _____, I don't know.

What _____ that talent doesn't make you gritty. Our _____ that there are many _____ individuals who _____ through on their commitments. In fact, in our data, _____ or even inversely related _____.

So far, the best _____ building grit in kids _____ "growth mindset." This is _____ Stanford University by Carol Dweck, and _____ that the ability to _____, that it can change _____. Dr. Dweck has shown _____ and learn about the _____ changes and grows in _____, they're much more likely _____ fail, because they don't _____ a permanent condition.

So _____ great idea for building _____. But we need more. And _____ to end my remarks, because _____. That's the work that _____ . We need to take _____, our strongest intuitions, and _____ them. We need to _____ successful, and we have

_____ fail, to be wrong, to
_____ lessons learned.
In other _____, we need to be
_____ kids grittier. Thank you.

Vocabulary

English	IPA	Part of Speech	Chinese
ability	ə'biləti	noun	能力
academy	ə'kædəmi	noun	学院
answer	'ænsər	noun	回答
belief	bɪ'lif	noun	信仰
between	bɪ'twin	preposition	之间
brain	breɪn	noun	脑
cadet	kə'det	noun	学员
challenging	'tʃæləndʒɪŋ	adjective	具有挑战性的
characteristic	,kærəktə'rɪstɪk	noun	特性
Chicago	ʃə'kɑːgou	noun	芝加哥
classroom	'klæsˌrum	noun	课堂
clear	klɪr	adjective	明确
commitment	kə'mɪtmənt	noun	承诺
competition	,kæmpə'tɪʃən	noun	竞争
concept	'kɒnsəpt	noun	概念
conclusion	kən'kluːʒən	noun	结论
condition	kən'dɪʃən	noun	条件
consulting	kən'sʌltɪŋ	noun	咨询
context	'kɒntɛkst	noun	上下文
data	'deɪtə	noun	数据
decimal	'desəməl	noun	十进制
effective	ɪ'fektɪv	adjective	有效
ethic	'εθɪk	noun	伦理
failure	'feɪljər	noun	失败
firmly	'fɜːmli	adverb	牢牢
grade	greɪd	noun	年级
grader	'greɪdər	noun	分级机
grit	grɪt	noun	砂砾
growth	ɡrouθ	noun	发展
honest	'ɒnɛst	adjective	诚实
income	'ɪnˌkʌm	noun	收入
intelligence	ɪn'telədʒəns	noun	情报
intuition	,ɪntu'ɪʃən	noun	直觉
inversely	ɪn'vɜːsli	adverb	成反比
IQ	aɪ-kju	noun	智商
junior	'dʒunjər	noun	初级
management	'mænədʒmənt	noun	管理
marathon	'mærəˌθaːn	noun	马拉松

material	mə'tɪriəl	noun	材料
measure	'meɜʒər	noun	测量
military	<u>'mɪlə, tɛrɪ</u>	noun	军事
mindset	'maɪnd, sɛt	noun	心态
motivated	'mɒvɪtəd, veɪtəd	adjective	动机
motivational	'mɒvɪtəd, veɪfənəl	adjective	动机
national	<u>'næʃənəl</u>	adjective	国民
outcome	'aʊt, kʌm	noun	结果
parallelogram	parallelogram	noun	平行四边形
passion	'pæʃən	noun	情
performer	pər'fɔrmər	noun	演员
permanent	'pɜ:mənənt	adjective	常驻
perseverance	ˌpɜ:rsə'vɪərəns	noun	毅力
physical	'fɪzɪkəl	adjective	物理
predictor	pri'dɪktər	noun	预报器
private	'praɪvət	adjective	私人的
psychological	ˌsaɪkə'lɒdʒɪkəl	adjective	心理
psychologist	sai'kɒlədʒəst	noun	心理学家
questionnaire	ˌkwɛstʃə'nɛər	noun	调查问卷
reality	ˌri'ælə, ti	noun	现实
related	<u>ri'leɪtɪd</u>	adjective	有关
remark	rɪ'mɑ:k	noun	备注
research	<u>ri'sɜ:rtʃ</u>	noun	研究
response	rɪ'spɑ:ns	noun	响应
rookie	'rʊki	noun	新秀
safe	seɪf	adjective	安全
salesperson	'seɪlz, pɜ:rsən	noun	售货员
science	'saɪəns	noun	科学
score	skɔ:r	noun	得分了
several	<u>'sevrəl</u>	adjective	一些
shocking	'ʃɒkɪŋ	adjective	触目惊心
social	'səʊʃəl	adjective	社会
solid	'sɒləd	adjective	固体
spelling bee	'spɛlɪŋ bi	noun	拼写蜜蜂
sprint	sprɪnt	noun	短跑
stamina	'stæmənə	noun	耐力
standardized	'stændərd, daɪzɪd	adjective	标准化
Stanford	'stænfɜ:d	noun	斯坦福
stratospheric	ˌstrætə'sfɪrɪk	adjective	平流层
successful	sək'sɛsfəl	adjective	成功
super	'supər	adjective	超

talented	'tæləntəd	adjective	天才
term	tɜːm	noun	术语
test	tɛst	noun	测试
university	ˌjunəˈvɜːsəti	noun	大学
unrelated	ˌʌnrɪˈleɪtɪd	adjective	无关
Verbs			
English	IPA	Past Tense/Past Participle	Chinese
to advance	tu ədˈvæns	advanced	推进
to calculate	tu ˈkælkjəˌleɪt	calculated	计算
to convince	tu kənˈvɪns	convinced	说服
to demand	tu dɪˈmænd	demanded	要求
to develop	tu dɪˈvɛləp	developed	发展
to earn	tu ɜːn	earned	赚取
to emerge	tu ɪˈmɜːdʒ	emerged	出现
to end	tu ɛnd	ended	结束
to fail	tu feɪl	failed	失败
to fix	tu fɪks	fixed	修理
to match	tu mætʃ	matched	匹配
to measure	tu ˈmɛʒər	measured	测量
to partner	tu ˈpɑːtnər	partnered	伙伴
to persevere	tu pɜːsəˈvɪr	persevered	坚持下去
to predict	tu prɪˈdɪkt	predicted	预测
to strike	tu straɪk	struck	罢工
to test	tu tɛst	tested	去测试
to train	tu treɪn	trained	培训

Transcript

When I was 27 years old, I left a very demanding job in management consulting for a job that was even more demanding: teaching. I went to teach seventh graders math in the New York City public schools. And like any teacher, I made quizzes and tests. I gave out homework assignments. When the work came back, I calculated grades.

What struck me was that IQ was not the only difference between my best and my worst students. Some of my strongest performers did not have stratospheric IQ scores. Some of my smartest kids weren't doing so well. And that got me thinking. The kinds of things you need to learn in seventh grade math, sure, they're hard: ratios, decimals, the area of a parallelogram. But these concepts are not impossible, and I was firmly convinced that every one of my students could learn the material if they worked hard and long enough. After several more years of teaching, I came to the conclusion that what we need in education is a much better understanding of students and learning from a motivational perspective, from a psychological perspective. In education, the one thing we know how to measure best is IQ. But what if doing well in school and in life depends on much more than your ability to learn quickly and easily?

So I left the classroom, and I went to graduate school to become a psychologist. I started studying kids and adults in all kinds of super challenging settings, and in every study my question was, who is successful here and why? My research team and I went to West Point Military Academy^A. We tried to predict which cadets would stay in military training and which would drop out. We went to the National Spelling Bee and tried to predict which children would advance farthest in competition. We studied rookie teachers working in really tough neighborhoods, asking which teachers are still going to be here in teaching by the end of the school year, and of those, who will be the most effective at improving learning outcomes for their students? We partnered with private companies, asking, which of these salespeople is going to keep their jobs? And

who's going to earn the most money? In all those very different contexts, one characteristic emerged as a significant predictor of success. And it wasn't social intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was grit.

Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality. Grit is living life like it's a marathon, not a sprint. A few years ago, I started studying grit in the Chicago public schools. I asked thousands of high school juniors to take grit questionnaires, and then waited around more than a year to see who would graduate. Turns out that grittier kids were significantly more likely to graduate, even when I matched them on every characteristic I could measure, things like family income, standardized achievement test scores, even how safe kids felt when they were at school. So it's not just at West Point or the National Spelling Bee that grit matters. It's also in school, especially for kids at risk for dropping out.

To me, the most shocking thing about grit is how little we know, how little science knows, about building it. Every day, parents and teachers ask me, "How do I build grit in kids? What do I do to teach kids a solid work ethic? How do I keep them motivated for the long run?" The honest answer is, I don't know. What I do know is that talent doesn't make you gritty. Our data show very clearly that there are many talented individuals who simply do not follow through on their commitments. In fact, in our data, grit is usually unrelated or even inversely related to measures of talent.

So far, the best idea I've heard about building grit in kids is something called "growth mindset." This is an idea developed at Stanford University by Carol Dweck^B, and it is the belief that the ability to learn is not fixed, that it can change with your effort. Dr. Dweck has shown that when kids read and learn about the brain and how it changes and grows in response to challenge, they're

much more likely to persevere when they fail, because they don't believe that failure is a permanent condition.

So growth mindset is a great idea for building grit. But we need more. And that's where I'm going to end my remarks, because that's where we are. That's the work that stands before us. We need to take our best ideas, our strongest intuitions, and we need to test them. We need to measure whether we've been successful, and we have to be willing to fail, to be wrong, to start over again with lessons learned. In other words, we need to be gritty about getting our kids grittier. Thank you.

Contextual Information

L. West Point Military Academy is a famous American military school.

M. Carol Dweck is a famous American psychologist and university professor.

Content Questions

23. Do you agree that grit is a good predictor of success?

24. Do you think that you are gritty? Why or why not?

25. Who is the grittiest person that you know?

26. Do you think it is possible to teach or give someone grit? Why or why not?

Conversation Modification

Sentence Pattern 42	<i>I came to the conclusion that...</i>
A	I decided that...
B	I concluded that...
C	I realized that...
Sentence Pattern 43	<i>Grit is sticking with your future.</i>
A	Grit means sticking with your future.
B	Grit means persevering with your future.
C	Grit means not giving up.
D	Grit means sticking with it.
Sentence Pattern 44	<i>Turns out that grittier kids were significantly more likely to graduate.</i>
A	It turns out that grittier kids were more likely to graduate.
B	It just so happens that grittier kids were much more likely to graduate.
C	It became clear that grittier kids were a lot more likely to graduate.
Sentence Pattern 45	<i>It's not just at West Point or the National Spelling Bee that grit matters.</i>
A	Grit doesn't just matter at West Point or the National Spelling Bee.
B	Grit isn't just important at West Point or the National Spelling Bee.
C	It's not just at West Point or the National Spelling Bee that grit is important.
Sentence Pattern 46	<i>What do I do to teach kids a solid work ethic?</i>
A	How do I teach kids a solid work ethic?
B	How should I teach kids a strong work ethic?
C	What do I do to teach kids how to work hard?
D	What do I do to give kids a strong work ethic?
Sentence Pattern 47	<i>How do I keep them motivated for the long run?</i>
A	How do I keep them motivated for a long time?
B	How do I keep them interested for the long term?
C	How do I make sure that they stay motivated for the long run?

Sentence Pattern 48	<i>There are many talented individuals who simply do not follow through on their commitments.</i>
A	There are a lot of talented people who just don't stick to their commitments.
B	There are many talented people who simply don't follow through on their promises.
C	There are many intelligent people who just don't stick to their promises.

Pronunciation Changes

When I was 27 years old, I left a very demanding job in management consulting for a job that was even more demanding: teaching. I went to (**ta**) teach seventh graders math in the New York City public schools. And like any teacher, I made quizzes and tests. I gave out homework assignments. When the work came back, I calculated grades.

What struck me was that IQ was not the only difference between my best and my worst (**worse**) students. Some of my strongest (**strongiss**) performers did not have stratospheric IQ scores. Some of (**some a**) my smartest kids weren't doing so well. And that got me thinking. The kinds of things you need to learn in seventh grade math, sure, they're hard: ratios, decimals, the area of a parallelogram. But these concepts are not impossible, and I was firmly convinced that every one of my students could learn the material if they worked hard and long enough.

After several more years of teaching, I came to the conclusion that what we need in education is a much better understanding of students and learning from a motivational perspective, from a psychological perspective. In education, the one thing we know how to (**howda**) measure best is IQ. But what if doing well in school and in life depends on much more than your ability to learn quickly and easily?

So I left (**leff**) the classroom, and I went to graduate school to become a psychologist. I started studying kids and adults in all kinds of super challenging settings, and in (**an in**) every study my question was, who is successful here and (**an**) why? My research team and I went to West (**Wess**) Point Military Academy. We tried to (**try ta**) predict which cadets would stay in military training and which would drop out. We went to the National Spelling Bee and tried to predict which children would advance farthest in competition. We studied rookie teachers working in really tough neighborhoods, asking which teachers are still going to (**gonna**) be here in teaching by the end of the school year, and of those, who will (**who'll**) be the most effective at improving learning outcomes for their students? We partnered with private companies, asking, which of these salespeople is going to (**gonna**) keep their jobs? And who's going to (**gonna**) earn the most (**mos'**) money? In all those very different contexts, one characteristic emerged as a significant predictor of success. And it wasn't social intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was grit.

Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future, day in, day out, not just (jus) for the week, not just (jus) for the month, but for years, and working really hard to make that future a reality. Grit is living life like it's a marathon, not a sprint. A few years ago, I started studying grit in the Chicago public schools. I asked (ast) thousands of high school juniors to take grit questionnaires, and then waited around more than a year to see who would graduate. Turns out that grittier kids were significantly more likely to graduate, even when I matched (match) them on every characteristic I could measure, things like family income, standardized achievement test scores, even how safe kids felt when they were at school. So it's not just at West (Wess) Point or the National Spelling Bee that grit matters. It's also in school, especially for kids at risk (riss) for dropping out.

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So growth mindset is a great idea for building grit. But we need more. And that's where I'm going to (gonna) end my remarks, because that's where we are. That's the work that stands before us. We need to take our best ideas, our strongest intuitions, and we need to test them. We need to measure whether we've been successful, and we have to be willing to fail, to be wrong, to start over again with lessons learned. In other words, we need to be gritty about getting our kids grittier. Thank you.

Translation

我们生活在一个异常纷杂的世界。生活的步调时常快得疯狂，我们的头脑（心灵）一直忙碌运转着，而我们每时每刻都在做着事情。记住这点的同时，我希望你们能拿出一小会儿时间，来想想，上一次自己什么都不做是什么时候？仅仅 10 分钟，毫无干扰地？当我说什么都不做，就是什么都不做。没有电子邮件、短信，没有互联网，没有电视、聊天、食物、阅读，甚至不包括坐着回想过去或者思考将来。只是什么都不做。我看到你们中很多茫然的脸。（笑声）我的想法是，你们很可能要往后退很大一步。

而这是一件很离奇的事情，对吧？我们说的是我们的大脑（心灵）。大脑（心灵），对我们来说最珍贵的东西，我们通过它来体验生活中的每一个时刻，全靠它（心灵）我们作为一个个体，能感到幸福、满足、情感稳定，同时在我们与他人的关系中变得善良与体贴。靠着这个大脑（心灵）我们能够专注、有创意、自觉，并在我们做的所有事情中发挥自己的才能。然而，我们没有花哪怕一点时间来关心它。事实上，相较而言，我们更关心自己的汽车、衣服和头发的时间都要更多——好吧，也许不包括我们的头发，但你们懂我想要说的。

而结果，当然是我们感到压力。你们知道的，大脑（心灵）总是像一台洗衣机般嗡嗡运转，反反复复，许多复杂、令人困惑的感情，而我们却不真的知道怎么来应对，可悲的事实是我们如此分心，以至于我们不再处在自己当下生活的这个世界。我们错过了对我们而言最重要的事情，而疯狂的是每个人都只是以为，哦，这就是生活，我们不得不这么过。但生活真的不必须成为这样子。

当我去上我第一节冥想课的时候，我只有 11 岁。相信我，课里有所有你能想到的关于冥想的成见，盘腿坐在地板上，焚香，药茶，素食主义者，全部东西，但我妈妈当时参加了，而我也感兴趣，所以我跟她一起去了。我还看了几部功夫电影，私下里我想我或许能学会怎么飞起来，但我那时实在非常年轻。我想，当我在那里的时候，像很多人一样，我假定那只是一颗给大脑（心灵）的阿司匹林。当感到压力的时候，你就冥想一会。我不曾真的考虑那本质上会是一种阻碍，直到我大约 20 岁，一些事情在我的人生中接连地发生，那是一些把我的生活整个颠倒的事情，而突然之间我被各种思绪淹没了，淹没在我不知道如何应付的

复杂感情里。每当我快要解决其中一个的时候，另一个会又一次的冒出来。那真的是一段非常难熬的时间。

我想我们应对压力都有不同的方式。有些人会把自己埋头到工作中，用以分心不去想。另一些人则会从朋友和家庭中寻求帮助。还有些人酗酒，或开始使用药品。我自己当时的方式则是成为一名僧侣。因此我退了学，去了喜马拉雅山，我成为了一名僧侣，并开始学习冥想。人们常会问我从这段经历里学到了什么。嗯，很显然它改变了很多事情。面对这个事实，成为一名修行禁欲的僧侣能够改变很多事情。但不仅如此 这个经历还教会我——使得我更能感悟“现在”，对于“现在”这个时刻的有了更深的理解。我指的是不迷失于思绪中，不被分心，不被各种复杂的感情弄得不知所措，相反地，我学会了如何感悟此地与此时，如何变得专心，如何活在“现在”。

我认为“现在”这个时刻是被严重低估了。它听起来如此平常，所以我们只花那么少时间来对待“现在”，但是这个词绝对不“平凡”。就在最近，哈佛有一个调查的结果显示，我们的大脑（心灵）平均有将近47%的时间是迷失在各种思绪中。百分之47。同时，这种持续的“大脑（心灵）徘徊”也是导致人类不幸福的直接原因。虽然不管怎样我们不会在此地待多长时间，但耗费大半人生迷失在思考中 并因此可能变得非常不幸福，我不知道，这真的听起来太可悲了 尤其是当我们能有所为，改变这个现状的时候，当有一种积极的、实际的、能做到、而且经过科学验证的技巧存在 它可以让我们的大脑变得更加健康，更加专注并且更少分神。它的妙处在于 这只需要每天10分钟，它可以对我们的整个人生造成巨大的影响。但我们需要知道怎么做到。我们需要一些练习。我们需要一个架构来学习如何变得专注。这就是冥想的本质。它使我们熟悉“现在”。但我們也需要知道如何做到 用正确的方法来从中获得最多益处。而这就是冥想的作用，以防你们可能有点迷惑，因为大多数人觉得 冥想是关于停止思考，摆脱感情，以某种方式控制大脑（心灵），但实际上冥想不是这样的。它更多的是后退一步，看清自己的思绪，看见思绪来来去去，看见感情来来去去 不加辨别，但以一种放松而专注的状态。

打个比方，现在，如果我太集中于这些球，那么我就无法能够放松并同时与你们说话。同样地，如果我太过于放松地跟你们说话，那我将无法专注在球上。我将会把球掉到地上。而在生活里，在冥想中，有些时候 专注变得有点过于

紧张，而生活开始变得有点像这样。当你变得这样紧张，你将活的非常难受。在其他时候，我们或许会把脚放得离油门有点过远（过于放松），而这将变得像这样。而在冥想中——（鼾声）——我们最后就会睡着。因此我们要寻找一个平衡点，一种专注的放松 在这种状态下我们能让思绪自由来去 远离尘世的烦扰。

现在，当我们学会专注通常会发生就是 是我们被一个想法打扰。比如说这是一个焦虑的思绪。比如所以事情都一切顺利，然后我们发现了焦急的思绪，它就像：“哦，我居然没意识到我的烦恼”。你关注它，并且重复它。“哦，我很担心。哦，我真的很担心。哇，有这么多的焦虑。”和之前我们意识到它相比，对吧，我们为焦虑的感觉而焦虑。你知道，这很不正常。我们总是在想这些，甚至在日常生活的状态下。如果你想想最后一次，我不知道，你有一颗松动的牙。你知道它是一颗松动的牙，并且你知道它很痛。但你每 20, 30 秒就关注它一下吗？（嘴里喃喃）真的很痛。我们加重了痛苦，对吧？我们只不断告诉自己，我们总是这样。只有学会 以随其自然方式处理思维（心灵） 学习让这些事情的思维模式来去自如。但当你坐下来，以这种方式看思维（心灵），您可能会看到许多不同的模式。您可能会发现是真的不安分的心- 所有时刻。不要感到惊讶，如果你觉得你有点焦虑 当你坐下来什么也不做，感觉就像，你的头脑焦虑。您可能会发现是很枯燥 和无聊的头脑（心灵），它只是几乎机械重复，这好像你 起床，去工作、吃饭、睡觉、起床、工作。或者它可能只是一个微小挥之不去的思绪 不停的在你头脑中转。嗯，无论它是什么，冥想提供了一个机会，提供了退一步的潜力 获得看事物的不同角度，看到事情不总是它们外在表象的那样。我们不能改变 每一件生活中、发生在我们身上小事 但我们可以改变我们感受它的方式。这就是冥想、专注力的潜力。你不需要烧香 你不一定要坐在地板上。您需要做的一切就是每天花 10 分钟 思绪中退一步，熟悉自己所处的“现在” 这样，你可以在生活里 体验更多的专注、平静和清澈。非常感谢。

LESSON 6

GOT A MEETING? TAKE A WALK

Audio Dissection

Listen to the dialogue and fill in the blanks. If you cannot make out a word, looking at the vocabulary list may help you. Content adapted from:

https://www.ted.com/talks/nilofer_merchant_got_a_meeting_take_a_walk/transcript

_____ doing, right now,
_____, is killing you. More than cars or
_____ or even that little mobile device
_____, the technology you're using
_____ is this, your tush.
_____ people are sitting 9.3 hours a day, which is more than
we're sleeping, at 7.7 hours. Sitting is so incredibly prevalent, _____
_____, and because everyone else is doing it,
_____ that it's not okay. In that way, sitting
has become the _____.

Of course there's health consequences to this, scary ones,
_____. Things like _____ and
_____ are directly tied to our lack of physical [activity], ten
percent in fact, on both of those. Six percent for _____
_____, seven percent for _____, which is
_____. Now, any of those stats should
convince each of us _____ our duff more, but
_____, it won't.

What did get me moving was a _____.
Someone _____, but couldn't manage to
_____ to a regular _____ conference room meeting,
and said, " _____ tomorrow.

_____ then?" It seemed kind of odd to do, and actually, that first meeting, I remember thinking, "I _____ the one to _____," because I knew I was _____ during this conversation. And yet, I've _____ and _____. So _____ coffee meetings or fluorescent-lit conference room meetings, _____ walking meeting, to the tune of _____. It's changed my life.

But before that, what actually happened was, I _____, you could take care of your health, or you could take care of obligations, and one always came at the cost of the other. So now, _____, I've learned a few things. First, there's this amazing thing about actually getting _____ that leads to _____. Whether it's nature or the exercise itself, _____. And second, and _____ the more reflective one, is just about how much each of us can hold problems in opposition when they're really not that way. And _____ and _____, whether it's in governance or business or environmental issues, job creation, _____ reframe those problems _____. Because it was when that happened with this walk-and-talk idea that things became _____. So I started this talk talking about the tush, so I'll end with the bottom line, which is, _____. You'll be surprised at how _____, and in the way that you do, you'll bring into your life _____. Thank you.

Vocabulary

English	IPA	Part of Speech	Chinese
air	ɛr	noun	空气
amazing	ə'meɪzɪŋ	adjective	惊人
besides	bɪ'saɪdz	adverb	除了
box	bɒks	noun	箱
breast	brɛst	noun	乳房
business	'bɪznəs	noun	商业
cancer	'kænsər	noun	癌症
certainly	'sɜrtənli	adverb	当然
coffee	'kafi	noun	咖啡
colon	'kɒlən	noun	结肠
conference	'kanfərəns	noun	会议
consequence	'kɒnsəkwəns	noun	后果
cost	kɒst	noun	成本
creation	kri'eɪʃən	noun	创建
device	dɪ'vaɪs	noun	设备
diabetes	,daɪə'bitɪz	noun	糖尿病
disease	dɪ'zɪz	noun	疾病
doable	'duəbəl	adjective	可行
duff	dʌf	noun	达夫
entirely	ɪn'taɪərli	adverb	完全
environmental	ɪn,vaɪrən'mentəl	adjective	环境的
fluorescent	flʊ'resənt	adjective	的荧光
fresh	frɛʃ	adjective	新鲜
generation	,dʒɛnə'reɪʃən	noun	代
governance	'gʌvərnəns	noun	治理
heart	hɑrt	noun	心
incredible	ɪn'krɛdəbəl	adjective	难以置信
interaction	,ɪntə'rækʃən	noun	相互作用
internet	'ɪntər,net	noun	互联网
issue	'ɪʃu	noun	问题
itself	ɪt'self	pronoun	本身
line	laɪn	noun	线
meeting	'mi:tɪŋ	noun	会议
mile	maɪl	noun	英里
mobile	'məʊbəl	adjective	移动
nature	'neɪtʃər	noun	自然
nowadays	'naʊə,deɪz	adverb	如今
obligation	,ɒblə'geɪʃən	noun	义务

odd	ad	adjective	奇怪
opposition	ˌɒpəˈzɪʃən	noun	反对
percent	pərˈsɛnt	noun	百分
prevalent	ˈprɛvələnt	adjective	流行
reflective	rɪˈflɛktɪv	adjective	反光
regular	ˈrɛɡjələr	adjective	定期
set	sɛt	noun	组
stat	stæt	noun	统计
tied	taɪd	adjective	关联
true	tru	adjective	真正
tush	tʊʃ	noun	屁股
tune	tun	noun	调
viable	ˈvaɪəbəl	adjective	可行
waist	weɪst	noun	腰部

Verbs

English	IPA	Past Tense/Past Participle	Chinese
to drive	tu draɪv	drove/driven	鼓励
to exercise	tu ˈɛksərˌsaɪz	exercised	锻炼
to fit	tu fɪt	fitted	适合
to hold	tu hoʊld	held	举行
to huff and puff	tu hʌf ænd pʌf	huffed and puffed	喘气
to kill	tu kɪl	killed	杀人
to lack	tu læk	lacked	缺乏
to lead to	tu lɪd tu	led to	导致
to light	tu laɪt	lit	点亮
to manage	tu ˈmænədʒ	managed	能够
to reframe	tu ˌrɪˈfreɪm	reframed	重构
to set	tu sɛt	set	设置
to solve	tu sɒlv	solved	解决

Transcript

What you're doing, right now, at this very¹ moment, is killing you. More than cars or the Internet or even that little mobile device we keep talking about, the technology you're using the most almost every day is this, your tush. Nowadays people are sitting 9.3 hours a day, which is more than we're sleeping, at 7.7 hours. Sitting is so incredibly prevalent, we don't even question how much we're doing it, and because everyone else is doing it, it doesn't even occur to us that it's not okay. In that way, sitting has become the smoking of our generation.

Of course there's health consequences to this, scary ones, besides the waist. Things like breast cancer and colon cancer are directly tied to our lack of physical [activity]², ten percent in fact, on both of those. Six percent for heart disease, seven percent for type 2 diabetes, which is what my father died of. Now, any of those stats should convince each of us to get off our duff more, but if you're anything like me, it won't.

What did³ get me moving was a social interaction. Someone invited me to a meeting, but couldn't manage to fit me in to a regular sort of conference room meeting, and said, "I have to walk my dogs tomorrow. Could you come then?" It seemed kind of odd to do, and actually, that first meeting, I remember thinking, "I have to be the one to ask the next question," because I knew I was going to huff and puff during this conversation. And yet, I've taken that idea and made it my own. So instead of going to coffee meetings or fluorescent-lit conference room meetings, I ask people to go on a walking meeting, to the tune of 20 to 30 miles a week. It's changed my life.

But before that, what actually happened was, I used to think about it as, you could take care of your health, or you could take care of obligations, and one always came at the cost of the other. So now, several hundred of these walking meetings later, I've learned a few things. First, there's this amazing thing about actually getting out of the box that leads to out-of-the-box⁴ thinking. Whether it's

nature or the exercise itself, it certainly works. And second, and probably the more reflective one, is just about how much each of us can hold problems in opposition when they're really not that way. And if we're going to solve problems and look at the world really differently, whether it's in governance or business or environmental issues, job creation, maybe we can think about how to reframe those problems as having both things be true. Because it was when that happened with this walk-and-talk idea that things became doable and sustainable and viable. So I started this talk talking about the tush, so I'll end with the bottom line, which is, walk and talk. Walk the talk. You'll be surprised at how fresh air drives fresh thinking, and in the way that you do, you'll bring into your life an entirely new set of ideas. Thank you.

Content Questions

1. What are some reasons why walking meetings are better than normal meetings?
2. How many hours a day do you spend sitting?
3. What are some difficulties that may come up during walking meetings?
4. Would you prefer walking meetings or normal meetings?

Conversation Modification

Sentence Pattern 49	<i>It doesn't even occur to us that it's not okay.</i>
A	We don't even realize that it's not okay.
B	It doesn't even occur to us that it's not good for us.
C	We don't even realize that it's not good for us.
D	We don't even think about the fact that it's not okay.
Sentence Pattern 50	<i>I have to be the one to ask the next question.</i>
A	I have to ask the next question.
B	I can't let her ask the next question.
C	She can't ask the next question.
D	She can't be the one to ask the next question.
Sentence Pattern 51	<i>I was going to huff and puff during this conversation.</i>
A	I was going to be huffing and puffing during this conversation.
B	I was going to be breathing really hard during this conversation.
C	I was going to be very out of breath during this conversation.
D	I was going to feel out of breath during this conversation.
Sentence Pattern 52	<i>I ask people to go on a walking meeting, to the tune of 20 to 30 miles a week.</i>
A	I ask people to go on walking meetings, approximately 20 to 30 miles a week.
B	I ask people to have walking meetings with me, and I end up walking 20 to 30 miles a week.
C	I ask people to go on a walking meeting, and I end up walking 20 to 30 miles per week.
D	I ask people to go on walking meetings, and I end up walking anywhere from 20 to 30 miles a week.
Sentence Pattern 53	<i>One always came at the cost of the other.</i>
A	One always came at the expense of the other.
B	You could only have one or the other.
C	You couldn't have one without sacrificing the other.
D	You couldn't have both, only one or the other.

Sentence Pattern 54	<i>You'll be surprised at how fresh air drives fresh thinking.</i>
A	You'll be surprised at how fresh air leads to fresh thinking.
B	You'll be surprised how fresh air promotes fresh thinking.
C	You'll be surprised at how fresh air encourages fresh thinking.

Sentence Pattern 55	<i>You'll bring into your life an entirely new set of ideas.</i>
A	You'll bring an entirely new set of ideas into your life.
B	You'll bring a lot of new ideas into your life.
C	You'll bring a bunch of new ideas into your life.

¹**NOTE:** Here, "very" does not mean "很", but "specific" or "exact".

²**NOTE:** The speaker says "inactivity", but meant to say "activity".

³**NOTE:** This sentence means "What got me moving was a social interaction." The "did" is used to emphasize that social interaction was the only thing that got her moving.

⁴**NOTE:** "out-of-the-box" means "creative."

Pronunciation Changes

What you're (**whachur**) doing, right now, at this very moment, is killing you. More than cars or the Internet (**innernet**) or even that little mobile device we keep talking about, the technology you're using the most almost every day is this, your tush. Nowadays people are sitting 9.3 hours a day, which is more than we're sleeping, at 7.7 hours. Sitting is so incredibly prevalent, we don't even (**dun even**) question how much we're doing it, and because everyone else is doing it, it doesn't even (**duzen even**) occur to us (**occurdu us**) that it's not okay. In that way, sitting has become the smoking of our (**ar**) generation.

Of course there's health consequences to this, scary ones, besides the waist. Things like breast cancer and colon cancer are directly tied to our lack of physical [activity] (**inactivity**), ten percent in fact, on both of those. Six percent for heart disease, seven percent for type 2 diabetes, which is what my father died of. Now, any of those stats should convince each of us to get off (**ta gedoff**) our duff more, but if you're anything like me, it won't.

What did get me moving was a social interaction (**inneraction**). Someone invited me to a meeting, but couldn't manage to (**ta**) fit me in to a regular sort of conference room meeting, and said, "I have to walk my dogs tomorrow. Could you (**could joo**) come then?" It seemed kind of odd to do, and actually, that first meeting, I remember thinking, "I have to (**hafta**) be the one to (**da**) ask the next question," because I knew I was going to (**gonna**) huff and puff during this conversation. And yet, I've taken that idea (**thaddai dea**) and made it my own. So instead of going to (**going da**) coffee meetings or fluorescent-lit conference room meetings, I ask people to (**da**) go on a walking meeting, to the tune of 20 (**twenny**) to 30 (**thirdy**) miles a week. It's changed my life.

But before that, what actually happened was, I used to (**ta**) think about it as (**abouddidaz**), you could take care of your health, or you could take care of obligations, and one always came at the cost of the other. So now, several

hundred of these walking meetings later, I've learned a few things. First, there's this amazing thing about actually getting out of (ouduv) the box that leads to out-of-the-box (ouda the box) thinking. Whether it's nature or the exercise itself, it certainly works. And second, and probably (proably) the more reflective one, is just about how much each of us can hold problems in opposition when they're really not that way. And if we're going to (gonna) solve problems and look at the world really differently, whether it's in governance or business or environmental (enviormennal) issues, job creation, maybe we can think about how to (howda) reframe those problems as having both things be true. Because it was when that happened with this walk-and-talk idea that things became doable and sustainable and viable. So I started this talk talking about the tush, so I'll end with the bottom line, which is, walk and talk. Walk the talk. You'll be surprised at how fresh air drives fresh thinking, and in the way that you do, you'll bring into your life an entirely new set of (sedduv) ideas. Thank you.

Translation

你正在做的事 现在，此时此刻 将造成致命伤害 比汽车或网络 甚至比我们不断讨论的移动设备更加致命 这是一项几乎每一天你使用最多的技术 就是这个，你的臀部 现在人们每天坐 9.3 小时 比睡眠时间— 7.7 小时还多 “坐”如同家常便饭 我们甚至不曾质疑自己坐了多久 因为每个人都这么做 我们甚至不曾想过这并不健康 因此“坐”已成为 这个时代的烟害。

这当然对健康有所影响 围绕腰部产生的可怕问题 例如乳癌与大肠癌等疾病与缺乏活动息息相关 以上两项疾病的罹患率因此增加 10 % 心脏病罹患率因此增加 6 % 第二型糖尿病罹患率因此增加 7 % 这正是我父亲的死因 现在，这些统计应该能说服我们 多起身走动 但如果你像我这么懒，绝对办不到。

让我动起来的力量来自于一场社交活动 某人邀请我参加一场会议 但无法安排我 进行一般室内会议，于是他说「我明天得遛狗，妳方便来吗？」这似乎有点怪 事实上，记得首次进行这种会议时， 我不断思索「我得设法开口问下一个问题」「因为我知道谈话进行时」「我将气喘如牛」但我借用这种做法，让它成了我的点子 因此我不举行喝咖啡聊天的会议 或在日光灯下进行室内会议 我邀请人们进行散步会议 平均每周步行 20 至 30 英里 这改变了我的生活。

但在此之前的实际情况是 我曾经认为 你可以设法顾及自己的健康 或设法顾及应尽的职责 但无法两者兼顾 因此，历经数百次散步会议后 我学到几件事。首先，跳脱既有框架 确实令人惊喜万分 可激发出创造性思维 无论原因在于 大自然或运动本身，这确实有效。

其次，这或许是更让人深思的一点 就是关于我们 对对立问题的兼容性 当问题本身并非如此时 如果我们打算解决问题 以截然不同的眼光看待世事 无论是针对时政或商业 或环境问题、就业问题 或许我们可以思考如何跳脱问题的框架 兼顾所有需求 因为这是随着 边走边谈的想法产生的念头 使一切变得可行、兼容并蓄。我以臀部作为这场演讲的开场白 因此我将以一句话收“尾”，那就是 边走边谈 边走边谈 你将惊讶于新鲜空气如何激发创新思维 藉由这种方式 你将为生活带来一套崭新的观点。谢谢

REVIEW LESSONS 4 – 6

Sentence Pattern Review

Say each sentence out loud as fluidly as possible. Repeat each sentence until you can say it fluently without looking at the book.

Sentence Pattern 31	<i>needless to say, over those years</i>
A	it goes without saying, throughout those years
B	obviously, across those years
C	naturally, during those years
D	as one may expect, over the course of those years

Needless to say, he didn't do very well on his test.

Needless to say, after all those months with perfect attendance, he was the teacher's favorite.

Obviously, getting one bad grade will rarely influence the rest of your life.

As one may expect, education reform takes a long time.

Needless to say, he did not have very high self-esteem.

Sentence Pattern 32	<i>I've had a chance to look at education reform from a lot of perspectives.</i>
A	I've had a chance to look at education reform from many different perspectives.
B	I've gotten to look at education reform from a lot of perspectives.
C	I've gotten to look at education reform from many different angles.
D	I've been able to look at education reform in many different ways.
E	I've been able to see education reform from many perspectives.

I've had a chance to meet the world's best actors and actresses.

She's had the chance to discuss national policy with government leaders.

We've gotten to experience the joy of teaching.

I've had a chance to influence education reform on a national scale.

I've been able to become close friends with very powerful people.

Sentence Pattern 33	<i>No significant learning can occur without a significant relationship.</i>
A	Without a significant relationship, no significant learning can occur.
B	Without a meaningful relationship, you can't have meaningful learning.
C	Significant learning can't happen without a significant relationship.
D	Meaningful learning can only occur with a meaningful relationship.
E	Without a meaningful relationship, significant learning will not happen.

No child can succeed without a champion.

No human would be able to survive without the sun.

Without significant policy reform, change will be impossible.

How are you going to learn English without taking an English course?

How do you expect to leave a legacy without building relationships?

**Sentence
Pattern 35**

Some people think that you can either have it in you to build a relationship, or you don't.

- A** Some people think you either have it in you to build a relationship, or you don't.
- B** When it comes to building relationships, some people think you either have it or you don't.
- C** With regards to building relationships, some people think you either have it or you don't.
- D** Some people think that you either have the ability to build relationships, or you don't.
- E** Some people think that you either know how to build relationships, or you don't.

**Sentence
Pattern 36**

You ought to just throw in a few simple things.

- A** You should just throw in a few simple things.
- B** You just need to throw in a few simple things.
- C** You just have to throw in a few simple things.

You ought to apologize for what you've done.

You should really oppose that awful policy.

He really ought to be absent less if he wants to do well in school.

Considering your interest in biology, you really ought to become a doctor.

You really ought to discuss it with an educator.

Sentence Pattern 37	<i>One year I came up with a bright idea.</i>
A	One year I had a good idea.
B	One year I thought of a good idea.
C	One year I thought of a good idea.

He came up with an awfully good idea.
 She came up with a way to give kids a shower with only a washcloth.
 I came up with a way to help kids learn even during recess.
 They came up with a way to impress professional educators from around the country.
 We thought of a way to build strong relationships with all students.

Sentence Pattern 38	<i>I am somebody.</i>
A	I am somebody important.
B	I am important.

Believe in yourself. Have good self-esteem. You are important.
 He's not a nobody, he's a famous educator.
 Right now I'm a nobody, but I want to become a somebody.
 I want to be an actor like him. He is somebody.
 Nobody wants to be a nobody.

Sentence Pattern 39	<i>I watched some of those same kids come through.</i>
A	I watched some of those same kids come back.
B	I watched some of those same kids come over.

After more than 10 years, he came back to visit me.
 Even though I was their teacher for many years, they rarely came back to visit.
 Never forget your grandparents. Go back and visit them.
 We are very excited to come back and see you.
 You don't understand the importance of going back to visit.

Sentence Pattern 40	<i>The tough ones show up for a reason.</i>
A	The difficult ones come for a reason.
B	There's a reason the tough ones show up.
C	There's a reason the difficult students show up.
D	There's a reason the tough students come.

There's a reason you stink. Take more showers!
 He disappeared for a reason. No one ever listened to him.
 I showed up to her funeral for a reason. She was my first teacher.

He's absent for a reason. He wanted more time to review for the quiz tomorrow.
There's a reason they're afraid. They don't know what will occur.

**Sentence
Pattern 41**

We come to work when we don't feel like it.

- A We come to work when we don't want to.
- B We come to work when we aren't in the mood.
- C We go to work when we aren't in the mood to.
- D We go to work when we don't feel like going to work.

Even if you don't feel like doing it, you can't give up.
I know you don't feel like it, but you really ought to go visit your grandparents.
I have been wanting to discuss this policy for a long time, but my colleagues don't feel like it.
If he says he's not in the mood, you have to insist that he come.
Practice is the key. Even if you don't feel like doing it, you have to do it anyway.

**Sentence
Pattern 42**

I came to the conclusion that...

- A I decided that...
- B I concluded that...
- C I realized that...

I came to the conclusion that powerful people rarely know what they're saying.
I realized that I shouldn't be eating peanut butter and crackers every day.
He came to the conclusion that his son was academically deficient.
He concluded that it was impossible to impress people without making them understand your perspective.
We came to the conclusion that too many people would oppose our idea.

**Sentence
Pattern 43**

Grit is sticking with your future.

- A Grit means sticking with your future.
- B Grit means persevering with your future.
- C Grit means not giving up.
- D Grit means sticking with it.

Commitment is not giving up even when giving up is easy.
Passion is the desire to do something all the time.
Perseverance is having stamina to achieve your goals.
Intuition is knowing without knowing how you know.
Stamina is persevering for a long time.

**Sentence
Pattern 44**

Turns out that grittier kids were significantly more likely to graduate.

- A It turns out that grittier kids were more likely to graduate.

- B** It just so happens that grittier kids were much more likely to graduate.
C It became clear that grittier kids were a lot more likely to graduate.

It turns out that developing academic abilities is more challenging as you get older.

It turns out that intelligence is inversely related with grit.

It turns out that people are not honest about their income.

It just so happens that many shocking outcomes have emerged from psychological research.

It became clear that physical ability and academic ability are not related.

Sentence Pattern 45 ***It's not just at West Point or the National Spelling Bee that grit matters.***

- A** Grit doesn't just matter at West Point or the National Spelling Bee.
B Grit isn't just important at West Point or the National Spelling Bee.
C It's not just at West Point or the National Spelling Bee that grit is important.

In a sprint, it's not just stamina that matters.

In a spelling bee, it's not just your mindset that matters.

As a performer, it's not just your passion that matters.

In a marathon, it's not just your perseverance that matters.

If you're a psychologist, it's not just your knowledge of science that matters.

Sentence Pattern 46 ***What do I do to teach kids a solid work ethic?***

- A** How do I teach kids a solid work ethic?
B How should I teach kids a strong work ethic?
C What do I do to teach kids how to work hard?
D What do I do to give kids a strong work ethic?

What do I do to learn English effectively?

What do I do to develop their commitment and passion?

What do you do to measure their growth?

What do you do to earn so much income?

What do you do to train your super talented and successful team?

Sentence Pattern 47 ***How do I keep them motivated for the long run?***

- A** How do I keep them motivated for a long time?
B How do I keep them interested for the long term?
C How do I make sure that they stay motivated for the long run?

How do I keep them honest?

How do I keep them motivated even when they experience failure?

How do I keep him committed even when he doesn't get the response he wants?

How do I keep them safe while also encouraging them to take risks?

What do I do to keep them challenged as their IQ gets higher?

Sentence Pattern 48 *There are many talented individuals who simply do not follow through on their commitments.*

- A There are a lot of talented people who just don't stick to their commitments.
B There are many talented people who simply don't follow through on their promises.
C There are many intelligent people who just don't stick to their promises.

He was very physically talented during his first year in the military, but he didn't follow the training through to the end.

She could have been a successful performer, but she didn't follow through on her initial dream.

If you're someone who doesn't follow through on their commitments, it's not too late to develop perseverance.

If you don't follow your training through to the end, you will fail when they test you.
You convinced me when we spoke, but now I realize that you didn't follow through on your promise.

Sentence Pattern 49 *It doesn't even occur to us that it's not okay.*

- A We don't even realize that it's not okay.
B It doesn't even occur to us that it's not good for us.
C We don't even realize that it's not good for us.
D We don't even think about the fact that it's not okay.

It didn't even occur to him that his teaching was not effective.

It didn't occur to them that the science questions they were answering were very challenging.

It didn't even occur to me that my belief about them was completely wrong.

It never occurred to her that this mindset could become permanent.

It never occurred to me that science research could be so interesting.

Sentence Pattern 50 *I have to be the one to ask the next question.*

- A I have to ask the next question.
B I can't let her ask the next question.
C She can't ask the next question.
D She can't be the one to ask the next question.

We have to be the ones to solve this prevalent health issue.

You have to be the one to tell him about the consequences.

You have to be the one to manage your diabetes.

We have to be the ones who educate our generation.

I have to be the one to make him exercise.

**Sentence
Pattern 51**

I was going to huff and puff during this conversation.

- A** I was going to be huffing and puffing during this conversation.
 - B** I was going to be breathing really hard during this conversation.
 - C** I was going to be very out of breath during this conversation.
 - D** I was going to feel out of breath during this conversation.
-

If you're huffing and puffing now, you will never climb this mountain.

If you're breathing this hard after walking for 5 minutes, you may have heart issues.

Feeling out of breath while exercising isn't always bad.

You feel out of breath because you sit on your tush all day long!

Don't give up even if you're huffing and puffing.

Sentence Pattern 52	<i>I ask people to go on a walking meeting, to the tune of 20 to 30 miles a week.</i>
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- A** I ask people to go on walking meetings, approximately 20 to 30 miles a week.
- B** I ask people to have walking meetings with me, and I end up walking 20 to 30 miles a week.
- C** I ask people to go on a walking meeting, and I end up walking 20 to 30 miles per week.
- D** I ask people to go on walking meetings, and I end up walking anywhere from 20 to 30 miles a week.

He was the smartest student in his class, and solved math problems to the tune of ten questions per minute.

She would exercise to the tune of 2 to 3 hours a day.

They would interact to the tune of 6 hours a day.

They would have meetings to the tune of 4 to 6 a day.

I went to conferences to the tune of 5 to 10 a month.

Sentence Pattern 53	<i>One always came at the cost of the other.</i>
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- A** One always came at the expense of the other.
- B** You could only have one or the other.
- C** You couldn't have one without sacrificing the other.
- D** You couldn't have both, only one or the other.

My business success came at the cost of family interaction.

My passion for sugar came at the expense of my waist.

Managing your breast cancer should not come at the expense of your overall health.

Nowadays, meetings come at the cost of effectiveness.

Drinking coffee shouldn't be at the expense of drinking water.

Sentence Pattern 54	<i>You'll be surprised at how fresh air drives fresh thinking.</i>
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- A** You'll be surprised at how fresh air leads to fresh thinking.
- B** You'll be surprised how fresh air promotes fresh thinking.
- C** You'll be surprised at how fresh air encourages fresh thinking.

Diabetes often drives the development of other diseases.

Business conferences drive the creation of new businesses.

Humans are driving the death of nature.

The internet drives global interaction.

Environmental science will lead to many great outcomes for nature.

**Sentence
Pattern 55**

You'll bring into your life an entirely new set of ideas.

- A** You'll bring an entirely new set of ideas into your life.
B You'll bring a lot of new ideas into your life.
C You'll bring a bunch of new ideas into your life.
-

Doing that will bring a new set of consequences.

Exercising brought a new set of habits into my life.

Besides good health, walking meetings will bring many new business ideas to your company.

Drinking coffee will bring many issues into your life.

Cancer will bring many problems into your life, but we will work together to solve them.

SPOKEN ENGLISH PRONUNCIATION MORPHOLOGIES

英文口语发音变化

听力是口语沟通的关键。然而，提高听力是外语学习过程中最难的地方之一。一般来说，语言初学者听得懂语速慢的句子，但听不懂语速快的对话。很多时候，这个问题不是因为学生的听力差，而是因为语速快时的发音跟语速慢时的发音有所不同。这些发音变化可能让学生觉得听不懂，听不清楚，或者自己的听力很差。其实，只要学到一些常见的发音变化，就可以比较容易地听得懂快速对话。

我们先来举个例子解释发音变化的概念。中文母语者说“这样”的时候，因为语速很快对中文初学者来说可能听起来像“降”。还有“怎么样”母语者会说成“怎样”。这些发音变化可能让学生觉得语速太快，自己的听力很差。

除非你想掌握母语者的口音，你讲话的时候不需要用这些发音变化。但重要的是，跟人家交流的时候你应该要能够辨识这些发音变化，这样才能够听得懂母语者说的每个词。

• “to”

- “to” 说快的时候，后面的“o”的发音就变成了“a”。说得更快的時候前面的“t”就会变成“d”。

- *to* → *ta* → *da*
- *go to* → *go ta* → *goda*
 - *go to work* → *go ta work* → *goda work*
- *go to the* → *go ta the* → *goda the*
 - *go to the bank* → *go ta the bank* → *goda the bank*
- *how to* → *how ta* → *howda*
 - *how to go* → *how ta go* → *howda go*
- *going to* → *going ta* → *goingda* → *gunna*
- *want to* → *want ta* → *wanta* → *wanna*
- *have to* → *have ta* → *haf ta* → *hafta*

• Words starting with vowels (元音开头的词)

- 如果一个词是元音开头的，母语者常常会把那个词的第一个元音跟前面的词的末尾的音连在一起
- *not American* → **not** *American* → *nota merican* → *noda merican*
- *three o'clock* → **three** *o'clock* → **three** *a'clock* → *threea clock*
- *four o'clock* → **four** *o'clock* → **four** *a'clock* → *foura clock*

• Other (其他)

- “for” 讲快的时候中间的 “o” 就没有发音
 - *for* → *fr*
- “you” 说快的时候听起来像 “ya”
 - *you* → *ya*
- “did you” 说快的时候 “d” 和 “y” 就变成了 “j” 的发音
 - *did you* → *did jou* → *dijou* → *dija*
- “he”/ “her” 说快的时候前面的 “h” 没有发音。“them”的发音有时候也会改变
 - *tell him* → *tell im* → *tellim*
 - *tell her* → *tell er* → *teller*
 - *tell them* → *tell um* → *tellum*
- “wanted” 说快的时候中间的 “t” 就没有发音
 - *wanted* → *wanned* → *wannid*
- “there are” 说快的时候听起来像一个词
 - *there are* → *there er* → *there*
- “what are” 说快的时候 “are” 的声音比较短
 - *what are* → *whatr*
- “because” 说快时母语者会简化
 - *because* → *cause* → *cuz*
- “give me” 说快的时候 “give” 的 “v” 的音就没有了
 - *give me* → *gimme*

• Practice

- *I have to go to the store.* → *I hafta goda the store.*
- *I want to go to the store.* → *I wanna goda the store.*
- *Tell him how to go to the store.* → *Tellim howda goda the store.*
- *I wanted to go to the store.* → *I wannid ta goda the store.*
- *Did you go to the store?* → *Dijou goda the store?*
- *There are not a lot of people here.* → *There noda lodof people here.*
- *It's five o'clock.* → *It's fivea clock.*
- *Did you tell him?* → *Dijou tellim?*
- *Did you tell her?* → *Dijou teller?*

- *Did you tell them?* → Dijou tellum?
- *Can you give me the book?* → Canya gimme the book?

COMPREHENSIVE VOCABULARY

综合生词表

English	IPA	Part of Speech	Chinese
ability	ə'biləti	noun	能力
absent	'æbsənt	adjective	缺席
academic	ˌækə'demɪk	adjective	学术的
academy	ə'kædəmi	noun	学院
achievement	ə'tʃivmənt	noun	成就
action	'ækʃən	noun	行动
actor	'æktər	noun	演员
actress	'æktres	noun	演员 (女)
adventurous	əd'ventʃərəs	adjective	爱冒险的
afraid	ə'freɪd	adjective	害怕
against	<u>ə'geɪnst</u>	preposition	反对
air	ɛr	noun	空气
amazing	ə'meɪzɪŋ	adjective	惊人
answer	'ænsər	noun	回答
anyway	'eni,wei	adverb	无论如何
arduous	'ɑːdʒuəs	adjective	艰巨
artistic	ɑː'tɪstɪk	adjective	艺术的
assignment	ə'saɪnmənt	noun	任务
assistant	ə'sɪstənt	noun	助理
attendance	ə'tendəns	noun	考勤
attention	ə'tenʃən	noun	关注
avocation	ˌævə'keɪʃən	noun	副业
awful	'ɔːfʊl	adjective	可怕
awfully	'ɔːfli	adverb	非常
badly	'bædli	adverb	非常
barefoot	'ber,fʊt	adjective	赤脚
basis	<u>'beɪsəs</u>	noun	基础
bedroom	'be,drʊm	noun	卧室
belief	bɪ'lɪf	noun	信仰
besides	<u>bɪ'saɪdz</u>	adverb	除了
between	bɪ'twɪn	preposition	之间
box	bɒks	noun	箱
brain	breɪn	noun	脑
breast	brɛst	noun	乳房
bridge	brɪdʒ	noun	桥
bright	braɪt	adjective	聪明

brush	brʌʃ	noun	刷子
bunch	bʌntʃ	noun	束
business	'biznəs	noun	商业
butter	'bʌtər	noun	牛油
cadet	kə'det	noun	学员
cancer	'kænsər	noun	癌症
captain	'kæptən	noun	队长
career	kə'riː	noun	事业
certainly	'sɜːtənli	adverb	当然
challenging	'tʃæləndʒɪŋ	adjective	具有挑战性的
champion	'tʃæmpiən	noun	支持
characteristic	ˌkærəktə'rɪstɪk	noun	特性
Chicago	ʃə'kɑːɡoʊ	noun	芝加哥
classroom	'klæs.rʊm	noun	课堂
clean	kliːn	adjective	干净
clear	kliːr	adjective	明确
clock	klɒk	noun	时钟
coffee	'kafi	noun	咖啡
colleague	'kɒlɪɡ	noun	同事
colon	'kəʊlən	noun	结肠
comb	kəʊm	noun	梳
commitment	kə'mɪtmənt	noun	承诺
competition	ˌkæmpə'tɪʃən	noun	竞争
computer	kəm'pjʊːtə	noun	电脑
concept	'kɒnsɛpt	noun	概念
conclusion	kən'kluːʒən	noun	结论
condition	kən'dɪʃən	noun	条件
conference	'kɒnfərəns	noun	会议
connection	kə'nekʃən	noun	连接
consequence	'kɒnsəkwəns	noun	后果
consulting	kən'sʌltɪŋ	noun	咨询
context	'kɒntɛkst	noun	上下文
conversation	ˌkɒnvər'seɪʃən	noun	谈话
cost	kɒst	noun	成本
courage	'kʌrədʒ	noun	勇气
course	kɔːrs	noun	课程
cracker	'krækər	noun	饼干
creation	kri'eɪʃən	noun	创建
creature	'kri:tʃər	noun	生物
cruel	'kruəl	adjective	残忍
data	'deɪtə	noun	数据

dear	dɪr	adjective	亲
decimal	'desəməl	noun	十进制
deficient	dɪ'fɪjənt	adjective	匮乏
department	dɪ'pɑːtmənt	noun	部
deprived	dɪ'praɪvd	adjective	剥夺
desk	dɛsk	noun	书桌
development	dɪ'veləpmənt	noun	发展
device	dɪ'vaɪs	noun	设备
diabetes	,daɪə'bitɪz	noun	糖尿病
differently	<u>'dɪfrəntli</u>	adverb	不同地
disease	dɪ'zɪz	noun	疾病
doable	'duəbəl	adjective	可行
documentary	<u>,dɒkjə'mentəri</u>	noun	纪录片
dot	dɒt	noun	点
down	daʊn	preposition	下
downstairs	'daʊn'steɪz	preposition	楼下
drawer	drɔː	noun	抽屉
duff	dʌf	noun	达夫
edition	ə'dɪʃən	noun	版
education	,edʒə'keɪʃən	noun	教育
educator	'edʒə'keɪtər	noun	教育家
effective	<u>ɪ'fektɪv</u>	adjective	有效
effort	'ɛfərt	noun	努力
ego	'iɡəʊ	noun	自我
energy	'enədʒi	noun	能源
engine	<u>'endʒən</u>	noun	发动机
entirely	ɪn'taɪərli	adverb	完全
environmental	<u>ɪn'vaɪrən'mentəl</u>	adjective	环境的
ethic	'eθɪk	noun	伦理
excited	ɪk'saɪtəd	adjective	兴奋
explosion	ɪk'spləʊʒən	noun	爆炸
fact	fækt	noun	事实
failure	'feɪljər	noun	失败
fence	fens	noun	篱笆
fight	fɑɪt	noun	斗争
firefighter	'faɪr'faɪtər	noun	消防队员
firmly	'fɜːmli	adverb	牢牢
first-grader	fɜːst-'greɪdər	noun	一年级学生
flame	fleɪm	noun	火焰
flight attendant	flaɪt ə'tendənt	noun	空姐
fluorescent	<u>flu'resənt</u>	adjective	的荧光

footrace	'fʊˌtreɪs	noun	竞走
footstep	'fʊtstɛp	noun	脚步
forever	fə'revər	adverb	永远
former	'fɔrmər	adjective	前任的
fresh	frɛʃ	adjective	新鲜
front	frʌnt	noun/preposition	面前
funeral	'fjʊnərəl	noun	葬礼
generation	ˌdʒɛnə'reɪʃən	noun	代
generosity	ˌdʒɛnə'rasəti	noun	慷慨
gift	ɡɪft	noun	礼物
goal	ɡoʊl	noun	目标
governance	'gʌvərnəns	noun	治理
grace	ɡreɪs	noun	恩典
grade	ɡreɪd	noun	年级
grader	'ɡreɪdər	noun	分级机
grandparents	'grændˌpərənts	noun	祖父母
grit	ɡrɪt	noun	砂砾
group	ɡrʊp	noun	组
growth	ɡrəʊθ	noun	发展
guy	ɡaɪ	noun	人
habit	'hæbɪt	noun	习惯
hall	hɔl	noun	大厅
head	hed	noun	头
heart	hɑrt	noun	心
hero	<u>'hɪrəʊ</u>	noun	英雄
highly	'haɪli	adverb	高度
homeowner	'hoʊˌmoʊnər	noun	房主
honest	'ɒnəst	adjective	诚实
hooey	'hʊi	noun	胡言乱语
Hudson River	'hʌdsən 'rɪvər	noun	哈得逊河
human	'hju:mən	noun	人的
humanity	<u>hjuˈmænɪti</u>	noun	人性
importance	ɪmˈpɔ:təns	noun	重要性
impossible	ɪmˈpɒsəbəl	adjective	不可能
income	'ɪnˌkʌm	noun	收入
incredible	ɪnˈkrɛdəbəl	adjective	难以置信
individual	ˌɪndəˈvɪdʒəwəl	noun	个人
instant	'ɪnstənt	noun	瞬间
instead	ɪnˈstɛd	preposition	代替
intelligence	ɪnˈtelədʒəns	noun	情报
interaction	<u>ˌɪntəˈrækʃən</u>	noun	相互作用

internet	'ɪntərˌnet	noun	互联网
intuition	ˌɪntuˈɪʃən	noun	直觉
inversely	ɪnˈvɜːsli	adverb	成反比
IQ	aɪ-kju	noun	智商
issue	ˈɪʃu	noun	问题
itself	ɪtˈself	pronoun	本身
jealousy	ˈdʒələsi	noun	妒忌
joy	dʒɔɪ	noun	喜悦
junior	ˈdʒunjər	noun	初级
key	ki	noun	关键
kindness	ˈkaɪndnəs	noun	善良
laughter	ˈlæftər	noun	笑声
lawyer	ˈlɔjər	noun	律师
legacy	ˈlegəsi	noun	遗产
less	les	adjective	少
level	ˈlɛvəl	noun	水平
likely	ˈlaɪkli	adverb	有可能
line	laɪn	noun	线
list	lɪst	noun	表
ma'am	mæm	noun	夫人
mama	ˈmamə	noun	妈妈
management	ˈmænədʒmənt	noun	管理
Manhattan	mænˈhætən	noun	曼哈顿
marathon	ˈmærəˌθɑn	noun	马拉松
master	ˈmæstər	noun	主
material	məˈtɪriəl	noun	材料
maternal	məˈtɜːnəl	adjective	母系
measure	ˈmeɪʒər	noun	测量
meeting	ˈmiːtɪŋ	noun	会议
memorable	ˈmemərəbl	adjective	难忘
mental	ˈmentəl	adjective	心理
mentor	ˈmen.tər	noun	导师
middle	ˈmɪdəl	adjective	中间
mile	maɪl	noun	英里
military	ˈmɪlə.təri	noun	军事
million	ˈmɪljən	adjective	百万
mindset	ˈmaɪndˌset	noun	心态
mine	maɪn	adjective	矿
miracle	ˈmɪrəkəl	noun	奇迹
mistake	mɪsˈteɪk	noun	错误
mobile	ˈməʊbəl	adjective	移动

monumental	<u>ˌmʌnjəˈmentəl</u>	adjective	巨大的
most	moʊst	adjective	最
motivated	ˈmoʊtəˌveɪtəd	adjective	动机
motivational	ˌmoʊtəˈveɪʃənəl	adjective	动机
Mount Kilimanjaro	ˌmaʊnt ˌkɪlɪmənˈdʒɑːrəʊ	noun	乞力马扎罗山
mountain	ˈmaʊntɪn	noun	山
much	mʌʃ	adjective	多
national	<u>ˈnæʃənəl</u>	adjective	国民
nature	ˈneɪtʃər	noun	自然
needless	ˈniːdləs	adjective	不必要
nemesis	ˈneməˌsɪs	noun	克星
nerd	nɜːd	noun	书呆子
news	njuːz	noun	新闻
noise	nɔɪz	noun	噪声
novel	ˈnɒvəl	noun	小说
novelist	ˈnɒvəlɪst	noun	小说家
nowadays	ˈnaʊəˌdeɪz	adverb	如今
obligation	ˌɒbləˈgeɪʃən	noun	义务
odd	ɒd	adjective	奇怪
off	ɒf	preposition	离
opposition	ˌɒpəˈzɪʃən	noun	反对
outcome	ˈaʊtˌkʌm	noun	结果
pair	pɛər	noun	对
pajamas	<u>peɪˈdʒaməz</u>	noun	睡衣
paper	ˈpeɪpər	noun	纸
parallelogram	ˌpærəˈlelɒɡrəm	noun	平行四边形
parent	ˈperənt	noun	亲
passion	ˈpæʃən	noun	情
payload	ˈpeɪˌləʊd	noun	有效负载
peanut	ˈpiːnət	noun	花生
peer	pɪr	noun	同学
percent	pərˈsent	noun	百分
perfect	<u>ˈpɜːrˌfɪkt</u>	adjective	完善
performance	pərˈfɔːməns	noun	表现
performer	pərˈfɔːmə	noun	演员
permanent	ˈpɜːrmənənt	adjective	常驻
perseverance	ˌpɜːrsəˈvɪərəns	noun	毅力
perspective	pərˈspektɪv	noun	角度
philosopher	fɪˈləsəfə	noun	哲学家
physical	ˈfɪzɪkəl	adjective	物理
piece	piːs	noun	一块

pilot	'paɪlət	noun	飞行员
point	pɔɪnt	noun	时候
policy	'pələsi	noun	政策
possibly	'pəsəbli	adverb	有可能
poverty	'pəvərti	noun	贫穷
power	'paʊər	noun	能力
powerful	'paʊərfəl	adjective	强大
precious	'preʃəs	adjective	珍贵
predictor	prɪ'dɪktər	noun	预报器
prevalent	'prɛvələnt	adjective	流行
private	'praɪvət	adjective	私人的
probably	<u>'prəbəbli</u>	adverb	大概
profit	<u>'prəfət</u>	noun	利润
psychological	ˌsaɪkə'lɒdʒɪkəl	adjective	心理
psychologist	sai'kələdʒəst	noun	心理学家
purpose	'pɜ:pəs	noun	目的
questionnaire	ˌkwɛstʃə'nɛr	noun	调查问卷
quiz	kwɪz	noun	测验
rain	reɪn	noun	雨
rarely	'rɛrli	adverb	很少
ratio	'reɪʃi, ʊ	noun	比例
ready	'rɛdi	adjective	准备
real	<u>riəl</u>	adjective	真实
reality	ˌri'ælə, ti	noun	现实
recess	ri'sɛs	noun	课间休息时间
reflective	ri'flɛktɪv	adjective	反光
reform	ri'fɔ:m	noun	改革
regret	<u>rə'grɛt</u>	noun	后悔
regular	<u>'rɛgjələ</u>	adjective	定期
related	<u>ri'leɪtɪd</u>	adjective	有关
relationship	ri'leɪʃən, ʃɪp	noun	关系
remark	ri'mɑ:k	noun	备注
remarkable	ri'mɑ:kəbəl	adjective	卓越
reminder	ri'maɪndər	noun	提醒
research	<u>ri'sɜ:rtʃ</u>	noun	研究
response	ri'spɑ:ns	noun	响应
rest	rɛst	noun	余
river	'rɪvər	noun	河
rookie	'rʊki	noun	新秀
route	<u>rut</u>	noun	路线
sad	sæd	adjective	伤心

sadness	'sædnəs	noun	悲
safe	seɪf	adjective	安全
salesperson	'seɪlz,pɜːsən	noun	售货员
saying	'seɪɪŋ	noun	名言
scale	skeɪl	noun	规模
scary	'skəri	adjective	害怕
scene	sin	noun	现场
schoolhouse	'skul,haʊs	noun	校舍
science	'saɪəns	noun	科学
scientist	'saɪəntɪst	noun	科学家
score	skɔː	noun	得分了
secret	'siːkrɪt	noun	秘密
self-confidence	sɛlf-'kɒnfɪdəns	noun	自信心
self-esteem	sɛlf-ə'stim	noun	自尊
sense	sɛns	noun	感
set	set	noun	组
several	'sevrəl	adjective	一些
shock	ʃək	noun	休克
shocking	'ʃəkɪŋ	adjective	触目惊心
shoe	ʃu	noun	鞋
significant	səg'nɪfɪkənt	adjective	重大
skilled	skɪld	adjective	技能的
smiley	'smaɪli	adjective	笑脸
smoke	smoʊk	noun	烟雾
social	'soʊʃəl	adjective	社会
solid	'sɒləd	adjective	固体
something	'sʌmθɪŋ	noun	某东西
soup	sup	noun	汤
spelling bee	'spɛlɪŋ bi	noun	拼写蜜蜂
sprint	sprɪnt	noun	短跑
staff	stæf	noun	员工
stamina	'stæməne	noun	耐力
standardized	'stændəɪ'daɪzd	adjective	标准化
Stanford	'stænfɜːd	noun	斯坦福
stat	stæt	noun	统计
stratospheric	'strætə'sfɪrɪk	adjective	平流层
strong	strɒŋ	noun	强大
stunned	stʌnd	adjective	目瞪口呆
success	sək'sɛs	noun	成功
successful	sək'sɛsfəl	adjective	成功
sugar	'ʃʊɡə	noun	糖

super	'supər	adjective	超
surely	'ʃʊrli	adverb	一定
surprisingly	sə'r'praɪzɪŋli	adverb	出奇
sustainable	səs'teɪnəbl	adjective	可持续
talent	'tælənt	noun	天赋
talented	'tæləntəd	adjective	天才
tear	tɪər	noun	眼泪
term	tɜːm	noun	术语
terror	'terər	noun	恐怖
test	tɛst	noun	测试
third	θɜːd	adjective	第三
thousand	'θaʊzənd	adjective	千
tied	taɪd	adjective	关联
to open	tu 'oʊpən	noun	打开
tough	tʌf	adjective	强硬
treasure	'treʒər	noun	宝藏
true	tru	adjective	真正
tune	tun	noun	调
tush	tʊʃ	noun	屁股
umbrella	əm'brɛlə	noun	雨伞
under	'ʌndər	preposition	下
unemotional	ʌni'moʊʃənəl	adjective	不露声色
unique	ju'nik	adjective	独特
university	ˌjunə'vɜːsəti	noun	大学
unrelated	ˌʌnrɪ'leɪtɪd	adjective	无关
up	ʌp	preposition	上
upstairs	əp'stɜːz	preposition	楼上
urgency	'ɜːdʒənsi	noun	急
valiant	'væljənt	adjective	英勇
value	'væljʊ	noun	价值
viable	'vaɪəbəl	adjective	可行
vocation	vou'keɪʃən	noun	职业
waist	weɪst	noun	腰部
washcloth	'wɒʃˌklɒθ	noun	面巾
while	waɪl	adverb	。。。的时候
without	wɪ'θaʊt	preposition	无
witness	'wɪtnəs	noun	见证
word	wɜːd	noun	字
wow	wau	interjection	哇
wrong	rɒŋ	adjective	错的

Verbs			
English	IPA	Past Tense/Past Participle	Chinese
ought	ɔt	ought	应该
to achieve	tu ə'ʃi:v	achieved	实现
to act	tu ækt	acted	行动
to add	tu: æd	added	加上
to advance	tu əd'væns	advanced	推进
to affect	tu ə'fekt	affected	影响
to apologize	tu ə'pɒlə,dʒaɪz	apologized	道歉
to bawl	tu bɔl	bawled	哭泣
to beat	tu bit	beat/beaten	赢
to become	tu bi'kʌm	became/become	成为
to bike	tu: baɪk	biked	骑自行车
to blow up	tu bləʊ ʌp	blew up/blown up	去炸掉
to build	tu bɪld	built	建立
to calculate	tu 'kælkjə,lert	calculated	计算
to change	tu: tʃeɪndʒ	changed	改变
to clear	tu klɪr	cleared	清除
to climb	tu klaɪm	climbed	爬
to close	tu kləʊs	closed	关闭
to collect	tu kə'lekt	collected	去收集
to connect	tu kə'nekt	connected	连接
to convince	tu kən'vɪns	convinced	说服
to demand	tu dɪ'mænd	demanded	要求
to deserve	tu dɪ'zɜ:v	deserved	值得
to develop	tu dɪ'veləp	developed	发展
to die	tu daɪ	died	死亡
to disappear	tu ,dɪsə'pɪr	disappeared	消失
to discuss	tu dɪ'skʌs	discussed	讨论
to drive	tu draɪv	drove/driven	鼓励
to drop	tu drɒp	dropped	下降
to dwell	tu: dwel	dwelled	住
to earn	tu ɜ:n	earned	赚取
to eliminate	tu ɪ'lɪmə,neɪt	eliminated	消除
to emerge	tu ɪ'mɜ:dʒ	emerged	出现
to end	tu ɛnd	ended	结束
to end up	tu: ɛnd ʌp	ended up	结束
to engage	tu ɛn'geɪdʒ	engaged	参与
to exercise	tu 'eksə,'saɪz	exercised	锻炼
to fail	tu feɪl	failed	失败

to fight	tu faɪt	fought	打架
to figure out	tu: 'fɪgə aʊt	figured out	弄清楚
to find out	tu faɪnd aʊt	found out	发现
to fit	tu fɪt	fitted	适合
to fix	tu fɪks	fixed	修理
to fly	tu flai	flew/ flown	飞行
to fly by	tu: flai bai	flew by/ flown by	飞逝
to follow	tu: 'fɒləʊ	followed	跟随
to frame	tu freɪm	framed	框架
to get done	tu ɡet dʌn	got done/ gotten done	完成
to give up	tu: ɡɪv ʌp	gave up/ given up	放弃
to grow	tu: grəʊ	grew/ grown	成长
to guarantee	tu: ˌɡærən'ti:	guaranteed	保证
to hike	tu: haɪk	hiked	徒步旅行
to hold	tu həʊld	held	举行
to huff and puff	tu hʌf ænd pʌf	huffed and puffed	喘气
to imagine	tu ɪ'mædʒən	imagined	想像
to impress	tu 'ɪmˌpres	impressed	打动
to influence	tu 'ɪnfluəns	influenced	影响
to insist	tu ɪn'sɪst	insisted	坚持
to kill	tu kɪl	killed	杀人
to lack	tu læk	lacked	缺乏
to lead to	tu lɪd tu	led to	导致
to light	tu laɪt	lit	点亮
to line up	tu laɪn ʌp	lined up	排队
to make sense	tu meɪk sɛns	made sense	有道理
to manage	tu 'mæneɪdʒ	managed	能够
to match	tu mætʃ	matched	匹配
to matter	tu 'mætə	mattered	重要
to measure	tu 'meɪʒə	measured	测量
to meet	tu mit	met	见面
to mend	tu mɛnd	mended	修补
to mention	tu: 'menʃən	mentioned	提及
to note	tu nəʊt	noted	注意到
to notice	tu: 'nəʊtɪs	noticed	发现/ 意识到
to occur	tu ə'kɜ:	occurred	发生
to offer	tu 'ɒfə	offered	提供
to oppose	tu ə'pəʊz	opposed	反对
to partner	tu 'pɑ:tnərd	partnered	伙伴
to pass	tu: pɑ:s	passed	度过
to persevere	tu pərsə'veɪ	persevered	坚持下去

to postpone	<u>tu pəʊst'pəʊn</u>	postponed	推迟
to pour	tu pɔː	poured	倾倒
to predict	tu prɪ'dɪkt	predicted	预测
to put out	tu pʊt aʊt	put out	消灭
to raise	tu reɪz	raised	提高
to reach out	tu riʃ aʊt	reached out	联络
to realize	tu 'riə,laɪz	realized	意识到
to receive	<u>tu rə'si:v</u>	received	受到
to reflect	<u>tu rə'flekt</u>	reflected	反射
to reframe	tu ,ri'freɪm	reframed	重构
to regret	<u>tu rə'grɛt</u>	regretted	感到遗憾
to review	tu ,ri'vju	reviewed	回顾
to roll	tu rəʊl	rolled	滚动
to save	tu seɪv	saved	保存
to seek	tu sɪk	sought	寻求
to set	tu sɛt	set	设置
to sit	tu sɪt	sat	坐
to smell	tu smɛl	smelled	闻
to solve	tu sɒlv	solved	解决
to stand	tu stænd	stood	站立
to stick	tu: stɪk	stuck/stuck	坚持
to stink	tu stɪŋk	stank/stunk	发臭
to strike	tu straɪk	strided	罢工
to strut	tu strʌt	strutted	昂首阔步
to subtract	səb'trækt	subtracted	减去
to suck	tu sʌk	sucked	吸吮
to supplement	<u>tu 'sʌpləmənt</u>	supplemented	补充
to swear	tu swɛr	swore/sworn	发誓
to test	tu tɛst	tested	去测试
to throw	tu θrəʊ	threw/thrown	扔
to train	tu treɪn	trained	培训
to turn around	tu tɜːn ə'raʊnd	turned around	转身
to turn off	tu tɜːn ɔf	turned off	关闭
to turn out	tu: tɜːn aʊt	turned out	原来
to visit	tu 'vɪzət	visited	拜访
to waste	tu weɪst	wasted	浪费
to wave	tu weɪv	waved	挥手
to win	tu wɪn	won/won	赢
to wonder	tu 'wʌndə	wondered	想