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# Learning English

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new curriculum*



普通高中课程标准实验教科书

## 英语

(选修 I)

(供高中三年级第一学期使用)

# 9

**Senior  
Student  
Book**



[中 国] 河北教育出版社  
[加拿大] DC加拿大国际交流中心 合作编写

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# Learning English

## 9 Senior Student Book

河北教育出版社



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## 出版者的话

亲爱的同学们，这套《普通高中课程标准实验教科书·英语》是河北教育出版社和 DC 加拿大国际交流中心共同组织国内外富有英语教学经验的专家、教授、教研员及一线教师根据普通高中《英语课程标准》（实验）编写而成的，供普通高中一至三年级学生使用。

这套教材充分吸收世界上最先进的外语教学理念和实践经验。它尊重语言学习的客观规律，注重强调在进一步发展学生综合语言运用能力的基础上，着重提高学生用英语获取信息、处理信息、分析问题和解决问题的能力，特别注重提高学生用英语进行思维和表达的能力，培养学生的综合语言运用能力和创新精神，符合当代高中学生的年龄、心理和认知特点。

这套教材语言信息含量大。它涉及人文、地理、自然、科学等各个领域，兼顾了多种学科知识的相互交叉、相互渗透，反映了当代社会、经济、科技、教育等各个领域发展的新动向，有助于提高学生整体的文化素养。

这套教材内容丰富，体裁多样，语言地道，富有时代感。它展现中西方国家的不同文化背景，注重中外文化的介绍与比较，以培养学生理解和包容多种不同文化的胸怀，增强学生继承、发扬民族文化，同时又借鉴、吸取其他优秀文化的意识，有助于学生形成跨文化交际的意识和基本的跨文化交际能力，有利于帮助学生形成正确的世界观、价值观，提高学生整体的人文素养。

这套教材注重以学生为主体，设计了许多有意义的实践活动，鼓励学生通过积极尝试、自我探究、自我发现和主动学习等学习方式，形成自己的语言学习的过程与方法。它把对学生学习策略、学习方法的指导融入到学生的自我评价过程中，有利于学生对自己的学习过程进行积极的反思，调整学习策略，培养自主学习能力，从而为终身学习打下基础。

这套教材分为必修课程、选修课程系列Ⅰ和系列Ⅱ三大板块。其中必修课程共有5个模块（即英语1～英语5），供高中一年级至二年级第一学期使用；选修课程系列Ⅰ为顺序选修课程，是在必修课程模块的基础上顺序开设的课程，共有6个模块（即英语6～英语11）；选修课程系列Ⅱ为任意选修课程，供学生在高中阶段根据自己的兴趣和爱好选修。这套教材包括《教科书》、《教师用书》、《互动学案》以及录音磁带等。同时，我们还提供了丰富的网络资源。如与教材配套的电脑家教版（下载地址：<http://www.100e.com/lesh009.asp>），以及教学论坛（[www.sowerclub.com](http://www.sowerclub.com)）。

在本套教材的编写过程中，加拿大阿尔伯塔大学教育学院在教材的课程设计、编写方面给予了许多帮助。对此，我们表示感谢。



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## Unit One

# Growing Up

*Every step you take is a step away from where you used to be.*

– B. Chargualaf

*To be what we are, and to become what we are capable of becoming, is the only end of life.*

– R. L. Stevenson

*Aging is mandatory. Maturity is optional.*

– C. Antonak

***When you get older you keep warm with the wood you gathered as a youth.***

– Bambara Proverb





# SECTION 1

## EXPLORING NEW IDEAS

### START YOUR ENGINES

Are you dreaming of becoming an adult? What does it mean to become an adult?

## Becoming an Adult

Edward Moostoos works as a counsellor at a city school in northern Canada. His job is to help students to decide what they want to be when they grow up. He has thought about his work a lot. What does it mean to grow up? When do you become an adult? How do you know when you are really grown up?

The students at the school are 15 to 18 years old. They are no longer children, but they are not yet adults. Mr. Moostoos never makes the mistake of treating them like children. He knows it makes them angry, and it makes him angry too. They are on their journey to adulthood, he often says, so why treat them like permanent children?

His own son, John, recently celebrated his 15th birthday. The Moostoos family had a party for him, singing songs, giving presents, and looking at old videos of John as a little child. They all laughed at a video of John riding on their big dog, Barker, when John was 4 years old. But now he was 15!

As they sang Happy Birthday, Mr. Moostoos remembered his own 15th birthday. That was nearly 30 years ago. He had grown up in a small aboriginal community in northern Canada. The Moostoos family was Cree and lived by hunting, trapping and fishing. It was a very different life than the one Mr. Moostoos set out to build for his own family in the

### FAST FACT!

A **counsellor** is a person whose job is to give advice to people who need it.



*Happy birthday!*

suburbs of a modern city.

Mr. Moostoos liked some of the traditions and ways of his past. They often seemed

more sensible than the busy and frantic lives of the people he knew in the city – including John's friends, their families, and John himself.

When Mr. Moostoos turned 15, his father took him on a two-day walk through the forest to a ridge overlooking a beautiful valley. They made a small shelter out of brush, and hung brightly-coloured strips of cloth from it. The strips of cloth were offerings to the spirits that Cree people believe are

watching over them. Then his father said goodbye and left him on the ridge for three days.

Mr. Moostoos was not frightened, even though he was still a boy and knew he would be all alone with no food or water. He was on a "vision

### QUICK NOW!

A **ridge** is a long, narrow piece of raised land.





quest,” a ceremony used by his people to mark the transition from boy to adult. He hoped that a spirit, such as a bear spirit or a buffalo spirit, would visit him with blessings and gifts of special powers or talents to help him in life. When he returned from his quest he would no longer be a boy.

Mr. Moostoos remembered his quest vividly. The first night it rained heavily and he was soaked. Then the sun came out. It drew steam from the wet ground, creating a mist that hid the valley from his view. On the second day he noticed many animals around him, including a bear that watched him from a distance and two deer that nibbled grass nearby. On the night of the third day, a spirit in the form of an owl came to Mr. Moostoos and informed him that he would acquire the wisdom in his life to be a good advisor to others.

“And so I became a guidance counsellor!” he laughed to himself.

In his job, he read widely about the stages in the lives of young people. He was fascinated by their journey to adulthood. It was an important transition, and he felt that not enough



thought was given to it. In North America, he felt, too many people saw adolescence as a time of life to be extended as long as possible. After one's youth, it was all hard work and obligation. Who wanted to be an adult with all its dreary responsibilities?

In many societies, the journey to adulthood was more direct, he thought. When you were 14, you went to work in the fields. You were an adult.

In some societies, there were special rituals. He liked to tell his students about the Jivaro people of Ecuador, who expected boys of 16 to go into the forest to kill a tree sloth and shrink its head. When this task was completed, the boy's village would hold two feasts for him. At the end of the feasts, he would be an adult.

In the traditional societies of Africa, the onset of puberty marked the change from child to adult. Often there were ceremonies in which adult society welcomed the newcomer. The men would conduct ceremonies for boys, while women had separate ceremonies for girls.

“What about our society?” Mr. Moostoos thought. “When you are 16, you can obtain a driver's licence. I suppose that's a transition. When you are 18, you can vote, drink alcohol, perhaps join the army. Those are steps towards becoming an adult.

“You can leave school at 16 and get a full-time job. That would make you an adult. But you can also study until you are 25 or even 30 or, in theory, 50. Are you still a student then? Yes, of course, but surely you are also an adult. It's just that the lines are so blurred.”

He was thinking these thoughts at his son's birthday party when his wife, Sandra, gave him a little nudge in the ribs with her elbow. “Come back from your dreams,” she said. “John is just making a wish.”

### FAST FACT!

A **guidance counsellor** here means someone whose job is to help students with their school and personal problems or to advise them about choosing a career.





There were 15 lit candles on John's cake. After making a wish, he blew them all out. Everyone clapped. "What was your wish?" his sisters demanded.

When he was younger, John would have kept his wish to himself. According to tradition, it was bad luck to say a wish aloud. But now he was 15, practically an adult,



and no longer worried by little superstitions. "My wish was to know what I will become when I grow up," he said. "I wished for inspiration."

Mr. Moostoos had an inspiration of his own. "I have given my family a modern life," he thought. "And look at them. They are all thriving. They are usually happy. They don't quarrel. They are engaged in life. That's what I wanted."

"My children have so many choices to make as they grow up. There are choices everywhere."

But I am not sure they have the best guidance for those choices."

Mr. Moostoos thought of his own father, an old man now. He had never left the little community in northern Canada where he was born. He still had a trapline and sold furs to make money. Mr. Moostoos had not seen his father for nine years. Life was busy. Too many years had flown by.

It would be unfair to make a city kid spend three nights in the wilderness, Mr. Moostoos thought. But his father could take him into the forest. They could pitch a tent. John could spend a night or two. He could build a fire. He could wait for the spirits to come. They would bring signs of his future. They would inspire him as they had inspired Mr. Moostoos and all the generations of his people stretching into the distant past. It was time that John visited his grandfather.

"John," Mr. Moostoos said. "I think there is a way to make your birthday wish come true. It will give you a vision of your future. Do you think you are ready for it?"

John knew exactly what his father was talking about. "Yes," he said, his voice serious. "When do we go north?"

## SONG

### Becoming an Adult

#### Verse 1

Once I was a child.  
Once I was so small.  
Once I didn't know,  
very much at all.

Now things have changed.  
I see it in the mirror.  
Now I'm not so scared,  
of things I really feared.

#### Chorus

I guess I'm becoming someone.  
I guess it's taken some time.  
I guess I'm becoming an adult,  
and everything will work out fine.

#### Verse 2

Every new year,  
Every new day,  
changes me more,  
in every single way.

Responsibilities,  
I know what they are.  
Like getting some keys,  
to a brand new car.





# SECTION 2

## MEANING IN CONTEXT

### Practice Makes Perfect!

#### A. Understanding the text

##### 1. Sequence of events

In the blank in front of each sentence, write 2 ~ 6 to show that you know the order of events of the text.

- \_\_\_\_\_ John wanted to go north with his father to have a vision of his future.
- \_\_\_\_\_1\_\_\_\_\_ Mr. Moostoos was born a Cree in a small aboriginal community in northern Canada.
- \_\_\_\_\_ Mr. Moostoos was told by a spirit that he would be a good advisor to others.
- \_\_\_\_\_ Mr. Moostoos felt it was time that John visited his grandfather.
- \_\_\_\_\_ John blew out the candles after making his wish.
- \_\_\_\_\_ Mr. Moostoos never makes the mistake of treating his students like children.

##### 2. Finding the main ideas.

- The main idea of the text is:  
\_\_\_\_\_.
- The moral of the text is:  
\_\_\_\_\_.

##### 3. Group discussion.

Would you like to have a special ritual for adulthood, just as Mr. Moostoos did? Why or why not?

#### B. Consider the issues.

##### 1. What differences are there between a modern and a more traditional society in recognizing adulthood, according to the text?

In a modern  
society

In a more traditional  
society

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

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

##### 2. Based on your understanding of the text, what are some of the advantages and disadvantages of being an adult?

Advantages

Disadvantages

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

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

#### C. Learning words and expressions in context

##### 1. What is the correct meaning of the italicized words?

- The word *permanent* in the 2nd paragraph means (constant / temporary / always).
- The word *frantic* in the 5th paragraph means (free / crazy / exciting).
- The word *vision* in the 7th paragraph means (nightmare / daydream / prophecy).
- The word *obligation* in the 9th paragraph means (revolution / duty / play).
- The word *ceremonies* in the 12th paragraph means (rituals / parties / games).
- The word *inspiration* in the 17th paragraph means (spirit / enlightenment / guide).

##### 2. Phrases and expressions. Study the following list of phrases and expressions from the text:

no (not any) longer  
laugh at somebody (to oneself)  
set out (to do something)  
hide...from  
in theory / practice / reality / fact  
blow out

Now choose an appropriate phrase or expression to fill in each blank.

- \_\_\_\_\_, human beings can live over one hundred years. \_\_\_\_\_ most people can not live that long.
- "You should be more responsible. You are \_\_\_\_\_ a child," said the father to the son.





- c. I don't think it's nice to \_\_\_\_\_ people's disabilities.
- d. Mr. Moostoos and John \_\_\_\_\_ to walk to the St. Lawrence River.
- e. A strong wind \_\_\_\_\_ the fire.
- f. I couldn't \_\_\_\_\_ this fact \_\_\_\_\_ you.

3. **The word help.** Look at the sentence from the text: "His job is to *help* students to decide what they want to be when they grow up." What does the word *help* mean in different contexts?

Can you *help* me up with this suitcase please?

Can I *help* you to some more rice?

A map *helps* a lot when you visit a city for the first time.

"Can I borrow your eraser?" "Yes, *help* yourself."

"You must stop behaving like a child." "But I can't *help* it."

You shout "*Help!*" when you are in danger in order to attract someone's attention so that they can come and rescue you.

I *can't help feeling* that it was a mistake to let him go.

## D. Listening practice

**Young people are concerned about what they will look like when they grow up. Listen to the passage about what is normal growth. Circle the correct answers.**

- 1. Your looks are largely determined by \_\_\_\_\_.
  - a. your education    b. your parents
  - c. yourself            d. your food
- 2. If both parents are short, \_\_\_\_\_.
  - a. you will surely be short
  - b. you will surely be tall

- c. you will most probably be somewhere in between the height of your mom and dad
- d. there's no telling whether you will be tall or short

- 3. Your physical growth is partly determined by \_\_\_\_\_.
  - a. your environment, including food, exercise, and sleep
  - b. your neighbourhood and community
  - c. your habits of learning and playing
- 4. On average, kids grow about two inches a year between \_\_\_\_\_.
  - a. age 13 and when they start puberty
  - b. age 3 and 13
  - c. age 3 and when they start puberty
- 5. It is dangerous if you grow a lot in a very short period of time. This statement is \_\_\_\_\_.
  - a. True                      b. False
  - c. Information Not Provided(INP)
- 6. The average age for starting puberty is \_\_\_\_\_.
  - a. about 10 for boys and 11 for girls
  - b. about 10 for girls and 11 for boys
  - c. about 10 for both boys and girls

## E. Active interaction

**Situational dialogue: Heidi (H) invites Jenny (J) to her 17th birthday.**

- H:** Hey Jenny, hang on a second, I need to ask you something.
- J:** Sure Heidi, what is it?
- H:** I was wondering if you're free this Friday night. It's my birthday and I was hoping you'd come out with us. We're all meeting at Boston Pizza and then we're going neon bowling.
- J:** I love neon bowling! Sure, I'll come. What time?
- H:** We're meeting around 6:30. I have two lanes reserved for 8:00. After bowling we're going back to my house to hang out for the rest of the evening.
- J:** Would you like me to bring anything?
- H:** Just your music. My mom will have a few snacks there for us, I'm sure. Make sure you bring your new Lauren Hill CD. I love that one.
- J:** Okay, is Maria going to be there? I could get a ride home with her.







H: For sure.

J: Well then it's all set. Boston Pizza at 6:30.

H: You got it! See you then.

J: Sounds great, Heidi. Thanks for the invitation. By the way, what do you want for your birthday?

*Talk about making plans.  
Remember to have fun  
and use as many new  
words as you can!*



### Your turn!

Work in pairs. Role-play the dialogue, and then create your own dialogue.

## F. Constructing meaning through writing: Writing an expository essay on your future

Everyone has an idea of what they would like to do when they "grow up." Think about the career you would like to have when you finish your school. Think about why you would like to have this career.

Write a paper explaining what career you would like to have when you "grow up." Provide at least three reasons why this is what you would like to do. Use specific details to explain and support your reasons.

### Check this out:

- ✓ I use complete sentences.
- ✓ I spell words correctly.
- ✓ I use subjects and verbs correctly.
- ✓ I use correct punctuation and capitalization.

## G. Put your skills to use!

### Your assignment – Rituals or ceremonies marking the transition from adolescence to adulthood.

In different societies and cultures, there are different rituals

or ceremonies welcoming someone to adulthood. For instance, in China, there are many nationalities that have different ways to celebrate adulthood.

This unit project is for you to research different practices in marking the transition from adolescence to adulthood in the more traditional societies or cultures. Work individually or in pairs, and research only one country or culture that used to celebrate, or is still celebrating, adulthood with specific rituals and ceremonies.

Present your findings to your group or class. Your presentation should include 1) how that culture understands adulthood, 2) what ceremonies it holds, and 3) what symbolic meanings the rituals or ceremonies have.



## Check yourself!

Check to see where you are in **listening** according to the following criteria. Grade yourself with A, B, C, D or F.

- ❖ I can comprehend main points, details, speaker's purpose, attitudes, levels of formality and styles in oral communication in moderately demanding contexts of language use. ( )
- ❖ I can follow most formal and informal general conversations, and some technical, learning-related discourse at a normal rate of speech. ( )
- ❖ I can comprehend an expanded range of concrete, abstract and conceptual language. ( )





# SECTION 3

## FOLLOW THE RULES

### Grammar Refresher

#### A. Danny's questions:

- In general, we say "blow out a candle," where the object, **a candle**, comes after **out**. At John's birthday party, however, the text says "After making a wish, he blew them all out." Here the object, **them** (15 lit candles), comes before the word **out**. Why? Can you choose the correct answers for the following sentences?
  - Jenny's father decided to (give up smoking / give smoking up).
  - Jenny's father decided to (give up it / give it up).
  - Danny (put on his shirt / put his shirt on).
  - Danny (took off it / took it off).
  - Please (turn on the TV / turn the TV on)!
  - Please (turn off it / turn it off).
  - Every adult (has come across these kinds of serious problems / has come these kinds of serious problems across) in life.
  - Every adult (has come across it / has come it across).
- In the last paragraph, there is a sentence: "Yes," he said, **his voice serious**. Here, what kind of construction is **his voice serious**? How can you paraphrase it?



#### B. Word formation (I): Conversion

In the previous books, we looked at many examples of prefixes, suffixes, and many other ways to build words. It's now time for us to summarize those ways.

In general, there are three major ways of word building: **conversion**, **derivation**, and **compounding**.

**Conversion**, also called zero-derivation, is the process whereby an item is adapted or converted to a new word class without the addition of an affix.



##### 1. Conversion to noun

###### A. from verbs

- State: *desire, dismay, doubt, love, smell, taste, want*
- Event/Activity: *fall, hit, laugh, release, search, swim*
- Object of verbs: *answer, bet, catch, find*
- Subject of verbs: *cheat, coach, show-off, stand-in*
- Instrument of verbs: *cover, paper, wrap*
- Manner: *walk, throw*
- Place: *divide, retreat, rise, turn, drive-in, drive-through*

###### B. from adjectives

As a basketball player, Jianjun is a *natural*. (= a naturally skilled player)

Jianjun's team has moved on to the *final*. (= the final competition)

Also *daily* (= daily newspaper), *weekly*, *monthly*, *annual*, *comic* (comic actor)





## 2. Conversion to verb

### A. from nouns

- To put in/on: *bottle* (= to put into a bottle), *corner* (an enemy), *shelve* (books)
- To give or provide with: *coat* (= to give a coat of paint, etc), *butter* (bread)
- To deprive of: *core* (= remove the core from), *peel* (an apple)
- To do sth. with: *elbow* (= to do sth. with the elbows), *hand* (in one's paper)
- To be/act as: *father* (= to be the male parent of), *referee* (the match)
- To make/change into: *cash* (= to change into cash), *group* (a class into ...)
- To send/go by: *mail* (= to send by mail), *bicycle* (= to go by bicycle)

### B. from adjectives

- (transitive verbs) to make ... or make more ... : *calm* (= to make someone or oneself calm), *dry* (one's clothes), *lower* (one's head)
- (intransitive verbs) to become ... : *dry* (= to become dry), *empty*, *narrow*, etc.

## 3. Other ways of conversion

### A. Conversion to nouns

- from closed-class words  
Danny's argument contained too many *ifs* and *buts*.  
This book is *a must* for the student of literature.
- from affixes (Occasionally, an affix may be converted into a noun):  
Capitalism, nationalism, and many other *isms*.

### B. Conversion to verbs (from closed-class items):

They *downed* an enemy plane.

## Your turn!

- In the text, there are many words that have been, or can be, converted. Here is a short list from the first half of the text:  
*mistake, journey, party, give, laugh, trap, build, walk, shelter, water, hope, visit, help, return, rain, steam, ground, watch, distance, form, read*  
**Find 10 such words from the second half of the text.**
- Work in pairs. In oral form, make sentences using the above list of words (conversion to nouns and/or verbs).

## C. Brain teasers

### 1. What am I?

- I turn around once, and what is out can get in. I turn again, and what is in cannot get out. What am I?
- I can be given and I can be kept, but I can never be seen. What am I?
- I can keep working even when broken. What am I?



### 2. Catch the humour if you can:

Teacher: Dorothy, what did you write your report on?

Student: A piece of paper.

Teacher: What are you writing?

Student: A letter to myself.

Teacher: What does it say?

Student: I don't know. I won't get it till tomorrow.

Student: I don't think I deserved zero on this test.

Teacher: I agree, but that's the lowest mark I could give you!

### Funny titles:

*When Shall We Meet Again?*

by Miles Apart

*The Arctic Ocean*

by I.C. Waters

### A school poem:

There was an old teacher called Leach,

Who took the whole class to the beach.

It said on a sign,

"Watch out for the mine."

The last thing they heard was his screech.





# SECTION 4

## READING FOR BEING AN ADULT

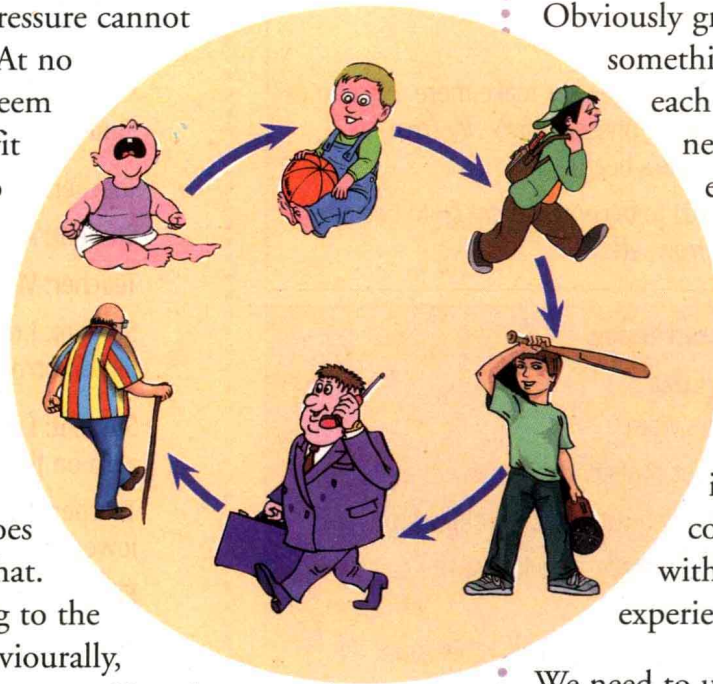
### Becoming a Young Adult

Of all life's passages, adolescence may very well be the most difficult. The physical changes alone are overwhelming. Body image suddenly becomes important, and everyone wants to appear grown up and attractive.

The effect of peer pressure cannot be underestimated. At no time in life does it seem more important to fit in, to belong, not to be an outsider, not to be *different*. The clothes, the hair, the music – all tell the world that *this* kid is a part of this group, in this generation. But it goes much deeper than that. It means conforming to the norms of peers behaviourally, whether those norms are making the basketball team or joining a gang, excelling academically, or dropping out of school.

Adolescence is a time to test limits and to experiment with life. Teens take chances, sometimes dangerous chances, as they earn greater freedom and learn to accept the greater responsibilities that come with adulthood. The city youth may skateboard in the subway while the suburban teen does something equally reckless behind the wheel of an automobile.

There's a lot going on during the teenage years. It's a complicated, difficult, and vulnerable time of life.



#### WHILE YOU READ

What does becoming a young adult involve? How can you grow up in a positive, healthy and happy way?

Additional stressors, such as family problems, poverty, and illness, just make the situation much more difficult.

Obviously growing up is something all of us do. With each passing day we learn new things, gain more experience, and discover more about what life has to offer us – and how we can contribute to our society. But part of growing up is coping with the confusion that comes with all our new experiences.

We need to unravel the mysteries of how to make and keep friends, how to get along with classmates, teammates and siblings, and how to understand our own feelings. Growing up also means gaining a better understanding of what you believe in and the goals that are important to you, things that are heavily influenced by what your parents believe.

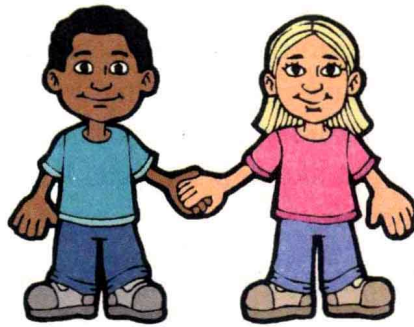
When we reach a certain age, we need to learn more about the





physical and emotional changes that occur when our bodies start to mature into adulthood – the stage called adolescence or puberty.

It's tough to think about all these issues that seem so big, confusing, and even embarrassing. Of course, we think it's a great idea if you discuss the growing-up changes in your life with your parents, older brothers and sisters or relatives, or trusted adults. Believe it or not, they have lots of great advice and support to give. And, let's face it, they went through the same things you're going through now.



#### AFTER YOU READ

##### Understand and discuss:

1. According to the reading, what are some of the growing-up changes?
2. What are some difficulties you have experienced in growing up?

## Making the Transition

The transition from adolescence to adulthood can be an exciting, but difficult time. This is a time of changing relationships, greater freedom and more responsibilities. Some of these changes can be difficult and confusing, while some can be liberating and wonderful.

This is a time in your life when you are really starting to get a sense of who you are and what is important to you. Even if you never consciously wonder about who you are, you will be answering that question every time you make choices about how you live your life.

#### WHILE YOU READ

What can, and should, we do to have a smoother transition from adolescence to adulthood?

Sometimes it can be hard for parents to let go and allow you the freedom you crave. Some parents see this desire for freedom as rebellion, rather than just a normal part of growing up.

At this point, you may be spending more time with your friends and less time with your family. You may find that your friends have a greater influence on you. Your relationships will be more complex and "intimate." This means that you will begin to have a sense of closeness in your relationships that you may not have had before.

#### Making Choices

Making decisions can be difficult. In order to make a well thought-out decision here are some questions you may want to ask yourself first:

- What is my goal? What do I want out of this?
- What are the possible consequences (positive and negative) of my decision?
- How desirable or undesirable is each of these consequences?
- What are the chances that each of these consequences will happen?

Answering these questions will give you more information on which to base your decision.





Some people find it useful to write down their answers. Another helpful exercise is to draw a line down the centre of a page and write “for” on one side and “against” on the other. Then list all the reasons why you *should* make your choice on the “for” side and all the reasons why you *should not* make your choice on the “against” side. Remember, some decisions will be difficult to make no matter what tools you use.

### Role Models

Do you have a role model, someone you admire and learn from? Many young people look up to celebrities and sports stars for their beauty or athletic ability, but a role model can also be someone you know. It can be anyone who contributes to the world in a way that you admire. Learning how they accomplished their goals can help you move closer to achieving your own. You can use their information and experience as a guide.

It's normal to struggle to find your own identity. You may have some confusion about who you are and how you would like to live your life. Maybe your parents have different ideas than you do about what your life should be like. Whatever the case, finding someone who truly

inspires you can help you learn about yourself and what you want from life.

You may not often see yourself reflected in movies, magazines or on television. Therefore, finding a role model in the media or even in your community can be challenging. Getting in touch with people in your community who are part of a group to which you would like to belong can be a good way of finding a mentor.

Looking up to someone because of his or her achievements should be a positive and empowering experience. Role models should motivate you to accomplish your goals by showing you that becoming your best self is possible. Comparing yourself to unrealistic ideals can lead to self-criticism and judgment, and will only decrease your motivation to reach your goals.

### AFTER YOU READ

#### Understand and discuss:

1. What does the transition from adolescence to adulthood mean to you?
2. Would you accept the advice given above? Why or why not?

## UNIT CLOSING

**Choose the best answer provided to complete the sentences by referring back to the readings.**

1. Treating them like children makes \_\_\_\_\_ Mr. Moostoos \_\_\_\_\_ his students angry.  
a. neither ... nor  
b. either ... or  
c. not ... but  
d. both ... and
2. The Moostoos was Cree and lived \_\_\_\_\_ hunting, trapping, and fishing.  
a. by  
b. with  
c. on  
d. in
3. Even though the boy was left \_\_\_\_\_ on the ridge, he was not \_\_\_\_\_.  
a. alone, frightened  
b. alone, frightening  
c. lonely, frightened  
d. lonely, frightening
4. “My children have \_\_\_\_\_ many choices \_\_\_\_\_ as they grow up,” said Mr. Moostoos.  
a. so, to make  
b. so, to be made  
c. such, to make  
d. such, to be made