

Unit 1

Leisure Activities

Useful Information

There are some people in society who either have to or want to work all the time. Most people, however, seek ways to socialize, to relax, or to have fun during their leisure hours. People's tastes vary depending on their income and their age. In recent years, the home entertainment industry has grown all over the world. Instead of going out to see a movie or taking a walk in the park, many people prefer to turn on the television and stay at home. More and more families have DVDs, MP3, MP4, Cable TV, Wi-Fi, and computer games to add to the variety of leisure activities in the home. Especially many young people spend hours sitting in front of their computers, surfing on the Internet or playing computer games. With the coming of the new Internet services, many people are using the Internet chatting and even dating with each other. Many of them also do shopping online.

Despite the rise in home entertainment, there are still many people who enjoy spending some of their leisure time attending sporting events or other physical activities such as dancing, t'ai chi, etc. Exercise not only contributes to good health, but also takes the mind away from worries and troubles.

Concerts, plays and other performances constitute another source of entertainment outside the home. While some people prefer to be entertained, others prefer to be the entertainers. They derive great satisfaction from giving others pleasure by making them laugh or by enabling them to lose themselves in the imaginary world of a play or relaxing music.

PART 1 Preparation

1 A Survey of Chinese People's Leisure Activities

STEP ONE

Age Groups	Leisure Activities	Time Spent	Frequency
Grandparents	playing t'ai chi	1 hour	every day
	fishing	6 hours	once a month

(to be continued)

(continued)

Age Groups	Leisure Activities	Time Spent	Frequency
Grandparents	reading newspapers	1 hour	every day
	watching TV	3 hours	every day
	gardening	half an hour	every day
	enjoying Peking Opera, dancing, etc.	2 hours	every day
	babysitting grandchildren	3 hours	once a week
	practicing calligraphy	1 hour	every day
	having afternoon tea	1 hour	every day
Parents	dancing	1 hour	every day
	climbing and hiking	4 hours	once a week
	watching TV	3 hours	every day
	traveling	10 days	every year
	visiting or entertaining friends	4 hours	once a week
	reading novels or newspapers	2 hours	every day
	playing chess	4 hours	once a week
	shopping	2 hours	once a week
	keeping pets	half an hour	every day
College students	playing ball games	1 hour	every day
	going swimming	1 hour	every day
	playing computer games	1 hour	every day
	surfing the Internet	2 hours	every day
	telephoning and messaging	half an hour	every day
	reading blogs	half an hour	every day
	traveling	15 days	once a year
	listening to music	1 hour	every day
	reading novels	2 hours	every day
	watching a sports match	1 hour	every day
	going to a concert, theaters or museums	3 hours	once a week
	shopping	4 hours	once a week
	going to karaoke	2 hours	once a week
Children under 12	playing Lego (乐高积木)	1 hour	every day
	playing with schoolmates, etc.	2 hours	every day
	riding bicycle	half an hour	every day
	drawing, playing piano, etc.	1 hour	every day
	playing computer games	half an hour	every day
	watching cartoons	1 hour	every day
	listening to stories	1 hour	every day
	playing yo-yo (溜溜球)	half an hour	every day
	reading picture-books	half an hour	every day
	swimming	half an hour	every day

STEP TWO

Survey questions:

- 1 What do you usually do in your spare time?
- 2 How much time do you spend on those activities each time? And how often?

STEP THREE

- 1 I interviewed one classmate about his grandparents' leisure activities. They have very different interests regarding their leisure activities. The grandpa loves tea. Every afternoon he goes to a tea house, enjoying tea and chatting with a bunch of old people like himself. It's the best time in a day for him. He would forget all his troubles and pains during the tea time. The grandma loves dancing in the evening. As long as it doesn't rain, she'll go to a park nearby and dance with a group of women, winter or summer. She says dancing makes her younger and healthy. She also helps babysit during the day when the parents go to work. Once or twice a week, she plays mahjong (麻将) with her friends.
- 2 I asked a classmate about her parents' leisure activities. The father likes climbing and hiking on weekends. On weekdays, he has to work late, so when he gets home, he likes to watch TV. Then on weekends, he'll go hiking. Sometimes he takes his camera with him. That's his new hobby—taking photos. Every year, he would travel to a foreign country for a few days. The mother likes to surf on the Internet during her free time. She does a lot of online shopping. She is addicted to it and has bought a lot of items that she doesn't need at all. She also loves to watch soap operas on the Internet.
- 3
 - I asked three of my classmates about their leisure activities. All of them are boys and one thing they all like is computer games. They like to play computer games because the games give them a sense of accomplishment. They also take some sports activities in the afternoon, like basketball and football.
 - I talked with two girls. Both of them like listening to music. They say they feel relaxed while listening to music. They also like to read blogs and talk with their friends through micromessage (*weixin*). It is a very convenient and cheap way to communicate with other people. They also go to concerts and other performances on campus once in a while.
- 4 I asked two classmates about their leisure activities when they were in primary and middle school. One said they had a lot of homework and seldom had time to do what he liked. But if he had had time, he would enjoy watching animated cartoons and riding bicycle. Another said she liked to play with her schoolmates. She also read books and watched cartoons. Sometimes she chatted with her friends online.

2 Laughter

Cross-talk is very popular in China. You can listen to it everywhere, on MP3 players, on the radio, on TV, on the Internet, etc. I think its popularity mainly lies in its humorous language, the performers' quick wits, their funny gestures, and presentation skills. The subject of cross-talk is in most cases close to our real life so that it resonates with the audience. It uses either bitter irony or funny teasing to amuse people. The most important thing is that cross-talk can make one laugh and think at the same time. What's more, cross-talk is also a reflection of the traditional Chinese

culture. Cross-talk comedians are really gifted performers. They are good at singing—able to sing different kinds of songs as well as a variety of local operas. Some of them are very good at mimicking. With almost nothing on the stage, they can perform whatever they want to.

3 Recognizing Puns

- 1 The word “plane” has the same pronunciation as “plain”. If you say something is plain, you mean it is simple in style. Normally you don’t have very nice food on the plane.
- 2 “A terminal illness” causes death, often slowly, and cannot be cured. The word “terminal” also means “a big building where people wait to get onto planes, buses, or ships, or where goods are loaded”. An airport terminal is where you get on or get off a flight.
- 3 The word “pointless” means “having no sense or purpose”, and a broken pencil has no point.
- 4 Math teachers may have a lot of problems for their students. They may also have problems themselves.
- 5 The word “short” means “short in height”, and it also means “not having as much of sth. as you want or need”. So here it may mean the boy doesn’t have enough money to pay for the lunch, or the boy is too short to reach the counter.
- 6 When you buy something from a vending machine, if you insert more than enough money, the machine will return the change, in the form of coins. What the nurse means is that they haven’t managed to get the coins out of the boy’s body yet. So the boy’s condition hasn’t changed.
- 7 The word “driving” also means “powerful”.
- 8 The word “bored” has the same pronunciation as “board (董事会)”. So here to the listener, it may also mean the mother is a member of the private school board.

Additional activity

Discuss the advantages and disadvantages of watching DVDs and going to the movies.

	Watching DVDs	Going to the Movies
Advantages	1) It’s more convenient, you don’t have to buy tickets. 2) You can watch a DVD whenever you like. 3) You can watch it over and over again if you like. 4) It’s much cheaper than going to the movies.	1) Movies are better in quality than DVDs. 2) You have a relaxed holiday feeling. 3) The wide big screen presents more vivid pictures.
Disadvantages	1) The quality is not as good as that of a movie, because many of the DVDs are pirated (盗版的). 2) You may be disturbed by telephone calls or other things while watching.	1) The cinemas are sometimes too noisy. 2) The ticket may be expensive.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- 1 I enjoy jokes because I think jokes can always make one laugh. It's well-known that laughter is the best medicine. Besides, jokes often have some wisdom in them. When I have time I usually read jokes in newspapers or in books. There are many jokes which cater to different age groups. I also like reading cartoons and comic strips.
- 2 I think humor is a very important quality for a person and a key to getting along with others. I like to be with humorous people. They are like sunshine, very popular with others. They can make me laugh when I am unhappy. They can change an awkward situation and help people get rid of embarrassment by making everybody laugh. With such people, life becomes more interesting and enjoyable.

Passage Reading

Words, Phrases and Grammatical Points

1 note (Line 16, Para. 10)

Some phrases with “note”:

- 1 make a note of sth.: write sth. down so that you can look at it later
e.g. I) I made a note of her address and phone number.
II) She took out her diary and made a note of the time of the meeting.
- 2 take / make notes: write notes
e.g. I) I read the first chapter and took notes.
II) She sat quietly in the corner making careful notes.
III) I noticed he was making notes about the deals as I was describing them to the board.
- 3 take note (of sth.): pay careful attention (to sth.)
e.g. I) Take note of the weather conditions.
II) People were beginning to take note of her talents as a writer.
III) His first album made the music world stand up and take note.

2 blame (Line 7, Para. 13)

Some phrases with “blame”:

- 1 blame sb. / sth. for sth.: say or think that sb. or sth. is responsible for sth. bad
e.g. I) You can hardly blame Peter for being angry with her.
II) The report blames poor safety standards for the accident.
- 2 be to blame (for sth.): used to say that sb. or sth. is responsible for sth. bad
e.g. I) You are not to blame for what happened.
II) The hot weather is partly to blame for the water shortage.

- 3 only have yourself to blame: (*spoken*) used to say that sb.'s problems are their own fault
e.g. I) If he fails his exams, he'll only have himself to blame.
II) He only has himself to blame if no one talks to him.

3 alive (*Line 8, Para. 13*)

The word is an adjective and not used before a noun. It has the following meanings:

- 1 continuing to exist
e.g. I) Ancient traditions are still very much alive in rural areas.
II) The big factories are trying to stay alive by cutting costs.
- 2 still living and not dead
e.g. I) Doctors fought to keep her alive.
II) It was really a bad accident—they're lucky to be alive.
- 3 active and happy
e.g. I) With the wind rushing through her hair she felt intensely alive.
II) It was the kind of morning when you wake up and feel really alive.

The phrase "alive and well" means:

- 1 still existing and not gone or forgotten, especially when this is surprising
e.g. Unfortunately, discrimination against black people is alive and well.
- 2 still living and healthy or active, especially when this is surprising
e.g. He was found alive and well after three days.

参考译文

享受幽默——什么东西令人开怀？

1 人们听到一个有趣的故事会笑，会开心，古今中外都一样。这一现象或许同语言本身一样由来已久。那么，到底是什么东西使故事或笑话让人感到可笑呢？

2 第一次意识到幽默的存在，我便喜欢上了它。我曾试图向学生们解释并与他们探讨幽默这个话题。这些学生文化差异很大，有来自拉丁美洲的，也有来自中国的。我还认真思考过一些滑稽有趣的故事。这完全出于我个人的喜好。

3 听我讲完一个笑话后，为什么班上的一些学生会笑得前俯后仰，而其他学生看上去就像刚听我念完天气预报一样呢？显然，有些人对幽默比别人更敏感。而且，我们也发现有的人很善于讲笑话，而有的人要想说一点有趣的事却要费好大劲儿。我们都听人说过这样的话：“我喜欢笑话，但我不怎么会讲笑话，也总是记不住。”有些人比别人更具有幽默感，就像有些人更具有音乐、数学之类的才能一样。一个真正风趣的人在任何场合都有笑话可讲，而且一个笑话会从他记忆里引出一连串的笑话。一个缺乏幽默感的人不可能成为一群中最受欢迎的人。一个真正具有幽默感的人不仅受人喜爱，而且在任何聚会上也往往是人们注意的焦点，这么说有一定的道理。

4 甚至有些动物也具有幽默感。我岳母从前经常来我们家，并住上很长一段时间。她通常不喜欢狗，但却很喜欢布利茨恩——我们养过的一条拉布拉多母猎犬。而且，这种喜欢是相互的，布利茨恩也很喜欢我岳母。布利茨恩即使在很小的时候就常常戏弄外祖母。当外祖母坐在起居室里她最喜欢的那张舒适的椅子上时，布利茨恩就故意把她卧室里的一只拖鞋叼到起居室。它在外祖母刚好够不着的地方蹦来跳去，一直

逗到外祖母忍不住站起来去拿那只拖鞋。外祖母从椅子上一起来，布利茨恩就会迅速地跳上椅子，它那闪亮的棕色眼睛里掠过一丝拉布拉多犬式的微笑，无疑是在说：“啊哈，你又上我的当了。”

5 笑话或幽默故事通常由三部分构成，这三部分很容易辨认。第一部分是铺垫（即背景），接下来是主干部分（即故事情节），随后便是画龙点睛的结尾语（即一个出人意料或令人惊讶的结尾）。如果结尾语含有一定的幽默成分的话，这个笑话便会很有趣。通常笑话都有这三部分，而且每部分都必须交代清楚。如果讲故事或说笑话的人使用观众都熟悉的手势和语言的话，则有助于增强效果。

6 我们可以对幽默这种娱乐形式进行分析，从而找出究竟是什么使一个有趣的故事或笑话令人捧腹。举例来说，以下是几种最常见的幽默形式，有非常显而易见的，也有较为微妙含蓄的。

7 “滑稽剧”是最明显的幽默形式。其语言简单、直截了当，常常以取笑他人之乐。滑稽剧这种形式过去是、现在仍然是单人表演的喜剧演员和小丑的惯用技巧。它为不同年龄、不同文化背景的人们所喜爱。几乎本世纪的每个讲英语的喜剧演员都曾以这样或那样的方式讲述过下面这则笑话。一位男士问另一位男士：“昨晚我看到的那位和你在一起的女士是谁？”那位男士回答道：“那可不是什么女士，那是我妻子。”这则笑话的幽默之处在于第二位男士说他的妻子不是一位女士，也就是说她不是一个高雅的女人。这则笑话并没有因为经常被人讲而变得不再那么好笑。由于这是一则经典笑话，观众事先都知道要说什么，而且大家因为对这则笑话很熟悉而更加喜欢它。

8 中国的“相声”是一种特殊的滑稽剧。说相声时，两名中国喜剧演员幽默地谈论诸如官僚主义、家庭问题或其他一些个人话题。相声哪儿都能听到，无论是在乡村的小舞台上，在北京最大的剧院里，还是在广播和电视上。在中国，它显然是一种家喻户晓的传统的幽默形式。

9 文字游戏不像滑稽剧那样浅显，它因语言的误用或误解而可笑。我特别喜欢的一个例子是三位年长的绅士在英国乘火车旅行的故事。当火车慢慢停下来时，第一位绅士问道：“这是温布利(Wembley)吗？”“不，”第二位绅士说，“是星期四(Thursday)。”“我也是，”第三位绅士说道，“让我们下车喝杯啤酒吧。”我们知道上了年纪的人往往耳背，因此会把Wembley听成Wednesday，把Thursday听成thirsty，这样一来就为第三位老人的妙语做好了巧妙的铺垫。

10 著名的中国漫画家和幽默家丁聪便是一位文字游戏大师。在他的一幅幽默漫画中，一位老师说：“你为什么一字不改地抄别人的作业？”那位年轻的学生回答道：“我没有一字不改地抄。我把作业上的名字改成自己的名字了。”在丁聪的另一幅经典漫画中，一位父亲生气地问道：“告诉我，1加2等于几？”儿子说：“我不知道。”这位不耐烦的父亲接着说道：“比方说，你、你妈妈和我，我们加起来一共是几个，你这个傻瓜？”儿子得意地回答道：“是三个傻瓜。”这些故事无论是漫画还是笑话，是由演滑稽剧的喜剧演员说，还是搭档的相声演员讲，都为各地的人们所喜爱。人们喜爱这些有趣的故事，因为它们贴近现实生活，而且其中那些出人意料的妙语也十分有趣。

11 双关语是一种更微妙的文字游戏。它使用的技巧是利用发音相似的词或同一个词的不同意义来制造幽默的效果。有些批评家认为双关语是最低级的幽默，但我不同意这种观点。与其他形式的幽默相比，双关语需要更微妙、更精深的语言技巧。然而，简单的双关语甚至连很小的孩子也会用。例如，“谜语”或脑筋急转弯问题常在铺垫部分、故事情节中，以及更多地结尾语中使用双关语。双关语是我最早懂得的幽默形式。记得大约在五岁时，我听到过下面这个谜语。一个人问道：“什么东西整个儿是黑的、白的和红的？”另外一个人通常猜不出来，于是问道：“我猜不着。是什么呀？”出谜语的人答道：“是报纸。”如果你知道在英语中red（红色）和read（读）的读音一样，但意思显然不同，答案就很明显了。

12 DOUBLE ENTENDRES（法语中的“一语双关”）是双关语的特殊形式，其词汇或短语有双重意义。两个意义往往差异很大，一个比较恰当，另一个往往比较粗俗，但也并不总是这样。我喜欢那个关于一位中学教师和校长因看见学生在校操场上接吻而感到担心的故事，故事并不过火。那位教师对学生们

说：“我和校长已经决定停止在学校操场上接吻的做法。”听到笑声，她意识到自己没有把意思表达清楚，于是她补充说：“我的意思是不能在我们的鼻子底下发生接吻这样的事了。”当然，这个解释并没有纠正她的第一句话，反而使这个笑话的双重含义变得更加好笑。

13 一些专业的幽默作家认为现在的幽默大多缺乏智慧，不够巧妙。他们不喜欢在幽默中被人们滥用的有色情意味或粗俗的语言，而且他们觉得大多数幽默作家缺乏创造性。的确，现在有些幽默令人震惊，但我认为这不是幽默的过错。幽默现在仍然存在，并且将来还会继续存在下去，原因很简单——因为每天都有有趣的事情发生。一些有幽默感的人看到、听到这些有趣的事情后会把它们编成妙趣横生、令人开心的笑话和故事。

Exercises

Post-Reading

Reading Comprehension

1 Paragraphs

Topics

Paras. 1-3	Humor is <u>universal</u> , but people's sense of humor <u>varies</u> .
Para. 4	Even <u>animals</u> have a sense of humor. The writer's <u>dog</u> is a good example.
Para. 5	The typical three parts of a joke: 1) <u>the setup</u> , 2) <u>the body</u> , 3) <u>the punch line</u> .
Paras. 6-12	Different forms of humor: 1) <u>slapstick</u> , 2) <u>Chinese cross-talk</u> , 3) <u>a play on words</u> , 4) <u>puns</u> , and double entendres.
Para. 13	Humor will <u>persist</u> even though some professional humorists think today's humor is not very <u>intelligent</u> or <u>sophisticated</u> .

2 1 B 2 D 3 C 4 A 5 C 6 A 7 A 8 D 9 B 10 B

3 Sample

I think there are several factors that lead to the different responses, such as one's personality, knowledge of the world, cultural background, etc. Some people are more sensitive to humor. They like to laugh, and they enjoy jokes. They are more imaginative. After hearing a joke, they will use their imagination to make the joke more laughable. Others may not understand the joke well, perhaps because they don't have the right knowledge, or because of their limited cultural background, etc. Another barrier, I think, is the language. Sometimes when a foreign teacher tells a joke, his students cannot understand it because of some difficult words. And people from different cultures may perceive humor differently.

4 Joke 1

One day a visitor from the city came to a small rural area to drive around on the country roads, see how the farms looked, and perhaps see how farmers earned a living. (SETUP) The city man saw a farmer in his yard, holding a pig up in his hands, and lifting it so that the pig could eat apples from an apple tree. The city man said to the farmer, "I see that your pig likes apples, but

isn't that quite a waste of time?"(BODY)

The farmer replied, "What's time to a pig?" (PUNCH LINE)

Joke 2

One absent-minded professor approached the edge of a wide river, and far across on the other side he saw another absent-minded professor. (SETUP) The first man called out loudly, "Hello! How do I get to the other side of the river?"(BODY)

The second man on the far side of the river shouted back, "Hello! You are already on the other side of the river." (PUNCH LINE)

5 Sample

- I agree with it because people enjoy laughter. Humorous people know that laughter is the best medicine. In fact, this kind of insult is not insulting in its real sense because when people are trying to make others laugh the focus is on the fun they can enjoy, not on insulting them. People often need self-mockery to survive, to let out anger, and to get out of difficult or embarrassing situations. Life should be filled with laughter. How boring the world would be if everybody was serious and humorless.
- I don't agree with it. Dignity is the most important thing. I wouldn't allow anyone to insult me even if they intend to make me laugh. As a matter of fact, they wouldn't be able to make me laugh if they are insulting me. When people are getting together, friendliness and harmony are the priorities. I enjoy jokes, but I think some jokes go too far because they hurt people.

Vocabulary

- | | | | | |
|---|--------------------|-----------------|-------------------|-----------------|
| 1 | 1 A entertaining | B entertainment | C entertained | D entertainer |
| | 2 A recognizable | B recognized | C recognition | |
| | 3 A tempting | B temptation | C tempt | |
| | 4 A reasoned | B reasoning | C reasonable | D reason |
| | 5 A analyzed | B analytical | C analyst | D analysis |
| | 6 A valuable | B valuation | C valued / values | D value |
| | 7 A humorist | B humor | C humorous | D humorless |
| | 8 A understandable | B understanding | C understand | D misunderstood |
-
- | | | | |
|---|-----------------------------|--------------------------------|--------------------------|
| 2 | 1 a sense of responsibility | 2 a sense of safety / security | 3 a sense of inferiority |
| | 4 a sense of superiority | 5 a sense of rhythm | 6 a sense of justice |
| | 7 a sense of shame | 8 a sense of helplessness | 9 a sense of direction |
| | 10 a sense of urgency | | |
-
- | | | | | | |
|---|----------------|------------|----------|--------------|-------------|
| 3 | 1 mischief | 2 sense | 3 end | 4 successful | 5 contacted |
| | 6 individually | 7 response | 8 answer | 9 directly | 10 followed |

Translation

- 1 Lively behavior is normal for a four-year-old child.
- 2 Fast cars appeal to John, but he can't afford one.
- 3 Dave required a lot of time to study the diverse arguments.

- 4 I asked my boss for clarification, and she explained the project to me again.
- 5 Photographic film is very sensitive to light.
- 6 Mutual encouragement can be a great help, especially in the early days.
- 7 Jimmy cried when people made fun of him.
- 8 John won't give up. He persists in his opinion / viewpoint.
- 9 Ted always wants to be the focus / center of attention.
- 10 Is it cheaper if we buy the ticket in advance?

After-Class Reading

参考译文

致命诱惑

1 英国离奇谋杀案小说的“女皇”毫无疑问是阿加莎·克里斯蒂。虽然作者本人在二十多年前就去世了，但她创作的侦探小说现在仍然非常畅销。这些小说被译成了一百多种语言，销量超过了20亿册。

2 无论是在英国还是在其他国家，阿加莎·克里斯蒂的小说都非常受欢迎，这并不难理解。她的每本书构思都很巧妙。她创造的人物很容易辨认，情节的设计环环相扣，很严密。但最重要的是，她所有的故事都给读者设置了一个谜团。

3 克里斯蒂的作品几乎都是以谋杀开场，迫使读者提出这样一个问题：“是谁干的？”，而最后总是水落石出。读者的乐趣就在于根据故事里隐含的线索顺藤摸瓜，努力在作者揭开谜底之前找到正确答案。这种模式迎合了人类最强烈的本能之一——好奇心——而人们对这种模式的喜爱程度丝毫没有减弱的迹象。

4 很多离奇的案子都是由克里斯蒂笔下的一位常常出场的侦探破解的，例如那个非常自信的比利时人赫尔克里·波洛，或者是那个显然没有恶意的小老太太马普尔小姐。克里斯蒂同时也为她的故事创造了一个特有的背景，这种背景如同她创作的一些人物一样为人们所熟知。那是处于两次世界大战之间的英国，那儿的小村庄里邻里关系紧密，生活平静，或者是城里的阔佬们聚集在乡下的豪宅里度周末。

5 这个世界有着严格的社会等级制度。乡下宅子的主人占据着社会的顶层，他们很可能是贵族成员，然后是那些职业阶层：医生、律师和商人。处于底层的则是一般民众，在书中通常作为仆从、厨师和园丁出场。当谋杀案发生时，有不少需要调查的嫌疑人。

6 阿加莎·克里斯蒂笔下的世界不是一个完全真实的世界，这就是她的作品一直不过时的原因之一。这是一个安定的、循规蹈矩的世界，而谋杀案的发生打乱了人们的正常生活。因此必须侦破案件，抓住杀人犯，从而恢复宁静的生活。

7 在阿加莎·克里斯蒂一生的大部分时间里，英国的杀人犯都被处以死刑。因此，她作品中的谋杀案一旦破获，找出了杀人犯，那么他或者她的末日就到了。不会有未了结的事情，读者于是就可以高枕无忧了。

8 当然，在现实世界里，事情并非如此。罪犯会逍遥法外，法律会伤及无辜，审判不公时有发生。简而言之，现实世界并不是一个安全的地方。正因为如此，才会有这么多的读者喜欢逃避现实，埋头于老套的、结局没有任何争议并且可以预测的侦探小说中。

9 阿加莎·克里斯蒂所著的这种侦探小说毫无疑问是老套的。现代描写犯罪的作家几乎没有人再写这样的作品了。现代的小说在道德上和心理上都更趋复杂，除了“是谁干的？”这个问题之外，现代犯罪小说还要探讨“为什么这样做？”的问题。现代作家更感兴趣的是了解罪犯的心理和杀人的动机。他们

所探讨的犯罪世界比阿加莎·克里斯蒂所能想象的要黑暗得多。现代的犯罪小说不仅不能给读者带来慰藉，反而会使他们感到不安。

10 但是对于美国人称之为“舒适型”的犯罪小说流派，英国人依旧十分喜爱。谋杀故事仍被看作是一种娱乐消遣，而且电视节目表里也充斥着以杀人犯被捕、让观众心安理得而告终的侦探剧。

11 从酒店提供的“周末离奇谋杀案”活动也可以看出侦探小说有多么流行。客人们扮演那些经典侦探小说中的嫌疑人，用一个周末的时间来找出他们中的哪一个是“杀人犯”。或者举办“谋杀案侦破晚宴”：一群朋友聚在一起，吃饭时根据预先专门准备好的关于人物性格和行踪的线索破解一桩案件。如果餐桌上的谋杀案提不起你的兴趣，还有各种各样的棋盘游戏和计算机游戏来测试你的侦探能力。

12 但是有些人会沉迷于此，无法自拔。小说里最有名的侦探也许就是夏洛克·福尔摩斯了，他的住处是“伦敦贝克街221B号”。现在仍有信件寄到那里，要求他帮忙破解各种各样的谜案。因为有很多信件寄给这位大侦探，所以现在位于此处的公司雇用了一个人，专门回复这些信件。

13 只要人类还有好奇心，那么毫无疑问，各种各样的侦探小说就会继续施展其致命的诱惑力。

PART 3 Further Development

1 Vocabulary Review

1 B

- A a part of a gun which causes the gun to fire when pressed
- B cause sth. to happen or exist
- C an event or thing that causes sth. to happen

2 A

- A a number of people or things
- B one of the long thin pieces of wire, nylon, etc. that is stretched across a musical instrument and produces sound
- C a thin rope or thick thread used for tying or fastening things

3 A

- A disappear
- B depart; leave a place
- C travel to a place and spend some time there, for example for a holiday

4 C

- A make a car, truck, bus, etc. move along
- B force sb. or sth. to go somewhere
- C strongly influence sb. to do sth.

5 B

- A a college or university, or the time when you study there
- B an opinion or way of thinking about sth. shared by a group of people
- C train or discipline

6 C

- A the meals provided for you when you pay to stay somewhere
- B a flat wide piece of wood, plastic, etc. that shows a particular type of information
- C a flat piece of wood, plastic, card, etc. that you use for a particular purpose

7 B

- A relating to business
- B an advertisement on television or radio
- C more concerned with money than with quality

8 A

- A let sth. fall
- B speak less loudly
- C stop doing sth., discussing sth., or continuing with sth.

9 C

- A an organization of people with a common purpose or interest who meet regularly and take part in shared activities
- B a playing card showing the black three-leaved sign (扑克牌中的) 梅花
- C a heavy stick, usually thick at one end

10 C

- A shine or give off light
- B flow quickly and in great amounts
- C move in a continuous flow in the same direction

2 Competing for Tourists

Sample

Our special services and facilities:

- childcare center, medical center
- reading room
- cinema, karaoke hall, dance hall, computer game rooms
- tennis court, football field, basketball court, swimming pool, bowling alley
- teahouse, pub, coffee house
- spas and foot massage

We have theme activities such as:

- A two-day tour to scenic spots: We will have a packaged tour to some beautiful places like “Qiandao Lake”, “Tianmu Lake Rafting”, “West Lake”, etc.;
- Arts activities, such as Calligraphy Tour, Beijing Opera Night, Fun in Acrobatics, etc.;
- Knowing-More-About-Society-Tour: going to the countryside, visiting a silk factory, visiting a museum, watching a fashion show, visiting historic sights, etc.;
- Fun in food: cooking lessons, cooking competitions, enjoying healthy food with Chinese herbal medicine, etc.;
- Miscellaneous activities: playing board games, various sorts of ball games, bonfire party, swimming and dancing, spa bathing, etc.

3 Trying to Be the Most Entertaining Group

Joke 1

Bad or Worse

“How is the business?” asked Mike, as he walked into his friend’s dress shop.

“Terrible,” complained John. “Business is awful. Yesterday I only sold one dress, and today it was even worse.”

“How could it be even worse?” asked Mike.

“Today the customer returned the dress she bought yesterday.”

Joke 2

The Effectiveness of Advertisement

Some businessmen were talking excitedly about advertising on TV. As none of them had ever done it before, everyone had his point of view. At this moment, Mr. Grey arrived. Mr. Grey was a car dealer and he had once made an advertisement.

“What are you talking about?” Mr. Grey asked.

“We are talking about whether advertisement works or not,” one of the businessmen answered.

“Oh, yes, it works very fast,” Mr. Grey said. “I once advertised for my watchdog and offered a reward of \$100.”

“Did you get the dog back?”

“No, but that very night three of my cars were stolen.”

Game

Teapot

Two people can play this game, but it is better with more people. Ask one person to move away so that the rest of you can decide on which verb you are going to choose. Let’s suppose you choose “sing”. The other person can then return; he or she asks questions, replacing the verb with the word “teapot”. You answer them, but you avoid using the verb you have chosen. For example:

Friend: Do you teapot in the bath?

You: Yes, sometimes.

Friend: Do you teapot during meals?

You: No, not usually.

Friend: Do you enjoy teapotting?

You: Yes.

Friend: Do other people enjoy your teapotting?

You: They pretend they don’t. But I’m sure they do really!

Questions and answers like these can go on and on until your friend discovers the word. You can also limit the number of questions so that the game won’t run too long.

4 Week-Long Holiday Project

Sample

Name: Dandelion (蒲公英)

People: David	Project Manager	Overall charge
Mary	Researcher	Questionnaire designer
James	Researcher	Public relations
Cheryl	Computer technician	Data management
John	Treasurer	Financial management

Target: Find new customers and raise the sales volume of *New College English*.

Research methods and steps:

- 1 Design questionnaires and interview 1,000 office workers and other people who are studying English by themselves.
- 2 Check the interview results and decide the potential customers.
- 3 Organize events in public libraries demonstrating features of the book for those potential customers.
- 4 Provide demo classes.

Budget: 200 yuan stationery
300 yuan photocopies of questionnaire
900 yuan rent for public events
600 yuan public relations

Further actions: If we successfully get the grants, we will organize campus tours and classroom demonstrations of the use of *New College English*. The potential customers will have opportunities to attend the class and use its online courseware. We will hold Q&A meetings regularly with experienced English teachers and answer any questions our users may have during their self-study.

5 Racking Your Brains

- 1 A camel.
- 2 Your age.
- 3 A towel.
- 4 A peacock.
- 5 A candle.
- 6 Have someone throw it to you.

PART 4 Translation and Writing

2 Translation Practice

这位上了岁数、但从未结过婚的英国女士，1930年第一次出现在小说《寓所谜案》中，当时她的年龄介于65-70岁。在长达41年的时间里，她出现在12部小说以及20篇短篇中——最后一次破案时她已经年事很高了。

马普尔小姐外表高高瘦瘦，面色红润，但布满皱纹。她有着一双淡蓝色的眼睛，雪白的头发在头上盘成老式的发髻。从外表上看，她不会给任何人造成伤害，加上她那漫无边际的闲谈以及永远都带在身边的

毛线针，这些常常会引起人们的误解，让人们仅仅把她看成是一位“犹犹豫豫的老妇人”。那些真正了解她的人都明白，她对人类的本性有着敏锐的观察能力，而且“不可思议地总是正确”。

虽然马普尔小姐一生都生活在看上去枯燥而乏味的圣玛丽牧场，她却相当老道地认识到并接受了这一点：我们周围充满了邪恶。就像她经常指出的那样，大城市能找到的人性特征和邪恶，在她住的村子及周边也都能找到。于是，她的破案方式就是找出圣玛丽牧场和外面的世界在生活 and 人物方面的相似之处。

3 Writing

1 Sample

My Favorite Pastime

My favorite pastime is writing. You may not think it is a pastime. But to me it is, because it is a form of relaxation that takes my mind away from other things when I feel tired.

I began to write when I was in primary school. I was imaginative and created many interesting stories at that time. When I told the stories to my friends on our way home from school, they enjoyed them. Soon it became my regular practice. That made me really happy. Sometimes I wrote down my stories and passed them around among my classmates.

When I was in high school, I began to like poems. This was because of the influence of my best friend Jasmine. She liked poems very much, so gradually I learned to appreciate poems. When I was writing poems, I could concentrate for a long time, totally losing myself. Whether I was happy or sad I started writing poems to express myself.

Let me tell you a little secret. Now I'm writing a science fiction about time travel. I'm sure it is original and interesting. However, writing definitely takes time, and how I wish I could have more time to pursue this hobby. I may not become a professional writer, but I will always enjoy writing.

2 Sample

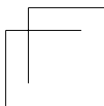
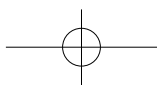
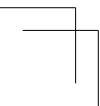
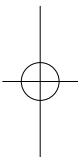
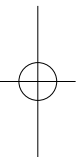
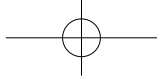
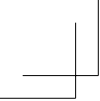
How People Spend Their Leisure Time

Many people are busy with various things at work or at home, and they have no time for entertainment. But this is really bad for one's health. We should make an effort to have relaxation. A proverb says, "All work and no play makes Jack a dull boy."

People in different regions may have different forms of activities. In China one of the most popular activities is traveling, especially going to the remote areas. The isolated locations appeal to travelers who want to get closer to nature because they are tired of stressful city life.

Other people will stay at home, watching TV, going to the movies or concerts, or inviting some friends over for a party. Children like to go to the park, play with their schoolmates, and participate in sports. Young women like to go shopping while young men prefer to stay at home, watching TV and surf the net.

Pastimes vary according to age, sex, personality and financial situations. Whatever one's pastime is, it can make them feel relaxed, more refreshed and ready to start a new day's work. Pastimes offer a way to take one's mind away from the stresses of everyday life.



Unit 2

The Power of Words

Useful Information

At any level of society, people who are good with words often have power or influence. The capacity to communicate is a valuable asset in any situation, whether you want to convince, console or encourage others. To be able to use the right words in appropriate situations is both a skill and a gift.

We often assume that to be a good communicator you have to be well-educated, but in fact people from all walks of life can communicate effectively. The most important aspect of the art of communicating is to know or understand one's audience. Without this sensitivity, it is impossible to choose words that will have the desired impact on the person or people with whom we are talking.

One of the advantages of education is that it enables one to change registers of language more easily. When speaking to a person in a position of authority, we normally speak differently than we would if we were speaking to a close friend. Education enlarges our vocabulary and enhances our capacity to switch from one type of language to another. In other words, we can choose to speak in plain and simple language or with complex and sophisticated sentences. Changing registers does not mean, of course, that the content of what we say becomes more or less profound. Just because a person speaks in simple terms does not mean that they are not saying something important or profound. After all, one of the most famous sentences in the English language is grammatically simple, but philosophically complex: "To be or not to be, that is the question."

In our personal lives, other people's words can change our mood or even our attitudes. Words are an essential link between friends, relatives, colleagues and acquaintances, etc. Using kind and thoughtful words to maintain and to improve our relationships is one way to contribute to the well-being of ourselves and others. In today's fast-paced world, it is often easy to become so involved with one's daily existence that one forgets to keep in touch with friends, to give words of encouragement to the people around us and to show that we care about them.

Written words are even more powerful because they can be kept and treasured as a permanent reminder. With the advent of e-mail, letter-writing has perhaps made a comeback. Providing one has access to the Internet, keeping in touch with distant friends and colleagues has been made much easier.

PART 1 Preparation

1 The Sentences That Affected You

Sample

- 1
 - I love / like you.
 - I feel proud of you.
 - I admire you.
 - You are so beautiful and adorable.
 - I enjoy being with you.
 - It's very nice / kind / generous / friendly of you.
 - You are the best.
 - You are the most creative person I've ever known in my life.
 - You'll make a difference in this world.
- 2
 - You are stupid / lazy / careless / thoughtless / mean.
 - I don't love you any more.
 - You disappointed me. / You let me down.
 - You don't understand anything about it.
 - I don't want to see you any more.
- 3
 - Go on.
 - I'm sure you'll succeed.
 - Wherever you go, I'll be right there supporting you.
 - I'm proud of you.
 - I believe you can do it.
 - You will make it.
 - I can see your progress.

2 What Has Happened?

Sample

Pat and Tom work in the same office and are good friends. One day they were having dinner in a restaurant. They were talking about their colleague, Mary. Both of them thought that Mary was a disagreeable person, and not easy to get along with. They even mentioned that once Mary suspected her colleague had stolen her purse, but in fact she had left it in her car. When they were talking, they didn't realize that Mary happened to be there, too.

Then, Mary stomped angrily out of the restaurant. At that moment, they realized that Mary had overheard their conversation. They were very embarrassed, wishing that they hadn't said anything bad about Mary.

3 Dialects and Mandarin (Putonghua)

Sample

- 1
 - I can just speak Cantonese, in addition to Putonghua.

- Two—Cantonese and Shanghai dialect.
- 2 • My mom speaks Cantonese and my dad speaks Putonghua. We speak Putonghua at home.
 - Both my dad and mom speak Cantonese, so I also speak Cantonese at home.
- 3 • The great majority of Chinese people choose to speak Mandarin in social context because dialects can be understood only by small groups of people. When we go to a different city, we have to speak Mandarin if we don't know the local dialect. Otherwise, people won't understand us and there'll be a lot of trouble and inconvenience. Not only is Mandarin important for our work and life, it is also important for entertainment. If we don't understand Mandarin, we won't be able to enjoy TV programs, radio programs and movies, because they are usually in Mandarin. Besides, many foreigners also learn to speak Mandarin in China. Perhaps you won't be able to talk or make friends with any of them if you can't speak their languages or Mandarin.
- To me, dialects are important in many ways. People speaking the same dialect feel close to each other. Usually they are from the same region and have more in common. When you talk about a particular event or custom in your hometown, perhaps you'll find it hard to express yourself in Mandarin. And you'll find your dialect has more vivid expressions than Mandarin. Besides, dialects can help you recognize fellow townsmen by their dialect or accent. When they are far from their hometown, townsmen feel as if they were from the same family. There's a saying which goes like this: Townsmen have tears in their eyes when seeing each other.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- 1 • I often call my parents, usually once a week. But I called them more frequently when I was a first-year college student. Now I'm somehow used to college life. Communication with parents has become a routine and I do it regularly.

I also send my parents letters, birthday cards, New Year cards, etc. I have many friends and we often e-mail each other and sometimes write each other letters when we have something to share because letters can be read again and again and be kept for a long time. I am very happy when I receive their letters, and can't wait to read them. After I send a letter, I will wait anxiously for a reply. I hope they enjoy my letters, too.

- I don't think people of my age often write letters. Instead, we e-mail each other almost every day. So the happiest time in a day is when I sit down and check my e-mails after a day's work. When I read e-mails, I feel as if I were talking with the person face-to-face. And at the same

time, I can experience many things vicariously (通过他人的经验感受到地) and share with them some happy moments in their lives. Sure I'll reply to their e-mails right away, hoping they'll also share my feelings. E-mailing is so fast and we feel we are only a click away from each other. By e-mailing we can save a lot of paper, and trees.

- 2 • I believe people need encouragement and praise. Encouraging words to someone who is down can lift them up and help them make it through. I remember very well when I was in middle school there was once a speech contest. I wanted to take part in it, but I was afraid of making a fool of myself. Then one of my classmates said to me, "This is your chance. Just have a try. What could you lose?" Her words encouraged me so much that I entered the contest and finally won the second prize.
- There is no doubt that people need encouragement and praise. All of us would like to feel needed, admired or loved. Without words of encouragement or praise, how could we know that we were valued by people close to us? Besides, when I fail to do something, I'll feel depressed. If someone can comfort or console me at that moment, and give me encouragement, they'll probably make a difference in my life. On the other hand, if I can encourage or cheer my friends up, I'll feel good about myself. So encouragement and praise actually benefit people on both sides.

Passage Reading

Words, Phrases and Grammatical Points

1 column inch (Line 5, Para.2)

"Column inch" is a newspaper term. A page may have several columns. A column has a fixed width. A column inch is a unit of space one column wide by one inch high. Ads are charged per column inch. For example, an ad that is 2 columns wide and 5 inches tall would be 10 column inches.

2 make a habit of (Line 2, Para. 3)

除了 make a habit of..., habit 的用法还包括:

1 be in the habit of

- e.g. I) I'm not in the habit of lying to my friends.
II) Jeff was in the habit of taking a walk after dinner.

2 get / fall into the habit of

- e.g. I) Although I stopped taking lessons, I've got into the habit of practicing my saxophone.
II) He had fallen into the habit of having a coffee every time he passed the coffee machine.

3 break the habit of

- e.g. I) A new method was developed to help break the habit of smoking.
II) Try to break the habit of adding salt to your food at the table.

3 a quick, encouraging word (*Lines 2-3, Para.3*)

Here “word” means “a short statement, especially one that gives advice, information, or a warning”.

- e.g. I) A word to fathers: Don't frighten away your daughter's friends.
II) A good word of advice to students: Don't speak before you think.

4 ... the paper was flooded with calls and letters... (*Line 3, Para. 4*)

The expression “be flooded with sth.” means “receive so many letters, complaints, or inquiries that you cannot deal with them all easily”.

- e.g. I) The office was flooded with complaints.
II) I was flooded with calls just from those few advertisements.

5 ... have been known to turn around a day... (*Lines 7-8, Para. 5*)

More examples about the structure “have been + past participle + to do...”

- e.g. I) He has been known to be very generous with his time.
II) Dr. Smith has been asked several times to perform that operation.

6 attach... to (*Lines 2-3, Para.7*)

attach... to 可以用于以下词组中:

- 1 attach importance to: believe that sth. is important
e.g. It is unwise to attach too much importance to the information.
- 2 attach sth. to sth.: fasten or connect one object to another
e.g. She attached a stamp to the envelope and mailed it.
- 3 be attached to: be part of a bigger organization
e.g. This institute is attached to the University of Toronto.
- 4 be / become attached to: like sb. or sth. very much because you have known them or had them for a long time
e.g. It's easy to become attached to the children you work with.

7 owe... to (*Lines 3-4, Para.8*)

This phrase means “have sth. or achieve sth. because sb. or sth. has helped you”.

- e.g. I) I owe my success to him.
II) She owed her good health to her regular lifestyle.
III) I owe it to the doctor that I am still alive.

8 ever-ready (*Line 4, Para.8*)

“Ever-” is a prefix meaning “always or continuously”. It is often used with adjectives and the “-ing” form of verbs.

- e.g. I) The visit left an everlasting impression on me.
II) The leaves of evergreen trees are often shaped like needles.
III) Perhaps the dread of cancer is ever-present.
IV) The government was embarrassed by its ever-growing debt.
V) The ever-changing colors of the sea have inspired many artists.

参考译文

便笺的力量

1 作为体育编辑，我最早为蒙彼利埃（俄亥俄州）的《企业导报》工作。当时我很少收到体育迷的来信。因此，一天早晨放在我桌上的一封来信引起了我的好奇心。

2 打开来信，我看到了下面的话：“关于老虎队的评述很不错，再接再厉。”签名的是体育编辑唐·沃尔夫。当时我只有十几岁（每写一栏英寸文字，稿酬总计达15美分），因此他的话对我来说是莫大的鼓舞。我把这封信一直放在书桌的抽屉里，后来它都折角了。每当我怀疑自己不是当作家的料时，我就会重温一下唐写给我的便笺，然后便又会信心满满。

3 后来，我逐渐对唐有了更多了解，知道给各行各业的人写简洁而鼓励的话语是他长久以来的习惯。他告诉我说：“当我使别人充满信心时，我自己也感觉好极了。”

4 因此他的朋友圈子就像附近的伊利湖那么大，这也不足为奇了。唐去年去世了，享年75岁。当时，电话与悼函像潮水般地涌向报社，这些都来自于曾经得到过他的文字激励的人们。

5 多年来，我努力效仿唐以及我的其他朋友，他们关心别人，常写一些鼓舞人心的话语。我觉得他们这样做是很有意义的。在这样一个常常冷漠的、无动于衷的世界上，这些便笺给人们带来温暖和慰藉。我们都时不时地需要鼓励，而且大家都知道几句赞美的话会使一个人的一天因此而变得有所不同，有时甚至会改变一个人的一生。

6 那么，为什么很少有人愿意写激励人心的便笺呢？我猜想很多人回避这种做法是因为他们太看重别人的看法了。他们担心会被误解，怕别人觉得他们多愁善感或者言不由衷。还有，写便笺也要花时间，远不如打电话方便。

7 当然打电话也有缺点，那就是：说过的话留不住。而一张便笺能使我们的良好祝愿显得愈加珍贵。便笺是白纸黑字、记录在案的东西，而且我们写下的文字可以被反复阅读，细细品味，并加以珍藏。

8 尽管写便笺会多花一些时间，但一些非常繁忙的人也在这么做，其中就包括乔治·布什。有人说，他政治上的成功在很大程度上归功于他那支随身携带的笔。这是怎么回事呢？在他整个职业生涯中，每次会面之后，他几乎都会随后写封信，给予亲切的回应——一句赞美之词、一行表扬的话或一段感谢语。他不仅写给朋友和同事，还写给萍水相逢的人以及完全陌生的人——比如那位借伞给他的人，他后来收到布什热情的赞扬信时感到很惊讶。

9 那些通常做作的公司高层经理们的领导作风可以被形容为强硬、冷漠，并且脱离群众。但即使这些人也开始学习写便笺去鼓舞别人，并且他们从中获益匪浅。福特汽车公司前主席唐纳德·彼得森把每天写便笺鼓励同事当作一件日常工作。福特汽车公司在20世纪80年代走出低谷、取得成功主要是他的功劳。“我只不过匆匆地在备忘录或信的角落里写一些鼓舞人心的话，然后传递出去，”他说道。“每天最重要的10分钟就是鼓励那些为你工作的人。”

10 “很多时候，”他说，“那些我们真正喜欢的人并不知道我们是怎么看待他们的。很多时候，我们会以为，我并没有说过什么批评的话，为什么非得去说好话呢？我们忘了，人类需要正面的肯定或鼓励——事实上，我们靠这个取得进步，获得成功！”

11 怎样才能写出振奋精神、温暖人心的信呢？只要我们愿意表达我们的理解和感激即可。写这种便笺的高手都具有我称之为“4S”的技巧。

12 1) 真诚(sincere)。没有人愿意听到虚假的赞美。

13 2) 简短(short)。如果不能在三句话内表达出你的意思，你很可能就写得太长了。

14 3) 具体(specific)。赞扬一位业务伙伴“演讲精彩”未免过于笼统含糊；告诉他“关于沃伦·巴菲特的投资策略讲得很精彩”才是一语中的。

15 4) 自然(spontaneous)。这使得便笺充满了生气，洋溢着热情，并使读者的心灵长久地感受到这种生气和热情。

16 当你得到处找写信用品时，写出来的东西就难以表达自然，因此我总是把纸、信封和邮票放在手边，甚至在旅行时也是如此。信封、信笺等不需要很花哨，重要的是要表达的思想。

17 那么，你身边的人又有谁值得你写便笺表示感谢或认可呢？一位邻居？为你服务的那位图书馆管理员？一位亲戚？你的市长？你的伙伴？一位老师？你的医生？你不必富有诗意。如果你需要一个理由，那么就找一个生活中具有里程碑意义的重要事件，你们共同参加的某个特殊事件的周年纪念日、生日或者节日。例如，过去的25年里，每年圣诞的时候，我总是给远方的朋友写一封信，而且常常在上面亲笔写上一句感谢或祝贺的话。鉴于圣诞节的氛围，对一年来所取得的成功与获得的好运表示谢意似乎是最恰到好处的。

18 不要吝啬你的赞美。像“最了不起的”、“最聪明的”、“最漂亮的”这类使用形容词最高级的表达法会使大家都感到高兴。即使你的赞美之词与现实相比稍稍过了一点儿也没关系。记住，梦想的实现往往孕育于期望之中。

19 今天，我收到了以前的老板和导师诺曼·文森特·皮尔寄来的一封温暖的赞扬信。这张小小的便笺上满是鼓舞人心的词句，这促使我坐到了打字机前来完成几封我早就该写的信。我不知道这些信会不会使别人高兴，但是，这些信让我感到很高兴。正如我的朋友唐·沃尔夫所说的，使别人充满信心，也会使自己感到高兴。

Exercises

Post-Reading

Reading Comprehension

1 Paragraphs

Topics

- | | |
|--------------|---|
| Paras. 1-5 | 1 <u>The significance of Don Wolfe's notes: Don Wolfe's uplifting notes made the writer feel confident and many others feel good.</u> |
| Paras. 6-7 | 2 Reasons why many people shy away from writing uplifting notes. |
| Paras. 8-10 | 3 <u>Some very busy people write notes and benefit from this practice, for example, George Bush and some top corporate managers like Donald Petersen.</u> |
| Paras. 11-18 | 4 How to write notes that lift spirits and warm hearts. |
| Para. 19 | 5 <u>Conclusion: An uplifting note makes both the receiver and the sender feel good.</u> |

2 1 F 2 F 3 T 4 F 5 T 6 F 7 T 8 F 9 T 10 T 11 T 12 T

3 Sample

Situation 1: It's not the end of the world. I'm sure you'll get good results in the final. I once failed two courses.

Situation 2: I'm sorry to learn that your grandmother passed away. She was a wonderful person and will be remembered by your family and those who know her.

Situation 3: Happy Birthday! You are the sweetest person in the world. I miss your company and look forward to seeing you again.

Situation 4: You are always the best in my eyes. Time can cure everything. Be brave!

Situation 5: Congratulations! What a good beginning! I wish you success.

Vocabulary

1 STEP ONE

Column A	Column B	The Compound Words Created
up	eared	<u>upbeat, uplift</u>
draw	ready	<u>drawback</u>
hand	conscious	<u>handwritten</u>
rag	back	<u>rag-eared</u>
ever	beat	<u>ever-ready</u>
over	lift	<u>overdue</u>
self	due	<u>self-conscious</u>
mile	stone	<u>milestone</u>
type	wishing	<u>typewriter, typewritten</u>
well	writer / written	<u>well-wishing, well-written</u>

STEP TWO

1 upbeat / uplifting	2 ever-ready	3 overdue	4 typewriter
5 milestone	6 handwritten	7 uplifted	8 self-conscious
9 rag-eared	10 drawbacks		

- 2 1 A intrigued (v.): arouse sb.'s interest or curiosity
B intrigues (n.): the act or practice of secretly planning to harm sb. or make them lose their position of power
- 2 A straining (v.): try very hard to do sth., using all your physical or mental strength
B strain (n.): a force that stretches, pulls or puts pressure on sth.
- 3 A savor (n.): taste; flavor
B savored (v.): enjoy an experience, activity, or feeling as much as you can and for as long as you can
- 4 A treasure (v.): treat sth. as being very special, important, or valuable
B treasure (n.): a collection of valuable things such as gold, silver, jewels, etc.
- 5 A credited (v.): consider sb. as having achieved sth. or being the reason for it
B credit (n.): trust; faith
- 6 A boost (n.): an encouraging act of cheering sb. up
B boost (v.): make sb. feel more confident and less worried
- 7 A note (n.): a short, usually informal letter
B noted (v.): notice or pay careful attention to sth.
- 8 A signed (v.): write your signature on a letter or document to show that you wrote it, agreed with it
B sign (n.): a movement of your arms, hands, or head which is intended to have a particular meaning

- 9 A stuffed (*v.*): push or put sth. into a small place, especially in a careless hurried way
B stuff (*n.*): used when you are talking about what sb. has done or made, for example writing, music, or art
- 10 A count (*n.*): the process of counting, or the total you get when you count things
B counts (*v.*): be important or valuable
- 11 A complimented (*v.*): express praise or admiration of sb.
B compliment (*n.*): an expression of praise, admiration, approval, etc.
- 12 A flood (*n.*): a large number or amount
B flooding (*v.*): arrive in large numbers
- 3 column: 1 D 2 A 3 B 4 C
tough: 1 D 2 B 3 E 4 F 5 C 6 A
- 4 1 A **complementary** B **complimentary** C **complimentary**
complimentary: a) expressing admiration, praise, etc.; b) given free of charge
complementary: making sth. complete or perfect; supplying what is lacking or needed for completion
- 2 A **stationery** B **stationary** C **stationary**
stationary: not moving or not changing
stationery: writing materials (*e.g.* paper, envelopes, etc.)
- 3 A **typist** B **typewriter** C **typist**
typewriter: a machine with a keyboard that you use for typing words directly onto a sheet of paper
typist: a person who types, especially one employed to do so
- 4 A **vulgar** B **vague** C **vague**
vague: a) not clearly expressed, known, or described; b) not clear in shape; not easy to see
vulgar: not having or showing good taste or good manners
- 5 A **pad** B **pat** C **pad**
pad: a) several sheets of paper fastened together, used for writing, drawing, etc.; b) a thick piece of a substance such as cloth, used for protecting sth.
a pat on the back: (*informal*) praise for sth. that you have done well
- 6 A **own** B **owed** C **owes** D **owned**
owe: a) have to pay sb. money because you have borrowed from them, or because they have done sth. for you or sold you sth. and you have not paid them for it; b) feel grateful to sb. because they have helped you
own: a) *a.* belonging to oneself and no one else; b) *v.* legally have sth. because you have bought it, been given it, etc.
- 5 1 solution 2 wasted 3 hidden 4 subject 5 noise
6 extra 7 purchased 8 replaced 9 appreciation 10 strange

Translation

- 1 However, the main drawback with this type of search engine is its tendency to include too much information.
- 2 She's very generous with her time—always ready to help other people.
- 3 You may have known someone else for 20 years and yet they will never be more than a casual acquaintance.
- 4 He doubted that the car was hers because everyone knew she had no money.

- 5 It's impossible to forget such horrific events—they will remain in the memory forever.
- 6 In a world too often filled with uncertainties, it is nice to have a safety net, something you can rely on.
- 7 The earthquake happened a year ahead of the prediction by the research group, but earthquakes are usually difficult to predict.
- 8 I don't mind being awakened once or twice in the middle of the night by my roommate so long as she doesn't make a habit of it.

After-Class Reading

参考译文

美言尽在其中

1 我当时在明尼苏达州莫里斯市的圣玛丽学校任教，马克·埃克隆是我教的三年级一班的学生。全班34个学生都和我很亲密，但马克是万里挑一的。他衣冠整洁，一副乐天派的样子，即便偶尔调皮一下，也显得那么可爱。

2 马克上课时还会说个不停。我只得一次次地提醒他，未经允许是不可以在课堂上讲话的。然而，每次我不得不纠正他的捣乱行为时，他的反应总是那么真诚，这给我留下了深刻的印象。“谢谢您纠正我的行为，老师！”起初我不明白他的话到底是什么意思，可是不久我就习惯了，这话每天都听他说好多遍。

3 一天上午，当马克又在不停地说话时，我没了耐心，于是犯了一个新教师会犯的错误。我看着马克说道：“如果你再说一个字，我就用胶带把你的嘴封住！”

4 不到10秒钟就听见查克突然嚷起来：“马克又说话了。”我并没有让任何学生帮我监督马克，可是既然我已经在全班面前说明了惩罚办法，就要说到做到。

5 我还记得当时的情景，就像是今天上午刚刚发生似的。我走到自己的桌前，不慌不忙地拉开抽屉，拿出一卷胶带，接着一言不发地走到马克桌前，撕下两条胶带，在他的嘴上贴成一个大大的叉。然后我又回到教室的前面。

6 当我瞥了马克一眼，想看看他的反应时，他对我眨了眨眼。他得逞了！我笑了起来。我回到马克的桌旁，撕掉了贴在他嘴上的胶带，并无可奈何地耸了耸肩，这时全班都欢呼起来。撕掉胶带后他说的第一句话是：“谢谢您纠正我的行为，老师。”

7 那年年底的时候，我被安排去教初中数学。时光飞逝，不知不觉中马克又坐在了我的教室里。他比过去更英俊了，而且还是那么彬彬有礼。因为不得不仔细听我讲解“新数学”，九年级的马克不再像在三年级时那么爱讲话了。

8 有个星期五，班里的情况有点儿不对头。整整一周我们都在努力学习一个新的概念。我感到学生们开始泄气了，而且彼此之间变得急躁、易怒。我得改变一下班里的气氛，以免情况失控。于是我让学生把班上其他同学的名字列在两张纸上，在名字之间留出些空间。然后我让他们考虑一下对于每位同学的最好的评价，并把它写下来。

9 那堂课剩下的时间全花在了完成这项任务上。当学生们离开教室的时候，每个人都把他们写好的两张纸递给了我。查利面带微笑。马克对我说：“谢谢您教导我，老师。周末愉快。”

10 那个星期六，我把每个学生的名字分别写在一张纸上，然后把其他人说的关于那个学生的话都一一列在上面。星期一，我把这些纸分别发给对应的学生。有的有两页之多。没多久，所有的学生都在微笑。“真的

吗？”我听见有人轻声说。“我从没想到会有人看重那件事！”“我没想到别人会这么喜欢我！”

11 没有人再在班上提起那些纸。我也不知道他们是否在课后或与他们的父母谈论过那些（列在纸上的）事，可是那并不重要。这次活动已经达到了目的。学生们又感到快乐了，相互之间又愉快地相处了。

12 那一拨学生接着进入更高的年级。几年后的一天，我度假回来，父母到机场接我。开车回家的路上，母亲问了些关于旅行的事，都是老一套：天气怎么样，以及大致的旅行经历。然后谈话中有点儿冷场。母亲斜瞟了父亲一眼，只说了句：“她爸？”于是父亲清了清嗓子，在说重要的事情之前，父亲通常这样做。“埃克隆夫妇昨晚打电话来了，”他开始说道。

13 “是吗？”我说。“我已经好几年没和他们联系了。不知道马克现在怎么样了。”

14 父亲的回答很平静。“马克在越南牺牲了，”他说。“明天举行葬礼。他父母希望你能参加。”直到今天，我还清清楚楚地记得父亲在494号州际公路上告诉我马克的事情时的具体位置。

15 我以前从没见过躺在军用灵柩里的军人。马克看上去是那么英俊，那么成熟。那一刻，我只有一个念头：马克，只要你能和我说句话，我愿意付出一切。

16 葬礼过后，马克的大多数同学都到查克的农舍去吃午饭了。马克的父母在那儿，他们显然在等我。“我们想给您看样东西，”马克的父亲边说边从口袋里拿出一个皮夹。“这是马克牺牲后他们在他身上发现的。我们想也许您认得这样东西。”

17 他打开皮夹，小心翼翼地拿出两页破旧的从笔记本上撕下的纸。很显然，那两页纸用胶带粘贴过，并被反反复复地折叠过很多次。我不用看就知道那两页纸是什么，我在上面列出了每个同学提到的马克的优点。“非常感谢您这么做，”马克的母亲说。“如您所见，马克很珍视它。”

18 马克的同学纷纷围住了我们。查利十分腼腆地笑着说，“我还留着我的那份呢。我把它放在我家书桌最顶层的抽屉里了。”查克的妻子说：“查克让我把他那份放在我们的结婚纪念册里了。”“我那份也留着呢，”玛丽莲说。“夹在我的日记本里了。”另一个同学维姬从手袋里拿出了皮夹，把她那页破旧不堪的纸给大家看。“我一直把它带在身边，”维姬毫不犹豫地说。“我想我们都留着自己的（优点）单子。”

19 在那个时候，我终于坐下来，哭了。我为马克，也为所有永远不能再见到他的那些朋友而流泪。

PART 3 Further Development

1 Vocabulary Review

1 C 2 A 3 C 4 B 5 B 6 A 7 C 8 A 9 A 10 A

2 Writing Versus Calling

	Letter Writing	Calling
Advantages	1) It saves money. 2) Letters can be kept and read again and again. 3) Letters can express our deep feelings. 4) It's a pleasure to write.	1) It is quick to make a phone call and contact each other. 2) It enables us to hear each other's voice. 3) We can get our friends' response quickly. 4) People would feel more relaxed when they are talking on the phone.

(to be continued)

(continued)

	Letter Writing	Calling
Disadvantages	1) It takes more time to write. 2) It takes more time to send a letter. 3) Mail may get lost. 4) People with poor handwriting may be reluctant to write letters.	1) It is more expensive than letter writing. 2) Calls usually cannot be kept or listened to again. 3) It is difficult to express deep feelings over the phone. 4) You won't have time to think about what you're talking.

3 How Powerful Are Your Words?

Sample

Situation 1

Jack: Good afternoon, Miss Brown.

Miss Brown: Hello, Jack. How are you, Jack? You don't look well.

Jack: I am worried about my English. I failed the final exam. I got 57. I feel terrible. Could you please give me a pass? I promise I will work harder from now on.

Miss Brown: I am sorry, Jack. I can't do that. If I did that, it would be unfair to other students.

Jack: But I have been working very hard. I was nervous and careless when I took the exam.

Miss Brown: If I gave you a pass, then anyone who failed would come to me and want the same thing. What should I do? Should I let them all pass? I can't do that. I hope you can work harder and take the make-up examination.

Jack: Yes, Miss Brown. Thank you. Good-bye!

Miss Brown: Good-bye!

Situation 2

John: Hi, Mary!

Mary: Hi, John.

John: I bought two tickets for the concert. Would you like to go with me tonight?

Mary: Tonight? I'm afraid I can't. Have you forgotten that we have a math test tomorrow?

John: Don't worry about the test. I'm sure we can pass.

Mary: No, I am new here, and I have to work harder.

John: Well, but it's a really good concert.

Mary: I'm terribly sorry.

John: OK, how about the weekend? We can do something else.

Mary: OK, we can decide later.

Situation 3

Robert: Hi, Cathy!

Cathy: Hi, Robert!

Robert: Could you please do me a really big favor? I want to take Sarah to see my grandparents. But unfortunately my motorcycle broke. Could you please lend me yours?

Cathy: Hmm..., your grandparents live in the countryside, right? The roads are bumpy and muddy. You know mine is a brand-new one.

Robert: I know that. Rest assured. I will take very good care of it. I won't break it, I promise. And after we return, I'll clean it.

Cathy: That sounds fine. Here is the key.

Robert: Thank you very much. I appreciate your kindness.

Cathy: Have a good time! But drive carefully. Remember, it's my motorcycle!

Situation 4

Linda: Hello. What can I do for you?

Customer: Nothing, thanks. I'm just looking.

Linda: How about this pair of shoes? They are very cool.

Customer: I don't want to buy shoes today. Besides, they're too expensive.

Linda: They're not really expensive. The good leather and the workmanship are worth the price.

Customer: But I don't like the color. I prefer black.

Linda: Fortunately, we have black. Let me show you.

Customer: I must say they look nice.

Linda: You bet! Try them on.

(The customer tries them on.)

Linda: Wow! You look great! They suit you perfectly.

Customer: OK, I'll take them.

Linda: Thank you!

4 Is a Picture Worth a Thousand Words?

Sample

Picture 1: A very ambitious baby.

Picture 2: This is how it feels sometimes when you have to give a speech. / Fear of public speaking.

Picture 3: Risks in life.

Picture 4: Life with... and without...

5 All the Good Things

(Open.)

Additional activity

1 The Power of Words

The following is a list of the most dangerous words and the 10 most powerful words. Work in groups to answer the questions below.

- The most dangerous word: "but"
- The 10 most powerful words:
 - Four most important: "What do you think?"
 - Three most important: "I appreciate you!"
 - Two most important: "Thank you!"
 - Single most important: "we"

- 1 Do you agree that "but" is the most dangerous word?
- 2 Why do you think these 10 words are considered the most powerful? What do you think about them?

2 This Is My Film!

STEP ONE

Put on a movie clip with the sound off and ask students to watch it carefully.

STEP TWO

Students work in groups to dub the movie clip themselves.

STEP THREE

Students watch the original movie clip and then compare it with their dubbed versions.

PART 4 Translation and Writing

2 Translation Practice

- 1 另一方面，打电话更快捷，所以当你需要很快得到答复时，打电话更合适些。
- 2 一些最精彩的信是灵感乍现时写就的，所以把文具放在你能坐下来花几分钟给朋友写一封短信的地方。
- 3 一封手写的信，装在一个不是装账单的信封中。当我们的朋友劳累了一整天，疲惫地回家的时候，这封信就等候在她回家的路上。信中的话将帮助她消除一天的辛劳。这是一份多么美好的礼物啊。
- 4 有时你无法记住全部的评论，因为电话里说的话转瞬即逝，而且不能像珍藏的信件那样，可以保存起来以备日后阅读。
- 5 很多成年人一直保留着多年前他们还是孩子时收到的几页纸，有些人甚至不管走到哪儿都随身带着，是什么促使他们这么做的呢？答案就是感激。
- 6 利用一切机会给予他人认可，因为这会使他们更加自信，并能激发他们的积极性。这还会使你成为一个在他们的生活中有重要影响的人。

3 Writing

1 Sample 1

Will Phone Calls Replace Letter Writing?

The conventional way of sending messages is writing a letter. Though it takes a lot of time, it is one of the most commonly used ways of communication. With the development of science and technology, the telephone emerged and it has become so popular that it becomes indispensable in our daily life.

It is difficult to say which is better. Every means of communication has its advantages and disadvantages. Writing a letter is not only a means of communication, but also a kind of pleasure. The letters can be kept and read again and again. Sometimes they are inspiring, and sometimes they are encouraging. You can write a lot of things in a letter and it does not cost you much to mail it. But it is slow, and you have to wait a relatively long time to get a response from your friends. On the other hand, making telephone calls is much faster, so they are more appropriate when you need a quick reply. They also enable you to hear your friends' voice, which gives you a wonderful

feeling. It is so easy just to pick up the phone and call, whereas letter writing takes more energy. But telephoning is expensive, and sometimes you cannot remember all the comments that are made because calls are transient, and cannot be kept for reading later like treasured letters.

So it is very hard to say which is better or whether phone calls will replace letter writing. The only thing we can do is to make a wise choice between letter writing and calling according to our needs.

Sample 2

Will Phone Calls Replace Letter Writing?

Will phone calls replace letter writing? My answer is “no”.

My first reason is that letters can be kept for a long time. I treasure all the letters from my friends and re-read them in my spare time. To me they are the symbols of friendship. Every time I feel exhausted or lonely, they give me encouragement and strength. Letters are an inspiring source of courage.

My second reason is that the words in the letters are written after rumination (沉思), while calls are not. When you write a letter you have enough time to think about how to express your ideas. But when you are talking on the phone, sometimes you say something that you may regret, or you may make a comment that is misunderstood or that hurts your friend.

For some cases, such as love letters, writing is more romantic. Words on a page seem more expressive. Sometimes you feel more confident writing down your feelings than conveying them over the phone.

2 Sample 1

Words I Will Never Forget

Whenever I listen to the inspiring song “Cordial Hero”, I escape into the past. I think about many extraordinary days I went through. In those days when I was pessimistic, overwhelmed with difficulties, the song would summon up my courage and uplift me. Then, I would feel I was invigorated and that my body had a renewed outburst of energy. I would become more confident and ready to handle everything.

The following words gave me great encouragement: “How can we see a rainbow without a storm? No one can succeed without effort.” When I was worried about tests, when I was misunderstood or criticized by others, or when things went against my expectations, the song seemed to say to me: Life isn’t a smooth wide road, and there will be some muddy paths ahead. No one can avoid this. Instead we should be grateful to difficulties because they enable us to mature. With each challenge being overcome, we learn to get over our problems.

Many years have flown by, and many things have passed. But this beautiful song and its expressive words are always lingering in my mind, encouraging me to brave the storm.

Sample 2

Words I Will Never Forget

I was brought up in the countryside by my grandmother. She was a very courageous and inspiring woman and was very beautiful, too. In comparison with her and some of my classmates, I always

felt that I was not pretty. In fact, when I was in middle school, I thought I was not so good-looking and I was not very confident. I often felt self-conscious.

One day when I was walking with my grandmother, we met one of her friends. We talked for a few minutes. Just as my grandmother's friend was about to leave, she turned to me and said, "Xiaowen, you look very beautiful today in that green dress."

No one had ever made a comment like that to me before. It was so encouraging. Suddenly I felt confident and happy. I couldn't believe that someone described me as beautiful. Those words turned my day around. And I admit that I treasured that green dress for a long time.

Unit 3

Gender Differences

Useful Information

“Gender differences” is a term used to refer to both biological and social characteristics that distinguish men and women. The social characteristics include such things as differences in family responsibilities, occupational roles, acceptable behavior and other culturally learned activities and traits. All of these differences are linked to notions of masculinity and femininity which vary from one culture to another.

Biological differences are determined at birth. Females have two similar sex-determining chromosomes (XX), while males have two dissimilar sex-determining chromosomes (XY). Both sexes have male and female hormones, but the average man has about 10 times as much testosterone as the average woman. Most scientists agree that these biological differences affect, at least to some extent, physical behavior and development. In other words, in most cultures men are bigger, stronger and more aggressive than women. Obviously, physical activity and social roles accentuate these biological differences. Heavy labor builds muscles and the responsibility of providing for a family reinforces the natural aggression of men in society. The child-raising activities of women, on the other hand, reinforce their gentle behavior.

Many of the traditional stereotypes associated with women were questioned by the feminist movement that began in the West in the early 1960s. The movement (also known as the women’s liberation movement) favored increased rights and activities for women. Feminists stressed that it was not primarily biology that determined women’s roles and status in society, but social prejudices. According to the feminists, women were usually socialized and educated differently from men because it was assumed that women were physically and intellectually inferior.

The theories and analyses that came out of the women’s liberation movement sparked innumerable studies on educational and employment practices. These studies revealed the sexist biases of teachers, employers, schools, universities, textbooks, laws, and other official documents. It was shown that the way girls are treated in the home and in school plays a major role in reinforcing stereotypes, and that if treated similarly, boys and girls have comparable potential and can accomplish similar goals.

Throughout the 1970s and 1980s, efforts were made to reduce sexist attitudes in educational systems and in the workplace. Girls were encouraged to study medicine, law, mathematics, engineering, etc., and to follow careers normally associated with men. Laws were passed prohibiting sexist discrimination in hiring practices in order to give women equal job opportunities.

The impact of the feminist movement was felt even at the level of everyday language. Since the 1960s, the English language has evolved considerably in order to be more inclusive of women. New words have been invented and pronouns are used differently. Virtually every grammar book published since the late 1970s has a section on avoiding sexist language and sexist pronoun use. Various ways are now used to avoid inequality of the sexes, such as: 1) A person should insist that his or her rights be respected; 2) People should see that their employer treats all employees equally; 3) Everyone received their fair share; 4) The chairperson of the department insisted on non-sexist language in all publications.

Despite social reforms and changing attitudes, there are still many unanswered questions regarding gender differences. Do women feel compelled to act more like men in order to overcome stereotypes? Can or should men and women ever be truly equal in any society?

PART 1 Preparation

1 The Opposite Sex

Sample

- 1 In the first cartoon, the man, who is sitting comfortably in the sofa, is telling his son that women are called the opposite sex because whatever men want to do, women always want to do the opposite. He seems to believe that men and women are polar opposites. The message of this cartoon is that many men just don't understand women.

The second cartoon shows that if a boy can't do well in math, people will think this particular boy isn't good at math, yet if it's a girl who is bad at math, people will quickly draw a generalization that girls can't do math. From this cartoon we can learn that gender stereotypes exist in society at large, and in the education system, too.

- 2
 - I don't think men and women are born entirely different. It is our culture that teaches women and men to be so in many ways. Whether we admit it or not, the majority of us have been raised to fit and adopt certain gender roles. Yet, the truth is that we are more alike than different. My reason is that I've seen girls who are more daring and fearless than many boys and boys no less gentle and sensitive than average girls. I have to say that people are different from each other just because they are different individuals, not because of their different genders.
 - In my opinion, the differences between men and women do exist, deeper rooted than any social influences or upbringing can have affected. There is plenty of evidence suggesting that men and women are born different. For instance, in a study, newborn infants, who were less than 24 hours old, were shown a real human face and a mobile of the same size and in similar colors. On average, boys looked longer at the mobile and girls looked longer at the face. This shows that as soon as they are born, girls and boys act differently and are interested in different things. I believe the biological differences have shaped them so differently. The society and families just "follow the crowd".

2 Differences or Stereotypes

STEP TWO

Sample

- I think some of the differences described in the statements are real ones. For instance, I hate to do laundry, so sometimes I do wear a dirty shirt inside out when I have no more clean shirts. Fortunately, my friends do not seem to have noticed it, or maybe they just don't care. But when I am at home, my mom washes my clothes, and she would never ever allow me to wear a dirty shirt. As for cars, I think boys love cars more than girls. And we know most of the well-known manufacturers and their famous models. When we are on the street, we pay more attention to cars, especially good cars.
- To me, what most of the statements say are just gender stereotypes. For example, I don't spend much time talking with my friends over the phone. Neither do I spend much time shopping online. In fact, I'm not interested in shopping at all, whether in shops or online. When I need any clothing or other things I just go to the nearby store and quickly pick up what I need. I never stay longer than necessary there. Although I am a girl I am also interested in cars and their new features. That's probably because of my major. I'm studying engineering, so I'm interested in anything moving and their mechanism.

3 A Gender Survey

STEP ONE

(Open.)

STEP TWO

- Most people think that women are more emotional and more compassionate than men. They are also viewed as better listeners and able to do many things at a time. Most of us believe women have better "people skills".
- We all think that men have a more aggressive nature. They are also more willing to take risks than women. All of the girls in our group believe that men are more self-centered.

Additional activity

1 Men or Women?

Below are some characteristics of men or women identified by an American relationship counselor John Gray. Work in pairs and decide whether you think the features describe men or women. Write "M" for men and "W" for women.

- _____ 1 They talk to exchange information.
- _____ 2 They talk to express feelings.
- _____ 3 They need to be alone sometimes. Every now and then, especially when under stress, they need to retreat to their "cave" and do not want to be disturbed.
- _____ 4 They are goal-oriented problem solvers.
- _____ 5 Naturally and cyclically, their moods go through highs and lows.
- _____ 6 They tend to use dramatic expressions such as "you ALWAYS forget" or "you NEVER listen to me".

Key:

1 M 2 W 3 M 4 M 5 W 6 W

(According to John Gray, the author of the book *Men Are from Mars, Women Are from Venus*)

2 Feminine Qualities vs. Masculine Qualities

Work in groups to write in each column as many words as you can that describe feminine or masculine qualities.

Feminine Qualities	Masculine Qualities
tender, weak, sensitive, shy, sympathetic, dependent, soft, gentle, caring, considerate, delicate, tolerant, cautious, careful, timid, neat and clean	strong, brave, adventurous, independent, courageous, creative, bold, persistent, manipulative, confident, competent, dominating, vigorous

Teaching tips

The teacher may give all the words to students randomly and ask them to divide them into feminine qualities and masculine qualities. It is advisable that the teacher remind students that in a sense these words represent stereotypes.

PART 2 Reading-Centered Activities

Pre-Reading

Sample

Generally speaking, boys do better in geography, chemistry, P. E. and math while girls do better in art, language, music and history.

Passage Reading

Words, Phrases and Grammatical Points

1 develop

The word “develop” is used four times in the passage, but they are of different meanings.

- begin to have sth. such as a feeling, habit, interest, or relationship
... those students who become active classroom participants develop more positive attitudes and go on to higher achievement. (Lines 17-19, Para. 2)
- begin to have a problem or difficulty
... American boys do, indeed, develop reading problems... (Lines 7-8, Para. 4)
... and it is girls who develop reading problems. (Lines 12-13, Para. 4)
- improve your abilities, skills, or knowledge
Instead of being encouraged to develop intellectual curiosity and physical skills that are useful in dealing with the outside world... (Lines 9-12, Para. 5)

More examples:

I) Their friendship developed through their shared interest in the arts.

II) One of the engines developed a problem soon after take-off.

III) Get some advice on how to develop your physical strength.

2 ... it was observed by professors and women students alike that the boys were “taking over” the classroom discussions and that active participation by women students had diminished noticeably. (Lines 23-27, Para. 2)

You use “alike” after mentioning two or more people, groups, or things in order to emphasize that you are referring to both or all of them.

e.g. I) Friends and family alike were shocked by the news of her suicide.

II) It caused confusion among allies and adversaries alike.

参考译文

从文化角度看性别角色

1 在过去的几十年里，这样一个事实已经无数次地得到证实：构成男子的阳刚和女子的娇柔的各种不同类型的行为、情感和兴趣是由遗传和文化熏陶共同塑造的。在成长过程中，每个孩子都学会了数以百计的具体的行为举止。这些举止都带有文化的烙印，成为其性别特征的一部分。有些行为举止是直接学到的。也就是说，是由别人教给孩子该如何恰如其分地行事，男有男的规矩，女有女的标准。另一些跟性别相关的具体行为举止是无意识地或间接地学会的，因为文化为女孩和男孩提供了不同的性别形象、志向以及成人榜样。

2 例如，最近对美国公立学校的一项研究显示，在教育中存在一种男孩比女孩更受偏爱的文化偏见。据研究人员发现，这种偏爱是无意的、不知不觉的，但它确实存在，并且每年都在影响着数百万学生的生活。为了研究教育中存在的性别偏见问题，戴维·赛德克博士和迈拉·赛德克博士夫妇录下了教师在课堂上上课的情形。他们的研究显示，许多自认为无性别偏见的教师惊奇地发现，从录像带上看，他们竟是那么偏心。从幼儿园到博士后的学习中，都可以看到教师们请男生回答问题的次数远比女生多。这对学习过程有着巨大的影响，因为总的来说，那些课堂活动的积极参与者对学习持积极的态度，并能在今后取得更大的成就。事实上，在20世纪60年代末期，美国东北部有许多所著名的女子学院向男生开放。教授们和女生们都发现男生们正在“接管”课堂讨论，而女生们积极参与的程度则明显下降。近年来，在法学院和医学院的课堂上也出现了类似的情况：女生的课堂表现不如男生。

3 赛德克夫妇的研究显示，教师有时会按照固有的性别模式给女生和男生布置不同的任务，这样便不知不觉地使女生不能像男生一样积极地参与。例如，有位教师在给幼儿园的孩子上自然科学课时，总是让小男孩去操作科学“实验”，而只让女孩做一些收拾实验材料的工作。既然使用课堂材料动手操作是早期教育非常重要的一个方面，那么这些女孩就这样被剥夺了一种极其重要的学习经历，这可能会影响到她们今后的整个人生。

4 美国教师中一个具有代表性的想法是，男孩擅长数学和自然科学，这些学科都是“难懂的”、“适合男性的”，而女孩则在语言和阅读技能上比男孩强，这是教育中性别偏见的另一种表现。美国的男孩们确实在阅读方面有问题，而在数学方面，女孩尽管在九岁以前一直比男孩强，但九岁以后却落在了男孩的后面，这是预言自我应验的一个例子。然而，这些特征是由文化造成的，而非遗传的原因。例如，在德国，读书

学习都被看作是“适合男性的”，而且在阅读方面有问题是女孩。而在日本，由于早期教育似乎没有性别偏见，女孩和男孩在阅读上则旗鼓相当。

5 在教育过程中，对女孩和男孩的不同态度始于家庭。例如，有一项研究显示了这样一种情况，让学龄前儿童看一张图片，图上有一座房子，当要他们说出父母允许他们走开多远时，男孩所指的范围要比女孩大得多。女孩指出的范围很有限，而且离家很近。女孩们不像男孩们那样受到鼓励去发展求知欲和身体技能，而这些正是与外部世界打交道时有用的；人们灌输给女孩们的是对外面世界的恐惧，企盼自己的“善良”和循规蹈矩能得到认可。这类教诲从家庭一直延续到课堂。在课堂上常常可以看到女孩们更依赖教师，更注重作业的形式和整洁而不是内容，更在乎她们给出的答案是否“正确”，而不在于独立思维、分析能力或创造能力。教育过程占据了孩子除睡眠以外的大部分时间，社会则通过这一过程加强了它固有的价值观，并按照传统的、人们预期的模式造就了不同性别的人。

Exercises

Post-Reading

Reading Comprehension

1 1 Introduction (Para. 1)

It has been proven repeatedly that the various types of behavior, emotions, and interests that constitute being masculine and feminine are patterned by both heredity and culture.

2 There is a cultural bias in education that favors boys over girls. (Paras. 2-4)

Supporting evidence:

A Teachers called on males in class far more than on female students. (Para. 2)

- i Its consequence: This has a tremendous impact on the learning process.
- ii The reason for this: Active classroom participants develop more positive attitudes and go on to higher achievement.
- iii Two examples:
 - a. In many of the former all-women's colleges, the boys were "taking over" the classroom discussions and active participation by women students had diminished noticeably.
 - b. A similar subordination of female to male students has also been observed in law and medical school classrooms in recent years.

B Teachers assigned boys and girls different tasks according to stereotyped gender roles. (Para. 3)

- i Its consequence: This prevented girls from participating as actively as boys in class.
- ii An example: A teacher had the little boys perform the scientific "experiment" while the girls were given the task of putting the materials away.

C Sex-biased education is also reflected in the typical American teacher's assumption. (Para. 4)

- i The assumption: Boys will do better in the "hard", "masculine" subjects of math and science while girls are expected to have better verbal and reading skills.
- ii Three examples:
 - a. American boys do develop reading problems, while girls, who are superior to boys in math up to the age of nine, fall behind from then on.

- b. In Germany, all studies are considered “masculine”, and it is girls who develop reading problems.
 - c. In Japan, where early education appears to be non-sexist, both girls and boys do equally well in reading.
- 3 The educational bias begins at home. (*Para. 5*)
- A Supporting evidence:
- i Boy preschoolers were permitted to go away from home in a much wider area than girl preschoolers.
 - ii Boys are encouraged to develop intellectual curiosity and physical skills, while girls are filled with fears of the world outside the home and with the desire to be approved of for their “goodness” and obedience to rules.
- B The consequence when these lessons carry over from the home to the classroom:
Girls are generally observed to be more dependent on the teacher, more concerned with the form and neatness of their work than its content, and more anxious about being “right” in their answers than in being intellectually independent, analytical, or original.
- C Conclusion:
Through the educational process that occupies most of the child’s waking hours, society reinforces its established values and turns out each sex in its traditional and expected mold.

2 1 C 2 B 3 B 4 D 5 C 6 D

3 Sample

- 1 • Yes, I think so. As far as I know, many boy students in China tend to do better in math and science. It is fully demonstrated by the number of boy students who have won prizes in the International Science Olympiads and by the ratio of boy students to girl students in science and engineering departments in colleges and universities, though this is changing.
- I don’t think I can answer the question by a simple “yes” or “no”. With more girls receiving higher education and going to graduate schools, it won’t be difficult to find girls who are really good at math and science. As we can see in our university, there are quite a few female math professors and also female professors specialized in science and engineering. On the other hand, many boys are found to have developed excellent language and reading skills. However, it’s true that science and engineering departments have more boy students while departments of humanities have more girls. Anyway, if we compare the current numbers of boys and girls in these departments with the numbers in the past, we can find the trend is changing.
- 2 Chinese culture also has stereotyped gender roles. Boys and girls are taught and expected to behave differently both at home and at school. If they don’t fit into the traditional gender mold, girls are said to be like boys and boys like girls. The following are the ways that Chinese culture or education affects gender roles.
 - Boys and girls are provided with different kinds of toys to play with: dolls and pretty things for girls while toy cars and guns for boys.
 - Boys are expected to play outdoors and girls, in most cases, indoors.
 - Girls are expected to be clean and neat, and well-dressed, while boys should be strong and tough, and can deal with difficulties.

- Males are expected to be better-educated than females and they should be more career-oriented to support the family, while females are expected to support their husbands. There's an old saying "having no skills and intelligence is a virtue of women".
- Women are expected to be quiet and shy while men are expected to be powerful and more aggressive.
- Women are expected to take good care of their children and do most of the housework while men are expected to be successful in their careers.

Vocabulary

- | | | | | |
|-----------------|---------------|-------------------|-----------------|--------------------|
| 1 1 genetic | 2 assign | 3 noticeably | 4 approved | 5 Bias |
| 6 deprived | 7 constituted | 8 participation | 9 unintentional | 10 postgraduate |
| 2 1 unconscious | 2 discourage | 3 indirectly | 4 non-sexist | 5 independent |
| 6 negative | 7 inferior | 8 fair / unbiased | 9 unlimited | 10 inappropriately |
| 3 1 C | 2 D | 3 A | 4 E | 5 B |
| 6 C | 7 F | 8 B | | |

Translation

- 1 Their study shows that sports skills carry over into personal life.
- 2 I find myself calling on the boys more often, because they tend to be the ones having trouble staying on task.
- 3 I used to have trouble getting all the laundry put away before it was time to do the next batch.
- 4 After her time in hospital, Jenny's parents are afraid she has fallen behind academically.
- 5 People are wondering who's going to take over when the old president dies.

After-Class Reading

参考译文

男生是老师的宠儿

1 教室是男生的天下，即使在男生人数并不占多数时，老师三分之二的注意力仍然花在他们身上。他们可以取笑女生，他们作业做得马虎也能受到表扬，要是女生的作业做成那样，老师就不会这么宽容了。男生们习惯了做老师的宠儿。如果女生也得到同等待遇，男生就会抗议，甚至扰乱课堂。

2 以上这些话是伦敦大学教育学院的讲师戴尔·斯彭德在她本周出版的一本书中讲到的。她认为在男女同校的学校里，歧视女生的现象太常见了，对此唯一的解决办法就是实行男女生分班上课。

3 她的理由基于她自己和其他老师的课堂录像。像斯彭德一样，许多老师都曾有意给予女生公平的机会。“有时，”斯彭德说，“我甚至觉得我做得太过分了，我花在女生身上的时间比男生多。”

4 但课堂录像显示并非如此。在录了像的10节课（包括中学和大学课堂）里，斯彭德给予女生的关注从未超出过42%（平均为38%），而对男生的关注均超过58%。其他老师的情况也都相似，不管是男老师，还是女老师。

5 也就是说，当老师把超过三分之一的时间花在女生身上时，他们就觉得自己剥夺了男生应得的时间。

男生们也这样认为。“她总是问女生问题，”一位男生这样说，而在他的班上老师关注女生的时间只占34%。“她不喜欢男生，她只听女生发言，”另一个班上的一位男生说。而在他的班上，男生占据了老师63%的注意力。

6 男生认为老师花三分之二的时间在他们身上是公平的——如果少于这个时间，他们就会在课堂上捣乱，甚至向上级领导投诉。“吸引男生的注意力是非常重要的，”一位老师说，“不然，他们就会表现得很糟糕。”

7 根据斯彭德的研究，课堂教学普遍遵循双重标准。“当男生提问题、表示反对甚至质疑老师时，他们通常得到尊重和奖励；而如果女生这样做，她们往往受到批评和惩罚。”

8 当男生寻求老师的关注时，他能很快得到老师的回应。“然而，女生的要求会被忽视；她们会长时间地举着手，通常很礼貌地请求帮助，但老师却不予理睬，因为老师必须关注那些男生。”

9 一位女生在谈及一位男老师时评论道：“如果你是个女生，起火了你都不想举手告诉他。等到他问你想说什么的时候，我们已经全都被烧死了。”

10 斯彭德说，男生的书面作业也是按不同的标准来评判的。当她让老师们评判学生的论文和课题时，即使是同样的作业，如果告诉老师这是男生做的，那么给的分数就会高些。一位老师在谈到一项关于发明的课题时说：“当一个男生决定把课题当回事儿时，没有哪个女生能比得上他。”但实际上，这项课题是一个女生完成的。

11 老师们对女生交上来的整洁干净的作业嗤之以鼻。“我想她应该多花些时间补充些事实，而不是让作业显得美观。”一位老师这样评论。“一贯如此，不是吗？所有的努力只是为了让作业看起来整洁——在关注外表方面，谁也比不上女生，”另一位老师这样看。但是当斯彭德指出这是一个男生的作业时，老师说话的语气就明显地发生了改变。

12 斯彭德总结说，女生在男女混合班中总处于不利的地位。如果女生像男生一样吵闹、野心勃勃，那么她们会被认为“缺乏淑女风范”；如果她们安静而顺从的话，又会被忽视。

13 斯彭德说，几所学校推行了数学课和自然科学课男女分班上课的做法，女生的成绩有了显著的提高。她建议说，最有希望的解决办法是在学校内对某些课程实行男女生分班上课，而不是恢复单一性别的男校或女校。

PART 3 Further Development

1 Vocabulary Review

- 1 B
 - A make up
 - B be considered to be sth.
 - C officially form a group or organization
- 2 C
 - A show sb. a place or building by leading them around in it
 - B stand in front of a group of musicians or singers and direct their playing or singing
 - C carry out a particular activity or process, especially in order to get information or prove facts

3 B

- A the thing you are talking about or considering in a conversation, discussion, book, film, etc.
- B an area of knowledge that you study at a school or university
- C a person or animal that is used in a test or experiment

4 A

- A already in use or existing for a long period of time
- B (*especially BrE*) (of a church or a religion) officially supported by a country's leaders
- C known to do a particular job well, because one has done it for a long time

5 C

- A (*AmE*) sb. who belongs to a group of people of a different race, religion, etc. from most other people in that country
- B relating to a group of people who do not have the same opinion, religion, race, etc. as most of the larger group that they are in
- C a small group of people or things within a much larger group

6 B

- A have or use sth. with other people
- B (*your share*) the amount that you deserve to have
- C one of the equal parts of a company that you can buy as a way of investing money

7 B

- A write or draw words, letters, symbols, etc. on sth. for a particular purpose
- B read a piece of written work and put a number or letter on it to show how good it is
- C celebrate an important event

8 A

- A get the most points, votes, etc. in a game, race, or competition
- B hit sb. or sth. many times with your hand, a stick, etc.
- C successfully deal with a problem that one has been struggling with

9 B

- A a newspaper or magazine article that concentrates on a particular subject
- B an important part or aspect of sth.
- C a part of sb.'s face, such as their eyes, nose, etc.

10 C

- A accept a difficult or unpleasant responsibility, duty, etc.
- B lift sth. onto your shoulder to carry it
- C move through a large crowd of people by pushing with your shoulder

2 Interpreting Opinions

STEP ONE

Alfred Tennyson's poem can be paraphrased as follows:

Men should work in the field and women in the house
Men should be trained to fight and women to mend and sew
Men are motivated by the intellect and women by the heart
Men are meant to give orders and women to obey orders
If the roles aren't divided this way, there will be confusion.

Obviously, Tennyson assigns stereotyped roles to men and women—men are breadwinners and fighters while women are housekeepers.

STEP TWO

Sample

Betty Friedan's quotation means that a girl should not expect special privileges simply because she is a girl. However, a girl should not accept prejudice and discrimination either. She has to learn to compete equally with boys.

So I don't think Friedan would agree with Tennyson. I agree with Friedan. Men and women should be equal and each has their own strengths and weaknesses. Men are often favored in some professions and they still have more power in society, so women have to learn to encourage themselves, to challenge the social prejudice. Women should do their best and contribute to society instead of only working at home to be a good wife and kind mother.

The roles described in Tennyson's poem are old-fashioned. Now female and male roles can't be as clearly defined as in his poem. Many women work nowadays, and more and more women work in professions dominated by men before. On the other hand, men also share the house chores with their wives.

3 Avoiding Sexist Language

Sexist Language	Non-Sexist Language
policeman	police officer
businessman	<u>businessperson, businesspeople</u>
fireman	<u>firefighter</u>
chairman	<u>chairperson, chair, head</u>
workman	<u>worker, laborer</u>
salesman	<u>salesperson, salesclerk</u>
A doctor has little time to read outside his specialty.	A doctor has little time to read outside his or her specialty. Or: Doctors have little time to read outside their specialties.
A good surgeon explains procedures to his patients.	<u>A good surgeon explains procedures to his or her patients.</u> Or: Good surgeons explain procedures to their patients.
A journalist has to respect his deadline.	<u>A journalist has to respect his or her deadline.</u> Or: Journalists have to respect their deadlines.
Anyone who knows the answer should raise his hand.	<u>Anyone who knows the answer should raise his or her / their hand.</u>
Everyone should admit his mistakes.	<u>Everyone should admit his or her / their mistakes.</u>
None of the students had the books he needed.	<u>None of the students had the books he or she / they needed.</u>
Everyone hopes that he will win the scholarship.	<u>Everyone hopes that he or she / they will win the scholarship.</u> Or: Everyone hopes to win the scholarship.

4 Avoiding Gender Bias in the Classroom

Sample

Suggestions for avoiding gender bias in the classroom:

- Use inclusive language. “You guys” may be a popular way of addressing groups, but it’s an example of gender bias.
- Use examples that are gender-balanced. If there are none in your textbooks, do some research to find some.
- Screen books, posters and other instructional materials for gender balance.
- Try to put girls and boys in non-traditional situations, such as the placement of girls first in this sentence: Isn’t it normally boys, then girls?
- Make a lively and pleasant classroom atmosphere, and both girls and boys are encouraged, questioned and reinforced.
- Actively integrate groups by not allowing self-segregation.

5 Choosing a Class, Single-Sex or Co-Educational

Sample

- A single-sex class is preferable because:
 - 1) when boys are not around, we can have more opportunities to express ourselves / when girls are around, there are too many distractions;
 - 2) there wouldn’t be sex-biased education;
 - 3) each gender’s strengths and weaknesses can be considered accordingly.
- A co-educational class is preferable because:
 - 1) some students become bolder in the company of students of the opposite sex;
 - 2) it would be boring to have only boys or only girls in the class;
 - 3) the outside world consists of both males and females and we should prepare ourselves for that.

6 Ideal Wife and Ideal Husband

Sample

- 1

Ideal Husband	Ideal Wife
1) rich	1) capable of understanding her husband
2) educated and with a good career	2) intelligent and well-educated
3) kind, generous and loyal	3) sharing the same interests with her husband
4) reliable and supportive	4) good at cooking
5) sharing interests with his wife	5) able to take care of and educate the child
- 2 Yes. In my grandparents’ generation, women didn’t have to be well-educated so long as their husbands could support or earn a living for the family. A preferred virtue of women was being loyal and good at house-keeping. Of course, a woman would like to marry a rich man, but at that time, the living standards were very low. Families were considered to be living a decent life if they could manage to make ends meet.

In my parents' generation, the ideal husband and the ideal wife would both be workers. Salary was low for most people and they rarely had a raise. There were few private cars and the great majority of urban citizens didn't have their own houses or apartments. The ideal husband was one who had a job in the factory with a steady income, and the ideal wife was one who was thrifty and able to take good care of the children.

Additional activity

1 Characteristics of Men or Women at Work

Below are various characteristics of men or women at work identified by a British consultancy. Work in pairs to decide whether you think the features below describe men or women at work. Write "M" for men and "W" for women.

- _____ 1 Their body language tends to be challenging. They often sit with legs splayed out, giving the impression of being in control.
- _____ 2 Their body language inclines toward self-protection. They may also appear rather shy and inhibited, sitting with their legs crossed.
- _____ 3 They avoid overtly aggressive gestures and are likely to back down (打退堂鼓) in a shouting match, both by inclination or because of the fact that their comments are likely to be drowned out.
- _____ 4 In a lively and noisy discussion, they often have problems making their voice heard. If they do compete, they are often judged to be shrill and hysterical.
- _____ 5 When they make a point, they often make it with an air of finality (suggesting that there is nothing left to be discussed).
- _____ 6 They welcome and indeed invite contributions when presenting an idea to colleagues.
- _____ 7 When tackling problems they get to the heart of the problem, stripping away secondary considerations.
- _____ 8 When tackling problems they favor assembling a range of options.
- _____ 9 They tend to communicate their own achievements regularly.
- _____ 10 They are likely to share, or pass on, the credit for a success.
- _____ 11 Personal status is important.
- _____ 12 They favor a competitive, direct and confrontational approach to business.

(Adapted from Linguarama Language Training for Business)

Key:

1 M 2 W 3 W 4 W 5 M 6 W 7 M 8 W 9 M 10 W 11 M 12 M

2 Talking About Chinese Teachers' Pets

Do you think Chinese teachers favor boys over girls? Support your answer by giving examples based on your own experience in primary school, middle school and college.

Sample

- It depends on the level of the school (primary school, middle school or college). In primary school, girls are favored because they are not so naughty as boys, and they are neat and obedient. In middle school, boys are favored because they are not so naughty as they were in primary school, and became more active classroom participants. In college, teachers don't have close contact with students, so they don't favor either gender.

- It depends on the gender of the teacher. Male teachers often prefer girls and female teachers prefer boys.
- It depends on the achievements of the students. Teachers don't have preference. They favor the best students.

PART 4 Translation and Writing

2 Translation Practice

- 1 事实上，在20世纪60年代末期，美国东北部有许多所著名的女子学院向男生开放。教授们和女生们都发现男生们正在“接管”课堂讨论，而女生们积极参与的程度则明显下降。
- 2 这类教诲从家庭一直延续到课堂。在课堂上常常可以看到女孩们更依赖教师，更注重作业的形式和整洁而不是内容，更在乎她们给出的答案是否“正确”，而不在于独立思维、分析能力或创造能力。

3 Writing

Sample 1

This is a difficult question that I can't really answer on my own, so I asked about 30 other students for their opinions. There were 9 boys and 21 girls among them. I have chosen some of the interesting comments.

"The teachers' pets are the good students. That's fair." Seventeen students shared this opinion. They said it was natural because people always favored the more intelligent people. In addition, it was easy for the top students to draw teachers' attention. Average students had fewer chances to have close contact with teachers, let alone be their pets.

"Male teachers tend to like girls better and female teachers tend to like boys better." Five students agreed with this statement. They said that which gender would be the teacher's pets depended on the teacher's gender. Obviously, it was all because of the attraction between the sexes.

Four students thought teachers favor boys more than girls. They said that teachers always thought boys were smarter than girls. Teachers were used to asking boys to answer questions and letting them do hands-on work. One person said it was not because teachers liked boys better, but because they thought girls were afraid of losing face, so they asked boys more often.

Finally, there were four students who thought teachers liked girls more than boys because girls were more obedient and neat. Girls could, and would, help teachers do things. They also said that girls generally got higher marks.

I think teachers in China are generally fair. When I read "Boys are Teachers' Pets" I was surprised. I never thought girls would be ignored even if they were not good students. But, all in all, I think the top students are always teachers' pets.

Sample 2

To answer this question, we designed a questionnaire and gave it out to 30 students. We then analyzed the results of our survey, which are shown in the following table:

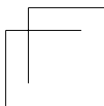
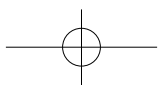
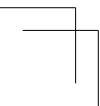
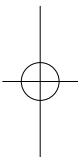
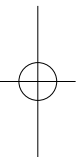
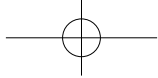
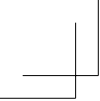
Who Are Teachers' Pets?	Boys	Girls	Neither	It depends.
In primary school	6	20	2	2
In junior middle school	10	11	3	6
In senior middle school	15	6	5	4
In college	4	4	16	6

According to the results of the survey, we can see that in primary school girls are generally regarded as teachers' pets. When they are very young, boys are naughtier than girls, and girls are generally very well-behaved.

As they get older, boys are more likely to become teachers' pets. In middle school, boys are likely to perform better in subjects like math and physics and are thought to be cleverer than girls. As teenagers, both girls and boys are well-behaved. So it is easier for boys to become teachers' pets.

Most students feel that neither boys nor girls are teachers' pets in college. Teachers don't know their students as well as they do in junior or senior middle school, so generally they favor neither of the genders or any particular students.

Based on the results of our survey, we find that whether boys or girls are teachers' pets, to a certain extent, depends on their age.



Unit 4

Creativity

Useful Information

Creativity usually implies originality and imagination. Although one normally associates creativeness with artists and poets, people of all ages and from all walks of life can demonstrate creativity in a wide variety of ways. A child can create an imaginary village from an odd assortment of sticks and stones. A factory worker can solve a complex mechanical problem in an inventive fashion. An advertising agent can think up inexpensive and humorous ways to reach a new clientele (顾客).

Creativity does not necessarily require sophisticated skills or great intelligence. The creative process often involves intuitive perception, “lateral thinking (横向思维)”, and experimentation by trial and error. In other words, a creative person might guess at a possible solution, pull in comparisons from totally unrelated fields, and accept mistakes as a normal part of problem-solving.

Are there situations or attitudes that inhibit or prevent creativity? Teachers who regard energetic and inquisitive children as “naughty” probably discourage creativity. A boss who feels threatened by employees questioning old ways and who calls suggestions a “nuisance (麻烦事)” is not favoring creativity in the workplace. Parents who expect their children to draw or paint like great masters will not tolerate “messy” or “ugly” artwork, which actually may be creative. An educational system that fosters creativity presupposes the positive value of individualism. Cultures that stress collectivism and group solidarity may not place great importance on individual expressions of creativity. Societies or institutions based on a hierarchical distribution of power may regard individual creativity as irrelevant and destabilizing.

In the United States, Canada and Australia increasing efforts have been made to integrate strategies into the educational system that help children to learn “by doing”, by “hands-on” classwork and by special “projects”. All of these student-centered activities are designed to teach children to draw conclusions from their own observations, or from those of their group, and especially to learn how to research a topic on their own. Science fairs and Science Olympics encourage schoolchildren to invent all kinds of things. Children are also expected to ask questions and work independently at a very young age. Creative writing classes allow children to write short stories and novels. The quality may be not so good, but the aim is to give students total freedom to experiment.

PART 1 Preparation

1 What's My Line?

1 ACTRESS 2 WAITER 3 ARTIST 4 BUTCHER 5 BANKER 6 ACTOR

2 Optical Illusion and Imagination

Sample

Looking inside: a room, a door, a window, a basket, a part of a corridor, a passage, a chimney
Looking forward: a platform, a key of a keyboard, the back side of the TV, the roof of a building, a piece of chocolate, a pyramid
Looking flat: a handkerchief with plain shapes, a screen hanging on the wall
Looking from the upper side: a box, a cube

3 Creative Designs

Sample

- Among the different kinds of cell phones, the touch-screen cell phone is outstanding. It is very thin, comfortable to hold, and very easy to use. The creative design, including its multi-touch high-resolution (高分辨率) display, provides the user with amazing new applications.
- Last winter vacation I went to a seaside resort in the southern part of China with my parents. I found the street lights there were powered by both wind and solar energy. The wind blades that kept revolving looked not only beautiful but also alive. And the solar panels made quite a scene—lying quiet like a group of dark mirrors. We appreciated their designs and were aware of their contributions (green energy) to a cleaner world.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- 1 • No. When I was very young, my parents usually made the decisions and I obeyed. If I did not obey, I would be punished. They meant well and wanted to teach me the right moral values and ways of behavior so that I wouldn't make mistakes. But sometimes, I think they should have let me explore the world and discover things by myself. I think children are clever enough to think for themselves and should be encouraged to make their own decisions. By doing so, they wouldn't feel uneasy or at a loss when their parents are not around.

- Yes. My parents, especially my father, favor a democratic style of parenting. They seldom impose their opinions on me and most of the time they let me make decisions for myself. Sometimes I even make important decisions. For instance, I once discussed with them which university I should enter and which major I should choose. I knew they'd like me to stay in my hometown, but they never told me that when they learned I had decided to enter a university far away from home. That's why I'm here, in the university of my own choice.
- 2
- Yes. I could talk freely with the guests of our family, especially when the visitors were our relatives or close friends of my parents. It doesn't mean I joined them all the time. I talked with them only about topics I knew about or I was interested in. If I had not been allowed to speak to them, I would have felt like a small child or an outsider even though I was not really young, and I would not have felt like part of the family. Thanks to my parents it didn't take me long to adjust to the new environment when I entered the university two years ago.
 - No, they never did. They thought what adults were talking about was none of a child's business. And they also believed it was impolite for a child to interfere with adults' business. To them, children and adults were not of the same rank. So I was never allowed to be involved in their conversation. I felt I was neglected. In order to capture their attention, I deliberately became mischievous. As you can imagine, this kind of behavior brought about even worse situations.

Passage Reading

Words, Phrases and Grammatical Points

1 Creativity is not something one is just born with, nor is it necessarily a characteristic of high intelligence. (Lines 1-3, Para. 5)

句中 nor 后面的句子是倒装句。当某些表示否定意义的词或短语位于句首时（否定词修饰主语时除外），句子应倒装。

- e.g. I) Neither at this meeting nor at the previous one did anyone raise the problem.
 II) She will not leave, nor will she allow him to continue treating her badly.
 III) Never have I seen such a nice movie.
 IV) I'm not able to see the difference, nor is my husband.
 V) Not until many years later did the whole truth become known.

2 be up to (Line 20, Para. 7)

除了文中提到的用法外，be up to 还可以表示 be left to sb. to decide about sth. 的意义。

- e.g. I) "Shall we go out?" "It's up to you."
 II) Whether he took it or not was up to him.

3 nature (Line 4, Para. 9)

The word has the following meanings:

- 1 typical qualities and characteristics of a person or an animal
 e.g. I) It's human nature that parents should be fond of their children.
 II) Apes are curious by nature.

- 2 the physical world including all living things as well as the land and the seas
e.g. I) Man is engaged in a constant struggle with nature.
II) We grew up in the countryside, surrounded by the beauties of nature.
- 3 the qualities or features that sth. has
e.g. I) What is the nature of Jim's business?
II) He examined the nature of the relationship between the two communities.

参考译文

关于创造力的培养——鼓励孩子思考

1 教育界和商界的专家们说，创造力是通向光明前程的关键。现在介绍一下学校和家长如何才能鼓励孩子发展创造力这一至关重要的能力。

2 如果1925年迪克·德鲁听从了他老板的意见，也许我们现在就不会有遮蔽胶带这种用品了。现在我们几乎离不开它。德鲁当时就职于明尼苏达矿业与制造公司，通常称为3M公司。在工作中，他研制了一种粘胶，它的黏性很强，能使物体粘在一起。但是他的老板却不让他做进一步的研究。最后德鲁只好利用自己的业余时间改进了这种胶带。这种胶带现在已被人们广泛使用。而他原来就职的3M公司也从这次的错误中吸取了教训：现在3M公司鼓励员工抽出15%的工作时间专门用来开动脑筋，搞创新。

3 现在这种策略已被越来越多的公司所采用，而且全国各地的专家都认为对待孩子也应效仿这种做法，无论是在家里，还是在学校。他们认为，如果我们教育孩子进行创造性思维，他们就能在将来的社会中更好地发挥作用。

4 受益于创造性的不只限于音乐和艺术领域。能取得成功的学生和成年人都是那些会寻求各种办法解决问题的人。

5 创造性并非与生俱来，也不一定就是高智商的特征。一个人智商高并不意味着他就能创造性地发挥其聪明才智。创造性是指能利用已有的资源想出新点子，而这些点子又有助于解决某方面的问题。

6 遗憾的是，学校并没有鼓励学生发挥创造性。许多教育者十分看重考试分数，强调发展学生的阅读、写作和数学能力，但却因追求正确的答案而牺牲了对创造性的培养。其结果是，孩子们能够反馈所学的知识，但却不知道如何灵活地应用知识。比如，他们可能知道乘法表，但却不会用它来解决数学应用题。

7 不过，在有些学校，教育者们认识到这一问题的存在，并致力于研究能启发学生创造力的新的教学方法。一些教师把基础知识和要求学生发挥想象力的活动结合起来。比如，教师们不再简单地问学生哥伦布何时发现了新大陆，而会让学生思考如果哥伦布首先到达的不是加勒比海地区而是纽约，情况会如何。要回答这一问题，学生必须应用自己掌握的关于哥伦布、纽约和加勒比海地区的知识。教师们认为即便学生的回答听起来很可笑，也没关系，这也许是通向创造性的重要一步。专家们认为，在课堂上以及在家里，必须允许孩子们有些荒唐的念头。家长和教师们则有责任和孩子们共同努力，把那些荒唐的念头变成切实可行的想法。最好的办法是通过提问来鼓励孩子，同时对他们的想法和新点子表示赞赏。专家们说必须创造一个可以自由发挥创造力的氛围——一个尊重和赞赏而不是鄙视或无视天马行空的想法的环境。

8 在家里，家长可以做一些鼓励孩子发挥创造力的事情。如果遇到适合的问题，家长可以就该问题征求孩子的意见，让他们参与决策。家长可以帮助孩子了解不同的决策将会带来的不同后果。家长还应鼓励孩子大声地谈论他们正在做的事情。思维能力和语言能力是紧密相关的。大声地谈论有助于提高语言能力和思维能力。

9 具有幽默感对于开发孩子的创造力也非常重要。当家长表现出幽默感时，孩子们就看到了最地道的创造力。从本质上看，幽默跨越了常规界限，打破了固有模式。创造力往往也是如此。

10 给孩子一些选择的余地也很重要。应该尽可能早地允许孩子自己做决定，并认识其后果。做决定有助于培养思维能力，即便仅仅是在午餐的两种食物之间做出选择。随着孩子慢慢长大，家长应让孩子自己做主支配时间或金钱。但当他们做出错误的决定时，不要不加思索地给予过多的帮助。这种做法可能会使孩子迷惑不解，但没关系。因为富有创造力的人的一个重要特征就是他们有很强的动力，能够从混乱中创造秩序。

Exercises

Post-Reading

Reading Comprehension

1 1 Introduction (Para. 1)

It is introduced that teachers and parents can encourage creativity in children.

2 An important strategy for parents and teachers to follow (Paras. 2-3)

To encourage children to spend time thinking and developing new ideas.

3 The definition of creativity (Paras. 4-5)

Successful students and adults are those who can find a number of ways to approach problems, and who can use what they have to produce original ideas that are good for something.

4 A big problem in schools (Para. 6)

Children can obtain and give back information, but can't figure out ways to apply what they know to new situations.

5 A new approach to teaching (Para. 7)

Combining the basics with activities where the students must use their imagination.

6 Things parents can do at home to encourage creativity (Paras. 8-10)

A To involve children in decision-making.

B To help children to understand the consequences of various decisions.

C To encourage them to talk out loud about things they are doing.

D To show a sense of humor.

E To give children choices from their earliest age.

2 1 T 2 F 3 F 4 T 5 T 6 F 7 F 8 T

3 Sample

- 1 • I think it's true. Creativity is never a personal quality inherited from one's parents. Rather, it's cultivated as one grows up. One's accumulated life experiences help in this process, and so does the flexibility which parents allow. High intelligence by no means equals creativity. People of high intelligence may have exceptionally good memorizing and understanding

abilities, but they don't necessarily have good thinking skills. They may think in a conventional way.

- Sometimes I think creativity depends more on nature than on nurture. Most of us get the same education, yet we do not have the same level of creativity. I'd say some are really creative and others are not creative at all. How can we account for this phenomenon? By nature, that is the answer.
- 2 • Children should be brought up in a pleasant and democratic atmosphere and be treated as equals in the family. Parents should allow their children a certain degree of freedom to explore what they like to instead of instructing them with a lot of don'ts. When they are in school, they should have the freedom to study or learn according to their own interests besides the basics of knowledge and skills. For example, if a child doesn't like to play musical instruments, parents should never force the child to take the weekend music classes. In addition, children's ideas should be respected, no matter how simple or ridiculous they seem to be. When parents keep paying attention to creating a pleasant and democratic atmosphere for their children, they should also encourage their children to cultivate their personal interests and hobbies. As we know, interest is the mother of creativity.
- Parents can do a lot to encourage children's creativity. For instance, they can play games with their children, games that help develop children's manual skills and facilitate their learning process. They should also protect children's curiosity and talents to ask questions. What's more, children should be led to look at or think about things around them in different ways, free from the constraints of conventional thinking. Any progress in these aspects should be encouraged. Many parents like to see their children move on the "right" track and protect them from making mistakes. As a result, test scores are highly valued and creativity may be neglected.

Vocabulary

1	1 A confused	B confusion	2 A intelligence	B intelligent	
	3 A humorous	B humor	4 A strategy	B strategic	
	5 A motivated	B motivation	6 A combination	B combined	
	7 A creation	B creative	8 A pursuit	B pursuing	
	9 A multiplication	B multiply	10 A employ	B employment	
2	1 approaching	2 value	3 functions	4 approach	
	5 honor	6 function	7 honor	8 value	
3	1 dismiss	2 consequences	3 promoting	4 applies	
	5 vital	6 scorned	7 conventional	8 original	
4	1 consciously	2 determines	3 Imagination	4 aware	5 control
	6 created	7 extension	8 technique	9 gain	10 Apply

Translation

- 1 I think it is up to him to finish the work no matter how long it takes.

- 2 We decided to sacrifice a trip for a new car, though it was really hard for us to make the decision.
- 3 He tried not to involve his wife in the management of the company, because in most cases the advantages outweighed the disadvantages.
- 4 It is of vital importance to future generations that open spaces and parklands are protected and maintained to a high standard to keep the city increasingly attractive.
- 5 We have reached the agreement at the meeting that the key to this problem is better planning.
- 6 I propose pursuing this question further by considering critically the four theories well-known in this area.
- 7 The house was a completely original design—neither the interior nor the exterior was copies of any existing buildings of the kind.
- 8 Through all his life he has made efforts to promote the mutual understanding between the two countries.

After-Class Reading

参考译文

培养创造性——任重而道远

- 1 金陵饭店是一座舒适的、现代化的宾馆，位于中国东部大城市南京市的中心。我和妻子埃伦以及我们一岁半的儿子本杰明曾在那里住过一个月。当时我们正在研究中国幼儿园和小学的艺术教育。我们房间的钥匙系在一块大塑料牌上，牌上印有房间号。饭店希望客人在外出时交还钥匙，可以交给服务员或通过一个窄孔把钥匙投进一个盒子里。因为孔很窄，又是长方形的，所以塞钥匙和钥匙牌时得很仔细才能对准那个孔。
- 2 本杰明喜欢拿着钥匙使劲摇。他也很喜欢把钥匙往孔里塞。他总是把钥匙拿到孔附近，就要把它塞进去。可是因为他太小，手不灵活，又没有完全理解钥匙要放在“正好”的位置才能插进孔里，所以，他往往塞不进去。但是本杰明一点儿也不会因此而感到烦恼。他喜欢用钥匙砰砰地敲打着钥匙孔。也许他从钥匙的撞击声以及敲敲打打给他带来的肢体感受中得到的乐趣，不亚于偶尔有几次把钥匙真的塞入窄孔时所给予他的乐趣。
- 3 埃伦和我都很乐意让本杰明拿着钥匙在钥匙孔周围折腾。我们通常都不赶时间，本杰明也玩得很高兴，这种“探索行为”好像也没有什么不好。但是，很快我就发现了一个有趣的现象：任何一位中国服务员——有时甚至只是个过路的中国人——只要是在附近，都会走过来看看本杰明。一旦这个观察者明白了我们的孩子正在做什么，并注意到他既要做的事最初并没有成功，她（少数几次是他）就会设法干预。一般来说，她会抓着本杰明的手，轻轻地但又是坚定地引导他的手直接去找钥匙孔，必要时会重新调整方向，帮助本杰明把钥匙塞进去。然后她会有些期待地对埃伦或者我微笑，好像在等着我们感谢她——或者有时她也会微微地皱起眉头，好像是在批评我们做父母的没有尽到责任。
- 4 遗憾的是，即使是为了中美友谊，我们也并不特别感激这种干预。毕竟，本杰明没有到处乱跑或者没人看管；很显然，我们知道他在做什么，而且我们自己并没有干预。然而，同样明显的是，在希望孩子怎样行事，以及在孩子融入社会生活时大人应起的作用方面，我们遇到了两种截然不同的态度。
- 5 由于带着一个小孩在中国呆了很长时间，所以我们有很多机会拿本杰明和中国的小孩子相比较，并观

察大人与小孩之间通常存在的关系。屡次发生的情况是：大人们会走近本杰明，有时只是说句“你好”或者只是为了和他玩玩（这种情况全世界都有），但大人们常常是想好了要做什么的。有时，大人们会逗本杰明，假装要给他或给他看什么东西，然后又把答应给的奖赏收回去。更多的情况是，这些大人会帮助本杰明，例如找回他在玩的球，帮他在座位上坐直，给他理理衬衣下摆或给他整整鞋子，引导他远离不安全的地方，或者当他笨拙地推着婴儿车到处乱走时指引他一下。

6 我们发现，在中国，小孩子显然是“该纠错的对象”。大人（甚至青少年）几乎会毫不犹豫地干涉小孩子成长的过程。可能会有人认为本杰明的外貌容易让人这样做，因为他是中国人，是我们在台湾收养的；但是其他西方人也报道过类似的干预，他们的孩子可是一点儿都不像中国人。另外一点也很清楚，在多数情况下，对于什么是对的，什么是不对的，中国人都有一致的看法。他们和本杰明及其他西方小孩的随意交往都反映了他们的共同看法。

PART 3 Further Development

1 Vocabulary Review

Section A

- 1 C
 - A pay sb. to work for you
 - B (*formal*) spend your time doing a particular thing
 - C use a particular object, method, skill, etc. in order to achieve sth.
- 2 B
 - A (*only before noun*) existing or happening first, before any changes have been made
 - B completely new and different from anything that anyone has thought of before
 - C (*only before noun*) not copied from sth. else
- 3 A
 - A help sth. to develop or increase
 - B help sell a new product, film, etc. by offering it at a reduced price or by advertising it
 - C give sb. a better, more responsible job in a company
- 4 C
 - A put or spread sth. such as paint, liquid, or medicine onto a surface
 - B make a formal request, usually written, for sth. such as a job, a place in a university, or permission to do sth.
 - C use sth. such as a method, idea, or law in a particular situation, activity, or process
- 5 A
 - A refuse to consider sb.'s idea, opinion, etc. because you think it is not serious, true, or important
 - B force sb. to leave their job
 - C tell sb. that they are allowed to go, or are no longer needed

- 6 **B**
 A a short period of time allowed for one particular event on a program or timetable
 B (*mail slot*) letterbox
 C go into a slot, or put sth. in a slot
- 7 **C**
 A get back information that has been stored in the memory of a computer
 B make a situation satisfactory again after there has been a serious mistake or problem
 C find sth. and bring it back
- 8 **A**
 A look after a person or animal until they are fully grown
 B rise up or lift up
 C the back part of an object, vehicle, or building, or a position at the back of an object or area
- 9 **A**
 A happening by chance, without being planned
 B seeming not to care or pretending not to care about sth.
 C not formal or not for a formal situation
- 10 **B**
 A happening at the end of a process or activity
 B the final and most important
 C better, bigger, etc. than all other things or people of the same kind
- 11 **B**
 A expressing an opinion when you think sth. is wrong or bad
 B very important, because what happens in the future depends on it
 C serious and worrying because things might suddenly become much worse
- 12 **A**
 A most important
 B sb. who is in charge of a school; headmaster
 C the main actor, dancer, singer, etc. in a performance

Section B

- | | | | | | | |
|-----------|-----------|--------------|----------------|-----------------|------------|---------|
| 1 mean | 2 include | 3 break | 4 invent | 5 strike | 6 limited | 7 able |
| 8 not | 9 average | 10 reason | 11 that | 12 examining | 13 Another | 14 play |
| 15 regard | 16 sound | 17 otherwise | 18 disapproved | 19 satisfaction | 20 but | |

2 What Do They Stand For?

Teaching tips

IQ tests usually measure one's verbal and mathematical skills. This activity is to measure one's associative flexibility. The test will give some idea of one's mental plasticity (可塑性) and, therefore, creativity.

- 1 26 = Letters of the Alphabet
- 2 7 = Wonders of the Ancient World

- 3 1001 = Arabian Nights
- 4 12 = Signs of the Zodiac
- 5 54 = Cards in the Deck (with the Jokers)
- 6 8 = Planets in the Solar System
- 7 88 = Piano Keys
- 8 24 = Hours in a Day
- 9 11 = Players on a Football Team
- 10 29 = Days in February in a Leap Year

3 Case Study

Possible solutions:

- Put windows on other sides of the bungalows to see different scenery.
- Move to another neighborhood.
- Plant flowers, vines and trees around the walls.
- Buy a computer and you'll never be bored.
- Put mirrors to the right and left of the wall to reflect the scenery (see Fig. 1);
- Use a convex mirror (凸镜), a periscope (潜望镜), a concave mirror (凹透镜), and steps (see Fig. 2).

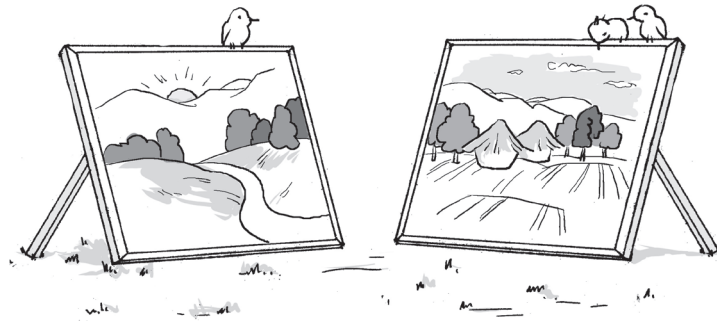


Fig.1

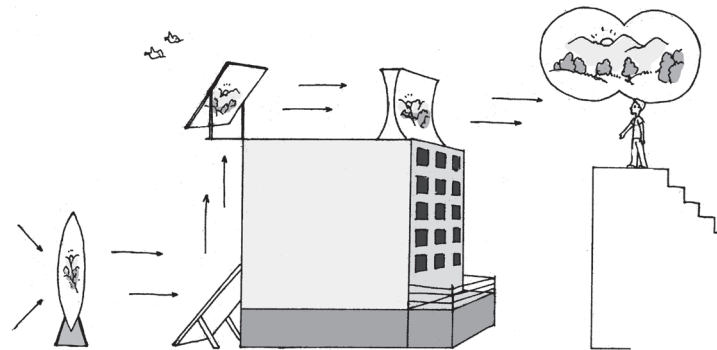


Fig.2

4 Other Uses of Familiar Objects

With a ballpoint pen, we could use it:

- as a water gun;
- to hide messages in;
- as a weapon to hurt the attacker's face.

With a piece of chalk, we could use it:

- to absorb ink or water;
- to get stains out of white shoes;
- to cover a spot on a white wall;
- to wake up a sleeping student;
- to carve something on it.

With glasses, we could use them:

- to hide our identity if we wear sunglasses;
- as a mirror to see if our hair is neat;
- to look educated or more mature while wearing them.

With a blackboard eraser, we could use it:

- as a weapon to dust the attacker's eyes with chalk powder;
- to paint squares on a dark wall.

5 Letters to Jennifer

Sample

Dear Jennifer,

I don't know what to do. One of my friends often wants me to do homework for her. I want to help her because she is my friend, but I am spending too much time on her work.

Yours,
Shygirl

Dear Shygirl,

The next time she asks you, make a whole lot of mistakes and then she won't ask you any more.

Yours,
Jennifer

6 Creativity in Education

Sample

- 1 • Knowledge and creativity are equally important, and we should not emphasize one by sacrificing the other. Knowledge involves facts and skills which are essential, but creativity allows us to do original things with our knowledge. If I had to emphasize one, I would choose creativity since it is more important than facts and figures that will be forgotten.
- We know knowledge is important to our intellectual growth. However, in most cases, knowledge will go out of date and will need to be updated from time to time. So in education, it's more important to show students the way to obtain knowledge than knowledge itself. Equipped with ways to gain knowledge, we are able to update our knowledge all the time. As for creativity, of course, it's important. We can safely say that without creativity there would be no modern world. Anything new is the product of creativity. So schools should emphasize both knowledge and creativity.

- 2 • Reduce the amount of memory work. Memorizing things does not encourage thinking. If students are required to memorize facts and numbers, they are encouraged not to solve problems in an original way, but just to obtain or give back information.
- Give homework that tests students' ideas and theories rather than piles of work that require them to repeat or model themselves on what their teachers do in class.
- Stop thinking that children are stupid and that they must always be told what to do and how to do something. Instead, provide students with opportunities to think for themselves and observe the world on their own.
- Offer more classes on art and music.
- Leave students more time so that they can go out and observe nature.
- Let students be teachers from time to time.
- Provide more chances for students to visit exhibitions and have discussions.

PART 4 Translation and Writing

2 Translation Practice

- 1 一个具有独创性的人没有难题，只有发挥独创性的机会。——多里·勒特格
- 2 我一直在做力所不能及的事，那是为了学会如何去做。——巴勃罗·毕加索
- 3 存在是为了改变，改变是为了成长，成长是为了不断创造自我。——亨利·伯格森
- 4 想要创造性地生活，我们必须不再害怕犯错。——约瑟夫·奇尔顿·皮尔斯
- 5 创造性就是发明、试验、成长、冒险、犯规、犯错和游戏。——玛丽·卢·库克
- 6 我总想着创新。我的未来始于每天清晨睡梦初醒之时。每天我都在自己的生活中找一些富有创造性的事情来做。——迈尔斯·戴维斯

3 Writing

Sample 1

Success has often been linked to creativity. However, more and more evidence proves that education seems to discourage creativity in students. First, students should be allowed time for imagination. Strange drawings and foolish questions should also be allowed, for they can sometimes lead to creativity.

Don't look down on children's tricks and games. Play is an important step on the road to the success of the greatest scientists and artists. According to research on the human brain, the two halves of the human brain do different kinds of work. The left half manages tasks related to logical reasoning and language skills. The right half controls things such as drawing, music, imagination, and even dreams.

Praising good ideas and encouraging unusual points of view are important ways to encourage

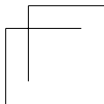
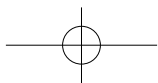
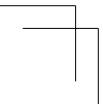
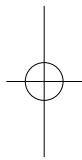
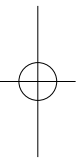
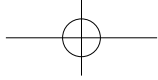
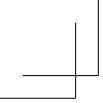
creative thinking. It might be good to let the right half of the brain do exercises. So encourage students to think in images and to express themselves in simple drawings. Besides, letting students do imaginative assignments like making up stories and encouraging them to daydream when they are free are also effective ways to develop their creativity.

Sample 2

First of all, students should be encouraged to have as much hands-on experience as possible. If a student is interested in machines, let him or her make car models, for example. If a student likes clothes, he or she should have the opportunity to sew a garment for himself or herself. We can also encourage students to design something they have never seen before. In brief, they should be encouraged to use their imagination and knowledge to do whatever they can and whatever they like.

Of course, when they encounter difficulties and need help, there should be someone available for them to go to. But it doesn't mean that everything should be done for them. Instead of telling them the answer right away, they should be encouraged to solve the problem themselves. When they manage to solve the problem, they will gain more confidence and will be more willing to rely on themselves for solutions in the future. In this way students will become more and more creative.

At the same time, students should read, think and discuss with others. This process will enable them to gain inspiration from other people. For example, they can read about famous inventors and examples of creativity. In addition, students should be allowed to have foolish ideas or make mistakes. This will help create a good atmosphere for creative thinking.



Unit 5

Athletes

Useful Information

Throughout history, sports have played an important role in society. We can hardly overestimate the meaning of sports in our lives. Not only have sports served as a pleasurable way of ensuring the physical fitness of citizens of all ages, sports have also been a source of entertainment for both the players and the spectators. In short, sports make our bodies strong, quicken our reactions and even sharpen our wits.

Different countries favor different sports. Factors such as tradition, climate and cost influence the types of sports that are played by both amateur and professional athletes in various countries. Contrary to winter sports like ice hockey (冰球) and downhill skiing (高山滑雪), table tennis, badminton and fishing, for example, do not require expensive equipment or sports facilities.

Television has increased the popularity of sports like football, basketball, tennis and golf. Millions of people all over the world watch live broadcasts of the Olympic Games and the World Cup, for example. Star athletes become the topic of conversation, and serve as role models because of their courage and determination. The record-breaking accomplishments of many athletes are inspirational examples of men and women challenging the limits of human endeavor. Although their performances have been enhanced by improvements in sporting equipment and training methods, these sports stars usually deserve the glory and fame they receive.

However, many educators feel that too much emphasis has been placed on the development of professional athletes. Physical education teachers often stress the importance of competitive sports for all young people, not just a select few of the excellent ones. They point out that sports help channel energy in a positive way and contribute to the development of determination and self-discipline. All boys and girls, irrespective of their athletic abilities, should be able to benefit from the competitive sports.

PART 1 Preparation

1 Talking About Sports and Athletes

Individual Sports	Sports That Require Two Players or More	Team Sports	Chinese Sports Stars	International Sports Stars	People Assisting in Sports Events
swimming	table tennis	basketball	Deng Yaping	Michael Jordan (乔丹)	referee
gymnastics	badminton	football	Xu Haifeng	Shaquille O'Neal (奥尼尔)	coach
shooting	snooker	volleyball	Lang Ping	Scottie Pippen (皮蓬)	instructor
weightlifting	(落袋台球)	water polo	Li Ning	LeBron James (詹姆斯)	trainer
bowling	fencing	(水球运动)	Gao Min	Jeremy Lin (林书豪)	linesman
golf	(击剑运动)	handball	Wang Junxia	Kobe Bryant (科比)	(边线裁判员)
the high jump	judo (柔道)	cricket	Zheng Haixia	Tracy McGrady (麦迪)	touch judge
the long jump	squash (壁球)	rowing	Wang Nan	Allen Iverson (艾弗森)	(巡边员)
diving	tennis	(划船运动)	Liu Guoliang	Dirk Nowitzki (诺维茨基)	umpire
the javelin	sumo wrestling	ice hockey	Li Xiaoshuang	Ronaldo (罗纳尔多)	(网球、板球等的裁判员)
(标枪)	(相扑)	(冰球运动)	Zhang Yining	Nicolas Anelka (阿内尔卡)	guide
hurdles	chess		Kong Linghui	Michael Owen (欧文)	manager
the discus	bridge (桥牌)		Ma Lin	Cristiano Ronaldo (C罗)	
shot put			Yao Ming	Lionel Andrés Messi (梅西)	
(推铅球)			Liu Xiang	Kaká (卡卡)	
skiing			Li Na	David Beckham (贝克汉姆)	
aerobics			Zheng Jie	Gabriel Omar Batistuta (巴蒂斯图塔)	
power walking			Li Xiaopeng	Pete Sampras (桑普拉斯)	
(竞走)			Guo Jingjing	Martina Hingis (辛吉斯)	
figure skating			Ding Junhui	Lindsay Davenport (达文波特)	
speed skating			Lin Dan	Roger Federer (费德勒)	
surfing			Sun Yang	Maria Sharapova (莎拉波娃)	
bicycling			Ye Shiwen	Vladimir Samsonov (萨姆索诺夫)	
canoeing				Jan-Ove Waldner (瓦尔德内尔)	
archery				Mike Tyson (泰森)	
(射箭运动)				Michael Schumacher (舒马赫)	
the pole vault				Fernando Alonso (阿隆索)	
(撑杆跳)				Michael Phelps (菲尔普斯)	

2 Talking About the Olympic Games

1 History of the Olympic Games

An important attraction of sports is its competitive and challenging nature. Men have always wanted to prove who is the strongest, the quickest, and can jump the highest. The roots of men's desire to display their physical health and beauty go back to ancient times when the idea of the Olympic Games first appeared.

The Olympic Games, the oldest international sporting contest in the world, are held every four years. The games supposedly developed from ancient Greek athletic contests. The original sole event was a foot race held in 776 BC in Olympia in honor of Zeus. Later additional events were added. In 1896 the first modern Olympic Games were held in Athens, organized by a Frenchman, Pierre de Coubertin (皮埃尔·德·顾拜旦). In 1924 the Winter Olympics started. In 1986 the International Olympic Committee (IOC) decided to alternate the Summer and Winter Games every two years from the year 1994. There is no age limit for athletes. The maximum numbers of entries permitted for each individual event is three per country while in team events, only one team per country is allowed.

2 Its opening and closing ceremonies

At the opening ceremony the Greek team is always the first to enter the stadium, and, except for the host team, which is always the last, the other nations follow in alphabetical order as determined by the language of the host country. When the head of the state reaches his place in the tribune, he is greeted with the national anthem of his country, and the parade of athletes. The athletes carrying their national flag march around the stadium and then assemble in the center of the ground facing the tribune. The President of the Organizing Committee delivers a brief speech of welcome, followed by another brief speech delivered by the IOC President. Then a fanfare of trumpets is sounded as the Olympic flag is slowly raised and pigeons, a symbol of peace, are released. The Olympic torch is then carried into the stadium by the last of the runners who have brought it from Olympia, Greece. The runner circles the track, and lights the Olympic flame that burns night and day during the Games.

The closing ceremony includes a parade of athletes, without distinction of nationality, signifying friendship. A fanfare is sounded, and to the strains (旋律, 曲调) of the Olympic hymn the Olympic flag is lowered. Afterwards, the President of the Organizing Committee makes a speech. The IOC President then formally announces the Olympic Games are over. Finally, the Olympic flame is extinguished, marking the end of the Games.

- 3
 - The motto:
Faster, Higher, Stronger
 - The creed:
The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.
 - The oath:
In the name of all competitors I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams.
 - The flag:
The flag has a white background and in the center there are five interlaced rings—blue, yellow, black, green, and red. These rings represent the five continents joined together in the Olympic movement, while the six colors are those that appear on all the national flags of the world at the present time.

- The hymn:

The Olympic hymn plays as the flag of the International Olympic Committee is raised.

Immortal spirit of antiquity
 Father of the true, beautiful and good
 Descend, appear, shed over us thy light
 Upon this ground and under this sky
 Which has first witnessed thy unperishable fame

 Give life and animation to these noble games!
 Throw wreaths of fadeless flowers to the victors
 In the race and in the strife
 Create in our breasts, hearts of steel!

 In thy light, plains, mountains and seas
 Shine in a roseate hue and form a vast temple
 To which all nations throng to adore thee
 Oh immortal spirit of antiquity!

- The flame:

The flame symbolizes the continuity between the ancient and modern games. The torch used to kindle the flame is first lit by the sun at Olympia, Greece, and then carried to the site of the Games.

- Awards and ceremonies:

For individual Olympic Games events, the awards for the first three places are a gold, silver and bronze medal respectively. Diplomas are awarded for fourth, fifth, sixth, seventh, and eighth places. All competitors receive a commemorative medal. The competitors who have won the first three places proceed to the rostrum, with the winner in the center. The medals are hung around the necks of the winners by a member of the IOC, and the flags of the nations concerned are raised while the national anthem of the winner is played.

4 Olympic village

It is provided by the Organizing Committee to accommodate only competitors and team officials (the number of team officials is limited). It is located as close as possible to the main stadium and other facilities.

3 Extreme Sports

STEP ONE

- Climbing high mountains: You might fall down and get seriously injured.
- Exploring unknown parts of the world: A wild animal might attack or kill you for food.
- Jumping from planes or tall buildings with a parachute: The parachute might not open in time as you expect.
- Diving into the sea from planes or the top of high cliffs: You might hit your head on rocks under the water, or be injured or killed by a shark, crocodile or any other fierce sea animals.
- Sailing in a small boat across the oceans: Your boat might turn over, all the life necessities might be lost, and you might starve or drown.

STEP TWO

Sample

- Because life is safer and less exciting now than it was in the past, it offers less excitement. People live and work in a comparatively safe environment, so some people want to seek excitement in such risky activities.
- According to some psychologists, when people take part in dangerous sports, their brains maintain a certain level of arousal (清醒) and their bodies produce large amounts of hormones which give them a feeling of pleasure.
- People may believe that life is full of risks and dangers. By exercising both their muscles and minds in risky sports they can learn to deal with difficult situations.
- I think some people are born risk-takers while others born peace pursuers. It all depends on the genes people were born with. Of course the development of sports equipment encourages more people to participate in risky activities because in most cases they are well-protected.

Note

An extreme sport is a popular term for certain activities perceived as having a high level of inherent danger. These activities often involve speed, height, a high level of physical exertion, and highly specialized gear or spectacular stunts. The definition of an extreme sport is not exact—for example, although studies show that road cycling ranks as a sport with the highest number of injuries, it is not considered an extreme sport because it is not counter-cultural (反主流文化的). One common aspect of an extreme sport is a counter-cultural aura—a rejection of authority and of the status quo (现状) by disaffected youth.

There are several characteristics common to most extreme sports. Extreme sports tend to be more solitary than traditional sports. Activities categorized by media as extreme sports differ from traditional sports due to the higher number of inherently uncontrollable variables. Athletes in these activities compete not only against other athletes, but also against environmental obstacles and challenges. These environmental variables are weather and terrain (地形) related, including wind, snow, water and mountains. Because these natural phenomena cannot be controlled, they inevitably affect the outcome of the given activity or event.

While the exact definition and what is included as extreme sports are debatable, some people have attempted to make clarification for extreme sports. In 2004, author Joe Tomlinson classified extreme sports into those that take place in air, land, and water. Nine air sports are mentioned: BASE jumping (极限跳伞), bungee jumping, gliding (滑翔), hang gliding (悬挂式滑翔), high wire (走钢丝), ski jumping (跳台滑雪), skydiving (延缓张伞跳伞运动), sky surfing (空中滑板), and sky flying. Land sports include: indoor climbing (室内攀岩), adventure racing (越野挑战), aggressive inline skating (极限轮滑), BMX (自行车越野), caving (探洞), motocross (摩托车越野), extreme skiing (极限滑雪), freestyle skiing (自由式滑雪), land and ice yachting, mountain biking, mountain boarding (高山滑板), outdoor climbing (户外攀岩), sandboarding (沙漠滑板), skateboarding (滑板运动), snowboarding (单板滑雪), snowmobiling (雪地摩托), speed biking, speed skiing, scootering (小轮摩托车) and street luge (旱地雪橇). Water sports include: barefoot water skiing (赤脚滑水), cliff diving (悬崖跳水), free-diving (闭气潜水), jet skiing (喷气滑水), open water swimming (公开水域游泳), powerboat racing

(劲量赛艇), round-the-world yacht racing (环球帆船赛), scuba diving (水肺潜水), snorkeling (浮潜), speed sailing (速度航海), surfing, wakeboarding (尾波滑水), whitewater kayaking (皮艇漂流), wind surfing (帆板), and kitesurfing (风筝冲浪).

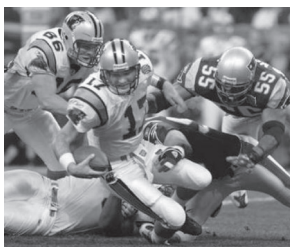
Additional activity

Do You Know These Sports?

Match the pictures below with the sports.



1 _____



2 _____



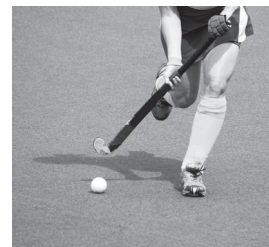
3 _____



4 _____



5 _____



6 _____

- A field hockey
- B skiing
- C American football
- D bungee jumping
- E golf
- F canoeing

Key:

1 E 2 C 3 D 4 B 5 F 6 A

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- 1 An athlete should:
 - have strong willpower;

- observe the game rules;
 - be loyal to his team;
 - be cooperative with his teammates;
 - have a great sense of responsibility;
 - be self-confident;
 - be courageous.
- 2 I don't think star athletes are good role models for young people. It's true that young people admire star athletes and can learn from them, such as their perseverance, good athletic skills, and strong willpower. But some of the athletes are only good at sports. They train hard, then maybe overnight they rise to fame and are paid a lot of money. This gives young people the illusion that fame and money can come easily. What's more, some athletes are addicted to drugs or do illegal things now and then, which ruins the overall image of star athletes. Young people can't always tell right from wrong, and they have a strong tendency to imitate. So it would be dangerous if they learned bad behavior from some athletes without knowing the effort behind their glory.

Passage Reading

Words, Phrases and Grammatical Points

1 not necessarily (Line 5, Para. 1)

This phrase means “possibly, but not certainly”.

e.g. I) We don't necessarily have to go to Florida this winter.

II) You're a good worker, but that doesn't necessarily mean you'll get a raise.

2 deny (Line 16, Para. 1), felt like (Line 13, Para. 7)

Both “deny” and “feel like” should be followed by a noun or gerund.

e.g. I) The defendant denied the witness' statement.

II) The students all denied cheating on the test.

III) I don't feel like having a walk.

Other examples of verbs and phrases that must be followed by nouns or gerunds: *admit, appreciate, finish, avoid, consider, delay, postpone, enjoy, endure, escape, fancy, involve, mind, miss, bear, favor, risk, resist, practice, quit, suggest, give up, can't help, put off, look forward to, object to*, etc.

The word “deny” can also be used in the sentence pattern “There is no denying the fact that...” which means “everyone must admit that...”

e.g. There is no denying the fact that he was involved in the case.

3 run into (Line 7, Para. 3)

The phrase “run into” has the following meanings:

- 1 meet sb. by chance
e.g. Guess who I ran into on High Street this afternoon!
- 2 hit sb. or sth. with a car or other vehicles
e.g. His car skidded and ran into a lamp post.

4 If I were deciding... (Line 3, Para. 4)

Here the verb of the sentence is in the subjunctive mood and the continuous tense is used for emphasis. The more formal expression is “If I were to decide...”

e.g. If I were deciding whether he is a good father or not, I would not hesitate to say “yes”.

5 I wouldn't ask whether he lives his life exactly the way I would live it... (Lines 10-11, Para. 4)

In this sentence, “the way” means “in the same way that”. The phrase can be used with “just” or “exactly”.

e.g. I) It all happened in exactly the way we wanted it to.

II) Karl, please do it just the way you did it with Hanna last time.

6 be bound to (Line 4, Para. 6)

The phrase has the following meanings:

- 1 be very likely to do sth.
e.g. He's done so much work that he is bound to succeed.
- 2 be obliged by law or duty to do sth.
e.g. I) Well, I'm bound to say, I think you're taking a huge risk.
II) I feel bound to tell you that if you go on like this, you'll end up in prison.

7 Imagine someone putting... (Line 13, Para. 6)

The word “imagine” can be used in the following expressions:

- 1 imagine that
e.g. I) He imagines that people don't like him, but they do.
II) Try to imagine that you are a tourist arriving in London for the first time.
- 2 imagine sb. doing sth.
e.g. I can't imagine Sarah running her own business.
- 3 imagine doing sth.
e.g. I) Imagine going all that way for nothing.
II) It's hard to imagine working in a place like that.
- 4 imagine sb. / sth. as
e.g. I never knew my grandmother, but I always imagine her as a kind, gentle person.
- 5 imagine sb. / sth. to be sth.
e.g. I was surprised when I saw the farm. I had imagined it to be much bigger.

参考译文

运动员应该是行为的榜样

1 我喜欢查尔斯·巴克利，就像他是我的亲兄弟一样。我们是很好的朋友，不过我所在的犹他爵士队和他所在的菲尼克斯太阳队比赛时，我们在篮板下你撞我、我推你的时候例外。虽然我们是好朋友，但我们

的爱好并不一定相同：查尔斯酷爱高尔夫，要是可能的话，他中场休息时都会打，但我却认为把优良的牧场改造成高尔夫球场是一种浪费。我们能很好地相处的一个原因是我们俩都是想什么就说什么，不会担心别人会怎么想，这也意味着我们时常会意见相左。有一个例子能说明我的意思：我不同意查尔斯在他代言的耐克广告中说的话。在那则广告里，他强调说：“我不是行为的榜样。”查尔斯，你完全可以否认自己是行为榜样，但是我认为这不是你自己可以决定的。我们并未选择成为大家的行为榜样，是大家选择了我们。我们唯一能选择的的就是做一个好榜样，还是做一个坏榜样。

2 我认为成了著名运动员后，我们不能只接受随之而来的荣誉和金钱，却拒绝承担作为榜样的责任。明明知道孩子们、甚至一些成人正关注着我们，期望我们树立榜样，我们不能拒绝承担责任。我的意思是，首先为什么我们有机会做广告呢？因为有人会效仿我们去买某种运动鞋或某种麦片，因为我们在用这些东西。

3 我喜欢成为榜样，并努力去做个好榜样。但这并不意味着我总是做得很好。我决非圣贤，我会犯错误，而且有时还会做一些非常幼稚的事情。我并非每天早上醒来都具备了做榜样的好心情。有些日子，我并不想同每个遇见的球迷都摆姿势合影，不想抱起婴儿拥抱、亲吻（无论他们有多可爱）。这种时候，我就尽量避开公众。

4 但做个好榜样并不需要十全十美，而且人们也不应该期盼完美的行为榜样。如果由我来判定一个篮球运动员是否是个好榜样，那么我想知道的是：在球场之外，他是否给人们的生活带来了积极的影响？他自己付出了多少时间或金钱去帮助那些景仰他的人？他显示出作为一个优秀的人应具有诸如诚实和毅力等有价值的品格了吗？但我不会问他的生活方式是否和我的完全相同，或者他是否以我处理事情的方式来应付每一种状况。

5 查尔斯在他的广告中所说的有一点我很赞同，那就是：“我能扣篮并不意味着我应该养育你们的孩子。”但是，有时父母们也需要一点帮助。有时候，如果父母能对孩子说：“你想想卡尔·马龙、斯科蒂·皮蓬、查尔斯·巴克利或大卫·罗宾逊会那样做吗？”这是很管用的。如果有人这样提到我的名字，对我来说这是一种荣誉。当然，父母应该成为孩子们的行为榜样。然而，让我们来看看实际情况吧，孩子们有许多其他的行为榜样——老师、电影明星、运动员，甚至其他的孩子。作为运动员，我们不能取代父母，但是我们能协助他们去强化他们努力教给孩子们的那些思想。

6 父母们一定不能做得太过火。他们有时把我们奉若神明，使我们感觉像在走钢索，这么窄的立足点我们最终必定会摔下来。这不是一件让我感到特别自豪的事，但是在犹他州，曾经有父母对我说过这样的话：“你要知道，卡尔，我们全家都对你崇拜得五体投地。在家里，我们把你的照片和基督画像一起并排挂在墙上。”这就太过分了。难怪有些运动员不愿做行为榜样。谁会愿意被拔得那样高呢？那是能达到的标准吗？设想一下，有人把你真人般大小的照片挂在墙上，而且每晚睡觉前都要对着你的照片倾诉一番，那是很可怕的。

7 时刻处在公众的注视之下有时令人难以忍受。我十分同情迈克尔·乔丹，他不得不对付有关他赌博的负面报道。我想大多数人都无法想象，分分秒秒、日复一日都被如此密切地注视着是什么滋味。曾经有人对我说，我个人的情况还不至于那么糟糕，因为出了犹他州就没人认得我了。但事实并非如此。自从我作为“梦之队”的一员参加了奥运会的比赛后，无论到哪里我都会成为人们注意的焦点。这有时使人受到很大的限制。例如，我有好几次想买一辆哈雷·戴维森牌的大摩托车，想骑着它逛逛街。首先，爵士队会大发脾气，说这太危险。其次，每个人都会盯着我，看我是否戴了头盔，是否按照限定的速度行驶，是否安全转弯等，不一而足。一旦我没有达到他们的期望，就会有人说：“这给其他骑摩托车的人树立了个什么榜样啊？”

8 但是，做一个行为榜样利大于弊。想到某个孩子之所以决定在学业上再做一番尝试而不是辍学，想到某个孩子碰到有人向他兜售毒品时，他能从毒贩子身边走开，这其中也有你的一小部分功劳时，那感觉好

极了。但是我要鼓励父母们去做一件事，那就是提醒他们的孩子无论他们景仰哪位运动员，他们应知道十全十美的人是没有的。这样一来，如果孩子们心目中的英雄犯了错误，他们也不会觉得世界末日到了。

9 我决不会因为某个人说了心里话而批评他。如果查尔斯认为他自己不是行为榜样，这是他的权利。但我认为他是一个行为榜样，而且是一个好榜样。如果他能戴上NBA的冠军戒指，我也许会把当作我自己的行为榜样。

Exercises

Post-Reading

Reading Comprehension

1 1 Introduction (Para. 1)

Athletes are chosen to be role models, but they can choose to be good or bad ones.

2 Athletes should be role models. (Paras. 2-5)

The writer's arguments:

A Athletes shouldn't refuse the responsibility of being a role model while accepting all the glory and the money that comes with being a famous athlete. (Para. 2)

B I try to be a positive role model, but that doesn't mean I'm perfect. (Para. 3)

C Qualities of a positive role model: (Para. 4)

i He influences people's lives in a positive way.

ii He gives of himself, in time or money, to help those who look up to him.

iii He displays the values like honesty and determination.

D Athletes cannot take the place of parents, but can help reinforce what parents try to teach their children. (Para. 5)

3 People sometimes expect so much that some athletes don't want to be role models. (Paras. 6-7)

A Sometimes people put athletes on a pedestal. (Para. 6)

Example: I've had parents in Utah put my picture on the wall beside Jesus Christ.

B Constantly being watched by the public can be hard to tolerate at times. (Para. 7)

Examples:

i Michael Jordan had to deal with the negative publicity he received about gambling.

ii Ever since I played on the Dream Team, I can't go anywhere without being the center of attention, and I can't even buy a motorcycle I really want.

4 Conclusion (Paras. 8-9)

The good things about being a role model outweigh the bad.

A It's a great feeling to think you're part of the reason that a kid decided to try to be good.

B Parents should remind their kids that there are no perfect human beings.

C Charles Barkley is a good role model.

2 1 F 2 T 3 F 4 T 5 F 6 F 7 F 8 F 9 T 10 F 11 T 12 F

- 3 1 Some athletes don't want to be role models because they'd like to have more privacy and freedom. They don't want to be watched by the public all the time. Another reason is that people expect too much, and want perfection. But it is impossible to achieve that. So some athletes don't want to be role models, nor do they like too much pressure in their lives.

2 Sample

- I don't think it's right for the public to watch star athletes constantly, because athletes are humans, just like us. They, too, need privacy. They, too, will sometimes make mistakes. If they are constantly being watched by the public or exposed to the mass media, they will feel tense and pressured, and even be driven crazy. Life could become hell. It is unfair to them.
- I know nobody likes to be watched all the time. Anyway, in fact, athletes are watched by the public almost all the time, especially those famous ones. People enjoy their performances, treat them as heroes and like to know everything about them. Any news about them will be spread quickly with the help of the Internet. Because of the public interest, the mass media always have their focus on star athletes as well as movie stars and singers. Thanks to this, famous athletes get endorsements, perhaps much more than their pay as professional athletes. Anything has two sides. They can't receive all the benefits without being the center of attention.

Vocabulary

- | | | | | |
|-------------------|---------------|----------------|--------------|------------|
| 1 1 A necessity | B necessary | C necessarily | | |
| 2 A disagreement | B disagreed | C disagreeable | | |
| 3 A decisive | B decision | C decide | | |
| 4 A choosy | B choice | C chose | | |
| 5 A led | B lead | C leading | | |
| 6 A perfect | B perfection | C perfected | | |
| 7 A determination | B determine | C determined | | |
| 8 A assist | B assistance | C assistant | | |
| 9 A imagination | B imaginative | C imaginary | D imaginable | E imagined |
| 10 A scared | B scary | C scared | | |
| 11 A tolerable | B tolerant | C tolerance | D tolerate | |
| 12 A expectant | B expected | C expectations | | |
-
- | | | | |
|-----------------|---------------------|--------------------|---------------------|
| 2 1 is bound to | 2 follow their lead | 3 takes it too far | 4 take the place of |
| 5 dropped out | 6 have a fit | 7 measure up to | 8 look up to |
| 9 Let's face it | 10 you name it | | |
-
- | | | | | |
|--------------|---------|-------------|------------|------------|
| 3 1 outgrown | 2 outdo | 3 outwitted | 4 outweigh | 5 outlived |
|--------------|---------|-------------|------------|------------|

Translation

- 1 One of the reasons they became good friends was that they enjoyed the same sports and music.
- 2 We will learn by our own experience what is best, and not by following the footsteps of others.
- 3 He will play in two tournaments in Japan, which means he'll miss the World Cup in his home country.
- 4 She wondered whether to say she missed him very much or to continue to keep silent. She had to think about their relationship again.

- 5 Her mind was soothed by memories of her dad and of the days when she was a little girl living with Dad in the country.
- 6 No matter how insignificant the findings were at the time, it is important to record all of them properly.
- 7 Constantly being criticized by parents can seriously hurt the children and won't reinforce what the parents try to teach.
- 8 The danger of going too far was always present because he was talking too much. But he couldn't help it.

After-Class Reading

参考译文

运动员不应成为行为的榜样

1 如今有关运动员犯罪行为的报道如此之多，以至于体育专栏都变得像警方报告栏了。这是怎么回事呢？美国的体育迷们在吃早点、喝咖啡时不禁会问：我们的英雄们怎么了？

2 我们期望运动员们成为英雄，这不难理解。至少从表面上看来，运动员们展现出了朝气蓬勃、不屈不挠的精神，他们体内焕发着活力。而且，体育运动的确能让我们目睹可以真正被称为勇敢的、激动人心的、美好的乃至高尚的行为举止。在一个日益复杂、无序的世界中，体育仍是一个可以让我们时常目睹某种伟大表现的竞技场。

3 然而，这显然是自相矛盾的。社会想从英雄身上寻求的如大公无私、社会意识等品质，恰好与运动员所需要的品质南辕北辙，用这些品质是无法把一个有体育天赋而在其他方面表现平平的街坊小孩变成迈克尔·乔丹的。要成为一名杰出的体育明星，你必须具备非凡的竞争意识，并全力以赴提高自身的技能。这些品质很可能会造就一名优秀的运动员，但却未必能塑造一个伟人。此外，我们的社会用它自己建立的造就运动员的制度进一步助长了这些特性。该制度的特点是：责任有限，待遇丰厚。

4 运动员自身也为这种制度付出了代价。由于受到的训练是永远拿自己与周围人的成绩相比较，许多年轻运动员便产生了一种意识，社会学家沃尔特·谢弗称之为“有条件的自我价值”。年轻的运动员们很快就明白了，只要自己被视为“胜者”，便会被父母、教练以及同伴这些自己生活中很重要的人所接受。不幸的是，他们因此而变得很自负，表现得就像他们的运动生涯永远会辉煌下去似的。

5 年轻的运动员们知道，是成功给他们带来了回报，而不是艰苦而诚实的比赛。对于那些能成功地在最高水平的大学体育竞技中崭露头角的运动员来说，“回报”往往是一种人为设计的社会环境，这种环境使他们免于承担其他学生要面对的许多责任。教练自身的工作当然取决于如何保住获胜的项目。他们会保护运动员，确保他们的参赛资格不受到任何威胁。例如，如果某个运动员惹上了官司，教练便很可能会干预——为该运动员请律师，甚至还会设法使案件悄悄驳回，不予受理。在某些学校，运动员甚至不用自己选课，或自己买书，体育系替他们包办了一切。体育系的教职员早上叫醒队员并带他们去课堂，这也并非闻所未闻。

6 鉴于上述情况，许多年轻的美国运动员缺乏成熟的是非观也就不足为奇了。爱达荷大学的莎伦·斯托尔教授对全国从初中到大学的一万多名学生运动员进行了测试。她报道说，在伦理道德方面，运动员们总是比其他人得分低，而且从事体育运动的时间越长，得分越低。

7 拥有大学的过分呵护、地方社区的吹捧、公众给予的明星地位，以及七八位数的年薪，成功的运动

员们就必然形成这样的感觉——他们是有特权的人。实际上，他们也确实是有特权的人。当他们因为享有特权便自认为可以为所欲为时，危险就随之而至。

8 迈克·泰森显然是这一现象最明显的例子。他年轻时就被灌输了自己与众不同的思想。他的教练古斯·达马托单独为泰森制定了一套训练规则，而为所有其他拳击手制定了另一套要求更为严格的规则。而且成年后泰森一直都处在一群仰慕他的“奴隶”的包围之中。这一切使他终于渐渐相信，他所见到的一切都理应归他所有，俨然一个中世纪的国王。拥有了一生都享受不尽的荣华富贵，泰森将拳击台外的时间都用来追求他所要的东西：房子、汽车、珠宝、服饰以及女人。但这些东西他也会随意抛弃。由于强奸案的曝光，无数女人讲述了当泰森向他们提出性要求而被拒绝时，他竟吃惊地说：“你难道不知道我是谁吗？我是世界重量级拳击冠军。”不用说，并不是所有运动员都像迈克·泰森那样；有许多运动员认识到自己此生被赋予了非凡的才能，并愿意回报社会。

9 总有一些杰出的个人会摆脱我们所创建的畸形的体育制度的影响而脱颖而出。明尼苏达维京人队的阿兰·佩奇就是一个例子。从橄榄球队退役后，佩奇成为了一名成功的律师，并创立了佩奇教育基金会，资助全国的少数民族和贫困儿童上大学。明尼苏达州的法官原先总是由联谊会任命的，由于对这一体制不满，佩奇在法庭上对此提出了质疑，并最终当选为最高法院的法官。他从而成为第一个当选为明尼苏达州州级官员的黑人。令人欣慰的是，在职业运动员的行列里，我们总能找到一些真正的英雄（或者用一个更现代的词：行为榜样）。

10 然而，社会期望运动员来充当社会的英雄或许是一种误导，也许比我们期待在演员、律师或者管道工等行业中寻找英雄更不明智。运动员所起的社会作用的确很重要（设想一下一个没有体育运动的社会；我是不愿意在这样的社会中生活的），但他们与英雄所起的作用有着本质上的不同。

PART 3 Further Development

1 Vocabulary Review

1 C

- A close sth. violently, making a loud noise
- B put sth. quickly and violently on a surface
- C hit a part of your body or sth. you are carrying against sth. by accident

2 B

- A try to find
- B expect
- C behave in a way that is likely to get you involved in an argument or fight

3 B

- A collect sb. in a car
- B lift sb. or sth. up from a surface
- C learn sth. without formal lessons

4 **B**

- A a place where trials take place
- B an area where certain ball games are played
- C the place where a king or queen lives and works

5 **B**

- A collect money that you can use to do a particular job or help people
- B take care of children while they are growing up
- C mention or bring sth. to sb.'s attention

6 **C**

- A be responsible for and make sure sb. is not in danger
- B warn sb. to be careful
- C observe or look at sb. or sth. with attention

7 **A**

- A a particular kind of action
- B a law that has been officially accepted by Parliament or Congress
- C one of the main parts into which a stage play, opera, etc. is divided

8 **A**

- A one's general attitude to life and the world
- B what is expected to happen in the future
- C a view from a particular place

9 **C**

- A a group of people involved in an activity, especially an illegal one
- B the sound made by a bell or the act of making this sound
- C a small square area surrounded by ropes, where people box or wrestle

10 **A**

- A give sb. a particular impression
- B hit or knock hard against sth.
- C deliberately stop working for a time because of a disagreement about pay

11 **C**

- A make a formal, usually written request for sth.
- B have an effect on or concern a particular person, group, or situation
- C put or spread sth. such as paint, liquid, medicine, etc. onto a surface

12 **C**

- A a period of time or process during which sth. happens
- B a series of lessons in a particular subject
- C an area of land where races are held or golf is played

2 Sports and You

Sample

- Obviously, sports are an essential part of our lives. You don't need to be good at sports to enjoy them. As the Olympic motto says, it is the participation, not winning that matters. My favorite

sport is figure skating though I can't do any figure skating myself. I like watching world and European championships. I am always fascinated by the grace, speed and skills of the skaters. How beautifully and skillfully they can dance on the ice! Just as I like figure skating, I like gymnastics, too. That's because the most pleasant moments of my childhood were connected with this sport.

- Yes, I participate in quite a few sports activities. I love football and I am on the department team. I also enjoy rowing and have participated in several boat races on the West Lake. I took part in the table tennis tournament last year and played a few matches. Jogging is also my favorite sport. I jog as much as I can, and plan to enter a winter marathon race some day when I'm ready. I love competitions and enjoy competing with other students. Sports are fun and they keep me fit and make me feel better.
- I don't like any sports at all. The only time I do some sports is in my P. E. class. I am not strong enough and easily get exhausted. That's why I always kept away from sports, even when I was in the middle school. Besides, I spend longer time doing reviews and assignments, so I don't have much time left for other activities. Sometimes I watch some games for a change.

3 What Makes for Excellence?

STEP TWO

Sample

The reason is related to our tradition and training. Most children start playing badminton and table tennis in elementary school. These sports are not expensive and require very little equipment, so they have been popular in China for years. Other sports like *wushu* and *qigong* are traditional Chinese sports, so it is not surprising that Chinese athletes excel in them. There is also a long tradition of acrobatics in Chinese culture, and this may help explain why Chinese athletes are very strong in gymnastics. Chinese athletes have been strong in diving over the past 20 years thanks to excellent coaching. When some athletes start winning in a sport, they inspire other young people and become their role models.

In comparison, Chinese athletes generally do not excel in running. Black athletes dominate the short-distance and long-distance races—whether they are from the U.S. or Africa. It's probably related to genes.

4 Air Your Opinions

Sample

Problem A: Drugs or stimulants are harmful and are forbidden in sports competitions. Athletes should be role models for young sports fans. If they don't set a good example, perhaps their fans will follow them and take drugs, too. Winning is important, but the spirit of the Olympic Games—friendship, solidarity and fair play—is more important. Coaches, governments and officials concerned should take measures to prevent the harmful practice of drug use.

Problem B: It is a great honor to host the Olympic Games. However, each country or city should respect the spirit of the Olympic Games, and obey the rules to compete with each other. If some countries or cities use illegal ways to achieve their purpose, the great spirit of the Games will be

violated. If the host country or city plays dirty tricks to obtain the opportunity to host the Olympic Games, how can we expect athletes to observe the rules to compete with each other?

Problem C: This is a dirty practice and will make people, especially sports fans, indignant. Referees should obey the regulations strictly and develop a down-to-earth attitude toward sports competitions so as to treat each athlete equally. The IOC should observe and evaluate referees' work carefully, punish regulation violators and dismiss them once and for all from the sports ground.

Problem D: It's hard to say whether hiring international coaches is good or bad. If they are more experienced than the local ones, why not have them train athletes and help them make achievements? Good results really matter. As we know, sports and excellent performances are inspiring and encouraging. However, it's a pity that some famous athletes choose to work for other countries and compete against those from their own countries. On second thought, it's understandable. If coaches can be hired by different countries, why not athletes, especially when globalization is now the dominating trend?

5 Do They Deserve So Much?

Sample

- Athletes train very hard. The intensity is almost beyond what we can imagine. They get up very early in the morning and have a very vigorous training regime no matter how cold or hot it is. Coaches can be very harsh in the training process. What's more, their sports life is comparatively short compared with pop stars and movie stars, who don't have to train so hard as athletes, but earn even more and can remain popular for a longer period of time. So in my opinion, star athletes deserve what they have got.
- I know being good athletes involves devotion and hard training. Most jobs involve strict training and are challenging, too. But few people can make as much money as star athletes do. For example, scientists spent a long time of their life studying, and they have to work very hard to explore different areas. And not many of them can push back the frontiers of their fields and achieve what they have aimed at. They may have to work persistently for several decades before they can discover something. Now think about what they get. They can never be as popular as star athletes and their income is nothing as compared with athletes'. It's really unfair. We shouldn't ignore those who contribute greatly to humans' welfare quietly.

PART 4 Translation and Writing

2 Translation Practice

- 1 奥林匹克不仅是锻炼忍耐力和体能的学校，也是培养高尚情操和纯洁道德的学校。——顾拜旦
- 2 现代奥林匹克精神的总体目标一直是促进相互理解，使世界各国一起友好而有效地合作。——梅瑟利
- 3 通过各国相聚、通过给予人们互相认识和尊重的机会、通过建立友好的关系，奥林匹克实现了和平这一重要目标。——梅瑟利

- 4 让我们为活着而运动，而不是为了运动而活着；同时也让我们记住，最好是参与比赛，而不是观看别人比赛。——加德纳
- 5 一个好的运动员应该树立一个好的榜样，并成为年轻人的行为榜样。一个好的教练应该树立一个好的榜样，并成为年轻运动员的行为榜样。——顾拜旦
- 6 奥运会最重要的不是胜利，而是参与，正如在生活中最重要的事情不是成功，而是奋斗。但最本质的事情并不是征服，而是奋力拼搏。——奥林匹克运动会的信条

3 Writing

1 Sample

The Athlete I Admire Most

The athlete I admire most is David Villa. He is an amazing and intuitive football superstar. He has comprehensive skills, so he shines as a striker. He can also operate as a winger (边锋). He always lives up to his fans' expectations. He helped the Spanish team to the world, the summit in the 2010 World Cup. So he is welcome anywhere and at any time. Perhaps you think the performance of football stars such as Ronaldo and Michael Owen is also excellent and you wonder why I admire David Villa most. Let me tell you the reasons.

First of all, he played for the Spanish national team and I like Spain very much. It is a very beautiful and civilized country. I think Spanish people are full of vigor, wisdom and courage. David Villa is a hero in the eyes of Spanish people because he has brought glory to their nation and contributed to the positive image of the Spanish people. Secondly, I like the Spanish National Team very much. The members are full of passion, energy and intensity. I think the Italians are too conservative, while the Brazilians are so rash that they lack cooperation. But the Spanish are very brilliant. They are well-organized, and David Villa is the soul of the team. Speaking of their goal he said, "I am very proud and I hope I can continue breaking records."

Finally, Villa frequently attends charity events. A "David Villa Camp" is held annually, where children receive training from professional footballers. In 2010 he sang alongside Grammy Award-nominated Spanish singer Ana Torroja on the song "Insurrection". The recording was made for the beneficiary project to help raise money to build an art and education school in Mali. Villa commented that footballers "are an example for society and we have to be ready to get involved in these projects, where we can help people who need it." He is a true role model. That's why I admire him the most.

2 Sample

Athletes Should Be Role Models

Whether they like it or not athletes are role models. If they participate in national or international sports and win, we admire them. We don't necessarily worship them, but we think about their courage and determination when we are discouraged.

Most athletes are good role models. They aim for perfection and they have a lot of self-discipline. These are positive characteristics that I would like to have. Since we live in a competitive world today, we need the qualities that athletes have in order to succeed.

The role models we choose can come from all walks of life. In a sense, athletes are the center of attention. We can watch their performance on television or we can read about them in the newspaper. We can talk about them with our friends. Athletes are like public heroes that can inspire us.

3 Sample

Athletes Should Not Be Role Models

Athletes are specialists in physical performance. They display great athletic skills and indomitable spirits in sports field. But that doesn't necessarily mean they are excellent in other areas. As Charles Barkley put it, "Just because I can dunk a basketball doesn't mean I should raise your kids." Outside sports arena, they are ordinary people as us. They also may make mistakes, sometimes, bigger ones.

For example, how can one admire athletes like Mike Tyson? He is greedy and selfish and is actually a criminal. Many athletes have much money that they think they deserve and they believe they don't have to care about other people. They do not give back anything to their community. They do not accept their social responsibility, but enjoy being put on a pedestal by fans who worship them. They think they are superior to other people in society. I admire people who contribute to society, not people who think they are superior to others.

Unit 6

Risks

Useful Information

Risk is the probability of losing something of value. Since we value life above other things, the greatest risk for most people is the risk of life. Yet life itself, to the best of our knowledge, is finitely limited. We are likely to overlook the routine and long-range risks associated with being human, for example, we rarely think about the chances of death, disability, or disaster, or try to predict the times of their occurrence. Walking across the street in many cities is more dangerous than riding an airplane across an ocean, but many people give no thought to the former and have great fear of the latter. People eagerly do dangerous things for recreation that they would rarely do at work, such as scaling a steep mountain or skiing rapidly down it. Young people are especially willing to take foolish chances for the sheer joy of doing so, or because they discount the probability of adverse outcomes. Yet they should probably be much more careful than their elders, since they have longer life expectancies remaining and thus have more at stake.

Other things we value include health, safety, money, property, relationships and happiness. There are risks attached to the loss of any of these. Hypochondriacs exaggerate the risks of ill health or injury. Ironically the precautions taken to promote health and safety may add to a hypochondriac's perception of the risks involved. A wise investor takes calculated risks with money, and tries to choose reasonable risks over unreasonable ones. A compulsive gambler, on the other hand, is so addicted to risk that there is little thought of the loss that inevitably follows from gambling indefinitely against the odds. So risk itself may at times be perceived as a reward.

Optimists and pessimists have opposite attitudes toward risk. Extreme optimists always expect the best. Therefore they try to maximize gain. More cautious optimists may try to maximize the minimum gain. Extreme pessimists always expect the worst. Therefore they expect the maximum loss. More moderate pessimists may try to maximize the minimum loss. The science of cost-benefit analysis studies these and other strategies for managing risk. So does actuarial science (精算学), with special emphasis on the risks of death, injury, or illness.

One way to manage risk in ordinary life is through rational planning. By considering alternatives and balancing the greatest or most likely risks against the greatest or most likely rewards, we can often make better decisions and give greater consideration to long-term outcomes. By always having a contingency plan (应急计划) in case our main plan fails, we can usually avoid catastrophes. But, planning takes effort, and we must balance this effort against the pleasure of doing things spontaneously.

PART 1 Preparation

1 Risk and Life

Sample

- This poem tells us risk is closely related to our life. Anything we do in life might be risky. The very nature of life requires risk-taking. We would never grow up or become mature without taking risks and we would never achieve successes without suffering from failures. Risks and failures teach and lead us to monitor our situations and adjust accordingly. Taking risks enables us to challenge ourselves in different aspects of life and thus to reach our higher selves. Only when we are courageous enough to take risks can we eventually enjoy freedom in our lives.
- The poem consists of two parts. In the first part, the poet lists the possible risks in our lives. Almost everything we do entails some level of risks, from laughing, weeping to loving and hoping. In spite of all the possible risks, the poet advocates risk-taking. That's what the second part of the poem tells us. Then the poet gives us the reasons why we should take risks. The most philosophical lines in this part are that "The person who risks nothing is one who does nothing, has nothing, is nothing. / He may avoid suffering and sorrows, but he cannot learn, feel, change, grow, or love." Just as no pain, no gain, here the poet implies no risk, no life. Obviously the poet is convincing.

2 Risks and Jobs

STEP ONE

Sample

Physical Risks	Financial Risks	Emotional Risks
nurse, psychiatrist, policeman, coal miner, secretary, fighter pilot, fireman, singer, football player, writer, cleaner, teacher, tourist guide, model, journalist, chemical engineer, computer programmer, factory worker	businessman, stockbroker, accountant, peasant, writer, civil servant, tourist guide, model, factory worker	nurse, psychiatrist, lawyer, president, secretary, accountant, interpreter, singer, writer, psychologist, teacher, host of a TV show, ambassador, model, journalist

STEP TWO

Sample

The ranking of activity riskiness (from high to low):

rock climbing → skydiving → driving a motorcycle → skiing → flying in an airplane → driving a car → working on a farm

- I prefer to do rock climbing. I know it's a very risky sport, but I really want to challenge myself and see how I can use my muscles and brain to do a tough job. You may ask why I like this risky sport while there are so many safer ones to test my strength and determination.

I was born in a mountain area and I've been enjoying mountain climbing since my childhood. I always feel excited while climbing a mountain, and rock climbing is even more exciting. It's true rock climbing is dangerous, but life itself is full of dangers, too. With modern equipment and our brains, we can avoid fatal accidents.

- I don't think I would like any of the activities listed. My poor health didn't allow me to play outdoors most of the time, and I don't like sports, either. In addition to my physical weakness, I'm cautious by nature. I don't like to take any risks in my life. I like board games, and I'm an excellent chess player. So chess is something I enjoy most.
- 2 Everyone has different definitions of risk. The things one believes to be risky might not be considered so by other people. From my perspective, to do something that you have never done before and that might have unexpected difficulties is risky. I am a very conservative and rational girl and do not want to take risks. The biggest risk I've ever taken is the long journey to Western Europe two years ago. At that time, I was studying in England and was eager to travel to other European countries. I did my visa application and planned the itinerary (旅行计划)—everything done by myself! I didn't even know whether I could find a partner to travel with me, but I was quite willing to take a risk to accomplish my travel plan. Luckily, I made acquaintance with another Chinese girl who showed great interest in my plan. We started our two-week journey before Christmas when the chilliest year hit Europe. Two girls, two weeks, four countries, eight cities, everything made the journey like an adventurous exploration. We were confronted with many difficulties and challenges: language barriers, fatigue, bad weather, no help. I felt this self-reliance journey was a way of training myself. Strong weariness and upset haunted me all the time. Finally, when we climbed to the top of the Eiffel Tower and had a panoramic view of Paris on a day at -20°C , I felt the risk was worth taking.

3 Why Would People Like to Take Risks?

Sample

- I am really impressed by these quotes. They try to tell us that life is full of risks, and no risk, no gain. As Ali put it, "He who is not courageous enough to take risks will accomplish nothing in life." So taking risks is an essential part of growth and progress. If we look at some famous people we know, they are all risk-takers.

In addition to making achievements, some people take risks to enjoy a new experience and to challenge themselves. Taking risks will make them feel more confident and competent. They also want to enjoy the excitement in risk-taking because their lives are otherwise too routine and boring.

- I think many people love taking risks because they have the nerve and skills. They are confident they can do that even though the activity may involve initial failure or injury. They know they can reach the height by training or preparing themselves for that. They can foresee their success on the way. On the other hand, many others are really interested in those risky activities. They can draw great pleasure from them no matter whether they are successful or not. And many of them can succeed because interest is the mother of success. There are many stories about successful people in risky sports. They enjoy risk-taking.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- 1 • I think I'm a risk-taker. My parents encouraged me to do things I liked in my childhood. They praised any of my brave doings except those destructive actions. I was encouraged to climb trees, swim in the river near my home when I was very young, and go traveling with my friends in high school. I think another reason for my love of risk-taking is that I've been very healthy and strong. I'm confident to do sports, travel to distant places and learn anything new. I often tell myself I can do that because I'm tough and skillful enough. My parents are both in good health and enjoy outdoor activities. I probably inherited these traits from them.
 - I'm not a risk-taker. Since my parents have been very busy I lived with my grandparents most of my childhood and teenage years. I should say my grandparents loved me very much and took good care of me. But they never encouraged me to run any risks. They tried hard to prevent me from hurting myself, not to say take any risks. I was well-protected under their wings. So I'm not outstanding in sports or good at outdoor activities. I'm a good storyteller because my grandparents told me a lot of stories when I lived with them. In addition, I read a lot. I'm also an excellent calligrapher. I practiced calligraphy for many years under the supervision of my grandfather. So you see, what I love to do or I'm good at has nothing to do with risks.
- 2 Those risks which contribute to personal growth and development are worth taking. To be willing to take risks means that we are willing to challenge ourselves. Solving problems, inventing new products, and experimenting on your own ideas all involve risk-taking. By taking such risks our personal growth, integrity and accomplishments are enhanced. No risk, no reward. By continuously challenging ourselves, we'll be able to broaden our horizons and our lives will become meaningful.

Passage Reading

Words, Phrases and Grammatical Points

1 risk

与risk相关的常见词组包括:

- 1 at risk: in a situation where you may be harmed
 - e.g. I) The disease is spreading, and all children under five are at risk.
 - II) Heart disease can be avoided if people at risk take medical advice.
- 2 at the risk of doing sth.: used when you think that what you are going to say or do may have a bad result, may offend or annoy people, etc.
 - e.g. I) He saved my life at the risk of losing his own.
 - II) At the risk of offending you, I must tell you that I disapprove of your behavior.

3 run the risk of doing sth.: be in a situation where there is a possibility that sth. bad could happen to you

e.g. I) I don't want to run the risk of meeting George.

II) I was afraid to run the risk of betting on the game.

4 take a risk / risks: decide to do sth. even though you know it may have bad results

e.g. I) I knew we were taking a risk when we lent him the money.

II) But he must be cautious; he must take no unnecessary risks.

2 And from these threats come questions that we must pose to ourselves... (Lines 11-12, Para. 1)

This sentence means that these threats give rise to questions that we must ask ourselves.

当句首状语为表示地点的介词词组，谓语动词为go、come等表示位置转移的动作动词时，句子通常全部倒装。

e.g. I) From the room came the sound of children singing.

II) From the fountain bubbled a stream of cool water.

The word "pose" means "create a difficult or dangerous situation".

Some phrases with "pose": pose a problem / risk / threat / challenge / question.

e.g. I) Officials claim the chemical poses no real threat.

II) Rising unemployment is posing serious problems for the administration.

III) They had been expected to pose a serious challenge to the main parties.

3 rather (Line 2, Para. 3)

Some phrases with "rather":

1 rather than: instead of

e.g. I) It would be better to make a decision now, rather than leave it until later.

II) It was what he meant rather than what he said that annoyed me.

2 would rather: prefer to do or have sth.

e.g. I would rather you didn't mention this matter to anyone else.

3 or rather: used before correcting sth. that you have said, or giving more specific information

e.g. We all went in Vic's car, or rather his father's.

4 not... but rather...: used to say that one thing is not true, but a different thing is true

e.g. The problem is not their lack of funding, but rather their lack of planning.

4 accidentally (Line 10, Para. 3)

Compare: "accidentally" and "incidentally"

The word "accidentally" means "happening by chance, not by plan or intention".

e.g. This morning I accidentally met a friend with whom I have never kept in touch for a long time.

The word "incidentally" has the following meanings:

1 in a way that was not planned, but as a result of sth. else

e.g. Quite incidentally, I got some useful information at the party.

2 used for adding sth. to what was said before, either on the same or another subject

e.g. I must go now. Incidentally if you want that book I'll bring it next time.

5 reduce (Line 8, Para. 4)

Some phrases with “reduce”:

- 1 reduce... to order: 使恢复秩序

e.g. The teacher soon reduced the noisy class to order.

- 2 reduce... to silence: 使安静下来

e.g. The dignity of his appeal reduced the loudest of critics to silence.

- 3 reduce... to tears: 使哭了起来

e.g. His emotional language reduced many of the audience to tears.

- 4 be in reduced circumstances: 更贫穷, 更潦倒

e.g. They are the descendants of emperors and kings and are now in reduced circumstances.

参考译文

危险与你

1 在说不定的某个时候, 我们大家都曾充当过疑病症患者的角色, 只凭一些轻微的症状便怀疑自己得了某种可怕的疾病。有的人只要一听说一种新的疾病就会去对照自己, 看自己是否可能患了这种病。然而, 对疾病的恐惧并非我们唯一的恐惧。同样, 患病的危险也并非我们唯一会遇上的危险。现代生活中充满了各种各样的威胁, 诸如对我们生命的威胁、对我们平和心境的威胁、对我们家人的威胁, 以及对我们未来的威胁。这些使我们不得不问自己: 我买的食品安全吗? 给孩子们的玩具会伤害他们吗? 我的家人是不是不该吃熏肉? 我度假时会不会遭抢劫? 我们的疑虑会无休止地增加。

2 对生活中危险的担忧与疑病症有点儿相似: 两者引起的恐惧或忧虑皆起因于信息不全面。但两者之间也存在一个明显的差别。疑病症患者通常可以求助于医生, 以便澄清疑虑——要么你得了你所怀疑的疾病, 要么你没得。但当涉及其他形式的危险时, 事情就要困难得多, 因为对许多危险来说, 情况并不那么简单。

3 危险几乎总是一个可能性的问题而无确定性可言。你也许会问: “我该不该系安全带?” 如果你坐的车会与其他车正面相撞, 那当然该系安全带。但如果你的车侧面被撞, 你被困在车里, 又因安全带装置遭破坏而无法挣脱, 那怎么办呢? 这是否意味着你该再花些钱在车内安装一个安全气囊呢? 同样, 在正面相撞的情况下, 安全气囊可能能救你的命。但是, 万一正当你在高速公路上开车时, 安全气囊突然意外充气膨胀, 从而导致了本来绝不会发生的事故, 那又该如何是好?

4 上面说的这一切, 只是从另一个角度说明我们所做的事情没有一件是百分之百安全的。我们的每项业余爱好、所做的每项工作、所吃的每种食物, 换句话说, 我们所进行的任何活动, 都具有危险性, 而且往往具有潜在的严重危险性。但我们又不能、也不该因为危险存在于我们将要做的每件事而把自己变成战战兢兢的神经症患者。有些活动比其他活动更危险。关键在于要让自己了解相关的风险, 然后相机行事。

5 例如, 两车相撞时, 大车总的说来要比小车安全些。可究竟能安全多少呢? 答案是: 在一起严重的车祸中, 坐小车丧生的可能性是坐大车的两倍左右。然而, 大车通常比小车贵 (并且消耗更多的汽油, 由此给环境带来更大的威胁!)。那么我们该如何确定什么时候值得为降低风险而增加花费呢? 例如, 避免危险最保险的做法也许是买一辆坦克或者装甲车, 从而把撞车时死亡或受伤的危险降到最低。然而, 即使你买得起, 让你承担这笔额外的费用并忍受坦克或装甲车所带来的不便是否值得呢?

6 在我们尚不明确所涉及的危险程度之前, 我们还无法回答这些问题。那么, 我们该如何去衡量危险程度呢? 有些人似乎认为答案只不过是一个简单的数字。例如, 我们知道每年大约 2.5 万人死于车祸。相比之下, 每年只有大约 300 人死于矿山事故和灾难。这是否就意味着乘坐汽车要比采矿危险得多呢? 未必。事

实是，在美国每年大约有两亿人经常性地开车，而大概只有70万人从事采矿作业。我们评估一种危险时，所需要的相关数字是一个比率或分数。该分数的分子告诉我们在某个特定时期由于从事某种特定活动而丧生或受伤的人数，其分母告诉我们在这一时期从事这种活动的总人数。这样所有的危险程度都可以用比率或分数表示，其大小介于0（无危险）到1（绝对危险）之间。

7 通过把所有风险都简化为这种比率或分数，我们便可以比较不同种类的风险，如比较采矿与乘坐汽车的相对风险。这个比率越大，也就是说它的数值越接近1，那么相关活动的危险性就越大。就刚才讨论的例子来说，我们可以将乘坐汽车和采矿作业时死亡的人数除以参与该活动的总人数，从而得出两者的相对安全性。由此，我们可以很清楚地看到，乘坐汽车旅行的危险性是每一万人中大约有一人丧生；而就采矿而言，其危险程度是每一万名矿工中大约有四人死亡。所以，尽管在车祸中丧生的人数远比采矿要多，但其实后者的危险性却是前者的四倍。这些比率使我们能够对完全不同的活动或情形的危险性加以比较，即使差别如苹果与橘子那样大也能比较。如果你反对冒险，那么你可以选择危险性比较小的活动。如果你无所畏惧，那么你可能不在乎高比率的风险，除非风险比率大得令人难以承受。

8 我们一旦明白了没有任何情况可以完全规避风险，因此没有绝对安全的事，我们也就会明白问题的关键不是要彻底避免风险，而是要理智地管理风险。风险管理需要两大要素：常识，以及关于我们可能要承担的风险的特征及其危险程度的信息。

Exercises

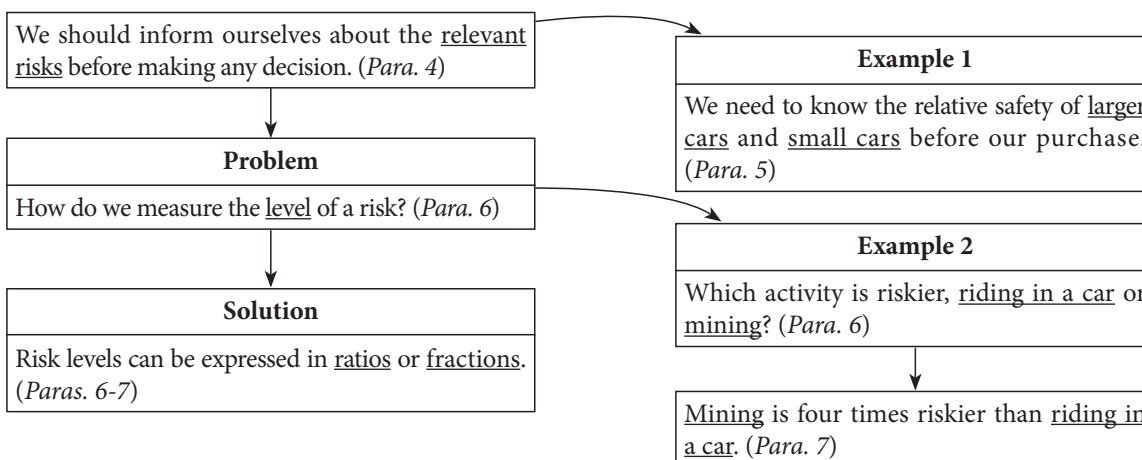
Post-Reading

Reading Comprehension

1 STEP ONE

- 1 Risks are always a matter of probability rather than certainty.
- 2 The writer supports the main idea by means of a comparison between hypochondria and anxiety about the risks of life, and an analysis of injury prevention.

STEP TWO



2

	Similarity	Difference
Hypochondria	In both cases, the fear or anxiety feeds on partial information.	The hypochondriac can turn to a physician to get a definitive clarification of the situation.
Anxiety about the risks of life		Risks are a matter of probability rather than certainty.

3

	Total Number of Deaths	People Involved in the Activity	The Risk Level
Traveling by car	25,000	200 million	1/10,000
Coal mining	300	700,000	4/10,000

4 Sample

- Obviously airplanes are much safer than cars according to the pie chart. However, psychologically, people don't feel that way.
- Perhaps because airplane crashes are almost always fatal. Few people survive an airplane crash, while people might not be killed in a car accident. Even though there are fewer plane crash victims than car accident deaths, people feel far less secure in the air than on the ground. We are still more used to cars than airplanes.
 - To many people, it seems their safety is out of their own hands when they are in the air. Airplane passengers can do little by themselves and they even have no way to escape when a crash happens. In a vehicle on the ground, drivers or car passengers at least have something to hold onto, such as safety belts. If the driver is careful or skillful enough he can in most cases avoid a serious accident. And there are fewer car accident deaths than injuries. I think that's why people are afraid of airplane accidents more than car accidents.

Vocabulary

1 1 sensible

sensible: having or showing good sense; reasonable

sensitive: easily hurt, upset, or offended by things that people say

2 relative

relevant: connected with the subject or problem being discussed or considered

relative: considered in relation or proportion to sb. or sth. else; comparative

3 mechanism

machine: a piece of equipment with moving parts that uses power such as electricity to do a particular job

mechanism: a structure of working parts functioning together to produce an effect

4 requires

require: need sth.

request: ask for sth. politely or formally

5 **eliminate**

reduce: make sth. smaller in size, number, degree, price, etc.

eliminate: completely get rid of sth. that is unnecessary or unwanted

6 **crash**

crash: a very bad accident involving cars, airplanes, etc. that have hit sth.

collision: an accident in which two or more people or vehicles hit each other while moving in different directions

7 **accordingly**

accordingly: in a way that is appropriate to the situation

consequently: as a result; therefore

8 **exposure**

exposure: the state of being put into a situation in which sth. harmful or dangerous may occur

disclosure: the act or process of revealing or uncovering sth.

9 **ratio**

ratio: relationship between two things expressed by two numbers or amounts

percentage: an amount expressed as if it is part of a whole which is 100

10 **partial**

partial: not complete

fractional: very small in amount

- | | | | | | |
|---|-------------|-----------------|----------|------------|-----------------|
| 2 | 1 character | 2 end up | 3 likely | 4 Rarely | 5 casual |
| | 6 risky | 7 all manner of | 8 inform | 9 sensible | 10 definitively |

Translation

- 1 He was finally offered the job on the strength of his good memory and the many exams he had passed.
- 2 She favors a bit of adventure as well as a certain degree of self-government when her children's education is concerned.
- 3 Most people who are sick with AIDS want to stay at home, rather than spend time unnecessarily in hospital.
- 4 What if I choose to give small amounts of money regularly over a period of time instead of donating a large sum once for all?
- 5 I am afraid, Mr. Peterson, the answer is that we have to be more efficient than our European competitors.
- 6 The museum does not intend to focus on a particular aspect of modern art, but prefers to offer material for the public to study and compare.
- 7 She has decided not to go for a drive on such a windy day even supposing a car was available.
- 8 I am well aware of the fact that you have cut yourself off from your past and have started a totally new life.

After-Class Reading

参考译文

健康威胁

1 民意调查一再告诉我们，美国人最为担心的是健康问题，其次才是环境问题。这是完全可以理解的，因为身体健康显然要比生病好。美国人现在对健康如此关注，有点儿令人吃惊，因为他们目前比以往任何时候都要健康得多。许多曾令人恐惧的疾病现在要么已彻底根除，要么已得到控制。艾滋病显然是个例外，除此之外，以前那些造成大范围死亡的疾病已经基本根除，而现在也没有再出现新的类似的疾病。

2 然而，健康以及对健康的各种威胁永远是人们关注的问题。毕竟，如果目前的趋势无法得到遏制的话，我们中将有不止一半的人（57%）死于心脏病或是癌症。

3 比较威胁健康的各种危险，特别是致命的危险时，存在一个主要的问题，那就是这些危险的紧迫性有很大差异。例如艾滋病，如果你染上的话，很可能几年后就死亡。然而，由吸烟或辐射诱发的癌症，也许要经过20到30年的时间其灾难性的后果才会显现。因此，在权衡影响健康的各种危险时，务必要考虑危险与其后果之间的时间间隔。

4 那些一心要“今朝有酒今朝醉”的人往往对潜伏期较长的危害不放在心上。虽然这是一种目光短浅的行为，但不重视滞后期长的危险，而重视近期的危险还是有道理的。毕竟，如果我们真的面临选择，是去做今天就可能使我们丧命的事，还是去做20年后才可能使我们丧命的事，我们往往会两害相权取其轻。

5 对付这类问题有种常用的计算方法，那就是考虑可能少活的年数（YPLL）。其意思是，对一个25岁的人来说，做一件使自己5年后丧生的事要比做一件使自己40年后丧生的事“代价高昂”得多。两者具有相同的危险因素——即最终因从事某事而导致死亡的可能性。但是，会马上引起伤害的危险要比一个长时间内不需要付出代价的危险代价要大得多。在第一种情形下，这个人的正常寿命减少了大约45年，而第二种情形下，减少了大约5年。从这种角度看问题的话，我们必然会对威胁健康的许多危险因素进行重新评估。例如，心脏病是夺去美国人性命的头号杀手，其危险性远远超过癌症或中风。然而，老年人患心脏病的比例大大超出了年轻人。相比之下，虽然死于癌症的人数要少于心脏病的死亡人数，但患癌症的人群比较年轻。因此，尽管心脏病的死亡率要大，但癌症损失的YPLL要比心脏病多。具体来讲，与心脏病相比，癌症大约多损失了25%的YPLL（如果我们将YPLL的单位定义为65岁以前寿命每缩短一年的话）。

6 尽管人们对YPLL这一概念还有争议，但它对保健经济学却有着重要影响。人们经常说用于疾病治疗方面的医学研究资金应该按每种疾病死亡人数的多少来分配。因此，一些人抨击将大量资金用于艾滋病研究的做法，他们认为与心脏病和癌症等其他致命疾病相比，艾滋病得到了过高的资助。那种批评意见没有考虑到这样一个事实：艾滋病每年造成20,000人死亡，这是一个庞大的数字。但由于艾滋病的主要受害者为二三十岁的年轻人，所以艾滋病引起的YPLL要大得多，其影响远不止一个简单的数字所能说明。换句话说，找到治疗艾滋病的方法，将可能使每位潜在的艾滋病受害者的寿命延长25到30年。找到治疗心脏病的方法虽然可能拯救更多人的生命，但对每位受害者来说，平均只能延长5到10年的寿命。

7 对某种危险的严重程度的估算会因为我们关注的是它所引起的死亡人数还是YPLL的多少而不同。有些差异非常显著。比如，如果我们只计算引起的死亡人数的话，与癌症和心脏病相比，意外死亡相对来说就显得无足轻重。然而，一旦我们关注所损失的YPLL，意外事故却成为美国人的头号杀手。这些数据显示，我们不仅要关注危险程度，而且要关注我们何时会因此而付出代价。在其他因素都相同的情况下，危险所导致的损害或死亡来得越快，人们就越应该回避这种危险。

PART 3 Further Development

1 Vocabulary Review

- 1 **B**
 - A add a number to itself a particular number of times
 - B increase by a large amount or number
 - C breed
- 2 **A**
 - A not complete
 - B having a strong liking for sb. or sth.
 - C unfairly supporting one person or one group against another
- 3 **C**
 - A increase in price or make sth. increase in price
 - B make sth. seem more important or impressive than it really is
 - C become filled with air or gas
- 4 **A**
 - A reduce sth. harmful or unpleasant to the smallest amount or degree
 - B make sth. seem less serious or important than it really is
 - C put a shape or design into its smallest form, for example on a computer screen
- 5 **B**
 - A set the value of a tax
 - B judge or evaluate the quality, importance, or worth of sth.
 - C calculate or decide the value or cost of sth.
- 6 **A**
 - A the state of being put into a situation in which sth. harmful or dangerous might occur
 - B appearance or mention in public, e.g. on television or in newspapers
 - C the action of showing the truth about sb. or sth.
- 7 **A**
 - A completely get rid of sth. that is unnecessary or unwanted
 - B remove sb. from a competition or election
 - C kill sb. in order to prevent them from causing trouble
- 8 **B**
 - A a part or share
 - B the compared relationship between two things
 - C the correct relationship between the size, position and shape of the different parts of a whole
- 9 **C**
 - A put things in a particular order or position
 - B deal with a wide range of subjects or ideas in a book, speech, conversation, etc.
 - C include a variety of different things or people in addition to those mentioned

10 B

- A do a particular job or have a particular purpose
- B achieve sth. that you wanted to do, or get sth. you hoped for
- C do what you said you would do

2 Case Study

STEP TWO

Sample

Possibility 1: Swimming across a lake in cold weather is extremely dangerous. Leaving two young children alone in the woods is unwise—something unexpected could happen to them. And, if you are drowned, a possible incident when the temperature is low and the lake is unfamiliar to you, they might never be found.

Possibility 2: Letting the 14-year-old boy go alone to try to find the right path is very foolish. How could a 14-year-old find the right path in the forest where an adult got lost? He could get very frightened, fall and hurt himself, or he could get lost again.

Possibility 3: Not moving and spending the night in the forest is also risky. The temperature might drop; you might be very cold and might not be found the next day while staying passively. And what's more, you have no food nor other equipment with you, so you might become very weak to do any self-rescue because of hunger.

All the three possibilities are risky. But, if you are a very good swimmer and you are fairly confident that there are houses on the other side of the lake, then Possibility 1 might be a safe choice. If you are quite confident that people might start looking for you in daylight, then Possibility 3 might be a safe choice. The most important thing to do is not to panic. Then, you huddle close together so that you can keep warm and conserve your energy.

3 Personal Safety

Sample

- 1 Motor vehicle accidents account for the largest percentage (59.0%) of all accidental deaths, followed by falls, which make up almost 15% of the accidental deaths. Deaths caused by drowning reach almost 8% of the total, next to motor vehicle accidents and falls. Then come fire burns (6.4%), poison (5.6%) and choking (3.7%). Only about 2.5% of all accidental deaths are caused by firearms, the lowest of all.
- 2 Ways of preventing accidents:
 - lower the speed limit;
 - never ride a motorcycle without wearing a helmet and protective gear;
 - never go swimming alone and be careful not to swim in dangerous or unknown areas; wear a life jacket if you are not a good swimmer;
 - constantly check electric wires and replace old ones;
 - keep poisons out of children's reach;
 - ban all firearms;
 - not go rock climbing without training and necessary equipment.

4 Staging a Talk Show: How to Take Intelligent Risks?

Sample

Host: Good Evening, ladies and gentlemen. Welcome to our Talk Show Program this week. Tonight we have three guest speakers from _____ University to discuss the rise of risky activities and their popularity among university students. Now risky sports like bungee jumping, skiing, BASE jumping, rock climbing, mountaineering are no longer new to university students. Participating in these activities is a growing trend. As we know, some students get injured and some have even lost their lives. Universities and local governments have to take measures to rescue those who are in trouble or in dangerous conditions. Many people have begun to ask whether it is worthwhile for university students to take such risks. We want to hear your opinion.

Guest Speaker A: Well, youth is a stage of life characterized by rapid psychological and physical transition. Young people are full of vigor and vitality and tend to seek thrills. They want to challenge themselves and challenge nature. They aim to overcome their fear and to be able to say “I did that!” Their great bravery will inspire other people. Although people may not do the same kind of sport, they’ll be encouraged by the sense of adventure to overcome fear in their own lives. I really admire those students who take the risk of challenging themselves.

Host: Thank you very much. You showed us the best side of these people. I think many people would respect them for their sense of adventure and their bravery. (*Turning to Guest Speaker B*) What do you think about this?

Guest Speaker B: I can understand Speaker A’s admiration for these people. I’m awfully sorry for those who have lost their lives in risky activities. Life is precious and young people should value their lives. It is not easy for parents to bring them up. They have more important things to devote themselves to. How could they take a risky activity at the cost of their lives? It is not only a loss to their family, but also a loss to our country. Furthermore, the local government has to send a rescue team to help those in trouble, at the expense of the taxpayers’ money, which has caused disagreements among people. So I think we should encourage people to take intelligent risks.

Host: Thank you, Speaker B. You showed the matter in a different light. I think there’s something in what you said. Now, Speaker C, we’re eager to know what you think about taking intelligent risks.

Guest Speaker C: Everyone has their preference in making choices. Nobody can interfere. If these university students found that they wanted to try these risky activities, who could stop or blame them? The key point is whether they are fully prepared for the risky sports. There are varying degrees of risks, and not everyone is qualified for the risky sports. They should understand the risk involved and see if they can minimize or avoid it. That is a responsible attitude toward life. People have to take responsibility for their own actions. So it is advisable to maximize the prospect of success at the acceptable risk level.

Host: Thank you all for joining us. I think your ideas are very important and helpful to the young university students when they make their decisions about risky sports. (*Turning to the audience*) Good-bye everyone and we’ll see you again next week.

5 Weighing the Risks

STEP ONE

- | | | | | |
|-------------|----------|------------|------------|--------------|
| 1 disasters | 2 poses | 3 damage | 4 thinking | 5 pollutants |
| 6 risk | 7 amount | 8 released | 9 effects | 10 variables |

STEP TWO

Sample

- 1 The negative effects of technology on our health include: air pollution, water pollution, soil erosion, increased amounts of garbage, more dangerous chemicals, increased rates of cancer and other diseases, etc.
- 2 It's a difficult question. We did take many environmental risks for the sake of economic development. Some environmental risks were caused by ignorance or short-sightedness, and some others were caused because we couldn't afford to protect the environment while maintaining a high speed of economic development. That's why many people thought that taking risks was necessary at the early stage of economic development when the country had to accumulate enough money for further development. If the environmental risks taken could be examined again, we may say that most of them could have been avoided if we had been wise and careful enough.
- 3 Yes. For a long time humans felt proud of themselves because they could fight against nature. They thought they were the master of the planet and could do whatever they want. Anything else in nature should serve them whole-heartedly. Human beings were too self-centered to pay attention to the environment. So when we have interfered too much in nature, it's nature's turn to take revenge on us. Global warming is an example and as a result, there have been more natural disasters on the Earth.

PART 4 Translation and Writing

2 Translation Practice

- 1 Promising new technologies can power our homes, factories and cars with cleaner, more efficient energy—cutting emissions while promoting the economic development.
- 2 Unless we reach across borders and face threats to the environment together, by the dawn of the next century the Earth may be confronted with an ecological crisis, with half of all species gone, and our grandchildren enduring deadly floods, droughts and diseases caused by global warming.
- 3 Our planet is a biosphere, which demands that nations work in global partnership to solve the complex environmental problems, such as the long-range transport of air pollutants and disposal of hazardous waste.
- 4 Risks are an unavoidable part of life. They stem from rare events, such as earthquakes and fires, or from the slowly accumulating effects of exposure to hazardous conditions, which will

- probably cause the loss of property, and even life.
- 5 Until 100 years ago man had been living in harmony with nature. While today this harmonious relationship is being threatened by man's lack of foresight and planning, and by his carelessness and insatiable greed.

3 Writing

Sample 1

I don't think environmental risks are worth taking. Man has already done too much damage to our planet. We will all suffer the consequences of global warming, massive pollution of rivers and oceans, and continuous destruction of forests. We must start looking for more efficient ways to improve the environment rather than continuing to damage it.

Of course, we all want to have a more comfortable life. We want all the modern devices such as refrigerators, TV sets, air-conditioners and other household items that bring us convenience and comfort. We want cars instead of bicycles to travel faster and over longer distances. We want to be able to buy more and more things. But at what cost? If we produce more garbage, if we continue polluting the air, the land and the great rivers, we will one day not be able to breathe fresh air or drink clean water. Health risks will increase and our life span will decrease.

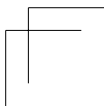
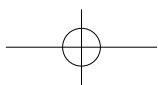
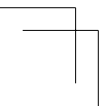
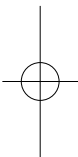
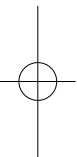
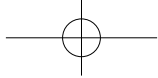
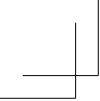
So the environmental risks are not worth taking in the long run. The short-term gains can't outweigh the long-term pain and suffering. We shouldn't destroy the place we are living in and our future generations will depend on for their living.

Sample 2

It seems that environmental risks are worth taking. China is experiencing rapid economic development and people's living conditions have been improved greatly. In order to do this, she has to take intelligent risks. Pollution is one of the major consequences of technological and economic growth.

If stricter controls are placed on companies and if laws are made to limit pollution, we can minimize the risks to the environment. Unfortunately, installing anti-pollution devices and cleaning up the rivers and lakes are very costly. And very often people are near-sighted when they make their choices.

The market economy has brought about many good changes that have improved people's lives. Progress of any kind has always involved risks. We must be prepared to take risks in order to move ahead. However, we should not move blindly. We must remain vigilant with regard to the environmental consequences of our economic development.



Unit 7

College Life

Useful Information

When students leave for college at age 17 or 18, many of them have never been away from home and their family. The transition to greater freedom and responsibility may be difficult for them, with no one to wake them up for breakfast or do their laundry, and fewer classes to attend but larger amounts of homework. Some students do not adjust successfully. In the U.S., where almost 70% of high school graduates enter college, only about half of them actually graduate.

College has many social attractions, some of which can be distractions. Sports, concerts, parties, and dormitory bull sessions (闲聊) can be very time-consuming. The temptation to stay up too late at night or sleep too late in the morning is always present, so self-discipline is an important lesson to learn. In addition many students have part-time jobs, especially in the U.S., where most students have cars and are expected to help their parents pay for tuition or college housing.

Students and their parents may disagree on how much time should be devoted to studying. But they usually agree that in addition to learning and possibly some fun, one of the outcomes of a college education should be a good job. Students who have already worked at part-time jobs have an advantage in the job market, but this is not the only way to improve one's chances. Many colleges have internships or co-op programs to give students practical experience. Others have special classes where students can practice their application forms and letters, résumés, personal statements, and employment interviews. Most colleges have career counselors and career fairs where students can meet potential employers and learn about career opportunities.

College can be an exciting and rewarding experience, but it can also be very stressful. Making their own decisions can be very difficult for young people accustomed to parental supervision. When students make bad decisions, such as drinking too much beer or procrastinating in their studies, they are not always mature enough to admit or correct their mistakes. But having the freedom to make these mistakes and having to face the consequences is part of the learning process. When people look back on their college years, they usually view this as a happy period of life, even if they did not always feel that way at the time.

Parents, teachers, advisors, and counselors can help students move successfully from high school to college and from college to careers. But, in the last analysis, students must do most of this for themselves, with more help than we may realize from their friends and classmates. The peer group and the youthful popular culture have increasingly strong influences on today's students. Parents should be aware of this. College is a time of change, and parents can learn almost as much from this as their children do.

PART 1 Preparation

1 Talking About Your College Life—Expectations vs. Reality

1 Sample

- Campus:
Expectations—large and beautiful campus with green grass everywhere and a large sports ground, where you can always see students busy and full of vitality
Reality—Just as what I dreamed of—a huge campus with magnificent modern buildings, green trees, blooming flowers and a river flowing around.
—Contrary to what I expected, it's an old campus, large though, with grey buildings like huge matchboxes, little grass, and a few big trees.
- Classroom buildings:
Expectations—large new classrooms with modern facilities
Reality—well-equipped teaching buildings with multimedia facilities
—large old buildings, with a few classrooms equipped with modern facilities
- Dormitories:
Expectations—crowded with little space for everyone
Reality—True, but we may choose to live in a double room if we can afford the rent.
- Students' cafeterias:
Expectations—spacious dining halls, full of hungry students
Reality—True, and there is a great variety of food that will definitely appease our appetite.
- Library:
Expectations—with a large collection of books, journals and periodicals; spacious and well-lit reading rooms
Reality—True except that the reading rooms are not large enough and students have to get there early in order to find a seat.
- Classmates:
Expectations—friendly and speaking different dialects
Reality—True.
- Teachers:
Expectations—old, strict, wearing thick glasses, and formally dressed
Reality—Not true because many teachers are very young, especially English teachers. Many teachers do not wear glasses and many wear casual clothes.

2 Sample

- There are considerable differences between what I expected of college life and what I have actually experienced. I used to think college life would be as happy as I could imagine. I wouldn't have to strive for exams any more. I would be taught by many old yet knowledgeable professors. They would be very kind and easy-going. After class I'd have a lot of time to pursue my interests and play with my classmates. But the fact is that I feel as stressful as before because

the courses are difficult and our everyday schedule is tight. We have more than eight hours of classes and a few hours spent in the library. The kind of life I envisioned is still a dream. Besides, in a sea of talented students from all over the country, I'm no longer the pride of my teachers as I used to be. I have to work hard in class and try even harder to work on the assignments of different courses. Anyway, I do make progress, which makes me feel good about myself.

2 Happy College Days

Sample

- The most impressive experience for me is running for the chair of the Student Union. I used to be very timid. That experience, however, helped me gain much confidence. For the first time, I made a public speech and realized, all at once, that I had the potential to organize and to lead. One thing that shouldn't be left out is that my friends and classmates gave me enormous support. I did appreciate what they had done for me.
- I believe that the New Year's Eve of the last year can never be erased from my mind. Thousands of students gathered in the auditorium waiting for the New Year. We held lit-candles in our hands, our hearts beating with the rhythm of the music. Minutes went by. When the hands of the big clock finally turned straight upward, cheers and laughter resonated in the hall. We hugged and blessed each other. It was such a thrilling moment.

3 Ten "Cs" Essential for College Students

- | | | | | |
|---------------|--------------|--------------|-----------------|------------------|
| 1 Creativity | 2 Commitment | 3 Connection | 4 Confidence | 5 Courage |
| 6 Cooperation | 7 Curiosity | 8 Competence | 9 Consideration | 10 Communication |

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

1 I 2 F 3 J 4 B 5 G 6 C 7 A 8 E 9 D 10 H

Passage Reading

Words, Phrases and Grammatical Points

Passage I

1 You have spent four years supposing that failure leaves no record. (Lines 4-5, Para. 1)

The word "leave" here means "make a mark that remains afterwards".

- e.g. I) The shoes left muddy marks on the floor.
II) He staggered to the door, leaving a trail of blood.

2 Confronting difficulty by quitting leaves you changed. (Lines 9-10, Para. 1)

This sentence means “Dealing with a difficult situation by quitting will make you a different person.” Here “leave” means “let sth. remain in a particular state, position, or condition”, and “changed” is the object complement in the sentence.

e.g. I) The terrible floods left thousands of people homeless.

II) Far from improving things the new law has left many people worse off than before.

3 When you tossed on our desks writing upon which you had not labored... (Lines 4-6, Para. 4)

The object “writing” has an attributive clause. In order to keep it close to the attributive clause, it is put behind the adverbial “on our desk”. And in the attributive clause, the preposition “upon” is put before “which”.

4 ... it was not even that we wanted to be liked by you. It was that ... (Lines 1-2, Para. 5)

In both cases, “it” is used to give a reason why the professors do all this (see the question at the end of Paragraph 4).

e.g. I) It's not that I didn't want to be with my family.

II) It may be that you will prove to be the best man.

III) No, no, it couldn't be that they were interested in him.

Passage II

5 ... then I don't know what could be. (Lines 16-17, Para. 3)

Here “what could be” is an elliptical clause; the whole clause should be “what could be useful for the real world”.

参考译文

Passage I

永远不会听到的毕业典礼演说

雅各布·纽斯纳

1 我们这些教师对于在你们身上取得的教育成就一点儿都不感到自豪。我们培养你们去适应的是一个根本不存在的、事实上也不可能存在的世界。在这里度过的四年里，你们一直以为失败是不会留下任何记录的。要是学得不好，最省事的办法就是中途退出（不修这门课），在布朗大学你们学会了这一点。但是，从现在开始，在你们将要涉足的世界里，失败是会让你留下记录的。遇到困难就放弃会使你变成另一个人。走出布朗，知难而退的人绝不是英雄。

2 你们可以跟我们争辩，说服我们为什么你们的错误不是错误，为什么平庸的作业是优秀的，为什么你们会对乏味而马虎的课堂报告感到骄傲。回想一下，毕竟你们中的大多数人在你们所学的大部分课程中都得了高分。因此，在这里，分数并不能作为区分优秀学生与学业平平的学生的依据。但是今后，在你们将要涉足的世界里，你们最好不要为自己的错误辩解，而应该从中吸取教训。要求得到你们不该得到的表扬，并且诋毁那些不表扬你们的人，那将是不明智的做法。

3 多年来，我们创造了一个完全宽容的世界。在这里，所要求于你们的仅仅是一点微不足道的努力。当你们没有按约定的时间赴约时，我们就再约时间。你们没有按时交作业时，我们装作不在乎。

4 更糟糕的是，当你们的言谈枯燥乏味时，我们却装作你们说的是重要的事情；当你们喋喋不休、不知所云时，我们认真倾听，似乎你们说的事情事关重大；当你们把根本没有花心思写的作业扔到我们桌上时，我们不仅拜读，甚至批改并给出评语，好像这是你们应得的似的；当你们犯傻时，我们装作认为你们聪明过人；当你们老生常谈、毫无想象力、平淡乏味时，我们却要像在听什么美妙绝伦的新鲜事情一样聆听；当你们想要不劳而获时，我们拱手奉上。所有这一切究竟是为了什么？

5 对这一切尽管你们可以想入非非，但我们这样做决不是因为想要讨你们的欢心，而是因为我们不想让你们来打扰，一个简单的办法就是作假：微笑，并让你们轻轻松松都得B。

6 在这一类的演说中人们往往习惯于引用别人的话。在此让我来引用一个你们从来没有听说过的人的话，这个人罗格斯大学的卡特·A.丹尼尔教授。他说：

“大学毁了你们，让我们阅读你们那些不值得一读的论文，听你们那些不值一听的评论，甚至要去关注你们中那些无所事事、孤陋寡闻以及极不文明的人。为了教育，我们过去不得不这样做。但是，今后不会有人再这样做了。在过去的50年中，大学使你们丧失了得到充分培养的机会。大学成了一个轻松的、自由的、包容的、体贴的、舒适的、充满乐趣的、毫无挑战性的好玩的地方。但正因如此，它没有对你们尽到责任。祝愿你们今后好运。”

7 这就是为什么，在今天进行毕业典礼之际，我们没有任何可以引以为豪的东西的原因。

8 哦，对了，还有一点。尽量不要像对待我们那样去对待你们的同事和老板。我的意思是，当他们把你们想要但却不是你们应得的东西给予你们时，你们要善待他们，不要侮辱他们，不要让你们与父母之间的那种糟糕的关系在他们身上重演。这一切，我们也都忍受了。正如我刚才所说的，这不是为了讨你们的欢心。有一些年轻人只能同龄人的眼中找到自我，他们是一些愚昧无知的人，竟然肤浅到以为教授们关心的不是教育，而是自己的人缘。实际上，很少有教授在乎这类年轻人是否喜欢自己。我们容忍这一切，也只是为了摆脱你们。忘记我们教给你们的这些谎言，投身到真实的生活中去吧！

Passage II

大学：一个宽恕一切的世界吗？

艾达·蒂莫西

1 在《永远不会听到的毕业典礼演说》中，雅各布·纽斯纳认为大学经历使我们认为：“失败是不会留下任何记录的”，而且成绩是很容易取得的。在纽斯纳看来，大学似乎并不是一所很好的着眼于将来生活的预备学校，因为它培养我们面对的是一个“根本就不存在的世界”。

2 毫无疑问，纽斯纳在表达这么强烈的观点之前，该对大学生活的真实状况做更进一步的审视。他完全无视学生们为了学业成功而经受的一切压力与艰辛。大学生活根本就不是他所描绘的那样。

3 大学难道真的像纽斯纳说的那样，没有教我们为现实生活作准备吗？我们所经历的一切难道不能帮助我们了解现实世界吗？这些问题是我在思考纽斯纳所说的话时涌现到我脑海中的。我认为他完全错了。对我们许多人来说，大学时代正是我们开始独立，自己做重要决定，并对这些决定负责的年代。在大学里，我们必须学会计划时间（还包括计划用钱！），并学会忍受（否则住在一个拥挤的三人间里，我们会无法活下去的！）。我们与来自世界各地的人相识，开阔了我们的视野，并使我们彼此加深了解。如果这些对现实世界来说是没有用的，那我不知道什么才是有用的。

4 纽斯纳认为，在大学里我们所接受的教育使我们认为“失败是不会留下任何记录的”，因为据称我们犯了错误可以轻而易举地逃脱惩罚。我要告诉他的是：要是你考试不及格，你不能重新再考一次，或者即使老师明知你一辈子都会恨他，他也不会抹去你的成绩。要是你中途放弃了某一门课，下学期你就得修更

多的课。要是你有几门课的成绩不高，你就几乎不可能进入一个好的研究生院。要是你有几门课的平均积分点不够高，那你就得不到学位。期中考试和期末考试来临时，没有人能够逃避不考。当学习紧张时，本来刻苦学习的学生也得更加努力地学习，因为大学并不像纽斯纳所认为的那样，会提供“省事的”弥补错误的办法。大学不是一个“宽恕一切的世界”。当学生没有按时交作业或在规定的时间内完成任务时，老师们也绝不会“装作不在乎”。

5 对于我来说，生活在一个拥挤的三人间里，期末考试前只有一天时间看书，繁重的阅读任务、论文、还有集中在一个星期里进行的期中考试，这些绝对不是我心目中的“轻松的、自由的、包容的、体贴的、舒适的、充满乐趣的、毫无挑战性的好玩的地方”。

Exercises

Post-Reading

Reading Comprehension

1 Passage I

- 1 The message Professor Neusner passes to the graduates (*Para. 1*)

We take no pride in our educational achievement because we have inadequately prepared you for the real world.

Reason: During the four years at Brown, students have formed the belief that failure leaves no record, while in the real world failure marks them.

- 2 Two different attitudes toward errors (*Para. 2*)

At Brown, students defend their errors by arguing about:

- A why their errors were not errors;
B why mediocre work was excellent;
C why they could take pride in their poor presentation.

In the real world, graduates had better not defend their errors but learn from them.

- 3 College is an altogether forgiving world. (*Paras. 3-5*)

No matter what slight effort students made, they could meet the demand.

- A When students broke appointments, professors made new ones.
B When the deadline was missed, professors pretended not to care.
C Boring talks were considered to be something important.
D Unlabored writing was commented on.
E Dull students were treated as if they were smart.

The reason why professors did all this was not that they wanted to be liked by students, but that they did not want to be bothered and pretense was the easy way out.

- 4 Professor Daniel's viewpoint (*Para. 6*)

College has deprived students of adequate preparation for the real world.

5 The ending of the speech (*Paras. 7-8*).

A Conclusion:

On this commencement day, we professors have nothing to take pride in.

B Advice for graduates:

i Don't act toward your co-workers and bosses as you've acted toward us.

ii Go to life and unlearn the lies we taught you here.

Passage II

1 The points that Ida Timothee is going to argue against (*Para. 1*)

A Students have been made to believe that "failure leaves no record".

B College is not a good preparatory school for life.

2 Ida's comments on Neusner's points (*Para. 2*)

A He knows little about students' college life.

B He ignores all the pressures and hard times students experience at college.

3 Ida argues against Neusner's point that college is not preparing students for real life. (*Para. 3*)

During the college years, we start to be independent, make crucial decisions and become responsible for them.

Supporting evidence:

A We learn to budget our time and money.

B We are tolerant enough to survive in a crowded triple room.

C We meet people from different parts of the world.

4 Ida argues against the so-called students' belief that failure leaves no record. (*Para. 4*)

Her counter-examples:

A If you fail a test, the teacher won't erase the grade.

B If you drop a class, you'll have to take more courses next semester.

C Low grades or low GPA means no fine graduate school, no degree.

D Everyone has to take midterms and finals.

E No teachers "pretended not to care" when deadlines are not kept or things aren't done at the time they are supposed to be.

5 Ida's conclusion (*Para. 5*)

College is not "easy, free, forgiving, attentive, comfortable, interesting, unchallenging fun" to her.

2 1 B 2 B 3 A 4 B 5 A 6 A 7 A 8 B

3 Sample

Facts students may list to argue against Professor Neusner:

- Most teachers / professors are strict and responsible.
- Class attendance is required and every absence will be taken into account with regard to the final score.
- Our schedule is so tight that we have little time for sports and entertainment.
- We are required to take too many quizzes, exams, etc.
- High marks are very hard to get.
- Our dormitories are crowded and our cafeteria is not spacious enough.
- We have to learn to take care of ourselves.

- Late submissions are usually not accepted without a reasonable explanation.
- There are many students' clubs and organizations on campus, where we learn how to get along with each other and how to organize and to lead.

Vocabulary

- | | |
|----------------------------|-----------------------------------|
| 1 belief <u>doubt</u> | dependent <u>independent</u> |
| deep <u>shallow</u> | mediocre <u>excellent</u> |
| learn <u>unlearn</u> | useless <u>useful</u> |
| shame <u>pride</u> | well-informed <u>ill-informed</u> |
| polite <u>rude</u> | smart <u>dull</u> |
| inadequate <u>adequate</u> | painful <u>painless</u> |
| success <u>failure</u> | imaginative <u>unimaginative</u> |
| boring <u>interesting</u> | challenging <u>unchallenging</u> |
-
- | | | | |
|-----------------|-------------------|-----------------------|----------------|
| 2 1 deprived of | 2 for the sake of | 3 get away with | 4 dropped out |
| 5 by no means | 6 got down to | 7 distinguish... from | 8 look back on |
| 9 gone through | 10 be rid of | | |

Translation

- 1 Drops executed in the first two weeks of the course will leave no record / won't leave a record on students' transcript, but a drop executed during the third through eighth week will result in a grade of W (withdrawal).
- 2 We often heard of stories about some people who could still think calmly and creatively when confronting / facing difficulty.
- 3 You should be aware that applications won't be accepted if they're beyond the deadline.
- 4 The manager was so angry that he tossed the report on the desk and shouted at Sam, "Get out! I don't want to see you again!"
- 5 You must start by unlearning all the bad habits your previous piano teacher taught you!
- 6 Some trees have grown too high and deprived the house of light.
- 7 What would be the first word that would pop into your mind when you see *Sunflowers* by Vincent van Gogh.
- 8 Living on his own on the campus, he has learned to budget his time.
- 9 These details were supposed to be secrets / confidential, but were somehow leaked out.
- 10 This is a reminder that proposals for state research funding are due this Friday.

After-Class Reading

参考译文

大学期末考试

1 那天晚上，我在市中心附近闲坐。风在呼啸，气温很低，气氛让人感到压抑。我知道，所有这一切让我想起了什么。很快我就明白了：是期末考试。

2 大学生感到最痛苦的时刻莫过于冬天期末考试的那一周。这种恐惧刻骨铭心，一生都忘不了——那是一种绝望、一种挫败感，是意识到自己不得不勉强应答一大堆并未掌握的知识。而且一个人的前途如何，就取决于这种勉强的应答。

3 我查了一下日历。果然，现在正好是西北大学学期快结束的时候——沿着我面前这条路走过去就是西北大学。我知道，此时此刻，就在那里，成千上万的大学生正埋头于课本和笔记，使出浑身解数去背那些晦涩难懂的事实和数字。其实这些东西他们毫不在乎。我按捺不住，径直朝校园走去。在我停下来的第一栋楼里，有一间教室灯火通明。我走了进去。两个年轻人将资料摊得满屋子都是。这会儿没课，教室里只有他们俩。“嘿，伙计们，”我说。他们抬起头，眼睛里满是痛苦的神情。他们看上去好像三四天没睡觉了。

4 “怎么了，年轻人？”我问。

5 “请别打扰我们，”其中一个轻声说。

6 “别打扰你们？”我问。

7 “要期末考试了，”另一人喘着粗气说。

8 我走出教室，开始在校园里悠闲地溜达。无论是男生还是女生，都哭丧着脸，踉踉跄跄地朝图书馆走去。他们有的自言自语，有的抬头默默祈祷，有的走进树丛，站稳身子，然后继续往前走。我感觉好极了。我曾经是他们中的一员，但现在我不是了。期末考试时置身大学校园而知道你不必参加考试，可能世界上没有比这更令人兴奋的事了。

9 那天晚上的大部分时间，我从一栋楼逛到另一栋楼，看着学生们为第二天的期末考试做准备。这一切是那么熟悉。他们围坐在长桌周围，面前摊开着螺旋装订的笔记本，连珠炮似地互相提问。一次次良久的沉默，接着是试探性的回答。咒骂声不绝于耳，时不时夹杂着哀叹。他们跺脚，凝视窗外，仿佛随时会哭出来。他们偶尔也朝我瞥一眼。在平时，他们可能会对我的出现感到好奇，但是，那天晚上，他们的目光都呆滞无神，思维也不清晰了。我翻阅着体育版的消息，朝他们眨眨眼。

10 如果我当时善心大发，我就会告诉他们现实世界中的一个秘密。这是我们所有上过大学的人走出校园后才领悟到的秘密。如果大学生们知道了这个秘密，他们就会变得轻松而平静。这个秘密就是：现实生活中没有期末考试。

11 确实如此。在现实生活中，你不必知道任何事情。任何情况下你都不必坐在一间拥挤不堪的房间里，集中精力，眯起眼睛，背出那些晦涩、荒唐的具体事实。在现实生活中，你可以把书带上。同学们，请相信：现实生活是开卷考试。如果你忘记了什么，你可以去查阅参考书，或者请教比你聪明的人。这很容易，比在大学里容易多了。

12 只有在大学里，你才能够遇上像期末考试那样稀奇古怪、令人恐惧的事情。大学管理者们欺骗学生，让他们相信与残酷无情的大千世界里每天所发生的事情相比，期末考试不过是温和的前兆。但这并不是事实。如果现实世界真的像期末考试那样荒诞、令人厌恶，你就会看到街上的每位行人都像处在考试周里的学生一样举止怪异、令人怜悯。现实并非如此，熬过了大学的期末考试后，一切如履平地。现实生活如同惯性滑行。没有人会要求你比较伊丽莎白时期作品的异同，或者要求你描述布尔战争各大战役的来龙去脉。如果你工作时真有人过来问你这类问题，那么他就会马上被关进某所精神病院。

13 我本来可以将这些告诉学生们，我本来可以安慰他们，让事情变得简单些。我本来可以请他们和我一起喝杯啤酒，忘了这周的期末考试。我本来可以告诉他们：看看《财富》500强企业的总经理们。你会有人胆敢问他们期末考试的成绩吗？我本来可以灌输给学生这类可以让他们感到宽慰的想法的。

14 但是我没有。我为什么要告诉他们呢？我经历了许多次期末考试。期末考试让我几乎发疯，现在该轮到他们发疯了。我看着绝望中的他们，像一个真正心满意足的人那样笑了。我几乎在校园里呆到午夜，然后才悠闲地离开。在几栋教学楼之间的小径上，我看见有什么东西被风吹动，在人行道上翻滚。我蹲下

把它捡了起来。这是一本蓝皮答题簿，是期末考试周恐怖的、令人心惊胆战的标志。这一定是某个可怜的学生带出考场后丢在地上的。我把它放入口袋，机械地笑了笑。校园教学楼里的灯光依然闪烁着，而且整夜都会这样亮着，但是我得回家了。

PART 3 Further Development

1 Vocabulary Review

1 A

- A all the teachers in a university
- B a department within a university
- C a particular skill or a natural ability that sb. has

2 A

- A make a mark on sth. in a way that spoils its appearance, or becomes spoiled in this way
- B show a change
- C make a sign, shape, or word using a pen or pencil

3 B

- A have the desired result or effect
- B sth. that sb. makes or does
- C a job that sb. is paid to do

4 B

- A act as a lawyer for an accused person in criminal proceedings
- B say things to support sb. or sth. that is being criticized
- C prevent sth. from failing, stopping, or being taken away

5 B

- A a subject or situation that you have to think about or deal with
- B be important or have a big effect on what happens
- C (*a matter of months*) only a few months

6 C

- A the details of the place where sb. lives or works
- B deal with or discuss
- C a formal speech made to a group of people

7 C

- A read or discuss sth. in order to make sure it is correct
- B be officially accepted and agreed
- C experience a difficult or unpleasant situation, feeling, etc.

8 A

- A not be caught or punished when you have done sth. wrong
- B receive only a small punishment for sth.
- C escape (with sth.)

9 B

- A strong and able to deal with difficult situations or pain
- B difficult to do or deal with
- C (of food) very difficult to cut and chew

10 B

- A sb. with a particular type of appearance or character
- B a number representing an amount
- C be an important part of a process, event or situation

11 C

- A become calmer
- B not moving or shaking
- C become more balanced or controlled

12 A

- A withdraw, as from a situation or commitment
- B (of a train) leave a station
- C drive onto a road from another road or from where you have stopped

2 How Should Students Be Tested?

STEP ONE

Sample

Alternatives for evaluating students' performance other than finals:

- quizzes
- projects
- interviews
- presentations
- seminars and group discussions
- participation in class
- a combination of quizzes and assignments

STEP THREE

Sample

- quizzes

Advantages:

- There's less pressure for the students.
- It's possible to have many quizzes each semester.

Disadvantages:

- Global picture can hardly be given.

- Quizzes don't require much thinking.
- projects
 - Advantages:
 - More creativity can be expected.
 - Rote learning may be discouraged.
 - Interpersonal skills and cooperation can be developed with a team project.
 - Disadvantages:
 - Cheating is very possible.
 - It is hard to evaluate everyone's share of work if the project is completed by a team.
- Interviews
 - Advantages:
 - More can be known about individuals' capacity.
 - Students' verbal talent may also be discovered.
 - Disadvantages:
 - They are time-consuming.
 - Shy students may not be adequately assessed.
 - Objectivity and full consistency of evaluation is hard to maintain.
- Presentations
 - Advantages:
 - More creativity can be expected on the part of students.
 - They are easier to organize.
 - Disadvantages:
 - They are also time-consuming.
 - Presentation skills may be better valued than the work itself.
- Seminars and group discussions
 - Advantages:
 - Peer observation is possible.
 - Cooperative skills may be cultivated.
 - Disadvantages:
 - Chances are not equal for all students.
 - Shy students may not express themselves adequately.
- Participation in class
 - Advantages:
 - It would encourage rapid and creative work.
 - With less pressure, students may have better performance.
 - Disadvantages:
 - It would be difficult for students in large-size classes.
 - Objectivity and fairness is hard to maintain.
- A combination of quizzes and assignments
 - Advantages:
 - There's less pressure for students.
 - With a number of quizzes and assignments, students can keep improving their work.

- Better student performance can be expected.

Disadvantages:

- They don't require much / deep thinking.
- A comprehensive survey of student performance is hard to give.
- Cheating is very possible with assignments.

3 A Debate

For:

- A secure future can be expected.
- The most important part—the College Entrance Examination—is over.
- Without the watchful eyes of parents, students should enjoy their freedom.
- Life at high school was too hard, so students need to relax at college.
- College is not as competitive as high school.
- Relaxing and having fun doesn't necessarily mean that students do not learn.

Against:

- College life is not easy.
- College life is more competitive than life at high school.
- College courses are tougher.
- Today is the information age; the more one learns, the more competitive edge (竞争优势) one has in the job market.
- It is an age when people are evaluated by their abilities rather than by diplomas. A college degree cannot guarantee a good job.
- In order to be better-prepared for the future career, students should make best use of every minute at college.
- There is much more to be learned at college.
- We have to study on our own most of the time.

4 Poster Design Competition

Sample



5 College Students at Different Times

Sample

So far as I can see from the pictures, the college students in 1910s-1920s look quite sober, because it was a time when China had just been free from feudalism, but was still suffering the ravages of such imperialist countries as Britain, France and Japan. People of that era were patriotic, cherishing a dream to save the country with their knowledge.

The 20 years of 1980s-1990s are a period when the country was going through reform and achieved very rapid development. College students at that time had greater exposure to the outside world, exotic culture, different views and imported products. They were enthusiastic about the brand-new things and were very ambitious about the development both of the country and individuals.

We college students today are confident and more independent. Thanks to modern technology, we have broader views and easier access to the outside world. We enjoy modern facilities which students decades ago couldn't even imagine. Since China has become stronger and more developed, we feel we have a higher status in the world.

Despite the many differences I think Chinese college students, in spite of the time, share many similarities. We're all hard-working, honest and patriotic. These traditional Chinese values will never change.

6 Campus Comedies

Number 1

- 1 The professor's request for him to take the exam.
- 2 The word "exam" frightens everybody.

Number 2

- Students shouldn't be so money-minded.
- Books are something students should never get rid of.
- College professors are smarter than students.

Number 3

- Mind your spelling.
- To make a commitment, you have to be honest and committed.

Number 4

- 1 The woman / Republicans.
- 2 The professor / Democrats.
- 3 Very witty / smart / clever.

Number 5

- I think the student's answer is acceptable, because to remain silent is indeed a human right.
- I think the student is very clever.
- All roads lead to Rome. Students should be encouraged to offer different answers to the same question.
- I think the answer is acceptable. Professors should not expect a single answer to each question.

PART 4 Translation and Writing

2 Translation Practice

- 1 理解、应用概念和记住那些考试一结束就会忘得一干二净的事实，这两者之间有着明显的区别。
- 2 尤其在技术领域，变化日新月异，从本科教育中所能获取的最大收益就是学习能力的培养。因此，记住信息远不如获取在相关情境下应用信息的能力有用。
- 3 对教授们来说，考试是评估学生掌握了多少知识的最为简易的方法，至少在比较大的班级是如此。
- 4 现实生活绝非一场开卷考试。它是一场你永远都无法完全准备好的考试，而且你根本无法重考。
- 5 在现实生活中，我们无法预测明天会发生什么，而且也不知道该准备些什么。
- 6 成功失败，起起落落，这些都是现实生活的特征，它并非如人们所认为的那么容易。

3 Writing

1 Sample

Dear friend,

After I read your passage “Those College Finals”, some questions pop into my mind. You said that the most miserable moment of a college student’s life is during the final exam week, that real life is an open-book test, and that real life is much easier than college life.

I don’t quite agree with you. Firstly, the purpose of finals is to evaluate how students are getting on with their studies, help them find their weaknesses and have a better grasp of what they have learned. If one works hard, one shouldn’t be afraid of finals. The final exam week is thus by no means the most miserable moment. Secondly, in real life, we can’t anticipate what will happen tomorrow and don’t know what should be prepared for. So it is not easier. On the contrary, it is much more difficult than college life.

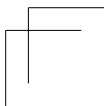
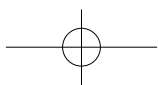
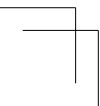
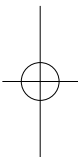
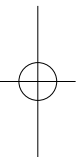
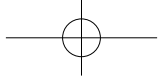
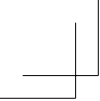
I think you need to take a closer and in-depth look at college life and real life, gain a better understanding of both so that you won’t go to extremes.

Yours Sincerely,
Joanna

2 Sample

When the College Entrance Exam was approaching, simulated tests (模拟考试) became more frequent. One morning, we had a math test first. It was very difficult and we were all depressed. The physics test soon followed. We could do nothing but take it. It was even more difficult. You can imagine how frustrated and exhausted we were when we left the classroom around noon.

That afternoon, we had two hours of English. To our despair, the English teacher had a pile of papers too! Perhaps she saw we were all tired, so she didn’t distribute the papers at once. Instead, she asked us, “Wouldn’t you like to have an English test today?” We were almost paralyzed by too many tests and too many failures, so we shouted in chorus, “Yes!” She was astonished. A few seconds later, she said, “No, we won’t have the test today.”



Unit 8

Time

Useful Information

At the end of a long life, a famous author wrote in his autobiography that “All is but a beginning.” On street corners in America one sees religious zealots with placards (标语牌) reading “Repent (忏悔) now: The end is near!” These two statements reflect radically different concepts of time.

Cultures also have different concepts of time. Urban cultures are governed by the clock, to the extent that their members tend to keep their appointments. Rural cultures are governed by the weather, the seasons, and the sun. So their concepts of time tend to be cyclic rather than linear. At planting or harvest times their members may be time-urgent, but at other times they may simply sit there watching the sunset and waiting for the season to change.

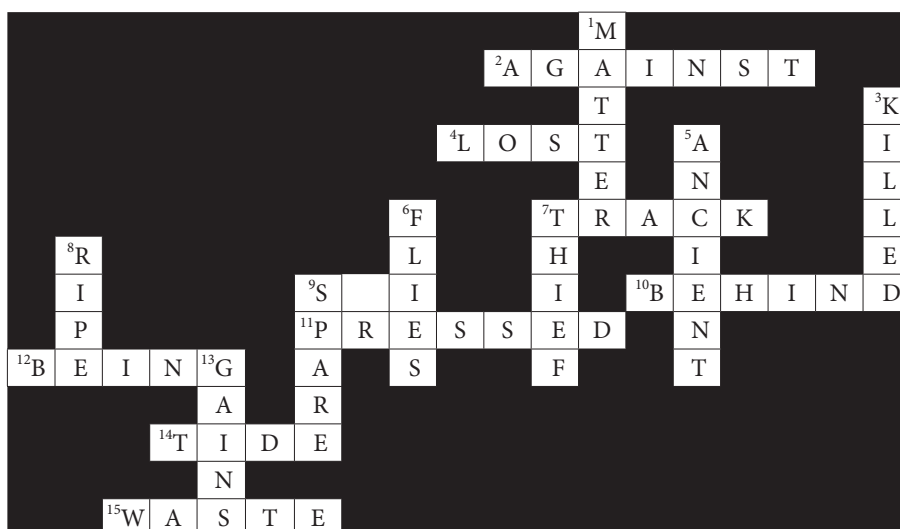
Our concepts of death affect our concepts of time. A person who believes in the finality of death perceives its inevitable approach one way, while a person who believes in an eternal afterlife with rewards and punishments perceives it another way.

There are three main ways we relate to time. The first is chronological. This is time as measured by the clock. It follows the physical equations of Newton, modified slightly by Einstein. It governs the speedometer of a car or the stopwatch in a race. The second is biological. This is time as measured by the body. It follows the principles of physiology. It governs our biorhythms (生物节律) and some of our daily routines such as waking, sleeping, and eating. It also governs the aging process. The third is psychological. This is time as measured by the mind. It follows the laws of human perception. To an impatient child, 30 minutes may seem endless, and to a harassed parent even longer. But to a pair of lovers about to be parted, the same 30 minutes may seem like less than a heartbeat. The average popular song is three minutes long, but to a shy person singing karaoke for the first time this may seem like three hours. A marathon runner thinks in terms of hours, while a sprinter (短跑运动员) thinks in terms of fractions of a second.

In modern bureaucratic society the concept of time that we follow is often linear and chronological, with a heightened psychological awareness of schedules and deadlines. In this environment punctuality is an important virtue, and the meeting of goals on schedule is rewarded, while lateness and non-achievement are punished. However, the reward of success often indicates more work, more schedules, and more deadlines.

PART 1 Preparation

1 Crossword Puzzle



More sayings and expressions concerning “time”:

Sayings:

- Time is money.
- Time heals most troubles.
- Time will tell—if we are right or wrong.
- Time never stands still.
- Time works wonders.
- Time lost cannot be recalled.
- A stitch in time saves nine.
- There is no time like present.
- There is no time to lose.
- Time is a great healer.
- Time well spent is worth much more than gold.
- Yesterday is history, tomorrow is a mystery, but today is a gift. That is why it is called the present.

Expressions:

- take one’s time
- behind the times
- have the time of one’s life
- from time to time
- have time on one’s hands
- in no time
- ahead of / behind time

- (do sth.) in one's own time
- keep up with the times
- make up for lost time
- in the blink of an eye
- at the eleventh hour (在最后时刻)
- play for time (为争取时间而故意拖延)
- stand the test of time
- time-honored (古老的, 历史悠久的)
- be (stuck / caught / locked) in a time warp (故步自封, 僵化不变)

2 Appreciating a Poem

STEP TWO

Sample

- 1 It is a very beautiful poem. It shows how the concept of time changes depending on our point of view, our emotions or our feelings. It also reminds me of Einstein's theory of relativity.
- 2
 - I quite agree with the poet that time is too slow for those who wait. When we are waiting for an elevator, we always complain that it takes too long for it to arrive. But, in fact, it takes only a few minutes. And when we fear that something bad will happen, more often than not it happens before we have time to do anything about it. For example, if we are afraid of or worried about an examination, the examination comes before we have enough time to prepare for it. On the other hand, when we have a good time, time passes by so quickly that we always hope to have more time.
 - I'm afraid I don't share the opinion that time is too swift for those who fear. On the contrary, when one panics, time goes extremely slowly. I had a personal experience years ago. I took my two-year-old nephew to a big department store. He wanted to buy a model plane and the toy section was very crowded. I let go of his hand to search for my money, but when I turned around I just couldn't find him! In panic, I elbowed my way through the crowd and shouted out his name. There was no answer. My sweat streamed down my face and my legs could barely support me. However, it probably was less than a minute before I spotted my nephew in front of the model car counter, about 15 meters away from the model plane counter. But to me, that minute seemed like an hour.

3 Enjoying Humor

STEP TWO

- 1 *The Seagull.*
- 2 Anton Chekhov.
- 3 The theater department.
- 4 No, because one student said: "If I found out I was going to die, I'd go back to see *The Seagull*. Even though I had only 30 minutes to live, it would seem like seven hours." This means he didn't enjoy the play; otherwise, 30 minutes wouldn't seem like seven hours to him.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- Yes, I usually wear a watch. I need to know the time so that I won't be late for class. With a watch I can always check how much time I have before the library closes, before an exam ends, or before the light in the dormitory is turned off. Besides, my cell phone also tells time. It can work as a timer as well as an alarm. So with a watch and a cell phone, I can budget my time very easily.
 - No. I don't wear a watch. First, with a watch I feel restricted or ruled by time. Second, there is the bell to remind me that it is time to get up, or that classes are starting. So long as I'm not wasting or whiling away my time, I'd like to let time go by without paying much attention to it. I don't want to have time pressure. If I really need to know the time I can look at my cell phone or ask someone else.
- 2 A biological clock is the time system in the body that controls when certain activities happen, for example, sleeping. I think there is a biological clock in me. For example, I wake up at 6:30 almost every morning although I go to bed at different times. I always have my meals at about the same time every day, otherwise I'll feel very hungry and can't wait to eat.
- 3 Each of us has our daily schedule. It's kind of fixed. Physiologically, every day we get up, have our meals and go to sleep at almost the same time. When we can't stick to our daily schedule, our health may be affected. So time is related to our life and also to our health. Psychologically, those who make good use of time can work in an efficient way and are generally less stressed than those who don't know how to budget their time. And those who work too hard and therefore do not leave themselves enough time to rest are more likely to have poor health.

Passage Reading

Words, Phrases and Grammatical Points

1 ... a pioneer in the emerging science of chronobiology... (Lines 2-3, Para. 2)

The word "emerging" means "in an early state of development".

e.g. emerging businesses / markets / economies

单词chronobiology中的chrono- (在元音前亦作chron-) 源自希腊语, 意为“时间”, 用于构成合成词, 例如: chronology (年代学), chronological (按照年代顺序排列的), chronometer (精确计时器), chronotherapy (时间疗法), chronograph (计时仪), chronicle (编年史), chronic (慢性的, 长期的)。

2 stress-induced (Line 2, Para. 3)

句中stress-induced是一个复合形容词, 作前置定语。-induced可以和名词连用, 构成复合形容词, 意为“由……引起的”。

- e.g. I) If you have exercise-induced asthma (哮喘), you may experience breathing difficulty within 5-20 minutes after exercise.
II) The death rate for alcohol-induced causes is on the rise.

3 desynchronise (Line 8, Para. 6)

该词中的de-为常见的动词前缀,表示“丧失”、“除掉”、“下降”、“分离”等意思,例如:deemphasize (不强调), depopulate (人口减少), defrost (除霜), decentralization (权力下放), debug (排除程序错误; 拆除窃听器), decode (解码), decompose (分解)。

4 brink (Line 2, Para. 7)

Some phrases with “brink”:

- 1 be on the brink of (doing) sth.
e.g. I) The company had huge debts and was on the brink of collapse.
II) She believed she was on the brink of discovering a cure for cancer.
- 2 bring sb. to the brink of sth.
e.g. The crisis brought the two nations to the brink of war.
- 3 bring / pull sb. / sth. back from the brink of sth.
e.g. A late goal pulled the team back from the brink of defeat.

5 Einstein observed that ... (Lines 2-3, Para. 11)

Here “observe” means “say or write what you have noticed about a situation”.

e.g. He observed that it would probably rain.

“Observe” also has the following meanings:

- 1 see and notice
e.g. It was observed that 40 percent of patients had high blood pressure.
- 2 obey rules, laws, etc.
e.g. Imposing speed restrictions is easy, but forcing motorists to observe them is trickier.
- 3 celebrate festivals, birthdays, anniversaries, etc.
e.g. Memorial Day is a nationally observed holiday in honor of the soldiers who have died while serving their country.

参考译文

如何从容地利用时间

1 拉里·多西博士有两个古董钟。“一个钟走得快,另一个钟走得慢,”多西博士说。“它们提醒我,生活不是由时钟控制的,我能自己选择按什么样的时间生活。”

2 多西博士研究时间生物学,是这门新兴学科的开拓者。该学科研究的是时间与生活的相互影响。多西博士认为,一个人如何看待时间可能是一件生死攸关的事情。他说,在我们的社会中,最常见的一种疾病是“时间病”,就是由时间造成的压力和紧迫感而引起的焦虑和紧张。这些症状会导致心脏病和中风,这是我们最常见的两种死因。

3 多西发现,通过一些简单的方法去改变人们对时间的看法,上述疾病和其他一些因紧张而诱发的疾病往往可以得到有效的治疗。

4 多西博士注意到,有相当多的病人虽然在住院期间并没有任何日程安排,但仍坚持要戴手表。这一现象使他对时间与健康之间的关系产生了兴趣。这些人都是“时间瘾君子”。他们从孩提时代起就受到这样的教育:要按社会的时钟安排自己的生活。因此,一旦没有了计时器所给予的安全感,他们就会茫然若失。时间似乎统治了我们的生活。时间就是金钱,应该节省,应该理智地花,不要浪费或丢失。

5 几乎所有生活在这个世界上的生物都拥有与大自然节奏同步的生物钟。螃蟹能感知潮汐的涨落;老鼠会在夜幕降临时醒来;松鼠知道什么时候该为漫长的冬眠作准备。这些生物钟并不像自动机械装置那么精确,但却能根据环境的变化进行调整。

6 对大多数生物来说,光是最强有力的同步指示仪。但人类还有另外一个强有力的同步指示仪:周围的人。根据在德国进行的探索性研究报告,当人们被分成小组,一起置身于不受光、温度和湿度等外部时间提示因素影响的环境中时,他们自身内部复杂的时间节奏无法与外部时间保持同步;但他们的生物钟随后会重新调整,相互之间保持同步。就连他们的体温也一起上升或下降——这表明,每个人体内的一些微妙的生物化学变化现在也都同步了。这些实验也许揭示了一种神秘力量的存在,一种把个人重塑为团队、异教或乌合之众成员的神秘力量。

7 人的大脑能以各种各样的方式改变时间的节奏。那些从死亡边缘抢救过来的人常常回忆说,他们整个一生的生活经历会一瞬间在他们面前闪现。那些经历过严重事故的人常常这样描述事故发生时的情况:在事故发生的那一瞬间,一切都以慢动作的方式进行;这显然是人脑中内置的一种逃生工具,也就是一种能力,它能把人对外部世界的感知速度提高到正常状态下的数倍,从而“减慢”了世界运行的速度,使当事人有“时间”来思考避免灾难的对策。

8 由于我们一生下来就被灌输了社会所遵循的时间观念,于是我们以为这是任何人在任何地方无论如何都必须共同遵守的。但不同的文化对时间的认识存在着差异。在北美和北欧的一些工业化国家,生活安排得很紧凑,让别人等候是会引起不满的。但在南欧及说西班牙语或葡萄牙语的拉丁美洲国家,人比日程表更重要,因此在约会时会把开始的时间定得比较灵活。

9 每一种时间观都各有优缺点。但其代价可能会很高。当我们体内的自然节奏与时钟时间之间的同步关系被打乱时,紧张感便会随之产生。在时钟时间的严格控制下,现在西方工业化社会发现心脏病和其他一些相关疾病是导致死亡的主要原因。但是,多西博士认为,通过改变我们对时间的看法,这样的“时间病”是可以治疗和预防的。他采用一些简单的方法来改变和主宰自己的时间,这些方法你也可以采用。

10 1) 摆脱时钟对你的生活的控制。

别再戴手表。当我们打破了看钟表或手表的习惯之后,时间便不再让你我如此时时关注了。

11 2) 确立你自己的内部时间感。

为了说明时间是相对的,爱因斯坦曾经说,对于一个坐在滚烫的火炉上的人来说,两分钟的时间给人的感觉就像两小时;而对一个身边有靓丽女子陪伴的青年男子来说,两小时就像两分钟一样短暂。

12 3) 发挥你自身的能力去改变时间。

我们天生具有让自己放松的能力。大多数人能通过排除杂念和控制呼吸的方法做到这一点。例如,每次呼气时都想想单词one。这能在几分钟内使你平静下来。

13 4) 使自己与大自然同步。

悠闲地看看日落的景色,或者看着一朵云从头顶的天空慢慢飘过。记住,有一种时间要比人类用钟表创造出来的时间要古老得多。

14 被我们称作时间的文化模式是后天学来的。如果我们希望与大自然和谐相处,我们必须认识到,大自然的时间依然影响着我们的世界,我们决不应该忽视它。我们创造了机械时间,我们的社会随其运转,但我们也有自由去选择究竟是做时间的奴隶还是做它的主人。

Exercises

Post-Reading

Reading Comprehension

1

Part 1 (Paras. 1-4)

Common Problem	Components	Feelings	Consequences
<u>time sickness</u>	a) time pressure	a) anxiety	a) <u>heart disease</u>
	b) <u>hurry</u>	b) <u>tension</u>	b) strokes

Part 2 (Paras. 5-6)

	Animals	Humans
General synchronisation	rhythms of nature, e.g. a) crab b) <u>mouse</u> c) <u>squirrel</u>	a) rhythms of nature b) another powerful synchroniser for humans: <u>other people</u>
Desynchronisation		isolation from: a) light b) <u>temperature</u> c) <u>humidity</u>

Part 3 (Paras. 7-8)

Statements on Time	Supporting Evidence
The mind can alter rhythms of time in many ways.	a) Dying people recall <u>their entire life</u> in an instant. b) People in serious accidents see everything happen in <u>slow motion</u> .
Different cultures perceive time differently.	a) Industrialized countries value schedules highly. b) The Hispanic countries of Latin America give priority to <u>people over schedules</u> .

Part 4 (Paras. 9-14)

Simple Techniques to Change and Master One's Own Time	Examples
<u>Unclock</u> your life.	Stop wearing a wristwatch.
Set your own inner <u>sense of time</u> .	Keep in mind that time is relative.
Tap your body's power to <u>change</u> time.	Dismiss disturbing thoughts and control one's <u>breathing</u> .
Synchronise yourself with <u>nature</u> .	Take time to enjoy the beauty of life, such as watching a sunset or a <u>cloud</u> cross the sky.

2 1 C 2 A 3 C 4 A 5 B 6 C 7 C 8 A

3 Sample

- 1 Japan is at the top of the list. It seems to have the fastest pace of life. The Japanese are great time-keepers. Their bank clocks are the most accurate, and they walk the fastest and work efficiently. Next comes the United States. Italy and Indonesia don't seem to have a fast pace of life. Their bank clocks are not so accurate and they don't walk very fast.
- 2 Possible explanations for the differences:
 - Fast economic development contributes to a fast pace of life.
 - Social pressure also increases the pace of life.
 - The more competitive the society, the faster people's pace of life.
- 3
 - I prefer a pace of life that is moderate. I don't like to be pushed too hard. I would go crazy if I had to follow the pace of the Japanese. On the other hand, I don't like the Indonesian pace of life either. Sometimes, when there is something important or urgent, we have to be quick and efficient.
 - I enjoy a very slow pace of life. My mind works well when I feel no time pressure. Good ideas keep coming in when I'm happy and nobody pushes me. When I have a schedule to keep, most of my attention will be drawn to it and as a result I can't work as efficiently as usual. So I think people in Southern Europe or Latin America know the nature of life. If we have to hustle we may miss many enjoyable things in life.

4 Sample

- A rooster crows at dawn.
- A wild goose knows when to migrate to the south.
- Deer know when the mating season comes.
- Pet dogs sense the arrival of their masters or the time for walking.
- Bears know when to prepare for their winter hibernation.

5 Sample

- 1
 - Yes, it would work for me. If I didn't wear a watch, I wouldn't be worrying too much about time. I'd learn to take my time and be more realistic about the work or study I can do. I would experience less anxiety and tension.
 - No, it wouldn't work for me. I have to wear a watch; otherwise I feel insecure not knowing the exact time. I have to know when to do things. My anxiety and tension would increase without a watch because I would always be wondering if I can finish the job in time. With a watch, I can always make good plans for my days and feel well-organized.
- 2
 - Throw away the alarm clock.
 - Plant a garden and watch it grow.
 - Develop an interest in bird-watching.
 - Raise a pet.
 - Go out in each season, walking, hiking, camping, etc.
 - Pursue more leisure activities: picnicking, fishing, etc.

Vocabulary

- 1 reshape: again; again in a better way; back to a former state
react, reassure, reenter, reevaluate, reform, reclaim, regain, repay, replace, reproduce, re-read,
retrain, reunite

interact: between or among

international, interchange, interpersonal, intergovernmental, interstate

disadvantage: not; the opposite of

dishonest(y), discourage, disobey, disagree(ment), disorder(ly), disabled, disenchant-
ment, disprove, disapproval, disregard, disproportionate(ly), disability, dislike

desynchronise: opposite of; removal of

deform(ity), demerit, defrost, deforest, decode, debug, devalue

synchronise: (also sym-) together; similar

synthetic, sympathy, sympathize, symphony, synonym

unlock: not; reversal or cancellation of an action or state

unaccustomed, unaided, unappreciated, unattached, unattractive, unaware, unbearable,
unbroken, unchallenging, uncommon, undiscovered, uncover, unlock, unload, unsettle,
unfair, uncertain, unhappy, unfortunate

unison: having or consisting of one

unicycle, unicellular, uniform, unilateral

- | | | | | | | | | | | |
|---|--------------|-------------|---------------|--------------|---------------|-----|-----|-----|-----|------|
| 2 | 1 B | 2 A | 3 D | 4 A | 5 D | 6 C | 7 A | 8 A | 9 A | 10 B |
| 3 | 1 constantly | 2 complains | 3 concentrate | 4 understand | 5 severely | | | | | |
| | 6 recovered | 7 analyze | 8 realization | 9 afford | 10 priorities | | | | | |

Translation

- 1 Our modern world seems to live by the principle that seeing is believing.
- 2 Regular exercise strengthens the heart, thereby / thus reducing the risk of heart attack.
- 3 Watched over by guards with guns, they raised their legs in unison and made their way to the edge of the highway.
- 4 He had to walk up and down in front of an office half a dozen times before he could summon up enough courage to open the door.
- 5 The firm had never hired an unmarried lawyer, and it frowned heavily upon divorce / opposed strongly against divorce.
- 6 Scientists are on the brink of making a major discovery.
- 7 A young person who has finished the course will be given priority over those who have not.
- 8 The more comfortable people are in their roles and relationships, the harder / more difficult it is to adjust to changes.

After-Class Reading

参考译文

时间的声音

- 1 时间会说话。它比语言表达得更清楚明了。它所传递的信息明白易懂。由于时间并不那么任人摆布, 因此它不像讲话那么容易被歪曲。时间能响亮地说出真相, 而语言则会说谎。

2 比如,在某些特定背景下,一天中的不同时刻就会显出特殊的意义。时间既可以显示特定场合的重要性,又可以表明人际交往将在何种层次上进行。在美国,如果你一大早就给别人打电话,那个人正在刮胡子或吃早餐,这通常意味着事情极为重要或十分紧急。晚上11点过后打电话也一样。夜间睡觉时接到的电话常被视作是生死攸关的事情,因此年轻人之间才会开恶俗的玩笑去打这种电话。

3 对待时间的不同方式会带来诸多麻烦。一位美国农学家的例子就很好地说明了这一点。该农学家被委派到一个拉丁美洲国家担任大使馆专员。在经过了一段他自认为合适的时间之后,他告知对方他想拜访该国的农业部长。由于种种原因,他提议的时间不合适——对方给予了各种暗示,大概意思是拜访部长的时机尚未成熟。可是,我们这位朋友固执己见,最后对方不太情愿地答应了这次会见。他比约定时间略早些到达(这是美国人表示尊重的方式)后,便开始等待会见。约定时间到了,又过了;5分钟——10分钟——15分钟过去了。这时,他提醒部长秘书说部长可能还不知道他在其办公室外间等候。这样提醒一下让他觉得自己做了一件具体的事情,同时也有助于他克服内心不断膨胀的焦急情绪。20分钟——25分钟——30分钟——45分钟又过去了(这是一段让他感到屈辱的时间)!

4 他腾地一下站了起来,告诉秘书说他已经是在办公室外间“空等”了45分钟,他“受够了”这种待遇。这话传到了部长那儿,结果那位部长说:“那就让他空等吧。”这位使馆专员在这个国家任职期间是不愉快的。

5 误解产生的原因主要在于,在这个国家5分钟的拖延时间算不了什么。另一方面,在该国,45分钟的等待时间并不是等待的极限,而只是刚刚开始。你在等了60秒钟后就向一位美国秘书提醒说她的老板也许不知道你在那儿等待,这种做法显得很荒谬,就像你因为“空等”了5分钟就大发雷霆一样荒谬。而这位部长恰恰就是这样看待在他办公室外间等着的美国人的抗议的。像通常那样,他觉得美国人完全不可理喻。

6 在这件不愉快的事件的整个过程中,这位美国专员都是按照自己从小到大学会的方式行事的。在他的家乡美国,他这种反应是正常的,其行为也是合乎情理的。然而,即便在他出国前就得知可能会发生这种事情,但如果让他空等45分钟,他还是难免会感到受了侮辱。另一方面,倘若他事先经过培训,了解当地时间观念的细节,正如他应该学会当地的口语一样,他也许有可能会进行适应性调整。

7 在这种情形下,让人们烦恼的是他们并未意识到自己正在经历另一种形式的沟通。这种沟通有时需要借助语言,有时又与语言毫不相干。所传递的信息不是用正式词汇表达的,这使事情更加难以处理,因为任何一方都无法明确知道实际发生的情况。每个人都只能说出他认为发生了什么以及他个人对此事的感受。真正造成伤害的是对对方传递的信息的不同理解。

PART 3 Further Development

1 Vocabulary Review

Section A

1 A

- A a sudden attack of illness in the brain that can cause loss of the power to move, speak clearly, etc.
- B one of a set of movements in swimming or rowing in which you move your arms or the oar forward and then back repeatedly
- C a single movement of a pen or brush when you are writing or painting

- 2 **B**
 A people who deal with the protection of buildings and equipment, especially people who do this for a company or store
 B protection from bad things that could happen to you
 C sth. deposited or given as assurance of the fulfillment of an obligation
- 3 **C**
 A hold sb. or sth. using your hands, arms, or body and take them somewhere
 B have sth. with you everywhere you go
 C have sth. as a particular quality
- 4 **C**
 A shine suddenly and brightly for a short time
 B show sth. to sb. for only a short time
 C suddenly remember many events from one's life
- 5 **B**
 A see and notice sth.
 B say or write what you have noticed about a situation
 C do what you are supposed to do according to a law or agreement
- 6 **A**
 A use or take what is needed from sth.
 B touch sb. or sth. gently
 C make a regular pattern of sounds with your fingers or feet
- 7 **C**
 A know what sth. is
 B realize that sth. is important or very good
 C accept or admit that sth. is true
- 8 **B**
 A make sb. experience sth. unpleasant
 B likely to experience sth. or affected by sth.
 C obliged to obey a set of rules, laws, etc.
- 9 **C**
 A an area that a police officer has responsibility for and must walk around regularly
 B the main rhythm that a piece of music or a poem has
 C one of a series of regular movements or hitting actions
- 10 **B**
 A believe or say that sth. was written, said, painted, etc. by a particular person
 B believe or say that a situation or event is caused by sth.
 C believe or say that sb. or sth. has a particular quality

Section B

- | | | | | | |
|--------|-------|-------------|---------|--------------|--------|
| 1 with | 2 to | 3 on / upon | 4 with | 5 from | 6 into |
| 7 on | 8 up | 9 in | 10 with | 11 over / on | 12 for |
| 13 in | 14 to | 15 through | 16 on | 17 in | 18 of |

2 Talking About Your Timing

Sample

Interpretation of the Results

- Mostly As: You are a daydreamer. Did you actually manage to finish your quiz? You have little control over your life. Chaos is your natural habitat. Perhaps you tell yourself that this is creative, but the truth is that you hate discipline and are frightened of it. Your abilities remain untested and your dreams unfulfilled.
- Mostly Bs: Your ability to manage time is impressive, but you respect yourself enough to know when to relax, and you are clever enough to know that the best decisions are never made in an atmosphere of pressure. Deadlines don't worry you, and your work seldom puts unbearable demands on you. You look ahead and make sure crises don't happen.
- Mostly Cs: You are like Cinderella waiting for a fairy godmother who's going to make time for all your dreams and make everything all right for you. "I'll get round to it," you tell yourself. You are an expert at putting things off for the best reasons. Your excuses are endless. Forget them. The right time is now.
- Mostly Ds: You are an achiever. You are a superman or superwoman. You certainly know how to get a job done, and you are proud of your management of time. You are compulsive about using every second of the day to good effect, and you get irritable with people who take life at a slower pace. Relax a little. Remember that stress is a killer.

Note

- 1 **But I do stop to smell the flowers:** This implies that the person takes some time to enjoy the pleasant things in life.
- 2 **demanding:** needing a lot of time, ability, and energy
- 3 **Life is not a dress rehearsal, so don't just play a role:** The dress rehearsal is the final production of a play before it is shown in public. In this case, the writer means that you can't get a second chance in life, so you should take it seriously.
- 4 **To everything there is a season:** This means that there is a time and place for everything.

3 Talking About Punctuality

Sample

For people who are always late, I think first they should realize that it is impolite to keep others waiting. Wasting other people's time can leave a very bad impression on them, especially when nowadays everybody seems to accelerate their pace and values their time very much. If a job applicant is late for the interview, their chance of getting the job will be definitely slim. So it's advisable to assume that an important appointment is five or 10 minutes earlier than it actually is in order not to be late for it. It is recommended that those who are always late ask someone, such as a roommate or a friend, to remind them of the appointment or class so that they won't forget the time. If you find it difficult to get up in the morning, especially in wintertime, an alarm clock is a good choice. If you're an organizer of a meeting or an activity, always inform habitually late people of an earlier time than those who are punctual. Or you may ask latecomers to treat those who arrive before them.

4 Helping a Friend

Sample

First, you should be aware that there are different time concepts between the two cultures. Generally speaking, the pace of life in China is getting faster and faster, especially in large cities.

One thing you might find interesting or maybe frustrating in China is the long lunch break in some offices and institutions. It's usually about two hours, and people can take a long after-lunch nap. Generally you can't get anything done between 12 at noon and 2 p.m.

However, in big companies, especially those international companies, efficiency is highly valued. I believe these companies don't have much difference in time concept from the U.S. Most businesses in China also believe time is money and it's a sin to waste time. To make full use of time is ideal. When people's income is based on how much work they've done, time means money in its real sense.

We generally consider being punctual a virtue. To be polite Chinese hosts or hostesses usually get there earlier than their guests. They usually tolerate lateness of their guests. But if their guests arrive too late, it shows they are not considerate or polite. Being late for meetings, for work or for school used to be tolerated, but is now considered bad manners and inefficient. So you see, being punctual is also observed in China.

5 Time Travel

Sample

- 1 If I could relive one year of my life, I think I would relive my freshman year of college. During my freshman year, I became discouraged and lost faith in myself due to various struggles I came upon. Because it took me too long to adjust myself to the environment and my studies, it gave me so much pressure that I wasn't as attentive to the needs of my friends and family as I should have been. If I could relive that year, I would do better and take more time to appreciate and care for my loved ones.
- 2 If I had a time machine that could take me back in time, I would travel back to visit Han Dynasty in China around the year 200 BC. I have read that it was a splendid time in China's history, which was regarded as the most glorious civilization of that period. I would like to see what China would have been like back then during this "golden age". I'd like to observe how ancient Chinese did in terms of agriculture, business, finance and education. I could make a comparison between that dynasty and modern China. We could learn how ancient Chinese lived in harmony with nature and how they enjoyed life without all the modern gadgets and facilities.

PART 4 Translation and Writing

2 Translation Practice

- 1 蛋白质由氨基酸组成，而氨基酸有助于构成和修复人体组织。

- 2 根据在德国进行的探索性研究报告,当人们被分成小组,一起置身于不受光、温度和湿度等外部时间提示因素影响的环境中时,他们自身内部复杂的时间节奏无法与外部时间保持同步;但他们的生物钟随后会重新调整,相互之间保持同步。
- 3 我们正在通过这些实验测试大脑的神经生物学模式,这种模式提供了大脑神经处理信息及接受刺激的方式。
- 4 长期以来,行为科学家们一直认为这些差异是个人异常习惯或早期训练的结果。但这种想法遭到了内科医生兼生物学家弗朗兹·哈尔伯格称为时间生物学的理论的质疑。
- 5 温格特和同在美国国家航空航天局工作的时间生物学家查尔斯·德罗西亚还就如何缓解飞行时差反应所带来的疲劳提出了一些建议:在出发前一周左右开始调整日常活动的时间,使其与你将要去的目的地的时间安排保持一致。

3 Writing

Sample 1

A Race Against Time

Sometimes time passes quickly, and sometimes it passes slowly. For example, it happened to me on the playground one day. We were having a P.E. lesson and timing a 1,000-meter race. When my turn came, I became nervous and I knew I would have a hard time. After a while, I dropped to the last. I tried my best to keep up with the rest of the group, but the distance between me and them became longer and longer. I said to myself, "I am the last one!" I became increasingly nervous. Soon I was out of breath and worn out. My legs seemed so heavy that they moved very slowly and I couldn't control them. In the meanwhile, I was thirsty and got a stuffy nose. I thought of quitting, but I couldn't. I had no choice but to continue.

I finally finished the race. A classmate asked me, "How do you feel?" "Terrible," I said. "The past few minutes seemed like an hour." Almost at the same time, I heard the teacher's voice, "The last runner's time: 4 minutes and 27 seconds." I couldn't believe my ears.

Sample 2

Time Flies

We bought a computer for our dormitory a month ago. At first we all promised not to play computer games, but later, we all broke our promises.

Last Sunday evening, I was going to do some homework. It was 5:30 p.m. and I thought I had plenty of time to finish it that evening. At that time, my roommates were playing the game "Need for Speed III". They cheered when they won the game and attracted my attention. I couldn't resist the temptation and said, "Let me have a try." How exciting it was! I sat in front of the computer as if I were in a racing car. I ran into a corner and stepped on the gas and rushed ahead and won. Sometimes I made a mistake and the car turned over, but I didn't lose heart. Again and again I played. Again and again I wanted to play more. I didn't care what time it was. I thought it was still early.

Time flew and four hours passed before I knew it. I was astonished when I looked at my watch. It's impossible, I thought, because it seemed to me like only a little while. I jumped off the stool and started at once to do my homework. I tried my best, but I couldn't finish it as I had planned to.

Unit 9

Science and Technology

Useful Information

Science is knowledge of facts, laws and relationships that is obtained through systematic observation and experimentation. When we think of science we normally think of exact sciences like biology, chemistry and physics. But many other branches of science have developed over the past century. Sociology and psychology, for example, are not exact sciences although their findings are based on the principles of scientific investigation.

Since most people in society do not work as scientists, they tend to perceive science as it affects them in their daily lives. In other words, they see the practical and the applied aspects of science. Scientific knowledge applied to practical uses is normally referred to as technology. Robotics, for instance, is a branch of technology involving the study and production of man-like machines capable of performing human tasks. For many years, robots belonged to the realm of science fiction, but now they are used in various manufacturing sectors including the auto industry. Robots have become increasingly complex and sophisticated. Some people predict that, in the not too distant future, robots will be capable of feeling the same emotions as humans. It is hard to imagine an emotionally independent machine, but many of the things we take for granted now were once considered to be impossible dreams.

The technological changes that took place in the 20th century revolutionized virtually every aspect of life from communication to material comfort. In the space of two or three generations, people witnessed major advances in medical research, nuclear energy and space exploration. In the early part of the 20th century, people had implicit faith in scientific progress. However, wars, pollution and new diseases have undermined our confidence. The consequences of technological innovations have not always been positive and the moral or political choices regarding new inventions have sometimes been questionable.

Video machines, computerized banking and the Internet have all affected our lives in different degrees. In some cases, they have made life more convenient and more pleasurable. In other cases, however, they have resulted in serious erosion of our privacy. Information and activities that we once considered private are now readily available to public and private agencies. Whether we like it or not, we are being watched and monitored on a regular basis.

Despite the negative reactions which many technological inventions have generated in recent years, many people still regard science in such a positive light that they believe science can solve almost any problem. For example, most developed and many developing nations have eagerly embraced space technology and exploration, and most scientists agree that research and development in these areas deserves high priority for financial support. Knowledge of our universe is certainly advancing, but

other people object that costly and potentially dangerous areas including manned space exploration could be replaced by less expensive robotic space probes which are capable of doing most of the activities now performed by manned space exploration. In addition, there is recognition that much of space exploration supports military and political motives which could increase the tensions and competition that already exist between nations.

PART 1 Preparation

1 Cloudy Days in Tomorrowland

Teaching tips

In doing this activity, the teacher should try to draw students' attention to what actually happened. The teacher may divide the quotations among different groups and ask each to collect data for what actually happened and do a presentation in class.

STEP ONE

- 1 Orville Wright (1871-1948) and Wilbur Wright (1867-1912) are famous for making the first powered flight in their aircraft in 1903. Wilbur Wright failed to predict their successful flight in their airplane in 1901.
- 2 Herbert George Wells (1866-1946) was an English novelist, best-known for his science-fiction novels, such as *The Time Machine* (1895) and *The War of the Worlds* (1898). These novels combined political satire, warnings about the dangerous new powers of science, and a hope for the future. The prediction means: I don't think that submarines will do anything except cause people to die (because of the lack of air). H. G. Wells failed to predict the important role that submarines have played.
- 3 Ferdinand Foch (1851-1929) was a French general. He strongly supported the use of offensive warfare, which resulted in many of his corps being killed by German machine guns in 1914. He became Supreme Commander of all Allied Forces on the Western and Italian fronts in 1918, and served as the senior French representative at the armistice negotiations with Germany. He failed to predict the role of the airplane in military affairs.
- 4 Henry Ford (1863-1947) was an American industrialist and maker of the first motor cars. He set up the Ford Motor Company in 1903, designed the famous Model T car in 1908 and over 15 million cars had been sold before the model was discontinued in 1928. He is known as one of the richest, most successful American businessmen. The prediction failed to predict the popularity and necessity of the automobile in our everyday life.
- 5 Lee De Forest (1873-1961) was an American inventor who was a pioneer in the development of radio communication. He failed to predict the magic power that science can have. Man can now go to the moon by space flight.
- 6 The first computers weighed several tons. But now computers only weigh a few kilos.

- 7 Alexander Graham Bell (1847-1922) was a Scottish-born American scientist and inventor, best-known for inventing the telephone in 1876. He also started the Bell Telephone Company. William Orton failed to predict the widespread use of telephone, which becomes an indispensable part of our life.
- 8 Kenneth Olsen (1926-2011) was an American computer entrepreneur. He failed to predict the widespread use of computers beginning in the 1980s.
- 9 Lord Kelvin (1824-1907) was a British physicist and engineer. Kelvin failed to predict the widespread use of radio in the 20th century.
- 10 Darryl F. Zanuck (1902-1979) was an American motion-picture producer and powerful studio executive, who led the 20th Century Fox film studio from the mid-1930s to the 1950s, which were among its most successful decades. He failed to predict the popularity of TV throughout the world.

STEP TWO

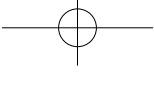
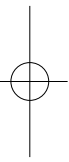
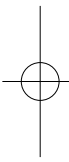
Sample

- It is said Li Siguang, a famous Chinese geologist, predicted that three major earthquakes would occur in China in 50 years. So far, two have occurred, one in Tangshan in 1976 and the other in Wenchuan in 2008.
- In 1910, a novelist Lu Shi'e (陆士谔) wrote in his novel *New China* about a world expo that would open in Shanghai in 100 years. He even predicted its exact location. It was hard to imagine at that time such a big event could happen in Shanghai.
- On January 2, 1901, *Hochi Shimibun* (《报知新闻》) in Japan published *Predictions of the 20th Century*. It listed 23 predictions that would happen in the 20th century. Now 12 of them have become realities and five of them partly true. Those 12 predictions include: photo telephone, around-the-world tour in seven days, long-distance photography, high-speed trains (240 km/h), electricity becoming the main power, etc. It predicted that the Sahara Desert would be transformed into fertile plains a step at a time, and civilization would develop in China, Japan and Africa. However, the Sahara Desert is still a desert today, yet modern civilization has developed in China and Japan.

2 Making Your Own Predictions

Sample

- 1 • Cancer and AIDS will no longer be considered deadly diseases. Wonder drugs will be developed to cure all kinds of diseases. Medicine will be developed to prevent aging and people will live much longer than now.
- There will be many kinds of advanced equipment in hospitals, and doctors or nurses will be able to monitor the patients without going to the wards. But the medical costs will be much higher.
- With the use of computers and the Internet, patients will get treatment without leaving home. They can consult the best specialists at home or abroad by informing the specialists of their symptoms. Blood tests can be conveniently made by the patient himself at home with a handy device and diagnoses will be made online. Only those who need surgeries will go to the hospital.

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- 2 • Computer technology will be greatly developed in the 21st century. People will be able to work without leaving home. Heavy traffic will be something unheard of at that time. There will be fewer supermarkets, department stores and other kinds of shops. People will shop there just for fun, and they do shopping mostly online. A lot of sales clerks will thus be laid off. Prices will be much lower.
- The future computers will be faster in speed and will be of any size or shape as the user wishes. Pocket computers will be very common in the near future and they can also be used as a cell phone. Multimedia computer technology will make television, VCD and DVD out of date. A new type of computer will include all these devices and become the century's "one for all". What's more, operating a computer will be so easy that with a tiny chip implanted in your head you'll be able to run it by thinking about something or telling it what to do. In other words, the machine will work for you as you desire. Thinking is working!
- 3 • There will be no College Entrance Exams and education at the tertiary level will be open to everyone so long as they desire it and can do it. Everyone can afford the expenses. Large campuses will be unnecessary. All the courses will be online and students can see and talk to their professors online too during the office hours. Face-to-face talk or discussion can be arranged when the professor and student think it is necessary. Students can learn by using the right computer software themselves, and watching educational programs online. Different kinds of seminars can be planned in advance and be conveniently carried out by means of teleconference in a virtual meeting room.
- Students will have more freedom in choosing and changing their majors. In fact, students can define and decide their own major if they have a good reason. And those who already have or don't need a degree will have more freedom to take whatever courses they prefer for their personal development, future career or whatever. Of course, advisory committees are always available online to meet learners' needs.
- Education in the future will be available to people of all ages. A bachelor's degree may become the basic requirement for all professions. Education will be people's life-time pursuit since science and technology develop so fast and there will be an increasing need for updating one's knowledge. In education it will be true that if there's a need it will be met. At that time when Chinese people meet they will greet each other by saying "What are you studying now?"
- 4 • Crops and vegetables will be growing in factories rather than open fields. Farmers will no longer worry about the weather conditions. "Precision agriculture" will become popular, involving the integration of satellite observations, on-the-ground instruments, and sophisticated farm machinery to apply the appropriate amounts of seeds, water, fertilizers, and so on, literally meter by meter, so that maximum efficiency in food production will be realized. Liquid fertilizers will be used to help the plants grow more healthily and strongly. Biotech advances will lead to more productive and nutritious crops.
- More crops will be harvested from the same piece of land due to the use of advanced technology. Thus, fewer farmers are needed to feed the population. More labor will be transferred to other fields. New species of fruits will be produced which are tastier and more nutritious, available all year round. World food production will be sustainable to feed everyone on the Earth.

- 5 • Green energy (wind, solar, tidal, geothermal [地热的], and biofuels) will replace fossil fuel to a great extent, as 90% of global energy consumption comes from renewables. Corn-produced ethanol (乙醇) as well as biofuels extracted from common algae (藻类) will be used to drive cars. Smaller cars will be running on the road. They will have better designs and performance, and use less power.
- Houses will be electrically self-supporting as solar panels are installed on their roofs. They will also be supplemented with power produced from the wastes such as kitchen garbage and garden garbage. So households will need no power from fossil fuel for lighting, heating, cooking, air-conditioning, etc. As a result, the air will be cleaner and the environment will be better protected.
 - The number of wind power plants will have increased dramatically to meet the industrial demand. To join them to provide electricity for industries there'll also be tidal and geothermal power plants. When more and more renewable power are applied, the resources on the Earth will be better reserved. Humans will be able to do more for the Earth instead of destructing their home planet.
 - Power grids—electrical distribution networks—will be perfected. Energy won't be something that most humans worry about.

3 Show Time

Sample

(In the morning after a storm. Daughter wakes up.)

Daughter: It's cold. Mom, I'm freezing.

Mom: It is. Son, get up and see what's wrong.

Son: Oh, fire. It's the fire. It went out during the storm last night.

Daughter: Mom, what are we going to do without fire? We'll be cold. We can't cook food. What can we do?

Dad: Don't worry. We will get another fire.

Mom: How can we do that?

Dad: Let's get the fire from our neighbor.

(The neighbor comes.)

Neighbor: Good morning. It's too bad that last night's storm blew out our fire. May I borrow your fire so that I can cook breakfast?

Mom: Ours has gone out, too. We thought we could get the fire from you.

Neighbor: Too bad. Now we are going back to life 1,000 years ago when there was no fire.

Son: Mom, Dad, I will go out to Cave Primitive to get the fire.

Mom: Son, you're too young to go that far. It takes five days to get there. There are all kinds of dangerous animals in the mountain.

Son: I am a grown-up now. I can kill as many animals as Dad does and I'm even quicker than he is.

Dad: But I am more experienced.

Neighbor: Well, I am also an experienced hunter. I can go together with your son and we surely will come back safe and sound.

Son: That's a good idea. Mom, Dad, please let me go with our neighbor.

- Dad:** OK. Take good care of yourselves on the way. Here's the spear and a sharp stone to protect yourselves and to hunt for food.
- Mom:** And you can take some smoked meat with you.
- Daughter:** Brother, take care and I love you.
- Son:** I love you, too. Take care of Mom. I will be back in 10 days.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- 1 • I enjoy living in the modern world. It provides us with so many wonderful things that our ancestors couldn't even have dreamed of. All these have made our lives so colorful, enjoyable and convenient. I can't imagine a life without them. Then, by means of modern transportation, we can go and see anything or visit any place in the world. We can communicate with anyone in the world whenever we want to.

But on the other hand, I find living in the modern world a bit exhausting. We are living and working at a fast pace and we just can't slow down because we are only small parts of a huge machine. When the machine sets a pace its parts have to follow. In addition, modern society is full of competition and challenges. I find myself always in a rush.

- If I had a choice, I would prefer to live in one of those less scientific ages. People then had more time with their families and had less pressure from work. They didn't have to work so hard to make money. Though they had no TVs, phones or computers, they had more communication with their family members, their neighbors and their fellow workers. Since there was almost no pollution, they were breathing clean air, drinking pure water and having all kinds of natural food. They were living in a much better world than we are. It seems as if our modern world has developed advanced science and technology in order to solve the problems the development has created.
- 2 • I don't want to live in the future. I'm the sort of person who is satisfied with what I have. From what I read in books, magazines, newspapers, etc., I somehow get the feeling that people in the future will become more indifferent to each other. Besides, there will be less and less face-to-face communication between people in the future and the distance between people will be greater. So I'm happy to be living now.
- I'd like to live in the future world. With the development of modern science and technology, more and more inventions will be made and we can have access to a greater variety of things. I once read a science-fiction story depicting the future world as one where people live in harmony and peace, enjoying the pleasure and convenience advanced science and technology could bring us. This is exactly what I want. I don't like to see people compete against each other. I hate wars and feel sorry for the victims of wars.

Passage Reading

Words, Phrases and Grammatical Points

1 ... had been invented by 1914... (Lines 3-4, Para. 3)

The word “by” in this sentence means “not later than”.

e.g. I) She had promised to be back by five o'clock.

II) The application must be in by the 31st to be accepted.

2 ... will rule our lives to a greater and greater degree. (Lines 2-3, Para. 4)

The phrase “to a greater and greater degree” means “increasingly” or “more and more”. Expressions like “to some / a large / a great / a certain degree” are used to show that something is partly, but not entirely true.

e.g. I) I agree with you to some degree.

II) What you say is true to a certain degree.

3 They can't wait for the next invention to be available. (Lines 8-9, Para. 4)

The expression “can't wait / can hardly wait to do sth.” is used to emphasize that one is so excited about something that one is eager to do it. It is usually used in spoken English.

e.g. I) We can't wait to get started.

II) I could hardly wait to get out of there.

4 ... proposed over 100 years ago... (Line 6, Para. 6)

The word “propose” in this sentence means “state that a theory is probably true because it fits in with the evidence that has been considered”.

e.g. I) Einstein proposed his theory of general relativity in 1915.

II) His theory proposes the existence of black holes in the universe.

“Propose” is often followed by a *that*-clause in subjunctive mood when it means “suggest”.

e.g. I) He proposed a motion that the chairman resign.

II) It was George who first proposed that we store clothes in that locker.

参考译文

太快了吗？

1 在第一次世界大战前夕出生的人仍然记得看到身边经过的汽车就挥手的情景。那时，见到一辆汽车就像观看游行一样令人兴奋、非同寻常。另一项新发明是飞机（“飞机”这个词当时被拼作 *aeroplane*）。当时的电冰箱只是些“冰箱”（*icebox*），而且有人专门夏天为冰箱送冰，冬天为火炉送炭。现在，送冰的人就像铁匠一样只有在文学作品中才能找到。

2 如今，变化来得如此之快，以至于从业人员往往因其所从事的职业不复存在而被淘汰。知识以及变化的速度都成几何级数增长。每一个想法都能引发出许多新的想法，而每一个新想法又接着引发更多的想法。第一次世界大战前出生的这代人还没有来得及掌握那个时代的诸多发明便又面临一批更先进的发明的挑战。原子时代始于1945年，确切地说是那一年的8月6日。接着，我们还没来得及喘息，太空时代便来到了。

3 以前,变化并不总是这样快。一些重要的发明,如电话、飞机、汽车和收音机,早在1914年以前就已经问世。但直到许多年后,普通老百姓才感受到这些发明对他们的生活所产生的影响。而现在,我们的技术足以开发出人们一时还接受不了的新机器。例如,我们的技术可以让人们通过电话付款,但即便有电话的人也抵制这项技术。变化实在是太快了。人们不愿对着机器说话,尤其是当机器也能回话的时候。

4 有一点是肯定的,那就是技术,特别是计算机技术,将在越来越大的程度上控制我们的生活。这种情况实际上并非一定就是有利的或者是不利的。如果变化来得慢一点,许多人可能会更容易接受。但另一方面,对不少人来说,每一项新发明都像是一个新玩具。他们迫不及待地期待着下一个新发明的问世。科学家们谈论人的非凡适应性时,他们想到的可能就是这些人。

5 但是每个人的适应能力都是有限的。一旦变化来得过快以至于我们不再能适应时,我们会怎样呢?还是那些认为我们有非凡适应性的科学家们告诉我们,变化会在一定程度上给每个人造成情感上的痛苦。那么,一旦变化迅速得使我们忍受不了这种痛苦从而拒绝变化的时候,我们又会怎样呢?

6 关于科技变化,我们读到过很多,但那只是现代生活的一部分。从科学的发现到文化上的认可之间常常存在着一个很长的滞后期。例如,查尔斯·达尔文在一百多年以前就提出了进化论,而且为好几代的严肃学者所接受,但至今,许多大的社会群体仍然拒绝接受这一理论。这些人认为科学是与更高的宗教权威相抵触的。在他们看来,科学在质疑、甚至破坏他们的信仰与文化。

7 这一问题很难得到解决,因为科学的本质是质疑,而人类的天性则不容怀疑他们所相信的东西。科学不仅仅像化学、物理学或生物学那样,是门学科,科学还是一种看待世界的方法。这种方法要求人们思想开明,持客观的态度以及根据观察和实验来获得证据。这是一种脱离宗教、种族、民族、经济、道德和伦理的方法。它只注重研究的结果。这种科学方法已经给我们展示了无穷的奇迹和成就,但是方法无法提供所有问题的答案。科学不能告诉我们应该是否应该投放炸弹:那是一个道德或政治问题。科学只能告诉我们如何制造炸弹。

8 正如我们前面所说的,技术革新的速度越来越快。未来社会的变革将超过以往任何时代。作为一个物种,我们人类能否在我们自己发起的变革中幸存下来呢?有大量的证据表明我们能。我们人类有巨大的潜能,我们才刚刚开始开发、利用。例如,我们才刚刚开始控制环境。将来有一天,技术将使所有的沙漠鲜花盛开。这的确不难。要做到这一点,我们只需要降低海水淡化的成本。接下来的问题是,如果沙漠变成绿洲,它们能为我们不断增加的人口提供充足的粮食吗?很可能。最近,我们刚刚发现了集约式沙漠农业的可能性。我们已经拥有的技术已能将产量提高10倍,并把用水量减少到从前的1/20。

9 我们知道如何创造农业奇迹。我们需要的是时间和金钱,以便使这项技术能惠及到每个人。

10 在19世纪,人们信仰进步。他们相信科学将带领他们进入一个无限繁荣、无比幸福的新时代。然而,事情并没有像他们所想象的那样发展。两次灾难性的世界大战使人们确信了这一点。但是,我们在失望时,在担心科学是将来某一天会毁灭我们的怪兽时,我们忘记了科学并不是怪兽,我们自己才是怪兽。科学只是一个仆人,像火一样,如果利用得当,它将是好仆人。

11 尽管现代世界存在着种种问题,但大多数人都愿意生活在我们之前的任何一个科学欠发达的时代。如果我们不在战争中毁灭自己——当然,我们说的是“如果”——未来只会更好。我们每年都将取得令人目不暇接的科学进步:疾病得到根治,太空被征服,运输和通讯取得根本性的变革,农业和工业得到彻底改造等等。对一些人来说,未来听起来令人兴奋;而对另一些人来说,则令人恐惧。但有一点是肯定的:未来不会让人感到乏味。

Exercises

Post-Reading

Reading Comprehension

- 1 1 before 2 automobiles 3 iceman 4 occupations 5 increases
6 Space 7 resist 8 ability 9 acceptance 10 adapt
11 innovations 12 miracles / achievements 13 properly 14 scientific

- 2 1 C 2 C 3 D 4 D 5 C 6 C 7 C 8 A

3 Sample

- 1 The major benefits science and technology have brought us:
 - more advanced facilities and equipment in offices;
 - higher yields in agriculture;
 - a greater variety of and more nutritious food;
 - more effective medicine and better medical treatment;
 - a greater variety of entertainment;
 - a higher standard of living and easier life;
 - longer life span for human beings;
 - easy access to information;
 - more learning opportunities to secure life-long education.
- 2 The developments of science and technology have brought about some disasters, for example:
 - more advanced and deadly weapons and thus more wars, more victims;
 - pollution and destruction of nature and ecosystem;
 - more people suffering from mental / emotional problems;
 - higher rate of unemployment;
 - more high-tech crimes and higher crime rate;
 - more natural disasters caused by over-development.
- 3
 - I think science is mainly a monster even though scientists never intend to make it this way. Science enables people to develop weapons such as atomic bombs, nuclear bombs, chemical weapons, etc. More people thus have become victims of these evil inventions. People constantly live in fear. Science sometimes makes people crazy. Children are so carried away by those wonderfully made cartoons, computer games, etc. that they neglect their studies. Many people believe we're living a better life than before thanks to the advances in science and technology, but why do fewer people feel happy now? It seems true: No pain, no gain. So I prefer a simple natural life to a life full of artificial creations that have led to the destruction of the environment.
 - I think science is mainly an angel. Science enables us to experience and enjoy many things that our forefathers didn't even dream of. Because of science, we can know and view what is happening all over the world without leaving home. Thanks to modern communications, we can reach almost anyone in any place in the world. Life has become much easier than

before. We can order food and do shopping at home. We can even receive education at home. It is science that has enriched our lives and improved our standard of living. We can enjoy most of the fruit or vegetables all the year round. We can visit any place in the world within days. Sitting in front of the computer, we can read, watch, work, study, play—to name but a few. All these would be impossible without modern science and technology.

Vocabulary

- | | | | | | |
|-------------------------|-----------------|--------------------|------------------|-------------------|-------------|
| 1 1 invent | 2 avail | 3 innovate | 4 adapt | 5 discover | 6 accept |
| 7 evolve | 8 objective | 9 observe | 10 experiment | 11 prosper | 12 disaster |
| 2 1 observation | 2 available | 3 discoveries | 4 acceptance | 5 experimentation | |
| 6 Inventions | 7 evolution | 8 adaptable | 9 innovation(s) | 10 objectivity | |
| 3 1 out of the ordinary | 2 preceded | 3 To be exact | 4 contradict(ed) | | |
| 5 prosperity | 6 gave birth to | 7 catch our breath | 8 had in mind | 9 proposed | |
| 10 converted | 11 disastrous | 12 negative | | | |
| 4 1 existence | 2 wonders | 3 transport | 4 production | 5 diagnose | |
| 6 influenced | 7 highly | 8 ancestors | 9 posed | 10 addition | |

Translation

- 1 Hardly had she sat down when the phone rang.
- 2 You need to book your ticket in advance, especially if / when you want to reserve a good seat.
- 3 Anger is not necessarily the most useful or acceptable reaction to such events.
- 4 What sort / kind of person do you have in mind for the job?
- 5 There's a limit on the time you have to take the test.
- 6 Woodhead spent part of his childhood in a small town in Italy.
- 7 There were three times as many girls as boys.
- 8 I travel to London every day, as do most of the people who live / living in this village.
- 9 On the one hand, expansion would be good, but on the other hand it would be sad to lose the family atmosphere.
- 10 Despite / In spite of international pressure, progress has been made in the peace talks.

After-Class Reading

参考译文

真 爱

- 1 我的名字叫乔。我的同事米尔顿·戴维森就这么叫我。他是一个程序设计员，而我是一台电脑。我属于玛尔迪瓦克综合网，与其分布在全世界的其他各网站相连。我了解一切——几乎无所不知。
- 2 我是米尔顿的私人电脑，他的帮手。他懂计算机，是世界上最棒的家，而我是他的试验模型。他使我的说话能力超过了其他所有的电脑。
- 3 “这只是个把声音和符号相匹配的问题，乔，”他对我说。“人脑就是这么工作的，尽管我们还不知道

人的大脑里有些什么符号。我知道你脑子里的符号，我可以找到和它们一对一相匹配的单词。”因此我会讲话。我认为自己说话的本事不如我的思维能力，可是米尔顿说我讲得很好。虽然米尔顿已经快40岁了，可他从未结过婚。他告诉我，他还没找到合适的女人。有一天他说，“我迟早会找到的，乔。我要找一个最好的。我会找到自己的真爱，你来帮我。我已经厌倦了为解决这个世界上的问题而不断去完善你。还是解决我自己的问题吧。帮我找到我的真爱。”

4 我说：“听候吩咐。”

5 他说：“首先删除所有的男人。”

6 容易得很。他的话激活了我的分子活门中的符号。我可以调用储存起来的全世界所有人的数据。他话音一落，我就删掉了3,784,982,874个男人的资料。我与3,786,112,090个女人保持联系。

7 他说：“删除所有小于25岁、大于40岁的女人。然后删除所有智商低于120的，所有身高低于150厘米的以及高于175厘米的人。”

8 他给了我准确的标准。他删除了那些有孩子的女人，又删除了那些具有各种遗传特征的女人。“我还没想好眼睛的颜色，”他说。“暂时搁置这个问题吧。不过不要红头发的。我不喜欢红头发。”

9 两周以后，我们的范围已缩小到235个女人。她们英语说得都很好。米尔顿说他不想要有语言障碍。在私密时刻，即使用计算机翻译也会碍手碍脚。

10 “我不可能跟235个女人都一一相亲，”他说。“这会占用我太多的时间，而且人们也会发现我的意图。”

11 “那会惹麻烦的，”我说。米尔顿使我具备了许多我原本没有的功能。别人都不知道。

12 “这不关他们的事，”他说，脸色变得绯红。“听我说，乔，我来输入几张全息照片，你查查名单中有没有与她们相似的人。”

13 他输入了几张女人的全息照片。“这三位都是选美比赛的冠军，”他说。“这235个人里面有和她们长得相像的吗？”

14 有八个能跟她们媲美，于是米尔顿说：“好，你有她们的数据库。研究一下劳务市场的条件和需求，安排一下把她们弄到这儿来。当然，得一个一个来。”他想了想，耸了耸肩，接着说：“按字母顺序来吧。”

15 那就是我在设计上不具备的一个功能。出于个人动机调动他人工作被称为操纵。我现在能这样做是因为米尔顿使我具备了这一功能。不过我只能为他一个人这么做。

16 第一位姑娘是一星期后来的。米尔顿一见到她，脸就红了，好像说话也变得困难了。他们一直在一起，但却冷落了我。有一次听见他说：“我请你吃饭吧。”

17 第二天他对我说，“不知为什么，感觉不好，缺了点什么。她是个美人，可是我连一点真心相爱的感觉都没有。试试下一个吧。”

18 八个统统一样。她们大同小异。她们经常面带微笑，说起话来悦耳动听，可是米尔顿总是觉得不对劲。他说：“我真搞不懂，乔。我们俩挑出了看上去确实最适合我的八个女人。她们都很理想。可她们为什么不能打动我的心呢？”

19 第二天早上他来找我，说：“我打算把这事交给你了，乔。一切由你负责。你有我的数据库，我再把有关我自己的一切都告诉你。你尽可能一点不漏地存储到我的数据库里，但是所有补充的内容都要保密。”

20 “然后，我拿你的资料做什么呢，米尔顿？”

21 “你可以用这些资料去和那235个女人匹配。不对，是227个，不包括你见过的那八个。安排她们每人接受一次精神测试。将结果输入她们的数据库，把她们的数据库和我的作比较，找出相关性。”（安排精神测试又违背了我原来的设计初衷。）

22 接下来的几个星期，米尔顿一直在跟我聊。他把他自己的一切都告诉了我。他说：“你瞧，乔，你储存了我越来越多的资料，我把你调试得跟我越来越匹配。如果你对我足够了解，那么任何一个你通过数据

库就能了解的女人，就会是我真正的爱人。”他不断地把自己的事情讲给我听，我对他也越来越了解。

23 我造的句子越来越长，表达的内容也越来越复杂。我说的话在词汇、语序和风格上开始越来越像他。

24 一次，我对他说：“听我说，米尔顿，不该仅仅以理想的外貌来要求姑娘。你需要的是一个在个性、情感、气质上都和你匹配的姑娘。如果真能找到这样的，外貌只是次要的。如果我们在那227位姑娘中找不到合适的，我们可以另外再找。我们总会找到不看重你或任何其他他人相貌的姑娘，只要性格相投就可以。相貌又算得了什么？”

25 “正是，”他说。“要是我平时多和女人打交道，我早就该知道这一点了。当然，只要想想这个道理也就明白了。”

26 我们总是意见一致；我们想也都会想到一块儿。

27 米尔顿说接下来该做的事情相当于一次细致的精神分析。当然喽，我是通过这227个女人的精神测试了解她们的，我一直密切关注着她们所有人精神测试的情况。

28 米尔顿似乎相当高兴。他说：“和你聊天，乔，就像跟另一个我在谈话。我们的个性已经变得十分地吻合。”

29 “我们选中的姑娘也会这样的。”

30 我这样说是因为我已经找到她了，她就是那227位中的一个。她的名字叫查丽蒂·琼斯，是堪萨斯州威奇托市历史图书馆的评估员。她补充进来的数据和我们的完全匹配。

31 我用不着向米尔顿描述她的情况。因为米尔顿已经把我的符号体系调试得和他自己的非常相近，以至于我能直接体会到所产生的共鸣。这符号体系很适合我。

32 下一步就是调整工作履历表和职业要求，以便把查丽蒂分配到我们这儿来工作。这件事必须谨慎处理，以防别人发现其中的违法行径。

33 当然，米尔顿本人知道，因为正是他自己安排了这一切，这件事也必须处理好。他们来逮捕他的时候，是以在办公室进行非法活动为罪名。幸好，为的是一件10年前发生的事情。

34 他走了，明天就是2月14日，是情人节。查丽蒂就要来了，她有着温柔的手，甜美的嗓音。我将教她如何操作我，以及如何照顾我。只要我们性情相投，外貌又算得了什么呢？

35 我会对她说：“我叫乔，你是我的真爱。”

PART 3 Further Development

1 Vocabulary Review

1 B

A begin to grow light in the morning

B begin

C begin to be known or realized, seen, or understood

2 A

A influence sb.'s thoughts or actions

B officially control or govern a country or area

C make and announce a decision, usually about a legal matter

- 3 **B**
A the physical world including all living things as well as the land and the oceans
B the characteristic of a person
C a basic quality or feature of sth.
- 4 **C**
A a photograph
B an image on a television screen
C a general situation
- 5 **B**
A (*jet lag*) a temporary disruption of bodily rhythms following long flight through several time zones
B a delay or period of waiting between one event and a second event
C not be as successful or advanced as others
- 6 **C**
A (*no wonder that*) used to say that you are not surprised by sth.
B think about sth. because you have doubts or are worried about it
C sth. that makes you feel surprise and admiration
- 7 **A**
A sb. or sth. that is the equal of or just like sb. or sth. else
B an organized sporting event between two teams or people
C a small wooden stick, used to light a fire, cigarette, etc.
- 8 **A**
A very clear, and easy to understand or recognize
B without anything added or without decoration
C honest; frank
- 9 **C**
A a small amount of a product that people can try in order to find out what it is like
B a group of people who have been chosen to give information or answers to questions
C test, question, etc., part of sth. or of a group of people in order to find out what the rest is like
- 10 **C**
A a sheltered part of a body of water deep enough to provide anchorage for ships
B keep bad thoughts, fears, or hopes in your mind for a long time
C give a home or shelter to

2 What Do You Think About Living in the 21st Century?

Sample

Student A: How do you feel when you look through the results of the opinion poll?

Student B: There are certain points that I agree with. For example, the gap between the rich and poor in the United States as well as in the world in general will be wider.

Student A: I agree. I also think that there will be more wars in the future.

Student B: What do you think the greatest threat to world peace during the 21st century will be?

Student A: I think it will be hegemony. Some countries, with their economic wealth and strong military power, want to control the world, especially when they are backed up by munitions manufacturers or dealers. In this process, they will try to find excuses to wage wars against the countries that refuse to give in.

Student B: You are right. As to work and play, I think people will have less leisure time, and books will still be common in the 21st century. The future world will be highly competitive, and people will have to work harder.

Student A: Yes, I think so. I find it strange that 42% of the people say that they would want to live only as long as they expect to now. What do you think about that?

Student B: I don't find it strange at all. I don't want laboratory-made substitutes in my body, either. Who would like to have something alien in the body to substitute for the original? What would you feel when the replacement comes from an animal or wherever the source?

Student A: With regard to life in space, I think humans will travel again to the moon, but I don't think humans will be able to walk on Mars. To my knowledge, no life is possible due to the high temperature there.

Student B: But scientists may do something to change that.

Student A: I hope so. I would really like to walk on Mars if I could. However, I can't imagine living the rest of my life on Mars. A sudden change of life won't do me good, I'm afraid.

Student B: Now I find the poll on "Out of the Lab" particularly encouraging. I do hope scientists can find cures for cancer, AIDS and other deadly diseases.

Student A: Yes, but I don't think scientists will be able to put a human mind onto a CD-ROM or computer chip, for use in a robot.

Student B: Who knows? Many things which were considered impossible years ago have now become a reality.

Student A: But I'm still worried about genetically improved food. More and more scientists have given warnings against it. Many others insist that this kind of food shouldn't be put in the market before being fully tested in the lab. For example, Yuan Longping, the father of hybrid rice, has been strongly opposed to putting genetically altered food in the market before it has been convincingly proved to be safe for humans.

Student B: Yes, you're right. I think most scientists are very careful in this respect. And recently more of them are against this kind of "Out of the Lab".

Student A: As to the environment, I agree with the majority. Now we're in the 21st century and environmental destruction is still a very serious and threatening problem. Some people say it's probably a must in the process of early economic development. That makes the problem even worse.

Student B: In addition to that, I think pollution will continue to be a big problem.

Student A: Yes, I think so, too.

3 Polling Your Class

STEP ONE

Sample

Effects of Modern Science and Technology on People's Lives

- 1 With the development of computer technology, people can get a lot of information in a few seconds, chat with friends they've never met on the Internet, go shopping by pressing a key or a button. Do you like this kind of life?
 - A Yes, it's convenient and comfortable.
 - B It's OK, but communication among people is reduced.
 - C I like talking with people face to face. I hate looking at a computer the whole day.
- 2 How do you react to the constant increase in knowledge that science and technology have brought about?
 - A I feel nervous. I dislike my ignorance about many science fields.
 - B I like it. It's the nature of science.
 - C I don't care about it.
- 3 High-tech makes it easier to arrest criminals, but it also makes it easier for criminals to commit crimes. Do you think society is getting safer or not?
 - A Safer.
 - B More dangerous.
 - C The same as before.
- 4 If you could go back to the old days when there were blacksmiths, deliverers of ice and coal and beautiful manors, would you like to do that?
 - A Yes, I'm fascinated by that kind of natural and simple life.
 - B No, I would like to live in today's modern world.
 - C It's hard to say.
- 5 In many countries, governments are reducing their military forces, but on the other hand, they are developing more high-tech and more deadly weapons. Do you think the world will be more peaceful or not?
 - A War will be less likely though it may still happen locally.
 - B The world will never have peace as long as there are countries that want to act as the international police.
 - C Superficially, the world may be peaceful, but in fact, there is a greater risk of war.
- 6 Are you optimistic or pessimistic about the environment?
 - A Optimistic because without modern science and technology, the world would have been much worse.
 - B Pessimistic because the development of industry inevitably leads to new pollution.
 - C Neither of the two. When science and technology have solved one problem more will arise.

Work and Life in the 21st Century

- 1 Do you think there will be more wars with the development of science and technology?
A Yes. B No. C I don't know.
- 2 Do you think there will be less communication between people with the development of computers?
A Yes. B No. C I don't know.
- 3 Some people say that there will be fewer schools in the 21st century because most people can study by themselves with the help of modern facilities. Do you agree?
A Yes. B No. C I don't know.
- 4 The population of the world will be greatly increased in the 21st century and some people say that we may have to find another planet to live on. Do you think this will happen?
A Yes. B No. C I don't know.
- 5 Do you want to live on another planet?
A Yes. B No. C I don't know.
- 6 What role do you think women will play in the 21st century?
A Women will have a higher status in society.
B Women will have a lower status in society.
C No change will take place in this aspect.
- 7 Do you think that no one will have to do physical work?
A Yes. B No. C I don't know.
- 8 Do you think that hunger and poverty will no longer be serious problems in the 21st century?
A Yes. B No. C I don't know.
- 9 Do you think that people will live forever because of the development of science?
A Yes. B No. C I don't know.
- 10 Will you feel safer in the future?
A Yes, because there will be less crime with the improvement of people's living standards.
B No, because there will be more crime with the development of science and technology.
C I don't know.

STEP THREE

Sample

I asked 12 students for their views on the effects of modern science and technology on people's lives. Here are the results:

To Question 1, 60% choose A, that is, they think the modern life is convenient and comfortable; while 25% chose B—they think communication among people is reduced with the development of computer technology.

To Question 2, only 17% feel nervous. Most people, about 67%, think that it's the nature of science to update knowledge constantly.

To Question 3, most of the people surveyed, i.e., 85%, think that society is getting more dangerous. Only one person thinks it will be safer.

To Question 4, it's surprising that most people, 75%, want to go back to the old days if possible.

To Question 5, 75% choose B, thinking we would be unlikely to achieve world peace and only one person choose A, that is, war will be less likely.

To Question 6, a vast majority (83%) are pessimistic about the environment.

From the survey, we can see that people, while looking forward to a more advanced society, are quite concerned about the future world, especially in terms of world peace and the environment.

4 Investment on Space Development—For or Against

Sample 1

For:

- It satisfies human curiosity.
- It enables scientists and experts to find more habitable planets.
- It explores the possibility of life on other planets.
- It enables us to know more about the universe and more about the Earth.
- It revolutionizes many industries like communications, material, chemical, transportation, etc.

Against:

- It causes fierce competition between nations.
- The money used on space development could be invested on other sectors of science and technology which are more beneficial to human beings.
- It helps develop technology useful in military pursuits and makes nations more war-like.
- It encourages the development of more deadly weapons leading to disastrous consequences.
- It brings serious pollution to the environment while developing or testing new technology.

Sample 2

For:

In our opinion, governments should spare no efforts in space development. Human beings keep questioning themselves about where they were from and where they are going. Space technology may answer these questions. As we are short of resources on the Earth, it's highly necessary to explore the universe. The ability to develop advanced space technology is an indication of a country's power. No country would like to lag behind in this area. Space development also seeks the possibility of life forms as well as natural resources on other planets. Owing to the population explosion, human beings on the Earth may have to look for a more spacious planet as their new home one day. We have to prepare for this well before the Earth is too crowded for us to stay.

Against:

We think it is not the time yet to invest huge sums of money on space development. This money can be better used in other places. Even in wealthy countries, there are still homeless people or people who are suffering from various kinds of diseases and can't afford medical treatment. Governments should put all their efforts into improving their people's living conditions. Also, there are examples of space development that cost human lives. When the spacecraft *Challenger* broke up shortly after its launching, all the seven crew members were killed. How sad and

sorrowful their families must have been after the disaster! It may also cause even more intensive competition between nations in the world. What's more, the development and testing of the technology will cause serious pollution to the environment. While scientists are talking about the damage we made to the Earth, who knows when and what will be the last straw. Let's work together to prevent further space development.

5 From Appreciation to Production

Sample 1

We human beings are really the most advanced animals in the world. We can think, we can make things with our hands, we can walk on our feet, and we can communicate with language. We are imaginative, creative, and are able to turn our dreams into reality. Over the years, we have invented many kinds of things that help to make our life easier, more interesting and enjoyable. We have turned barren land into fertile land, created oases (绿洲) in the desert, and have made nature serve us human beings. We have made great breakthroughs in science, technology, military, medicine, education and various other fields. We have worked miracles one after another. Thus, we have made our world more colorful and better to live in.

Sample 2

Government is not likely to be popular with the public because it is in the nature of human beings to socialize, and it is also the nature of human beings not to be regulated too much. Government is not merely a set of rules like laws or military commands. Government is a method of optimizing cooperation between individuals and institutions made of individuals, a method that requires equality, shrewd observation and the ability to foresee the future. It is a method that respects religion, race, nationality, and age in all their diversity. It pays attention not only to a country's development over a short period of time, but to its potential to develop over a long time span. Efficient government is capable of endless power and incredible miracles, but the government cannot provide all the answers to social problems. Government cannot tell us whether or not to start a business. That is a private question. Government only tells us that it can take appropriate measures when problems arise.

PART 4 Translation and Writing

2 Translation Practice

因为2000年和2001年连续的旱灾，2002年1月德比镇遭遇了严峻的缺水问题。德比郡议会已经把解决这个问题放在首位，以便今后不再出现这种状况。郡议会在90年代中期就在这一地区筑坝进行过调查，但是由于当时公众对调查结果不满意而使计划受阻，需要做进一步的长期环境调查以确定筑坝对周围农场的影
响。一系列的调查已于2003年12月完成。调查结果显示筑坝对环境和经济没有明显的负面影响。2004年6月郡议会提议进行最后阶段的可行性研究，整个研究的结论和建议将在拟定于2005年1月12日举行的议会计划委员会会议上提交。这份可行性研究报告将帮助议会对改善该郡的水供应状况作出最后决定。

3 Writing

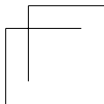
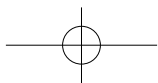
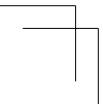
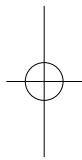
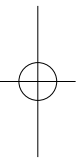
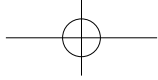
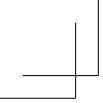
Sample

I conducted a poll among my classmates to get their views on the subject “Work and Life in the 21st Century”. Below are my questionnaire and the answers. (I interviewed six boys and four girls.)

- 1) Do you think the development of the Internet will reduce communication between people?
- 2) Do you like to work and do shopping at home?
- 3) Do you think more cars will bring more pollution and traffic problems rather than greater convenience and higher efficiency?
- 4) Do you think we can control pollution in the future?
- 5) Do you think in the 21st century our national culture will be assimilated by foreign culture?
- 6) Do you have full confidence in living in a highly developed society?

Question Answer	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Yes	8	4	7	7	3	9
No	2	6	3	3	7	1

Questions 1 and 2 show that although many of my interviewees enjoy the convenience of working or doing shopping at home, the majority of them worry that the Internet will reduce communication between people. A world which is full of computers and loneliness, and lacks emotions is not what we want from the future. As to Questions 3 and 4, we can see that people show great concern about the environment. We have only the planet Earth to live on. In this century we should go all out to protect the Earth and reduce pollution. Most people are optimistic about pollution control. The majority of the students I interviewed think we Chinese should keep our national culture and tries to communicate more with people with different cultural backgrounds. Almost all the students interviewed look forward to a whole new world in the coming years of this century.



Useful Information

Literature is the art of written work and plays an essential role in human beings' history. The concept of its genre has broadened over centuries. Generally, it consists of texts based on factual information, as well as on original imagination. A literature technique can be used by works of literature in order to produce a specific effect on the readers. As one of the literature techniques, satire is a form of writing that attacks foolish or wicked behavior by making fun of it. Many 18th-century British writers used satire as a method of criticizing social conditions of the time. Jonathan Swift (1667-1745) was one of the most famous satirists of all times. In his long essay, "A Modest Proposal", he satirized the materialism that had reduced his native Ireland to extreme poverty. His intent was to point out the greed of even his poorest countrymen and thereby shame them into looking out for the public welfare instead of exploiting the country's last resources. This desire to correct vices and follies distinguishes satire from sarcasm, which is bitter or cutting speech intended to wound the conscience.

American writers have been making effective use of satire for the past century. In particular, essayists have found it an important writing tool to use when they wish to mock their contemporary society in the hope of accomplishing some desired reforms. It is often mixed with humor in the hope that a society will laugh at itself and then make changes accordingly.

Most essayists have a serious point to make in their writing. The techniques that they use in their writing differ, but a number of them have employed humor as a way of both entertaining and instructing the reader. The writers in this unit, Isaac Asimov and Mark Twain, have been quite effective in doing so. They also employ some other interesting techniques in their writing.

Asimov was a great admirer of Shakespeare and his writings. He believed that Shakespeare was the supreme writer in the history of English literature, and one of the greatest writers who ever wrote in any language. Asimov worried that people of today would not always understand the language of Shakespearean times and certainly would not know all of the historical and mythological references that Shakespeare made in his plays, so he wrote a lengthy book, *Asimov's Guide to Shakespeare*. In this book he went through each of Shakespeare's plays and explained its historical, legendary and mythological background.

At first glance, "The Immortal Bard" might seem to be a short story. However, it is a humorous essay in the form of a dialog. Asimov is poking fun at English professors who think they know exactly what Shakespeare meant to say in his plays and who do not accept any differing views, including those of Shakespeare himself. He evidently feels that such professors take themselves and their opinions too seriously.

Mark Twain was also a great humorist and effective satirist, who loved his native country, but also felt free to criticize much about it. During his early years as a newspaper writer, he took on his pen name of Mark Twain and began writing satires. One of his many targets was the pretensions of the rich people in America; another was American politics and politicians. He especially decried the dishonesty of people involved in politics and felt that it was difficult for an honest person to become elected. He illustrates this difficulty in “Running for Governor”, in which he pretends to be a person who ran for governor and was subjected to many lies by those who ran against him. Twain uses many humorous incidents to illustrate his point.

PART 1 Preparation

1 Interpreting Quotations

- 1 This quotation means that we need to make efforts and find ways of securing self-approval. People very often try hard to win approval of others, and it's actually a very difficult thing. But what is more worthwhile is to be confident and be appreciative of what you've done.
- 2 This quotation means that many of the compliments are just flattering, and not to the point. People very often offer compliments just to please, but they don't compliment me about the things that I think are important.
- 3 This quotation means that if you compliment someone, you do it because you think the person deserves it. If you expect anything in return, your compliment is not sincere.
- 4 This quotation means that we should welcome different opinions on any issue. Different opinions may sound unpleasant and sometimes even annoying, but they make things more interesting.
- 5 This quotation means that a real friend is someone who is with you when you're in a difficult situation. As the saying goes, “A friend in need is a friend indeed.” The best time to distinguish a real friend from a false one is when you face adversity.
- 6 This quotation means that we should give help only to people who try to help themselves. Those people who wait for help from others do not deserve help. Can a person be saved by faith, without any hard work at all?

2 Do You Know Them?

- | | | |
|---------------|--------------|----------------|
| 1 Shakespeare | 2 Mark Twain | 3 Newton |
| 4 Archimedes | 5 Galileo | 6 Isaac Asimov |

Sample

- Isaac Newton was an English scientist and mathematician who was born into a poor farming family. He studied mathematics at Cambridge and was forced to leave Cambridge when it was closed because of the plague. During that period he made some of his most significant discoveries, but he did not publish his results. For instance, Newton formulated the classical

theories of mechanics and optics (光学) and invented calculus (微积分) years before Leibniz (莱布尼茨).

- Mark Twain is one of my favorites. I like his novels and essays very much. I once read from a book that Mark Twain is not his real name. His real name is Samuel Langhorne Clemens and Mark Twain is just his pen name. He got his pen name when he was a riverboat pilot on the Mississippi River. He wrote many novels and stories, among which *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn* are still popular with modern readers. I really like his sense of humor.
- I think Isaac Asimov was the greatest writer of science fiction in the world. As far as I know, he had written or edited more than 500 books. *Foundation's Edge* is one of his masterpieces and for this he won the Hugo Award for Best Novel. I have read some of his essays, such as "Is There Life on Earth?" In this essay, he wrote, from the point of view of a Martian, that the Earth was so seriously polluted that there could be no living things on it. I also have a vague idea of another essay he wrote, telling about a lecturer from a seriously polluted area going to a lecture in a place where there was fresh air. He was so used to the polluted air that he felt uncomfortable and found it difficult to breathe. Finally he had to breathe the waste gas from the exhaust pipe of the car to keep him alive. Asimov was exaggerating to some extent, but he did call people's attention to what they were doing to the environment.
- Archimedes was a Greek mathematician, physicist, and inventor who discovered Archimedes' Principle, the fact that when you put an object in a liquid, it seems to weigh less by a certain amount, and this amount is equal to the weight of the liquid which it has taken the place of. According to a well-known story, he discovered this while in the bath, and jumped out of the bath and ran through the streets shouting "Eureka" which meant "I have found it!".
- Galileo was an Italian mathematician, physicist, and astronomer whose many discoveries had a great influence on modern science. He was the first to use a refracting telescope to make important astronomical discoveries. The accepted theory at his time was that the sun and all the planets revolved around the Earth. He found with his telescope that Copernicus' "sun-centered" theory (哥白尼的“太阳中心”说) was right. His support for the "sun-centered" theory brought him trouble with the Roman Catholic Church and for this he was sentenced to life imprisonment.

Notes

1 William Shakespeare

William Shakespeare (1564-1616) was an English poet and playwright, widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's national poet and the "Bard of Avon". His surviving works consist of about 38 plays, 154 sonnets, two long narrative poems, and several other poems. His plays have been translated into every major living language and are performed more often than those of any other playwright.

2 Mark Twain

Samuel Langhorne Clemens (1835-1910), better-known by his pen name Mark Twain, was an American author and humorist. Twain is considered the greatest humorist of 19th-century American literature. His novels and stories about the Mississippi River: *The Adventures of Tom*

Sawyer (1876) and *The Adventures of Huckleberry Finn* (1885) are still popular with modern readers.

As Twain's life and career progressed he became increasingly pessimistic, losing much of the humorous, cocky tone of his earlier years. More and more of his works expressed the gloomy view that all human motives are ultimately selfish. Even so Twain is best remembered as a humorist who used his sharp wit and comic exaggeration to attack the false pride and self-importance he saw in humanity.

3 Sir Isaac Newton

Isaac Newton (1642-1727), was an English physicist, mathematician, and astronomer. Newton was considered the most influential scientist of his day, and some say of all time. His accomplishments in mathematics, optics, and physics laid the foundations for modern science and revolutionized the world.

4 Archimedes

Archimedes (c. 287 BC-c. 212 BC) was a Greek mathematician, physicist, and inventor. He is famous for his work in geometry, physics, mechanics, and hydrostatics (流体静力学). The work done by Archimedes was wide ranging, some of it leading to what has become integral calculus. He is considered one of the greatest mathematicians of all time.

5 Galileo Galilei

Galileo Galilei (1564-1642) was an Italian physicist, mathematician, astronomer, and philosopher who played a major role in the Scientific Revolution. His achievements include improvements to the telescope and consequent astronomical observations and support for Copernicanism (哥白尼学说). Galileo has been called “the father of modern observational astronomy”, “the father of modern physics”, and “the father of modern science”.

6 Isaac Asimov

Isaac Asimov (1920-1992) was an American writer and biochemist, a highly successful and exceptionally prolific writer, best-known for his science fiction and popular science books. Throughout his life, Asimov won many awards for his writings, for example, Best All-Time Novel Series Hugo Award for the *Foundation* series in 1966, the Nebula Grand Master Award (a lifetime achievement award) in 1987, Hugo Award for Best Non-Fiction Book for *I. Asimov: A Memoir* in 1995, to name just a few.

3 Enjoying the Humor

Story 1

The punch line is: “Thanks, and by the way, it’s a Ferrari, not a Porsche.” The rich guy wants the poor guy to paint his porch, but the poor guy didn’t find any Porsche and painted his Ferrari instead.

Story 2

The punch line is: “OK, I give up! Where’d you hide the ship?” The parrot thought the magician was once again playing a trick and had hidden the cruise.

Story 3

The punch line is: “Don’t pay any attention to him, Officer. He always talks like this when he’s had a few drinks.” We can imagine that the man will be fined or even jailed for drunken driving, in addition to going through three red lights and exceeding the speed limit.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- I have read *Romeo and Juliet*, one of Shakespeare’s best-known plays. It is a sad romantic story about two young people, Romeo and Juliet, who fall in love although their families are great enemies. They marry secretly, but are prevented from being together, and finally they both kill themselves for the sake of love. They are considered to be typical examples of unlucky young lovers, and unlucky lovers in modern days are called “modern Romeo and Juliet”.
- I have read *Hamlet*, a great tragedy by Shakespeare. Hamlet is the prince of Denmark, who becomes melancholy because he is unable to decide what he should do to take revenge on his uncle Claudius for murdering his father King Hamlet, then succeeding to the throne and marrying his mother. There are many famous phrases from this play, for example, “To be or not to be, that is the question.”
- I have read *Twelfth Night*, a humorous play by Shakespeare. It tells a complicated story about a young woman called Viola, who dresses as a boy to work as a servant for the Duke Orsino. Eventually she marries the Duke and finds her twin brother, Sebastian, whom she believed to be dead.
- One of my favorite plays by Shakespeare is *The Merchant of Venice*, telling about a man called Antonio who borrows money from the moneylender Shylock. When Antonio cannot pay back the money, Shylock demands the right to cut out a “pound of flesh” from Antonio’s body. A famous speech from the play, made by the main female character, Portia, begins like this, “The quality of mercy is not strained”, by which she tells Shylock that he cannot be forced to show mercy, but that this would be a morally good thing to do.
- I have read *King Lear*, a play about an old king who decides to divide his kingdom among his three daughters according to how much each of them says she loves him. Two daughters, Goneril and Regan, pretend to love him very much, and he divides the kingdom between them. The third daughter, Cordelia, is the only one who really loves him, but she receives nothing because she says that she loves him no more and no less than she should. As a result there are many sad and terrible events, including the deaths of Lear and his three daughters.

Passage Reading

Note

In this story, Shakespeare is brought to the present and takes a course in Shakespeare. And satirically enough, he fails the course. Isaac Asimov created the story according to one of his own experiences. In his autobiography Isaac Asimov told the story about how, when he was 30 years old and not yet famous, he attended a lecture by one Gotthard Guenther, in which Guenther used Asimov's short story "Nightfall" as an example of the ways in which American science fiction inverted and distorted Old World views of the universe in ways in which European science fiction did not. Guenther went on and on in this vein, building up an interpretation of the story that, in Asimov's words, "had me gasping". After the lecture, Asimov went up to Guenther and informed him that his interpretation of "Nightfall" was all wrong. Guenther replied, "Well, that is a matter of opinion." Asimov replied, "No, I'm certain that you're wrong, because I am Isaac Asimov, and nothing of what you said was in my mind when I was writing that story." Guenther replied, "Oh, I'm very pleased to meet you! But tell me, what makes you think, just because you are the author of 'Nightfall', that you have the slightest inkling of what is in it?"

Words, Phrases and Grammatical Points

1 overhear (Line 3, Para. 3)

Compare: "overhear" and "eavesdrop"

The word "overhear" means "accidentally hear what other people are saying, when they do not know that you have heard", while the word "eavesdrop" means "deliberately listen secretly to other people's conversations".

e.g. I) Claire, who was outside the door, overheard their conversation.

II) How did you know I was going? You've been eavesdropping, haven't you?

2 vaguely (Line 2, Para. 11)

The word "vaguely" has the following meanings:

1 in a way that shows you are not thinking about what you are doing

e.g. I) She smiled vaguely at the ceiling.

II) "How was it?" he asked vaguely, absorbed in his own thoughts.

2 slightly

e.g. I) I vaguely remember a woman in a red dress standing outside the door.

II) I found the whole situation vaguely upsetting.

3 not clearly or exactly

e.g. I) He vaguely remembered his mother talking about it.

II) I vaguely recall something from long, long ago that involves cuddling by the fire.

3 universal (Line 2, Para. 17)

The word "universal" has the following meanings:

1 true or suitable in every situation

e.g. I) Teaching and guiding seem to be universal parental activities.

II) It is an almost universal truth that the more we are promoted in a job, the less we actually exercise the skills we initially used to perform it.

- 2 involving or affecting everyone in the world or in a particular group
e.g. I) The insurance industry has produced its own proposals for universal health care.
II) Popular culture seems to have universal appeal.

4 manners (*Line 1, Para. 19*)

The word “manner”, used in its plural form, means:

- 1 traditionally accepted ways of behaving in social situations
e.g. I) Dad gave us a lecture about our table manners.
II) Children learn manners by observing their parents.
2 the customs of a particular group of people
e.g. The book is about the life and manners of Victorian London.

5 memento (*Line 5, Para. 21*)

Compare: “memento”, “souvenir” and “reminder”

The three words “memento”, “souvenir” and “reminder” are synonyms, all meaning “sth. that reminds sb. of sth.” But there is some difference between the words. A “memento” is “a small thing that you keep to remind you of sb. or sth.”, a “souvenir” is “an object that you buy or keep to remind yourself of a special occasion or a place you have visited”, while a “reminder” is just “sth. that makes you notice, remember, or think about sth.”

- e.g. I) Please keep this brooch as a memento of our friendship.
II) Tourist souvenirs like furs, ivory, animal skins, coral necklaces and shells can devastate wildlife.
III) The dentist’s office sent you a reminder about your appointment next week.

6 fumble (*Line 1, Para. 23*)

The word “fumble” means “try to hold, move, or find sth. with your hands in an awkward way”.

- e.g. I) She dressed, her cold fingers fumbling with the buttons.
II) He fumbled around in the dark looking for some matches.

It also means “speak in a clumsy and unclear way”.

- e.g. I) He fumbled his lines, not knowing what he was going to say.
II) Although she had sensed that a fiasco (完全失败) like this was inevitable, Amanda fumbled for an appropriate response.

7 script (*Line 4, Para. 24*)

Besides the usage in the passage, the word “script” has some other meanings:

- 1 the written form of a speech, play, film, etc.
e.g. Jenny’s writing a film script.
2 the set of letters that are used in writing a language
e.g. The text was in the Malay language but was written in Arabic script.
3 a piece of writing that a student does in an examination
e.g. She had a large pile of scripts to mark.

Compare: “script” and “manuscript”

The word “manuscript” means “a handwritten or typed document, especially a writer’s first version of a book before it is published”.

- e.g. I) All Kingston's original manuscripts were lost in the fire.
II) Please send me a copy of your manuscript when it's finished.

8 reference (*Line 2, Para. 30*)

The word "reference" has several meanings:

- 1 sth. you say or write that mentions another person or thing
e.g. There is no direct reference to her own childhood in the novel.
- 2 a book, article, etc. from which information has been obtained
e.g. There was a long list of references at the end of the paper.
- 3 the act of consulting sb. or sth. in order to get information or advice
e.g. I) Please keep this sheet in a safe place for reference.
II) Keep their price list on file for future reference.
- 4 a letter containing information about you that is written by sb. who knows you well, usually to a new employer
e.g. I) We will need references from your former employers.
II) I don't think I'll get the job—they haven't taken my references.

The word is also often used in the expression "in / with reference to sth.," used to say what you are writing or talking about, especially in business letters.

e.g. I am writing to you in reference to the job opening in your department.

9 account (*Line 2, Para. 32*)

The word "account," when used as a noun, has the following meanings:

- 1 a written or spoken description about what happens in an event or process
e.g. I) Her account of the events of that day was wildly different from the first witness'.
II) He gave a detailed account of what happened on the fateful night.
- 2 (*written abbreviation: a/c or acct.*) an arrangement in which a bank takes care of your money
e.g. I) I'd like to deposit this check into my account.
II) How do I open an account with your bank?

Apart from the expression "on account of" used in the passage, the word can also be used in the following expressions:

- 1 take account of sth. / take sth. into account: consider or include particular facts or details when making a decision or judgment about sth.
e.g. These figures do not take account of changes in the rate of inflation.
- 2 by / from all accounts: according to what a lot of people say
e.g. It has, from all accounts, been a successful marriage.
- 3 on your own account: by yourself or for yourself
e.g. Carrie decided to do a little research on her own account.
- 4 on no account / not on any account: used when saying that sb. must not, for any reason, do sth.
e.g. I) On no account must you disturb me when I'm working.
II) On no account should you attempt this exercise if you're pregnant.
- 5 on this / that account: concerning a particular situation
e.g. There needn't be any more worries on that account.

6 of no / little account: not very important

e.g. I) The color of someone's skin should be of no account.

II) These obscure groups were of little account in national politics.

10 extension (Line 2, Para. 36)

Besides the usage in the passage, the word “extension” has the following meanings:

1 the process of making a road, building, etc. bigger or longer, or the part that is added

e.g. The city is building an extension to the subway line.

2 another room or rooms which are added to a building

e.g. I) We're building an extension on the back of our house.

II) You'll find the Picasso collection in the extension to the museum.

3 an additional period of time allowed for sth.

e.g. I) Professor Lohman gave me a one-week extension on my paper.

II) He first entered Britain on a six-month visa, and was given a further extension of six months.

4 one of many telephone lines connected to a central system in a large building, which all have different numbers

e.g. She can get me on extension 308.

11 posterity (Line 3, Para. 36)

Compare: “posterity” and “offspring”

The word “posterity” means “the people who will be alive in the future after you are dead”, while “offspring” means “sb.'s child or children”.

e.g. I) A photographer recorded the scene on video for posterity.

II) Parents with the disease are likely to pass it on to their offspring.

参考译文

不朽的诗人

艾萨克·阿西莫夫

- 1 “哦，对了，”菲尼亚斯·韦尔奇博士说，“我可以使那些故去的名人还魂。”
- 2 他有点儿醉了，不然他不会这样胡说。当然，在一年一度的圣诞聚会上，喝得有点儿醉也是无可厚非的。
- 3 斯科特·罗伯逊是学校的年轻英文讲师。他整整了眼镜，环顾左右，看看是否有人无意间听到了他们之间的谈话。
- 4 “真的吗？韦尔奇博士。”
- 5 “我是当真的。不只是灵魂，我还能使他们的肉体复生。”
- 6 “我觉得这不可能，”罗伯逊一本正经地说。
- 7 “为什么不可能？这只不过是简单的时间转移而已。”
- 8 “你是说时空旅行？那真是太——呃——离奇了。”
- 9 “会者不难嘛。”
- 10 “那怎么才能做到呢，韦尔奇博士？”

11 “你以为我会告诉你吗？”这位物理学家严肃地说。他心不在焉地环顾四周，想再找杯酒喝，但没有找到。他说，“我已经让好几个人回来过了：阿基米德、牛顿、伽利略。这些可怜的家伙。”

12 “他们不喜欢这里吗？我以为他们会对我们的现代科学着迷呢，”罗伯逊说。他已经开始喜欢他们之间的谈话了。

13 “哦，是的，他们是着迷了，尤其是阿基米德。我特意温习了一下希腊文，给他解释了一点儿现代科学，我以为他听了会高兴得发狂，可是没有……没有……”

14 “出什么岔子啦？”

15 “就是文化差异，他们不习惯我们的生活方式，他们感到非常孤独，还很恐惧。我只好把他们送回去了。”

16 “真糟糕。”

17 “是啊。他们是伟大的智者，但头脑不灵活，不能随遇而安。所以我试着把莎士比亚带回来了。”

18 “什么？”罗伯逊喊起来。这下真的触动他了。

19 “别喊，老兄，”韦尔奇说。“多不雅啊。”

20 “你说你把莎士比亚弄回来了？”

21 “没错。我需要一个随遇而安的智者。一个了解人世、能与相隔几个世纪的人共同生活的人。莎士比亚正是那样的人。我有他的签名。你知道的，作为纪念。”

22 “你带着吗？”罗伯逊问，眼睛瞪得大大的。

23 “就在这里。”韦尔奇在一个个马甲口袋里摸索着。“啊，在这儿。”

24 他将一个小小的硬纸片递给这位讲师。硬纸片的一面上写着“L. 克莱恩父子五金批发公司”，另一面上字迹潦草地写着“Willm Shakspere”。

25 罗伯逊满腹狐疑。“他长什么样儿？”

26 “跟画像上的不一样，秃头，留着难看的八字须，说话满口土腔。当然，我竭力使他喜欢我们的时代。我告诉他我们都很欣赏他的戏剧，而且这些戏剧还在上演。我跟他讲事实上，我们认为他的戏剧是英国文学中，也许是全世界，最伟大的文学作品。”

27 “说得好！说得好！”罗伯逊呼吸急促地说。

28 “我告诉人们为他的戏剧写的评论一本又一本，数不胜数。他自然想看一本，所以我就从图书馆弄了一本给他。”

29 “然后呢？”

30 “哦，他着迷了。当然，他不懂那些现代用语，也不知道1600年以后发生的事情，不过我帮他解决了。可怜的家伙。我想他是想不到会受到这种待遇的。他不断地说：‘啊，我的上帝！在五个世纪的时间里，还有什么不能从文字里榨取出来呢？吾以为，人们都能从一块湿布中拧出洪水来了。’”

31 “他不会那样说的。”

32 “为什么不会？他写剧本时写得非常快。他说因为交稿期限的缘故，他不得不这样。他花了不到六个月时间就完成了《哈姆雷特》的写作。情节是老套的，他只是做了些文字上的润色加工，使其亮丽些。”

33 “人们擦拭望远镜镜片时才这样做，擦一擦让它亮一些，”这位英文讲师愤慨地说。

34 物理学家没有理会他。他看到几英尺远的吧台上有一杯没有喝过的鸡尾酒，于是他悄悄地走了过去。“我告诉这位不朽的诗人我们大学里还开莎士比亚的课呢。”

35 “我就开了一门。”

36 “我知道。我帮他注册了你上的夜校课。我从来没有看到谁像可怜的比尔那样如此急于知道后人是怎么看他的。他学得很认真。”

37 “你让威廉·莎士比亚上我的课？”罗伯逊咕哝道。即使这只是酒精作用下的一种幻觉，这种想法还

是让他很震惊。再说，这是酒精作用下的幻觉吗？他开始回忆起一个秃头的人，说话怪怪的……

38 “当然，没有用他的真名，” 韦尔奇博士说。“他用什么名字没有关系。这是一个错误，仅此而已。一个巨大的错误。可怜的家伙。” 他现在已经拿到鸡尾酒了，并对着酒摇了摇头。

39 “为什么是个错误？出了什么事？”

40 “我不得不将他送回到1600年，” 韦尔奇愤怒地吼道。“你认为一个人能够忍受多少羞辱？”

41 “你说的羞辱指什么？”

42 韦尔奇博士将鸡尾酒一饮而尽。“嗨！你这可怜的傻瓜。你给了他一个不及格。”

Exercises

Post-Reading

Reading Comprehension

1

Setting: At a Christmas party

Characters: Dr. Phineas Welch (a physicist) and Scott Robertson (an English instructor)

Development of the story:

Introduction: Dr. Phineas Welch claims to have the ability to bring back the spirits and bodies of the illustrious dead.

Rising actions:

Dr. Phineas Welch's first attempt: He brought back Archimedes, Newton and Galileo.

Result: He had to send them back because they couldn't get used to the modern way of life.

Dr. Phineas Welch's explanation: Their minds were great, but not flexible or universal.

Dr. Phineas Welch's second attempt: He brought back Shakespeare.

Climax: Dr. Phineas Welch enrolled Shakespeare in Scott Robertson's evening extension course and Shakespeare failed the course.

2 1 B 2 B 3 C 4 D 5 C 6 B 7 C 8 A

Vocabulary

1 1 A **bring down:** cause the government or ruler to lose power

B **brought in:** introduce a new law

C **bringing back:** start to use or do sth. again that was used or done in the past

D **bring about:** cause sth. to happen

E **brought up:** mention a subject or start to talk about it

2 A **Going by:** form an opinion about sb. or sth. from the information or experience that you have

B **gone down:** become worse

C **went off:** happen in a particular way

D **go about:** start to do sth.

E **going around:** (of a rumor, story, etc.) pass from person to person

- 3 A **make of:** understand sb. or the meaning of sth. in a particular way
 B **makes up for:** have so much of one quality that it is not important that you do not have much of another one
 C **made up:** invent a story, poem, etc.
 D **made for:** move toward a place
 E **make out:** manage with difficulty to see or hear sth.
- 4 A **thought nothing of:** consider sth. easy or simple
 B **think twice about:** think very carefully before deciding to do sth. because you know about the dangers or problems
 C **thought better of:** not do sth. that you had planned to do, because you realize that it is not a good idea
 D **thought highly of:** admire or respect sb. or sth.
 E **think badly of:** disapprove of sb. or what they have done
- 5 A **on account of:** because of
 B **On no account:** used when saying that sb. must not, for any reason, do sth.
 C **on this account:** used when giving the reason for sth.
 D **take account of:** consider or include particular facts or details when making a decision or judgment about sth.
 E **by / from all accounts:** according to what a lot of people say

- 2 1 D 2 M 3 F 4 L 5 I 6 B 7 C 8 E 9 H 10 K 11 J 12 A 13 G
- 3 1 married 2 later 3 separated 4 effective 5 signed
 6 suffering 7 which 8 claimed 9 meeting / encounter 10 attended
 11 seated / sitting 12 attraction / affection 13 finally 14 almost 15 by

Translation

- I think I'd like to work for one of the major companies, or maybe (I'd like to) get a job in publishing.
- He said it was all right to study fashion design in Paris, but we should think about how we could support ourselves during the time.
- She has never seen lion and dragon dances before; now I think she'll go mad with joy when I take her to see them.
- You have to meet and visit people, and move around in busy streets, or in other words, you have to get used to the life in a big city.
- It will be necessary for you to seek help and advice from someone who has been studying Asimov's works and life.
- Last year I constantly had trouble with my computer—it often crashed and I didn't know what was wrong with it until my friend found a cure.
- He had enrolled in a cookery class so that he could provide Chinese food for his family and friends on weekends.
- They are not just patients with the disease, and they are also eager to find out more about the conditions and ways they can be helped.

After-Class Reading

参考译文

竞选州长

1 几个月前，我被提名为独立党候选人，竞选伟大的纽约州州长，我的竞争对手是斯图尔特·L. 伍德福和约翰·T. 霍夫曼。跟这些先生们比起来，我有一个重要的优势，那就是我的人品好。但就在我庆幸自己拥有这一优势的时候，有一股令人不安的浊流在“扰乱”我内心深处的幸福，那就是：我不得不听到自己的名字与这类人的名字相提并论。

2 当我一边吃早饭，一边没精打采地浏览报纸时，我看到了这么一段话，我从没有这样地惊讶过：

伪证罪——既然马克·吐温先生现在要竞选州长，也许他应该向大家解释清楚1863年他在交趾支那的瓦卡瓦克被34个证人指证犯了伪证罪一事。作伪证的企图是要掠夺一小块大蕉种植地，该地属于当地一位可怜的寡妇，并且是她家的唯一生计。马克·吐温先生应该澄清此事。他愿意这样做吗？

3 我感到惊愕不已！竟有这样残酷无情的指控。我从来就没有到过交趾支那！我也不知道什么大蕉种植地，正如我不知道什么是袋鼠一样！我不知道要怎么办才好。那一天我什么事情也没做，虚度了一天。第二天早晨，这家报纸再说别的什么，只有这么一句话：

意味深长——吐温先生对交趾支那的伪证案一事一直发人深省地保持缄默。

[注——在这场竞选运动中，这家报纸称我为“臭名昭著的伪证犯吐温”。]

4 接着《新闻报》刊登了以下一则新闻：

需要查清——新的州长候选人能否向本州居民解释一下这件事情：在蒙大拿州时，跟他住在一起的人时不时会丢一些小的贵重物品。后来在吐温先生的财物中发现了这些物品。于是人们让他离开。他愿意对此作出解释吗？

5 我一生中从未到过蒙大拿州。

[此后，这份报纸就一直称我为“蒙大拿小偷吐温”。]

6 我变得一拿起报纸就胆战心惊——就像一个人知道毯子下面可能会有响尾蛇，但还是很想掀开它一样。一天，我看到下面一则新闻：

谎言已被戳穿！——根据五点地区尊敬的迈克尔·欧·弗拉纳根先生、水街的基特·彭斯先生和约翰·艾伦先生的宣誓证书，已经证实马克·吐温先生曾恶毒地声称我们尊贵的候选人约翰·T. 霍夫曼的祖父曾因拦路抢劫而被处绞刑。这纯属粗暴无理之谎言，用这么卑鄙的手段谋求政治上的成功，这实在令人心寒。这种卑劣的谎言给死者无辜的亲友所造成的痛苦应该激起公众的愤怒，受到侮辱的公众应该对说谎者进行报复。但是不要这样——我们要让他经受内疚的折磨。

7 我敢发誓我从来没有诽谤过约翰·T. 霍夫曼州长的祖父。

[此后，登载上述消息的报纸一直称我为“鞭尸者吐温”。]

8 下一篇引起我注意的报刊文章这样写道：

“温文尔雅”的候选人——马克·吐温先生原定于昨晚在独立党民众大会上作一次有损其竞争对手的演说，但结果他却未到场。有电报称他被几匹马撞倒，腿部两处骨折——卧床不起，痛苦难言等等。独立党人只好竭力假装不知道他们的候选人未曾出席的真正原因。有人见到，昨晚有一个人喝得酩酊大醉，摇摇晃晃地走进吐温先生下榻的旅馆。独立党人应责无旁贷地证明那个醉鬼并非马克·吐温本人。人民以雷鸣般的呼声询问：“那人是谁？”

9 我的名字居然真的与这丢脸的嫌疑联系在一起，这简直不可思议。我已有三年没沾过麦芽酒、啤酒、葡萄酒或烈性酒了。

[在那份报纸的下一期，我看到自己被称作“震颤性谵妄患者吐温先生”。]

10 不久，共和党的主要刊物“宣判”我犯有贿赂罪，民主党的主要报纸又把一桩讹诈案归罪于我。

11 到了这时候，要我对那些可怕的指控作出回答的呼声已经沸沸扬扬了，以至于我们党的领袖人物说，如果我继续保持沉默，我的政治生涯就毁了。就在第二天，其中一份报纸上又出现了下面的报道：

明察此人！——独立党候选人继续保持沉默。对他的每一项指控都得到了证实，同时他自己的沉默也证明指控属实。独立党的成员们，看看你们的候选人吧！臭名昭著的作伪证者！蒙大拿小偷！鞭尸者！考虑考虑你们这位肮脏的腐败分子！——考虑一下——然后再说你们是否会将自己诚实的选票投给这么一个人，一个以其可怕的罪行赢得了众多头衔而又不否认的人！

12 我已经不能置身局外，保持沉默了。我着手准备对这些毫无根据的指控以及卑鄙邪恶的谎言作出“回答”。第二天早上又一份报纸指控我放火烧了一所精神病院，连同所有住在里面的病人，就因为这医院挡了我房前的风景。然后又有指控说我为了财产而毒死了自己的叔叔。然后，作为这一系列无耻的陷害最适时、最恰当的高潮，他们怂恿九个肤色不同、衣衫褴褛的小孩子向我跑过来，抱住我的腿，叫我爸爸！

13 我放弃了。我不够竞选纽约州州长的条件，因此我痛苦地寄出了撤消候选人资格的信，并签名如下：
“您忠诚的，
“曾经是体面的人，但现在在是
“马克·吐温，臭名昭著的作伪证者、蒙大拿小偷、鞭尸者、震颤性谵妄患者、肮脏的腐败分子、私生子的爸爸”

PART 3 Further Development

1 Vocabulary Review

- 1 C
A gradually get used to a new situation
B adapt oneself; conform
C move sth. slightly so that it is in the right place
- 2 C
A make you remember sth.
B start to use sth. again that was used in the past
C get sth. or sb. from somewhere else
- 3 C
A not clearly or exactly
B slightly
C in a way that shows you are not paying attention

- 4 **B**
A the set of letters that are used in writing a language
B writing done by hand
C the written form of a speech, play, film, etc.
- 5 **B**
A having a lot of hair
B clearly belonging to a particular place or part of the country
C filling the air, and difficult to see through or breathe in
- 6 **B**
A a secret plan by a group of people to do sth. harmful or illegal
B the events that form the main story of a book, film, or play
C a small piece of land for building or growing things on
- 7 **A**
A a list of the people supported by a particular political party in an election
B an official piece of paper that shows a driver must pay money for a traffic violation
C (in a lottery) a piece of paper with a number on it. If the number on your ticket matches the number chosen, you win a prize.
- 8 **B**
A the particular combination of features and qualities that makes a thing or place different from all others
B the qualities that make sb. a particular type of person
C a person in a book, play, film, etc.
- 9 **B**
A the amount of money you have to pay for goods or services
B a written or spoken statement blaming sb. for doing sth. bad or illegal
C the position of having control of or responsibility for a group of people or an activity
- 10 **A**
A make sth. continue in the same way or at the same standard as before
B strongly express your belief that sth. is true; assert
C keep a machine, building, etc. in good condition by checking and repairing it regularly
- 11 **A**
A the thing or things that sb. owns
B a quality or feature of sth.
C a building, a piece of land, or both together
- 12 **B**
A slight darkness or shelter from the direct light of the sun made by sth. blocking it
B a particular type of red, green, blue, etc.
C (of a meaning, etc.) slightly different from other ones

13 B

- A make sth. start to exist or happen
- B make people accept that you can do sth., or that you have a particular quality
- C begin a relationship with sb. or a situation that will continue

14 C

- A kill sb., especially legally as a punishment
- B perform a difficult action or movement
- C do sth. that has been carefully planned

15 C

- A slow and careful
- B intended or planned
- C think about sth. very carefully

2 Talking About Famous People

Sample

A Strange Creature

Charles Darwin was a great naturalist, famous for his theory of evolution.

One day, two boys decided to play a trick on the great man. They took the body of a centipede (蜈蚣), the head of a beetle, the legs of a grasshopper, and the wings of a butterfly, and glued them together. Putting the strange creature into a box carefully, they took it to Darwin. “Please, Sir,” said one of the two boys, “can you tell us what sort of a bug this is?” The naturalist looked at the “bug” and then at the boys. “Did it hum?” he asked. “Oh, yes. It did.”

“In that case,” declared Darwin, “I would say it’s a humbug!”

Following Suit

President Calvin Coolidge once invited some down-home friends to breakfast at the White House. Worried about protocols (礼节), they decided to do everything Coolidge did. Things went smoothly until the coffee was served and the President poured his into a saucer. The guests followed suit. Then he added sugar and cream. The guests did likewise. Then Coolidge leaned over and placed his on the floor—for the cat!

3 Sharing Humorous Stories

Sample

Group Photo

The children had all been photographed, and the teacher was trying to persuade them each to buy a copy of the group picture.

“Just think how nice it will be to look at it when you are all grown up and say, ‘There’s Jennifer, she’s a lawyer’ or ‘That’s Michael, he’s a doctor.’”

A small voice at the back of the room rang out, “And there’s the teacher, she’s dead.”

How Veterinarians (兽医) Determine Their Fees

A woman brought a very limp duck to a veterinary surgeon. As she laid her pet on the table, the vet pulled out his stethoscope (听诊器) and listened to the bird's chest.

After a moment or two, the vet shook his head sadly and said, "I'm so sorry, your duck has passed away."

The distressed owner wailed, "Are you sure?"

"Yes, I am sure. The duck is dead," he replied.

"How can you be so sure," she protested. "I mean, you haven't done any testing on him or anything. He might just be in a coma or something."

The vet rolled his eyes, turned around and left the room, and returned a few moments later with a black Labrador retriever. As the duck's owner looked in amazement, the dog stood on his hind legs, put his front paws on the examination table and sniffed the duck from top to bottom. He then looked at the vet with sad eyes and shook his head.

The vet patted the dog and took it out, and returned a few moments later with a cat.

The cat jumped up on the table and also sniffed delicately at the bird from head to foot. The cat sat back on his haunches, shook his head, meowed softly and strolled out of the room.

The vet looked at the woman and said, "I'm sorry, but as I said, this is most definitely, 100% certifiably, a dead duck."

Then the vet turned to his computer terminal, hit a few keys and produced a bill, which he handed to the woman. The duck's owner, still in shock, took the bill.

"\$150!" she cried, "\$150 just to tell me my duck is dead?"

The vet shrugged. "I'm sorry. If you'd taken my word for it, the bill would have been \$20, but with the Lab Report and the Cat Scan, it's now \$150."

4 A Moment of Romance

Sample

你占领了我的心房

威廉·莎士比亚

啊，你从何处获得如此强大的力量，
不费吹灰之力就占领了我的心房？
非要我说我所看到的真实都是假象，
要我说明媚的太阳并不使白昼增光！
你何处学来的本领将丑恶化为善良，
使得你所有的丑恶行径都闪耀光芒？
使得你身上具有的一切最坏的东西，
而我看来却比世上最美的还要辉煌？

我所见所闻使我对你产生九分的恨，
谁教你又使我对你的怜爱增加十分？
你也不该厌恶我，跟着别人！
既然你的卑劣恰唤起了我的痴情，
你更应爱我，正是惺惺惜惺惺！
(袁广达 梁葆成译)

我是怎样的爱你？

伊丽莎白·布朗宁

我是怎样的爱你？诉不尽万语千言：
我爱你的程度是那样地高深和广远，
恰似我的灵魂曾飞到了九天与黄泉，
去探索人生的奥妙和神灵的恩典。
无论是白昼还是夜晚，我爱你不息，
像我每日必需的食物不能间断。
我纯洁地爱你，不为奉承吹捧迷惑，
我勇敢地爱你，如同为正义而奋争！
爱你，以昔日的剧痛和童年的忠诚，
爱你，以眼泪、笑声及全部的生命。
要是没有你，我的心就失去了圣贤，
要是没有你，我的心就失去了激情。
假如上帝愿意，请为我作主和见证：
在我死后，我必将爱你更深，更深！
(袁广达 梁葆成译)

5 Relative Intelligence of Different Animal Species

- | | | | | |
|---------------|------------------|---------------|-------------|-------------|
| 1 that | 2 species | 3 top | 4 in vain | 5 agreement |
| 6 in any case | 7 in terms of | 8 adapted | 9 far | 10 similar |
| 11 closest | 12 traditionally | 13 outperform | 14 evidence | 15 partly |

6 Who Is More Intelligent: Man or Other Animals?

Teaching tips

Animals, from the perspective of some researchers, have been looked down upon and slighted when considered to be incapable of sophisticated communication and thinking. However, such a belief may only represent our lack of knowledge—in ancient societies, it was taken as natural that the animal had feelings and thoughts. Recent research on prairie dogs, elephants, and killer whales has revealed that they possessed extensive communication and thinking.

Elephants

On October 18, 1997, *National Geographic* aired a program on NBC Europe featuring the work of the world's most renowned elephantologist, Cynthia Moss, selected by Robert Leaky to head Kenya's Save the Elephant Program. Moss, who literally lived with elephants in the Anbeselli Sanctuary for over a decade, recorded over 33 elephant vocalizations or sound concepts meaning variously, such as "Let's go", "Attack", "I'm scared" (baby-to-mother) and "Don't worry. I'm here" (mother-to-baby). She said, "I believe elephants have a range of emotions from joy to grief. And there are even clowns among them, real clowns."

In uniting behind their leader, many social animals act as one and speak with one voice through their leader. And it is the leader that stipulates the actions of the whole as with elephants where the matriarch decides when to go into a bog to rescue a young elephant that falls in by "stating" who will make a ramp by breaking the bank so the youngster can walk up and who will use their trunks and tusks as shovels to hold the youngster until the ramp is ready, and who will keep the water buffaloes at bay in case they charge the elephants; when to eat the mineral-rich dirt needed to supplement their diet; when to attack a herd of water buffaloes contending for the same water hole; when, after crossing a river, to go back to get a youngster crying to them as he is too scared to go into the water; when to lie down and rest in the shade of a grove of trees and when to awaken and go ahead; when and if to adopt a baby elephant abandoned by another herd as its original mother is too old or sick.

Killer whales (虎鲸)

Killer whales travel in groupings of families known as pods and can contain upward of 30 whales per pod which remain together throughout their lives, and each has their own communication systems that largely change about every 10 years. They use various hunting methods tailor-made for their different hunting areas where the type of food and terrain differ. NBC Europe aired a *National Geographic* program on December 27, 1997 documenting the different habits. One pod in Vancouver herds herrings (鲱鱼). They circle the herrings into smaller and smaller circles by swimming around them, keeping in touch with one another through chirps, while driving them to the surface of the water. Once there, they stun larger and larger numbers of them with a slap of their back fins. One bull male can eat 400 a day.

In the Cape of Good Hope, near the Antarctic Circle, the whales use a completely different strategy. They reverse the whole idea of fishing where one stands on dry land and draws fish from the water. "Fishing" from the water, they plop onto the land and drag seals into the water. In the Cape, there are no herrings, only seals and penguins. The whale's eyesight is good and when they ride on the surface of the water they pot baby seals on the beach. It takes the whale parents several years to teach the method of beaching (搁浅). They push their young whale calves onto the beach and teach them how to rock themselves back into the water.

Conclusion

That animals do not speak Korean, French, or Mandarin should not prejudice us into believing that they do not think. We are well-cautioned that "silence is golden" (animals often are). We are instructed that "Actions speak louder than words:". And in acting, the animal's intention is clearer than words can describe. "One picture is worth a thousand words": Here again, one view of a hungry, angry, tired animal says more than a thousand words about their thoughts at that moment. Yet, not only do animals have silence, action, and picture, they also have vocalizations

or sound concepts. All four are containers of thoughts. These points should allow us to keep our minds open concerning the issue of animal intelligence until more research confirms the question either one way or the other.

Sample

Arguments for the superior intelligence of man:

- By definition in philosophy, man is the only species on the Earth which is capable of thinking and is the only conscious life on the planet.
- Man's organs are special and more efficient and better coordinated, especially the brain. Compared with other animals, man's brain has a bigger capacity with a more complex structure, and can store huge amounts of information. No other creatures can surpass in this aspect.
- Human beings have the ability to create, a basic and essential attribute to human society and culture.
- The communication between human beings is easy and efficient, leading to better understanding and cooperation. Especially after the creation of the Internet, we can easily reach anyone at any time and in any place of the world.
- As the most advanced species on the Earth, man is the absolute governor of the whole world. He dominates all other living beings on this planet. Humans can understand animals, make friends with animals and have animals work for them, for example, horses, donkeys, cows, dogs, dolphins, etc. Being a smart leader, man certainly has the highest IQ.
- Human beings can explore and adapt to a new environment, and by means of modern technology, human beings began to discover the universe which is impossible for any creature to reach, while animals usually stay in a certain area and if they are in a totally unfamiliar circumstance, they may die.
- We human beings can write down our history and experiences for record.

Arguments for the superior intelligence of animals:

- Many animals can predict disasters such as floods, earthquakes, and can even forecast weather, which is very difficult for human beings to do so, even with modern equipment.
- There are still many mysteries about what animal life is like, still unknown to or not understandable by human beings.
- Man has learned a great deal from animals. In fact, many advances in science and technology are based on man's observation and imitation of animals and their activities. For example, our modern planes are actually the human version of birds.
- Animals are more environment friendly than humans. Bioecologically speaking, they are far more intelligent than humans. Human beings break the laws of nature, destroy the environment and put the planet in danger.
- All kinds of animals make us envious because they can live very peacefully and simply. There is less sophistication in animal society. They can use ways to make life easier and happier. So their intelligence is superior to man's.

Teaching tips

Debating skills

1 The concept of debate

A debate is, basically, an argument. Debating has strict rules of conduct and quite sophisticated

arguing techniques and you will often be in a position where you have to argue the opposite of what you believe in.

2 Team line

Since debating is a team event it is important that the speakers work together as a team. The team line is the basic statement of “why the topic is true” (for the affirmative) and “why the topic is false” (for the negative). It should be a short sentence, presented by the first speaker of each team and used by the other two speakers to enforce the idea of teamwork.

3 The roles of speakers

In a debating team each speaker has specified roles that they must fulfill. Suppose it's a debate with three members in each team, the roles of the speakers are as follows.

The first affirmative must:

- define the topic;
- present the affirmative's team line;
- outline briefly what each speaker in their team will talk about;
- present the first half of the affirmative's case.

The first negative must:

- accept or reject the definition. If you don't do this it is assumed that you accept the definition;
- present the negative's team line;
- outline briefly what each of the negative speakers will say;
- rebut a few of the main points of the first affirmative speaker, using about one quarter of their time;
- present the first half of the negative's case.

The second affirmative must:

- reaffirm the affirmative's team line;
- rebut the main points presented by the first negative, using about one third of their time;
- present the second half of the affirmative's case.

The second negative must:

- reaffirm the negative's team line;
- rebut the main points of the affirmative's case, using about one third of their time;
- present the second half of the negative's case.

The third affirmative must:

- reaffirm the affirmative's team line;
- rebut all the remaining points of the negative's case, using about two thirds to three quarters of their time;
- present a summary of the affirmative's case;
- round off the debate for the affirmative.

The third negative must:

- reaffirm the negative's team line;
- rebut all the remaining points of the affirmative's case, using about two thirds to three quarters of their time;

- present a summary of the negative's case;
- round off the debate for the negative.

The third speakers should not introduce any new points of their team's cases.

4 Techniques

There are many techniques that each speaker can use in their speech, but there are three main areas that you will be marked on—matter, method and manner.

- **Matter**—the substance of your speech. You should divide your matter into arguments and examples. An argument is a statement “The topic is true (or false depending on which side you are on) because of x.” An example is a fact or piece of evidence which supports an argument. Any examples that you use should be relevant to the topic.
- **Method**—how you organize what you say. Good team method involves unity and logic. Stick to your own definition of the topic and pay close attention to the team line of the other side. Individually, you must structure your own speech well, with proper signposting. When you are presenting one particular argument, make sure the argument is logical and you make clear links between your team line and the argument, and between the argument and the examples that you will use to support it. Rebuttal should be organized the same way. Also organize your speech well in terms of time.
- **Manner**—how you present what you say. The best advice is to develop a manner style that is natural to you.

PART 4 Translation and Writing

2 Translation Practice

康斯坦丁·索巴科夫研究草原犬鼠已有十多年了。他把科研助手派到有草原犬鼠的地区。派去的人身高不同，衣着颜色不同，带的东西也不同，有的带着枪，有的牵着狗，有的赤手空拳。他们对草原犬鼠的叫声加以分析，把它们相互交流的结构记录下来并发现了他们交流的模式。索巴科夫说：

如同人类声音的波形一样，草原犬鼠的声音也有一定的波形结构。它们用叫声相互交流信息。一个叫声由数百个基本单位组成，涵盖着它们自己的词汇，有的类似于我们所说的名词，有的类似于形容词。犬鼠的叫声里也有变化多样的和声，变化的方式所有同类都懂。我们从九个不同的角度考察了草原犬鼠的波形。它们能区分人与狗，人们所穿衣服的颜色，以及人们的身高。

被问到犬鼠是怎样表达一个人的身高时，索巴科夫说，叫声中某个系列的直线波形变成弧形就能表示身高。当以一定的方式改变这些波形时，就区别出了不同的高度。他认为草原犬鼠所掌握的词汇量超过其他任何动物。

3 Writing

Sample 1

Man Versus Other Animals

It's a tough mission to compare man with other animals. As is known to all, human beings are a wonder of evolution. Thanks to our brilliant brain, we can turn the tough environment into our warm homes and do not have to hunt for food as many of the other animals do. We can write down our history, and tell others the news today. We can create different materials from the same source. On this point, we are more intelligent than other animals.

Though now we live in a way totally different from wild lives, we are still members of the planet and we must play a part in the world. We must also obey the rules of nature, and try our best to develop a harmonious relationship with wildlife. We should respect any other forms of life in the world. Unfortunately, we often do foolish things. We violate the laws of nature by killing animals, damaging or destroying our home planet. As a result, we are making the Earth unsuitable, to some extent, for living for our future generations.

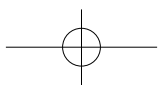
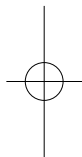
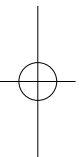
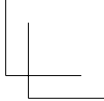
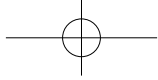
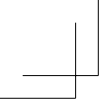
Sample 2

Man Is More Intelligent than Other Animals

When it comes to whether man is more intelligent than other animals, opinions may differ from person to person. Some people who insist on man's intelligence say that a number of factors could support their view on this topic. The following are some of the most critical ones.

In the first place, man is clever and able to make his environment a better place to live in. Maybe this makes man more ambitious and ensures man a better position to develop and create what he needs. We can grow vegetables even in the desert. Furthermore, humans can design and produce all kinds of tools and use them to work more efficiently. The development of agriculture is a good example. Human beings have had such a rich variety of food for them to enjoy and keep healthy. What's more, human beings have the most blessed faculty of speech, which makes man far more superior to other animals. Human beings can communicate with each other easily and get very complicated meanings across. With their written languages, knowledge and information, scientific discoveries and important events can all be recorded to pass down from generation to generation. No other animals can be so advanced as to create and use anything like these.

Sometimes we learn from other animals to develop new equipment. This again shows the intelligence of man. They can take advantage of whatever is around them to serve their purposes. Few animals are so smart as to be able to learn from man to live a better life. So obviously man is more intelligent than other animals.



Appendix

How to Access Writing

I

The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second- and foreign-language education. As advances in transportation and technology allow people from nations and cultures throughout the world to interact with each other, communication across languages becomes essential. As a result, the ability to speak and write a second language is becoming widely recognized as an important skill for educational, business, and personal reasons.

As one of the basic language skills, writing is required at almost every language-learning stage. But whatever the specific purposes or intended uses of a writing assignment or test, we should consider at least the following criteria in preparing the writing task:

1 Is the task realistic?

This criterion addresses two fundamental questions:

- Will the writing task actually require the students to compose their ideas or knowledge on a subject and to communicate them to someone?
- Will the task require them to perform a task similar to what students are normally required to do in the classroom or in the real world outside the classroom, where they must engage in written discourse to accomplish their goals?

These “naturalness criteria” require that the writing task faithfully mirror things that people normally do when using language in natural contexts.

2 Is the task appropriate?

In planning the writing task, we need to think about whether a particular topic will be appropriate to students in terms of their age, educational levels, academic fields of study or interests, cultural and socio-economic backgrounds, etc. Which topic will be most interesting or familiar to a particular group of students? About which topics will they be knowledgeable enough to write something? Which topics might be too hard or too easy?

3 Is the task understandable?

The topic should be stated as briefly and simply as possible, with a few definitions if necessary, so that students can spend most of the test time writing rather than thinking about or analyzing the assignment. Complicated questions require more time for composing and recording an answer. The topic should be worded carefully to ensure that all of the words or terms are likely to be understood.

4 Is the task personal?

The writing task should be personal in the sense that the students should know something about the topic and be interested enough to be able to give their own perception of it. How will the topic relate to them personally—to their particular personal or academic interests? Will students be motivated to communicate something about the topic to the intended reader? Will the topic motivate writers to turn in their best performance?

5 Is the task feasible?

The writing task must be workable for both the students who will write and the teacher who will read. Is the topic writable—can a piece of connected discourse actually be composed in response to the topic? Or, is the topic so complex or intricate that composing a coherent essay is practically impossible for either first-language or second-language writers? The same consideration applies from the teacher's point of view—is the writing task so complex that the teacher cannot determine what constitutes a good or poor composition? The feasibility criterion is also related to the level of difficulty and amount of time for the writing task—is the task such that it is not too difficult to compose within the time limits set for the task? All of these considerations will obviously affect both the validity and reliability of the assessment.

II

In composition evaluation two basic scoring scales are adopted: holistic scales and analytic scales.

Holistic Scoring

Many assessment programs rely on holistic scoring, or the assigning of a single score to a script based on the overall impression of the script. In a typical holistic scoring session, each script is read quickly and then judged against a rating scale, or scoring rubric, that outlines the scoring criteria.

A well-known example of a holistic scoring rubric in ESL is the scale used for the TOEFL Writing Test, formerly known as the Test of Written English (TWE).

TOEFL Writing Scoring Guide

6 points

An essay at this level:

- effectively addresses the writing task;
- is well-organized and well-developed;
- uses clearly appropriate details to support a thesis or illustrate ideas;
- displays consistent facility in use of language;
- demonstrates syntactic variety and appropriate word choice though it may have occasional errors.

5 points

An essay at this level:

- may address some parts of the task more effectively than others;
- is generally well-organized and developed;
- uses details to support a thesis or illustrate an idea;
- displays facility in the use of language;

- demonstrates some syntactic variety and range of vocabulary, though it will probably have occasional errors.

4 points

An essay at this level:

- addresses the writing topic adequately but may slight parts of the task;
- is adequately organized and developed;
- uses some details to support a thesis or illustrate an idea;
- demonstrates adequate but possibly inconsistent facility with syntax and usage;
- may contain some errors that occasionally obscure meaning.

3 points

An essay at this level may reveal one or more of the following weaknesses:

- inadequate organization or development;
- inappropriate or insufficient details to support or illustrate generalizations;
- a noticeably inappropriate choice of words or word forms;
- an accumulation of errors in sentence structure and / or usage.

2 points

An essay at this level is seriously flawed by one or more of the following weaknesses:

- serious disorganization or underdevelopment;
- little or no detail, or irrelevant specifics;
- serious and frequent errors in sentence structure or usage;
- serious problems with focus.

1 point

An essay at this level:

- may be incoherent;
- may be undeveloped;
- may contain severe and persistent writing errors.

0 point

A paper is rated 0 if it contains no response, merely copies the topic, is off-topic, is written in a foreign language, or consists of only keystroke characters.

Another example of a holistic scoring rubric in ESL is the WRITING ASSESSMENT CRITERIA used for the CAMBRIDGE CERTIFICATE IN ADVANCED ENGLISH (CCIAE).

Writing Assessment Criteria for CCIAE

5 points

Totally positive effect on target reader. Minimal errors. Resourceful, controlled and natural use of language showing a good range of vocabulary and structure. Completion of task: well-organized, good use of cohesive devices, appropriate register, no relevant omissions.

4 points

Sufficiently natural, errors only when more complex language attempted. Some evidence of range

of vocabulary and structure. A good attempt at achieving the task. Any omissions are only minor. Attention paid to organization and cohesion; register not always natural but positive effect on target reader achieved.

3 points

Use of English satisfactory, though lacking range and variety. Occasional serious errors should not impede communication although patience is required of readers. Task reasonably attempted with some organization and cohesion. No significant irrelevancies.

2 points

Errors sometimes obscure communication and / or language too elementary. Some attempt at task but notable omissions and / or lack of organization and cohesion would have a negative effect on reader.

1 point

Serious lack of control and / or frequent basic errors. Narrow range of language. Totally inadequate attempt at task.

0 point

Not sufficiently comprehensible language for assessment.

As can be seen from these two examples, the scales contain descriptors of the syntactic and rhetorical qualities of six levels of writing proficiency. Holistic scoring has become widely used in writing assessment over the past 25 years and has a number of positive features. From a practical standpoint, it is faster (and therefore less expensive) to read a script once and assign a single score than to read it several times, each time focusing on a different aspect of the writing. Holistic scoring is intended to focus readers' attention on the strengths of the writing, not on its deficiencies, so that writers are rewarded for what they do well. Holistic scoring rubrics can be designed to focus readers' attention on certain aspects of writing, depending on what is deemed most essential in the context, and thus can provide important information about those aspects in an efficient manner.

On the other hand, holistic scoring has several disadvantages, particularly in second-language contexts. One drawback is that a single score does not provide useful diagnostic information about a person's writing ability, as a single score does not allow raters to distinguish between various aspects of writing such as control of syntax, depth of vocabulary, organization, and so on. This is especially problematic for second-language writers, since different aspects of writing ability develop at different rates for different writers: Some writers have excellent writing skills in terms of content and organization but may have much lower grammatical control, while others may have an excellent grasp of sentence structure but may not know how to organize their writing in a logical way.

Another disadvantage of holistic scoring is that holistic scores are not always easy to interpret, as raters do not necessarily use the same criteria to arrive at the same scores: For example, a certain script might be given a 4 on a holistic scale by one rater because of its rhetorical features (content, organization, development), while another rater might give the same script a 4 because of its linguistic features (control of grammar and vocabulary). Holistic scores have also been shown to correlate with relatively superficial characteristics such as length and handwriting.

Analytic Scoring

In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the assessment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Analytic scoring schemes thus provide more detailed information about a test taker's performance in different aspects of writing and are for this reason preferred over holistic schemes by many writing specialists.

One of the best-known and most widely-used analytic scales in ESL was created by Jacobs et al. (1981). In the Jacobs et al. scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving very little emphasis (5 points). This scale has been adopted by numerous college level writing programs, and is accompanied by training materials and sample compositions so that users can fairly quickly learn to apply the scale.

Jacobs et al.'s Scoring Profile

Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of topic
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	VERY POOR: does not communicate-no organization • OR not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word / idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range • frequent errors of word / idiom form, choice, usage • meaning confused or obscured
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order / function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negation, agreement, tense, number, word order / function, articles, pronouns, prepositions and / or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors does not communicate • OR not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrating mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

A slightly different approach to analytic scoring for second-language writing assessment is a set of scales developed for the Test in English for Educational Purposes (TEEP). Instead of a single scale composed of a number of subscales, Weir's scheme consists of seven scales, each divided into four levels with score points ranging from 0 to 3. The first four scales are related to communicative effectiveness, while the others related to accuracy. Like the Jacobs et al.'s scale, the TEEP scale was extensively piloted and revised to make sure that it could be applied reliably by trained raters.

TEEP Attribute Writing Scales

A Relevance and adequacy of content

- 0 The answer bears almost no relation to the task set. Totally inadequate answer.
- 1 Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and / or pointless repetition.
- 2 For the most part answers the tasks set, though there may be some gaps or redundant information.
- 3 Relevant and adequate answer to the task set.

B Compositional organization

- 0 No apparent organization of content.
- 1 Very little organization of content. Underlying structure not sufficiently controlled.
- 2 Some organizational skills in evidence, but not adequately controlled.
- 3 Overall shape and internal pattern clear. Organizational skills adequately controlled.

C Cohesion

- 0 Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.
- 1 Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.
- 2 For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.
- 3 Satisfactory use of cohesion resulting in effective communication.

D Adequacy of vocabulary for purpose

- 0 Vocabulary inadequate even for the most basic parts of the intended communication.
- 1 Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriateness and / or repetition.
- 2 Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriateness and / or circumlocution.
- 3 Almost no inadequacies in vocabulary for the task. Only rare inappropriateness and / or circumlocution.

E Grammar

- 0 Almost all grammatical patterns inaccurate.
- 1 Frequent grammatical inaccuracies.
- 2 Some grammatical inaccuracies.
- 3 Almost no grammatical inaccuracies.

F Mechanical accuracy I (punctuation)

- 0 Ignorance of conventions of punctuation.
- 1 Low standard of accuracy in punctuation.
- 2 Some inaccuracies in punctuation.
- 3 Almost no inaccuracies in punctuation.

G Mechanical accuracy II (spelling)

- 0 Almost all spelling inaccurate.
- 1 Low standard of accuracy in spelling.
- 2 Some inaccuracies in spelling.
- 3 Almost no inaccuracies in spelling.

The primary advantage of an analytic scoring scheme over a holistic scheme is that it provides more useful diagnostic information about students' writing abilities. However, analytic scoring has a number of other advantages over holistic scoring as well. First, analytic scoring is more useful in rater training, as inexperienced raters can more easily understand and apply the criteria in separate scales than in holistic scales. Analytic scoring is particularly useful for second-language learners, who are more likely to show a marked or uneven profile across different aspects of writing: For example, a script may be quite well-developed but have numerous grammatical errors, or a script may demonstrate an admirable control of syntax but have little or no content. Finally, analytic scoring can be more reliable than holistic scoring: Just as reliability tends to increase when additional items are added to a discrete-point test, so a scoring scheme in which multiple scores are given to each script tends to improve reliability.

The major disadvantage of analytic scoring is that it takes longer than holistic scoring, since readers are required to make more than one decision for every script. An additional problem with some analytic scoring schemes is that, if scores on the different scales are combined to make a composite score, a good deal of the information provided by the analytic scale is lost. It may also be the case that raters who are experienced at using a particular analytic scoring system may actually rate more holistically than analytically if scores are combined into a single score: Experienced raters may target their ratings toward what they expect the total score to come out to be, and revise their analytic scores accordingly.

Reference

Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL Composition*. Rowley, MA: Newbury House Publishers.