**Unit 1 > Key to Book Exercises**

**Listen and Respond**

**Task One Focusing on the Main Ideas**

**Choose the best answer for each of the following questions according to the information contained in the listening passage.**

1) What did the old woman look like when the speaker saw her?

A) She was in neat clothes and walked elegantly.

***B) She was in shabby clothes and walked with difficulty.***

C) Her clothes were too thick and heavy and she could hardly walk.

D) She was fashionably dressed and walked with her head held high.

2) Why did the old woman come into the store?

***A) Because she needed some food.***

B) Because she wanted to take a rest.

C) Because the store looked bright at night.

D) Because the store was warmer than the outside.

3) What was the speaker’s attitude toward the woman?

***A) He was just polite to her.***

B) He was honest with her.

C) He felt sorry for her.

D) He was impatient with her.

4) Did the woman get food from the store?

A) Yes, she bought some canned food.

B) Yes, the speaker gave her some food for free.

C) No, she didn’t like the food sold in the store.

***D) No, she left with no food because she couldn’t pay.***

5) How did the speaker feel afterwards?

A) He felt relieved when the woman left.

B) He was glad that he was a good employee.

***C) He regretted not having helped the woman.***

D) He was worried that the woman might complain to his boss.

**Task Two Zooming In on the Details**

**Listen to the recording again and fill in the blanks according to what you have heard.**

1) The store was brightly lit and the shelves were ***neatly arranged***.

2) The woman was wearing a(n) ***old dress***, a ***thin sweater***and a pair of ***black slippers***.

3) In the store, the old woman stopped before the rows of canned ***vegetables***and picked up a can of ***corn***and looked at the ***label***.

4) The speaker found it harder to ***maintain***his smile because the woman’s hands were covered with ***dirt***and the ***smell of sweat***rose from her clothes.

5) The speaker was ***tempted***to say “Take the corn”, but the ***employee***rules came to his mind.

6) The speaker wished that he had acted like a ***human being***rather than a ***robot***.

**Read and Explore**

**Task One Discovering the Main Ideas**

**1 Answer the following questions with the information contained in Text A.**

1) Why did the narrator hesitate to hire Stevie?

***Stevie was mentally handicapped and the narrator was not sure how his customers would react to a handicapped busboy in the restaurant.***

2) What removed the narrator’s doubts? How?

***Stevie’s popularity with the customers and the staff freed the narrator from worries. Stevie was cheerful, hardworking, and meticulous in his work. He took pride in doing his job exactly right, and the customers loved how hard he tried to please each and every person he met. Within a month the trucker regulars had adopted Stevie as their official truck-stop mascot.***

3) What was the life of Stevie and his mother like?

***Stevie lived with his mother, a widow who was disabled after repeated surgeries for cancer. They lived a very harsh life on their Social Security benefits. Money was tight. Besides, with his Down’s syndrome, Stevie had a heart problem.***

4) How was it that Stevie missed work one morning in three years?

***He was in hospital receiving heart surgery — getting a new valve or something put in his heart.***

5) How did the staff and the trucker regulars react to the news of Stevie’s

health conditions?

***The staff were very sad at the news of Stevie’s heart problem, then they got excited to learn that he was out of surgery. To help Stevie cover the medical expenses, trucker regulars began to donate money to him.***

6) Was Stevie looking forward to the day when he could return to work? Why?

***Yes. Because he was eager to come back to work and he was afraid that he might have been forgotten and his job might be lost.***

7) How did people react when Stevie and his mother were presented with the $10,000 donation tucked within the napkins? What did Stevie do then?

***They were all very much touched. Everybody cheered except for Stevie, who had already started working earnestly.***

8) What does the story tell us?

***This is an inspirational story. It tells us that handicapped people can support themselves and find a meaningful life in which they may take a pride. It also shows how those who offer help may find their life more enjoyable when they contribute to others’ happiness.***

**2 Text A can be divided into four parts with the paragraph number(s) of each part provided as follows. Write down the main idea of each part.**

One ***1–2 The author was worried about hiring Stevie because he was mentally handicapped and the author wasn’t sure how some of his fault-finding customers would react.***

Two ***3–5 The author’s worries vanished when he found that Stevie was very pleasing, hardworking and very attentive, and consequently he became popular with the author’s staff and regular customers.***

Three ***6–14 Having learned that Stevie and his mother lived a hard life, the other staff and the truck drivers made efforts to help him after he had had heart surgery.***

Four ***15–18 On Stevie’s return to work, the mother and son received a warm welcome, a free breakfast and a donation of over $10,000 in cash and checks.***

**Task Two Reading Between the Lines**

**1 Read the following sentences carefully and discuss in pairs what the author intends to say by the italicized parts.**

1) I shouldn’t have worried. *After the first week*, *Stevie had my staff wrapped around his little finger*. (Para. 3)

***After the first week’s work, Steve won my staff’s acceptance and trust and they became extremely fond of him.***

2) *Our only problem was convincing him to wait to clean a table until after the customers were finished.*(Para. 5)

***Stevie was so intent on his cleaning work that we found it hard to persuade him to stay calm and not to show obvious eagerness to clean the tables before they were empty.***

3) Money was tight, and *what I paid him was probably the difference between them being able to live together and Stevie being sent to a group home.*(Para. 6)

***The money I paid Stevie for his work was able to help him live together with his mother. Otherwise, he would have had to be sent to a special place where disabled people are taken care of.***

4) *Frannie looked at me with wet, shiny eyes, shook her head and said simply, “Truckers.”*(Para. 14)

***The truckers were kind-hearted and contributed generously to Stevie’s medical expenses. At this, Frannie was moved to tears and filled with admiration.***

5) *While everybody else was busy shaking hands and hugging each other, Stevie, with a big, big smile on his face, was busy clearing all the cups and dishes from the table — the best worker I ever hired.*(Para. 18)

***While everybody else was cheering and celebrating, Stevie chose to do his duty as a busboy. He showed the qualities that my best-ever worker possessed.***

**Text B**

**Checking Your Vocabulary**

**Word Detective**

**1 Put down the right word from Text B in the space provided according to the given definition. The first letter of each word is already given.**

**Example:**h*int*: a small sign or small amount

1) a***wait***: wait for

2) d***im***: (of a light) not bright

3) f***rail***: weak in body or health

4) g***listen***: shine (as if) from wetness

5) d***owntown***: the business centre of a town or city

6) c***onsiderate***: thoughtful of the wishes, needs, or feelings of others

7) v***eil***: a covering of thin material or net for the head or face, worn by women, often for religious reasons

8) m***eter***: a machine that measures and shows the amount of sth. one has used or the amount of money that one must pay

**2 Fill in each blank with a word or phrase from Text B. Both the explanation and the number of the paragraph in which the target word or phrase appears are given in brackets. Be sure to use the proper form.**

**Example:**Paul’s presence at the party was one thing I hadn’t *counted on*.

(expect: Para. 2)

1) Your composition is quite good ***except for***a few spelling mistakes.

(apart from; with the exception of: Para. 5)

2) He’s not used to making speeches in public; it’s so ***embarrassing***.

(making one feel ashamed, nervous, or uncomfortable: Para. 13)

3) She was so ***intent***upon her work that she didn’t notice my arrival at her house.

(showing fixed or eager attention in doing sth.: Para. 21)

4) He ***makes/made a living***as a car salesman.

(gain sufficient money to support oneself/and one’s family: Para. 25)

5) ***Hold on to***the seat in front when the bus goes around the corner.

(keep holding sth./sb.: Para. 27)

6) I tried to ***engage***him in conversation, but he was too busy to talk.

(make sb. join with one in: Para. 29)

**Checking Your Comprehension**

**1 Choose the best answer to complete each of the following sentences according to the information contained in Text B.**

1) The narrator regarded the job of a cab driver as a ministry because \_\_\_\_\_\_\_\_.

A) he drove the night shift

B) he was nice to all his passengers

C) his cab looked like a confessional

***D) passengers would tell him of their personal lives***

2) When he was on a call to a darkened building late at night, the cab driver always went to the door to find the passenger because \_\_\_\_\_\_\_\_.

A) he reasoned that it might be someone of his mother’s or father’s age

***B) he knew the passenger might be someone who needed his help***

C) he was experienced enough to handle any possible troubles

D) he had smelt danger and wanted to help the passenger

3) The passenger he was waiting for turned out to be \_\_\_\_\_\_\_\_.

A) a person who had just left a party

***B) a small lady in her eighties***

C) someone going off to an early shift

D) a woman who did not live in the building

4) After the passenger got in the cab, he \_\_\_\_\_\_\_\_ as she wished.

***A) drove her through downtown***

B) drove her straight to a hospice

C) began to regret not having driven away

D) kept quiet while she was telling her stories

5) When they arrived at the hospice, \_\_\_\_\_\_\_\_.

A) she forgot to pay him

B) she was reluctant to get off

***C) it was already dawn***

D) the door was tightly shut

6) It can be learned from the text that the narrator’s encounter with the old lady \_\_\_\_\_\_\_\_.

A) had put him in a foul mood

B) had made him rethink of his role as a cab driver

C) had taught him how to find great moments

***D) had worked a profound change in his attitude towards life***

**2 Read the following sentences carefully and discuss in pairs what the author**

**intends to say by the italicized parts.**

1) Under these circumstances, many drivers *would just honk once or twice, wait a short minute, then drive away.*(Para. 5)

***Many drivers would worry about their own safety under such circumstances. They would get away from a dark building as quickly as they could.***

2) *She was wearing a print dress and a pillbox hat with a veil pinned on it, like someone out of a 1940s movie.*(Para. 8)

***She was dressed in a formal, though old-fashioned, way. It was obvious that she knew that it would be the last cab ride in her life and she took it seriously.***

3) *I quietly reached over and shut off the meter.*(Para. 18)

***Realizing that this would be a special cab ride for her, I took pity on her and decided to give her a free ride.***

4) *It was the sound of the closing of a life.*(Para. 28)

***Hearing that sound, I knew that she would be confined to the hospice until her death.***

5) When that woman hugged me and said that I had brought her a moment of joy, *it was possible to believe that I had been placed on earth for the sole purpose of providing her with that last ride*. (Para. 30)

***At that moment, I realized what a worthy thing I had done for her; namely, providing her with that last cab ride in her life.***

**Enhance Your Language Awareness**

**Words in Action**

**Working with Words and Expressions**

**1 In the box below are some of the words you have learned in this unit. Complete the following sentences with them. Change the form where necessary.**

**Text A**assure biased dread grin hover scrawl visible

**Text B**await crease engage frail glisten hint sole

1) Don’t sit for too long or you’ll ***crease***your new dress.

2) There’s a ***hint***of summer in the air, although it’s only April.

3) He ***assured***me that the well-known doctor would cure my headache.

4) I handed in my application for the job last week; I am eagerly ***awaiting***their reply.

5) I wish you’d stop ***hovering***round and let me get on with some work.

6) Hilary was out, so I ***scrawled***a note to her and put it under the door.

7) The little girl kept on dancing, her face and black hair ***glistening***with sweat.

8) A ***frail***old woman with a walking stick came slowly down to the gate to meet us.

9) Judy is the ***sole***survivor of the car accident — the driver and all the other passengers died.

10) In the room where the young man was killed, detectives found no ***visible***signs of a struggle.

11) While one of the robbers ***engaged***the guard in conversation, the others crept into the factory.

12) One member of the jury was ***biased***in favour of the suspect, because they shared the same educational background.

13) This was the moment he had been ***dreading***for weeks — his mother found out that he had told a lie.

14) When she heard they were going to get married, the old woman couldn’t stop ***grinning***all day.

**2 In the boxes below are some of the expressions you have learned in this unit. Do you know how to use them in the proper context? Now check for yourself by doing the blank-filling exercise. Change the form where necessary.**

**Text A**as it is each and every every so often for fear of get by in the background wrap sb. around one’s little finger

**Text B**catch sb. unawares except for make a living pull up shut off

1) The young couple spoke in whispers ***for fear of***waking the baby.

2) We ***pulled up***in front of a shop, bought some drinks and drove on.

3) I can answer all the questions ***except for***the last — it puzzles me too.

4) We couldn’t ***get by***on my salary alone, so my wife did some odd jobs.

5) He left his well-paid office job to try to ***make a living***on a farm.

6) I no longer go to see John regularly, but ***every so often***he drops in at my office.

7) Though she has a lot of power in that big company, Sandy tends to remain ***in the background***.

8) ***Shut off***the power after you use the multi-media devices in the conference room.

9) Although he’s been here just a few days, he knows the name of ***each and every***colleague.

10) We hope to finish the work today, but ***as it is***we probably won’t finish until tomorrow.

11) Judy is quite obedient while her younger sister always ***wraps***her father ***around her little finger***.

12) The shower ***caught us***completely ***unawares***— all the clothes we hung up outside got wet.

**Increasing Your Word Power**

**1 Choose the definition from Column B that best matches each phrasal verb in Column A, paying attention to the v.+ prep./ad. collocation.**

**Column A Column B**

***f***1) wait on a. be in a particular situation after a series of events

***c***2) run through b. move towards; go to

***d***3) come through c. pass quickly through

***e***4) let out d. continue to live after a dangerous situation

***b***5) head for e. suddenly make a loud sound such as a shout or cry

***g***6) pick up f. serve (a customer); attend sb. as a servant

***h***7) clean up g. allow sb. to get into one’s vehicle and take him somewhere

***a***8) end up h. clean thoroughly and remove anything unwanted

**Fill in each blank in the following sentences with a proper phrasal verb. Change the verb form where necessary.**

1) When land was in sight, the sailor ***let out***a whoop of joy.

2) Look at the mess in your room; ***clean***it ***up***.

3) He’s very ill but doctors expect him to ***come through***.

4) Anna got a summer job: ***waiting on***tables in a restaurant.

5) We ***picked up***a hitchhiker on our way back home from the seashore.

6) Having tried several jobs, he ***ended up***working in a hospice.

7) After the match we ***headed for***the bar and had a drink to celebrate our success.

8) Excitement ***ran through***us when word came that our team had won the debating competition.

**2 The prefixes *ex*-, *fore*-, *pre*- mean “former, before, or in advance” while the prefix *post*- means “after or later than”. Study the following examples and form words by adding *ex*-, *fore*-, *pre*-, *post*- to the words given in the table and then complete each of the following sentences with a proper word you have just formed. Change the verb form where necessary.**

**Examples:**

ex + wife → ex-wife (former wife 前妻)

fore + see → foresee (see something in advance 预见)

pre + pay → prepay (pay in advance 预付)

post + war → postwar (after a war 战后的)

*ex-*boyfriend coach convict employer husband president soldier

*fore-*father head runner shadow sight tell word

*pre-*caution condition heat historic marital mature school suppose view

*post-*doctoral graduate industrial liberation marital script

1) None of us can ***foretell***what will happen 50 years later.

2) I don’t want to see the movie — I watched the ***preview***the other day and it wasn’t fascinating.

3) Dr. Sun Yat-sen was a great ***forerunner***of the Chinese democratic revolution.

4) After signing the letter, he added a ***postscript***, saying that he would send me the picture soon.

5) Beth hopes to go on with her studies and obtain a ***postgraduate***degree after graduation.

6) He made it a ***precondition***that the talks should be held in a neutral country.

7) She always wanted to have everything her way — that’s why her ***exhusband***left her.

**Grammar in Context**

**Study the following sentences from both Text A and Text B, paying special attention to the present particles, the past particles and the attributive clauses that are used to modify nouns. Then do the following two tasks.**

1) But I had never had a mentally ***handicapped***employee... (Para.1, Text A)

2) The ones ***who concerned me***were the mouthy college kids ***traveling to school****.*.. (Para. 2, Text A)

3) There was a time in my life twenty years ago ***when I was driving a cab for a living***. (Para. 1, Text B)

4) “That table ***where Belle Ringer and his friends were sitting,***” she said, “this was folded and tucked under a coffee cup.” (Para. 13, Text A)

5) She had me pull up in front of a furniture warehouse ***that had once been a ballroom where she had gone dancing as a girl***. (Para. 19, Text B)

**Task 1: Combine the given sentences into one by using attributive clauses.**

**Example:**

a. His mother was a widow.

b. His mother was disabled after repeated surgeries for cancer.

*His mother was a widow****who was disabled after repeated surgeries for cancer****.*

1) a. I encountered many people.

b. Those people’s lives amazed me.

***I encountered many people whose lives amazed me. (See Para. 3, Text B)***

2) a. She had given me an address.

b. We drove in silence to the address.

***We drove in silence to the address (that/which) she had given me. (See Para. 21, Text B)***

3) a. He pushed through the doors and headed for the back room.

b. His apron and busing cart were waiting in the back room.

***He pushed through the doors and headed for the back room where his apron and busing cart were waiting. (See Para. 16, Text A)***

4) a. I had seen so many people trapped in a life of poverty.

b. Those people depended on the cab as their only means of transportation.

***I had seen too many people trapped in a life of poverty who depended on the cab as their only means of transportation. (See Para. 6, Text B)***

5) a. Their social worker stopped to check on Stevie every so often.

b. The social worker admitted that Stevie and his mother had fallen between the cracks.

***Their social worker, who stopped to check on Stevie every so often, admitted Stevie and his mother had fallen between the cracks. (See Para. 6, Text A)***

**Task 2: Complete the following sentences by translating the Chinese in the brackets into English. Be sure to use present particles or past particles to modify nouns.**

I pushed through the door gloomily, only to be told that the boss was waiting for me in his office. He ignored my greeting and said to me, “Once I’ve made a ***well-considered decision***(经过认真考虑后的决定), I don’t expect anyone to change it.” Pointing to a piece of ***folded paper***(折叠起来的纸), he continued, “You must have read this ***written notice***(书面通知) about the annual report, and I remember having emailed to inform you that all the reports were due by 12:00 last night.” I wanted to tell him that I had left the ***laptop storing my annual report***(存有我的年度报告的手提电脑) on the bus on my way home last night, but I dared not. When I walked out of his office even more gloomily, I ran across ***a postman delivering express mail***(一位正在送快递的邮递员). I thought to myself, “If only I were a postman who doesn’t have to hand in the annual report!”

**Cloze**

**Complete the following passage with words and phrases chosen from Text A. The initial letter of each is given.**

I was not sure that Stevie was a r***eliable***(1) busboy until I had observed him for the first few weeks. Despite his thick-tongued speech of Down’s s***yndrome***(2), he was a***dopted***(3) by my trucker regulars as their official truck-stop mascot. When he g***ot***d***one***w***ith***(4) a table, you could see no bread crumb or coffee spill on it.

There was a g***loomy***(5) air in the restaurant one morning last August. Stevie was at the Mayo Clinic in Rochester getting a new valve o***r***s***omething***(6) put in his heart. Of course, there was a good c***hance***(7) that he would c***ome***t***hrough***(8) the surgery. But the medical expenses would be too high for him and his mother as they were b***arely***(9) getting by with what they had.

A few months later, on Thanksgiving Day, Stevie was back to work i***n***g***ood***s***hape***(10). I led him to a big table in the large corner b***ooth***(11) of the restaurant. On the table, there was a m***ess***(12) of coffee cups, saucers and dinner plates. He pulled out one of the napkins, on which were s***crawled***(13) the words “Something for Stevie”. As he picked it up, two $10 bills fell onto the table. He was amazed to find dozens of those napkins p***eeking***(14) from beneath the tableware. Over $10,000 i***n***(15) cash and checks were hidden there. They were from my trucker customers and their companies.

**Translation**

**1 Translate the following sentences into English, using the words and expressions given in brackets.**

1) 我不曾想到，随着时间的流逝，我果真以身为社工而自豪。(count on; take pride in)

***What I didn’t count on was that over time I would sincerely take pride in being a social worker.***

2) 奶奶迅速瞥了一眼墙上的时钟，发出一声惊呼：“天哪，我们要赶不 上火车了！”。(shoot a look at; let out)

***Shooting a quick look at the clock on the wall, Grandma let out a cry, “Oh, My dear/My goodness/My gracious, we’re going to miss the train!”***

3) 我总在幼儿园门口看到一些孩子抓住父母不让走。请问：在这种情形 下，年轻的父母们是否得对孩子严厉些，赶紧离开？(stern; hold on to sb.)

***At the kindergarten entrance, I always see some kids/children holding firmly on to their parents. Should young parents be sterner towards their kids/ children and leave immediately under these circumstances?***

4) 昏暗的路灯下站着一个哭泣的小女孩。(dim; weep)

***In the dim street light stood a weeping little girl / a girl weeping.***

5) 富人捐赠时要尽量考虑周全，不要让受赠者陷入难堪境地。 (considerate; embarrassing)

***When making donations, rich people should be as considerate as possible in order not to put the recipient in an embarrassing situation.***

6) 从上个月起，我的工作就是围绕日常办公事务转，所以现在每天掰 着指头算什么时候才到国庆节：我和朋友要去乡下远足呢！(revolve; count the days)

***Since last month, my work has been revolving around the routine office duties, so now I am counting the days until the National Day comes, when my friends and I are going hiking in the countryside.***

**2 Translate the following paragraph into English using the words and expressions in the box below.**

await ennoble frail sole engage sb. in conversation get by make a living pull up take pride in

当时大家生活都很艰难，我们家靠我开出租车的收入勉强度日。一天深夜我接到要车电话，令我吃惊的是，到达那个地址时发现是一位柔弱的老太太在等我。她上车后，我便与她攀谈起来。我了解到她要去安养院，医生说她的时间不多了。老太太叫我开车穿过市中心。她指着一些老房子告诉我那是她曾居住或工作过的地方。最后当车子停在安养院门口时，我没有接收她的车费。在那天余下的时间里我陷入了沉思：虽然我得谋生，但是生活的意义不仅仅是为了生存。当周遭情形一片阴暗时，我的一个小小善举可能就是一束烛光，尽管烛火微弱，却温暖了一颗心灵，也令我高尚。我真地为自己的小小善举感到自豪。

***That was a time when life was difficult for everyone. My family could barely get by on my small income from driving a cab. One late night I responded to a call for a cab ride. To my surprise, when I arrived at the address, I found it was a frail old lay who was awaiting me. After she got into the cab, I engaged her in conversation. I learnt that she was going to the hospice. Her doctor said she didn’t have very long. The old lady told me to drive through the downtown area. She pointed at some old buildings, telling me those were the places where she used to work or live. When the cab finally pulled up in front of the hospice, I didn’t accept her fare. In the rest of the day, I was lost in thought. Though I had to make a living, I lived not for the sole purpose of surviving. When circumstances looked gloomy, the small favour I had done could be a candle light. However faint the light was, it managed to warm up a soul and ennobled me as well. I did take pride in that small favour.***

**Unit 2 > Key to Book Exercises**

**Listen and Respond**

**Listen to a short passage entitled “An Invitation”.**

**Task One Focusing on the Main Ideas**

**Choose the best answer to each of the following questions according to the information contained in the listening passage.**

1) Where did the woman see the three old men?

A) In front of her store. ***B) In her front yard.***

C) In her dream. D) In her doorway.

2) Who were the three old men respectively?

A) Success, Hope and Wealth. B) Faith, Hope, and Love.

C) Wealth, Faith and Success. ***D) Love, Success and Wealth.***

3) Whom did the family invite in?

A) Wealth. ***B) Love.***C) Success. D) All of the above.

4) How many of the old men would like to go into the house?

A) One. B) Two. ***C) Three.***D) Four.

5) What is the main idea of the passage?

***A) Where there is love, there is wealth and success.***

B) One cannot live without wealth, love and success.

C) Love is as important as wealth and success.

D) Wealth and success are what people pursue most eagerly.

**Task Two Zooming In on the Details**

**Listen to the passage again and fill in each of the blanks according to what you have heard.**

1. The women thought that the three old men must be ***hungry***, so she invited them to come in and have something ***to eat***.

2. The old men said that they did not go into a house ***together***.

3. The husband wished to invite ***Wealth***, but the woman did not agree and wished to have ***Success***, while their daughter suggested: “ ***Wouldn’t it be better to invite Love***?”

4. The woman came out and asked: “Which one of you is ***Love***? Please come in and be our ***guest***.”

5. The other two old men also got up and followed, which ***surprised***the woman.

6. One old man told the woman: “If you had invited ***Wealth***or ***Success***, the other two of us would ***have stayed out***.”

**Read and Explore**

**Task One Discovering the Main Ideas**

**1 Answer the following questions with the information contained in Text A.**

1) Is “love” easy to define? Why or why not?

***No. It is because love is a feeling that can only be felt but cannot be clearly described.***

2) How does the author describe “puppy loves”?

***“Puppy loves” are brief, silly, adventurous but harmless.***

3) What does it take for love to develop into maturity?

***Love takes time to blossom and it takes a lot of understanding, caring, sharing and affection to develop into maturity.***

4) What helped preserve the holiness of love in the author’s parents’ generation?

***It was the distance between men and women that helped preserve the holiness of love in the author’s parents’ generation.***

5) What negative roles do the media play in forming the younger generation’s view of love?

***The media have exposed the younger generation to things that have fast paced their sensibilities so much that taking things slow requires effort.***

6) What do young people today tend to value in relationships? What does the author think they should value?

***They tend to value physical beauty, closeness, passion and acquiring. The author thinks that they should value inner charm, intimacy, emotion and sharing.***

**2 Text A can be divided into four parts with the paragraph number(s) of each part provided as follows. Write down the main idea of each part.**

**Part Paragraph(s) Main Idea**

One ***1–2 Love is hard to define because it can only be felt but not described.***

Two ***3–7 The author discusses love of different depths from her own experiences.***

Three ***8–12 The two generations handle love and relationships differently. The younger generation tends to be more hasty and selfish in building relationships.***

Four ***13–14 The author advises young people to learn the essence of love and find ways to develop relationships into lifelong bonds.***

**Task Two Reading Between the Lines**

**Read the following sentences carefully and discuss in pairs what the author intends to say by the italicised parts.**

1. *Given the busy nature of our lives*, *it’s to be appreciated that we even find the time to indulge in matters of the heart*. (Para. 3)

***Love is still indispensable to us, even though we are so busy pursuing material things for our everyday life. For this we should feel grateful.***

2. The long skirts, the quiet and unpretentious looks, the curled long hair, the calmness, the shy glance — *these are all so frequently remindful of a bygone era*. (Para. 8)

***These often remind us of those days when people of our parents’ generation were courting. It was an era of constraints, restraints, respect, admiration, and plenty of romance. But such an era is gone for ever, for young people today tend to behave differently.***

3. *There is more of acquiring and less of sharing.*(Para.12)

***The younger generation is more selfish: they care too much about what they can get instead of what they can share.***

4. *There’s much more to being someone’s lover than gifting them red roses and fifty-cent cards*. (Para. 13)

***People in a relationship need to do much more than just sending gifts to their lovers. More importantly, they should devote themselves, heart and soul, to each other.***

5. And *we should not have become so tired by our frivolous acts that when it comes we aren’t able to receive it with open arms*. (Para. 14)

***After repeatedly experiencing hasty, casual and insensible relationships, we have become emotionally tired and confused, so when true love comes, we are unable to respond to it with due enthusiasm, passion and devotion.***

**Checking Your Vocabulary**

**Word Detective**

**1 Put down the right word from Text B in the space provided according to the given definition. The first letter of each word is already given.**

**Example:**i*cy*: extremely cold; covered with ice

1) e***ngaged***: having agreed to marry

2) g***rief***: great sorrow or feelings of suffering

3) m***anipulate***: work with skilful use of the hands

4) a***gonizing***: causing great pain or anxiety

5) m***aximum***: the largest number, amount, etc.

6) f***ascinate***: attract and hold the interest or attention of

7) c***omplaint***: a statement of dissatisfaction, unhappiness, pain, etc.

8) g***race***: a fine and attractive quality in movement or form, esp. when this seems effortless and natural

**2 Fill in each blank with a word or phrase from Text B. Both the explanation and the number of the paragraph in which the target word or phrase appears are given in brackets. Be sure to use the proper form.**

**Example:**To gain more profit, they reduced the costs of the building to the *minimum*.

(the smallest amount: Para. 7)

1) “Lip Ice”, a relief for dry lips, is applied to keep lips ***moist***.

(slightly wet: Para. 1)

2) Only three people could ***fit into***the lift; it’s really too small.

(have sufficient space in: Para. 5)

3) ***In the course of***their investigation, they discovered various forms of political corruption (腐败).

(during: Para. 6)

4) Helen was ***overjoyed***to hear that she had got the job.

(extremely pleased: Para. 9)

5) I often ***clip***pictures of tourist spots from the magazine *Travel Weekly.*

(cut: Para. 10)

6) Doctors tried ***in vain***to save him; he passed away at dawn.

(without a successful result: Para. 12)

7) During the war, they were forced to ***yield***some of their farmland to the local farmers.

(give up one’s control of: Para. 12)

8) The twins ***resemble***each other in appearance but their personalities are quite different.

(look like or be similar to sb. or sth.: Para. 13)

**Checking Your Comprehension**

**1 Answer the following questions with the information contained in Text B.**

1) What happened to the writer’s husband?

***He was dying in bed of a serious disease.***

2) What did her husband’s hands look like?

***They were long and large. His fingers were long and square, laced with fine veins all the way to the tips. His nails squared off the ends of his fingers, with clearly defined white edges. He had always taken great care to keep them neat. They were not tough hands; nor soft, either.***

3) What could she feel when her husband clasped her hands during the last four years when he was confined to the hospital bed?

***She could feel pure and honest expressions of his love.***

4) How did he treat his children when they were young?

***He took very good care of them.***

5) In what special moments did her husband hold her hands in the hospital?

***Her husband held her hands in the most frightening moments of his illnesses and in the deepest, darkest moment of his life.***

6) What did she discover in her husband’s dresser months after he died?

***She discovered an opened pack of emery boards.***

7) How did she react to the discovery?

***At the sight of the emery boards, she could not control her grief any longer and broke into tears.***

8) Who was Stephen?

***He was her youngest son, who resembled her husband very much.***

9) How did she feel when Stephen clasped her hand?

***She felt the clasp was as reassuring as his father’s.***

**2 Read the following sentences carefully and discuss in pairs what the author intends to say by the italicised parts.**

1) And whenever those hands sought mine in the final days of his life, *he pressed them both together around one of my hands*. (Para. 1)

***Holding one of my hands tightly, he expressed his pure love for me as well as his wish to be together with me forever.***

2) It was during that time, as I sat by his bed, that *I tried to memorize his hands*. (Para. 2)

***I tried to bear in mind what his hands were like because I knew he would soon leave us forever.***

3) *Those hands clasped mine in the most frightening moments of his illnesses.*(Para. 8)

***When death was drawing near, he clasped my hands to seek comfort and support from me and to express his pure and deep love for me.***

4) Months later, I opened the top drawer of Paul’s dresser one Sunday and reached in for one of his clean, pressed handkerchiefs — *I liked to use them now*. (Para. 11)

***Since my husband had been using them before he died, I like to use them now so that I could find myself mentally closer to him.***

5) It was as though his father’s long, graceful hands clasped mine once again. *Still reassuring me.*(Para. 13)

***Even though he had died, my husband’s way of expressing love through his handclasp had been passed down to our son, which was a lasting comfort to me.***

**Optional Classroom Activities**

**Rhetorical devices such as simile (明喻) and metaphor (隐喻) are used in both Text A and Text B. Listed below are some examples. Discuss with your partner how and why the writers use such rhetorical devices. The explanation of the first one is provided.**

1) Harmless puppy loves that are as brief as soap bubbles. (Para. 3, Text A)

***Simile****: “Soap bubbles” is used to emphasize the brief period of time that puppy loves last.*

2) Love was a magnificent building I built on the foundation of friendship. It took time to blossom. (Para. 7, Text A)

***Metaphor: “Magnificent building” is used to imply that love should be developed in the same way as we build or construct a building and that, like a building, love should be based on something. “To blossom” is also a metaphor, which implies that love can be as beautiful as a flower but it takes time to have it develop or grow.***

3) Our parents’ generation was fed lavishly with ideals. (Para. 8, Text A)

***Metaphor: Here “(be) fed (with)” is used metaphorically, meaning that, people of her parents’ generation were taught to pursue love and relationships strictly according to the “ideals” of the time, these ideals nourishing their mental needs much as food does the body.***

4) I am sorry to learn about the kind of emotional baggage school kids are carrying in what are purely unemotional relationships. (Para. 10, Text A)

***Metaphor: “Baggage” is used to indicate the heavy burden that school children have to shoulder when they pursue “purely unemotional relationships.”***

5) What about giving ourselves, and others, time and space to forge relationships? (Para. 12, Text A)

***Metaphor: “To forge” implies that relationships are like iron and require plenty of tempering before they become as solid and strong as steel.***

6) For seven-and-a-half months, my grief for my husband had been frozen within me like an icy presence that would not yield. (Para. 12, Text B)

***Simile: “Frozen” and “icy presence” are used to imply that during the seven-and-a-half months after her husband died, the author had managed to bury the grief for her husband deep down in her heart as if it had turned into something like ice.***

7) Then, this last Sunday of February, I was undone by the simple presence of emery boards. (Para. 12, Text B)

***Metaphor: “Was undone” emphasizes the sudden release or outbreak of her grief, as if a knot came loose or untied unexpectedly.***

**Enhance Your Language Awareness**

**Words in Action**

**Working with Words and Expressions**

**1 In the boxes below are some of the words you have learned in this unit. Complete the following sentences with them. Change the form where necessary.**

**Text A**acquire affection curl defy given haste interact preserve restraint

**Text B**clip fascinate grief manipulate minimum presence yield

1) I don’t like my straight hair so I’m going to have it ***curled***.

2) This price is her ***minimum***; she refuses to lower it any further.

3) I often ***clip***recipes out of newspapers and magazines but never use them when I cook.

4) She ***yielded***to temptation and had another chocolate even though she was going on a diet.

5) ***Given***the fact that she loves children, I am sure teaching is the right career for her.

6) They try to ***preserve***their interesting old customs against the impacts of the modern world.

7) Philip was ***fascinated***to see how the old woman wove (编织) cloth with such simple tools.

8) Among all his relatives, he has an especially deep ***affection***for his aunt who cares for him most.

9) Teaching is not a one-way activity; teachers and students should ***interact***with each other in class.

10) After his wife died, he remarried with much ***haste***, which caused a lot of gossip (闲话) among his acquaintances.

11) Without your love and support, he would have been weighed down (颓丧) with ***grief***after his daughter died of a car crash.

12) I have never seen a house like that — its untidiness ***defies***description; I think she ought to learn how to keep a house.

13) These days more and more pregnant (怀孕的) women want the ***presence***of their husbands at the birth of their children.

14) It is quite possible for a student to master English grammar and ***acquire***a large vocabulary without the help of a teacher.

15) She watched him ***manipulate***all the handles and gears [(汽车上的)排挡] in his automobile until she thought she could run it herself.

16) Lack of money and lack of machinery are the two major ***restraints***on the growth of this factory; that’s why it remains the same as it was ten years ago.

**2 In the boxes below are some of the expressions you have learned in this unit. Do you know how to use them in the proper context? Now check for yourself by doing the blank-filling exercise. Change the form where necessary.**

**Text A**state of affairs build … on give and take hold on in short let … loose on

**Text B**fit into in the course of in vain reach for

1) Don’t ***let***the little boy ***loose on***the garden; he’ll pull up all the flowers.

2) The refrigerator I bought last week is too large to ***fit into***our new kitchen.

3) When the flood broke out, the little girl clung to a tree and managed to ***hold on***.

4) Her parents are divorced and her brother is in prison — it is a sad ***state of affairs***, indeed.

5) It is said that in no country other than Britain can one experience four seasons ***in the course of***a single day.

6) The moment my father came in I could see from his worried face that his effort to find a job had been ***in vain***once again.

7) Do you think it wise for a person to ***build***his hopes ***on***the economic strength of his country? Or should he base them on his own efforts?

8) He’s disorganized; he’s inefficient; he’s never been there when you want him. ***In short***, he is hopeless.

9) Seeing his neighbour’s house on fire, he quickly ***reached for***the phone and dialled 110.

10) You can’t always insist on your own way — there has to be some ***give and take***.

**Increasing Your Word Power**

**1 The prefix *over*- can be added to nouns, verbs, adjectives and adverbs, meaning “above”, “outside”, “across”, or “too much”. Study the words given in the box and choose the proper word to fill in each of the blanks in the following sentences. Change the form where necessary.**

overcoat *n.*overconfident *a.*overcrowded *a.*overdo *v.*

overdue *a.*overflow *v.*overhead *a. / ad.*overjoyed *a.*

overland *a. / ad.*overload *v.*over-rich *a.*oversleep *v.*

overtime *n. / ad.*overweight *a.*overwork *n. / v.*

1) It’s cold outside. Put on your ***overcoat***.

2) He liked to look at planes flying ***overhead***.

3) We were ***overjoyed***to learn that they were safe.

4) I ***overslept***this morning and was late for work.

5) My luggage was ***overweight***by five kilos. I had to pay extra.

6) These bills are ***overdue***. They should have been paid earlier.

7) They’re working ***overtime***to finish the task ahead of schedule.

8) You’ve been ***overworking***and you look exhausted; why don’t you take a week off?

**2 Many words in English can be used both as nouns and as verbs. Listed in the following table are some of these words that you have learned in Unit One and Unit Two. Study them carefully and then complete each of the following sentences with one of them as you see fit. Change the form where necessary.**

crush

*n.*

a strong but short-lived feeling of love that a young person has for someone older(对年长者产生的)短暂的迷恋；热恋

*v.*

press with great force so as to break, damage, etc. 压碎，压坏

fancy

*n.*

a liking, especially one formed without the help of reason; imagination, esp. in a free and undirected form(尤指一时兴起的) 喜爱；迷恋；胡思乱想

*v.*

have a liking for; wish for; be sexually attracted to 喜欢，想要；(男女间)爱上

bubble

*n.*

a hollow ball of air or gas in a liquid (or sometimes in a solid) 泡；气泡；泡沫

*v.*

form, produce, or rise as bubbles 起泡，冒泡；沸腾

yield

*n.*

that which is produced or the amount that is produced(生)产量

*v.*

produce, bear, or provide, esp. as a result of work or effort; give up control (of); surrender 生产；产生(效果等)；放弃；投降，屈服

label

*n.*

a piece of paper or other material on or beside an object and describing its nature, name, owner, destination, etc. 标签；标记

*v.*

fix or tie a label on 贴标签于

attribute

*n.*

a quality forming part of the nature of a person or thing 特性，属性

*v.*

believe (sth.) to be the result or work of 把(某事)归因于

drizzle

*n.*

(a) fine misty rain 毛毛雨，细雨

*v.*

rain in very small drops or very lightly 下毛毛雨

grasp

*n.*

a firm hold with the hands or arms(用手或臂)紧握；紧抱

*v.*

take or keep a firm hold of, esp. with the hands 抓牢，抓紧

1) Don’t ***crush***the box, there are eggs inside!

2) She ***attributes***her success to hard work and a bit of luck.

3) Did I really hear someone come in, or was it only a ***fancy***?

4) The coffeepot ***bubbled***, filling the room with fragrance (香味).

5) Mike took her arm in a firm ***grasp***and led her through the gate.

6) When I left home it was just ***drizzling***, but now it’s pouring down.

7) He was busy ***labeling***all the bottles of wine he’d made the year before.

8) The trees gave a high ***yield***of fruit this year. The farmer’s hard work is rewarding.

**3 Listed in the box below are some idiomatic expressions formed with the word “hand”. Study them carefully and try to make out their meanings. You may consult a dictionary if necessary. Then translate the given sentences into English, using one of them.**

a green hand at hand give sb. a hand in hand out of hand short of hands hand down hand in hand on hand out

1) 我们人手不足。

***We are short of hands.***

2) 我手中还有些钱。

***I still have some money in hand.***

3) 请帮忙提一下这只箱子。

***Give me a hand with this box, please.***

4) 我经常把字典放在手边。

***I often keep a dictionary at hand.***

5) 那些足球迷失去控制了。

***The football fans were out of hand.***

6) 把铅笔分发给班上每个学生。

***Hand out the pencils to everyone in the class.***

7) 这枚戒指是我奶奶传给我的。

***This ring was handed down to me by my grandmother.***

8) 时间到了，请把试卷交上来。

***Time’s up. Please hand in your test papers.***

9) 请把这本杂志传给你的室友看。

***Please hand on the magazine to your roommates.***

10) 对不起，我恐怕帮不了你。我是生手。

***I’m afraid I can’t help you. I’m a green hand.***

**Grammar in Context**

**1 In Units 1 and 2, you read the following sentences in the inverted order:**

1) Then came the stage of real relationships. (Para. 3, Text A, Unit 2)

2) On the outside, in big, bold letters, was printed “Something For Stevie.” (Para. 13, Text A, Unit 1)

3) By her side was a small nylon suitcase. (Para. 8, Text B, Unit 1)

**Now complete the following sentences by translating the Chinese in the brackets into English. Make sure that the sentences are in the inverted order.**

1) ***Sitting on the stairs was / On the stairs was sitting***(楼梯上坐着) a darkhaired girl.

2) ***Over the wall came / flew***(墙那边飞过来了) a shower of stones.

3) ***Round the corner was***(拐角那儿) a policeman on the beat.

4) ***Then finally came***(终于到了) the graduation ceremony we had been looking forward to.

5) ***Under the table was lying***(桌子底下躺着) a half-conscious young man.

6) ***At / On the top of (On top of) the hill stood***(山顶矗立着) the castle in all its grace.

**2 In Text A, you read the following sentences containing v.+ prep. phrases. Study the sentences, paying special attention to the position of the preposition.**

1) Those three hours of unhesitant attention … provided us with enough content *to talk and feel exhilarated about*for the next four weeks. (Para. 4)

2) What *we have been exposed to*via the media have fast paced our sensibilities … (Para. 9)

**Now correct the mistakes in the following sentences, if any. Write NONE under the correct sentence(s).**

1) The beaver (海狸) chews down trees to get food and material to build its home.

***The beaver chews down trees to get food and material to build its home with.***

2) Do your parents think Tom is a nice boy to go out with him?

***Do your parents think Tom is a nice boy to go out with? (Cross out him)***

3) The goals which he has fought all his life seem unimportant to him now.

***The goals for which he has fought all his life seem unimportant to him now.***

4) A great book, rich in ideas and beauty, demands the most active reading you are capable of.

***NONE.***

5) The essay starts by asking a question, which the author then gives a positive answer.

***The essay starts by asking a question, to which the author then gives a positive answer.***

**Cloze**

**Complete the following passage with words and phrases chosen from Text A. The initial letter of each is given.**

Today young people tend to jump on the bandwagon of love with so much h***aste***(1) that they fail to realize the essence of true love. Given the current s***tate***o***f***a***ffairs***(2), we need to consider more closely the nature of love. True love has to be d***istinguished***(3) from the pleasures of the flesh. True love means a m***eeting***o***f***m***inds***(4) and it takes time to b***lossom***(5). People who are in true love focus more on i***nner***c***harm***(6) than on physical beauty, more on i***ntimacy***(7) than on closeness, more on e***motion***(8) than on passion, more on sharing than on a***cquiring***(9). As true love happens once in a lifetime, they have in their minds the i***deals***(10) of the relationship. They share mutual respect, a***dmiration***(11) and plenty of romance, so their relationship is l***asting***(12) and meaningful. Preserving true love requires effort, however. You should gift your object of a***ffection***(13) your time, company, support and friendship; you should give yourself and your beloved time and space to f***orge***(14) a life-long bond; and you should h***onor***(15) your commitments. In short, you should devote yourself to your love. Your devotion to love will, in return, bring you an o***verwhelming***(16) joy.

**Translation**

**1 Translate the following sentences into English, using the words and expressions given in brackets.**

1) 无论是友情还是爱情，你都不可能期待自己付出最少而得到最多。(maximum; minimum)

***In either friendship or love / In both friendship and love, you should never expect to take / receive the maximum while you give the minimum.***

2) 我把全部希望寄托在他的承诺上，结果却发现他根本不是个真诚的人。(build on; sincerity)

***I built all my hopes on his promise(s), only to find that he was not a man of sincerity at all.***

3) 我们带母亲去了所有我们能找到的最好的医院，但一切努力都是徒劳的，母亲还是没能熬过那次疾病。(in vain)

***We took Mother to all the best hospitals we could find, but all our efforts were in vain; she failed to survive the disease.***

4) 情人节(Valentine’s Day)是个一年一度在2月14日庆祝的节日，一个向自己心仪的对象表达爱意的好日子。(affection)

***Valentine’s Day is an annual holiday celebrated on February 14, a perfect day to express love to the object of your / one’s affection.***

5) 在信息时代，通过电子邮件方式跟远方的朋友交流几乎可以是同步的(simultaneous)。(era; via)

***In the information era, communications with far-away friends via e-mail can be almost / virtually simultaneous.***

6) 爱情需要培育，我们梦想拥有的“永恒的爱情”只有在双方学会欣赏对方，包容对方之后才可能缔造。(nurture; forge)

***Love needs to be nurtured, and the “eternal / everlasting love” that we all dream to have is not forged until we learn to appreciate and tolerate the other.***

**2 Translate the following paragraph into English, using the words and expressions in the box below.**

affection; complaint; engage; fascinate; given; grief; horrified; ideal; overjoyed; pursue; in the course of

晚饭后，我们大家围坐在壁炉(hearth)旁。苏珊姨妈还沉浸在失去罗伯特姨父的悲伤之中。她轻声讲起了他俩从前的岁月。订婚不久，姨父就去参军了。考虑到当时的严峻形势，许多军人无法生还，你就可以想象姨妈每天有多恐惧。而当姨父从欧洲战场平安返回时姨妈甭提有多开心了。之后，他们结婚成家，抚育了五个孩子。这么多年来，在共同克服生活的艰辛磨难的过程当中，夫妻间的感情越来越深。我被姨妈的故事深深迷住了，这完全不同于我理想中的爱情。在日常生活中，他们并不追求激情浪漫，并没有牢骚满腹，而是实践着“付出”和“分享”。令人感慨的是，这样的爱延续了一辈子。

***After dinner, we all sat around the hearth. Aunt Susan was still in the grief of losing Uncle Robert. In her soft voice she told us about their past years. Uncle Robert joined the army shortly after they were engaged. Given the critical situation at the time when lots of army men didn’t return alive, you can imagine how horrified Aunt Susan was every day, and how overjoyed she was to see Uncle Robert back safe and sound from the European battlefield. Then they got married and brought up five children. For all those years, their affection for each other grew stronger in the course of overcoming difficulties and hardships in life. I was fascinated by Aunt Susan’s story, which was totally different from my ideal of love. They practiced, in their daily life, giving and sharing instead of pursuing passion and romance, or making complaints. Amazingly, such love lasted through their whole life.***

**Unit 3 > Key to Book Exercises**

**Listen and Respond**

**Task One Focusing on the Main Ideas**

**Choose the best answer to complete each of the following sentences according to the information contained in the listening passage.**

1) When do people come into your life “for a reason”?

A) When they know you well.

***B) When you need them in life.***

C) When you can support their career.

D) When they are willing to listen to your troubles.

2) Who will end the friendship with the person that is in your life for a reason?

***A) The person himself.***B) You.

C) Neither you nor the person. D) Both you and the person.

3) What does a “friend for a season” mean?

A) Someone who is good at making you laugh.

B) Someone who teaches you how to have fun.

***C) Someone who will stay in your life for a short time.***

D) Someone who comes into your life only for fun.

4) What is a lifetime friend?

A) Someone who always helps you out of difficulties.

B) Someone who understands you better than anyone else.

C) Someone who has experienced hardships with you.

***D) Someone who together with you makes up a single soul in two bodies.***

5) What is the passage mainly about?

A) Three different stages of friendship.

***B) Three different types of friendship in our life.***

C) Three different ways of getting along with people.

D) Three different lessons on how to be good to your friends.

**Task Two Zooming In on the Details**

**Listen to the passage again and fill in each of the blanks according to what you have heard.**

1) People come into our life for a ***reason***, for a ***season***or for a ***lifetime***.

2) When you ***figure out***why people come into your life, you will know exactly what to do.

3) When someone is in your life for a reason, it is usually to ***meet a need***you have expressed outwardly or ***inwardly***. They have come to help you out of a difficulty, or to provide you with ***guidance***and ***support***.

4) When people come into your life for a season, they may bring you ***an experience of peace***or make you ***laugh***.

5) Lifetime friendships are based on ***trust***and ***understanding***between you and your friend. Lifetime friendships teach you lifetime ***lessons***and you should learn to ***accept***them.

**Read and Explore**

**Task One Discovering the Main Ideas**

**1 Answer the following questions with the information contained in Text A.**

1) Why do people tend to have a thin understanding of friendship?

***It is because there is a lack of socially acknowledged criteria for what makes a person a friend.***

2) What are the three kinds of friendship according to Aristotle?

***They are friendship based on utility, friendship based on pleasure and friendship based on goodness.***

3) What does Cicero emphasize in his definition of friendship?

***He emphasizes the element of virtue in friendship.***

4) What is meant by “virtuous friends” according to the classical views?

***Virtuous friends possess moral excellence and share a commitment to the good.***

**2 Text A can be divided into four parts with the paragraph number(s) of each part provided as follows. Write down the main idea of each part.**

**Part Paragraph(s) Main Idea**

One ***1 It’s necessary to review some classical views of friendship in order to acquire a better understanding of it.***

Two ***2–5 According to Aristotle, there are three kinds of friendship, which are respectively based on utility, pleasure and goodness. Friendship based on goodness is perfect and totally different from friendship based on utility or pleasure.***

Three ***6 According to Cicero, true friendship is only possible between good men. In such friendships and relationships, those who possess any superiority must regard themselves as equals of those who are less fortunate.***

Four ***7 Virtuous friends are bound by moral excellence, which involves a high level of development and expression of the altruistic emotions of sympathy, concern and care.***

**Task Two Reading Between the Lines**

**Read the following sentences carefully and discuss in pairs what the authors intend to say by the italicised parts.**

1. In one setting, we may describe someone as a friend; *in another, the label may seem less appropriate*. (Para. 1)

***Since society lacks socially accepted criteria for what friendship is, a person may be described as a “friend” in one context but may not be suitably called so in another.***

2. *Friendship between the young is thought to be grounded on pleasure*, because the lives of the young are regulated by their feelings, and their chief interests are in their own pleasure and the opportunity of the moment. (Para. 4)

***It is believed that young people tend to regard pleasure as an essential element of friendship and thus base their friendship on pleasure.***

3. *Such friendships are rare because men of this kind are few and they need time and intimacy*; for as the saying goes, true friends must go through trials and tribulations together. (Para. 5)

***It is not easy to establish true friendships because there is only a small number of such good men in the world and it takes time and effort to develop such friendships. That is why true friendships are rare.***

4. To perceive a friend, therefore, is in a manner to perceive oneself; and to know a friend is in a manner to know oneself. *Each can be said to provide a mirror in which the other may see himself*. (Para. 7)

***When two people are true friends, each is like a mirror to the other, who can see what kind of a person he himself has proved to be and whether he has moral excellence or not.***

5. *Friendship of this kind necessarily involves conversations about well-being and of what might be involved in living the good life.*(Para.7)

***We can find all the good qualities in virtuous friends and it is those qualities that make permanent friendship possible.***

**Checking Your Vocabulary**

**Word Detective**

**1 Put down the right word from Text B in the space provided according to the given definition. The first letter of each word is already given.**

**Example:**k*een*: (of the mind, the senses, etc.) good, strong, quick at understanding, etc.

1) c***orrespond***: exchange letters regularly

2) b***uild***: shape and size, esp. of the human body

3) s***ensible***: reasonable; having or showing good sense

4) b***rilliant***: very bright, splendid, or showy in appearance

5) g***rasp***: take or keep a firm hold of, esp. with the hands

6) a***ppoint***: arrange or decide (esp. a time or place when something will happen)

7) h***ardware***: equipment and tools for the home and garden, such as pans, garden tools, etc.

8) g***aze***: look steadily, esp. for a long time and often without being conscious of what one is doing

**2 Fill in each blank with a word or phrase from Text B. Both the explanation and the number of the paragraph in which the target word or phrase appears are given in brackets. Be sure to use the proper form.**

**Example:**We were talking on the phone when, *all of a sudden*, the line went dead.

(suddenly: Para. 29)

1) Would you just ***cast your eyes / an eye over***these calculations (计算的结果) to see if there is anything wrong?

(look through sth. quickly: Para. 1)

2) These beautiful old houses are being ***torn down***to make way for a new road.

(pull down: Para. 4)

3) The owners of the restaurant must be ***making a fortune***— they serve quite simple food at very high prices!

(earn a large amount of money: Para. 6)

4) The missing letter eventually ***turned up***inside a book.

(make one’s appearance: Para. 8)

5) I have ***lost track of***the number of times he’s asked me to lend him some money.

(fail to keep myself informed about: Para. 8)

6) If there’s no further discussion, perhaps we can ***pass on***to the next subject.

(move on: Para. 16)

7) The police are ***checking up on***what the man told them about the robbery.

(examine to see the truthfulness of: Para. 16)

8) He ***was under arrest***when drugs were found in his bag at the customs (海关).

(be captured by the police: Para. 30)

**Checking Your Comprehension**

**1 Answer the following questions with the information contained in Text B.**

1) Where did the story take place?

***The story took place in New York.***

2) What was the policeman doing that night?

***He was on night duty, patrolling the avenues and trying to prevent any possible crimes on his beat.***

3) Where did the man in the doorway of a hardware store come from?

***He came from the western part of the United States, which was still wild and under-developed at that time.***

4) Why was he standing there?

***He was waiting by appointment for Jimmy Wells, the best friend of his youth.***

5) What was the appointment about?

***Twenty years before, Jimmy and Bob had made an appointment that they would meet again in the same restaurant exactly twenty years from that date and time, no matter what their conditions might be or from what distance they might have to come.***

6) What happened to the man who had stood in the doorway in the end? And why?

***He was arrested by a policeman in plain clothes, because he was wanted by the Chicago police.***

7) Who was the policeman in uniform?

***He was Jimmy Wells, Bob’s friend of youth.***

8) Did the two old friends meet that night?

***Yes, they did meet that night, but in a very special way. Jimmy approached Bob as a patrolman, talking to Bob as if they did not know each other before.***

**2 Read the following sentences carefully and discuss in pairs what the author intends to say by the italicised parts.**

1) You couldn’t have dragged Jimmy out of New York; *he thought it was the only place on earth*. (Para. 6)

***He loved New York so much that he preferred to live nowhere else.***

2) The waiting man pulled out *a handsome watch, the lids of it set with small diamonds*. (Para. 9)

***It was a luxurious watch, handsome and with small diamonds set on its lids. Judging by the watch, one might think that he had made a fortune in the West.***

3) When they came into this glare, *each of them turned simultaneously to gaze upon the other’s face.*(Para. 27)

***Each of them was eager to know what exactly the other looked like.***

4) Twenty years is a long time, *but not long enough to change a man’s nose from a Roman nose to a pug nose.*(Para. 29)

***You are not Jimmy at all, because it is not possible for a man to change the shape of his nose so thoroughly within a matter of twenty years.***

5) *Chicago thinks you may have dropped over our way and they want to have a chat with you*. Going quietly with us, are you? *That’s sensible*. (Para. 30)

***The Chicago police informed us that you might have come to New York and they wanted us to stop and arrest you … It is wise of you not to resist.***

6) His hand was steady when he began to read, *but it trembled a little by the time he had finished*. (Para. 31)

***He could not control his emotions when he found out the truth. His hand was trembling with fear and shock.***

**Optional Classroom Activities**

**Divide the class into groups of fours and dramatize the story “After Twenty Years” by role-playing the story-teller (O. Henry), Jimmy, Bob and the plain-clothes man.**

**Enhance Your Language Awareness**

**Words in Action**

**Working with Words and Expressions**

**1 In the boxes below are some of the words you have learned in this unit. Complete the following sentences with them. Change the form where necessary.**

**Text A**bind commitment ground possess regulate surpass virtue

**Text B**appoint correspond gaze grasp keen sensible unfold

1) They ***bound***his hands and legs with a rope so he couldn’t escape.

2) He ***unfolded***the map and tried to find out which way to go.

3) He’s been charged with ***possessing***guns and attempting to attack the police.

4) The product’s success ***has surpassed***all our expectations — we’ve never thought that it could sell so well.

5) Ten minutes before the ***appointed***time, he sat nervously outside her office.

6) We like to make friends with Shelly because she has such ***virtues***as loyalty, courage, and truthfulness.

7) Janet and Bob ***had corresponded***with each other for many years before they finally met in Paris.

8) Tina ***gazed***steadily at the famous singer, unable to believe she was so close to him.

9) My grandfather still has ***keen***eyesight — he is able to read road signs in the distance.

10) The old man ***grasped***my hand warmly and shook it, saying, “Congratulations. You’ve won.”

11) The lawyer’s arguments are well ***grounded***because he has collected enough proof concerning the case.

12) It is very ***sensible***of you to bring your umbrella to Kunming at this time of the year — it rains so frequently here.

13) The President failed in his attempts to win the second term because he hadn’t fulfilled his ***commitments***made in the previous election.

14) Even though there are strict rules ***regulating***the use of chemicals in food, some food producers disregard them intentionally in order to gain more profits.

**2 In the boxes below are some of the expressions you have learned in this unit. Do you know how to use them in the proper context? Now check for yourself by doing the blank-filling exercise. Change the form where necessary.**

**Text A**as to break up describe … as distinguish between in so far as take pleasure in

**Text B**all of a sudden be under arrest cast an eye over check up on lose track of make a fortune pass on tear down turn up

1) People who cannot ***distinguish between***colours are said to be colourblind.

2) Thoroughly, the vet (兽医) ***checked up on***our horses and pronounced them fit to race.

3) My fence was ***torn down***in the storm, so I need to put up a new one.

4) You can ***make a fortune***out of these useless vases if you call them “antiques (古董).”

5) There was silence for a few seconds; then ***all of a sudden***, the child let out a loud scream.

6) I ***lost track of***what he was saying after the first couple of sentences — it was too complicated.

7) ***Casting an eye over***the audience, he noticed that about one third of the seats were still vacant.

8) Their relationship ***broke up***when the girl learned that the boy was not to be trusted.

9) I don’t understand why Susan, a kind-hearted girl, should ***take pleasure in***my sufferings.

10) The treatment has been ***described as***a painless way of curing cancer, which is untrue.

11) The organizers had expected about 500 people to come, but over 1,000 ***turned up***in the end.

12) She is a Swiss ***in so far as***she was born in Switzerland, but she became an American citizen in 1978.

13) The 16-year-old boy, who stabbed another boy in a cyber lounge (网吧), ***is under arrest***and awaiting trial.

14) “Since we have reached agreement about the first item, let us ***pass on***to the next item on the agenda,” said the chairman.

15) She gets lost easily while driving; so now whenever she is uncertain ***as to***which road to take, she will telephone her husband.

**Increasing Your Word Power**

**1 The preposition “as” is often used together with some verbs to describe the fact that sb./sth. has a particular function, role or job. Translate the following into Chinese, paying attention to the “verb… as” collocation.**

1) accept … as ***接受……为***

2) respect … as ***尊重……为***

3) define … as ***把……定义为***

4) describe … as ***把……描述成***

5) picture … as ***把……想像成***

6) regard … as ***把……看作***

7) see … as ***把……看作***

8) view … as ***把……看作***

**Now complete the following sentences by using the “verb + as” collocation.**

1) I respect him. In my eyes, he is not only a father, but also a writer.

I respect ***him both as a father and as a writer***.

2) While listening to the music, I felt as if I were a swan (天鹅) dancing on the lake.

While listening to the music, I pictured ***myself as a swan dancing on the lake***.

3) He has to face the challenge, thinking it is an opportunity to test his courage.

He accepts ***the challenge as an opportunity to test his courage***.

4) I feel quite at ease at my aunt’s home. In their eyes, I am one of their family members.

They see ***me as one of their family members***.

5) I didn’t mind it at all. He was just making a joke.

I viewed ***it as a joke***.

6) She told me that Mark was in his late teens, tall and friendly to everyone.

She described ***Mark as being in his late teens, tall and friendly to everyone***.

7) It was generally agreed that Van Dyck was the greatest painter of his time.

Van Dyck was generally regarded ***as the greatest painter of his time***.

8) To some, love is a way of life; to others, love is a way to feel.

Some define ***love as a way of life***, while others define ***it as a way to feel***.

**2 Did you notice the suffix -*al* or -*ial* in the words “trial” and “arrival” in this unit? The suffix -*al* or -*ial* can be added to verbs to form nouns. Put down the noun forms of the following verbs in the space provided.**

1) arrive → *arrival*

2) try → *trial*

3) approve → ***approval***

4) betray → ***betrayal***

5) bury → ***burial***

6) dismiss → ***dismissal***

7) dispose → ***disposal***

8) propose → ***proposal***

9) refuse → ***refusal***

10) remove → ***removal***

11) survive → ***survival***

12) withdraw → ***withdrawal***

**Now fill in the blanks in the following sentences by choosing the proper words with the suffix -al or -ial from the above exercise. Change the form where necessary.**

1) My offer to help her met with a cold ***refusal***, which made me quite upset.

2) We all went out to welcome the new ***arrivals***who would join us in building a new hospital in our village.

3) I’m worrying about the ***removal***of my furniture to the new apartment — those sofas, tables — I cannot handle them all by myself.

4) The company can’t fire you for refusing to sign that form — it would be an unfair ***dismissal***.

5) Hopes are fading for the ***survival***of the missing climbers; they are possibly dead by now.

6) We’ll consider this ***proposal***seriously. Do you have any other suggestions?

7) I’ll do the washing up. Who will see to the ***disposal***of the rubbish?

8) He expressed his ***approval***of our arrangement by nodding his head several times.

**Grammar in Context**

**1 In Unit 2 and Unit 3 you find the following sentences containing “no matter what”, “whenever” and “whatever.”**

1) And whenever those hands sought mine in the final days of his life, he pressed them both together around one of my hands. (Para. 1, Text B, Unit 2)

2) Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. (Para. 6, Text B, Unit 3)

3) We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be. (Para. 6, Text B, Unit 3)

**Here no matter what / who / which / how / when / where and whatever, whoever, whichever, however, etc. mean “it makes no difference what (who, which, how, etc.)…”.**

**Now complete the following sentences by translating the Chinese in the bracket into English, using “no matter what (who, which, how, etc.)” or “whatever (whoever, whichever, however, etc.)”.**

1) I’ll borrow ***whichever tent you are not using now***(你们现在不用的任何一顶帐篷).

2) Free movie tickets will be given to ***whoever comes / come first***(最早来的人们).

3) We agreed to accept ***whichever / whatever condition our captain thought was the best***(任何我们队长认为最佳的条件).

4) Friends are forever comforts. ***Wherever / No matter where I go***(无论我走到哪里) their care follows.

5) It is neither possible nor sensible for parents to satisfy ***whatever wishes their child / children expresses / express***(孩子表达的任何愿望).

6) ***However disappointed / No matter how disappointed you may feel about the surroundings / environment / situation***(不管你对环境有多么失望), you’re supposed to complain less and work more.

7) Respect for the law is the foundation of a civilized society. ***Whoever breaks it***(不管谁触犯法律) will be punished.

8) David is in the habit of knitting his brows (皱眉头) ***whenever he concentrates on a problem***(每当他集中精力思考问题的时候).

**2 The structure It is … that / who … is used to achieve emphasis, as shown in the following sentences taken from Text A.**

1) And ***it is***those ***who***desire the good of their friends for the friends’ sake that are most truly friends…. (Para. 5)

2) ***It is***between good men ***that***both love and friendship are chiefly found…. (Para. 5)

**Now correct the mistakes in the following sentences, if any. Write NONE under the correct sentence(s).**

1) It is not luck but hard work which led him to today’s success.

***It is not luck but hard work that led him to today’s success.***

2) Prof. Moen argues that it is energy makes the world go round.

***Prof. Moen argues that it is energy that makes the world go round.***

3) Not until he had proved he was honest that he won the family’s trust.

***It was not until he had proved he was honest that he won the family’s trust.***

4) It was clearly the headmaster himself whom opened the door for me.

***It was clearly the headmaster himself who / that opened the door for me.***

5) What is it that Jack has to take into consideration when applying for the job?

***NONE***

**Cloze**

**Complete the following passage with words and phrases chosen from Text A. The initial letter of each is given.**

What is genuine friendship? Some c***lassical***(1) views may help us understand the n***otion***(2) of friendship more clearly. Aristotle distinguishes

genuine friendship from two other forms: one based on mutual u***tility***(3) and the other on pleasure. While the g***round***(4) for the latter two forms of friendship is closely related to material benefits, short-term interests or age, genuine friendship o***ccurs***(5) only between those who are similar in their g***oodness***(6). Cicero, another ancient scholar, believes that true friends’ actions and lives should leave no question a***s***t***o***(7) their honor, purity, equity and liberality. Whether or not one p***ossesses***(8) any superiority over the other, both must regard themselves as equals of the other and try their best to preserve the friendship. Moreover, true friends are b***ound***(9) together, as a friend is said to be a m***irror***(10) in which you may perceive and know yourself. When v***irtuous***(11) friends share a c***ommitment***(12) to the good, they can recognize each other’s m***oral***e***xcellence***(13) and fulfill their self-improvement.

**Translation**

**1 Translate the following sentences into English, using the words and expressions given in brackets.**

1) 以共同兴趣为基础的友谊是不容易破裂的。(ground; break up)

***The friendship grounded on common / shared interest does not break up easily. / It is not easy for the friendship grounded on common / shared interest to break up.***

2) 孩子们必须学会将电脑游戏中的暴力与勇敢区分开来。(distinguish between)

***Children must learn to distinguish between violence and bravery / courage in computer games.***

3) 当今世界每天涌现如此多新鲜事物，要求一个人什么都知晓是不合情理的。(sensible)

***There spring up so many new things every day in the world that it is no longer sensible to expect a person to know / keep track of everything.***

4) 诸如背弃朋友 (betrayal to friends) 这类事并不受法律制约，所以才有了我们称作的“道德法庭”。(regulate)

***Laws do not regulate such things as betrayal to friends; that is why there is what we call / is called “the court of morality”.***

5) 有人把今天的文化描述为“快餐文化”。无论做什么事，人们只是追求用最短时间达到最大的满足。(describe as)

***Today’s culture is described as “fast-food culture”. Whatever they may be / are doing, people just pursue the greatest / maximum satisfaction within the shortest time.***

6) 常言说，天下没有免费的午餐。如果你想要什么，就得去挣。(as the saying goes)

***As the saying goes, there is no such thing as a free lunch. If you want something, go and earn / work for it.***

**2 Translate the following paragraph into English using the words and expressions in the box below.**

ground philosopher possess surpass utility virtue as to break up have the courage of one’s convictions trials and tribulations

大家普遍承认人是社会性的动物，生活在同一社会的我们自然指望有朋友。至于什么是友谊，我们已经学习了古希腊大哲学家亚里士多德、古罗马政治家西塞罗各自不同的定义。不可否认有些人交朋友仅仅是为了彼此有用，一旦失去这个基础，这种友谊也就中止了。但更多的人渴望“心灵之友(soul pals)”，即那种拥有高尚情操，能共度磨难的朋友。这样的友谊使我们远离贪欲、暴力，鼓励我们敢于按照自己的信念说话和做事。这样的友谊才是我们说的“真挚的友谊”。正是由于这些朋友的相伴，我们发现自己总在超越原来的自己，成为更好的人。

***As is commonly acknowledged / It is commonly recognised that humans are social animals. Living together in a community, we naturally expect to have friends. As to what friendship is, we have read different definitions given by Aristotle, an ancient Greek philosopher, and Cicero, a Roman statesman. No one will deny that some people make friends simply for mutual utility. Once the ground for such friendship disappears, the friendship also breaks up. However, a lot more people long for “soul pals”— those who possess virtues and with whom we can go through trials and tribulations together. Such friendships keep us away from greed and violence and inspire us to have the courage of our convictions. Such is what we call “true and perfect friendship”. It is with such friends’ company that we find ourselves surpassing our old selves and becoming better persons / people.***

**Unit 4 > Key to Book Exercises**

**Listen and Respond**

**Task One Focusing on the Main Ideas**

**Choose the best answer to complete each of the following statements according to the information contained in the listening passage.**

1) Jogging is a good way to exercise because \_\_\_\_\_\_\_\_.

A) it is healthier than any other type of exercise

B) it is less tiring than any other type of exercise

***C) it does not need special equipment***

D) it does not need a lot of time or effort

2) When you start jogging, you should \_\_\_\_\_\_\_\_.

A) jog with somebody else

***B) keep a suitable pace until you are strong enough***

C) keep jogging for more than an hour

D) push yourself a bit hard to test your endurance

3) To increase your jogging pace, you may choose to jog \_\_\_\_\_\_\_\_.

***A) uphill***B) downhill

C) on a flat surface D) uphill, then downhill

4) It is a good suggestion to \_\_\_\_\_\_\_\_.

A) start jogging even if you have a full stomach

B) drink cold water if you jog on hot days

C) stop jogging if the weather is too cold or too hot

***D) breathe through your nose in cold weather***

5) This passage is mainly about \_\_\_\_\_\_\_\_.

A) the benefits of exercise B) the advantages of jogging

***C) some useful tips for jogging***D) ways of keeping fit

**Task Two Zooming In on the Details**

**Listen to the recording again and fill in the blanks according to what you have heard.**

1) Most ***healthy individuals***are capable of jogging without extra help.

2) Pushing yourself too hard can be ***dangerous***, especially if you are jogging alone.

3) Running downhill is actually worse for your ***knees***than running on a flat surface.

4) To start jogging, wait ***at least thirty minutes***after eating.

5) Be careful if you jog in ***extreme***heat or cold. If it is hot, drink ***extra water***and stop to ***rest***if you feel faint. If it is cold, protect your ***hands and feet***.

**Read and Explore**

**Task One Discovering the Main Ideas**

**1 Answer the following questions with the information contained in Text A.**

1) Why wasn’t Owens worried in the face of Hitler’s “master race” theory?

***He had been well-prepared and had performed very well especially in the running broad jump. In fact, a year before, as a sophomore at Ohio State University, he had set the world’s record of 26 feet 8-1/4 inches. That’s why he was confident and very sure of his success in this event.***

2) What made Owens angry with Hitler? What was the consequence of his anger?

***Hitler had intentionally kept the world in the dark about an excellent athlete by the name of Luz Long, who had a good chance of winning the running broad jump. If Long won, Hitler would prove to the world that Aryans were better than any other races. Hitler’s intention angered Owens. The consequence of his anger was that he made mistakes twice in the three qualifying jumps.***

3) How did Luz Long help Owens?

***Long reassured Owens that he didn’t believe in Hitler’s theory. Then he offered Owens a useful tip to avoid fouling again in the third qualifying jump.***

4) How was it that Owens and Long formed a real friendship during the Games although they were rivals in the competition?

***Despite the fact that they were fierce competitors, Long helped Owens qualify for the finals, which meant Long himself might miss the gold medal. Then they poured out their hearts, sharing their views on life and sports. When Owens won, Long congratulated him heartily and sincerely. Their friendship was thus forged.***

5) Why did Owens think Long was the perfect example of what Pierre de Coubertin had conceived of as the spirit of the Games?

***Because what Long did for Owens well illustrates the Olympic spirit advocated by Pierre de Coubertin, founder of the modern Olympic Games. According to him, the important thing in the Games is not winning but taking part. This spirit is also true of life, the essence of which is not conquering but fighting well.***

**2 Text A can be divided into three parts with the paragraph number(s) of each part provided as follows. Write down the main idea of each part.**

**Part Paragraph(s) Main Idea**

One ***1–5 Jesse Owens was determined to get gold medals at the 1936 Olympic Games, especially in the running broad jump where he had already set the world record. Due to his anger with Hitler and the tension arising from it, however, he fouled twice in the first two qualifying jumps. He would probably fail to qualify for the finals.***

Two ***6–18 With Luz Long’s help, Owens overcame his tension. He qualified for the finals and won the gold medal eventually. Major rivals as they were, they formed a true friendship despite the anger of Hitler.***

Three ***19 Owens cherished his friendship with Long dearly and in the meantime he realized that Long perfectly symbolized the Olympic spirit — not winning but taking part.***

**Task Two Reading Between the Lines**

**Read the following sentences carefully and discuss in pairs what the author intends to say by the italicised parts.**

1) While I was going over on the boat, ***all I could think about was taking home one or two of those gold medals***. (Para. 2)

***Since I had made sufficient preparation for the Games by training and disciplining myself for six years, I was fully confident of winning in the Games.***

2) ***I was in for a surprise.***(Para. 3)

***When everyone believed I would easily win the gold medal, and while I myself was fully confident, I was going to be shocked by the real challenge: a German athlete who performed so well that he stood a good chance of winning the gold medal in the running broad jump. It turned out that Hitler, for the sake of his political purpose, had intentionally kept this athlete unknown to the world.***

3) ***You should be able to qualify with your eyes closed.***(Para. 11)

***I know the trials are only too easy for you, so what stands in your way of qualifying for the finals is not lack of competence but something emotional.***

4) ***We laughed over the fact that he really looked the part, though.***(Para. 13)

***In stature and appearance he did look the very image of the perfect Aryan portrayed in Nazi propaganda, which we both found amusing, given that neither of us believed in Hitler’s Aryan-superiority theory.***

5) ***But I knew that he wanted me to do my best — even if that meant my winning.***(Para. 17)

***In Long’s eyes, taking part and doing one’s best was far more important than winning the gold medal. Even if he knew that he would lose the gold medal if I won, he still cherished the hope that I would try my best and achieve my peak performance in the finals the next day.***

6) …***it wasn’t a fake “smile with a broken heart” sort of grip***,… (Para. 18)

***Long congratulated me with genuine happiness. He was not jealous of my achievements but very truly pleased and proud of me.***

**Checking Your Vocabulary**

**Word Detective**

**1 Put down the right word from Text B in the space provided according to the given definition. The first letter of each word is already given.**

**Example:**c*yclist*: a person who rides a bicycle

1) t***alent***: special natural ability or skill

2) s***pin***: turn round and round quickly

3) c***onfess***: admit sth. that one feels embarrassed about

4) b***arrier***: sth. that is used to prevent or control people’s movement

5) e***mergency***: an unexpected and dangerous happening which must be dealt with at once

6) e***mbody***: express (an idea, principle, etc.) in a real or physical form that can be seen or noticed

7) a***pplause***: loud praise for a performance or performer, esp. by striking the hands together

8) c***hampion***: a person who has won a competition of skill, strength, etc., esp. a sporting competition

**2 Fill in each blank with a word or phrase from Text B. Both the explanation and the number of the paragraph in which the target word or phrase appears are given in brackets. Be sure to use the proper form.**

**Example:**A car suddenly *mounted*the pavement to avoid a vehicle coming in the opposite direction. (go up; climb: Para. 2)

1) I was so surprised when he turned up — I’d ***visualized***someone much older.

(form a picture of sb./sth. in the mind: Para. 3)

2) ***Initial***reports say that seven people got killed in the accident, though this has not yet been confirmed yet.

(happening at the beginning: Para. 5)

3) He is studying ***like crazy***to make up for the lessons he missed while he was ill.

(wildly and very actively: Para. 13)

4) Since we have a tight schedule, I’m afraid we could only ***squeeze in***our lunch break between the two meetings.

(find time or space for: Para. 14)

5) Can you ***fill in for***Steve tonight? No one else is able to take his place, you know.

(take someone’s place: Para. 15)

6) She ***capitalized on***the weaknesses of her rival and won the game.

(use to one’s advantage: Para. 15)

**Checking Your Comprehension**

**1 Answer the following questions with the information contained in Text B.**

1) Why was Kristi Yamaguchi awarded the gold medal even though she fell on the ice during her performance?

***Because the judges were deeply impressed by her spirited recovery from the tumble and they highly appreciated her determination and courage.***

2) What did Loretta Dawes sacrifice to support her daughter to grow into a world-class athlete?

***For an entire year before the 1992 Olympics, she rarely saw her daughter who lived with her coach to be closer to the gym, a 45-minute drive from home.***

3) Why did Carl Lewis plan to compete again even after winning eight gold medals?

***Because he was driven not only to be the best but always to do his best. In other words, he wanted to bring out his maximum potential.***

4) What did Florence Joyner write in her diary before the 1998 Games and what happened then?

***She wrote in her diary the time in which she expected to run and win the 100-meter dash: 10.54 seconds. When Flo Jo crossed the finish line, the clock showed 10.54. She had not only seen herself winning, but called her winning time to the split second.***

5) What happened to Derek Redmond in the 400-meter semifinal? What did he do then?

***He had one leg injured and fell to the track. He struggled to his feet and began to hobble. Finally, with his father’s help, he limped to the finish line.***

6) What does Paul Wylie’s story tell us?

***His story tells us that luck strikes only those who are prepared to capitalize on it.***

**2 Read the following sentences carefully and discuss in pairs what the author intends to say by the italicised parts.**

1) She answered simply and eloquently. “***Believe in your child***,” she said. (Para. 4)

***It is wise for parents to support their children’s dream and have complete confidence in their ability to succeed.***

2) But being able to dream is the first step on every road to success — ***even if the initial dream eventually leads to a different road.***(Para. 5)

***Having a dream is the first step on the road to success, no matter what outcomes it may lead to.***

3) He leaned on his father, and the two limped to the finish line together, ***to deafening applause.***(Para. 12)

***The spectators were greatly moved by the true sportsmanship shown by Derek Redmond and they cheered him enthusiastically for his courage and dedication.***

4) ***I was the last person expected to make the winners’ podium.***(Para. 13)

***Compared to those very promising skaters, I was not regarded as the best and I was thought unlikely to win.***

5) But ***I had trained like crazy, and when the favorites faltered, I was ready***. (Para. 13)

***I had exerted myself in training, and was therefore ready to seize the opportunity presented by the failure of the leading competitors.***

**Optional Classroom Activities**

**Task One: Study the map carefully and complete the following table with the information it provides. In each column, write down the names of the Olympic host cities and countries in that region. Place them in sequence together with their dates. The first one has been done for you.**

Europe

1896 Athens, Greece

***1900 Paris, France***

***1908 London, Britain***

***1912 Stockholm, Sweden***

***1920 Antwerp, Belgium***

***1924 Paris, France***

***1928 Amsterdam, Netherlands***

***1936 Berlin, Germany***

***1948 London, Britain***

***1952 Helsinki, Finland***

***1960 Rome, Italy***

***1972 Munich, Germany***

***1980 Moscow, Russia***

***1992 Barcelona, Spain***

***2004 Athens, Greece***

***2012 London, Britain***

Africa

America

***1904 St. Louis, USA***

***1932 Los Angeles, USA***

***1968 Mexico City, Mexico***

***1976 Montreal, Canada***

***1984 Los Angeles, USA***

***1996 Atlanta, USA***

Asia

***1964 Tokyo, Japan***

***1988 Seoul, Korea***

***2008 Beijing, China***

Oceania

***1956 Melbourne, Australia***

***2000 Sydney, Australia***

**Task Two: Work in groups of threes or fours and discuss the following questions:**

1) How are the host cities distributed in these five continents?

***Out of the total 27 host cities, 16 are in Europe; 6 in America, or more exactly, in North America; 3 in Asia; and 2 in Oceania, or rather Australia.***

2) What factor(s) may have caused such distribution?

***Many factors might have caused this distribution, but the major factor should be a nation’s economic power as well as its political influence. All the host cities are located in better developed countries. That is why no country in Africa and South America has ever hosted the Olympic Games, while 60% of the host cities are distributed in Europe. Apart from economic power and political influence, there might be other factors such as climate, social environment, and transportation.***

3) Which Olympic years are missing in your table? Why were there no Olympic Games in those years?

***Two Olympic years are missing: 1916 and 1940, because in 1916 the First World War was going on, and 1940 witnessed the Second World War.***

**Enhance Your Language Awareness**

**Words in Action**

**Working with Words and Expressions**

**1 In the boxes below are some of the words you have learned in this unit. Complete the following sentences with them. Change the form where necessary.**

**Text A**congratulate despite discipline proceed qualify

**Text B**compete confess consultant crawl feature flash narrowly spin trip

1) A truck went by too fast and ***narrowly***missed hitting our car.

2) The professor paused to consult his notes, and then ***proceeded***to ask us some more questions.

3) It’s an Australian company whose logo (标志) ***features***a red kangaroo.

4) It’s a natural tendency that one learns to ***crawl***before he learns to walk.

5) He heard footsteps behind him, and ***spun***around to see who it was.

6) Mother ***flashed***a smile at her child when she saw him trying to put on his shoes by himself.

7) Their team failed to ***qualify***for the World Cup even though they had trained like crazy.

8) ***Despite***the manufacturer’s repeated claims that the product is safe, many people have stopped buying it.

9) It’s great that we won yesterday’s volleyball match. What about eating out to ***congratulate***ourselves on the success?

10) If your computer goes wrong frequently, I suggest you go and see a computer ***consultant***.

11) In the race he will ***compete***against world-class runners, which is a real challenge to him.

12) In order to win in the school track and field meet, he ***disciplined***himself to practice running every day.

13) After being questioned for several hours, the suspect finally ***confessed***that he had stolen the diamond.

14) Unfortunately he ***tripped***and fell over, tearing a hole in his trousers and grazing (擦伤) his knee.

**2 In the boxes below are some of the expressions you have learned in this unit. Do you know how to use them in the proper context? Now check for yourself by doing the blank-filling exercise. Change the form where necessary.**

**Text A**be in for get hot under the collar have one’s eye on kind of look the part make a fool of oneself under wraps win sb. hands down

**Text B**bring out bring up come in… in an emergency put in rise to one’s feet take shape

1) I’m ***kind of***hungry. May I go and get something to eat?

2) I’m afraid we ***are in for***a storm. How about postponing our trip to another day?

3) He led most of the way in the race but lost his strength towards the end and ***came in***last.

4) At the end of the game, the whole crowd ***rose to their feet***and cheered wildly for us.

5) The boy’s good manners showed obviously that he had been ***brought up***in a respectable family.

6) At the party last night Nina drank quite a lot and ***made***such ***a fool of herself***.

7) My boss always keeps our designs ***under wraps***until he sees our competitors publicize theirs.

8) I don’t understand why some people tend to ***get hot under the collar***about things of no importance.

9) There was a young man walking up and down our street for hours last night, and if he wasn’t actually a thief he certainly ***looked the part***.

10) Ring the bell only ***in an emergency***. If you do it at other times you may get into trouble.

11) My wife ***has had her eyes on***that house for a long time, but we don’t have enough money to buy it.

12) After two years of hard work, the new book ***is***gradually ***taking shape***and will be published soon.

13) In a sense, a crisis isn’t something bad since difficulties can ***bring out***the best qualities in people.

14) If I can ***put in / squeeze in***some extra hours this week, I can finish my task ahead of schedule and will have one or two days off next week.

15) Though tennis is my favorite sport, I’m not good at it. You’ll surely ***win***me ***hands down***.

**Increasing Your Word Power**

**1 Choose two verbs from Column B for each noun in Column A, paying attention to the v.+ n. collocation. Write down the verbs in the space provided before the corresponding noun. The first item has been done for you.**

**Column A**

1) *break*/ *set*the record

2) ***embody***/ ***represent***an idea

3) ***award***/ ***win***a medal

4) ***hold***/ ***host***the Olympic Games

5) ***applaud***/ ***congratulate***an

Olympic champion

6) ***form***/ ***forge***a friendship

7) ***cross***/ ***reach***the finish line

**Column B**

applaud

award

break

congratulate

cross

embody

forge

form

hold

host

reach

represent

set

win

**Now fill in each blank in the following sentences with a verb in Column B. Change the verb form where necessary.**

1) His speech had been delivered with such great passion that the audience rose to ***applaud***him enthusiastically.

2) He is devoted and responsible and his lectures are inspiring. To me he ***embodies/represents***all the best qualities of a good teacher.

3) After a serious argument, I compromised and a bond of friendship was ***forged/formed***between us.

4) My teammates all came up and ***congratulated***me on the peak performance I had achieved.

5) Bob Beamon’s 1968 long jump record was eventually ***broken***by Mike Powell in 1991.

6) A medal was ***awarded***to the veteran for his long and faithful service in the army.

7) A great shout of excitement went up as she ***crossed/reached***the finish line.

8) At the IOC meeting in Singapore in 2005, London got the opportunity to ***host***the Olympic Games in 2012.

**2 The suffix “–*cy*” can be added to some adjectives, nouns or verbs to form nouns, meaning “the state or quality of…”, or “the status or position of…”. Now form new words after the example and give their meanings in Chinese. Consult a dictionary if necessary.**

**Example:**supreme *supremacy*至高无上，最高地位

emergent *emergency*紧急情况，不测事件

1) accurate → ***accuracy 精确，准确(度)***

2) adequate → ***adequacy 适当；充分***

3) consistent → ***consistency 一致性；连贯性***

4) delicate → ***delicacy 细致；精致***

5) efficient → ***efficiency 效能，效率***

6) intimate → ***intimacy 亲密，密切***

7) president → ***presidency 总统等的职位***

8) private → ***privacy 隐私；独处***

9) secret → ***secrecy 保密；保密能力***

10) self-sufficient → ***self-sufficiency 自给自足***

**Now fill in the blanks in the following sentences by choosing the proper words you have just formed.**

1) You can rely on his ***secrecy***; he will never tell it to anybody else.

2) Roosevelt was elected four times to the ***presidency***of the US.

3) Your words and actions lack ***consistency***— you say one thing and do another.

4) It would improve our work ***efficiency***if we use a more up-to-date method.

5) A hidden micro-recorder in a person’s home is an invasion (侵犯) of his ***privacy***.

6) The teacher allowed his pupils the ***intimacy***of calling him by his first name.

7) He is quite careless and often absent-minded. Everyone doubts the ***accuracy***of his work.

8) The country will achieve ***self-sufficiency***in grain in five years and the import of it will then become history.

9) The researchers have tested the ***adequacy***of treating these patients with antibiotics (抗生素).

10) The customers are sensitive to our service, so I have to handle their complaints with the utmost ***delicacy***.

**Grammar in Context**

**1 Study the following sentences, each of which contains either an “appositive phrase” or an “appositive clause”, and then do the following task.**

1) … Luz was the typical example of what Pierre de Coubertin, ***founder of the modern Olympic Games***, must have had in mind … (Para. 19, Text A, Unit 4)

2) Her spirited recovery gave her the gold medal — ***a tribute to her determination and courage***. (Para. 1, Text B, Unit 4)

3) One of the things I am most thankful is the fact ***that I have grown up in a nation with a grand tradition of optimism***. (Para.8, Text A, Unit 2, Book 1)

4) This is significant counterevidence to the claim ***that men want to focus on information while women are interested in rapport***. (Para.11, Text A, Unit 8, Book 1)

**Now translate the following sentences into English, using either an “appositive phrase” or an “appositive clause”.**

1) 足球，他生活中唯一的爱好，使他结交了许多朋友。

***Football, his only hobby in life, has brought him many friends.***

2) 公司总裁琼斯夫人在董事会后举行了一个记者招待会。

***The President of the company, Mrs Jones, held a press conference after the board meeting.***

3) 到底要不要坦白，这个问题一直困扰着小汤姆。

***The question whether to confess or not has been troubling little Tom.***

4) 你们不该怀疑罪犯已被拘捕这一事实。

***You should not have any doubt about the fact that the criminal has been arrested.***

5) 北京成功取得 (win the bid for) 2008年奥运会举办权，这消息马上传开了。

***The news was immediately spread far and wide that Beijing had won the bid for the 2008 Olympic Games.***

**2 Study the following sentences from this unit, paying special attention to the constructions “not… but…” and “not only/simply…but (also)…”, and then do the following task.**

1) The important thing in the Olympic Games is ***not winning but taking part***. The essential thing in life is ***not conquering but fighting well***. (Para 19, Text A)

2) They mounted the winners’ stand ***not***simply ***because of athletic talent but because of firm inner fiber***. (Para 2, Text B)

3) They’re driven ***not only to be the best but to do their best***— always. (Para. 6, Text B)

4) She had ***not only seen***herself winning, ***but called***her winning time to the split second. (Para 10, Text B)

**Now answer the questions with the help of the hints given in brackets, using the constructions not … but … and not only / simply … but (also) …**

1) He came to help you, didn’t he? (not, help, but hinder)

***No, he didn’t come to help, but to hinder us.***

2) Who is responsible for football hooliganism (足球流氓)? (not, the players, but, the supporters)

***It is not the players, but the supporters that are responsible for football hooliganism.***

3) The intent of the police is to catch every speeder (超速驾车者), isn’t it? (not, catch all speeders, but, catch enough, to give a warning)

***No, their intent is not to catch all speeders but to catch enough to give them a warning.***

4) Are you willing to join the volunteer team for the World Cup? (not only, willing, but, eager)

***I’m not only willing, but (also) eager to join the volunteer team for the World Cup.***

5) Does Professor Smith translate only from French into English? (not only, French, but also, Polish)

***No. He translates into English not only from French, but (also) from Polish.***

6) Why does the novel appeal to the young so much? (its appeal, lie in, not only, its story, but also, the ethical issues it raises)

***Because its appeal lies not only in its story but also in the ethical issues it raises.***

**Cloze**

**Complete the following passage with words and phrases chosen from this unit. The initial letter of each is given.**

Despite Hitler’s “master race” theory, African-American Jesse Owens mounted the winners’ stand at the 1936 Olympics. What was more amazing was his friendship with Luz Long, his German competitor. To prepare for the Games, Owens had d***isciplined***(1) himself for six years, h***aving***his e***ye***particularly o***n***(2) the running broad jump. He was expected to win the event h***ands***d***own***(3). Yet, he was i***n***f***or***(4) a surprise. He saw the German athlete named Luz Long h***itting***(5) the pit at a distance close to his own world record. As it turned out, Hitler had kept Long u***nder***w***raps***(6) before the Games, expecting Long to win the gold medal, which would a***dd***some new s***upport***t***o***(7) his Aryan-supremacy theory. Owens was h***ot***u***nder***t***he***c***ollar***(8) about Hitler’s ways. With negative feelings, he kept making mistakes and was in great danger of f***ouling***(9) out of the trials. While Owens suffered from t***remendously***(10) poignant anxiety, Long turned up and r***eassured***(11) him. Long even offered some advice on how to q***ualify***(12) for the finals. Then a genuine friendship was f***ormed / forged***(13). In the end, Owens won the gold medal and Long came in the second, b***reaking***(14) his own past record.

**Translation**

**1 Translate the following sentences into English, using the words and expressions given in brackets.**

1) 当下汽油价格达历史新高，这引发了公众的广泛关注。(all-time; bring out)

***The gasoline price is now at an all-time high, which has brought about wide public concern.***

2) 他发现鱼和米是日本人的饮食特色，随即开始就日本饮食文化撰写一份报道。(feature; proceed)

***He found that fish and rice feature the Japanese diet, and he then proceeded to write a report on Japanese cooking culture.***

3) 观众们以为我会轻而易举名列第一，哪知我使他们大吃一惊。因为跌倒，我获得花样滑冰金牌的希望就化为泡影了。(come in; be in for;evaporate)

***The spectators expected me to come in first but they were in for a shock. With a tumble, my chances for a gold medal in figure skating evaporated.***

4) 他虽是乞丐，但一点儿也不像，因为他戴着眼镜，胡子刮得干干净净,穿着崭新的西装。(look the part)

***He was a beggar but he didn’t look the part at all, because he was cleanshaven, wearing glasses and a brand-new suit.***

5) 他被另一个选手的脚绊了一下，摔倒在跑道上，但他很快爬起来，一瘸一拐地走到终点。(trip; rise to one’s feet)

***Having tripped over another athlete’s foot, he fell down on the track, but soon rose to his feet and limped to the finish line.***

6) 在那样盛大的场合我不想让自己出丑，所以我决定接受挑战，和那年轻人一决雌雄。(make a fool of oneself; compete)

***On such a grand occasion I didn’t want to make a fool of myself, so I decided to take the challenge and compete against that youngster.***

**2 Translate the following paragraph into English, using the words and expressions in the box below.**

champion discipline mount narrowly tribute visualize bring out believe in capitalize on cling to squeeze in take shape

一枚金牌证明了奥运冠军的运动才能、决心和勇气。那么这些运动员又是如何让自己有幸获得如此巨大的荣耀呢？登上领奖台的冠军们能用他们的亲身经历为我们提供答案。首先，在训练的时候，他们就把自己想象成冠军。一旦有了冠军的梦想，他们就勇敢地坚守梦想。此外，优秀的运动员内心迫切地要发挥最佳潜能。他们严于律己，挤出每天可能的每一分钟去练习。尽管他们锲而不舍，有时还有可能失败或者因毫厘之差与金牌失之交臂，但是他们相信自己，不灰心。他们时刻准备接受心理上、技巧上最具挑战性的任务或比赛。事实上，为了获得毕生中那至关重要的机会，所有的冠军都经历过很多的艰难困苦。因此，我们不会说也不能说冠军是幸运的。好运毕竟只眷顾那些准备好迎接好运的人。

***A gold medal is a tribute to the athletic talent, determination and courage of an Olympic champion. Then how do the athletes make themselves fortunate enough to be so highly honored? The champions who have mounted the winners’ stand can offer an answer based on their own experiences. First, in the course of training, they visualize themselves as champions. Once their dreams of becoming champions take shape, they will cling to them courageously. What’s more, top performers are driven to bring out their best. They discipline themselves and squeeze in every possible minute to practice every day. Despite their relentless efforts, they may sometimes fail to win or narrowly miss a gold medal, yet they believe in themselves and never lose heart. They are ready to take on the most psychologically and technically challenging tasks or competitions. In reality, all champions have experienced lots of hardships on their way to the vital break of their lifetime. So we won’t and can’t say that a champion is lucky. After all, luck only strikes those prepared to capitalize on it.***

**Unit 5 > Key to Book Exercises**

**Listen and Respond**

**Task One Focusing on the Main Ideas**

**Choose the best answer to complete each of the following statements according to the information contained in the listening passage.**

1) One of the reasons for the annual increase in HIV infections is that \_\_\_\_\_\_\_\_.

A) people show little concern about HIV

B) no effective cure for AIDS has been found yet

***C) people are unaware of the danger of HIV***

D) there is no way to prevent HIV from spreading

2) The first reason given for AIDS education is \_\_\_\_\_\_\_\_.

***A) to prevent new infections from taking place***

B) to help people know where HIV infections may happen

C) to tell people how to protect themselves from HIV and AIDS

D) to tell people about the two processes of prevention from HIV infections

3) The second reason for AIDS education is \_\_\_\_\_\_\_\_.

A) to curb the HIV infection

B) to ask hospitals to offer more help

***C) to improve the quality of life for HIV-positive people***

D) to give financial aid to AIDS patients

4) The third reason for AIDS education is \_\_\_\_\_\_\_\_.

***A) to reduce the fear of HIV and AIDS***

B) to bring down the death rate of AIDS

C) to prevent the spread of HIV

D) to protect HIV-positive people or AIDS patients

5) The purpose of the passage is \_\_\_\_\_\_\_\_.

A) to explain why we should overcome the fear of AIDS

B) to criticize schools for neglecting AIDS education

C) to prove that the danger of AIDS has been overstated (夸大)

***D) to give the reasons for AIDS education***

**Task Two Zooming In on the Details**

**Listen to the passage again and fill in each of the blanks according to what you have heard.**

1) A survey in the UK found recently that a third of teenagers thought there was a ***“cure” for AIDS***. So education is important in ***preventing the spread***of HIV.

2) There are **TWO**processes to prevent new HIV infections: one is to give people ***information***about HIV and the other is to teach people how to ***put***this information to ***use***and ***act on***it practically.

3) HIV-positive people need to get ***medical services***and ***drug supplies***. And they also need to find appropriate ***emotional***and ***practical***support and help.

4) Many people fear those who are HIV-positive. Some extreme cases can be found in ***India***, where AIDS patients ***were burned to death***.

**Read and Explore**

**Task One Discovering the Main Ideas**

**1 Answer the following questions with the information contained in Text A.**

1) Why does the author describe Charles Winget and his wife in the first paragraph?

***Because she intends to show that people’s bodies operate at different speeds.***

2) How would behavioral scientists explain the differences between Charles Winget and his wife?

***Behavioral scientists would say that such differences were caused by personal eccentricities or early conditioning.***

3) What are “circadian rhythms” according to Franz Halberg?

***According to Franz Halberg, circadian rhythms are the regular daily patterns of our body. That is, our systems work on an approximately 25-hour cycle. Sometimes our body speeds up, and sometimes it slows down. It achieves peak efficiency for only a limited time each day.***

4) How does the study of chronobiology benefit people in general?

***Chronobiology tells people how to coordinate their activities with their biological capacities so that they can achieve their best with the least effort.***

5) What approach has been developed to help a person recognize his body’s patterns?

***Winget and his associates have developed a simple approach. It is to record 6 readings of a person’s temperature all throughout the day and put the readings on graph paper. The rising or falling patterns of the temperature can be recognized as his body’s patterns.***

6) How should we arrange our mental and physical work according to the author?

***Physical work can be best done when our rhythms are at their peak. In most people, this peak lasts about four hours. For mental activities, the timetable is more complicated. Precision tasks such as mathematical work are best tackled when your temperature is on the rise. For most people, this is at 8 or 9 a.m. By contrast, reading and reflection are better done between 2 and 4 p.m., which is the time when body temperature usually begins to fall.***

7) What tips does chronobiology offer for effective dieting?

***Eating breakfast rather than dinner helps to lose weight, because calories burn faster in the morning than in the evening.***

8) What tips for sleep problems are offered in the text?

***Three tips are offered. The first is that we should go to bed at the same time every night and get up at the same time every morning, even on weekends. The second is that the best way to recover from a bad night’s sleep is simply to resume your normal cycle. And the third tip is that we should beware of sleeping pills, as most sleeping pills won’t work for periods longer than two weeks and there is real danger of drug accumulation in the blood.***

**2 Text A can be divided into four parts with the paragraph number(s) of each part provided as follows. Write down the main idea of each part.**

**Part Paragraph(s) Main Idea**

One ***1–4 Our bodies operate with the complexity of clocks. Franz Halberg, a physician-biologist, discovered that there is a 25-hour cycle in the body with the body systems running with regular patterns. Halberg called these regular patterns “circadian rhythms.”***

Two ***5–6 Circadian principles have already been used to schedule astronauts’ work and it is expected that the work in chronobiology will be applied to increasing our efficiency in daily activities.***

Three ***7–17 Taking the given approach to figure out our body’s patterns, we can then take advantage of chronobiology techniques to improve our health and productivity in such aspects of life as our daily work, dieting, taking medicine and sleeping.***

Four ***18 It is important to keep regularity in all aspects of our life and learn to act in synchronization with our body’s natural rhythms.***

**Task Two Reading Between the Lines**

**Read the following sentences carefully and discuss in pairs what the author intends to say by the italicised parts.**

1. *It is barely 5 a.m., but Winget is raring to go. Meanwhile, his wife pulls up the covers and buries her face under the pillow*. (Para. 1)

***Early in the morning Winget wakes up and is eager to begin the day’s work while his wife still needs more sleep. That is to say, people’s body clocks run at different speeds, thus leading to different waking times.***

2. Halberg’s explanation: *instead of performing at a steady, unchanging rate*, our systems function on an approximately 25-hour cycle. (Para. 4)

***Many people believe that our systems work at the same rate all throughout the day, but it is not true.***

3. *Of course*, *individual variations make all the difference*. (Para. 11)

***Different people may show different patterns of temperature change, and such differences reflect differences in their circadian rhythms.***

4. “*All the subjects lost weight eating breakfast*,” *states Sothern.*“*Those who ate dinner either maintained or gained weight*.” (Para. 14)

***Sothern, a chronobiologist who personally did the research and whose words are to be taken seriously, emphasizes the point that for effective dieting, it’s a good choice to eat breakfast rather than dinner.***

5. *The best way to recover from a bad night’s sleep is simply to resume your normal cycle*. (Para. 17)

***The best way to recover from a bad night’s sleep is not to have more sleep in order to make up for the lost sleep, but to go on with your normal sleep-wake cycle, i.e. to go to bed at the same time every night and get up at the same time every morning, even on weekends.***

**Checking Your Vocabulary**

**Word Detective**

**1 Put down the right word from Text B in the space provided according to the given definition. The first letter of each word is already given.**

**Example:**e*lection*: the choosing by vote of a representative to take an official position

1) i***solate***: keep apart; separate from others

2) i***ssue***: produce (esp. sth. printed and / or official)

3) c***ontract***: get or begin to have (sth. bad, esp. an illness)

4) i***gnorance***: lack of knowledge, information, or consciousness

5) b***roken***: made discouraged or weak by misfortune, ill-health, etc.

6) s***egment***: any of the parts into which sth. can be cut or divided

7) c***ommunity***: the people living together and/or united by common background, nationality, etc.

8) p***rejudice***: (an) unfair and unreasonable opinion or feeling, esp. when formed without enough thought or knowledge

**2 Fill in each blank with a word or phrase from Text B. Both the explanation and the number of the paragraph in which the target word or phrase appears are given in brackets. Be sure to use the proper form.**

**Example:**She wanted to protect her children from the *evils*of the outside world.

(great wickedness or misfortune: Para. 7)

1) The two sides never agree. How can I ***bring***their disputes ***to an end***?

(cause sth. to finish, usu. after lasting some time: Para. 1)

2) The SARS victims have to be isolated so that they would not ***infect***others.

[(of disease) get into the body of (sb.): Para. 3]

3) The letter was full of ***threats***and she decided to show it to the police.

(an expression of an intention to hurt, punish, etc.: Para. 6)

4) By acting in this stupid way you may eventually put your whole future ***at risk***?

(in danger: Para. 8)

5) It is time to ***set aside***our differences and work together for a common purpose.

(abandon or leave out of consideration: Para. 14)

6) James took the books off the little shelf to ***make room for***the new photo frame.

(push things closer together in order to provide space for another thing: Para. 14)

7) The government is ***appealing***to everyone to save water.

(make a strong request for support, help, etc.: Para. 15)

**Checking Your Comprehension**

**1 Answer the following questions with the information contained in Text B.**

1) Why did Mary Fisher come to address the audience?

***She came to break the silence that has been kept over the issue of HIV/AIDS for a long time.***

2) How serious is the situation of HIV infection?

***In the United States, two hundred thousand Americans are dead or dying; a million more are infected. AIDS is the third leading killer of young adult Americans today. Worldwide, 40 million, 60 million, or a hundred million infections will be counted in the coming few years.***

3) Why does Fisher say that AIDS virus is not a political creature?

***Because it has nothing to do with politics. It does not care whether you are a Democrat or Republican; it attacks people regardless of race, sex or age; it does not ask whether you are gay or straight.***

4) Why has the AIDS virus spread so widely?

***Because we have helped it spread with our ignorance, prejudice and silence.***

5) Why shouldn’t AIDS patients be treated cruelly?

***Because they are human. Each of them is a person. They are not evil and have not earned cruelty. They do not deserve meanness. They don’t benefit from being isolated or treated as outcasts. They long for our pity and they are worthy of our compassion and support.***

6) How have Fisher’s family members reacted to her being infected with HIV?

***Instead of practicing prejudice against her, they have rendered strong support to her. Her parents and her brother have shown concern for her consistently. They have always encouraged her and have helped her pull through the hardest moments in her struggle against the disease.***

7) What does Mary Fisher call on her listeners to do?

***She calls on the whole nation to be aware of AIDS. She calls on the HIV positive to have the courage to fight it out. She calls on the healthy people to set aside prejudice and show compassion and support for AIDS patients.***

**2 Read the following sentences carefully and discuss in pairs what the author intends to say by the italicised parts.**

1) *I have come tonight to bring our silence to an end*. (Para. 1)

***To act on the proposal I made, I have to break the silence myself tonight. It is time to speak out the truth about the deadly disease — AIDS.***

2) Tonight, I represent an AIDS community *whose members came reluctantly from every segment of American society*. (Para. 5)

***AIDS has become so widespread that those who have been infected come from every part of society.***

3) Are you human? *And this is the right question*: Are you human? (Para. 7)

***This question reveals the essence of the AIDS issue: Since AIDS poses a threat to humankind, every one of us, irrespective of race, age or sex, may contract HIV and become a victim of AIDS for the simplest reason that we are all human.***

4) *Because people with HIV have not entered some alien state of being.*(Para. 7)

***Because people with HIV have not turned into some strange kind of creature that is totally different from us. They are just as human as anyone else. We have no reason to practice prejudice against them.***

5) *Then their children, and yours, may not need to whisper it at all.*(Para. 15)

***Then the future generations will face the problem in an honest and frank manner. Only in this way can they deal with the disease effectively and make the world safe and free from this deadly disease.***

**Optional Classroom Activities**

**The two tables below illustrate respectively the leading causes of death worldwide in 2002 (Table 1) and the leading causes of death among 15 to 59-year-olds worldwide (Table 2) in the same year. Work in small groups and study the tables carefully, and then do the following two tasks:**

**1) Compare the two tables and find out in Table 2**

a. What new causes of death are added?

***New causes of death added in Table 2 are: suicide, violence and liver cancer.***

b. What causes move up in ranking?

***Causes that move up in ranking in Table 2 are: HIV / AIDS, road accidents and tuberculosis.***

Suggestions for this activity:

Since students will have no difficulty in finding out the answers to the questions in Task 1, this activity should focus on Task 2. In fact, no professional knowledge is required for a fruitful discussion. Students are encouraged to share their existing knowledge and pool their ideas. If time permits, ask some students to give presentations to the whole class.

**2) Discuss what might have caused the above differences.**

***Table 2 shows an increase in the ranking of deaths due to HIV / AIDS, tuberculosis, road accidents, suicide, violence and liver cancer among people in the 15–59 age bracket, compared to their rankings in all age groups.***

***Teenagers (13–19 year olds) and young people tend to be more passionate, emotional and adventurous. So they may love taking risks: breaking traffic laws, taking drugs, being loose with sexual relationships. And they may easily feel frustrated with failures in their study or relationships. Hence more deaths resulting from road accidents, violence, HIV / AIDS, and suicide.***

***People in their thirties and forties are generally under great pressure from their work and family burdens. The pressure may continue to be a threat to their health before they reach 60.***

**Enhance Your Language Awareness**

**Words in Action**

**Working with Words and Expressions**

**1 In the boxes below are some of the words you have learned in this unit. Complete the following sentences with them. Change the form where necessary.**

**Text A**accelerate equip familiarize guarantee monitor process resume sponsor

**Text B**appeal contract ignorance infect isolate issue prejudice threat

1) You should ***familiarize***yourself with the rules before you start to play the game.

2) A judge must be free from ***prejudice***— his opinions must be fair and reasonable.

3) The police are ***appealing***to the public for detailed information about the murderer.

4) The car that had been following ours suddenly ***accelerated***and overtook us.

5) I won’t take his ***threats***seriously — he often says he will punish me, but he never does.

6) Patients who are given the new drug will be asked to ***monitor***their heartbeat, temperature and blood pressure.

7) It is the hospital’s policy to ***isolate***any patient who is suffering from an infectious disease.

8) Clear skies are no ***guarantee***of continued fine weather; it may rain in the evening.

9) If one child gets sick with chicken-pox (水痘), the rest of the children in the same kindergarten will be exposed to the danger of being ***infected***.

10) His total ***ignorance***of the subject is truly surprising. How come he knows nothing about it?

11) Having anticipated the problems I might encounter, I ***was***well ***equipped***to deal with the situation.

12) I often buy ***processed***foods. They may not be so fresh, but it’s really time-saving.

13) We need to find some companies to ***sponsor***the contest we’re going to hold because we won’t be able to cover all the expenses.

14) In the past two years, she’s stayed at home looking after her baby. She is hoping to ***resume***her career soon.

15) The Department of Public Health has ***issued***strict instructions that no one should enter the epidemic area (疫区) without permission.

16) He ***contracted***such bad habits as smoking and drinking when he was fifteen, and now it is hard for him to get rid of them.

**2 In the boxes below are some of the expressions you have learned in this unit. Do you know how to use them in the proper context? Now check for yourself by doing the blank-filling exercise. Change the form where necessary.**

**Text A**at one’s best attribute … to by contrast take advantage of

**Text B**at risk bring … to an end make room for set aside

1) It’s a fine day. You should ***take advantage of***the good weather to paint the fence.

2) He almost failed in the math exam, but his twin brother, ***by contrast***, did very well.

3) There are two more people coming — can you ***make room for***them to sit down?

4) I’m tired of their endless quarrels. I wonder how I can ***bring***their disagreement ***to an end***.

5) The gymnast has performed poorly for the past few days. I wonder when she will be ***at***her ***best***?

6) The doctors in that hospital have ***attributed***the cause of his illness ***to***an unknown virus.

7) The children were taken care of by their aunt because their father was violent and they were believed to be ***at risk***.

8) I repeatedly warned him not to do it, but my warnings were never considered — they were simply ***set aside***.

**Increasing Your Word Power**

**1 Cross out the verb that CANNOT go together with the target word or expression in the circle.**

**Example:**a. improve b. regain c. ruin d. raise

your health

1) a. process b. apply c. establish d. follow

the basic principles

2) a. detect b. fulfill c. alter d. match

your body’s patterns

3) a. operate b. control c. monitor d. restrict

your food intake

4) a. gain b. maintain c. lose d. subtract

weight

5) a. tackle b. address c. accelerate d. identify

sleep problems

6) a. suffer b. encounter c. practice d. contract

gender prejudice

7) a. achieve b. enhance c. coordinate d. reduce

work efficiency

8) a. face b. exercise c. represent d. pose

a threat to health

**2 Study the prefix “*self*-”, and put down the Chinese meaning after each given word.**

**Prefix Meanings Examples**

**self-**1) by means of oneself or itself He’s *self-taught*.

2) of, to, with, for, or in oneself or itself a *self-addressed*envelope

**Chinese meanings**

self-centred *a*. ***自我中心的，自私的***

self-conscious *a*. ***(过于在乎别人的看法等而)忸怩的；自觉的***

self-confident *a*. ***自信的***

self-evident *a*. ***显而易见的***

self-discipline *n*. ***自律，自我约束***

self-esteem *n*. ***自尊(心)，自信***

self-image *n*. ***自我形象***

self-pity *n*. ***自怜***

**Now translate the Chinese given in brackets into English with words from the above list.**

1) Young adolescents tend to ***feel very self-conscious about their appearance***(非常在意自己的外表).

2) You’ll ***need plenty of self-discipline to fight against laziness***(需要好好约束自己，与惰性斗争) if you’re going to work from home.

3) You ***couldn’t help admiring the self-confident way***(会禁不住佩服那自信的样子) she stood up to speak to the big crowd.

4) Roland was ***becoming ever more self-centred***(越来越自私了), paying no attention to the needs of his roommates.

5) These health risks ***may seem self-evident***(看起来是不言而喻的), yet many people choose to disregard them.

6) Instead of ***burying/indulging themselves in self-pity***(沉溺于自怜中), they should do something positive to improve their situation.

7) The critical newspaper reviews were ***a blow to his self-esteem***(对他自尊心的极大打击), and he began to doubt his values.

8) Children who are bullies often ***have a poor self-image***(自我形象差) and they try to make themselves feel better by punishing other children.

**Grammar in Context**

**Observe the following sentences from both Text A and Text B, paying special attention to the anticipatory (先行词) “it”. Then do the following two tasks.**

1) ***It***’s a biological law of human efficiency: to achieve your best with the least effort,… (Para. 6, Text A)

2) We must break the silence, making *it*safe for you to reach out for compassion. (Para.12, Text B)

**Task 1**

**Examine each of the following sentences and underline the real object or subject that is replaced by it.**

1) It proved difficult to reach an agreement in such a delicate situation.

***to reach an agreement in such a delicate situation***

2) It worries me the way he keeps changing his mind.

***the way he keeps changing his mind***

3) It never occurred to me that perhaps he was lying.

***that perhaps he was lying***

4) “I felt it a great honor to be asked to speak here,” said Mr. Johnson.

***to be asked to speak here***

5) Do you find it pointless buying so much food when the children are all away?

***buying so much food when the children are all away***

**Task 2**

**Complete the following sentences, using it as an anticipatory.**

1) ***It is disappointing***(令人失望) to see so many university students indulging themselves in computer games.

2) ***I find it useless /pointless***(我觉得没用) trying to explain to him again — He’s not interested at all.

3) ***It is not possible/ It is impossible***(不可能) to write a book or make a film that suits every individual.

4) ***They kept it a secret/ kept it quiet***(他们一直保密) that the President was dead.

5) ***It is still not clear***(仍然不明朗) how far the globalization process will go.

**Cloze**

**Complete the following passage with words and phrases chosen from this unit. The initial letter of each is given.**

AIDS is a terrible disease. It poses a t***hreat***(1) to all the human beings without caring whether you are black or white, male or female, gay or straight, young or old. But what is a***t***r***isk***(2) now is not just the people i***nfected***(3) with the disease. Human civilization itself is being threatened. This is because the whole society tolerates both ignorance of and p***rejudice***(4) against HIV or AIDS. Once diagnosed (被诊断) as HIV-positive, the victims are i***solated***(5) or treated as outcasts. They are believed to have c***ontracted***(6) something evil or to have entered some alien state of being. As a result, these poor people have to s***helter***(7) the flickering candle of life from the cold wind of rejection by their family members. When they die of the disease, their families dare not whisper the word AIDS. They just g***rieve***(8) silently. Thus, our prejudice and silence have helped the disease a***long***(9). Now HIV marches firmly towards AIDS in more than a million American homes, littering its p***athway***(10) with the bodies of the young. To guard against the disease effectively, we must take this i***ssue***(11) seriously. People should be educated to b***ring***(12) those negative attitudes to an end. We should not see AIDS as something e***vil***(13) and the patients as alien. Instead, we should c***oncern***o***urselves***w***ith***(14) the prevention of the disease and render strong s***upport***(15) to the patients with more compassion. Only in this way can we have a better chance of winning the war against AIDS.

**Translation**

**1 Translate the following sentences into English, using the words and expressions given in brackets.**

1) 由于不了解艾滋病，以前人们称HIV感染者为“祸害”。(ignorance; label; evil)

***Owing to ignorance of AIDS, people used to label HIV infected/carriers/victims as evils.***

2) 普及艾滋病知识的活动需要继续开展，这个阶段的重点放在这种病的传播途径。(contract)

***The campaign of Knowing More About AIDS needs to be carried on, and for/at this stage the emphasis is put on the way (how) the disease is contracted.***

3) 我们真切地向青年人呼吁：请保重身体，良好的健康将使你能最好地应对生活中的任何困难。(appeal; equip)

***We appeal to the young earnestly: Take care of your health, with which you’ll be best equipped to handle any tough problems in your life.***

4) 众多杰出科学家们将于本周五齐聚日内瓦(Geneva),讨论主要源于现代社会激烈竞争的诸多问题。(largely; leading)

***The leading scientists will be meeting in Geneva on Friday to discuss problems largely caused by the fierce competition in modern society.***

5) 他的恐高归因于童年时期一次非常痛苦的经历。他曾经被迫独自一人站在10米跳台上长达10分钟。(attribute...to...)

***His fear of heights was attributed to an extremely painful experience in his childhood. He was once forced to stand alone on the 10-meter diving board for up to 10 minutes.***

6) 我们相信新发布的关于改善农村医疗系统的文件必将终结农村地区缺医少药的时代终将结束。(issue; bring sth. to an end)

***We believe that with the newly issued document on improving the medical system in rural areas, the era is to be brought to an end when such areas are always short of doctors and medicines.***

**2 Translate the following paragraph into English, using the words and expressions in the box below.**

authority capacity coincide coordinate demanding efficiency familiarize interval plot at one’s best by contrast set aside

我们都想要健康，在应付各种严峻挑战时想要自己处于最佳状态。健康方面的好建议并不少。例如：均衡饮食、睡眠充足以及每周安排一些时间做运动。一门新学科—时间生物学—为我们提供了一个能取得最佳效率的新方法。这个方法就是协调我们的日常活动与自身身体能力。我们将一天中每隔四小时所测得的六个体温读数标记在坐标纸上，让自己熟悉以下信息：我的体温何时开始上升，何时体温升到最高，何时降到最低。然后，我们遵照时间生物学权威人士的指示来规划我们的日常活动。例如，体力要求最高的工作要在我们体温最高时去做。而与之不同的是，像读书和思考这样的脑力脑力劳动就要在体温下降时去做。这样，我们实际做的事就与我们身体的自然节奏相吻合，我们就能如预期一样表现出最佳状态。

***We all want to be healthy, to be at our best when handling tough challenges. There has never been a lack of good advice on health. For example, eat a balanced diet, get enough sleep, and set aside some time every week for exercise. Chronobiology, a new science, has provided us with a new approach to achieving peak efficiency. It is to coordinate our daily activities with our biological capacities. We plot on graph paper six readings of our temperature taken at fourhour intervals throughout a day, and familiarize ourselves with such information as when our body temperature begins to rise, when it reaches its peak/the highest point, and when the bottom/the lowest point appears. Then, we plan our daily activities by following the instructions given by chronobiology authorities. For instance, we tackle the most demanding physical work when our temperature is the highest. By contrast, we pursue mental activities like reading and reflection when our temperature is falling. In this way, what we actually do coincides with our body’s natural rhythms and we achieve our best as predicted.***

**Unit 6 > Key to Book Exercises**

**Listen and Respond**

**Task One Focusing on the Main Ideas**

**Choose the best answer to complete each of the following statements according to the information contained in the listening passage.**

1) According to the speaker, happiness \_\_\_\_\_\_\_\_.

A) is not easily obtained by poor people

B) is what movie stars are most eager to obtain

***C) does not naturally follow wealth or success***

D) necessarily results from wealth or success

2) According to the speaker, happiness lies in the following EXCEPT \_\_\_\_\_\_\_\_.

A) wealth obtained through honest effort

***B) wealth obtained by winning lotteries***

C) your contribution to others’ happiness

D) your successful work

3) Instead of being an end, happiness is a(n) \_\_\_\_\_\_\_\_.

A) beginning

***B) process***

C) unattainable goal

D) business of the community

4) The passage is mainly about \_\_\_\_\_\_\_\_.

***A) the secret to happiness***

B) the definition of happiness

C) the misunderstanding of happiness

D) the relationship between happiness and wealth

**Task Two Zooming In on the Details**

**Listen to the recording again and fill in the blanks according to what you have heard.**

1) The world is full of very rich people who are as ***miserable***as if they were ***living in hell***.

2) If you obtain wealth through ***luck***or ***dishonest means***, you will not be happy with it. You will think you are a mean person.

3) Long-term happiness is based on ***honesty***, and ***productive work***, contribution, and self-esteem.

4) If your happiness depends on ***external circumstances***, you will always feel unfulfilled because there will always be something ***missing***.

**Read and Explore**

**Task One Discovering the Main Ideas**

**1 Answer the following questions with the information contained in Text A.**

1) Why did the author bring the news story about Ted Turner to Morrie?

***Because he wondered how Morrie would react to Ted Turner’s failure in “snatching up the CBS network”. At the same time he wanted to know if Ted Turner would still lament his failure if he were stricken down by the same terminal disease as Morrie was suffering from.***

2) What problem did Morrie think Ted Turner actually had?

***His problem was a typical one that Americans all have: Americans tend to value the wrong things.***

3) Who paid a visit to Morrie the night before? And how did he feel about it?

***A local acappela group came to visit him. He showed an intense interest in their musical performance and felt excited.***

4) What did material things mean to Morrie?

***They held little or no significance to him, especially at a time when he knew his days were numbered. He seemed to know the expression “You can’t take it with you” a long time ago.***

5) According to Morrie, what are Americans brainwashed into believing? What do they expect from material things?

***They are brainwashed into believing that it is good to own things. Actually, they are hungry for gentleness, tenderness or for a sense of comradeship and, therefore, they desperately seek after material things as substitutes.***

6) Does the author think that Morrie was rich? Why or why not?

***Morrie was far from better off in material things, but he was wealthy in spiritual ways. For years, Morrie hadn’t bought anything new — except medical equipment. And his bank account was rapidly depleting. But he was rich in love, friendship, caring and he derived plenty of satisfaction and gratification from teaching, communication, and such simple pleasures as singing, laughing, and dancing.***

7) What did Morrie suggest that we should do to find a meaningful life?

***He advised us to devote ourselves to loving others, to our community around us, and to creating something that gives us purpose and meaning. In other words, if we want to find a meaningful life, we should be ourselves and never show off either for people at the top or for people at the bottom. Instead, we should be kind and candid and ready to offer others what we have to give.***

**2 Text A can be divided into four parts, with the paragraph number(s) of each part provided as follows. Write down the main idea of each part.**

**Part Paragraph(s) Main Idea**

One ***1–3 The author brought Ted Turner’s news story to Morrie for his opinion.***

Two ***4–9 Morrie explained that Ted Turner’s problem was caused by the endlessly repeated stress on the significance of material things.***

Three ***10–14 In order to get happiness, people are trying to substitute material things for love or tenderness, and they fail to distinguish what they want from what they really need in life.***

Four ***15–30 The way to get satisfaction is to offer with an open heart to others what you have to give: devote yourself to loving others, devote yourself to your community around you, and devote yourself to creating something that gives you purpose and meaning.***

**Task Two Reading Between the Lines**

**Read the following sentences carefully and discuss in pairs what the author intends to say by the italicised parts.**

1) The night before, he had been entertained by a local acappella group that had come to the house to perform, and he relayed the story excitedly, ***as if the Ink Spots themselves had dropped by for a visit***. (Para.5)

***What Morrie really cared about was spiritual gratification. Even the performance of the local acappella group, whose performance was by no means professional, could give him as much excitement and gratification as the famous Ink Spots would have.***

2) ***He would listen to opera sometimes at night, closing his eyes, riding along with the magnificent voices as they dipped and soared.***(Para. 5)

***Sometimes at night he would indulge himself in listening to opera, feeling intoxicated and gratified. Though he was not rich in material things and was suffering from an incurable disease, he spent each day happily.***

3) The average person is so fogged up by all this, ***he has no perspective on what’s really important anymore.***(Para. 8)

***As the average person has been brainwashed into believing that material things alone could bring happiness, he or she has lost the ability to think about and decide what is really important in life.***

4) And then they wanted to tell you about it. ***‘Guess what I got? Guess what I got?*’**(Para. 9)

***The repetition of “Guess what I got?” shows the speaker’s uncontrollable excitement and gratification at gobbling up something new.***

5) ***Only an open heart will allow you to float equally between everyone.***(Para. 23)

***If you want to be accepted equally and respectably by people both at the top and at the bottom, you must be open-hearted instead of showing off your social status. In other words, you must be yourself, feel free in expressing your real thoughts, opinions, and feelings, be candid and ready to offer others what you have to give.***

**Checking Your Vocabulary**

**Word Detective**

**1 Put down the right word from Text B in the space provided according to the given definition. The first letter of each word is already given.**

**Example:**i*ncredibly*: extremely; in a way that is hard to believe

1) d***iminish***: cause to become or seem smaller

2) t***emporary***: lasting only for a limited time

3) i***nform***: give information or knowledge to

4) t***ruthful***: (of a person) who habitually tells the truth

5) r***ewarding***: (of an experience or action) worth doing or having

6) s***cale***: a set of numbers or standards for measuring or comparing

7) c***ultivate***: improve or develop (esp. the mind, a feeling, etc.) by careful attention, training, or study

**2 Fill in each blank with a word or phrase from Text B. Both the explanation and the number of the paragraph in which the target word or phrase appears are given in brackets. Be sure to use the proper form.**

**Example:**He suddenly became wealthy, which changed his whole *mode*of life.

(a way of behaving, living, operating, etc.: Para. 2)

1) Sometimes you may fail even though you’ve tried hard — it’s ***a fact of life***.

(sth. that exists and that cannot easily be changed: Para. 1)

2) My shoes ***wear out***easily since I like jogging at dusk every day.

(be reduced to a useless state by long use: Para. 2)

3) He never speaks to me ***other than***to ask for something.

(except: Para. 6)

4) I’m not sure what her job is, but it ***has something to do with***marketing.

(have some connection with: Para. 7)

5) The famous actor keeps fit by ***working out***for an hour every day.

(exercise to improve physical fitness: Para. 7)

6) The salary they’re offering is very ***attractive***, but I still don’t want the job.

(causing interest or pleasure: Para. 7)

7) At school Trudy always ***excelled***in languages but didn’t do well enough in mathematics.

(be the best or better than: Para. 7)

8) He has found ***contentment***at last — he now feels he’s the happiest man on earth.

(a feeling of happiness or satisfaction: Para. 9)

**Checking Your Comprehension**

**1 Answer the following questions with the information contained in Text B.**

1) How do we feel when we get something we really want?

***We feel happy, but only for a short time. Over time, we get bored with the thing we’ve got.***

2) What is the difference between material happiness and spiritual happiness?

***Material happiness is derived from our purchasing power while spiritual happiness means something else altogether, like good friends, a loving spouse, well-raised children, a home built on love, a clear conscience, a worthy goal and a satisfying job. Such things bring us contentment that lasts and has meaning.***

3) What is the philosophy of the author’s friend?

***His philosophy is: No matter how much money you make, you always want more. So, one should break free from this cycle and find time to do what he wants.***

4) What are the “scales” by which we can measure wealth according to the author?

***The author lists seven “scales” by which we can measure wealth: friends, health, strength, family, knowledge, skill and character.***

5) What is special about those different types of wealth that is not measured in dollars?

***They are not taxed.***

6) What can bring you lasting and meaningful happiness?

***They are good friends, a loving spouse, well-raised children, a home built on love, a clear conscience, a worthy goal and a job you truly enjoy. All these things can bring us lasting and meaningful happiness.***

7) How can we find lasting happiness?

***Take a look at the world around you and think about what it is that you enjoy and what makes you truly happy.***

**2 Read the following sentences carefully and discuss in pairs what the author intends to say in the following sentences.**

1) Excellence has its own rewards. (Para. 7)

***If you excel in the skill you practice daily, you will get a sense of achievement and pride, which will bring you lasting happiness.***

2) Presumably, knowledge is the one thing you might be able to take with you to Heaven. (Para. 8)

***If money or anything else has brought you some happiness in life, you have to give it up when you die. But it is not true of knowledge, because the contentment and happiness that knowledge brings might be with you forever even when you die.***

3) These things are often quite beyond the simple-minded teenagers, but as you mature these things become more important. (Para. 9)

***We only appreciate such things when we are older, and not as thoughtless teenagers.***

4) Think about what it is that you enjoy and what makes you truly happy. (Para. 10)

***Try to find out what really makes your life enjoyable and meaningful. Then you will understand what is most important in life and what is meant by happiness.***

5) Man does not live by bread alone. (Para. 10)

***Material happiness is not the only happiness we need. We should have spiritual happiness as well.***

**Enhance Your Language Awareness**

**Words in Action**

**Working with Words and Expressions**

**1 In the boxes below are some of the words you have learned in this unit. Complete the following sentences with them. Change the form where necessary.**

**Text A**envious extravagant interpret purchase snatch soar substitute trivial

**Text B**attractive cultivate inform scale spiritual temporary

1) — I regret to ***inform***you that there’s nothing we can do to help you.

— But I think you should have told us earlier.

2) How ***envious***I am that he can attain whatever he desires while I can’t.

3) She’s not beautiful, but I find her very ***attractive***because she seems so full of life and fun.

Enhance Your Language Awareness

4) He ***snatched***the photos from my hand before I had a chance to look at them.

5) I prefer to take a bus rather than drive to work since the price of petrol ***is soaring***.

6) It’s difficult for us to ***interpret***these statistics without knowing how they were obtained.

7) Smith wasn’t at his best; therefore, he ***was substituted***in the second half of the match.

8) Our friendship is strictly ***spiritual***; we never seek material benefits from each other.

9) All details concerning the event are to be taken into consideration and nothing will be regarded as ***trivial***.

10) The doctors came to the conclusion that the patient’s blindness was ***temporary***and he’d be able to see again after some treatment.

11) I want a thermometer that has two ***scales***marked on it, one in Fahrenheit (华氏温度)and the other in Centigrade.

12) The teachers in the training center are making great efforts to ***cultivate***in their students the habit of speaking English.

13) She wanted to buy those two expensive dresses, but I said it would be too ***extravagant***to buy both of them.

14) My parents offered me an amount of money adequate to ***purchase***an apartment, but I’ve decided to buy one myself.

**2 In the boxes below are some of the expressions you have learned in this unit. Do you know how to use them in the proper context? Now check for yourself by doing the blank-filling exercise. Change the form where necessary.**

**Text A**cross off cry over drop by look down on on the contrary show off

**Text B**fact of life have a clear conscience have a great deal to do with other than wear out work out

1) — You always look fit. How do you manage it?

— I ***work out***in the gym two hours every day.

2) You didn’t do anything wrong. You should ***have a clear conscience***.

3) We missed the last bus; so there was no choice ***other than***to walk home.

4) Whether you accept it or not, we must all die some day: it’s just a ***fact of life***.

5) — Didn’t you find the film exciting?

— ***On the contrary***, I nearly fell asleep half way through it!

6) I still ***cried over***his misfortune and prayed for him even though he’d hurt me so deeply.

7) The old lady lives alone; some of her nephews ***drop by***to see her occasionally.

8) Last night Robin didn’t walk but drove to the pub in order to ***show off***his new car.

9) No one should be ***looked down on***because of his origin, appearance or education.

10) She wrote down all the things she planned to do and ***crossed***them ***off***one by one after she did them.

11) His old radio finally ***wore out***and it was beyond repair. The poor old man had to go without it.

12) Naturally, people do not like being kept in the dark about anything that ***has a great deal to do with***themselves.

**Increasing Your Word Power**

**1 Find the preposition from Column B that best matches each adjective in Column A, paying attention to the be+adj.+prep. collocation. Some of the prepositions can be used more than once.**

**Column A Column B**

1) be fearful ***of***a. for

2) be free ***from/of***b. from

3) be honest ***with***c. in

4) be hungry ***for***d. of

5) be intent ***on/upon***e. on

6) be keen ***on***f. to

7) be overwhelmed ***with***g. upon

8) be remindful ***of***h. with

9) be rich ***in***

10) be envious ***of***

**Now fill in each blank in the following sentences with a proper collocation you’ve just formed. The verb “be” has already been filled in for you.**

1) I’m so ***envious of***you getting an extra day’s holiday!

2) He was so ***intent upon/on***his work that he didn’t notice the night had fallen.

3) The country is quite ***rich in***oil but rather short of water.

4) My roommates want to have a party for my birthday, but I’m not ***keen on***the idea.

5) After two years of hard work, the family was finally ***free from/of***debts.

6) Being ***fearful of***running into that mad man, Emily didn’t take her usual way to the company.

7) To be ***honest with***you, I don’t like his casual style of speaking. It was not appropriate for the occasion.

8) After reading the advertisement, she immediately logged on to the e-store to order the product she had been ***hungry for***.

9) He has kept the broken typewriter on his desk for years, because it is ***remindful of***the days when he was striving to have his first novel published.

10) When I started my office job, I was completely ***overwhelmed with***the paperwork: filling in forms, writing emails, minutes (会议记录) and reports for the department. What a load!

**2 The suffixes -*ee*, -*eer*, -*ese* and -*ess* are used to form nouns. Study the box below and form words by adding -*ee*, -*eer*, -*ese* and -*ess* to the words given.**

*-ee*

someone who is being treated in a particular way e.g.

*payee*收款人，领款人

someone who is in a particular state or who is doing something e.g.

*absentee*缺席者

*escapee*逃跑者，逃犯

*-eer*

someone who does or makes a particular thing e.g.

*auctioneer*拍卖商，拍卖人

*-ese*

the people or language of a particular country or place e.g.

*Chinese*中国人；汉语

*Viennese*维也纳(市)的；维也纳(市)的人

*-ess*a female e.g.

*lioness*母狮子

**Now do the following exercise according to the example given below. Consult a dictionary if necessary.**

**Example:**employ → *employee*雇员

1) act → ***actress***女演员

2) mountain → ***mountaineer***登山运动员

3) profit → ***profiteer***牟取暴利者，投机商人

4) refuge → ***refugee***避难者，难民

5) Vietnam → ***Vietnamese***越南人；越南语

6) train → ***trainee***受训者，实习生

7) address → ***addressee***收件人，收信人

**Now complete each of the following sentences with a proper word you have just formed, using the plural form where necessary.**

1) No one at the office could figure out the ***addressee***of the letter, because of the illegible (难以辨认的) handwriting.

2) The ***mountaineer***had a leg broken while climbing a cliff and was hospitalized for a month.

3) To their greatest amazement, the best film award went to a film featuring (由…主演) an unknown ***actress***.

4) In the field work (实习), the ***trainees***will learn skills that are most valued in our company, such as teamwork and communication skills.

5) When we saw him in the hospital, the old man could not recognize us and spoke to us in ***Vietnamese***, his mother tongue that none of us understood.

6) When the war broke out, ***refugees***came streaming across the border and settled down in the camps the local government had built for them.

7) In the court, he denied the charge of being a war ***profiteer***. He claimed that he had been making money by wisdom and diligence.

**Grammar in Context**

**1 In Text A, you read the following sentence containing neither … nor:**

… when you most need it, *neither money nor power*will give you the feeling you’re looking for, no matter how much of them you have. (Para. 11)

**Here “neither … nor” is used to link two paralleled elements (平行的成分): “money” and “power”. Two other phrases, namely, “either … or”, “both … and” have the same function.**

**Now combine each pair of sentences into one by using one of the three phrases mentioned above.**

1) Judging from her accent, I think she is Russian. Or she is Polish.

***Judging from her accent, she is either Russian or Polish.***

2) Maybe he could not come here. Or he did not want to.

***Either he could not come here or he did not want to.***

3) I didn’t know what happened to him. Nor did I care about it.

***I neither knew nor cared about what happened to him.***

4) I cannot find out what the weather will be like tomorrow. There’s no TV or radio in the house.

***I cannot find out what the weather will be like tomorrow because there is neither TV nor radio in the house.***

5) She can speak Spanish. She can also write it.

***She can both speak and write Spanish.***

6) The results of the research are impressive (给人印象深刻的). They are alarming, too.

***The results of the research are both impressive and alarming.***

**2 Study the following sentences that appear in this unit, paying attention to the italicised parts where comparison is expressed.**

1) It was ***the same today as***it had been the first day I arrived. (Para. 12, Text A)

2) When I give my time, when I can make someone smile after they were feeling sad, ***it’s as close to healthy as I ever feel.***(Para. 26, Text A)

3) … this health can be far ***more valuable than***any amount of money. (Para. 7, Text B)

4) … but as you mature these things become ***more important***. (Para. 9, Text B)

**Now translate the following sentences into English, using expressions of comparison.**

1) 如果我能做得有你一半好就好了！

***If only I could do half as well as you (have done)!***

2) 出版社已出版了比去年多一倍的书籍。

***The press has published twice as many books as it did last year.***

3) 给孩子寄送礼品并不等于陪伴他们。

***Sending gifts to your kids is not the same as giving them your companionship.***

4) 自从几条地铁建成了后，居住在郊区的人口比在城市里的多了一倍。

***Since the construction of the subways was completed, the population of the suburbs has grown twice as large as that of the city proper.***

5) 收入的增加远不如亲情、友情和邻里的和睦那么重要。

***An increase in income is far/much less important than a harmonious relationship among family members, friends and neighbors.***

**Cloze**

**Complete the following passage with words and phrases chosen from this unit. The initial letter of each is given.**

Morrie’s house looked the same today as it had been the first day I arrived. Since he learnt that he was t***erminally***(1) ill, he stopped p***urchasing***(2) anything — o***ther***t***han***(3) medical equipment. Now, more than e***ver***(4), material things h***eld/had***(5) little or no significance to him. He w***as***t***aken***w***ith***(6) simple pleasures, singing, laughing and dancing. He knew it was a f***act***o***f***l***ife***(7) that neither money nor power was a s***ubstitute***(8) for t***enderness***(9). His body was turning to stone and his days were being c***rossed***o***ff***(10) the calendar one by one. Still, he was d***evoting***(11) himself to loving the people around him, communicating to them and creating something that gave him purpose and meaning. I was ashamed of pursuing what he had been r***ailing***a***gainst***(12) — bigger toys and nicer house. Since graduation, I had been taking pains to become rich in terms of bank accounts, failing to c***ultivate***(13) friendship and give enough time to my family. Contrary to my house, his had f***illed***w***ith***(14) love, teaching, communication, friendship, family, honesty and tears. His house had become, in a very real way, a wealthy home.

**Translation**

**1 Translate the following sentences into English, using the words and expressions given in brackets.**

1) 我们应该对自己诚实，千万不要被欲望蒙住了双眼，为没有得到的东西而唏嘘哀叹。(fog up; cry over)

***We should be honest with ourselves and never become fogged up by greed and cry over what we have failed to obtain.***

2) 诸如财产、金钱等物质上的东西带来的快乐是短暂的，这是一个无可争辩的事实。(fact of life; temporary; property)

***It is a fact of life that happiness brought about by material things such as property and money is temporary.***

3) 千百年来哲学家们费尽心机地从各自的角度阐述幸福的意义。(interpret)

***For thousands of years philosophers have taken pains to interpret the meaning of happiness from their own perspectives.***

4) 如果你用物质东西代替爱和拥抱，你将无法得到快乐，因为精神上的快乐与物质财富并无多大关系。(substitute; spiritual; have … to do with)

***If you substitute material things for love or a hug, you will not get happiness, because spiritual happiness has little to do with material wealth.***

5) 得知自己得了绝症后，他告知孩子们除了他自己住的这座房子以外他再无财产留给他们了。(terminally; inform; other than)

***After he learned that he was terminally ill, he informed his family that he had nothing / no property to leave them other than the house he was living in.***

6) 在地里劳动了漫长的一天，他们精疲力竭。看着太阳已经落到地平线下面，他们迫不及待要回家。(dip; wear out)

***They were worn out after a long day’s work in the fields. So seeing the sun dip below the horizon, they couldn’t wait to go back home.***

**2 Translate the following paragraph into English, using the words and expressions in the box below.**

envious incredibly property purchase spiritual brainwash substitute a clear conscience have … to do with other than show off wear out

如今，媒体、商业广告不断地向我们一遍又一遍地重复着物质生活的重要性，以至于我们都被洗脑，以为幸福是可以购买到的。我们向周围的人炫耀新得的一件财产，努力让我们的银行账户不断丰满。我们渴望爱，试图把物质的东西作为爱、柔情和温情的替代品。然而，我们从来没有体验到最大的快乐，我们总是妒忌那些比我们拥有更多钱和权力的人。事实上，我们是把价值观放错了地方，我们没能将物质幸福和精神幸福区分开来。金钱固然十分重要，但是除了金钱以外，我们还应该拥有好朋友、和谐的家庭、强壮的体魄、值得奋斗的目标，这些才能给我们带来长久的快乐。

***Nowadays, the media and commercials repeat over and over again the significance of the material side of life, so that we have been all brainwashed into believing that happiness can be purchased. We show off to people around us a new piece of property, and take pains to keep enriching our bank accounts. We are hungry for love, trying to substitute material things for love, gentleness and tenderness. However, we have never experienced maximum happiness. We are always envious of those who have more money and power. As a matter of fact, we have put our values in the wrong things and failed to tell/distinguish material happiness from spiritual happiness. Money is incredibly important, but other than it, we should also have good friends, a harmonious family, a strong body and a worthy goal. It is these things that (will) bring us lasting happiness.***

**Unit 7 > Key to Book Exercises**

**Listen and Respond**

**Task One Focusing on the Main Ideas**

**Choose the best answer to complete each of the following statements according to the information contained in the listening passage.**

1) Online learning is good in that \_\_\_\_\_\_\_\_.

A) it is easy to conduct ***B) it is convenient and flexible***

C) it provides more degrees D) it teaches more skills

2) Before you start online learning, you should know the following EXCEPT \_\_\_\_\_\_\_\_.

A) what skills you need

B) where to find a course or program

***C) when the course starts and who will teach you***

D) what type of course delivery format will work best for you

3) You are ready to start online learning once you feel confident about your \_\_\_\_\_\_\_\_.

A) course delivery methods B) reading comprehension

C) writing techniques ***D) technical skills***

4) You can search for course providers on the Internet by \_\_\_\_\_\_\_\_.

***A) using search engines***B) typing your questions

C) entering the right password D) making Internet phone calls

5) The passage is mainly about \_\_\_\_\_\_\_\_.

A) the benefits of online learning

B) the importance of online learning

***C) the ways of conducting online learning***

D) the reasons why online learning is convenient

**Task Two Zooming In on the Details**

**Listen to the recording again and fill in the blanks according to what you have heard.**

1) Online learning is a new way to ***earn your degree***or ***master new skills***.

2) You must have the basic computer skills. At the very ***minimum***, you should be able to ***send***and ***receive***email comfortably, search the Internet, and type reasonably ***fast***and ***accurately***.

3) Perhaps the best way to find the right online course format is to consider your ***education needs***and ***learning style***.

4) Type into ***the search engines***the key words and you can easily get what you want. Before you know it, your fingers ***will be flying***and your online learning ***adventure***will have begun.

**Read and Explore**

**Task One Discovering the Main Ideas**

**1 Answer the following questions with the information contained in Text A.**

1) What disaster did the author encounter earlier in his career?

***He encountered a student who challenged the curriculum which required a pharmacy student to study literature.***

2) What are the differences between the certificate that reads Qualified Pill-Grinding Technician and the one that reads Bachelor of Science?

***The former means that the graduate has completed the training of professional skills in pharmacy while the latter, besides professional training, also involves education in the ideas mankind has generated within its history.***

3) How did the author communicate the significance of studying the literal arts in college to the pharmacy student?

***He explained to the student that the time of a person’s life could be divided into three parts: one is for sleep, the second is for work which involves professional skills, and the third part is for life after work in which education in liberal arts — philosophy, arts, music, literature, history, etc. — plays a vital part.***

4) What is the business of college education according to the author?

***The business of college education is not merely to train students, but to civilize them with the best human thoughts in history. In other words the author draws a clear distinction between training and education. The former provides one with skills for a job or career while the latter enables one to become a civilized person by coming into contact with the best minds in history.***

5) How can a person become civilized according to the text?

***A person has to enter the past and familiarize himself/herself with both the technical and spiritual resources created by mankind, so that he/she could become civilized and play his/her role in civilization.***

6) What does the author think of the mission undertaken by the faculties of a university? How can they accomplish this mission?

***The faculties of liberal arts colleges as well as of specialized schools are entrusted with the mission to put students in close contact with the best human minds in history. They should turn themselves into some sort of storehouse of human experience and try their best to communicate that experience to their students, so that their students will become civilized humans instead of savages who only know how to operate machines or push buttons.***

**2 Text A can be divided into three parts with the paragraph number(s) of each part provided as follows. Write down the main idea of each part.**

**Part Paragraph(s) Main Idea**

One ***1–7 In response to the challenge posed by a particular student who merely intends to pursue skills at college and takes no interest in literature, the author draws a distinction between professional training and college education. The former can only provide students with professional skills while the latter enables students to become civilized humans. Hence the importance of liberal arts education at college.***

Two ***8–10 College education must enable students to come into contact with the best minds in history, so that they can become civilized and useful human beings instead of new species of savages who only know how to operate machines or push buttons.***

Three ***11 College education must target at enabling students to become both specialists and civilized humans. All college teachers must make themselves some sort of storehouse of human experience and try their best to communicate that experience to their students.***

**Task Two Reading Between the Lines**

**Read the following sentences carefully and discuss in pairs what the author intends to say by the italicised parts.**

1) ***Will there be a book in the house? Will there be a painting a reasonably sensitive man can look at without shuddering?***(Para. 5)

***Do you have a cultivated mind to know what books your family should read? And do you know what kind of paintings you should put up on the wall that would not offend a cultured eye?***

2) “I hope you make a lot of it,” I told him, “***because you’re going to be badly stuck for something to do when you’re not signing checks***.” (Para. 7)

***I hope you will make a lot of money, but I’m sure you’ll be at a loss what to do when you are not signing checks. In other words, you can have a lot of money, but you may not live a meaningful and fulfilling life.***

3) ***You are on the way to being new species of mechanized savage, the Pushbutton Neanderthal***. (Para. 8)

***Not getting in touch with what the best human minds have thought, you are going to be uncivilized humans or a new type of savages who can only operate machines by pushing buttons.***

4) Our colleges inevitably graduate a number of such life forms, but it cannot be said that they went to college; ***rather, the college went through them — without making contact.***(Para. 8)

***A number of our college graduates have indeed turned out to be “new species of mechanized savage”. This only means that they have not received a college education though they have spent some time there, for they have failed to make contact with the best human minds in history.***

5) If you are too much in a hurry, or too arrogantly proud of your own limitations, to accept as a gift to your humanity some pieces of the minds of Sophocles, of Aristotle, of Chaucer — and right down the scale and down the ages to Yeats, Einstein, E.B. White, and Ogden Nash — ***then you may be protected by the laws governing manslaughter, and you may be a voting entity, but you are neither a developed human being nor a useful citizen of a democracy.***(Para. 10)

***Even if you are too busy or feel complacent and, therefore, refuse to come into contact with the best human minds within history, you can still be protected by law and enjoy the right to democratic voting. But you can never be considered as an educated, civilized person; nor can you be accepted by society as a useful citizen in a democratic nation.***

**Checking Your Vocabulary**

**Word Detective**

**1 Put down the right word from Text B in the space provided according to the given definition. The first letter of each word is already given.**

**Example:**g*lobal*: of or concerning the whole world

1) c***ombine***: join together; unite

2) i***mplement***: carry out or put into practice

3) i***llusion***: a false idea, esp. about oneself

4) i***ndispensable***: too important or too useful to be without

5) i***ntelligence***: (good) ability to learn, reason, and understand

6) e***mphasis***: special force or attention given to sth. to show that it is particularly important

7) r***econcile***: find agreement between (two ideas, situations, etc., that seem to be in opposition)

8) n***egotiate***: talk with another person or group in order to try to come to an agreement or settle an argument

**2 Fill in each blank with a word or phrase from Text B. Both the explanation and the number of the paragraph in which the target word or phrase appears are given in brackets. Be sure to use the proper form.**

**Example:**The whole region *is crying out for*rain — it has been dry for three months.

(be in great need of; demand urgently: Para. 2)

1) There was a big surprise ***in store***for Paul when he got to his office: he got promoted!

(about to happen: Para. 1)

2) He wants to buy a DVD player, and has been saving money ***to this end***for these two months.

(to help achieve this aim or purpose: Para. 2)

3) His grandma died last month. And ***in accordance with***her will (遗嘱), she was buried in France.

(in a way that fulfils or agrees with: Para. 2)

4) The details of this programme are dealt with ***in depth***elsewhere in this book.

(done with great thoroughness: Para. 5)

5) Before this road was built, the only ***access***to the village was by boat.

(means or right of using, reaching, or obtaining: Para. 8)

6) Don’t worry about your son’s shyness; it’s just a ***phase***he’s going through.

(a stage of development: Para. 10)

**Checking Your Comprehension**

**1 Answer the following questions with the information contained in Text B.**

1) On what should the role of education be based in the 21st century?

***The role of education in the 21st century should be based on the hope for a world that is a better place to live in.***

2) What are some of the problems in the 21st century that humankind should overcome in order to make the world a better place to live in?

***We have to overcome the tensions between the global and the local, between tradition and modernity, between long-term and short-term considerations, between the need for competition and the concern for equality of opportunity and between the spiritual and the material so as to make the world a better place to live in.***

3) In what way can we learn to live together?

***We can learn to live together by understanding others and their history, traditions and spiritual values, implementing common projects and managing the inevitable conflicts in an intelligent and peaceful way.***

4) Is the idea of being a multi-subject specialist feasible? Why or why not?

***No. Because there are so many different types of knowledge; any attempt to know everything would be an illusion.***

5) What’s the fundamental function of general education?

***General education provides the passport to lifelong education. It enables people to learn other languages and become familiar with other subjects. It also arouses people’s interest in learning and thus lays the foundation for lifelong education.***

6) Besides learning to do a job in industrial economies, what other competence do people need to acquire?

***People also need to acquire the competence to cope with various situations and cooperate with others in teams.***

7) How can pupils and students acquire the competence to work in teams?

***To develop team skills, students should be provided with opportunities to involve themselves in work experience while they are still in education.***

8) What is the aim of “learning to be”? How can the aim be achieved?

***The aim of “learning to be” is the complete fulfillment of man. All people should receive an education that would equip them to develop an independent, critical way of thinking and exercising judgment.***

9) As far as education is concerned, what society should we build in the 21st century?

***We should build a learning society based on the acquisition, renewal and use of knowledge.***

**2 Read the following sentences carefully and discuss in pairs what the author intends to say in the following sentences.**

1) This is precisely the case where education policies are concerned. (Para. 2)

***The solution to any serious problem involves much consideration, cooperation and negotiation. It is exactly the same with educational policies, which can only be worked out through lots of discussions and negotiations.***

2) Since knowledge is of multiple nature, any attempt to know everything becomes more and more pointless. (Para. 5)

***There are so many different kinds of knowledge that it is increasingly meaningless and impossible to train students into specialists in all fields.***

3) The future of industrial economies hinges on their ability to turn advances in knowledge into innovations that will generate new businesses and new jobs. (Para. 6)

***The future of industrial economies depends critically on their ability to turn the development in knowledge into creative ideas, new methods or inventions. With creativity, new businesses and new jobs will be created.***

4) None of the talents which are hidden like buried treasure in every person must be left untapped. (Para. 7)

***The education one receives, which begins at birth and continues all through one’s life, should help develop and put into full play one’s potentials and talents.***

**Enhance Your Language Awareness**

**Words in Action**

**Working with Words and Expressions**

**1 In the boxes below are some of the words you have learned in this unit. Complete the following sentences with them. Change the form where necessary.**

**Text A**peculiar preside rear specialize suffice

**Text B**associate combine emphasis illusion implement indispensable negotiate phase reconcile

1) I often ***associate***summer with holidays. How I wish I could be on vacation next summer!

2) In college his major was biology, but now he ***specializes***in the sale of computers.

3) Prejudice ***combined***with ignorance destroys the hopes of many AIDS sufferers.

4) I think we should put as much ***emphasis***on preventing diseases as we do on curing them.

5) The budget of the company scarcely ***suffices***to pay the employees, let alone buy any new equipment.

6) The new heating system is in the trial ***phase***of its operation; it’s due to be put into full operation next winter.

7) Having ***presided***over the company for 30 years, he has witnessed all its ups and downs.

8) He has his own ***peculiar***style of solving problems which you’ll soon get used to.

9) Now that both Julie and her husband have lost their jobs, how will they ***rear***their sons and daughters?

10) The government says it will not ***negotiate***with the terrorists; on the contrary it will fight back.

11) This guidebook is ***indispensable***for travelers in this remote area of the country; they can’t go without it.

12) He finally realized that his idea of learning to read and write in English well in three months was just an ***illusion***.

13) The committee’s suggestions sound reasonable, yet whether they can be ***implemented***remains a problem.

14) Workers usually demand high wages while the boss always seeks high profits — it’s almost impossible to ***reconcile***these two aims.

**2 In the boxes below are some of the expressions you have learned in this unit. Do you know how to use them in the proper context? Now check for yourself by doing the blank-filling exercise. Change the form where necessary.**

**Text A**average out have no business (doing) in essence see to it that stay out of

**Text B**bring about call for cry out for get … out of in accordance with in store lend itself to to this end try out

1) This is just our family matter. You’d better ***stay out of***it.

2) We should ***try out***all the tools before we can decide which best serves our purpose.

3) What does the future hold ***in store***for kids who quit school at an early age?

4) Some novels quite readily ***lend themselves to***adaptation (改编) as plays; others do not.

5) Instead of comforting her, what you said, ***in essence***made her feel even worse.

6) He did not act ***in accordance with***the orders that were given him; that’s why he was fired.

7) The authorities are ***crying out for***a thorough investigation into the coal-mine that blasted (爆炸) yesterday.

8) ***See to it that***everyone in your class knows that the party has been put off until next week.

9) This is the storehouse of our company and customers ***have no business***entering it.

10) He’s the kind of person who often wonders what he can ***get out of***others instead of what he can give to others.

11) He wanted science students to take an interest in the arts, and ***to this end***he offered literature classes at home on Sunday afternoons.

12) Absent-mindedness is not at all allowed while you’re working. It’s the sort of work that ***calls for***a high level of concentration.

13) Science, especially computer science, has ***brought about***changes in many aspects of our lives, such as the way we work, study and communicate.

14) The expenses for the summer camp ***averaged out***to 194 dollars per day, much more expensive than we had planned.

**Increasing Your Word Power**

**1 Study the following pairs of words which are similar in meaning. Reflect on the differences in usage between the words in each pair and fill in each blank with an appropriate one. Change the form where necessary.**

**enroll, participate**

1) How many countries will be ***participating***in the Olympic Games?

2) Barbara wanted her daughter to ***enroll***in the ballet class while she herself registered for the drawing class.

**certify, prove**

3) The task ***proved***to be more difficult than we’d thought.

4) She felt quite relieved after reading the report of her physical checkup, which ***certified***that she was in good health.

**expose, reveal**

5) The doctor did not ***reveal***to him the truth that he had lung cancer.

6) Silver will darken if it is ***exposed***to sunlight for a period of time.

**assume, think**

7) We must ***assume***him to be innocent until he is proved guilty.

8) Do you ***think***I would do something so stupid at my age?

**preside, host**

9) Which country is going to ***host***the next World Cup?

10) Mr. Finch retired after ***presiding***over the company for 30 years.

**shudder, shake**

11) He ***shook***the carpet to get rid of the dust.

12) She ***shuddered***at the thought that she could have been killed.

**negotiate, reconcile**

13) British Airways is ***negotiating***a new contract with our company.

14) Management and labor are attempting to ***reconcile***their differences.

**diversity, distinction**

15) There is a need for greater ***diversity***and flexibility in the training program.

16) There’s a clear ***distinction***between the dialects spoken in the two regions.

**illusion, imagination**

17) I can never make up stories — I have absolutely no ***imagination***.

18) I had been under the ***illusion***that he loved me until I was told yesterday that he had just got married.

**scheme, plan**

19) The training ***scheme***for the unemployed young people is aimed at helping them to find work.

20) We don’t have any ***plan***for the weekend, so we can join you for lunch on Saturday.

**2 The prefixes *radio*(-) and *tele*- are used to form new words, as is shown in the following table.**

radio(-)

1) connected with radio waves or broadcasting 无线电波的；无线电广播的

e.g.

radio-controlled *a.*无线电控制的

radio frequency *n.*无线电频率

radio communication *n.*无线电通信

radiocast = radiobroadcast *n.*/*vt.*(用)无线电广播

2) concerning radioactivity 与放射线有关的

e.g.

radio-protective *a.*防辐射的

radioactive *a.*放射性的

radiodiagnosis *n.*放射诊断，X线诊断

radioelement *n.*放射性元素

radiography *n*. 射线照相(术)

*tele-*

1) at or over a long distance 远(距离)

e.g.

telescope *n.*望远镜

telecommunications *n.*电信，长途通信

teleshopping *n.*电话购货法

teleconference *n.*远程会议；电信会议

telecontrol 遥控

2) by or for television 由(为)电视

e.g.

teleplay *n.*电视剧

teletext *n*. 图文电视

telecast *vt.*电视广播

3) done using a telephone 通过电话的

e.g.

telesales = telemarketing *n.*电话销售

telephone tapping *n.*电话窃听

teleprinter *n.*电传打印机

**Now fill in the blanks in the following sentences using the words in the above table. Change the forms where necessary.**

1) On clear nights, we observe stars by using ***telescopes***.

2) The event will be ***telecast***simultaneously to nearly 100 countries.

3) ***Telemarketing***is becoming less popular now because more people prefer on-line shopping.

4) There is no safe way of disposing of nuclear waste, which can stay ***radioactive***for 100,000 years.

5) Some old people like to adjust the ***radio frequency***to stations that play their favourite songs of yesteryear.

6) He was nominated (提名) for an Academy Award for an animated film and won an Emmy (艾美奖) for a ***teleplay***.

7) To discuss the issue we held a ***teleconference***in which 10 people from different locations shared their ideas using video connections.

**Grammar in Context**

**1 Examine the following sentences, paying special attention to the two different sentence patterns introduced respectively by so … that and such … that.**

1) The periods and fields should complement each other and be interrelated in *such*a way *that*all people can get the most … (Para. 10, Text B, Unit 7)

2) We have hardened ourselves *so*much in this competitive age *that*we have forgotten the essence of relationships. (Para. 13, Text A, Unit 2)

**Now recast the following sentences using so … that or such … that.**

1) The boy is so shy that he flushes (脸红) whenever he speaks to a girl.

He is ***such a shy boy***that he flushes whenever he speaks to girls.

2) The report was so well-written that I couldn’t believe it was written by her.

      It was ***such a well-written report***that I couldn’t believe it was written by her.

3) He hasn’t seen his son for so long a time that he has almost forgotten what he looks like.

He hasn’t seen his son for ***such a long time***that he has almost forgotten what he looks like.

4) There were such a lot of people in the stadium that I believed half of the town were there.

There were ***so many people***in the stadium that I believed half of the town were there.

5) Mother rejected my request in such a firm way that I knew I should not bring up the matter again.

Mother rejected my request ***so firmly***that I knew I should not bring up the matter again.

**2 The italicised subordinators (从属连词) in the following sentences are incorrectly used. Study the sentences carefully and put the correct ones in the brackets.**

1) In the UK, up to one third of pipe water leaks away *when*it reaches its destination (目的地). ( ***before***)

2) Bob was just home from holiday *as soon as*a friend called to tell him about his father’s death. ( ***when***)

3) Sometimes we put off writing letters of thanks because we think letters can wait *after*other matters are dealt with. ( ***until***)

4) We shall set off on our journey as planned *if only*there’s a sudden change in the weather. ( ***unless***)

5) Much *although*I like chocolate, I have never eaten a single bar of it since I began to put on weight. ( ***as***)

**Cloze**

**Complete the following passage with words and phrases chosen from this unit. The initial letter of each is given.**

Mankind hopes for a better world to live in. T***o***t***his***e***nd***(1), man has to confront the inevitable conflicts that the future holds i***n***s***tore***(2). Since education plays an i***ndispensable***(3) role in managing those conflicts, the following four pillars of education are proposed. ***Learning to live together***c***alls***f***or***(4) an understanding of others and awareness of the d***iversity***(5), similarities and interdependence of all people so that people can i***mplement***(6) joint projects. I***n***a***ccordance***w***ith***(7) the global changes brought about by scientific progress, the e***mphasis***(8) in ***learning to know***should be put on c***ombining***(9) a broad general education and the opportunity to study a small number of subjects i***n***d***epth***(10). Associated with the issue of occupational training, ***learning to do***aims to e***quip***(11) people to cope with various situations and work in teams. The fourth pillar is ***learning to be***, which focuses on the complete development of one’s potential when going after a(n) i***ndependent***(12) critical way of thinking and judgment. Given the convenient a***ccess***(13) to knowledge in the information era, everyone longs for a way to g***et***the most o***ut***o***f***(14) their own specific educational environment. These four interrelated pillars can help us make the best out of education and attain our future ideals.

**Translation**

**1 Translate the following sentences into English, using the words and expressions given in brackets.**

1) 积极乐观的生活态度是极其必要的，因为它可为一个人将来学习和工作的成功奠定基础。(indispensable; lay the foundations for)

***A positive attitude towards life is indispensable in that / because it lays the foundations for the successes of one’s future work and studies.***

2) 中国西部发展急需人才，政府为此制定了优惠政策,号召更多大学毕业生去西部工作。(cry out for; to this end)

***West China is crying out for talented people for its development. To this end, the government has laid down / made favorable policies, calling for more college graduates to go and work there.***

3) 毕业时，校长将授予你毕业文凭。文凭证明你的专业是工商管理，顺利通过了你必须参加的所有考试。(diploma; certify; specialize)

***Upon/on graduation, the president will present you with the diploma, which certifies that you have specialized in business administration and passed all the exams you are required to take.***

4) 网虫们(web addicts)很多时间都泡在网上，以至于他们无法分辨虚拟世界与现实世界。(draw a distinction between)

***Web addicts spend so much time on the Internet that they are unable to draw a distinction between the virtual world and the real world.***

5) 大学将确保每个学生都接触到人类的精神财富，哪怕只是伟大思想家们一小部分的思想和经验。(see to it that; fragment)

***A university will see to it that every student is put in touch with mankind’s spiritual resources, even if they are merely fragments of those great thinkers’ minds and experience.***

6) 远程学习是个全球化的趋势(trend)。随着它的迅速发展，人们无论身处何地都能有同样方便的途径享受教育资源。(global; access)

***Distance learning is a global trend. With its quick growth / development, people are given / can enjoy an equally convenient access to educational resources, no matter where they are.***

**2 Translate the following paragraph into English, using the words and expressions in the box below.**

diversity incompetence mechanize namely nevertheless occupational peculiar professional suffice in essence

一所大学，就本质而言，既要为学生提供职业培训，又要让学生的心智得到发展。学生获得了专业技能，具备成为诸如药剂师、工程师、技师、律师等专业人士的起码资格。可以合理地认为，这些技能足以让他们得到一份不错的工作。但是，一个人仅仅有一份好工作能感到满足吗？我们知道多数年轻人注册上大学不仅渴望得到专业培训，而且还要接受素质教育，也就是说，他们要学习前人领悟并留传给他们的知识，接触最优秀思想家的思想和经验，以便成为一个文明的人。那些仅在自身特别领域有知识的人士会被定义为“机械化原始人”，因为他们没有能力理解其他学科—比如哲学、文学、艺术—的思想和作品。因此，大学最有可能帮助年轻人读完大学后将实现两个梦想：拥有一份不错的工作，他的职业训练将发挥作用；过上一个有意义的、需要多样化知识的生活。

***A university, in essence, provides students with both occupational training and intellectual development. The students acquire professional skills in order to have the minimum qualifications to become specialists, such as pharmacists, engineers, technicians and lawyers. It might be reasonable to believe that those skills suffice to enable them to get a good job. Nevertheless, does one feel content with merely a good job? We know that most young people who enroll in universities long for not only professional training, but also quality education; namely, they want to learn what the past learnt for them and get in touch with the minds and experience of the master thinkers in order to become civilized people. Those who are knowledgeable only in their peculiar fields may be labeled (as) “mechanized savages”, because of their incompetence in understanding the thinking and works of other fields, for example, philosophy, literature and the arts. Thus, the university is most likely to help young people realize two dreams after they graduate: having a good job where their occupational training will be effective, and living a meaningful life for which diversity of knowledge is required.***

**Unit 8 > Key to Book Exercises**

**Listen and Respond**

**Task One Focusing on the Main Ideas**

**Choose the best answer to each of the following questions according to the information contained in the listening passage.**

1) What should you do when you are traveling abroad according to the speaker?

***A) Get to know about the manners of the foreign country.***

B) Try to remember your own manners.

C) Read some books about the manners of that country.

D) Observe closely the foreigners’ manners.

2) How do Americans feel when Chinese point to the nose to indicate “me”?

A) They think it strange. ***B) They feel it funny.***

C) They find it amazing. D) They feel puzzled.

3) Who never bothers to use two hands to give or receive a gift?

A) Chinese. B) Bulgarians.

C) Indians. ***D) Americans.***

4) To Indians, what is the left hand used for?

A) Serving dishes. B) Passing food at table.

***C) Washing themselves.***D) Showing disagreement.

5) What does the passage mainly tell us?

A) It is necessary to adapt to different cultures.

B) Cultural misunderstanding is common today.

C) Cultural differences are a worthy topic to study.

***D) People of different cultures may have different manners.***

**Task Two Zooming In on the Details**

**Listen to the recording again and fill in the blanks according to what you have heard.**

1) When Chinese stamp their feet to ***show anger***, Americans interpret this as ***showing impatience***. Chinese ***clap***for themselves after a speech. Americans may see this as ***being immodest***.

2) Americans may pat other adults on the head to show ***sympathy***, ***affection***, or ***encouragement***. This behavior could insult Chinese.

3) A visitor to ***India***would do well to remember that people there think it impolite to use the ***left hand***for passing food at table.

4) Also in India, you might see a man apparently ***shaking his head***at the other to show that he is disagreeing. But in many other parts of India a rotating ***movement***of the ***head***is to show ***agreement***.

5) In Europe it is quite usual to ***cross your legs***while sitting and talking to someone, even at an important meeting. But doing this could ***cause offence***to a Thailander.

**Read and Explore**

**Task One Discovering the Main Ideas**

**1 Answer the following questions with the information contained in Text A.**

1) What causes culture shock according to the author?

***Culture shock is caused by the anxiety that results from losing the familiar signs and symbols of social intercourse. These signs and symbols include all the countless ways and means we resort to for daily survival.***

2) How does an individual feel when he or she enters a strange culture?

***Like a fish out of water, he or she feels frustrated and anxious.***

3) How do people react to the frustration and anxiety caused by culture shock?

***At first they may reject the environment which causes the discomfort, thinking that the ways of the host country are bad because they make them feel bad. And then they may enter another phase of culture shock, which is called “regression”. They start missing their home country and the home environment suddenly assumes a tremendous importance. All the difficulties and problems back home are forgotten and only the good things are remembered.***

4) What is the relationship between culture and the individual?

***The individual lives not only in a physical environment but also in a cultural environment. The individual must learn the culture he or she is born into because he or she is not born with culture but only with the capacity to learn it and use it. Once learned, culture becomes a way of life.***

5) What is ethnocentrism and what characterizes it?

***Ethnocentrism is a belief that not only the culture but the race and the nation form the center of the world. People with this attitude identify themselves with their own group to the extent that any critical comment is taken as a remark that is rude to the individual as well as to the race or the nation. Along with this attitude goes the tendency to attribute all individual peculiarities as national characteristics.***

6) What can we do to get over culture shock as quickly as possible?

***To get over culture shock as quickly as possible, we have to get to know the people of the host country. For this purpose, we must, first of all, learn its language. When we are able to talk with the natives of the host country, we will be confident and a whole new world of cultural meanings will open up for us. Then, we must try to find out the value and interest pattern of the native people. In this way, we can find it quite easy to get people to talk to us and be interested in us. Thirdly, we can join the activities of the people, whether it is a carnival, a religious ritual, or some economic activity.***

**2 Text A can be divided into three parts with the paragraph number(s) of each part provided as follows. Write down the main idea of each part.**

**Part Paragraph(s) Main Idea**

One ***1–3 We might call culture shock a disease which is caused by the frustration and anxiety resulting from losing all our familiar signs and symbols of social intercourse.***

Two ***4–6 Culture shock is due to our own lack of understanding of other people’s cultural background and our lack of the means of communication rather than the hostility of an alien environment.***

Three ***7–9 To get over culture shock, we should get to know the people of the host country and their language; we should find out what they do, how they do it, and what their interests are, etc. But understanding the ways of a people does not mean that we have to give up our own.***

**Task Two Reading Between the Lines**

**Read the following sentences carefully and discuss in pairs what the author intends to say by the italicised parts.**

1. *We might almost call culture shock an occupational disease*of people who have been suddenly transplanted abroad. (Para. 1)

***People working under the same conditions may contract occupational diseases owing to the dangers associated with the work. More broadly and figuratively, as here, the phrase “occupational disease” can be applied to the unpleasant consequences associated with any activity.***

2. *All of us depend for our peace of mind and our efficiency on hundreds of these cues.*(Para. 2)

***These familiar cues can exactly tell us what to do and how to do things, which helps us deal successfully with the various situations we encounter. Without these numerous cues, we cannot enjoy peace of mind or efficiency in work and life.***

3. *It usually takes a trip home to bring one back to reality.*(Para. 3)

***When you step into a new culture, you tend to feel that your own culture back home is the best; it is only after you return to your homeland that you will find the culture of your own nation or race is by no means perfect.***

4. *The culture of any people is the product of history and is built up over time largely through processes which are beyond his awareness.*(Para. 4)

***Culture develops and accumulates through a long but hardly noticeable process.***

5. *It is thus best to recognize that ethnocentrism is a permanent characteristic of national groups*. (Para. 5)

***People tend to regard their own culture and lifestyles as the best; meanwhile, they tend to regard the behavior of an individual from another culture as a permanent trait of his or her national group. Accordingly, an awareness of this fact should help us deal with a new culture more successfully.***

6. But once you begin to be able to carry on a friendly conversation with your maid, your neighbour, or to go on shopping trips alone, *you not only gain confidence and a feeling of power but a whole new world of cultural meanings opens up for you.*(Para. 7)

***Language is the principal symbol system of communication. Knowing the language of the host country is a principal means by which we can settle down comfortably and confidently in a new culture.***

**Task Three Voicing Your Views**

A Chinese marketing manager in Beijing was sent to Los Angeles for a two-year sales promotion. It should have been a thrilling experience but, like a fish out of water, he felt very uncomfortable soon after he got there. Work in groups of threes or fours and discuss the challenges he might have possibly met and the symptoms of his discomfort. And then give him some suggestions so that he could get over culture shock as quickly as possible.

**Write down your outlines first and then present your ideas to the whole class.**

**Challenges**

The following tips may be of some help.

1. ***He cannot communicate well;***

2. ***He is not familiar with the transportation system;***

3. ***He does not know how to make purchases;***

4. ***He cannot adapt to the food;***

5. ***He finds difficulties in seeing a doctor;***

6.***He does not know how to open a bank account, etc.***

**Symptoms**

1. ***anxiety, frustration, depression, and resentment;***

2. ***insomnia, loneliness, and homesickness;***

3. ***rejection of the new environment and unwillingness to interact with others;***

4. ***lack of confidence; feelings of insecurity or helplessness;***

5. ***compulsive eating and drinking, etc.***

**Suggestions**

1. ***He should learn English well;***

2. ***He should learn about the gestures, facial expressions, customs, values, and beliefs***

***of the American people;***

3. ***He should maintain contact with Chinese people for a sense of belonging;***

4. ***He should participate in community activities to get familiar with the American***

***culture;***

5. ***He should value relationships at work to get support;***

6. ***He should follow his ambition and continue his plan for the future, etc.***

**Checking Your Vocabulary**

**Word Detective**

**1 Put down the right word from Text B in the space provided according to the given definition. The first letter of each word is already given.**

**Example:**f*orgettable*: not important or good enough to be remembered

1) s***lice***: cut into thin flat pieces

2) t***ender***: easy to bite through; soft

3) p***roof***: facts, information, documents, etc., that prove sth.

4) f***uneral***: a ceremony, usu. religious, of burying or burning a dead person

5) p***reserve***: prepare (food) for being kept for a long time by some special treatment

6) f***amiliarity***: the freedom of behaviour usu. only expected in the most friendly relations

7) p***roclaim***: make (esp. news of national importance) known publicly, esp. using speech rather than writing

8) i***ngredient***: any of the things that are formed into a mixture when making sth., esp. in cooking

**2 Fill in each blank with a word or phrase from Text B. Both the explanation and the number of the paragraph in which the target word or phrase appears are given in brackets. Be sure to use the proper form.**

**Example:**She’s against the idea, but I’m sure I can *win*her *over*.

(gain the support of, often by persuading: Para. 1)

1) I like the house but I think the price is a bit ***on the***high ***side***.

(rather; too: Para. 6)

2) Remember to ***hold***your ***breath***when you dive into the water.

(stop breathing for a short time: Para. 7)

3) Be careful. The road is icy, wet, and ***slippery***.

(difficult to stand on without slipping: Para. 15)

4) Half drunk, Michael got up and ***helped ... to***some more brandy.

(serve oneself with food, drink, etc.: Para. 16)

5) I invited her to join us, but she ***declined***.

(refuse (a request or offer), usu. politely: Para. 17)

6) You can improve the ***flavor***of the sauce by adding a little red wine.

(the quality of tasting good: Para. 20)

**Checking Your Comprehension**

**1 Answer the following questions with the information contained in Text B.**

1) Why did the narrator ask her boyfriend to praise her mother’s cooking?

***Because her mother was proud of her skill of cooking. By asking her boyfriend to praise her mother’s cooking the narrator hoped that he would win her mother’s favor.***

2) What was her mother’s first impression of Rich?

***He looked rather plain with too many freckles across his nose.***

3) What mistakes did Rich make at the dinner table?

***At dinner he drank two full glasses of the French wine he had brought while everybody else had a half-inch “just for taste.” He did not know how to use chopsticks and how to show appreciation for the food the mother cooked. He ate big portions of the dish he liked, instead of taking only a polite spoonful. He declined the tender and expensive new greens the narrator’s mother had carefully prepared. What is worse, he spoiled the flavor of the mother’s famous dish by pouring too much soy sauce into it.***

4) Why did the narrator shudder when she remembered how Rich parted with her parents?

***When he shook hands with her parents, Rich showed that same easy familiarity he used with nervous new clients and he addressed them by their first names, which sounded quite impolite. Nobody except a few older family friends, had ever called them by their first names.***

5) What did Rich think of the evening?

***He thought it was good and that everything had gone well that night. He was expecting to see the narrator’s parents again.***

6) Why didn’t the narrator tell her mother that she was getting married?

***Because at every possible moment when she was alone with her mother, her mother would be voicing her dissatisfaction with Rich. So the narrator did not have a chance — not even the courage — to tell her mother about her marriage plan.***

7) Why couldn’t Rich understand the narrator’s mother?

***It was the cultural differences that caused their misunderstanding. Rich did not know much about Chinese table manners and he took others’ words literally.***

**2 Read the following sentences carefully and discuss in pairs what the author intends to say by the italicised parts.**

1) *She can only cook looking at a recipe.*(Para. 4)

***She is poor at cooking and could not cook creatively; no one would enjoy the dishes she cooked.***

2) *Rich obviously had had a different opinion on how the evening had gone.*(Para. 23)

***Rich didn’t realize at all how serious his mistakes were in my parents’ eyes. Instead, he thought what he had done was proper in the situation.***

3) When we got home that night, I was still shuddering, remembering how Rich had firmly shaken both my parents’ hands *with that same easy familiarity he used with nervous new clients*. (Para. 23)

***He did not realize that he had shaken my parents’ hands in a way that had irritated them.***

4) *How long does it take to say, Mom, Dad, I’m getting married?*(Para. 26)

***It is extremely easy to tell them that you are getting married.***

**Enhance Your Language Awareness**

**Words in Action**

**Working with Words and Expressions**

**1 In the boxes below are some of the words you have learned in this unit. Complete the following sentences with the words given. Change the form where necessary.**

**Text A**abroad dictate reject transmit transplant tremendous

**Text B**burst delay flavor proof slice slippery splash tender

1) Do you have any ***proof***that it was Jeremy who stole the bike?

2) Could you ***slice***a piece of cake for me? I want to taste it.

3) A large number of trains ***were delayed***because of bad weather conditions.

4) Laura ***rejected***all her parents’ offers of financial help and started to make an independent living.

5) The company has increased its share of the market both at home and ***abroad***.

6) The tennis club rules ***dictate***that suitable tennis shoes must be worn on the courts.

7) I’m afraid I’d have to throw away my T-shirt because there are ***splashes***of paint on it.

8) To make the meat ***tender***enough for my grandmother, I cooked it for a long time.

9) It has been raining for a whole week and the dam is likely to ***burst***under the heavy weight of water.

10) The food we had last night had no ***flavor***at all; perhaps we should go to another restaurant next time.

11) Some diseases are ***transmitted***from parents to children; they are called hereditary diseases.

12) My uncle has spent a ***tremendous***amount of money on that house — much greater than he had expected.

13) The stepping-stones (踏脚石) look really ***slippery***; I don’t think I will be able to get across the stream without getting wet.

14) Adults are often less flexible (随遇而安的), so they need more time to adapt themselves to the new surroundings when they are ***transplanted***to another place.

**2 In the boxes below are some of the expressions you have learned in this unit. Do you know how to use them in the proper context? Now check for yourself by doing the blank-filling exercise. Change the form where necessary.**

**Text A**a fish out of water as such build up by means of enter into get over identify oneself with open up orient oneself to result from

**Text B**from head to toe hold one’s breath on the … side win over

1) I’m afraid I shall be like ***a fish out of water***if I live abroad.

2) It’s a traditional Chinese custom for a bride (新娘) to be dressed in red ***from head to toe***.

3) Everything here is new to me; I need some time to ***orient myself to***the new surroundings.

4) He is a child, and must be treated ***as such***; it’s unreasonable to treat him like an adult.

5) This hat is a bit ***on the***small ***side***for me. Would you please show me a bigger one?

6) While traveling in Italy I made myself understood mainly ***by means of***sign language.

7) Talk to someone or a professional about your problems. Don’t let your depression ***build up***.

8) He disagrees at the moment, but I’m sure we can ***win***him ***over***to our point of view.

9) They are reluctant to ***identify themselves with***any organizations because they hate to get involved in any public affairs.

10) The doctor told me it was only a stomach upset, not food poisoning, and I would ***get over***it in a day or two.

11) They refuse to ***enter into***any discussion on this matter; therefore the problem can’t be solved for the time being.

12) Soon after she settled down in the city she realized that a completely new life was ***opening up***before her.

13) He explained that his bad temper ***resulted from***his lack of sleep; he had been working for three days and nights without any rest.

14) Only two out of the twenty applicants could get the jobs offered; we all ***held our breath***while waiting for the results to be announced.

**Increasing Your Word Power**

**1 Study the following confusable words and fill in the blanks in the following sentences with the proper words. Be sure to use them in their proper forms.**

accuse

charge (sb.) with doing wrong or breaking the law 指责，谴责；控告，告发

accuse sb. of (doing) sth.

He was accused of robbery.

blame

consider (sb. or sth.) responsible for (sth. bad) 责怪，怪罪，把…归咎于

blame sb.

blame sth. on sb.

blame sb. for (doing) sth.

be to blame for (doing) sth.

1. Don’t blame me if it doesn’t work — it’s not my fault.

2. She blamed the failure of their marriage on him.

3. She blamed him for the failure of their marriage.

4. Which driver was to blame for the accident?

charge

bring an esp. criminal

charge against / state officially that someone may be guilty of a crime; accuse 控告；指控

charge sb. with (doing) sth.

He was charged with stealing the jewels.

condemn

express very strong disapproval of (sb. or sth.) 谴责，强烈指责

condemn sb. / sth. as

1. Many people would condemn violence of any sort.

2. The law has been condemned by its opponents as an attack on personal liberty.

criticize

judge with disapproval; point out the faults of 批评；指责

criticize sb. for (doing) sth.

The report strongly criticizes the police for failing to deal with this problem.

scold

speak angrily and complainingly to (sb. who has done sth. wrong) 责骂；斥责

scold sb. for (doing) sth.

Did you scold her for breaking the window?

1) She is ***charged***with murdering her husband.

2) We love peace and we strongly ***condemn***war.

3) If I walk in wearing muddy boots, Dad will ***scold***me.

4) The children were not to ***blame***for the accident. It was not their fault.

5) The man had been ***accused of***kidnapping (绑架) a movie star and was found guilty in court.

6) The terrorist action was ***condemned***as an act of cruelty and barbarism (野蛮).

7) Hugh ***blames***his lack of confidence on his mother since she never encourages him.

8) Doctors ***criticized***the government for failing to invest enough in the health care.

**2 The prefixes *super*(-) and *ultra*(-) mean “extremely, above, etc.” Study the box below and then do the exercise.**

super(-)

1) extremely; more, larger, greater, or more powerful than usual 超，过(于)

e.g. superpower 超级大国 supernatural 超自然的

2) above; over 上；上方

e.g. superstructure 上层建筑 supervise 监管

ultra(-)

1) *infml*very; extremely〖非正式〗极(度)

e.g. ultracautious 极其小心的 ultramodern 超现代的

2) *tech*above in a range; beyond〖术语〗超(过)

e.g. ultrasound 超声波 ultrahigh frequency (=UHF) 超高频

**Now fill in each blank with a word from the box below. Change the form where necessary. Consult a dictionary if necessary.**

superhero supersonic superstar superstructure ultraconservative ultraclean ultra-stylish ultraviolet

1) To protect our environment, we should use ***ultraclean***fuels.

2) It is essential to rebuild the ***superstructure***of a modern market economy.

3) Developing a(n) ***supersonic***aircraft is quite an accomplishment in the history of aviation (航空).

4) Children, or rather, people of all ages, are often fascinated by ***superheroes***in books and movies.

5) She realized that to become a pop ***superstar***she still has a lot to learn and she must train hard.

6) This is a(n) ***ultra-stylish***modern dining table, combining tapered (逐渐变细的) wooden legs with a glass top.

7) David was a(n) ***ultraconservative***manager and the company ceased to make progress when he was presiding over it.

8) The ***ultraviolet***rays can cause sunburn and even skin cancer; you should take necessary precautions before heading out into the scorching sun.

**Grammar in Context**

**1 Study the following sentences containing double negation.**

1) It is *not uncommon*to get into a mode where you think, “If only I had object X, my life would be perfect and I would be happy.” (Para. 2, Text B, Unit 6)

2) But this you *cannot*do with any success *without*knowing the language, for language is the principal symbol system of communication. (Para. 7, Text A, Unit 6)

**Now rewrite the following statements using double negation after the examples.**

**Examples:**

1. It is common to get into a mode where you think, “If only I had object X, my life would be perfect and I would be happy.”

*It is not uncommon to get into a mode where you think, “If only I had object X, my life would be perfect and I would be happy.”*

2. But this you can do with some success only by knowing the language…

*But this you cannot do with any success without knowing the language…*

3. Einstein is so famous that everyone knows him.

*Einstein is so famous that there is nobody who does not know him.*

1) The announcement was followed by an expected silence.

***The announcement was followed by a not unexpected silence.***

2) Exhausted and hungry, she could only walk with my help.

***Exhausted and hungry, she could not walk without my help.***

3) Everyone makes some mistakes in his lifetime.

***There’s nobody who makes no mistakes in his lifetime.***

4) You must have a warrant (搜查令) before you can search my house.

***You can’t search my house without a warrant.***

5) Only a life lived with dreams can be as rich and rewarding as life can be.

***A life lived without dreams can’t be as rich and rewarding as life can be.***

6) The American West is a region where farming is possible only with irrigation (灌溉).

***The American West is a region where farming is impossible / not possible without irrigation.***

**2 Examine the structure The more …, the more … in the following sentences.**

1) And *the sooner*you do this, *the sooner*culture shock will disappear. (Text A, Para.6)

2) *The better tool*you have, *the easier*the job will be.

**Now translate the following sentences into English.**

1) 这工作我越做越开心。

***The longer I am at this job, the happier I am.***

2) 越是冒险我越喜欢。

***The more risky it is, the more I like it.***

3) 你开始得越早，就完成得越快。

***The sooner you start, the earlier / sooner you’ll finish it.***

4) 你认识的人越多，你和他们在一起的时间就越少。

***The more people you know, the less time you’ll spend with them.***

5) 你学的越多，就发现自己懂的越少。

***The more you learn, the less you find you know.***

**Cloze**

**Complete the following passage with words and phrases chosen from Text A. The initial letter of each is given.**

When we are suddenly t***ransplanted***(1) abroad, we may lose the peace of mind we need for everyday work and life. All the familiar c***ues***(2) disappear including words, gestures, facial expressions, customs, or norms. We reject the foreign environment and slip into the t***endency***(3) to believe that our culture, race and nation form the center of the world. The f***rustration***(4) and anxiety that can be a***ttributed***(5) to the loss of familiar signs are symptoms of culture shock. One of the effective c***ures***(6) for this ailment is to know something about the nature of culture and its relationship to the individual. We should bear in mind that we are born with the c***apacity***(7) to learn culture and use it. The culture of any people is the product of history and is b***uilt***u***p***(8) over time. It is b***y***m***eans***o***f***(9) culture that we learn to adapt to the physical environment and to the people with whom we associate. Therefore, it is d***ue***t***o***(10) our own lack of understanding of other people’s cultural background and of the means of communication that we can not o***rient***ourselves t***o***(11) the host country. Another quick way to g***et***o***ver***(12) culture shock is to know the language. Once we are equipped with the language, a whole new world of cultural meanings o***pens***u***p***(13) for us. We will begin to find out not only what people do and how they do things, but also what their interests are. I***n***a***ddition***(14), it helps us to be a participant observer by joining the activities of the people and sharing in their responses, whether this be a carnival, a religious ritual, or some economic activity.

**Translation**

**1 Translate the following sentences into English, using the words and expressions given in brackets.**

1) 在饭桌上，我们中国人会习惯性地劝客人多吃菜，以证明我们热情好客(hospitality)。(habitually; proof)

***As a proof of our hospitality, we Chinese will habitually urge our guests to help themselves to more dishes on the table.***

2) 移居到一个新的国家，你可以通过倾听人们的谈话，观察他们的举止来适应当地文化。(by means of; orient oneself to)

***When you move to a new land, you can / may orient yourself to the local culture by means of listening to what people say and observing how they act.***

3) 熟悉的环境给人安全感，所以人们往往有意无意地抵制或避开陌生环境。(familiarity; tendency)

***Familiarity with the environment gives a person a sense of security; so people have the tendency to resist or avoid new situations, consciously or unconsciously.***

4) 对某地区的人产生偏见甚至敌意，这经常源于我们对他们缺乏了解。(hostility; result from)

***Prejudice against or even hostility towards people from a certain region often results from the fact that we know very little about them /we know virtually nothing about them.***

5) 我觉得直接拒绝是一种礼貌，而我父母却很少说“不”,以免使对方为难。(decline)

***I believe it is polite to decline directly, while my parents seldom say “No” so as not to embarrass others.***

6) 知识积累有两种方式:亲身体验和间接体验。能为我们打开不同文化 世界的阅读属于间接体验。(build up; open up)

***There are two means to build up knowledge: to get it personally or by second-hand experience. Reading, which opens up a new world of different cultures for us, belongs to second-hand experience.***

**2 Translate the following paragraph into English, using the words and expressions in the box below.**

abroad broad-minded easy series symptom transplant understandable build up get over open up orient oneself to result from a fish out of water

一旦移居国外，我们会焦虑不安，甚至无法处理日常事务。这些“症状”其实都是因为丧失了我们原来熟悉的生活环境所致。这种困惑和焦虑的感觉被称作“文化冲击”。以前，多年形成的生活方式一直使我们感到自由、无拘束，心情愉快。现在为了克服由于文化冲击而导致的一系列不佳感觉，我们必须积极应对。首先，得让自己心胸开阔：把这一切文化差异看作是正常的，然后努力让自己适应新环境。如果我们积极参加一些社区活动，当地文化就会变得更容易理解。常言道，“入乡随俗”。步入一个新的国家也意味着打开一个新世界。虽然“鱼儿离开水”的感觉需要时间消逝，但是，相信我，你最终一定能重新获得自信和幸福感。

***Once transplanted abroad, we will feel anxious and uneasy and even unable to deal with daily routines. As a matter of fact, these “symptoms” result from losing our familiar environment. Such a feeling of confusion and anxiety is referred to as “culture shock”. We used to feel free, easy and happy with a life style built up over so many years. Now, to get over a series of bad feelings caused by culture shock, we must act positively / take a positive attitude. First, ask ourselves to be broad-minded: accepting all cultural differences as normal. Then, try to orient ourselves to the new surroundings. The local culture will become more understandable if we actively participate in community activities. As the saying goes, “When in Rome, do as the Romans do”. Stepping into a new country means opening up a new world. Though it takes time for the feeling of “a fish out of water” to fade / disappear, yet, believe me, you’ll regain confidence and happiness in the end.***