

普通高中

# ENGLISH

# 英语

选择性  
必修  
第四册



教学参考资料

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上海外语教育出版社

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# 前 言

《高中英语（上外版）教学参考资料》（以下简称“教学参考资料”）是国家教材委员会2020年审查通过的《高中英语》（上外版）的配套教学参考用书。本套教学参考资料遵循“基于标准、理论驱动、分层拓展”的编写原则，由高校教材研究者、编写者和中学教研员、优秀教师，以及国外英语教材编写专家合力编撰，旨在提供有特色、可实践、易操作的教材配套参考资料，帮助教师落实“立德树人”根本任务，理解并落实学科核心素养和高中英语课程教学目标，实现教师专业发展。

教学参考资料总共7册，1-3册为必修课程教学参考资料，4-7册为选择性必修课程教学参考资料，每册均包括4个单元的教材配套参考资料以及附录。教学参考资料的主要内容及特点如下：

- (1) 明确教材编写的理念、体系和特点，为教师提供教材的总体介绍和各板块说明，帮助教师理解教材编写意图，从整体上把握教材体系和内容；
- (2) 介绍单元教学设计思路，为教师提供单元教学内容与目标、各板块教学内容与要求、各板块教学建议与活动步骤等完整的教学设计方案，帮助教师明确单元总目标与板块分目标的联系、教学目标与教学内容的联系、教学内容与教学策略的联系；
- (3) 解读和分析单元语篇，为教师提供语篇分析、背景介绍、难句注释、词汇分类与释义、学习策略的教学建议等多种形式的教学参考材料，帮助教师深入理解语篇，将听说读写的学习策略教学渗透到语篇教学中；
- (4) 提供各板块的备选活动、教学建议和参考答案，帮助教师根据教学需求和学生情况分层设计并选用适合的教学活动，开阔教学思路；
- (5) 提供课文和文学角选文的参考译文、视听脚本及教材活动的参考答案或范例，帮助教师准确理解教材内容，有效指导学生学习；
- (6) 设计教与学一体的教学参考资料版式，采用学生用书和教学参考资料左右对开的呈现形式，方便教师参考查阅；
- (7) 提供定制的配套教学课件，呈现与纸质教材完全同步的内容设计，提供了丰富的多模态教学资源，以方便教师选用和补充新资源。

教学参考资料以服务教师教学为根本目标，帮助教师创造性地使用教材，达成教学目标。我们期待广大教师能在教学参考资料的帮助下，更好地理解和使用教材，将教学理论和教学实践融会贯通，因材施教，更好地培养和发展学生学科核心素养，同时也不断提升自身的专业素养。

# 使 用 说 明

教学参考资料作为高中英语教师教育教学的参考书，承载着教师专业发展和学科育人的重任。根据《普通高中英语课程标准（2017年版2020年修订）》（以下简称《课标》）对高中英语教材的使用建议，编写组深入研究了外语教学发展趋势和外语教育教学理论，参考了国外教学参考资料编写的成功范例，并结合上海市英语教学实际情况，在广泛征求一线教师意见的基础上，确定了该教学参考资料的定位、编写原则与编写框架。

教学参考资料编写的指导思想为：1) 以教学参考资料为载体，帮助教师在高中英语学科教育中落实“立德树人”的根本任务，培育学生的社会主义核心价值观；2) 以先进的教育理论和主流教学方法为指导，帮助教师建构科学的教学方案；3) 基于《课标》的理念、目标与课程内容要素等，以英语学科核心素养为统摄，帮助教师分解课程目标，设计单元宏观目标和各板块微观目标；4) 以科学的语言观、学习观、教学观为理念，为教师提供教学设计案例；既注重教师的教，又关注学生的学，发挥教学参考资料的促教与促学功能，实现课堂教学转型、教师专业发展和学生学科素养的培育。

教学参考资料的编制目标包括：1) 帮助教师落实“立德树人”根本任务；2) 帮助教师提升理论素养，实现专业发展；3) 帮助教师深刻理解并落实“学科核心素养”课程目标；4) 指导教师设计与完成单元教学目标。

在结构体系上，教学参考资料对应教材，包括三册必修课程教学参考资料和四册选择性必修课程教学参考资料。每册均包括4个单元，各单元从输入到输出采用循序渐进的方式，包括“理解”“发现”“表达”和“拓展”四个大类各板块的单元教学内容与目标、板块教学内容与要求、教学建议、备选活动与语篇、教材参考答案等，每册附录均提供课文参考译文和练习部分录音文本和参考答案。其中，单元教学内容与目标、板块教学内容与要求、课文语篇分析为中文，词汇注释及难句注释为中英文对照，其余皆为英文。

必修课程教学参考资料每个单元以“单元教学内容与目标”为起点，从总体上把握课程内容和单元目标，帮助教师理解教材各板块的内容与要求。以单元名人名言和导入引领教师探索主题语境，以语篇为载体提供语篇解读、语法和词汇教学等方面策略和活动建议，运用视听语篇来引导教师展开多层次的视听教学活动，并通过综合运用板块帮助教师设计基于多模态输入、指向多技能输出的说写融合型活动。思辨训练和项目探究则是帮助教师组织综合性教学活动的板块，用于培养学生理解、分析和整合信息的能力，组织学生自主探究和合作学习。自评板块既为教师组织学生评估及反思单元学习情况提供途径，又有利于教师教学反思，提高教学成效。所有板块的教学参考资料具有进阶性和层次性，并提供了各板块的备选活动方案，供不同类型学校教师选择，体现活动设计的适切性，满足教师的教学需求。

选择性必修课程教学参考资料对应选择性必修教材，四个大类的基本结构相似，更加重视教师对学生写作能力的培养，对写作板块提供专项的教学内容与要求、教学建议及备选活

动等，同时提供文学角的教学要求、教学建议和选文的参考译文，加强经典文学教学与赏析。

教学参考资料的使用建议包括：1) 整体把握教材内容，明确单元教学目标和板块教学要求；2) 参考教学建议，根据教学情况灵活处理；3) 分析备选活动，基于教学需求合理选用、整合或改编；4) 充分利用配套资源，实施真实语言材料的教学。

教学参考资料还提供了各板块说明、单元课时分配建议，供广大教师参考。

## 《高中英语》（上外版）教学参考资料板块说明

板块是单元的有机组成部分，也是教学设计的基本单位，各板块密切联系，相辅相成，互联互通。教学设计的核心是教学活动，某种程度上讲，教学活动是以板块为载体，教师有目的、有计划、有组织地引导和促进学生提高语言实践能力及发展综合素养的学习活动。因此，帮助教师理解板块的功能、定位、目标，及其相应的教学特点、方法和策略是教学活动设计的前提。我们遵循“基于标准、理论驱动、分层拓展”的编写原则，立足国情和学生终身发展，力图打造具有教学理念先进、设计特色鲜明、活动设计新颖、教学建议合理、教学策略有效等特色的教师教学参考资料，以服务教师教学和课程改革。为帮助教师准确理解每单元的教学内容、教学特点、教学目标和活动设计，特对本套教学参考资料中的各板块作出具体说明。

### 【选择性必修课程教学参考资料板块说明】

#### 1. 单元教学内容与目标 (Content and Objectives)

单元教学内容与目标是单元教学活动设计的指南，对单元各板块的活动设计和教学建议等起统领作用。单元教学目标是指从英语学科素养和单元教学内容的角度，审视整个单元，确定单元教学宏观目标，即单元整体教学目标。再从课程六要素：主题语境、语篇类型、语言知识、文化知识、语言技能和学习策略出发，依据教材内容和学业质量标准，分解课程目标，设计相关的板块微观目标。《课标》是单元设计的坐标，把握教材体系与教学内容是单元整合设计的基点，考虑课程六要素综合设计教学目标是起点，运用SMART策略设计教学目标是焦点。目标应该是具体的(specific)、可检测的(measurable)、可达成的(attainable)、现实的/相关的(realistic/relevant)，以及在单位时间内可以完成的(time-based)。单元教学内容与目标能帮助教师把握单元教学基本要求，形成单元教学活动的坐标。

#### 2. 单元导入 (Getting Started)

该板块是单元学习的导入环节，旨在通过开放式的讨论，激活学生的语言和背景知识，创设单元主题语境，引入单元话题，构建相关的话题词汇语义网，为后续的单元活动奠定语

言基础。导入可以采取问题驱动，激活语境；看图互动，激活语言；基于话题，交流互动等方式。该板块的显著特点是：活动设计的开放性、话题交流的指向性和语言激活的情境性，注重教师的引导和学生的积极互动。该板块的宗旨是帮助教师构建单元主题语境，引导学生熟悉单元话题，激活话题词汇语义网。

### 3. 阅读-课文 (Reading A)

课文A是本单元的主阅读语篇。为帮助教师掌握语篇的内容和内涵，我们将其细分为“语篇分析”“背景介绍”“教学建议”“难句注释”“词汇释义”等。“语篇分析”从语篇类型、语篇内容、语篇结构、语言特征以及语篇所表达的主题意义入手，帮助教师掌握语篇理解与生成的方法，从而指导学生掌握阅读技能，根本上解决授之以渔的问题，同时，通过对课文的深层剖析和互动，实现从浅层教学向深度教学转变，提升基于单元主题的文化意识和思辨能力。“背景介绍”涉及语篇来源和作者背景介绍；“难句注释”主要为教师解释课文中较难理解的句子；“词汇释义”是为课文中的生词与短语提供中英文解释和经典例句，供教师参考。

### 4. 阅读-读后感触 (Personal Touch)

该板块是基于课文A的互动活动，旨在为学生搭建读后互动交流平台，将阅读的体验与感悟表达出来，引导学生讨论并分享读后的感受。阅读与表达既是语言技能，也是语言学习的方式与过程，通过读后分享互动，有助于学生内化语言，培养理解与表达技能。该板块的活动设计注重情景的真实性、内容的真实性、语言的真实性和表达方式的真实性等。此外，还关注口语表达的思维性和逻辑性，帮助教师引导与鼓励学生说真话，让活动的展开顺阅读之势而为，促进学生自然交流和表达。

### 5. 阅读-语篇理解 (Reading Comprehension)

该板块属于课文理解的核心内容。课文是英语语言知识及其运用的范本，其语言具有示范性，所涉及的语言学习目标具有综合性，分别指向语篇理解力、表达力、词汇能力、语法能力和策略运用能力等，旨在帮助教师解构语篇，将教学策略融入语篇教学。语篇理解活动包含基于语篇、深入语篇和超越语篇三个层次。基于语篇的理解包括语篇所传递的重要线索、事实信息和语篇大意；深入语篇的理解是整合梳理语篇信息，理解语篇目的、语篇对象和作者的理念、观点、立场、结论等；超越语篇的理解是对语篇的文体特征、文化特点、思想内涵作出价值判断，发表个人的见解和观点，从而培养学生的批判性思维和创新性思维能力。

### 6. 阅读-词汇聚焦 (Vocabulary Focus)

该板块聚焦课文的目标词汇，核心词汇是教学的重点，包括运用词汇和少量识别词汇。

活动设计的理念是，将词汇教学与语篇理解相结合，通过与语篇互动，学习并运用词汇；围绕语篇话题，建构该话题特有的词汇语义网，形成以语篇为依托，以主题意义的探究为目标，融合语言、文化和思维于一体的词汇教学设计。设计路径是：在基于语篇的互动中，理解词汇；在深入语篇和超越语篇的互动中，运用词汇。每一个互动问题或任务均围绕一个话题，在互动中建构与话题相关的词汇。这种设计的价值在于，帮助教师在语篇互动中开展词汇教学，避免那种脱离语境的、单纯的语言主题式的教学，并密切联系单元其他板块，使板块之间互联互通。

## 7. 阅读—语法使用（Grammar in Use）

该板块是以单元语法为中心，根据《课标》倡导的英语语法教学观，以语言运用为导向，体现“形式—意义—使用”三维动态语法规观，帮助教师理解语法设计中的认知语言学理念、情景教学理念和语篇教学理念。在具体活动的设计上，关注语法与语篇的关系，将语法教学与语篇理解相结合；关注语法与语境的关系，将语法教学与语境建立相联系；关注语法与语义的关系，实现语法规则与语义的统一。注重语法的表意功能与用法，尤其引导学生在真实的语境中运用语法，逐步培养与发展学生的语法意识，帮助教师明确学习语法是发展语言能力的基础，也是提升英语语言运用能力的重要组成部分。

## 8. 视听说（Listening, Viewing and Speaking）

视听说语篇均属于同一主题语境下的不同话题，即话语范围一致，话题内容延伸。口语表达活动则将视听内容有机整合，形成视听说综合的一体化技能训练活动。通过多模态视听材料输入，加深学生对单元主题的理解，从而提高学生的口语表达能力。该板块的活动设计坚持视听协同，以听促说的教学原则，选择符合视听说技能培养的有效策略，聚焦多模态资源所传递的信息设计视听说任务，培养学生听说微技能。口语活动设计应帮助学生建构语境与话题知识，活动设计应关注语境、语言与意图间的关系，依据口语表达的合作原则、礼貌原则，设计基于视听说语篇的基础互动和深入视听说语篇的拓展互动活动。

## 9. 拓展阅读（Reading B）

拓展阅读是对本单元课文主题语境的拓展及话题的延伸。该板块的“语篇分析”“背景介绍”“难句注释”和“词汇释义”栏目，虽然与课文A的栏目设置相同，但是各栏目容量相对较少。如在相同的“词汇释义”栏目中，对课文A解释的单词和短语不超过20个，而对拓展阅读列出解释的单词和短语不多于15个。其次，拓展阅读与课文相比，文体不同，风格各异，因此，教学活动设计也因文而异，采取不同的策略，并从不同的角度帮助教师分析语篇内容及认识语篇文体特点。拓展阅读的目的是帮助教师开阔学生视野，提升学生的阅读和思维能力，并扩展主题语境下与该话题相关的词汇语义网。

## 10. 思辨训练 (Critical Thinking)

该板块的核心是思辨训练，兼顾思维的逻辑性和创新性，指向学生思维品质的培养与发展。思辨训练活动设计的特点是，以问题为导向，整合单元的阅读和视听语篇的相关信息，融语言、文化与思维于一体，通过梳理信息、运用思辨策略、表达个人见解或观点、提出解决问题的方法，形成思维成果。在思维训练的过程中，教师需要引导学生重组信息、阐明观点、举例说明、分析解释、得出结论等，这样既有助于培养学生的思辨能力，也能内化所学语言，实现语言产出，发展学生的语言能力。该板块的宗旨是，帮助教师掌握思辨训练要素，运用思辨标准与策略，设计出分析问题、解决问题、创造性地表达观点、情感和态度的思辨活动。

## 11. 写作训练 (Writing)

该板块以单元语篇内容为依托，以真实的输出任务为导向，以语篇类型和语篇要素为框架建构写作内容，将语篇生成的隐形思维显性化呈现，旨在发展学生的书面表达能力。教学设计的原则是：以语篇生成为导向，注重语篇思维；关注语篇类型，注重读写循环；关注活动设计，注重真实语境；依据语篇结构，设计写作过程，培养写作技能与策略。活动设计的路径是：突出语篇知识和语用知识的运用，关注语篇类型、语篇成分、语篇的话语范围、写作对象、语篇组织方式，以及与语篇类型一致的语言特征，将写作策略融入教学活动之中，以读促写，实现读写循环。写作教学设计应有利于教师的课堂教学，帮助教师形成以任务驱动、教师引动、学生主动、多元互动的写作教学范式。

## 12. 项目探究 (Further Exploration)

项目探究板块的设计特点是，以项目为主线、教师为引导、学生为主体，设计信息收集、信息处理、方案设计、项目实施与评价的过程，突出项目探究过程的综合性、实践性和目标指向的多重性。活动内容是单元的延伸，与单元主题相关；具有可操作性，通过参观、采访、调查等实践活动，或采用上网或小组讨论形式等进行探究；培养学生自主学习、合作学习和探究学习的能力；活动设计的路径是，为教师提供较为具体的操作建议、内容要求和具体框架、要求学生以项目为载体，运用项目学习方法，整合单元学习内容，开展语言综合活动，以培养学生的探究能力。

## 13. 文化链接 (Culture Link)

该板块主要对单元语篇中隐含的中外文化知识提供补充，或对文化现象作深入解读，可用作单元输入性语篇文化知识的补充或拓展。学生在阅读或审视文化现象的同时，也促进文化理解、增长文化知识、拓宽文化视野、深入理解文化价值观念，并树立正确的文化观和价值观，进而培养文化意识。利用好该板块也将增长教师的文化知识，培养教师的文化意识，

有助于教师深刻理解并分析单元语篇中所隐含的文化知识、文化行为、文化习惯，以及这些文化现象所承载的文化观念和文化价值。若能将补充的文化知识与语篇中隐含的知识相融合，形成文化意识，则语言教学可达到“以文化促进语言理解与表达、以语言理解与表达促进文化传承与发展”的境界。

#### 14. 自我评价（Self-assessment）

该板块是对本单元总体学习目标的分项评估，涉及语言知识、文化意识、思维品质和学习策略等。评价方式主要是引导学生在单元学习结束后参照所列的具体条目，回顾自己在单元学习中所取得的进步并反思存在的问题，启发学生调整学习策略，提升自主学习能力。设计自我评价的关键是，突出单元整体目标和不同维度的分项目标之间的关联以及两者的主导地位，将其用于评价学生的进步与成长；突出学生的评价主体地位，发挥学生的主观能动性；注重评价的合理性和多样性，开展好过程性评价；发挥评价的促学作用，帮助教师设计活动，培养学生形成检查、反思、计划与改进的良好学习习惯，并最终提升自主学习能力。

#### 15. 文学角（Literature Corner）

该板块涵盖诗歌、散文、小说、戏剧等经典文学名篇，旨在拓展整册教材的单元主题语境，丰富语篇类型，为学生提供赏析中外文学经典的机会。文学角的教学设计应该坚持教师引导、学生自主学习的原则。其实施路径是，提供文学作品导言，作品背景以及作者创作特点介绍等，激活相关背景知识，激发学生阅读的兴趣。关键是，要设计理解文学语篇的框架，包括语篇类型识别，语篇内容、结构和语言特点分析等，引导学生研读语篇与理解语篇；设计难句释义和读后思考题，促进学生深度理解与鉴赏；鼓励学生结合该册书相关主题语篇开展延伸阅读，加深对语篇的全面理解，设计语篇思维活动。在学生自主阅读过程中，引导学生习得语言知识、发展语言能力、拓宽文化视野、提升文学素养、丰富人生阅历、培养思维品质。

#### 16. 补充阅读（Additional Reading）

每单元配置了补充选文，这些选文均源自正式出版的书刊或权威网站，难度与该单元课文相当，篇幅略长于课文，文后设计了2–3个阅读思考题（food for thought）。教师可以视具体教学情况作为泛读文章选择使用，其目的是拓展单元主题语境，扩大学生阅读视野，培养学生阅读能力，同时也有助于增加主题语境下的词汇复现率，培养学生语言能力、文化意识和思维品质。题目设计指向深入语篇和超越语篇层次的理解，具有层次性、开放性与思辨性，旨在引发学生联系已有知识与经验进行深入思考、辩证分析，理解与思辨语篇所传递的信息、事实、观点与态度。

## 单元课时分配建议

根据《普通高中课程方案》的课时要求，每单元的建议教学时间为9课时，包括教材和配套材料的学习时间。本套教材平均每单元教学时间为8课时，每课时40分钟；练习部分及补充教学活动时间为1-2课时，每课时40分钟。教材每单元的课时分配建议见下表：

单元课时分配建议

板块名称	课时（节数）	组合方式
Getting Started	3	内容与语言融合 (语篇互动)
Reading A Personal Touch Reading Comprehension		
Vocabulary Focus		
Grammar in Use		
Listening, Viewing and Speaking	1.5	视听说融合
Reading B Comprehension Plus	1.5	阅读与思辨
Critical Thinking		
Writing	1	写作训练
Further Exploration	1	探究与评估
Self-assessment		
补充教学活动	1-2	语言实践（自主选用）
练习部分		

备选教学活动难度标识：★较易，★★中等，★★★偏难。

学校可以根据学情调整单元课时。文学角建议课时为1-2课时，可结合单元教学，也可独立教学。

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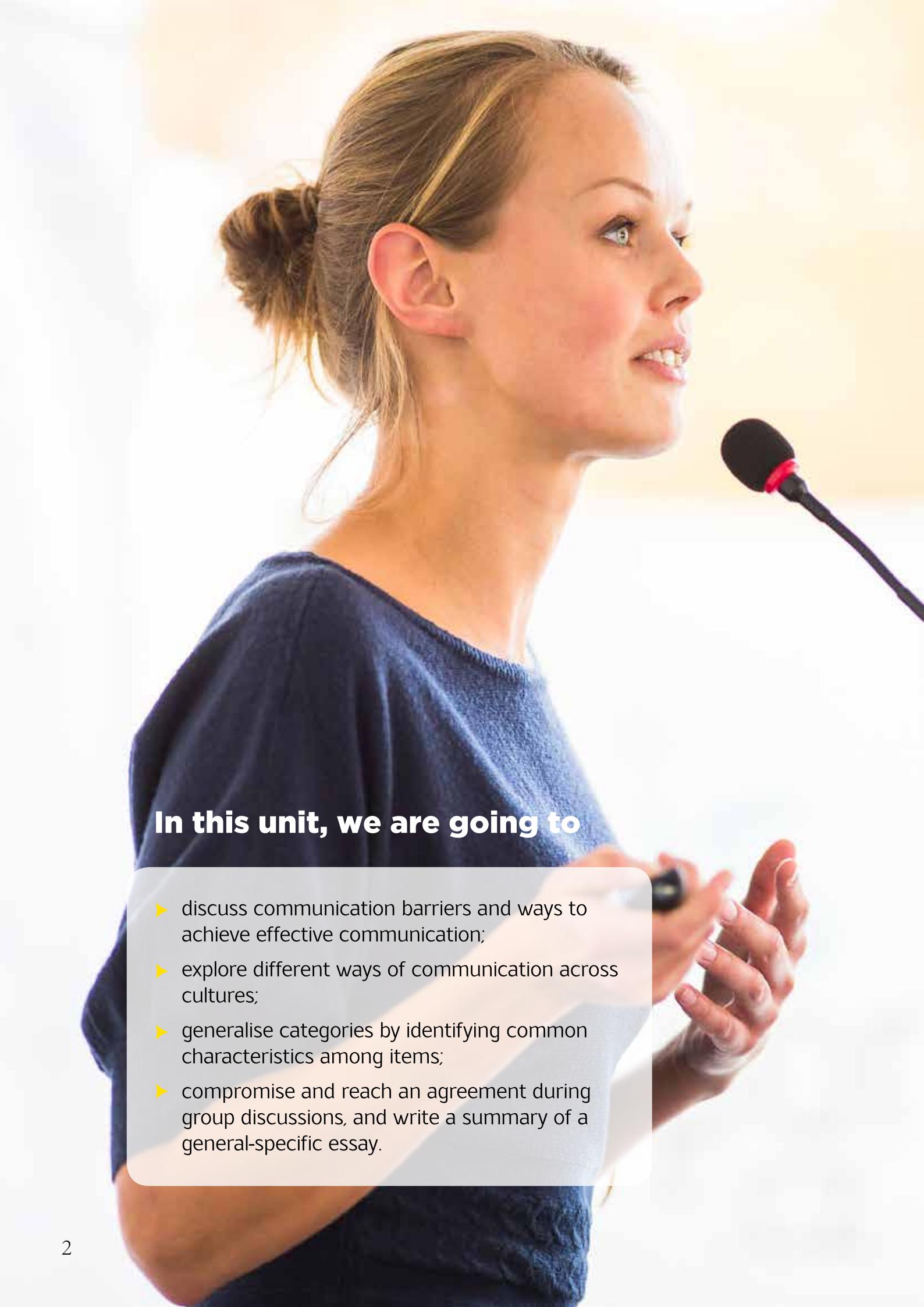
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### — 课文和文学角选文参考译文

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## In this unit, we are going to

- ▶ discuss communication barriers and ways to achieve effective communication;
- ▶ explore different ways of communication across cultures;
- ▶ generalise categories by identifying common characteristics among items;
- ▶ compromise and reach an agreement during group discussions, and write a summary of a general-specific essay.

# Unit 1

## Achieving Effective Communication

No pleasure has any savour for me without communication.

— Michel de Montaigne

### Getting Started

-  Look at the following means of communication, arrange them in the order according to the time they were first put into use and then say something about one of them.

*telephone, Internet, smoke signal, fax, Morse code, carrier pigeon, wireless radio, mobile phone*

*smoke signal → carrier pigeon → Morse code → telephone → wireless radio → fax → Internet → mobile phone*

*The first mobile phone was invented by an American named Martin Cooper in 1973. Nowadays this intelligent and mobile device, which allows users to obtain information, communicate with each other, enjoy entertainment and plug into the Internet, is an effective means of communication and plays an indispensable role in people's lives.  
(Answers may vary.)*

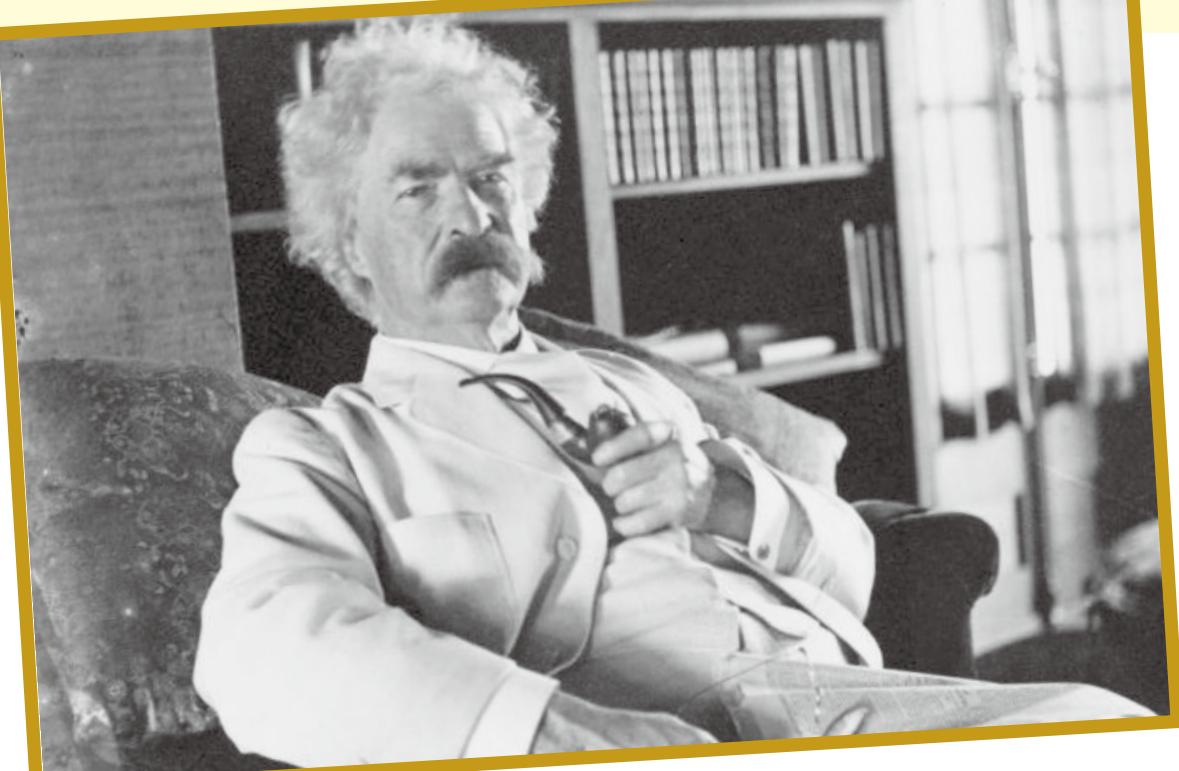
## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与社会”，主题群为“社会服务与人际沟通”	<ul style="list-style-type: none"> <li>能描述交流障碍的成因，讨论克服障碍、达成有效交流的方法；</li> <li>能探究跨文化交流的方式，提升跨文化学习的意识；</li> <li>能根据各种交流障碍的特点，对不同的解决策略进行分类；</li> <li>能学会在讨论时让步协商，取得共识，并能撰写“总一分”结构文章的概要。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能归纳演讲的语篇结构和语言特征，分析作者的幽默之处。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能识别自传的文体特征，把握复杂事件的发展过程；</li> <li>能分析语篇所蕴含的有效交流的意义，并就此发表自己的看法。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能依据语篇的结构特征，获取作者传达的主要信息，理解交流障碍的分类及相应解决策略。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能借助新闻报道中的多模态信息，理解、推断、比较、分析和概括语篇的意义；</li> <li>能综合视频中多模态信息，总结科技进步在帮助人类克服交流障碍方面所起的作用。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏、连读等，理解和表达意义、观点、意图和情感等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能在语境中理解目标词汇的意义、功能以及作者的意图和态度；</li> <li>能建构与沟通交流主题相关的词汇语义网，并运用词汇理解和表达相关信息和观点。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别和恰当地使用主从复合句来丰富表达。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能归纳出本单元演讲、新闻报道、自传三类语篇的结构特征，以及表述话题的词汇语义网所体现的语言特征；</li> <li>能依据语篇结构中的“总一分”结构理解与建构语篇。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能判断本单元语篇的写作目的、写作对象，以及作者的观点、意图与理念等；</li> <li>能根据具体交际情境，运用主从复合句表达个人观点、态度和情感；</li> <li>能根据交际对象和场合，选择得体的语言描述个人经历，表达个人感想与观点。</li> </ul>

文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> <li>• 能发现并理解语篇中包含的文化现象与文化价值观念，如自信、自强、尊重他人、友爱等；</li> <li>• 能阐释国内外有关幽默的名言，感悟语言和文化的密切关系，体验语言美；</li> <li>• 能利用文化链接和探究性学习，列举中外文化的异同，在跨文化交际中体现交际的得体性和有效性。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>• 能识别听力语篇中的内容要点。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在听、看的基础上，描述个人经历，表达个人感受与观点；</li> <li>• 能在互动交流中使用恰当的语言，表达折中和让步，推动讨论达成一致。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能获取本单元语篇 A 中的故事内容，归纳出演讲的语篇结构和语言特征，阐释作者的幽默性；</li> <li>• 能识别本单元语篇 B 自传体记叙文的文体特征，通过时间线归纳出复杂事件的发展过程。</li> </ul>
	看	<ul style="list-style-type: none"> <li>• 能判断多模态语篇中文字与非文字信息（图表、画面、声音）在建构意义过程中的作用；</li> <li>• 能综合视频中的多模态信息理解科技进步对克服交流障碍的辅助作用。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能根据“总一分”模式的语篇的结构特点，撰写不超过 60 字的概要。</li> </ul>
学习策略	听 / 看	<ul style="list-style-type: none"> <li>• 能在听、看的过程中，借助标题、情景和关键词，获取语篇细节和大意。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在口头表达中运用折中和让步的讨论策略；</li> <li>• 能整合本单元各语篇中的主要信息，结合自身经历发表观点，提出解决沟通障碍的方法。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能依据演讲和自传体语篇的结构特征，梳理语篇信息；</li> <li>• 能识别语篇为传递意义而选用的主要词汇和语法结构。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能依据“总一分”模式的语篇的结构提炼语篇要点；</li> <li>• 能依据“总一分”模式的语篇的结构写出语篇概要。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>• 能根据自身情况制定合适的学习计划；</li> <li>• 能根据本单元的学习目标和内容，及时总结、反思和评价学习成效并调整学习策略，提高学习效率。</li> </ul>

# READING A

On 5 October 1906, after a musical performance by his daughter, Mark Twain<sup>1</sup> addressed the audience on the subject of stage fright. Read the text and find out what Mark Twain said about his first public speech.



## HOW I CONQUERED STAGE FRIGHT

My heart goes out in sympathy to anyone who is making his first appearance before an audience of human beings. By a direct process of memory I go back forty years, less one month — for I'm older than I look.

I recall the occasion of my first appearance. San Francisco knew me then only as a reporter, and I was to make my bow to San Francisco as a lecturer. I knew that nothing short of compulsion would get me to the theater. So I bound myself by a hard-and-fast contract so that I could not escape. I got to the theater

forty-five minutes before the hour set for the lecture. My knees were shaking so that I didn't know whether I could stand up. If there is an awful, horrible disease in the world, it is stage fright — and seasickness. They are a pair. I had stage fright then for the first and last time. I was only seasick once, too. It was on a little ship on which there were two hundred other passengers. I was — sick. I was so sick that there wasn't any left for those other two hundred passengers.

It was dark and lonely behind the scenes in that theater, and I peeked

# Getting Started

## 教学内容与要求

- 能通过排序和比较，简要分享对不同交流手段的认识；
- 能通过讨论，激活有效交流的相关经历；
- 能运用与交流相关的主题词汇，简单描述进行有效交流的方法，构建本单元主题词汇语义网。

## 教学建议

- 1 Have students look at the picture and describe what the woman is doing. Introduce the topic of this unit and direct students' attention to the instructions on page 3.
- 2 Ask students to arrange the means of communication in chronological order. Scaffolding questions like “When was the telephone first put into use?” or “When was the pigeon first used as a means of communication?” could be asked if necessary.
- 3 Get students to work in groups and discuss the means of communication that they think is the most effective and give the reasons for their choice.
- 4 Have students discuss their understanding of the quote from Michel de Montaigne. Encourage them to come up with one or two examples to illustrate the quote.

### Reference answer:

For me, no pleasure has any flavour without communication. Communication — our ability to share our ideas and feelings — is the basis of all human contact. For example, it brings me much pleasure. I really enjoy talking with different people in my everyday life, in public or in private. Only through the exchange of thoughts and experiences can we know more about each other, identify with each other, learn from each other, and thus know more about the world beyond us.

(Answers may vary.)

Suggested Activities 见 page T17d。

# Reading A

## 教学内容与要求

- 能依据演讲的语篇结构分析语篇内容，判断作者的观点；
- 能概括语篇的语言特征，阐释作者的幽默之处；
- 能发现并理解语篇中的文化现象及其隐含的价值观念，如自信、自强等。

## 难句注释

1. **I was so sick that there wasn't any left for those other two hundred passengers. (lines 25–26)**  
leave sth for sb, 字面上的意思为“把某物留给某人”，结合上下文，整句可以意译为“（我）晕得如此厉害，以致用光了其他两百名乘客的晕船份额。”

## 词汇释义

### • conquer (title)

v. to succeed in dealing with or controlling sth (成功地) 对付，克服，控制

**The only way to conquer a fear is to face it.**  
克服恐惧的唯一方法是正视它。

### • sympathy (line 1)

n. the feeling of being sorry for sb who is in a bad situation 同情

**The excellent speech awoke much sympathy in the audience.** 这场精彩的演讲唤起了听众的同情心。

express/feel sympathy for sb 向某人表示体恤；对某人感到同情

sympathetic adj. 同情的；有同情心的

### • nothing short of (line 11)

可以说是；无异于；近乎

**His transformation from a reserved boy to a self-confident speaker is nothing short of a miracle.** 他从一个内向的男孩转变为自信的演说家，这种变化堪称奇迹。

### • compulsion (line 11)

n. (formal) strong pressure that makes sb do sth that they do not want to do 强迫；强制

**It is argued that students learn more when they are in classes out of choice rather than compulsion.** 人们认为如果学生上课是出于自愿而不是被迫，那么他们学到的东西会更多。

compulsory adj. (因法律或规则而) 必须要做的，强制的，强迫的

### • bind (line 12)

v. to force sb to do sth by making them promise to do it or by making it their duty to do it 约束；迫使

**Students should be encouraged to voice**

**their opinions freely instead of being bound by the rules.** 应该鼓励学生畅所欲言，而不是受制于规则。

to unite people, organisations, etc. so that they live or work together more happily or effectively (使) 联合在一起，结合

**It's effective communication that binds people together.** 正是有效沟通使人们紧密联系在一起。

### • contract (line 13)

n. an official written agreement 合同；契约

**These clauses form part of the contract between buyer and seller.** 这些条款构成买卖双方所签合同的一部分。

enter into / make / sign a contract with sb 与某人签订合同

### • escape (line 14)

v. to get away from an unpleasant or dangerous situation (从不愉快或危险处境中) 逃脱，摆脱，逃避

**As a child, he would often escape into a dream world of his own.** 小时候他常常躲进自己的梦幻世界中。

escape n. 逃跑

a narrow escape 死里逃生

### • peek (line 28)

v. to look at sth quickly and secretly because you should not be looking at it 窥视；偷看

**She peeked at the audience from behind the curtain.** 她从帷幕后面窥视了一下观众。

peek n. 窥视

### • intend (line 38)

v. to have a plan, result or purpose in your mind when you do sth 打算；计划；想要

**Not satisfied with the explanation, he intended to take the matter further.** 他对解

释不满意，打算进一步探讨这个问题。

**The writer clearly intends his readers to identify with the main character.** 作者显然想使读者与主人公产生共鸣。

intended *adj.* 意欲达到的；计划的

be intended for sb/sth 为……打算的（或设计的）

intention *n.* 打算；计划；意图

#### • **deliver (line 45)**

*v.* to utter (an exclamation, noise, etc.) 发出  
(感叹、响声等)

**With the curtain drawn, the audience couldn't help but deliver a cry of joy.** 随着帷幕拉开，观众们禁不住发出了欢呼之声。

to give a speech, talk, etc. or other official statement 发表；宣布；发布

**She is due to deliver a lecture on genetic engineering.** 根据安排，她要作一个关于基因工程的演讲。

delivery *n.* 传送；递交；交付

#### • **applause (line 46)**

*n.* the noise made by a group of people clapping their hands and sometimes shouting to show their approval or enjoyment 鼓掌；喝彩

**The audience broke into thunderous applause.** 观众中爆发出一阵热烈的鼓掌欢呼。

applaud *v.* 鼓掌

#### • **manuscript (line 47)**

*n.* a copy of a book, piece of music, etc. before it has been published 手稿；原稿

**I read her poems in manuscript.** 我读过她的诗作手稿。

#### • **in case of (lines 49–50)**

if sth happens 如果；假使

**In case of fire, ring the alarm bell.** 如遇火警，即按警铃。

2. She was to watch me intently, and whenever I glanced toward her she was going to deliver a gubernatorial laugh that would lead the whole audience into applause. (lines 42–46)  
句中 **be to do** 表示按计划或安排要去做某事；**whenever I glanced toward her** 是 **whenever** 引导的时间状语从句。整句意为“她会专注地看着我，一旦我的目光瞟向她，她就会带头笑出声来，从而引得全场掌声雷动。”
3. I know if I was going to be hanged I could get up and make a good showing, and I intend to. (lines 66–68)  
句中 **I intend to** 为不定式的省略形式，即 **I intend to get up and make a good showing**。整句意为“我知道，就算马上要被绞死，我也可以站起来好好讲一场，而且我也愿意这么做。”

## 语篇分析

本文的语篇类型为演讲。语篇内容为美国著名作家、演说家马克·吐温对其第一次公开演讲经历的回溯，描述了他所经历的焦虑、恐惧，以及为了克服这些情绪而采取的做法。语篇结构为倒叙式结构，开篇制造悬念，引人入胜，之后以演讲为线索，叙述了作者在演讲前、演讲中和演讲后的经历与感受。语言特征为作者使用了幽默讽刺的语言风格和夸张、对比等修辞手法，通篇妙语如珠，体现出作者的机智以及对社会深刻的洞察与剖析。语篇的主题意义在于引导学生感悟其精神内涵，反思自己的人生成长经历，形成自信、自强的生活与学习态度。

## 背景介绍

1. This passage is adapted from “Mark Twain’s First Appearance,” a speech given on October 5, 1906. Mark Twain, following a musical recital by his daughter in Norfolk, Connecticut, addressed the audience on the subject of stage fright. He thanked them for making things as easy as possible for his daughter’s American debut as a contralto, and then told of his first experience before the public.
2. Mark Twain is an American literary giant, whom H. L. Mencken considered “the true father of American literature.” With works like *Adventures of Huckleberry Finn* and *Life on the Mississippi*, he shaped the world’s view of America and combined the country’s folk humour with the demands of serious literature in a way that previous writers had not. It’s fun to read his works because they are amusing, full of some practical jokes, witty remarks and other comic details, etc.

## Personal Touch

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### 教学建议

1. Ask students to answer the question right after they finish reading the text for the first time.
2. Invite some students to share their answers with the class.

### 参考答案

Yes, I have. Last week, I was invited to give a presentation on behalf of all the students of our school. I really felt honoured, but before I stepped onto the stage, I found myself suffering from stage fright. My heart was pounding. My palms were sweaty. My legs were shaking. I kept asking myself, “Will they like me? Will my speech bomb? Will they laugh at me? Will I forget my lines?” I took a deep breath to calm down. Luckily, I made it. When I was on the stage, the fear disappeared.  
(Answers may vary.)

through the little peek holes they have in  
30 theater curtains and looked into the big auditorium. That was dark and empty, too. By and by it lighted up, and the audience began to arrive.

I had got a number of friends  
35 of mine, stalwart men, to sprinkle themselves through the audience armed with big clubs. Every time I said anything they could possibly guess I intended to be funny, they were to pound those clubs  
40 on the floor. Then there was a kind lady in a box up there, also a good friend of mine, the wife of the governor. She was to watch me intently, and whenever I glanced toward her she was going to  
45 deliver a gubernatorial laugh that would lead the whole audience into applause.

At last I began. I had the manuscript tucked under a United States flag in front of me where I could get at it in case  
50 of need. But I managed to get started without it. I walked up and down — I was young in those days and needed the exercise — and talked and talked.

Right in the middle of the speech I  
55 had placed a gem. I had put in a moving, pathetic part which was to get at the

hearts and souls of my hearers. When I delivered it, they did just what I hoped and expected. They sat silent and awed.  
60 I had touched them. Then I happened to glance up at the box where the governor's wife was — you know what happened.

Well, after the first agonizing five  
65 minutes, my stage fright left me, never to return. I know if I was going to be hanged I could get up and make a good showing, and I intend to. But I shall never forget my feelings before the agony left me,  
70 and I got up here to thank you for her for helping my daughter, by your kindness, to live through her first appearance. And I want to thank you for your appreciation of her singing, which is, by the way, hereditary.  
75

### Note

1. Mark Twain (pen name of Samuel Langhorne Clemens, 1835–1910), was an American writer, publisher and lecturer. He was praised as “the greatest humorist his country has ever produced.” In addition to being a great novelist, Mark Twain was one of the most celebrated public speakers of his day.

### • Personal Touch



- Have you ever experienced stage fright? Describe the event and how you dealt with the situation.

## Digging In

### • Comprehension

I. Fill in the blanks to complete the outline of the speech.

#### Introduction

Mark Twain expresses his sympathy for those who make their first appearance before an audience.

#### Body

Mark Twain tells a story about his first public speech. In order to **1 conquer his stage fright**, he

- bound himself by a contract; **got a number of friends to lead the audience into applause**;
- **2 tucked the manuscript of his speech under a United States flag in front of him**;
- **3 placed a gem (i.e. a moving, pathetic part) in the middle of the speech**.

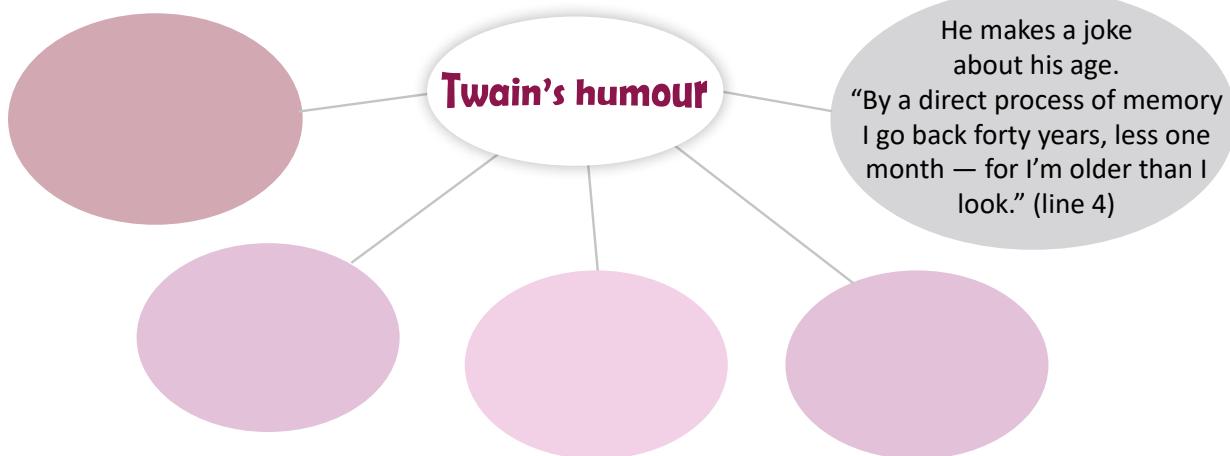
#### Closing remarks

Mark Twain thanks the audience for helping his daughter proceed with her performance.

II. Answer the questions.

1. What does Mark Twain's description of the auditorium suggest?
2. What are the literal and contextual meanings of the word "gem" (line 55)?
3. What does Mark Twain mean by "And I want to thank you for your appreciation of her singing, which is, by the way, hereditary" (lines 72–75)?
4. At what point did Mark Twain know he had captured the audience's attention?
5. According to Mark Twain's description of his stage fright experience, which parts of the speech are the most difficult moments? How do you know?

III. Mark Twain is well known for his sense of humour. Fill in the bubbles with details that show his humour in the speech.



# Comprehension

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## 教学建议

- I**
- Before students read the text for the first time, encourage them to look at the picture, read the title and discuss the following questions:
    - (1) Who is the writer? What do you know about him?
    - (2) What could the article be mainly about?If students have difficulty, guide them to read the note on page 5 and give a brief introduction to Mark Twain to familiarise them with the author and his writing style.
  - When students are reading the text, guide them to divide it into three parts and summarise the main idea of each part.
  - When students finish reading, have them fill in the blanks based on the information in the text. If they have difficulty, ask them questions like “Why did Mark Twain bind himself by a contract?” or “What else did he do to conquer his stage fright?”.
  - Go over the answers with the class.
- II**
- Have students read the five questions before their second reading.
  - Have them locate the key information for answering each question by identifying the signal phrases in Reading A, like description of the auditorium, gem, hereditary, methods of capturing the audience, the most difficult moments.
  - Call on some students to share their answers with the class. Remind them to base their answers on the information in the text.
- III**
- Ask students to work in groups of four to fill in the bubbles with details that show Mark Twain’s humour in the speech.
  - If students have difficulty, help them with some scaffolding questions like “Judging by the photo enclosed in the text, is Mark Twain really older than he looks? Why does he say so?” or “What does he mean by saying ‘So I bound myself by a hard-and-fast contract so that I could not escape’?”.
  - Encourage students to share the details and state the reasons to the whole class. Remind them to explain their ideas plainly, logically and convincingly. Make comments on students’ work.
  - Guide students to discuss what impresses them most besides Mark Twain’s humour based on the text.

### Reference answer:

I am impressed with his courage. He knew his weakness well and bound himself by a hard-and-fast contract to conquer his stage fright.

(Answers may vary.)

Suggested Activities 见 pages T17d–T17e。

## 参考答案

- II**
- It suggests that he was troubled and anxious. / It suggests his fear and anxiety.  
The author describes the auditorium as “dark and empty.” This is meant to emphasise the author’s feelings of fear and anxiety.
  - The word “gem” literally means a precious stone or something of beauty and worth. In the context, it refers to a touching, moving, beautiful line or anecdote the speaker plants in the speech to appeal to his audience’s emotions.
  - He jokes that her singing ability is “hereditary,” that is, she inherits her talent from him.
  - He knew that he had engaged the audience because he got the exact reaction he expected from his audience, i.e., silence and awe.
  - The most difficult parts of the speech are the moments leading up to the speech and the first five minutes of his speech. He was extremely nervous before the speech — his knees were shaking and he found it hard to stand up. He felt awful and compared stage fright to seasickness. After five minutes’ struggling, however, he no longer had stage fright.

III Example: He makes a joke about his age. “By a direct process of memory I go back forty years, less one month — for I’m older than I look.” (lines 4–6)

Explanation: He ends with a mild self-deprecating witty remark designed to get a quick laugh, arousing the attention of the audience easily.

1. He exaggerates his fear and unwillingness to give his first speech.

Text: “I knew that nothing short of compulsion would get me to the theater. So I bound myself by a hard-and-fast contract so that I could not escape.” (lines 10–14)

2. He uses self-deprecating humour to cover up his anxiety and nervousness while making the speech.

Text: “I walked up and down — I was young in those days and needed the exercise — and talked and talked.” (lines 51–53)

3. Without stating the obvious, he uses “you know what happened” to let the audience discover and savour the funny part of the story by themselves.

Text: “Then I happened to glance up at the box where the governor’s wife was — you know what happened.” (lines 60–63)

4. He shifts his tone from sincere to playful at the end of the speech.

Text: “And I want to thank you for your appreciation of her singing, which is, by the way, hereditary.” (lines 72–75)

## Vocabulary Focus

### 教学内容与要求

- 能判断词汇在语境中的意义和语用功能，学习与沟通交流相关的主题词汇；
- 能建构与沟通交流主题相关的词汇语义网，并在表达中运用所学的核心词汇。

### 词汇分类

识别词汇△: conquer, compulsion, bind, peek, manuscript

运用词汇: sympathy, contract, escape, intend, deliver, applause

常用词组: nothing short of, in case of

### 教学建议

#### I Key Vocabulary

- Guide students to pick up target words and expressions in context with some questions, like:
  - What did Mark Twain say to the audience in his speech?  
He recalled the occasion of his first appearance before the public.
  - Why did Mark Twain sign a hard-and-fast contract?  
He bound himself by a contract because he knew that nothing short of compulsion would get him to the theatre.
  - Why did Mark Twain ask his friends to carry big clubs?  
He wanted them to do the following: every time he said anything they could possibly guess he intended to be funny, they were to pound the clubs they were armed with on the floor.
  - Why did Mark Twain have the manuscript tucked under a United States flag in front of him?  
Only in this way could he get at it in case of need.
  - Did Mark Twain turn to the manuscript for help?  
No. He managed to get started without it.
- Have students read the passage on page 7 and fill in the blanks.

(to be continued on page T8)

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage. Note that there are two options more than you need.

bind	bow	(be) armed with	in case of	manage
recall	set	intend	live through	nothing short of
by and by	light up			

Mark Twain experienced stage fright when he worked as a reporter in San Francisco. He 1 recalled that delivering a speech was so horrible for him at that time that he had to 2 bind himself by a contract. On the day he made the speech, he got to the theatre forty-five minutes before the hour 3 set for the lecture. He peeked through the holes in the theatre curtains. His knees were shaking while he was to make his 4 bow to the audience. He had got a number of friends 5 armed with big clubs to lead the applause. He had the manuscript hidden under a flag in front of him where he could get at it 6 in case of need, although he 7 managed to get started without it. In the middle of the speech, he delivered a moving part 8 intended to touch the audience, and they did what he had expected. 9 By and by, his stage fright left him. Fortunately, Mark Twain 10 lived through his first public speaking.

### II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the passage. Note that there are two options more than you need.

convey an idea	catch one's attention	original idea
well-organised structure	educational background	deliver a speech
build trust	in a natural way	eye contact
cover any occasion	communication skill	engage the audience

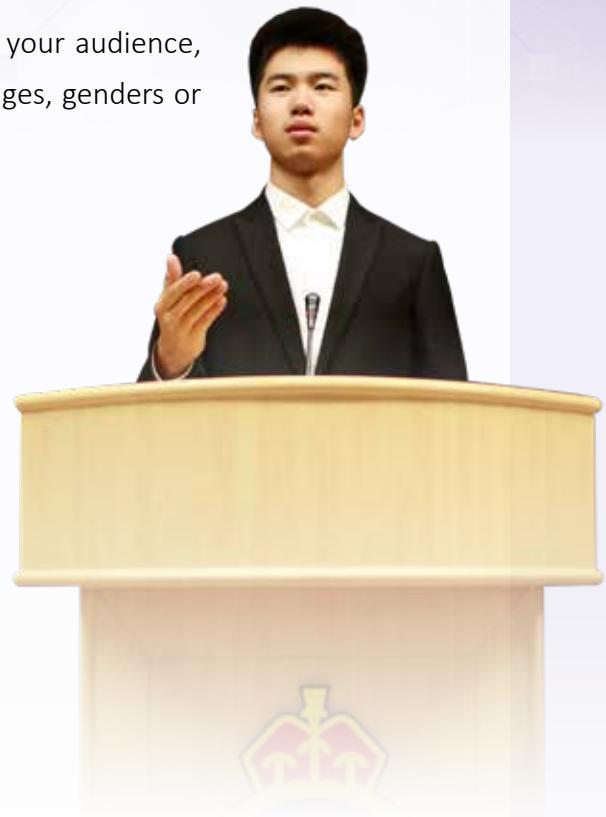
Stephen E. Lucas says that the purpose of public speaking is not to self-promote, but to change someone's assumption, which explains why in his book *The Art of Speaking* he doesn't merely talk about the importance of original ideas and a 1 well-organised structure to a successful speech, but also mentions effective 2 communication skills. They are equally important in making an engaging speech.

"3 Delivering a speech is not an entertaining activity," Lucas said. "Rather than giving performances, the speaker is expected to 4 convey ideas to the audience." This is why

it's important to figure out the types of people in your audience, who may be composed of individuals of different ages, genders or **5 educational backgrounds**.

As public speaking **6 covers any occasion**, you need to aim your speech at the audience to **7 catch their attention**. For instance, if you are asked to speak to a group of young people with learning difficulties, you might need to use simple, short sentences. Remember to talk **8 in a natural way** as if you were talking to the youngsters living in your neighbourhood. That would help the audience **9 (to) build trust** in you.

It's also important to involve your audience to make them feel like you are talking to them one-to-one. Speakers do this with gestures, intonations, **10 eye contact**, and the like.



## ● Grammar in Use

### Complex sentences (review)

I. Rewrite each pair of the underlined sentences to form a complex sentence. An example is given.

Distinguished guests, it's a great joy for me to be here.

**1** It's not easy standing up here and talking. This is especially true when you have people like me asking you questions. **2** But there is a reason for me to be here. I'm going to share a few things with you.

First, personal experience is a good thing to draw upon. **3** Many of you have spoken from personal experiences. Your speeches are very informative. Second, your speeches need to be logically argued, too. **4** You need to be careful about the expression "There are two sides of a coin." It is not a very strong way of arguing. When you talk about two sides of a coin, it's almost like you're not prepared to tell us which one you think is right. Finally, be bold. Say what's important, and don't try to fill out the time.

I applaud each of you for what you've done, and I wish you all the best.

- Call on students to share their answers with the class.
- Ask students to retell the text, using at least three words or expressions from the box. They can retell the text from the perspective of either Mark Twain or his friend.

## II Topic-Related Expressions

- Guide students to discuss what the art of speaking can be by asking a couple of questions like “What is the purpose of public speaking?” and “What is a speaker expected to do when delivering a speech?”.
- Call on individual students to share their ideas with the class.
- Have students read the passage about the art of speaking and fill in the blanks with the appropriate forms of the given expressions.
- Go over the answers with the class. Encourage students to raise questions and discuss in class if they have different opinions from the author’s.

Suggested Activities 见 pages T17f–T17g。

## Grammar in Use

### 教学内容与要求

- 能在语篇中识别和理解主从复合句；
- 能根据表达需要恰当地运用主从复合句。

### 教学建议

#### I

- Have students read Grammar Highlights on page 9 and encourage them to recall how many types of clauses they have learned. If they have difficulty, list the following complex sentences and guide them to identify what dependent clauses they contain. Remind them to underline the subordinators if necessary.
  - (1) My heart goes out in sympathy to anyone who is making his first appearance before an audience of human beings.
  - (2) I bound myself by a hard-and-fast contract so that I could not escape.
  - (3) I knew that nothing short of compulsion would get me to the theatre.
  - (4) It's known to all that delivering a speech is not an entertaining activity.
  - (5) Stephen holds the opinion that the purpose of public speaking is not to self-promote, but to change someone's assumption.
  - (6) That is why it's important to figure out the types of people in the audience.

#### Reference answers:

- (1) My heart goes out in sympathy to anyone who is making his first appearance before an audience of human beings. (relative clause)
  - (2) I bound myself by a hard-and-fast contract so that I could not escape. (adverbial clause)
  - (3) I knew that nothing short of compulsion would get me to the theater. (object clause)
  - (4) It's known to all that delivering a speech is not an entertaining activity. (subject clause)
  - (5) Stephen holds the opinion that the purpose of public speaking is not to self-promote, but to change someone's assumption. (appositive clause)
  - (6) That is why it's important to figure out the types of people in the audience. (predicative clause)
- Have students read the given passage on page 8 and rewrite the underlined sentences to form complex sentences.
- Go over the answers with the class.

II

1. Get students to go over the subordinate clauses (A–G) listed below.
2. Have students read the passage to get familiar with the content. Remind them to pay attention to the subordinator and the key information in each clause such as *vision-impaired, read out ... questions, recognise words in a conversation, provide real-time translation, blind since birth*.
3. Ask students to complete the passage by selecting a correct clause from A–G and compare their answers with a partner.
4. Have students work in groups and give a brief introduction to the Seeing AI with at least three complex sentences.

**Reference answer:**

The Seeing AI, which brings together the power of the cloud and AI, is an intelligent app designed to help vision-impaired people. It uses modes to read printed texts and describe what a physical object is. It is amazing that those who are vision-impaired can read mails and other communication and correspondence on paper with its help.

(Answers may vary.)

Suggested Activities 见 pages T17g–T17h.

## 参考答案

- I
1. (时间状语从句) (adverbial clause of time)
  2. (表语从句) (predicative clause)
  3. (非限制性定语从句) (non-defining relative clause)
  4. (原因状语从句) (adverbial clause of reason)

- 1 It's not easy standing up here and talking, especially when you have people like me asking you questions.
- 2 ... the reason for me to be here is that I'm going to share a few things with you.
- 3 Many of you have spoken from personal experiences, which I find very informative.  
You need to be careful about the expression, “There are two sides of a coin,” because it is not a very strong way of arguing.

### Grammar Highlights

A complex sentence is one in which one or more subordinate clauses are embedded. Subordinate clauses are often introduced by a subordinator (or subordinating conjunction). For example:

- *My heart goes out in sympathy to anyone who is making his first appearance before an audience of human beings.* (relative clause)
- *I was so sick that there wasn't any left for those other two hundred passengers.* (adverbial clause)
- *They did just what I hoped and expected.* (object clause)



## II. Complete the passage by selecting a correct clause (A–G) from the box below.

Computer science has allowed us to create a more accessible world that helps people with disabilities to engage with their surroundings more conveniently. Just consider C.

The Seeing AI, released this week, seems like a completely life-changing app for those A. It's a smartphone-based software B. Dave Heiner, one of the developers, said that the Seeing AI started as a project at a recent hack contest, G. “They realised they can put those things together and finally try to give vision to the people who are weak in sight. The Seeing AI allows you to hold your phone up to a person and can tell you what that person looks like, what his or her age is, the colour of his or her hair, D,” said Heiner.

The Seeing AI can read documents and recognise speech and images with very low error rates, E. Cameron Roles, F, is excited about the new apps to help vision-impaired people lead rich, full lives. “In my view, now is definitely the most exciting time in human history to be blind,” said Roles.

- A. who are vision-impaired
- B. that can even be used to read out a child's homework questions
- C. how a new technology is beginning to make the lives of more than 350,000 vision-impaired people in Australia much richer
- D. whether he or she is wearing glasses, and whether he or she looks happy or sad
- E. which means computers can recognise words in a conversation and provide real-time translation
- F. who has been blind since birth
- G. where a group of people decided to build an app combining a smartphone and AI vision technology

## Listening, Viewing and Speaking



### Barriers to Effective Communication (Podcast) 音频文本见 page T17b

- I. Describe the communication barriers you might encounter in the following situations:
  1. when you are talking with your grandparents; *generation gap; language barrier (language of the young, language of the elderly)*
  2. when you are speaking in front of an audience; *stage fright, feeling nervous; audience's knowledge about the subject*
  3. when you are giving directions to a foreigner travelling in your country. *language barrier*
- II. Listen and note down the four types of barriers to communication.  
*4 types of communication barriers mentioned in the podcast:*  
(1) psychological barriers (2) physiological barriers (3) language barriers (4) cultural barriers
- III. Listen again. Match the pictures (1–6) and the strategies (A–G) with the corresponding communication barrier types.

Communication barrier type	Picture(s)	Strategy (or Strategies)
psychological barriers	3	A
physiological barriers	1, 4	B, C, E
language barriers	5, 6	D, G
cultural barriers	2	F



1



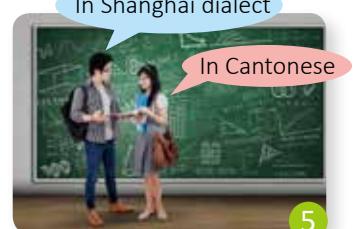
2



3



4



5



6

#### Strategy list:

- A. Doing breathing exercises
- B. Turning to other people for help
- C. Using devices such as hearing aids or eyeglasses
- D. Using a reliable translation service, visual aids or gestures
- E. Drawing on close guidance, proper training and determination
- F. Developing an understanding of, and a deep respect for, the differences
- G. Speaking slowly and carefully, and stopping every now and then to check understanding



### Smartphone Technology Assists Stephen Hawking with 视频文本见 page T17c

#### Communication (News report)

- I. How does technology facilitate human communication? List some apps you can think of.
- II. Watch the video and tick the true statement(s).

- A. Stephen Hawking controlled his computer by moving only one muscle in his cheek.
- B. Stephen Hawking still needed to rely on the mouse to control his computer.
- C. Stephen Hawking's computer was able to predict which character he might choose next.
- D. With the latest upgrade, Stephen Hawking's computer doubled his speech rate.

# Listening, Viewing and Speaking

## 教学内容与要求

### Listening

- 能依据听力语篇的文体和结构特点，获取语篇的主要信息；
- 能根据话语中的重复、解释、停顿等现象获取相关信息。

## 背景介绍

This audio is a podcast about the four types of common barriers to communication and the corresponding strategies to overcome them. The aim of the podcast is to raise people's awareness of effective communication and help them deal with communication barriers.

## 教学建议

- I
  1. Before students start listening, have them look at the title and brainstorm barriers to effective communication.
  2. Encourage students to describe the communication barriers they might encounter in the situations. If students have difficulty, ask them some scaffolding questions like "What might happen when you talk with your grandparents, who have hearing problems?" or "How will you feel if you speak in front of an audience?".
  3. Give brief feedback on students' answers.
- II
  1. Have students listen to the audio for the first time and remind them to note down the four types of communication barriers.
  2. Ask students some questions before playing a specific part of the audio to direct their attention to the key information. The following questions are for reference:
    - (1) What are the psychological barriers mentioned in the audio?
    - (2) What are the physiological barriers mentioned in the audio?
    - (3) What is a language barrier?
    - (4) What may give rise to cultural barriers and make communication difficult?
- Reference answers:
  - (1) They are stage fright, nerves, embarrassment, lack of confidence, etc.
  - (2) They are ill health, poor eyesight, hearing difficulties, pain, etc.
  - (3) A language barrier is the lack of a common language that prevents people from understanding each other.
  - (4) Different backgrounds or ethnic diversity may bring about cultural barriers.
- III
  1. Call on students to share their answers with the class and make comments on their work.
  2. Ask students to look at the pictures and describe what is happening in each picture.
  3. Have students go over the strategy list. Encourage them to guess at the possible situations where these strategies can be employed and the corresponding communication barrier types.
  4. Play the audio for a second time and have students match the pictures (1-6) and the strategies (A-G) with the corresponding communication barrier types. Remind them to pay attention while they are listening to key words such as visual, diversity.
  5. Give brief feedback on students' answers.

Suggested Activities 见 page T17i。

## 教学内容与要求

### Viewing

- 能借助新闻报道中的多模态信息，理解、推断、比较、分析和概括语篇的意义；
- 能综合视频中多模态信息，总结科技进步在帮助人类克服交流障碍方面所起的作用。

## 背景介绍

This video is a news report about the machine behind the physicist Stephen Hawking and how smartphone technology is helping him communicate. The aim of the video is to keep people informed of the new leap in assistive technologies.

## 教学建议

- I
  1. Before students watch the video, have them discuss in groups how technology helps people communicate and help them brainstorm some apps they can think of.
  2. Encourage students to illustrate the functions of these apps with their personal experiences.
- II
  1. Encourage students to predict what might be mainly talked about in the video based on the title.
  2. Have students watch the video for the first time and check their prediction.
  3. Get students to tick the true statements and check their answers.
- III
  1. Play the video for a second time and ask students to fill in the blanks.
  2. Get students to check the answers with a partner and play the relevant part of the video if necessary.
  3. Go over the answers with the class.

## 参考答案

I Over the years, technology has significantly changed the way we communicate with each other. Letter-writing has long become a thing of the past, as sending emails, talking on the phone and making video calls provide us with innovative ways to communicate in real time. And in the future, we may be able to communicate by sending our thoughts directly to another person's brain through a network. Inventors are already making great progress with brain-to-computer interfaces that allow people to transmit thoughts directly to a computer. With the speed at which technology is evolving, it probably won't be long before even these forms of communication become out of date, as new and inventive ways of "talking" to each other come into reality.  
Apps to facilitate communication: WeChat, QQ, Sina Weibo ...

Suggested Activities 见 page T17i.

## 教学内容与要求

### Speaking

- 能在听、看的基础上，描述个人经历，表达个人感受与观点；
- 能参与互动交流，并在讨论中使用恰当的语言表达折中和让步。

## 教学建议

### Step 1

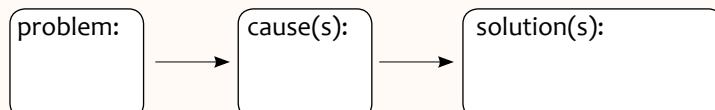
Have students brainstorm and list occasions where communication breaks down.

### Step 2

Ask students to work in groups and choose from the list a specific communication problem. Guide them to search for possible causes of the problem by asking questions like "What has caused the problem in communication?".

### Step 3

Involve students in discussing technological solutions to communication problems and complete the problem-solution diagram. Remind them to discuss how technology can help to solve the problem and what is creative about the solution.



### III. Watch again and fill in the blanks.

1. A UK start-up has developed a software programme that analyses what Hawking was last writing, whether there were any (1) errors, and then tries to predict which character he might choose next. To do that the start-up's programme has to learn how Hawking writes and speaks by (2) analysing dozens of his documents, some published, others not.
2. An infrared sensor detects when Hawking's (3) muscle moves up, just the way our smartphone can sense when it's close to the face. Future versions of this technology are aiming to take a bigger (4) range of movement into account.
3. A well-known American tech company is even trying to develop brain control interfaces. With the market (5) forecast to reach 55 (6) billion dollars in 2016, it represents the next leap for assistive technologies.



#### Discussing technological solutions to communication problems

#### Speaking Strategy Compromising and reaching an agreement

During group discussions, you need to compromise with the other group members and come up with one idea or plan that everyone can agree on, even if some individuals disagree with some points.

Your school is holding the 10th Science & Technology Week. This year's theme is "Better Technology, Better Communication." The students' union is calling for creative ideas to address communication problems by making use of currently available technologies. Work in groups to identify a problem. Discuss and decide on the most creative solution.

**Step 1** Brainstorm and list occasions where communication often breaks down.

**Step 2** Choose from the list a specific communication problem which you all agree to deal with. Search for possible causes of the problem.

e.g. Problem: *how can we help the blind shop in a supermarket?*

**Step 3** Discuss how technology could help to solve the problem, and what is creative about your solution.

#### EXAMPLE

A: Let's start by taking a look at the communication problems the blind might encounter in a supermarket. What do you have in mind?

B: I think reading labels is extremely tricky for them, especially when there is no one around for them to turn to.

A: Right. Perhaps we can develop a smartphone app that connects to a call centre with volunteers to help. Whenever a blind person needs help, he/she can simply use the app to ask for help, and there will be a volunteer to answer his/her call and to read out the labels for him/her.

B: Yes! And the blind person could use his/her phone camera to display the labels to the volunteer by video chat.

A: ...

**Step 4** Reach an agreement on the most creative solution and submit it to the students' union.

#### Useful Expressions

So, can we all agree on ... ?

Can you live with this?

So, it sounds like we've decided ...

What do all our ideas have in common?

# READING B

## EXCERPT FROM THE STORY OF MY LIFE<sup>1</sup>

The morning after my teacher came she led me into her room and gave me a doll. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to copy it. When I finally succeeded in making the letters correctly I was filled with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for *doll*. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them *pin*, *hat*, *cup* and a few verbs like *sit*, *stand* and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a strong argument over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I kept on confusing the two. I became impatient at her repeated attempts and, seizing the new doll, I threw it on the floor. I felt a sense of happiness when the parts of the broken doll fell at my feet. I felt my teacher sweep the broken parts



to one side of the room, and I had a sense of satisfaction that the cause of my anger was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless feeling may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the smell of the flowers with which it was covered. Someone was drawing water and my teacher placed my hand under the tap. As the cool stream flowed over one hand she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty awareness as of something forgotten — a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand.

#### Step 4

Get students to vote for the most creative solution via discussion. Encourage them to employ one or two commonly used expressions to compromise and reach an agreement, e.g. “So, can we all agree on...?”“What do all our ideas have in common?”“Does it still work if we think in another way?”“I do believe we have much in common though ...”  
(Answers may vary.)

Suggested Activities 见 page T17j。

## Reading B

### 教学内容与要求

- 能识别自传的文体特征，归纳出复杂事件的发展过程；
- 能利用语篇的话题词汇，概述语篇内容；
- 能发现并理解语篇传递的价值观，如自信、自强、尊重他人等。

### 语篇分析

本文的语篇类型为自传体记叙文。语篇内容讲述了海伦·凯勒语言学习的启蒙经历。讲述她如何在安妮·沙利文老师的指导和陪伴下克服身体残疾导致的认知障碍，学习语言，感知到了身边事物的美好。语篇结构以时间为轴线，呈现了事件的起因、发展、高潮和结局。本文的语言特征为较多使用描写具体行为和表示心理活动的动词，生动再现了凯勒学习拼写的过程和丰富的心理活动。语篇的主题意义在于激发学生共情，引导他们感悟作者自强不息的精神，反思自己的成长经历。

### 背景介绍

- This article is adapted from *The Story of My Life*, Helen Keller's autobiography detailing her early life, especially her experiences with Anne Sullivan, who broke through the isolation imposed by a near-complete lack of language, allowing the girl to blossom as she learned to communicate.
- Helen Adams Keller was an American author, political activist and lecturer. She was the first deaf and blind person to earn a Bachelor of Arts degree.

### 难句注释

- I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. (lines 12–15)

句中 I was spelling a word 和 words existed 皆为 that 引导的宾语从句。两个以上的宾语从句并列时，一般从第二个宾语从句开始，that 不能省略。整句意为“当时我还不知道自己在拼写单词，我甚至不知道这个世界上存在文字这种东西，我只是依样画葫芦，用手指模仿着老师的动作。”

- I became impatient at her repeated attempts and, seizing the new doll, I threw it on the floor. (lines 33–35)

句中 repeated 为过去分词作定语，seizing the new doll 为现在分词作状语。整句意为“我对她翻来覆去的教导感到厌烦，一把抓过新娃娃，往地上一摔。”

## 词汇分类

识别词汇△: imitation, blossom, thrill

运用词汇: comprehending, impress, confuse, seize, motion

常用词组: give birth to

## 词汇释义

### • imitation (line 15)

n. the act of copying sb / sth 模仿；效仿

**Seeing the children discussing the issue in imitation of her, she couldn't help laughing.**

看着孩子们模仿她的口气讨论着问题，她忍俊不禁。

imitate v. 模仿；仿效

### • uncomprehending (line 17)

adj. (formal) (of a person) not understanding a situation or what is happening (人) 不理解的；茫然的

**She stared at the picture, uncomprehending, trying to fit the features to something in her memory.** 她盯着照片看，但认不出来，于是竭力从记忆中搜索它的影子。

comprehending adj. 理解的

comprehend v. 理解

comprehension n. 理解

### • impress (line 30)

v. to make sb understand how important, serious, etc. sth is by emphasising it 使意识到（重要性或严肃性等）

**He impressed on us the need for communication.**

他让我们认识到沟通的必要性。

impressed adj. (对……) 钦佩的，敬仰的，有深刻好印象的

be impressed with/by sb/sth 对……印象深刻

impression n. 想法；看法

make/leave an impression on sb; give sb an impression 给……留下印象

### • confuse (line 33)

v. to think wrongly that sb/sth is sb/sth else (将……) 混淆，混同

**I can't see how anyone could confuse you with another!** 我不明白怎么会有人把你和另外一个人混淆！

### • seize (line 34)

v. to take sb/sth in your hand suddenly and using force 抓住；夺

**He seized my arm to hold me back.** 他抓住我的胳膊，把我拉了回来。

to be quick to make use of a chance, an opportunity, etc. 抓住，把握（机会、时机等）

**The school has taken a variety of measures, hoping to seize the initiative on education.** 学校已采取了各种措施，希望把握教育上的主动权。

### • motion (line 56)

n. the act or process of moving or the way sth moves 运动；移动

**The swaying motion of the ship was making me feel seasick.** 船身摇摆不定，让我觉得恶心。

motionless adj. 一动不动的

### • thrill (line 58)

n. a strong feeling of excitement or pleasure; an experience that gives you this feeling 震颤感；兴奋感；兴奋；激动；令人兴奋的经历

**It gave me a big thrill to meet my favourite speaker in person.** 能见到我最喜欢的演说家本人使我感到兴奋不已。

v. to excite or please sb very much 使非常兴奋；使非常激动

**The commencement speech thrilled all the students in the hall.** 这场毕业演说使礼堂里所有的学生非常兴奋。

thrilled *adj.* 非常兴奋的

thrilling *adj.* 令人兴奋不已的

thriller *n.* 惊险小说或戏剧、电影

• **give birth (to sb/sth) (line 66)**

have sth new start to exist 孕育

**The film gave birth to a TV show of the same name.** 这部电影催生了一部同名电视剧。

• **blossom (line 76)**

v. (of a tree or bush) to produce blossom 开花

**Rain begins to fall and peach trees blossom.**

开始下雨了，桃树也开花了。

n. a flower or a mass of flowers, especially on a fruit tree or bush 花朵，花簇

**The trees are in blossom.** 树上鲜花盛开。

**3. I stood still, my whole attention fixed upon the motions of her fingers. (lines 55–56)**

句中 **still** 是形容词，意为“静止的”；**my whole attention fixed upon the motions of her fingers** 为独立主格结构，其作用相当于一个状语从句。整句意为“我一动不动地站着，全神贯注地感受着她指尖的移动。”

**4. Suddenly I felt a misty awareness as of something forgotten — a thrill of returning thought; and somehow the mystery of language was revealed to me. (lines 57–61)**

句中 **as of something forgotten** 为 **as** 引导的方式状语从句，省略主语和系动词，即 **as it was of something forgotten**。整句意为“突然，我的心中产生了一种朦胧的感觉，仿佛记起了一件被遗忘的往事——这是一种因沉睡的思想回归而产生的激动；仿佛神秘的语言世界忽然展现在我面前。”

## Comprehension Plus

### 教学建议

- I**
1. Have students read the title, guess the name of the author and predict what genre this piece belongs to. Encourage them to give a brief introduction to Helen Keller. If they have difficulty, refer them to the note and Culture Link on page 13 and provide them with some background information.

The following information is for reference.

*The Story of My Life* is an account of Helen’s triumph over deafness and blindness. Popularised by the stage play and movie *The Miracle Worker*, Helen’s story has become a symbol of hope for people all over the world. This book was published when Helen was only twenty-two. It takes the reader on the unforgettable journey of her learning Braille. *The Story of My Life* remains startlingly fresh and vital more than a century after its first publication, a timeless testament to a determined will.

2. Have students go over the instructions and the content of the two columns on page 13 and predict what they should focus on during reading.
3. Ask students to read the text and remind them to underline relevant information in the text. Get them to match each paragraph in Column A with one corresponding main point in Column B.
4. Call on students to share their work with the class and give reasons for their matching.
5. Comment on students’ work.

- II**
1. Ask students to go over the questions. Allow them enough time to read the text again and find out the answers. Remind them to underline the clues in the text.
  2. Call on students to answer the questions and share the clues they’ve underlined in the text.
  3. Comment on students’ work.

Suggested Activities 见 pages T17j – T17k。

I left the well-house eager to  
65 learn. Everything had a name, and each  
name gave birth to a new thought. As  
we returned to the house every object  
which I touched seemed to spring with  
life. That was because I saw everything  
70 with the strange, new sight that had

come to me. I learned a great many  
new words that day. I do not remember  
what they all were; but I do know that  
75 *mother, father, sister, teacher* were  
among them — words that were to  
make the world blossom for me.

### Note

1. Helen Keller (1880–1968) was an American author and lecturer. She was the first deaf-blind person to obtain a Bachelor of Arts degree. The story of Helen and her teacher, Anne Sullivan, was made famous because of her autobiography, *The Story of My Life*.



### Culture Link

#### Braille and the Man Who Invented It

Braille is a simplified version of the alphabet made up of six raised dots to form each individual letter, which can be read either with the fingers, by the vision-impaired, or with the eyes, by sighted people. It is a code by which many languages — such as English, Spanish, Arabic, Chinese, and dozens of others — may be written and read, and it has become the most widely used system for blind people across the world. The code system was named after the inventor, Louis Braille (1809–1852), a French educator who lost his eyesight in early childhood in an accident.

### ● Comprehension Plus

- I. Match each paragraph in Column A with one corresponding main point in Column B. An example is given.

#### Column A

#### Column B

##### Paragraph 1:

paving the way for what  
is coming

● Helen felt stuck in learning and turned her impatience into satisfaction gained from damaging things.

##### Paragraph 2:

a twist in the story

● Helen learned basically by imitating without much thinking or comprehension.

##### Paragraph 3:

the turning point of the  
story

● Helen was suddenly aware of the meaning of language that had remained secret to her.

##### Paragraph 4:

the end of the story

● Helen damaged her new doll out of frustration because she kept confusing the words *mug* and *water*.

● Helen was immediately excited about the spelling game and able to spell many words in a couple of days.

● Helen was hungry for learning as the beauty of the world was magically revealed to her.

**II. Answer the questions.**

1. What are the problems Helen Keller faces in her “still, dark world”? What basic things does Helen not understand?
2. “Everything had a name, and each name gave birth to a new thought.” (lines 65–66) What is your understanding of the statement?
3. Why are language learning and communicating more of a challenge for Helen than for others?

## Critical Thinking

**Generalising by identifying common characteristics**

**I. Complete the table by adding further examples of communication barriers and possible strategies for dealing with them.**

Barrier		Strategy (or Strategies)	
general	specific	specific	general
psychological barrier	stage fright	<ul style="list-style-type: none"><li>• preparing a manuscript in case of need</li><li>• trying to move a little bit rather than to stand still</li></ul>	drawing on personal resources
physiological barrier			
language barrier			
cultural barrier			

**II. Which of the above communication barriers do you encounter most frequently in daily communication? Which strategies do you find most helpful in dealing with these communication barriers? Which strategy do you want to try? Why?**

## 参考答案

- II**
1. Helen is lacking in sight, sound and speech, which are all needed for effective communication. Helen does not understand language and that everything has a name.
  2. Words or names are reflections of how humans perceive the world, i.e., how the brain captures what the body feels, frames it and gives it a specific form. With names/terms that embody ideas or thoughts, humans are capable of connecting separate objects or pieces to construct a whole picture and make sense of the world they live in.  
In the context, it means Helen can finally match the names with what they refer to. Now the names are not a random ordering of letters anymore, but the world around her. She starts to know the world with the support of these names.
  3. Being deaf and blind, Helen is unable to understand the world by reading others' writing or listening to others' talk, which is part of communication, i.e., input. And being mute/unable to speak, she finds it difficult to share how she feels about or what she thinks of the world around her, i.e., a challenge in output.

## Critical Thinking

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### 教学内容与要求

- 能根据提示整合、提炼本单元语篇中的主要信息；
- 能展开对比分析，根据不同交流障碍的性质对之进行分类；
- 能结合自身经历，总结和反思日常生活中与人沟通时遇到的交流障碍，以及排除障碍、提高交流效率的方法。

### 教学建议

- I**
1. Have students recall the four articles in reading, listening and viewing and ask them some reflective questions. The following questions are for reference.
    - (1) What communication barrier did Mark Twain encounter in his first public speech?
    - (2) How did Mark Twain conquer the barrier?
    - (3) What communication barrier did Helen Keller encounter when she began to learn spelling?
    - (4) What did Helen's teacher do to help her cope with the barrier?

**Reference answers:**

- (1) He encountered stage fright.
  - (2) He prepared a manuscript in case of need. He tried to move a little bit rather than to stand still ...
  - (3) Blind and deaf, she had no way of successfully communicating with other people.
  - (4) Her teacher Miss Sullivan taught her how to use her hands as a way of speaking.
2. Put students into groups to discuss more examples of communication barriers. Remind them to generalise these examples by identifying their common characteristics. Scaffolding questions like “Which barrier is caused by cultural diversity?” or “Which barrier is related to a person’s psychology?” could be asked.
3. Have students discuss possible strategies to deal with the communication barriers and complete the table.
4. If time permits, call on some groups to share their answers with the class and ask other students to comment on their work.
5. Go over the answers with the class.

- II**
- Organise a class voting to find out the three communication barriers encountered most frequently in daily communication.
  - Have students work in groups and discuss which strategies they find most helpful in dealing with these communication barriers.
  - Invite some students to select the strategy they want to try and state the reasons for their choice.
  - Make comments on students' work.  
(Answers may vary.)

## 参考答案

1

Barrier		Strategy (or Strategies)	
	general ← → specific	specific ← → general	
psychological barrier	(1) stage fright getting cold feet before giving a speech or a presentation (2) embarrassment (3) lack of confidence	<ul style="list-style-type: none"> <li>preparing a manuscript in case of need</li> <li>trying to move a little bit rather than to stand still</li> <li>doing breathing exercises</li> </ul>	drawing on personal resources
physiological barrier	(1) ill health (2) poor eyesight (3) hearing difficulties (4) pain (5) physical disability, such as the disease Stephen Hawking suffered or being deaf-blind as Helen Keller was	<ul style="list-style-type: none"> <li>following guidance closely</li> <li>receiving proper training</li> <li>turning to other people for help, such as a teacher (in Helen Keller's case) or a company / a group of engineers (in Hawking's case)</li> <li>using devices such as hearing aids or eyeglasses</li> <li>using an assistive technology, such as the smart text-to-speech system Stephen Hawking used</li> </ul>	drawing on interpersonal or technological resources
language barrier	(1) encountering people who speak a different language from one's mother tongue (2) talking with people from a different generation (3) talking with people from a different region of the country	<ul style="list-style-type: none"> <li>using a reliable translation service, or visual aids</li> <li>using gestures</li> <li>speaking slowly and carefully, and stopping every now and then to check understanding</li> <li>turning to other people for help (e.g., a translator, a passer-by, a volunteer, etc.)</li> </ul>	drawing on technological resources  drawing on personal resources  drawing on interpersonal resources

cultural barrier	<p>communicating with people of different cultural backgrounds, such as when one culture views arriving late for an appointment as bad planning or a sign of disrespect, while another culture views an insistence on timeliness as childish impatience</p>	<ul style="list-style-type: none"> <li>• developing an understanding of, and a deep respect for, the differences</li> </ul>	<p>drawing on personal, interpersonal and informational resources</p>
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#### Possible strategy types:

- drawing on personal resources
- drawing on interpersonal resources (family/friends)
- drawing on technological resources
- drawing on informational resources

#### II Specific communication barriers in school settings:

- Psychological barriers: feeling nervous when speaking to a teacher / the president of your school;
- Physiological barriers: feeling stomach-ache when asked to answer a question in class;
- Language barriers: teachers using English, classmates speaking dialects, etc.
- Cultural barriers: being invited to a classmate's birthday party, someone who's from a different region in China and eats food cooked in different ways from mine.

#### Possible strategies:

- Personal resources
- Interpersonal resources
- Technological resources
- Informational resources

(Answers may vary.)

Suggested Activities 见 page T17k。

# Writing

## 教学内容与要求

- 能分析“总一分”型语篇的结构特征；
- 能根据语篇结构提取语篇重要信息，并选择恰当的语言转述要点，形成概要。

## 写作导读

### Summary writing 1—grasping main points

Guide students to identify the general-specific pattern with the help of the following questions.

#### 1. What is a general-specific pattern?

The general-specific approach opens an idea with a general statement and then leads into details that support and explain the general statement.

#### 2. What does a typical general-specific pattern consist of?

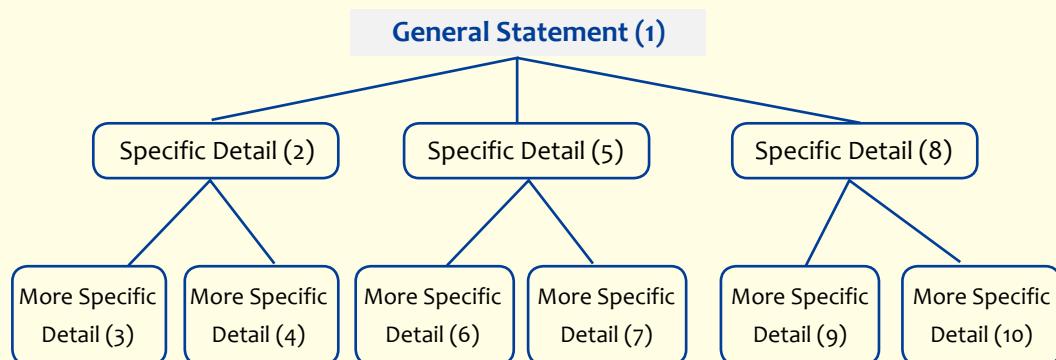
The general-specific pattern is characterised by a movement in your thinking from a generalisation to specific details. Your opening paragraph would begin with a general statement and then in the following part of the essay you add details that explain it. As the essay develops, the details may become increasingly more specific. The pattern may end with a general statement that summarises your thinking that results from the details.

Here is an example concerning the topic of “How to Conquer Stage Fright.”

#### How to Conquer Stage Fright

- (1) There are a few things you can do to conquer stage fright.
- (2) First, you can perform your breathing exercises before you start. (3) Inhale, hold your breath and then slowly exhale. (4) It is preferable to do belly breathing to ease your anxiety.
- (5) Second, you should move around, especially when you’re already on stage.
- (6) Don’t look stiff and sturdy. (7) As you move around while presenting, the butterflies in your stomach should fly away and it’ll make you feel less anxious.
- (8) Third, you should focus. (9) Don’t stress yourself with the size of your audience.
- (10) Keep focused and make eye contact with your audience.

#### How to Conquer Stage Fright



#### 3. What are signal words?

There are a number of words or expressions that can be used as lexical signals of the general-specific pattern, such as *in the first place*, *initially*, *first and foremost*, *to begin with*, *to start with*, *first*, *in the second place*, *next*, *second*, *besides*, *furthermore*, *moreover*, *in addition*, *what is more*, *beyond that*, *for one thing*, *for another*, *finally*, *for example*, *for instance*.

In the example above, the first sentence presents a general statement about how to conquer stage fright. The succeeding statements consist of details, introduced by the transitions *first*, *second* and *third*.

## Writing a summary of a general-specific essay

A renowned speaker made a speech at your school about how to keep an audience engaged. Your friend was interested but unable to attend, so you decide to write a summary of what you have heard to share with him/her. The following is the script of the speech.

### How to Keep Your Audience Engaged While Delivering a Speech

Distinguished guests, students, friends, it's a great joy for me to be here. As we have noticed, one of the biggest challenges in delivering a quality public speech is keeping your audience engaged, especially if you're nervous. Practising beforehand will help you feel more relaxed in front of a crowd, but there are a few things you should bear in mind while you're improving your skills:

Firstly, speak with passion. Remember that your audience is there because they are interested in what you have to say. Appearing disengaged gives the audience a signal that they don't need to pay much attention. Plus, finding a passion for your topic can help reduce your fear. As it is said, "One key way to overcome anxiety is to become passionate about what you want to share with the world."

Secondly, moving around on stage when you change topics or approaching the audience when you make a point or pose a question will give your presentation energy. But just standing frozen or rigid like a board comes off as awkward and creates a wall between you and the audience. So, make movements intentionally as you illustrate points.

Thirdly, add some personality on to your presentation. Of course you want to keep things professional, but letting the audience get to know a little about your personality makes them more interested in what you're saying. If you intend to be kind of funny, put in some humour where appropriate. If you have a lot of experience with the topic, include a personal story.

Lastly, be a presenter, not a salesman or a saleswoman. The point of your presentation may very well be to sell something, but that doesn't mean the audience wants to listen to a straightforward sales speech. People see right through a skillful salesman exterior, and if your speech comes off as pressuring them into giving you money, they'll become disengaged or resistant quickly. Build your presentation around offering them something genuinely valuable, even if they aren't going to buy anything.

The above are my suggestions. Thank you for having me here, and I wish you all the best.

## Writing Strategy **Summary writing 1 — grasping main points**

To write a summary, you need to identify the main points in different textual patterns. The main points of a text vary according to its textual pattern: for a general-specific text, the main points involve a general statement and specific details; for a problem-solution text, the main points include problems and solutions; for a claim-counterclaim text, the main points involve a claim, a counterclaim and evidence.

### ● Guided Writing

**Step 1** Analyse the script to find its textual pattern and underline the general statement and specific details.

**Step 2** Write a summary of the essay in no more than 60 words.

General statement: A few things you should bear in mind while you're improving your skills to keep the audience engaged while delivering a speech.

Detail 1: Speak with passion.

Detail 2: Move around on stage when you change topics or approach the audience when you make a point or pose a question.

Detail 3: Add some personality on to your presentation.

Detail 4: Be a presenter, not a salesperson.

Reference answer:

A speaker can do several things to keep the audience engaged while giving a speech. To begin with, he/she should speak with enthusiasm. Besides, he/she should make movements to give the presentation energy. What's more, he/she should add personality on to the presentation. Finally, he/she should try to be a presenter instead of a salesperson.  
(Answers may vary.)

**Step 3** Proofread your summary and email it to your friend.

### ► Further Exploration

#### **Conducting a survey about the impact of social media on interpersonal communication**

According to a survey, social media has dramatically changed the way teenagers interact and communicate with other people. Do you feel the same way? Work in groups, conduct a survey among your classmates and present your findings.

**Step 1** Design a questionnaire with 6–8 questions, including items like one's favourite way to communicate and the frequency of using social media. The title of the questionnaire can be “How social media is affecting our interpersonal communication.”

## 教学建议

### Step 1

1. Give a brief introduction to the general-specific pattern. Encourage students to draw a mind map based on the introduction.
2. Explain the strategy of **grasping main points** to students. Remind students that for a general-specific essay, the main points involve a general statement and specific details.
3. Encourage students to think about the signal words that can be used in a general-specific essay.

### Step 2

1. Have students read the title and the first paragraph to find out the main idea of the essay by asking questions like “What does the first paragraph mainly tell us?” or “What can a speaker do to keep the audience engaged while giving a speech?”.
2. Have students read paragraphs 2–5. Encourage them to underline the signal words and find out the topic sentence of each paragraph.
3. Ask students to write a summary of the essay based on what they’ve filled in the gaps in no more than 60 words.

### Step 3

1. Give students enough time to proofread their summary.
2. Ask some students to share their work with the class and make comments.

Suggested Activities 见 pages T17k–T17l。

## Further Exploration

### 教学内容与要求

- 能通过研究性学习探究不同沟通交流方式的利弊及其对人们生活的影响；
- 能通过设计并实施问卷调查认识社会和自我，培养调查分析能力和团队合作精神。

## 教学建议

### Step 1

1. Ask students to brainstorm different types of social media.
2. Divide the class into groups and have each group design a questionnaire containing 6–8 questions about the impact of social media on interpersonal communication.

### Step 2

Ask students to conduct the survey by email or other social media apps and finish their research within 2–3 days.

### Step 3

Ask students to analyse the data collected and prepare an oral report on their survey findings.

### Step 4

1. Invite each group to present their oral report to the class. Remind students to pay attention to the fluency of their presentation and use proper body language.
2. Ask students to finish the following checklist while listening to the presentation.

**Checklist for Presentation**

	Very Good	Satisfactory	Needing Improvement
Proper use of complex sentences			
Language fluency			
Creativity			
Feasibility			
Body language			

3. Ask the audience the questions designed by each group to check whether they understand or not. Make some explanations if necessary. Invite some students to make comments on the presentations.
4. Encourage each group to discuss and decide on the best presentation. Remind students to employ the speaking strategy of compromising and reaching an agreement.

Suggested Activities 见 pages T17l–T17m。

## Self-assessment

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### 教学内容与要求

- 通过核查和反思，确认本单元目标的达成情况；
- 依据达成情况，调整学习策略，同时通过计划和调控，提升自主学习能力。

### 教学建议

#### Step 1: Review

Remind students to check whether they have achieved the overall learning goals of this unit by going over the list.

#### Step 2: Reflect

1. Have students recall the activities that they have performed well to give them a sense of achievement. Get them to describe the process that they have used to complete the activities and the results they have achieved with reasons.
2. Get students to think of the problems or difficulties they have encountered when doing the activities. Have students analyse the possible causes of the problems or difficulties.

#### Step 3: Revise

Get students to make a plan to solve the problems or to overcome the difficulties. Encourage students to find effective solutions to the problems or difficulties, for example, turning to a dictionary, a reference book or online resources, asking a friend or a teacher for help, inviting a partner to practise together. Provide them with an example and give support if needed.

范例见 page T17n。

## EXAMPLE

- 1. What is your favourite way to communicate with others?**  
A. Social media apps.      C. Phone calls.  
B. Face-to-face chatting.    D. Emails.
- 2. How often do you use your smartphone or tablet while spending time with your family or friends?**  
A. Always.                      C. Sometimes.  
B. Rarely.                      D. Never.
- 3. Do you think the presence of technology affects face-to-face communication?**  
A. Not at all.                      C. Yes, absolutely.  
B. It's hard to say.              D. To some extent.

**Step 2** Conduct the survey in your class by email or other social media apps.

**Step 3** Analyse the data collected and prepare an oral report on your survey findings.

**Step 4** Present your findings in class.

## ► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Interpreting the underlying messages and humour in a speech and sharing ways to overcome stage fright
- B. Discussing technological solutions to communication problems
- C. Understanding how people with physiological difficulties can work through the barriers and develop effective communication
- D. Conducting a survey about the impact of social media on interpersonal communication
- E. Identifying common characteristics of communication barriers and making generalisations
- F. Reaching an agreement by negotiating and compromising
- G. Writing a summary of a general-specific essay

Write a reflective note on the above items. You may include some or all of the following points:

- ▶ What you think you have done well and why
- ▶ One strategy that really has helped your learning
- ▶ One important thing you have learned about
- ▶ What you need to improve in the future
- ▶ What learning resources you find useful

## Culture Link

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### 教学内容与要求

- 能利用文化链接和网络资源，了解布莱叶盲文系统的来历和应用，并阐释其意义。

### 教学建议

- If class time is limited, ask students to read the paragraph about “Braille and the Man Who Invented It” on page 13 after class. Encourage them to find out more information about it.
- If time permits, show students pictures and visual aids to help them understand the history of Braille and how useful it is to the blind.

Suggested Activities 见 page T17m。

### 补充文化知识

#### Braille

Braille is a system of touch reading and writing for blind persons in which raised dots represent the letters of the alphabet. It also contains equivalents for punctuation marks and provides symbols to show letter groupings.

Braille is read by moving the hand or hands from left to right along each line. The reading process usually involves both hands, and the index fingers generally do the reading. The average reading speed is about 125 words per minute. But, greater speeds of up to 200 words per minute are possible.

By using the Braille alphabet, people who are blind can review and study the written word. They can also become aware of different written conventions such as spelling, punctuation, paragraphing and footnotes.

Most importantly, Braille gives blind individuals access to a wide range of reading materials including recreational and educational reading, financial statements and restaurant menus. Equally important are contracts, regulations, insurance policies, directories, and cookbooks that are all part of daily adult life. Through Braille, people who are blind can also pursue hobbies and cultural enrichment with materials such as music scores, playing cards, and board games.

## Barriers to Effective Communication

As modern humans living in a busy world, we rely on good communication every day to make our way through life. Gestures, tone of voice, body language and spoken language are some of the most important aspects of communication. However, if the other person is unable to comprehend any of these factors, then the process fails. There are many reasons why interpersonal communication may fail. The following are four types of common barrier a skilled communicator needs to be aware of.

### 1. Psychological barriers

Getting cold feet before giving a speech or a presentation might not be new to you. Such a psychological barrier is known as “stage fright” which almost everyone has experienced. Nerves, embarrassment and lack of confidence are all psychological barriers to communication. To overcome these barriers, there are breathing exercises which you can do to calm yourself down before speaking.

### 2. Physiological barriers

Ill health, poor eyesight, hearing difficulties and pain are all obstacles to effective communication. Some can be overcome with close guidance, proper training and a determination to break the limit. Devices such as hearing aids or eyeglasses can also be used to facilitate communication. If these means don’t work, one can always turn to other people for help.

### 3. Language barriers

A language barrier is the lack of a common language that prevents people from understanding each other. An English-speaking person travelling in China and encountering people who only speak Chinese could be said to be facing a language barrier. Even people who speak the same native language can have difficulty understanding each other if they are from different generations or different regions of the same country. To overcome language barriers, you can use a reliable translation service, **visual** aids or gestures, speak slowly and carefully, and stop every now and then to check understanding.

### 4. Cultural barriers

One of the biggest challenges of living in a globally connected world is communicating with people of different cultural backgrounds. Cultural **diversity** makes communication difficult. Think of the misunderstandings that can occur when one culture views arriving late for an appointment as bad planning or a sign of disrespect, while another culture views an insistence on timeliness as childish impatience. There’s no single best approach to communicating with one another. The key to effective cross-cultural communication is to develop an understanding of, and a deep respect for, the differences.

#### 注释：

1. **visual** *adj.* of or connected with seeing or sight 视力的；视觉的

*I have a very good visual memory.* 我过目不忘。

2. **diversity** *n.* the quality or fact of including a range of many people or things 多样性；多样化

*There is a need for greater diversity and choice in education.* 教育需要更加多元化和更多的选择权。

## Smartphone Technology Assists Stephen Hawking with Communication (News report)

Today we are looking at the machine behind the physicist Stephen Hawking and how smartphone technology is helping him communicate.

That vital system that Professor Stephen Hawking relies on has recently got an upgrade. Tasks that used to take three to four minutes like opening a Word document now take around 10 seconds. Intel has been working with Hawking for decades and the latest upgrade was over two years in the making.

“So we completely changed the way that he’s **interfacing** with these aspects of the system to have him not rely on the mouse. So based on whatever he happens to be doing, we would surface the most logical thing that he might want to do.”

That also applies to Hawking’s text-to-speech system. UK start-up SwiftKey whose software runs predictive text apps on smartphones has doubled Hawking’s speech rate. It considers what Hawking was last writing, whether there were any errors and then tries to predict which character he might choose next. To do that the SwiftKey programme has to learn how Hawking writes and speaks by analyzing dozens of his documents, some published, others not.

“The tests we ran show that of a given body of text made up of a certain number of characters, Professor Hawking would actually only have to enter around 15 to 20 percent of those characters and the rest would be inferred.”

Now, here is the crazy part: everything Stephen Hawking does on his computer is triggered by one muscle in his cheek; an **infrared** sensor detects when his cheek muscle moves up just the way our smartphones can sense when it’s close to the face. Future versions of this technology are aiming to take a bigger range of movement into account.

“But he can actually today say yes and no by moving, you know, his eyebrows and by pulling his mouth. So one of the things we’ve been working on is using, essentially, a camera system to detect these different movements. So now we can, for example, undo things by saying no rather than having to go and manipulate the whole screen to get to a backspace button, for example.”

Intel is even trying to develop brain control **interfaces**, which could help people who can no longer move any muscles at all. That won’t necessarily happen to Stephen Hawking. But with the market forecast to reach 55 billion dollars in 2016, it represents the next leap for **assistive** technologies.

### 注释:

1. **interface** *v.* to communicate with sb/sth 互相交流；互相联系  
**We use email to interface with our customers.** 我们使用电子邮件与客户联系。  
*n.* the way a computer programme presents information to a user or receives information from a user, in particular the layout of the screen and the menus (人机) 界面  
**The new version of the programme comes with a much better user interface than the original.** 新版程序的用户界面比原始版本的好得多。
2. **infrared** *adj.* having or using electromagnetic waves which are no longer than those of red light in the spectrum, and which cannot be seen 红外线的；使用红外线的  
**In addition to the light that's visible to us, the sun also radiates ultraviolet and infrared light.** 除了可见光，太阳辐射还包含紫外线和红外线。
3. **assistive** *adj.* giving assistance 辅助的  
**People who are colour-blind generally use computers without assistive technology, but they cannot distinguish certain colours.** 色盲的人一般不借助辅助技术使用计算机，但是他们不能区分特定颜色。

# Getting Started

## Option 1 ★★

Have students state the importance of achieving effective communication based on their own experiences. If students have difficulty, encourage them to discuss with a partner.

### Reference answer:

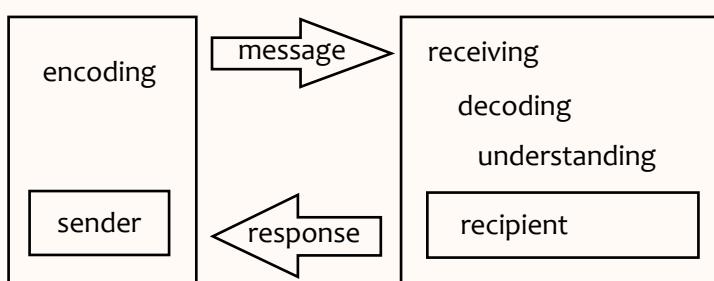
Communication is a process in which information is exchanged between individuals through a common system of symbols, signs, or behaviour, which is very important. Pages of history reflect how wars could have been prevented if people had talked things over. Individuals resolve their personal conflicts by sitting down and talking it out. As for me, effective communication serves to deepen my connection, foster friendship as well as promote cooperation with others.

(Answers may vary.)

## Option 2 ★★★

Put students into groups of four to describe the process of effective communication with a mind map and encourage them to present their work to the whole class.

### Reference answer:



The process of communication is a sequence of events in which a sender transmits a message to a recipient. The sender selects a format for the message, “encodes” it into that form, and then selects and uses a medium of transmission. The recipient receives the message, “decodes” and understands it. When the recipient makes a response and the sender receives the feedback, the communication process is regarded as complete.

(Answers may vary.)

# Reading A

## Comprehension

## Option 1 ★★

Have students complete the questionnaire and guide them to define stage fright.

- I am likely to experience stage fright when ...
- preparing a presentation in English at home.
  - debating with my classmates in front of the class.
  - singing songs at a KTV.
  - interviewed by a journalist from *China Daily*.
  - required to introduce the features of our school to some foreign students.
- ...

## Suggested Activities

### Reference answer:

For many people, giving a performance is associated with anxiety, since it means being judged by others. Even when the “others” are not present, such as the audience for a movie, these people believe that eventually they’re still going to be evaluated on their performance. This can bring about severe anxiety, which is called stage fright.

(Answers may vary.)

### Option 2 ★★

Have students read the text carefully and find the words, expressions or sentences showing Mark Twain’s nervousness and his ways to conquer stage fright. Encourage them to compare their findings with a partner. Explain some difficult words or expressions to help them better understand how Mark Twain managed to conquer stage fright.

### Reference answer:

the words, expressions or sentences showing nervousness:

awful, horrible, disease, bind, escape, knees were shaking ...

the ways to conquer stage fright:

I had got a number of friends of mine, stalwart men, to sprinkle themselves through the audience armed with big clubs.

I had the manuscript tucked under a United States flag where I could get at it in case of need.

...

(Answers may vary.)

### Option 3 ★★★

Have students work in pairs to conduct an interview. One student is a reporter who raises questions concerning Mark Twain’s first public speech and the other acts as Mark Twain, who answers the questions raised by the reporter. Call on several pairs to perform their interviews for the class.

### Option 4 ★★★

Have students read the four quotes below by famous people about their feelings and understandings of humour. Encourage them to select their favourite quote and share their interpretation of or reflection upon it.

Humour is a rubber sword — it allows you to make a point without drawing blood.

— Mary Hirsch

That is the saving grace of humour, if you fail no one is laughing at you.

— A. Whitney Brown

Humour is the only test of gravity, and gravity of humour; for a subject which will not bear raillery is suspicious, and a jest which will not bear serious examination is false wit.

— Aristotle

Humour is the great thing, the saving thing. The minute it crops up, all our irritations and resentments slip away and a sunny spirit takes their place.

— Mark Twain

### Reference answer:

My favourite one is the first quote. Misunderstanding is inevitable in work and study. But humour is a rubber sword, which allows us to make a point without causing a scene and to solve problems more quickly than angry words or quarrels. Sometimes it is the way we speak that matters a lot in our communication and humour helps us live in harmony with others.

(Answers may vary.)

### Vocabulary Focus



Get students to acquire words and expressions in reading contexts through classroom interactions. Integrate target words and expressions into reading activities in different stages. Activate students' knowledge about some target words and expressions or raise their awareness of literal meanings of some words and expressions in the pre-reading stage. Get them to read between the lines in the while-reading stage and encourage them to use the newly-learned words and expressions in the post-reading stage. Interact with students in the following way.

#### Pre-reading (lead-in)

**Target words:** intend, deliver, fright

- T: Suppose you are invited by the students' union to make a public speech, what do you plan to say?  
S: If I get a chance to make a speech, I'll say ...  
T: Wait, could you please try to think of a word to replace "make," a word which appeared in this unit?  
S: Oh, yes, if I am invited to **deliver** a public speech, I'll say ...  
T: Great! You got it and who will be the **intended** audience?  
S: The **intended** audience will be ...  
T: You mean the speech **is intended for** ..., isn't it? Will you feel **frightened**?  
S: ...  
T: It sounds like you are well prepared, free from stage **fright**. I'm sure the audience will be deeply impressed by your excellent **delivery**. / You are still struggling with stage **fright**. Take it easy. You are sure to amaze the audience with your excellent **delivery** as long as you make full preparations. Today we will learn a public speech by Mark Twain and find out how he conquered stage **fright**.

#### While-reading

**Target words and expressions:** nothing short of, compulsion, bind

- T: When Mark Twain was to make a bow to San Francisco as a lecturer, how did he feel?  
S: He felt anxious/nervous/upset/worried ...  
T: Could you find some supporting details?  
S: He knew **nothing short of compulsion** would get him to the theatre. So he **bound** himself by a hard-and-fast contract so that he couldn't escape.  
T: **Compulsion** refers to strong pressure that makes somebody do what they do not want to do. If you do something because of compulsion, do you really like doing it?  
S: No. I am forced to do it.  
T: To **bind** is to tie somebody or something with a rope, string, etc. so that they cannot move or are held firmly. When someone is **bound** with rope, how will he/she feel?  
S: He/She will feel depressed/uncomfortable ...  
T: Mark Twain might feel depressed or uncomfortable, but he still **bound** himself by a hard-and-fast contract, which means a contract he had to honour. Could you state the reason?  
S: Because only in this way could he pluck up courage to give a speech in public.  
T: You are right. Based on the two words, we can see how frightened he was of giving a speech in public.

## Suggested Activities

### Post-reading

**Target words and expressions:** conquer, contract, applause, manuscript, nothing short of, in case of

Use the target words and expressions to describe how Mark Twain conquered stage fright in his first public speech.

#### Reference answer:

Mark Twain did a lot to **conquer** stage fright in his first public speech. Knowing **nothing short of** compulsion would get him to deliver a speech, he bound himself by a hard-and-fast **contract** so that he couldn't escape. Besides, he arrived at the theatre early and had the **manuscript** tucked under a United States flag, where he could get at it **in case of** need. He also got some friends to help him, who were ready to lead the whole audience into **applause**.

(Answers may vary.)

## Grammar in Use

### Option 1 ★★

1. Ask students to read the following passage about stage fright.
2. Instruct students to rewrite the following passage with at least three complex sentences.
3. Remind students to underline the clauses introduced by different subordinators.
4. Make comments on students' work.

Stage fright is anxiety or fear. It may occur in an individual required to perform in front of an audience and is most commonly seen in school situations like stand-up projects and class speeches. It has various forms: heart beating faster, trembling hands and legs, sweaty hands, a dry mouth etc.

Most of the fear occurs before you step on stage. Once you're up there, it usually goes away. It is a phenomenon you must learn to control. Try to think of stage fright in a positive way. It heightens your energy and adds colour to your cheeks. With these good effects you will actually look healthier and more physically attractive.

You are in good company. Many of the top performers in the world get stage fright. Stage fright may come and go or decrease. It usually does not disappear permanently. You must concentrate on getting rid of the feeling and calmly presenting what you have prepared.

#### Reference answer:

Stage fright is the anxiety or fear, which may occur in an individual required to perform in front of an audience and is most commonly seen in school situations like stand-up projects and class speeches. It has numerous forms: heart beating fast, trembling hands and legs, sweaty hands, a dry mouth etc.

Most of the fear occurs before you step on stage. Once you're up there, it usually goes away. It is a phenomenon you must learn to control. Try to think of stage fright in a positive way. It heightens your energy and adds colour to your cheeks, with which you will actually look healthier and more physically attractive.

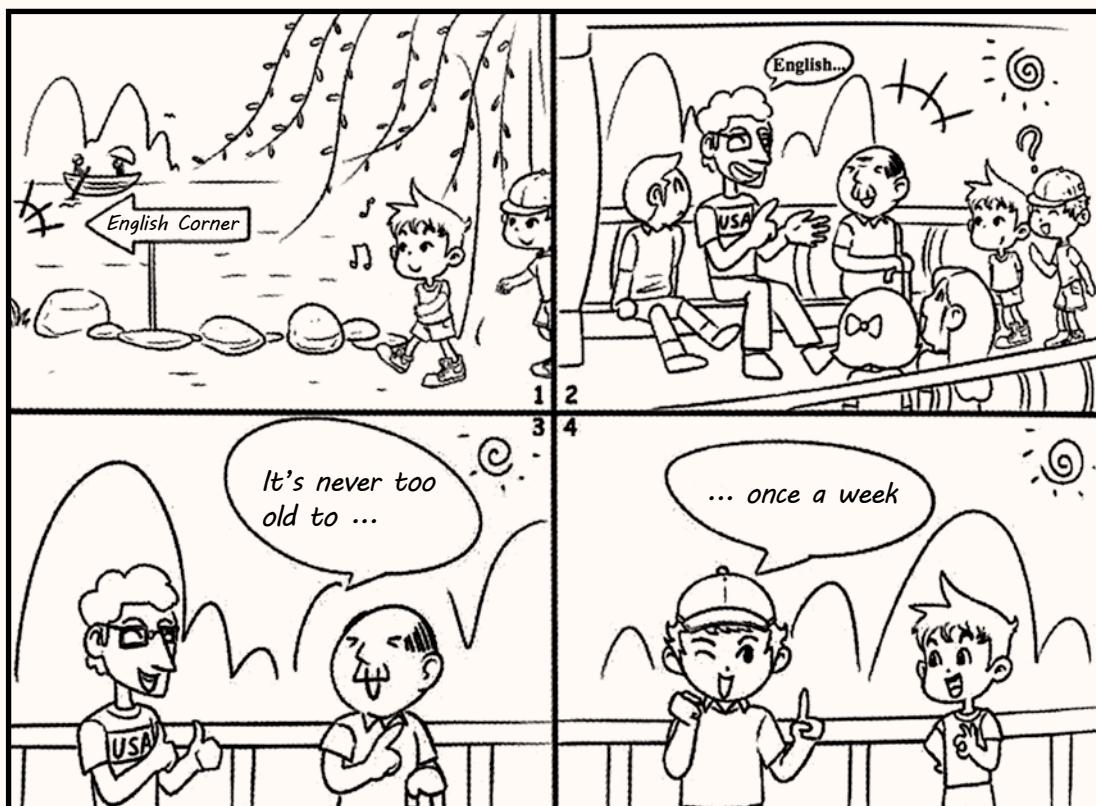
You are not alone because many of the top performers in the world also get stage fright. Though stage fright may come and go or decrease, it usually does not disappear permanently. You must concentrate on getting rid of the feeling and calmly presenting what you have prepared.

(Answers may vary.)

### Option 2 ★★★

1. Have students tell a short story according to the pictures shown below in at least 5 sentences. Encourage them to use at least three complex sentences.
2. Get students to begin the story with the sentence given below.
3. Invite some students to share their work with the class and make comments on their work.

**Mark and Tom were in a park where they happened to find an English Corner ...**



### Reference answer:

Mark and Tom were in a park where they happened to find an English Corner. As they approached it, they were surprised to see an old man who was chatting with an American in English. At first, they felt nervous about joining the crowd because they were still learning English and were unsure whether they could make themselves well understood. However, when they saw more and more people actively joining in the conversation, they relaxed. At the end of the conversation, the American spoke highly of the old man for his dedication to learning English despite his age. The old man responded, “It’s never too old to learn a foreign language.” Mark and Tom were inspired by his words so much that they were determined to practise in the English Corner once a week. (Answers may vary.)

## Suggested Activities

# Listening, Viewing and Speaking

## Listening

### Option 1 ★★

1. Invite (pairs of) students to role-play the pictures after they listen.
2. Encourage other students to identify each communication barrier type and the corresponding strategy (or strategies) in each role-play.
3. Make comments on students' work.

### Option 2 ★★★

1. Encourage students to brainstorm a situation where there is a communication barrier and encourage them to think what they would do to overcome it.

The following situations are for reference.

If you were lost in an unfamiliar city and you didn't know how to speak the language there, what would you do?

If you were to give a speech in front of a large audience, what would you do to relieve anxiety?

If your grandpa had difficulty hearing but he didn't like wearing hearing aids, what would you do?

2. Have students work in groups to think about more situations and make a list.
3. Get students to exchange their lists and work out the solutions through discussion.
4. Call on students to share their work with the class.

## Viewing

### Option 1 ★★

Have students work in pairs to conduct an interview. One student is a reporter who raises questions concerning smartphone technology and the other acts as Stephen Hawking, who answers the questions raised by the reporter. Call on several pairs to perform their interviews for the class.

### Option 2 ★★★

1. Show students icons of some apps and ask them to guess how each app works to assist people with communication.
2. Put students into groups to design an app of their own that aids people with communication. Ask them to give a presentation to introduce the app's function(s), the intended users and the price. They are also encouraged to design an icon for their app.
3. Have students comment on each group's presentation.

#### Reference answer:

##### Connection

Connection is an app which helps the deaf to communicate. It converts speech into text and vice versa. For example, if you want to order something in a café, you can type what you want into the app and it will read out your text immediately. When a waiter replies to you, his reply will be converted into text on your screen. It's free of charge, because we hope it can assist more people with hearing problems.



(Answers may vary.)

### Speaking



1. Have students conduct a survey on campus and gather all the technological solutions to communication problems from different classes.
2. Encourage students to work in groups and hold a discussion to select the most creative solution to each problem. Remind them to compromise and reach an agreement by employing the useful expressions on page 11.
3. Call on some groups to share their decisions and state the reasons for their choices before the class.
4. Make comments on students' work.

### Reading B

#### Comprehension Plus

##### Option 1 ★★

1. Have students close their eyes for thirty seconds. Encourage them to think about the problems Helen might face in the dark and the difficulty she encountered in learning a language. If students have difficulty, ask them some scaffolding questions like “How does a normal child learn a language?” or “What difficulties does a person who is both deaf and blind face in learning a language and communicating with others?”.
2. Have students discuss what they can learn from Helen Keller.
3. Call on some students to share their viewpoints with the class and make comments on their work.

##### Reference answer:

Helen Keller was perseverant. She was afflicted at the age of 19 months with an illness that left her blind and deaf. She didn't give up and finally developed skills that had never been acquired by any similarly disabled person.

(Answers may vary.)

##### Option 2 ★★

Have students read the story again and figure out how Helen's feelings changed. Remind them to underline the supporting details. The following questions are for reference.

- (1) How did she feel when Miss Sullivan spelled a word into her hand?
- (2) How did she feel when she succeeded in making the letters of the word “doll” correctly?
- (3) How did she feel when she confused “mug” with “water”?
- (4) How did she feel when she threw the new doll and the parts of the broken doll fell at her feet?
- (5) How did she feel when she knew she was going out?
- (6) How did she feel when she knew the meaning of the word “water”?

##### Reference answers:

- (1) She was interested in this finger play when Miss Sullivan spelled a word into her hand.
- (2) She was filled with childish pleasure and pride when she succeeded in making the letters of the word correctly.

## Suggested Activities

- (3) She became impatient when she confused “mug” with “water.”
- (4) She felt happy and satisfied when she threw the new doll and the parts of the broken doll fell at her feet.
- (5) She was pleased when she knew she was going out.
- (6) She was thrilled and eager to learn when she knew the meaning of the word “water.”

### Option 3 ★★★

Have students read the passage carefully and think about the following questions. Encourage them to work in groups and share their answers within the group.

- (1) What do you think of Miss Sullivan as Helen Keller’s teacher?
- (2) What can you infer about Miss Sullivan’s personality from the passage?

### Reference answers:

- (1) She was kind because she tried to teach Helen to live like other people. She taught her how to use her hands as a way of speaking. She took Helen out into the woods to explore nature and explained everything in the language she and Helen used, a language of touch, of fingers and hands.
- (2) She was persistent because when Helen became impatient, seized the doll and threw it on the floor, she didn’t give up. She just swept the broken parts away without complaining and kept teaching Helen by spelling words into her hands.

## Critical Thinking

### ★★★

1. Divide the class into groups and guide them to conduct an interview on communication barriers in daily communication and possible strategies to overcome them. One student will be the interviewer, one the note-taker, and the other two the interviewees.
2. Ask students to switch roles and role-play the interview again.
3. Call on one or two groups to perform their interview before the class and ask the other students to make comments on their performance.

## Writing

### ★★

Give students another passage. Encourage them to read and find the main idea of each paragraph and fill in the blanks. The first one is given as an example. Ask students to also write a summary of the passage.

### How to Become an Engaged Listener

If your goal is to fully understand and connect with others, listening in an engaged way will often come naturally. If it doesn’t, try the following tips. The more you practise them, the more satisfying and rewarding your interactions with others will become.

(1) Firstly, focus fully on the speaker. You can’t listen in an engaged way if you’re constantly checking your phone or thinking about something else. You need to stay focused on the moment-

to-moment experience in order to pick up the slight differences and important nonverbal cues in a conversation. If you find it hard to concentrate on some speakers, try repeating their words over in your head — it'll reinforce their messages and help you stay focused.

(2) \_\_\_\_\_. Strange as it sounds, the left side of the brain contains the primary processing centres for both speech comprehension and emotions. Since the left side of the brain is connected to the right side of the body, favouring your right ear can help you better detect the emotional nuances of what someone is saying.

(3) \_\_\_\_\_. Nod occasionally, smile at the person, and make sure your posture is open and inviting. Encourage the speaker to continue with small verbal comments like “yes” or “uh huh.”

(4) \_\_\_\_\_. In order to communicate effectively with someone, you don't have to like them or agree with their ideas, values, or opinions. However, you do need to set aside your judgment and withhold blame and criticism in order to fully understand them. The most difficult communication, when successfully executed, can often lead to an unlikely connection with someone.

(5) \_\_\_\_\_. If there seems to be disconnection, reflect what has been said by paraphrasing. “What I'm hearing is” or “Sounds like you are saying” is a great way to reflect back. Don't simply repeat what the speaker has said exactly, though — you'll sound insincere or unintelligent. Instead, express what the speaker's words mean to you. Ask questions to clarify certain points: “What do you mean when you say ...?” or “Is this what you mean?”

### Reference answer:

- (2) Secondly, favour your right ear
- (3) Thirdly, show your interest in what's being said
- (4) Fourthly, try to set aside judgment
- (5) Lastly, provide feedback

### Reference answer:

There are some tips for you to become an engaged listener. First, you should focus fully on the speaker. Besides, you should favour your right ear and show your interest in what's being said. In addition, don't forget to set aside your judgement. Finally, you ought to provide feedback.

(Answers may vary.)

## Further Exploration

### Option 1 ★★

1. Divide students into groups and tell them to search for more information about the impact of social media on people's daily life.
2. Have students analyse the positive and negative impact of social media on people's life and complete the T-chart.
3. Encourage students to make a PPT to present their findings in class.
4. Have other students comment on their work.

## Suggested Activities

Reference answer:

Positive impact	Negative impact
boosting business promoting communication providing convenience (consulting doctors online) increasing accountability for businesses ...	poor time management poor mental health spreading untrue or misleading information online bullying and workplace tensions ...

### Option 2 ★★

Ask students to interview some people about the impact of social media on interpersonal communication and make a short video if possible.

## Culture Link

1. Have students form groups of four. Ask each group to choose one of the following topics and find more information related. Tell them that each group needs to prepare a brief introduction on the topic they have chosen:  

History of Braille	Braille Alphabet
Louis Braille	Tips for People Who Are Blind
...	
2. Get some groups to introduce their topic to the whole class. Encourage them to make a presentation with the aid of multimedia.
3. Invite some students to make comments on the presentations.

# Self-assessment

范例 (Answers may vary.)

**Write a reflective note on what you think you need to improve. You may include some or all of the following points:**

**What you think you have done well and why**

**One strategy that really has helped your learning**

**One important thing you have learned about**

**What you need to improve in the future**

**What learning resource you find useful**

I did well in interpreting the underlying messages and humours in a speech and sharing ways to overcome stage fright. When I read the Reading A article in this unit, I enjoyed every minute of it. Enthusiastic about reading books, especially those written by Mark Twain, I could interpret the underlying messages and humours in his speech with ease. His humour is not only of witty remarks mocking at small things to make people laugh, but a kind of artistic style used to criticise social injustice.

When it comes to one important thing I have learned, that must be the writing strategy. I have learned to identify the main points in a general-specific essay to write a summary, which makes summary writing less intimidating than before.

However, it is difficult for me to conduct a survey about the impact of social media on interpersonal communication, which is what I need to improve in the future. To finish the task, I had to analyse all the information, discriminate between useful and less useful details and make a reasoned judgment. I also needed to share my conclusion with my group, reaching an agreement by negotiating and compromising. Fortunately my English teacher gave me a lot of guidance and help. The task was interesting and instructive, but it was really time-consuming.

### Excerpt from *How I Found My Voice*

James Earl Jones

Then, when I was 14, Professor Donald Crouch came to our school. He was a retired college professor who had settled in nearby Brethren. When he heard that our agricultural high was teaching Chaucer, Shakespeare and other classics, he couldn't stand not being a part of our school. So he left his retreat to teach us English, history and Latin.

Donald Crouch was a tall, lean man with gray hair; English was his favourite subject, poetry his deepest love. He'd been an associate of Robert Frost. He held a book of poems as if it were a diamond necklace, turning pages as if uncovering treasures. He memorised a poem every day, explaining that if he ever lost his eyesight he would still be able to savour all that beauty.

When he learned that I not only loved poetry but was writing it, we found a kinship. There was, however, one difficulty between us. Professor Crouch (we always called him that) could not stand the fact that I refused to read my poems to the class.

"Jim, poetry is meant to be read aloud," he pressed. "You should be able to speak those beautiful words."

I shook my head and turned away.

Then he tricked me, I laboured long and hard on a poem, and after handing it in I waited expectantly for his critique. It didn't come. Instead, one day as the students assembled, he challenged me. "Jim, I don't think you wrote this."

I stared at him in disbelief. "Why," I started, anger flooding me, "course I did!"

"Well, then," he said, "you've got to prove it by getting up and reciting it from memory."

By then the other students had settled at their desks. He looked at me meaningfully and nodded. With knees shaking, I walked up before my peers.

"Jim will recite his latest poem," announced Professor Crouch.

For a moment I stood breathless. I could see smirks and wry smiles on some faces. Then I began. And kept going. I recited my poem all the way through — without hesitation or fault! I stood amazed and floated back to my desk in a daze, amid wild applause.

Afterward, Professor Crouch congratulated me. "Aha," he said. "Now we have something here. Not only will you have to write more poetry and read it aloud to know how good it feels, but I'm sure that you will want to read other writers' poetry before the class."

I was dubious about that, but said I'd try.

Soon I began to discover something other stutterers know. Most have no problem singing because the lyrics' rhythmic pattern flows by itself. I found the same cadences in poetry, and before long my fellow students actually looked forward to hearing me recite. I loved the rolling beat of *The Song of Hiawatha*, especially since I had Indian blood in my veins.

### Food for thought

1. Why did James Earl Jones refuse to read his own poem to the whole class?
2. What can you infer about Professor Donald Crouch's personality according to the passage?
3. Do you think voice is important to personal development? Why or why not?

### Reference answers:

1. Because he had a severe stutter and was afraid to read his own poem to the whole class in fear of being laughed at.
2. He was passionate and persistent because he memorised a poem every day, explaining that if he ever lost his eyesight he would still be able to savour all that beauty. He was wise because he helped the author cope with stuttering by encouraging him to recite poems.
3. Yes. Voice, a means of communication, is important to personal development. Taking the author for example, he waged a battle against his stuttering, afraid of being ridiculed. He couldn't screw up the courage to read a poem in public though he loved poetry. But for Professor Donald Crouch, the markings of stuttering would never have disappeared from the author's soul.

(Answers may vary.)

## In this unit, we are going to

- ▶ discuss how trade and economy are related to our daily lives;
- ▶ analyse some important factors that influence economic decision-making in different cultures;
- ▶ justify decisions by exploring the underlying principles;
- ▶ identify the purpose of a text, and write a summary of a problem-solution essay.



# Unit 2

## Learning about Trade and Economy

Economy has frequently nothing whatever to do with the amount of money being spent, but with the wisdom used in spending it.

— Henry Ford

### Getting Started

- Read the poem and discuss possible answers to the questions at the end.

You've got a dollar. You deposit it in your savings account. Now you've got a dollar and the bank's got a dollar.

The bank loans a dollar to Joe's Construction. Now you've got a dollar, the bank's got a dollar, and Joe's got a dollar.

Joe buys a board from Hirohito Lumber.

Now Hirohito's got a dollar too.

Where did you get your dollar?

How much money is there in the world?

Who's got it?

Where is it?

What happened to all the trees?

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与社会”，主题群为“历史、社会与文化”	<ul style="list-style-type: none"> <li>能讨论日常生活中的经济和贸易现象；</li> <li>能分析不同文化背景下影响决策的重要经济学知识和原理；</li> <li>能运用相关的经济学原理证明不同决策的合理性；</li> <li>能判断语篇的写作目的，并写出“问题—解决”模式的语篇的概要。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能概括语篇大意，并归纳出说明文的文体特征。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能根据语篇内容，简述作者的经历，解读作者的个人价值观；</li> <li>能分析语篇所折射的经济学原理，并就此发表自己的观点。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能总结语篇内容，并分析其中蕴含的经济学知识。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能借助视听语篇的画面、声音等多模态信息，获取语篇主要内容，理解货币在经济运行中的作用以及货币与价值的区别。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏、连读的变化，理解和表达意义、观点、意图和情感等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能在语境中理解目标词汇的意义、功能以及作者的意图和态度；</li> <li>能建构与中国经济、贸易和日常生活中的经济学知识等主题相关的词汇语义网，并运用词汇表达相关信息和观点。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别非谓语动词：不定式、现在分词和过去分词的形式，并理解其意义与功能，即对从句的简化；</li> <li>能根据需要使用不定式、现在分词和过去分词表达观点和意图。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能归纳出说明文和记叙文语篇的结构特征以及语言特征；</li> <li>能依据语篇结构中的“问题—解决”模式理解与建构语篇。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能判断出本单元语篇的写作目的、写作对象、作者观点、意图与情感等；</li> <li>能根据具体交际语境，运用得体的功能语言，表达个人观点、态度和情感；</li> <li>能根据交际对象和场合，选择得体的语言描述个人经历，表达个人感想与观点。</li> </ul>

文化知识	语篇文化 元素 文化链接 项目探究	<ul style="list-style-type: none"> <li>• 能发现并理解语篇中的文化现象与文化价值观念，如国强民富、简约自守等；</li> <li>• 能阐释中国货币起源，了解货币历史，感悟经济和文化的密切关系；</li> <li>• 能利用文化链接和探究性学习，列举中外文化的异同，思考如何在跨文化交际中体现交际的得体性和有效性。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>• 能根据听力要求，梳理语篇内容，获取相关信息。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在本单元所输入信息的基础上，就金钱、货物和服务之间的关系，表达自己的观点；</li> <li>• 能开展有效对话进行协商，做出最佳经济决策。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能通过略读概括语篇 A 的大意，简要概述中国经贸发展的重要节点、中国的经济成就和对世界的主要贡献；</li> <li>• 能通过扫读获取语篇 B 中的人物经历，发现相关的经济学原理，了解文中不同人物的说话意图以及情感。</li> </ul>
	看	<ul style="list-style-type: none"> <li>• 能综合画面、声音、符号等非文字信息和文字信息，理解语篇内容。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能依据“问题—解决”模式的语篇的结构，撰写不超过 60 字的语篇概要。</li> </ul>
学习策略	听 / 看	<ul style="list-style-type: none"> <li>• 能依据视听语篇特点，预测与判断语篇内容；</li> <li>• 能依据情景语境，综合多模态信息，获取所需信息。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能有效整合不同语篇中的关键信息，依据情景语境和表达要求表达自己的观点。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能结合说明文的文本特征和语篇结构特征，获取语篇的大意与细节，判断语篇目的、作者的观点、态度与意向等。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能根据“问题—解决”模式的语篇的结构归纳语篇要点，运用“释义”策略进行概要写作。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>• 能根据自身情况制定合适的学习计划；</li> <li>• 能根据本单元的学习目标和内容，及时总结、反思和评价学习成效并调整学习策略，提高学习效率。</li> </ul>

# READING A

- ? The text below is a summary of the great progress China has made in foreign trade. List some words and expressions that you expect to find in the text.



Since its entry into the WTO (World Trade Organization), China has sped up its reform and opening-up process and economic growth. China's development is a forceful driver of global economic growth.

In 2016, China's GDP (Gross Domestic Product) accounted for 14.8 percent of the world total, up by 10.7 percentage points over 2001, calculated at exchange rates. Since 2002, China's contribution to global economic growth has approached 30 percent on average. The Chinese economy has become a major engine for global economic recovery and growth.

China has quickened its pace in

promoting new industrialization, IT (information technology) application, urbanization, and agricultural modernization, created enormous opportunities for consumption and investment, and created more jobs for the world. According to a report released by the International Labor Organization, "Effects of China on the Quantity and Quality of Jobs in Latin America and the Caribbean," China created 1.8 million jobs for Latin America and the Caribbean region from 1990 to 2016.

China's rapid development has made great contributions to the cause of global poverty reduction. Over the past 40 years of reform and opening-

# Getting Started

## 教学内容与要求

- 能通过阅读诗歌，体会货币在贸易中的作用；
- 能通过讨论，激活与经济和贸易相关的背景知识；
- 能运用与经济、贸易相关的主题词汇描述日常生活中的经济贸易现象，构建本单元主题词汇语义网。

## 教学建议

- 1 Introduce the topic of this unit and have a small talk with students to have a clearer idea about their understanding of trade and economy in our daily lives.
- 2 Get students to go through the poem on page 19 and do a Q&A activity to help them further understand the poem. Some words or expressions are supposed to be explained to the students, such as *deposit*, *savings account*, *loan*, *Joe's Construction*, *Hirohito Lumber*.
- 3 Encourage students to answer the five questions at the end of the poem (various answers are encouraged), especially the last question.

## 参考答案

When we talk about the word “currency,” we may think of the nature of the money we use on a daily basis. The cash stays in your pocket temporarily, and then it moves into another person’s when you buy goods or services. So, according to the poem, there seems to be only one dollar in the world. It moves from buyer’s pocket to seller’s, when goods or services are exchanged. In the poem, you, the bank, Joe, and Hirohito Lumber have only held the dollar in their pocket temporarily. It doesn’t stay anywhere permanently. However, it makes all various business transactions possible.  
(Answers may vary.)

Suggested Activities 见 page T33d。

# Reading A

## 教学内容与要求

- 能依据说明文的语篇结构特征分析语篇内容，判断作者的观点、意图；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能掌握说明文的语言特征，理解数据的作用；
- 能发现并理解语篇中的文化现象及其所包含的文化价值观念，如民族自信等。

## 难句注释

1. In 2016, China's GDP (Gross Domestic Product) accounted for 14.8 percent of the world total, up by 10.7 percentage points over 2001, calculated at exchange rates. (lines 7–11)

本句的基本结构为 A accounts for B, 意为“*A 在 B 中占多大比例*”。句中的 *calculated at exchange rates* 为过去分词短语作条件状语，是对 if 条件状语从句的简化；*calculated* 的逻辑主语是前面的 *China's GDP*。整句意为“2016 年，按汇率计算，中国国内生产总值占世界的比重达到 14.8%，较 2001 年增长 10.7 个百分点。”

## 词汇释义

### • reform (line 3)

n. change that is made to a social system, an organisation, etc. in order to improve or correct it 改革；变革；改良；改善

**The reform of society must be consistent with the demands of ordinary people.** 社会的改革必须与普通大众的要求相一致。

### • account for (line 8)

(数量上、比例上) 占

**The Japanese market accounts for 35% of the company's revenue.** 日本市场占该公司收入的 35%。

解释；说明

**How do you account for the show's success?**

你认为这次演出为何成功？

### • contribution (line 12)

n. an action or a service that helps to cause or increase sth 贡献；促成作用

**These measures would make a valuable contribution towards reducing industrial accidents.** 这些措施将会对减少工业事故起重要的作用。

a sum of money that is given to a person or an organisation in order to help pay for sth 捐款；捐资

**All contributions will be gratefully received.**

我们对所有捐资表示感谢。

contribute v. 贡献；捐献

### • approach (line 13)

v. to come close to sth in amount, level or quality (在数额、水平或质量上) 接近

**In 2008, a collapse in housing prices triggered a global financial crisis. So far, some economists still don't believe we are approaching a correction.** 2008 年的房价崩盘引发了全球金融危机。到目前为止，仍有一些经济学家不相信这一危机快要得到修复。

to come near to sb/sth in distance or time (在距离或时间上) 靠近，接近

**Another ship is approaching the coast of the island country hit by the tsunami.** 又一艘轮船驶近这个被海啸袭击的岛国。

approach n. 接近；入门；途径；方法

### • recovery (line 16)

n. the process of improving or becoming stronger again 改善；回升；复苏

**Economic recovery is the business cycle stage following a recession.** 经济复苏是经济周期中跟在（经济）衰退后面的一个阶段。

recover v. 康复，恢复；寻回，找到

### • industrialization/industrialisation (line 19)

n. the process of developing industries in a country or an area 工业化

**Global trends, such as the industrialization of food production and the globalization of its marketing and distribution, help feed the world.** 粮食生产的工业化及其销售和分配的全球化趋势有助于供养全世界。

industry n. 工业；产业；勤勉

industrial adj. 工业的；产业的

industrialize/industralise v. 使工业化

### • urbanization/urbanisation (line 21)

n. the process in which towns, streets, factories, etc. are built where there was once countryside 城市化

**Countries and regions all over the world face the challenge of urbanization.** 全球各地的国家和地区都面临城市化的挑战。

urban a. 城市的

urbanize/urbanise v. 使城市化

### • agricultural (line 21)

adj. connected with the science or practice of farming 农业的；务农的；农用的

**Yuan Longping's research on Hybrid Rice has greatly promoted the agricultural development of China and even the world.** 袁隆平在杂交水稻方面的研究极大地促进了中国乃至全世界的农业发展。

### • consumption (line 23)

n. the act of buying and using products 消费

**Consumption rather than saving has become the central feature of contemporary societies.** 现代社会的主要特征是消费而不是储蓄。

consume v. 消费；消耗

### • investment (line 24)

n. the act of investing money in sth 投资

**The project has demanded considerable investment of time and effort.** 该项目已让我们投入相当多的时间和精力。

invest v. 投资

### • emerge (line 37)

v. to survive a difficult situation or experience  
(从困境或苦难经历中) 幸存下来, 摆脱出来

**Further evidence of slowing economic growth is likely to emerge this week.** 本周可能出现更多表明经济正在缓慢增长的证据。

emergence n. 兴起; 浮现

### • moderate (line 38)

adj. that is neither very good, large, hot, etc. nor very bad, small, cold, etc. 适度的; 中等的

**Even moderate amounts of that drug can be fatal.** 这种药的用量即使不大也可能致命。

v. to become or make sth become less extreme, severe, etc. 缓和; 使适中

**By evening the wind had moderated slightly.** 到黄昏时, 风稍稍减弱了。

### • sustain (line 49)

v. to make sth continue for some time without becoming less 使保持; 使持续稳定

**She managed to sustain everyone's interest until the end of her speech.** 她使每个人兴趣盎然, 一直听她把话讲完。

### • absorb (line 71)

v. to make sth smaller and become part of sth larger 使并入; 吞并; 同化

**The surrounding small towns have been absorbed into the city.** 四周的小城镇已并入这座城市。

to take in and keep heat, light, energy, etc. instead of reflecting 吸收

**Black walls absorb a lot of heat during the day.** 黑色的墙壁在白天吸收大量的热。

to interest sb very much so that they pay no attention to anything else 吸引全部注意力; 使全神贯注

**This work had absorbed him for several years.** 这项工作曾使他沉迷了好几年。

be absorbed in ... 全神贯注于……

### • stimulate (line 80)

v. to make sth develop or become more active; to encourage sth 促进; 激发; 激励

**These investments stimulate the creation of local jobs.** 这些投资刺激了当地就业机会的产生。

stimulation n. 刺激

stimulus n. 刺激物; 刺激因素 (pl. stimuli)

### • boost (line 81)

v. to make sth increase, or become better or more successful 使增长; 使兴旺

**Good risk management and higher sales can both boost profits.** 良好的风险管理和其他的销售额都能增加赢利。

n. an increase in sth 增长; 提高  
something that helps or encourages sb/sth 帮助; 激励

**The tax cuts will give a much needed boost to the economy.** 减税将给经济带来其迫切需要的推动力。

### • innovation (line 90)

n. the introduction of new things, ideas or ways of doing sth (新事物、思想或方法的)  
创造; 创新; 改革

**To grow the business, he needs to develop management expertise and innovation across his team.** 为了拓展业务, 他需要提高其团队的专业管理技能和创新能力。

innovate v. 创新; 变革

innovative a. 革新的; 创新的

2. Since China's entry into the WTO, China's foreign trade has maintained sustained development, benefiting more than 1.3 billion Chinese and other peoples across the world. (lines 47–51)  
主句谓语动词为 has maintained, 过去分词 sustained 用作定语修饰 development。现在分词 benefiting 用作结果状语。整句意为“加入世贸组织以来，中国对外贸易持续发展，惠及 13 亿多中国人民，也惠及了世界各国人民。”
3. In 2017, the value of imported and exported goods in cross-border e-commerce checked and released by China Customs totaled ¥90.24 billion, up by 80.6 percent on a yearly basis, of which imports stood at ¥56.59 billion, up by 120 percent compared with the previous year. (lines 96–103)  
句中 totaled 是主句的谓语动词。total 前的名词性结构 the value of ... goods 是句子的主语，其中心词为 value；过去分词短语 checked and released by China Customs 用作定语，修饰 value。of which 引导非限定性定语从句，对主句内容进行补充说明。整句意为“2017 年，中国海关验放的跨境电商进出口商品总额为 90.24 亿元人民币，同比增长 80.6%，其中进口为 56.59 亿元人民币，同比增长 120%。”

## 语篇分析

本文的语篇类型为说明文。语篇内容以加入世贸之后的中国经济和对外贸易发展为说明对象，用事实和数据讲述了中国在经济方面取得的重大成就及其为世界消除贫困事业和经济发展作出的巨大贡献。语篇结构采用了总分模式。开头总述中国自加入 WTO 之后的发展是全球经济增长的强劲驱动因素，接着分述中国经济和对外贸易的快速发展成就、背后的原因和举措以及对世界经济发展的积极影响。语言特征表现为大量引用客观数据和国际权威机构的评估报告，体现了说明文的准确性、严密性和科学性。语篇的主题意义在于通过描述中国近年来经贸发展的巨大成就，使学生感受到国家的强大，激发其民族自信心，引导其思考自身在国家经济发展中所肩负的使命，从而形成良好的价值观和人生观。

## 背景介绍

This article is adapted from *White Papers of the Chinese Government 2011 — China's Foreign Trade*, by Information Office of the State Council, the People's Republic of China.

## Personal Touch

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### 教学建议

1. Before doing Reading A, have students prepare a list of some imported objects in their homes and take a picture of each object. Ask students to search online for the origins of the listed objects. Encourage students to talk to their parents, grandparents or relatives for more information about these goods.
2. Ask students to name the countries they have been to and figure out how much money they spent in travelling abroad on average.
3. Ask students to have a talk in groups about how China's foreign trade benefits us Chinese people and enriches our life by showing the role played by the imported products. Ask students to tell some stories behind the imported goods and how their living conditions have been improved by foreign trade.

up, the Chinese people have emerged from poverty to moderate prosperity. According to current UN (United Nations) standards, more than 700 million Chinese people have been lifted out of poverty, accounting for more than 70 percent of the global total over the same period. This represents the largest contribution to poverty reduction in the world.

Since China's entry into the WTO, China's foreign trade has maintained sustained development, benefiting more than 1.3 billion Chinese and other peoples across the world.

China has taken effective measures to promote its foreign trade. According to WTO statistics, China's imports accounted for 10.2 percent of the world's total merchandise import in 2017, and its exports 12.8 percent, making China a major trade partner of more than 120 countries and regions. China's exports have provided high-quality and inexpensive products to businesses and people around the world. From 2001 to 2017, China's imports increased by an annual average of 13.5 percent, 6.9 percentage points higher than the global average; and China has become the world's second largest importer. Since 2009, China has been the largest export market for the LDCs (Least Developed Countries), and

absorbed 20 percent of their exports.

China's services imports increased from \$39.3 billion in 2001 to \$467.6 billion in 2017, up by an annual average of 16.7 percent, and accounting for nearly 10 percent of the world total. Since 2013, China has been the world's second largest service importer, making important contributions to stimulating consumption, creating jobs and boosting economic growth in the exporting countries. Taking tourism services as an example, China has been the world's largest source of outbound tourists for many years in a row. In 2017, outbound tourist trips made by Chinese citizens exceeded 130 million person-times, generating \$115.29 billion of overseas tourism spending.

China's innovation in trade models has also boosted world trade growth. Cross-border e-commerce and other new types and modes of foreign trade have increased greatly in China, providing an ever-expanding market to its trading partners. In 2017, the value of imported and exported goods in cross-border e-commerce checked and released by China Customs totaled ¥90.24 billion, up by 80.6 percent on a yearly basis, of which imports stood at ¥56.59 billion, up by 120 percent compared with the previous year.

### ● Personal Touch

- Can you give an example to show that you or your family has benefited from China's foreign trade progress in the past few years?

*Big manufacturing country as China is, we still import a huge number of goods yearly, through international trade, to meet the needs of the Chinese people. For example, blueberries from Argentina, kiwis from New Zealand and pine nuts from Afghanistan are enriching our food list.  
(Answers may vary.)*

## Digging In

### • Comprehension

#### I. Choose from the following items to complete the statements.

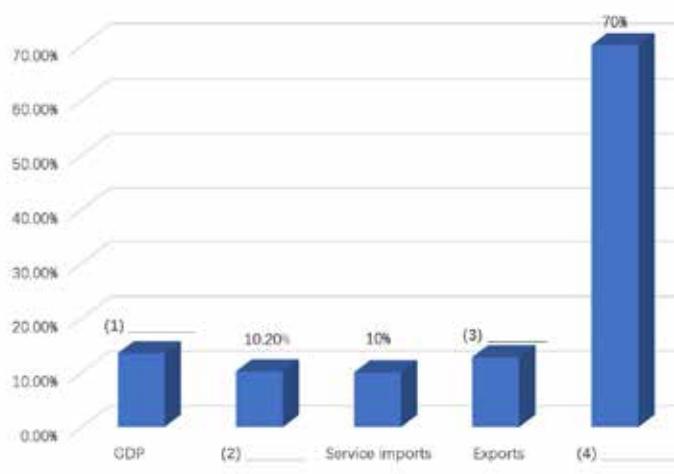
1. This text is most likely to be found in a(n) \_\_\_\_\_ **B** \_\_\_\_\_.  
A. academic essay      C. book review  
**B. government report**      D. magazine article
2. The description of the development of China's foreign trade is well supported by \_\_\_\_\_ **C** \_\_\_\_\_.  
A. quotations (e.g. direct quotes, paraphrases, summaries)  
B. examples (e.g. illustrations of one's points)  
**C. statistics (e.g. facts, figures)**  
D. stories (e.g. personal experiences)

#### II. Answer the questions.

1. According to the text, what policies has China adopted since its entry into the WTO?
2. What effect does the growth of the Chinese economy have on the problem of global poverty?
3. What goods and services are imported and exported by China?
4. Can you find some verbs or expressions in the text that describe statistics? Give some examples.

#### III. Read the text and find the sentences that suggest the importance of China's foreign trade progress to the world. Fill in the blanks in the bar chart and answer the question.

China has made great contributions to global economic growth — its economy is an integral part of the world's economy. In the text, figures in various sectors indicate the importance of China's foreign trade and economy to the world. The bar chart below shows China's rough percentage of the world total in different sectors. Fill in the blanks based on the information from the text.



(1) 14.8% (2) Imports (3) 12.8% (4) Poverty reduction

*With sustained economic growth, China has created enormous opportunities for consumption and investment, and more jobs for the world. China's promotion of foreign trade has also benefited other nations across the world by exporting high-quality and inexpensive products as well as importing services such as outbound tourist trips. In addition, China's innovation in trade models, such as cross-border e-commerce and other new types and models of foreign trade, has greatly boosted world trade growth.*  
*(Answers may vary.)*

According to the text and your own experience, in what ways has China made contributions to its trading partners and the rest of the world?

# Comprehension

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## 教学建议

- I
1. Encourage students to share what they know about China's foreign trade progress before reading.
  2. Ask students to look at the title of the text and figure out what genre the text might fall into. Remind them of the features of a narrative essay, an expository essay, and an argumentative essay.
  3. Have students skim the passage by focusing on the first paragraph and the first sentence in each paragraph.
  4. Get students to complete the statements in comprehension exercise I.
  5. Go over the answers with the class.
- II
1. Have students go over the four questions to be clear about their task.
  2. Allow them enough time to read the text again to answer the questions, reminding them to underline the relevant information in the text, such as dates, figures, names of certain organisations, especially China's foreign policies as well as other practices in achieving its attainments in eliminating poverty and creating job opportunities home and abroad.
  3. If students have some difficulty answering the questions individually, encourage them to discuss with a partner.
  4. Go over the answers with the class, asking students to give evidence for their answers using information from the passage.
- III
1. Ask students to read the directions and the bar chart to get a general idea of the task. Students are supposed to guess what category each bar stands for and to figure out the differences among them.
  2. Have students underline the relevant information in the text, i.e. the world total, percentages and complete the bar chart.
  3. Encourage students to think about how China has contributed to the prosperity of its trading partners and the rest of the world.
  4. If students have difficulty, ask some scaffolding questions like: "What can you learn from the bar chart?" "How many contributions to other countries made by China can you find in the text? What are they?" or "What other contribution(s) has China made to global economic growth?". Encourage students to put forward some proposals on how to promote China's imports and exports, as well as the cause of poverty reduction.
  5. Call on some students to share their answers with the class and comment on their work.

## 参考答案

- II
1. Policies adopted by China include: the promotion of new industrialisation, IT application, urbanisation, agricultural modernisation as well as foreign trade.
  2. China's rapid development has lifted more than 700 million Chinese people out of poverty, which is a tremendous contribution to the cause of global poverty reduction.
  3. China imports goods from LDCs (Least Developed Countries) and services like tourism services. China exports high-quality and inexpensive products to businesses and people around the world.
  4. 1) accounted for 14.8 percent of the world total; 2) approached 30 percent on average; 3) increased by an annual average of 13.5 percent, 6.9 percentage points higher than the global average; 4) increased from \$39.3 billion in 2001 to \$467.6 billion in 2017; 5) exceeded 130 million person-times, generating \$115.29 billion of overseas tourism spending; 6) totaled ¥90.24 billion, up by 80.6 percent on a yearly basis, of which imports stood at ¥56.59 billion, up by 120 percent compared with the previous year  
(Answers may vary.)

Suggested Activities 见 pages T33d-T33e。

## Vocabulary Focus

### 教学内容与要求

- 能判断词汇在语境中的意义与语用功能，学习关于经济和贸易的主题词汇；
- 能构建与经济和贸易主题相关的词汇语义网，并在表达中运用所学的核心词汇。

### 词汇分类

识别词汇△: moderate

运用词汇: reform, contribution, approach, recovery, industrialisation, urbanisation, agricultural, consumption, investment, emerge, sustain, absorb, stimulate, boost, innovation

常用词组: account for

### 教学建议

#### I Key Vocabulary

- Ask students to go over the definitions and find from the reading passage a word for each definition. Have them locate the words in the text, and analyse the sentences to understand how these words function in a specific context.
- Get students to read the passage on page 23. Have them summarise its main idea and guess what words might be needed to fill in the blanks. Remind them to think about the meaning and part of speech of the words.
- Prompt students to find the needed words in the first part of the exercise.
- Guide students to retell the passage in pairs using the key vocabulary as a cue.
- Invite some students to retell the passage to the class.

#### II Topic-Related Expressions

- Have students go through the target expressions and make sure they understand these expressions and know how to use them grammatically.
- Have students fill in the blanks with the appropriate forms of the given expressions and compare answers with a partner.
- Ask them to work in pairs and make sentences about China's economic development by using these target expressions. Remind them to use as many topic-related expressions as possible.
- Invite some students to repeat their sentences for the class and give feedback accordingly.

Suggested Activities 见 pages T33e–T33f。

## ● Vocabulary Focus

### I. Key Vocabulary

Write down the words based on their definitions. Choose the suitable words to fill in the blanks in their appropriate forms.

<u>stimulate</u>	(v.)	to make sth develop or become more active
<u>generate</u>	(v.)	to produce or create sth
<u>sustained</u>	(adj.)	able to be used without being completely used up or destroyed
<u>promote</u>	(v.)	to help sth to happen or develop
<u>economic</u>	(adj.)	connected with the trade, industry and development of wealth of a country, an area or a society
<u>pace</u>	(n.)	the speed at which sth happens
<u>boost</u>	(v.)	to make sth increase, or become better or more successful
<u>investment</u>	(n.)	the act of investing money in sth
<u>enormous</u>	(adj.)	extremely large
<u>billion</u>	(n.)	one thousand million

The reason why the Belt and Road Initiative is gaining wider recognition is that it has not only 1 promoted the progress of participating countries, but also contributed to the recovery of the world economy after the global financial crisis. The Belt and Road Initiative conforms to the UN 2 sustained development goals and quickens the 3 pace of collaboration among peoples and nations. During the second Belt and Road Forum, cooperation agreements worth over \$64 4 billion were signed at a CEO conference. Participants at the forum said, the Belt and Road Initiative creates a new model of international cooperation, with the aim of 5 stimulating the economic development of the countries involved. China has shared its development achievements with other Belt and Road participating countries as its 6 enormous demand for imports has 7 generated many growth opportunities. China has also increased its direct foreign 8 investment in the participating countries, leading to 9 economic growth in those countries. For instance, the Chinese-funded-and-built Railway in Kenya 10 has boosted the country's economic growth by 1.5 percent. According to a World Bank study, the Belt and Road Initiative will increase the GDP of East Asian and Pacific developing countries by 2.6 percent to 3.9 percent on average.

### II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the sentences.

<b>lift ... out of poverty</b>	<b>standard of living</b>	<b>speed up</b>
<b>quicken the pace of</b>	<b>account for</b>	<b>boost economic growth</b>
<b>on average</b>	<b>in a row</b>	

1. The government intends to improve its people's standards of living.

2. Between 2001 and 2018, EU's exports to China grew by 14.7 percent on average each year.
3. China has lifted 700 million people out of poverty through more than 30 years of reform and opening-up.
4. Chinese delivery companies are speeding up transition to green packaging.
5. Brazil's retail sales rise for six months in a row this year. boost economic
6. An improvement in confidence and political stability would growth in Spain.
7. Ethiopia's export revenue to China accounted for about 8.25 percent of the country's total exports in 2017.
8. We should lay a firm foundation for the future development of our country and quicken the pace of raising people's quality of life.

## ● Grammar in Use

### -ing/-ed forms and infinitives (review)

I. Fill in the blanks with the appropriate forms of the words or phrases in brackets.

When you're doing your degree, your main source of income may be a student loan or, if you're lucky, a grant or scholarship. But you may still need to supplement your income by doing some kind of part-time work. Here are some tips for 1 avoiding (avoid) financial problems. Open a current account at the campus bank — they have a team which specialises in 2 helping (help) students with their financial matters. If you get into debt, try to clear your debts as soon as possible. If things are difficult, you may have to economise by, say, 3 cutting down (cut down) on luxuries. This is far better than 4 running up (run up) huge debts. If you have a credit-card debt, try to make a payment every month, however small. Never exceed your 5 agreed (agree) credit limit. It's a bad idea to borrow heavily 6 to repay (repay) your debts. Always seek advice from your bank about how 7 to clear (clear) outstanding debts and 8 (to) pay (pay) back loans. Never run up an overdraft if you can avoid it. If you do need one, remember that most banks will offer students an interest-free overdraft.

## Grammar in Use

### 教学内容与要求

- 能在语篇中判断非谓语动词的作用和意义；
- 能根据表达需要恰当地使用非谓语动词。

### 教学建议

I

1. Explain to students that the purpose of this exercise is to review the meanings and functions of -ing/-ed forms and infinitives.
2. Have students read the table in Grammar Highlights to review the functions and meanings of the forms of “(to) do”, “-ing” and “-ed.”
3. Get students to read through the passage and figure out its general idea with the help of the words in brackets.
4. Ask students to read the passage again, and then fill in the blanks with the proper forms of the words in brackets.
5. Call on some students to share their answers with the class and give brief feedback on their work.
6. Go over the answers with the class, encouraging students to find out more examples of non-finite verbs from the Reading A passage, and identify their forms, meanings and functions.
7. Make comments on students’ work.

**II**

1. Have students read the three paragraphs and figure out their general ideas.
2. Call on some students to explain some expressions from the paragraphs, such as “trade off ... against ...,” to help them understand each paragraph.
3. Allow students some time (e.g. 5 minutes) to fill in the blanks and compare their answers with a partner.
4. Go over the answers with the class, asking students to explain why a specific non-finite form is used.

Suggested Activities 见 pages T33g–T33h。

## Grammar Highlights

Non-finite verbs cannot function as predicates and do not need to follow subject-verb agreement. Their forms, meanings and functions are shown in the table:

Form	Meaning	Functions
(to) do	typically expressing an action to be taken	subject, predicative, object, attributive, complement, adverbial
-ing	typically expressing an action in progress	subject, predicative, object, attributive, complement, adverbial
-ed	typically expressing a completed action or a passive state	predicative, attributive, complement, adverbial



## II. Fill in the blanks with the appropriate forms of the words in brackets.

1. In order to get one thing that we like, we usually have to give up another thing. Making a decision requires trading (trade) off one goal against another and comparing (compare) the costs and benefits of different courses of action. People making (make) reasonable decisions take an action if and only if the extra benefit of the action is greater than the extra cost. People's behaviour may change when the costs or benefits change.
2. The China (Shanghai) Pilot Free Trade Zone (SHFTZ), founded (found) in 2013, is located in Pudong New Area and originally consisted of Waigaoqiao Free Trade Zone, Waigaoqiao Free Trade Logistics Park, Yangshan Free Trade Port Area, and Pudong Airport Free Trade Zone. In 2014, the State Council decided to expand (expand) SHFTZ by taking in Lujiazui Financial Area, Jinqiao Development Subzone, and Zhangjiang High Tech Subzone, enlarging (enlarge) the SHFTZ from 28.78 square kilometres to 120.72 square kilometres.
3. *Kiddynamics: An Economics Curriculum for Young Learners* is a set of lessons designed (design) to introduce young children to the economic way of thinking. Informed decision-making is a critical thinking skill that students can use throughout their school, personal, and work lives. They should, therefore, understand basic principles of how the economy operates. The best way to ensure (ensure) students develop vital decision-making skills is to begin economic education early and to build on that learning throughout their education.

## Listening, Viewing and Speaking

### Why Do We Need to Study Economics? (Mini-lecture)

音频文本见 pages T33b–T33c

#### I. Answer the question.

When you plan to take a trip to a foreign country, will you choose a cheap flight with longer flight time or a more costly one with shorter flight time?

Whether I'll take a cheap flight or not may totally depend on my schedule and the purpose of my flight, as well as some related factors. If I am not on a tight schedule, I will choose a cheap flight with longer flight time, which saves me money. If I am on a tight schedule, or have some important tasks to complete after the flight, like meeting an important appointment or taking part in a contest, I will choose a direct flight. Although it might be more expensive, we all know that it saves time, and sometimes time is money. Besides, it will ensure me a more comfortable journey, after which I will still have energy to carry out my tasks.

#### II. Listen and complete the table.

Economics is the study of how we deal with scarcity.

- The initial concept learned in economics is scarcity.
- We have **1 unlimited** wants and **2 limited/scarce** resources.
- Economics makes us better **3 decision-makers**.

Thinking like an economist means seeing the **4 unseen**.

- An example of my wife choosing a flight among the three: a Thursday night flight which was **5 \$ 275**; a Friday night flight which was **6 \$ 300**; a Saturday morning flight which was **7 \$ 325**. She worked in a restaurant from Monday through Friday, earning about **8 \$ 100** a day. Actually, the cheapest flight was **9 the Saturday morning flight**.
- Thinking like an economist has saved me **10 time** and **11 money**.

#### III. Work in groups and discuss.

Why did the most expensive Saturday morning flight turn out to be the cheapest in fact? Suggest similar examples from your daily life.

Because of the opportunity cost, or the unseen cost.  
(Answers may vary.)

Now in China, if a business person wants to go to Beijing for a business trip from Shanghai, he/she may fly to Beijing or take the high-speed train. As to the first choice, the cost of a two-hour flight from Shanghai to Beijing is around ¥800 RMB. And a high-speed train ticket is around ¥550 RMB and the time is nearly four hours. If he/she wants to save time, the flight may seem a better choice at first sight. However, it is not if you give it a second thought. He/She will have to arrive at the airport two hours before the departure time; the flight might be delayed or even cancelled due to bad weather.  
(Answers may vary.)

### How the Economy Really Works (Mini-lecture)

视频文本见 page T33c

#### I. Answer the question.

Do you agree that "Trade can make people better off"? Explain your view.

Yes. Because by trading with others, people can buy a greater variety of goods and services at lower cost. Trade enables people to specialise in what they do best and to enjoy a greater variety of goods and services. (Answers may vary.)

#### II. Watch the video and answer the questions.

- What do people use to buy what they want on the island?
- What are the jobs of the four people in the video?
- How do all the people on the island become "rich" all of a sudden?
- Is wealth found in money? Why or why not?



### Culture Link

#### Shell Money

The earliest recorded use of shells as currency was in China during the Shang dynasty (1600 BCE–1046 BCE). The particular shells used were cowrie shells, called *bei* in Chinese. The cowrie shells were an intelligent solution for "small money" because they were collected in seas far in the south of China and only kings could afford them.

# Listening, Viewing and Speaking

## 教学内容与要求

### Listening

- 能根据需要从听力语篇中获取机票价格、影响作者决策的因素等信息；
- 能在完成听力后，用自己的语言复述文本的基本内容；
- 能在听懂语篇的基础上，结合自己的生活实践，谈论经济学知识在生活中的应用。

## 背景介绍

This audio is about why people should learn economics. In the audio, the speaker, a professional economics expert and teacher, lists the advantages of studying economics. These include an improvement in decision-making, seeing the unseen, maximising our happiness, helping us make the most profit, etc.

## 教学建议

1. Have students discuss in groups whether they will choose a cheap flight with longer flight time or a costlier one with shorter flight time.  
2. Invite a student from each group to give a short presentation about his/her choice and the reasons for his/her choice.
1. Ask students to look at the table on page 26 and predict the information needed for each blank based on the words around it.  
2. Play the audio and ask students to fill in the blanks.  
3. Play the audio again and ask students to compare answers with a partner.  
4. Go over the answers with the class.  
5. Ask one or two students to retell the passage in their own words.
1. Have students discuss in groups the question: why did the most expensive Saturday morning flight turn out to be the cheapest?  
2. Encourage students to have a further discussion by sharing their own daily-life experiences that can prove the economic principle learned in the listening passage: seeing the unseen helps us maximise our happiness and profit, and allow us to help the most people.  
3. Invite one student from each group to share their experiences with the class and comment accordingly.

Suggested Activities 见 pages T33h–T33i。

## 教学内容与要求

### Viewing

- 能从视频中获取主要信息，掌握语篇大意；
- 能根据关键信息，用自己的语言复述视频的主要内容；
- 能围绕视频的主题，结合生活经历就生活中的经济学问题开展讨论，表述自己的认识和理解。

## 背景介绍

This video clip is a podcast which explains how the economy works, using an analogy including four different individuals and the movement of shells (used as money) between them. It also tells that wealth is not found in money but is created by creating value; the wealth of an individual, community, or country depends on the value it can create.

## 教学建议

- I 1. Have students discuss in pairs the question “Do you agree that ‘Trade can make people better off’?”.  
2. Call on individual students to share their views and explanations with the class.
- II 1. Ask students to go through the questions before the video is played and predict what is likely to be shown in the video.  
2. Play the video and ask students to take some notes on the key points and check their prediction while watching.  
3. Have students answer the questions on page 26 based on their notes, and go over the answers with the class.
- III 1. Play the video again and have students discuss in groups how money, goods and services flow among individuals in a society.  
2. If possible, involve students in a further discussion on what if paper money really disappears forever.

## 参考答案

- II 1. They use rare shells as money to buy what they want on the island.  
2. They are a farmer, a builder, a clothes maker, and a fisherman.  
3. By gathering lots of shells that wash up on the beach one day by their huts.  
4. No, it isn't. Wealth is not found in money, because money is just a point system to keep track of who owes who value while wealth is created when we create valuable products or services to trade. Wealth is created by creating value.

(Answers may vary.)

Suggested Activities 见 page T33i。

## 教学内容与要求

- |          |   |
|----------|---|
| Speaking | <ul style="list-style-type: none"><li>• 能在听、看的基础上，就预算的制定准确表达个人看法；</li><li>• 能与同学进行互动，交流看法，并在交流中使用恰当的语气语调、表情和手势。</li></ul> |
|----------|---|

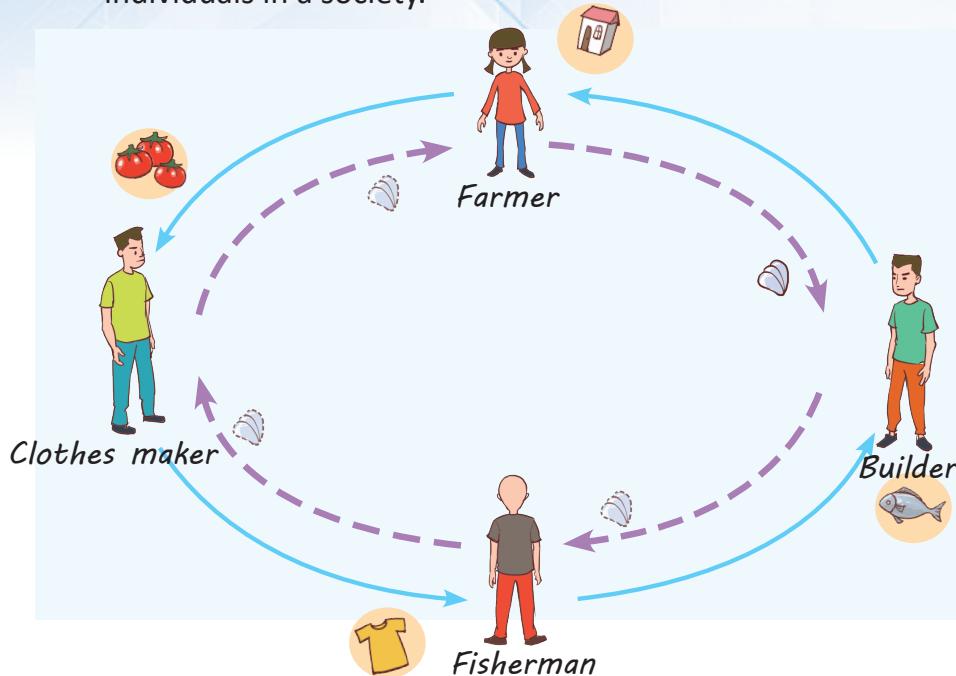
## 教学建议

- 1. Put students into groups and ask them to think about different ways they can use the raised money, 1000 yuan. Tell them that each student should list at least three reasons to support his or her ideas.
- 2. Ask students to discuss each member's ideas within the group, using the useful expressions.
- 3. Invite each group to act out their discussion for the class. Have other groups evaluate the performing group's work with a Performance Evaluation Form, which covers two items — creativity and language. Here language refers to how many phrases or sentence patterns are used in the section.

Performance Evaluation Form			
	Creativity (from 1 to 5, 5 is the highest)	Language (from 1 to 5, 5 is the highest)	Total Score
Group 1			
Group 2			
Group 3			
.....			

- 4. After each group gives its performance, all the Performance Evaluation Forms will be collected. The total scores of all groups will be compared and the group getting the highest score wins.

III. Watch the video again and describe how money, goods and services flow among individuals in a society.



Each person has his/her own occupation and when he/she needs something he/she cannot produce himself/herself, he/she buys it with a shell. When the builder wants a fish for dinner, he buys one from a fisherman with a shell. With the same shell, the fisherman buys a new shirt from the clothes maker, the clothes maker buys some tomatoes from the farmer and the farmer buys the builder's work to add a room to her hut. The money situation has not changed since the builder has the same shell he started with. However, everyone got what they wanted. Everyone is "richer" or better off even though they don't have more money.

### Making a budget plan

Suppose your class has raised a fund of 1,000 yuan for a spring outing. A budget plan is needed to make the best use of the fund. Discuss with your classmates to decide which items should be included in your budget by weighing up the costs and benefits of each one.

**Step 1** Work in groups. Brainstorm budget items for the spring outing.

**Step 2** Rank the chosen items in order of importance. Then weigh up the costs and benefits of each item to decide whether to buy it or not.

#### EXAMPLE

A: I think everyone should wear the same T-shirt during the outing. It'll be easy for us to find each other. What do you say?  
B: I see your point, but T-shirts for everyone could be quite expensive.  
A: So what do you suggest?  
B: I think a flag held in the front can guide us to make sure no one gets lost.

**Step 3** Each group presents its budget plan in class and explains how decisions were reached. The whole class vote for the best budget plan.

### Useful Expressions

#### Asking for opinions

Do you think that's a good idea?  
How do you feel about that?  
So what do you suggest?  
Tell me what you think.  
Well, what do you think of that?  
Does anyone have an opinion on this?  
Does that sound good / OK / all right / acceptable?  
What's your take on this?

#### Giving opinions

As far as I am concerned, ... / As far as I can tell, ...  
From my point of view, ... / In my view, ...  
From my perspective / personal standpoint, ...  
I'd say ...  
It seems/sounds a bit ... to me.  
In my experience, ...  
If you ask me, ...

# READING B

## WHY PAY \$36.09 FOR RANCID CHICKEN?

Not long ago, Trilby and I had late lunch together in a restaurant. The food was slow in coming, but we had so much catching-up to do that we didn't mind.

5 My chicken, when it arrived, didn't look good but I took a bite. It tasted so awful that I had to spit it out into a napkin. Absolutely awful! I called the waitress, who made a suitably horrified expression, and then took the food away.

The manager appeared and apologized. She said the chefs were checking out the dish now, trying to determine if perhaps the herbs or the 15 butter had caused the problem.

"I don't think so," I told her. "I think your chicken smells off." The manager did not want to admit that. She left and five minutes later, returned. "You're 20 right. The chicken was bad." Victory! But for whom? The manager apologized again, and asked if I'd like a free dessert or drink. "Well," I said, "first of all let me try to find some food on your menu 25 that doesn't seem disgusting after that chicken."

Trilby and I then ate, fairly happily, though the unpleasant taste of the chicken remained with me; in fact, it 30 remains with me still. Trilby had had a glass of wine before we ordered, and took another glass with her meal. I drank water. When the waitress cleared our plates, she asked again if we wanted a free 35 dessert. "Just coffee," we said instantly.



As Trilby and I talked, our topic turned to what we might say when our check came. There seemed two good options. Option 1 was: "We don't care for 40 any free dessert, thanks, but considering what happened with the chicken, we'd like you not to charge for it." That would set up an anchor for the manager to compare with what she intended to offer 45 before making a decision. Option 2 was: "We don't care for any free dessert, thanks, but considering what happened with the chicken, would you please ask the manager what you can do about the 50 check." That would establish another anchor. These two anchors would set up different grounds for further negotiation: the first one aimed at taking the chicken off the check and the second one getting 55 a discount.

Just then the waitress brought the check. It was for \$31.09. Without any hesitation I chose option 2: "Please see what the manager can do about the 60 check."

The waitress replied, smiling, that we had already been given the two glasses of wine for free. Nevertheless, the waitress, still smiling, duly took the 65 check and headed toward the manager. The manager came right over, also

## 参考答案

In my view, the money should also be spent rationally. Firstly, with regard to a spring outing, bottled water is a necessity to cool everyone down on the way and keep everyone from being thirsty. Secondly, a red flag can help keep all the team members clinging to each other from getting lost. Thirdly, if the destination of the trip is a park or a museum, or someplace where an admission is required, some money should be set aside for the tickets. And finally, buying each member a souvenir is a considerate try.

(Answers may vary.)

Suggested Activities 见 page T33j.

## Reading B

### 教学内容与要求

- 能依据记叙文的语篇特征，明确事件发生的基本过程；
- 能将语篇内容与个人生活经历相联系，并发表评论；
- 能发现并有条理地表述语篇中决策背后的经济学知识。

### 语篇分析

本文的语篇类型为记叙文。语篇内容是作者的一次餐厅就餐经历：作者吃到变质鸡肉后与餐厅侍者和经理不断交涉，却最终还是为变质鸡肉买了单。该故事体现了在个人决策背后的经济学原理——锚定效应——所发挥的作用。语篇结构以时间为轴线，呈现了事件的开始、发展、高潮和结局。语言特征体现为较多使用描写心理的词语，细致描写了协商过程中双方的决策和判断过程。主题意义是激发学生对日常生活中决策背后的经济学知识进行思考，并使用经济学知识来优化自己的决策。

### 背景介绍

This article is an excerpt from *Freakonomics* written by Steven D. Levitt and Stephen J. Dubner. The book studies the stuff and riddles of everyday life. Some of these questions concern life-and-death issues; others have an admittedly freakish quality.

### 难句注释

1. The food was slow in coming, but we had so much catching-up to do that we didn't mind. (lines 2–4)

句中 catching-up 意为“聊近况，叙旧”。整句意为“食物上得很慢，但我们忙着叙旧，并没有在意。”

2. That would set up an anchor for the manager to compare with what she intended to offer before making a decision. (lines 42–45)

句中 anchor 本意是指“锚”，set up an anchor 原指“船只起锚，启航”，这里的 set up an anchor for sb to do sth 意为“为某人做某事设定一个锚点”。整句意为“这就会在经理下决定之前给她设定一个‘锚点’，供她衡量她原本打算提出的处理方案。”

3. Here she was making a calculation, preparing to take the sort of slight risk that is both financial and psychological, the sort of risk that each of us takes every day. (lines 75–79)

句中 the sort of risk 是对前文的 the sort of slight risk 的补充说明。整句意为“此时她正在盘算着，准备冒一点经济上和心理上的小风险，就是我们大家日常都会冒的那种风险。”

4. She guessed that I was not the kind of person who would make a scene. (lines 79–81)

句中 make a scene 意为“当众大吵大闹”。整句意为“她猜想我并不是那种会闹事的人。”

## 词汇分类

识别词汇△: anchor, disgusting

运用词汇: awful, horrified, apologise, herb, charge, discount, intently

常用词组: aim at

## 词汇释义

### • awful (line 7)

*adj.* very bad or unpleasant 极坏的；难受的

**Every time I passed the peculiar artist's studio, an awful smell of paint tends to make me feel dizzy.** 每次我经过这位另类艺术家的工作室时，总有一股难闻的油漆味使我感到头晕。

**They were sensible enough not to go camping last weekend because the weather was awful.** 上周末他们没去野营是很明智的，因为天气太糟糕了。

### • horrified (line 9)

*adj.* extremely shocked, disgusted or frightened 震惊的；受到惊吓的

**At the beginning, he was horrified at the sight of the living conditions in the village, but years later, he became satisfied with the simple life in the countryside.** 一开始，他被眼前村里的生活条件吓坏了，但几年后，他对农村简朴的生活感到很是满意。

**horrify *v.* 使恐惧**

**horrifying *adj.* 令人极其震惊的**

### • apologize/apologise (line 12)

*v.* to say that you are sorry for doing sth wrong or causing a problem 道歉；谢罪

**I apologise for being late, but I do hope I didn't miss too much of your speech.** 我为迟到表示歉意，并真心希望我没有错过太多你的报告。

**apologise to sb for sth** 为某事向某人道歉

### • herb (line 14)

*n.* a plant whose leaves, flowers or seeds are used to add taste to food, in medicines or for their pleasant smell 草，香草

**The beautiful, fragrant herbs such as peony and Chinese rose always make me think of the days with grandma in Xi'an.** 牡丹和月季花等美丽芬芳的香草总是让我想起在西安和奶奶在一起的日子。

### • disgusting (line 25)

*adj.* extremely unpleasant 令人厌恶的

**These newly-painted white walls are much better than that disgusting old wallpaper.** 这些新粉刷的白色墙壁比原来难看的陈旧的墙纸好看多了。

### • charge (line 42)

*v.* to ask an amount of money for goods or a service 要价；收费

**Some of us may feel it unfair for the architect to charge us a fee of seven hundred and fifty dollars for such a small design.** 我们中有些人可能觉得建筑师为这么小的设计收取我们 750 美元设计费不公平。

**charge sb sth (for sth)** (为某物) 向某人收费

**to accuse sb formally of a crime so that there can be a trial in court** 控诉，起诉

**Several people were arrested but nobody was charged.** 有数人被捕，但均未受到起诉。

*n.* the amount of money that sb asks for

goods or services 费用

**The leaflet is available free of charge from post offices.** 可免费向邮局索取小册子。

responsibility for sb/sth 主管, 掌管

**He took charge of his father's farm.** 他掌管了父亲的农场。

take charge of sth 掌管

in charge of sb/sth 掌管

- **anchor (line 43)**

*n.* a heavy metal object that is attached to a rope or chain and dropped over the side of a ship or boat to keep it in one place 锚

**Sailboats lay at anchor in the narrow waterway.** 帆船停泊在狭窄的水道里。

*v.* to let an anchor down from a boat or ship in order to prevent it from moving away 抛锚

**We could anchor off the pier.** 我们可以在码头抛锚。

- **aim at (doing) sth (line 53)**

力求 (做到) 某事

**Businesses will have to aim at long-term growth.** 企业必须以长期增长为目标。

- **discount (line 55)**

*n.* an amount of money that is taken off the usual cost of sth 折扣

**All full-time staff get a 20 percent discount.**

所有全职员工都可享受 8 折优惠。

*v.* to take an amount of money off the usual cost of sth; to sell sth at a discount 打折出售

**This has forced airlines to discount fares heavily in order to spur demand.** 这已经迫使多家航空公司大幅打折出售机票以刺激需求。

- **intently (line 74)**

*adv.* with strong interest and attention 专心地

**She looked at him intently and it seemed that she was trying to make sure that he hadn't told a lie.** 她目不转睛地看着他, 似乎是想确认他没有说谎。

# Comprehension Plus

## 阅读策略

### Identifying the purpose of a text

The purpose of a text can vary. Some texts involve reading for information, so they are likely to inform or instruct, while others are for functional reading; they will educate as well as appeal for awareness or attention to a certain issue. Or perhaps they just entertain ... To identify the purpose of a text, we can do several things. For example, read the title and any other headings or sub-headings. Also we should pay attention to quotations, which may give us a better idea of the message being delivered. By noting the title of Reading B, we can be reasonably confident that the writer is going to tell us about an unpleasant experience.

## 教学建议

- I
  1. Ask students to look at the title and predict what will happen in the story.
  2. Have students go through the text and identify the purpose of the text.
  3. Ask students to go over the questions. Allow them enough time to read the text again, to underline the words and phrases related to the questions in the text, and then to answer the questions.
  4. Have students discuss in pairs and encourage them to share their answers with the whole class and give reasons for their answers.
  5. Comment on students' work.
- II
  1. Ask students to go over the table. Give them enough time to read the text again and find out the answers. Remind them to underline the words and phrases in the text that they are not familiar with or those which may hinder their understanding of the story.
  2. Encourage students to discuss in groups and infer the narrator's changing feelings based on the text.
  3. Comment on students' work.

## 参考答案

- I
  2. Yes. It is rational for the narrator to choose the second option, which aims to get a discount. The narrator had a better chance to negotiate for a lower price. The first option only deals with the price of the chicken. Though the second option involves a bigger risk, it could bring about bigger benefits.
  3. The manager took the risk that the customer might refuse the proposal, unwilling to pay the bill and make a scene by talking about food safety loudly, which might do harm to the restaurant's reputation, a worse consequence than a one-time financial loss.  
The manager assumed the narrator would not overreact and make a scene. The narrator not only got free wines but also has been friendly throughout the conversation and never raised his voice.
  4. We should keep it in mind that what a restaurant manager really cares about is not one customer's personal awful experience, but all the present and potential guests' concerns and impression of the food quality in the restaurant. If I were the narrator, I would write a letter of complaint to the manager, and also offer some constructive advice in the hope that the manager would take my complaint and advice seriously and do something to improve the situation.

(Answers may vary.)

Suggested Activities 见 pages T33j–T33k.

smiling. "Considering what happened with the chicken," I said, "I wonder what you can do about the check."

70 "We didn't charge you for the wines," she said, in a kindly voice.

"Is that the best that you're prepared to offer me?" I said.

She looked at me intently, still 75 friendly. Here she was making a calculation, preparing to take the sort of slight risk that is both financial and psychological, the sort of risk that each of us takes every day. She guessed that

80 I was not the kind of person who would make a scene. After all, I had been friendly throughout our conversation, never raising my voice. And she plainly thought this behavior would continue.

85 And so, taking the risk, she said, "Yes": as in Yes, that is the best that she was prepared to offer me. "All right," I said, and she walked away. Having paid the check, along with a \$5 tip — no sense punishing the poor waitress, right? — I walked outside. The manager had bet that I wouldn't cause trouble, and she was right.

## ● Comprehension Plus

I. Finish the tasks based on information from the text.

### Reading Strategy Identifying the purpose of a text

1. The author writes this essay to C.
  - A. warn the readers that they might be served rancid chicken in a restaurant
  - B. persuade the readers to take action if they are treated unfairly by other people
  - C. inform the readers of an economic principle behind their decision-making
  - D. entertain the readers with a story about how to settle payment disagreements
2. Was it rational for the narrator to choose the second option? Why or why not?
3. What risk did the manager take? What enabled the manager to take the risk that was financially and psychologically in her favour?
4. If you were the narrator, how would you negotiate with the manager?

II. Complete the table with information from the text and your inferences about the narrator's feelings.

What the restaurant offered	What the narrator did	How the narrator might feel
food that was slow in coming	waited patiently while catching up with friend	fine with that
chicken that didn't look good	• took a bite • spat it out • called the waitress	absolutely awful
the manager's first apology and explanation	insisted that the chicken was rancid	a little angry because of the staff's effort to deny the truth
the manager's admitting the truth, apologising and offering a free dessert or drink	• ordered some other food • ate the food • drank water	fairly happy despite the unpleasant taste of the rancid chicken
a free dessert	ordered coffee	no appetite for coffee
the check	saw the check was for \$31.09 and asked the manager	\$31.09 was expensive and hoped to get a discount
only free wine instead of free chicken	paid the check, along with a \$5 tip	unsatisfied but accepted it

## Critical Thinking

Justifying decisions by exploring  
the underlying principles

- I. Decision-making in everyday life is often based on some underlying economic principles. Reflect on the decision-making practices discussed in this unit and fill in the blanks with economic theories or principles that are useful in explaining how the decisions are made. An example is given.

Paying for rancid chicken  
anchoring theory

Choosing a cost-effective flight  
*opportunity cost, i.e., the potential benefits one might miss out on when choosing one alternative*

### decision-making

Not accepting shells in trading  
when everyone has too  
many shells  
supply and demand

Ranking items in order of  
importance when making  
a budget plan  
*cost-benefit analysis*

- II. Think of some important decisions on spending that your family has made and choose a theory or principle you have learned in this unit to explain them.



# Critical Thinking

## 教学内容与要求

- 能根据提示整合、提炼本单元语篇中的主要信息，并展开对比分析，识别和总结不同语篇中涉及的经济学知识；
- 能结合自身经历，总结和反思经济学知识在日常决策中所起的作用。

## 教学建议

- I
1. Ask students to recall the four articles in reading, listening and viewing, and summarise them briefly.
  2. Have students discuss in pairs the four economic theories or principles and share their ideas with the class.
- II
1. Have students talk with their parents about basic family costs prior to a class discussion on economic theories or principles in real life.
  2. In class, ask students to discuss in groups how their families, household expenses are distributed.
  3. Get students to explain their family's spending with a theory or principle from this unit.
  4. Have students find out within their groups the best way to distribute their household expenditure.
  5. Call on one member from each group to orally report on the option of their group in the class.

## 参考答案

- II One important decision on spending that my family has made recently was about travelling expenses. We decided that we should set aside 500 yuan each month for travelling during the holidays. Since our family is anything but rich, we decided to cut expenses on other items like buying clothes etc. After weighing pros and cons, we thought it worthwhile to do so since travelling together is not only a bonding time for family members but also an opportunity for each of us to enjoy some eye-opening experiences and to broaden our horizons.  
(Answers may vary.)

Suggested Activities 见 page T331。

# Writing

## 教学内容与要求

- 能分析“问题—解决”模式的语篇的结构特征；
- 能根据语篇结构提取语篇重要信息，并选择恰当的语言转述要点，形成概要。

## 写作导读

### Step 1 Have a look at the title and predict the main content of the passage

#### Guiding questions:

- What is the main task of the section?
- Can you predict what the passage will be about based on the title?

### Step 2 Skim for a rough idea about the passage by reading the first sentence of each paragraph

#### Guiding questions:

- What is the first paragraph supposed to tell us according to the first sentence?
- What is the second paragraph supposed to tell us according to the first sentence?
- What could be the writer's view about the solution to the problem?

### Step 3 Go further for supporting details

#### Guiding questions:

- Have you ever come across a situation where you felt it hard to make a decision?
- Do we tend to make a black-and-white decision in our daily lives?
- What's the author's view when encountering a problem-solving situation?
- What term do economists usually apply when minor adjustments have to be done in decision-making?
- What do you think of “thinking at the margin”?
- What does a rational decision-maker do before taking an action?

### Step 4 Figure out the best policy when making decisions

#### Guiding questions:

- How can a person or a firm make a better decision?
- How can a person or a firm balance benefits and costs when making a decision?
- What do you think is the best policy a rational decision-maker can use?

Suggested Activities 见 page T33l。

## 教学建议

### Step 1

- Give students time to go over the directions and make sure that they know what they are to write.
- Ask students to skim the passage and describe the main idea of this essay.

## Writing

# Writing a summary of a problem-solution essay

You are going to write a summary of an essay on economics. Read the essay below and follow the steps on the next page.

### Rational People Think at the Margin

Decisions in life are rarely black and white but usually involve shades of gray. At dinner time, the decision you face is not between fasting and eating like a pig, but whether to take that extra spoonful of mashed potatoes. When exams roll around, your decision is not between blowing them off and studying 24 hours a day, but whether to spend an extra hour reviewing your notes instead of watching TV. Economists use the term “marginal changes” to describe minor adjustments to an existing plan of action.



In many situations, people make the best decisions by thinking at the margin. Margin means “edge,” so marginal changes are adjustments around the edges of what you are doing. Suppose, for instance, that you ask a friend for advice about how many years to stay in school. If he compares for you the lifestyle of a person with a Ph.D. to that of a grade school dropout, you might complain that this comparison is not helpful for your decision. You have some education already and most likely are deciding whether to spend an extra year or two in school. To make this decision, you need to know the additional benefits that an extra year in school would offer (higher salaries throughout life and the sheer joy of learning) and the additional costs that you would pay (tuition and the forgone salaries while you are in school). By comparing these marginal benefits and marginal costs, you can evaluate whether the extra year is worthwhile.

As this example shows, individuals and firms can make better decisions by thinking at the margin. A rational decision-maker takes an action if and only if the marginal benefit of the action exceeds the marginal cost.

## ● Guided Writing

**Step 1** Complete the table with information from the essay.

Rational People Think at the Margin	
Problem	<i>We often face the problem of how to make small adjustments to an existing plan.</i>
Solution	<i>People make the best decisions by thinking at the margin.</i>
Evaluation	<i>A rational decision-maker takes an action if the marginal benefit of the action exceeds the marginal cost.</i>

**Step 2** Rewrite the information above in your own words by referring to the writing strategy.

### Writing Strategy Summary writing 2 — paraphrasing

When writing a summary, using a variety of synonyms and sentence patterns can help you avoid repetition in your writing and deepen your understanding of the original words. Resources, such as a thesaurus, can guide you in finding a synonym or an alternative sentence pattern to express the same idea in another way. For example:

*“People make the best decisions by thinking at the margin.” can be paraphrased as “Thinking at the margin helps people make the best decisions.”*

**Step 3** Write a summary of the essay in no more than 60 words.

*We often need to decide whether and how to adjust a plan that we've made. To make the best decisions, we need to compare the marginal benefit with the marginal cost of the small changes. Only when the marginal benefit outweighs the marginal cost will a rational individual make changes to an existing plan.*

## ► Further Exploration

### Playing a trading game

Take part in a trading game to better understand what trading is about. You may use what you have learned in this unit to help you make decisions. Follow the steps.

**Step 1** Divide the class into groups. Each group has ten cards with a total of 20 points, which serve as banknotes. There are five items on the market and their prices are listed as follows:

## Step 2

1. Have students underline the general statement and specific details in the passage.
2. Ask students to fill in the blanks with the main idea of each paragraph.
3. Guide students to write a summary of the essay in no more than 60 words by adopting the writing strategy of paraphrasing.

## Step 3

1. Allow students enough time to proofread their summary.
2. Ask students to do self-evaluation according to the checklist.

### Writing task: Rational People Think at the Margin

Writing task: Rational People Think at the Margin			
Criteria	3 (Excellent)	2 (Average)	1 (Poor)
The summary is complete. (A complete summary is supposed to cover all the key points of the passage.)			
The summary is coherent. (A coherent summary should present a logical connection between the main points.)			
The summary is concise. (A concise summary is expected to adopt the simplest words or expressions to express the key points.)			
The summary has few grammatical mistakes.			
Total score			

3. Comment on students' work.

## Further Exploration

### 教学内容与要求

- 能通过探究性活动，体验交易的基本操作，理解相关的经济学知识在决策过程中的作用；
- 能学会针对具体的交易流程，设定交易目标，发现和解决交易中的问题；
- 能通过小组讨论提出最佳解决方案。

### 教学建议

#### Step 1

1. Go over the instructions, the rule, and the five items with the class.
2. Put students into groups. Each group should appoint a member to be the note-taker who records the details and the strategies adopted in the game.

## Step 2

1. Ask each group to conduct the first round of trading.
2. Have each group calculate their points.

## Step 3

1. Encourage each group to change their strategy and conduct the second round of trading.
2. Have students calculate their points again.

## Step 4

1. Have each group prepare an oral report on the result of the tradings, the underlying principles applied and their reflection on this trading game.
2. Invite each group to present their oral report to the whole class.
3. Ask the audience to comment on each report.

## 参考答案

- Our group was richer when the game ended.
- It was a little difficult to trade, since in trading we needed to consider a lot of factors that may have affected the result.
- We believed food was the most popular item and gold the least popular because we felt that food is a necessity while gold is just a decorative thing.

(Answers may vary.)

Suggested Activities 见 page T33m。

## Self-assessment

### 教学内容与要求

- 通过核查和反思，确认本单元目标的达成情况；
- 依据达成情况，调整学习策略，同时通过计划和调控，提升自主学习能力。

### 教学建议

#### Step 1: Review

Remind students to check whether they have achieved the overall learning goals of this unit by going over the list.

#### Step 2: Reflect

1. Have students recall the activities that they have performed well to give them a sense of achievement. Get them to describe the process they use to complete the activities and/or to achieve the results they have achieved and explain the reason for their success.
2. Get students to think of the problems or difficulties they have encountered when doing the activities. Have students analyse the possible causes of the problems or difficulties.

#### Step 3: Revise

Get students to make a plan to solve the problems or to overcome the difficulties. Encourage students to find effective solutions to the problems or difficulties, for example, turning to a dictionary, a reference book or online resources, asking a friend or a teacher for help, inviting a partner to practise together. Provide them with an example and give support if needed.

范例见 page T33n。

Gold — 5 points per unit  
Oil — 3 points per unit  
Food — 1 point per unit

Smartphones — 4 points per unit  
Clothing — 2 points per unit

**Step 2** Conduct the first round of trading for five minutes. The objective is for each group to get the most points by buying the above items from the market and selling them to other groups. After ten minutes the world situation has changed. Draw lots to decide on which item's price may change. X in the following statements stands for this item.

World situation: The world is running out of X, making X extremely rare and much more expensive.  
Outcome: The price of X increases by two points.

**Step 3** Conduct the second round of trading for two more minutes. Then all the groups count their total points.

**Step 4** Reflect on what you have learned in the game by answering the following questions and discuss the principles underlying the flow of goods and money.

- Did your group end the game richer or poorer than when you started?
- Was it easy or difficult to trade? Why?
- Which item was most popular? Which was least popular? Why?

## ► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Understanding China's achievements in foreign trade, and how trade and economy are related to our daily lives
- B. Making a budget plan by analysing the costs and benefits of my decisions
- C. Understanding how the economy works by playing a trading game
- D. Justifying decisions by exploring the underlying principles
- E. Identifying the purpose of a text
- F. Writing a summary of a problem-solution essay

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful

## Culture Link

### 教学内容与要求

- 能通过文化链接了解中国贝币的由来；
- 能分析贝壳作为货币的原因，并了解贝币的价值变迁；
- 能通过网络或其他途径了解货币的发展历史，大胆展望货币发展的未来。

### 教学建议

1. Before talking about Shell Money, students are encouraged to find more information about it by using the library or Internet;
2. In class, ask students to work in groups and figure out the history of money. Invite some to share their ideas with the whole class.
3. Ask students to think about what the future of money will be.

### 补充文化知识

#### From Early Money to Paper Money

##### Early Money

Long before money was invented, people were quite happy making, doing, and growing things for one another. In small communities, they could largely remember the payments and receipts of what was exchanged. Keeping tabs or tallies of these exchanges helped with the key requirement, which was to record who had been paid and who were still owed.

But as communities grew, the exchanges became more and more numerous. And as people created things for the common good and rulers began to impose taxes, the accounting was increasingly hard to keep track of.

IOU notes might have been a neat solution. But unless you knew the individual issuer personally, they were hard to enforce or verify. So instead, people started to use objects, such as whale's teeth, as a kind of IOU. This intermediate step in the exchange process meant that people were free to trade with anyone, and that they could even store up purchasing power for later use with their retradeable IOU tokens. So at the same time that humans invented money, they'd also invented debt.

##### Metal Money

Once people start using money to facilitate trade, whether in the form of shells, barley, feathers, or whale's teeth, some useful characteristics of money become apparent. Barley, for example, is heavy to carry, so not portable or even durable. Whale's teeth are hard to split into two, so not easily divisible. Shells can be picked up on any beach, so not exactly scarce. And if the token standing of money doesn't have much intrinsic value, like feathers, it's hard to trade outside your immediate community.

Another noticeable feature of money was that having a lot of it made you powerful, and power could get you a lot of it. So kings hit on the idea of minting coins from precious metals, stamping them with an emblem that guaranteed their weight and value. Metal money ticked all the money boxes. And because it had intrinsic value, it could be used to trade with other communities.

But the success of metal money brought temptation, and sovereigns soon realised

that by slimming down the coins, or slipping cheaper base metals into the mix, they could make money by circulating debased currency worth less than face value.

### Paper Money

Carrying around large quantities of coins could be exhausting work, and it was early Chinese rulers that hit on the idea of keeping their heavy coins back in the palace, while issuing IOU certificates on paper for long distance trading. Although the paper had no intrinsic value, people trusted that it was worth what it said it was worth, and they could always exchange it for gold or silver, or the coins it represented.

As global trade grew, the idea of paper money caught on. But traders and lenders were concerned that it was a bit too easy just to print money, so they tried to link the value of money to the value of gold, which had the benefit of creating a standard for exchange between different currencies.

Attempts to peg currencies to a fixed gold standard continued for centuries, but the need for flexible exchange rates always prevailed. And since the early 1970s, the world has stopped trying to keep to a gold standard. So today, the only thing that distinguishes the value of a banknote from any other paper is trust.

### Why Do We Need to Study Economics?

Why do we need to learn economics? The first concept we learn in economics is scarcity.

The idea is that we have unlimited wants but limited resources. Economics is the study of how we deal with scarcity: how do we use our scarce resources as efficiently as possible? That's why we should learn economics. That is going to make us a better decision-maker, either in our personal life, or when we are running our business, or when we are trying to promote some government policy. Thinking like an economist will help us maximise our own happiness and profit, and allow us to help the most people. Thinking like an economist means seeing the unseen. Now, to give you an example. Many years ago, my wife was on the computer researching flights to take to visit her family back in Canada. There are three flights to choose from: a Thursday night flight, which was \$275; a Friday night flight, which was \$300; and a Saturday morning flight, which was \$325. At that time, we were in college and worked in a restaurant from Monday through Friday, earning about \$100 a day. My wife was just about to purchase the Thursday night flight because it was the cheapest. But because I have been newly exposed to some helpful ideas in my economic classes, I was able to say "Wait. Now, let's think about this." If she had left on Thursday night, then she couldn't have worked in the restaurant Thursday night and Friday night. So the true cost of that flight was not \$275. It was \$475, when we factor in all those unseen costs, the opportunity cost. So it turned out to be the most expensive flight. The Saturday morning flight was actually the cheapest, as we realised when we thought like an economist.

Now that's just one simple example, but I can't tell you how many times in my life thinking like an economist has saved me time and money.

## 注释:

1. **scarcity** *n.* 不足, 稀缺

**Will scarcity of supply keep pushing up prices of those daily necessities?** 供应不足会继续推高那些日用必需品的价格吗?

2. **promote** *v.* 提倡, 促进, 发扬

**Sticking to the reform and opening-up policy will surely promote China's economic growth and benefit all the countries around the world.** 坚持改革开放, 必将促进中国的经济增长, 造福世界各国。

3. **factor in** 把……因素包括进去

**Remember to factor in staffing costs when you are planning the project.** 规划该项目时, 记住要把人力成本这个因素考虑进去。

## How the Economy Really Works

There's a lot of confusion about how the economy really works, so here's a three-minute lesson to clear things up. We find ourselves on an island with four people on it. On this island, they use rare shells as money to make purchases. Each person has their own occupation. There's a farmer, a builder, a clothes maker and a fisherman. The same as any other economy, but simple, so we can see how things work. When the builder wants a fish for dinner, he buys one with a shell.

The fisherman may need a new shirt, so (he) takes that same shell and buys the shirt. The clothes maker may want some tomatoes, so (he) buys them from the farmer with the same shell. The farmer now needs a new room on her hut, so (she) gives the shell to the builder in exchange for his work. Notice what happens here. The builder has the same shell he started with. The money situation has not changed, but also notice everyone got what they wanted. Everyone is richer or better off even though they don't have any more money. Things work this way on the island until one day thousands of shells wash up on the beach. Islanders are excited and gather them by their huts. They all feel rich because they have lots of money. But when the builder tries to exchange the shell for some tomatoes, the farmer doesn't want the shell. Neither do the others, because they all have enough. No one needs any more, so the shells become worthless. The only thing that remains valuable is the product or service each one has to trade. They will still be able to trade what they make or do, but the shells are worthless. Why? Because wealth is not found in money. Money is just a point system to keep track of who owes who value. Wealth is created when we create valuable products or services to trade. Wealth is created by creating value. We can have all the money we want, but if no one is making valuable products or services to buy, our money is worthless. Whether you live on an island or a country of millions, this principle never changes.

Wealth is always created by creating value. The wealth of an individual, community, or country depends on the value it can create.

## 注释:

1. **clear sth up** 清理, 解决 (问题)

**Facing a big mess at the chain store, the newly appointed manager has much to do to clear things up.** 面对这家连锁店的混乱局面, 新上任的经理有很多事情要做。

2. **in exchange for** 换取, 交换

**We soon found a truck driver who would take us to that remote village in exchange for a little cash and a cooler of cheap beer.** 我们很快就找到了一个卡车司机, 他愿意收我们一点现金和一冷藏箱廉价啤酒, 把我们带到那个偏僻的村庄。

# Getting Started

### Option 1 ★★

Have students state the importance of developing trade and economy for China based on their own understanding. If they have difficulty, encourage them to work in pairs or groups.

#### Reference answer:

Nowadays, economic globalisation provides countries throughout the world with opportunities and challenges and creates a wider stage for international businesses. As a fast-growing developing country, China is bound to seize such a golden chance of trading with the rest of the world to boost economic growth, raise people's living standards, comprehensively enhance national power, promote international competitiveness, and advance the construction of socialist modernisation. As far as I am concerned, the development of trade and economy is the right path for China to success.

(Answers may vary.)

### Option 2 ★★★

Have students discuss their understanding of the quote by Henry Ford.

*Economy has frequently nothing whatever to do with the amount of money being spent, but with the wisdom used in spending it. — Henry Ford*

节约通常与花费的金钱数量无关，而与花钱的智慧有关。 — 亨利 · 福特

(A brief introduction to Henry Ford)

Henry Ford (July 30, 1863 – April 7, 1947) was the American founder of the Ford Motor Company and father of modern assembly lines used in mass production. His introduction of the Model T automobile revolutionised transportation and American industry. He was a prolific inventor and was awarded 161 US patents. As owner of the Ford Motor Company, he became one of the richest and best-known people in the world. He is credited with “Fordism,” that is, the mass production of large numbers of inexpensive automobiles using the assembly line, coupled with high wages for his workers. Ford had a global vision, with consumerism as the key to peace. Ford left most of his vast wealth to the Ford Foundation but arranged for his family to control the company permanently.

# Reading A

## Comprehension

### Option 1 ★★

Have students read the text carefully and find out the progress of China's economy. Encourage them to share their findings with the class.

#### Reference answer:

Economic growth is the most powerful tool to reduce poverty. China has eradicated extreme poverty and won a complete victory in the fight against poverty with continuous GDP growth. Quite a few measures were taken, including creation of job opportunities, promotion of imports and exports and innovation in trade models. Creating more job opportunities in different areas accordingly benefits the people, especially those in poor areas. Meanwhile, promotion of imports and exports not only increasingly enhances the nation's consumption but also adds to the job opportunities at home while satisfying international needs in various goods. Besides, innovation in trade models helps China

## Suggested Activities

implement more flexible approaches in trade, especially in such a complex international environment now so full of uncertainty.

### Option 2 ★★

1. Ask students to talk to their family or relatives before class to learn what imported goods, such as electronic appliances or food, they have used or bought.
2. Have students work in groups to design an interview on the changes in their family life brought about by the imported goods. In each group, one student plays the role of a foreign reporter who raises questions concerning changes in Chinese people's daily lives, and the others answer his/her questions.
3. Have the reporters from different groups comment on the changes in people's daily lives in China and tell how the development in China's foreign trade and economy has made these changes happen.

## Vocabulary Focus

### ★★

Guide students to interact with the text through dialogues at three different levels: literal comprehension, inferential comprehension and critical comprehension. Have students learn target words and expressions in the process of textual interaction, and use them in the process of developing and describing their ideas at different comprehension levels. Involve students in planned classroom interactions with you as follows.

#### 1. Literal comprehension

**Topic 1: China's achievements in economy and trade, and its contributions to the world**

(Clues: a forceful driver, high GDP growth, China's contribution to the world's economic growth, etc.)

**Target words/expressions: speed up, GDP (Gross Domestic Product), a major engine, industrialisation, modernisation, consumption and investment, global poverty reduction**

T: Now China is **speeding up** in almost every field, right?

S: Yes.

T: What index is often used to show China's economic growth? (Here T may give a brief introduction to the word "index.")

S: **GDP**.

T: Right. But what does **GDP** refer to?

S: **GDP** refers to **Gross Domestic Product**.

T: What's China's **GDP** growth on average in the past three years?

S: ... (Answers may vary.)

T: Great! What role is China playing in the global economic growth?

S: China is serving as **a major engine** or a forceful driver in global economic growth.

T: In what fields has China quickened its pace?

S: China has quickened its pace in promoting new **industrialisation**, IT application, urbanisation, and agricultural **modernisation**, and created enormous opportunities for **consumption and investment**.

T: What other contributions has China made to the world?

S: China has made great contributions to the cause of **global poverty reduction** too.

### Topic 2: China and her people benefit a lot from foreign trade. Chinese people's life also benefits a lot from foreign trade.

Ask student to go through the last four paragraphs from line 47 to line 103, and discuss how their families have benefited from foreign trade.

#### 2. Inferential comprehension

**Topic:** What would Chinese people's life be like if there were no reform and opening-up policy or China hadn't joined the WTO?

**Target expressions:** standard of living, on average

T: We know that China's reform and opening-up policy has played a critical role in enriching our life, as well as promoting China's economic growth. Now let's just imagine what if there were no reform and opening-up policy in China. What would happen? Or what would our life be like?

S1: China's GDP could still be very low.

S2: China's high GDP growth could still be a dream.

S3: China could still be far away from solving the problem of poverty.

S4: Chinese people's **standard of living** could still be low. Chinese people's lives **on average** would not be as rich as it is today, since they wouldn't be able to obtain varied high-quality goods or products from other countries.

.....

#### 3. Critical Comprehension

**Topic 1:** China's great contributions to the world economy

**Target Words:** contribution, agricultural, boost, innovation, standard living

T: What kind of role does China play in the world economy?

S: China has made great **contributions** to and been a driving force of the world economy.

T: What kind of contributions do you think China has made to the world economy?

S: China has been a main partner of many countries in **agricultural**, industrial and service sectors. The collaboration between countries efficiently **boost** the development of these sectors of all concerned parties, by exchanging high-quality products, making profits, and creating job opportunities, etc.

T: Do you agree that the collaboration in education and technology also account for the improvement in **the standard of living** of all people from these countries?

S: Yes, I do. I think the collaboration in education and technology promotes the technological **innovation** and its widespread application, which will benefit all, raising the quality of goods and services and thus improve the overall well-being of all people from these countries.

### Topic 2: The driving forces of China's economic growth

**Target Words:** stimulate, investment, reform, sustain

T: What were and are the driving forces of China's economic growth?

S: Chinese household consumption has been an important driving force of China's economic growth. Housing needs and home appliances upgrading also **stimulate** the domestic demand-led economic growth in China. Furthermore, it is to be noted that the **investment** in real estate has been anything but **moderate** in the past decade.

T: What is supposed to be done to ensure the sustainable economic development in China?

S: China is undergoing an economic transition where the focus of economic growth is becoming

## Suggested Activities

more fixed on digital technology and low-carbon economy to **sustain** its development. We have to start the energy price **reform** and distribute resources more efficiently. Only through changing the resource-using method, promoting the technological innovation, and reducing the environmental costs, can China achieve sustainable economic development.

## Grammar in Use

### Option 1 ★★

Explain to students that non-finite verbs are usually used to replace clauses in a long complex sentence, making it clear and simple.

	Clause	Non-finite verb
(to) do	<u>That I'm able to help you</u> is really an honour.	<u>To be able to help you</u> is really an honour.
	We still don't know when and where we should build a school.	We still don't know ____ 1 ____.
	My suggestion is that they should leave as soon as possible.	My suggestion for them is ____ 2 ____.
	We were disappointed that we had lost the game.	We were disappointed ____ 3 ____.
-ing	Do you know the girl <u>who is standing over there</u> ?	Do you know the girl <u>standing over there</u> ?
	While I was waiting for the bus, I caught sight of my maths teacher, Miss Kelly.	____ 4 ____, I caught sight of my maths teacher, Miss Kelly.
	Though he had made great achievements, he didn't show pride.	____ 5 ____, he didn't show pride.
	I felt that my heart was beating fast at the news of the bomb explosion.	I felt ____ 6 ____ at the news of the bomb explosion.
-ed	The Rui Xing hospital was an old building <u>that was built in 1931</u> .	The Rui Xing hospital was an old building <u>built in 1931</u> .
	As he was educated by the party, he became a great fighter.	____ 7 ____, he became a great fighter.
	If we were given more time, we could do it better.	____ 8 ____, we could do it better.
	The teacher entered the lab, and was followed by the students.	The teacher entered the lab, ____ 9 ____.

### Reference answers:

1. when and where to build a school
2. to leave as soon as possible
3. to have lost the game

4. (While) waiting for the bus
5. (Though) having made great achievements
6. my heart beating fast
7. Educated by the party
8. Given more time
9. followed by the students

### Option 2 ★★

1. Ask students to give a brief introduction to China's foreign trade and economic development, using as many non-finite verbs as possible.
2. Have students write down what they have said and underline the non-finite verbs.
3. Encourage students to share their work with the class.
4. Make comments on their work.

#### Reference answer:

By providing countries throughout the world with opportunities and challenges, globalisation creates a wider stage for international businesses ... The development of China's commercial relations has also benefited peoples across the world by promoting the export of high-quality and inexpensive products, while encouraging the import of services such as outbound tourist trips. In addition, China's innovation in trade models, including cross-border e-commerce and other new types and models of foreign trade, has greatly boosted global commerce.

(Answers may vary.)

## Listening, Viewing and Speaking

### Listening

#### Option 1 ★★

The market is a concept. If you are growing tomatoes in your backyard for sale, you are producing for the market. You might sell some to your neighbour and some to the manager of the local supermarket. But in either case, you are producing for the market. Your efforts are being directed by the market. If people stop buying tomatoes, you will stop producing them.

If you take care of a sick person to earn money, you are producing for the market. If your father is a steelworker or a taxi driver or a doctor or a grocer, he is producing goods or service for the market.

When you spend your income, you are buying things from the market. You may spend money in stores, supermarkets and gas stations. Still you are buying from the market. When the local grocer hires you to drive the delivery truck, he is buying your labour in the labour market.

The market may seem to be something abstract. But for each person or businessman who is making and selling something, it is real. If nobody buys your tomatoes, it won't be long before you get the message. The market is telling you something. It's telling you that you are using energy and resources in doing something the market doesn't want you to do.

## Suggested Activities

1. Put students into groups of four.
2. Ask students to listen to the passage and take notes about the content of the passage as much as possible.
3. Ask students to talk about what they have noted in the group and describe the general idea of the passage.
4. Invite a representative from one group to present what they've got about the listening passage and have the other groups listen and add supplementary information if necessary.
5. After students understand the core concepts of the market and market economy, ask them to draw on their own real-life experience to discuss examples of the buyer-seller relationship.
6. After the group discussion, ask one representative from each group to report the results of their discussion.

### Option 2 ★★★

Adam Smith, writing *The Wealth of Nations* in the 1770s, was the first person to see the importance of the division of labour and to explain part of its advantage. He gives as an example the 1 by which pins were made in England.

“One man draws out the wire, another 2 it, a third cuts it, a fourth points it, a fifth grinds it at the top to prepare it to receive the head. To make the head requires two or three distinct operations. To put it on is a 3 operation, to polish the pins is another. And the important business of making pins is, in this manner, divided into about 18 distinct operations, which in some factories are all performed by different people, though in others the same man will sometimes perform two or three of them.” Ten men, Smith said, in this way, turned out 12 pounds of pins a day or about 4,800 pins apiece. But if all of them had worked separately and 4 without division of labour, they certainly could not each of them have made 20 pins in a day and perhaps not even one.

There can be no doubt that division of labour is an efficient way of organising work. Fewer people can make more pins. Adam Smith saw this but he also took it for granted that division of labour is in itself 5 for economic growth and development and that it accounts for the difference between expanding economies and those that stand still. But division of labour adds nothing new; it only enables people to produce more of what they already have.

1. Read the passage to students twice and ask them to do a spot dictation.
2. Ask students to have a brief talk about the content of the passage.
3. Ask one student to share his/her answers and go over the answers with the class.

Key: 1. process 2. strengthens 3. separate 4. independently 5. responsible

## Viewing

### ★★

1. Go over the answers to the questions on page 26 with the class after students watch the video.
2. Put students into groups. Ask students to retell what they've watched in the group and discuss the meaning of being rich or ask them to give some real examples from their lives to illustrate their own understanding of what it means to be rich.
3. Call on one student from each group to give a mini-lecture on the meaning of being rich.

### Speaking



1. Ask students to take a look at the Useful Expressions on page 27 and encourage them to use the expressions in the following activity.
2. Have students discuss in groups to come up with a plan, such as a family yearly budget plan, a family education plan for one kid, a home decoration plan, or a plan for travelling abroad. (Teacher is supposed to prepare the students for some content of these plans by asking them to do some investigation before the lesson.)
3. Give each group a large piece of paper and have them create a mind map of their plan.
4. Ask each group to share their plan with the class and have other groups evaluate the plan.

### Reading B

#### Comprehension Plus

##### Option 1 ★★

Before students read the text, ask them to read the title and predict the main elements of the story, including its setting and plot. Ask the following scaffolding questions if needed.

- (1) Where does the story take place?
- (2) Can you predict what will happen in the story?
- (3) What is rancid chicken?
- (4) Why does the author pay the full check presented to him?
- (5) Would you pay for rancid chicken served at a restaurant? If not, what would you do? Why?

##### Option 2 ★★★

Have students read the passage carefully and think about the following questions. Encourage them to work in groups and share their answers within the group.

1. What is the difference between the two options mentioned in paragraph 6?
2. What does “anchor” refer to? What role does “anchor” play in the negotiation between the narrator and the restaurant manager? Can you give another example of this negotiating strategy in our daily lives?
3. Why does the narrator choose option 2 without hesitation?

#### Reference answers:

1. The first option aims to take the chicken off the check as a starting point while the second one aims at getting a general discount on the bill for their lunch.
2. An anchor is a heavy metal object that is attached to a rope or chain and dropped over the side of a ship or boat to keep it in one place. The word is usually used to refer to the first piece of information we give or are offered when negotiating with others, since it is a basic human tendency to rely on initial information (the “anchor”) to make future decisions. Before negotiating with the manager, the narrator talks to his friend about two ways to open a conversation that will hopefully lead to an attractive offer. This is a strategy usually used by businesses to influence consumer behaviour. For example, when a price anchor is established, it gives the consumer a frame of reference for valuing the product. In a ₩100 pair of shoes that is

## Suggested Activities

discounted to ¥75, the original asking price of ¥100 is the anchor point. It allows the consumer to deduce that the shoes have been discounted by 25%. Thus they would be more willing to buy the shoes, as is expected by the business.

3. Because the narrator thinks that he can get a discount as compensation for being served rancid chicken.

(Answers may vary.)

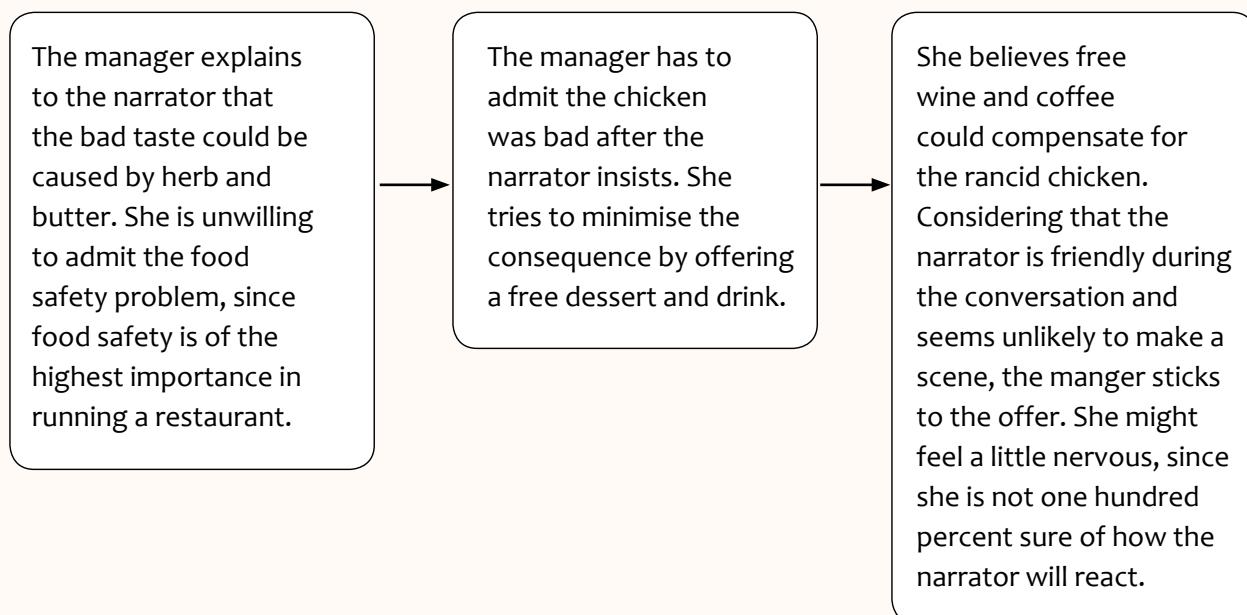
### Option 3 ★★★

1. During the post-reading stage, have students work in groups of four and do a role-play. Two of the group members will be customers, one student will be a waitress and another one will be a manager. Encourage students to think about their own negotiation strategies.
2. Invite some groups to perform their negotiation for the class.
3. Have other groups comment on the main aspects of the performance: language, body language, negotiation strategies, etc.

### Option 4 ★★★

Have students read the story again and analyse the manager's decision-making process and her feelings based on details. Underline some key sentences.

Reference answer:



# Critical Thinking

### Option 1 ★★★

1. Ask students to search for some basic principles of economics online and take some notes.
2. Put students into groups of four and have them discuss how the economic principles are applied to their daily lives and relate to their own experiences. Remind them to take notes while discussing.
3. Invite one or two groups to share their principles, views and experiences with the class and give feedback accordingly.

### Option 2 ★★★

1. Put students into groups of 4 or 5, making each a “family.”
2. Ask each group to make a monthly budget based on a sum of 8,000 yuan a month.
3. Get each group to list the details of how their funds will be spent. Remind them to apply the principles learned when making the budget.
4. Have each group orally report their budget plan, and explain the choices. Then have the class vote for the most cost-effective budget plan.

# Writing

### Option 1 ★★

1. Introduce the strategy of “paraphrasing” and have students paraphrase the words given with synonyms. Write down as many synonyms as possible.

1	important	
2	reason (n.)	
3	result from	

#### Reference answers:

1	important	vital; essential; crucial; significant; primary
2	reason (n.)	aim; motivation; cause; goal; purpose; intention
3	result from	attribute ... to; contribute to; lead to; cause; result in

2. Guide students to paraphrase the following sentences by changing the sentence patterns.
  - (1) The young man was sentenced to prison because of his involvement in a murder.
  - (2) What they have achieved is really valuable in preventing several diseases.

#### Reference answers:

- (1) His involvement in a murder led to his imprisonment.
- (2) Their achievement contributed to the prevention of several diseases.

## Suggested Activities

### Option 2 ★★★

1. Put students into small groups to talk about their own experiences in making decisions through thinking at the margin. For instance, how to get to know all your neighbours in an easy way?
2. Encourage them to take necessary notes and write a paragraph about their experience in no more than 60 words in the problem-solution pattern.
3. Invite some students to share their work with the class.
4. Make comments on students' work.

## Further Exploration

### ★★

1. Put students into small groups and tell them to search for more information about the economic theories behind trade.
2. Have students analyse the economic theories during the trading process. Teacher may ask some scaffolding questions like:
  - During the trading process what determines the price of a product or service?
  - What might lead to changes in demand, income, or tastes?
  - What might lead to changes in supply, expectations, or the number of sellers?
3. Encourage each group to make a PowerPoint presentation of their findings to the class.
4. Have the audience comment on each presentation.

# Self-assessment

范例 (Answers may vary.)

**Write a reflective note on what you need to improve. You may include some or all of the following points:**

**What you think you have done well and why**

**One strategy that really has helped your learning**

**One important thing you have learned about**

**What you need to improve in the future**

**What learning resources you find useful**

Through the trading game, I have a better understanding of how trade works and why the price of each item rises or falls. We all have limited money and try to gain the biggest profits through trading. I realised expectations play an important role in trading. If some groups expect the prices of certain items will rise in the future, they are more willing to buy them. I enjoyed the game very much.

I found it quite hard to give a presentation on how economy is related to my daily life. After reading the story about rancid chicken, I had difficulty understanding the word “anchor.” Fortunately, my English teacher gave me a lot of help and guidance. The group discussion helped me figure out the anchoring effect behind everyday decision-making.

When it comes to one important thing I have learned about, that must be the writing strategies, such as adopting a problem-solution pattern when writing an essay, and paraphrasing. I have learned to identify the problem-solution pattern and how to apply this structure to essay writing.

# Price Anchoring

Katie Shonk

Price anchoring strategies can make or break your negotiation. To gain the most from your first offer, follow our three tips for price anchoring with success.

Opening offers have a strong effect on price negotiations. The first offer typically serves as an anchor that strongly influences the discussion that follows. In research documenting this price anchoring effect, psychologists Daniel Kahneman and Amos Tversky found that even random numbers can have a dramatic impact on people's subsequent judgments and decisions.

The following three guidelines can help you deal with the other party's price anchoring and engage in effective price anchoring yourself.

### **1. Assess both parties' knowledge of the bargaining zone**

To decide whether it's a wise idea to make the first offer in a negotiation, you need to assess your best alternative to a negotiated agreement, or BATNA; your target; and your reservation point — your point of indifference between accepting a deal and pursuing your BATNA. Next, estimate your counterpart's BATNA, target, and reservation point. This analysis will tell you how much you know about the zone of possible agreement, or ZOPA — the range of options that would be acceptable to both sides.

The decision of whether to make the first offer should be based on two factors: your own knowledge of the ZOPA and your assessment of the other side's knowledge of the ZOPA. In the typical job negotiation, for example, the interviewer knows more about the possible salary range than the job candidate does. By contrast, when you are negotiating over an asset that you know a great deal about, you should take advantage of your superior knowledge and make an aggressive first offer.

### **2. Consider making a range offer**

Suppose you are about to negotiate the price of your used car with a potential buyer. You know that the fair market value of the car is about \$5,000–\$6,000. You want to make an opening offer that is aggressive but not offensive. Should you name a specific price — say, \$7,000 — or suggest a price range, such as “I could sell the car to you for about \$6,500 to \$7,500”?

In a 2015 study, Columbia University professors Daniel R. Ames and Malia F. Mason find that expressing offers in a range can help you claim more value in financial negotiations.

They find value in delivering a so-called bolstering range offer, one that includes the single-figure offer you might plan to make at one end and a more ambitious number at the other end. For example, a seller might ask \$7,000–\$7,500 rather than \$7,000 for her car.

Bolstering-range offers appear to lead to better outcomes in single-issue negotiations. In addition, because ranges appear to convey flexibility and accommodation, they may offset the assertiveness conveyed by price anchoring.

### 3. Try very precise price anchoring

Negotiation researchers have found that precise numerical first offers are more effective than rounder offers. For example, a house with a list price of \$255,500 is likely to attract higher bids than houses with list prices of \$256,000 or \$255,000.

In a 2017 study, researchers found that more ambitious first offers led to more favourable outcomes for the party who made the first offer. However, those making a highly precise first offer were less ambitious than those who were less precise — but still came out ahead.

Why? First, offer recipients made less ambitious counteroffers in response to more precise offers, judging those who made more precise offers to be more knowledgeable about the value of the commodity. Second, those who made precise first offers made smaller subsequent concessions than those who made round first offers as the price haggling continued.

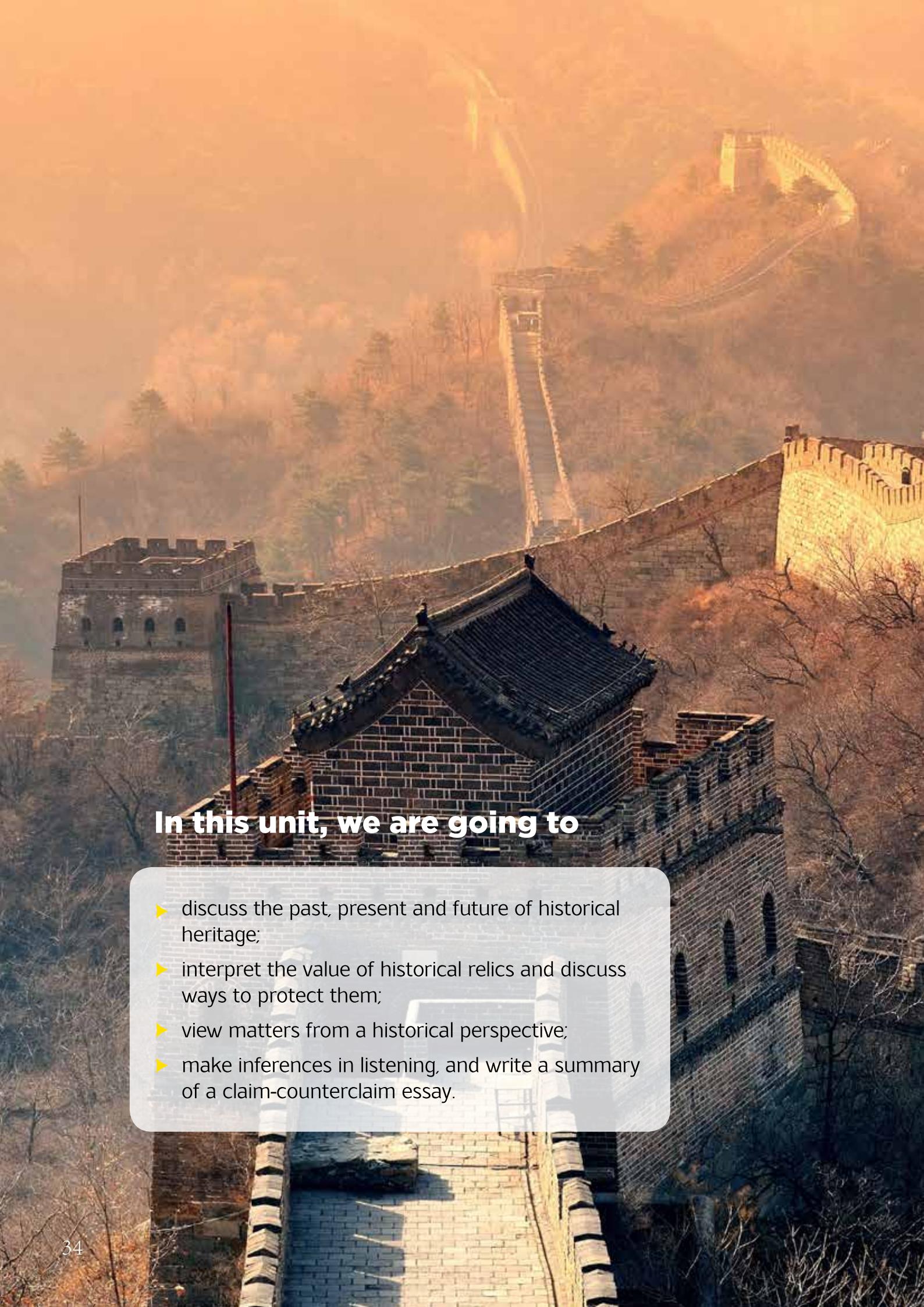
The takeaway? When anchoring in negotiation, strive to make a precise numerical offer, but make sure it's no less ambitious than it would be if it were round. Ambitious, precise price anchoring should lead to the best results.

#### Food for thought

1. Do you think these three guidelines are effective in negotiation? Why?
2. Could you relate to your own experiences and share one with the class?

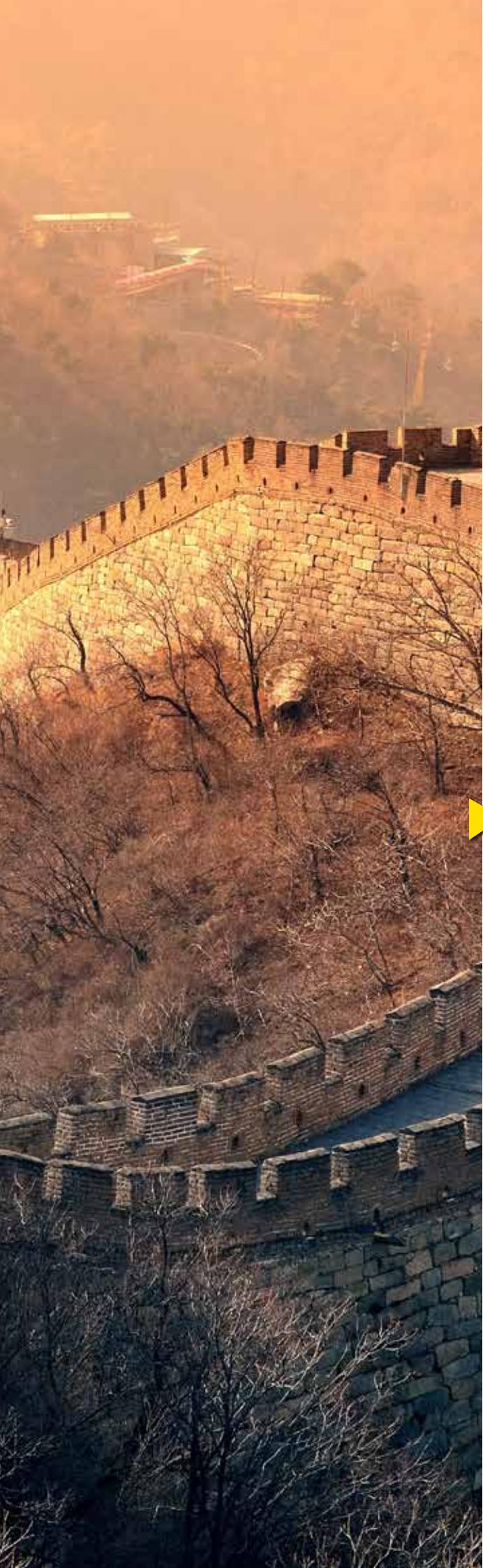
#### Reference answers:

1. I think these three guidelines are useful in negotiation. A candidate involved in an interview may well be in a disadvantageous position, so, in such a situation, understanding the bargaining zone will help make that person's interview policy more flexible. Meanwhile, making a range offer is likely to inform the interviewers that the candidate knows about the market and remind them to focus more on experience, skills and competencies.
2. I was once involved in a community flea market. Quite a few of my toys and books were on sale. Before taking them to the market, I did some cleaning up of the toys and books so that they looked nice and in good condition though they were not that new. After that, I gave each of them a precise price, so that my potential buyers would know that I had a good understanding of the worth of my stuff. In my mind I had established a negotiation zone allowing for a 10–30% discount, based on my evaluation of customers — itself the result of a prior community investigation in my community. As a result, my policy worked and I was able to buy myself a new tablet.



## In this unit, we are going to

- ▶ discuss the past, present and future of historical heritage;
- ▶ interpret the value of historical relics and discuss ways to protect them;
- ▶ view matters from a historical perspective;
- ▶ make inferences in listening, and write a summary of a claim-counterclaim essay.



# Unit 3

## Delving into History

Past experience, if not forgotten, is a guide for the future.

— Chinese saying

### Getting Started



**Look at the picture and answer the questions.**

Why is the Great Wall considered one of the greatest wonders in the world? Why do we need to protect this historic site?

The Great Wall of China, one of the greatest wonders of the world, was listed as a World Heritage site by UNESCO in 1987. Just like a gigantic dragon, it winds up and down across deserts, grasslands, mountains and plateaus, stretching approximately 21,196 kilometers from east to west in China. With a history of about 2,700 years, some sections of the Great Wall are now in ruins or have disappeared. However, the Great Wall of China is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance. The Great Wall is a China icon. It is a grand project. This grand project speaks to our national pride and to our spirit of resistance; it is also an example of great architecture and creativity. However, a survey conducted by the China Great Wall Academy reported that the forces of nature as well as human activities are damaging the wall to the extent that less than 30 percent remains in good condition, so we need to take a multilayered approach to protecting it. (Answers may vary.)

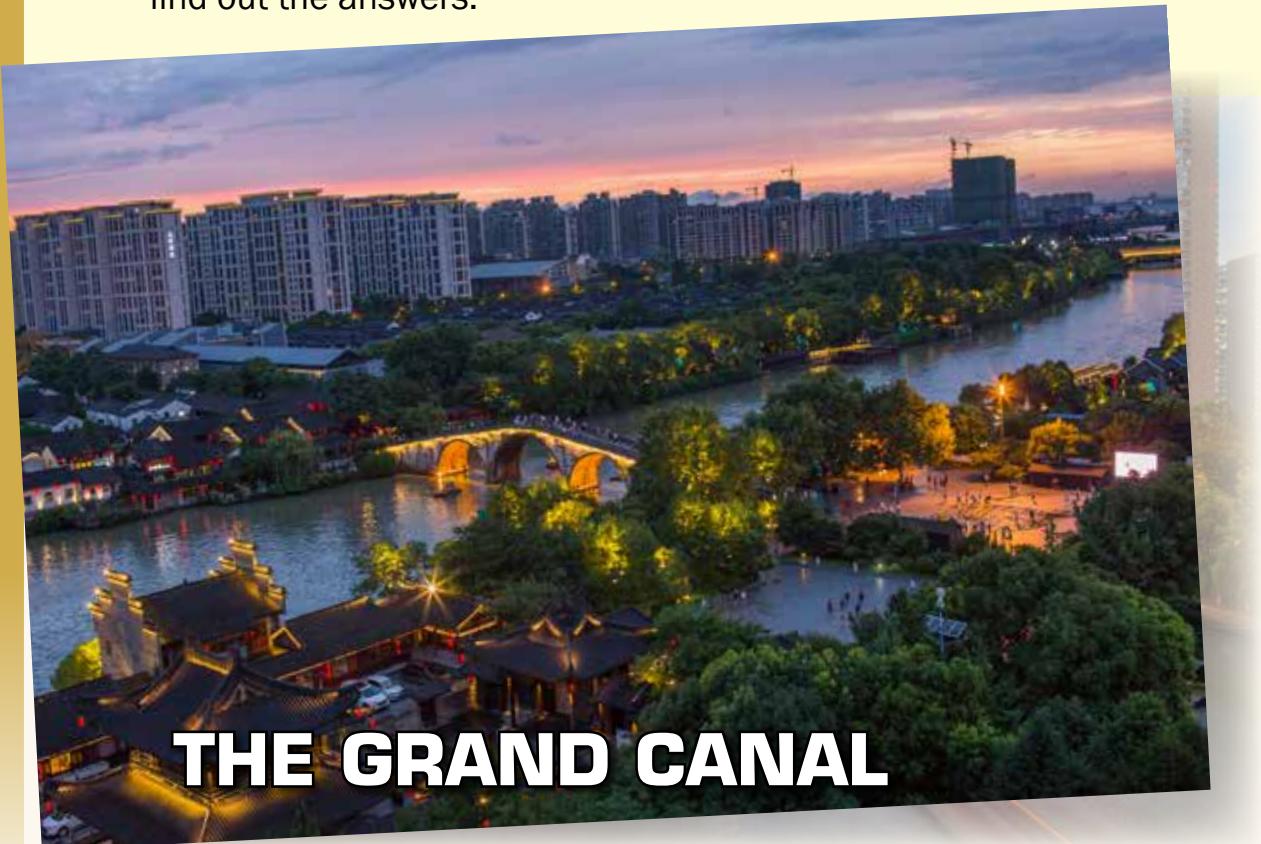
## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与社会”，主题群为“历史、社会与文化”	<ul style="list-style-type: none"> <li>能谈论历史遗迹的过去、现在和未来；</li> <li>能阐述历史遗迹的价值，讨论保护遗迹的方式方法；</li> <li>能运用本课所学的历史知识来分析评价现今社会上发生的事件与行为；</li> <li>能根据听力文本中的已知信息推断未知信息，并能撰写“主张—反主张”模式的语篇的概要。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能概括与京杭大运河相关的说明文的文体特征，概括京杭大运河的发展历史，说明其不同时期的历史地位。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能概括说明文的文体特征，分享与中国古代丝绸之路相关的历史、经济、技术、文化以及中西方交流的相关历史。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能依据介绍性语言和时间线索对听力信息进行梳理，并从已知的文本信息推断相关信息。</li> </ul>
	视听说语篇	<ul style="list-style-type: none"> <li>能借助视频中的多模态信息，理解语篇的主要内容与文化意义。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏、连读等，理解和表达意义、观点、意图和情感等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能在语境中理解目标词汇的意义、功能以及作者的意图和态度；</li> <li>能建构与历史主题相关的词汇语义网，并运用词汇理解和表达相关信息和观点。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别、理解和使用倒装结构；</li> <li>能说明倒装结构的表意功能，并能运用该句式表达观点和意图。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能概括本单元与历史主题相关的说明文的结构、内容和语言特征；</li> <li>能判断说明文语篇的写作目的以及与此相关的话题词汇语义网所体现的语言特征；</li> <li>能依据解说类演讲语篇的结构和语言特征，获取主要内容和细节；</li> <li>能依据时间线索理解语篇的组织方式，并获取主要内容和细节。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能判断本单元语篇的写作目的、写作对象、作者的观点、意图与情感等；</li> <li>能运用得体的语言表达与历史相关主题的个人观点、态度和意图；</li> <li>能根据不同交际场景，正确理解他人观点、态度，并运用得体语言进行互动交流。</li> </ul>

文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> <li>• 能发现并阐释语篇中的历史现象、历史观与文化价值观念，如尊重历史、保护遗迹、热爱祖国、尊重文化传统、民族自豪感等；</li> <li>• 能解释国内外有关历史的名言，体会和分享学习历史的意义；</li> <li>• 能利用文化链接分享以希罗多德《历史》一书为代表的西方史学相关知识；</li> <li>• 能制作以典型文化遗产为主题的导游手册，以加深对文化遗产的保护意识，宣传中国历史文化。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>• 能借助时间线索获取听力语篇的主要内容和所涉及历史事件的细节。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在整合本单元各语篇的主要信息的基础上，表达与历史遗迹或文物有关的观点；</li> <li>• 能根据场合组织内容，并用恰当的语气、语调、表情和手势进行口头表达，如介绍、导游等。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能获取语篇 A 中介绍的不同历史时期京杭大运河的发展变化，以及它在经济和人文发展中所起的作用等；</li> <li>• 能梳理阅读语篇 B 中关于丝绸之路的事实细节，并对细节进行归纳和分类。</li> </ul>
	看	<ul style="list-style-type: none"> <li>• 能根据演讲的语篇结构，获取语篇信息，推测演讲者的意图。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能依据“主张—反主张”模式的语篇的结构，梳理语篇要点，并据此撰写不超过 60 字的语篇概要。</li> </ul>
学习策略	听 / 看	<ul style="list-style-type: none"> <li>• 能通过听和看，梳理有效信息并进行推理。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能整合、归纳、使用本单元语篇中的关键信息和语言，表达与历史主题相关的内容。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能利用说明文和演讲类的语篇结构，获取语篇信息；</li> <li>• 能根据关键词汇和语法结构理解相关信息。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能根据“主张—反主张”模式的语篇的结构写出概要，并采用衔接与连贯策略检视语篇的逻辑语义。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>• 能根据自身情况制定合适的学习计划；</li> <li>• 能根据本单元的学习目标和内容，及时总结、反思和评价学习成效并调整学习策略，提高学习效率。</li> </ul>

# READING A

Do you know why the Grand Canal was built? What roles has it played throughout the history of China? Read the text and find out the answers.



## THE GRAND CANAL

What are China's greatest infrastructural achievements? Probably the most famous is the Great Wall. But did you know that the Chinese also built the longest canal in the world? Extending around 1,800 km, the Grand Canal links six provinces and cities, and connects five river systems. It stretches from Beijing in the north to Hangzhou in the south and so, not surprisingly, is also known by the names of the cities it connects — Beijing-Hangzhou Grand Canal. Listed as a UNESCO World Heritage Site, it is the longest as well as the oldest canal or artificial river in the world.

But why would China build such

an enormous canal? To find out, we must travel back to the year 486 BCE. It was then that the leader of the State of Wu, which was located near present-day Suzhou, realised he had to find new ways of transporting goods and military supplies to the northern areas of China. Instead of roads, he opted for a longer-lasting alternative — a canal, or manmade channel based on natural waterways, to link the Yangtze and Huai rivers. It was this canal that laid the foundation for the future, longer Grand Canal.

Not until 1,000 years later did the work on the canal begin again. Emperor Yang of the Sui dynasty had the old

# Getting Started

## 教学内容与要求

- 能激活与长城相关的知识，简要说明长城能成为世界奇迹之一的原因；
- 能简要介绍历史遗迹的背景及其相关事件；
- 能运用与历史相关的主题词汇简要表达对历史相关事实的理解，构建本单元主题词汇语义网。

## 教学建议

1 To activate their background knowledge about the Great Wall, show students several pictures of the Great Wall and ask them questions like “Have you ever been to the Great Wall?” “What is your impression of the Great Wall?” or “What do you know about the Great Wall?”.

2 Ask students to work in groups of four and discuss the questions in the textbook. Then invite students from different groups to share their ideas with the class. Add more reasons if necessary.

3 Draw students' attention to the difference between the two words “historic” and “historical.” Historic means “of considerable historical importance,” for example, in “Lugou Bridge is a historic site” it indicates a great battle was fought there. Historical means “of or relating to history,” for example, historical background, historical knowledge.

Suggested Activities 见 page T49d。

# Reading A

## 教学内容与要求

- 能依据说明文的文体特征分析语篇内容，概括梳理说明对象的相关信息、说明的逻辑顺序以及说明方式；
- 能判断语篇的写作目的、写作对象、作者的观点、意向与理念等；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能发现并理解语篇中的文化现象及其所隐含的价值观念，如历史事件对现代社会、家庭和个人的影响以及学习历史的意义等。

## 难句注释

1. It was then that the leader of the State of Wu, which was located near present-day Suzhou, realised he had to find new ways of transporting goods and military supplies to the northern areas of China. (lines 19–23)

句中 “It was ... that ...” 为强调句型，强调 then，即前一句中提到的 back to the year 486 BCE。which was located near present-day Suzhou 是非限制性定语从句，补充说明 the State of Wu 的地理位置。goods and military supplies 是指商品和军用物资，即粮草。整句意为“那时，吴王（夫差），其国土在今日苏州一带，意识到他必须开辟一条运输商品和粮草北上的新路线。”

## 词汇释义

### • canal (title)

n. a long straight passage dug in the ground and filled with water for boats and ships to travel along; a smaller passage used for carrying water to fields, crops, etc. 运河；灌溉渠

**The Panama Canal joins two oceans — the Atlantic and the Pacific.** 巴拿马运河连接两大洋，即大西洋和太平洋。

### • infrastructural (line 2)

adj. connected with the basic systems and services that are necessary for a country or an organisation to run smoothly, for example buildings, transport and water and power supplies 基础设施的，基础建设的  
**They are playing an important role in financing major infrastructural projects.** 他们在重大基础建设项目融资方面发挥着重要的作用。

n. infrastructure 基础设施

### • extend (line 5)

v. to cover a particular area, distance or length of time 涉及（范围）；延伸（距离）；延续（时间）

**The Great Wall extends in the east from Shan Hai Guan, a seaport along the coast of Bo Hai Bay, to Jia Yu Guan Pass in Gansu Province in the west.** 长城东起渤海湾沿岸的海港山海关，西至甘肃省的嘉峪关。

**The service also extends to wrapping and delivering gifts.** 这项服务还包括包装及递送礼物。

to make sth longer or larger 使伸长；扩大；扩展

**This year they have introduced three new products to extend their range.** 今年他们已引入三种新产品以扩大业务范围。

n. extension 延伸；拓展

adj. extensive 广泛的，大量的；广阔的

### • stretch (line 8)

v. to spread over an area of land 延伸；绵延

**The procession stretched for several miles.** 游行队伍绵延了数英里。

to make sth longer, wider or looser, for example by pulling it; to become longer, etc. in this way 拉长；拽宽；撑大；抻松

**The kind of socks will shrink after washing.** You need to stretch them before putting them on. 这种袜子洗了会缩水，你穿之前需要把它们抻大。

### • opt (line 24)

v. to choose to take or not to take a particular course of action 选择；挑选

**Depending on your circumstances you can opt for one method or the other.** 根据自己的情况，你可以选择这种或那种方法。

n. option 选择，选项

### • lay the foundation for (line 28)

为……奠定基础

**Education can lay the foundation for developing new forms of global citizenship.** 教育能为发展新型全球公民意识奠定基础。

### • undergo (line 37)

v. to experience sth, especially a change or sth unpleasant 经历，经受（变化、不快的事等）

**I can undergo any hardship to master this art in the shortest time!** 为了在最短的时间内精通这门技艺，我能承受任何困难！

### • transfer (line 43)

v. to move from one place to another; to move sth/sb from one place to another (使)转移，搬迁

**The capital city of the Ming dynasty was transferred from Nanjing to Beijing in the period of Yong Le.** 明朝的都城在永乐年间从南京迁到了北京。

### • devise (line 44)

v. to invent sth new or a new way of doing sth 设计；想出；发明

**The researchers have devised an app that uses cloud computing to help travellers avoid traffic jams.** 研究者已经设计出一款应用软件，用云计算帮助旅行者避开交通堵塞。

### • feed (line 45)

v. to provide food for a family or group of people 养，养活（全家、一群人）

**We should manage to house and feed the poor.** 我们得设法解决贫民的食宿问题。

### • appoint (line 50)

v. to choose sb for a job or position of responsibility 任命；委任

**About 4,000 years ago, when the Yellow River in China was plagued by floods, Da Yu was appointed to lead and organise the work of water control.** 大约在 4,000 年前，中国的黄河流域洪水为患，大禹被任命负责领导与组织治水工作。

n. appointment 任命；约定

### • ambitious (line 55)

adj. needing a lot of effort, money or time to succeed 费力的；耗资的；耗时的

**The ambitious project was completed in only nine months.** 这个宏大的项目仅仅 9 个月就完成了。

determined to be successful, rich, powerful, etc. 有野心的；有雄心的

**No matter how ambitious you are, you're**

**more likely to attain your ultimate goal if you're willing to start small.** 无论你的抱负多么远大，如果你愿意从小处着手，你就更有可能实现你的最终目标。

n. ambition 理想；雄心

### • thrive (line 73)

v. to become, and continue to be, successful, strong, healthy, etc. 兴旺发达；繁荣；蓬勃发展；旺盛；茁壮成长

**A business cannot thrive without good management.** 企业没有良好的管理就不会兴旺。

adj. thriving

### • expansion (line 83)

n. an act of increasing or making sth increase in size, amount or importance 扩张；扩展；扩大；膨胀

**The expansion of agricultural land is destroying some animals' habitats and food supply.** 农耕用地的不断扩大破坏了一些动物的栖息地和食物供应。

v. expand 扩大；扩张；膨胀

### • divert (line 92)

v. to make sb/sth change direction 使转向；使绕道；转移

**The government is planning to invest billions in a system of canals and pipelines to divert water from the wet south to the dry north.**

政府正在计划投资几十个亿建一个由水渠和水管构成的系统，将水从潮湿的南方输送到干旱的北方。

n. diversion 转移

2. To direct its restoration the emperor appointed Chen Xuan, an expert on hydraulic engineering, to oversee the improvements that would permit ships to pass from one level to another along the waterway. (lines 49–54)

句中 appoint sb to do sth 意为“委派某人做某事”，an expert on Hydraulic engineering 是 Chen Xuan 的同位语，that would permit ships to pass from one level to another along the waterway 是定语从句，修饰 improvements。整句意为“为指挥运河修复工作，永乐大帝任命水利工程专家陈瑄督理大运河改造工程，以确保船只可在各程水道之间畅行无阻。”

3. Not only did the Grand Canal allow for the growth of cities along its course, but it also proved a powerful tool in promoting the economy within the empire as well as cultural exchanges between the north and the south. (lines 76–81)

句中“not only ... but also ...”为倒装句，正常语序为“The Grand Canal not only allowed for the growth of cities ..., but it also proved a powerful tool in ...”。整句意为“大运河不仅带动了沿线城市的发展，也成为促进经济发展和南北文化交流的强大工具。”

## 语篇分析

本文的语篇类型为说明文。语篇内容是以时间发展为线索铺陈和勾勒了世界上最古老、里程最长、工程量最大的运河——京杭大运河——的过去和现在。语篇结构属于“总一分—总”模式，第一段用设问的方式总述大运河的重要历史地位，第二至第七段按时间顺序分述了不同历史时期大运河的开凿和修缮情况，并说明大运河在政治、经济和文化发展中所起的作用，最后一段总述大运河的现代意义。语言特征是用数个连系动词阐述了大运河的地理位置和历史地位，并用大量被动语态的行为动词描述了大运河的开凿和修缮的具体事件，后者体现了说明文客观、简洁的语言特点。语篇的主题意义在于引导学生认识到学习大运河的历史是了解过去、把握现在、走入未来的重要途径之一，并激发学生思考历史事件的意义和现实价值。

## 背景介绍

This passage is adapted from “The Grand Canal,” an article published in the magazine *Dig into History*, 2016. It was written by Patrick Wertmann, who has many years’ experience in Asian and oriental studies and written many papers on Chinese cultural heritage.

## Personal Touch

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### 教学建议

Ask students to answer the questions immediately after they read the text. Allow them to refer to the information about the Grand Canal from the text, such as its location, its length, the cities it connects and the purpose of building it.

### 参考答案

1. The construction of the earliest version of the Grand Canal began in the 5th century BCE (Spring and Autumn period). By the 7th century CE (Sui dynasty) it was regarded as the first unified means of communication in the empire.
2. Emperor Qianlong in the Qing dynasty went to inspect the southern reaches of the Yangtze River six times. During his voyages, he took the route of the Grand Canal and created the material for many stories and legends.
3. It was listed as a World Heritage Site by UNESCO in 2014.  
(Answers may vary.)

waterways rebuilt and, in addition, connected to one another to form what is today the Grand Canal. In the centuries that followed, the artificial waterway underwent reconstruction to speed its flow. The course also changed for various reasons, and the Grand Canal suffered damage as the result of wars.

Then in 1403 Yongle, the third emperor of the Ming dynasty, decided to transfer his capital from Nanjing to Beijing. Aware that he had to devise a plan to feed the vast numbers of people joining him on the move, he elected to transport grain from south to north via the waterway system.

To direct its restoration the emperor appointed Chen Xuan, an expert on hydraulic engineering, to oversee the improvements that would permit ships to pass from one level to another along the waterway. Never before had such an ambitious, large-scale canal project been attempted. More than 47,000 men were employed to maintain the Grand Canal, which soon became the economic lifeline of the empire.

Grain was not the only trade good transported north. Salt was another, as it had become one of the most reliable sources of income during the

Ming dynasty. Goods sent from the north included cotton, wool, coal, flour, precious stones, and dried meat.

At times, more than 120,000 soldiers and officers were needed to operate the almost 12,000 government barges that annually travelled along this route. Many port cities along the Grand Canal — chief among them Suzhou — became thriving trade centres. Ferryboats, hotels, restaurants, pawnshops and many other businesses were opened to serve travellers. Not only did the Grand Canal allow for the growth of cities along its course, but it also proved a powerful tool in promoting the economy within the empire as well as cultural exchanges between the north and the south.

With the coming of trains and the expansion of the railway system in the mid-1800s, the Grand Canal became less and less important to traders. These days only a few goods are transported along its waterways. However, the current South-to-North Water Diversion Project proves that the Chinese government still sees the Grand Canal as important to the welfare of China. The aim of this project is to divert huge amounts of water every year from the Yangtze River to the country's more arid regions.

### ● Personal Touch



Have you heard any stories about the Grand Canal or other great waterways? Share them with your classmates.

## Digging In

### Comprehension

- I. The following are four subheadings taken from the text. Can you put them back? Match them with the corresponding paragraphs.

A. The Canal Today      B. A Busy Waterway      C. The Beginning      D. A Major Change

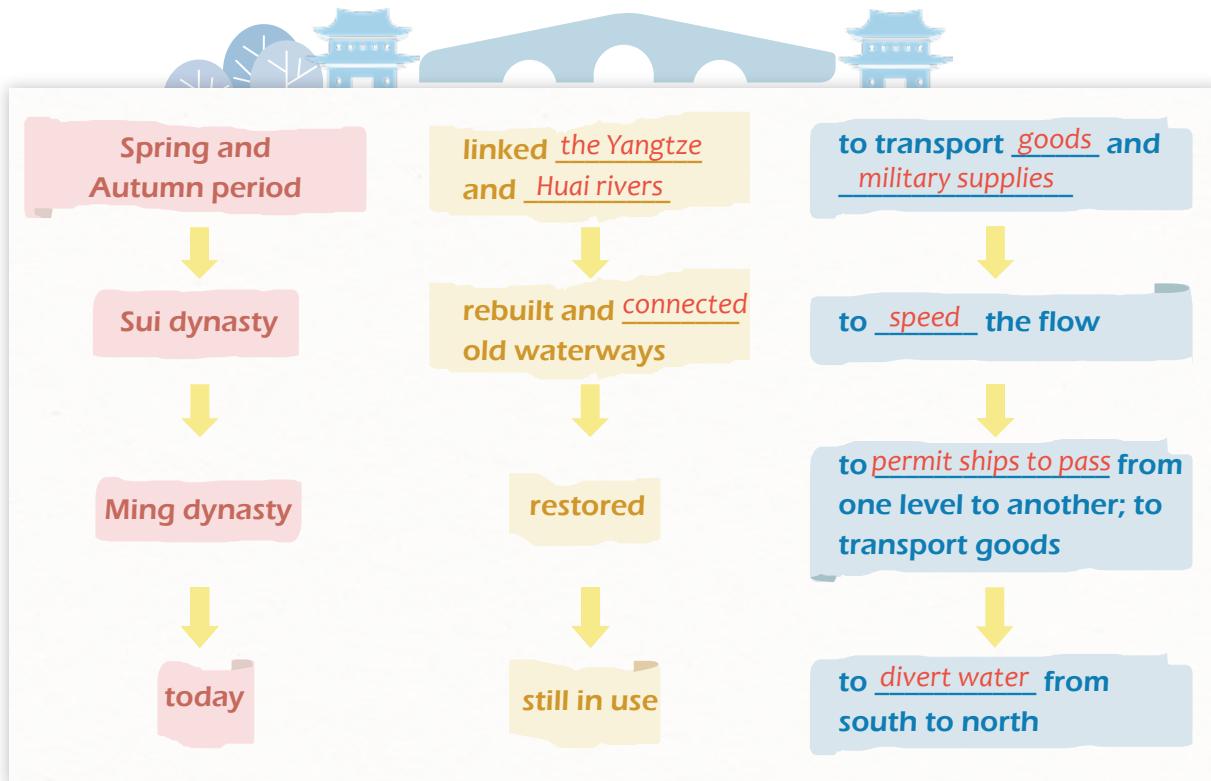
Paragraphs 2-3: C

Paragraphs 4-5: D

Paragraphs 6-7: B

Paragraph 8: A

- II. Complete the diagram with information about the Grand Canal according to the text.



- III. Answer the questions.

1. What is the Grand Canal also known as?
2. For what reason did the leader of the State of Wu build the canal?
3. In which period was the construction of the Grand Canal of the greatest significance in your opinion? Why?
4. Why was the reconstruction of the Grand Canal in the Ming dynasty considered most "ambitious" and "large-scale"?
5. How did the Grand Canal fulfil its economic and cultural functions throughout history?
6. What other functions do you think the Grand Canal can perform in the future?

# Comprehension

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## 教学建议

- I
1. Get students to read the text for the main idea of each paragraph. Ask them to think about the structure of the text by asking “How many parts can the text be divided into?”.
  2. Remind students to take a quick look at the subheadings and ask them to do the matching.
  3. Invite some students to share their answers with the class.

### Reference answer for the main idea of each paragraph:

- Para 1: One of China’s greatest infrastructural achievements  
Para 2: The canal first built by the State of Wu during the Spring and Autumn period  
Para 3: The reconstruction of the waterway in the Sui dynasty  
Para 4: The decision made by Emperor Yongle  
Para 5: The restoration of the canal under the leadership of Chen Xuan  
Para 6: Goods traded to and from the north in the Ming dynasty  
Para 7: A powerful tool in promoting economical and cultural exchanges  
Para 8: The Grand Canal today

- II
1. Ask students to focus on different historical periods mentioned in the text.
  2. Have students locate the related information in the text and complete the diagram using the information.
  3. Have students compare answers with a partner and go over the answers with the class.
- III
1. Have students highlight the key words in each question and locate the related information in the text.
  2. Get students to discuss the last two questions with a partner.
  3. Invite individual students to answer the questions.

## 参考答案

- III
1. It is also known as Beijing-Hangzhou Grand Canal.
  2. The leader of the State of Wu wanted to find new ways of transporting goods and military supplies to the northern areas of China.
  3. The Sui dynasty. Because it was in this period that the Grand Canal finally took shape. (Answers may vary.)
  4. The number of people who were involved in the reconstruction of the canal was unprecedented: more than 47,000 men were employed to maintain the Grand Canal.
  5. It facilitated trade and economy: it was useful in transporting goods and military supplies between the south and the north. The canal also gave rise to many port cities and various businesses along its course. Besides this economic function, it allowed for cultural exchanges by providing people with a route of travel.
  6. The Grand Canal will continue to develop as one part of the water system and play a vital role in transporting coal from Shanxi to Hangzhou. It will also continue to function in flood drainage, irrigation, water diversion and ecological protection. It can also be used as a river cruise route for tourists to enjoy scenery along the canal. (Answers may vary.)

Suggested Activities 见 pages T49d–T49f。

## Vocabulary Focus

### 教学内容与要求

- 能判断词汇在语境中的意义和语用功能，学习与历史性基础设施相关的主题词汇；
- 能建构与历史性基础设施相关的词汇语义网，并在表达中运用所学的核心词汇。

### 词汇分类

识别词汇△：infrastructural, undergo, transfer, devise, hydraulic, large-scale, lifeline, barge, thrive, divert, arid

运用词汇：canal, extend, link, province, stretch, opt, channel, foundation, feed, appoint, ambitious, operate, route, port, chief, expansion, aim

常用词组：the Grand Canal, opt for, lay the foundation for

### 教学建议

#### I Key Vocabulary

- Guide students to pick up target words and expressions in context through class interaction so that they understand their meanings in different contexts. (See suggested activities on pages T49f–49h)
- Ask students to complete the passage with appropriate words from the text. Remind them to pay attention to the forms of the words.
- Go over the answers with the class and get students to highlight the key words and expressions in the passage. Have them make a dialogue to introduce the canals and straits.

#### II Topic-Related Expressions

- Have students brainstorm reasons why history is important.
- Ask students to read the passage and fill in the blanks based on the context clues.
- Get them to compare answers with a partner. If they have different opinions, allow them to raise questions and discuss in class.
- Go over the answers with the class.

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in each blank with the appropriate form of a word from the text.

The difference between “a strait” and “a canal” is that the latter is an 1 artificial waterway, often connecting one body of water with another while the former is a narrow channel of water connecting two larger bodies of water. Both have played important roles in 2 promoting the world economy and cultural exchanges.

The Turkish Straits are two internationally significant waterways in north-western Turkey, which 3 stretch from the Eastern Mediterranean to Western Eurasia. The Strait of Hormuz 4 links the Persian Gulf with the Arabian Sea. In April 1959 Iran altered the legal status of the strait with the 5 expansion of its territorial sea.

The Panama Canal 6 extends 80 kilometres from Panama City on the Pacific Ocean to Colón on the Caribbean Sea. Sixty percent of American coast-to-coast trade 7 relies on the channel for transportation. The Suez Canal offers watercraft a more direct route between the North Atlantic and northern Indian oceans. Countries around it regard free passage in the Suez Canal as a fundamental element of its 8 welfare and security.

Canals and straits have helped many countries lay a solid 9 foundation for economic progress by shortening navigation time in transporting cargos between sea ports and reducing transport expenses. Many of the world’s traded goods, and in particular oil, are transported along these straits. If the straits were closed down, half of the world’s trading vessels would be forced to use an 10 alternative route.

### II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the passage. Note that there are two options more than you need.

handle a crisis

create a better future

avoid mistakes

repeat the errors

lead to failure

shape the world

provide important references

learn from the victories

follow their example

exercise a powerful influence

Why is history important? History is the most valuable legacy passed down from our ancestors that 1 shapes the world we live in today. It 2 provides important references, offers a sense of identity, and gives us a clearer idea of our desires for the future. Ignoring history will 3 lead to failure to know how the world has become what we see today. History helps us understand the world by studying previous examples. It helps us investigate and solve problems that we face today by allowing us to 4 avoid mistakes of the past. Meanwhile, by 5 learning from the victories previously won by people of integrity, we can work to make sure we 6 follow their example. What we do today will be part of history in the future. We should always draw attention to important historical phenomena and events that still 7 exercise a powerful influence on contemporary societies, because learning about history will help us 8 create a better future for the next generation.

## ● Grammar in Use

### Inversion\*

I. Compare the sentences in each group below. Pay attention to the highlighted parts and discuss how they differ from each other.

#### Group 1

- A. **Never** before **had such an ambitious, large-scale canal project** been attempted.
- B. **Such an ambitious, large-scale canal project had never** been attempted before.

#### Group 2

- A. **Not until 1,000 years later** **did the work on the canal** begin again.
- B. **The work on the canal did not** begin again **until 1,000 years later**.

### Grammar Highlights

Inversion happens when the normal subject-verb word order is reversed. We use inversion to change the focus of a sentence.

#### Types of inversion

**Full inversion:** The predicate is placed in front of the subject.

Full inversion often happens when an adverbial of direction or place is put at the beginning of a sentence. For example:

- **Here comes the train.**
- **Directly in front of us stood a magnificent old temple.**

**Partial inversion:** Part of the predicate, the auxiliary or modal verb is placed in front of the subject.

Partial inversion happens when

1. a negative word or phrase (e.g. *seldom, hardly, never, rarely, on no account, nowhere, not for a moment, no sooner*) is put at the beginning of a sentence.

For example:

- **Seldom have I seen anything more remarkable in this book about African history.**
- **No sooner had the professor touched on the Battle of Waterloo than the bell rang.**

2. “only + adverbial” (e.g. *only after, only then*) is put at the beginning of a sentence. For example:

*Only after understanding the background of the historical event did the scholar make a comment on it.*

3. “so” or “neither/nor” is used to say that the previous positive or negative statement also applies to another person or group. For example:

*She watched the show entitled The Silk Road last night, and so did I.*

\* 该语法点将在选修阶段继续修习。



## Grammar in Use

### 教学内容与要求

- 能在语篇中识别并理解倒装结构，尤其是部分倒装；
- 能在语篇中判断倒装结构的表意功能；
- 能根据表达的需要正确、恰当地使用倒装结构。

### 教学建议

I

1. Ask students to go over the text of Reading A and highlight the three inverted sentences.
  - 1) Not until 1,000 years later did the work on the canal begin again. (lines 30–31)
  - 2) Never before had such an ambitious, large-scale canal project been attempted. (lines 54–56)
  - 3) Not only did the Grand Canal allow for the growth of cities along its course, but it also proved a powerful tool in promoting the economy within the empire as well as cultural exchanges between the north and the south. (lines 76–81)
2. Get students to analyse how and why the related sentences in each group differ from each other.
3. Have students read Grammar Highlights and elicit more rules of full inversion and partial inversion.
4. Stress that the purpose of using inversion is to emphasise something.

### 参考答案

I

In each group, the 2nd sentence is of normal word order, while in the 1st sentence the writer reverses the normal word order.

II

1. Ask students to complete the sentences with the appropriate forms of the words given in brackets. When they finish the exercise, get them to compare answers with a partner.
2. Have students change the sentences into normal-order ones and find the differences in meaning.

III

1. Have students read the passage quickly to understand its main idea.
2. Get students to rewrite the underlined sentences using inversion. Invite some to read aloud their inverted sentences and explain the functions of the inversions. For example, the first inverted sentence is to emphasise the negative word “never.”

Suggested Activities 见 page T49i。

### 参考答案

III

1. Never does it fail to be a pursuit in all human societies.
2. Hardly can a/any passing generation avoid adding something new to our history while reinterpreting and finding new things in those chapters already written.
3. Only by understanding where we have come from can we better understand who we are.
4. Not only does history offer hints about how we can organise our societies but urges us to manage them for the benefit and betterment of all those who live in them as well.

## II. Complete the sentences with the appropriate forms of the words given in brackets.

1. Not until the coming of trains and the expansion of the railway system in the mid-1800s did the Grand Canal lose its importance (the Grand Canal, lose its importance) to traders.
2. Seldom do historians study (historians, study) this part of the history of Africa.
3. Only in the years of the Yongle reign did the Grand Canal undergo (the Grand Canal, undergo) major structural improvements.
4. Here comes the question (the question, come): why do we study history?
5. She hasn't watched the documentary about the American Civil War, nor have I (I, have).

## III. Rewrite the underlined sentences using inversion to add emphasis.

History is the study of the past and our attempts to understand it. 1 It never fails to be a pursuit in all human societies. History can be a tremendous story. 2 Each passing generation can hardly avoid adding something new to our history while reinterpreting and finding new things in those chapters already written. History gives us a sense of identity. 3 We can better understand who we are only by understanding where we have come from. History provides a sense of context for our lives and our existence. It helps us understand the way things are and foresee the ways that we might approach the future. History teaches us what it means to be human, highlighting the great achievements and disastrous errors of the human race. 4 History not only offers hints about how we can organise our societies but urges us to manage them for the benefit and betterment of all those who live in them as well.



### Culture Link

#### ***The Histories* by Herodotus**

*The Histories* by Herodotus is considered the founding work of history in Western literature. Written in 440 BCE in classical Greek, *The Histories* serves as a record of the ancient traditions, politics, geography, and clashes of various cultures that were known in Western Asia, Northern Africa and Greece at that time. It remains one of the West's most important sources regarding these affairs. Moreover, it established the genre and study of history in the Western world.



## Listening, Viewing and Speaking



### The Forbidden City (Mini-lecture) 音频文本见 page T49b

#### I. Answer the questions.

1. Why do you think the place is called “the Forbidden City”?

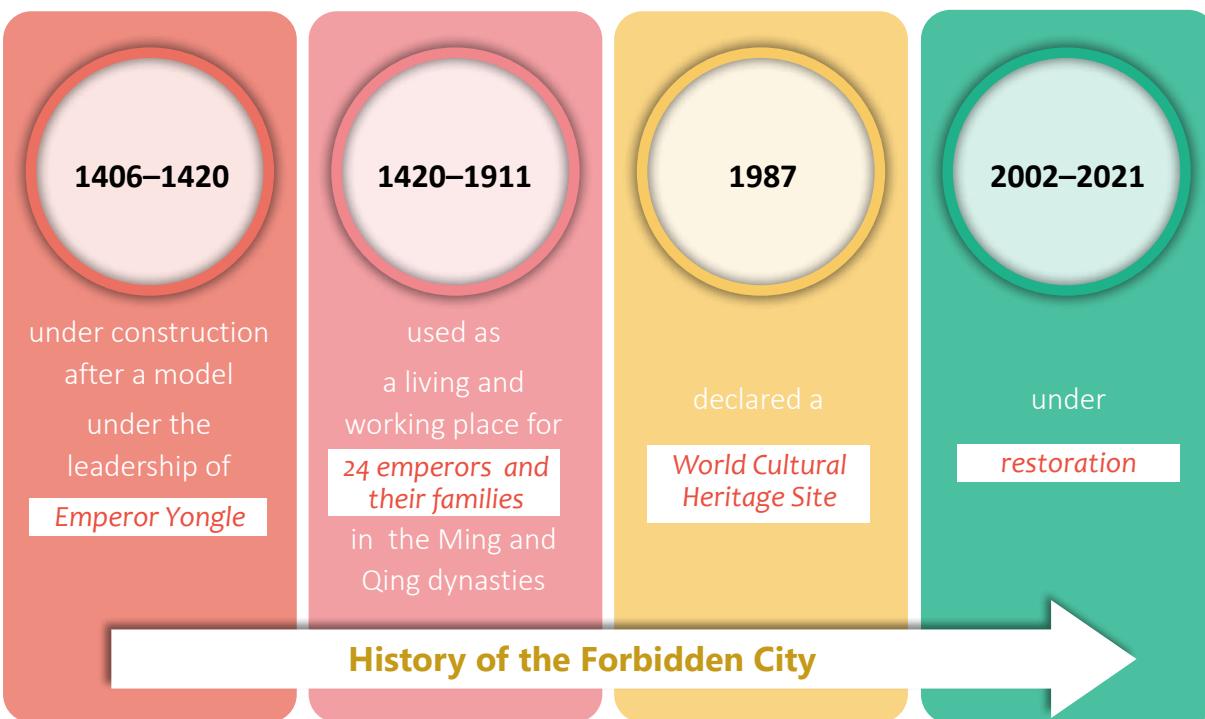
*The palace was restricted to royal families in the Ming and Qing dynasties.*

2. What other name(s) does it have?

*The Palace Museum.*



#### II. Listen and fill in each of the blanks with no more than five words.



#### Listening Strategy Making inferences

#### III. Listen again and answer the questions. (Answers may vary.)

1. Why was the Forbidden City renamed later?

*It was transformed into a museum to display traditional Chinese architecture, rare treasures and curiosities and it is no longer restricted to royal families but accessible to the general public.*

2. Why do you think we should protect historic sites like the Forbidden City?

*They provide a platform for researchers and visitors to study and learn about the society in the Ming and Qing dynasties.*

# Listening, Viewing and Speaking

## 教学内容与要求

### Listening

- 能依据语篇的情景语境，获取讲座的主题、细节信息和关键信息；
- 能根据时间顺序梳理相关事实，并推测相关信息；
- 能发现并阐述语篇中的文化现象与价值观念。

## 背景介绍

This audio is an excerpt from a TV documentary, which introduces some basic information about the Forbidden City. It helps the audience get an overall picture of China's best-preserved imperial palace. With its guidance, the audience is motivated to explore the change and development of the Forbidden City through different periods.

## 教学建议

- I
  1. Show students the picture of the Forbidden City and ask them whether they have been there. Invite those who visited the place to describe their impressions of the Forbidden City.
  2. Help students understand the words that might be new to them, such as *imperial*, *architectural*, *chamber*, through teacher-student interaction.
  3. Ask them to answer the two questions.
- II
  1. Have students study the diagram and predict what kind of information they need to focus on when listening to the mini-lecture. For example, for the first blank, it must be a person because the blank is after the phrase “under the leadership of.”
  2. Remind students to pay attention to the details of the Forbidden City in different periods of time.
  3. Play the audio and get students to revise their answers to the questions in Exercise I and finish Exercise II.
  4. Go over the answers with the class.
- III
  1. Play the audio again. Remind students to listen for the reasons why the Forbidden City was renamed while listening.
  2. Direct students' attention to the words or expressions that describe the Forbidden City, such as *splendid*, *vast complex*, *enormous*, *a World/Cultural Heritage Site*. Draw students' attention to some of the transition words and the years in the passage, such as *ever since then*, *there*, *later*, *date back to 1406*, *in 1420*, *in 1911*, *in 1987*.
  3. Guide students to make inferences about the reasons why we should protect historic sites like the Forbidden City based on their understanding of the passage, their background knowledge and experience.

Suggested Activities 见 page T49j。

## 听力策略

### Making inferences

An inference is a conclusion reached on the basis of evidence and reasoning. Making inferences during listening is a comprehension strategy used by listeners to listen between the lines, make connections, and draw conclusions about the meaning of the text and its writing purpose. Teachers may raise students' awareness of making inference by highlighting some key words or relevant information according to the listening tasks and making connections between them. For example, the word “rename” in the first question of Exercise III implies name changes. Students thus need to pay attention to the different names and functions of the historic site.

## 教学内容与要求

### Viewing

- 能从视频中获取必要信息，掌握语篇大意；
- 能根据关键信息，形成并清晰表达自己的观点。

## 背景介绍

This video is an excerpt from a TED speech, in which the author elaborates on his working experience of building a museum online. By demonstrating how to use the online museum to appreciate the famous painting *The Harvesters*, the speaker shows the audience the latest application of gigapixel technology, making museums and artworks more accessible.

## 教学建议

- I 1. Ask students whether they have ever visited a museum online. Invite those who have to share their experiences with the class.  
2. If there's no student who has the online museum-visiting experience, show one online museum for the students so that they can get a general idea of what it is like.  
3. Have them brainstorm the advantages of an online museum.
- II 1. Have students read the instructions and the table and predict the missing information.  
2. Get them to watch the first time for the answers and complete the sentences. Allow them to watch again if necessary.  
3. Have them compare answers with a partner and then go over the answers with the class.
- III 1. Have students read the questions and discuss in pairs. Let them watch the video again if necessary.  
2. Invite some of them to share their answers with the class.

## 参考答案

- I Yes, I have visited some museums online. I can compare the similar items in different online museums without moving here and there. If I am interested in a museum in another country and can't go abroad, visiting an online version is a good alternative.  
(Answers may vary.)

Suggested Activities 见 pages T49j–T49k。

## 教学内容与要求

### Speaking

- 能在听、看的基础上，运用相关主题知识，完成博物馆导游的角色扮演任务；
- 能在介绍博物馆的过程中使用恰当的语气、语调、表情和手势表达意义。

## 教学建议

- Ask students to brainstorm a few local, national or international museums that they are familiar with or have visited, such as Shanghai Museum, Shanghai Natural Museum, Shanghai Insect Museum, Shanghai Museum of Glass. They can also imagine one and give a name to it.
- Put students into groups of five. Have them decide on one museum and come up with some relevant information including its name, location, notable collections, historical and cultural significance, and technological features. Ask them to search the Internet in advance for more information if necessary.
- Invite one student to play the role of a tour guide and introduce the museum to the other four in the group. Encourage students to use the useful expressions in the box when role-playing.
- Ask the other four students of each group to play the role of visitors and raise questions after the introduction by the tourist guide. Then get the visitors to decide on the three most interesting features of the museum that they would recommend to the other groups.

Suggested Activities 见 page T49k。



## Building a Museum of Museums on the Web (Speech) 视频文本见 pages T49b-T49c

### I. Answer the questions.

Have you visited any world-famous museum online like the Forbidden City? What are the advantages of establishing an online museum?

### II. Watch the video about building an online museum and complete the sentences.

#### An online museum of museums

- The online museum is comprised of 17 museums across the world after 18 months' work.
- The team launched the museum project because they wanted to make these museums more accessible with technology.
- If you are interested in one of the museums available, you may click the name of the museum.
- Gigapixel technology enables visitors to have a clear look at a(n) image and learn from artworks.

### III. Answer the questions.

Why is the Metropolitan Museum of Art one of the speaker's favourites? What do you think he has learned from the painting *The Harvesters* by Pieter Bruegel?

*A lot of world-famous paintings in the museum are to the speaker's taste. From *The Harvesters*, he has learned something about a popular game called squall, played by the kids at the time when it was created. (Answers may vary.)*



### Introducing a museum as a tour guide

Work in groups. You are going to do a role-play of a museum tour, where some of you are tour guides. To prepare, follow the steps below:

**Step 1** Brainstorm and make a list of local, national or international museums you have visited or heard about respectively. You may even invent your own museum and give a name to it.

**Step 2** Decide on a museum and come up with its relevant information, including its name, location, notable collections, historical and cultural significance, and technological features.

**Step 3** Have one member play the role of tour guide and introduce the museum to the class.

**Step 4** The audience, in the role of visitors, raise questions after the presentation in groups. The visitors may decide on the three most interesting features of the museum that they would recommend to a friend. *Tour guide: I would like to introduce you to the Shanghai Museum of Glass. It is located at Building 8, 685 West Changjiang Rd, Baoshan District. The museum displays the making of glass and artistic glass pieces from China and overseas. It maintains the basic structure of the site's existing factory, expressing its original details and creating a highly artistic and interactive space. To highlight the building's precious function as a glass factory, there are several feature areas, including the Kaleidoscope Entrance, the Corridor of History, and the House of Glass. A hot glass performance is given Tuesday through Friday at 2:30 pm.*

#### Useful Expressions

It is located at ...

The museum

- houses/displays collections of paintings/sculptures/antiques ...
- focuses on art/science/history ...
- specialises in artworks from ...
- uses its collections to explain ...
- holds the world's most valuable collection of items from ...

The exhibition is sponsored by ...

The collection contains ... objects.

Some objects in the collection provide glimpses into the history of ...

Thanks to the museum's ...

# READING B

## THE SILK ROAD: CONNECTING THE EAST AND THE WEST

The Silk Road is not actually a road but many roads. The legendary Silk Road is a web of routes that stretch across China and well beyond its borders. It links cities now called Xi'an and Urumqi in China, and connects China to Europe, reaching all the way to Istanbul, Turkey (the gateway to Europe) and Venice, Italy.

Ferdinand Freiherr von Richthofen, a German geographer, created the term "Silk Road." For him the term referred to routes where the booming trade in silk products was carried out along their entire length. Silk was the main commodity traded from China and was a major reason that the trade routes became so complex. Everyone wanted it! During the Han dynasty, Emperor Wu sent Zhang Qian to the Western Regions twice. Zhang Qian's missions to the Western Regions paved the way for later diplomatic and commercial exchanges between the Middle Kingdom and the western states. The routes eventually became a two-way movement of economic trade, cultural values, scientific theories and achievements as well as a channel for religious thought. The Silk Road also became an efficient way to spread ideas — a kind of ancient version of the information superhighway.

Besides silk, the Chinese also traded teas, porcelain, gold, silver, cotton and lacquerware with the

West. Most goods bought and sold along the routes were quite expensive as journeys were long, difficult and dangerous. Asian techniques and crafts were also shared along the Silk Road. Skills such as raising silkworms, silk spinning, iron casting and channel digging were all introduced to the West via the Silk Road. Furthermore, fine art, architecture, music, dance and theatrical performances were shared on these routes. Music and dance from Central Asia were extremely popular in China. Often featured were terracotta dancers, actors in masks and musical groups. In agriculture, walnut, grape and other plants were brought from the Western Regions to China. One of the most famous Europeans who travelled on the Silk Road was Marco Polo of Venice, Italy. He brought home many treasures like silk, ivory and jade. But more importantly, he told about his travels and introduced the East to a large Western audience for the first time.

The routes were not restricted to land. Ships explored water routes from the Southeast China coast to the Indian Ocean. They connected China and Europe. Modern scholars call them the Maritime Silk Road. Han sailboats left the coastal ports in Southeast China, sailed through the Strait of Malacca in Southeast Asia and arrived at destinations as far away as the Indian



## Reading B

### 教学内容与要求

- 能归纳说明文的文体特征，明确说明文的语篇结构和说明逻辑；
- 能列举说明文的语言特征，如用词的严谨性、科学性；
- 能发现并说明语篇中包含的文化现象和价值观。

### 语篇分析

本文的语篇类型为说明文。语篇内容是介绍了丝绸之路名称的起源，从沿路的经济、人文交流的细节说明两条主要路线——陆上丝绸之路和海上丝绸之路——如何成为横贯欧亚大陆的贸易路线，并促进了欧亚非各国和中国的友好往来。语篇结构为“总—分—总”模式，先总体解释什么是丝绸之路，然后介绍陆上丝绸之路和海上丝绸之路，最后总结丝绸之路所发挥的作用。语言特征是运用大量表示关系的连系动词介绍了丝绸之路的概念和特点，并用被动语态的动词呈现了丝绸之路上繁荣的商品交易和文化交流的景象，体现了说明文客观、简洁的语言特点。主题意义在于帮助学生深入理解史实，为学生说好中国故事提供知识储备，培养文化自信。

### 背景介绍

- This passage is adapted from an article on an education website.
- Zhang Qian (?–114 BCE), an outstanding diplomat, traveller and explorer in the Han dynasty of China. He was honoured as the “pioneer of the silk road,” “the first Chinese to open their eyes to see the world” and “the Columbus of the east.” In 139 BCE, under the command of Emperor Wu of the Han dynasty, he led more than 100 people to the western region and opened the north-south road to the territory, namely the famous silk road, promoting exchange between the Eastern and Western civilisations.

### 难句注释

- Zhang Qian's missions to the Western Regions paved the way for later diplomatic and commercial exchanges between the Middle Kingdom and the western states. (lines 21–26)**  
句中 paved the way for 意为“为……铺平道路”或“为……奠定基础”。Middle Kingdom 意为“中央王国”，此指“汉朝”。整句意为“张骞出使西域为日后中原与西域的外交和商贸往来奠定了基础。”
- Often featured were terracotta dancers, actors in masks and musical groups. (lines 50–52)**  
句中 featured 是形容词，意思是 having features as specified，在句中作表语，被提前置于句首。主语在谓语动词后面，构成了完全倒装句型，正常的语序为 Terracotta dancers, actors in masks and musical groups were often featured。整句意为“胡旋舞、傩戏和乐队是丝绸之路上的一大特色。”
- Han sailboats left the coastal ports in Southeast China, sailed through the Strait of Malacca in Southeast Asia and arrived at destinations as far away as the Indian Peninsula. (lines 68–73)**  
句中 as far away as 意为“远至”，the Strait of Malacca 为“马六甲海峡”。整句意为“汉朝的帆船从中国东南沿海港口出发，行经东南亚的马六甲海峡，最远可达印度半岛。”

## 词汇分类

识别词汇△：legendary, boom, commodity

运用词汇：commercial, efficient, cast, feature, restrict, destination, gain, invaluable

常用词组：carry out, pave the way (for sb/sth), bring about

## 词汇释义

### • **legendary (line 2)**

*adj.* very famous and talked about a lot by people, especially in a way that shows admiration 非常著名的；享有盛名的

**There are many different tales of the origin of chopsticks, one of which is related to Dayu, a legendary figure who tamed floods.** 筷子的由来有很多种说法，其中一个说法和“大禹治水”传奇中的人物大禹有关。

*n.* legend 传说

### • **boom (line 13)**

*v.* to have a period of rapid growth; to become bigger, more successful, etc. 迅速发展；激增；繁荣昌盛

**By last month, business had been booming.** 到上个月为止，商业一直很繁荣。

*n.* an increase in economic activity, or in the amount, frequency, success (经济) 繁荣；增长

**An economic boom followed, especially in housing and construction.** 接着是一个经济繁荣期，尤其在住房和建筑方面。

### • **carry out (line 14)**

完成

**They will carry out this experiment, regardless of whatever happens.** 不管发生什么，他们都将完成这个实验。

### • **commodity (line 16)**

*n.* a product or a raw material that can be bought and sold 商品

**Commodity prices remain stable and there**

**are plenty of goods on the market.** 商品价格稳定，市场货源充足。

### • **pave the way (for sb/sth) (line 23)**

(为……) 铺平道路，创造条件

**Their economic policy paved the way for industrial expansion.** 他们的经济政策为工业发展铺平了道路。

### • **commercial (line 24)**

*adj.* connected with the buying and selling of goods and services 贸易的；商业的

**The new trolleybus line was routed through the commercial district.** 新的无轨电车路线要按规定路线经过商业区。

### • **efficient (line 31)**

*adj.* doing sth well and thoroughly with no waste of time, money or energy 效率高的；有功效的

**An efficient way to learn history is to think about connections between, and the essence of, historical phenomena.** 学习历史的一个有效方法是思考历史现象背后的联系和本质。

### • **cast (line 43)**

*v.* to shape hot liquid metal 浇筑，铸造

**The statue of Abraham Lincoln was cast in bronze.** 这座亚伯拉罕·林肯的塑像是用青铜铸成的。

### • **feature (line 50)**

*v.* to include a particular person or thing as a

**special feature** 以……为特色；是……的特征

**Situated in the People's Square, the world-famous Shanghai Museum features gorgeous ancient Chinese art.** 位于人民广场的上海博物馆是国内外著名的中国古代艺术博物馆。

**Mindless advertisements feature in many television programmes.** 滥播广告已成为许多电视节目的特征。

- **restrict (line 63)**

v. to limit the size, amount or range of sth 限制，限定（数量、范围等）

**Some high schools restrict the number of students per class to 20 because many educators prefer small-sized class education.** 一些高中学校将每个班的学生人数限定为 20 人，因为许多教育工作者更喜欢小班化教学。

to restrict sb to some place 限制（在某范围）

**For the first two weeks, patients are restricted to the grounds.** 最初两周病人们被限制在院内活动。

- **destination (line 72)**

n. a place to which sb/sth is going or being sent 目的地；终点

**We arrived at our destination by twelve, and**

**each class went with its teacher to lunch.** 我们十二点到达目的地，每个班的学生和他们的老师一起去吃午饭。

- **gain (line 80)**

v. to obtain or win sth, especially sth that you need or want 获得，取得，得到

**Students can gain valuable experience by**

**working on the campus radio or magazine.** 学生们通过在校园广播台或校刊工作能够获得宝贵的经验。

- **bring about (line 83)**

导致；引起

**It has been proved by history that radical reforms often bring about undesired results.**

历史已经证明激进的改革往往会造成人们不想要的结果。

- **invaluable (line 83)**

adj. extremely useful or precious beyond measure 极有用的；极宝贵的

**There are many invaluable bronzes in the British Museum.** 大英博物馆里有许多极为宝贵的青铜器。

v./n. value

adj. valuable 有价值的

valueless 没有价值的

## Comprehension Plus

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### 教学建议

- I**
  - 1. Before students read the text, ask them what they know about the Silk Road to arouse their interest and activate their background knowledge.
  - 2. Guide students to read the text for the structure first. Then have students go over the mini-encyclopedia of the Silk Road on page 45 of the Student's book and ask them to complete it.
  - 3. Explain the difficult language points in the text while checking answers with students.
  
- II**
  - 1. After analysing the text, ask students to think about the question and get them to discuss in groups.
  - 2. Remind them to go over the text and use the evidence from the text to support the concluding sentence in the end of the text.
  - 3. Invite students from different groups to share their opinions.

### 参考答案

**II** For centuries, the Silk Road was an interconnected system of trade routes along which products were bought and sold. The linked countries thus gained material goods, techniques, and skills from one another. The Silk Road also brought about cultural exchange (see paragraph 3). That is why the author considers the system to have been an all-round benefit to the world.

(Answers may vary.)

Suggested Activities 见 page T49l.

Peninsula. By land and by sea, ancient China built relationships between the  
75 East and the West.

For many centuries, the Silk Road was an ancient interconnected system of trade routes where products were bought and sold. But the countries  
80 along these routes gained much more

than material goods. The Silk Road connected the East and the West and brought about an invaluable exchange of culture between the regions. The  
85 success of the Silk Road was both an economic and cultural win for the world.

### ● Comprehension Plus

#### I. Complete the mini-encyclopedia of the Silk Road.

Name	The Silk Road originally referred to routes where the booming trade in silk products was carried out.	
Routes	By (1) <u>land</u> ,	it links cities now called Xi'an and Urumqi in China; it connects China to Europe, reaching to Istanbul, Turkey and Venice, Italy.
	By (2) <u>sea</u> ,	it starts from the coastal ports in Southeast China, through the Strait of Malacca, to the Indian Peninsula.
Trade & exchange	goods traded along the routes	silk, teas, porcelain, gold, silver, cotton and lacquerware
	(3) <u>techniques</u> & skills	raising silkworms, silk spinning, iron casting and channel digging
	(4) <u>cultural exchanges</u>	fine art, architecture, music, dance, theatrical performances
	(5) <u>agriculture</u>	walnut, grape
(6) <u>Historical figures</u>	<ul style="list-style-type: none"><li>Zhang Qian paved the way for further diplomatic and commercial exchanges between the East and the West.</li><li>Marco Polo introduced the East to the Western audience for the first time.</li></ul>	

#### II. Answer the question.

Why does the author state “The success of the Silk Road was both an economic and cultural win for the world” (lines 84–87)?

## Critical Thinking

Viewing matters from a historical perspective

- I. Reflect on what we've learned about historical heritage. Complete the table by listing their functions at different times. Then predict: what functions might they perform in the future?

Historical heritage	Functions	
	Past	Present
The Grand Canal	transport, military, trade, cultural exchanges	relocation of national resources / social welfare
The Silk Road	transport, trade, diplomatic and commercial exchanges, cultural, scientific and religious exchanges, information superhighway	economic and cultural exchanges between China and other countries
The Forbidden City	royal residence, administrative and political function	cultural heritage site (museum), architecture example

- II. Think of a historical site in China. Design a programme to optimise its roles for the present and for the future. For example, the South-to-North Water Diversion Project illustrates the importance of the Grand Canal at present and in the near future.

*The Belt and Road Initiative (BRI) is somewhat similar to the Silk Road, which is regarded as an economic and cultural win for the countries along the routes.*

*The Belt and Road Initiative (BRI) is a development strategy adopted by the Chinese government and unveiled by President Xi Jinping in 2013. Also known as the Silk Road Economic Belt and 21st-Century Maritime Silk Road Initiative, the strategy is focused on Eurasian cooperation.*

*The term “belt” refers to overland infrastructure corridors linked to each other, which constitute the Silk Road Economic Belt (SREB) component of BRI. It also refers to the sea route corridors, which constitute the 21st Century Maritime Silk Road (MRS) component of BRI.  
(Answers may vary.)*

# Critical Thinking

## 教学内容与要求

- 能根据提示整合本单元各语篇中的主要信息，并对信息进行对比分析；
- 能树立正确的历史观，就某个历史遗迹发表个人观点与见解。

## 教学建议

- I
- Ask students to focus on the three historical heritages in the reading and listening passages, and identify their different functions at different times.
  - Encourage students to complete the table by listing the key words.
  - Have them discuss in groups of four what functions these heritage sites might perform in the future.
- II
- Ask students to work in groups of four to think of a historical site in China, such as the Great Wall, the Forbidden City or the Three Gorges Dam. Allow them to search the Internet for its history and the present role after class.
  - Encourage students to design a programme in which the roles their chosen historical site serves now and will serve in the future are clearly stated. Tell them visual aids are appreciated. (The following factors are recommended: the history of the site, the different roles they have been playing, the prospective role they will play.)
  - Have them make a presentation about their programmes in class. Evaluate their work according to certain criteria as follows.

Criteria for the presentation		A	B	C
the feasibility of the programme	Is it practical/reasonable?			
the effectiveness of the presentation	Is there eye contact/body language?			
the accuracy of the language	Is the language accurate?			
the cooperation among members	Do the group members share the work?			

Suggested Activities 见 page T49!。

# Writing

## 教学内容与要求

- 能分析写作板块文本的语篇结构和主要特征，明确写作要求；
- 能根据语篇结构，归纳语篇要点，总结语篇主要信息；
- 能利用同义词/短语、近义词/短语和不同的句法结构对原有信息进行再加工。

## 写作导读

Guide students to identify the claim-counterclaim pattern with the help of the following questions.

### I. What is the claim-counterclaim pattern?

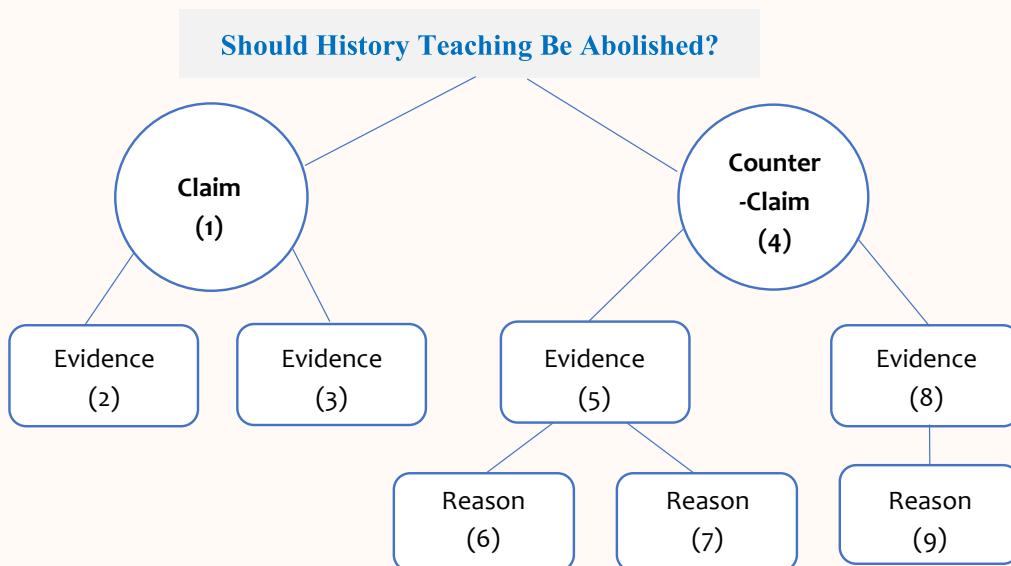
The claim-counterclaim is a commonly-used textual pattern in English texts. A claim is the main argument. A counterclaim is the opposite of the claim, or an opposing argument. It is used to rebut the previous claim in argumentative essays.

### II. How to identify the claim-counterclaim pattern?

A typical claim-counterclaim pattern consists of four parts: situation, claim, counterclaim, and conclusion. Usually, reasons or evidence are offered after claim and counterclaim are presented. Here is an example concerning a topic “Should History Teaching Be Abolished?”.

(1) Ask US K-12 students what they think about their history class and quite a few will say there is little need to teach history as a subject. (2) As they are likely to respond, “Who needs history? What a bunch of people did in the past doesn’t really mean anything to me.” (3) Their lack of engagement is reflected in their history test scores.

(4) But for many educators, history teaching shouldn’t be abolished. (5) The problem lies not in the subject itself, but with its teachers. (6) Many history teachers tend to focus too much on fact-checking, memorisation of dates, people, places and events. (7) In fact, is there any better way to teach students the crucial skills of reading and critical thinking? (8) Also, history makes people wise. (9) As the saying goes, if you do not know where you come from, then you don’t know where you are.



### III. What are the signal words?

There are a number of signal words in a claim-counterclaim essay.

#### 1. Words used in presenting claims

- n.: argument, assumption, belief, conclusion, proposition, suggestions, etc.  
v.: argue, believe, consider, feel, guess, imagine, think, suppose, etc.

## Writing a summary of a claim-counterclaim essay

Read the blog below, which is about the preservation of historical buildings. Write a summary to share with your classmates.

### Should Historical Buildings in the City Be Reconstructed or Removed?

Renovating or even knocking down old buildings to make way for new ones is viewed by some people as a sign of progress. Yet many people feel that old buildings not only provide a link to our history but can also be a testament to our culture. Thus, historical buildings with rich cultural heritage should not be reconstructed or removed.

Some hold the idea that old buildings in the city should be rebuilt or torn down. Old buildings, from their perspective, are outdated and have difficulty blending in with modern architecture, such as skyscrapers. Reconstructing or getting rid of those buildings is necessary for long-term urban planning. Additionally, some believe historical buildings that are not renovated will gradually lose their value. Only by turning those buildings into restaurants, boutique stores, for example, can we help them to survive — in a new form.

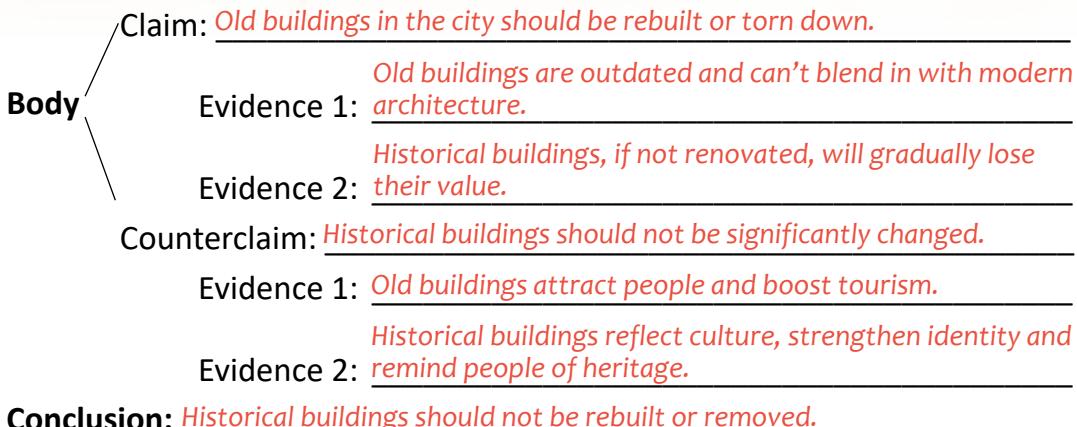
By contrast, others support the idea that historical buildings should not be significantly changed. Instead of being outdated, old buildings are attracting people from different cultural backgrounds who appreciate differences in style, material and cultural narratives. Cultural tourism is often a driving force of an economy. People from all over the world will travel to historical sites to learn more about them. Annually, about 15 million people visit the Forbidden City and 8 million visit the Louvre. Also, historical buildings are important because they reflect culture, strengthen national identity and remind people of their heritage. The Forbidden City is one such example. It is a large group of 90 palaces and many other buildings dating from the 15th century, reminding Chinese people of their history and culture.

Historical buildings should not be reconstructed or removed. If a building holds comprehensive cultural and historical value to a society, it is our responsibility to keep it, preserve it and protect it.

## ● Guided Writing

**Step 1** Complete the outline of the essay.

**Introduction:** Old buildings with rich cultural heritage should not be reconstructed or removed.



**Step 2** Put the main points together. Use your own words to express them in no more than 60 words.

**Step 3** Go over what you have written with the proofreading checklist given below.

### Writing Strategy      Summary writing 3 — proofreading

Proofreading is to examine a draft text carefully to find and correct possible errors in structure, grammar or language.

#### Proofreading checklist

Item	✓ or ✗
Do I follow the pattern of the essay?	
Do I use synonyms to replace the key words of the original essay?	
Do I change sentence structures of the original sentences?	
Do I focus only on the most important points?	
Do I keep the meaning of the original essay?	
Do I have any spelling, punctuation or grammatical mistakes?	

**Step 4** Share your summary with your classmate(s) and ask for tips on how to improve it.

## ► Further Exploration

### Designing a brochure about a historic site

Visit a historic site in a local area and design a tourist brochure.

**Step 1** Work in groups. Visit a historic site and collect information about it.  
e.g. *history of the site, historical figures, events or legends associated with the site*

2. Words used in presenting counterclaims  
*n.*: mistake, lie, challenge, doubt, possibility, suspicion, nonsense, etc.  
*v.*: disagree, deny, dispute, contradict, challenge, correct, rebut, refute, object to, etc.  
*adj.*: false, wrong, questionable, unlikely, etc.
3. Phrases used in presenting one's point of view  
in one's opinion, from one's point of view, in one's perspective, as far as sb is concerned, hold (the view) that, back up, take the attitude that, etc.
4. Adverbs, prepositions or conjunctions  
after all, although, by all/no means, but, conversely, despite, however, in fact, in reality, on the contrary, on the one hand ... on the other hand, unfortunately, whereas, yet, etc.

## 参考答案

Although some people think old buildings should be reconstructed or pulled down because they are outdated, difficult to blend in with modern architecture and will lose value if not renovated, the author holds that we should protect and preserve historical buildings. The reasons are that they boost cultural tourism, enforce national identity, and remind people of their history and culture. (Answers may vary.)

Suggested Activities 见 page T49m。

## 教学建议

### Step 1

1. Ask students to read the title of the article and talk about their opinions on the preservation of historical buildings.
2. Have students read the article and identify the current situation, the claim and the counterclaim.
3. Have them read again to find out the evidence or reasons for the claim and counterclaim.
4. Get them to complete the outline and share their outlines with a partner.

### Step 2

1. Ask students to use their own words to express the main points according to the outline by using synonyms or changing sentence patterns.
2. Allow students some time to write the summary.

### Step 3

1. Guide students to go through the proofreading checklist of summary writing.
2. Ask students to check their summary against the proofreading checklist and polish it.

### Step 4

1. Have students exchange their summaries with a partner for some tips on how to improve it. Monitor students closely and offer help in time.
2. Invite one or two students to share their summaries with the class and evaluate the summaries based on the checklist.

## Further Exploration

### 教学内容与要求

- 通过研究性学习和合作探究，采用田野调查、阅读文献、删选资料等方法，制作以典型文化遗产为主题的导游手册，并与同学分享。
- 通过搜集信息、分析、比较和甄别，了解并宣传中国历史文化，提升民族自豪感和爱国之情，并加深文化遗产保护意识。

## 教学建议

1. Tell students the objective of the activity is to design a tourist brochure about a historic site. Ask them to make a list of some historic sites they have been to or some they would like to visit.
2. Divide students into groups and make sure each group has students of different levels of English.
3. Ask each group to decide on the historic site they are interested in and collect some information about it before they visit it.
4. Allow students to visit the site to take photos and find more information on the spot.
5. Let each group design their brochure in an attractive way. Show them some examples if possible.
6. Have them print the brochure and put it on the bulletin board of the classroom for presentation.

## 参考答案

Refer to the example on page 49 in the textbook.

Suggested Activities 见 pages T49m – T49n。

## Self-assessment

### 教学内容与要求

- 通过核查和反思，确认单元学习目标的达成情况；
- 依据达成情况，调整学习策略，同时通过计划和调控，提升自主学习能力和反思能力。

## 教学建议

### Step 1: Review

Remind students to check whether they have achieved the overall learning goals of this unit by going over the list.

### Step 2: Reflect

1. Have students recall the activities that they have performed well to give them a sense of achievement. Get them to describe the process they use to complete the activities and/or to achieve the results they have achieved and explain the reason for their success.
2. Get students to think of the problems or difficulties they have encountered when doing the activities. Have students analyse the possible causes of the problems or difficulties.

### Step 3: Revise

Get students to make a plan to solve the problems or to overcome the difficulties. Encourage students to find effective solutions to the problems or difficulties, for example, turning to a dictionary, a reference book or online resources, asking a friend or a teacher for help, inviting a partner to practise together. Provide them with an example and give support if needed.

范例见 page T49n。

- Step 2** Take photos or find pictures of the site, and add information collected from other sources.  
e.g. *activities held or to be held at the site*
- Step 3** Provide contact information and opening hours.
- Step 4** Design the brochure in a way to attract readers' attention.
- Step 5** Print the brochure and put it on the bulletin board of the classroom.

#### EXAMPLE

### Something for everyone

This site was established in 1907 and fully restored in 2007.

Dr Ho Fengshan and other Chinese diplomats saved thousands of Jews by issuing them visas to escape the Holocaust.

From 1933 to 1941, Shanghai accepted around 30,000 Jewish refugees fleeing the Holocaust in Europe. In the “Designated Area for Stateless Refugees” in Tilanqiao area of Shanghai, about 20,000 Jewish refugees lived harmoniously with local citizens, overcoming numerous difficulties together.

Opening Hours:  
09:00 – 16:30  
Contact:  
62 Changyang Road,  
Hongkou District, Shanghai  
(8621) 65126669

**VISIT SHANGHAI JEWISH REFUGEES MUSEUM (the former site of Ohel Moshe Synagogue)**



### Self-assessment

Look at the expected learning outcomes of this unit.

- A. Understanding the history of China's Grand Canal and the Silk Road, and how technology can help people learn about history
- B. Describing museums and the value of recording and preserving history
- C. Learning about the founding work of history in Western literature
- D. Designing a brochure about a historic site
- E. Viewing matters from a historical perspective
- F. Making inferences while listening
- G. Writing a summary of a claim-counterclaim essay

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful

## Culture Link

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### 教学内容与要求

- 能简要介绍希罗多德撰写的《历史》一书的主要内容；
- 能联系单元内容，说明学习历史给我们带来的益处，树立正确的历史观。

### 教学建议

- Invite students to go over the passage entitled “*The Histories by Herodotus*” on page 41 and find out what the passage is mainly about.
- Get students to work in groups. Have each group choose one topic of the book and read about the introduction of the topic. The next day, ask them to share in class.

### 补充文化知识

Herodotus was born about 484 BCE and died some 60 years later. He travelled over much of the known ancient world, making trips to places such as southern Italy, Lower Egypt, and the Caucasus. His great work *The Histories*, the first major prose work in world literature, is an account of his world at the time of the Persian Wars. The book, translated by University of Chicago scholar David Grene, earned Herodotus the epithet “The Father of History” in ancient times. He distinguishes between the things seen with his own eyes and those of which he had only heard. But he was often too credulous of things told to him by his peers along the way, for which reason his younger contemporary Thucydides called him “The Father of Lies.” Renowned in his own time for his humanity and wide-ranging curiosity, Herodotus shows an insatiable appetite for both useful information and a good yarn, and *The Histories* is a starting point for any student of the past.

*The Histories* is the world’s first great narrative history. It vividly describes how the Greeks — few in number, poor, and disunited — managed to repulse a massive invasion by the powerful Persian army in the 5th century BCE. This amazing upset victory changed the course of western civilisation, as the cities that led the resistance — Athens and Sparta — became the two major powers on the Greek mainland. The remarkable period that followed introduced revolutionary ideas about democracy, education, philosophy, drama, and — thanks to Herodotus — the writing of history.

A wonderful storyteller, Herodotus filled *The Histories* with amusing anecdotes and dialogue, human details about the lives of important political figures, and a kaleidoscope of viewpoints from people of many lands. Magnificent in compass and enormously entertaining, *The Histories* is not only the leading source of original information for Greek history during the all-important period between 550 and 479 BCE, but also an artistic masterpiece that created a new genre of literature.

## The Forbidden City

The history of the Forbidden City dates back to 1406 when Emperor Yongle of the Ming dynasty decided to build an imperial palace in Beijing, modeled after the one in Nanjing.

In 1420, the splendid imperial palace was completed. Subsequently 24 emperors of the Ming and Qing dynasties also worked and lived there with their royal families.

There, a vast complex of palaces and administrative buildings covered 178 acres with garden landscapes and combined to form an enormous architectural complex consisting of approximately 9,000 chambers and halls containing furniture and works of art. The emperor's new palace took over 1 million workers almost 15 years to construct. Because access was restricted to members of the imperial family and those serving or working with them, it came to be known as the Forbidden City. The Forbidden City functioned as the political centre of China for over 500 years until the Qing dynasty was overthrown in 1911.

Later, the Forbidden City was transformed into the Palace Museum to display traditional Chinese architecture, rare treasures and curiosities. In 1987, it was declared a World Cultural Heritage Site by UNESCO. A large-scale restoration started in 2002 and will last until 2021. The imperial city will go on to present its beauty and magnificence to later generations.

### 注释:

1. **complex** *n.* a group of buildings designed for a particular purpose, or one large building divided into several smaller areas 建筑群  
**This is a low-cost apartment complex.** 这是一个低价公寓楼群。
2. **chamber** *n.* a room designed and equipped for a particular purpose (作特殊用途的) 房间  
**Each apartment was designed with an antechamber, a chamber, a cabinet and a cloakroom.**  
每套公寓都有一个前厅、一个房间、一个橱柜和一个衣帽间。

## Building a Museum of Museums on the Web

My name is Amit. And 18 months ago, I pitched this idea of doing something with museums and art to my boss who's actually here, and she allowed me to do it. And it took 18 months. A lot of fun, negotiations and stories, I can tell you, with 17 very interesting museums from nine countries. But I'm going to focus on the demo. There are a lot of stories about why we did this.

I think my personal story is explained very simply in the slide, and it's access. And I grew up in India. I had a great education — I'm not complaining — but I didn't have access to a lot of these museums and these artworks. And so when I started travelling and going to these museums, I started learning a lot. I tried to put this desire to make it more accessible with technology together. So we formed a team, a great team of people, and we started doing this.

I'm going to probably get into the demo and then, you know, tell you a couple of the interesting things we've had since launch. You look around all these museums here. You've got the Uffizi, you've got the MoMA, the Hermitage, the Rijks, the Van Gogh. I'm going to actually get to one of my favourites, the Metropolitan Museum of Art in New York. Two ways of going in — very simple. Click and, bang, you're in this museum. It doesn't matter

where you are — Bombay, Mexico, it doesn't really matter. You move around. You have fun. You want to navigate around the museum? Open the plan up, and, in one click, jump. You're in there. You want to go to the end of the corridor. Keep going. Have fun. You know, explore.

(Applause)

Thanks. I haven't come to the best part.

(Laughter)

So now I'm in front of one of my favourite paintings, *The Harvesters* by Pieter Bruegel at the Met. I see this plus sign. If the museum has given us the image, you click on it. Now this is one of the images. So this is all the meta-data information. For those of you who are truly interested in art, you can click this — but I'm going to click this off right now. And this is one of these images that we captured in what we call gigapixel technology. So this image, for example, has close to, I think, around 10 billion pixels. And I get a lot of people asking me: "What do you get for 10 billion pixels?" So I'm going to try and show you what you really get for 10 billion pixels. You can zoom around very simply. You know, you see some fun stuff happening here. And I love this guy; his expression is priceless.

But then you really want to go deep. And so I started playing around, and I found something going on over here. And I was like, "Hold on. That sounds interesting." I went in, and I started noticing that these kids were actually beating something. I did a little research, spoke to a couple of my contacts at the Met, and actually found out that this is a game called squall, which involves beating a goose with a stick on Shrove Tuesday. And apparently it was quite popular. I don't know why they did it, but you know I learned something about it.

#### 注释:

1. **pitch an idea to sb** try to persuade people to accept the idea 力荐（某主张）
2. **Uffizi** an art gallery in Florence, Italy 乌菲奇艺术馆（位于佛罗伦萨）  
**MoMA** Museum of Modern Art 纽约现代美术馆  
**the Hermitage** an art museum in St Petersburg (位于俄罗斯圣彼得堡的) 艺术博物馆  
**the Rijks** 荷兰国立博物馆  
**the Van Gogh** (位于荷兰阿姆斯特丹的) 梵高博物馆  
**the Metropolitan Museum of Art** (Met) 大都市艺术博物馆 (位于纽约, 缩写为 Met)
3. **gigapixel** n. 十亿像素
4. **zoom** v. 变焦缩放

# Getting Started

**Option 1 ★★**

1. Put students into groups. Have them talk about their personal experiences of travelling to any historic site and what they have learnt about these sites.
2. Call on different students to share their experiences and what they've learnt with the class.
3. Activate students' prior knowledge by asking why and how questions about the protection of historic sites to prepare them to delve into history.

**Option 2 ★★★**

1. Ask students to brainstorm the seven wonders of the modern world, that is, the Great Wall in China, the Taj Mahal in India, the Great Pyramid of Giza in Egypt, the Colosseum in Italy, the Chichen Itza in Mexico, Machu Picchu in Peru, and the Statue of the Christ Redeemer in Brazil. Show them some pictures of the seven wonders or give some hints when needed.
2. Get students to discuss what people can do to protect the wonders or historic sites and why it is important to protect them.

**Reference answer:**

Historic sites are symbols of a city's or a country's past and form a major aspect of a culture. They must be loved, maintained and preserved to ensure their longevity. We can call on community members to form a volunteer group to preserve the architectural structure. We can also educate the community by holding workshops and seminars to inform the audience or tourists about the importance of preserving cultural or historic sites. What's more, to prevent further destruction and loss of the historic sites, the government should take measures like making laws to protect them or raising funds for their restoration and maintenance.

**Option 3 ★★★**

1. Draw students' attention to the topic of this unit, "Delving into History," which means discovering something new about history or exploring history.
2. Have students discuss their understanding of the Chinese saying on page 35.

**Reference answer:**

People should not forget the experience and lessons from the past to avoid making the same mistakes in the future. The Chinese version is “前事不忘，后事之师”.

# Reading A

## Comprehension

**Option 1 ★★**

1. Use KWL (K — what I Know, W — what I Want to know, L — what I Learn) pattern to activate students' background knowledge of the Grand Canal and arouse their curiosity to read. Ask students to work in groups of four and fill in the first and second columns of the form below.

## Suggested Activities

The Grand Canal		
What I know	What I want to know	What I learn

2. Encourage students to share in class what they know about the Grand Canal and what they want to know about it. Give students time to read the text and fill in the third column of the form and then share their answers with the whole class.

**Reference answer:**

The Grand Canal		
What I know	What I want to know	What I learn
A manmade river The longest canal in China Crosses many provinces ...	Its length and location Its history The purpose of building it ...	Around 1,800 km long, stretching from Beijing to Hangzhou Started by the State of Wu in 486 BCE Rebuilt 1,000 years later in the Sui dynasty Restored by Emperor Yongle in the Ming dynasty ...

3. Based on students' feedback, ask more questions to help them understand the text better or to highlight the important points about the canal.
- (1) Why did the leader of the State of Wu decide to build a canal?
  - (2) What did Emperor Yang of the Sui dynasty do with the old canal?
  - (3) Why did Emperor Yongle of the Ming dynasty think of using the waterway system to transport grain?
  - (4) How large was the scale of the canal project during the Ming dynasty?
  - (5) Why did the Grand Canal prove a powerful tool in promoting the economy within the empire and cultural exchanges between the north and the south?
  - (6) How important is the Grand Canal to the welfare of China nowadays?
4. Get students to introduce the history and role of the Grand Canal based on the information mentioned above.

### Option 2 ★★★

1. Ask the following questions to help students understand the basic information of the text.
  - (1) How famous is the Grand Canal in China?
  - (2) How long is it and which cities does it connect?
  - (3) When was the oldest part of the canal built?
  - (4) How and why was the oldest part of the canal built?
  - (5) Was the canal a busy waterway? Why?
  - (6) How different is the canal nowadays?
  - (7) What will it contribute to China in the future?
2. Direct students' attention to the organisation of the information and the language features by asking the following questions:
  - (1) How is the information about the Great Canal organised?

- (2) What type or genre of text is this article?
- (3) What are the features of this text type?

**Reference answers:**

- (1) The text adopts the “general – specific – general” pattern. In the first paragraph, the general information about the historic role of the Grand Canal is introduced. Then the second to seventh paragraphs describe the economic and social development along the Grand Canal in addition to its building, rebuilding and restoration in different periods of time. The last paragraph tells of the important role that the Grand Canal is playing nowadays.
  - (2) This is an expository essay.
  - (3) There are a lot of examples, comparison, classification, statistics and explanation in the text, which is characteristic of an expository essay.
3. Invite students to work as historians to introduce the past, present, and future of the Grand Canal. Remind them to use the structure and language features used in the text.

**Option 3 ★★☆**

1. Challenge students to brainstorm some other canals or waterways they have heard about.
2. Have students search for more information about one of the canals after class and present it in class the next day. Help them think more about the roles that the canal has played and will play in the country.

**Reference answer:**

In Venice, Italy there are 150 canals that make Venice the crown jewel of water cities. Romantic gondolas and Italian architecture along the canals helped the city earn this status. Another important example of this type of infrastructure is the manmade 77-km Panama Canal which changes the course of shipping and travel by connecting the Atlantic and Pacific oceans across a narrow strip of land in Panama, etc. The third example can be the canal in Zhou Zhuang, one of the most beautiful Chinese water towns, which is also known as “Venice of the East.” Along both sides of the canal, there are many old houses and willow trees.

## Vocabulary Focus

**Option 1 ★★**

Get students to acquire words and expressions in the context through classroom interaction. Integrate target words and expressions into reading activities at different stages: activate students' prior knowledge about some target words and expressions or raise their awareness of literal meanings of some words and expressions at the before-reading stage, guide students to infer the meanings of some target words or expressions at the while-reading stage and encourage students to use the newly-learned words and expressions at the after-reading stage. Interact with students in the following way.

**Pre-reading (lead-in)**

**Target words and expressions:** **infrastructural achievement, canal, manmade, waterway, extend**

T: Last time we talked about one of the greatest wonders in the world. What was it?

S: The Great Wall.

T: Yes. Do you know it is also considered the greatest **infrastructural achievement** in China?

## Suggested Activities

(write the phrase “infrastructural achievement” on the board) Guess what is the noun form of “infrastructural.”

S: Infrastructure.

T: Correct. (write the word “infrastructure” on the board) The **infrastructure** of a country consists of the basic systems and services that are necessary for the country to run smoothly. For example, transportation, buildings, water supplies and power supplies all belong to infrastructure. Can you list some other **infrastructural achievements** in China?

S: The Beijing-Hangzhou Grand **Canal**.

T: Yes. The Beijing-Hangzhou Grand Canal is one of them. Look at the picture. (show a picture of the Grand Canal) Do you know why it is called the Grand Canal?

S: It is very long and it is not natural but dug by enormous numbers of people.

T: Yes. It is a **manmade waterway**, an artificial river. Do you know how long it is?

S: It is 1,800 km long.

T: We can also say the Grand Canal **extends** around 1,800 km.

### While-reading

**Target words and expressions:** opt for, link, lay the foundation for

T: Did the leader of the State of Wu use the roads to transport goods and military supplies to the northern areas?

S: No, he didn't.

T: Right. He chose to use a canal instead of roads. We can also say he **opted for** a canal, a longer-lasting alternative. Which rivers did the canal connect?

S: The Yangtze and Huai rivers.

T: We can also say the canal **linked** the Yangtze and Huai rivers. And this canal **laid the foundation for** the current Grand Canal.

...

### Post-reading

**Target words and expressions:** undergo, various, appoint, hydraulic, permit, ambitious, large-scale, lifeline

T: We have learnt a lot about the history of the Grand Canal. Please work in pairs to retell how the Grand Canal was reconstructed in the Sui and Ming dynasties with the target words.

S1: In the Sui dynasty, Emperor Yang had the old waterways rebuilt and connected. The manmade waterway **underwent** a lot of reconstructions including speeding the flow and changing the course for **various** reasons.

S2: In the Ming dynasty, Emperor Yongle **appointed** Chen Xuan, a **hydraulic** engineering expert to oversee the improvements to **permit** ships to pass from one level to another along the waterway. This was an **ambitious** and **large-scale** canal project and made the canal an economic **lifeline** of the empire.

(Students' retelling may vary.)

### Option 2 ★★★

Get students to acquire target words and expressions while interacting with the text. Lead students to comprehend the text at three levels including literal, inferential and critical comprehension. Decide on text-related interaction topics and engage students in the conversations as is shown in the following examples. Use carefully designed questions to elicit new words and expressions and their

## Suggested Activities

meanings at the literal comprehension level, and guide students to infer the hidden meanings of certain words and expressions at the inferential or critical comprehension level. Make sure students use the target words and expressions in the process of expressing ideas about different topics at different comprehension levels.

### 1. Literal comprehension

**Topic:** What do you know about the Grand Canal?

**Target words and expressions:** manmade waterway, link, extend, hydraulic engineering

T: Have you ever heard of the Grand Canal? What do you know about it?

S: It is a **manmade** river.

T: Yes. The Grand Canal is a famous **manmade waterway** in China. It is not a natural but artificial river. It **links** Beijing in the North and Hangzhou in the South, and connects five river systems. It is the longest canal in the world. Do you know how long it is?

S: It is about 1,800 km.

T: Yes. We can use the word “**extend**” meaning “to cover a particular area or distance.” Can you tell us again how long the Grand Canal is?

S: It **extends** around 1,800 km.

T: What about the Great Wall?

S: It **extends** about 10,000 miles or 6,700 km.

T: Great! And it is also the oldest canal in the world. Do you know when it was built?

S: It was first built in 486 BCE during the Spring and Autumn period.

T: Right. Then a lot of reconstruction work was done in the Sui and Ming dynasties and it became an important **hydraulic engineering** project. “Hydr” and “hydro” are word roots related to water. There is another great **hydraulic engineering** project in China. Do you know what it is?

S: Sanxia.

T: Yes. It is also called Three Gorges.

### 2. Inferential comprehension

**Topic:** What kind of Project is the Grand Canal?

**Target words or expressions:** ambitious, large-scale, appoint, improvements, permit

T: Besides “long” and “old”, what other adjectives can be used to describe the Grand Canal ?

S1: “**Ambitious**” and “**large-scale**”.

T: Why?

S1: To restore the canal, Chen Xuan, a famous hydraulic engineer was **appointed** by Emperor Yongle to oversee the **improvements** that would **permit** ships to pass from one level to another along the waterway. More than 47,000 men were employed to maintain the canal ...

T: Right. What can be inferred here?

S1: I think Emperor Yongle attached great importance to the project because he chose Chen Xuan to take the job or responsibility to improve the canal so that ships could pass from one level to another along the waterway. So I believe the project was quite **ambitious** and so was the emperor Yongle.

S2: Because so many people were employed to build and maintain the canal, it was a **large-scale** project.

...

## Suggested Activities

### 3. Critical comprehension

**Topic:** Is it necessary to build another canal in China? Why or why not?

**Target words or expressions:** artificial, waterway, divert, arid, stretch, link, improvement

T: The Grand Canal has played an important role in ensuring the economic prosperity and stability of China over the ages. Do you think it is necessary to build a similar canal?

S1: I think it necessary to build another similar one, especially in the west part of China because some areas in the west are short of water. The **artificial waterways** can **divert** water from the Yangtze River or the Yellow River and help the **arid** regions to get enough water. Besides, it can provide a unified inland navigation network.

S2: I don't think it quite necessary because there have been great **improvements** in China's highway system and the railway network. They **stretch** from South to North, East to West, **linking** almost all big cities in all provinces. The airlines also play an important role in transportation. Waterways are less relied on.

## Grammar in Use

### Option 1 ★★

1. Create a story with some sentences that can be changed into sentences with full inversion or partial inversion. The following is for reference.

A tall monument stood in front of the ancient building. I didn't realise it was built early in the Roman Empire until I read the sign. It might be a historic witness. I got in and found so many frescoes. I had never expected such magnificent wall paintings.

2. Ask students to work in pairs to rewrite the passage with inverted sentences and have them discuss the differences between the sentences and also the functions of inversion.

**Reference answers:**

In front of the ancient building stood a tall monument. Not until I read the sign did I realise it was built early in the Roman Empire. It might be a historic witness. I got in and found so many frescoes. Never had I expected such magnificent wall paintings.

3. Encourage students to make their own stories using at least one inverted sentence.

### Option 2 ★★★

1. Get students to email their friends in their sister school in the UK about an admirable person from Chinese history using at least three inverted sentences.
2. Have them share their emails in class.

**Reference answers:**

Dear Johnny,

How is everything going? I was more than pleased to hear that you had a deep passion for Chinese history. I just learned about a great emperor of the Tang dynasty, Li Shimin, in my history lesson. **Hardly could I wait to introduce this admirable historical figure to you.**

Li Shimin was also well known as Emperor Taizong of Tang. Not a cruel tyrant, he loved and cared for his subjects, which touched me a lot. To better their lives, **not only did he decrease taxes, but also he spared no efforts to promote agriculture.** Besides economy, he emphasised the importance of culture and education. He developed Keju (Imperial Examination System), a similar examination system to Gaokao. **So diligent and intelligent was he that the period he reigned has been called**

“Reign of Zhenguan,” meaning the golden era of economic recovery alongside political stability and cultural flourishing. I learned a lot from him: being modest and listening to others’ points of view are keys to success.

This is my favourite hero, if you are eager to learn more about Chinese history, please feel free to contact me. I enjoy sharing it with you.

Regards,  
Stephanie

## Listening, Viewing and Speaking

### Listening

#### Option ★★

1. Show students some pictures of the Forbidden City and ask them to share in groups of four what they know about the place.
2. Write down some numbers relevant to the Forbidden City. Ask students to guess what the numbers might mean.

the Forbidden City	
15	
24	
178	
500	
1987	
2002	

3. Have students listen to the mini-lecture and get the answers.

#### Reference answer:

the Forbidden City	
15	It took almost 15 years to build it, starting from 1406 and finishing in 1420.
24	24 emperors of the Ming and Qing dynasties worked and lived in it with their royal families.
178	The whole complex covered 178 acres.
500	It functioned as the political centre of China for over 500 years until the Qing dynasty was overthrown in 1911.
1987	The year when it was declared a World Cultural Heritage Site by UNESCO.
2002	The year when a large-scale restoration started and would last till 2021.

## Suggested Activities

4. Ask students to share some other detailed information they have got from the lecture. For example, the reason why it was called the Forbidden City and the function of the place nowadays.
5. Ask students to search for more information about the past and the present of the Forbidden City after class and make a poster for presentation the next day.

## Viewing

### Option ★★

1. Have students watch the first part of the video (the video of the first two paragraphs of the script) with the following questions in mind.
  - (1) Who is the speaker?
  - (2) What has he been doing in the past 18 months?
  - (3) Why did he want to do it?
2. Invite some students to share their answers. If they have difficulty, allow them to watch the video again.

#### Reference answers:

- (1) The speaker is called Amit, who grew up and was educated in India.
- (2) Amit and his team have been establishing an online museum exhibiting the collections of 17 interesting museums from 9 countries.
- (3) He wanted to do it because he didn't have the chance to access a lot of museums and artworks until he started travelling. He learned a lot from visiting museums and he wanted to make museums more accessible with technology.
3. Have students watch the rest part of the video with the following questions in mind.
  - (1) How can people visit the online museum and navigate around?
  - (2) Why did Amit capture the images in gigapixel technology?
  - (3) What interesting thing did he notice while playing around the museum?
4. Go over the answers with the class.

#### Reference answers:

- (1) People can visit the online museum and navigate around simply by clicking the mouse.
- (2) Amit captured the images in gigapixel technology so that visitors can zoom around easily, have a clear look at the images and learn from the works of art.
- (3) While playing around the museum he noticed, in one painting, that some kids were beating something; this turned out to be a kind of game called squall.

## Speaking

### Option ★★

1. Ask students to choose the museum they are interested in introducing and encourage them to collect information from the Internet about the museum, such as the location, the exhibits, its history, the cultural significance, the features, the opening and closing time. Have them make notes of the information.
2. Involve students in the role-play activity. Have them work in groups of four. Within the groups, members act in turn as a museum tour guide to introduce the museum to the other group members. The guide can use the notes he/she has prepared and the useful expressions as the language support during the introduction, and the other members can raise questions after the introduction.

## Reading B

### Comprehension Plus

#### Option 1 ★★

1. Ask students whether they have ever heard about Zhang Qian and Marco Polo. Encourage them to share what they know and then elicit the topic “the Silk Road.”
2. List the following phrases and ask students to choose those mentioned in the text. Let students know there is one extra in the list.  
the development of the Silk Road  
the future of the Silk Road  
the origin of the name  
the routes of the Silk Road  
trade and exchange  
related historical figures  
the significance of the road
3. Have students read for more detailed information about different aspects of the Silk Road. For example, it has two routes. One is by land, and links cities now called Xi'an and Urumqi in China, and connects China to Europe, reaching Istanbul, Turkey and Venice, Italy. The other is by sea, and starts from the coastal ports in Southeast China, through the Strait of Malacca, to the Indian Peninsula.

#### Option 2 ★★★

1. Put students into groups of four. Ask each group to search on the Internet for information about the Silk Road Economic Belt and make a presentation about it in class the next day. Their presentation should include the following information: the historical background, the reason for the Belt construction, the areas or countries to be covered, the policies and measures, the development and cooperation, the outlook and the challenges, etc.
2. Have students discuss what effects the Silk Road will have on the entire world.

## Critical Thinking

#### ★★★

1. After students have done the first activity, have them brainstorm some other historical heritage sites or monuments in China, such as the Terracotta Warriors and Horses, the Potala Palace, the Summer Palace, the Mogao Grottoes, the classic gardens in Suzhou. Put students into groups and have each group choose one to introduce after collecting information on its past functions and present role.
2. Encourage students to reflect on what they can learn from our historical heritage and how they view the phenomenon of tourists carving their names on old buildings.

## Suggested Activities

### Writing



Get students to compare the following summaries and decide which one is the best and give reasons for their choice.

#### Summary 1

We shouldn't reconstruct or remove historical buildings. They can be testament to culture and keep their value if given new functions, as restaurants, for example. Like the Forbidden City they can attract visitors. This can improve economic growth. They can remind us of their history and our background.

#### Summary 2

Whether to rebuild or remove historical buildings, that is a heated debate. Some people think old buildings should be either reconstructed or pulled down because they are outdated, difficult to combine with modern architecture and value-losing if not renovated. Others believe old buildings should be preserved because they boost cultural tourism and remind people of their history and culture.

#### Summary 3

While some people think old buildings are outdated, difficult to blend with surrounding modern architecture, and “value-losers” (and therefore in need of knocking down), the author disagrees. Historical buildings, he/she maintains, boost the economy by promoting cultural tourism. They reflect culture and history and also build identity. It's our responsibility to preserve and protect them.

#### Reference answer:

The third summary is the best because it has a claim at the beginning, giving readers a clear idea what the passage is about and the opinion of the writer. It demonstrates both claim and counterclaim with different evidences or reasons. The first summary, however, only shows the claim that we should preserve the historical buildings. The second summary lists the claim and counterclaim, but doesn't include the writer's point of view.

### Further Exploration



1. Bring some tourist brochures to class and distribute them among students. Let them look through the brochures and find out the characteristics of the brochures.

2. Ask students to discuss the characteristics of one tourist brochure after they browse through the samples.

Possible answers may include: informative content, attractive layout, brief and clear language, colourful pictures, short sentences, etc.

3. Ask them to work in groups of four or five and focus on one local historic site and make a tourist brochure for it. The content should include a brief introduction of the historic site, pictures, the location, the history, the information about transport to the site, the characteristics of the site, onsite events, the contact information, the opening and closing time, etc.

4. Provide students with some resources for information collection. Allow them to visit the site at weekends to gather more details for the brochure.
5. Give them enough time to design the brochure and present it in class.

## Self-assessment

范例 (Answers may vary.)

**Write a reflective note on what you need to improve. You may include some or all of the following points:**

**What you think you have done well and why**

**One strategy that really has helped your learning**

**One important thing you have learned about**

**What you need to improve in the future**

**What learning resources you find useful**

I think I have done well in understanding the history of China's Grand Canal and the Silk Road, and how technology can help people learn about history. I have heard about the Grand Canal and the Silk Road before, so I have got some background information to help me understand the texts better. Besides this, I searched online and found a lot of information about the stages of the Grand Canal's construction and its different functions, past and present. Online I also found background material about Zhang Qian's missions to the western regions. I learned a lot and really enjoyed the activities and the experience.

One strategy that really has helped me learn is making inferences while listening. Listening for details and facts is just a basic skill. Another important skill is to infer from what I hear. I have learned to listen beyond words by grasping the key information and using my background knowledge and experience to make inferences.

What I need to improve in future is to read more history in order to broaden my vision and perspectives on the past. Also, I need to reflect more deeply and critically.

# Why Study History

People live in the present. They plan for and worry about the future. History, however, is the study of the past. Given all the demands that press in from living in the present and anticipating what is yet to come, why bother with what has been? Given all the desirable and available branches of knowledge, why insist — as most American educational programmes do — on a good bit of history? And why urge many students to study even more history than they are required to?

In the first place, history offers a storehouse of information about how people and societies behave. Understanding the operations of people and societies is difficult, though a number of disciplines make the attempt. An exclusive reliance on current data would needlessly handicap our efforts. How can we evaluate war if the nation is at peace — unless we use historical materials? How can we understand genius, the influence of technological innovation, or the role that beliefs play in shaping family life, if we don't use what we know about experiences in the past? Some social scientists attempt to formulate laws or theories about human behaviour. But even these recourses depend on historical information, except for in limited, often artificial cases in which experiments can be devised to determine how people act. Major aspects of a society's operation, like mass elections, missionary activities, or military alliances, cannot be set up as precise experiments. Consequently, history must serve, however imperfectly, as our laboratory, and data from the past must serve as our most vital evidence in the unavoidable quest to figure out why our complex species behaves as it does in societal settings. This, fundamentally, is why we cannot stay away from history: it offers the only extensive evidential base for the contemplation and analysis of how societies function, and people need to have some sense of how societies function simply to run their own lives.

The second reason history is inescapable as a subject of serious study follows closely on the first. The past causes the present, and so the future. Any time we try to know why something like a shift in political party dominance in the American Congress or a war in the Balkans or the Middle East happened, we have to look for factors that took shape earlier. Sometimes fairly recent history will suffice to explain a major development, but often we need to look further back to identify the causes of change. Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist despite change.

These two fundamental reasons for studying history underlie more specific and quite diverse uses of history in our own lives. History well told is beautiful. Many of the historians who most appeal to the general reading public know the importance of dramatic and skillful writing — as well as of accuracy. Biography and military history appeal in part because of the tales they contain. History as art and entertainment serves a real purpose, on aesthetic grounds but also on the level of human understanding. Stories well done are stories that reveal how people and societies have actually functioned, and they prompt thoughts about the human experience in other times and places. The same aesthetic and humanistic goals inspire people to immerse themselves in efforts to reconstruct quite remote pasts, far removed from immediate, present-day utility. Exploring what historians

sometimes call the “pastness of the past” — the ways people in distant ages constructed their lives — involves a sense of beauty and excitement, and ultimately another perspective on human life and society.

### Food for thought

1. Which three paragraphs of the article match the following headings?
  - A. The Importance of History in Our Own Lives
  - B. History Helps Us Understand People and Societies
  - C. History Helps Us Understand Change and How the Society We Live in Came into Being

**Reference answers:**

Heading A – Paragraph 4

Heading B – Paragraph 2

Heading C – Paragraph 3

2. Can you think of other reasons why people should study history?

**Reference answer:**

History helps people explain and understand changes in human behaviour. It provides the extensive materials available to study the human condition. It focuses attention on the complex processes of social changes, including the factors that are causing changes around us. A historical analysis of changes can help us understand the problems we face today.

3. How do you understand “the pastness of the past”?

**Reference answer:**

Pastness means the state of being in the past or the quality of being reminiscent of the past. As some historians define the “pastness of the past” as the ways people in distant ages constructed their lives, I think it refers to the understanding and interpretation of how people in the ancient time lived their life and thought of their life.

## In this unit, we are going to

- ▶ talk about classic works and their influences;
- ▶ develop an awareness of the common values of classic works across cultures;
- ▶ form our own opinions based on existing views;
- ▶ highlight key points while speaking, and apply knowledge of basic plot elements to story writing.





# Unit 4

## Approaching Classics

How can the pool be so clear and cool?  
For fresh water comes from its source.

— Zhu Xi

### Getting Started

 Answer the questions.

1. What classic work(s) have you read?
2. Would you recommend it/them to your friends? Why or why not?

*I have read Gone with the Wind, an American novel by Margaret Mitchell, which was published in 1936 and won the Pulitzer Prize in 1937, depicting a woman from the southern US state of Georgia named Scarlett O'Hara in the time of the American Civil War. The book has inspired generations of people to hold fast to their dreams even if the circumstances are not favourable.*

*(Answers may vary.)*

## 单元教学内容与目标

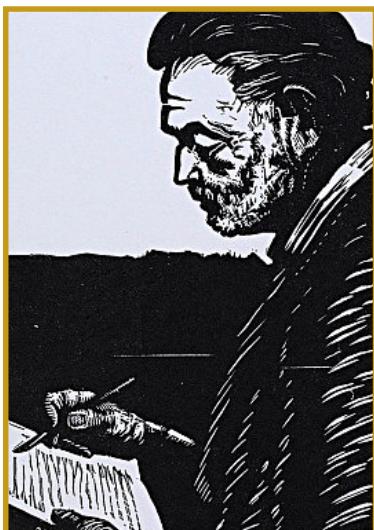
课程要素	教学内容	教学目标
主题语境	本单元主题语境为“人与自然”“人与自我”，主题群为“人与环境”“人与动植物”“生命的价值和意义”。	<ul style="list-style-type: none"> <li>能探讨经典文学作品的主题意义，讨论经典作品及其影响；</li> <li>能理解经典作品价值赏析的跨文化意义；</li> <li>能批判性地讨论他人的看法并提出自己的观点；</li> <li>能在口语表达中凸显核心要点，在写作中利用叙事性语篇的情节要素完成故事续写。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能归纳出叙事作品的框架和情节要素特征；</li> <li>能概括特定经典作者及其作品的风格。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能分析诗歌的文体特征，识别不同修辞手法在诗歌中的表意作用。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能获取访谈大意、采访者的问题和受访者的主要观点。</li> </ul>
	视听说语篇	<ul style="list-style-type: none"> <li>能捕捉视频中人物面部表情、动作行为等，并理解其传递的独特意义。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏、连读等，理解和表达意义、观点、意图和情感等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能在语境中判断具体词汇的意义和功能以及作者的意图和态度；</li> <li>能梳理有关经典主题的词汇，并运用部分词汇理解和表达相关信息和观点。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别、理解和使用虚拟语气；</li> <li>能恰当使用虚拟语气描述非真实的情况、动作，表达遗憾和不能实现的愿望等。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能归纳本单元叙事类语篇的结构特征，指出故事情节的必要组成部分：开端、发展、高潮、尾声、结局，以及本单元语篇语言和风格特征；</li> <li>能判断语篇中句子、句群和段落之间的意义发展和构架关系，例如从起因到高潮的逐步推进；</li> <li>能依据故事的情节要素，续写故事性的语篇。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能判断本单元语篇的写作目的、写作对象，以及作者的观点、意图与情感等；</li> <li>能根据交际具体情境，运用得体的语言形式交流个人观点，表达自己的态度和情感；</li> <li>能根据交际对象和场合，选择得体的语言描述学习经历，表达个人感想与观点。</li> </ul>

文化知识	语篇文化元素 文化链接 项目探究	<ul style="list-style-type: none"> <li>能发现并理解语篇中包含的文化现象与文化价值观念，如自尊、自强、坚毅、博爱、无私等；</li> <li>能简要介绍国内外部分经典作品，理解经典作品的文化内涵，发表阅读经典作品的感悟，体验人类真善美的精神世界；</li> <li>能利用文化链接和文学角中的中国文学经典片段，理解、欣赏并阐述作者在山水之中寄寓的情感和思想。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>能识别听力语篇的主要框架，并获取内容要点；</li> <li>能识别衔接和连贯话语在构建和传达思想内容中的作用。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能在听、看的基础上，描述个人经历，表达观点；</li> <li>能参与图书推荐等交流活动并展开小演讲；</li> <li>能依据语篇成分，利用大纲表达自己的观点，并能通过使用轻重音、衔接等手段凸显重点。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能根据情节要素分析阅读语篇 A《老人与海》选文的情节，分析人物性格特征和心理，赏析作品；</li> <li>能通过阅读语篇 B《写于三月》这首诗，识别其中的修辞手法并举例。</li> </ul>
	看	<ul style="list-style-type: none"> <li>能利用视频中多模态资源，获取人物心理、思想变化等方面的信息。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能根据故事情节基本要素，分析已有文本，撰写 150 字左右的续写。</li> </ul>
	听 / 看	<ul style="list-style-type: none"> <li>能在听、看的过程中，借助提示词，表情变化，语气变化等获得主要信息。</li> </ul>
学习策略	说	<ul style="list-style-type: none"> <li>能借助笔记、大纲、连接词、轻重读等手段凸显并传递自己的想法；</li> <li>能整合读、听、看各语篇中的主要信息，评价并推荐经典。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能根据叙事语篇情节发展的基本要素展开阅读；</li> <li>能通过用词、长短句等语言风格的识别欣赏特定作家的作品。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能根据语篇已有的故事情节要素，在基本叙事情节的框架下展开续写。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>能根据自身喜好选择经典阅读的范围和内容；</li> <li>能根据本单元的学习目标和内容，及时总结和反思、评价学习成效并加以调整，提高学习效率。</li> </ul>

# READING A

? The old man had gone out fishing for eighty-four days but came home empty-handed. On the eighty-fifth day, he managed to hook a big fish. After a three-day fight, he finally killed it and tied it alongside his boat. However, sharks were coming to rob him of his catch. Read the text and find out what happened after he killed the first shark.

## EXCERPT FROM **THE OLD MAN AND THE SEA**<sup>1</sup>



The shark swung over and the old man saw his eye was not alive and then he swung over once again, wrapping himself in two loops of the rope. The old man knew that he was dead but the shark would not accept it. Then, on his back, with his tail lashing and his jaws clicking, the shark plowed over the water as a speedboat does. The water was 5 white where his tail beat it and three quarters of his body was clear above the water when the rope came taut,

shivered, and then snapped. The shark lay quietly for a little while on the surface 15 and the old man watched him. Then he went down very slowly.

“He took about forty pounds,” the old man said aloud. He took my harpoon too and all the rope, he thought, and 20 now my fish bleeds again and there will be others.

He did not like to look at the fish anymore since he had been mutilated. When the fish had been hit it was as 25 though he himself were hit.

But I killed the shark that hit my fish, he thought. And he was the biggest dentuso that I have ever seen.

It was too good to last, he thought. I 30 wish it had been a dream and that I had never hooked the fish and was alone in bed on the newspapers.

“But man is not made for defeat,” he said. “A man can be destroyed but 35 not defeated.” I am sorry that I killed the

# Getting Started

## 教学内容与要求

- 能通过讨论简要分享对经典文学作品的理解；
- 能通过交流分享阅读经典作品的相关体验；
- 能运用与本单元特定经典相关的主题词汇，简单描述经典作品的意义，构建本单元主题词汇语义网。

## 教学建议

1 Introduce the topic of the unit. Ask students to go over the questions and allow them time to think about the answers individually or discuss the questions in pairs or groups. Call on some students to share their answers with the class.

2 If students have difficulty in answering the questions, scaffolding questions like “What kind of books do you enjoy reading? What can you learn from your reading experience?” can be asked.

3 Ask students to describe the common features of classic works with regard to their topics, styles, plots, character(s), etc. by asking questions like “What do you think makes classics?” or “What do classics have in common?”.

Suggested Activities 见 page T65d。

# Reading A

## 教学内容与要求

- 能依据小说的情节发展分析语篇，获取语篇主要信息；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能结合语句揣摩人物心理，分析人物行为，概括人物个性特征；
- 能判断作者的写作目的、情感、态度及写作风格；
- 能分析并分享语篇中的文化现象及其所隐含的价值观，如人与自然的关系、自立自强的精神和坚毅的品格等。

## 难句注释

1. **The shark swung over and the old man saw his eye was not alive and then he swung over once again, wrapping himself in two loops of the rope. (lines 1–4)**

句中 he、his 和 himself 指代的都是鲨鱼，wrapping 是现在分词结构作结果状语。整句意为：“鲨鱼翻了个身，老人看出它的眼睛已经没有生气了，接着鲨鱼又翻了个身，缠上了两圈绳子。”

2. **It was too good to last, he thought. I wish it had been a dream, and that I had never hooked the fish and was alone in bed on the newspapers. (lines 29–32)**

句中 too...to 结构是“太……而不……”的意思，wish 引导的从句为虚拟语气，表达了老人此刻后悔的心情及对家的思念。整句意为：“好事情长不了，他想，我宁愿我这是在做梦，没有真的钓到那条鱼，而是一个人躺在铺着旧报纸的床上。”

## 词汇释义

### • swing (line 1)

v. to move or make sth move with a wide curved movement (使) 弧线运动, 转弯, 转动

**A black car swung into the drive and stopped in front of my garage door.** 一辆黑色的轿车转弯进入车道, 停在我家车库前。

to change or make sb/sth change from one opinion, mood, etc. to another (使) 改变 (意见、情绪等)

**His emotions swung between fear and curiosity.** 他时而害怕, 时而好奇。

### • harpoon (line 18)

n. a weapon like a spear that you can throw or fire from a gun and is used for catching large fish 渔猎标枪; 鱼叉

**The whale dived as the harpoon struck it.** 鱼叉一碰到鲸鱼它就潜入水中。

### • bleed (line 20)

v. to lose blood, especially from a wound or an injury 流血, 失血

**I fell from the chair, and my nose began to bleed badly.** 我从椅子上摔下来, 鼻子开始大量流血。

bleed to death 流血过多致死

### • mutilate (line 23)

v. to damage sth very badly 严重损毁, 毁坏

**The good news is that the driver whose leg was badly mutilated in the accident was discharged with full recovery.** 好消息是在事故中腿部严重受伤的驾驶员痊愈出院了。

### • hook (line 31)

v. to catch a fish with a hook 钓 (鱼)

**At the first cast, I hooked a huge fish, which weighed ten kilograms.** 第一次抛下钓线, 我就钓了一条重达 10 千克的大鱼。

### • handicap (line 52)

n. (becoming old-fashioned, sometimes offensive) a permanent physical or mental condition that makes it difficult or impossible to use a particular part of your body or mind 残疾; 生理缺陷

**He was born with a significant visual handicap, but it didn't prevent him from achieving his goal.** 他出生时有严重的视力缺陷, 但这并没有阻碍他实现他的人生目标。

v. to make sth more difficult for sb to do 妨碍; 阻碍

**British exports have been handicapped by the strong pound.** 英镑强势影响了英国的出口。

### • sting (line 55)

v. to feel, or to make sb feel, a sharp pain in a part of their body (使) 感觉刺痛

**His cheeks were stinging from the icy wind, but he had no choice but to wait since it would be the last train home.** 刺骨的寒风吹得他脸颊生疼, 但他只能等, 因为这将是回家的最后一班列车。

### • paralyze/paralyse (line 56)

v. to make sb unable to feel or move all or part of their body 使麻痹; 使瘫痪

**Some animals, to protect themselves in time of danger, can release chemicals that paralyze predators.** 有些动物会在危险时刻释放一些化学物质麻倒捕食者来保护自己。to prevent sth from functioning normally 使不能正常工作

**The recession would paralyze the industry, leading to thousands of workers changing jobs.** 这次危机将使整个行业受到重创, 导致成千上万的工人转岗。

• **unbearable (line 57)**

*adj.* too painful, annoying or unpleasant to deal with or accept 难耐的；无法接受的

**The air-conditioning system failed. The heat inside the office was so unbearable that all the staff went outside to catch a breath.** 空调系统坏了，办公室已经热得让人无法忍受，员工们只能到外面透口气。

• **lash (line 68)**

*v.* to move or to move sth quickly and violently from side to side (使)迅猛摆动，甩动

**The crocodile's tail was lashing furiously from side to side.** 鳄鱼的尾巴在急速地左右甩动。

to fasten sth tightly to sth else with ropes 捆绑；捆

**Several logs were lashed together to make a raft.** 几根原木被捆扎在一起做成了木筏。

• **current (line 65)**

*n.* the movement of water in the sea or a river; the movement of air in a particular direction (海洋或江河的)水流，潮流；气流

**Under normal conditions, the ocean currents of the tropical Pacific travel from east to west.** 正常情况下，太平洋的热带洋流自东向西流。

*adj.* of the present time 当前的，流行的

**Have you read the current issue of National Geographic Magazine?** 你看过最新一期《国家地理》杂志吗？

## 语篇分析

本文的语篇类型为小说，语篇内容选自海明威的《老人与海》，讲述了老人圣地亚哥出海第85天捕获大马林鱼后，在归途中与前来抢食大马林鱼的鲨鱼搏斗的一小段历程。精彩地呈现了老人如何克服困境，全力捍卫大鱼和自己的尊严。语篇结构采用记叙文的脉络，包括故事的开端、发展和结局。第1行到第16行为故事的开端，描述了老人杀死第一只来袭鲨鱼；第17行到第69行呈现了故事的发展，说明了老人在大批鲨鱼即将来袭击之前的心理纠结；第70行到第78行是故事的结局，表现了老人的斗志。语言特征体现为大量使用独白及描写心理活动的词语来体现老人内心的挣扎。主题意义在于激励年轻人思考“我们缘何要奋斗？我们的使命何在？以及我们将怎样度过有意义的人生？”等问题，鼓励学生学习老人那“人可以被摧毁，但不可以被打败”的“硬汉精神”。

## 背景介绍

This passage is an excerpt from Ernest Hemingway's novella *The Old Man and the Sea* (1952). Ernest Miller Hemingway (July 21, 1899–July 2, 1961) was an American novelist, short story writer, and journalist. He received the Pulitzer Prize in 1953 for his novel *The Old Man and the Sea* and the Nobel Prize for Literature the following year. Hemingway's distinctive writing style had a significant influence on the development of twentieth-century fiction writing. His leading characters are typically tough men who exhibit an ideal described as “grace under pressure.” Many of his works are now considered classics in American literature, *A Farewell to Arms* and *The Sun Also Rises* included.

## Personal Touch

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### 教学建议

Ask students to read the questions carefully. Have them answer the questions based on their personal preference. Remind students to illustrate what they are struggling with and whether it is important to stick to their belief when they come across tough situations in their lives.

### 参考答案

If I were the old man, I would have cut the meat off the big marlin and store it in the boat so as to avoid the possible fight. Dreams are beautiful but reality is cruel. I love the fish as much as the old man did, but I do not want to go back home empty-handed.

I do have similar experiences of fighting to the end, only to find that nothing changes. Sometimes it's impossible to change the results but fighting for our own values is still worthwhile considering the possible future changes it can lead to.

(Answers may vary.)

fish though, he thought. Now the bad time is coming and I do not even have the harpoon. The dentuso is cruel and able and strong and intelligent. But I was  
40 more intelligent than he was. Perhaps not, he thought. Perhaps I was only better armed.

“Don’t think, old man,” he said aloud. “Sail on this course and take it  
45 when it comes.”

But I must think, he thought. Because it is all I have left. That and baseball. I wonder how the great DiMaggio<sup>2</sup> would have liked the way I hit him in the brain?  
50 It was no great thing, he thought. Any man could do it. But do you think my hands were as great a handicap as the bone spurs? I cannot know. I never had anything wrong with my heel except the  
55 time the sting ray stung it when I stepped on him when swimming and paralyzed the lower leg and made the unbearable pain.

“Think about something cheerful,  
60 old man,” he said. “Every minute now you are closer to home. You sail lighter for the loss of forty pounds.”

He knew quite well the pattern of what could happen when he reached the  
65 inner part of the current. But there was nothing to be done now.

“Yes there is,” he said aloud. “I can lash my knife to the butt of one of the oars.”

70 So he did that with the tiller under his arm and the sheet of the sail under his foot.

“Now,” he said. “I am still an old man. But I am not unarmed.”

75 The breeze was fresh now and he sailed on well. He watched only the forward part of the fish and some of his hope returned.

### Notes

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1. *The Old Man and the Sea* is a novel written by the American author Ernest Hemingway (1899–1961) in 1951. His narrative brilliance was rewarded with the Nobel Prize in Literature in 1954.
2. DiMaggio was a baseball star who suffered from bone spurs; these caused him problems in games, but he overcame the pain. As a big fan of DiMaggio, the old man was searching for inspiration and encouragement from DiMaggio’s experiences.

### ● Personal Touch



- If you were the old man, what would you do when the shark took forty pounds of flesh from the fish? Have you had similar experiences of fighting hard for a goal?

## Digging In

### Comprehension

#### I. Complete the outline of the text.

**The problems**  
Paragraphs 1–2

The shark took away forty pounds of the fish and  
*the old man's harpoon*  
1 and all the rope.

The fish was bleeding and 2 more sharks were coming

**The internal struggle**  
Paragraphs 3–11

to hold on

or

to 3 give up

**The solution**  
Paragraphs 12–14

*He was going to arm himself again by lashing his knife to the butt of one oar and continue the fight against the sharks. He decided to see the positive side of what was happening and his hope returned.*

#### II. Answer the questions according to the text.

- What happened to the shark? *It was killed by the old man.*
- The word “fish” appears seven times in the text. What does it refer to, the shark or the big fish the old man hooked? *It refers to the big fish the old man hooked.*
- What do you think “the shark” in the story symbolises? How do you understand “A man can be destroyed but not defeated” (lines 34–35)?

*The shark in the story symbolises all the destructive forces in nature. “A man can be destroyed but not defeated” means a man can be physically destroyed but not mentally defeated. In the story, the old man was exhausted after killing the biggest fish and the shark. He even lost all his weapons. However, he never lost his faith and was not defeated because he never gave up on bringing in his fish and fighting against the coming sharks.*

- “He knew quite well the pattern of what could happen when he reached the inner part of the current.” (lines 63–65) What is “the pattern”?  
*More sharks would come at the big fish as they smelt the blood of it.*

#### III. Hemingway is well known for his brief writing style. Do you think the writing style is also displayed in *The Old Man and the Sea*? Can you find some examples in the text? How does the style contribute to the portrayal of the characters and the effects of the writing as a whole?

# Comprehension

---

## 教学建议

- I**
1. Have students read through the text quickly and present them with the basic layout of the story — the problems, the internal struggle and the solution before guiding them to divide it into three parts according to their understanding.
  2. After students read, ask them to complete the outline of the text with the information they have found in it.
- II**
1. Have students go over the questions before they read the text a second time. If they have any difficulty, help them by drawing their attention to the key words like *swing*, *lash*, *click*, *plow*, *beat*. Ask them to infer what kind of enemy the old man had met while struggling with the shark.
  2. Give students time to read carefully to locate some detailed information to support their answers.
  3. Ask students to share their answers with a partner.
- III**
1. Have students read the questions carefully and explain to them the unique writing style of the author such as the consistent use of short, concrete, direct prose, and scenes consisting exclusively of dialogue.
  2. Give students time to find some sentences or words that can illustrate the writer's language style. For example: *Then it went down slowly*.
  3. Organise a group discussion. Remind students that they should explain their opinions.
  4. Invite some groups to share their ideas with the class.

## 参考答案

**III** Among many great American writers, Hemingway is famous for his objective and brief prose style. Hemingway's strength lies in his short words, sentences and very specific details. His short sentences are powerfully loaded with the tension he sees in life. Of all the novels Hemingway published in his life, *The Old Man and the Sea* typically reflects his unique writing style. Here are examples from the text:

- Then it went down slowly.
- It was too good to last, he thought.
- But I must think, he thought.
- "Now," he said. "I am still an old man. But I am not unarmed."

The language used above is simple and natural, with the effect of directness, clarity and freshness. This is because Hemingway always manages to choose concrete, specific and conversational words. He seldom uses adjectives. He avoids complicated sentences too. Where he does not use a simple and short sentence, he connects the various parts of the sentence in a straightforward and sequential way, often linked by "and." To create real people, Hemingway uses dialogues as an effective device. The simplicity of his writing is highly suggestive and connotative, and often reflects the strong undercurrent of emotion.

Suggested Activities 见 pages T65d–T65f。

# Vocabulary Focus

## 教学内容与要求

- 能在语境中判断词汇的意义和语用功能，学习与经典相关的主题词汇；
- 能构建与经典相关的主题词汇语义网，并在表达中运用核心词汇。

## 词汇分类

识别词汇△： lash, harpoon, sting, mutilate, hook, handicap, paralyze

运用词汇： swing, click, bleed, unbearable, current

常用词组： be wrapped in, be made for

## 教学建议

### I Key Vocabulary

- Guide students to pick up the target words and expressions in context through interactional activities. (See suggested activities on T65f–T65g)
- Ask students to complete the exercise. Draw their attention to the forms of the words or expressions.
- Go over the answers with the class and have students highlight the key words and expressions in the passage.
- Ask students to write a similar introduction about an award-winning writer and one of their masterpieces.

### II Topic-Related Expressions

- Ask students whether they think classics are important and why. Have them brainstorm some reasons for the importance of classics to mankind.
- Have students read the passage about what a classic work is supposed to be. Allow them time to complete the passage.
- Get students to check the answers with a partner. If they have different opinions about what makes a work classic, allow them some time for discussion in class.

Suggested Activities 见 pages T65d–T65g。

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the book review. Note that there is one option you need twice, and three more than you need.

defeat	destroy	sail	(be) armed with	bleed	hit
unbearable	intelligent	current	step on	catch	last

*The Old Man and the Sea* is Hemingway's best novel. Time may show it to be the best single piece of his and his contemporaries'. Until now, the victories and 1 defeats of his men and women have been at the hands of each other, just to prove to themselves or one another how tough they could be. But this time, he wrote about pity; he wrote about something somewhere that made them all; he wrote about the old man who was now handicapped, hardly 2 armed with any weapons and who had 3 sailed for three days with 4 unbearable pain to catch a fish, with the charming pose of decency and determination; he wrote about the fish that 5 bled and gave fresh scent, that had to be 6 caught and then taken away; he wrote about the sharks which robbed the old man of his fish and had to be killed. He made them all and loved them all and pitied them all. This time in this novel, the old man knew his victory over the big fish and the first invading shark was too good to 7 last. There would be more sharks coming. However, the fisherman still chose to fight for his pride and dignity because he believed he was more 8 intelligent than the shark. He truly believed that "A man can be 9 destroyed but not 10 defeated."

### II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the passage. Note that there are two options more than you need.

rich in wisdom	well-established reputation
touch every person's life	centre of civilisation
classic works	subject of universal importance
the appreciation of beauty	gracefulness and simplicity
the nature of things	of high authority

The word "classic" is used in different senses. It may be used, for instance, to refer to a work 1 of high authority or of great historical importance in a particular field. So Darwin's *Origin of Species* could be described as a classic work of biology. The word is also used to describe properties concerned with beauty or 2 the appreciation of beauty, such as the style of a dress or the line of a building. It typically suggests 3 gracefulness and simplicity. In the field of literature, writers tend to use "classic" to refer to a literary work not only of superb quality, but also of 4 well-established reputation. Literature is 5 rich in wisdom, offering the best that has been thought and said. What makes a work of literature a "classic" is that it deals with 6 a subject of universal importance and can portray 7 the nature of things, the structure of reality and the enduring timeless truths that 8 touch every person's life.

## ● Grammar in Use

### Subjunctive Mood (*wish* and *if only*)\*

- I. Read the following sentence from the text and answer the questions.

*I wish it had been a dream and that I had never hooked the fish and was alone in bed on the newspapers.*

1. Was the old man's experience at sea a dream? **No, it wasn't.**

2. Did the old man hook the fish? **Yes, he did.**

3. What verb forms are used in the clauses after the word "wish"?

**The past perfect tense (had been / had ... hooked) and the simple past tense (was).**

### Grammar Highlights

We can use the verb *wish* or the phrase *if only* plus a clause to express wishes for unlikely or impossible situations, or to express regret.

1. "Wish + past perfect" can be used to express regret people have about something that happened or didn't happen in the past. For example:

- *I wish I hadn't stayed up late reading Gone with the Wind last night. I'm so tired now.*
- *He wished he had finished reading War and Peace before taking the literature quiz.*

2. "Wish + simple past" is often used to express regret or to describe an "unreal" situation that people would like at present. For example:

*The English translation of Pablo Neruda's poetry is really hard to understand.  
How she wishes she knew Spanish and could read the poems in Spanish!*

3. "Wish + would (could) do" can be used to express wishes or to describe an action or event that is opposite to what it is now or will be in the future. For example:

*We wish Mr Keating in the film Dead Poets Society would give us a lecture on poems one day.*

4. "If only" can sometimes be used as an alternative to "I wish."

For example:

*I really admire Sherlock Holmes. If only I could work as his assistant!*



- II. Use the appropriate forms of the words given in brackets to complete the conversations. Remember to put a proper subject before the verb when necessary. The first has been done for you.

1. Cindy: What a fantastic story! You are such a talented writer!

Linda: Thank you. I know you sing quite well. I wish I had (have) your sweet voice.

\* 该语法点将在选修阶段继续修习。

## Grammar in Use

### 教学内容与要求

- 能在语篇中识别、理解和使用虚拟语气，尤其要掌握本单元中 wish 和 if only 的用法与意义；
- 根据表达需求，恰当使用虚拟语气描述非真实的情况、动作，表达遗憾和不能实现的愿望等。

### 教学建议

I

1. Have students find in the text the sentences using the subjunctive mood and elicit the structure. Guide them to understand that they can express regrets, wishes, and complaints by using “I wish,” and “If only.”
2. Direct students’ attention to the forms and uses of verbs used after “wish” and “if only” in the subjunctive-mood sentences in the table in Grammar Highlights and make sure they understand the meaning of each sentence.

II

1. Ask students to complete the conversations following the example. Have them check the answers with a partner.
2. Ask students to read each conversation in pairs after they finish the task and then switch roles.

III

1. Divide students into several groups and allow them to choose whichever topic that interests them and make a dialogue.
2. Encourage students to create more dialogues and help them use “I wish,” and “If only.” If time permits, invite some students to act out their conversations in front of the class.

Suggested Activities 见 page T65h。

## 参考答案

III

1. I wish I could have Ernest Hemingway as my writing teacher. I really like his writing style.
2. I wish I had read *The Old Man and the Sea* when I was younger. Santiago’s courage and perseverance inspired me greatly.
3. I wish I had seen the film *To Kill a Mockingbird* before. The screenplay by Horton Foote is based on Harper Lee’s 1960 Pulitzer Prize-winning novel of the same name. It stars Gregory Peck as Atticus Finch and Mary Badham as Scout. The film has received overwhelmingly positive reviews from critics and is a box-office success.
4. I wish I would win the Nobel Prize for Literature soon. It’s the world’s most prestigious literary prize.

(Answers may vary.)

2. Sally: Patty, what book were you reading in the library just now?  
Patty: Oh, it was Thoreau's *Walden*.  
Sally: Wow, that's really a classic book. I enjoyed reading it, too. How I wish  
I could live (can live) in Thoreau's cabin and enjoy the simple life at  
Walden Pond now!
3. Sun Lin: Hi, Li Jin! Did you attend our school's Chinese Poetry Competition yesterday evening?  
Li Jin: You bet! It was really exciting! I enjoyed every minute of it.  
Sun Lin: If only I had attended (attend) the competition, too! Who was the winner?  
Li Jin: Wang Fang from Class 4. How I wish Tian Lin from our class had come (come) out on top!  
Sun Lin: She was definitely competitive. She's quite good at "*Feihualing*".  
Li Jin: That's true! But she failed to recite one line from Li Bai's "Autumn Air."  
Sun Lin: Oh! What a pity!
4. Tom: Mum, where's Dad? I've downloaded the film *The Old Man and the Sea*, so we can watch it now.  
Mum: He's gone to his office. He has to help his clients solve some urgent problems.  
Tom: If only he weren't (be not) so busy with his work today. I really enjoy his company at weekends.  
Mum: He also wishes he could stay (can stay) at home today, but he can't. We need to understand that.
5. Michael: You look depressed, Susan. What's happened?  
Susan: I've won the first prize in the Creative Writing Contest held by the National Young Writers Foundation. I wish my parents would attend (attend) the awarding ceremony tomorrow, but they can't.  
Michael: How come?  
Susan: My grandma has got flu, so my parents will have to spend some time with her in the hospital tomorrow.  
Michael: I'm sorry to hear that. Let's pray for her health.

### III. Work with a partner and choose one of the topics to talk about :

1. a poet or a novelist that you wish you could have as your writing teacher;
2. a classic book that you wish you had read when you were younger;
3. a classic film that you wish you had seen;
4. a literary prize that you wish you would win soon.

## Listening, Viewing and Speaking

### Bertrand Russell's Message to the Future Generation (Interview) 音频文本见 page T65b

#### I. Answer the questions.

1. What do you know about Bertrand Russell?

2. Have you read or heard of any of his works? *For Chinese language learners, Russell is well known*

II. Listen and answer the question. *for his works like "The Three Passions I Have Lived for," "On Science," "On Education," and The Problem of China.*

What are Russell's two main suggestions for the future generation?

*Russell gives two main suggestions: morally, he encourages the spread of love and elimination of hatred; intellectually, he believes truths and facts matter most.*

#### III. Listen again and fulfil the tasks.

1. Complete the quotation with the missing words.

When you are studying any matter, ask yourself only what are the (1) facts \_\_\_\_\_ and what is the (2) truth \_\_\_\_\_ behind them.

2. Discuss this statement, and suggest what else might be fundamental for intellectual development. *It is true that facts are the only things reliable and should be the basis for opinions to be formed and decisions to be made. However, it is not easy to tell facts from opinions sometimes, especially when facts are presented selectively. The road to pursue the truth is endless, so is the effort for explorations in the intellectual world. The ability to find out facts, to think independently and critically, and to analyse and solve problems rationally is fundamental for our intellectual development. (Answers may vary.)*

### Why Does Poetry Matter? (Film clip) 视频文本见 pages T65b–T65c

#### I. You are going to see a film clip of a class taught by Mr Keating, a poetry teacher.

Answer the questions.

1. What makes Mr Keating's class different from most classroom experiences?

2. How do the students' facial expressions change as Mr Keating talks to them? Why do you think they change in this way?

II. Watch the video again and complete the table. Think about how Mr Keating explains the meaning of poetry to human beings.

Why poetry matters		
	poetry	other fields of study
Comparison & contrast	We read and write poetry because we are 1 <u>members</u> of the human race. And the human race is filled with 2 <u>passion</u> .	These (medicine, law, business and engineering) are 3 <u>noble</u> pursuits and necessary to 4 <u>sustain</u> life.
	Poetry, beauty, 5 <u>romance</u> , love, these are what we stay 6 <u>alive</u> for.	
Quotes (from "O Me! O Life!" by Walt Whitman)	What good amid the 7 <u>endless</u> trains of the faithless, of cities filled with the 8 <u>foolish</u> ?	The answer is that you are here — that life 9 <u>exists</u> and that the 10 <u>powerful</u> play goes on and you may contribute a verse.

#### III. Answer the question.

According to the video, how can comparisons and contrasts help to structure the speaker's idea that poetry matters for human beings?

# Listening, Viewing and Speaking

## 教学内容与要求

### Listening

- 能根据听力语篇标题预测语篇的体裁和结构；
- 能识别听力语篇的逻辑并借助连接词、语篇逻辑获取访谈语篇的主要内容和支撑细节。

## 背景介绍

This piece of audio is adapted from the video Bertrand Russell — Interview (1959). In 1959, Bertrand Russell, the Nobel Prize-winning philosopher, mathematician and peace activist was just short of his 87th birthday, when he gave several wide-ranging interviews on TV. In this interview Russell gives life lessons — lessons about critical thinking, love and tolerance — to a generation living 1,000 years in the future. John Freeman is the interviewer.

## 教学建议

I

- Provide students with a brief introduction to Bertrand Russell.
- Ask students to share their understanding of some famous quotes from Russell. Here is one of his quotes:

- Diversity is essential to happiness. (from *History of Western Philosophy*)

Explanation: The world is composed of different races, languages, cultures, values, characteristics, and so on. Diversity of all aspects enriches our life and offers more possibilities. By accepting diversity and trying to understand others with an open mind, we can approach problems in different ways and view life from new perspectives, which makes us happy.

II

- Familiarise students with the interview structure, which usually contains the introduction, the information exchange, and the wrap-up.
- Have students listen to the audio for the first time and note down two main suggestions from Russell in the interview.
- Have students check the answers with a partner.

III

- Play the audio a second time and have students complete the quotation with the missing words according to what you have heard.
- Brainstorm other factors that might affect people's intellectual development.
- Get students to work in pairs: one as an interviewer and the other an interviewee.

Suggested Activities 见 pages T65i–T65j。

## 参考答案

I

- Bertrand Russell (1872—1970) was a British philosopher, logician, mathematician, historian, writer, social critic, political activist, and Nobel laureate. At various points in his life, Russell considered himself a liberalist, socialist and pacifist, but he also admitted that he had “never been any of these things, in any profound sense.”

## 教学内容与要求

### Viewing

- 能从视频中获取人物对诗歌所起作用的看法；
- 能在看的过程中，借助表情变化、行为举止等细节信息判断人物的心理；
- 能发现并理解语篇所传达的价值观，如独立思考等。

## 背景介绍

Dead Poets Society is a 1989 American teen drama film directed by Peter Weir, written by Tom Schulman, and starring Robin Williams. Set in 1959 at the fictional elite conservative Vermont boarding school Welton Academy, it tells the story of an English teacher who inspires his students through his teaching of poetry. The film clip shows how Mr Keating inspires his students to understand the meaning of poetry, to think independently, and to pursue their own dreams.

## 教学建议

- I 1. Show students the poster of and give a brief introduction to the film *Dead Poets Society*.  
2. Have students watch the film clip and draw their attention to the changes in the students' facial expressions and answer the two questions.  
3. Encourage students to express their own opinions about the way Mr Keating gives his lessons.
- II 1. Ask students to read the title "Why poetry matters?" and write down how a certain poem affects them.  
2. Have students watch the film clip for a second time and complete the table with the information they pick up in the clip.  
3. Go over the answers with the class.
- III 1. Have students watch the film clip again if necessary.  
2. Organise students to discuss the way Mr Keating presents his opinions on the importance of poetry.  
3. Ask students to think about the question, "What would you compare poetry to if you wanted to illustrate its importance to humankind?" And encourage students to share their answers with each other.

Suggested Activities 见 pages T65j–T65k。

## 参考答案

- I 1. In most classes, teachers stand on the platform giving lectures while students listen attentively and take notes. In Mr Keating's class, everybody is involved in class activities with the passion and enthusiasm inspired by him. They are being led to a new land, drawn to the beauty of poems and proud of the mission they have as members of the human race.  
2. The students look puzzled, even not interested at first. As Mr Keating talks about how poems can express beauty, romance and love — the things for which humans live — they start to show understanding and agreement. Their faces are illuminated; they start smiling or look serious as if they were thinking about their own verses.
- III Comparisons and contrasts can be used to analyse two subjects by either comparing them, contrasting them, or both. The purpose of writing a comparison or contrast essay is not to state the obvious but rather to show subtle differences or unexpected similarities between two subjects. Poetry and other literary works are usually thought to have fewer practical uses, but in the film clip, by comparing other "useful" fields of study with poetry, Mr Keating shows the real meaning of poetry — "what we stay alive for" is as important as "what is necessary to sustain life," if not more important.

## 教学内容与要求

### Speaking

- 能在听、看的基础上，描述个人阅读经典的经历，表达观点；
- 能根据表达需要，设计合理的语篇结构。

## 教学建议

### Step 1

Activate students' background knowledge of World Reading Day, which was set up by UNESCO in 1995 to encourage people, especially teenagers, to discover the pleasure of reading. Have students brainstorm a list of their favourite Chinese classics.

### Step 2

Have students work in groups to choose the books they want to recommend. Ask them to brainstorm the reasons for their recommendation. Remind them to put the reasons in an appropriate order.



### Recommending Chinese classics (Answers may vary.)

At school, you are going to celebrate World Reading Day on 23 April by sharing your favourite Chinese classics with each other. Make recommendations about Chinese classics.

**Step 1** Find your favourite Chinese classic works.

**Step 2** Think about the reasons why you choose the works. Put the main points in an outline and order them in an appropriate way.

**Step 3** Elaborate on their “intellectual” and “moral” values.

**Step 4** Make an oral presentation to the class.

#### Speaking Strategy **Highlighting key points**

- Decide on the purpose of your speech.
- Choose the main points that will fulfil the overall purpose of your speech.
- Put the main points in an outline and order them in an appropriate way, for example chronological sequence, cause-effect, and problem-solution.
- Decide on what ideas and phrases need special emphasis — that they should be spoken more loudly, softly, slowly, or rapidly than the other parts of the speech.

#### ▶▶ Useful Expressions

##### Giving recommendations

I highly recommend ...

I find the ideas/information/messages in the book of ... inspiring/enlightening/  
impressive ...

I have positive/negative comments about this book.

I'd like to suggest reading ...

I'd like to advise you to ...

Have you tried to ...?

Perhaps we could ...

Have you thought about ...?

I would be happy to give you more information about ...



# READING B



## WRITTEN IN MARCH<sup>1</sup>



The cock is crowing,  
The stream is flowing,  
The small birds twitter,  
The lake doth glitter,  
The green field sleeps in the sun;  
5 The oldest and youngest  
Are at work with the strongest;  
The cattle are grazing,  
Their heads never raising;  
There are forty feeding like one!

Like an army defeated  
The snow hath retreated,  
And now doth fare ill  
On the top of the bare hill;  
The Ploughboy is whooping — anon — anon,  
15 There's joy in the mountains;  
There's life in the fountains;  
Small clouds are sailing,  
Blue sky prevailing;  
The rain is over and gone!

### Note

1. "Written in March" is a poem written by the English Romantic poet William Wordsworth (1770–1850), who became Britain's Poet Laureate in 1843 and held the position for the rest of his life.



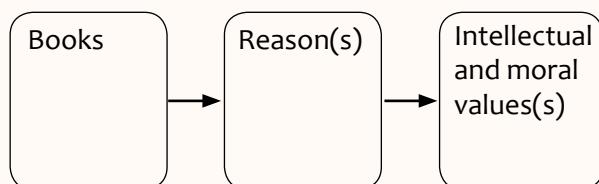
### Culture Link

#### The Lake Poets

The Lake Poets were a group of English poets who all lived in the Lake District of England in the first half of the nineteenth century. As a group, they followed no single school of thought or literary practice then known. They are considered part of the Romantic Movement. The three main figures of what has become known as the Lake School were William Wordsworth, Samuel Taylor Coleridge, and Robert Southey.

### Step 3

Have students discuss in groups the intellectual and moral values of the classics they have chosen.



### Step 4

Invite some students to make an oral presentation to the class. Draw their attention to the speaking strategy of highlighting key points. Encourage students to use the useful expressions listed on page 59.

Suggested Activities 见 pages T65k–T65l。

## Reading B

### 教学内容与要求

- 能归纳诗歌的文体特征，识别诗歌使用的修辞手法等；
- 能讨论分析诗歌的美和其对于人类的意义；
- 能发现并理解语篇中包含的文化元素和价值观，如人与自然的和谐共存、对劳动和自然之美的欣赏等。

### 语篇分析

本文的语篇类型为诗歌。语篇内容描写的是冬去春来，积雪消融，万物复苏，人们忙于春耕的一派生机勃勃的景象。语篇结构上讲，该诗由两节组成。动静结合，由近及远。第一部分写身边的鸡叫、鸟鸣、小溪潺潺、湖水潋滟、人人忙碌，第二部分写远山积雪、天空湛蓝、白云飘飘和山谷中回响的欢声笑语，给人一种身在三月的山水之间的体验。语言特征是使用比喻、拟人、拟声等多种修辞手法，生动刻画了早春的各种自然美景。主题意义在于全诗表达了对自然的热爱、对冬去春来季节变化的欣然接受。学习该诗，有助于引导学生了解自然、热爱自然、歌颂自然，并从自然中汲取精神力量。

### 背景介绍

“Written in March” is a poem written by the English Romantic poet William Wordsworth (1770–1850), who became Britain’s poet laureate in 1843 and held the position for the rest of his life. Wordsworth wrote an estimated 387 poems during his lifetime, among which “Resolution and Independence,” “I Wandered Lonely as a Cloud” (also known as “Daffodils”), and “My Heart Leaps Up” are frequently cited.

### 难句注释

#### 1. The oldest and youngest are at work with the strongest. (lines 6–7)

此处 oldest、youngest 和句尾的 strongest 押韵，形成了诗歌的韵律感。整句意为“老幼和青壮，齐力把活忙”。

#### 2. There are forty feeding like one. (line 10)

本句可以理解为“The whole herd of cattle are busy grazing with their heads down and when watched from above, they look as one.”，本句描绘出牛群整齐划一的动作和协调感。整句意为“整齐划一四十头！”

#### 3. Like an army defeated. The snow hath retreated. (lines 11–12)

此处 hath 为古英语，等于 has，作者用比喻的手法把冬天融化的冰雪比喻成被打败的军队。句意为“冰雪消融去，溃散如败旅。”

## 词汇分类

识别词汇△：cock, crow, twitter, glitter, fare, prevail

运用词汇：defeat, retreat, fountain

常用词组：be gone

## 词汇释义

### • cock (line 1)

n. an adult male chicken 公鸡、雄鸡

**Rise up upon hearing the crow of a cock and practise with the sword.** 闻鸡起舞。

### • crow (line 1)

v. (of a cock/rooster) to make repeated loud high sounds, especially in the morning (雄鸡)(尤指在清晨)啼叫，打鸣

**My neighbour's cock crows every morning at exactly the same time.** 邻居家的雄鸡每天早上都会在同一时间打鸣。

to talk too proudly about sth you have achieved, especially when sb else has been unsuccessful 洋洋自得地夸口，自鸣得意

**He crowed that they had sold out in one day.** 他洋洋得意地炫耀他们一天内就卖完了(全部商品)。

### • twitter (line 3)

v. (also tweet) when birds twitter, they make a series of short high sounds (鸟) 嘴啾，吱喳，啁啾

**We can hear birds twittering in the woods happily; we can see the flowers flourishing in the field.** 我们可以听到鸟儿们在林中欢快地鸣叫，看到田野里鲜花盛开。

### • glitter (line 4)

v. to shine brightly with little flashes of lights, like a diamond 闪亮，闪耀：光彩夺目

**All that glitters is not gold, as a famous saying goes.** 有句名言说：闪光的并不都是金子。

### • defeat (line 11)

v. to win against sb in a war, competition, sports, games, etc. 击败；战胜

**Some people are so stubborn that even though they have been obviously defeated, they won't admit defeat.** 有些人很固执，即使他们已经被打败，他们也不愿意承认失败。

n. failure to win or to be successful 失败；战败；挫败

**The world champion has had two defeats in 20 fights.** 这个世界冠军在 20 场比赛中败过两次。

### • retreat (line 12)

v. to move away from a place or an enemy because you are in danger or because you have been defeated 退却；撤退

**The enemy was forced to retreat after suffering heavy losses.** 敌军因伤亡惨重被迫撤退。

to move away or back 离开；退后

**The flood waters slowly retreated.** 洪水慢慢消退。

### • fare (line 13)

n. the money that you pay to travel by bus, plane, taxi, etc. 车费；船费；飞机票价

**Children travel at half fare.** 儿童交通费减半。

v. to get along 进展

**How did you fare in the interview the other day?** 你几天前的面试情况如何？

- **fountain (line 17)**

*n.* a structure from which water is sent up into the air by a pump, used to decorate parks and gardens/yards 人工喷泉；喷水池  
**The Trevi Fountain, located in the Trevi district, Rome, Italy, is one of the world's most famous fountains.** 位于意大利罗马特雷维区的特雷维喷泉，是世界上最著名的喷泉之一。

an important source of 源泉；根源；来源

**Ancient Greece was a fountain of wisdom and philosophy.** 古希腊是智慧和哲学的源泉。

- **prevail (line 19)**

*v.* to exist or be very common at a particular time or in a particular place 普遍存在；盛行；流行

**We can see that a leisured friendly**

**atmosphere prevails among the crowds.** 我们能够感受到人群中充满一种闲适友好的气氛。

(of ideas, opinions, etc.) to be accepted, especially after a struggle or an argument (思想、观点等) 被接受；战胜；压倒

**Justice will prevail over tyranny.** 正义必将战胜暴行。

- **be gone (line 21)**

离开；不见

**The door slammed and he was gone.** 门被重重地关上，他离开了。

不复存在；一去不复返

**The days are gone when a brick-and-mortar store is the only place where people go for shopping.** 实体店是人们购物的唯一去向的日子已经一去不复返了。

## Comprehension Plus

### 教学建议

- I**
  - 1. Start this section by reviewing some famous Chinese poems familiar to students, such as *A Spring Morning* by Meng Haoran and ask questions like “What is portrayed in the poem? What is the tone of the poem? Is it sad or cheerful?”.
  - 2. Have students read through the poem and answer the questions listed in the textbook.
  - 3. Ask students to share their answers with a partner.
  
- II**
  - 1. Have students read the table to familiarise themselves with the figures of speech presented.
  - 2. Ask students whether these figures of speech are commonly used in the Chinese poems they have read so far. If possible, ask them to give some examples (e.g. simile and rhyme in “忽如一夜春风来，千树万树梨花开” by Li Bai, personification in “风雨送春归，飞雪迎春到” by Mao Zedong).
  - 3. Give students some time to read through the poem again and to find the answers to fill in the blanks.

Suggested Activities 见 pages T65l – T65m。

Culture Link 板块教学建议等见 page T65a。

### 参考答案

- I**
  - 1. The oldest and youngest, the strongest and the ploughboy. It seems everyone is out working in spring.
  - 2. In the winter the sky is dull and overcast and there is mist and fog but in the spring the sky is clear and blue and there is bright sunshine.
  - 3. The poem is soothing and relaxing. The tone is calm and gentle. For example, at the beginning of the poem, by using the action words “crowning,” “flowing,” “twitter” and “glitter,” the poet depicts how the warm spring brings life to the earth.  
The poem gives off an overall feeling of composure, love of life, appreciation for the simple joy of life.
  - 4. Throughout the poem the poet indicates/suggests the emotion of relief and cheerfulness about the coming of Spring. Classical poems typically consist of a combination of thought and passion. This poem presents the picture of spring, indicating the author’s love for nature. It does not impose feelings and attitudes on readers, but happiness and relaxation can be felt between the lines.  
“Spring Dawn” (《春晓》, Chūn Xiǎo) by the Tang dynasty poet, Meng Haoran (孟浩然).  
(In Spring one sleeps, unaware of dawn; everywhere one hears crowing birds.  
In the night came the sound of wind and rain; who knows how many flowers fell?)

## ● Comprehension Plus

### I. Answer the questions.

1. Who are the people in the poem?
2. What is the meaning of “Blue sky prevailing” (line 19)?
3. What is the tone of the poem?
4. What kind of message(s) do you think the poet is trying to convey in the poem? Why do you think it has become a classic? Can you think of any similar poems written by a Chinese poet?

### II. Complete the table with examples from the poem for different figures of speech. An example is given.

Figure of speech	Example	Example from the poem
<b>Simile:</b> an expression including the words “like” or “as” to compare one thing to another	Roberto was <b>white as a sheet</b> after he watched the horror film.	Like an army defeated
<b>Rhyme:</b> a repetition of similar-sounding words, occurring at the end of lines in poems or songs	Twinkle, twinkle little <b>star</b> , How I wonder what you <b>are!</b>	<i>The small birds twitter, The lake doth glitter</i>
<b>Alliteration:</b> the appearance of the same sound or sounds at the beginning of two or more words that are next to or close to each other	Round the <b>r</b> ocks <b>r the <b>r</b></b>	<i>The cock is crowing</i>
<b>Personification:</b> the description of an object or an idea as if it had human characteristics	That kitchen knife will <b>take a bite</b> out of your hand if you don't handle it safely.	<i>The snow hath retreated</i>
<b>Onomatopoeia:</b> the act of creating or using words whose pronunciation is close to the actual sound they represent	The clap of thunder went <b>bang</b> and scared my poor dog.	<i>The ploughboy is whooping — anon — anon</i>



## Critical Thinking

Forming opinions based  
on existing views

- I. Russell and Keating offer some good views about life and poetry. Do you think their views also apply to the reading of classics? Give examples from this unit or elsewhere to support your ideas.

View about life and poetry	Does it apply to reading classics?	Example(s) from this unit	Example(s) from other classics
To pursue facts and truth (Russell)	Yes	/	All Quiet on the Western Front; all classic works of science
To spread love (Russell)	Yes	“Written in March”	Pride and Prejudice; Jane Eyre
To understand what we live for (Keating)	Yes	The Old Man and the Sea & “Written in March”	All literary works reveal the meaning of our life and what we live for.
To prove our existence as human beings (Keating)	Yes	The Old Man and the Sea & “Written in March”	All works prove human existence and identity.

- II. What other values do you find in reading classics? Support your argument(s) with examples.

*“The classics are a treasury of the world’s accumulated wisdom that counteracts trendy ideas and modern ideologies.” A classic “deals with a subject of universal importance” and can “portray the nature of things, the structure of reality, the enduring timeless truths that touch every person’s life.” For example, The Odyssey illustrates that family is the centre of civilisation and Pride and Prejudice demonstrates the importance of marrying someone for right reasons. A classic always makes a person reflect on the difference between the way things are and the way things ought to be.*

*(Answers may vary.)*

## Critical Thinking

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### 教学内容与要求

- 能根据已有的观点，就经典以及阅读经典的意义提出自己的判断和看法，并加以证明；
- 能结合自身阅读经历分析、反思和评价经典的价值。

### 教学建议

- Ask students to go over Reading A and Reading B again and identify the examples that can verify that what Russell and Keating said about life, poetry and classics also applies to *The Old Man and the Sea* and “Written in March.” For example, In *The Old man and the Sea*, Santiago demonstrates great passion and determination by keeping on fighting despite the ever-present antagonists of time and age, which vividly mirrors what Mr Keating says: And the human race is filled with passion.
- Encourage students to think about more classics they have read that have had some impact on their values and their views of the world.

Suggested Activities 见 page T65n。

# Writing

## 教学内容与要求

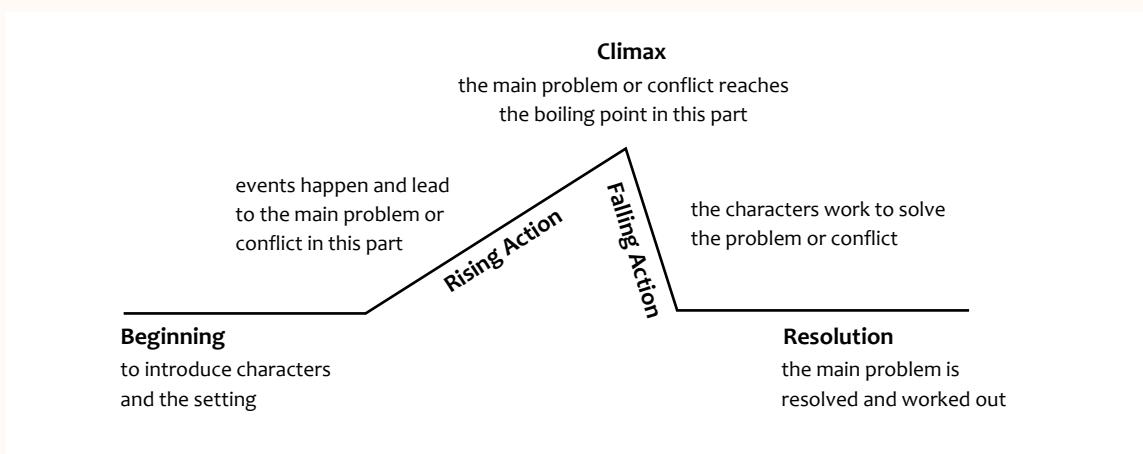
- 能依据叙事语篇的结构要素，分析相关语篇现有成分和其所缺少的成分；
- 能依据语篇的情景语境和话题词汇语义网，使用恰当的语言和风格完成续写；
- 能和同学展开互评，分析和评价彼此的作品。

## 写作导读

### Step 1 Review the basic elements and plot diagram of a fiction

#### Guiding Questions:

- What are the basic elements of fiction?
- What does the complete plot diagram for a successful work of fiction contain?



### Step 2 Locate the basic elements in the passage “Shifting gears”

#### Guiding Questions:

- What do you know about “shifting gears”?
- What do you think is the story mainly about with such a title?
- Can you discover the setting of the story in the introductory part?
- Who are the characters in the story?

### Step 3 Find out the problem in the beginning of the story

#### Guiding Questions:

- What happened at the very beginning of the story?
- In what condition did Ted want the bike? How do you know that?

### Step 4 Figure out the rising action in the story

#### Guiding Questions:

- Did Ted realise the dream of getting the bike?
- Did Ted just give up the wish to get the bike?

### Step 5 Understand the climax of the story

#### Guiding Questions:

- What happened on the morning of Ted’s birthday?
- How would Ted feel at that moment?

# Writing a continuation of a story

Below is the beginning of a story. Imagine how it might continue, and write the next two paragraphs. Follow the steps on the next page.

## Shifting Gears

- 1 Ted pressed his nose against the store window that stood between him and a blue 21-speed racer. He wanted that bike.
- 2 He knew his father was out of work and his mother could hardly support the family. But I only turn 13 once. Mum and Dad always promised me something special when I became a teenager, he thought.
- 3 He slowly walked back home; his parents were in the kitchen talking. As he switched TV channels, he caught some of his parents' conversation. There were words like "overqualified" and "loan" and something about unemployment checks. He turned the volume higher.
- 4 The next morning, Ted's father woke him. "Hey, Champ, Mum had to go to work early, so I'll be making your birthday breakfast. Do you want anything special? Maybe something with wheels?" "Dad!" Ted was excited and he bounded into the kitchen. There stood not the shiny racing bike but a second-hand 10-speed. The metal had been shined up, and the frame was freshly painted. He looked away, avoiding eye contact with his father. Dad knows I wanted a new bike, he thought, not an old used one.



## • Guided Writing

**Step 1** Analyse the incomplete text and choose one plot element to match each given part of the story.

Paragraphs 1–2: the beginning

Paragraph 3: the rising action

Paragraph 4: the climax

### Writing Strategy Writing a continuation (narrative)

A story usually has five plot elements: the beginning to introduce characters and the setting, the rising action in which events happen and lead to the main problem or conflict, the climax in which the main problem or conflict reaches the boiling point, the falling action in which the characters work to solve the problem or conflict, and the resolution where the main problem is resolved or worked out.

To continue a story, you need to analyse the incomplete text, figure out the existing and missing elements of the plot, and then continue the story with the following tips considered:

- (1) every piece must contribute to the plot;
- (2) the plot must contribute to the theme;
- (3) the characters must change their attitudes, personalities, etc.;
- (4) the causes and effects must arise from the characters' motivation.

**Step 2** Continue the story in 150–200 words. (Answers may vary.)

Paragraph 5 (the falling action): “I know it’s not exactly what you wanted, but ...  
his dad’s words were hardly heard. Ted looked up at him and saw his own disappointment  
mirrored in his father’s eyes. He thought of the hours his father must have spent sanding  
and painting, shining and oiling, to give his son something special. Suddenly, he was  
ashamed of himself.

Paragraph 6 (the resolution): “Are you kidding, Dad?” Ted hugged his father.

“Hey, now I can get a paper route and help out around  
here.” Dad seemed relieved to hear this. He smiled and  
hugged Ted tightly. It had been a long time since they had  
hugged, and Ted was surprised to find he was nearly as  
tall as his father. “Thank you, Dad!” Dad said nothing. He  
hugged Ted more tightly.

**Step 3** Read and discuss each other’s stories.



## **Step 6** Figure out what might happen in the falling action of the story

### **Guiding Questions:**

1. What might Ted do or say after seeing the birthday gift?
2. How would Ted feel?

## **Step 7** Design an ending for the resolution of the story

### **Guiding Questions:**

1. What might be Ted's reaction?
2. How would Ted's father respond?

Suggested Activities 见 pages T65n–T65o。

## 教学建议

### **Step 1**

1. Activate students' prior knowledge about the three basic elements and the plot diagram of a story by referring to what they've learned in Chinese classes or what has been learned in *The Old Man and the Sea*.
2. Give a further explanation of the first paragraph of the writing strategy on page 64 that describes how to write a continuation. Ensure students understand what each of the five plot elements is for.
3. Allow students time to read the remaining part of the text "Shifting Gears" and choose one plot element to match each given part of the story.

### **Step 2**

1. Allow students some time to read and understand the rest part of the writing strategy in writing a continuation of a story.
2. Have students read the story again and ask the students what the missing elements of the story are. Guide students to figure out the possible falling action and the possible resolution of the story. Draw their attention to the two given clues at the beginning of Paragraph 5 and 6.
3. Give students enough time to continue the story in 150–200 words.

### **Step 3**

1. Ask students to exchange their writing with a partner and do evaluation according to the checklist.

Checklist for writing a continuation of a story			
Criteria	Needing Improvement	Average	Excellent
A. The falling action contributes to the plot.			
B. The resolution contributes to the plot.			
C. The two new plot elements contribute to the theme.			
D. The plot is based on characters' motivation.			
Total score			

2. Invite several students to share their writings with the class.

# Further Exploration

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## 教学内容与要求

- 通过研究性学习和合作探究，运用通行的评鉴经典的标准和方法，为自己的班级甚至社区推荐阅读书单；
- 通过搜集、分析、比较和甄别信息，提高鉴赏能力，培养文化多样性意识。

## 教学建议

### Step 1

Organise students to work in five groups. Ask each group to agree on a list of literary works from a specific country.

### Step 2

Encourage them to discuss and narrow down their choices to no more than 3 books within the group.

### Step 3

1. Ask students to collect information about the books they have chosen, including the author, time of writing, genre, theme or topic, social influence, and literary value.
2. If students have difficulty in performing the task, encourage them to do some research on the Internet.

### Step 4

Ask each group to finish three cards of three different books.

### Step 5

1. Ask each group to share their work with the class.
2. Have students vote for the top ten most persuasively recommended masterpieces with most convincing reasons to submit to the festival-organising committee.

Suggested Activities 见 pages T65o – T65p。

# Self-assessment

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## 教学内容与要求

- 通过核查和反思，确认单元学习目标的达成情况；
- 依据达成情况，调整学习策略，同时通过计划和调控，提升自主学习能力和反思能力。

## 教学建议

### Step 1: Review

Remind students to check whether they have achieved the overall learning goals of this unit by going over the list.

### Step 2: Reflect

1. Have students recall the activities that they have performed well to give them a sense of achievement. Get them to describe the process they use to complete the activities and/or to

## ► Further Exploration

### Recommending classic literary works (Answers may vary)

Your school is going to hold an international culture festival. Each class is asked to recommend 10 world literary masterpieces for the festival's organising committee, which will decide on a final list.

**Step 1** Work in groups. Each group selects a country and works out a list of literary works from that country.

**Step 2** Consult teachers or specialists. Narrow down your choices to no more than 3 books.

**Step 3** Group members collect relevant information about those books, including the author, time of writing, genre, theme or topic, social influence, and literary value.

**Step 4** Fill in the recommendation cards with the information collected.

**Step 5** Collect the cards and share them in class prior to submitting them to the festival-organising committee.

Title
Country
Author
Time of writing or publication
Genre
Reasons for recommendation
• Theme or topic
• Social influence
• Literary value
• Other

## ► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Understanding and analysing classics to figure out the values and cultural messages
- B. Recommending Chinese classics
- C. Learning about the Lake Poets and developing awareness of cultural factors in world classics
- D. Fostering spiritual growth by introducing literary classics across cultures
- E. Forming opinions based on existing views
- F. Highlighting key points while making a presentation
- G. Writing a continuation of a story according to basic plot elements

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful

- achieve the results and explain the reasons for their success.
2. Guide students to think of the problems or difficulties they have encountered when doing the activities. Have students analyse the possible causes of the problems or difficulties.

### Step 3: Revise

Guide students to make a plan to solve the problems or to overcome the difficulties. Encourage students to find effective solutions to the problems or difficulties, for example, turning to a dictionary, a reference book or online resources, asking a friend or a teacher for help, inviting a partner to practise together. Provide them with an example and give support if needed.

范例见 page T65p。

## Culture Link

### 教学内容与要求

- 能结合语篇 B, 探讨湖畔诗人这个群体及其背景与贡献;
- 能结合时代背景和文化背景, 了解和欣赏威廉·华兹华斯的作品, 并能够通过跨文化对比与比较讨论如何欣赏与品鉴东西方这类诗歌作品。

### 教学建议

1. As a warm-up, ask students to think of a moment when they feel the beauty of nature described in William Wordsworth's poem "Written in March."
2. Have students share these moments with each other and recall what different figures of speech the romantic poet uses in his poems to bring about a better appreciation of these beautiful moments.
3. Elicit the conclusion: the poet's words are worth a lot.
4. As a follow-up, invite students to talk about the other famous romantic poets they know in the British Romantic Period, and if time allows, encourage students to compare their works with some of the Chinese ancient poets such as Tao Yuanming.

### 补充文化知识

#### The Lake Poets

The Lake Poets were a group of writers who all lived in England's Lake District in the first half of the nineteenth century. The group's most notable members were William Wordsworth, Samuel Taylor Coleridge and Robert Southey. This first generation of English Romantic poets — to which must be added William Blake — laid a foundation for those who followed in their footsteps. Nature was a source of sublime inspiration for these writers. These poets spent time together and influenced each other's literary projects. The poets often visited with one another and took long walks in the area, which obviously instilled a lot of inspiration to their works.

## Bertrand Russell's Message to the Future Generation

“One last question: Suppose, Lord Russell, that this film might be watched by the future generation in a thousand years' time. What would you like to share with them about the life you've lived and the lessons you've learned from it?”

“I should like to say two things, one **intellectual** and one moral. The intellectual thing I should want to say to them is this: When you are studying any matter, ask yourself only what are the facts and what is the truth behind them. Never let yourself be led either by what you wish to believe, or by what you think would have good social effects if it were believed, but look only, at what are the facts. That is the intellectual thing that I should wish to say.

The moral thing I should wish to say to them is very simple. I should say love is wise; hatred is foolish. In this world, which is getting more and more closely **interconnected**, we have to learn to tolerate each other. We have to learn to put up with the fact that some people say things that we don't like. We can only live together in that way; if we are to live together and not die together, we must learn a kind of charity and a kind of tolerance which is absolutely vital to the continuation of human life on this planet.”

### 注释:

1. **intellectual** *adj.* connected with or using a person's ability to think in a logical way and understand things 智力的，理智的  
**As we all know, Einstein was an intellectual giant.** 正如我们所知道的，爱因斯坦是一个智力巨人。
2. **interconnected** *adj.* to be connected to or with similar things 相联系的  
**The speed of economic growth, employment and inflation are closely interconnected.** 经济发展的速度、就业率和通货膨胀是紧密相关的。

## Why Does Poetry Matter?

Mr McAllister: I didn't know you were here.

John Keating: I am.

Mr McAllister: Ah, so you are. Excuse me.

John Keating: Keep ripping, gentlemen. This is a battle, a war. And the casualties could be your hearts and souls. Thank you Mr Dalton. Armies of academics going forward, measuring poetry. No! We will not have that here. No more of Mr J. Evans Pritchard.

Now (in) my class, you will learn to think for yourselves again. You will learn to savour words and language. No matter what anybody tells you, words and ideas can change the world. I see that look in Mr Pitts' eye, like 19th century literature has nothing to do with going to business school or medical school. Right? Maybe. Mr Hopkins, you may agree with him, thinking “Yes, we should simply study our Mr Pritchard and learn our rhyme and metre and go quietly about the business of achieving other ambitions.” I have a little secret for you. Huddle up. Huddle up!

John Keating: We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion. Medicine, law, business, engineering, these are noble pursuits and necessary to sustain

life. But poetry, beauty, romance, love, these are what we stay alive for. To quote from Whitman,

“O me! O life! of the questions of these recurring,  
Of the endless trains of the faithless, of cities fill’ed with the foolish,

...

what good amid these, O me, O life?

Answer:

That you are here — that life exists and identity,  
That the powerful play goes on, and you may contribute a  
verse. That the powerful play goes on and you may  
contribute a verse.”

What will your verse be?

注释：

1. **casualty** *n.* a person who is killed or injured in war or in an accident (战争或事故的) 伤员，遇难者  
*Both sides had suffered heavy casualties.* 双方都伤亡惨重。
2. **savour** *v.* to enjoy a feeling or an experience thoroughly 体会；享受  
*I spend more time with my children and savour every moment with them.* 我花更多的时间与我的孩子一起，尽情享受每一刻。
3. **recur** *v.* to happen again or a number of times 再发生；反复出现  
*My grandmother’s illness is likely to recur.* 我奶奶的病有可能复发。

# Getting Started

## Option 1 ★★

Ask students what classics or classics' excerpts they have read in their Chinese textbooks and have them describe one of the classics in English.

### Reference answer:

*Dream of the Red Chamber* is an 18th-century novel by Cao Xueqin. Revealing in encyclopedic detail the life of the upper class in the Qing dynasty, this classic marks the peak of Chinese literary prose. Readers are introduced to the notion of life itself as a dream. They follow the saga of the Zhen and Jia family, whose surnames are homophones for truth and falsehood. A fascinating aspect of the work is its foreshadowing of the fates of various key female characters — all treated with wonderful insight and sympathy by the author.

## Option 2 ★★★

Have students discuss their understanding of the quote by Zhu Xi on page 51. Encourage them to think of any other famous quotes that show the significance of reading.

### Reference answer:

The reading of all good books is like conversation with the finest (people) of the past centuries.

— Descartes

(A brief introduction to Zhu Xi)

Zhu Xi (1130–1200), is generally ranked as second only to Confucius (551–479 BCE) in influence, rivaling Zhuang Zi (369–286 BCE) in philosophic insightfulness in the Chinese philosophical tradition. A leading scholar and classicist, Zhu Xi integrated the ideas of the Northern Song masters into his own creative development.

# Reading A

## Comprehension

## Option 1 ★★

Ask students to read the text and have them re-arrange the sentences according to the changes in the old man's inner thoughts.

Number	Sentences from the text
( )	A. Think about something cheerful, ... Every minute now, you are closer to home.
( )	B. Now, he said, I am still an old man. But I am not unarmed.
( )	C. He took my harpoon too and all my rope, he thought, and now my fish bleeds again, and there will be others.
( )	D. I wish it had been a dream and that I had never hooked the fish ...

### Reference chains:

C – D – A – B

## Suggested Activities

### Option 2 ★★★

In this story, there are many monologues and descriptions of inner thoughts that not only illustrate the old man's characteristics but also promote the development of the plot. Have students analyse how these monologues and inner thoughts help to promote the plot development.

Monologues/Inner thoughts	The plot developments
1. He took about forty pounds. He took my harpoon too and all the rope, and now my fish bleeds again and there will be others. (lines 17–21)	He is a veteran fisherman and is aware of the terrible consequences when the shark bit the fish, leaving it bleeding.
2. “But man is not made for defeat,” he said. “A man can be destroyed but not defeated.” (lines 33–35)	
3. “Think about something cheerful, old man,” he said. “Every minute now, you are closer to home ...” (lines 59–61)	
4. “Now,” he said, “I am still an old man. But I am not unarmed.” (lines 73–74)	

#### Reference answers:

1. He is gathering courage to fight against what fate throws in his way.
2. He is trying to comfort himself in the desperate situation.
3. He is determined and prepared to fight against the sharks that might come.

### Option 3 ★★★★

Ask students to read the text and think carefully about the old man' changing attitudes towards his situation. Describe these changes and support your descriptions with the evidence from the text.

Changes in Attitude towards	Evidence
1. the loss of some marlin meat From _____ to _____	
2. the coming situation From _____ to _____	
3. the dentuso From _____ to _____	
4. his feeling about himself From _____ to _____	

#### Reference answers:

1. (From) hating to look at the fish (to) being more positive about the loss  
Evidence: He did not like to look at the fish anymore since he had been mutilated. (lines 22 – 23)  
You sail lighter for the loss of forty pounds. (lines 61 – 62)

2. (From) losing heart and giving up on fighting (to) feeling confident again and trying to make weapons  
Evidence: But there was nothing to be done now. (lines 65 – 66)  
“Yes there is,” he said aloud. “I can lash my knife to the butt of one of the oars.” (lines 67 – 69)
3. (From) feeling proud for having killed the biggest dentuso, believing he is more intelligent than the dentuso (to) being not that confident in his intelligence  
Evidence: But I killed the shark that hit my fish, he thought, and he was the biggest dentuso that I have ever seen. (lines 26 – 28)  
Perhaps not, he thought. Perhaps I was only better armed. (lines 40 – 42)
4. (From) losing heart and wanting to retreat (to) resolving to fight again  
Evidence: I wish it had been a dream and that I had never hooked the fish and was alone in bed on the newspapers. (lines 29 – 32)  
A man can be destroyed but not defeated. (lines 34 – 35)

### Option 4 ★★★★

Ask students to read and think critically about the question: is the old man a hero or not? And then encourage students to support their opinions by answering the questions in the box below.

1. What heroic deeds does the old man accomplish?
2. What specific value(s) do his actions reflect?
3. Will you give up easily if you should encounter such a challenging situation?

#### Reference answers:

1. He is prepared to take on what is regarded as bad luck, defy it and prove a point about his fishing skills. He does so successfully. He has survived the deadliest fight imaginable and killed the biggest dentuso he has ever seen, which few others could have done.
2. He has shown respect for his “enemy” while defeating it.
3. No , I will not give up easily. I will keep on trying because I have learned that “A man can be destroyed but not defeated.”

(Answers may vary.)

## Vocabulary Focus

### Option 1 ★★

Guide students to interact with the text through dialogues at three different levels: literal comprehension, inferential comprehension and critical comprehension. Have students learn the target words and expressions in the process of textual interaction, and use them in the process of developing and describing their ideas at different comprehension levels. Involve students in planned classroom interaction with you as follows.

## Suggested Activities

### 1. Literal comprehension

**Topic:** What weapons does the old man have to help him fight his attackers?

**Target words:** mutilate, harpoon, bleed, wrap , hook, rope

T: What kind of tools is a fisherman supposed to take with him if he is out on the sea fishing?

S: Probably a boat, a **harpoon**, and some **rope** to tie his catch.

T: Do you know why the old man does not like to look at the fish anymore?

S: Because it has been **mutilated**. The old man feels as if he himself had been hit.

T: Why does the old man think more sharks would follow?

S: Because the big fish he caught is **bleeding** and the smell of the blood would invite more sharks.

### 2. Inferential comprehension

**Topic:** What does the old man's struggle with the shark suggest about the nature of humanity?

(Clues: triumphs and failures, challenge oneself)

**Target words/expressions:** handicaps, take it when it comes

T: What are the old man's triumphs and failures at sea? Please give me at least one example each.

S: He loses his weapons such as his harpoon and the rope, and he is robbed of his catch, so probably it is a defeat or a failure for a veteran fisherman like him.

T: Then what makes him a person that deserves our respect and admiration?

S: Almost empty-handed, he gathers himself and gets himself prepared for an extreme situation. And he decides not to give up and defend what little remains of his fish. That is the success he achieves.

T: That's excellent! Then can you tell me whether you will fight the sharks to save the marlin?

S: Absolutely I will fight them.

T: Why?

S: Because this shows my respect for both myself and the marlin.

T: Exactly. To be more specific, "myself" stands for the humanity while the marlin represents the forces of nature.

S: I love to challenge myself when faced with **handicaps**, just like the old man does.

T: This is perhaps a part of the nature of humanity. We have to strive to survive. In other words, we should be ready for whatever it takes to survive and **take it when it comes** rather than feel desperate and panic.

### 3. Critical comprehension

**Topic:** Is Santiago a failure or a success?

(Clues: positive personality, not be made for defeat)

**Target words/expressions:** be made for, unbearable

T: Is Santiago a failure or a success?

S: From my viewpoint, Santiago is a success. Although he comes back to the harbor with only the marlin's skeleton, the value of his life has already been fully reflected in the process of fishing. He is loving, persevering, and even in the face of handicap and **unbearable** situations, he is still strong in spirit. To be more exact, I think that Santiago is a hero rather than a success.

T: What can we learn from him?

S: He taught us that we should never give up because human beings **were not made for** defeat.

## Grammar in Use

### Option 1 ★★★

Ask students to rewrite the sentences in the text using “I wish” and “If only” and encourage them to figure out what the subjunctive structure expresses.

Sentences in the text	Change the sentences with “I wish,” and “If only”	Implied feeling
1. I am sorry that I killed the fish.		
2. Do you think my hands were as great a handicap as the bone spurs?		
3. Think about something cheerful.		
4. There was nothing to be done.		

#### Reference answers:

1. I wish I hadn't killed the fish. (regret)
2. I wish my hands were not as great a handicap as the bone spurs. (hope)
3. If only there were something cheerful. / I wish that I could think about something cheerful. (hope)
4. If only I could do something to stop it. (hope)

### Option 2 ★★★

Topics for further practice

1. If you could change one thing about yourself, what would it be?
2. What is something that you wish your partner or friend would stop doing?
3. Think back to the time when you were less than ten years old. What's something that you wish you had done differently?
4. What were some things you wish you hadn't done in an interview?

#### Reference answers:

1. I wish I could be stronger and more determined.
  2. If only my friend could stop being so curious about other people's privacy.
  3. How I wish I had spent more time reading books.
  4. If only I hadn't barged into the interview room without knocking.
- (Answers may vary.)

### Option 3 ★★★★

Introduce Helen Keller's classic biography *Three Days to See*. Ask students to write a short passage entitled “Three Days to See” expressing their wishes and regrets if they were as blind and deaf as Helen Keller, and how they would overcome the obstacles of deafness and blindness. Invite some students to read their writings in class.

#### Reference answers:

I wish that I could be a normal person. I wish that I could see the clouds in the blue sky and the beautiful flowers in the garden ... I wish that I could hear the birds singing in the trees every time I wake up in the morning ... But now I have no regrets at all, because I know as long as my heart is still beating, I will keep exploring and loving the strange world. (Answers may vary.)

## Suggested Activities

# Listening, Viewing and Speaking

## Listening

### Option 1 ★★

Ask students to read the quotes below and match them with the books or poems from which they come.

Classics	Quotes
“The Road Not Taken”	Land is the only thing in the world worth working for, worth fighting for, worth dying for. Because it's the only thing that lasts. —Margaret Michelle
“The Daffodils”	Be not afraid of greatness. Some are born great, some achieve greatness and some have greatness thrust upon' em. — William Shakespeare
<i>The Analects of Confucius</i>	Two roads diverged in a wood, and I took the one less travelled by. — Robert Frost
Twelfth Night	Learning without thought is labour lost, thought without learning is perilous. — Confucius
Gone with the Wind	They flash upon that inward eye which is the bliss of solitude: and then my heart with pleasure fills, and dances with the daffodils. — William Wordsworth

#### Reference answers:

- “The Road Not Taken” — Robert Frost
- “The Daffodils” — William Wordsworth
- *The Analects of Confucius* — Confucius
- *Twelfth Night* — William Shakespeare
- *Gone with the Wind* — Margaret Michelle

**“They flash upon that inward eye which is the bliss of solitude: and then my heart with pleasure fills, and dances with the daffodils.”** is a quote from William Wordsworth. I am impressed by the words most because I have always felt that when we are upset or angry, listening to a moving poem can destress and relax us. Like music, poetry is an appealing way to express our inner self. Words beautifully strung with rhythms can heal people’s pain and develop stronger bonds. I think there is a poet in every one of us.

### Option 2 ★★★

Have students work in pairs and interview each other. The questions asked can be anything concerning their reading habits. Remind them to keep the following points in mind when interviewing:

- Use natural, conversational English when asking questions;
- Do not use the exact pre-prepared questions. Sometimes they need to adjust their questions. Ask follow-up questions according to the interview purpose and the interviewee’s responses.

### Reference answers:

Interviewer: Do you like reading classics in your spare time?

Interviewee: Yes, I do. Reading classics is the best way for me to relax after finishing homework.

Interviewer: What is your favourite classic and why do you like it?

Interviewee: *The Old Man and the Sea* written by Hemingway. It teaches me that a man can be destroyed but not defeated. I was deeply moved by the spirit of Santiago.

Interviewer: What can reading classics do for you?

Interviewee: In my opinion, reading classics can broaden our horizons and enrich our minds. Although each classic has its unique charm, they all feature thought-provoking ideas and can have a profound influence on the eager student. So I firmly believe that classics should always be an important part of our reading journey.

## Viewing

### Option 1 ★★

1. Encourage students to recall a class which is positively different from most classroom experiences based on questions like :
  - Why is the classroom experience so memorable?
  - What did you learn from the experience?
2. Ask students to share their experiences in groups of four.

### Reference answer:

I once had a poetry reading class that featured *To the Virgins, To Make Much of Time*, by Robert Herrick. After listening to the recording, we were required to read the poem stanza by stanza, paying attention to the stressed syllables. *That age is best which is the first, When youth and blood are warmer.* Although this seemed simple, actually the exercise posed great challenges to our pronunciation, intonation and self-expression.

From this experience, I realised that when reading poems, we should not only try to understand the poem literally, but also try to grasp, at a deeper level, what message the writer might want to deliver to his or her readers. In *To the Virgins*, the writer tells readers to treasure youth, a short but beautiful period of one's life. Along with a literal understanding of a poem, figures of speech and literary devices often help to reveal the essence of a piece of writing. In this particular case, I learned that good pronunciation, a natural intonation and a confident expression when reading or reciting will also help reveal the poet's intent.

(Answers may vary.)

### Option 2 ★★★

1. If possible, have students watch the film *Dead Poets Society* and give a brief introduction of its content on the weekend.
2. Encourage students to summarise the traits that an inspiring teacher, such as Mr John Keating, is supposed to possess.

### Reference answers:

1. Set at the conservative and aristocratic Welton Academy in the northeast United States in 1959, it tells the story of an English teacher John Keating who inspires his students to look at poetry from a different perspective, one informed by authentic knowledge and feeling.

2. An inspiring teacher is someone who has a wide range of the knowledge on the subject he teaches and has a great passion for the work he is doing, a great sense of humour, and a great love for his students ...

### Option 3 ★★

Divide students into groups of 4 and allow them enough time to discuss and answer the following question: What is poetry? What can poetry do for us?

Remind them to use comparison and contrast to illustrate their points.

#### Reference answers:

Poetry is something that you can live without, but with which you can live better. The following poem shows how poetry is closely related to our inner needs:

#### What Is Poetry?

There is more to poetry  
Than rhythm and rhyme.  
It's a window to our souls,  
Undiminished by time.

It's where tears and joys  
Are clearly expressed.  
It's the thoughts that ordinarily  
Might be repressed.

It can be set to music,  
Increasing its worth,  
Sending joy to the heavens  
That encompass the Earth.

You can make almost anything  
Become immortal  
By poetic words  
Sent over the portal.

So put down your thoughts  
When you have inspiration.  
You'll be adding your part  
To the whole of creation.

## Speaking

### Option 1 ★★

1. Ask students to work in groups and have each group conduct an interview on the topic: How has reading Chinese classics changed you? Encourage students to prepare questions that they want to ask their peers and always be ready to help by giving some hints: moral sense, motivation, pursuit of perfection, character, perseverance, self-discipline ...

2. Each member interviews two or three students and analyses their interview.
3. Ask members from each group to report on the changes their interviewees believe reading Chinese classics brought to them.

They may refer to the following table when making the oral report.

The best book that the interviewee has ever read	
Title	
Author	
Mini review of the book	
Changes in the reader after reading the book	

## Reading B

### Comprehension Plus

#### Option 1 ★★

1. Before students read the text, have them brainstorm some things that are related to March, such as weather, animals, plants to activate their background knowledge and generate interest.
2. Ask students what they feel while reading the poem. Have students choose a piece of music to match the poem.

#### Reference answers:

Spring by Antonio Vivaldi may be the best choice of the three recommended pieces of music about spring. While listening, the audience can feel the hope, joy and beauty of the season.

- Spring Is Here by Ella Fitzgerald
- It Might As Well be Spring by Frank Sinatra
- Spring by Antonio Vivaldi

#### Option 2 ★★

1. Ask students to read the poem one stanza after another silently and write down the words and phrases that come to their mind. Call on one student to read the stanza aloud to the whole class while the listeners add to their list of words and phrases. Continue this process with a second student reading aloud.
2. Ask students to read the poem as a whole and to feel the mood of the poem and its main themes.

#### Option 3 ★★★

The imagery in the poem helps convey emotions, scenes, or ideas. Ask students to check the poem for the context of each image and write notes describing the emotions, scenes or ideas the image carries.

## Suggested Activities

Images	What do the images convey about an emotion, a scene or an idea?
The cock is crowing, The stream is flowing, The small birds twitter ...	
Like an army defeated The snow hath retreated	
Small clouds are sailing, Blue sky prevailing	

### Reference answers:

- The images bring the poem a cheerful and lovely tone, and the poet's affection for the countryside scene on an early spring morning.
- Army and snow symbolise the power of nature, and beauty of changing seasons.
- Clouds and sky convey the poet's sense of relief when he is assured that the warm spring day he is longing for finally comes.

### Option 4 ★★★

Wordsworth has always tried to draw parallels between human life and nature in his poems.

Put students into groups of four to discuss how nature is perceived in parallel with humans. Give two examples that convey the comparison between nature and human life and guess the message the writer tries to convey.

	Lines on comparison between nature and human life	The message conveyed
1	Like an army defeated The snow hath retreated, (lines 11–12)	the end of difficult times and beginning of something new
2	The oldest and youngest Are at work with the strongest; The cattle are grazing, Their heads never raising; There are forty feeding like one! (lines 6–10)	nature and humans adapt to and blend with the positive change that comes

## Critical Thinking



1. Brainstorm what literature can do for us.
2. Compare the lessons and values learned from the text with those learned from one of the Chinese classics you have read.

Works	Main character(s)	Lessons and values	Details and events
The Old man and the Sea			

Reference answers:

Works	Main character(s)	Lessons and values	Details and events
The Old man and the Sea	Santiago	perseverance, determination and strength, adventurous	The old man, handicapped and almost weaponless managed to kill the shark which was preying on his fish.
Biography of Su Wu	Su Wu	fearless of the powerful, unyielding	He survived by feeding on wild grass and sleeping on the snowy ground during his nineteen years' imprisonment.

(Answers may vary.)

## Writing

### Option 1 ★★

Ask students, before reading, to think about the plot elements while referring to *The Old Man and the Sea*. Have students analyse *The Necklace* by Guy de Maupassant or *The Last Leaf* by O Henry according to the plot diagram.

Five elements of plots	Functions	The Necklace
1. The beginning 2. The rising action 3. The climax 4. The falling action 5. The resolution	<input type="checkbox"/> To introduce characters and the setting <input type="checkbox"/> In which events happen and lead to the main problem or conflict <input type="checkbox"/> In which the main problem or conflict reaches the boiling point <input type="checkbox"/> In which the characters work to solve the problem or conflict <input type="checkbox"/> Where the problem is resolved or worked out	

## Suggested Activities

### Reference answers:

1. The story is set in the late 1800s in Paris. It follows the misadventure of Mathilde Loisel, a middle-class housewife who is discontented with her economic standing, and her husband, a clerk.
2. The couple are invited to a ball. Mathilde begs her husband to buy her an expensive dress and borrows a diamond necklace from her friend Madame Forestier.
3. Mathilde loses the necklace.
4. The Loisels go into heavy debt purchasing a replacement so that her friend won't know what has happened.
5. Mathilde Loisel works hard for ten years to pay off her debts, only to be told that the lost necklace was a worthless fake.

### Option 2 ★★

Put the students into groups of four. Ask them to think about an exciting ending for the story: *The Necklace*, or encourage them to write a different ending for a story they are familiar with.

### Option 3 ★★

Have students think about what changes should be made if they stand in the father's position. Allow some time for students to write a new ending for the story in 150–200 words according to the writing strategy. Encourage them to share their stories in class while others make comments.

### Reference answer:

#### New Ending

Possible version: Father was guilty that he didn't keep his promise to buy a brand new bicycle for Ted as his birthday present. But the used bicycle was all he could afford. He expected that Ted would not speak to him again. The hug from his son was not what he was expecting. What he least expected was what Ted murmured to him when he hugged him closely: "Dad, I love you, and thank you for everything that you have done for me." He was relieved that his little boy had grown up ...

What message is conveyed through your new ending?

Shifting gifts

Shifting attitudes

Shifting the way you treat others

Always put yourself in another person's shoes!

## Further Exploration

### Option ★★

1. Explain the background information about the coming international cultural festival and encourage students to participate by recommending 10 world literary masterpieces to the organising committee.
2. Ask students to complete the card "A Good Book I Have Ever Read!" and share the information with their group members. Here's an example:

## CRITIC'S CORNER

### “A Good Book I Have Ever Read!”

**Title:** Small as an Elephant

**Author:** Jennifer Richard Jacobson

**My Mini-review:** The book is fun, heartwarming, adventurous, and extremely exciting. If you like these things, read it. It's Great!

I Give This Book 4 Stars!



3. Each group chooses three out of the recommended books and sticks the cards to the Critic's Corner on the wall.
4. Ask other groups to vote for the top three books that appeal to them most and submit their recommended books to the organising committee.

## Self-assessment

**范例** (Answers may vary.)

**Write a reflective note on what you need to improve. You may include some or all of the following points:**

**What you think you have done well and why**

**One strategy that really has helped your learning**

**One important thing you have learned about**

**What you need to improve in the future**

**What learning resources you find useful**

I think through reading the excerpt from world-famous classic *The Old Man and the Sea*, I can better understand the values and cultural messages contained in the words, “A man can be destroyed, but not defeated.” The human spirit proves unconquerable as Santiago retains his courage and compassion even in the face of tremendous loss.

With the help of the writing strategy, I know how to write a continuation of a story according to the basic plot elements. My presentation is more powerful by highlighting key points and by adding examples, stories, emotional appeals, and some visuals where necessary, to support the data.

However, I still need to read more classics — by both Chinese and international authors — to improve my perception of the world and learn to form my own opinions based on existing views.

## I Wandered Lonely as a Cloud

*William Wordsworth*

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed — and gazed — but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

### Food for thought

1. Do you think the two sentences reflect similar emotions? Why or why not?  
*I wandered lonely as a cloud  
And then my heart with pleasure fills / And dances with the daffodils?*
2. What message do you think the poem tries to convey?

### Reference answers:

1. The writer feels lonely at first and finally finds joy that nature provides.
2. The theme of the poem is that nature nurtures. Throughout, the poet vividly arouses the readers' feelings by using figurative speech about nature, such as simile and personification, presenting us with a beautiful picture of natural harmony. He informs the reader that aided by nature's healing power, human beings can overcome life's difficulties. The daffodils, no mere flowers, have the power to uplift the spirit and relieve sadness.



## ***Shui Diao Ge Tou<sup>1</sup>***

Su Shi<sup>2</sup>

*On the Mid-Autumn Festival of the year Bingchen  
I drank happily till dawn and wrote this in my cups  
while thinking of Zizhou.*

Bright moon, when was your birth?  
Wine cup in hand, I ask the deep blue sky;  
Not knowing what year it is tonight  
In those celestial<sup>3</sup> palaces on high.  
I long to fly back on the wind,  
Yet dread those crystal towers, those courts of jade,  
Freezing to death among those icy heights!  
Instead I rise to dance with my pale shadow;  
Better off, after all, in the world of men.

Rounding the red pavilion,  
Stooping to look through gauze<sup>4</sup> windows,  
She shines on the sleepless.  
The moon should know no sadness;  
Why, then, is she always full when dear ones are parted?  
For men, the grief of parting, joy of reunion,  
Just as the moon wanes and waxes, is bright or dim;  
Always some flaw — and so it has been since of old,  
My one wish for you, then, is long life  
And a share in this loveliness far, far away!

(Translated by Yang Xianyi and Gladys Yang)

## Notes:

1. *Ci* poems are written into hundreds of tune patterns, each of which is strictly determined by the number of characters per line, the placement of rhymes, and the position of tones. Originally the *Ci* poems were actually sung to those tunes, but eventually the tunes themselves were lost, and all that has remained are the hundreds of *Ci* patterns (*Cipai*) with their variations. "Shui Diao Ge Tou" is *Cipai* of this poem.
2. Su Shi (1037–1101), courtesy name (zi) Zizhan,

literary name (*hao*) Dongpo Jushi, is also referred to as Su Dongpo. He was one of China's greatest poets and essayists as well as an artist, calligrapher and statesman of the Song dynasty. Making significant efforts to loosen poetic conventions of form and content, Su Shi became known as the founder of the *Haofang* ("heroic abandon") School of writing.

3. **celestial:** of the sky or of heaven
4. **gauze:** a type of light transparent cloth, usually made of cotton or silk

## All the World's a Stage<sup>1</sup>

William Shakespeare<sup>2</sup>

All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time<sup>3</sup> plays many parts,  
His acts being seven ages. At first the infant,  
Mewling and puking in the nurse's arms.  
Then the whining school-boy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school. And then the lover,  
Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow. Then a soldier,  
Full of strange oaths, and bearded like the pard<sup>4</sup>,  
Jealous in honour<sup>5</sup>, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth<sup>6</sup>. And then the justice<sup>7</sup>,  
In fair round belly with good capon lined,  
With eyes severe and beard of formal cut,  
Full of wise saws<sup>8</sup> and modern instances.

And so he plays his part. The sixth age shifts  
Into the lean and slippered pantaloon<sup>9</sup>,  
With spectacles on nose and pouch on side,  
His youthful hose, well saved<sup>10</sup>, a world too wide  
For his shrunk shank; and his big manly voice,  
Turning again toward childish treble, pipes  
And whistles in his sound. Last scene of all,  
That ends this strange eventful history,  
Is second childishness and mere oblivion,  
Sans<sup>11</sup> teeth, sans eyes, sans taste, sans everything.

## Notes:

1. This famous monologue is from Shakespeare's comedy masterpiece, *As You Like It*. In this play, first performed in 1599, the character Jaques, a sorrowful philosopher, gives a humorous and ironic account of the different stages of a man's life.
2. William Shakespeare (1564–1616), also referred to as "The Bard" or "The Bard of Avon," was an English poet, playwright and actor of the Renaissance era. He is widely considered to be the greatest dramatist and poet of all time. His works, more than 30 plays and over 150 sonnets, have been translated into various languages. He helped shape the English we use today, introducing or popularising a huge number of words and well-known phrases.
3. **time:** a life or lifetime
4. **pard:** (*old-fashioned*) a large animal of the cat family such as a leopard
5. **jealous in honour:** taking great care of his honour and his reputation as a good man
6. **even in the cannon's mouth:** even if it means standing in front of guns, i.e. going to war or getting into fights
7. **justice:** a judge in a court
8. **wise saws:** (*old-fashioned*) wise sayings or phrases
9. **the lean and slippered pantaloon:** (*describing*) a thin old man who stays inside
10. **well saved:** kept carefully
11. **sans:** (*literary or humorous*) without

## Literature Corner

### 教学内容与要求

- 能理解和欣赏经典文学语篇，分享文学语篇的内容、结构与语言特征；
- 能通过自主学习和深入思考，理解和分享经典语篇的内涵。

### Shui Diao Ge Tou

#### 教学建议

##### Option 1 ★

###### Step 1

Have students look at the picture on P66 and answer the following questions:

- What does a full moon on a Mid-Autumn night usually remind you of?
- Have you ever read any poems related to the moon?

###### Reference answers:

- family reunion , friends and relatives faraway, delicious snacks, etc.
- “Quiet Night Thoughts” (《夜静思》) by Li Bai

###### Step 2

Have students read the Ci poem twice with the song “Shui Diao Ge Tou” sung by Chinese singer Faye Wong as the background music and compare and contrast some expressions in the English version with the Chinese one with a partner. Think about the emotions that the writer tried to convey through the beautiful words.

Chinese version	English version	Emotions conveyed
明月几时有？把酒问青天 不知天上有宫阙，今夕是何年	Bright moon, when was your birth? Wine cup in hand, I ask the deep blue sky:	
高处不胜寒	Freezing to death among those icy heights!	
人有悲欢离合，月有阴晴圆缺	For men, the grief of parting, joy of reunion, Just as the moon wanes and waxes, is bright or dim;	
但愿人长久，千里共婵娟	My one wish for you, then, is long life And a share in this loveliness far far away!	

###### Reference answers:

- curiosity and anxiety
- fear about future uncertainty
- calm and ease
- best wishes

## **Option 2 ★★**

Have the students read the poem and answer the following question.

In what ways is this poem relevant to the modern world?

### **Reference answer:**

The message delivered by Su Shi's Ci poem is somewhat similar to that of the most frequently quoted words by one of England's greatest writers, William Shakespeare: "To be or not to be, that is the question." Life was and still is full of uncertainties and tough choices. And the positive attitude the writer adopted can inspire people today to take whatever life throws in their path in a composed way. Last but not least, the symbolic meaning of the moon has always been an eternal theme in Chinese Literature. All these can probably account for the Ci poem's popularity.

(Answers may vary.)

## **Option 3 ★★**

Ask students to look for recordings of a piece of music that they think will help the reader understand the events and emotions described in the poem.

(Answers may vary.)

# All the World's a Stage

## 教学建议

### Option 1 ★

Have students read the famous monologue by Shakespeare individually and try to answer the following questions:

1. How many life stages are mentioned in this poem?
2. What are they ?
3. How are they different from each other?

Reference answers:

Stages	Features
infant	crying and seeking the comfort of his caretaker
school boy	unwilling to go to school
lover/husband	his lover is the only person he sees and cares about
soldier/fighter	ready to be a soldier or fight for the nation
justice/ability to understand the right and wrong	knowing what is good and what is right
pantaloons (greediness and high in status)	gloating over his high status in society and asking for more
old-age	turning into a child again, losing everything

### Option 2 ★★

Have students read the monologue again, paying attention to the writing style, such as the poetic devices, and find the evidence from it to support your choice.

Figures of speech	Examples from the poem
Simile	A.
Metaphor	B.
Repetition	C.

Reference answers:

- A. creeping like a snail, soldier ... bearded like the pard, etc.
- B. The entire poem itself is more like symbolism; men and women are portrayed as players whereas life is portrayed as the stage.
- C. words like sans, age, etc. are repeated

### Option 3 ★★

#### Think Critically

As “All The World’s A Stage” begins, you are dragged to a stage. You are the audience. Which of the seven ages mentioned in this poem do you prefer to watch and why?

#### Reference answers:

“All The World’s A Stage” tells you that all the men and women are mere characters in the drama, which is played on the stage (in the world). “They have their exits and their entrances”; this means that all the people are born and then die after a certain period of time.

When the man enters the world, he has seven different ages or phases to go through. When he goes through these ages, he has to play different roles. These roles depict a man as a son, his responsibilities as a brother, father, husband, fighter for the nation, etc.

Personally, I feel that this poem also talks about the roles of other people in your life. Just like you are playing your part, so are they! They enter into your life to teach you something new, and leave, gifting you a bunch of memories to dwell upon. So every age contained in the drama has its own message to deliver to the audience, and I want to see the whole of it.

(Answers may vary.)

### 课文和文学角选文参考译文

#### Unit 1

## 我是如何克服怯场的

我对任何一位即将第一次登台表演的人深表同情。我的记忆将我拉回到四十年前，减一个月——因为我实际上比看上去大一点儿。

我还记得自己第一次登台的情景。以前我只是以记者的身份为旧金山的人们所知，而那一次我将首次作为一名演说者在旧金山亮相。我明白，如果没有外力的逼迫，我肯定不会去剧院。所以我签下了一份严格的合同，免得给自己留下任何退路。演讲开始 45 分钟前，我就赶到了剧院。我双膝发抖，感觉自己都快站不住了。如果世界上存在一种可怕至极的病，那一定是怯场——以及晕船。它们是一对好朋友。那是我第一次也是最后一次怯场。我也只晕过一次船。那是艘小船，船上除了我还有两百名乘客。我——晕船了，晕得如此厉害，以致用光了其他两百名乘客的晕船份额。

我孤零零地待在剧院漆黑的后台，从幕布上的小孔往外窥视大礼堂。那里同样黑暗而又空荡。过了一会儿，灯亮了起来，观众开始陆续进场。

我请来不少朋友，都是身强力壮的男人，手提大棒分散坐在观众席上。每回猜到我打算来一点儿幽默时，他们就会用棒子敲打地板。剧院楼上的包厢里还坐了一位和善的女士，她是州长的夫人，也是我的好友。她会专注地看着我，一旦我的目光瞟向她，她就会带头笑出声来，从而引得全场掌声雷动。

我终于开讲了。我已经提前把手稿折好，藏在面前的美国国旗下边，以便不时之需。但我一开场就做到了脱稿。我一边走来走去——那时我还年轻，身体需要运动——一边滔滔不绝。

我在演讲的中段安排了一处点睛之笔，加入了一个动人而悲情的部分，希望能够一举击中听众的心灵。等我讲完这一段，他们的确如我所期待和预料的那样，肃然默坐在那里。我确实感动了他们。然后，我碰巧又抬头向州长夫人所在的那个包厢瞟了一眼——接下来发生了什么，你懂的。

就这样，熬过了头五分钟之后，我的怯场症状就消失了，此后再也没有复发。我知道，就算马上要被绞死，我也可以站起来好好讲一场，而且我也愿意这么做。但我永远忘不了那种煎熬感消失之前的滋味。所以，我现在想替我女儿感谢大家，感谢你们以善意帮她经受住了第一次登台表演。此外，我也要谢谢大家对她歌喉的赞赏，顺便说一句，这是遗传的。

## 节选自《我的一生》

老师到来后的第二天早上，她把我领进她的房间，给了我一个洋娃娃。我玩了一会儿娃娃，沙利文小姐在我的手掌上缓慢地拼写了 doll（娃娃）这个词。我马上对这个手指游戏产生了兴趣，也试着模仿起来。等我终于正确地拼写出了单词，觉得心中充满了天真的快乐和自豪。我跑下楼，来到母亲身旁，举起手，拼出了“娃娃”这个词。当时我还不知道自己在拼写单词，我甚至不知道世界上存在文字这种东西，我只是依样画葫芦，用手指模仿着老师的动作。接下来的几天里，我就用这种并不理解的方式学会了很多词的拼写，包括 pin（别针）、bat（球拍）、cup（杯子）这样的名词，还有 sit（坐）、stand（站）、walk（走）之类的动词。不过，直到我和老师相处了好几个星期，我才终于领悟到世间万物都有名字。

一天，我正在玩我的新洋娃娃，沙利文小姐把我以前那个破旧的大娃娃拿来放在我的膝盖上，并且拼写了 doll 这个单词——她想让我明白，这两个娃娃都可以叫作 doll。这天早些时候，我们还因为 mug（水杯）和 water（水）两个词争得不可开交。苏立文小姐极力强调“水杯是水杯，水是水”，可我总是把它们混为一谈。我对她翻来覆去的教导感到厌烦，一把抓过新娃娃，向地上一摔。我感觉到娃娃在我脚下四分五裂，心里十分痛快。然后我又感觉到老师把娃娃的碎片扫到了房间一侧，心里觉得很满意，因为使我愤怒的原因被除掉了。后来，老师把帽子拿给我，我就知道要去户外享受温暖的阳光了。这个念头——如果这种无言的感觉可以称作念头的话——令我欢欣雀跃。

我们沿着小路走向井房，路边的花香令人心旷神怡。有人正在那里汲水，老师把我的一只手放在水管下。当清冽的水流过我的一只手时，她在我的另一只手上拼写了 water 这个词，一开始她拼得很慢，然后就快了起来。我一动不动地站着，全神贯注地感受着她指尖的移动。突然，我的心中产生了一种朦胧的感觉，仿佛记起了一件被遗忘的往事——这是一种因沉睡的思想回归而产生的激动；仿佛神秘的语言世界忽然展现在我面前。在那一刻我恍然大悟， w-a-t-e-r 指的就是从我手上流过的那奇妙而清凉的东西。

我带着对学习的渴望离开了井房。世间万物都有名称，每个名称都会催生一种新的思想。我们回到家以后，我触摸到的每一样东西似乎都有了生命。这是因为，我开始以一种陌生而新奇的眼光来看待它们了。那天我学会了很多新单词。虽然现在已经记不全了，但我很清楚其中包括了“母亲”“父亲”“姐妹”“老师”——正是这些词语才让我的世界绽放出了光彩。

## Unit 2

### 中国对外贸易发展概览

加入世界贸易组织（WTO）以来，中国改革开放和经济发展进入加速期。中国的发展有力促进了全球的经济增长。

2016 年，按汇率计算，中国国内生产总值占世界的比重达到 14.8%，较 2001 年增长 10.7 个百分点。自 2002 年以来，中国对全球经济增长的平均贡献率接近 30%。中国经济已成为世界经济复苏和增长的重要引擎。

中国新型工业化、信息化、城镇化、农业现代化迅速推进，创造了巨大的消费和投资机会，为世界创造了更多就业岗位。根据国际劳工组织发布的《中国与拉美和加勒比地区经贸关系报告》，1990 – 2016 年，中国为拉美和加勒比地区创造了 180 万个就业岗位。

中国的快速发展为全球减贫事业作出了巨大贡献。改革开放 40 年来，中国人民已经从贫困走向小康。根据联合国现行标准，中国的脱贫人口已超过 7 亿，占同期全球减贫人口总数 70% 以上，为世界提供了最高的减贫贡献率。

加入世贸组织以来，中国对外贸易持续发展，惠及 13 亿多中国人民，也惠及了世界各国人民。

中国已采取有效措施促进对外贸易。据世贸组织统计，2017 年，中国在全球货物进口和出口总额中分别占比 10.2% 和 12.8%，是全球 120 余个国家和地区的主要贸易伙伴。中国的货物出口为全球企业和民众提供了物美价廉的产品；2001 – 2017 年，中国货物进口额年均增长 13.5%，高出世界平均水平 6.9 个百分点，成为全球第二大进口国。自 2009 年以来，中国始终是最不发达国家的第一大出口市场，吸收了最不发达国家 20% 的出口总量。

2001 – 2017 年，中国服务进口从 393 亿美元增至 4,676 亿美元，年均增长 16.7%，占全球服务进口总额近 10%。自 2013 年起，中国成为世界第二大服务贸易进口国，为促进出口国消费、创造就业和经济增长作出了重要贡献。以旅游服务业为例，中国已连续多年保持世界第一大出境旅游客源国地位。2017 年，中国公民出境旅游突破 1.3 亿人次，境外旅游消费达 1152.9 亿美元。

中国贸易模式的创新也促进了世界贸易的增长。跨境电子商务等对外贸易新业态、新模式在中国大量涌现，为贸易伙伴提供了不断扩大的市场。2017 年，中国海关验放的跨境电商进出口商品总额为 902.4 亿元人民币，同比增长 80.6%，其中进口为 565.9 亿元人民币，同比增长 120%。

## 为什么要为馊鸡肉支付 36.09 美元？

不久前，我和特里尔比在一家餐馆共进午餐。食物上得很慢，但我们忙着叙旧，并没有在意。我点的鸡肉送来之后，卖相并不怎么好看，但我还是咬了一口。那味道太可怕了，我只能把它吐在了餐巾上。恶心极了！我叫来了服务员，她恰如其分地露出一副惊恐的表情，把食物端走了。

经理随即出现，向我们道歉。她说厨师正在检查这道菜，努力确定究竟是香草还是黄油出了问题。

“我不这么认为，”我对她说，“我觉得是你们的鸡肉馊了。”经理不愿承认这一点。她随即离开，五分钟后再度返回。“您是对的。鸡肉坏了。”胜利！不过，是谁胜利了呢？经理再次致歉，问我需不需要一份免费的甜点或饮料。“这个嘛，”我说，“我要先看看菜单上有哪些菜在吃了那道鸡肉之后不让人反胃。”

然后，我和特尔比继续用餐。这顿饭吃得相当愉快，但我总觉得鸡肉那股讨厌的馊味还留在嘴里；其实一直到今天，我都还能记起那种味道。点餐之前，特里尔比喝了一杯红酒，用餐时又喝了一杯。我喝了水。服务员收拾盘子时，又问我们要不要免费甜点。“咖啡就好，”我们立刻说道。

我和特里尔比聊天的话题转到了账单来的时候我们该说些什么。似乎有两种不错的选择。选项一：“我们不要免费的甜点，谢谢，但是考虑到鸡肉的问题，我们希望免去这道菜的费用。”这就会在经理下决定之前给她设定一个“锚点”，供她衡量她原本打算提出的处理方案。选项二是“我们不要免费的甜点，谢谢，但是考虑到鸡肉的问题，请你问一下经理，账单怎么算？”这将给出另一个“锚点”。这两个锚点会为进一步谈判建立不同的基础，第一种选项的目的是把鸡从账单中剔除；第二个是拿到折扣。

这时，服务员拿来了账单，总价格是 31.09 美元。我毫不犹豫地选择了第二个选项：“请你问一下经理，账单怎么算。”

女服务员微笑着回答说，我们喝的那两杯酒已经免去费用了。尽管如此，服务员还是一面微笑着，一面按我们的要求把账单拿给了经理。经理也微笑着径直走了过来。“考虑到鸡肉的问题，”我说，“我想知道账单怎么算。”

“我们没收您的酒钱，”她和善地说道。

“这就是你能给的最大优惠了吗？”我说。

她仔细地打量着我，但态度仍然很客气。此时她正在盘算着，准备冒一点经济和心理上的小风险，就是我们大家日常都会经历的那种风险。她猜想我并不是那种会闹事的人。毕竟交谈时我的态度一直很友善，也没有提高嗓门。显然她认为我还会保持风度。于是，她决定冒一下险，说道：“是的”：这句话表明这就是她打算给我们的最大优惠。“好吧，”我说，于是她便走开了。我付完餐费，又放了 5 美元的小费——毕竟惩罚可怜的服务员也没有意义，对吧？——走出了餐厅。经理赌我不会闹事，她赌对了。

## Unit 3

### 京杭大运河

中国最伟大的基础设施成就是什么？或许最知名的是长城。但你是否知道，中国人还建造了世界上最长的运河？这条大运河全长约 1,800 公里，跨越六个省市，通达五大水系，北起北京，南至杭州，并因此而得名京杭大运河。它是世界上最长、最古老的人工水道，已被联合国教科文组织列入世界遗产名录。

可是，中国为什么要建造这样一条规模惊人的运河？为了寻找答案，我们必须回溯到公元前 486 年。那时，吴王（夫差），其国土在今日苏州一带，意识到他必须开辟一条运输商品和粮草北上的新路线。他没有选择陆路，而是选择了一种可持续性更高的运输方式——运河，或者说（开凿）一条基于自然水道的人工河道，把长江和淮河连接起来。正是这条运河，奠定了未来大运河的基础。

直到千年之后，运河工程才得以重新启动。隋炀帝下令重修这些古老的水道，并将它们彼此凿通，形成了我们今日所见的大运河。接下来的几个世纪里，这条人工水道历经多次疏浚以加速河水流动。出于种种原因，运河还改道数次，此外，由于战乱频仍，大运河曾屡遭破坏。

1403 年，明朝第三位皇帝永乐大帝决定将国都从南京迁至北京。他意识到必须设法保障广大迁徙人员的给养，因此决定通过水路系统将粮食由南运到北。

为指挥运河修复工作，永乐大帝任命水利工程专家陈瑄督理大运河改造工程，以确保船只可在各程水道之间畅行无阻。这一运河修建工程雄心勃勃，其规模之浩大在中国历史上前所未有。4.7 万多名河工人被征召，很快，大运河便成了明朝的经济命脉。

大运河向北输送的商品不仅包括粮食，还有盐。明朝时，盐已成为国家最稳定的经济来源之一。从北方运来的货物则包括棉花、羊毛、煤炭、面粉、宝石和肉干。

有时，运河沿线通行的漕船多达近 1.2 万艘，需要超过 12 万名官兵负责漕运。运河沿岸的众多港口——以苏州为首——也发展成了繁荣的商埠。渡船、旅店、食肆、当铺和其他各种商铺为往来商旅提供服务。大运河不仅带动了沿线城市的发展，也成为促进经济发展和南北文化交流的强大工具。

19 世纪中期以后，随着火车的诞生和铁路系统的发展，大运河对贸易活动的重要性渐渐消退。这一时期只有少量货物通过水路运输。然而，如今实施的“南水北调”工程证明，中国政府仍然将大运河视为增强人民福祉的重要工程。“南水北调”工程旨在每年将长江的淡水引入中国相对干旱的地区。

## 丝绸之路：贯通中西

举世闻名的丝绸之路并不是一条路，而是许多条。享有盛名的丝绸之路是一个跨越中国、远通境外诸国的交通网络。它穿过今天中国境内的西安和乌鲁木齐，一路延伸至土耳其的伊斯坦布尔（通往欧洲的门户）和意大利的威尼斯，将中国与欧洲连通起来。

“丝绸之路”的概念由德国地理学家李希霍芬率先提出，用以指代丝织品贸易蓬勃发展之际的商贸通道。丝绸是中国对西域出口的主要商品，也是贸易路线变得如此复杂的一大因素。人人想要丝织品！汉朝的武帝曾派张骞两次出使西域。这两次出使为日后中原王朝与西域的外交和商贸往来奠定了基础。这些路线最终成了经贸、文化价值观、科技，以及宗教思想的双向交流通道。此外，丝绸之路还成了思想传播的有效途径——堪称古代版的信息高速公路。除了丝绸之外，中国向西方国家输出的商品还包括茶叶、瓷器、金、银、棉花和漆器等。由于路途遥远而险阻，经由丝绸之路进行买卖的货物多数都相当昂贵。亚洲各国的工艺技巧也沿丝绸之路传播分享。养蚕、纺纱、铸铁、挖渠等技术就是由此传入西方。不仅如此，美术、建筑、音乐、舞蹈、戏剧表演也通过丝绸之路相互交流。胡旋舞、傩戏和乐队是丝绸之路上的一大特色。在农业方面，核桃、葡萄和其他植物也由西域传入了中国。来自意大利威尼斯的马可·波罗是丝绸之路上最著名的欧洲游客，他回国时携带了大量珍宝，包括丝绸、象牙、玉石等。但更重要的是，马可·波罗讲述的旅行见闻让广大西方读者第一次了解了东方。

丝绸之路也并不限于陆路。商船开辟了从中国南海直抵印度洋的航线，以水路联通了中国与欧洲。现代学者将这些航线称为“海上丝绸之路”。汉朝的帆船从中国东南沿海港口出发，行经东南亚的马六甲海峡，最远可达印度半岛。古代中国就是通过这些陆上和海上的路线，沟通了东方与西方两个世界。

数百年间，丝绸之路作为古老的贸易通道体系，一直发挥着商品互通的作用。但沿线国家获得的远不止是物质财富。丝绸之路贯通东西，为地区之间提供了宝贵的文化交流渠道。它的成功，极大地促进了世界经济与文化的双重发展。

## Unit 4

鲨鱼翻了个身，老人看出它的眼睛已经没有生气了，接着鲨鱼又翻了个身，缠上了两圈绳子。

老人知道他已经快死了，鲨鱼并不会罢休。他肚皮朝上，尾巴不断摇摆，嘴巴里咬得咔嗒咔嗒响，拼命想逃离，速度和快艇差不多。海水被他的尾巴搅得白花花，绳子越套越紧，他四分之三的身体露在水面上，他抖了一下，绳子就断了。鲨鱼安静了，在水面上浮了一会儿，老人盯着他。然后，他慢慢沉了下去。

“被他咬掉了差不多四十磅。”老人说。他还弄走了我的鱼叉，把绳子也都弄没了，他想，我的鱼又开始流血了，肯定还有鲨鱼要来。那条鱼被啃残了，他不忍心再看。鱼被袭击，就像他自己被袭击一样。

但我杀了袭击我的鱼的鲨鱼，他想，他是我见过的最大的灰鲭鲨。上帝可以见证，我见过不少很大的。

好事情长不了，他想，我宁愿我这是在做梦，没有真的钓到那条鱼，而是一个人躺在铺着旧报纸的床上。

“可是，人是不会被击败的，”他说，“人可以被毁灭，但不能被击败。”我杀了那条鱼，我很懊悔，他想，艰难的时刻到了，我现在连鱼叉也没有。灰鲭鲨很凶残，很厉害，又强壮又聪明。但我比他更聪明。也许没有，他想，也许我只是装备比他好一点。

“别胡思乱想了，老人，”他说，“继续往前走，该来的都会来的，到时再说吧。”

但我必须胡思乱想，他想，现在我只能胡思乱想了。除了这件事，还有棒球。我打中了他的脑门，不知道了不起的迪马吉奥有什么看法？这没什么了不起的，他想，谁都做得到。你觉得我这双手这样子，和骨刺相比，哪个更难受？我不得而知。我的脚后跟没出过毛病，只有一次我踩到了一条鲻鱼，他刺了我一下，我小腿感觉快残废了，痛得受不了。

“想点开心的吧，老人，”他说，“你一点点离家更近了。少了四十磅，船也走得轻快一些。”

等船进入海流的中间会发生什么，他很清楚。但他没辙。

“辙还是有的，”他说，“我可以把刀绑在桨上。”

于是，他把舵柄夹在腋窝下，用脚踩住帆脚索，把刀绑好。

“好了，”他说，“我还是一个老人。但我总算不是手无寸铁了。”

此时，海风感觉很清新，船也走得很顺利。他看到鱼的前半身，又有了一点希望。

## 写在三月

公鸡喔喔啼，  
小溪潺潺流，  
雏鸟鸣啁啾，  
湖水泛银光，  
绿野眠于阳光下；  
老幼和青壮，  
齐力把活忙；  
牛儿正吃草，  
从不抬头望；  
整齐划一四十头！  
冰雪消融去，  
溃散如败旅，  
节节复节节，  
退踞秃山顶；  
耕童田间声声唤——哟吼，哟吼，  
山间欢悦多；  
泉中生灵盛；  
流云浮天际，  
蓝天真容显，  
风雨不复在！

## 水调歌头·明月几时有

丙辰中秋，欢饮达旦，大醉，作此篇，兼怀子由。

明月几时有？把酒问青天。

不知天上宫阙，今夕是何年。

我欲乘风归去，又恐琼楼玉宇，高处不胜寒。

起舞弄清影，何似在人间。

转朱阁，低绮户，照无眠。

不应有恨，何事长向别时圆？

人有悲欢离合，月有阴晴圆缺，此事古难全。

但愿人长久，千里共婵娟。

## 全世界是一个舞台

威廉·莎士比亚

全世界是一个舞台，  
所有的男男女女不过是一些演员；  
他们都有下场的时候，也都有上场的时候。  
一个人的一生中扮演着好几个角色，  
他的表演可以分为七个时期。最初是婴孩，  
在保姆的怀中啼哭呕吐。  
然后是背着书包、满脸红光的学童，  
像蜗牛一样慢腾腾地拖着脚步，  
不情愿地呜咽着上学堂。然后是情人，  
像炉灶一样叹着气，写了一首悲哀的诗歌咏着  
他恋人的眉毛。然后是一个军人，  
满口发着古怪的誓，胡须长得像豹子一样，  
爱惜着名誉，动不动就要打架，  
在炮口上寻求着  
泡沫一样的荣名。然后是法官，  
胖胖圆圆的肚子塞满了阉鸡，  
凛然的眼光，整洁的胡须，  
满嘴都是格言和老生常谈；  
他这样扮了他的一个角色。第六个时期变成了  
精瘦的趿着拖鞋的龙钟老叟，  
鼻子上架着眼镜，腰边悬着钱袋；  
他那年轻时候节省下来的长袜子套在他皱瘪的小腿上  
显得宽大异常；他那朗朗的男子的口音  
又变成了孩子似的尖声，  
像是吹着风笛和哨子。终结着  
这段古怪的多事的历史的最后一场，  
是孩提时代的再现，全然的遗忘，  
没有牙齿，没有眼睛，没有口味，没有一切。

## 附录二

### 练习部分录音文本和参考答案

## Unit 1 Achieving Effective Communication

### Grammar in Use

#### • Task 1

- (1) Emojis, whose name comes from the Japanese words for “picture” and “characters,” have their roots in Japan.
- (2) The first key point is that sometimes emojis act as a kind of language to communicate important information about emotions or attitudes.
- (3) For example, when people speak to each other, they often use their faces and voices to give a lot of information.
- (4) You might not be surprised to learn that some of the most popular emojis, one of which is the “face with tears of joy,” have a face.

#### • Task 2

- (1) how                   (2) less likely                   (3) which                   (4) that                   (5) Expressing  
(6) in                   (7) while/but                   (8) how much                   (9) are used                   (10) smiling

#### • Task 3

(Answer for reference)

Recently, I have conducted a survey on the emoji usage in my class. The results show that the top 10 most popular emojis include the red heart, crying face, smiley face, face with tears of joy and smiling face with heart-shaped eyes. The face with tears of joy tops the list, accounting for 21.25 percent of all emojis used.

My survey indicates that my classmates use more emojis during the weekend. However, the peak day of emoji usage is Monday, a day known to cause bad moods. In addition, due to gender differences, boys and girls choose and send emojis in different ways. For example, girls use the heart emoji most frequently, while boys often use the OK gesture.

### Vocabulary Focus

#### Section A

#### • Task 1

- (1) to your advantage                   (2) attitude                   (3) disinterested                   (4) authority  
(5) resist the temptation                   (6) subconsciously                   (7) understanding

#### • Task 2

(Answer for reference)

Information conveyed by the way people sit: Crossed arms could communicate that they’re closed and not willing to listen. Slouching (没精打采地坐) will make them look like they aren’t interested.

For a more positive impression, lean forward.

Information conveyed by the way people control their voices: When they speak in a loud voice, it means they are full of confidence and willing to share their opinions with others. However, when they speak in a low voice, it is possible that they are not in high spirits, or they lack self-confidence.

## Listening and Viewing

### Section A

#### Script

In Reading A, we know Mark Twain experienced stage fright while delivering a public speech. What do people usually experience when they have stage fright? Listen to the passage and complete the tasks.

- **Task 1.** Listen to the first part and answer the question.

Under the spotlight on the stage, you will experience palms sweaty, heart racing, stomach in knots. You can't cry for help. But how to overcome it?

To start, understand what stage fright is. Humans, social animals that we are, are wired to worry about reputation. Public speaking can threaten it. Before a speech, you may ask yourself, "What if people think I'm awful and I'm an idiot?" That fear of being seen as an awful idiot is a threat reaction from a primitive part of your brain that's very hard to control. It's the fight or flight response, a self-protective process seen in a range of animals, most of which don't give speeches. But humans do. When you perceive the possible consequences of blowing a speech, it's time to run for your life or fight to the death. Your neck and back tense up. Your legs and hands shake as your muscles prepare for attack. You sweat. Your blood pressure jumps. Your digestion shuts down to maximise the delivery of nutrients and oxygen to muscles and vital organs, so you get dry mouth and butterflies in the stomach. It is hard to read anything up close, like your notes, but long range is easy. That is how stage fright works.

#### Script

- **Task 2.** Listen to the second part and fill in the blanks.

How do we fight it? First, your attitude. This isn't all in your head. It's a natural, full body reaction. And genetics play a huge role in social anxiety. John Lennon, one member of the Beatles, played live thousands of times. Each time he felt something wrong with his stomach beforehand. Some people just feel more frightened performing in public. Since stage fright is natural and inevitable, focus on what you can control. In addition, practise a lot, starting long before in an environment similar to the real performance. Practising any task increases your familiarity and reduces anxiety, so when it's time to speak in public, you're confident in yourself and the task at hand. What can you do just before you go on stage? Stretch your arms up and breathe deeply, which can trigger a relaxation response. Stage fright usually hits hardest right before a presentation, so take that last minute to stretch and breathe. You approach the Mic, voice clear, body relaxed. Guess what? Your well-prepared speech will convince the wild crowd you're a charming genius.

## Key to Section A

- **Task 1**

It's a fear of being seen as an awful idiot.

- **Task 2**

- (1) focus on what you can control;
- (2) increases your familiarity and reduces anxiety;
- (3) stretch your arms up and breathe deeply

## Section B

**Script** 

Have you ever talked with a friend about a problem only to realise that he just doesn't seem to grasp why the issue is so important to you? Have you ever presented an idea to a group and it's met with utter confusion? Or maybe you've been in an argument when the other person suddenly accuses you of not listening to what they're saying at all? What's going on here? The answer is miscommunication, and in some form or another, we've all experienced it. It can lead to confusion, misunderstanding, or even crashing a multimillion-dollar probe into the surface of Mars. The fact is, even when face to face with another person, in the very same room, and speaking the same language, human communication is incredibly complex. But the good news is that a basic understanding of what happens when we communicate can help us prevent miscommunication. For decades, researchers have asked, "What happens when we communicate?" One interpretation, called the transmission model, views communication as a message that moves directly from one person to another, similar to someone tossing a ball and walking away. But in reality, this simplistic model doesn't account for communication's complexity. Enter the transactional model, which acknowledges the many added challenges of communicating. With this model, it's more accurate to think of communication between people as a game of catch.

As we communicate our message, we receive feedback from the other party. Through the transaction, we create meaning together. But from this exchange, further complications arise. It's not like the *Star Trek* universe, where some characters can Vulcan mind-meld, fully sharing thoughts and feelings. As humans, we can't help but send and receive messages through our own subjective lenses. When communicating, one person expresses her interpretation of a message, and the person she's communicating with hears his own interpretation of that message. Our perceptual filters continually shift meanings and interpretations. Remember that game of catch? Imagine it with a lump of clay. As each person touches it, they shape it to fit their own unique perceptions based on any number of variables, like knowledge or past experience, age, or family background. Simultaneously, every person interprets the message they receive based on their relationship with the other person, and their unique understanding of the connotations of the exact words being used. They could also be distracted by other stimuli, such as traffic or a growling stomach. Even emotion might cloud their understanding, and by adding more people into a conversation, each with their own subjectivities, the complexity of communication grows exponentially. So as the lump of clay goes back and forth from one person to another, reworked, reshaped, and always changing, it's no wonder our messages

sometimes turn into a mush of miscommunication.

### Key to Section B

- **Task 1**

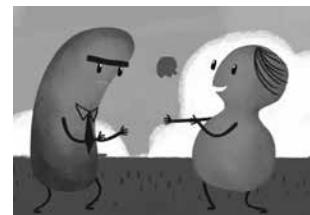
(Answer for reference)

1. a multimillion-dollar probe is crashing into the surface of the Mars; may lead to the loss of much money
2. transmission; a message moving directly from one person to another
3. transactional; a game of catch

- **Task 2**

(Answer for reference)

Communication is complex. Whether to send or to receive the message, we all have our own interpretations affected by many factors. We may also be distracted by other stimuli. So many factors work together influencing our understanding of the message being communicated. It's like a lump of clay, being reworked, reshaped, and changing all the time.



## Reading and Viewing

### Section A

- **Task 1**

- |       |       |       |       |        |
|-------|-------|-------|-------|--------|
| (1) B | (2) C | (3) C | (4) D | (5) A  |
| (6) A | (7) B | (8) B | (9) D | (10) C |

- **Task 2**

(Answer for reference)

Gaze can simply help listeners to focus more on the speaker and what he or she might be saying or doing.

Gaze makes the listener/speaker feel like they're the most important to the speaker/listener at that particular moment.

- **Task 3**

(Answer for reference)

Distancing is one type of nonverbal communication. We may feel uncomfortable during a conversation when the other person is standing too close to us as if our space is invaded. We all have a need for respectful distance, although that need differs depending on the culture, the situation, and our relationship with our listeners. Some people prefer to keep a short distance from others, which signals intimacy and affection, while others like to keep social distancing for the sake of privacy.

### Section B

- **Task 1**

1. To alert people to be careful to use capital letters in emails.
2. The author prefers writing letters.

(The clues: ... with letters, you had to find a piece of paper, get a pen, and carefully write your letter. If you made a mistake, you had to start all over again. And then there was the problem of finding an envelope, buying a stamp, and then going to post it. It all took time.)

- **Task 2**

*(Answer for reference)*

In writing a letter or an email in Chinese, we can underline/underscore the part we want to emphasise/highlight. Alternatively we can highlight the part in bold type; or we may use quotation marks to highlight it.

## **Section C**

- **Task 1**

*(Answer for reference)*

In the picture, a group of people are wearing similar clothes, with their hands above their heads. They seem to be celebrating something.

- **Task 2**

*(Answer for reference)*

1. A large group of people who gather together for a dance, a performance, etc. They are organised through the Internet.
2. In public places, such as shopping centres, airports, railway stations. They last for a very short time.
3. To show that there is no indication of pre-arrangements for such an event. No one there was aware that there would be a flash mob going on.
4. There are mainly three features of flash mobs: (1) people gather very suddenly in a public place; (2) people's performance lasts a very brief time and then they quickly disperse; (3) people do that often for the purposes of entertainment, artistic expression, and even cultural preservation.

- **Task 3**

The following steps are for reference when you are a flash mob organiser.

- Understand the purpose: to arouse everyone's interest in the forthcoming reading festival.
- Decide what to do for the flash mob occasion.
- Watch previous flash mob events for reference.
- Organise my flash mob.
- Provide clear instructions to my group of people.
- Arrange the props or costumes needed.
- Know the limitations of my location.
- Organise quality videography for the event.
- Let go.
- Finish as if nothing ever happened.

## Integrated Tasks

### Section A

Script 

But, luckily, there are some simple practices that can help us all navigate our daily interactions for better communication.

One: recognise that passive hearing and active listening are not the same. Engage actively with the verbal and nonverbal feedback of others, and adjust your message to facilitate greater understanding.

Two: listen with your eyes and ears, as well as with your gut. Remember that communication is more than just words.

Three: take time to understand as you try to be understood.

In the rush to express ourselves, it's easy to forget that communication is a two-way street. Be open to what the other person might say.

And finally, four: Be aware of your personal perceptual filters. Elements of your experience, including your culture, community, and family, influence how you see the world. Say, "This is how I see the problem, but how do you see it?" Don't assume that your perception is the objective truth. That'll help you work toward sharing a dialogue with others to reach a common understanding together.

#### Key to Section A

但幸运的是，有些简单的做法可有助于我们日常互动，从而达到更为有效的沟通。

第一，要认识到被动地听与积极地听完全不同。主动地理解他人口头和非口头的反馈，调整你所要传达的信息，从而促进更好的沟通。

第二，不仅要用心，也要用你的眼睛和耳朵去倾听。记住交流不仅仅是交谈而已。

第三，你想要别人理解你，那你也得花时间来理解别人。我们在匆忙表达自己的过程中，往往容易忘记交流是条双向通道，接受对方可能说的话。

最后一点，你要意识到你自己的“感知滤波器”。你经历中的所有要素，包括文化、社会和家庭，都影响着你的世界观。你可以说：“这是我看待这个问题的想法，那您的看法如何呢？”不要假定你的认知就是客观真理。只有那样，你才会改进你与别人的对话，从而达成共识。

### Section B

- **Task 1**

The passage is mainly about the content of acceptance speech.

- **Task 2**

B C A

- **Task 3**

(Answer for reference)

At the 85th Oscars, Ang Lee was awarded the Best Director. He said, "I really want to thank you for believing this story, and sharing this incredible journey with me ... I want to thank everybody there who once helped us ..."

- **Task 4**

(Answer for reference)

“Thank you” is commonly said at the beginning of acceptance speeches at an award ceremony. The speeches are a chance for people to express their gratitude. They should be short, personable and heartfelt. It’s important to get words right in speeches. Although different people give different speeches on the stage, preparation is essential.

## **Extended Reading**

### **Food for thought**

Inventor: Jean-Paul Nerriere, a retired French businessman.

Globish is used as a means of communication.

Globish is recommended because it avoids cultural confusion.

Globish is used when non-native English speakers must speak with native English speakers.

Globish is interesting because it is a way to communicate between cultures.

### **Challenge**

(Answers may vary.)

If all non-native speakers learn “Globish,” it may have a considerable effect on native English speakers, especially in the western business world. Nowadays, it is a truth that many people communicate in English, for it is one of the official languages in the world. But not every non-native speaker can speak standard English. When they trade with native English speakers, some misunderstanding may arise, thus causing unnecessary losses. However, if they all speak Globish, communication barriers won’t exist. The businessmen will communicate with each other more easily and comfortably. As a result, native English speakers will lose their advantage over non-native speakers, which may have a negative impact on their business.

## Unit 2 Learning about Trade and Economy

### Grammar in Use

- **Task 1**

(1) thinking      (2) involving      (3) to have moved      (4) cast      (5) pushed

- **Task 2**

- (1) Lydia's currency helped the country to increase both its internal and external trading systems, making it one of the richest empires in Asia Minor.
- (2) Helped by their colonial efforts, Europeans were provided with new sources of precious metals for producing a greater quantity of coins.
- (3) Used to buy goods and services, this paper money operated much as currency does today in the modern world.
- (4) Having no physical coinage, virtual currencies offer the promise of lower transaction fees than traditional online payment mechanisms.

- **Task 3**

(Answers for reference)

### How money changes

- |   |  |
|---|--|
| 1. bartering                            | 6. first banknotes                       |
| 2. China's small bronze copies of goods | 7. electronic fund transfer via telegram |
| 3. first official currency              | 8. first credit card                     |
| 4. Florin, a kind of gold coin          | 9. mobile banking in Europe              |
| 5. the introduction of paper money      | 10. the first contactless payment        |

### Vocabulary Focus

- **Task 1**

(1) distributing      (2) supply and demand      (3) contributing to      (4) thriving  
(5) struggling      (6) measure      (7) pace      (8) undesirable  
(9) wealth and property

- **Task 2**

(Answers for reference)

**Example 1:** With the development of technology, we can buy a huge variety of items from online stores. But when we sell our old stuff at online second-hand stores, we are in fact **re-distributing**, thus getting involved in economic activities.

**Example 2:** For export purposes, when a country **produces** commodities at a lower cost than other export countries, it gains an economic advantage.

## Listening and Viewing

### Section A

#### Script



Listen and complete the tasks.

- **Task 1.** Listen to the first part of the speech and complete the definitions.

Over 2,000 years ago, our ancestors, across the extensive plain and deserts, opened the transcontinental passage connecting Asia, Europe and Africa, known today as the Silk Road Economic Belt. Our ancestors, navigating rough seas, created sea routes linking the East with the West, namely, the maritime Silk Road, now the 21st Century Maritime Silk Road. These ancient silk routes opened windows of friendly engagement among nations, adding a splendid chapter to the history of human progress.

Spanning thousands of miles and years, the ancient silk routes show the spirit of peace and cooperation, openness and inclusiveness, mutual learning and mutual benefit. The Silk Road spirit has become a great heritage of human civilisation.

#### Script



- **Task 2.** Listen to the second part of the speech and complete the chart.

Then what are the details of the Silk Road spirit?

Firstly, peace and cooperation. In China's Han dynasty around 140 BCE, Zhang Qian left Chang'an, capital of the Han dynasty, travelled westward on a mission of peace and opened an overland route linking the East and the West, a daring undertaking known as Zhang Qian's journey to the Western Regions. Centuries later, in the years of Tang, Song and Yuan dynasties, such silk routes, both over land and at sea, boomed. Great adventurers, including Du Huan (杜环) of China and Marco Polo of Italy, left their footprints along these ancient routes. Generation after generation, the silk routes travellers have built a bridge for peace and East-West cooperation.

Secondly, openness and inclusiveness. The ancient silk routes spanned the valleys of the Nile, the Yellow and Yangtze Rivers, etc. They connected the birthplaces of the Egyptian and Chinese civilisations as well as the home of people of different nationalities and races. These routes enabled people of various civilisations to interact with each other with an open mind. This part of history shows that civilisation thrives with openness and nations prosper through exchange.

Thirdly, mutual learning. The ancient silk routes were not for trade only; they boosted the flow of knowledge as well. Through these routes, Chinese products like silk were shipped to the West, while pepper, spices and grapes entered China. Through these routes, foreign calendars and medicine found their way to China, while China's four great inventions and silkworm breeding spread to other parts of the world. More importantly, the exchange of goods and knowledge stimulated new ideas.

Fourthly, mutual benefit. The ancient silk routes witnessed the busy scenes of visits and trade over land and ships calling at ports. Along these major lines of interaction, capital, technology and people flowed freely with goods, resources and benefits widely shared. The ancient silk routes brought prosperity to these regions and boosted their development.

To sum up, history is our best teacher. The glory of the ancient silk routes shows that geographical distance is no problem. If we take the first step towards each other, we can step on a path leading to friendship, shared development, peace, harmony and a better future.

### Key to Section A

- **Task 1**

Asia, Europe and Africa

the maritime Silk Road, the East with the West, navigating rough seas

- **Task 2**

- (1) thrives; prosper
- (2) boosted the flow of knowledge
- (3) brought prosperity; boosted development
- (4) The Silk Road is a path leading to friendship, peace, shared development, harmony and a better future.

### Section B

#### Script

In the 1600s, the Dutch East India Company employed hundreds of ships to trade gold, porcelain, spices, and silks around the globe. But running this massive operation wasn't cheap. In order to fund their expensive voyages, the company turned to private citizens — individuals who could invest money to support the trip in exchange for a share of the ship's profits. This practice allowed the company to afford even grander voyages, increasing profits for both themselves and their savvy investors.

Selling these shares in coffee houses and shipping ports across the continent, the Dutch East India Company unknowingly invented the world's first stock market. Since then, companies have been collecting funds from willing investors to support all kinds of businesses. And today, the stock market has schools, careers, and even whole television channels dedicated to understanding it. But the modern stock market is significantly more complicated than its original incarnation. So how do companies and investors use the market today?

Let's imagine a new coffee company that decides to launch on the market. First, the company will advertise itself to big investors. If they think the company is a good idea, they get the first crack at investing, and then sponsor the company's initial public offering, or IPO. This launches the company onto the official public market, where any company or individual who believes the business could be profitable might buy a stock. Buying stocks makes those investors partial owners in the business.

Their investment helps the company to grow, and as it becomes more successful, more buyers may see potential and start buying stocks. As demand for those stocks increases, so does their price, increasing the cost for prospective buyers, and raising the value of the company's stocks people already own. For the company, this increased interest helps fund new initiatives, and also boosts its overall market value by showing how many people are willing to invest in their idea.

However, if for some reason a company starts to seem less profitable, the reverse can also

happen. If investors think their stock value is going to decline, they'll sell their stocks with the hopes of making a profit before the company loses more value. As stocks are sold and demand for the stock goes down, the stock price falls, and with it, the company's market value. This can leave investors with big losses — unless the company starts to look profitable again.

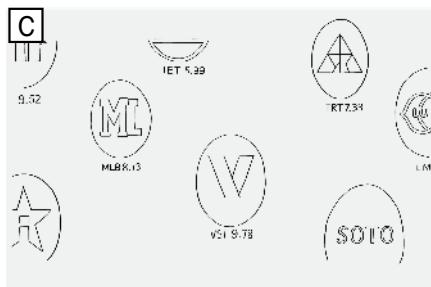
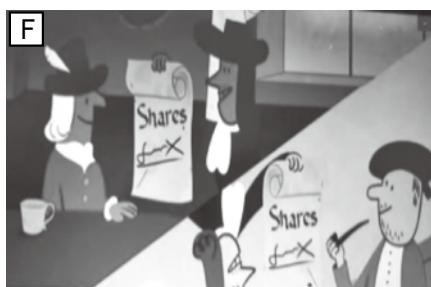
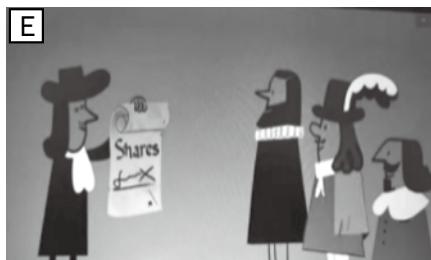
This see-saw of supply and demand is influenced by many factors. Companies are under the unavoidable influence of market forces — such as the fluctuating price of materials, changes in production technology, and the shifting costs of labour. Investors may be worried about changes in leadership, bad publicity, or larger factors like new laws and trade policies. And of course, plenty of investors are simply ready to sell valuable stocks and pursue personal interests. All these variables cause day-to-day noise in the market, which can make companies appear more or less successful. And in the stock market, appearing to lose value often leads to losing investors, and in turn, losing actual value.

Human confidence in the market has the power to trigger everything from economic booms to financial crises. And this difficult-to-track variable is why most professionals promote reliable long-term investing over trying to make quick cash. However, experts are constantly building tools in efforts to increase their chances of success in this highly unpredictable system.

But the stock market is not just for the rich and powerful. With the dawn of the Internet, everyday investors can buy stocks in many of the exact same ways a large investor would. And as more people educate themselves about this complex system, they too can trade stocks, support the businesses they believe in, and pursue their financial goals. The first step is getting invested.

#### Key to Section B

- Task 1



- **Task 2**

(Answers for reference)

1. the value of the company's stocks

2. **Picture 1**

Description: Investors become partial owners in the business.

Reason(s): When a company goes public, any company or individual who believes the business could be profitable might buy a stock. Buying stocks makes those investors partial owners in the business.

**Picture 2**

Description: The value of the company's stocks people already own goes up.

Reason(s): The investment helps the company to grow, and as it becomes more successful, more buyers may see potential and start buying stocks. As demand for those stocks increases, so does their price, raising the value of the company's stocks people already own.

**Picture 3**

Description: Investors lose money on a bad stock investment.

Reason(s): If for some reason a company starts to seem less profitable and investors think their stock value is going to decline, they'll sell their stocks before the company loses more value. As stocks are sold and demand for the stock goes down, the stock price falls, and with it, the company's market value. This can leave investors with big losses.

- **Task 3**

(1) fluctuating      (2) shifting      (3) Bad publicity

(Answer for reference)

I think new laws and trade policies are more likely to influence the stock market than any other factor. Traditionally, businesses looked to the market as the key signal for the future. However, this traditional relationship is greatly lessened by the growing power of government to influence the trend of economic events. Today the relationship between supply and demand looks to the government. Hence, during the past decade when the stock market has shown wide swings, business investment in plant and equipment has remained basically steady. This reflects the feelings of corporate managers that government policy will keep the economy growing, whatever "the market" may think of events.

## **Reading and Viewing**

### **Section A**

- **Task 1**

1. False A business buying new equipment and a construction company building houses are examples of investment.
2. False If a large chunk of the Amazon rainforest were cut down in one week, then you'd get a sharp rise in GDP from the sales of wood at a huge environmental cost, which would not make a

country better off.

3. False There are three ways to estimate GDP, and you get different figures depending on which method you use, so there's never enough data to build a picture of an economy that's 100% complete.
  4. True
  5. True
- **Task 2**

(Answer for reference)

From the passage, we know that the total GDP can be measured in three dimensions: output, expenditure or income. In this case, the dimensions of expenditure and income are concerned. The \$20 the farm paid is counted as expenditure, while the \$20 the worker received is counted as income. The two are equal and are the same thing counted in two dimensions. So the total GDP only increased by \$20.

- **Task 3**

(Answer for reference)

Using GDP as a measure of well-being has its limitations.

First, GDP counts “bads” as well as “goods.” When someone gets sick and money is spent on their care, it’s counted as part of GDP. But we’re not better off because of people getting sick.

Second, GDP doesn’t consider leisure time. Imagine two economies with identical standards of living, but in one economy the workday averages twelve hours, while in the other it’s only eight. Which country would you rather live in?

Third, GDP only counts goods and services bought and sold in official, organised markets, so it misses home production and black-market activity. This is a big omission, particularly in developing countries where much of what’s consumed is produced at home. This also means if people hire others to clean their homes instead of doing it themselves, or if they go out to dinner instead of cooking at home, GDP will appear to grow even though the total amount produced hasn’t changed.

Fourth, GDP doesn’t take the distribution of goods into account. Again, imagine two economies, but this time one has a ruler who gets 90 percent of what’s produced, and everyone else subsists barely on what’s left over. In the second, the distribution is considerably more equitable. In both cases, GDP per capita will be the same, but it’s clear which economy you’d rather live in.

Finally, GDP isn’t adjusted for pollution costs. If two economies have the same GDP per capita, but one has polluted air and water while the other doesn’t, well-being will be different but GDP per capita won’t capture it.

## **Integrated Tasks**

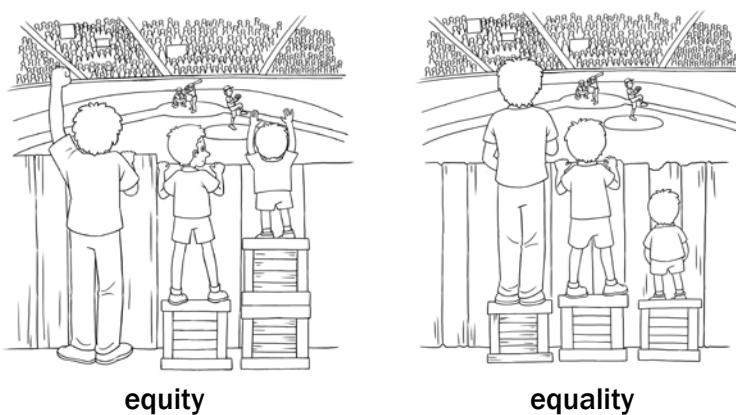
- **Task 1**

The term *equality* can be defined as treating every person in the same way without regarding their requirements and needs. According to principles of equality, each and every person is given the same responsibilities and rights regardless of their individual differences. Equality can be provided between the rich and the poor, men and women, people of different races and colours, etc. The main

idea behind equality is that all people in a society are presented with the same opportunities and are treated equally and not discriminated against because of their gender, race, nationality, age, etc.

Compared with *equality*, the term *equity* is referred to as a system of fairness and justice where people receive even-handed treatment. The needs and requirements of all members of this system are regarded and taken into account and given treatment accordingly. Fairness is desired for everyone in every situation, no matter whether it is benefits or burdens that are allocated. People should be treated fairly yet differently according to their different conditions. Equity is desired to provide equal opportunities for everyone to help them to achieve higher level of self-fulfillment. In this way, equity ensures that all individuals are given access to resources that they need to get similar opportunities.

- **Task 2**



Reason(s): Equity is about fairness. Equity gives people access to the same opportunities by ensuring that all individuals have the resources they need. Therefore, the left picture describes equity. Equality is about sameness. Equality promotes fairness and justice by giving everyone the same thing. It can only work if everyone starts from the same place. Therefore, the right picture describes equality.

- **Task 3**

Equity; equity; equity; equity; equity; equity; equity

(Answer for reference)

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**Problem** How can economic equity emerge within a given economy?

---

**Solution** To keep the price of goods and services static and not subject to change.

---

To create a structure where consumers enjoy a level of tax liability and access to resources in line with individual income levels.

---

**Evaluation** It is possible to obtain economic equity in short periods but difficult to maintain it over the long term.

- **Task 4**

(Answer for reference)

*Summary:*

Economic equity is the balance of resources, tax structures, and assets. To achieve it, one solution is keeping the price of goods and services stable. The other is creating a structure where consumers enjoy tax reduction and access to resources agreeing with individual income levels. Economic equity is possible in short periods but not over the long term.

## **Extended Reading**

### **Food for thought**

- (1) Because of the development of financial technologies, the 2008 global financial crisis, and the doubts about the credibility of existing fiat currencies and their supporting banking institutions.
- (2) Being prone to illegal activities such as money laundering, being limited as a medium of exchange.
- (3) Running effective monetary policy while being open to fresh ideas and new demands as economies evolve.
- (4) Being issued by the state and backed and regulated by the public authorities; operating under the supervision and safeguards of central banks; preventing illegal activities with the stronger capability of the central bank to track transactions.

### **Challenge**

(Answer for reference)

	<b>Virtual money</b>	<b>Real money</b>
<b>Convenience</b>	<p>Unable to fulfill the core functions of money as a unit of account and store of value, it remains limited as a medium of exchange.</p> <p>It is easily transferrable.</p> <p>It just needs two people to transact online.</p>	<p>The paper notes and coins have to be counted.</p> <p>A cashier is needed to collect money and give the change.</p> <p>The money has to be carried everywhere.</p>
<b>Decentralisation</b>	<p>It is math-based.</p> <p>There is no compulsion to accept virtual currencies.</p> <p>It is not issued or guaranteed by any jurisdiction.</p> <p>It fulfills functions only by agreement within the community of users.</p>	<p>Creditors are generally legally obliged to accept real money in settlement of debts. Moreover, taxes are levied on real money.</p>
<b>Regulation</b>	<p>It has no legal tender status.</p> <p>It allows anonymity.</p> <p>It has no valid and legal offer of payment.</p> <p>It is not issued or guaranteed by any jurisdiction.</p> <p>It fulfills functions only by agreement within the community of users.</p>	<p>It has a legal tender status.</p> <p>It is customarily used and accepted as a medium of exchange in the issuing countries.</p> <p>It is issued or guaranteed by jurisdiction.</p>

<b>Stability</b>	<p>Its price fluctuates.</p> <p>A virtual currency is of no value, unless someone else is prepared to accept it in exchange for goods or services that are of some use or value.</p> <p>If no one is prepared to give up something useful in exchange for a virtual currency, then the virtual currency is not worth the bytes it is written with.</p>	<p>There are doubts on the credibility of existing lawful money and their supporting banking institutions.</p>
<b>Security</b>	<p>It is susceptible to crashes and threats from hackers.</p> <p>There is very low level of confidence associated with it.</p> <p>It is not issued by governments, so it has less protection.</p> <p>Operating outside the supervision of central banks, it is prone to illegal activities such as money laundering.</p>	<p>Modern real money generally has some legal guarantees.</p> <p>Holders of real money in a banking system have partial protection from fraud or theft.</p>

**Pro:** Our group thinks that the prevalence of virtual money is an inevitable evolution. In spite of the potential flaws, as long as the central banks strengthen regulations on cryptocurrencies, the virtual money will prove successful. The money in its new form will transform the financial system, enabling safer, more convenient and trustworthy transactions for domestic economies. Moreover, if countries widely launch central bank digital currencies in the future, it will likely have profound impacts on how international transactions are settled as well, leaving the global monetary system less dependent on US-dollar clearing.

**Con:** Our group doesn't think that virtual money can replace real money now. Cryptocurrency is a digital currency that does not and cannot exist in physical form. This type of currency is essentially made up of a block of encrypted data, which can be transferred as a form of currency online. Despite the rapid development of cryptocurrencies, operating outside the supervision of central banks, with transfers anonymous and untraceable, cryptocurrencies are prone to illegal activities such as money laundering. And unable to fulfill the core functions of money as a unit of account and store of value, cryptocurrencies remain limited as a medium of exchange. So it seems impossible for virtual money to immediately step onto the historical stage.

## Unit 3 Delving into History

### Grammar in Use

#### Section A

- **Task 1**

1. Such a large variety of historic and modern fine pianos does the Piano Museum house that no visitor wants to miss the spot.
2. On a huge rock at the southeast tip of Gulangyu Island stands a statue of Zheng Chenggong, who was a national hero during the Ming dynasty.
3. Natural sites of outstanding universal value from the point of view of science, conservation or natural beauty are considered heritage, and so are architectural works and other human works of outstanding historical value.
4. Among the threats to some World Heritage Sites are armed conflict and war, earthquakes and other natural disasters and lack of conservation policies.

- **Task 2**

(Answer for reference)

Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. So the places on the UNESCO World Heritage List are universally acknowledged to be unique and irreplaceable.

Today I feel honoured to introduce a World Heritage Site in our country — Gulangyu Island in Xiamen, Fujian Province. The moment I landed on the island, I was attracted by its picturesque natural beauty and the perfect mixture of foreign and Chinese architecture. There are many famous sights on the island. The Piano Museum houses such a large variety of historic and modern fine pianos that no visitor wants to miss the spot. On a huge rock at the southeast tip of the island stands a statue of Zheng Chenggong, who was a national hero during the Ming dynasty. More places are waiting for your exploration.

Speaking of World Heritage Sites, there are very strict criteria. Only when UNESCO considers a place important and special does UNESCO put it on the World Heritage List. Natural sites of outstanding universal value from the point of view of science, conservation or natural beauty are considered heritage, and so are architectural works and other human works of outstanding historical value. Among the threats to some World Heritage Sites are armed conflict and war, earthquakes and other natural disasters and lack of conservation policies. Therefore, we should do our part to preserve these long-standing treasures.

#### Section B

- **Task 1**

- |                  |              |                      |                |
|------------------|--------------|----------------------|----------------|
| (1) have changed | (2) that     | (3) to have acquired | (4) because of |
| (5) the finest   | (6) who/that | (7) to               | (8) rose       |
| (9) designed     | (10) its     |                      |                |

- **Task 2**

(Answer for reference)

West Lake Longjing Tea or dragon well tea, a type of green tea grown for over 1,200 years in the surrounding area of the world-famous West Lake in Hangzhou, is the “No.1 among the Top 10 Famous Teas in China”.

Longjing tea is known for its pleasant smell and smooth flavour. The key to these two qualities lies in the roasting process. Tea makers heat the leaves by hand in metal basins with temperatures up to 260 °C. Such a process demands real craftsmanship — a combination of patience and labour. For this reason, it was listed as a national-level intangible cultural heritage in 2008.

Surrounded by the super high mountains, Longjing Village is not only the residence of over 800 people but the growing plantation of near 800 acres of Longjing Tea as well. Therefore, you can visit the wide tea garden to admire the verdant eye-pleasing scenery of the Longjing Tea trees standing row by row. Also, when you breathe the clean air with its special, delicate tea aroma, you will sense that people living here are as happy and lucky as the immortals in heaven.

## **Vocabulary Focus**

- **Task 1**

- |               |                      |                             |                   |
|---------------|----------------------|-----------------------------|-------------------|
| (1) literally | (2) restoration      | (3) historical significance | (4) gateway       |
| (5) improve   | (6) spiritual pillar | (7) natural                 | (8) craftsmanship |
| (9) serve     | (10) previously      |                             |                   |

- **Task 2**

- |                 |               |               |
|-----------------|---------------|---------------|
| (1) constructed | (2) rebuilt   | (3) underwent |
| (4) listed      | (5) collapsed | (6) rebuilt   |

- **Task 3**

(Answers for reference)

- (1) collapsed / was destroyed / broke down
- (2) spiritual pillar
- (3) main road
- (4) pedestrians
- (5) mapping
- (6) surveying
- (7) modern technology
- (8) materials and craftsmanship

## Listening and Viewing

### Section A

#### Script



Listen to the short conversations and choose the best answer. The conversations and the questions will be read only once.

1. M: What's your opinion of historical novels?  
W: I think they are more pure fiction than a good way to learn history.  
M: So you don't recommend them as supplementary learning materials, do you?  
Q: What does the woman mean?
2. M: Aha, our team is sure to win today! We are facing a rather weak opponent.  
W: History repeats itself, so don't cheer too soon.  
M: Come on. We were just unlucky last year.  
Q: What can we learn about the team?
3. M: Shall we go to the Shanghai Natural History Museum recommended in this leaflet then?  
W: What interests you there?  
M: To be honest, I am longing for the 4D documentary on dolphins there.  
Q: What will the two speakers most probably do next?
4. M: Do you know what happened on this day in history?  
W: The world's first manned balloon flight succeeded on 15th October, 1783. China became the third nation to achieve manned space flight on 15th October in 2003.  
M: Wow, what a memory!  
Q: What are the two speakers talking about?
5. W: I never thought learning history was so hard.  
M: If you want my advice, I find studying history in context is easy and effective.  
W: Are you kidding? Whatever way I use, it's impossible to memorise all these important dates in history before tomorrow's exam.  
Q: How does the woman feel on hearing the man's words?

#### Key to Section A

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

### Section B

#### Script



- **Task 2.** Listen to a speaker's introduction to International Museum Day and summarise his arguments about museums.

Few places in our world are more educational than museums. Unfortunately, there are millions of people with direct access to museums that have never even visited one.

There are many possible reasons for this – perhaps they think just looking at old things would be boring, or perhaps they are unaware just how different the world was in the past and see no reason to take an interest. Whatever the reason, the International Council of Museums decided to do

something to raise public awareness of the important role of museums. International Museum Day was established in 1977. On the 18th of May every year, the organisation chooses a different theme and organises enjoyable and free activities around the year's theme.

Many people may ask why they would invest in something like Museum Day when modern technology can give them all the answers that they may need. Well, to answer that fairly, all you need to do is a little Internet search.

Nowadays, if you need to find an answer to something, can you surely just jump online and get it right? Well, yes, but what you need to realise is that the answer you get is quite possibly wrong.

A study conducted in 2016 on how many of the historical “facts” you find online were true, had some shocking results. It seems as of November 2016, over 48% of all available historical “facts” available online are inaccurate or totally wrong. So, taking this into account, you may want to place your fair elsewhere.

Second, where else could we hope to see so many pieces of actual history that tell so many stories about our ancestors? From prehistoric spears to Egyptian mummies, from ancient Greek sculptures to medieval armor, and from the first radio to the first commercial plane, museums have it all.

Finally, the truth is, education is important, so days like Museum Day should be something to get yourself and your young ones excited for; after all, while there will be children filling their heads with nonsense, you have the ability to fill your children with knowledge.

### Key to Section B

- **Task 1**

(Answer for reference)

People dislike museums.	People like museums.
Reason 1: Looking at old things is boring.	Reason 1: We can learn a lot about our ancestors.
Reason 2: There are no big differences between the past and the present.	Reason 2: There are a variety of themed museums all over the world.
Reason 3: Museums are always crowded with noisy children.	Reason 3: Museums help preserve historical documents and items.

- **Task 2**

- First, contrary to the Internet where some information about history is inaccurate, museums are a reliable source of information.
- Second, museums offer an incredible amount of knowledge about human history.
- Finally, we should raise our awareness of the important role of museums and fill our children with knowledge.

### Section C



The two pictures below are the posters for the TV programmes – *National Treasure* and *Master in*

*Forbidden City*. How much do you know about them? Listen and complete the chart.

For some people, going to a museum is a deep and fulfilling experience. For others, it's just several hours' worth of yawning.

Museums are treasures of information that can give insights into different destinations and cultures. But how to make museums and their lifeless historical collections more appealing is a tough question that is worth delving into.

*National Treasure*, a documentary aimed at cultural exploration, which began to air on Dec 3, 2017, sheds light on ways to arouse interest in museums and the collections they hold.

Yu Lei, chief director of the TV programme, introduced his brilliant idea. He said, "Aiming to make ancient relics come alive, the show presents treasures through different artistic methods, and fully interprets the stories and history behind each cultural relic, so that audiences can not only understand how to appreciate the beauty of cultural relics, but also know the civilisation they carry and the spiritual core of Chinese culture sustained over the years."

The show uses different methods, including dramatic performances and documentary-style storytelling, to showcase the background stories of several national treasures. Each treasure is presented by "national treasure keepers," both celebrities and common people. While interpreting the mysteries behind the treasures, the "national treasure keepers" also tell their own stories.

In fact, shows that promote traditional craftsmanship and ancient relics have become more popular in recent years.

Shan Jixiang, the former head of the Palace Museum, said that the popularity of *Masters in Forbidden City*, a 2016 documentary featuring the Forbidden City's cultural relics and their restorers, encouraged 15,000 college students to apply to work at the Palace Museum this year. He said the show *National Treasure* will touch millions of people's hearts and encourage more people to visit museums.

### Key to Section C

- |   |                           |          |
|---|---------------------------|----------|
| (1) documentary   | (2) 2017                  | (3) 2016 |
| (4) national treasure keepers   | (5) dramatic performances |          |
| (6) documentary-style storytelling  | (7) restorers             |          |
| (8) encouraging more people to visit museums / promoting traditional craftsmanship and ancient relics |                           |          |

## Reading and Viewing

### Section A

- Task 1

- |       |        |        |        |        |        |        |       |
|-------|--------|--------|--------|--------|--------|--------|-------|
| (1) B | (2) D  | (3) C  | (4) B  | (5) C  | (6) A  | (7) D  | (8) B |
| (9) C | (10) D | (11) B | (12) C | (13) B | (14) C | (15) A |       |

- Task 2

(Answer for reference)

### Version 1

- Find a hotel near Zhujiajiao. Zhujiajiao Ancient Water Town is situated on the outskirts of

Shanghai. It may take you a lot of time to travel from the downtown area to Zhujiajiao.

- You can choose a tourist attraction in the downtown area instead, such as the Shanghai Museum in the People's Square.
- You had better reserve a restaurant specialising in Shanghai cuisine near Yuyuan Garden. Famous restaurants are always crowded at lunch time.

### **Version 2**

- Set half a day aside for a tour of Pudong, which is the showcase of Shanghai's rapid development in recent decades.
- The Oriental Pearl TV Tower is the landmark of Shanghai. Visit it at night and you can enjoy a superb night view of the whole city from its sightseeing floor.
- Do some shopping on Nanjing Road. Shanghai is a shopping paradise.

### **Version 3**

- If you are interested in the history of Shanghai, set a whole day for Zhujiajiao Ancient Water Town.
- Take a boat cruise and enjoy the traditional Shanghai cuisine.
- The nearby Songze Village is also worth visiting. The exhibits in the museum will give a clear picture of how the city came into existence.

## **Section B**

- **Task 1**

(Answer for reference)

OCR can convert printed paper documents into machine-readable text documents. Once a scanned paper document goes through OCR processing, the text of the documents can be edited by word processors. Before OCR technology was available, the only option to digitise printed paper documents was to manually re-type the text, which was time-consuming and came with inaccuracy and typing errors.

- **Task 2**

1. D        2. C        3. D

- **Task 3**

(Answer for reference)

Many historical buildings were safely moved to a new site in one piece. For example, the Shanghai Concert Hall was moved 66.46 meters to the southeast to make way for the Yan'an Elevated Road.

## **Section C**

(1) A        (2) D        (3) C        (4) F

## **Integrated Tasks**

### **Section A**

- **Task 1**

(Answer for reference)

Many important archaeological discoveries were uncovered completely by accident. During a

serious drought in March 1974, two farmer brothers in the village of Lintong, 35 km east of Xi'an, discovered the Terracotta Warriors in the process of digging a well.

- **Task 2**

(Answer for reference)

因为职责和军衔有所不同，每个士兵按各自的兵种——步兵、骑兵、驾战车手或弓箭手——身穿不同战服，每个人的体貌特征也各有差异。这些兵俑是为来世守护秦始皇而造，约于公元前 210–209 年间，连同 700 匹陶马和 130 辆赤陶战车，一起埋葬在此。

## **Section B**

- **Task 1**

(Answer for reference)

1. When and where were the Terracotta Warriors first found?
2. How many Terracotta Warriors have been unearthed so far?
3. Did all the Terracotta Warriors look exactly the same?
4. What's the function of the Terracotta Army?
5. What's inside Qin Shihuang's tomb?

- **Task 2**

	Predicted questions	Headings
a.	When and where was the Terracotta Army first found?	1
b.	Do all the Terracotta Warriors have the same features?	2
c.	Were the Terracotta Warriors painted or unpainted?	3
d.	How long did construction of Qin Shi Huang's tomb take?	4
e.	Who were the builders?	4
f.	What's inside the Qin Shi Huang's tomb?	5
g.	What was the function of the Terracotta Warriors in the past?	3
h.	What functions does the site perform at present?	1

- **Task 3**

(Answers for reference)

	Questions	Answers
a.	When and where was the Terracotta Army first found?	The Terracotta Army was first found in March 1974 in the village of Lintong.
b.	Do all the Terracotta Warriors have the same features?	No. They have unique physical features, depending on their roles.
c.	Were the Terracotta Warriors painted or unpainted?	They were originally painted in bright colours, but the paint flaked off when they were exposed to the air.
d.	How long did construction of Qin Shi Huang's tomb take?	About 36 years.

e.	Who were the builders?	They were thousands of workers including artisans and conscripts.
f.	What's inside the Qin Shihuang's tomb?	The tomb has not yet been excavated for fear of damaging its contents. Archaeologists think the tomb is just a copy of Qing Shihuang's palace.
g.	What was the function of the Terracotta Warriors?	They were intended to guard the emperor Qin Shihuang in the afterlife.
h.	What functions does the site perform at present?	The site is a museum. It is also the excavation site for further research.

(Answers for reference)

The Terracotta Army in Xi'an is a super large collection of life-sized pottery sculptures, intended as the afterlife guards of Emperor Qin Shihuang (259 – 210 BCE), the first emperor of the first united dynasty of China. As a UNESCO World Heritage Site, the Terracotta Army is no doubt a must-see for every visitor to Xi'an.

The Terracotta Army was discovered accidentally by two farmer brothers digging a well in 1974. A museum was built on the site in 1979, officially named Emperor Qinshihuang's Mausoleum Site Museum, but the excavation work is still going on.

The thousands of warriors unearthed wear different uniforms for different roles and have unique physical features. They were originally painted in bright colours, but the paint flaked off when they were exposed to the air.

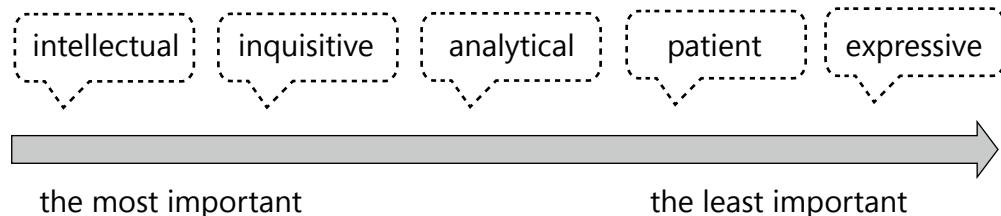
According to historical research, the construction involved thousands of workers and is estimated to have lasted for about 36 years. The emperor's tomb itself has not been excavated for fear of damaging its contents, but with the development of technology, the day will come soon.

Seeing the rows of terracotta warriors with your own eyes is definitely a breathtaking experience and gives you a fantastic glimpse of Chinese history.

## Extended Reading

### Food for thought

(Answers may vary.)



A historian tends to be intellectual. A historian is regarded as the authority in affairs related to history. When people need detailed information about the past, they go to historians to get the facts. A historian must study and share information with the public.

A historian must be analytical. He reads all of the written documents he can find, and then pieces together all of the information he gathers to form some kind of historical narrative. A clear

analytical mind helps a historian to do research in a logical way.

A historian who works in museums or universities should be able to use his expert knowledge to answer historical questions, or teach a history course. A good historian is an articulate person.

### **Challenge**

(Answers may vary.)

China's earliest archaeological records date back to the Shang dynasty (1600–1046 BCE), over 3,000 years ago. Before then, civilised life had existed in China for an additional 2,000 years, but we lack written records about this epoch. People know about these times mainly via legend and other unwritten evidence. So we Chinese people are proud that Chinese civilisation has more than 5,000 years of history.

What aroused my interest most is the Flourishing Period of the Tang dynasty, which refers to the period of history from the Zhenguan era (627–649) to the Tianbao era (742–756) of the Tang dynasty (618–907). This chapter of our history is exceptionally impressive. This was the heyday of the Tang dynasty as well as one of the most prosperous periods in China's feudal history. It was a period of unprecedented economic and social prosperity in which people were high-spirited, open-minded, and willing to try new things. The following are the three questions to which I want to find the answer in my project.

My first question is why the policy in the period was characterised with openness and integration and what specific measures were taken to guarantee the policy.

The second question is why the people of the Tang dynasty, living a well-off life, still demonstrated a practical spirit of hard work and innovation.

Another aspect is why females in that period were much more self-confident and assertive than they had been before. Female poets, musicians, dancers, calligraphers, and talent emerged in large numbers, leaving behind them a glorious chapter in the history of Chinese women.

To do my project, a research plan should be drawn up. Relevant data should be collected and historical journals on the topic should be downloaded. A visit to museums and archives is also a must. All the primary materials should be studied before the essay is written.

The significance of the history research project lies in its objective of looking back over an especially interesting period. Its findings should help to boost our sense of national pride and give us the confidence we need to create new and even greater glory for the Chinese nation.

## Unit 4 Approaching Classics

### Grammar in Use

#### Section A

##### • Task 1

- (1) would be      (2) was/were      (3) should have been      (4) lasted      (5) would ... stay  
(6) could live      (7) had      (8) wanted      (9) would take

Interpretation:

1. 人生若只如初见。
2. 行驶在路上，我想我昨天就应该到家的。
3. 两情若是久长时，又岂在朝朝暮暮。
4. 你期待自己长命百岁或活得更久吗？老年人期待拥有跟年轻人一样的记忆力吗？
5. 若你想去距离地球 4.3 光年的星球旅游，那你得要用 8 万年的时间才能到达那儿。

##### • Task 2

- (1) would be      (2) should / would die      (3) would be      (4) were struck

#### Section B

##### • Task 1

- (1) who      (2) were      (3) as if / as though      (4) where      (5) can  
(6) when      (7) with      (8) spotted      (9) looking      (10) an

##### • Task 2

1. The narrator's co-passengers were well-dressed ladies who refused to open the windows and men wearing identical-looking business suits with the same expressionless faces.
2. The only way I can correctly judge a fellow-traveller is when the train is held up by robbers, or when he reaches at the same time I do for the last towel in the dressing-room of the sleeper.

##### • Task 3

The story is set in a typical American background with the twists and turns associated with an O. Henry story. It traces the life of a travelling salesman John Pescud, who believes that bestselling romances are the product of an over-imaginative mind. He finds the stories impossible to believe and feels that they are far removed from real life. He finds it hard to digest that an American man from Chicago would feel so deeply about a girl as to follow her to a remote European country with an unpronounceable name and fight half a dozen soldiers to win her hand in marriage.

Ironically, when he recounts the story of his own marriage to his travelling companion, the reader is exposed to events that are as extraordinary as a best seller. He meets his wife for the first time in a train and follows her as she changes train after train, travelling all the way from Pittsburgh to Virginia only because he falls in love with her. He stays in a local hotel, finds out all about her background and then approaches her to inform her of his intentions of marrying her. Then, he proceeds to meet her father, informs him about his background and his intentions of marrying his daughter, charms him with his stories, and finally gets his permission to marry his daughter.

## Vocabulary Focus

- |             |                |             |               |            |
|-------------|----------------|-------------|---------------|------------|
| 1. handicap | 2. nourishment | 3. slipped  | 4. swinging   | 5. jumping |
| 6. knelt    | 7. strain      | 8. convince | 9. unbearable | 10. fail   |

## Listening and Viewing

### Section A

#### Script

What do you know about Ernest Hemingway? Listen and complete the tasks.

- **Task 1.** Listen and write down the definitions of the words.

There may be a few words unfamiliar to you in the lecture. First, toll, which means to keep ringing slowly, especially to show that someone has died. Second, simplistic, which means treating difficult subjects in a way that makes them seem less difficult. Third, unadorned, which means without any decoration. Fourth, minimalistic, which means using only a very few simple ideas or patterns. Fifth, explicitly, which means expressed in a way that is very clear and direct.

- **Task 2.** Listen to the lecture and complete the chart.

Ernest Hemingway is known for his short, declarative style of writing. In this lecture, you'll learn more about his writing style and how it applies to his story *The Old Man and the Sea*.

Ernest Hemingway is one of the most widely-read and well-known authors of the 20th century. His more famous works, *The Sun Also Rises*, *For Whom the Bell Tolls*, and *The Old Man and the Sea*, helped to strengthen Hemingway's place among the best writers of his day.

One of the things that set Hemingway's works apart is the way in which he writes. Ever since his writing career started in the 1920s, Hemingway has been known for his short, straightforward style that is both simplistic and unadorned. His writing style stood out among his peers who were writing at the time in a very flowery, complex way.

Hemingway's style is remarkably similar to the writing style of a journalist, and for good reason. His early background included journalistic training and a period of time working at the newspaper, *Kansas City Star*. His writing relies heavily on presenting the facts in a crisp and clear way and allowing dialogue or conversations to shine through. In short, Hemingway wrote the way people really talked or experienced things, rather than polishing them for a more flowery style of prose. The author himself once said that a writer's style should be direct and personal with wording that is simple and vigorous.

Hemingway's writing style is sometimes referred to as the iceberg theory. The general idea of the iceberg theory is that a writer should focus on a minimalistic style without explicitly stating the underlying issues or themes. Essentially, the importance of a story lies beneath the surface and cannot be directly seen. This is like an iceberg in that you may notice a small portion of the ice above the waterline, but cannot see the larger structure beneath.

The style of Hemingway's writing is on clear display in his most well-known work, *The Old Man and the Sea*. Let's look at a few examples. (Fading out ...)

- **Task 3.** Listen again. What theory do we refer to his writing style as? Define the theory in your own words.

### **Key to Section A**

- **Task 1**

1. to keep ringing slowly, especially to show that someone has died
2. treating difficult subjects in a way that makes them seem less difficult
3. without any decoration
4. using only a very few simple ideas or patterns
5. expressed in a way that is very clear and direct

- **Task 2**

- |                                    |                                    |                               |
|------------------------------------|------------------------------------|-------------------------------|
| (1) declarative                    | (2) straightforward                | (3) simplistic, unadorned     |
| (4) journalistic training          | (5) working at a newspaper         | (6) <i>The Sun Also Rises</i> |
| (7) <i>For Whom the Bell Tolls</i> | (8) <i>The Old Man and the Sea</i> |                               |

- **Task 3**

#### **Iceberg theory**

A writer should tell his/her story in a minimalistic style instead of stating the underlying meaning and themes directly to the readers.

- **Task 4**

(Answers may vary.)

I'm going to talk about Hemingway's writing style illustrated in *The Old Man and the Sea*. For example, the fisherman "didn't like to look at the fish anymore since he had been mutilated." The plot suggested that his heart was bleeding just as the marlin was when the shark destroyed the fish that he had caught.

### **Section B**



Who is the author of *Oliver Twist*? Listen and complete the tasks.

- **Task 1.** Listen and complete the sentences. Each sentence will be read twice.

- (1) What do you think he would have gone on to do had he lived longer?
- (2) If you could meet Dickens, what would you ask him?

- **Task 2.** Listen to an interview and complete the notes.

W: Good evening and welcome to today's programme, *My History Hero*. I'm joined this week by Mr Russell, a famous actor. Good evening, Mr Russell.

M: Good evening.

W: So, Mr Russell, who do you choose as your history hero?

M: Charles Dickens. He is widely regarded as the greatest novelist of the Victorian era. He wrote a string of bestselling novels and short stories including *The Pickwick Papers*, *A Christmas Carol* and *Great Expectations*.

W: When did you first hear about Charles Dickens?

M: When I read *Oliver Twist* at school aged 11. As soon as I entered Dickens' world I was hooked. I went on to read all his books and I think they stand the test of time. They're certainly the best description of life in Victorian England that I know.

W: What kind of person was he?

M: He was self-made, starting off in poverty and ending up with great wealth, which he earned himself. He was a charming companion. First a reporter. That's how he originally earned his living. In addition, he was the greatest prose writer England ever produced, holding up a mirror to his times. I think our general picture of Dickens' England comes to a considerable extent from reading his work.

W: What made Dickens a hero, you think?

M: He's my passion for several reasons. First, because his personality was so complex, layered and interesting. Second, because of the excellence of his prose and the vividness of his imagination. He wrote with real enthusiasm and burned to be able to write; he was unstoppable.

W: What do you think he would have gone on to do had he lived longer?

M: Charles Dickens died aged just 58, and would have gone on to write many more novels because he had a lot more books in him. He was an engine of man, and sadly the engine was turned off far too early.

W: If you could meet Dickens, what would you ask him?

M: Oh, I'd just listen to anything he said because I'd be too thrilled to say a word!

- **Task 3.** At the end of the interview, Mr Russell used a metaphor. Listen to the last part of the interview again and complete the chart.

...

W: What made Dickens a hero, you think?

M: He's my passion for several reasons. First, because his personality was so complex, layered and interesting. Second, because of the excellence of his prose and the vividness of his imagination. He wrote with real enthusiasm and burned to be able to write; he was unstoppable.

W: What do you think he would have gone on to do had he lived longer?

M: Charles Dickens died aged just 58 and would have gone on to write many more novels because he had a lot more books in him. He was an engine of a man, and sadly the engine was turned off far too early.

W: If you could meet Dickens, what would you ask him?

M: Oh, I'd just listen to anything he said because I'd be too thrilled to say a word!

#### **Key to Section B**

- **Task 1**

1. What do you think he would have gone on to do had he lived longer?
2. If you could meet Dickens, what would you ask him?

- **Task 2**

- |   |   |
|---|---|
| (1) <i>My History Hero</i>                | (2) <i>The Pickwick Papers</i>                        |
| (3) <i>A Christmas Carol</i>              | (4) <i>Great Expectations</i>                         |
| (5) <i>Oliver Twist</i>                   | (6) the best description of life in Victorian England |
| (7) career and personality                | (8) complex, layered and interesting personality      |
| (9) excellent works and vivid imagination |   |

- **Task 3**

- (1) an engine                    (2) he was a productive writer

## **Reading and Viewing**

### **Section A**

- (1) B                            (2) C                            (3) A                            (4) D                            (5) C                            (6) B                            (7) A                            (8) B  
(9) D                            (10) A                            (11) D                            (12) B                            (13) C

### **Section B**

- **Task 1**

(Answers for reference)

My way of dealing with the old things is diverse. It depends on what the old things are. I will throw away my shabby shoes and worn-out clothes but I will pack up old newspapers, magazines and books, sending them to second-hand stores for recycling or being reused. As for some memorable souvenirs, though old and is of little use, I will cherish them forever.

My approach to the old things is that I will classify them into several groups according to their current and potential functions. Not all old things are useless and for some it is true that the older they are, the more valuable they will be. I will cherish this kind of things, put them to use if they have a practical function, or put them in a drawer if they are of little use.

- **Task 2**

(Answers for reference)

In my opinion, B (A Sofa of Memories) is the best title because it covers the main content of the whole passage. And the passage talks about the functions of an old sofa in the author's house, from which we know the old sofa carried too many unforgettable memories.

- **Task 3**

(Answers for reference)

1. Being reluctant to let go of something.
2. She showed a strong attachment to it.
3. To prove that it's actually common for people to find it hard to abandon old stuff.
4. If the old stuff has done what it is supposed to, then let it go.

### **Section C**

- **Task 1**

- (1) doe, snow, glow, although, show                            (2) The internal rhyme                                    (3) nine    (4) ten

- Task 2

1. C      2. D

- Task 3

(Answer for reference)

Hope and prey vanished with the shark's bite,

In defiance he killed the giant.

- Task 4

**蝉 (李商隐)**

本以高难饱，徒劳恨费声。

五更疏欲断，一树碧无情。

薄宦梗犹泛，故园芜已平。

烦君最相警，我亦举家清。

(许渊冲 / 译)

**To the Cicadas**

High, you can't eat your fill;

In vain you wail and trill.

At dawn you hush your song;

The tree is green for long.

I drift as water flows,

And waste my garden grows.

Thank you for warning due,

I am as poor as you.

## Integrated Tasks

### Section A

#### Task 1

**Pride of Fishermen**

*Wang Anshi*

Surrounded by peaks, a bridge flies from shore to shore;

A soft blue stream flows through flowers before the door.

A few thatched houses with windows I adore.

There comes no dust,

The place is swept by vernal breeze in fitful gusts.

I hear birds twitter when awake from nap at noon;

I wonder in my bed why the cocks crows so soon.

Thinking of my friends who have all grown old,

Why indulge in a dream of gold?

Do not forget the way to glory is rough and cold!

(许渊冲 / 译)

#### Task 3

**咏水仙**

粼粼湖波也在近旁欢跳,

却不如这水仙舞得轻俏;

诗人遇见这快乐的伙伴,

又怎能不感到欢欣雀跃;

我久久凝视——却未能领悟  
这景象所带给我的精神至宝。

后来多少次我郁郁独卧，  
感到百无聊赖心灵空漠；  
这景象便在脑海中闪现，  
多少次安慰过我的寂寞；  
我的心又随水仙跳起舞来，  
我的心又重新充满了欢乐。

(顾子欣译)

## Section B

### Script

- **Task 1** Listen to the lecture and complete the lecture notes. You may use the writers' names in the box below.

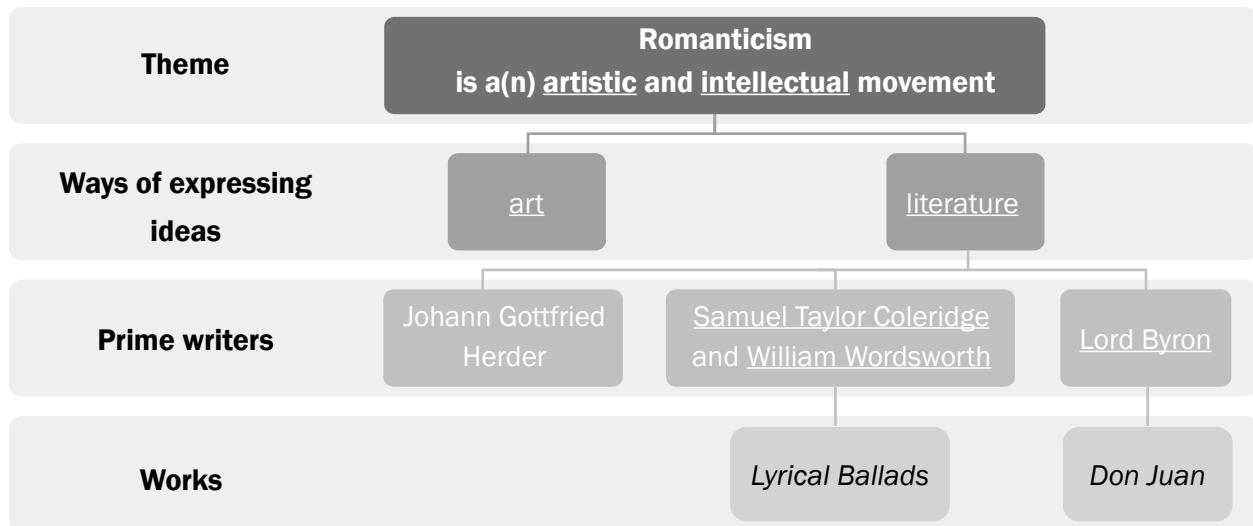
#### The Romantic Era

The Romantic Era, also known as Romanticism, was an artistic and intellectual movement throughout Europe that went against the cold logic of the Enlightenment. This movement put emphasis on emotion, freedom, imagination and the heart rather than the mind. How did Europeans express these ideas? The most obvious way was through art. Romantic painters looked to the past for inspiration because of their opposition to the rapidly changing world around them.

Another way Romanticism was expressed was through literature. Romantic literature is characterised by celebration of nature, focus on the individual and spirituality, celebration of isolation, interest in the common man, idealisation of women, and personification. A significant writer during the Romantic movement was Johann Gottfried Herder, who brought the term Romantic and Gothic into literature, abandoning classical forms of writing. Indeed, much of the literary expression of the movement came from the pens of German and English writers. English Romantics favoured poetry and believed that poetry was enhanced by freely following the creative impulses of the mind and examining a subject in the light of feeling. An English writer by the name of Samuel Taylor Coleridge once defined poetic imagination as “a repetition in the finite mind of the eternal act of creation in the infinite ‘I AM’.” Coleridge wanted man to go beyond the normal arts and writings to a new form that included nature and human nature. William Wordsworth, another English writer, was a close friend of Coleridge’s. The publication of their works, the *Lyrical Ballads* marked the beginning of Romanticism in English literature in the 1790s. These two friends wrote many poems together but when they both began losing their poetic inspiration, they feared the worst. Wordsworth believed this decline resulted from a fading of that childlike vision which, early in our lives, connects us to a deeper spiritual reality. Coleridge and Wordsworth both saw childhood as a period of creative imagination. Lord Byron was a controversial English writer during the Romantic Era who became famous almost as much for his dramatic life as for his poetry, dying in 1824 as a soldier fighting for Greek independence. Yet his brilliant *Don Juan*, first published in 1819, was considered the great poem of the age by another giant of English poetry – and Byron’s loyal friend – Percy Bysshe Shelley.

## Key to Section B

- Task 1



- Task 2

Romantic Era	Romantic Art	Romantic Literature
<ul style="list-style-type: none"> <li>• rejection of <u>the cold logic</u> of the Enlightenment</li> <li>• emphasis on <u>emotion, freedom, imagination</u> and the heart</li> </ul>	<ul style="list-style-type: none"> <li>• reference to <u>the past</u> for inspiration</li> <li>• opposition to <u>the rapidly changing world</u></li> </ul>	<ul style="list-style-type: none"> <li>• celebration of <u>nature</u></li> <li>• focus on the <u>individual</u> and spirituality</li> <li>• celebration of <u>isolation</u></li> <li>• interest in <u>the common man</u></li> <li>• <u>idealisation</u> of women</li> <li>• personification</li> <li>• abandoning <u>classical forms of writing</u></li> <li>• defining <u>poetic imagination</u> as infinite creation</li> <li>• fear of losing <u>poetic inspiration</u></li> </ul>

- Task 3

(Answers for reference)

Romanticism is an artistic and intellectual movement that originated in the 18th century throughout Europe. Johann Gottfried Herder, a pioneer in German, brought the term Romantic into literature. Romanticism was characterised chiefly by an emphasis on freedom, imagination and emotions. Art and literature were the two fields where Romanticism thrived, especially in English literature. Three English writers, Samuel Taylor Coleridge, William Wordsworth and Lord Byron, distinguished themselves by their appreciation of external nature, an interest in the remote, creative impulses of the mind and the use in poetry of older verse forms.

## **Extended Reading**

### **Pre-reading questions**

I have read an excerpt from Ernest Hemingway's novel, *The Old Man and the Sea*, and William Wordsworth's poem, "Written in March."

In my opinion, literary works that stand the test of time, boast a large number of readers and inspire us to think deeply are classics.

### **Food for thought**

1. A book featuring artistic quality, universal appeal, longevity and influence.
2. Yes, a classic may be influenced by the previous masterpieces in literature or inspire the future generations of writers. Classics hold universal appeal to their readers. Meanwhile, the ideas and literature in the past are deeply embedded in the writers' minds.
3. No, they can't. Younger students may find classics less accessible while older students can be enlightened by them. So younger students may well use graphic novel versions, simplified readers or movie adaptations. Older students can learn to appreciate classics by accessing background information, literary reviews or study guides in a formal study, book club or ongoing reading.

### **Challenge**

Dear Mr Russell,

I would like to recommend a Chinese classic literary work that appeals to both the old and the young in China. The novel is entitled *Journey to the West*.

You may wonder why I recommend such a seemingly childish book to you. Actually, *Journey to the West* is considered one of the four classics from the Ming dynasty. This historic novel has won popular acclaim from generation to generation. *Journey to the West* is a combination of mythology, fable and comedy based on the experiences of a Buddhist monk who travelled west to India to find holy scriptures. Thanks to the writer's vivid imagination, a team of animals with human characteristics were created as the companions of the monk, joining him in the journey. Since the animals are celestial beings, they have magical powers that protect them from the monsters and the evil spirits. In the process of reading, you may well be amused by the funny episodes during the journey. Absurd as the plots seem, the author, Wu Cheng'en provides readers with a glance at different aspects of human nature.

The novel has been adapted into different versions of TV serials or movies in many languages. Thus, it is well known at home and abroad. I hope you will enjoy reading the novel as I did.

Sincerely yours,  
Li Ming

## Revision

### Listening Comprehension

#### Section A

##### Script

Listen to the conversations and choose the best answer to each of the questions. The conversations and the question will be read only once.

1. M: Could I have an extra blanket, please? I was a bit cold last night.  
W: Yes, of course. There are some in the cupboard in your room.  
Q: What is the woman's probable occupation?
2. M: The bald eagle nest in this nature show definitely got me hooked. It's five feet wide and ten feet deep.  
W: But that's not the biggest on record — that one was twenty feet deep, twelve feet wide.  
Q: What is the depth of the biggest bald eagle nest?
3. M: If you could just bring the unit price down by 30 cents, we'd be ready to sign. OK?  
W: OK, but if we dropped the unit price by 30 cents, you'd have to increase your order quantity by more than 10%.  
Q: What does the woman ask the man to do?
4. W: Well, Mr Jones, I've got the results from your recent medical. Your blood pressure is very high, so there's your weight to start with.  
M: Er, yes. I may have put on a few kilos since I've got a new job working in a fast food restaurant.  
Q: Where is the conversation most probably taking place?
5. M: Hey, watch out! You've run a red light, and I'm walking on a pedestrian crossing!  
W: Sorry! Are you OK? I'm just so tired when driving. My car has been stuck in a traffic jam for two hours and I didn't get any sleep last night.  
Q: What can you learn from the conversation?
6. M: Can we please decide what to do tonight? You haven't made a decision yet.  
W: I told you I'm happy to go for a meal. Karaoke also seems fun ... But, perhaps I should go home. Mum's probably waiting for me. She's watching TV and she's probably upset because we had an argument. I think I'd better go home.  
M: OK. At least you've made a decision.  
Q: Which of the following statements best describes the woman?
7. W: Hello, you must be William Franks from the advertising agency. I'm Joan Crane, managing director of *Animal World*.  
M: Very nice to meet you, finally, Joan. It's great to be able to put a face to a name after all our phone calls.  
W: Absolutely. And may I say I'm really looking forward to hearing your ideas for *Animal World's*

new TV advertising campaign?

Q: What can we learn from the conversation?

8. M: Why do you invest your money in this new pet-food company?

W: They've more or less cornered the pet-food market, and now they're planning to expand to major cities all over the world.

Q: What can we know about the pet-food company?

9. W: You are working on an essay about Sitting Bull, aren't you? How did you first hear about this man?

M: Actually, I'm finished with my essay. As a teenager, I had pen friends who were his offspring. They aroused my interest in Native American history, especially the Plains Indians.

Q: What are the two speakers talking about?

10. W: Good afternoon, Mr Smith. My name's Frobisher. I represent the Happy Life Insurance Company.

M: Oh, I'm calling you for weeks. Can we just get on with it? This is URGENT. As you can see, I'm in hospital.

Q: What can we learn from the conversation?

### Key to Section A

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

### Section B



Listen to the two passages and choose the best answer to each question. The passages will be read twice, but the questions will be read only once.

#### Questions 11 through 13 are based on the following passage.

Have you asked yourself this question: did people in previous centuries refer to different decades as the 60s, 70s or 80s, like we do today? Well. You find very occasional uses of expressions like “the twenties of this century” in mid-Victorian newspapers, and certainly by the late 19th century, people would talk about previous decades in the way we do, although not as much. In the 1880s, Mark Twain titled an essay *Three Statements of the Eighties*, but there were relatively few other literary uses. The usage only emerged in an industrial age more familiar with the calendar than previous generations.

You may also ask what we mean when we refer to particular decades. The chances are that the images they bring back in the mind are mostly cultural. So “the twenties” reminds you of silent films and those fashionable young women who were interested in modern ideas and determined to exercise their right to vote. “The sixties” makes us think of rock and roll, those who opposed violence peacefully and women wearing miniskirts, while “the eighties” calls up images of high-waisted jeans, shoulder-pads, emergence of music video and iconic artists.

You might be referring to technological or economic trends, but the images these shorthand

decade references arouse in most people's minds are of entertainment, fashion and longing for the tradition. It's the product of a widespread visual culture that did not exist before the 20th century. The cultural identities of decades in previous centuries were not nearly so distinctive.

(Now listen again.)

**Questions:**

11. When did shorthand decade references, like the 60s, 70s and 80s, first appear?
12. What does the reference to the eighties remind people of?
13. Why do these shorthand decade references arouse vivid images in people's minds?

**Questions 14 through 16 are based on the following passage.**

Reading is a great way to improve your English. You'll learn new words, revise previously-taught structures and absorb thousands of useful expressions and phrases ... without any effort.

By reading, you are receiving valuable language input. And this is how you learn! Remember, language learning is a combination of input and practice. As you're reading, you're taking in language naturally, and you're seeing how it all fits together. This is crucial to your learning.

The great thing about reading is that learning takes place subconsciously. There are no exercises to do, no grammar rules to learn, no tasks to complete ... it's all natural. The language flows in through your eyes, and gets registered in your brain. What could be easier?

The key to effective reading is to read things that you want to read. Read what you like reading. What motivates and inspires you. But where can you start? Well, you could read a book that you've already read in your own language. Simply find a translated version of a book that you have read and enjoyed. This will make processing the content in the target language much easier as you'll already know what the book is about!

You could also read the news. This is great as you can read the news in your own language first, then in English. You'll see that it won't be too difficult as you'll be familiar with the topics and stories. Magazines are also great. Find one that covers a topic you're interested in: business, clothing, stocks and shares, sports, cooking ... you name it, they'll have it.

Finally, how you read is also important. The best thing is to read without using a dictionary. Let the words flow over you. Just skip the parts you don't understand.

Have fun reading! You'll learn so much!

(Now listen again.)

**Questions:**

14. According to the speaker, which of the following best describes language learning?
15. Why does the speaker recommend reading a translated version of a book that you've read?
16. What does the speaker mainly talk about?

**Key to Section B**

11. C      12. B      13. A      14. A      15. D      16. A

## Section C

### Script



Listen to the longer conversation and choose the best answer to each question. The conversation will be read twice, but the questions will be read only once.

#### Questions 17 through 20 are based on the following passage.

M: I entered a writing competition a couple of months ago.

W: Really? Did you receive any prize?

M: Erm, I didn't hear anything back.

W: Not even a thank-you for entering sort of letter?

M: No. Have you ever entered in competitions?

W: Not recently. I remember when I was young I entered the competitions in a children's TV programme called *Blue Peter* because you could win a *Blue Peter* badge, which was the best thing for a child.

M: Did you ever win one?

W: Surprisingly not. Then there was a drawing competition, maybe about your pet. I'm not surprised I didn't win that, because I can't draw to save my life. Did you enter things as a child?

M: Erm, I don't remember ... having entered many competitions. You know sometimes they say, erm, write in with your opinions and you could win. But I've never, ever heard anything back. The last one I entered recently was an online thing. It was from a cosmetic brand. You had to vote for your favourite shampoo from the 1980s.

W: What did you vote for?

M: Erm. This one called Ice Blue, which I used to really like. But they took it away, and now they say they're only going to bring back one of the ten shampoos they took away from the 80s, only one shampoo is going to be revived.

W: Oh, the one that wins in the votes.

M: Yeah. And if you win the competition, you could win a lifetime supply of the shampoo.

W: Well, you definitely have to like the shampoo you vote for.

M: Yeah. Haha ...

W: I don't participate in competitions now, I just think, I haven't been lucky till now so there's not much point. Some people just get lucky every time.

M: Yeah. Let them win.

W: Yeah. I'd like to win a car or something.

M: That would be cool.

(Now listen again.)

#### Questions:

17. What type of competition did the man enter?

18. Why did the woman enter for the *Blue Peter*, a TV show competition?

19. What can you learn from the competition organised by the cosmetic brand?

20. Which of the following can be concluded about the two speakers?

## **Key to Section C**

17. D      18. A      19. D      20. C

## **Grammar**

- |                                 |              |                    |
|---------------------------------|--------------|--------------------|
| (1) Although/Though/While       | (2) speaking | (3) that/which     |
| (4) has been trying / has tried | (5) to study | (6) less difficult |
| (7) is taught                   | (8) on       | (9) that           |
| (10) may/might                  |              |                    |

## **Vocabulary**

- |                  |                  |              |                |
|------------------|------------------|--------------|----------------|
| (1) historic     | (2) representing | (3) empire   | (4) recognised |
| (5) establishing | (6) complex      | (7) extended | (8) undergone  |
| (9) legendary    | (10) resting     |              |                |

## **Reading Comprehension**

### **Section A**

- |       |        |        |        |        |        |        |       |
|-------|--------|--------|--------|--------|--------|--------|-------|
| (1) C | (2) D  | (3) B  | (4) A  | (5) D  | (6) A  | (7) D  | (8) A |
| (9) C | (10) A | (11) B | (12) A | (13) C | (14) D | (15) B |       |

### **Section B**

- |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 16. A | 17. C | 18. D | 19. A | 20. B | 21. D | 22. A | 23. A |
| 24. D | 25. A | 26. D |       |       |       |       |       |

### **Section C**

- |       |       |       |       |
|-------|-------|-------|-------|
| 27. C | 28. F | 29. B | 30. D |
|-------|-------|-------|-------|

## **Summary Writing**

People devise different ways to tackle a challenge of building such a city on wetland as Venice. Venice was constructed on an elevated platform consisting of pilings to ward off tides. Moreover, floods can be drained from areas inside the dams into the surrounding canals which are cleared regularly. Lastly, Venice's structure is cemented through building materials and salt waters.

## **Writing**

### **Section A**

1. Music is a kind of universal language, by which people speaking different languages can communicate their feelings.
2. If only the novelist had been informed of the news that he/she had been awarded the Life Achievement Award!
3. Despite / In spite of the fact that / Although the company wants to boost productivity, it takes account of / takes into account environmental protection issues wherever possible.
4. Judging from his knowledge as an amateur archaeologist, he maintains that these ancient artefacts/artifacts/handicrafts and cave paintings/frescos both date from the Stone Age.

## **Section B**

Dear Principal,

I'm writing to introduce to you my new plan for the establishment of a book club next term. If the school authorities have approved my proposal, I would like to apply for 2,000 yuan for the operation of the book club.

With diverse student clubs in school, you may wonder why I should insist on establishing a new one. My book club is intended to introduce my peers on campus to the treasure house of classic literature. As is widely acknowledged, literary classics allow readers to experience different lives through the vivid description of the characters and they generate a continuous discourse between present and past, inspire strong emotions in readers, and encourage us to reflect on our own life and society.

I would appreciate it very much if the school could fund this project. Half of the sum will be spent on the establishment of an electronic stack with 100 books. 500 yuan will be set aside for the purchase of the stationery since our members need to take notes during the weekly discussion of the classic works we are reading and write book reports. I am going to buy some prizes to award the students who present excellent book reports with the remaining funds. Next term will witness various activities of the book club, including the successful establishment of an e-book stack, weekly assembly, and book report presentation.

I sincerely hope that you can take my proposal into consideration and I am looking forward to your reply.

Yours truly,

*Li Ming*

## **Speaking**

### **Section C**

(Answer for reference)

#### **Questions 1–2**

- Who created the term “Silk Road”?
- What are the functions of the Silk Road?
- What other goods did the Silk Road trade besides silk?
- Why is the Silk Road so significant in Chinese history?
- Which routes does the Silk Road refer to?

#### **Questions 3–4**

- What nationality is Mark Twain?
- What is Mark Twain's greatest achievement?
- Why is Mark Twain described as one of the greatest American writers?
- What is the most famous work of Mark Twain?

### **Section D**

(Answers may vary.)

One day, Ms Wang was giving a literature class to her students. Ms Wang offered her students

some information about English literature. And then she asked them to list their favourite English works and talked about their main plots. After some discussion and thought, a few students raised their hands. Xiao Qiang was asked to give a list of his favourite works and he talked about Shakespeare's *Romeo and Juliet*, Dicken's *A Tale of Two Cities* and *Great Expectations*, Charlotte Brontë's *Jane Eyre*. When Xiao Qiang was talking, Ms Wang was smiling, nodding her head while others listened attentively. Obviously all of them were interested in this kind of class because they gained a lot from it.

## Listening and Speaking

### Section A

#### Script

Make quick responses to the sentences you have heard.

#### Questions:

1. What about your trip to the Grand Canal last weekend?
2. I do envy you. You have a genius for communicating. How can you do that?
3. I heard Professor Brown would deliver a lecture about economics this Thursday. What's the theme?
4. As far as I can see, I must say that examinations do more good than harm.

(Answer for reference)

1. It was marvelous/great/fantastic. It was disappointing. / Bad weather disappointed me.
2. Thank you. I have read a lot of books about communicating. / Thank you, you can do so by practicing more.
3. It's about Chinese foreign trade. / It's about Chinese imports and exports. / It's about the Chinese trade model. / It's about the risk of investment. / It's about Chinese stock.
4. I can't agree with you more. / Sorry, I can't agree with you because examinations bring heavy burden to students.

### Section B

#### Script

You will hear a short passage. The passage will be read twice. After you hear the passage, answer the first question with the information you have heard and the second in your own words.

Like other national literatures, American literature was shaped by the history of the country that produced it. For almost a century and a half, America was merely a group of colonies scattered along the eastern seaboard of the North American continent — colonies from which a few hardy souls ventured westward. After a successful rebellion against the motherland, America became the United States, a nation.

By the end of the 19th century this nation extended southward to the Gulf of Mexico, northward to the 49th parallel, and westward to the Pacific. By the end of the 19th century, too, it had taken its place among the powers of the world — its fortunes so interrelated with those of other nations that inevitably it became involved in two world wars and, following these conflicts, with the problems of Europe and East Asia. Meanwhile, the rise of science and industry, as well as changes in ways of

thinking and feeling, affected many people's lives. All these factors in the development of the United States molded the literature of the country. This article traces the history of American poetry, drama, fiction, and social and literary criticism from the early 17th century through the turn of the 21st century.

(Now listen again.)

**Questions:**

1. What are the two factors shaping American literature?
2. Do you like reading novels? Why or why not?

(Answer for reference)

1. The rise of science and industry; changes in ways of thinking and feeling; the extension in all directions; the country's fortune interrelated with those of other nations.

(Answers may vary.)

2. I like reading novels. In my opinion, reading novels can enlarge my knowledge and broaden my horizons. I can learn something about history, geography, science, technology and so on. Besides this, reading novels can help me to understand our society better, draw useful lessons. We can be mentally stroked and encouraged by reading how positive people make miracles in the face of difficulties.

No, I don't like reading novels, which in my view is a waste of time. Compared with reading novels, I prefer to read history books and science books, which gives me a lot of practical and useful knowledge. Interesting as novels are, I can't learn something useful by reading them except attractive plots. In addition, novels are usually imaginary, that is to say, what the novels narrate doesn't happen in the real world.

## Long-term project

### Worksheet One: A brief glimpse at the book

#### (Task 1/Week 1 – Week 2)

##### Step One: Choose a book

What genre of books do I like, fiction or non-fiction?

Which authors do I like? Do they have a reading list that appeals to me?

##### How to choose a book to read?

What is the purpose of reading? To start a business, to promote my professional expertise, or to enhance my literary taste?

What are my interests? Is the book too difficult or simple to arouse my interest?

#### (Task 2/Week 3)

##### Step Three: Identify the characters

##### A Book Report on *Pride and Prejudice*

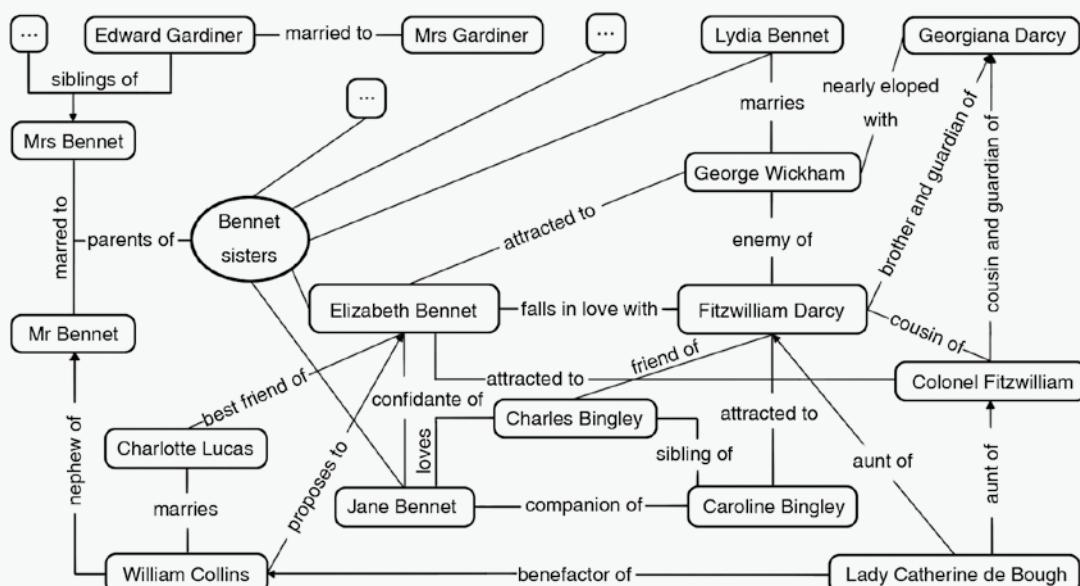
TITLE: Pride and Prejudice

AUTHOR: Jane Austen

Fiction

Non-fiction  
(tick)

Relationships between characters in *Pride and Prejudice*



List 3 main characters and two details about each one.

Main character	Two details
Elizabeth Bennet	1. a daughter of a country gentleman 2. lively, quick-witted, sharp-tongued, bold and intelligent
Fitzwilliam Darcy	1. a rich aristocratic landowner who is proud and haughty 2. has a strong sense of honour and virtue and a degree of fairness
Jane Bennet	1. the eldest Bennet daughter, beautiful, good-tempered, humble, and selfless 2. vulnerable to injury from insincere friends due to her sweetness

## Worksheet Two: A look at the storyline

(Task 3/Week 4 – Week 7)

### Step One: Definition of storyline

- A particular type or style of literature or film. (genre)
- The basic story in a novel, play, film/movie, etc.
- The most exciting or important event or point in time. (climax)
- A type of literature that describes imaginary people and events. (fiction)

### Step Two: Read the book

#### Storyline

Chapter	Main Plot
1-12	<p><i>Pride and Prejudice</i> is set in rural England in the early 19th century, and it follows the Bennet family, which includes five very different sisters. Mrs Bennet is anxious to see all her daughters married, especially as the modest family estate is to be inherited by William Collins when Mr Bennet dies. At a ball, the wealthy and newly arrived Charles Bingley takes an immediate interest in the eldest Bennet daughter, the beautiful and shy Jane. The encounter between his friend Darcy and Elizabeth is less friendly. Although Austen shows them interested in each other, she reverses the convention of first impressions: pride of rank and fortune and prejudice against the social inferiority of Elizabeth's family hold Darcy aloof, while Elizabeth is equally fired both by the pride of self-respect and by prejudice against Darcy's snobbery.</p>

13-23	<p>The arrogant Collins subsequently arrives, hoping to marry one of the Bennet sisters. Elizabeth, however, refuses his offer of marriage, and he instead becomes engaged to her friend Charlotte Lucas. During this time, Elizabeth encounters the charming George Wickham, a military officer. There is a mutual attraction between the two, and he informs her that Darcy has denied him his inheritance.</p>
24-42	<p>After Bingley abruptly departs for London, Elizabeth's dislike of Darcy increases as she becomes convinced that he is discouraging Bingley's relationship with Jane. Darcy, however, has grown increasingly fond of Elizabeth, admiring her intelligence and vitality. While visiting the newly-married Charlotte, Elizabeth sees Darcy, who professes his love for her and proposes. A surprised Elizabeth refuses his offer, and, when Darcy demands an explanation, she accuses him of breaking up Jane and Bingley. Darcy subsequently writes Elizabeth a letter in which he explains that he separated the couple largely because he did not believe Jane returned Bingley's affection. He also discloses that Wickham, after wasting his inheritance, tried to marry Darcy's then 15-year-old sister in an attempt to gain possession of her fortune. With these revelations, Elizabeth begins to see Darcy in a new light.</p>
43-61	<p>Shortly thereafter the youngest Bennet sister, Lydia, elopes with Wickham. The news is met with great alarm by Elizabeth, since the scandalous affair—which is unlikely to end in marriage — could ruin the reputation of the other Bennet sisters. When she tells Darcy, he persuades Wickham to marry Lydia, offering him money. Despite Darcy's attempt to keep his intervention a secret, Elizabeth learns of his actions. At the encouragement of Darcy, Bingley subsequently returns, and he and Jane become engaged. Finally, Darcy proposes again to Elizabeth, who this time accepts.</p>

## **Worksheet Three: An in-depth read of the book**

### **(Task 4/Week 8 – Week 9)**

#### **Step Three: Draw your favourite scene or character**

##### **Favourite Scene or Character**

Describe the scene or the character	Draw your favourite scene or character
<p><b>Chapter 34</b></p> <p>Because of her headache, Elizabeth stays behind at Hunsford while Maria and Mr and Mrs Collins go to dine at Rosings. When the doorbell rings, Elizabeth is surprised to discover Darcy there instead.</p> <p>After inquiring about Elizabeth's health, Mr Darcy nervously paces around the room for a few minutes. Suddenly, he declares his love for her. He starts by eloquently expressing his admiration. He then refers to the inferiority of Elizabeth's social connections and her family's rather unattractive behaviour. Elizabeth is offended and harshly declines his proposal, much to Darcy's surprise. Elizabeth explains her reasons for turning him down. First, she cites the arrogant manner of his proposal. Second, she explains her distaste over the way he worked to separate Bingley from Jane. Finally, she claims that she could never marry a man who could treat Wickham so badly.</p>	

#### **Why do you like the scene or the character most?**

Darcy's proposal comes as a complete shock to Elizabeth, illustrating how much her prejudice has clouded her judgement. Though Austen has been giving her readers hints of Darcy's affection, the heroine herself has no idea. Overall, the proposal scene is a prime example of the way Austen uses dialogue to reveal character. Elizabeth's lively, straightforward personality and her disregard for considerations of rank are manifest in her reaction to Darcy's proposal. Of course, her harsh rejection also reveals her pride. Meanwhile, Elizabeth's lack of civility is largely based on mistaken assumptions, causing her to interpret Darcy's comments about her family to be much more caustic than he intends.

## **Worksheet Four: Book report writing-up and presentation**

### **(Task 5/Week 10 – Week 11)**

#### **A Book Report on *Pride and Prejudice***

RATING: ★★★★★ (Colour)

#### **Part I: About the Author**

*Pride and Prejudice* was written by Jane Austen (1775–1817), who was one of the greatest novelists in Britain. She was born in Steventon, Hampshire, in the south of England and began writing at the age of fourteen as entertainment for her family.

*Pride and Prejudice* is one of the greatest pieces of Jane Austen's shining heritage. It was her third novel, published in 1813 in three volumes, including 61 chapters. It presents us a love story between two leading characters: Elizabeth Bennet and Mr Darcy.

#### **Part II. Book Summary**

The story is set in the rural parts of England in the 19th century when parents were seriously concerned about their children's marriage. It places a heavy focus on the Bennet family, including five sisters of different characters. Mrs Bennet is concerned with ensuring that all her five daughters get married. The reason is that the family estate is due for inheritance by William Collins upon the death of Mr Bennet. At a party, the rich Charles Bingley who has just arrived immediately develops an interest in the first-born daughter Jane, but she plays down the interest.

However, Darcy, who is Bingley's friend, doesn't let him marry below himself. When all the main characters meet at a local ball, Darcy makes everybody aware of how unappealing he finds the entire arrangement. Shortly after, Collins arrives in the hope that he can marry one among the Bennet sisters. However, Elizabeth declines this offer, and instead, Collins gets engaged to Charlotte Lucas, her friend. Meanwhile, Elizabeth meets George Wickham, a charming military officer. The two share a mutual attraction, and Wickham informs her of Darcy's refusal to give him his inheritance.

When Bingley suddenly leaves for London, Elizabeth's hatred for Darcy intensifies and she concludes that Darcy is undermining Bingley and Jane's relationship. However, Darcy is becoming increasingly attracted to Elizabeth. Eventually, Darcy proposes to Elizabeth who then declines. When Darcy demands an explanation, Elizabeth tells him that she believes he is trying to ruin Jane and Bingley's relationship.

Darcy later explains himself to Elizabeth via a letter that he does not believe Jane is in love with Bingley. He also states that Wickham tried to marry his sister while she was 15 years old after squandering his inheritance.

Shortly after, Lydia, the youngest of the Bennet sisters elopes with Wickham. Elizabeth is greatly alarmed since that could potentially ruin the reputation of all the Bennet sisters. Upon telling Darcy the news, he secretly persuades Wickham to take Lydia's hand in marriage. He also encourages Bingley to return. In the end, Bingley gets engaged to Jane and Darcy proposes to Elizabeth once again. This time she accepts.

### **Part III. Comments**

Although *Pride and Prejudice*, which Austen initially titled *First Impressions*, has been criticised for its lack of historical context, the existence of its characters in a social bubble that is rarely penetrated by events beyond it is an accurate portrayal of the enclosed social world in which Austen lived. She depicted that world, in all its own narrow pride and prejudice, with accuracy and satire. At the same time, she placed at its centre, as both its prime actor and most perceptive critic, a character so well conceived and rendered that the reader cannot but be gripped by her story and wish for a happy ending. In the end, Austen's novel has remained popular largely because of Elizabeth — who was reportedly Austen's own favourite among all her heroines — and because of the enduring appeal to men and women alike of a well-told and potentially happily ending love story.

At last, I am willing to recommend this book intensively for its romance and educational significance. It uses graceful dialogue to express an eternal theme in pure love. According to Austen's vivid description, it's not so hard for us to come to the conclusion that a happy and strong marriage takes time to build and must be based on mutual feeling, understanding and respect. Hasty marriages acting on impulse, and based on superficial qualities will not survive and will lead to an inevitable unhappiness.

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<https://www.britannica.com/topic/Pride-and-Prejudice>

<https://studydriver.com/a-book-report-of-pride-and-prejudice/>



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