

普通高中教科书

# ENGLISH

# 英语

选择性  
必修  
第四册



## 练习部分

学校 \_\_\_\_\_ 班级 \_\_\_\_\_

姓名 \_\_\_\_\_ 学号 \_\_\_\_\_

上海外语教育出版社



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# 前　　言

《高中英语》(上外版)配套练习部分是教科书的必要补充。它紧密围绕教材的有关内容,以新颖的题型、真实且贴合主题的素材、多样的练习和有趣且有意义的活动给同学们提供各种提高语言实践能力的机会。在使用练习部分之前,同学们要了解它的几个特点。

第一,结构严谨。练习部分对接教材中每单元的教学目标,将课堂教学与语言实践有效连接,形成闭环。教材中,每单元均会从语言能力、文化意识、思维品质和学习策略等方面向你们提出学习目标。同样,练习部分也紧紧围绕这些单元目标,将课堂教学中的内容迁移过来供大家巩固、提高并拓展。其中,教材中的 Discovering 对应练习部分中的 Grammar in Use 和 Vocabulary Focus; Understanding 对应 Listening and Viewing 和 Reading and Viewing; Producing 对应 Speaking 和 Writing; Extending 对应 Extended Reading 部分。在选择性必修中,练习部分还设置 Integrated Tasks 和 Long-term Project 等板块,通过综合项目、长周期项目等活动形式充分调动学习兴趣,培养实际运用语言的能力。

第二,设计新颖。练习部分兼顾题型的新颖性与素材的可读性。比如,在检测同学们是否掌握核心词汇方面,我们引进了“猜词游戏”的题型;在语法环节,我们引进了“大家来找茬”的题型等。又如,在综合练习题中,我们不仅要求大家理解阅读素材的意义,还要基于这些材料来完成说和写的任务,让学和用完美结合。以必修第二册第四单元 Sports 为例,大家在写作练习中需要复听听力练习中的一则材料(有关 Wilma Rudolph 的励志故事),然后回答有关问题,再基于同学们自己的作答,以 Wilma Rudolph 的视角来完成一篇发言稿,用于在电视节目中播出。

第三,内容丰富。练习部分在选材中兼顾素材的多样性和真实性。在多样性方面,选材要素包括连续性和非连续性文本、插图和漫画等。在真实性方面,部分听力材料选自真实的生活场景,并伴有真实的背景音效等。这些都让你们在练习中不仅感受到试题的趣味性,也增强了英语学习的有效性,不断提升大家进行课外自主学习的能力。

在此,我们也向同学们提出一些使用练习部分的建议。

第一,考虑到同学们对练习需求的差异,在不同板块中,我们均设计了基础级和提高级的试题。每单元还有拓展阅读训练,学有余力的同学可以将拓展的内容作为切入点,进一步开展探究式的学习。每本练习部分的最后还附有一套复习题,同学们可根据教师的指导认真完成。

第二,练习部分的编写宗旨是让同学们练习高质量的习题,避免陷入题海战术。因此,我们建议必修三册的单元练习总时长控制在 100—120 分钟,选择性必修四册的单元练习总时长控制在 110—140 分钟。同学们可根据教师的指导,在规定的时间内分批次认真完成。

第三,请大家留意练习部分每页都留有空间,这是供同学们做笔记使用的。大家不仅可以在教师讲评中记录要点,也可以将自学过程中查阅的单词含义和用法记录在这一区域,供日常翻阅和复习使用。

同学们,学习需要日积月累、持之以恒的努力。让我们用好配套练习内容,巩固教材中的知识,延伸教材中的内容,提升对教材中主题的理解。练习部分将伴随并见证同学们在高中英语学习过程中的成长。同学们在其中收获的点点滴滴,汇聚在一起,也必定成为大家今后语言实践能力和综合素养的重要组成部分。

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# UNIT 1 Achieving Effective Communication

## GRAMMAR IN USE

Task 1. Most of us use emojis while texting. Read the first part of the passage. Combine or rewrite the underlined sentences into complex sentences. One example is given.

(0) Larry David is behind some of America's most popular television shows, which often discuss the details of everyday life in a funny way.

(1)

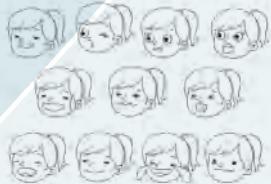
(2)

(3)

(4)

### Digital Communication

(0) Larry David is behind some of America's most popular television shows. They often discuss the details of everyday life in a funny way. One time on *Curb Your Enthusiasm*, one popular television show, David criticised the use of emojis. In today's report, we will talk about emojis and the kinds of words they replace. We will also talk about the different ways people around the world use emojis.



#### Increased use of emojis

(1) Emojis have their roots in Japan. Their name comes from the Japanese words for "picture" and "characters." They have been common for years in Japanese electronic messages. Over time, people in other countries came to adopt them, too. In 2015, Oxford Dictionaries named the "face with tears of joy" emoji as the word of the year. You might be asking yourself about the link between emojis and grammar. (2) The first key point is this: sometimes emojis act as a kind of language to communicate important information about emotions or attitudes. These emotions or attitudes might be difficult to express in writing, yet they are part of the idea the writer wants to send. (3) For example, people speak to each other, and they often use their faces and voices to give a lot of information. The website emojitracker lists the most popular emojis on the social media platform. (4) You might not be surprised to learn that some of the most popular emojis have a face. The most popular emoji is still the "face with tears of joy."

Task 2. Continue to read the passage. Fill in the blanks with proper words to make the passage coherent and grammatically correct.

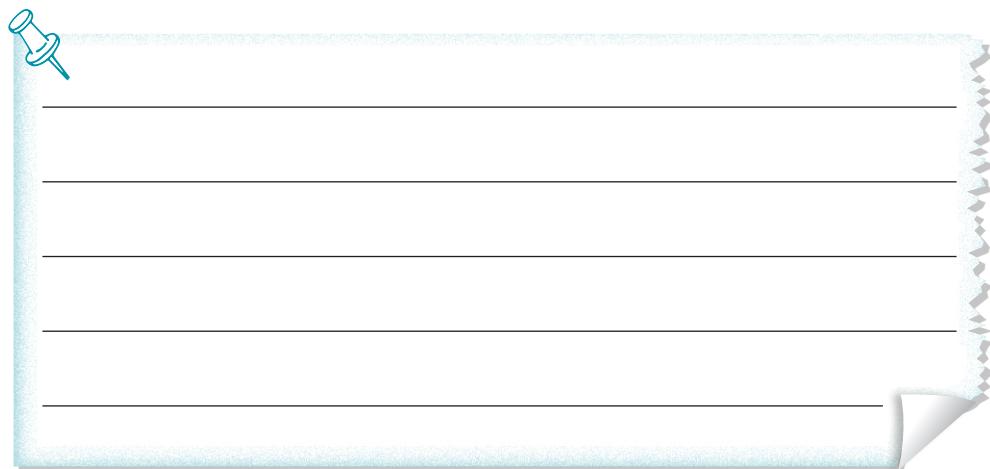
### Limits of emojis and grammar

Our second key point is that emojis fit into English grammar in certain kinds of ways. And experts think there are limits on (1) \_\_\_\_\_ complex emoji grammar can become. A study in the Netherlands found that emojis were more likely to replace nouns and adjectives. Yet they were (2) \_\_\_\_\_ (likely) to replace verbs and adverbs. The researchers noted, "No prepositions or determiners were substituted" by emojis. Prepositions refer to words such as "in," "on," or "at," (3) \_\_\_\_\_ often show the location of nouns. Determiners are words such as "the" or "these." They give information about a noun. The study pointed out that emoji-only communication was very simple. One of the reasons is (4) \_\_\_\_\_ users cannot change how they present the emojis. Also, vocabulary depends on existing emojis. (5) \_\_\_\_\_ (express) feelings or attitudes outside the available choices is difficult.

### Emojis and other languages

Another report noted differences (6) \_\_\_\_\_ how people around the world use emojis. The researchers found that "users from France are more likely to use emojis." The researchers also found that users in France were "more likely to use emojis related to hearts, (7) \_\_\_\_\_ users from other countries prefer emojis related to faces." While (8) \_\_\_\_\_ these trends may have changed over the past few years is unclear, we bring up this point to get you thinking about how emojis (9) \_\_\_\_\_ (use) in your native language. How do you feel about emojis? Do you give them a "frowning face with open eyes"? Or a "grinning face with (10) \_\_\_\_\_ (smile) eyes"? Write to us in the comments section.

Task 3. Conduct a survey to investigate the most popular emoji among your classmates. Questions may include: What is the most popular emoji among your classmates? When do they use it most and why? Write your results in the comments report section.



## VOCABULARY FOCUS

Task 1. What will you do to leave others with a deep impression while having meetings? Complete the passage by using the words/phrases in the box. Each word/phrase can be used only once. Note that there is one word/phrase more than you need.

attitude	authority	disinterested
intentionally	resist the temptation	subconsciously
to your advantage	understanding	

## Body Language in Meetings



You can understand a lot about people by studying their body language. Learn the meaning behind these typical examples of body language in meetings, and use the information (1) \_\_\_\_\_!

### Walking in

The way you walk into the meeting room can convey a lot about your (2) \_\_\_\_\_. To give a positive impression, walk upright with your shoulders back. Smile and make eye contact with everyone there.

## Greetings

When greeting other people, smile, look them in the eye and introduce yourself in a confident manner. Remember that in many countries, a firm handshake is seen as a sign of confidence and trust; and a limp handshake could make you appear weak, submissive or even (3) \_\_\_\_\_.

## Palms

To appear decisive when you're speaking, keep your palms down. This is also a sign of (4) \_\_\_\_\_ and firmness. To appear more open and friendly, keep your palms turned up.

## Hands

If you're sitting down, try to keep your feet, hands, and legs under control to appear calm and confident. Avoid drumming your fingers as it's a sign of boredom, discomfort, or nervousness. Try to (5) \_\_\_\_\_ to text, check emails or surf the Internet.

## Mirroring

Use mirroring techniques to create a good atmosphere. Mirroring involves copying what other people are doing, such as the position of their arms or hands. Research has shown that (6) \_\_\_\_\_ we think people who mirror us are more persuasive and honest than those who don't.

Communication is complex. But a(n) (7) \_\_\_\_\_ of body language can make it easier!

**Task 2. The way people sit or control their voices also conveys information. What information do you think people convey?**

Information conveyed by the way people sit:

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Information conveyed by the way people control their voices:

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## LISTENING AND VIEWING

 **Section A** 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.

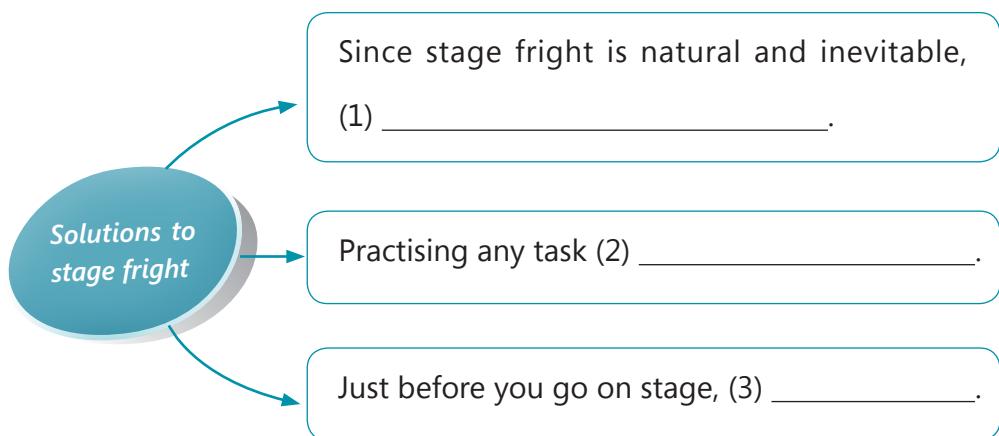
Task 1. Listen to the first part and answer the question.

What is stage fright according to the speaker?

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Task 2. Listen to the second part and fill in the blanks.



 **Section B** Watch the video clip and complete the tasks.

### Word Bank

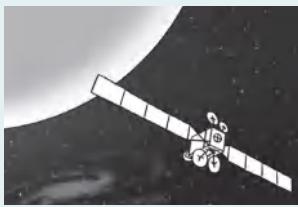
probe /prəʊb/ *n.* (不载人) 空间探测器

perceptual filter 感知滤波器

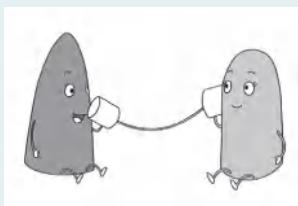
connotation /kɒnə'teɪʃn/ *n.* 含义；隐含意义

exponentially /,ekspə'nenʃəli/ *adv.* 越来越快地

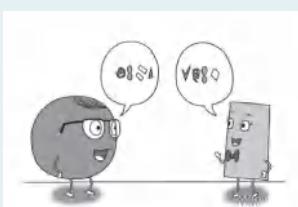
Task 1. Watch the video and complete the intended meanings of the following pictures in the video.



1. The picture shows that \_\_\_\_\_, which implies that miscommunication \_\_\_\_\_.

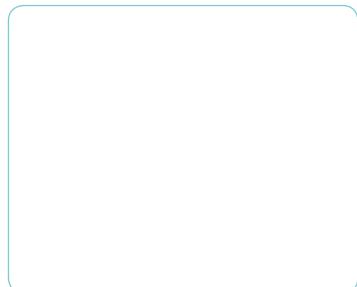


2. This is an illustration of the \_\_\_\_\_ model. It means communication is like \_\_\_\_\_.



3. This is an illustration of the \_\_\_\_\_ model. It regards communication as \_\_\_\_\_.

**Task 2.** Watch the video again. Draw a picture to illustrate the implied meanings of "Remember that game of catch? Imagine it with a lump of clay." Explain what tossing a lump of clay implies.




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## READING AND VIEWING

### Section A Read and complete the tasks.

**Task 1.** While communicating, we convey our thoughts through many nonverbal channels, such as gaze. Read the passage and choose the best word or phrase for each blank.

#### Your Gaze Makes You Irresistible

When a woman walks into a crowded room, what her eyes do in the first moments may determine how attractive she is to any man meeting

her gaze. If she turns her eyes (1) \_\_\_\_\_ toward a particular man, he immediately rates her as more physically attractive, new research shows. If she glances at him but then turns her eyes away, that same man will rate her as much as less attractive. Our impressions of others are influenced by these simple, (2) \_\_\_\_\_ clues — and we are not objective in our judgment. That could mean that a man rates a woman as less attractive when she changes her gaze because he's feeling (3) \_\_\_\_\_.



Psychologists believe that the first thing you can do to (4) \_\_\_\_\_ a relationship is simply look at the other person, especially when listening to him. In fact, there's evidence that when someone looks at us, it's physiologically arousing, and there are these brain regions that get more engaged.

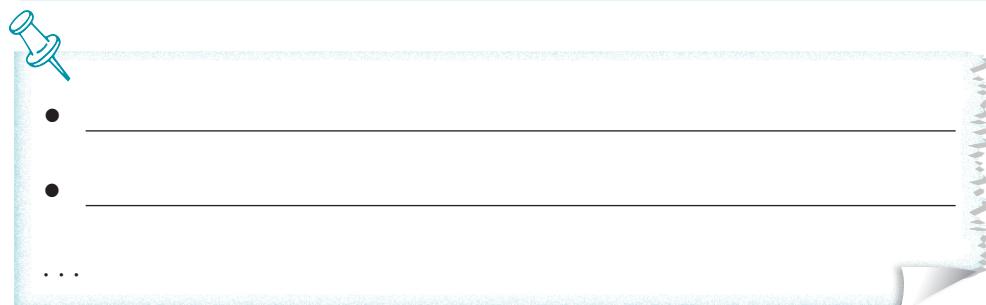
In a recent study, researchers had 43 college undergraduates (24 women, 19 men) sit before a computer screen and view a series of faces of fashion models. The (5) \_\_\_\_\_ were computer-enhanced, so that they appeared to slowly turn their gaze toward, or away from, the viewer. In the first experiment, the researcher asked the participants to rate the (6) \_\_\_\_\_ attractiveness of the models on their screen as they turned toward or away from them. Male participants rated models who changed their gaze as (7) \_\_\_\_\_, while models who turned their eyes toward them got much higher marks. But for (8) \_\_\_\_\_ participants, ratings of attractiveness for the models were not affected by direction of gaze.

What is sure is that gaze matters. The most charming individuals use (9) \_\_\_\_\_ to their advantage. They set their gaze on you, changing its direction only occasionally and at proper (10) \_\_\_\_\_, because holding a gaze too long can also signal hostility. The result? They make you feel like you're the most important thing to them at that particular moment.

- |                    |                    |                |              |
|--------------------|--------------------|----------------|--------------|
| ( ) 1. A. casually | B. deliberately    | C. carefully   | D. horribly  |
| ( ) 2. A. obvious  | B. visual          | C. nonverbal   | D. mental    |
| ( ) 3. A. confused | B. satisfied       | C. rejected    | D. thrilled  |
| ( ) 4. A. abandon  | B. maintain        | C. seize       | D. establish |
| ( ) 5. A. images   | B. participants    |                |              |
|                    | C. messages        | D. researchers |              |
| ( ) 6. A. physical | B. chemical        | C. mental      | D. general   |
| ( ) 7. A. prettier | B. less beautiful  |                |              |
|                    | C. more attractive | D. lower       |              |

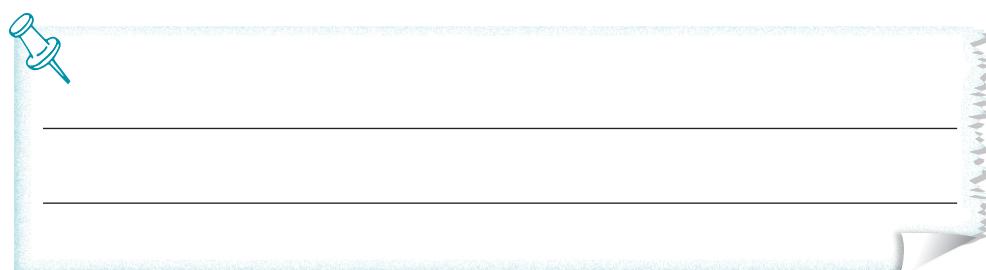
- ( ) 8. A. young      B. female      C. elderly      D. other  
 ( ) 9. A. body language      B. personal charm  
       C. high intelligence      D. eye contact  
 ( ) 10. A. hesitations      B. pauses      C. intervals      D. moments

**Task 2.** Read the passage again and find out the effect(s) of gaze on communicators.



- \_\_\_\_\_
- \_\_\_\_\_
- ... \_\_\_\_\_

**Task 3.** Apart from gaze, can you name some other nonverbal communication channels? Comment on their effect(s) on communicators.



\_\_\_\_\_

\_\_\_\_\_

## Section B Read and complete the tasks.

**Task 1.** Why do people use block capitals in their emails? Read and then answer the questions.

Do you use block capitals a lot in emails?  
 If you do, be careful, or you could lose your job. Just as Liz Jones did.

Ms Jones from New Zealand used to work in the Human Resources department of a large company. Just recently, she lost her job. Her employers claim that her emails, which



were often full of BLOCK CAPITALS, were "confrontational." They also said the emails were upsetting staff. During the trial for unfair dismissal, extracts from the emails were read out. They included the following, "TO ENSURE YOUR STAFF CLAIM IS PROCESSED AND PAID, PLEASE FOLLOW THE CHECKLIST BELOW." Some of the emails also had phrases in bold or red. But are capital letters so offensive? Some people think so.

"Many people use capitals to demonstrate their anger," explained Nigella Marston, a writing expert. "Ultimately, it is a way of shouting. Anyone who has ever received an email full of capitals may understand the problem." So, what should you do if you're angry and you need to send an email? "The thing with emails is that they're so easy to write and send," Ms Marston explained. "In the past, 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. My advice is to write the email in a Word document (not in an actual email — just in case you send it by mistake), and then to leave it. The following day, you can read it over and decide whether it really is a good idea to send it." So, the next time you're angry, DON'T JUST HIT THE CAPS KEY and send. Stop and think! And then send!

1. Why does the author use the case of Ms Jones?

- 
2. Which does the author prefer, writing emails or letters? Underline the clues to your answer in the passage.
- 

**Task 2.** In writing a letter or an email in Chinese, what do people do to highlight their expressions? Give an example.

## Section C Read and complete the tasks.

Notes

Task 1. What are the people in the picture most probably doing? How do they communicate with the people around them? Find a suitable word/phrase to name the event.



Task 2. Read the passage and answer the questions.

A giant pillow fight in the street. Spontaneous dancing in a shopping centre. These are just a few examples of flash mobs. But what are they?

Basically, a flash mob is a large group of people who get together in a public place, do something unusual for a short period of time, then disappear. Flash mobs are usually organised through the Internet, and they take place in locations such as train stations, city parks and shopping centres. Sometimes they happen for a specific reason, but often they're just for fun. Here's an example of how they work.

Time: 9:28 am. Place: Piccadilly Circus Underground Station in London. Something's about to happen. A middle-aged couple are standing near a ticket machine. They know about it. A young man is reading a newspaper. He knows about it. A teenage girl is talking on her mobile phone. She knows about it. A couple of tourists are buying a ticket. They don't know about it.

Then it happens. Loud music starts to play and two people walk to the middle of the ticket hall. They stop, then begin to dance. More people come to the centre and join them. Before long, there are twenty dancers. Then fifty. Michael Jackson's *Thriller* is playing. They all move in perfect time, swinging their bodies to the left and right. Finally, they throw their jackets to the floor. They're all wearing a black T-shirt promoting a local dance festival. The crowd cheers, but three minutes later it's all over and the station is back to normal ... as if nothing had ever happened.

Flash mobs have taken place all over the world. In 2008, over 5,000 people met in San Francisco to have a pillow fight. They weren't advertising anything. They just wanted to hit each other with pillows.

In January 2008, at New York's Grand Central Station, several hundred people decided to play statues. At 2:30 pm, they stopped moving. Some were tying their shoelaces. Others were looking at their watches. They stood still for five minutes. An astonished station worker tried to drive his maintenance vehicle around them but without success. Then, when the time was up, the participants just walked away.

So, what do you think of flash mobs? Are they a fascinating social experiment, or a complete waste of time? Whatever your opinion, next time you're waiting in a busy public place, make sure you've got your camera ready. There might just be a flash mob!

1. According to the passage, who are usually the participants of a flash mob?

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2. Where do flash mobs take place? How long do they last?

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3. Why does the author mention a middle-aged couple, a young man, a teenage girl and a couple of tourists in paragraph 3?

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4. Extract the features of flash mobs and describe them in your own words.

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**Task 3.** Suppose your school is promoting a forthcoming reading festival. You and your classmates want to organise a flash mob to arouse everyone's interest in the event. Do you know what steps should be followed? Do some research to find out.

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## INTEGRATED TASKS

Notes

 **Section A** Watch the video clip. In groups, take turns to interpret the English subtitles into Chinese.

**Section B** Read and complete the tasks.

Task 1. Read aloud the first paragraph and predict what the passage is mainly about, and then read the rest of the passage to check your prediction. Write your prediction in one sentence.

"Thank you" is a very polite thing to say when you are given something, and this is particularly important when receiving an award at a prestigious ceremony. But if you're one of the lucky winners, "thank you" is just the start of the most important acceptance speech of your life.

Film, TV and music award ceremonies are all about the acceptance speeches — they are an art form in their own right. They are a chance for an actor or performer to publicly thank people who've helped them.



Speeches are also used as a platform to make a political statement or just to raise someone's profile — so it's important to get the words right. And these words must be delivered in a short amount of time.

When the clock is ticking, it's hard to say everything you want. Weeping can waste time; bumbling costs valuable seconds. Experts in the field say it's important to be personable, heartfelt and to speak like you're talking to a friend.

You would expect an actor to be eloquent and able to perform on stage in front of an audience. But for others, such as sports people, it can be more awkward.

Preparation is crucial. It's important to make notes that remind you to thank people, say some words of wisdom, and win over the audience. But if you've got nothing to say, accept your award graciously and then get off stage before the music starts playing again — just remember to say "thank you"!

Task 2. The following examples are taken from the passage. Put them back to the appropriate places.

- A. When Japan's Naomi Osaka won this year's Australian Open final, she said "Sorry, public speaking isn't my strong point so I hope I can get through this ... I read notes before this, but I still forgot what I was meant to say."
- B. For example, at this year's Oscars, nominees have only 90 seconds from finding out they've won to finishing their speech. John Bailey, president of the Academy, has told them they should "get up there and keep speeches brief."
- C. At the 2019 Golden Globes, Olivia Colman was named the best actress for her role as Queen Anne in *The Favourite* and gave an endearingly excited speech that ended with her holding up her trophy and sending a message to her family: "Ed and the kids — look! Yay!"

Task 3. In paragraph 2, the author also intends to cite an example. Help the author to add a concrete example.

---

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Task 4. Summarise the passage with the fewest possible words.



## EXTENDED READING

### Notes

#### Pre-reading questions:

How much do you know about the varieties of English globally?

Which one do you find easier to understand, Column A or Column B? Why?

A	B
1. nephew	1. the son of my brother
2. My mobile phone rang and scared the hell out of one of the toddlers.	2. Suddenly my cellular rang and scared the younger child very much.
3. When we went to Paris, we took a nice little hotel not far from the main shopping area so that we would not have too far to carry our purchases.	3. We went to Paris, and we found a nice little hotel. It was near the main shopping area. That way, we would not have too far to carry our purchases.

### Globish: The Second English Language

"It may not be the most beautiful of tongues, but in this day and age, it's indispensable," says Jean-Paul Nerriere.

Nerriere is a retired French businessman who made an interesting discovery. Throughout his career, he conducted a lot of international business and realised he had an easier time talking to non-native English speakers than he did with actual business colleagues from England. And that's why Nerriere invented "Globish."

"Globish" is essentially a very basic version of English. It only has 1,500 words and its users must avoid humour, metaphor<sup>①</sup>, abbreviation<sup>②</sup> and anything else that can cause cross-cultural confusion. It has been invented for the practical purpose of communicating between cultures in a primitive, yet clear way.

① n. a word or phrase used to describe sb/sth else, in a way that is different from its normal use, in order to show that the two things have the same qualities.

② n. a short form of a word, etc.

□ "It's not a language, it's a tool," he says. "A language is the vehicle of a culture. 'Globish' doesn't want to be that at all. It's only a means of communication." In the business world, there are more and more non-native English speakers that must communicate in English but just don't have the level. For them, it's much easier to learn Globish than it is to learn English.

③ v. giving help or support to the main group of workers

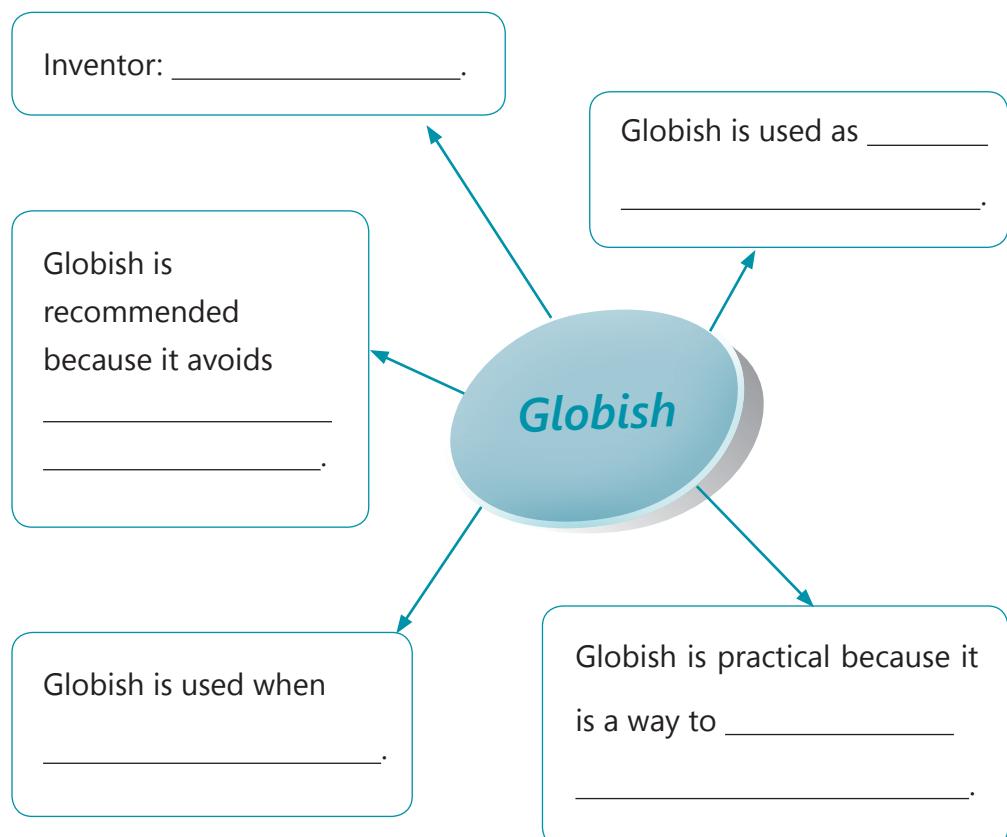
④ Esperanto is an artificial language that was created in 1887 by a Polish doctor, Ludwik Lejzer Zamenhof. The word means "one who hopes." It was created as a universal language with the hope of improving peace and international relations. Many of the sounds and words are based on Latin, Romance, and Germanic languages. Today, it is the most widely-spoken constructed language in the world.

"Globish" is similar to another auxiliary<sup>③</sup> language, Esperanto<sup>④</sup>. The goal of Esperanto is to create a flexible language that can be spoken freely across cultures to promote international understanding.

But is it a good idea? Surely there's more to a language than just being able to say what you need. More importantly, if all non-native speakers learn "Globish," how is that going to affect native English speakers?

### Food for thought

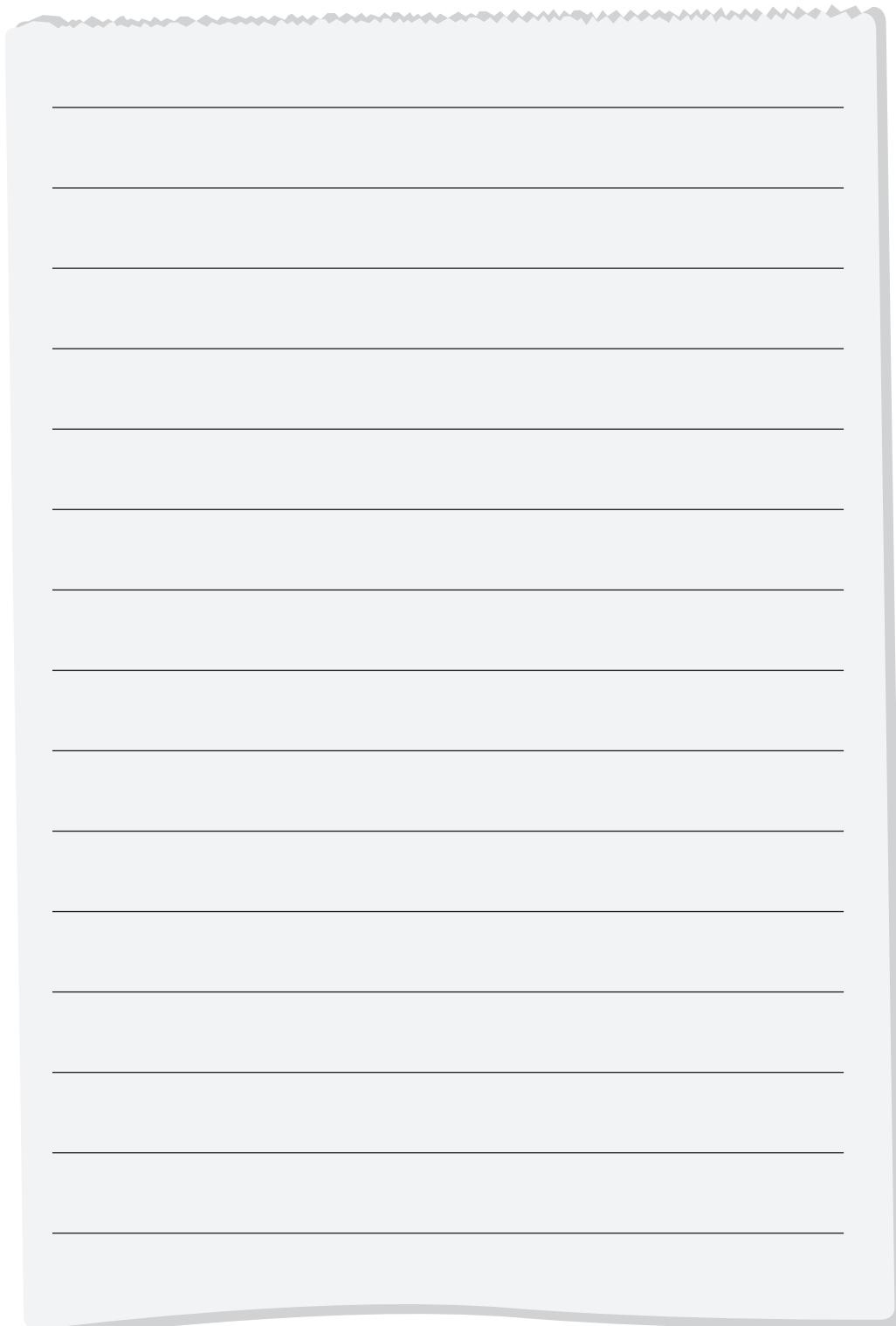
Find out information about Globish to fill in the blanks.



## Challenge

The author raises a question at the end of the passage. What is your answer to it? Write an essay to express your view(s).

## Notes



This section provides a large, blank area for writing responses to the challenge question. The area is styled to resemble a sheet of lined notebook paper.



# UNIT 2 Learning about Trade and Economy

## GRAMMAR IN USE

Task 1. How much do you know about the history of money? Read the first part of the passage and fill in the blanks with the proper forms of the given words to make it coherent and grammatically correct.

### The History of Money

#### The transition from bartering to currency

Money — in some way, shape or form — has been part of human history for at least the last 3,000 years. Before that time, historians generally agree that a system of bartering was likely used.

Bartering was a direct trade of goods and services. For example, a farmer might exchange a bag of wheat for a pair of shoes from a shoemaker. However, these arrangements took time. To exchange an axe as part of an agreement in which the other party was supposed to kill a large elephant, you had to find someone (1) \_\_\_\_\_ (think) an axe was a fair trade for having to cut down the 12-foot tusks of an elephant. Should this not work, you would have to alter the deal until someone agreed to the terms.

Slowly, a type of currency (2) \_\_\_\_\_ (involve) easily-traded items like animal skins, salt, and weapons developed over the centuries. These traded goods served as the medium of exchange. This system of trading spread across the world and still survives today.

#### Chinese created object that resembles modern-day coin

Sometime around 770 BCE, the Chinese were believed (3) \_\_\_\_\_ (move) from using actual usable objects — such as tools and weapons — as a medium of exchange to using small-size copies of these same objects (4) \_\_\_\_\_ (cast) in bronze. Because nobody wants to reach into their pocket and have his or her hand (5) \_\_\_\_\_ (push) into by a sharp arrow, these tiny knives and spades were eventually abandoned for objects in the shape of a circle due to impracticability. These objects became some of the first coins.

Task 2. What is the origin of the first official currency? Continue reading the passage and combine or rewrite the underlined sentences with non-finite verbs. One example is given.

### First official currency

(0) In 600 BCE, Lydia's King Alyattes produced the first official currency. The coins were made from a mixture of silver and gold. In the streets of Sardis, before the first official currency was produced, a clay jar might cost you two owls and a snake. (1) Lydia's currency helped the country to increase both its internal and external trading systems, which made it one of the richest empires in Asia Minor.



(0) In 600 BCE, Lydia's King Alyattes produced the first official currency made from a mixture of silver and gold.

### Transition to paper currency

Around 700 BCE, the Chinese moved from coins to paper money. By the time Marco Polo, who travelled through Asia along the Silk Road, visited China in approximately 1271 CE, the emperor of China had a good handle on both the money supply and various *denominations* (面额).

Parts of Europe were still using metal coins as their sole form of currency all the way up to the 16th century. (2) Europeans were helped by their colonial efforts. They were provided with new sources of precious metals for producing a greater quantity of coins.

(1)

(2)

However, banks eventually started using paper banknotes that depositors and borrowers can carry around in place of metal coins. These notes could be taken to the bank at any time and exchanged for their face value in metal — usually silver or gold — coins. (3) This paper money could be used to buy goods and services. In this way, it operated much as currency does today in the modern world. However, it was issued by banks and private institutions, not the government, which is now responsible for issuing currency in most countries.

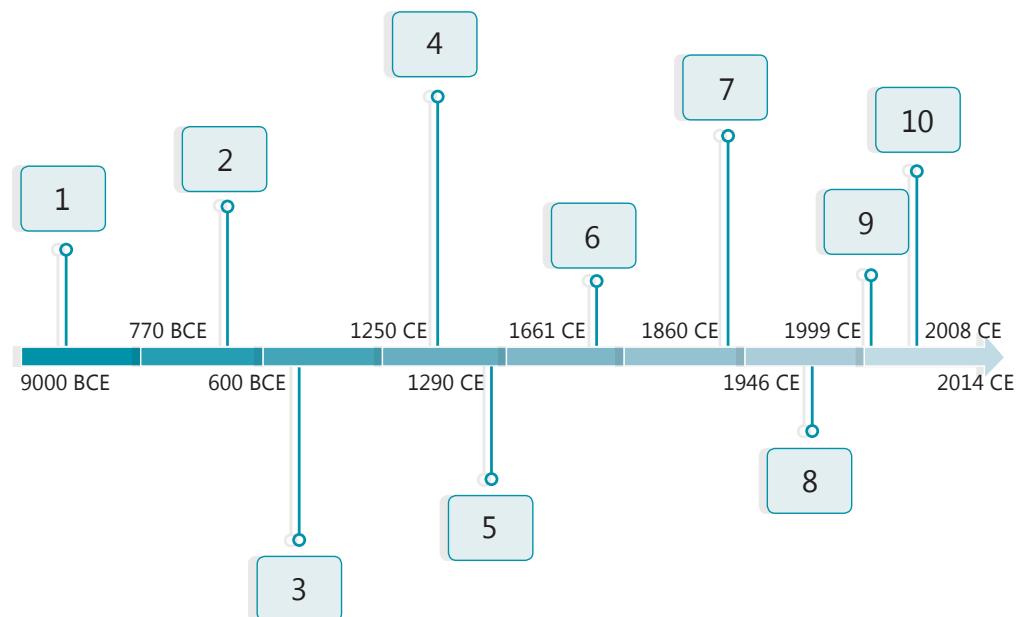
(3)

### Virtual currency

Virtual currencies are operated by a decentralised authority, unlike currencies that the government issues. (4) Virtual currencies have no physical coinage. They offer the promise of lower transaction fees than traditional online payment mechanisms.

(4)

Task 3. The following is the timeline indicating the development of money. Read the passage and complete the timeline below. Write your answer in the blanks.



1. bartering
2. \_\_\_\_\_
3. \_\_\_\_\_
4. Florin, a kind of gold coin
5. \_\_\_\_\_
6. \_\_\_\_\_
7. electronic fund transfer via telegram
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

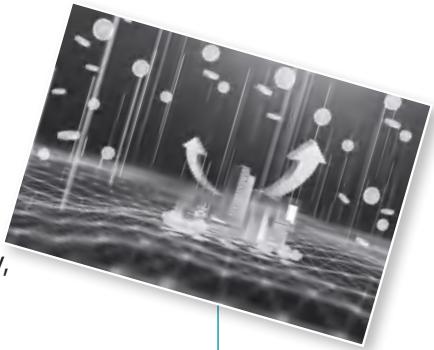
## VOCABULARY FOCUS

Task 1. Read the passage about the definition of economy. Complete it by using the words/phrases in the box. Each word/phrase can be used only once. Note that there are two words/phrases more than you need.

contributing to pace	distributing struggling	energy consumption supply and demand	measure thriving
unavailable	undesirable	wealth and property	

## What Is Economy?

Economists say economics is the study of scarcity. That's because resources, such as workers, land, and raw materials, are limited — while the demand for them is infinite. Basically, we always want more.



So the textbook answer is that an economy is a system for (1) \_\_\_\_\_ scarce resources. And when we talk about "the economy," we usually mean the economy in a country.

In some countries, the government chooses what to produce, how much and for whom. In others, it is determined by what people want to buy, and how much businesses can provide, namely, (2) \_\_\_\_\_.

### What is your role in the economy?

The economy can seem hard to pin down, but we all shape it through our choices. You are (3) \_\_\_\_\_ it every time you buy something or go to work. And it also has an impact if you choose to spend or work less. What everyone does with their money can determine how the economy is doing.

### How can you tell if the economy is doing well or badly?

People use many expressions to describe the economy. They say it is healthy, (4) \_\_\_\_\_ or in a good place. In bad times, it is weak, (5) \_\_\_\_\_ and depressed.

### Four things give you an idea of how the economy is doing:

GDP — or economic growth. This is a(n) (6) \_\_\_\_\_ of all the goods and services produced in a country over a period of time, for example, a year. An increase means the economy is growing.

Inflation — the (7) \_\_\_\_\_ at which prices in shops rise. The government considers anything above or below 2% (8) \_\_\_\_\_.

Unemployment — how many people want to work but can't find a job. The fewer, the better.

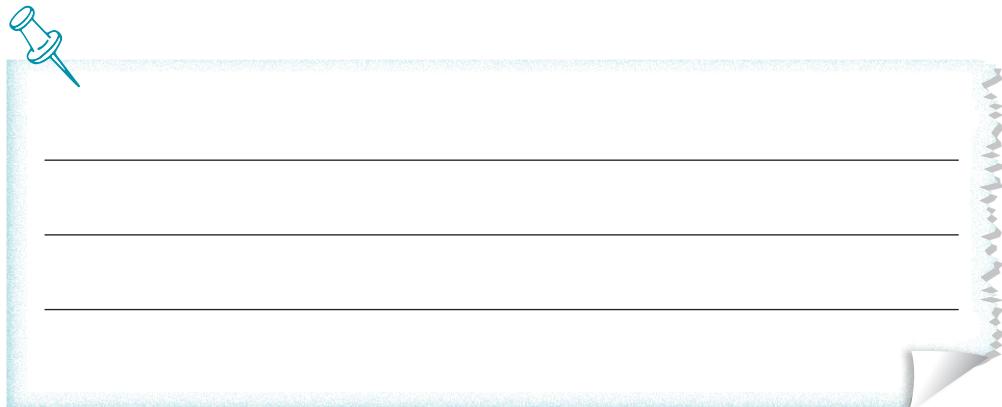
Inequality — how a country's (9) \_\_\_\_\_ is distributed. Economists tend to see high inequality as a sign of an "unhealthy" economy.

□ Task 2. Based on the definition of economic activities, give examples to show how humans get involved in the production, distribution and consumption of goods and services. Use the words/phrases in this unit if necessary. The given example is for reference.

- Definition: Economic activities are activities of, relating to, or based on the production, distribution, and consumption of goods and services.

**Example:**

*One kind of economic activities are those of consuming services. When we walk, it is not an economic activity; but when we take a bus, it is an economic activity. This is because it involves the **consumption** of services by paying to satisfy our need.*



## LISTENING AND VIEWING

### Section A Listen and complete the tasks.

#### Word Bank

span /spæn/ *vt.* 跨越；持续

undertaking /,ʌndə'teɪkɪŋ/ *n.* 事业

navigate /'naevɪgeɪt/ *vt.* 航行；航海

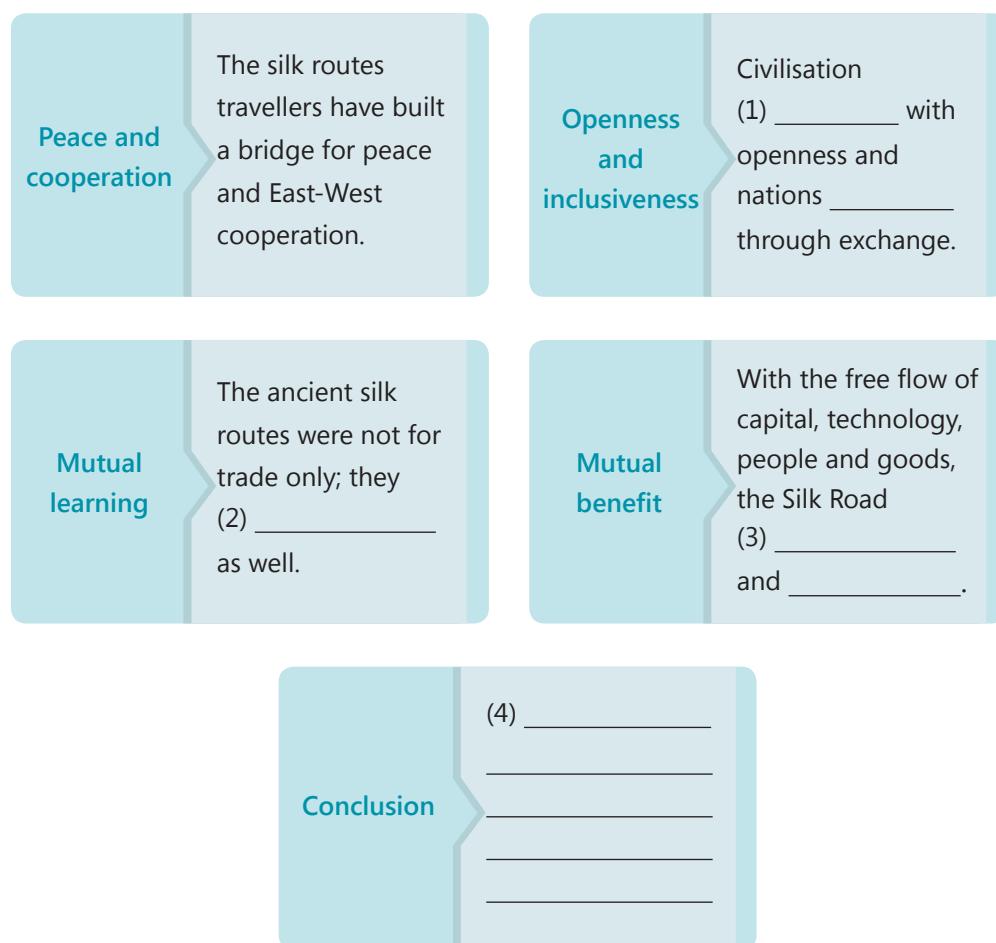


Task 1. Listen to the first part of the speech and complete the definitions.

The Silk Road Economic Belt, opened by our ancestors over 2,000 years ago, connected \_\_\_\_\_.

The 21st Century Maritime Silk Road, also known as \_\_\_\_\_, links \_\_\_\_\_, where our ancestors created sea routes by \_\_\_\_\_.

Task 2. Listen to the second part of the speech and complete the chart.



 **Section B** Watch the video clip and complete the tasks.

**Word Bank**

porcelain /'pɔ:səlɪn/ *n.* 瓷；瓷器

savvy /'sævi/ *adj.* 聪慧的；具有实际知识的

incarnation /,ɪnkɑ:'neɪʃn/ *n.* 化身；典型

crack /kræk/ *n.* 尝试

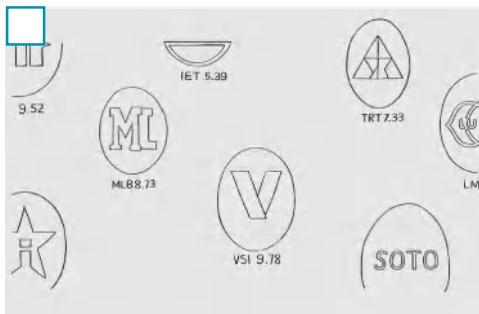
fluctuate /'flʌktʃueɪt/ *vi.* 波动

**Task 1.** Watch the video clip and then match the following pictures with the corresponding statements. One example is given.

- A. Going on these voyages wasn't cheap.
- B. Hundreds of ships were employed to trade gold, porcelain, spices, and silks around the globe.
- C. Companies have been collecting funds from willing investors to support all kinds of businesses.
- D. The stock market has schools, careers, and even whole television channels dedicated to understanding it.
- E. The company turned to private citizens and exchanged a share of the ship's profits for their investment in the trip.
- F. The companies sold shares in coffee houses and shipping ports across the continent and unknowingly invented the world's first stock market.



**Notes**



Task 2. Watch the video clip for the second time and complete the statements.

1. The pie the person is holding refers to \_\_\_\_\_.



2. Describe a series of pictures and explain why people's pies are changing in size.



Description:

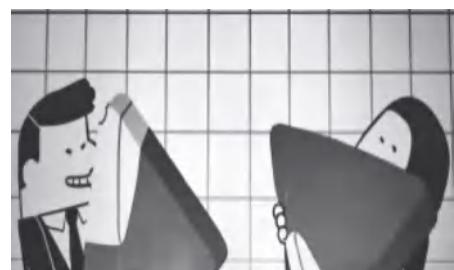
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Reason(s):

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Description:

Reason(s):



Description:

Reason(s):

Task 3. Watch the video clip for the third time. Complete the following notes and discuss in groups to decide the most influential factor. State your reasons for your decision.



- The (1) \_\_\_\_\_ price of materials
- Changes in production technology
- The (2) \_\_\_\_\_ costs of labour
- Changes in leadership
- (3) \_\_\_\_\_
- New laws and trade policies

The most influential factor that decides the see-saw of supply and demand of stock: \_\_\_\_\_

Reason(s):

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## READING AND VIEWING

### Notes

Task 1. Read the sentences and predict whether the following statements are true or false. Then read the passage, check and correct the false statements if any.

1. A business buying new equipment and a construction company building houses are examples of spending. (true / false)
- 

2. If a large chunk of the Amazon rainforest was cut down in one week, then you'd get a sharp rise in GDP from the sales of wood, which would make a country better off. (true / false)
- 

3. As there are three ways to estimate GDP, they will give you enough data to build a picture of the economy that is 100% complete. (true / false)
- 

4. Caring for an elderly has a lot of value but it is not captured in GDP because there is no money passed from hand to hand. (true / false)
- 

5. If GDP rises, it does not necessarily mean the average income per person will also rise. (true / false)
- 

The majority of people are familiar with the concept of GDP, which measures the size of a country's economy.



#### What is GDP?

Gross domestic product, or GDP, is a measure of the size and health of a country's economy over a period of time. It is also used to compare the size of different economies at a different point in time.

#### How is GDP calculated?

To measure GDP each quarter, the Office for National Statistics (UK)

collects data from thousands of companies. And to complicate matters, there are three ways to measure GDP. You can calculate it by adding up, for everyone in the country:

- the total value of goods and services (output) produced;
- everyone's income;
- or what everyone in the country has spent.

These are three ways to estimate the same thing. You get different figures depending on which method you use because there's never enough data to build a picture of the economy that is 100% complete.

The last measure, total spending, is perhaps the most familiar and can be broken down as:

Household spending forms the biggest part, accounting for about two thirds of GDP. Meanwhile, a business buying new equipment or a construction company building houses is an example of investment.

When you hear talk of a country's "output," "expenditure" or "income," these are all ways to measure GDP.

When GDP goes up, the economy is growing — people are spending more, and businesses may be expanding.

For this reason, economic growth or simply "growth" is a key measure of the overall strength of the economy.

### What is not captured in GDP statistics?

GDP growth, however, is not the whole story when weighing how well economies are doing.

To begin with, some things have a lot of value but are not captured in GDP because no money changes hands. Caring for an elderly relative would be one example of this.

GDP also doesn't tell us anything about how evenly income is split across the population. Growth could mean everyone becoming better off or just the richest getting even richer. In practice it usually lies somewhere between the two.

Next, it helps to bear in mind changes in the size of the population. If UK GDP rose by 2% next year, but the population grew by 4%, then average income per person would actually have fallen.

Finally, there are things which raise GDP that don't make the country better off. If a large chunk of the rainforest were cut down in one week, then you'd get a sharp rise in GDP from the sales of wood but at a huge

environmental cost.

### What are wider measures of well-being?

Because GDP is only one measure of the health of the economy, data on broader measures of personal and societal well-being are also collected.

These include things like health, relationships, education, and skills, what we do, where we live, our finances and the environment.

Other organisations look at other indicators of well-being and happiness. One organisation, for instance, gives a measure of how well nations are doing at achieving long, happy, and sustainable lives.

Task 2. The farm paid \$20 for each tree the farm worker planted, and the farm worker received \$20 as a seller of labour, and the total GDP only increased by \$20. Why is that? Use what you have learned in the passage for your explanation.

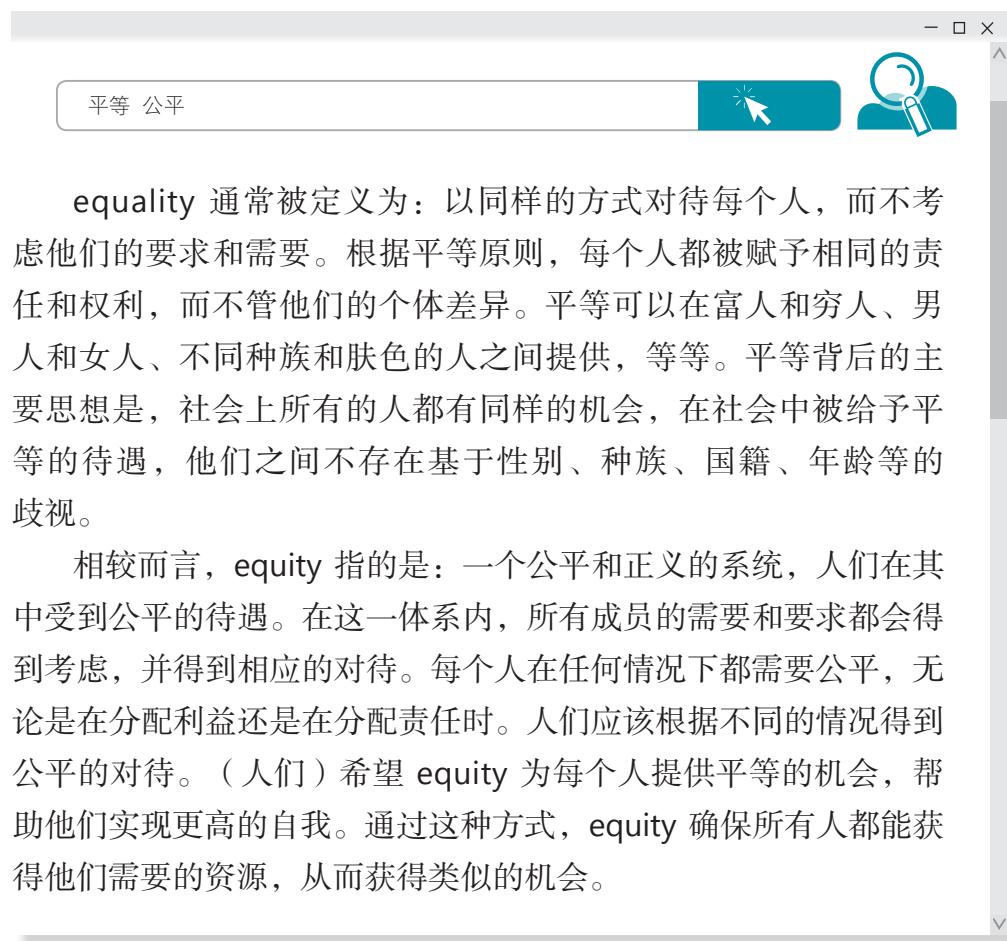


Task 3. GDP measures the health of an economy, but it is not always a good indicator of the well-being of a country. Do some research to find out why. Write your reasons below.



## INTEGRATED TASKS

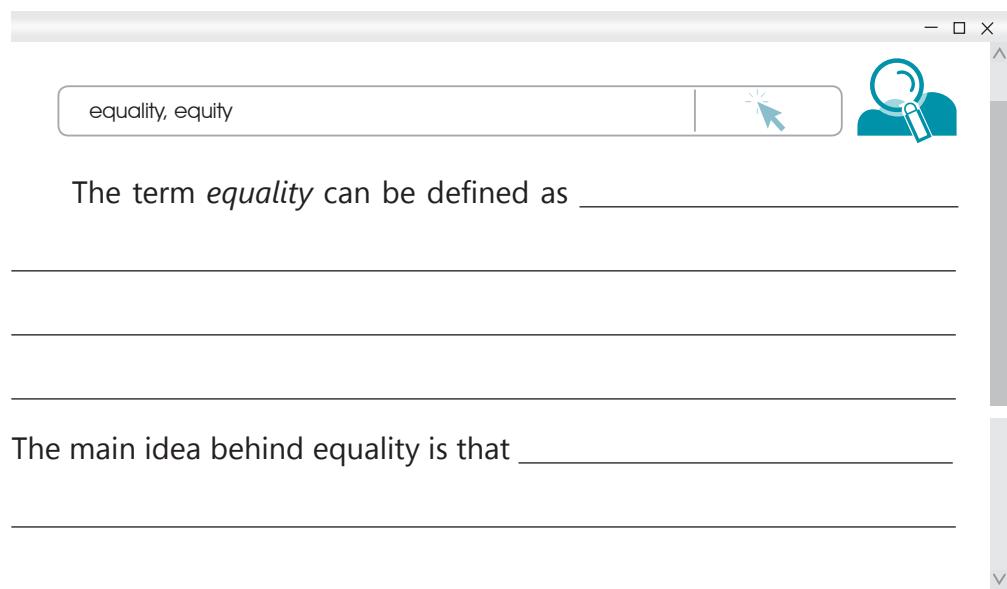
Task 1. To explain the terms of *equality* and *equity*, your classmate Molly posted their Chinese definitions on the school learning platform. Help her translate them into English.



The screenshot shows a digital interface with a search bar at the top containing the Chinese characters '平等 公平'. To the right of the search bar is a magnifying glass icon with a pencil, indicating a search or translation function. The main area contains two paragraphs of text in Chinese. The first paragraph discusses 'equality' as treating everyone the same way regardless of individual needs. The second paragraph discusses 'equity' as a fair and just system where all members' needs are considered and met.

**equality** 通常被定义为：以同样的方式对待每个人，而不考虑他们的要求和需要。根据平等原则，每个人都被赋予相同的责任和权利，而不管他们的个体差异。平等可以在富人和穷人、男人和女人、不同种族和肤色的人之间提供，等等。平等背后的主要思想是，社会上所有的人都有同样的机会，在社会中被给予平等的待遇，他们之间不存在基于性别、种族、国籍、年龄等的歧视。

相较而言，**equity** 指的是：一个公平和正义的系统，人们在其中受到公平的待遇。在这一体系内，所有成员的需要和要求都会得到考虑，并得到相应的对待。每个人在任何情况下都需要公平，无论是在分配利益还是在分配责任时。人们应该根据不同的情况得到公平的对待。（人们）希望 **equity** 为每个人提供平等的机会，帮助他们实现更高的自我。通过这种方式，**equity** 确保所有人都能获得他们需要的资源，从而获得类似的机会。



The screenshot shows a digital interface with a search bar at the top containing the English words 'equality, equity'. To the right of the search bar is a magnifying glass icon with a pencil. Below the search bar, there is a text input field with the placeholder 'The term *equality* can be defined as \_\_\_\_\_'. There are three horizontal lines for writing the definition. At the bottom, there is another text input field with the placeholder 'The main idea behind equality is that \_\_\_\_\_' and two horizontal lines for writing the main idea.

The term *equality* can be defined as \_\_\_\_\_

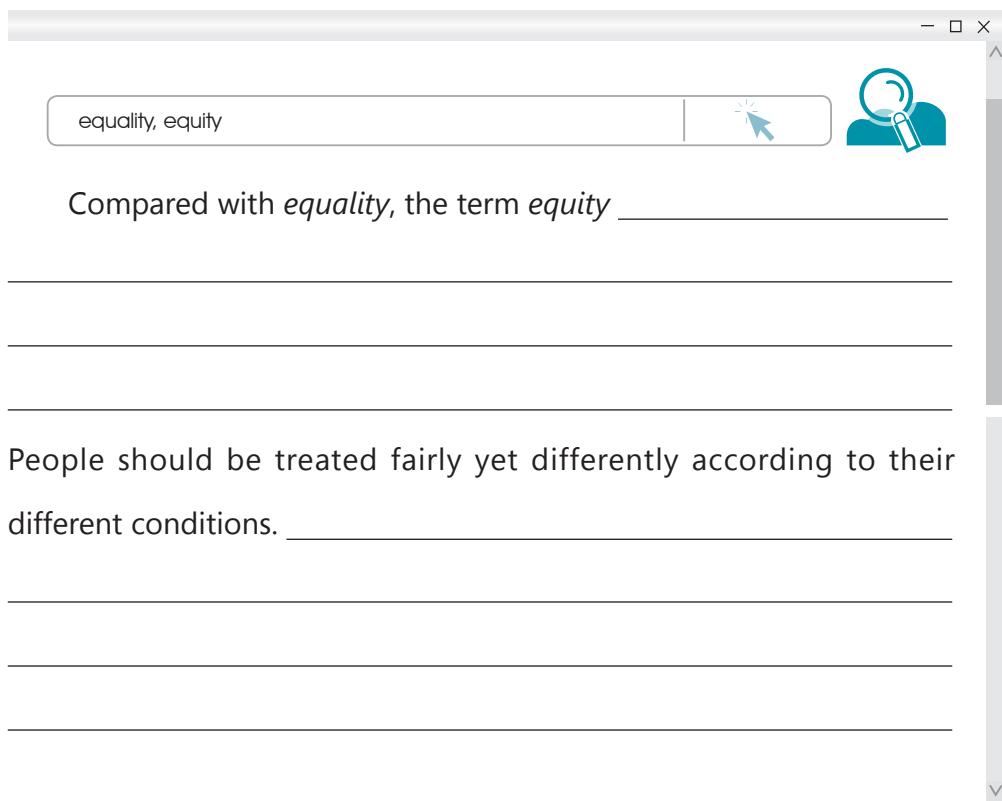
\_\_\_\_\_

\_\_\_\_\_

The main idea behind equality is that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Compared with *equality*, the term *equity* \_\_\_\_\_

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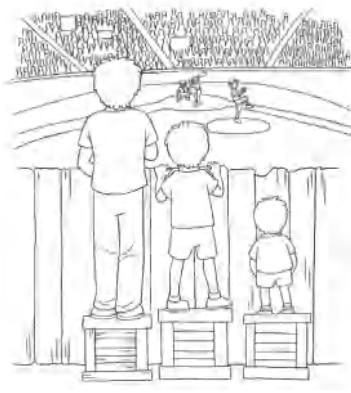
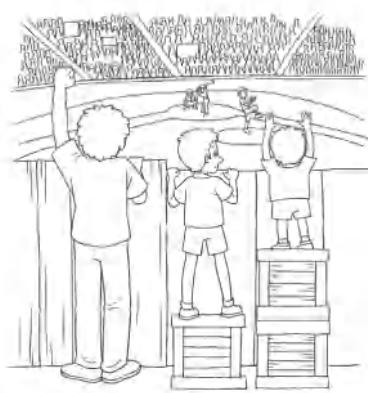
People should be treated fairly yet differently according to their different conditions. \_\_\_\_\_

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Task 2. According to Molly's definitions, match *equality* and *equity* with the corresponding pictures. State the reason(s) for your matching.



My reason(s):

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Task 3. Your classmate Nate has also found some information about *equality* and *equity*. Read the passage and decide which is appropriate in the context, *equality* or *equity*?

## Economic \_\_\_\_\_

Economic \_\_\_\_\_ is a condition in which the resources, tax structures, and available assets associated with the economy of a country or even a specific region within a country are considered to be balanced and allow consumers to participate in the economy without experiencing any real financial hardship. The general idea of this type of \_\_\_\_\_ is that there are enough resources to go around, the tax liability carried by individuals and businesses is not considered to be particularly burdensome for anyone, and it is possible to acquire goods and services without creating a great deal of financial stress.

There is some difference of opinion regarding exactly how an economic \_\_\_\_\_ emerges within a given economy. One school of thought holds that the prices of goods and services remain somewhat static and are not subject to change based on availability and differences in the standard of living in different regions. With this approach, the cost is the same for all consumers, regardless of income level. At the same time, taxes are also similar for everyone in the area, and access to assets is sufficient for everyone to enjoy an equitable standard of living.

A slightly different understanding of economic \_\_\_\_\_ focuses more on the ability of consumers to pay taxes and access to resources that is in keeping with individual income levels. With this application, pricing for goods and services may vary somewhat, but remain at levels that households can afford to pay without creating undue financial stress on the budget. With this approach, the focus is more on creating a structure in which those who can afford to pay more for taxes or resources do so, while those who have less income are still able to obtain that which they need without hardship.

The concept of economic \_\_\_\_\_ calls for allocating taxes, assets, and resources in a manner that is considered fair and just for everyone involved in the economy. To this end, it is not unusual for governments

to implement various financial strategies to control the movement of the economy and provide a greater degree of equity for everyone concerned. While it is possible to obtain short periods in which economic \_\_\_\_\_ exists, maintaining this type of equity over the long term can be extremely difficult.

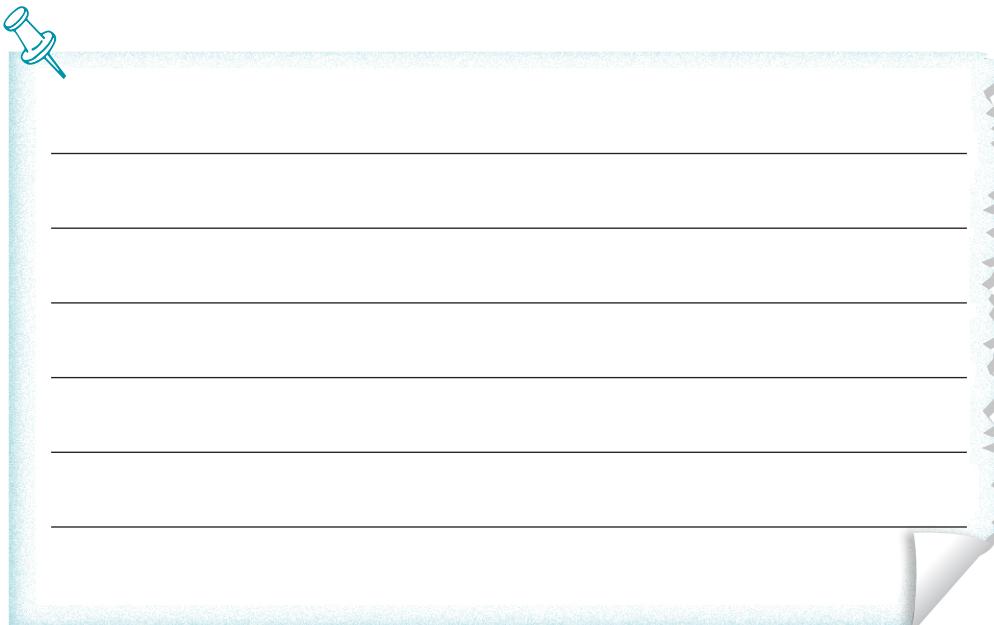
Below is Nate's notes. Complete the notes with information from the passage.

Problem \_\_\_\_\_

Solutions \_\_\_\_\_

Evaluation \_\_\_\_\_

Task 4. Write a summary of the passage based on the notes from Task 3.



## EXTENDED READING



### Pre-reading questions:

What are the common types of virtual money? What is the use of virtual money in our daily life?

## Virtual Money?

Central bank digital currencies would transform the global monetary and financial systems.

From big data, artificial intelligence to cryptography<sup>①</sup>, rapid advances in financial technologies are generating a dazzling<sup>②</sup> array<sup>③</sup> of new financial products and services, changing how we make payments, manage our wealth and process financial information. The world may now be approaching a historic turning point where the basic forms of money are reshaped.

The 2008 global financial crisis and the subsequent unconventional monetary policies cast doubts on the credibility of existing *fiat currencies* (法定货币) and their supporting banking institutions. The erosion<sup>④</sup> of trust in the current global monetary environment has stimulated the rapid development of private cryptocurrencies. More than 1,000 cryptocurrencies of various types have mushroomed around the world.

However, operating outside the supervision of central banks, cryptocurrencies are prone to<sup>⑤</sup> illegal activities such as money laundering<sup>⑥</sup>. 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.

Despite these weaknesses, the underlying financial technologies for cryptocurrencies are rapidly evolving. It is possible that more sophisticated forms of cryptocurrencies will emerge in the future, eventually challenging the dominance of traditional financial institutions. The best response for central banks to such potential competition would be to run effective

① n. *a type of digital currency*

② adj. *very impressive or beautiful*

③ n. *an orderly arrangement*

④ n. *a gradual decline of sth*

⑤ having a tendency (to)

⑥ concealing the source of illegally gotten money

monetary policy while being open to fresh ideas and new demands as economies evolve.

In this context, central banks issuing digital currencies would be an important financial innovation. While taking advantage of new digital financial technologies, a central bank digital currency would be issued by the state and backed and regulated by the public authorities. They still operate under the supervision and safeguards of central banks, thus preventing illegal activities with the stronger capability of the central bank to track transactions.

Many central banks have started to explore the possibility of developing digital currencies. A survey last year shows that some 70 percent of the responding central banks were engaged in or would soon start digital currency work. As early as 2014, China started research on the feasibility of introducing a central bank digital currency while strengthening regulations on cryptocurrencies. The central banks of some European countries have joined forces to assess the potential cases for central bank digital currencies.

If the trials of the central bank digital currency prove successful, 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.

#### Food for thought

1. Why did cryptocurrencies appear?

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2. What are the weaknesses of cryptocurrencies?

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3. What is the future challenge for central banks?

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4. What are the strengths of digital currencies issued by central banks?

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## Challenge

What are the differences between virtual money and traditional money?

Work in groups of 4 or 5 people and conduct a debate between the groups on the topic: Virtual money will/will not replace traditional money. You can search the Internet for relevant information. The following table is for your reference.

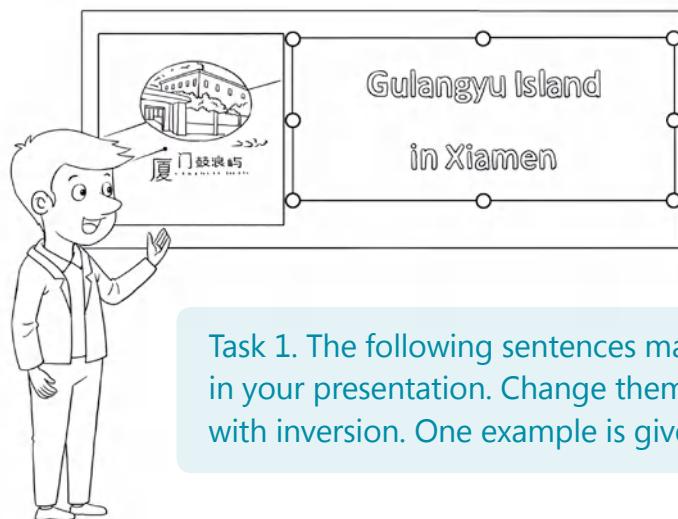
	<b>Virtual money</b>	<b>Real money</b>
Convenience		
Decentralisation		
Regulation		
Stability		
Security		
...		

# UNIT 3

## Delving into History

### GRAMMAR IN USE

**Section A** Gulangyu Island in Xiamen was declared a UNESCO World Heritage Site. You are invited to give a presentation of the island and comment on World Heritage Sites.



Task 1. The following sentences may be used in your presentation. Change them into ones with inversion. One example is given.

0. I have never seen such picturesque natural beauty before.

→ Never before have I seen such  
picturesque natural beauty.



1. The Piano Museum houses such a large variety of historic and modern fine pianos that no visitor wants to miss the spot.

→ Such \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Notes

2. A statue of Zheng Chenggong, who was a national hero during the Ming dynasty, stands on a huge rock at the southeast tip of Gulangyu Island.

► On a huge rock \_\_\_\_\_

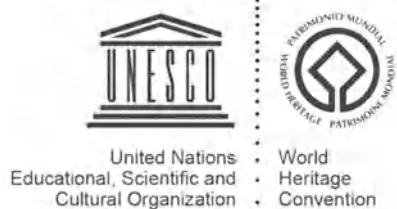


3. Natural sites of outstanding universal value from the point of view of science, conservation or natural beauty are considered heritage. Architectural works and other human works of outstanding historical value are also considered heritage.

► Natural sites of outstanding universal value from the point of view of science, conservation or natural beauty are considered heritage, and so \_\_\_\_\_

4. Armed conflict and war, earthquakes and other natural disasters and lack of conservation policies are among the threats to some World Heritage Sites.

► Among \_\_\_\_\_



United Nations  
Educational, Scientific and  
Cultural Organization

- World
- Heritage
- Convention

Task 2. Complete your presentation speech. Use the sentences in Task 1 if necessary.

Ladies and Gentlemen,

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 \_\_\_\_\_. The moment \_\_\_\_\_, 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 \_\_\_\_\_, On a huge rock at the southeast tip of the island \_\_\_\_\_.

More places are waiting for your exploration.

Speaking of World Heritage Sites, there are very strict criteria. Only when \_\_\_\_\_ does UNESCO put it on the World Heritage List. \_\_\_\_\_ are considered heritage, and so are \_\_\_\_\_. Among the threats to some World Heritage Sites are \_\_\_\_\_.

Therefore, we should do our part to preserve these long-standing treasures.



## Section B Read and complete the tasks.

Task 1. Read an excerpt from a man's travel back to his hometown Liverpool. Fill in the blanks to make it coherent and grammatically correct.



### Liverpool

"What's so special about Liverpool?" As a boy, I used to conclude, "Well, quite simply, a lot." Unfortunately, not many outside the city would have agreed.

But things (1) \_\_\_\_\_ (change). Now everyone knows it's a unique place. In fact, it is so unique (2) \_\_\_\_\_ in July 2004 it was granted World Heritage status and has been designated the 2008 European Capital of Culture. Its economy is growing at ten times the national average, and tourism is booming. Liverpool now ranks with Edinburgh and Bath as the only UK cities (3) \_\_\_\_\_ (acquire) World Heritage status.

World Heritage Sites are considered places of "outstanding universal value." Liverpool won the heritage award (4) \_\_\_\_\_ its world-famous buildings, historic docks and cultural quarter, which houses (5) \_\_\_\_\_ (fine) collection of civic buildings in the UK.

I recently returned to my home city and my first stop was at the Maritime Museum, housed in a former warehouse, and part of the historic Albert Dock on the banks of the River Mersey. It tells the story of one of the world's greatest ports and the people (6) \_\_\_\_\_ used it, and its collections reflect the international importance of Liverpool as a gateway (7) \_\_\_\_\_ the world, especially at the time of Britain exhibiting the greatest global influence.

On leaving the Albert Dock, I headed toward the city centre. Office blocks and impressive Victorian buildings (8) \_\_\_\_\_ (rise) from the banks of the River Mersey, blanketed in mist, and resonated to the sound of seagulls and appeared truly impressive. On first seeing the city, most visitors would be almost overwhelmed by the magnificent buildings, (9) \_\_\_\_\_ (design) to mirror French Renaissance styles or classic European palaces.

Beneath Liverpool's architectural charm, however, beats the city's heart. As if to underline (10) \_\_\_\_\_ cultural role, Liverpool has more museums and art galleries than any other UK city outside London. Culture is a living thing and there are numerous events taking place throughout the year.

So, "What's so special about Liverpool?" Now everyone would say, "Almost everything."

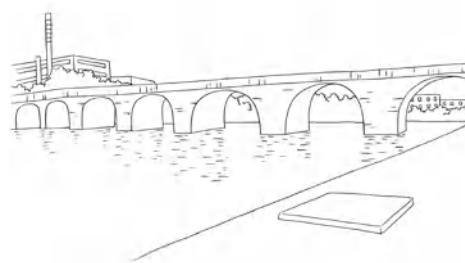
**Task 2.** Following Gulangyu Island and Liverpool, introduce another place, including its beautiful scenery, delicious food, friendly people, or unique customs. Make an oral presentation to your class.

## VOCABULARY FOCUS

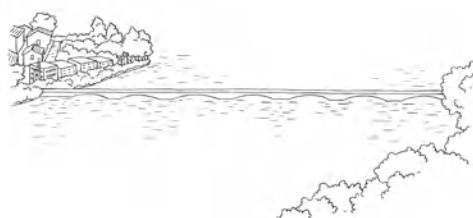
**Task 1.** Read the news about Zhenhai Bridge, a centuries-old stone bridge in Anhui Province. Complete it by using the word/phrase in the box. Each word/phrase can be used only once. Note that there are two words/phrases more than you need.

artificial	craftsmanship	gateway	historical significance
improve	literally	modern style	natural
previously	restoration	serve	spiritual pillar

### Centuries-old Bridge Collapses in Huangshan



*Before the flood*



*After the flood*

When a centuries-old stone bridge collapsed in Tunxi, the downtown district of Huangshan, Anhui Province, sighs soon overwhelmed social media around China.

Zhenhai Bridge, whose name (1) \_\_\_\_\_ means “to pacify (平息) the ocean”, failed to hold its ground against the roaring floodwaters of the Xin'an River during a heavy rainstorm that started on Monday.

The seven-arch bridge, which is 133 metres long and 15 metres wide, was constructed in 1536 during the Ming dynasty (1368–1644) and had been hit by multiple floods ever since. It was rebuilt in 1676 and 1699 and underwent a major (2) \_\_\_\_\_ in 1884 during the Qing dynasty (1644–1911), followed by several renovations in modern times. In October 2019, the bridge was added to the most recent list of the cultural heritage sites under national-level key protection due to its (3) \_\_\_\_\_.

Situated at the (4) \_\_\_\_\_ to the historical neighbourhood of Tunxi, the bridge used to be a main road, but after a new bridge was built nearby last year to (5) \_\_\_\_\_ transportation, Zhenhai Bridge was used only for pedestrians.

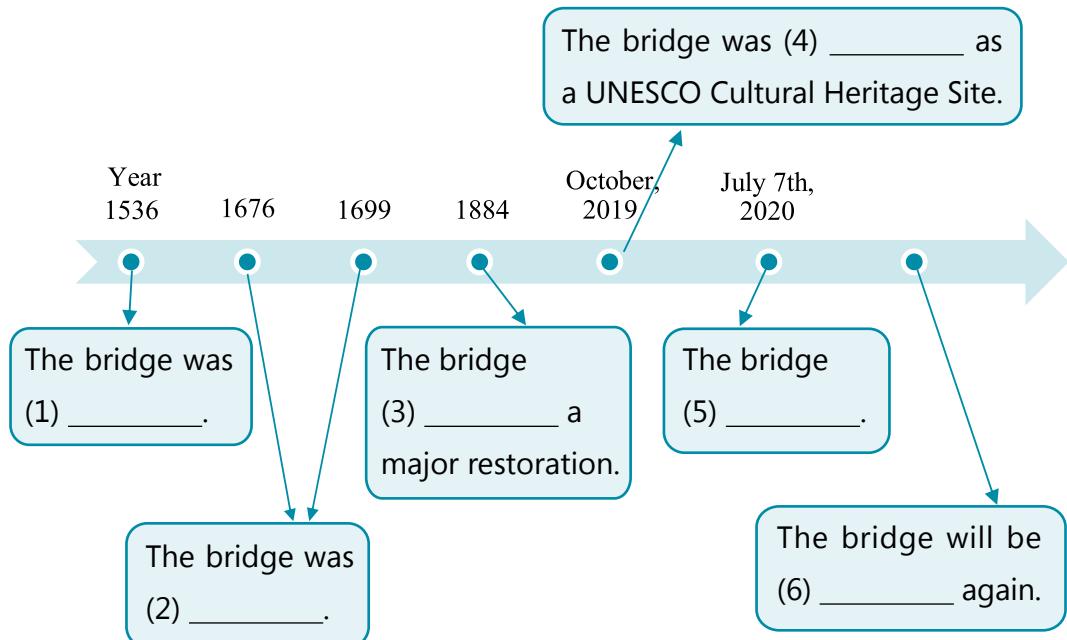
For locals, Zhenhai Bridge was simply known as “the old bridge.” “We thought the old bridge would always be there because it was part of our everyday life,” said Lu Ling, a Tunxi local. “However, when we saw on the Internet that the cultural heritage site was suddenly gone, we began to feel that it was a real (6) \_\_\_\_\_ supporting our deepest emotion for home.”

The National Cultural Heritage Administration released a statement urging local governments to keep an eye on the effect of flooding on cultural heritage sites.

“Good preparation is crucial to counter such (7) \_\_\_\_\_ disasters, particularly for smaller architectural structures,” said an archaeologist. “If abundant information was surveyed and recorded in detail beforehand, future restoration would be much easier. Though sticking to original materials and (8) \_\_\_\_\_ is widely accepted as a fundamental principle in restoring cultural relics, to better (9) \_\_\_\_\_ today’s people, modern technology has to play a key role as well.”

An expert panel arrived at the site of Zhenhai Bridge. Due to the abundant mapping and surveying done (10) \_\_\_\_\_, rebuilding would not be too difficult.

Task 2. Complete the timeline of Zhenhai Bridge according to the passage.



Task 3. Read again and complete the following social media comments. Use the words in the passage if necessary.

Centuries-old Bridge Collapses in Huangshan	
Comments	
	What a shock! Zhenghai Bridge (1) _____.
	I never thought that the bridge was a(n) (2) _____ supporting our deepest emotion for home until it was suddenly gone.
	The bridge used to be a(n) (3) _____, but then was used only for (4) _____.



There is still hope. Thanks to previous (5) \_\_\_\_\_ and (6) \_\_\_\_\_, rebuilding the bridge is not too difficult.



Making use of (7) \_\_\_\_\_, as well as sticking to original (8) \_\_\_\_\_, we are sure to have a new "old bridge."



Add a comment

Send

## LISTENING AND VIEWING

Section A Listen to the short conversations and choose the best answer. The conversations and the questions will be read only once.

- ( ) 1. A. She prefers science fiction to historical novels.  
B. Learning history is no easier than reading fiction.  
C. Historical novels are not a faithful record of history.  
D. She finds good learning materials in historical novels.
- ( ) 2. A. There is no doubt that the team will win.  
B. It is hard to predict the result of the match.  
C. Whether the team will win depends on practice.  
D. The team was once defeated by a weak opponent.
- ( ) 3. A. Go to the sea park.  
B. Pay a visit to a museum.  
C. Make a 4D documentary.  
D. Send leaflets on protecting dolphins.
- ( ) 4. A. The latest news all over the world.  
B. The use of balloons in the past.  
C. The important events that happened today in history.  
D. The importance of memorising data in research work.

- ( ) 5. A. Amused.  
C. Motivated.  
B. Embarrassed.  
D. Hopeless.

## Section B Listen and complete the tasks.

**Task 1.** Few places in our world are more educational than museums. Yet some people still have no mood for a museum visit. Before listening, make a survey in your class and take down the reasons why your classmates like or dislike museums.

People dislike museums.	People like museums.
Reason 1:	Reason 1:
Reason 2:	Reason 2:
Reason 3:	Reason 3:
...	...



**Task 2.** Listen to a speaker's introduction to International Museum Day and summarise his arguments about museums.

### International Museum Day



Some people hold the idea that museums have lost their appeal, because modern technology can give us all the answers we may need without studying those old things.

However, I have different views about museums. First, contrary to the Internet where some information about history is

inaccurate, museums \_\_\_\_\_.

Second, \_\_\_\_\_.

Finally, \_\_\_\_\_.

 **Section C** The two pictures below are the posters for the TV programmes — *National Treasure* and *Masters in the Forbidden City*. How much do you know about them? Listen and complete the chart.



	<i>National Treasure</i>	<i>Masters in the Forbidden City</i>
<b>Genre</b>	(1) _____	
<b>First release time</b>	(2) _____	(3) _____
<b>Content and features</b>	background stories of national treasures introduced by presenters called (4) " _____ " through different artistic methods, such as (5) _____ and (6) _____	the Forbidden City's cultural relics and their (7) _____
<b>Influence and significance</b>	<ul style="list-style-type: none"> <li>encouraging more young people to work at the Palace Museum</li> <li>(8) _____</li> </ul>	

## READING AND VIEWING

### Section A Read and complete the tasks.

Task 1. What is your best way to know the history of a tourist destination? Read the passage and choose the best word/phrase for each blank.

### Making the Most of the Best in the World



If you're visiting Florence, Italy, you've got to see the world-famous Uffizi Gallery. But why? Because that's what one does in Florence? Because you feel it necessary to post a selfie in front of Botticelli's *The Birth of Venus*?

Those are obviously (1) \_\_\_\_\_ reasons. We shouldn't go to places because they're world-famous; we should go to fully (2) \_\_\_\_\_ the thing that made them world-famous. But that requires a thoughtful, well-planned visit.

I spoke with those in charge of some of the world's great attractions to collect (3) \_\_\_\_\_ for making the most of a visit, both genuine improvements and simple beat-the-crowds techniques. Because no matter how great the view is from the crown of the Statue of Liberty, with a(n) (4) \_\_\_\_\_ capacity of 500 visitors every day, you can't visit the crown at all without serious planning.

The best way to avoid crowds is to visit during the offseason. Also, some American habits can play to your (5) \_\_\_\_\_. "Americans love to eat early," said Eike Schmidt, the director of the Uffizi Gallery. "Have a rather (6) \_\_\_\_\_ lunch, and get to the Uffizi something like 1 pm, when the vast majority of people head off to eat."

(7) \_\_\_\_\_ tickets can often be bought days in advance and are increasingly available at crowded (8) \_\_\_\_\_ around the world. You can buy them at the official Uffizi website, if you can find it. Unofficial sites that look official are out of control. If you're ever having trouble

finding the (9) \_\_\_\_\_ site of any attraction, search for it on a trusted travel site and follow the (10) \_\_\_\_\_, usually at the bottom of the homepage. Your desired site is just a click away.

Jade McKellar, the director of visitor experiences at the Sydney Opera House, said that too many visitors “stop at the selfie.” Like many sites, a true visit means dedicating a full day, something a(n) (11) \_\_\_\_\_ traveller might be unwilling to do but should do. You may want to (12) \_\_\_\_\_ to a tour of the Sydney Opera House a pre-theatre dinner and an evening performance.

Another reason to set aside more time: visitors skip the less-famous but equally worthwhile, often beautifully complementary sites nearby. Susan Greaney, the senior properties historian at English Heritage, which supervises Stonehenge, (13) \_\_\_\_\_ a trip to the nearby Wiltshire Museum and the Salisbury Museum, local history museums with Stonehenge-relevant exhibitions, each less than a 30-minute drive away but likely to be (14) \_\_\_\_\_ by anyone on a day tour from London.

Some final recommendations: you can also simply skip the world-famous attractions and explore lesser-known corners to your taste. If you’re sick of museums by the time you get to Florence, give up the Uffizi and (15) \_\_\_\_\_ other things Florence has to offer. Don’t worry about what your friends will think: you can use some software to show them you “saw” *The Birth of Venus*.

- |        |                   |                |                    |                 |
|--------|-------------------|----------------|--------------------|-----------------|
| (    ) | 1. A. special     | B. terrible    | C. simple          | D. major        |
| (    ) | 2. A. dismiss     | B. elect       | C. permit          | D. appreciate   |
| (    ) | 3. A. funds       | B. regrets     | C. strategies      | D. motives      |
| (    ) | 4. A. flexible    | B. limited     | C. additional      | D. increasing   |
| (    ) | 5. A. tolerance   | B. surprise    | C. advantage       | D. destination  |
| (    ) | 6. A. early       | B. delayed     | C. tasteless       | D. heavy        |
| (    ) | 7. A. Single      | B. Return      | C. Free            | D. Timed        |
| (    ) | 8. A. provinces   | B. attractions | C. infrastructures | D. expansions   |
| (    ) | 9. A. travel      | B. personal    | C. official        | D. professional |
| (    ) | 10. A. directions | B. clues       | C. indications     | D. links        |
| (    ) | 11. A. tired      | B. rushed      | C. independent     | D. outgoing     |

- ( ) 12. A. adapt      B. object      C. add      D. stick
- ( ) 13. A. discouraged      B. recommended  
C. skipped      D. booked
- ( ) 14. A. favoured      B. compared      C. missed      D. emphasised
- ( ) 15. A. take advantage of      B. get rid of  
C. make sense of      D. run out of

Task 2. Do you agree with the techniques mentioned in the passage for making the best use of a visit? The following is a plan for a one-day tour in Shanghai for reference. Make suggestions and give your reasons.



## ***Shanghai One Day Tour***

**— Recommended Itinerary —**

**Zhujiagiao Ancient Water Town** — escape from the hustle and bustle of downtown and explore this peaceful, ancient water town on the outskirts of Shanghai

Lunch

**Yuyuan Garden** — a famous classical Chinese garden in the heart of the city

**The Bund** — walk along the historic riverfront and enjoy impressive views of the forest of skyscrapers across the Huangpu River



My suggestions:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Section B Read and complete the tasks.

**Task 1.** Read the definition of OCR and think about whether you have ever used the technique.

### What is OCR?



Literally, OCR stands for Optical Character Recognition. It is a widespread technology to recognise text inside images, such as scanned documents and photos. OCR technology is used to convert virtually any kind of images containing written text (typed, handwritten or printed) into machine-readable text data.

OCR Technology became popular in the early 1990s while attempting to digitise historic newspapers. Since then, the technology has undergone several improvements. Nowadays solutions deliver near to perfect OCR accuracy.

**Task 2.** What does HTR stand for? What role does it play in historical research? Read the passage and choose the best answer to each question.

## Handwritten Text Recognition

Historians are now able to navigate their way through manuscripts with greater speed thanks to Handwritten Text Recognition (HTR).

HTR is the ability for computer software to recognise and interpret handwritten characters. This technology is already used widely in day-to-day life without most of us realising it — for example to automatically "read" capitalised handwritten entries on forms. The long-held aspiration for historical documents has been to deliver HTR across a wide variety of complex handwriting styles.

HTR offers huge time-saving benefits compared to standard research methods.  
The analysis of handwritten documents has traditionally required detailed reading of manuscripts by researchers.

HTR offers huge time-saving benefits compared to standard research methods. The analysis of handwritten documents has traditionally required detailed reading of manuscripts by researchers. This will always be an essential element of the archival process. But the ability via HTR for historians to start at the exact word they have searched for, rather than reading through potentially hundreds of pages of manuscript, is a huge step forward.

Some 2.5 million pages of handwritten material are currently searchable. These include Leonardo da Vinci's notebook from the British Library as well as National Archives records relating to colonial-era America.

Is it true that the technology employs Artificial Intelligence (AI)? Yes. "Neural networks" have been trained to learn how to recognise handwritten characters in their linguistic context. Part of this involves providing the AI technology with a large variety of historical documents from which to learn different handwriting styles.

The technology does not produce a written copy of the document. Instead, when a search is carried out, it returns the words' locations that match relevant characters to the search term, based on how confident it is of the recognition of each character. It is a complex technology with many potential applications. HTR companies have partnered with Planet AI, a document management technology company that has developed AI for applications in many fields such as postal services and number plate recognition.

Producing full written copy for large numbers of documents will be the next significant milestone. The software is currently trained for western

European languages but plans have been made to expand the language base beyond this. Surely there is demand out there for other European languages, plus Arabic and Chinese.

1. What are researchers traditionally supposed to do in historical document analysis?
  - A. Locate the search term in the document.
  - B. Produce a written copy of the document.
  - C. Transform capital letters into small ones.
  - D. Read the full text of manuscripts carefully.
2. The biggest advantage of AI technology in the field of HTR is \_\_\_\_\_.
  - A. the complete ownership of a wealth of historical documents
  - B. the good reputation for creating different handwriting styles
  - C. the self-learning approach to recognising more handwritten characters
  - D. the confidence in producing documents in western European languages
3. What is the passage mainly about?
  - A. Artificial intelligence has been widely used in day-to-day life.
  - B. Technology to interpret and copy handwriting has been improved.
  - C. Some significant historical documents have recently come to light.
  - D. Handwritten Text Recognition offers historians an easy way to do research.

Task 3. Do you know any other technologies in historical research or preservation of historical items? Do some research and take your notes.

**Section C** Do you know the origin of Shanghai? Read the passage and complete it by using the sentences in the box below. Each sentence can be used only once. Note that there are two more sentences than you need.

- A. However, this misconception was cleared up.
- B. It was followed by the Liangzhu Culture 5,300 to 4,000 years ago.
- C. To some extent, they were the first migrants of the melting pot, Shanghai.
- D. This meant that the Songze people were the earliest ancestors of Shanghai.
- E. Shanghai opened its port in 1843, since when the city entered its modern era and began to develop into today's metropolis.
- F. More than 6,000 porcelain objects unearthed there were traced to well-known kilns, or ovens for baking clay, in Fujian, Zhejiang and Jiangxi provinces.

## Discoveries Shed New Light on Shanghai History

It's a commonly held notion that Shanghai, which developed from a little fishing village, has a short history of only several hundred years.

(1) \_\_\_\_\_ The archaeological discoveries at Songze Village in suburban Qingpu District and the recently opened Guangfulin Relics Park in Songjiang District stretch the city's timeline back about 6,000 years.

Songze Culture, earning its name from Songze Village, is a Neolithic culture that existed 5,300 to 6,000 years ago. More than 800 ancient items, two old wells and 100 tombs were found in the village between 1961 and 1974, including jade ware, bones, pottery and stone ware. (2) \_\_\_\_\_ It has also been proved that more than 6,000 years ago, people cultivated rice and engaged in other simple agricultural activities with the discovery of stone axes and ploughs.

The Guangfulin archaeological site in Songjiang District was first discovered in 1958 by local farmers making a new waterway. In their digging, they found ancient pottery pieces. In 1961, archaeologists began the first systematic excavation of the site, unearthing a large volume of pottery vases, spinning wheels, cooking vessels and dishes, which proved the existence of a culture that thrived some 4,000 years ago. The

□ unearthed items indicate that the Guangfulin ancestors migrated from the north. They tramped over mountains, waded across rivers and finally settled down in the city. (3) \_\_\_\_\_

In 207 BCE, the Jinshan area by the sea was known for producing salt, which was transported to neighbouring Wudu (today's Suzhou). Around the Jin dynasty (266–420), the place was very prosperous with its fishing and sea salt industries.

In 746, the ancient Qinglong Town in today's Qingpu District was set up as a harbour, from where commercial ships sailed to Japan and ancient Korea as well as other foreign countries. A dig conducted by a team of experts from Shanghai Museum suggests that the area was a busy trading hub and shipping centre during the Tang (618–907) and Song (960–1279) dynasties. (4) \_\_\_\_\_ Many similar porcelain items from these kilns have also been found in ancient Korea and Japan.

"They were apparently shipped to Qinglong Town first and then transferred overseas," said an archaeologist. "This proves Shanghai had become a major port for foreign trade in the Tang dynasty, as well as a critical stop along the ancient Maritime Silk Road."

## INTEGRATED TASKS

**Section A** Complete the tasks.

Task 1. Translate the paragraph into English.

许多重要的考古发现完全是偶然的。1974年3月严重干旱期间，西安以东35公里的临潼村，农民哥俩在挖井的过程中发现了兵马俑。

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**Task 2.** Translate the paragraph into Chinese.

Varying in function and rank, each warrior wears the appropriate uniform for his role — *infantryman* (步兵), *cavalryman* (骑兵), *charioteer* (驾战车手), *archer* (箭手) — and has unique physical features. The warriors were created to guard the Qin emperor in the afterlife and were buried — along with around 700 terracotta horses and 130 terracotta chariots — in c. 210–209 BCE.

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**Section B** Your penfriend Jenny in London is planning a visit to Xi'an this summer vacation. She is interested in the Terracotta Warriors and invites you to join her as her tour guide. To become a qualified guide, you need to complete the tasks.

**Task 1.** Before searching for the information about the Terracotta Warriors, predict what questions Jenny may ask.

**Task 2.** You found in a magazine a historian's essay about the Terracotta Army. The author uses the question-and-answer technique writing the essay. Read the headings first and write the heading number after each question. One example is given.

Predicted questions		Headings
a.	When and where was the Terracotta Army first found?	1
b.	Do all the Terracotta Warriors have the same features?	
c.	Were the Terracotta Warriors painted or unpainted?	
d.	How long did the construction of Qin Shihuang's tomb take?	
e.	Who were the constructors?	
f.	What's inside Qin Shihuang's tomb?	
g.	What was the function of the Terracotta Warriors in the past?	
h.	What functions does the site perform at present?	

## Terracotta Army — Secrets from the Grave

*Edward, a British visiting professor in China, recently released his new book on the Terracotta Warriors. He answers essential questions about the long-buried clay army.*

### 1. How was the army discovered?

During a serious drought in March 1974, two farmer brothers in the village of Lintong, a day's ride east of Xi'an in central China, decided to dig a new well. A metre down they reached a solid layer, which they assumed to be an old brick kiln. Then, to their surprise, fragments of pottery began to emerge and, quite suddenly, a life-sized terracotta head, which terrified them.

Archaeologists were sent to the site — later designated Pit 1 — and, when more objects, including bronze swords, were found, the excavation evolved into a long-term project. In May 1976, two further sites — designated Pit 2 and Pit 3 — were discovered near the previous one covering a total area of about 20,000 square metres.

In 1979, after about 2,000 warriors had been excavated, a new museum opened. The complex has since been developed as a major tourist attraction, but excavation at the site continues.

## 2. What are the Terracotta Warriors?

They are an army of around 8,000 life-sized pottery figures, who were buried close to the tomb of Qin Shihuang, the leader of the Qin state and the first emperor of a united China.

Varying in function and rank, each warrior wears the appropriate uniform for his role — infantryman, cavalryman, charioteer, archer — and has unique physical features. The warriors were created to guard the Qin emperor in the afterlife and were buried — along with around 700 terracotta horses and 130 terracotta chariots — from the year 210 to the year 209 BCE.

## 3. Is this an army ready for battle?

No. The soldiers in Pit 1 — by far the largest of the three pits, containing the main army of around 6,000 warriors — do not represent an army facing potential enemies. The officers do not carry weapons, and many of the infantrymen and archers are wearing neither armour nor helmets. The explanation may be linked to the army's location: these soldiers are underground, ready for action in the afterlife, not this one.

The figures were originally painted in bright colours that flaked off when excavation exposed them to the air, but you can imagine them, in their original coloured splendour, as guards or courtiers ready for imperial rituals and ceremonies.

## 4. How long did construction of Qin Shihuang's *necropolis* (墓场) take?

Tradition dictated that one of the duties of a king on succession was to prepare for his funeral — to start his tomb and make his own coffin, then polish it once a year so that it would be ready for use at any time. On that basis, work on the necropolis would have started in 246 BCE, when the boy who would later be emperor became the first emperor of Qin. The scheme would have been expanded after he became emperor 25 years later. This is confirmed by dates carved on the weapons like halberds and dagger-axes, which indicate that they were made as early as 244 BCE.

The building of the necropolis would thus have taken about 36 years, from 246 BCE to the emperor's death in 210 BCE (at which time it was still not completely finished). Such a project required years of labour by thousands of workers such as *artisans* (工匠) and *conscripts* (应征新

兵).

However, there are no specific dates for the Terracotta Army, and no contemporary references to it.



### 5. What lies within the tomb of Emperor Qin Shihuang?

The emperor's tomb itself has not yet been excavated for fear of damaging its contents, and there are no current plans to do so.

However, investigations have been undertaken using scanning and ultrasound techniques.

The first emperor intended to live forever, and therefore wished to duplicate in his tomb the life above ground. Most archaeologists anticipate findings more amazing than those already excavated, but for the time being, the chances of such treasures seeing the light of day appear remote.

**Task 3.** Read again and answer the questions in the table. Prepare an oral presentation to introduce the Terracotta Warriors and the museum to Jenny.

	Questions	Answers
a.	When and where was the Terracotta Army first found?	
b.	Do all the Terracotta Warriors have the same features?	
c.	Were the Terracotta Warriors painted or unpainted?	
d.	How long did construction of Qin Shihuang's tomb take?	
e.	Who were the builders?	
f.	What's inside Qin Shihuang's tomb?	
g.	What was the function of the Terracotta Warriors in the past?	
h.	What functions does the site perform at present?	

## EXTENDED READING

### Notes



#### Pre-reading question:

History is everything humans have done and thought. It is the story of events, of nations, and of persons. Then what does a historian do?

#### What is a historian?

A historian has the fascinating job of studying and interpreting the past. When people need detailed information about the past, they go to historians to get the facts. These individuals write history books about all kinds of topics, times, people, and places. From ancient history, to a specific decade, to even one specific historical event, historians will study and fact-find in order to share that information with the public.

#### What does a historian do?

There are many different types of historians, each with a specialty or a specific area of study in which they are experts. These specialties range over a specific time period, country, or region. For example, a historian could specialise in US history with a particular mastery of the 1960s pop culture. Another example of a specialisation could be South African history with a concentration on Nelson R. Mandela. Historians may also specialise in history type, such as the history of women, or science. However, even though many historians specialise in one topic, it is expected that they have a general base of history knowledge.

Historians study written records of history; this is where they get the support and evidence to back up their interpretation of the event or time period in question. It is their job to read all of the written documents they can find, and then piece together all of the information they gather to form some kind of historical narrative. They are then able to answer the questions of what happened, who was involved, why, etc.

Over 70% of all historians work in colleges or universities, and much of what these historians do involves teaching courses or serving some role

**①** n. *a person whose job is to develop and manage a collection of historical documents or records of an organisation*

**②** n. *a collection of historical documents or records of a government, a family, a place or an organisation; the place where these records are stored*

in a history department. The work of historians at colleges and universities also greatly involves conducting research and writing articles and/or books. When it comes to writing, if they are professors, they will most likely be expected to author a book or books about their specialty.

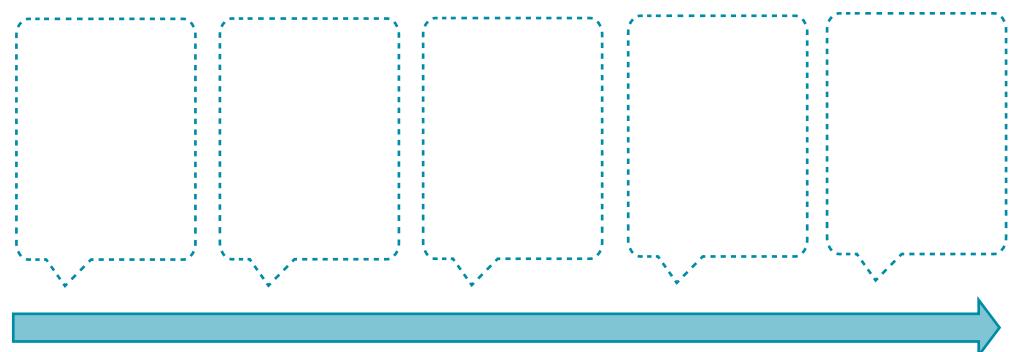
Those historians who do not work in colleges or universities may work as archivists<sup>①</sup>, helping collect and preserve important historical documents, or may work with government agencies and be involved in helping to preserve buildings. They may also be consultants for the media (TV, radio, film, etc.) with the task of making sure all aspects of the show or film in question are historically accurate.

### What is the workplace of a historian like?

The workplace of a historian is one of focus and quiet. Many historians spend most of their time in offices at colleges or universities, in libraries, or in classrooms. They may do some travel to historical sites or archives<sup>②</sup> for research purposes.

#### Food for thought

Write down at least five adjectives to describe the personality of a historian, and rank them in the descending order of importance. Choose three of them and state your reason(s) why these qualities are essential for a historian.



My reason(s):

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## Challenge

Which period in Chinese history arouses your interest most? Write or outline a proposal for your history research project. You should include in your proposal three specific questions you want to address and list possible methods for your research.

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# UNIT 4 Approaching Classics

## GRAMMAR IN USE

### Section A Read and complete the tasks.

Task 1. Subjunctive mood is used to explore an unreal situation or to express a wish, a suggestion, etc. Complete the sentences in subjunctive mood. Then interpret them into Chinese.

1. Life (1) \_\_\_\_\_ (be) perfect if every moment (2) \_\_\_\_\_ (be) just like the first meeting.

2. Driving down the road I get the feeling that I (3) \_\_\_\_\_ (be) home yesterday.

3. If love between both sides (4) \_\_\_\_\_ (last) forever, why (5) \_\_\_\_\_ (last) they together (6) \_\_\_\_\_ (stay) day and night?

4. Do you wish you (6) \_\_\_\_\_ (live) to be one hundred years old or more? Does an elderly person wish she (7) \_\_\_\_\_ (have) the memory of a young person?

Wish...  
If...

5. If you (8) \_\_\_\_\_ (want) to travel to the nearest star which is 4.3 light years away, it (9) \_\_\_\_\_ (take) eighty thousand years to arrive.

Task 2. In Helen Keller's *Three Days to See*, she describes a world in a blind person's eyes. Fill in the blanks with correct forms of the given verbs to make the paragraph coherent and grammatically correct.



Notes

Sometimes I have thought it (1) \_\_\_\_\_ (be) an excellent rule to live each day as if we (2) \_\_\_\_\_ (die) tomorrow. Such an attitude would emphasize sharply the values of life. Most of us take life for granted. We know that one day we must die, but we picture that day as far in the future. I have often thought it (3) \_\_\_\_\_ (be) a blessing if each human being (4) \_\_\_\_\_ (strike) blind and deaf for a few days at some time during his early adult life.

**Section B** The following excerpt is the beginning of O. Henry's *Best-Seller*. Read and complete the tasks.

Task 1. Fill in the blanks to make the excerpt coherent and grammatically correct.

### Best-Seller (by O. Henry)

One day last summer I went to Pittsburgh — well, I had to go there on business.

My chair-car was profitably well filled with people of the kind one usually sees on chair-cars. Most of them were ladies in brown-silk dresses, (1) \_\_\_\_\_ refused to have the windows raised. Then there (2) \_\_\_\_\_ (be) the usual number of men who looked (3) \_\_\_\_\_ they might be in almost any business and going almost anywhere. Some students of human nature can look at a man in a hotel and tell you (4) \_\_\_\_\_ he is from, his occupation and his stations in life; but I never could. The only way I (5) \_\_\_\_\_ correctly judge a fellow-traveller is when the train is held up by robbers, or (6) \_\_\_\_\_ he reaches at the same time I do for the last towel in the dressing-room of the sleeper.

The porter came and brushed the collection of *soot* (烟灰) on the window-sill off to the left knee of my trousers. I removed it (7) \_\_\_\_\_ an air of apology. The temperature was 88°F. One of the dotted-veiled ladies demanded the closing of two more *ventilators* (换气扇), and spoke loudly of Interlaken. I leaned back idly in chair No. 7, and looked with little curiosity at the small, black, bald-(8) \_\_\_\_\_ (spot) head just visible above the back of No. 9. Suddenly No. 9 threw a book to the floor between his chair and the window, and, (9) \_\_\_\_\_ (look), I saw that it was *The Rose Lady and Trevelyan*, one of the best-selling novels of the present day. And then the critic or Philistine, whichever he was, turned his chair toward the window, and I knew him at once for John A. Pescud, of Pittsburgh, travelling salesman for a plate-glass company — (10) \_\_\_\_\_ old acquaintance whom I had not seen in two years.



Task 2. O. Henry's short stories are known for witty narration.  
Answer the questions.

1. In the excerpt, what does the narrator say about his co-passengers?

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2. What witty language can you find to his description?

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Task 3. Apart from witty narration, O. Henry's short stories are also known for their surprising endings. Do some research to explain why the ending of *Best-Seller* is surprising.

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### VOCABULARY FOCUS

From Reading A, we know the old man's internal struggle after he killed the first shark. Read the part of how he killed the marlin and choose the correct words to fill in the blanks. Note that there is one word more than you need.

convince	fail	handicap	intelligent
jumping	knelt	nourishment	slipped
strain	swinging	unbearable	

### The Old Man and the Sea

Why was I not born with two good hands? The old man thought. Perhaps it was my fault in not training that one properly. But he has had enough chances to learn. He did not do so badly in the night, though, he



didn't admit that his *cramped* (抽筋的) hand were a(n) (1) \_\_\_\_\_ as the bone spurs.

It has more (2) \_\_\_\_\_ than almost any fish, he thought when eating the flying fish. At least the kind of strength that I need. Now I have done what I can, he thought. Let him begin to circle and let the fight come.

The sun was rising for the third time since he had put to sea when the fish started to circle.

He could not see by the slant of the line that the fish was circling. It was too early for that. He just felt a faint slackening of the pressure of the line and he commenced to pull on it gently with his right hand. It tightened, as always, but just when he reached the point where it would break, line began to come in. He (3) \_\_\_\_\_ his shoulders and head from under the line and began to pull in line steadily and gently. He used both of his hands in a(n) (4) \_\_\_\_\_ motion and tried to do the pulling as much as he could with his body and his legs.

"It is a very big circle," he said. "But he is circling." Then the line would not come in anymore and he held it until he saw the drops (5) \_\_\_\_\_ from it in the sun. Then it started out and the old man (6) \_\_\_\_\_ down and let it go back into the dark water.

"He is making the far part of his circle now," he said. "I must hold all I can," he thought. The (7) \_\_\_\_\_ will shorten his circle each time. "Perhaps in an hour I will see him. Now I must (8) \_\_\_\_\_ him and then I must kill him."

For an hour the old man had been seeing black spots before his eyes. Twice, though, he had felt faint and dizzy that were (9) \_\_\_\_\_, which had worried him.

"I could not (10) \_\_\_\_\_ myself and die on a fish like this," he said.

## LISTENING AND VIEWING

 **Section A** What do you know about Ernest Hemingway? Listen and complete the tasks.

**Task 1.** Listen and write down the definitions of the words.



(1) toll \_\_\_\_\_

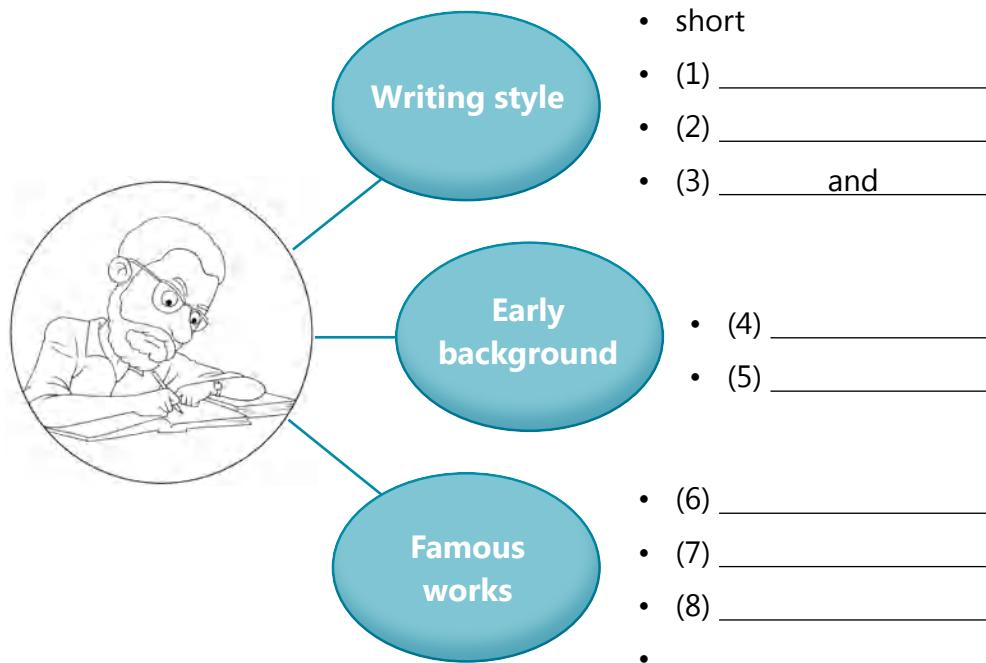
(2) simplistic \_\_\_\_\_

(3) unadorned \_\_\_\_\_

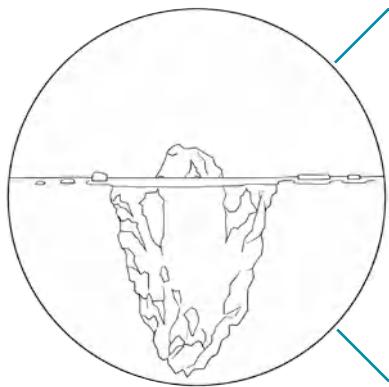
(4) minimalistic \_\_\_\_\_

(5) explicitly \_\_\_\_\_

**Task 2.** Listen to the lecture and complete the chart.



**Task 3.** Listen again. What theory do we refer to his writing style as? Define the theory in your own words.

**Theory**

A writer should tell his/her story \_\_\_\_\_  
 \_\_\_\_\_ instead of stating  
 \_\_\_\_\_  
 to the readers.

**Task 4.** If you were to continue this lecture, what would you talk about next? Prepare a mini-lecture, using the examples in the lecture to illustrate your points.

**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 \_\_\_\_\_?
2. If you \_\_\_\_\_ Dickens, what \_\_\_\_\_ him?

**Task 2.** Listen to an interview and complete the notes.



**Name of the programme:** (1) \_\_\_\_\_

Mr Russell's hero: Charles Dickens

Best-Sellers: (2) \_\_\_\_\_  
 (3) \_\_\_\_\_  
 (4) \_\_\_\_\_



### Causes of Mr Russell's initial interest

- The book he read at the age of 11:

(5) \_\_\_\_\_



- Comment on the book:

(6) \_\_\_\_\_



### Comments on Charles Dickens's (7) \_\_\_\_\_

- self-made, the greatest prose writer in England
- charming



### Reasons for regarding Charles Dickens as a hero

- (8) \_\_\_\_\_
- (9) \_\_\_\_\_

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.

### Metaphor

is compared to

Charles Dickens

→ (1)

because (2) \_\_\_\_\_

\_\_\_\_\_

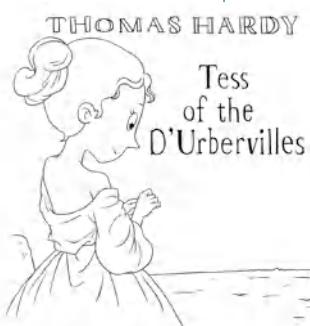
## READING AND VIEWING

**Section A** *Tess of the D'Urbervilles* is one of the most famous novels by Thomas Hardy. Read the comments on the novel and choose the best word/phrase for each blank.

*Tess of the D'Urbervilles* was first published in 1891 and is generally acknowledged as Thomas Hardy's finest novel. Through the unfolding of a simple plot Hardy explores one (1) \_\_\_\_\_ theme — the general helplessness of woman. The cruel chasing to death of Tess occurs across a typical Hardy background, the Wessex country, background of all his great novels. However, in none of his other novels does he so movingly portray the collapse of agriculture and the following (2) \_\_\_\_\_ and changes in the countryside. Typically, this background often echoes or (3) \_\_\_\_\_ with the events in the story, intensifying the atmosphere and broadening it.

Hardy's skill at characterisation is clearly evident in his portrayal of Tess herself. (4) \_\_\_\_\_, there is an unevenness in his treatment of the other characters, especially Alec d'Urberville. What makes the novel outstanding is the language of the novel, particularly much of the (5) \_\_\_\_\_, at times seems unnatural to the modern reader. His descriptions, however, are imaginative and (6) \_\_\_\_\_ with symbolism, overtones and subtleties of mood, helped in part by the rhythm of the language itself. The ironies of the novel are another (7) \_\_\_\_\_ feature.

The opening of the novel is characteristic of Hardy and from the knowledge that John Durbeyfield gains that evening springs a simple plot. As the record of Tess' misfortunes (8) \_\_\_\_\_, however, we see a force at work that can only be called destiny or fate. This force (9) \_\_\_\_\_ all characters, particularly Tess, so that intentions are continually frustrated by an unexpected turn of events, of which the failure by Angel Clare to discover Tess' written confession before their marriage is typical. This and the other coincidences and improbabilities don't weaken the novel's overall (10) \_\_\_\_\_ — the chasing to death of "a pure woman." In fact, so lively is the characterisation of Tess that she (11) \_\_\_\_\_ some



of the flaws of the novel.

Hardy tries to be fair in his characterisation of Angel Clare because as our sympathies for Tess increase, our toleration of Angel (12) \_\_\_\_\_. To compensate for this, Hardy provides an account of his unsympathetic home background. This background also explains Angel's love which is elegant but based on impractical imagination. (13) \_\_\_\_\_ we probably do not forgive his behaviour to Tess, at least we might understand it.

- (   ) 1. A. loving      B. tragic      C. thrilling      D. comic  
(   ) 2. A. boom      B. expansion      C. depopulation      D. development  
(   ) 3. A. harmonises      B. contrasts      C. compares      D. copes  
(   ) 4. A. Therefore      B. Moreover      C. Otherwise      D. However  
(   ) 5. A. character      B. plot      C. dialogue      D. theme  
(   ) 6. A. matched      B. mixed      C. concerned      D. coincided  
(   ) 7. A. stylistic      B. rhythmic      C. artistic      D. naturalistic  
(   ) 8. A. uncovers      B. unfolds      C. unbends      D. unblocks  
(   ) 9. A. calls upon      B. looks upon      C. depends upon      D. acts upon  
(   ) 10. A. direction      B. description      C. emotion      D. character  
(   ) 11. A. reveals      B. strengthens      C. understands      D. hides  
(   ) 12. A. rises      B. decreases      C. extends      D. stretches  
(   ) 13. A. As      B. Since      C. While      D. Once

## Section B Read and complete the tasks.

**Task 1.** Before reading the passage about an old thing in the author's house, recall how you usually deal with the old things and what you think of them in your daily life.

My way of dealing with the old things is

\_\_\_\_\_

\_\_\_\_\_

My approach to the old things is

\_\_\_\_\_

\_\_\_\_\_

Task 2. Read the passage and choose the best title. State your reason(s).

Our oldest daughter is having trouble letting go of an old red couch.

It's not the couch she's having trouble letting go of as much as the memories. It was their first sofa. It has been loaded and unloaded onto moving trucks seven times. Three kids have eaten on it, dripped on it, and jumped on it.

Yet she's having a hard time letting go and asked if I thought that was strange.

"Completely," I said. "You get it from me."

When we were ready to get rid of our baby things, I sold our *crib* (婴儿床) at the neighbourhood garage sale. I had pieces of it in the garage and the other pieces of it still in the house. A young woman said she wanted to buy it.

My throat tightened and the tears began to well. She pulled out cash and I *perked up* (振作).

But by the time I returned with the other pieces to the crib, I was all sobbing. "Have you considered that maybe you're not ready to sell it?" the woman asked.

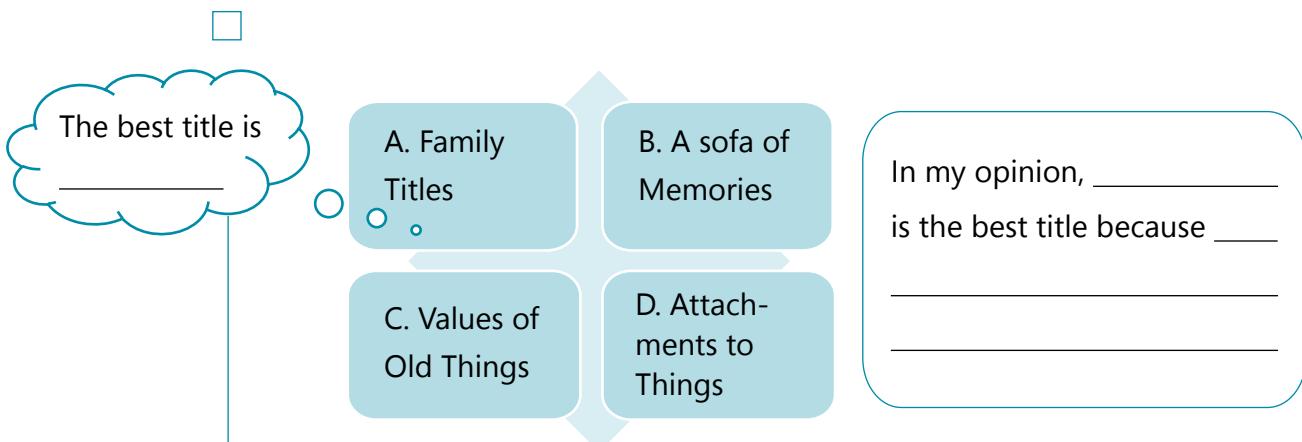
"No-o-o-o," I cried. "It's fine, really," I said. "Take it."

Our attachment to stuff grows in direct relationship to the amount of time it has sat in one place. The longer it sits, the harder it is to get rid of it. You think: "Hey, we've hung onto it this long — it must be valuable!" as though yellowing and a layer of dust increase value.

People who find it extremely hard to part with things have been made into entertainment in a television show called *Hoarders*. If that isn't depressing enough for you, producers now offer *Extreme Hoarders*. Both of which are not to be outdone by *Storage Wars*, a show about aggressive people who bid on other people's storage units.

Let the sofa go, I told my daughter. It served its purpose. You can get a new one. Give the kids some cookies and juice and it will be like the old one in six weeks.





### Task 3. Answer the questions.

1. What does "it" in paragraph 4 refer to?

\_\_\_\_\_

2. How did the author feel when she was selling the crib?

\_\_\_\_\_

3. Why did the author mention *Hoarders* in paragraph 10?

\_\_\_\_\_

\_\_\_\_\_

4. What is the author's attitude towards the old stuff?

\_\_\_\_\_

\_\_\_\_\_

### Section C Read the webpage to learn more about poetic writing.

Task 1. Read the basic rules about Welsh poetic forms and complete the missing information on the webpage. One example is given.



No matter what you write, a bit of poetic license (the freedom to change facts in order to make a poem more interesting and beautiful) can be a valuable tool in any writer's outfit.

— Robert Lee Brewer

### POETIC FORM: HIR A THODDAID

Longtime readers of this column may have guessed already, but the hir a thoddaid is a Welsh form. As with other Welsh forms, there is a combination of end rhymes and internal rhyming.

Here are the basic rules:

- Six lines
- Lines one through four and six have nine syllables and share the same end rhyme
- The fifth line has 10 syllables
- There is also a "b" rhyme somewhere near the end of the fifth line and beginning of the sixth line

Here are two examples by Poetic Asides readers:

#### **Still Life in the Afternoon, by William Preston**

Across the cornfield I see a doe  
pause in the stubble covered with snow  
as a single sunbeam casts its glow  
along her form; she is still, although  
praised to fly at any sound or movement.  
The Louvre has no higher art to show.

#### **Evelyn With the Leaf Blower, by Jane Shlensky**

She would as soon burn the whole landscape  
as blow these mounds of leaves. No escape  
for hard-working girls bound to reshape  
lawns and gardens. Sweat pearls on her nape,  
but she hefts the blower, creates a breeze,  
demonstrates she's the wind with no cape.

- Each of the two poems have  
(0) six lines.
- In the first poem, words including  
(1) movement share the same  
end rhyme.
- (2) movement for "movement"  
and "Louvre" is highlighted here.
- All the end rhyme lines have  
(3) nine syllables.
- The underlined sentence has  
(4) ten syllables.

### POETRY PROMPT

Write an animal poem. Your poem could be about an animal. Or it could just mention an animal in passing. Or, include an animal in your title and fail to mention the animal once in your poem. Your poem, you rules.

**Robert Lee Brewer** is the editor of *Poet's Market* and author of *Smash Poetry Journal*.

**SHARE YOUR POETIC VOICE:** If you'd like to see your own poem in the pages of *Writer's Digest*, check out the Poetic Asides blog and search for the most recent WD Poetic Form Challenge.

**Task 2.** Read again and choose the best answer.

1. Which of the following statements does Robert Lee Brewer most probably agree with?
  - A. A poet must follow the basic rules of poetry strictly.
  - B. The poetic form is a valuable tool in any writer's outfit.
  - C. The basic rules are for reference instead of as chains in writing poems.
  - D. You must mention an animal in the title and focus on it in your poem.
2. How can a writer have his/her poem published in *Writer's Digest*?
  - A. By composing an animal poem.
  - B. By sharing poems with Poetic Asides readers.
  - C. By writing to *Smash Poetry Journal*.
  - D. By turning to the Poetic Asides blog.

**Task 3.** After reading *The Old Man and the Sea*, Mr Russell wrote an animal poem in the form of the hir a thoddaid. Complete the poem for him.



**Giants from the Deep**

A huge shark emerged from the current,

The feeble<sup>①</sup> fisherman's triumph smashed.

Hope and prey vanished with the \_\_\_\_\_,

In defiance he killed the \_\_\_\_\_.

None accompanied him ashore but his

Motto: man is not made for defeat.

① adj. very weak

Task 4. Work in groups and compose your own animal poem.

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## INTEGRATED TASKS

**Section A** Read the poems and complete the tasks.

Task 1. In the history of Chinese literature, *Ci* poems were honoured as the peaks of the ancient Chinese literature. Try to complete the translation of the *Ci* poems.



### 渔家傲

王安石

平岸小桥千嶂抱。柔蓝一水萦花草。茅屋数间窗窈窕。尘不到。时时自有春风扫。  
午枕觉来闻语鸟。欹眠似听朝鸡早。忽忆故人今总老。贪梦好。茫然忘了邯郸道。

注：“邯郸道”意为  
“求取功名的道路”。





### Pride of \_\_\_\_\_

Wang Anshi

\_\_\_\_\_ by peaks, a bridge flies \_\_\_\_\_;  
\_\_\_\_\_ flows through flowers before the door.  
\_\_\_\_\_ with windows I adore.

There comes no \_\_\_\_\_,  
The place \_\_\_\_\_ in fitful gusts.

I hear birds twitter when \_\_\_\_\_;  
I wonder in my bed why \_\_\_\_\_ so soon.  
Thinking of my friends \_\_\_\_\_,  
Why \_\_\_\_\_ a dream of gold?

\_\_\_\_\_!

Task 2. Read aloud the first two stanzas of a poem by William Wordsworth. Pay attention to its rhyming.

### 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.

...



Task 3. Try to complete the translation of its third and fourth stanzas.

### I Wandered Lonely as a Cloud

William Wordsworth

...  
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.



### 咏水仙

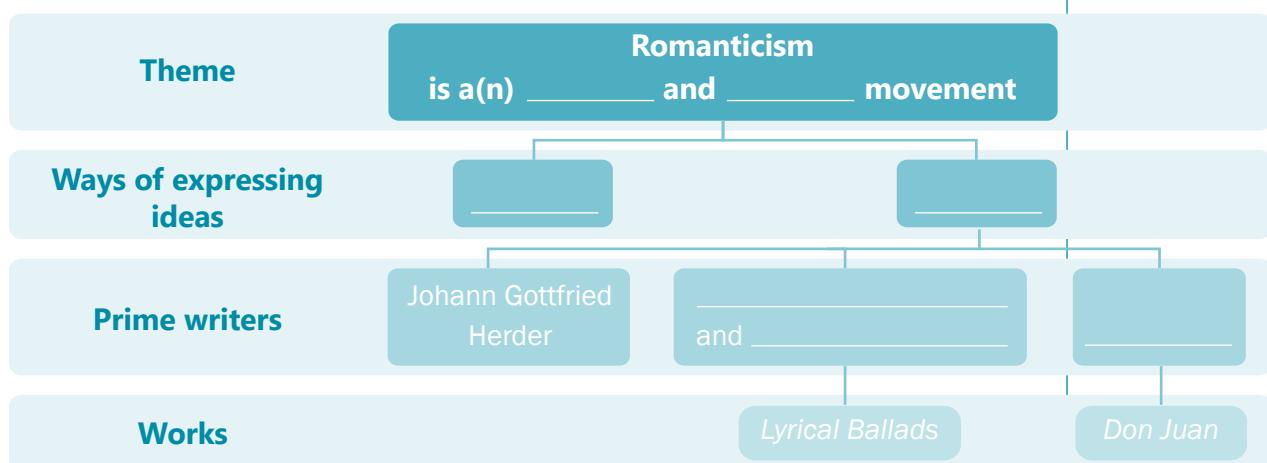
威廉·华兹华斯

\_\_\_\_也在近旁欢跳；  
却不如这水仙\_\_\_\_\_：  
诗人遇见这快乐的伙伴，  
又怎能不感到欢欣雀跃：  
\_\_\_\_\_——却未能领悟  
这景象所带给我的\_\_\_\_\_：  
  
后来多少次\_\_\_\_\_  
\_\_\_\_\_  
这景象便在脑海中闪现，  
多少次安慰过我的寂寞；  
\_\_\_\_\_  
\_\_\_\_\_。

## Section B William Wordsworth, the representative poet of the early Romanticism, is a great poet of nature. Complete the tasks.

Task 1. Listen to the lecture and complete the lecture notes. You may use the writers' names in the box below.

Lord Byron    Samuel Taylor Coleridge    William Wordsworth    Percy Bysshe Shelley



Task 2. Listen to the lecture again and take detailed notes about the artistic and literary features of Romanticism.

Romantic Era	Romantic Art	Romantic Literature
<ul style="list-style-type: none"><li>rejection of _____ of the Enlightenment</li><li>emphasis on _____ and the heart</li></ul>	<ul style="list-style-type: none"><li>reference to _____ for inspiration</li><li>opposition to _____</li></ul>	<ul style="list-style-type: none"><li>celebration of _____</li><li>focus on the _____ and spirituality</li><li>celebration of _____</li><li>interest in _____</li><li>_____ of women</li><li>personification</li><li>abandoning _____</li><li>defining _____ as infinite creation</li><li>fear of losing _____</li></ul>

Task 3. Work in pairs and give an oral presentation of Romanticism to your class. Use the information in the lecture if necessary.

## EXTENDED READING



### Pre-reading questions:

What are the classic literary works you have learned in this unit?

In your opinion, what kind of literary works can be regarded as classics?

## Literature Definitions: What Makes a Book a Classic?

### Notes

The definition of a classic piece of literature can be a hotly debated topic; you may receive a wide range of answers depending on the experience of the person you question on the topic. However, to be generally agreed upon as a classic, works should meet some common high standards for quality, appeal, longevity<sup>①</sup>, and influence.

Classic literature is an expression of life, truth, and beauty. It must be of high artistic quality, at least for the time in which it was written. Although different styles will come and go, a classic can be appreciated for its construction and literary art. It may not be a bestseller today due to pacing and dated language, but you can learn from it and be inspired by its prose<sup>②</sup>.

In classic literature, a work is usually considered to be a representation of the period in which it was written — and it merits lasting recognition. In other words, if the book was published in the recent past, it is not a classic; while the term “modern classic” may apply to books written after World War II, they need longevity to achieve the title of a simple “classic.” A book of recent vintage<sup>③</sup> that is of high quality, praise, and influence needs a few generations to determine whether it deserves to be called a classic.

Great works of literature touch readers to their very core, partly because they integrate<sup>④</sup> themes that are understood by readers from a wide range of backgrounds and levels of experience. Themes of love, hate, death, life, and faith, for example, touch upon some of our most basic emotional responses. You can read classics from Jane Austen and Miguel de Cervantes Saavedra and relate to the characters and situations despite the difference in era. In fact, a classic can alter your view of history to see how little has changed in our basic human makeup.

You can study a classic and discover influences from other writers and other great works of literature. Of course, this is partly related to the universal appeal of a classic. Still, classics are always informed by the history of ideas and literature, whether unconsciously or specifically worked into the text.

Likewise, classics will inspire other writers who come afterward, and you can trace how they influenced works in their own time and down through the following decades and even centuries.

① n. long life; the fact of lasting a long time

② n. writing that is not poetry

③ having happened or started not very long ago

④ v. to combine two or more things so that they work together

<sup>⑤</sup> v. to give sb information so that they understand sth better

By covering themes universal to the human condition and doing so in a way that stands the test of time, classics remain relevant to all. Because of the high quality of the characters, story, and writing, people can read classics in their youth and gather a basic understanding of the author's themes, and then they can read them later in life and see additional layers of truth that they missed previously. The quality enables the work to communicate to multiple age groups throughout time.

These qualities of classic literature make them appropriate for study. While younger students may find them less accessible, older students and adults can be enlightened<sup>⑤</sup> by reading them as part of a formal study, book club, or ongoing reading. To introduce younger readers to the classics, try using graphic novel versions, editions simplified for younger readers, or movie adaptations.

For older literature students, classics have a wide variety of expert information available about them, giving background information like how and why they were written, analyses of the text, and comments on lasting cultural impact. Classics likely also have study guides that can assist learners in their basic understanding of the text, such as by explaining dated terms and references and providing study questions.

#### Food for thought

1. According to the passage, what kind of book is a classic?

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2. Is there a connection between the classics composed by different generations of writers? Why or why not?

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3. Can teachers introduce literary classics to both younger and older students in the same way? Why or why not?

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## Challenge

Write an email to your overseas pen pal, Mr Russell, recommending a Chinese classic literary work. State your reasons why it qualifies as a classic in terms of its quality, appeal, longevity, and influence. In the box provided, draw the cover of the literary work you are going to recommend.



To: Russell

Subject: Re: Chinese classic literary work

Dear Mr Russell,

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Sincerely yours,

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(Your signature)

# Revision

## LISTENING COMPREHENSION

**Section A** Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

- ( ) 1. A. Hotel waitress.      B. Airline passenger.  
C. Online shopper.      D. Landlord.
- ( ) 2. A. Five feet.      B. Ten feet.      C. Twelve feet.      D. Twenty feet.
- ( ) 3. A. Increase the order quantity by over 10%.  
B. Bring the unit price down to 30 cents.  
C. Sign the contract immediately.  
D. Reduce the price by 30%.
- ( ) 4. A. At a clinic.      B. In a drugstore.  
C. At a fitness club.      D. In a fast food restaurant.
- ( ) 5. A. The man has run a red light.  
B. The woman drives her car dangerously.  
C. The man parked on the pedestrian crossing.  
D. The woman fell asleep during the traffic jam.
- ( ) 6. A. She has a wide range of interests.  
B. She is indifferent to her mother.  
C. She is indecisive.  
D. She is homesick.
- ( ) 7. A. They are colleagues working on a project.  
B. The man provides counseling on advertising.  
C. They have seen each other face to face before.  
D. The woman will advertise for employees in *Animal World*.
- ( ) 8. A. They need investment in marketing.  
B. They are driven to foreign market.  
C. They are faced with global crisis.  
D. They are very successful.

- ( ) 9. A. An American Indian.      B. The Great Plains.  
C. Pen friends.      D. Wildlife.
- ( ) 10. A. The man is in urgent need of an ambulance.  
B. The woman contacted the man a few weeks ago.  
C. The woman is consulting the man about life insurance.  
D. The man intends to claim his medical expenses.

**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.

- ( ) 11. A. In the 21st century.      B. The Middle Ages.  
C. The Victorian Age.      D. In the 1880s.
- ( ) 12. A. Silent films.      B. Shoulder-pads.  
C. Rock and roll.      D. Fashionable girls.
- ( ) 13. A. Those decades feature distinctive cultural identities.  
B. The technological and economic trends change rapidly.  
C. The entertaining references conflict with traditions.  
D. There exist widespread cultural mysteries in those decades.

Questions 14 through 16 are based on the following passage.

- ( ) 14. A. It is a combination of input and practice.  
B. It means reading useful articles in English.  
C. It means absorption in expressions and phrases.  
D. It fits people together with the natural language.
- ( ) 15. A. You can differentiate between the two versions.  
B. It is more challenging than the original version.  
C. It can motivate you to translate the book on your own.  
D. You are already familiar with the content of the book.
- ( ) 16. A. Learning English by reading.  
B. How to practise reading for fun.  
C. What to read for English learners.  
D. Mastering effective reading skills.

**Section C** 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 conversation.

- (    ) 17. A. A *Blue Peter* competition.  
B. A drawing competition.  
C. A pet competition.  
D. A writing competition.
- (    ) 18. A. She desired a *Blue Peter* badge as a child.  
B. The competition was easy enough to win.  
C. The prize was the best of all competitions.  
D. *Blue Peter* was her favourite TV show.
- (    ) 19. A. All the participants will be awarded their favourite shampoo.  
B. Ice Blue has won the majority of the votes in the competition.  
C. The cosmetic brand aims to improve the quality of its products.  
D. The shampoos the participants can vote for are out of production.
- (    ) 20. A. They both received a thank-you letter for participation.  
B. Unlike the woman, the man would like to win a car.  
C. Neither was lucky enough to win any competitions.  
D. Online competitions were more appealing to them.

## GRAMMAR

Read the passage and fill in the blanks to make it coherent and grammatically correct. For the blanks with a given word, fill in each blank with the proper form of the given word; for the other blanks, use one word that best fits each blank.

### The Irish Language

What language do you think the Irish speak? Most of them speak English, but the official language is in fact Irish.

(1) \_\_\_\_\_ these days English is widely spoken by the majority, modern Irish is the first official language of Ireland. For centuries, Ireland's neighbour had oppressed the Irish language. It all started with an invasion by the Englishman Oliver Cromwell, who made (2) \_\_\_\_\_ (speak) Irish illegal — on pain of death. It was a persuasive policy (3) \_\_\_\_\_ almost made Irish a dead language.

For a long time now, the government of Ireland (4) \_\_\_\_\_ (try)

to revive Irish as the primary language of the country. Unfortunately, this is far easier said than done. At present, it is compulsory for all pupils who attend school in Ireland from the age of four until eighteen (5) \_\_\_\_\_ (study) the Irish language, yet it is still a minority language. You may ask why? There are three reasons that can be offered.

The first reason is related to the difficulty of the language itself. Take the sentence below as an example:

Irish: D'éirigh liom breith ar an liathróid.

Literal translation: Was successful with me catching on the ball.

English: I succeeded in catching the ball.

As the example above demonstrates, English grammar is (6) \_\_\_\_\_ (difficult) than Irish grammar.

The second reason concerns the way Irish (7) \_\_\_\_\_ (teach) in schools. From an early age, the focus in the classroom is put (8) \_\_\_\_\_ its difficult grammar; and there is very little attention to speaking or listening skills. The final reason is, quite simply, (9) \_\_\_\_\_ English has surpassed other languages in gaining its global dominance. During the years under English rule, Irish survived because it was an important part of Irish culture and identity. The same can be said of it today, but Irish is slowly losing its battle for survival. Globalisation and the importance of English in the world today (10) \_\_\_\_\_ have ultimately doomed it to a superficial existence.

## VOCABULARY

Read the passage and complete it by using the words in the box. Each word can be used only once. Note that there is one word more than you need.

complex	empire	establishing	extended
historic	legendary	recognised	exceeded
representing	resting	undergone	

## The Temple of Confucius

The Temple of Confucius in the city of Qufu is the largest and most well-known of innumerable temples. Its undeniable (1) \_\_\_\_\_ importance meant it was listed as a UNESCO World Heritage Site in

□ 1994. After countless reconstructions, this building sprawls out over the countryside of Shandong province, (2) \_\_\_\_\_ the second largest ancient building in China after the Forbidden City.

When Confucius passed away in 479 BCE, China had yet to be unified as a(n) (3) \_\_\_\_\_ under the first emperor, Qin Shihuang. Just two years after his passing, his former home was worshiped as a temple. As time went on, his teachings spread across the world, and he began to be (4) \_\_\_\_\_ as one of the most influential philosophers in human history.

During the Han dynasty (206 BCE–220 CE), Emperor Gao travelled to Qufu to make sacrifices at the Temple of Confucius. This set an example for many emperors and high officials to follow, (5) \_\_\_\_\_ Confucius as a figure worthy of admiration even from an emperor.

In 611, Confucius's original three-room house was removed from the temple (6) \_\_\_\_\_ and placed just east of the temple, where it would be developed into an *aristocratic* (贵族的) mansion for his direct male descendants under the title the Kong Family Mansion. By the Song dynasty (960–1279), the temple had been (7) \_\_\_\_\_ into a massive complex with three sections, four courtyards, and over 400 rooms. In 1214, fire destroyed the temple. It wasn't until 1302, during the Yuan dynasty (1271–1368), that it was finally restored to its former glory. However, through its long history, this rather unlucky temple has (8) \_\_\_\_\_ 15 major renovations and 31 large scale repairs!

Visitors first walk through the main gateway, known as the Lingxing Gate. Lingxing was the name given to the (9) \_\_\_\_\_ star of literacy, which emperors would offer sacrifices to before making offerings to heaven. Then (10) \_\_\_\_\_ at the centre of the buildings is the temple's main attraction: Dacheng or "Great Achievement" Hall. Having been originally built during the Qing dynasty (1644–1912), it is widely considered to be the peak of Qing art and architecture. This was the principal hall where emperors and high officials would offer sacrifices to Confucius.



## READING COMPREHENSION

**Section A** Read the passage and choose the best word/phrase for each blank.

### Inflation Rate

The inflation rate is the percentage increase or decrease in prices during a specified period, usually a month or a year. The (1) \_\_\_\_\_ tells you how quickly prices rose during the period. (2) \_\_\_\_\_, if the inflation rate for a gallon of gas is 2% per year, then gas prices will be 2% higher next year. That means a gallon of gas that costs \$2.00 this year will cost \$2.04 next year.

The inflation rate is a critical component of the misery index, which is an economic indicator that helps to (3) \_\_\_\_\_ an average citizen's financial health. The other component is the unemployment rate. When the misery index is higher than 10%, it means people are either suffering from a recession, rapidly spreading inflation, or both. (4) \_\_\_\_\_, either inflation or unemployment is greater than 10%.

There are two (5) \_\_\_\_\_ of inflation. Demand-pull inflation is the more (6) \_\_\_\_\_ one. That's when demand (7) \_\_\_\_\_ supply for goods or services. Buyers want the product so much that they're willing to pay higher prices.

Cost-push inflation is the other one. That's when supply is (8) \_\_\_\_\_ but demand is not. That happened after Hurricane Katrina damaged gas supply lines. Demand for gasoline didn't change, but supply constraints raised prices to \$5 a gallon.

Some sources say that an increase in the money supply also gives rise to inflation. That's a(n) (9) \_\_\_\_\_ of the theory of monetarism. It says the primary cause of inflation is the printing out of too much money by the government. As a result, too much capital (10) \_\_\_\_\_ too few goods. It creates inflation by (11) \_\_\_\_\_ either demand-pull or cost-push inflation.

Some also count built-in inflation as a third cause. This factors people's expectations of (12) \_\_\_\_\_ inflation. When prices rise, labour expects an increase in wages to (13) \_\_\_\_\_. But higher wages raise

the cost of production, which raises prices of goods and services again.

The most powerful way to (14) \_\_\_\_\_ yourself from inflation is to increase your earning ability and income. A 5% annual raise, or a promotion that nets you a 20% gain, will make inflation (15) \_\_\_\_\_. But if that's not an option, or you are on a fixed income, then you'll need to explore other options such as investing in the stock market.

- ( ) 1. A. economist      B. revenue      C. percentage      D. prediction
- ( ) 2. A. However      B. In addition      C. As a result      D. For example
- ( ) 3. A. promote      B. determine      C. threaten      D. maintain
- ( ) 4. A. In other words      B. What's worse  
C. On the other hand      D. As a result
- ( ) 5. A. sorts      B. definitions      C. extremes      D. causes
- ( ) 6. A. common      B. critical      C. desirable      D. depressing
- ( ) 7. A. outlines      B. outsources      C. outputs      D. outpaces
- ( ) 8. A. restricted      B. balanced      C. raised      D. ensured
- ( ) 9. A. illustration      B. discipline  
C. misinterpretation      D. extension
- ( ) 10. A. chases      B. contrasts      C. guarantees      D. produces
- ( ) 11. A. worsening      B. triggering      C. devaluing      D. relieving
- ( ) 12. A. future      B. temporary      C. powerful      D. controllable
- ( ) 13. A. stand out      B. turn up      C. keep up      D. wear out
- ( ) 14. A. distinguish      B. distract      C. withdraw      D. protect
- ( ) 15. A. irreversible      B. irrelevant      C. unavoidable      D. unexpected

**Section B** Read the passages and choose the best answer to each question.

(A)

On April 7, 1770, William Wordsworth was born in Cockermouth, Cumbria, England. Wordsworth's mother died when he was eight — this experience shapes much of his later work. Wordsworth attended Hawkshead Grammar School, where his love of poetry was firmly established and, it is believed, he made his first attempts at poems. While he was at Hawkshead, Wordsworth's father died, leaving him and

his four siblings orphans. After Hawkshead, Wordsworth studied at St John's College in Cambridge and before his final semester, he set out on a walking tour of Europe, an experience that influenced both his poetry and his political sensibilities. While touring Europe, Wordsworth came into contact with the French Revolution. This experience as well as a subsequent period living in France, brought about Wordsworth's interest and sympathy for the life, troubles, and speech of the "common man." These issues proved to be of the utmost importance to Wordsworth's work.

Wordsworth's earliest poetry was published in 1793 in the collections *An Evening Walk and Descriptive Sketches*. Wordsworth left France before his first daughter Caroline was born. In 1802, he returned to France with his sister on a four-week visit to meet Caroline. Later that year, he married Mary Hutchinson, a childhood friend, and they had five children together. In 1812, while living in Grasmere, two of their children — Catherine and John — died.

Equally important in the poetic life of Wordsworth was his 1795 meeting with the poet Samuel Taylor Coleridge. It was with Coleridge that Wordsworth published the famous *Lyrical Ballads* in 1798. While the poems themselves are some of the most influential in Western literature, it is the preface to the second edition that remains one of the most important proofs of a poet's views on both his craft and his place in the world. In the preface Wordsworth writes on the need for "common speech" within poems and argues against the *hierarchy* (等级制度) of the period which valued epic poetry above the lyric.

Wordsworth's most famous work, *The Prelude* (Edward Moxon, 1850), is considered by many to be the crowning achievement of English romanticism. The poem, revised numerous times, chronicles the spiritual life of the poet, and marks the birth of a new genre of poetry. Although Wordsworth worked on *The Prelude* throughout his life, the poem was published after he died. Wordsworth spent his final years settled at Rydal Mount in England, travelling, and continuing his outdoor excursions. Devastated by the death of his daughter Dora in 1847, Wordsworth seemingly lost his will to compose poems. William Wordsworth died at Rydal Mount on April 23, 1850, leaving his wife Mary to publish *The Prelude* three months later.

- ( ) 16. The first paragraph of the passage mainly talks about \_\_\_\_\_.  
A. the earlier life of Wordsworth  
B. the learning experience of Wordsworth  
C. the most important events in Wordsworth's poetry  
D. the characteristics of Wordsworth's poetry
- ( ) 17. Which of the following statements is true about *The Prelude*?  
A. It marked the birth of English Romanticism.  
B. It was the preface to the second edition of *Lyrical Ballads*.  
C. It was regarded as the beginning of a new poem-making form.  
D. It argued against the hierarchy which valued epic poetry above the lyric.
- ( ) 18. What can be concluded about Wordsworth from the passage?  
A. The death of his children damaged his will to compose poems.  
B. *Lyrical Ballads* is the most important proof of his views on his craft.  
C. His sister Mary published *The Prelude* three months after his death.  
D. Samuel Taylor Coleridge contributed to his publication of *Lyrical Ballads*.
- ( ) 19. What is the passage mainly about?  
A. It talks about Wordsworth's life and career.  
B. It introduces Wordsworth's family.  
C. It emphasises the influence of Wordsworth's works.  
D. It highlights the effect of Wordsworth's life on his style of works.

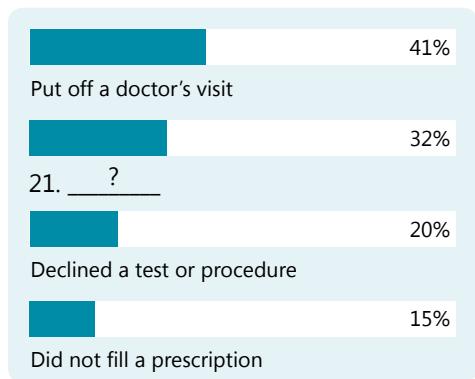
(B)

Notes

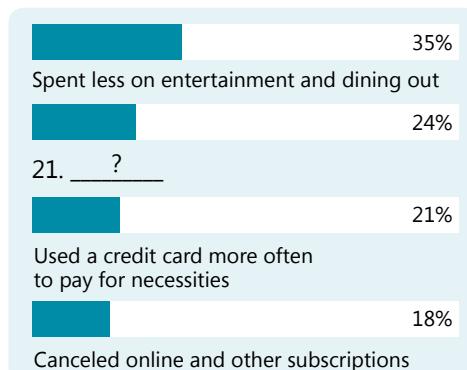
## How high healthcare costs affect Americans

Cutting back on groceries, delaying paying other bills, even limiting their own healthcare in potentially dangerous ways — these are some measures Americans have been forced to take to deal with high medical bills, according to a CR survey of 1,267 US adults who had a medical bill with out-of-pocket costs in the past year. Concerns about being able to afford medical care are especially acute among the minorities, the survey found.

**BIG MEDICAL BILLS LEAD  
TO COST-CUTTING CHOICES**  
**To save on healthcare in the last  
12 months:**



**THE FINANCIAL  
RIPPLE EFFECTS**  
**To pay for medical care costs  
in the last 12 months:**



**How to fight big medical bills**

Medical debt can appear on your credit history in as little as 180 days. You can avoid that by addressing medical bills as soon as they arrive. If you plan to take any action that could take extra time, notify the hospital or doctor's office right away and ask for a 30-day extension.

**Don't automatically pay.**

Hospitals and doctor's offices may send bills to patients before they file with insurers, says Caitlin Donovan of the Patient Advocate Foundation. So if you're insured, wait until you get an "Explanation of Benefits" from your insurer that breaks down what it will cover and what you'll owe. If you still have questions, contact your insurer.

**Apply for charitable care.**

Many providers offer free or reduced rates to people who qualify because of low incomes. Renee Morgan, for example, took advantage of such a programme after her husband suffered a mini stroke, putting the family \$19,000 in debt. To find a programme, contact a charitable organisation that matches qualified individuals with debt forgiveness programmes.

- ( ) 20. According to the passage, which of the following is the major worry among Americans?
- How to calculate their own healthcare costs.
  - How to afford the high costs of medical care.
  - The reliability of the CR survey in the US.
  - Postponed medical bills for their sickness.
- ( ) 21. Which of the following items are most likely to be included in the two bar charts respectively?



- A. Cut down on luxuries; Took public transport
  - B. Sent for a family doctor; Depressed stock prices
  - C. Bought health supplements; Used telehealth at home
  - D. Treated themselves at home; Spent less on groceries
- ( ) 22. To avoid medical debt, the author recommends \_\_\_\_\_.
- A. waiting for the splitting of the medical bills by your insurer
  - B. notifying the hospital to cancel the debt on your credit history
  - C. establishing a charity to match qualified patients with debt programmes
  - D. spending extra time on the insurance bill broken down by the charity

### (C)

During a judging period for a recent short story contest, I started thinking a lot about dialogue tags. Because in many submissions, characters didn't "say" a thing. They shouted, they inquired, they assumed. Some characters screamed while others murmured. But no one "said" anything. And I started wondering why.

Why do we tell beginner writers to avoid creative dialogue tags in the first place? Why do we insist that characters should stick to "said," "asked," and the occasional "sighed?" And, if the advice is so oft-repeated, why are writers still unable to resist the siren call of weep, scream, snap, or laugh?

The more I thought about it, the more I understood the temptation. We're always encouraged to use strong, actionable verbs in our prose. Why walk when you can skip or wander? Why cry when you can sob or weep? Why wouldn't we reach for exciting verbs instead of mild-boring-dull-blah said? Why couldn't each verb be a tiny, sparkling gem in its own right?

The problem, I think, is that every jewel needs a setting to become something more than the sum of its parts. Without something to provide structure, a collection of the world's most glorious diamonds would still only amount to a heap of rocks.

And a dialogue tag should never, ever be the diamond in any given sentence.

Dialogue is your diamond, friends. When we read your work, your

dialogue should be so bright, so sparkling, so lifelike, so wonderfully realistic that our brains “hear” each line instead of merely reading it. We don’t need to be told a character is shouting — we can sense it in the way they spit out words, clench fists, or storm from the room.

A dialogue tag is a mere signpost along the narrative journey, gently indicating who said what. It’s part of a story’s experience, but it’s not part of the story itself, nor should it be treated as such. Dialogue tags are similar to lighting in a Broadway play: without it, the audience would have no idea what was going on, but it usually strives to shine without calling too much attention to itself.

What’s more, readers may not initially imagine a particular line being “sobbed.” When we reach the end of a sentence and find out our leading lady has actually sobbed instead of whispered, it pulls us right out of the story. We pause. We reread the line. We adjust our understanding and begin again. But that wonderful momentum when we’re fully immersed in the scene, holding our breath to find out what our heroine says next, is lost.

Creating a successful work of fiction is about giving the reader all the materials they need to build your fictional world in their mind and not a scrap more. Readers need believable dialogue. They need voices so compelling that they pop right off the page and into our ears. And if you’ve created dynamic characters who speak words we can really hear, you will never need to tell us how something was said.

*Senior Editor*

- ( ) 23. According to the Senior Editor, the beginner writers are tempted to \_\_\_\_\_.  
A. replace a dull “said” with exciting verbs  
B. omit what the character said in a dialogue  
C. resist the warning against strong emotions  
D. overuse the word “said” in their submissions
- ( ) 24. The Senior Editor compares dialogue tags to \_\_\_\_\_.  
A. glorious diamonds                              B. heaps of rocks  
C. tiny, sparkling gems                              D. Broadway play lighting

- ( ) 25. What can be inferred about the dialogue in a novel?
- A. The dialogue tag "say" can help keep readers immersed in the plot.
  - B. A dialogue tag indicates a character's way of speech is part of narration.
  - C. Writers should state in the dialogue whether the character sobbed or whispered.
  - D. Readers are advised to imagine the scene after rereading the line in a dialogue.
- ( ) 26. The writer most probably agrees that \_\_\_\_\_.
- A. dynamic characters' voices are quoted from people's exact words in real life
  - B. creative dialogue tags play a vital role in building a realistic fictional world
  - C. the more materials a work fiction contains, the more successful it is
  - D. what was said should be prioritised over how it was said

**Section C** Read the passage and complete it by using the sentences in the box. Each sentence can be used only once. Note that there are two sentences more than you need.

- A. They assume that if expressions are universal, they would be displayed in the same way across different cultures.
- B. Chimpanzee laughter looks different from ours but uses some of the same muscle movements.
- C. Charles Darwin theorised that emotional expression was a common human feature.
- D. One is that certain expressions are important for survival.
- E. Back in the 1960s, psychologist Paul Ekman identified six core expressions.
- F. So recent research indicates that some of our most important emotional expressions are in fact universal.

### Are There Universal Expressions of Emotion?

The 40 or so muscles in the human face can be activated in different combinations to create thousands of expressions. But do these expressions

look the same and communicate the same meaning around the world, regardless of culture?

(27) \_\_\_\_\_ But he was in the minority. Until the mid-20th century, many researchers believed that the specific ways we show emotion were learned behaviours that varied across cultures. Personality theorist Silvan Tomkins was one of the few to insist otherwise. Tomkins claimed that certain affects — emotional states and their associated facial expressions — were universal.

In the 1960s, psychologist Paul Ekman set about testing this theory by examining hundreds of hours of film footage of remote tribes isolated from the modern world. Ekman found the native peoples' expressions to be not only familiar but occurring in precisely the situations he would expect. The remote tribes who had no exposure to Western culture were able to correctly match photos of different facial expressions with stories designed to trigger feelings. (28) \_\_\_\_\_ The degrees of expression appropriate to a given situation can, however, vary greatly across cultures.

Further evidence can be found in our evolutionary relatives. Comparisons of facial expression between humans and non-human mammals have found similarities in the structure and movement of facial muscles. (29) \_\_\_\_\_

So if Ekman and other researchers are correct, what makes certain expressions universal? And why are they expressed in these particular ways? Scientists have a lot of theories rooted in our evolutionary history. (30) \_\_\_\_\_ Fear and surprise could signal to others an immediate danger. Studies of humans and some other primates have found that we pay more attention to faces that signal threats over neutral faces, particularly when we're already on high alert.

## SUMMARY WRITING

Read the passage. Summarise its main ideas in no more than 60 words. Use your own words as far as possible.

### How Venice Was Built

Despite Venice's fame as the world's most beautiful city, it appears to be a constructional nightmare. It is largely built on marshland and one

that contains some of the largest and heaviest historic buildings in Italy. So how exactly does Venice, "the floating city," keep above the water?

Key to its construction is an ancient method of using raised foundations, which effectively elevates ground zero to a height where buildings can be safeguarded from tidal waters. This involves the hammering of thousands of pilings through the water and into the underlying clay. Each piling is positioned very closely, ultimately forming a raised wooden platform. Then, the tops of pilings are evened off and a foundation layer of wood and marble is laid over the top, upon which Venice's buildings are constructed.

However, raising buildings out of the water is but one half of building in Venice — the other being to successfully channel the waters into commutable highways. Venice's canals are built and maintained in a multi-stage process that begins with the construction of a cofferdam. A cofferdam is a temporary barrier that allows waters to be blocked and redirected, which is necessary for any building work to take place. Once the damming structure is in place, the draining of the area can start with industrial pumps removing any remaining water held in the channel. Next, large-scale removal of the mud takes place, with huge diggers *excavating* (挖掘) the channel.

Once the channel is clear, engineers can begin *fortification* (加强) of the canal, using pilings, bricks, clay and cement to line and strengthen its core structure. Wooden pilings are still used today because when submerged the almost-zero-oxygen environment of the canal preserves them incredibly well, improving their strength further — an effect caused by the flow of mineral-rich waters surrounding them.

In this way, Venice is protected by a series of water-preventing mechanisms to ensure better defence against waters.

**Section A** Translate the following sentences into English, using the words given in the brackets.

1. 文化背景不同的人可通过音乐这种通用语言来交流感情。(by which)

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2. 要是这位小说家能在临终前得知自己荣获终身成就奖就好了! (If only ...)

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3. 尽管这个公司想要提高生产力,但它会尽可能地考虑到环境保护问题。(boost)

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4. 依据自己所掌握的知识判断,这位业余考古学家坚持认为这些古代手工艺品和岩洞壁画的历史可追溯到石器时代。(Judging...)

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**Section B** Write an English composition in 120–150 words according to the instructions given below.

你计划下学期新建一个名为 Approaching Classics 的读书会,并向学校申请 2,000 元经费。向校长信箱写一份申请书,内容须包括:

- 你组建读书会的目的与意义;
- 设想下学期所开展的读书会活动及其预算。



Dear Principal,

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Yours sincerely,

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(Your signature)

**Section A** Read aloud the following two sentences.

1. Drag your mouse around the iconic entrance hall to Britain's Natural History Museum to begin your fascinating journey.
2. The Belt and Road Initiative is multi-branched and includes projects concerning not just transport infrastructure but also fields such as education, investments, real estate, and power grid.

**Section B** Read aloud the following passage.

It is said that using a cafeteria tray encourages healthier eating. Some colleges and workplaces have removed trays from their lunchrooms to reduce food waste, but if those convenient carriers are still stacked at your favourite eatery, pick one up. Diners who do are more inclined to take a salad, a main course, and a dessert, according to researchers. A trayless tip through the food stations, however, probably forces you to leave one or more of these items behind — and guess which one it is? Study results showed more diners skipped the salad and kept the dessert.

**Section C** Ask two questions about each situation given below. At least one special question should be asked about each situation.**Questions 1–2:**

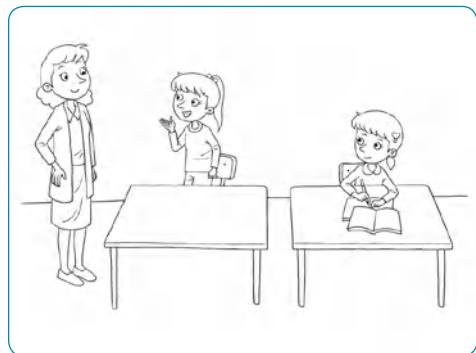
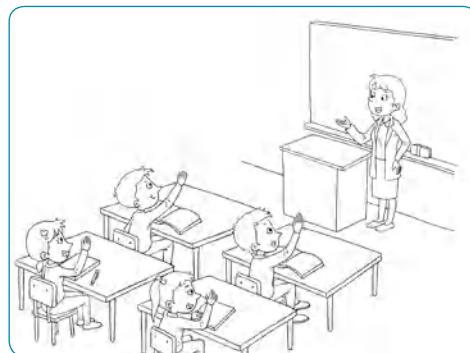
Your history teacher is introducing the Silk Road to your class. Ask the teacher two questions about it.

**Questions 3–4:**

Several foreign students are talking about Mark Twain after a literature class. Ask them two questions about Mark Twain.

**Section D** You will have one minute to prepare and another minute to talk in at least five sentences about the following pictures. Begin your talk with the sentence given.

One day, Ms Wang was giving a literature class to her class.



## LISTENING AND SPEAKING

 **Section A** Make quick responses to the sentences you have heard.

 **Section B** 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.

### Questions:

1. What are the two factors shaping American literature?
2. Do you like reading novels? Why or why not?

# Long-term Project

## Writing a Book Report

Notes

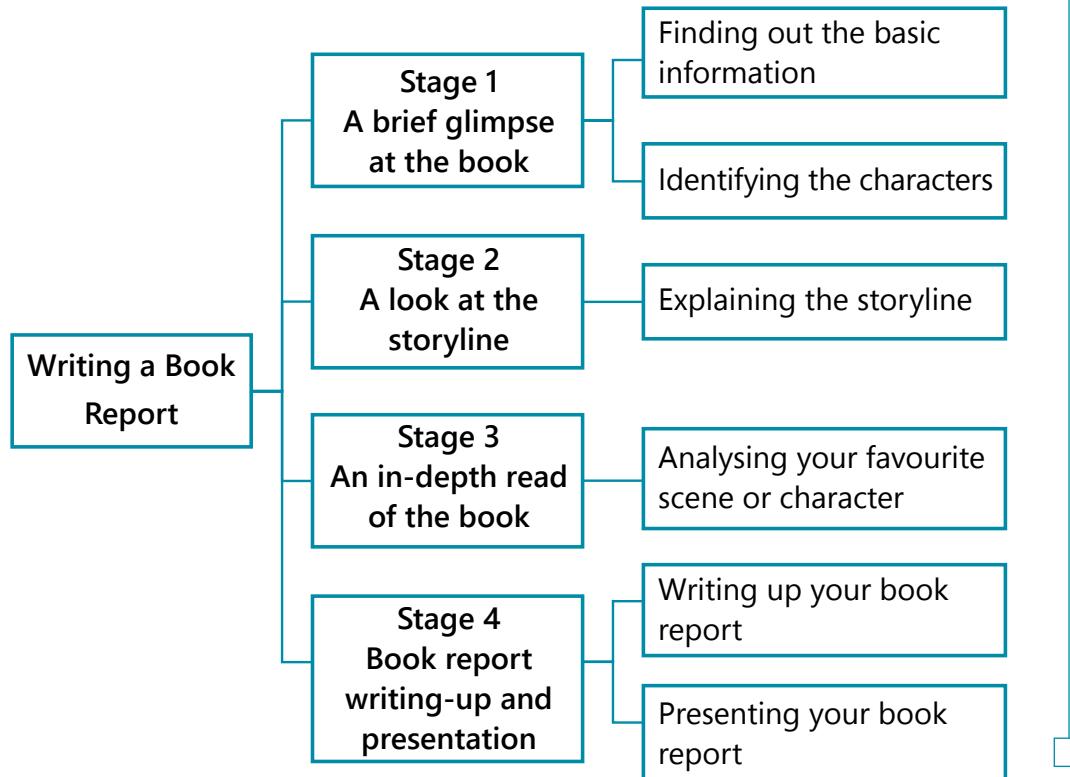
### Project Description

In this textbook, we are going to learn excerpts of literary classics by Ernest Hemingway and William Wordsworth. With a view to approaching classics more closely, read at least one of the following recommended books and complete a book report. Then work in groups and give an oral presentation of your report to the whole class.

Recommended books:

- *Pride and Prejudice*
- *Jane Eyre*
- *The Adventures of Huckleberry Finn*
- *The Great Gatsby*
- *The Call of the Wild*
- *The Merchant of Venice*
- *A Tale of Two Cities*
- *Sister Carrie*

### Task Flow-chart



## Project Procedures

Stages	Weeks	Tasks	Outcomes
<b>A brief glimpse at the book</b>	Week 1– Week 2	<b>Task 1:</b> Choose a book for analysis. Find out the basic information, including the title, the author, the genre and the setting (where and when the story takes place).	An introduction of the basic information of the book. <b>(Worksheet One)</b>
	Week 3	<b>Task 2:</b> Describe the relationships between characters. Identify several main characters and sketch them.	A diagram illustrating the relationships and a list of the main characters. <b>(Worksheet One)</b>
<b>A look at the storyline</b>	Week 4– Week 7	<b>Task 3:</b> When reading, keep track of the main characters, their actions and key events. Explain the storyline briefly and clearly.	A storyline. <b>(Worksheet Two)</b>
<b>An in-depth read of the book</b>	Week 8– Week 9	<b>Task 4:</b> Describe and draw your favourite scene or character. Elaborate on the reasons for your preference.	An essay on your favourite scene or character and a drawing. <b>(Worksheet Three)</b>
<b>Book report writing-up and presentation</b>	Week 10– Week 11	<b>Task 5:</b> Evaluate the book by giving a rating. Write a book report which includes: <ul style="list-style-type: none"> <li>• information about the author and his or her times;</li> <li>• a summary of the book;</li> <li>• comments on the book.</li> </ul>	A book report. <b>(Worksheet Four)</b>
	Week 12	<b>Task 6:</b> Work in groups and present your book report with the help of multimedia.	An oral presentation.

Notes

## Worksheet One: A brief glimpse at the book (Task 1/Week 1 – Week 2)

### Step One: Choose a book

What if you want to read a book but don't know what to choose? Complete the diagram below which contains a series of questions that can make it easy for you to choose a book. One example is given.

What genre of books do I like, fiction or non-fiction?	_____
<b>How to choose a book to read?</b>	
_____	_____
_____	_____

### Step Two: Find out the basic information

The basic information of a book includes the title, the author, the genre and the setting (where and when the story takes place).

## (Task 2/Week 3)

### Step Three: Identify the characters

Describe the relationships between the characters. Identify several main characters and sketch them by listing two details about each character.

A Book Report on \_\_\_\_\_

**TITLE:** \_\_\_\_\_

**AUTHOR:** \_\_\_\_\_

- Fiction  
 Non-fiction  
(tick)

Relationships between the characters in

List 3 main characters and two details about each one.

Main character	Two details
	1. 2.
	1. 2.
	1. 2.

## Worksheet Two: A look at the storyline (Task 3/Week 4 – Week 7)

### Step One: Definition of storyline

What is the correct definition of storyline? Tick your answer.

- A particular type or style of literature or film.
- The basic story in a novel, play, film, etc.
- The most exciting or important event or point in time.
- A type of literature that describes imaginary people and events.

### Step Two: Read the book

Reading is important because otherwise, you will not be able to get to the depth of the story, which is necessary for writing the report. Many students think that reading the summary, notes, and details online is enough, but this is not the right way of doing it. For your reference, here are several tips that help you to work out the storyline.

- Note down important points.
- Gather the important quotes relevant to the theme.
- Explain the storyline by answering the questions below.
  - How does the story start? What interesting things happen?
  - How does the story develop and build up to the climax?
  - How is the climax solved?
  - How does the story end?



## Storyline

Chapter	Main Plot

Notes

## Worksheet Three: An in-depth read of the book (Task 4/Week 8 – Week 9)

### Step One: Focus on character details

While reading, identify the main characters and the major conflict(s) or problem(s) the main characters are trying to solve.

### Step Two: Focus on plot details

You don't need to study every detail of the story. Instead, focus on the main sequence of events. You can discuss your favourite plot highlights found anywhere from the rising action to the climax and to the resolution.

### Step Three: Draw your favourite scene or character

Recreating the scenario by drawing your favourite scene or character enables you to have a thorough understanding of the book.

#### Favourite Scene or Character

Describe the scene or the character	Draw your favourite scene or character
Chapter _____	

Why do you like the scene or the character most?

## Worksheet Four:

# Book report writing-up and presentation

## (Task 5/Week 10 – Week 11)

### Step One: Write a book report

A book report is an informative piece of writing. The entire report should be written in present tense. The use of paragraphs with topic sentences is an expectation. It usually consists of three main parts:

- information about the author and his/her times;
- a brief summary of the book;
- comments on the book.

### Step Two: Revise and edit the report

When you have finished drafting your book report, begin revising by reading it aloud or to your friends/classmates for feedback. As you edit, check for errors in spelling, grammar and punctuation. Write the book title and quotes in the correct form.

### Step Three: Write a bibliography

Bibliography is a list of books or articles about a particular subject or by a particular author; the list of books, etc. that have been used by someone writing an article, etc. In general, a bibliography should include:

- the authors' names;
- the titles of the works;
- the names and locations of the companies that published your copies of the sources;
- the dates your copies were published;
- the page numbers of your sources (if they are part of multi-source volumes).

A Book Report on \_\_\_\_\_

RATING: ★★★★★ (Colour)

**Part I: About the Author**

**Part II: Book Summary**

**Part III: Comments**



## (Task 6/Week 12)

### leaf Step Four: Divide work in your group

Work in groups whose members have read the same book as you. Share and compare each other's report. Then divide the roles among the group members: Who introduces the author of the book? Who summarises the story? Who designs your presentation slides? ...

### leaf Step Five: Rehearse your presentation

Rehearsal helps you to present your book report in a more organised manner. Follow the tips below.

- Read the presentation over and over until it is memorised.
- Practise in front of a mirror.
- Practise in front of a camera and record yourself, then watch it later to study what you should improve.
- Use notecards with pieces of information as small reminders just in case you need them.
- Think about potential questions from your audience and prepare to answer them in your presentation.

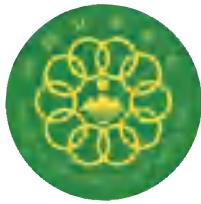
### leaf Step Six: Present the book report

Work in groups and present your book report with the help of multimedia. Here is a checklist for you to evaluate your performance during the presentation.

#### Presentation Checklist

- Tell a clear and coherent story.
- Base it on a convincing, memorable and scalable structure.
- Keep it short, simple and meaningful.
- Grab the audience's attention.
- Illustrate your point(s) with images that create visual impact.
- Highlight essentials with voice.
- Seek connections and eye contact.

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