



“十二五”普通高等教育本科国家级规划教材

第三版
THIRD
EDITION

NEW HORIZON COLLEGE ENGLISH

新视野大学英语

3

总主编：郑树棠

读写教程

READING AND WRITING

外语教学与研究出版社
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NEW HORIZON COLLEGE ENGLISH 3 新视野大学英语

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《新视野大学英语》（第三版）系列教材依据我国高等教育改革发展的新形势，针对国家、社会、个人对于英语课程的新需求，全新设计、全新编写而成。系列教材包括《读写教程》、《视听说教程》、《综合训练》、《泛读教程》和《长篇阅读》。本教材吸收先进外语教学理念，融合优质国际教育资源，选取富有时代气息、体现国际视野的教学材料，经过科学严谨的设计编排，构建线上与线下结合的创新型、立体化教学体系，为新时代的大学英语教学提供丰富资源和有力保障。

教学理念先进有效

教材编写吸收国内外最新研究成果，突出自主学习能力培养，通过灵活的练习和丰富的策略讲解，以教师为主导、以学生为主体，帮助教师开展教学活动；教材倡导课堂教学和自主学习结合的混合式教学模式，鼓励个性化学习。

教学内容鲜活丰富

选篇话题新颖、内涵丰富，集思想性和趣味性于一体，注重观点的碰撞与互补，开阔视野，拓展思维；BBC原版音视频展现世界各国风土人情和真实的语言交际场景，有利于学生学习地道表达，提升跨文化交际能力。

练习设计科学创新

练习形式灵活多样，任务注重真实性，与学生的大学生活及未来发展密切相关；活动设计突出思维训练，培养创新能力、多元视角，以及解决实际问题的能力；练习编排循序渐进、环环相扣，有效提高学生的语言综合应用能力。

教学资源立体多元

教材提供丰富的教学资源，以及由课本、光盘、数字课程、移动学习资源构建的创新型教学体系；数字化互动教学平台为师生提供立体化的教学环境和便捷的教学管理功能，完备的助教资源为教师的教学与科研提供全方位支持。

读写教程 3 验证码



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1 编写背景

《新视野大学英语》于2001年首次出版，是一套教学理念独到、教学模式创新的立体化大学英语教材，自出版以来，受到高校师生的广泛好评。其所引领的将计算机网络技术引入大学英语教学的模式取得了显著的教学效果。2008年出版的《新视野大学英语》（第二版）在传承第一版经典特色的基础上，根据我国高等教育发展形势与教学改革趋势，对教学理念、教学内容和教学方法进行了全方位提升和完善。

外语教学始终同国家的发展息息相关。目前，我国的经济的发展进入新常态，更加突出体现在重视质量、效益和可持续发展，以实现“两个一百年”的奋斗目标。国家的发展对于高素质国际化人才的需求，远远超过以往任何一个时期。即将颁布的《大学英语教学指南》根据国家发展和教学改革的需要，更加强调教学质量的重要性，强调对学生英语应用能力和综合文化素养的培养。根据《大学英语教学指南》，大学英语教学的主要内容可分为通用英语、专门用途英语和跨文化交际三个部分，由此形成相应的三大类课程。大学英语课程由必修课、限定选修课和任意选修课组成。

《新视野大学英语》（第三版）是为通用英语阶段设计的系列教材。编写团队本着严谨、务实的态度，深入调研高校大学英语课程教学现状，全面摸底大学新生入学英语水平，全面设计、全新编写了《新视野大学英语》（第三版）系列教材。第三版保持《新视野大学英语》一、二版的优势与特色，进一步落实教学分类指导、因材施教的原则，支持各高校根据学生入校英语水平，以及所选择专业的英语要求，适当调整通用英语阶段教学要求。

2 编写依据

《新视野大学英语》（第三版）认真贯彻《国家中长期教育改革和发展规划纲要（2010-2020）》和《关于全面提高高等教育质量的若干意见》的精神，在立足大学英语教学实际的基础上，引入先进外语教学理念，融合国际优质教育资源，采用科学的教学设计和多样的教学手段，有效提升学生英语综合应用能力，支持教师提高课堂教学质量，推动大学英语教学迈向新台阶。

《新视野大学英语》（第三版）在设计与编写中遵循以下整体原则：

在课程性质上体现工具性与人文性的有机结合

《新视野大学英语》（第三版）一方面遵循通用英语阶段语言学习规律，采取有效教学方法，全面提升学生的英语实际应用能力，一方面通过学习材料和活动设计培养学生的人文素养与综合素质，使学生在认识世界、了解社会、发现自我的过程中，树立正确的价值观，增进文化理解力，提高跨文化交际能力，从而实现工具性和人文性的有机统一。

在教学目标上体现个性化教学的需求

《新视野大学英语》（第三版）针对大学英语课程体系中通用英语课程的教学要求开发，

总体目标是培养学生英语听、说、读、写、译的语言技能，同时达到增加知识、拓展视野、提高能力、提升文化素养的目的。教材共有4个级别，在主题内容、词汇分布和练习形式等方面充分考虑了难度的递进，学校可以根据学生的起点水平进行个性化选择，使学生通过不同级别的学习达到通用英语阶段的基本要求或提高要求。

在教学理念上体现“以教师为主导、以学生为主体”

《新视野大学英语》（第三版）体现“以教师为主导、以学生为主体”的教学理念，采用丰富多样的练习设计，激发学生学习兴趣，便于教师灵活指导，选取最佳的教学方法，鼓励学生主动参与，提高课堂教学效果。此外，教材注重培养学生的学习能力和学习策略，通过探究式、合作式活动引导学生积极思考和创新实践，通过对新知识、文化点和学习策略的讲解帮助学生掌握正确方法，使教学活动真正实现由“教”向“学”的转变。

在教学手段上体现教学的立体化、个性化与便捷性

《新视野大学英语》（第三版）充分体现信息技术给教育模式带来的变革，根据学生学习特点、教师教学习惯和学校教学环境的变化，创建升级版外语数字化教学平台，为教、学、评、测、研提供全方位支持，实现课堂教学与自主学习的有效结合，同时开拓交互式、开放式、移动式的功能和资源，满足学生在多模态环境下的个性化学习，进一步提升大学英语教学效率和学习效果。

《新视野大学英语》（第三版）的筹划、设计和编写历经多年，编写团队本着对教学负责、对学生负责的态度，精心选材，严谨编写，力求在帮助学生切实提高语言交际能力的同时，还能引导他们辨别多元视角、对比不同文化、深入思考问题，有助于他们成为具有社会责任感、国际视野和创新精神的高素质人才。《新视野大学英语》（第三版）的教材特色主要体现在以下方面：

选材富有时代气息，体现思辨性和人文性

教材充分考虑时代发展和新一代大学生的特点，选材富有时代气息，主题多样，涵盖社会、历史、经济、哲学、科技、文化等不同领域。选篇注重思想性和趣味性的结合，文章安排注意观点的相互碰撞和补充，激发学生的思辨力与创新思维，培养学生以多元视角看待个人、社会和世界。视听说分册包含丰富的BBC原版音视频，语言鲜活、语音纯正、语境真实，展现各国风土人情和文化传统，开拓学生视野，增强学生的文化感知力和理解力。

练习活动形式多样，培养语言能力和跨文化能力

与一、二版相比，第三版教材保持了练习的丰富性和系统性，并进一步加强了练习的思辨性、

3 教材特色

应用性和文化对比性。练习设计遵循语言学习的内在规律，目的明确、安排有序，既包括单项技能训练，也包括综合语言运用，输入与输出结合，线下与线上结合。语言活动注重思维训练，培养跨文化意识，通过批判性问题启迪学生思考，通过对比翻译引导学生理解和表达中西文化差异，通过场景真实的交际任务培养学生解决实际问题的能力。

教学设计循序渐进，打好基础，学用结合

教材设计基于对大学生英语水平和高校英语教学现状的细致调研，编写时充分考虑基础教育阶段与高等教育阶段英语教学的衔接，各级别定位清晰，难度逐步提升。教材通过科学严谨的材料选择与词汇编制，对核心词汇及搭配的重点练习，以及对语言技能的综合训练，帮助学生进一步打好语言基本功。同时，教材注意语言知识与语言应用的关系，通过练习引导学生掌握规律、举一反三、活用语言，提高语言的实际应用能力。

教学资源丰富立体，引领混合式教学模式

第三版教材倡导课堂教学与自主学习结合的混合式教学模式，通过创建全新的外语数字化教学平台，提供丰富的教学资源、立体的教学环境和便捷的教学管理功能。除主干课程外，在网络课程体系中新增配套类课程（如第三版系列内的“长篇阅读”和“综合训练”等）和拓展类课程（如文化课程、口语课程、写作课程、ESP课程等），院校可自主选择线下、线上或混合学习的模式。同时，新的教学平台同步推出 Uclass 和外研随身学等移动教学和学习工具，优化教学体验，提升教学效率，帮助学生充分利用碎片化时间，向主动学习、自主学习、个性化学习的方向发展。

教学与评估并重，帮助教师实现教学相长

第三版教材为教师提供丰富多样的数字化教学资源，便于教师进行个性化教学，还创建了教师实时共建和分享备课资源的 Ucreate 交流平台，鼓励教师合作创新。同时，教材提供全面的形成性与终结性评测手段，便于教师及时、准确了解学生学习状况，调整教学思路，改进教学方法。此外，对基于数字技术的混合式教学模式、网上合作学习模式、教学评估模式等新领域的探索，还能为教师提供研究思路与实证数据，助益教师的教学与学术发展。

《新视野大学英语》（第三版）根据通用英语阶段的基本要求或提高要求，设计有 1—4 级，供两个学年使用。每一级别包含《读写教程》（配教师用书）、《视听说教程》（配教师用书）、《泛读教程》、《长篇阅读》和《综合训练》。同时提供与教材配套的学习光盘、教学课件、试题库、外语数字化教学平台、移动应用等教学资源。不同课程、不同媒体之间紧密联系，相互支持，互为补充。

4 教材构成

《新视野大学英语》（第三版）系列教材均为全新编写。《泛读教程》、《长篇阅读》和《综合训练》三个分册与《读写教程》单元主题呼应，是对《读写教程》的补充、强化与拓展。《视听说教程》基于英国培生教育出版集团的经典教材 *Speakout* 进行全面改编，既保留了视听资源地道鲜活的优势，又符合国内高校教学的需求与特点。

《读写教程》以有效巩固和扎实培养学生的语言知识和技能为特色，通过视角多元、内涵丰富的选篇以及形式多样的练习，着重提高学生的读、写、译能力。《视听说教程》视听资源生动地道，文化信息丰富，交际场景真实，有效提高学生的听说能力与跨文化交际能力。《泛读教程》注重阅读方法培养，提供多样的选篇和练习，帮助学生扩展词汇、开阔视野，提高英语阅读能力。《长篇阅读》通过有效的训练，培养学生的阅读策略，提高“快速+准确”获取信息的能力。《综合训练》与《读写教程》紧密相联，提供词汇、语法、翻译和阅读等方面的练习，帮助学生巩固语言知识，提高语言技能。

《新视野大学英语》（第三版）遵循分类指导、因材施教的教学原则，通过多种途径为个性化教学提供支持。系列教材中包括不同级别和不同分册，还提供丰富多样的网络课程与数字化教学资源，为教学提供了较大的选择空间。教师可根据学校和学生实际情况，依据基于本校特色的教学目标和教学要求，自主选择教学材料和教学方法，逐步提高学生的语言能力和跨文化交际能力，培养学生的自主学习能力和综合文化素养，从而实现相应的教学目标。

《新视野大学英语》（第三版）项目总负责人、教材总主编为上海交通大学郑树棠教授。全国数十所高校的几十名资深教授和中青年骨干教师参与了系列教材的设计、编写和制作。参与《视听说教程》编写和制作的还有英国培生教育出版集团的英语教育专家和教材编写专家。在教材编写和修改定稿的过程中，有多位外籍专家学者参与审定和指导。

《新视野大学英语》（第三版）应新时代的召唤诞生，从筹划到出版历经数年，期待以全新面貌为新时期的大学英语教学发展贡献力量。因教材为全新编写，难免有不足之处，还将在使用过程中收集反馈建议，希望专家、老师和同学在审阅和使用中多提宝贵意见，以使教材不断改进和完善。

编者

2015年3月

5 编写团队

《读写教程》是《新视野大学英语》（第三版）系列教材中的主干教材。本教程在第一、二版基础上，以即将颁布的《大学英语教学指南》为指导，从大学英语教学实际出发，进一步更新教材内容，完善教材结构，使其更符合新时代大学英语教学的特点和需求。

1 编写原则

《读写教程》在设计与编写中既保持了第一、二版的优势与特色，又体现了社会发展与教学改革所提出的新要求。教程在语言知识、语言技能和语言文化等的教学设计上依据大学英语通用课程的定位，兼顾语言的工具性和人文性，注重培养学生的英语应用能力，增强其跨文化交际意识和交际能力。

《读写教程》充分体现英语课程的人文性特点，选择富有时代气息、思想深意和文化内涵的教学内容，增进学生对中西方文化的理解，关注学生的人格培养，实现语言能力和综合素质的同步提升。练习活动的设计充分考虑对学生语言综合运用能力的培养：除了原有的语言练习之外，新增的词语搭配、文化对比翻译练习，以及综合性单元任务，进一步培养学生的语言应用能力和跨文化交流能力；全新的思辨性讨论旨在培养学生的创新思维和批判性思维能力。此外，《读写教程》的数字化教学平台不但为师生提供丰富的资源和交流的空间，还有助于学生培养有效的学习习惯，提高自主学习能力。

2 使用建议

《新视野大学英语》（第三版）的编写基于对全国高校大学英语教学发展及大学生英语水平的调研。考虑到大学生入学英语水平的普遍提高，第三版起点词汇约为 3200 词。《新视野大学英语》（第三版）起点词汇参照《全日制义务教育普通高级中学英语课程标准（实验稿）》（2001 版）、《普通高中英语课程标准（实验）》（2003 版）和新视野二版的起点词汇。《新视野大学英语》（第三版）与中学英语紧密衔接，与新视野二版一脉相承。

《新视野大学英语》（第三版）覆盖的词汇有大学通用英语阶段应该掌握的词汇，还有一些搭配能力强、词义多重、使用面广的词汇，也有与学生专业学习或未来工作密切相关的词汇。在中学阶段可能已学过的重要词汇，也在教材中得到了复现和巩固。《新视野大学英语》（第三版）体现了语言学习必要的重复和循环。

《新视野大学英语》（第三版）在设计上，允许学校根据学生入校水平，以及学生所选专业对英语的要求，适当调整通用英语阶段教学要求，落实分类指导、因材施教的原则。学习《新视野大学英语》（第三版）1—3 级，能够达到通用英语阶段的基本要求，学习 1—4 级，能够达到通用英语阶段的提高要求。基础好的学生也可以直接从第 2 级开始，学习 2—4 级，达到提高要求。各高校可依据学生实际水平与教学需要进行适当选择和合理使用。

3 单元结构

《读写教程》包含 1—4 级，每级有 8 个单元，供一学期使用。每单元的内容探讨和语言训练围绕同一主题展开，层层深入。单元结构及各部分介绍如下：

Preview

由一段简洁凝练的文字引出主题，以启发式的问题引发学生的兴趣和思考。

Text A & Text B

单元主体包括 Section A 和 Section B 两个部分，各包含一篇课文和相关练习。

课文主题丰富，涵盖社会、经济、历史、文化、科技等领域，符合当代大学生的认知和兴趣特点，满足大学生思想、情感和学习等多维度的需求；选材注重视野的广度和思维的深度，从不同的角度分析、阐释问题，培养学生以多元的视角审视个人、社会和世界。

Exercises of Text A

Pre-reading activities

选择与主题相关的素材，以图片、音频、小活动等生动形式帮助学生熟悉文章主题。

Reading comprehension

包括 Understanding the text 和 Critical thinking。分层次、有重点地培养学生的理解、分析和评价能力。既考查课文大意和重要细节，也考查学生对文章内涵、语言风格、写作意图等的深层理解，最后通过开放式问题，提升学生的思辨和创新能力。

Language focus

包括 Words in use、Word building、Banked cloze 和 Expressions in use。通过多样的语言练习加强学生对核心词汇的理解和运用，提供词汇策略指导，帮助学生激活词汇知识，扩展词汇量，活学活用。

Structure analysis and writing

包括 Structure analysis 和 Structured writing。结构分析和写作互为依托，相辅相成。结构分析先引导学生了解典型的篇章结构特点，再以课文中的范例进行说明；写作部分基于结构分析，辅以提纲和样段，引导学生进行段落或篇章写作。

Translation

此部分为全新设计，包含英译汉和汉译英两篇段落翻译，内容涉及古今中外文化传统与社会发展的方方面面，在训练学生翻译能力的同时，引导学生理解和表达中西方文化差异，提高学生的语言输出和文化沟通能力。

Exercises of Text B

Reading skills

侧重阅读技能和策略的培养，结合 Text A 介绍阅读技能，再通过 Text B 的素材有针对性地进行阅读技能训练。

Reading comprehension

包括 Understanding the text 和 Critical thinking，同 Text A 相应部分。

Language focus

包括 Words in use、Expressions in use 和 Sentence structure。其中，Sentence structure 讲解和训练两篇课文中出现的重点句型，帮助学生掌握语法、句法特点。

Collocation

此部分为全新设计，选取与主题相关的语篇素材，通过搭配讲解和用法练习，帮助学生了解和掌握核心词汇的常用搭配，在扩展语言知识的基础上，提高语言的实际应用能力。

Unit project

此部分为全新设计，在每单元安排一个基于单元主题的综合性的语言任务，通过前期调研、讨论，以课堂口头报告、演讲或辩论等多样的形式展示，培养学生的创新思维、调查研究能力和沟通合作意识，提高学生的语言应用能力和综合素质。

4

教材资源

《读写教程》有配套使用的《视听说教程》、《综合训练》、《泛读教程》和《长篇阅读》，对学生的语言能力提升进行全面支持；还提供立体、便捷的外语数字化教学平台（Unipus），使数字课程和移动学习资源成为教材的有效补充、扩展和延伸。

通过 Unipus 平台，《读写教程》的数字课程提供更丰富的学习资源和学习工具，使学生在课堂学习之外，还能进行多样化、个性化的自我训练和提高。同时，平台还为学生和教师提供多样的测评手段，方便及时评估和考查学习情况。平台还引入社区学习概念，充分发挥网络学习开放式、交互式的特点，实现师生之间、生生之间的畅通交流。此外，第三版开创性地设计和研发了基于移动终端的学习资源，包括外研 U 词 App 和听书 App 等，帮助学生充分利用碎片化时间学习，培养自主学习习惯，提高自主学习能力。

5

编写团队

《新视野大学英语》（第三版）系列教材总主编为上海交通大学郑树棠。

《新视野大学英语（第三版）读写教程 3》主编为上海交通大学杨小虎和赵勇。参加编写的主要人员有杨小虎、赵勇、欧邦明、钟乐平、王胜利、李金满、谢都全、丁仁仑、冯宗祥、左克文等。《新视野大学英语（第三版）读写教程 3》由郑树棠与外籍专家 Irene Daniel 审定全稿。此外，同济大学机械与能源工程学院的姜涛专门为本系列教材编写了词汇查询和标记软件，在此表示感谢。

编者
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The way to success

Genius is 1% inspiration, 99% perspiration. Accordingly, a “genius” is often merely a talented person who has done all of his or her homework.

—Thomas Edison (American inventor)

Do the best you can in every task, no matter how unimportant it may seem at the time.

—Sandra Day O’Connor (American jurist)

Preview

What makes some people able to confront hardship when others despair and give up? What makes some people able to face difficult circumstances with strength – and even enthusiasm – when the chances of success are slim?

When we think of successful people, we imagine they are successful because of destiny or good fortune. Yet, the reality is quite different. Every person is faced with criticism, obstacles and failures in the course of their life. It's the inner will and strength to face and overcome these difficulties that makes the difference. It's this inner will that shapes successful artists, inventors and heroic leaders who motivate and inspire us even decades later. While opportunity is important, success always comes from a passion to succeed and as a result of careful preparation, consistent hard work and amazing determination. Do you happen to know someone who has overcome difficulties on the road to success? What will you do to overcome the obstacles in your pathway?

Section A

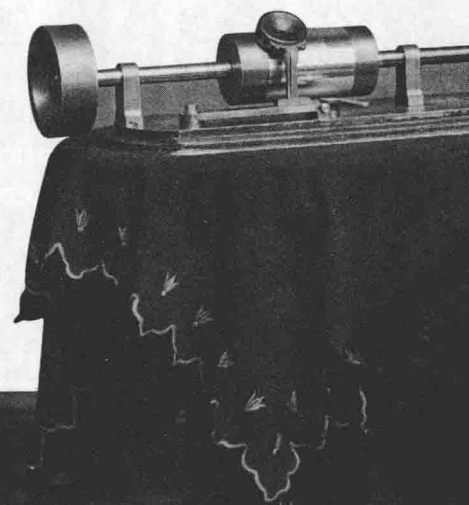
Pre-reading activities

1 Listen to a talk about steps to make your dreams come true. Fill in the blanks based on what you hear.

- 1 As long as you are committed to your goals and you are _____ about your dreams, you will _____ accomplish them.
- 2 To accomplish _____ results in your life, you have to be 100 percent committed and you must be willing to _____ your time and effort.
- 3 What are the three steps that you should follow to achieve success?
 - 1) _____
 - 2) _____
 - 3) _____

2 Listen to the talk again and discuss the following questions.

- 1 Why do most people fail to achieve success in the end?
- 2 Can you think of any other helpful steps that can be taken to make your dream come true?



Text A

Never, ever give up!

- 1 As a young boy, Britain's great Prime Minister, Sir Winston Churchill, attended a public school called Harrow. He was not a good student, and had he not been from a famous family, he probably would have been removed from the school for **deviating** from the rules. Thankfully, he did finish at Harrow and his errors there did not **preclude** him from going on to the university. He eventually had a **premier** army career **whereby** he was later elected prime minister. He achieved fame for his wit, wisdom, **civic** duty, and abundant courage in his refusal to surrender during the miserable dark days of World War II. His amazing determination helped motivate his entire nation and was an inspiration worldwide.
- 2 Toward the end of his period as prime minister, he was invited to address the **patriotic** young boys at his old school, Harrow. The headmaster said, "Young gentlemen, the greatest speaker of our time, will be here in a few days to address you, and you should obey whatever sound advice he may give you." The great day arrived. Sir Winston stood up, all five feet, five inches and 107 kilos of him, and gave this short, **clear-cut** speech: "*Young men, never give up. Never give up! Never give up! Never, never, never, never!*"

注：课文中的生词以黑体标注。



- 3 Personal history, educational opportunity, individual dilemmas – none of these can **inhibit** a strong spirit committed to success. No task is too hard. No amount of preparation is too long or too difficult. Take the example of two of the most **scholarly** scientists of our age, Albert Einstein and Thomas Edison. Both faced immense obstacles and extreme criticism. Both were called “slow to learn” and written off as **idiots** by their teachers. Thomas Edison ran away from school because his teacher whipped him repeatedly for asking too many questions. Einstein didn’t speak fluently until he was almost nine years old and was such a poor student that some thought he was unable to learn. Yet both boys’ parents believed in them. They worked intensely each day with their sons, and the boys learned to never **bypass** the long hours of hard work that they needed to succeed. In the end, both Einstein and Edison overcame their childhood **persecution** and went on to achieve magnificent discoveries that benefit the entire world today.
- 4 Consider also the heroic example of Abraham Lincoln, who faced substantial hardships, failures and repeated **misfortunes** in his lifetime. His background was certainly not **glamorous**. He was raised in a very poor family with only one year of formal education. He failed in business twice, suffered a nervous breakdown when his first love died suddenly and lost eight political elections. Later in life, he suffered profound grief over the **tragic** death of three of his four children. Yet his strong will was the **spur** that pushed him forward, strengthening his **optimism, dedication** and determination. It intensified and focused his efforts and enabled him to triumph over the overwhelming failures and profound difficulties in his life. A hundred years later, people from around the world **commend** Abraham Lincoln as the greatest American president of all time.
- 5 Just like Churchill and Lincoln, only those who “keep their eyes on the prize”, those who **uphold** a committed and focused will and spirit, will find their **endeavors** successful. Many artists, **statesmen**, writers and inventors have had the same experience. They achieved prosperity because they possessed a fierce will to keep preparing and working and a passion to succeed. They attained success, not because it was easy, but because they had the will to overcome profound obstacles and to work **diligently** in the **pursuit** of their goals.
- 6 After growing up on a cattle **ranch** without running water or electricity, Sandra Day O’Connor fought to achieve the best education possible. Consistently graduating at the top of her class, she worked her way into Stanford Law School, where she graduated with honors. But despite all of her hard work, Sandra Day O’Connor was still a woman in the 1950s. Even with the **prestige** of her degree from Stanford, she was rejected from the entire law **circuit** as firms preferred to hire less qualified men rather than risk hiring a female lawyer, which was **unprecedented**. Yet Sandra Day O’Connor refused to give up on her dreams. Through sheer persistence she was eventually **nominated** and then **appointed** the first woman Supreme Court Justice of the United States of America. There, she acted as a crucial vote on issues like **abortion** and women’s rights.

- 7 Many people simply say that they want something, but they do not **expend** the substantial effort required to achieve it. Many people let the **threat** of failure stop them from trying with all of their heart. The secret of success is based upon a burning **inward** desire – a **robust**, fierce will and focus – that fuels the determination to act, to keep preparing, to keep going even when we are tired and fail. As a wise saying goes: “It’s not how many times you fall down that matters. It’s how many times you get back up that makes success!”
- 8 Focus on becoming more knowledgeable. Focus on gradual, consistent progress. **Maintain** the strong will to keep going – even when you are tired and want to **slack** or the odds seem too large. “Keep your eyes on the prize!” “Where there’s a will, there’s a way!” With hard work, determination, dedication and preparation, you can **transcend** any **handicap**, accomplish any **feat**, and achieve success!

(912 words)

Culture notes

public school: In the UK (with the exception of Scotland), the term *public school* refers to a group of older, more expensive and exclusive fee-paying private schools, which cater primarily for children aged between 13 and 18.

Stanford Law School: a graduate school at Stanford University. It was established in 1893 and is regularly ranked among the top three law schools in the United States, along with Harvard Law School and Yale Law School.

New words

deviate /'di:vi,eɪt/	<i>vi.</i> start doing sth. different from what is expected or agreed 背离; 偏离
preclude /prɪ'klu:d/	<i>vt.</i> (<i>fml.</i>) prevent sth. or make sth. impossible 阻碍; 阻止; 妨碍
premier /'premiə/	<i>a.</i> (<i>only before noun</i>) best, largest, or most important 最好的; 最大的; 最重要的
	<i>n.</i> [C] a prime minister 首相; 总理
whereby /weə'baɪ/	<i>ad.</i> (<i>fml.</i>) used for saying that sth. is done according to the method, arrangement, rule, etc. that has been referred to 凭那个; 借以
civic /'sɪvɪk/	<i>a.</i> (<i>only before noun</i>) 1 relating to the people who live in a town or city or the duties and responsibilities that they have as citizens 公民的; 市民的
	2 relating to a town or city 城镇的; 城市的
patriotic /,pætri'ɒtɪk/	<i>a.</i> feeling a lot of love, respect, and duty toward your country 爱国的; 有爱国心的

注: 单词表中斜体的单词为派生词或复合词。

clear-cut /'klɪəkʌt/	<i>a.</i> definite and easy to understand, recognize, or make a decision about 明确的; 清楚的
inhibit /ɪn'hɪbɪt/	<i>vt.</i> make it difficult for a process to start or continue in a normal way 阻碍; 妨碍; 抑制
scholarly /'skɒləli/	<i>a.</i> 1 sb. who is scholarly knows a lot about a particular subject or studies sth. seriously 博学的; 学问精深的 2 connected with scholars or the formal study of a subject 学者的; 学术的
idiot /'ɪdiət/	<i>n.</i> [C] (<i>informal</i>) sb. who behaves in an extremely stupid way 笨蛋; 傻子
bypass /'baɪ,pɑ:s/	<i>vt.</i> 1 avoid dealing with sb. or sth., esp. because you think you can achieve sth. more quickly without using them (做某事时) 避开, 越过 (某人) 2 avoid the center of a town or city by using a road that goes round it 绕过; 绕...走
persecution /,pɜ:sɪ'kju:ʃn/	<i>n.</i> [C, U] extremely bad treatment of sb., esp. because of their race, religion, or political beliefs (尤指因种族、宗教或政治信仰而进行的) 迫害, 残害
misfortune /mɪs'fɔ:tʃ(ə)n/	<i>n.</i> 1 [C] sth. harmful or unpleasant that happens to sb. 不幸的事; 灾难 2 [U] bad luck 厄运; 不幸
glamor /'glæmə/	<i>n.</i> [U] a special quality that makes a person, place, or situation seem very exciting, attractive, or fashionable 魅力; 吸引力
glamorous /'glæməərəs/	<i>a.</i> attractive and interesting in an exciting and unusual way 极富魅力的; 非常吸引人的
tragic /'trædʒɪk/	<i>a.</i> causing or involving great sadness, because sb. suffers or dies 可悲的; 悲惨的; 不幸的; 悲剧性的
spur /spɜ:/	<i>n.</i> [C] sth. that encourages sb. to do sth. 刺激; 激励; 鞭策; 鼓舞 <i>vt.</i> 1 encourage sb. to do sth. 刺激; 激励; 鞭策; 鼓舞 2 cause sth. to happen 使发生
optimism /'ɒptɪ,mɪzəm/	<i>n.</i> [U] a tendency to be hopeful and to expect that good things will probably happen 乐观; 乐观主义
dedication /,dedɪ'keɪʃn/	<i>n.</i> [U] the large amount of time and effort that sb. spends on sth. 奉献; 献身
commend /kə'mend/	<i>vt.</i> (<i>formal</i>) 1 praise sb. or sth. formally or publicly (正式或公开) 表扬, 称赞, 表彰 2 tell sb. that a person or thing is good, useful, or suitable 推荐
uphold /ʌp'həʊld/	<i>vt.</i> (<i>formal</i>) show that you support sth. such as an idea by what you say or do 支持; 拥护; 维护
endeavor /ɪn'devə/	<i>n.</i> [C, U] an effort to do sth., esp. sth. new or difficult 努力; 尽力 <i>vi.</i> (<i>formal</i>) (~ to do sth.) try very hard to do sth. 努力做 (某事); 尽力做 (某事)
statesman /'steɪtsmən/	<i>n.</i> [C] an experienced political leader that many people respect 政治家
diligent /'dɪlɪdʒ(ə)nt/	<i>a.</i> (<i>formal</i>) sb. who is diligent works very hard and very carefully 勤奋的; 用功的
diligently /'dɪlɪdʒ(ə)ntli/	<i>ad.</i> 勤奋地

pursuit /pə'sju:t/	<i>n.</i> [U] the process of trying to achieve sth. 追求; 寻求
ranch /rɑ:ntʃ/	<i>n.</i> [C] a very large farm in the western US or Canada, where cows, horses, or sheep are bred (美国或加拿大西部的) 大牧场
prestige /pre'sti:ʒ/	<i>n.</i> [U] the high reputation and respect that sb. or sth. has earned, based on their impressive achievements, quality, etc. 声望; 名望; 威信
circuit /'sɜ:kɪt/	<i>n.</i> [C] 1 a series of places that are regularly visited by sb. involved in a particular activity (与某种活动相关的人) 定期前往的一系列场所 2 the complete path that an electric current flows around 电路; 回路; 线路 3 a journey all the way around the edge of sth. 环形路线
unprecedented /ʌn'presɪ,dentɪd/	<i>a.</i> 1 never having happened or existed before 前所未有的; 史无前例的 2 the greatest in size, amount, degree, etc. that has ever been known (大小、数量、程度等) 前所未有的, 空前的
nominate /'nɒmɪ,neɪt/	<i>vt.</i> officially suggest that sb. should be given a job, or that sb. or sth. should receive a prize 提名; 推荐
appoint /ə'pɔɪnt/	<i>vt.</i> 1 choose sb. to do a particular job or have a particular position 任命; 委派; 指派 2 (<i>fml.</i>) choose a time or place for sth. to happen 确定, 指定, 约定 (时间或地点)
abortion /ə'bɔ:ʃn/	<i>n.</i> [C] a medical operation in which a developing baby is removed from a woman's body so that it is not born alive 人工流产; 堕胎
expend /ɪk'spend/	<i>vt.</i> (<i>fml.</i>) use time, energy, money, etc. to do sth. 花费; 消耗; 支出
threat /θret/	<i>n.</i> 1 [C, U] a situation or activity that could cause harm or danger 危害; 威胁 2 [C] an occasion when sb. says that they will cause you harm or problems, esp. if you do not do what they tell you to do 恐吓; 威胁
inward /'ɪnwəd/	<i>a.</i> 1 (<i>only before noun</i>) felt or experienced in your own mind but not obvious to other people 内心的; 精神的 2 going toward the inside or center of sth. 向内的; 向中心的
robust /rəu'bʌst/	<i>a.</i> 1 firm and determined 坚定的; 强硬的 2 (of a person) strong and healthy (人) 强壮的, 强健的
maintain /meɪn'teɪn/	<i>vt.</i> make sth. stay the same; keep 保持; 维持
slack /slæk/	<i>vi.</i> try to avoid working 偷懒; 逃避工作 <i>a.</i> 1 loose and not pulled tight 松弛的; 不紧的 2 not taking enough care to make sure sth. is done well 松懈的; 懈怠的; 疏忽的
transcend /træn'send/	<i>vt.</i> (<i>fml.</i>) become free of negative attitudes, thoughts, or feelings that limit what you can achieve 超越, 摆脱 (消极的态度、思想或情绪)
handicap /'hændɪ,kæp/	<i>n.</i> [C] 1 a disadvantage that prevents you from doing sth. well 障碍; 不利条件 2 (<i>old-fashioned</i>) a physical or mental injury or illness that is severe and permanent (身体或智力的) 缺陷, 残疾 (该词现在被认为具冒犯义)
feat /fi:t/	<i>n.</i> [C] sth. impressive that sb. does 技艺; 业绩; 功绩

Phrases and expressions

remove sth. / sb. from sth.	take sth. or sb. away from a place 移开; 拿开; 去掉; 从...机构开除
deviate from sth.	be different from sth.; do sth. differently from what is usual or expected 背离; 偏离; 违背
preclude sb. from doing sth.	prevent sb. from doing sth. 阻止某人做某事; 妨碍某人做某事
write sb. / sth. off	decide that sb. or sth. is a failure or not worth paying any attention to 认定...失败(或没有价值、不可救药等)
fail in sth.	not be successful in achieving sth. 做...失败; 未能做到...
triumph over	defeat sb. or sth.; be successful 打败; 战胜; 成功
in (the) pursuit of sth.	in the process of looking for or trying to find sth. 在追求...的过程中; 在寻求...的过程中
work one's way to / through / into	achieve sth. gradually by working (通过努力) 逐步达到
act as	perform a particular role or function 充当; 起作用
fall down	fail because of a particular reason or in a particular way 不足; 不够好

Proper names

Winston Churchill /,wɪnst(ə)n 'tʃɜ:tʃɪl/	温斯顿·丘吉尔(1874-1965, 英国保守党政治家, 二战期间担任英国首相, 1951-1955年再度出任英国首相)
Harrow /'hɑ:rəʊ/	哈罗公学(Harrow School, 位于伦敦西北角, 英国历史悠久的著名公学之一)
Albert Einstein /'ælbət ,aɪnstɑ:n/	阿尔伯特·爱因斯坦(1879-1955, 美国物理学家、数学家)
Thomas Edison /'tɒməs ,edɪsən/	托马斯·爱迪生(1847-1931, 美国发明家)
Abraham Lincoln /'eɪbrəhæm ,lɪŋkən/	亚伯拉罕·林肯(1809-1865, 美国第16任总统)
Sandra Day O'Connor /'sændrə deɪ əʊ,kɒnə/	桑德拉·戴·奥康纳(1930-, 美国首位联邦最高法院女法官)
Stanford /'stænfəd/ Law School	斯坦福大学法学院
Supreme Court Justice	(美国)最高法院大法官

Reading comprehension



Understanding the text

1 Answer the following questions.

- 1 According to the first paragraph, for what did Winston Churchill achieve fame?
- 2 What did Albert Einstein and Thomas Edison have in common?
- 3 What enabled Abraham Lincoln to succeed despite all the misfortunes in his life?
- 4 How do you understand “keep their eyes on the prize” in Paragraph 5?
- 5 According to the author, why do many artists, writers and statesmen achieve prosperity?
- 6 Why was Sandra Day O'Connor rejected from the law circuit?
- 7 What can we learn from Sandra Day O'Connor?
- 8 According to the text, what is the secret of success built upon?

Critical thinking

2 Work in pairs and discuss the following questions.

- 1 How do you understand the remark “It’s not how many times you fall down that matters. It’s how many times you get back up that makes success!”?
- 2 Can you name several other important components for the secrets of success?
- 3 Do you agree that there are times when it’s simply better to give up?
- 4 How can we avoid wasting time and energy in achieving success?

Language focus

Words in use

3 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

maintain	prestige	whereby	nominate
inhibit	patriotic	pursuit	dedication
	endeavor	transcend	

- 1 Most cities in the country have introduced “Clean Air Zones” _____ factories and households are only allowed to burn smokeless fuel.
- 2 He knows that the _____ of social status can consume vast amounts of his time and effort.
- 3 The doctors are at a loss because so far no medicine has been found to _____ the spread of the disease.
- 4 We see many special education directors trying to _____ the quality of their programs with much less money and much smaller staff.
- 5 People there are told it is their _____ duty to support the national economy by buying their own products.
- 6 Darwin’s thinking both drew upon and _____ the conventional ideas of his time.
- 7 In spite of all your _____, there may be times when you encounter difficulties in the training process.
- 8 My advice to Mr. Stewart is to think carefully before entering into a career in medicine, as this is a field which requires a lot of _____ and long working hours.
- 9 Most Chinese parents would prefer to choose some professions that are stable and could bring _____ and economic benefits.
- 10 It is legally possible for an elderly person to _____ someone to act for them, should they become incapable of looking after themselves.

Word building

The suffix *-ant* combines with verbs to form nouns which refer to someone who does a particular thing. The suffix *-ant* also combines with verbs to form nouns which refer to an object or substance which has a particular effect. In addition, *-ant* may occur in adjectives which mean performing a specified action or being in a specified condition.

Examples

Words learned	Add <i>-ant</i>	New words formed
apply	→	applicant
assist	→	assistant
account	→	accountant
resist	→	resistant

The suffix *-ful* combines with nouns that refer to a particular characteristic or quality in order to form adjectives. Adjectives formed in this way describe someone or something as having the characteristic or quality mentioned.

Examples

Words learned	Add <i>-ful</i>	New words formed
pain	→	painful
use	→	useful
power	→	powerful
harm	→	harmful
peace	→	peaceful
hope	→	hopeful

4 Add *-ant* or *-ful* to or remove them from the following words to form new words.

Words learned	New words formed
<i>-ant</i>	
inhabitant	_____
participate	_____
attend	_____
pollute	_____
descend	_____
contest	_____
tolerate	_____
result	_____
<i>-ful</i>	
neglect	_____
resource	_____
boast	_____
respect	_____

5 Fill in the blanks with the newly-formed words in Activity 4. Change the form where necessary. Each word can be used only once.

- 1 Thomas Edison is often cited as an example of a great inventor who would never yield to hardships in his quest for new inventions and deserve his _____ success.
- 2 They're _____ of unconventional attitudes toward marriage and the changing roles of the sexes.
- 3 Most scientists in the world today firmly believe the effective means to stop global warming is to reduce emissions of air _____.
- 4 Earthquakes have plagued our lives and resulted in great damage to the human beings for as long as people have _____ the earth.
- 5 Miss World organizers claim on their official website that _____ are judged on qualities other than just their physical appearance.
- 6 Many of today's Chinese Americans are the _____ of early immigrant miners and railroad workers who came from southeast China.
- 7 The Princess was followed by five or six _____ when she got off the plane at the Pittsburgh International Airport.
- 8 I don't think she'd get angry if you were a little more _____ when you disagreed with her on matters of child rearing.
- 9 The attendance has increased steadily over the last five years and the conference attracts more and more international _____.
- 10 Although she had sacrificed so much for her family, her husband accused her of being _____ of her duty as a wife and mother.
- 11 Educated young people in China now are clever and _____, full of plans, and able to cope with the world of high technology and constant change.
- 12 In order to leave a good impression on the interviewers, you should emphasize your good points without sounding _____.

Banked cloze

6 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

A committed	F eventually	K feats
B scarcely	G premier	L diligent
C dedication	H endeavor	M slightest
D tragic	I transcend	N attained
E handicaps	J bypass	O diligently

Where there is a will, there is a way. This proverb means that if you are really determined to do something, however difficult it might be, you will 1) _____ find a way to do it well. The 2) _____ point is that you must have the will to achieve success.

Ninety percent of the failures that occur are due to the fact that there is no strong will involved. Many people simply say that they want something, but they do not make any 3) _____ to achieve it. So, instead of getting it, they use the poorest excuse to explain the situation away.

On many occasions, people tend to 4) _____ every minute obstacle, making the objective impossible to attain. In reality, if they have the will to succeed, they can get rid of the 5) _____ and achieve their goals.

Only those with a(n) 6) _____ and focused will and spirit can fight their way to final victory. Many a famous man has the same experience. They have 7) _____ their prestige because they have had the will to 8) _____ apparently insuperable (无法克服的) obstacles. Many artists, statesmen, writers and inventors have managed to succeed because they possess a fierce will, which has helped them to accomplish major 9) _____.

Therefore, we can see that the main thing which one needs is a strong will. Weak-willed people never climb to the top. They collapse at the

10) _____ use of force against them. Strong-willed people, on the other hand, will stand up against all odds and will make it a point to succeed.

Expressions in use

7 Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

preclude ... from	deviate from	fail in
triumph over	work one's way into	
in the pursuit of	write off	
remove ... from		

- When Francis got back after Easter, he was far behind his classmates and he was _____ the second into the third class at his own desire.
- The president acknowledged that he had somehow _____ his ability to communicate to the American people.
- Unfortunately, as history has shown, some of the companies are guilty of misconduct _____ profit.
- The ship _____ the agreed voyage and arrived about 10 days late and in the meantime the price of sugar had fallen and the merchants lost over £4,000.
- Because the transcript is still under seal, the law _____ them _____ reading and discussing the evidence in detail.
- In carrying out the plan we are likely to come across difficulties, but we are determined to _____ them all.
- Without increasing investment in education, it will be increasingly difficult for low-income people to _____ the middle class.
- All the passengers in the plane that crashed in the middle of the Andes Mountains a week ago were _____ as dead.

Structure analysis and writing

Structure analysis

Develop an example essay

In this unit, you will learn how to write an example essay. In an example essay, you support your point by illustrating it with examples. Vivid examples light up abstract ideas and make them clear, interesting, memorable, or convincing. Take Paragraphs 3-4 of Text A for instance to see how examples are used to support the point.

Topic sentence: Personal history, educational opportunity, individual dilemmas – none of these can inhibit a strong spirit committed to success.



Further illustration: No task is too hard. No amount of preparation is too long or too difficult.



Examples: Take the example of two of the most scholarly scientists of our age, Albert Einstein and Thomas Edison.

(Para. 3)



Another more detailed example: Consider also the heroic example of Abraham Lincoln, who faced substantial hardships, failures and repeated misfortunes in his lifetime.

(Para. 4)

Paragraph 3 starts with a topic sentence and a further illustrating sentence, followed by two concrete examples to back up the point. Another more detailed example is provided in Paragraph 4 to strengthen the point and better impress the audience.

A successful example essay depends on the following two guidelines:

- 1 A wise selection of sufficient examples which are specific and typical, interesting and relevant. The examples may consist of either personal experiences or second-hand information from reliable sources.
- 2 An expert arrangement of these examples. Similar or related examples should be grouped together and arranged according to the order of time, space, or importance.

Structured writing

Read the sample essay and see how the examples are developed and organized.

Topic:

Biological clocks

Introduction:

Thesis statement: Even though it is not easy to explain why, scientists believe living things must have built-in biological clocks that can be reset.

Body:

1 Topic sentence: To start with, various 24-hour rhythms observed in people's biological clocks can be adjusted.

Example: A traveler flying from New York to London can adjust his normal rhythms to London time.

2 Topic sentence: The same kind of resetting also takes place in the biological clocks of animals and plants.

Example 1: The clock of an animal or plant can be set to the laboratory-produced hours of light and dark.

Example 2: Mussels can adjust to the tides of the new beach after being moved from the old one.

Conclusion:

Biological clocks, in a way, serve as automatic internal "watches" for all living things.

Sample essay

Have you ever heard about "biological clock", a popular term for an internal regulator responsible for various time-based responses in living things? Many scientists think all living things are able to act on a regular timetable. Even though it is not easy to explain why, scientists believe living things must have built-in biological clocks that can be reset.

To start with, various 24-hour rhythms observed in people's biological clocks can be adjusted. The most obvious is the alternation of wakefulness with sleep. Disruption of the human built-in rhythms can temporarily upset the body. When a passenger flies across many time zones in a few hours, the discomfort, called "jet lag", results. Let's look at the example of a traveler flying from New York to London. In New York, his normal 24-hour rhythm of sleep and all his other important body activities are set to the eastern time of the United States. However, when he gets to London, the day begins five hours earlier. The New Yorker's rhythms are now out of step with London by about the same amount of time. In other words, his clock is still working for New York rather than London. However, within a few days his body rhythm will gradually shift into step with the time in England.

The same kind of resetting also takes place in the biological clocks of animals and plants. When a biological clock is reset, activities can start and stop at any hour of the day. This may be shown in a simple experiment where an animal or plant is placed in a laboratory, shut off from outside natural light influences. Light is turned on during the daylight hours of some other part of the world and turned off during the night hours. After a few such 24-hour days, the clock of the animal or plant will be set to the laboratory-produced hours of light and dark.

The same is true of mussels (贻贝) that are moved to a new beach. The tides rise and fall about six hours later than they do at the home beach. For a few days, the mussels open at the wrong time but always with the same amount of time between these openings. Finally, they will adjust to the rhythm of the new beach.

Thus, biological clocks, in a way, serve as automatic internal “watches” for all living things. But how the built-in biological clocks work remains a myth for humans. One can expect that in the near future there will be an even greater understanding of biological clocks.

8 Write an essay of no less than 200 words on one of the following topics. One topic has an outline that you can follow.

Topic:

My troublesome apartment

Introduction:

Thesis statement: My apartment has given me nothing but headaches.

Body:

Example 1: My landlord has been uncooperative.

Example 2: I also have problems with the janitor (大楼管理员).

Example 3: The worst trouble is with the neighbors who live above.

Conclusion:

My apartment is surrounded by all these troubles, which make me think about moving out.

More topics:

- Over-dependence on computers
- Colorful college life

Translation

9 Translate the following paragraph into Chinese.



Global citizen is someone who identifies with being part of an emerging world community and whose actions contribute to building this community's values and practices. Global citizenship believes that humankind is essentially one and each individual has the power to change things. In our interdependent world, global citizenship encourages us to recognize our responsibilities toward each other and learn from each other. Global citizens care about education, disease, poverty, and environmental issues around the world. Today, the forces of global engagement are helping some people identify themselves as global citizens who have a sense of belonging to a world community. This growing global identity in large part is made possible by the forces of modern information, communications and transportation technologies. Global citizenship aims to empower people to lead their own action. Along with the knowledge and values that they have gained from learning about global issues, people need to be equipped with the necessary skills to give themselves the ability and confidence to be pro-active in making a positive difference in the world.

10 Translate the following paragraph into English.

如今，很多年轻人不再选择“稳定”的工作，他们更愿意自主创业，依靠自己的智慧和奋斗去实现自我价值。青年创业（young entrepreneurship）是未来国家经济活力的来源，创业者的成功不但会创造财富、增加就业机会、改善大家的生活，从长远来看，对于国家更是一件好事，创业者正是让中国经济升级换代的力量。尤其是在当前，国家鼓励大众创业、万众创新，在政策上给予中小企业支持，这更加激发了年轻人的创业热情。



Section B

Reading skills:

Understanding denotation and connotation

B2U5 has given us a detailed explanation of denotation and connotation. Connotation goes hand in hand with the author's attitude and thus constitutes the major tone of the passage. Successful readers can understand the implied meaning of a specific word or even figure out the reason why the author chooses this one instead of that one. To describe someone who is hard to be persuaded, we can use the adjective *stubborn*, *obstinate*, or we can use *determined* and *resolute*. The difference lies in the author's attitude toward this person. If the author disapproves of the person, he may prefer the former, and if the author approves of the person, he may prefer the latter.

Here, let's look at some sentences from Text A. Pay attention to the underlined words, of which both denotation and connotation have been given.

- 1 Thankfully, he did finish at Harrow and his errors there did not preclude him from going on to the university. He eventually had a premier army career whereby he was later elected prime minister. (Para. 1)

Denotation: fortunately

Connotation: The word *thankfully* is associated with a feeling of relief and pleasure, indicating the author's positive attitude toward Churchill.

- 2 In the end, both Einstein and Edison overcame their childhood persecution and went on to achieve magnificent discoveries that benefit the entire world today. (Para. 3)

Denotation: extremely bad treatment of someone, especially because of their race, religion, or political beliefs

Connotation: The word *persecution* is too big a word for the trouble a child goes through, but it indicates the tremendous hardships Einstein and Edison suffered in their childhood. It makes the author's point quite clear, that is, despite the great trouble, they finally succeeded because they never gave up.

- 3 Just like Churchill and Lincoln, only those who "keep their eyes on the prize", those who uphold a committed and focused will and spirit, will find their endeavors successful. (Para. 5)

Denotation: an attempt to do something

Connotation: The word *endeavor* is usually associated with a sense of great efforts and hard work, indicating that Churchill and Lincoln had made painstaking efforts to overcome a lot of difficulties before they finally succeeded.

1 Read the following sentences from Text B and pay close attention to the underlined words. Write the denotation of each word and its connotation. The first one has been done for you.

1 A hairbrush served as his microphone as he energetically practiced speaking his masterpieces to his imaginary listeners. (Para. 3)

Denotation: a work of art that is excellent

Connotation: Les Brown regarded his own performance in his shabby room as a masterpiece. The word implies Les Brown's confidence in realizing his dream as a DJ.

2 One day Les decided to take the initiative and begin with this enterprise. (Para. 5)

Denotation:

Connotation:

3 He stayed around the studio, soaking up whatever knowledge he could. (Para. 11)

Denotation:

Connotation:

4 Finally, when the phone rang, Les grabbed it. (Para. 13)

Denotation:

Connotation:

5 He flipped on the microphone and eloquently rapped ... (Para. 22)

Denotation:

Connotation:

6 From that fateful beginning, Les was propelled to become an icon in broadcasting, politics, public speaking and television. (Para. 23)

Denotation:

Connotation:

Text B

Chance favors the prepared

- 1 Les Brown and his twin brother were adopted by Mamie Brown, a kitchen worker, shortly after their birth in a poverty-stricken Miami neighborhood.
- 2 Because of his overactive behavior and nonstop talking as a child, Les was placed in special education classes for the learning disabled all the way through high school. Upon graduation, he became a garbage collector. The **prospective** opportunities for his future looked slim to others, but not to Les. He had a passion, a dream – a big dream that he was ready to work hard for. He was **destined** to be a disc **jockey**, also known as a “DJ”, one of the radio **celebrities** mixing music broadcasts for the whole city.



- 3 At night he would take a radio to bed so he could **indulge** his dream by listening to the local DJs. He created an imaginary radio station in his tiny bedroom. A hairbrush served as his microphone as he energetically practiced speaking his **masterpieces** to his imaginary listeners.
- 4 He **aggravated** his friends with his constant practicing. They all told him that he didn't have a chance and he would never be a DJ. They **scorned** him and said to stop dreaming and focus on the real world. **Nonetheless**, Les didn't let their negativity stop him. He kept his goals close to his heart and remained wrapped up in his own world, completely absorbed in preparing for his future, preparing to live his dream as a **renowned DJ**.
- 5 One day Les decided to take the initiative and begin with this **enterprise**. He boldly went to the local radio station and told the station manager he understood the **layout** of the station and was ready to be a disc jockey.
- 6 The manager looked **dubiously** at the untidy young man in overalls and a **straw** hat and inquired, "Do you have any **expertise** in broadcasting?"
- 7 Les replied, "No sir, I don't."
- 8 "Well, son, I'm afraid we don't have a job for you then," he responded **bluntly**. So, Les' first chance at success had been a complete **bust**.
- 9 Les was determined. He **adored** his adoptive mother, Mamie Brown, and was careful with his money to try and buy her nice things. Despite everyone's discouragement, she believed in him and had taught him to pursue his goals and persist in his dreams no matter what others said.

- 10 So, in spite of what the station manager had originally said, Les returned to the station every day for a week. His persistence was very **persuasive**, and the station manager finally gave in and took Les on to do small tasks – at no pay. Les brought coffee and food. He **catered** to their every need at work and worked **overtime** whenever necessary. Eventually, his enthusiasm won their confidence and they would send Les in their Cadillac to pick up celebrities, not knowing that he didn't even have a driver's license!
- 11 While hanging out with the station's real DJs, Les taught himself their **posture** and hand movements on the control **panel**. He stayed around the studio, soaking up whatever knowledge he could. He was **disciplined**; back in his bedroom at night, he faithfully practiced in anticipation of the opportunity he knew would come.
- 12 One afternoon at work, the DJ named Rock started to feel very sick while on the air. Les was the only person around, and he realized that Rock was coughing and losing his voice. Les stayed close in case there was some way he might help **alleviate** his co-worker's distress. He also worried that the illness was sure to **doom** this broadcast.
- 13 Finally, when the phone rang, Les grabbed it. It was the station manager, as he knew it would be.
- 14 "Les, this is Mr. Klein. I don't think Rock can finish his program."
- 15 "Yes," he **murmured**, "I know."
- 16 "Would you call one of the other deejays to come in and take over?"
- 17 "Yes, sir, I sure will."
- 18 But try as he might, none of the regular DJs were available. MC Cormick and DJ Slick were both out of town for the weekend and DJ Neil was also feeling sick. It seemed that the radio station was in big trouble.
- 19 **Frantic** with distress, Les called the general manager. "Mr. Klein, I can't find nobody," Les said.
- 20 Mr. Klein then asked, "Young man, do you know how to work the controls in the studio?"
- 21 "Yes sir," replied Les, **grinning** with the sudden opportunity. He didn't even **blink** before he called his mother and his friends. "You all go out on the front porch and turn up the radio because I'm about to come on the air!" he said.
- 22 Les rushed into the booth, **hoisted** Rock onto a nearby couch, and sat down in his place. He was ready. He **flipped** on the microphone and **eloquently rapped**, "Look out! This is me, LB, Les Brown! There were none before me and there will be none after me.

Therefore, that makes me the one and only. Young and single and love to **mingle**. Qualified to bring you satisfaction, a whole lot of action. Look out, baby, I'm your lovin' man."

- 23 Because of his preparation, Les was ready. He had **dazzled** the audience and heard **applause** from his general manager. From that fateful beginning, Les was **propelled** to become an **icon** in broadcasting, politics, public speaking and television.

(886 words)

New words

stricken /'stri:kən/	<i>suffix</i> (~~) used with some nouns to describe people or things affected by serious problems or unpleasant emotions (与某些名词连用) 受...侵袭的
	<i>a.</i> 1 affected by serious problems such as injury or illness 患病的; 受伤的 2 damaged or destroyed by a bomb, fire, flood, etc. 罹难的; 受侵害的; 受灾的; 遭损失的
prospective /prə'spektɪv/	<i>a.</i> (<i>only before noun</i>) 1 likely or expected to happen 可能发生的; 预期的 2 likely to be or become a particular thing 可能的; 有希望的
destined /'destɪnd/	<i>a.</i> (<i>never before noun</i>) 1 certain to do sth. or certain to happen in the future 注定的; 肯定的 2 (~ for) intended for a particular purpose or person 指定的; 预定的
jockey /'dʒɒki/	<i>n.</i> (<i>informal</i>) sb. whose work involves the use of a particular object or machine 操作者
celebrity /sə'lebrɪti/	<i>n.</i> 1 [C] a famous person, esp. in entertainment or sport (尤指娱乐界、体育界的) 名人, 名流 2 [U] (<i>formal</i>) the state of being famous 出名; 著名
indulge /ɪn'dʌldʒ/	<i>v.</i> allow yourself to have or do sth. that you enjoy (使)(自己) 沉湎于; (让自己) 享受一下 <i>vi.</i> (~ in) become involved in sth. that people do not approve of 沉迷于, 沉溺于 (不被认可的事物)
masterpiece /'mɑ:stə,pɪ:s/	<i>n.</i> [C] 1 an excellent painting, book, piece of music, etc., or the best work of art that a particular artist, writer, musician, etc. has ever produced 杰作; 名著; 大作 2 an extremely good example of sth. 典范
aggravate /'ægrə'veɪt/	<i>vt.</i> 1 annoy sb. 激怒; 惹恼 2 make sth. bad become worse, esp. a situation or a medical condition 使 (尤指局势或病情) 恶化; 加剧
scorn /skɔ:n/	<i>vt.</i> treat sb. or sth. as if they do not deserve your approval or respect 看不起; 鄙视 <i>n.</i> [U] a feeling that sb. or sth. is not good enough to deserve your approval or respect 轻蔑; 鄙视
nonetheless /,nʌnðə'les/	<i>ad.</i> (<i>formal</i>) despite what has just been said 然而; 不过

renowned /rɪ'naʊnd/	a.	famous and admired for a special skill or achievement 有名望的; 著名的
enterprise /'entəpraɪz/	n.	[C] 1 a large or important project, esp. one that is new or different (尤指全新或不同的) 事业, 计划 2 a business company or organization 企业; 公司; 事业单位
layout /'leɪaʊt/	n.	[C] the way in which sth. such as a room, building, or city is arranged 陈设; 布局; 安排
dubious /'dju:biəs/	a.	1 not sure about the truth or quality of sth., or whether you should do sth. 无把握的; 怀疑的 2 not completely good, safe, or honest 令人怀疑的; 不确定的; 靠不住的
dubiously /'dju:biəsli/	ad.	怀疑地; 疑惑地
straw /strɔ:/	n.	1 [U] the yellow stems of dried crops such as wheat (干燥的) 麦秆, 稻草, 禾秆 2 [C] a long thin paper or plastic tube that you use for drinking (喝饮料用的) 吸管
expertise /,ekspə'ti:z/	n.	[U] special skill or knowledge that you get from experience, training, or study (从经历、培训或学习中得来的) 特殊技能, 专门知识
blunt /blʌnt/	a.	saying what is true or what you think, even if this offends or upsets people (言语) 率直的, 直言不讳的, 直截了当的
bluntly /'blʌntli/	ad.	speaking in a direct and honest way, even if this offends or upsets people 率直地; 直言不讳地; 直截了当地
bust /bʌst/	n.	[sing.] (<i>infml.</i>) (<i>mainly AmE</i>) a complete failure 彻底的失败
adore /ə'dɔ:/	vt.	love sb. very much 疼爱; 爱慕; 崇拜
persuasive /pə'sweɪsɪv/	a.	good at making people agree to do or believe what you want them to 有说服力的; 能使人信服的
cater /'keɪtə/	v.	1 (~ to / for) provide a particular group of people with the things they need or want 满足, 迎合 (某群人的需要) 2 provide food and drinks at an event (为...) 提供饮食, 承办酒席
overtime /'əʊvə,taim/	n.	[U] extra hours that sb. works at their job 加班 (时间)
posture /'pɒstʃə/	n.	1 [C, U] the position your body is in when you sit, stand, or walk 姿势; 姿态; 仪态 2 [C] an attitude, or the way sb. behaves toward other people 态度; 行为方式
panel /'pænl/	n.	[C] 1 the part of a vehicle or machine where the switches and other instruments are found (交通工具或机器的) 仪表盘, 面板 2 a group of people who make decisions or judgments 评判小组
disciplined /'dɪsə,plɪnd/	a.	well organized and following rules or standards 训练有素的; 遵守纪律的
alleviate /ə'li:vi,eɪt/	vt.	make sth. less painful, severe, or serious 减轻; 缓解; 缓和
doom /du:m/	vt.	(<i>usu. passive</i>) make sb. or sth. certain to fail, be destroyed, be extremely unhappy, etc. 注定, 命定 (失败、毁灭或极不高兴等)
	n.	[U] a bad event, usu. death, destruction, or complete failure, that will happen in the future and cannot be avoided 厄运; 劫数

murmur /'mɜ:mə/	<p><i>v.</i> say sth. in a very quiet voice 咕哝; 小声道</p> <p><i>vi.</i> (<i>fm.</i>) complain in a quiet or secret way about sb. or sth. 低声抱怨; 私下发牢骚</p> <p><i>n.</i> [C] sth. that is said in a very quiet voice 低声说出的话; 低语</p>
frantic /'fræntɪk/	<p><i>a.</i> extremely worried and frightened about a situation, so that you cannot control your feelings (因极端焦急恐惧而) 发疯似的, 情绪失控的</p>
grin /grɪn/	<p><i>vi.</i> smile showing your teeth 露齿而笑; 咧嘴笑</p> <p><i>n.</i> [C] a big smile that shows your teeth 露齿笑; 咧嘴笑</p>
blink /blɪŋk/	<p><i>v.</i> close your eyes for a very short time and quickly open them again 眨(眼)</p> <p><i>vi.</i> shine with an unsteady light; flash on and off (灯) 闪烁; 闪亮</p> <p><i>n.</i> [C, usu. sing.] the act of closing and opening your eyes quickly 眨眼睛</p>
hoist /hɔɪst/	<p><i>vt.</i> 1 lift sb. or sth. to a higher place 提起; 举起 2 increase the amount or value of sth. 提高(数量或价值)</p>
flip /flɪp/	<p><i>vi.</i> (~ on / off) press a button or switch in order to turn a machine, etc. on or off 按(开关); 开(或关)(机器等)</p> <p><i>v.</i> turn over into a different position with a sudden quick movement, or make sth. do this (使) 快速翻转, 迅速翻动</p>
eloquent /'eləkwənt/	<p><i>a.</i> expressing what you mean using clear and effective language 雄辩的; 口才流利的</p>
eloquently /'eləkwəntli/	<p><i>ad.</i> 雄辩地; 口才流利地</p>
rap /ræp/	<p><i>vi.</i> talk using rhythm and rhyme, usu. over a strong musical beat 说唱</p> <p><i>v.</i> hit sth. hard and quickly 猛敲; 急拍</p> <p><i>n.</i> 1 [C] a quick hard hit, or the sound of this 叩击(声); 轻敲(声) 2 [U] a way of talking using rhythm and rhyme, usu. over a strong musical beat 说唱</p>
mingle /'mɪŋgl/	<p><i>vi.</i> move around and talk to a lot of people, esp. at a social event (尤指在社交场合) 四处走动与人交谈</p> <p><i>v.</i> combine or make one thing combine with another (使) 混合</p>
dazzle /'dæzl/	<p><i>vt.</i> (<i>usu. passive</i>) 1 impress sb. a lot, e.g. with your beauty, intelligence, or skill (用美貌、智力或技能) 使倾倒, 使赞叹不已 2 if a strong light dazzles you, it is so bright that you cannot see for a short time (强光等) 使目眩, 使眼花</p> <p><i>n.</i> [sing., U] 1 the extreme brightness of a light that makes you unable to see for a short period of time 耀眼; 目眩 2 an extremely impressive quality 光彩夺目的品质; 令人赞叹的品质</p>
applause /ə'plɔ:z/	<p><i>n.</i> [U] the sound of many people hitting their hands together and shouting, to show that they have enjoyed sth. 掌声; 鼓掌</p>
propel /prə'pel/	<p><i>vt.</i> (<i>usu. passive</i>) 1 cause sb. to do a particular thing or cause sth. to happen 驱使; 促使; 导致 2 move or push sb. or sth. forward 推进; 驱动</p>
icon /'aɪkɒn/	<p><i>n.</i> [C] 1 sb. who is very famous and who people think represents a particular idea 偶像; 崇拜对象 2 a small sign or picture on a computer screen that is used to start a particular operation (计算机屏幕上可用鼠标点击的) 图标</p>

Phrases and expressions

destined to do sth.	having a future which has been decided or planned at an earlier time, esp. by fate 预定; 注定; (尤指)命中注定
serve as	be suitable for a particular use, esp. when nothing else is available 被用作...; 充当...; 起...的作用
be wrapped up in sth.	give so much of your attention to sth. that you do not have time for anything else 把全部精力放在某事上(以至于没有时间关心别的事)
take sb. on	start to employ sb. 开始雇用某人
work overtime	spend time working at your job in addition to your normal working hours 加班
hang out (with)	(<i>informal</i>) spend a lot of time in a particular place or with particular people 泡在某处; 与...经常在一起
soak sth. up	learn sth. quickly and easily 迅速吸收; 轻松学会(知识)
in anticipation of sth.	if you do sth. in anticipation of an event, you expect it to happen and you prepare yourself for it 预料某事; 期待某事
on (the) air	be broadcasting on the radio or television at the present moment 正在广播

Proper names

Les Brown /'les ,braun/	莱斯·布朗(1945-, 美国著名的励志演说家)
Mamie Brown /'mæmi ,braun/	玛米·布朗(莱斯·布朗的养母)
Miami /maɪ'æmi/	迈阿密(美国佛罗里达州东南部城市)
Cadillac /'kædɪlək/	凯迪拉克(美国著名汽车品牌)
Rock /rɒk/	洛克(人名)
Klein /klaɪn/	克莱因(人名)
Cormick /'kɔ:mɪk/	考密克(人名)
Slick /slɪk/	斯雷克(人名)
Neil /ni:l/	尼尔(人名)

Reading comprehension



Understanding the text

2 Choose the best answer to each of the following questions.

- Why was Les Brown placed in special education classes?
 - Because he was born into a poor family.
 - Because he had a non-realistic dream.
 - Because he was overactive and talked too much.
 - Because he wanted to be a garbage collector.
- Why did the station manager take on Les Brown to do small tasks at last?
 - Because Les Brown was talented.
 - Because Les Brown's efforts were impressive.
 - Because Les Brown asked for no salary.
 - Because Les Brown was diligent.
- How did Les Brown learn to work the controls in the studio?
 - He learned it by himself.
 - The local DJs taught him.
 - His mother taught him when he was young.
 - The general manager taught him.
- When the DJ named Rock started to feel very sick, Les Brown _____.
 - immediately telephoned the general manager
 - took the place of Rock immediately without informing anyone
 - was happy because the opportunity came
 - stood close and looked after Rock
- What did Les Brown immediately do when he got his first chance?
 - He called the general manager, asking for his advice.
 - He rushed to the booth and turned up the radio immediately.
 - He lifted Rock onto a nearby couch.
 - He couldn't wait to tell his mother and friends.
- All of the following qualified Les Brown for his first broadcasting except that _____.
 - he had learned the posture of local DJs
 - he received special education
 - he knew how to work the controls
 - he had practiced a lot when he was alone
- What made Les Brown's first show a complete success?
 - The manager's support.
 - His friends' support.
 - His long preparation.
 - No regular DJ available.
- According to the passage, all of the following contributed to Les Brown's success except that _____.
 - he had an enduring passion to make his dream come true
 - he never gave up his determination to succeed in what he pursued
 - he had the persistence to work for what he wanted
 - he desired to succeed because he wanted to make more money to support the family

Critical thinking

3 Work in pairs and discuss the following questions.

- What does the story of Les Brown suggest for young people nowadays?
- What do you think about the effects of family background upon one's success?
- What should we do when we are far from our dreams?

Language focus

Words in use

4 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

dazzle	destined	aggravate	renowned
scorn	indulge	alleviate	propel
	applause	eloquent	

- 1 Although he was a famous politician and Prime Minister of Great Britain, Churchill found time to _____ in his hobbies of painting and gardening.
- 2 The young actress was lucky to get a major part in a movie which was _____ her into fame overnight.
- 3 The external debt problems in the developing countries throughout the world were further _____ by the rise in interest rates.
- 4 Watching the NBA is a visual treat; we are often _____ by the skills of the best players in this sport.
- 5 A new study published this week in the journal *Science* suggests that emotional tears may play a direct role in _____ stress.
- 6 Many members of the academic staff are internationally _____ experts who insist on methodical (有条理的) approaches to the analysis of society.
- 7 He is nice and bright, and is always ready and determined to discuss the truth with his _____ tongue.
- 8 His attempt to control the meeting and to convince everyone to get the tax law passed will be _____ to fail.
- 9 He _____ social norms and politeness, and always said exactly what he felt: He was progressively rejected by many colleagues because of this behavior.

- 10 At a conference in Beijing, Mr. Li apparently received more _____ than any other speaker even though he made the shortest speech of the entire day.

Expressions in use

5 Fill in the blanks with suitable prepositions or adverbs.

- 1 She was totally wrapped _____ in her painting when her father came to tell her that there was a phone call for her.
- 2 When his mother was in the hospital producing his sister, he was very excited – _____ anticipation of having a cute baby sister.
- 3 Another three-hour interview with the former president will be _____ the air tomorrow morning from 8 a.m. to 11 a.m. on Channel 9.
- 4 Gentle Annie appeared to enjoy every minute of her visit and soaked _____ the information like a sponge (海绵).
- 5 The more a company desires to focus on its market share, the more it needs to cater _____ its customers in the right way.
- 6 The number of staff members we can take _____ will be determined by how much money we're allowed to spend.
- 7 For all its customers the hotel issued a list that served _____ a reminder for easily forgotten items, such as address books, belts, sunglasses and hairdryers.
- 8 Government officials must hang _____ with common people to listen to their complaints and suggestions at regular intervals.

Sentence structure

6 Combine the following sentences by using the sentence pattern "prefer to do sth. (rather) than do sth.". Make changes where necessary.

Model: Firms tended to hire less qualified men.
They didn't want to risk hiring a female lawyer, which was unprecedented.
→ Firms preferred to hire less qualified men rather than risk hiring a female lawyer, which was unprecedented.

1 He always starts early. He doesn't like leaving everything to the last minute.

2 She likes to be the boss, to be in charge and to organize others. She doesn't want to be organized by someone whom she may not even rate very highly.

3 My brother would like to take the whole blame himself. He wouldn't allow it to fall on the innocent.

7 Complete the following sentences by translating the Chinese into English, using the conjunction "as" after a verb to mean that something is true despite what you are saying.

Model: But _____ (无论他怎么尽力去找), none of the regular DJs were available.
→ But try as he might, none of the regular DJs were available.

1 _____ (无论他怎么试), he was not able to think up any way to find the place where the first black men had dug their diamonds.

2 _____ (无论他们怎样搜寻), they were unable to find anything that was at all different from other well-known portions of China.

3 _____ (无论我们怎么努力), we could not get out of the difficult situation that we are in at the moment.



Collocation

Success is an everyday topic that always inspires us to show our **amazing determination** (B3U1A) to overcome **profound difficulties** (B3U1A) and survive **substantial hardships** (B3U1A) on our way toward our goals. With a **strong will** (B3U1A) to succeed and **sheer persistence** (B3U1A), even in extremely harsh or **poverty-stricken** (B3U1B) situations, we can still remain optimistic to embrace **prospective opportunities** (B3U1B). Just like a celebrity who can immediately **dazzle the audience** (B3U1B), sometimes a **sudden opportunity** (B3U1B) can delight us unexpectedly, but only those who are ready can always seize such an opportunity.

Warm-up: Improve the style by replacing the underlined words with the words provided in brackets to form strong collocations. Change the form where necessary. Each word can be used only once.

1 (*overwhelming / immense / repeated*)
The founder of KFC started his dream at 65 years old! Despite his big 1) _____ misfortunes, big 2) _____ failures and big 3) _____ obstacles, he drove around the country knocking on doors, sleeping in his car, wearing his white suit. Do you know how many times people said “no” till he got one “yes”? 1009 times!

2 (*sound / heroic / substantial*)
Stephen King, a contemporary American author of horror, suspense, science fiction and fantasy, has set us a good 1) _____ example. His first book *Carrie* was rejected 30 times, so he threw it in the trash. But his wife gave him the

good 2) _____ advice to resubmit it. The rest is history due to his nice 3) _____ effort. He has sold more than 350 million copies of his books.

3 (*achieve / attain / fuel*)
Before the Beatles had 1) _____ success, they were rejected by many record companies. In a famous rejection, the company said “guitar groups are on the way out” and “the Beatles have no future in show business”, but they still had 2) _____ the determination to succeed. After the Beatles signed with EMI, they started to have 3) _____ fame in the United States and became the greatest band in history.

8 The following is a mini speech delivered by a faculty member at a private college on the first day of a new semester. He addressed the topic of success to the students. Complete the speech with appropriate collocations from the texts. You are provided with the first letter(s) for each of the collocations.



To start with, I want to say that not everyone who's on top today got a 1) *su* _____ *op* _____ with success after success. More often than not, those who history best remembers were faced with 2) *im* _____ *ob* _____ that forced them to work harder than others and show 3) *a* _____ *d* _____. This can be said for education as well when furthering your study with a bachelor's or master's degree. Next time when you're feeling down about your 4) *pr* _____ *di* _____ in college, remind yourself that sometimes failure is just the first step toward success.

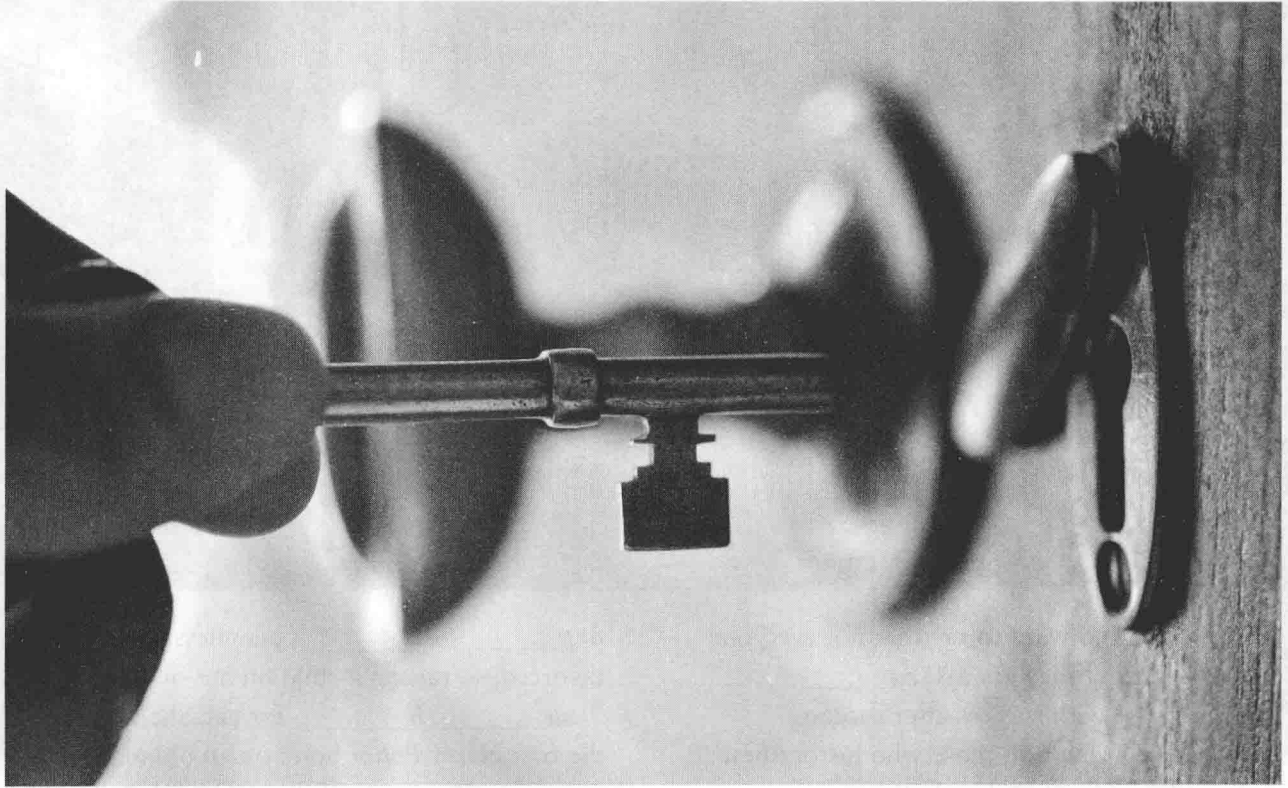
J. K. Rowling, the author of *Harry Potter*, spoke to the graduating class of Harvard in June 2008. She didn't talk about success; instead, she talked about 5) *ov* _____ *fa* _____, her own in particular. Here is what she said, "You might never fail on the scale I did, but it is impossible to live without failing at something." She was once

6) *p* _____ *-st* _____, penniless, recently divorced, so raising a child on her own caused 7) *su* _____ *h* _____ for her. She wrote the first *Harry Potter* book on an old manual typewriter. Twelve publishers rejected the book! How could she deal with her 8) *r* _____ *mi* _____? What if she stopped at the first rejection? The fifth? Or the tenth? The measure of success can be shown by how many times someone with 9) *sh* _____ *pe* _____ keeps going despite hearing only "No".

Certainly, a success story is not told to 10) *d* _____ the *au* _____ or, as you may probably assume, to encourage you to 11) *ac* _____ *f* _____, but it is told in order to inspire, motivate and encourage you to succeed in school. By knowing the 12) *s* _____ *w* _____ of a successful person, you will learn how the road to success looks like and your chance of succeeding in school will become much higher.

Unit project

Reporting on the traits of a successful person in your field



Successful people should have some unique traits that are critical to their success. Understanding what these traits are and reflecting on one's own characteristics may be of great importance for anyone who wants to have success. In the current unit project, you are going to analyze the common traits of the successful people in the professional field or industry you are interested in. Here are some steps you may follow to complete your task.

1 Work in groups of three or four. For each group, choose a person who you all agree is successful in the professional field or industry you are interested in.

2 Collect information about the successful person through reading, surfing the Internet, etc. after class. The information may include interesting stories about professional achievements of and people's comments on the person you chose. You are supposed to collect as much information about the person as possible.

3 Work in groups in class and share with your group members the information you have collected after class. Then discuss what traits the successful person has.

4 Summarize what you have discussed in a report. Then choose a representative from your group to present the report to the class.

UNIT 2



Beat your fear

You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, "I lived through this horror. I can take the next thing that comes along."

—Eleanor Roosevelt (American diplomat, humanitarian and first lady)

Don't fear failure so much that you refuse to try new things. The saddest summary of a life contains three descriptions: could have, might have, and should have.

—Louis E. Boone (American academic author)

Preview

Everyone is afraid of something: spiders, snakes, public speaking, water, heights, flying in airplanes, and death, to name but a few. But it is also widely felt that allowing fear to make decisions for us prevents us from getting the most out of life.

Fortunately, we're also blessed with tremendous potential that dwells in the depth of our mind and body. Once called up, it helps us face head-on the fears that usually paralyze us. Furthermore, it helps us regain our composure in critical times to overcome our fears!

A man, terrified of water, bravely jumps into it to save another's life. A mother calmly sacrifices herself to save her beloved daughter. When fighting a vicious murderer, a policeman stands out under the threat of death. Now, tell us, do you have a fear? What is it? Do you believe there is great potential within you that can be evoked on a specific occasion in fighting your fear? What would you do in such a situation?

Section A

Pre-reading activities



1 Listen to a story about Jack's fear and decide whether the following statements are T (true) or F (false).

- 1 When Jack gets into bed, he thinks there's somebody hiding under the bed.
- 2 As Jack lies under the bed, there must be somebody sleeping on top of it.
- 3 The doctor asks Jack to see him three times a week for two years to cure his fears.
- 4 The doctor charges Jack \$200 a visit.
- 5 Jack is willing to pay the amount the doctor charges.

2 Listen to the story again and answer the following questions.

- 1 By whom is Jack's problem solved? How?
- 2 Did you have a fear of something before? If so, how did you overcome it?

Swimming through fear

- 1 I was on a tour of France with my friends when our car pulled to a stop at the beach and we saw the Mediterranean Sea. Massive waves surged against large rocks that formed a **waterproof jetty**. People said this beach was known for its **notorious** rip currents. I shivered with fear. Nothing scared me as much as water.
- 2 Just the sight of the sea made me sick to my stomach.
- 3 I'd always loved water and been a good swimmer until last summer, when I'd decided to climb up to the highest diving board at the pool. I'd **hopped** from that height and hit the water with an incredible impact. The air was **ousted** from my lungs and I blacked out. The next thing I knew, my brother was pulling my **feeble** body out of the pool. From then on, my fear wouldn't **recede**; I was absolutely terrified of water.
- 4 "Jason, are you coming?" my friend, Matt, called.
- 5 "Yeah," I said. "Just enjoying the view," *from dry land*, I added silently, worried they might **deem** my fear **pathetic** if they knew.
- 6 Suddenly I heard shouting in French. A **mob** of people were running into the sea, fully clothed. *That's odd*, I thought.
- 7 I glimpsed something moving up and down amid the waves, past the end of the jetty. I **gasped**, realizing the **catastrophe** with horror. That's a little boy out there! The would-be rescuers fought against the **tide**, but the situation was **bleak**. With the water's **tow**, they'd never get to him in time.
- 8 I looked back at the boy. His head popped up, then a wave crashed over him and he disappeared for a moment; I had to **intervene**.
- 9 I **appraised** the situation and realized – the jetty! The boy was close to it; maybe I could help from there. I raced down the beach, out onto the jetty, and it hit me: *Water!* My palms got sweaty and my stomach felt sick, **symptoms** of my fear. I stopped short.
- 10 The people in the water had **underestimated** the waves and weren't making any progress. I was the only one who saw that going out on the jetty was the fastest way to reach the drowning boy. Yet in the **midst** of this tragedy, I was extremely terrified. I tried to remember the lifeguard training I'd had as a teenager.

- 11 I was **paralyzed** with fear, but I forced myself to move forward with this **impromptu** rescue. *I don't want this. Surely someone else can save him before I have to.*
- 12 At the **ridge** of the jetty, I **whirled** around, convinced I'd see an **athletic** swimmer plowing through the rough water toward the boy. To my **dismay**, no one was there. I turned back out to the sea to see the boy **battered** by **vicious** waves about 25 yards away from me. Sucking in a deep breath, I threw myself into the water. As soon as I jumped in, I felt like I was back in that pool, breathless, struggling, terrified. Salt stung my eyes. *Focus, I shouted in my head. Where is he?*
- 13 Then, with **clarity**, I saw a thin arm waving weakly a few yards away. I swam with all my strength, reaching the boy just as he sank below the surface. I grabbed his arm and pulled. He popped back up, eyes wide with terror, **pawing** and twisting against me. *"Repose (Calm down)!"* I commanded the boy in French. His struggling would **derail** any rescue attempt, and we'd both **perish**. *"Repose!"* I commanded again. Thankfully, this time he listened, and was still.
- 14 When I turned back toward shore a wave pounded over us. The jetty was further away! *The rip current!* It was **forcibly** dragging us out to the sea. I fought to get us back to land, but made little progress. I knew I'd never be able to **escort** him back like this.
- 15 Desperate to survive, I remembered what I'd learned in my life saving class: *Never, ever swim against the rip current! Swim sideways to the pull of the current and slowly make your*



way back toward shore. It was an odd-looking but **practicable** solution. *Swim sideways and float to rest. Swim sideways and float to rest.* We did that over and over. We slowly made our way to safety. "Jason, you can do it!" I heard Matt say as he stood on the jetty. I hadn't even noticed how close we were, only about seven feet left to go.

- 16 And, as we made our way to safety I realized something incredible: I was no longer afraid. That absence of fear was a moment of triumph!
- 17 Matt jumped into the water. I tossed the boy to him. Just as I let go, a big wave picked him up and carried him all the way to Matt.
- 18 On the **brink** of collapse, I stopped fighting, just letting myself go. My hand hit the jetty. It was like an electric shock that brought me back to my senses. Someone grabbed for me.
- 19 I felt strong arms lift me. I **ascended** not only from the sea onto the secure rocks of the jetty – but also to my **salvation**, leaving behind the terrible fear that had gripped me for so long. I turned my head and saw the boy was **hugged** tightly by his mother. I looked out to the sea. **Weary** as I was, the water had never looked so beautiful.

(905 words)



New words

- waterproof** /'wɔ:tə,pru:f/
- a.* not allowing water to enter 防水的; 不透水的
 - n.* [C, usu. pl.] a jacket or coat that does not allow rain and water through it 防水衣物; 雨衣
- jetty** /'dʒeti/
- n.* [C] a wide wall or flat area built out into the water, used for getting on and off boats 栈桥; 突堤; 登岸码头
- notorious** /nəʊ'tɔ:riəs/
- a.* famous or well-known for sth. bad 臭名昭著的; 声名狼藉的
- hop** /hɒp/
- vi.* jump up or move somewhere quickly 快速行走; 弹跳
- oust** /aust/
- vt.* force sb. out of a position of power, esp. so that you can take their place (尤指为取而代之而) 迫使(某人)放弃职位; 把...撵走
- feeble** /'fi:bl/
- a.* 1 extremely weak 非常虚弱的; 无力的
2 not very good or effective 蹩脚的; 无效的; 站不住脚的
- recede** /rɪ'si:d/
- vi.* 1 become less strong or likely 减弱, 减小(可能性)
2 move back from a high point or level (从高处)后退
 - vt.* (*fml.*) consider that sb. or sth. has a particular quality 认为
- deem** /di:m/
- a.* 1 making you feel pity or sympathy 招人怜悯的; 可怜的
2 useless or not effective in an annoying way 没用的; 无效的
- pathetic** /pə'θetɪk/
- n.* [C] (*informl.*) a group of people of the same type 同类的一群人
- mob** /mɒb/
- vi.* 1 breathe in suddenly, e.g. because you are surprised, shocked, or in pain (因惊讶、惊吓或痛苦而) 倒抽气, 喘气, 喘息
2 make a violent effort to breathe because you need more air 急促地喘气; 猛地吸气
- gasp** /gɑ:sp/
- catastrophe** /kə'tæstrəfi/
- n.* 1 [C] an event which is very bad for the people involved 麻烦; 困境; 不利的局面
2 [C, U] a terrible event in which there is a lot of destruction, suffering, or death 灾难; 大祸; 严重的不幸
- tide** /taɪd/
- n.* [C] the way that the level of the sea regularly rises and falls during the day 潮; 潮汐
- bleak** /bli:k/
- a.* 1 without anything to make you feel happy or hopeful 没有希望的; 令人沮丧的
2 cold and without any pleasant or comfortable features 阴冷的; 阴郁的
- tow** /təʊ/
- n.* [sing.] the activity of pulling one vehicle behind another (车辆的) 拖, 拉
 - vt.* pull a vehicle or boat by fixing it to another vehicle or boat 拖, 拉, 牵引(车辆或船只)
- intervene** /,ɪntə'vi:n/
- vi.* become involved in an argument, fight, or other difficult situation in order to change what happens 干预; 介入; 插手
 - v.* interrupt sb. when they are speaking 打岔; 插话
- appraise** /ə'preɪz/
- vt.* (*fml.*) officially judge how successful, effective, or valuable sth. is 评定; 鉴定; 估价

symptom /'sɪmptəm/	<i>n.</i> [C] 1 sth. wrong with your body or mind which shows that you have a particular illness 症状 2 a sign that a serious problem exists (严重问题存在的) 征兆, 征候
underestimate /ˌʌndər'estɪmeɪt/	<i>v.</i> think or guess that sth. is smaller, cheaper, easier, etc. than it really is (对...) 估计不足; 低估; 看轻 <i>vt.</i> think that sb. is not as good, clever, or skillful, as they really are 轻视, 小看 (某人)
midst /mɪdst/	<i>n.</i> [U] (<i>fml.</i>) (in the ~ of sth.) while sth. else is happening 当某事发生的时候
paralyze /'pærəlaɪz/	<i>vt.</i> (<i>BrE</i> paralyse) (<i>often passive</i>) 1 make sb. unable to think or behave normally, esp. by frightening them (尤指通过恐吓) 使丧失思考能力, 使丧失正常行为能力, 使呆若木鸡 2 make sb. lose the ability to move their body or a part of it 使瘫痪; 使麻痹
impromptu /ɪm'prɒmptjuː/	<i>a.</i> not planned or prepared 未计划的; 即兴的; 即席的; 无准备的
ridge /rɪdʒ/	<i>n.</i> [C] 1 sth. long and thin that is raised above the things around it 脊; 垄; 棱纹 2 a long area of high land, esp. at the top of a mountain 山脊
whirl /wɜːl/	<i>v.</i> turn or spin around very quickly, or make sb. or sth. do this (使) 急转; (使) 迅速旋转
athletic /æθ'letɪk/	<i>a.</i> 1 physically strong and good at sport 强壮的; 擅长运动的 2 (<i>only before noun</i>) relating to athletics 运动的
dismay /dɪs'meɪ/	<i>n.</i> [U] the worry, disappointment, or unhappiness you feel when sth. unpleasant happens 忧虑; 失望; 沮丧 <i>vt.</i> make sb. feel worried, disappointed, and upset 使担心; 使失望; 使忧虑
batter /'bætə/	<i>v.</i> hit sb. or sth. again and again, in a way that hurts sb. or causes damage 殴打; 连续猛击; 撞击
vicious /'vɪʃəs/	<i>a.</i> 1 violent and cruel in a way that hurts sb. physically 凶险的; 会造成伤害的 2 unpleasantly strong or severe 剧烈的; 恶劣的
clarity /'klærɪti/	<i>n.</i> [<i>sing.</i> , U] 1 the ability to be seen or heard clearly 清晰度 2 the quality of expressing ideas or thoughts in a clear way 清晰; 清楚; 明确
paw /pɔː/	<i>v.</i> if an animal paws sth., it touches it several times with its foot 用爪子抓 (或挠) <i>n.</i> [C] an animal's foot that has nails or claws (动物的) 爪子
derail /dɪ'reɪl/	<i>vt.</i> (<i>mainly journalism</i>) prevent sth. from continuing in the way it was planned 使离开正常进程; 扰乱 <i>v.</i> make a train go off the railroad tracks, or go off the tracks (使) (火车) 出轨
perish /'perɪʃ/	<i>vi.</i> (<i>fml.</i>) die, esp. in a terrible or sudden way 死亡 (尤指惨死或猝死)
forcibly /'fɔːsəbli/	<i>ad.</i> 1 using physical force 用强力; 用武力 2 in a way that has a strong clear effect 清楚有力地

escort /ɪ'skɔ:t/	<i>vt.</i> 1 take sb. somewhere, esp. when you are protecting or guarding them 护送; 护卫 2 go with sb. and show them a place 陪同(某人)游览; 给(某人)当导游
practicable /'præktɪkəbl/	<i>a.</i> (<i>fml.</i>) able to be done or used successfully 可行的; 能实行的
brink /brɪŋk/	<i>n.</i> [sing.] (<i>the ~ of sth.</i>) a situation when you are almost in a new situation, usu. a bad one (某事物的)边缘(一般指即将面临坏情况)
ascend /ə'send/	<i>v.</i> (<i>fml.</i>) rise; go up; climb up 上升; 升高; 登高
salvation /sæl'veɪʃn/	<i>n.</i> [U] 1 in the Christian religion, the state of being saved from evil (基督教中)对灵魂的拯救, 救赎 2 sth. that prevents or saves sb. or sth. from danger, loss, or failure 解救物; 救星; 救助者
hug /hʌg/	<i>vt.</i> put your arms around sb. and hold them tightly to show love or friendship 拥抱 <i>n.</i> [C] the action of putting your arms around sb. and holding them tightly to show love or friendship 拥抱; 紧抱
weary /'wɪəri/	<i>a.</i> 1 very tired or bored, esp. because you have been doing sth. for a long time (尤指因长期做某事而)筋疲力尽的, 非常疲劳的, 厌烦的, 厌倦的 2 (<i>esp. literary</i>) very tiring 令人疲倦的

Phrases and expressions

pull to a stop	stop moving 停下
sick to one's stomach	feeling that food you have eaten is going to come out of your stomach through your mouth 想呕吐的
black out	become unconscious 晕厥; 失去知觉
pop up	appear, sometimes unexpectedly 突然出现; 冒出来
stop short	suddenly stop speaking or stop what you are doing, because sth. has surprised you or you have just thought of sth. (在说话或做事时因吃惊或想到某事而)突然停下
plow through sth.	move through sth. with a lot of difficulty 艰难费力地通过
throw oneself into / at / on / down, etc.	move or jump somewhere suddenly and with a lot of force 突然猛力地冲进/扑向/跳到/扑倒等
make one's way	go toward sth., esp. when this is difficult or takes a long time 行进(尤指艰难地, 或需要很长时间时)
let oneself go	relax completely and enjoy yourself 放松自己; 放纵自己
grab for / at sth.	quickly and suddenly put out your hand to try and catch or get sth. (迅速伸手)抓住

Proper names

the Mediterranean /,medɪtə'reɪniən/ Sea	地中海(位于欧洲、非洲和亚洲之间的内陆海)
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Reading comprehension



Understanding the text

1 Answer the following questions.

- 1 Why was Jason scared of water?
- 2 Could the would-be rescuers succeed in saving the drowning boy? Why or why not?
- 3 Why did Jason decide to intervene to save the boy in spite of his fear of water?
- 4 Why did Jason become hesitant when he raced down the beach, out onto the jetty?
- 5 How did Jason feel when he jumped into the water?
- 6 How did the boy respond when Jason grabbed him?
- 7 Was Jason's swimming back to safety smooth? Why?
- 8 Why did Jason feel the water had never looked so beautiful when he reached the jetty?

Critical thinking

2 Work in pairs and discuss the following questions.

- 1 How could you save a drowning person if you have inner fear of water?
- 2 Why do people have inner fear of something such as spiders, snakes, water, heights, flying in airplanes, death, etc.?
- 3 What are your suggestions to a young man who gives up at the last minute when he is going to ask a girl on a date?
- 4 Does psychological fear produce any positive aspects in people's life? If yes, what are they?

Language focus

Words in use

3 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

appraise	paralyze	symptom	dismay
brink	bleak	deem	recede
	underestimate	intervene	

- 1 Kids are more likely to _____ in a situation if they believe their parents expect them to help.
- 2 The first lesson I learned as a newcomer for the company was never to _____ the degree of difficulty I would face in career advancement.
- 3 Just as I started to think that I was never going to get well, the illness began to _____.
- 4 Whatever the decision is, I would like you to know that your department is my first choice and I _____ it a great honor if I could study in your department.
- 5 During one particularly _____ moment in my career, a senior colleague of mine said to me, "If you follow your dreams, the money will come. Follow the money, and you'll lose your dreams."
- 6 Unless we can find a way to _____ nature and then invest in protecting it, our basic life-support systems are going to collapse.
- 7 The blizzard (暴风雪) moved south, turning into an icy rain that _____ the airports for three days.
- 8 In this introduction we have diagnosed some of the causes of the illness and, in the following chapters, we will draw attention to its various unpleasant _____.
- 9 In those days, divorce under any circumstances was socially unacceptable and there was great _____ in the family who went through it.
- 10 Every time she talked about being rejected in her hunt for a job, she seemed on the _____ of tears, and I would quickly switch the conversation to another topic.

Word building

The suffix *-ance* combines with verbs to form nouns which refer to the action, process, or state indicated by the verb.

Examples

Words learned	Add <i>-ance</i>	New words formed
accept	→	acceptance
assist	→	assistance
attend	→	attendance
tolerate	→	tolerance
ignore	→	ignorance

The suffix *-ed* is often used to form adjectives from common verbal roots, indicating that something has been affected by the action referred to in the root.

Examples

Words learned	Add <i>-ed</i>	New words formed
complicate	→	complicated
compress	→	compressed
absorb	→	absorbed



4 Add *-ance* or *-ed* to or remove them from the following words to form new words.

Words learned	New words formed
<i>-ance</i>	
dominate	_____
avoid	_____
rely	_____
acquaint	_____
clear	_____
annoy	_____
admit	_____
resemble	_____
assure	_____
<i>-ed</i>	
bore	_____
privilege	_____
distract	_____

5 Fill in the blanks with the newly-formed words in Activity 4. Change the form where necessary. Each word can be used only once.

- 1 She was _____ and angry with Conway, because he thought he understood everything and he never listened to other people.
- 2 He worked for a major oil corporation there called Pan-Global and felt he was _____ to be entrusted (委托负责) by his employer.
- 3 They wanted from us a(n) _____ that we would continue to provide the level of service that we had done in the past.
- 4 Mrs. Brown's apparent _____ of her husband was really her attempt to make him within sight and pay attention to her.
- 5 Red pens specifically have long been associated with error corrections because the color red is implicitly connected with failure and _____, the act of trying to get away.
- 6 Apart from his native language English, the student of English Local History will need a faint _____ with three other languages.
- 7 The _____ on government contracts may also have contributed directly to the decline in competitive potential of the country's economy.
- 8 The declaration of an area as a national park does not guarantee long-term conservation, as significant forest _____, logging, and hunting occur within park boundaries in Indonesia.
- 9 He is easily _____ and bounces from one thought to another like one of his rubber balls.
- 10 At the sight of him, all she felt was _____ at having been deserted for three whole years.
- 11 In those after-school schools, teachers deliver fast-paced instruction to prepare students for _____ to the right colleges.
- 12 The ego ideal of young children is based on those closest to them, usually the parents, and later on other educators who have some _____ to their parents.

Banked cloze

6 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

A excessive	F pathetic	K characterized
B roles	G challenge	L awareness
C paralyze	H amount	M catastrophe
D aspects	I exposed	N reaction
E deemed	J recede	O vicious

Social anxiety symptoms often begin during adolescence. It's a developmental process that is 1) _____ by profound psychological changes, especially in terms of how we relate to others. One of the most frustrating 2) _____ of the adolescent years is the tendency for self-focus and a decrease in the 3) _____ of focus we have for the feelings and needs of others.

While these changes are fairly universal, those of us who were born with a shy temperament (性格) can carry the adolescent fears, which may never 4) _____, into adulthood. An anxious temperament causes our brains to react forcibly when 5) _____ to the stress of sudden awareness of our peers and gradually we become more and more vulnerable. Our brains label the fear of exposure or embarrassment as highly dangerous. This may result in a(n) 6) _____ circle for many years: excessive self-consciousness and inhibition when you feel you are being observed.

To cope with the problem, I would like to 7) _____ you to strive for increased focus on other people, in place of your 8) _____ focus on yourself. Yes, I know, this is easier said than done. The fear may cause you to feel that you will lose control or make a fool of yourself when you are in the spotlight (聚光灯). But if you begin to build a new response, in 9) _____ to your fears, you will gradually build up a stronger and more positive response. Remember, don't let self-consciousness 10) _____ you! Be courageous!

Expressions in use

7 Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

stop short	plow through	black out
pull to a stop	pop up	grab for
throw oneself into	let oneself go	

- 1 When the bus _____ and I got off, I was relieved because I had finished school and I had the weekend ahead of me to enjoy myself.
- 2 When my car crashed into the big tree, I could feel the blood draining from my face and I wondered whether I was about to _____.
- 3 All kinds of questions concerning the soaring housing price begin to _____ on cable television and the blogosphere (博客圈).
- 4 The soldiers' rapid march was _____ by the general's command; they were uncertain whether to go back or forward.
- 5 A car crashed into the side of a house after the driver lost control and _____ a hedge (树篱).
- 6 Charles reappeared, after half an hour's absence, and _____ an armchair, where he lay back for some time with his eyes shut.
- 7 You may be out of work but that is no reason to _____ by not washing, brushing your hair and wearing clean clothes.
- 8 As her door began to open, she _____ the telephone, and then dropped the receiver as Luke walked in.

Structure analysis and writing

Structure analysis

Develop a narrative essay

The topic on how to develop a narrative essay has been dealt with in B2U4. Narration is story-telling, whether you are relating a single story or several related ones. Through narration, you make a statement clear by relating in detail something that has happened.

In this unit, you will specifically learn how to plot a story.

The plot is how the author arranges events to develop his basic idea. It is a planned, logical series of events with a beginning, middle, and end. There are usually five essential parts of a plot: exposition, rising action, climax (or turning point), falling action, and resolution.

The structure of a plot could be well illustrated in the story "Swimming through fear", which tells how the author conquered his fear of water to save the drowning boy. In this story, the first three paragraphs bring out the exposition of the plot by introducing the setting of the story (Paras. 1-2) and a flashback (Para. 3). Then, the second part, from Paragraph 4 to Paragraph 17, is the development of the plot, which could be further divided into four sections presenting rising action (Paras. 4-10), climax (Paras. 11-12), falling action (Paras. 13-14), and resolution (Paras. 15-17) respectively. The last part, i.e. Paragraph 18 and Paragraph 19, concludes the plot, which can also be regarded as part of a complete resolution of the plot.

To write a successful story, you are suggested to follow the guidelines below.

- 1 Get an idea, and then turn your idea into a story plot. First you need to have at least a vague idea. It can start with anything: a phrase, a face, a character, or a situation, so long as it's exciting and inspiring to you. Stories are mainly about two things: characters and conflict. Once you have a character with some sort of conflict, you have a story idea.
- 2 Think about your characters and build your plot points. You need to flesh out your characters by giving them friends, families, jobs, histories, life-changing experiences, needs, and desires. Then you need to come up with plot points by putting your characters in their world and watching them interact with each other.
- 3 Put your plot points in the right places in the story development process. You need to make sure the plot points fit into the five parts mentioned in the structure of the story, namely, exposition, rising action, climax, falling action, and resolution. Make changes and adjustments if necessary.

Structured writing

Read the sample essay and see how the story is plotted.

Topic:

Dad's blessings

Introduction:

Thesis statement: We often misread people we truly care for in our life and may never again have a chance to make up for it.

Exposition:

Setting: Upon graduation, a young man was expecting his dad's blessing.

Conflict: The father's gift, a Bible with the young man's name on it in gold, resulted in the young man's storming out of the house on Graduation Day.

Development:

Rising action: Having become successful, the young man decided to pay a visit to his father.

Climax: When the young man made arrangements to visit his father, he was informed of his father's death.

Falling action: When he arrived at his father's house, sudden sadness and regret filled his heart.

Conclusion:

Resolution: The young man found the key for the sports car he once dreamed of in the still new Bible when searching through his father's belongings. But his father was gone.

Sample essay

A young man was getting ready to graduate from college. For many months he had admired a beautiful sports car in a dealer's showroom, and knowing his father could well afford it, he told him that was all he wanted.

As Graduation Day approached, the young man awaited signs that his father had purchased the car. Finally, on the morning of his graduation, his father called him into his private study. His father told him how proud he was to have such a fine son, and told him how much he loved him. He handed his son a beautifully wrapped gift box. Curious, but somewhat disappointed, the young man opened the box and found a lovely, leather-bound Bible, with the young man's name on it in gold. Angrily, he raised his voice and said to his father, "With all your money, you give me a Bible?" and stormed out of the house, leaving the Bible behind.

Many years passed and the young man was very successful in business. He had a beautiful home and wonderful family. Realizing his father was very old, he thought perhaps he should go to him. He had not seen him since that Graduation Day. Before he could make arrangements, he received a telegram telling him his father had passed away, and willed all of his possessions to him. He needed to come home immediately and take care of things.

When he arrived at his father's house, sudden sadness and regret filled his heart. He began to search through his father's important papers and saw the still new Bible, just as he had left it years ago. With tears, he opened the Bible and began to turn the pages. And as he did, a car key dropped from the back of the Bible. It had a tag with the dealer's name, the same dealer who had the sports car he had desired. On the tag was the date of his graduation, and the words "PAID IN FULL".

8 Write an essay of no less than 200 words on one of the following topics. One topic has an outline that you can follow.

Topic:

Slow down

Introduction:

Thesis statement: We shouldn't go through life so fast that we have little time to care for other people.

Exposition:

Setting: A young and successful executive was traveling down a neighborhood street, going a bit too fast in his new Jaguar (捷豹).

Conflict: A brick smashed into the car's side door, and the angry executive grabbed a kid for smashing his car.

Development:

Rising action: The boy explained that he just needed his help because his brother fell out of the wheelchair, and he couldn't lift him up by himself.

Climax: Moved beyond words, the driver tried to swallow the rapidly swelling lump in his throat.

Falling action: The young man hurriedly helped lift the handicapped boy back into the wheelchair, then took out his fancy handkerchief and gently cleaned the boy's fresh scrapes and cuts.

Conclusion:

Resolution: The driver never bothered to repair the damaged side door and used it as a reminder of what he had learned from this experience.

More topics:

- My biggest mistake
- An embarrassing experience

Translation

9 Translate the following paragraph into Chinese.

The American Dream is a national ethos (精神特质) of the United States. The term is used in many ways, but it essentially is an idea that suggests that anyone in the US can succeed through hard work and has the potential to lead a happy, successful life. Many people have expanded upon or refined the definition to include things such as freedom, fulfillment and meaningful relationships. The idea of an American Dream is older than the US, dating back to the 1600s, when people began to have all sorts of hopes and aspirations for what was a new and largely unexplored continent to European immigrants. And the meaning of the Dream has changed over the course of history, including both personal components and a global vision. But not everybody thinks the American Dream is a positive thing. Some people believe that the structure of society in the US prevents such an idealistic goal for everyone. Critics often point to examples of inequality rooted in class, race, religion and ethnicity that suggest that the American Dream is not attainable for everyone.

10 Translate the following paragraph into English.

实现中华民族伟大复兴 (rejuvenation) 是近代以来中国人民最伟大的梦想, 我们称之为“中国梦”, 其基本内涵是实现国家富强、民族振兴、人民幸福。中国梦, 是让每一个积极进取的中国人形成世世代代的信念: 只要经过不懈的奋斗便能获得更好的生活。人们必须通过自己的勤奋、勇气、创意和决心迈向繁荣, 而不是依赖于社会和他人的援助。每个中国人都是中国梦的参与者和创造者。中国梦是民族的梦, 也是每个中国人的梦。



Section B

Reading skills: Making inferences

In this unit, special emphasis is placed on how prior knowledge of the reader could help reason out the implications of the author. Authors do not often state everything clearly. Sometimes, their meaning or attitude is implied, or as it is said: “between the lines”, because they assume that you know and share the knowledge of the world, and its common sense. It is therefore not enough to understand each sentence only. You need to grasp the implications based on the contextual clues, common sense, your knowledge and sometimes the meaning of a passage as a whole to connect ideas and reach conclusions.

Example:

Weary as I was, the water had never looked so beautiful. (Para.19, Text A)

Question: What implication does this sentence carry?

To reason out the implication of this sentence, on one hand, you need to be aware of how the author developed his internal fear of water, why he had to be confronted with water, and how he struggled to conquer his inner fear; on the other hand, you can evoke in your mind how you feel when you conquer your psychological fear of something. By combining these two aspects, you can easily understand the implication that after the rescue effort, the author felt the water looked so beautiful because he had overcome his fear of water, which had once made him sick to his stomach and had gripped him for so long.

1 As you read Text B the first time, use contextual clues, common sense and your knowledge to guess the possible answers to the questions between the paragraphs. Then compare your answers with your partner's to see if both of you understand the author's meaning in the same way.



When courage triumphed over fear

- 1 I know what courage looks like. I saw it on a flight I took six years ago, and only now can I speak of it without tears filling my eyes at the memory.
- 2 When our plane left New York that Friday morning, we were a talkative, high-energy group. The early-morning **transcontinental** flight hosted mainly professional people going to San Francisco for a day or two of business. As I looked around, I saw lots of designer suites, CEO-level expensive haircuts, designer **briefcases** and all the trimmings of **lofty** business travelers. I settled back with my **paperback** novel for some light reading and the brief flight ahead.
- 3 Immediately upon take-off, long before we had reached our cruising **altitude**, it was clear that something was wrong. The aircraft was bumping **vertically** up and down and **tilting** left to right. All the experienced travelers, including me, looked around with knowing grins. We had experienced minor problems and **turbulence** on prior flights. If you fly very much, you see these things and learn to act relaxed about them.

1 *What does "knowing grins" imply?*

- 4 It wasn't long before our relaxed attitudes began to **evaporate**. Minutes after we were in flight, our plane began dipping wildly and one wing plunged downward. The plane climbed higher but that didn't help our **plight**. The pilot soon provided some grave news **regarding** the flight.
- 5 "We are having some difficulties," he said. "At this time, it appears we have no nose-wheel steering. Our indicators show that our landing system has failed, which **necessitates** that we **abort** the flight and return to New York. Because of the problems with the mechanisms, it's unlikely our landing gear will lock, so the flight attendants will prepare you for a bumpy landing. Also, if you look out the windows, you will see that we are dumping fuel from the airplane. We want to have as little on board as possible in the event of a rough touchdown."

2 *What does the news provided by the pilot imply?*

- 6 In other words, we were about to crash. No sight has ever been so **sobering** as that fuel, hundreds of gallons of it, streaming past my window out of the plane's tanks. The flight attendants **scrambled** to get people into position and comforted those who were **instantaneously hysterical**.
- 7 As I looked at the faces of my fellow business travelers, I was **stunned** by the changes I saw. Many looked visibly frightened now. Even the most sophisticated looked **vulnerable** and **grim**. Their faces actually looked panicked. There wasn't a single exception, and I realized that no one faces death without fear; no one is immune to its terror.
- 8 Then, somewhere in my **proximity**, I **overheard** a still calm voice **underlying** the panic. It was a woman's voice, speaking in an absolutely normal conversational tone. Despite the circumstance, there was no angry emotion or tension, and this calm voice **evoked** a calm in me that quieted some of my initial fears. It became **imperative** that I find her.
- 9 All around the **cabin**, people cried. Many moaned and screamed. A few of the men maintained their appearance of calm by **bracing** against their armrests and grinding their teeth, but their fear was written all over them.
- 10 Try as I might, I could not have spoken so calmly, so sweetly at that moment as the **fabulous** voice I heard. Finally, I saw her.
- 11 In the midst of all the chaos, a mother was talking, just talking to her child. The woman, in her mid-30's and unremarkable looking in any other way, was staring full into the face of her daughter, who looked about four years old. The child listened closely, sensing that her mother's words were **invaluable**. The mother's gaze held the child so fixed and **intent** that the child seemed untouched by the sounds of grief and fear all around her.

3 *What does the last sentence "The mother's gaze held the child so fixed and intent ..." imply?*

- 12 I strained to hear what this mother was telling her child. I **relished** the sound of calm confidence amongst the terror. Finally, I **hovered** nearby and by some miracle could hear her soft, sure, confident voice say in a calming tone over and over again, "I love you so much. Do you know for sure that I love you more than anything?"
- 13 "Yes, Mommy," the little girl said.
- 14 "And remember, no matter what happens, that I love you always; and that you are a good girl. Sometimes things happen that are not your fault. You are my beloved, good girl and my love will always be with you."

15 As her first concern was for her daughter's well-being, the mother then put her body over her daughter's, **strapping** the seat belt over both of them to save her daughter from a possible **wreckage**.

16 Then, for no earthly reason, our landing gear held and we **glided** to a gentle stop. It was all over in seconds. Our touchdown was smooth and easy; the tragedy we had feared was not our **destiny**.

4 *What implication can you draw from this paragraph?*

17 The voice I heard that day never hesitated, never acknowledged **dread**, and maintained an evenness that seemed emotionally and physically impossible. During that **descent**, not one of the hardened business people could have spoken without a hint of fear in their voice. Only the greatest courage, with a foundation of even greater love, had brought that mother up and lifted her above the chaos around her.

18 That mom showed me the amazing power of love. And for those few minutes, I heard the voice of true courage.

(924 words)



New words

transcontinental /,trænzkontɪ'nentl/	<i>a.</i>	crossing a continent 横贯大陆的
briefcase /'brɪ:f,keɪs/	<i>n.</i>	[C] a flat case used esp. by business people for carrying papers or documents 公文包; 公事包
lofty /'lɒfti/	<i>a.</i>	1 seeming to think you are better than other people 高傲的; 傲慢的 2 (of thoughts, aims, etc.) deserving to be admired because of their high standards or high moral qualities (思想、目标等) 崇高的, 高尚的 3 (of mountains, buildings, etc.) very high and impressive (山、建筑物等) 巍峨的, 高耸的
paperback /'peɪpə,bæk/	<i>n.</i>	[C] a book with a stiff paper cover 平装书; 简装书
altitude /'æltɪ,tju:d/	<i>n.</i>	[C] the height of an object or place above the sea level 海拔 (高度)
vertical /'vɜ:tɪkl/	<i>a.</i>	pointing up in a line that forms an angle of 90° with a flat surface 垂直的; 直立的
vertically /'vɜ:tɪkli/	<i>ad.</i>	垂直地; 直立地
tilt /tɪlt/	<i>v.</i>	1 move or make sth. move into a position where one side is higher than the other (使) 倾斜着移动 2 move a part of your body, esp. your head or chin, upward or to the side (使) 倾斜; (使) 倾侧
turbulence /'tɜ:bjʊləns/	<i>n.</i>	[U] irregular and violent movements of air or water that are caused by the wind (由风造成的空气或水的) 湍流, 不稳定的强气流
evaporate /ɪ'væpəreɪt/	<i>vi.</i>	disappear, esp. by gradually becoming less and less (逐渐) 消失, 消散, 衰减
	<i>v.</i>	(cause sth. to) change into vapor and disappear (使) 蒸发
plight /plaɪt/	<i>n.</i>	[usu. sing.] a very bad situation that sb. is in 困境; 苦境
regarding /rɪ'gɑ:dɪŋ/	<i>prep.</i>	concerning a particular subject 有关; 关于
necessitate /nə'sesi,tet/	<i>vt.</i>	(<i>fml.</i>) make it necessary for you to do sth. 使成为必要; 需要
abort /ə'bɔ:t/	<i>vt.</i>	stop an activity because it would be difficult or dangerous to continue it (因困难或危险) 使 (活动) 终止
sober /'səʊbə/	<i>v.</i>	become more serious in behavior or attitude, or make sb. become more serious (使) 变得持重 (谨慎, 严肃)
sobering /'səʊbərɪŋ/	<i>a.</i>	making you feel very serious 使人警醒的; 使人清醒的
scramble /'skræmbəl/	<i>vt.</i>	(~ to do sth.) try to do sth. difficult very quickly 仓促完成 (困难的事)
	<i>vi.</i>	climb up, down, or over sth. quickly and with difficulty, esp. using your hands to help you (迅速而吃力地) 爬, 攀登
instantaneous /,ɪnstən'teɪniəs/	<i>a.</i>	happening immediately 即刻的; 即时的
instantaneously /,ɪnstən'teɪniəsli/	<i>ad.</i>	即刻地; 即时地

hysterical /hɪ'sterɪkl/	a.	unable to control your behavior or emotions because you are very upset, afraid, excited, etc. 歇斯底里的; 狂热的
stun /stʌn/	vt.	surprise or upset sb. so much that they do not react immediately 使大吃一惊; 使震惊
vulnerable /'vʌln(ə)rəbl/	a.	weak and easily hurt physically or emotionally (身体上或感情上) 脆弱的, 易受...伤害的
grim /grɪm/	a.	1 looking or sounding very serious (神色或口气) 严肃的 2 making you feel worried or unhappy 令人担忧的; 令人不快的
proximity /prɒk'sɪmɪti/	n.	[U] (fml.) (~ to) nearness in distance or time (距离或时间的) 接近, 临近, 邻近
overhear /,əʊvə'hɪə/	vt.	(overheard, overheard) accidentally hear what other people are saying, when they do not know that you have heard 无意中听到; 偶然听到
underlie /,ʌndə'laɪ/	vt.	(underlay, underlain) (fml.) 1 exist at a lower level or in a lower layer than sth. else 位于...之下; 置于...之下 2 be the cause of sth., or be the basic thing from which sth. develops 作为...的原因; 构成...的基础
evoke /ɪ'vəʊk/	vt.	produce a strong feeling or memory in sb. 引起, 唤起(强烈的感情或回忆)
imperative /ɪm'perətɪv/	a.	extremely important and needing to be done or dealt with immediately 紧急的; 极重要的
cabin /'kæbɪn/	n.	[C] 1 an area inside a plane where the passengers sit or where the pilot works (飞机上的) 客舱, 驾驶舱 2 a small house, esp. one built of wood in an area of forest or mountains (尤指建于林中或山上的) 小木屋
brace /breɪs/	vt.	1 push part of your body against sth. solid in order to make yourself more steady 抵住; 顶住; 使稳住 2 mentally or physically prepare yourself or sb. else for sth. unpleasant that is going to happen (使) 做好准备
fabulous /'fæbjʊləs/	a.	extremely good or impressive 极好的; 绝妙的
invaluable /ɪn'veljʊəbl/	a.	extremely useful 极有价值的
intent /ɪn'tent/	a.	giving careful attention to sth. so that you think about nothing else 专注的; 专心致志的
relish /'relɪʃ/	vt.	get great pleasure or satisfaction from sth. 享受; 满足; 喜欢
hover /'hɒvə/	vi.	1 stay very close to a person or place 逗留在近旁 2 float in the air without moving in any direction 盘旋; 悬停
strap /stræp/	vt.	fasten sth. or sb. in place with one or more straps 用带子束住; 捆绑
	n.	[C] a narrow band of strong material that is used to fasten, hang, or hold onto sth. 带子
wreckage /'rekɪdʒ/	n.	[sing., U] the parts of sth. such as a plane, ship, or building that are left after it has been destroyed in an accident (飞机、船或建筑物被毁后的) 残骸

glide /glɑ:d/	<i>vi.</i>	move smoothly and quietly, as if without effort 滑行; 滑动
destiny /'destəni/	<i>n.</i>	[C, usu. sing.] the things that will happen to sb. in the future, esp. those that cannot be changed or controlled 命运; 天命; 定数
dread /dred/	<i>n.</i>	[sing., U] a strong fear of sth. that is going to happen or may happen 恐惧; 害怕
	<i>vt.</i>	feel anxious or worried about sth. that is going to happen or may happen 畏惧; 惧怕; 担心
descent /dr'sent/	<i>n.</i>	[C, U] (<i>fml.</i>) the process of going down 下降; 降落

Phrases and expressions

settle back	lean back in a bed or chair, and relax and enjoy yourself 舒服地躺(坐)下
on board	on a ship, plane, or spacecraft 在船上; 在飞机上; 在飞船上
in the event of sth.	(<i>also in the event that sth. happens</i>) used to tell people what they should do if sth. happens 如果某事发生; 万一……; 假若……
in / into position	in or into the correct place 在适当的位置
be stunned by	be shocked by 被……震惊
for sure	(<i>informal.</i>) certainly or definitely 肯定地; 确切地
no earthly reason / use, etc.	no reason, use, etc. at all 毫无缘由 / 用处等
hint of	a very small amount or sign of sth. 少许; 微量; (细微的) 迹象

Reading comprehension



Understanding the text

2 Choose the best answer to each of the following questions.

- 1 When the author says “only now can I speak of it without tears filling my eyes at the memory” (Para. 1), his implication is that _____.
A he is calm and quiet now
B he almost forgets it
C he is excited
D he feels nervous
- 2 When did the airplane begin to bump according to the text?
A When the plane just left the airport.
B When the plane was about to land.
C After the plane reached its cruising altitude.
D Shortly after the plane took off.
- 3 When the pilot soon provided some grave news regarding the flight, the travelers were _____.
A still very calm
B angry
C frightened and panicked
D confident
- 4 When hearing the grave news, the woman mentioned in the text was _____.
A panicked
B calm and peaceful
C scared to death
D angry

- 5 When hearing the grave news, how did the author respond?
A The author cried soon after that.
B The author was frightened to death before long.
C The author was peaceful and calm all the time.
D The author was initially terrified but later calmed down.
- 6 The little girl was not panicked because _____.
A she didn't hear the grave news
B she was blind and deaf
C she was fixed and intent on her mother
D she was too small to know anything
- 7 The tragedy the travelers feared didn't turn to be their destiny _____.
A because it is just a joke
B because of the crew's efforts
C because they were rescued
D because their landing gear unbelievably held
- 8 What is the purpose of the story?
A To show the greatest courage out of a mother's greater love.
B To describe how important it is to remain calm in the face of danger.
C To advise how to respond to an air crash.
D To show women are braver than men.

Critical thinking

3 Work in pairs and discuss the following questions.

- 1 How do you understand that love acts as a source to overcome our inner fear?
- 2 What other factors besides love do you think could help people face challenges in life?
- 3 What would you suggest if a student is frightened by examinations?
- 4 How can we help the survivors of earthquakes to overcome fear?

Language focus

Words in use

4 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

abort	vulnerable	proximity	evoke
necessitate	lofty	intent	plight
	evaporate	vertical	

- 1 The teacher drew a(n) _____ line to show the level of the students' knowledge, and a horizontal line to show the length of the course.
- 2 Seize your opportunity to study and make the best use of your time, or your dream to become a scientist will seem to _____.
- 3 The UN Refugee Agency appealed to the countries concerned to take urgent measures and help to ease the _____ of the prisoners of war.
- 4 Amy watched her child's _____ and naive face eagerly, trying to imprint it on her mind forever.
- 5 The harsh weather conditions, the bridge having been swept away and the water levels being so high forced the scientific expedition to _____ their plan.
- 6 Numerous marriages now end in divorce, and women without careers are much more _____ than those with them.
- 7 The factory's _____ to the Railway Goods Yard means that goods can be dispatched promptly.
- 8 Nightmares can perhaps better be defined in terms of the emotions they _____, rather than any particular subject matter.
- 9 The students have been advised to be more realistic and not to set their aims too _____ or too complicated to carry out or realize.
- 10 If circumstances _____ any changes, the exhibition management has the right to make appropriate decisions to ensure safety.

Expressions in use

5 Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

settle back	hint of	be stunned by
for sure	immune to	in / into position
on board	in the event of	

- 1 She was particularly concerned to secure these monies (金钱) for her children _____ her husband remarrying after her death.
- 2 The happiness in his marriage did not mean he was _____ tragedy: He lost his daughter Katia 10 years later.
- 3 She quickly exchanged a few words with Oliver about the next-day's schedule before she _____ to enjoy the play with the lights dimmed.
- 4 She waved to him, blowing kisses as though she was _____ an ocean liner that was carrying her away from him for ever.
- 5 The dog is commanded to sit and if he doesn't do it the first time, he is pushed gently _____.
- 6 This country _____ completely _____ the shooting, for it thinks of itself as a peaceful, gentle nation.
- 7 I don't yet know _____ who that's going to be, but I do want to say there is a very able, experienced candidate, and I look forward to helping that person in the transition.
- 8 She decided to break up with him because she hadn't felt a(n) _____ compassion or understanding from him.



Sentence structure

6 Rewrite the following sentences by using the structure "nothing ... as much as". Make changes where necessary.

Model: Water scared me most.
→ Nothing scared me as much as water.

- 1 A brilliant movie with an interesting plot, fantastic acting, wild visuals and a strong script excites me most.

- 2 Over the course of her entire life, she'd desperately longed for knowledge about her mother.

- 3 Her daughter is at a state hospital and what she wants most is to be part of the family.

7 Complete the following sentences by translating the Chinese into English, using the subjunctive structure "It be / become imperative / essential / crucial / vital / important / necessary that sb. (should) do ...".

Model: It became _____
(我必须找到她).
→ It became imperative that I find her.

- 1 In teaching practice, _____

_____ (我们向学生讲授适当的语法、句型结构和写作技巧很有必要)。
- 2 _____

_____ (给学生机会表达自己的观点很重要) to cultivate their responsibility and independence.
- 3 _____

_____ (年轻一代做出积极正面的表率很关键) in promoting environmental protection.

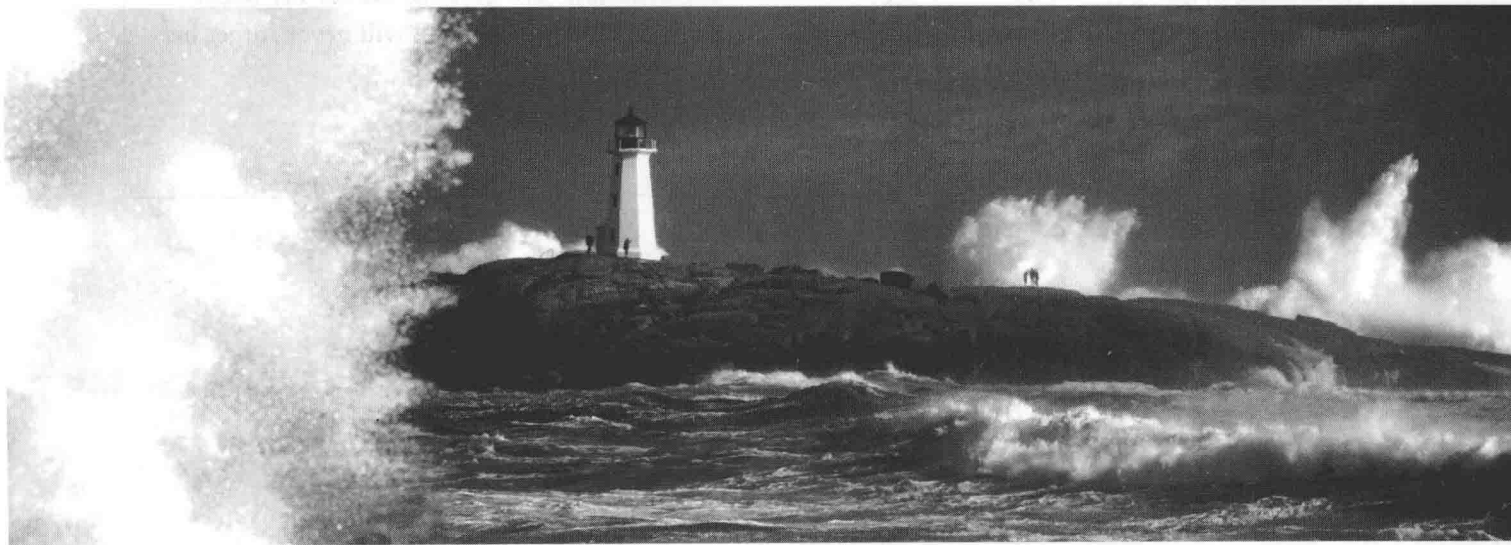
Collocation

When the worst comes, can people still be courageous and remain calm as they are **extremely terrified** (B3U2A) when facing risks such as **vicious waves** (B2U2A), **rough water** (B3U2A) and a **bumpy landing** (B3U2B)? Even though some people might be **instantaneously hysterical** (B3U2B) or **visibly frightened** (B3U2B), others would voluntarily become **would-be rescuers** (B3U2A) in an **impromptu rescue** (B3U2A). At such a life-and-death moment, they would demonstrate **amazing power** (B3U2B) and **calm confidence** (B3U2B) with their physically and **emotionally impossible** (B3U2B) heroic deeds. These people are real heroes with **true courage** (B3U2B).

Warm-up: Replace the underlined words in the following sentences with the words provided in the box to form collocations you have learned from this unit.

unremarkable massive relaxed incredible terrible absolutely

- 1 Because of the gathering storm and large waves, they despaired of fear from not reaching the shore safely.
- 2 The doubtful impact of the changes brought about by modern technology has not yet fully been felt.
- 3 His awful fear of failure kept him from classroom games that other children played with joy.
- 4 Everyone got along with Mary because she had a calm attitude and was able to make other people feel good.
- 5 He was attacked and sustained severe injuries, but he behaved, at least on the surface, like an extremely normal person.
- 6 It is common knowledge that, when we are choosing someone for public office, the unnoticeable-looking person usually loses.



8 Mr. Simpson, a television commentator, has recently addressed the subject of “true courage” to his audience. Complete the following comment with appropriate collocations from the texts. You’re provided with the first letter(s) for each of the collocations.

What’s courage? Sure, it can be defined in different ways. To me, however, true courage can be shown when ordinary people performed physically or 1) *em* _____ *im* _____ acts of bravery. For example, in the 2004 Indian Ocean tsunami, the 2008 Sichuan earthquake, and the 2009 Manila typhoon, people demonstrated 2) *a* _____ *p* _____. Natural disasters have hit Asia hard in recent years, taking hundreds of thousands of lives and leaving behind 3) *vi* _____ *fr* _____ survivors and unimaginable destruction. But while these tragedies have destroyed homes and lives, creating 4) *in* _____ *im* _____ on people’s lives, they have also created heroes. Everyday men, women and even children risked their lives to save others in 5) *i* _____ *r* _____, donated aid when they had little to give and helped rebuild their communities from scratch. Here are two inspiring stories.

Story 1: In the Sichuan earthquake, instead of becoming 6) *ins* _____ *by* _____, many parents instinctively acted as shields for their children. A three-year-old girl was rescued after being buried for two days.

With 7) *c* _____ *con* _____, her parents, who did not survive, protected her from the falling building with their bodies. Rescuers found another baby alive after being buried for more than 24 hours. His mother’s 8) *t* _____ *cou* _____ saved him. She knelt down and put her head and hands to the ground. She even nursed him with breast milk. Before she died, she wrote a text message to him, “Dear child, if you survive, please remember, Mom loves you forever ...”

Story 2: As rains and 9) *ma* _____ *w* _____ surrounded Manila, sweeping away homes and villagers, the 18-year-old construction worker, the 10) *wo* _____ *re* _____, jumped to action, moving his family to higher ground. But his bravery didn’t stop there. He went back to swim through the floods and pull 30 of his neighbors out of 11) *v* _____ *w* _____ to safety. After pushing a mother and infant to shore on a tent, the exhausted hero was lost in the 12) *r* _____ *w* _____, his body discovered the next day. “He gave his life for my baby,” said the child’s mother. “I will never forget his sacrifice.”

Unit project

Writing a report on “How can one conquer the fear of delivering a speech in public?”

Many students nowadays have the fear of public speaking. They lack both the confidence and skills to speak in public. However, given its important role in our career, public speaking is necessary for each one of us irrespective of our age or profession. In this unit, you are going to write a report on how to conquer the fear of delivering a public speech.

1 Read and discuss the following questions about delivering a public speech.

- 1 Have you ever made a public speech? How did you feel about your first public speech?
- 2 If you are given a second chance to give the same speech, do you think you would do it better? Why or why not?
- 3 In today’s society, fierce competition is common in all walks of life. Do you think the ability to communicate with others is of the utmost importance? Why or why not?
- 4 What suggestions would you give to those who are timid and faint-hearted when delivering a public speech?

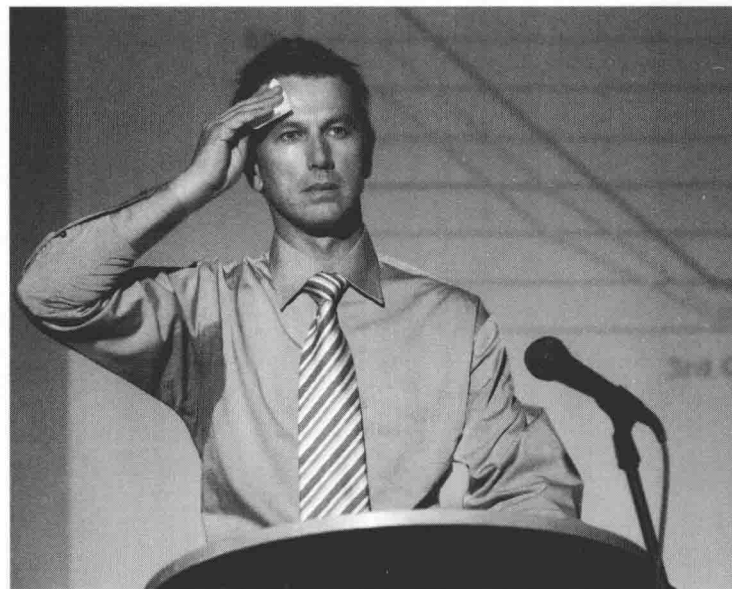
2 Interview two or three senior students good at delivering public speech. Prepare your interview questions in advance, and the following three questions are provided for reference.

- 1 Have you ever been afraid of delivering a speech in public?
- 2 How did you successfully conquer your fear?
- 3 Do you have any special suggestions or strategies that you can use to deliver a public speech calmly and confidently?

3 Work in groups. Summarize the strategies or suggestions you collected from the interview and write a report, including:

- Difficulties college students have in giving a public speech
- Your interview:
 - √ Whom you interviewed;
 - √ Questions you asked;
 - √ Advice the interviewees gave;
 - √ Your suggestions on giving a public speech.

4 Present your findings to the class.





UNIT **3**

Life stories

Go confidently in the direction of your dreams. Live the life you've imagined.

—Henry David Thoreau (American essayist, poet, and philosopher)

Don't judge each day by the harvest you reap, but by the seeds you plant.

—Robert Louis Stevenson (British essayist, poet, and author)

Preview

When we look at famous people, especially movie stars, their glamorous lives seem far removed from anything average people experience in their lives. Yet, a deep passion and commitment to their dream is a common thread that runs through each of their stories. Another common thread many of them share is using their celebrity and fame to focus attention and resources on the world's neediest citizens and populations. Indeed, they often exhibit, in differing ways, personality traits that deserve our admiration and applause.

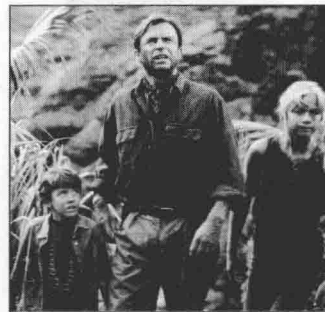
Maybe most of us have our own dreams, too. But, do you have the passion it takes to act courageously and pursue your dreams? In trying to realize your personal dreams, have you ever thought of doing something for other people? Do you believe that everyone has a social responsibility to help those in need?

Section A

Pre-reading activities

1 Match the names of the people with the movies directed or starred by them.

- 1 Audrey Hepburn
- 2 Charlie Chaplin
- 3 Zhang Ziyi
- 4 Zhang Yimou
- 5 Steven Spielberg



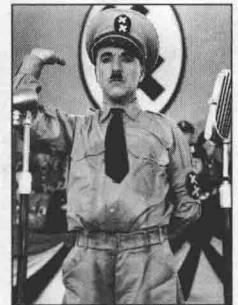
A *Jurassic Park*



B *Raise the Red Lantern*



C *Roman Holiday*



D *The Great Dictator*



E *Crouching Tiger, Hidden Dragon*

2 Work in pairs and discuss which of these celebrities you admire most and why.

Text A



Audrey Hepburn

– *A true angel in this world*

- 1 Audrey Hepburn thrilled audiences with starring roles in **noteworthy** films like *Breakfast at Tiffany's*, *Sabrina*, *Roman Holiday*, *My Fair Lady*, *War and Peace*, and *Always*.
- 2 Despite her success in the film **domain**, the roles she most preferred **portraying** were not in movies. She was an **exemplary** mother to her two sons and a UNICEF (the United Nations International Children's Emergency Fund) **Ambassador** of Goodwill serving victims in war-torn countries.
- 3 As a young girl during the Nazi occupation of her native Holland, Audrey Hepburn was aware of the **brutality**, death, and destruction of war. She was hungry and malnourished, as her family was bankrupted as a result of the invasion. Audrey's father abandoned the family, and two of her uncles were taken **captive** and killed. Audrey was grabbed off the street by Nazis and placed in line to be sent to a work camp. When the guards glanced away she **darted** off, barely escaping, and **huddled** in a cold, **foul** basement full of rats.

4 The little girl who would become the world's most magical actress began as an **anonymous refugee** confronting life's horrors and **fragility** firsthand. But she refused to allow her spirit to be **afflicted** by the desperate reality of her young life. Instead, she transcended those challenges but never forgot what it felt like to suffer, to be hungry, alone and helpless.

5 After the war, Audrey and her mother left Holland, arriving in London as poor **immigrants**. Her dream of becoming a prime dancer drove her into a **rigorous** schedule at a famous ballet school. Later, she was spotted by a producer and eventually landed a role in the film *Roman Holiday* starring Gregory Peck, one of Hollywood's top leading men.



6 Soon, Audrey was transformed from a malnourished immigrant to an internationally famous movie star. Director Billy Wilder **complimented** her, saying, "Audrey walked beautifully, she spoke beautifully." Although she won many Academy Awards and other honors for acting, Audrey felt that her most significant work was **humanitarian** work with those in need, and as the mother to her two sons. She suffered through two **divorces** and from her memories of the war. Yet, Audrey never let her sadness overcome her or **jeopardize** her hope for a brighter future. Audrey finally met her soul mate, Robert Wolders, and spent the last 12 years of her life with him.

7 Becoming famous never changed Audrey's generous and compassionate character. She felt a deep sense of responsibility to alleviate suffering of those in need, especially children. Friends said Audrey had a complete lack of ego and accepted and appreciated others as they were.

8 Though she became very wealthy, she owned only one home in Switzerland. For Audrey it was a **paradise** where she could hide from the world with her beloved family, work in her garden and take long walks in nature.

- 9 In 1988, Audrey was appointed a Goodwill Ambassador for UNICEF designed to provide emergency food and healthcare to children suffering the destruction of war or other catastrophes. In that role, her lifelong passion for helping those in need, found its greatest calling.
- 10 She turned down three million dollars to pen her autobiography and instead accepted one dollar a year in the more **conscientious** role as **diplomat** for UNICEF. For seven months out of each of her last five years, she and Robby left the peace and beauty in their **cozy** home to **embark** on **outreach** trips into some of the most difficult places on earth. From Bangladesh, Sudan, India, Vietnam, Kenya, Ethiopia, Central and South America, to Somalia, Audrey Hepburn traveled representing UNICEF, making over 50 emotionally draining and physically dangerous missions into bleak destinations to raise world awareness of wars and **droughts**. Having been a victim of war, she understood the blessing of being the **beneficiary** of food, clothing, and, most of all, hope.
- 11 Audrey felt it was **wicked** that billions of children were **deprived** of simple joys and drowned in overwhelming **misery**. She believed deeply in the **ideology** that all people share in the duty to care for those in need. Audrey Hepburn was always ready to lead by example. She said: "When you deny childhood, you deny life." She saw UNICEF's work as an **integral, sacred** force in people's lives and said of UNICEF's results, "Anyone who doesn't believe in miracles is not a realist."
- 12 In 1992, Audrey was stricken by cancer. She, Robby and her two sons returned to their home in Switzerland for their last Christmas together.
- 13 Audrey's long-time friend and world-famous French fashion designer, Hubert de Givenchy, spoke to his **cherished** friend for the last time, just before she died. He said she was "... **serene** at the end because she knew she had achieved everything with perfection".
- 14 Audrey Hepburn's passion for service was enduring. Even as her life ended at 63 years of age, she remained a **gracious** woman who **perpetually signified** simplicity, charity, charm and kindness.
- 15 The **majesty** of Audrey Hepburn's spirit of social responsibility and dedication lives on in her words: "Remember, if you ever need a helping hand, it's at the end of your arm. As you get older, remember you have another hand: The first is to help yourself, the second is to help others." And "For beautiful eyes, look for the good in others; for beautiful lips, speak only words of kindness; and for **poise**, walk with the knowledge that you are never alone."

(903 words)

New words

noteworthy /'nəʊt,wɜ:ði/	<i>a.</i> important or interesting enough to deserve your attention 值得注意的; 显著的
domain /dəʊ'meɪn/	<i>n.</i> [C] (<i>fml.</i>) an area of activity, interest, or knowledge, esp. one that a particular person, organization, etc. deals with (活动、兴趣或知识的)领域, 范围, 范畴
portray /pɔ:'treɪ/	<i>vt.</i> 1 act the part of a character in a play, film, or television program 扮演(角色) 2 (~ sb. / sth. as sth.) describe or show sb. or sth. in a particular way, according to your opinion of them 把某人/某物描写成某种样子
exemplary /ɪg'zempləri/	<i>a.</i> excellent and providing a good example for people to follow 模范的; 可作楷模的
ambassador /æm'bæsədə/	<i>n.</i> [C] an important official who represents his or her government in a foreign country 大使
brutality /bru:'tæləti/	<i>n.</i> [C, U] cruel and violent behavior, or an event involving cruel and violent treatment 野蛮行为; 野蛮事件
captive /'kæptɪv/	<i>a.</i> kept in prison or in a place that you are not allowed to leave 被关押的; 遭监禁的
dart /dɑ:t/	<i>vi.</i> move suddenly and quickly in a particular direction 猛冲; 突进
huddle /'hʌdl/	<i>v.</i> lie or sit with your arms and legs close to your body because you feel ill, cold or upset (因生病、寒冷或烦恼)蜷缩着身体
foul /faʊl/	<i>a.</i> very dirty, or smelling or tasting unpleasant 肮脏的; 难闻的; 难吃的
anonymous /ə'nɒnɪməs/	<i>a.</i> unknown by name 无名的; 不署名的
refugee /,refju'dʒi:/	<i>n.</i> [C] sb. who has been forced to leave their country, esp. during a war, or for political or religious reasons 难民; 避难者
fragile /'frædʒaɪl/	<i>a.</i> easily broken or damaged 脆弱的; 易碎的; 易损坏的
fragility /frə'dʒɪləti/	<i>n.</i> [U] 脆弱
afflict /ə'flɪkt/	<i>vt.</i> (<i>fml.</i>) (<i>often passive</i>) affect sb. or sth. in an unpleasant way, and make them suffer 使受痛苦; 折磨
immigrant /'ɪmɪgrənt/	<i>n.</i> [C] sb. who enters another country to live there permanently (外来)移民
rigorous /'rɪgərəs/	<i>a.</i> 1 very severe or strict 严酷的; 严厉的 2 careful, thorough, and exact 严格的; 缜密的; 精确的
compliment /'kɒmplɪmənt/	<i>vt.</i> say sth. nice to sb. in order to praise them 赞美; 称赞 <i>n.</i> [C] a remark that shows you admire sb. or sth. 赞美的话; 夸奖; 称赞
humanitarian /hju:,mæni'teəriən/	<i>a.</i> (<i>only before noun</i>) concerned with improving bad living conditions and preventing unfair treatment of people 博爱的; 人道主义的

divorce /dɪ'vɔ:s/	<i>n.</i> [C, U] the legal ending of a marriage 离婚 <i>v.</i> if sb. divorces their husband or wife, or if two people divorce, they legally end their marriage (与...) 离婚
jeopardize /'dʒepə,daɪz/	<i>vt.</i> (<i>BrE</i> <i>jeopardise</i>) risk losing or spoiling sth. important 危及; 危害; 损害
paradise /'pærədaɪs/	<i>n.</i> [C, U] a perfect place or situation 乐土; 完美的境界; 天堂
conscientious /,kɒnʃi'enʃəs/	<i>a.</i> careful to do everything that it is your job or duty to do 勤勉认真的; 细心负责的
diplomat /'dɪplə,mæt/	<i>n.</i> [C] sb. who officially represents their government in a foreign country 外交官; 外交家
cozy /'kəʊzi/	<i>a.</i> (<i>BrE</i> <i>cosy</i>) warm and comfortable, and making you feel relaxed 温暖舒适的; 温馨的
embark /ɪm'bɑ:k/	<i>v.</i> go onto a ship or a plane, or put or take sth. onto a ship or plane (使) 上船/飞机; (使) 装船/飞机
outreach /'aʊt,rɪ:tʃ/	<i>n.</i> [U] the practice of providing help and advice to people in a community before they have to ask for it (对社区居民的) 主动提供服务
drought /draʊt/	<i>n.</i> [C, U] a long period of dry weather when there is not enough water for plants and animals to live 旱灾; 干旱
beneficiary /,benɪ'fɪəri/	<i>n.</i> [C] sb. who gets advantages from an action or change 受益者; 受惠者
wicked /'wɪkɪd/	<i>a.</i> behaving in a way that is morally wrong 邪恶的; 缺德的
deprive /dɪ'praɪv/	<i>vt.</i> (~ sb. of sth.) prevent sb. from having sth., esp. sth. that they need or should have 剥夺
misery /'mɪzəri/	<i>n.</i> [C, U] great suffering that is caused e.g. by being very poor or very sick 痛苦; 难受; 苦难
ideology /,aɪdɪ'blɒdʒi/	<i>n.</i> [C, U] a set of beliefs on which a political or economic system is based, or which strongly influence the way people behave (政治或经济上的) 思想体系; (对人们行为有强烈影响的) 观念
integral /'ɪntɪgrəl/	<i>a.</i> forming a necessary part of sth. (构成整体所) 必需的, 不可缺少的
sacred /'seɪkrɪd/	<i>a.</i> 1 very important or greatly respected 很重要的; 神圣的; 深受尊重的 2 relating to a god or religion 上帝的; 神的; 宗教(性)的
cherish /'tʃerɪʃ/	<i>vt.</i> 1 love sb. or sth. very much and take care of them well 钟爱; 珍爱 2 think that sth. is very important and wish to keep it 珍爱; 珍视
serene /sə'reɪn/	<i>a.</i> very calm or peaceful 宁静的; 安宁的; 平静的
gracious /'ɡreɪʃəs/	<i>a.</i> behaving in a polite, kind, and generous way, esp. to people of a lower rank 有礼貌的; 仁慈的; 和蔼的; 亲切的 (尤指对较低阶层的人们)
perpetual /pə'petʃuəl/	<i>a.</i> (<i>usu. before noun</i>) continuing all the time without changing or stopping 连续不断的; 无休止的

<i>perpetually</i> /pə'petʃuəli/	<i>ad.</i> 连续不断地; 无休止地
<i>signify</i> /'sɪɡnɪfaɪ/	<i>vt.</i> represent, mean, or be a sign of sth. 代表; 表示; 象征; 意味着
<i>majesty</i> /'mædʒəsti/	<i>n.</i> [U] 1 the quality that sth. big has of being impressive, powerful, or beautiful 雄伟; 壮丽; 庄严; 崇高 2 (<i>Your / Her / His M~</i>) used when talking to or about a king or queen 陛下 (对国王或女王的称呼)
<i>poise</i> /pɔɪz/	<i>n.</i> [U] a calm confident way of behaving, combined with an ability to control your feelings or reactions in difficult situations 镇定; 自信; 泰然自若; 沉着

Phrases and expressions

take / hold sb. captive	take or keep sb. as a prisoner 关押某人; 囚禁某人
turn sb. / sth. down	refuse an offer, request, or invitation 拒绝 (建议、要求或邀请)
embark on / upon sth.	start sth., esp. sth. new, difficult, or exciting 开始, 着手 (尤指新的、有难度的或令人激动的事)
share in sth.	take part in sth., or have a part of sth. that other people also have 分享; 分担; 参与
lead by example	show the people you are in charge of what you want them to do by doing it yourself 以身作则
be stricken by / with	(<i>fml.</i>) be very badly affected by trouble, illness, unhappiness, etc. 受灾; 患病; 遭损失
live on	continue to exist and have influence 继续存在; 流传下去

Proper names

Holland /'hɒlənd/	荷兰 (欧洲西北部国家, 即 the Netherlands)
Audrey Hepburn /,ɔ:drɪ 'hepbɜ:n/	奥黛丽·赫本 (1929-1993, 英国著名影星)
<i>Breakfast at Tiffany's</i> /'tɪfəni/	《蒂凡尼的早餐》(1961)
<i>Sabrina</i> /sə'bri:nə/	《龙凤配》(1954)
<i>Roman Holiday</i>	《罗马假日》(1953)
<i>My Fair Lady</i>	《窈窕淑女》(1964)
<i>War and Peace</i>	《战争与和平》(1956)
<i>Always</i>	《直到永远》(1989)
UNICEF /'ju:nɪ,sef/	联合国儿童基金会 (现称为 the United Nations Children's Fund)
UNICEF Ambassador of Goodwill	联合国儿童基金会亲善大使
Nazi /'nɑ:tsi/	纳粹分子
Gregory Peck /'ɡregəri ,pek/	格列高利·派克 (1916-2003, 美国电影巨星)
Billy Wilder /'bɪli ,waɪldə/	比利·怀尔德 (1906-2002, 犹太裔美国著名导演)

Academy Awards	学院奖, 即奥斯卡金像奖
Robert Wolders /'rɒbət ,wɒldəs/	罗伯特·沃尔德斯 (1936-, 荷兰电视演员)
Robby /'rɒbi/	罗比 (Robert 的昵称)
Bangladesh /,bɑ:ŋglə'deɪʃ/	孟加拉国 (亚洲国家)
Sudan /su:'dɑ:n/	苏丹 (非洲东北部国家)
Vietnam /vjət'na:m/	越南 (东南亚国家)
Kenya /'kenjə/	肯尼亚 (东非国家)
Ethiopia /,i:θi'əʊpiən/	埃塞俄比亚 (非洲东北部国家)
Somalia /sə'mɑ:liə/	索马里 (东非国家)
Hubert de Givenchy /,hju:bə də ɡr'vɒŋʃi/	于贝尔·德·纪梵希 (1927-, 法国著名时装设计师)

Reading comprehension

Understanding the text

1 Answer the following questions.

- 1 What could we best portray Audrey Hepburn as?
- 2 How did Audrey Hepburn escape after she was grabbed off the street by Nazis?
- 3 How did Audrey Hepburn start her career?
- 4 How did Audrey Hepburn treat her divorces and sadness from her memories of the war?
- 5 What did Audrey Hepburn's only home in Switzerland mean to her?
- 6 Why does the author say Audrey's missions as a UNICEF diplomat were "emotionally draining and physically dangerous" (Para. 10)?
- 7 What ideology did Audrey Hepburn deeply believe in?
- 8 How do you understand the statement of Audrey Hepburn: "For beautiful eyes, look for the good in others; for beautiful lips, speak only words of kindness; and for poise, walk with the knowledge that you are never alone"?

Critical thinking

2 Work in pairs and discuss the following questions.

- 1 What do you think is the most important thing for a person to succeed in the film domain?
- 2 How will you spend your money if you become rich?
- 3 What do you think of successful people's passion for serving those in need?
- 4 In your mind, who, as a celebrity, can equal Audrey Hepburn's goodwill and dedication?

Language focus

Words in use

3 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

conscientious	compliment	domain	
anonymous	cherish	noteworthy	afflict
perpetual	portray	integral	

- 1 As a number of authors point out, the urge to migrate is a(n) _____ part of human nature.
- 2 Children should be allowed to _____ those few years of innocence before they have to learn the truth about the real world.
- 3 He has been _____ by a horrible disease, from which one of his best friends died two weeks ago.
- 4 The results of the survey are _____ and useful despite being from a small sample.
- 5 The director said that they needed a young actress who could _____ someone who was both unbalanced and confident at the same time.
- 6 Praise must be used wisely to _____ students who perform up to expectations and to encourage students to perform to maximum levels.
- 7 In the _____ of research, it is an accepted fact that scientific publications have to be written or translated into English to get published, acknowledged, and cited.
- 8 He received a(n) _____ call threatening to disclose details of his affair if he didn't pay the money.
- 9 The movie presents Lincoln as a strong-willed, _____ man who led the US through a moral, constitutional and political crisis.
- 10 It is understandable that the health and welfare of their family is a(n) _____ concern for this young couple.

Word building

The suffix *-ize* can combine with adjectives that refer to a state or condition in order to form verbs. Verbs formed in this way describe the process by which the state or condition mentioned is brought about.

Examples

Words learned	Add <i>-ize</i>	New words formed
modern	→	modernize
special	→	specialize
industrial	→	industrialize
real	→	realize

The suffix *-or* combines with verbs to form nouns. Nouns formed in this way refer to people who do the action described by the original verb, usually because it is their job. The suffix *-or* also combines with verbs to form nouns that refer to things rather than people.

Examples

Words learned	Add <i>-or</i>	New words formed
compete	→	competitor
generate	→	generator
survive	→	survivor
edit	→	editor

4 Add *-ize* or *-or* to or remove them from the following words to form new words.

Words learned	New words formed
<i>-ize</i>	
general	_____
normal	_____
public	_____
minimum	_____
immune	_____
mobile	_____
<i>-or</i>	
invest	_____
dictate	_____
conquer	_____
investigate	_____
moderate	_____
elevator	_____

5 Fill in the blanks with the newly-formed words in Activity 4. Change the form where necessary. Each word can be used only once.

- I think it'll be interesting to see what she does to overcome those problems and to _____ the relations between the two countries.
- For each debate group, two students select the affirmative position, two select the negative, and the fifth serves as _____.
- If parents decide not to have their child _____, they are responsible for keeping their child as healthy as possible.
- If the pound's value is high, British _____ will spend their money abroad because the pound will buy them more.
- With your help today, we can begin to _____ the resources necessary to communicate to all of them on a regular and ongoing basis.
- A(n) _____ always thinks his own customs are best, and he imposes them on the conquered.
- Over the years I'd found that the best way to _____ my spirit was to get involved in physical training.
- She often _____ her findings with the help of journalists and policymakers who know she's a good, reliable source.
- The _____ has carried out some research in the field before, so interpreting newly available material is not so difficult for him.
- In these companies, enlightened management has begun to treat workers as assets to be cultivated, rather than merely as costs to be _____.
- When you teach our kids not to integrate, not to _____, not to see connections, you are destroying their capacity to think.
- Nazi _____ Adolf Hitler's evil ambition brought the world closer to the brink of disaster than at any other time in the whole millennium (一千年).

Banked cloze

6 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

A diplomatic	F popularity	K devote
B humanitarian	G beneficiary	L mentally
C domain	H committed	M originally
D integral	I define	N surviving
E embarked	J humane	O cherishing

Audrey Hepburn was a beautiful actress and model, who became one of the most successful and well-known actresses in the film

1) _____.

She was a fashion icon and role model for women all over the world, helping to 2) _____ a particular type of fresh, vulnerable, elfin (小精灵似的) beauty. Today's 3) _____ of the slim fashion model is due to Audrey Hepburn's influence. Although she appeared frail (脆弱的), she was 4) _____ strong. At the end of her acting career when she entered a(n) 5) _____ career as a Goodwill Ambassador for UNICEF, she was so solidly 6) _____ to her cause that she was held in highest esteem (尊重) by even the most hardened politicians.

Audrey originally started working for UNICEF in 1954, doing radio presentations. She always said it was happy to 7) _____ her life to helping impoverished (穷困的) children after her own good fortune in 8) _____ the hardship of the Nazi occupation of Holland. She began her permanent ambassadorship in 1988 and 9) _____ on trips to many countries. She was always positive: "People in these places don't know Audrey Hepburn, but they recognize the name UNICEF. When they see UNICEF their faces light up, because they know that something is happening." In 1992, her 10) _____ work with those in need was recognized when she was awarded the Jean Hersholt Humanitarian Award by the Academy of Motion Picture Arts and Sciences for her contribution to humanity.

Expressions in use

7 Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

lead by example	embark on	turn down
take ... captive	deprive of	be stricken by
	live on	share in

- 1 Clearly, most of the students there are full-time workers who would not otherwise have been able to _____ sustained further study.
- 2 The court ruled that this man _____ his political rights for a further four years after he has served his 13-year sentence.
- 3 I would love to have kids. I would _____ an Oscar to see my boy at a baseball game or my girl at a song recital.
- 4 Richard was finally released on February 4, one year and six weeks after he'd been _____.
- 5 She hoped Vincent would understand that her life had not been empty, because her love would _____.
- 6 All people, whether they be rich or poor, strong or weak, privileged or deprived, are interdependent, and _____ the common task of seeking to achieve mankind's full potential.
- 7 In September 1944 he was able to return to his academic duties, but soon after the war ended he _____ a serious illness and did relatively little research thereafter (从那以后).
- 8 She retired from the company where she has _____ and been a source of encouragement to others.

Structure analysis and writing

Structure analysis

Further develop a narrative essay

You already learned how to tell a story in developing a narrative essay in Unit 2. In this unit, you'll learn how to write a narrative essay in chronological order, which is frequently used in biography. A biography is a narrative essay about another person's life. It narrates, analyzes and interprets the most important facts of someone's life, ranging from the person's childhood, adolescence, military service, wars he or she lives through, educational background, professional life, marriage, children, to most outstanding achievements. Generally, most biographies are written in chronological order. There may be some time periods grouped around a major theme (such as "early adversity" or "ambition and achievement"). Still others focus on specific topics or accomplishments. For example, from Paragraph 3 to Paragraph 6 in Text A, the life story of Audrey is presented in chronological order, describing what she had suffered in her childhood and how she finally made great achievements.

The following steps can help you develop a narrative essay in chronological order:

Step 1: Choose a person about whom you would like to write biographies.

Step 2: Search for information or important details about the person you have chosen to write about.

Step 3: Make an outline, make up a list of all the details and then number these details according to the order in which they occurred. Select only those that can best portray the person you are describing and ignore those unimportant ones.

Step 4: Write a rough draft based on the listed details. Use time signals like *when*, *during*, *soon*, etc. to help connect details as you move from the beginning to the end of your narrative.

Now look at the following sentences taken from Text A, and pay attention to the underlined parts to see how time signals are used to tell the life story of Audrey:

As a young girl during the Nazi occupation of her native Holland, Audrey Hepburn was aware of the brutality, death, and destruction of war. (Para. 3)

After the war, Audrey and her mother left Holland, arriving in London as poor immigrants. (Para. 5)

Soon, Audrey was transformed from a malnourished immigrant to an internationally famous movie star. (Para. 6)

As can be seen from the above sentences, time signals are appropriately employed to introduce the life of Audrey during the war, after the war and finally at the peak of her career.

In presenting details, be sure to include not only what happened but also how you or others felt about what was going on. For example, in describing Audrey's success in the film domain in Paragraph 6, director Billy Wilder's comments are used to indicate how she was admired by people.

Step 5: Revise and proofread the draft until you think the narrative is coherent and well developed.

Structured writing

Read the sample essay and see how it develops in chronological order.

Topic:

O. Henry: A great writer of short stories

Details might be organized in chronological order:

- when he was born
- how he started writing short stories
- what he had achieved
- when he died

Sample essay

O. Henry is an American writer of short stories, best-known for his ironic plot twists and surprise endings.

He was born on September 11, 1862 in North Carolina, where he spent his childhood.

He went to Texas in 1882 and worked at various jobs and later as a teller, at an Austin bank (1891-1894) and as a newspaperman for the *Houston Post*.

In 1896 an unexplained shortage of money at the Austin bank was blamed on him. Although many people believed him innocent, he fled to Honduras, but returned to be with his wife, who was fatally ill. He eventually served three years in prison, where he first started writing short stories.

Upon his release he settled in New York City and became a highly successful and prolific contributor to various magazines. Although his stories have been criticized as shallow and contrived, O. Henry did catch the color and movement of the city and evidenced a genuine sympathy for ordinary people. His approximately 300 stories are collected in *Cabbages and Kings* (1904), *The Four Million* (1906), *The Voice of the City* (1908), *Options* (1909), and others.

He died on June 5, 1910 in New York City, at the age of 47, an alcoholic and virtually penniless.

8 Write an essay of no less than 200 words on one of the following topics. One topic has an outline that you can follow.

Topic

A most influential movie director or movie maker

Details might be organized in chronological order:

- when he / she was born
- how and where he / she grew up
- what educational background he / she had
- how he / she started his / her career
- what he / she had achieved

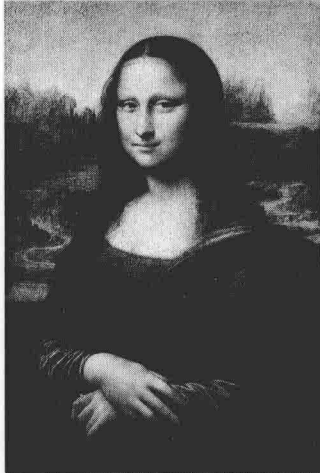
More topics:

- A man / woman who changed the world
- A great sportsman / sportswoman



Translation

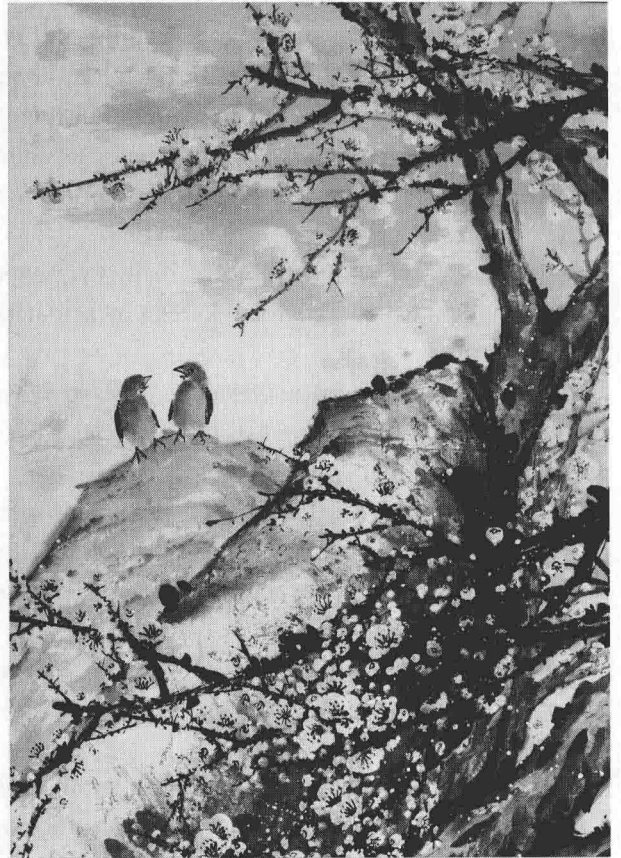
9 Translate the following paragraph into Chinese.



Leonardo da Vinci, one of the greatest minds of the Italian Renaissance, is perhaps the most diversely talented person ever to have lived. A painter, sculptor, architect, mathematician, engineer, and inventor, he is

famous for a wide range of accomplishments. His natural genius, which crossed multiple disciplines, won him the title of “Renaissance Master”. Leonardo is renowned primarily as a painter. Among his works, the *Mona Lisa* is the best known and *The Last Supper* the most reproduced religious painting of all time. What make Leonardo’s drawings unique are mainly his innovative techniques and acute scientific mind. Perhaps only 15 of his paintings have survived, partly because his constant experimentation with new techniques made his total output quite small. Although not a prolific (多产的) painter, Leonardo was a most productive draftsman, keeping journals full of sketches, drawings, and diagrams. These notebooks, often referred to as da Vinci’s manuscripts, recorded his inventions, observations, and theories about everything that captured his attention. Leonard’s genius made him a pioneer in almost every field of study he undertook. His paintings, together with his notebooks, have contributed significantly to the history of art.

10 Translate the following paragraph into English.



水墨画 (ink and wash painting) 是中国独具特色的传统艺术形式之一，是中国国画的代表。它大约始于唐代，兴盛于宋代和元代，距今已有一千多年的历史，其间经历了不断的发展、提高和完善。水墨画的创作工具和材料是具有浓厚中国特色的毛笔、宣纸和墨，其作品特点也与此紧密相关。例如，水和墨相互调和，使作品具有干湿浓淡的层次。水墨和宣纸的交融渗透也使画作善于表现丰富的意象，从而达到独特的审美效果。水墨画在中国绘画史上具有很高的地位，甚至被认为是衡量东方绘画艺术水平的标准。

Section B

Reading skills: *Distinguishing between facts and opinions*

In B1U3, the skill of distinguishing between facts and opinions has been introduced. In this unit we are going to further discuss how this reading skill is used in biographies. A biography of a famous person usually includes important facts and opinions about the person. When you read such non-fiction articles, it is very important for you to know how to distinguish between facts and opinions. The ability to recognize differences between facts and opinions can help you better follow the writer's thinking and reasoning process, thus achieving a deeper understanding in your reading.

Facts are statements that tell what really happened or what really is the case. A fact can be proved with direct evidence. It is something known by actual experience or observing. Look at an example from Text A:

She was hungry and malnourished, as her family was bankrupted as a result of the invasion. Audrey's father abandoned the family, and two of her uncles were taken captive and killed. (Para. 3)

Opinions are statements of belief, judgment or feeling. They show what someone thinks or feels about a subject. Solid opinions, of course, are based on facts. However, opinions are still somebody's view of something and are not facts themselves. Look at the following example from Text A:

Even as her life ended at 63 years of age, she remained a gracious woman who perpetually signified simplicity, charity, charm and kindness. (Para. 14)

As you can see, the key difference between facts and opinions lies in the difference between *knowing and believing*. Opinions may be based on facts, but they are still what people *think*, not what people *know*. Opinions are debatable; facts are not.

It is not always easy to tell opinion from fact. A writer often combines the two in such a way that we do not always notice where fact ends and opinion begins. Mixing facts and opinions, sometimes in the same sentence, can win over the reader to a particular point of view. When you have a mixture of fact and opinion in a single statement, you must decide whether the main point of the sentence is essentially fact or opinion, which can help you understand the statement, even the whole article, better. Sometimes an opinion is presented as if it were a fact. The following example is from Text A:

In that role, her lifelong passion for helping those in need, found its greatest calling. (Para. 9)

On the surface it is a statement of fact, but actually it is only a comment of the writer according to his understanding of the subject.

1 Look at the following statements from Text B and decide which are facts (F) and which are opinions (O).

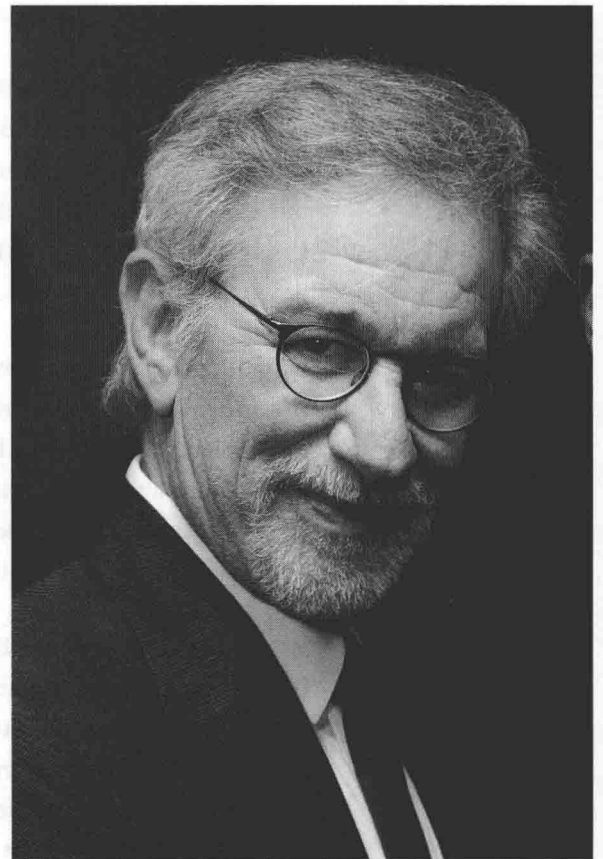
- _____ 1 At 12 years old, Steven Spielberg was already visiting film shootings at Universal Studios.
- _____ 2 Such persistence is hardly surprising from a boy whose lifelong conviction was to “Make sure you are right and go on!”.
- _____ 3 When Steven was eight years old, his father gave him a Brownie 8 mm film camera as his birthday present.
- _____ 4 His achievements are certainly related to the personal obstacles and setbacks he faced from an early age.
- _____ 5 The theme of the lack of a father figure consistently infected Steven’s films.
- _____ 6 He applied to two of the best film schools in the country.
- _____ 7 Unwilling to give up, Steven entered the California State University, where he hoped the program in TV and radio might open his way to Hollywood.
- _____ 8 Instead, it is Steven’s committed spirit that has strengthened him in standing fast against all rejections, prejudice and skepticism, and driven him to keep moving onward.

Text B

A life in film

Steven had to face rejections and obstacles in his film-creating efforts, but his persistence and dedication transformed the obstacles into an alternative route to success.

- 1 At 12 years old, Steven Spielberg was already visiting film shootings at Universal Studios in his office suit, a packed lunch **tucked** into his briefcase. The young boy tried to **immerse** himself in film in any way possible. He had been given an administrative job at Universal Studios from a friend of his father’s, and every day, even though he didn’t have a **legitimate** security pass, he would try to manipulate his way past the guards and into his personal paradise. Such persistence is hardly surprising from a boy whose lifelong conviction was to “Make sure you are right and go on!” (adopted from a 1954 Disney film).



- 2 When Steven was eight years old, his father gave him a Brownie 8 mm film camera as his birthday present. Steven immediately began collecting **footage** of family events, and he **simulated** action scenes with his **miniature** toy **spacecraft**, **populating** his films with his neighborhood friends as actors. People quickly began to recognize his **terrific** talent, and he won a prize for cinematography for his early western *The Last Gunfight*; years later, he won a national contest for his film *Escape to Nowhere*. His film *Firelight* was twice analyzed by a national newspaper and was presented in the city theater as if it were a Hollywood **premiere**. By the time he was 17 years old, Steven had established himself as a director with the artistic **intuition** of a man twice his age.
- 3 His achievements are certainly related to the personal obstacles and **setbacks** he faced from an early age. Steven's family moved often, so that he was constantly trying to find his place in a **turbulent** environment with new people. Despite his natural intelligence, Steven had a **carefree** attitude and put little effort into school. He consistently earned only a C average, or lower. Socially, he wasn't athletic or popular, and since his **conspicuous** interest in film made him seem **eccentric**, classmates **shunned** and **mocked** him.
- 4 His home life was not ideal either, as his father's rigid engineering **temperament** could not understand his or his mother's artistic personalities. Steven would miss his father when he was gone for long work trips, and then **reverted** to **furiously** arguing with him as soon as he returned. Finally, when he was in high school, his parents ended their unhappy marriage with a divorce. The theme of the lack of a father figure consistently **infected** Steven's films.
- 5 Unfriendly surroundings at home and school made Steven **strive** even harder to achieve in the film world. He applied to two of the best film schools in the country: the University of Southern California and the University of California, Los Angeles. But even with a **formidable** 10 years of experiences in filmmaking and his friends at Universal Studios **endorsing** him, his grades were too poor, and he was flatly turned down at both institutions.
- 6 Unwilling to give up, Steven entered the California State University, where he hoped the program in TV and radio might open his way to Hollywood. Unfortunately, the university was not suited to his experience, and one **academician** recalled, "Steven knew more about cameras, **mounts**, and **lenses** than anyone else in the department. He could teach there." Despite his **manifest** talent, his low grades **sabotaged** transfer attempts, forcing real film schools to **withhold** acceptance.
- 7 Steven **contrived** to **rectify** the situation on his own by **diverting** his attention away from academics. He cleaned his old suit and briefcase and returned to visiting Universal Studios where he had worked as a boy. He **discreetly** sneaked into any department he could, such as shooting rooms, editing and sound-mixing studios, and he quietly watched until he was discovered and ordered to leave. Introducing himself under the **pretext** of being either an actor, director, or producer, he would invite people to dinner

to make connections and learn as much as he could. Even though he was caught and expelled at least once a day, he always returned to **smuggle** himself back in again.

- 8 Steven repeatedly tried to prove himself to the Universal executives, while working in a cafeteria to save up money for equipment. He would **discretely** create scenes and then shoot and re-shoot his movies. He kept **upgrading** from 8 to 16 and finally 35 mm film before he was allowed a screening. Finally, his film *Amblin* was given a chance in front of the executives. It was a short, silent film and the **plot** differed greatly from the sci-fi and combat films that would later predominate Steven's career. Still, the short film was **awesome** enough to win Steven, only 21 years old, a seven-year contract with Universal Studios.
- 9 After directing smaller TV dramas and low-budget projects, Steven earned the chance to direct his big Hollywood **debut**: a thriller film starring a shark! *Jaws* was a box office hit and it made Steven famous. He continued his relationship with Universal Studios to produce the **notable** movies *E.T.*, *Jurassic Park*, and *Schindler's List*.
- 10 As his first producer said, "It is not by any **coincidence** that Steven is in his present position." Instead, it is Steven's committed spirit that has strengthened him in standing fast against all rejections, prejudice and **skepticism** and driven him to keep moving **onward**.

(894 words)

New words

tuck /tʌk/	<i>vt.</i> put sth. into a small space, esp. in order to protect, hide, carry, or hold it 把...藏起来
immerse /ɪ'mɜːs/	<i>vt.</i> 1 (~ oneself in sth.) become completely involved in an activity 潜心于某事; 专心于某事 2 put sb. or sth. deep into a liquid so that they are completely covered 使浸没(于液体中)
legitimate /lɪ'dʒɪtəmət/	<i>a.</i> 1 acceptable or allowed by law 合法的; 法律许可的; 依法的 2 fair or reasonable 公正的; 正当的; 合理的
footage /'fʊtɪdʒ/	<i>n.</i> [U] cinema film showing a particular event (展示某一事件的) 影片, 影片片段
simulate /'sɪmjʊleɪt/	<i>vt.</i> make or produce sth. that is not real but has the appearance or feeling of being real 模拟; 模仿
miniature /'mɪniətʃə/	<i>a.</i> (<i>only before noun</i>) much smaller than normal 很小的; 微型的

spacecraft /'speɪs,kra:ft/	<i>n.</i> [C] (<i>pl.</i> spacecraft) a vehicle that is able to travel in space 航天器; 太空船; 宇宙飞船
populate /'pɒpjʊ,leɪt/	<i>vt.</i> 1 the people or characters who populate an area of public life or a piece of entertainment are the people or characters in it 在...中占有位置; 占据 2 form the population of (a town, area, or country) 构成(某地)的人口
terrific /tə'rifɪk/	<i>a.</i> 1 very large in size or degree (尺寸或程度) 极其巨大的, 大得惊人的 2 (<i>informal.</i>) very good, esp. in a way that makes you feel happy and excited 极好的; 极棒的; 非常愉快的
premiere /prɪ'miə/	<i>n.</i> [C] the first public performance of a film, play, or piece of music (电影的) 首映; (戏剧、乐曲等的) 首演
intuition /,ɪntju:'ɪʃn/	<i>n.</i> [U] the ability to understand or know sth. because of a feeling rather than by considering the facts 直觉力
setback /'set,bæk/	<i>n.</i> [C] a problem that delays or prevents progress, or makes things worse than they were 阻碍; 挫折
turbulent /'tɜ:bjulənt/	<i>a.</i> a turbulent situation, place, or period is one in which there is a lot of uncontrolled changes 骚乱的; 动荡的; 混乱的
carefree /'keə,frɪ:/	<i>a.</i> having no worries or problems 无忧无虑的; 无牵挂的
conspicuous /kən'spɪkjʊəs/	<i>a.</i> very easy to notice 显著的; 显眼的; 引人注目的
eccentric /ɪk'sentɪk/	<i>a.</i> behaving in a way that is unusual and different from most people (行为) 怪异的, 古怪的
shun /ʃʌn/	<i>vt.</i> deliberately avoid sb. or sth. (故意) 避开, 躲开(某人或某物)
mock /mɒk/	<i>v.</i> (<i>formal.</i>) laugh at sb. or sth. and try to make them look stupid by saying unkind things about them or by copying them 嘲笑; 讥笑; 嘲弄; (模仿) 取笑
temperament /'temprəmənt/	<i>n.</i> [C, U] the emotional part of sb.'s character, esp. how likely they are to be happy, angry, etc. 气质; 性情; 性格; 禀性
revert /rɪ'veɜ:t/	<i>v.</i> (~ to) change back to a situation that existed in the past 恢复; 回复
furious /'fjʊəriəs/	<i>a.</i> very angry 狂怒的; 暴怒的
furiously /'fjʊəriəsli/	<i>ad.</i> 狂怒地; 暴怒地
infect /ɪn'fekt/	<i>vt.</i> 1 make other people have the feeling or idea that you have (在感情或思想上) 感染, 影响(他人) 2 make sb. get a disease, that can be spread from one person to another 使传染; 使感染
strive /straɪv/	<i>vi.</i> (<i>strove, striven</i>) (<i>formal.</i>) make a great effort to achieve sth. 努力; 奋斗
formidable /'fɔ:mɪdəbl/	<i>a.</i> very powerful or impressive, and often frightening 令人敬畏的; 可怕的
endorse /ɪn'dɔ:s/	<i>vt.</i> express formal support or approval for sb. or sth. (正式) 赞同, 认可, 支持
academician /ə,kædə'mɪʃn/	<i>n.</i> [C] a member of an official organization which encourages the development of literature, art, science, etc. 学会会员; 院士
mount /maʊnt/	<i>n.</i> [C] a base on which sth. such as a large heavy gun is fixed 底座; 底架; 炮架 <i>vt.</i> plan, organize, and begin an event or a course of action 准备; 安排; 组织; 开展

lens /lenz/	<i>n.</i> [C] the part of a camera through which the light travels before it reaches the film (照相机的) 镜头
manifest /'mæni,fest/	<i>a.</i> (<i>fml.</i>) plain and easy to see 显而易见的; 明显的 <i>vt.</i> (<i>fml.</i>) show a feeling, attitude, etc. 显示, 表明, 表露 (感情、态度等)
sabotage /'sæbə,tɑ:ʒ/	<i>vt.</i> 1 deliberately spoil sb.'s plans because you do not want them to succeed 故意破坏 (某人的计划) 2 secretly damage or destroy equipment, vehicles, etc. that belong to an enemy or opponent, so that they cannot be used 暗中破坏 (敌人或对手的设备、车辆等)
withhold /wið'həʊld/	<i>vt.</i> (withheld, withheld) refuse to give sb. sth. 拒绝给予; 扣留
contrive /kən'traɪv/	<i>vt.</i> 1 (~ to do sth.) succeed in doing sth., esp. sth. difficult 设法做到 (尤其是困难的事) 2 arrange an event or situation secretly or by deceiving people 谋划; 策划
rectify /'rektɪ,fai/	<i>vt.</i> (<i>fml.</i>) correct sth. that is wrong 纠正; 矫正
divert /daɪ'vɜ:t/	<i>vt.</i> 1 do sth. to take people's attention away from sth. that you do not want them to concentrate on or notice 转移...的注意力 2 make sth. move or travel in a different direction 使转向
discreet /dɪ'skri:t/	<i>a.</i> 1 unlikely to attract attention 不引人注意的; 觉察不出的 2 careful not to say anything that is secret or that could upset sb. 谨慎的; 慎重的
discreetly /dɪ'skri:tli/	<i>ad.</i> 不引人注意地; 觉察不出地
pretext /'pri:tekst/	<i>n.</i> [C] (under / on the ~ of) a false reason given for an action, in order to hide the real reason 借口
smuggle /'smʌgl/	<i>vt.</i> 1 (<i>infml.</i>) take sth. or sb. secretly to a place where they are not allowed to be 偷偷携带; 夹带 2 take sth. or sb. illegally from one country to another 走私; 偷运
discrete /dɪ'skri:t/	<i>a.</i> clearly separate 分开的; 分离的; 离散的
discretely /dɪ'skri:tli/	<i>ad.</i> 分开地; 分离地; 离散地
upgrade /ʌp'greɪd/	<i>v.</i> make a computer, machine, or piece of software better and able to do more things (使) (计算机、机器或软件) 升级
plot /plɒt/	<i>n.</i> [C] 1 the events that form the main story of a book, film, or play (书、电影、戏剧的) 情节 2 a secret plan by a group of people to do sth. harmful or illegal 密谋; 阴谋; 秘密计划
awesome /'ɔ:s(ə)m/	<i>a.</i> extremely impressive, serious, or difficult so that you feel great respect, worry, or fear 令人赞叹的; 令人畏惧的; 可怕的
debut /'deɪbjʊ:/	<i>n.</i> [C] the first public appearance of an entertainer, sports player, etc. or of sth. new and important (演员或运动员等的) 首次登台, 初次亮相; (新事物的) 问世
notable /'nəʊtəbl/	<i>a.</i> (<i>usu. before noun</i>) important, interesting, excellent, or unusual enough to be noticed or mentioned 显要的; 显著的; 值得注意的
coincidence /kəʊ'ɪnsɪd(ə)ns/	<i>n.</i> [C, U] when two things happen at the same time, in the same place, or to

	the same people in a way that seems surprising or unusual 巧合; 巧事; 同时发生
skeptical /'skeptɪkl/	a. (BrE sceptical) tending to disagree with what other people tell you 持怀疑态度的; 不相信的
skepticism /'skeptɪ,sɪz(ə)m/	n. [U] (BrE scepticism) an attitude of doubting that particular claims or statements are true or that sth. will happen 怀疑态度; 怀疑论
onward /'ɒnwəd/	ad. (AmE) (<i>fml.</i>) forward 往前; 向前 a. (<i>only before noun</i>) moving forward or continuing 向前的; 前进的; 继续的

Phrases and expressions

establish oneself (as / in)	make people accept that you can do sth. or that you have a particular quality 使被接受; 使得到承认
be related to sth. / sb.	be connected with sth. or sb. in some way 与...相关; 与...有联系
put effort into (doing) sth.	try hard to do sth. 努力做...
end (sth.) with sth.	have or add sth. as the final part 以...作为结束
(all) on one's own	without anyone's help 无援地; 独立地
stand fast	refuse to change your opinions, intentions, or behavior 坚持立场; 拒不让步
drive sb. to do sth.	strongly influence sb. to do sth. 迫使, 促使 (某人做某事)

Proper names

Steven Spielberg /'sti:vən ,spi:lɜ:ɪg/	史蒂文·斯皮尔伯格 (1946-, 美国著名电影导演、编剧和电影制片人)
Universal Studios	环球影视公司 (美国最大的电影公司之一)
Disney /'dɪzni/	迪士尼 (美国大型跨国公司, 主要业务包括娱乐节目制作、主题公园、玩具、图书、电子游戏和传媒网络)
Brownie /'braʊni/ 8 mm film camera	布朗尼8毫米电影摄像机 (美国柯达公司20世纪50年代生产)
<i>The Last Gunfight</i>	《最后的枪战》(1958)
<i>Escape to Nowhere</i>	《无处容身》(1960)
<i>Firelight</i> /'faɪəlaɪt/	《火光》(1963)
University of Southern California	南加利福尼亚大学
University of California, Los Angeles	加利福尼亚大学洛杉矶分校
California State University	加利福尼亚州立大学
<i>Amblin</i> /'æmblɪn/	《漫步前行》(1968)
<i>Jaws</i> /dʒɔ:z/	《大白鲨》(1975)
<i>E.T.</i> /i:'ti:/	《外星人》(1982)
<i>Jurassic</i> /dʒʊ'ræsɪk/ <i>Park</i>	《侏罗纪公园》(1993)
<i>Schindler's</i> /'ʃɪndlə/ <i>List</i>	《辛德勒的名单》(1993)

Reading comprehension

Understanding the text

2 Choose the best answer to each of the following questions.

- Steven manipulated his way to visit film shootings at Universal Studios every day because _____.
 - he liked the packed lunch there
 - he was already a famous director at 12
 - he had been given an administrative job there
 - he wanted to be completely involved in film
- Which of the following movies helped Steven win a national contest?
 - Firelight*.
 - Jurassic Park*.
 - Escape to Nowhere*.
 - The Last Gunfight*.
- What was Steven like when he was in school?
 - He was athletic and friendly in school.
 - He had natural intelligence and usually earned a good grade.
 - He was popular because of his interest in film.
 - He was avoided and laughed at by his classmates.
- What impact did Steven's father have on him according to the text?
 - Steven later consistently shot films that lacked a father figure.
 - Steven inherited the artistic personalities from his father.
 - Steven was good at engineering with the help of his father.
 - Steven hated his father because his father abandoned the family.
- Steven didn't get admitted to the best film institutions because of _____.
 - the unfriendly surroundings at home and school
 - his low grades
 - 10 years of experiences in filmmaking
 - his friends' recommendation
- The main idea of Paragraph 7 is that _____.
 - Steven diverted his attention away from films
 - Steven often cheated people at Universal Studios
 - Steven managed to change the situation by himself
 - Steven was too smart to be caught and expelled
- Which film was good enough to win Steven a seven-year contract with Universal Studios?
 - Jaws*.
 - E.T.*
 - Schindler's List*.
 - Amblin*.
- Which of the following statements is not true?
 - Steven's achievements are, in a sense, related to his personal obstacles and setbacks.
 - Steven's talent became publicly known at a very young age.
 - Steven applied to two of the best film schools in the country but failed.
 - Steven has been deeply interested in making sci-fi and combat films since he was a child.

Critical thinking

3 Work in pairs and discuss the following questions.

- Do you think there is a Steven Spielberg in China? If so, who is it and why?
- What stands in your way of pursuing your dreams and how do you handle it?
- Which is more important to a person's future achievement, experience or grades?
- What could you get from your college education? Compared with Steven, what do you still lack?

Language focus

Words in use

4 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

mount	coincidence	upgrade	contrive
divert	simulate	infect	manifest
	skeptical	temperament	

- 1 If you're still _____ about doing exercise, you can put your trust in us and give it a try.
- 2 I don't think it's a(n) _____ that three of the leading men we've talked about today all have tremendous stage experience.
- 3 Fishing industry organizations have _____ a campaign against the recently-imposed fishing ban, which is seriously affecting the fishing industry.
- 4 These women live in New York City where it may be difficult to _____ a way of living that would be affordable for their budgets.
- 5 In a military training exercise designed to be as realistic as possible, they _____ the direct advance on the enemy camp that had won last month's battle.
- 6 Policy makers will not consider any policy changes until evidence is _____ that the market is turning for the better.
- 7 The President is focusing on nuclear energy now because he needs to _____ public attention from his economic record.
- 8 Right now there is no evidence that those flu (流感) viruses that _____ our pets are contagious (传染的) to us.
- 9 The full potential of the range is such that the new machine could be _____ to up to 250 percent of its initial capacity.

- 10 Even though your daughter has a shy _____, and may always be somewhat inhibited, you can help her alleviate some of her shyness.

Expressions in use

5 Fill in the blanks with suitable prepositions or adverbs.

- 1 Of course, there will be people you can call on for help from time to time, but basically you are _____ your own, and you have to develop an inner source of strength and self-reliance that you may not feel.
- 2 We should try our best to preserve our natural land so that future generations may also truly immerse themselves _____ the experience of its natural beauty.
- 3 After graduating from college three years ago, he moved to New York City and established himself _____ a successful composer.
- 4 The book is technical and detailed, but, if you are prepared to put effort _____ understanding it, this book should interest you very much.
- 5 The financial stress felt by students is strongly related _____ the fact that tuition fees are constantly rising, causing worries about the affordability of higher education.
- 6 Sports activities can offer challenge and excitement in the lives of patients who might otherwise become bored and tempted to revert _____ bad habits.
- 7 Whenever I played hide-and-go-seek, it would ultimately end _____ me turning myself in.
- 8 The neighboring country suddenly concentrated a large number of soldiers and armaments on the border, ready for military actions, _____ the pretext of holding training exercises.

Sentence structure

6 Rewrite the following sentences by using the parallel structure "it is not ... that ...; it is ... that ...".

Model: Steven isn't in his present position by any coincidence.

Steven's committed spirit has strengthened him in standing fast against all rejections, prejudice and skepticism and driven him to keep moving onward.

→ It is not by any coincidence that Steven is in his present position; it is Steven's committed spirit that has strengthened him in standing fast against all rejections, prejudice and skepticism and driven him to keep moving onward.

1 His carefree attitude did not make him seem eccentric.

His conspicuous interest in film made his classmates shun and mock him.

2 His experience in filmmaking did not sabotage transfer attempts.

His poor grades forced film schools to withhold acceptance.

3 We fail to dare not because things are difficult. Things are difficult because we do not dare.

7 Complete the following sentences by translating the Chinese into English, using the pattern "as it is" or "as they are" ("as" used as conjunction) meaning "in the present situation sth. is in".

Model: Audrey had a complete lack of ego and accepted and _____
(欣赏别人的真我).

→ Audrey had a complete lack of ego and accepted and appreciated others as they were.

1 In this way, he deprives himself of the capacity to _____
(按事情原样来看待).

2 In general, the main objective of scientists is to _____
(理解世界本来的样子).

3 A student should learn to _____
_____ (接受人们的本来状态) and not to try to change them.



Collocation

Young people adore celebrities who can instantly get commanding attention wherever they go. They always **thrill audiences** (B3U3A) with their **terrific talent** (B3U3B). Most of these men and women are different in some ways, but they are common in having **personal setbacks** (B3U3B) and a **committed spirit** (B3U3B). They've all worked hard to **rectify the situation** (B3U3B) of frustration and get where they are today. Meanwhile, many have also demonstrated their **compassionate character** (B3U3A) and **lifelong passion** (B3U3A) for humanitarian work. Whether in the past or present, a deep sense of **social responsibility** (B3U3A) has always been the essence of their courage to face whatever **desperate reality** (B3U3A). Taking Audrey Hepburn as an example, you might even see some of yourself in her story. If they can overcome the odds and make it big, you can too.

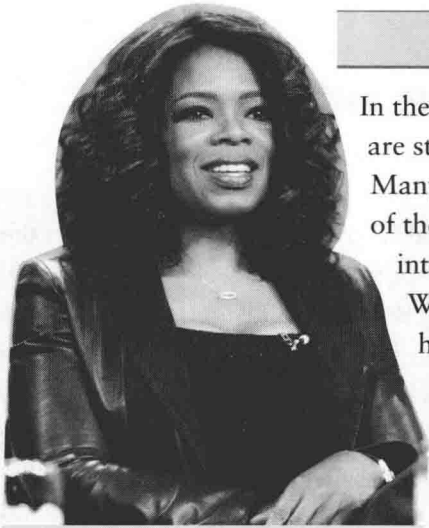
Warm-up: According to what you have learned from this unit, match the collocation pairs by connecting the words in Column A with the ones in Column B.

Column A	Column B
1) internationally	draining
2) rigorous	misery
3) jeopardize	signify
4) emotionally	dangerous
5) physically	try
6) overwhelming	hope
7) perpetually	interest
8) conspicuous	schedule
9) repeatedly	famous

8 The following passage is a feature on Hollywood celebrities posted on the website of *Celebrities*. While reading the feature, choose appropriate words in the boxes to complete the collocations learned from the texts. Each word can be used only once.

compassionate internationally committed

Celebrities are people just like the rest of us. They're 1) _____ *famous*, but their lives are also filled with ups and downs, tragedies and triumphs. Their 2) _____ *spirit* will surely lift us up and teach us valuable life lessons. Similarly, their generous and 3) _____ *character* will also give us an empowering sense of hope that if they can do it, so can we.



terrific repeatedly thrill

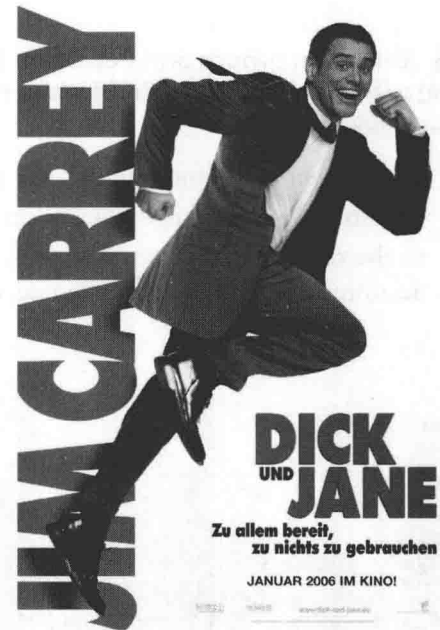
In the rosy glow that surrounds the world of Hollywood celebrities are stories of struggles and battles with life-crippling conditions. Many celebrities 4) _____ *try* their utmost to beat the odds of their own lives, though on the surface we see their natural intelligence instantly 5) _____ *audiences*. Celebrities like Oprah Winfrey are hugely popular for turning their lives around with hard work and 6) _____ *talent*. However, there are those who you never thought had their own struggles.

rectify desperate overwhelming physically

Jim Carrey may be the world's most famous rags-to-riches actor, and he lived in 7) _____ *misery* when he was younger. He worked at a tire factory eight hours a day to help his family with the bills. Because of his family's 8) _____ *reality* of poverty, he dropped out of high school. Mark Wahlberg, another well-known actor, also grew up in a(n) 9) _____ *dangerous* neighborhood where stealing and dealing drugs were part of the day-to-day scene. He eventually led that kind of lifestyle. He had been in trouble 20-25 times in his young and finally he was sent to jail and stayed there for 45 days. After that, he decided to improve his behavior and gradually 10) _____ the *situation* and achieved today's success.

emotionally personal

Life does not discriminate among the type of people when it comes to 11) _____ *setbacks* and obstacles. Struggles and hardships happen to everyone, ordinary people and celebrities alike. It is most important to get through the 12) _____ *draining* life by looking forward, drawing courage to face the odds and hope for the best.



Unit project

Designing and writing a profile article

A profile article is simply a word sketch of a person. Where a normal biography usually begins with the date of birth and continues chronologically, a profile needs to be more creative, better designed and structured altogether. Generally, a profile article includes the lead, body, and closure. The lead is the introduction to your article and your subject. It can be an anecdote, pure information, a description, a quote, a question or a comparison. The body of a profile article, which weaves background material with details and quotes, could be organized thematically or chronologically. To wrap up a profile article, there are a number of easy ways. One is to have a circular ending by referring back to your lead or the article's subject or thesis. Another way to end is with a descriptive scene or a summary statement. Certainly, an interesting quote from your subject will leave a deep impression on your readers.

Moreover, it is of vital importance to select eye-catching details about the person and organize them in a creative and interesting way. To achieve this, what takes place before the writing process should be the most crucial since a careful preparation is the basis of any good article.

1 Discuss in groups and decide on the person you want to write a profile of. Take notes on the following:

- The subject: who and what theme to portray?
- The story: what is important or interesting to the reader? (the subject's works, accomplishments, social influence, etc.)

2 Make a presentation in class on the basis of your notes.

3 Write a profile article based on your presentation and class feedback.





Let's go

No one realizes how beautiful it is to travel until he comes home and rests his head on his old, familiar pillow.

—Lin Yutang (Chinese writer)

Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living.

—Miriam Beard (American historian)

Preview

Since ancient times, people have longed to see other parts of the world, accepting the challenges and enduring the discomforts of travel. Every journey is filled with new experiences, some pleasant, even amazing; others dangerous, terrifying, even life-threatening, especially when traveling alone. So, why not just stay safely at home, reading travel books or watching travel videos?

More than one hundred years ago, Mark Twain, the famous American writer, said, "Travel is fatal to prejudice, ... and narrow-mindedness ..." And, recently, scientists, who study the brain, have come to agree with Twain's statement. They now know that travel to foreign places, experiencing new foods, unusual sights, strange sounds and unfamiliar behaviors, not only provides great memories but amazingly, causes changes in our brains and our perceptions.

Have you traveled? Were there any safety problems? Why do you think Mark Twain said travel can be "fatal to prejudice"? Many people say that travel helps broaden their view of the world. Do you agree?

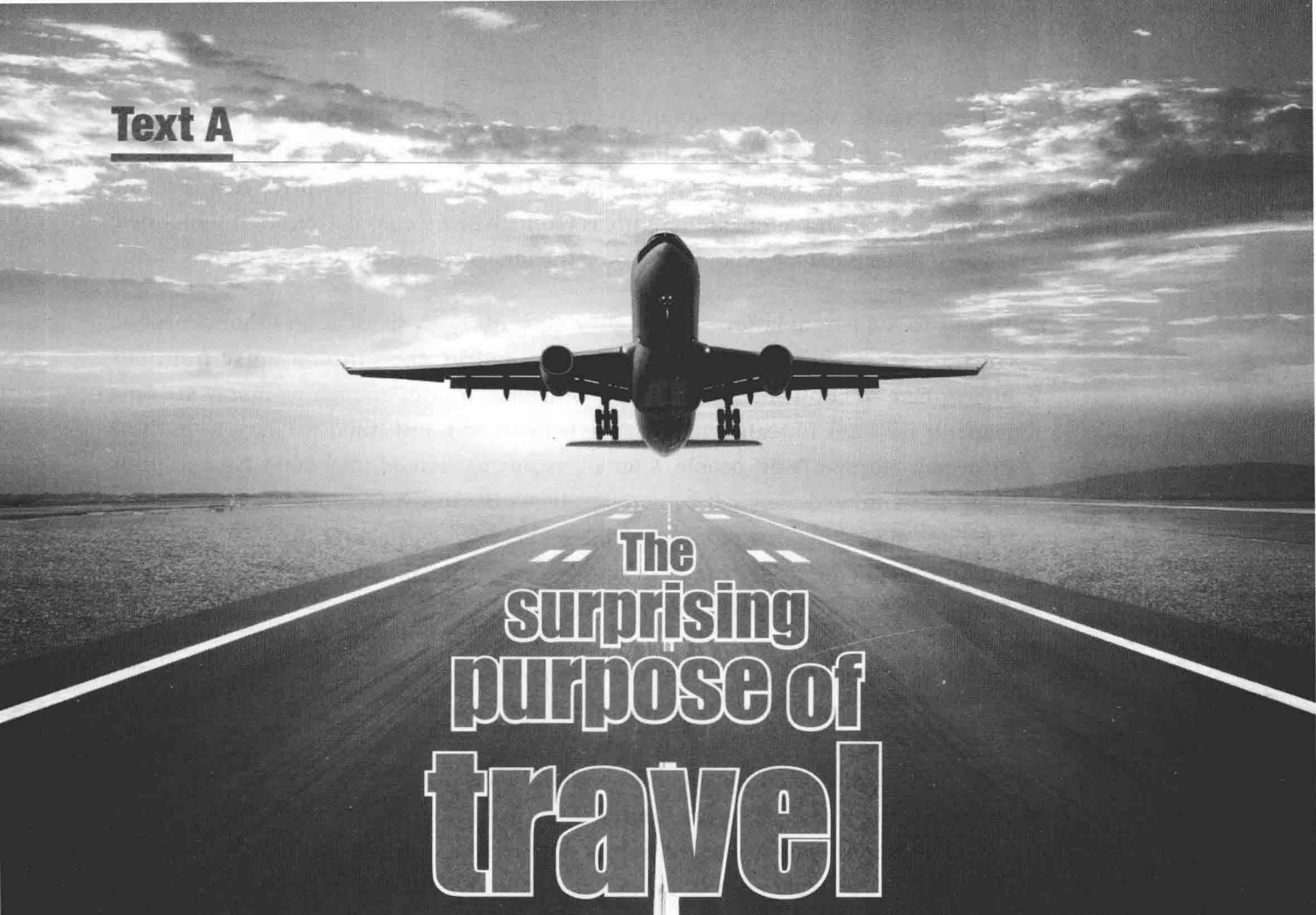
Section A

Pre-reading activities

- 1 Listen to an introduction about Xi'an and fill in the blanks with what you hear.
 - 1 Nowadays, travelers arriving at the airport are welcomed by 11 tall earthen mounds (土堆), the _____ of emperors in Western Han Dynasty (朝代), built around the 1st century.
 - 2 Thus the year 841 BC marked the beginning of _____ and _____ record keeping.
 - 3 The beacon tower (烽火台) above the Lishan Mountain, where Huaqing Hot Spring is located, is an _____ reminder of the story of "the most expensive smile" that caused the _____ of the dynasty.
 - 4 It exhibits over 3,000 historical _____, the main attractions being the bronze ware (青铜器), ceramics (陶瓷制品) and beautiful wall paintings from the Tang Dynasty tombs.



- 2 Listen to the introduction again and discuss the following questions.
 - 1 Why do many people choose to visit Xi'an?
 - 2 Which place are you most interested in when you are visiting Xi'an? Explain your reasons.



The surprising purpose of travel

- 1 It's 4:15 in the morning, and my alarm clock has just stolen away a lovely dream. I almost return back to sleep before my eye catches my packed suitcase and I **groan**, remembering that I'm going to the airport. The taxi is late and then lost, and I'm getting increasingly nervous that I'll miss my flight. I run in when we arrive, stagger through security and finally get to my gate. After all the trouble of this morning, my flight is canceled and I'm stuck in this terminal for the next 218 minutes, and my only **consolation** is a cup of complimentary airport coffee. This is traveling, a **burdensome** series of running and waiting, and after countless hours, finally getting there.
- 2 Why do we travel? I don't mind the actual flying, the wonder of being **airborne** in a **dense** metal bird. The rest of the journey, however, can feel like a tedious lesson in the ills of modernity, from the predawn x-ray screening to the sad airport **malls** selling **clusters** of keepsakes. It's the result of a **globalized** world, and it sucks.
- 3 Sometimes, of course, we travel because we need to. Because in this digital age, there is still something important about the handshake at a business **luncheon**. Or eating mom's special food on Thanksgiving. Or seeing your girlfriend on your 2-year **anniversary**.

- 4 But most travel is **decidedly** optional. Only **corporate** travel, about 30% of trips over 50 miles, is truly **compulsory**. Instead, we travel because we want to, because the annoyances of the airport are **offset** by the thrill of being someplace new. Because work is stressful and our blood pressure is too high and we need a vacation somewhere **tropical**. Because home is boring. Because the flights are on sale. Because Paris is Paris.
- 5 Thanks to modern **aviation**, we can now move through space at an inhuman speed. For the first time in human history, we can outrun the sun and move from one **hemisphere** to another in a single day. Of course, it's not enough to simply get on a plane. If we want to realize the creative benefits of travel, then we have to re-think its overall purpose. Most people, after all, escape to Paris so they don't have to think about those troubles they left behind. But here's the **irony**: Our mind is most likely to solve our most **stubborn** problems while we are sitting in luxury in a Left Bank café. So, instead of **contemplating** that buttery dessert, we should be conscious of those domestic issues we just can't solve.
- 6 The larger lesson, though, is that our thoughts are **saturated** with the familiar. The brain is a space of near infinite possibility, which means that it spends a lot of time and energy choosing what not to notice. As a result, creativity is traded away for efficiency; we think in **finite, literal prose**, not **symbolic verse**. A bit of distance, however, helps loosen the **cognitive** chains that **imprison** us, making it easier to mingle the new with the old; the **mundane** is grasped from a slightly more abstract perspective. According to research, the experience of an **exotic** culture **endows** us with a valuable open-mindedness, making it easier to realize that even a **trivial** thing can have multiple meanings. Consider the act of leaving food on the plate: In China, this is often seen as a compliment, a signal that the host has provided enough to eat. But in America the same act is a subtle insult, an indication that the food wasn't good enough to finish.
- 7 Such **multicultural** contrasts mean that seasoned travelers are open to **ambiguity**, willing to realize that there are decidedly different (and equally valid) ways of interpreting the world. This, in turn, allows them to expand the **circumference** of their "cognitive inputs" as they refuse to settle for their first answers and initial guesses.
- 8 Of course, this mental flexibility doesn't come from mere distance, a simple change in **latitude** and **longitude**. Instead, this **renaissance** of creativity appears to be a side effect of difference: We need to change cultures, to experience the disorienting diversity of human traditions. The same **facets** of foreign travel that are so confusing (Do I tip the waiter? Where is this train taking me?) turn out to have a lasting impact, making us more creative because we're less **insular**. We're reminded of all that we don't know, which is nearly everything; we're surprised by the constant stream of surprises. Even in this globalized age, we can still be amazed at all the earthly things that weren't included in the *Let's Go* guidebook and that certainly don't exist back home.
- 9 So, let's not pretend that travel doesn't have its **drawbacks**, or that we endure **jet lag** for pleasure. We don't spend 10 hours lost in the Louvre because we like it, and the

view from the top of Machu Picchu probably doesn't make up for the trouble of lost luggage. (More often than not, I need a vacation after my vacation.) We travel because we need to, because distance and difference are the secret **cornerstones** of creativity. When we get home, home is still the same. But something in our mind has been changed, and that changes everything.

(874 words)

Culture notes

Left Bank café: The Left Bank of the River Seine in Paris is traditionally the Latin Quarter (university district), filled with students, professors, bookshops and cheap restaurants. The Left Bank café is a favorite meeting place of great artists, writers, and famous intellectuals since the early 20th century.

Let's Go: a world-renowned travel guide series, researched, written, edited, and run entirely by students at Harvard University. It is claimed to be "the student travel guide" aimed at readers "both young and young at heart". *Let's Go* was founded in 1960 and is headquartered in Cambridge, Massachusetts, the US.

Machu Picchu: an ancient ruined South American city high up in the Andes mountains in Peru. It was built by the Incas, a Native American people of South America, in about 1500 AD, and has a temple of the sun and many other buildings. It is a popular place for tourists to visit.

New words

groan /grəʊn/

vi. make a long low sound, e.g. because you are in pain or unhappy (因痛苦或烦恼等) 呻吟, 发出哼哼声

v. speak about sth. in a way that shows you are unhappy 抱怨

n. [C] a long low sound that a person makes, esp. when they are in pain or unhappy (尤指疼痛或烦恼时的) 呻吟, 哼哼声

console /kən'səʊl/

vt. try to make sb. feel better when they are unhappy or disappointed 安慰

consolation /,kɒnsə'leɪʃn/

n. [C, U] sth. that makes you feel less unhappy or disappointed 安慰; 慰藉

burdensome /'bɜːdn̩s(ə)m/

a. (*fml.*) creating problems for sb. 令人烦恼的; 成为负担的

airborne /'eə,bɔːn/

a. 1 an aircraft that is airborne is in the air 在空中的; 飞行中的

2 carried in the air 空气传播的

dense /dens/

a. 1 very heavy in relation to its size (物质) 密度大的

2 with a lot of trees, plants, or leaves growing close together 茂密的

3 dense smoke or gas is so thick that it is difficult to see through it (烟雾或气体) 浓密的

mall /mɔ:l/	<i>n.</i> [C] a large building with a lot of shops, restaurants, and sometimes a cinema 购物商场; 购物中心
cluster /'klʌstə/	<i>n.</i> [C] a small group of people or things that are very close to each other 群; 组; 束; 串; 簇 <i>v.</i> form a small close group 群集; 聚集
globalize /'gləʊbə,laɪz/	<i>vt.</i> 1 make sth. become generally accepted all over the world 使全球化 2 make a business begin operating all over the world 使(企业)全球化
globalized /'gləʊbə,laɪzd/	<i>a.</i> including or affecting the whole world 全球性的
luncheon /'lʌntʃ(ə)n/	<i>n.</i> [C, U] (<i>fml.</i>) lunch, esp. a formal lunch for a lot of people (尤指许多人吃的正式的) 午餐
anniversary /,æni'vɜ:s(ə)ri/	<i>n.</i> [C] a date when you celebrate sth. that happened in a previous year that is important to you 纪念日; 周年纪念
decidedly /drɪ'saɪdɪdli/	<i>ad.</i> 1 in a way that is impossible to doubt and easy to see 确实无疑地; 显然 2 in a way that shows you are very certain about sth. 坚决地; 果断地
corporate /'kɔ:p(ə)rət/	<i>a.</i> 1 (<i>only before noun</i>) relating to large companies, or to a particular large company 大公司的 2 (<i>fml.</i>) shared by or including all the members of a group 全部的; 集体的
compulsory /kəm'pʌlsəri/	<i>a.</i> sth. that is compulsory must be done because of a rule or law 必须做的; 义务的; 强制的
offset /'ɒf,set/	<i>vt.</i> (<i>offset, offset</i>) (<i>usu. passive</i>) balance the effect of sth., with the result that there is no advantage or disadvantage 抵消; 补偿 <i>n.</i> [C] sth. that balances the effect of sth. else, so that there is no advantage or disadvantage 抵消物; 补偿
tropical /'trɒpɪkl/	<i>a.</i> in or from the hottest parts of the world 热带的; 来自热带的
aviation /,eɪvi'eɪʃn/	<i>n.</i> [U] the practice of flying planes 航空; 飞行(术)
hemisphere /'hemɪ,sfɪə/	<i>n.</i> [C] 1 one half of the earth, divided between north and south by the equator (地球的) 半球 2 one half of the brain, divided between left and right 大脑半球
irony /'aɪrəni/	<i>n.</i> 1 [C, U] a strange, funny, or sad situation in which things happen in the opposite way to what you would expect 具有讽刺意味的事; 出乎意料的事; 啼笑皆非的事 2 [U] a form of humor in which you use words to express the opposite of what the words really mean 反语; 反话; 讥讽
stubborn /'stʌbən/	<i>a.</i> 1 very difficult to change or defeat 难以改变的; 难以击败的; 顽强的 2 determined not to change your mind, even when people think you are being unreasonable (人) 固执的, 执拗的, 倔强的
contemplate /'kɒntəm,pleɪt/	<i>v.</i> think very carefully about sth. for a long time 思忖; 思量; 仔细考虑 <i>vt.</i> consider doing sth. in the future 盘算; 打算
saturate /'sætʃə,reit/	<i>vt.</i> 1 fill sth. completely with a large number of things or a large amount of sth. 使充满 2 make sth. completely wet 使湿透

<i>saturated</i> /'sætʃəreɪtɪd/	a. 1 (be ~ with) completely filled with things or people 充满的; 充斥的 2 very wet 湿透的; 浸透的
<i>finite</i> /'faɪnaɪt/	a. (<i>fml.</i>) existing only in limited numbers or amounts or continuing only for a limited time or distance 有限的; 有限制的
<i>literal</i> /'lɪt(ə)rəl/	a. 1 understanding words or ideas only in a basic and obvious way, and not showing much imagination 缺乏想象力的; 刻板的 2 the literal meaning of a word is its most basic meaning 字面意思的; 原义的
<i>prose</i> /prəʊz/	n. [U] written language in its ordinary form, as opposed to poetry 散文 (相对诗歌而言)
<i>verse</i> /vɜ:s/	n. 1 [U] (<i>fml.</i>) poetry, esp. poetry with a regular pattern (尤指遵循一定诗律的) 诗 (歌) 2 [C] a group of words or sentences that form one section of a poem or song 诗句; 诗节; (歌词的) 节
<i>cognitive</i> /'kɒgnətɪv/	a. related to the process of knowing, understanding, and learning sth. 认知的; 认知过程的
<i>imprison</i> /ɪm'prɪzn/	vt. (<i>usu. passive</i>) 1 make sb. feel that they are being kept in a place or situation that they cannot escape from 限制; 束缚 2 put sb. in a prison 关押; 监禁
<i>mundane</i> /,mʌn'deɪn/	a. 1 ordinary and not interesting or exciting, esp. because of happening too regularly 普通的; 平凡的; 平淡无奇的 2 (<i>fml.</i>) relating to the world and practical matters instead of religious or spiritual ones 世俗的; 尘世的
<i>exotic</i> /ɪg'zɒtɪk/	a. 1 used for describing things that are interesting or exciting because they are in or from distant foreign countries 外国产的; 外国来的 2 interesting or exciting because of being unusual or not familiar 奇异的; 别致的; 异乎寻常的
<i>endow</i> /ɪn'dəʊ/	vt. (<i>fml.</i>) (~ with) give a particular quality to sth., or say that sth. has a particular quality 赋予; 认为具有某种品质
<i>trivial</i> /'trɪvɪəl/	a. not very interesting, serious, or valuable 没意思的; 不严重的; 没价值的; 琐碎的
<i>multicultural</i> /,mʌltɪ'kʌltʃərəl/	a. involving or including people or ideas from many different countries, races, or religions 多元文化的; 多种文化融合的
<i>ambiguity</i> /,æmbrɪ'gju:əti/	n. [C, U] the state of being unclear, confusing, or not certain, or things that produce this effect 模棱两可; 不明确
<i>circumference</i> /sə'kʌmf(ə)rəns/	n. 1 [C, usu. sing.] the edge of a circle or a round object or area 周边 2 [C, U] the distance measured around the edge of a circle or a round object or area 圆周; 周长
<i>latitude</i> /'lætɪ,tju:d/	n. [C, U] the distance of point on the earth from the equator, measured in degrees north or south 纬度
<i>longitude</i> /'lɒndʒɪ,tju:d/	n. [C, U] the distance east or west of the meridian, measured in degrees and minutes (地球的) 经度

renaissance /'renəsa:ns/	<p><i>n.</i> 1 [sing.] a new interest in sth., so that it becomes popular again 复兴; 重新流行</p> <p>2 (the R~) the period in Europe between the 14th and 16th centuries when there was increased interest in developing art, literature, science, etc. (欧洲14世纪至16世纪的) 文艺复兴时期</p>
facet /'fæsɪt/	<p><i>n.</i> [C] an aspect of sth. such as a situation or sb.'s character (情形或某人性格的) 某一方面</p>
insular /'ɪnsjələ/	<p><i>a.</i> not interested in meeting anyone outside your own group or country, or not interested in learning new ideas or ways of doing things 与世隔绝的; 思想狭隘的; 固步自封的</p>
drawback /'drɔ:bk/	<p><i>n.</i> [C] a feature of sth. that makes it less useful than it could be 不足; 欠缺</p>
jet lag /'dʒet ,læg/	<p><i>n.</i> [U] the feeling of being very tired and sometimes confused because you have traveled quickly on a plane across parts of the world where the time is different 飞行时差综合征; 时差反应</p>
cornerstone /'kɔ:nə,stəʊn/	<p><i>n.</i> [C] 1 the basic part of sth., on which everything depends 基础; 根本; 基石</p> <p>2 the stone at one of the bottom corners of a new building, often put there during a special ceremony 奠基石</p>

Phrases and expressions

on sale	(<i>esp. AmE</i>) available to be bought at a lower price than usual 廉价出售的
trade ... for ...	exchange sth. you have for sth. else from others 用...交换...; 相互交换
mingle ... with	combine or make one thing combine with another 使...与...混合
be open to sth.	be willing to consider many different possibilities 愿意考虑...
more often than not	usually 往往; 多半

Proper names

Left Bank	(巴黎的) 左岸地区 (位于塞纳河南岸)
Machu Picchu /,mɑ:tʃu: 'pɪtʃu:/	马丘比丘 (南美洲最重要的考古发掘中心, 也是秘鲁最受欢迎的旅游景点)

Reading comprehension

Understanding the text



1 Answer the following questions.

- 1 Why do we sometimes still need to travel in this digital age?
- 2 What does the author mean by “the rest of the journey, however, can feel like a tedious lesson in the ills of modernity” (Para. 2)?
- 3 What kind of travel is truly compulsory?
- 4 How do you understand the phrase “Paris is Paris” in Paragraph 4?
- 5 What is the irony when people travel to Paris trying to leave all those troubles behind?
- 6 How does a bit of distance help enhance creativity according to Paragraph 6?
- 7 What do we need to do to trigger our creativity?
- 8 What will happen to us after travel?

Critical thinking

2 Work in pairs and discuss the following questions.

- 1 What is the most useful purpose of travel in your opinion?
- 2 Do you agree that cultural difference is the biggest barrier in travel? Why or why not?
- 3 Can travel affect our personalities? If so, how?

Language focus

Words in use

3 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

cluster	imprison	offset	ambiguity
globalize	stubborn	compulsory	
contemplate	console	groan	

- 1 Although secondary education is _____, parents are not required to send their children to state schools.
- 2 The economic situation has been worsening, causing economists to _____ whether the present policies are sustainable.
- 3 He was found guilty and was _____ in the Tower of London, where he died very quickly, aged only 47.
- 4 It is obvious that the future of the Internet is to _____ more and more areas of the world, and that e-commerce and e-entertainment are going to go for more and more markets.
- 5 However, your current losses should soon be _____ by gains; the fund will produce a positive return of 11.6 percent over a nine-month period.
- 6 Because she was so tall and slim, all the clothes looked marvelous on her and the other girls would _____ their envy.
- 7 This can be a helpful approach in discussion – someone may regard you as _____ since you never want to change your mind, whereas you see yourself as determined.
- 8 At weekends, the school park is almost empty except that a few cars _____ near the entrance.
- 9 In the photographer’s finest pictures there is also a degree of _____, which allows them to be interpreted in a variety of ways.
- 10 Tim stretched out a hand in apology for his thoughtless remarks and was _____ by a firm handshake from Mark.

Word building

The suffix *-able* combines with verbs to form adjectives. Adjectives formed in this way describe someone or something that is affected by the action or process described by the verb.

Examples

Words learned	Add <i>-able</i>	New words formed
desire	→	desirable
compare	→	comparable
vary	→	variable
agree	→	agreeable

The suffix *-ize* can combine with adjectives to form verbs (For explanation, refer to Word building in Unit 3). The suffix *-ize* also combines with nouns to form verbs. Verbs formed in this way refer to actions that involve or are related to the original nouns.

Examples

Words learned	Add <i>-ize</i>	New words formed
public	→	publicize
general	→	generalize
summary	→	summarize
sympathy	→	sympathize



4 Add *-able* or *-ize* to or remove them from the following words to form new words.

Words learned	New words formed
-able	
respect	_____
negotiate	_____
distinguish	_____
available	_____
attribute	_____
profit	_____
renew	_____
-ize	
memory	_____
author	_____
visual	_____
stable	_____
social	_____

5 Fill in the blanks with the newly-formed words in Activity 4. Change the form where necessary. Each word can be used only once.

- Despite the tougher trading conditions I am pleased to report that our company has yet again had a(n) _____ year.
- Practical measures recommended by the new report include improving energy efficiency, using more natural gas and _____ energy sources like wind and wave power.
- I told him that I had _____ him to act for me while I was away from office.
- The company may be reluctant to deviate too far from the basic terms of this agreement, but there are a number of things which are _____.
- Close your eyes and try to _____ that object in your mind, seeing it in precisely the same detail as before.
- For students, there is a tendency to _____ in the evenings; therefore bedtimes and rising times are fairly late.
- It is not possible to determine from raw data just how many accidents were directly _____ to excessive speed.
- It takes more than patience and strategies to civilize the boys into _____ gentlemen.
- If you would like to _____ yourself of this invitation you may do so by giving your names to Mrs. Henry before December 16th.
- With the population of this fascinating and lovable panda close to extinction, any effort to _____ the species must be worthwhile.
- They live in their own tribes and have their own ways of fighting, which make them easily _____.
- He would never understand how she could _____ all those complex, impossibly long poems, yet forget the words of a simple song she must have heard a thousand times or more.

Banked cloze

6 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

A witnessed	F diverse	K sparked
B dense	G stubborn	L positive
C stunning	H glimpse	M comfort
D cluster	I ventured	N dictate
E contemplate	J extended	O tropical

“Why would you leave behind your comfortable bed, your home, your family and friends? Why do you want to go alone?” When you are living out of a backpack for a period of time, you may often get questioned why. I seldom get time to sit down and 1) _____ the reason I travel, but I believe that you only begin to truly live once you step outside of your 2) _____ zone.

My first overseas trip was at 14 years old, which 3) _____ my curiosity for the world. Since finishing high school I have 4) _____ through various countries and been amazed by all the 5) _____ cultures scattered around the globe. My eyes are my greatest asset as they have 6) _____ the most beautiful scenes that replay in my mind every day: 7) _____ landscapes, friendly locals, breath-taking architecture, and food that makes your mouth water once your eyes catch a(n) 8) _____.

Traveling teaches you to be independent in the most 9) _____ way. I know how to depend on myself, go out and meet people, and not let anyone else’s expectations 10) _____ my life. Every day I see my dream and every day it’s in a new place. I am 22 years young. I quite agree with Anthony Bourdain, “If you’re 22, physically fit, hungry to learn and be better, I urge you to travel. Find out how other people live and eat and cook. Learn from them, wherever you go.”

Expressions in use

7 Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

endow with	settle for	be saturated with
trade ... for ...	be open to	mingle with
make up for	more often than not	

- 1 Virginia was a perfectionist. She was just not prepared to _____ anything that was second best.
- 2 He could be quite casual in his attitude to his wife’s anxiety, and _____ failed to let her know when he would be back from a business trip.
- 3 “You’ll kill yourself with those things,” Arty said in a tone in which disappointment was _____ disgust.
- 4 Thanks to modern transportation, agricultural products in these remote mountainous regions can also be _____ other goods.
- 5 As the market _____ a wide variety of goods, the economy became more balanced and the competition forced the prices down.
- 6 Going with the flow doesn’t mean that we don’t know where we’re going; it means that we _____ multiple ways of getting there.
- 7 The athlete had been _____ long legs and a persistent temperament so he was very successful.
- 8 The wrongly accused man asked for extra compensation to _____ the stress he had suffered during the case.

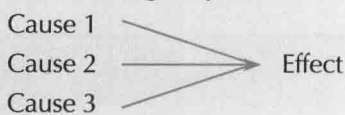
Structure analysis and writing

Structure analysis

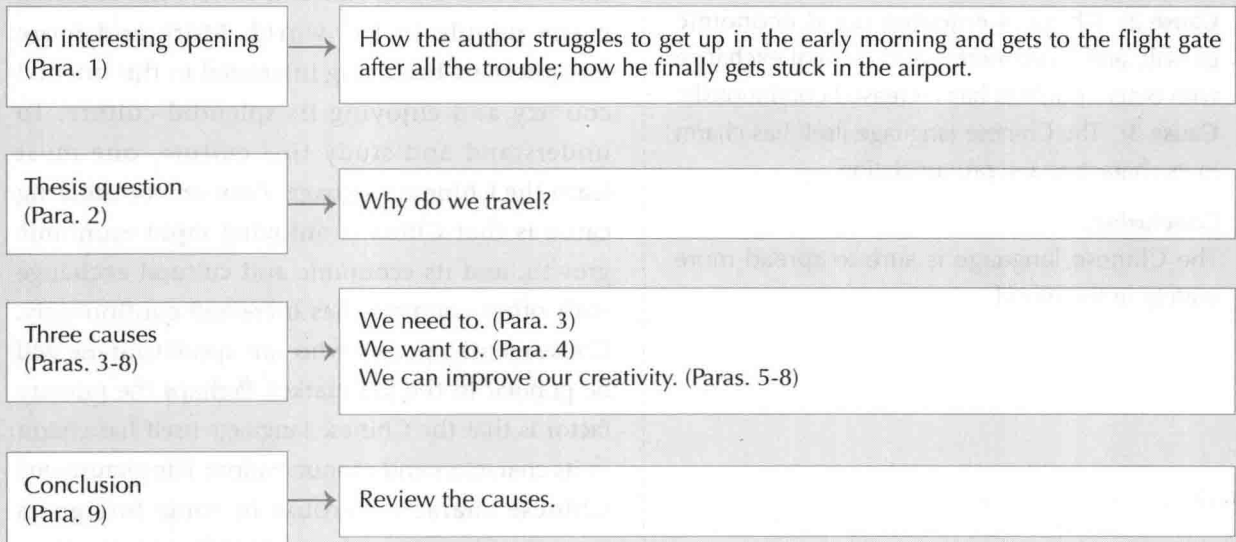
Develop a cause-and-effect essay

Every day we ask questions and look for answers. We realize that many actions do not occur without causes, and we realize also that a given action can have a series of good or bad effects. By examining the causes or effects of an action, we seek to understand and explain things that happen in our lives. The purpose of cause-and-effect essays is to explain to readers: (1) the causes of an event or situation; (2) the effects of an event or situation; or (3) both causes and effects. In B2U6, we have gained some basic knowledge of cause-and-effect essays. In this unit, we will focus on the causes of an event or situation.

The usual logical pattern we follow when writing such a kind of essay is like this:



Text A of this unit is a typical essay of cause. Paragraph 1 is an interesting opening, attracting readers' attention. In Paragraph 2, the author puts forward the thesis question: Why do we travel? Then from Paragraph 3 to Paragraph 8, the author provides a causal analysis of the reasons why we travel. There are three causes: first, we need to; second, we want to; and third, we can become more creative. However, the three causes are not of equal importance. The first two are direct causes because we can think of them easily while the last reason seems a little beyond our reach. The author apparently takes the third cause as something more important, which is an indirect cause and unknown to most of us, by using more words to illustrate it. The last paragraph is the conclusion, reviewing the causes in different words.



An essay of causes begins with an introduction which briefly describes the effect, and then the entire body of the essay analyzes the causes.

When writing the essay, try to remember the following logical requirements:

- 1 Do not oversimplify causes.
- 2 Beware especially of making a mistake in logic known as the fallacy of *post hoc, ergo propter hoc* – Latin words meaning “after this, therefore because of this”. For instance, if a disease broke out soon after X became Minister of Public Health, we would probably make a mistake in logic in saying that the epidemic broke out because X was made minister. Remember sequence does not always indicate causation.
- 3 Distinguish between direct and indirect causes and between major and minor causes.
- 4 Do not omit links in a chain of causes.
- 5 Be objective and support the analysis with solid, factual evidence.

Structured writing

Read the sample essay and see how the causes are developed.

Topic:

Why learn the Chinese language?

Introduction:

Thesis statement: In recent years more and more foreigners are beginning to take an interest in the Chinese language.

Body:

Cause 1: China’s ancient culture has attracted many people in the world.

Cause 2: China is enjoying rapid economic growth, and its economic and cultural exchange with other countries has increased continuously.

Cause 3: The Chinese language itself has charm in its characters and pronunciation.

Conclusion:

The Chinese language is sure to spread more widely in the world.

Sample essay

In recent years more and more foreigners are beginning to take an interest in the Chinese language. According to a survey, Chinese-language courses are given in more than 3,000 schools in over 109 foreign countries.

There are various factors for the widespread interest in Chinese. One of the most common causes is that China’s ancient culture has attracted many people in the world. More and more foreigners are becoming interested in this oriental country and enjoying its splendid culture. To understand and study this culture, one must learn the Chinese language. Another contributing cause is that China is enjoying rapid economic growth, and its economic and cultural exchange with other countries has increased continuously. Consequently, people who can speak Chinese will be popular in the job market. Perhaps the primary factor is that the Chinese language itself has charm in its characters and pronunciation: The picturesque Chinese characters arouse in some foreigners a sense of beauty and are considered attractive.

The pronunciation of Mandarin Chinese (Putonghua) is so beautiful and musical that it has attracted many foreigners to learn.

Many people believe that the Chinese language will become a more important language in the world in decades to come. As China will open further to the outside world, its language is sure to spread more widely in the world.

8 Write an essay of no less than 200 words on one of the following topics. One topic has an outline that you can follow.

Topic:

Stressful life for kids

Introduction:

Thesis statement: Some parents tend to expect too much from their children.

Body:

Cause 1: The harsh reality

Cause 2: The peer pressure

Cause 3: Parents' love for their kids

Conclusion:

To set reasonable expectations for the kids is no easy, but is worth trying.

More topics:

- The grain crisis
- Why delay marriage?

Translation

9 Translate the following paragraphs into Chinese.

Venice is the world's famous island city in northern Italy. Founded in the 5th century, Venice became a major maritime power in the 10th century. In the Middle Ages and the Renaissance, Venice was a major center for commerce and trade, and became an extremely wealthy European city, a leader in political and economic affairs. After several hundred years in power, Venice began to decline in the 15th century. Nowadays, it is regarded as one of the world's most beautiful cities and one of the most important tourist destinations in the world. Venice has a rich and diverse architectural style, the most famous of which is the Gothic style. Venice is also known for several important artistic movements in history, especially the Renaissance period. The influence of Venice on the development of architecture and arts has been considerable. Today, it is still playing an important role in contemporary arts and popular cultures. In 1987, Venice was listed as a World Heritage Site. In March 1980, Venice became a sister city of China's Suzhou City.



10 Translate the following paragraph into English.



丽江地处云南省西北部，境内多山。丽江古城坐落在玉龙雪山脚下，是一座风景秀丽的历史文化名城，也是我国保存完好的少数民族古城之一。丽江古城始建于南宋，距今约有800年的历史。丽江不仅历史悠久，而且民族众多，少数民族人口占全区人口的半数以上。随着丽江旅游业的发展，到丽江古城观光游览的中外游客日益增多。1997年12月，丽江古城申报世界文化遗产获得成功，填补了中国在世界文化遗产中无历史文化名城的空白。

Section B

Reading skills: *Reading with your background knowledge*

Good readers draw on prior knowledge and experience to help them understand what they are reading and are thus able to use that knowledge to make connections. They often move directly through a text without stopping to consider whether the text makes sense based on their own background knowledge, or whether their knowledge can be used to help them understand confusing or challenging materials. Students can comprehend better when they make a text-to-self connection between a piece of reading material and their own life experiences. An example of a text-to-self connection might be, "This story reminds me of a vacation I took to my grandfather's hometown." Let's go further through reading the first paragraph of Text A:

It's 4:15 in the morning, and my alarm clock has just stolen away a lovely dream. I almost return back to sleep before my eye catches my packed suitcase and I groan, remembering that I'm going to the airport. The taxi is late and then lost, and I'm getting increasingly nervous that I'll miss my flight. I run in when we arrive, stagger through security and finally get to my gate. After all the trouble of this morning, my flight is canceled and I'm stuck in this terminal for the next 218 minutes, and my only consolation is a cup of complimentary airport coffee. This is traveling, a burdensome series of running and waiting, and after countless hours, finally getting there.

While reading this paragraph, you may probably get a familiar picture of the scenarios depicted by the author because what is described in the paragraph reminds you of some similar anecdotes you have personally experienced. Once you are able to connect what you are reading with what you have experienced, you can surely comprehend the paragraph better. More importantly, you can also well sense the underlying tone of the author. Why is it 4:15 in the morning? What is the relation between the alarm clock and the lovely dream? Why did the author "groan"? All these details are purposely put together by the author to evoke your memories and in-depth responses.

If you can get the subtle hint from what you're reading, you're an efficient reader because that's exactly what the author wants to drive at. Nevertheless, different readers might get a different hint from exactly the same reading material. Please take a look at the following responses to see how readers can comprehend the same reading material differently:

- The situation described at the beginning of the paragraph reminds me of a time when I was going on a summer trip to France. I was supposed to leave for the airport at 6:00 a.m., but I just couldn't wake up at this early hour. Without the alarm clock, I would have stayed in bed for the whole morning. Even though a summer trip to France can be beautiful and romantic, it could be easily ruined against your will. Oversleep, for example, could ruin your trip and mess things up. So, traveling is not always enjoyable and exciting. (A negative part of travel)
- I know about this experience of being late for the flight because I personally had a very similar situation two years ago, when I almost missed the plane to Hong Kong. As soon as I got to the

airport and rushed to the check-in area, I was informed that I was the last one to check in and the plane was taking off in about 5 minutes. Tips for traveling – early birds get their worms. Leaving enough time to catch your plane, ship, train, or bus is always good advice for travelers. (A useful tip for travel)

- What's going on in this anecdote is just like what happened to my trip to the States. Due to a vicious thunderstorm, my flight had to stay in Japan for a few hours and then I was informed the flight had to be canceled. I was stuck in the terminal for the next 10 hours, cold and sleepy, and the only consolation was a box of complimentary vegetarian combo. This is the dilemma of travel – the real torture you sometimes may have to suffer when you are stuck at the airport due to the nasty weather or flight delay. (A headache of travel)

Through making this text-to-self connection, you can see how this reading skill contributes to your understanding of the paragraph. Remember reading with your background knowledge not only connects you with the text, it also helps you think critically since your understanding of the text is continuously checked, confirmed, modified, or corrected during the reading process until you eventually come to understand the real purpose of the author. For example, in spite of the downside of travel mentioned at the beginning of the text, the author gradually leads the readers to its upside: Thanks to travel, we now become more mentally flexible – our broadened perspective of the world.

1 Read Paragraphs 1, 2, and 8 of Text B to prepare answering the following questions, using the skill of reading with background knowledge.

1 What was your feeling when you were reading Paragraph 1? Did you get a similar feeling as the author described in the paragraph? What do you think the author is driving at?

3 Has something like what is depicted in Paragraph 8 ever happened to you when you traveled around domestically or internationally? Why does the author want to mention the downside?

2 What does the description in Paragraph 2 remind you of your own experience before you were going to travel to an unfamiliar place? What does the author want to tell you?

Text B

Traveling solo – A blessing overall!

- 1 So you're ready to travel. Pick a place, any place. Let's say you've always wanted to go to China. You've seen pictures of the Great Wall, the Forbidden City, Tian'anmen Square. You've always been fascinated with Chinese **aesthetics** and culture, with red, **fragrant** temples and **venerable** statues. You have a **chunk** of money saved and extra vacation time earned. Now is the time to go!
- 2 But maybe you haven't traveled much. You've never been to an exotic place where you can't speak the language or read the signs. A place where you'll have to do all the research for yourself, find hotels, get yourself around, buy **locomotive** or bus tickets, order your own food. You must figure all of this out while looking at the unfamiliar **notation** which you see wherever you look or go.
- 3 So now you're ready to realize your dream to explore China, and find, for yourself, the soul of the country. Unfortunately, right from the **onset**, none of your friends share that dream. Your sister is pregnant and can't travel. Your best friend just got a new job and can't take time off. So what do you do? You could ask everyone you know – friends, acquaintances, co-workers. You could join a tour. Or, you could go alone.
- 4 To travel alone is a difficult decision for anyone, though especially for women. For me, it came naturally. I made that trip to China, and then **zigzagged** on a **multinational** excursion through Indonesia, Thailand, England and France.
- 5 But the reactions I've gotten, from people I know, fellow travelers, and especially, from the natives of the countries I've visited, showed me that solo traveling is strange, and even considered **inconceivable** or **reckless** by many people. People ask me if the **isolation** makes me sad or even if I'm more **susceptible** to violent or dangerous situations.



- 6 This has been sometimes a blessing, sometimes a curse. I remember searching desperately for accommodations in Taiwan. The university listed in my **booklet** no longer had dormitories for travelers, and I was lucky when the desk clerk called a young woman out of a nearby office. As it turned out, she was offering to let me stay at her flat and even had a friend come show me around the city the next day.
- 7 Also in Taiwan, I met two girls who smuggled me into their hotel room, gave me one of the beds (they shared the other), and took me to a **feast** with their tour group. When they heard my next stop was their hometown, they arranged for a **bilingual** friend to pick me up at the train station.
- 8 But there has also been the **downside** of those not-so-pleasant experiences. In Indonesia, a cute boy gave me a ride on his motorbike, and thought that gave him license to **grope** me **illicitly**. Many times in Indonesia, boys **menaced** me, assuming I was willing to pay for their company. In Japan, I was picked up by a young man who refused to drop me at my Youth Hostel; he insisted I stay with his friends. The friends turned out to be four girls; I was safe, but one **snored** like a **lawnmower**, and it took me two days to escape.
- 9 I've been **irritated** and **perplexed** many times – not speaking a language, not understanding or being understood. Once, in Italy, a hotel clerk tried to overcharge me and only gave up after 10 minutes of arguing. Another time in China, a taxi driver insisted I pay more, and I was rescued by the doorman of a fancy hotel.
- 10 Having a companion might have helped **safeguard** me from some of those problems. But it would have **suppressed** other opportunities – a long afternoon in Thailand all alone in the back of a hay **wagon** and then seven days in the back of a truck with a Brit, two Aussies and two Norwegians! Eating **ethnic** food on my way through eastern Korea with four youthful Japanese salarymen. Getting sick in China, and being nursed with chocolate bars and **tissues** by a couple from Texas.
- 11 The few times I have traveled with a companion, I haven't had the same **ample** opportunities to meet people. Other travelers can **swap** stories with you about the local **folklore** of the places they've been to and often have **credible** insights into the place you're visiting. Locals are also more likely to see you as approachable and be **upfront** with you when you're on your own.
- 12 Of course you have to be careful not to **endanger** yourself by throwing **caution** to the wind. Watch your back, but don't **presume** the worst and be overly fearful. Be friendly with people, but watch out for those who are too friendly with you. Don't **disregard** your instincts. If you hear stories about criminals on a road, take the road – just don't take much cash, and don't accept Coca Cola from strangers.
- 13 The key to solo travel is to open your mind, close your eyes and leap in! Everything that happens to you is an experience, and good, bad or **neutral**, they will all benefit

you in some way. Take those little annoyances, those inefficiencies, and those boring **bureaucrats** with a laugh. If you **despise** something, just remember: You don't live there, you can leave anytime, and you'll never have to deal with this again!

- 14 Don't ever let a lack of companionship **constrain** you from doing what you really want to do. Once you go solo, you'll be amazed at how **sensational** your travel experiences will be.

(924 words)

Culture notes

Youth Hostel: a place where people, especially young people who are traveling, can stay very cheaply for a short time

New words

solo /'səʊləʊ/	<i>ad.</i> alone 单独地; 独自地 <i>a.</i> (<i>usu. before noun</i>) done by one person alone, without any help 单独的; 独自的 <i>n.</i> [C] a piece of music or a part of a piece of music that is performed by one person 独奏(曲); 独唱(曲)
aesthetics /es'θetiks/	<i>n.</i> [U] the study of the nature of beauty, esp. in arts such as painting and architecture (审)美学
fragrant /'freɪgrənt/	<i>a.</i> with a pleasant smell 香的; 芬芳的
venerable /'ven(ə)rəbl/	<i>a.</i> (of a person or thing) very old and respected because of their age, experience, historical importance, etc. (因年纪、经验而)受人尊敬的, 德高望重的; (因历史意义等)神圣庄严的, 珍贵的
chunk /tʃʌŋk/	<i>n.</i> [C] 1 a large amount or part of sth. 大量; 大部分 2 a large thick piece of sth. 厚块; 大块
locomotive /,ləʊkə'məʊtɪv/	<i>n.</i> [C] the vehicle at the front of a train that pulls it 机车; 火车头
notation /nəʊ'teɪʃn/	<i>n.</i> [C, U] a set of written signs or shapes that are used in sth. such as music or mathematics 系统成套的记号; 音乐符号; 数学符号
onset /'ɒn, set/	<i>n.</i> [sing.] the beginning of sth., esp. sth. bad (尤指某种坏事情的)开始, 发作
zigzag /'zɪgzæg/	<i>vi.</i> move forward in a line that makes very sharp angles, going suddenly from one direction to another 曲折地行进 <i>n.</i> [C] a pattern that looks like a line of z's connected together 之字形; Z字形

multinational /,mʌltɪ'næʃn(ə)/	<i>a.</i> 1 a multinational company or business has offices, shops or factories in several countries (公司或商行) 跨国的 2 involving people from many different countries, esp. soldiers 多国的
conceive /kən'si:v/	<i>vt.</i> 1 (<i>usu. in negatives or questions</i>) imagine sth. or think of doing sth. 想象; 想出 2 (<i>often passive</i>) think of sth. such as a new idea, plan, or design 构想; 设想
inconceivable /,ɪnkən'si:vəbl/	<i>a.</i> so unlikely as to be difficult to believe 难以置信的
reckless /'rekləs/	<i>a.</i> not thinking about the possible bad effects of your actions 轻率的; 鲁莽的
isolation /,aɪsə'leɪʃn/	<i>n.</i> [U] the state of being separated from other people, or a situation in which you do not have the support of other people 隔离; 孤立; 分离
susceptible /sə'septəbl/	<i>a.</i> easily influenced or affected by sth. 易受影响的
booklet /'bʊklət/	<i>n.</i> [C] a small thin book that gives you information about sth. 小册子
feast /fi:st/	<i>n.</i> [C] a large meal 盛宴 <i>vi.</i> eat and drink a lot on a special occasion 大吃大喝
bilingual /baɪ'lɪŋɡwəl/	<i>a.</i> 1 able to speak two languages equally well 能流利地说两种语言的 2 involving or written in two languages 两种语言的; 用两种语言写成的; 双语的
downside /'daʊn,sɑɪd/	<i>n.</i> [sing.] the disadvantage or negative aspect of sth. (事物的) 不利方面, 消极面
grope /grəʊp/	<i>vt.</i> touch sb. sexually in a rough way, esp. sb. who does not want to be touched 猥亵; 对...性骚扰 <i>vi.</i> search for sth. inside a container, bag, etc. by feeling with your hands (在包、袋等中) 摸索, 寻找
illicit /ɪ'lɪsɪt/	<i>a.</i> not allowed by laws or rules, or strongly disapproved of by society 非法的; 违规的; 不正当的
illicitly /ɪ'lɪsɪtli/	<i>ad.</i> 非法地; 违规地; 不正当地
menace /'menəs/	<i>vt.</i> threaten sb. or sth. 威胁; 威吓 <i>n.</i> 1 [C] sb. or sth. that is dangerous and likely to cause harm 危险人物; 危险事物; 威胁 2 [U] a threatening quality or feeling 威胁; 恐吓
snore /snɔ:/	<i>vi.</i> breathe noisily while you sleep 打鼾 <i>n.</i> [C] a sound you make when you breathe noisily while you sleep 鼾声; 呼噜声
mow /məʊ/	<i>vt.</i> cut grass using a machine or tool with blades 刈, 割 (草等)
lawnmower /'lɔ:n,məʊə/	<i>n.</i> [C] a machine used for cutting grass 割草机; 刈草机
irritate /'ɪrɪ,tet/	<i>vt.</i> 1 make you feel annoyed or impatient 使烦躁; 使不耐烦 2 hurt a part of your body, making it painful, red, or swollen 使疼痛; 使发红; 使肿胀
irritated /'ɪrɪ,tetɪd/	<i>a.</i> 1 annoyed or impatient about sth. 被激怒的; 不耐烦的 2 painful, red, or swollen 疼痛的; 发红的; 肿胀的

perplex /pə'pleks/	<i>vt.</i> make you feel confused and worried because it is difficult to understand 使困惑; 使茫然
<i>perplexed</i> /pə'plekst/	<i>a.</i> confused because you cannot understand sth. 困惑的; 茫然的
safeguard /'seɪf,gɑ:d/	<i>vt.</i> protect sth. or sb. from being harmed or having problems 保卫; 保护 <i>n.</i> [C] a law, rule, plan, etc. that protects sb. or sth. from harm or problems 保障条款; 预防措施
suppress /sə'pres/	<i>vt.</i> 1 stop an activity, esp. by making laws or using your authority (尤指通过制定法律或运用权力) 禁止 (活动) 2 stop opposition or protest using military force or strict laws (凭借武力或严格的法律) 平定, 制止, 镇压 3 stop yourself feeling an emotion 忍住, 抑制, 压抑 (自己的情感)
wagon /'wæɡən/	<i>n.</i> [C] a vehicle with four wheels that is usu. pulled by horses and is used for carrying heavy loads 四轮运货马车
ethnic /'eθnik/	<i>a.</i> 1 relating to a group of people who have the same culture and traditions 种族的; 民族的 2 used for referring to people from a particular ethnic group, when they live in a country where most people are from a different ethnic group 少数民族的
tissue /'tɪʃu:/	<i>n.</i> 1 [C] a piece of soft thin paper used esp. for wiping your nose (尤指擤鼻子用的) 纸巾, 面巾纸 2 [U] the substance that animal and plant cells are made of (动植物细胞的) 组织
ample /'æmpl/	<i>a.</i> (<i>usu. before noun</i>) enough, and often more than you need 足够的; 充裕的; 丰富的
swap /swɒp/	<i>v.</i> give sth. to sb. in exchange for sth. else 交换
folklore /'fəʊk,lɔ:/	<i>n.</i> [U] traditional stories, sayings, and beliefs from a particular region or community 民间传说; 民间谚语; 民间信仰; 民俗
credible /'kredəbl/	<i>a.</i> 1 able to be believed or trusted 可信的; 可靠的 2 considered as likely to happen or be successful 据认为可能发生 (或成功) 的; 有实力的
upfront /ʌp'frʌnt/	<i>a.</i> (<i>informal.</i>) completely honest and not trying to hide anything 坦率的; 无保留的
endanger /ɪn'deɪndʒə/	<i>vt.</i> put sb. or sth. into a situation where they might be harmed 危及; 危害
caution /'kɔ:ʃn/	<i>n.</i> [U] careful thought and lack of hurry in order to try to avoid risks or danger 小心; 谨慎; 慎重
presume /prɪ'zju:m/	<i>vt.</i> think sth. is true because it is likely, although you cannot be certain 假设; 认为
disregard /,dɪsrɪ'gɑ:d/	<i>vt.</i> not consider sth. important or pay any attention to it 漠视; 轻视 <i>n.</i> [sing., U] the attitude of sb. who does not respect sth. or consider it important 漠视; 轻视
neutral /'nju:trəl/	<i>a.</i> 1 not showing strong feelings or opinions in the way you speak or behave (言辞或行为) 不带强烈感情色彩的, 观点不鲜明的 2 not supporting or helping either side in a disagreement, competition, etc. 中立的; 持平的; 无倾向性的

bureaucrat /'bjʊərə,kreɪt/	<i>n.</i> [C] sb. who is employed to help run an office or government department 官僚; 官僚主义者
despise /dɪ'spaɪz/	<i>vt.</i> hate sb. or sth. and have no respect for them 鄙视; 藐视; 看不起
constrain /kən'streɪn/	<i>vt.</i> (<i>fml.</i>) 1 limit sb.'s freedom to do what they want 限制; 约束 2 (<i>usu. passive</i>) force sb. to do sth. that they do not want to do 强迫; 迫使
sensational /sen'seɪʃnəl/	<i>a.</i> 1 very exciting and surprising 轰动的; 激动人心的 2 intended to interest, excite, or shock people 夸张的; 耸人听闻的

Phrases and expressions

take sth. off	have a particular amount of time away from work 从工作中抽出(时间); 休假
smuggle sb. / sth. into	take sb. or sth. secretly to a place where they are not allowed to be 偷偷携带; 夹带
license to do sth.	(<i>infml.</i>) permission to do sth. that is wrong or illegal 对做坏事(或非法之事)的放纵
safeguard sb. / sth. from / against sth.	protect sb. or sth. against sth. 保护...使免遭...
swap sth. with sb.	exchange sth. with sb. 跟某人交换某物
have an insight into	have an understanding of what sth. is like 了解; 熟悉; 看透; 识破
throw / cast caution to the wind(s)	stop being careful and do sth. you know has risks 不顾一切; 鲁莽行事
watch one's back	make sure that no one does anything to harm or trick you 警惕; 提防
watch (out) for	pay close attention in a particular situation because you are expecting sth. to happen or you want to avoid sth. bad 当心; 密切注意
open one's mind	be ready to consider or accept new ideas 乐于考虑(接受)(新观念)
constrain sb. from doing sth.	restrict or limit sb. from doing sth. 限制某人做某事

Proper names

Indonesia /,ɪndəʊ'ni:zjə/	印度尼西亚(东南亚岛国)
Thailand /'taɪlənd/	泰国(东南亚国家)
Youth Hostel	青年招待所
Brit /brɪt/	英国人
Aussie /'ɔ:zi/	澳大利亚人
Norwegian /nɔ:'wi:dʒ(ə)n/	挪威人
Texas /'teksəs/	得克萨斯州(位于美国南部)

Reading comprehension

Understanding the text

2 Choose the best answer to each of the following questions.

- 1 What does the author intend to imply in Paragraph 2?
 - A Travel is exciting because we can have new experiences in exotic places.
 - B Travel is instructive because we can gain a great deal of knowledge.
 - C Travel is difficult because we have to deal with many problems.
 - D Travel is discouraging because we have to visit a lot of unfamiliar places.
- 2 What was people's reaction to the author's traveling alone?
 - A They thought it dangerous and hard to believe.
 - B They thought it came naturally.
 - C They thought it a blessing.
 - D They thought it a curse.
- 3 According to the passage, what did the author experience in Taiwan?
 - A The university listed in her booklet supplied a dormitory for her.
 - B A bilingual friend was arranged to pick her up at the train station.
 - C A desk clerk was offering to lend her a flat.
 - D Two girls kidnapped her in their hotel room.
- 4 According to the passage, which of the following is not true during the author's solo traveling?
 - A She spent a long afternoon in Thailand all alone in the back of a hay wagon.
 - B For seven days she took a truck with a Brit, two Aussies and two Norwegians.
 - C A Texas couple nursed her with chocolate bars and tissues in China.
 - D She ate ethnic food with four youthful Chinese salarymen on her way through eastern Korea.
- 5 What should be avoided in order to protect yourself from danger in solo travel?
 - A Presuming the worst and be overly fearful.
 - B Being careful not to endanger yourself by throwing caution to the wind.
 - C Watching out for those who are too friendly with you.
 - D Taking the road with less money if you hear stories about criminals on the road.
- 6 What do we know about the author and her solo travel?
 - A She isn't susceptible to any dangerous situations.
 - B It is very hard for the author to make the decision to travel alone.
 - C Only a few of her friends share her dream of exploring China.
 - D Her travel proves to be worthwhile despite unpleasant experiences.
- 7 Which of the statements is not the author's opinion about solo travel?
 - A The key to solo travel is to open your mind.
 - B Don't ever let a lack of companionship constrain you from solo travel.
 - C Solo traveling is strange, and considered inconceivable or reckless.
 - D Everything that happens to you will benefit you in some way.
- 8 What idea does the author intend to convey?
 - A Solo travel has been sometimes a blessing, sometimes a curse.
 - B Overall, solo travel is a blessing.
 - C To travel alone is difficult for anyone, especially for women.
 - D Solo travel usually makes one irritated and perplexed.

Critical thinking

3 Work in pairs and discuss the following questions.

- 1 Can you tell some differences between traveling solo and traveling with company?
- 2 What do you think are the differences in attitudes between Chinese and Americans toward traveling?
- 3 Will you constrain yourself from doing what you really want to because of a lack of companionship?

Language focus

Words in use

4 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

conceive	despise	presume	irritate
downside	susceptible	suppress	
ethnic	disregard	venerable	

- 1 Because there are so many _____ groups in the US, especially on the East Coast and the West Coast, American cuisine has many different cultural influences.
- 2 With the development of computer science, technicians are able to _____ a new blueprint for the city's development in the near future.
- 3 Many researchers have _____ the new damage to the forests in that region to be the result of higher levels of pollution.
- 4 People who do not fulfill a pledge are called betrayers, deserters, or deceivers, and they are _____ by everyone.
- 5 Seldom will things _____ you if you can always keep cool, especially when dealing with personal issues.
- 6 Dewi Morgan had _____ the customs and brought up his daughter to do what folks considered a man's trade.
- 7 There is a(n) _____ to her particular case: The more she remembers, the greater the bitterness she feels about what happened to her.
- 8 That _____ building, the City Hall, has served continuously as the seat of city government since 1895.
- 9 If you already know you are _____ to seasickness or the sea will be rough, you should take some medication before beginning the voyage.
- 10 It is probable that some medicines we take will never cure us of our illnesses or improve our health but will only help to _____ our symptoms.

Expressions in use

5 Fill in the blanks with suitable prepositions or adverbs.

- 1 The officers have been given orders to take precautionary measures to safeguard their troops _____ the effects of chemical weapons.
- 2 The reduced annual university budget constrained the president _____ recruiting top-class professors to teach the students.
- 3 Holiday Home Exchange is easy, you simply swap homes _____ another family that wants to stay where you live.
- 4 Staying in a French family home is an ideal way to improve your French and to have a rare insight _____ French culture.
- 5 True love makes you throw caution _____ the winds and sacrifice everything to protect your lover.
- 6 The region is the principal arrival zone for most drugs smuggled _____ this country.
- 7 While applying sales-promotion techniques, both manufacturers and businesses should watch out _____ the preferences and customs of the potential customers to overcome their psychological barriers.
- 8 She has had to take time _____ from her job in a D.C. law firm to deal with this unexpected problem.



Sentence structure

6 Rewrite the following sentences by using "as it turned out". Make changes where necessary.

Model: At last, I found that she was offering to let me stay at her flat and even had a friend come show me around the city the next day.

→ As it turned out, she was offering to let me stay at her flat and even had a friend come show me around the city the next day.

1 The day following was, in fact, the last of Mr. Wraxall's stay at Raback.

2 In the end, the war went on for more than four years, with horrible losses of personnel and material on both sides.

3 Madigan had been studying Mr. Barrett for a couple of months, but it proved that the man was rather mysterious.

7 Complete the following sentences by translating the Chinese into English, using "take sth. with a laugh / a smile / gratitude / a nod / a deep bow, etc.".

Model: _____ those little annoyances, those inefficiencies, and those boring bureaucrats _____
(对……一笑了之).
→ Take those little annoyances, those inefficiencies, and those boring bureaucrats with a laugh.

1 Most of them _____

(对他的行为一笑了之), except for the occasional customers who would try their best to avoid eye contact and eat as fast as they could.

2 She _____

(对此很感激) when she learned her son had obtained the chance for the championship.

3 At the conclusion of the opera, the audience rose as one with thunderous applause, and the actors _____

(对此深鞠一躬).

Collocation

You might have the **lovely dream** (B3U4A) to go to places you have dreamed of seeing. After you've had some **pleasant experiences** (B3U4B) in **multinational excursions** (B3U4B), you'll realize the need to always have **valuable open-mindedness** (B3U4A) and **mental flexibility** (B3U4A), as well as a more focused goal or travel purpose, whether it is a new language you want to learn or a new skill you want to develop in the **digital age** (B3U4A). Sometimes you have serious goals, like learning the technology of **modern aviation** (B3U4A) or making new designs for your course project. Sometimes you have less formal goals, like learning the **local folklore** (B3U4B) or mingling with **bilingual friends** (B3U4B). No matter what, they'll keep you feeling like you're leaving the **exotic place** (B3U4B) with a bit more **credible insights** (B3U4B). Having such a focus also creates a stronger connection between you and whatever places you're visiting, which naturally can lead to new ideas and **ample opportunities** (B3U4B) that you might have missed otherwise.

Warm-up: Choose a specific collocation provided in the box to replace the underlined parts in the following sentences without changing its original meaning.

globalized world
disorienting diversity

overly fearful
swap stories

solo travel
foreign travel

- 1 These are extremely nervous people who have little faith in themselves and others who believe in a hostile world.
- 2 Each of our degree courses offers the opportunity for students to develop their own interest within a broad framework of the wide variety and richness of Western literature.
- 3 A credit card is especially convenient for a trip by yourself because it's safe to carry, and there are also insurance benefits if you pay for your travel with the card.
- 4 Far too often these days, travelers from different companies around the globe like to share stories that are the most thrilling and interesting with their business partners.
- 5 I get excited when I am in the classroom with a good teacher because I am given insight not only into a certain subject but also into a world that is more like a village.
- 6 College students became aware that one of the advantages of taking positions as teachers is to be able to spend long holidays enjoying traveling to different countries.

8 When people plan to travel and have leisure time, most likely there is a rationale beyond it. Here is Kevin's enlightening opinion about travel purposes. Complete it with appropriate collocations from the texts. You're provided with the first letter(s) for each of the collocations.

I recall my first few years of wandering, a period of time that saw me in constant vacation mode as I hopped between countries.

At that time, I was excited to find myself in
 1) *ex* _____ *pl* _____ even if I just stayed in a guesthouse for a few days. And I thought I had the most wonderful life – my
 2) *lo* _____ *dr* _____.

Then one day, just over three years into my adventure and while biking around the ruins in the north of Myanmar, I realized that my
 3) *mul* _____ *ex* _____ were really leading me nowhere. Apart from having quite a few “cool” and 4) *pl* _____ *ex* _____, I was barely learning and barely improving myself. In order to make sure I still had some money left for a few more weeks of
 5) *fo* _____ *tr* _____, I had to constantly check my bank account. I was more aware of the significance of 6) *va* _____ *op* _____, though.

So, I decided to change the way I traveled.

For example, I would go to India to seek
 7) *am* _____ *opp* _____ for volunteer work, to South America to practice my Spanish, to Eastern Europe to improve my knowledge of the 8) *dis* _____ *di* _____ of the region, and to Australia to create my first source of online income while learning the
 9) *l* _____ *fo* _____ in a city I love. More recently, I lived in Mexico in order to learn how to ride on waves. Now, I'm in Thailand in order to 10) *s* _____ *st* _____ with other travelers and catch up on my work.

Everything has a purpose. No more aimlessness for me. I really do believe that for anyone interested in 11) *m* _____ *av* _____, having such goals is vital. Traveling with an increased sense of purpose can help you gain some 12) *cr* _____ *in* _____ and maximize the personal growth you experience. They might prove useful at some point in your life.



Unit project

Planning a three-day trip

Traveling can be a fun way to gain life experience, especially during holidays. In this unit, you will be required to plan a three-day trip. Please follow the steps below.

- 1** Form a group of four and decide a destination.
- 2** Discuss with your group members your travel plan, including:
 - budget
 - transportation and accommodations
 - places you'd like to visit
 - clothing you'd like to take, etc.
 - detailed schedule
- 3** Make a plan for your three-day trip.
- 4** Present your plan to the class.



UNIT

5



When work is a pleasure

Do not hire a man who does your work for money, but him who does it for love of it.

—Henry David Thoreau (American philosopher)

The more I want to get something done, the less I call it work.

—Richard Bach (American writer)

Preview

As we grow into young adults, everyone learns to work. It may be a simple job helping your parents, your teachers, the neighbor next door, or a summer job in your neighborhood. Naturally, over time you develop an idea of what work means to you.

In modern society, the nature of work is rapidly changing. Most people work hard, but two people in very similar jobs may have very different experiences. One may enjoy their work while the other may find the work difficult and tiring. What do you think creates such a striking difference in job satisfaction between two people?

Meanwhile, there are also differences in the way people deal with their work. While some just work for the sake of money, others may try to build their self-esteem, responsibility and pride into their work. What qualities are you looking for in a job? What attitudes about work do you think are important for success in your career?

Section A

Pre-reading activities

1 You will find 10 typical job characteristics below, which may or may not be important to you when you choose your future job or career. Read the statements and write down the numbers that represent your opinion.

- 1 = disagree completely
- 2 = agree a little
- 3 = agree to some extent
- 4 = mostly agree
- 5 = agree completely

When exploring a job, it is important for me to know ...

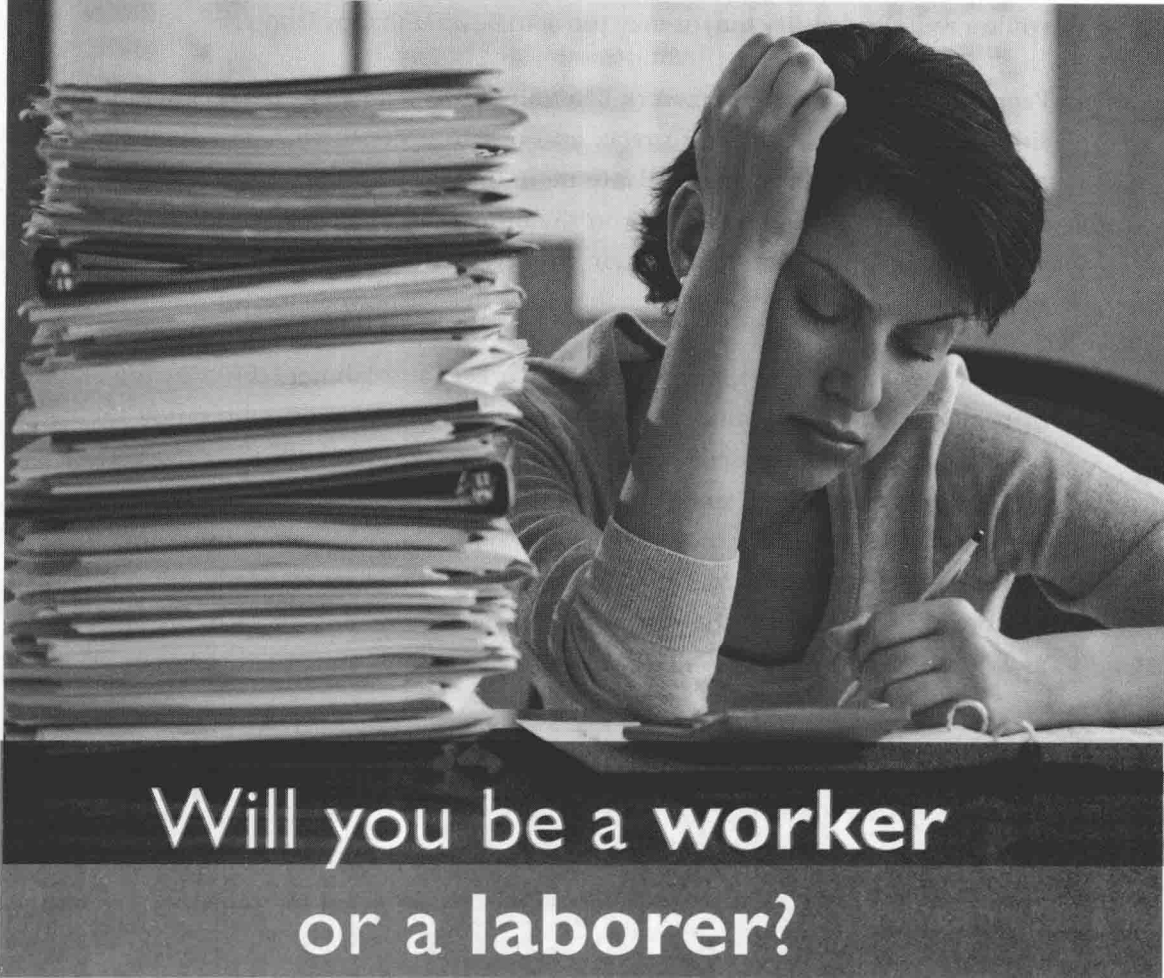
- 1 the chance of advancing to a higher position
- 2 how much the job pays
- 3 how much responsibility the job involves
- 4 the stress level of the job
- 5 the location of the workplace
- 6 the work conditions
- 7 whether the job requires unusual work hours
- 8 the amount of travel required
- 9 whether the job is compatible with my personality
- 10 whether people consider the job prestigious

2 Work in pairs and compare your answers.

3 Discuss the following question with your partner.

What are the three most important factors when you choose a job?

Text A



- 1 To be truly happy, a person must feel both free and important. People are never happy if they feel compelled by society to do work they do not enjoy, or if what they do enjoy is ignored by society as having no value or importance. In a society where slavery in the strict sense has been abolished, the social indications around work, the value of work and the salary, have **degraded** many laborers into modern slaves – “wage slaves”.
- 2 People are considered laborers if their job has an **adverse** effect on them, yet they feel compelled to continue working by the necessity of **conforming** to societal expectations and earning the **revenue** to support themselves and their families. The **polar** opposite of labor is play. When we play a game, we enjoy what we are doing, but it is a purely private **pastime**; society does not care when or whether we play.
- 3 Between labor and play stands work. People are labeled as workers if their personal interests **coincide** with the jobs society pays them to do; what is necessary labor from the point of view of society is **voluntary** play from the individual’s personal point of view. Whether a job is to be **designated** as labor or work depends, not on the job itself, but on the tastes of the individual who undertakes it. The difference does not, for

example, **correlate** with the difference between a manual and mental job or between jobs of low or high **esteem**; a gardener covered in dirt in a **greenhouse** may be a worker while a well-dressed city **mayor** may prove to be an unhappy laborer!

- 4 People's attitude toward their work determines everything. To workers, leisure means simply the hours they need to relax and rest in order to work efficiently. Workers are therefore more **prone** to **dedicate** more time to working, taking too little leisure rather than too much. To laborers, on the other hand, leisure means **autonomy** from compulsion, so it is natural for them to imagine that the fewer hours they have to spend laboring, and the more hours they have free for play, the better.
- 5 Besides the mere hours spent in leisure, workers and laborers differ in the amount of personal satisfaction they derive from their jobs. Workers who enjoy their jobs will be happier, less stressed, and generally more satisfied with their lives. They will also work with more diligence and **precision** because they have **fostered** a sense of personal pride in their jobs. On the other hand, laborers, whose sole **incentive** is earning their **livelihood**, feel that the time they spend on the daily grind is wasted and doesn't contribute to their happiness. Instead of valuing all 24 hours of their day as enjoyable and productive hours, they **gauge** only the time spent in leisure and play



as meaningful. Unfortunately, laborers are all too **commonplace**, and only a small percentage of the population is in the lucky position of being workers.

- 6 In recent decades, technological **innovation** and the division of labor have caused major economic changes by eliminating the need for special strength or skill in many fields and have turned many paid occupations with enjoyable work into boring labor. Increasing productivity with **automated** machines, such as robots, has reduced the number of necessary laboring hours. It is possible to imagine an **upcoming** society in which the majority of the population will have almost as much leisure time as in earlier times was enjoyed by the **medieval aristocracy**. The medieval aristocrats had an abundance of leisure time but often wasted it in trivial pursuit of games and fashion. Likewise, modern-day laborers with too much leisure time may find it difficult to **refrain** from the **addictive** and trivial pursuits of celebrity **gossip**, **extravagant** fashion, and excessive video games and TV – similar bad habits that waste valuable time.
- 7 However, it's not necessary to take such a **toxic** attitude toward such a positive thing as leisure time. In fact, in many countries, people now use their leisure time to improve their minds and their working conditions to create a happier, more contented life. Lifelong learning can make the difference between being bored, unhappy laborers and workers who find meaning and joy in their employment and life. "Continuing education" or "experiential learning" can offer an **array** of classes from pleasant **diversions** such as sports, art classes or music to leadership development, advanced accounting skills, or CAD (computer-aided design), to name only a few.
- 8 Whatever the job, people who enjoy their work find time passes quickly. They **hurl** their passion into their work, be it physical like the work of a smith, or more mental like that of a scientist or an artist. Even purely mental work can **suffice** as an outlet, as **aptly** expressed by the phrase "sinking one's teeth into a problem".
- 9 Eventually, everyone has to find a job and earn a living. Laborers are slaving away at a job they don't enjoy for a small **monetary** reward, waiting all day until they go home and play. But while laborers are counting down the hours, workers are energized and focused, taking **optimum** pleasure in the task at hand. By choosing a job that is both useful to society and personally fulfilling, workers maintain a **simultaneous** sense of purpose and enthusiasm that improves their whole lives. So in the end, whatever job you choose, you must **contend** with this essential question: Will you be a laborer or a worker?

(913 words)

New words

degrade /dɪ'ɡreɪd/	<i>vt.</i> treat sb. without respect and make them lose respect for themselves 贬低(某人); 羞辱(某人)
adverse /'ædvɜ:s/	<i>a.</i> not good or favorable 不利的; 反对的; 反面的
conform /kən'fɔ:m/	<i>vi.</i> (~ to / with) obey sth. such as a rule or law 遵照; 遵守; 服从
revenue /'revə,nju:/	<i>n.</i> [U] money that a business or organization receives over a period of time, esp. from selling goods or services (公司、机构的) 收益, 收入
polar /'pəʊlə/	<i>a.</i> 1 (~ opposite / extreme) sth. that is the complete or exact opposite of sth. else 完全相反; 正好相反 2 close to or relating to the North Pole or the South Pole 地极的; 近地极的; 极地的
pastime /'pɑ:s,taim/	<i>n.</i> [C] sth. that you do because you think it is enjoyable or interesting 消遣; 娱乐
coincide /,kəʊm'saɪd/	<i>vi.</i> (~ with) 1 (of ideas, opinions, etc.) be the same or very similar (想法、意见等) 相同, 相符, 极为类似 2 (of two or more events) take place at the same time (两件或更多的事) 同时发生
voluntary /'vɒlənt(ə)rɪ/	<i>a.</i> done willingly and without being forced 自愿的; 自动的
designate /'deɪzɪg,neɪt/	<i>vt.</i> 1 (<i>fml.</i>) (~ sb. / sth. as) give sb. or sth. a particular name, title, or description 把...定名为; 授予...称号; 把...描述为 2 (~ sb. / sth. as) formally choose sb. or sth. for a particular purpose 任命; 选定; 选派
correlate /'kɒrə,leɪt/	<i>v.</i> (~ with) if two or more facts, ideas, etc. correlate or you correlate them, they are closely connected to each other or one causes the other (使) 相互关联
esteem /ɪ'sti:m/	<i>n.</i> [U] a feeling of respect for sb., or a good opinion of sb. 尊敬; 敬重 <i>vt.</i> (<i>fml.</i>) respect and admire sb. or sth. 尊敬; 敬重
greenhouse /'ɡri:n,haʊs/	<i>n.</i> [C] a glass building used for growing plants that need warmth, light, and protection 温室; 暖房
mayor /meɪə/	<i>n.</i> [C] the person who has been elected to lead the government of a town or city 市长
prone /prəʊn/	<i>a.</i> likely to do sth. or suffer from sth., esp. sth. bad or harmful 易于发生某事(尤指不好或有害的事)的; 很可能...的; 有...倾向的
dedicate /'dedɪ,keɪt/	<i>vt.</i> 1 use a place, time, money, etc. only for a particular purpose (为某一目的而) 使用 2 give all your attention and effort to one particular thing 致力于; 献身于
autonomy /ɔ:'tɒnəmi/	<i>n.</i> [U] 1 the ability or opportunity to make your own decisions without being controlled by anyone else 自主能力; 自主 2 freedom that a place or an organization has to govern or control itself 自治; 自治权
precision /prɪ'sɪʒn/	<i>n.</i> [U] the quality of being very exact or correct 精确(性); 准确(性)

foster /'fɒstə/	<i>vt.</i> help a skill, feeling, idea, etc. develop over a period of time 促进; 培养; 助长
incentive /ɪn'sentɪv/	<i>n.</i> [C, U] sth. that encourages you to work harder, start a new activity, etc. 刺激; 动力; 鼓励
livelihood /'lɪvlihud/	<i>n.</i> [C, U] the way you earn money in order to live 生计
gauge /geɪdʒ/	<i>vt.</i> make a judgment or guess about a situation, action, or person based on the information that you have (根据所掌握的信息) 估计, 判断 <i>n.</i> [C] an instrument for measuring the size or amount of sth. 测量仪器; 计量器; 量规
commonplace /'kɒmən,pleɪs/	<i>a.</i> happening or existing in many places, and therefore not special or unusual 平常的; 平凡的; 不足为奇的
innovation /,ɪnəʊ'veɪʃn/	<i>n.</i> 1 [U] the introduction of new ideas or methods 革新; 创新 2 [C] a new idea, method, or invention 新观念; 新方法
automate /'ɔ:tə,meɪt/	<i>vt.</i> start using computers and machines to do a job, rather than people 使自动化
automated /'ɔ:tə,meɪtɪd/	<i>a.</i> using computers and machines to do a job, rather than people 自动化的
upcoming /'ʌp,kʌmɪŋ/	<i>a.</i> (<i>only before noun</i>) happening soon 即将来临的; 即将发生的
medieval /,medi:'i:v/	<i>a.</i> connected with the Middle Ages (= the period between about AD 1100 and 1500) 中世纪的; 中古时期的
aristocrat /'æɪrɪstə,kɹæt/	<i>n.</i> [C] sb. who belongs to the highest social class 贵族 (成员)
aristocracy /,æɪrɪ'stɒkɹəsi/	<i>n.</i> [C, usu. sing.] the people in the highest social class, who traditionally have a lot of land, money, and power 贵族
refrain /rɪ'freɪn/	<i>vi.</i> (~ from) (<i>fml.</i>) not do sth. that you want to do 克制; 抑制; 忍住
addictive /ə'dɪktɪv/	<i>a.</i> 1 an activity that is addictive is so enjoyable that you do not want to stop 使人入迷的; 使人沉溺的 2 if a substance, esp. a drug, is addictive, your body starts to need it regularly and you are unable to stop taking it 使人成瘾的
gossip /'gɒsɪp/	<i>n.</i> [U] information that is passed from one person to another about other people's behavior and private lives, often including unkind or untrue remarks 流言蜚语; 闲言碎语; 传闻
extravagant /ɪk'strævəgənt/	<i>a.</i> spending or costing a lot of money, esp. more than is necessary or more than you can afford 奢侈的; 挥霍的
toxic /'tɒksɪk/	<i>a.</i> containing poison, or caused by poisonous substances 有毒的; 由有毒物质引起的
array /ə'reɪ/	<i>n.</i> [C, usu. sing.] a group of people or things, esp. one that is large or impressive 大群; 大堆; 大量
diversion /daɪ'vɜ:ʃn/	<i>n.</i> [C, U] 1 an enjoyable activity that you do to stop yourself from becoming bored 消遣; 娱乐 2 a change in the direction or use of sth., or the act of changing it 转向; 转移
hurl /hɜ:l/	<i>vt.</i> throw sth. using a lot of force 猛投; 用力掷
suffice /sə'faɪs/	<i>vi.</i> (<i>fml.</i>) be enough 足够; 满足要求

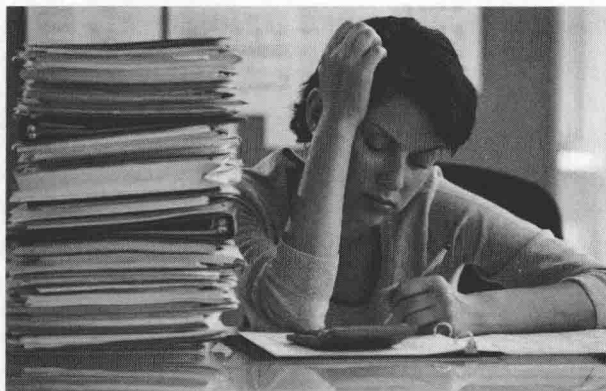
apt /æpt/	a. exactly right for a particular situation or purpose 适当的; 恰当的
aptly /'æptli/	ad. (~ named / described / called, etc.) named, described, etc. in a way that seems very suitable 恰当地命名 / 描述 / 称呼等
monetary /'mʌnɪt(ə)ri/	a. (<i>only before noun</i>) relating to money, esp. all the money in a particular country 货币的; 金融的
optimum /'ɒptɪməm/	a. (<i>only before noun</i>) the best or most suitable for a particular purpose or in a particular situation 最优的; 最适宜的
simultaneous /,saɪml'teɪniəs/	a. happening or done at the same time 同时的; 同时发生的
contend /kən'tend/	vi. compete against sb. in order to gain sth. 竞争; 争夺 vt. argue or state that sth. is true 声称; 断言; 主张

Phrases and expressions

to name only / but a few	used after a short list of things or people to say that there are many more you could mention 略举几例
sink one's teeth into sth.	(<i>infml.</i>) start to do sth. with a lot of energy and determination 精力充沛地开始处理某事; 专注于做某事
slave away	work very hard 拼命干; 苦干
count down	wait for sth. to happen, usu. noticing every day or moment that passes until it happens 倒数; 倒计时
at hand	(<i>fml.</i>) needing to be dealt with now 手头的; 需要马上处理的
contend with sth.	have to deal with sth. difficult or unpleasant 必须处理; 不得不应付

Reading comprehension

Understanding the text



1 Answer the following questions.

- 1 How can a person be truly happy?
- 2 How is labor different from play?
- 3 Why does the author make a comparison between a gardener and a well-dressed city mayor?
- 4 What does leisure mean to workers and laborers respectively?
- 5 How do workers and laborers differ in the amount of personal satisfaction they derive from their jobs?
- 6 How do technological innovation and the division of labor change the nature of work?
- 7 What kind of attitude should people take toward leisure time?
- 8 What does the author mean by using the expression “sinking one’s teeth into a problem”?

Critical thinking

2 Work in pairs and discuss the following questions.

- 1 How does technology change people’s work and life?
- 2 How can a person foster love for his work?
- 3 Will you be a worker or a laborer? Why?

Language focus

Words in use

3 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

gauge	suffice	prone	dedicate
foster	incentive	commonplace	
innovation	revenue	simultaneous	

- 1 The general considered all the information that had been gathered and _____ what possible moves the enemy might make before issuing his orders.
- 2 The new president said she would _____ herself to protecting the rights of the old and the homeless, who are otherwise helpless and vulnerable.
- 3 Cell phone conversations, which are fairly _____ on commuter trains, can be annoying to fellow commuters.
- 4 Ask your doctor whether a low-fat diet and a daily walk will _____ to reduce your high blood pressure.
- 5 The _____ from tourism is the biggest single contribution to GDP in the Maldives; every year many tourists from all corners of the world spend their holidays there.
- 6 Since the beginning of this century, China has built many modern conference centers with underground parking, air-conditioning and _____ translation systems.
- 7 While advertising offers a stimulus (刺激) to buy, sales promotion offers a(n) _____ to buy, but consumers must have their own reason to buy.
- 8 In general, smokers living in cities are slightly more _____ to lung cancer than smokers who are living in the country.
- 9 A large proportion of important _____ are brought about by people who step outside of conventional categories or traditional assumptions.
- 10 The habit of going to coffee houses was _____ by the city’s relatively small size, safe streets, good public transportation, and moderate climate.

Word building

The suffix *-ism* combines with nouns and adjectives to form new nouns. Nouns formed in this way refer to beliefs and behavior based on the thing referred to or described by the original noun or adjective.

Examples

Words learned	Add <i>-ism</i>	New words formed
hero	→	heroism
tour	→	tourism
journal	→	journalism
social	→	socialism

The suffix *-ment* combines with verbs to form nouns. Nouns formed in this way refer to the process of making or doing something, or to the result of this process.

Examples

Words learned	Add <i>-ment</i>	New words formed
engage	→	engagement
assign	→	assignment
entertain	→	entertainment
punish	→	punishment



4 Add *-ism* or *-ment* to or remove them from the following words to form new words.

Words learned	New words formed
<i>-ism</i>	
real	_____
imperial	_____
commercial	_____
human	_____
terror	_____
<i>-ment</i>	
recruit	_____
resent	_____
enroll	_____
refresh	_____
ship	_____
enforce	_____

5 Fill in the blanks with the newly-formed words in Activity 4. Change the form where necessary. Each word can be used only once.

- The majority of people suffering from the extreme heat simply headed for home or else sought _____ in the crowded bars and restaurants of the city center.
- Virtually every _____ of food coming into the country must be documented so the government can track incidents of contamination (污染).
- Investigators work with local law _____ agencies and the court system of a country when it becomes necessary to punish those found guilty of stealing software.
- Indeed, the logic of _____ may lead enterprise to pursue activities which are, to a higher or lesser degree, at odds with other government objectives.
- As cameras got lighter and the public began demanding more _____ in the movies, Hollywood went to film on location (外景拍摄).
- Based on its _____ planning strategy, the company should be able to offer 50 more job vacancies, provided that conditions will be most favorable next year.
- Colleges and universities find themselves in a serious bind (困境): One is due to the dramatic increase in _____ and the other to the limited resources.
- This new leadership has abandoned all strategic talk of economic _____ in favor of self-regulating market economics.
- Bitterness, anger and _____ can, figuratively speaking, act as emotional cancer which may eat us up inside.
- _____ can be defined as violent or threatening behavior conducted by individuals or groups, who want to change the result of a political process or realize a certain purpose – often at the cost of other people.
- In an enlightened view a primary goal of education can be said to be a spiritual understanding and an emphasis on _____ rather than on materialism.

Banked cloze

6 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

A coincide	F notion	K reflects
B diversion	G adverse	L primary
C foster	H motivations	M miserable
D gauging	I monetary	N aspects
E gossiping	J livelihood	O employees

In a study conducted in the UK, it was found that only four out of every five 1) _____ were happy at work. Surprisingly, contrary to popular 2) _____, friendly, supportive colleagues and a good manager, instead of the salary or the love for the work, have been found to be the 3) _____ causes of happiness at work. So, how do you keep your spirits up and, at the same time, 4) _____ a sense of joy on the job? Here is one of the tips to help you on your way to finding happiness and complete job satisfaction in the workplace.

Start with a positive outlook. Happiness is a state of mind; it 5) _____ an attitude, though not many people realize it. Staying happy at work is totally based on your 6) _____ and on a positive outlook toward your job, not on 7) _____ rewards or material gain. Dwelling on (老是想) the good 8) _____ of the work rather than rattling on and on (对...喋喋不休) about what makes you unhappy is the basic key to happiness. Negativity and 9) _____ about bad things may be easy, but it is looking at the bright side that makes for the challenging part of a job. As Francesca Reigler puts it, "Happiness is an attitude. We either make ourselves 10) _____, or happy and strong. The amount of work is the same."

Expressions in use

7 Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

slave away	count down	contend with
refrain from	correlate with	designate ... as
conform to	coincide with	

- 1 The results of this experiment do not _____ those of the studies that the team of scientists had conducted previously.
- 2 It was a moment of overwhelming excitement when Steve was given the first prize; Tiffany couldn't _____ hugging and kissing him.
- 3 As we _____ to tonight's presidential debate, it's time to go over the political agendas which the candidates are trying to promote.
- 4 She spent the next 10 years taking in washing, _____ to pay back the money they had borrowed from the bank.
- 5 Indeed, it seems that the upward shift in the rate of economic growth in the mid-1990s _____ a sudden, substantial, and rapid decline in the prices of computers.
- 6 As Crawford _____ heartbreak in his private life, his career soared to greater heights than he could have ever dreamed of.
- 7 I am assuming that you have adequate health insurance, but someone should _____ successor to take over your financial and domestic affairs if you become unable to cope with them yourself.
- 8 Formal consent for this new type of treatment was obtained from each patient and the study _____ our institution's guidelines concerning medical ethics (伦理).

Structure analysis and writing

Structure analysis

Develop a comparison / contrast essay

Comparison and contrast are two thought processes you go through constantly in everyday life. When you compare two things, you show how they are similar; when you contrast two things, you show how they are different. You may compare or contrast two brand-name products (for example, Pepsi and Coca-Cola), two television shows, two cars, two teachers, two jobs, two friends, or two possible solutions to a problem you are facing. The purpose of comparing or contrasting is to understand each of the two things more clearly and, at times, to make judgments about them. The present text makes extensive use of contrast in order to highlight the differences between two terms or two occupations which are seemingly similar to us, i.e., worker and laborer. Have a look at Paragraphs 4 and 5 to see how contrast is made between a worker and a laborer.

General statement: People's attitude toward their work determines everything. (Para. 4)

To workers, leisure means simply the hours they need to relax and rest in order to work efficiently. Workers are therefore more prone to dedicate more time to working, taking too little leisure rather than too much.

in contrast with

To laborers, on the other hand, leisure means autonomy from compulsion, so it is natural for them to imagine that the fewer hours they have to spend laboring, and the more hours they have free to play, the better.

General statement: Workers and laborers differ in the amount of personal satisfaction they derive from their jobs. (Para. 5)

Workers who enjoy their jobs will be happier, less stressed, and generally more satisfied with their lives. They will also work with more diligence and precision because they have fostered a sense of personal pride in their jobs.

in contrast with

On the other hand, laborers, whose sole incentive is earning their livelihood, feel that the time they spend on the daily grind is wasted and doesn't contribute to their happiness. Instead of valuing all 24 hours of their day as enjoyable and productive hours, they gauge only the time spent in leisure and play as meaningful.

Note here the author uses the point-by-point method when contrasting workers and laborers. You can turn to B2U3 and B2U5 for more information about comparison and contrast essay writing.

Structured writing

Read the sample essay and see how it develops in the pattern of point-by-point comparison.

Topic:

Vacationing at a beach or in a city

Introduction:

Thesis statement: There are differences between vacation at a beach and in a city.

Body:

Point 1: The first major difference is the kind of activities you are able to do.

- on a beach
- in a city

Point 2: Another difference is the clothing and equipment you need to take with you.

- on a beach
- in a city

Point 3: The final difference is the pace of life.

- on a beach
- in a city

Conclusion:

Here you have these differences to consider when deciding where to go on vacation.

Sample essay

It is a fact that not all people have the opportunity to go on vacation. The ones who have the opportunity like to go out of town once in a while in order to leave their worries behind. When we go on vacation, we have to decide the best place to go according to what we have in mind. The purpose of this essay is to contrast the differences between vacation at a beach and in a city. We will look at the kind of activities, the clothing required and the pace of life available while vacationing on a beach or in a city.

The first major difference between vacationing on a beach and in a city is the kind of activities you are able to do. On a beach, for example, you can go sailing, fishing, surfing, skiing, or take advantage of the sun and lie in the sand to get a tan, or even in some cases feed sharks and swim with dolphins. On the other hand, in a city you can visit different sites such as museums, theaters, important buildings, or go downtown. This means that you have many places to know and you will need much more time and organization in a city than on a beach.

Another difference between vacationing on a beach and in a city is the clothing and equipment you need to take with you. If you decide to go to the beach, you will have to take mainly a bathing suit, shorts, short-sleeve shirts, sandals, sunglasses, and sun block. Considering that you are going to the city where you will have to walk a lot, you will need comfortable and casual clothing such as jeans and tennis shoes. You will also have to take fancy clothes in case you want to go, for example, to watch a play or to a concert.

The final difference between vacationing on a beach and in a city is the pace of life. If you want

a relaxing plan, your option will be the beach. When you are on the beach you just let things happen while in the city you will have to schedule all your activities in order to have time to visit the different sites you want to.

In conclusion, here you have these differences to consider when deciding where to go on vacation. Although both places are interesting and exciting, it all depends on what you are looking for. Keep in mind that wherever you decide to go you will enjoy it.

8 Write an essay of no less than 200 words on one of the following topics. One topic has an outline that you can follow.

Topic:

Continuing to study or going to work

Introduction:

Thesis statement: Choosing between continuing to study and going to work will have profound impacts on your future life and career.

Body:

Point 1: Your choice now will have an impact on your planning for the future.

- continuing to study
- going to work

Point 2: Your choice will also have an impact on your economic conditions.

- continuing to study
- going to work

Point 3: Your choice will, of course, have a great impact on your future job opportunities.

- continuing to study
- going to work

Conclusion:

You should be clear about all the possible impacts of your choice before you make the final decision.

More topics:

- Two fast-food restaurants
- Going to a movie or watching a movie at home

Translation

9 Translate the following paragraph into Chinese.



The English ceremony of afternoon tea dates back to the 1840s. The tradition evolved out of the rituals and routines that surrounded tea drinking in Britain before that time. Tea was first introduced to England in the late 1650s, but for a long time, it was only consumed by the royal family and the aristocracy due to its high cost. The habit of having afternoon tea did not become established until almost 200 years later. In those days, the British ate only two daily meals: a large breakfast late in the morning and a late dinner around 8 o'clock in the evening. Anna, the 7th Duchess of Bedford, can be credited for creating the tradition of afternoon tea to soothe hunger pangs before supper. She invited friends to join her for an additional afternoon meal at four to five o'clock. The menu included tea and snacks such as dainty cakes and sandwiches. Fine porcelain (瓷器) was used to serve this minor feast. Afternoon tea soon became popular, and is now a symbol of the elegant British way of life. As novelist Henry James wrote, "There are few hours in life more agreeable than the hour dedicated to the ceremony known as afternoon tea."

10 Translate the following paragraph into English.



中国是茶的故乡，也是茶文化的发源地。自古以来，茶就被誉为中华民族的“国饮”。无论是文人墨客生活中的“琴棋书画诗酒茶”，还是平民百姓生活中的“柴米油盐酱醋茶”，茶都是必备品。同时，中国又是文明古国，礼仪之邦。凡是来了客人或朋友，沏茶、敬茶的礼仪必不可少。随着中外文化交流和商业贸易的发展，中国茶及茶文化传向了全世界。现在五大洲有不少国家种茶，也有很多国家从中国进口茶。中国茶和中国的丝绸及瓷器一样，已经成为中国在全世界的代名词。

Section B

Reading skills: *Recognizing signal words*

Signal words are words and phrases that show the connection between ideas. They are like signposts on the road that guide the traveler, and they help the reader follow the direction of the author's thought. Understanding them is a key to comprehension. Common signal words show emphasis, addition, comparison or contrast, illustration, cause and effect, and sequence or time order. For more detailed information, please refer to Reading skills in B1U6.

The following are some examples of signal words taken from Text A:

- 1 *To laborers, on the other hand, leisure means autonomy from compulsion, so it is natural for them to imagine that the fewer hours they have to spend laboring, and the more hours they have free for play, the better.* (Para. 4) (contrast and cause and effect)
- 2 *They will also work with more diligence and precision because they have fostered a sense of personal pride in their jobs.* (Para. 5) (addition and cause and effect)

1 Pick out the main signal words in the following sentences from Text B. The number tells you how many signal words to look for in each case. Also decide whether they show emphasis, addition, comparison or contrast, illustration, cause and effect, or sequence or time order, etc.

1 I sat there with my shoes off, watching as he got ready to stitch up my shoes I'd entrusted to him. He looked sadly at the leather covering the mount of the heel. It was worn through because I had failed to have the shoes patched a month ago. I grew a little impatient, for I was rushing to meet a friend. "Please hurry," I begged. (Para. 4)

2 signal words: _____

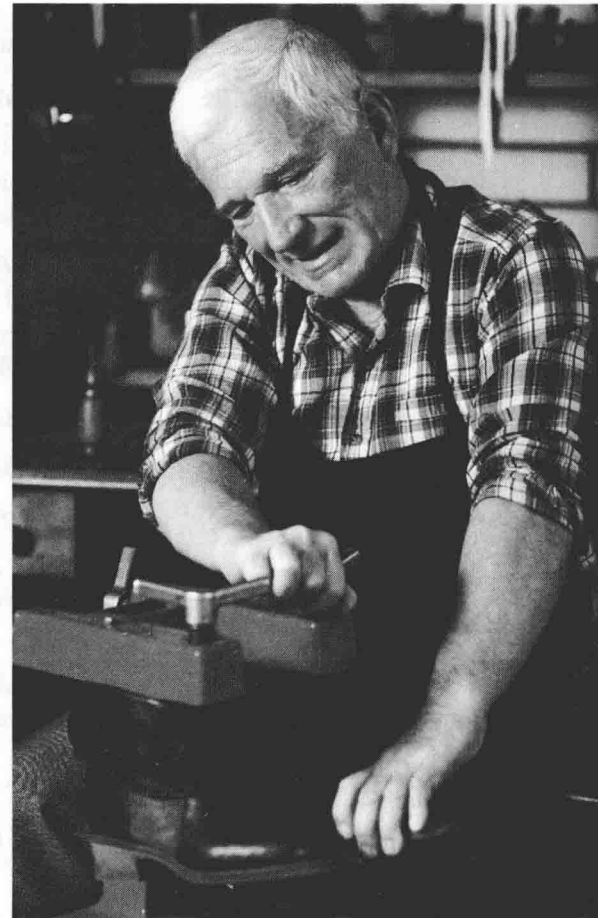
2 Thereafter, we waved to each other in a friendly greeting when I passed his shop every day. At first I went in only when I had repair work to be done. Then I found myself lingering in his store or dropping in every few days, just to chat with him for the joy he would impart. (Para. 10)

3 signal words: _____

The joy of a prideful tradition

- 1 I first met him in 1965, when I rushed into his little shop to have the heels of my shoes repaired. He greeted me with a cheerful smile and instant **hospitality**. "You're new in this neighborhood, aren't you?"
- 2 Indeed, I had moved into a house at the end of the street only a week before.
- 3 "This is a fine neighborhood," he said. "You'll be happy here."
- 4 I sat there with my shoes off, watching as he got ready to **stitch** up my shoes I'd **entrusted** to him. He looked sadly at the leather covering the mount of the heel. It was worn through because I had failed to have the shoes **patched** a month ago. I grew a little impatient, for I was rushing to meet a friend. "Please hurry," I begged.
- 5 He looked at me over his **spectacles**. "Now, don't worry. I won't be long. This **handicraft** is my **specialty** and I want to do a good job." He was silent a moment. "You see, I have a tradition to live up to."
- 6 A tradition? In this **simplistic** little shop that was no different from so many other shoe-repair shops on the **residential** side streets of Washington? The thought seemed a bit **absurd**.
- 7 He must have sensed my **bias**, for he smiled with a **gleam** in his eyes as he went on. "Yes, I inherited a tradition. My father always told me, 'Son, do the best job on every shoe that comes into the shop, and be proud of your fine work. If you work with dedication, you'll always have happiness and money.'"
- 8 As he handed me the finished shoes, he said, "These will last a long time. I've **utilized** good leather."
- 9 I left in a hurry but I had a warm and grateful feeling. On my way home I passed the little shop again. There he was, sitting amongst his tools, still working. He saw me, and he waved and smiled, as **cordial** as could be. That was the beginning of our friendship, a **fellowship** that came to mean more and more to me as time passed.

- 10 **Thereafter**, we waved to each other in a friendly greeting when I passed his shop every day. At first I went in only when I had repair work to be done. Then I found myself **lingering** in his store or dropping in every few days, just to chat with him for the joy he would **impart**.
- 11 He was a tall man, bent from long years of work. What little hair he had was gray; his face was deeply lined. His personality was clear, but never **stern**. And, I remember best his fine dark eyes, alive with his **charitable**, carefree, and humorous spirit.
- 12 He was the happiest man I've ever known. Often, as he stood in front of his door **overseeing** the street, working at a pair of shoes, he sang a beautiful **melody** in a high, clear voice. Neighbors **nicknamed** him "the singing **cobbler**". The neighborhood children loved him. He'd periodically pause his work to **referee** arguments or give out candy. He had no patience for **bullying** and would insist the children play fair in front of his store.
- 13 One day, I came away from my house filled with **fury** because of a poor job some painters had done on my house. My friend waved to me as I walked by, so I went into his shop to **vent** my frustration. He let me speak angrily about the poor work and carelessness of present-day workmen. "They had no pride in their work," I said. "They just wanted to collect money for doing nothing! The **undutiful** attitude these days is almost a **sin**."
- 14 He consoled me, saying, "There's a lot of that kind around, but maybe we should not blame them too **rashly**. Maybe their parents had no pride in their work. That's hard on a child. It keeps a child from learning what's important."
- 15 "What can be done about it?" I asked.
- 16 He **pondered** that for a minute before answering. Then he looked at me seriously. "There is only one way. Every man or woman who hasn't inherited a prideful tradition must start building one. In this country, each of us can make our own contribution to the **fabric** of society, and we must endeavor to make it a good one. No matter what sort of work a person does, if we give it our best each day, we're starting a tradition for our children to live up to. When a person **amends** their ways and learns to take pride in their work, a lifetime of happiness will **ensue**."
- 17 I traveled for a few months on business, and shortly after my return, I walked down the street, looking forward to seeing my friend again. Yet when I arrived, I found the door closed. There was a little sign: "Call for shoes at shop next door."



- 18 I went into the next shop, and what I heard **pierced** my heart. Yes, the old man had passed away. He was stricken with an **infectious** illness two weeks before and died two days later.
- 19 I went away with a **wretched void** in my heart. I would miss him, terribly. But he had left me something, an important piece of wisdom I will **invariably** remember: "If you have inherited a prideful tradition, you must carry it on; if you haven't, then start building one now."

(905 words)

New words

hospitality /ˌhɒsprɪ'tæləti/	<i>n.</i> [U] friendly and generous behavior toward visitors and guests, intended to make them feel welcome (对客人的) 友好款待, 好客, 殷勤
stitch /stɪtʃ/	<i>vt.</i> sew two pieces of cloth together, or sew a decoration onto a piece of cloth 缝; 缝合; 缝补; 缝缀
entrust /ɪn'trʌst/	<i>vt.</i> (~ sth. to sb.) make sb. responsible for doing sth. important, or for taking care of sb. 委托; 交付
patch /pætʃ/	<i>vt.</i> repair a hole in sth. by putting a piece of sth. else over it 修补; 缝补 <i>n.</i> [C] a small area of sth. that is different from the area around it (与周围部分不同的) 斑, 小块
spectacle /'spektəkl/	<i>n.</i> 1 (~s) [pl.] (<i>fml.</i>) glasses that help you see 眼镜 2 [C] a very impressive show or scene 精彩的表演; 壮观的场面 (景象)
handicraft /'hændɪ,kra:ft/	<i>n.</i> [C] an activity such as sewing or making baskets, in which you use your hands in a skillful way to make things 手工艺; 手艺
specialty /'speʃlti/	<i>n.</i> [C] (<i>BrE speciality</i>) 1 a subject or job that you know a lot about or have a lot of experience of 专业; 专门研究; 专长 2 a type of food that a person, restaurant, or area is well known for (某人、饭馆或地方的) 特色食品
simplistic /sɪm'plɪstɪk/	<i>a.</i> treating difficult subjects in a way that is too simple 过分简单化的
residential /ˌrezɪ'denʃl/	<i>a.</i> containing or suitable for private houses 住宅的; 适于作住宅的
absurd /əb'sɜ:d/	<i>a.</i> completely stupid or unreasonable 愚蠢的; 荒谬的; 荒唐的
bias /'bi:əs/	<i>n.</i> [<i>sing.</i> , U] an opinion about whether a person, group, or idea is good or bad which influences how you deal with it 偏见; 成见; 偏心
gleam /gli:m/	<i>n.</i> [C] 1 an emotion or expression that appears for a moment on sb.'s face (某人脸上) 闪现的光芒 2 a small pale light, esp. one that shines for a short time (尤指短暂的) 微光, 闪光 <i>vi.</i> shine softly 发微光; 闪烁
utilize /'ju:tɪ,ləɪz/	<i>vt.</i> (<i>BrE utilise</i>) (<i>fml.</i>) use sth. for a particular purpose 利用; 使用

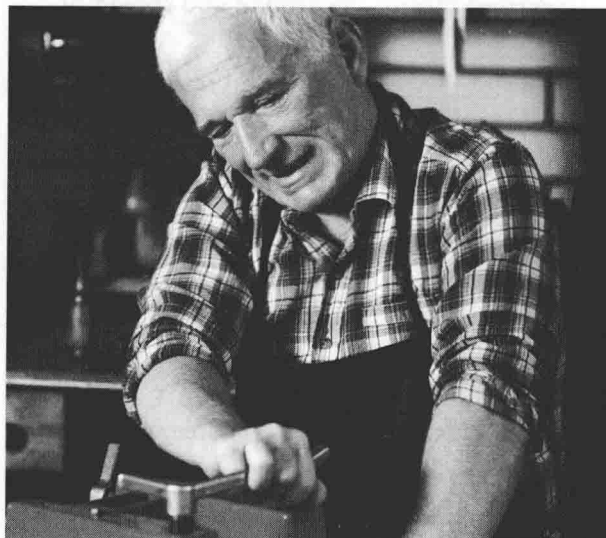
cordial /'kɔ:dʒəl/	<i>a.</i> friendly but quite polite and formal 热诚友好的
fellowship /'feləʊʃɪp/	<i>n.</i> [U] a feeling of friendship resulting from shared interests or experiences (因共同的兴趣或经历而产生的) 友情, 友谊
thereafter /ðeə'rɑ:ftə/	<i>ad.</i> (<i>fml.</i>) after a particular event or time 其后; 此后
linger /'lɪŋgə/	<i>vi.</i> 1 stay somewhere a little longer, esp. because you do not want to leave (尤因不想离开而) 逗留, 流连 2 continue to exist, be noticeable, etc. for longer than is usual or desirable 继续存留
impart /ɪm'pɑ:t/	<i>vt.</i> (<i>fml.</i>) give a particular quality to sth. 赋予, 给予 (某种品质)
stern /stɜ:n/	<i>a.</i> serious and strict, and showing strong disapproval of sb.'s behavior 严格的; 苛刻的
charitable /'tʃærɪtəbl/	<i>a.</i> 1 kind and sympathetic in the way you judge people 仁慈的; 宽容的; 具有同情心的 2 relating to giving help to the poor 慈善的
oversee /,əʊvə'si:/	<i>vt.</i> (<i>oversaw, overseen</i>) 1 survey or watch, as from a higher position 俯瞰; 眺望 2 watch sth. in order to check that it works or happens in the way it should 监督; 管理
melody /'melədi/	<i>n.</i> [C] a tune or song, esp. a simple one (尤指简单的) 曲调, 歌曲
nickname /'nɪk,neɪm/	<i>vt.</i> give sb. a nickname 给...起绰号; 给...起诨名 <i>n.</i> [C] an informal name that your friends or family call you that is not your real name 绰号; 诨名
cobbler /'kɒblə/	<i>n.</i> [C] (<i>old-fashioned</i>) sb. who makes and repairs shoes 鞋匠
referee /,refə'reɪ/	<i>v.</i> be the referee of a game 当裁判; 为...担任裁判 <i>n.</i> [C] sb. who makes sure that the rules of a sport such as football, basketball, or boxing, are followed (体育比赛的) 裁判 (员)
bully /'bʊli/	<i>vt.</i> threaten to hurt sb. or frighten them, esp. sb. smaller or weaker 欺侮, 恐吓 (尤指以大欺小, 恃强凌弱)
bullying /'bʊlɪŋ/	<i>n.</i> [U] behavior that frightens or hurts sb. smaller or weaker 恃强凌弱 (行为)
fury /'fjʊəri/	<i>n.</i> [<i>sing., U</i>] extreme, often uncontrolled anger 暴怒; 狂怒
vent /vent/	<i>vt.</i> express feelings of anger, hatred, etc., esp. by doing sth. violent or harmful 发泄, 宣泄 (怒火、仇恨等) <i>n.</i> [C] a hole or pipe through which gases, liquid, etc. can enter or escape from an enclosed space or container 通风孔; 排气道; 漏孔
undutiful /,ʌn'dju:tɪfl/	<i>a.</i> lacking a sense of duty 未尽职的; 未尽本分的
sin /sɪn/	<i>n.</i> 1 [<i>sing.</i>] an action or way of behaving that you think is morally wrong (道德上的) 罪恶, 罪过 2 [C, U] an action, thought, or way of behaving that is wrong according to religious laws (宗教上的) 罪, 罪孽
rash /ræʃ/	<i>a.</i> acting or done too quickly, without considering the effects of your actions 鲁莽的; 轻率的
rashly /ræʃli/	<i>ad.</i> 鲁莽地; 轻率地
ponder /'pɒndə/	<i>v.</i> (<i>fml.</i>) spend time thinking carefully and seriously about a problem, a difficult question, or sth. that has happened 仔细考虑; 深思

fabric /'fæbrɪk/	<i>n.</i> 1 [sing.] the basic structure of a society or organization (社会或组织的) 结构, 构造, 组织 2 [C, U] cloth, esp. when it is used for making things such as clothes or curtains 布; 织物; 织品; 布料
amend /ə'mend/	<i>vt.</i> (<i>fml.</i>) correct or make small changes to sth. that is written or spoken 修改; 修订
ensue /ɪn'sjuː/	<i>vi.</i> (<i>fml.</i>) happen after or as a result of sth. 继而发生; 因而发生
pierce /pɪəs/	<i>vt.</i> make a small hole in or through sth., using an object with a sharp point 刺入; 刺穿; 刺破
infectious /ɪn'fekʃəs/	<i>a.</i> (of a disease) caused by bacteria, etc. that are passed on from one person to another (指疾病) 传染的, 感染的
wretched /'retʃɪd/	<i>a.</i> (of a person) feeling ill, sick or unhappy (人) 感到不适的, 难受的, 不愉快的
void /vɔɪd/	<i>n.</i> [sing.] 1 a feeling of great sadness that you have when sb. you love dies or when sth. is taken from you 空虚感; 孤寂感 2 a situation in which sth. important or interesting is needed or wanted, but does not exist 空白
invariably /ɪn'veəriəbli/	<i>ad.</i> always or almost always 总是; 几乎总是

Phrases and expressions

stitch up	put stitches in cloth or a wound in order to fasten parts of it together 把...缝合; 缝拢
live up to sth.	be as good as what was expected or promised 符合(期望); 实践(诺言)
drop in	(<i>infml.</i>) make a short visit somewhere 顺便访问
give out	give sth. to each person in a group 分发某物
play fair	do sth. in a fair and honest way 公平办事; 按规则做
come away	leave in a particular state or condition (在某种状态或条件下) 离开
be hard on sb.	have a bad effect on sb. 对某人有害
endeavor to do sth.	(<i>fml.</i>) try very hard to do sth. 努力做某事; 尽力做某事
take pride in	feel very pleased about sth. or sb. you are closely connected with 对...感到自豪
pierce sb.'s heart	make sb. feel a strong emotion such as pain, sadness, or love 让某人心如刀绞
carry on sth.	continue sth. that sb. else started 继续(他人已开始的事)

Reading comprehension



Understanding the text

2 Choose the best answer to each of the following questions.

- The author went quickly into the shop to _____.
A buy a pair of shoes
B meet one of his old friends
C have his shoes repaired
D learn to build a tradition
- The author became a little impatient for _____.
A he couldn't stand up with the shoe repairer's modest attitude
B he was in a hurry to meet a friend
C the shoe repairer was sad and did nothing about his torn shoes
D it took the shoe repairer a long time to have his shoes repaired
- He felt _____ when the shoe repairer first mentioned that he had a tradition to live up to.
A upset
B thrilled
C confused
D doubtful
- What was the tradition the shoe repairer's father passed on to him?
A Being dedicated to work and feeling proud.
B Treating all the clients with hospitality.

- Running the shoe-repair shop successfully.
D Finding pleasure in what a person does.
- The author dropped in the shoe-repair shop very frequently because _____.
A his shoes often needed repairing
B the shoe repairer would bring him joy
C he was lonely
D he can listen to the shoe repairer's songs
- The author thought the shoe repairer was the happiest man for the following except that _____.
A he would always sing happily while working
B he was loved by the neighborhood children
C he was willing to referee argument and distribute candy among children
D he earned more money than needed
- The shoe repairer explained that the poor work the painters had done to the author is owing to the painters's lack of _____.
A responsibility
B a prideful tradition
C work experience
D enthusiasm
- Though he was gone, the shoe repairer had left the author a memorable lesson – _____.
A to start, keep and carry on a prideful tradition
B to be good at your own handicraft
C to be happy with what you are doing
D to be proud of what you have done

Critical thinking

3 Work in pairs and discuss the following questions.

- What other benefits can work bring us apart from money?
- What do you think are the factors that contribute to a person's pride in his work?
- Do you think it necessary that we pass on to the next generations the traditions we have inherited from our ancestors?

Language focus

Words in use

4 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

specialty	utilize	bias	impart
infectious	ponder	hospitality	
pierce	rash	ensue	

- _____ decisions are likely to endanger not only decision-makers themselves, but also those for whom they are responsible.
- Once the subject of the book had been decided, the book was divided into chapters, to which each contributing participant chose a topic according to his or her _____.
- When we consider the fate of Atlantis (大西島), perhaps we should _____ whether the mysterious island disappeared due to a massive earthquake, continental shifts, a huge flood and so forth.
- He tests the ways young chess players and athletes _____ their brains while playing, so that he can evaluate each one's potential for success.
- Strange that something as solemn as death should make so little of an impression on her, while this small accident should _____ her heart.
- Research shows that _____ against women influences hiring decisions as well as performance reviews and promotions.
- If the offshore island were to hit land, much of the continent would be leveled; mass destruction, disease and starvation would _____.
- I always try to encourage them to do what they can to _____ a part of their personality, a bit of their creativity, and their own unique flavor in their own creations.

- Aside from causing death by drowning or lack of food, these disasters promote, by various means, the growth and spread of _____ disease.
- The _____ I received from the people I met in the Maldives really made my holiday very special.

Expressions in use

5 Fill in the blanks with suitable prepositions or adverbs.

- A third and neutral party will give _____ this money to all of those people whose lives have been impacted by the toxic chemical spill.
- Her bravery has given him the will to carry _____ with his life and his work as best he can in spite of his worsening economic conditions.
- Mr. Samways said he came _____ from the forum feeling angry and frustrated.
- After all the mismanagement that caused the financial crises, many people are no longer willing to entrust their savings _____ banks and financial institutions.
- It is part of an effective music teacher's job to identify and assign roles among the members of the band, and to ensure that players live up _____ their responsibilities.
- Take pride _____ your accomplishments no matter what they might be as they are stepping stones to success in life.
- Unfortunately, the injection did not work and despite much medication to calm his heart, he passed _____ in the early hours of the morning.
- Strangely, he didn't seem to feel any pain until he saw how the sharp needle entered his skin when the nurse was stitching _____ his wound.

Sentence structure

6 Rewrite the following sentences by using "be it ... or ...", which often introduces an adverbial clause of concession in subjunctive mood. Make changes where necessary.

Model: They hurl their passion into their work, no matter whether it is physical like the work of a smith, or more mental like that of a scientist or an artist.

→ They hurl their passion into their work, be it physical like the work of a smith, or more mental like that of a scientist or an artist.

1 Although I am already very tall, I wear high heels all of the time, no matter whether it is day or night.

2 A lower euro will actually help European exports become more affordable and more competitive around the world, no matter whether they are German automobiles or Italian leathers.

3 Every time there is a major news event, no matter whether it is a natural disaster or a historic moment, we take it for granted that there will be pictures and videos.

7 Complete the following sentences by translating the Chinese into English, using "find oneself v.-ed / v.-ing", which means "discover or realize that one is in a state or doing something without really intending or planning to".

Model: Then I _____
(发现自己在他的店里逗留或隔几天去拜访一下), just to chat with him for the joy he would impart.

→ Then I found myself lingering in his store or dropping in every few days, just to chat with him for the joy he would impart.

1 In a new country, he may _____
_____ (发现自己吃以前从未听说过的食物), prepared in ways he knows nothing about.

2 Charlene, a 16-year-old student at a high school, _____
(发现她自己面临数学测验) to whose questions she knew none of the answers.

3 On her way home, she was thinking about how to solve the problem, when she suddenly _____
(发现自己正站在汤姆的公司前面).



Collocation

Do people feel **truly happy** (B3U5A) with what they are doing at work? Are their feelings often like **polar opposites** (B3U5A) about job satisfaction framed by **social expectations** (B3U5A)? Do they consider themselves as happy workers or **unhappy laborers** (B3U5A)? If they don't feel happy, is there an **adverse effect** (B3U5A) on their lives? Can people obtain **personal satisfaction** (B3U5A) at work even if they only receive a **monetary reward** (B3U5A)? Can they get **optimum pleasure** (B3U5A) when they feel their job **personally fulfilling** (B3U5A)? Everyone would have their own answer. What's yours?

Warm-up: The following short interview is between Alex, a journalist from a local TV program, and Susan, an employee from a small company regarding happiness at work. Complete the interview according to the collocation pairs that you have learned from this unit. You are provided with the first letter(s) for each of the collocations.

Alex: Good morning, Susan. Let me just ask you a few quick questions about your feelings toward work. May I start now?

Susan: Sure, go ahead.

Alex: What's your company's
1) *pr*_____ *tradition*, if there is any?

Susan: I would think it's the perception of work.

Alex: Can you say a little bit more about that?

Susan: I mean no one in our company would correlate job satisfaction

with the difference between jobs of low or 2) *h*_____ *esteem*. People work hard with their 3) *sp*_____ *strength*.

Alex: Does it mean people don't get involved in 4) *tr*_____ *pursuits*?

Susan: You can say that. Working is not their 5) *s*_____ *incentive* to make a living. They always feel happy at work. In a 6) *fr*_____ *greeting*, you can always see a 7) *ch*_____ *smile* and 8) *ins*_____ *hospitality*.

Alex: Awesome! Do they also have a 9) *cha*_____ *spirit*? I'm just curious.

Susan: Oh, definitely!

8 Robert, a human resource consultant, delivered a presentation to a group of CEOs recently. While reading his mini presentation below, fill in the blanks to complete the collocations learned from the texts. You are provided with the first letter(s) for each of the collocations.

Do you feel happy at work? Are you a happy worker or an 1) *un* _____ *laborer*? Let's watch a YouTube video of Valerie, who finds her work – cleaning the ladies' toilets – 2) *per* _____ *fulfilling*. You'll see a joyful Valerie at her work. Not only is she happy, but her happiness also seems to infect those using "Valerie's Happy Restroom". My point: You can always find 3) *op* _____ *pleasure* at work regardless of what you do.

Many companies get it wrong when it comes to making employees 4) *tr* _____ *happy*. They try to create a happy workplace through things like a 5) *mo* _____ *reward*, free gym membership, or healthcare, but a salary does not bring happiness at work; instead, it is a 6) *s* _____ *incentive* to pay expenses to live a life. In my opinion, happiness can be created through three Rs: results, recognition, and relationships.

Results create happiness when you get 7) *pe* _____ *satisfaction*, accomplish things, achieve something, make a difference, and create value. School teachers find happiness when they see their students learning. Nurses

find happiness when they see their patients improving. It is those seemingly 8) *tr* _____ *pursuits* that are a key source of happiness at work.

Recognition also creates happiness when we praise each other for results. There are many different ways of praising and recognizing 9) *s* _____ *strength*, whether it is in a congratulatory email, an announcement in a meeting, or a picture on a bulletin board. One way to recognize results is when you hold them in 10) *h* _____ *esteem* and say, "You rock!"

Relationships create happiness when you like your co-workers, build connections, and have fun with them. After a 11) *fr* _____ *greeting*, you drink coffee or have a lunch with your colleagues. With a 12) *ch* _____ *smile*, you talk about your personal lives: how you spent your weekend, how your kids are doing, and what your holiday plans are.

After all, unlike job satisfaction, happiness at work is how you feel about your job, something from within and emotional.



Unit project

Giving a report on happiness at work

To deepen the understanding of the unit theme, you will be expected to conduct a questionnaire survey regarding happiness at work in a certain occupation. To better organize your survey and the subsequent report, please follow the steps below.

1 Work in groups of four or five and discuss the factors that contribute to happiness at work. You may turn to the Internet for help.

2 Design a questionnaire that will measure happiness at work. The following is a mini sample design for your reference.

5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never

	Happiness factors at work
Rating	Does your job ...
	create positive emotions? Do you usually experience positive feelings (satisfaction, contentment, pleasure, etc.) rather than negative ones (anger, frustration, irritation, etc.)?
	use your strengths? Does your job take advantage of your natural skills and abilities, whatever they may be?
	provide rewarding relationships? Do you enjoy working with your colleagues and look forward to seeing them?
	give you a sense of purpose? Do you believe that your work produces positive results that are valued by others?
	...

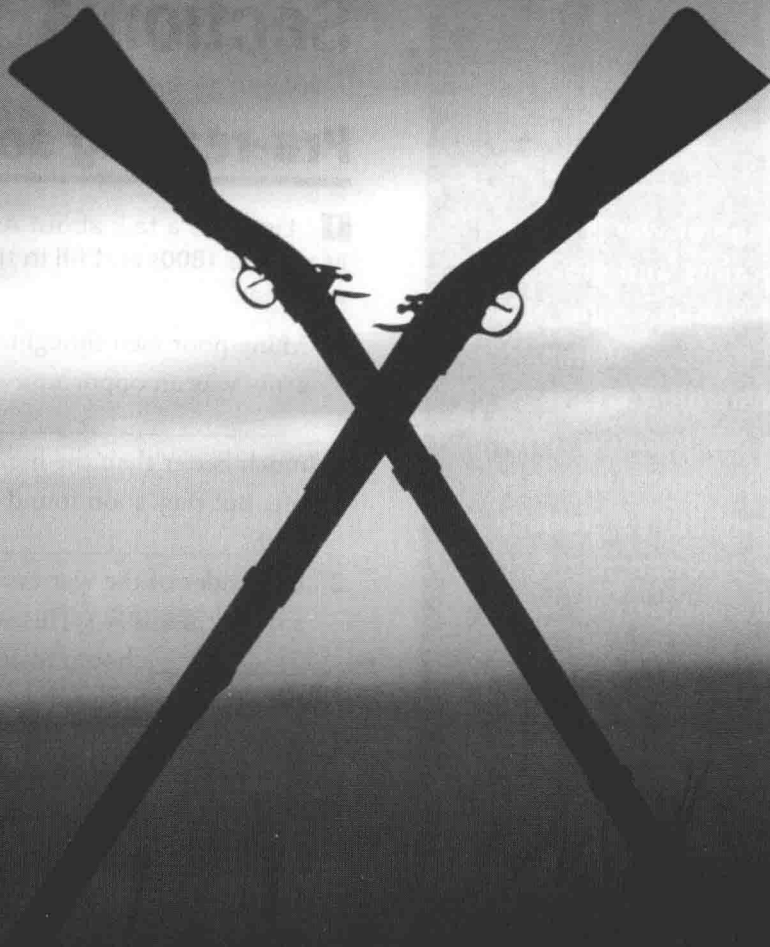
3 Choose one occupation and carry out the survey. You should be honest about the data. The report should include such points as occupation, number of people surveyed, happiness level with some details. If possible,

give some suggestions on how to achieve greater happiness at work in this specific occupation.

4 Present the report in class.

UNIT

6



War and peace

War is cruelty, and none can make it gentle.

—Gilbert Parker (Canadian novelist and British politician)

I am sure that if the mothers of various nations could meet, there would be no more wars.

—E. M. Forster (British novelist)

Preview

The physical damage of war is easily seen in photographs and movies. It is also important to consider the less visible, hidden damage of human suffering in war. Watching scenes of destruction day after day, enduring terror and violence, and the constant hunger and fear, can all combine to produce hidden psychological devastation. In fact, sometimes people are damaged in ways from which they can never recover. Other times, astonishingly, the profound stress of war brings out positive qualities in people.

Thankfully, most of us will never experience war first-hand, but each of us can learn about the terrible tragedies and impact of war. Which do you think is more harmful, the physical damage of war or the psychological damage of war? Do you think building knowledge and awareness of the loss and suffering of war can help us appreciate and cherish the peaceful life we enjoy today?

Section A

Pre-reading activities

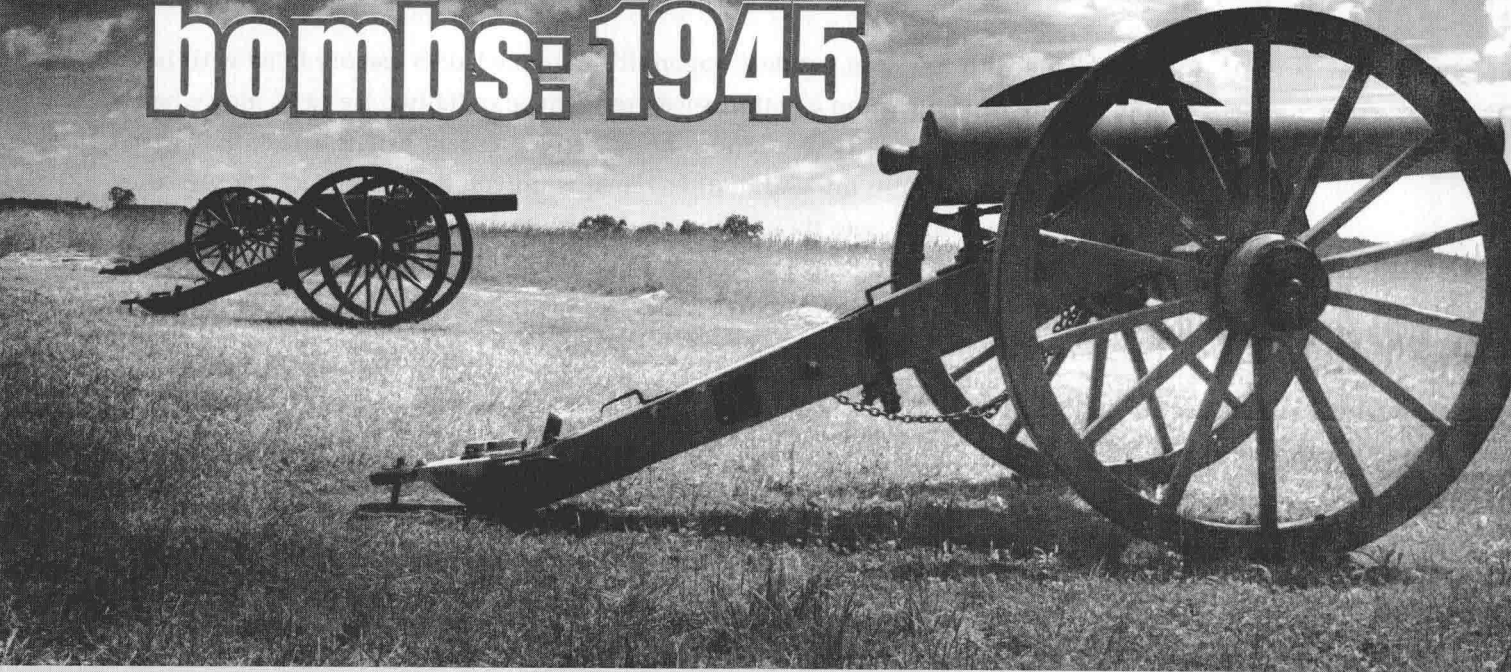
1 Listen to a talk about American people's life in the 1800s and fill in the blanks with what you hear.

- 1 Many poor men thought that fighting in the army was an opportunity for _____. This seemed much better than the hard work of everyday life. But they soon found out that war was both _____.
- 2 Both sides of the war eventually _____ a draft (强制征兵). This was when men were _____ chosen to enter the army whether they wanted to or not.
- 3 Some women served as _____, helping wounded soldiers _____. Women had to work very hard to provide for their families.
- 4 When General Sherman took the Union Army from Atlanta to Savannah he _____ much of the land and farms along the way. It was a _____ time.

2 Listen to the talk again and answer the following questions.

- 1 How did the rich avoid the draft in the North and the South?
- 2 Why was life in the South during the Civil War even more difficult than that in the North?

Under the bombs: 1945



- 1 Today, when I look back, I'm surprised that I recall the beginning so vividly; it's still clearly fixed in my mind with all its coloring and emotional intensity. It begins with my suddenly noticing 12 distant silver points in the clear brilliant sky filled with an unfamiliar abnormal **hum**. I'm seven years old, standing in a **meadow**, and staring at the points barely moving across the sky.
- 2 Suddenly, nearby, at the edge of the forest, there's the tremendous roar of bombs exploding. From my **standpoint**, I see **gigantic** fountains of earth spraying upward. I want to run toward this extraordinary spectacle; it terrorizes and fascinates me. I have not yet grown accustomed to war and can't relate into a single chain of causes and effects these airplanes, the roar of the bombs, the earth **radiating** out from the forest, and my seemingly inevitable death. Unable to conceive of the danger, I start running toward the forest, in the direction of the falling bombs. But a hand **claws** at me and **tugs** me to the ground. "Stay down," I hear my mother's trembling voice, "Don't move!" And I remember that my mother, pressing me to her, is saying something that I don't yet know exists, whose meaning I don't understand: That way is death.
- 3 It's night and I'm sleepy, but I'm not allowed to sleep. We have to **evacuate** the city and run away in the night like **convicts**. Where to, I don't know; but I do understand

that flight has suddenly become some kind of higher necessity, some new form of life, because everyone is running away. All highways, roads, and even country paths are a **tangle** of wagons, carts, and bicycles, with bundles and suitcases, and **innumerable** terrified, helplessly wandering people. Some are running away to the east, others to the west, north, south; they run in circles, fall from profound fatigue, sleep for a moment, then begin anew their aimless journey. I **clasp** my younger sister's hand firmly in mine. We mustn't get lost, my mother warns; but even without her telling me, I sense that some form of dangerous evil has **permeated** the world.

- 4 I'm walking with my sister beside a wagon. It's a simple ladder wagon, lined with hay, and high up on the hay, on a cotton sheet, rests my grandfather. He can't move; he is paralyzed, another **casualty** of a **landmine**. When an air raid begins, the entire group dives into ditches; only my grandfather remains on the deserted road. He sees the airplanes flying at him, sees them violently dip and aim, sees the fire of **ammunition**, hears the roar of the engines passing over his head. When the planes disappear, we return to the wagon and my mother wipes the sweat from my grandfather's **flushed** face. Sometimes, there are air raids several times a day. After each one, sweat pours from my grandfather's tired face.
- 5 We're entering an increasingly **appalling** landscape. There's smoke on the horizon, the **blaze** of battle fading. We pass by deserted villages, solitary, burned-out houses. We pass battlefields dense with the garbage of abandoned war equipment, bombed-out railway stations, **overturned** cars. It smells of gunpowder, and of burning, decomposing meat after a **massacre**. Everywhere are the **corpses** of horses, too defenseless in this human war.
- 6 When winter comes, we stop running from the bombs so we can hide from the severe elements. Winter is but another season for those in normal conditions, but for the poor during wartime, winter is a disaster, a **pervasive** and constant threat. We find an apartment in the **slums** that provides a **minimal coverage** from the snow but we still can't afford to heat the **furnace**; we can't buy fuel nor risk stealing it. Death is the punishment for the **robbery** of coal or wood – human life is now worth next to nothing.
- 7 We have nothing to eat. My mother stands **brooding** at the window for hours; I can see her fixed stare. I can see other **residents** staring out into the street from many windows, as if they were waiting for something. I weave my way around the backyards with a gang of **stray** boys; it's something between play and searching for a **scrap** of anything **edible**.

- 8 One day we hear that they'll be giving out candy in a store near the **warehouse**. Immediately we make a long queue of cold and hungry children. We stand in the frost all night and the following day, huddled together to **summon** a bit of warmth. Finally, they open the store. But instead of candy, we are each granted an empty metal container that once held some fruit drops. Weak and stiff from the cold, yet at this moment happy, I carry my treasure home, guarding it **jealously**. It's valuable; the inside wall of the can still has a sugar **residue**. My mother heats some water and pours it into the can. We have a **dilute**, sweet drink: Our only **nutrition** for days.
- 9 I can't quite remember when or how the war ended for us; my mind is always drawn back to that first day in the meadow, the explosions destroying the peaceful flowers and the **naive** days of my childhood. Try as I might, I still can't understand what we could have done to justify all the suffering war inevitably **inflicts**.

(891 words)



New words

hum /hʌm/	<p><i>n.</i> [sing.] a low continuous noise made by a machine or a lot of people talking 机器的嗡嗡声; (很多人) 嗡嗡的说话声</p> <p><i>v.</i> make musical sounds with your lips closed 哼 (曲子)</p> <p><i>vi.</i> make a low continuous sound 发出连续低沉的声音</p>
meadow /'medəʊ/	<p><i>n.</i> [C] a field where grass and wild flowers grow 草地</p>
standpoint /'stænd,pɔɪnt/	<p><i>n.</i> [C] a way of considering sth. 立足点; 立场; 观点</p>
gigantic /dʒaɪ'gæntɪk/	<p><i>a.</i> extremely large 巨大的; 庞大的</p>
radiate /'reɪdi,eɪt/	<p><i>vi.</i> if things radiate from a central point, they spread out in different directions from that point 从中心向四周散开; 从中心辐射状发出</p> <p><i>v.</i> 1 produce heat, light, or energy 辐射; 发射 2 show a particular feeling or attitude in your expression or behavior 流露, 显示 (感情或态度)</p>
claw /klo:z/	<p><i>vi.</i> (~ at) try to take hold of sth. with your hands (用手) 抓住</p> <p><i>v.</i> attack sb. or try to cut or tear sth. using your fingernails (用指甲) 抓, 掐</p> <p><i>n.</i> [C, usu. pl.] the sharp curved part at the end of some animals' toes, e.g. a cat (猫等动物的) 爪, 脚爪</p>
tug /tʌg/	<p><i>v.</i> pull sb. or sth. by making a short strong movement 猛拉; 使劲拉; 用力拖</p> <p><i>n.</i> [C] a short strong pull 猛拉; 拖; 拽</p>
evacuate /ɪ'vekjʊ,eɪt/	<p><i>v.</i> leave a building or other place because it is not safe 撤离, 撤出 (某危险建筑物或地方)</p>
convict /'kɒnvɪkt/	<p><i>n.</i> [C] sb. who is in prison because they have committed a crime 已决犯; (服刑中的) 囚犯</p>
/kən'vɪkt/	<p><i>vt.</i> prove in a court of law that sb. is guilty of a crime (在法庭上) 证明...有罪, 宣判...有罪</p>
tangle /'tæŋgl/	<p><i>n.</i> [C] 1 the untidy shape that things make when they are twisted round each other or round sth. else 纠结的一团; 乱糟糟的一堆 2 a situation that is difficult to deal with because things are not organized properly 混乱</p> <p><i>v.</i> (also ~ up) become twisted together, or make sth. become twisted together, in an untidy mass (使) 缠结在一起; (使) 乱成一团</p>
innumerable /ɪ'nju:mərəbl/	<p><i>a.</i> (<i>fml.</i>) too many to be counted 数不清的; 无数的</p>
clasp /kla:sp/	<p><i>vt.</i> hold sb. or sth. tightly with your hand 紧握; 抓</p> <p><i>n.</i> [sing.] a way of holding sth. tightly 紧抱; 拥抱; 握紧</p>
permeate /'pɜ:mi,eɪt/	<p><i>v.</i> 1 (of an idea, an influence, a feeling, etc.) affect every part of sth. (思想、影响、感情等) 感染, 传播, 扩散 2 (of a liquid, gas, etc.) spread to every part of an object or a place (液体、气体等) 渗透, 弥漫, 扩散</p>
casualty /'kæʒuəlti/	<p><i>n.</i> 1 [C] sb. or sth. that is damaged or suffers as a result of sth. else 受害者 2 [C, usu. pl.] sb. who is injured or killed in an accident or military action (事故、战争中的) 死伤者, 伤亡人员</p>

landmine /'lænd,main/	<i>n.</i> [C] a bomb hidden under the ground that explodes when sb. moves over it 地雷
ammunition /,æmjʊ'nɪʃn/	<i>n.</i> [U] bullets, bombs, etc. that can be fired from a weapon 弹药
flush /flʌʃ/	<i>vi.</i> become red in the face, e.g. when you are angry or embarrassed (生气或尴尬时) 脸红 <i>vt.</i> clean sth. by pouring a lot of water over it or through it 冲刷; 冲洗
	<i>n.</i> [C, usu. sing.] a red color that appears on sb.'s face because they are hot or ill, or feeling angry, embarrassed, or excited 脸红; 潮红; 红晕
flushed /flʌʃt/	<i>a.</i> looking red because you are hot or ill, or feel angry, embarrassed, or excited 脸红的; 发红的; 潮红的
appalling /ə'pɔ:lɪŋ/	<i>a.</i> very unpleasant and shocking 令人震惊的; 骇人的
blaze /bleɪz/	<i>n.</i> 1 [C, usu. sing.] a large fire that causes a lot of damage, esp. when a building is burning 熊熊大火; 烈火 2 [sing.] a strong bright light or area of color 强烈的光; 光辉; 闪耀 <i>vi.</i> 1 burn strongly and brightly 熊熊燃烧 2 shine very brightly 发强光; 闪耀
overturn /,əʊvə'tɜ:n/	<i>vt.</i> 1 turn sth. so that its bottom or side is upward 使翻转; 打翻 2 say officially that sth. such as a decision or law is wrong and change it 推翻, 废除(决定、法律等); 使无效
massacre /'mæsəkə/	<i>n.</i> [C, U] the killing of a lot of people 大屠杀 <i>vt.</i> kill a lot of people 大屠杀
corpse /kɔ:ps/	<i>n.</i> [C] a dead body, esp. of a human being (尤指人的) 死尸, 尸体
pervasive /pə'veɪsɪv/	<i>a.</i> spreading through the whole of sth. and becoming a very obvious feature of it 贯穿始终的; 显而易见的; 四处弥漫的
slum /slʌm/	<i>n.</i> [C, often pl.] a poor area of a town where the houses are in very bad condition 贫民区
minimal /'mɪnɪml/	<i>a.</i> extremely small in amount or degree, or as small as possible 极小的; 极低的; 最低限度的
coverage /'kʌv(ə)rɪdʒ/	<i>n.</i> [U] 1 extent to which sth. is covered 覆盖范围; 覆盖程度 2 reporting of events, etc. 新闻报道
furnace /'fɜ:nɪs/	<i>n.</i> [C] a large enclosed container in which you burn fuel, used for heating a building or for an industrial process such as making metal liquid 火炉; 暖气炉; 熔炉
robbery /'rɒbəri/	<i>n.</i> [C, U] the crime of taking money or property illegally, often by using threats or violence 抢劫罪
brood /bru:d/	<i>vi.</i> think and worry about sth. a lot 沉思; 忧伤; 担忧 <i>n.</i> [C] a group of young birds who all have the same mother and were born at the same time 同窝幼鸟
resident /'rezɪd(ə)nt/	<i>n.</i> [C] sb. who lives in a particular place 居民; 定居者; 住客
stray /streɪ/	<i>a.</i> lost or without a home 迷路的; 走失的; 无家可归的 <i>vi.</i> move away from the correct place or path 走离; 偏离; 走失; 迷路
scrap /skræp/	<i>n.</i> [C] (~ of) a small piece of sth. such as paper or cloth (纸、布等的) 碎片, 小块, 零屑 <i>vt.</i> decide not to continue with sth. such as a plan or an event 放弃; 抛弃

edible /'edɪbl/	a.	fit or suitable to be eaten 适宜食用的
warehouse /'weə,haʊs/	n.	[C] a big building where large amounts of goods are stored 货仓; 仓库
summon /'sʌmən/	vt.	1 (also ~ up) manage to produce a quality or a reaction that helps you deal with a difficult situation 鼓起(勇气); 振作(精神) 2 (fml.) officially order sb. to come to a place, esp. a court of law 召见, 召唤, 传唤(某人到庭)
jealous /'dʒeləs/	a.	1 (fml.) (~ of) wanting very much to protect or keep sth. 小心守护的; 唯恐失去的 2 slightly angry because sb. else has sth. you would like, or can do sth. you would like to do 妒忌的; 妒羡的
jealously /'dʒeləsli/	ad.	1 protectively; watchfully 小心守护地; 唯恐失去地 2 with envy 妒羡地; 妒忌地
residue /'rezi,dʒu:/	n.	[C] the part of sth. that remains after the rest has gone or ended 残余; 剩余
dilute /dar'lut/	a.	(of a liquid) made weaker by adding water or another substance 稀释了的; 冲淡了的
	vt.	1 make a liquid weaker by adding water or another substance in it 稀释; 冲淡 2 make sth. less strong or effective 削弱; 降低
nutrition /nju:'trɪʃn/	n.	[U] food considered as sth. that keeps you healthy 营养; 滋养
naive /nar'i:v/	a.	1 (of people and their behavior) innocent and simple 天真的; 率直的 2 lacking experience of life, knowledge or good judgment and willing to believe that people always tell you the truth 毫无经验的; 幼稚的; 无知的; 轻信的
inflict /m'flɪkt/	vt.	make sb. suffer sth. unpleasant 使(某人)遭受(不愉快的事); 使承受

Phrases and expressions

radiate from	spread out from sb. or sth., as with rays 自...发出
conceive of	(fml.) imagine a particular situation or think about sth. in a particular way 想象, 设想, 构想(某一具体情况)
in the direction of	heading for or traveling toward 朝...方向
stay down	remain in a prone, squatting, or sitting position 卧倒; 蹲伏
press ... to ...	push sth. closely and firmly against sth. 使...紧靠...
line ... with ...	form a layer over the inside surface of sth. 铺, 垫(某物内部)
dive into	jump into 跳入; 钻进
fly at	attack sb. violently 扑向; 猛烈攻击
next to nothing	very little 几乎没有; 极少
weave one's way around / through / to sth.	move somewhere by turning and changing direction a lot 迂回穿行
huddle together	move close together in order to stay warm, feel safe, or talk (使)挤作一团; (使)聚在一起

Reading comprehension



Understanding the text

1 Answer the following questions.

- 1 How does the war begin in the eyes of the author?
- 2 Why does the author run toward the forest in the direction of the falling bombs?
- 3 What does the author think of their flight when he sees that everyone is running away?
- 4 Why does the author write in detail his grandfather's situation?
- 5 What does the author want to convey by describing the "increasingly appalling landscape" (Para. 5)?
- 6 Why is winter a disaster, a pervasive and constant threat, for the poor during wartime?
- 7 Why does the author's mother stand brooding at the window for hours with a fixed stare?
- 8 Why does the author regard the metal container as something valuable?

Critical thinking

2 Work in pairs and discuss the following questions.

- 1 Does war solve problems, or create new ones in today's world?
- 2 Can you name several factors contributing to a war?
- 3 How do you think about the relationship between war and peace?

Language focus

Words in use

3 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

gigantic	standpoint	evacuate	naive
permeate	nutrition	inflict	
stray	dilute	pervasive	

- 1 Much of the city was _____ before the storm but thousands remained, many of whom were trapped by the water for days.
- 2 Located in the heart of the city, the Dogs' Home is open seven days a week, 365 days a year to receive _____ dogs.
- 3 With the development of modern industries, a lot of traditional values that developed from a farm-based economy have been enormously _____.
- 4 There are _____ changes in environmental conditions from freezing cold to extremely hot, and from dry to very humid (潮湿的).
- 5 From a practical _____, how can you reduce production costs and at the same time minimize the risks involved?
- 6 Child mortality (死亡率) decreased due to improvements in medical care and greater attention to problems related to proper _____.
- 7 The disaster is already set to be the world's worst for ground casualties _____ by a crashing aircraft.
- 8 With Spring Festival drawing nearer, people are glowing with happiness, and are full of hope; this excitement is _____ before New Year's Eve.
- 9 Don't be too _____! If the manager of the car dealership intended to give you the job, he would have called you by now.
- 10 To a large extent, computers have already _____ most aspects of our lives, from transportation and telecommunications to entertainment.

Word building

The suffix *-ary* combines with nouns and occasionally verbs to form adjectives. Adjectives formed in this way describe someone or something that is connected to, involves, or shares some of the characteristics of the things referred to by the original nouns or verbs.

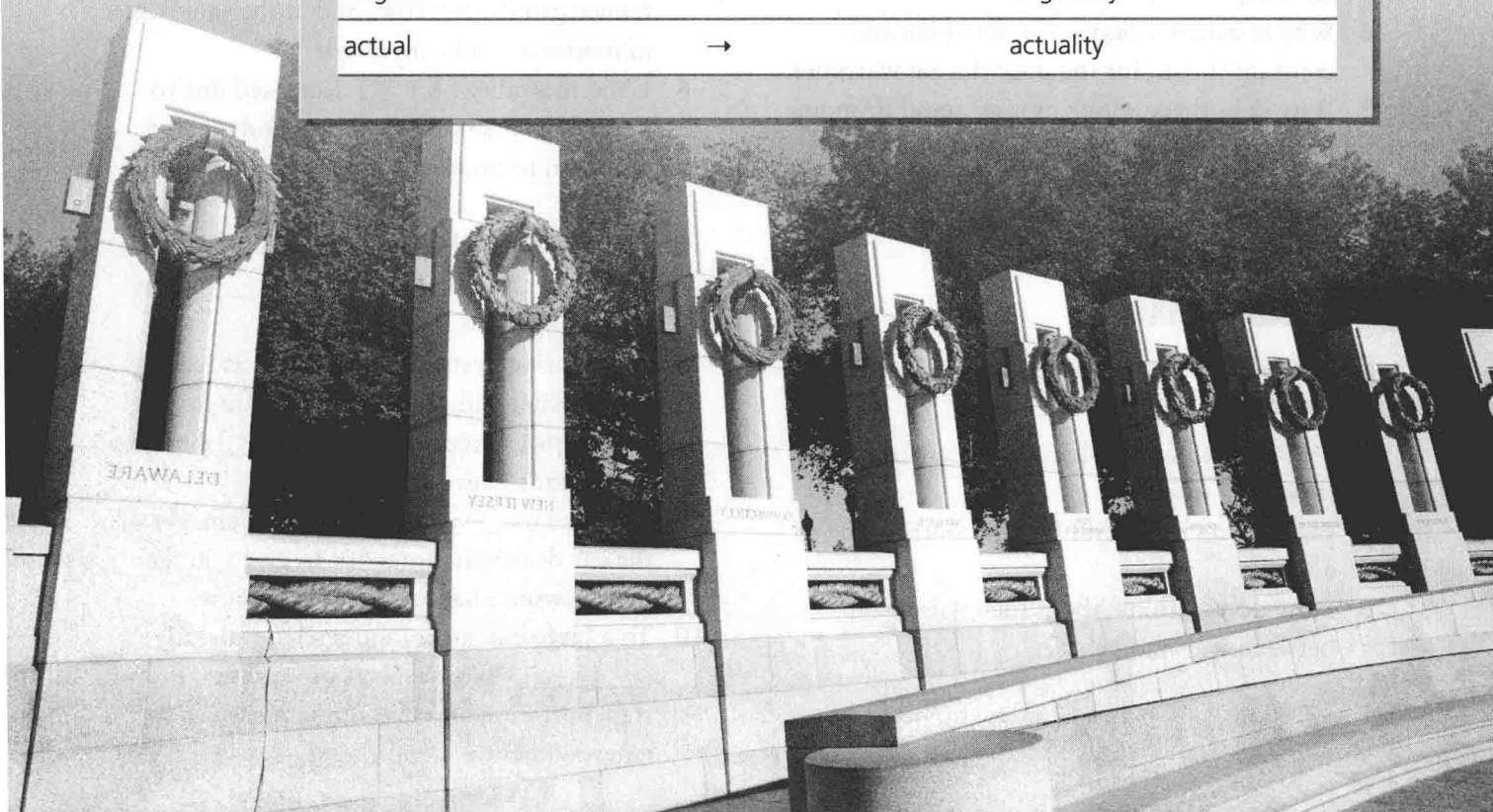
Examples

Words learned	Add <i>-ary</i>	New words formed
revolution	→	revolutionary
element	→	elementary
imagine	→	imaginary

The suffix *-ity* combines with adjectives to form nouns. Nouns formed in this way refer to the state or condition described by the original adjectives.

Examples

Words learned	Add <i>-ity</i>	New words formed
simple	→	simplicity
productive	→	productivity
original	→	originality
actual	→	actuality



4 Add *-ary* or *-ity* to or remove them from the following words to form new words.

Words learned	New words formed
	-ary
moment	_____
supplement	_____
custom	_____
vision	_____
mission	_____
discipline	_____
	-ity
complex	_____
fatal	_____
available	_____
feasible	_____
authentic	_____
desirable	_____

5 Fill in the blanks with the newly-formed words in Activity 4. Change the form where necessary. Each word can be used only once.

- 1 She saw him as a(n) _____ genius while her father saw him as an impractical man who couldn't even make a living.
- 2 In spite of higher volumes of traffic in urban areas as compared with other areas, the _____ and serious injury rate is lower.
- 3 Companies are being attracted to the province by the _____ of well-qualified graduates, whose temperament, knowledge and practical skills are equal to the best.
- 4 Tipping in restaurants in the UK is _____, but you shouldn't feel pressured to tip at exactly the same level as your friend.
- 5 This new plan is still open to discussion, so any productive comments regarding its _____ will be highly welcomed.
- 6 Her feeling of fear was only _____; it soon passed when her family came home and told her that everything was all right.
- 7 If police officers were engaged in severe misconduct, serious _____ charges can be brought against them.
- 8 The doctor said that his instructions for a special diet are only _____ to the patient's medical treatment with prescription drugs and physical therapy.
- 9 In 1864, when his brother fell ill, he unexpectedly took his brother's place as a(n) _____ priest and was sent to Hawaii.
- 10 Until just yesterday, we certainly wouldn't have had any reason to doubt the _____ of the report.
- 11 The growing _____ of computer hardware, operating systems and programs often makes computers more likely to break down.
- 12 An important feature of contemporary society is the social _____ of creating and maintaining independent households.

Banked cloze

6 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

A edible	F casualties	K massacres
B stage	G landmines	L inevitable
C unrecorded	H appalling	M foster
D tangle	I inflict	N innumerable
E decline	J stabilize	O distinction

World War II was a global war that was under way by 1939, and ended in 1945. It involved a vast majority of the world's nations, including all of the great powers, eventually forming two opposing military alliances: the Allies and the Axis (轴心国). It was the most 1) _____ and widespread war in human history, with 2) _____ people serving in military units. In a state of "total war", the major participants placed their entire economic, industrial, and scientific capabilities at the service of the war effort, erasing (消除) the 3) _____ between civilian and military resources. Estimates for the total number of 4) _____ of the war vary, because many deaths went 5) _____. Most suggest that some 60 million people died in the war. Many civilians died because of disease, starvation, and 6) _____.

The war ended with the total victory of the Allies over the Axis in 1945. World War II altered the political alignment (结盟) and social structure of the world. The United Nations was established to 7) _____ international cooperation and prevent future conflicts. The Soviet Union and the United States emerged as rival superpowers, setting the 8) _____ for the so-called Cold War, which lasted for the next 46 years. Meanwhile, the influence of the European great powers started to 9) _____, while the decolonization (非殖民地化) of Asia and Africa began. Most countries whose industries had been damaged moved

toward economic recovery. Political integration, especially in Europe, emerged as an effort to 10) _____ post-war relations.

Expressions in use

7 Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

stay down	fly at	next to nothing
line ... with	dive into	conceive of
weave one's way through		radiate from

- 1 Melanie got so upset by what Max had said to her that something inside her exploded, and she _____ him and hit him in a rage.
- 2 Barbara left Alice and _____ the crowd to the library to avoid a late fee and renew the books she borrowed two months ago.
- 3 Happiness _____ Mary as she proudly told her parents about her remarkable success in achieving her career goals!
- 4 For people who live in industrialized _____ countries, it is hard to _____ living without electricity and other modern conveniences.
- 5 The car _____ steel to protect the occupants from attacks by angry residents, who were strongly against gambling being allowed in their community.
- 6 The boys stood at the shore of the river which was filled with water from the melting snow in the mountains, and they were hesitating to _____ the icy water below them.
- 7 I bought a second-hand pocket English-English dictionary; it's been very useful and cost me _____.
- 8 It was a hot and humid night; all the soldiers _____ out of sight, waiting for the orders to attack.

Structure analysis and writing

Structure analysis

Develop a descriptive essay

As its name suggests, the main purpose of a descriptive essay is simply to describe. There are many things in the world for us to describe. We can describe a person, a place, or even something abstract like a feeling or a thought. But we should always keep in mind that the essence of a descriptive essay is to make the readers see, hear, taste, smell, or feel what we are writing about.

Text A of this unit includes many vivid descriptions. Let's take Paragraphs 3-5 for example. The three paragraphs all together aim to describe the hardship and suffering the family have to endure when they are running away.

The suffering and hardship the family endure

How citizens run away (Para. 3)

Detail 1: highways, roads, country paths

Detail 2: wagons, carts, bicycles

Detail 3: fatigue of the people

...

How grandfather gets attacked
(Para. 4)

Detail 1: the location of my grandfather

Detail 2: the air raids

Detail 3: my grandfather's reaction

The appalling landscape (Para. 5)

Detail 1: the fading blaze of battle

Detail 2: deserted villages, burned-out houses

Detail 3: battlefields with garbage of abandoned war equipment, etc.

...

To support the general impressions, the author describes how citizens run away, how his grandfather gets attacked and what the appalling landscape is like. Such details as the highways, the sweat pouring from his grandfather's face, abandoned war equipment and so on are provided to help achieve vividness. We can see that all the details in Paragraph 4 are arranged in chronological order. It is also worth noting that in Paragraph 5, the author uses the senses of both sight and smell, enabling the readers to share the author's painful experience.

Then, how can we make the readers experience the same sensory and emotional effects we are trying to communicate? It is by no means an easy job. Here are the steps we can follow when writing a descriptive essay.

- 1 First, we should have an introduction to put forward our thesis statement which states our dominant impression about a subject. Here are some examples:

The pet shop was noisy.

The restaurant was crowded.

The bus terminal was frightening.

The locker room was in an uproar.

- 2 Then, in the main body, we have all the supporting details stated in separate paragraphs. Careful selection of details is the key to successful description. Once we have selected the most powerful details, we should arrange them in order. We can put them in the order of importance, time and so on. We should also use as many senses as possible when describing a scene. Chiefly we will use sight, but to some extent we may be able to use touch, hearing, smell, and perhaps even taste. Remember that it is through the richness of our sensory impressions that the reader will gain a clear picture of the scene.
- 3 The last part is the conclusion, where we should draw together all of the details we give to provide a final impression, which should help reinforce the attitude revealed in the thesis statement.

Structured writing

Read the sample essay and see how the description is developed.

Topic:

Huntington Beach

Introduction:

Thesis statement: The place where I feel most comfortable is my hometown of Huntington Beach.

Body:

Detail 1: The sights of Huntington Beach make me relax and calm.

Detail 2: The sounds of Huntington Beach are in perfect harmony.

Detail 3: Everything on Huntington Beach has its own unique feel.

Conclusion:

I find Huntington Beach most comfortable because of its sights, sounds, and its unique feel.

Sample essay

The place where I feel most comfortable is my hometown of Huntington Beach. Huntington Beach is in California about 40 miles south of Los Angeles. It is known as the surfing capital of the world and the best beach in Orange County.

I relax as I watch the surfers gently glide over the tumbling ocean waves. The swaying palm trees and the rolling sand dunes calm me down. The pier, as red as a ruby, stands out to me among the deep blue ocean. As I lie on the sand, I see kites rise above the clouds and soar gracefully in the wind. The fishermen cast their lines off the pier hoping to feel a tug and reel in (卷, 绕钓线) a big fish.

The sounds of Huntington Beach are in perfect harmony. Seagulls squawk (发出刺耳的叫声) as they soar overhead searching for food. The howling wind whistles through the beach like an arriving train. As the crash of the waves thunders through my ears, it brings me back to reality while I daydream. The sound of the oil rigs across Main Street is like a steady drum keeping the beat in an orchestra of sounds.

Everything on Huntington Beach has its own unique feel. The salty air blowing on my face feels wet and cool as it passes by. The feeling of the grainy sand is comforting to my feet as I walk across the shore. When I plunge into the ocean's salty water, it feels refreshing to my skin, like a glass of water on a hot day.

I find Huntington Beach most comfortable because of its sights, sounds, and its unique feel mentioned in this essay. When I'm there, I feel totally relaxed as if I were in my own little world.

8 Write an essay of no less than 200 words on one of the following topics. One topic has an outline that you can follow.

Topic:

My happy childhood

Introduction:

Thesis statement: My childhood was a happy time for me.

Body:

Detail 1: What I could do in spring.

Detail 2: What I could do in summer.

Detail 3: What I could do in fall.

Detail 4: What I could do in winter.

Conclusion:

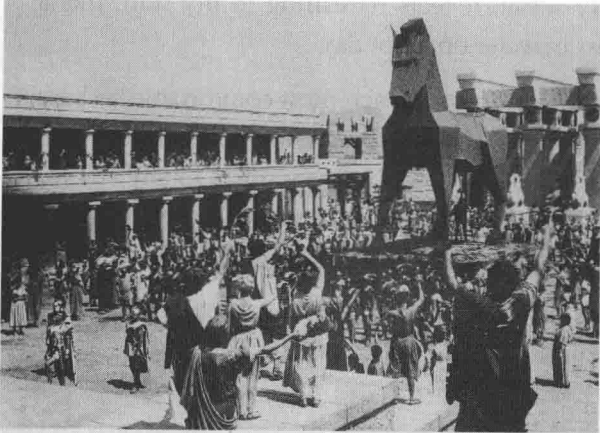
I'll never forget my childhood.

More topics:

- My favorite restaurant
- Our college campus

Translation

- 9 Translate the following paragraph into Chinese.



Homer's epics are said to be written by an ancient Greek blind poet Homer, who is revered as the greatest of ancient Greek epic poets. The epics include two great works of Greek history: the *Iliad* and the *Odyssey*. The two epics are the earliest works of Greek literature, and are among the greatest treasures of the ancient world, regarded by Westerners as the greatest epics in history. They have had an enormous influence on the history of literature and are of great value for the study of history, geography, archeology and folklore. Both the epics are divided into 24 volumes, the *Iliad* containing 15,693 lines and the *Odyssey* 12,110 lines. The *Iliad* is the oldest surviving work of Greek literature, which tells the story of the 10-year siege of the city of Troy. The *Odyssey* mainly centers on the Greek hero Odysseus and his journey home after the fall of Troy. Given the concise language, vivid plots and characters, Homer's epics are great masterpieces of literature and occupy an important position in the world literature history.

- 10 Translate the following paragraph into English.



《孙子兵法》(*The Art of War*)是我国古代著名的军事家(strategist)孙武的著作。它既是一部经典的军事著作,又是一部光辉的哲学著作,是我国灿烂的古代文化中一份珍贵的遗产。孙武在书中揭示了一系列具有普遍意义的军事规律,提出了一套完整的军事理论体系。这一理论体系不仅深受战国以来历代军事家的重视和推崇,对他们的军事思想和实践产生了重要的影响,而且在世界军事思想领域也拥有广泛的影响,享有极高的声誉。

Section B

Reading skills: Reading for main ideas in paragraphs

Finding main ideas in paragraphs plays a critical role in our understanding of a reading passage. Some rules regarding how to find main ideas have been given. One of them is that the main idea, in other words, the topic sentence, more often than not appears in the beginning of each paragraph. In B1U8, we have already learned how to grasp main ideas by asking three questions: 1) What is the subject of the paragraph? 2) What is the purpose of discussing the subject? 3) What idea is the author trying to convey about the subject? Here we will introduce a new method to find main ideas, which is especially suitable for narrations. We all know that *who*, *what*, *where* and *when* are four important elements in narrative writing. If we can find the four elements for each paragraph, then we can have the main idea of each paragraph.

Take a look at the following examples from Text A.

Example 1:

I'm walking with my sister beside a wagon. It's a simple ladder wagon, lined with hay, and high up on the hay, on a cotton sheet, rests my grandfather. He cannot move; he is paralyzed, another casualty of a landmine. When an air raid begins, the entire group dives into ditches; only my grandfather remains on the deserted road. He sees the airplanes flying at him, sees them violently dip and aim, sees the fire of ammunition, hears the roar of the engines passing over his head. When the planes disappear, we return to the wagon and my mother wipes the sweat from my grandfather's flushed face. Sometimes, there are air raids several times a day. After each one, sweat pours from my grandfather's tired face. (Para. 4)

Who: my grandfather

Where: on the wagon

When: in air raids, on the way to seeking refuge

What: being attacked by airplanes

Main idea: My grandfather is attacked by airplanes in air raids on the way to seeking refuge.

Example 2:

One day we hear that they'll be giving out candy in a store near the warehouse. Immediately we make a long queue of cold and hungry children. We stand in the frost all night and the following day, huddled together to summon a bit of warmth. Finally, they open the store. But instead of candy, we are each granted an empty metal container that once held some fruit drops. Weak and stiff from the cold, yet at this moment happy, I carry my treasure home, guarding it jealously. It's valuable; the inside wall of the can still has a sugar residue. My mother heats some water and pours it into the can. We have a dilute, sweet drink: our only nutrition for days. (Para. 8)

Who: a group of hungry children and I
 Where: beside a store near the warehouse
 When: one night and the following day
 What: waiting for candy and getting an empty metal container
 Main idea: A group of hungry children and I waited beside a store for candy, for a whole night and a whole day, only to get an empty metal container that once held some fruit drops.

1 Read the following paragraphs taken from Text B and find out the main idea for each of them by identifying the details of the four elements.

1 Ever since the arrival of the American military, Luis Duterte's world had changed. Overnight, a military camp had sprung to life on the empty field just below his home in Normandy. For a seven-year-old orphan, it was in essence a dream come to life. His keeper Mrs. Bijeaux, had to drag him in at night from his terrace on the cliff overlooking the beach. (Para. 1)

Who:

Where:

When:

What:

Main idea:

2 After the war ended, Smith took a multitude of trips returning to France looking for Luis. But try as he might, the familiar landmarks were gone. France was a country torn apart

by the bombs of the war and then pieced back together again. Each day Smith would grieve. Yet, he remained dogged in his search for Luis. Smith knew in his heart that Luis was still alive and waiting, but he simply could not find any remnant of the boy he had come to love like a son. He combed through phone books and even hired a private investigator. His repeated failures haunted him as he repeatedly asked himself punishing questions: Why have I failed Luis? What could I have done differently? (Para. 17)

Who:

Where:

When:

What:

Main idea:

Text B



Smith and Luis

- 1 Ever since the arrival of the American military, Luis Duterte's world had changed. Overnight, a military camp had sprung to life on the empty field just below his home in Normandy. For a seven-year-old **orphan**, it was in **essence** a dream come to life. His keeper Mrs. Bijeaux, had to drag him in at night from his **terrace** on the **cliff** overlooking the beach.
- 2 Now he watched, wide-eyed, as jeeps roared up the road and men scrambled about, emptying trucks loaded with guns, ammunition, food, and giant army bags. He yawned as the **scent** of **crisp** bacon, eggs, coffee, and the smell of **toast** came from the kitchen tent. He tilted his small head back, breathing in the **fragrance**. His stomach moaned.
- 3 Ronald Smith, a **lieutenant** in the Seabees, the US Navy's Construction **Battalion**, held a clipboard and checked off the morning's accomplishments. The hospital tent was complete, as was the new shower.
- 4 Smith and his top sergeant had been busy since dawn, and it was now noon. He **dispatched** him, then took a moment and touched the **breast** pocket that held the

photo of his wife and two young sons. It had been more than a year since he'd been **deployed** and last seen them.

- 5 When the lieutenant turned to go, he saw something in the tall grass on the hill. He waved. A small hand waved back. There was a moment of hesitation; then, the boy **timidly** made his way down.
- 6 Smith tried out his high school French, hoping he could remember the right **wording**: "*Comment t'appelles-tu?*" (What is your name?)
- 7 The boy **blushed** and his eyes shone. "Luis," he said.
- 8 Smith shook his hand. This little guy looked like he could use a good meal, and the camp had more than enough food. In his halting French, Smith invited Luis to have lunch. When the boy nodded, Smith lifted him onto his hip, as he might have done with one of his own sons, and walked **briskly** toward the tent.
- 9 Inside, dozens of young soldiers ate and talked. Smith piled two plates high with roast beef, carrots, and apple pie **sprinkled** with sugar.
- 10 After lunch, Smith held Luis' hand, and they walked into the June sunlight. He knelt beside the boy and explained that he had to go back to work. Luis nodded and ran back up the path to the tall grass, turning around to wave.
- 11 At 1800 hours, as Smith was again heading for the mess tent, he saw Luis sitting in the same spot. He motioned, and Luis ran to him.
- 12 Dinner was fried chicken, potatoes, and **peanut cookies**. Smith again filled two plates, but Luis didn't eat as much as he had at lunch; it was clear that the boy wasn't used to so much food. But he **clutched** Smith's hand and smiled his shy smile. After dinner, Smith knelt close to Luis. "*Bonsoir,*" he said. "*A demain.*" (Goodnight. See you tomorrow.) He watched the boy walk up the path and out of sight.
- 13 **Henceforth**, Luis ate with Smith all of the time. The other soldiers didn't mind; in fact, the boy helped ease their homesickness. Luis **giggled** when Smith carried him **aloft** on his shoulders and soon began riding along in the jeep down to the beach, where Smith **supervised** the unloading of **freight** from the ships and took **inventory**. When Smith oversaw construction projects in the camp, Luis **tagged** along. If Smith left the **radius** of the camp to rebuild a road or to repair a bridge, Luis waited in the **vicinity** for his return.
- 14 As the summer of 1944 passed, Smith's French improved, and Luis learned to say *hello*, *goodbye*, *jeep*, *ship*, and *ice cream*, even though their conversations stayed pretty **concise**.

- 15 In mid-October, when Smith received orders to leave France, he drove to the local authorities to make some inquiries. He **ascertained** that Luis had been abandoned at birth and had no living relatives. But when he **petitioned** to adopt him and become his legal **guardian**, the answer was **straightforward** and firm: no.
- 16 **Notwithstanding** the regulations, Smith **enclosed** Luis in a hug and promised to return for him later. The two had grown so close amongst the trials of war, and Smith knew he would never forget the boy. What Smith could never have imagined was that he would never see Luis again.
- 17 After the war ended, Smith took a **multitude** of trips returning to France looking for Luis. But try as he might, the familiar **landmarks** were gone. France was a country torn apart by the bombs of the war and then pieced back together again. Each day Smith would **grieve**. Yet, he remained **dogged** in his search for Luis. Smith knew in his heart that Luis was still alive and waiting, but he simply could not find any **remnant** of the boy he had come to love like a son. He combed through phone books and even hired a private investigator. His repeated failures **haunted** him as he repeatedly asked himself punishing questions: Why have I failed Luis? What could I have done differently?
- 18 As he grew older, Smith's pain increased. Finally, old age forced him to stop traveling, but Smith **dwelled** more and more on his one broken promise and lifelong regret.
- 19 In his final will, Smith instructed his children to continue where he had left off, **pleading** with them to find Luis.



(938 words)

New words

- orphan /'ɔ:fn/ *n.* [C] a child whose parents have died 孤儿
- essence /'esns/ *n.* [sing.] the most important part of sth., usu. the part that gives it its general character 实质; 本质; 精髓
- terrace /'terəs/ *n.* [C] 1 a flat area outside a house, restaurant, hotel, etc., used for sitting and eating meals 露天平台
2 a row of houses all of the same type, built so that they join together (风格相同、互相连接的) 排屋
- cliff /klɪf/ *n.* [C] the steep side of an area of high land 悬崖; 峭壁
- scent /sent/ *n.* [C] a particular smell, esp. a pleasant one 气味; (尤指) 香味
vt. 1 make sth. have a particular smell 使充满…气味
2 find sth. by using the sense of smell 嗅出; 闻到
- crisp /krɪsp/ *a.* (*also* ~y) (of food) pleasantly hard and dry 脆的; 酥脆的
n. [C, usu. pl.] (*AmE chip or potato chip*) a thin flat round piece of potato that has been cooked in fat and is eaten cold 炸薯片
- toast /təʊst/ *n.* 1 [U] bread that has been heated until its outside is brown and hard 烤面包; 吐司
2 [C] an occasion when people all drink together and say sb.'s name in order to show their admiration or good wishes 祝酒; 干杯
vt. 1 make bread into toast 烘烤(面包)
2 drink a toast to sb. 为…干杯; 为…祝酒
- fragrance /'freɪgrəns/ *n.* [C, U] 1 a pleasant smell 芳香; 香味
2 a liquid with a pleasant smell that people put on their skin 香水
- lieutenant /lu:'tenənt/ *n.* [C] 1 an officer of low rank in most armed forces 陆军中尉; 海军上尉
2 a US police officer of middle rank (美国警察部队的) 中尉
- battalion /bə'tæljən/ *n.* [C] a large group of soldiers that consists of three or more smaller groups called companies 营(由3个或3个以上的连组成)
- dispatch /drɪ'spætʃ/ *vt.* (*fml.*) send sb. or sth. somewhere 派遣; 发送; 派送
- breast /brest/ *n.* [C] 1 the top front part of a jacket or coat (夹克或上衣的) 胸部, 上身前部
2 one of the two round soft parts on the front of a woman's body that produce milk when she has a baby (女子的) 乳房
- deploy /drɪ'plɔɪ/ *vt.* 1 organize or move soldiers, military equipment, etc. so that they are in the right place and ready to be used 部署, 调度(军队或武器)
2 (*fml.*) use sth. 使用; 利用
- timid /'tɪmɪd/ *a.* shy and nervous 羞怯的; 胆怯的
- timidly /'tɪmɪdli/ *ad.* 羞怯地; 胆怯地
- wording /'wɜ:ɪdɪŋ/ *n.* [U] the words that are used in a particular piece of writing or speech 用词; 措辞
- blush /blʌʃ/ *vi.* become red in the face, usu. because you are embarrassed or ashamed (因尴尬或羞愧而) 脸红, 涨红了脸
n. [C] the red color that spreads over your face when you are embarrassed or ashamed (因难堪、羞愧) 面部泛起的红晕

brisk /brɪsk/	<i>a.</i> 1 moving or acting quickly 轻快的; 敏捷的; 迅速的 2 (of wind and the weather) cold but pleasantly fresh 凉爽的; 清新的
briskly /'brɪskli/	<i>ad.</i> 1 轻快地; 敏捷地; 迅速地 2 凉爽地; 清新地
sprinkle /'sprɪŋkl/	<i>vt.</i> shake small amounts of a liquid or a substance such as sugar over the surface of sth. 撒(液体); 撒(粉末状物)
peanut /'pi:nʌt/	<i>n.</i> [C] a type of nut that grows under the ground inside a thin shell and that can be eaten 花生; 落花生
cookie /'kʊki/	<i>n.</i> [C] 1 (<i>mainly AmE</i>) a small sweet biscuit 小甜饼; 曲奇饼 2 a file containing information about the user of a computer that is connected to a network or to the Internet 网络跟踪器(记录上网用户信息的文件)
clutch /klʌtʃ/	<i>vt.</i> hold sb. or sth. firmly, e.g. because you are afraid or in pain, or do not want to lose them 紧抓; 紧握
henceforth /,hens'fɔ:θ/	<i>ad.</i> (<i>fml.</i>) from this time into the future 从今往后; 从此以后
giggle /'gɪgl/	<i>vi.</i> laugh in a nervous, excited, or silly way that is difficult to control 咯咯笑; 傻笑 <i>n.</i> [C] a high laugh, esp. a nervous or silly one 咯咯的笑声; 傻笑
aloft /ə'lɒft/	<i>ad.</i> high up in the air 在高处; 在空中
supervise /'su:pəvaɪz/	<i>v.</i> be in charge of an activity or person, and make sure that things are done in the correct way 监督; 管理; 指导
freight /freɪt/	<i>n.</i> [U] goods that are carried by vehicles (车辆运输的) 货物
inventory /'ɪnvəntɔ:ri/	<i>n.</i> [C, U] a list giving details of all the things in a place 清单; 详细目录
tag /tæg/	<i>vt.</i> 1 (~ along) go somewhere with sb. else although you are not needed (尽管别人不需要但还是) 跟着...走 2 fix a small piece of paper or other material to sth. to give information about it 给...加标签 <i>n.</i> [C] a small piece of paper or other material that is fixed to sth. to give information about it, or fixed to sb. to show who they are 标签; 标牌; 胸牌
radius /'reɪdiəs/	<i>n.</i> [C] (<i>pl. radii or radiuses</i>) a particular distance in all directions from a central point 半径范围
vicinity /və'sɪnəti/	<i>n.</i> [<i>sing.</i>] the area near a particular place 邻近地区; 附近
concise /kən'saɪs/	<i>a.</i> expressed using only a few words, but in a way that is easy to understand 简洁的; 简明的
ascertain /,æseɪ'teɪn/	<i>v.</i> (<i>fml.</i>) find out sth. 弄清; 查明
petition /pə'tɪʃn/	<i>v.</i> ask sb. in authority to do sth. using a petition (以请愿书) 要求, 请求, 请愿 <i>n.</i> [C] a document signed by many people that asks sb. in authority to do sth. 请愿书
guardian /'gɑ:diən/	<i>n.</i> [C] 1 sb. who is legally responsible for another person such as a child whose parents have died 监护人

straightforward /,streɪt'fɔ:wəd/	a.	2 a person or organization that guards or protects sth. 看守者; 保护者 1 clear and honest 诚实的; 清楚明了的 2 not complicated or difficult to understand 简单的; 易懂的
notwithstanding /,nɒtwɪð'stændɪŋ/	prep. & ad.	(<i>fm.</i>) despite sth. 尽管
enclose /ɪn'kləʊz/	vt.	1 surround sb. or sth. 围住 2 send sth. such as a document with a letter 把...封入信封; 随信寄出...
multitude /'mʌltɪ,tju:d/	n.	[C] (a ~ of) a very large number of people or things 大批; 大量
landmark /'lænd,mɑ:k/	n.	[C] 1 a famous building or object that you can see and recognize easily 地标; 陆标 2 a major event or achievement that marks an important stage in a process and makes progress possible 里程碑 (指在进程中有划时代意义的重大事件或成就)
grieve /gri:v/	v.	feel extremely sad because sb. has died (尤指因某人亡故而) 感到悲痛
dogged /'dɒɡɪd/	a.	determined to achieve sth. and continuing to try despite difficulties 坚持不懈的; 顽强的
remnant /'remnənt/	a.	[C, usu. pl.] a small remaining part of sth. 残余; 剩余
haunt /həʊnt/	vt.	make sb. feel worried and upset for a long time 萦绕在...心头; 缠扰
dwell /dwel/	vi.	1 (~ on / upon) spend a lot of time thinking or talking about sth. unpleasant 老是想, 唠叨 (令人不快的事) 2 live somewhere 居住
plead /pli:d/	vi.	ask for sth. in an urgent or emotional way 恳求; 请求; 央求
	v.	say in a court of law whether you are guilty of a crime or not 申诉; 答辩; 辩护; 抗辩

Phrases and expressions

spring to / into life	suddenly become active, start moving, or start working 突然活跃 (活动, 工作) 起来
in essence	basically or fundamentally 本质上; 基本上; 根本上
come to life	start to act or move as if alive (仿佛活着) 开始动起来
load ... with ...	put a large quantity of sth. onto or into sth. 使装满; 把 (大量的...) 装入
check sth. off	write a mark next to sth. on a list to show that you have chosen it, dealt with it, or made sure that it is correct 清点; 登记
sprinkle ... with ...	lightly cover sb. or sth. with sth. else by scattering 洒...; 撒...
out of sight	not visible 看不见了
tear sth. apart	damage or destroy sth. completely by breaking it into pieces 损毁; 摧毁
piece sth. together	put all the separate parts of an object into the correct order or position 把 (物体的部件) 拼合起来
leave off	discontinue an activity 中断, 放弃 (活动)
plead with sb. (to do sth.)	make an emotional appeal to sb. to do sth. 恳求某人 (做某事)

Proper names

Ronald Smith /'rɒnəld ,smɪθ/	罗纳德·史密斯 (人名)
Luis Duterte /'lɔɪ du,tɑ:t/	路易·迪塔尔特 (人名)
Normandy /'nɔ:məndi/	诺曼底 (法国西北部一地区)
Bijoux /br'ʒu:/	比诺 (人名)
Seabees /'si:bi:s/	美国海军工程营成员
the US Navy's Construction Battalion	美国海军工程营

Reading comprehension

Understanding the text

2 Choose the best answer to each of the following questions.

- 1 Which of the following is not mentioned as something that attracted Luis?
 - A Jeeps and trucks.
 - B Military training.
 - C Military men.
 - D The scent of the food.
- 2 What did Smith do when he saw Luis in the high grass on the hill?
 - A He dispatched his top sergeant.
 - B He made his way up the hill.
 - C He hesitated for a moment.
 - D He waved his hand.
- 3 Why didn't the other soldiers mind Luis eating with them?
 - A Because Luis could entertain them.
 - B Because Luis often helped them with unloading trucks.
 - C Because Luis always tagged along with them.
 - D Because Luis could make them less homesick.
- 4 How did Smith know Luis was abandoned at birth?
 - A Luis told him.
 - B He guessed from his appearance.
 - C The local authorities told him.
 - D Mrs. Bijeaux told him.
- 5 What had Smith promised to do when he left Luis?
 - A Return for him.
 - B Adopt him.
 - C Take him back to America.
 - D Bring him a lot of food.
- 6 Which of the following is true regarding Smith's trying to find Luis after the war?
 - A He was too old to take trips returning to France.
 - B He hired a private investigator to comb through phone books.
 - C He returned to France but found the familiar landmarks were gone.
 - D He was discouraged by his repeated failures.
- 7 What do we know about Smith from the text?
 - A Smith liked Luis because Luis was an orphan.
 - B Smith missed his family a lot when he was on his mission.
 - C Smith finally gave up because he was too old to travel.
 - D When he left, Smith thought that he would never see Luis again.
- 8 Which of the following statements can be inferred from the text?
 - A Smith had tried to bring Luis back to America secretly but his keeper wouldn't agree.
 - B Smith couldn't keep his promise of returning for Luis later due to his bad health.
 - C Smith took good care of Luis partly because the boy had a bad relationship with his keeper.
 - D Smith wouldn't accept the fact that he may never find Luis even at his death.

Critical thinking

3 Work in pairs and discuss the following questions.

- 1 If you were Luis, would you blame Smith for not keeping his promise?
- 2 How do you understand the remark by François Fénelon: "All wars are civil wars, because all men are brothers"?
- 3 What is the more severe damage that people suffer when a war breaks out, physical injury or psychological trauma (心理创伤)?

Language focus

Words in use

4 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

dispatch	vicinity	haunt	dwell
supervise	enclose	petition	timid
	clutch	fragrance	

- 1 The responsibility of the Finance Committee is to _____ the allocation of funds to particular projects in line with financial and economic policies.
- 2 He _____ that he should have been allowed to free himself from a charge of robbery, and that he should receive compensation for his unjustified imprisonment.
- 3 She was sitting on the bed beside him, trying to hold on to him by _____ his shoulders.
- 4 As far as I know, there are no big supermarkets in the _____ of our house; we must drive to the next town to go shopping.
- 5 Researchers have shown that _____ can elevate mood, improve creativity and enhance sleep in many but not all people.
- 6 The last few fire engines were _____ to the fire, which had burned at least 10 floors of the biggest building in the city.
- 7 Next time you have a problem, think about how you can improve the situation instead of _____ on all the negative aspects.
- 8 Years after the deadly car accident had occurred, he was still _____ by images of death and destruction around him.
- 9 The mother tried to comfort her little boy who was _____ about going to school for the first time.

- 10 The park, which _____ the monument, has recently been enlarged because more and more city residents like to go there to relax.

Expressions in use

5 Fill in the blanks with suitable prepositions or adverbs.

- 1 It was quite beyond our expectations that the Spanish football team's initially slow strategy of attack sprang _____ life in the second half of the game.
- 2 It is odd that people consider Peter to be a very easy-going and open-minded person because he is _____ essence a very shy and conservative person.
- 3 Their bodies have been found in a warehouse with a shotgun (猎枪) lying nearby, and detectives are trying to piece _____ the puzzle of how they died.
- 4 He resigned, depressed at the way that war and revolution have torn the country and families _____.
- 5 One Saturday in February, I noticed a truck loaded _____ firewood traveling slowly down the street in front of our apartment.
- 6 It is our sincere wish that you would leave _____ complaining about everything; you would not only help us but also yourself.
- 7 In many divorce cases both parents want to keep the children, and they plead _____ the court for custody (监护权) of their kids, and for financial child support by their spouse.
- 8 The postal clerk always needs to be sure to check _____ the parcels before he can go out to deliver them.

Sentence structure

6 Rewrite the following sentences, using "be worth next to nothing". Make changes where necessary.

Model: Death is the punishment for the robbery of coal or wood – human life is now not worth a penny.

→ Death is the punishment for the robbery of coal or wood – human life is now worth next to nothing.

1 Henry refuses to change his mind because he holds that our advice is worthless to him.

2 Once a gambler is addicted, all the efforts to help him get rid of the bad habit will be in vain.

3 Your recommendation is of no use at all to those who do not want to listen.

7 Complete the following sentences by translating the Chinese into English, using the sentence pattern "look like + clause".

Model: This little guy _____
(看起来可以在这儿饱餐一顿), and the camp had more than enough food.

→ This little guy looked like he could use a good meal, and the camp had more than enough food.

1 There are too many things in your paper bag and it _____

(看起来就要爆裂了).

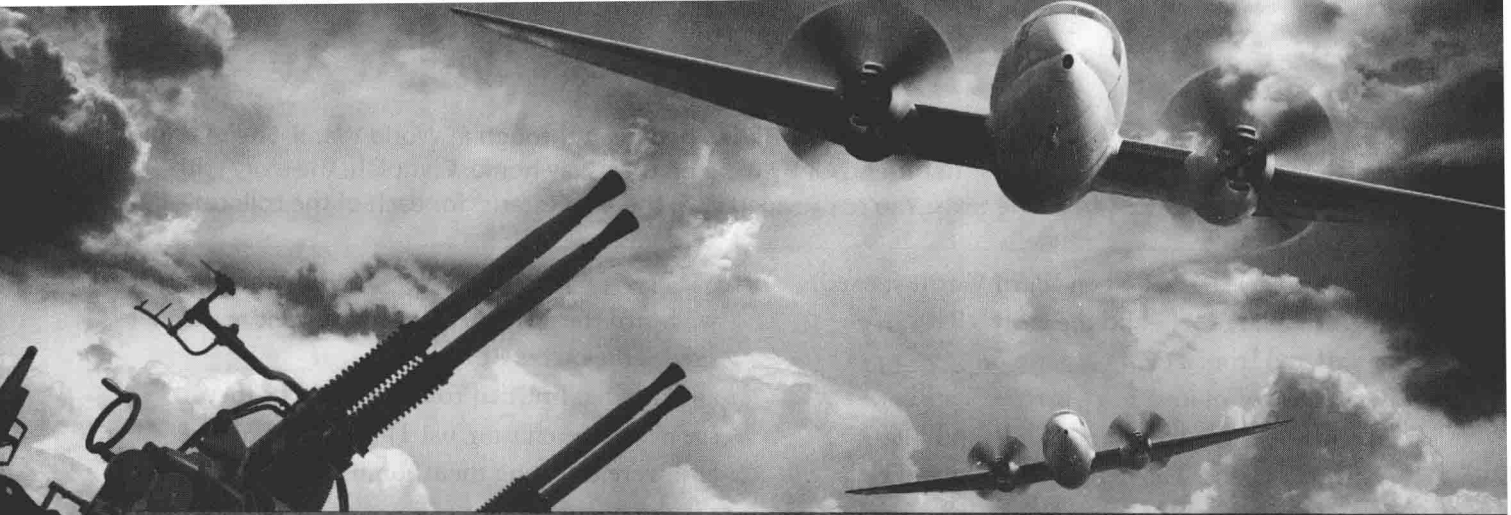
2 Although we are supposed to finish this month, it _____

(看起来这项工作要拖到明年了).

3 Gatherings of armed forces near the border _____

(看起来他们计划在接下来的几天内就要入侵).





Collocation

World War II was the most widespread war in history, marked by the deaths of 50 million to over 75 million civilians. These deaths made World War II by far the most **dangerous evil** (B3U6A) in human history. During that particular period of history, the **pervasive threat** (B3U6A) of devastating air raids, marked by the **brilliant sky** (B3U6A) at night, the **tremendous roar** (B3U6A) of bombs, and airplanes which were viciously aiming and **violently dipping** (B3U6A) would cause civilians **emotional intensity** (B3U6A) and always **inevitable death** (B3U6A). Despite their **profound fatigue** (B3U6A), civilians had to **walk briskly** (B3U6B) to escape from air raids while senior civilians could **barely move** (B3U6A) along the mostly **deserted road** (B3U6A). In addition, civilians were constantly experiencing hunger and cold. The war **inevitably inflicted** (B3U6A) untold sufferings on civilians worldwide.

Warm-up: Based on the collocations in this unit, choose the appropriate intensifying adverbs or adjectives to make the words in italics stronger, thus forming strong collocations.

- Located in Anhui Province, Yellow Mountain is very famous for its magnificent view covered in mist, and the sunrise is indeed a(n) _____ *spectacle*
A extraordinary B extreme
C moving
- After the actor, well known for his performances, walked onto the stage, he bent his head and imitated the _____ *voice* of a little girl in terror.
A exciting B inspiring
C trembling
- What he says reflects his _____ *regret* for having violated a situation of trust, and it shows concern that someone might have been hurt permanently because of him.
A true B lifelong
C uneasy
- As my English teacher gave us the last 10 minutes to finish our reading test, I got a(n) _____ *appalling* feeling of not being able to complete it.
A systematically B increasingly
C consistently
- Hard work is still highly respected by most Americans. If they become unemployed, they will suffer a sense of loss of self-esteem, _____ *wandering* through life.
A freely B angrily
C helplessly
- He made a(n) _____ *promise* that he would certainly not rest until he had fulfilled his responsibility; however, he had never finished his part of the team project.
A unbelievable B broken
C dishonest

8 The following was a real account of the horror Tiffany had been through in World War II. She recalled the air raid that night while she and her friend Cindy were on their way home. Complete the story with appropriate collocations from the texts. You're provided with the first letter(s) for each of the collocations.

I was 17 years old when World War II started. During late 1939 and the early 1940s, we suffered from 1) *em*_____ *in*_____ because of quite a few air raids. I still remember the day when Cindy and I left from a dance. The night was fresh and clear and the moonlight made the 2) *b*_____ *s*_____ seem almost like daylight. On such nights the bombers could see their targets better. Realizing the awful plight we were in, we 3) *wa*_____ *br*_____ to catch the last trolleybus home. To our dismay, we found that the trolleybus had been stopped because of the raid. We were like two 4) *he*_____ *wa*_____ rabbits with our dance shoes under our arms. We ran more than walked, talking along with 5) *tr*_____ *v*_____.

We were about halfway home when we heard the 6) *tr*_____ *r*_____ of the airplanes. Cindy and I felt we were the only ones left on

the 7) *d*_____ *r*_____, and by this time we heard the airplanes flying at us and we also saw as they were 8) *vi*_____ *d*_____ and aiming. I turned round to look as they seemed to be chasing us! They could see us and were directing their bombs at us. We felt that we were facing 9) *in*_____ *d*_____. Still hurrying on, we stumbled and bumped into each other with 10) *pr*_____ *f*_____. The road seemed endless and we must have looked like two drunken girls by this time. The 11) *pe*_____ *th*_____ was surrounding us. I lost my dance shoes; they must have slipped from under my arm as I ran in panic.

I finally reached home. Dad and Mom were so pleased to see me "all in one piece" and escape from the 12) *da*_____ *e*_____ that night. The raid was still on, so my family went to the air raid shelter straight away the same night.

Unit project

Writing a book report

Based on the unit theme, you are expected to write a book report concerning war. A book report is a piece of written work reflective of a book. Generally speaking, a book report consists of the following three main parts:

- background information about the author and his time
- a summary of the book
- comments on it

To finish the task, please follow the steps listed below.

1 Work in groups of four and decide on a war novel you all like to read.

2 Discuss the outline of the book report:

- the author of the novel
- the year it was published

- the summary of the novel – an analysis of the plots and characters of the story
- your comments on the novel

3 Prepare your book report and present it to the class.

7

UNIT



Economy: Power behind everyday life

It's a recession when your neighbor loses his job; it's a depression when you lose yours.

—Harry S. Truman (the 33rd president of the US)

Hunger is not the worst feature of unemployment; idleness is.

—William E. Barrett (American author)

Preview

The economy is extremely important to both society and individuals. Strong, healthy economies bring people opportunities for education, work and success. Like life, economies flow in cycles. In good economic times, jobs and money are plentiful, and few people give thought to the consequences of financial downturns. However, when the economic cycle shifts downward, employment declines and people suffer as their standard of living is severely affected, and their anxiety and uncertainty about the future grow.

To face the ups and downs of life, it is important for us to consider, carefully and seriously, various economic issues that are happening every day. As college students, we may begin by acquiring some knowledge about the basic phenomena of economies and reflecting on the ways people make decisions about money. Indeed, each person should learn to understand the relationship between economy and society.

So, will you share with us your financial plan for downturns in the economy? How will you plan your own budget and finances now even before you enter the workforce?

Section A

Pre-reading activities

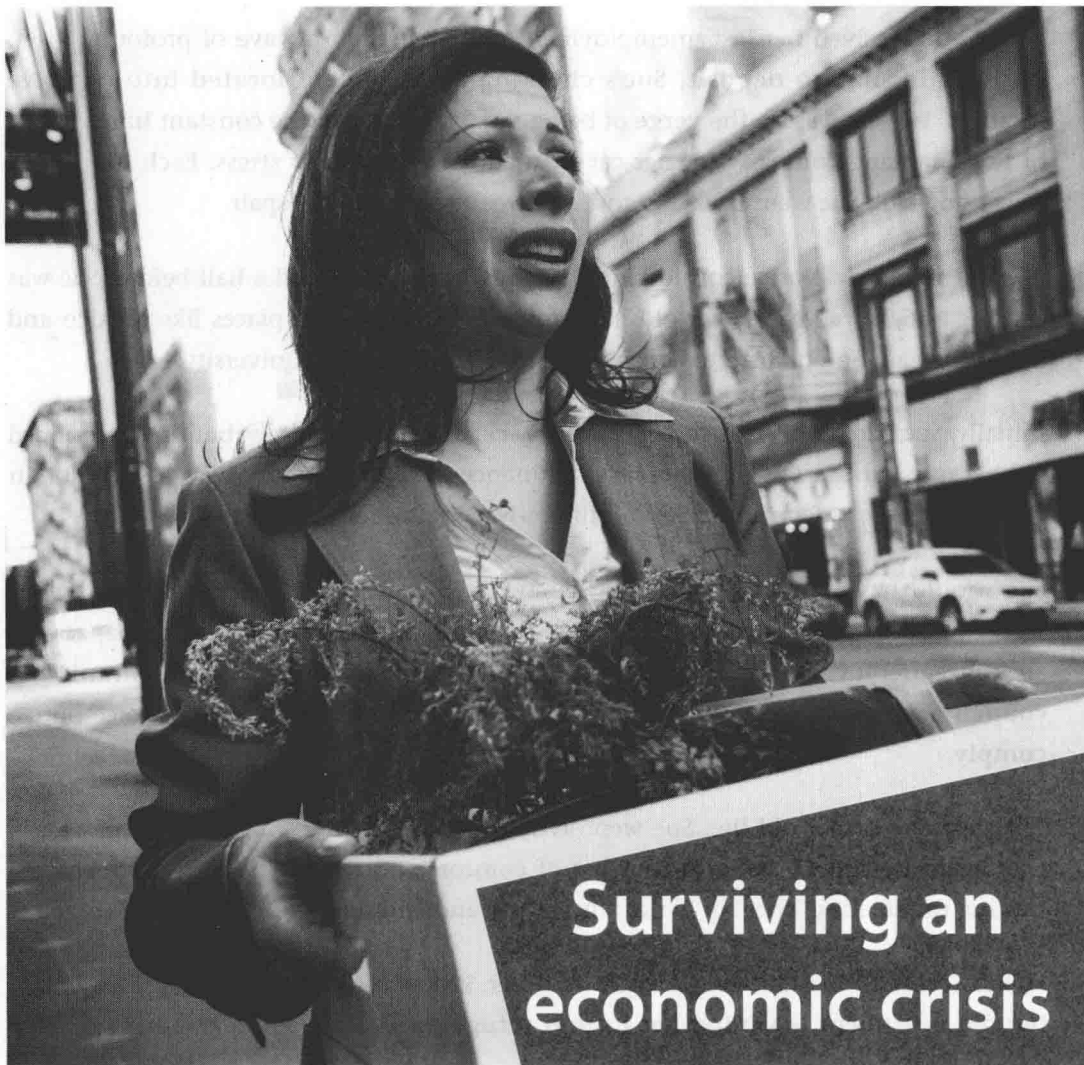
Look at the pictures and answer the following questions.



- 1 What are the people in the pictures doing?
- 2 How does economic recession affect ordinary people?
- 3 Do you have any solutions to economic crisis?

Text A

- 1 The economic **slump** so many people suffered through **originated** in the United States, with a **regulatory** failure of **mortgages** rated less risky than they turned out to be. As large numbers of homeowners proved unable to **repay** their loans, the companies that had the **oversight** and those that owned the loans (as well as their **subsidiaries** and their **shareholders**) lost **sizable** amounts of money. The effects of these **drastic** losses soon **spiraled** into the US job market as **layoffs** and **terminations**. The **rebound** was slow in coming. Many people experienced long months of struggles just like the character in this story.
- 2 Facing **tenant eviction** after several months of unpaid rent, Sue Johnson packed up whatever she could fit into her two-door automobile and drove out of town.
- 3 She wound up at a **motel**, putting down the \$260 she had managed to scrape together from friends and from selling her living room set. It was all the money Sue had left



after her unemployment benefits had **expired**. She faced life as a **migrant**, a previously unimaginable situation for a woman who, not that long before, had held a corporate job in a large **metropolitan** city and was enrolled in a graduate business school.

- 4 Sue knew that in all **likelihood**, she would end up living in her car. She was part of a hard-luck group of jobless people who called themselves “99ers”, because they had exhausted the maximum 99 weeks of unemployment insurance benefits that they could claim.
- 5 Long-term unemployment was at record levels, according to the **Bureau** of Labor Statistics. Modest payments of unemployment benefits were a lifeline that enabled people who were out-of-work to maintain at least an appearance of normalcy, keeping a roof over their heads, putting gas in their cars, paying electric and phone bills.
- 6 Without the checks, people like Sue, who once was a director of client services at a technology company, began to **tumble** over the economic cliff. The last aspects of their former working-class or middle-class lives were gone, and all of them faced unsure futures.
- 7 When Sue received her last unemployment check, she felt a wave of profound grief. With no income to **deposit**, Sue’s checking account **deteriorated** into negative balances. Her car was on the **verge** of being repossessed. And, the constant **harassment** of the financing company for her car loan added to her daily stress. Each day, like a ping pong ball, Sue went back and forth between resolve and despair.
- 8 It was a sickening plunge considering that only a short year and a half before, Sue was earning \$56,000 a year at her old job, enjoyed vacationing in places like Mexico and the Caribbean, and had started business school at an excellent university.
- 9 Initially, Sue had tried to finish her university **certification** remotely, but finally dropped out because of the stress from her sinking finances. She applied for every possible job in the employment **spectrum**, from minimum-wage **retail** jobs to director positions.
- 10 Sue should have been **evicted** from her two-bedroom apartment for non-payment several months before she was, but, thankfully, the process was delayed by paperwork and **bureaucracy**. Eventually, the bureaucracy caught up with her and a **municipal council** gave her 10 days to leave her apartment for good. She had no choice but to **comply**.
- 11 That last day of her old life, Sue wept as she drove away. She wondered if she would ever again be able to **reclaim** that life of comfort and respect. Sue even considered turning the steering wheel of her car into a tree and ending her life story right there.
- 12 Friends came to her aid. One friend wired her \$200 while she was driving away from her old apartment, enabling her to find **refuge** in a motel along the way. But Sue

worried there wouldn't be any more charity for the money and gas she desperately needed.

- 13 Helped by gas cards **donated** by a church, Sue decided to return to her hometown. She figured the health-care safety net there was better, as well as the job market. She contacted a local shelter but learned there was a waiting list. Welfare was not an option, because she didn't have young children. And, Sue knew that none of her three adult sons were in a position to help her.
- 14 "I knew the only help I was going to get was from me myself," Sue said. "I thought to myself: I have to take care of myself. I really, really need to get work. I need a job. I don't want to be seen as a **parasite**."
- 15 Sue's motel room was depressing. Lining the shelves underneath the television were her food supplies: rice and noodles that she mixed with water in the motel's ice bucket and heated up in a microwave; peanut butter and **jelly**; a loaf of white bread – the **subsistence** of a desperate person. Sue's days were spent **surfing** Internet job **indexes**, applying for jobs where the silent "No." "No." "No." gave way to a feeling of helplessness.
- 16 Sue had all new struggles and obstacles to deal with too, like what to do for an address for job applications. She worried about what would happen when her cell phone was cut off for non-payment, and calls to her number would disappear into an invisible world she could not reach.
- 17 Finally, an old friend sent Sue a ray of hope, a small miracle: \$300 cash – just enough for another **brutal** week of struggle.

(910 words)



New words

slump /slʌmp/	<i>n.</i> [C, usu. sing.] 1 a period when there is a reduction in business and many people lose their jobs (经济的) 不景气, 萧条 2 a sudden decrease in prices, sales, profits, etc. (价格、销售额、利润等的) 突然下跌
originate /ə'ɪdʒə,neɪt/	<i>vi.</i> begin to exist or appear for the first time 发源; 开始
regulatory /'regjʊlətɔ:ri/	<i>a.</i> (<i>usu. before noun</i>) having the power to control an area of business or industry and make sure that it is operating fairly (对工商业) 具有监管权的, 监管的
mortgage /'mɔ:ɡɪdʒ/	<i>n.</i> [C] a legal arrangement by which you borrow money from a bank or similar organization in order to buy a house, and pay back the money over a period of years 抵押贷款; 按揭
repay /rɪ'peɪ/	<i>vt.</i> (repaid, repaid) pay back money that you have borrowed 付还; 偿还
oversight /'əʊvə,sait/	<i>n.</i> 1 [U] the situation of being in charge of a piece of work and checking that it is satisfactory 监管; 监督 2 [C, U] a mistake in which you forget sth. or do not notice sth. 失察; 疏忽
subsidiary /səb'sɪdiəri/	<i>n.</i> [C] a company that is owned or controlled by another larger company 子公司; 附属公司
shareholder /'ʃeə,həʊldə/	<i>n.</i> [C] sb. who owns shares in a company or business 股东; 股票持有者
sizable /'saɪzəbl/	<i>a.</i> (<i>also sizeable</i>) fairly large 相当大的
drastic /'dræstɪk/	<i>a.</i> extreme and sudden 激烈的; 严厉的; 突然的
spiral /'spairəl/	<i>vi.</i> 1 continuously become worse, more, or less 不断地恶化 (或增长、减少) 2 move in a continuous curve that gets nearer to or further from its central point as it goes round 螺旋形上升 (下降) <i>n.</i> [C] a line in the form of a curve that winds around a central point, moving further away from the center all the time 螺线; 螺旋线
layoff /'leɪf/	<i>n.</i> [C] an occasion when an employer ends a worker's employment for a temporary period of time because there is not enough work (因工作不多而导致的) 临时解雇, 裁员
termination /,tɜ:mɪ'neɪʃn/	<i>n.</i> [C, U] the end of an agreement, job, or situation 结束; 终止
rebound /'rɪ:,baʊnd/	<i>n.</i> [C] (<i>esp. business</i>) a positive reaction that happens after sth. negative 复兴; 振兴
	<i>vi.</i> hit a surface and then move quickly backward again 弹回; 跳回
tenant /'tenənt/	<i>n.</i> [C] sb. who lives in a house, room, etc. and pays rent to the person who owns it 房客; 租户
eviction /ɪ'vɪkʃn/	<i>n.</i> [C, U] the act or process of officially forcing sb. to leave a house or piece of land (对房客或佃户的) 驱逐
motel /məʊ'tel/	<i>n.</i> [C] a hotel for people who are traveling by car, where you can park your car outside your room 汽车旅馆

expire /ɪk'spaɪə/	<i>vi.</i> (of a document, an agreement, etc.) be no longer valid because the period of time for which it could be used has ended (因文件、协议等到期而) 失效, 终止; 到期
migrant /'maɪgrənt/	<i>n.</i> [C] sb. who goes to live in another area or country, esp. in order to find work (尤指为寻找工作而迁移的) 移民, 移居者
metropolitan /,metrə'pɒlɪt(ə)n/	<i>a.</i> (<i>only before noun</i>) relating or belonging to a very large city 大城市的; 大都会的
likelihood /'laɪklihʊd/	<i>n.</i> 1 (in all ~) almost certainly 几乎肯定地; 极可能地 2 [sing., U] the degree to which sth. can reasonably be expected to happen 可能(性)
bureau /'bjʊərəʊ/	<i>n.</i> [C] (<i>pl. bureaux or bureaus</i>) 1 a government department or a part of a government department in the US (美国政府部门的) 司, 局, 处, 署 2 an office or organization that collects or provides information 收集(提供)信息的办事处(机构)
tumble /'tʌmbl/	<i>vi.</i> fall down quickly and suddenly, esp. with a rolling movement 倒下; 跌倒; 摔倒; 滚下; 翻滚下来
deposit /dr'pɒzɪt/	<i>vt.</i> put money or sth. valuable in a bank or other place where it will be safe 将(钱或贵重物品)存入(银行或其他安全的地方) <i>n.</i> [C] a part of the cost of sth. you are buying that you pay some time before you pay the rest of it 订金
deteriorate /dr'tɪəriə, reɪt/	<i>vi.</i> become worse 恶化
verge /vɜ:dʒ/	<i>n.</i> [C] (<i>be on the ~ of</i>) be at the point where sth. is about to happen 濒于...; 即将...
harassment /'hærəsmənt/	<i>n.</i> [U] annoying or unpleasant behavior toward sb. that takes place regularly, e.g. threats, offensive remarks, or physical attacks 骚扰; 侵扰
certification /sə,tɪfɪ'keɪʃn/	<i>n.</i> [C, U] an official document that says sb. is allowed to do a certain job, that sth. is of good quality, etc. 证书
spectrum /'spektrəm/	<i>n.</i> [C] (<i>pl. spectra or spectrums</i>) a complete range of opinions, people, situations, etc., going from one extreme to its opposite (观点、人、情况等)的范围, 幅度
retail /'ri:teɪl/	<i>n.</i> [U] the sale of goods in shops to customers, for their own use and not for selling to anyone else 零售; 零卖
evict /ɪ'vɪkt/	<i>vt.</i> legally force sb. to leave the house they are living in, usu. because they have not paid their rent (通常因某人未付租金将其从房屋里)驱逐, 赶出
bureaucracy /bjʊə'rɒkrəsi/	<i>n.</i> 1 [U] a complicated official system that is annoying or confusing because it has a lot of rules, processes, etc. 官僚制度; 官僚作风; 官僚主义 2 [C, U] the people employed to run government organizations 官僚; 政府官员
municipal /mju:'nɪsɪpl/	<i>a.</i> relating to or belonging to the government of a town or city 市政府的; 市的; 市办的

council /'kaʊnsəl/	<i>n.</i> [C] 1 a group of people elected to the government of a city in the US (美国的) 市议会 2 a group of people that are chosen to make rules, laws, or decisions, or to give advice 委员会; 理事会
comply /kəm'plaɪ/	<i>vi.</i> (<i>fm.</i>) do what you have to do or are asked to do 服从; 遵守
reclaim /rɪ'kleɪm/	<i>vt.</i> 1 get back sth. that you have lost or that has been taken away from you 恢复; 夺回 2 get back an amount of money that you have paid 取回 (已付的金钱)
refuge /'refju:dʒ/	<i>n.</i> [U] shelter or protection from sb. or sth. 避难; 庇护
donate /dəʊ'neɪt/	<i>v.</i> give sth., esp. money, to a person or an organization in order to help them 捐赠, 捐献 (尤指钱)
parasite /'pærəsaɪt/	<i>n.</i> [C] 1 (<i>fm.</i>) a lazy person who does not work but depends on other people – used to show disapproval 靠他人为生的人, 寄生虫 (含贬义) 2 a plant or animal that lives on or in another plant or animal and gets food from it 寄生植物; 寄生动物; 寄生虫
jelly /'dʒeli/	<i>n.</i> [C, U] a thick sweet substance made from boiled fruit and sugar with no pieces of fruit in it, eaten esp. on bread (不含水果块的) 果酱
subsistence /səb'sɪstəns/	<i>n.</i> [U] the condition of only just having enough money or food to stay alive (勉强的) 维持生活, 生存, 生计
surf /sɜ:f/	<i>v.</i> 1 (~ the Net / Internet) look quickly through information on the Internet for anything that interests you 网上冲浪; 浏览互联网 2 ride on waves while standing on a special board 冲浪
index /'ɪndeks/	<i>n.</i> [C] 1 (<i>pl.</i> indexes) a set of cards or a database containing information, usu. arranged in alphabetical order and used esp. in a library (尤用于图书馆的) 卡片 (资料库) 索引 2 (<i>pl.</i> indices or indexes) (<i>technical</i>) a system by which prices, costs, etc. can be compared to those of a previous date (用于比较今夕价格、费用等的) 指数
brutal /'bru:təl/	<i>a.</i> very cruel and violent 无情的; 残酷的; 野蛮的; 凶残的

Phrases and expressions

pack up	put things into boxes, suitcases, bags, etc. in order to take or store them 把...打包; 把...装箱 (盒、袋等)
wind up	(<i>linking verb</i>) (<i>infml.</i>) be in an unpleasant situation or place after a lot has happened 以...告终
put down	pay part of the total cost of sth., so that you can pay the rest later 付 (订金)
scrape sth. together / up	get enough money for a particular purpose, when this is difficult (为某目的) 勉强筹集, 凑足 (钱款)
deteriorate into	develop into a bad or worse situation 演变成; 恶化成
a roof over one's head	a place to live 栖身之所; 住处

catch up with sb.

finally find sb. who has been doing sth. illegal and punish them (终于) 抓住并惩罚(某人)

for good

permanently 永远

be in a position to do sth.

be able to do sth. because you have the ability, money, or power to do it (因为有能力、金钱或权力而)能够做某事

Proper names

Sue Johnson /su: 'dʒɒnsən/

苏·约翰逊(人名)

Bureau of Labor Statistics

(美国)劳工统计局(负责收集、加工、分析,以及向公众发布重要的统计数据)

the Caribbean

加勒比地区(加勒比海诸岛及所属地区)

Reading comprehension



Understanding the text

1 Answer the following questions.

- 1 What was the consequence when large numbers of homeowners failed to repay their loans?
- 2 What were “99ers”?
- 3 What did the unemployment benefits mean to the job layoffs?
- 4 Why does the author say Sue spent each day like a ping pong ball?
- 5 Why did Sue decide to return to her hometown?
- 6 Why did Sue think the only help she was going to get was from herself?
- 7 What new struggles and obstacles did Sue have to face when she applied for a job?
- 8 What does the author intend to tell us by Sue’s story?

Critical thinking

2 Work in pairs and discuss the following questions.

- 1 Who suffer the most severe impact in an economic downturn? How?
- 2 In what sense is the establishment of a social security system important to economic development?
- 3 What initiatives should the government undertake to save people like Sue from feeling despaired?
- 4 Which do you think is important for the government, to regulate economic activities, or to allow the market complete freedom?

Language focus

Words in use

3 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

reclaim	spiral	termination	layoff
subsistence	comply	donate	
originate	expire	spectrum	

- 1 People _____ canned food and old clothes most frequently, but rarely do they think about bringing in underwear – it’s one of the most obvious but overlooked needs of the homeless.
- 2 Brian Wood watched his financial life _____ downward just when he thought he had overcome the obstacles which had been dominating his past.
- 3 They are to leave the house with only their personal possessions, for they have got a letter ordering the immediate _____ of their occupancy (居住).
- 4 The company was reportedly going bankrupt and this would result in the _____ of thousands of employees.
- 5 The princess who was brought up in wealth understood that many things that are common and everyday to her are unimaginable luxuries to people on _____ wages.
- 6 Young students should develop a broad _____ of interests, which their parents should encourage and support as best as possible.
- 7 I asked the waitress to refill my coffee cup and she happily _____ repeatedly until I had consumed enough coffee to stay up all night and study for my exam.
- 8 Though she lost the title of female world swimming champion last year, she _____ it this year when she gave it all she could.
- 9 This type of system which _____ in the United Kingdom has been widely used throughout Europe and is gaining in popularity in the United States of America and Japan.
- 10 Failure to make the request will be fatal to the accuser’s claim if the relevant limitation period has _____, unless an extension of time is granted.

Word building

The suffix *-ion* combines with verbs to form nouns. Nouns formed in this way refer to the state or process described by the verb, or to an instance of that process.

Examples

Words learned	Add <i>-ion</i>	New words formed
react	→	reaction
expand	→	expansion
transmit	→	transmission
contribute	→	contribution

The suffix *-ity* combines with adjectives to form nouns. (For explanation, refer to Word building in Unit 6.)

Examples

Words learned	Add <i>-ity</i>	New words formed
intense	→	intensity
secure	→	security
curious	→	curiosity
flexible	→	flexibility



4 Add *-ion* or *-ity* to or remove them from the following words to form new words.

Words learned	New words formed
-ion	
emit	_____
omit	_____
suspend	_____
predict	_____
distribute	_____
corruption	_____
-ity	
generous	_____
formal	_____
local	_____
mature	_____
peculiar	_____
liable	_____

5 Fill in the blanks with the newly-formed words in Activity 4. Change the form where necessary. Each word can be used only once.

- The _____ of high levels of radiation into the air prompted the government to issue a no-fly zone around the nuclear energy plant.
- Their attempts to bring peace and stability to this civil war-torn region received another blow when _____ of peace talks was announced.
- They went through the immigration and customs _____ so quickly that they were able to have a cup of coffee before I arrived to collect them.
- At the atomic level, the central _____ of Einstein's theory of general relativity states that "the stronger the field of gravity, the slower the passage of time".
- Effective measures to prevent child employment are obvious _____ from the newly-issued legislation to protect children.
- After acquiring the rights to your manuscript (原稿), the publisher then is responsible for editing, layout, printing and _____ of the book.
- The people in this remote range of mountains have a strong and deeply rooted sense of _____ and attachment to their place of origin.
- Fiction which is characterized by _____, knowledge and value is a literary form that has enjoyed considerable popularity for a very long time.
- Not only he but many parents believe that violence on television and in film is _____ our children and our young adults.
- We thank donors (捐赠人) for their _____, and ask them to keep up this accelerated pace of donating money, clothes, shoes, blankets and water to the flood victims.
- He's starting to reach _____, with his voice changing and a little beard growing on his chin and jawline.
- Throughout the investigation of this case he's been concerned about his own potential legal _____ in this case.

Banked cloze

6 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

A spread	F regulatory	K promotes
B incredibly	G catastrophic	L deteriorate
C oversight	H crashing	M dubiously
D likelihood	I verge	N stabilize
E slump	J mortgages	O tumbles

The American economy is built on credit. In the last decade, however, cheap credit made it too easy for people to buy houses based on pure speculation that real estate value would endlessly continue to increase. But the housing 1) _____ set off a chain reaction in our economy. Individuals and investors could no longer resell their homes for a quick profit, 2) _____ no longer became affordable for many homeowners, and thousands of mortgages defaulted (违约), leaving investors and financial institutions to face the terrible consequences.

Ironic, isn't it? Yes, it is true that credit got us into this mess, but it is also true that our economy is 3) _____ unstable right now, and being that it is built on credit, it needs an inflow of cash or it could come 4) _____ down. This is something no one wants to see as it would 5) _____ through our economy and into the world markets in a matter of hours, potentially causing a worldwide recession.

Credit in and of itself is not a bad thing. Credit 6) _____ growth and jobs. Poor use of credit, however, can be 7) _____, which is what we are on the 8) _____ of seeing now. So long as the rescue plan comes with changes to lending regulations and more 9) _____ of the industry, there is potential to 10) _____ the market, which is what everyone wants. Whether or not it works is to be seen, but as it has already been voted on and passed, we should all hope it does.

Expressions in use

7 Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

scrape together	give way to	wind up
be in a position	put down	deteriorate into
on the verge of	in all likelihood	

- 1 He _____ \$20,000 as a deposit on the beautiful \$200,000 villa believing that his investment would increase over time.
- 2 The parents who feel that their own lives are miserable and are failures can _____ doing an immense amount of damage to their kids.
- 3 Families that are paying for college or saving for college are trying to _____ and save the money for their kids.
- 4 Reporters were openly and aggressively questioning whether the party was _____ being taken over by extremists.
- 5 The factory had just started production and _____ it would take five to seven years to achieve full production.
- 6 The conditions for the majority of the workforce will continue to _____ widespread and extreme poverty if relief payment is late in coming.
- 7 Only those who are weighing the advantages and disadvantages of each choice _____ to know which one is best for them.
- 8 Her romantic illusions of being married _____ recognizing her adult responsibilities that came with marriage.

Structure analysis and writing

Structure analysis

Further develop a cause-and-effect essay

In the present essay, the writing technique for cause and effect is explored in terms of its organization. When using this technique, we have to consider two strategic points: (1) whether we are exploring causes or effects or both, and (2) what is the order of the causes or effects we are going to follow, e.g. from the least to the most important or vice versa. Unlike B2U6 and B3U4, in which the authors intend to explore causes, this essay mostly presents effects, namely how the economic crisis greatly affects almost every aspect of the lives of individuals through the story of Sue Johnson. In the following analysis, we will take Paragraphs 7-13 as an example to show how the cause-and-effect structure is employed to organize a text with the focus on effects and the order in which they are arranged.

Paragraph 1 is the introduction of the passage, serving as the root cause why so many people experienced long months of struggles when the economic slump swept across the nation. And the rest of the story touches upon how the crisis affected individuals, such as Sue. The effects are explored in Paragraphs 7-13. The following analysis is based on what happened to Sue as a result of the effects of the economic crisis.

Effects

Her loss of income (Para. 7)

Her loss of a high living standard (Para. 8)

Her unfinished education (Para. 9)

Her loss of shelter (Para. 10)

Her loss of belief and confidence in life (Para. 11)

Her loss of self-esteem (Paras. 12-13)

The effects, as can be seen, are arranged from the less important aspects such as the loss of income, a high living standard, education, and shelter, to the more important psychological consequences such as the loss of belief and confidence in life, and self-esteem.

Structured writing

Read the sample essay and see how the effects are developed.

Topic:

Career opportunities created by the aging population

Introduction:

Thesis statement: The aging population in America creates career opportunities.

Body:

Effect 1: Medical and health professions, as well as other professions, are needed.

Effect 2: Lawyers are in need.

Effect 3: Businessmen see huge opportunities.

Conclusion:

The expansion of America's elderly population will provide good job opportunities in many areas.

Sample essay

Old is suddenly in. By 2050, 25 percent of all Americans will be older than 65, up from 14 percent in 1995. The change poses profound questions for the government and society, of course. But it also creates career opportunities in the medical and health professions, in law, and in business.

Medical and health professions, as well as other professions, are imperatively needed. "In addition to physicians, we're going to need more sociologists, biologists, and urban planners," says professor Edward Schneider of the University of Southern California's (USC) School of Gerontology (老年学).

Lawyers can specialize in "elder law", which covers everything from trusts and estate planning to nursing-home abuse and age discrimination.

Businessmen see huge opportunities in the elder market because the baby boomers, 74 million strong, are likely to be the wealthiest group of retirees in human history. "Any student who combines an expert knowledge in gerontology with, say, an MBA or law degree will have a license to print money," one professor says.

Margarite Santos is a 21-year-old senior at USC. She began college as a biology major but found she was "really bored with bacteria". So she took a class in gerontology and discovered that she liked it. She says, "I did volunteer work in retirement homes and it was very satisfying."

In short, the expansion of America's elderly population will provide good job opportunities in many areas.

8 Write an essay of no less than 200 words on one of the following topics. One topic has an outline that you can follow.

Topic:

The effects of getting married in college

Introduction:

Thesis statement: Getting married in college will bring about dramatic harmful effects on students' development.

Body:

Effect 1: Maintaining a marriage would do nothing but disturb students' pursuit of education.

Effect 2: Supporting a family is surely a heavy economic burden to both students and their parents.

Effect 3: Raising a child may be difficult for young parents.

Conclusion:

College students are supposed to achieve academic success, so they should not marry young.

More topics:

- The effects of peer pressure
- The effects of excessive packaging of products

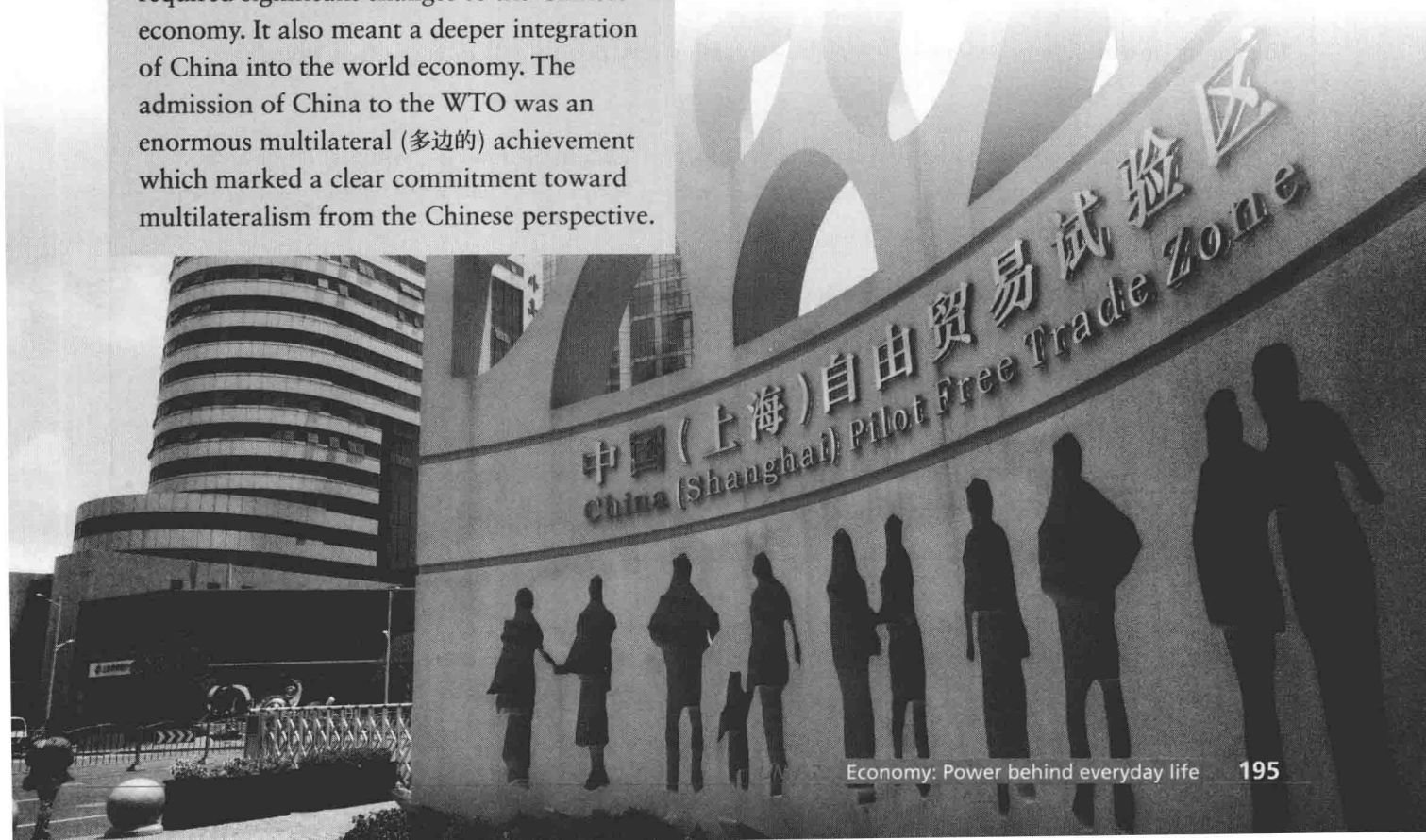


9 Translate the following paragraph into Chinese.

The WTO, established on January 1, 1995, intends to supervise and liberalize international trade. The organization deals with regulation of trade between participating countries; it provides a framework for negotiating and formalizing trade agreements, and a dispute resolution process aimed at enforcing participants' adherence (遵守) to WTO agreements, which are signed by representatives of member governments and ratified (批准) by their parliaments. The process of becoming a WTO member is unique to each applicant country, and the terms of accession are dependent upon the country's stage of economic development and current trade regime (体制). China became a member of the WTO on December 11, 2001. The admission of China to the WTO was preceded by a lengthy process of negotiations and required significant changes to the Chinese economy. It also meant a deeper integration of China into the world economy. The admission of China to the WTO was an enormous multilateral (多边的) achievement which marked a clear commitment toward multilateralism from the Chinese perspective.

10 Translate the following paragraph into English.

上海自贸区 (Shanghai Free Trade Zone) 是中国政府于2013年设立在上海的自由贸易区。上海自贸区总面积为28.78平方公里, 是中国大陆境内第一个自由贸易区, 也是进行一系列经济改革的“试验田” (testing ground)。设立上海自贸区是顺应全球经贸发展新趋势, 实行更加积极主动开放战略的一项重大举措。其主要任务是全面深化改革开放探索新路径、积累新经验。上海自贸区作为试点 (pilot project), 是中国经济的“试金石” (touchstone), 将为深化改革、促进经济活力起到积极的推动作用。



Section B

Reading skills: *Recognizing definitions in a text*

The decoding of a written word or phrase is a very important aspect of the act of reading. Without being able to decode the written word or phrase, reading comprehension is impossible. This explains why some readers can “read” without understanding what they are reading. Actually, they are often puzzled with too many definitions and examples. Thus, to decode the written word or phrase, the readers must be able to recognize their definitions and examples in the context as well as integrate what they are reading with their prior knowledge, common sense, etc. In short, definitions may be developed in the ways as follows:

- 1 A definition typically starts with one meaning of a term. The meaning is then illustrated with a series of details.
- 2 A definition is developed through examples.
- 3 A definition may be developed through a series of comparisons and contrasts.
- 4 A definition may be developed by describing how a certain event happens.

Take the sentences from Text A for example:

Example 1:

She was part of a hard-luck group of jobless people who called themselves “99ers”, because they had exhausted the maximum 99 weeks of unemployment insurance benefits that they could claim. (Para. 4)

Question: What are “99ers”?

Answer: “99ers” are a hard-luck group of jobless people who had exhausted the maximum 99 weeks of unemployment insurance benefits that they could claim.

The author provides the meaning of “99ers” by explaining why people called themselves “99ers”.

Example 2:

Modest payments of unemployment benefits were a lifeline that enabled people who were out-of-work to maintain at least an appearance of normalcy, keeping a roof over their heads, putting gas in their cars, paying electric and phone bills. (Para. 5)

Question: What does “lifeline” mean in this particular context?

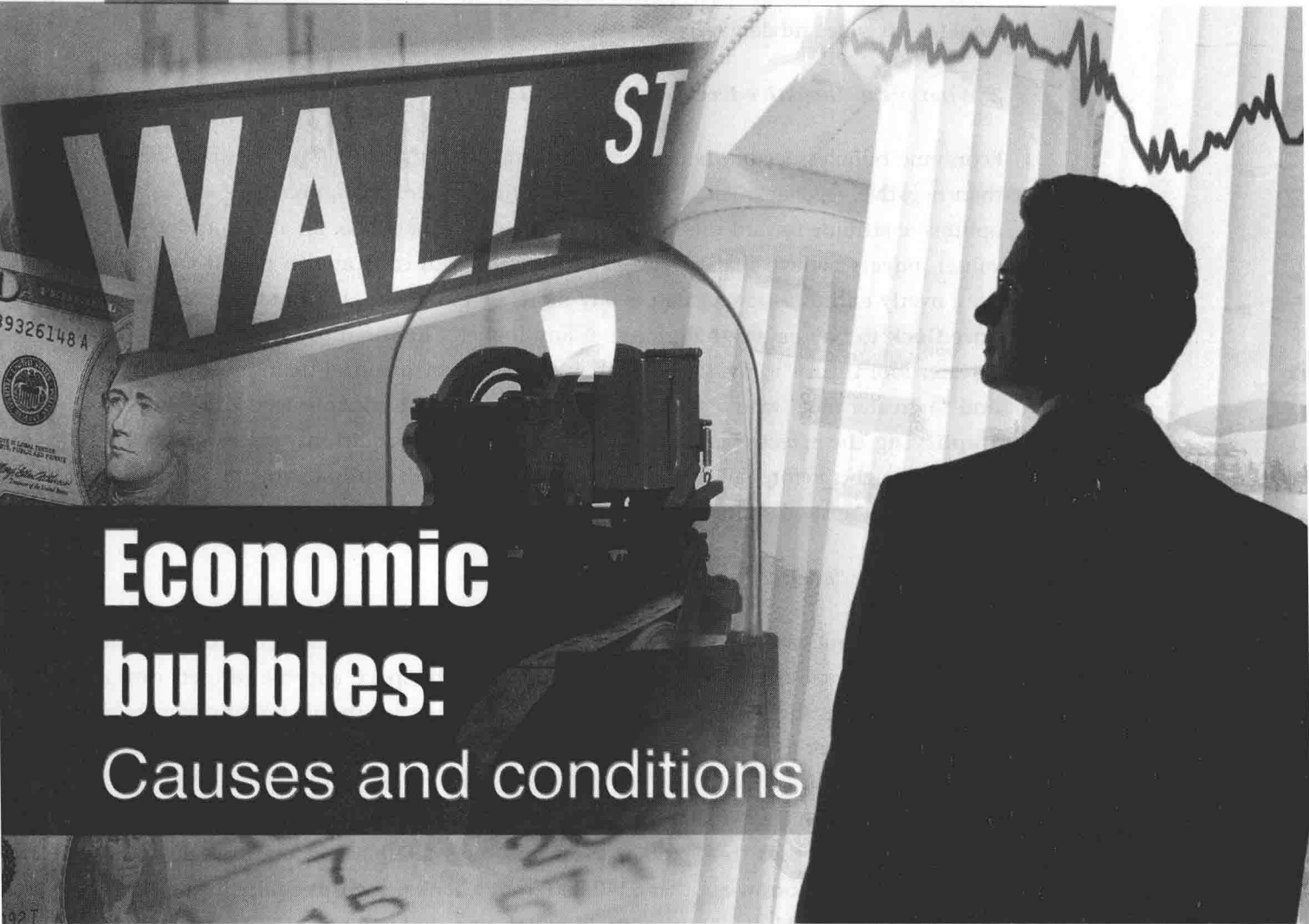
Answer: “Lifeline” in this particular context means something that enables people who are out-of-work to maintain at least a normal life.

Question: How is “normalcy” defined in the text?

Answer: “Normalcy” in the text is defined as the condition in which people are able to keep a roof over their heads, put gas in their cars, and pay electric and phone bills.

1 Read Text B and answer the questions between the paragraphs. Then try to identify how the definitions of the terms are developed through examples and details illustrated in each particular context.

Text B



Economic bubbles: Causes and conditions

1 Economic bubbles occur when, for any number of reasons, excessive investment in **commodities** (such as oil), securities (such as stocks and bonds), **real estate**, or collectibles drives up prices well beyond the item's **intrinsic** value. The inevitable result of this boom in price is a crash or bust. The price falls sharply once it becomes clear that it has grown far beyond the purchasing power of potential customers.

1 *What are “economic bubbles”?*

2 Speculators risk money in such investments because they hope that the price of an asset they purchased will quickly increase. Since most speculators are nervous about where they invest their money, bubbles are by no means the norm. After all, every investment **entails** the risk that it is overpriced. They also know that rising prices will encourage either greater production of a commodity or greater willingness of current owners to sell. Either of these conditions can serve as a “negative feedback” mechanism that adjusts prices downward. As an **analogy**, think of negative economic feedback like your

eyes. As the light gets brighter, your pupils get smaller and let in less light. But what if, instead, your eyes worked as a “positive feedback” mechanism? In sunlight, your pupils would open wide and damage your eyes.

2 What is the “negative feedback” mechanism?

- 3 Economic bubbles occur when prices trending sharply upward spur positive, rather than negative, feedback. For whatever reason (fear of shortages, **greed**, an excessively optimistic attitude toward the future, or **flaws** in the analysis of an asset’s **underlying** value), buyers believe that the value of the asset will continue to rise. If the price rises, overly enthusiastic speculators buy more, or those who missed out on the lower price **flock** to buy before the price rises any higher. The **foremost** explanation is the “greater fool theory”: Buyers justify their purchases by assuring themselves they will find “a greater fool” who will pay even more. Buyer enthusiasm infects other buyers, **amplifying** the effect even further. Under the right conditions, prices can reach dizzying heights before falling. One famous example is the **tulip**-buying bubble which happened in Amsterdam in the 1630s when a single tulip bulb could cost a year’s salary.

3 What is the “greater fool theory”?

- 4 Most bubbles are easily **assimilated** or **averted** by an **elastic** market. **Provided** the bubble is small enough, the losers earn wisdom in **retrospect**, and the winners earn a lot of money. But the effects of a bubble might become **cumulative** if many owners of an overpriced asset feel rich and spend foolishly, especially in a period of **deregulation**. Imagine this: You buy a house for \$200,000, for which you borrowed \$160,000 **beforehand**. You have \$40,000 in **equity** in the house. Over the next five years, the market **appraisal** rises to \$500,000. Now you have \$340,000 in equity (\$500,000–\$160,000), so you borrow another \$240,000 from a bank using this equity to secure the loan. You still have \$100,000 in equity in your home, and you have \$240,000 to spend. You suddenly feel less need to be **economical** with your purchases and **allocate** more money for things like a vacation home, a new car, etc.
- 5 But equity is not revenue. The market holds long enough for you to spend the money. Then it crashes and the value of your home falls to \$325,000. Now you have negative equity and owe the bank almost \$400,000. So you **default** on your loan and give your house, car, and vacation home to the bank. If this situation is widespread, it can **culminate** in the failure of those banks and a severe **crackdown** on the lending needed to grow the economy.
- 6 There are also stock market bubbles. In a normal market, investors buy stock in a company because they anticipate that future profits will become **dividends** and they believe the value of the company’s assets will increase. Sometimes, though, a “herd

mentality" sets in and too many **brokers** rush to buy, driving prices like **mercury** up a **thermometer** to levels that prove unrealistic. Eventually it becomes clear that further increases are not **forthcoming** and price **deterioration** develops, followed by a swift drop. When this happens to too many companies in **aggregate**, it is called a stock market crash.

4 *What are "stock market bubbles"?*

5 *How is "herd mentality" defined here?*

- 7 A recent stock market bubble was the "dot-com" bubble. The **buzz** about the economic possibilities of the Internet encouraged investors to fund the creation of many dot-com companies – too many it turned out. For several years, dozens of **entrepreneurs** sought to **duplicate** for themselves the results of those that had come before. Many investors **envisaged** wealth for any business with a website that could advertise on TV or **billboards**, even if their actual services were **ambiguous**. Instead, on March 10, 2000, the dot-com boom reached its peak when the stock index hit 5,132.52. Over the next two and a half years, the index dropped to as low as 1,108. Very few companies **bucked** the trend. Most had **blundered** into awful financial difficulties, selling off their assets to healthier companies.

6 *What is the "dot-com" bubble?*

- 8 Bubbles are not limited to the **arena** of real estate or "get rich" stock offerings. In 1996, a series of stuffed animal toys called Ty Beanie Babies™ became such a **fad** that speculators bought up large quantities, assuming that their value as collectibles would continue to rise. Did anyone make money on that fad? Maybe, but why not see for yourself? Check out the price of Beanie Babies in an online auction site and decide if any of these sellers have struck it rich.

(899 words)

New words

commodity /kə'mɒdəti/	<i>n.</i>	[C] a product that is bought and sold 商品
estate /i'steɪt/	<i>n.</i>	[sing.] (<i>law</i>) all of sb.'s property and money, esp. everything that is left after they die 个人全部财产 (尤指遗产)
real estate	<i>n.</i>	[U] (<i>esp. AmE</i>) property in the form of land or houses 房地产; 不动产
intrinsic /ɪn'trɪnsɪk/	<i>a.</i>	being part of the nature or character of sb. or sth. 本质的; 内在的; 固有的
entail /ɪn'teɪl/	<i>vt.</i>	involve sth. as a necessary part or result 使必要; 需要
analogy /ə'nælədʒi/	<i>n.</i>	[C, U] a comparison between two situations, processes, etc. that is intended to show that the two are similar 比拟; 比喻; 类比
greed /gri:d/	<i>n.</i>	[U] a strong desire for more food, money, power, possessions, etc. than you need 贪婪; 贪心; 贪欲
flaw /flɔ:/	<i>n.</i>	[C] 1 a mistake or problem in an argument, plan, set of ideas, etc. (论点、计划、思想等中的) 错误, 缺陷 2 a mistake, mark, or weakness that makes sth. imperfect 瑕疵; 缺点
underlying /ˌʌndə'laɪɪŋ/	<i>a.</i>	important in a situation but not always easily noticed or stated clearly 根本的; 潜在的; 隐含的
flock /flɒk/	<i>vi.</i>	gather together in a large group, usu. because there is sth. interesting or exciting (通常因某种有趣或刺激的事物而) 群集, 聚集, 蜂拥
	<i>n.</i>	[C] a group of birds, sheep, or goats (禽类、绵羊、山羊的) 一群
foremost /'fɔ:məʊst/	<i>a.</i>	the best or most important 最好的; 最重要的
amplify /'æmplɪ,fai/	<i>vt.</i>	1 (<i>fml.</i>) increase the effects or strength of sth. 增强 2 make sound louder, esp. musical sound 放大 (声音, 尤指音乐声)
tulip /'tju:lɪp/	<i>n.</i>	[C] a brightly colored flower that is shaped like a cup and grows from a bulb in spring 郁金香
assimilate /ə'sɪmɪleɪt/	<i>vt.</i>	1 (<i>often passive</i>) make an idea, a person's attitude, etc. fit into sth. or be acceptable 使吸收, 使接受 (想法、态度等) 2 fully understand an idea or some information so that you are able to use it yourself 透彻理解; 消化; 吸收
avert /ə'vɜ:t/	<i>vt.</i>	prevent sth. unpleasant from happening 防止, 避免 (不快之事)
elastic /ɪ'læstɪk/	<i>a.</i>	1 able to change when the situation changes 易顺应的; 灵活的; 随意的 2 returning to its normal or previous size or shape after being pulled or pressed 有弹性的; 弹力的
provided /prə'vaɪdɪd/	<i>conj.</i>	(<i>also ~ that</i>) used to say that sth. will only be possible if sth. else happens or is done 只要; 如果...的话
retrospect /'retrə,spekt/	<i>n.</i>	(<i>in ~</i>) thinking back to a time in the past, esp. with the advantage of knowing more now than you did then 回顾; 回想
cumulative /'kju:mjʊlətɪv/	<i>a.</i>	increasing gradually as more of sth. is added or happens 积累的; 渐增的
deregulation /di:regju'leɪʃn/	<i>n.</i>	[U] the process of removing the rules that control sth. such as an industry 撤销管制; 解除管制
beforehand /bɪ'fɔ:hænd/	<i>ad.</i>	before sth. else happens or is done 事先; 预先; 事前

equity /'ekwəti/	<i>n.</i>	[U] 1 (<i>technical</i>) the amount of money that you would have left if you sold your house and paid off the money you borrowed to buy the house (付清债务后的) 房产净值 2 (<i>fml.</i>) a situation in which all people are treated equally and no one has an unfair advantage 公平; 公正
appraisal /ə'preɪzl/	<i>n.</i>	[C, U] a statement or opinion judging the worth, value, or condition of sth. 评价; 估计; 鉴定
economical /,i:kə'nɒmɪkl/	<i>a.</i>	using money, time, goods, etc. carefully and without wasting any 经济的; 节约的
allocate /'ælə,keɪt/	<i>vt.</i>	use sth. for a particular purpose, give sth. to a particular person, etc., esp. after an official decision has been made 分配; 配给
default /dɪ'fɔ:lt/	<i>vi.</i> <i>n.</i>	(~ on) fail to pay money that you owe at the right time 违约; 拖欠 [C, U] (<i>fml.</i>) failure to pay money that you owe at the right time (债务的) 拖欠
culminate /'kʌlmɪ,neɪt/	<i>vi.</i>	(~ in sth.) happen or exist as the final result of a process or situation 以... 告终
crackdown /'kræk,daʊn/	<i>n.</i>	[C, usu. sing.] action that is taken to deal more strictly with crime, a problem, protests, etc. 取缔; 制裁; 镇压
dividend /'dɪvɪ,dənd/	<i>n.</i>	[C] a part of a company's profit that is divided among the people with shares in the company 股息; 红利
mentality /men'tæləti/	<i>n.</i>	[C] a particular attitude or way of thinking, esp. one that you think is wrong or stupid (尤指被视为错误或愚蠢的) 心态
broker /'brəʊkə/	<i>n.</i>	[C] sb. who buys and sells things such as shares in companies or foreign money for other people (为人买卖股票或外汇的) 经纪人
mercury /'mɜ:kjʊri/	<i>n.</i>	[U] a heavy silver-white poisonous metal that is liquid at ordinary temperatures, and is used in thermometers. It is a chemical element: symbol Hg. 汞, 水银 (一种化学元素, 符号为 Hg)
thermometer /θə'mɒmɪtə/	<i>n.</i>	[C] a piece of equipment that measures the temperature of the air, of your body, etc. 温度计; 寒暑表; 体温计
forthcoming /fɔ:θ'kʌmɪŋ/	<i>a.</i>	1 (<i>fml.</i>) (<i>never before noun</i>) provided or available when needed or asked for 随要随有的; 现成的; 可得到的 2 (<i>only before noun</i>) happening or coming soon 即将发生的; 即将来临的
deterioration /dɪ,tɪəriə'reɪʃn/	<i>n.</i>	[U] the action or process of deteriorating; the state of having deteriorated 恶化; 衰退; 堕落
aggregate /'ægrɪgət/	<i>n.</i>	[C] (<i>fml.</i>) the total after a lot of different figures or points have been added together 总数; 合计
buzz /bʌz/	<i>n.</i>	[sing.] 1 (<i>infml.</i>) a strong feeling of pleasure or excitement 高兴; 兴奋 2 a continuous noise 嗡嗡声; 嗞嗞声
entrepreneur /,ɒntrəprə'nɜ:/	<i>n.</i>	[C] sb. who starts a new business or arranges business deals in order to make money, often in a way that involves financial risks 企业家
duplicate /'dju:plɪ,keɪt/	<i>vt.</i>	copy sth. exactly 复制
envisage /ɪn'vɪzɪdʒ/	<i>vt.</i>	think that sth. is likely to happen in the future 展望; 设想

billboard /'bɪl,bɔ:d/	<i>n.</i>	[C] a large sign used for advertising 广告牌(板)
ambiguous /æm'bigjuəs/	<i>a.</i>	1 confusing or not definite, and so difficult to understand 不明确的; 难以理解的; 暧昧的 2 not clear, or capable of being understood in more than one way 含糊不清的; 模棱两可的
buck /bʌk/	<i>vt.</i>	oppose sth. in a direct way 反抗; 抵抗
blunder /'blʌndə/	<i>vi.</i>	1 (~ into) enter a place or become involved in a difficult situation by mistake 误入(某地); 不小心陷入(困境) 2 move in an unsteady way, as if you cannot see properly 踉踉跄跄地走; 跌跌撞撞
arena /ə'ri:nə/	<i>n.</i>	[C] 1 the people and activities involved with a particular subject or activity 领域; 活动舞台 2 a large area that is surrounded by seats, used for sports or entertainment 竞技场; 表演场地
fad /fæd/	<i>n.</i>	[C] sth. that people like or do for a short time, or that is fashionable for a short time 一时的狂热; 时尚; 风尚

Phrases and expressions

any number of sth.	a large quantity of people or things 很多人; 好多某事物
let in	allow sb. to enter a house, room, etc. 允许(某人)进入(房子、房间等)
miss out (on)	lose an opportunity to do or have sth. 错过机会; 错过
set in	(of rain, bad weather, infection, etc.) begin and seem likely to continue (雨、恶劣天气、感染等)到来, 开始
in (the) aggregate	(<i>fml.</i>) added together as a total or single amount 总共; 作为总体
sell off	sell sth. quickly and for a low price, usu. because you need money (通常因需要钱而快速地) 廉价出售
be limited to sth.	exist or happen only in a particular place, group, or area of activity 局限于某处(团体, 活动范围)
buy up	buy large amounts of sth. or all of it that is available 大量买进; 全部买下
see for yourself	check what sb. has told you by looking at it 亲自去看
strike it rich	suddenly make a lot of money 发大财; 暴富

Proper names

Amsterdam /,æmstə'dæm/	阿姆斯特丹(荷兰首都)
Ty Beanie /'bi:ni/ Babies™	豆豆娃系列布绒玩具

Reading comprehension

Understanding the text

2 Choose the best answer to each of the following questions.

- 1 Which of the following is not the consequence of economic bubbles?
 - A Boom in economy.
 - B Crash in price.
 - C Prices go beyond the purchasing power of customers.
 - D Prices go beyond the intrinsic value of the item.
- 2 The use of analogy in Paragraph 2 is intended to _____.
 - A show how the negative feedback mechanism works
 - B illustrate how the positive feedback mechanism protects the eyes
 - C show how the eyes work
 - D illustrate how the eyes are damaged by the light
- 3 Economic bubbles prompt the buyers to be _____.
 - A more nervous
 - B more reasonable
 - C greedier
 - D more careful
- 4 The “greater fool theory” explains _____.
 - A how people’s foolishness can be avoided
 - B why buyers buy more than necessary
 - C how prices reach dizzying heights
 - D why speculators do not flock to the market
- 5 When economic bubbles occur, _____.
 - A the market can easily assimilate or avert bubbles
 - B the market can help the winners earn wisdom
 - C you will be economical with your purchases and stop spending money on luxuries
 - D they may lead to the failure of banks and cause a severe impact on economy
- 6 The analogy of “herd mentality” is intended to _____.
 - A show how investors buy stock in a company in a reasonable way
 - B show how brokers drive the stock prices to unrealistic heights
 - C show what happens to a company
 - D illustrate how a stock market goes bust
- 7 What can we learn from the “dot-com” bubble?
 - A The stock market is risky and investors should be cautious.
 - B The investors are usually well-informed about their investment.
 - C Entrepreneurs should not turn to the stock market for capital.
 - D Many companies have blundered into financial difficulties in the stock market.
- 8 From the passage, we can learn that _____.
 - A economic bubbles are the norm of the market
 - B economic bubbles often occur in the stock market
 - C economic bubbles mostly result in bad consequences
 - D economic bubbles reflect the laws of economics

Critical thinking

3 Work in pairs and discuss the following questions.

- 1 How do you understand the relationship between people’s greed and economic bubbles?
- 2 What measures should be taken to curb excessive speculation in economic activities?
- 3 Should basic economics be part of the required school curriculum? Why or why not?
- 4 How do you plan your money, personal finances, or investment in order to prepare for your career?

Language focus

Words in use

4 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

entail	allocate	assimilate	envisage
ambiguous	equity	mentality	
intrinsic	amplify	commodity	

- 1 Her anxiety about the ever-rising price of commodities was _____ the stress she felt about her forthcoming retirement.
- 2 One of the biggest problems for immigrants everywhere is whether they will be about to _____ with the local people effectively.
- 3 Hill's study showed that job satisfaction of faculty members was related to _____ factors, such as the nature of their work and interaction with students.
- 4 To balance the budget without increasing taxes would obviously _____ cutting spending.
- 5 There's been huge _____ inflation, perhaps resulting from the Fed's monetary policy, and also due to inflation of oil prices.
- 6 Through his own personal experience, he was able to tell the young students that running a business requires a very different _____ from being a salaried employee.
- 7 It is not surprising that many people are able to _____ the radical alternatives, when they have been discussing them for over a decade.
- 8 Newly-built apartments are limited and will be _____ to those who are considered to be in need of them and who apply first.
- 9 The company has issued its decision: It will give employees the opportunity to purchase additional _____ in the company at a discount.

- 10 This agreement is very _____; by being open to various interpretations, it could cause considerable confusion if it is not clarified before being put into effect.

Expressions in use

5 Fill in the blanks with suitable prepositions or adverbs.

- 1 Frankly, I was amazed when she took to you so quickly but, _____ retrospect, perhaps it's not so surprising after all.
- 2 The company went bankrupt and defaulted _____ its initial payment of \$40 million.
- 3 When a severe winter is setting _____, the poor people soon face food and fuel shortages because they have few resources to fall back on.
- 4 The tension between the two countries got increasingly worse, culminating _____ a declaration of war.
- 5 People wanted to know why the two neighboring countries had blundered _____ war and how to establish a lasting peace between them.
- 6 The company is selling _____ some of its agencies and concentrating on cutting debts to prevent it from going bankrupt.
- 7 Supervisory systems were set up so that _____ the aggregate they would provide an appraisal of management efficiency.
- 8 The plan to help the bankrupt countries can work but only if aid is limited _____ countries that are pursuing sound economic policies.



Sentence structure

6 Rewrite the following sentences by using "what if ...". Make changes where necessary.

Model: But what would happen if, instead, your eyes worked as a "positive feedback" mechanism?

→ But what if, instead, your eyes worked as a "positive feedback" mechanism?

- 1 What should we do if it rained and then froze all through those months?

- 2 What would be the result if all children were kind to animals?

- 3 What would happen if a major earthquake hit the Seattle area?

7 Complete the following sentences by translating the Chinese into English, using the structure "end up doing something".

Model: Sue knew that in all likelihood, _____ (她最终会以车为家).

→ Sue knew that in all likelihood, she would end up living in her car.

- 1 The movie we wanted to see was sold out,

(因此我们最后看了一场别的电影).

- 2 If you don't know what you want,

(你最后可能买一些你不想要的东西).

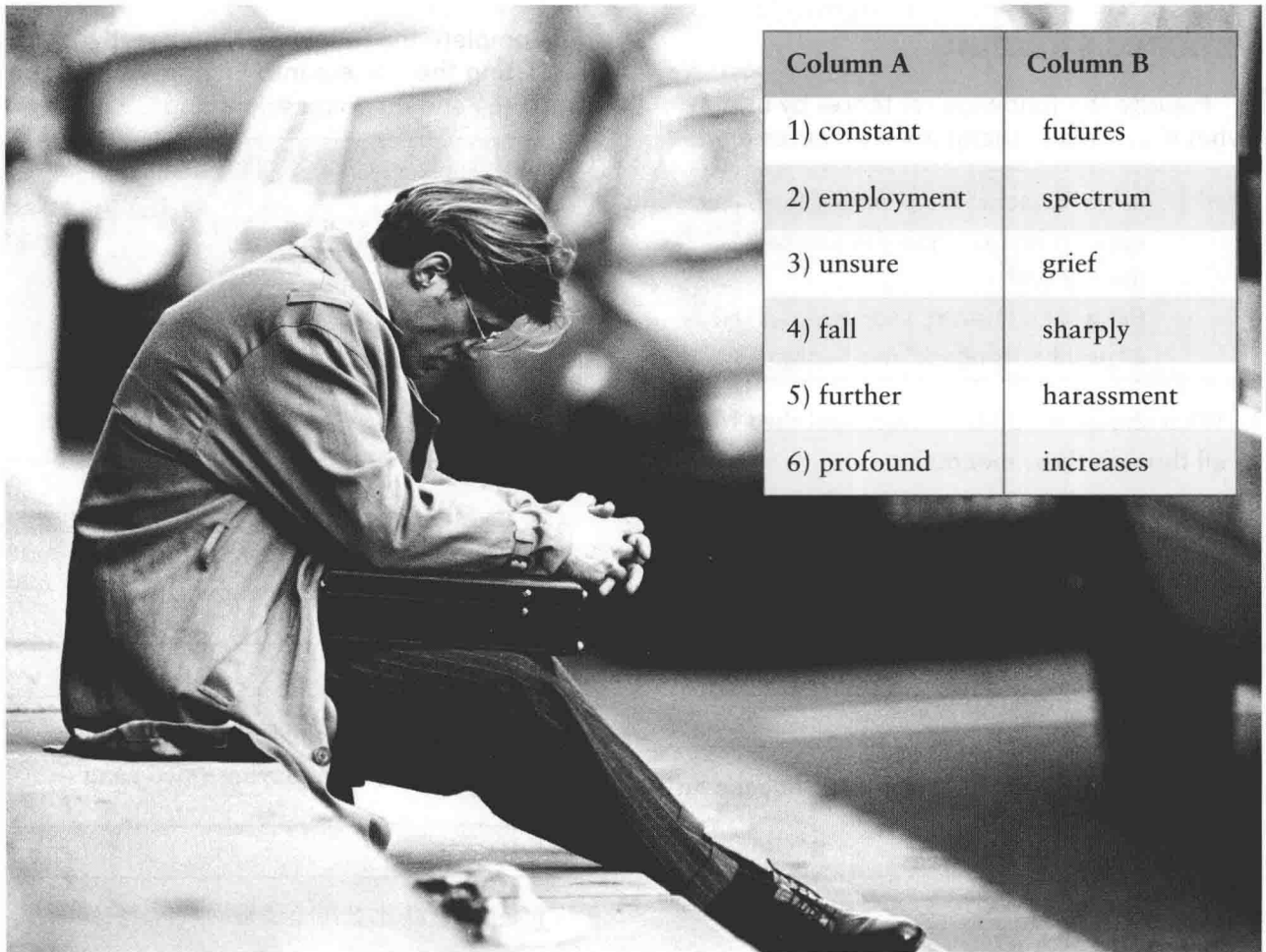
- 3 He wasted his youth playing video games,

(但是谁又会料到它最后会成为一项事业呢)?

Collocation

The recent **economic slump** (B3U7A) was caused by many factors, including available credit which made it too easy for **overly enthusiastic** (B3U7B) people to buy houses or make investments in the stock market. In the last decade, since credit went unchecked, thousands of people took out loans larger than they could afford in the hope that they could get profit from the **elastic market** (B3U7B). It's true that a lot of people got rich quickly and gained more **purchasing power** (B3U7B). However, the development eventually caused a **stock market crash** (B3U7B) and **drastic losses** (B3U7A) in the mortgage-backed assets sector, which inevitably set off a chain reaction in our economy such as **long-term unemployment** (B3U7A), **sinking finances** (B3U7A), and **negative equity** (B3U7B). Many homebuyers are in an **unimaginable situation** (B3U7A), yet many others even had to face **tenant eviction** (B3U7A), which substantially added to their **daily stress** (B3U7A).

Warm-up: Match each word in Column A with the one in Column B to form collocation pairs learned from this unit.



Column A	Column B
1) constant	futures
2) employment	spectrum
3) unsure	grief
4) fall	sharply
5) further	harassment
6) profound	increases

8 An economist from the European Union is giving an update on where the economy is headed at the Midyear Economic Forecast. Complete the speech with appropriate collocations from the texts. You're provided with the first letter(s) for each of the collocations.



Much of the media focus in recent years has been on “the new poor”. While it is undoubtedly true that many people are 1) *f*_____ *s*_____ into poverty, those who have been worst hit come from distinctly vulnerable groups. They are now in an 2) *un*_____ *si*_____, particularly people who were already experiencing poverty before the crisis, young people, and seniors.

Because of the 3) *ec*_____ *s*_____, incomes of poor people have been squeezed. Many people are facing 4) *t*_____ *ev*_____ due to their inability to pay the rent. Furthermore, the erosion of buyer enthusiasm and 5) *pur*_____ *p*_____ is increasingly seen as a major threat, an inevitable result of 6) *fu*_____ *in*_____ in the price of basic commodities. In many countries, gas, electricity and water charges, as well as bank charges and the cost of food and rents, are rising.

People also feel the impact of 7) *st*_____ *ma*_____ *c*_____ caused by stock

market bubbles and cuts in education and medical services. Many of the worst social impacts of 8) *si*_____ *fi*_____ are not readily apparent but are likely to have serious long-term implications. Such impacts include 9) *ne*_____ *eq*_____, hidden unemployment, family tensions, risks of violence, a loss of confidence and aspiration among children, as well as the 10) *d*_____ *s*_____ from housing insecurity and declining living standards.

Among these, the growth in 11) *l*_____ *un*_____, especially youth unemployment, is of course one of the most visible signs of the economic crisis. The 12) *em*_____ *sp*_____ illustrates that men’s unemployment rose first, but women became mostly affected by cuts to social sector jobs, these, in turn, account for as much as 70 to 80 percent of employment. The labor market problem now might be expressed as “who’s out stays out”.

Unit project

Giving a report on “The economy and me”

1 Work in groups of three or four. Each group member gets prepared to interview 3-4 senior students, who have tasted the hardship of hunting for a job, on “The economy and me”. You can use the following questions as references.

- 1 Have you ever experienced any financial difficulty in life? How did you feel?
- 2 Do you think the impact of the economic crisis is distant from us as students? What would you do when facing unemployment under such a condition?
- 3 In today’s society, fierce competition is commonplace in the job market. Do you think getting yourself well-prepared for future challenges in employment is of great significance? Why?

4 What suggestions would you give to your peers who are ignorant of economic issues and feel timid and faint-hearted about future employment?

2 Do the interview.

3 Summarize the strategies or suggestions you collected from the interview and prepare a presentation, including:

- people you interviewed
- questions you asked
- advice you received
- your suggestions for the topic about “The economy and me”

4 Present your findings to the class.





The art of parenting

If you raise your children to feel that they can accomplish any goal or task they decide upon, you will have succeeded as a parent and you will have given your children the greatest of all blessings.

—*Brian Tracy (Canadian author)*

A boy or girl who knows that love abounds at home will not resent well-deserved punishment. One who is unloved or ignored will hate any form of discipline.

—*Dr. James Dobson (American author)*

Preview

From the moment a child is born, parents imagine a bright, successful future for their child. Reaching that bright future depends upon a first-class education. A primary role parents fulfill for their child is ensuring the child learns to work hard to maximize educational opportunities to succeed in school and in life. While parents in the East and West both passionately believe in education, encouraging success and excellence in their children, there are profound differences in their approaches. Such differences have long caused heated discussions among both parents and educators. Consider the ways in which your parents taught you to learn. What were their expectations of your performance in school or other areas like learning music, dancing, or painting? Did your parents ever force you to learn something that you disliked, at the time, but thanked them later? Looking back, what do you think of that approach to education now?

Section A

Pre-reading activities

1 Listen to a short talk about an interesting competition and fill in the blank in each sentence based on what you hear.

- 1 A competition was organized to investigate what parents really _____ about their children.
- 2 According to the speaker, the Gladometer is the only contraption (奇特的装置) ever built capable of measuring _____.
- 3 After the children demonstrated their particular talents, the Gladometer faithfully measured their parents' _____.
- 4 The Gladometer showed clearly that the parents were very _____ to see their children's performance.
- 5 The Gladometer showed that what pleases parents the most about their children is they "always _____ their parents".

2 Listen to the talk again and answer the following questions.

- 1 Why did the boy who had done nothing win all the prizes that day?
- 2 What do you think your parents expect most from you?



Text A

1 A lot of people wonder how Chinese parents raise such successful kids. They are **baffled** that these parents produce so many children with an abundance of talent and whether they too could raise such a child.

2 The fact is that Chinese parents do things that seem **provocative**, unimaginable, even illegal, to **opinionated** Westerners. Chinese mothers can **dispense** with formal **courtesies** and say to an **obese** child who **gorges** on food, “Hey fatty, lose some weight.” By contrast, Western parents must be **humane**, tiptoe around the issue, talk in terms of “health”, and never ever mention the f-word. And still their kids end up in therapy for eating disorders and a negative self-image. I’ve thought long and hard about how Chinese parents can get away with what they do, and I think there are three **ideological** differences between Chinese and Western parents.



3 First, I’ve noticed Western parents **cradle** their children’s self-esteem to **insulate** them from criticism. They worry about how their children will feel if they fail, and constantly try to solve their children’s worries, regardless of how badly they perform. The **presumption** is that the child is tender, not strong, and as a result Western parents behave very differently than Chinese parents.

4 For example, if a child comes home with an A-minus on a test, a Western parent will most likely praise the child. For a Chinese mother an A-minus is no **milestone**; she will gasp in displeasure and ask what went wrong. If the child comes home with a B, some Western parents, though **hesitant**, will still praise the child. Other Western parents will express disapproval, but they won’t question the child’s **intellect** or risk insecurities

calling the child “stupid”, “worthless” or “gross”. Privately, Western parents may worry about their child, but they will never tell the child.

- 5 If a Chinese child gets a B, **irrespective** of the subject, there would first be a screaming, hair-tearing explosion. The Chinese mother would intensify her efforts and get dozens, maybe hundreds of practice tests and use every tool at her **disposal**, to get her child’s grade up to an A.
- 6 Chinese parents demand perfect grades because they take it for granted that their child can get them, and grades are a more important measure of success than “self-esteem”. If their child doesn’t get all A’s, the Chinese parents assume it’s because the child didn’t work hard enough. That’s why the solution to substandard performance is always to punish and shame the child. Chinese parents believe that their child is **hardy** enough to take the shaming and to improve from it.
- 7 Second, Chinese parents believe their kids owe them everything. The reason for this isn’t clear, but it’s probably a combination of the **Confucian doctrine** of loyalty and the fact that parents have sacrificed so much for their children; so, Chinese children must spend their lives repaying their parents by obeying them and making them proud.
- 8 Another area where Chinese and Westerners **clash** is that most Westerners don’t believe **offspring** must show permanent gratitude to parents. My Western husband actually has this opposite view. “Children don’t choose their parents,” he once said to me. “They don’t even choose to be born. It’s parents who force life on their kids, so it’s the parents’ responsibility to provide for them. Kids don’t owe their parents anything. Their duty will be to their own kids.” This strikes me as a terrible deal for the Western parents.
- 9 Third, Chinese parents believe they know what’s best for their children and therefore have ultimate authority over their children’s desires and preferences. Chinese children have no rights to **infringe**, which is why Chinese daughters can’t have boyfriends in high school and there are no late **curfews** or trips to sleep-away camps. Also even the slightest **defiance** or **indignation**, anything less than unquestioning **obedience**, is **extinguished**, and punished into **submission**. Don’t get me wrong – it’s not that Chinese parents don’t care about their children. In fact, just the opposite! Chinese parents give up anything and everything to help their children. They just have an entirely different parenting model.
- 10 Western **propaganda** often paints a **portrait** of Asian mothers as scheming, indifferent, **militant** people unconcerned with their kids’ true interests. For their part, many Chinese secretly believe they care more about their children and are willing to sacrifice

more for them than Westerners, who seem perfectly content to let their children turn out badly and shame their tradition and **heritage**. I think this is a misunderstanding on both sides. Of course there is also some **overlap** – all decent parents want to do what's best for their children. It's the **methodology** that's different.

- 11 Westerners **preach** respecting the children's individuality, encouraging them to pursue their true passions, supporting their choices, and providing a positive and nurturing environment. But while Western children may have a high opinion of themselves and glowing self-esteem, how do they perform in the real world? Chinese parents protect their children by **armoring** them for the future, letting them see what they're capable of, and **conferring** upon them skills, work habits, and inner confidence that no one can ever take away. When the time comes to perform, Chinese children have a **blueprint** for success; they know how to compete with the best the world has to offer. The proof is in the **pudding**!

(890 words)

New words

baffle /'bæfl/	<i>vt.</i> confuse sb. completely; be too difficult or strange for sb. to understand or explain 使困惑; 难住
provocative /prə'vɒkətɪv/	<i>a.</i> intended to make people angry or upset; intended to make people argue about sth. 挑衅的; 煽动性的; 引起争端的
opinionated /ə'pɪnjə,neɪtɪd/	<i>a.</i> having very strong opinions that you are not willing to change 固执己见的; 顽固的
dispense /drɪ'spens/	<i>vt.</i> (<i>fml.</i>) 1 (~ with) not use or do sth. that people usu. use or do, because it is not necessary (因无必要而) 摒弃; 不用 (做) 2 give sth. to people, esp. in fixed amounts (尤指以固定数额) 分发, 分配 (某物)
courtesy /'kɜ:təsi/	<i>n.</i> 1 [C] sth. you do or say to be polite 礼貌的行为 (言语) 2 [U] polite behavior and respect for other people 有礼的举止; 礼貌
obese /əu'bi:s/	<i>a.</i> (<i>fml. or medical</i>) (of people) very fat, in a way that is not healthy 臃肿的; 虚胖的; 病态肥胖的
gorge /gɔ:dʒ/	<i>v.</i> eat or drink so much of sth. that you cannot eat or drink any more 拼命吃喝; 塞饱 <i>n.</i> [C] a deep narrow valley with steep sides (山) 峡; 峡谷
humane /hju:'meɪn/	<i>a.</i> showing kindness toward people and animals by making sure that they do not suffer more than is necessary 善良的; 仁慈的; 人道的
ideological /,aɪdiə'lɒdʒɪkl/	<i>a.</i> based on strong beliefs or ideas, esp. political or economic ideas 思想上的; 思想体系的; 意识形态的
cradle /'kreɪdl/	<i>vt.</i> hold sth. gently, as if to protect it 轻拥; 轻抱; 捧住 <i>n.</i> [C] a small bed for a baby which can be pushed gently from side to side 摇篮

insulate /'ɪnsjuːleɪt/	<p><i>vt.</i> 1 (~ sb. / sth. from / against) protect sb. or sth. from unpleasant experiences or influences 使免除 (不愉快的经历); 使免受 (不良影响); 隔离</p> <p>2 protect sth. with a material that prevents heat, sound, electricity, etc. from passing through 使隔热; 使隔音; 使绝缘</p>
presumption /prɪ'zʌmpʃn/	<p><i>n.</i> 1 [C, U] (<i>law</i>) the act of supposing that sth. is true, although it has not yet been proved or is not certain 推定; 假定; 假设</p> <p>2 [C] sth. that is thought to be true or probable 可能的事; 认为真实的事</p>
milestone /'maɪlˌstəʊn/	<p><i>n.</i> [C] 1 a very important stage or event in the development of sth. 重要事件; 转折点; 里程碑</p> <p>2 a stone by the side of a road that shows how far it is to the next town and to other places 里程碑</p>
hesitant /'hezɪˌtənt/	<p><i>a.</i> slow to speak or act because you feel uncertain, embarrassed or unwilling 犹豫的; 踌躇的; 不情愿的</p>
intellect /'ɪntələkt/	<p><i>n.</i> 1 [C, U] the ability to understand things and to think intelligently 才智; 理解能力; 思维能力</p> <p>2 [C] sb. who is very intelligent 才智出众者</p>
gross /grəʊs/	<p><i>a.</i> 1 very unpleasant 令人不快的; 令人恶心的; 使人厌恶的</p> <p>2 (<i>only before noun</i>) being the total amount of sth. before anything is taken away 总的; 毛的</p>
irrespective /,ɪrɪ'spektɪv/	<p><i>ad.</i> (~ of) used when saying that a particular fact has no effect on a situation and is not important 不受某事物影响; 不考虑某事物; 不问某事物</p>
disposal /dɪ'spəʊzl/	<p><i>n.</i> [U] the process of getting rid of sth. 丢掉; 清除; 处理</p>
hardy /'hɑːdi/	<p><i>a.</i> strong and healthy and able to bear difficult living conditions 能吃苦耐劳的; 坚强的; 强壮的</p>
Confucian /kən'fjuːʃn/	<p><i>a.</i> of or relating to Confucius or Confucianism (与) 孔子 (有关) 的; (与) 儒家 (或儒学、儒教) (有关) 的</p>
doctrine /'dɒktrɪn/	<p><i>n.</i> [C, U] a belief or set of beliefs held and taught by a church, political party, or other group 教义; 主义; 学说; 信条</p>
clash /klæʃ/	<p><i>vi.</i> 1 (of beliefs, ideas or personalities) be very different and opposed to each other 迥然不同; 不相容; 抵触</p> <p>2 come together and fight or compete in a contest 打斗; 冲突; 比赛</p>
offspring /'ɒfˌsprɪŋ/	<p><i>n.</i> [C] (<i>pl. offspring</i>) a person's child or children 子女; 子孙; 后代</p>
infringe /ɪn'frɪndʒ/	<p><i>vt.</i> do sth. that is against a law or sb.'s legal rights 违背; 触犯 (法律)</p>
curfew /'kɜːfjuː/	<p><i>n.</i> [C, U] 1 (<i>AmE</i>) the time, decided by a parent, by which a child must be home or asleep in the evening (父母规定的) 儿童晚间必须回家 (睡觉) 的时间</p> <p>2 a law that forces people to stay indoors after a particular time at night, or the time people must be indoors 宵禁令; 宵禁时间</p>
defiance /dɪ'faɪəns/	<p><i>n.</i> [U] open refusal to obey sb. or sth. 违抗; 反对; 拒绝服从</p>
indignation /,ɪndɪˌɡneɪʃn/	<p><i>n.</i> [U] feelings of anger and surprise because you feel insulted or unfairly treated 愤怒; 愤慨; 义愤</p>
obedience /ə'biːdiəns/	<p><i>n.</i> [U] the practice of doing what sb. tells you to do, or of obeying a law or rule 服从; 顺从; 遵纪守法</p>

extinguish /ɪk'stɪŋgwɪʃ/	<p><i>vt.</i> 1 destroy an idea or feeling, or make it stop existing 使(想法、感情)破灭; 使消亡</p> <p>2 make a fire stop burning or a light stop shining 熄灭; 扑灭</p>
submission /səb'mɪʃn/	<p><i>n.</i> 1 [U] the act of accepting that sb. has defeated you and that you must obey them 屈服; 投降; 归顺</p> <p>2 [C, U] the act of giving a plan, piece of writing, etc. to sb. in authority for them to consider or approve, or the plan, piece of writing, etc. itself 呈送; 提交; 呈递; 提交的计划(作品等)</p>
propaganda /,prɒpə'gændə/	<p><i>n.</i> [U] (<i>usu. disapproving</i>) ideas or statement that may be false or exaggerated and that are used in order to gain support for a political leader, party, etc. 宣传; 鼓吹</p>
portrait /'pɔ:trɪt/	<p><i>n.</i> [C] 1 a painting, drawing, or photograph of a person, esp. of the head and shoulders 肖像; 画像</p> <p>2 a detailed description of sb. or sth. 详细的描述; 描绘</p>
militant /'mɪlɪtənt/	<p><i>a.</i> using, or willing to use, force or strong pressure to achieve your aims, esp. to achieve social or political change 动武的; 好战的</p> <p><i>n.</i> [C] sb. who uses militant methods to achieve sth. 好斗分子; 激进分子</p>
heritage /'herɪtɪdʒ/	<p><i>n.</i> [sing., U] the history, traditions and qualities that a country or society has had for many years and that are considered an important part of its character 遗产(指国家或社会长期形成的历史、传统和特色)</p>
overlap /'əʊvə,læp/ /,'əʊvə'læp/	<p><i>n.</i> [C, U] the amount by which two activities, ideas, things, etc. overlap (两种活动、观点、事物等) 交搭的数量, 重叠的部分</p> <p><i>v.</i> if two or more things overlap, part of one thing covers part of the other 交搭; (与)(某物) 部分重叠</p>
methodology /,meθə'dɒlədʒi/	<p><i>n.</i> [C, U] a system of methods used in a particular area of study or activity 方法学; 方法论; 系统方法</p>
preach /pri:tʃ/	<p><i>vt.</i> express a strong opinion and try to persuade other people to accept it 灌输; 竭力劝导</p> <p><i>v.</i> talk about a religious subject at a religious meeting, esp. in church (尤指在教堂里) 布道, 讲道</p>
armor /'ɑ:mə/	<p><i>vt.</i> provide (sb.) with emotional, social, or other defenses 为...提供(感情、社交或其他方面的) 防御</p> <p><i>n.</i> [U] metal or leather clothing that protects your body, worn by soldiers in battles in past times 盔甲; 甲冑</p>
confer /kən'fɜ:/	<p><i>vt.</i> (<i>fml.</i>) give sth. such as authority, a legal right, or an honor to sb. 授予(权力、权利或荣誉等)</p> <p><i>vi.</i> discuss sth. with other people in order to reach a decision 讨论; 商谈; 商议; 协商</p>
blueprint /'blu:prɪnt/	<p><i>n.</i> [C] 1 a plan for achieving sth. 行动方案; 计划蓝图</p> <p>2 a photographic print of a plan for a building, machine, etc. on special blue paper 蓝图; 设计图</p>
pudding /'pu:dɪŋ/	<p><i>n.</i> [C, U] a cooked sweet dish served after the main course of a meal 布丁(主食后的甜点)</p>

Phrases and expressions

gorge (oneself) on sth.	eat until you are too full to eat any more 贪婪地吃; 狼吞虎咽
lose weight	take off weight 减轻体重
tiptoe around sth.	try to avoid dealing with a difficult or embarrassing subject or problem 避而不谈(困难或尴尬的话题或问题)
in terms of	regarding; concerning 就...而言; 从...方面说来
get away with sth.	escape blame, punishment, or undesirable consequences for (an act that is wrong or mistaken) 逃避, 躲过(错误行为)所带来的责备(惩罚或后果)
at one's disposal	available for one to use at any time 由某人支配; 供某人使用
force sth. on / upon sb.	make sb. do or accept sth. even though they do not want to 把...强加于...
provide for sb. / sth.	give sb. the things they need to live, such as money, food, etc. 提供生活所需
have authority over	be able or have the power to control or manage 具有对...的管辖权
don't get me wrong	(<i>spoken</i>) used when you want to make sure that sb. understands your comments correctly, esp. when you are criticizing sth. (尤指在批评某事时) 不要误解我, 不要曲解我
for one's part	used when saying what a particular person thinks or does, as opposed to other people 就...而言
have a high / low / good / bad opinion of sb. / sth.	think that sb. or sth. is very good or very bad 对(某人或某事)有(很高、很低、很好、很坏的)评价
the proof is in the pudding	(<i>also the proof of the pudding is in the eating</i>) used to say that you can only know whether sth. is good or bad after you have tried it 布丁好不好, 吃了才知道(评价事物的好坏只能凭实践检验)

Reading comprehension

Understanding the text

1 Answer the following questions.

- 1 What do Westerners think of Chinese parents' way of raising kids?
- 2 Why does the author take "an obese child" as an example in Paragraph 2?
- 3 Why do Western parents want to protect their children from criticism?
- 4 What will Western parents do if their child comes home with a B?
- 5 Why do Chinese parents demand perfect grades?
- 6 What might be the reason that Chinese parents believe their kids owe them everything?
- 7 Do Western parents and Chinese parents hold the same opinion that the offspring owe their parents everything? Why or why not?
- 8 Which parenting method is more beneficial to children's success in the future, according to the author?

Critical thinking

2 Work in pairs and discuss the following questions.

- 1 What kind of parenting method do you prefer, from the standpoint of a child?
- 2 To what extent do you think Confucius' education philosophy affects traditional Chinese parenting methodology?
- 3 Have you ever hated your parents when they forced you to do something you disliked but which later proved to be worthy of your efforts?

Language focus

Words in use

3 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

cradle	hesitant	militant	confer
defiance	indignation	preach	
provocative	milestone	overlap	

- 1 He could hardly control his _____ at the conditions under which the miners were forced to work, without water and enough food.
- 2 Both sides were very careful when drafting the ceasefire agreements; they wanted to prevent any actions that could be considered _____ by either side.
- 3 She has always had a(n) _____ personality; she is always prepared and ready to do battle when she believes that the cause is right.
- 4 News stories _____: Morning paper headlines take account of the previous evening's radio and TV stories, and the electronic media pick up items from the daily press.
- 5 Lucy stretched up to kiss her dad's cheek lightly, and he patted his daughter as if he was _____ an honor to her.
- 6 Inspired by Martin Luther King's famous speech, "I Have a Dream", thousands of people went out onto the streets to support the civil rights movement in _____ of the curfew.
- 7 Beth was _____ about visiting his ex-boy friend; she worried that he might refuse to talk to her.
- 8 When humans first traveled into outer space, it was as revolutionary a(n) _____ in human culture as the invention of the wheel.
- 9 Perplexed, she turned and noticed her husband had collapsed and was slumped on the floor behind the counter. She rushed to him and _____ his head in her arms.
- 10 Health experts are now _____ that even a little exercise, such as doing housework or light gardening, is far better than none at all.

Word building

The suffix *-hood* combines with nouns that refer to people in order to form new nouns. Nouns formed in this way refer to states, conditions, or the periods of time in which something is experienced.

Examples

Words learned	Add <i>-hood</i>	New words formed
child	→	childhood
boy	→	boyhood

The suffix *-ion* combines with verbs to form nouns. (For explanation, refer to Word building in Unit 7.)

Examples

Words learned	Add <i>-ion</i>	New words formed
compensate	→	compensation
illustrate	→	illustration
exhibit	→	exhibition
concentrate	→	concentration



4 Add *-hood* or *-ion* to or remove them from the following words to form new words.

Words learned	New words formed
<i>-hood</i>	
man	_____
mother	_____
<i>-ion</i>	
calculate	_____
complicate	_____
imitate	_____
assassinate	_____
circulate	_____
accommodation	_____
accuse	_____
defect	_____
exhaust	_____

5 Fill in the blanks with the newly-formed words in Activity 4. Change the form where necessary. Each word can be used only once.

- Heart is the organ that is responsible for maintaining the _____ of blood.
- The village was divided between those who wanted him cleared of crime and those who wanted the _____ against him proven.
- Twentieth-century sculpture parks are less rigidly planned, and intended to _____ sculptures by artists of many different styles.
- Immediately after his _____ in November, his father, his 15-year-old daughter and his brother were arrested by the Security Service.
- He now had the neatly trimmed beard which his father expected his sons to adopt as they grew to _____.
- A recent experiment confirms that birds can learn the habit by _____.
- In addition to the melting ice caps, there is apparently a further _____ with regard to climate change: In some countries thunderstorms and hurricanes are on the increase.
- After days of hunger, and being near _____, these two puppies found one of our feeding stations and made it their new home.
- The proposed plan is designed to support a crackdown (严厉打击) against drug dealers which was launched by the government after the _____ of the president.
- The _____ below are all based on available weekly amounts; so, you must first work out how much of the amounts your community needs per week.
- The government has approved a program designed to encourage women to embrace _____ whilst maintaining their careers.

Banked cloze

6 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

A contact	F hardy	K handy
B obedience	G confer	L charge
C presumption	H bounce	M dispense
D intellect	I cradle	N disposal
E tumble	J automatic	O attached

Laughter is a(n) 1) _____ response to being touched by a tickle (搔痒) – a reaction that a child would naturally be provoked into. This puts the tickler in 2) _____ of how much or how long the child laughs. We adults don't read children's minds, but we often have a(n) 3) _____ that we can. So we usually think we're aware of what's too much tickling and when to stop. But it is possible to trap our children without knowing it. We parents become 4) _____ to tickling because it seems to be a(n) 5) _____ shortcut to laughter. We wish that our children are happy and love us, and tickling becomes our shortcut to get assured.

Rather than forcing laughter in this way, we can 6) _____ upon them inner confidence if we will get down on the floor and invite them to be in playful physical 7) _____ with us. If we find ways to give them much of the power, our children will laugh and laugh. Games like "I have a hundred hugs for you!" or "Where's Jared? I know he's around here somewhere." or "Oh, no! I can't get this horsy rider off my back!" let children laugh and laugh as we try to catch them, or try to find them, or try to 8) _____ them off our backs, and fail over and over.

The physical contact that requires more creativity than tickling allows us to 9) _____ around, to press our heads against their stomachs here and there for a second, and to manage an embrace before they make another daring escape. We get our affection across without trapping our children. And we give them a chance to be inventive as they use their 10) _____ to figure out a hundred ways to outsmart us.

Expressions in use

7 Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

provide for	insulate sb. from
have authority over	tiptoe around
for one's part	irrespective of
at one's disposal	dispense with
	get away with
	have a high opinion of

- Our students have almost limitless resources _____: a well-equipped library, student workrooms, a large cafeteria, an undergraduate office and a computer center.
- South Africa's government imprisoned Nelson Mandela for 27 years, but never succeeded in its attempt to _____ his sacred cause against racial separation.
- Please remember to keep a copy for yourself as we cannot return manuscripts, _____ whether or not they are published.
- He won't be able to make any progress if he always _____ himself and criticism flows off him like water off a duck's back.
- Since Mary won the money and bought up the majority of the company's stock shares, she now _____ the people she used to take orders from.
- Your new boss is nice and will be kind to you, provided that you, _____, work diligently without complaining too much.
- Despite the measures put in place to prevent plagiarism, it is still not clear how students can _____ cheating in their exams.
- When the economic slump hit the country, many people who had lost their jobs had to _____ a lot of luxuries.
- The majority of people are not lazy; they want to work hard, want to have a better future, and want to _____ their families.
- In 1940, some people thought Franklin Roosevelt was _____ the question of war, instead of confronting it, until the Japanese suddenly attacked the United States Navy Pacific Fleet in Pearl Harbor.

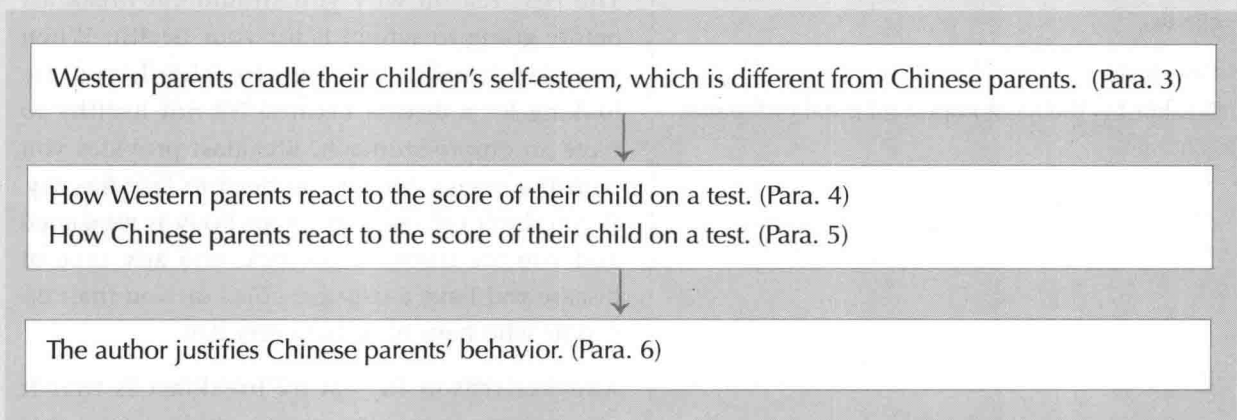
Structure analysis and writing

Structure analysis

Develop an argumentative essay

When we write an argumentative essay, our main purpose is to convince the readers that our particular view or opinion on a controversial issue is correct. At times, we may have a second purpose for our argumentative essay: to persuade our readers to take some sort of action. In a general way and as with all essays, we do the same thing: We make a point and then support it. The difference here is that argumentation advances a controversial point, a point that at least some of the readers will not be inclined to accept.

This could be best illustrated in Paragraphs 3-6 of Text A in the following chart.



Paragraph 3 presents a controversial issue of children's self-esteem regarding which Western parents and Chinese parents behave differently. In Paragraph 4 and Paragraph 5, two examples of how Western parents and Chinese parents react to their children's scores on a test are provided to make a sharp contrast. Paragraph 6 justifies the Chinese parents' behavior and defends their parenting methodology.

To convince readers in an argumentative essay, it is important to provide them with a clear main point and plenty of logical evidence to back it up. Because argumentation assumes controversy, we have to work especially hard to convince the readers of the validity of our position. The following five strategies may help us win over readers whose viewpoints may differ from ours.

- 1 Use tactful, courteous language.
- 2 Point out common ground.
- 3 Acknowledge differing viewpoints.
- 4 When appropriate, grant the merits of differing viewpoints.
- 5 Rebut differing viewpoints.

Structured writing

Read the sample essay and see how the argumentation is developed.

Topic:

Why should you eat breakfast?

Introduction:

Thesis statement: Eating breakfast is very important, especially for students.

Body:

Argument 1: You should eat breakfast for your health before going to school.

Argument 2: You need food to be in a better mood.

Argument 3: You need food to do well in your classes.

Conclusion:

Breakfast is the most important meal of the day.

Sample essay

A lot of people, especially young people, go through the day without having breakfast. Many people believe that it is not necessary, or they say that they don't have time for that, and begin their day with no meal at all. I believe that everyone should eat breakfast before going to their activities. Having breakfast is extremely important, especially for students who need energy to survive heavy schoolwork.

The first reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for a disease because it's not healthy to have an empty stomach. Breakfast provides you with the energy source you need to face the day. If you don't eat breakfast, your body is weakened and you are likely to get sick, and any type of disease will have a stronger effect on you than on people who have breakfast every day.

Another reason for eating breakfast is that it can put you in a better mood. Studies show that people who eat breakfast tend to be in good moods, and those who don't eat breakfast are more easily to be tired and irritable, so eating breakfast can make you happier as it can improve your mood and reduce stress levels. Breakfast gets you started on the right track for the day.

The last reason to have breakfast every day is that you need food to do well in your classes. Your body and your brain are not going to function as well as they could because you have no energy and no strength. When you try to learn something with nothing in your stomach, you are going to have a lot of trouble succeeding. Many people think that they should not eat because they are going to feel tired, but that's not true. Breakfast is not a very big meal, and on the contrary, you're going to feel tired if you don't have breakfast because you have spent the entire previous night without food.

You have to realize that breakfast is the most important meal of the day, and you cannot skip it without consequences for your health, your mood and your academic performance. It is better to wake up earlier and have a good breakfast than to run to school without eating anything. It is time for you to do something, and eating breakfast is the best way to start your day.

8 Write an essay of no less than 200 words on one of the following topics. One topic has an outline that you can follow.

Topic:

Drunk drivers should be imprisoned on their first offense.

Introduction:

Thesis statement: Drivers convicted of drunk driving should be imprisoned on their first offense.

Body:

Argument 1: Imprisoning drunk drivers on their first offense can save lives of innocent people.

Argument 2: Imprisoning drunk drivers on their first offense can prevent drunk drivers from committing the crime again.

Argument 3: Imprisoning drunk drivers on their first offense will discourage other people from drunk driving.

Conclusion:

Drunk driving is completely preventable if drunk drivers are harshly punished.

More topics:

- Should girls ask boys out?
- Should animals be used for research?

Translation

9 Translate the following paragraph into Chinese.

The New Year's Concert of the Vienna Philharmonic (爱乐乐团) is a concert of classical music that takes place each year in the morning of New Year's Day in Vienna, Austria. The music always includes pieces from the Strauss family – with occasional additional music from other main Austrian composers. The demand for tickets is so high that people have to pre-register one year in advance in order to participate in the drawing of tickets for the following year. The popularity of the concerts can be attributed to the creative energy of the compositions of the Strauss Dynasty, as well as their authoritative interpretations. These concerts not only delight the audiences in the Musikverein (金色大厅) in Vienna, but also enjoy great international popularity through the worldwide television broadcast, which now reaches over 90 countries. Originating during the darkest chapter in Austria's history, these concerts convey the desire of the Philharmonic not only to provide musically definitive interpretations of the masterworks of this genre, but at the same time, as musical ambassadors of Austria, to send people all over the world a New Year's greeting in the spirit of hope, friendship and peace.

10 Translate the following paragraph into English.

中央电视台春节联欢晚会(简称“春晚”)自1983年开办以来,已成为中国人文化生活中不可缺少的文化消费品和一个挥之不去的文化符号。虽然众口难调,但必须承认的是,“春晚”已成为公众所不可缺少的“新民俗”。春晚不仅是一台晚会,更是一种仪式与象征,一种文化与标签,一种情感与寄托。随着时代发展及新媒体的出现,观众的选择和需求日渐多样化,“春晚”也在与时俱进,以满足大众日益增长的文化需求。



Section B

Reading skills: Reading in thought groups

As introduced in B1U2, when you read, you'd better read sentences in units or thought groups rather than one word at a time. When you see sentences, you see words that are separated by spaces, which enable your eyes to make small stops along the line of a text. Poor readers make many more eye stops than good readers. Not only does this slow them down, but it inhibits comprehension because meaning is easier to pull from groups of words rather than from individual words or even single letters. Therefore, proficient readers read sentences in groups. The process is also greatly assisted by paying attention to proper punctuation. This skill requires practice but, if mastered, is well worth the effort. Speed-reading involves training both the eye and the brain to process words on a page that are stored in a reader's subconscious mind. Try to read in phrases of three or four words, especially in complete phrases and clauses. Your mind may internalize them as if the whole phrase or clause is like one big meaning-rich word. This being the case, you'll feel even a lengthy text can be shorter and, therefore, more comprehensible.

In this unit, we continue to develop this skill: to read in phrases of three to four words, especially complete clauses. For example, a proficient reader may read Paragraph 3, Text A, like this:

First, / I've noticed / Western parents / cradle their children's self-esteem / to insulate them from criticism. / They worry about / how their children will feel / if they fail, / and constantly try / to solve their children's worries, / regardless of / how badly they perform. / The presumption is / that the child is tender, / not strong, / and as a result / Western parents behave very differently / than Chinese parents.

1 Now read the first and last paragraphs of Text B in thought groups. While reading, move your eyes quickly and don't make too many eye stops. Meanwhile, put a slash between thought groups, just like what you see from the sample paragraph. After you practice this reading skill, share with your classmates whether the thought groups you made are similar to theirs.

A Western mother's response



- 1 In the days since the newspaper published the **column** by the Chinese mother, I have thought of what I would say to her if I met her. I might point out, as others have, that Asian-American girls aged 15 to 24 have above average rates of **suicide** and eating disorders. I might question the **arrogance** of **ascribing** her child's success to the Chinese **child-rearing** techniques of criticism and name-calling when it could just as likely have resulted from genetic or economic blessings. But I have a feeling that she knows that.
- 2 More importantly, if I did make such **contentions**, I'd risk being called a **liar** by my own children. Sophie, my oldest, would remind me of the recent evening when I stared in stony silence at her report card, **sniffing in contempt** at her father's happy congratulations.
- 3 "What?" she said. "I got 5 solid As."
- 4 I shrugged.
- 5 "Come on," my husband complained.
- 6 My daughter narrowed her eyes at me. She knew what was coming.
- 7 I pointed at the remaining three grades, **sociology**, **biochemistry** and **intermediate aesthetics**, none a solid A. I certainly didn't think it **warranted** the "screaming, hair-tearing explosion" that the author informs us would have greeted the daughter of a Chinese mother. However, I **articulated** my displeasure clearly enough. The word "garbage" was not uttered. But, it was only because I feared my husband's **reproach** that I refrained from telling my own daughter, when she collapsed in tears, that she was acting like an idiot.
- 8 The difference, I suppose, between proud Chinese mothers and Western ones is that I felt ashamed that I didn't **subordinate** my anger to my pride in what she did accomplish. **Admittedly** (and I am ashamed to say this too), I also did not then go out and get hundreds of practice tests and work through them with my daughter far into the night, doing whatever it took to get her the A. I would leave those tasks for a tutor to **administer**.
- 9 I am, actually, grateful to the author, and for the insights she gave me. Reading her essay definitely put some Chinese iron into my Western spine, and though I eventually

apologized to my daughter for failing to acknowledge, right off the bat, all those tough classes last semester in which she had done phenomenally well, and for expressing my disappointment at the others too vigorously, I have also **vowed** that she will **clamp** down on those three subjects in which she is “underperforming”. Her father and I are **unanimous** in this.

- 10 But Chinese methods, I think, do still need some **scrutiny**. My daughter Rosie is mildly **dyslexic**, a learning difficulty that means she automatically reads words backward. By the time the **psychiatrist** diagnosed her, in second grade, she was lagging far behind her classmates. For years I forced her to spell words in the **bathtub** with **foam** letters, to do worksheets, to **subdivide** words into sounds and take practice tests. My criticism and forced **rehearsing** was **redundant**, it turns out – inside, she was all ready to punish herself, and I was only **prolonging** her misery and **shattering** her confidence. Eventually, and totally out of character, she even stopped loving school. She lost her **sparkle**. She started to suffer from constant stomachaches and broke down in tears almost every day. At last we heard about a reading program where students spent four hours every day in a small room under a **supervisor** with a **specialization** in **dyslexia**, drilling in letters and sight words. It sounded awful, but Rosie insisted on it. She loved books and stories. She wanted to read.
- 11 Every day when we picked her up, her face would be red with tears, her eyes hollow and exhausted. Every day we asked her if she wanted to quit. Neither her father nor I wanted to make a **unilateral** decision when she was the one who suffered, so we asked her. But every day she returned to the **trenches**, her little shoulders bent under the weight of her struggle. Rosie has a process she follows when she’s scared – “Overcome your fears,” she whispers to herself. I don’t know where she learned it. Maybe from one of those television shows I shouldn’t let her watch.
- 12 At the end of a grim and brutal month, Rosie learned to read. Not because we sat like **watchdogs** and forced her to drill and practice and repeat, not because we dragged her kicking and screaming, or denied her food, or kept her from using the bathroom, but because she forced herself. Because of this, she emerged with a **conception** of herself as a powerful, **versatile** person.
- 13 I have a feeling when Chinese children are **underdeveloped** or suffer from learning **disabilities** like Rosie’s, their parents channel their admirable passion into finding a solution that works. They are just as dogged and determined, but in an entirely different way. In some **scenarios** roaring like a tiger turns children into pianists who debut at Carnegie Hall, but in others it only limits, **constricts**, and **reins** them in. Positive enthusiasm gives some the excuse to fail and others the chance to succeed. Wherever we **reside** on our big green, blue planet, Chinese mothers and I both understand that our job as mothers is to be the type of tigress that each of our different children needs.

(889 words)

New words

- column /'kɒləm/
- n.* [C] 1 an article on a particular subject or by a particular writer that appears regularly in a newspaper or magazine (报纸或杂志的) 专栏 (文章)
2 a tall solid upright stone post used to support a building or as a decoration 支柱; 柱; 圆柱
3 one of two or more areas of print that go down the page of a newspaper or book and that are separated from each other by a narrow space (报纸或书页上的) 栏
- suicide /'su:ɪ,sɑ:d/
- n.* 1 [C, U] the act of killing yourself deliberately 自杀
2 [U] a course of action that is likely to ruin your career, position in society, etc. 自杀性行为; 自取灭亡的行为
- arrogance /'ærəgəns/
- n.* [U] the behavior of a person when they feel that they are more important than other people, so that they are rude to them or do not consider them 傲慢; 自大
- ascribe /ə'skraɪb/
- vt.* (~ sth. to sth. / sb.) consider that sth. is caused by a particular thing or person 把...归因于; 认为...是由于
- rear /rɪə/
- vt.* care for young children or animals until they are fully grown 抚养; 养育; 培养
n. [sing.] (*usu. the ~*) the back part of sth. 后部
a. (*only before noun*) at or near the back of sth. 后面的; 后部的
- contention /kən'tenʃn/
- n.* 1 [C] (*fml.*) a belief or an opinion that you express, esp. in an argument (尤指争论时的) 看法, 观点
2 [U] (*fml.*) angry disagreement between people 争吵; 争执; 争论
- liar /'laɪə/
- n.* [C] a person who tells lies 撒谎者
- sniff /snɪf/
- vi.* criticize sth. or suggest it is not good enough for you 对...嗤之以鼻; 轻蔑地批评
v. breathe in noisily through your nose, e.g. because you have been crying (哧哧地) 以鼻吸气, 抽鼻子
- contempt /kən'tempt/
- n.* [U] a feeling that sb. or sth. is not important and deserves no respect 轻蔑; 轻视; 鄙视
- sociology /,səʊsi'ɒlədʒi/
- n.* [U] the scientific study of the nature and development of society and social behavior 社会学
- biochemistry /,baɪəʊ'kemɪstri/
- n.* [U] the scientific study of the chemistry of living things 生物化学
- intermediate /,ɪntə'mi:diət/
- a.* (*usu. before noun*) 1 having more than a basic knowledge of sth. but not yet advanced; suitable for sb. who is at this stage 中级的; 中等的; 适合中等程度者的
2 situated between two places, things, states, etc. (两地、两物、两种状态等) 之间的, 中间的
- warrant /'wɒrənt/
- vt.* make an action seem reasonable or necessary 使合理; 使成为必要
n. [C] 1 a document written by a judge that gives the police permission to do sth., e.g. to arrest sb. or to search a house (法官授权警方采取行动的) 令状, 逮捕令, 搜查令
2 (*fml.*) a reason for doing sth. (做某事的) 理由

articulate /ɑ:'trɪkjə,leɪt/	<p><i>vt.</i> (<i>fml.</i>) express or explain your thoughts or feelings clearly in words 明确表达; 清楚说明</p> <p><i>a.</i> (of a person) good at expressing ideas or feelings clearly in words 善于表达的</p>
reproach /rɪ'prəʊtʃ/	<p><i>n.</i> [C, U] an expression of criticism and disappointment because of sth. bad that sb. has done 责备; 指责; 责怪</p> <p><i>vt.</i> criticize and feel disappointed with sb. for sth. they have done 责备; 责怪</p>
subordinate /sə'bɔ:dɪnət/	<p><i>vt.</i> put sb. or sth. in a less important position 使处于次要地位; 使从属于...</p> <p><i>a.</i> in a less important position than sb. else 次要的; 下级的; 从属的</p>
admittedly /əd'mɪtɪdli/	<i>ad.</i> used, esp. at the beginning of a sentence, when you are accepting that sth. is true (尤用于句首) 诚然, 无可否认
administer /əd'mɪnɪstə/	<i>vt.</i> make sure that sth. is done fairly and in a correct way 施行; 执行
vow /vaʊ/	<p><i>v.</i> make a formal and serious promise to do sth. or a formal statement that is true 起誓; 立誓; 发誓</p> <p><i>n.</i> [C] a serious promise 誓言; 誓约</p>
clamp /klæmp/	<i>vt.</i> (~ to / around / on) put or hold sth. firmly in position 夹住; 固定
unanimous /ju:'nænɪməs/	<i>a.</i> (of two or more people) fully in agreement (两或多人) 一致同意的, 无异议的
scrutiny /'skru:təni/	<i>n.</i> [U] (<i>fml.</i>) careful and thorough examination 仔细检查; 认真彻底的审查
dyslexia /dɪs'leksɪə/	<i>n.</i> [U] (<i>medical</i>) a condition that makes it difficult for sb. to read and spell 诵读困难
dyslexic /dɪs'leksɪk/	<i>a.</i> 诵读困难的
psychiatrist /saɪ'kaɪətrɪst/	<i>n.</i> [C] a doctor trained in the treatment of mental illness 精神科医生
tub /tʌb/	<i>n.</i> [C] a large round container without a lid, used for washing clothes in, growing plants in, etc. 盆; 桶
bathtub /'bɑ:θ,tʌb/	<i>n.</i> [C] (<i>esp. AmE</i>) a long large container that you fill with water and sit or lie in to wash yourself 浴缸; 澡盆
foam /fəʊm/	<p><i>n.</i> [U] 1 (<i>also ~ rubber</i>) a type of soft rubber with a lot of air in it, used in furniture 泡沫材料; 泡沫橡胶; 海绵橡胶</p> <p>2 a mass of very small bubbles on the surface of a liquid (液体表面的) 泡沫</p>
subdivide /,sʌbdɪ'vaɪd/	<i>vt.</i> divide the parts of sth. that has already been divided 把(分过的东西)再分; 细分
rehearse /rɪ'hɜ:s/	<i>v.</i> practice or make people practice sth. such as a play or concert in order to prepare for a public performance (使) 排练, 排演(戏剧或音乐会)
redundant /rɪ'dʌndənt/	<i>a.</i> not needed or useful 多余的; 不需要的
prolong /prə'lɒŋ/	<i>vt.</i> make sth. last longer 延长

shatter /'ʃætə/	<i>vt.</i> completely destroy sb.'s hopes or beliefs 使(希望、信念)破灭, 粉碎 <i>v.</i> suddenly break into small pieces, or break in this way(使)破碎, 碎裂
sparkle /'spɑ:kəl/	<i>n.</i> [C, U] 1 a quality that makes sth. or sb. seem interesting and full of life 生气; 活力 2 a bright shiny appearance, with small points of flashing light 闪耀; 闪光 <i>vi.</i> shine in small bright flashes 闪闪发光; 闪耀; 闪烁
supervisor /'su:pə,vaɪzə/	<i>n.</i> [C] a person who supervises sb. or sth. 监督者; 指导人; 主管人
specialization /'speʃəlaɪ'zeɪʃn/	<i>n.</i> [C, U] an activity or subject that you know a lot about 专业
unilateral /,ju:nɪ'læt(ə)rəl/	<i>a.</i> done by one member of a group or an organization without the agreement of the other members 单方的
trench /trentʃ/	<i>n.</i> [C] 1 (the ~es) the place or situation where most of the work or action in an activity takes place 第一线(指某一活动进行得最热烈的地方或场面) 2 a long narrow hole dug into the surface of the ground 壕沟; 沟渠
watchdog /'wɒtʃ,dɒg/	<i>n.</i> [C] 1 a person or group of people whose job is to check that companies are not doing anything illegal or ignoring people's rights (监督公司活动或监护人们权利的) 监察人, 监察团体 2 (old-fashioned) a guard dog 看门狗
conception /kən'sepʃn/	<i>n.</i> 1 [C, U] an idea about what sth. is like, or a general understanding of sth. 概念; 观念; 思想; 想法 2 [U] a process in which sb. forms a plan or idea 构思; 构想; 设想
versatile /'vɜ:sətəɪl/	<i>a.</i> able to adapt or be adapted to many different functions or activities 多功能的; 多才多艺的
underdeveloped /,ʌndə'deɪ'veləpt/	<i>a.</i> 1 not having grown or developed as much as is usual or necessary 发育不全的 2 (~ country / region, etc.) a country, area, etc. that is poor and where there is not much modern industry 欠发达的(国家、地区等)
disability /,dɪsə'bɪləti/	<i>n.</i> [C] a physical or mental condition that makes it difficult for sb. to use a part of their body properly, or to learn normally 伤残; 残障
scenario /sə'næəriəʊ/	<i>n.</i> [C] 1 (pl. ~s) a situation that could possibly happen 可能发生的事; 可能出现的情况 2 a written description of the characters, place, and things that will happen in a film, play, etc. (电影、戏剧等的) 剧情梗概
constrict /kən'strɪkt/	<i>vt.</i> limit or restrict what sb. is able to do 限制; 限定; 抑制; 约束 <i>v.</i> make sth. narrower or tighter, or become narrower or tighter (使)收缩; (使)收紧; 压缩; 压紧
rein /reɪn/	<i>vt.</i> (~ in / back) limit or control sth. that has developed too much or continued for too long 严格控制; 限制 <i>n.</i> [C, usu. pl.] a long narrow piece of leather fastened to a horse's head that the rider uses to control the horse 缰绳
reside /rɪ'zaɪd/	<i>vi.</i> (fml.) live in a particular place 居住

Phrases and expressions

sniff at	show no interest in or respect for sth. 对…嗤之以鼻（或不屑一顾）
work through	deal with problems or unpleasant feelings 解决（问题）；调整（情绪）
(right) off the bat	(<i>informal.</i>) (<i>esp. AmE</i>) immediately, without delay 立刻；毫不延误地
clamp down (on sb. / sth.)	become stricter with sb. or about sth. 对某人 / 某事更严格
out of character	not typical of a person's character 不合乎某人的性格
under the weight of	under the pressure of 在…重压下；迫于…

Proper names

Sophie /'səʊfi/	索菲（人名）
Rosie /'rəʊzi/	罗西（人名）
Carnegie /kɑ:'neɪdʒi/ Hall	卡内基音乐厅

Reading comprehension

Understanding the text

2 Choose the best answer to each of the following questions.

- 1 According to Paragraph 1, all of the following are true except that _____.
 - A Asian-American girls aged 15 to 24 have higher rates of suicide
 - B the author met with the Chinese mother
 - C the Chinese mother ascribes her child's success to constant criticism and name-calling
 - D the newspaper published the column by the Chinese mother
- 2 Why did the author stare at her daughter's report card in stony silence?
 - A Because she was not satisfied with the three grades that are not solid As.
 - B Because she didn't want her daughter to see her happiness.
 - C Because she'd risk being called a liar by her own children.
 - D Because she didn't realize that her daughter had got 5 solid As.
- 3 Why did the author's eldest daughter break into tears?
 - A Because she believed that her great efforts were ignored by her mother.
 - B Because she was afraid of being criticized by her mother.
 - C Because she didn't get solid As in all of her subjects.
 - D Because her mother articulated clearly that she was an idiot.
- 4 The author thinks that one difference between Chinese mothers and herself regarding their daughter's disappointing grades is that _____.
 - A she would go out and get hundreds of practice tests for her daughter
 - B she would work with her daughter far into the night
 - C she would do whatever it took to get her daughter the A
 - D she felt ashamed that she failed to refrain her anger at her daughter's failure
- 5 How do you understand "Reading her essay definitely put some Chinese iron into my Western spine" in Paragraph 9?

- A The author believes that the traditional Chinese way of teaching is stronger than the Western one.
 - B The author completely agrees with the essay.
 - C The author obtains something useful from the traditional Chinese way of educating children.
 - D The author is more confident about the Western way of teaching children.
- 6 Which of the following statements is not true about Rosie?
 - A Rosie always read words backward.
 - B The author's criticism and forced rehearsing made Rosie a powerful and versatile person.
 - C Rosie loved books and stories and wanted to read.
 - D Rosie was once punishing herself.
 - 7 What is the major reason for Rosie's overcoming her dyslexia?
 - A Her parents sat like watchdogs and forced her to drill and practice and repeat.
 - B Her parents denied her food, or kept her from using the bathroom.
 - C Her own strong will, as well as the proper guidance from the supervisor helped her through the difficulties.
 - D Her parents channeled their admirable passion into finding a solution that works.
 - 8 What is the right attitude shared by both Chinese and Western mothers?
 - A Western parenting methods are superior to Chinese ones in child's education.
 - B Praise what the child has achieved and criticize what he has failed.
 - C Never be ashamed of whatever you do as a mother.
 - D Be the type of mother that each of their different children needs.

Critical thinking

3 Work in pairs and discuss the following questions.

- 1 What do you think of the phenomenon that some parents in China send their children to schools in Western countries?
- 2 What would you do if you had different opinions from your spouse about how to educate your child?
- 3 Which is more important for a child's academic success, the genetic blessing or the parenting method?

Language focus

Words in use

4 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

scrutiny	contention	unanimous	
administer	constrict	intermediate	
articulate	rear	sniff	contempt

- 1 At language training school, your language ability will be constantly assessed, and the students with an elementary level are usually able to reach the _____ level after a 12-week course.
- 2 This is such a rare offer that we cannot hope to get another one like it; you shouldn't _____ at this opportunity.
- 3 We will gather additional facts to support our _____ to show that the outbreak of violence had been prearranged.
- 4 Partial or total loss of the ability to _____ ideas or comprehend spoken or written language results from damage to the brain caused by injury or disease.
- 5 When a manuscript has been accepted for publication, it will be passed to an editor for detailed _____.
- 6 We depend on metaphors to create vivid images, but we encounter two more major problems: Suitable metaphors are hard to find and they may _____ our reader's understanding of what we are trying to express.
- 7 She sniffed at the files handed to her by the court and refused to answer questions in _____ of the rules of the court, for which she was sentenced to six months in prison.
- 8 Despite the frequent disagreement between some of the band members, there needs to be a(n) _____ decision from all members of the band before anyone can be dismissed.

- 9 Before I got married I had six theories about bringing up children; now I have made the deliberate choice to _____ six children with no theories.
- 10 Whatever we do is for the benefit of the people and we are going to _____ justice impartially.

Expressions in use

5 Fill in the blanks with suitable prepositions or adverbs.

- 1 Feelings, emotions, and desires must subordinate themselves _____ reason because they sometimes could be irrational and biased.
- 2 Faced with the difficulty of increasing production, he worked _____ the list of employees identifying those who needed extra training on the job.
- 3 Mary smiled in a way that let John know right _____ the bat that she wasn't about to fulfill his dream – to go out with her so soon.
- 4 It's normal for children to turn up the volume when parents clamp _____ on their behavior.
- 5 It is very strange that whenever Brian does anything unexpected, his wife can always ascribe his behavior _____ the external environment and sometimes to destiny.
- 6 He told the court that he had been under emotional stress at the time of the offence and that it was very much _____ of character for him to drink and then drive.
- 7 Until its eventual collapse _____ the weight of accumulated economic pressures, the system operated successfully for almost over 20 years.
- 8 Although the debt is much lower than expected, the US government is still making tremendous efforts to rein _____ spending.

Sentence structure

6 Rewrite the following sentences by using "admittedly". Make changes where necessary.

Model: To tell the truth, I also did not then go out and get hundreds of practice tests and work through them with my daughter far into the night, doing whatever it took to get her the A.

→ Admittedly, I also did not then go out and get hundreds of practice tests and work through them with my daughter far into the night, doing whatever it took to get her the A.

1 We have to admit that taking measures that are likely to increase the greenhouse effect will be morally graver than having done nothing to reduce it.

2 Undeniably, they are the perfect guides to keep you informed of the various things happening around you.

3 There is no denying that those who oppose to the viewpoint also have their reasons to a certain extent.

7 Complete the following sentences by translating the Chinese into English, using "when the time comes to".

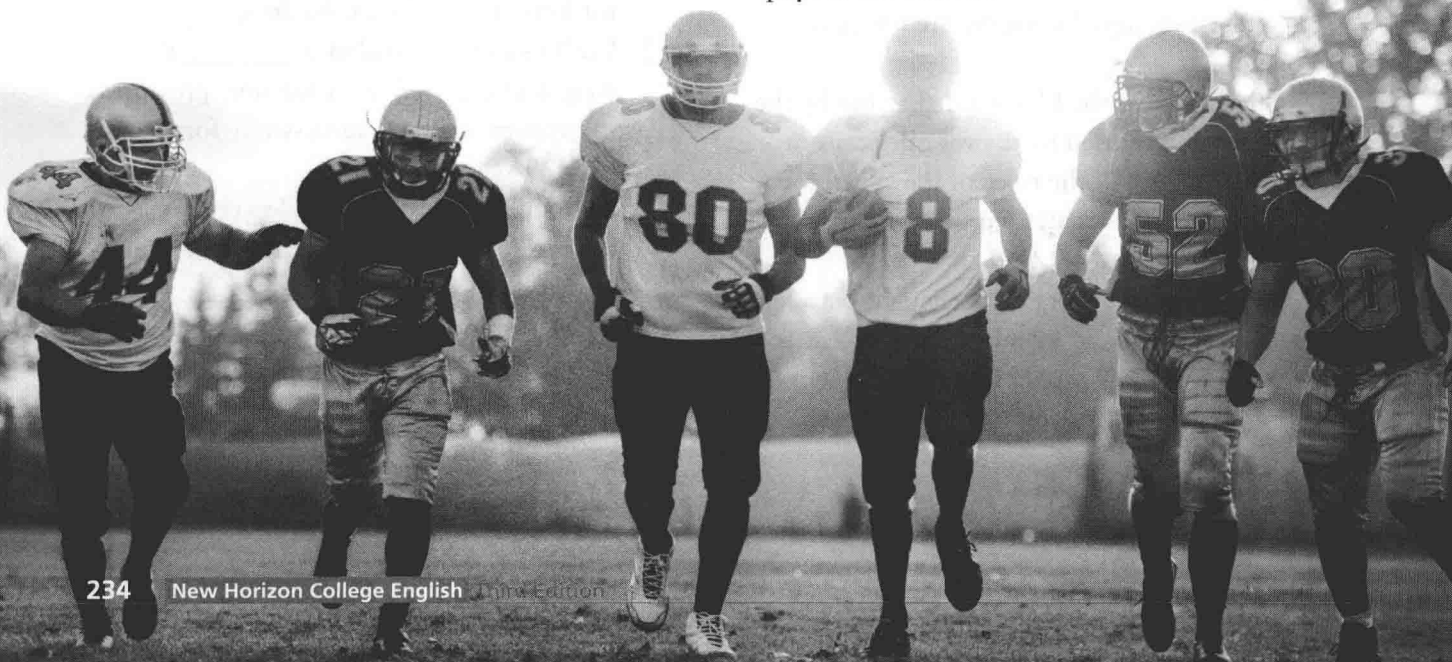
Model: _____ (当到了该表现时), Chinese children have a blueprint for success; they know how to compete with the best the world has to offer.

→ When the time comes to perform, Chinese children have a blueprint for success; they know how to compete with the best the world has to offer.

1 _____ (当到了该展示你那套独特的运动技能和身体天赋时), will you be ready to impress the NFL (美国国家橄榄球联盟) scouts?

2 _____ (但是当到了该把一些钱花费到家里时), they chose a full kitchen redecoration in a home just 12 years old at the time.

3 _____ (当到了该为我的课程付费时), does financial aid automatically pay for them, or do I have to receive the financial aid money and personally pay for the classes?



Collocation

How much should a parent demand of a child? Is it right to push a child to do **phenomenally well** (B3U8B) academically? Is it fair to let a child feel ashamed of his **negative self-image** (B3U8A)? Are Asian children “beaten into submission” by their parents? Can parents make a **unilateral decision** (B3U8B) for their children? Do parents have **ultimate authority** (B3U8A)? These are always controversial questions. The Western view is that **decent parents** (B3U8A) should be involved in the child’s education and make sure that the child does his homework with **true passions** (B3U8A). Meanwhile, they want to make sure that their kids are “happy” and feel good about themselves. They want to motivate their children to **intensify their efforts** (B3U8A), but they also want their children to be happy. The Asian view is **entirely different** (B3U8A). They think happiness is good, but it won’t get the child a job, and it won’t put food on his table when he’s an adult. The **ideological differences** (B3U8A) are also reflected in the way American parents treat their children. They think watching television or hanging out with his friends may make a child **perfectly content** (B3U8A); however, Asian parents believe, in the long run, their child will be happy if he gets **perfect grades** (B3U8A) in school. Similarly, they seem less concerned with self-esteem. They **secretly believe** (B3U8A) if the child works very hard and does very well at school, he will develop self-esteem. Self-esteem is the reward of hard work.


Warm-up: Complete the following sentences by choosing appropriate words from the box. Each word can be used only once.

stony hair-tearing shatter
substandard versatile unquestioning

- 1 Today’s universities like to accept a _____
person.
- 2 Repeatedly failing English tests will _____
his *confidence*.
- 3 Most children are inclined to reject _____
obedience.
- 4 There was a moment of _____ *silence*
before he spoke up.
- 5 The police got to the station five minutes after
the _____ *explosion*.
- 6 Research says _____ *performance* is
related to poor learning habit.

8 People have different opinions about Eastern and Western parenting styles. Which style results in happier, more successful kids? The following are three people’s opinions about this controversial question. While reading their opinions, try to complete the collocations with appropriate words provided.

negative stony hair-tearing substandard

 I was raised by Chinese parents. As I was being drilled and pushed and encouraged to go all the way to the top, there would always be a screaming, 1) _____ *explosion*. Even making it into the 2nd best class in school was a 2) _____ *self-image*, which had always hurt me. Getting 98 out of 100 on a paper was still 3) _____ *performance* for my parents. My creative writing talent means nothing to them, and they would react in 4) _____ *silence*. It wasn’t until I was turning 21 and went to a university that I finally could leave far away from my parents.

—Lydia

secretly perfect shatter unilateral

To most Americans, to have “balance” in one’s life is very important. Too often parents sacrifice individuality of their children for 5) _____ *grades*. I must confess that both my children attend private piano and violin classes weekly. I have had to make 6) _____ *decisions* to take my boy’s PC away because of excessive video game playing. I don’t want to 7) _____ their *confidence* but I must compete with distractions, such as electronic games and phone texting. However, I find that the more I manage their distractions the better my children perform. I 8) _____ *believe* parents have the same distractions as their children.

—Thompson

intensify unquestioning ultimate true

I’m trying to forge a middle ground which my daughter could build upon and thrive – love, discipline, guidance, and freedom, rather than 9) _____ *obedience*. For the first 6 years, it is all love and no discipline; during the next 6 years self-discipline is taught. After age 12, a child is to be treated as a friend as he has learned self-discipline and knows his 10) _____ *passions*. The main objective of learning self-discipline is that a child must learn how to 11) _____ his *efforts* to achieve long term objectives which he has decided himself with guidance provided by his parent. Parents don’t have 12) _____ *authority* over their children’s desires.

—Stephanie

Unit project

A discussion on “My parents and my specialty”

Many of you had the experience where your parents forced you to learn a specialty, such as a musical instrument or drawing, which you disliked very much as a child. Now let’s explore this issue again following the steps below.

1 Work in groups of three or four and discuss with your group members:

- your feelings at that time
- your present attitude toward it
- the impact the specialty has on your present life

2 Be prepared to present your viewpoint to the class.



Glossary

A

abort Unit 2B
 abortion Unit 1A
 absurd Unit 5B
 academician Unit 3B
 addictive Unit 5A
 administer Unit 8B
 admittedly Unit 8B
 adore Unit 1B
 adverse Unit 5A
 aesthetics Unit 4B
 afflict Unit 3A
 aggravate Unit 1B
 aggregate Unit 7B
 airborne Unit 4A
 alleviate Unit 1B
 allocate Unit 7B
 aloft Unit 6B
 altitude Unit 2B
 ambassador Unit 3A
 ambiguity Unit 4A
 ambiguous Unit 7B
 amend Unit 5B
 ammunition Unit 6A
 ample Unit 4B
 amplify Unit 7B
 analogy Unit 7B
 anniversary Unit 4A
 anonymous Unit 3A
 appalling Unit 6A
 applause Unit 1B
 appoint Unit 1A
 appraisal Unit 7B
 appraise Unit 2A
 apt Unit 5A
aptly Unit 5A
 arena Unit 7B
aristocracy Unit 5A
 aristocrat Unit 5A
 armor Unit 8A
 array Unit 5A
 arrogance Unit 8B

articulate Unit 8B
 ascend Unit 2A
 ascertain Unit 6B
 ascribe Unit 8B
 assimilate Unit 7B
 athletic Unit 2A
 automate Unit 5A
automated Unit 5A
 autonomy Unit 5A
 avert Unit 7B
 aviation Unit 4A
 awesome Unit 3B

B

baffle Unit 8A
bathtub Unit 8B
 battalion Unit 6B
 batter Unit 2A
 beforehand Unit 7B
 beneficiary Unit 3A
 bias Unit 5B
 bilingual Unit 4B
 billboard Unit 7B
 biochemistry Unit 8B
 blaze Unit 6A
 bleak Unit 2A
 blink Unit 1B
 blueprint Unit 8A
 blunder Unit 7B
 blunt Unit 1B
bluntly Unit 1B
 blush Unit 6B
 booklet Unit 4B
 brace Unit 2B
 breast Unit 6B
 briefcase Unit 2B
 brink Unit 2A
 brisk Unit 6B
briskly Unit 6B
 broker Unit 7B
 brood Unit 6A
 brutal Unit 7A

brutality Unit 3A
 buck Unit 7B
 bully Unit 5B
bullying Unit 5B
 burdensome Unit 4A
 bureau Unit 7A
 bureaucracy Unit 7A
 bureaucrat Unit 4B
 bust Unit 1B
 buzz Unit 7B
 bypass Unit 1A

C

cabin Unit 2B
 captive Unit 3A
 carefree Unit 3B
 casualty Unit 6A
 catastrophe Unit 2A
 cater Unit 1B
 caution Unit 4B
 celebrity Unit 1B
 certification Unit 7A
 charitable Unit 5B
 cherish Unit 3A
 chunk Unit 4B
 circuit Unit 1A
 circumference Unit 4A
 civic Unit 1A
 clamp Unit 8B
 clarity Unit 2A
 clash Unit 8A
 clasp Unit 6A
 claw Unit 6A
 clear-cut Unit 1A
 cliff Unit 6B
 cluster Unit 4A
 clutch Unit 6B
 cobbler Unit 5B
 cognitive Unit 4A
 coincide Unit 5A
 coincidence Unit 3B
 column Unit 8B

commend	Unit 1A	decidedly	Unit 4A	drastic	Unit 7A
commodity	Unit 7B	dedicate	Unit 5A	drawback	Unit 4A
commonplace	Unit 5A	dedication	Unit 1A	dread	Unit 2B
compliment	Unit 3A	deem	Unit 2A	drought	Unit 3A
comply	Unit 7A	default	Unit 7B	dubious	Unit 1B
compulsory	Unit 4A	defiance	Unit 8A	<i>dubiously</i>	Unit 1B
conceive	Unit 4B	degrade	Unit 5A	duplicate	Unit 7B
conception	Unit 8B	dense	Unit 4A	dwell	Unit 6B
concise	Unit 6B	deploy	Unit 6B	dyslexia	Unit 8B
confer	Unit 8A	deposit	Unit 7A	<i>dyslexic</i>	Unit 8B
conform	Unit 5A	deprive	Unit 3A		
Confucian	Unit 8A	derail	Unit 2A	E	
conscientious	Unit 3A	deregulation	Unit 7B	eccentric	Unit 3B
<i>consolation</i>	Unit 4A	descent	Unit 2B	economical	Unit 7B
console	Unit 4A	designate	Unit 5A	edible	Unit 6A
conspicuous	Unit 3B	despise	Unit 4B	elastic	Unit 7B
constrain	Unit 4B	destined	Unit 1B	eloquent	Unit 1B
constrict	Unit 8B	destiny	Unit 2B	<i>eloquently</i>	Unit 1B
contemplate	Unit 4A	deteriorate	Unit 7A	embark	Unit 3A
contempt	Unit 8B	deterioration	Unit 7B	enclose	Unit 6B
contend	Unit 5A	deviate	Unit 1A	endanger	Unit 4B
contention	Unit 8B	diligent	Unit 1A	endeavor	Unit 1A
contrive	Unit 3B	<i>diligently</i>	Unit 1A	endorse	Unit 3B
convict	Unit 6A	dilute	Unit 6A	endow	Unit 4A
cookie	Unit 6B	diplomat	Unit 3A	ensue	Unit 5B
cordial	Unit 5B	disability	Unit 8B	entail	Unit 7B
cornerstone	Unit 4A	disciplined	Unit 1B	enterprise	Unit 1B
corporate	Unit 4A	discreet	Unit 3B	entrepreneur	Unit 7B
corpse	Unit 6A	<i>discreetly</i>	Unit 3B	entrust	Unit 5B
correlate	Unit 5A	discrete	Unit 3B	envisage	Unit 7B
council	Unit 7A	<i>discretely</i>	Unit 3B	equity	Unit 7B
courtesy	Unit 8A	dismay	Unit 2A	escort	Unit 2A
coverage	Unit 6A	dispatch	Unit 6B	essence	Unit 6B
cozy	Unit 3A	dispense	Unit 8A	estate	Unit 7B
crackdown	Unit 7B	disposal	Unit 8A	esteem	Unit 5A
cradle	Unit 8A	disregard	Unit 4B	ethnic	Unit 4B
credible	Unit 4B	diversion	Unit 5A	evacuate	Unit 6A
crisp	Unit 6B	divert	Unit 3B	evaporate	Unit 2B
culminate	Unit 7B	dividend	Unit 7B	evict	Unit 7A
cumulative	Unit 7B	divorce	Unit 3A	eviction	Unit 7A
curfew	Unit 8A	doctrine	Unit 8A	evoke	Unit 2B
		dogged	Unit 6B	exemplary	Unit 3A
D		domain	Unit 3A	exotic	Unit 4A
dart	Unit 3A	donate	Unit 7A	expend	Unit 1A
dazzle	Unit 1B	doom	Unit 1B	expertise	Unit 1B
debut	Unit 3B	downside	Unit 4B	expire	Unit 7A

extinguish	Unit 8A	glide	Unit 2B	immigrant	Unit 3A
extravagant	Unit 5A	globalize	Unit 4A	impart	Unit 5B
F		<i>globalized</i>	Unit 4A	imperative	Unit 2B
fabric	Unit 5B	gorge	Unit 8A	imprison	Unit 4A
fabulous	Unit 2B	gossip	Unit 5A	impromptu	Unit 2A
facet	Unit 4A	gracious	Unit 3A	incentive	Unit 5A
fad	Unit 7B	greed	Unit 7B	<i>inconceivable</i>	Unit 4B
feast	Unit 4B	greenhouse	Unit 5A	index	Unit 7A
feat	Unit 1A	grieve	Unit 6B	indignation	Unit 8A
feeble	Unit 2A	grim	Unit 2B	indulge	Unit 1B
fellowship	Unit 5B	grin	Unit 1B	infect	Unit 3B
finite	Unit 4A	groan	Unit 4A	infectious	Unit 5B
flaw	Unit 7B	grope	Unit 4B	inflict	Unit 6A
flip	Unit 1B	gross	Unit 8A	infringe	Unit 8A
flock	Unit 7B	guardian	Unit 6B	inhibit	Unit 1A
flush	Unit 6A	H		innovation	Unit 5A
<i>flushed</i>	Unit 6A	handicap	Unit 1A	innumerable	Unit 6A
foam	Unit 8B	handicraft	Unit 5B	instantaneous	Unit 2B
folklore	Unit 4B	harassment	Unit 7A	<i>instantaneously</i>	Unit 2B
footage	Unit 3B	hardy	Unit 8A	insular	Unit 4A
forcibly	Unit 2A	haunt	Unit 6B	insulate	Unit 8A
foremost	Unit 7B	hemisphere	Unit 4A	integral	Unit 3A
formidable	Unit 3B	henceforth	Unit 6B	intellect	Unit 8A
forthcoming	Unit 7B	heritage	Unit 8A	intent	Unit 2B
foster	Unit 5A	hesitant	Unit 8A	intermediate	Unit 8B
foul	Unit 3A	hoist	Unit 1B	intervene	Unit 2A
fragile	Unit 3A	hop	Unit 2A	intrinsic	Unit 7B
<i>fragility</i>	Unit 3A	hospitality	Unit 5B	intuition	Unit 3B
fragrance	Unit 6B	hover	Unit 2B	invaluable	Unit 2B
fragrant	Unit 4B	huddle	Unit 3A	invariably	Unit 5B
frantic	Unit 1B	hug	Unit 2A	inventory	Unit 6B
freight	Unit 6B	hum	Unit 6A	inward	Unit 1A
furious	Unit 3B	humane	Unit 8A	irony	Unit 4A
<i>furiously</i>	Unit 3B	humanitarian	Unit 3A	irrespective	Unit 8A
furnace	Unit 6A	hurl	Unit 5A	irritate	Unit 4B
fury	Unit 5B	hysterical	Unit 2B	<i>irritated</i>	Unit 4B
G		I		isolation	Unit 4B
gasp	Unit 2A	icon	Unit 1B	J	
gauge	Unit 5A	ideological	Unit 8A	jealous	Unit 6A
gigantic	Unit 6A	ideology	Unit 3A	<i>jealously</i>	Unit 6A
giggle	Unit 6B	idiot	Unit 1A	jelly	Unit 7A
glamor	Unit 1A	illicit	Unit 4B	jeopardize	Unit 3A
<i>glamorous</i>	Unit 1A	<i>illicitly</i>	Unit 4B	jet lag	Unit 4A
gleam	Unit 5B	immerse	Unit 3B	jetty	Unit 2A
				jockey	Unit 1B

L					
landmark	Unit 6B	mock	Unit 3B	overturn	Unit 6A
landmine	Unit 6A	monetary	Unit 5A	P	
latitude	Unit 4A	mortgage	Unit 7A	panel	Unit 1B
<i>lawnmower</i>	Unit 4B	motel	Unit 7A	paperback	Unit 2B
layoff	Unit 7A	mount	Unit 3B	paradise	Unit 3A
layout	Unit 1B	mow	Unit 4B	paralyze	Unit 2A
legitimate	Unit 3B	multicultural	Unit 4A	parasite	Unit 7A
lens	Unit 3B	multinational	Unit 4B	pastime	Unit 5A
liar	Unit 8B	multitude	Unit 6B	patch	Unit 5B
lieutenant	Unit 6B	mundane	Unit 4A	pathetic	Unit 2A
likelihood	Unit 7A	municipal	Unit 7A	patriotic	Unit 1A
linger	Unit 5B	murmur	Unit 1B	paw	Unit 2A
literal	Unit 4A	N		peanut	Unit 6B
livelihood	Unit 5A	naive	Unit 6A	perish	Unit 2A
locomotive	Unit 4B	necessitate	Unit 2B	permeate	Unit 6A
lofty	Unit 2B	neutral	Unit 4B	perpetual	Unit 3A
longitude	Unit 4A	nickname	Unit 5B	<i>perpetually</i>	Unit 3A
luncheon	Unit 4A	nominate	Unit 1A	perplex	Unit 4B
		nonetheless	Unit 1B	<i>perplexed</i>	Unit 4B
M		notable	Unit 3B	persecution	Unit 1A
maintain	Unit 1A	notation	Unit 4B	persuasive	Unit 1B
majesty	Unit 3A	noteworthy	Unit 3A	pervasive	Unit 6A
mall	Unit 4A	notorious	Unit 2A	petition	Unit 6B
manifest	Unit 3B	notwithstanding	Unit 6B	pierce	Unit 5B
massacre	Unit 6A	nutrition	Unit 6A	plead	Unit 6B
masterpiece	Unit 1B	O		plight	Unit 2B
mayor	Unit 5A	obedience	Unit 8A	plot	Unit 3B
meadow	Unit 6A	obese	Unit 8A	poise	Unit 3A
medieval	Unit 5A	offset	Unit 4A	polar	Unit 5A
melody	Unit 5B	offspring	Unit 8A	ponder	Unit 5B
menace	Unit 4B	onset	Unit 4B	populate	Unit 3B
mentality	Unit 7B	onward	Unit 3B	portrait	Unit 8A
mercury	Unit 7B	opinionated	Unit 8A	portray	Unit 3A
methodology	Unit 8A	optimism	Unit 1A	posture	Unit 1B
metropolitan	Unit 7A	optimum	Unit 5A	practicable	Unit 2A
midst	Unit 2A	originate	Unit 7A	preach	Unit 8A
migrant	Unit 7A	orphan	Unit 6B	precision	Unit 5A
milestone	Unit 8A	oust	Unit 2A	preclude	Unit 1A
militant	Unit 8A	outreach	Unit 3A	premier	Unit 1A
mingle	Unit 1B	overhear	Unit 2B	premiere	Unit 3B
miniature	Unit 3B	overlap	Unit 8A	prestige	Unit 1A
minimal	Unit 6A	oversee	Unit 5B	presume	Unit 4B
misery	Unit 3A	oversight	Unit 7A	presumption	Unit 8A
misfortune	Unit 1A	overtime	Unit 1B	pretext	Unit 3B
mob	Unit 2A			prolong	Unit 8B

prone	Unit 5A	retrospect	Unit 7B	spacecraft	Unit 3B
propaganda	Unit 8A	revenue	Unit 5A	sparkle	Unit 8B
propel	Unit 1B	revert	Unit 3B	specialization	Unit 8B
prose	Unit 4A	ridge	Unit 2A	specialty	Unit 5B
prospective	Unit 1B	rigorous	Unit 3A	spectacle	Unit 5B
provided	Unit 7B	robbery	Unit 6A	spectrum	Unit 7A
provocative	Unit 8A	robust	Unit 1A	spiral	Unit 7A
proximity	Unit 2B			sprinkle	Unit 6B
psychiatrist	Unit 8B	S		spur	Unit 1A
pudding	Unit 8A	sabotage	Unit 3B	standpoint	Unit 6A
pursuit	Unit 1A	sacred	Unit 3A	statesman	Unit 1A
		safeguard	Unit 4B	stern	Unit 5B
		salvation	Unit 2A	stitch	Unit 5B
		saturate	Unit 4A	straightforward	Unit 6B
		<i>saturated</i>	Unit 4A	strap	Unit 2B
		scenario	Unit 8B	straw	Unit 1B
		scent	Unit 6B	stray	Unit 6A
		scholarly	Unit 1A	stricken	Unit 1B
		scorn	Unit 1B	strive	Unit 3B
		scramble	Unit 2B	stubborn	Unit 4A
		scrap	Unit 6A	stun	Unit 2B
		scrutiny	Unit 8B	subdivide	Unit 8B
		sensational	Unit 4B	submission	Unit 8A
		serene	Unit 3A	subordinate	Unit 8B
		setback	Unit 3B	subsidiary	Unit 7A
		shareholder	Unit 7A	subsistence	Unit 7A
		shatter	Unit 8B	suffice	Unit 5A
		shun	Unit 3B	suicide	Unit 8B
		signify	Unit 3A	summon	Unit 6A
		simplistic	Unit 5B	supervise	Unit 6B
		simulate	Unit 3B	supervisor	Unit 8B
		simultaneous	Unit 5A	suppress	Unit 4B
		sin	Unit 5B	surf	Unit 7A
		sizable	Unit 7A	susceptible	Unit 4B
		skeptical	Unit 3B	swap	Unit 4B
		<i>skepticism</i>	Unit 3B	symptom	Unit 2A
		slack	Unit 1A		
		slum	Unit 6A	T	
		slump	Unit 7A	tag	Unit 6B
		smuggle	Unit 3B	tangle	Unit 6A
		sniff	Unit 8B	temperament	Unit 3B
		snore	Unit 4B	tenant	Unit 7A
		sober	Unit 2B	termination	Unit 7A
		<i>sobering</i>	Unit 2B	terrace	Unit 6B
		sociology	Unit 8B	terrific	Unit 3B
		solo	Unit 4B	thereafter	Unit 5B

thermometer	Unit 7B	<i>vertically</i>	Unit 2B
threat	Unit 1A	vicinity	Unit 6B
tide	Unit 2A	vicious	Unit 2A
tilt	Unit 2B	void	Unit 5B
timid	Unit 6B	voluntary	Unit 5A
<i>timidly</i>	Unit 6B	vow	Unit 8B
tissue	Unit 4B	vulnerable	Unit 2B
toast	Unit 6B		
tow	Unit 2A	W	
toxic	Unit 5A	wagon	Unit 4B
tragic	Unit 1A	warehouse	Unit 6A
transcend	Unit 1A	warrant	Unit 8B
transcontinental	Unit 2B	watchdog	Unit 8B
trench	Unit 8B	waterproof	Unit 2A
trivial	Unit 4A	weary	Unit 2A
tropical	Unit 4A	whereby	Unit 1A
tub	Unit 8B	whirl	Unit 2A
tuck	Unit 3B	wicked	Unit 3A
tug	Unit 6A	withhold	Unit 3B
tulip	Unit 7B	wording	Unit 6B
tumble	Unit 7A	wreckage	Unit 2B
turbulence	Unit 2B	wretched	Unit 5B
turbulent	Unit 3B		
U		Z	
unanimous	Unit 8B	zigzag	Unit 4B
underdeveloped	Unit 8B		
underestimate	Unit 2A		
underlie	Unit 2B		
underlying	Unit 7B		
undutiful	Unit 5B		
unilateral	Unit 8B		
unprecedented	Unit 1A		
upcoming	Unit 5A		
upfront	Unit 4B		
upgrade	Unit 3B		
uphold	Unit 1A		
utilize	Unit 5B		
V			
venerable	Unit 4B		
vent	Unit 5B		
verge	Unit 7A		
versatile	Unit 8B		
verse	Unit 4A		
vertical	Unit 2B		

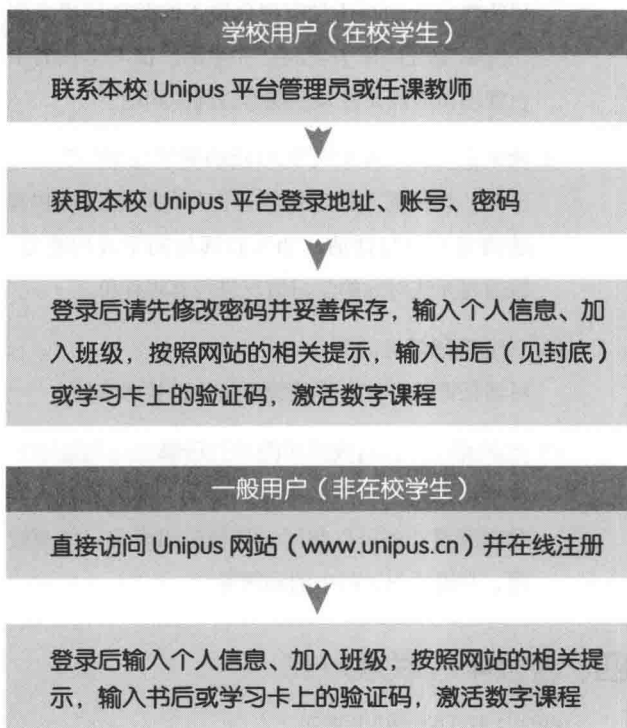
Unipus 高校外语数字化教学平台使用指南

Unipus 高校外语数字化教学平台（以下简称“Unipus 平台”）基于“外研社大学英语教学管理平台”全新升级，是为高校外语教师和学生提供线上学习、互动交流、教学管理、评估测试等专业化支持的外语教学管理平台。Unipus 平台顺应教育技术智能化、交互式、自主化和移动化的发展趋势，集课程、教学、测评、研究于一体，使用户体验全新的在线互动语言学习、教学环境，为外语院校实施混合式教学、基于大数据的课题研究提供技术支撑与保障。

一、数字课程使用指南

（一）操作步骤

操作流程示意图



激活数字课程

学校用户：学生登录学校 Unipus 平台，注册课程时选择对应课程并输入数字课程的验证码。之后学校管理员统一提交到 Unipus 平台的验证码服务器上

验证，并于验证通过后下载反馈的验证码文件包，导入到学校的 Unipus 平台。导入后系统自动提示数字课程已激活，可正常使用。

一般用户：购书自学用户直接登录 Unipus 平台公共网站（www.unipus.cn），注册课程时选择对应课程并输入验证码，即时激活数字课程。

注意：验证码只能使用一次来激活数字课程。激活后的验证码有效期为一年，请在开学初只输入本学期使用的数字课程验证码。如果输入非本学期使用的数字课程验证码造成此数字课程过期而无法使用，外研社不负责补发验证码。

（二）客户端系统要求

- Windows XP 操作系统或以上版本
- 支持 IE 9.0 及以上版本、火狐（Firefox）、谷歌（Chrome）浏览器（不建议使用其他浏览器）
- Microsoft Media Player 9.0 及以上版本
- Adobe Flash Player 9.0 及以上版本

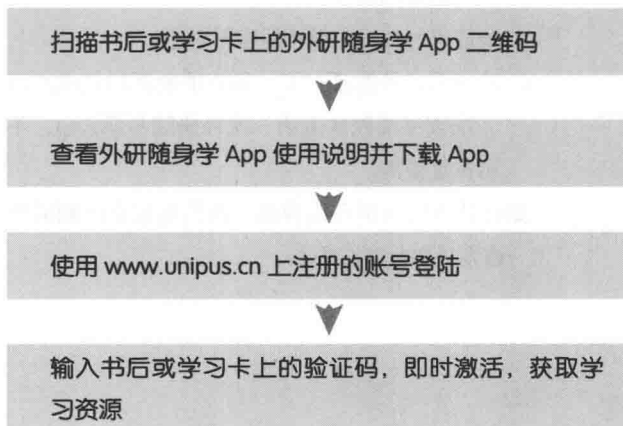
二、外研随身学 App 使用指南

（一）外研随身学 App 简介

“外研随身学”是为使用外研社教材的学习者设计开发的一款听课文、看视频、学单词的手机应用，可支持 IOS 和 Android 操作系统。用户可扫描书后或学习卡上的二维码下载 App、输入相应验证码激活学习资源，实现随时随地移动学习。

（二）操作步骤

操作流程示意图



注意：验证码只能使用一次来激活 App 中的配套学习资源。激活后的验证码有效期为一年，请在开学初只输入本学期使用的外研随身学验证码。如果输入非本学期使用的验证码造成此课程配套学习资源过期而无法使用，外研社不负责补发验证码。

三、常见问题解答

1. 我通过什么途径了解学校 Unipus 平台的登录地址？

请联系任课教师或负责大学英语多媒体教学的管理员。一般用户（非在校学生）可以直接访问 www.unipus.cn。

2. 为什么我的账号密码能登录 Unipus 平台却不能登录外研随身学 App？

请确认你登录的 Unipus 平台地址是 learn.unipus.cn，如果不是，则你的账号密码不能用于登录外研随身学 App。请在外研随身学 App 登录界面注册账号，然后开始使用。

3. 什么是验证码？

验证码印在书后或学习卡上，是验证某门数字课程以及这门课程配套学习资源使用权限的防伪码。学生用户需在 Unipus 平台输入验证码才能激活相应的数字课程，在外研随身学 App 输入验证码才能激活配套学习资源。验证码是系统生成的唯一代码（拆开请妥善保存，遗失不补）。

4. 我的验证码为什么不能激活数字课程/外研随身学 App？

请确认是否发生以下情况：

- A. 输入验证码错误；
- B. 验证码与选择的数字课程不对应；
- C. 验证码已经激活过了。所有的验证码仅供激活一次数字课程和激活一次外研随身学 App，不可重复使用。

如有其他疑问请咨询教师，由教师收集问题后统一咨询外研社客服中心。

5. 如何看我输入的验证码状态？

使用数字课程：

用学生账号登录首页 > 菜单栏 > “我的验证码”，可查看所有已输入的验证码，及其对应课程、有效期、激活状态。

使用外研随身学：

输入验证码后可查看验证码是否有效、对应课程、有效期及激活状态等信息。

6. 验证码能重复使用吗？

不能，所有的验证码仅供激活一次数字课程和激活一次外研随身学 App。如果在公共网站激活一次后则不能再次在学校的网站上激活，反之亦然。

7. 我的验证码还没有使用就丢失或损坏了怎么办？

验证码遗失不补，需联系教师或自行购买新的教材或学习卡。

8. 我提交了验证码为什么只能使用数字课程的前两个单元？

因为学校管理员还没有把你输入的验证码提交到 Unipus 验证码服务器验证并激活。请向学校的平台管理员或任课教师反映你遇到的问题。

9. 我能把我的账号和密码给我的同学使用吗？

不能，教师需要通过账号查询你的学习进度和答题情况并进行评估，如果和其他同学混用账号，教师将无法对你的学习情况进行客观评价。

10. 忘记密码怎么办？

可请任课教师或者学校管理员协助找回密码。

11. 我能通过平台与教师和同学开展哪些互动活动？

你可以通过平台向教师在线提问、提交作业、实时交流等，还可以和同学进行分组学习、共享资源、交流学习过程中的问题等。

四、客服中心联系方式

email: service@unipus.cn

电话: 400-898-7008