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UNIT

One

To Youth



Theme Starter

Activity ②

Byron employs a single rhyme pattern in the poem. A single rhyme, also known as masculine rhyme is one in which the stress is on the final syllable of the words. The single rhymes repeated in the poem are: away/decay; fast/past; happiness/excess; vain/again; down/own; tears/appears; breast/rest; wreath/beneath; been/scene; and be/me.

Rhyme partly seems to be enjoyed simply as a repeating pattern that is pleasant to hear. It also serves as a powerful mnemonic device, facilitating memorization. Moreover, the poet chooses particular sounds to realize rhyme in order to register a certain emotion. For example, in “Youth and Age”, some words with obvious negative semantic prosody, such as away, decay, past, vain, down, and tears, are chosen in order to express the poet’s feelings of joylessness, hopelessness and misery.

Text A

▶ Short Answer Questions

1. What did Professor Agassiz ask the author in their first meeting?
Professor Agassiz asked the author some questions about his background, study objective, and interest.
2. What task did the professor ask Scudder to do after the first interview?
The professor gave Scudder a fish to observe.
3. How did Scudder feel when he was asked to observe a fish without any explicit instructions?
He felt disappointed.
4. How were things going before Scudder left for lunch?
He looked at the fish for several hours and lost his patience.
5. What did the professor think about the first report of Scudder’s observation?
He was obviously unsatisfied with Scudder’s observation.
6. By saying “I see how little I saw before”, what change took place in Scudder?

Scudder gradually had a positive and correct attitude towards scientific work.

7. What influence did the entomology lesson have on Scudder?

The entomology lesson taught him the method of observing facts which extended influence on him in every subsequent study.

8. What was the professor's purpose in giving Scudder a fish to observe?

He wanted to show Scudder that observation was essential for scientific study and that only by observation could facts be connected with some general laws.

► Reading Critically

Activity ①

Stages of Observation	Emotions/Feelings
The professor gave Scudder the fish and left without giving any explicit instructions.	Scudder dared not show any aversion within these sacred precincts, and treated the alcohol cautiously, but he was still aware of a slight feeling of disappointment.
In ten minutes, Scudder thought he had already finished the task and wanted to report his observation to the professor but could not find him.	Scudder had to gaze at the fish again, which lasted for another two hours. Scudder was in despair and lost his patience.
He returned from lunch.	Scudder continued to look at the fish with a feeling of desperation.
After his brief rehearsal of the structures of the fish, Scudder was asked again to proceed with observing the fish.	He was piqued and mortified. But very quickly he became willing to look at the fish and discovered more and more findings.
The professor said that he would examine Scudder's findings the next morning.	Scudder was in a distracted state of mind.
In the following three days Scudder kept looking at the fish and came out with new catalogues.	He had a sense of achievement and realized that this observation lesson exerted an important influence on his later scientific research.

UNIT

One

Activity ②

I was given a fish to look at



In ten minutes, I had seen all that could be seen regarding the fish, and looked for the professor, but didn't find him.



After I returning, the fish was dry and I dashed fluid over it and continued gazing at it.



In the following two hours, I looked at the different parts of the fish and went to have lunch.



After returning from lunch, I examined the throat, the teeth, and the scales of the fish and started to draw a picture of the fish.



The professor was not satisfied with my first rehearsal and asked me to continue looking at the fish. This time I looked at it with a will and came out with more new findings.



I realized how little I saw before.



The next morning, I reported my finding to the professor, that is the symmetrical feature. But the professor had me observe the fish for more days.



In the following three days, I kept looking at the fish without any artificial aid.

- But I was aware that I had a feeling of disappointment, because observing a fish did not seem of much use or interest to an enthusiastic scientist who studied insects.

- He listened carefully to my short description of the structures of the different parts of the fish although I still did not know their names.

- But now I went into my task with a serious and active attitude, and as a result I discovered many new things. At last, I realized the professor's criticism had been all very proper.

- This entomological lesson was the best one I ever had. It exerted a deep influence on my successive research. The professor has left his students an invaluable heritage which was not purchasable and became an inseparable part of us.

- In training me to observe facts and the orderly arrangement of facts, Agassiz had persistently urged me not to be satisfied with mere factual observation.

Text B

4. true

UNIT

One

5. true

6. false

7. true

8. true

▶ Corpus-based Word Study

1. internships 2. vehemently 3. lambast 4. etiquette 5. deteriorated

▶ Chunks

1. give an exact account of 2. with an air of
 3. commend itself to 4. be well grounded in
 5. boring me rigid 6. over and around
 7. to the very top of 8. meeting her halfway

▶ Words Matching

1. d 2. a 3. b 4. i 5. h
 6. e 7. f 8. j 9. g 10. c

▶ Filling In the Blanks

1. initiative 2. wretched 3. hideous 4. exasperates
 5. conspicuous 6. deplores 7. resemblance 8. injunction

▶ Banked Cloze

1. charm 2. suspicious 3. impatience 4. noise
 5. generation 6. represent 7. compulsive 8. authority
 9. unconventional 10. anxious

UNIT

Two

Language Diversity



Theme Starter

Activity ①

Question 1: What makes English a global language?

English has become a global language as a result of the combination of different types of power possessed by English speakers.

Question 2: What will happen if more and more non-native English speakers use English?

New varieties of English will occur.

Question 3: How does the Internet change the English language?

Internet language is not new, but a myth. It will add new patterns of discourse, new vocabulary, new orthographic conventions, but cannot change the English language as a whole.

Text A

▶ Short Answer Questions

1. How many languages are there in the whole world?

Nearly 7000 languages.

2. How does science address the question concerning the diversity of languages?

The existence of different languages is explained by a process of linguistic change accumulation, or in other words, the process of cultural evolution.

3. What are the distinctive characteristics of our species from animals?

The enormous variation in our languages is one of humanity's oddest characteristics.

4. How does the essay explain the proliferation of languages in the tropic regions?

A climate that favors biodiversity also makes it easier for people in small splinter groups to survive on their own and develop their own language.

5. What was the influence of Noam Chomsky's theory on the linguistic researchers?

Influenced by Noam Chomsky's theory of universal grammar, linguistic researchers focused on similarities rather than differences.

6. What does Atkinson's research demonstrate?

Language Diversity

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His study shows that bands of migrating humans might have whittled down language in a similar way as reducing genetic diversity.

7. Why do the people in warmer climates tend to use more vowels than those in colder climates?

Since vowels are easier to hear at a distance than most consonants, the people in warmer countries use sounds that help them communicate outdoors. However, people in chillier climates might be more likely to talk indoors and so it is not as important to use sounds that carry.

8. What may influence the complexity of the grammar of a language?

In an analysis of more than 2000 languages, Lupyan found that complex grammars are more common in small languages whose speakers have little contact with outsiders.

9. Why does Lupyan think there will be increasing differences between British, American and Australian English?

He believes people use language in order to confirm their social identity.

▶ Reading Critically

Activity 1

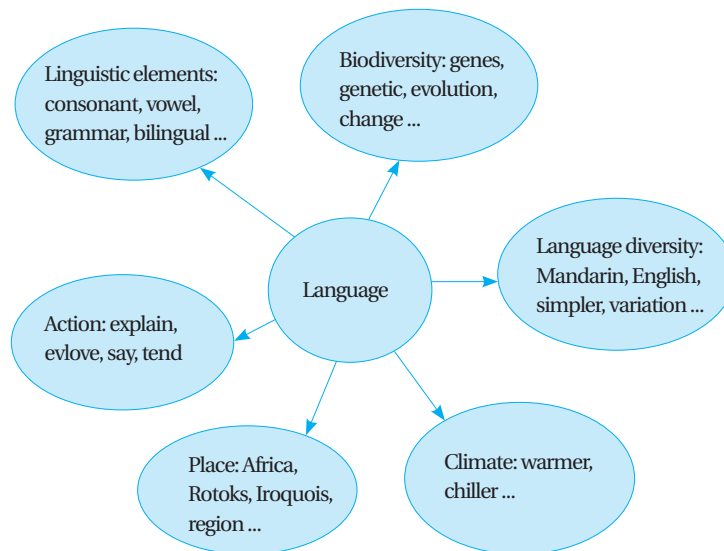
Major Factor	Main Statement	Supporting Details
Cultural wedge	Cultural wedge can explain linguistic diversity, and why languages proliferate in the tropics.	<ol style="list-style-type: none">1. Around 60 percent of the world's nearly 7000 languages are found in the tropical areas.2. Pagel has estimated that half a million languages may have lived and died since modern humans first evolved.3. Chomsky's universal grammar has fallen out of favor, linguists are more interested in the forces that push languages apart.

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Two

Ancestral groups	Migration might have whittled down language, and natural surroundings, from landforms to climates, also influence linguistic diversity.	<ol style="list-style-type: none"> 1. An analysis of 504 languages offers evidence in supporting the effect of human migration on linguistic diversity. 2. Munroe's study of the different uses of vowels and consonants between warm and cold places supports the influence of climates on linguistic diversity. 3. Lupyan's analysis on more than 2000 languages shows that complex grammars are more common in small languages whose speakers have little contact with outsiders.
Linguistic cues	Factors such as age, the purpose of using the language, and human immigration exert an influence on linguistic diversity.	<ol style="list-style-type: none"> 1. Pidgins and creoles 2. Latin has been simplified into vulgar forms that eventually became Italian, Spanish, French and other languages. 3. The difference between American and British English.

Activity 2



Semantic network means a knowledge base that represents semantic relations among the concepts in a network. This is often used as a form of knowledge representation. The above graphic organizer demonstrates the semantic relations among the categories of concepts generated on the theme of language. The following is a complete presentation package for the semantic network.

- 1) **LINGUISTIC ELEMENTS:** consonant, phoneme, linguistic, grammar, sound, rule, tonal, vowel, psycholinguistic, spoken, sentence, bilingual, nasal, verb;
- 2) **LANGUAGE DIVERSITY:** Mandarin, English, simpler, variation, diverge, variants, Latin;
- 3) **BIODIVERSITY:** genes, evolution, genetic, change, tongues, species, chimp, complexity;
- 4) **PLACE:** Africa, Rotoks, Iroquois, region, outdoors, indoors, Botswana, Guinea, Oceania, Papua, Samoa, Sania, Asia, gulfs;
- 5) **CLIMATE:** warmer, chillier;
- 6) **PEOPLE:** researcher, groups, populations, humankind, speaker;
- 7) **ACTION:** explain, evolve, say, tend, favor, learn, found, diverge, exert, communicate, adapt, converse, interbreed.

► Sentence Paraphrasing

1. Language is perhaps the defining feature of our species, and yet also the most divisive. (Paragraph 2)
Language can be a distinctive feature for man, but it is also the most disruptive thing which causes troubles for man in communication.
2. In the same way that species are adapted to fit certain habitats, languages evolve to suit the particular needs of their speakers. (Paragraph 6)
As species change in order to adapt themselves to new living circumstances, languages will develop in order to meet the specific needs of their speakers.
3. It opens the door to cultural evolution, which can quickly drive a wedge through a language. (Paragraph 8)
The flexibility of languages invites cultural evolution to happen, and this process can quickly cause a discord through a language.
4. He suspected migration might have whittled down language in a similar way. (Paragraph 13)
He thought that migrating humans might reduce the diversity of language gradually in a similar way as reducing genetic diversity.

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5. Having established that the differences between languages aren't arbitrary, the hunt is now on for more laws that dictate their evolution. (Paragraph 26)

Having demonstrated that the differences between languages aren't dictatorial, we keep on searching for more principles which command the language evolution.

Text B

► Comprehension Exercises

- | | | | | |
|----------|---------|----------|---------|---------|
| 1. true | 2. true | 3. false | 4. true | 5. true |
| 6. false | 7. true | 8. false | | |

► Corpus-based Word Study

- | | | | | |
|--------------|-----------------|----------------|---------------|-------------|
| 1. elaborate | 2. intelligible | 3. proliferate | 4. redundancy | 5. diminish |
|--------------|-----------------|----------------|---------------|-------------|

► Chunks

- | | |
|-------------------------|--------------------------|
| 1. open the door to | 2. a spate of |
| 3. open-ended questions | 4. drive a wedge between |
| 5. In the same way that | 6. not unlike |
| 7. made its way into | 8. has mastery over |

► Words Matching

- | | | | | |
|------|------|------|------|-------|
| 1. a | 2. c | 3. e | 4. f | 5. d |
| 6. b | 7. i | 8. g | 9. h | 10. j |

► Filling In the Blanks

- | | | | |
|---------------|--------------|-------------|----------------|
| 1. confounded | 2. jabbering | 3. coincide | 4. infectious |
| 5. converse | 6. arbitrary | 7. internal | 8. disobedient |

► Banked Cloze

- | | | | |
|---------------|----------------|------------------|------------------|
| 1. impacts | 2. carving out | 3. determination | 4. interest |
| 5. connote | 6. composed | 7. meaningful | 8. substantiated |
| 9. represents | 10. dissimilar | | |

UNIT

Three

Beauty, Love and Sacrifice



UNIT

Three

Theme Starter

Activity ①

Oscar Wilde is a 19th-century Anglo-Irish dramatist, novelist, poet, and wit who belongs to the literary movement of Aestheticism. As an exponent of Aestheticism, Wilde extols individualism and the autonomy of art. In his life time, he behaved like a dandy with a concern for the niceties of dress and deportment. His seeking for sensation and great passions both in art and life and his notoriousness for homosexual scandals greatly challenged the Victorian sensibilities, so he was ridiculed in this way.

Activity ②

- I. The artist is the creator of beautiful things.
- II. Art never expresses anything but itself. It has an independent life, just as Thought has, and develops purely on its own lines.
- III. It is for the critic to create for art the social aim, too, by teaching the people the spirit in which they are to approach all artistic work, the love they are to give it, the lesson they are to draw from it.
- IV. It is the spectator, and not life, that art really mirrors.
- V. All art is quite useless.

Text A

► Short Answer Questions

1. In the beginning of the story, who were the people talking about the Happy Prince?
A Town Councillor, a sensible mother, a disappointed man, the Charity Children, and the Mathematical Master.
2. Was the Happy Prince really happy when he lived a life of pleasure in the palace of Sans-Souci? Why or why not?
No. He had never had the pleasure of feeling true happiness until he helped his people out of poverty.

Beauty, Love and Sacrifice

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3. Why did the little Swallow stay behind when his friends had gone away to Egypt?

He fell in love with the beautiful Reed.

4. Why did the other swallows think that the little Swallow had formed a “ridiculous attachment”?

Because the Reed had no money and too many relations.

5. How does the author describe the Reed?

The Reed is described as physically attractive by having slender waist, flirtatious, and bound to home.

6. What made the Swallow delay his migration again and again, finally staying with the prince at the price of his own death?

The taste of happiness by helping the needy.

7. What happened to the Prince's heart when the Swallow died?

His leaden heart snapped in two.

8. In what way were the sacrifices of the Happy Prince and the Swallow rewarded?

The Happy Prince and Swallow were brought to heaven for their merits.

► Reading Critically

Activity ①

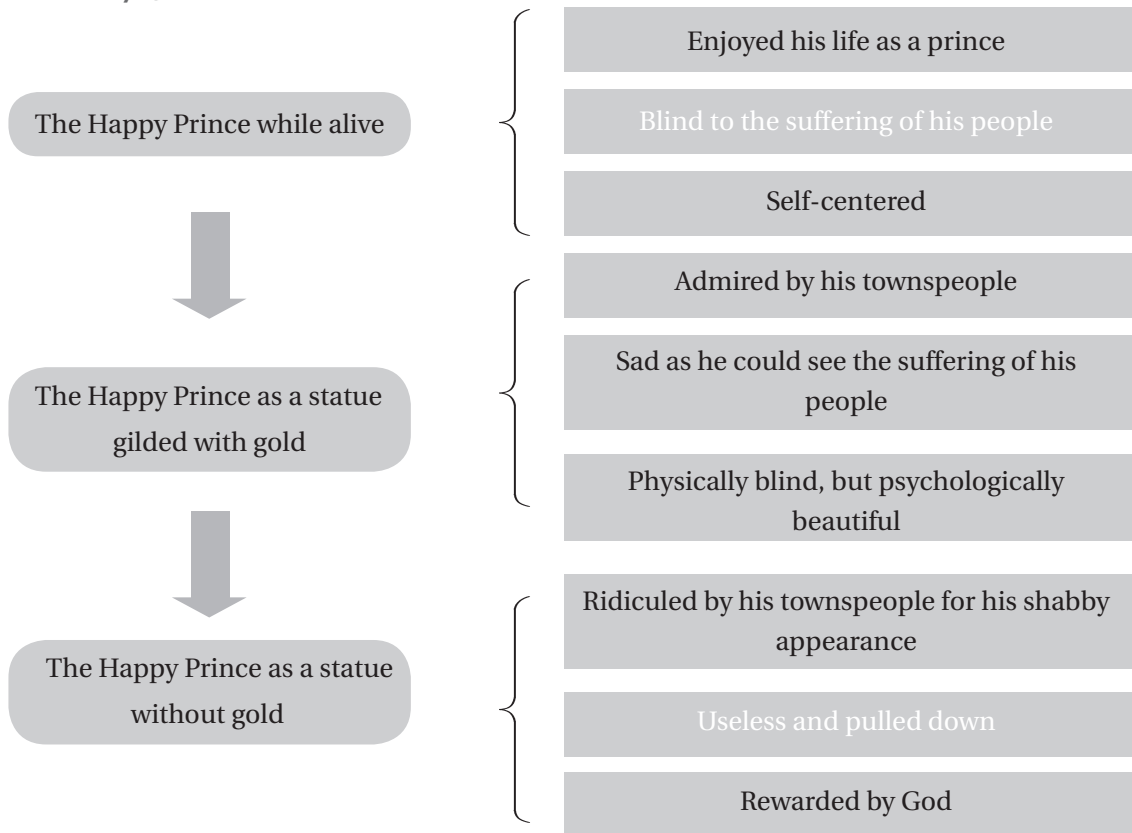
Irony	Evidence Quote or Paraphrase From the Text
verbal irony I	My courtiers called me the Happy Prince, and happy indeed I was, if pleasure be happiness.
verbal irony II	“I am the Happy Prince.” “Why are you weeping then?”
situational irony I	When he was alive, the happy prince possessed a true “dead” heart and was “blind” to what actually went on in the city (he felt and saw nothing; just enjoyed a luxury life) but when he died there he stood high above the city he had a “lead feeling heart” and bright eyes, feeling and weeping over the pains of others.

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situational irony II	The seamstress was busy working on embroidering, with no time to take care of her sick child, whereas the Queen's maids-of-honor said she was lazy.
situational irony III	The art professor stated that as the Happy Prince was no longer beautiful, he was no longer useful, but in the actions of the happy prince to care the poor it is understandable that he chose to be "a shabby useful prince crying for people's misery" rather than something to be admired by the wealthy. These people loved him because he was decorated with precious stones and gilded with gold but they never looked into his heart which changed a "self-centered" swallow into an emotional bird.

Activity 2



Beauty, Love and Sacrifice

017

▷ Sentence Paraphrasing

1. The Reed used to like the rain, but that was merely her selfishness. (Paragraph 16)

The Reed liked rain in the past and it's too selfish for her to prefer only the rainy weather.

2. My courtiers called me the Happy Prince, and happy indeed I was, if pleasure be happiness. (Paragraph 24)

I was called the Happy Prince, if you think happiness equals enjoying life, then you may say I was happy.

3. "It is curious," he remarked, "but I feel quite warm now, although it is so cold." (Paragraph 35)

He said, "Although the weather is cold, strangely I feel very warm in my heart."

4. There is no Mystery so great as Misery. (Paragraph 62)

Misery has the quality of Mystery as there are always different kinds of misery and they are very often unpredictable.

5. Death is the brother of Sleep. (Paragraph 71)

Death is eternal sleep, so death and sleep are kin to each other. (the sentence is an old Greek proverb)

▷ Thinking Critically

In "The Happy Prince," a short story by Oscar Wilde, the spirit of a prince and a little swallow find true happiness through doing good deeds. This is the central idea that Oscar Wilde is trying to get across: "Good deeds mark the path to true happiness."

Text B

▷ Comprehension Exercises

- | | | | | |
|---------|----------|---------|----------|---------|
| 1. true | 2. false | 3. true | 4. false | 5. true |
| 6. true | 7. true | | | |

▷ Corpus-based Word Study

- | | | | | |
|-------------|---------------|-------------|---------|-------------|
| 1. listless | 2. predispose | 3. sensible | 4. lest | 5. alighted |
|-------------|---------------|-------------|---------|-------------|

Three

▶ **Chunks**

- | | |
|--------------------------|-----------------------------|
| 1. no other choice than | 2. a flutter of wings |
| 3. at the prospect | 4. come to the point |
| 5. What's the use of | 6. There's no question that |
| 7. have little in common | 8. cannot help but |

▶ **Words Matching**

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. d | 3. e | 4. f | 5. g |
| 6. a | 7. b | 8. j | 9. h | 10. i |

▶ **Filling In the Blanks**

- | | | | |
|---------------|-------------|--------------|-----------|
| 1. drench | 2. rejoiced | 3. curated | 4. embalm |
| 5. attributes | 6. swooped | 7. decadence | 8. gild |

▶ **Banked Cloze**

- | | | | | |
|-----------|---------------|-----------|--------------|-----------------|
| 1. beyond | 2. glimpse | 3. realm | 4. intensely | 5. dazzle |
| 6. fitted | 7. undeniable | 8. regret | 9. braying | 10. unutterable |

UNIT

Four

To lie or Not to Lie



Theme Starter

Activity 1

A sample response

You speak of competing ethical requirements. I understand what one of them is: honesty. What I don't get is what the countervailing ethical requirement is supposed to be. The only candidate you offer is a supposed ethical duty to make your powers as a healer known to people who need them. If there were such a duty, talented psychotherapists would mostly be violating it. So what you have, on the one side, is a wrong; on the other side, a bunch of excuses.

This is a common form of dishonesty, you point out. "But everybody does it" is an excuse we learn in grade school. Parents can reply, with the Bible: "Thou shalt not follow a multitude to do evil." (That's Exodus 23:2. Exodus 23:1 begins, "Thou shalt not raise a false report.") Now, "evil" seems a bit tough here, because what you're doing is less harmful than it might be. Many people discount these customer ratings, because they are aware that these reports, like yours, are often fake. They indeed "know better than to take customer reviews too seriously." But then your reports are either going to have little effect or they'll selectively persuade the ignorant and the credulous. Taking advantage of people with these epistemic weaknesses is exploiting the vulnerable.

You maintain that your form of fakery is better than the straight-out inventions of others, because your ratings are based on the things that the clients have actually said. But because these are not real reports, readers are not getting a reflection of the real views of your clientele: What if a fair sampling would include some critics? You suggest that it's a "fairly common event" for people to decide that you're not the right therapist for them. Bothering to rate someone positively is a sign of satisfaction; it's conceivable that the fact your clients haven't done so is itself evidence of something. I'm putting aside the issue of whether metrics of consumer enthusiasm are entirely appropriate in the realm of psychotherapy. (Imagine Dora on Sigmund Freud: "Worst. Analysis. Ever.")

That you are embedded in this ethical morass is not, of course, your fault. It sounds as if the people who created the website you signed up for have invented a permanent temptation to dishonesty and done little to obviate it. (A "closed-loop" system — which aims to restrict comments to registered, verified patients who have seen the practitioners

— is harder to game in the way you describe.) The web, like every technology, creates new opportunities both for doing wrong and for doing right. Print made possible the wide circulation of lies as well as of truths; so, too, did the telegraph, the radio and television. Indeed, language itself is like this: no lies, no truths. There are three mechanisms for counteracting falsehoods: exposure, the education of consumers and the conscience of the producers. The last of these, as your letter suggests, isn't to be relied upon. Your one consolation, and ours, is that your dishonesty is a mere grain of sand on the great mountain of falsehood. Still, you should take these fake ratings down. If you want to replace them, why not write, under your own name, a paragraph summarizing the comments of satisfied patients?

Text A

► Short Answer Questions

1. What did Mark Twain mean by arguing that the Lie is the fourth Grace and the tenth Muse?

Mark intended to say that lying, in fact, should be deified and declared virtuous in the way the Ancient Greeks viewed the Graces and Muses.

2. In the first paragraph, Mark Twain mentioned the mothers in Israel. Does the phrase “the mothers in Israel” have some specific connotation?

Mother in Israel has a specific connotation in that it refers to every worthy woman who lives a virtuous life and who promotes righteousness in her family and in the Church.

3. In Paragraph 2, Mark Twain said “what chance have I against Mr. Per—against a lawyer?” Who was Mr. Per? Why did Mark Twain mention him in particular?

Mr. Per is an unidentified lawyer. Mark Twain singled out him in front of his colleagues as a notable liar because Mark Twain thought the profession as a whole of dishonest men.

4. In Paragraph 4, Mark Twain cited Parkman's statement on the principle of truth. What was Mark Twain's thought in this citation?

Mark Twain supported Parkman's statement on a habitual truth-teller being an imbecile and nuisance.

UNIT

Four

5. What was Mark Twain's attitude towards the lying ladies mentioned in Paragraph 5?

Mark Twain thought their lying was justifiable, beautiful and noble because its object was not to reap profit, but to convey pleasure.

6. What is a silent lie?

A silent lie refers to the deception which one conveys by simply keeping still and concealing the truth.

7. What did the lady with a lovely spirit finally do after Mark Twain refuted her?

She sent a line to the hospital which filled up the neglected blank, and stated the facts, too, in the squarest possible manner.

8. In the last paragraph, what did Mark Twain seriously recommend?

Mark Twain thought there was much need of wise examination into what sorts of lies were best and most wholesome to be indulged.

▶ Reading Critically

Activity ①

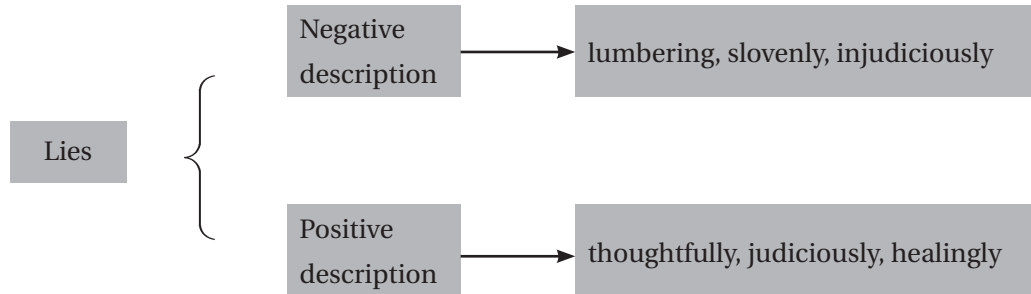
Elements	Definition	Details
Premise	The point of the story	Lying injudiciously does hurt others
Character	Developing strong, engaging and believable characters	A lady, sick-nurse, Oakland hospital people
Crucible	Why is the story happening with these particular characters	The sick-nurse came to nurse the lady's little nephew through his dangerous illness, and after the nursing, the lady was required to complete a questionnaire on the conduct of the sick-nurse.
Protagonist	The most important character who is to carry the audience through the story	The lady
Antagonist	The main role of the antagonist is to stand in the way of the hero.	The sick-nurse
Conflict	The primary problem that the characters face	The unfilled blank, left by the lady on purpose, caused trouble for the sick-nurse, although the lady thinks she did a kindness.

To lie or Not to Lie

023

Activity 2

Analyzing information using a graphic organizer.



► Sentence Paraphrasing

1. My complaint simply concerns the decay of the art of lying. No high-minded man, no man of right feeling, can contemplate the lumbering and slovenly lying of the present day without grieving to see a noble art so prostituted. (Paragraph 2)
I am only concerned with the corruption of the art of lying. The principled and normal man cannot think seriously about the dirty and disordered lying of the present day, they felt sorry to see that the noble art of lying was abused.
2. An awkward, unscientific lie is often as ineffectual as the truth. (Paragraph 3)
Like the truth, if a lie is rude or illogical, it is indeed futile.
3. No fact is more firmly established than that lying is a necessity of our circumstances, — the deduction that it is then a Virtue goes without saying. (Paragraph 4)
It is widely believed that lying is necessary sometimes in our life. And this certainly means that lying is a Virtue.
4. The highest perfection of politeness is only a beautiful edifice, built, from the base to the dome, of graceful and gilded forms of charitable and unselfish lying. (Paragraph 7)
The most perfect form of politeness is like a beautifully designed architecture which is thoroughly built by lies which are beautiful and adorable in style and told for kind and generous purposes.
5. Many obstinate truth-mongers indulge in this dissipation, imagining that if they speak no lie, they lie not at all. (Paragraph 10)
Many stubborn people who sell the importance of truth spoil themselves in this amusement, and they imagine that if they do not tell lie, they will not tell lie at all.

UNIT

Four

6. Almost any little pleasant lie would have taken the sting out of that troublesome but necessary expression of the truth. (Paragraph 13)

When one must tell the truth, a little pleasant lie would have taken the pain out of a hurtful truth.

Text B

► Comprehension Exercises

- | | | | |
|----------|----------|---------|----------|
| 1. false | 2. false | 3. true | 4. false |
| 5. true | 6. false | 7. true | 8. true |

► Corpus-based Word Study

- | | | | | |
|-------------|--------------|--------------|-------------|----------|
| 1. property | 2. testimony | 3. convicted | 4. reliable | 5. frail |
|-------------|--------------|--------------|-------------|----------|

► Chunks

- | | |
|-----------------------|--------------------------|
| 1. in a spirit of | 2. a credit to |
| 3. back to the matter | 4. put into the hands of |
| 5. leave it blank | 6. is incredibly hungry |
| 7. reach a verdict | 8. be out of the way |

► Words Matching

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. c | 3. d | 4. e | 5. a |
| 6. g | 7. h | 8. i | 9. j | 10. f |

► Filling In the Blanks

- | | | | |
|---------------|---------------|--------------|--------------|
| 1. charitable | 2. prevalence | 3. obstinate | 4. duplicate |
| 5. promptly | 6. clumsily | 7. execrable | 8. pestilent |

► Banked Cloze

- | | | | | |
|--------------|----------------|--------------|---------------|---------------|
| 1. gauge | 2. baseline | 3. deviate | 4. potential | 5. display |
| 6. encounter | 7. investigate | 8. pacifying | 9. underneath | 10. re-emerge |

UNIT

Five

The Use of Humanities



UNIT

Five

Theme Starter

Activity ①

Great Writers	Masterpieces
John Milton	<i>Paradise Lost</i> (1667); <i>Paradise Regained</i> (1671); <i>Areopagitica</i> (1644); <i>Of Education</i> (1644)
Jane Austen	<i>Sense and Sensibility</i> (1811); <i>Pride and Prejudice</i> (1813); <i>Emma</i> (1816); <i>Northanger Abbey</i> (1818)
Chinua Achebe	<i>Things Fall Apart</i> (1950); <i>No Longer at Ease</i> (1960); <i>Arrow of God</i> (1964); <i>A Man of the People</i> (1966)
Ralph Waldo Emerson	<i>Essays: First Series</i> (1841); <i>Essays: Second Series</i> (1844)
Marcel Proust	<i>In Search of Lost Time</i> (1913-1927)
Henry James	<i>The Portrait of a Lady</i> (1881); <i>The Ambassadors</i> (1903); <i>The Wings of the Dove</i> (1902)

Activity ②

- 1) By reading, the English major can induce a vivid, continuous, and risk-free daydream.
- 2) Reading can enrich the reader's short life and enable him to see the world through the eyes of great writers.
- 3) The English major uses language to interpret the world and to say how she feels.
- 4) The knowledge about language can provide the English major with a way to confront the hardest questions of life.
- 5) In sum, the qualities of an English major in the ideal form are love for language, hunger for life, openness and a quest for truth.

Text A

► Short Answer Questions

1. In paragraph 2, what are the two things discussed by Frye concerning "English"?
One, "English" means the mother tongue in English-speaking countries, the most practical subject in the world. Another, "English" means literature, one of the arts along

The Use of Humanities

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with painting and music.

2. Why does Frye argue that it's nonsense to think of the scientist as a cold unemotional reasoner and the artist as somebody who's in a perpetual emotional tizzy?

According to Frye, we can't distinguish the arts from the sciences by the mental processes the people in them use: they both operate on a mixture of hunch and common sense.

3. What are the languages for the three different levels of the mind described by Frye?

The first level of the mind is consciousness and awareness, and the language for this level is ordinary conversation, namely the language of self-expression. The second one is social participation, and the language is of practical sense. The third one is imagination, and the language is the literary one of literature.

4. What did Peacock mainly argue in his essay called "Four Ages of Poetry"?

He argued that poetry once awakened the imagination of mankind in its infancy, but in an age of science and technology, it has lost this social function.

5. What is the simple point made by Frye concerning the relevance of literature in the world of today?

The simple point is that literature belongs to the world man builds, not to the world he sees. In other words, the world of literature is a concrete human world of immediate experience.

6. What is the difficult point?

The difficult point is that literature reflects our different emotional reaction to the outside world, ranging from the state of identity to the state of consciousness or separation.

7. Why does Frye think that the process of human's flying high can never stop?

Because people have a strong desire to rebel against the tyranny of time and space.

8. What is, according to Frye, the motive for metaphor?

The motive for metaphor is a desire to associate, and finally to identify, the human mind with what goes on outside it.

UNIT

Five

▷ Reading Critically

Activity 1

Literary Figures	The Quotations	The Points to Illustrate
Shakespeare and Milton (paragraph 2)		Literature is art with hard words and classical allusions
Whitman and Dante (paragraph 5)		It is not justifiable to claim that Whitman is a better poet than Dante simply because Whitman made a lot more sense in his celebration of democracy than Dante.
Ezra Pound (paragraph 6)	His fascism and social credit and Confucianism and anti-Semitism	Everything improves in spite of the literary. We wouldn't turn to contemporary poets for guidance or leadership in the twentieth-century world.
Yeats (ibid)	His spiritualism and fairies and astrology	
D. H. Lawrence (ibid)	It is a good thing for servants to be flogged because that restores the precious current of blood-reciprocity between servant and master	
T. S. Eliot (ibid)	In order to have a flourishing culture, we should educate an elite, keep most people living in the same spot, and never disestablish the Church of English	
Thomas Love Peacock (paragraph 7)	In the essay called "Four Ages of Poetry", Peacock claims that the literary has outlived his social function in an age of science and technology.	To provide both pro and consides for the argument, namely, whether the poet has outlived his social function or not.
Shelley (ibid)	He wrote another essay called "A Defense of Poetry" to refute Peacock's idea	

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Milton (paragraph 8)	Poetry is more simple, sensuous and passionate than philosophy or science.	To explain the simple point about the relevance of literature in the world of today, namely that literature belongs to the world man constructs rather than sees.
Wallace Stevens (paragraph 11)	The poem "The Motive for Metaphor"	To explain the origin of the title for the essay, and to distinguish the objective world from the literary world.
Burns (paragraph 12)	My love's like a red, red rose	To illustrate the point that as soon as you use associative language, you begin using figures of speech by means of analogy and identity.
Shakespeare (ibid)	Thou that art now the world's fresh ornament And only herald to the gaudy spring.	

Activity 2

The difference between the arts and the sciences

The Arts	The Sciences
Begins with the world we construct, not with the world we see.	Begins with world we have to live in, accepting its data and trying to explain its laws.
Moves towards the imagination	Works toward ordinary experience
Speaks the language of imagination	Speaks the language of mathematics
Emotional	Intellectual
Start with the world we want to have	Starts with the world as it is
Makes emotions precise and disciplined	Gives an intellectual view of reality
Does not evolve or improve or progress and the writers don't benefit much by the advance of science.	Evolves and improves

The similarity between the arts and the sciences

1	They both operate on a mixture of hunch and common sense. A highly developed science and a highly developed art are very close together, psychologically and otherwise
2	Both are dedicated to asking the big questions placed before us: "What is true? Why does it matter? How can we move society forward?" Both search deeply, and often wonderingly, for these answers.
3	The scientist's laboratory and the artist's studio are two of the last places reserved for open-ended inquiry, for failure to be a welcome part of the process, for learning to occur by a continuous feedback loop between thinking and doing.

▶ **Sentence Paraphrasing**

- Wherever illiteracy is a problem, it's as fundamental a problem as getting enough to eat or a place to sleep. (Paragraph 2)
No matter where the lack of ability to read is widespread, it is an essential problem of equal importance to problems such as having enough food to eat or finding a place to sleep.
- But of course it's nonsense to think of the scientist as a cold unemotional reasoner and the artist as somebody who's in a perpetual emotional tizzy. (Paragraph 4)
But it is absolutely senseless to consider the scientist as an indifferent, emotionless and strictly logical person, and the artist as a ceaselessly sentimental and irritable person.
- He said that poetry was the mental rattle that awakened the imagination of mankind in its infancy, but that now, in an age of science and technology, the poet has outlived his social function. (Paragraph 7)
He said that in ancient times the imagination of mankind was aroused by the mental vibration produced by poetry. But he also said that now, in a scientific and technological time, the social function of a poet has ceased to exist.
- At the level of ordinary consciousness the individual man is the center of everything, surrounded on all sides by what he isn't. (Paragraph 10)
The individual man is the center of everything around him in terms of his ordinary state of consciousness, and he is surrounded completely by what he isn't a part of.
- The poet, however, uses these two crude, primitive, archaic forms of thought in the

The Use of Humanities

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most uninhibited way, because his job is not to describe nature, but to show you a world completely absorbed and possessed by the human mind. (Paragraph 13)

The poet can use simile and metaphor which are unpolished, original and old forms of thought without any restrictions because his job is not to picture nature itself but to present you a perceived world which was completely digested and manipulated by the human mind.

Text B

► Comprehension Exercises

- | | | | | |
|----------|---------|---------|---------|----------|
| 1. false | 2. true | 3. true | 4. true | 5. false |
| 6. true | 7. true | 8. true | | |

► Corpus-based Word Study

- | | | | | |
|--------------|------------------|--------------|-----------|-------------|
| 1. barbarous | 2. consciousness | 3. eavesdrop | 4. evolve | 5. sensuous |
|--------------|------------------|--------------|-----------|-------------|

► Chunks

- | | |
|------------------------------------|----------------------------|
| 1. stick in our minds | 2. over against |
| 3. in a totally different way from | 4. up to a point |
| 5. it was meant to be | 6. it is not surprising if |
| 7. a possible way of | 8. sharpening their wits |

► Words Matching

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. d | 3. a | 4. f | 5. j |
| 6. i | 7. g | 8. e | 9. h | 10. f |

► Fill In the Blanks

- | | | | |
|--------------|--------------|----------------|---------------|
| 1. construct | 2. fence off | 3. reciprocity | 4. infancy |
| 5. virtual | 6. dismissed | 7. passionate | 8. recaptured |

▶ **Banked Cloze**

- | | | | |
|--------------|-----------------|----------------|----------------|
| 1. perceived | 2. directions | 3. attempt | 4. distinguish |
| 5. undertake | 6. acquaintance | 7. familiarity | 8. encounter |
| 9. close | 10. recognize | | |

UNIT

Six

Conflicts in Public and Private Space



Theme Starter

Activity 2

Create more strategies to save arguments in the table below with your group and specify your reasoning. Express your point of view before your classmates.

1.	Pay attention to your non-verbal communication.
2.	Be open, flexible and look for compromise.
3.	Let it go and be ready to forgive.
4.	Use humor and laugh it off.
5.	Stay in the present and don't dredge up old issues.
6.	Communicate directly in person or over the phone.
7.	Make amends and learn to apologize.

Text A

► Short Answer Questions

Answer the following questions based on the text.

- How did Albert Einstein react to Herr Hitler's assumption of power? And why?
Hitler's rise to power reinforced Einstein's distrust of the German politics, but then Einstein didn't think there was the need for action to alter the situation because Einstein attributed Hitler's success to the grim economic situation.
- What did Einstein do in the face of the threat of German rearmament and the revival of militarism?
He publicly called upon young people across Europe to reject compulsory military service, and as time passed, he became more insistent.
- Why did Einstein become totally disillusioned by the end of 1932?
The hope that the Nazi losses would usher in a new era was over owing to Chancellor Fritz von Papen's incapability, Hitler's mad quest for power and the collective surrender to unreason that Einstein fought against. These things had destroyed Einstein's last hopes.
- When and where did Einstein make his first denouncement of German's new regime?

Conflicts in Public and Private Space

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And how?

The day before he left Pasadena, on the way to Belgium, he made his first public attack against Germany's new regime. He said that as long as he could choose in the matter he would only live in a country with liberty, tolerance and equality.

5. Who struck the heaviest blow to Einstein after Einstein's rebuke of Germany's new regime?

Einstein suffered most from those who had once formed the chief reason for his stay in Berlin—his fellow members of the Prussian Academy.

6. When did Einstein make a change in his political stand—a pacifist no more?

In September of 1933, he announced his change of heart in a letter to a Belgian war resister in which he expressed willingness to enter military service to fight against Hitler.

7. Why did Einstein write to President Roosevelt in 1939 and 1940?

Einstein wrote to President Roosevelt to warn him of the threat that atomic weapons might pose because Einstein was informed that the Germans were showing an interest in the use of uranium as a weapon.

8. What was Einstein's response on hearing of the atomic attack on Hiroshima?

Einstein was saddened by the news and even showed signs of remorse.

▶ Reading Critically

Activity 1

Quotations	Time order
A. "I would rather be torn limb from limb... than take part in such an ugly business." (1930)	2
B. "I cannot understand the passive response of the whole civilized world to this modern barbarism. Does the world not see that Hitler is aiming at war?" (1933)	4
C. "I should not, in the present circumstances, refuse military service. Rather I should enter such service cheerfully in the belief that I would thereby be helping to save European civilization." (1933)	5
D. "As long as I have any choice in the matter, I shall live only in a country where civil liberty, tolerance, and equality of all citizens before the law prevail." (1933)	3

UNIT

Six

E. "I do not enjoy Herr Hitler's acquaintance. He is living on the empty stomach of Germany. As soon as economic conditions improve, he will no longer be important." (1930)	1
--	---

Activity 2

Analyzing information using a graphic organizer

Complete the following chart by filling in the missing information in the boxes. Take notes for causes on the left side, on the right side include details about the effects of these events on Einstein.

Events/Causes		Effects on Einstein
National Socialists won in the elections.	→	This confirmed his distrust of the German body politic.
There was a threat of German rearmament and a resurgence of militarism across the European continent.	→	Einstein advocated mass rejection of compulsory military service.
Chancellor Fritz von Papen's vacuous incompetence and Hitler's relentless pursuit of power.	→	Einstein abandoned the last of his hopes—or illusions—that a more or less democratic German society could survive economic collapse and the Nazi's deliberate sabotage of civic life.
On February 27, the Reichstag in Berlin burned to the ground.	→	The day before he left Pasadena, bound eventually for Belgium, he launched his first public attack against Germany's new regime.
During the summer of 1939, however, Szilard came to visit him at his summer house on Long Island, accompanied by his fellow physicists Eugene Wigner and Edward Teller.	→	That was enough to persuade him to sign his first letter, in which he urged the president to consider the possibility of creating atomic weapons.

Conflicts in Public and Private Space

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▷ Sentence Paraphrasing

1. This rearming barely a decade after a conflict that ought to have inoculated Germany against the contagion of battle-lust forever, was intolerable to Einstein. (Paragraph 5)
The present German rearmament annoyed Einstein immensely because there had been only a decade since the last war, from which Germany should have learned well that it should never wage war again.
2. It never prevented him from acting, from behaving as if what he sought to do could influence events. (Paragraph 9)
Being a bit fatalistic never held back Einstein from trying to pursue his goals even though what he did might bring no changes.
3. Being Einstein, he was faster to the conclusions that shift forced on him than almost all of his contemporaries. (Paragraph 12)
Since he was none other than Einstein, he was quicker to awaken to what had become of the world than most of the people of his time.
4. That contained hints of the tectonic shift that had overtaken Einstein's core political passion. (Paragraph 22)
That revealed evidences that Einstein's political values and fervor had gone through some radical changes.
5. The significance of his letters to Roosevelt was not the results they failed to achieve, but what they reveal about Einstein's own political evolution. (Paragraph 25)
What was important about those letters of Einstein to Roosevelt is that they tell about the changes of Einstein' political stand over the years even if they didn't succeed in achieving the expected goals.

Text B

▷ Comprehension Exercises

- | | | | | |
|----------|----------|---------|---------|----------|
| 1. false | 2. true | 3. true | 4. true | 5. false |
| 6. true | 7. false | 8. true | | |

UNIT

Six

▶ Corpus-based Word Study

1. cascade 2. tenuous 3. panicked 4. stunning 5. brittle

▶ Chunks

- | | |
|--------------------------|-----------------------|
| 1. by whatever means | 2. a pivotal point |
| 3. a streak of | 4. available means |
| 5. ring down the curtain | 6. lift a finger |
| 7. with the majority | 8. rise to prominence |

▶ Words Matching

- | | | | | |
|------|------|------|------|-------|
| 1. d | 2. e | 3. c | 4. b | 5. a |
| 6. f | 7. j | 8. g | 9. h | 10. i |

▶ Filling In the Blanks

- | | | | | |
|-------------|---------------|-----------------|-------------|----------------|
| 1. frenzied | 2. resurgence | 3. inarticulate | 4. sabotage | 5. countervail |
| 6. stifle | 7. perplexing | 8. muddle | 9. waver | 10. vacuous |

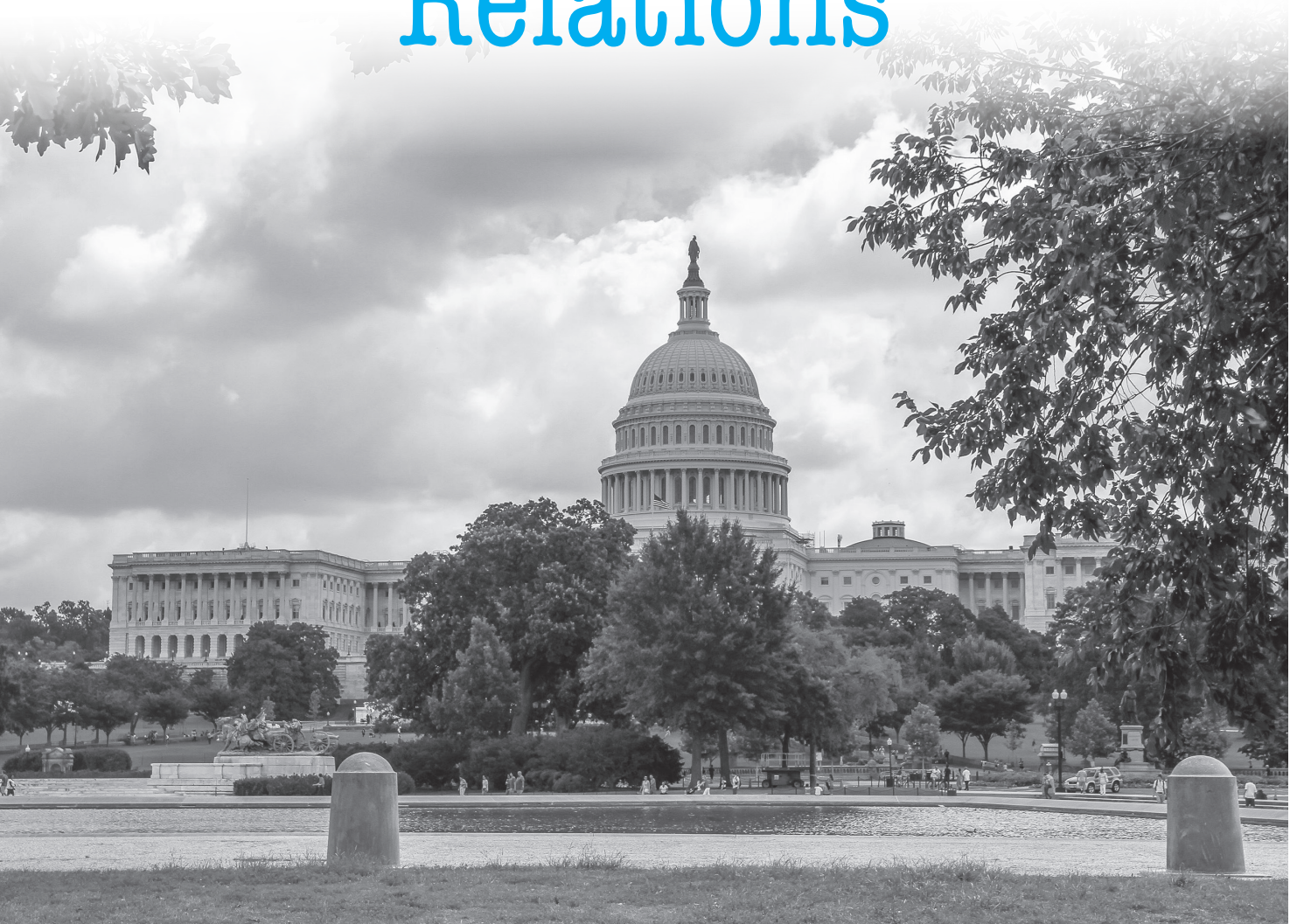
▶ Banked Cloze

- | | | | |
|----------------|-----------------|------------------|---------------|
| 1. intuitively | 2. construction | 3. controversial | 4. identified |
| 5. despised | 6. undermined | 7. confirm | 8. fault |
| 9. option | 10. momentum | | |

UNIT

Seven

Transnational Relations



UNIT

Seven

Theme Starter

Activity 2

1.	mechanical clocks	8.	rudders
2.	decimal mathematics	9.	compasses
3.	paper money	10.	multiple masts
4.	umbrellas	11.	guns
5.	fishing reels	12.	gunpowder
6.	wheelbarrows	13.	underwater mines
7.	multi-stage rockets	14.	poison gas

The list may include mechanical clocks, decimal mathematics, paper money, umbrellas, fishing reels, wheelbarrows, multi-stage rockets, rudders, compasses, multiple masts, guns, gunpowder, underwater mines, poison gas, parachutes, hot-air balloons, manned flight, brandy, whisky, the game of chess, paper, printing, movable type, modern agriculture, modern shipping, modern oil industry, modern astronomical observatories, and even modern music!

Text A

► Short Answer Questions

- What secret feeling would an Anglo-Indian official in Burma would have at that time?
Just like the narrator, an Anglo-Indian official was constantly stuck between his hatred against the empire he served and his rage against the assaults of the local people.
- What havoc did the elephant play by the time the narrator arrived upon the scene?
It had already destroyed a bamboo hut, killed a cow, damaged some fruit-stalls and a rubbish van, and inflicted the death of a man.
- Why did the whole population of the quarter swarm out of the houses and follow him?
The Burmans showed much more interest in the rifle than in the ravaging of their homes by the animal; they also expected the killing and the meat of the animal.
- Did the narrator intend to shoot the elephant? And why?
The narrator didn't intend to shoot the elephant because it was a serious matter to shoot

a working elephant, and at that time the elephant seemed to be normal and harmless.

5. Why did the narrator suddenly feel that he should have to shoot the elephant in spite of his intention?

Faced with the excitement and the wills of the two thousand people, the author couldn't make any other choice but to shoot. He was just like a puppet pushed to and fro by the people behind him.

6. What was the purpose for the narrator to ask some experienced-looking Burmans for the behavior of an elephant?

On one hand, he sought information about the behavior of an elephant to help him make the decision; on the other hand, he didn't give up the possibility of letting the elephant walk away.

7. What prompted the narrator to make the final decision to shoot the elephant?

The reasoning that his being trampled to death by the elephant would spur the natives to laugh at him prompted him to make the decision because being laughed at should by no means happen.

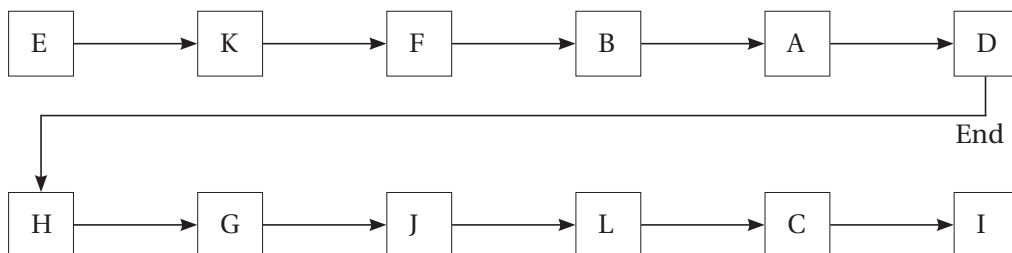
8. How many times did the narrator shoot the elephant? And how?

It is not very clear as to the times the author shot. At first, he made three shots at the same spot, the third of which was fatal to the animal, and then he fired two remaining shots into the heart of the animal. At last, in order to put an end to the grueling struggle of the elephant, he sent back for his small rifle and poured shot after shot into the heart and down the throat of the elephant.

▶ Reading Critically

Activity 1

Beginning

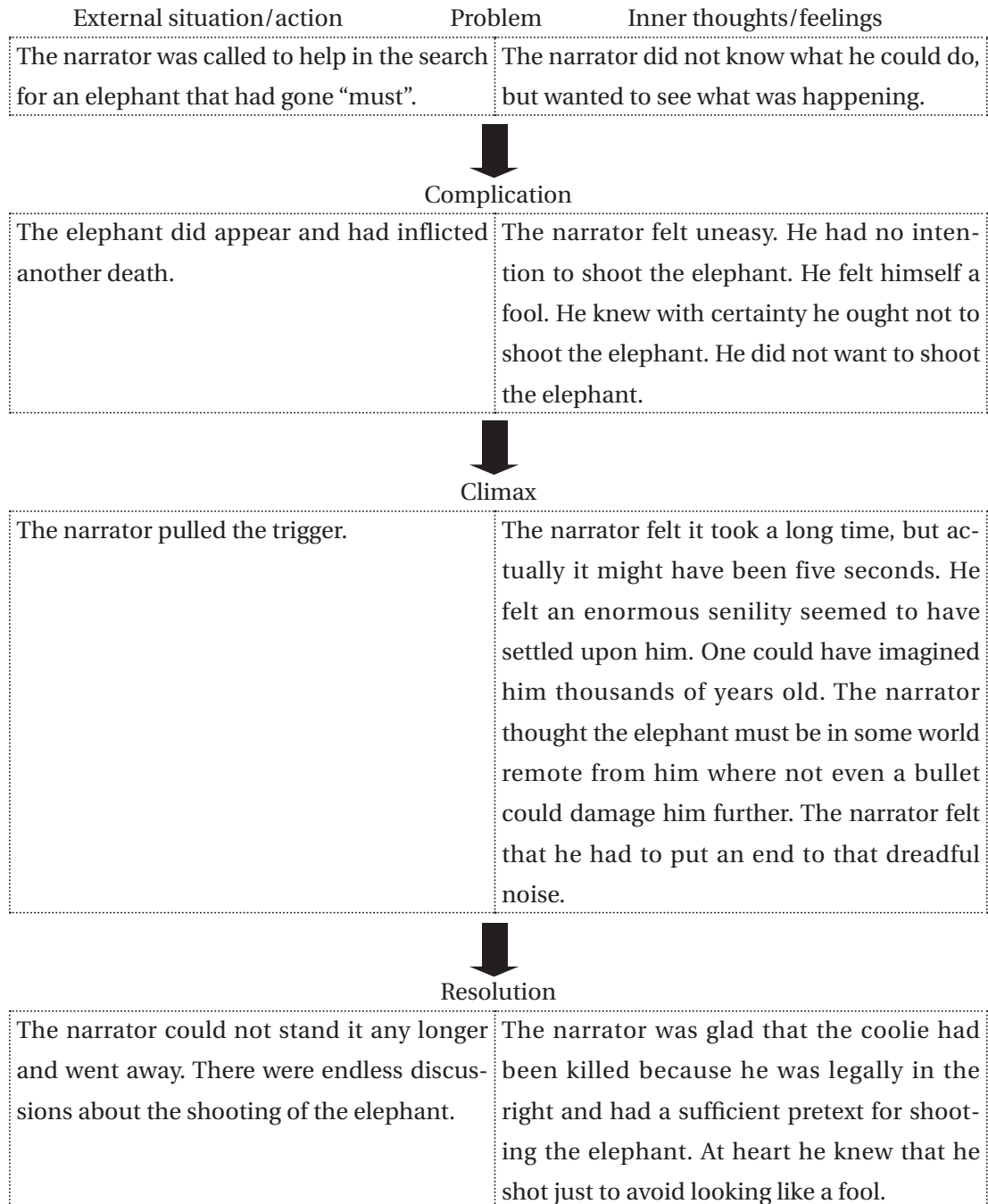


UNIT

Seven

Activity 2

Analyzing information using a graphic organizer



▷ Sentence Paraphrasing

1. I was young and ill-educated and I had had to think out my problems in the utter silence that is imposed on every Englishman in the East. (Paragraph 2)

I was inexperienced and ignorant and I had to keep my problems all to myself and try to figure out the politics of the situation which was forced on every Englishman in the East.

2. With one part of my mind I thought of the British Raj as an unbreakable tyranny, as something clamped down, in saecula saeculorum, upon the will of prostrate peoples; with another part I thought that the greatest joy in the world would be to drive a bayonet into a Buddhist priest's guts. (Paragraph 2)

I was trapped in two divided minds, on one hand I deemed the British rule to be insolently despotic, to be something forced upon the oppressed people; on the other hand I would delight in the suffering of a Buddhist priest for his sneer at me.

3. And it was at this moment, as I stood there with the rifle in my hands, that I first grasped the hollowness, the futility of the white man's dominion in the East. (Paragraph 7)

When I stood there holding the rifle, all of a sudden, I realized for the first time that the white man's intended monopoly over the East was to no avail.

4. For it is the condition of his rule that he shall spend his life in trying to impress the "natives", and so in every crisis he has got to do what the "natives" expect of him. (Paragraph 7)

A ruler should behave like a ruler in front of those who are ruled by him, which is the premise for his ruling, therefore, he has no choice but to conform to their expectations of him whenever there is a matter of urgency.

5. But even then I was not thinking particularly of my own skin, only of the watchful yellow faces behind. (Paragraph 9)

But even at that time what troubled me most was not my life threatened by the elephant, but the huge population of wait-and-see natives behind me.

UNIT

Seven

Text B

▶ Comprehension Exercises

- | | | | | |
|----------|----------|---------|----------|---------|
| 1. true | 2. false | 3. true | 4. false | 5. true |
| 6. false | 7. false | 8. true | | |

▶ Corpus-based Word Study

- | | | | | |
|----------|-----------|--------------|---------------|-----------|
| 1. agony | 2. nimble | 3. prostrate | 4. ubiquitous | 5. topple |
|----------|-----------|--------------|---------------|-----------|

▶ Chunks

- | | | |
|---------------------|----------------------|----------------------------------|
| 1. fueled by | 2. on the ropes | 3. in a roundabout way |
| 4. get on my nerves | 5. By the same token | 6. reaching unprecedented levels |
| 7. on the retreat | 8. in jeopardy | |

▶ Words Matching

- | | | | | |
|------|------|------|------|-------|
| 1. f | 2. h | 3. a | 4. j | 5. i |
| 6. g | 7. c | 8. d | 9. e | 10. b |

▶ Filling In the Blanks

- | | | | | |
|-------------|------------|-------------|------------|--------|
| 1. stuffy | 2. litany | 3. squalid | 4. plateau | 5. sag |
| 6. depleted | 7. trample | 8. paralyze | | |

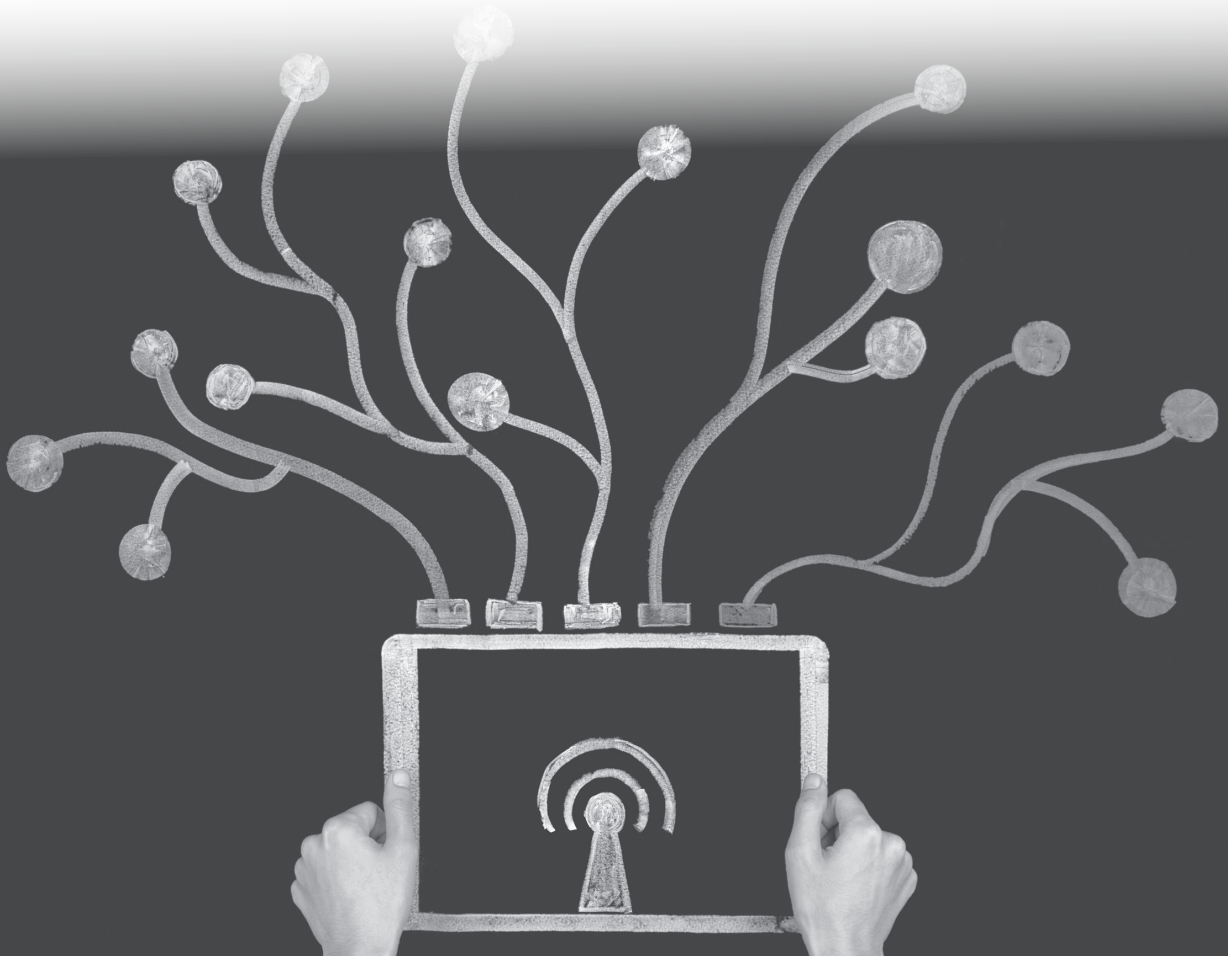
▶ Banked Cloze

- | | | | |
|-----------------|-------------------|--------------|---------------|
| 1. inextricably | 2. communications | 3. generates | 4. restricted |
| 5. identity | 6. gaps | 7. flourish | 8. comprised |
| 9. boost | 10. expand | | |

UNIT

Eight

Daily Life in the Internet Age



UNIT

Eight

Text A

► Short Answer Questions

Answer the following questions based on the text.

- How do today's teens like Athena spend their spare time?
They are on their phone, in their room, alone and often distressed.
- How are the iGen different from the Millennials in terms of teen behaviors and emotional state?
Teens today differ from the Millennials not just in their views but in how they spend their time.
- According to the text, what caused such dramatic shifts in the iGen's way of life?
The twin rise of smartphones and social media.
- In the author's opinion, what's the aim of generational study?
The aim of generational study is to understand how the following generation evolved to the present state.
- Why are today's teens psychologically more vulnerable?
They are addicted to the use of the electronic devices.
- What is the result of the Monitoring the Future survey?
The result shows that teens who spend more time than average on screen activities are more likely to be unhappy.
- What mental-health crisis may the heavy use of smartphones and social media lead to?
Loneliness, depression, and feeling left out.
- What should parents do once they realize the correlation between smartphones and symptoms of depression?
They should urge their kids to use their phones responsibly.

► Reading Critically

Activity ①

Differences	The Millennials	The iGen
1	Highly individualistic	Less independent
2	More closer to parents	Not so close to parents

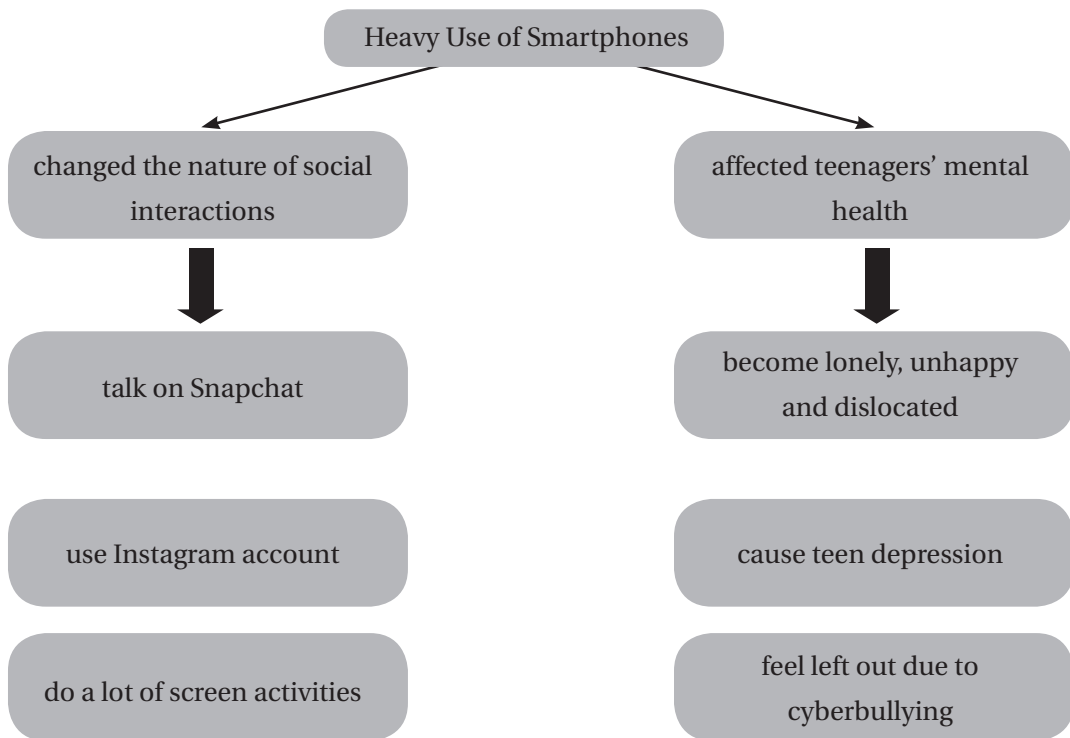
Daily Life in the Internet Age

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3	The web is not so ubiquitous	The web is ever-present
4	They still prefer some outdoor interaction	Physically safe by staying at home
5	Psychologically more stable	Psychologically more vulnerable

Activity 2

Analyzing information using a graphic organizer



► Sentence Paraphrasing

1. More often, Athena and her friends spend time together on their phones, unchaperoned. (Paragraph 2)
For most of the time, Athena and his friends interact on their phones, unaccompanied by their mothers.
2. Typically, the characteristics that come to define a generation appear gradually, and along a continuum. (Paragraph 3)

UNIT

Eight

On general, the typical traits of a generation do not appear all of a sudden, but rather slowly and develop out of the previous generation's characteristics.

3. The more I pored over yearly surveys of teen attitudes and behaviors, and the more I talked with young people like Athena, the clearer it became that theirs is a generation shaped by the smartphone and by the concomitant rise of social media. (Paragraph 7)

When I spent more time reflecting on the yearly surveys of teen attitudes and behaviors and on talking with young people such as Athena, it became clearer to me that their generation's characteristics are formed out of the mutual development of smartphones and social media.

4. The advent of the smartphone and its cousin the tablet was followed quickly by hand-wringing about the deleterious effects of "screen time." (Paragraph 8)

The twin rise of the smartphone and the tablet made people quickly feel worried about the negative effects of spending too much time on the screen.

5. Prying the phone out of our kids' hands will be difficult, even more so than the quixotic efforts of my parents' generation to get their kids to turn off MTV and get some fresh air. (Paragraph 25)

It's more difficult for the parents of today's teens to forbid them to use smartphones than the futile efforts of my parents' generation to ask their kids not to watch MTV and to go outside.

Text B

► Comprehension Exercises

- | | | | | |
|----------|---------|----------|----------|---------|
| 1. true | 2. true | 3. false | 4. false | 5. true |
| 6. false | 7. true | 8. false | | |

► Corpus-based Word Study

- | | | | | |
|--------------|------------|----------------|------------|-------------|
| 1. nefarious | 2. upswing | 3. deleterious | 4. seismic | 5. veracity |
|--------------|------------|----------------|------------|-------------|

Daily Life in the Internet Age

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▶ Chunks

1. in every corner
2. along these lines
3. gain insight on
4. cannot be clearer
5. go far beyond
6. on the lookout for
7. keep ... from falling into

▶ Words Matching

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. a | 3. d | 4. c | 5. f |
| 6. e | 7. h | 8. g | 9. j | 10. i |

▶ Banked Cloze

- | | | | | |
|-------------|---------------|--------------|--------------|---------------|
| 1. smuggler | 2. outpouring | 3. access | 4. reconnect | 5. up-to-date |
| 6. asylum | 7. makeshift | 8. configure | 9. trauma | 10. filtering |