Contents

One

Spiritual Growth

UNIT
One

Theme Starter

2. Understanding the poem

	Situations	Approaches
In the past	fell clutch of Circumstance; bludgeonings of Chance	not winced or cried aloud; unbowed
At present	Night … Black as the Pit from pole to pole; place of wrath and tears	unconquerable soul
In the future	Horror of the shade; menace of the years	unafraid

Text A

▷ Short Answer Questions

1. Because the eight children in the family were either mischievous or rebellious or uncooperative when the mother got them ready, which made the mother exhausted.

2. She thought father should take among his eight children the prettiest, the most adorable, or the cutest.

3. She instantly felt relegated to the position of Indian. In other words, she thought there appeared a huge gap between her brothers and her, with the brothers proud to use their new superior guns yet she had to make do with her humble and primitive bow and arrows.

4. According to the doctor, the protagonist's right eye was already blind and blindness is contagious, so she would have to face the stark possibility of becoming blind in both eyes. Terrifying as it is, the prospect of total blindness did not bother the protagonist as much as how she looked with the glob of whitish scar tissue on her eye.

5. The "accident" reduced her from once a whiz ever since four into an underachiever at school. Worse still, how she looked made her classmates wonder and she was subject to bullying when she did not satiate their curiosity. To her, all her classmates seemed to be potential criminals, which made her afraid of school.

6. Because Brenda clearly saw the "glob" on the protagonist's recent school picture, which reminded her how ugly she was with such a scar tissue on her eye.

7. She was obsessed with the word "whatever". This word made her very pessimistic about how she would look on the cover of the magazine and she even thought of quitting.

8. The author thought Rebecca would, like all other children, be cruel about her mother's physical differences though she might not mean to be so.
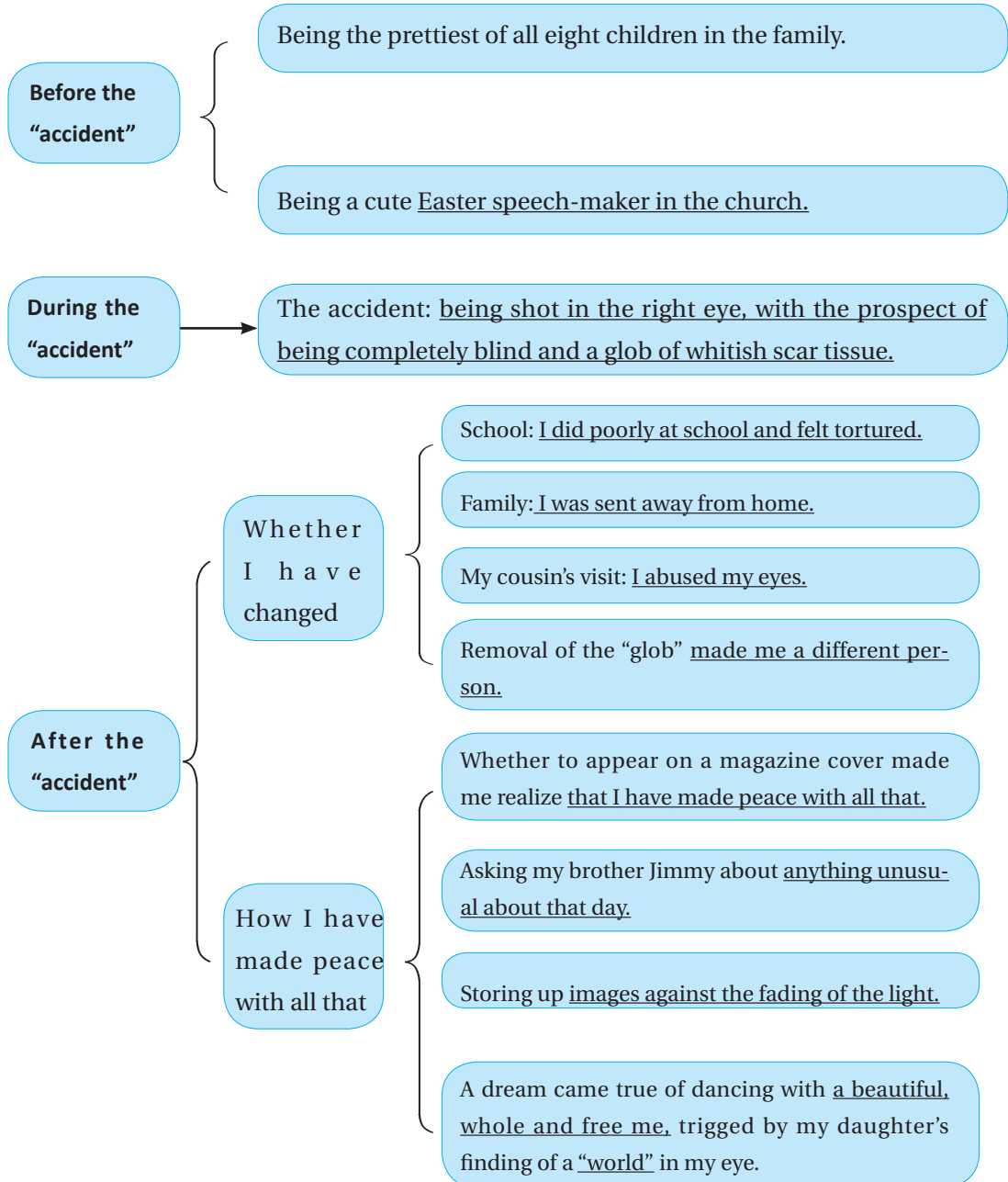
▷ Reading Critically

Activity ❶

Categories of changes	Facial appearance	Academic performance	Personality and spirit
Before the "accident"	I'm the prettiest; cute; "beautiful"	something of a whiz	assurance; tomboy; sassiness
After the "accident"	hideous; ugliness/ugly; picture, which I did not want taken	doing poorly in school; afraid of the school; months of torture at the school	do not raise head; I am the one sent away from home; abuse my eye; rant and rave; hate and despise it; feeling of shame
After the removal of the "glob"	ugly white stuff is gone	classwork comes from my lips faultlessly; valedictorian	immediately I become a different person; I've raised my head; it is the "whatever" that I hear; most popular student, and queen
Summary of the changes	"being cute" → "feeling of ugliness" → making do with the small bluish crater	A top student → An underachiever → A valedictorian	"sassiness" → hysteria and helplessness → regaining confidence yet being sensitive

UNIT
One

Activity ❷

Before the "accident"

Being the prettiest of all eight children in the family.

Being a cute Easter speech-maker in the church.

During the "accident" → The accident: being shot in the right eye, with the prospect of being completely blind and a glob of whitish scar tissue.

After the "accident"

Whether I have changed

School: I did poorly at school and felt tortured.

Family: I was sent away from home.

My cousin's visit: I abused my eyes.

Removal of the "glob" made me a different person.

How I have made peace with all that

Whether to appear on a magazine cover made me realize that I have made peace with all that.

Asking my brother Jimmy about anything unusual about that day.

Storing up images against the fading of the light.

A dream came true of dancing with a beautiful, whole and free me, trigged by my daughter's finding of a "world" in my eye.

▷ Paraphrasing

1. I know they think highly of what I'm wearing, but what they really approve of in their minds is my confident demeanor. (The word "womanishness" in the round bracket indicates that this polysemous word here means "being confident and not really caring what other people think about her" instead of "being rude to someone they should respect".)

2. After hearing my fluent speech, the audience commend me with the word "beautiful" in their comments. But in the whole process of my speech, I often hear them say "Oh, isn't she the cutest thing!". They also added "And got so much sense!". Even today, I am greatly grateful for their generous praise.

3. We spend hours running after each other (in role-playing games), pretending to steal cattle, be criminals at large, and come to young ladies' rescue and protection.

4. I'm fully aware that if I do not tell my parents the story my brothers have created about the wire, my brothers would figure out ways to punish me so hard that I would have regretted telling the truth. But if it's now I am would say anything that will annoy my brother.

5. He does not know that in my eyes, that day was the last time my father focused on me,   when he tried to staunch the blood with cool lily leaves, for which I was greatly traumatized and furious. (Here the author implies that ever since then, she felt ignored by father.)

6. I fall down on my knees in gratitude at the thought that I might have missed seeing the desert and might have lost my vision twenty-five years ago.

7. I realized that I could learn to love my blind right eye. Actually, despite the shame and anger and trauma it had brought to me, I did love it. And I even regarded it as the representation of my personality and my characteristics, moving abnormally while I was bored, rolling up while I was tired out, or floating back straight when I was excited (a friend of mine has said it was like "bearing witness" to something).

UNIT One

Text B

▷ **Comprehension Exercises**

1. T	2. F	3. F	4. T	5. T
6. F	7. F	8. T	9. F	10. T

▷ **Corpus-based Word Study**

1. ditch   2. petty   3. starchy   4. giddy   5. rake

▷ **Lexical Chunks**

1. strike a balance between   2. just in time
3. bond between   4. a wave of
5. all, have to do   6. in times of trouble
7. It turns out that   8. in years to come
9. or whatever   10. when it comes to

▷ **Finding the Right Word**

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

▷ **Filling In the Blanks**

1. quixotic	2. squinting	3. fringe	4. ranch	5. cataract
6. batter	7. mumble	8. boisterous	9. arena	10. swirl

▷ **Banked Cloze**

1. aftermath	2. given	3. fluctuate	4. challenges	5. shaped
6. manageable	7. deplete	8. frontier	9. document	10. boosting

▷ **Theme Extension**

1. E	2. C	3. J	4. F	5. I
6. G	7. H	8. B	9. D	10. K
11. A				

Scientific Thinking

UNIT
TWO

Theme Starter

For reference only

The work of scientists involves: observing; asking questions; predicting; hypothesizing; investigating; communicating; evaluating; having a genuine purpose; looking for evidence; being able to deviate from a plan; taking time; going down blind alleys and storing knowledge for another time; having space and resources to work on the project; having time to think alone; looking and listening; attending to details; bouncing ideas off others. Children learn more effectively when:

- They are actively engaged with first-hand experiences, materials, persons, places and living things that introduce them to the world outside the setting.
- They play, explore and investigate, using all their senses, collaboratively and independently, with no fixed objective, goal or standard to limit their learning.
- They are given generous allowances of time and space for their learning.
- They use their fertile imaginations as a way of exploring the possibilities of the world and what might happen in it.
- They feel secure, valued and confident within the harmonious society of the setting.
- They encounter big ideas that are relevant and meaningful to them.
- They have multiple opportunities to put their experiences into words, freely using spoken language for a wide variety of purposes.
- They have opportunities to use *the hundred languages of children*, the expressive languages in which they represent their ideas—in dance, paint, clay, pencil and song— and every kind of material.
- They are taken seriously and properly supported by their educators as passionate and committed learners.

Text A

▷ **Background Research Questions**

1. **"I am a camera"** indicates the writer's absolutely objective perception to a certain event. **Salai** (1480—1524) was an Italian artist and pupil of Leonardo da Vinci from 1490 to

1518. Salai entered Leonardo's household at the age of 10. He created paintings under the name of Andrea Salai. He was described as one of Leonardo's students and lifelong servant and is the presumed model for Leonardo's paintings *St. John the Baptist and Bacchus*. "**Glad Day**" (or *The Dance of Albion*) is an oil painting by William Blake. **The Flower of Kent** is a green cultivar of cooking apple. According to the story, this is the apple Isaac Newton saw falling to ground from its tree, inspiring his laws of universal gravitation.

2. For much of the history of the natural sciences people have contemplated the exact nature of matter. The idea that matter was built of discrete building blocks, the so-called *particulate theory of matter*, was first put forward by the Greek philosophers Leucippus (—490 BC) and Democritus (470—380 BC). It is fair to say that in physics, there is no broad consensus as to a general definition of matter, and the term "matter" usually is used in conjunction with a specifying modifier. The history of the concept of matter is a history of the fundamental length scales used to define matter.

▷ Short Answer Questions

1. The literary man's opinions are described.
2. "One filing cabinet" and "another (filing cabinet)" imply different school of thoughts: the literary one and the scientific one.
3. The way that scientists make discoveries is not as simple as merely reading and calculating.
4. They make fanciful analogies between routine life and the whole universe.
5. Scientists revive old theories by finding relations between the old and the new.
6. Yukawa hypothesized that waves of light can sometimes behave as if they were separate pellets.
7. Newton expanded his idea about gravity further into the universe rather than restricting it on the earth alone.
8. The nature of scientific reasoning is to make analogies.

UNIT
Two

▷ **Reading Critically**

Activity ❶

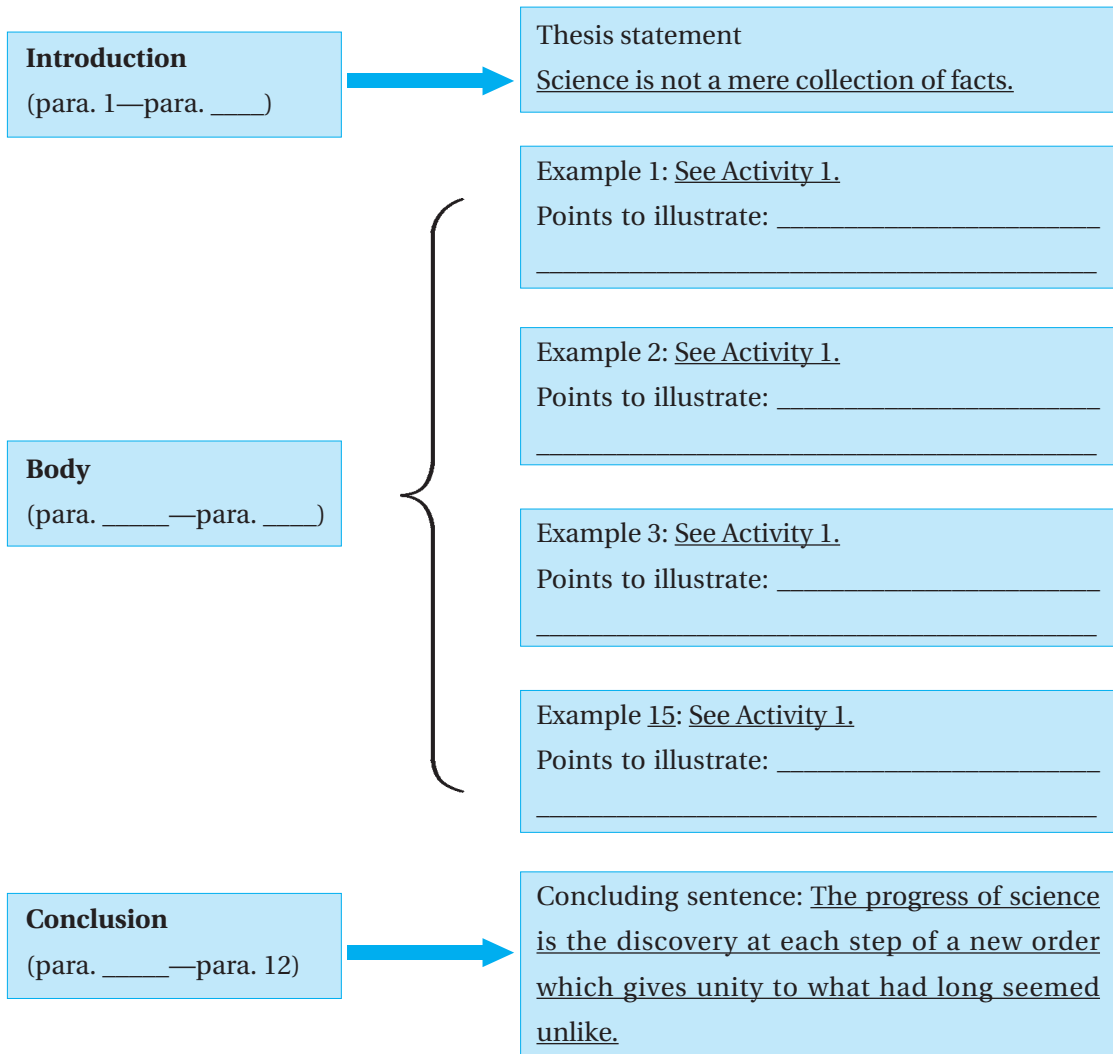(For reference only. The exact wording will vary.)

Context	Allusions	Points to Illustrate
"merely recording facts" (Para. 2)	Balzac	Literature does more than merely recording facts.
"merely recording facts" (Para. 2)	Zola	Literature does more than merely recording facts.
"I am camera" (Para. 2)	Christopher Isherwood	Literature is merely recording facts
before his deathbed (Para. 3)	Copernicus	The first scientific discovery was not made on the basis of facts-collecting.
"three laws of the path of the planets" (Para. 4)	Kepler	Kepler's laws were neither based on merely collecting facts
"drawings of his loved pupil Salai" (Para. 5)	Leonard (da Vinci)	The effect of letting imagination run wild
"Glad Day"(Para.5)	William Blake	Protest against dogmatic religion
"a model for the atom" (Para. 6)	Ruthford and Bohr	No scientific theory is a collection of facts. It also requires imagination.
"matter is made of atoms" (Para. 7)	Epicurean	The ancient Greek's notion of matter is different from ours.
"use of atom in a modern sense" (Para. 7)	John Dalton	The action of fusion ancient images with the modern theory
"nucleus of atoms as solid pellets, thus found mesons" (Para. 8)	Hideki Yukawa	Snatching likeness from the air
"spent a whole recoding details of the cosmos" (Para. 10)	Karl Popper	This record will not be well-treated.
"her box" (Para. 10)	Joanna Southcott	Odds and ends worth nothing, so would a mere record of messy affairs.

"traces the falling of apple and the moon's not falling onto the earth" (Para. 11)	Isaac Newton	Finding likeness between two unlike appearances
"kind of apple" (Para. 11)	Flower of Kent	Remembering a detail doesn't guarantee a correct understanding or full mastery of the whole story.

Activity ❷

Introduction
(para. 1—para. _____)

→ Thesis statement
Science is not a mere collection of facts.

Body
(para. _____—para. _____)

Example 1: See Activity 1.
Points to illustrate: _____
_____

Example 2: See Activity 1.
Points to illustrate: _____
_____

Example 3: See Activity 1.
Points to illustrate: _____
_____

Example 15: See Activity 1.
Points to illustrate: _____
_____

Conclusion
(para. _____—para. 12)

→ Concluding sentence: The progress of science is the discovery at each step of a new order which gives unity to what had long seemed unlike.

UNIT

Two

▷ **Paraphrasing**

1. Surprisingly, once a historian, who is supposed of being erudite, asserted that science is a collection of facts. His tone of saying this indicated that he really meants it since one cannot sense any irony or sarcasm against science, a school of thoughts other than his own.

2. Suppose that a scientist does believe that Kepler's three laws are based on the mere collection of facts. Then this scientist is sure to make no progress of discovering scientific rules because his mind is as rigid as an electronic brain, which lacks a fanciful human imagination.

3. When Kepler saw that the numbers calculated according to his laws didn't fit the usually well-balanced rule on the earth, he didn't regard these numbers as unnecessary and redundant, but rather felt that they were to reveal some truth that would explain the whole universe.

4. Yes, it is hard for us to imagine that Kepler can find relations between the universe and mathematics. However, when in the 20th century Ruthford and Bohr tried to understand the whole planetary system in terms of atomic patter, their attempt is equally bold and crazy.

5. But the scientist did make scientific discoveries through bravely and even fearlessly capturing similarities between two very much unlike objects, which may seem futile efforts except that they weren't.

6. Hideki Yukawa's assumptions were so ill-based that even a schoolboy would feel that his analogy does not hold water. Moreover, the school teacher would even scold him for making such hollow assumptions.

7. Until this moment, the traditional stories about how Newton discovered the theory of gravity were quite correct. The correctness could be sensed from the story's details such as the type of apple which fell before Newton.

8. Although Newton found these two forces are "pretty nearly" alike, they are still "nearly" the same, not "exactly" the same because no likeness is exact sameness.

9. In the history of scientific discoveries, scientists have endeavored to unite two unlike objects or issues each time they found a new rule of universe.

▷ **Text Analysis**

Chronological Expressions	Historical Events	Implications
In the year 1543	The Scientific Revolution began.	Copernicus was the one who started the revolution and did so through imagination instead of collecting facts.
Between 1609 and 1619	Kepler published the three laws which describe the paths of the planets.	Kepler used fanciful analogies to compose the three laws.
In 1780	William Blake drew *Glad Day*.	Image in *Glad Day* portrays how wild imagination could go.
In our own century	Ruthford and Bohr found a model for the atom in the planetary system.	The association these two scientists made is also hard to fancy for us common people.
In 1808	John Dalton first saw the structure of matter as we do today.	Dalton's idea connects the ancient Greek's notion of matter with his own.
In 1935	The Japanese physicist Hideki Yukawa wrote a paper about meson.	Scientific assumptions can be so bold as to be unacceptable for common authorities.
In the year 1665	Black Death broke out and drove Newton home, where he discovered the theory of gravity.	The progress of science is the discovery at each step of a new order which gives unity to what had long seemed unlike.

Text B

▷ **Comprehension Exercises**

1. T
2. F (The author didn't become a true scientist.)

3. T
4. F (White's advantage lies in the backwardness of his age, when science about animals was not so advanced as in modern times.)
5. T
6. F (The description is vivid, metaphorical and emotional, not as scientific as in the modern sense.)
7. F (Human beings are busy with both natural affairs and unnatural ones such as gossips, ignoring their natural surroundings.)
8. F (The village's specificity lies in its abundance of natural species, hence being "the curate".)
9. T
10. T

▷ Corpus-base Word Study

1. uninhibited   2. spontaneous   3. hailed   4. occasioning   5. quash

▷ Lexical Chunks

1. out of sync with   2. did no more than
3. bore testimony to   4. There is no way of
5. building blocks of   6. have no prospect of
7. have an advantage over   8. spring full grown
9. a host of questions   10. the stepping stones

▷ Finding the Right Word

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

▷ Filling In the Blanks

1. analogy   2. conjecture   3. homespun   4. rasp   5. reprove
6. trumpeting   7. unfocused   8. darning   9. Compelling   10. browbeating

▷ **Banked Cloze**

1. common   2. case   3. knowledge   4. make   5. observational

6. constraints   7. between   8. doing   9. examined   10. inconsistencies

Three

Human Relations

Theme Starter

2. Identifying similar opinions

Paragraphs	Sentences/phrases with a similar opinion	Summary of the opinion
1; 3; 5	• We've all told our fair share of lies. It's just human nature. • Research into the science of honesty shows how lots of people can cheat a little bit • Humans are hypocrites.	Popularity of dishonesty
2; 4	• … honesty is the best policy. • If you're honest in your relationship, you're building a sense of trust and respect.	Upside of honesty
2	• … lying in the right circumstances can be ethical, helps to breed trust in difficult times, and can help boost morale. • deception can help other people	Upside of dishonesty
3; 5; 6	• … boundaries of what actually constitutes cheating are not as clear. • … eventually experience and intelligence force some of us to face the likelihood that we are no different. • Our "cognitive flexibility" cuts us so much slack that we often don't perceive ourselves as getting away with anything.	Downside of dishonesty
2; 4	• … telling the truth may be costly to somebody else • … it's ugly and harsh and embarrassing	Downside of honesty

Text A

▷ **Short Answer Questions**

1. The closeness of the friendship, the length of the friend's journey and the length of their likely absence.

2. We are fully aware that the friend's words are merely insincere platitudes and should

never be taken literally. If we really don't show up, the friend might think odd of us. Therefore, we usually tend to ignore such requests.

3. It was a perfect mixture of sadness and festivity.

4. One of them exchanged the unmeaning monosyllable "well" together with a nod and a forced smile with the traveller. Another feigned a fit of coughing.

5. He was unemployed and had to borrow money from the author.

6. There were two things that made him hard to recognize: (1) he had gained some weight; (2) he was dressed differently. In the old days, he had always worn an imitation fur coat yet when the author came across him at the railway station, he was wearing costume that was a model of rich and sombre moderation, which revealed a dramatic change in his socioeconomic status.

7. He also paid the author the half-crown he had borrowed years before.

8. According to Le Ros, by paying to be seen off, the Americans would not feel rejected /alienated or despised. Rather, they would gain respect from the guard and fellow passengers for the whole voyage.

▷ **Reading Critically**

Activity ❶

	The author	Le Ros
Verbal expression	• silence; • a long pause; • unmeaning monosyllable.	• talking earnestly; • give the very best advice; • poured out his final injunctions; • whisper some final word.
non-verbal expression	• the face of a stranger anxious to please, an appealing stranger, an awkward stranger; • exchange glances; • nod; • a forced smile	• strong tenderness of his gaze.

Physical activities	• waved farewell.	• clasping in both hands the hands of the young American; • did not stand back; • quickly darted forward again; • watched the train out of sight.
Mental activities	• stiff and self-conscious; • an empty brain; • release—ours, and our friend's—was not yet.	• tears in her/his eyes (genuinely moved).
Summary	• anticipating the train's departure/ awkward.	• reluctance to part from each other/moving.

Activity ❷
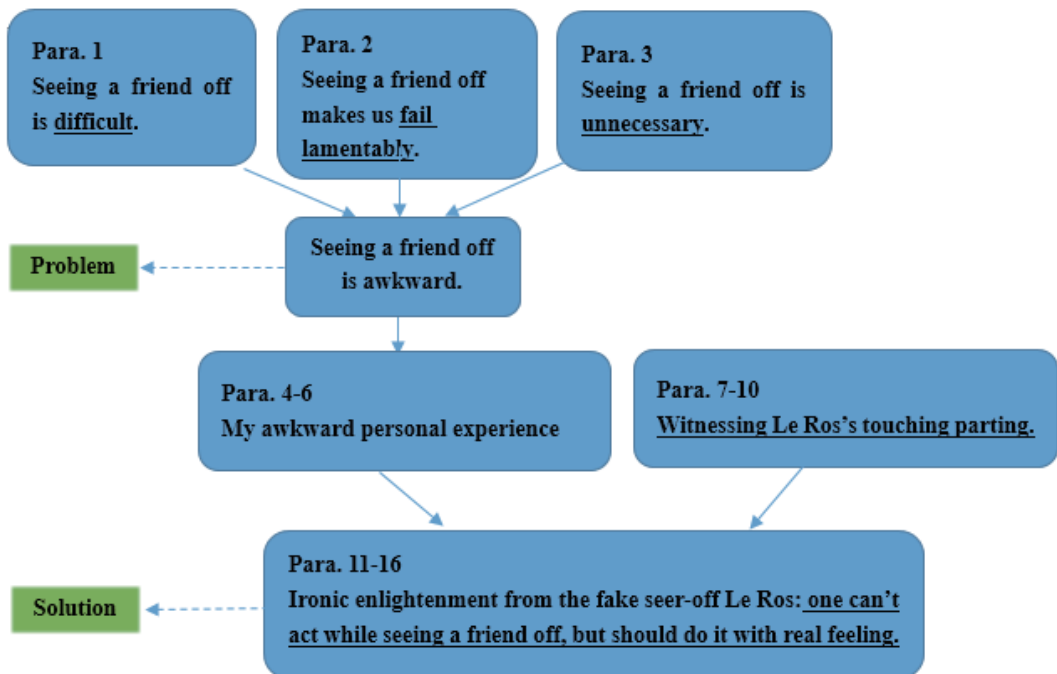
▷ Paraphrasing

1. The more serious the occasion, the closer our friendship, the more disappointed we feel (about the seeing-off).

2. Then there appears to be a great gap between us. We try to extend our arms to reach each other across the gap, but to no avail. We feel estranged and have no words to say to each other.

3. We happily celebrated the bygones (the good old days) while bearing in mind the possible bleak prospect of being unable to see each other again.

4. Hubert Le Ros (pseudonym), among others, pathetically wandered away from London to other provinces. Therefore, our memory of him faded away.

5. Had the unknown wealth driven him out of his mind? He appeared to be quite sober. I asked him to explain it.

6. But the British people are so unfriendly that these letters of introduction turn out to be worthless.

7. When you were seeing a friend off on the platform, you appeared to be clumsy and uneasy while exchanging glances with your friend and trying to fumble for something to say.

Text B

▷ Comprehension Exercises

1. F	2. F	3. T	4. T	5. F
6. F	7. F	8. F	9. T	10. F

▷ Corpus-based Word Study

1. embellish   2. conscience   3. pungent   4. pinch   5. staunch

▷ Lexical Chunks

1. There is no point (in)   2. tales of woe

3. a forced smile   4. break the silence

UNIT Three

5. a fit of
6. take … at my word
7. have no qualms about
8. there is no sign of
9. sense of right and wrong

▷ **Finding the Right Word**

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

▷ **Filling In the Blanks**

1. barometer
2. commendable
3. hygiene
4. portfolio
5. scoff
6. loophole
7. assent
8. unrepentant
9. trivial
10. candour

▷ **Banked Cloze**

1. entails
2. spill
3. imperative
4. withstand
5. impact
6. last
7. potential
8. bankruptcy
9. Chances
10. vulnerability

Four

Artificial Intelligence
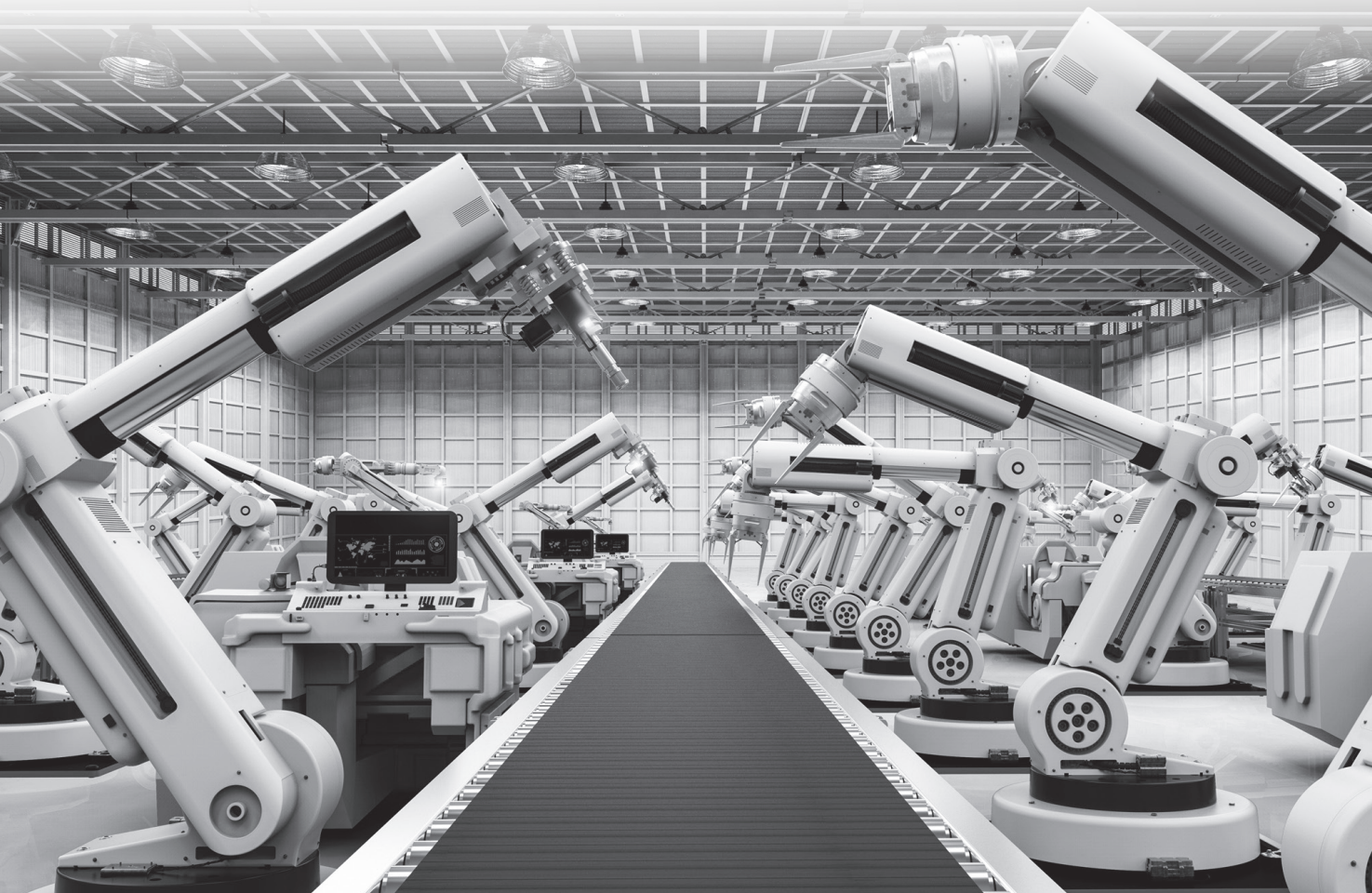
Text A

▷ **Short Answer Questions**

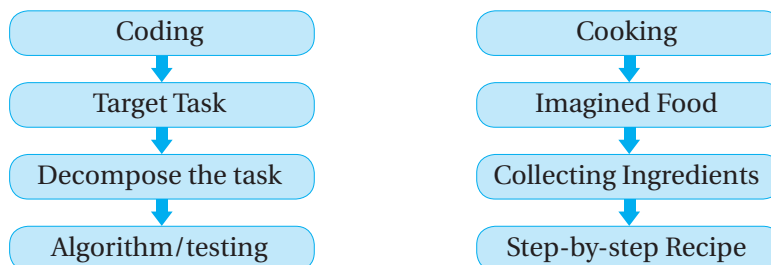Answer the following questions based on the text.

1. CFA is a program that places idealistic young coders and designers in city halls across the country for a year. The CFA team open-sourced the code, meaning they made it freely available for anyone to copy and modify, and adapt it for practically pennies.

2. Unlike sophisticated business websites, they are government websites designed solely for volunteers to maintain and protect public infrastructures. However, a properly maintained hydrant or siren can save lives in case of emergence. Thus these websites are critically valuable.

3. There's a whole host of complicated reasons, from boring curricula to a lack of qualified teachers to the fact that in most states computer science doesn't count toward graduation requirements.

4. On the one hand, there is no shortage of websites which claim to enable beginners to learn to code after taking a few fun and interactive lessons. On the other hand, the public has been bombarded by legendary stories about billion-dollar companies launched by self-taught programmers.

5. According to the author, knowing what code can do is more important. Knowing all of the coding syntax in the world won't help if you can't think of good ways to apply it.

6. Like a good algorithm, a good recipe follows some basic principles: a step- by-step guide on how to take a bunch of random ingredients and start layering them together in certain quantities, for certain amounts of time, until they produce the outcome you had in mind.

7. The computational approach is rooted in seeing the world as a series of puzzles, ones you can break down into smaller chunks and solve bit by bit through logic and deductive reasoning.

8. Hospital specialists run algorithms to spot babies likely to have respiratory failure; Netflix is a gigantic experiment in statistical machine learning; the NSA runs encryption and relational databases; English literature and computer science researchers ran a textual-analysis program on Agatha Christie's work.

▷ **Reading Critically**

Activity ❶

Questions/Counter-arguments/Doubts (explicit or implied)	Responses in the text
Why should we care about this trivial matter?	Paragraph 4: Maybe that doesn't seem like a lot, but consider
It sounds great. Why should not we have more programmers?	Paragraph 5: Sounds great, right? Paragraph 6: There's a whole host of complicated reasons why
So is learning to code the most important?	Paragraph 8: What if learning to code weren't actually the most important thing?
So what is computational thinking?	Paragraph 10: SO WHAT IS COMPUTATIONAL THINKING?
So will everyone be trained to become a professional coder?	Paragraph 16: Put another way: Not every cook is a David Chang
Are powerful computational solutions always difficult and complex in coding?	Paragraph 18: Indeed, some powerful computational solutions take just a few lines of code
Is access to computational literacy limited only to the elite?	Paragraph 21: If they're right, understanding the importance of computational thinking can't be limited to the elite,
Is computer literacy education really such a pressing issue?	Paragraph 26: It may be hard to swallow the idea that coding could ever be an everyday activity on par with reading and writing

Activity ❷

Coding	Cooking
Target Task	Imagined Food
Decompose the task	Collecting Ingredients
Algorithm/testing	Step-by-step Recipe

UNIT Four

▷ Paraphrasing

1. Many software companies in Silicon Valley also suffer from a shortage of talented programmers.

2. We cannot blame you if you think learning code is an easy and quick method to get a profitable job which offers entertainment and leisure facilities at work, especially when there is much news coverage on how a person at an early age, through self-studying programming, establishes high-tech companies with billion-dollar worth.

3. Changing our understanding of what computer science is and what computer science can bring to us will get ordinary people actively involved in computer-related endeavors which is the biggest drive to social productivity since the Industrial Revolution.

4. If you have ever made dinner out of whatever you have at hand, you should be congratulated on having conducted fundamental computational thinking.

5. Just like cooking, computational thinking begins with an active and deep thinking and planning about how to combine and change digitized information into something new by using various computational techniques.

6. However, the "learn to code" training program may have encouraged people to pursue the difficult course of mastering coding languages instead of attracting people to think a little more computationally.

7. Basically, computational thinking treats the world as a series of problems and the process of problem-solving involves breaking down the problems into smaller units and deal with those units step by step through logic and deductive reasoning.

Text B

▷ Comprehension Exercises

1. T	2. F	3. T	4. F	5. F
6. F	7. T	8. T		

▷ Corpus-based Word Study

1. semblance   2. artifact   3. scramble   4. improvise   5. swerve

▷ Lexical Chunks

1. at the forefront of
2. life or death
3. pose questions
4. pat on the back
5. a whole host of
6. move out of...into...
7. give it a good shot

▷ Finding the Right Word

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

▷ Filling In the Blanks

1. lush
2. culinary
3. upend
4. akin
5. imminent
6. reckon
7. hype
8. boost

▷ Banked Cloze

1. easy
2. true
3. altogether
4. advances
5. facets
6. manufacturers
7. reduced
8. migrant
9. third
10. human

Gender and Language

UNIT Five

Theme Starter

2. **Understanding the Poem**

- This poem uses repeated lines at the end of each stanza to bring attention to the lines

  I'm a woman
  Phenomenally.
  Phenomenal woman,
  That's me.

This repetition gives structure to the poem, helping the ideas flow in a cohesive manner.

- This poem discusses how real women have curves and reminds us they are not perfect. They don't have to be model shaped to be noticed by anyone. The way they stride, the way they smile, the way their voluptuousness allows men to take notice and the way they leave men wondering what it is that makes women so mysterious is a subject. This poem shows that beauty is not measured by what society thinks a woman should look like, walk like, talk like and etc. Women's inner beauty makes a woman whole and beautiful.

Text A

▷ Short Answer Questions

1. After smiling for nearly four decades, the writer starts to ponder over the meaning of women's smiles. She tries to quit her habitual smiling face and show her real emotions and happiness.

2. People smile promiscuously—when they are angry, tense, with children, being photographed, interviewing for a job, meeting candidates to employ… In various conditions, people will smile.

3. The writer uses the examples of monkeys to support her idea that smiling is a natural instinct. People's smiles have roots in the greetings of monkeys.

4. An archetype is something that is considered to be a perfect or typical example of a particular kind of person or thing, here the writer uses this sentence to stress that women smile so frequently in their lives, no matter where they are or how they feel, that

a smile has become the typical expression of a woman's face.

5. Because the author believes a woman's happy, willing deference is something the world wants visibly demonstrated.

6. By telling readers her friend's experience in the class, the author wants to show people often associate smiling faces with everything going well with their lives. If people don't wear a smile on the face, that means they are sad.

7. Because the 1960s were the period when racial activists fought for black people's rights and freedom, they stopped smiling on the streets to show their protest against white people's racial discrimination.

8. Through this essay, the writer wants to argue for the idea that women should stop giving insincere smiles under the pressure of society, culture, biology and other reasons. The smile should show their true emotions.

▷ Reading Critically

Activity ❶

The writer argues in her essay that the behavior to smile is natural when a person is happy but that it has been nurtured by society, conditioned as a constant behavior among women.

She supports her argument by providing examples that indicate smiling is a natural instinct as well as a product of our society.

Nature's influence	Nurture's influence
1. Examples of monkeys and their social behavior are used.	1. Mothers coach their girls to be well mannered and polite.
2. Babies begin to smile around 3 months of age and even blind babies know to smile when they are feeling pleasure.	2. If a woman isn't wearing a smile then she is stopped in the streets and asked if something is wrong or she is portrayed as too serious or unfriendly.

Activity ❷

2000 years ago	A serene inward smile was appropriate.
In 15th century	lovely, blank-faced women were portrayed in the paintings
By the Renaissance	Women were depicted with a semblance of complexity, the enigmatic smile of Mona Lisa being the example.
The Golden Age of the Dutch Republic (In 17th century)	Women demonstrate a fuller range of facial expressions, such as full, friendly smiles.
In the 1800s	Women's faces were no longer impassive, willing to put on perpetually smiling.
In the middle of the 19th century	America's smile burden was falling primarily to women and African-American slaves.

▷ **Paraphrasing**

1. What influences does our culture have to make us put on smiling faces without self-awareness?
2. Our earliest baby smile is an unconscious reaction that has little connection with satisfaction or comfort.
3. People expect to see women smile no matter what social class they belong to, what cultural background they have or what their economic conditions are.

4. Women's faces are not indifferent any more, now they are ready to show their status, to give, to provide, and to give in by smiling differently.

5. In countries where there are strict class structures or social structures determined by heredity, not as many people will be fascinated by the thought of winning friends and influencing people quickly.

Text B

▷ **Comprehension Exercises**

1. T   2. F   3. T   4. F   5. F
6. T   7. T   8. T

▷ **Corpus-based Vocabulary Exercises**

1. conspicuous   2. diffuse   3. innocuous   4. authoritative   5. proffer

▷ **Lexical Chunks**

1. a blend of
2. had a strong connection to
3. the bulk of
4. are wired to
5. have roots in
6. at the very least
7. As is often the case
8. during the course of

▷ **Finding the Right Word**

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

UNIT Five

▷ Filling In the Blanks

1. compliance 2. conspicuous 3. proffer 4. enigmatic 5. innocuous

6. surmise 7. immoderate 8. grimace

▷ Banked Cloze

1. campaigns 2. harassment 3. vary 4. divided 5. aspects

6. inequalities 7. continuation 8. dates 9. planted 10. substantial

Prejudice and Stereotypes

UNIT
Six

Text A

▷ **Background research questions**

1. The story takes place in international waters on an ocean going liner sailing from San Francisco, U.S.A to Yokohama, Japan on the Pacific Ocean. As the war had just ended, it was difficult to get accommodations. Therefore, the narrator had to share a cabin with a total stranger, Mr. Kelada, whom the narrator despised at the very beginning. Such a setting paves the way for later development of events, and especially for the contradicting effect of a surprising end.

2. Such dislikes must derive from some preconceived stereotypes toward certain types of people. Mindset is the biggest obstacle hindering us from knowing someone thoroughly.

3. A dictionary explanation is provided in the annotation on page 143. It must be some oriental area. The author's mentioning it twice indicates his prejudice against people of that area. Mr. Kelada is presented with all the typical stereotypes of a person from the Middle East. He is portrayed as an informal, loud, dogmatic and pushy person who cannot help but interfere in the lives of other people.

▷ **Short Answer Questions**

1. Because persons with a name of Smith or Brown sound more like typical Englishmen than someone with a surname Kelada.

2. Mr. Kelada's too casual English, and his overly extroverted behavior.

3. Because Mr. Kelada was very cocksure and argumentative as if he knew everything.

4. He felt that Mr. Ramsay, a heavy man who dressed poorly, was certainly not rich and as dogmatic as Mr. Kelada. He thought Mrs. Ramsay was a very pretty lady, with pleasant manners and a sense of humor.

5. Cultured pearls.

6. He was traveling to Kobe, Japan to investigate the cultured (grown artificially) pearl business. He must be a merchant.

7. Mr. Kelada estimated the pearls' price at between 15,000 to 30,000 dollars and they were real. He implied that cultured pearls wouldn't affect the value of natural pearls.

8. Despite the fact that obviously Mrs. Ramsey was uncomfortable with the bet, Mr.

Ramsey was persistent.

9. Someone (perhaps Mrs. Ramsay) slid into the cabin of Mr. Kelada an envelope containing his wager, a 100-dollar bill.

10. After witnessing how Mr. Kelada helped the marriage of the Ramseys survive, the narrator realized Mr. Know-All's kind-heartedness, and would now like to change his prejudice.

▷ **Reading Critically**

Activity ❶

Characters	Identity	Stereotyped personality traits	Examples
The narrator	A typical Englishman	judgmental, prejudiced, snobbish	(1) sentence 1 (Para. 1) (2) calling Max Kelada "the Levantine" (3) several times of "I dislike Mr. Kelada" (Paras. 1, 2, 17, 28)
Max Kelada	A typical Levantine	sociable, pushy, friendly, chatty, talkative	(4) He was a good mixer. Mr. Know-All. (Para. 29). (5) I could not walk round the deck without his joining me. (Para. 29) (6) Card trick (Paras. 18—21)
Mr. Ramsey	a member of American Consular Service	insensitive, stubborn	(7) He was as dogmatic as Mr. Kelada. (Para. 29.) (8) It was so clear that I wondered why her husband did not see it. (Para. 57).
Mrs. Ramsey	Wife of a member of ACS	quiet, modest	(9) She was dressed always very simply; but she knew how to wear her clothes. (Para. 30) (10) She had a little smile on her lips and her tone was gently deprecating. (Para. 47)

Activity ❷ (For your reference. The exact wording may vary.)

ACT I	• **Exposition**: The Narrators' dislike of Mr. Kelada. • Mood: Calm and at times Humorous
ACT II	• **Rising Action**: Mr. Kelada and Mr. Ramsay had a heated argument about cultured pearls. • Mood: Tense
ACT III	• **Climax**: Mr. Kelada examined Mrs. Ramsay's pearls and declared that they were not real. • Mood: Suspenseful
ACT IV	• **Falling Action**: Other passengers made fun of Mr. Kelada. • Mood: Amusing
ACT V	• **Denouement**: The truth came out and the narrator changed his opinion toward Mr. Kelada. • Mood: Enlightened

▷ Paraphrasing

1. On hearing the person's name—Mr. Kelada, I knew that we had little to talk to each other about and I would do things exclusively by myself during the night.

2. If I had examined Mr. Kelada's British passport more closely, the fact that he was born in a country with sunnier days other than Britain would manifest itself before my eyes.

3. Being British is really an honor, but with people of an oriental origin such as from Alexandria or Beirut joining this country, I feel Britain is losing its glory.

4. Very soon he started getting on well with everybody.

5. Believe me, Mrs. Ramsay, the pearls on your necklace are very valuable, and their value will remain always the same.

6. Why should I reject the opportunity of earning money in such an easy way? I am

definitely not a fool.

7. In her eyes one can see how in despair she was then in, and she is pleading eagerly in such a silent way.

8. Everybody felt funny that a person as boastful as Mr. Kelada had been found making mistakes.

Questions for Discussion

1. With this expression being stressed so many times, the story creates a reinforcing effect of the surprising end. After openly declaring so straightforward his dislike toward Mr. Kelada, when the narrator changes his attitude in the end, he has successfully led his audience into a philosophical cognition—a book is not to be judged by its cover.

2. In fact, "a very pretty little thing" (Para. 30) is mentioned by the narrator and "a pretty little wife" (Para. 70) is used by Mr. Kelada. By calling a woman "pretty" and "little," both men hold that women should be pretty and ready to be protected by men, a common stereotype of British Gentlemen at that time. This coincidence indicates that Mr. Kelada, the seemingly vulgar man, is in essence a gentleman too.

3. Such purposeful "neglect" demonstrates that the racist narrator can be any one of us. We all may be guilty of judging people by stereotypes and generalizations rather than examining the true character of people and getting to know them as individuals.

4. [Answers may vary.]

Text Analysis

• The closed portholes: These represent the close-mindedness of the narrator towards people from other societies. While the narrator is willing to believe that closed portholes (close-mindedness) are the fault of his cabin-mate, he is in fact to be blamed for this. People who are prejudiced tend to blame the targets of the prejudiced feelings, while failing to look at their inner-darkness.

• The cabin: On a boat people live in confined quarters. The small living area represents the closed (small) mindedness that our narrator has when it comes to people of different backgrounds than his.

• The labels on the suitcase: While the labels on Mr. Kelada's suitcases tell us that our main character travels a lot, the labels also represent the labels that prejudiced people

place on other people for no good reason.

- The suitcases: These represent "the baggage" that people who seek to acclimate into another culture carry with them. This baggage includes attitudes, behaviors and traditions that must be discarded to become accepted into closed-minded societies that demand uniformity.
- The large trunk, the toilet goods of Monsieur Coty, Max's ebony brushes with monograms: These are all items that belong to Mr. Kelada. They seem to point to a cultured man with proper economic standing. However, our narrator uses them to justify his prejudiced feelings regarding Mr. Kelada. We can understand that the writer is making a very important point: No matter what the target of racial aggression does, the aggressor will always look to find fault in the victim.

Text Evaluation

- Protagonist: The Narrator. Although his main problems are with Mr. Kelada, the narrator is at times critical of each of the other characters with the notable exception of Mrs. Ramsay. It is only in the last sentence that we see a grudging respect develop towards Mr. Kelada for his actions over Mrs. Ramsay's necklace, but one wonders how long this will last.
- Antagonist: Mr. Kelada. Kelada is a successful, widely-traveled businessman. It is therefore difficult to believe that he does not understand the normal conventions of polite "British" behavior. His ship-board informality can perhaps be put down to trying a little too hard to be liked and accepted socially by other passengers.
- Internal Conflicts
  (a) Mr. Kelada's struggle with himself in not revealing the true value of Mrs. Ramsay's pearls.
  (b) The Narrator's struggle with himself in putting aside his prejudices about Mr. Kelada.
- External Conflicts
  (a) The Narrator's dislike for Mr. Kelada. (Man vs. Man)
  (b) Mr. Ramsay's arguments with Mr. Kelada at the doctor's table. (Man vs. Man)
  (c) Mr. Kelada pushing himself to be accepted by the passengers. (Man vs Society)
  (d) The debate over cultured pearls. (Man vs. Nature)

Text B

▷ **Comprehension Exercises**

(1) F (The story doesn't reveal this fact.)

(2) T

(3) F (The given name of Mrs. Mallard was Josephine, but her family name may not be Mallard.)

(4) F (She was expecting the future days.)

(5) F (Louise Mallard was drowning herself in great expectations toward her future.)

(6) T

(7) T

(8) F (Mrs. Mallard died from great despair.)

▷ **Corpus-based Word Study**

1. afflict   2. lustrous   3. elusive   4. resent   5. implore

▷ **Lexical Chunks**

1. for the better part of
2. take their word for it
3. have him at your mercy
4. say it to my face
5. reach out for
6. diminish the value of
7. lead the list
8. bore the message of
9. a storm of
10. run riot

▷ **Finding the Right Word**

1. g   2. i   3. f   4. h   5. j

6. c   7. e   8. d   9. b   10. a

▷ **Filling In the Blanks**

1. fling   2. repression   3. unwittingly   4. perception   5. foretell
6. imploring   7. caught   8. demeanor   9. importunity   10. deprecated

▷ **Banked Cloze**

1. breadwinner 2. living   3. harmonious   4. limited   5. responsible
6. few   7. dominated   8. advancement   9. round-the-clock
10. force

Seven

Reflections over Life

UNIT
Seven

Theme Starter

Discussing Questions

- In this essay, the writer ponders over the joy of life and shares with readers where joy comes from, what kind of people have or do not have joy, how people can have joy. Based on the essay, answer these questions.

- In the article, the writer holds the idea that joy comes from a person's inner heart, letting oneself be just oneself, not putting on airs of being another one. The people who have joy are those who have endured the hardship of lives, and still bravely and optimistically embrace the lives. The writer also believes that the joy of living comes from what we put into living, not from what we seek to get from it.

Text A

▷ Short Answer Questions

1. The girl was dressed in gray, with a large-meshed veil hanging over her face.

2. No, he had been paying attention to the girl for some time. When she dropped a book, he pounced upon it immediately.

3. She refused to give her name, implying people would recognize her name easily. She almost made it seem as if she was in a class above that of which was considered "upper", as if almost a royal figure by the mentioning of "the duke and the Prince".

4. The reaction showed she was nervous whether the man saw through her because she herself worked in a restaurant.

5. She appeared to be so discontent and overly bored with the stature and conventions of the upper class. She was weary of money, sick of pleasure, jewels, travel, society, luxuries of all kinds. Her life was monotonous with drives, dinners, theatres, balls, suppers, balls.

6. No, she definitely wouldn't love a man of humble origin. To love an ordinary person was only her fantasy as if she was from a wealthy family.

7. The girl's real identity was a cashier in a restaurant.

8. The young man was the real owner of the auto.

▷ **Reading Critically**

Activity ❶

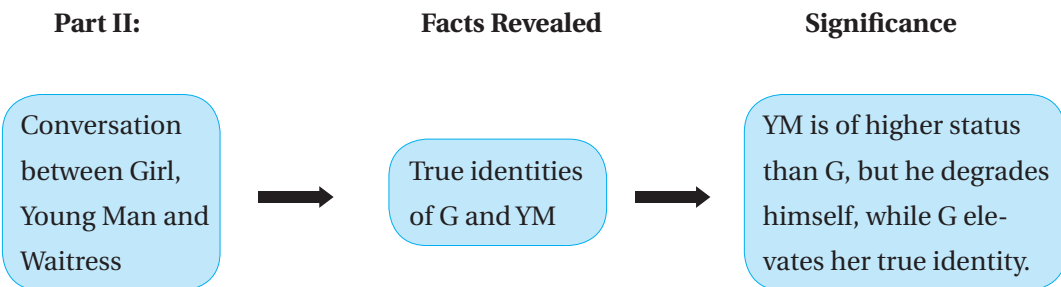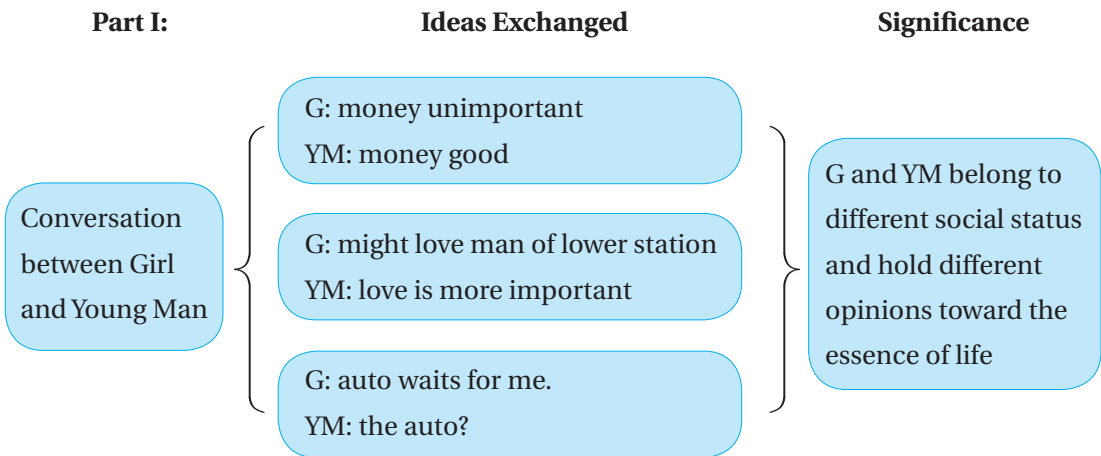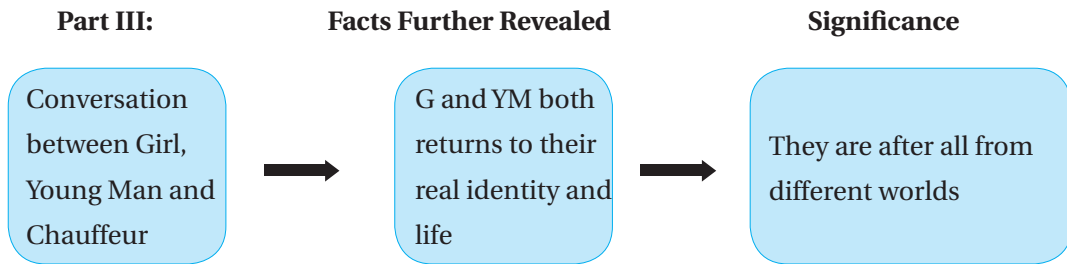|	The Girl	The Young Man
Appearances	dressed in gray, with a large-meshed veil hanging over her face	No description
Actions	She only holds up a slender finger and smiles slightly gives a musical laugh of genuine amusement The girl contemplates him with the calm, impersonal regard shrinks slightly a little flustered	He slides hopefully onto the seat next to her. He waits, eager and hopeful knitting his brow strangely
Manners of speaking	with a strange, suspicious look confused quickly with a gesture of despair attempting to maintain her dignity	Eagerly Humbly
Names and their implication	Mary-Jane Parker, an ordinary woman is the lower class.	The man's name is Parkenstacker, often seen on social pages, which implies his family is very wealthy, belonging to the upper class of society.
Relations with other characters	She works at the same restaurant with the waitress.	He is the real owner of the auto, the CHAUFFEUR works for him.

The two characters' true personality.

The Girl	The Young Man
1. She is an ordinary girl of low social class, a cashier in a restaurant.	1. He is calm, careful not to reveal his real identity of coming from the wealthy upper class.
2. She is pretentious, self-deceiving (pretending to be noble lady born of the upper class)	2. He is pretentious, hiding his identity to chat with the girl, which implies he is really bored.
3. She is a girl of vanity, inner-emptiness, envying the rich people's lives.	3. He is frivolous, appearing be interested in the woman, just to idle away his time.
4. She is unrealistic, impractical, daydreaming about being a member of the wealthy class.	
5. She values her dignity and prohibits the young man calling her "honeysuckle".	

Activity ❷

Part I: Ideas Exchanged   Significance

Conversation between Girl and Young Man

G: money unimportant
YM: money good

G: might love man of lower station
YM: love is more important

G: auto waits for me.
YM: the auto?

G and YM belong to different social status and hold different opinions toward the essence of life

Part II: Facts Revealed   Significance

Conversation between Girl, Young Man and Waitress ➡ True identities of G and YM ➡ YM is of higher status than G, but he degrades himself, while G elevates her true identity.

Part III:		Facts Further Revealed		Significance
Conversation between Girl, Young Man and Chauffeur	→	G and YM both returns to their real identity and life	→	They are after all from different worlds

▷ Paraphrasing

1. You didn't know how much I was obsessed with your beautiful eyes, sweetheart.
2. The special entertainment in the rich world is not known to ordinary people.
3. I don't know the reason why you would open your heart and tell your secrets to an ordinary person like me, but you don't know how much I appreciate your trust.
4. But if my lover happened to be the kind of person I dreamt of, then I won't mind whether the other people regard him as humble or not.
5. Imagine the conditions of not being free in your life in which we must even cheat our drivers.
6. How come you behaved so crazily, as if putting on a different coat?!

Thinking Critically
Questions for Discussion

1. The girl looks at the man with a strange, suspicious look and reconfirms with the man of this message. After getting reassured, she hurries into a flee, being aware that her lies may have been recognized by the young man.
2. "While the Auto Waits" is based on the short story of "While the Auto Waits ." The young girl is pretending to be a rich lady while the young man is pretending to be a cashier in a restaurant. In reality, their positions in life are exactly the opposite: the young lady is, in reality, a cashier in a restaurant while the young man is wealthy.
   The playwright makes these two adaptions in order to emphasize the ironic effect of double pretense.
3. Parkenstacker: "park" [indicating "in the park"] + en + "stacker" [meaning "a laborer who builds up a stack or pile"] → As the protagonist claims, he is a "laborer".
   Stackenpot: "stack" [meaning "a pile of"] + en + "pot" [indicating "very common cooking

facility"] → The girl regards the young man a common enough guy.

Packenwacker: "pack" [meaning "a collection of"] + en + "wack" [a slang meaning "queer guy"] + er → The girl increases her derogatory impression upon the young man.

Mary-Jane Parker: "Mary-Jane" ["Mary" and "Jane" are two commonest names for English girls] + "parker" [indicating "person in the park"] → This is the girl's real name, indicating that the girl's true identity as a common girl.

Witherspoon: "wither" [meaning "to make weak"] + "spoon" [a dinnerware used for eating, stirring, and serving food] → Having the power of making a spoon "weak", the boss must be powerful and dominating.

Porkenblogger: "pork" [meaning "fresh meat from pig"] + en + b + logger [meaning "a lumberman who cuts trees into logs after the trees have been cut down"] → The girl went wrong again in calling the young man, indicating that on the one hand, she is too flustered to remember the name, and on the other hand, in her sub-consciousness, the man is a laborer.

Therefore, as these names' connotations indicate, the girl has formed her mindset toward the young man. Moreover, on the heterogenetic level, the playwright's providing more names than O. Henry makes this one-act play far more vivid than the short story, but this arrangement certainly slots much fittingly into this genre.

Text B

▷ **Comprehension Exercises**

1. F   2. T   3. F   4. T   5. F
6. F   7. T   8. T

▷ **Corpus-based Vocabulary Exercises**

1. whim   2. gallant   3. despicable   4. intemperance 5. flustering

▷ **Lexical Chunks**

1. if you insist   2. had his eye on

3. baring their souls to   4. glimmer of

5. the burst of   6. was overcome with

7. with a puzzled look   8. in one's circle

▷ **Fingding the Right Word**

1. h   2. j   3. c   4. a   5. f

6. b   7. d   8. i   9. g   10. e

▷ **Filling In the Blanks**

1. snatch   2. despicable   3. connoisseur   4. muffle

5. mercenary   6. recess   7. in a rage   8. diversion

▷ **Banked Cloze**

1. prestigious   2. featuring   3. acclaim   4. named

5. previously   6. convicted   7. commemorating   8. granting

9. deserved   10. offense

Music Appreciation
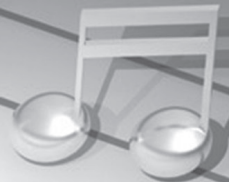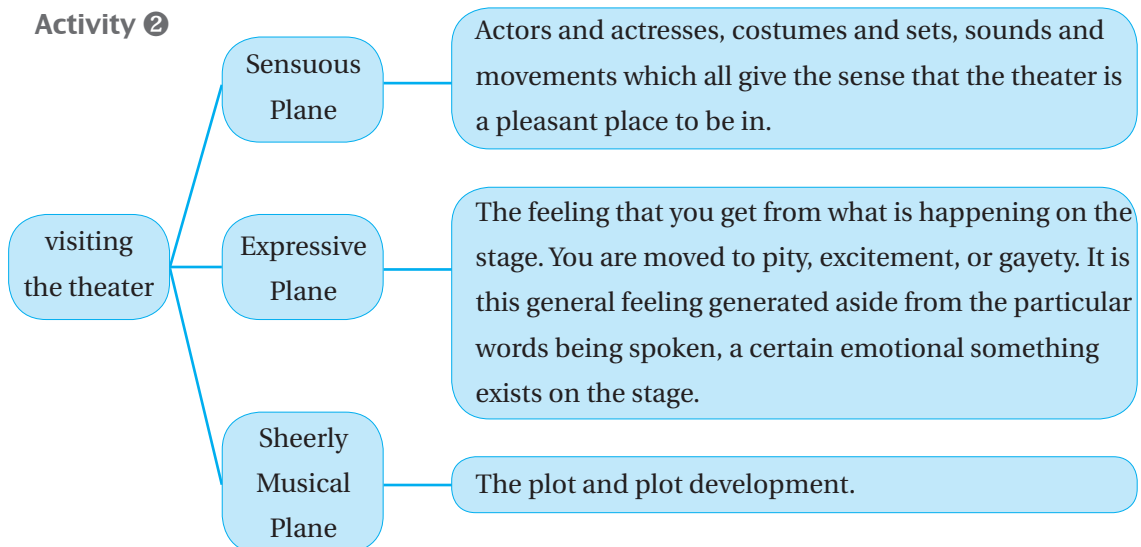
Text A

▷ **Short Answer Questions**

1. People normally listen to music in three different ways: listening for the pleasure of the musical sound itself, listening for the meaning behind the notes and listening for sheerly musical quality itself.

2. The simplest way of listening to music is to listen for the sheer pleasure of the musical sound itself. Though the author admits that the sound appeal of music is a potent and primitive force, he suggests that music lovers should not be content with this aspect of music, but instead need to develop a more critical taste.

3. The value of music does not solely reside in its sensuous appeal. The functions and roles of sound element do not mean the same for different composers and a composer's usage of sound contributes to the formation of his personal musical style.

4. It probably does not. All music has expressive power, but it does not entail that we can always connect it with concrete and definite meaning.

5. A number of suggestions are given by the author. First, do not always try to pin down an exact meaning for the music. Second, your interpretation of the music's meaning may not be necessarily the same with others. Third, a good piece of music will give you the opportunity to interpret its meaning differently on different occasions.

6. It involves hearing the melodies, the rhythms, the harmonies, the tone colours in a more conscious fashion. But above all, listeners must know something of the principles of musical form in order to follow the line of the composer's thought.

7. No. According to the author, instead of listen on them separately, we correlate the three planes and listen on them at the same time.

8. The ideal listener is both inside and outside the music at the same time when listening to music. They are active and conscious listeners, not only hearing the music but listening for meaning and music itself.

▷ Reading Critically

Activity ❶

Sensuous Plane "to listen for the sheer pleasure of the musical sound itself. That is the sensuous plane."	a. the medium, i.e., what generates the sound: voice, instrument, ensemble, and so on.
	b. the quality of sound produced, in terms of tone, uniformity, special effects, and so on.
	c. the dynamics or the intensity of the sound, in terms of loudness, uniformity, and change.
Expressive Plane "...music has a certain meaning behind the notes and that the meaning behind the notes constitutes, after all, what the piece is saying, what the pieces is a about."	a. a busy passage can suggest unease or nervousness.
	b. a slow passage in a minor key, such as a funeral march, can suggest gloom.
Musical Plane "Besides the pleasurable sound of music and the expressive feeling that it gives off, music does exist in terms of the notes themselves and of their manipulation."	a. the movement of the piece, i.e., concentrate on its rhythm, meter, and tempo.
	b. the pitch, i.e., in terms of its order and melody.
	c. the structure of the piece, i.e., its logic, design, and texture.

Activity ❷

visiting the theater

— **Sensuous Plane** — Actors and actresses, costumes and sets, sounds and movements which all give the sense that the theater is a pleasant place to be in.

— **Expressive Plane** — The feeling that you get from what is happening on the stage. You are moved to pity, excitement, or gayety. It is this general feeling generated aside from the particular words being spoken, a certain emotional something exists on the stage.

— **Sheerly Musical Plane** — The plot and plot development.

UNIT
Eight

▷ **Paraphrasing**

1. Listeners were immersed in the sound of the music, so enjoyable and relaxing that they just stop thinking.
2. It is really difficult to give a precise, definite and final explanation of a piece of music's meaning that everyone would be happy with.
3. One lady once admitted to me with embarrassment that she worried that she did not possess some key skills in appreciating music because she could not get a definite meaning from the music.
4. The particularly strong feeling and emotion derived from the theme leaves the listener with the (false) impression that the composer is conveying a special message at this point.
5. Professional musicians are so indulged with the technical aspect of music production that they forget that music has more profound aspects than the notes themselves.

Text B

▷ **Comprehension Exercises**

1. F	2. F	3. T	4. T	5. F
6. F	7. F			

▷ **Corpus-based Word Study**

1. potent	2. engender	3. ambient	4. accrue	5. sheerly

▷ **Lexical Chunks**

1. say precisely
2. not so much a matter of
3. no guarantee that
4. break up into
5. for lack of a better word
6. the surprising thing is that
7. there is no need to
8. heaven knows

Music Appreciation

▷ **Finding the Right Word**

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

▷ **Filling In the Blanks**

1. genre	2. hassle	3. underpin	4. kinaesthetic	5. instigate
6. deride	7. appealed	8. fateful		

▷ **Banked Cloze**

1. tradition	2. drum	3. songs	4. spirituals	5. blues
6. variations	7. freedom	8. audience	9. improvising	10. genre