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UNIT

One

College Life



Theme Starter

1. Doing background research

- 1) Higher education, third stage education, third level education, tertiary education.
- 2) In most places it is an optional level of schooling beyond what is required by law.
- 3) Postsecondary education is most commonly provided at universities and colleges, and also at academies, seminaries, conservatories, institutes of technology, nursing schools, research laboratories, community colleges, vocational schools, trade schools, and other career colleges, even at distance learning centers.
- 4) In China, a student's chance of admission into a college is mostly dependent on the score in the National Higher Education Entrance Examinations (Gaokao). A college's minimum score threshold varies according to the province the applicant is from and the degree of competition in the province. In the United States, the five major factors of admission are ACT/SAT scores, GPA, College Application, Essay, and Letters of Recommendation. Not all colleges require essays or letters of recommendation, though they are often proven to increase chances of acceptance.

Text A

► Short Answer Questions

1. The Ivy League students are happy to be taught. Even if some of their time and energy are consumed in social commitments, they are actively engaged in their academic work. They do not question the importance of study in university. However, many of his new students are the first in their families to go to college, and they have distractions beyond socialization. Many of them work, and some have family responsibilities.
2. The author thinks it is a very reasonable question. The student intends to ask whether the investment in college education is worth it, over which the author has never set about thinking before. The author thinks that this is a great question because it leads to the understanding of how the magic of college education works.
3. College education aims to sort out intelligent individuals by grades so as to fit them into different career paths where their talents can be maximized.

4. College exposes people to necessary preparatory, enlightening education and educates them to learn accepted ways of doing things.
5. Grades mean everything to people who prefer Theory 1. Whichever courses students take or whatever is taught in the courses is not important. Theory 2 people consider grades to be just an incentive to work harder, and what really matters is what students actually learn.
6. Collegiate Learning Assessment, or C.L.A., was designed by two sociologists to determine whether students are actually improving in thinking critically, reasoning analytically, solving problems effectively, and communicating clearly, which are exactly what universities claim to be teaching. Students majoring in liberal-arts fields did better on the test and showed greater improvement than students majoring in non-liberal-arts fields.
7. Theory 3 holds that advanced economies demand specialized knowledge and skills, and college is where people can be taught what they need for a vocation. Thus, the increasing demand on vocation training contributes to the growth of the non-liberal education sector of higher education.
8. Before the 20th century, students were sorted out as early as in middle school. Those who were more likely to succeed in academia were given a liberal education, while the rest were designated to follow a professional or vocational track.
9. The aspect of American higher education that the author is mostly proud of is the reform that made liberal-arts college a prerequisite for professional school.
10. The exceptional phase is when large new populations, people with no access to colleges in the past, entered the higher education system from 1940s to 1990s.

► Reading Critically

Activity 1

Theory 1: College education aims to sort out intelligent individuals by grades so as to fit them into different career paths where their talents can be maximized.

Theory 2: College exposes future citizens to material that enlightens and empowers them, whatever careers they end up choosing.

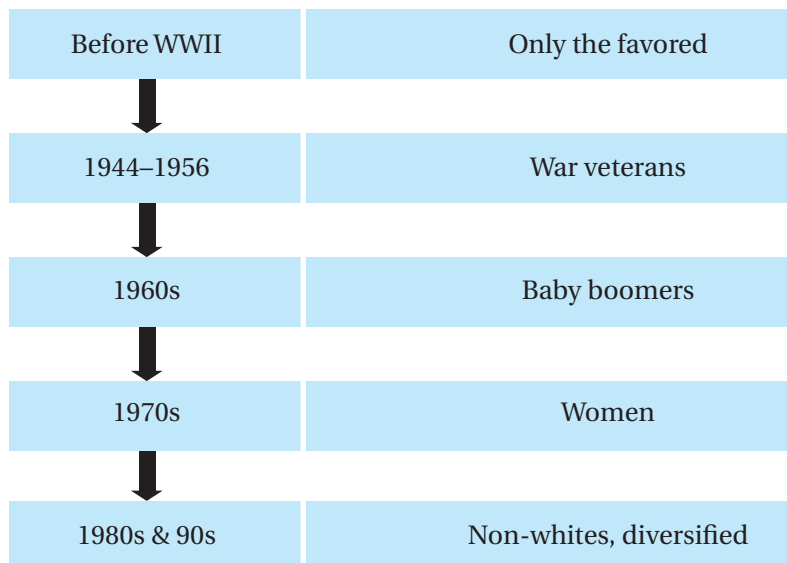
Theory 3: College is where people can be taught what they need in order to enter a vocation since advanced economies demand specialized knowledge and skills.

UNIT

One

	Theory 1	Theory 2	Theory 3
The author thinks if the students do not learn the assigned works they are unlikely to learn anywhere else.		✓	
A thinks general learning happens at high school, while college provides specialized vocational preparation.			✓
B selects a course not because he thinks it useful, but because he learns that the teacher tends to give high marks.	✓		
C studies hard in college and tries hard to stand out among her peers.	✓		
D focuses his attention on accounting courses in college so as to gain competence in his future job as an accountant.			✓
E considers that whatever course it is, what she can actually learn in it is the most important.		✓	
F does better in English than in mathematics in college, and he decides to pursue a language teaching career.	✓		
G majors in software engineering, but still thinks it necessary to take some history and philosophy courses.		✓	

Activity ②



▷ Sentence Paraphrasing

1. I assumed that my students didn't question the importance of their academic studies. If my assumption was wrong, at least they were polite enough not to challenge my illusion.
2. At the end of their study in college, the graduates receive a score known as G.P.A. Professional schools and employers judge how smart they are and how well they can perform in their job based on that score.
3. Since the society encourages people to learn only the specialized knowledge for their career, they will not be encouraged to learn the necessary, general knowledge that will help them become well-educated people who can think deeply about things and understand their culture well.
4. College students can have, or can even feel proud to have, their own ways of thinking. But before they strike out their own paths, they should acquire the common core knowledge and understand the mainstream norms of human beings.
5. If you are a follower of the second theory, then grades are something that encourages you to work hard. If you get high grades in a course, you will be encouraged to continue to do well. If you get low grades in a course, you will know you work not so well and need to improve.
6. Most professors are the kind of people who can't tolerate mediocrity, so we want to make our teaching job a rewarding and fulfilling one and have a positive influence on our students.
7. The academic experience in college should be hard. Being hard in itself represents the profound power colleges have to develop people's abilities and prepare them for their future life as well-informed citizens.

Text B

▷ Comprehension Exercises

- | | | | |
|---------|----------|---------|----------|
| 1. True | 2. False | 3. True | 4. False |
| 5. True | 6. True | 7. True | 8. False |

UNIT

One

▶ Corpus-based Word Study

1. overturned 2. signing away 3. sloppy 4. prudent 5. sporting

▶ Lexical Chunks

1. outside-the-box thinker 2. without so much as
3. bring ... into line with 4. parted company
5. That's pretty much the way 6. as ... once knew it
7. no hard feelings 8. added service
9. struck a chord with

▶ Matching the Right Word

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

▶ Filling In the Blanks

1. disengage 2. reticent 3. punch 4. cliché
5. patriarchal 6. overarching 7. multifaceted 8. jaded

▶ Cloze Test

1. contribution 2. horizon 3. tolerant 4. broadens 5. ultimate
6. informing 7. differentiate 8. integral 9. perplexed 10. trait

UNIT Two

Human and Materialism



Text A▶ **Short Answer Questions**

1. The author's book *A Passage to India* became very popular in America, and he received a lot of royalties. He bought the wood with his royalty earnings.
2. The economic aspect of ownership focuses on its impact on the community as a whole, while the psychological aspect is more concerned with the effect of ownership upon a person's character.
3. According to the author, the Gospels state that wealth produces men of weight, and men of weight cannot get into heaven. The author only agrees with the Gospels in terms of this immediate effect property has on people. The Gospels go on to say that property is sinful, which the author claims to be unable to follow.
4. The bird was in the author's wood at first, but flew over to Mrs. Henessy's property when it saw him. This prompted the author's paranoia for infinite possessions, which in the end only saddened him since his wood was actually quite small.
5. Ownership of property resembles artistic creation in that it can also invoke a restlessness in the owner, a sense that the owner can express his personality by doing something to his property. However, the expression of self in artistic creation is not as pretentious and empty as that in ownership of property.
6. Creation, property and enjoyment are correlated with each other in that creation and property can lead to enjoyment, and property is the material basis to achieve creation and enjoyment. Since creation and enjoyment can't be guaranteed without property; therefore, property constantly exaggerates its own function and attempts to replace creation and enjoyment, which may lead to one's evil and endless pursuit of property.
7. People could easily see the blackberries from the footpath and gather them. Also people could pick up foxgloves and toadstools, damage the bracken, and litter with paper and tins. The author wanted to enclose the wood and keep everything in it all to himself.
8. 1) Property makes its owner stout and heavy; 2) it makes its owner greedier and desire for still larger property; 3) it gives its owner an illusion that he can create something out of it; 4) it makes its owner selfish and stingy, reluctant to share anything in his possession with others.

Human and Materialism

009

▶ Reading Critically

Activity 1

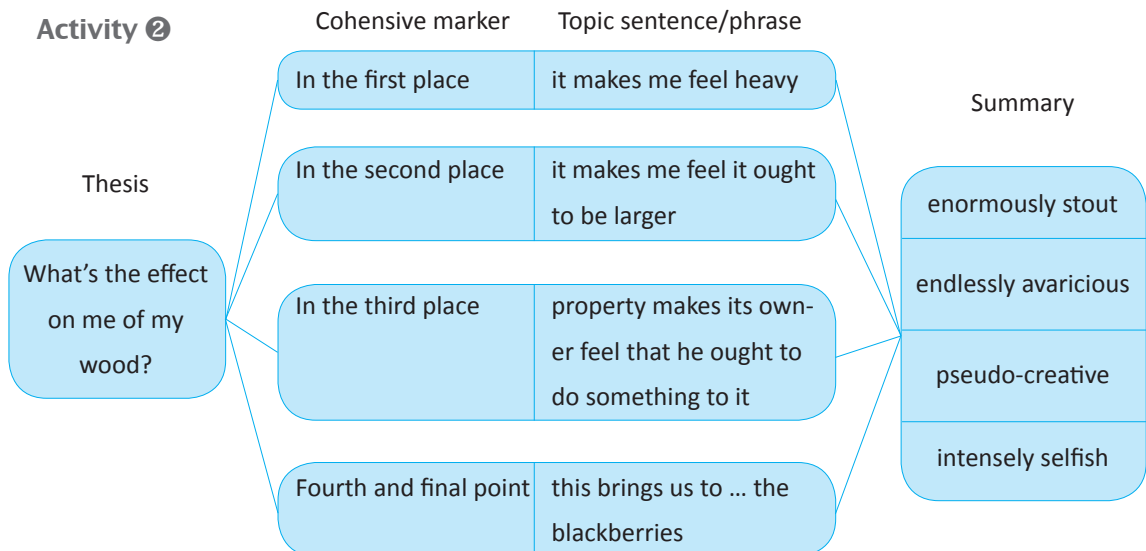
Allusion	Description	Effect
Unfortunate millionaire who failed to enter Heaven	According to the Gospel of Mark, Jesus asked the rich young man to sell everything he had and give to the poor, but at this the man's face fell and he went away sad. Jesus said to his disciples: "It is easier for a camel to go through the eye of a needle than for someone who is rich to enter the kingdom of God."	Forster refers to this rich young man and the camel in the story to produce a humorous contrast between the stout man's wedging himself in the entrance and the camel's easily passing through the eye of a needle.
Tolstoy	The Russian writer opposed private property in land ownership. He once said, "The earth is the general and equal possession of all humanity and therefore cannot be the property of individuals."	The ascetic nature of the statement that property is sinful is advocated not only by the religious scripture but also by the great writer. However, this appears to be too difficult for the author to follow.
Ahab	Hebrew Bible presents Ahab as a wicked king, who plotted with his wife Jezebel to kill his subject Naboth and usurp his ancestral vineyard.	By comparing Ahab's greediness to his own, the author presents irony about himself and his endless avarice.
Canute	Canute invaded England in 1013 with his father, he was acclaimed king in 1014 by his Viking army. Canute defeated Edmund II in 1016, and became king of all England. He succeeded his brother Harold as king of Denmark in 1018, invaded Scotland in about 1027, and conquered Norway in 1028.	Canute invaded one country after another during his lifetime, a classic example of making one's own territory larger and larger. This allusion makes it vivid that humans are not content with their property but desirous of more.

UNIT

Two

Alexander	Alexander spent most of his ruling years on an unprecedented military campaign through Asia and northeast Africa, and created one of the largest empires of the ancient world by the age of thirty, stretching from Greece to northwestern India. He was undefeated in battle and is widely considered one of history's most successful military commanders.	Alexander is also a military leader who encroached on the land of other countries little by little, and he conquered far broader areas than Canute. So the author uses the comparative form "happier" to build up the degree of greediness.
Dives and Lazarus	A well-known parable of Jesus appearing in the Gospel of Luke. There was a rich man who dressed well and lived in luxury; at his gate was a diseased beggar named Lazarus. Dives beat and set dogs on Lazarus and treated him mercilessly. The time came when both of them died. The rich man was in torment in Hell; when he looked up he saw Heaven with Lazarus in it. A chasm has been set in place between Heaven and Hell that can be crossed over from neither side.	By referring to this parable, the author expresses his ambivalent attitude towards his property. On one hand, he has strong wish to really own the wood and "really taste the sweets of property"; on the other hand, he is haunted by the pathetic ending of Dives and is afraid his selfishness could lead to a tragic ending of himself.

Activity 2



▷ Sentence Paraphrasing

1. He squeezed and forced himself into the clear and transparent entrance to Heaven, and hurt both sides of his fat body.
2. If you have a lot of material possessions, you tend to become a man of weight. So you will need to think very carefully before accepting an invitation to dinner or getting baptized in the Jordan, i.e. becoming a committed Christian.
3. The bird didn't think of itself as belonging to me just because it was in my wood; as soon as it saw me, it had a sudden feeling of fear and flew away.
4. He has a strong feeling of uneasiness and is fidgety because he feels the impulse to express his character on this property, though he is not sure how. An artist has the same kind of impulse in creating a work of art, only that the artist knows exactly what he wants to express.
5. Deep down we are influenced by an incorrect idea about property, that is, we feel that property can help us improve ourselves and accomplish perfect, admirable achievements.
6. I shall enclose my wood with a wall and keep other people out with a barrier, so that I can really enjoy the benefit from my property all to myself.

Text B

▷ Comprehension Exercises

- | | | | |
|----------|----------|----------|----------|
| 1. False | 2. True | 3. False | 4. False |
| 5. True | 6. False | 7. False | 8. True |

▷ Corpus-based Word Study

- | | | | | |
|------------|---------------|-----------|-------------|-----------|
| 1. bequest | 2. antithesis | 3. chaste | 4. sinister | 5. gambit |
|------------|---------------|-----------|-------------|-----------|

▷ Lexical Chunks

- | | |
|--------------------------|----------------------|
| 1. all too | 2. by rote |
| 3. under the belief that | 4. poor little thing |

UNIT

Two

- | | |
|-----------------------|--------------------|
| 5. go to the heart of | 6. give place to |
| 7. this way and that | 8. the first thing |
| 9. come to this | |

▶ Matching the Right Word

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

▶ Filling In the Blanks

- | | | | |
|--------------|------------------|---------------|-----------|
| 1. retorts | 2. condescension | 3. depreciate | 4. bogged |
| 5. besetting | 6. beseeching | 7. lethargic | 8. meagre |

▶ Cloze Test

- | | | | | |
|------------|------------------|--------------|----------------|--------------|
| 1. immoral | 2. materialistic | 3. cross | 4. pretentious | 5. excessive |
| 6. flaunt | 7. thumbs | 8. hierarchy | 9. claim | 10. property |

UNIT

Three

The Art of Communication



UNIT

Three

Text A

▶ Short Answer Questions

1. He knew his supervisor was probably determined to fire him 35 minutes ago when he was expected to show up at work. That means his position was available for new applicants just 35 minutes ago, so by asking if “the early bird” got the job, he was actually asking if he had lost his job or not in a humorous way.
2. It shows that humor is often the best way to keep a small misunderstanding from escalating into a big deal.
3. Because they were embarrassed to see that the boy dropped the most important dish, the large roast turkey, and they had no idea how to help the poor kid and the hostess.
4. Because he managed to dissolve a hostile confrontation with a picket line of strikers by his witty and humorous remark, “How very nice of you all to turn out to see me!”
5. Because it is assumed that Switzerland does not have a Navy as it is a landlocked country.
6. The author wants to convey the idea that these masters of humor like Mark Twain and Bill Maudlin are good at using jokes to deflate our pomposity, help us realize who we are, and plant our feet firmly on the ground.
7. When his initial attempt to argue with the President failed, Marshall tried to approach their disagreement in a humorous way. By amusingly pointing out that the President was biased against the ground forces, Marshall finally persuaded the President to buy his ground-force concept.
8. The author’s purpose is to illustrate the power of humor with various examples and encourage the readers to solve all kinds of problems in daily life with humor.

▶ Reading Critically

Activity ①

	Paragraphs	Argument	Topic sentence
1	Paras. 1–3	Humor may help us win life’s tough confrontations.	√
2	Para. 4	Humor is a most effective means of handling the difficult situations in our lives.	√

The Art of Communication

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3	Para. 5	Humor is often the best way to keep a small misunderstanding from escalating into a big deal.	✓
4	Paras. 6–8	Humor is an effective way to defuse an embarrassing situation.	
5	Paras. 9–10	The power of humor to dissolve a hostile confrontation often lies in its unspoken promise: “You let me off the hook, my friend, and I’ll let you off.”	✓
6	Para. 11	Humor based on national caricatures is a good way to deal with ethnically awkward situations.	
7	Para. 12	Humor is often more than a laughing matter.	✓
8	Para. 13	The grassroots humor led by professionals helps us Americans restore the balance in our lives.	
9	Paras. 14–15	Men with giant responsibilities have frequently used humor to solve giant problems.	✓
10	Paras. 16–18	Occasionally, humor can save life itself.	✓

Activity 2

Argument 1: Humor may help us win life’s tough confrontations.

Supporting example: Sam, a young friend of mine, saved his job with humor after being late for work.

Argument 2: Humor is a most effective means of handling the difficult situations in our lives.

Sub-point 1: Humor can be used for patching up differences, apologizing, saying “no,” criticizing, getting the other fellow to do what you want without his losing face.

Sub-point 2: For some jobs, humor is the only tool that can succeed.

Sub-point 3: Humor is a good way to discuss sensitive subjects.

Supporting example: Comedians on television are doing more today for racial and religious tolerance than are people in any other forum.

Argument 3: Humor is often the best way to keep a small misunderstanding from escalating into a big deal.

Supporting example: My neighbor was reconciled with his wife after a squabble through a humorous apology.

UNIT

Three

▷ Sentence Paraphrasing

1. It is likely that his supervisor was already walking back and forth in the office, preparing to tell him he was fired.
2. It was a time when thrift was requested by etiquette in England, so the hostess had sent her kids to serve the meal (to save money from hiring servants).
3. Through a short joke signaled by a wink, the hostess immediately turned the tense situation where everyone was red-faced with embarrassment into tacit amusement.
4. The line of strikers parted and allowed the governor-general to pass through them, and by the time the strikers began to laugh softly, the governor-general was already walking swiftly up the school stairs, successfully avoiding a head-on confrontation with the hostile picket line.
5. When we are faced with a difficult situation in life, one of the first methods we could use to try to solve the problem is humor.

Text B

▷ Comprehension Exercises

- | | | | |
|----------|----------|----------|---------|
| 1. True | 2. False | 3. True | 4. True |
| 5. False | 6. True | 7. False | 8. True |

▷ Corpus-based Word Study

- | | | | | |
|-----------|---------------|-------------|-------------|------------|
| 1. tawdry | 2. salubrious | 3. enlisted | 4. needling | 5. drafted |
|-----------|---------------|-------------|-------------|------------|

▷ Lexical Chunks

- | | |
|--|-----------------------------|
| 1. it's hard to escape the conclusion that | 2. in a tight corner |
| 3. put/set/make ... at ease | 4. mount a ... attack |
| 5. on the solid ground of | 6. the cumulative effect is |
| 7. forced a grin | 8. in a twinkling |

The Art of Communication

017

▶ Matching the Right Word

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

▶ Filling In the Blanks

- | | | | |
|--------------------|--------------|--------------|-------------|
| 1. triviality | 2. badgering | 3. austerity | 4. buttress |
| 5. serendipitously | 6. suffice | 7. pomposity | 8. fatuous |

▶ Cloze Test

- | | | | | |
|--------------|--------------|--------------|----------------|----------------|
| 1. emphasize | 2. indicated | 3. impeded | 4. lubricate | 5. effectively |
| 6. essential | 7. creates | 8. proposing | 9. implemented | 10. enables |

UNIT

Four

Books, Media and Life



Text A**▶ Short Answer Questions**

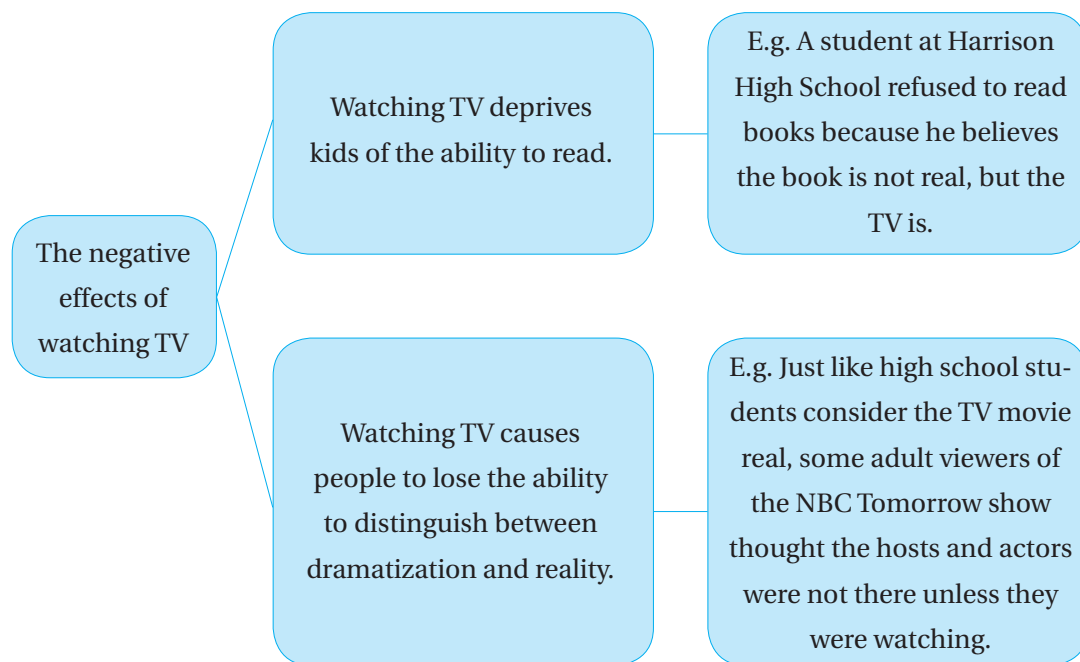
1. The old-time radio allows you to create the images with your own imagination, but the TV movie puts everything right there without room for individual imagination.
2. While reading a book, you, as the reader, participate in creating the images and interpret the story with your personal vision, rather than receiving the story passively.
3. The ideal cassette is visible and audible only to the person using it, always in perfect adjustment to the person playing it, diversified in subjects, self-contained, portable and non-energy-consuming.
4. The book is easy-to-carry, private and manipulable at will, and you can create sounds and images in your own mind as you read it. So the book meets all the requirements of the ideal cassette.
5. The stories imply that watching TV has caused young students to lose the ability to read and the ability to distinguish between a dramatization and real life.
6. It implies that TV has a mesmerizing effect, which tranquilizes the students and deprives them of active minds.
7. Because a study group that rates high school populations recently finds in one large school district that the seemingly quiet and good behaviors of students in class are actually dangerous and abnormal. And the author believes watching TV is the culprit of all these strange behaviors.
8. He thinks there is only minimum level of reading in the United States and kids simply cannot read.
9. In addition to entertaining us, books preserve the past, illuminate the present, and point the way to the future.

▶ Reading Critically

Activity ①

F or O	Statements from the text
O	1. A book involves a creative act at its inception and a creative act when its purpose is fulfilled.
O	2. The ideal cassette would be visible and audible only to the person using it.
F	3. You cannot read without hearing the words in your mind and seeing the images to which they give rise.
F	4. Turning on the TV set can keep young students quiet and docile for extended periods.
O	5. The endless watching of TV by kids produces their blank, dead, unimaginative manner.
O	6. People don't need to read because they don't like books and they prefer to be entertained by TV.

Activity ②



UNIT

Four

▷ Sentence Paraphrasing

1. Television has the systematic effect of killing viewers' imagination. This is very different from books or even old-time radio that presented drama and comedy and talk shows. Of course, old-time radio is not like Top Forty radio programming today which resembles TV in every way except for the moving pictures.
2. If you look around to get the hard evidence of reality, you will definitely reach the conclusion that books strengthen people's ability to dream and imagine, while television weakens it.
3. That's right, my friends. Although I write fantasy, I do not live in it. Instead, I live in reality and I deal with everything in a sensible and practical way.
4. It is impossible for books to fight against the negative effects of the ubiquitous television, because kids have lost their ability to read. Likewise, they are not able to appreciate any types of music other than rock.
5. But if you share my belief that books help us to remember the past, understand the present, and look into the future, you will understand why I am upset at my realizations about the devastating impacts of TV and the limited level of reading today.

Text B

▷ Comprehension Exercises

- | | | | |
|----------|----------|----------|---------|
| 1. True | 2. False | 3. False | 4. True |
| 5. False | 6. False | 7. True | 8. True |

▷ Corpus-based Word Study

- | | | | | |
|-------------|-------------|-----------|--------------|----------------|
| 1. epiphany | 2. cribbing | 3. musing | 4. cobble up | 5. solipsistic |
|-------------|-------------|-----------|--------------|----------------|

▷ Lexical Chunks

- | | |
|-------------------------------|----------------------------|
| 1. get straight to the point | 2. if you know what I mean |
| 3. came to an impasse | 4. reap ... rewards from |
| 5. formed the impression that | 6. as a footnote |

7. blurred in his mind

8. renew your lease

▶ Matching the Right Word

1. d

2. j

3. g

4. a

5. i

6. b

7. c

8. f

9. e

10. h

▶ Filling In the Blanks

1. manipulable

2. victimized

3. imparts

4. participatory

5. mesmerized

6. unimpeded

7. meanders

8. delusion

▶ Cloze Test

1. marketing

2. conductor

3. methodical

4. present

5. extolling

6. proactive

7. engage

8. noticed

9. broadcast

10. purchases

UNIT

Five

On History



UNIT

Five

Theme Starter

2. Comparison and discussion

	You	Your group members
Time in painting	sunset	sunrise
Color	more redness and yellowish color in the sky; splendid warship	more bluish color in the sky; dark and dirty tugboat
Object in focus	the old sailing warship	the steam tugboat
Historical background	<i>Temeraire</i> had retired from its once heroic performance in the battle at Trafalgar.	Steamboats became more and more popular.
Symbolic meaning	a sense of loss	the welcome to the age of machine
Theme	the end of the age of sail	the start of the industrial age

Text A

► Short Answer Questions

1. They were authoritative and serious, and gained high respect from both teachers and students.
2. This story is there to illustrate that the contemporary textbook emphasizes the notion of “salad bowl” instead of “melting pot” as the main feature of the American culture.
3. Because the once unshakable status of Columbus as the discoverer of the Americas has been degraded to a minor role now. The textbook acknowledges the residence of Native Americans and even the Vikings before Columbus.
4. Because people paid more attention to environmental protection in 1970s than the important battle in the past.
5. Because the history books showed perfect confidence in the political institution, the technological progress and the values preserved from the time of the American Revolution, leaving no room for doubt or question.
6. History runs its own course regardless of our recognition or readiness to change together with it. Our belief in the grandeur of America does not conceal the problems in reality.

7. The present books dealt with some specific issues in history and required “discovery” or “inquiry” rather than a display of “facts”. They offered a wider range of different opinions and engaged more with the social sciences.
8. They still hold the lingering hope that there is an objective truth that can reassure them with some reliable authority.
9. The author appreciates the changes in the new textbooks, as they bring history up to date with justified changes.

▶ Reading Critically

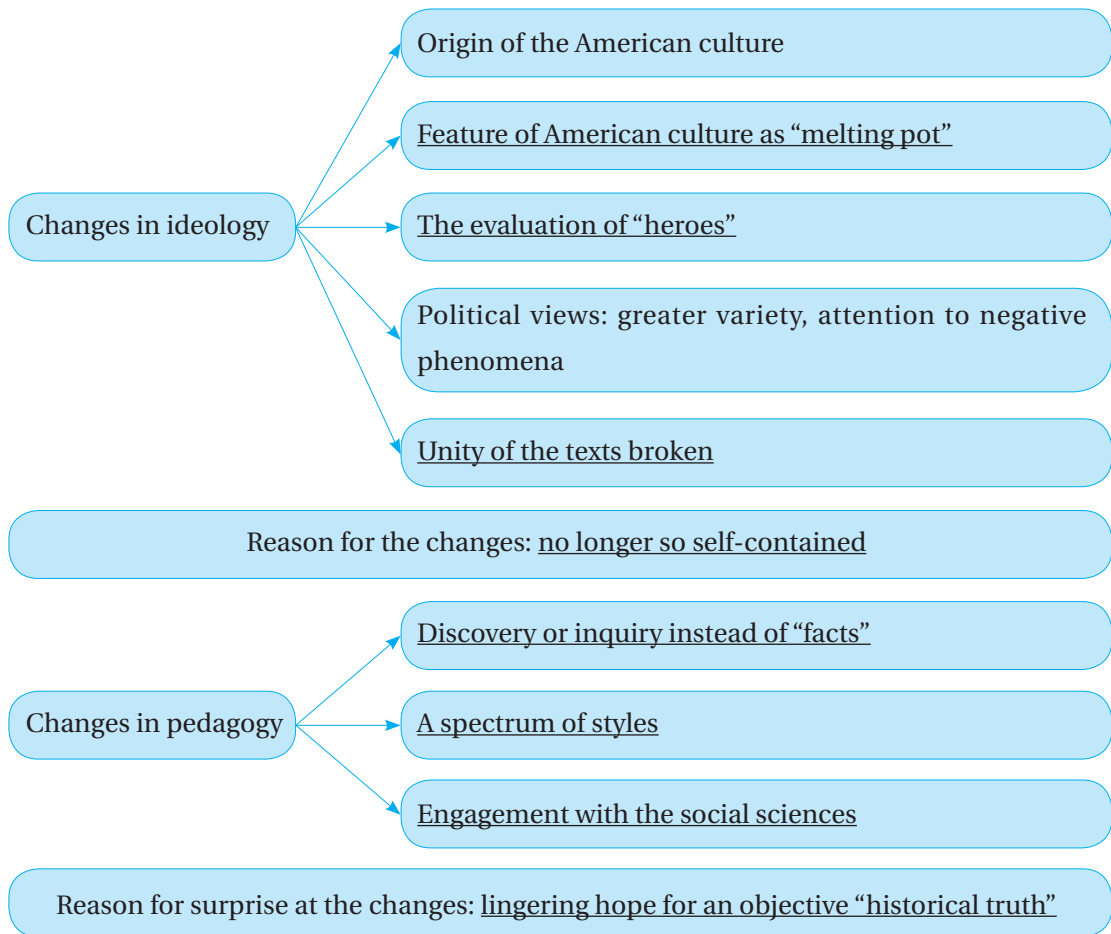
Activity 1

People who rise to eminence	Vikings, unnamed Europeans, Mayan, Iroquois	George Washington Carver, Frederick Douglass, Martin Luther King, Jr.	Crispus Attucks	Roosevelt as the conservation builder
People who fall out of attention	Columbus	Captain John Smith, Daniel Boone, and Wild Bill Hickok		Roosevelt in the San Juan Hill battle
Significance	Acknowledging the real “discoverers” or the natives in America	Re-evaluation of racial identities	Acknowledging the role of the “grassroots”	Change in evaluation of a hero

UNIT

Five

Activity ②



▷ Sentence Paraphrasing

1. The textbooks of the fifties adopted a tone that was well-controlled, calm and sober in recounting the history. The way of history telling was not mixed with emotions.
2. According to the new textbooks, the Norse seafarers came to America before Columbus. After that, the European explorers failed to preserve the maps and didn't attempt to cross the ocean again for five hundred years.
3. The former American President Theodore Roosevelt is now best memorialized as a pioneer in environmental protection rather than his historical performance in The

Battle of San Juan Hill.

4. The conventional ideas in the old textbooks appeared to be impeccable against any challenge. No one could possibly dethrone them.
5. The past would not develop naturally into the contemporary time; it embodies a number of problems and developments different, or even contradictory, from one another and would not go all in one direction.
6. The old textbooks seemed to tell the history with a sense of authority and indifference. They persuaded the adults to stick to the hope for the reassurance of an “objective truth” which was not there. This made people more uneasy to adapt to the changing history books with the changing historic views.

Text B

► Comprehension Exercises

- | | | | |
|----------|----------|----------|----------|
| 1. False | 2. True | 3. False | 4. True |
| 5. True | 6. False | 7. True | 8. False |

► Corpus-based Word Study

- | | | | | |
|--------------|---------------|------------|------------|-------------|
| 1. transient | 2. vindictive | 3. dubious | 4. eminent | 5. perverse |
|--------------|---------------|------------|------------|-------------|

► Lexical Chunks

- | | |
|-------------------------|--------------------------|
| 1. find their way into | 2. have a familiar ring |
| 3. stay in step with | 4. left to their fate |
| 5. call ... by its name | 6. give due attention to |
| 7. bring ... up to date | 8. heart of the matter |

► Matching the Right Word

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

UNIT

Five

▶ Filling In the Blanks

- | | | | |
|---------------|----------------|--------------|----------------|
| 1. substitute | 2. elaboration | 3. subsidize | 4. resignation |
| 5. marred | 6. prevail | 7. pledge | 8. eliminate |

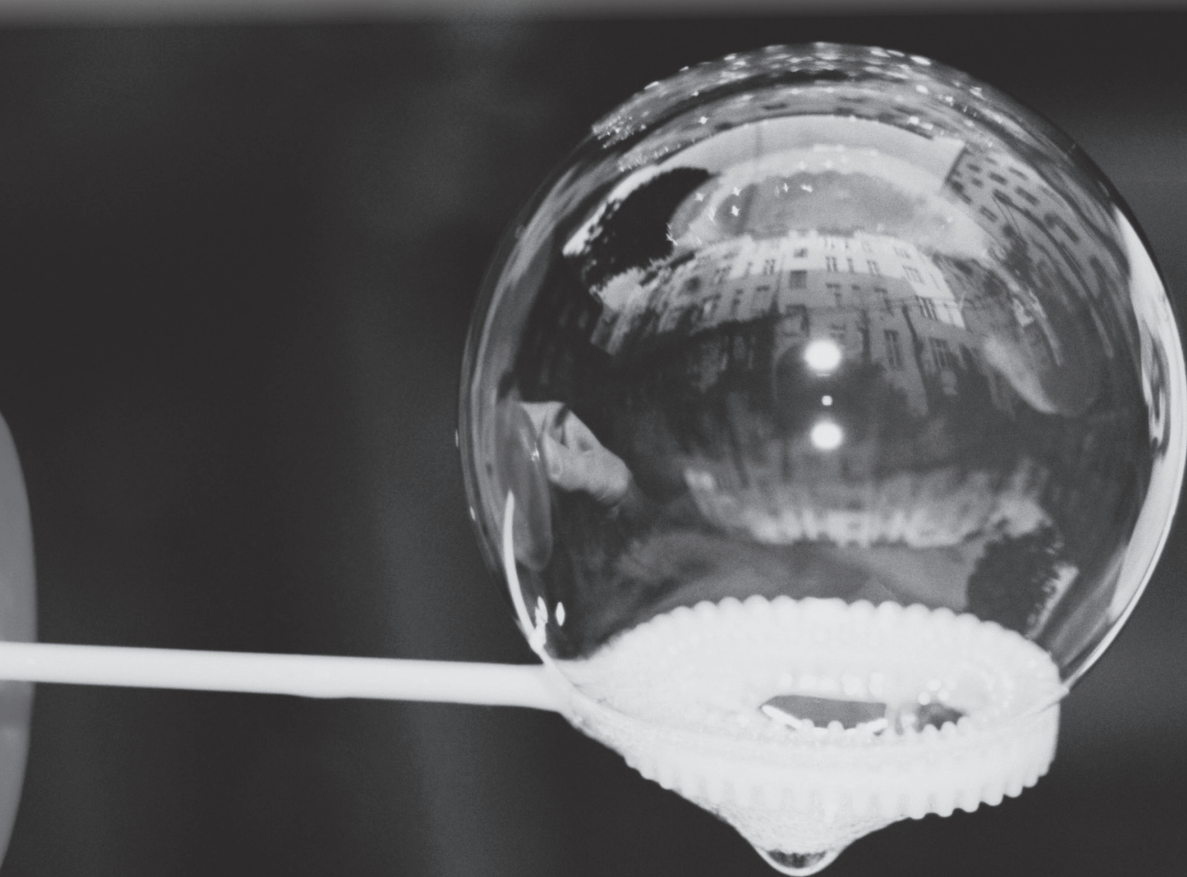
▶ Cloze Test

- | | | | | |
|----------------|--------------|-------------|--------------|----------------|
| 1. same | 2. assume | 3. operated | 4. competent | 5. alternative |
| 6. exploration | 7. direction | 8. expense | 9. standard | 10. instead |

UNIT

Six

Illusion and Disillusion



Text A**▶ Short Answer Questions**

1. Because an uninhabited house of two storeys stood at the blind end of the street. The word “blind” is also a metaphor for the boy’s innocence as well as ignorance of the mature life.
2. Every morning he lay on the floor in the front parlor watching the door of Mangan’s. When Mangan’s sister came out, he would follow her.
3. Because the young boy adored Mangan’s sister so much that he could think of nothing but going to the bazaar and purchasing a gift for her when she expressed her interest in Araby.
4. He was totally absorbed in the eagerness of going to the bazaar and bringing a gift to Mangan’s sister together with his adoration and love. He could not wait and everything in daily life became just trifles.
5. This description implies that the uncle, who has returned home late, has been at the pub and is slightly drunk, as his actions suggest a certain unsteadiness and fuzziness.
6. Because nothing seemed to go his way: his uncle got home late, the trains were delayed.
7. He expected a sixpence entry fee, but it actually cost him a shilling.
8. The salesgirl was flirting with two young men and did not really see the boy as a potential customer. So she left the boy immediately after he declined her routine greeting to help.
9. There was nothing genuinely exotic and romantic about Araby. The salesmen were not from the Orient but from England! Besides, the boy was left with very little money. When the bazaar was closed, the boy suddenly realized that what seemed so important to him—his feelings for this girl—meant nothing in the real world. He recognized the vanity of his hopes, and his feelings seemed to turn to ashes.

Illusion and Disillusion

033

► Reading Critically

Activity ①

The contrast around the boy's house

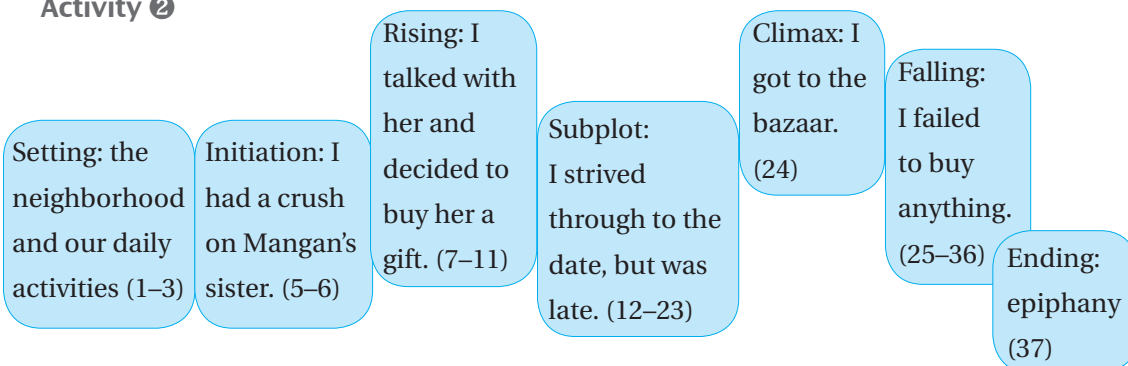
Darkness	Lightness
e.g. dusk fell early (Para. 3)	e.g. the lamps of the street lifted their feeble lanterns (Para. 3)
houses had grown sombre (Para. 3)	we played till our bodies glowed (Para. 3)
the dark muddy lanes (Para. 3)	light from the kitchen windows (Para. 3)
dark dripping gardens (Para. 3)	her figure defined by the light (Para. 3)
dark odorous stables (Para. 3)	distant lamp or lighted window gleamed (Para. 6)
a dark rainy evening (Para. 6)	The light from the lamp (Para. 9)
	lit up her hair ... lit up the hand (Para. 9)

The contrast near and in the bazaar

Lightness	Darkness
the twinkling river (Para. 24)	the greater part of the hall was in darkness (Para. 25)
the lighted dial of a clock (Para. 24)	the dark entrance to the stall (Para. 33)
	the light was out (Para. 36)
	now completely dark (Para. 36)
	Gazing up into the darkness (Para. 37)

Lightness stands for the attraction from the girl and the boy's hope in the bazaar; while darkness signifies the harsh reality and the negative ending of the boy's dreams.

Activity ②



UNIT

Six

▷ Sentence Paraphrasing

1. A two-storey building with no one living inside was located at the dead end of a street, separated from the other houses in a square.
2. I felt that carrying thoughts and love of Mangan's sister through my day was like carrying and protecting The Holy Grail piously and carefully to an altar.
3. However, I felt I was like a musical instrument totally at the mercy of her control. Every sight or utterance of her would make me shiver with excitement.
4. I felt intimidated when I saw the big jars positioned at the gate of a store gloomy and dim. The jars seemed like guardsmen from the East, and I uttered something in very low voice with fear.
5. Looking right into the dark hall I realized how silly I was, treasuring an unfulfilled dream in vain. I felt pained and annoyed at the disillusion of my unrealistic and unanswered passion.

Text B

▷ Comprehension Exercises

- | | | | |
|---------|----------|----------|----------|
| 1. True | 2. True | 3. False | 4. False |
| 5. True | 6. False | 7. True | 8. True |

▷ Corpus-based Word Study

1. monotonous 2. obstructions 3. inverted 4. enchantment 5. imperturbable

▷ Lexical Chunks

- | | |
|----------------------------|-----------------------------|
| 1. flitted through my mind | 2. be confined to bed |
| 3. a train of | 4. out of a sense of duty |
| 5. within easy reach of | 6. sprang to my lips |
| 7. the greater part of | 8. a/no sign of recognition |

Illusion and Disillusion

035

▶ Matching the Right Word

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

▶ Filling In the Blanks

- | | | | |
|----------------|----------------|-----------------|--------------|
| 1. assiduously | 2. intervening | 3. discreetly | 4. detached |
| 5. pervaded | 6. converge | 7. annihilating | 8. inverting |

▶ Cloze Test

- | | | | | |
|-------------|---------------|-------------|------------------|---------------|
| 1. Although | 2. physical | 3. insights | 4. properties | 5. deceive |
| 6. indeed | 7. subjective | 8. fail | 9. disconnection | 10. construct |

UNIT

Seven

Ethics



Theme Starter

1. Description

Main points

- 1) Cubic work space;
- 2) Cubic people (genetically engineered people); odd looking; dehumanized; greeting each other;
- 3) Well matched;
- 4) For maximum space efficiency.

Text A

► Short Answer Questions

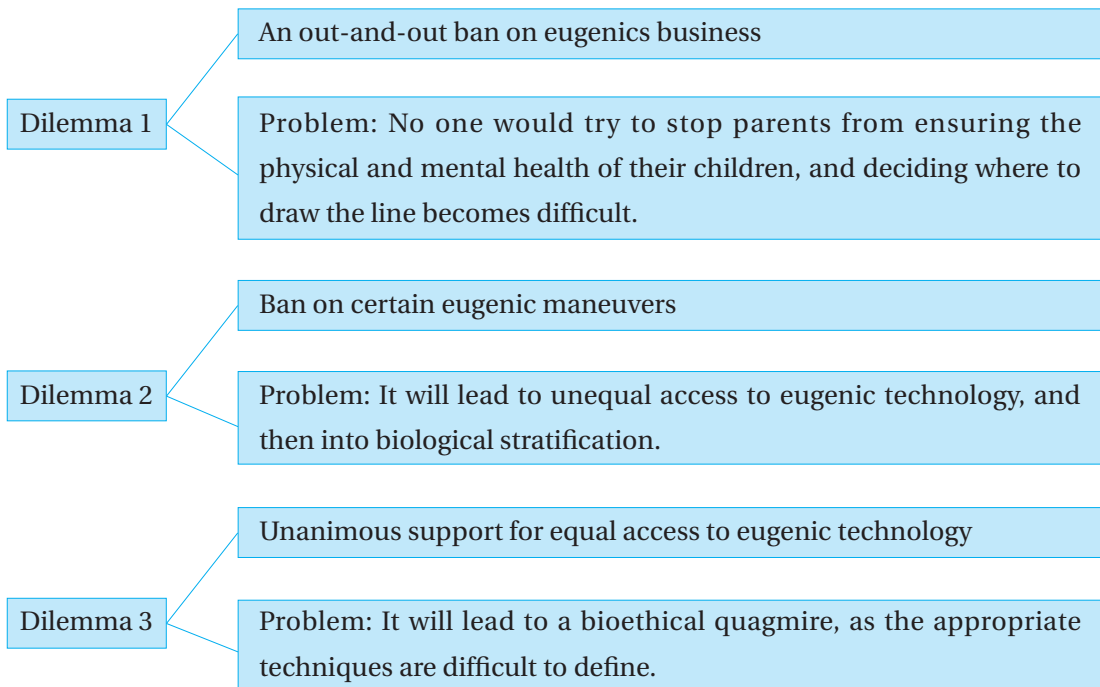
1. A very orderly affair in accordance with orders from the Social Predestination Room.
2. The author brings up the story of *Brave New World* to introduce the quagmire of government involvement in eugenics.
3. A laissez-faire eugenics will emerge from the free choices of millions of parents.
4. Because the revolution lets parents rather than government choose genetic traits of their babies.
5. He embraces genetic tinkering for medical reasons, but denounces the idea of making “designer babies” with good looks and a high IQ.
6. Some rich parents will visit clinics in more permissive nations, and then come home to bear their tip-top children. (It will lead to unequal access to eugenic technologies.)
7. As the most glaring genetic liabilities drift toward the bottom of the socioeconomic scale, they will see a biological stratification vivid enough to mock American values.
8. Government intervention is the only way to avoid social stratification if the eugenic business is left solely to the marketplace.

► Reading Critically

Activity ①

Introduction:	Huxley's story (Para. 1)
Thesis statement:	The only way to avoid Huxleyesque social stratification may be for the government to get into the eugenics business. (Para. 2)
Argument 1:	It will take government mandate to prevent free-market eugenics. (Paras. 3–5)
Argument 2:	The one realistic way to avoid this nightmare is for the government to ensure equal access to eugenic technologies. (Paras. 6–8)
Argument 3:	State involvement is better than no involvement at all. (Para. 9)
Conclusion:	But if this business is left to the marketplace, we may see that government involvement, however messy, however creepy, is not the creepiest alternative. (Para. 10)

Activity ②



UNIT

Seven

▷ Sentence Paraphrasing

1. Ever since Huxley's novel depicting a totalitarian and dehumanized society was published, this story has been the typical bad example of eugenics: social engineers of the government deprive individuals of their choice for reproduction in order to achieve efficiency of the society in a freaky way.
2. If the government does try to prohibit certain eugenic practices, some rich parents will visit clinics in nations that permit such practices, and then come home to give birth to top-quality babies.
3. The interaction between genes and environment is so complex that it is extremely challenging to modulate a baby's mind and spirit in a delicate manner.
4. Sooner or later, as the most glorious potential technologies of genetics become accessible to the bottom socioeconomic class of the society, we will see a vivid society stratified biologically with the rich good-looking and smart and the poor less attractive and intelligent, which ridicules American's upward mobility.
5. But if the business of eugenics is to be left at the handle of the market, we may see that government involvement is not the worst choice even though it may be very chaotic and undesirable.

Text B

▷ Comprehension Exercises

- | | | | |
|---------|----------|----------|----------|
| 1. True | 2. False | 3. False | 4. False |
| 5. True | 6. True | 7. False | 8. True |

▷ Corpus-based Word Study

- | | | | | |
|---------------|-----------|----------|---------------|-----------|
| 1. sterilized | 2. tinker | 3. gouge | 4. fertilized | 5. brazen |
|---------------|-----------|----------|---------------|-----------|

▷ Lexical Chunks

- | | |
|------------------------------|--------------------|
| 1. have little choice but to | 2. worth ... while |
| 3. under ... conditions | 4. capitalize on |

- | | |
|--------------------|------------------|
| 5. in ... parlance | 6. under duress |
| 7. oblivious to | 8. priced out of |
| 9. beyond the pale | |

▶ Matching the Right Word

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

▶ Filling In the Blanks

- | | | | |
|-----------------|-------------------|-------------------|---------------|
| 1. inflate | 2. bothering with | 3. predestination | 4. sacrosanct |
| 5. eugenics | 6. set about | 7. theologian | 8. affluent |
| 9. look out for | 10. exorbitant | | |

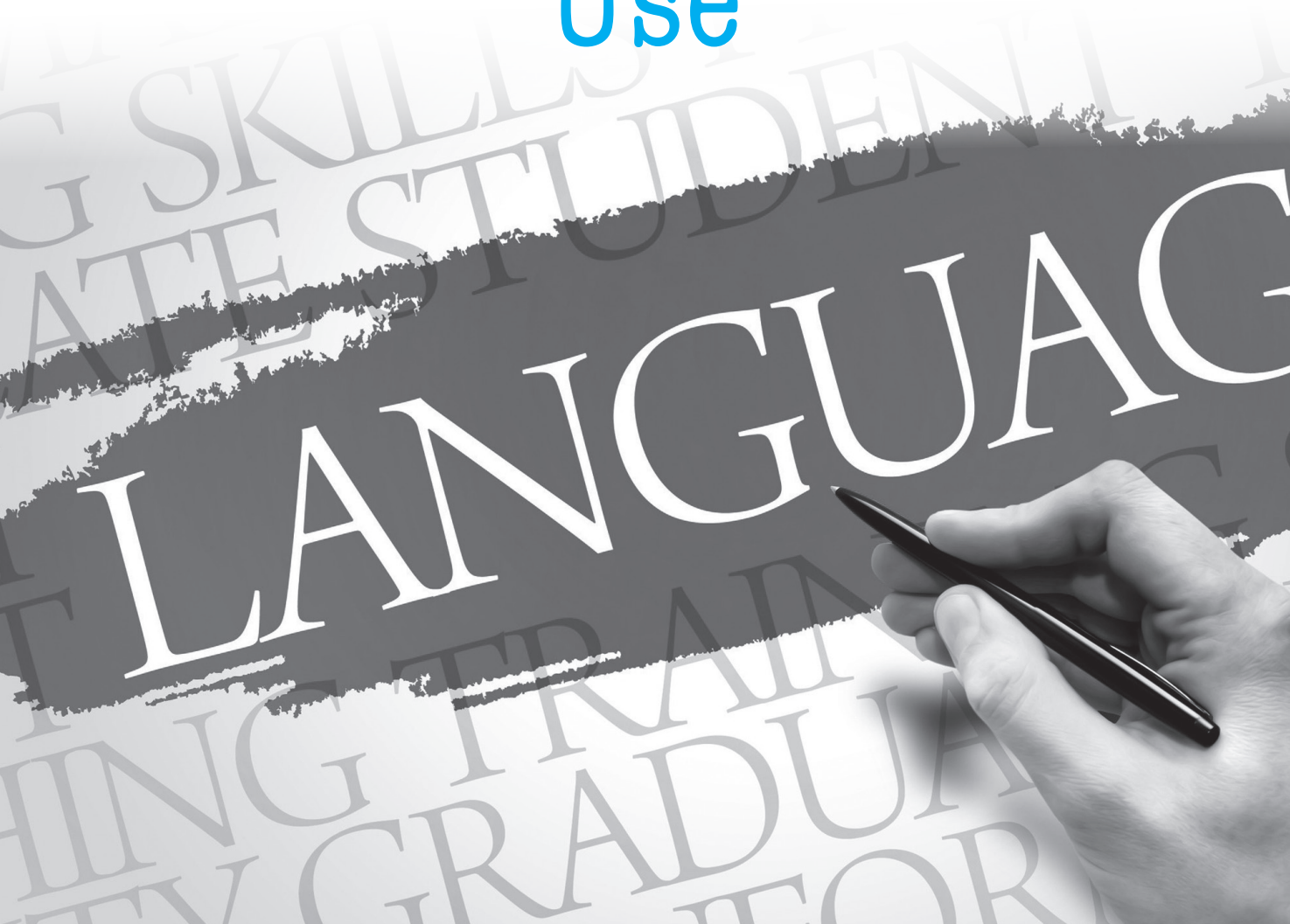
▶ Cloze Test

- | | | | |
|------------------|-----------------|-----------------|-------------|
| 1. doubtful | 2. regarding | 3. constraining | 4. apply to |
| 5. overwhelming | 6. enforced | 7. such as | 8. address |
| 9. pertaining to | 10. promulgated | | |

UNIT

Eight

Language and Its Use



UNIT

Eight

Theme Starter

2. Revising the sentences

- 1) Pick up the paper and throw it in the dustbin.
- 2) Both of you stand together.
- 3) Why are you looking at the monkeys outside when I am here in the room?
- 4) Will you hang the calendar? Or I will hang it myself.
- 5) I have two daughters.
- 6) Give me a blue pen. / Give me a pen of any color.
- 7) The principal is moving around in the corridor.
- 8) All of you stand in a circle. / All of you stand in a straight line.
- 9) Open the window—let the air come in.

3. Summarizing your thoughts

Self-contradiction: 2, 6, 8

Wrong choice of words: 1, 7, 9

Misuse of word: 4

Ambiguity: 3

Redundancy: 5

Wrong punctuation: 4, 8

Non-standard writing: 5, 8

Wrong capitalization: 9

Text A

▶ Short Answer Questions

1. Because the correspondents were forbidden from sending out any news concerning General Kuroki's plans, and every message that was allowed to be sent out was strictly censored.
2. He read it three times and was unable to interpret it. So he gave it to his assistant Boyd.
3. He first thought it was either a cipher or a sunstroke (nonsense); then guessed it might

be an acrostic; he tried but failed to interpret it.

4. He first thought it may be an inverted alphabet cipher, and tried decoding in that way but also failed. Then he thought it might be a kind of cipher code.
5. Heffebauer thought he was asked about a goat due to his German accent. This episode shows the culmination of the despair of the staff to interpret the cablegram.
6. Vesey was a young man of character and talent, able but a little sloppy; a bust photographer who also wrote his own stories.
7. He interpreted the cablegram from his knowledge of common jargons and journalist clichés.
8. He tried to find out any news-worthy trace and rewrite the story in a sensational, eye-catching way.

► Reading Critically

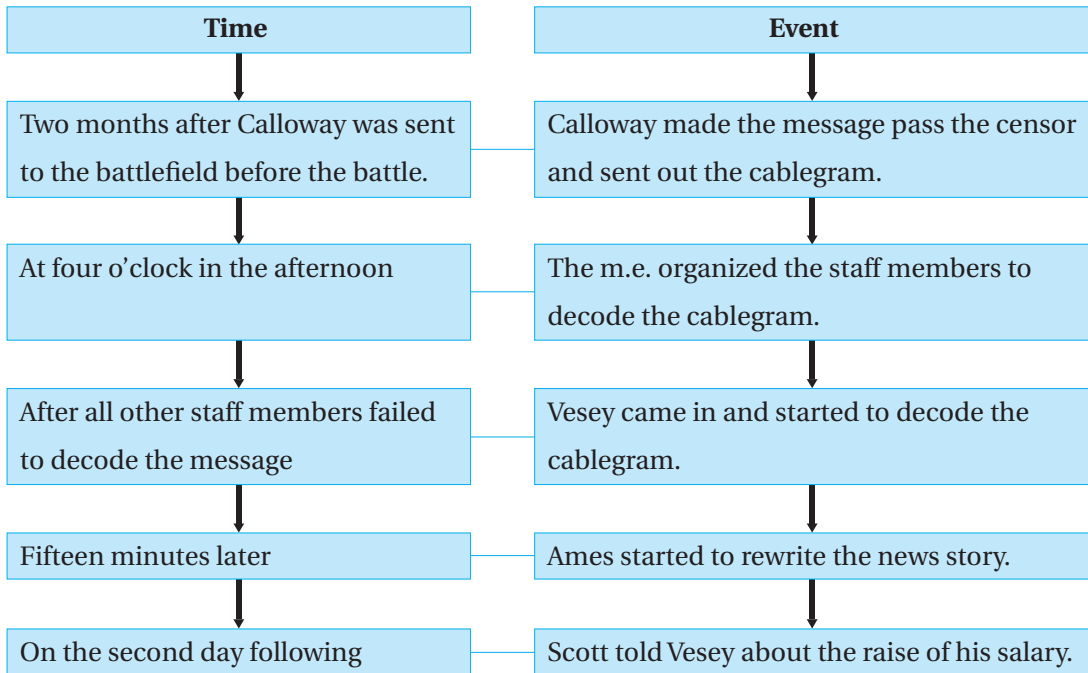
Activity 1

Orientation:	Calloway's encoding of the cablegram due to strict war censorship (Paras. 1–9)
Complication 1:	Boyd's interpretation (Paras. 10–18)
Complication 2:	Scott's interpretation (Paras. 19–24)
Complication 3:	Other staff members and Heffebauer's interpretation (Paras. 25–36)
Resolution:	Vesey's decoding (Paras. 37–53) and Ames' rewriting (Paras. 54–56)
Evaluation:	Calloway, Vesey, and the words are “wonderful”. (Para. 57)
Coda:	Vesey's reward (Paras. 58–60)

UNIT

Eight

Activity ②



► Sentence Paraphrasing

1. And Calloway had obtained some important inside news, which he knew would draw the attention of the whole herd of his colleagues in the Enterprise just as a Park Row lemonade stand would attract the thick swam of flies.
2. As obviously Calloway has obtained some news of great importance and the censor has applied a very strict examination to any news to be sent out; otherwise, he would not have sent back a cablegram that looked like a mess of nonsense.
3. The managing editor had carried out a thorough background check of his staff to find anyone that would be likely to know of a code in the past or at present due to their wisdom, information, natural cleverness or long term of service.
4. The whole staff all revolved around the puzzling words of the cablegram and racked their brains, but their efforts were of no use.
5. He has defeated the Japanese censorship, and defeated the very newspaper in town which has published made-up stories rather than worthy news.

Text B

► Comprehension Exercises

- | | | | |
|----------|----------|----------|---------|
| 1. True | 2. True | 3. False | 4. True |
| 5. False | 6. False | 7. True | 8. True |

► Corpus-based Word Study

- | | | | | |
|-------------|--------------|------------|------------|----------|
| 1. nauseous | 2. ingrained | 3. hustled | 4. kingpin | 5. decry |
|-------------|--------------|------------|------------|----------|

► Lexical Chunks

- | | |
|----------------------------|-----------------------|
| 1. put the screws on | 2. do battle with |
| 3. a long stretch of | 4. get on the trail |
| 5. under the protection of | 6. there is room for |
| 7. can't afford to | 8. exert influence on |

► Matching the Right Word

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

► Filling In the Blanks

- | | | | | |
|--------------|-----------------|-------------|--------------|---------------|
| 1. unscathed | 2. prescriptive | 3. zephyr | 4. vermin | 5. colic |
| 6. courtier | 7. acrostic | 8. outstrip | 9. sunstroke | 10. nauseated |

► Cloze Test

- | | | | | |
|---------------|------------|--------------|-------------|-----------------|
| 1. positive | 2. matter | 3. witnessed | 4. prime | 5. According to |
| 6. aside from | 7. spawned | 8. demonized | 9. wondered | 10. concluded |