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UNIT

One

Men and Women



UNIT One

Theme Starter

1. Matching the couples

Column A	Column B
Elizabeth and Darcy	Marriage of convenience
Jane and Bingley	Marriage based on pure love and common interest
Charlotte and Mr. Collins	Marriage without mutual respect and trust
Lydia and Wickham	Marriage of necessity
Mr. and Mrs. Bennet	Marriage based on similar personality and mutual attraction

Text A

▶ Short Answer Questions

1. The fight started when the wife found that her husband, instead of buying coffee for her, bought a coil of “useless” rope.
2. They used to live in a flat in town and had just moved to the country. Their life was not easy, and every penny counted.
3. He kept proposing solutions to his wife which only exasperated her.
4. She wanted to keep the kitchen in order and obviously thought the “annoying” rope was more of an eyesore than something useful.
5. The wife thought her husband stayed in town to escape from housework, while the husband claimed that he stayed in town to do a half-dozen extra jobs to support the family.
6. The wife thought her husband seldom helped with the housework, while the husband thought he, as the major breadwinner, had helped enough.
7. The wife went hysterical at the end of the fight, which forced the husband to go back to the village. He didn’t exchange the rope because he really wanted the rope.

8. The husband and wife apparently retrieved a kind of harmony, but the same quarrel might easily start again if their relationship remained the same and their living conditions stayed unsatisfactory.

▶ Reading Critically

Activity ①

The profile of the wife	The profile of the husband
a hardworking housewife	a hardworking man
easily irritated	neglectful
dissatisfied with her life	traditional breadwinner
seek comfort, order and control	unable to sympathize
ungracious	

Activity ②

Situation	Emotions/feelings
Problem	
The husband forgot to buy coffee when grocery shopping, instead he bought a coil of rope.	The wife was disappointed and became quite fussy.
Complication	
The couple kept bickering over all sorts of little things: <u>broken eggs, the hammer and nails, the husband working faraway, not helping with the housework, and a suspected affair.</u>	Both the husband and the wife became <u>increasingly irritated.</u>
Climax	
When the quarrel went into <u>the division of housework</u> , the wife started to <u>scream with laughter and then cry</u> and the husband tried to <u>calm her down.</u>	The wife broke down and went hysterical.
Resolution	
The husband went back to buy coffee, and the wife cooked a nice meal for her husband.	<u>Loving, forgiving, but at the same time cautious.</u>

UNIT.....

One

▷ Sentence Paraphrasing

1. He was annoyed and bellowed that he had bought the rope because he felt like it, and that was the only reason he had bought it.
2. He isn't/wasn't stupid enough to put heavy things on the eggs.
3. They have nothing good in home, except for second-best items, bits of leftovers, and things for temporary use. Now even the meat could not be eaten fresh.
4. She felt sometimes that he could see what's happening in the future and would know exactly when was the best time to get away, leaving her to do the work all by herself.
5. When the woman started acting out of her senses, talking to her was no better than talking to a lifeless thing.

Text B

▷ Comprehension Exercises

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

▷ Corpus-based Word Study

- | | | | | |
|---------------|-------------|------------|------------|-----------------|
| 1. obliterate | 2. pluck up | 3. heckled | 4. clutter | 5. inexplicable |
|---------------|-------------|------------|------------|-----------------|

▷ Lexical Chunks

- | | |
|-----------------------|-------------------------|
| 1. know better than | 2. may be better |
| 3. occur to | 4. have their share of |
| 5. all there is to it | 6. the whole wide world |
| 7. for the life of me | 8. may as well |

▷ Finding the Right Word

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

▶ Filling In the Blanks

- | | | | |
|---------------|--------------------|------------|---------------|
| 1. uproarious | 2. distinguishable | 3. foresee | 4. wreck |
| 5. inquest | 6. specimen | 7. clench | 8. discretion |

▶ Banked Cloze

- | | | | | |
|----------|---------------|-------------|-------------|----------------|
| 1. last | 2. problems | 3. happily | 4. continue | 5. differences |
| 6. magic | 7. experience | 8. separate | 9. married | 10. fear |

UNIT

Two

Science and Technology



UNIT

Two

Theme Starter

1. Extracting information

	Time	Foundation (process, energy, etc.)	Invention or notable examples
First industrial revolution	from the end of the 18th century to the beginning of the 19th century	mechanization	steam engine, forging, new methods for shaping metals
Second industrial revolution	the end of the 19th century	electricity, gas and oil	combustion engine, chemical synthesis, telegraph, telephone, automobile, plane
Third industrial revolution	the second half of the 20th century	nuclear energy	automatons—programmable logic controllers (PLCs)—and robots
Fourth industrial revolution	present	digital revolution	transformation of entire production, management and governance systems

Text A

► Short Answer Questions

1. The author has had the feeling that his brain is being tinkered by someone or something. The neural circuitry and the memory is being changed.
2. The web saves time for researching. Research can be done in minutes online instead of days in the library.

3. Since media shape the process of thought, silicon memory now affects the user's ability to concentrate and contemplate.
4. People who use research sites demonstrate a tendency towards skimming. They jump from one source to another and rarely refer back to the previous source. They don't read full articles or books. Instead, they browse through titles, contents pages and abstracts.
5. Speech is an instinctive skill of humans because certain genes decide it, while reading is not. We have to teach our minds to translate the symbolic characters we see into understandable language, through which process we learn to read.
6. Nerve cells routinely break old connections and form new ones. In that way the brain reprograms itself and alters the way it functions.
7. The author mentions these two metaphors to elaborate on our process of adapting to new intellectual technologies.
8. Because the faster we surf across the Web, the more links we click and pages we view, the more opportunities they gain to collect information about us and to feed us advertisements.

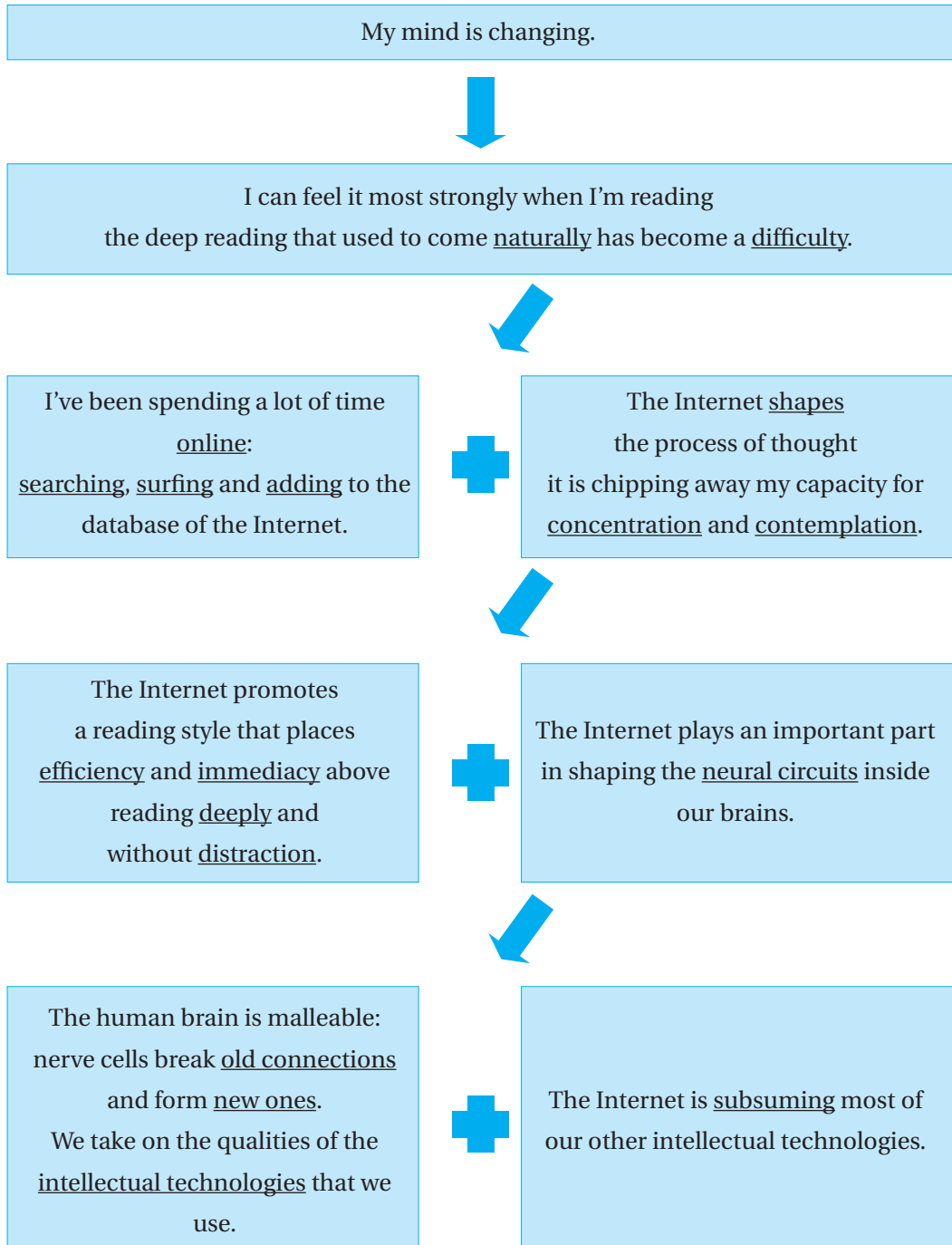
▶ Reading Critically

Activity 1

What examples are used in this article?	What arguments do the examples prove?
Scott Karp <u>confessed he stopped reading books.</u>	The author is not the only one who changes his/her reading habits.
Bruce Friedman <u>described how the Internet has altered his mental habits and so he cannot read or absorb longish articles on the Internet or in print.</u>	
Friedrich Nietzsche <u>changed his writing style after using typewriter instead of pen and paper.</u>	The media or other technologies we use in reading and writing play an important part in shaping our neural circuits.
The mechanical clock <u>helped bring into being the scientific mind and the scientific man.</u>	As we use intellectual technologies, we inevitably begin to take on the qualities of those technologies.
<i>The New York Times</i> <u>decided to devote the second and third pages to article abstracts.</u>	As people's minds become attuned to the Internet media, traditional media have to adapt to the audience's new expectations.

UNIT
Two

Activity 2



▷ Sentence Paraphrasing

1. Over the past few years I've had an uncomfortable feeling that someone, or something, has been playing with my brain and changing the way I process and store information in my mind.
2. The Internet is becoming a common means of communication for me and for others that channels most of the information we see and hear into our minds.
3. German media scholar Friedrich A. Kittler writes that Nietzsche's prose style changed when he wrote with a machine: there were no arguments, but only short sentences that expressed a general truth; there was no deep thinking, but only the amusing use of words; there was no effective use of language, but only childlike, simple sentences.
4. As people become used to the all-pervasive influence of Internet media, the audience has new expectations and traditional media have to change themselves in order to meet these expectations.
5. Google thinks that information is something that can be bought and sold, a practical resource that can be efficiently extracted and prepared for sale like any other industrial product.

Text B

▷ Comprehension Exercises

- | | | | | |
|---------|----------|----------|----------|----------|
| 1. True | 2. False | 3. False | 4. True | 5. False |
| 6. True | 7. True | 8. True | 9. False | |

▷ Corpus-based Word Study

- | | | | | |
|---------------|-----------|----------|--------------|----------|
| 1. aggravated | 2. limped | 3. pithy | 4. forlornly | 5. terse |
|---------------|-----------|----------|--------------|----------|

▷ Lexical Chunks

- | | |
|------------------------------|-----------------------------|
| 1. there is no evidence that | 2. it is (mostly) seen as |
| 3. in a (hilarious) scene | 4. in the traditional sense |
| 5. reach adulthood | 6. in (good) position to |

UNIT

Two

7. it is clear that

8. cultural climate

▶ Finding the Right Word

1. b

2. g

3. i

4. d

5. a

6. c

7. h

8. e

9. f

10. j

▶ Filling In the Blanks

1. instinctive

2. tentative

3. pathologist

4. ambivalence

5. fidgety

6. prominent

7. unprecedented

8. curtailed

▶ Banked Cloze

1. concerns

2. response

3. viewing

4. spot

5. privacy

6. to

7. data

8. worries

9. countries

10. terrorists

UNIT

Three

Law and Crime

© GUANDING



Theme Starter

1. Completing the plot

- 1) He kidnapped a young child, Daisy Armstrong. Although the Armstrong family paid the ransom, Cassetti had killed the little girl less than one hour after he took her. Mrs. Armstrong was carrying another baby at that time. She gave birth prematurely to a dead child and died herself. The broken-hearted husband and father committed suicide. The housemaid, who was thought by the police to have some knowledge of the crime yet was innocent, also took her own life. Cassetti was arrested, but his resources allowed him to get himself acquitted.
- 2) The first: a Mafia assassin killed Cassetti and escaped with the money. The second: the passengers (and the train conductor) conspired to kill Cassetti, each stabbing him once. The 12 of them formed a "12-person jury" to get justice for the ones they loved.

2. Background research

- 1) best friend; valet
- 2) chauffeur; companion-governess
- 3) nurse
- 4) district attorney
- 5) nursery-maid; father
- 6) godmother; cook
- 7) mother; sister

Text A

► Short Answer Questions

1. Because the method to rob a bank was so confidently presented that she was worried that it would really work.
2. The bankers were not sure whether it was legal or not, but even if it wasn't it would cost the banks millions of dollars in lawsuits.
3. "Saurian" is any of the suborder Sauria of reptiles including lizards and crocodiles and

various extinct species (such as dinosaurs) that resemble lizards. In the text, the word is used to depict one of the bankers who looked like a lizard to show disgust.

4. Because he was frightened by the thought that the story might appear in foreign markets or anthologies, movies or TV if it was published and thus bring more trouble to the banks.
5. Because they were afraid that he might do something more dangerous to the banks with his knowledge about the banking system, and wanted to find a way to stop him.
6. Having worked in a bank for years and years, he got to know how the banks work so well that he could write the stories. On the other hand, he wrote the stories probably in revenge for being let go with only a small pension in order to make room for the president's nephew.
7. Apparently, he was invited for an author-editor chat, but actually he would be brought before the bankers and their lawyers, who would threaten him to tell them about Method Three and then work out some way to shut him up.
8. She felt guilty because she didn't tell him the truth. He was not invited because she was interested in his story and wanted to publish it, but because she had arranged with the bankers to bring him before them.

▶ Reading Critically

Activity ①

1st meeting between Frank Wordell and Miss Martin

Frank Wordell	Miss Martin
Listen—you weren't thinking of publishing this, were you?	<u>It needs work. We haven't made a decision.</u>
We can't let you publish this and we must see this man at once.	<u>That is our decision to make.</u>
We want you to buy the story and assign the copyright to us.	<u>We don't buy material that we don't intend to publish.</u>

1st meeting between Miss Martin and the City Banking Association

Miss Martin	The City Banking Association
I think it would be only fair to give the author a little more than the usual figure.	<u>The usual figure will have to do. No extras.</u>

UNIT

Three

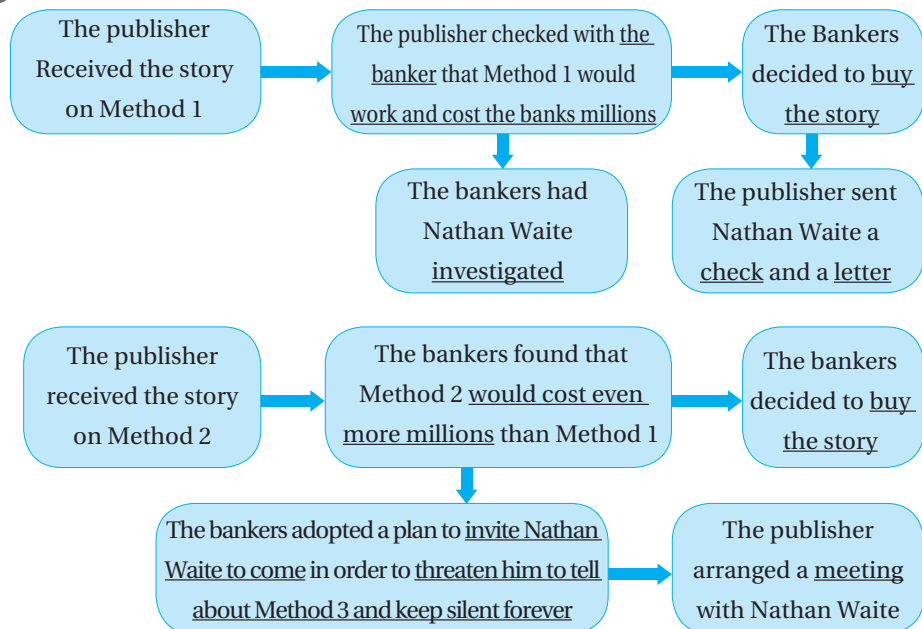
2nd meeting between Frank Wordell and Miss Martin

Frank Wordell	Miss Martin
We've had him thoroughly checked out, of course.	<u>Do you mean to tell me that you had Mr. Waite investigated—a man you only learned of through his correspondence with us?</u>
He worked in a bank for years and years. ... They let him go a year ago. Had to make room for the president's nephew. Gave him a pension though. Ten per cent of his salary.	<u>Naturally he wouldn't harbor any resentment over being let go.</u> (being ironical)

2nd meeting between Miss Martin and the City Banking Association

Miss Martin	The City Banking Association
Could the price of the second story be raised in view of the fact that Mr. Waite was now, having received one check, a professional author.	<u>Waite hadn't actually been published, so the extra expense was not justified.</u>

Activity ②



▶ Sentence Paraphrasing

1. The story itself was roughly written and some parts were repetitive and should have been crossed out. The characters were simple and unrealistic. The story was written almost only to introduce how to carry out Method 1.
2. She attached a memorandum to the manuscript with a clip, carelessly wrote a large question mark on it, and threw it to the editor.
3. Since Miss Martin did not like the bankers' attitude and way of thinking, she did not give a definite answer.
4. She knew that to someone who had never published his/her works, money was not so important as the honor of having the work published. In Mr. Waite's case, his story was never going to be published, so the check might not really make him happy.
5. Miss Martin said this without showing any emotion, but she seemed to have sensed something unpleasant was going to happen.
6. She was tortured by the feeling of guilt.

Text B

▶ Comprehension Exercises

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

▶ Corpus-based Word Study

- | | | | | |
|-------------|------------|-----------------|---------------|-----------|
| 1. deflated | 2. subdued | 3. noncommittal | 4. regimented | 5. sneaky |
|-------------|------------|-----------------|---------------|-----------|

▶ Lexical Chunks

- | | |
|---------------------------------|-------------------------------|
| 1. it was only fair | 2. There is general agreement |
| 3. beyond the shadow of a doubt | 4. sucked in her breath |
| 5. extend credit | 6. a match for |
| 7. answerable to | 8. in a gesture of |

UNIT

Three

▶ Finding the Right Word

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

▶ Filling In the Blanks

- | | | | |
|--------------|--------------|---------------|--------------|
| 1. commotion | 2. cynically | 3. furiously | 4. verbosity |
| 5. scrawl | 6. ominous | 7. impeccable | 8. sequester |

▶ Banked Cloze

- | | | | | |
|----------------|-----------|-------------|-------------|--------------|
| 1. innocent | 2. sudden | 3. ordinary | 4. knows | 5. explode |
| 6. fascinating | 7. warn | 8. trivial | 9. suspense | 10. informed |

UNIT

Four

Creation and Appreciation



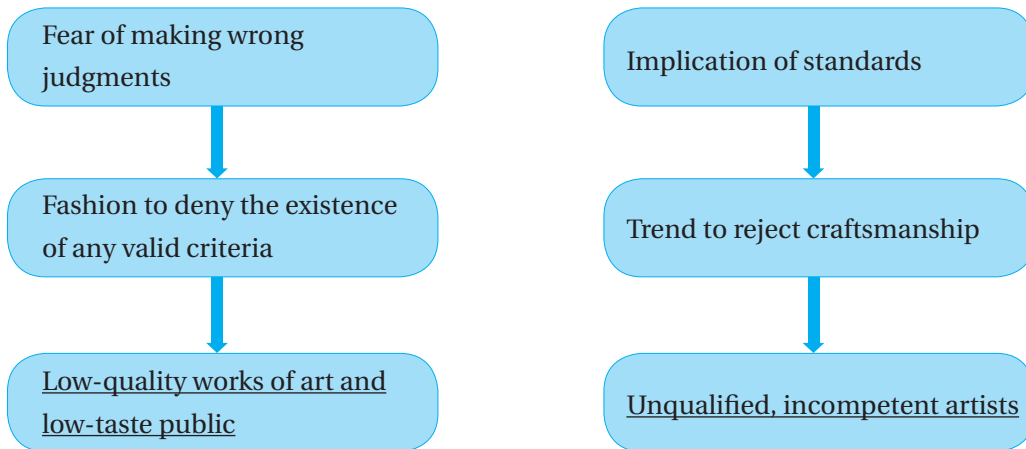
Text A▶ **Short Answer Questions**

1. The recent fashion in criticism or appreciation of the arts has been to deny the existence of any valid criteria of good or bad. The writer is against this fashion.
2. He means that for a critic to say that this program is bad and this program is good is purely a reflection of personal taste, so it is up to the public rather than the critics to decide what program they want.
3. Because it is quite common for the evaluation of artists and their works to change as time passes by.
4. They may welcome it as a new form and try to describe it in language that nobody can understand.
5. Because appreciation is essential to the development of arts, and the higher the expectations of the public, the better the performance of the artist.
6. Craftsmanship has become a dirty word these days because it implies standards. The writer thinks it is time to reverse this trend by trying to rediscover craft.
7. According to the writer, ends and means, or the purpose and the craftsmanship used to achieve the purpose, are the keys to judgment in the arts.
8. They involve independence and courage and, moreover, the risk of a wrong decision as well as the humility of confessing having made a wrong decision with the passage of time.

▶ **Reading Critically****Activity ①**

Opposing views	The author's opinions
1, 2, 3, 5, 6, 7	4, 8, 9, 10

Activity ②



► Sentence Paraphrasing

1. This has been widely adopted because, by taking this approach, the critic does not need to be responsible for the judgments they make of arts and the public does not need to learn how to appreciate the arts.
2. It satisfies people who hate being governed by rules. Instead of saying that some people are actually ignorant, it praises them for being liberal to new ideas. For those who cannot decide what is good and what is bad, it relieves them of all the worries.
3. During each historical period, there are people who have a say but do not have the abilities to make judgments following the development of times. They cannot distinguish a gradual, natural process of development from a sudden, radical change. They fail to understand the differences between a changing, temporary fashion, or a layman's whimsy, and far-reaching and necessary change.
4. On the other hand, it is due to lack of appropriate guidance from the critics that the public have been so willing to accept low-quality art and literature in recent years.
5. If standards are discarded, art, no matter good or bad, will be discarded indiscriminately. What we have ended up with are worthless things due to the denial of standards themselves.

UNIT

Four

Text B

▶ Comprehension Exercises

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

▶ Corpus-based Word Study

- | | | | | |
|-------------|---------|----------|-------------|-------------|
| 1. subtlety | 2. defy | 3. dogma | 4. abdicate | 5. constant |
|-------------|---------|----------|-------------|-------------|

▶ Lexical Chunks

- | | |
|---------------------------------|------------------------------|
| 1. the subject under discussion | 2. It may be said that |
| 3. being found guilty | 4. there is no such thing as |
| 5. the passage of time | 6. who are you to |
| 7. as we know it | 8. It is true that |

▶ Finding the Right Word

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

▶ Filling In the Blanks

- | | | | |
|----------------|---------------|---------------|--------------|
| 1. consistency | 2. mediocrity | 3. frivolous | 4. coherent |
| 5. outcry | 6. inexorably | 7. succinctly | 8. exquisite |

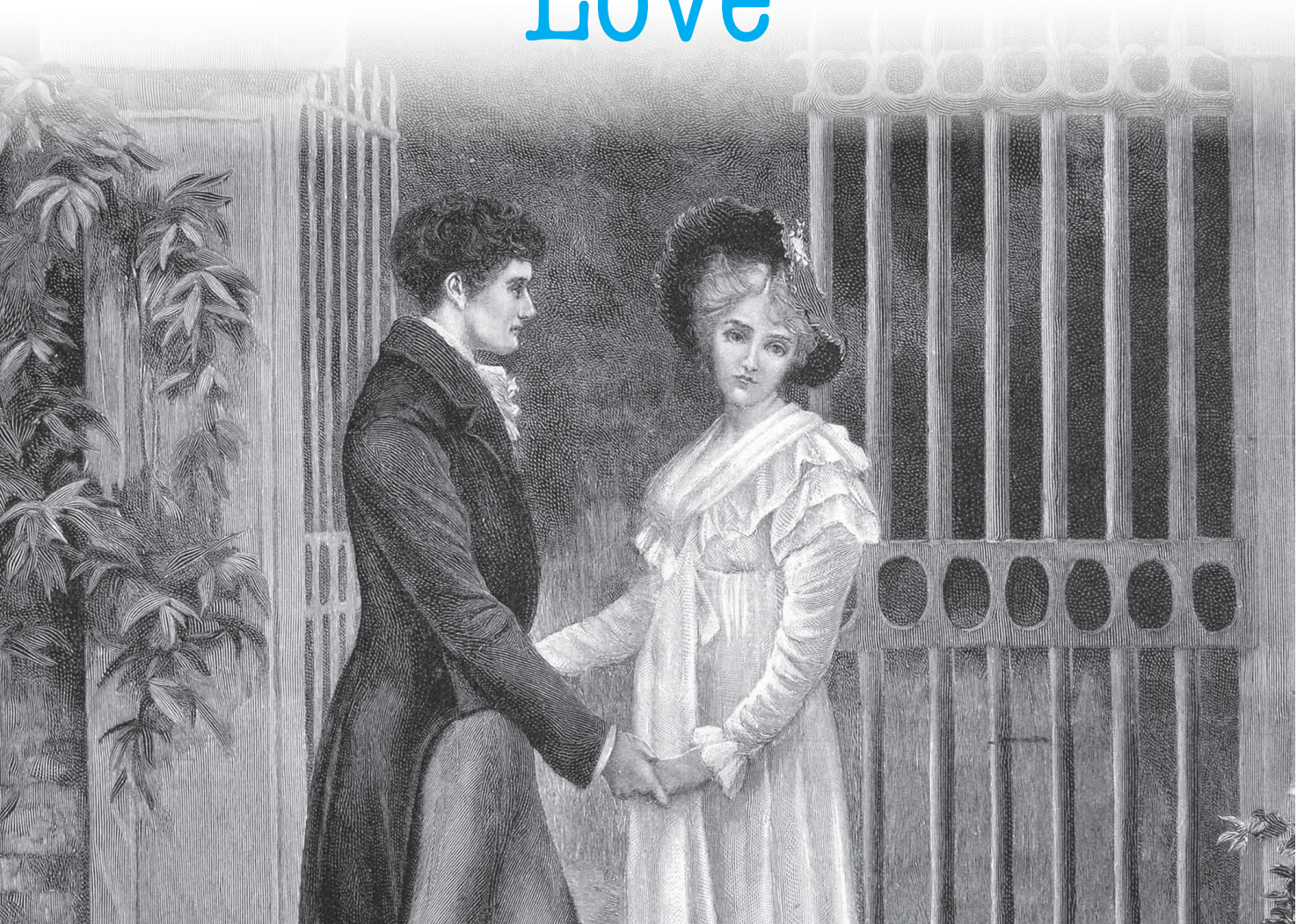
▶ Banked Cloze

- | | | | | |
|-----------|--------------|--------------|--------------|----------------|
| 1. linked | 2. repulsive | 3. beautiful | 4. physical | 5. evaluations |
| 6. values | 7. offends | 8. forms | 9. different | 10. accurately |

UNIT

Five

The Mysteries of Love



UNIT

Five

Theme Starter

2. Comparing the two poems

Marlowe's ideas	Raleigh's counterpoints
we will all the pleasures prove	truth in every shepherd's tongue
we will sit upon the rocks	rocks grow cold
seeing the shepherds feed their flocks	time drives the flocks from field to fold
shallow rivers	rivers rage
melodious birds sing madrigals	Philomel becometh dumb
I will make thee beds of roses, fragrant posies, a cap of flower, and a kirtle embroidered all with leaves of myrtle, a gown made of the fin- est woo, fair lined slippers	the flowers do fade; the gowns, thy shoes, thy beds of roses, thy cap, thy kirtle, and thy posies soon break, soon wither, soon forgotten
If these pleasures may thee move, Come live with me, and be my love	All these in me no means can move To come to thee and be thy love

Text A

► Short Answer Questions

1. The king was a tyrant who had an abundant fancy. His ideas which were large, florid and untrammelled were barbaric in nature, but those ideas were somewhat polished and sharpened by the progressiveness of his distant Latin neighbors (an allusion to ancient Rome) and had become semi-barbaric.
2. "Self-communing" means talking to oneself. The author wants to express how autocratic the king was in an amusing way.
3. A public arena would refine and civilize the minds of the subjects by exhibiting manly and beastly bravery.
4. The king used the arena to administer justice whereby crime was punished and virtue rewarded, while other public arenas were mostly used for events such as gladiator combats, chariot races.

The Mysteries of Love

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5. When a subject was accused of a crime of sufficient importance to interest the king, his fate would be decided in the king's arena. The accused person would have to choose between two doors exactly alike, but behind one door there was a fierce tiger and behind the other door a beautiful lady. In this way, the accused would be either punished or rewarded.
6. The king's daughter had a strong nerve and imperious character just like the king.
7. She used her power, money and strong will to obtain the secret.
8. The king's daughter was trapped into a dilemma. On the one hand, she didn't want to kill her lover. On the other hand, she couldn't bear the jealousy of seeing her lover marrying another woman.

▶ Reading Critically

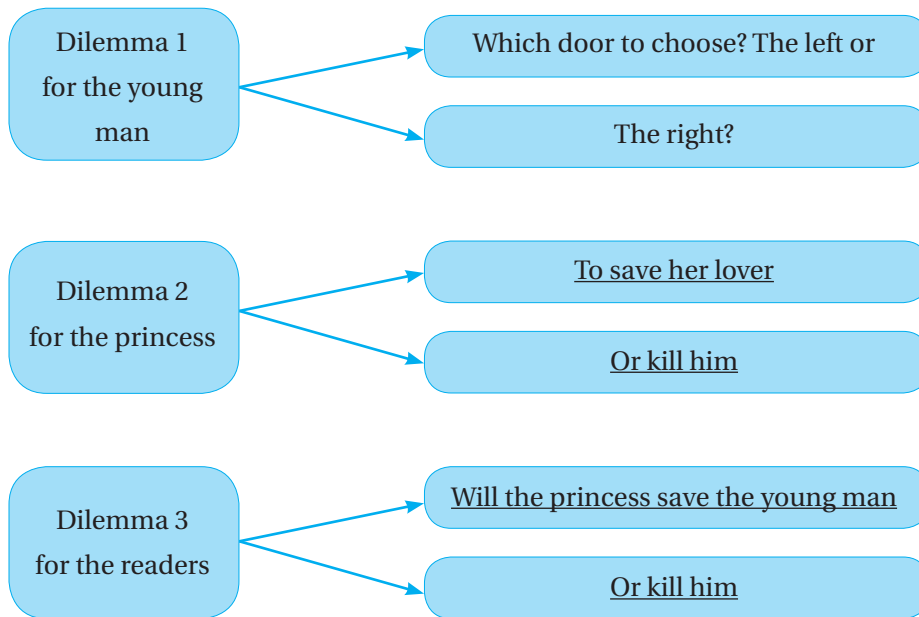
Activity ①

	Evidence: quote or paraphrase from the text	Elaboration: explanation of how this evidence supports the belief
The evidence that supports the belief that the princess sent her lover to the tiger's door	A soul as fervent and imperious as the king	She cannot bear losing her lover to someone else.
	Barbarism in her nature	She is brutal.
	The girl was lovely and the princess hated her.	She burns with jealousy.
	Her soul had burned in agony when she had seen him rush to meet that woman.	She cannot bear the pain that jealousy has brought to her.
The evidence that supports the belief that the princess sent her lover to the lady's door	She had possessed herself the secret of the doors.	She does this with an intention to save her lover.
	She attended the event.	She is there because she wants to save her lover.
	She was in wild horror thinking of the fangs of the tiger killing her lover.	She cannot bear the bloody scene of her beloved being killed.

UNIT

Five

Activity ②



► Sentence Paraphrasing

1. He was a man with a rich and wild imagination who could not tolerate any act bold enough as to challenge his authority. He would follow his own whimsical wish to turn ideas, no matter how absurd they might be, into reality.
2. The king showed how rich and wild his imagination was even by administering justice in the public arena.
3. He had total freedom to choose what to do and which door to open. There was no one to direct or advise him on which door to choose to open. What could decide his fate was only the above-mentioned chance which is fair and incapable of manipulation.
4. This semi-barbaric king had a daughter as beautiful as the king could imagine. She possessed a nature as intense and autocratic as his own.
5. The question (i.e. did the tiger come out of that door, or did the lady?) is most intricate and confusing because by nature the human heart is full of unpredictable emotion and difficult to fathom.

The Mysteries of Love

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Text B

► Comprehension Exercises

- | | | | | |
|----------|----------|----------|---------|----------|
| 1. False | 2. False | 3. True | 4. True | 5. False |
| 6. True | 7. True | 8. False | 9. True | 10. True |

► Corpus-based Word Study

- | | | | | |
|--------------|------------|--------------|------------|----------|
| 1. hilarious | 2. reverie | 3. exuberant | 4. devious | 5. bland |
|--------------|------------|--------------|------------|----------|

► Lexical Chunks

- | | |
|----------------------------|-------------------------------|
| 1. come to accept | 2. conflict between... and... |
| 3. the accused person | 4. a low hum of |
| 5. There is no escape from | 6. in his waking hours |
| 7. From the moment | 8. It is to say that |

► Finding the Right Word

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

► Filling In the Blanks

- | | | | | |
|--------------|------------|----------------|-----------|----------|
| 1. imperious | 2. florid | 3. retribution | 4. genial | 5. valor |
| 6. raptuous | 7. premise | 8. hitch | | |

► Banked Cloze

- | | | | | |
|--------------|-----------------|--------------|--------------|------------------|
| 1. Romantic | 2. relationship | 3. affection | 4. change | 5. existence |
| 6. instances | 7. throne | 8. dilemmas | 9. forgotten | 10. speculations |

UNIT Six

Reading and Writing



Theme Starter

1. Discussing

The main points of the cartoon:

- The old generations are more used to paper reading.
- The new generations are more comfortable with screen reading.
- Whether screen reading is replacing the more traditional way of reading is a question worthy of discussing.

2. Sorting information

1970s	1980s–1990s	2007	2008–2010	2011	2013
Project Gutenberg began publishing electronic text files.	Books written in HyperCard followed, pioneered by companies such as Voyager and Eastgate Systems	Amazon released Kindle, causing palpitations in the publishing industry.	E-book sales jumped up to 1 260%. Nook and iPad debuted.	Borders Books declared bankruptcy. E-books' popularity continued to steadily rise.	Half of American adults owned a tablet or e-reader, and 3 in 10 read an e-book.

Text A

► Short Answer Questions

1. One shall take no advice except following your own instincts, using your own reason and coming to your own conclusions.
2. The spirit of freedom will be destroyed, which is the essence of reading.
3. Readers most commonly come to books with certain preconceptions, but it will be a great beginning for reading if these preconceptions do not exist.
4. Because if you criticize at first, you cannot get the fullest possible value from what you read, while if you open your mind as widely as possible, you can appreciate the signs

and hints of almost imperceptible fineness and understand the author better.

5. Great novelists are competent enough to create a consistent world in their story, while lesser capable novelists may introduce different worlds in one story, which only confuses readers.
6. They show us people going about on their daily affairs and bring us with them on their various adventures.
7. We should be cautious when we use the character to interpret the writer because words are very sensitive and the character can accommodate different interpretations of the writer.
8. It's very intriguing to read about such trivial things, to piece them together and to gain a vision of the past.
9. Different from fictions and biographies, the impact of poetry is strong and direct which can rouse intense personal emotion.

► Reading Critically

Activity 1

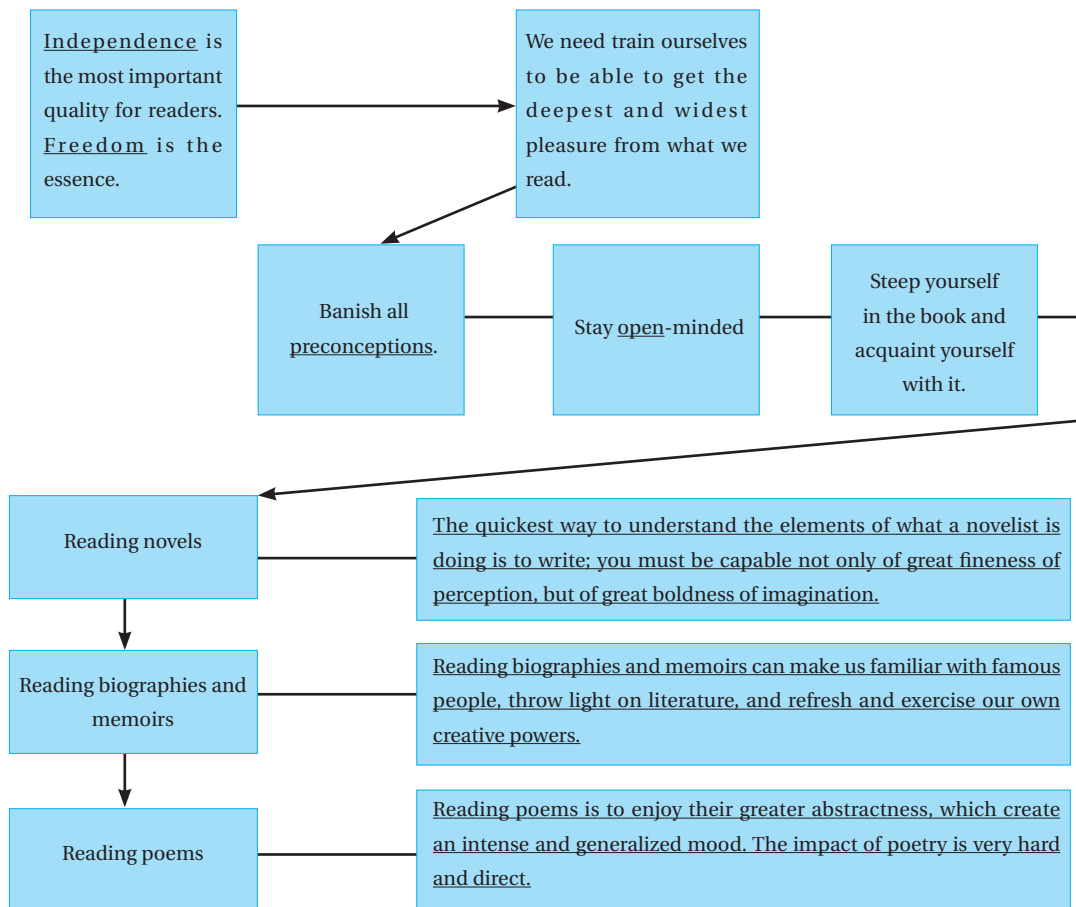
Paragraph	Argument	Example
1	Independence is the most important quality that a reader can possess.	No one can decide whether <i>Hamlet</i> or <i>Lear</i> is a better play. Each reader needs to decide independently.
4	When reading works of great writers, we are not only in the presence of a different person, but also living in a different world.	Defoe brought us to open air and adventure; Austen took us to the drawing-room to join people's talk; Hardy then showed us the moors and stars, our relations to nature and destiny.
6	Biographies and memoirs show us people going about their daily affairs, toiling, failing, succeeding, eating, hating, loving, until they die.	Donne, Temple and Swift, Harley and St. John, Samuel Johnson, Goldsmith, Garrick, Voltaire and Diderot, Madame du Deffand, Pope, Walpole.

UNIT

Six

8	The impact of poetry is so hard and direct that for the moment there is no other sensation except that of the poem itself.	Western wind, when wilt thou blow? The small rain down can rain. Christ, if my love were in my arms, And I in my bed again!
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Activity ②



▷ Sentence Paraphrasing

1. To follow the suggestions of authoritative critics, no matter how renowned they are, suggestions on what to read, and how to read and evaluate them is to constrain the

spirit of freedom in reading. Such freedom which one can achieve in no other ways than in reading is essentially important.

2. First, let's consider novel-reading. The thirty-two chapters of a novel is like a building with its own form and structure. However, words are not something as concrete as bricks; reading takes more time and is more complicated than seeing.
3. Therefore, the reader will experience utterly different things when reading novels by different writers, from Jane Austen to Hardy, from Peacock to Trollope, from Scott to Meredith.
4. To what extent shall we resist or allow the emotion that the character in a book arouses in us to influence our understanding of the author? Words, after all, are very sensitive and the character created by the author can accommodate different interpretations of the author.
5. Every literature with that has a long history has accumulated many books of little value, which have recorded moments and people long past. People who recorded such moments have not the artist's power in employing words and their words cannot last long.

Text B

► Comprehension Exercises

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

► Corpus-based Word Study

- | | | | |
|-------------------|-----------|-----------|----------|
| 1. trudge | 2. fetter | 3. muster | 4. grope |
| 5. conglomeration | | | |

► Lexical Chunks

- | | |
|---------------------------|----------------------------|
| 1. a swarm of | 2. sinking heart |
| 3. is not to (win) but to | 4. subscribe to the notion |

UNIT

Six

- 5. on the very spot
- 6. be agreed between
- 7. out at sea
- 8. more than any of
- 9. nature and destiny

▶ Finding the Right Word

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

▶ Filling In the Blanks

- 1. courtesy
- 2. vanished
- 3. huddled
- 4. counselors
- 5. warily
- 6. pardonable
- 7. acquainted
- 8. groaning

▶ Banked Cloze

- 1. overlapping
- 2. relationship
- 3. pragmatic
- 4. distinct
- 5. intense
- 6. affect
- 7. separate
- 8. linked
- 9. functions
- 10. communicative

UNIT

Seven

Human and Nature



Theme Starter

1. Background research

The lyrics, from an Indian princess' perspective, try to convey a message of the harmonious relationship between human beings and nature.

Text A

► Short Answer Questions

1. It depends on the season. April mornings are bright, clear and calm while in the afternoon the wind is likely to bring a sand storm.
2. He didn't mind living with the mice but was worried that the mice might attract rattlesnakes.
3. As a park ranger, he thought he was obliged to protect all living things within the park boundaries. Personally he was not willing to kill animals either. Thus he didn't want to use the revolver, which, at that time, was also out of reach. Leaning for the walking stick might stir up the rattler or spill some hot coffee on the rattler's scale.
4. He didn't want to kill the rattler, but he didn't want rattlers to be around either because the presence of rattlers might mean the presence of huge and dangerous diamondbacks, which would endanger his life.
5. Because the gopher snake is the enemy of rattlesnakes. They are compatible.
6. It means "for human being's sake too" because the author thinks all the living things on the earth are connected in one way or another.
7. Because the rattlesnakes are kept far back in the brush and the number of mice is under control.
8. They might be those who believe that human beings dominate the whole world and that human beings are superior to animals.

▶ Reading Critically

Activity ①

The lengthy description in the introductory part	How does the description contribute to the theme?
Weather of April morning: <u>bright, clear and calm</u>	The April mornings, compared with the afternoons, are enchanting in the author's description. Not only does he use "bright", "clear", "calm", "sweet", "loveliest" to extol the morning, but also he recounts in great detail how he enjoys the sunshine in the morning.
Weather of April afternoon: <u>dusty, sand in funnel-shaped twisters</u>	The April afternoons, in the author's eyes, are not at all desirable. He uses the words such as "forlorn moan of the elements under stress", "the reconnoitering dust devils", "a demented howl" and "confusion", "the red eye, the sore and bloody nostril, the sand-pitted windshield" to describe the miseries the wind brings to the inhabitants here.
Birds: <u>invisible but crying in the distance</u>	However, to this disastrous weather, the author gives not only the vivid description, but also his love as he writes that one learns to love the springtime winds as a part of the canyon country after all these years, as much as one loves the silence and glamorous distance the country gives him. It is in this comment that readers may find the clue of his deep love for the wilderness. He, as a human being, is not ready to change nature in a condescending manner, but to accept nature just as it is because human beings are but a part of nature. Readers can detect a strong will from the author for communication in his guess at the dove's plaintive call. He wishes he could understand what the birds are talking. Even if he says it's foolish and unfair to impute human ideas to the doves, he is certain that the birds' song, if not a mating call or a warning, must be a brooding meditation. It is from this delight in the guessing game that readers may understand the author's idea of anthropomorphism. It is not at all groundless.
Mouse: <u>sharing the trailer with the author</u>	In his sharing the trailer house with the mice, the author conveys the same message, which is incongruous with his attitude toward any other things in nature. He hopes for a harmonious relationship with the wild animals.

UNIT

Seven

Activity ②

A	cause(s)	attracted by the mice
	consideration(s)	ranger's duty and his own safety
	action(s)	scooping the snake into the open
B	cause(s)	attracted by the mice
	consideration(s)	ranger's duty and the potential danger
	action(s)	finding a gopher snake by chance before taking any actions
C	cause(s)	gopher snake's reputation as the enemy of rattlesnakes
	consideration(s)	domesticating the gopher snake
	action(s)	getting along with the gopher snake
D	cause(s)	mating season (guess)
	consideration(s)	whether the gopher snake has left entirely or is hiding somewhere nearby
	action(s)	no actions
E	cause(s)	(gopher snake) taking the trailer house as its home (guess)
	consideration(s)	amazed by the snakes' dancing and determined to see the whole thing
	action(s)	following the snakes
F	cause(s)	disturbed by the author (guess)
	consideration(s)	intrigued by the gopher snakes' dancing but susceptible to fear
	action(s)	giving up
G	cause(s)	gopher snakes' secret presence
	consideration(s)	feeling gopher snakes' presence watching over him like totemic deities
	action(s)	enjoying the harmonious and balanced life

► Sentence Paraphrasing

1. Yet the winds in spring, just like the silence and the alluring remoteness, are also a part of the canyon country. After some years you learn to love them too.
2. It's silly and unfair to assume that the doves are concerned with the same questions human beings are likely to have, especially when they have their own things to consider.
3. Nevertheless it is not the big, powerful diamondback, *Crotalus atrox*. I'm facing a smaller species named horny rattler, or more precisely Faded Midget by the local people. It is

said to be irritable, but the name, suggesting that it is small and weak, is a humiliation to a rattlesnake and thus probably the cause of its bad temper.

4. For a moment I am too curious to move. Then I am overwhelmed by a fear which is so old and strong that I can't conquer it.
5. But I think it's rather silly if one resorts only to reason and logic to do things, and thinks that no animals but man and his dog have emotions.

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. reservation | 2. conceptions | 3. elements | 4. erratic | 5. corner |
|----------------|----------------|-------------|------------|-----------|

► Lexical Chunks

- | | |
|---|------------------------------|
| 1. to my liking | 2. is no more justified than |
| 3. in the knowledge of | 4. with smug satisfaction |
| 5. It seems possible even probable that | 6. brought into the open |
| 7. am left wondering | 8. Or more precisely |

► Finding the Right Word

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

► Filling In the Blanks

- | | | | |
|-------------|---------------|--------------|-------------|
| 1. sustain | 2. garrulous | 3. reject | 4. retreat |
| 5. obsessed | 6. congruence | 7. ritualize | 8. domestic |

▶ **Banked Cloze**

- | | | | | |
|---------------|------------------|-----------------|--------------|--------------|
| 1. assumption | 2. unprecedented | 3. respectively | 4. comprise | 5. feeds |
| 6. adopted | 7. drought | 8. average | 9. stabilize | 10. minimize |

UNIT

Eight

Sports, Education and Society



UNIT

Eight

Text A

▶ Short Answer Questions

1. Because schools interpret intellectualism as doing well on weighty and academic subjects and texts.
2. The author wants to prove real intellectuals can turn any lightweight subject into food for thought.
3. According to the author, it was not at all good because he couldn't get the "hoods" approval for which he was longing.
4. Being "tough" was the most important thing.
5. Because sports is filled with demanding arguments, debates, problems for analysis and complicated statistics, while school is not. On the contrary, school culture seems pale and unreal.
6. He thinks the school competition was getting more and more unpleasant because of the way one earned his academic results. The school dropped the attractive features of sports that helped to unite the participants.
7. Students won't necessarily write better on topics they are more interested in. What matters most in improving the quality of their thought or expression is to train the students to see their interests in an academic way.
8. The author wants to emphasize the essence of intellectuals and the success of education, i.e. caring about students' interest, making it a starting point and finally channel them into the academic field.

▶ Read Critically

Activity ①

Sports
Cars
Fashion
Entertainment: TV, video games
Music: hip-hop, rap music

Activity 2

Introduction (paragraphs 1–4)

1. Street smarts are unable to apply their intelligence to academic work.
2. Schools and colleges.
3. Schools and colleges categorize street smarts as being anti-intellectual.
4. Only weighty and academic subjects and texts can lead to educational depth and weight of discussion.
5. Utilize domains of students' interest as the beginning of their academic study.

Body (paragraphs 5–15)

6. How the author entered the intellectual world through his interest in sports.
7. Win a respectable future & impress the hoods
8. Divided and ambivalent
9. toughness and sports
10. sports books and magazines
11. Rudiments of the intellectual life
12. Sports satisfy a thirst for both intellectual life and community.
13. Rivals, competitions. / An element of drama and conflict.

Conclusion (paragraphs 16–18)

14. There are more nonacademic domains that have potential for literacy training.
15. Using nonacademic subjects should not be taken as a pedagogical cop-out.

▶ Sentence Paraphrasing

1. Real intellectuals can learn something useful from any subject, even seemingly insignificant subjects. They are able to reflect on various subjects by asking thoughtful questions. A foolish person, however, is likely to deprive the most thought-provoking subject of vigor.
2. But these days I start to think that my interest in sports rather than schoolwork was more of a different route to intellectualism than against intellectualism.
3. If your working class neighbors felt you were showing off your literacy in front of them, they would suddenly attack you, physically or verbally.
4. If you couldn't be a weighty fighter—I couldn't, you had to accept something else, even

UNIT

Eight

though that's not the best. Specifically, you need to appear uneducated, pretending that you couldn't use grammar or pronounce words properly.

5. Now I find that the never-ending discussions between my friends and I about sports, movies and toughness—the real tough people would never degrade themselves by joining this kind of activity—went on and on, which actually revealed our loyalty to the intellectual world.

Text B

► Comprehension Exercises

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

► Corpus-based Word Study

- | | | | | |
|-----------|---------------|----------|----------------|---------|
| 1. sprout | 2. reflective | 3. fault | 4. substantial | 5. pits |
|-----------|---------------|----------|----------------|---------|

► Lexical Chunks

- | | |
|------------------------------------|---|
| 1. become even more so | 2. the trouble with (this assumption) is that |
| 3. moving up the ladder | 4. it's a good bet that |
| 5. What didn't occur to me is that | 6. not a decision to be made lightly |
| 7. drained (money) out of | 8. very much like |

► Finding the Right Word

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

► Filling In the Blanks

- | | | | |
|----------------|--------------|----------------|--------------|
| 1. necessitate | 2. tactic | 3. unwittingly | 4. province |
| 5. stultify | 6. penetrate | 7. legitimacy | 8. precludes |

Sports, Education and Society

045

▶ Banked Cloze

- | | | | | |
|---------------|---------------|-------------|----------------|------------------|
| 1. comfort | 2. toddlers | 3. aquatic | 4. podiatrists | 5. Unfortunately |
| 6. adequately | 7. supportive | 8. flexible | 9. complaining | 10. benefit |